Competency Based Education: Top Tactics and Most Overlooked Strategies

Prepared for the 2015 AASCU Annual Meeting

www.pearsoned.com/cbe

October 2015
Objectives for our session

Overview

• Discover lessons learned from Northern Arizona University's Personalized Learning Program.

• Discuss how a structured approach helps institutions identify the most effective strategies and pathways for launching a CBE program.

Intended takeaways

1. A structured approach to building a successful CBE program

2. Detailed explanation of the major strategic choices schools need to consider when planning a CBE program

3. Examples of NAU has made critical decisions about their program using approaches like financial modeling and working with employers
Northern Arizona University’s Personalized Learning enables motivated students to earn a high quality degree more efficiently and at a lower cost by customizing coursework to fit individual learning styles and previously acquired knowledge.
Student Experience

• Self-paced online adaptive learning
• Mentor and subject matter faculty
• Readiness assessment
• Curriculum is interdisciplinary and prescribed - there are no electives
• Every concept - multiple modalities
• Pre-, interim, post-assessments
Developed degree programs in 6 months: Small Business Administration, Computer Information Technology, Liberal Arts

Lead faculty for each degree

Student starts any day of the year

Subscription model - $2,500 per six months – all inclusive (fees, materials, texts)

Two student records:
  • Traditional transcript
  • Competency report
Aggressive Timetable

• Approved by HLC in May 2013
• 640 students enrolled; ~7,709 prospects
• U.S. ED – Title IV ~340 students
• Four new programs under development
  – Master degrees: CIT and Nursing
  – Bachelor degrees: RN-BSN and Mgmt
An invasion of armies can be resisted, but not an idea whose time has come.

Victor Hugo

Change is good. You go first.

Scott Adams, Dilbert cartoon
A structured approach based on launching many CBE programs
One way to organize the many moving pieces

1. CBE strategy and integration
2. Organization
3. Program Development
4. Student Success
5. Technology & Infrastructure
6. Program Management
7. Marketing and Recruiting
CBE: key functions across work streams
Key questions for discussion

1. What is our overall strategy for CBE and how does it fit into our mission?
2. What organizational challenges does CBE present and how do we address them?
3. How does a CBE program differ from traditional models and to what extent should we fit CBE into the present model or redesign a new model?
4. How do we best ensure student success within a CBE framework?
5. What technology and data strategy do we need to support CBE?
6. How can we most effectively coordinate effort among cross-functional teams and responsibilities?
7. What approach to marketing and recruiting will best help us achieve our enrollment and branding goals?
### Work stream planning across the CBE lifecycle

<table>
<thead>
<tr>
<th>Plan</th>
<th>Design</th>
<th>Implement</th>
<th>Improve</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td><strong>Define Business &amp; Financial Models</strong></td>
<td><strong>Begin Accreditation Process</strong></td>
<td><strong>Define Business &amp; Program Models</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Begin Accreditation Process</strong></td>
<td><strong>Engage Employers</strong></td>
<td><strong>Define Business &amp; Program Models</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Engage Stakeholders</strong></td>
<td><strong>Design Competency Framework</strong></td>
<td><strong>Define Outcomes &amp; Program Model</strong></td>
</tr>
<tr>
<td><strong>Program Development</strong></td>
<td><strong>Design Competencies, Assessments, &amp; Learning Resources</strong></td>
<td><strong>Initiate Faculty Development</strong></td>
<td><strong>Use Data to Implement Continuous Improvement</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Track Student Progress</strong></td>
<td><strong>Implement Learning Analytics</strong></td>
<td><strong>Implement Learning Analytics</strong></td>
</tr>
<tr>
<td><strong>Student Success</strong></td>
<td><strong>Design Competencies, Assessments, &amp; Learning Resources</strong></td>
<td><strong>Initiate Faculty Development</strong></td>
<td><strong>Use Data to Implement Continuous Improvement</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Track Student Progress</strong></td>
<td><strong>Implement Learning Analytics</strong></td>
<td><strong>Implement Learning Analytics</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Engage Stakeholders</strong></td>
<td><strong>Define Business &amp; Program Models</strong></td>
<td><strong>Define Business &amp; Program Models</strong></td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td><strong>Define Outcomes &amp; Program Model</strong></td>
<td><strong>Develop Competency Framework</strong></td>
<td><strong>Define Outcomes &amp; Program Model</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Establish Success Targets</strong></td>
<td><strong>Develop Competency Framework</strong></td>
<td><strong>Establish Success Targets</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Develop Support Model</strong></td>
<td><strong>Design Competencies, Assessments, &amp; Learning Resources</strong></td>
<td><strong>Establish Success Targets</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Initiate Faculty Development</strong></td>
<td><strong>Initiate Faculty Development</strong></td>
</tr>
<tr>
<td><strong>Program Management</strong></td>
<td><strong>Establish Tech Requirements</strong></td>
<td><strong>Design Solutions and Integrations</strong></td>
<td><strong>Evaluate Performance for Improvement/Scaling</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Assess Current Systems</strong></td>
<td></td>
<td><strong>Implement Improvement Plan</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Create Support Systems</strong></td>
<td><strong>Evaluate Performance and Services</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Design Analytics &amp; Reporting</strong></td>
<td><strong>Implement Improvements Based on Data</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Establish Mgt. Assessment Framework</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Hire and Train Staff</strong></td>
</tr>
<tr>
<td><strong>Enrollment Management</strong></td>
<td><strong>Define Target Market and Segments</strong></td>
<td><strong>Design Market Strategy</strong></td>
<td><strong>Evaluate Performance Against Forecast</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Design Marketing Messages &amp; Materials</strong></td>
<td><strong>Improve Results based on Data</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Establish Enrollment Process</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Develop Staff Training</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Hire and Train Staff</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Measure Lead Gen and Conversions</strong></td>
</tr>
</tbody>
</table>
Example focus area: Technology & Infrastructure

5. Technology & Infrastructure
Assessing current assets and prioritizing the best way forward

Most current CBE technology tools still reflect time-based practices that don’t easily accommodate individualized learning pathways and the ability to track an individual student’s mastery. However, there is an emerging set of new products and solution bundles that address the unique requirements of CBE.

- What are new CBE technology requirements?
- What solutions exist in the market?
- How do other institutions structure their IT systems?
- What is the right way to understand / prioritize investments?
Technical requirements flow from the conceptual differences in CBE vs. traditional

CBE technology imperatives

• Map individual pathways to advancement and credential completion
• Identify gaps in competency proficiency
• Access learning material and complete training at a granular level
• Collect and recognize experience and qualifications
• Store, organize, assign, and edit competency frameworks

Implied technical requirements

• Ability to link competencies at a granular level to learning material
• Interoperability between a competency framework repository and an LMS for curriculum storage
• Learner self-assessment tool with prior-learning evidence gathering
• Internal communication method
• E-portfoliio and Badging integration
• Reporting mechanism for multiple stakeholders
• ....

Source: BCcampus
Common needs in launching a CBE programs

1. Understand the scope of work required *upfront* for different types of CBE programs

2. Align project management on campus to speed time to launch and avoid pitfalls

3. Ensure there are no surprises / missing components

4. Evaluate the range of options available

5. Model out different scenarios prior to adoption (business analytics & financial modeling)
CBE: the challenge is to do it right

“For competency-based education to be truly effective, it is essential to move forward on multiple fronts....CBE can produce unprecedented gains in access, affordability, and student success. The challenge is to do it right.”

- Steven Mintz, Executive Director, University of Texas System's Institute for Transformational Learning, IHE
Contact

daniel.goldsmith@pearson.com
571.278.8402

www.pearsoned.com/cbe