



UNIVERSITY *of* WEST FLORIDA
INNOVATION INSTITUTE



Competency-Based Education

Dr. Pam Northrup, Associate
Provost & Executive Director

85% of higher-education seekers do not fit the “traditional” student model



ADULT LEARNER POPULATION:

34%

Credit for
prior work
experience.

40%

A faster way
to earn my
degree.

42%
More
self-paced
courses.

35%

The opportunity
to test out of
what I already
know.



Source: Eduventures 2013 survey of prospective adult learners (n=7,587)

EDUVENTURES
Evidence. Expertise. Impact.

Competency for Returning Adults



- Demonstrate what adults **ALREADY** know and can do
- Flexible, accelerated
- Support to completion
- Focus on career goals

WHAT IS COMPETENCY-BASED EDUCATION?



Students progress through learning objectives as they demonstrate mastery of content, at their own pace.

It allows them to show what they know, as soon as they know it.

	Competency-Based Education	Traditional Education
CURRICULUM	Variable class structure, testing out of subject matter at different levels	Standardized class structure, regardless of prior knowledge
CLASS COMPLETION	Students finish as they are able	End of term
AVERAGE TIME TO GRADUATE	30 months* 	60 months 

*Data is only from Western Governor's University

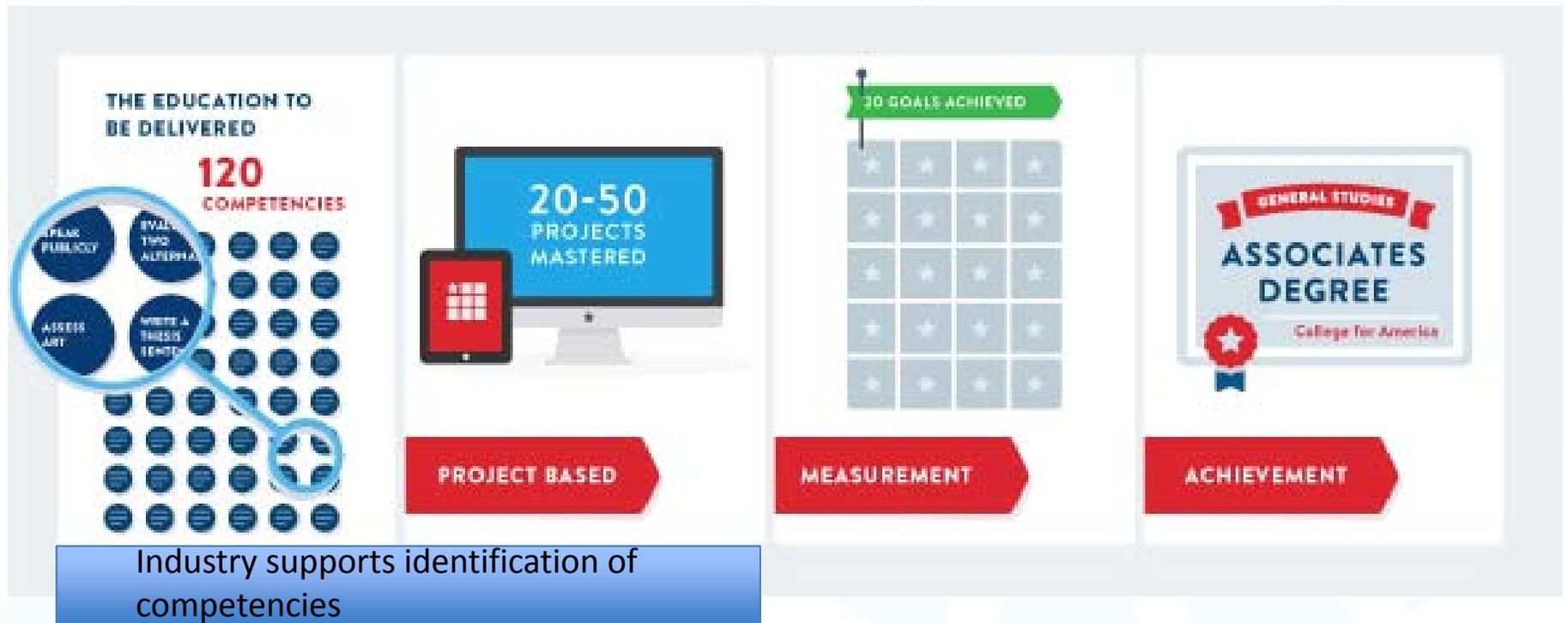
National Models of Competency

- Western Governors University
- Capella University Flex Path
- University of Wisconsin Flexible Option
- Kentucky Technical Community College System
- Washington State System
- Southern New Hampshire University: College for America
- Northern Arizona University Personalized System

Key Elements of the Competency Model

- Using Prior Learning Assessment, **prove** what knowledge can be measured prior to program start.
- **Progress** through degree by proving mastery of curriculum competencies through rigorous assessment
- Work at own **pace**, with instructor present
- Gain high levels of ‘concierge’ **support**
- **FOCUS** on completion and mastery of specific knowledge, skills and abilities
- Take a next step toward **career goals**

Direct Assessment Competency Model



Competency Module

EXAMPLES:

-  Analyze Data
-  Communicate Effectively
-  Think Critically to Solve Problems



ASSIGNMENTS

Carefully Measures Competencies

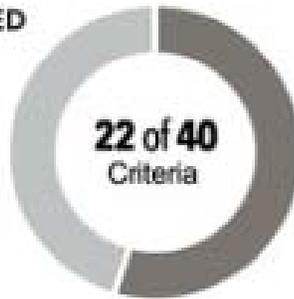
EXAMPLES:

-  Presentation
-  Business Plan
-  Research Paper

Monitoring Progress

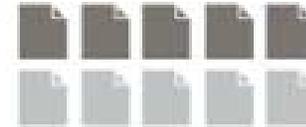
YOU HAVE COMPLETED

19
CRITERIA, towards
32
TOTAL CRITERIA



YOU HAVE COMPLETED

5
ASSIGNMENTS, out of
10
TOTAL ASSIGNMENTS



YOU HAVE **6** COMPETENCIES in this course

■ NON-PERFORMANCE ■ BASIC ■ PROFICIENT ■ DISTINGUISHED



COMPETENCY – 1
Examine the basic
business models for
e-business. [MORE >>](#)

■ BASIC



COMPETENCY – 2
Relate the importance of e-business
infrastructure to the
economic impact of
a business. [MORE >>](#)

■ BASIC



COMPETENCY – 3
Examine the
relationship of basic
e-business strategies to business
success. [MORE >>](#)

■ PROFICIENT



COMPETENCY – 4
Apply effective
e-business planning
and implementation. [MORE >>](#)

■ DISTINGUISHED



COMPETENCY – 5
Develop a technology and management
e-business
plan. [MORE >>](#)

■ DISTINGUISHED



COMPETENCY – 6
Evaluate the management implications of e-business. [MORE >>](#)

■ NON-PERFORMANCE

The Regulatory Environment

- **Federal Department of Education**
 - Title IV eligibility for direct-assessment CBE programs
 - Non-term award
- **Recent Experimental Site Initiative Awards**
 - Competency-based education
 - Prior Learning Assessment
 - Limited Direct Assessment
- **SACSCOC Policy**
 - Competency-based educational programs
 - Direct assessment
 - Hybrid direct assessment

Administrative Considerations

- **Technology and Infrastructure**
 - Open ERP system functionality to support off-cycle admissions and registration
 - Support policy decisions with campus-based programming
- **Policy**
 - Establish a unique transcription model to support “Direct assessment” competency programs
 - Establish model for calculation of faculty load
 - Set fixed-price tuition model in a subscription model to offer reduced student costs
 - Distribution of financial aid for competency student audience
 - Frame a Prior Learning Assessment model
 - Meet regulatory issues to support competency
- **Faculty**
 - Engage faculty in the conversation
 - Provide training, support and extra compensation as available

For more information:

Dr. Pam Northrup
pnorthru@uwf.edu