

Competency-Based Learning With an OER Backbone: Washington Community Colleges' Shared CBE Degree



Affordable Learning Georgia

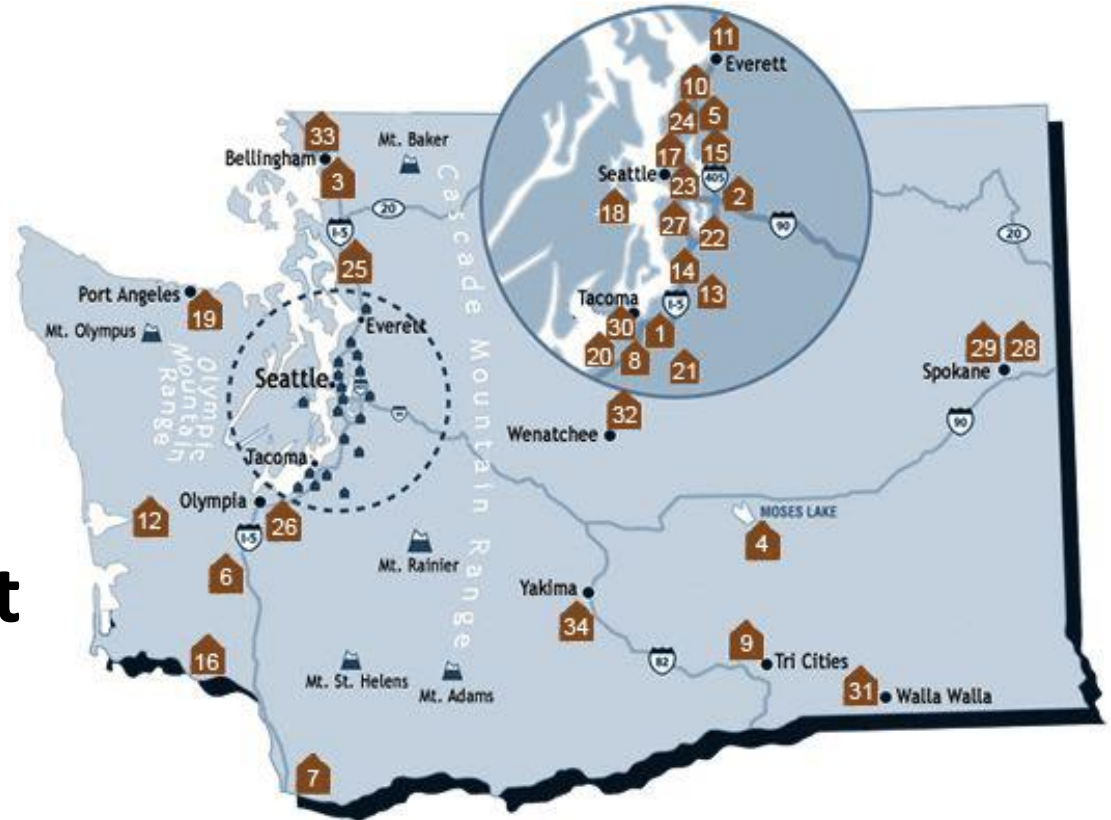
April 12

Mark Jenkins, Washington SBCTC

Who We Are



- **34 colleges**
- **Operate as a system**
- **160,000+ student FTEs annually**



Competency-Based Program Pilot

- Students demonstrate mastery of explicit competencies to receive credit
- Students receive constant support based on their individual learning needs
- Learning, not time, is the determining factor

Adapted from Christensen Institute

Strategic Choices

- Business DTA
- Investment Subscription Model
- Target: adult learners, some college, no degree
- Instructor-led and developed courses
- Student services in the program and on campuses
- Leveraged system-wide sharing

The Goal

A Business Transfer Degree:

- **Competency-based**
- **Self-paced**
- **Openly-licensed (OER)**
- **Six-month term**
- **Multiple start dates**
- **FTE tuition (\$2667 plus fees)**

Shared System Technology

lumen

PANOPTO

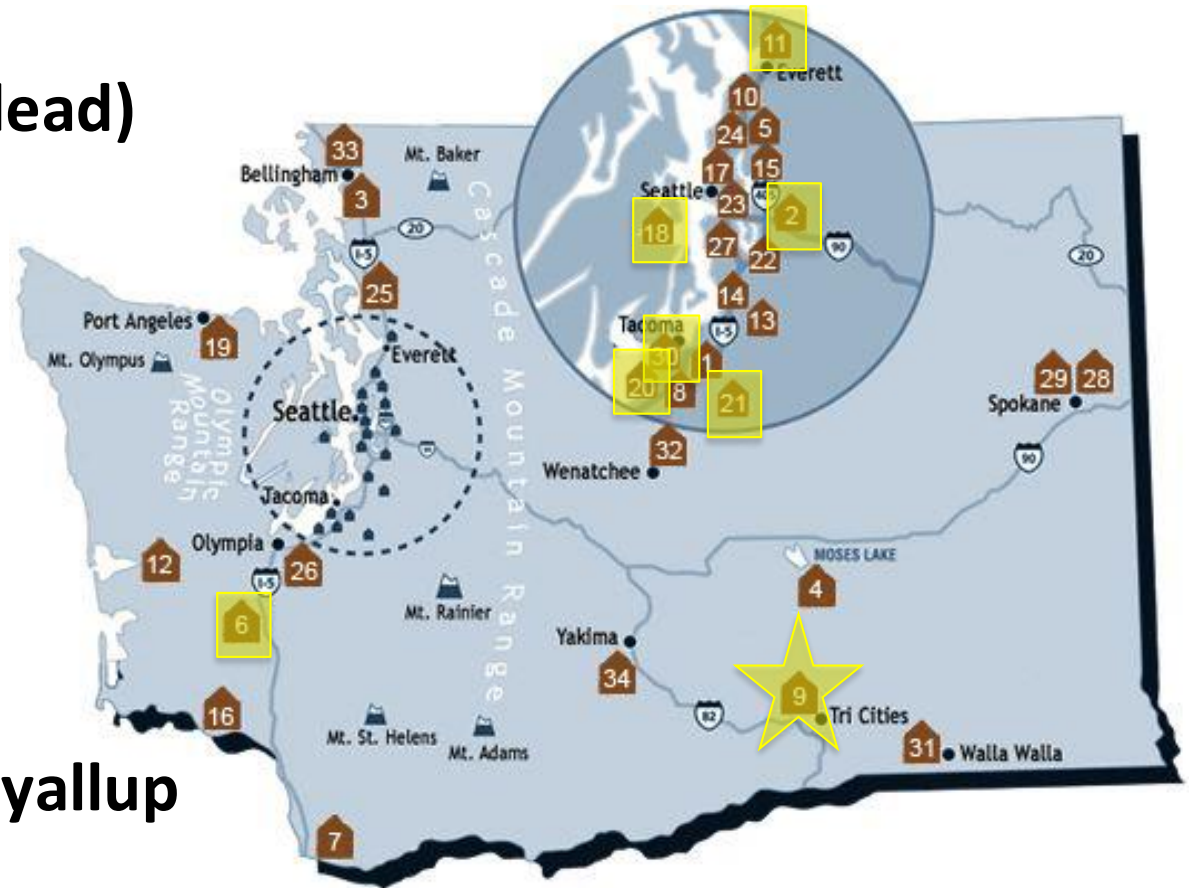


canvas
BY INSTRUCTURE

Blackboard
collaborate™

Pilot Colleges

- Columbia Basin (lead)
- Bellevue
- Centralia
- Everett
- Olympic
- Pierce College Ft. Steilacoom
- Pierce College Puyallup
- Tacoma



Target Population

Demographic Shifts

- Fewer 15-19 year-olds coming up
- Growth in 20-44 year-olds

Needs & Opportunities

- Nearly 1 million Washingtonians with some college, no degree

Focusing Event: SBCTC Legislative Presentation, Jan. 2014

<https://app.leg.wa.gov/CMD/Handler.ashx?MethodName=getdocumentcontent&documentId=EDi-X3rydFI&att=false>

Process

- Western Governors University supported colleges in developing CBE certificate programs
- System work group developed a plan endorsed by WACTC (system presidents) in March 2014
- Lead college identified
- SBCTC and college investors

Getting the Right People, Right Roles

1. **Student Profile:** Some college or work experience
2. **Advisors:** “Intrusive” advisors at each college
3. **Completion coaches:** Encourage progress; remove barriers (hired centrally for pilot)
4. **Teaching faculty:** Develop content and competencies. Instruct only courses they’ve developed

Why a System Pilot?

Build on Existing Assets

- Strong transfer agreements
- Shared course system (WAOL)
- Shared LMS (Canvas)
- Common eLearning tools
- Western eTutoring Consortium
- AskWA

Optimize Shared Resources

- Share initial development costs
- Share staffing to support self-paced students
- Centralize hiring, staffing for pilot program
- Students “belong” to college where they enroll

First Faculty Cohort

**Full-time
Faculty (4)**

- English
- Math
- Accounting
- Economics & Business Law

**Adjunct
Faculty (6)**

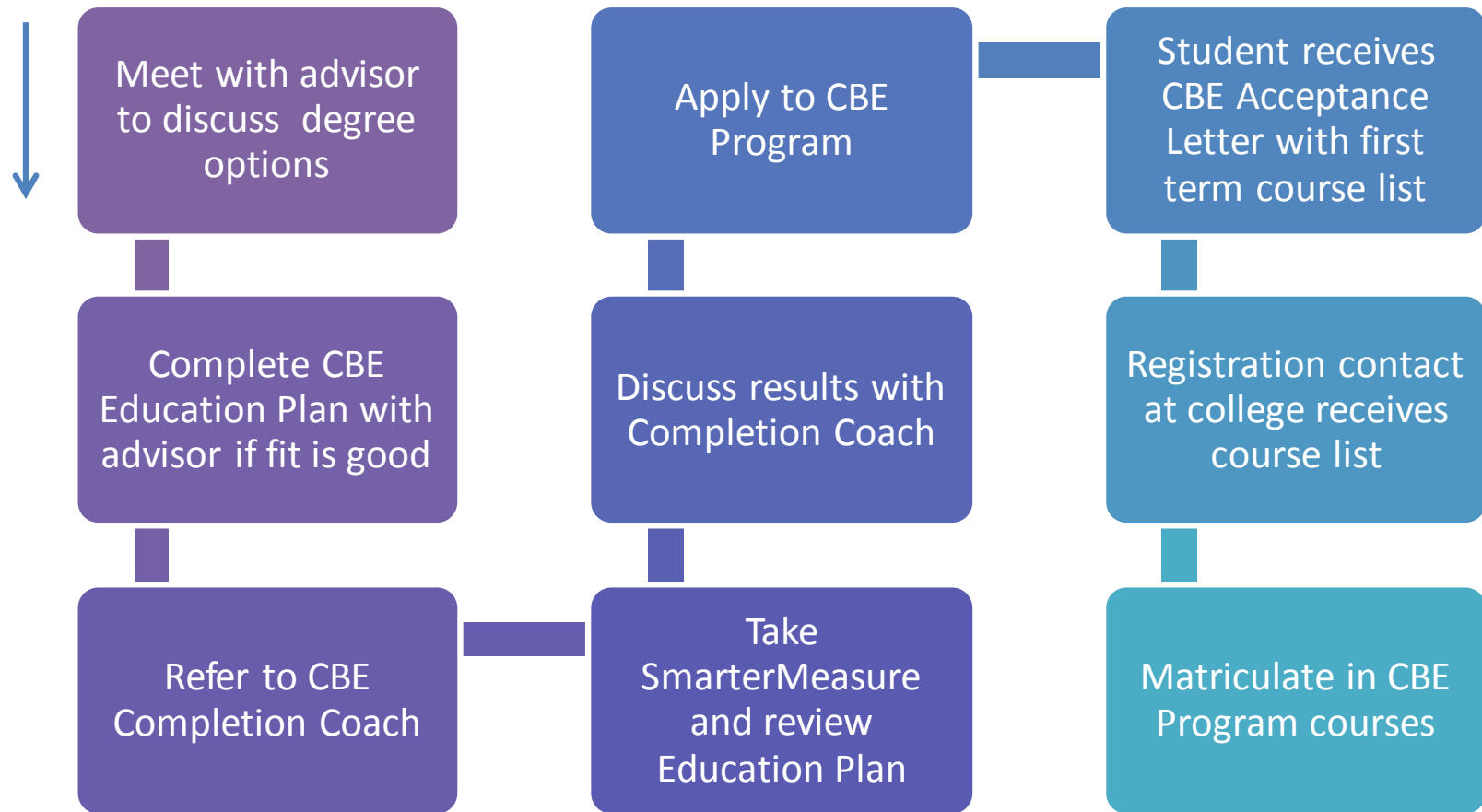
- Sociology
- Political Science
- Geology
- Biology
- Public Speaking
- Art

**Teaching
Faculty Role:**

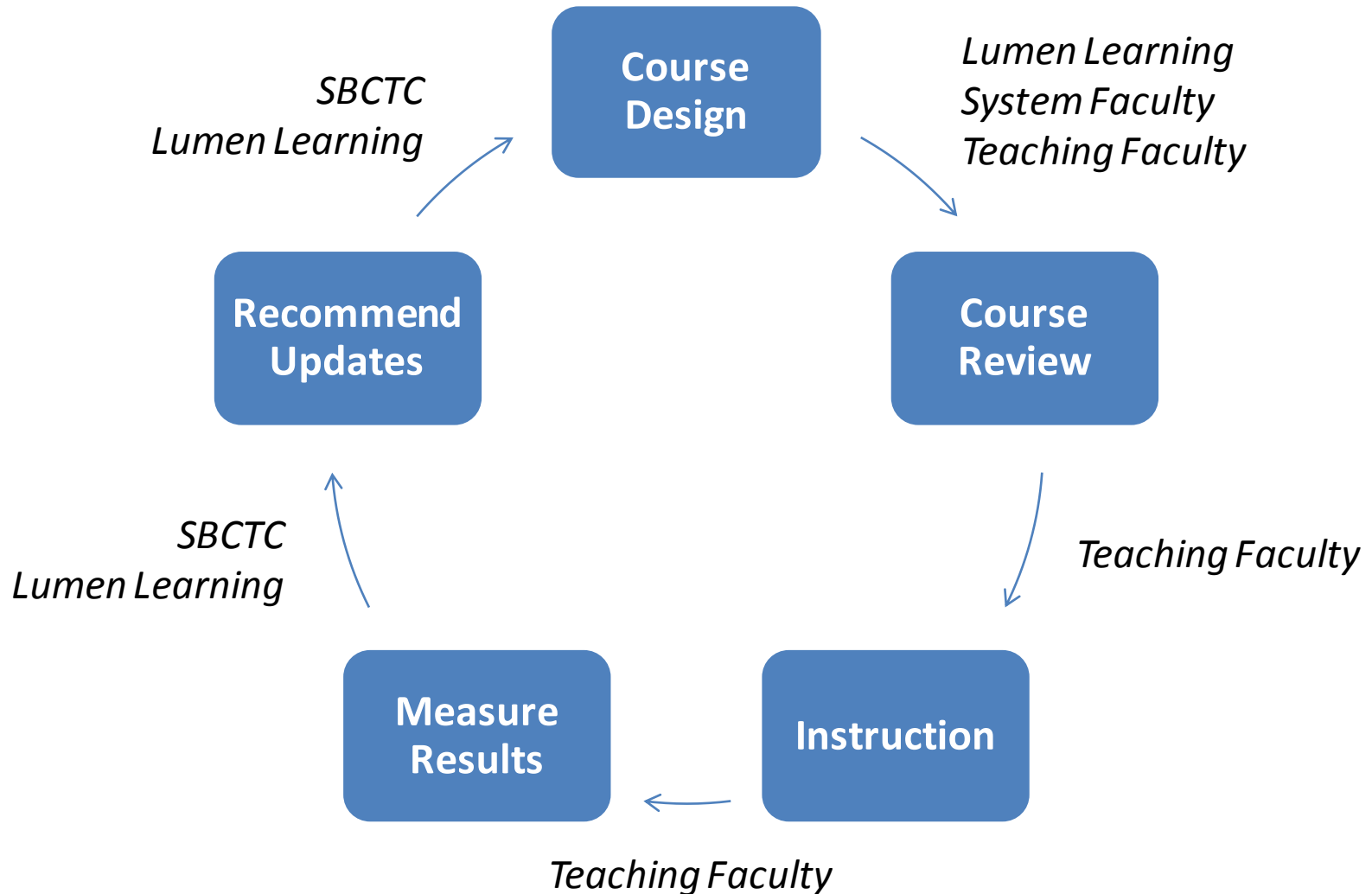
- Content Alignment
- Assessment Design
- Instruction
- Grading

Columbia Basin College CBE Business Program: Student Process

Enrolled Student – Business Transfer Major



CBE Course Development: Continuous Improvement Lifecycle



OER Content Partner

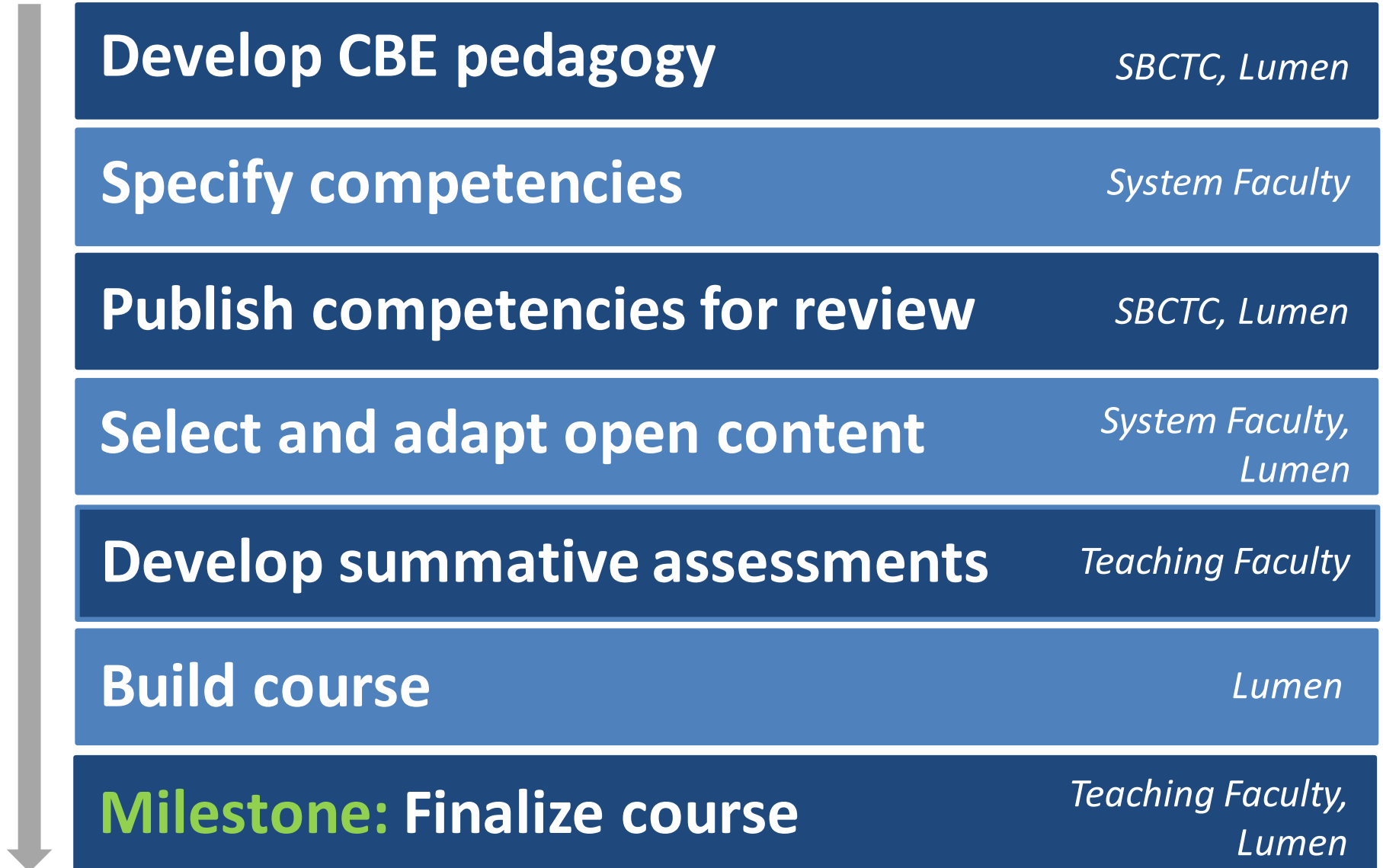


- **Founders:** Kim Thanos and David Wiley
- **Goal:** Increase affordability, access, student success
- **Offering:** personalized courseware designed using OER
- **Approach:** Research-centered design
 - Learning hypotheses
 - User-centered design
 - Agile Development process
 - Model openness, including licensing

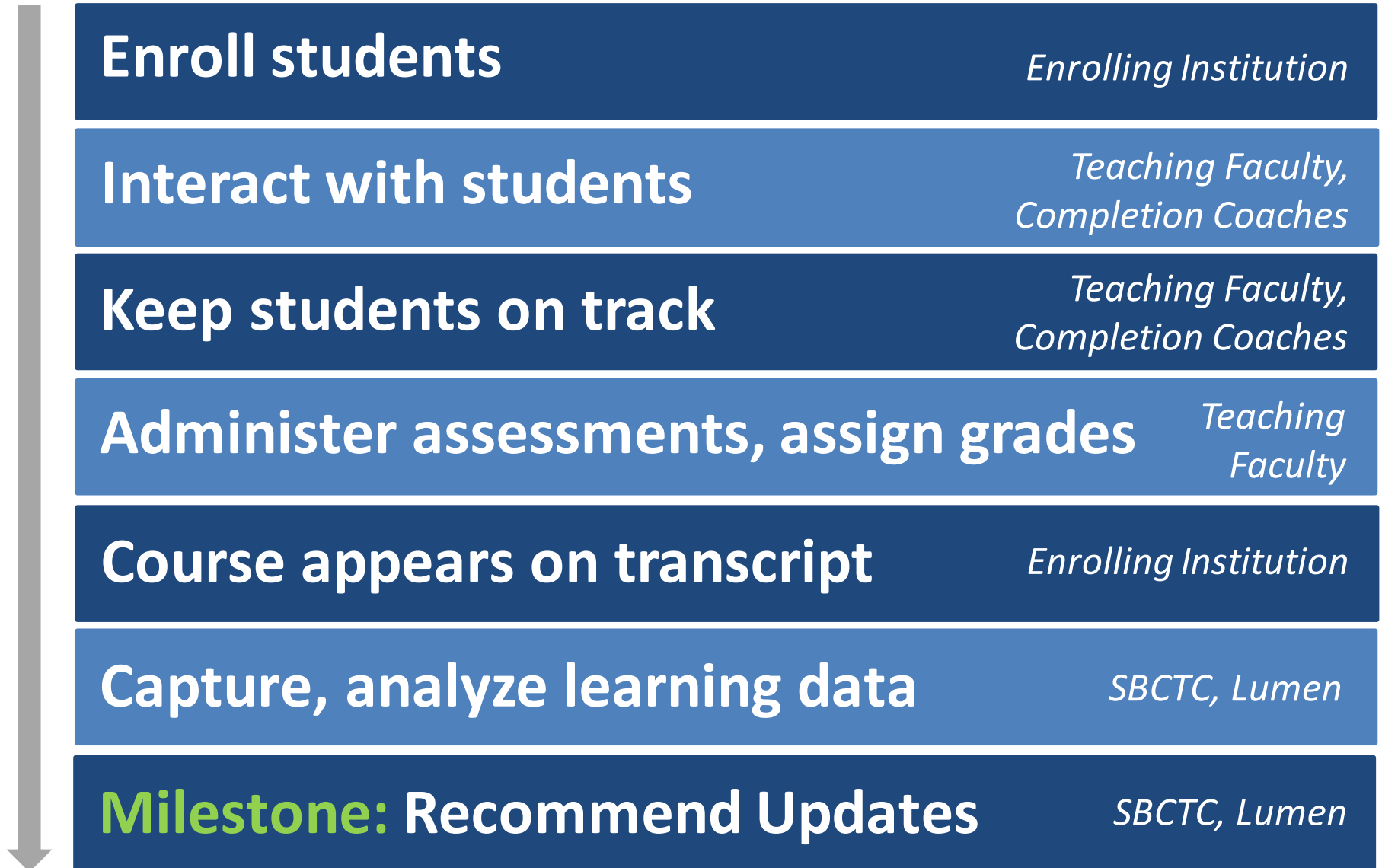
Facts:

- formed in 2012
- based in Portland, OR
- > \$6 million in textbooks savings during Spring 2016
- Gates, Hewlett & Shuttleworth funded
- 70+ institutional clients

Course Design Process



Instructional Process



Open licensing supports permissions:

Retain

- Make, own, and control a personal copy of the content

Reuse

- Use the content in its unaltered form

Revise

- Adapt, adjust, modify, improve, or alter the content

Remix

- Combine the original or revised content with other OER to create something new

Redistribute

- Share your copies of the original content, revisions, or remixes with others

Dr. David Wiley,
<http://opencontent.org/blog/archives/1123>

Unique benefits and challenges OER brings to CBE

Benefits:

- Eliminates cost barriers –reduces total cost and increases flexibility
- Learning drives content – ability to revise and remix supports improved contextualization and tight alignment with competencies and enabling outcomes
- Enables rapid, agile improvement - licensing and tools support real time enhancement based on student learning results

Challenge:

The burden of “free”: An absence of licensing costs does not eliminate investment required in sound learning design, and effective customization and enhancement

Development Experience


CBO + OER


- Traditional course materials contain too much content that is too broad - effective culling is critical
- Most new development focuses on contextualizing the content
 - Examples that demonstrate application
 - Worked examples or sample work products
- Failure in all attempts to re-use existing open assessments
 - Formative machine-graded assessment items were not aligned tightly enough
 - Gaps in quality of mastery assessments required almost complete re-work

Personalized Student View


Marketing Information and Research


GET STARTED



Why It Matters
1/1



Show What You Know
1/1


DIVE IN


1

Importance of Marketing Information
NEEDS WORK 0/4


2

Types of Marketing Information
ON TRACK 0/3

3

The Marketing Research Process
NEEDS WORK 0/3


4

Marketing Research Techniques
ON TRACK 0/4


5

Marketing Data Sources
ON TRACK 0/3

6

Customer Relationship Management (CRM) Systems
NEEDS WORK 0/3

7

Using Marketing Information
NEEDS WORK 0/3

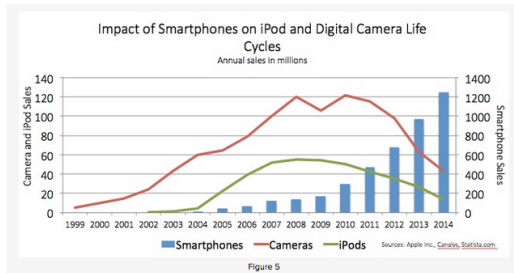
FINISH STRONG


Putting It Together
0/1


Ready for the Quiz?

OER Content Types

CBO + OER



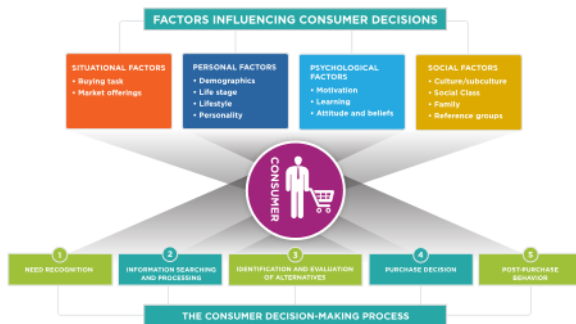
Lessons from the Smartphone Life Cycle

This example shows some benefits of considering the product life cycle in marketing strategies but also some significant limitations.

The product life cycle is not forward looking. At any point on the graph, a marketer can see what has already occurred but not what is ahead. In planning a product strategy, it is important to understand the past sales performance of the product and the industry broadly, but the role of marketing is to shape future performance, and the product life cycle doesn't offer many tools to inform that proactive work.

The product life cycle can focus a marketer on a defined set of products and competitors in the current market—but miss broad trends or innovations in adjacent markets and products. A marketer looking for the next feature to add to a digital camera to extend the maturity phase could easily miss the impact that the smartphone would have on the digital camera market. We can learn from Apple's description of a product marketing manager position in its own company. One of the product marketing manager's responsibilities is to "closely follow emerging technology, consumer, and societal trends and make recommendations for how products will leverage or fit into those emerging trends." This broad view is critical to successful marketing.

Finally, this example demonstrates the importance of creating a diverse set of products. When the iPod lost market share to the iPhone, Apple won. Other companies that have lost market on account of the transition to smartphones—Nikon and Canon in cameras, Garmin in navigation devices, etc.—have not fared as well.



Video: Target Product Design

Target's design products include many of the success factors we've discussed in this module. As you watch the following video, see if you can identify which aspects of Target's approach and design process are key to their success. What role does the corporate culture play?



Try It

Play the simulation below multiple times to see how different choices lead to different outcomes. All simulations allow unlimited attempts so that you can gain experience applying the concepts.

1 Good to know.

What do you want to do first to quickly grow your company?



LICENSES AND ATTRIBUTIONS

Faculty Responsibilities: Development

- Design competencies and learning outcomes
- Competency
 - Learning Outcome
 - Learning Outcome
- Curate OER content
- Map OER to competencies
- Design formative and performance assessments

Design Process Challenges

- Aggressive timeline
- Working within existing collective bargaining agreements
- Transfer degree requires many disciplinary experts
- Communication and buy-in with multiple system stakeholders

Top Five Success Factors

- Wide belief that CBE addresses student needs
- Successful development of new term and tuition model
- Enthusiastic participation by faculty and staff
- New delivery method approved by NWCCU
- Broad-based acceptance of OER across our system

Challenges to Sustainability

- Staffing that allows students to work at their own pace and take as many courses as they are able—especially difficult in the context of a transfer degree with many distribution credits
- Development funding
- Keeping the cost attractive to students
- Updating and validating the curriculum
- Value to students as a transfer degree
- Faculty and staff pushback

Q&A

Thank You!

Mark Jenkins

Director, eLearning | Open Education

Washington SBCTC

mjenkins@sbctc.edu

Twitter: @marksopelana