



CBE: Ready, Set, Go

Competency-based education model

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Flex-Paced Web IT Programs

Program Overview

Agenda

1. What is CBE?
2. TAACCCT Grant
3. Project Model Components
 - a. Overview
 - b. Workforce Relationships
 - c. Curriculum
 - d. Program Delivery
 - e. Student Experience
4. Challenges

What is CBE?

What is CBE?

- **Direct assessment**
 - Students demonstrate achievement of competencies without regard to courses or credit hours. They demonstrate mastery of individual competencies through summative assessments such as exams and portfolios.
- **Course-based**
 - Students demonstrate mastery of skills and knowledge at a course or module-level. Competencies, defined at the program level, are translated into topics that are packaged into the courses or modules.

How is Course-Based CBE Different from Traditional?

Traditional	CBE
Time-based	Flips time and mastery
Commonalities	
Aligned with regional workforce needs	
Common course outcomes	
Differences	
Weekly lessons	Topics and Units
Time-based: Progress weekly with class	Mastery based: Progress as competencies mastered
Fixed entry and completion dates (semester)	Flexible entry and completion dates
Ad hoc student support	Holistic case management

The Grant

What is Accelerate IT?

Sinclair's TAACCCT Grant Project

- Grant Goal – Adapt and adopt competency-based IT instruction to accelerate learning for TAA-eligible, veterans, unemployed, and other adult learners.

Round 2 TAACCCT Grant Consortium Partners

- Austin Community College
- Broward College
- Sinclair College
- Western Governors University, *Consultant*
- Mathematica, *Grant Evaluator*
- National Office, *Sinclair Community College*



Accelerate IT Model

Implementation Considerations

- How does CBE align with institutional mission?
- How does your institution react to innovation / change?
- Who is the executive sponsor?
- What resources, staffing and funding will be allocated?
- Who is the CBE champion?
- Where will CBE be housed?
- Will you pursue Direct-assessment or Course-based CBE?
- How will you fit CBE into your semester-based systems?
- What policies will be impacted?
- How will you select programs for CBE development?
- Is there faculty buy-in?

Implementation Considerations

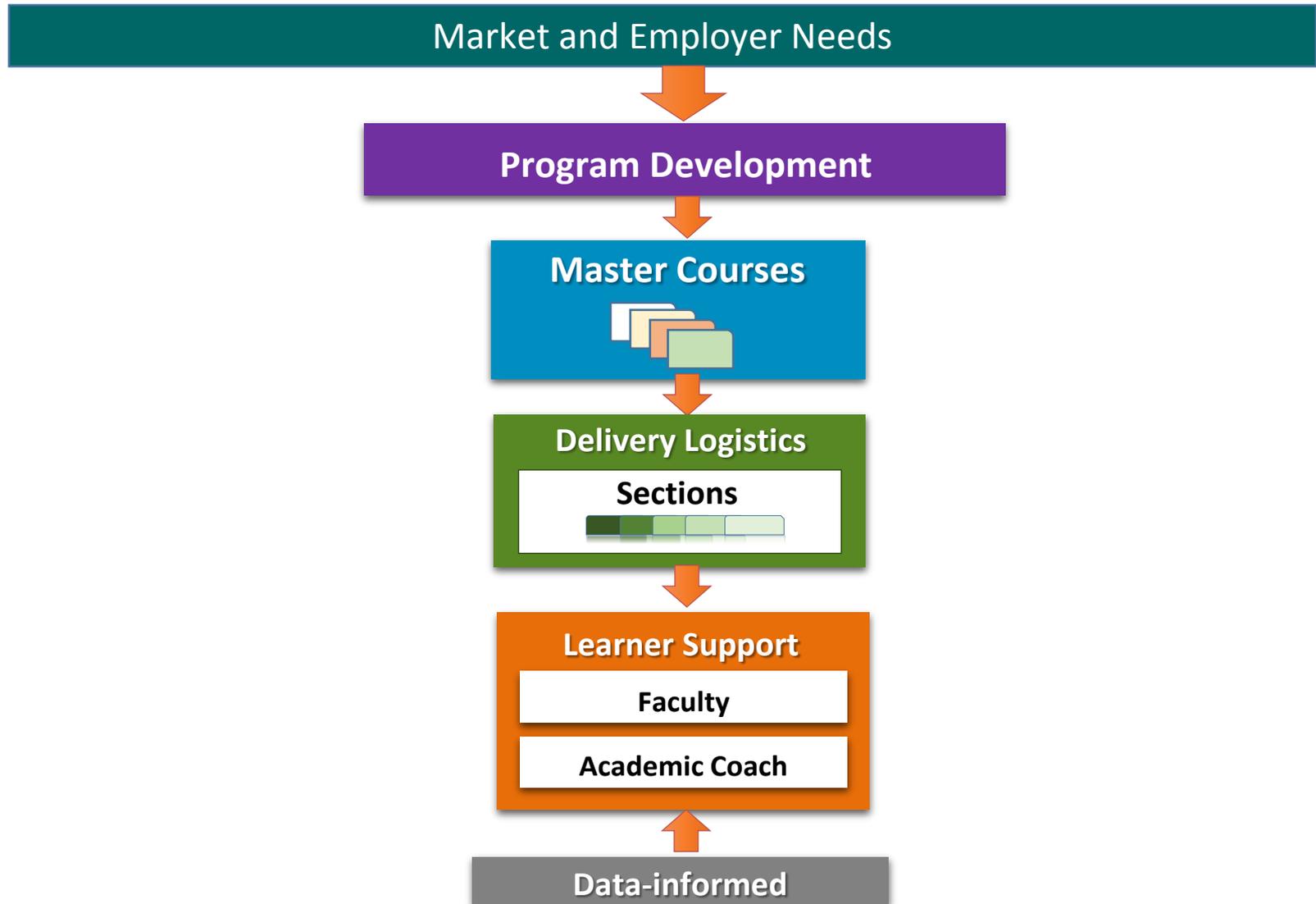
Model	Example	Areas of focus
CBE University	Western Governors University	Education IT Business Healthcare
CBE Campus	Southern New Hampshire University College for America	AA Liberal Arts
Statewide Degree	Washington State Community and Technical College system	AS Business Administration
Central Oversight	Sinclair Community College	IT (networking and software)
Department	Austin Community College Broward College	IT (programming and user support)
Faculty	Bellevue College	Office applications

Implementation Considerations

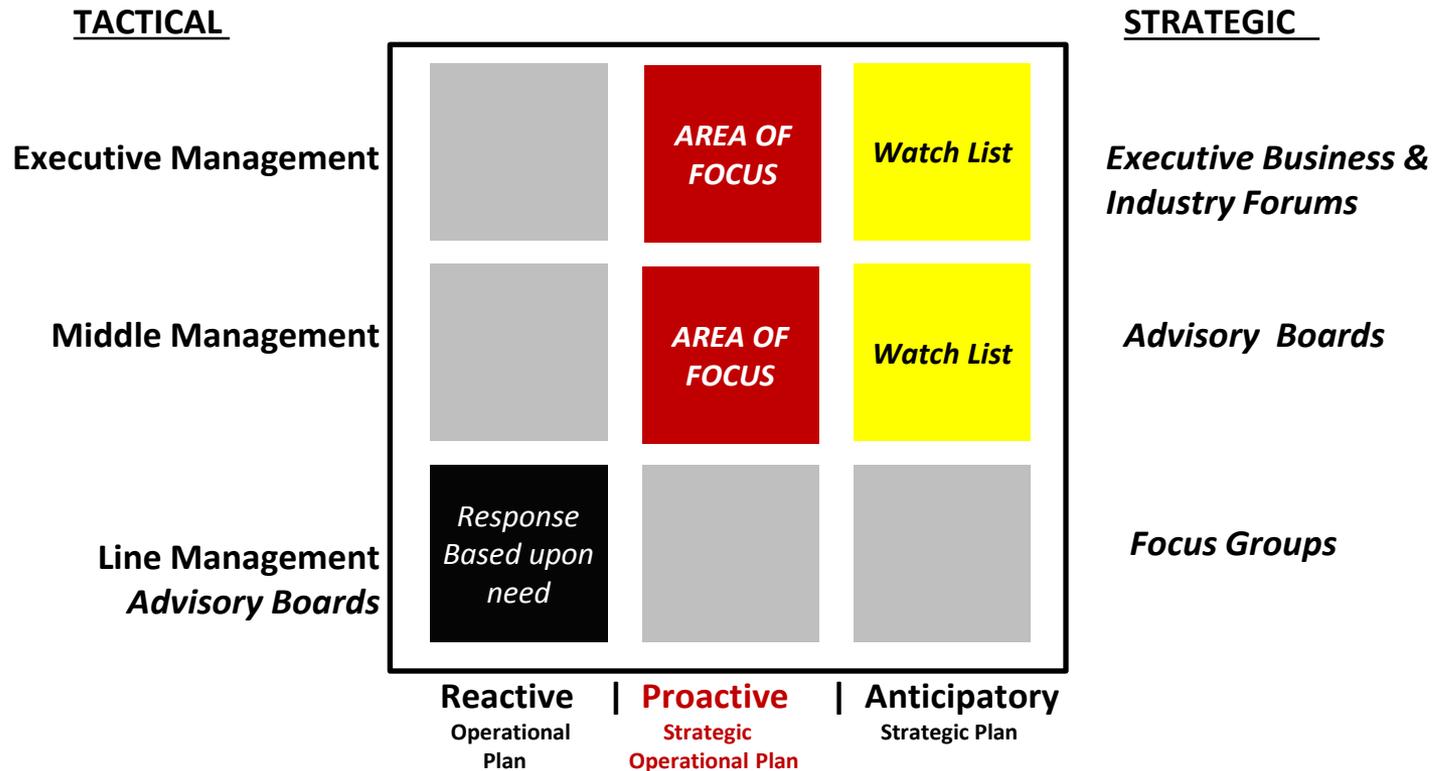
Staffing Functions / Roles

Function	Role
Recruiting	Recruiter/Admissions Counselor Referrals from: College Enrollment services, Academic Department, Academic Advisors
Admissions / Screening	Recruiter / Admissions Counselor
Orientation	Recruiter / Admissions Counselor
Course Development	Instructional Designer and Faculty
Assessment Development	Instructional Designer and Faculty
Facilitation	Faculty
Grading	Faculty
Student Performance Monitoring	Academic Coach and faculty

Accelerate IT Model

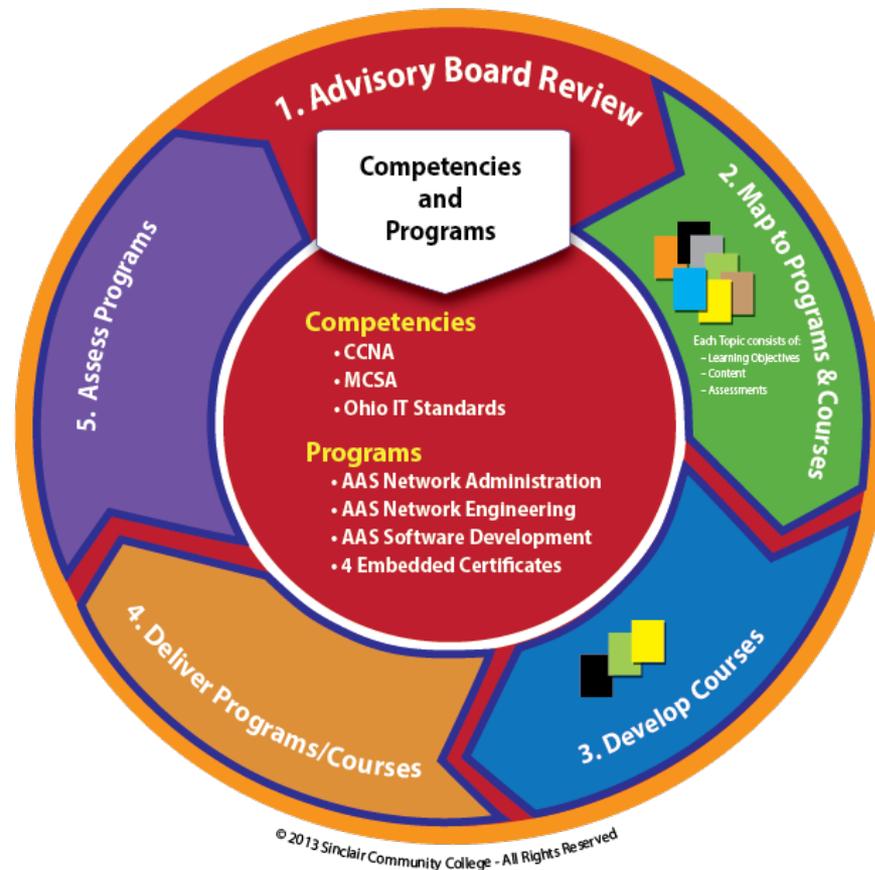


wi Market and Employer Needs



Curriculum

Program Development | Curriculum Updates



Curriculum

Competencies vs. Outcomes

- Competency
 - A general statement detailing the desired knowledge and skills of student graduating from our course or program. (What employers expect graduates to know and be able to do)
 - A competency may have several specific learning outcomes
- Outcome
 - A very specific statement that describes exactly what a student will be able to do in some measurable way.
 - A learning outcome is written so that it can be measured or assessed.

Curriculum

Competencies vs. Outcomes

Competency	1. Webpages: Create basic webpages.
Outcomes	<ol style="list-style-type: none"> 1. Describe the basic principles of <u>Hypertext Markup Language (HTML)</u> and its functional relationship with web browsers. 2. <u>Plan a webpage</u> considering subject, devices, audience, layout, color, links, graphics, and Americans with Disabilities Act (ADA) requirements. 3. <u>Format the text of a webpage</u> in a WYSIWYG(What You See Is What You Get) editor and in a text editor using HTML formatting tags (e.g., hyperlink, e-mail, table formatting, graphic attributes). 4. <u>Use writing process techniques</u> (i.e., drafting, revising, editing, proofreading) to check the webpage for format and text accuracy. 5. Create and format <u>ordered and unordered lists</u> on a webpage using HTML list formatting tags. 6. Create and format a <u>table</u> in a webpage using HTML table formatting tags and attributes. 7. Integrate styles (e.g., inline or external <u>Cascading Style Sheets [CSS]</u>).

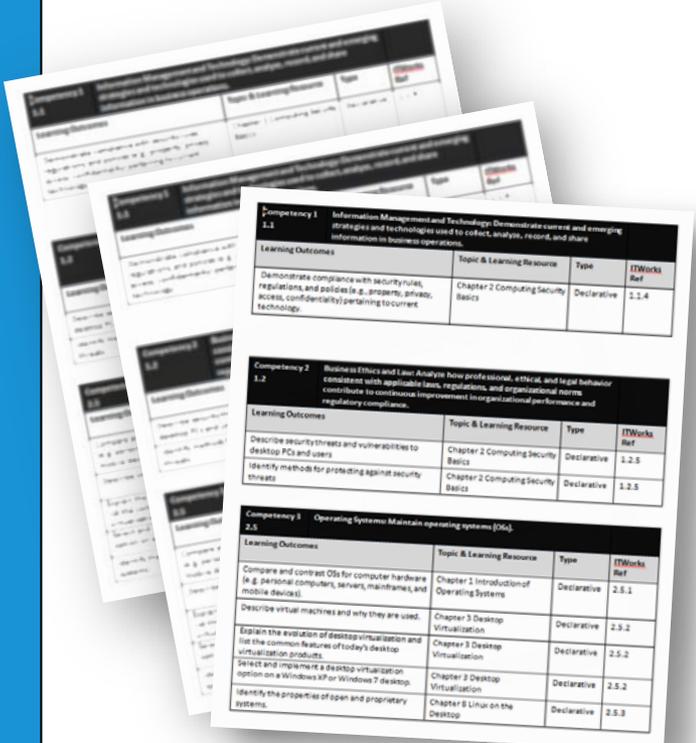
Curriculum

Program Development | Aligning Competencies

Programs

Gen Ed Outcomes
 Program Outcomes

Master Syllabus
 Course Description
 Course Outcomes
 Topics



Competency	Information Management and Technology: Demonstrate current and emerging strategies and technologies used to collect, analyze, record, and share information in business operations.	Topic & Learning Resource	Type	ITWorks Ref
1.1	Demonstrate compliance with security rules, regulations, and policies (e.g., privacy, privacy, access, confidentiality) pertaining to current technology.	Chapter 2 Computing Security Basics	Declarative	1.1.4

Competency	Business Ethics and Law: Analyze how professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms contribute to continuous improvement in organizational performance and regulatory compliance.	Topic & Learning Resource	Type	ITWorks Ref
1.2	Describe security threats and vulnerabilities to desktop PCs and users.	Chapter 2 Computing Security Basics	Declarative	1.2.5
	Identify methods for protecting against security threats.	Chapter 2 Computing Security Basics	Declarative	1.2.5

Competency	Operating Systems: Maintain operating systems (OS).	Topic & Learning Resource	Type	ITWorks Ref
2.5	Compare and contrast OSs for computer hardware (e.g., personal computers, servers, mainframes, and mobile devices).	Chapter 1 Introduction of Operating Systems	Declarative	2.5.1
	Describe virtual machines and why they are used.	Chapter 3 Desktop Virtualization	Declarative	2.5.2
	Explain the evolution of desktop virtualization and list the common features of today's desktop virtualization products.	Chapter 3 Desktop Virtualization	Declarative	2.5.2
	Select and implement a desktop virtualization option on a Windows XP or Windows 7 desktop.	Chapter 3 Desktop Virtualization	Declarative	2.5.2
	Identify the properties of open and proprietary systems.	Chapter 8 Linux on the Desktop	Declarative	2.5.3

Curriculum

Competency Mapping

Ohio Standards Mapping to CIS Curriculum					Sinclair Course Mappings				
Outcome	Description	ISS	NS	PSD	IM	Course 1	Course 2	Course 3	Course 4
6.1	Webpages: Create basic webpages.	X	X	X	X				
6.2	Links and Multimedia: Add links to a webpage and insert multimedia files	X		X	X				
6.3	Scripting: Integrate scripting into a webpage			X	X				
6.4	Web Forms: Integrate forms into a webpage.			X	X				
6.5	Websites: Create and update a website.			X	X				

Curriculum

Competency /Outcome Mapping within Course

1	Competency 1 – 6.1. Webpages: Create basic webpages.		
Sinclair Ref	Learning Outcomes	Topic & Learning Resource (book chapter or add'l resource)	Type of assessment: Declarative (objective exam) or Procedural (programming activity), or both
1.1	1. Describe the basic principles of Hypertext Markup Language (HTML) and its functional relationship with web browsers.	Tutorial 1, 3, 5	Declarative
1.2	1. Plan a webpage considering subject, devices, audience, layout, color, links, graphics, and Americans with Disabilities Act (ADA) requirements.	Final Project	Declarative and Procedural
1.3	1. Format the text of a webpage in a WYSIWYG(What You See Is What You Get) editor and in a text editor using HTML formatting tags (e.g., hyperlink, e-mail, table formatting, graphic attributes).	Tutorial 1, 2, 3, 4, 5, 6, 7, 8, 9, Multimedia, Mobile, Final Project	Declarative and Procedural
1.4	1. Use writing process techniques (i.e., drafting, revising, editing, proofreading) to check the webpage for format and text accuracy.	Tutorial 2, Final Project	Procedural
1.5	1. Create and format ordered, unordered, and definition lists on a webpage using HTML list formatting tags.	Tutorial 1, 2, 3, 4, 5, 7	Declarative and Procedural
1.6	1. Create and format a table in a webpage using HTML table formatting tags, attributes and Cascading Style Sheet.	Tutorial 8	Declarative and Procedural
1.7	1. Integrate styles (e.g., embedded, inline or external Cascading Style Sheets [CSS]).	Tutorial 3, 4, 5, 6, 7, 8, 9, Multimedia, Mobile, Final Project	Declarative and Procedural

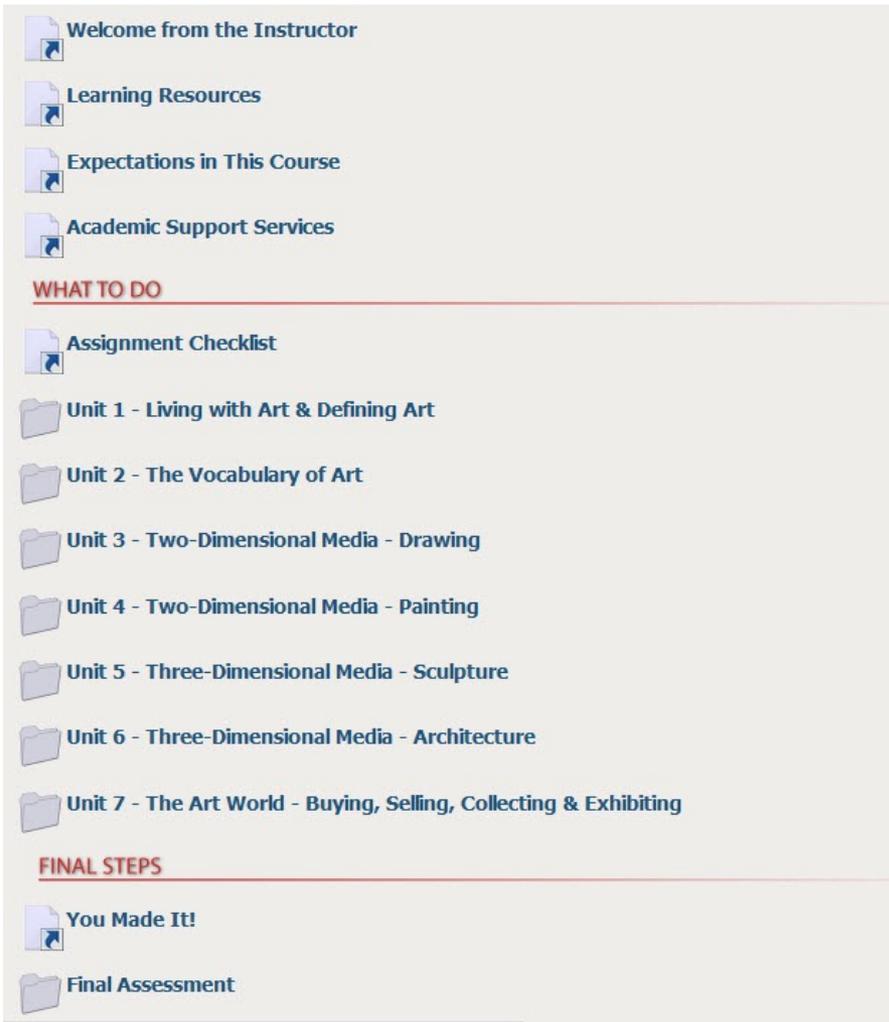
Curriculum

Granularity Challenge

- 16 week courses
 - 14 topics
 - Midterm
 - Final
- Unit Based for acceleration
 - Bundle topics into 3 – 7 Modules
 - Module Pre- and Post-tests
 - Bypass module if competency demonstrated in pre-test

Curriculum

Unit-based course



The image shows a screenshot of a course curriculum page. It features a list of items, each with a small icon to its left. The items are: 'Welcome from the Instructor' (document icon), 'Learning Resources' (document icon), 'Expectations in This Course' (document icon), 'Academic Support Services' (document icon), a red underlined section header 'WHAT TO DO', 'Assignment Checklist' (document icon), 'Unit 1 - Living with Art & Defining Art' (folder icon), 'Unit 2 - The Vocabulary of Art' (folder icon), 'Unit 3 - Two-Dimensional Media - Drawing' (folder icon), 'Unit 4 - Two-Dimensional Media - Painting' (folder icon), 'Unit 5 - Three-Dimensional Media - Sculpture' (folder icon), 'Unit 6 - Three-Dimensional Media - Architecture' (folder icon), 'Unit 7 - The Art World - Buying, Selling, Collecting & Exhibiting' (folder icon), a red underlined section header 'FINAL STEPS', 'You Made It!' (document icon), and 'Final Assessment' (folder icon).

- Welcome from the Instructor
- Learning Resources
- Expectations in This Course
- Academic Support Services
- WHAT TO DO**
- Assignment Checklist
- Unit 1 - Living with Art & Defining Art
- Unit 2 - The Vocabulary of Art
- Unit 3 - Two-Dimensional Media - Drawing
- Unit 4 - Two-Dimensional Media - Painting
- Unit 5 - Three-Dimensional Media - Sculpture
- Unit 6 - Three-Dimensional Media - Architecture
- Unit 7 - The Art World - Buying, Selling, Collecting & Exhibiting
- FINAL STEPS**
- You Made It!
- Final Assessment

Curriculum

Unit-based course

IMPORTANT - How to Complete This Course

Instructions for completing this unit-based course

[My Notes](#) | [Print](#)

[Printer-friendly version](#)

Instructions on How to Complete a Unit-Based Course:

This course is slightly different from other courses in the CBE program because it's a unit-based course. The course content is divided into units that are self-contained and assessed individually. This unit-based approach allows students who are knowledgeable about the course content to progress more quickly through the course. This particular course contains seven units.

As you begin each unit, do the following:

1. Read the **Introduction and Objectives** page for the unit to get an understanding of the content and objectives that the unit covers.
2. Take the **unit Pre-Assessment**. Go ahead and take the unit Pre-Assessment first. (You will only have one attempt at the Pre-Assessment.) The Pre-Assessment is worth 100 points, if you score 80% or higher, you can skip the rest of that unit and move on to the next unit. If you don't score 80% or higher, you are not penalized in any way. Your first attempt at the unit assessment does not count against you if you do not pass it.
 - o If you do not achieve a score of 80% or higher on the unit Pre-Assessment, then you must work through the unit lessons and complete all of the graded assignments within the unit, with a score of 80% or higher. In this course, the graded assignments in each unit include the following:
 - unit writing activity (graded as "pass or fail" - pass is equivalent to a score of 80%)
 - unit Post-Assessment (worth 100 points; a passing score is 80% or higher)
3. Work through the entire course this way, one unit at a time, in order.
4. Once you have successfully passed all of the units, you will complete the final assessment, which is a critique paper.



Click **Next** at the top right of the screen to navigate through each page in order.

Curriculum

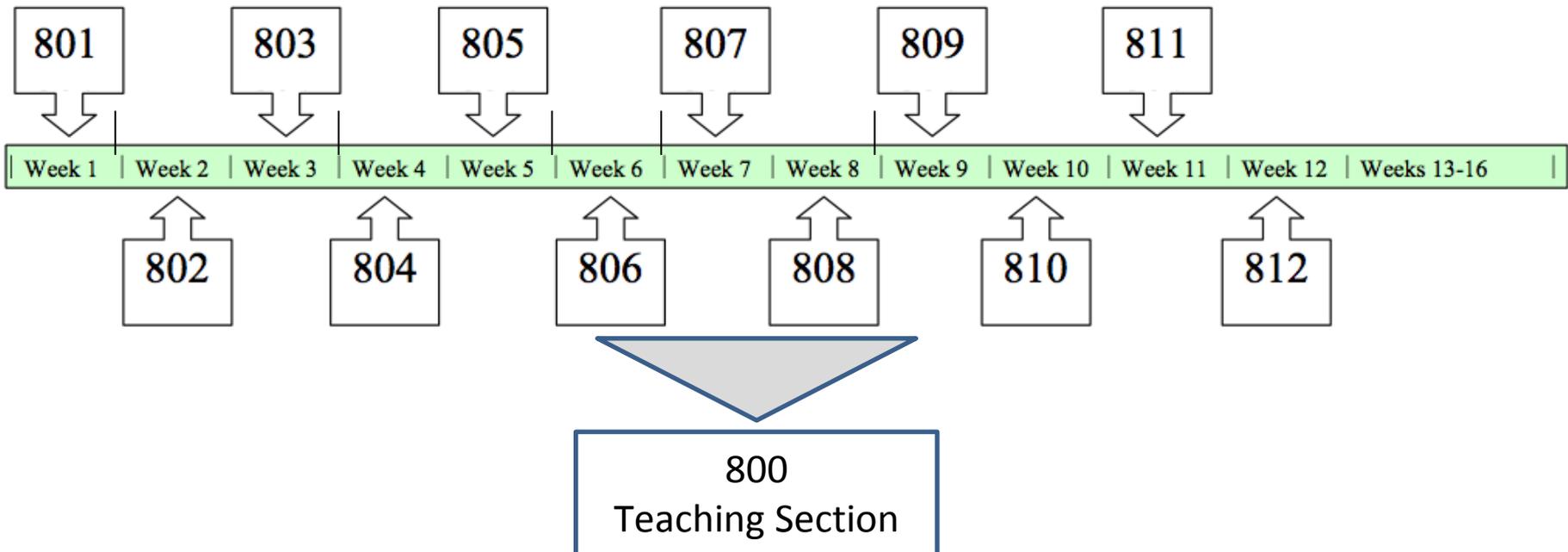
Policies

- Intellectual Property
- Course development stipend
- Faculty payload
- Course development project plan / timeline
- Deadlines
 - Email Response time
 - Grading Response Time
- Student Performance
 - Level of mastery
 - Retakes / Redo's
 - Student progress expectations

Delivery

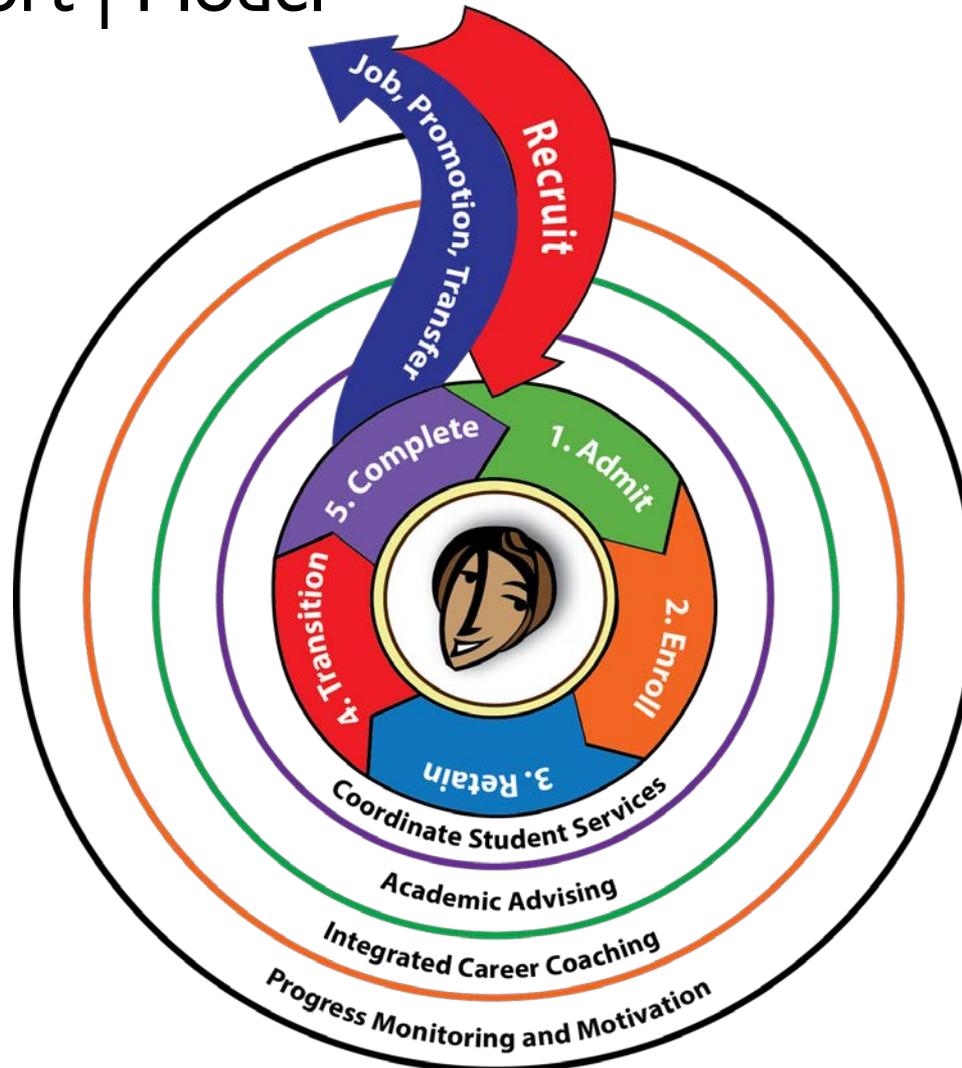
Program Delivery

- 25 self-paced, online courses
- Enrollment on Mondays through week 12 of term
- 12 Registration sections funneled into one teaching sections



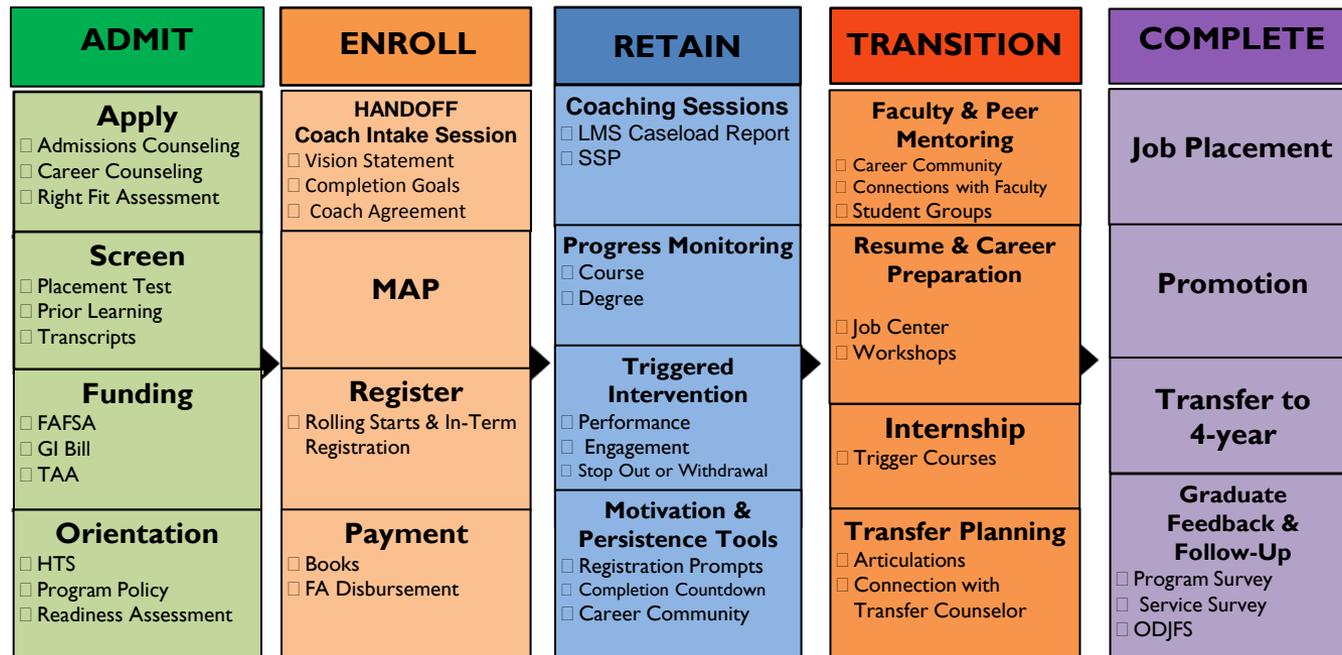
Learner Support

Learner Support | Model



Learner Support

Learner Support | Phases



Learner Support

Critical Functions: Recruitment, Screening & Intake

- “Right Fit”
- Orientation
- Career and Readiness Assessment
- CBE Policies, Success Habits, Pacing

☰ Table of Contents	27
☰ Start Here	4
☰ Topic 1 - Making the Most of Accelerate IT	4
☰ Topic 2 - College Know-How	5
☰ Topic 3 - How to Succeed in CBE	5
☰ Topic 4 - Career Planning	2
☰ Topic 5 - Vision Statement	2
☰ Topic 6 - Computer Literacy	2
☰ Topic 7 - Wrapping Up	3



Learner Support

Critical Functions: Case Management

Students

Student: [Redacted] ID# [Redacted] Email Student Coach: Christina Amato Coaching History

Tools Main Intake Action Plan Journal Early Alert MAP Documents Notes

Journal List

Modified Date	Modified By	Source	Confidentiality	Entry Date	Entered By
06/06/2014	CHRISTINA AMATO	Case Management	EVERYONE	06/06/2014	CHRISTINA AMATO
05/27/2014	CHRISTINA AMATO	Case Management	EVERYONE	05/27/2014	CHRISTINA AMATO
05/20/2014	CHRISTINA AMATO	Case Management	EVERYONE	05/20/2014	CHRISTINA AMATO
05/08/2014	CHRISTINA AMATO	Case Management	EVERYONE	05/08/2014	CHRISTINA AMATO
04/29/2014	CHRISTINA AMATO	Case Management	EVERYONE	04/29/2014	CHRISTINA AMATO
04/23/2014	CHRISTINA AMATO	Case Management	EVERYONE	04/23/2014	CHRISTINA AMATO
04/11/2014	CHRISTINA AMATO	Case Management	EVERYONE	04/11/2014	CHRISTINA AMATO

Journal Entry

Entry Date: 06/06/2014

Confidentiality Level: EVERYONE

Source: Case Management

Comment (Optional): Check-in.

Track-Step-Detail

TAACCT Grant

- Admit/Recruit
- Career Placement Preparation
- Enrollment
- Graduation and Follow-up
- Ongoing Learner Support
 - Checked degree audit
 - Weekly check-in
 - SAP appeal filed
 - In-depth student progress report
 - Student degree progress monitored/discussed
 - Student academic course progress monitored/discussed
 - MAP revised
 - Resource referral
 - Student is on FA warning
 - Student is on FA suspension
 - Student did not meet 80% requirement; transitioned into traditional courses
 - Student withdrew
 - Student changed mind about CB courses

Transparency

Seamless handoffs

Benchmarking, tracking

Quality assurance

Learner Support

Critical Functions: Data & Progress Monitoring

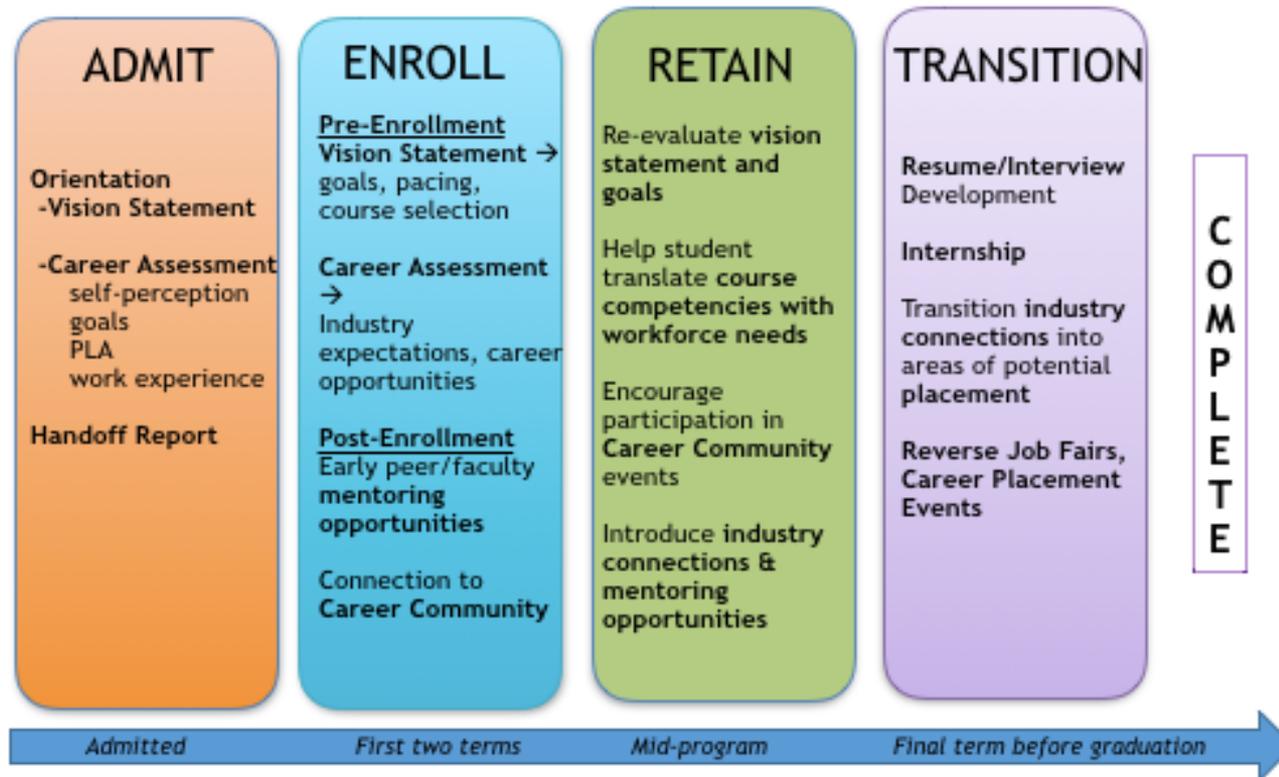
Weekly Caseload Reports

- Classifies risk by known predictive indicators
- Check-ins and interventions prioritized by risk
- Monitoring/Intervention is shared between faculty and coaches

Student Information			Course Information		Course Status							Risk Indicators					
Last Name	First Name	Tartan ID	Course ID	Term	Enrollment Status	Week	Term Progress	Course Progress	Mid-Term Exam Status	Average Grade	Final Grade	Unsuccessful Attempt On Record	Multiple Unsuccessful Attempts On Record	Logins Last 7 Days	Submissions Last 7 Days	Risk Level	Comments
Brown	Candace	645321	CIS-2515	14/FA	Enrolled	2	9%	0%				No	No	0	0	High	Low Activity
Adams	Scotts	345215	CIS-2510	14/FA	Enrolled	2	9%	14%	.	93.33%	.	No	No	2	0	Moderate	Low Activity
Howell	John	876598	CIS-1411	14/FA	Enrolled	2	9%	6%	N/A	100.00%	.	No	No	10	0	Moderate	Low Activity
Smith	Cheryl	786523	CIS-1111	14/FA	Enrolled	2	9%	25%	.	100.00%	.	No	No	6	5	Low	
Johnson	Meryl	645327	MAT-2170	14/FA	Enrolled	3	14%	56%	Pass	99.50%	.	No	No	3	0	Low	
Carson	Van	865234	CIS-2421	14/FA	Enrolled	2	9%	11%	N/A	100.00%	.	No	No	5	3	Low	
Bledsoe	Catherine	453234	CIS-2510	14/FA	Enrolled	1	4%	0%	.		.	No	No	1	1	Low	
Powell	Shawn	234124	CIS-1411	14/FA	Enrolled	2	9%	0%	N/A	0.00%	.	No	No	3	0	Low	

Learner Support

Critical Functions: Integrated Career Coaching



Outcomes

- 76% course success rate across all CBE sections
- Average completion time across all CBE courses is between 60 and 80 days
- 70% year-to-year retention rate
- Accelerate students are credentialing at *three times* the rate of students in companion program
- Accelerate students are *ten times* more likely to take an internship—and internship completers have a 90% hire rate

Accelerate IT - Challenges

Considerations: Strategy & Challenges

Strategy

- It's not just about course development
- Build a college within a college
- Retrofit into semester-based system
- Innovation or Disruption (Bubble up vs. Push down)

Challenges

1. Implementing Self-paced mastery model in traditional Learning Management System
2. Accreditation – HLC required new process effective October 2015
3. Financial Aid eligibility
4. GI Bill living allowance
5. Faculty Policy
 - a. Faculty Role
 - b. Faculty Payload
6. Faculty grading load
7. Course granularity
8. Student procrastination
9. Integration into semester system / Delivery efficiency
 - a. Flexible starts
 - b. Out of synch grade reporting
 - c. Restricted Registration (automate)
 - d. Data / Reports (automation)
 - e. Progress monitoring (automate)

Q & A

Your time is greatly appreciated.

Thank you!

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<http://www.sinclair.edu/accelerate/>