A Comparison of Student Satisfaction and Post-graduation Outcomes of Competency-Based Education and Traditional Programs

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Introduction

❑ Competency-based education (CBE) is an approach that measures mastery of competencies rather than seat time.

❑ The goal of CBE is to offer flexible, affordable and quality post-secondary education to a growing base of non-traditional learners (Bonnie Ordonez, 2014).

❑ The analysis and results in this study include three key areas of dissimilarities in the findings: staff and faculty interaction, affordability and acceleration, and post-graduation outcomes.

Methodology

❑ This comparative study surveyed the graduates of both the traditional AAS program and its competency-based counterpart, the TAB-ORGL program, at A&M-Commerce.

❑ The goals of this study were to assess both student satisfaction with the degree program and employment outcomes.

❑ At the time that the survey was administered, the TAB-ORGL program had 122 graduates and the AAS program had 353, for a potential maximum of 475.

CBE *vs. Traditional programs*

CBE	Trad.
Focus = outcomes	Focus = inputs (e.g. seat time)
Learning is constant. Time is the variable.	Time is the constant. Learning is the variable.
All students master the material.	**Some** students master the material; others may not.

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Comparable Demographics Data

Students in both programs share similar characteristics such as:

❑**Age:**

Majority of students in both programs are between ages 25 – 60yrs. Average age (ORGL: 38; AAS: 39)

❑**Ethnicity Distribution:**

A large portion of students enrolled in both programs are white (ORGL: 66%; AAS: 61%), but there is a growing base of Hispanic (ORGL: 16%; AAS: 14%) and African American student enrollment (ORGL: 14%; AAS: 19%).

❑ **<u>Transfer Students</u>:**

Over 95% students for both the programs enrolled as transfers, bringing high numbers of semester credit hours from previously attended institutions. SCH transfered in (ORGL: 72 SCHs; AAS: 90 SCHs)

❑**<u>Marital Status</u>:**

A majority of graduates who answered the survey are married or previously had been married (ORGL: 78%, N = 50 schs; AAS: 85%, N = 40) and had a dependent spouse or children (ORGL: 66% N = 50; AAS: 67.5% N = 40).
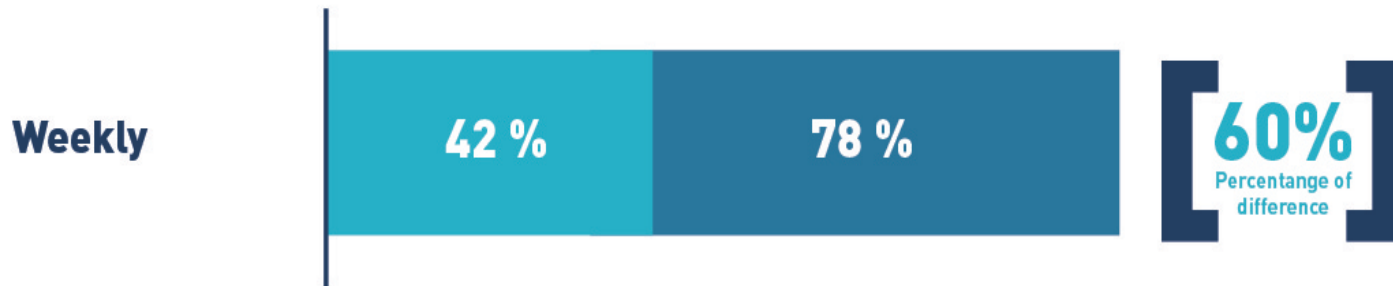
❑**<u>Employment</u>**:

Most graduates were employed full time prior to beginning their respective programs (ORGL: 82% N = 49; AAS: 87% N = 39).

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Key Findings

Faculty and Staff Interaction:

How often did you receive guidance or feedback from faculty?

■ Traditional BAAS Graduates   ■ TAB Program Graduates

Weekly   42 %   78 %   **60%**
Percentage of difference

❑Nearly 78% (N=50) of TAB-ORGL program graduates agreed they received weekly feedback from faculty, compared to a much lower 42% (N=41) for the traditional AAS program graduates.

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How often did you receive guidance or feedback from your advisor/academic success coach?

■ Traditional BAAS Graduates   ■ TAB Program Graduates

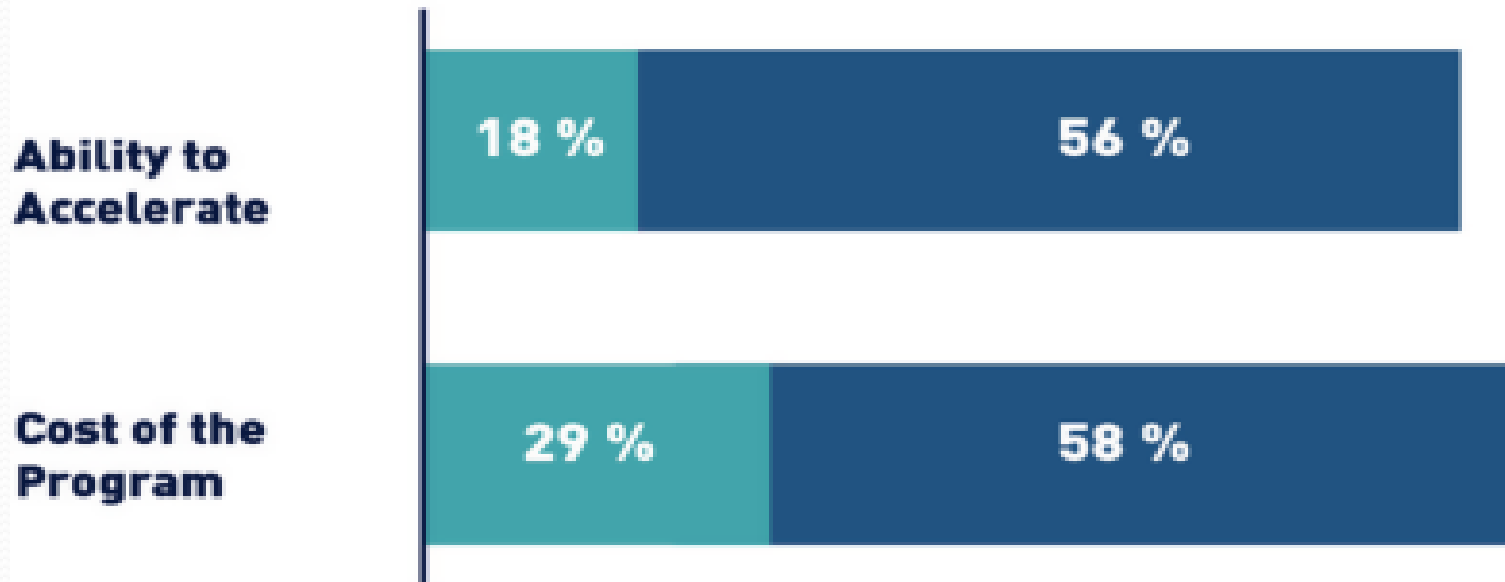Weekly | 12% | 50% | [123% Percentage of difference]

❑Nearly half (50%, N=50) of the TAB-ORGL graduates felt they received weekly feedback from their advisors compared a much lower 12% (N=41) for the Traditional AAS Graduates.

Affordability and Acceleration

Importance of Cost and Attendance when selecting their perspective program of study

- Traditional BAAS Graduates
- TAB Program Graduates

	Traditional BAAS Graduates	TAB Program Graduates
Ability to Accelerate	18 %	56 %
Cost of the Program	29 %	58 %

47%
Percentange of difference

Did this program allow you to accelerate time to degree completion?

To a great extent:

37 %	84 %

Traditional BAAS Graduates

TAB Program Graduates

63%
Percentange of difference

Did this program allow you to reduce cost to degree?

To a great extent:

21 %	84 %

Traditional BAAS Graduates

TAB Program Graduates

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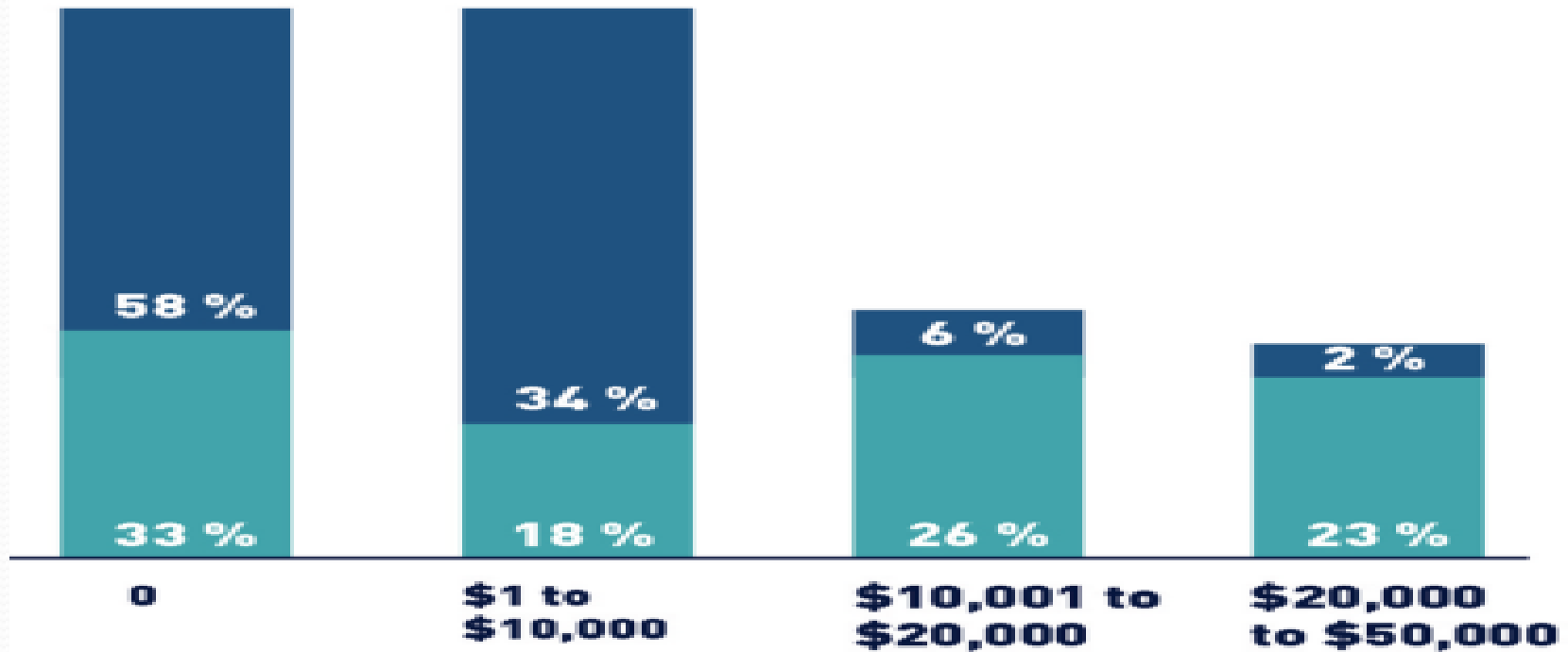
□As a result of the time and cost effectiveness shared by graduates, only 42% (N=50) TAB-ORGL students reported additional debt, compared to 67% (N=38) for traditional AAS students.
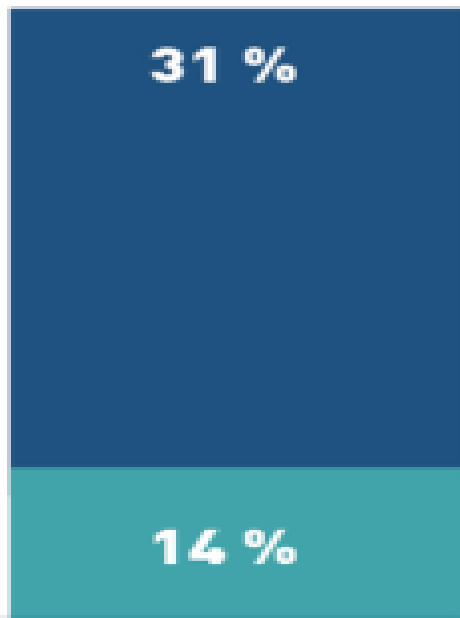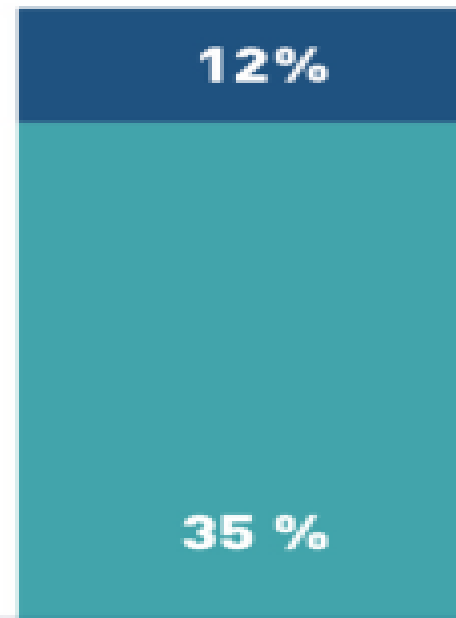
Conclusion

❑The research outlined in this presentation supports an argument for augmented results for graduates of the TAB-ORGL Program.

❑ While we believe continuing to track these student populations is a good start, certainly more hard data supporting the efficacy of competency-based education is needed.

❑The earliest data available for the TAB Program is from Spring 2014 thus, it is still too early for any conclusive results.

❑ As the program matures, hopefully better results will be available to determine the true impact of a competency-based model versus traditional.

Any Queries?