

Designing for competence: American case studies in competency-based education

Spring 2018 Webinar Series on Skills Development and Assessment

Thursday, May 17, 2018

12:00-1:00 PM EDT



Housekeeping

- Q&A following the presentations
 - Approximately 12:30 PM EDT
 - Type questions into the “Chat” box
- Slides + recording will be posted to HEQCO website

HEQCO: Informing the future of higher ed



- HEQCO is an agency of the Government of Ontario that brings evidence-based research to the continued improvement of the postsecondary education system.

Designing for competence: American case studies in competency-based education



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Vice Provost
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Competency Based Education and the UW Flexible Option

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Provost and Vice Chancellor

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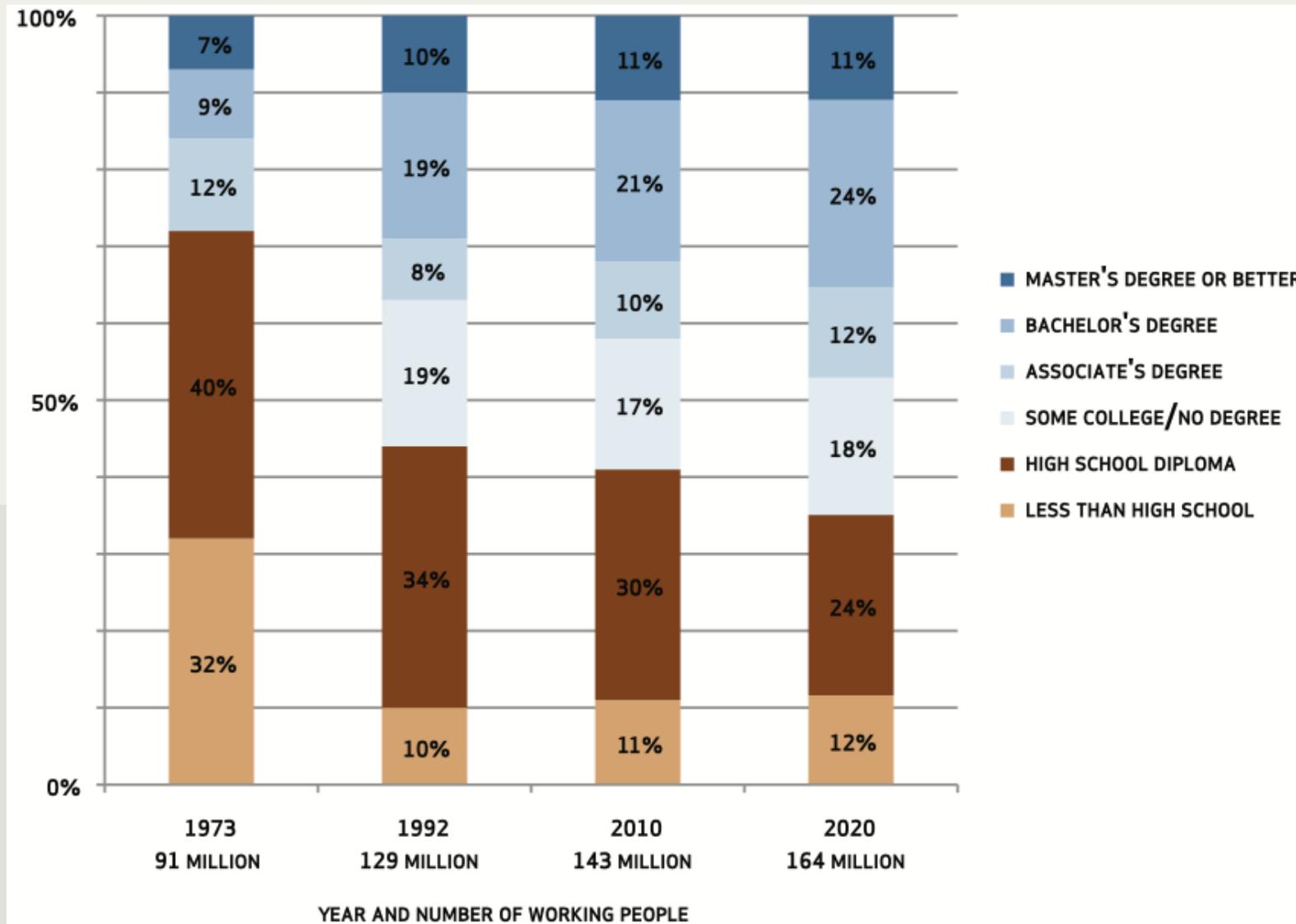
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Why is CBE so Hot Now?

Transitions in Higher Ed

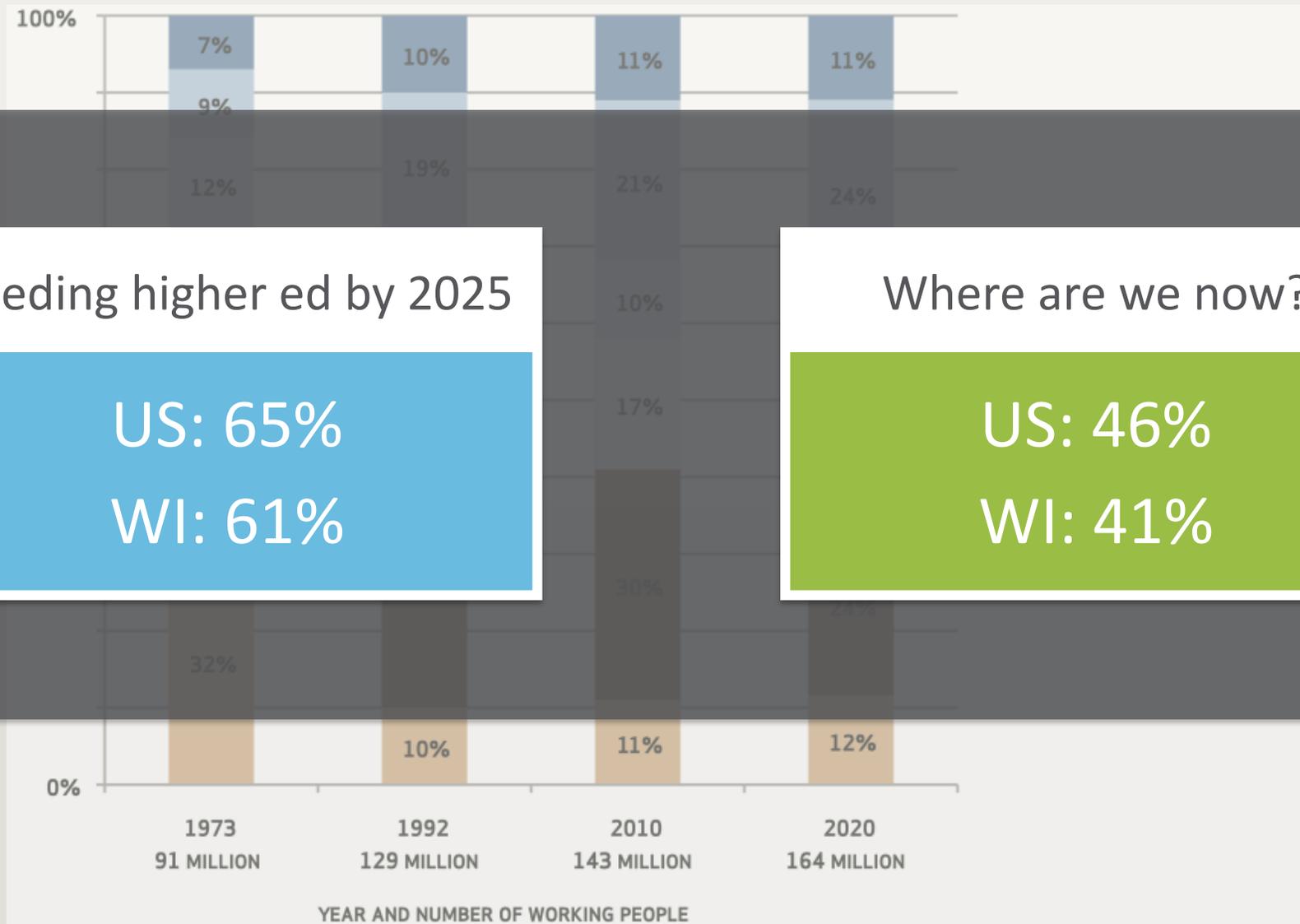
1. Increased need for higher ed
2. Demographics of those seeking higher ed
3. State funding and fiscal models
4. Technology

2020 Jobs Require More Education



Source: Carnevale, Anthony P. et al. (2013). Recovery: Job growth and education requirements through 2020. https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.FR_.Web_.pdf

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Source: Carnevale, Anthony P. et al. (2013). Recovery: Job growth and education requirements through 2020. https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.FR_.Web_.pdf

- 15.6 million undergrads in 2001
- 18.1 million undergrads in 2011
- 20.3 million by 2021

More students are seeking higher ed than ever before

Source: http://nces.ed.gov/programs/coe/pdf/coe_cha.pdf



- 75-85% not full-time, not 18-24, not living in or around campus
- 33% undergrads work full-time & 44% work part-time
- Nearly 25% undergrads are parents
- 38% are over age 25 and 25% are over 30
- 43% attend 2-year colleges
- About half of degrees awarded are “sub-baccalaureate”

What will attract more students? *What do students want?*

- 60% of nontraditional students are driven by career advancement
- 70% are focused on lower tuition and fees
- 51% identified self-paced completion as very important
- 47% want and need credit for life/work experience through an exam
- 44% want accelerated completion options
- 43% want options to test out of courses for faster completion

Source: Closing the Degree Completion Gap: Challenges and Opportunities, Eduventures, May 2014.

What will attract more students? *What do students want?*

– 60% of nontraditional students are driven by career advancement

➤ **Different educational models**

– 51% identify fast-paced completion as very important

– 47% want and need credit for life/work experience through an exam

– 44% want accelerated completion options

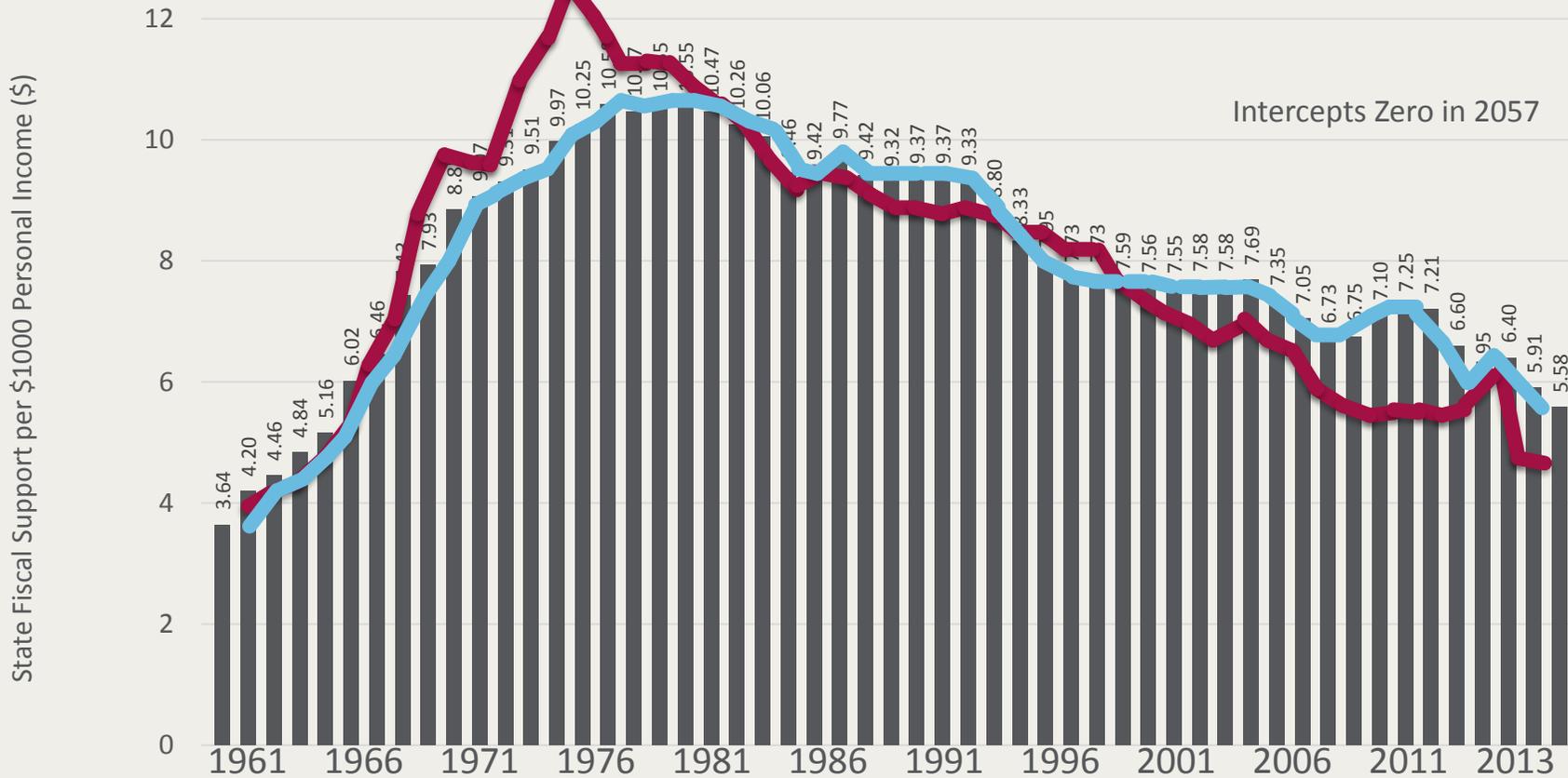
– 43% want options to test out of courses for faster completion

For Different Students

Who need different supports

Source: Closing the Degree Completion Gap: Challenges and Opportunities, Eduventures, May 2014.

National data: State Fiscal Support for Higher Education per \$1000 of Personal Income
FY1961 to FY2013



Wisconsin Fiscal Support for Higher Education per \$1000 of Personal Income
FY1961 to FY2013

Source: Pell Institute for the Study of Opportunity in Higher Education, February 2013.

2017 *This Is What Happens In An Internet Minute*



2018 *This Is What Happens In An Internet Minute*





Laurentius de Vobolma duxit



The Future of Public Higher Education

- Accessible to new populations – adult & returning students will grow the pie
- Need for new funding models, particularly for public education
- Built around project based learning
- Blended learning – using technology and face-to-face wisely

THE
Higher Education
MINDSHIFT

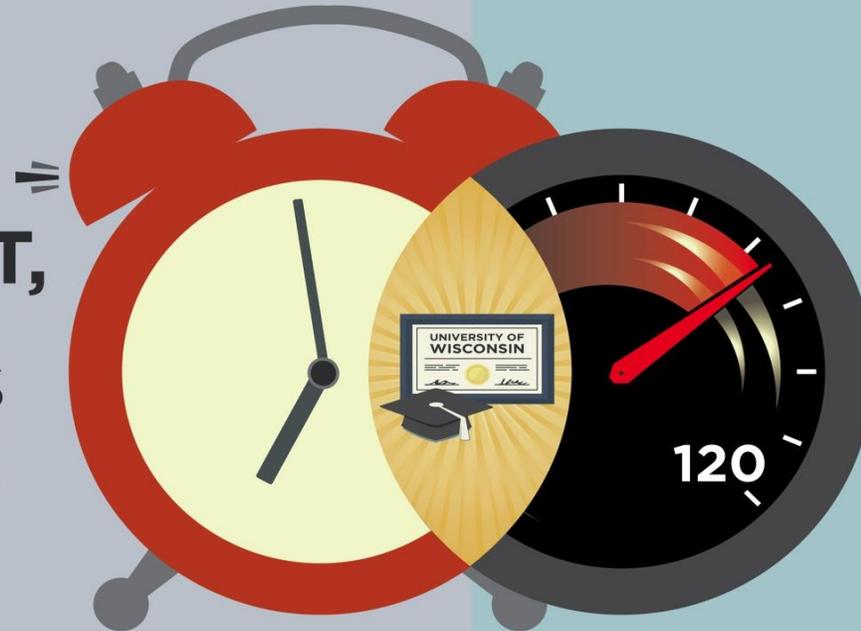
CREDIT-HOUR

FOCUS ON TEACHING

COMPETENCY-BASED

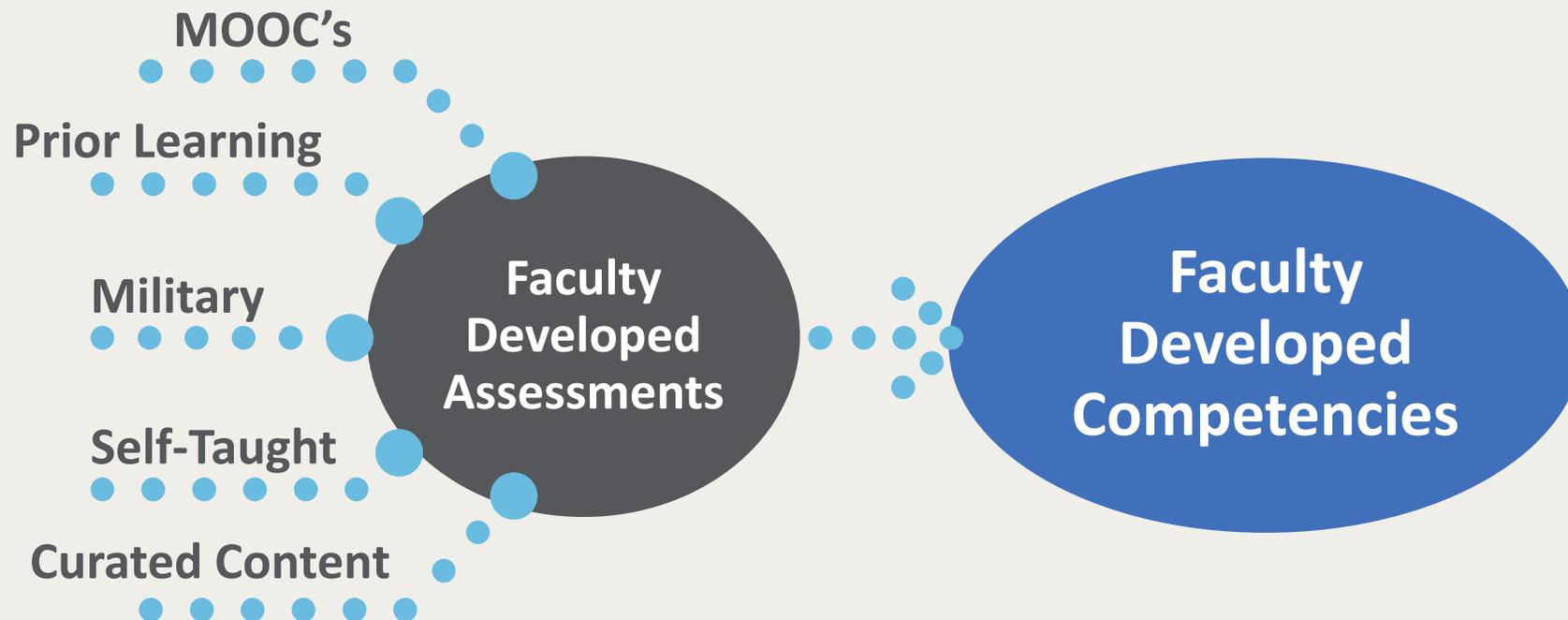
FOCUS ON LEARNING

TIME IS
CONSTANT,
BUT
LEARNING IS
VARIABLE



TIME IS
VARIABLE,
BUT
LEARNING IS
CONSTANT

Direct Assessment CBE





flex.wisconsin.edu



UW flexible option
UNIVERSITY OF WISCONSIN SYSTEM

HOME

PROGRAMS

GETTING STARTED

CURRENT STUDENTS

ABOUT

FAQS

BLOG



Flex YOUR POTENTIAL.

Earn a University of Wisconsin degree at your pace, on your schedule, using knowledge you already have.

Find out if the UW Flexible Option is right for you!

[TAKE THE FLEX FIT SURVEY](#)



YOU'RE SMART.

Hardworking. You have the potential to go far.

But without a college degree, it's not easy to get ahead. You'd like to go back to school, but how would you make it fit?

Key Structural Features of UW Flex:

- Backward design, integrated curriculum
- Faculty from across UW; unbundled roles
- 3-month subscription periods
- Start at beginning of any month
- All-You-Can-Learn pricing
- Cost-recovery business model
- “No asterisk on diploma”

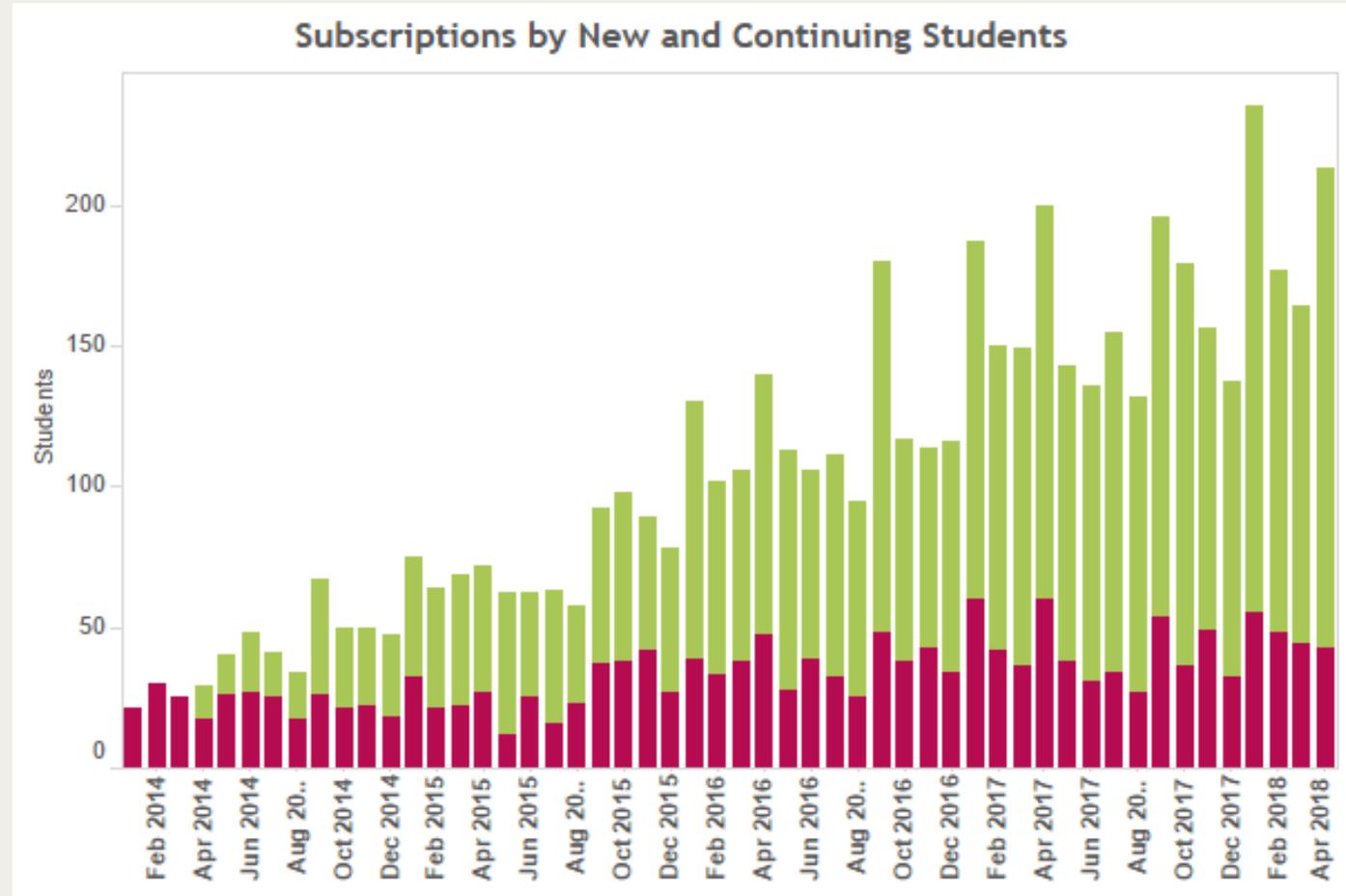
UW Flex is a Partnership Model



- BS Nursing
- BS IT
- BS Diag. Imag.
- BS Health Sci
- AAS
- BS Bus. Admin.
- MS GIS (2019)
- Certificates in
 - Prof./Bus. Com.
 - Project Management
 - Sub. Abuse Counseling

How's it working? (since launch in Jan 2014)

- **Enrollments/Subscriptions:** 5,503
- **Unique Headcount:** 1,730
- **Retention*:** 72%
- **Age*:** 52% between 31-45
- **Gender*:** 63% female
- **Employment:** Most work part or full time
- **In-State:** 77% (of subscribed students)
- **Graduates:** 299 (158 from credit-bearing degree or cert programs)
- **Financials:** Grossing >\$6.5M
Scheduled to break even w/in 5 year projection



*Excluding the Substance Use Disorders certificate

First in the Nation Challenges & Opportunities

Federal & State Policy



- HLC & Disciplinary Accreditors, US Dept of ED
 - *Financial Aid*
 - *Direct Assessment*
 - *Experimental Sites*
- Institutional Policies & Practices

Infrastructure & Backend Operations



- Little is off-the-shelf
 - *Creating own Student Engagement System*

Program Array & Institutional Culture



- Market-driven decisions
 - *...to build new programs*
 - *...to modify/close existing programs*
- New roles & workload expectations



Aaron Brower

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University of Wisconsin – Extension

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About Brandman University

Part of the Chapman University system -
Nonprofit and designed for working adults

- **87%** are working adults
- **48%** are first generation
- **31%** are active duty or veterans

Two Undergraduate CBE Programs

Bachelor of Business Administration

Bachelor of Science in Information

Technology



Brandman MyPath BS, Information Systems and Technology

- 39 competencies*
- General Education + IT Core
- 17 IT certifications may count for academic credit
- Graduate with 6 certifications embedded into the program
 - Savings of more than \$1,000 *Equates to 120 credit hours



BRANDMAN University
CHAMBER UNIVERSITY SYSTEM

Dashboard | Competencies | My Toolkit | mbautista... | 60

Fundamentals of Consumer Behavior

Demonstrate an understanding of consumer behavior fundamentals (e.g., demographics and purchasing behavior) and promotional practices.

Competency Overview

The menu buttons navigate to various content. Click on each button to explore!

- Overview
- Final Assessment
- Activities
- Analytics

Overview

Understanding the psychology of consumers is fundamental to sales and to marketing. Consumer behaviors are constantly changing and at a rapid pace. In order to remain competitive it is vital to document and evaluate this information to plan accordingly and pivot when needed. This competency introduces you to the Fundamentals of Consumer Behavior. Here, we will take a high-level look at many aspects of the subject.

The Final Assessment for this competency is a proctored multiple-choice exam. It is important that you create your proctoring baseline profile and become familiar with using the proctoring software prior to accessing your Final Assessment. A proctoring practice environment and contact information for technical assistance can be found on the Final Assessment page of this competency.

Learning Objectives:

1. Demonstrate an understanding of principles and processes involved in customer purchase evaluation and decisions (e.g., customer needs assessment and evaluation of customer satisfaction).
2. Demonstrate an understanding of principles and best practices for showing, promoting, and selling products or services.
3. Demonstrate an understanding of the components of the promotional mix (e.g., selling and advertising).
4. Demonstrate an understanding of the strategies/tactics used to recover from bad service experiences.

Syllabus

Click button to download Syllabus

[View Syllabus](#)

Tutorial Faculty Contacts

 Email dechols1@brandman.edu

Dr. Diana Echols
Faculty

[Click to visit the faculty's profile or connect with them during office hours](#)

Competency Overview

- Introduction to Competency content
 - Objectives
 - Syllabus
 - Tutorial Faculty contact information
- All content is accessible through the platform
 - No textbooks!
- Content is Organized by Objectives
 - Unlocked when student completes milestone activities
 - Ensure students are on the right learning path

Final Assessments

- Objective Based
 - On-demand remote proctoring – Anytime, Anywhere
 - Student Authentication
 - Test Security
- Project Based
 - Authentic Assessments
 - Accessible instructions and rubric

The screenshot displays a user interface for a 'Behavior and Cognition' assessment. At the top, a dark header contains the title and a brief description: 'Explain individual, organizational, and social behavior.' Below this, a 'Competency Final Assessment' section features a navigation menu with four icons: 'Overview' (binoculars), 'Final Assessment' (document, highlighted with an orange border), 'Activities' (cube), and 'Analytics' (bar chart). The main content area is split into two columns. The left column, titled 'Instructions', contains two paragraphs of text explaining the assessment's purpose and academic integrity policies. The right column, titled 'Final Assessment Details', includes buttons for 'See Rubric' and 'Download Instructions', a progress indicator for 'Attempt 1 of 3', and a 'Contact coach' link.

Behavior and Cognition
Explain individual, organizational, and social behavior.

Competency Final Assessment
The menu buttons navigate to various content. Click on each button to explore!

Overview Final Assessment Activities Analytics

Instructions

In this competency, you have learned about different social sciences theories that explain why people behave the way they do. You have learned about concepts that make individuals unique. You have learned about the environment and its influence on human behavior, and, in turn, the influence of human behavior on the environment. The purpose of this assessment is to analyze your life using Bronfenbrenner's model as the theoretical basis. You will complete an individual SWOT analysis (strengths, weaknesses, opportunities, and threats), as well as an application of some of the theories that you have read about in this competency.

Academic integrity is a core Brandman University value. The University expects that students will conduct themselves in an honest and ethical manner and respect the intellectual work of others. Your Final Assessment submission will be checked for academic integrity, and violations may impact your standing within the program. Please refer to your Academic Catalog, Student Handbook, and/or contact your tutorial faculty regarding the standards of academic integrity.

Final Assessment Details

See Rubric

Download Instructions

Attempt 1 of 3

Attempt #1 [Contact coach](#)

Adaptive Learning and Personalized Lessons

Integrated Marketing Communications (IMC) and Promotions: A Holistic Approach to Marketing

Welcome

This Personalized Lesson is adaptive and is designed to check your understanding of the Topic and prepare you for the Final Assessment. Your responses will not impact your Final Assessment score in any way.

Results

In order to complete this Personalized Lesson, you must answer a number of questions correctly and confidently. You will be presented with an initial Question Set and then directed to a results page. Based on your responses, you will be required to review a customized series of Learning Activities before moving on to the next Question Set.

Note: There are multiple Question Sets that make up an entire Personalized Lesson.

Personalized Lesson Process



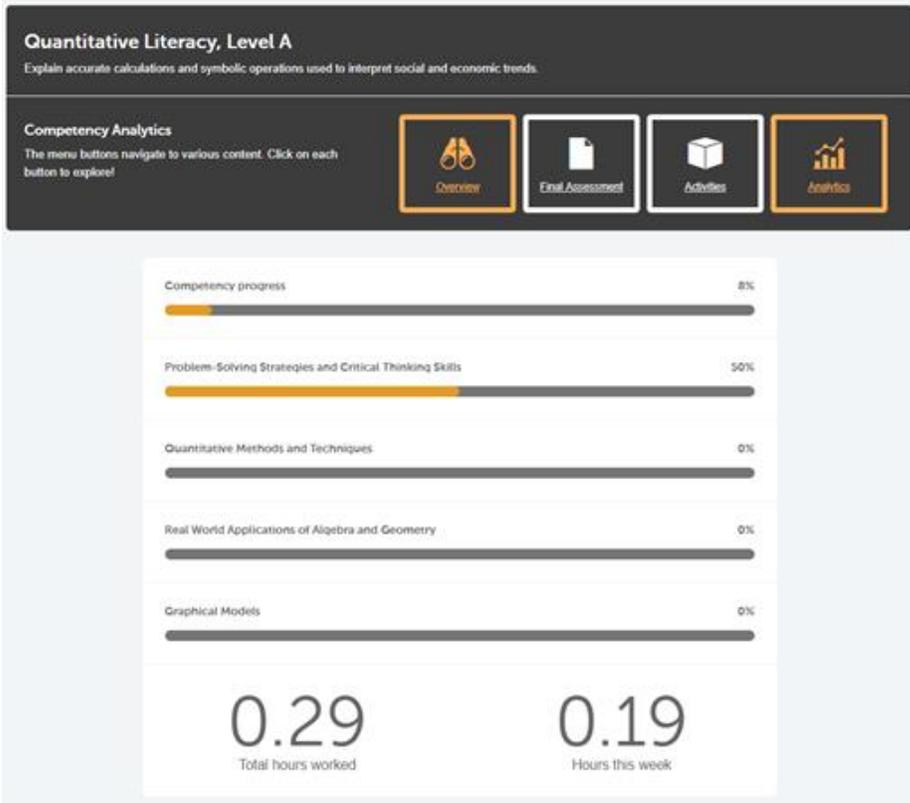
You must answer (16) questions confidently & correctly to complete

Go Back

Start Lesson

- Adaptive Learning through:
 - Assessment
 - Analysis
 - Activities
 - Repeat
- Each student's journey is customized and unique

Analytics



- Students can assess their own progress on a competency-by-competency basis

Objective Title	Topic Title	Activity Title	Activity Type	Location	Activity Started Datetime	Time Spent (in min)	Attempt Number	Score	Result	# Of Views
The Accounting Process and Accrual Concept	The Essential Role of Transaction Analysis	The Nature of a Transaction	LearningActivity	1.1.1	Dec 14, 2017 7:55:52 AM	35	1			3
The Accounting Process and Accrual Concept	The Essential Role of Transaction Analysis	Accounting Terms	LearningActivity	1.1.2	Dec 14, 2017 3:32:30 PM	5	1			2
The Accounting Process and Accrual Concept	The Essential Role of Transaction Analysis		Quiz-Formative	1.1	Dec 14, 2017 3:44:57 PM	6	1	1.00	Passed	1
The Accounting Process and Accrual Concept	Understanding the Effects Caused by Common Transactions		Quiz-Formative	1.2	Dec 14, 2017 3:48:21 PM	0	1	0.00	Failed	1
The Accounting Process and Accrual Concept	Understanding the Effects Caused by Common Transactions	Paying a Previously Recorded Expense	LearningActivity	1.2.1	Dec 14, 2017 3:48:40 PM	24	2			4
The Accounting Process and Accrual Concept	Understanding the Effects Caused by Common Transactions		Quiz-Formative	1.2	Dec 15, 2017 3:40:01 PM	2	2	0.80	Passed	1
The Accounting Process and Accrual Concept	Accrual Method	Recording Transactions Using Journal Entries	LearningActivity	1.3.1	Dec 15, 2017 3:41:13 PM	17	1			1
The Accounting Process and Accrual Concept	Accrual Method	How to Make a Journal Entry	LearningActivity	1.3.2	Dec 15, 2017 3:57:55 PM	16	1			3

- Tutorial Faculty and Academic Coaches have access to multiple reports
 - Exportable to Excel
 - Customizable
 - Schedulable

CBE Brandman MyPath Curriculum Design

- Establish Competencies: Faculty-driven using Framework Origin
- O*NET Department of Labor Data
- Degree Qualifications Profile – 21st Century Skills
- AAC&U Essential Learning Outcomes
- Industry-Specific Certifications
- Advisory Board Feedback



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Group discussion

We invite you to type your questions into the “chat” box.



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Thank you!



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Spring 2018 Webinar Series on Skills Development and Assessment

Real-world challenges in work-integrated learning

HEQCO's spring 2018 webinar series kicked off with a discussion on the real-world challenges in work integrated learning with Norah McRae and Lisa Philipps.

Postsecondary students are increasingly pursuing authentic work-integrated learning (WIL) opportunities — such as co-ops, internships and field experiences — to strengthen their skill sets and help prepare them for the workforce. The Ontario Government is committed to supporting students' access to these opportunities. What kinds of legal and policy issues influence the implementation of WIL programs? How do we assess and help students understand the competencies they develop during a WIL experience?

In this one-hour interactive webinar, panelists Norah McRae and Lisa Philipps spoke on learning outcomes assessment in WIL and the legal implications of WIL.



[Download the presentation slides](#)

Rubric Adaptation

Rubrics are important tools for evaluating student learning and understanding skills development –whether at the individual level, within a program or course, or across an institution. The Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics were developed to assess 16 Essential Learning Outcomes such as Critical Thinking and Teamwork. They are a widely used, valid and reliable means of assessing students' authentic work. While the VALUE rubrics can be used as is, they can also be modified to serve a program's unique needs. Several of HEQCO's Learning Outcomes Assessment Consortium (LOAC) partners, including Queen's, have customized VALUE rubrics to assess student learning.

In this one-hour interactive webinar, panelists Brian Frank and Terry Rhodes spoke about customizing rubrics for the purpose of program or institution-level assessment. Their presentations were followed by a dedicated Q&A session.



[Download the presentation slides](#)