

Ohio Board of Regents Special Meeting Minutes
Condition Report Subcommittee
Ohio Board of Regents
25 S. Front Street
Main Conference Room, 7th Floor
March 21, 2016

I. Call to Order and Roll Call

Regent (Chair of the Condition Report Subcommittee) Elizabeth P. Kessler called the **March 21, 2016**, Ohio Board of Regents (BOR) Special Meeting of the Condition Report Subcommittee to order. She welcomed the members and staff to the meeting. 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:

- 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 November 5, 2015, minutes. There being none, Secretary Lindseth made a motion to approve the November 5, 2015, minutes as drafted and the motion was seconded by Chair Kessler. All Regents voted in favor of the motion approving the minutes as submitted from November 5, 2015.

III. Opening Remarks

Chair Kessler recognized guests that were present who were graduate students from the University of Dayton (UD). She asked them to introduce themselves and why they were attending the meeting. The UD graduate students each introduced themselves and said that they were in the Higher Education Administration Master's Program at UD. They said for one of their classes one of the assignments was to attend a board or faculty meeting related to higher education; they chose the Condition Report Subcommittee. They said this is their Higher Education Administration Organization Class and they are trying to gain insight into how higher education administrators functions.

Chair Kessler explained as part of the BOR's statutory responsibility they are charged with annually producing the Condition Report. She said that the report takes a 'deep dive' on an important issue in public higher education in the State of Ohio. She said that the Condition Report Subcommittee is a subcommittee of the BOR and its responsibility is to facilitate the completion of the report. She explained the subcommittee process and said that with the approval of the full BOR they develop a report. She said the report is a publicly available document. Secretary Lindseth recommended that the UD graduate students read last year's Condition Report - *Student Success for Adult Learners* as they are all adult learners.

Charles See, Assistant Deputy Chancellor for External Relations for the ODHE introduced himself and asked the other ODHE staff members that attended the meeting to introduce themselves to the UD graduate students. He said the first meeting for the Condition Report Subcommittee for the 9th report is an organizational meeting for the following purposes: an overview of the areas from an ODHE staff perspective of the important issues and trending matters that relate to the topic; an overview of who might be doing interesting things from an institutional standpoint with respect to the topic; an opportunity to discuss the process in which the subcommittee wants to

gather information in various ways; and an opportunity to discuss the survey tool that they will use to engage higher education institutions in gathering information from them about the Condition Report topic.

Chair Kessler explained some of the areas covered in last year's Condition Report *Student Success for Adult Learners* and she said as the world is always changing they are always trying to make sure that education in the State of Ohio is staying current with those changes. She said one of the key goals is collaboration and utilization of state resources. She said that in the last report they highlighted institutions that had stand-out adult-based student programs. She said they are hoping to do the same with this year's report topic of Competency-Based Education (CBE) and to assist the higher education institutions in the State of Ohio with utilizing this tool where appropriate to give students the best value of an education.

IV. Review Conditions Report Topic Outline

A. Major Themes and Issues (Article Review)

Dr. Stephanie Davidson, Vice Chancellor of Academic Affairs of the ODHE provided an overview of the following articles: Hire Education – Mastery, Modularization, and the Workforce Revolution (Clayton Christensen Institute for Disruptive Innovation); Cracking the Credit Hour (New America Foundation and Education Sector); The Carnegie Unit – A Century Old Standard in a Changing Education Landscape (Carnegie Foundation for the Advancement of Teaching); Competency-Based Education – Higher Education for the 21st Century Student (Western Governors University); Competency-Based Education and Overview for Michigan's Superintendents (Gabe Rivin); Research brief – Survey on the Shared Design Elements and Emerging Practices of Competency-Based Education Programs (Public Agenda); The Landscape of Competency-Based Education – Enrollments, Demographics, and Affordability (Center on Higher Reform/American Enterprise Institute); The Student Experience - How Competency-Based Education Providers Serve Students (Center on Higher Reform/American Enterprise Institute); Rethinking the Regulator Environment of Competency-Based Education (Center on Higher Reform/American Enterprise Institute); Measuring Mastery - Best Practices for Assessment in Competency-Based Education (Center on Higher Reform/American Enterprise Institute); and Employer Perspectives on Competency-Based Education (Center on Higher Reform/American Enterprise Institute).

Vice Chancellor Davidson provided an overview and comments on the articles and said that following: Hire Education: She said that the author discusses when the cost of a product becomes high but very high quality still exists then there is room for disruptive innovators to deliver a lower cost product that may be good enough and serves the needs of those who either are not willing to or cannot pay for that higher cost product. She said the article also makes the case for CBE, the personalized experience of CBE, and outlines the rigorous nature of CBE; Cracking the Credit Hour and The Carnegie Unit: She said these articles are two opposing articles on the Carnegie Unit and the history behind it. She said that Cracking the Credit Hour speaks about what it might mean to no longer rely on the credit hour and the origin of the credit hour. She said that The Carnegie Unit: is a response that outlined a common language related to faculty load, course scheduling, financial aid, or course transfer and it was never meant as a proxy for learning. She said that this article does a good job of discussing how CBE and the credit hour can co-exist.

Vice Chancellor Davidson continued providing an overview and comments on the articles with the following remarks: Competency-Based Education – Higher Education for the 21st Century Student and Competency-Based Education and Overview for Michigan's Superintendents: She said that these two articles are concise articles about what CBE is. She said that the Competency-Based Education – Higher Education for the 21st Century Student article provides information about the Western Governors University's (WGU) model and how it works for them. She said the article discusses how WGU faculty develops the competencies; how the students master those competencies; and how students take assessments relating to those competencies. She said WGU also has student and course mentors as well to assist with student's progress. She said that the Competency-Based Education and Overview for Michigan's Superintendents article was written for superintendents and spends a great deal of time talking about the principals. She pointed to a chart that compared areas in CBE and traditional education from a K-12 perspective; these can easily be applied to higher education.

Vice Chancellor Davidson said that the following articles: The Landscape of Competency-Based Education; The Student Experience; Rethinking the Regulator Environment of Competency-Based Education ; Measuring Mastery; and Employer Perspectives on Competency-Based Education discuss basic definitions, students, assessments and employer perspectives.

Chair Kessler asked if there are thoughts that CBE is not appropriate for all coursework. Vice Chancellor Davidson replied that there are arguments on both sides. She said that the vast majority of people would agree that CBE is very good for things where there are specific skills that individuals need to demonstrate or specific jobs that individuals are preparing for. She said there are more discussions on whether or not CBE can be used for the Liberal Arts; however there are those that make the argument that CBE can be used for any purpose.

Secretary Lindseth said that the information in the article The Carnegie Unit relating to CBE and the credit hour being able to co-exist will be very important to outline in the Condition Report.

Chair Kessler asked if WGU was an online institution; and she asked about the institutions in the other articles that they received today. Vice Chancellor Davidson replied yes; WGU was an online institution. She said the other institutions that were outlined today were primarily online as well.

Chair Kessler followed up with another question and asked if there were any Ohio institutions currently doing CBE. Vice Chancellor Davidson replied that Sinclair Community College (SCC) currently has three CBE programs that they have developed in conjunction with WGU. Secretary Lindseth said the subcommittee would be interested in a visit to SCC to hear from this institution.

Vice Chancellor Davidson asked if the subcommittee members wanted to continue to receive more articles and informational material like the ones that they received today. Secretary Lindseth replied yes; that she believed that with the CBE Condition Report topic reading was essential.

Chair Kessler asked who drafted the Condition Report outline. Vice Chancellor Davidson replied that drafting the Condition Report outline was a collaborative effort. She said that outline was drafted by her, Assistant Deputy Chancellor See, and Lynn Trinko, Assistant Deputy Chancellor of Educational Technology of ODHE.

Chair Kessler asked about the concept of Prior Learner Assessment (PLA). Vice Chancellor Davidson explained that PLA is a way to translate what a student has already learned to give them college-level credit – going backwards. She then said that CBE goes forward – it takes a student from where they are and helps them learn new things. She said that assessments are key elements of both of these processes.

Vice Chancellor Davidson continued and she discussed the Research brief – Survey on the Shared Design Elements and Emerging Practices of Competency-Based Education Programs. She said that this is a survey of institutions that were either already successfully offering CBE programs or were in the process of designing CBE programs. She said they asked these institutions what were the characteristics of a CBE program. She said this document outlines the ten shared design elements that are important for all CBE programs.

Chair Kessler asked about a definition for CBE and wanted to know if it would be defined in the Condition Report. Vice Chancellor Davidson responded that the definition in the Condition Report for CBE would be more component-based and it would outline the things that they would expect to be part of a CBE program.

Chair Kessler asked how the fees were generally structured for CBE. Vice Chancellor Davidson responded that WGU charges a flat rate per semester; if you learn faster you pay less over time. She said that SCC's CBE fees are structured similar to their standard tuition charges.

Assistant Deputy Chancellor See said as Vice Chancellor Davidson said they are going to explore many things when drafting the Condition Report on CBE. He said that they are going to: get their hands around the components of CBE that comprises the definition; discover the value proposition for the institutions; and depending on what is discovered lay out the framework on why CBE needs to happen at the institutions.

B. Western Governors University - Information Material

Vice Chancellor Davidson continued and began to discuss the informational material on WGU. She outlined information in WGU's annual report some of which included the Ohio student's profile; average time to Bachelor's Degree (approximately two and a half years - due in part because they require students to have credit when entering); graduation rates; retention rates; student satisfaction; and employer satisfaction. She said as part of the ODHE's 2016 Mid-Biennium Review it will allow the Chancellor to enter into a partnership with WGU to award degrees in four career fields. She said that success is based on a student's demonstrated competencies instead of just the amount of time spent in the classroom.

Secretary Lindseth asked what was WGU and if it was a private business. Vice Chancellor Davidson replied that WGU was a private not-for-profit business. She said that WGU was designed some time ago by a group of governors whose goal was to break the mold of traditional education. She said WGU is an online CBE program that offers Bachelor's and Master's Degrees in four areas and it has been rapidly growing. She said WGU asks each individual state's permission for a certain status to set them apart from other online institutions. She said they were recently granted this status in the state of Indiana and are considered a state public institution.

Chair Kessler said she was concerned about a student's academic socialization and wanted to know how that was achieved. Vice Chancellor Davidson replied that WGU does have specific ways that they have students work in teams. She said they gather an arbitrary group of students who are at the same point in their program and they interact on a project.

C. Quality Matters - Information Material

Vice Chancellor Davidson said that one of the things that they will be exploring is using Quality Matters (QM) as a way to ensure that CBE programs are developed in a manner that these programs have quality, with that she asked Sandra Paxton Program Administrator for Educational Technology Resources of ODHE to come forward. Ms. Paxton explained that QM is an international organization whose mission is to design quality online courses and was founded by grant in 2003. She said the State of Ohio has been engaged with QM from almost the beginning. She said this is a way to develop and design online courses to ensure that they follow certain standards. She said QM's standards have been in the higher education arena for many years and in 2012 these standards were brought to the K-12 arena to ensure quality online and blended learning with their students as well.

Ms. Paxton continued and said that the State of Ohio has the largest group of educators that are trained in QM. She said there are sixty-one member institutions that subscribe to QM; the Ohio Consortium is the largest statewide system for QM in the country. She said there are 307 Peer Reviewers trained in QM because it is not only developing; it is also reviewing vendor courses; and reviewing courses that have been created by other faculty. She said because they have this broad base that are using QM standards in the State of Ohio they have also become part of the CBE program. She said they have supported the efforts of CBE and were involved in the development of a recent survey that was completed on CBE by Public Agenda and others.

Ms. Paxton finalized by saying that QM belongs to Competency-Based Education Network(C-BEN) and they are doing a lot of work across the nation developing and designing resources for institutions. She said C-BEN will be a great deal of assistance to the institutions as well. She said that C-BEN manages many of the pilots that are taking place around the country. She said that approximately forty-two institutions are part of their CBE pilot.

Secretary Lindseth asked if C-BEN would be part of reviewing online courses in the State of Ohio. Ms. Paxton replied that C-BEN is currently reviewing online courses in the State of Ohio and they are starting a program for training facilitators for online courses.

Assistant Deputy Chancellor See posed a question about the QM pilot that is being conducted. Ms. Paxton replied that C-BEN is conducting the pilot and QM is a thought partner.

Secretary Lindseth said it would be helpful to see a CBE course outline in teacher education. Vice Chancellor Davidson responded that this could be a request made of WGU when they appear before the BOR/Condition Report Subcommittee since they have a CBE program in the teacher education area.

V. Organization and Planning of the Condition Report

A. Condition Report Outline

Assistant Deputy Chancellor See began to discuss the Condition Report outline which the subcommittee members were provided a copy of during the meeting. He said the things they will want to consider when drafting the Condition Report are the following: the high level and different aspects of CBE; what components need to be comprised if such CBE programs were to be considered; what quality issues need to be met of such CBE programs in order for students to receive a rigorous education; and why CBE may be valuable to institutions in the State of Ohio and that institutions should be moving in this direction.

Assistant Deputy Chancellor See asked the subcommittee members if there were any items they would like to see added or deleted from the Condition Report outline. Chair Kessler said that she would like information added on the topic of Adult Learners from the 8th Condition Report. She said this is very important because the eighteen year old is a shrinking population in higher education. Assistant Deputy Chancellor See said as they review the CBE models it will be interesting to see the average age of the population. Secretary Lindseth said that she would like information added as it relates to what CBE is not. Vice Chancellor Davidson said that Sections 1.b. and 1.c.i. of the Condition Report outline currently relates to this.

Secretary Lindseth asked if there were individuals who were raising questions about the pedagogy of CBE. Vice Chancellor Davidson replied that the questions that are being raised tend to be by faculty who are saying that CBE cannot be done. She said in many cases traditional faculty are not comfortable with the CBE model.

B. Process for Gathering Report Information

Assistant Deputy Chancellor See began to outline the ways that the ODHE staff will provide the Condition Report subcommittee with information. He said the following: ODHE staff will continue to provide them with documentation on the subject of CBE; having Ohio practitioners, such as SCC, of CBE appear before the Condition Report subcommittee; having successful CBE students appear before the Condition Report subcommittee; and having employers appear before the Condition Report subcommittee to discuss why the CBE model may be beneficial to them.

Chair Kessler said that in past discussions about CBE she brought up that it would be helpful to know who are not supportive of CBE and why. Assistant Deputy Chancellor See replied that they will try to see if this exists so they can hear the argument from both sides. He said the Condition Report should identify these pitfalls as well.

Chair Kessler then wanted to know if there was a respected article on the 'cons' of CBE. Vice Chancellor Davidson said during her research she did not run across any; she said that does not mean they do not exist. She said that she will inquire further from her sources on CBE.

Chair Kessler followed up with another comment and said that with the BOR's recent passage of the resolution Supporting the Recommendations of the Governor's Taskforce on Affordability and Efficiency there should be a way to incorporate the topic of 'efficiency' into the Condition Report. Assistant Deputy Chancellor See said that CBE lends itself to exploring why it is valuable (textbooks, time to degrees, etc.) if the model is implemented.

C. Proposed Meeting Schedule

Assistant Deputy Chancellor See began to discuss procedural information of the Condition Report subcommittee and said it was late March and the Condition Report is due by the end of the Calendar Year in December. He said that the full BOR is meeting every other month. After some discussion amongst the Condition Report subcommittee members and ODHE staff, Assistant Deputy Chancellor See proposed a bi-monthly meeting schedule. He said there may have to be some flexibility depending on subcommittee member's availability and guest appearances. He said at the next Condition Report Subcommittee meeting their hope is to have a presentation from representatives from either SCC or WGU.

VI. Preliminary Survey Draft

Assistant Deputy Chancellor See said that they will talk through the institution CBE survey at the next subcommittee meeting. He said that they plan to send the survey to all of the institutions and their hope is to get the institutions feedback on where they are on their thought process as it relates to CBE.

VII. Next Steps and Open Discussion

Assistant Deputy Chancellor See said that the next steps are: preparing the Condition Report subcommittee bi-monthly meeting schedule; finalizing the institution CBE survey; and scheduling the first guest presentation.

Chair Kessler asked when the next BOR meeting was and if there was a possibility that WGU could attend. Assistant Deputy Chancellor See said that the next BOR meeting was May 12th at it would be held at the University of Toledo (UT). Vice Chancellor Davidson added that WGU would likely not mind attending the BOR meeting at UT.

Chair Kessler asked if the UD graduate students wished to pose any questions. With that the following questions were posed: How the CBE issue is affecting the K-12 environment; How CBE is different from the current course learning objectives; Who reads the Condition Report; and What are the implications of the Condition Report. The UA students went on to make other comments about measurable learning objectives, competencies, and socialization.

Relating to the K-12 learning environment, Vice Chancellor Davidson replied that they have had preliminary meetings with individuals and they realize that they need to make specific ties with what is happening in the K-12 and higher education areas. She said this will enable students that are doing CBE in K-12 transition more seamlessly into higher education. She said the learning objectives are defined differently depending on the circumstances and they will have to work through that; however she said if you have measurable objectives that you can design assessments for; and if a student can successfully complete the assessment to the level of mastery, she said she does not see a big difference between competencies and objectives .

As it relates to the audience for the Condition Report, Assistant Deputy Chancellor See said the report is a publicly available document that is prepared for the Governor and the Ohio Legislature. He said that these reports help facilitate ideas on future policy recommendations to the Governor. Chair Kessler said the BOR tries to pick a Condition Report topic that is aligned with the state's focus and goals around a current education initiative.

VIII. Adjournment

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

Ohio Board of Regents

Date