Competency-Based Education: Quality Program Design and Assessments

2018 Assessment Institute

Laurie Dodge, Ph.D., Vice Chancellor of Institutional Assessment & Planning; Vice Provost
Ellen Baker Derwin, Ph.D., Associate Dean for Curriculum and Assurance of Learning

Icebreaker: Find Something in Common

- About your institution's experience with CBE
- About what you know about CBE
- About what you would like to know about CBE
The Iron Triangle: Problems Facing Higher Education

Affordability

How can we offer a quality college education to more people for less money?

Quality

Access

Changing Landscape in Higher Education

The New Student

Teaching & Learning thru Technology

Employer and Workforce Demands

New Providers - Unaccredited Entities
CBE: Beyond the Credit Hour

Credit Hour Model based on seat time originally designed to determine faculty pensions and not as a measure of learning. Credit Hour is current basis for awarding financial aid & equivalency to degree completion.

Competency Based Education moves beyond seat-time measures and focuses on learning of knowledge, skills, and abilities (KSA). Students demonstrate mastery of competencies through assessment. “Learning Outcome/Competency” Transcript.

Cracking the Credit Hour by Amy Laitinen

What is Competency-Based Education?

1. Competency-based education combines an intentional and transparent approach to curricular design with an academic model in which the time it takes to demonstrate competencies varies and the expectations about learning are held constant.

2. Students acquire and demonstrate their knowledge and skills by engaging in learning exercises, activities and experiences that align with clearly defined programmatic outcomes.

3. Students receive proactive guidance and support from faculty and staff.

4. Learners earn credentials by demonstrating mastery through multiple forms of assessment, often at a personalized pace. (C-BEN 2016)
“The whole is greater than the sum of its parts.”

1. Intentional and transparent approach to curricular design
2. Time varies and learning is constant
3. Students engage in learning exercises, activities and experiences that align with outcomes
4. Students receive proactive guidance and support from faculty and staff
5. Learners earn credentials by demonstrating mastery through assessment

CBE Models

- Model Options
  - Credential Level: Certs, AA/AS, BA/S, MA/S
  - Delivery: Fully Online, On-ground, Blended
  - Discipline: Business, Technology, Health

- Common Ground of Models
  - Outcome-based: All students must master learning
  - Evidence of Learning through Assessment
  - Intentional & Integrated Curriculum Design: Relevance & Quality
  - Student Support, Pro-active Teaching
Brandman University - Overview

- Private, non-profit serving working adults
- Delivery Model: Blended at 27 locations, Online & Brandman MyPath (CBE)
- 2 Direct Assessment CBE programs
  - Bachelor of Business Administration (5 emphasis areas)
  - Bachelor of Science in Information Technology

Why CBE at Brandman University?

- Market Research and Demand Analysis
- Address Current Trends and Challenges in Higher Education
  - The New Student & Iron Triangle (Access, Affordability, Quality)
  - Instructional Technology (Adaptive Learning, Data Analytics, Gamification)
  - Employer Needs (DOL O*NET Data)
- Alignment to University Mission
  - To provide students with a dynamic education based on excellence and flexibility that creates lasting value and relevance for evolving careers
- Institutional Readiness/Culture
  - Strong Assessment Foundation (ILOs, PLOs, Course Embedded)
  - Technology and Innovation already part of DNA
### Brandman University CBE Programs

**Features**
- Accessible: Fully Online
- Flexible: Start Any Week & Work at Your Own Pace
- Affordable: $6400 per year including digital textbooks

**Bachelor of Business in Administration**
- 59-64 competencies (GE+Core+Emphasis)
- Emphasis include:
  - Management & Organizational Leadership
  - Supply Chain & Logistics
  - Information Systems Management
  - Marketing
  - General Business

**Bachelor of Science in Information Technology**
- 42 competencies (GE+Core+Emphasis)
- 17 IT certifications may count towards degree
- 5 certifications are embedded into the program
  - This is a more than $1000 savings!

[Brandman University Catalog](#)

### Brandman CBE Program Overview

- Competency Module Structures (Framework Origin)
  - Learning Journey
  - Formative and Summative Assessment
  - Milestones
- Adaptive Learning
- Gamification
- Badging Constellation
- Comprehensive Learner Transcript (Dual Transcripts)
- Schedule: Eight terms of 6 months each
- Tutorial Faculty Model: Full-Time Discipline Specific Faculty
- Faculty-Initiated Regular and Substantive Interaction
- Advising: Coach
- U.S. Department of Education Approved: Direct Assessment Program
- Financial Aid: Nonterm
Backward is the new forward

We are accustomed to jumping to learning activities such as reading materials, presentations, and activity ideas – before clarifying outcomes or competencies for our students.

By creating the assessments upfront, we can ensure greater alignment of the competencies and teaching is focused on desired results.

1. Traditional vs. Backward Design
   - Establish Outcomes
   - Establish Competencies

2. Traditional vs. Backward Design
   - Develop Educational Journey/Learning Activities
   - Create Assessments

3. Traditional vs. Backward Design
   - Create Assessments
   - Develop Educational Journey/Learning Activities

"One starts with the end – the desired results (goals or standards) – and then derives the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform." (Wiggins and & McTighe, 2000)
Assessment Considerations

Types
• Performance-based
• Objective-based
• Certification
• Standardized examination

What Does Mastery Mean at Your Institution?
• Rubric (Proficient or above/exemplary in all criteria)
• 80% holistic score

Consideration in Assessment Selection
• Complexity (Bloom’s) of subject matter
• Evidence/determination of mastery
• Relevance and accepted standards in disciplines
• Institutional Culture (what is already in place?)
• Reliability and Validity
• Grading

Backward Design Steps

• Step 1: Identify outcomes and write competency/outcome statements

• Step 2
  – Step 2a. Summative Assessment (signature assignment)
    Description
  – Step 2b. Write objectives and determine rubric criteria
  – Step 2c. Determine rubric cells

• Step 3: Determine the educational journey
And the winner of the Most Talented Dog is.....

Step 2: Summative Assessment

Step 2a. Summative Assessment (signature assignment) Description

How do you measure the talent described in the competency/outcome statement?

Describe in full what students must demonstrate and do that will represent evidence of student learning. Think about what will be evaluated in order to determine that a student “has it” (e.g., mastered the outcome/competency).
Step 2b&c. Objectives/Rubric Criteria and rubric cells

Specific skills, performance, or behavior described in each cell.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing</th>
<th>Emerging</th>
<th>Not Complete</th>
</tr>
</thead>
</table>

b. Chunk out 2-3 objectives that fit within competency statement and align with rubric criteria.

c. Complete the rubric cells with clear, observable descriptions of mastery of the outcome/competency for each criteria and for the levels of sub-performance.

Determine the educational journey by objective

<table>
<thead>
<tr>
<th>Faculty Initiated Regular and Substantive Interaction</th>
<th>Instructor &amp; Content to Students</th>
<th>Student to Student Engagement</th>
<th>Individual Student Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards, Milestone Activities, Feedback on Student Academic Work, Paper Draft, Media Project, Outlines, Worksheets</td>
<td>OER, books, websites, videos, podcasts, instructor-led webinars</td>
<td>Discussion Boards, Teamwork, Media Creation, Digital Collaboration (e.g. Google Hangout), webinars</td>
<td>Check for understanding or quizzes, Reflection or Journal, Self-Assessments</td>
</tr>
<tr>
<td>Discussion Board Prompt</td>
<td>Podcast name</td>
<td>Google Hangout Discussion</td>
<td>Journal Post</td>
</tr>
<tr>
<td>Paper Draft</td>
<td>Text Name</td>
<td>Media Creation Plan</td>
<td>Worksheet Activity</td>
</tr>
<tr>
<td>Media Project</td>
<td>Website Link</td>
<td>Teamwork Project</td>
<td>Self Assessment</td>
</tr>
</tbody>
</table>

Align Objectives to Engagement

Materials should be interesting and engaging
What might you do at your institution outside the dog world?

Learn More?

The Journal of Competency-Based Education

CBEN Quality Framework and other CBEN Resources

Questions & Discussion?
-CBE Assessment
-Delivery Model
-Student Support
-Faculty

For more information:
Laurie Dodge: ldodge@brandman.edu
Ellen Derwin: Derwin@brandman.edu

Join C-BEN
- As an Institution, Individual, Organization, Vendor


Book available August 2018