Learning Assistance for Competency-Based Education: Minding the Gaps

Cassandra Feidt, Learning Services Coordinator
NCLCA Certified Learning Center Professional – Level I
Today’s Objectives

Participants will:

- Recognize key differences between traditional online courses and CBE and identify the corresponding learning gaps that academic support must address.
- Review the development of learning assistance for CBE at the presenter’s institution, particularly the Springshare LibGuide created to connect students to pertinent resources and supports.
- Anticipate the obstacles they may face as similar curricula emerge at their institutions.
- Apply emerging best practices for supporting the online CBE learning experience at the presenter’s institution to their own contexts.
Rasmussen College: Who Are We?

- Private, proprietary college founded in 1900
- Programs in Business, Design, Education, Health Sciences, Justice Studies, Nursing, and Technology
- Programmatic Library and Learning Services teams
- 23 campuses/6 states
- 15,000 students
- 80% online
CBE at Rasmussen

- Students show what they know as soon as they know it
- Learning, not time, is prioritized
- Rich in authentic assessment
- Fully online modality
- Bachelor completer
CBE at Rasmussen

What’s new for our students:

○ Moodle (CBE) and Engage
○ Dual faculty role
○ Assessment rubrics
○ No LLS access within courses
Recruiting Support

Competency-Based Education Network (C-BEN) Quality Framework

Criteria for Standard 5 - Intentionally Designed and Engaged Learner Experience:

- Opportunities for engagement with a learning community are provided throughout the learning journey
- Learners have access to and engagement with learning resources, including faculty expertise

(C-BEN Quality Standards Task Force, 2017)
Recruiting Support

Percentage of CBE programs that think this is an important practice to include when starting a program:

- Flexibility in when, where and how learning happens (91%)
- Personalized and experiential learning and supports (91%)
- Staff and faculty roles and responsibilities maximize talent and time (80%)
- Learner’s interactions with staff and faculty are meaningful, substantive and sustained

“[…] the program proactively provides wraparound and ongoing support, authentic care, and meaningful opportunities for mentorship from faculty and staff.” (Public Agenda, Bill & Melinda Gates Foundation, & Lumina Foundation, 2015).
Recruiting Support

“…for a plurality, self-pacing meant slowing down. That was not the intention, but that was what happened. I consequently heard from colleagues at other schools that their results were similar. I wasn’t sure how much of that reflected procrastination and how much reflected engaged struggle. At the time, I assumed it was mostly the latter. Now, I’m less certain” (Reed, 2017).
Hypothesis

Despite the stellar course design, a new faculty model, and upper level coursework, CBE students will still require learning assistance.
Initial LLS Approach

Goal: Create pathways from CBE student experience to existing LLS resources

- Get involved in committee work
- Gain access to CBE faculty meetings
- Advocate during committee work and to leadership
- Attempt to integrate LLS access within existing courses via a Springshare LibGuide
And Then...

CBE launched, and non-academic staff began to request an online tool they could use while working with students to help them acclimate to this new course modality and succeed in their courses.
CBE Student Guide

Special thanks to:
Sara Stambaugh, Digital Services Librarian
Kate Anderson, School of Business Librarian
Tammy Hopps, LSC for the Schools of Education and General Education

http://guides.rasmussen.edu/cbestudentguide
Demo

CBE Student Guide

Competency Based Education (CBE)

* Getting Started
* CBE Learning Experience
  - Tutoring and Writing Assistance
  - Library and Research Assistance
  - Rasmussen College Guides
  - Home
  - New Student Webinars
  - CBE Frequently Asked Questions

*As requested by advising staff*
CBE Student Guide Usage

All Guides / CBE Student Guide

CBE Student Guide

Run Report

6 pages, 2372 views, 186 days

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CBE Student Guide Usage
CBE Tutoring Usage

### Sessions by Term

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<tr>
<td>Spring Quarter - April 2017</td>
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<tr>
<td>Summer Quarter - July 2017</td>
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### Sessions by Course

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<td>Visual Communication in the Media</td>
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<tr>
<td>Inferential Statistics and Analytics</td>
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<tr>
<td>Business Project Management</td>
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CBE Tutoring Usage

Of the 13 unique course enrollments represented in Spring quarter:

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Primary Support of the 31 total sessions YTD:

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CBE Tutoring Usage Highlights

• Popular course titles for tutoring are popular course titles for tutoring regardless of the modality
• Course content as the primary support provided
  – The primary support likely varies by course or general subject area
• Occasional confusion among non-CBE tutors regarding the modality
CBE Tutoring Usage Surprises

Expected but not observed:

- Difficulty with course navigation
- Disproportionate struggle with time management
- Tutors struggling to understand course content and instructor expectations due to their experience in a different course modality
Replicating on Campus

• Advocacy
  – Learning assistance may be overlooked until CBE literature catches up to student needs.
  – Leverage opportunities wherever they can be found.
  – Get involved in cross-functional teams.

• Pathway to support
  – LibGuide, or something else?

• Consistency in learning support options

• Data-driven approach
Questions/Discussion

CBE Student Guide:
http://guides.rasmussen.edu/cbestudentguide

Contact Information:

– Cassandra Feidt
  • Email: cassandra.feidt@rasmussen.edu
  • Phone: 920-593-8449
References


