

# Innovative Competency-Based Degrees

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# CBE at Rasmussen College

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# CBE Defined

“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.** Students acquire and demonstrate their knowledge and skills by engaging in learning exercises, activities and experiences that align with clearly defined programmatic outcomes. Students receive proactive guidance and support from faculty and staff. Learners earn credentials by demonstrating mastery through multiple forms of assessment, often at a personalized pace”

*(Competency-Based Education Network)*

# Education responds to the economy

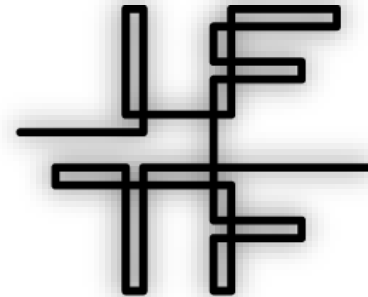
Agricultural  
economy

Industrial and  
manufacturing

Knowledge  
economy

Demonstration  
economy

***We live in a Knowledge Economy rapidly evolving into the Demonstration Economy where learners & employees are demonstrating what they know.  
(Institute for the Future, 2018)***



**INSTITUTE FOR THE FUTURE**

# Rasmussen College: Career-Focused Education

## Points for continuous consideration: Future of Work

Goal: Offer programs of distinction that align to the Rasmussen Mission, leverage our strengths, and provide value for stakeholders

- How is our institution identifying and staying on top of future-of-work trends?
- How are the College, Faculty, and Services Teams preparing or positioning our students to respond to future-of-work trends?
- What are the critical challenges and how is the institution teaching students' agility, adaptability and resilience?

# Career-Focused Education

- Employers' View of CBE
  - Not sure what it is, but understand competency training
  - Want to hire college graduates who can demonstrate skills and knowledge
  - Transferable Skills (soft skills)
  - Want a tool to use in their hiring process that validates learning
  - Want a voice in the educational process. (Teach them what we need them to know)



# C-BEN Quality Framework

- **Principle 1:** Demonstrated Institutional Commitment to & Capacity for CBE Innovation
- **Principle 5:** Intentionally Designed & Engaged Learner Experience



# OUR BIG QUESTION

From curriculum and faculty, to policy and admissions, how can CBE coexist with traditional higher education approaches?



# Rasmussen's Incremental Innovation



# Rasmussen College CBE Overview



## Students

Over 2,000 students across 14 programs



## Faculty



Disaggregated faculty model with over 200 credentialed faculty teaching, assessing CBE courses.



## Programs\*

14 different CBE Programs:

- 11 Bachelor's
- 3 Master's



*\*Credit- and course-based CBE (not direct assessment)*





# Purdue University Global:

*Helping Working Adults Achieve their Personal and Career Goals*



# About Purdue University Global

## A Track to Degree for Every Adult

### World-Class Education Online

Purdue University Global delivers personalized online education tailored to the unique needs of adults who have work or life experience beyond the classroom, enabling them to develop essential academic and professional skills with the support and flexibility they need to achieve their career goals.

#### Our Students



Over the age of 30:

**62%**



Had neither parent attend college:

**52%**



Female:

**66%**



Have a child or other dependent:

**63%**



Military-affiliated:

**30%**



Graduate median salary increase:

**40%**

#### Our Institution



Faculty:

**~1,700**



Enrollment:

**28,000**



Programs:

**175+**



Degrees awarded annually:

**8,000**



Average class size:

**24** | **16**  
Undergraduate | Graduate



Average faculty tenure:

**>8 years**

# Three Learning Formats

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## Traditional Courses

Courses  
Deadline based, faculty led  
Fast

## \* **Module Courses (*ExcelTrack*<sup>TM</sup>)**

Modules  
Pace is flexible, faculty guided  
Faster

## Open Courses

Assessments and portfolios  
Self-study, faculty available  
Fastest

# Our Module Approach: Based on Course Outcomes

## **GB518: Financial Accounting Principles and Analysis** (4 qtr credits)

*Assess accounting information and systems in business environments.*

*Integrate accounting information into the development of business strategies, decision-making and management processes.*

*Appraise ethical principles of accounting in diverse business environments.*

*Evaluate global interconnectedness as it applies to accounting.*

# A Course and Its Single Credit Modules

**GB518: Financial Accounting Principles and Analysis** (4 qtr credits)

**GB518M1:** Assess Accounting Information and Systems (1 qtr credit)

**GB518M2:** Business Strategies and Decision-Making (1 qtr credit)

**GB518M3:** Ethical Behavior in Business Environments (1 qtr credit)

**GB518M4:** Evaluate Global Accounting Interconnectedness (1 qtr credit)



# ExcelTrack (as depicted on PG website)

## ExcelTrack™—Accelerated Degree Programs

### This Is ExcelTrack™

Ready for a faster way to earn your degree?  
Good. Let's get started.

Forget what you know about earning a degree. ExcelTrack™ is personalized learning that gives you more control over your education, getting you to the same degree faster, for less money.\* Accelerated degree programs are available for:

- **Master's degrees:** business administration (MBA) and nursing
- **Bachelor's degrees:** analytics, business administration, cloud computing and solutions, criminal justice, cybersecurity, health care administration, information technology, nursing (RN-to-BSN)
- **Post-master's nursing certificates:** executive leader and nurse educator

These programs are designed to advance progress based on your existing knowledge. (Degree pace and time and cost savings will vary by individual.)

Sound too good to be true? Don't worry, it's not. It's education working harder for you.

## This is simplicity.

When we say simple, we mean simple. As in: no extra classes and no relearning what you already know. The courses are each hyperfocused and single credit,† and each one teaches a particular skill or piece of knowledge. Like we said, it's personalized learning. We think you're going to like it.



## This is control.

It's your education—shouldn't it be on your terms? ExcelTrack™ allows you to speed past what you already know from your previous experience, and spend all the time you need on what's left to learn. Plus, you can take as many classes as you want every term, all for one flat price. This is all the overachieving, none of the over learning.



Compare Programs	ExcelTrack	Standard Online
Learning Method	Personalized	Prescribed
Courses	1-credit courses	4, 5, or 6-credit courses
Academic and Career Support	Yes	Yes
<b>Bachelor's Degrees in Analytics, Business Administration, Cloud Computing, Criminal Justice, Cybersecurity, Health Care Administration, and IT</b>		
Course Load	All you can learn	2 courses per term (full-time study)
Program Tuition Structure and Costs (Excluding Fees)‡	\$2,200 per term	\$3,700-\$4,500 per term

# An Implementation Challenge ...



## Number of Competency Assessment Submissions Allowed Before “Retake” is Required

### What is Being Done at Other Institutions:

Direct assessment program with unlimited attempts. Average attempts to mastery is about 2.1 across 5 programs.

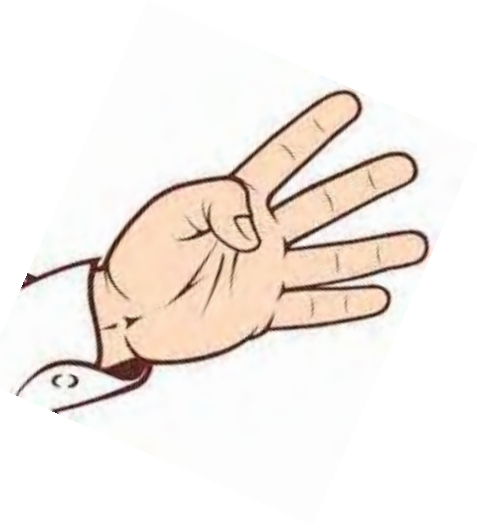
Faculty must give students at least 2 chances within a subscription period/term. Faculty then have the opportunity to provide an alternative/different development technique if a student can't reach mastery with first assessment. If students fail during one term, reenroll, and fail the subsequent term, they are guided to a different type of program.

Students have 2 assessment attempts. After a failed first attempt, it's "locked" to where the student must have a one-on-one with the instructor, then they can attempt a 2nd time. Faculty were well informed of this coaching approach when accepting contract. Director of Student Success and Academic Success Center highly involved in helping CBE students.

Students have 3 attempts and can petition for a 4<sup>th</sup>.

Students \*technically\* have 4 attempts to take and pass the exam, but the level of approval and requirements to reach that number of attempts escalates with each attempt.

# Addressing the “Submission” Challenge

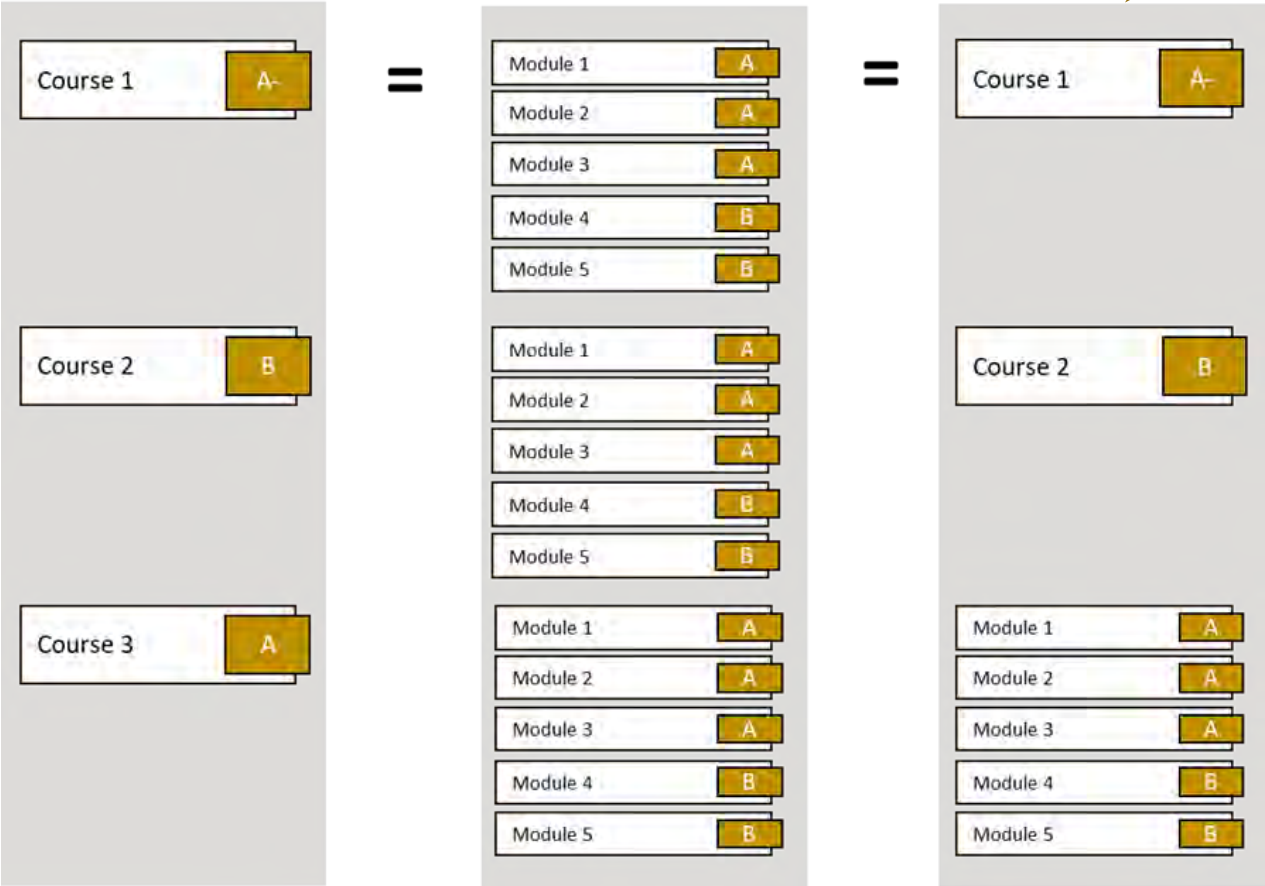


## *Some Submission-Related Topics We Continue to Work Through...*

- What is the definition of an attempt; what is NOT an attempt?
- How will the number of attempts be tracked and monitored?
- How do we best support students who have failed 3 times and are at risk for a course failure?
- What are the options for students who don't pass after 4 attempts? What will happen ...
  - Remediation?
  - Probation?
  - Dismissal?
  - Able to re-enroll in the same term?

# What's Ahead

Global Track



# Global Track: Current Phase


**PURDUE GLOBAL UNIVERSITY**

## Master of Science in Management and Leadership



Overview | **Degree Plan**

**On This Page**

- [Program Requirements](#)
- [Concentration Requirements](#)
  - [Health Care Management](#)
  - [Human Resources](#)
  - [Information Technology](#)
  - [Leadership](#)
  - [Organizational Design and Development](#)
  - [Project Management](#)

The  icon appears in the title of traditional courses that are also available as a set of module courses. Module course availability may be limited to certain academic calendars. See [Course Types](#) for information about module courses.

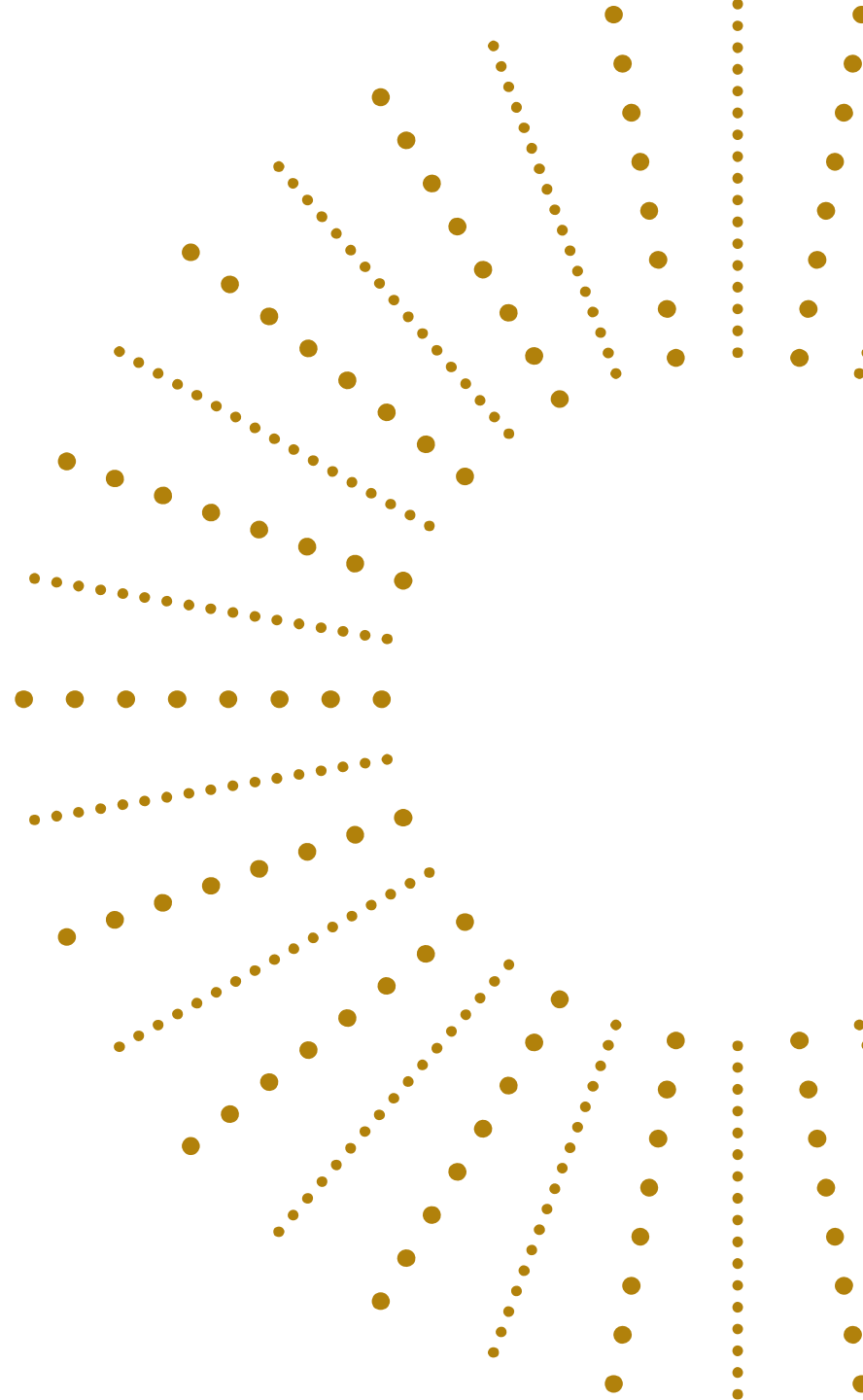
### Program Requirements

Code	Title	Credits
<b>Core Requirements</b>		
<a href="#">GB512</a>	 Business Communications	4
<a href="#">GB520</a>	 Strategic Human Resource Management	4
<a href="#">GM500</a>	Management Theories and Practices I	4
<a href="#">GM501</a>	Management Theories and Practices II	4

The “Globe” indicates that this course also has a modular format option.



2019 CGS Annual Meeting



**ASHFORD UNIVERSITY**

**COMPETENCY-BASED  
EDUCATION  
LESSONS LEARNED**



# MS INSTRUCTIONAL DESIGN WITH TECHNOLOGY (MSIDT)

- 2013- Ashford starts the conversation related to engaging in competency-based education
- 2014- Ashford Board of Trustees approves MSIDT CBE
- 2016- Ashford Board of Trustees approves MSIDT Traditional program
- 2016- Western Association Senior College and University Commission (WSCUC) approval of MSIDT Traditional
- 2016-WSCUC Structural Change Approval
- 2018- MSIDT Traditional launched
- October 2018- MSIDT CBE launched



# MSIDT

The Master of Science in Instructional Design & Technology competency-based program (MSIDT CBE) will prepare students for ethical practice in the areas of effective learning analysis, design, development, implementation and evaluation and to serve varied audiences in diverse educational contexts.

- Competencies aligned to International Board of Standards for Training, Performance and Instruction (IBSTPI)
- 22 Competencies within 5 Domains
- Project-Based
- Linked to WSCUC Credit Hour Guidelines
- 6 Projects/36 Credit Hour
- Faculty Mentor and Evaluator

# PROJECTS/COURSES

Competency-Based Projects	Traditional Online Courses
IDT 713: Novice Project (two half projects)	IDT 701: Instructional Analysis I IDT 702: Instructional Analysis II
IDT 714: Developing Project (two half projects)	IDT 703: Instructional Design and Technology I IDT 704: Instructional Design and Technology II
IDT 715: Intermediate Project (two half projects)	IDT 705: Instructional Design Project Management IDT 706: Instructional Design Technology Research
IDT 716: Proficient Project (two half projects)	IDT 707: Evaluation of Instructional Systems IDT 708: Instructional Development
IDT 717: Expert Project (two half projects)	IDT 709: Advanced Instructional Design and Technology I IDT 710: Advanced Instructional Design and Technology II
IDT 718: Mastery Project (two half projects)	IDT 711: Final Project Phase I IDT 712: Final Project Phase II

### Master of Science in Instructional Design & Technology

Novice Project		
IBSTPI Competencies	Performance Measures	Project Parts
1	a	<ul style="list-style-type: none"> <li>• Instructional Design Front-End Analysis</li> <li>• Instructional Design Project Proposal</li> <li>• Conference Proposal and Presentation</li> <li>• Conference Proposal and Presentation</li> <li>• Instructional Design Front-End Analysis</li> <li>• Conference Proposal and Presentation</li> </ul>
	a	
	a	
	b	
	c	
3	c	<ul style="list-style-type: none"> <li>• Conference Proposal and Presentation</li> <li>• Professional Network Development</li> <li>• Conference Proposal and Presentation</li> <li>• Professional Network Development</li> </ul>
	a	
	a	
	b	
5	b	<ul style="list-style-type: none"> <li>• Instructional Design Project Proposal</li> <li>• Instructional Design Project Proposal</li> <li>• Instructional Design Front-End Analysis</li> <li>• Instructional Design Project Proposal</li> <li>• Conference Proposal and Presentation</li> <li>• Instructional Design Front-End Analysis</li> <li>• Instructional Design Project Proposal</li> </ul>
	a	
	c	
	c	
	d	
	e	
6	f	<ul style="list-style-type: none"> <li>• Instructional Design Front-End Analysis</li> </ul>
7	a	<ul style="list-style-type: none"> <li>• Instructional Design Front-End Analysis</li> <li>• Instructional Design Front-End Analysis</li> </ul>
	b	
8	a	<ul style="list-style-type: none"> <li>• Instructional Design Front-End Analysis</li> <li>• Instructional Design Project Proposal</li> <li>• Instructional Design Front-End Analysis</li> <li>• Instructional Design Front-End Analysis</li> </ul>
	b	
	e	
9	a	<ul style="list-style-type: none"> <li>• Instructional Design Project Proposal</li> </ul>
11	a	<ul style="list-style-type: none"> <li>• Instructional Design Front-End Analysis</li> <li>• Instructional Design Front-End Analysis</li> <li>• Instructional Design Project Proposal</li> </ul>
	b	
	c	
12	a	<ul style="list-style-type: none"> <li>• Instructional Design Project Proposal</li> </ul>
14	a	<ul style="list-style-type: none"> <li>• Instructional Design Front-End Analysis</li> <li>• Instructional Design Project Proposal</li> <li>• Instructional Design Project Proposal</li> </ul>
	a	
	d	
18	a	<ul style="list-style-type: none"> <li>• Instructional Design Front-End Analysis</li> </ul>
22	b	<ul style="list-style-type: none"> <li>• Instructional Design Project Proposal</li> </ul>

# MSIDT RUBRIC

## Part I: Design Document

Performance Levels	Pass Mastery	Pass Proficient	No Pass
<b>Design Document-Content Coverage</b>	Describes in substantial detail the scope of the intended content coverage and associated instructional constraints.	Describes in sufficient detail the scope of the intended content coverage and associated instructional constraints.	Minimum performance requirements for the design document content coverage are not met. The project must be revised so that this criterion is met at a minimum of Pass Proficient.
Performance Levels	Pass Mastery	Pass Proficient	No Pass
<b>Design Document-Organizational Impact</b>	Explains in substantial detail the extent to which the organizational mission, philosophy, and values may impact the design and delivery of instruction.	Explains in sufficient detail the extent to which the organizational mission, philosophy, and values may impact the design and delivery of instruction.	Minimum performance requirements for the organizational impact are not met. The project must be revised so that this criterion is met at a minimum of Pass Proficient.

## Ashford University

Date: 4/14/2016

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**Student:** AU Student  
**Address:** 8620 Spectrum Center Blvd  
 San Diego, CA 92123

**DOB:** 1/1/1900  
**StudentID:** ASHFOR1234

### Grade History

Course Code	Course Title	Competency	Credits Attempted	Credits Earned	Grade/Performance	Quality Points
<b>Term: 5_1539 (09/22/2015 - 10/26/2015)</b>						
IDT 713:	Novice Project		3.00	3.00	A	12
		1			Distinguished	
		3			Proficient	
	<i>Equivalent to</i>	5			Proficient	
	<i>IDT 701: Instructional</i>	6			Distinguished	
	<i>Analysis I</i>	7			Distinguished	
		8			Distinguished	
		11			Distinguished	
		14			Proficient	
		18			Distinguished	
<b>Term GPA=</b>	<b>Cum GPA=</b>					
<b>Term: 5_1544 (10/27/2015 - 11/30/2015)</b>						
IDT 713:	Novice Project		3.00	3.00	A	12
		1			Distinguished	
		3			Proficient	
	<i>Equivalent to</i>	5			Distinguished	
	<i>IDT 702: Instructional</i>	8			Distinguished	
	<i>Analysis II</i>	9			Distinguished	
		11			Distinguished	
		12			Distinguished	
		14			Distinguished	
		22			Distinguished	
<b>Term GPA=</b>	<b>Cum GPA=</b>					
<b>Total Credits:</b>			6.00	6.00		
<b>Cumulative GPA:</b>	4.00					

Master of Science in Instructional Design & Technology Program  
Application Questionnaire

1. Do you have at least 24 hours a week that you can dedicate to your school work?
  - a.  Yes
  - b.  No
  - c.  Depends on how busy I am with work, family, and/or other commitments.
  
2. When do you plan to complete the majority of your school work during the week? (i.e., Evenings, Mornings, Mondays and Wednesdays, Weekends)
  
3. Which of the following best describes you:
  - a.  I'm a very organized, disciplined, and self-motivated person. When it comes to my school work, I rarely need help staying on track with my studies.
  - b.  In general I'm organized and disciplined. When it comes to my school work, I sometimes need additional motivation from my instructors and/or advisors.
  - c.  It's often difficult for me to stay organized and disciplined. When it comes to my school work, it usually helps to have someone like an instructor or advisor helping me stay on track with my studies.
  
4. Which of the following best describes you:
  - a.  I have professional experience in the instructional design and technology (IDT) field.
  - b.  I don't have direct IDT experience, but I do have professional experience in the field of education or training.
  - c.  I don't have direct IDT experience or experience in the field of education or training.
  
5. Briefly describe why you want to pursue a master's degree in the field of instructional design and technology:

# LESSONS LEARNED

- CBEN
- Senior Leadership
- Subject Matter Experts
- External Consultant
  - **Invest**
- Engage Operations in Early Planning
  - **IR/BI/Marketing/Registrar**
- Accreditation
- ROI
- Student Success
- Institutional Paradigm Shift

# Discussion and Questions

