Ohio Board of Regents
Condition Report Subcommittee Meeting Minutes
Sinclair Community College
444 W. Third Street
Building 12, Room 231
Dayton, OH 45402

June 28, 2016

I. Call to Order and Roll Call

Vice Chair Thomas M. Humphries called the **June 28, 2016**, Ohio Board of Regents (BOR) Special Meeting of the Condition Report Subcommittee to order. He welcomed the members and Ohio Department of Higher Education (ODHE) staff to the meeting at the Sinclair Community College (SCC). Vice Chair Humphries 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."

Vice Chair Humphries called the roll and those present were:

- Thomas M. Humphries
- Virginia M. Lindseth

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

Vice Chair Humphries asked everyone that was present at the meeting to introduce themselves and they were the following: Dave Collins, Provost, SCC; Jana Lehman, Manager of eLearning Student Support, SCC; Mr. Robert Sherman, Former Chair of Computer Information Systems, SCC; Jessica Stumpff, Admissions and Academic Coach, SCC; Raschelle Swindle, Executive Administrative Assistant for TAACCCT Grant at SCC; Nancy Thibeault, Ph.D., Dean, eLearning and Project Director TAACCCT Grant at SCC; Thomas M. Humphries, Vice Chair, BOR ; Virginia M. Lindseth, Secretary, BOR; Dr. Stephanie Davidson, Vice Chancellor, Academic Affairs, ODHE; Mitzi Dunn, Administrative Assistant, Boards and Commissions, ODHE; John Magill, Assistant Deputy Chancellor for Economic Advancement, ODHE (by phone); Mandie Maxwell, Program Manager, Communications, ODHE; Sandy Paxton, Manager of Technology Learning, ODHE; Charles See, Assistant Deputy Chancellor, External Relations, ODHE; Lynn Trinko, Assistant Deputy Chancellor, Education Technology, ODHE; and Suzanne Ryerson a graduate from Western Governors University (WGU).

II. Approval of Minutes

Vice Chair Humphries asked if there were any additions or corrections to the draft May 12, 2016, minutes. There being none, Secretary Lindseth made a motion to approve the May 12, 2016, minutes as drafted and the motion was seconded by Vice Chair Humphries. All Regents voted in favor of the motion approving the minutes as submitted from May 12, 2016.

III. Presentation - Accelerate IT Overview Presentation

Dr. Thibeault, Mr. Sherman and Ms. Stumpff presented an Accelerate IT Overview Presentation with a PowerPoint presentation that can be found as Attachment #1. Dr. Thibeault began by saying that their agenda today would be the following: Define Competency-Based Education (CBE); Discuss the various CBE Programs; Provide CBE Project Model Components; and Discuss the Strategies, Challenges, and Policies.

Dr. Thibeault said there are two different CBE models that are defined by the Department of Education (ODE): Direct Assessment and Course-based. She said the difference between the two is that in the Direct Assessment model the competencies are broken down and the learning is 'packaged'. She said that SCC is using the Course-based CBE model and that is the same model that WGU uses. She said the Course-based model aligns well with their regular curriculum.

Dr. Thibeault went on to discuss how Course-Based CBE was different from Traditional online-Learning Instruction (because all of SCC's CBE Programs are all conducted online). She said that the major difference is that traditional courses are time-based and faculty has topics that they cover every week. She said each individual learns at different rates and wonders why they have continued for the past hundreds of years to deliver time-based education. She said she believes one reason why is that it is much easier for it to be packaged and monitored that way. She said the other difference between CBE and traditional instruction is the flexibility to meet the needs of the learner not the needs of the institution. She outlined the commonalities of these two instruction models and said that they are aligned with regional workforce needs and use common course outcomes.

Dr. Thibeault discussed the various CBE models that exist today and their areas of focus such as WGU; SCC: Southern New Hampshire University; Washington State Community and Technical College System; Austin Community College and Broward College; and Bellevue College. She said at SCC they have an existing eLearning Division that has central oversight over all existing eLearning programs. Ms. Stumpff added they also have indirect oversight over the Hybrid programs as well. She said that Austin Community College Broward College their partner institution implemented their programs within the academic department. She said these CBE models vary from full programs to a few faculty members putting a program together.

Secretary Lindseth asked what a 'hybrid' course program was. Dr. Thibeault responded that a hybrid program course model design combines face-to-face class time with online learning.

Secretary Lindseth followed up with another question and asked of the examples discussed today if Southern New Hampshire University was the only institution offering a degree in Liberal Arts. Dr. Thibeault replied yes; and explained the degrees and certificates that were being offered at the various institutions as outlined in the presentation.

Dr. Thibeault continued with the presentation and outlined the CBE staffing functions and roles. She said these functions were the following: Recruiting; Admissions / Screening; Orientation; Course Development; Assessment Development; Facilitation; Grading; and Student Performance Monitoring. She said that there are associated roles that you have to address with each one of these functions. She said that WGU was able to disaggregate the functions into a more granular level due to their size and number of students. She said that SCC had to use their faculty in a more integrated fashion.

Vice Chair Humphries asked if Deans could explore whether or not they chose to offer a program. Dr. Thibeault responded that they were on their next round of grants and these programs are a result of them developing CBE and integrating it into an existing institution. Ms. Stumpff added that three departments that are instructing CBE are more of a 'coalition of the willing' than which departments would be the best fit for CBE.

Secretary Lindseth asked about the reasons for the resistance of faculty to CBE programs. Dr. Thibeault responded that online learning is not for all students and it is not for all faculty; and CBE is not for all students and it is not for all faculty. She said that it is really based on the individual faculty members and different faculty members do better in other modalities. Mr. Sherman added initially there was little to no resistance; he said after some faculty members experienced CBE they decided it was not something they liked. Ms. Stumpff said all faculty members were still willing to develop the CBE curriculum regardless of whether they were teaching a CBE course or not.

Dr. Thibeault went on to discuss their Accelerate IT Stacked Associate of Applied Science (AAS) Degreed Programs in the following areas: Network Engineering; Software Development and Secure Systems Administration. She said that the Department of Labor is keen on stacked and latticed credentials. She said the students have the opportunity of an internship or Capstone Course. She then explained the IT Fundamentals Associate Certificate and said that it contains courses that are common across all of the degrees that would prepare a student for an entry level user support/help desk job.

Secretary Lindseth asked if the Accelerate IT Stacked AAS Degreed Programs were different from Massive Open Online Courses (MOOCs). Dr. Thibeault replied yes; these programs were different because with MOOCs you are not being awarded a credential.

Ms. Stumpff continued explaining the Accelerate Stacked Programs that comprise their Machining Program. She said that this is a result of the fourth round of grants. She said the Manufacturing Department began their CBE course development with five core courses (preparatory for entry level certificate in the machining field; and for more advanced certificates or degrees in Precision Machining or CNC Technology) and basic machining. She said since Manufacturing is a very hands-on field they hand to do something a bit different and have a 'hybrid' format vs. strictly online format. She said they needed a way for their students to get hands-on experience to learn how to operate the machines and at the same time be able to self-pace and reduce the number of visits to campus. Mr. Sherman said they have embraced and utilized a number of other technologies (Cisco, Microsoft, etc.) to allow for class instruction from anywhere a student has internet access because they are web-based.

Charles See, Assistant Deputy Chancellor, External Relations, ODHE wanted to know if there were enough basic principles in the curriculum building that would enable them to be shared with other institutions. Ms. Stumpff replied that some of the programs and courses choose to use third party software if it is able to deliver all their needs. Dr. Thibeault added that they do not develop that much original material it is the packaging of the material and the assessments.

Vice Chair Humphries posed a question about industry certifications and the value of those to employers; he said that he believes that these certifications play a key role. Dr. Thibeault replied that these certifications are a huge expense to the students and SCC does not have the funding to pay these certification exam fees for every student. Ms. Stumpff added for the manufacturing students the value of a certification within the curriculum was recognized and they embedded the National Career Readiness Certificate within the program. She said this certification is now being funded by the Sinclair Foundation.

Secretary Lindseth wanted to know where the various certifications were primarily from state or national. Lynn Trinko, Assistant Deputy Chancellor, Education Technology, ODHE replied that it depended on the certification and said for example Microsoft has over four hundred different certifications that can be granular or holistic in nature. She said that some certifications come from the national industry standards or state standards. Mr. Sherman added that some certifications are vendor-specific and some are by industry standards that cross vendor boundaries.

Ms. Stumpff began to discuss the non-credit Industrial Maintenance Program. She said that it was the first time that SCC joined together as a workforce development non-credit division and as an academic division to offer two programs – one credit and one not-for-credit under the same umbrella. She explained that the non-credit program operated under the same format as the online curriculum and in-person flexible labs.

Dr. Thibeault said that they Accelerated UAS/GIS Program was under development. She shared the new curriculum for the program and said that they will begin development of the certificate in January. She said they will begin the roll out of this program in the fall of 2018. She said this certificate will feed into either the UAS or GIS Associate Degrees.

Assistant Deputy Chancellor Trinko asked if SCC was partnering with Wright Patterson Air Force Base on the UAS/GIS Program. Dr. Thibeault replied that there is a great deal of interest in partnerships with this program; but she is not sure who their partners are.

IV. Working Lunch - Student Perspectives - Competency-Based Education (CBE)

Dr. Thibeault began this portion of the meeting by introducing the SCC students that had joined them for this portion of the meeting and they were the following: Chris Brooks currently in the Computer Aided Manufacturing Certificate Program; Jeffery Montgomery currently pursuing a Degree in the Computer Aided Manufacturing field;

Kavuna Muhire a Software Development graduate; and Jake Reeder pursuing his Associate's Degree in CNC Technology. She said that Ms. Ryerson a WGU graduate also was attending to offer her remarks as well.

The discussions with the students centered on the following comments from them: the importance of flexibility (being able to move as fast or slow as they needed) for their lifestyles; less visits to the campus; how important the mentors were in motivating and road-mapping their successes; their readiness and suitability for this type of program; the excellence of the quality and pace of programming; the flexibility and cooperation of their employer in pursuit of their degree; some of their employers paying for the costs for the pursuit of their degrees; the importance of training, certification, and furtherance of education to their employers; some courses not being offered at certain times in the summer; tax credits for attending school; and the number of co-workers that have decided to pursue a degree as an adult.

Assistant Deputy Chancellor See asked about the Mr. Brooks comment relative to courses not being offered at certain times in the summer and wanted to know if this was attributed to the lab component. Dr. Thibeault replied that they are just rolling out this fourth round grant and they are only offering three courses during the spring and the same three courses during summer. Ms. Stumpff added that during the fall they will add three additional courses for six courses total. She said the CBE courses will be offered every semester.

Assistant Deputy Chancellor See followed up with another question and asked Ms. Ryerson about her six-month completion at WGU and wanted to know how long it would have taken her to complete her degree in a traditional institutional program. Ms. Ryerson replied it would have taken her two years to complete her degree in a traditional institutional program if she were attending full-time.

Dr. Davidson asked Ms. Ryerson how she was given credit for her previously earned college credits. Ms. Ryerson replied she attended numerous institutions before attending WGU and they have evaluation criteria for acceptance of previously earned college credits; not all of her credits were accepted.

Ms. Stumpff said that these SCC students were able to finish their CBE courses much faster than their classmates. She said that all of these students are participating in the 'hybrid' program. Mr. Sherman said for a lot of their students 'life happens' and with the CBE flexibility they can 'stop out' vs. drop out.

Ms. Stumpff said that each CBE student takes an online orientation specific to CBE programs at SCC. She said as part of this orientation there is a course entitled 'How to Succeed Online' as an extension students also need to know the grading and progress policies for their courses, the roles of key faculty members including mentors, how a CBE course differs from a regular online course, and how to pace themselves. She said as part of this orientation they make an assessment to see if the student is a good fit for the program and at that point they are enrolled in classes.

Secretary Lindseth asked what happens if SCC has determined that a student was not fit for the CBE program after the student takes the online orientation/assessment. Ms. Stumpff replied often times the online orientation is more of a preparatory tool to give them the information that they need; however if they sees that they have completely misunderstood all directions and instructions within the process they may recommend that they take the traditional section of this course. She said the only remediation they would recommend is a computer literacy course they developed as part of the CBE program if they score very poorly on the assessment.

Vice Chair Humphries asked if there were any type of materials (books, etc.) Mr. Brooks had to acquire for his CBE class. Mr. Brooks responded yes; he had to purchase a textbook and it was the most expensive one to date. He said it was very helpful to his coursework. Dr. Thibeault added that this is one of the advantages to WGU's program; all of the online e-textbooks and certification fees are included in the cost of tuition.

V. Presentation - Accelerate IT Overview Presentation – Continued

After the working lunch, Dr. Thibeault continued the Accelerate IT Overview Presentation for SCC by discussing the CBE Program Model and how they implemented CBE. She said that WGU started as a CBE university, began with a 'blank slate', and designed everything from the bottom up. She said that SCC began with a structure that was a semester-based system and they had to implement the flexible start program and exit program within these restrictions. She said this was the greatest challenge because they had to work with every single department and every single system within the college; they had to ask other individuals that own these systems and manage these departments to change. She said that SCC was very flexible and every department that they went to did not turn them away they were very helpful. She said it takes the entire institution to implement a CBE program.

Dr. Thibeault said they began the CBE program initiative at the top by assessing alignment with the market and employer needs. She said they also looked at regional needs and determined that this was in the Information Technology industry. She said SCC met with employers to understand the current needs and current competencies; they modified the curriculum; and they began the development of courses. She said they developed a Master Course (one set of learning materials, assessments, etc., are used for every student) for each course. She said each faculty member whether they are teaching online, CBE, or in the classroom are using the same materials they are just packaged and delivered differently.

Dr. Thibeault said that the following are components of the CBE Program Model: Market and Employer Needs; Master Courses; Delivery Logistics; Learner Support; and Data-Informed. As it relates to the Market and Employer needs, she said that all of the AAS programs are required to have external employer advisory boards and they are required to have two meetings a year. She said they added two additional levels of advisory boards for their brand comprised of CEOs and CIOs of employers.

Ms. Maxwell asked when SCC is working with market employer needs have they been approached by an employer looking for a CBE model for a specific set of skills. Dr. Thibeault replied yes they have; Lighthouse Technologies, a local Information Technology contractor needed certified software testing individuals. She said their goal was to move software testing back from overseas to the United States and SCC worked with them to develop a software testing program that is competency-based.

Dr. Thibeault continued the presentation by discussing curriculum. She said that with program development and updating the curriculum in December of 2012 they had to take all of the SCC program competencies to revise the curriculum. She said they also did the following: mapped the competencies to their existing certificates and degrees and courses; developed the courses; delivered the courses; and. assessed the program. She said they have curriculum updates and remapping of competencies for an infinite loop of the process. She said some of the challenges included the program and general education outcomes. She said they had to ensure that they were aligned with both the state and industry standards. She said that all of the competencies had to be mapped to courses as well; and within each course there are outcome associated with those competencies and assessments.

Secretary Lindseth asked how long the curriculum development process took. Dr. Thibeault responded that SCC has a six-month course development cycle. She said the competency mapping is part of this process.

Dr. Thibeault explained the program delivery. She said that they have flex-paced, online or hybrid courses delivery. She said that SCC works within their sixteen week term and has six registration sections (this allows defined start and end dates) that are funneled into one teaching section. She said students have to start on one of these defined dates; they can finish whenever they can but the grade is officially submitted on the official end date in the registration system. She said faculty members are grading assignments every single day because there is a 48 hour turnaround time imposed on them. She said there could be different assignments and assignments turned in at the last day of the term. Mr. Sherman said that the coaches helped out a great deal

with monitoring the student's progress on assignments. Ms. Stumpff said they have milestone points that students have to meet throughout the semester.

Assistant Deputy Chancellor See asked about the average time it took for a student to complete a course within a term; was it sixteen weeks. Ms. Stumpff replied that the average time it took for an Information Technology student to complete a course within a term was approximately sixty to eighty days. Dr. Thibeault added the fastest they had an Information Technology student to complete a course within a term was four weeks.

Ms. Stumpff explained the Learner Support Model of CBE. She said that they were able to take what they learned from SCC's online student support model which was robust and increase the services to provide wrap around services that were specific to CBE students. She said the student enters at recruitment and they have five 'learner phases' which are the following: Admit; Enroll; Retain; Transition; and Complete. She explained the services and processes that take place within each phase and said the phase is complete when a student exits and either gains employment or transfers to a four-year institution. She said a coach or another faculty member of SCC is working with the student to provide academic advising, integrated career coaching, progress monitoring, and active motivation. She said at all times there is an owner assigned to each service within the each phase of the Learner Support Model. She explained the support phases and said there are critical functions that are defined that should be completed in each phase.

Ms. Maxwell asked about the ratio of coaches per students. Ms. Stumpff replied that there are approximately eighty students assigned to each coach. She said sometimes each coach has less than that. Dr. Thibeault added that the formula at SCC is one Academic Advisor for every three hundred students; during the grant when they had federal funding to support the coaches they were able to have a lower ratio.

Ms. Stumpff continued explaining the Learner Support Model and said that the Coach Handoff is a large part of the model itself. She said this enables a seamless transition for the student from the admit phase to the enroll phase. She said that this enables the entire foundation of the student to transition with them so when a new party that may be involved with a student receives the 'at a glance report' they have critical information about a student. She said that all of this information is stored within the Case Management System (CMS). She explained how the CMS worked and what information was recorded (i.e., coaching interactions; facilitated academic interventions, etc.). She said the CMS system was developed at SCC and it is open source that can be customized for other institutions as well. She said the CMS also generates Caseload Performance Reports and a major part of their student support model is rooted in the progress monitoring that happens in the retain phase based on course level information data from this report. Mr. Sherman added that the level of detail in these reports is very sophisticated and helpful.

Assistant Deputy Chancellor See asked about the CMS as it related to its open source and asked if there was any interest by other institutions. Dr. Thibeault replied that a grant enabled them to develop the CMS and make it open source. She said there are a number of institutions have adopted it and there are some costs involved to interface it with their systems.

Ms. Paxton asked if some of the monitoring and processes will change when the student to coach ratio increases. Dr. Thibeault replied that they are trying to determine what contacts they can automate and when do they really need to intervene. She said they want to use technology for the routine interventions and reserve personal contact for those students who really need it.

Ms. Stumpff said the last piece of the student support model centers on the Integrated Career Coaching. She said that they were aware that career coaching was an issue from the start even with online students; because it is hard for them to obtain the soft skills and the networking that are obtained from attending classes. She said for online and CBE students they wanted to create a mechanism to strategically insert these aspects on career coaching to ensure they were getting the same experience.

Dr. Thibeault discussed the Accelerate IT outcomes which were the following: 76% course success rate across all CBE sections; the average completion time across all CBE courses is between sixty and eight days (traditional semester is one-hundred and twelve days); a 70% year-to-year retention rate; Accelerate students are credentialing (a certificate or degree) at three times the rate of students in companion programs; and Accelerate students are ten times more likely (it is required) to take an internship and internship completers have a 90% hire rate.

Dr. Davidson asked how much of the higher success of Accelerate IT Outcomes can be attributed to the fact that SCC is screening these students more closely. Dr. Thibeault replied that in their traditional online program students are required to take the course 'How to Succeed Online' and have a 2.0 GPA. She said the CBE Program requires the student to take the CBE orientation; if they have attended school before a 3.0 GPA is required; and CBE students must receive an 80% on the computer literacy assessment.

Dr. Thibeault finished her comments by outlining the CBE strategy, challenges and the policy considerations. She said that when considering strategy you must have an executive sponsor, a champion, and faculty buy-in. She said that she believes these are the most important prerequisites. She discussed other strategy considerations as outlined in the presentation. She said the challenges vary based upon the program. She said there are unique program requirements and integration into the semester system is a huge challenge. She said other challenges included the following: Implementing the Self-paced mastery model in traditional Learning Management System; Faculty grading load; Faculty adherence to course development timeline; Course granularity; and Student progress. She said that policies are structured for a semester-based environment. She said they have the following College Policies to consider: Intellectual Property (IP); Course development stipend; Faculty payload; Timely feedback from faculty; and Student Performance. She said they also have External Policies to consider such as HLC and ODE Accreditation and those impacting military and veteran students.

Secretary Lindseth asked who owned the IP. Dr. Thibeault replied that the institution owned the IP (an agreement is signed to this effect) and they provide the faculty the support to develop it.

Ms. Paxton asked about the number of CBE programs at SCC as compared to the number of traditional programs. Dr. Thibeault replied that SCC has approximately 1,800 courses; 50 CBE courses; and approximately 220 online courses.

Assistant Deputy Chancellor See asked what the entire budget was to create the CBE program. Dr. Thibeault replied that SCC had a $12M Department of Labor grant and their project budget was approximately $1.5M. Mr. Sherman said the goal was to adapt the WGU model however there was a great deal about their model that could not work at SCC. Dr. Thibeault said WGU could not assist them with how to integrate their model into an existing institution. Dr. Thibeault said from start to finish it took three years to implement their program. She said SCC has a CBE Implementation Guide and the SCC overall framework can be adapted into another institution.

Vice Chair Humphries thanked and extended his appreciation to the entire SCC team. He said two words sum it up 'mission accomplished'. He said sitting here listening to the dialogue the rest of the institutions will benefit from the time that the BOR and ODHE staff has spent with SCC today. Dr. Thibeault thanked the BOR and ODHE staff for their visit. She said that the Department of Labor invested in SCC and it is their responsibility to share this work that was developed with public funding so that other institutions can benefit.

VI. Adjournment

Vice Chair Humphries asked if there were any further items to be brought before the subcommittee. There being none, Vice Chair Humphries declared the meeting adjourned.

Ohio Board of Regents, Condition Report Subcommittee

9/15/16
Date

Attachment #1

CBE@Sinclair

Competency-Based Education at Sinclair College
June 28, 2016

Dr. Nancy Thibeault, Dean eLearning Division / Director TAACCCT Grant
Christina Amato, CBE Project Manager, TAACCCT Grant
Jessica Stumpff, CBE Admissions and Coaching

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Agenda

1. What is CBE?

2. CBE Programs

3. CBE Project Model Components
   a. Overview
   b. Market and Employer Needs
   c. Curriculum
   d. Program Delivery
   e. Student Experience

4. Strategies, Challenges, and Policies

What is CBE?

Direct assessment

Students demonstrate achievement of competencies without regard to courses or credit hours. They demonstrate mastery of individual competencies through summative assessments such as exams and portfolios.

Course-based

Students demonstrate mastery of skills and knowledge at a course or module-level. Competencies, defined at the program level, are translated into topics that are packaged into the courses or modules.

*adopted and adapted Western Governors University model

How is Course-Based CBE Different from Traditional Instruction?

Traditional	CBE
Time-based	Flips time and mastery
Commonalities	
Aligned with regional workforce needs	
Common course outcomes	
Differences	
Weekly lessons	Topics and Units
Time-based: Progress weekly with class	Mastery based: Progress as competencies mastered
Fixed entry and completion dates (semester)	Flexible entry and completion dates
Ad hoc student support	Holistic case management

CBE Models

Model	Example	Areas of focus
CBE University	Western Governors University	Education IT Business Healthcare
CBE Campus	Southern New Hampshire University College for America	AA Liberal Arts
Statewide Degree	Washington State Community and Technical College system	AS Business Administration
Central Oversight	Sinclair Community College	IT (networking and software)
Department	Austin Community College Broward College	IT (programming and user support)
Faculty	Bellevue College	Office applications

Staffing Functions/Roles

Function	Role
Recruiting	Recruiter/Admissions Counselor Referrals from: College Enrollment services, Academic Department, Academic Advisors
Admissions / Screening	Recruiter / Admissions Counselor
Orientation	Recruiter / Admissions Counselor
Course Development	Instructional Designer and Faculty
Assessment Development	Instructional Designer and Faculty
Facilitation	Faculty
Grading	Faculty
Student Performance Monitoring	Academic Coach and faculty

CBE Programs

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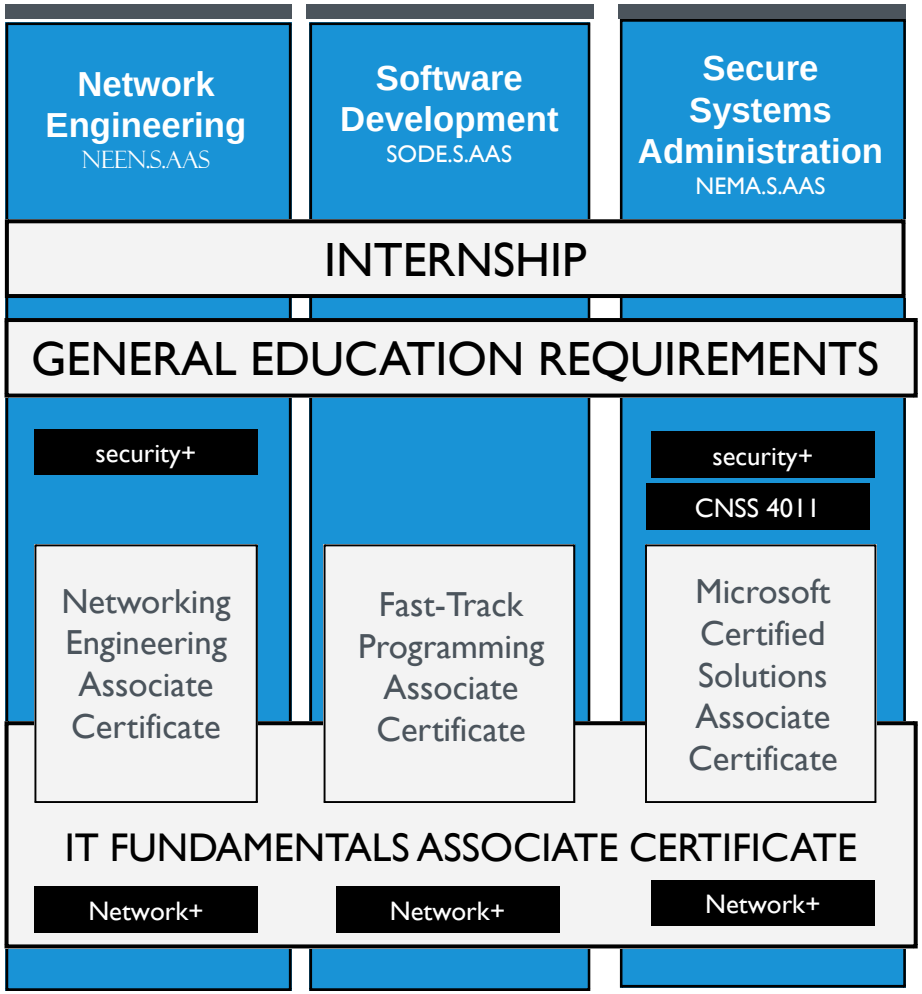
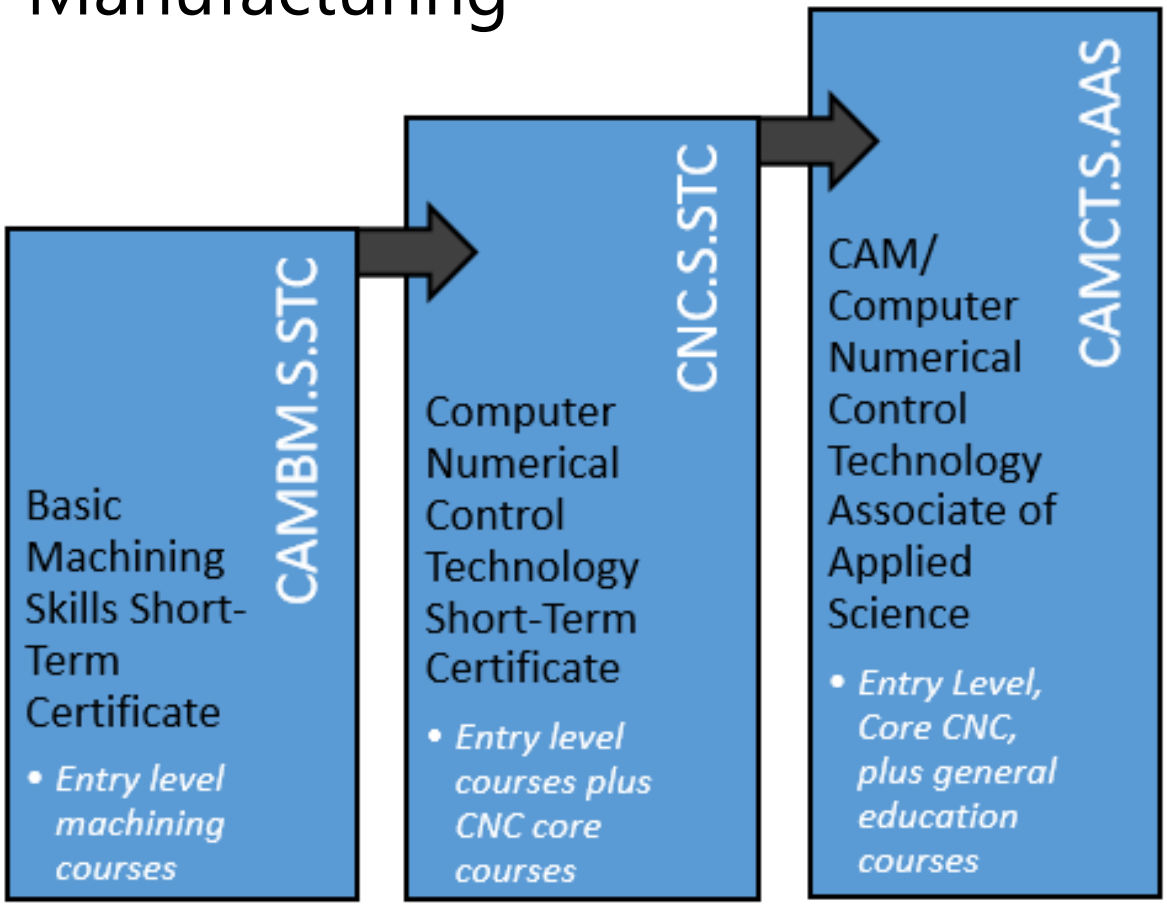
Accelerate IT Stacked Programs



Accelerate MFG Stacked Programs

Computer Aided Manufacturing

CAM Basic Machining Skills Short-Term Certificate (CAMBM.S.STC)	
CAM 1109	Fundamentals of Tooling and Machining
CAM 1116	Fundamentals of CNC
CAM 1141	Shop Floor Calculations I
OPT 1100	Tooling & Machining Metrology
MET 1131	PC Apps for Engineering Technology



Accelerate MFG Stacked Programs

Industrial Maintenance (non-credit)

	Online Hours	Lab Hours
BLUE Level		
Automation Systems	38.0	96.0
RED Level		
Industrial Controls & PLCs	38.0	56.0
YELLOW Level		
Industrial Electricity	36.0	38.0
Industrial Fluid Power	30.0	20.0
GREEN Level		
Maintenance Fundamentals	70.0	14.0
Industrial Mechanics	28.0	38.0

Accelerate UAS/GIS (under development)

Aerial Sensing Data Analytics (STC)	
GIS1107	Intro to GIS
AVT1101	Intro to UAS
EET1158	Aerospace Spatial Visualization
EET1121	UAS Remote Sensing and Analysis
AVT1104	UAS Standards, Regulations and Law
AVT2150	Crew Resource Mgmt for UAS
New Course	Electro-optical and Infrared (IR) data analysis
New Course	Multi-spectral and hyperspectral data analysis
New Course	Synthetic Aperture Radar (SAR)/ and LiDAR data analysis
New Course	Acoustic/CBRNE/Other data analysis

→ Unmanned Aerial Systems Associate of Applied Science (UAS.AAS)

→ Geographic Information Systems Associate of Applied Science (GIS.AAS)

CBE Project Model Components

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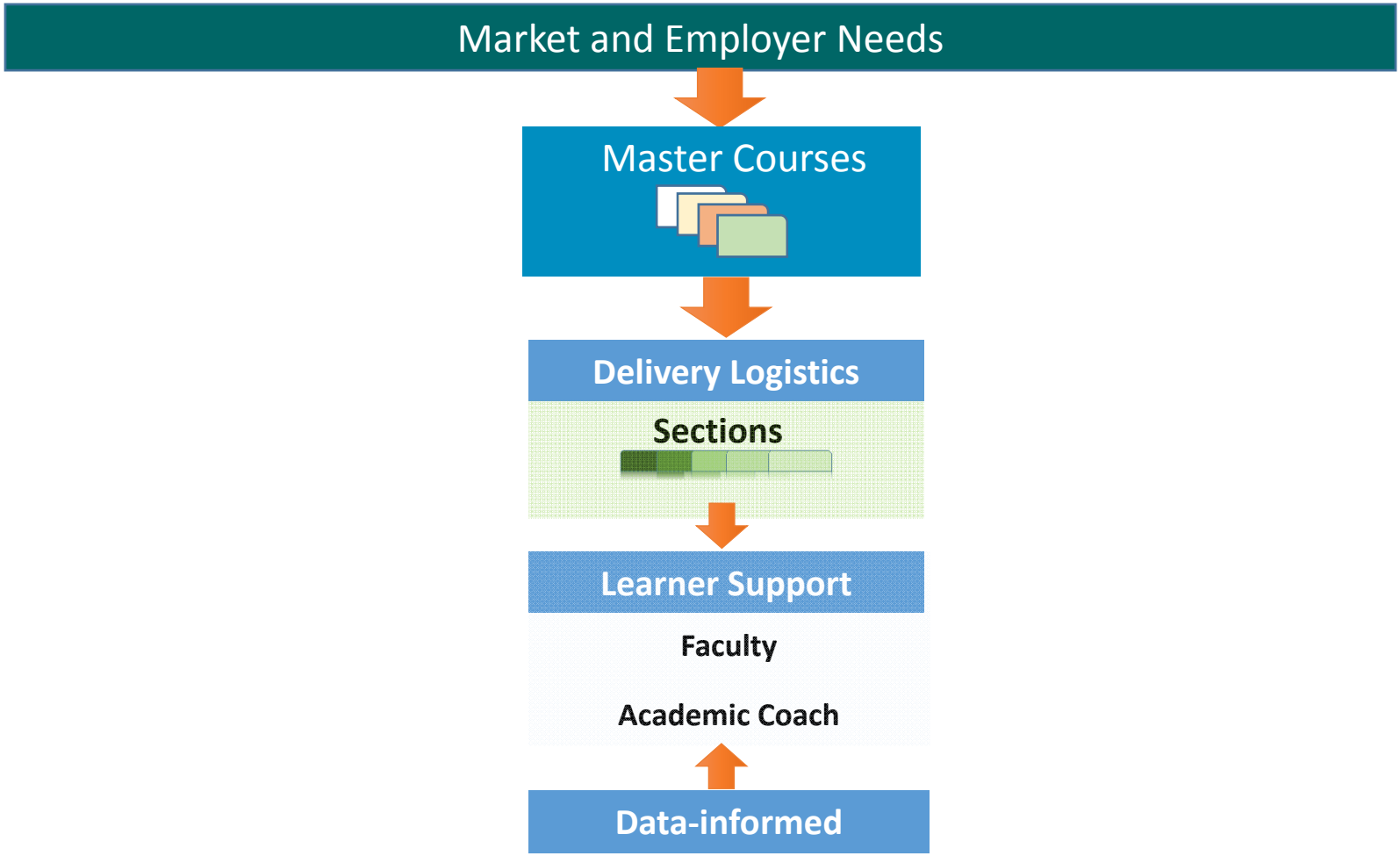
CBE Program Model Components



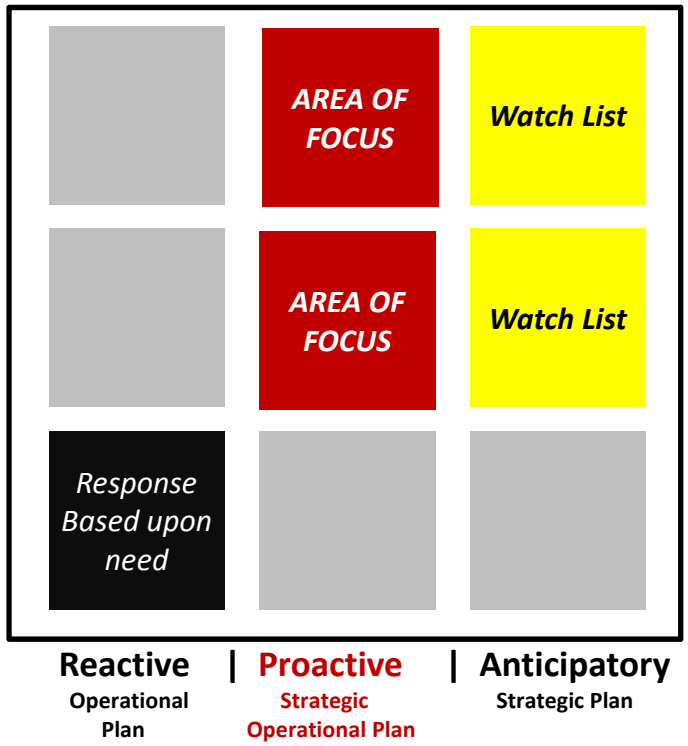
Market and Employer Needs

TACTICAL

Executive Management

Middle Management

Line Management
Advisory Boards



STRATEGIC

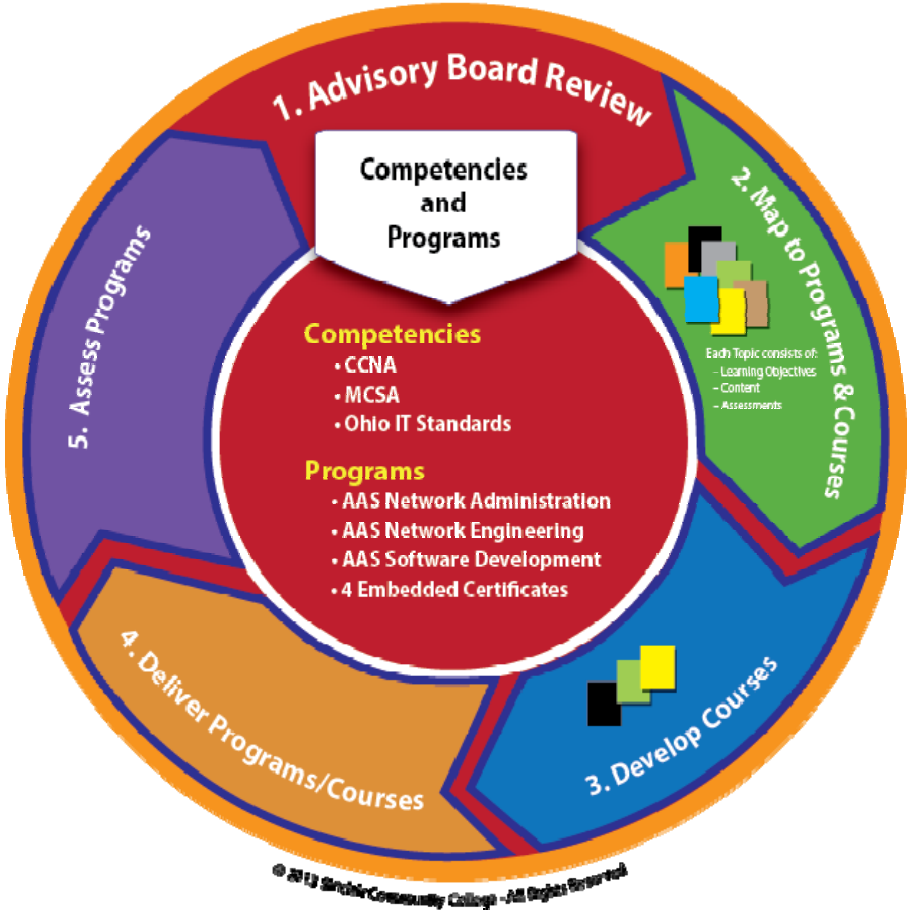
Executive Business & Industry Forums

Advisory Boards

Focus Groups

Curriculum

Program Development | Curriculum Updates



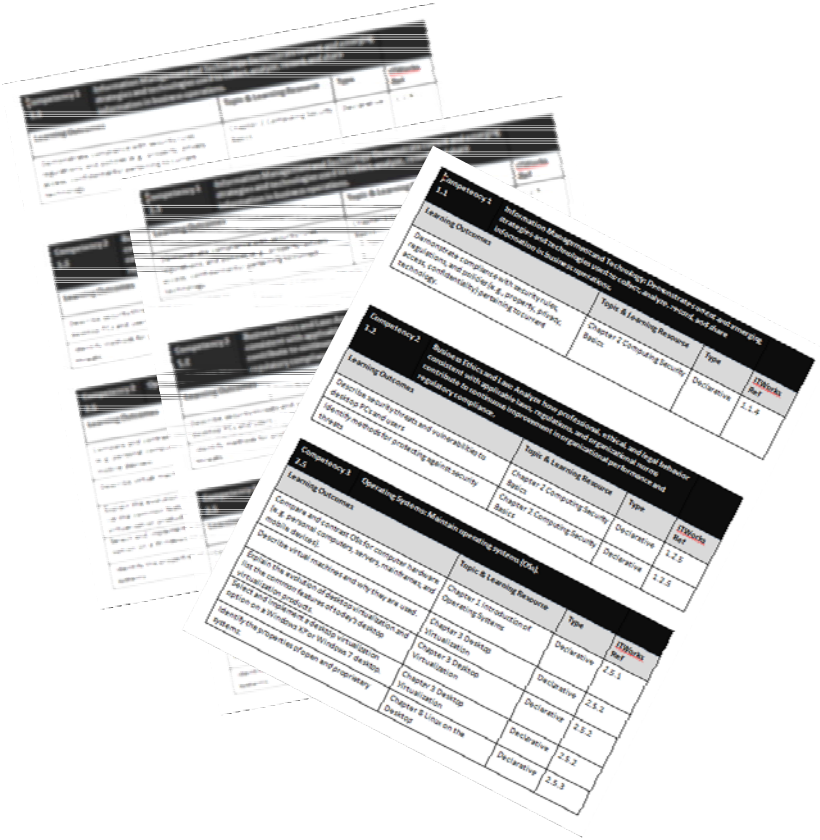
Curriculum

Program Development | Aligning Competencies

Programs

Gen Ed Outcomes
Program Outcomes

Master Syllabus
Course Description
Course Outcomes
Topics



Competency Mapping

Ohio Standards Mapping to CIS Curriculum								
						Sinclair Course Mappings		
Strand #6 - Web Development								
Outcome	Description	ISS	NS	PSD	IM	Course 1	Course 2	Course 3	Course 4
6.1	Webpages: Create basic webpages.	X	X	X	X				
6.2	Links and Multimedia: Add links to a webpage and insert multimedia files	X		X	X				
6.3									
6.4									
6.5									

1	Competency 1 – 6.1. Webpages: Create basic webpages.		
Sinclair Ref	Learning Outcomes	Topic & Learning Resource (book chapter or add'l resource)	Type of assessment: Declarative (objective exam) or Procedural (programming activity), or both
1.1	1. Describe the basic principles of Hypertext Markup Language (HTML) and its functional relationship with web browsers.	Tutorial 1, 3, 5	Declarative
1.2	1. Plan a webpage considering subject, devices, audience, layout, color, links, graphics, and Americans with Disabilities Act (ADA) requirements.	Final Project	Declarative and Procedural
1.3	1. Format the text of a webpage in a WYSIWYG(What You See Is What You Get) editor and in a text editor using HTML formatting tags (e.g., hyperlink, e-mail, table formatting, graphic attributes).	Tutorial 1, 2, 3, 4, 5, 6, 7, 8, 9, Multimedia, Mobile, Final Project	Declarative and Procedural
1.4	1. Use writing process techniques (i.e., drafting, revising, editing, proofreading) to check the webpage for format and text accuracy.	Tutorial 2, Final Project	Procedural
1.5	1. Create and format ordered, unordered, and definition lists on a webpage using HTML list formatting tags.	Tutorial 1, 2, 3, 4, 5, 7	Declarative and Procedural
1.6	1. Create and format a table in a webpage using HTML table formatting tags, attributes and Cascading Style Sheet.	Tutorial 8	Declarative and Procedural
1.7	1. Integrate styles (e.g., embedded, inline or external Cascading Style Sheets [CSS]).	Tutorial 3, 4, 5, 6, 7, 8, 9, Multimedia, Mobile, Final Project	Declarative and Procedural

Curriculum

Granularity Challenge

-16 week courses

- 14 topics
- Midterm
- Final

-Unit Based for acceleration

- Bundle topics into 3-7 modules
- Module Pre- and Post-tests
- Bypass module if competency demonstrated in pre-test

Curriculum

Unit-Based Course

IMPORTANT - How to Complete This Course

Printer-friendly version

Instructions on How to Complete a Unit-Based Course:

This course is slightly different from other courses in the CBE program because it's a unit-based course. The course content is divided into units that are self-contained and assessed individually. This unit-based approach allows students who are knowledgeable about the course content to progress more quickly through the course. This particular course contains seven units.

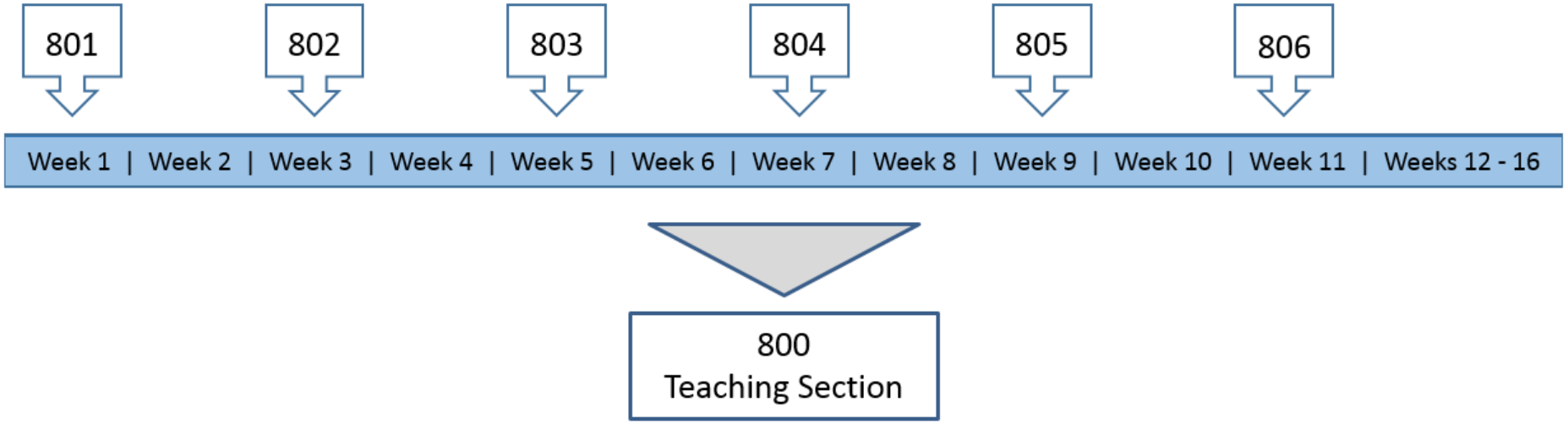
As you begin each unit, do the following:

1. Read the **Introduction and Objectives** page for the unit to get an understanding of the content and objectives that the unit covers.
2. Take the **unit Pre-Assessment**. Go ahead and take the unit Pre-Assessment first. (You will only have one attempt at the Pre-Assessment.) The Pre-Assessment is worth 100 points, if you score 80% or higher, you can skip the rest of that unit and move on to the next unit. If you don't score 80% or higher, you are not penalizedin any way. Your first attempt at the unit assessment does not count against you if you do not pass it.
   - If you do not achieve a score of 80% or higher on the unit Pre-Assessment, then you must work through the unit lessons and complete all of the graded assignments within the unit, with a score of 80% or higher. In this course, the graded assignments in each unit include the following:
     - unit writing activity (graded as "pass or fail" - pass is equivalent to a score of 80%)
     - unit Post-Assessment (worth 100 points; a passing score is 80% or higher)
3. Work through the entire course this way, one unit at a time, in order.
4. Once you have successfully passed all of the units, you will complete the final assessment, which is a critique paper.

Delivery

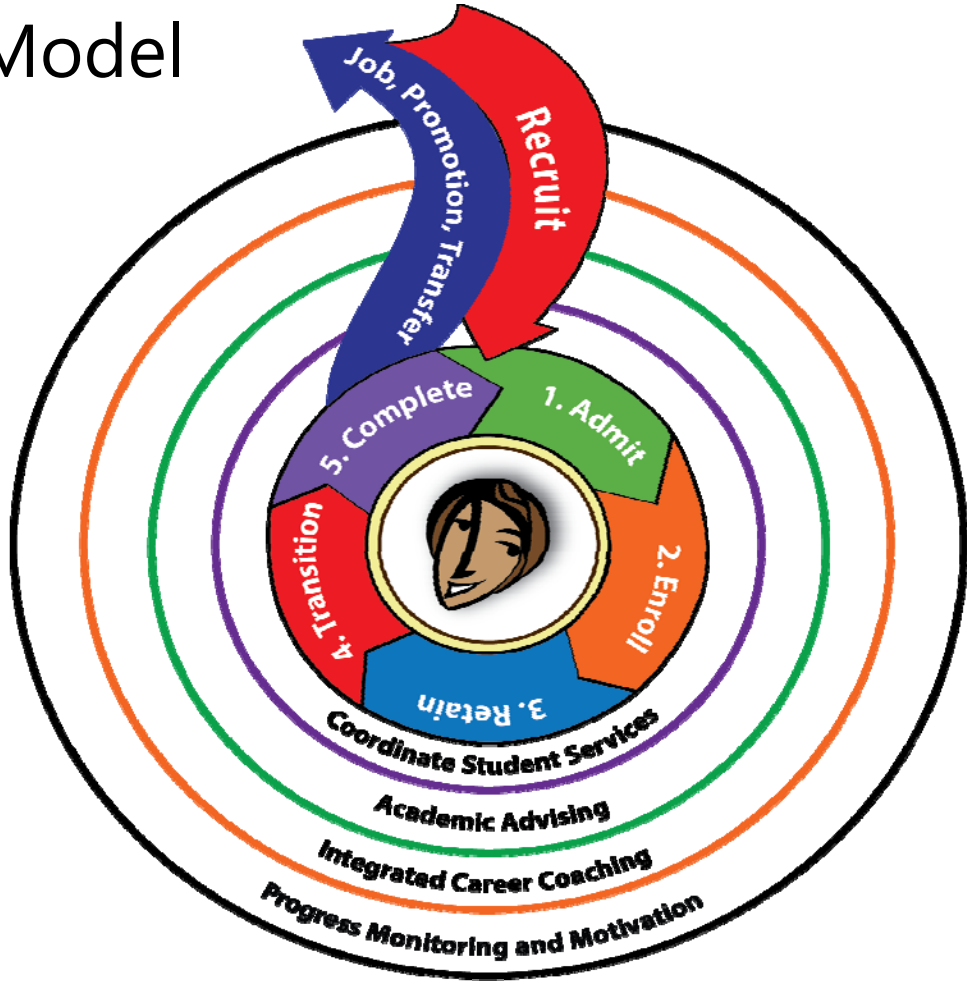
Program Delivery

- Flex-paced, online or hybrid courses
- Enrollment every other Monday up to week 12 of term
- 6 Registration sections funneled into one teaching section



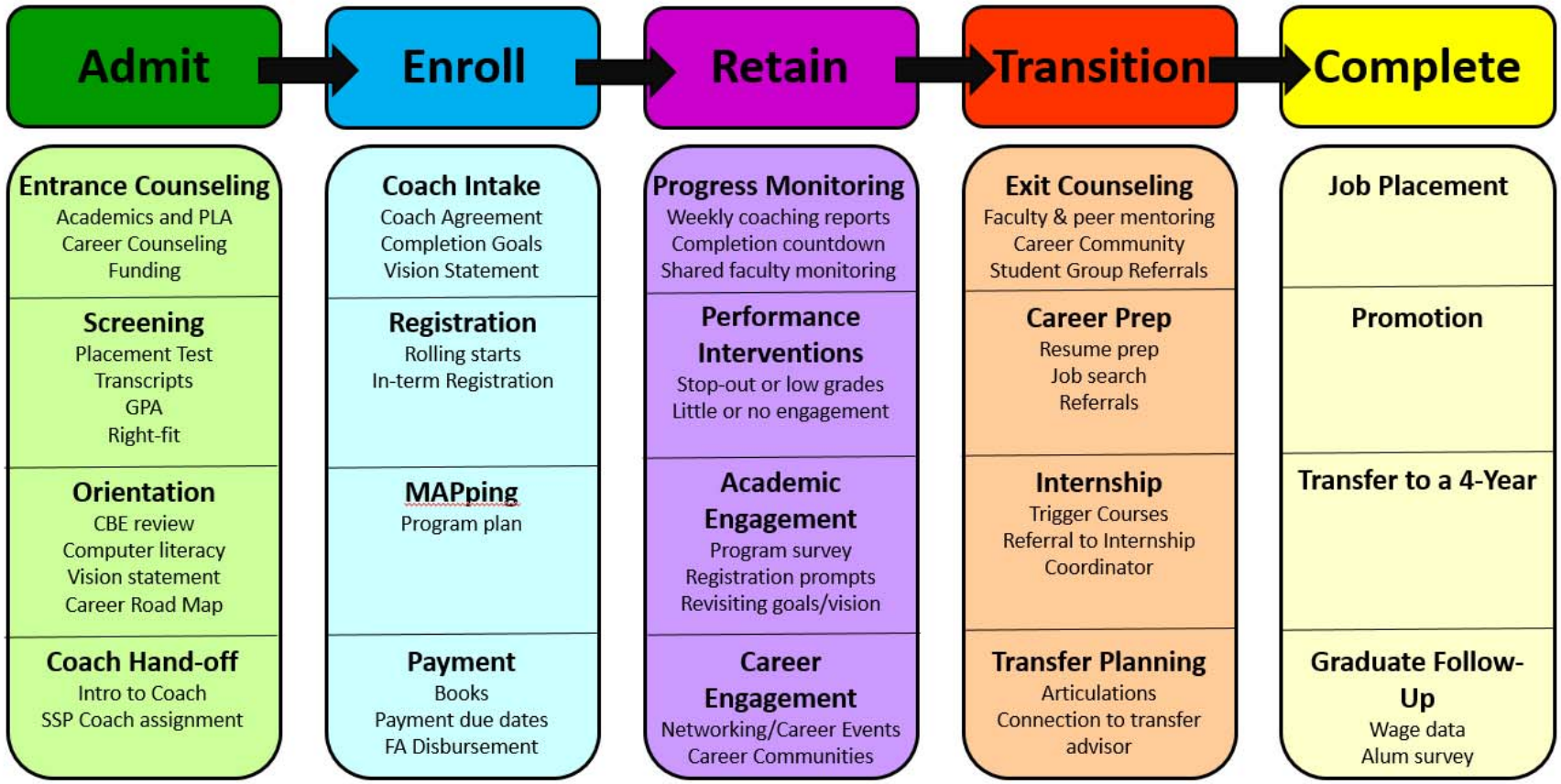
Learner Support

Support Model



Learner Support

Support | Phases



Learner Support

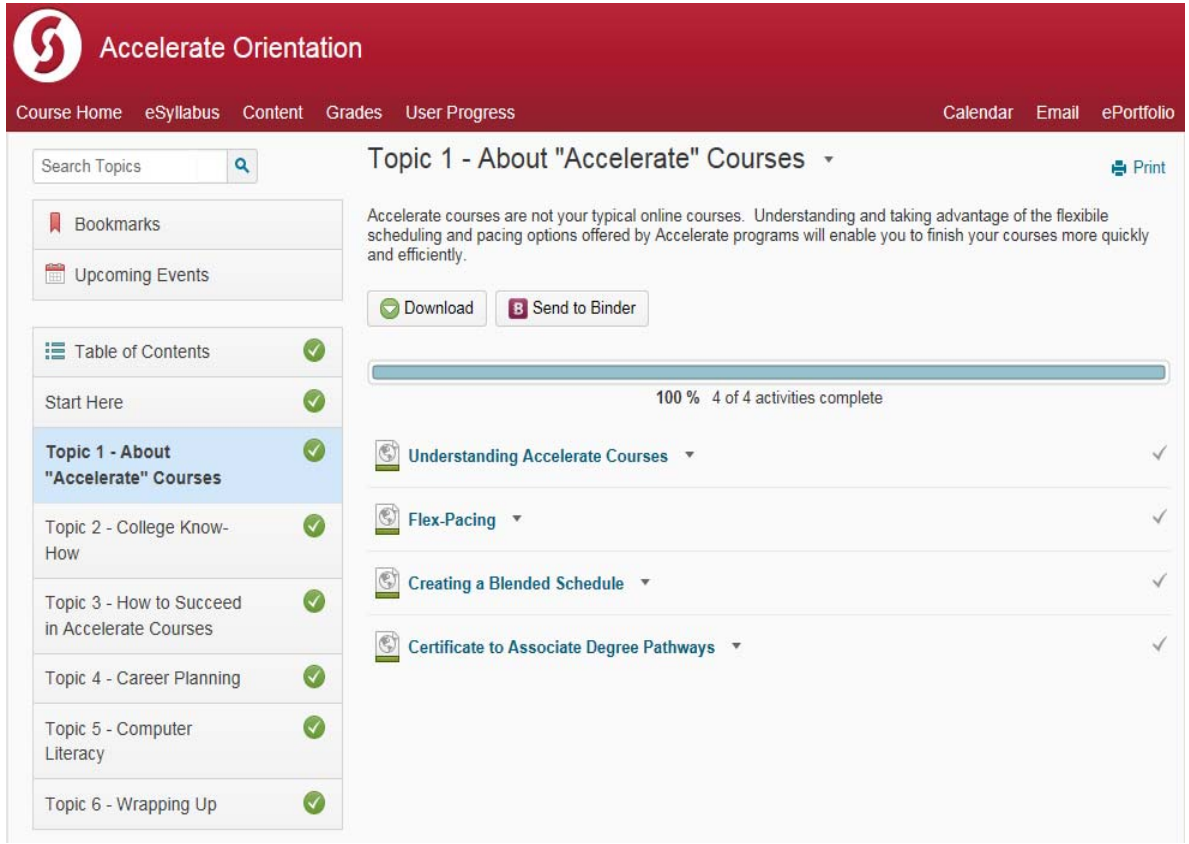
Critical Functions: Screening & Intake

Assessing "right-fit":

- Online course experience
- GPA
- Computer Literacy

Preparing students:

- Navigating the LMS
- Understanding CBE policies
- College know-how
- Career planning



Learner Support

Critical Functions: Coach Handoff

Accelerate Admissions To Coaching Handoff Report	
Item	**Value**
Name	Michael J. R.
Tartan ID	
E-Mail	student@sinclair.edu
Phone	937-831-5555
Course(s) Registered For	CIS-2550-800 16/SU (Start Date: 05/16/2016)
Active Program(s)	None On File
Computer Literacy Assessment Score	96.30%
Previous Online Courses	More than 5
College-Level Math Course Complete	Yes
College-Level English Course Complete	Yes
Developmental Math Required	N/A
Developmental Writing Required	N/A
Developmental Reading Required	N/A
Previous Education	Associate degree in liberal arts.
Education/Career Goals	Continuing Education or Professional Development
Intended Occupation	Web development.
Career Development Phase	Phase I: Getting to Know Yourself
Payment Method	Self funding
Current Employment	Assistant to Sr. IT Specialist. 18 hours per week.
Veteran Status	Not a Veteran
Vision Statement	In the context of both professional and personal goals, what I believe is fundamental for true success in either is to be a virtuous man. Professionally, I want to be a real asset to the company I work for — and to be excellent at what I do. I want to be the "go-to guy" in the work place. Personally, I want to provide a stable, comfortable and loving environment for the family I hope to have in the future.

Learner Support

Critical Functions: Case Management

Students

Student: [redacted] ID#: [redacted]

Email Student | Coach: Christina Amato | Coaching History

Tools
- Main
- Intake
- Action Plan
- Journal
- Early Alert
- MAP
- Documents
- Notes

Journal List

Add Save Cancel Delete

Modified Date	Modified By	Source	Confidentiality	Entry Date	Entered By
06/06/2014	CHRISTINA AMATO	Case Management	EVERYONE	06/06/2014	CHRISTINA AMATO
05/27/2014	CHRISTINA AMATO	Case Management	EVERYONE	05/27/2014	CHRISTINA AMATO
05/20/2014	CHRISTINA AMATO	Case Management	EVERYONE	05/20/2014	CHRISTINA AMATO
05/08/2014	CHRISTINA AMATO	Case Management	EVERYONE	05/08/2014	CHRISTINA AMATO
04/29/2014	CHRISTINA AMATO	Case Management	EVERYONE	04/29/2014	CHRISTINA AMATO
04/23/2014	CHRISTINA AMATO	Case Management	EVERYONE	04/23/2014	CHRISTINA AMATO
04/11/2014	CHRISTINA AMATO	Case Management	EVERYONE	04/11/2014	CHRISTINA AMATO

Journal Entry

Entry Date*: 06/06/2014

Confidentiality Level*: EVERYONE

Source*: Case Management

Comment (Optional): Check-in.

Track-Step-Detail: TAACCCT Grant — Remove

- Admit/Recruit
- Career Placement Preparation
- Enrollment
- Graduation and Follow-up
- Ongoing Learner Support
  - Checked degree audit
  - [x] Weekly check-in
  - SAP appeal filed
  - In-depth student progress report
  - Student degree progress monitored/discussed
  - Student academic course progress monitored/discussed
  - MAP revised
  - Resource referral
  - Student is on FA warning
  - Student is on FA suspension
  - Student did not meet 80% requirement; transitioned into traditional courses
  - Student withdrew
  - Student changed mind about CB courses

- Transparency
- Seamless handoffs
- Benchmarking, tracking
- Quality assurance

Learner Support

Critical Functions: Data & Progress Monitoring

Weekly Caseload Reports

- Classifies risk by known predictive indicators
- Check-ins <u>and</u> interventions prioritized by risk
- Monitoring/Intervention is shared between faculty and coaches

Student Information			Course Information		Course Status							Risk Indicators					
Last Name	First Name	Tartan ID	Course ID	Term	Enrollment Status	Week	Term Progress	Course Progress	Mid-Term Exam Status	Average Grade	Final Grade	Unsuccessful Attempt On Record	Multiple Unsuccessful Attempts On Record	Logins Last 7 Days	Submissions Last 7 Days	Risk Level	Comments
Brown	Candace	645321	CIS-2515	14/FA	Enrolled	2	9%	0%	.	.	.	No	No	0	0	High	Low Activity
Adams	Scotts	345215	CIS-2510	14/FA	Enrolled	2	9%	14%	.	93.33%	.	No	No	2	0	Moderate	Low Activity
Howell	John	876598	CIS-1411	14/FA	Enrolled	2	9%	6%	N/A	100.00%	.	No	No	10	0	Moderate	Low Activity
Smith	Cheryl	786523	CIS-1111	14/FA	Enrolled	2	9%	25%	.	100.00%	.	No	No	6	5	Low	
Johnson	Meryl	645327	MAT-2170	14/FA	Enrolled	3	14%	56%	Pass	99.50%	.	No	No	3	0	Low	
Carson	Van	865234	CIS-2421	14/FA	Enrolled	2	9%	11%	N/A	100.00%	.	No	No	5	3	Low	
Bledsoe	Catherine	453234	CIS-2510	14/FA	Enrolled	1	4%	0%	.	.	.	No	No	1	1	Low	
Powell	Shawn	234124	CIS-1411	14/FA	Enrolled	2	9%	0%	N/A	0.00%	.	No	No	3	0	Low	

Learner Support

Critical Functions: Integrated Career Coaching

ADMIT

Orientation
-Vision Statement

-Career Assessment
self-perception
goals
PLA
work experience

Handoff Report

ENROLL

Pre-Enrollment
Vision Statement → goals, pacing, course selection

Career Assessment → Industry expectations, career opportunities

Post-Enrollment
Early peer/faculty mentoring opportunities

Connection to Career Community

RETAIN

Re-evaluate vision statement and goals

Help student translate course competencies with workforce needs

Encourage participation in Career Community events

Introduce industry connections & mentoring opportunities

TRANSITION

Resume/Interview Development

Internship

Transition industry connections into areas of potential placement

Reverse Job Fairs, Career Placement Events

COMPLETE

Admitted → *First two terms* → *Mid-program* → *Final term before graduation*

Accelerate IT Outcomes

- 76% course success rate across all CBE sections
- Average completion time across all CBE courses is between 60 and 80 days
- 70% year-to-year retention rate
- Accelerate students are credentialing at *three times* the rate of students in companion program
- Accelerate students are *ten times* more likely to take an internship—and internship completers have a 90% hire rate

Strategies, Challenges & Policies

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Considerations: Strategy

- Who is the *executive sponsor?*
- What resources, staffing and funding will be allocated?
- Who is the CBE *champion*?
- Where will CBE be housed?
- Will you pursue Direct-assessment or Course-based CBE?
- How will you fit CBE into your semester-based systems?
- What policies will be impacted?
- How will you select programs for CBE development?
- Is there *faculty buy-in*?
- It's not just about course development
  - Build a college within a college
  - Innovation or Disruption (Bubble up vs. Push down)
  - How does CBE align with institutional mission?
  - How does your institution react to innovation / change?

Considerations: Challenges

1. Unique program requirements and considerations
2. Integration into semester system / Delivery efficiency
   a. Flexible starts
   b. Out of synch grade reporting
   c. Restricted Registration (automate)
   d. Data / Report s (automation)
   e. Progress monitoring (automate)
3. Implementing Self-paced mastery model in traditional Learning Management System
4. Faculty grading load
5. Faculty adherence to course development timeline
6. Course granularity
7. Student progress

Considerations: Policies

College Policies

- Intellectual Property
- Course development stipend
- Faculty payload
- Timely feedback from faculty
    - Email Response time
    - Grading Response Time
- Student Performance
    - Level of mastery
    - Retakes / Redo's
    - Student progress expectations

External Policies

1. Evolving HLC accreditation requirements
2. Department of Education—
    1. financial aid eligibility
    2. regular and substantive interaction
3. Policies impacting military and veteran students

CBE

Strategy and Planning
Employer and Workforce
Curriculum
Student Experience
Program Delivery

Develop a CBE model for your campus

Q & A

Your time is greatly appreciated.

Thank you!

Nancy.Thibeault@sinclair.edu
Christina.Amato@sinclair.edu
Jessica.Stumpff@sinclair.edu

http://www.sinclair.edu/accelerate/

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