

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

**Presented by:** Robin Berenson and Susan Kryczka  
**to:** ACHE, November 10, 2015



# 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



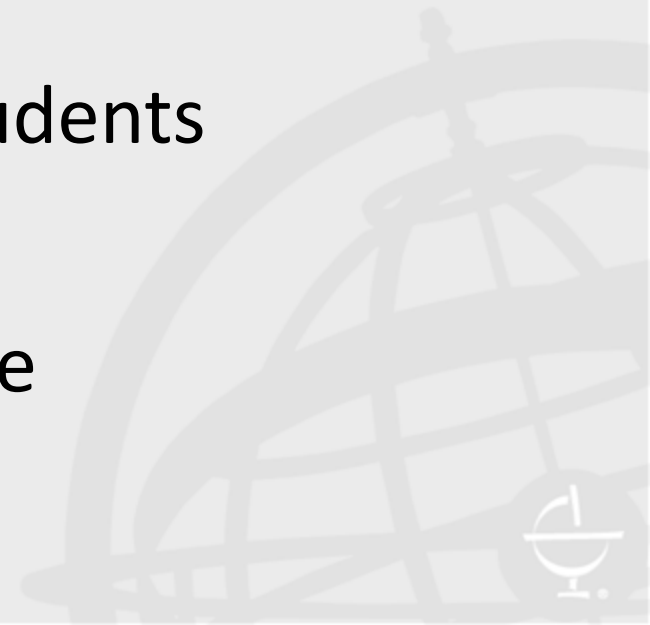
# Context for CBE

**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.”

COMPETENCY-BASED  
EDUCATION NETWORK



A National Consortium for Designing, Developing  
and Scaling New Models for Student Learning



# CBE Value Proposition

Area of Concern	Opportunity with CBE
<b>Student Learning</b>	<p>Transparent about and focused on learning outcomes</p> <p>External stakeholders ensure competencies are meaningful to job market</p> <p>An intense focus on application and demonstration</p>
<b>Changing Demographics</b>	<p>Flexible and personalized pathways catered to needs of student</p> <ul style="list-style-type: none"><li>• Build on their knowledge and skills</li><li>• Learn at their own pace</li></ul>
<b>Cost and Access</b>	<p>Recognition that learning can and does occur outside of the classroom</p> <ul style="list-style-type: none"><li>• Get credit for what they know</li></ul>



# WHAT Competency-Based Education LOOKS LIKE

The shape and depth of competency-based education (CBE) shifts each time a college or university starts a CBE program, because each institution's needs are different. Generally speaking, however, CBE programs distinguish themselves by "clearly defining and communicating what their graduates are required to know and be able to do," according to a report for the National Institute for Learning Outcomes Assessment. What follow are cross-sections of postsecondary elements meant to illustrate a spectrum of CBE, from the more traditional to the more experimental. While necessarily non-exhaustive, the illustration is meant to give a quick introduction to how learning and other aspects of college and university work can differ according to how much CBE is applied.

## More conventional

## "Middle of the Road"

## Less conventional

### EDUCATIONAL MODEL



- Competencies embedded in courses
- Faculty and Textbooks

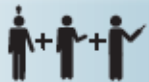


- Some classes
- Unbundled content
- Competencies and assessments



- No formal classes
- Referrals to open educational resources
- Prior-learning assessment

### FACULTY ROLE



Vertically Integrated Roles:  
Designing and Teaching and  
Assessing and Advising



Partially Disaggregated Roles:  
Designing and/or Teaching and/or  
Assessing and/or Advising



Disaggregated Roles:  
Designing or Teaching or  
Assessing or Advising

### LEARNING SUPPORT



Faculty-based advising



High level of coaching and  
mentoring at the institution or  
through a contracted service



- Online mentoring
- Informal learning groups

### TECHNOLOGY



Web enhancements to  
classroom-based course



Online delivery



Adaptive learning

### TYPICAL STUDENTS



- More traditional students
- May be employed part time



- Non-traditional
- Some postsecondary experience but no degree
- Some work experience
- School and work highly integrated

### FEE STRUCTURE



- Time-bound
- Pay per term or credit hour
- Title IV eligible

- Fully competency based
- Title IV eligible with special approval



- Subscription model (all you can learn within a given time)
- Direct assessment
- Not Title IV eligible

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



# The Excelsior Model

[Video](#)



# CBE @ Excelsior College

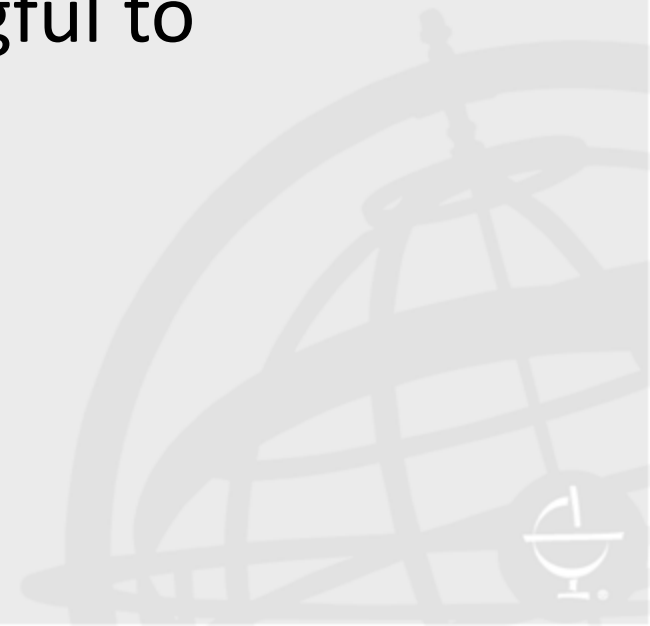
Aligning Education and Workforce Needs



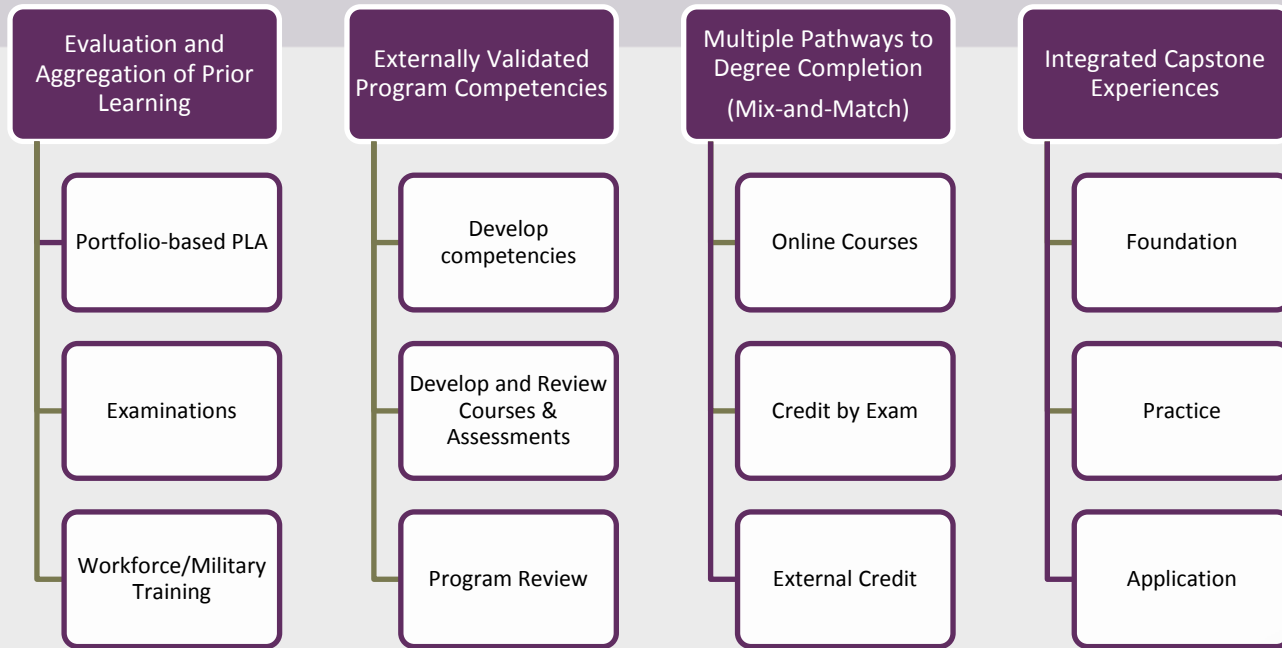


# Vision for CBE @ EC

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



40+ YEARS

# 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

Reference: Johnstone, S. M. & Soares, L. (2014, March-April). Principles for Developing Competency-Based Education Programs. *Change*. Retrieved from [http://www.changemag.org/Archives/Back%20Issues/2014/March-April%202014/Principles\\_full.html](http://www.changemag.org/Archives/Back%20Issues/2014/March-April%202014/Principles_full.html)



# Existing Structures: Areas to Consider

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



# Model Development

**COMPETENCY-BASED  
EDUCATION NETWORK** 

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

**EDUCAUSE**



**NEXT GENERATION  
LEARNING CHALLENGES**

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

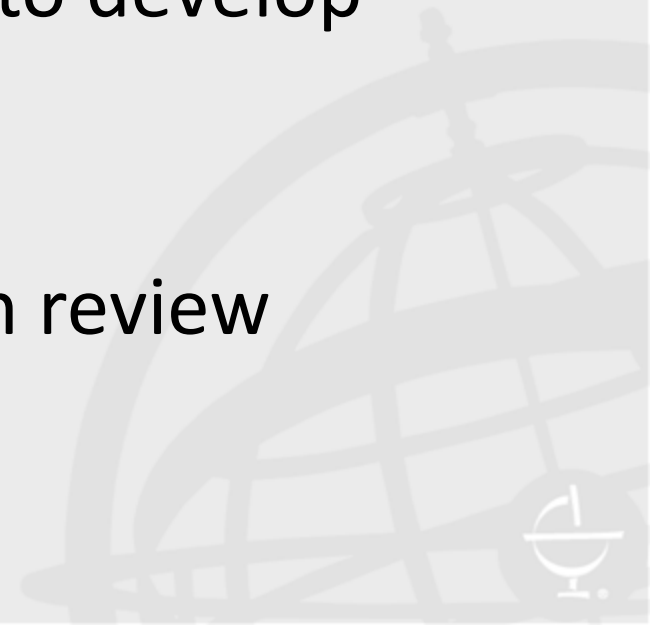
- Focus on expand use of proven and emerging technologies to dramatically improve college readiness and completion in U.S.

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



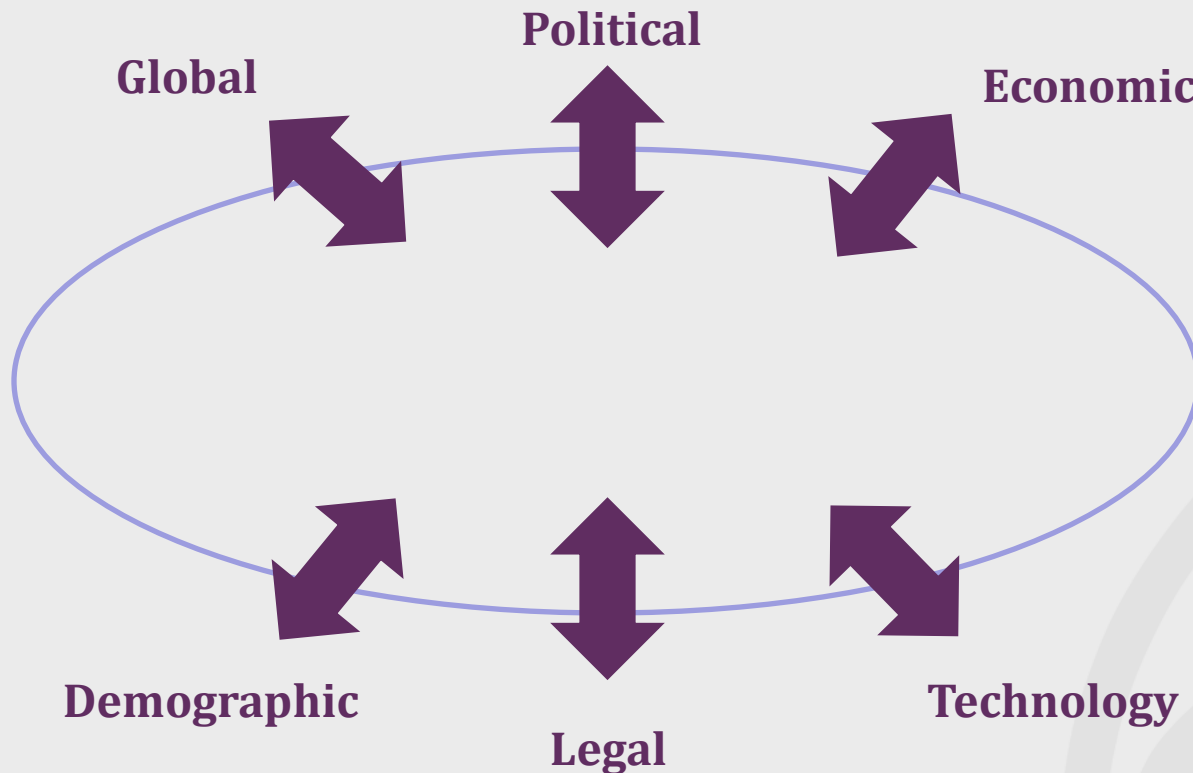
# Approach to Identifying Competencies

## Handout




# Business Environment

What changes in the business environment are impacting the workforce the most?





# Needs Analysis

Competencies	Currently Getting		Need More/Better
Knowledge		● ● ●	
Skills		● ● ●	
Attitudes/Values		● ● ●	



# Occupational Analysis

## The Business Administrator

Essential  
Functions/Tasks

Communicate w/  
Leadership,  
Subordinates, &  
Peers

Analyze Data,  
information

Resolve  
Conflicts and  
Negotiate  
with Others



**Knowledge, Skills, Attitudes, Behaviors Required**


# 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

Handout



# You are a CEO

## Identifying Competencies Handout

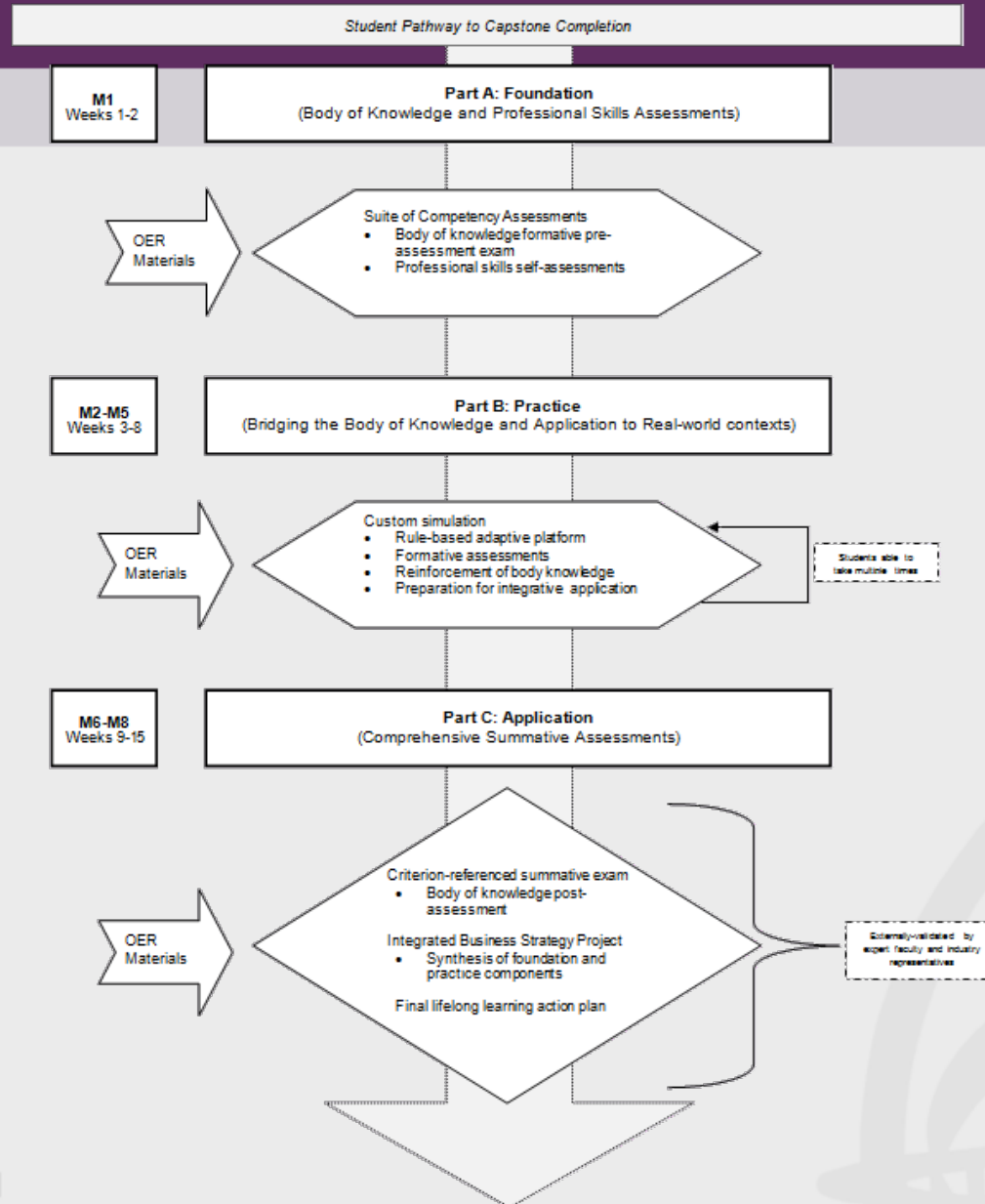


# Starting from the Back: The Capstone

From Competency Mapping to  
Program/Curriculum Design



# The Capstone Model



# Integrated Learning Experience

**A**pply what they know

**D**evelop Lifelong Learning

**E**valuate where they are

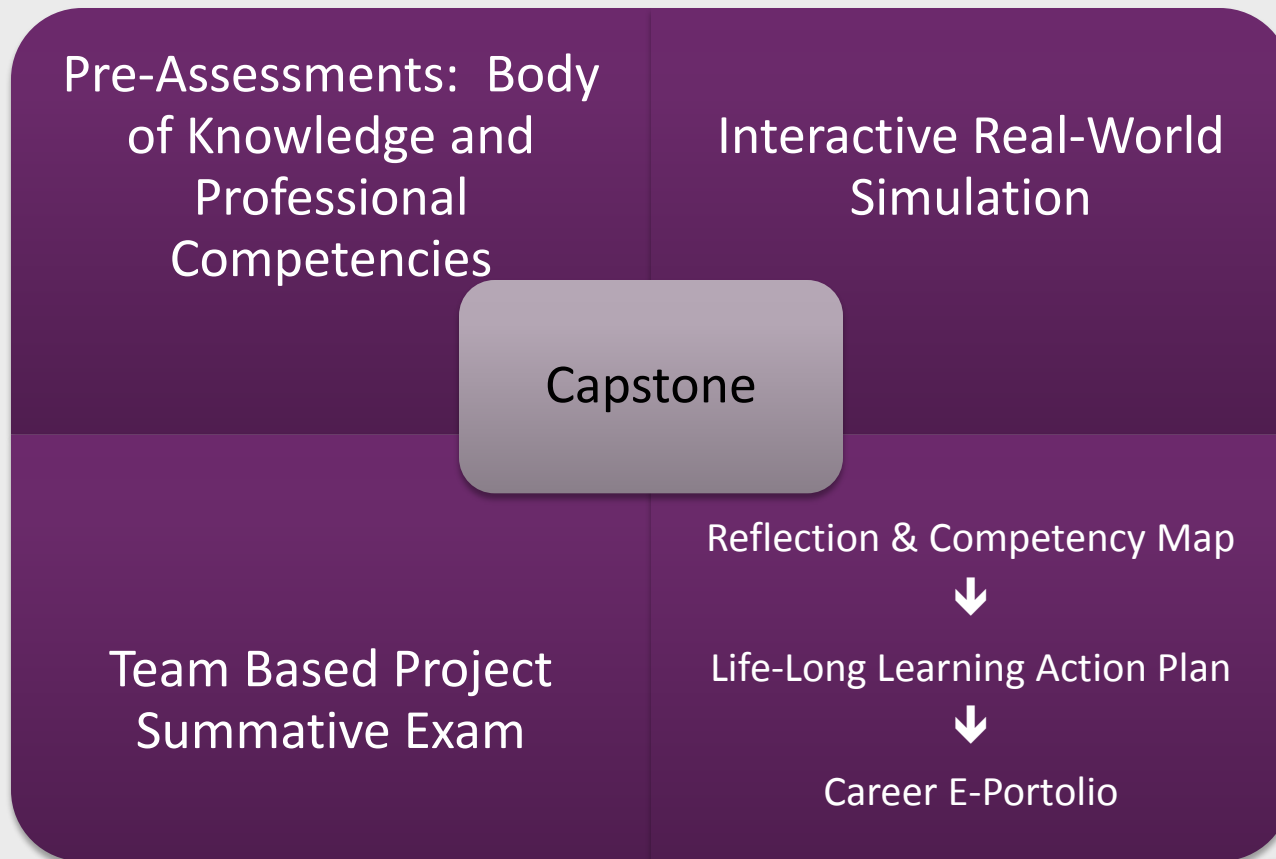
**P**ractice what they know

**T**ranslate into individual pathways for success





# Integration



# Parallel Module Structure

- Relates to the overall process and project deliverable
- Scaffolds learning; builds upon the prior learning and reinforces the learning



# Modules

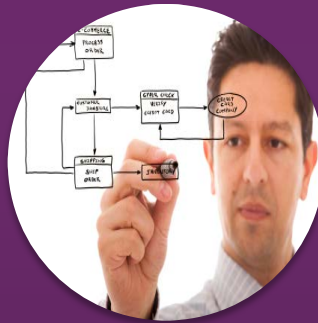
- Offers OER and social learning in all modules
- Integrates reflection and competency map action planning
  - Validation of competencies
  - Culminates with a Life-long learning action plan
- Simulation, DiscFlex, and Exam- single sign on to outside portal
  - No fee or registration required by student



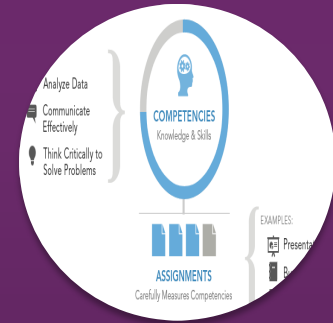
# Faculty



Two per  
Section



Industry  
Experts



Specialized  
CBE training

Personalized Student Experience



# Lessons Learned

Area	Questions we received	Mitigation and Pivots
Internal Communications	What is CBE and how is this model different than our current business model?	<ul style="list-style-type: none"> <li>• A lot of walking and talking to stakeholders and college leadership</li> <li>• Involve right stakeholders</li> <li>• Ensure alignment with mission</li> <li>• Highlight key differentiators               <ul style="list-style-type: none"> <li>• Externally-validated competencies</li> <li>• Enhanced capstone experiences</li> <li>• Mix-and-matched pathways</li> </ul> </li> </ul>
Program Operationalization	How do we implement a cutting-edge innovative model?	<ul style="list-style-type: none"> <li>• Be adaptable and flexible (things can change)</li> <li>• Understand effect on all business processes</li> <li>• Hire someone with PM experience</li> <li>• Leverage expertise of those before you</li> <li>• Establish rigorous program review</li> <li>• Innovate with a vision of future iterations of the model</li> </ul>
Course Design	How do we design a course with new technologies and multiple instructional design entities?	<ul style="list-style-type: none"> <li>• Involve all stakeholders from the beginning</li> <li>• Create a shared vision for deliverables and completion</li> <li>• Pay attention to how the “parts” integrate</li> <li>• Understand the limitations of the LMS and technology integration</li> <li>• Be adaptable and flexible</li> <li>• Innovate with a vision of future iterations</li> </ul>

# Where Do I Go from Here: Designing your Action Plan

Handout



# QUESTIONS?



# Contact Information

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Thank You 😊

