

**Ohio Board of Regents
Condition Report Subcommittee Meeting Minutes
Kent State University
The Center for Philanthropy and Alumni Engagement
350 S. Lincoln Street, Room 103
Kent, OH 44242**

September 15, 2016

I. Call to Order and Roll Call

Regent (Chair of the Condition Report Subcommittee) Elizabeth P. Kessler called the **September 15, 2016**, Ohio Board of Regents (BOR) Special Meeting of the Condition Report Subcommittee to order. She welcomed the members and Ohio Department of Higher Education (ODHE) staff to the meeting Kent State University. Chair Kessler stated, "the record reflects that notice of this meeting was given in accordance with provisions of the Ohio Board of Regents' Ohio Administrative Code §3333-1-14, which rule itself was adopted in accordance with Section 121.22(F) of the Ohio Revised Code and of the State Administrative Procedure Act."

Chair Kessler called the roll and those present were:

- Thomas M. Humphries
- Elizabeth P. Kessler
- Virginia M. Lindseth

Chair Kessler declared there was a quorum of the Condition Report Subcommittee members present.

II. Approval of Minutes

Chair Kessler asked if there were any additions or corrections to the draft June 28, 2016, minutes. There being none, Vice Chair Humphries made a motion to approve the June 28, 2016, minutes as drafted and the motion was seconded by Secretary Lindseth. All Regents present voted in favor of the motion approving the minutes as submitted from June 28, 2016.

III. Status of Condition Report Draft

Lynn Trinko, Assistant Deputy Chancellor of Education Technology, ODHE began to provide an overview of the responses of the Competency Based Education (CBE) Survey. She presented a PowerPoint presentation which can be found as an Attachment. She said that she was happy to report that the data analysis was going very well and they wanted to share the findings that they have to date. She said that it is important to note that it is a very complicated process. She said that the survey was sent to all public institutions and they utilized the Inter-University Council of Ohio, Ohio Association of Community Colleges, and the Association of Independent Colleges and Universities of Ohio (AICUO) to assist them in the process. She said that they had 100% participation of the public institutions and it was suggested by the AICUO that they also engage Antioch College (a private institution that has actively been involved with CBE for some time) to engage them about CBE.

Chair Kessler asked about the definition of CBE. Assistant Deputy Chancellor Trinko replied that the definition that they have chosen is one nationally recognized throughout higher education and based on the Competency-Based Education Network (C-BEN) definition. She said the definition focuses on clearly defined components and characteristics of CBE. She said that the program is based on competencies and concepts of mastery where time is variable and self-paced. She said they are reviewing the entire course structure at the program level that aligns with workforce development principles.

Assistant Deputy Chancellor Trinko said there were two core survey questions posed to the institutions (with the responses of those as outlined in the attached presentation): "Are you interested in the CBE program?" (25 yes responses; and 18 no responses) and "Of the institutions that are not currently engaged in CBE, are you

interested in a CBE program in the future? (17 yes responses; 1 no response – ODHE intends to follow-up with this institution) ” She said the responses from the first question align nationally. Dr. Stephanie Davidson, Vice Chancellor Academic Affairs, ODHE added that most institutions may offer some continuum of CBE but it may not align with the ODHE CBE recognized definition.

Secretary Lindseth asked who received the survey. Vice Chancellor Davidson replied that the survey was emailed to the institution’s Provost/Chief Academic Officer and they were responsible for ensuring the survey was routed to the appropriate person at the institution for completion and submission.

Assistant Deputy Chancellor Trinko continued with outlining the survey questions and responses and said that the survey question “Why institutions are not currently planning CBE” they received the following responses: Financial Constraints; Lack of Time; No interest or discussions on the CBE topic at this time at their institutions; Waiting to see what other institutions are doing; What other institution’s successes are; and Lack of information about CBE. She said that ODHE will follow-up with some institutions on their responses to make sure they have a clear understanding of their intent.

Relating to the ‘Financial Constraints’ response from the institutions, Vice Chair Humphries asked if institutions indicated that the impact was funding to start the CBE program or was it financially detrimental to the current structure. Vice Chancellor Davidson replied that this was a good observation but she believed it was financial restraints to compensating faculty and technology in the CBE area. She said that that ODHE will follow-up with the institutions on this topic.

Assistant Deputy Chancellor Trinko continued the overview relating to the institutions that replied ‘yes’ and explained that CBE consists of four phases and they are the following: Planning; Approval; Implementation; and Growth. She said that institutions that responded to the survey were in these various phases of CBE (as outlined in the attached presentation). She said when analyzing the data responses for this question, they removed Antioch College.

Assistant Deputy Chancellor Trinko explained the planning phase and said that in the first phase an institution is making a lot of decisions, collecting and considering information. She said this is one of the most challenging phases because you are engaging all aspects of the institution. She said the following institutions were in the Planning phase: University of Akron; Bowling Green State University; University of Cincinnati; Wright State University; Youngstown State University; Columbus State Community College; Cuyahoga Community College; Eastern Gateway Community College; Hocking College; Lakeland Community College; North Central State College; Northwest State Community College; Rhodes State College; Southern State Community College; Stark State College; and Zane State College;

Secretary Lindseth asked of those institutions involved in CBE did any of them indicate that they had received the initiative from the faculty. Assistant Deputy Chancellor Trinko replied that they did not specifically ask that question of all of the institutions but three of them indicated that they had a faculty member that felt CBE programs were necessary and it is believed that it is a faculty-driven grassroots effort. Vice Chair Humphries added that comments that were made by faculty during the Condition Report Subcommittee meeting held at Sinclair Community College felt that a CBE program does best when it is faculty driven.

Assistant Deputy Chancellor Trinko explained the responses (as outlined in the attached presentation) to the question relating to timing and “When do you think you may consider developing a CBE program?” She said that a wide margin of the responses aligned to the national average of two years. She outlined the responses (as outlined in the attached presentation) for the “Types of academic program areas” question. She said that the majority of the responses were in the following programs: Business; Engineering (note: Information Technology falls under this category); and Health.

Assistant Deputy Chancellor Trinko went on to discuss the CBE program approval question that was posed and said they wanted to get a better understanding of where the institutions were in the process and the categories of approval they asked the institutions to respond to were the following: Internal administrative approval only; Internal administrative approval and in process of working with the Higher Learning Commission (HLC) or relative governing agency; and Internal administrative approval and HLC or other relative governing agency approval. She said there was one institution in the Approval Phase and this was Lorain County Community College. Vice Chancellor Davidson said that they are saving institutions time and effort by having them submit their programs and paperwork to the ODHE for pre-review prior to submission to the HLC.

Assistant Deputy Chancellor Trinko said that Implementation is the third phase of the CBE process and in this phase institutions will be marketing, recruiting, enrolling and educating students on campus in a CBE program. Vice Chancellor Davidson said there was one institution, The Ohio State University, in the Implementation phase. She said that ODHE will follow-up with them to ensure it aligns with the definition they have outlined.

Assistant Deputy Chancellor Trinko said that Growth is the final phase of the CBE process and in this phase the CBE program will be reaching its maturity and institutions will be replicating another cohort in the program. She said the following institutions are in the Growth stage and they are: The Ohio State University, Sinclair Community College; and Zane State College. She explained each of these institution's programs and said that ODHE will follow-up with Zane State College because they indicated that they have been in the Growth stage for over fifteen years.

Assistant Deputy Chancellor Trinko began to outline the Administrative and Faculty Challenges responses as outlined in the presentation. She said some of the top Administrative challenges outlined were movement of students in and out of CBE and traditional programs; start-up costs; and financial components. She said that the faculty challenges outlined were the following: changes in responsibilities; changes in role; concern about tenure; lack of control of processes; lack of support; and developing valid, reliable competency assessments; time needed to assess students; and implementation time.

Vice Chair Humphries asked if it appeared that faculty preferred to be engaged in CBE types of processes/practices to measure these outcomes. Vice Chancellor Davidson said that faculty typically prefers to be engaged in the process, because even if they are teaching in a traditional environment they are always designing assessments and measuring students against those. But she believes the CBE process is time consuming because students have discreet competencies and they are moving through them at different times.

Assistant Deputy Chancellor Trinko said to the question "Is there or will there be a different model for student support services in your CBE program vs. your non-CBE programs?" they received 12 yes responses; and 6 no responses. She said this question was important because the support that a student receives is essential in any learning environment. She said these responses were not surprising as they received some of the following comments: intrusive advising; holistic case management; and a student-mentored coach environment. She said the institutions that responded 'no' already have an existing academic support model in place for all students.

Assistant Deputy Chancellor Trinko went on to outline the Student Challenges as outlined in the presentation. She said that some of the primary challenges surrounded the following: coursework and time management; financial aid and curriculum alignment; different types of assessments; and lack of appropriate support and resources.

Assistant Deputy Chancellor Trinko said the "Business and Industry Involvement" question received the responses that they were expecting. She said that 64% of the institutions are currently working with business and industry; and 36% are not. She said of some of the institutions who responded "no" listed business and industry partners that they were working with so ODHE will contact the institutions to clarify their responses.

Assistant Deputy Chancellor Trinko said that the survey responses to the question "What can ODHE to do assist?" were the following: Sharing best practices; Establishing clear policies; Providing speakers / meetings/webinars on the CBE topics; Providing general information; and other areas such as support for funding and support for processes

Assistant Deputy Chancellor Trinko finished her remarks by outlining the next steps for completing the CBE Survey responses which were the following: Conducting individual follow-up conversations to clarify information submitted with certain institutions (Zane State College, Rio Grande Community College, Northeast Ohio Medical University; and The Ohio State University); and Focus Groups targeted to institutions that are in the areas of the CBE Stages of Planning, Approval, Implementation, Growth and not started in any stage. She said they will also ask the institutions the questions that were posed today as well.

Secretary Lindseth asked who owned the Intellectual Property (IP); when a faculty member was involved in a project or initiative such as course development. Vice Chancellor Davidson replied that in most instances the institution retained ownership of the IP but in cases of student resources it may be contracted out to a private entity and this IP ownership may be on a case by case basis.

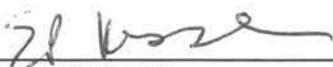
Charles See, Assistant Deputy Chancellor for External Relations for the ODHE finished the draft update by outlining the proposed Condition Report drafting schedule as follows: October 7th Preliminary draft of the report; October 7th - October 21st report editing occurs; October 21st a more complete draft of the report will be completed; and November 15th target date for the BOR to approve draft report, pending final edits.

IV. Annual Trustees Conference

Assistant Deputy Chancellor See said that that the theme of the Annual Trustee Conference this year is CBE. He said that the goal of the conference is to highlight for attendees the definition of CBE and the primary considerations involved in planning, developing and implementing those programs. He said they will feature speakers from C-BEN, HLC, Quality Matters, and the U.S. Department of Education. He said that they will also feature speakers from the Association of Governing Boards and they will cover topics on the Top Ten strategic issues facing institutions in 2017 and the Top Ten legal issues facing institutions this year.

V. Adjournment

Chair Kessler asked if there were any further items to be brought before the subcommittee. There being none, Vice Chair Humphries made a motion to adjourn the meeting and this motion was seconded by Secretary Lindseth. All Regents present voted in favor of the motion adjourning the meeting and Chair Kessler declared the meeting adjourned.



Ohio Board of Regents



Date



Condition Report - 9.15.16 Meeting Minutes Attachment

Competency Based Education

September 15, 2016

Updates to the Subcommittee for the Board of Regents



Department of
Higher Education

 OhioHigherEd.org





Definition used for Conditions Report

“Competency-based education combines an intentional and transparent approach to curricular design with an academic model in which the time it takes to demonstrate competencies varies and the expectations about learning are held constant. Students acquire and demonstrate their knowledge and skills by engaging in learning exercises, activities and experiences that align with clearly defined programmatic outcomes. Students receive proactive guidance and support from faculty and staff. Learners earn credentials by demonstrating mastery through multiple forms of assessment, often at a personalized pace.”





General Information

- Survey was sent to all publics and
- Utilized IUC, OACC, and AICUO to assist
 - AICUO recommended engaging Antioch



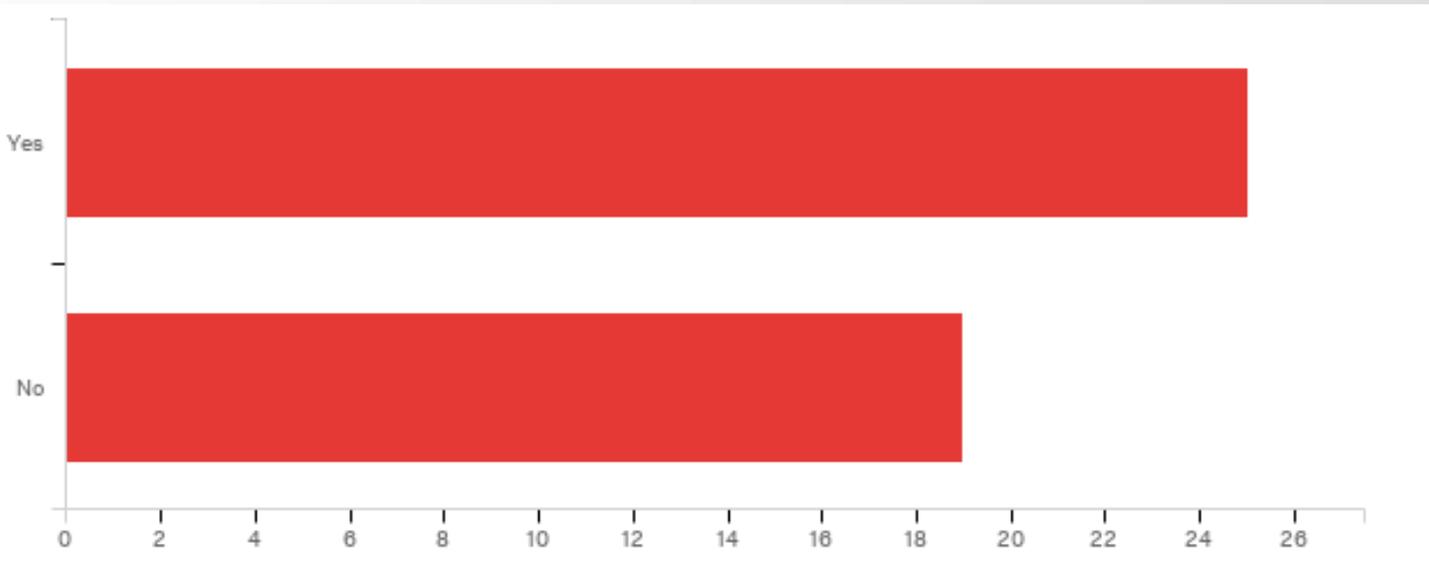
Department of
Higher Education

 OhioHigherEd.org





Are you interested in CBE program?



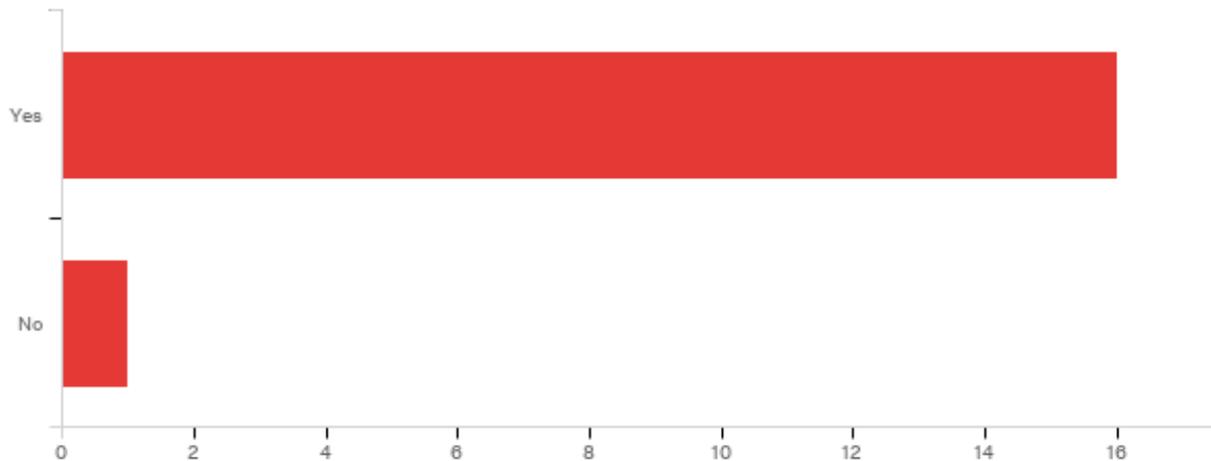
Department of
Higher Education

OhioHigherEd.org





Of the institutions that are not currently engaged in CBE, Are you interested in a CBE program in the future?



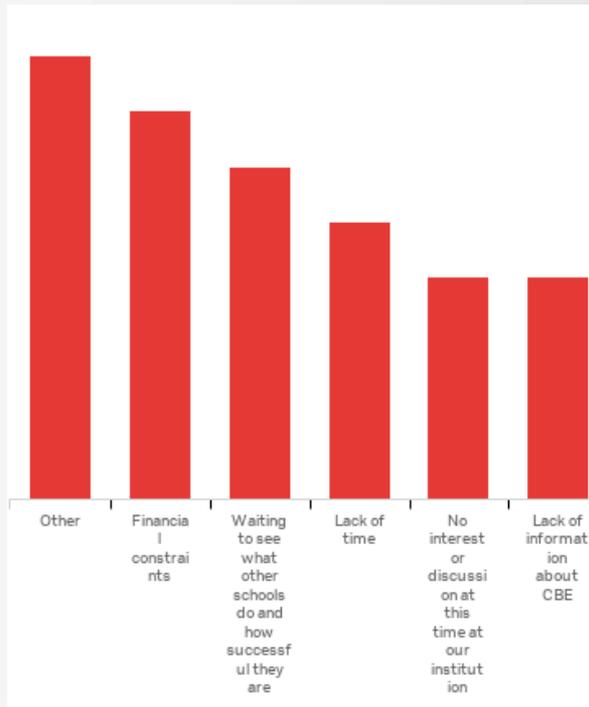
Department of
Higher Education

OhioHigherEd.org





Why institutions are not currently planning CBE



Department of Higher Education

OhioHigherEd.org





4 phases of CBE

Planning
Approval
Implementation
Growth



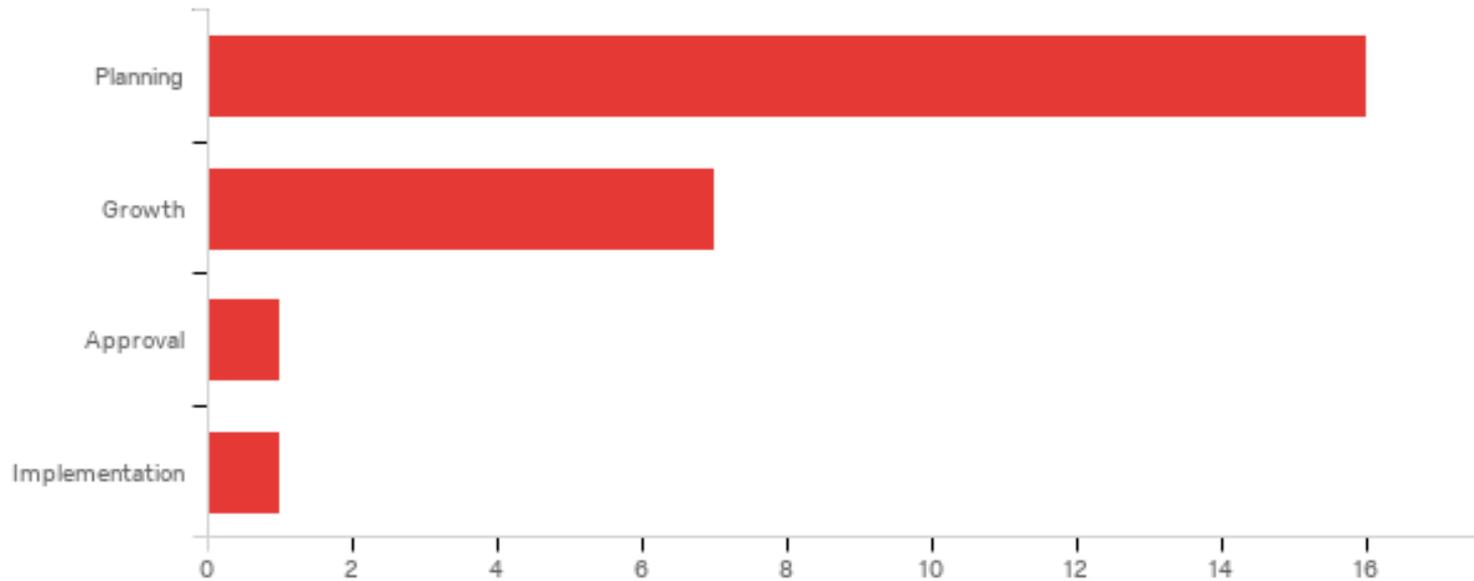
Department of
Higher Education

 OhioHigherEd.org





Phases of CBE process



Department of
Higher Education

OhioHigherEd.org





Planning

In this first phase, you have many decisions to consider and lots of information to collect. One of the earliest and biggest challenges will be getting everyone at your institution to agree on the definition of CBE. During this stage, you need to determine the foundations of your CBE program and harness the necessary resources, staff and technology to carry out your development plan. Much time is spent developing the competency-based curriculum during this phase.



Department of
Higher Education

OhioHigherEd.org





Planning

Universities

University of Akron

Bowling Green State University

University of Cincinnati

Wright State University

Youngstown State University

Community Colleges

Columbus State

Cuyahoga State

Eastern Gateway

Hocking

Lakeland

North Central

Northwest

Rhodes

Southern State

Stark State

Zane State



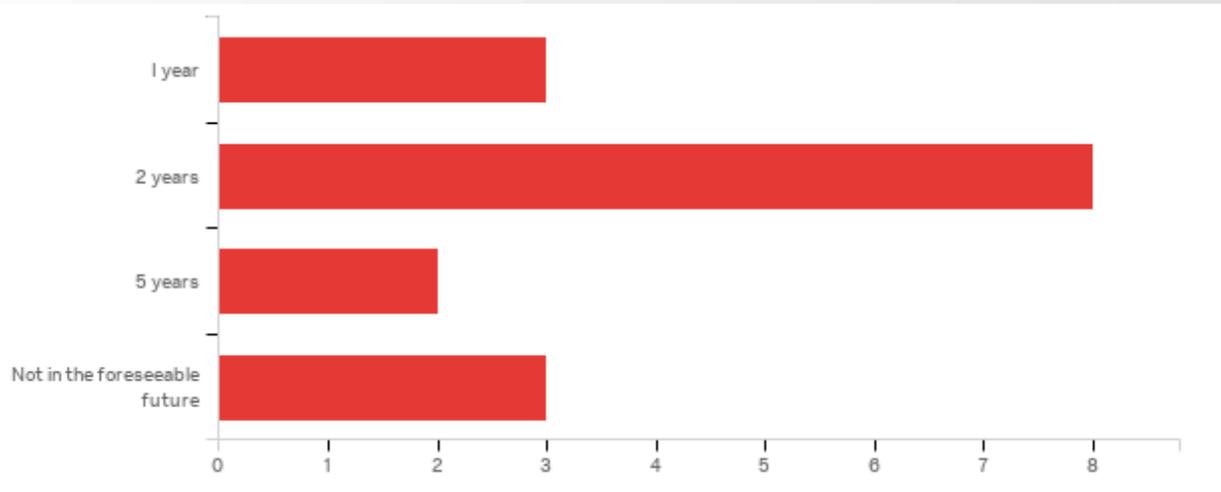
Department of
Higher Education

OhioHigherEd.org





Timing - When do you think you may consider developing a CBE program?



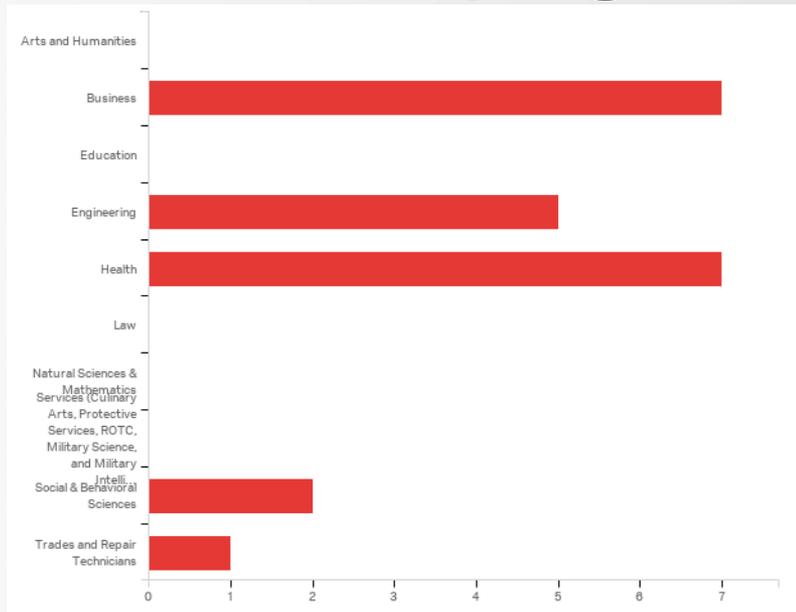
Department of
Higher Education

OhioHigherEd.org





Types of academic program areas



Department of Higher Education

 OhioHigherEd.org





Approval

- Internal administrative approval only
 - Internal administrative approval and in process with Higher Learning Commission (HLC) or relative governing agency
 - Internal administrative approval and HLC or other relative governing agency approval
-
- **One institution : Lorain County Community College**



Department of
Higher Education

 **OhioHigherEd.org**





Implementation

Implementation - marketing, recruiting, enrolling and educating students in a CBE program

In this third phase, you will be enrolling and educating students in your CBE program. With your program operational, you must assess its effectiveness and begin your quality assurance and continuous improvement processes.

One institution : Ohio State University



Department of
Higher Education

 **OhioHigherEd.org**





Growth

Growth - Year 2 or beyond; replicating another cohort in the same CBE program

In this final phase, your program will be reaching its maturity. At this point, you may be focusing on scaling to the desired number of students. Or you may begin replicating the CBE format in other areas of study, thus expanding your CBE offerings.

Four institutions :

Antioch, Ohio State University, Sinclair, Zane State



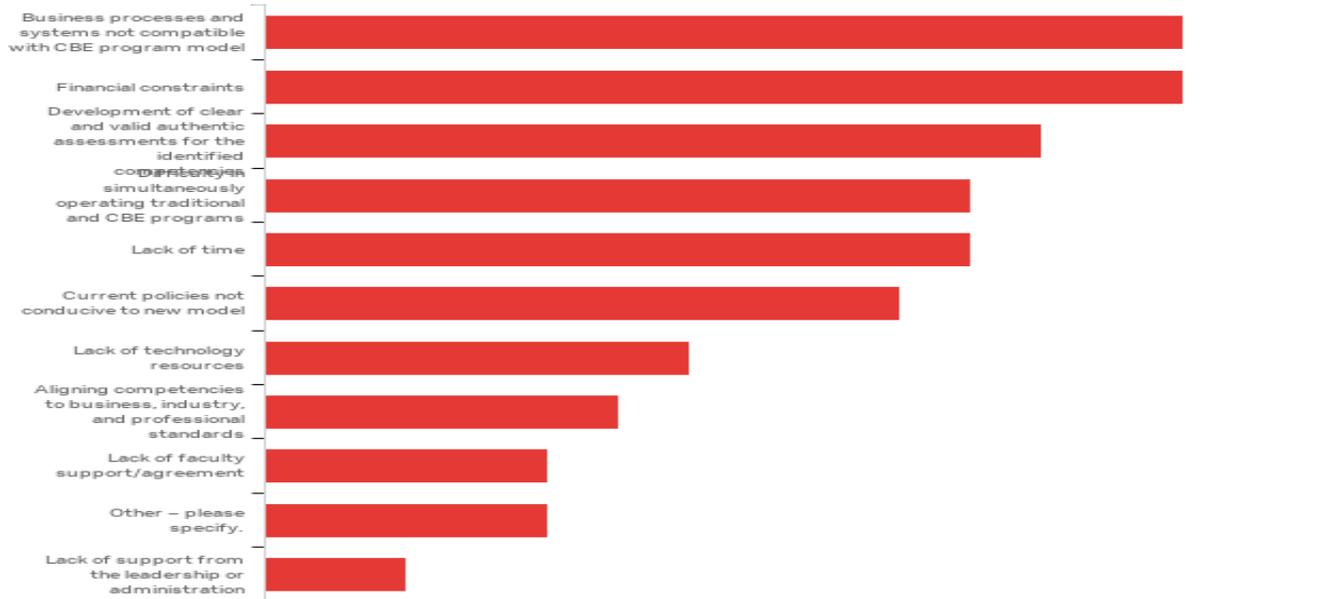
Department of
Higher Education

 **OhioHigherEd.org**





Administrative Challenges



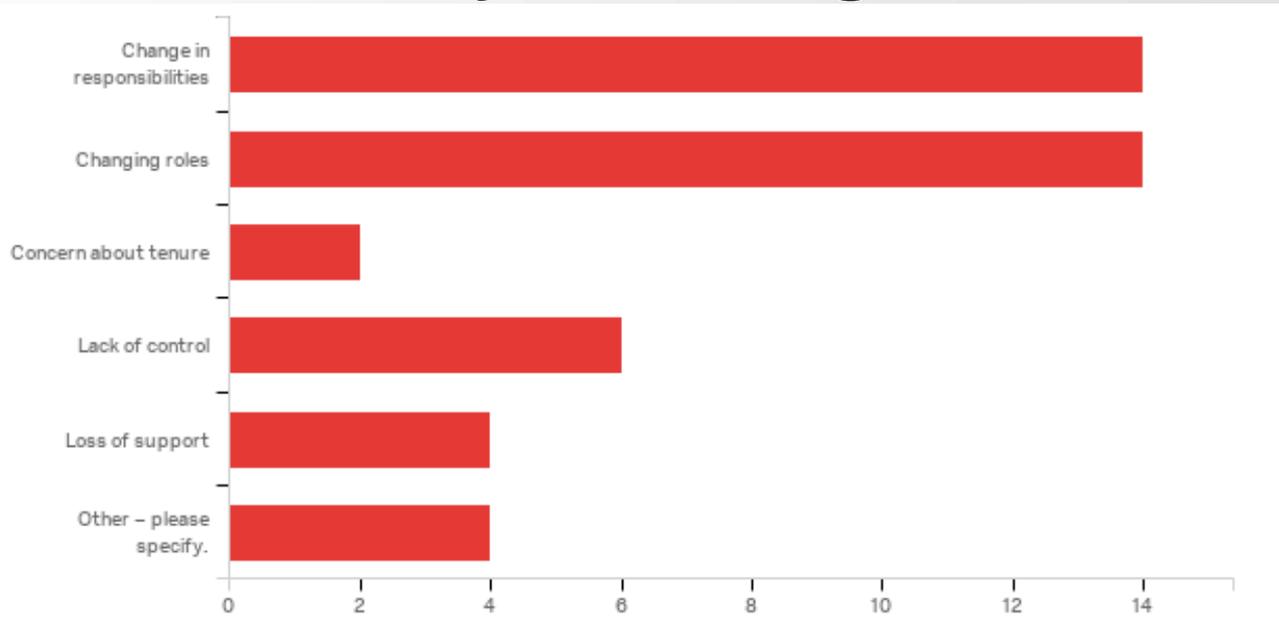
Department of Higher Education

OhioHigherEd.org





Faculty Challenges



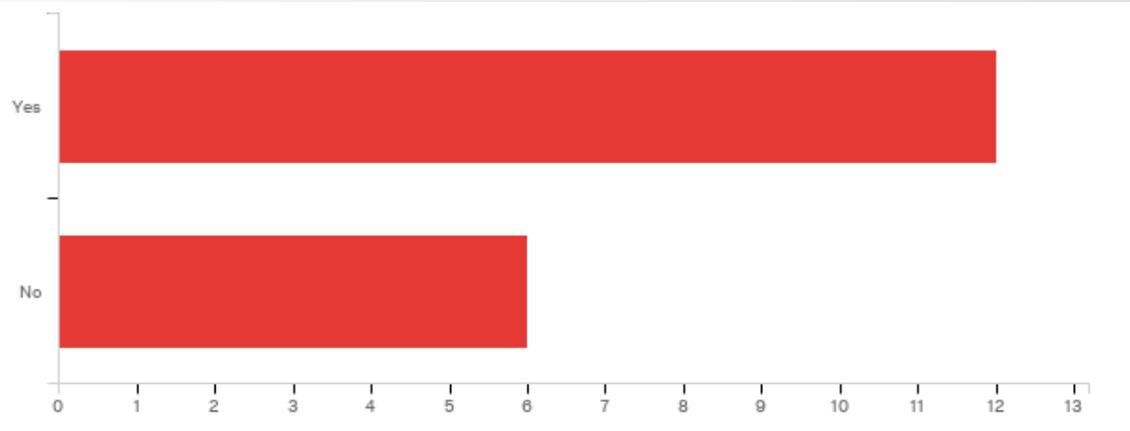
Department of
Higher Education

OhioHigherEd.org





Is there or will there be a different model for student support services in your CBE program vs. your non-CBE programs?



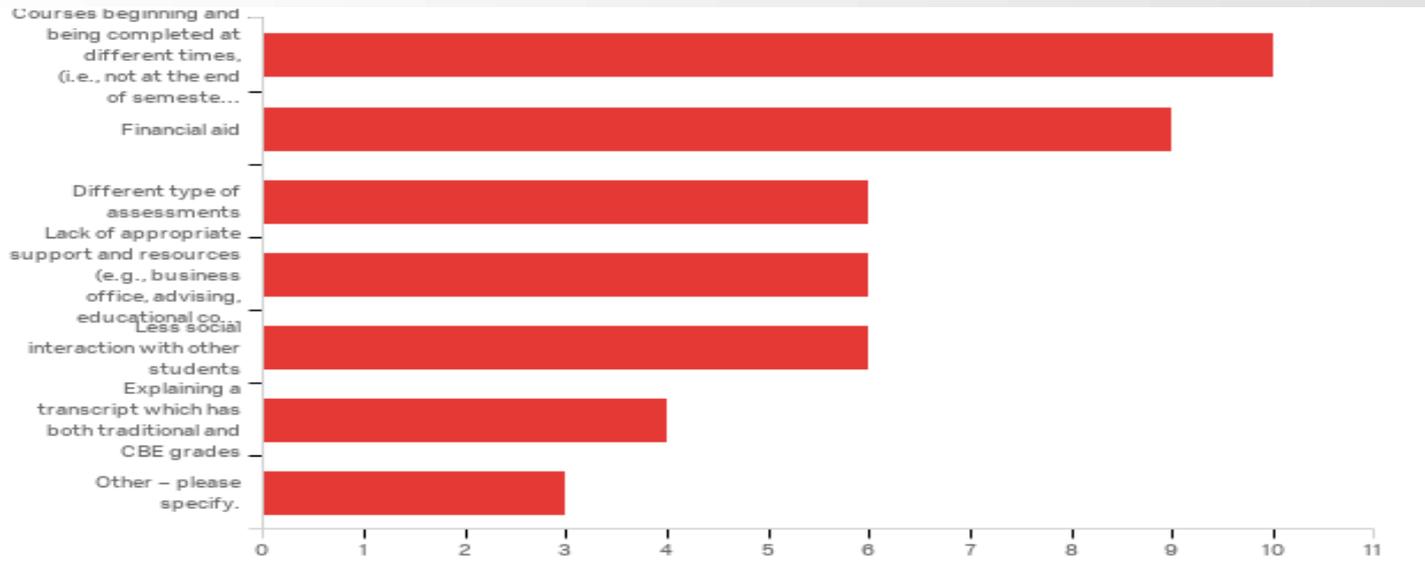
Department of Higher Education

 OhioHigherEd.org





Student Challenges



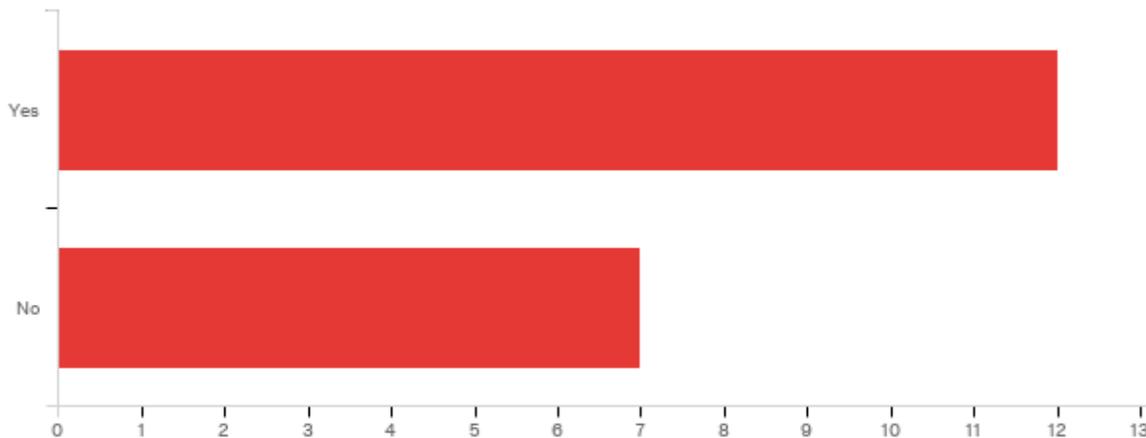
Department of Higher Education

OhioHigherEd.org





Business and Industry involvement



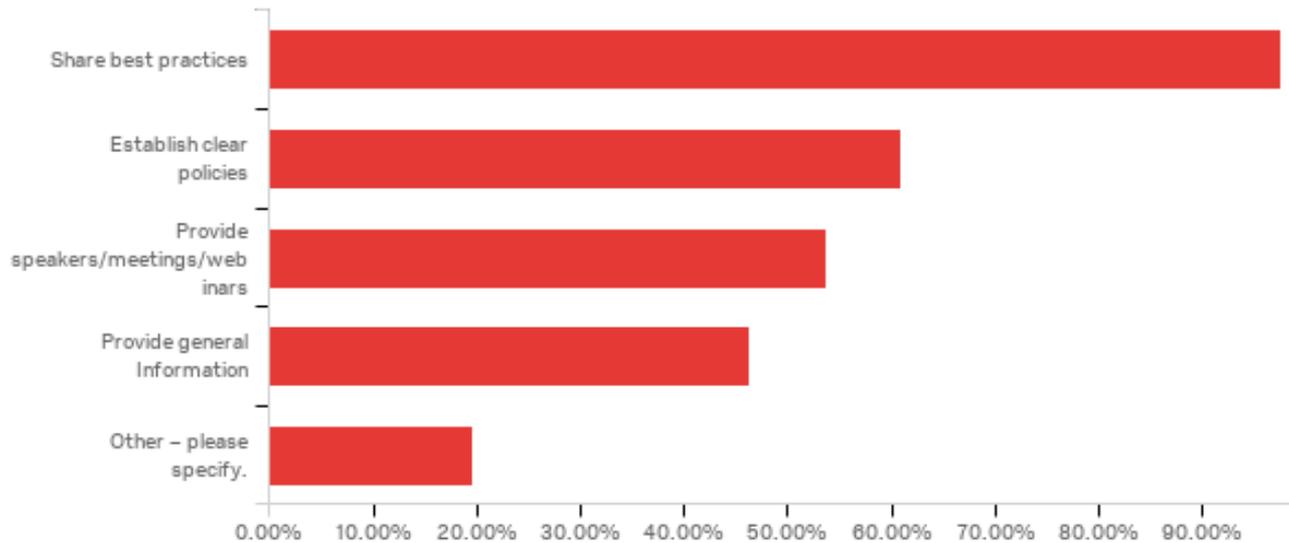
Department of
Higher Education

 **OhioHigherEd.org**





What can ODHE to do assist?



Department of Higher Education

OhioHigherEd.org





Campus follow-up/ Next Steps:

- Individual follow-up conversations to clarify information
 - Zane, Rio Grande, NEOMED, OSU
- Focus Groups
 - Yes, in planning phase
 - Yes, in implementation phase
 - Yes, in approval phase
 - Yes, in growth phase
 - No, not yet

Trustees Conference November 14, 2016 CBE topic



Conditions Report

- October 7, 2016 Preliminary draft
- October 7- October 21 editing occurs
- October 21 More complete draft completed
- November 15 target to approve draft, pending edits