

# Outcomes and Competencies: One Coin, One Side

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# A definition of CBE

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*)

# What makes competency-based education (CBE) programs different from traditional academic programs?

Competency-based education (CBE) is an innovative approach in higher education that organizes academic content or delivery according to competencies – what a student knows and can do – rather than following a more traditional scheme, such as by course.

*(DCL ID: GEN-14-23; 12/19/2014)*

# Are there differences between credit hour CBE programs and direct assessment programs?

- A program that is organized by competency, but measures student progress using clock or credit hours, is a CBE program, but not a direct assessment program.
- A direct assessment program is another form of CBE program. Student progress in a direct assessment program is measured solely by assessing whether the student can demonstrate that he or she has a command of a specific subject, content area, or skill, or can demonstrate a specific quality associated with the subject matter of the program.
- Unlike a CBE program measured in credit hours, a direct assessment program does not specify the level of educational activity in which a student is expected to engage in order to complete the program. (*DCL ID: GEN-14-23; 12/19/2014*)

## But....

The program must provide students with sufficient educational resources, including substantive interaction with instructors, for students to develop each competency required for completion.

## And...

Because a direct assessment program does not utilize credit or clock hours as a measure of student learning, an institution must establish a methodology to reasonably equate the direct assessment program (or the direct assessment portion of any program, as applicable) to credit or clock hours for the purpose of complying with applicable regulatory requirements. The institution must provide a factual basis satisfactory to the Secretary for its claim that the program or portion of the program is equivalent to a specific number of credit or clock hours. (34 CFR 668.10)

# Why CBE and why now: The stats

- The average American changes jobs every 4.4 years. (Bureau of Labor Statistics)
- Average student debt is \$29,000
- College Students
  - Want a good job as a result of college
  - 15% are traditional (18-22 years old, studying full-time, living on or near campus)
  - 60% are over 24 years old, have families, work, and have many other responsibilities
  - 57% are female
  - 13.1% are studying completely online
  - 27.1% have taken at least one online course
  - 99.5% use computers in their studies



# Operational Challenges

- Transcribing
- Registration
- Financial Aid



# Traditional transcript

Spr 2016

<u>Course</u>	<u>Description</u>	<u>Attempt</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
CHEM 106	Principles of Chemistry II	3.00	0.00	F	0.000
MATH 122	Calc for Science & Engr II	4.00	4.00	C	8.000
PHYS 166	Physics Today and Tomorrow	1.00	1.00	P	0.000
PSCL 101	General Psychology I	3.00	3.00	A	12.000
JAPN 101	Elementary Japanese I	4.00	4.00	A	16.000
FSCS 150	First Sem Continuing Semester	3.00	3.00	B	9.000

# Flex transcript

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## BUSINESS ECONOMICS II

3.00

MD

MAR 2017

Evaluate Economic, Political, Regulatory, Legal, Technological, and Social Contexts to Address Organizational Challenges in a Global Society.

### BEII 100: Government Budget Process

1.00

MD

Dec 2016

By completing this project students are able to:

Students research the main sources of federal government revenues and categories of federal government outlays; analyze the federal budget using national income, GDP, unemployment, inflation, and economic growth; differentiate between federal budget deficit and the national debt; recommend options to balance budget using spending cuts and taxes; explain inherent tradeoffs in balancing the budget.

Competencies:

- Demonstrate a working knowledge of economic terms and concepts.
- Apply economic models of gross domestic product, business cycles, unemployment and consumer price index at the Macro level.

### BEII 105: Business Cycle Analysis

2.00

MD

Mar 2017

By completing this project students are able to:

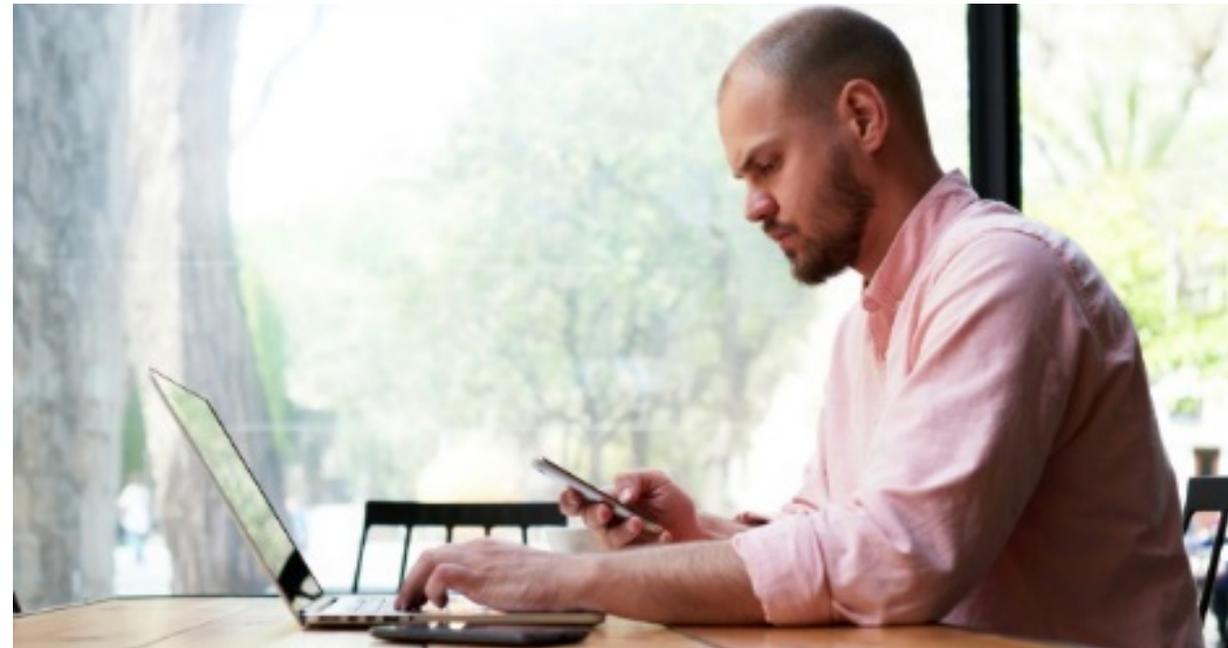
Students explore causes of the two most recent U.S. recessions; explain how changes in aggregate supply and aggregate demand affect business cycles; evaluate the effectiveness of monetary and fiscal policies to combat the two recessions; recommend a specific fiscal and monetary policy to combat recessions; compare and contrast the Great Depression and the Great Recession of 2007-2009.

Competencies:

- Analyze the effectiveness of monetary and fiscal policies on the economy.
  - Explain how changes in aggregate supply and aggregate demand affect business cycles.
  - Illustrate the significant relationships between employment, unemployment, inflation, and output in the short- and long-runs.
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# A Different Pedagogy

- Focus on student-directed learning
- Faculty serve as guides, mentors, and graders
- Similar to a modern healthcare model



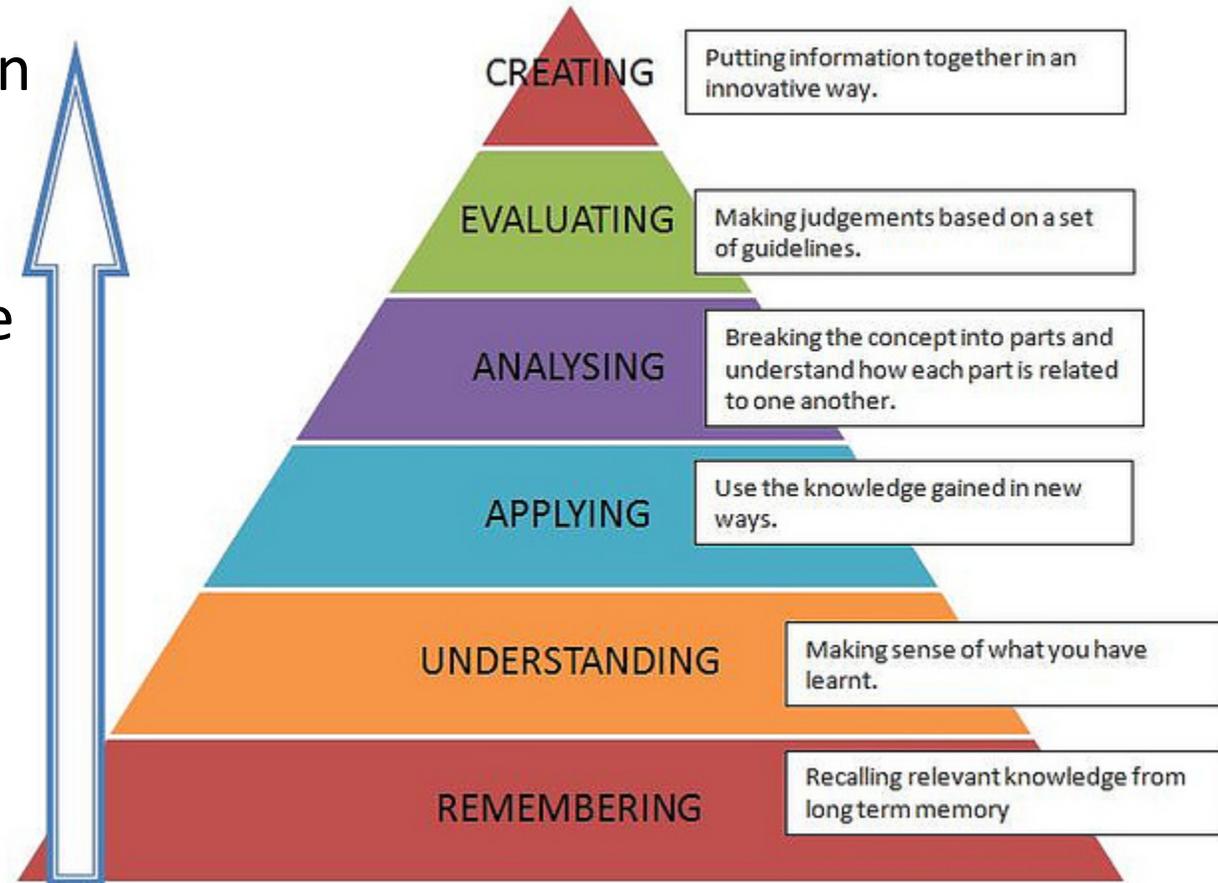
# Example of Communication Competency

An individual competent in communication expresses him/herself effectively in written, oral, nonverbal, and visual forms across media including but not limited to electronic communication, public speaking, interpersonal communication, videos, and social media, and tailors communication to specific audiences. A competent communicator is able to articulate the reasons for engaging in a particular way and to evaluate the effectiveness of the engagement



# Bloom-level communication competencies

- *Identify* the engagement strategy being used and *explain* why it is or is not effective.
- *Analyze* a given situation for the purpose, audience, and context, and determine when and if it is appropriate to use (a particular form of) engagement to achieve goal(s).
- *Develop* an engagement strategy to achieve goal(s), *select* a medium, *implement* the strategy, and *evaluate* its effectiveness.



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