Competency-Based Education: A Higher Return on Investment?

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#CompetencyEd

Thomas Weko
Managing Researcher, AIR
How widespread is competency-based education?

- How many higher education institutions have expressed interest in it?
  - A few hundred are interested

- How many institutions are actually offering CBE programs?
  - CBEN has 30 institutional members and four public university systems

- Number of students enrolled in these programs?
  - Tens or low hundreds of thousands (~ 20 million enrollments)

- Number of grads to date?
  - Likely thousands (~ 6 million awards)
<table>
<thead>
<tr>
<th>How does program organize academic content?</th>
<th>Traditional Program</th>
<th>Competency-Based Program</th>
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</thead>
<tbody>
<tr>
<td>Content organized by course. No explicit statement of competencies to which instruction leads.</td>
<td>Content organized by competencies – explicit and transparent statements about what students know and can do</td>
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<td></td>
<td>Proficiency demonstrated through assessments required to complete course or program</td>
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<td>How do students progress through the program?</td>
<td>Time is fixed, learning variable</td>
<td>Learning fixed by competency requirements, time largely fixed</td>
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<td>Competencies embedded in courses and terms, result in credits, with duration and rate of instruction regulated</td>
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<td></td>
<td>Little variation in progression - only within course</td>
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<td>Learning fixed, time variable</td>
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<tr>
<td></td>
<td>No specified duration or rate of instruction</td>
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<td></td>
<td>Learners progress at own pace to program completion by demonstrating command of subject, content area, skill</td>
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Only six institutions are approved for direct assessment CBE…

- Direct assessment programs decouple time and learning – fully exploit CBE’s potential and drive re-engineering.
  - How do we price instruction?
  - If each learner is at different point in a program, how should we monitor their progress and organize appropriate advising and student support?
What limits CBE direct assessment adoption? Challenges on campus...

- Challenges *every* business process and information system on campus
- May raise concern among administrators and faculty about quality or comparability to traditional educational programs

Consequence?
- CBE innovation taking place in units outside the “core” of the university, such as continuing education or extension service
...and challenges off-campus

- Dept. of Education guidance on use aid in CBE programs
  - Guidance is recent (Dear Colleague Letter, December 2014)
  - Guidance is varied (policy officials vs. IG)
  - Institutional confusion and uncertainty remain (“regular and substantive interaction”)

- Accreditors -- in combination with ED -- are required to authorize direct assessment programs
  - Recent joint guidance provided by the Council of Regional Accrediting Commissions (CRAC) (June 2, 2015)
  - Peer review system now lacks capacity to review CBE programs (e.g. does institution follow good practice in assessment and measurement?)
How well is CBE working for students who participate in it?

CBE *could* make a difference in these ways:

- **Learning** – since all students must pass all competencies associated with the program, the bar will be a bit higher than at present for *some* students;
- **Access and Retention** – since direct assessment CBE can provide very high levels of flexibility, *some* students may enroll, persist, and complete who wouldn’t otherwise have done so;
- **Time and Cost.** Allow *some* learners able to navigate programs more swiftly than traditional programs.

Is this happening?

- **We don’t know -- yet.** This work is planned. AIR and partner institutions to commence in early 2016.
Thomas Weko
202-403-6735
tweko@air.org

1000 Thomas Jefferson Street NW
Washington, DC 20007
General Information: 202-403-5000
TTY: 887-334-3499
www.air.org
Next up: Deb Bushway
CBE – Student Experience

Mastery + Transparency + Self-Paced = CBE degree attainment
Focus on what’s needed to be successful - outcomes.
History Competencies:
- Analyze significant issues in American history from the Progressive Era through World War I and the 1920s.
- Describe the social, economic, cultural, and political developments of American history from the Progressive Era through World War I and the 1920s.
- Discuss historical literature significant to the Progressive Era through World War I and the 1920s and develop an awareness of the historical sources.

Assessment description: Analyze this visual source: "Bull Moose Campaign Speech." What does this video clip of campaign film footage reveal about running for political office in 1912, the level of interest in the 1912 presidential election, and Roosevelt's campaign style? How does this film clip of Roosevelt's 1912 campaign compare to what you know about modern presidential campaigns?
Transparency - Key components of CBE curricula

Curricular architecture
- Maintains Gestalt of credential
- Backward design
- Strong definition of competencies
- Supports self-paced approach
- Content supports competency acquisition

Assessment
- Authentic
- Reliable
- Embedded in curriculum
- Formative and summative

Faculty Role
- Shift from “my course” to “our curriculum”
- Central in definition of competencies
- Central in assessment development and delivery
**Program Level Learning Outcomes**

- Apply innovative and transformative management skills to leading IT organizations
- Integrate technology solutions in alignment with strategic business goals
- Apply innovative and transformative management skills to leading IT organizations
- Communicate effectively with technology stakeholders

**Course Competencies**

1. Evaluate various leadership theories and strategies for relevance to information technology leadership
2. Integrate the appropriate leadership style and ethical decision-making into a real world dilemma where there are conflicts between benefits for stakeholders
3. Communicate in a manner that is scholarly, professional, and consistent with expectations for members of professional communities

**Authentic Assessment**

**Criteria**

- Describe how leadership styles and ethical frameworks work together to drive innovation within the organization.
- Develop tasks, processes, and strategies that lead to the organization's focus on innovation and strong cultural development.
- Provide a short list of action items to develop the right leadership styles for the organization.
- Use the notes feature to provide narrative and supply details to the reader.
- Use proper formatting, transitions, graphics, and visuals that meet the expectations of the professionals in the field.
Overview:
Assume the role of CIO for the same organization you have examined in previous units. As CIO, you have been tasked with developing the leadership styles and ethical frameworks that will enhance the organization’s focus on innovation, which will be the key to the organization’s success. To support this initiative, it will also be necessary to develop a strong culture of innovation to remain competitive in the marketplace.

Assessment Instructions:
Determine the tasks, processes, and strategies needed to foster a culture of innovation within the organization.

Create a 10-12 slide PowerPoint deck to present your ideas to the board of directors, upper management, and mid-level managers to persuade them to support your plan to lead the organization in developing the proper leadership styles, ethical framework, and focus on innovation needed to be a world-class marketplace leader.

Explain how leadership styles and corporate ethics interact within an organization to drive innovation
Present a list of action items for developing the right leadership styles for the organization.

Present the tasks, processes, and strategies that you have determined are needed to properly align leadership and ethics, focus on innovation, and create a robust innovative culture throughout the organization.

Insert your accompanying narration in the speaker notes section of each slide.
Communicate effectively in a manner that is professional and consistent with the standards and conventions of the IT community. Keep the purpose of your communication in mind, and tailor your message to the intended audience.
Transparency – Another approach

Learning Outcomes → Course-Based Instruction → Assessment

MOOC’s → Faculty Developed Competencies → Faculty Developed & Delivered Assessments

Prior Learning → Military → Self-Taught → Curated Content
Self Pacing:  
Broward College Student Handbook

- You'll focus on demonstrating competence — proof that you understand concepts and can translate this understanding into usable knowledge and skills.
- Often, we find that adult students like you have already developed many of the competencies you need for degree completion. So instead of making you attend classes, we ask you to prove your knowledge through assessments.
- You have the opportunity to complete your courses in the time frame you choose. In each course there will be a recommended (4 week) Pace Chart to complete that course. There will also be a longer time period (6 week) pace chart for those who might need more time to absorb the material, and a shorter period (2 week) pace chart for those students who have already mastered many of the competencies for that course.
Mastery + Transparency + Self-Paced = CBE degree attainment