

Welcome to #WCETWebcast

January 24, 2019

The webcast will begin shortly.

There is no audio being broadcast at this time.

An archive of this webcast will be available on the WCET website soon.



The Mechanics of Competency-Based Education, a Two-Part Series

PART 2: MENTORING FOR STUDENT SUCCESS WITH CBE
COURSES

MARCH 14

Welcome!

Use the question box for questions and information exchange.

Archive, PowerPoint, and Resources available will be next week.

*Follow the Twitter feed:
#WCETWebcast.*



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Questions from the Audience

If you have a question during the presentation, please add your questions to the question box.

We will monitor the question box and have time for Q&A at the end of each section.



Moderator

Cali Morrison

Associate Dean, Alternative Learning,
American Public University System



Learn More and Stay Connected

Visit WCET's website to learn about our Focus Areas, Initiatives, Events, Membership and Sponsorship:
<http://wcet.wiche.edu/>

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<http://wcet.wiche.edu/join-wcet>

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THE MECHANICS OF CBE
PART II
MENTORING FOR STUDENT SUCCESS
WITH CBE COURSES



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Educator Preparation

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[A Review of CBE](#)

A Review of CBE

Supports to Remove Barriers

- **Tutoring (Writing and Math)**
- **Financial Aid Advising**
- **Library Resources**
- **Student Success Center (Time Management, Computer Skills, Stress Relief)**
- **Learning Communities**
- **IT Services**
- **Counseling**
- **Faculty**



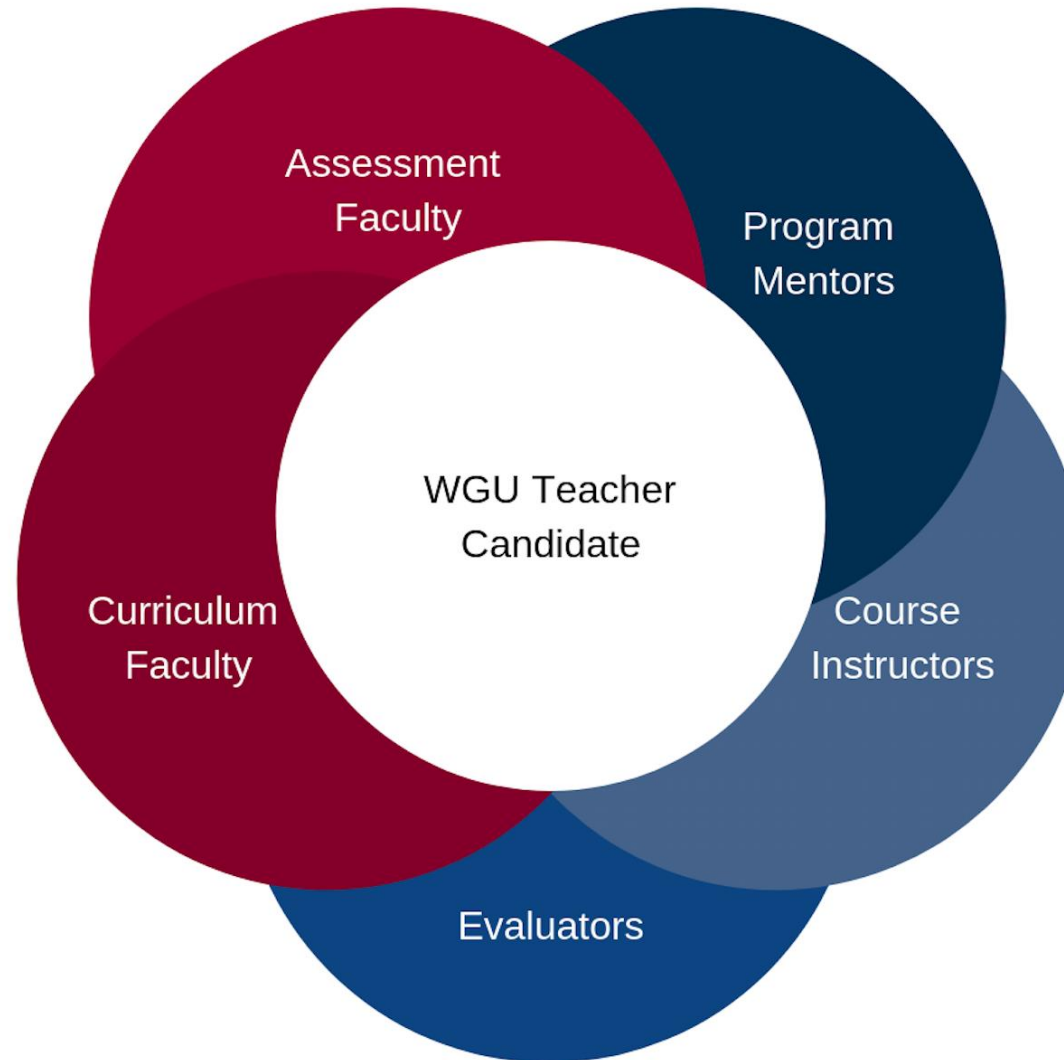


For Student
Success,
the faculty model is
the most important.

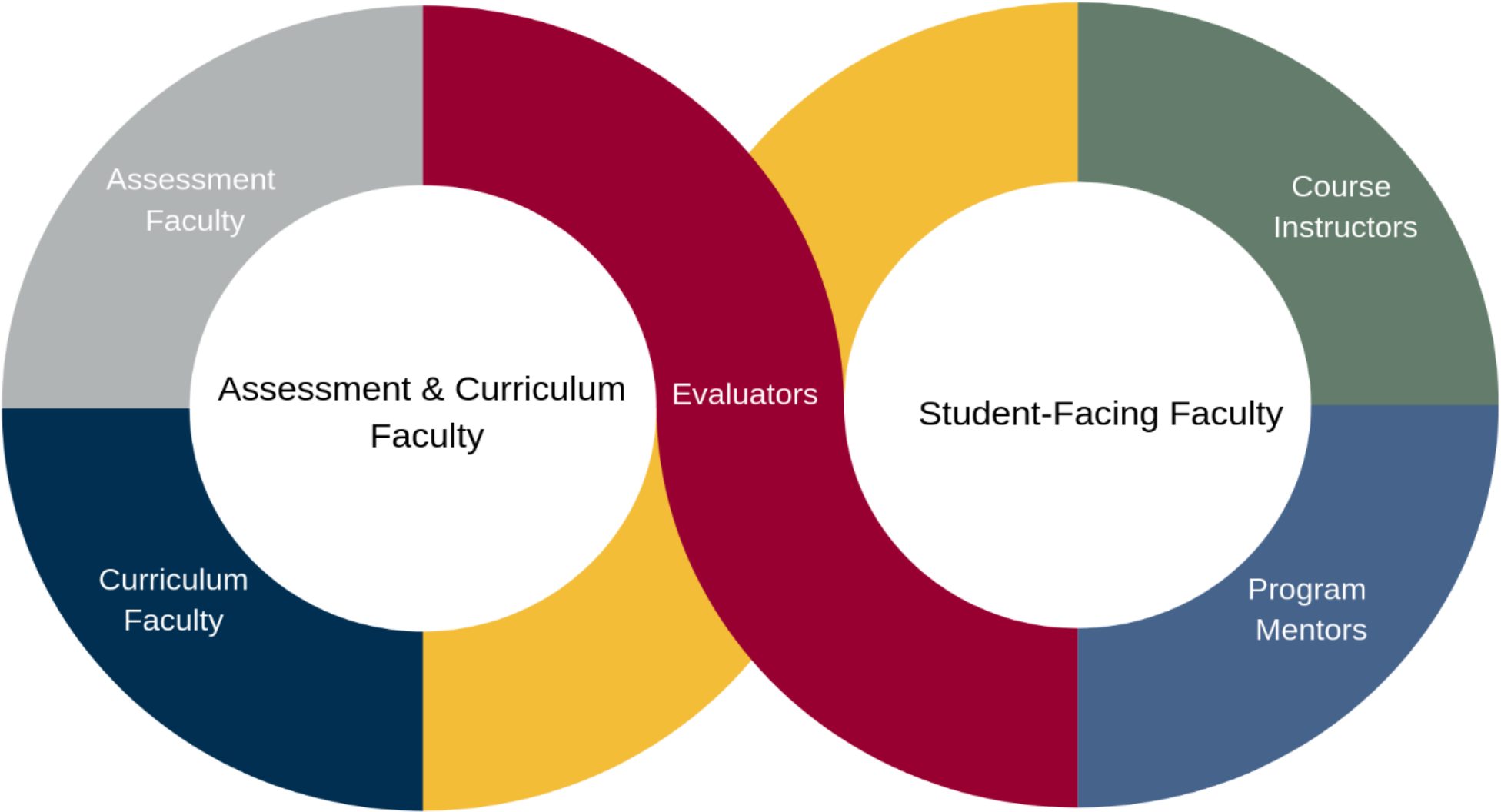
Student Support at the Center

Assessment &
Curriculum Faculty

Student-Facing
Faculty



FACULTY MODEL-DIVISION OF LABOR





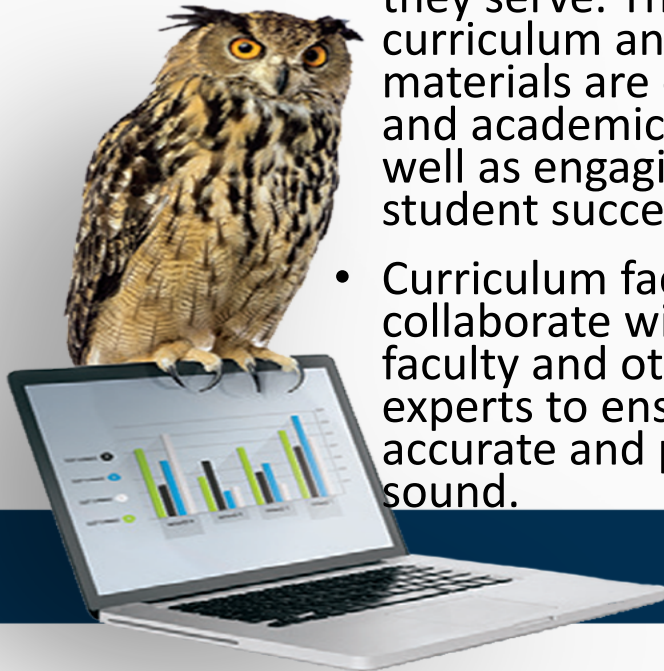
Invisible Supports

Curriculum Faculty
Assessment Faculty
Evaluation Faculty*

Foundations of Student Support

Curriculum Faculty

- Faculty members who specialize in curriculum development are experts in the science of learning. These college-aligned faculty members are deeply informed about the competencies required by academic standards-setting organizations and the industries they serve. They ensure the curriculum and instructional materials are evidence-based and academically rigorous—as well as engaging and focused on student success.
- Curriculum faculty members collaborate with student-facing faculty and other subject-matter experts to ensure content is accurate and pedagogically sound.



Assessment Faculty

- Assessment faculty members are experts in the science and craft of creating high-quality assessments that are valid and reliable. Assessments that can establish which students have achieved competency and which still need additional learning are central to WGU's competency-based model.
- WGU's teams of assessment experts are aligned by college. They also collaborate with student-facing faculty and other subject-matter experts to ensure that WGU always employs a evidence-based approach to student assessment and invests in continuous improvement in assessment.

Evaluation Faculty

- Evaluation faculty re experts in their areas of evaluation, with doctoral degrees or other post-graduate training or certifications.
- Review submissions extensively, providing clear and comprehensive feedback to support student development.
- Focus on evaluating student performance, free of bias and other barriers to fair and timely evaluation because they do not personally interact with students or develop curriculum and assessments.



Visible Support

Program Mentors
Course Instructors

Roles of Student-Facing Faculty

Program Mentors

- Provide program instruction and guidance from enrollment to graduation.
- Provide information on programs, policies, and procedures.
- Assess students' strengths and development needs to help establish a study plan.
- Help students sustain motivation and progress to graduation.
- Recommend appropriate student services.



[Student and Program Mentor](#)



Roles of Student-Facing Faculty

Course Instructors

- Bring WGU courses of study to life with students via one-to-many or one-to-one forums.
- Provide instruction both proactively and reactively—the type and intensity of instruction varies based on a student's needs in a particular subject.
- Provide content expertise for students who are struggling with course material.



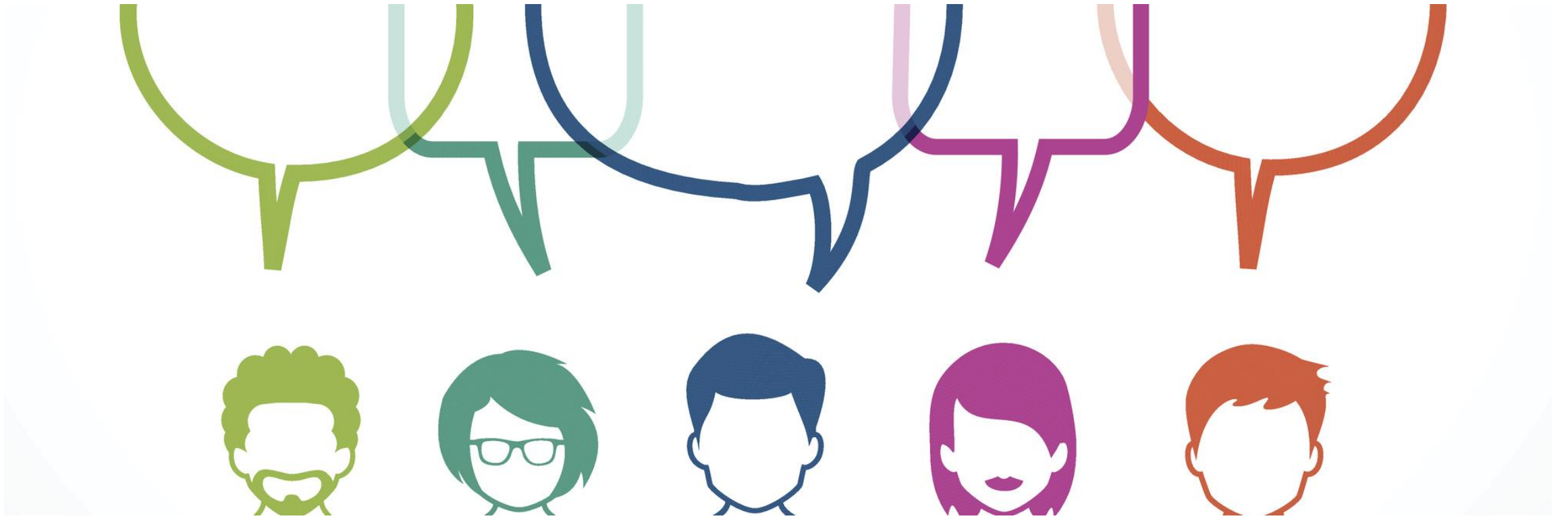
[Student-Facing Faculty](#)





Supporting Faculty

- **Upon Hiring - initial 200 hours professional development**
- **Professional Training - College Summits (2 per year) - CEUs**
- **Annual All-Hands Meetings**
- **Further specializations for placements, clinical skills, etc.**
- **Outreach Team and Onboarding Specialists**
- **Every two weeks - “Best Practices” Prof. Dev**



Questions from the Audience

Learn More and Stay Connected

[Workforce Partnerships that Work: Creating Public-Private Partnerships that Serve Students, Institutions, Employers, and Communities](#)

**June 4-5
Newport Beach, CA**



[WCET 31st Annual Meeting and Celebration](#)

Submit your proposal by April 12

**November 5-7
Denver, CO**





ADDITIONAL INFORMATION AND RESOURCES

Access to the resources discussed during this webcast, including the archive, will be available next week.

<http://wcet.wiche.edu/connect/webcasts>



JOIN US FOR UPCOMING WEBCASTS



- April 18: Graduate Student Motivations, Behavior, and Expectations Report
- May 16: Student Ready: Increasing Retention for Universities and Career Outcomes for Students



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<i>University of Missouri - Columbia/Mizzou Online</i>	<i>University of North Texas</i>

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