TUESDAY, NOVEMBER 9

6:00 PM - 9:00 PM CT
Adventure Awaits!
Opening Reception
Resort Pool

Welcome CBE Explorers! Enjoy time networking with colleagues while eating at many scrumptious food stations. Then, earn your first CBE Explorer Badges by demonstrating your camping skills at our exciting adventure stations. At the close of the evening, listen to campfire stories as you prepare your own tasty s’mores.

CBEXCHANGE WEDNESDAY, NOVEMBER 10

7:30 AM – 8:30 AM CT
Breakfast Buffet
Hill Country Pavilion and Lawn

8:30 AM - 9:15 AM CT
GENERAL SESSION 1: CBExchange Survival Skills
Brazos Ballroom

Charla Long, President, Competency-Based Education Network
Amber Garrison Duncan, Executive Vice President, Competency-Based Education Network

In this lively crash course, you’ll learn how to navigate the CBExchange lingo and acronyms with ease.

9:15 AM - 10:00 AM CT
GENERAL SESSION 2: Students First: Equity, Access, and Opportunity in Higher Education
Brazos Ballroom

Paul LeBlanc, President, Southern New Hampshire University

President LeBlanc has reimagined higher education, with a focus on the most fundamental of functions: student learning. Hear him advocate for an entirely new higher education ecosystem in which students have the flexibility to gain, assess, and certify their knowledge on their own terms and timelines. President LeBlanc will make a persuasive case for realigning US educational priorities to enable larger populations of graduates to enjoy return on investment in the form of good pay, meaningful work, and a stable future.

10:00 AM - 10:15 AM CT
Morning Refreshment Break
Brazos Ballroom Foyer

All general sessions and featured breakout sessions will be livestreamed for registered campers. All sessions will be available on-demand after CBExchange 2021.
10:15 AM - 11:00 AM CT  GENERAL SESSION 3: **ALIGNING to the Future of Work**
Brazos Ballroom

*Barbara Endel*, Senior Advisor and Principal Consultant, Endel Consulting  
*Greg Feeney*, Provost, Bluegrass Community & Technical College System  
*Tiffany Freeze*, Senior Consultant, C-BEN  
*Harmony Little*, Executive Director of Credentialing Strategies, Kentucky Community & Technical College System

Moderated by *Amber Garrison Duncan*, Executive Vice President, C-BEN

What would it take to fully enable a skills-based higher education delivery system across a state? Is it possible for community colleges to leverage the dynamic shifts in workforce and learning to stay relevant for students and employers? To address these questions, leaders across Kentucky’s Community and Technical College System explored a new state-wide academic model aligning competency-based learning to the future of work. What planning process is needed to drive the necessary shifts toward a student-centered CBE movement, engaging over 100 faculty, staff, and stakeholders across 16 community colleges?

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11:00 AM - 11:45 AM CT  GENERAL SESSION 4: **Built for Equitable Outcomes: An Action Plan**
Brazos Ballroom

Last fall, C-BEN and JFF launched The Equity Collaboratory to work with institutions across higher education, from those that are already fully invested in competency-based education across their programs and practices to those that want to adopt its principles in a few courses. The goal is to seed experimentation with this new model. Greater equity in higher education — and ultimately in labor market outcomes — is our ultimate aim. Participants used the CBE Action Plan, a field-facing output created by C-BEN and JFF, to support their development or revision of their CBE programming. The CBE Action Plan highlights the content introduced in the workshops that were held for participants throughout the program, including: Problem Identification, CBE Theory of Change, Resources Needed, and Methods, and Strategies. Specifically, this action plan prompts CBE practitioners to think critically around their next steps for developing and launching a CBE program or revising their current CBE program to best reach and support all learners.

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11:45 AM - 1:15 PM CT  Lunch
Hill Country Pavilion and Lawn
1:15 PM - 2:00 PM CT

BREAKOUT SESSIONS 5:

**Featured Breakout Session: Backward Design in Competency-Based Education**
Brazos Ballroom

*Hadassah Yang*, Associate Vice Chancellor, Institutional Research and Planning, University of Massachusetts Global

*Laurie Dodge*, Vice Chancellor, Institutional Assessment and Planning; Vice Provost, University of Massachusetts Global *

The University of Massachusetts Global (formerly Brandman University) utilizes an evidence-based, backward design research process to inform the development of its competency-based academic programs. True backward design challenges the “traditional” methods of curriculum development, which typically start with developing content and then creating the assessments for mastery. In this session, participants will learn in detail about UMass Global's step-by-step backward design curriculum development process, including the identification of the required knowledge, skills, and abilities from employers, job postings, and data repositories.

**Beyond the Basics: Leveraging CBE Design to Empower Short Form and Credit for X Pathways**
Barton Creek A

*Lisa McIntyre-Hite*, Vice President, Guild Education

CBE enables more than flexible pacing and clear outcomes. Many of those who have run CBE Programs already had to adjust or redesign legacy systems to better meet the needs of working adult learners. During this session, we will explore how CBE programs can account for the real lives and whole person experiences of working adults. Two impactful areas we will explore are:

- **Short Form & Stackable**: We’ve seen an uptick in interest in working adult interest in short form learning. Learning has no start or end date; it is lifelong and all types of learning can and should stack to a degree.
- **Credit for X**: acknowledging that skill and knowledge can be gained in a variety of ways inside and outside of the classroom - and all learning should count.

*This speaker is not presenting live. You can view a pre-recorded, modified version of this presentation on-demand after CBExchange through May 2022.*
Overcoming Data Challenges and Obstacles
Barton Creek B & C

Christin VanKauwenberg, Director of Business Intelligence, Nicolet College
Kelle Parsons, Senior Researcher, American Institutes for Research

Data collection and analysis in CBE programs can be a challenge, particularly when many campus data systems have not been built for this mode of delivery. This facilitated conversation will invite participants to share their stories, struggles, wins, and connect with others who are working to improve the data systems at their institutions.

Student Engagement and RSI in CBE programs: Four Institutions Reveal the Secret Sauce
Darrell K. Royal Ballroom B

Susan Wegmann, Associate Dean of Digital Learning and Innovation, University of Mary Hardin-Baylor
Emma Miller, Program Chair CBE in Organizational Leadership, South Texas College
Gena Jean, PBE Program Manager, Texas State Technical College
George Swindell, Instructor, Texas A&M University - Commerce

Student engagement is a key component to any learning event. In CBE programs, this element will take on different structures and purposes. This session will provide details about effective student engagement and Regular Substantive Interaction (RSI) between and among students and faculty in four institutions with CBE programs. Presenters will discuss ideas for implementing more robust and purposeful RSIs to engage students.

Getting Started in the Skills Ecosystem: Using Competency Frameworks as a Lever Toward Competency-Based Education, Digital Micro-Credentials, and Comprehensive Learner Records
Darrell K. Royal Ballroom C

Daniel Blickensderfer, Technical Program Manager, IMS Global Learning Consortium*
Naomi Boyer, Director, Credentialing Products, Education Design Lab

The advent of the skills economy has accelerated the need to align workforce opportunity with learner achieved competencies. Wellspring Phase II, an IMS Global continuing project, has facilitated teams of education institutions, employers, and industry councils to create digitally accessible, competency frameworks in the interoperable CASE Standard to serve as a springboard toward competency-based education, digital micro-credentials, and comprehensive learner records. You too can get started on catalyzing skills as a bridge toward employment.

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Innovative Partnerships to Provide Alternative Pathways Into College — Collaboration is the Key  
Shoal Creek A & B

Amy Smith, Chief Learning Officer, StraighterLine  
Chelsea Barnett, Director, Learning Experience, Western Governors University Academy

Expanding equity and access to higher education has been a paramount learning opportunity for colleges and universities, especially as they navigate Covid-19. Strategic partnerships with alternative credit providers create opportunities for higher education institutions to focus on affordable and sustainable pathways into postsecondary programs for adult learners. This session showcases a partnership between Western Governors University (WGU) and StraighterLine—an alternative credit provider—designed to offer adult learners a low-risk, low-cost path into college.

CBE at Scale: A Field Guide for Colleges and College Systems  
Shoal Creek C

Carla Hornback, Chancellor’s Fellow for the Future of Work and Faculty Member, Elizabethtown Community & Technical College  
Mike Rodgers, Chancellor’s Fellow for the Future of Work and Chief Institutional Officer, Owensboro Community & Technical College

Moderated by Harmony Little, Executive Director of Credentialing Strategies, Kentucky Community & Technical College System

What does it really take to explore scaling CBE and enhancing student support at your college or across your college system? Wish you could learn how another state and their community colleges designed a process to see if CBE is a fit? As the CBE movement continues to grow, scale remains somewhat elusive. What does it really take to design, implement and scale high-quality programs? Join us as we showcase a new CBE Field Guide from Kentucky’s year-long planning process. The guide is an easy-to-read playbook for state community college systems and/or institutions interested in implementing CBE at scale. The playbook dives into the shifts in policy, practices, resources, and culture necessary to consider when thinking about adopting a new education delivery model.
As we consider program innovation, we never start from a blank slate. What and how we build is shaped by the landscape of constituency needs, realities and expectations, and the foundations of existing relationships, systems, and programs. In this panel discussion, hear from leaders who have closely examined CBTE for their schools, their actions and decisions, and the major considerations that affected them.

Incarcerated students face unique learning challenges, and post-release, students face myriad challenges as they seek to secure gainful employment. This session highlights the use of leadership competency assessment as a tool for measuring skills most indicative of workplace success. Using specific examples from Lipscomb University’s LIFE program, this session explores how identifying an incarcerated student’s strengths and development areas and awarding micro-credentials can build a student’s résumé and set them up for future success.

Pathway to Practice was designed as a first-of-its-kind North Carolina teacher licensure program that is competency-based, self-paced, and completely online. The candidates in the program are first year teachers, who experience the ups-and-downs of teaching for the first time. Due to their expressed needs, the program has evolved to construct student supports that keep our candidates engaged, connected, and held accountable for their own learning.
Time for Next Generation Assessment: What IS mastery? Crowdsourcing Assessment?
Barton Creek B & C

Craig Schieber, Consultant, Integrated Education

Assessment in competency-based learning cannot just be about how best to establish that a learner has mastered a competency. The assessment should also be an integral part of the learning process. Assessment FOR, OF, and AS learning. New ideas are springing up for matching appropriate assessments to the kind of learning being asked and to the stage of learning the learner is navigating. This session will immerse you in deep thinking about your assessment processes.

CBE: The Story of Texas
Darrell K. Royal Ballroom B

Amardeep Kahlon, Dean, Unity College
Ann Kennedy, Adjunct Professor, Austin Community College

In this session, the presenters will report on two studies conducted with institutional leaders in Texas — the first a quantitative study and the second a qualitative study. These related studies explore issues such as institutional buy-in, 12th-day funding, regular and substantive interaction (RSI), financial aid, accreditation restrictions, and of course, funding in-depth. Data presented will inform participants about the role of institutional leadership in the success of CBE and overcoming these challenges.

The Nature of Coaching the CBE Learner: A Multifaceted Approach
Darrell K. Royal Ballroom C

Tesha Graham, Student Success Coach, University of Mary Hardin-Baylor

The nature of coaching the CBE learner session will convey the significance of coaching within higher education. Information on establishing and building the relationship capital with students will be presented. Coaching provides a meaningful connection with students. The central focus is to build a rapport with students to help them achieve their goals and be successful in college. The purpose of coaching is to help students persist and stay engaged throughout their educational journey.
Empowering Learners Through Skills and Digital Credentials
Shoal Creek A & B

Kacey Thorne, Director, Program Architecture, Western Governors University
Darin Hobbs, Director, Academic Records and Credentials, Western Governors University

Learners today face unsettling economic realities. At Western Governors University, we are accelerating skills-based education and hiring in order to give learners flexibility, address equity gaps, and ensure that every graduate is equipped to thrive. During this session, we will share our experience developing the WGU Achievement Wallet and how we have empowered our learners to communicate the value of their skills, talent, and experiences to employers.

3:00 PM - 3:30 PM CT

BREAKOUT SESSIONS 7

Featured Session: Evaluating Instructors in CBE Programs
Brazos Ballroom

Jill Rinzel, AAS Academic Program Lead, University of Wisconsin Milwaukee
Ryan Specht-Boardman, Program Manager of the UW Flexible Option, University of Wisconsin Extended Campus
Nicole Simonson, Academic Program Lead RN-BS in Nursing, University of Wisconsin Milwaukee

In traditional semester classes course evaluations occur at the end of each semester and give students an opportunity to evaluate the course and the instructor. In a continuously enrolling program, how can we make student course evaluations practical, helpful, and valuable? How can we evaluate CBE courses and instruction overall? This presentation will discuss ideas related to creating and running course evaluations in continuously enrolling courses and what conclusions can be drawn from course evaluations.

A Process Map for Developing a Competency-Based Credential
Barton Creek A

Mike Dillon, CBE Instructional Designer, Kirkwood Community College
Sandy O’Brien, Professor Emeritus, Business & Project Management, Kirkwood Community College
Marilee Feldman, Professor Emeritus, Business, Kirkwood Community College

The process followed to develop Kirkwood’s first CBE (FlexFORWARD) program served as a proof of concept for the college. Based on the successes, challenges, and lessons learned, a process map was created to document the steps. The process map serves as a foundation for replicating CBE development, for avoiding potential pitfalls, and for ensuring that all pieces are in place to successfully build a CBE program. In this session, participants will explore the process map.
Going Soft on Competencies: Integrating Soft Skills into Competency-Based Curriculum and Assessments
Darrell K. Royal Ballroom B

Erin Hugus, Curriculum and Assessment Development Team Lead, Western Governors University
Mary Tkatchov, Senior Assessment Developer, Western Governors University*
Michael Whalen, Senior Skills Architect, Western Governors University

Recent surveys of employers reflect high demand for employee competence in soft skills, such as communication, emotional intelligence, and critical thinking. Employers emphasize that successful applicants can articulate their competence in soft skills while seeking employment. This interactive session focuses on integrating essential soft skills with career-specific technical skills in competency-based curriculum and assessments to meet workforce demands. Innovative solutions for tracking and sharing student accomplishment of soft skills will also be shared.

Leapfrogging with Flex: Leading Online Programs Redesign Using CBE
Darrell K. Royal Ballroom C

Josh Herron, Dean of Online and Continuous Learning, Anderson University - SC
Ben Deaton, Vice President, Digital Learning and Innovation, Anderson University - SC
Eleisha Garland, Flex Coordinator, Lecturer, Anderson University - SC

Many institutions know that online programming is an important part of their future but may feel behind other institutions or that they are in a saturated market. Anderson University (SC) decided to leapfrog its online offerings using competency-based education, and it has redesigned four online programs in four years in this format with positive outcomes. This effort required significant institutional and departmental leadership, and these leaders will share sustainable strategies in this session.

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Engaging with Employers: Lessons from Ten Years
Shoal Creek A & B

Rachel McGuire, Director of Employer Solutions, Strategic Education, Inc.
Nick White, Chief Learning Officer, Strategic Education, Inc.

Institutions building CBE programs often struggle to engage employers effectively. Strategic Education, Inc. has a robust employer solutions team and academic teams that have been working for more than a decade with employers on flexible, competency-based education for their employees. We will provide insights into the goals of employers related to funding education, how we communicate about competency-based education, what people in various roles care about, and the best practices to succeed with employers.

Research about CBE: Updates from the national research collaborative on CBE
Shoal Creek C

Kelle Parsons, Senior Researcher, American Institutes for Research
Jessica Mason, Senior Researcher, American Institutes for Research

This session will summarize key lessons and insights from recent research about CBE, including from the National Survey of Postsecondary Competency-Based Education and research projects from the research collaborative on CBE/L. This session will focus on takeaways for practitioners and will highlight resources and ideas to take back to your colleagues.

CBTE TRACK: Checking Assumptions: Articulate the Problem You Need to Solve
Darrell K. Royal Ballroom A

Greg Henson, Sioux Falls Seminary
Ruth McGillivray, Northwest Seminary

Innovation is intended to solve problems, but sometimes it creates new ones. In this session we will brainstorm and discuss the problems or challenges that have brought you to the conference, consider how CBTE might address or reinforce them, and how we can safeguard against propagating old problems with new models.
GENERAL SESSION 8: Mastery View: Student Overall Performance by Outcome
Brazos Ballroom

Michael Moore, Manager, Product Management, D2L, Ltd.

Mastery View allows educators to easily view and understand the overall level of achievement by students related to each outcome being taught in a course. Quickly scan a learner’s overall achievement across the entire course and the overall level of comprehension of a learning outcome across all students. Educators can also easily drill in further to view each learner’s performance and access links to specific evidence items associated with each outcome. Join us to learn more about Mastery View, how it works with the Learning Outcomes tool and to see a demo.

Dinner on your own
7:00 AM - 8:00 AM

Breakfast Buffet
Hill Country Pavilion and Lawn

8:15 AM - 8:45 AM

BREAKOUT SESSIONS 9

Featured Breakout Session: Close the Equity Gap through Equity-First Design and Measurement/ For Equitable Outcomes, Start with Equity-first Learning Design
Brazos Ballroom

Jason Levin, Executive Director, WGU Labs  
Jason Thompson, Vice President, Diversity & Inclusion, Western Governors University  
Karen Vazquez-Hernandez, Learning Experience Designer, WGU Labs  
Amanda Johnson, Senior Design Manager, WGU Labs

In this session, we will introduce a framework specifically designed to target and close the equity gap(s) at your institution for underrepresented minority and low-income students. This session will help your team apply an approach we used to amplify the voices of our minority and low-income students at WGU. Equity-first learning design begins with oversampling, or over-representing, minority participations in an iterative design process. We’ll share our strategies and techniques that allow you to easily recruit students for co-design sessions.

Closing the Gap: The Role of the Academic Coach
Barton Creek A

Megan Arey, Academic Coach, Kirkwood Community College

Thinking about how an Academic Coach will support your CBE program? Or maybe you are wanting to connect with other Academic Coaches? This session will give an example of how one Community College is utilizing the Academic Coaching role to close the gap between non-traditional students and the rest of the college. The presenter will discuss the “one-stop shop” relationship with students and what typical sessions look like. Session includes open discussion and sample documents.
Expanding CBE Metrics at TAMUC: A Focus on Equitable Student Outcomes
Barton Creek B & C

Carlos Rivers, Executive Director, Texas A&M University-Commerce

This presentation will provide an in-depth view of metrics across the entire student life-cycle including admissions, retention, and graduation rates, sliced by demographic variables such as gender, race/ethnicity, age groups, amongst others. These key performance indicators will support our efforts to create metrics and equitable outcomes for all students in CBE programs. The data presented may serve as a framework for others as they plan to launch or update similar competency-based degrees.

Can Self-Paced CBE be HIP?
Shoal Creek A & B

Eileen Horn, Senior Instructional Designer, University of Wisconsin Extended Campus *
Jill Rinzel, Academic Program Lead, University of Wisconsin Milwaukee at Waukesha

There has been growing research over the decade that suggests that High Impact Practices (HIPs) are helpful for online students. Additionally, online classes utilize backwards design and clear organization and structure, which are well suited for many HIPs. We will focus on how HIPs can be implemented into online self-paced CBE programs with several examples of how HIPs have been used in our program and how to scale up these valuable teaching methods.

Closing the Skills Gap: Why Colleges and Employers are More Closely Aligned Than You Think
Darrell K. Royal Ballroom B

Brooks Doherty, AVP, Academic Innovation, Rasmussen University

This presentation highlights research which identifies the relationship between two variables: Institutional student learning outcomes and the skills valued by employers. The analysis answers the research question: Is there a relationship between the competencies valued by business leaders and the intended student learning outcomes at American higher education institutions? These data are meaningful because they show there is no skills gap between the SLOs colleges offer and what employers desire.

*This speaker is not presenting live. You can view a pre-recorded, modified version of this presentation on-demand after CBExchange through May 2022.
From Zero to CBE in Six Months. Capitalizing on your Strengths and Leveraging your Networks: Nichols College story of implementation and lessons learned
Darrell K. Royal Ballroom C

Kerry Calnan, Vice President for Innovation and Institutional Effectiveness, Nichols College
Amanda White, Director of Undergraduate Adult Education, CBE, and Partnerships, Nichols College

Nichols College, in an effort to expand access to a quality, affordable Bachelor of Science in Business Administration degree, initiated a competency-based education (CBE) program. Launched within six months of commitment to the initiative, our first graduate completed the program in 12 months. Our session will explore the critical challenges and opportunities of launching, including the significance of the strategic integration of faculty, as well as leveraging partnerships with C-BEN and peer CBE programs.

Perfect Fit: Combining Expertise with Willing Faculty. How C-BEN and Central Ohio Technical College Partnered to Build CBE Programs
Shoal Creek C

Eric Heiser, Provost, Central Ohio Technical College
Charla Long, Executive Director, Competency-Based Education Network

This session will cover the process of C-BEN engaging and partnering with Central Ohio Technical College and share lessons learned, tips, and progress to date. The session is meant for attendees who want to learn how to stand up a CBE program but don’t necessarily have the in-house expertise to do so.

CBTE TRACK: Looking Deeper: Why and How Three Schools Shifted to CBTE, and How it Impacted Each
Darrell K. Royal Ballroom A

Stephen Graham, ATS

A recent study conducted by the Association of Theological Schools (ATS) surveyed three CBTE schools on the following:

• What they used to do, what they are doing now, and why they made the change
• What impact it had on their organizational economic model, and
• What impact it had on their educational outcomes

Join Stephen Graham, ATS Strategic Director of Context and Continuity and Director of Accrediting, as he presents the study findings and observations.
9:00 AM - 9:30 AM

BREAKOUT SESSIONS 10

**Featured Breakout Session:** From SLOs to Marketable Skills: Reframing the Conversation with Students at San Antonio College  
Brazos Ballroom

*Joel Hernandez,* CEO, eLumen, Inc.  
*Francisco Solis,* Dean of Performance Excellence, San Antonio College

Dr. Francisco Solis and the San Antonio College team will join Joel Hernandez, CEO of eLumen, Inc., for a discussion of San Antonio College’s transformation from “doing SLOs” to engaging students in their own acquisition of multi-dimensional, marketable skills. SAC will present the effort that went into redesigning curriculum & assessment practices—and the results they have seen in student success.

**Thinking Outside of the Normal Assessment Paradigm**  
Barton Creek A

*Elizabeth Bailey,* Instructor, Texas A&M University - Commerce  
*George Swindell,* Instructor, Texas A&M University - Commerce

What assessment instrument can you design that could both demonstrate a student’s learning AND provide the student with an example of knowledge and skills to provide to a hiring manager? Attend this session to learn how assessments could be built using a framework and review examples of assessment methods that align to sample program and course learning objectives.

**A Lifelong Learning Ledger: The Passport Your Students Need to Access and Stand Out as the World of Work Changes**  
Barton Creek B & C

*Jock Wright,* Head of Partnerships, VerifyEd

Blockchain technology enables transactions that are immutable and fraud-proof. This technology can create conditions of trust in the education ecosystem. As the world of work rapidly evolves it is time to discuss how a Lifelong Learning Ledger with the ability to issue trusted credentials is an essential tool for colleges, students and employers. With the learner at the heart of the ecosystem a lifelong learning bond is an opportunity not to be missed by colleges.
From SLOs to Marketable Skills: Reframing the Conversation with Students at San Antonio College

Darrell K. Royal Ballroom B

Joel Hernandez, CEO, eLumen, Inc.
Francisco Solis, Dean of Performance Excellence, San Antonio College

Dr. Francisco Solis and the San Antonio College team will join Joel Hernandez, CEO of eLumen, Inc., for a discussion of San Antonio College’s transformation from “doing SLOs” to engaging students in their own acquisition of multi-dimensional, marketable skills. SAC will present the effort that went into redesigning curriculum & assessment practices—and the results they have seen in student success.

Strategies for effective CBE Course Delivery: From the Faculty Perspective

Darrell K. Royal Ballroom C

Nicholas Hinojosa, Assistant Program Chair, South Texas College
Rosie De Zenea, Computer Science Instructor, South Texas College
Meng-Hung Wu, Assistant Professor, South Texas College

Designing, developing, and delivering CBE based courses can constitute a set of challenges, especially the delivery of instruction. During this team panel, the Computer Science faculty at South Texas College will discuss and share their experiences with teaching CBE courses in the Bachelor of Applied Technology in Computer and Information Technologies Program (BAT-CITP). This panel is intended for those new to CBE and with an interest in offering online CBE courses.

Designing Toward the Future of CBE Assessment

Shoal Creek A & B

Tara Laughlin, Educational Designer, Micro-Credentialing, Education Design Lab
Naomi Boyer, Director, Credentialing Products, Education Design Lab

Performance-based assessment is a critical component of an effective competency-based education (CBE) learning environment. Yet it is also time-intensive to design, implement, and score these assessments, and most educators do not have this kind of time to spare. At Education Design Lab, we prototyped fully automated, next-generation performance-based assessments of critical, 21st century skills, leveraging simulation and XR technologies. Come learn about these exciting tools, and try one yourself!
Enhancing Assessment through VALUE Rubrics and Industry Advisory Boards  
Shoal Creek C

Yvonne Villanueva-Russell, Dean, College of Innovation and Design, Texas A&M University-Commerce

Could assessment be used in a way to validate not only the authenticity of your competency-based program but also the marketability of your students as judged by employers? In this session, we’ll demonstrate how VALUE rubrics can be utilized by non-academic audiences (such as advisory boards) and then crowdsource how these tools could be applied to your own programs or institutions to ensure program integrity and continuous improvement.

The Brave New World of Academic Integrity  
Barton Creek B & C

Kim Kostka, Academic Director, UW Flexible Option, University of Wisconsin Extended Campus
Nicole Simonson, Academic Program Lead, UW Flexible, University of Wisconsin-Milwaukee
Susan Stalewski, Director, Academic Initiatives and Planning, University of Wisconsin- Milwaukee

Collaborators from the University of Wisconsin Flexible Option Program will demonstrate actions and resources developed to facilitate equitable education for students and faculty and the application of policies related to academic integrity, in particular current trends in syndicated cheating.

9:45 AM - 11:15 AM  
DISCOVERY ACTIVITY 11: Going on a “Bear”-ier Hunt  
Brazos Ballroom

Don’t be scared of CBE. We’re going on a “Bear”-ier Hunt and we are going to catch some big solutions! When implementation and scale up challenges look like barriers you can’t get over or under, our partners will show you how to bust right through. This outdoor activity will have you talking, long after CBExchange is over.
9:45 AM - 10:45 AM

CBTE TRACK: Changing Faculty Role: From Professor to Mentor
Darrell K. Royal Ballroom A

Karla McGehee, New Orleans Baptist Theological Seminary

One of the greatest challenges in CBTE is the shifting role of the faculty. The rhythm of the traditional classroom structure and academic calendar is displaced. Faculty workload changes and the number of classes taught are streamlined. “Places of conversation” transition as faculty engage with the student’s mentor team. These factors are among those investigated from the results of a case study researching the perception of and experience with CBTE and from first-hand experience.

11:00 AM - 12:00 PM

CBTE TRACK: Managing Mentors, Mentor Teams, and Mentor Agency
Darrell K. Royal Ballroom A

David Williams, Taylor Seminary

With Panelists:
Kajle Radbourne, Northwest Seminary
Susan Reese, Sioux Falls Seminary

Consistent, clear and confident mentoring is at the heart of the CBTE experience for students, and critical to maintaining program quality. Shifting the expectations on faculty and managing mentors and mentor teams introduces new requirements and challenges to the traditional role of the Dean’s office, particularly when mentor teams include non-faculty members. In this session, representatives from several CBTE schools discuss how they train and manage mentors as individuals and teams, and how they have had to adapt roles and systems to accommodate the changes.

11:15 AM - 12:00 PM

GENERAL SESSION 12: Preparing for the SWAPS Meet
Brazos Ballroom

“Gaining knowledge is the first step to wisdom. Sharing knowledge is the first step to humanity.” -- Unknown

All of us have wisdom to share with one another. During this time, participants will prepare SWAPS (Special Whatchamacallits Affectionately Pinned Somewhere) with words of wisdom other attendees could benefit from hearing. Then, during the lunch break, attendees will be encouraged to mingle with one another, exchanging SWAPS and learning from those in the CBE community.
12:00 PM - 2:00 PM

LUNCH / DISCOVERY ACTIVITY 13: SWAPS Meet
Hill Country Pavilion and Lawn

1:00 - 2:15 PM

CBTE TRACK: Selecting and Supporting CBTE Learners for Success
Darrell K. Royal Ballroom A

Susan Reese, Sioux Falls Seminary

With Panelists:
Laurie Mellinger, Evangelical Seminary
Becky Towne, Houston Graduate School of Theology

Adapting to a CBTE style of learning can be a challenge for learners who are not accustomed to the self-direction and self-discipline required by most programs. Learner age, stage of life, and perception of character can be a factor, but with support, most adapt and thrive. In this session, representatives from several CBTE schools discuss how they pre-assess students for program suitability, support them for success, and transition them to other programs when it becomes clear the CBTE program is not a good fit.

2:15 PM - 3:00 PM

BREAKOUT SESSIONS 14

Featured Breakout Session: Partners in Student Success: Success Coaches and Academic Departments
Brazos Ballroom

Laura Kite, Chief Student Services Officer, University of Wisconsin Extended Campus
Suresh Chalasani, Professor, University of Wisconsin-Parkside*
Nicole Simonson, Interim Director of RN-to-BSN Completion Programs and Clinical Assistant Professor, University of Wisconsin-Milwaukee

Congratulations! You recruited and enrolled students. Now, how do you successfully retain and support them in your CBE program? Success Coaches are key, and to fully realize their potential, Coaches need strong partnerships with the academic departments in your CBE programs. Attend and pick up best practices from two exemplary partnerships between coaches and academic departments in the UW Flexible Option. Time will be allotted to engage in discussion to learn from each other!

*This speaker is not presenting live. You can view a pre-recorded, modified version of this presentation on-demand after CBExchange through May 2022.
Transitioning from In-Person to Remote Assessment Centers: Lessons Learned and Next Steps
Barton Creek A

*Kathleen Stone*, Associate Vice Provost, Academic Quality, Strayer University  
*Kevin Perrotta*, Academic Director, Prior Learning Assessment, Strayer University  
*Bruce Griffiths*, President and Senior Consultant, Organization Systems International (OSI)  
*Kelli Garrett*, Director of Assessment, Lipscomb Online, Lipscomb University

This session with Lipscomb University, Strayer University, and Organization Systems International (OSI) discusses lessons learned and next steps for transitioning from in-person to remote assessment centers for prior learning assessment. Lipscomb University had been conducting in-person assessment centers for several years and Strayer University was about to kick-off the training of assessors for in-person centers. The impact of COVID-19, combined with the need for scalability and accessibility, necessitated the addition of remote assessment.

Ensuring Continuous Improvement: Two Institutional Case Studies
Barton Creek B & C

*Hadassah Yang*, Associate Vice Chancellor, Institutional Research and Planning, University of Massachusetts Global  
*Brooks Doherty*, Assistant Vice President of Academic Innovation, Rasmussen University  
*Laurie Dodge*, Vice Chancellor of Institutional Assessment and Planning; Vice Provost, University of Massachusetts Global*

Two founding C-BEN universities offer their experience, lessons, and advice on scaling and continuous improvement of CBE. In this session, UMass Global (formerly Brandman) and Rasmussen tell their stories of engaging with C-BEN’s Quality Framework Element #8: Evidence-Driven Continuous Improvement. Representing direct assessment and credit-based CBE, these institutions will share how they used years of CBE data to evaluate the effectiveness of their original designs and the processes for deciding where and if their CBEs models may evolve.

*This speaker is not presenting live. You can view a pre-recorded, modified version of this presentation on-demand after CBExchange through May 2022.*
Faculty and Student’s Perceptions of Competency-based Graduate Programs
Darrell K. Royal Ballroom B

Margaret Moodian, Associate Professor, University of Massachusetts Global
Joy Henrich, Dean of Graduate Education, Rasmussen University

The presenters for this session have extensive experience in teaching in and creating graduate competency-based education (CBE) programs. These types of programs are growing in popularity in order to meet the needs of busy professionals. In this presentation issues that will be explored include pros and cons of teaching and learning in graduate CBE programs, factors that contribute to academic success and what impact work experience has on the learner’s journey with CBE graduate studies.

The Competency Development Process Model for Higher Education: A Practical Guide for Building CBE/CBL Programs
Darrell K. Royal Ballroom C

Johnna Darragh Ernst, Distinguished Professor, Heartland Community College
Tiffany Freeze, Chief Assessment Officer, The QuILTSS Institute

This presentation will showcase the newly developed Competency Development Process Model (CDPM, Stylus, in press), outlining key steps for designing competencies that can be readily used for assessment and career pathway development. We will illustrate the CDPM through two different competency-based credentials designed to meet workforce needs in two fields: education within Illinois, demonstrating a deconstruction-reconstruction approach to competency development; and healthcare within Tennessee, demonstrating a framework origin approach.
College Reimagined (Changing Needs of Students)
Shoal Creek A & B

**Harmony Little**, Executive Director of Credentialing Strategies, Kentucky Community & Technical College System

**Ingrid Washington**, Vice President, Student Affairs, Gateway Community and Technical College

**Greg Feeney**, Provost, Bluegrass Community and Technical College

Moderated by **Maggie Snyder**, ALIGN Consultant Partner; Principal, Maggie Snyder Consulting

The landscape of higher education is shifting. Corporations like Amazon, Google, others are developing short-term credentials in an attempt to meet the changing needs of adult learners. The skills gap is in the news, companies are facing hiring shortages, and modular learning is more available than ever. Within this environment, there is an opportunity for postsecondary education to shift its traditional delivery model to better enable learner success, attract new learners, and better serve employers. But how can you recognize this window of opportunity at your own institution? And when the opportunity does arise, how do you facilitate buy-in across leadership, faculty, and staff, dedicate resources, and create a plan to move forward? Join us, as leaders from Kentucky’s community colleges talk about how they are reimagining college by identifying the opportunity in their state, and executing on a plan to explore a new education delivery model.

Strategic Leadership of Existing and Inherited CBE Programs: Perspectives from Smaller and Larger Institutions
Shoal Creek C

**David Deggs**, Associate Director of Academic Programs, College of Innovation and Design, Texas A&M University-Commerce

**Susan Wegmann**, Associate Dean of Digital Learning and Innovation, University of Mary Hardin-Baylor

CBE programs are juxtaposed within institutions of higher education and vary in size and structure. Institutional size and structure impacts program management and strategic leadership of CBE programs. This session will feature perspectives of campus leaders from two different institutions – University of Mary Hardin Baylor – an independent university with 115 CBE students in two degree programs and Texas A&M University-Commerce – a public university with approximately 700 CBE students in two degree programs.
CBTE TRACK: Learning Platform Needs for CBTE
Darrell K. Royal Ballroom A

Greg Henson, Sioux Falls Seminary

Most learning platforms start with the course in mind, and aim to serve the professor, learner and administration. Some learning management systems support competency achievement independent of courses, but to varying degrees. Adding in a mentor team environment and iterative feedback on assignment submissions creates a unique set of needs that most LMSs are challenged to meet. This session will outline some of the distinct technology needs of CBTE and why they are essential to achieve program outcomes.

3:15 PM - 3:45 PM

BREAKOUT SESSIONS 15

Featured Breakout Session: Telling their Stories: Facilitating CBE Adult Learners in Curricula Development, Academic Coaching, and Financial Aid
Brazos Ballroom

Susan Wegmann, Associate Dean of Digital Learning and Innovation, University of Mary Hardin-Baylor
Tesha Graham, Student Success Coach, University of Mary Hardin-Baylor
Greta Wheeler, Assistant Director of Financial Aid, CBE Programs, University of Mary Hardin-Baylor

Adult learners bring with them unique concerns: increased family responsibilities, COVID-19, full-time employment, lack of persistence, limited financial aid and student loan choices, etc. This session addresses how one institution deals with the challenges that arise with Adult Learners from three perspectives: curricula, academic coaching, and financial aid. Presenters will use real-life scenarios in storytelling to engage participants in brainstorming ways to facilitate Adult Learner success.
Alternative format use for adult learners: Exploring implications for open educational resources and competency-based education curriculum
Barton Creek A

Stefan Vaughn, Full-time Faculty Instructor, Texas A&M University-Commerce
Mike Smith, Manager, Academic Technology, Texas A&M University-Commerce
Sarah Northam, Head, Research & Learning, Texas A&M University-Commerce

This presentation explores the implementation of Blackboard Ally and use of open educational resources in two competency-based education courses relative to student and instructor usability, outcomes, and course satisfaction. Ally is an accessibility platform that integrates with various learning management systems. It scans course content and provides specific feedback on how to improve accessibility. We believe that accessible content benefits all learners.
Reimagining a New Student Orientation
Barton Creek B & C

Ryan Anderson, Senior Director of Instructional Design, University of Wisconsin Extended Campus
Eileen Horn, Senior Instructional Designer, University of Wisconsin Extended Campus*
Amy Lane, Instructional Designer, University of Wisconsin Extended Campus*

The UW Flexible Option recently completed a reimagining of its student orientation. This session explores how its redesign fits into the evolution of the Flexible Option and competency-based education within the last decade. Through the reimagining process, the team placed a greater emphasis on a student-centered design that celebrates the unique characteristics of Flex students; built the orientation as a competency-based experience; and chose delivery tools that were better aligned with the intended project goals.

How to Support your Competency-Based Programs with the New Subscription Period Financial Aid Model
Darrell K. Royal Ballroom B

Sharon Clough, Vice President of Compliance, Regent Education

Subscription Periods enable flexible academic programming within a term-like structure, while holding students accountable for academic progress benchmarks to continue receiving Title IV funding. Join Sharon Clough, Vice President of Financial Aid Compliance from Regent Education, as she takes you through this new academic structure and discusses Subscription Period awarding, disbursing, SAP, R2T4, benefits, challenges, and potential implementation approaches.

*This speaker is not presenting live. You can view a pre-recorded, modified version of this presentation on-demand after CBExchange through May 2022.
Developing Competency in Developing Competencies: Processes and Tools Designed to Ensure Your Competencies Are High-Quality, Rigorous, and Relevant.
Darrell K. Royal Ballroom C

Mike Dillon, CBE Instructional Designer, Kirkwood Community College
Sandy O’Brien, Professor Emeritus, Business/Project Management, Kirkwood Community College
Marilee Feldman, Professor Emeritus Business, Kirkwood Community College

Competencies are at the heart of CBE. The competencies need to be written in such a way so that they are high-quality, rigorous, and relevant. Therefore, it is important that competency-writing is a thorough, methodical, and collaborative process. The presenters will share a variety of strategies/processes/tools that can be used to support the development of well-written competencies. Some strategies/processes/tools that will be addressed include backward design, collaboration with industry/business partners, and a DACUM spreadsheet/process.

The Pathways to Opportunity are Paved with Skills
Shoal Creek A & B

Kacey Thorne, Director, Program Architecture, Western Governors University
Sarah DeMark, Vice President, Program Development, Western Governors University

The need for upskilling and reskilling is real—but so is the complexity. The Open Skills Network (OSN) is a coalition of employers, educational institutions, military, and others dedicated to advancing skills-based education and hiring. During this session, we will share progress to-date of the OSN, including outcomes, impact, and learnings of the spring 2021 OSN pilot projects resulting in the first published open skills libraries.

Stranger Things: Single and Disaggregated Teaching Models
Shoal Creek C

Joyvina Evans, Professor, Rasmussen University
Merle Point-Johnson, Professor, Rasmussen University*
Adam Samuelson, Faculty Innovation Manager, Rasmussen University

This presentation compares and contrasts the single-faculty model and the disaggregated faculty model. The presentation aims to explore the teaching methods used by faculty in a single model and by instructional and assessment faculty in disaggregated models to promote increased student engagement and support student success.

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3:30 PM - 4:15 PM

CBTE TRACK: Prior Learning Assessment for CBTE programs: Pre-assessment of knowledge, skills and character according to competency standards
Darrell K. Royal Ballroom A

Erik Ireland, Kingswood University
Joel Leichty, The Wesleyan Church

The Wesleyan Church has rearticulated ministerial credentialing programs according to competencies and the many schools and programs preparing ministers in this denomination are approaching the task of Prior Learning Assessment (PLA) differently. Come hear how Southern Wesleyan University uses pretesting/interviewing, and Kingswood University uses Oral Examination to accomplish PLA.

4:00 PM – 4:45 PM CT

GENERAL SESSION 16: Best Practices in Competency-Based Assessment
Brazos Ballroom

Tiffany Freeze, Senior Consultant, Competency-Based Education Network

Participants from C-BEN’s fifth Collaboratory project will share the group’s new resources, designed to share the best practices in competency-based assessment. These resources identify the hallmarks of high-quality CBE assessment practices, provide illustrations, explore the range of assessment methodologies, and expand upon C-BEN’S Quality Framework for CBE Programs.

4:30 PM - 5:00 PM

CBTE TRACK: Wrap up / Feedback
Darrell K. Royal Ballroom A

Ruth McGillivray, Northwest Seminary

6:00 PM - 8:30 PM

Closing Campfire: Eat, Drink, and Karaoke
Hill Country Pavilion & Lawn

Join us for the final night’s festivities where the music and entertainment will have us all cheering for more! Earn your songwriting badge by re-writing the lyrics to a popular song in a way that showcases your CBE knowledge. Perform the song live on stage (solo, duet, or group) and you’ll earn not just your music badge but also the admiration of your peers. Sizable awards given to best CBE song and best performance so start preparing early.
7:00 AM - 8:00 AM  Breakfast Buffet  
Hill Country Pavilion & Lawn

8:00 AM - 8:45 AM  GENERAL SESSION 17: Getting S’more From Competencies  
Brazos Ballroom

David Gaudet, Author, Competency Action Book “The Daily Undoing”; Educator, Southern Alberta Institute of Technology


9:00 AM - 9:30 AM  BREAKOUT SESSIONS 18

Featured Breakout Session: Demonstrating Skills in a CBE Course Using the Comprehensive Learner Record

Emma Miller, Program Chair, South Texas College

This session will discuss how a CBE program can demonstrate skills students have mastered using the Comprehensive Learner Record (CLR).

Faculty Institute on Teaching, Getting FIT

Paige Brooks-Jeffiers, Executive Director for Professional Development and Innovation, Kentucky Community and Technical Colleges System

How do you prepare new CTE faculty transitioning from industry expert to an engaging faculty member in a higher education setting? Come learn how KCTCS has integrated ACTE’s CTE Learn PD repository, competency-based education, and digital badging to develop a robust institute for new faculty. FIT was designed by faculty for faculty and is proving to be an effective program to provide new CTE faculty the skills, confidence, network, and encouragement needed to be successful.
Facilitating Collaboration Between Workforce Development Players Through Common Competency Descriptions
Barton Creek B & C

**Michael Jay**, CEO, MatchMaker Education Labs PBC

**Naomi Boyer**, Director of Micro-Credentialing Products, Education Design Lab

Institutions that cultivate learning can not survive in their own bubble, they need to engage in productive ways with the people and communities they serve. The Open Skills Network (OSN) is an initiative to coordinate competency-based outcomes and needs among different players... employers, earners, and educational institutions. In this session we will explore with participants the near and longer term value of the OSN and the benefits associated with this sort of collaboration.

Setting the Stage: Collaborative Supports for Student Success
Darrell K. Royal Ballroom B

**Casey Lehmann**, Financial Aid Advisor, Nicolet College
**Joe Haferman**, Admissions Representative, Nicolet College
**Alyssa Borski**, Success Coach/Advisor, Nicolet College*

**Nicki Flannery**, Success Coaching & Advising Manager, Nicolet College*
**Katie Ourada**, Admissions Manager, Nicolet College*

A panel of student affairs staff from Nicolet College will present their collaborative efforts to streamline the student experience in admissions, financial aid, and success coaching. We will provide a brief overview of processes and lessons learned throughout our CBE experience.

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**Tilting toward equity: How transparency in assessment improves learner centeredness in competency-based courses**

*Darrell K. Royal Ballroom C*

**Susan Stalewski**, Director Academic Initiatives and Planning, University of Wisconsin Milwaukee

Competency-based assessments should be designed for the learner to demonstrate mastery of skills in an authentic way. Transparency in Learning and Teaching (TILT) supports assignment design that is equitable and facilitates student confidence and self-efficacy. Presenters will demonstrate the process and outcomes for evaluation and assessment redesign using TILT principles.

**CBE at Unity: Building an Institute From the Ground Up**

*Shoal Creek A & B*

**Amardeep Kahlon**, Dean, Unity College  
**Melik Peter Khoury**, President, Unity College

Unity College, dedicated to the environmental professions, and has been offering baccalaureate degrees since 1965 and, more recently, graduate degrees. In 2021, Unity launched the Technical Institute for Environmental Professions to provide associate degrees, stackable micro-credentials, and continuing professional education in condensed term lengths and all CBE. The presenters will talk about the journey to setting up the institute from the ground up, the challenges faced, the lessons learned, and the wins!

**2 New Programs in 6 Months**

*Shoal Creek C*

**Irene Thrower**, Design Incubator and Faculty, Texas A&M University - Commerce

This session will walk attendees through the design process used to research, propose, and develop two new programs for the college within a six month time-frame. In order to approve these new programs, the college built curriculum, including program competencies, formed an advisory board, constructed accreditation and coordinating board proposals, and finally constructed a course development program to create the necessary courses for a fall roll-out of both programs.
9:00 AM – 10:15 AM

CBTE TRACK: Adapting Systems to Support CBTE: What has to change, and why?
Darrell K. Royal Ballroom A

John Schwandt, Redemption Seminary

Adopting CBTE educational philosophies and practices will require adapting educational systems to support them. All attendees will be invited to contribute as we consider which institutional systems must be, versus could be, adapted to support CBTE program delivery. For example:

- Admissions & Registrar systems
- Financial systems (tuition, payment, refunds, policies)
- Technology supports
- Student onboarding, resources, and progress tracking
- Faculty/Mentor training and management
- Curriculum development and assessment
- Partnerships, customization, and more

9:45 AM - 10:15 AM

BREAKOUT SESSIONS 19

Featured Breakout Session: Faculty Focus: Creating a Faculty Training Pathway for Developing Competency-Based Education Courses
Brazos Ballroom

Angela Dunn, Coordinator of Competency-Based Programs, Lourdes University
Rita Pool, Instructional Designer for the Competency-Based Education Programs, Lourdes University
Terry Keller, Provost, Lourdes University

Are you interested in learning how to support faculty who are developing and facilitating competency-based education (CBE) courses? This case study focuses on a faculty training pathway program that was created by an instructional designer and CBE team. In addition, this study describes the faculty model created for CBE programs. Participants will receive an electronic guide to creating a CBE faculty training program that includes topic ideas, interaction suggestions, and assessment strategies.

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Sharing is Caring: Course Level Team Leadership and Faculty Coaching
Barton Creek A

Christine Fonner, Co-Founder & CEO, Roam Life, LLC
Richard Barnes, Senior Manager, Western Governors University
Jim McCleskey, Course Faculty Manager, Western Governors University

CBE programs’ great potential lies in their flexibility and scalability; however, maintaining quality as programs scale requires intense cooperation and collaboration between the faculty team charged with delivering the course. This presentation explores techniques for developing instructional-faculty-level ownership of courses and building effective faculty teams that can take course and student performance to the next level based on informed reflections from faculty and faculty leadership at Western Governors University.

Successful Strategies for Providing Meaningful Feedback to Adult Learners
Darrell K. Royal Ballroom B

Ashley Macky, Lead Evaluator, Western Governors University
Joanna Dillman, Academic Manager, College of Business, Western Governors University

Faculty at Western Governors University evaluate more than 150,000 unique student assessment submissions per month. WGU’s guiding principles require that student feedback be timely, accurate, fair, and helpful. This requires students to receive feedback customized specifically to their submission very rapidly, which can be very challenging to do at scale. This workshop discusses WGU’s approach to providing students with feedback, and opportunities for incorporation of similar practices into other educational models.

Redefining Higher Education Through Competency-Based Education and Flexible Course Schedules
Darrell K. Royal Ballroom C

Paula Edwards, Tutorial Faculty, University of Massachusetts Global

With a growing number of adult learners, higher education must be re-defined and re-evaluated. Even before the pandemic, competency-based education can offer the nontraditional students the flexibility of time, pace, and cost to aid in their educational goals. Through this research, higher education is redefined to look at college degrees with a student-focus as opposed to the traditional institutional-focus.
Calculating Retention Rates in Non-Term CBE: Methodologies, Considerations, & Applications
Shoal Creek A & B

Ryan Specht-Boardman, Program Manager of the UW Flexible Option, University of Wisconsin Extended Campus
Laura Kite, Chief Student Services Officer, University of Wisconsin Extended Campus

Creating an operational definition of retention in non-term CBE programs that has utility in daily application as well as compatibility with retention rates in traditional semester-based education is a perennial challenge for the field of CBE. This session will review the UW Flexible Option’s methodological development of five different ways of measuring retention in non-term CBE. Attendees will also learn about considerations for the effective implementation and application of the metrics in student services.

Scalable Alignment of Programs to Workforce Skills: IMS Global, LearningMate, & SNHU

Steve Ernst, VP Strategic Partnerships, LearningMate
Kate Parker, VP Content Services, Higher Education, LearningMate*
Stuart Vanorny, Director of Learning Design, Content Services, Higher Education LearningMate*
Joshua Heyman, Senior Curriculum Systems Manager, Southern New Hampshire University*
Daniel Blickensderfer, Technical Program Manager, IMS Global Learning Consortium*
Daniel Blickensderfer, Technical Program Manager, IMS Global Learning Consortium*

One of the biggest trends in Higher Education is the demand for colleges and universities to adapt their programs to better align with workforce-relevant skills. Fortunately, there are standards and tools that can help with the creation and maintenance of a skills-based curriculum. In this session, we explore the fundamentals of skills alignment, IMS’ CASE specification, and the tools and services LearningMate has developed leveraging CASE interoperability standards to enable alignment of competencies and skills.

10:15 AM - 10:30 AM  Morning Refreshment Break
Brazos Ballroom Foyer

*This speaker is not presenting live. You can view a pre-recorded, modified version of this presentation on-demand after CBExchange through May 2022.
10:30 AM - 11:15 AM

GENERAL SESSION 20: Learners First: Reimagining the Future of Higher Education around the Learners
Brazos Ballroom

Frank J. Dooley, Global Chancellor, Purdue University*
Richard Senese, President, Capella University*
Kate Smith, Interim President, Rio Salado College*

Moderated by Elyse Ashburn, Content Strategist, Whiteboard Advisors

Putting learners first may seem like a simple and straightforward concept in higher education, but as the students we serve face increasingly complex challenges, too often artificial barriers impede their path to accessing and completing relevant credentials. Colleges and universities have to navigate the ever-changing future of work while serving disparate student populations ranging from working adults to veterans. Forward-thinking institutions recognize the need to focus on learners’ needs and the opportunities this provides for enrollment and student career advancement. Competency-based education provides a proven model to do this by providing a personalized journey that enables each learner to acquire and demonstrate skills.

Over the past several years, the Presidents Forum, a collection of college and university presidents and chancellors, has come together to reimagine what higher education could look like if it truly embraces a learners-first model. This interactive panel of university leaders will discuss how institutions are adapting this strategy, the key lessons learned, and the role of competency-based education in delivering this vision of the future.

CBTE TRACK: Wrap up/Feedback: What Obstacles Do You See? What Happens Next?
Darrell K. Royal Ballroom A

Ruth McGillivray, Northwest Seminary
Greg Henson, Sioux Falls Seminary

11:15 AM - 11:45 AM

GENERAL SESSION 21: The Circle of Friends
Brazos Ballroom

Charla Long, President, Competency-Based Education Network
Amber Garrison Duncan, Executive Vice President, Competency-Based Education Network

In this final session, learn about the benefits of being in a community of like-minded CBE advocates. Hear how the Competency-Based Education Network can support you in your work as you seek to build and grow high-quality CBE offerings.

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Advancing an emerging CTE program

Loretta Ovueraye, Vice Provost Workforce Programs and Professional Learning, Miami Dade College
Lorena Mayoral, Instructional Designer, MDC Online, Miami Dade College
Ernest Burt, Director of Program Development, Miami Dade College
Debra Sheridan-Brinkman, LMS Support Manager, Miami Dade College
Claudia Orrego, Administrative Assistant, Miami Dade College

Well-constructed CBE programs provide greater flexibility for adult learners, reduce institutional costs, and provide students with skills and competencies to meet industry demands. A review of the literature and joining the Equity Collaboratory Competency Based Education Network and Jobs for the Future informed MDC’s decision to use the Quality Framework for CBE Programs to baseline CBE offerings. This presentation will showcase how this was done and participants will engage in activities to implement into practice.

Competency-Based Workplace Learning Pathway: A New learning Pathway for Adult Learners

Arthur Poh, Director, Singapore Institute of Technology
Veronica Oh, Assistant Director, Singapore Institute of Technology

Through our engagement with industries, many employers have demonstrated interest to upskill their employees. However, there are currently very few options available for in-employment professionals to upskill and they typically require them to be away from their workplace for a significant portion of their time, thus affecting the organisational performance. In response to industry feedback, SIT has designed a new alternative pathway for adult learners to gain academic progression.

Driving Student Persistence with Timely, Personalized Faculty Support

Katherine Porter, Senior Manager, Faculty Experience, Western Governors University
Jennie Sanders, Vice President, Faculty Experience and Academic Services, Western Governors University

To deepen WGU’s commitment to CBE and personalized faculty support for students, we created tools to provide faculty with information about what students need and when they need it. We developed student-focused planning tools that provide insight into each student’s needs, preparation, and preferences, as well as a Learner Care Dashboard that alerts faculty to student needs at key touchpoints in their educational journey. Implementation of these tools has improved student persistence and faculty efficiency.
Full Circle Legitimacy: Competency-Based Education and its Implications in the Workforce

Alberto Roldan-Lopez, Academic Program Coordinator, Walden University
Marquita Tucker, Teaching Assistant, Doctoral Student, Walden University

CBE as a valid form of higher education needs to meet the demands of employers and the community. The priorities: (1) academic quality, (2) academic integrity; and (3) workforce readiness. Questions about the impact of CBE include: What constitutes quality CBE instruction? How can universities safeguard the security and ensure identity of online students? Do CBE graduates make a positive impression on hiring managers? These will be discussed and recommendations provided by Walden University academics.

How Faculty Can Incorporate the Chartered Global Management Accountant™(CGMA®) Finance Leadership Program Into Classroom Learning “Plug and Play”

Nora Luquer, Lead Manager, CGMA University Initiatives, Association of International Certified Professional Accountants

The CGMA Finance Leadership Program (FLP) is a digital-first learning program similar in scope and rigor to a master’s degree. Students can apply what they learn to the larger business context right away, with all topics taught through scenarios, interactive exercises and business simulation.

IMS Global & AEFIS: Together, Using Open Standards to Align Learning Outcomes with Industry Skills

Suzanne Carbonaro, Director of Academic Partnerships, AEFIS
Daniel Blickensderfer, Technical Program Manager, IMS Global Learning Consortium

The COVID-19 Pandemic magnified the need for higher education and the job market to align: Learners don’t just need a credential, they need skills. The software to support skill-based curriculum is available. As a member of IMS Global, AEFIS assessment platform provides interoperability as the foundation of their curriculum and assessment solution. In this session, we’ll demonstrate AEFIS’ dynamic authoring capabilities with interoperable competency data and IMS Global’s CASE and CLR standard.

Outskilling: a purpose-driven CBE program for meaningful professional transitions

Roberto Juarez-Garza, Director of Skills Architecture, Universidad Tecmilenio

Learn how Universidad Tecmilenio designed and created a new program targeting most adults being let go by their employers amid the pandemic, by rethinking the traditional offerings in the outplacement industry and taking in the positive implications of moving the person to the center. A CBE program that mixes one’s purpose in life and our professional aspirations in one single skilling path, being able to convert a rather stressful situation into a fascinating positive journey.
Making the Climb: Moving Legacy Learning Management Systems into the World of Competency-based Education

Alan Roberts, CEO, Shift iQ | IIS Corp.
Kyle Erickson, Product Manager & Educational Technologist, Shift iQ | IIS Corp.

Legacy learning management systems (LMS’s) are not designed in a way to connect competency frameworks to learning objects or assessments. This session will demonstrate how to integrate Shift iQ’s toolkits with existing LMS’s to deliver competency-based education.

Ready, Set, Launch...Then What? Lessons Learned in Continuous Quality Improvement Post Program Launch

Kathy Ebert, Program Experience Manager, Western Governors University

We are back! Last year we shared our trials and tribulations from launching seven new undergraduate programs in March 2020 that included 14 new business core courses and 18 existing courses. We are back to share the lessons learned over the last year, what strategies we have used to assess our performance and improve outcomes. Come join us for an interactive discussion on how to positively impact the student experience and improve success outcomes faster.

So, you want to lead CBE Innovation? A Skills and Strategy Campfire Session

Ryan Ivers, Goal Lead, Southern New Hampshire University

Leading CBE is challenging and critical to the successful implementation of CBE. This session is a “campfire” session that briefly covers original research highlighting leadership skills and strategies that drive successful CBE innovation. The last half of the session allows attendees to drive their own learning in sharing experiences with others or asking questions to the facilitator and attendees. Bring your CBE leadership questions and prepare to engage.

The Effects of Competency-Based Education Delivery Methods on Competency Level: A Quantitative Study

Melissa Foster, Assistant Professor, Graduate Program Coordinator, Winston-Salem State University
Natasha Ohene, Instructor, CBE Student Mentor, Clinical Coordinator, Winston-Salem State University

Competency-based education (CBE) is a quickly evolving concept. Within the CBE context, new delivery methods for course materials create an atmosphere that is highly supportive of learning and allows flexibility for learners who may have already acquired certain knowledge and desire to move on to unknown curriculum. Although many students can and do benefit from this new concept, data must also be present to support the validity of CBE as it continues to grow.
Traditional vs CBE Programs: A Comparison of Metrics for Continuous Improvement

Suresh Chalasani, Professor, University of Wisconsin-Parkside
Ryan Specht-Boardman, Program Manager, University of Wisconsin Extended Campus
Sahar Bahmani, Academic Director - Flex BSBA and PMGT Programs & Professor, University of Wisconsin-Parkside

The UW Flexible Option (Competency-Based) Business Administration (Flex BSBA) degree is the first competency-based Business degree program with AACSB accreditation. While aligning the CBE program processes with the traditional business programs is desirable from a resource perspective, maintaining the uniqueness of CBE assessment metrics is necessary by design. This presentation will explore the similarities and differences between Flex BSBA and the traditional business programs in terms of the continuous improvement processes and metrics for assessment.

Training Faculty: The Competencies Of Coaching In Higher Education

May Lim, Associate Professor/ Director, Singapore Institute of Technology
Ramesh Shahdadpuri, Senior Educational Developer, Singapore Institute of Technology

Universities must be more learner centric and embrace new ways to develop students holistically. One approach to achieve this is to train faculty to engage the students in effective coaching conversations. In our coaching program, faculty are trained on the responsibilities of coaching students by learning fundamental coaching skills and identifying coachable moments in educational settings. For assessments, we use structured role plays with standardized student actors and realistic academic scenarios, to evaluate the faculty’s coaching conversations with students.