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

- Create a course: topics, outcomes, sequencing, level
- Choose the appropriate texts and materials
- Add one's 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 date to revise and improve course
MATURITY OF INDUSTRY & TECHNOLOGICAL PROGRESS ALLOWS DISAGGREGATION OF FUNCTIONS

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Instructor or?

The diagram illustrates the roles and responsibilities of faculty, SME and ID team, and the instructor in the context of course development and delivery.
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**Assessment Team**
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- Open Learning Initiatives
- Open Courseware
- Saylor Foundation
- E-Books
- MOOCs

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ASSESSMENT TEAM

SME AND ID TEAM
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- WGU
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- BYU-Idaho
- Straighter Line
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- Knewton
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- Deliver the course and facilitate student learning

- Learning Counts
- ACE
- SNHU
- OER Foundation
- Game Based Simulations

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- Fidelis
- SNHU
- Smart Thinking

- CMU Open Learning Initiative
- EdX
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

COLLEGE for AMERICA

★ 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

Activity Feed

<table>
<thead>
<tr>
<th>IN PROGRESS</th>
<th>MASTERED</th>
<th>FEEDBACK</th>
<th>MESSAGES</th>
<th>ALL</th>
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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

ORIENTATION

- Take the Tour
- Schedule Coach Call
- Read the Program Overview
- Learn about Academic Honesty
GMOs: Good or Bad?

Status: Scheduled

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