A Comparative Analyses of Student Characteristics and Progression Metrics in CBE and non-CBE Programs

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Competency-based education (CBE) allows students to advance based on their ability to master a skill or competency at a flexible pace regardless of time and place. It gives students unique options for tailoring their coursework to fit their individual needs (Mayeshiba & Brower, 2017).

Mastering the skills, not the Clock!
CBE and non-CBE comparable groups have **maximum transfer and adult students** than general US and University student population.
As the CBE program increased enrollment, the Comparable group has decreased enrollment.
While the Fall to Spring retention rates is similar (CBE: 83% Non-CBE: 85%) and the Fall to Fall Retention Rate is similar (CBE: 62% Non-CBE: 85%), the Graduation Rate is much higher in that first year period for CBE students at 22% in comparison to only 5% for the Comparable program, a percentage difference of 17%, therefore **CBE students are completing at a faster pace.**
Each line represents a student.

Unit Accumulation

Students who earned a credential

- **150%** = >120 SCH
- **100%** = 120 SCH
- **75%** = 90 – 119 SCH
- **50%** = 60 – 89 SCH
- **25%** = 30 – 59 SCH
- **0%** = 0 – 29 SCH
CBE students, who come with large credit loads, **tend to graduate in less than one year**, while the same type of student in the non-CBE comparable group takes almost two years to complete their degrees.
Graduates Average GPA

CBE – Average GPA 3.65

Comparable Group – Average GPA 3.50

This shows that CBE students GPA have comparable grades than those that graduate from a traditional similar program.
This shows that CBE students are completing SCH at an **average rate of 90% similar** to comparable group.
CBE students are accumulating credits at a faster pace and maximum students in a cohort graduate within 8 weeks period.

Each student’s distinct enrollment status experience using the following three statuses:
- Not Enrolled (no enrollment or completion observed during period)
- Enrolled (any enrollment observed during period)
- Completed (any credential award observed during period; supersedes all other statuses)
Student enrollment sequences among CBE students show that most program graduates enroll and reenroll in consecutive terms without any gaps and tends to graduate within a year, whereas non-returning students mostly drop out before 5th period.

Each line represents a student
Conclusion

We can conclude that CBE students perform as well or better than those in comparable program students. While further research is needed, these analyses provide a starting point to understand student behavior in a CBE modality as compared to non-CBE students and also suggest possible best data collection and analysis practices for this unique modality.
Thank You for your time and consideration!

I would be happy to take your Questions.