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

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

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Focusing Event: SBCTC Legislative Presentation, Jan. 2014

https://app.leg.wa.gov/CMD/Handler.ashx?MethodName=getdocumentcontent&documentId=EDi-X3rydFl&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?

<table>
<thead>
<tr>
<th>Build on Existing Assets</th>
<th>Optimize Shared Resources</th>
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<tbody>
<tr>
<td>• Strong transfer agreements</td>
<td>• Share initial development costs</td>
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<tr>
<td>• Shared course system (WAOL)</td>
<td>• Share staffing to support self-paced students</td>
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<td>• Shared LMS (Canvas)</td>
<td>• Centralize hiring, staffing for pilot program</td>
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<td>• Common eLearning tools</td>
<td>• Students “belong” to college where they enroll</td>
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<td>• Western eTutoring Consortium</td>
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<td>• AskWA</td>
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</table>
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

Meet with advisor to discuss degree options

Complete CBE Education Plan with advisor if fit is good

Refer to CBE Completion Coach

Apply to CBE Program

Discuss results with Completion Coach

Take SmarterMeasure and review Education Plan

Student receives CBE Acceptance Letter with first term course list

Registration contact at college receives course list

Matriculate in CBE Program courses
CBE Course Development: Continuous Improvement Lifecycle

Course Design

Recommend Updates

Measure Results

Instruction

Lumen Learning System Faculty
Teaching Faculty

SBCTC Lumen Learning

SBCTC Lumen Learning

Teaching Faculty

Teaching Faculty
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

- **Develop CBE pedagogy**
  - SBCTC, Lumen

- **Specify competencies**
  - System Faculty

- **Publish competencies for review**
  - SBCTC, Lumen

- **Select and adapt open content**
  - System Faculty, Lumen

- **Develop summative assessments**
  - Teaching Faculty

- **Build course**
  - Lumen

- **Milestone: Finalize course**
  - Teaching Faculty, Lumen
# Instructional Process

<table>
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<tr>
<th>Step</th>
<th>Responsible Parties</th>
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<tbody>
<tr>
<td>Enroll students</td>
<td>Enrolling Institution</td>
</tr>
<tr>
<td>Interact with students</td>
<td>Teaching Faculty, Completion Coaches</td>
</tr>
<tr>
<td>Keep students on track</td>
<td>Teaching Faculty, Completion Coaches</td>
</tr>
<tr>
<td>Administer assessments, assign grades</td>
<td>Teaching Faculty</td>
</tr>
<tr>
<td>Course appears on transcript</td>
<td>Enrolling Institution</td>
</tr>
<tr>
<td>Capture, analyze learning data</td>
<td>SBCTC, Lumen</td>
</tr>
<tr>
<td>Milestone: Recommend Updates</td>
<td>SBCTC, Lumen</td>
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Open licensing supports permissions:

<table>
<thead>
<tr>
<th>Permission</th>
<th>Description</th>
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<tbody>
<tr>
<td>Retain</td>
<td>Make, own, and control a personal copy of the content</td>
</tr>
<tr>
<td>Reuse</td>
<td>Use the content in its unaltered form</td>
</tr>
<tr>
<td>Revise</td>
<td>Adapt, adjust, modify, improve, or alter the content</td>
</tr>
<tr>
<td>Remix</td>
<td>Combine the original or revised content with other OER to create something new</td>
</tr>
<tr>
<td>Redistribute</td>
<td>Share your copies of the original content, revisions, or remixes with others</td>
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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

1. Why It Matters
2. Show What You Know

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

1. Putting It Together
2. 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 linear. 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 does not offer many tools to inform that proactive work.

The product life cycle can focus a marketer on a defined set of products and categories 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 share 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?

1. Change the price.
2. Change the product mix.
3. Change the distribution mix.
4. For every dollar a customer pays, how much is my profit?

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!

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