



Emerging IMS Standards for CBE

PESC Data Summit | May 3rd, 2017

There's an Emerging "Ecosystem for Success"



Post-Secondary is becoming Data-First

- Curriculum is now being created with specific learning objectives, learning outcomes, competencies, and third-party standards at both the course and program level.
- Outcomes assessment is now regularly expected as a course-embedded activity, with per-student data for demographic (and course modality, by section type) reporting.
- Professional Accreditors are now demanding “Extended” or Skills Transcripts for all students in a program: “How can you show that *all* of your graduating students meet our standards?”
- The cycle time of both substantive change and of reporting has shortened to where both the collection of and reporting on data has to become operationalized and real-time.

This means the supporting ecosystem must respond to greater interoperability demands—the days of “human middleware” are past.



Overlap of LMS with The New Back-Office

These Changes Bring New Opportunities

eLumen works with many of America's biggest community colleges—and are expanding to connect the 8th grader to their pathway to work, to community college, and beyond. We not only help institutions with their curriculum, to get and stay accredited, but also work with them to deliver solutions for:

- Basic Skills and Co-Remediation
- “Skills Builders:” drop-outs who are really self-designing micro-credentials
- Guided Pathways and the Completion Agenda
- Empowering the Workforce with 21st Century Community Colleges

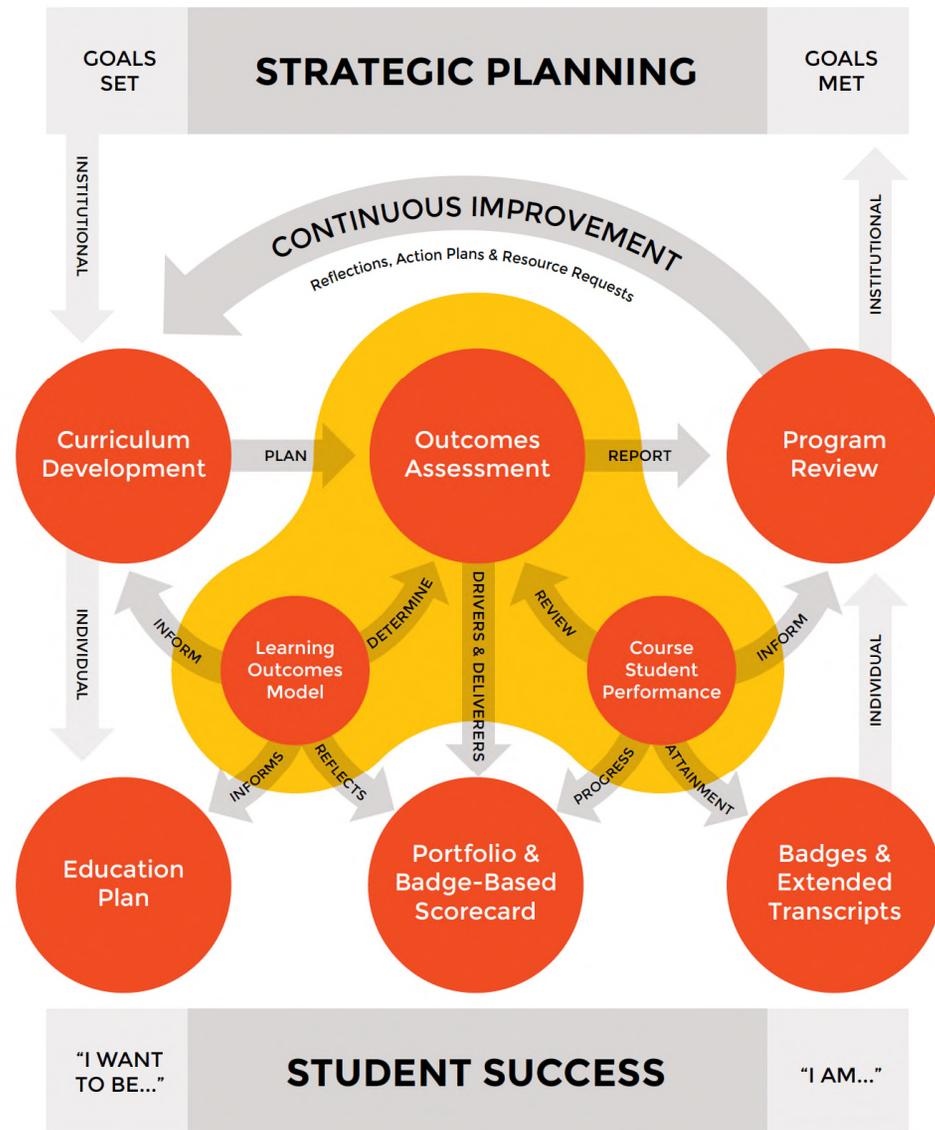
These are the “apps” for the CBE/CBL “platform” and are becoming the core of integrated curriculum and assessment.

Curriculum designed around your learning outcomes and competency models (“backwards design”) should drive degree plan and audit.

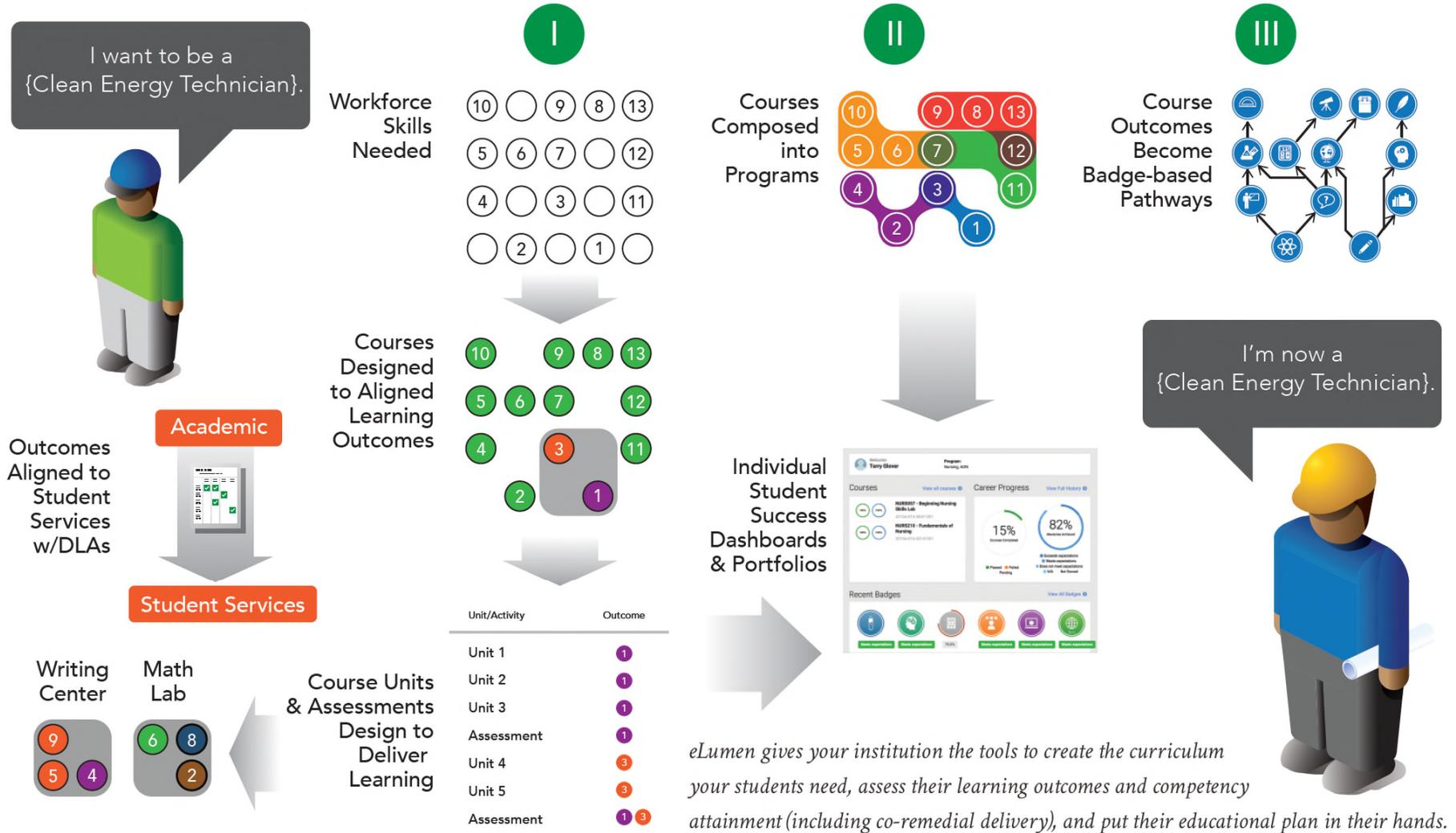
Outcomes Assessment should drive not just Accreditation, but “Signature Assignment” Portfolios and Badging.

The data behind program review and accreditation should reflect actual student attainment and effective service delivery—data students can use for planning, transfer, and getting a job.

IMS Global’s CASE standards will make this data more valuable while also making the future both possible & sustainable.



Every element of this diagram made more valuable to the student AND the institution when underwritten by the academic currency of learning outcomes and their supported competencies.



eLumen operationalizes Curriculum, Outcomes Assessment, and Program Evaluation as Student Program Planning, Badge-Based Pathways, Co-Remediation, and Extended Transcript.

IMS Global CASE Standards

IMS Global ratified the 1.0 candidate of the CASE (Competencies and Academic Standards Exchange) interoperability standards.

- Allows single competency/outcome or complete framework to move between systems
- Allows production/consumption of catalog of outcomes/competencies
- Allows associated rubrics to be pushed/pulled with outcomes/competencies
- Results Reporting being evaluated against other existing IMS standards such as OneRoster, LTI, and Caliper

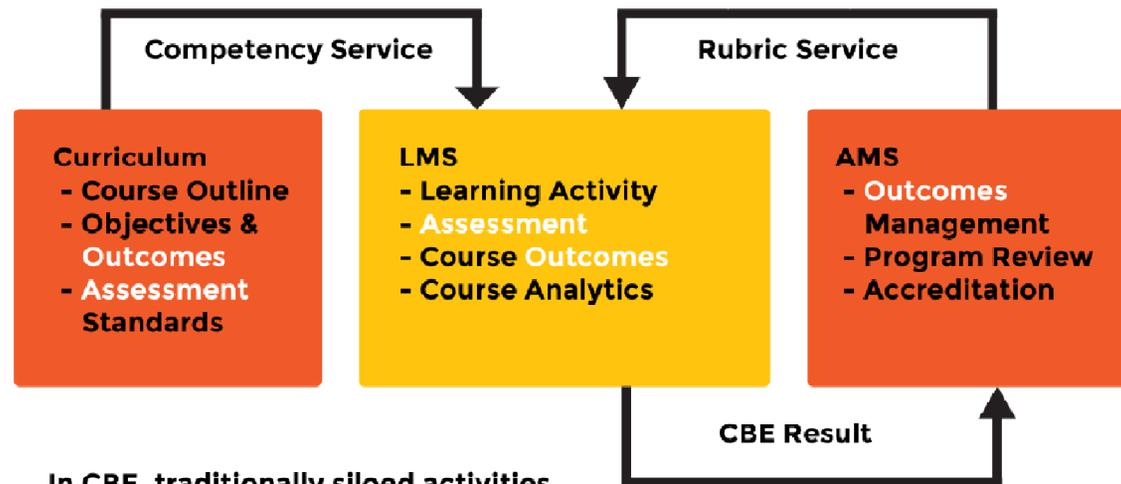
Learn more at: <https://www.imsglobal.org/introduction-case-competencies-and-academic-standards-exchange-case>

What if eLumen set up Canvas?

Once SLOs are developed as part of course, program, and Gen Ed development in eLumen, they could just be imported—with versions up-to-date—into Canvas.

If rubrics were developed for SLOs, they could be pulled into Canvas Speedgrader (and results sent back to eLumen).

CBE Use Case One: CBE Configuration of LMS



In CBE, traditionally siloed activities must be much better coordinated for wide-scale adoption.

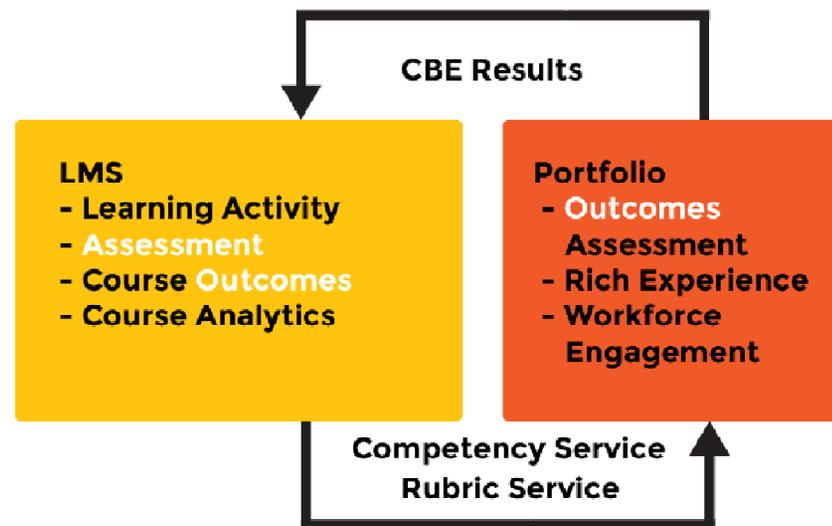


ePortfolio Launch from Canvas

Whether for portfolio-driven programs like Nursing or to enhance student engagement with Directed Learning Activities, these new standards would also let you launch rich portfolio-based assessments from Canvas.

If rubrics were built in either Canvas OR eLumen, they could be sent to the Portfolio, assessed there, and both Canvas course progress and eLumen student/institutional data could be captured.

CBE Use Case Two: Rich Portfolio Assessment via LTI



In CBE, rich portfolio integration will support deep learning & engagement for direct assessment.



Competency-Based Learning Scenario: The Directed Learning Activity (DLA)

Enlarging the Funnel

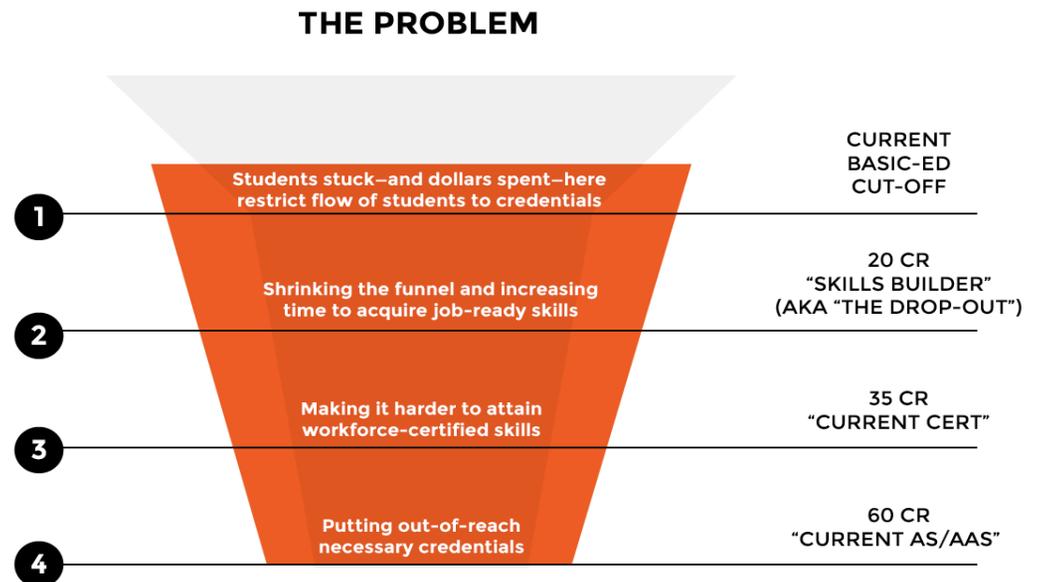
We need to get more in programs—and get them through faster

Too Many Stuck in Basic Ed

- We know that 30% of students in Basic Ed could pass for-credit already
- We know that co-remediation is effective
- We know that teaching integrated curriculum is more engaging for students

Program Design Not Aligned to Work

- Competencies/SLOs not well-aligned to Jobs
- “Skill Builders” are self-designing degrees, not dropping out
- Badge-based pathways better, faster way to align & adapt to changing workforce needs



We currently spend too much money on basic education/remedial education—and place too much emphasis on long-running measures of attainment. By moving to competency-based approaches of both program design and student assessment, we can grow the funnel and shrink time to workforce-validated credential.

Making Co-Remediation Work

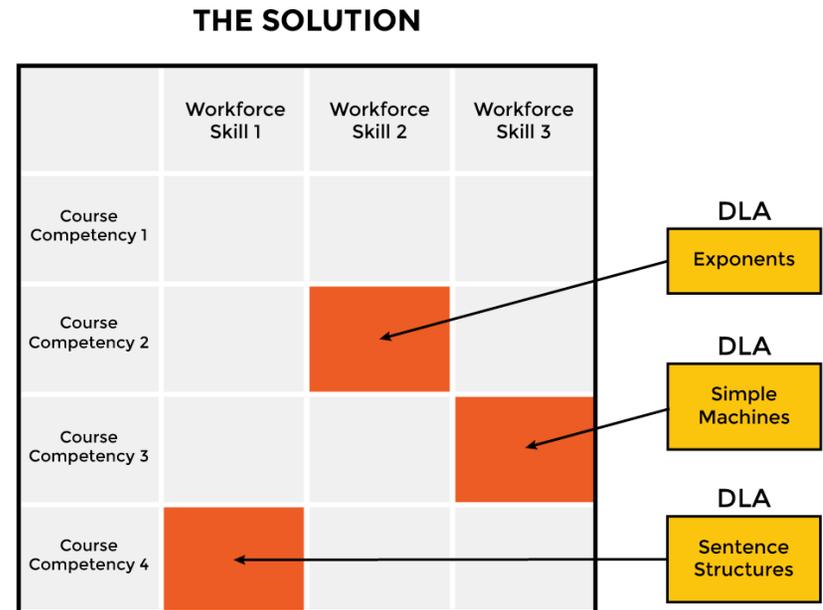
This has to be faculty-driven and system-supported

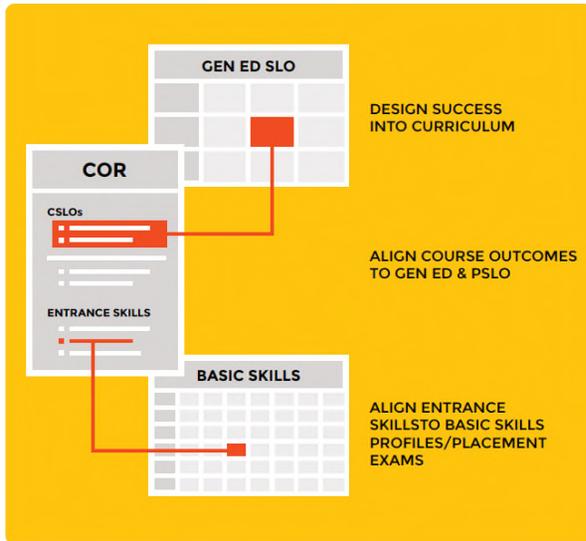
Courses, Workforce, and Basic Skills

- Entrance skills, Workforce Requirements, and Course Competencies are often locked up in paper processes.
- Co-Remediation needs real-time delivery, not another trip to the portal for a PDF.
- Curriculum should set entrance and achievement targets.

Deliver What's Needed, When Needed

- Assessment that is "Curriculum Aware" is a must.
- Faculty can help align basic skills to Course or Program SLOs (or 3rd Party Standards).
- Then DLAs could be delivered as called for by entrance skills or in-course achievement.





Automating the delivery of Directed Learning Activities (DLAs) is something schools like East Los Angeles and College of the Canyons are planning for today.



DLAs

CO-REMEDIATION

RUBRIC

STUDY FILES

GRAPHING FUNCTION

BASIC SKILLS: MATH

GEN ED REINFORCEMENTS

RUBRIC

STUDY FILES

INFO LITERACY

GESLOs: BIBLIOGRAPHY & SAO BIBLIOGRAPHY

SUPPLEMENTAL MGMT

RUBRIC

STUDY FILES

SOCIAL MEDIA MGMT

PSLOs: SOCIAL MEDIA MGMT



SM
BADGE



STUDENT SERVICE & STUDENT SUCCESS



COURSE OUTCOME & ENTRANCE SKILLS MAPPED TO GELO/PSLO/SAO



SELF-DIRECTED LEARNING

AND
OR



STUDENT SERVICES SUPPORTED LEARNING

DLAs CAN BE ALIGNED TO STUDENT SERVICE CONTEXTS



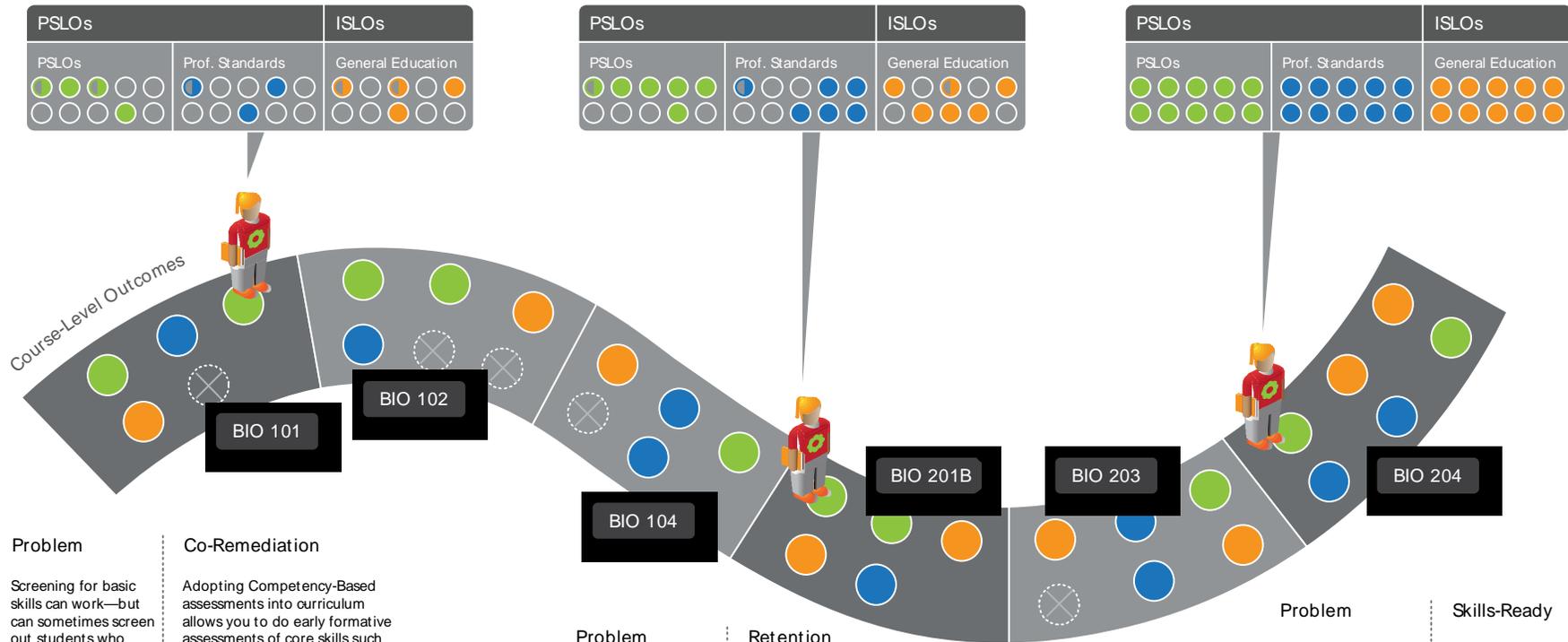
NO BADGE,
(SOMETHING) PROGRESS

VS



BADGES + PROGRESS

Let's Take an Outcomes Journey



Problem

Screening for basic skills can work—but can sometimes screen out students who would better benefit from Co-Remediation.

Co-Remediation

Adopting Competency-Based assessments into curriculum allows you to do early formative assessments of core skills such as writing and math while also engaging students in the skills development they'll need in their program.

With eLumen's ability to score individual students, map skills from course to program- and Gen Ed outcomes, as well as track Demographics, you can send one set of remedial students to the Writing Center and another to ESL Mentoring.

Problem

Specific skills can be a challenge over time, even if a student is progressing through their program.

Retention

Competency-Based offerings allow you to build alternative offerings that address specific skills-gaps or skills-emphases.

eLumen allows you to define alternative assessment strategies, as well as track both individuals and cohorts over time. This combination of variable strategic initiative and individual student-tracking can change what the game for assessment.

Problem

Students—and their future employers—want to know that they are leaving your institution "skills-ready." Are they?

Skills-Ready

Accreditor demands, Program Review, and other academic process supports are reasons enough to do some form of outcomes modeling and assessment.

But the real reason—the reason eLumen was formed as a company—is that by paying attention to student skills, by designing courses and programs to deliver those skills, we do better by our students, enabling them to live the lives they have imagined.



Thank You.