CBExchange/CBTE 2019
Program Agenda

TUESDAY, OCTOBER 22

2:30 PM  Registration

6:00 – 9:00 PM  Splish Splash Bash
Savor the sights and sounds as we kick off CBExchange 2019 with a vintage pool party. There will be food stations with plenty of California fare, so lounge around for as much time as you are able at this come and go reception.

Special thanks to this reception’s sponsor D2L

WEDNESDAY, OCTOBER 23

7:00 – 8:15 AM  Breakfast

8:15 – 8:30 AM  Welcome - Movement Building in Progress: Using CBExchange to Draft Your Blueprints

8:30 – 10:00 AM  SESSION 1: Design with the End in Mind: A Design Thinking Workshop
Use Design Thinking to build a CBE solution that meets the needs of your learners.

10:00 – 10:15 AM  Break

10:15 - 11:15 AM  SESSION 2: Tools for Effective Employer Collaborations
James Hedges, Director of Innovative Learning, Westminster College,
Ruth McGillivray, Chief Innovation Officer, Northwestern Baptist Seminary,
Michael Moore, Senior Product Manager, D2L, Ltd.,

There are a number of considerations to keep in mind when initiating an employer-institution partnership. The relevance and application of different considerations will depend on many factors, including the type of partnership agreement, the size of your institution, and the expectations of all affected stakeholders. This session will introduce a new C-BEN resource, the Employer Engagement Best Practices Toolkit, including an ROI calculator that will help predict the ROI and break-even point for existing CBE programs and potential new workforce partnership programs. The Employer Engagement Best Practices Toolkit is intended to provide some insight on the resources needed and the different perspectives to account for as you assess the type of corporate partner and partnership type that makes the most sense for your institution.
SESSION 3: Pouring a Solid Foundation

Kelle Parsons, Senior Researcher, Americans Institutes for Research
Deb Bushway, CBE Consultant, Lumina Foundation

Building a CBE program no longer means starting from scratch. This session focuses on some of the biggest questions about CBE, bringing answers from recent research by American Institutes for Research and its partners about the landscape of CBE at institutions, including scale of adoption and perceptions about CBE, and an early look at student enrollment and outcomes in CBE programs. Participants will learn about recent research and opportunities to use lessons from this research and existing programs as you build blueprints for new programs.

12:00 – 2:00 PM

Lunch

Xhibitor Xchange Opens—Exhibit Hall

1:00 - 2:00 PM

Competency-Based Theological Education (CBTE): Curriculum Design Workshop

Emily Askew, Assoc. Prof of Theology, Lexington Theological Seminary,
Kajle Radbourne, Assoc. Dir of Operations, Northwest Baptist Seminary

One of the biggest obstacles in moving to a Competency-Based program is understanding how to move from existing conventional curriculum to competency-based curriculum. In this session, Dr. Emily Askew and Kajle Radbourne compare and contrast the ways their institutions have written competency-based curriculum. Whether you are looking to adapt existing curriculum, or re-write from the ground-up, this seminar will offer insight into the opportunities and challenges that lay ahead.

2:00 – 2:30 PM

SESSION 4: Concurrent Sessions

4A: Design Challenge: Rescaling and Reimagining Lifelong Learning

Christopher Sessums, Academic Affairs Director, D2L,
Mike Moore, Senior Advisory Consultant, D2L

Recipients of grants from The National Research Collaborative on Competency-Based Education and Learning at the American Institutes for Research will share their work and engage participants on building foundational knowledge about the landscape, efficacy and equity, and quality of CBE
4B: Managing Flexibility: How Salt Lake Community College Implemented Weekly Enrollments in a Non-Term Environment
Franz Feierbach, Associate Dean, Salt Lake Community College

At Salt Lake Community College, we have developed an open-entry/open-exit CBE model that lets students start their training almost every week of the year. This session will provide an overview of the schemes utilized for instituting flexible start dates in a non-term environment. We will focus on workarounds and processes, which allow us to deliver our CBE programs in a complex environment with multiple systems including Canvas and Banner.

4C: Competencies for Competition: A School-Industry CBE Solution in a Professional Non-Athletic Environment
Roberto Juarez-Garza, Director of CBE Solutions, Universidad TecMilenio

An unusual formula of university-industry collaboration on CBE curriculum development: the process of co-designing the skills-based certificate program on sports management between Universidad Tecmileno (MX) and Club de Fútbol Rayados (premier LigaMX soccer club). This session will cover insights on how both institutions envisioned the program, a conversation on skill-mapping techniques, and an assessment of the chosen pedagogy centered on two different audiences: current undergrad students and professionals continuing their education.

4D: Building a Competency-Based Education Faculty Orientation
Amy Berendes, Program Manager, University of Wisconsin Extended Campus; Lisa Mihlbauer, Clinical Associate Professor and Director of RN-to-BSN Completion Programs, University of Wisconsin - Milwaukee; Kim Kostka, UW Flexible Option Academic Program Lead, Professor of Chemistry, University of Wisconsin-Milwaukee, University of Wisconsin Whitewater; Suresh Chalasani, Professor of Business, University of Wisconsin-Parkside; Patrick Wirth, Director of Creative Media Services, University of Wisconsin Extended Campus

This session will walk you through the process UW Flexible Option took to develop a faculty orientation to create a consistent faculty onboarding – practical for busy faculty also teaching in non-CBE formats. You will learn which stakeholders were included in design and development, the design process taken, steps taken to gain academic buy-in, and the plan for operationalizing the orientation. Participants will also get a sneak peek of the orientation and what’s included.

4E: Crafting Beautiful Exemplifications: Storytelling Techniques and Tools and the CBEN Storytelling Toolkit
Cori Gordon, Chair of Personalized Learning, Northern Arizona University

In this session, the presenter will introduce participants to an array of storytelling techniques and tools, including CBEN’s Storytelling Toolkit. All of these techniques and tools can be used to Craft Beautiful Exemplifications of your own, your students’, or your institution’s CBE story. The presenter will share examples of CBE stories and available tools, and we will spend time discussing how to jump into the cinematic world of digital storytelling.
4F: Measuring What Matters: Data Measures Unique to CBE
Barbara Cliff, Associate Dean, Southern Hampshire University; Julie-ann Edwards, Director of CBE Academic Programs, Southern New Hampshire University; Tara Stabile, Associate Dean, Southern New Hampshire University

In this session, we compare and contrast the data measures needed to ensure quality and contribute to student success within CBE models. The flexibility of time, fundamental to CBE models with mastery and resubmissions built into the design, requires a shift in approach to measuring what really matters. This session addresses best practices for data gathering, describes the value and application of meaningful data and discusses the benefit of data to program and student success.

4G: The Roles and Responsibilities of Faculty: Not Just a Subject Matter Expert
George Swindell, Faculty, Texas A & M University - Commerce

The path towards student success within college relies upon many factors, faculty are a primary key. Within CBE the role of faculty is slightly different and more involved. In this session attendees will be provided an overview of the faculty model used by Texas A&M University – Commerce’s ORGL CBE program. This will be followed with discussions on the roles and responsibilities of instructors as well as some of the struggles that instructors might face.

Competency-Based Theological Education Session: Exploring CBTE: Embracing the Philosophy, Not Replicating a Model
Amy Kardash, President, In Trust Association for Theological Schools

Are you a cautious explorer? Interested in how schools have embraced this approach to education? Considering how you might? CBTE is a philosophy, not simply an educational model. Join the In Trust Center as we share research on five schools that have embraced the CBTE philosophy, exploring core elements of each school’s practice, highlighting unique characteristics, and digging deeper into how they have adapted CBTE to serve their students’ educational needs.
SESSION 5: Concurrent Sessions

5A: Shopping for an LMS
Melissa Foster, Assistant Professor, MHA Program Coordinator, Winston-Salem State University; Natasha Ohene, Instructor, Internship Coordinator, Student Mentor, Winston-Salem State University; Antionette Moore, Assistant Director, Technology Integration Group, IT Technology and Learning Coordinator, Winston-Salem State University; Lorrie Davis-Dick, LPO Coordinator, Instructor, Winston-Salem State University; Bette Bogdan, Adjunct Professor, Winston-Salem State University

Winston-Salem State University has two CBE programs and while piloting those programs, the faculty and staff presenting were tasked with choosing the Learning Management System that would best fit their needs. During this journey, the faculty and staff discovered many aspects that must be considered and would like to share that knowledge with other CBE programs that may be facing the task of choosing the right LMS.

5B: Starting from Scratch - CBE 101
James Fountain, Executive Director for Competency-Based Education, Texas A&M - Commerce; Carlos Rivers, Operations Research Analyst, Texas A&M-Commerce

We are at an interesting point in higher education, with increasing and widespread concerns related to a myriad of challenges and issues. Innovations such as CBE are driving higher education institutions to rethink how we might shape the future. However, many questions linger in relation to this modality and how IHE’s should implement a CBE program. CBE 101 is designed to help define CBE and explain how to best implement a successfully CBE program.

5C: Opportunities for Innovation with Competencies as Currency
Deborah Everhart, VP, Design and Innovation, Cengage/Learning Objects; Deborah Seymore, Principal, Higher Education Innovation Consulting

Policy, technology, and awareness are converging to drive education change and increase transparency, using competencies to articulate learning outcomes. Credit hours as currency will continue to be important in postsecondary practices, and there are many opportunities for innovation with competencies as a parallel and complementary currency within our current structures. We can achieve effective changes through a focus on competency-based learning and technology-enabled credentialing practices that incorporate the value of competencies into credit hour-based processes.
5D: Implementing a CBE Program at a Small Private Institution: Lessons Learned
Scott Mehall, Sr. Instructional Designer, Carlow University; Rachael Afolabi Royes, Ed Tech Specialist/Adjunct Faculty, Carlow University

Implementing a CBE program at a small university with traditional programs is a lot like fitting a square peg into a round hole. This presentation will share our experience in starting a competency-based online graduate certificate at a small institution. The Online Instructional Design & Technology certificate program was launched in CBE format in Fall 2018. Experiences with topics such as financial aid, student interaction, programmatic marketing, resource allocation, staffing, and others will be discussed.

5E: You’re Different From Me and That’s Why We’re Great: When leaders value diverse interaction styles during development of a competency based curriculum
Lisa Kreeger, Chair of Undergraduate Nursing, Capella University; Bridget Roberts, Chair of Doctoral Nursing, Capella University; Christy Davidson, Interim Dean, Capella University

Over the course of one year, our leadership team took an innovative approach to develop an entirely new competency-based curriculum. We discovered that we were more effective because we represented a diverse range of interaction styles. This optimized our ability to collaborate during all phases of the curriculum development. The purpose of this session is for participants to experience our competency-based curriculum development journey and reflect upon their experiences with diverse interaction styles.

5F: Scaling CBE: From Program to Gen-Ed
Eric Heiser, Dean & CTE Director, Salt Lake Community College; Angie Walker, Director of eLearning, Salt Lake Community College; Whitney Wilkinson, Assistant Professor, Salt Lake Community College

This session will cover the highlights of SLCC’s move towards CBE in the General Education fields of study. Faculty and administration will cover some lessons learned, best practices, and tips for those looking to transition Gen-Ed courses to CBE.

5G: Supporting Student Services Personnel in a Changing Higher Education Landscape
Barbara Bailey, Core Faculty, Walden University; Alexander Hapka, Competency-Based Education Administrator, Walden University; Patricia Parham, Contributing Faculty, Walden University; Ron Tarlton, Contributing Faculty, Walden University

In this session, the four-member panel of scholar-practitioners, facilitated by Dr. Alexander Hapka, will discuss the valuable contribution that student support service personnel bring in a changing higher education landscape.
Postsecondary educational institutions are facing a crossroad. Included among the challenges encountered by contemporary education are a change in student demographic, a rapidly increasing student debt ratio, and the lack of preparation of graduates for the workforce. Competency-based education (CBE) continues to gain interest among the academy and policyholders, with a hope CBE will respond successfully to the challenges. Theological institutions are finding their niche with CBE, referring to the educational philosophy as Competency-Based Theological Education (CBTE). This presentation will address the eight generalizations discovered from an analysis of the themes that emerged from a single case study on the perception of and experience with CBTE by select senior administrators, faculty, and students.
6C: Overcoming the #1 Perceived Barrier to CBE Implementations
Jim Hermens, CEO, Regent Education, Laurie Dodge, Vice Chancellor for Institutional Assessment & Planning and Vice Provost, Brandman University, Jarod Paulson, Director of Financial Aid, Capella University, Laura Kite, Assistant Dean, Student Services, University of Wisconsin Extension

In the 2018 National Survey of Postsecondary Competency-Based Education, the American Institutes for Research, in partnership with Eduventures® Research found that federal student aid regulations is #1 perceived barrier to CBE implementation. Join this panel to learn how leading CBE institutions are overcoming that barrier.

6D: Tee’ing Up Badges to Recognize 21st Century Skills for a New Workforce
Cali Morrison, Associate Dean, Alternative Learning, American Public University System, Luke Dowden, Chief Online Learning Officer and Associate Vice Chancellor, Alamo Colleges District, Don Fraser, Education Designer, Director of 21st Century Skills Badging, Ed Design Lab

During the past academic year a group of seven institutions has been working with their employer partners and Education Design Lab to pilot test the 21st Century Skills badges in action. In an initiative called #TeeUpTheSkills, utilizing the T-Skills profile, to address employers’ pain points regarding these important adaptability skills. This presentation will share the experiences of two participating institutions in #TeeUpTheSkills and the intersections between this digital badging work and its potential for CBE.

6E: Research from the National Research Collaborative on Competency-Based Education and Learning
Michelle Navarre Cleary, Associate Professor, DePaul University, Mark Hatcher, Research Associate, American Institutes for Research, Laura Parson, Assistant Professor Auburn University, Bruce Haupt, PhD Student, Department of Educational Leadership, University of Kentucky

Recipients of grants from The National Research Collaborative on Competency-Based Education and Learning at the American Institutes for Research will share their work and engage participants on building foundational knowledge about the landscape, efficacy and equity, and quality of CBE.

6F: Bridging the Digital Skills Divide: The Promise, Potential, and Challenges
Lisa McIntyre-Hite, Vice President, Pathstream, Eric Heiser, Dean, Salt Lake Community College, Donna Diller, Dean, Central New Mexico Community College, Kalynn Pirkl, Associate Dean, Central New Mexico Community College, Ruth Barrow, Faculty, Miami Dade Community College

Digital skills are central to jobs of the future, yet they are in desperately short supply. During this interactive panel, you will hear from community college leaders and faculty about their efforts to integrate digital skills in to academic and workforce development programs. You will hear about challenges, opportunities, and lessons learned as these institutions partner with industry to embed digital skills credentials in academic programs and workforce development.
6G: Intersecting Higher Education and Workforce Competencies
Nan Travers, Director, Center for Leadership in Credentialing Learning, 
OTHERS

This session shares the results of a two-year grant project that examined the intersection between the competencies needed to be successful in higher education and in the workplace and applied the outcomes to a curricular model. Examples of curriculum in three industry areas (Hospitality, Administrative Assistant, and Healthcare) will be shared, along with the general curricular model. Participants will discuss how the model can be applied to their own curriculum.

6H: Square Pegs in Round Holes: Student Records for Competency Based
Michele Sandlin, Managing Consultant, AACRAO and Joellen Shendy, Product Strategy Director, Workday Student, Workday

Competency-Based Education (CBE) does not “fit” into traditional frameworks of terms, courses, grades and credits. CBE is evidence-based and demands new mechanisms to capture, record, and report learning. This session will present a national model for standardizing the components for a CBE comprehensive learner record (CLR). This project is part of the Comprehensive Learner Records, Phase II project funded by the Lumina Foundation, and led by AACRAO and the Competency-Based Education Network (C-BEN).

Competency-Based Theological Education Session: CBTE Value Proposition and Leading Through Change
Kent Anderson, President, Northwest Baptist Seminary

Description TDB

3:10 – 3:25 PM Break
**SESSION 7: Concurrent Sessions**

**7A: Developing Innovative Master CBE Courses for 30,000+ Students by Bridging the Disaggregated Faculty Model**

*Kathy Ebert*, Program Experience Manager, Western Governors University; *
*Ginger Bidell*, Curriculum Program Manager, Western Governors University; *
*Pageen Williams*, Course Instructor, Western Governors University

In 2017, WGU redeveloped five high-enrollment business core course using OER. The goal of the session is to share perspectives of cross-functional team members as well as strategies, processes, and lessons learned related to designing, developing, implementing, and continuously improving CBE business core courses. The target audience is any administrator and/or faculty member of an institution involved in CBE curriculum development and improvement.

**7B: The Art of Content Curation for Competency-Based Education**

*Eileen Horn*, Sr. Instructional Designer, University of Wisconsin

Quality versus quantity. Aggregation versus curation. When it comes to learning resources for CBE courses, quality and curation are key! Finding, evaluating, and curating learning resources to use in your course are important parts of creating a well-designed, meaningful course. This presentation is focused on how well-curated materials can help students tap into their prior knowledge and facilitate meaningful new learning connections and experiences.

**7C: How to Develop Effective CBE Faculty Trainings—A Walden University Perspective**

*Deepa Shriram*, Associate Director, New Faculty Experience & CBE, Walden University; *Kristy Wake*, Associate Director, Instructional Design, Walden University; *Martha Cheney*, Program Director, Early Childhood Education, Walden University

Faculty in CBE programs need specific skills to guide learners to success. These skills may differ significantly from those required for excellent course-based instruction. In this presentation, members of the team responsible for designing and implementing faculty training at Walden University will share design tips for effective CBE faculty training. This interactive session will prompt participants to analyze and share needs, current approaches, and best practices for faculty training within their own institutions.
7D: Merging PLA and Competency Assessment in Graduate Enrollment
Jeanette Jones, University Dean of Education, American Continental University, Becky Klein-Collins, Associate Vice President of Research and Policy Development, Council for Adult and Experiential Learning (CAEL)

This workshop will discuss the practice of incorporating PLA processes into competency-based design, and will demonstrate how prior learning assessment can be actively incorporated into competency-based outcomes. Participants of the workshop will receive real-world examples and a framework for application and will develop a map of key considerations to apply to their own programs.

7E: Pedagogical Tools of CBE: Modifying Instructional Practices and Expanding Horizons
Craig Schieber, Associate Faculty, City University of Seattle

As you implement CBE programs you will be modifying traditional and creating new instructional and assessment practices. In this session we will review key pedagogical strategies used in the delivery of competency-based education. Some of the areas of instruction to be addressed include teaching to competencies, formative assessment, grading, and the role of collaborative work with students.

7F: Easing in to CBE Through Non-Credit Programs
Katie O’Shea, Senior Consultant, Columbus State Community College, Michael Greer, Lead Instructor, Columbus State Community College, Shawn Ferguson, Product Owner, Non-Credit Software Development, Columbus State Community College, Elicia Flom, Course Developer, Columbus State Community College, Bobbie Jennings, CBE Advisor, Columbus State Community College

Because implementing a CBE program touches so many departments, systems and policies, it is difficult for an institution to ‘dip a toe in the water’ and start slowly. Columbus State Community College opted to pilot CBE in non-credit IT certificate programs in workforce innovation with the goal of implementing CBE more quickly and sharing lessons learned with the credit side. Learn about our decision process to move to non-credit and the insights we have gained.

7G: Get Your Research and Case Studies Ready for Publication
Becky Lopanec, Academic Advancement Specialist, Western Governors University; Sally Johnstone, Consultant, Western Governors University

This interactive session will help you successfully prepare your manuscript, research or case study for publication in the peer-reviewed Journal of CBE.
Competency-Based Theological Education Session: CBTE as a Road to Formation in Students and Faculty
Christy Hill, Professor of Spiritual Formation and Women’s Ministry, Grace Theological Seminary

CBTE provides a unique platform for holistic formation of our students. As we meet with students in a one-on-one setting and provide multiple pathways for them to be spiritually formed, we have new options for learning that is not always available in the traditional classroom. This session will address how the philosophy and core values of competency-based education can be utilized to facilitate spiritual growth.

SESSION 8: Concurrent Sessions, by Discipline

Competency-Based Theological Education Session: CBTE De-Brief and Reflections
Ruth McGillivray, Chief Innovation Officer, Northwest Seminary

Opportunity for CBTE-track attendees to gather as a group at the end of day one to share thoughts, learnings and pose unanswered questions.

5:30 PM

Dinner on your own!

Bus shuttles will be provided and stopping throughout the Coachella Valley, including stops in Palm Springs and Palm Desert.

THURSDAY, OCTOBER 24

7:00 – 8:00 AM
Breakfast

8:00 – 9:20 AM
SESSION 9: Tooling Around: A Technology Solutions Showcase

In order to design, launch, and scale a high-quality CBE program, institutions must leverage a range of technology solutions. Institutional leaders will share common barrier-busting technologies that have helped them break through and achieve success.
SESSION 10: Concurrent Sessions

10A: The VALUE Approach to Assessment & CBE: Points of Intersection, Points of Departure
Kathryne McConnell, Assistant Vice President, Research and Assessment, AAC&U

First introduced in 2009, the VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics have moved from the periphery of student outcomes assessment to the center of conversations about the quality of student learning. This presentation will lead participants through a dynamic discussion of VALUE and its potential complementarity to and utility for CBE programs’ efforts to directly assess student learning.
10B: Building Capacity to Effectively and Authentically Assess Competence: A Statewide, Collaborative Higher Education Model

Stephanie Bermoteit, Deputy Director for Academic Affairs, Illinois Board of Higher Education, Joni Scritchlow, Senior Program Director, Illinois Network of Child Care Resource and Referral Agencies, Nancy Latham, Executive Director, Council for Teacher Education, University of Illinois at Urbana-Champaign, Johnna Darragh Ernst, Distinguished Professor, Early Childhood Education, Heartland Community College

Learn about a statewide, collaborative approach to engaging faculty across both community college and public and private university settings to design assessment tools and resources grounded in competencies for a field of professional practice inclusive of associate and baccalaureate degree programs. Explore strategies for building awareness, buy-in, and capacity among higher education faculty. Find out more about the ways in which state agencies and the philanthropic community can provide support.

10C: Competency-Based Education: The Evolution of the Higher Education Business Model

James Fountain, Executive Director, Competency-Based Education, Texas A&M - Commerce; Carlos Rivers, Operations Research Analyst, Texas A&M - Commerce

As new education models emerge in the higher education landscape, constituents and stakeholders increasingly demand greater evidence of the return on investment to the institution. To date, little research has explored and reported the financial underpinnings and outcomes for new models such as Competency-Based Education. This presentation explores and reports on potential revenues and expenses associated with launching competency-based programs, identify break-even points, and forecast timelines for projecting returns on investments.

10D: Reimagining Faculty Development for CBE: Training Faculty as CBE Course Developers

Mike Dillon, Instructional Designer, Kirkwood Community College, Marilee Feldman, Professor of Business, Kirkwood Community College, Sandy O’Brien, Professor of Business, Kirkwood Community College, Josh Herron, Dean of Online and Continuous Learning, Anderson University (SC), Eleisha Garland, Lecturer and CBE Specialist, Anderson University (SC)

While many institutions have been helping faculty design and develop courses with instructional design support, competency-based education requires a re-thinking of faculty development. At Anderson University and Kirkwood Community College, the development of courses for competency-based programs is primarily in the hands of faculty, and both institutions will discuss the approaches they take to prepare and support faculty in this process as well as promote consistency across all aspects of competency-based education for student success.
10E: A Tale of Two Industries And Similar Challenges to Scale: Medical and Non-Medical Competency-Based Education

Judee Richardson, Director of Research and Program Evaluation, Medical Education Strategy Unit, American Medical Association

Competency-based medical and non-medical education face similar challenges to scale. We have an opportunity to learn from and partner with one another for greater impact. With knowledge gained from a leadership role at a non-medical educational institution and a leadership role within the American Medical Association’s medical education strategy unit, this session will focus upon similarities, opportunities to learn from one another, and ways in which to partner on sustainable change for the social good.

10F: Adaptive Competency-based Education (CBE) Platform and Solution to Enable and Support Personalized Learning Initiatives for Utah State University

Lawrence Parisotto, CLO, InSite Information Systems (Shift iQ), Alan Roberts, CEO, InSite Information Systems (Shift iQ), John Louviere, Asst. VP & Executive Director, Academic and Instructional Services, Utah State University; Neal Legler, Director, Center for Innovative Design & Instruction, Utah State University; LaRene Eborn, SAVP Strategic Initiatives & USU Online, Academic and Instructional Services, Utah State University

Utah State University (USU) is developing an adaptive CBE solution to promote student success and retention through competency-centric content delivery and assessment. InSite Information Systems is a solutions partner with USU in this initiative with an adaptive CBE learning and assessment platform, Shift iQ. Together, USU and InSite are developing a more personalized learning ecosystem for USU learners by integrating and leveraging USU’s LMS - Instructure Canvas - with Shift iQ’s CBE engine.

10G: A Practical Approach to Competency Based Education—A Singapore Polytechnic Case Study (Part 2)

Competency-Based Theological Education Session: Program Design Factors

John Lillis, Provost, Grace Theological Seminary

When formulating a CBTE program, a key design decision is whether the program will involve a course/credit-based or a direct assessment approach. For U.S. programs, this decision has significant implications regarding the approval process for Title IV financial aid. This session will explore the differences between the two approaches and then focus on the implications for Title IV financial aid. Particular attention will be given to direct assessment using Grace Seminary as a case study.
SESSION 11: Concurrent Sessions

11A: Leveraging Career Pathways to Frame and “Level” Learner Outcomes: A Competency Development Process Model

Stephanie Bernoteit, Deputy Director for Academic Affairs, Illinois Board of Higher Ed; Joni Scritchlow, Sr. Program Director, Illinois Network of Child Care Resource and Referral Agencies; Johnna Darragh Ernst, Distinguished Professor, Early Childhood Education, Heartland Community College; Nancy Latham, Executive Director, Council of Teacher Education, U of Illinois Urbana

Learn practical steps to describe expectations for knowledge, skill, and professional dispositions using a career pathway lens. Unpack common pitfalls in writing statements of competence. Explore a tested competency development model that includes iterative processes for engaging experts; planning for assessment; and considering implications for higher education, professional credentialing, and professional development systems.

11B: Coaching CBE Student Success: Academic Coaching and Faculty Roles

Cori Gordon, Chair of Personalized Learning, Northern Arizona University; Eli Collins, Director of the Coulter Faculty Commons, Western Carolina University; Steve Phillips, Assoc Director, W.J. Seaton Center for Learning & Technology, Thomas Edison State University

Given possible changes that may result from Negotiated Rulemaking and the Higher Education Act reauthorization, it is an opportune time to explore the role of faculty, academic coaching, and student instruction in our CBE programs. During this session, we will discuss best practices in academic coaching and faculty engagement. We will look at how the statutory changes may affect current models. We will also explore how customer service can impact retention and student success.

11C: Forward thinking HEA recommendations for college leaders

Bob Collins, VP, Financial Aid, Western Governors University, OTHERS

In this session, presenters will discuss the work of the Forward50 and share the policy recommendations its members put forth to increase college access and improve affordability, accountability and transparency, with special emphasis on innovative learning models.

11D: How I Built This: HigherEd Edition

Cali Morrison, Associate Dean, Alternative Learning, American Public University System; Whitney Kilgore, Co-Founder & CAO, iDesignEdu; Lisa McIntyre-Hite, Vice President, Pathstream

Inspired by NPR’s “How I Built This with Guy Raz”, higher education inquisitor, Cali Morrison, will dive into the stories behind the programs and technology partners we in the CBE world know. To creatively repurpose the HIBT & #ShapingEdu ideals, this session will weave the stories of the dreamers, doers and idealists behind these contributions to our community.
11E: Exploring Self-Direction in CBE
Jessica Mason, Researcher, American Institutes for Research; Naomi Boyer, VP, Strategic Initiatives and Innovation, Polk State College; Michelle Navarre Cleary, Associate Professor, DePaul University; Julie Telkamp, Sr. Research and Data Analyst, Office of Institutional Research and Planning, Brandman University

It is often assumed that CBE programs, which privilege mastery over seat time and often offer flexible pacing options, attract, work best for, and develop attributes of “self-directed learners.” However, beyond the anecdotal evidence and single-program cases, little is known about the relationship between self-directed learning and success in CBE programs. In this session, we will share early findings from a cross-institutional research project using student survey data to explore self-direction in CBE programs.

11F: The Many Flavors of CBL
Brett Berkowitz, Strut Learning; Kalynn Pirki, Associate Dean, School of Business and Information Technology, Central New Mexico Community College; Lee Bewley, Associate Professor and Program Director, University of Louisville

Design and delivery of competency-based learning takes many different forms because it must meet the needs of a uniquely complex student base. As our discipline continues to evolve and matures, we see many different successful approaches, but the core tenants of CBE have remained true almost across the board. Engage with seasoned CBL experts and hear how they’ve stayed true to the core tenants of CBE while adding their own unique “flavor” to the mix.

Richard Nelson, President, Nicolet College; Myk Garn, Assistant Vice Chancellor, University System of Georgia; Michael Heard, VP for Academic Affairs, Atlanta Metropolitan State College

Accessibility in higher education is the subject of much discussion. Historically, with the Land Grant Acts and the rise of community and technical colleges, the United States has been a leader in the search for access and it’s relative, equity. In this session, the presenters will propose that higher education’s dependence on time as a proxy for learning contributes to inequity in real and important ways, and that CBE offers a better way forward.
**11I: Learning and Leading Forward: Research-based Lessons to Enhance CBE 2.0 for Working Adults at Salt Lake Community College**


This session presents evaluation results from a Department of Labor Trade Adjustment Act Community College and Career Training grant at Salt Lake Community College (SLCC). Drawing on the experiences of the SLCC leadership and the evaluation team, this session provides lessons learned on the conversion of over 20 programs to CBE. Implications for scaling CBE throughout SLCC are discussed, including highlighting how the CBEN Quality Framework is being as a blueprint for scaling CBE college-wide.

**Competency-Based Theological Education Session: How to Launch a CBTE Pilot**

*Nathan Hitchcock*, Consultant, Sevensided Consulting

Getting a CBTE program up and running is a significant undertaking, but it doesn’t have to jeopardize traditional programs or break the bank. In this session Hitchcock explains the emerging practices of CBTE pilots. Different models exist, and smart organizations are aware of the options. Yet successful launches share common features concerning design, iteration, test groups, and organizational awareness. Along with a step-by-step map, you’ll glean valuable stories and tips from the schools navigating the frontier.

**11:10 – 12:00 PM**

**SESSION 12: Substantive or Not? Perspectives on Regional Accreditation Requirements**

Join leaders from other institutions in your region to learn what it takes, from an accreditation perspective, to launch a CBE program. Join us for a lively discussion with plenty of opportunities for Q&A.

**12A: Northwest Commission on Colleges and Universities**

*Eric Heiser*, Dean and CTE Director, Salt Lake Community College  
*Mac Powell*, Senior Fellow, Standards and Policies Committee, NWCCU

**12B: Higher Learning Commission**

**12C: Middle States Commission on Higher Education**

**12D: New England Commission of Higher Education**

**12E: Southern Association of Colleges and Schools Commission on Colleges**

**12F: WASC Senior College and University Commission**
Competency-Based Theological Education Session: Association of Theological Schools (ATS) Accreditation Standards for CBTE

Stephen Graham, Senior Director of Programs and Services, ATS
Tom Tanner, Director of Accreditation, ATS

This session will provide an overview of the redevelopment of the ATS Commission Standards, with ample opportunity for questions and comments. Implications of the new standards for CBTE programs will be a particular focus of this session.

12:00 – 2:00 PM
Lunch

Xhibitor Xchange Opens—Exhibit Hall

2:00 – 2:30 PM
SESSIO 13: Concurrent Sessions

13A: Putting Theory into Practice with Evidence-Based CBE Design: Reconciling “Double-Assessment” and Assessment Best Practice
Mary Tkatchov, Assessment Developer, Western Governors University, Erin Hugus, Instructional Designer, Western Governors University

Examining CBE and education literature can expose some contradictions about learning and assessment practices that must be resolved to provide the best student experience in CBE programs. Presenters will discuss their experiences working through questions that emerged during CBE development about the concept of “double assessment” in CBE and how it fits into educational best practice of using multiple forms of assessment to assess student learning.

13B: BFFs with CBE: How Competency-Based and Traditional Programs Can Get Along
Brooks Doherty, Assistant Vice President of Academic Innovation, Rasmussen College, Dwayne Bertotto, VP, Admissions and Student Experience, Rasmussen College, Lori Jonason, AVP, Student Affairs, Rasmussen College, Adam Samuelson, CBE Faculty Lead, Rasmussen College, Joyvina Evans, Health Science Faculty, Rasmussen College

How can competency-based education coexist under the same institutional roof as more traditional, clock-based programs? In this cross-functional panel, Rasmussen College leaders share their stories of integrating CBE into the broader institution. Successes and challenges will be shared surrounding policy, faculty, training, admissions, systems, curriculum, and course development.
13C: A Comparison of Traditional vs. Competency-Based Education Key Performance Metrics

Carlos Rivers, Operations Research Analyst, Texas A&M University-Commerce, James Fountain, Executive Director, Institute for Competency-Based Education, Texas A&M University-Commerce

The presentation will showcase a program performance comparison across the entire student life cycle of two completer’s degree programs targeting adult learners. The programs in this analysis include the traditional Bachelor of Arts and Sciences (BAAS) and the CBE Bachelor of Arts and Sciences in Organizational leadership (ORGL) at Texas A&M University-Commerce. The comparison analyses key student success metrics including student enrollment, retention and graduation rates, data points such as time-to-degree, cost-to-degree, etc.

13D: Bridging the Gap: Lessons Learned From Building Corporate Trainings with Academic Program Competencies

James Hedges, Director of Innovative Learning Westminster College

This session details the expanding and innovative partnership between Westminster College and Mountain America Credit Union. It started with the delivery of a CBE certificate that provides an accelerated track through Westminster’s online BBA and MBA programs. This collaboration recently expanded by building new company training programs with the competencies from both the certificate program and the business programs, in essence bridging the gap between learning that takes place in corporate settings and higher education.

13E: Optimizing the Student Experience (Sx) in Competency-Based Education

Dee Piziak, Senior Instructional Specialist, University of Wisconsin-Milwaukee School of Information Studies, Chad Zahrt, Assistant Dean of Student Affairs, University of Wisconsin-Milwaukee School of Information Studies

The rise of competency-based education (CBE) has redefined what college looks like for today’s college students. Student experience (Sx) is paramount to the sustained success of this education delivery model. Dee Piziak and Chad Zahrt will discuss the objective and subjective critical success factors that contribute to excellent CBE Student experience. They are all directly related to the perceived value of the program, program reputation, student retention, and ultimately, student success in the workforce.
13F: Challenges of CBE Programs for Students Who Receive Accommodations
Demita Furnner, Director of the Online Accessibility Center, Southern New Hampshire University, Julie-Ann Edwards, Director of CBE Programs, Southern New Hampshire University

Our presentation will focus on the distinctive advantages and challenges of CBE programs for students who receive accommodations. CBE models are often a great choice for students who require additional time, who experience anxiety as deadlines approach, and who benefit from a formative-style grading system that presumes resubmissions as part of the model. This is a sizable population of adult learners. While CBE recognizes that all students have strengths and challenges; those challenges are unique to CBE as well.

13G: Standard to Non Standard Terms - It’s Not As Challenging As You think, It’s Essential For Your Success
Carolyn Dorsey, Director of Competency-Based Education and Associate Professor of Business, University of Maine--Presque Isle, Lee Johnston, CEO, Strut Learning

The main demographic enrolling in non-standard terms is over the age of 25, the fastest growing student population according to the National Center for Educational Statistics. Many colleges have considered meeting these students needs with non-standard terms, i.e. terms that don’t meet the standard definition of semester, trimester, or quarter terms, for example 5 week terms. This presentation will detail the the key variables to solve and show how you can make it happen.

Competency-Based Theological Education Session: Managing for Success of Gen Z and Millennial Students in CBTE
Jeromey Martini, President, Horizon College & Seminary

Whereas much CBE and CBTE discussion focuses on mature and second-career students, Millennial and Generation Z undergraduates introduce unique challenges and opportunities for implementing CBE in ministerial education. In 2015, Horizon College launched a course and credit-based undergraduate CBE program that accommodates Millennial and Generation Z students. Using Horizon’s experience as a lens, in this session we will consider several of the unique challenges and opportunities Millennial and Generation Z undergraduates introduce for implementing CBE.
SESSION 14: Concurrent Sessions

14A: Stop Calling Them Students: Learners As Customers and the Future of Outcomes-Based Education
Amrit Ahluwalia, Managing Director, The EvoLLLution

The word “student” has a precise definition not representative of the non-traditional learners enrolling in higher education today. Unfortunately, that definition affects the way they’re treated, their likelihood to persist, and our ability to deliver effective learning experiences. If Amazon considered their customers “readers” they never would have grown as they have. Similarly, postsecondary institutions shouldn’t call its customers “students”. It limits how learners are treated and the evolving role of the postsecondary institution.

14B: To Term or Not to Term—and Other Back Office Conundrums
Kate Ferrel, Executive Vice President of Academic and Student Affairs, Nicolet College, Leanne Vigue Miranda, Registrar, Nicolet College, Patrick Burns, Financial Aid Advisor, Nicolet College

CBEN’s Quality Framework (Element One) states, “In order to produce a high-quality CBE program, the institution must first build a foundational infrastructure to support it.” While considered ‘back office’ operations, the reality is that processes and procedures pertaining to registration and financial aid impact ‘ALL office’ operations. Early, comprehensive involvement by the back office plays an essential role in building a foundation upon which a quality CBE program is built.

14C: Market Differentiation with Flex: Transitioning RN-BSN Online Set-Pace to Flex-Pace
Andrea Raines, Assistant Professor of Nursing; RN-BSN Program Coordinator, Anderson University (SC), Josh Herron, Dean of Online and Continuous Learning, Anderson University (SC)

After a program portfolio review, data showed that Anderson University’s online RN-BSN was in a crowded market space, needing differentiation. Learning from its pilot of another CBE program at the university, program leaders and designers underwent a year-long course design and marketing/communication project to make the program meet student and market needs. Attendees will identify the necessary collaborative processes to make the transition work well at the academic, technological, and operational levels.
14D: Increasing Student Success Through Faculty and Advisor Collaboration

Renee Scheering, Advisor 2, Academic and Career, Salt Lake Community College, Darcie Wheeler, Assistant Professor, Salt Lake Community College, Steven Fogg, Professor, Salt Lake Community College

In many CBE programs at Salt Lake Community College, accessing just-in-time data to provide right-timed student support to maximize student success is still a vision of the future. While we continue to await optimized technology tools, we report that CBExchange 2018 sparked our imagination for a re-envisioned approach to student retention and success through strategic and deliberate faculty and advisor partnership and collaboration. In this session, faculty and advisor perspectives will be presented and lessons learned and new approaches undertaken during the past year of our CBE implementation as well as resulting performance data will be included. Topics will include faculty and advisor roles in a goal-based approach to supporting students from initial contact through program completion, tracking student progress, teaching, coaching, and advising students in a variable-pace open-entry CBE environment, conducting and documenting regular and substantive interaction, and a quick summary of technology tools that would assist in providing the just-in-time data we seek.

14E: From Zero to Launch in 11 Months: Leaning In and Leaning Out Strategies for Success

Yvonne Villanueva-Russell, Dean, University College, Texas A&M University--Commerce, Jimmy Womack, Coordinator, TAB CJ Program, Texas A&M University--Commerce

Presenters will share their tips for innovation in the rapid design of a criminal justice competency-based program that was constructed and implemented in 11 months. Strategies to “lean in” by seeking collaboration with campus partners will be discussed along with strategies to “lean out” by utilizing an advisory board and outside consultants. Participants will receive practical advice about how to sidestep landmines and overcome obstacles to achieve a successful launch of a new program.

14F: A Modern Transcript: Modular, Digital, Competency-Based

Sarah Cunningham, Sr. Program Manager, American Council on Education; Pat Leonard, VP Business Development, Credly, Inc.

The American Council on Education and Credly have launched a new modular, digital transcript to help students gain credit for their learning across academic, workplace, and alternative educational experiences. Come see the new transcript in action, helping students translate learning across sectors and saving them time and money in pursuit of their goals.
14G: Launching Digital Credentials: Academic Badge Project Planning, Communication and Automation; along with Lessons Learned
Lee Johnston, CEO, Strut Learning; Nancy Salzman, Vice Chancellor, Partnerships Office for Applied Innovation, Brandman University; Laurie Dodge, Vice Chancellor of Institutional Assessment and Planning, Vice Provost, Brandman University; Hadassah Yang, Associate Vice Chancellor, Institutional Research and Planning, Brandman University; Sara Zaker, Director of Digital Learning Solutions, Brandman University

The momentum around digital badges and credentials continues to increase. Gain insights into the process to design and implement a badging ecosystem. This session covers three critical aspects of any badge project, 1) planning, 2) communication, and 3) automation. As with all projects, the planning phase is vital. Since academic badges are relatively new, active and effective communication is a core project pillar. We’ll also cover badge automation required to systematically award and share badges.

Competency-Based Theological Education Session:
Technology Needs for CBTE
Mike Ruest, Executive Director, Symporus
Kajle Radbourne, Assoc. Director of Operations, Northwest Seminary

This breakout session will explore what functionality is needed in your Learning Management System (LMS) to operationalize the core values of a Competency-Based Theological Education (CBTE) program as an educational philosophy and model. Demonstration of a CBTE LMS platform will also be given.

3:10 – 4:10 PM
SESSION 15: Model Showcase/ Moderated Poster Sessions with Break

Assessing the Date: First Year Review of Term-Based CBE Program
Eleisha Garland, Lecturer, Human Services and Coordinator of Competency-Based Education, Anderson University, Joshua Herron, Dean of Online and Continuous Learning, Anderson University

Presenters will identify assessment tools utilized for data collection during the first year of implementation of our CBE term-based program. We will discuss the use of Canvas LMS outcomes tool and student survey data in identifying areas for quality improvement within the program and measuring student learning. Finally, we will examine how the data has enabled our university to identify opportunities for continuous improvement and scale of our CBE model to other programs.
Curriculum Mapping for Core Curriculum: A Look at MATH 1332 Contemporary Mathematics

George Swindell, Faculty, Texas A&M University--Commerce

Having clear curriculum paths are an important tool that helps administrators, faculty, and students understand the “what”, “how”, and “why” aspects. Curriculum maps show not only the “what” is being taught, it also enlightens the “how” and “why” components. Attendees will be provided an overview of the process used to develop the curriculum map for a CBE MATH 1332 Contemporary Mathematics course which ensures both state coordinating board and university course learning outcomes are met.

Providing a Space for Faculty to Develop and Collaborate in CBE Program Life

Susan Wegmann, Associate Dean of Digital Learning and Innovation, University of Mary Hardin-Baylor, Tesha Graham, Student Success Coach, University of Mary Hardin-Baylor

What are the best ways to create and sustain meaningful faculty professional development sessions in the CBE arena? What questions do CBE faculty ask, especially faculty from a more traditional higher education system? Most importantly, how do leaders of CBE programs ensure that they are effectively supporting faculty? Some of these questions can be answered by looking at traditional professional development processes. However, CBE programs offer their own “flavor” of unique issues for improvement.

Creating a Competency-Based Path Through an Existing Program to Accommodate Working Adults

Sandra O’Brien, Professor, Kirkwood Community College, Marilee Feldman, Professor, Kirkwood Community College, Mike Dillon, Instructional Designer, Kirkwood Community College

Using the general framework for the existing Management program, one of the more popular programs on campus, we have developed a competency-based version of the program designed for a target audience of working adults. The goal of the program is to tap into a new pool of potential students who would benefit from the flexibility of a competency-based model. We will discuss the process followed to design, develop, and deliver the program.
Maximizing the Learner Experience Using Comprehensive Learner Records

Suzanne Carbonaro, Director of Assessment, Philadelphia College of Pharmacy, University of the Sciences, Caitlin Meehan, Assessment, Evaluation, Feedback & Intervention System (AEFIS)

This session unpacks the real-time assessment process of the Comprehensive Learner Record (CLR), a cloud-based outcomes transcript and evidence portfolio of student growth across the learning lifecycle. CLR represents the shared responsibility of all stakeholders for student learning. This visible assessment design adapted from the research of John Hattie, provides students with the information they need to build confidence, leading to their success while programs receive feedback on curriculum effectiveness. Attendees will begin to develop a plan of how CLR can be implemented at their institution, unpacking how they provide students with opportunities to grapple with knowledge and skills aligned to outcomes and standards and how this produces evidence of learning and programmatic improvement.

CLR is a dynamic student outcomes transcript- a transition of mere grades, to transferrable learning experiences highlighting evidence of achievement of curricular, co-curricular and experiential education, all exportable and shareable to employers at anytime by students.

Design and Implement Competency-Based Education: Live Course Demo

Nicholas Hinojosa, Assistant Program Chair, South Texas College, Saeed Molki, Program Chair, South Texas College

There are many professionals that already work and have numerous years of experience in the information technology field, but they are unable to advance in their careers because they do not have a bachelor’s degree. Rather than subjecting them to traditional 16 week courses that cover material that they already know, South Texas College, in collaboration with Austin Community College, developed a fully-online CBE Program that is affordable, accessible, and accelerated.

Understanding the CBE Learner: Program Evaluation informed by a Comprehensive Learner Survey

Amy Berendes, Program Manager, UW Extended Campus, Ryan Specht-Boardman, Program Coordinator, UW Extended Campus

The UW Flexible Option is undertaking a large-scale five year program evaluation, referred to as ‘Flex 2.0.’ To inform this evaluation, a comprehensive learner survey was developed to identify the key features of the UW Flexible Option most valued by students. This poster session will describe the process of survey development, implementation, and analysis, within the larger context of program evaluation. Survey results will also be presented.
CBTE Model Mini-Consultations
Representatives from six seminaries and organizations currently operating CBTE-style programs will host discussion tables. Roam the room, ask your questions, and draw on the knowledge and experience of those present to form or enhance your own programs.

4:20 – 5:05 PM
SESSION 16: Concurrent By Discipline-Specific Sessions

Competency-Based Theological Education Session: CBTE De-Brief and Reflections
Ruth McGillivray, Chief Innovation Officer, Northwest Seminary

Opportunity for CBTE-track attendees to gather after day 2 to share thoughts, pose unanswered questions and reflect on the way forward. This will also be the last opportunity for CBTE-track attendees to gather as a group.

6:30 – 9:00 PM
Evening Reception

FRIDAY OCT. 25

7:00 – 8:00 AM
Breakfast

8:00 – 8:45 AM
SESSION 17: #CBENStrong: Building Programs for Quality
Susan Chiaramonte, Founder, EduCred Services
Charla Long, Executive Director, C-BEN

Is your program built to withstand a C-BEN Quality Framework review process? Learn how you can use the quality framework and its performance indicators as you build and scale your program. Discover how your existing programs can be reviewed for quality through C-BEN’s quality review process.

#cbenstrong
**SESSION 18: Concurrent Sessions**

**18A: RSI and You: How CBE Faculty Actively Facilitate Learning in a Shifting Regulatory World**


As the regulatory landscape shifts and policymakers attempt to define “instructors” and “interaction” in self-paced online CBE programs, faculty and administrators at two CBE institutions share how they offer regular and substantive interaction to ensure students may engage in rich academic dialogue within time-fluid programs.

**18B: Getting Behind the Scenes of Policies and Practices**

*Nan Travers*, Director for Leadership and Credentialing Learning, SUNY Empire State College, *Natasha Jankonwaki*, Director of the National Institute for Learning Outcomes Assessment (NILOA)

As competency-based practices grow, different models are emerging. Behind these models are philosophical differences that affect the approach to policy, practice and assessment, which in turn impact student success. These differences shift the way that competencies are recognized, validated and credentialed. Participants will engage in activities to examine their policies and practices and explore the ramifications on student completion using the Quality Framework for CBE Programs, along with a model on philosophical approaches and strategies.

**18C: Designing and Implementing Statewide CBE Efforts Across Education Levels**


With members spanning the education ecosystem, the Regional Educational Laboratory Southeast’s (REL-SE’s) Measuring Success through Competency-Based Learning Alliance focuses on policy and practices for implementing CBE models at the K-12 and post-secondary levels. During this session, REL-SE staff will facilitate an interactive panel discussion regarding recent statewide CBE efforts in North Carolina. Panelists will include the NC Department of Public Instruction, the NC Community College System, the UNC System Office, and Western Governors University.
18D: Looking Backward, Living Forward: Lessons Learned from Active CBE Programs
Christian Sessums, Academic Affairs Director, D2L, Mike Moore, Senior Advisory Consultant, D2L, James Fountain, Executive Director for Competency-Based Education, Texas A&M University-Commerce, Matt Dunleavy, Executive Director, Vinod Chachra IMPACT Lab, Radford University, Dennis Brode, Professor, Program Director, Management and Marketing, Sinclair Community College

If I only knew then what I know now! As competency-based models begin to take root, what lessons are program coordinators, analysts, and directors learning along the way? What advice can they share for those interested in building sustainable alternative learning models? This panel discussion featuring representatives from multiple institutions will explore various methods, strategies, and tactics that schools are using to complement and support their competency-based endeavors.

18E: Lessons from the Trenches: The Texas Story
Amardeep Kahlon, Assistant Dean, Austin Community College, Jennifer Nailos, Program Director, Texas Higher Education Coordinating Board, Ann Kennedy, Adjunct Professor and Multimedia Developer, Austin Community College

Competency-based education is expanding across the higher education landscape. Accompanying the shift from an innovative approach to an embedded practice are state-level policies and campus-level practices that have emerged as a result of the development and expansion of CBE. This session will discuss examples of policy and practice implications and changes as a result of CBE expansion including formula funding recommendations, enrollment and completion reporting, program development and approvals, and program evaluation strategies.

18F: Building a State Coalition: Lessons Learned from the Ohio CBE Network
Christina Amato, CBE Program Manager, Sinclair College, Stephanie Davidson, Vice Chancellor of Academic Affairs, Ohio Department of Higher Education

The Ohio CBE Network was formed in summer 2017 as a forum for Ohio faculty, staff, and administrators to learn and share information related to CBE programming. Since that time, 25 colleges and universities have advanced CBE best practices in Ohio, through partnership with the Department of Higher Education, Inter-University Council and the Ohio Association of Community Colleges. Learn from network leaders how this grassroots effort came together for the benefit of all state institutions.
18G: PLA and CBE – A Match Made in Heaven? Or Just Friends with Benefits?

Eric Heiser, Dean, Salt Lake Community College, Becky Klein-Collins, Associate Vice President of Research and Policy Development, Council for Adult and Experiential Learning (CAEL), Christina Amato, Dean of eLearning, Sinclair Community College

A comprehensive CBE program is one that values a student’s learning, regardless of where and how the learning was acquired or how long it took that student to learn. The demonstration of the competency is what matters. Some institutions have seen how this basic principle of CBE has much in common with prior learning assessment, and how incorporating PLA into a CBE model can offer value to the student. The presenters will share the value proposition for a combined PLA-CBE approach and some examples of programs that are finding ways to offer this integrative approach.

Competency-Based Theological Education Session:
Marketing CBTE: Strategies for Identifying and Recruiting Students Who Will Thrive
Trent Erickson, Chief Operating Officer, Northwest Baptist Seminary

Who gets in? Conventional admissions methodology says, “If you can pay, you can play.” Northwest’s model of context and competency based ministry education envisions a different approach drawing on the values of strategic partnership and shared investment to assist in identifying and shaping a movement’s future leaders.

9:50 – 10:20 AM

SESSION 19: Concurrent Sessions

19A: Scaling Your Student Systems for Success in CBE
Andrew L. McCart, Clinical Assistant Professor, Program Director, Healthcare Leadership and Health Professions Education, University of Louisville Brett Berkowitz, Director of Client Services, Strut Learning

Tired of hand-cranking processes to manage your CBE students? Learn how UofL worked its student information system (PeopleSoft) and partnered with Strut Learning to develop a champagne-level solution that streamlines manual processes on a beer budget. Working within the limitations of the existing SIS, UofL was able to outline key data points to build several automated processes and create advising and financial aid dashboards that lay the foundation for scale.
19B: Cartographers, Resource Hunters, and Technologists, Oh My!: EdTech Partnerships For a Revolutionary Skills-Based Learning Ecosystem

Lauren Carris, Director, Learning Experience, Western Governors University, Daphne Dor-Ner, Senior Principle Project Manager, Western Governors University, Kacey Thorne, Director, Program Architecture, Western Governors University

While higher education disruption and innovation is not a new topic, it can often seem overwhelming, contentious, and unproductive. This session explores a framework and strategies that foster cross-functional, tech-enabled partnerships at Western Governors University. Through critical review of lessons learned, a laser-focused approach to student success, and an exercise in prioritization, the presenters and learning innovation leaders model a successful approach to revolutionizing student success through one of their biggest initiatives.

19C: UNC System CBE Council: Supporting and Promoting CBE Development Across Multiple Programs and Universities

Michelle Soler, Director, Competency-Based Education, UNC System Office, Alison Winzeler, Co-Chair UNC System CBE Council, NC State University, Natasha Ohene, Co-Chair UNC System CBE Council, Winston Salem State University

This interactive panel discussion helps participants think through ways of partnering to further CBE reach across systems and campuses. It describes in depth the mission and operating procedures of the newly formed UNC System CBE Council, and provides tools and software suggestions for participants to harness to re-create the model at their home institutions.

19D: CBE: The Faculty Perspective

Theresa Torres, Faculty, Central New Mexico Community College, Ben B. White, Faculty, Central New Mexico Community College, Laura Hines, Faculty, Central New Mexico Community College

What does CBE mean to faculty? Does our scope of work change? Some faculty may have a bit of an identity crisis when teaching CBE classes. Are we still considered faculty in this thing called CBE? In this presentation, we will take you through Central New Mexico Community College’s (CNM) faculty perspective when teaching CBE classes. We will identify faculty’s role in CBE classes; look at the shift of responsibilities and opportunities; and share the importance of training and preparing faculty.
19E: Competency Next: Standards for Digital Transformation

Bruce Umpstead, Director, State Programs, IMS Global Learning Consortium, Joshua Heyman, Curriculum Systems Manager, Southern New Hampshire University

Higher education in the midst of a digital transformation and many institutions find their credential-issuing systems anchored in the past. Existing systems present barriers to issuing meaningful, work-ready credentials readily published by programs, shareable by students, and verified by employers. In this session, learn how IMS Global Learning Consortium provides institutions like Southern New Hampshire University (SNHU) with solutions for transcending current-day student information systems and learning management platforms, and paper or pdf-based transcript services and allow one of the leading CBE universities to rapidly transition to “what’s next.” We will cover the basics of the CASE Network of Competencies & Academic Standards, showcase what’s new in Open Badges, stackable credentials, and learning pathways, and explain how the Comprehensive Learner Record is poised to become the student’s lifelong learning record.

19F: No Rubber-Stamps Allowed! Meaningful Engagement Throughout Implementation

Elaina Mahlan, Program Lead, Purdue University Global; Emily Thompson, Full-Time Adjunct Faculty, Purdue University Global; Leslie Johnson, Assistant Department Chair, Mathematics, Purdue University Global

How can your learning institution transcend artificial governance and flourish during CBE implementation and scale-up? Discover how Purdue University Global leveraged people and process to nourish authentic engagement among its interdisciplinary team members. Observe the benefits of intentional, transparent dialogue. Implementation does not end after launch. Discover how to build teams that will persist in the fray and optimize your CBE efforts.

19G: Creating an Orientation for CBE Learners

Robert Brown, Assistant Professional Faculty, Texas A&M University - Commerce, Matt Simmons, FlexPath Program Manager, Capella University

One challenge, of the many, in creating a competency based program is adapting a new orientation for students. There were not many external insights to base this orientation around before we started at Texas A&M University - Commerce. This presentation seeks to provide more information to others who are looking to create an orientation for their competency based program(s).
Competency-Based Theological Education Session: Accreditation Model of the Wesleyan Church  
Joel Liechty, Dir., Education and Clergy Development, The Wesleyan Church

As a denomination, The Wesleyan Church is looking to establish a competency-based clergy credentialing system that integrates with educational pathways at its institutions of higher education and residencies in the local church context. This presentation will explore the opportunities and challenges we have faced during our planning and start-up process as well as current challenges in implementation and hopes we have for scaling up the program as it becomes established.

10:20 – 10:35 am  
Break

10:35 – 11:30 am  
SESSION 20: All Tooled Up and Ready to Grow

Hear inspiring words from leaders in the field as you prepare to implement your blueprint.