

Teaching Innovations

Student Professional Development: Competency-Based Learning and Assessment

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- Need:** The primary purpose of this case study was to detect student professional development using competency assessments. An additional goal was the development of a framework for CBL and assessment that can be utilized in other higher education environments. This is important because direct measures capture the quantitative data necessary for numerical evaluation and reporting, and provide primary evidence of student outcomes achievement, represented by competencies. Competencies are the currency used by the vast majority of employers in the hiring and employee development processes.
- Overview:** This case study examines the implementation of competency-based learning (CBL) and assessment as a measure of student professional development. An industrial technology undergraduate course at a Midwestern University served as the backdrop. Based on the intended student outcomes addressed in the course, five workplace competencies were selected, and key actions associated with each competency were assessed during the semester. Students participated in initial and final course competency assessments of both self and peers. The results indicate professional growth was detected in specific key action items associated with the five workplace competencies. Additionally, this case study provides a foundational framework for further research studies in competency-based learning and assessment.
- Major Points:**
- Need for student professional development and competency selection
 - Competency-based assessment incorporating 360-degree feedback process
 - Course connection to departmental workplace competencies
 - Methodology and course design will be presented
 - Results, Conclusions and Future Implications will be explored
- Summary:** The audience will understand the need for student professional development, as well as, the role that competencies and the 360-degree feedback assessment process play. Additionally, a foundational framework for further research studies in competency-based learning and assessment will be presented.