



***Show What You Know:
Customizing and Personalizing Assessments in
Competency-Based Education (CBE) Courses***

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Your Presenter: Jennifer Davis

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 - CBE Lead ID
 - Quality Matters Coordinator, Course Review Manager, Facilitator & Master Reviewer
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- CBE Adjunct Faculty
 - First Year Experience Course: SCC 1101

About Sinclair College

- With our enrollment of more than 30,000 students, Sinclair is among the largest community colleges in America.
- More than 250 degree and certificate programs
- eCourse (online, blended, CBE) enrollment is at 40% and continues to rise



Sinclair's CBE Program

Started in 2012; full HLC institutional accreditation for all CBE programs in early 2017

12 programs and 60+ courses in areas including:

- Computer Information Systems
- Retail and Business Management
- Unmanned Aerial Systems
- Criminal Justice
- Manufacturing
- Gen Eds.
 - Art
 - Math
 - GIS
 - Spanish
 - French
 - Business Information Systems
 - Mental Health & Addiction Services



2910 Undergraduates enrolled

1108 graduates earned 1978 credentials

As of May 7, 2020



What's the Difference?

	Traditional Model	CBE
CURRICULUM	Arranged by topics , which accommodate the number of weeks in a semester	Bundled into topics or units based on course needs. No reference to "weeks."
INSTRUCTION	Standardized for all students	Customized for all students
ADVANCEMENT	Students advance based on time . Note: even if they do not master content, the class moves on.	Students only advance upon mastery of the competencies, regardless of time.
PACING	Student move at pre-determined, standard pace set by the instructor.	Student progress at different paces in different areas of the course.
TIME	Fixed entry and exit into courses; required weekly assignments and deadlines	Entry and exit are flexible ; learning time is flexible and designed to support student needs

Know Your Institution's Vocabulary

Vocabulary	Meaning
Objective	specific and measurable knowledge, skills, attributes, and habits learners are expected to achieve and demonstrate (statement)
Outcome	demonstration of the attainment of the <u>expected</u> knowledge, skills, attributes, and habits (<u>action</u>)
Competency	demonstrated <u>mastery</u> of a particular set of knowledge and/or skills (<u>action</u>)

Defining Mastery

- Institution/Department/Program
- Accrediting organizations
- Content (e.g., safety)



Where Do We Start?



(Thank you QM!)



CBE Course Development

Start With the Objectives/Competencies: *What do students need to know?*

- *How will students' learning be assessed?*
(getting away from "one and done")
- *How will students and faculty know they have met the objectives/competencies?*
(what defines "mastery?")
- *What do students need to learn that knowledge and skills?*
(materials, activities, additional resources)
- *What supports will students need as they learn?*



Options for CBE Assessments

Pre-assessment/Post-assessments

- *Can students demonstrate mastery on a pre-assessment? What's the "magic" number to demonstrate competency?*
- *What, if any, additional assessments will be **trigger** opening the post-assessment?*

Required Assessments

- *Are required assessments still needed?*

Midterm/Final Exam/Final Project

- *Are summative assessments required?*

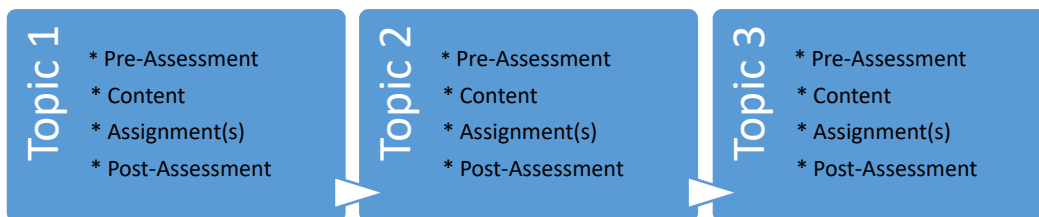
Retake options

- *Will multiple attempts be permitted? If so, how many and under what criteria?*



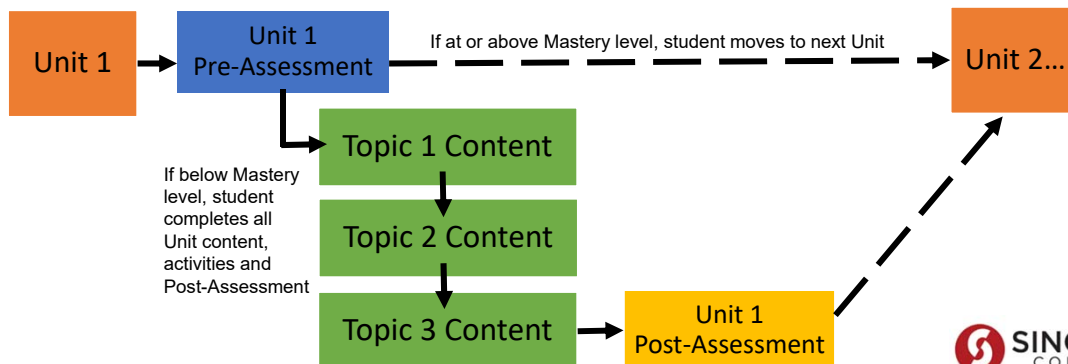
Options for Course Structure | Topics

Singular layout of content to meet objectives

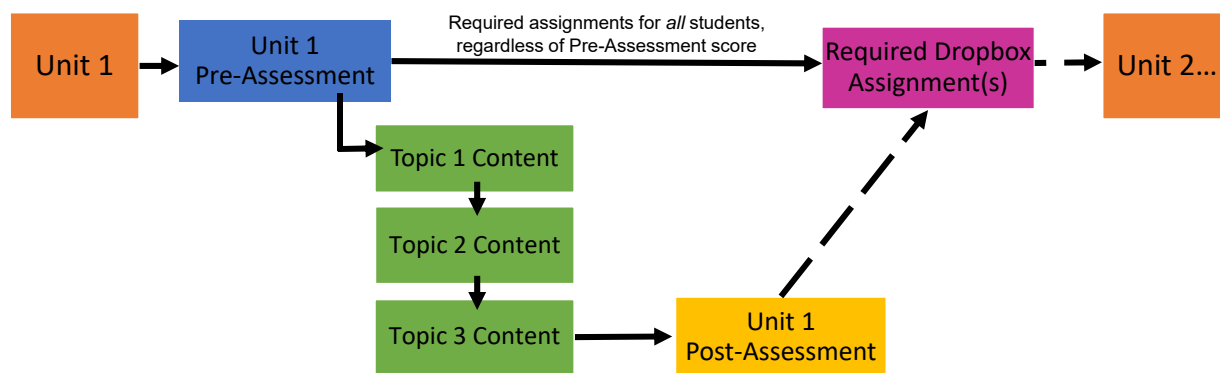


Options for Course Structure | Units

Group layout of content to meet objectives



Options for Course Structure | Units with Required Assignments



Sample of Customized CBE Assessment: BIS 1120

UNIT	ACTIVITIES
Introduction and Getting Started	Connect to Publisher site**
Pre-Assessment	Pre-Assessment**
Managing Your Files	Managing Your Files Path**
Word 1, 2, 3, and 4	Word Pre-Assessment** Word Paths/Projects Word Post-Assessment
Excel 1, 2, 3, and 4	Excel Pre-Assessment** Excel Paths/Projects Excel Post-Assessment
Access 1, 2, 3, and 4	Access Pre-Assessment** Access Paths/Projects Access Post-Assessment
PowerPoint 1, 2, and 3	PowerPoint Pre-Assessment** PowerPoint Paths/Projects PowerPoint Post-Assessment
Post-Assessment	Post-Assessment**

** Required activity

If student does NOT score 80% or higher on a software application Unit Pre-Assessment (Word, Excel, Access, PowerPoint), then all assigned activities listed for that unit are required.

Each activity must score 80% or higher before attempting to complete the Unit Post-Assessment.



Connecting PLAs to CBE



Impact of Customized and Personalized Assessments at Sinclair



Students credentialing at **twice the rate** of non-CBE students in the same programs



Course success rates averaging **15%** higher in CBE sections



Average time to completion in courses is **35%** faster than a traditional semester

Customized CBE Assessment Options at Your Institution



- ***What courses or programs “fit” this customized model?***
 - Do you have faculty willing to try?
 - What resources would you need?
- ***What PLA options already exist at your institution?***
 - Could results be used to create a customized path?



Thank You for Your Interest

Your feedback and questions are welcome!

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