

Competency-Based Education (CBE)

Webinar Series

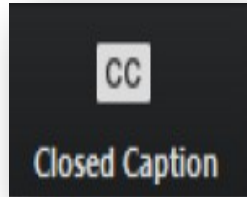
Advancing Competency-Based Education for California Community Colleges

Presented by:

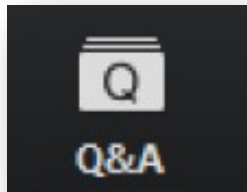
*California Community Colleges Chancellor's Office, in partnership with
California Community Colleges Curriculum Committee (5C)*

May 21, 2020

Webinar Logistics



Click the Closed Caption (CC) tab to read live captions



Click the Question & Answer (Q&A) tab to enter questions for the presenters and to read their responses

The webinar archive will be posted to the Vision Resource Center (VRC)

Panelists

Marty Alvarado – CCCCO Executive Vice Chancellor, Educational Services and Support

Aisha Lowe – CCCCO Vice Chancellor, Educational Services and Support

Cheryl Aschenbach – 5C Co-Chair, ASCCC Secretary, Lassen Community College Faculty

Karen Daar – 5C Co-Chair, LA Valley College VP Academic Affairs

Jan Young – 5C ACCE Representative, Glendale College Division Chair of Continuing Education

Overview

- Competency-based Education for Our System
- From Noncredit CBE to For-Credit CBE
- Implementing CBE in the CCCs
- On the Horizon



Competency-based Education for Our System



Why CBE and Why Now

- For-credit CBE programs are a needed addition to our instructional portfolio
- CBE will help us meet our goals (Vision for Success)
- CBE is an economic mobility lever
- Career preparation is essential to the future of our state and our system
- CBE can flex with changing technologies, employer demands, and unexpected societal shifts

The Equity Imperative

- We have made substantial progress toward our goals, but gaps remain
- Noncredit serves a high number of students that are disproportionately impacted (DI)
- CBE for-credit opportunities will enhance student outcomes
- Giving students access to significant wage gains with a degree

CBE Focuses on Mastery of Competencies

Credit Hour Model...

based on *seat time*
originally designed to
determine faculty pensions
and not as a measure of
learning.

Credit Hour is current basis
for awarding financial aid,
faculty workload & degree
completion.

[“Cracking the Credit Hour”](#) by Amy Laitinen

**Competency Based
Education...** moves beyond
seat-time focusing on **mastery of
competencies**, through **learning
activities and experiences** that
align with clearly defined
programmatic outcomes.

Hours will vary, but the **learning
is fixed**.

Often fully online modules.

Flexible academic calendar term
options.

Competency-based education is and is not....

CBE is...	CBE is not...
Time is variable with program offered in a flexible, self-paced approach	Learner works at course-set pace with pre-determined schedule of assignments, activities, etc. with true beginning and end dates
Learning is fixed requiring demonstration of mastery of each competency	Learning varies with passing course grade (i.e., A, B, C, D)
Determined by rigorous summative authentic assessment focused on meeting core outcomes and competencies	Student evaluation varies based on accumulation of activities, exams, projects, discussion, attendance, etc.
Student learning supported by faculty and staff throughout learning journey	Independent study (i.e., students learn on their own and then take final exam)
Completion of program is based on mastery of intentionally designed scaffold of all competencies	Achievement of credential is based on passing grades and credit-hours (i.e., 60 credit hours=AA/AS)

Direct Assessment CBE

- not based on academic terms or credit hours
- bases both the evaluation of student achievement and the award of a degree or credential solely on the demonstration of competencies
- students proceed at their own pace rather than progressing through courses offered in a traditional academic term
- conventional grades are not necessarily assigned
- students are expected to demonstrate the competency at a high level of achievement
- establishes “credit-hour equivalencies” for the student learning outcomes

From Noncredit CBE to For-Credit CBE



What is Noncredit?

short history and guiding philosophy



- Noncredit instruction evolved from the first adult school in California in 1865
- For students with diverse backgrounds, noncredit education is an important contributor to “open access” within the CCC system
- Offers students access to a variety of low and no-cost courses
- Noncredit courses often serve as a first point of entry for those who are underserved, as well as a transition point to prepare students for credit instruction and the workforce
- Courses focus on skill attainment, not grades or units
- Flexible course scheduling and open entry/exit options for students who are working and managing college simultaneously
- While not all colleges offer a variety of noncredit courses, most do offer noncredit supervised tutoring
- Suggested noncredit resources include the Program and Course Approval Handbook (PCAH) and publications by the Academic Senate for California Community Colleges (ASCCC)

Noncredit Curriculum & Instruction - A Closer Look at Backward Design

begin with the end in mind...



Comparison of Traditional and Backward Design Approaches to Planning

Step	Traditional Approach	Backward Design
1	Write competency statements and objectives	Write competency statements and objectives
2	Develop learning journey and activities	Create assessments
3	Create assessments	Develop learning journey and activities

A Leader's Guide to Competency-based Education: From inception to implementation (Bushway et al., 2018)

In **backward design**, “[c]urriculum is planned backward from the desired results to evidence of learning to the learning plan.”¹

Question: What is the key to the noncredit curriculum design model and how is it applicable to CBE?

- Learning Outcomes (program and student)
- Focus is on skill attainment and summative assessment

Noncredit Curriculum & Instruction...

A Closer Look at Direct Assessment



NONCREDIT	CBE
<p>Assessment of learning outcomes</p> <p>Competency-based mastery tied to courses</p>	<p>Formative assessments, summative assessments</p> <p>Competency-based mastery tied to program</p>

Formative assessments are diagnostic in nature and improve student learning and performance; strategy to help students acquire knowledge and practice skills. **Summative assessments** are used to determine whether a student has achieved a **learning outcome** or **competency**.

Noncredit Certificates vs. Direct Assessment CBE Degrees

	Noncredit	Direct Assessment CBE
Designed for the traditional academic term?	No Traditional academic terms are not followed	No Credit-hour equivalences are established
Do students have autonomy over their progress?	Yes Students can proceed at their own pace toward mastery	Yes Students can proceed at their own pace toward mastery
How is learning evaluated?	Competency-based mastery Tied to courses	Competency-based mastery Tied to the program
Is an ACCJC substantive change approval required?	No	Yes U.S. Secretary of Ed approval of 1 st program required
Eligible for financial aid?	No *Ability to Benefit (ATB) provisions and criteria for federal financial aid	Yes U.S. Secretary of Ed compliance (34 CFR 668.10)
Funding Model for Apportionment	Positive Attendance	TBD

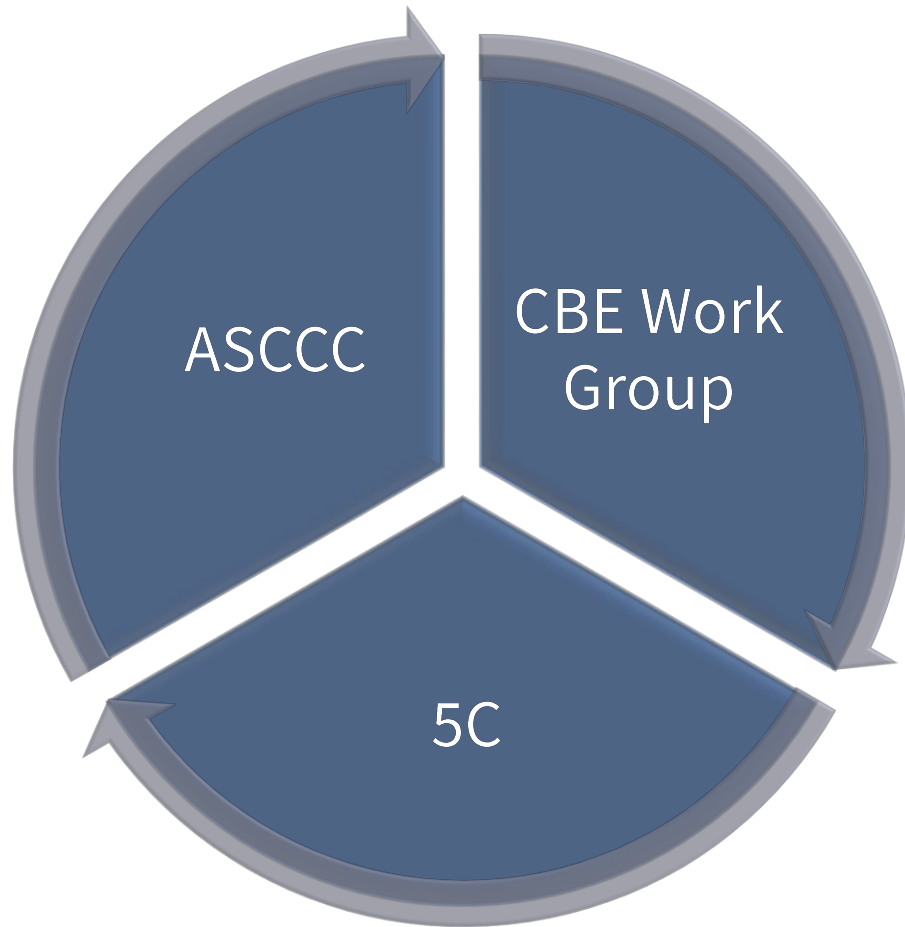
Implementing CBE in the CCCs



The Team

- California Community Colleges Chancellor's Office Staff
- California Community Colleges Curriculum Committee (5C) Co-chairs and Representatives
- Foundation for California Community Colleges Policy Center Staff
- Jobs for the Future Consultants
- Content Experts
 - Lori Dodge, Vice Chancellor of Institutional Assessment and Planning, Brandman University (CBE expert)
 - Eddie Comeaux, Associate Professor of Higher Education, UCR (Culturally Sensitive Pedagogy and Equity Expert)

CBE Workgroup



Foundation CCC Policy Center

Amparo Diaz
Nadia Leal-Carrillo

CCCCO

Aisha Lowe
Raul Arambula
Chantee Guiney

CBE Practitioner Consultant (Brandman University)

Laurie Dodge

5C

Cheryl Aschenbach
Karen Daar
Michelle Bean
Stephanie DiAlto
Kelly Fowler
Carrie Roberson
Jan Young

Goals

Implement direct assessment CBE across our system

- Title 5 regulations
- Funding models
- Financial aid models
- Intersegmental coordination for transfer
- CBE pilot



Partnership with 5C

- **Objective:** Engage the 5C in deep learning around competency-based education for the purpose of identifying regulatory barriers to direct assessment competency-based education.
- **Outcome:** To create a package of regulatory language for statewide implementation of direct assessment CBE and identify the next steps necessary to successfully pilot direct assessment CBE programs in the CCC system.
- **Process:** 5C engages in monthly conversations around CBE having the necessary discussions to develop policy.

Timeline

Date	Discussion
January 2020	<ul style="list-style-type: none">• Competency-based education overview and definition
February 2020	<ul style="list-style-type: none">• CBE Program Design• Overview of CBE Program• Introduction to Backwards Design
April 2020	<ul style="list-style-type: none">• Program Quality Standards and Approval• Academic Standards and Course Approval• Related Course Elements<ul style="list-style-type: none">- Credit Hour- Academic Symbols and Grade Point Average- Types of Courses Appropriate for Associate's Degrees
May 2020	<ul style="list-style-type: none">• Consider a full CBE program model• Policy and Guidance Focus Areas<ul style="list-style-type: none">- Faculty Role- Academic Calendar- Withdrawal- Repetition
June	<ul style="list-style-type: none">• Implementation• Governance and approval processes• Regional accrediting processes• Evaluation

Policy Topics

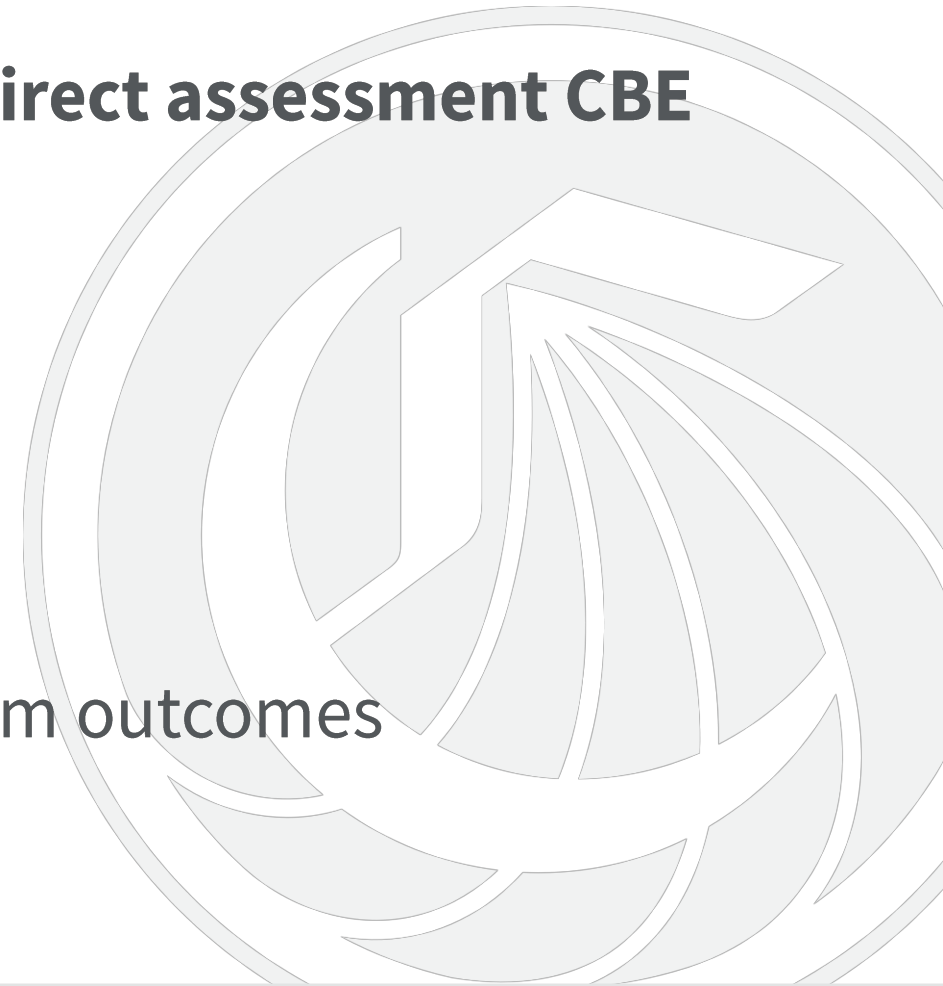
Policy areas that need to be created, revised or modified to create direct assessment CBE programs for the CCCs:

- Establish direct assessment program quality standards and approval process
- Establish direct assessment academic standards and course approval process
- Define direct assessment academic terms and calendars
- Determine credit-hour equivalencies and methodology for a direct assessment program
- Establish a competency-based grading system for direct assessment programs
- Align direct assessment CBE course criteria with Associate Degree course standards

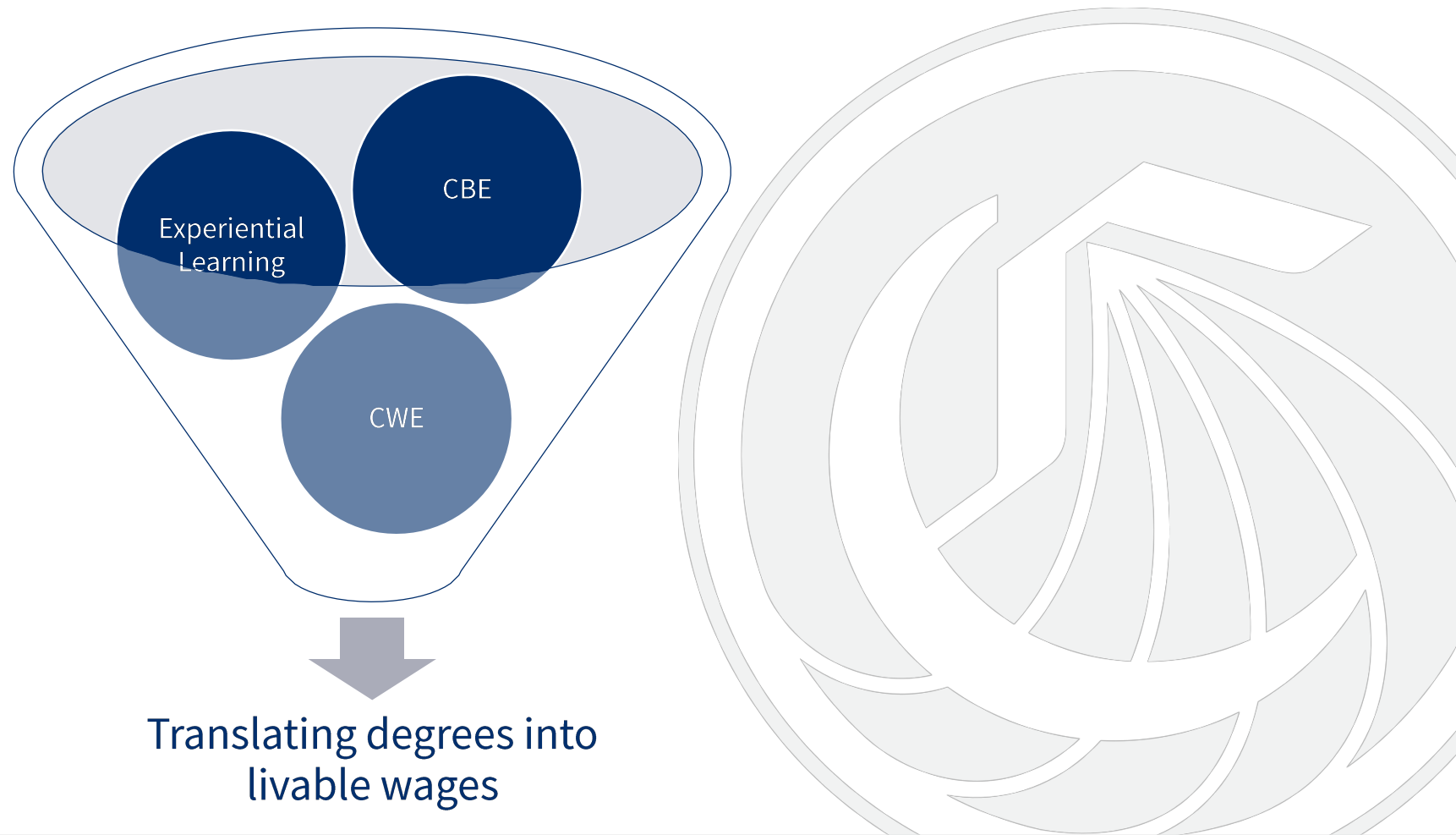
The Pilot

A collaborative of campuses implementing direct assessment CBE programs

- Close coordination with the CCCCCO
- Seed money to launch programs
- Program development support
- Research implementation process and program outcomes
- Recommendations for improvement
- Inform broader system implementation



Education in a modern, technological society



On the Horizon



Competency-Based Education Webinar Series

WEBINAR I

05.14.20 | 2:30–3:30 p.m.

Competency-Based Education:
What is it and how is it different from our current offerings?
[Watch the recording](#)

WEBINAR II

05.21.20 | 2:30-3:30 p.m.

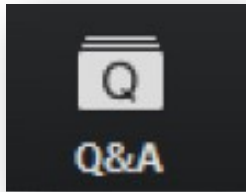
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California Community Colleges**

WEBINAR III

TBA (June 2020)

Competency-Based Education: Getting Involved
The Pilot

Questions?



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Thank you!

