



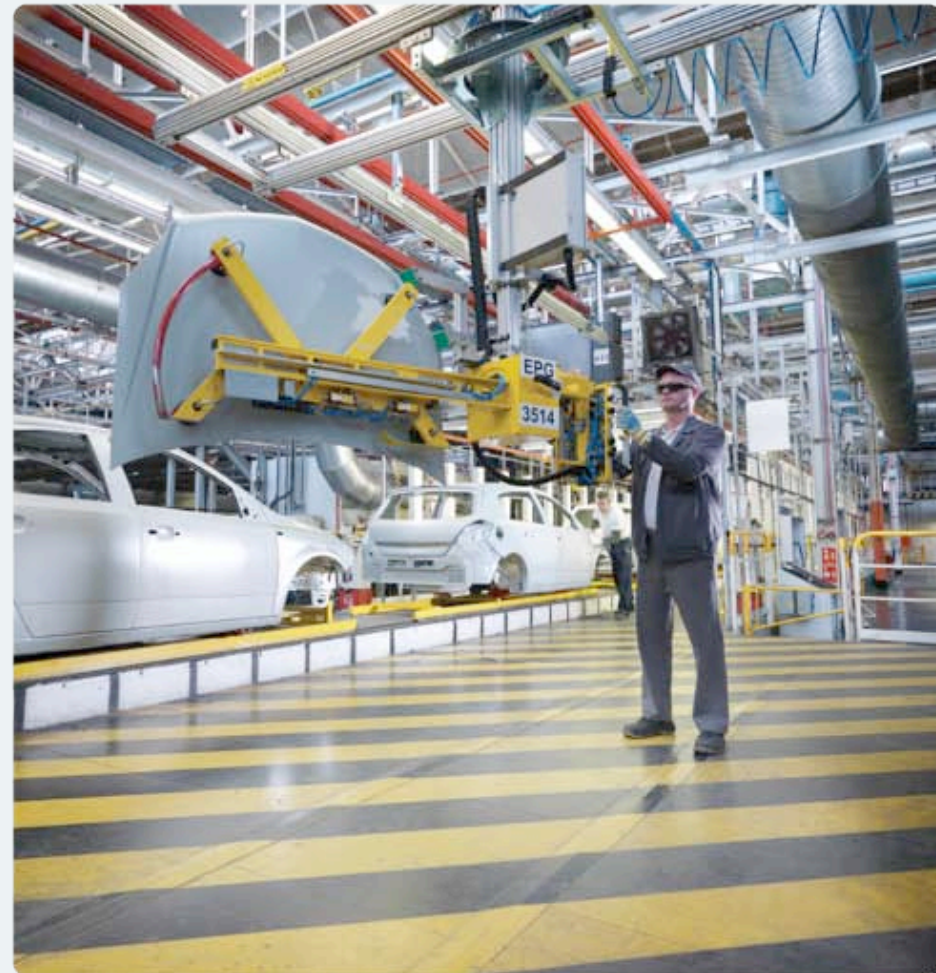
New England Board of Higher Education  
October 2013

## How Can We Respond?

- ★ Which higher education do you want to fix?
- ★ How can disaggregation help?
- ★ How will you use technology?



Which higher education do you want to fix?



## MATURITY OF INDUSTRY & TECHNOLOGICAL PROGRESS ALLOWS DISAGGREGATION OF FUNCTIONS



## MATURITY OF INDUSTRY & TECHNOLOGICAL PROGRESS ALLOWS DISAGGREGATION OF FUNCTIONS

### FACULTY





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## SME AND ID TEAM

# MATURITY OF INDUSTRY & TECHNOLOGICAL PROGRESS ALLOWS DISAGGREGATION OF FUNCTIONS

## FACULTY



SME AND ID TEAM

INSTRUCTOR OR ?

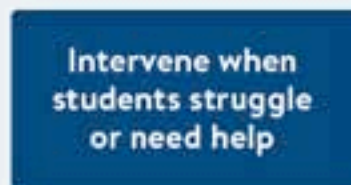
# MATURITY OF INDUSTRY & TECHNOLOGICAL PROGRESS ALLOWS DISAGGREGATION OF FUNCTIONS

## FACULTY



## SME AND ID TEAM

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## TUTORIAL SERVICES



# MATURITY OF INDUSTRY & TECHNOLOGICAL PROGRESS ALLOWS DISAGGREGATION OF FUNCTIONS

## FACULTY



## SME AND ID TEAM

## INSTRUCTOR OR ?

Intervene when  
students struggle  
or need help

Conduct  
assessments and  
assign grades

## TUTORIAL SERVICES

## ASSESSMENT TEAM

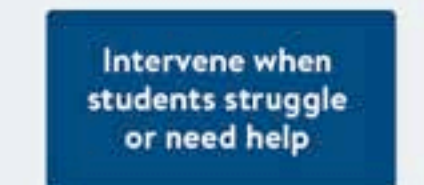
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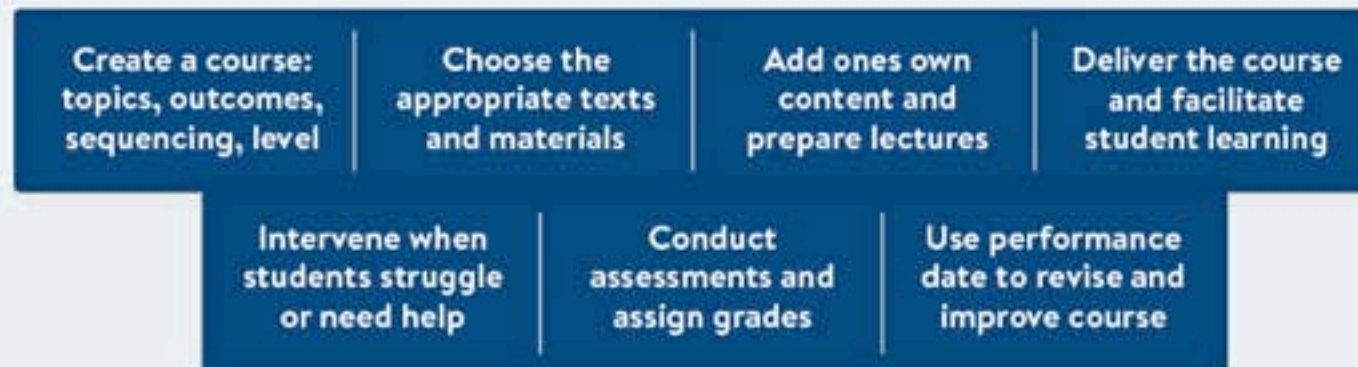
## ASSESSMENT TEAM



## SME AND ID TEAM

# MATURITY OF INDUSTRY & TECHNOLOGICAL PROGRESS ALLOWS DISAGGREGATION OF FUNCTIONS

## FACULTY



- Open Learning Initiatives
- Open Courseware
- Saylor Foundation
- E-Books
- MOOCS



SME AND ID TEAM

INSTRUCTOR OR ?





# MATURITY OF INDUSTRY & TECHNOLOGICAL PROGRESS ALLOWS DISAGGREGATION OF FUNCTIONS

## FACULTY

Create a course:  
topics, outcomes,  
sequencing, level

Choose the  
appropriate texts  
and materials

Add ones own  
content and  
prepare lectures

Deliver the course  
and facilitate  
student learning

Intervene when  
students struggle  
or need help

Conduct  
assessments and  
assign grades

Use performance  
data to revise and  
improve course

- Open Learning Initiatives
- Open Courseware
- Saylor Foundation
- E-Books
- MOOCS

- WGU
- SNHU
- BYU-Idaho
- Straighter Line
- MOOCS
- Knewton

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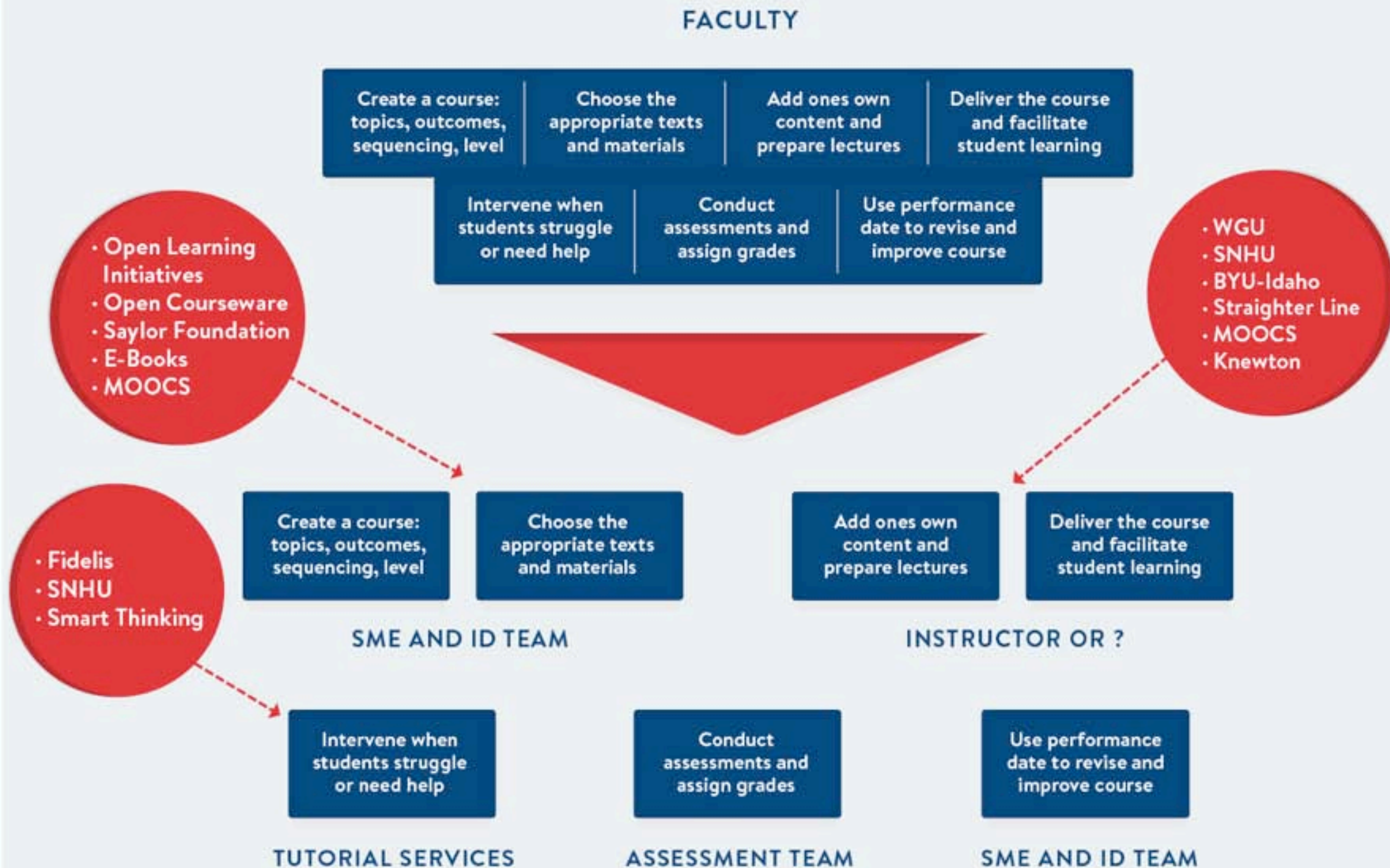
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## TUTORIAL SERVICES

## ASSESSMENT TEAM

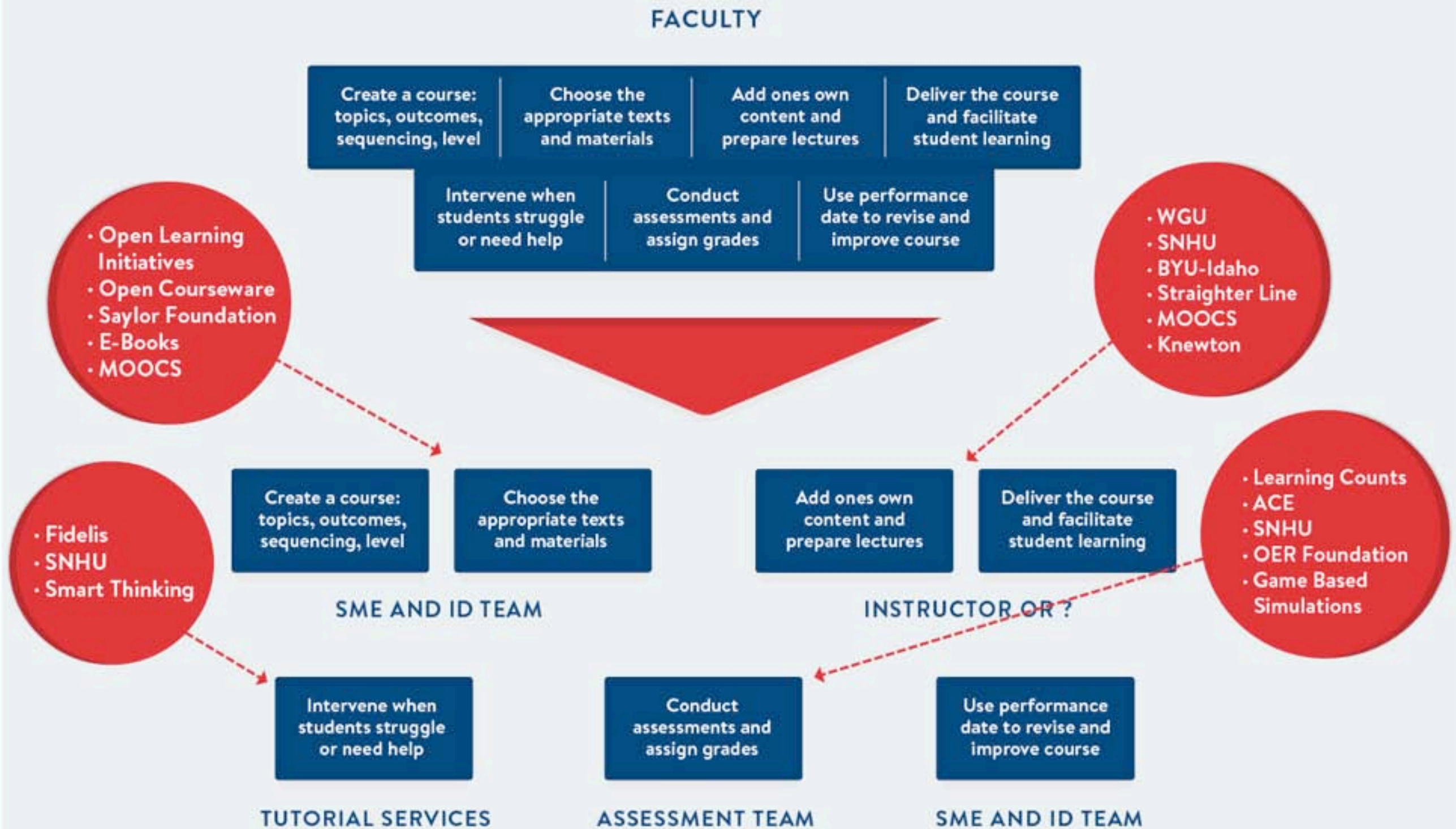
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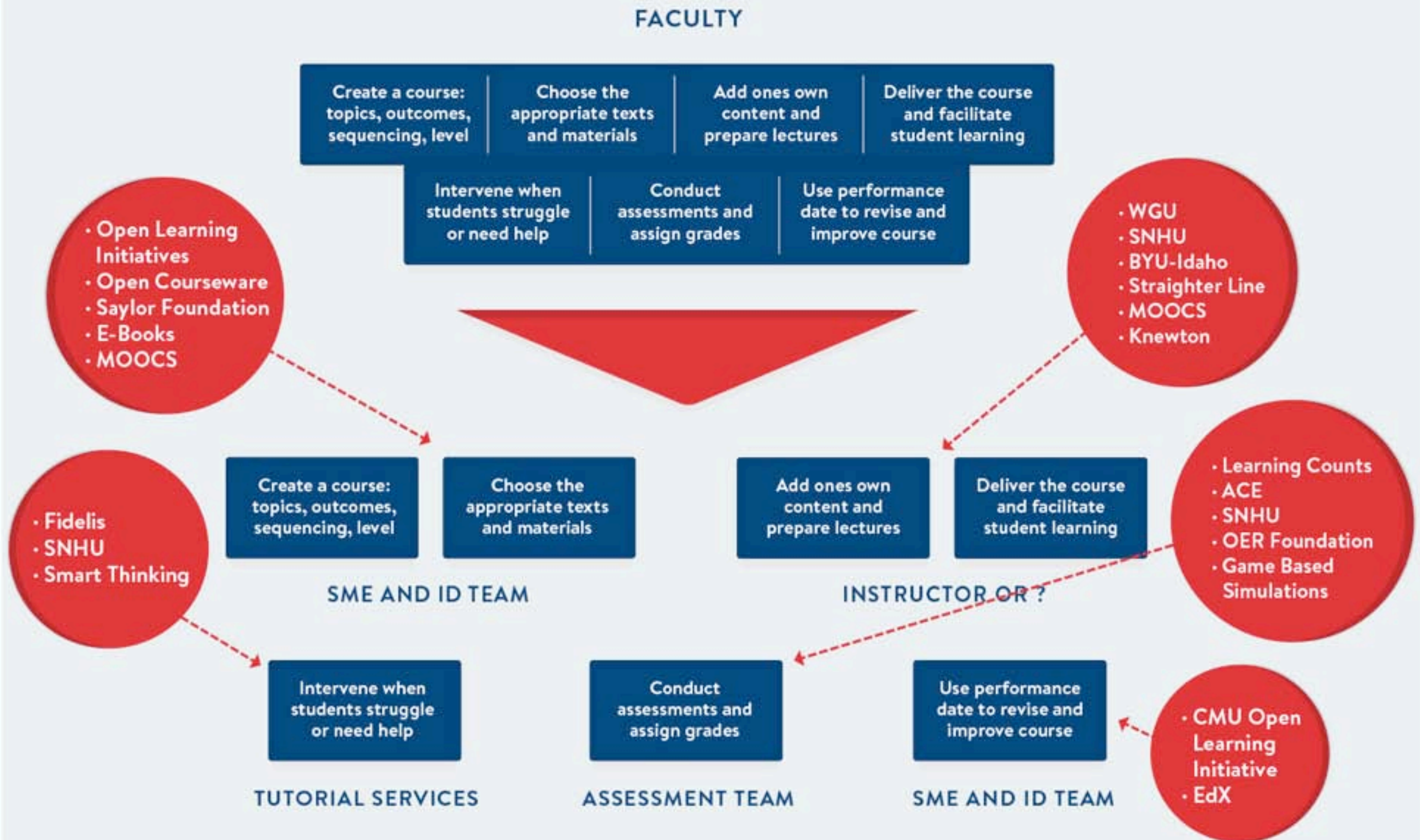


# MATURITY OF INDUSTRY & TECHNOLOGICAL PROGRESS ALLOWS DISAGGREGATION OF FUNCTIONS





# MATURITY OF INDUSTRY & TECHNOLOGICAL PROGRESS ALLOWS DISAGGREGATION OF FUNCTIONS





The job to be done

Disaggregation

College for America

Technology



## CURRENT STATE



- ★ Time Fixed,  
Learning Undefined
- ★ Faculty Centered
- ★ Expert Teaching Model
- ★ High Cost/Price
- ★ Transcript Black Box
- ★ “Big Chunk” Courses
- ★ Learners come to  
Institution

- ★ Time Variable,  
Learning Defined
- ★ Student Centered
- ★ Mentor Model
- ★ Drive costs out of model
- ★ Proof of Learning
- ★ Granular Competencies
- ★ Learning comes to  
Students

# Creating On-Ramps: The Workforce Development Challenges

- Ensure connection to the workforce
  - Competencies have value to the worker and industry
- Focus on industries and occupations that provide on-ramps to a career
  - Portable within a company
  - Across occupations and industries

# Workforce Solutions

- Conduct labor market analysis
  - Identify appropriate industries of focus and occupations within those industries
- Target employers in the identified industries
  - Explore competencies and understand employer interest
- Understand competencies and integrate into CfA offerings
  - Analyze job families to fully understand competencies required to enter and advance in the occupational areas
  - Determine ways to weave competencies into more industry-focused degrees



# Competency Clusters



## **Foundational Skills**

Communication Skills  
Critical & Creative Thinking  
Quantitative Skills  
Digital Fluency & Information Literacy



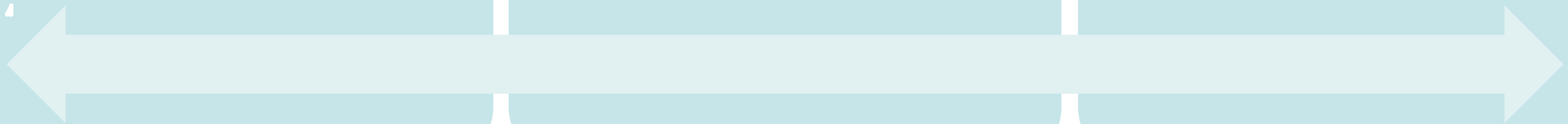
## **Personal and Social Skills**

Personal Effectiveness  
Ethics and Social Responsibility  
Teamwork and Collaboration



## **Content Knowledge**

Business Essentials  
Science, Society & Culture



# What do we mean by a “Competency”?

- “Can do” statement representing observable and measurable behavior
- Claim we would like to make about what a student knows and can do
- Examples:
  - Can negotiate with others to resolve conflicts and settle disputes
  - Can work with others to accomplish a task
  - Can speak effectively in order to persuade or motivate
  - Can define and use marketing terminology and concepts
  - Can generate a variety of approaches to addressing a problem
  - Can distinguish fact from opinion
  - Can convey information by creating charts and graphs
  - Can recognize and articulate the ethical and moral implications of an issue
  - Can support interpretations and analyses of literary texts with textual evidence
  - Can represent practical problems as mathematical expressions



# How do we assess mastery?

- Assessment at the core of College for America program
- Students demonstrate mastery of competencies by completing Tasks
  - Project-based learning
  - Authentic, engaging and relevant
  - 3 Different Levels
- Students can revise and resubmit until they demonstrate mastery
- Students will also take third-party, nationally normed assessments





Welcome to College for America, Vinny

October 2, 2013

10%



87 kudos



## Activity Feed

IN PROGRESS

MASTERED

FEEDBACK

MESSAGES

ALL

Access Information Blue Project: GMOs: Good or Bad?

This project is due on September 20, 2013. [Edit your due date](#)

POSTED SEPTEMBER 26, 2013 03:38 PM



Analyze Data Blue Project: Home Free!

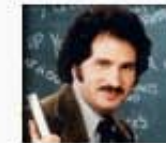
This project is due on October 4, 2013. [Edit your due date](#)

POSTED SEPTEMBER 26, 2013 02:20 PM



Apply Economic Theories Purple Project: Rent or Buy?

## Connections



## To-Do

Add an item to your to-do list

ADD

### ORIENTATION

- ☐ [Take the Tour](#)
- ☐ [Schedule Coach Call](#)
- ☐ [Read the Program Overview](#)
- ☐ [Learn about Academic Honesty](#)



10%



87 kudos

[DASHBOARD](#) / [GOALS](#) / [ACCESS INFORMATION](#) / BLUE PATH: GMOS: GOOD OR BAD?

Overview and Directions

Deliverables

Project Resources

Skill Building Resources

Rubric



SCHEDULED: 09/20/2013



SUBMIT WORK



RECORD AUDIO

1 GMOS: GOOD OR BAD?

2 IN TODAY'S EPISODE . . .

## GMOS: Good or Bad?

Status: Scheduled

### COMPETENCIES TO MASTER



Can recognize flaws and inconsistencies in an argument



Can develop and support an argument



Can recognize and articulate the ethical and moral implications of an issue

### Overview

More and more farmers and food manufacturers are genetically modifying their crops to reduce susceptibility to disease, improve flavor, and reduce costs. That means that more of the foods on our grocery store shelves are made with ingredients that contain Genetically Modified Organisms (GMOs). But while manufacturers claim the foods are safe, many people are concerned about the health effects. In this Project, you will write an opinion editorial ("op-ed") that takes a position on this controversial subject.

### Directions



College for America


Liked · September 12 · 🌐


CfA Graduate, Kris Simmons — at Southern New Hampshire University.

📍 Tag Photo ✎ Edit


Like · Comment · Share · Edit

👍 3 people like this.

 Janet Bamberg Way to go Kris!  
September 13 at 9:01pm · Like

 Lauren Simmons This is my mom!  
about an hour ago · Like

 Morgan Simmons Yay my mom!  
29 minutes ago · Like

 Write a comment... 📷