

Competency-Based Learning in Higher Education

Kellie Speer

University of Arizona South

Author Note

This paper was prepared for ETCV 598, taught by Betul Czerkowski, Ph.D.

Abstract

Learning to learn is fundamental. Efforts to embed competence therefore often concentrate on developing transversal skills, or soft skills, such as the ability to think critically, take initiatives, solve problems and work collaboratively (Sullivan and Bruce, 2014). In this paper, competency-based education is discussed. More specifically, a discussion of the Retailing and Consumer Sciences program and its current curriculum will take place. This paper will discuss qualitative research conducted in both the literature as well as in the Retailing and Consumer Sciences program.

Competency-Based Learning in Higher Education

Competency-based learning is a way of structuring learning activities so that the individual learner can meet a predetermined set of competencies. Given that learners have a variety of ways of learning or learning styles, it is important for them to recognize that competency-based learning will require that they actually perform or do, rather than learn by observing (Sullivan and Bruce, 2014). A guiding principle of competency assessment is one which supports the notion of life-long learning, and in keeping with ongoing professional development encourages students to be active participants in their learning (Cassidy et. al, 2012). This literature review will examine the background of competency-based education and current research that has been conducted on competency-based education. A significance of this review is to further research competency based learning to see if it is important for programs to go from course-based approaches to mission-based approaches. Another significance of this review is to learn more about core competencies and about how programs can make sure that they are being met. Lastly, this review is to determine effective forms of assessment that can measure whether core competencies are being met.

The most important characteristic of competency-based education is that it measures learning rather than time. Students progress by demonstrating their competence. This means they prove that they have mastered the knowledge and skills (competencies) required for a particular course or study program (Sullivan and Bruce). Competency-based education involves learners that take responsibility for their own learning. These learners are committed to ongoing learning. Competency-based learning requires high levels of critical thinking and reflection (i.e. metacognition – thinking about thinking).

Such skills are learned best with some form of discovery-based learning or problem-based learning (Sullivan and Bruce, 2014). Learners in a competency-based environment are active in their studies. These learners set goals for themselves so that they stay motivated in their studies. The goals of discovery or problem-based learning include helping learners become active participants in and take responsibility for their own learning, encouraging the development of critical thinking by supporting learners' efforts to retrieve and retain knowledge and apply it in practice (rather than telling them what to think or do), and creating learners who develop the habit of life-long learning in order to stay current in practice (Sullivan and Bruce).

Research on Competency-Based Learning

Researchers examined a competency-based learning environment. The researchers looked at a specific program that changed their approach from course-based to a mission-based design. The program created a curriculum committee and this committee worked on implementing a competency-based learning model into their program. The committee began by reviewing research conducted on practices from peer institutions and to reconfirm the program's mission statement of preparing public service leaders (Rivenbark and Jacobson, 2014). The faculty created a list of forty competencies that they believed aligned with their program's mission. Then, they chose eight out of the forty competencies to label as "core" or major competencies of the program. They created a chart for each of the eight competencies that outlined the mission of the program with the competency of choice. Figure 2 shows a table that outlines the competency "To manage financial resources".

Mission	To prepare public service leaders
Public service values	Accountability and transparency Efficiency and effectiveness Respect and equity Professionalism and ethical behavior
Major competency area	To manage financial resources
Intermediary competencies	Apply values and processes for the allocation of resources Apply values and processes for managing financial liabilities

Figure 2: To manage financial resources (Rivenbark and Jacobson)

The committee felt that transparency was crucial for reviewing the current curriculum with the faculty of the program. They wanted the faculty to know that they were creating a new curriculum that is based on the decided core competencies. The committee crafted a new curriculum that was based on the program’s mission statement, the public service values, and the major competency areas (Rivenbark and Jacobson, 2014). The committee created rubrics for the faculty members so that they could make sure that their courses were aligned with the competencies of the program. Figure 3 is a rubric that outlines whether the competency, “To manage financial resources” is fully being met.

To manage financial resources				
Intermediary Competency	Location of measurement	Measurement vehicle	Assessment tool	Responsibility
Apply values and processes for managing financial liabilities.	PUBA 371	Case	Rubric	Faculty member

Grading rubric				
Entry level	Evolving	Evolving	Accomplished	Accomplished
Beginning	Developing	Intermediate	Proficient	Distinguished

<p>Acknowledges the need to limit risk and foster financial sustainability.</p>	<p>Is able to identify key elements for sustainable investment, tax and debt policies.</p>	<p>Understands risk assessment processes and reserve building.</p>	<p>Demonstrates the ability to effectively maintain financial reserves, minimize risks and fund priorities.</p> <p>Prioritizations are politically, legally, and economically feasible.</p>	<p>Ensures that resources are effectively acquired, organized, and maintained.</p> <p>Is able to justify and defend choices in light of political, legal and economic consequences. Develops innovative strategies to sustain or create reserves for current and future needs.</p>
---	--	--	---	--

Figure 3: Rubric for “To manage financial resources” (Rivenbark and Jacobson)

By having the faculty members follow a rubric, they are able to make sure that their courses have accomplished the competency of managing financial resources.

In this study, researchers learned the importance of having a shared understanding of the program’s mission (Rivenbark and Jacobson, 2014). The researchers also learned that having a flexible faculty could provide a smooth transition for adapting and implementing a competency-based learning model. Specifically, the researchers said that an important dimension of faculty flexibility is the openness of faculty to make major adjustments to the curriculum and to change specific course content to accommodate the competencies (Rivenbark and Jacobson). Competency-based education is predicated upon having a clear and agreed-upon mission. This requires that a program have a

distinct mission and collective understanding of what a program strives to achieve, extending beyond previous curriculum choices (Rivenbark and Jacobson).

Faculty buy-in for competency-based learning environments

In another study done at Indiana University School of Medicine, the researchers looked into implementing a competency-based curriculum. The study highlighted why faculty buy-in and faculty development are critical to the success of a competency-based curriculum (Albanese et. Al, 2010). If a competency-based curriculum is to have a chance, it will need faculty development. Buy-in is necessary in order for faculty to commit to their role in teaching and assessing competencies in their courses. The more assessment of competence falls on individual faculty to document, the more commitment and faculty development will be necessary for them to fulfill their role (Albanese et. Al, 2010).

Competency Model in a Graduate Program

In an article by two professors at Portland State University, they researched, developed, and discussed a competency model in a graduate program setting. The model is based on accreditation standards and competencies by the Network of Schools of Public Policy, Affairs and Administration (NASPAA) and the Commission on Accreditation of Healthcare Management Education (CAHME), and reflects a unique focus on community-engaged pedagogies (Rissi and Gelman, 2014). The professors conducted research on developing, implementing, and validating a competency model that would be used in a public administration graduate program at Portland State University. A particular challenge for the development and implementation of a

competency model is the need to respond to multiple accrediting bodies (Rissi and Gelman). The professors wanted to make sure that the graduate program would be accredited by both NASPAA and CAHME.

In preparation for the accreditation reviews, the professors developed a model that consisted of ten competencies that directly correlate to the graduate program's course content. Appendix A shows the model that the professors created of the ten competencies for the accreditation review. The professors stated that they were able to create the model by researching existing competency models.

Along with developing the model for the accreditation review, the professors reached out to various alumni and practitioners in the health field. The professors stated that in the past they had reached out to various alumni and health practitioners to assist in creating and validating the program's overall vision and mission statement so they believe it was the best and most logical approach.

Competency in each of the ten domains is developed across the curriculum through the sequencing of courses and is guided by faculty, advising, and through the structuring of prerequisites. This strategy creates a flexible framework, addressing both breadth and depth of competency attainment (Rissi and Gelman).

The new competency model was accredited in May 2012. The council members felt that competency model prepares graduates for careers that reflect the community-engaged, public service-oriented nature of the program (Rissi and Gelman, 2014). Furthermore, the council members felt that the students were well prepared for a range of careers (Rissi and Gelman, 2014). The professors who created the competency model created a survey for the 2012 alumni so that they could see if the new competency model

was effective. The 2012 alumni were the first to experience the new competency model and changes in curriculum.

Appendix B shows the perceptions of the recently graduated 2012 alumni regarding competency attainment. Overall, 87% of alumni stated that they felt “well” or “quite” prepared with regarding to both communication and critical thinking competencies (Rissi and Gelman). Other competencies that alumni felt positive about included ethics and values, system management and organizational performance, and the application of theory to practice.

The professors discussed future curriculum development ideas. They stated that continuous feedback from alumni could positively impact efforts to enhance curriculum coverage of the new competencies. They also suggested the competency-model should be reviewed and revised to ensure that students are provided with current and relevant knowledge, skills, and professional attributes (Rissi and Gelman). The professors concluded their article with saying that their experience suggests that aligning the program mission, competency model, competencies, curriculum and course content is the first step in a future accreditation process (Rissi and Gelman).

Research on competency assessment tool

In an article about competency assessment methods, the researchers discussed with preceptors in the nursing field in Ireland about their views and experiences with a competency assessment tool. A preceptor in the nursing field is a mentor that educates students about nursing best practices and policies and procedures. The competency assessment tool included five domains: professional/ethical practice, holistic approaches to care and the integration of knowledge, interpersonal relationships, organization and

management of care and personal and professional development (Butler et. Al, 2011). These five domains are what the preceptors are expected to know and be able to do in clinical practice.

The aim of this study was to explore preceptors' perspectives concerning the content of the competency assessment tool and experience of the competency assessment process in the disciplines of general, mental health, and intellectual disability nursing in the Mid-West region in Ireland (Butler, et. Al, 2011). The researchers created and deemed appropriate that a survey would be the best assessment tool to use in this study. They determined this because the sample size of preceptors was over 800 people and the preceptors worked across a wide range of clinical sites.

The overall response rate was 30.4% (255) out of a total population of 837 preceptors (Butler, et. Al). The majority of preceptors were female (93.6%), staff nurses (74%), under the age of 46 years old (78%), educated to a degree level or higher (52.7%), worked full time (74.5%), and had preceptored (86%) between one to twelve students (Butler, et. Al). The preceptors were asked a series of questions about the competency assessment tool. One question addressed whether a competency assessment tool can adequately assess students' clinical competency. The preceptors' response to that question was closely divided with 35.6% agreeing and 34.3% disagreeing while 21.5% were unsure.

The researchers had one major limitation to their study and that was a low response rate of 30.4%. Other than that, the researchers were pleased with their results. The process of competency assessment should be standardized and consideration given to matching preceptor and student to support continuity of the learning experience.

Teaching and assessing programs should reinforce the assessment of clinical skills and examples from clinical practice should be used more often as supporting evidence for competency attainment (Butler et. Al).

Methodology

Participants

The participants in this study were the Retailing and Consumer Sciences faculty members at the University of Arizona. There was a total of ten faculty members, with an overall response rate of seven or 70%. Due to the participants being anonymous, it is not possible to confirm their demographic data such as gender and age.

Materials

Qualtrics, a software data collection database, was utilized in this study. Qualtrics software enables users to conduct online data collection and analysis including market research, customer satisfaction and loyalty, product and concept testing, employee evaluations and website feedback (Arizona Board of Regents, 2016). Qualtrics was utilized in this particular study because the results were to be used for student research.

Procedure

A survey was created in Qualtrics by the author and was administered to the faculty. The faculty was given two weeks to complete the survey. The participants were not identified in the data analysis and participation was voluntary.

The following four statements were intended outcomes from the administered survey:

- The faculty may agree upon the core competencies and mission statement of the program

- The faculty may have different understandings about the core competencies and mission statement of the program
- The faculty may believe that certain skills are necessary for the students to obtain in the Retailing program
- The faculty may agree upon the skills from the previous statement and therefore they can address these skills within the core competencies of the curriculum

The predicted results of the survey are that the Retailing and Consumer Sciences faculty does not have the same understanding about the core competencies of the program. The predicted results are that the faculty has mixed opinions about wanting to change the current curriculum to make it seamlessly align with the program's mission. Lastly, the predicted results are that some faculty members want to change the program's mission while others want to keep it as it is.

Analysis

The raw data of the RCSC faculty survey can be found in Appendix C. The responses to the first question of the survey show that the RCSC faculty believes that there are many core competencies or skills that students gain in the RCSC program. Some of core competencies that they stated include: retail management, consumer behavior, ability to conduct research, critical thinking, understanding the marketplace, retail strategies, teamwork, leadership, and interpersonal and communication skills. There was not a common theme among responses of the seven RCSC faculty members for this first question.

The responses to the second question of the survey show that the RCSC faculty collectively agreed that communication, analytical and strategic thinking, teamwork and

initiative, and leadership and ethics are competencies that students learn in the current curriculum. However, some of the faculty believes that selling and services, operations and logistics, and building relationships and networking are competencies that students learn in the current curriculum. Lastly, a few faculty members believe that financial accountability, brand recognition, and entrepreneurship and innovation are competencies that students learn in the current curriculum. These results align with the results to question one.

The responses from the RCSC faculty about the third question of the survey regarding the “core” or main competencies of the current curriculum did not show a common theme. The majority of the RCSC faculty believes that teamwork and initiative and communication are the “core” or main competencies of the current curriculum. Five out of seven faculty members believe that analytical and strategic thinking is a “core” competency of the current curriculum. Four out of seven faculty members believe that leadership and ethics is a “core” competency of the current curriculum. The rest of the listed “core” competencies were listed only once or twice by an RCSC faculty member.

The responses to the fourth question of the survey show that the majority of the RCSC faculty believes that the current competencies do not align with the RCSC program mission. Two out of the seven faculty members believe that the competencies do align with the RCSC mission. These results show that the current competencies of the program need to be re-evaluated so that they align with the program’s mission.

The responses to the fifth question of the survey show that the majority of the RCSC faculty believes that the competencies are covered in the current curriculum. One of the seven faculty members is unsure as to whether the competencies are covered in the

current curriculum or not. The faculty believes that they are teaching the listed competencies from Q2 and Q3 in their current courses.

The responses to the sixth question of the survey show that the majority of the RCSC faculty believes that the RCSC program should shift its design approach from course based to mission based. This means that the faculty wants the program's competencies to align with the program's overall mission. This also means that the faculty believes that the program's competencies currently do not align with the program's mission. One person believes the RCSC program should stay individualized in its design approach with current curriculum and one person is unsure as to whether the program should shift its design approach or not.

The responses to the seventh question of the survey show that the majority of the faculty believes that utilizing a checklist would be an effective solution for making sure that they are following the competencies in the courses that they teach. One person thinks that a checklist would not be effective and one person is unsure as to whether it would be an effective solution or not.

The responses to the eighth question of the survey show that three out of the seven faculty members believe that an instructional designer could help the RCSC program to restructure its current competencies so that they align with the program's mission. Two out of the seven faculty members believe that it would not be beneficial to have an instructional designer to restructure the competencies of the RCSC program and two out of the seven faculty members are unsure as to whether it would be beneficial to have an instructional designer or not.

The faculty had inconsistent responses to the ninth question of the survey. They believe that students need to obtain many different skills during the RCSC program so that they can apply these skills to their future jobs. Some of the listed skills that the faculty suggested included: analytical and strategic thinking, teamwork, communication, analytics and reasoning, team building, leadership and ethics, complex problem solving, use of Microsoft Excel, critical thinking, people management, creativity, interpersonal skills, financial analysis and art.

The responses to the last question of the survey showed that four out of the seven faculty members believe that their course descriptions are accurate on multiple interfaces that students use to research classes in the RCSC program. Three out of seven faculty members stated that their course descriptions were not accurate on the multiple interfaces.

Discussion

The results from the survey given to the Retailing and Consumer Sciences faculty at the University of Arizona aligned with the predicted results. The majority of the faculty wanted the curriculum to change from a course-based design to a mission-based design. The original statement in the predicted results claimed that the faculty would have mixed feelings about changing the curriculum to a mission-based design. The reason for this is because the faculty is protective about the courses that they teach and it might be challenging to get them on board to updating and changing their current curriculum. As discussed in the Indiana study earlier in this paper, faculty buy-in is essential to the success of implementing change (Albanese et. Al, 2010).

Three out of seven of the faculty members said that their course descriptions that are posted online for all to see are not accurate. The assistance of an instructional designer who would update the course descriptions for the faculty of the Retailing and Consumer Sciences program would be beneficial. By having the assistance of an instructional designer, the faculty can create a strong mission that aligns with the programs competencies. In doing so, the curriculum becomes transparent between the Retailing and Consumer Sciences faculty and students.

The Retailing and Consumer Sciences program should change their curriculum from a course-based design to a mission-based design approach. As stated prior, the assistance of an instructional designer to the faculty would be beneficial in restructuring the current core competencies of the program to align with program's mission statement. As stated in the literature, effective learning is learning which is lasting and capable of being put to use in new and differing situations (Sullivan and Bruce, 2014).

In conclusion, competency-based learning is continuing to progress in the education field. A concluding quote from the literature says that a commitment to competency-based education should play some role in helping policy makers and educational administrators make educational policy decisions in the context of the rights of students to acquire the knowledge, professional behaviors, and skills relevant to the professional role (Fullerton et. Al, 2011).

References

- Albanese, M.A., Mejicano, G., Anderson, W.M. et al. (2010) *Advances in Health Science Education* 15, 439. Retrieved from: <http://www.ncbi.nlm.nih.gov/pubmed/18481188>
- Butler, M.P. , I. Cassidy, B. Quillinan, A. Fahy, C. Bradshaw, D. Tuohy, M. O'Connor, M.C. Mc Namara, G. Egan, C. Tierney (2011). Competency assessment methods – tool and processes: a survey of nurse preceptors in Ireland. *Nurse Education in Practice*, 11 (5) 298–303. Retrieved from: www.sciencedirect.com/science/article/pii/S1471595311000072
- Cassidy, I. et. al (2012). Preceptor's views of assessing nursing students using a competency based approach. *Nurse Education in Practice*.12, 346-351 Retrieved from: <http://eprints.teachingandlearning.ie/1967/1/Cassidy%20et%20al%202012.pdf>
- Fullerton JF, Gherissi A, Johnson PG, Thompson JB. (2011). Competence and competency: Core concepts for international midwifery practice. *International Journal of Childbirth* 1(1). Retrieved from: <http://reprolineplus.org/system/files/resources/Fullerton%20Gherissi%20Johnson%20Competence%20and%20Competency%20IJChildbirth%202011.pdf>
- Halawi, L. A., McCarthy, R. V., & Pires, S. (2009). An evaluation of E-learning on the basis of Bloom's taxonomy: An exploratory study. *Journal of Education for Business*, 84(6), 374. Retrieved from: <http://www.tandfonline.com/loi/vjeb20>
- O'Sullivan, N., & Bruce, A. (2014). Competency based education: Learning at a time of change. *European Conference*, pg. 38 Retrieved from: http://www.transit-project.eu/conference/TRANSIt_Proceedings.pdf#page=38
- Qualtrics. (n.d.). Retrieved from <https://softwarelicense.arizona.edu/qualtrics>
- Rissi, J., & Gelmon, S. (2014). Development, Implementation, and Assessment of a Competency Model for a Graduate Public Affairs Program in Health Administration. *Journal of Public Affairs Education*, 20(3), 335-352. Retrieved from <http://www.jstor.org/stable/24369808>
- Rivenbark, W., & Jacobson, W. (2014). Three principles of competency-based learning: Mission, mission, mission. *Journal of Public Affairs Education*, 20(2), 181-192. Retrieved from: <http://www.jstor.org.ezproxy1.library.arizona.edu/stable/24369723>

Appendix A

Competency-Based Health Administration Education

TABLE 2.
Program Competencies for Graduate (Public) and Health Management Students

Students in the MPA-HA and MPH:HMP programs will master the following competencies by graduation, as evident through their demonstrated ability to:

1. Articulate and exemplify the ethics, values, responsibilities, obligations, and social roles of a member of the (public) health services administration profession.
 2. Identify and apply relevant theories and frameworks to the practice of (public) health services leadership, management, and policy.
 3. Respond to and engage collaboratively with diverse local and global cultures and communities to address challenges in the (public interest) interest of population health.
 4. Identify and engage with the key elements of the (public) health policy process.
 5. Employ appropriate qualitative and quantitative techniques to investigate, monitor, and manage resource use.
 6. Create and manage systems and processes to assess and improve organizational performance.
 7. Conceptualize, analyze, and develop creative and collaborative solutions to challenges in (public) health services leadership, management, and policy.
 8. Assess challenges and explore solutions to advance cross-sectoral and inter-jurisdictional cooperation in (public) health programs and services.
 9. Demonstrate verbal and written communication skills as a (public) health service professional and through interpersonal interactions in groups and in society.
 10. Think critically and self-reflectively about emerging issues concerning (public) health services leadership, management, and policy.
-

Appendix B

TABLE 4.
Perceptions of Recently Graduated Alumni Regarding Competency Attainment

Question	Well Prepared	Quite a Bit Prepared	Somewhat Prepared	A Little Bit Prepared	Not at All prepared
1. Articulate and exemplify ethics, values, and social roles of a public service professional.	49%	31%	15%	5%	0%
2. Identify and apply relevant theories and frameworks.	27%	46%	24%	3%	0%
3. Respond to and engage with diverse cultures and communities.	22%	39%	32%	7%	0%
4. Identify key elements and engage with the policy process.	27%	31%	34%	7%	2%
5. Employ appropriate qualitative and quantitative techniques.	27%	34%	29%	8%	2%
6. Create and manage systems to improve organizational performance.	32%	42%	17%	8%	0%
7. Conceptualize, analyze, and develop solutions to challenges in leadership, management and policy.	31%	32%	32%	3%	2%
8. Assess challenges and explore solutions to advance cooperation in programs and services.	17%	27%	41%	12%	3%
9. Demonstrate verbal, written and interpersonal communication skills.	58%	29%	12%	2%	0%
10. Think critically and self-reflectively.	51%	36%	12%	2%	0%

Appendix C: Qualtrics Survey to RCSC faculty

Question #1: Read the statement below: Retailing and Consumer Sciences (RCSC) is an Academic Program of the John and Doris Norton School of Family and Consumer Sciences. Our mission is to provide world-class education on the business of retailing by integrating excellent instruction with cutting-edge research on consumer behavior and retail management. We aspire to be the program of choice globally among the few institutions that offer both undergraduate and graduate degrees focused exclusively on the study of consumers and the business of retailing. 1. Looking at the mission statement, what do you believe are the core competencies or skills that students will gain as a part of the RCSC program?

understanding of consumer and retailing marketplace; retailing management skills; ability to conduct research

retail management/consumer behavior

Critical Thinking regardless of special application

consumer behavior, consumer sciences, retail management, retailing business

analyzing retail strategies and data, analyzing customer behavior, critical thinking regarding trends in retailing; evaluating current developments; planning retailing strategies in different areas (Note though that the goal of a mission statement is not to convey the concrete qualities of a product/our program)

critical thinking; proactivity; organizational awareness; teamwork; leadership; and interpersonal and communication skills

research

Question #2: Select eight of the following competencies that you believe our students should be able to learn from the current curriculum:

Answer	%	Count
Brand recognition	42.86%	3
Leadership and ethics	100.00%	7
Entrepreneurship and Innovation	42.86%	3
Building relationships and networking	71.43%	5
Teamwork and Initiative	100.00%	7
Analytical and Strategic Thinking	100.00%	7
Financial accountability	57.14%	4

Selling and services	71.43%	5
Operations and logistics	71.43%	5
Communication	100.00%	7
Total	100%	7

Question #3: From the eight competencies that you have selected above, type in the four that you believe is the "core" or main competencies of the current curriculum:

brand recognition; leadership and ethics; teamwork and ethics; operations and logistics
Teamwork and Initiative; Communication; Operations and Logistics; Analytical and Strategic Thinking
Analytical and Strategic Thinking, Communication, Teamwork and Initiative, Leadership and Ethics
leadership and ethics, teamwork and initiative, analytical and strategic thinking, communication
selling and services, team work and initiative, communication, entrepreneurship
critical or strategic thinking; communication; leadership;teamwork
communicatinon, financial accountability , analytical & strategic thinking,teamwork and initiative

Question #4: Looking at the competencies from Q2 and Q3, do you feel that these competencies align with the overall RCSC program mission?

Answer	%	Count
Yes, the competencies do align with the RCSC program mission.	28.57%	2
No, the competencies do not align with the RCSC program mission.	71.43%	5
I am unsure.	0.00%	0
Total	100%	7

Question #5: Looking at the competencies from Q2 and Q3, do you believe that these competencies are covered in the current curriculum? (For example-let's say a core competency is managing finances- does RCSC 304 discuss managing finances?)

Answer	%	Count
Yes, the competencies are covered in the current curriculum.	85.71%	6
No, the competencies are not covered in the current curriculum.	0.00%	0
I am unsure.	14.29%	1
Total	100%	7

Question #6: Do you feel that the RCSC program should shift it's design approach from being course based to mission based? (In other words- should the program offer courses that directly align with the program's mission, or should the courses be individualized without necessarily having to align with the program's mission?)

Answer	%	Count
Yes, the RCSC program should shift it's design approach from course based to mission based.	71.43%	5
No, the RCSC program should stay individualized in it's design approach with current curriculum.	14.29%	1
I am unsure.	14.29%	1
Total	100%	7

Question #7: Would utilizing a checklist that listed the core competencies of the program be an effective solution in making sure that instructors in the RCSC program were meeting these competencies in their courses that they teach?

Answer	%	Count
Yes, they would be an effective solution.	71.43%	5
No, they would not.	14.29%	1
I am unsure.	14.29%	1
Total	100%	7

Question #8: In your opinion, do you believe that it would be beneficial for an instructional designer to assist the RCSC program in restructuring it's current core competencies so that they best align with the program's mission?

Answer	%	Count
Yes, it would be beneficial.	42.86%	3
No, it would not.	28.57%	2
I am unsure.	28.57%	2
Total	100%	7

Question #9: In your opinion, what are the skills that the students need to obtain from the RCSC program in order to be successful in their future jobs? List two to three skills.

- analytical and strategic thinking; teamwork; lifelong learning skills

- communication; analytics and reasoning; team building

- Analytical and Stratigic thinking, leadership and ethics

- complex problem solving, critical thinking, people management, creativity

- productive team work; analytic skills; flexible problem solving; communication

- critical thinking; intepersonal and communication skills

- financial analysis, excel and art

Question #10: - Please copy and paste this link into a separate tab on your browser to look at the current RCSC course descriptions listed on both UAccess and the Norton School website: <https://cals.arizona.edu/fcs/rcsc/undergraduate/classes>. As an instructor, are your course descriptions accurate for the content that you teach in your course? (For example, it lists that RCSC 340 teaches students how to analyze quantitative data using SPSS)

Answer	%	Count
Yes, my course descriptions are accurate.	57.14%	4

No, the course descriptions are not accurate.	42.86%	3
Total	100%	7