SANTA ANA COLLEGE

Outcomes Assessment Committee

Meeting Agenda
May 21, 2020

2:30 PM – 3:30 PM
https://cccconfer.zoom.us/j/95926333064

3:30 PM – 4:30 PM
https://cccconfer.zoom.us/j/97168821376

The Committee develops, maintains and assists in outcomes assessment practices for Instruction, Student Services, and Administrative Units at the College level.

The Committee is responsible for informing and monitoring the policies and processes that will guide the college community through its work on outcomes assessment.

The committee approved 5/14 minutes and discussed Competency-Based Education (CBE). Other items on the agenda were not discussed. Specifically, for competency Based education discussion was focused on CCCCO's and ASCCC's 2nd CBE Webinar (slides attached).

 I. Public Comment

 II. Approval of Minutes

 III. Department Reports

 IV. Projects

     i. Accreditation

     ii. Professional Development

 V. Guided Pathways

 VI. Nuventive

 VII. Competency-Based Education

 VIII. Other

 IX. Upcoming Meetings (Time TBD, ZOOM):

    May 28, 2020

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

California Community Colleges

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

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Overview

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

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Competency-based Education for Our System

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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

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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

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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.

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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)

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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

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From Noncredit CBE to For-Credit CBE

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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)

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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

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[1] A Leader's Guide to Competency-based Education: From inception to implementation (Bushway et al., 2018, p. 58)

Noncredit Curriculum & Instruction…
A Closer Look at Direct Assessment

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

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.**

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Formative and summative assessments summarized from A Leader's Guide to Competency-based Education: From inception to implementation. Bushway et al. (2018)


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 1st 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**

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Implementing CBE in the CCCs

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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)

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Slide 1

CBE Workgroup
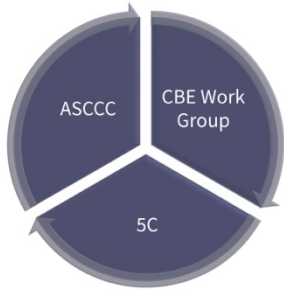
Foundation CCC Policy Center
Amparo Diaz
Nadia Leal-Carrillo
CCCCO
Aisha Lowe
Raul Arambula
Chantee Guiney
CBE Practitioner Consultant (Brandman University)
Laurie Dodge
5C
Cheryl Aschenbach
Karen Daar
Michelle Bean
Stephanie DiAlto
Kelly Fowler
Carrie Roberson
Jan Young

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Slide 2

Goals

Implement direct assessment CBE across our system

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

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Slide 3

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.

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Slide 4

Timeline

Date	Discussion
January 2020	• Competency-based education overview and definition
February 2020	• CBE Program Design • Overview of CBE Program • Introduction to Backwards Design

April 2020	• Program Quality Standards and Approval
	• Academic Standards and Course Approval
	• Related Course Elements
	  - Credit Hour
	  - Academic Symbols and Grade Point Average
	  - Types of Courses Appropriate for Associate's Degrees

May 2020	• Consider a full CBE program model
	• Policy and Guidance Focus Areas
	  - Faculty Role
	  - Academic Calendar
	  - Withdrawal
	  - Repetition

June	• Implementation • Governance and approval processes • Regional accrediting processes • Evaluation

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Slide 5

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
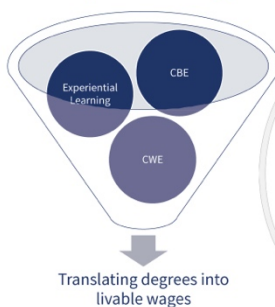- Align direct assessment CBE course criteria with Associate Degree course standards

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Slide 6

The Pilot

A collaborative of campuses implementing direct assessment CBE programs

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

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Slide 7

Education in a modern, technological society

Translating degrees into livable wages

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Slide 8

On the Horizon

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