

# Competency–Influenced Education: Connecting Education to Adult Learner's Workplace Requirements

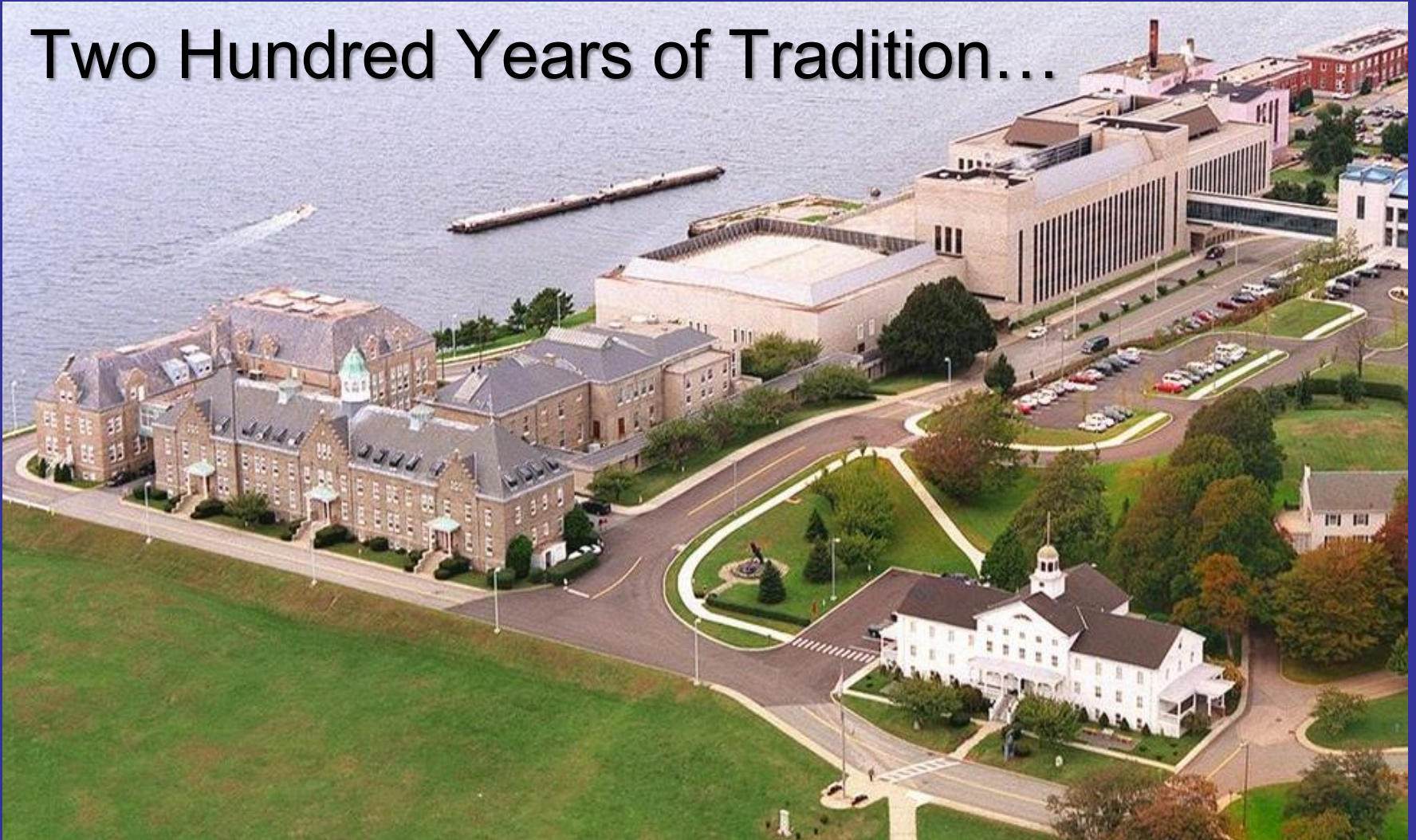


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College of Distance Education  
U.S. Naval War College



# U.S. Naval War College Newport, RI

- Two Hundred Years of Tradition...

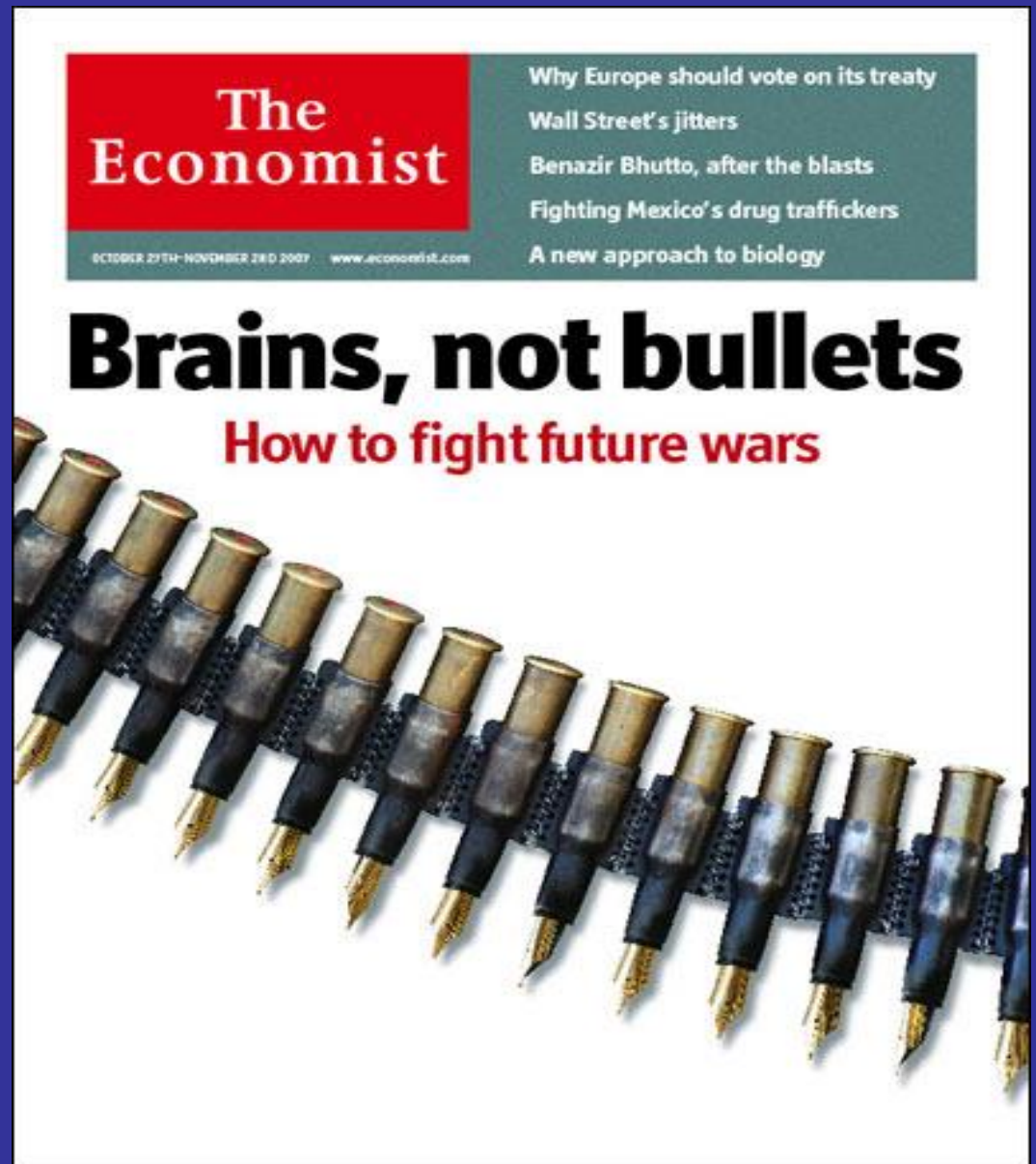




Entrance sign at the Naval War College (NWC) reads,

**“...Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed.”\***

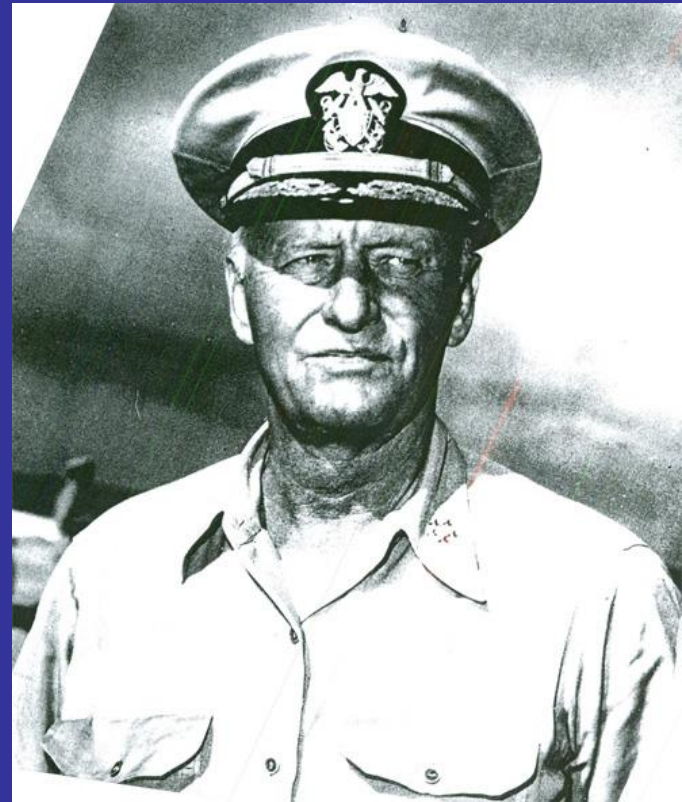
*\*As stated in the preamble to the UNESCO Constitution*



# For over 100 years NWC has been doing Distance Education



**Richard M. Nixon**



**Chester W. Nimitz**

# Step One: Acceptance



The first battle in the world of distance education was to gain acceptance from “the resident faculty”



# **Step Two: Taking Advantage of Distance Education Advantages**

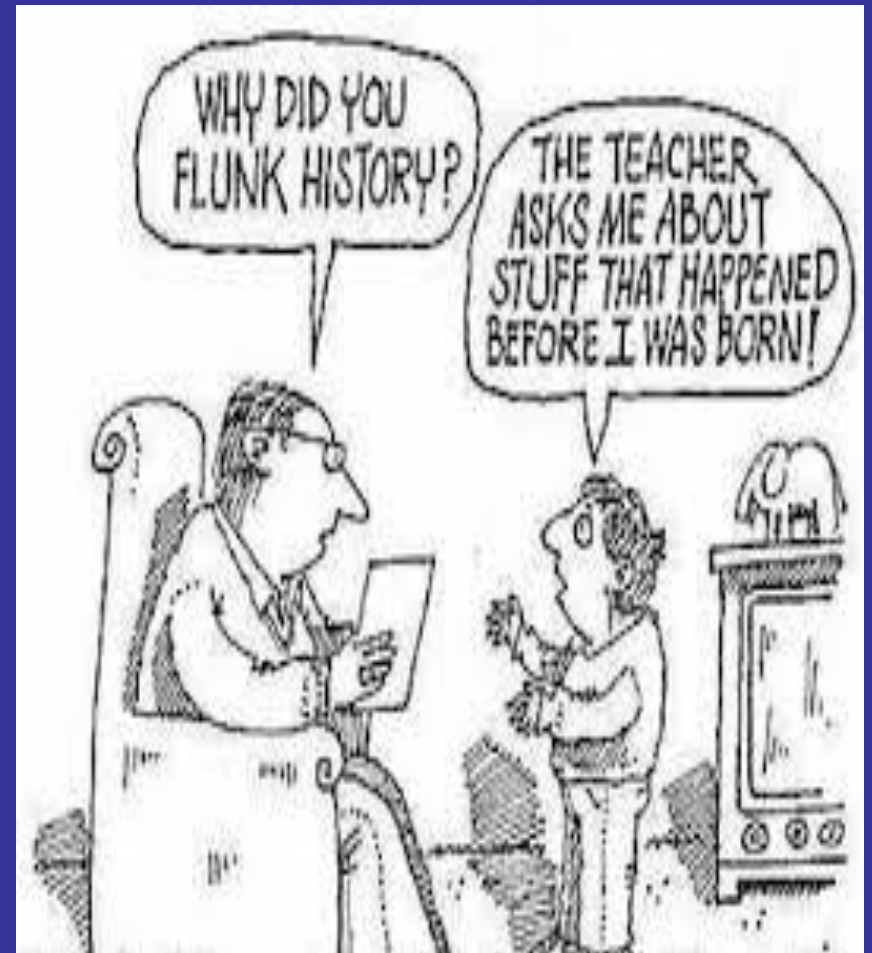
- \*True adult learning systems would put the student in simulated case environments they can expect after their education**
- \*Learning that expects the ability to DO after classes**
- \*The ability to customize education based upon adult lifestyles. Allows customization of plan by keeping constant expectations but allowing variance in time**
- \*Overall outcomes must meet the standard set by the key stakeholders**





# Step Four: Workplace Relevance

The current distance education model does not properly address the gap between what most educational systems are providing and the practical skills, knowledge, and abilities being required on the job





## The Work-Preparation Paradox



96%

of **Chief Academic Officers** rate their institution as very/somewhat effective at **preparing students** for the world of work.



14%

of **Americans** strongly agree that **college graduates** in this country are well-prepared for **success in the workplace**.



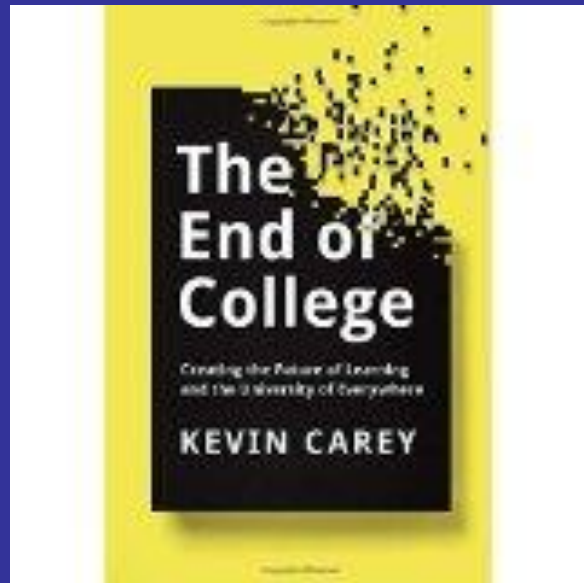
11%

of **business leaders** strongly agree **graduating students** have the skills and competencies that their businesses need.

Sources:

Lumina Foundation/Gallup Poll 2013

The 2013 Inside Higher Ed Survey of College & University Chief Academic Officers report



**“The End of College:  
Creating the Future of  
Learning and the  
University of Everywhere”  
Kevin Carey**

**Competency Based Schools, “can establish graduation standards that are much more stringent than the typical elite school. The secret weapon for new institutions seeking legitimacy in the market will be evidence of student learning, which is almost totally absent from traditional college degrees.”**

*Insidehighered.com interview, 23 Mar 2015, by Paul Fain*

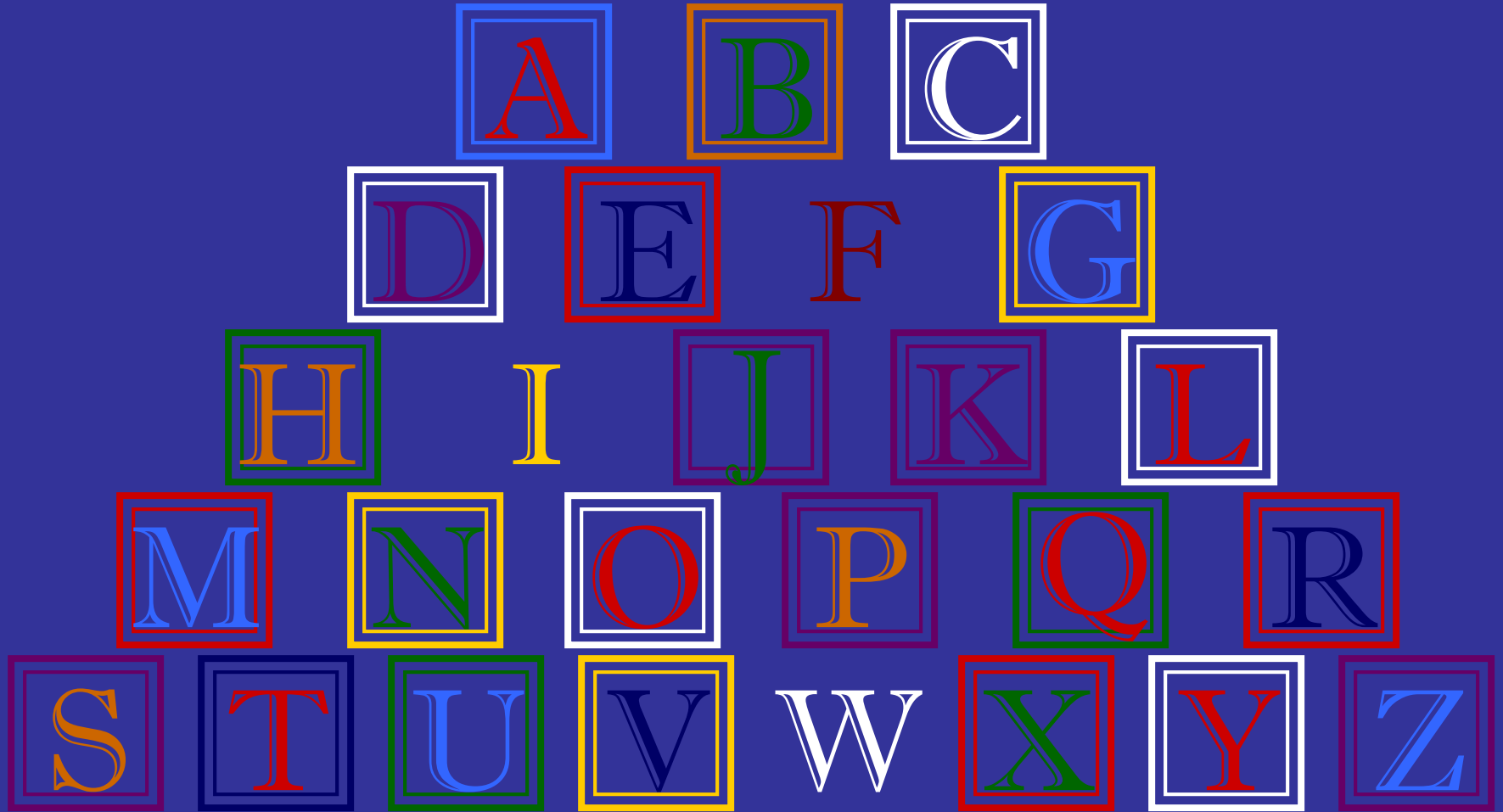
# Time to Rethink Traditional Education

Lewis M. Duncan, Provost, Naval War College (Navalog, 17 April 2015)

- \*Simulation tends to be a very effective way to learn**
- \*Technology has made it so students are demanding an input into what they learn**
- \*No more standard of seat/hours x days x semesters to get credit**
- \*More individualized approaches for measuring educational achievement are required**
- \*We need learning outcomes, assessments, and a competency approach to learning**



# ABC's of Competency-Influenced Education



# Competency-Influenced Education

## A-B-C

### A

- \*Androgogy – Adult Learners – treat like adults**
- \*Applicable to expected life skills, knowledge and abilities**

### B

- \*Breaking Design Molds – Chunking, starts and stops, remediation, counseling, without grade impact (customized)**
- \*Bowing to academia in giving grades**

### C

- \*Course Outcomes all must be met at set standard (not average)**
- \*Competency Assessments (formative and summative) measure the outcomes with general rubrics**

# Overview of Results

- \*Fall 2016: Designed First CBI main course**

- \*Foundational Knowledge Course added five weeks of basic knowledge and writing**

- \*Feb 2017: First course started**

- \*Of core courses completed to date: 90% completion rate**



# Course Construction

- \*Course Competencies aligned with Outcomes and Requirements of CoC**
- \*Assessments include student to student Discussion Boards, Formative Assessments, and Summative Assessments**
- \*Rubrics set standards**

# Student Feedback

**\*75% say Foundational Knowledge Course prepared them for the core courses**

**\*End of Course Evaluations showed positive trend;  
Course Organization: 5.8 of 7  
Course Meets Objectives: 5.8 of 7**

**\*Discussion Board highly appreciated because it allows interchange with others on complex and relevant issues**

**\*Amount and quality of professor feedback excellent**

# Professor Feedback

- \*Extra work justified by better quality in final products**
- \*Weekly Writing requirements provide professor confidence in student comprehension**
- \*Additional assessments allow early intervention**



# **Biggest Challenges in the Move to Competency Influenced Education**

- \*Assessment Revolution**

- \*Elimination of Current Course Model**

- \*Faculty Challenges**

# ASSESSMENT CHANGES

- \*Moving away from “term paper” type assignments**
- \*Encourage independence in discovery vice repeating information**
- \*Group projects encourage cooperation and knowledge exchange**
- \*Simulations and Scenarios work. Avoid strictly timed, objective scored, individually produced, isolated work**
- \*Reduces plagiarism opportunities by requiring “original” thinking for problems that are too scenario dependent to be copied**

# Elimination of the Course Model in Education

- \*Achievement of Competency becomes “success” measurement**
- \*Foundational Knowledge Course introduces basic military knowledge and examines readiness to succeed in graduate-level writing**
- \*Course “set-lengths” become hindrance**
- \*Material to be learned changes length required**
- \*Not individualized instruction but adaptive to individuals**
- \*Remediation leads to what is the minimum to get back on track**

# Faculty Challenges

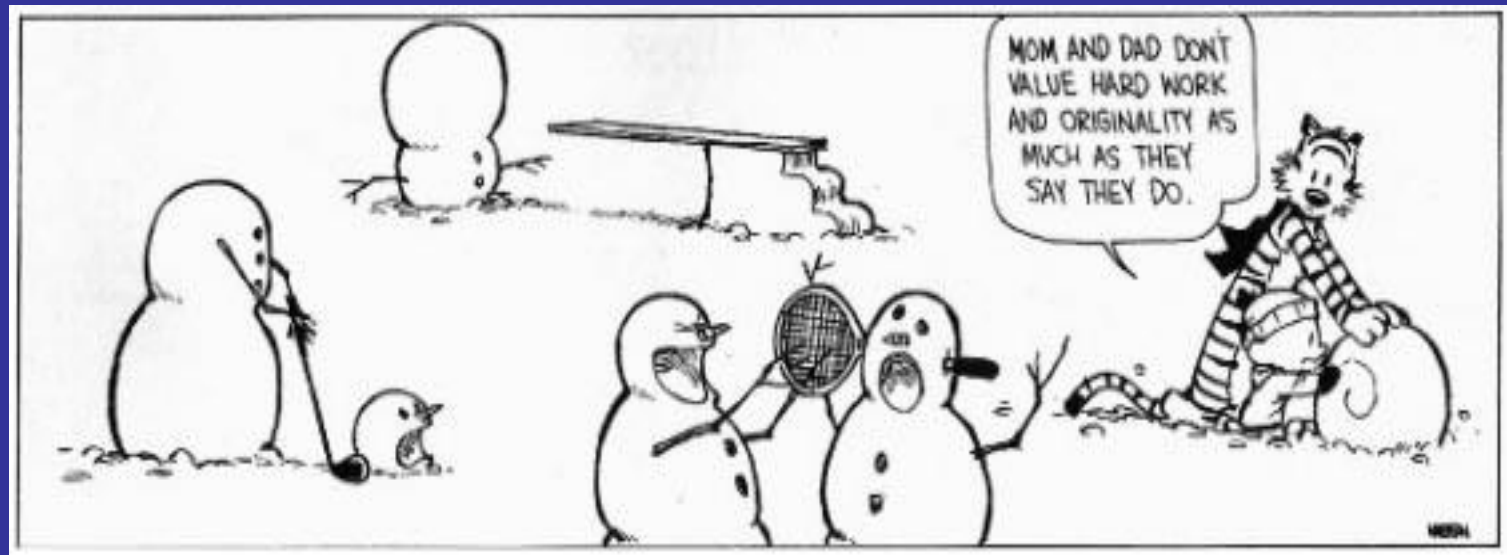
- \*Formative Assessments add more evaluated activities**
- \*Remediation requires providing a path for the student**
- \*Students in remediation want to continue on pace with class**
- \*Formative and Summative Reassessments require more grading time**
- \*Faculty expect increased compensation as hours increase**



# The Desired Outcome

**“If education, as a unique supplier of competencies, gets this right, then the outcome will be that the company/organization, as customer, will have an inventory of people who will be distributable and ready for work on arrival.”**

*Richard Douglas Suttie in Human Innovation, Vol 2, Issue 1, Feb 2009*





**Newport RI - Winter**

Should you visit the  
Naval War College in  
February or August,  
and other relevant  
Questions?



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