Program Agenda

Building the CBE Movement...
Assuring Quality for Learners!

October 22-25, 2019
Palm Springs, CA
CBExchange/CBTE 2019
Program Agenda

TUESDAY, OCTOBER 22

2:30 – 7:00 PM
Registration Open
East Foyer

6:00 – 9:00 PM
Let’s FlaMINGLE! Opening Reception
Main Pools
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

Proud Sponsor of CBExchange

Rasmussen College works with C-BEN partners to grow demand, build capacity, remove barriers and advance quality of competency-based education.

Learn more about our mission and commitment to education at rasmussen.edu
WEDNESDAY, OCTOBER 23

7:00 – 8:15 AM  Breakfast
Celebrity Villa Lawn

8:15 – 8:30 AM  Welcome—Movement Building in Progress: Using CBExchange to Draft Your Blueprints
Indian Wells Ballroom
Charla Long, Executive Director, C-BEN

8:30 – 10:00 AM  SESSION 1: Designing the Future: A Design Thinking Approach to CBE
Indian Wells Ballroom
Desmond Mitchell, Chief of Staff, Entangled Solutions

Higher education is currently in an era of transition. Institutions are both beginning to develop and test new forms of learning and reimagine how schools work in transformational ways. As institutions continue to develop and scale CBE programs, Design Thinking can be one highly useful way to create human centered change with quality and sustainability in mind. This session answers the question: “How might we leverage design thinking to help create, iterate, and scale competency based programming?”

Special thanks to this keynote’s sponsor strut.

10:00 – 10:15 AM  Break
Verde Vista Terrace

10:15 - 11:15 AM  SESSION 2: Tools for Effective Employer Collaborations
Indian Wells Ballroom
James Hedges, Director of Professional and Continuing Education, Ruth McGillivray, Chief Innovation Officer, Northwest Seminary, Michael Moore, Senior Product Manager, D2L

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 estimator 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
Indian Wells Ballroom
Fulfilling the Promise? Student Outcomes in Postsecondary CBE Programs
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
Verde Vista Terrace

12:00 – 5:00 PM
CBEExchange Tool Crib Open—Exhibit Hall

1:00 - 2:00 PM
Competency-Based Theological Education (CBTE):
Curriculum Design Workshop
Gardenia Room
Emily Askew, Assoc. Prof of Theology, Lexington Theological Seminary,
Kajle Radbourne, Assoc. Dir of Operations, Northwest 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: Managing Flexibility: How Salt Lake Community College Implemented Weekly Enrollments in a Non-Term Environment
Desert Vista Ballroom A
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.
4B: Design Challenge: Rescaling and Reimagining Lifelong Learning
Desert Vista Ballroom B
Christopher Sessums, Academic Affairs Director, D2L,
Mike Moore, Senior Advisory Consultant, D2L

If we look at learning as a lifelong endeavor, in what ways can we design learning opportunities and experiences that anyone can easily pick up and enjoy? Is there an app for that? How should we/could we repackage learning? This highly engaging, hands-on session is built on a series of questions designed to challenge participants thinking about what alternative online learning experiences could look like and what it will take to get us there.

4C: Measuring What Matters: Data Measures Unique to CBE
Desert Vista Ballroom C
Barbara Cliff, Associate Dean, Southern New 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.

4D: Competencies for Competition: A School-Industry CBE Solution in a Professional Non-Athletic Environment
Desert Vista Ballroom D
Roberto Juárez-Garza, Director of CBE Strategy and Workforce Partnerships, 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 Tecmilenio (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.
4E: Crafting Beautiful Exemplifications: Storytelling Techniques and Tools and the C-BEN Storytelling Toolkit
Grand Salon E
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 C-BEN’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: The Roles and Responsibilities of Faculty: Not Just a Subject Matter Expert
Grand Salon F
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.

4G: Engaging K-12 to Advance CBE
Grand Salon G
Chris Sturgis, Founder, LearningEdge

In this session, Chris Sturgis, LearningEdge and co-founder of CompetencyWorks, will provide us with a landscape of competency education in K-12 including an update on state policy. In addition, she’ll share a few tips on how to engage local districts in ways to advance competency-based education in your region.
4H: Building a Competency-Based Education Faculty Orientation
Grand Salon H

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; Eileen Horn, Instructional Designer, 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.

Competency-Based Theological Education Session:
Exploring CBTE: Embracing the Philosophy, Not Replicating a Model
Gardenia Room

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: Engaging K-12 to Advance Competency-Based Education: Mastery Transcript Consortium
Desert Vista Ballroom A

Stacy Caldwell, CEO, Mastery Transcript Consortium

Following Chris Sturgis’s K-12 landscape discussion (Session 4G), Stacy Caldwell - CEO of the Mastery Transcript Consortium - will share the approach her organization and its 285 member high schools are taking. Stacy will demo the latest designs of the MTC Mastery Transcript, highlight the work of specific high schools, and discuss early learning sin helping schools navigate admissions and legislative policies.
5B: Starting from Scratch - CBE 101
Desert Vista Ballroom B

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 successful CBE program.

5C: Opportunities for Innovation with Competencies as Currency
Desert Vista Ballroom C

Deborah Everhart, Chief Strategy Officer, Credential Engine; Deborah Seymour, 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: Shopping for an LMS
Desert Vista Ballroom D

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

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.
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
Grand Salon E
Lisa Kreeger, Chair of Undergraduate Nursing, Capella University;
Bridget Roberts, Chair of Doctoral Nursing, 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
Grand Salon F
Eric Heiser, Dean & CTE Director, Salt Lake Community College;
Angie Walker, Director of SLCC Online & eLearning Services;
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: Implementing a CBE Program at a Small Private Institution: Lessons Learned
Grand Salon G
Scott Mehall, Assistant Professor, Zeigler College of Business;
Rachael Afolabi Royes, Senior Researcher in Immersive Technologies, University of Luxembourg

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.
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.

**Competency-Based Theological Education Session: An Exploration of the Perception of and Experience with CBTE Among Select Senior Administrators, Faculty, and Students: A Case Study**

*Gardenia Room*

*Karla McGehee*, Assistant Professor of Christian Education and Associate Director of Institutional Effectiveness

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.
SESSION 6: Concurrent Sessions

6A: Tee’ing Up Badges to Recognize 21st Century Skills for a New Workforce
Desert Vista Ballroom A
Cali Morrison, Associate Dean, Alternative Learning, American Public University System, Naomi Boyer, Designer of Digital Credential Products, Education 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.

6B: Getting Behind the Scenes of Policies and Practices
Desert Vista Ballroom B
Nan Travers, Director for Leadership and Credentialing Learning, SUNY Empire State College, Natasha Jankowski, 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.

6C: Square Pegs in Round Holes: Student Records for Competency-Based Education
Desert Vista Ballroom C
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).
6D: Overcoming the #1 Perceived Barrier to CBE Implementations
Desert Vista Ballroom D
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, Kim Kostka, Academic Director, UW Flexible Option, UW Extended Campus

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.

6E: Research from the National Research Collaborative on Competency-Based Education and Learning
Grand Salon E
Michelle Navarre Cleary, Associate Provost, College Unbound, 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: Comprehensive Learner Records - A Practical Guide to Technical Implementations
Grand Salon F
Greg Nadeau, Manager, Public Consulting Group, Myk Garn, Asst. Vice Chancellor for New Learning Models, Board of Regents of the University System of Georgia

This session will review the conceptual and logical models that serve as the foundation of IMS Global’s new Comprehensive Learner Record technical specification and the policy frameworks and best practices identified by AACRAO’s Comprehensive Learner Record collaboratory. Participants will have an opportunity to provide feedback to the direction of both efforts and will leave with a clear understanding of how they work.
6G: Rebuilding the Plane While Flying
Grand Salon G

Cori Gordon, Chair of Personalized Learning, Northern Arizona University, Aaron Brower, Executive Director for the UW Extended Campus and UW System Senior Associate Vice President for Academic Affairs, UW Extension and UW Systems, Laura Kite, Assistant Dean for Student Affairs, UW Extended Campus

Learn from two maturing CBE programs, Northern Arizona University Personalized Learning and University of Wisconsin Flexible Option, both of which have been in existence for over 5 years, how we approached fundamental changes to our models to scale and sustain our programs. We will describe change management and communication strategies as changes were implemented.

6H: Bridging the Digital Skills Divide: The Promise, Potential, and Challenges
Grand Salon H

Lisa McIntyre-Hite, Vice President, Pathstream, Ashley Cox, Associate Professor of Marketing, Salt Lake 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 into 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.

Competency-Based Theological Education Session: Leading To Achieve the CBTE Value Proposition
Kent Anderson, President, Northwest Seminary

The financial benefit to schools and their students made possible by programs in competency-based theological education are significant. This workshop will describe those benefits and the program design choices that can unlock them. CBTE requires a paradigm shift in institutional and individual thinking. The significant leadership challenges and opportunities necessary to realize this value proposition will be discussed.
SESSION 7: Concurrent Sessions

7A: The Art of Content Curation for Competency-Based Education
Desert Vista Ballroom A
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.

7B: Pedagogical Tools of CBE: Modifying Instructional Practices and Expanding Horizons
Desert Vista Ballroom B
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.

7C: How to Develop Effective CBE Faculty Trainings—A Walden University Perspective
Desert Vista Ballroom C
Deepa Shriram, Associate Director, New Faculty Experience & Postdoctoral Fellowship; Kristy Wake, Associate Director, Instructional Design, Walden University; Martha Cheney, Dean, Competency-Based 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.
7E: Merging PLA and Competency Assessment in Graduate Enrollment  
Grand Salon E  
**Jeannette 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.

7F: Developing Innovative Master CBE Courses for 30,000+ Students by Bridging the Disaggregated Faculty Model  
Grand Salon F  
**Kathy Ebert**, Program Experience Manager, Western Governors University; **Ginger Bidell**, Product Development Owner, Western Governors University; **Pegeen 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.

7G: Get Your Research and Case Studies Ready for Publication  
Grand Salon G  
**Becky Lopanec**, Educational & Professional Programming Manager, Western Governors University; **Sally Johnstone**, President, NCHEMS

This interactive session will help you successfully prepare your manuscript, research or case study for publication in the peer-reviewed Journal of CBE.
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.

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: Discipline-Specific Concurrent Sessions

Participate in these facilitated discussions led by C-BEN member peers, where you can ask unanswered questions and seek clarity on things you’ve heard throughout the day. Meet with peers from your own academic discipline to hear about programs they’ve built or aspire to build.

Session 8A: Nursing and Health Sciences
Desert Vista Ballroom A

Session 8B: Business, Management, and Leadership
Desert Vista Ballroom B

Session 8C: Computer Science and Information Technology
Desert Vista Ballroom C

Session 8D: Advanced Manufacturing and Engineering
Desert Vista Ballroom D

Session 8F: General Education and Liberal Studies
Grand Salon F

Session 8H: Education
Grand Salon H
CBTE-track attendees gather as a group at the end of day 1 to share thoughts, contextualize learning and pose unanswered questions.

5:30 PM  
Evening on your own

THURSDAY, OCTOBER 24

7:00 – 8:00 AM  
Breakfast  
Celebrity Villa Lawn

8:00 AM – 5:30 PM  
CBExchange Tool Crib Open—Exhibit Hall

8:00 – 8:10 AM  
Morning Kickoff

8:10 – 9:20 AM  
SESSION 9: Tooling Around: A Technology Solutions Showcase  
Indian Wells Ballroom

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.

9:30 – 10:00 AM  
SESSION 10: Concurrent Sessions

10A: The VALUE Approach to Assessment & CBE: Points of Intersection, Points of Departure  
Desert Vista Ballroom A  
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: Challenges to Scale: Medical and Non-Medical Competency-Based Education
Desert Vista Ballroom C

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.

10C: PLA and CBE – A Match Made in Heaven? Or Just Friends with Benefits?
Desert Vista Ballroom C

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), Jessica Hodell, CBE Program Manager, 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.

10D: Building Capacity to Effectively and Authentically Assess Competence: A Statewide, Collaborative Higher Education Model
Desert Vista Ballroom D

Stephanie Bernoteit, Deputy Director for Academic Affairs, Illinois Board of Higher Education, Joni Sritchlow, Senior Program Director, Illinois Network of Child Care Resource and Referral Agencies, 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.
10E: Adaptive Competency-based Education (CBE) Platform and Solution to Enable and Support Personalized Learning Initiatives for Utah State University

Grand Salon E

Lawrence Parisotto, CLO, InSite Information Systems (Shift iQ); Alan Roberts, Chief Executive Officer, 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.

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

Grand Salon F

James Fountain, Executive Director, Competency-Based Education, Texas A&M - Commerce; Carlos Rivers, Operations Research Analyst, Texas A&M - Commerce, Michael Moore, Senior Product Manager, D2L

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 program revenue, profit & loss, as well as direct/indirect expenses associated with launching competency-based programs. This presentation also identifies break-even points, and actual revenue to showcase economic viability of CBE program.
10G: Singapore Skills Framework: Overview and Practical Application at Singapore Polytechnic
Grand Salon G
Billy Chan, Senior Manager, Singapore Polytechnic,
Yip Hin Wah, Deputy Director, Course Operations, Singapore Polytechnic

This presentation will provide insights of how Singapore as a nation embark on the journey of lifelong learning, which embraces industry transformation through the establishment of the National Skills Framework, and how Singapore Polytechnic as an academic institution harness this to prepare her students for the future. One of the initiatives is the Authentic & aGile Industrial Learning Experience (AGILE) programme, which is piloted for a few modules in the curriculum. This presentation will highlight the competency-based methodology used in a real industry project environment for AGILE.

10H: Reimagining Faculty Development for CBE: Training Faculty as CBE Course Developers
Grand Salon H
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.

Competency-Based Theological Education Session: Program Design Factors
Gardenia Room
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.
10:00 - 10:15 AM

**Break**

10:15 – 11:00 AM

**SESSION 11: Concurrent Sessions**

**11A: Negotiated Rule-Making is Over—Now What?**
Desert Vista Ballroom A
Amy Laitinen, Director for Higher Education, Education Policy Program, New America Foundation

Are you interested in higher education public policy? Did you ever wonder why and how colleges implement higher education laws? Learn about the history and hierarchy of the federal statutory Higher Education Act (HEA) and other higher education legislation, the federal regulatory process, and the concept of negotiated rulemaking. Recently, the U.S. Department of Education reached “consensus” on a plethora of regulatory issues on Accreditation and Innovation – learn more about the current Neg Reg process, outcomes, and next steps. Learn about the recent White House Executive Order on Improving Free Inquiry, Transparency, and Accountability at Colleges and Universities, the FY20 federal budget proposal for higher education administration, and recent legislative activities related to the HEA reauthorization. This session will provide a high-level public policy overview, in plain language, and is willing to get into the weeds with ample time for questions and answers.

**11B: Coaching Student Success: CBE Faculty Roles**
Desert Vista Ballroom B
Cori Gordon, Chair of Personalized Learning, Northern Arizona University; Eli Collins-Brown, Director of the Coulter Faculty Commons, Western Carolina University

CBE provides an opportunity for faculty to use coaching methods to build mentorship-driven relationships that encourage student retention and success. During this session, we will explore how a faculty role that is focused on coaching, inclusive pedagogy, and andragogy (adult learning principles) helps to support students in higher education. Taking this a step further, we will also explore the concepts of customer service and service recovery as ways to increase retention and student success.

- Focused on planning or start-up phases of development
- Focused on implementation or scale-up phases of development
11C: How I Built This: HigherEd Edition
Desert Vista Ballroom C

Cali Morrison, Associate Dean, Alternative Learning, American Public University System; Whitney Kilgore, Co-Founder & CAO, iDesign; 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.

11D: Exploring Self-Direction in CBE
Desert Vista Ballroom D

Naomi Boyer, Designer of Digital Credential Products, Education Design Lab; Michelle Navarre Cleary, Associate Provost, College Unbound

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.

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

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.
11F: The Many Flavors of CBL
Grand Salon F

Brett Berkowitz, Strut Learning; Kalynn Pirkl, Associate Dean, School of Business and Information Technology, Central New Mexico Community College; Andrew McCart, Clinical Assistant Professor, Program Director for Healthcare Leadership and Health Professions Education, University of Louisville; Sara Zaker, Director of Digital Learning Solutions, Brandman University; Carolyn Dorsey, Associate Professor, Executive Director of Competency Based Education, University of Maine at Presque Isle

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.

Grand Salon G

Richard Nelson, President, Nicolet College; Myk Garn, Assistant Vice Chancellor, University System of Georgia

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.

11H: Learning and Leading Forward: Research-based Lessons to Enhance CBE 2.0 for Working Adults at Salt Lake Community College
Grand Salon H

Eric Heiser, Dean, Salt Lake Community College, Debra Bragg, President, Bragg & Associates, Inc.

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
Gardenia Room
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.

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
Desert Vista Ballroom A
Eric Heiser, Dean and CTE Director, Salt Lake Community College
Mac Powell, Senior Fellow, Standards and Policies Committee, NWCCU

12B: Higher Learning Commission
Desert Vista Ballroom B

12C: Middle States Commission on Higher Education
Desert Vista Ballroom C

12D: New England Commission of Higher Education
Desert Vista Ballroom D

12E: Southern Association of Colleges and Schools Commission on Colleges
Grand Salon E

12F: Accrediting Commission for Schools Western Association of Schools and Colleges
Grand Salon F

12G: Other National and Specialized Accreditors
Grand Salon G
Competency-Based Theological Education Session: CBTE and the New ATS Standards

Gardenia Room

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

CBExchange Tool Crib Open—Exhibit Hall

2:00 – 2:30 PM

SESSION 13: Concurrent Sessions

13A: Using the Employer Engagement Best Practices Toolkit to Explore the Life Cycles of Corporate Partnerships

Desert Vista Ballroom A
James Hedges, Director of Professional and Continuing Education, Westminster College

This session details C-BEN’s Employer Engagement Best Practices Toolkit and uses two corporate partnerships to illustrate different life cycles of workforce collaborations. Westminster College has had partnerships with Discover Financial Services and Mountain America Credit Union since 2013. Both partnerships began in a similar way with the delivery of a non-credit leadership certificate program; however, the evolution of each relationship took very different turns which elucidate some of the benefits and pitfalls of workforce engagement. The Best Practices Toolkit provides a framework to better understand the different phases of partnerships and what competencies can help institutions navigate these relationships.

13B: Putting Theory into Practice with Evidence-Based CBE Design: Reconciling “Double-Assessment” and Assessment Best Practice

Desert Vista Ballroom B
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.
13C: A Comparison of Traditional vs. Competency-Based Education Key Performance Metrics
Desert Vista Ballroom C
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: Challenges of CBE Programs for Students Who Receive Accommodations
Desert Vista Ballroom D
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.

13E: BFFs with CBE: How Competency-Based and Traditional Programs Can Get Along
Grand Salon E
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.
13F: A Skills-based Approach to Building Programs and Serving Students
Grand Salon F
Lendl Meyer, Product Manager, Emsi

When it comes to skills, education speaks a different language. Educators struggle to know which skills to include in their programs and even what programs to offer. Students don’t know how to describe their skills and competencies to employers. Schools and employers feel they don’t understand each other. In a time when the non-traditional student is becoming the traditional student, student success is being re-defined from graduation to building a career, and learning is breaking the mold from a one-time degree to lifelong learning, it is time for people, education, and work to speak the same language.

Emsi has decided to tackle this problem head-on by Skillifying Education. Come learn how we are approaching relating educational offerings to skills and get a sneak peek into two new tools that can help you build curriculum aligned to the current job market and create personalized learning pathways for adult learners.

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

Non-traditional learners increasingly seek flexible subscription educational options. Learners over the age of 25 represent the fastest-growing student demographic, according to the National Center for Educational Statistics. Attracting this growing population is now a priority on many campuses. Explore the advantages, challenges, and outcomes of making a transition between standard and non-standard terms. A non-standard term provides the additional flexibility of monthly starts that adult students desire but isn’t aligned with the standard academic calendar, e.g., semester, trimester, or quarter terms.
13H: Launching Digital Credentials: Academic Badge Project Planning, Communication and Automation; along with Lessons Learned

Grand Salon H

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; Hope Kandel, Vice President of Partnerships, Credly

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: Managing for Success of Gen Z and Millennial Students in CBTE

Gardenia Room

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
Desert Vista Ballroom A
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: Intersecting Higher Education and Workforce Competencies
Desert Vista Ballroom B
Nan Travers, Director, Center for Leadership in Credentialing Learning

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.

14C: Market Differentiation with Flex: Transitioning RN-BSN Online Set-Pace to Flex-Pace
Desert Vista Ballroom C
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
Desert Vista Ballroom D

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: To Term or Not to Term—and Other Back Office Conundrums
Grand Salon E

Kate Ferrel, Executive Vice President of Academic and Student Affairs, Nicolet College, Leanne Vigue Miranda, Registrar, Nicolet College, Patrick Burns, Financial Aid Manager, 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.

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

Sarah Cunningham, Sr. Program Manager, American Council on Education; Hope Kandel, Vice President of Partnerships, Credly

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: From Zero to Launch in 11 Months: Leaning In and Leaning Out Strategies for Success
Grand Salon G
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.

14H: CBE: Road Maps & Speed Traps
Grand Salon H
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.

Competency-Based Theological Education Session: Technology Needs for CBTE
Gardenia Room
Mike Ruest, Executive Director, Symporus, Greg Henson, President, Sioux Falls 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.
SESSION 15: Model Showcase
East Foyer and Verde Vista Terrace

Moderated poster sessions with refreshments.

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 shows 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 research showcases the assessment process of the Comprehensive Learner Record (CLR), a cloud-based outcomes transcript and evidence portfolio of student growth across the learning lifecycle. The specific use case of CLR is through the competency-driven curriculum at the Philadelphia College of Pharmacy and their implementation of AEFIS assessment platform to provide feedback to students through CLR in real-time. 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. 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.

CBE Changing Lives and Changing Communities
Ali Esmaeili, Dean, South Texas College, Emma Miller, Assistant Dean, South Texas College

This poster session will provide information on how South Texas College’s CBE Bachelor programs have impacted the communities it serves. We will discuss the structure, delivery method, and the three important A’s: Affordable, Accessible, and Accelerated that have allowed students to achieve their academic dreams. The Bachelor of Applied Science in Organizational Leadership (BASOL) program will be highlighted. In 2017, the BASOL program was the national winner of Excelencia in Education.
21st Century Skills Digital Micro-credentials: Building an Academic Bridge to Jobs
Naomi Boyer, Designer of Digital Credential Products, Education Design Lab

Over the past five years, Education Design Lab has engaged a wide range of college administrators, faculty, students, and employers in the co-design of meaningful 21st century skills digital micro-credentials that transform the intentional acquisition of high demand competencies. A rigorous, transformative earning process, combining knowledge, assessment, experience and reflection has emerged. Additionally, the T-Profile has been integrated as a tool bridging the dialogue between employers, educators, and students.

Our Experience with Launching CNM Flex
Fang Chen, Central New Mexico Community College, Kalynn Pirkl, Central New Mexico Community College,

The presentation will highlight our experience in launching CNM Flex--our brand of CBE programs. The content will include unique features of CNM Flex, successes and challenges, lessons learned, and more.

CBE @ SNHU
Amy Stevens, Southern New Hampshire University

SNHU, an early pioneer in CBE is bringing education to historically underserved communities. This poster highlights the audience SNHU serves and the ways we are making an impact for thousands of learners..

CORE Assessment: Using Simulations to Assess Prior Learning
Kelli Garrett, Director of Prior Learning Assessment, Lipscomb University

Lipscomb’s CORE Assessment measures 15 essential leadership competencies using the nationally-respected and Fortune 500-proven Polaris© Competency Model. Lipscomb is the first university to offer a fully-integrated, behaviorally-based assessment program using the Polaris© system. The CORE Assessment Center is an intensive, 8-hour, workplace-based simulation in which certified assessors identify strength and development areas. In strength areas, students may earn up to 30 hours of college credit.

Advantages of iterative development in transitioning traditional faculty into CBE
Lydia Steele, Lipscomb University

Onboarding faculty from traditional curriculum development into CBE by using a structured iterative process allows for faculty to adapt and refine content. This results in higher quality coursework that focuses on the most valuable contributions to competency mastery. It also allows for the Instructional Designer to collaborate with the faculty so he/she is not simultaneously learning the new technology. This relationship pairs skillsets in a way that has shown rewarding results.

Focused on planning or start-up phases of development  Focused on implementation or scale-up phases of development
Walden University Tempo Learning: A Direct-Assessment Model for CBE
Martha Cheney, Walden University, Kris Willing, Walden University

Walden University launched its first CBE program, Tempo Learning, almost five years ago. Today, Tempo offerings are expanding rapidly across degree levels and academic disciplines. We are celebrating milestones and looking ahead to next steps in the journey.

CBE in a Stem Program: Results and findings from two pilot Quality Systems courses at a four-year public university
Chris Kluse, Bowling Green State University, Barbara Henry, Bowling Green State University

During the summers of 2018 and 2019, Bowling Green State University offered trial courses using a CBE format. The courses were offered to students in the eCampus Quality Systems program at BGSU where most students in the program are classified as non-traditional. Student response to the CBE format was overwhelmingly positive. Results from these 2 pilot courses will serve as the basis for launching a CBE program at BGSU.

UW Flexible Option Reimagined
Laura Kite, University of Wisconsin Extended Campus, Kim Kostka, University of Wisconsin Extended Campus, Ryan Specht-Boardman, University of Wisconsin Extended Campus

The University of Wisconsin Flexible Option represents a model showcase of data-driven, large scale, and collaborative critical program evaluation. UW Flexible Option launched in January of 2014. Five years in to the programming a large scale critical program review was launched. This poster session will focus on how a mature CBE program undertook the process of a critical program review, change management, and key data drivers for programmatic improvements. The goal of “Flex 2.0” is a more scalable and sustainable set of programs that keeps the student experience at the center of program design. It is an opportunity for bold, data-driven, rethinking and consideration of constraints. Multiple points of data have been used to inform the highly collaborative and engaging change management process. The National Student Clearinghouse Student Tracker, large scale UW Flexible Option student surveys, competitive analysis, budget review and a study of key performance indicators are all informing data driven processes leading to transformative programmatic changes.

Success Starts with Coaching
Kate Ferrel, Nicolet College, Richard Nelson, Nicolet College

Early experience in competency-based education underscores the importance of the Success Coach in student persistence and success. Serving as the primary point of contact throughout the learner’s career, Success Coaches and learners build strong relationships. Coaches know the obstacles students face in college are inseparable from the challenges of their daily lives. They are often the first to spot trouble, and they are positioned to provide timely, personalized, and corrective support.
Universidad Tecmilenio has been pioneering competency-based higher education in Mexico for the last decade, and one novel approach we are piloting is a specialization program in business innovation. Said program, presented in this poster, is structured around complex future-driven competencies that pose a challenge in terms of project development and objective assessment. Here we share the preliminary results we have gotten so far, in terms of satisfaction, experience and promotion.

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.

Gardenia Room

Grace Theological Seminary — Gabe Tribbett, Christy Hill, Freddy Cardoza
Northwest Seminary – Ruth McGillivray, Kent Anderson, Trent Erickson, Kajle Radbourne
Sioux Falls Seminary – Greg Henson
The Wesleyan Church – Joel Liechty
Lexington Theological Seminary – Emily Askew
Horizon College & Seminary – Jeromey Martini

SESSION 16: Discipline-Specific Concurrent Sessions

Participate in these facilitated discussions led by C-BEN member peers, where you can ask unanswered questions and seek clarity on things you’ve heard throughout the day. Meet with peers from your own academic discipline to hear about programs they’ve built or aspire to build.

Session 16A: Nursing and Health Sciences
Desert Vista Ballroom A

Session 16B: Business, Management, and Leadership
Desert Vista Ballroom B

Session 16C: Computer Science and Information Technology
Desert Vista Ballroom C

Session 16D: Advanced Manufacturing and Engineering
Desert Vista Ballroom D

Session 16F: General Education and Liberal Studies
Grand Salon F

Session 16H: Education
Grand Salon H
Competency-Based Theological Education Session: 
CBTE Insights and Reflections 
Gardenia Room 
**Ruth McGillivray**, Chief Innovation Officer, Northwest Seminary

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

**6:30 – 9:00 PM**

“We Go Together” Drive-In Movie Night 
Front Drive

Cruise on down to the hotel’s Front Drive, admire some vintage rides, and join Danny, Sandy, and the other T-Birds and Pink Ladies at a 50’s-themed drive-in movie night. Enjoy diner-inspired food, complete with root-beer floats.

Special thanks to this reception’s sponsor: HapYak

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7:00 – 8:00 AM  
**Breakfast**
*Celebrity Villa Lawn*

8:00 AM – 10:30 AM  
**CBExchange Tool Crib Open—Exhibit Hall**

8:00 – 8:45 AM  
**SESSION 17: #CBENStrong: Building Programs for Quality**
*Celebrity Villa Lawn*
  *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

8:55 – 9:40 AM  
**SESSION 18: Concurrent Sessions**

18A: Building a State Coalition: Lessons Learned from the Ohio CBE Network
*Desert Vista Ballroom A*
  *Christina Amato, Dean of eLearning; 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.

18C: Lessons from the Trenches: The Texas Story
*Desert Vista Ballroom C*
  *Amardeep Kahlon, Assistant Dean, Austin Community College, Jennifer Nailos, Program Director, Texas Higher Education Coordinating Board*

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.
18D: Designing and Implementing Statewide CBE Efforts Across Education Levels
Desert Vista Ballroom D
Laura Knapp, Alliance Director, REL SE, Matt Meyer, Associate Vice President, Business Engagement, National and International Partnerships, North Carolina Community College System, Catherine Truitt, Chancellor, Western Governors University, Maria Pitre-Martin, Deputy State Superintendent, NC Department of Public Instruction

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.

18E: Looking Backward, Living Forward: Lessons Learned from Active CBE Programs
Grand Salon E
Christopher Sessums, Academic Affairs Director, D2L, Michael 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, 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.
18H: Industry-Recognized Certifications and Work-Based, Postsecondary-Level Learning: Guaranteed Pathways to a Degree?

Grand Salon H

Laurie Dodge, Vice Chancellor of Institutional Assessment and Planning, Vice Provost, Brandman University; Nancy Salzman, Vice Chancellor, Partnerships, Brandman University; Pamela Holt, Director of Curriculum, Instructional Support and Teaching and Learning Technology, Milwaukee Area Technical College, Ricardo Lorenzana, Dean, School of Extended Education, Brandman University; Nan Travers, Director for Leadership and Credentialing Learning, SUNY Empire State College

C-BEN’s Collaboratory 4 focused on the business case for recognition of non-intuitional learning, the processes required for recognition, and the resulting pathway possibilities. With the assistance of Lumina, ACE and Corporation for a Skilled Workforce, university participants explored, developed, piloted, tested and shared tools and processes with an intended outcome of determining best practices in the following:
- Partnering with non-education institution organizations
- Determining the ROI of workplace-education partnerships
- Developing and implementing processes to evaluate non-institutional learning as academic credit opportunities

During this session, the participants will share their best practice recommendations, the minefields they identified, and the pathways created. Audience participation will be encouraged in an effort to expand all session participants’ knowledge of this important component of the adult learners’ journey to credentials.

Competency-Based Theological Education Session: Marketing CBTE: Strategies for Identifying and Recruiting Students Who Will Thrive

Gardenia Room

Trent Erickson, Chief Operating Officer, Northwest 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.
SESSION 19: Concurrent Sessions

19A: Scaling Your Student Systems for Success in CBE
Desert Vista Ballroom A
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: UNC System CBE Council: Supporting and Promoting CBE Development Across Multiple Programs and Universities
Desert Vista Ballroom B
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.

19C: Cartographers, Resource Hunters, and Technologists, Oh My!: EdTech Partnerships For a Revolutionary Skills-Based Learning Ecosystem
Desert Vista Ballroom C
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.
19D: Competency Next: Standards for Digital Transformation
Desert Vista Ballroom D
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
Grand Salon F
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: Building an Orientation and Onboarding Experience for CBE Learners and Direct Assessment/ Non-Term Programs
Grand Salon G
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. Texas A&M University – Commerce and Capella University offer insights in how their programs evolved their orientation to their students. This presentation seeks to provide more information to others who look to create an orientation to their competency-based programs and to those exploring possible direct assessment/non-term offerings.
Competency-Based Theological Education Session: Accreditation Model of the Wesleyan Church

Gardenia Room

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
East Foyer and Verde Vista Terrace

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

Charla Long, Executive Director, C-BEN

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