
Crafting A CBE Strategy Based On Pedagogy and Faculty Buy-In

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COMMENTS
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FOR
EDITS/NOTES

wgu labs

Audience Check-In



Agenda

- About WGU & WGU Labs
- Why CBE?
- Demystifying CBE
- Barriers and Solutions

ABOUT WGU & WGU LABS

ABOUT WGU

Mission

To change lives for the better by creating pathways to opportunity

Proudly Nonprofit

Founded in 1997 by a bipartisan group of 19 Governors

Core Experience 100% Online

Competency-based and self-paced

Regionally Accredited

High quality, innovative, outcomes-oriented

Four Colleges

Business, Health Professions, IT, and K-12 Teachers Education

60+ Degrees Offered

In today's most in-demand fields

175,000+ Active Students in US

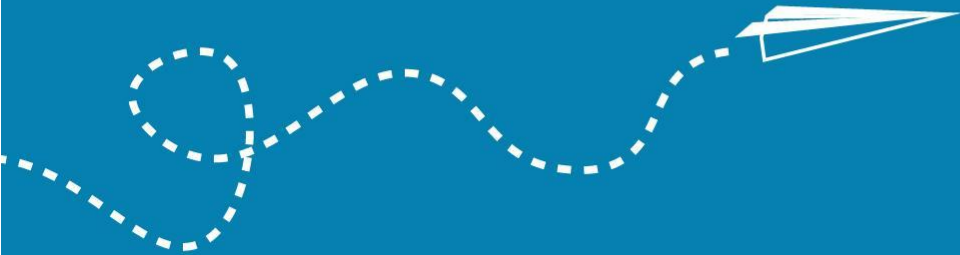
More than 333,000 graduates worldwide



ABOUT WGU LABS

WGU Labs is the research, development, and investment arm of Western Governors University.

Our mission is to identify and support scalable solutions that address the biggest challenges in education today.



DEMYSTIFYING CBE

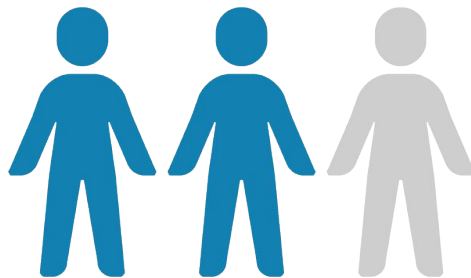
*What is CBE?
And what is it not?*

Nontraditional is the New Normal

Roughly 40% of students enrolled in U.S. higher education are over the age of 25.



In 2022, 2 out of 3 adult learners were employed part-time or full-time while pursuing their degrees.



Among adult learners, 56% are low income.

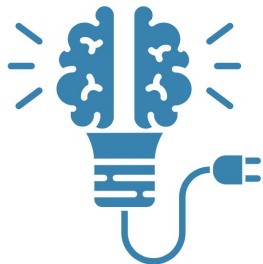


Adults Prefer Problem-Centered Learning

“ Adults prefer assignments where they can progress through smaller, more manageable segments of content. Scaffolding breaks a complex assignment into **digestible pieces**, requiring **less time**, aiding in time management, and **helping the student see where the work is leading them.** ”

Source: [evoLLLution](#)

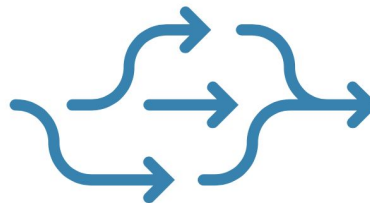
Benefits of CBE for Nontraditional Learners



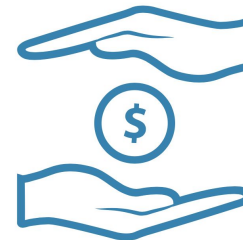
Measures
learning, not
time spent



Meets students'
needs as
individuals



Flexible
structures



Affordable



What Defines Competency-Based Education?

- A shift from learner seat time to demonstrating mastery of skills and knowledge
- Alignment of competencies and program goals with industry needs
- Opportunities for flexible progression so learners advance based on their individual pace of learning
- Competency assessment based on performance, portfolios, projects, and simulations
- Data and analytics that track learner progress to provide timely feedback

CBE Focuses on Student Mastery of Competencies



Emphasizes summative assessments based on well-defined rubrics



Knowledge application in real-world, dynamic assignments



Assesses competency progress across the program

CBE Learning Model Approaches

- Online
- Hybrid
- In-Person

CBE ELEMENTS | Conceptual Definition of CBE

Course-Specific
Elements

CURRICULUM MAPPING

LC Learner Centered	BD Backward Design	CDP Competency Development and Progression	LOD Learning Objective Development	IC Inclusive Content
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ASSESSMENT

CM Competency Mapping	CA Competency Alignment	AS Assessment Strategy	AD Assessment Delivery	EA Equitable Assessment
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INSTRUCTION

OA Objective Alignment	FA Feedback Alignment	IM Instructional Modality	ALs Active Learning Strategies	IIn Inclusive Instruction
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EVALUATION

OM Objective Measureability	DC Data Collection	AE Assessment Evaluation	IE Instruction Evaluation	ED Equitable Data
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CBE ELEMENTS | Conceptual Definition of CBE

Institution-Specific
Elements

PROGRAM DEVELOPMENT

CBE_m

CBE Model

ChM

Change
Management

PE

Program
Evaluation

TI

Technology
Infrastructure

ADMISSIONS

TC

Transfer Credits

HAr

Holistic
Admissions
Review




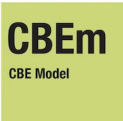
Tr

Transcripts

FA

Financial Aid

CBE ELEMENTS | Example Approaches to CBE

Element	Walsh University	Lewis & Clark	WGU
 <p>AD Assessment Delivery</p>	<p>Individual Faculty Assessment Assessments may vary across faculty but are aligned to competencies and assessment strategy</p>	<p>Disaggregated Assessment Distributed workforce-aligned assessments</p>	<p>Centralized Assessment Centralized workforce-aligned assessments</p>
 <p>FA Feedback Alignment</p>	<p>Dual Support Team Support from advisor and as needed help from faculty members</p>	<p>Dual Support Team Weekly support from advisor and as needed help from faculty members</p>	<p>Holistic Support Team Support from multiple faculty (coaches, facilitators, advisors, mentors)</p>
 <p>IM Instructional Modality</p>	<p>Term Based Students advance on a term-by-term basis but must demonstrate mastery</p>	<p>Self-Paced Students advance at their own pace upon mastery</p>	<p>Self-Paced Students advance at their own pace upon mastery</p>
 <p>CBEm CBE Model</p>	<p>Face-to-Face Face-to-face instruction with LMS support</p>	<p>Hybrid Mostly Online with flexible lab schedules</p>	<p>Online Fully Online</p>

Faculty Roles in a CBE Model



FULLY ONLINE | How did WGU structure CBE?

Distributed Faculty Roles and Responsibilities

Program Mentors

- Dedicated, regular one-to-one support for the students

Course Instructors

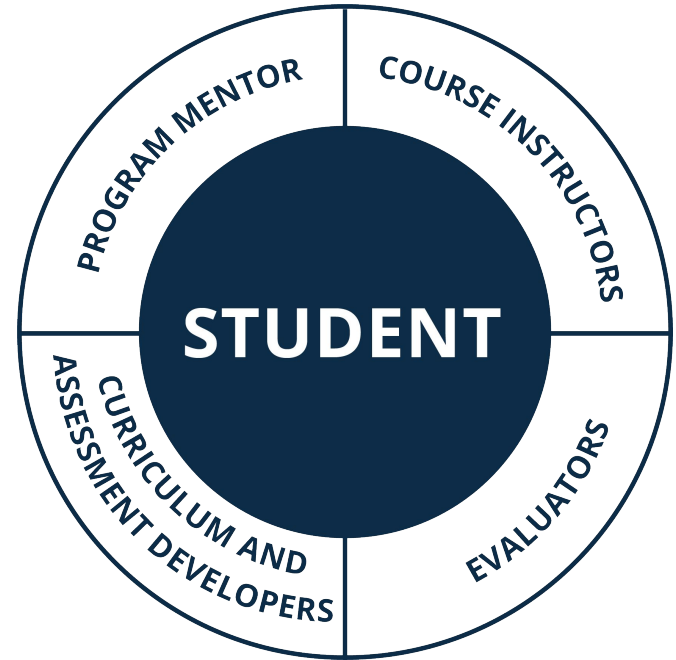
- Provide individualized instruction
- Lead group discussions
- Support students engaged in specific courses

Evaluators

- Experts grading / evaluating students performance

Curriculum and Assessment Faculty

- Select and develop course materials and assessments



The CBE Student Experience

- Student-centered curriculum
- Flexible learning delivery
- Workforce-aligned
- Transparent connections between program, course, assessment, and outcomes

PERSONAS | Who are your students?



Career Climber

CAREER: Employed full-time in cybersecurity

GOAL: Credibility via degree and certifications

MOTIVATION: Financial security

1st GEN COLLEGE STUDENT?: Yes

INCOME: Prefer not to say



Practical Student

CAREER: Part-time pharmaceutical technician

GOAL: Qualify for management position

MOTIVATION: Career advancement

1st GEN COLLEGE STUDENT?: Yes

INCOME: \$20,000-\$25,000



Career Changer

CAREER: Full-time K-6 teacher

GOAL: Obtain corporate learning designer job

MOTIVATION: Flexibility

1st GEN COLLEGE STUDENT?: No

INCOME: \$65,000+



Community Seeker

CAREER: Part-time paraprofessional teacher's aide

GOAL: Teach K-6

MOTIVATION: Family pride

1st GEN COLLEGE STUDENT?: Yes

INCOME: <\$16,000

CBE IN ACTION | Student-Centered Instructional Approaches



Formative Assessments

Ungraded low-risk and low stakes

Pacing can be slower or accelerated depending on student progress



Shorter Assignments

Quicker for relevant feedback more often

Easier to grade

Multiple submissions for students to learn and retry



Assesses for Competency

Rubrics aligned with competencies

Scenario-based assessments

Map to competencies flagged while learning

BARRIERS AND SOLUTIONS

Common Myths about CBE



CBE programs *must* be delivered online, like WGU



CBE is an all or nothing approach



CBE is a trendy fad for a few places, it won't last



Competencies are not relevant in today's workforce



Learners don't learn in a CBE structure



The faculty at my institution will never go for it

BARRIER:

Faculty Buy-In

Common Concerns

- Negative mindset about CBE
- Initiative fatigue
- Perceived lack of control
- Uncertainty about timeline, workload, and resources

SOLUTIONS | Faculty Buy-in

Demonstrate Organizational Commitment

- Make it a presidential initiative
- Communicate the value of CBE

Support Change Management

- Create space for feedback and input
- Communicate early and often
- Provide faculty development for CBE and course design applications

Clarify Implementation Process

- Clarify timelines and role expectations
- Communicate process and guidelines for making course and program revisions
- Identify new structures and collaboration models
- Share support resources
- Show models of CBE assessments and activities to help faculty analyze, personalize and modify them for their own content

APPLICATION | Faculty Buy-in at Southeast Technical College

Electrician program faculty resisted CBE transformation because they felt **students were already learning workforce-relevant skills.**

We mapped their learning objectives to **professional competencies** which **were not reflected in the curriculum.**

Faculty realized students needed **skills** and **industry-recognized competencies** to be **employer-ready.**

They supported **transparent connections** between competencies, professional certifications, and **real world application.**

BARRIER:

Admin Buy-in

Common Concerns

- Competing priorities
- Lack of influence over faculty
- Lack of clarity about CBE approaches
- Uncertainty about shifts to the institutional, instructional, and staffing model

SOLUTIONS | Admin Buy-In

Provide Clear Vision

- Connect to organizational and departmental initiatives
- Encourage dialogue and partnership

Support Change Management

- Create space for feedback and input
- Communicate early and often
- Clarify roles, responsibilities, expectations, timelines

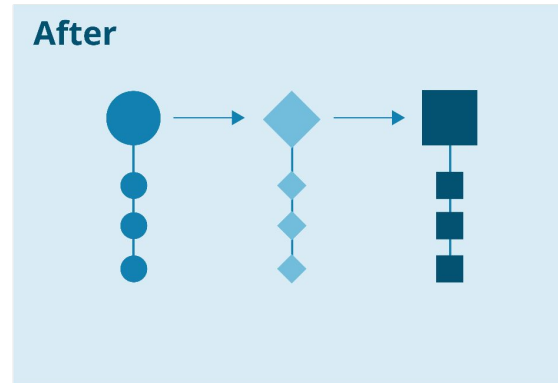
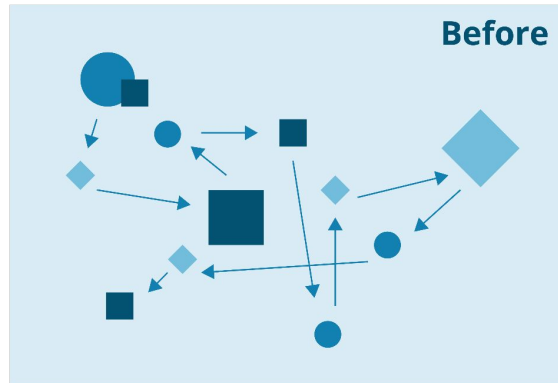
Clarify Value Proposition

- Increase persistence rates
- Increase licensure and certification pass rates
- Increase applicant pool to include nontraditional learners
- Meet accreditation requirements for specialized programs (e.g. nursing)

APPLICATION | Lewis & Clark CBE Implementation

Using **Backward Design**, we identified redundant course objectives and related content across the program, creating a confusing learner experience and unclear student success metrics.

We designed **course wireframes** so that their courses had a consistent assessment strategy, flow, structure, look and feel.



This streamlined approach resulted in a **consistent learning experience**, **clear student success metrics**, and **accreditation-aligned program outcomes**.

BARRIERS:

Accreditation and Financial Aid

Common Concerns

Accreditation

- Federal definition of a credit hour is unclear relative to seat time and CBE
- Unaware how competencies can be mapped to credit hours and direct assessment
- Unclear impact of holistic admissions review approaches
- Program approvals required for shifts in assessment models

Financial Aid

- Unclear about Title IV eligibility
- In CBE, learning is constant but time spent varies, complicating financial aid
- Regular and substantive interaction requirements unclear in distributed faculty model

SOLUTIONS | Accreditation and Financial Aid

Adopt from the Top

- Align with board of trustees and executive team around North Star and vision

Support Change Management

- Implement institution-wide communications plan
- Articulate technical implementation of new model, benefits, etc.

Co-Create the Vision and Implementation Model

- Gather evidence of successful CBE models including best practices and technical requirements
- Host leadership discussions around differing visions for the future of the org (in person, hybrid, etc.) and implications
- Collaboratively create and disseminate the North Star for all stakeholders

APPLICATION | FAMU College of Nursing Transformation



Identify the learning competency priorities for the program and map course by course.

Design and build a basic course structure in Canvas with mapped competencies for the program.

Redevelop an existing or design an additional summative assessment to be integrated into a course template.

Redevelop existing and design additional learning activities in accordance with AACN essentials and NCLEX materials.

APPLICATION | FAMU Outcomes



100% Pass rate on the
NGN Spring 2023



BSN Materials that
promote health equity
in a diverse nursing
environment from a
diverse body of nurses



Strengthened
environment of data-
driven decisions at
FAMU School of
Nursing



Day-One-Ready
nursing students



Less ambiguity in
student performance
and/or assessment



Increased interrater
reliability regarding
student performance
and aptitude for the
profession



THANK YOU

DOWNLOAD
Faculty Guide to CBE
Transformation



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