Academic Collaborative for Integrative Health

Competency-Based, Time-Variable Education in the Health Professions

ACIH Education Working Group
October 18, 2018

Meeting Agenda
October 18, 2018

Welcome (5 min)

Review/recap of past meeting notes (2 min)

Roundtable/New Information (10-15 min)

Presentation and Discussion (30-35 min): Competency-Based, Time-Variable Education in the Health Professions

Academic Collaborative for Integrative Health

Competency-Based, Time-Variable Education in the Health Professions

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Academic Collaborative for Integrative Health

CBE in the Health sciences – how CBE differs from what we are doing now – and how we might move toward a CBE model
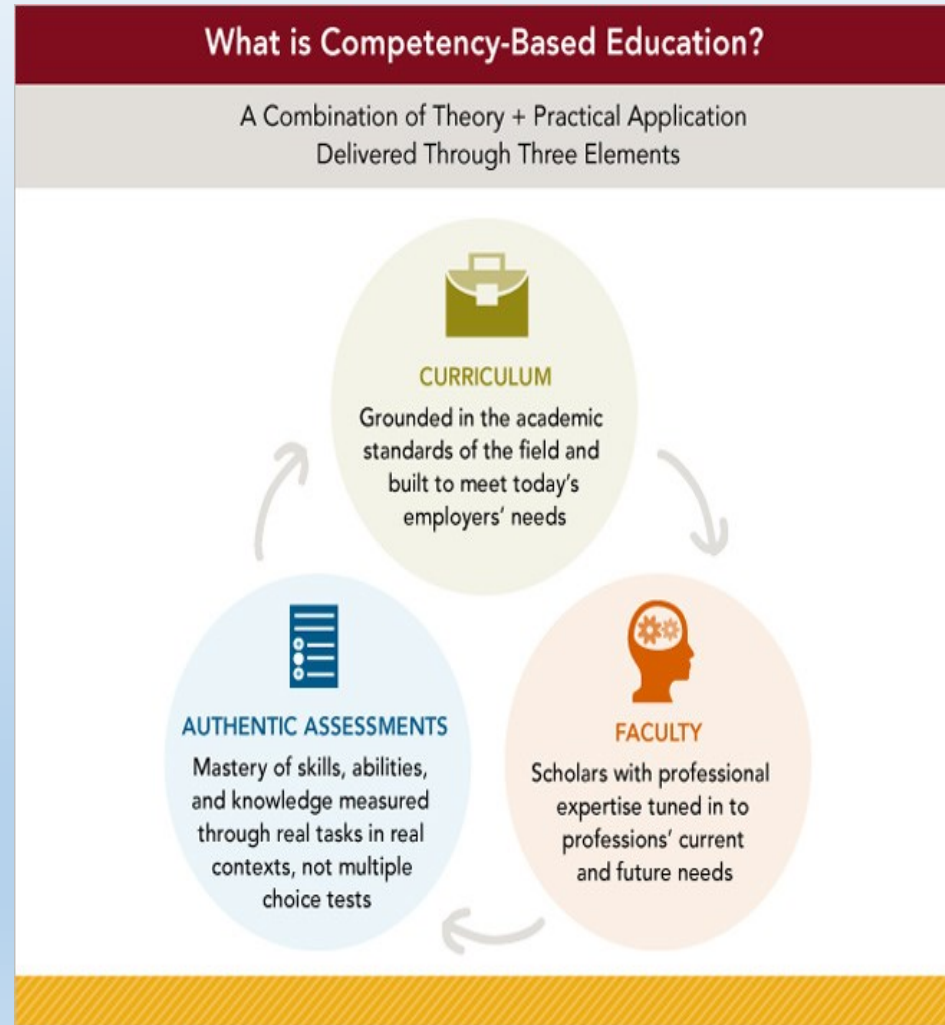
What is CBE?

- Competency-based education (CBE)is focused on **actual student learning**, and the **application** of that learning, rather than time spent in class/on material.

- Learners' **progress** is **measured** when they **demonstrate** their competence through a **system** of **rigorous assessments**, meaning they **prove** they have **mastered** the knowledge and skills, **required** for a particular **competency** or area of study.

C-BEN Version

- 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.

- Assessments are robust, meaningful, and authentic.

- Learners earn credentials by demonstrating mastery through multiple forms of assessment, often at a personalized pace.

To Summarize CBE

What is Competency-Based Education?

A Combination of Theory + Practical Application
Delivered Through Three Elements

CURRICULUM
Grounded in the academic standards of the field and built to meet today's employers' needs

AUTHENTIC ASSESSMENTS
Mastery of skills, abilities, and knowledge measured through real tasks in real contexts, not multiple choice tests

FACULTY
Scholars with professional expertise tuned in to professions' current and future needs

Wide Range of Models Emerge

CBE Framework Continuum

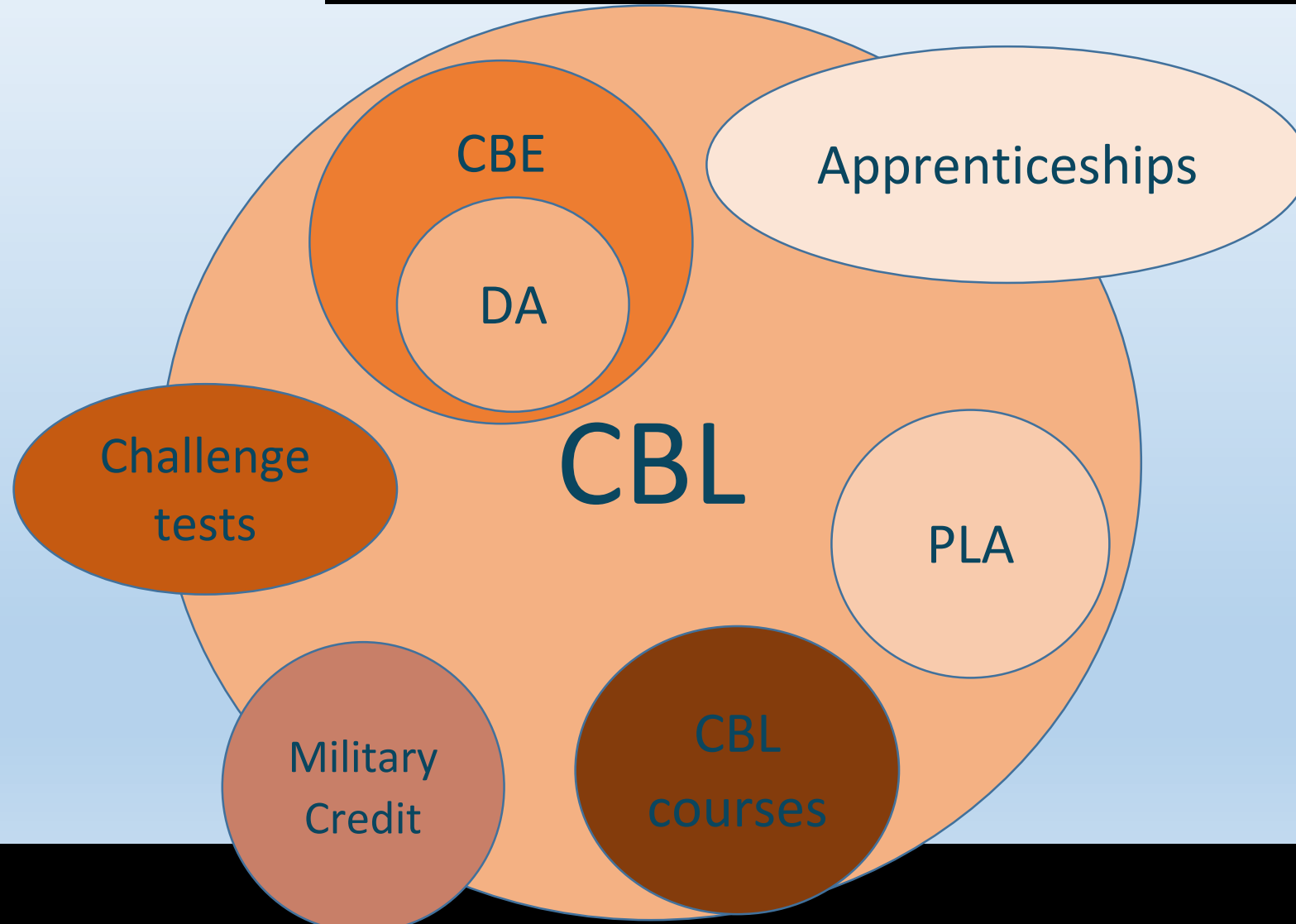Course-based, integrates discrete competencies into a single course

No courses, no credit hours, know competencies, graduate

Learning measured by seat time and teacher-created assessments

Learning measured by direct assessment standardized tools

What is Competency Based Learning?

COMPETENCY - BASED
EDUCATION
NETWORK

CBE

DA

Apprenticeships

Challenge tests

CBL

PLA

Military Credit

CBL courses

Knowledge → **Skills & Abilities** → Intellectual Behaviors → Application & Transfer

What do I need to *know*? What theories or ideas?
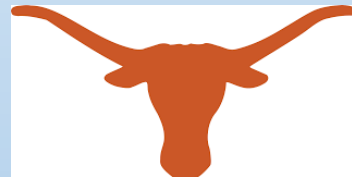
What do I need to be able to *do*?

What dispositions must I display?

Where must I be able to apply these KSAs, and at what level?

Understands the theory of XXX, and has the skills and dispositions to successfully apply all of these at the *beginning* level in XXX situation.

Focus on what's needed to be successful – outcomes.

Who's Engaged?

Diverse Solutions

C-BEN Quality Framework: The 8 Elements

Demonstrated Institutional Commitment to and Capacity for CBE Innovation

Clear, Measurable, Meaningful and Integrated Competencies

Coherent, Competency-Driven Program and Curriculum Design

Intentionally Designed and Engaged Student Experience

Credential-Level Assessment Strategy with Robust Implementation

Collaborative Engagement with External Partners

Evidence-Driven Continuous Improvement Processes

Transparency of Student Learning

Backward design

STEPS	TRADITIONAL	BACKWARD DESIGN
Step One	**Course Description and Course Learning** Outcomes -Catalog Course Description & Objectives	**Competency Statement** -List the big idea or concepts that you want students to know or be able to do. Use Bloom's Taxonomy.
Step Two	**Educational Journey** -Readings, demonstrations, activities, assignments, videos, etc.	**Assessment Evidence** -Test Blueprint aligned with outcomes -Summative Assessment demonstrating mastery
Step Three	**Assessment Evidence** (Exams, Projects, Presentations)	**Educational Journey**

What are accreditors doing?

Institutional Accreditors

- Regional Accreditors
  - Under scrutiny from the Office of Inspector General of the Department of Education
  - CRAC position
  - HLC
  - SOCS
  - WASC
- National Accreditor
  - DEAC

Specialized Accreditors

- Commission on Collegiate Nursing Education (CCNE)
  - UW-Milwaukee offers a competency based, direct assessment BSN (the Flex program). The program is CCNE approved.
  - UW-Milwaukee maintained identical learning outcomes/competencies for the Flex program. CCNE considers the FLEX Option as a delivery modality. An official written "program change" was submitted to CCNE regarding FLEX so that they were aware of the new curriculum mode.
- Accreditation Council for Business Schools and Programs (CBSP) –
  - MBA and other business programs at Capella University are approved

US Department of Education

Latest trends

Department of Education experts & activity

- Direct Assessment Review Team
- Office of Federal Student Aid
  - Experimental Sites Team

- Negotiated Rule-making

- HEA proposals

Experimental Sites

- CBE experimental sites
  - Prior Learning Assessment
  - Limited Direct Assessment (hybrid)
  - CBE – subscription model and split disbursement
    - Technical guidance

- Educational Quality through Innovative Partnerships
  - Quality Assurance Entity (QAE) role

Office of the Inspector General

- OIG report to the Department of Education
  - Direct Assessment approval processes
- OIG report to HLC (regional accreditor)
  - CBE and Direct Assessment approval processess
- Unreleased OIG report to Western Governor's University
  - CBE vs. correspondence courses
  - https://www.insidehighered.com/news/2016/01/15/education-departments-inspector-generals-high-stakes-audit-western-governors-u

Benefits & Barriers

Why do institutions do this work?

What barriers exist for these programs?

Benefits

- Working to solve the access/cost/success triangle
- Strategic fit with some institutions, professions or future goals
- Fit with emerging K-12 models
- Transparency for employers regarding competencies
- Personalization of educational experience for students

Challenges to scale

- Data Systems and Technology
- Academic and Industry Engagement
- Financial Model
- Supportive policies that create space for responsible innovation

Resources

Resources

- CBEN website:

http://www.cbenetwork.org/

- Design Elements and Emerging Practices in CBE

http://www.publicagenda.org/files/SurveyOfSharedDesignElementsAndEmergingPracticesOfCBEPrograms_PublicAgenda_2015.pdf

- The CBE Ecosystem Framework -

http://www.publicagenda.org/media/the-competencybased-education-ecosystem-framework

- Parsons, K., Mason,J. & Soldner, M. (2016) On the path to success. Early evidence about the efficacy of postsecondary CBE programs. Retrieved from http://www.air.org/sites/default/files/downloads/report/Path-to-Success-Postsecondary-Competency-Based-Education-Programs-Oct-2016.pdf

Resources

- HLC CBE approval process
  - https://www.hlcommission.org/Monitoring/competency-based-education-programs.html
- WASC Senior CBE approval process
  - http://www.wascsenior.org/content/substantive-change-manual (p. 16)
- SACS
  - http://www.sacscoc.org/pdf/081705/DirectAssessmentCompetencyBased.pdf