

Competency-Based Education in Higher Education

October 9, 2013

**COLLEGE & CAREER
READINESS & SUCCESS** Center
at American Institutes for Research ■



Welcome



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#HigherEdCBE

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Comprehensive Center Network

- 7 National Content Centers
 - [College and Career Readiness and Success Center](#)
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 - [Center on Great Teachers and Leaders](#)
 - [Center on Enhancing Early Learning Outcomes](#)
 - [Center on School Turnaround](#)
 - [Center on Innovations in Learning](#)
 - [Building State Capacity and Productivity Center](#)
- 15 Regional Comprehensive Centers

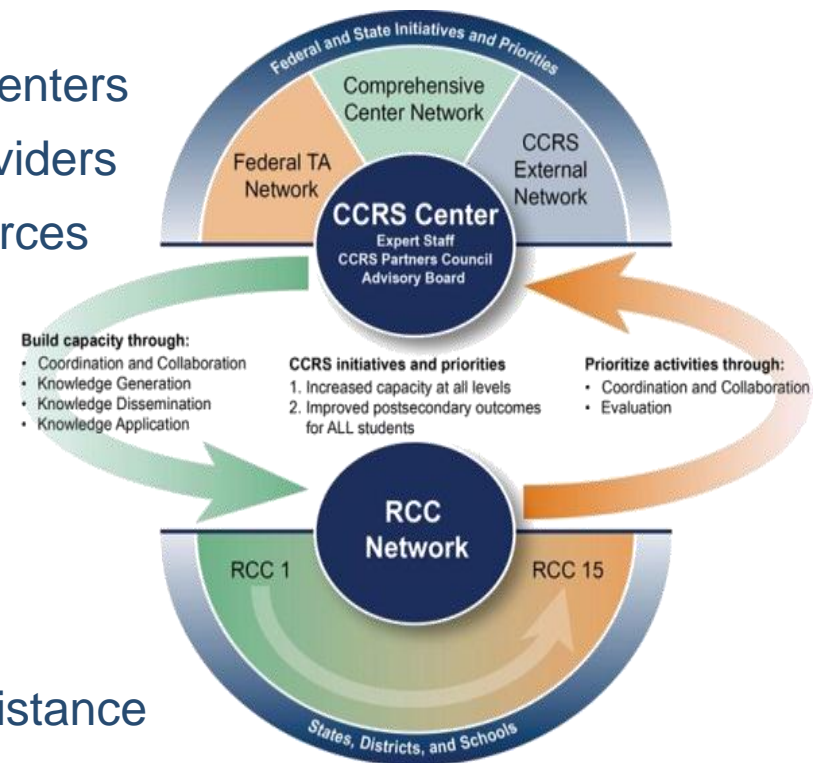


Mission

The mission of the College and Career Readiness and Success (CCRS) Center is to serve the federally funded regional centers in building the capacity of states across the nation to effectively implement initiatives for college and career readiness and success. Through technical assistance and interactive learning communities, the CCRS Center provides customized support to states and promotes knowledge development and collaboration.

Technical Assistance Hub

- **Coordination and Collaboration**
 - Regional Comprehensive and Content Centers
 - Federal CCRS Technical Assistance Providers
 - External CCRS Stakeholders and Resources
- **Knowledge Development**
 - New CCRS Center Products and Tools
 - CCRS Knowledge Database
 - Webinars and Symposia
 - CCRS Center Website and Social Media
 - Responsive and Proactive Technical Assistance



CCRS Center Website

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Search... **SEARCH**

News & Events

CCRSCenter @CCRSCenter
Check out our newest! Ready for Success blog post, which highlights some of the work we've accomplished in Year 1. [ccrsc.org](#)

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1 more week until our webinar on competency-based education in higher ed. Not too late to register! #CompEd #HigherCCRS [ccrsc.org/wh/Suspend](#)

REGISTER
for the CCRS Center Webinar on competency-based education in higher education on October 9

Hot Topics
Select... **GO!**

BLOG **NEWS** **CALENDAR**

Wednesday, October 02, 2013
CCRS Center Year 1 In Review

Friday, September 27, 2013
Connecting the Dots: Education, Policy, Workforce

Wednesday, September 25, 2013
Getting a Bigger Bang for Your Buck: How Community Colleges Can Get the Most Out of

CCRS at a Glance

| THREADS | COMPONENTS | EXAMPLES |
|---------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Core Content | Common Core State Standards | English language arts, science, and mathematics content standards |
| | Individual State Standards | English language arts, mathematics, science, foreign language, and technical standards |
| Pathways Content | College and Career Knowledge and Access | College and work experience, internships, and eligibility requirements |
| | College and Career Goals | Student selected education and career aspirations |
| Lifelong Learning Skills | Pathways Content Standards | Program of study standards (e.g., science technology, engineering, and mathematics; health, business, career, and technical education standards) |
| | Social and Emotional Skills | Self-management + Responsible decision-making + Self-awareness + Social awareness + Relationship skills |
| | Higher Order Thinking Skills | Problem solving, critical thinking, and reasoning + Synthesis and analysis |
| | Academic Success and Employability Skills | Workforce and professional practices + Organizational skills and research skills + Academic achievement + Career and educational + Student communication |
| Data/Assessment/In Skills | Data management + Research design and management + Alternative learning services methods | |

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Competency-Based Education

- Students advance upon mastery.
- Competencies include explicit, measurable, transferable learning objectives that empower students.
- Assessment is a meaningful, positive learning experience for students.
- Students receive timely, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Source: Patrick, S., & Sturgis, C. (2013). Necessary for success: Building mastery of world-class skills. A state policymakers guide to competency education. Vienna, VA: iNACOL

Today's Agenda

- Provide an overview of how competency-based education is implemented in institutions of higher education across the country.
- Share examples from leading two-year and four-year programs.
- Discuss policy and practice considerations for institutions of higher education.

Presenters

- **Moderator:** Tori Cirks, Senior Technical Assistance Consultant, College and Career Readiness and Success Center
- Joe Harris, Director, College and Career Readiness and Success Center
- Becky Klein-Collins, M.P.P., Director of Research, Council for Adult and Experiential Learning
- Sandy Cook, Ed.D., System Director, Learn on Demand, Kentucky Community and Technical College System
- Bill Ryan, Ph.D., Executive Director, Learn on Demand, Kentucky Community and Technical College System
- Sally Johnstone, Ph.D., Vice President for Academic Advancement, Western Governors University

Becky Klein-Collins

Council for Adult and Experiential Learning

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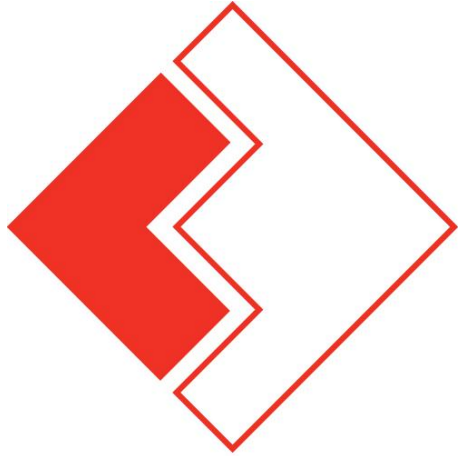


CCRS Center Webinar: Competency-Based Education in Higher Education

Becky Klein-Collins

Council for Adult and Experiential Learning (CAEL)

October 9, 2013



CAEL

CAEL's Vision:

Meaningful learning, credentials, and work for every adult



Overview

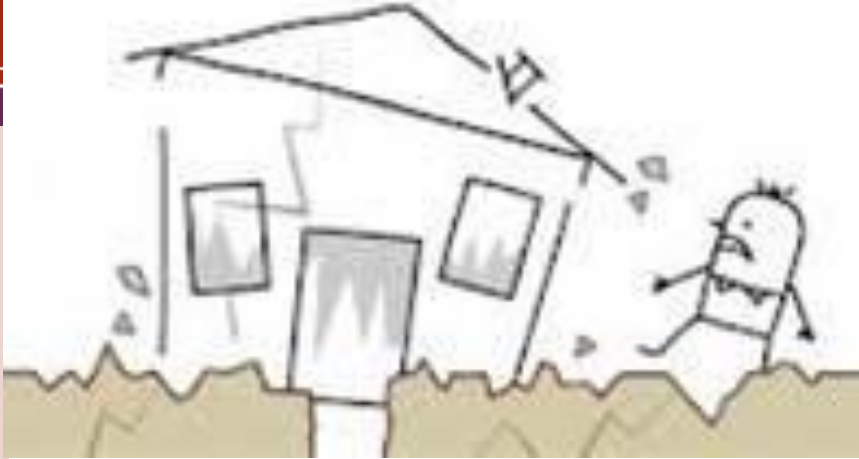
- Changes we are seeing in higher education
- New focus on learning outcomes
- Considerations and challenges



Crisis in Higher Ed?

- Academic Quality/ Perceived value of college degree by:
 - Students
 - Employers
- Cost

The Big Shift



Old paradigm: expand ACCESS to higher education

New paradigm: offer high-quality education that is affordable

- With fewer resources
- With a more diverse and “non-traditional” student body
- With better results/graduation rates
- In the context of MOOCs



Shift to a Focus on Learning

When it is learning that is important, and not how, when, or how long it took to learn:

- Competency-based degree programs
- Credit for prior learning/ Prior learning assessment (CPL/PLA)



Unifying Concepts of Competency-Based Education

Competencies

Quality

Assessment

Learning

Student-
Centered



Many Models of Competency-Based Degrees

Variations in terms of:

- Ties to the credit hour
- Types of learning activities
- Role of faculty
- Methods of assessment



Direct Assessment Elements

- Degree based on student demonstrating a predetermined set of competencies
- Student learns through a variety of modes
- Faculty serve as mentors and advisors
- Separate faculty as assessors
- Competency-based assessments, with format dependent on the competency assessed
- Students complete assessments at their own pace



Direct Assessment Programs

Western
Governors
University

KCTCS Learn on
Demand

SNHU College for
America

N. Arizona U
Personalized
Learning

Westminster
University

University of
Wisconsin
Extension

Capella's FlexPath

...and more in
development



40 Year Old Models

DePaul U. School
for New Learning

Excelsior College
School of Nursing

Alverno College



Issues and Challenges



Financial Aid

Quality Standards

Role of Faculty

Data and Transcribing

Accreditation

Seamlessness with K-12 Common Core



What is Prior Learning Assessment (PLA)?

Prior Learning Assessment (PLA) is a process for evaluating knowledge and skills in order to award college credit for learning from:



On-the-job
learning



Corporate
training



Independent
study



Military
service



Volunteer
service



PLA Takes Many Forms

College Credit

Student Portfolio

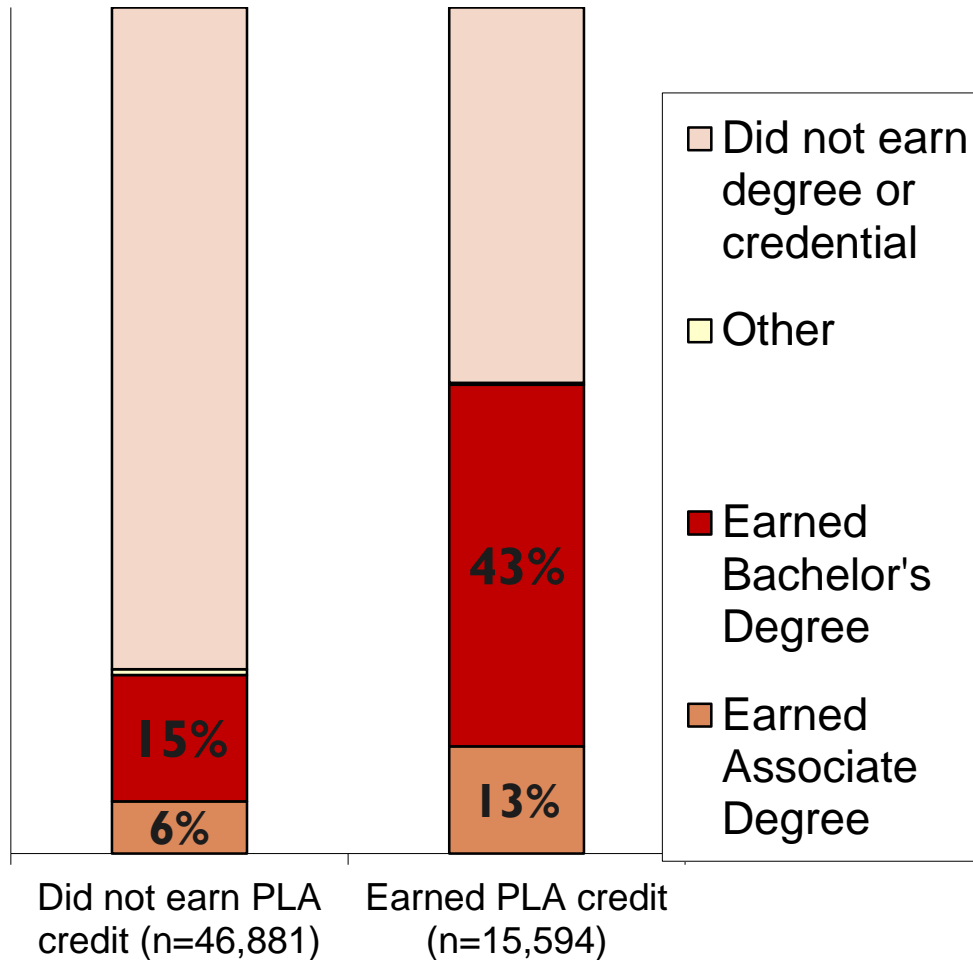
Standardized tests (CLEP,
DSST, AP)

ACE recommended credit
(military transcript review)

Challenge Exams

Higher Graduation Rates with CPL/PLA

Source: Klein-Collins, R. (2010). *Fueling the Race to Postsecondary Success*. CAEL.



Graduation rates are 2 ½ times higher for students with PLA credit



PLA and CBE

- What is important: what a student has learned, what they know, what they can do
- What is not important: where and how they learned it
- Assessment provides a way for all college-level learning to “count” towards a degree



Lumina/Gallup Survey

America's Call for Higher Education Redesign – Feb 2013.

87% of Americans think students should be able to receive college credit for knowledge and skills acquired outside the classroom

75% would be more likely to enroll in higher ed if they could receive credit for what they already know



Lumina/Gallup Survey

America's Call for Higher Education Redesign – Feb 2013.

70% of Americans think that if a student demonstrates that they have mastered material in less time, the student should get credit for a course without completing the full session (typically 16 weeks)



Questions

Comments





Publications

Competency-Based Degree Programs in the U.S.:
Postsecondary Credentials for Measurable Student
Learning and Performance

http://www.cael.org/pdfs/2012_CompetyencyBasedPrograms

Degree Completion Beyond Institutional Borders:
Responding to the New Reality of Mobile and Nontraditional
Learners -

http://www.americanprogress.org/issues/2010/10/degree_completion_beyond_borders.html

Fueling the Race to Postsecondary Success: A 48-Institution
Study of Prior Learning Assessment and Adult Student
Outcomes -

Executive Summary: www.cael.org/pdf/PLA_Executive-Summary.pdf

Full Report: www.cael.org/pdf/PLA_Fueling-the-Race.pdf

Questions and Answers



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Dr. Sandy Cook and Dr. Bill Ryan

Learn on Demand, Kentucky Community
and Technical College System

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KCTCS

Learn on Demand

Direct2Degree

“New Models of Instructional Delivery and Credentialing”
KCTCS Recognized as PREMIER



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KCTCS

- 16 Colleges with over 70 Campuses
- 100,000 Enrollment
- 38,000 enroll in online courses
- 17% strictly online students
- TWO online options:
 - *Learn By Term*
 - *Learn On Demand*



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WHY LEARN ON DEMAND

Census Demographics And Data Projections

Adults 19 to 54
Without a
Baccalaureate or
Current Enrollment

1,340,000

Those Adults
Extremely/Very
Likely to Enroll
in Higher Education

187,600
(14%)

Have no higher education: 42% (78,792)
Have some higher education: 58% (108,808)



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TARGET AUDIENCE

- The Typical KCTCS Online Learn on Demand Prospect:
 - Working adult
 - Family responsibilities
 - Ages 19 – 54 (and above)
 - Is comfortable with Internet
 - Needs an **individualized approach** to learning delivered on a schedule tailored to



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GETTING STARTED

- RFPs issued in 2007, 2009, 2010:
 - General Education courses
 - Business Administration
 - Information Technology
 - Nursing Pathway (NNA, LPN, RN)
 - College Readiness (Developmental)
 - Integrated Engineering Technology (AMTEC curriculum)
- Secured Presidium (now Blackboard Student Services)
- Developed “Quality Assurance” for Courses and Facilitators
- Fine-tuned infrastructure (Blackboard, PeopleSoft, etc.)



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LEARN ON DEMAND FEATURES

- Start anytime, anywhere
- Modularized Courses
- Credit for Prior Learning
- Competency Based
- eResources
- Virtual Student Services and Coaches
- Degrees, certificates, JIT learning

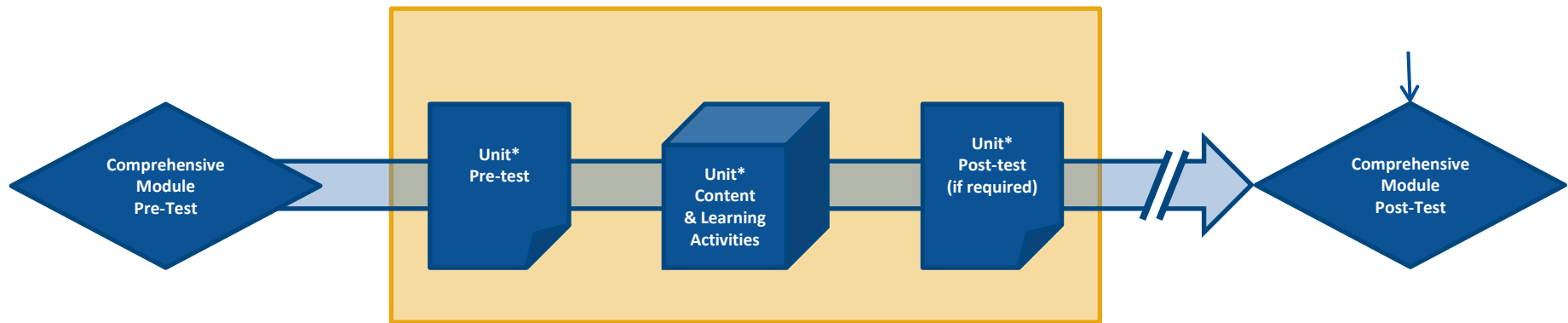


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Flow of Learning Within a Course Module

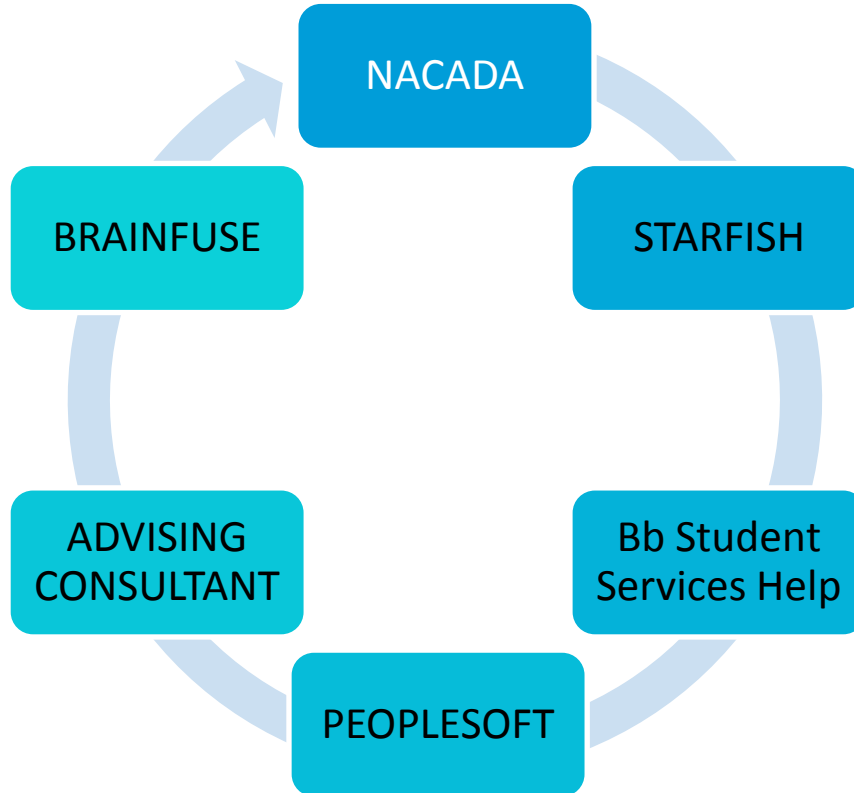
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LEARN ON DEMAND FEATURES



Success Coaches

- Systematic
- Connected to all
- Professional standards
- Focused on success

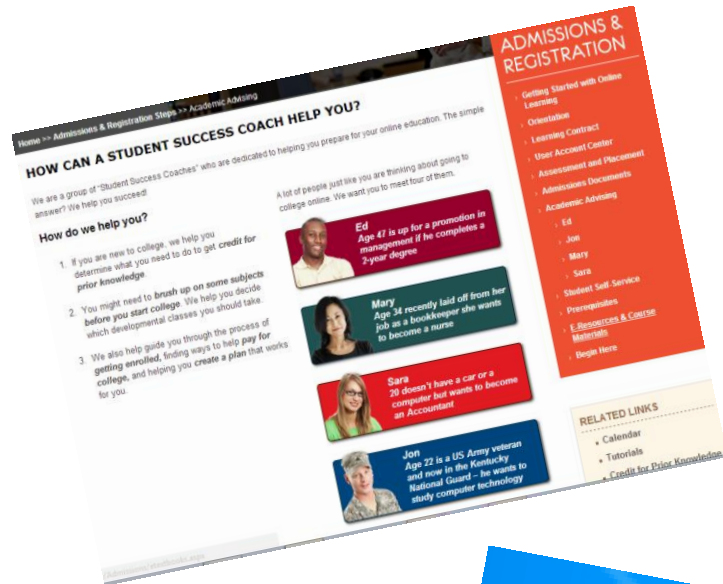


NEW STUDENT ORIENTATION



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LEARN ON DEMAND FEATURES



Success Coaches

- Centered on success
- Increased retention
- Personalized
- High touch for tech
- 24/7/365

Early alerts
Full circle
Solves & engages
Works w/Bb & PS

Starfish



24/7 Math
8 hr live
1d term paper
~300 hours/M



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CHALLENGES

- Development time was MUCH longer than anticipated
 - 2 to 3 years for first courses and programs
- Financial Aid awarding
- Chief Academic Officers
 - RE: full-time faculty LOAD
- Colleges
 - RE: “Competition” with Learn by Term
- Marketing
- No Developmental Ed courses (originally)



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THE CHALLENGE OF FINANCIAL AID

- Works but is a MANUAL process
- Difficult for students to be enrolled in face-to-face or Learn by Term and Learn on Demand
- Federal Financial Aid regulations do not favor “competency-based” delivery methods
- Working with U.S. Dept. of Education for designation as an “experimental site”



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THE CHALLENGE OF MARKETING

- College Presidents against marketing in local markets
- Non-semester-length delivery (MODULES) and competency-based hard to explain
- Marketing getting people in pipeline but local College personnel did not understand how to advise them
- Virtual Advisors
- Success Coaches
- Local Marketing Campaign



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THE CHALLENGE OF DEVELOPMENTAL EDUCATION

- No online delivery of developmental education courses in modular format
- No online delivery that allows students to remediate only in the areas of deficiencies
- No online wrap-around services
- Complete College America Grant



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LEARN ON DEMAND: COLLEGE READINESS

“TARGET AUDIENCE”

- Adults coming back to college
- Kentucky Adult Education
- High School graduates



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SO, WHAT'S NEXT?



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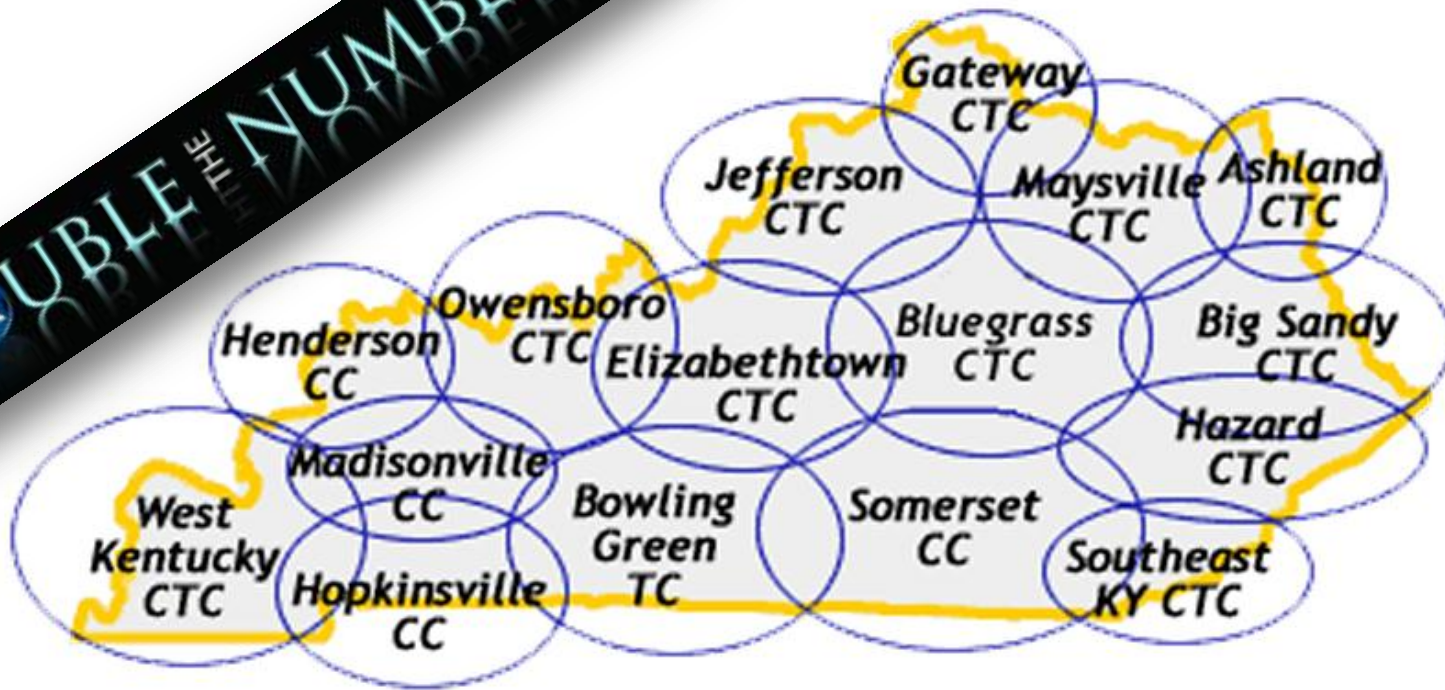
Associate Art/Science

1. Reorient the flow of courses from the parallel model to a sequential model
2. Deploy a new tuition model that incentivizes and rewards progress
3. Implement alternative financial aid models that support the reconfigured delivery and tuition structure



CHALLENGE

DOUBLE THE NUMBERS

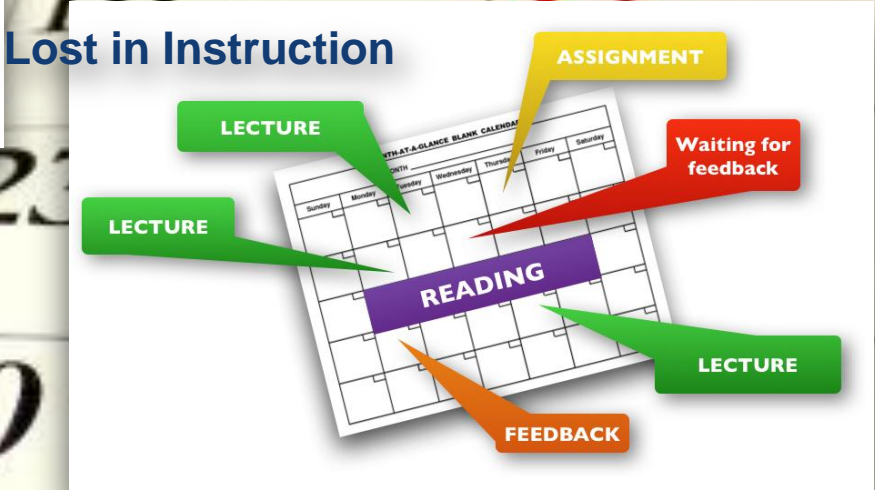
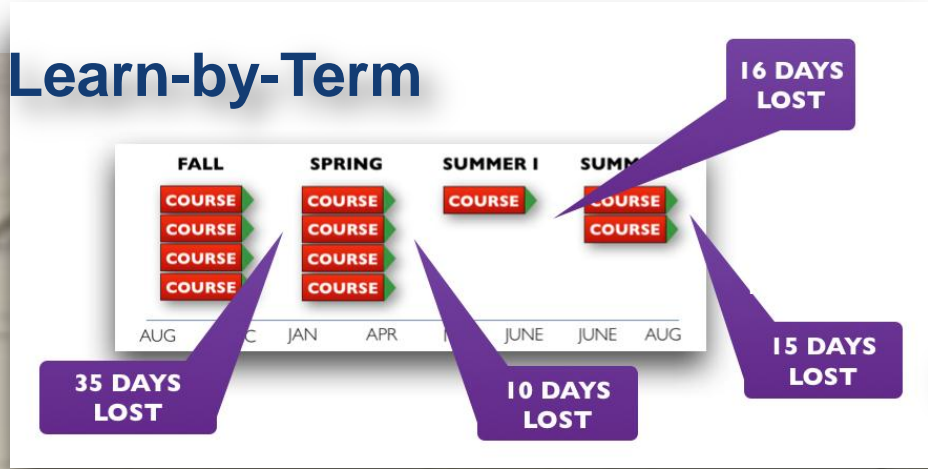


From 3,100 transfers in 2000 to 11,334 transfers from KCTCS to Universities in 2020

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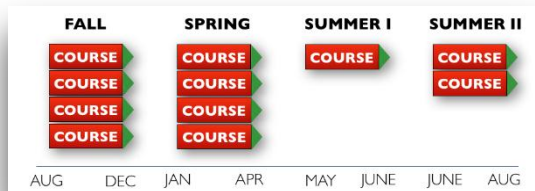


Learn-by-Term

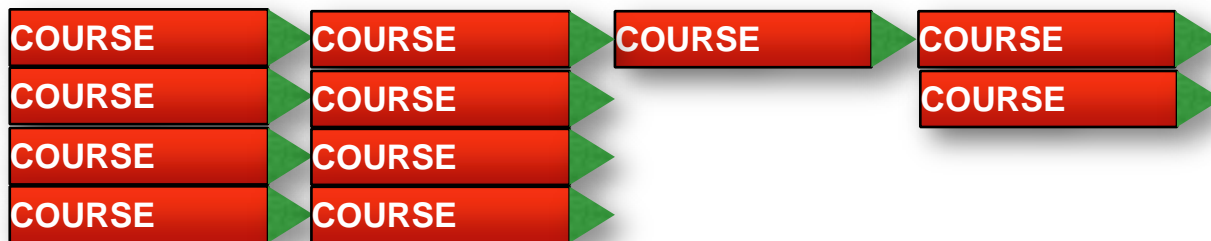


Recover Time

Learn-by-Term



Learn-on-Demand

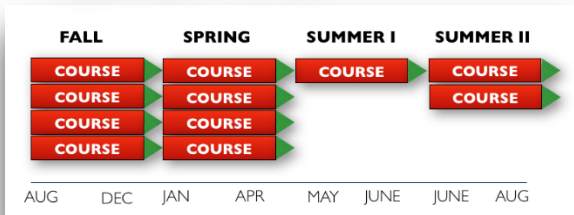




Reorient

Learn-On-Demand

Saves Time



Direct2Degree

Saves Time & Money



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Reduce Cost

LEARN ON DEMAND

A revolution in online education. Learn on Demand offers both parent courses and bite-size classes. Bite-size classes are about 3-5 weeks long and are called "modules". Learn on Demand parent course offerings are 15-weeks long and include all modules required in a parent course. You can start on a schedule you choose. Modules build toward complete parent courses for affordable degrees, certificates, and diplomas. While these offerings are primarily offered online, some require exams and lab activities that may take place at an approved location convenient for the student.

[Learn More](#)



Tuition Models



Financial Aid

Exploring Alternative Student Aid Models



The Outcomes



1. Linear, sequential program model that optimizes learning time and increases completion rates
2. Tuition model that increases affordability and rewards learning
3. Alternative financial aid model that removes artificial time barriers
4. Shareable analytic tools to enable other institutions to explore and optimize their tuition strategies for competency-based models

Converting flexible learning into increased completion and faster learning into increased affordability.

Dr. Sally Johnstone

Western Governors University

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CCRS Center Webinar: Competency-Based Education in Higher Education

October 9, 2013
10:00 – 11:30 a.m. CST

Sally M. Johnstone

Vice President for Academic
Advancement



WESTERN GOVERNORS UNIVERSITY

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Western Governors University

Founded in 1997

The principal **mission** of Western Governors University is to improve quality and expand access to post-secondary academic opportunity by providing a means for individuals to learn **independent of time or place** and to earn **competency-based degrees** and other credentials that are **credible to both academic institutions and employers.**



Where are we now?

Colleges: Information Technology,
Business, Teacher Education, and Health
Professions

Students are full-time, degree seeking at
Baccalaureate and Masters level

Price = <\$6,000 a year

Current enrollment = 40,000

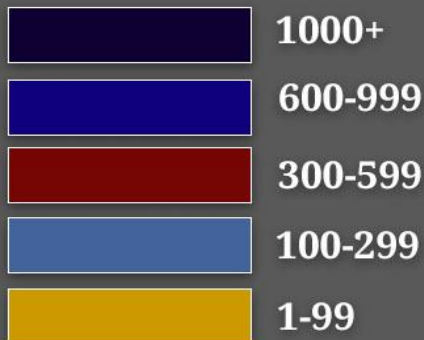
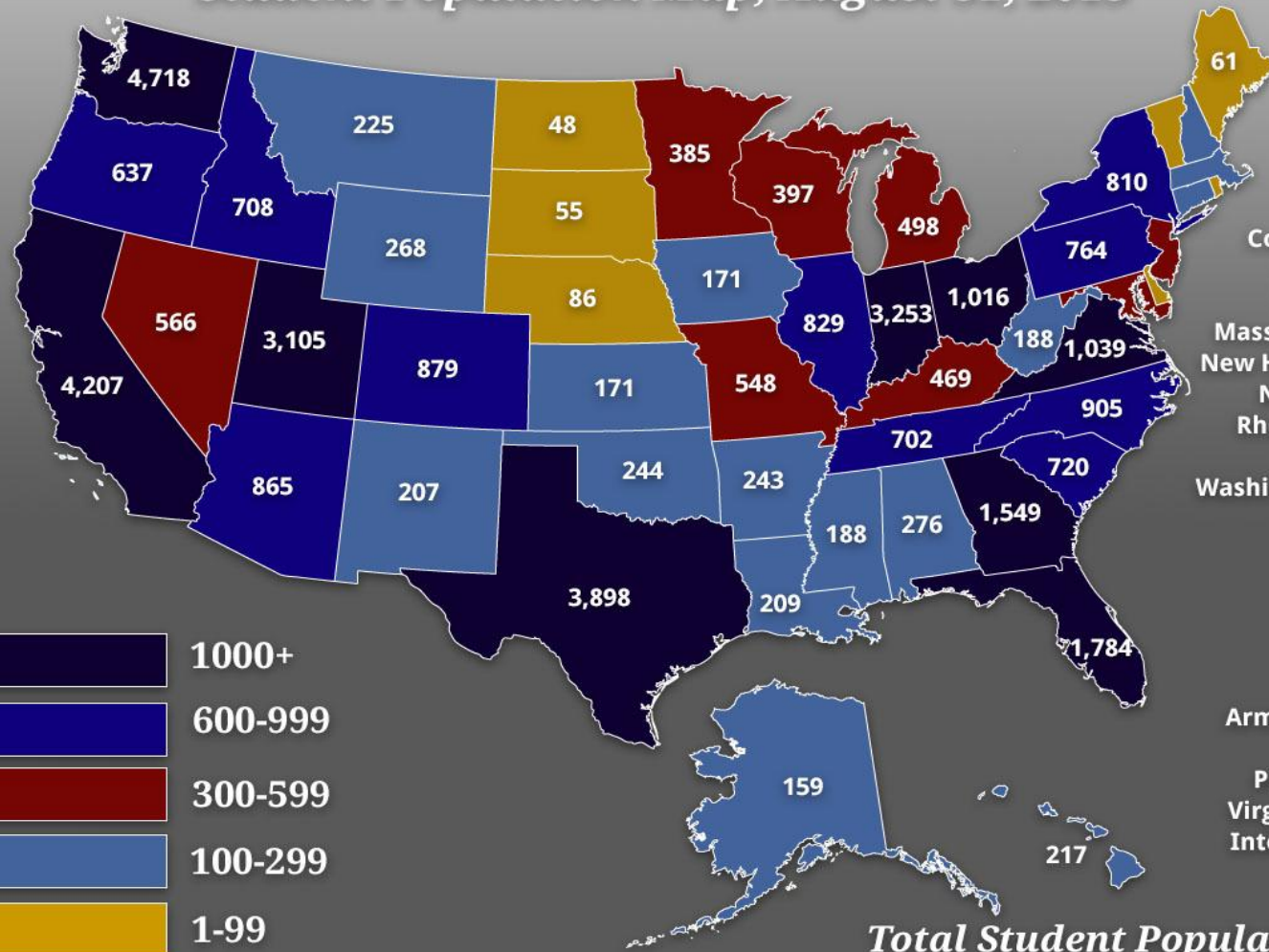




WESTERN GOVERNORS UNIVERSITY

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Student Population Map, August 31, 2013

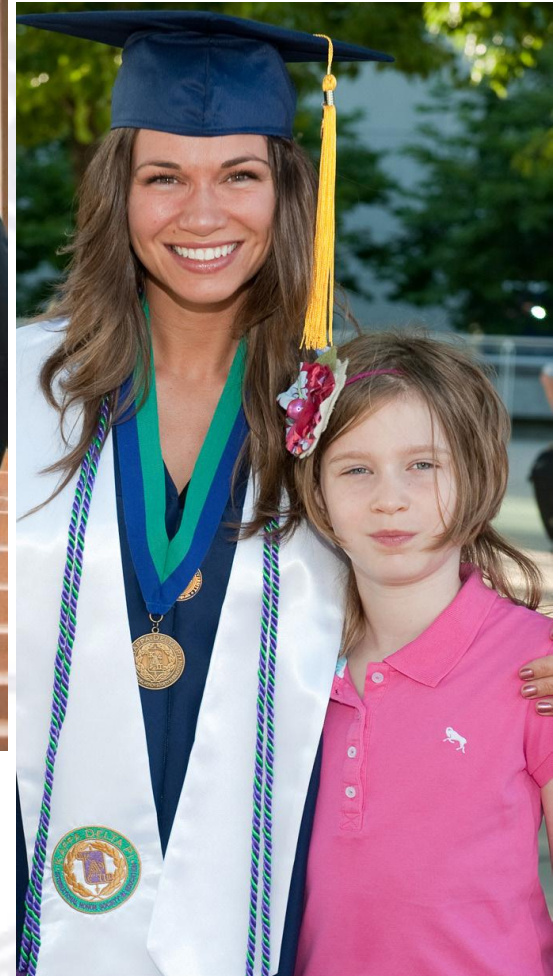


| | |
|-----------------|-----|
| Connecticut | 167 |
| Delaware | 52 |
| Maryland | 474 |
| Massachusetts | 238 |
| New Hampshire | 106 |
| New Jersey | 416 |
| Rhode Island | 69 |
| Vermont | 31 |
| Washington D.C. | 25 |

| | |
|----------------|-----|
| Armed Forces | 202 |
| Guam | 8 |
| Puerto Rico | 10 |
| Virgin Islands | 10 |
| International | 71 |

Total Student Population 40,146

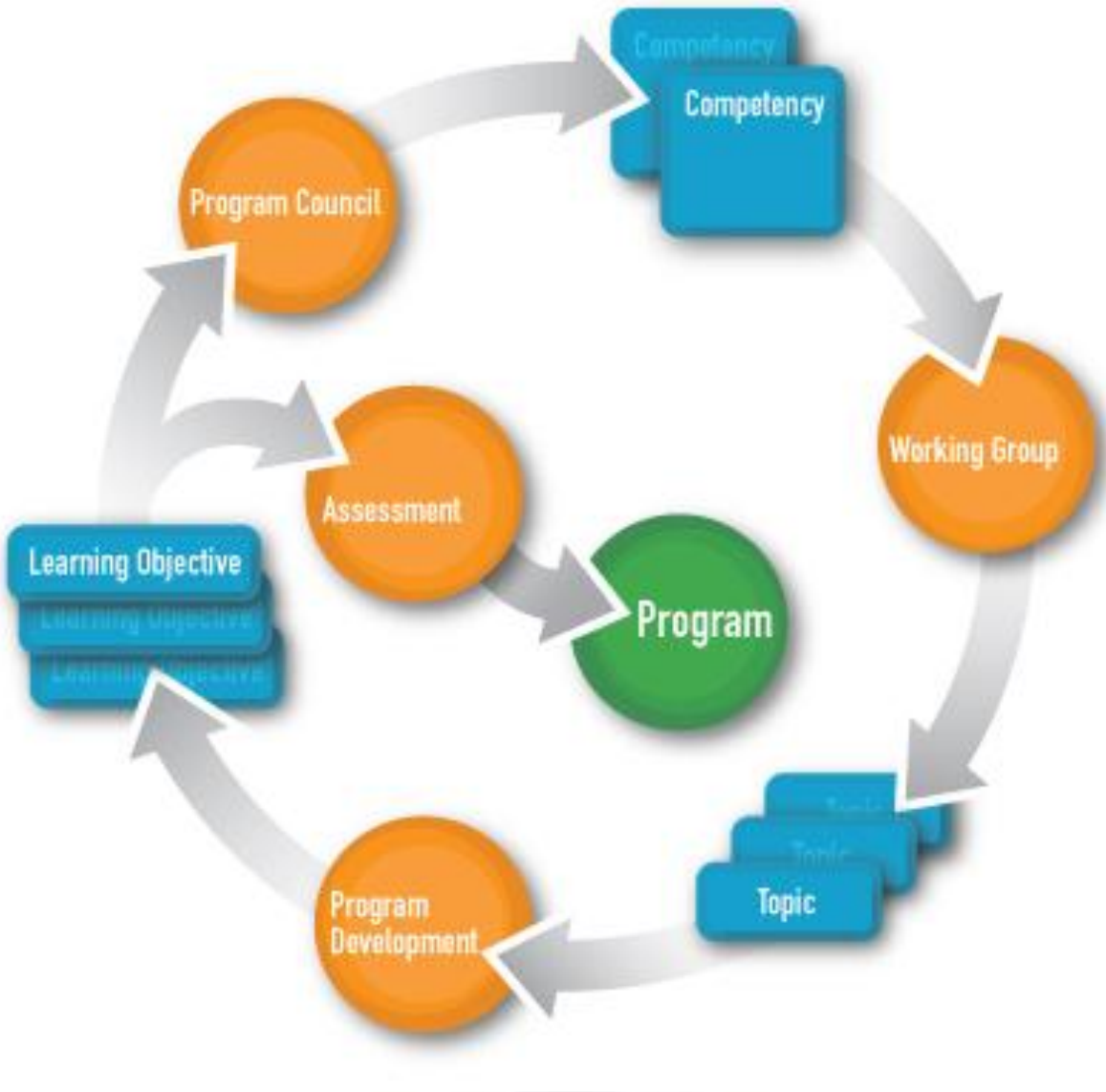




Most successful students –
start with some college experience
have work experience
motivated to earn degree
average age is 37 years



WGU Competency Model



Competency-Based Education Elements

Flips traditional relationship between time and mastery

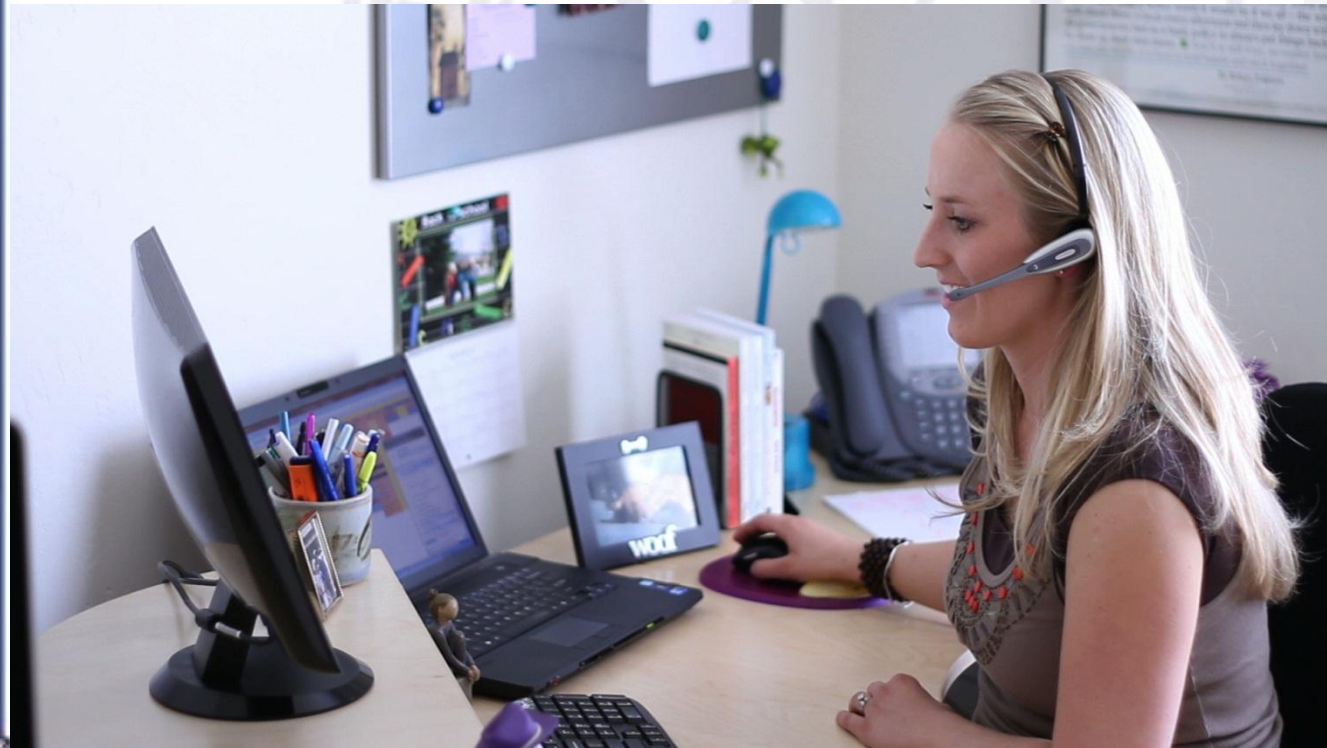
Students can progress at their own rate

Acceleration through courses based on what is already known – regardless of where it is learned



Critical Elements of WGU Model for Student Success

Full-time Faculty/Mentors



Student Success

Employer Satisfaction

(2012 Survey of Employers by Harris Interactive)

- 97% said that WGU graduates meet or exceed expectations; 91% said WGU graduates exceed expectations.
- 99% said they would hire another WGU graduate.
- 95% rated WGU graduates' job performance as good as or better than the job performance of other graduates; 55% rated it better.
- 100% said that their WGU graduates were prepared for their jobs; 67% said they were very well or extremely prepared.



Growing Interest in CB

Gates Foundation supported project includes WA, IN, FL & TX colleges as partners

Adapting and Adopting Competency-Based IT Instruction to Accelerate Learning funded by DoL's (TAACCCT)

Western Association of Food Chains



Design Principles for CBE

1. Degree reflects robust and valid competencies.
2. Students are able to learn at a variable pace and are supported in their learning.
3. Effective learning resources are available to students anytime and are reusable.
4. The process for mapping competencies to courses/learning outcomes/assessments is explicit.
5. The assessments are secure and reliable.





Thank you



Questions and Answers



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Additional Information

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| Lifelong Learning Skills | Pathways Content Standards | Program of study standards (e.g., science technology, engineering, and mathematics; health, business, career, and technical education standards) |
| | Social and Emotional Skills | Self-management + Responsible Decision-making + Self-awareness + Social awareness + Relationship skills |
| | Higher-Order Thinking Skills | Problem solving, critical thinking, and reasoning + Synthesis and analysis |
| | Academic Success and Employability Skills | Workforce and professional practices + Organizational skills and essential skills + Academic achievement + Career and educational + Student communication |
| | Data-Driven Decision-Making Skills | Data management + Data analysis and management + Internalizing technology and data skills |

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