Project Title: Masterly

Project Overview:
Masterly is designed help scale competency-based efforts at colleges and universities nationwide. Competencies will be crowdsourced using our company’s portal. We will establish relationships with leaders from different companies to gather the competencies they seek in various careers and use the Masterly portal to “vote up” or “vote down” these competencies. In addition, job seekers will be able to maintain a personal account within the portal in order to document how their experience aligns with approved competencies. Specifically, job seeker accounts will initially interface with different sites such as LinkedIn and Credly.

Driving Principle:
We believe …
There is a significant need to help institutions create competency-based programs in a streamlined manner, and this means creating a process where competencies can be identified and vetted in a similarly streamlined manner. We believe that by crowdsourcing the competencies for a variety of emerging occupations, we will empower colleges and universities to dramatically shorten the development cycle of their own competency-based programs and courses.

There are many occupations and/or Career Clusters without already defined competencies, and the process to create competencies takes many hours of valuable time from employers, educators, and other stakeholders. In addition, no institution is currently structured to allow its programs to recommend standard performance competencies that reach beyond their local community.

Project Description:
By crowdsourcing competency development as well as utilizing expertise from both academia and industry, we strengthen the validity of the competencies generated while simultaneously reducing the labor burden for individual institutions that wish to convert their curriculum to competency-based education (CBE).

The Masterly plan is primarily valuable to higher education institutions, administrators, and faculty. Over 320 institutions are working to develop some form of competency-based program or course. Committees meet to develop or identify the specific competencies in those courses. Without standards, each committee spends a great deal of time reinventing the wheel. Once the competency has been developed, there are few ways to assess the value of the competency for students. In addition, there are few ways to test the alignment of academic competencies to the needs of the workforce.

For an individual institution, the time needed to develop competencies cold represent tens of thousands of dollars in soft costs alone. This is time not spent with students, in research, or in other ways that contribute to the institutional mission. Institutions are likely to spend additional hard
money on consultants, professional development, and travel expenses. Our plan provides institutions, administrators, and faculty with out-of-the-box access to highly vetted and tested competencies without those hours wasted in committee.

The Masterly plan provides additional value to industry leaders and corporate organizations. By making recommendations for competencies and providing feedback on the industry value of those competencies, companies have the ability to influence the competencies of college graduates. By doing so, these companies can improve the pool of talented and qualified job candidates in the market. This improved pool of candidates gives companies better access to their most valuable resource: the human resource.

The Masterly plan benefits learners in multiple ways. First, learners have the ability to rate and make recommendations to the competencies on the site. In this way, learners can take ownership of their education. Second, industry-vetted competencies mean that learners receive a higher quality education and are ready to participate at high levels in the workforce upon graduation. Third, by expediting the development of competency-based programs, learners have timely access to personalized, learner-centric curricula that can save them time and tuition money.

Finally, the Masterly plan benefits state educational boards. Boards in many states, like Ohio, have begun to identify competencies in specific fields for the public institutions in their states. This work by is innovative and progressive. Despite such innovative leadership, this work still suffers from the same inefficiencies that plague institutions, administrators, and faculty as detailed above. The Masterly plan provides a way for state education boards to achieve better results using fewer tax dollars.

Success Measures:
Success will be measured by the following criteria:
- Number of visits by students, higher education administrators, faculty and staff, and employers
- Number of active student accounts
- Number of educational institutions that have created competency-based programs using Masterly information
- Satisfaction with the Masterly site by students, higher education administrators, faculty, and staff, and employers

Fiscal Impacts:
As competency-based models proliferate, the number of person-hours devoted to establishing competencies escalates as well. At least 320 institutions are currently developing CBE programs. Below is a conservative approach to estimating the labor involved across these institutions:

- 320 institutions working on CBE
- Each developing at least one 60-hour program, made up of 20 courses
- 3 competency authors per course (60 faculty total)
10 hours per course competency author
$100 per hour in labor expense

320 (institutions) * 60 (faculty) * 10 (hours) * $100 (hr) = $19.2 million
192,000 person hours

**Human Resource Impacts:**
Which departments, individuals or members will be impacted? Which stakeholders should be consulted during the planning of this project? What other projects, if any, are impacted by this project?

1. Institutions can streamline the development of new CBE programs without the amount of staff time normally required.
2. Stakeholders: Subject Matter Experts, Students, Faculty, Employers, University and College Administrators.
   a. Institutions participating in organized CBE efforts such as Educause’s Breakthrough Models Incubator and the Competency-based Education Network (C-BEN) sponsored by Lumen should be consulted during the planning of the project to determine if Masterly’s model would be helpful.