

HB 3289 A STAFF MEASURE SUMMARY

Carrier: Sen. Linthicum

Senate Committee On Education

Action Date: 06/01/17
Action: Do pass the A-Eng bill.
Vote: 5-0-0-0
Yeas: 5 - Gelser, Hass, Kruse, Linthicum, Roblan
Fiscal: Has minimal fiscal impact
Revenue: No revenue impact
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WHAT THE MEASURE DOES:

Requires Higher Education Coordinating Commission to submit annual report to interim committees of the legislature describing progress made in providing competency-based education in public post-secondary institutions of education. Requires report to describe effectiveness of expanding competency-based education and the granting of post-secondary degrees on basis of competency-based education; identify issues and barriers, including post-secondary accreditation standards that present challenges to implementing or expanding competency-based education programs; analyze competency-based education models and determine which models have been successful; and recommend specific policy changes and initiatives that public post-secondary institutions may implement to expand competency-based education.

ISSUES DISCUSSED:

- Individualized, student-centered education using innovative technology
- Education that measures student knowledge rather than time investment
- Lack of clarity about how public post-secondary institutions are currently implementing competency-based principles
- Requiring report does not diminish importance of exploring competency-based education models in Oregon

EFFECT OF AMENDMENT:

No amendment.

BACKGROUND:

Competency-based education describes learning progressions and student advancement that is proficiency-based or mastery-based, rather than based on the passage of time. Many states have been exploring competency-based learning in recent years, with task forces, studies and pilot programs as common mechanisms to investigate policy opportunities. The National Conference of State Legislatures (NCSL) and the Education Commission of the States (ECS) report that benefits of competency-based education include an emphasis on student knowledge, skill acquisition and innovative student-centered learning systems. In addition, NCSL and ECS identify challenges such as selecting subjects that align well with competency-based education, developing student assessments and modifying kindergarten through grade 12 funding systems to support a proficiency-based model.