Competency Based Education:
Define, Design, Deliver!!!
Agenda

• Defining CBE
• CBE Model and Design Considerations
• You are the CEO: Applying your Knowledge
• Starting from the Back: Designing a CBE Capstone
• Lessons Learned
• Moving Forward: Developing an Action Plan
Context for CBE

Value and importance of a college degree

Concerns about quality of student learning

Changing demographics of students

Cost and Access to College Degree
What is Competency-Based Education?

“Competency-based education is a flexible way for students to get credit for what they know, build on their knowledge and skills by learning more at their own pace, and earn high quality degrees, certificates, and other credentials that help them in their lives and careers. Students in these programs show what they know and how well they know it through multiple ways of evaluating learning. This is another choice for learning offered at many institutions, through a variety of programs, with full support to help students when needed.”
<table>
<thead>
<tr>
<th>Area of Concern</th>
<th>Opportunity with CBE</th>
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<tbody>
<tr>
<td><strong>Student Learning</strong></td>
<td>Transparent about and focused on learning outcomes</td>
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<tr>
<td></td>
<td>External stakeholders ensure competencies are meaningful to job market</td>
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<td></td>
<td>An intense focus on application and demonstration</td>
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<tr>
<td><strong>Changing Demographics</strong></td>
<td>Flexible and personalized pathways catered to needs of student</td>
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<tr>
<td></td>
<td>• Build on their knowledge and skills</td>
</tr>
<tr>
<td></td>
<td>• Learn at their own pace</td>
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<tr>
<td><strong>Cost and Access</strong></td>
<td>Recognition that learning can and does occur outside of the classroom</td>
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<td></td>
<td>• Get credit for what they know</td>
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</table>
### What Competency-Based Education Looks Like

<table>
<thead>
<tr>
<th>More conventional</th>
<th>“Middle of the Road”</th>
<th>Less conventional</th>
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</thead>
<tbody>
<tr>
<td><strong>Educational Model</strong></td>
<td></td>
<td></td>
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<tr>
<td>Competencies embedded in courses</td>
<td>Some classes</td>
<td>No formal classes</td>
</tr>
<tr>
<td>Faculty and Textbooks</td>
<td>Unbundled content</td>
<td>Referrals to open educational resources</td>
</tr>
<tr>
<td>Competencies and assessments</td>
<td></td>
<td>Prior-learning assessment</td>
</tr>
<tr>
<td><strong>Faculty Role</strong></td>
<td></td>
<td></td>
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<tr>
<td>Vertically Integrated Roles: Designing and Teaching and Assessing and Advising</td>
<td>Partially Disaggregated Roles: Designing and/or Teaching and/or Assessing and/or Advising</td>
<td>Disaggregated Roles: Designing or Teaching or Assessing or Advising</td>
</tr>
<tr>
<td><strong>Learning Support</strong></td>
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<tr>
<td>Faculty-based advising</td>
<td>High level of coaching and mentoring at the institution or through a contracted service</td>
<td>Online mentoring</td>
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<tr>
<td></td>
<td></td>
<td>Informal learning groups</td>
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<tr>
<td><strong>Technology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Web enhancements to classroom-based course</td>
<td>Online delivery</td>
<td>Adaptive learning</td>
</tr>
<tr>
<td><strong>Typical Students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More traditional students</td>
<td>Some postsecondary experience but no degree</td>
<td>Non-traditional</td>
</tr>
<tr>
<td>May be employed part time</td>
<td>Some work experience</td>
<td>Some postsecondary experience but no degree</td>
</tr>
<tr>
<td></td>
<td>School and work highly integrated</td>
<td></td>
</tr>
<tr>
<td><strong>Fee Structure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time-bound</td>
<td>Fully competency based</td>
<td>Subscription model (all you can learn within a given time)</td>
</tr>
<tr>
<td>Pay per term or credit hour</td>
<td>Title IV eligible with special approval</td>
<td>Direct assessment</td>
</tr>
<tr>
<td>Title IV eligible</td>
<td></td>
<td>Not Title IV eligible</td>
</tr>
</tbody>
</table>

Source: http://www.acenet.edu/the-presidency/columns-and-features/Pages/What-Competency-Based-Education-Looks-Like.aspx
The Excelsior Model

Video

www.excelsior.edu
CBE @ Excelsior College

Aligning Education and Workforce Needs
CBE enables motivated students to maximize their prior experience and provides a pathway to the workforce by focusing on skills and competencies that are meaningful to employers.
The Excelsior Academic Model

- Evaluation and Aggregation of Prior Learning
  - Portfolio-based PLA
  - Examinations
  - Workforce/Military Training

- Externally Validated Program Competencies
  - Develop competencies
  - Develop and Review Courses & Assessments
  - Program Review

- Multiple Pathways to Degree Completion (Mix-and-Match)
  - Online Courses
  - Credit by Exam
  - External Credit

- Integrated Capstone Experiences
  - Foundation
  - Practice
  - Application

40+ YEARS

www.excelsior.edu
CBE Design Principles:

• The degree reflects robust and valid competencies
• Students are able to learn at variable pace and are supported in their learning
• Effective learning resources are available any time and are reusable
• Assessments are secure and reliable
• Balance between time, assessment, and demonstrated learning

Existing Structures: Areas to Consider

- Strategy and Planning
- Curriculum and Course Development
- Program Delivery
- Student Experience
- Employer and Workforce
Model Development

Joined in early 2014, as part of initial cohort of participating colleges and universities:

- 17 institutions and two public systems serving 42 campuses.
- Funded by Lumina Foundation
- Research-and-development phase to provide an evidence-based approach to advancing high-quality competency-based education

Grant to develop model as part of Breakthrough Model Incubator (BMI):

- Focus on expand use of proven and emerging technologies to dramatically improve college readiness and completion in U.S.

College-wide Effort that leveraged our 40 years of expertise in CBE and PLA
Partners ensure competencies are meaningful

• Competencies developed by faculty and industry experts
  – Validated by industry advisors

• Partners from industry helping to develop program components

• Industry will be part of program review process
Approach to Identifying Competencies
What changes in the business environment are impacting the workforce the most?
# Needs Analysis

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Currently Getting</th>
<th>Need More/Better</th>
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<tbody>
<tr>
<td>Knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitudes/Values</td>
<td></td>
<td></td>
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</tbody>
</table>
## The Business Administrator

<table>
<thead>
<tr>
<th>Essential Functions/Tasks</th>
<th>Knowledge, Skills, Attitudes, Behaviors Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate w/ Leadership, Subordinates, &amp; Peers</td>
<td>![Table Cells]</td>
</tr>
<tr>
<td>Analyze Data, Information</td>
<td>![Table Cells]</td>
</tr>
<tr>
<td>Resolve Conflicts and Negotiate with Others</td>
<td>![Table Cells]</td>
</tr>
</tbody>
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**Knowledge, Skills, Attitudes, Behaviors Required**

- Resolve Conflicts and Negotiate with Others
Identify and Fill Gaps

- What gaps exist between what we are proposing and what is needed now and will be needed in the future?

- What evidence would our students need to provide to demonstrate they have these competencies?
Review Program Competencies
Starting from the Back: The Capstone

From Competency Mapping to Program/Curriculum Design
The Capstone Model

Student Pathway to Capstone Completion

M1 Weeks 1-2
Part A: Foundation
(Body of Knowledge and Professional Skills Assessments)
- Suite of Competency Assessments
  - Body of knowledge formative pre-assessment exam
  - Professional skills self-assessments

Part B: Practice
(Engaging the Body of Knowledge and Application to Real-world contexts)
- Custom simulation
  - Rule-based adaptive platform
  - Formative assessments
  - Reinforcement of body knowledge
  - Preparation for integrative application

Part C: Application
(Comprehensive Summative Assessments)
- Criterion-referenced summative exam
  - Body of knowledge post-assessment
- Integrated Business Strategy Project
  - Synthesis of foundation and practice components
- Final lifelong learning action plan

OER Materials
Integrated Learning Experience

A pply what they know
D evelop Lifelong Learning
E valuate where they are
P ractice what they know
T ranslate into individual pathways for success
Integration

Pre-Assessments: Body of Knowledge and Professional Competencies

Interactive Real-World Simulation

Capstone

Team Based Project Summative Exam

Reflection & Competency Map

Life-Long Learning Action Plan

Career E-Portolio

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Parallel Module Structure

- Relates to the overall process and project deliverable
- Scaffolds learning; builds upon the prior learning and reinforces the learning
• Offers OER and social learning in all modules
• Integrates reflection and competency map action planning
  – Validation of competencies
  – Culminates with a Life-long learning action plan
• Simulation, DiscFlex, and Exam- single sign on to outside portal
  – No fee or registration required by student
Faculty

Two per Section

Industry Experts

Specialized CBE training

Personalized Student Experience
# Lessons Learned

<table>
<thead>
<tr>
<th>Area</th>
<th>Questions we received</th>
<th>Mitigation and Pivots</th>
</tr>
</thead>
</table>
| **Internal Communications**       | What is CBE and how is this model different than our current business model?          | • A lot of walking and talking to stakeholders and college leadership  
• Involve right stakeholders  
• Ensure alignment with mission  
• Highlight key differentiators  
  • Externally-validated competencies  
  • Enhanced capstone experiences  
  • Mix-and-matched pathways |
| **Program Operationalization**    | How do we implement a cutting-edge innovative model?                                  | • Be adaptable and flexible (things can change)  
• Understand effect on all business processes  
• Hire someone with PM experience  
• Leverage expertise of those before you  
• Establish rigorous program review  
• Innovate with a vision of future iterations of the model |
| **Course Design**                 | How do we design a course with new technologies and multiple instructional design entities? | • Involve all stakeholders from the beginning  
• Create a shared vision for deliverables and completion  
• Pay attention to how the “parts” integrate  
• Understand the limitations of the LMS and technology integration  
• Be adaptable and flexible  
• Innovate with a vision of future iterations |
Where Do I Go from Here: Designing your Action Plan

Handout
Contact Information

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• Dr. Susan Kryczka- skryczka@excelsior.edu
Thank You 😊