

# “Best Practices” for Accreditors in Assessing Competency-Based Education

Presented by:  
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Commission on Accreditation of Allied  
Health Education Programs  
Monday, April 11 , 2016  
1:45 p.m. to 2:45 p.m.

 PUBLIC AGENDA

## Session Objectives

- To provide overview of regional accreditors approach to CBE
- To identify questions to be answered by institutions proposing new CBE programs
- To develop strategies for preventing “bad actors” in the field

# **REGIONAL ACCREDITORS AND THEIR APPROACHES**

## The CRAC Definition

*“An accreditor will consider a program to be competency-based when all of the courses (for the program, for general education, for the major) have learning goals expressed as competencies approved at the program level (i.e., any instructor teaching a course will teach it as a competency-based course) and each student is required to demonstrate mastery of every competency in a course to earn credit... for such course.”*

*(Regional Accreditors Announce Common Framework for Defining and Approving Competency-Based Education Programs)*

## Issues Impacting CBE Program Review

- Department of Education and Accreditor Relations
- Department's Office of Inspector General
  - September 30, 2014 (Ted Mitchell)
  - September 30, 2015 (HLC Issues)
- Tension between status quo and innovation

**TEN SHARED DESIGN ELEMENTS  
WITH PROPOSED QUESTIONS**

# Ten Shared Design Elements of CBE Programs



**CLEAR, CROSS-CUTTING AND  
SPECIALIZED COMPETENCIES**



**FLEXIBLE STAFFING ROLES  
AND STRUCTURES**



**COHERENT, COMPETENCY DRIVEN  
PROGRAM & CURRICULUM DESIGN**



**LEARNER CENTERED**



**EMBEDDED PROCESS FOR  
CONTINUOUS IMPROVEMENT**



**MEASURABLE AND  
MEANINGFUL ASSESSMENTS**



**ENABLING & ALIGNED  
BUSINESS PROCESSES & SYSTEMS**



**NEW OR ADJUSTED  
FINANCIAL MODELS**



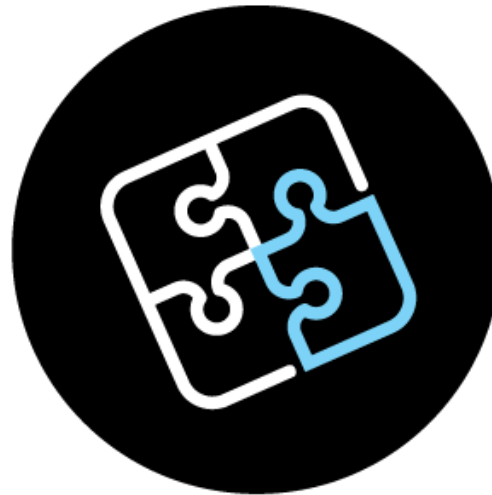
**ENGAGED FACULTY AND  
EXTERNAL PARTNERS**



**PROFICIENT AND  
PREPARED GRADUATES**

# Clear, Cross-Cutting and Specialized Competencies

Competencies are clear, precise, and easy to understand.  
Competencies draw a full picture of what a learner must know  
and/or be able to do.





## Clear, Cross-Cutting and Specialized Competencies

- How were the competencies determined?
- How do you know it's the right set of competencies?
- Has the set been externally validated?
- Are the competencies measurable and observable
- Can they be assessed?
- Is there a blend of context-specific and broader applicability competencies?

# Coherent, Competency-Driven Program & Curriculum Design

Program and curriculum flex to accommodate the learner, and to help the learner learn, develop and demonstrate the competencies.

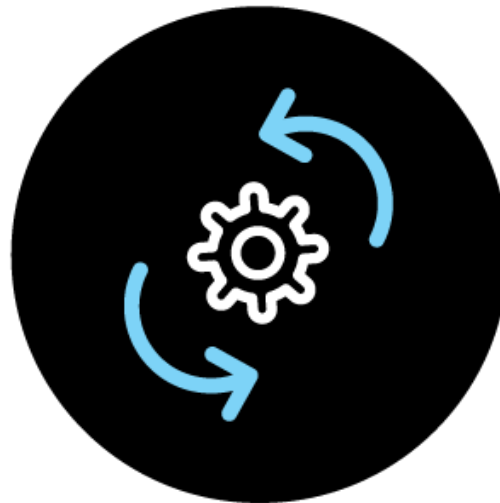


## Coherent, Competency-Driven Program & Curriculum Design

- How does CBE program differ from traditional offerings?
- What's the relationship between design, assessment, instruction, student support?
- How is the curriculum developed?
- Is the program sequenced or scaffolded?
- Is the learning journey transparent and understandable?

# Embedded Process for Continuous Improvement

Everyone commits to continuous improvement and ongoing learning. Responsible innovation and program adaptation is encouraged.



## Embedded Process for Continuous Improvement

- Has the program built in a continuous improvement design?
- What are the program's value propositions?
- What measures will be tracked?
- How were the measures selected?
- What are the benchmarks for these measures?
- What is the process for analyzing the data?

## Enabling & Aligned Business Processes & Systems

Business processes and systems talk to each other, and work in coordination to enable program components.



## Enabling & Aligned Business Processes & Systems

- How have back office processes and systems been modified for CBE?
- How have regulatory issues been addressed?
- To what extent are processes automated and interoperable?
- Are there gaps in the program's infrastructure?
- How is staff educated about CBE?

## Engaged Faculty and External Partners

Internal and external stakeholders are invested and involved.  
Faculty drive design and employer partnerships are encouraged.





## Engaged Faculty and External Partners

- What is the faculty engagement plan?
- How are employers engaged in robust, meaningful ways?
- How does the institution connect program to workforce needs?
- Do faculty seem invested in program?
- What is the role of full-time faculty?

## Flexible Staffing Roles and Structures

Faculty and staff roles and responsibilities are organized to best accommodate learner needs, professional talents, and program components.



## Flexible Staffing Roles and Structures

- What is the faculty model?
- Have faculty contracts been revised because of new pay structures?
- What is the impact on RTP?
- How are faculty scheduled?
- How does the institution ensure regular and substantive interaction?
- How are faculty qualifications determined?

## Learner-Centered

The learner is the focal point. Learners are engaged, empowered and valued. Programs are planned with the learner's needs, moving outward — rather than the institution's needs, moving inward.



## Learner-Centered

- How is the learning journey clearly articulated to students?
- How is the journey intentionally designed to allow for personalization and variable pacing?
- What unique supports are provided to CBE learners?
- How are policies and procedures communicated?
- How is technology leveraged by students during learning journey?

# Measurable and Meaningful Assessments

Assessments measure what matters most. They are used to determine a learner's progress and to inform decision making.



## Measurable and Meaningful Assessments

- What is the mix of assessments?
- Do the assessments require demonstration?
- Do assessments have corresponding rubrics, which are universally applied?
- Have faculty been trained on tools?
- How is the assessment process monitored?
- How are multiple assessments and multiple assessors used in every competency?
- How are assessment results used in continuous improvement process?

## New or Adjusted Financial Models

Financial models make CBE programs affordable and accessible, while ensuring the CBE program has the resources and capacity to enable a quality program.





## New or Adjusted Financial Models

- What is the financial model?
- How is the model communicated to students and internal stakeholders?
- What is the budget for the program's implementation?
- Have policies been revised to account for new financial model?
- How has the institution complied with federal financial aid requirements?
- Does the price cover the cost of offering the program?

## Proficient and Prepared Graduates

Graduates are prepared for appropriate field and technical demands associated with their credential(s).



## Proficient and Prepared Graduates

- How does the institution ensure graduate preparedness?
- Is graduation contingent upon mastery?
- How is post-graduation data collected?
- How is employer feedback solicited and utilized during learning journey?

**THANK YOU!**