Welcome

@CCRSCenter
#CompEd
#HigherEdCBE

COLLEGE & CAREER READINESS & SUCCESS Center
at American Institutes for Research
Comprehensive Center Network

- 7 National Content Centers
  - College and Career Readiness and Success Center
  - Center on Standards and Assessment Implementation
  - 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

www.ccrscenter.org
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.

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
CCRS Center Webinar: Competency-Based Education in Higher Education

Becky Klein-Collins
Council for Adult and Experiential Learning (CAEL)
October 9, 2013
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
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
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
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 Transcripting
- Accreditation
- Seamlessness with K-12 Common Core
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

- Challenge Exams
- ACE recommended credit (military transcript review)
- Standardized tests (CLEP, DSST, AP)
- Student Portfolio
- College Credit

CAEL
Linking Learning and Work
Graduation rates are 2 ½ times higher for students with PLA credit.


- Did not earn degree or credential
- Other
- Earned Bachelor's Degree
- Earned Associate Degree

<table>
<thead>
<tr>
<th>Did not earn PLA credit (n=46,881)</th>
<th>Earned PLA credit (n=15,594)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>43%</td>
</tr>
<tr>
<td>6%</td>
<td>13%</td>
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</tbody>
</table>
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.
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
Competency-Based Degree Programs in the U.S.: Postsecondary Credentials for Measurable Student Learning and Performance
http://www.cael.org/pdfs/2012_CompetencyBasedPrograms

Degree Completion Beyond Institutional Borders: Responding to the New Reality of Mobile and Nontraditional Learners -
http://www.americanprogress.org/issues/2010/10/degree_completion_beyondBorders.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
Questions and Answers

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Dr. Sandy Cook and Dr. Bill Ryan
Learn on Demand, Kentucky Community and Technical College System
KCTCS
Learn on Demand
Direct2Degree

“New Models of Instructional Delivery and Credentialing”
KCTCS Recognized as PREMIER
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*
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)
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
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.)
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
Flow of Learning Within a Course Module

1. Comprehensive Module Pre-Test
2. Unit* Pre-test
3. Unit* Content & Learning Activities
4. Unit* Post-test (if required)
5. Comprehensive Module Post-Test

*Unit (or Chapter/Section) Content and Learning Activities (There may be multiple Units per course module)
LEARN ON DEMAND FEATURES

Success Coaches

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

24/7 Math
8 hr live
1d term paper
~300 hours/M
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)
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”
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
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
LEARN ON DEMAND: COLLEGE READINESS
“TARGET AUDIENCE”

- Adults coming back to college
- Kentucky Adult Education
- High School graduates
SO, WHAT’S NEXT?
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
From 3,100 transfers in 2000 to 11,334 transfers from KCTCS to Universities in 2020
Learn-by-Term

35 DAYS LOST

10 DAYS LOST

15 DAYS LOST

16 DAYS LOST

Lost in Instruction

LEcTURe

ASSIGNMENT

READING

WAITING FOR FEEDBACK

FEEDBACK

KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM
Recover Time

Learn-by-Term

Learn-on-Demand

Continuous Progress recaptures days "lost" between terms
Learn-On-Demand

Saves Time

Direct2Degree

Saves Time & Money

CIT 103  ENG 101  COM 252  MAT 150  PSY 110  MAT 150  ENG 102  BIO 112/113
Reduce Cost

Cost savings are locked into credit hours

60 Credits X $144 = $8,640
Tuition Models

Direct2Degree Saves Tuition

24 Months
22 Months
20 Months
18 Months
16 Months

$?? per Month

Subscription
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.
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
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
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 (TAACCCCT)

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

- Council for Adult and Experiential Learning
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