

Competency-Based Education (CBE) Webinar

The CBE Collaborative

Presented by:

*California Community Colleges Chancellor's Office, in partnership with
Student Success Center at the Foundation for California Community Colleges*

October 15, 2020

The archived webinar **recording** is accessible at:

https://cccconfer.zoom.us/rec/share/u-1XIY5VOpm_5dmqAKrvAe_h7dksDnnmLgu3_mNjTaSczvZKp5HDMmDEz4T-Mfuw.ZEj8rMhV1GXRv2W1?startTime=1602792069000

Presenter Introductions

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Overview

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Background on CBE



What is Direct Assessment Competency-Based Education?

Instruction not based on academic terms or credit hours
Students proceed at their own pace rather than progressing through courses on a traditional academic term timeline
Students are expected to demonstrate the competency at a high level of achievement (mastery)
Establishes “credit-hour equivalencies” between CBE competencies and traditional course student learning outcomes

Why Should We Implement Direct Assessment of Competency-Based Education?

Teaching and learning must evolve to meet students' needs for flexible and personalized programs

CBE is an economic mobility lever for students

Career and transfer preparation is essential to the future of our state and our system

CBE will help us meet our goals (Vision for Success) CBE can flex with changing technologies, employer demands, and unexpected societal shifts

The Equity Imperative

We have made substantial progress toward closing equity gaps, but gaps remain

We have millions of Californians who have some college but no degree; minoritized students are over-represented in this population

Students need access to degree programs that lead to wage gains and are offered in a way that meets their needs

Degree programs lead to the greatest return on investment for students

Direct Assessment CBE Collaborative



Collaborative Goals

Establish a Direct Assessment CBE implementation collaborative of early implementer colleges

Provide funding and implementation support to participating colleges

Create a blueprint (roadmap) for implementation of programs system-wide

Evaluate the implementation process and early student outcomes

Collaborative Objectives

Establish a local structure to support the development and implementation of direct assessment CBE program

Coordinate local implementation efforts and corresponding state supports

Inform regulatory policy and system-wide change needed to support implementation

Support the development and dissemination of a direct assessment CBE program blueprint for system-wide

Cultivate a peer learning community and a network of CBE champions with the tools to support, educate, and lead implementation efforts system-wide

Evaluate implementation opportunities, challenges, and outcomes

Collaborative Process and Timeline

Collaborative Modules

Module I: (6 mon)

- Establish local infrastructure for innovation

Module II: (3 mon)

- Select the program

Module III: (9 mon)

- Design the program

Module IV: (6-12 mon)

- Obtain regional accreditation and program approval

Module V: (8 – 12 mon)

- Build Operational Model

Module VI: (3 mon)

- Obtain CCCCCO Approval

Module VII: (4 mon)

- Launch the program

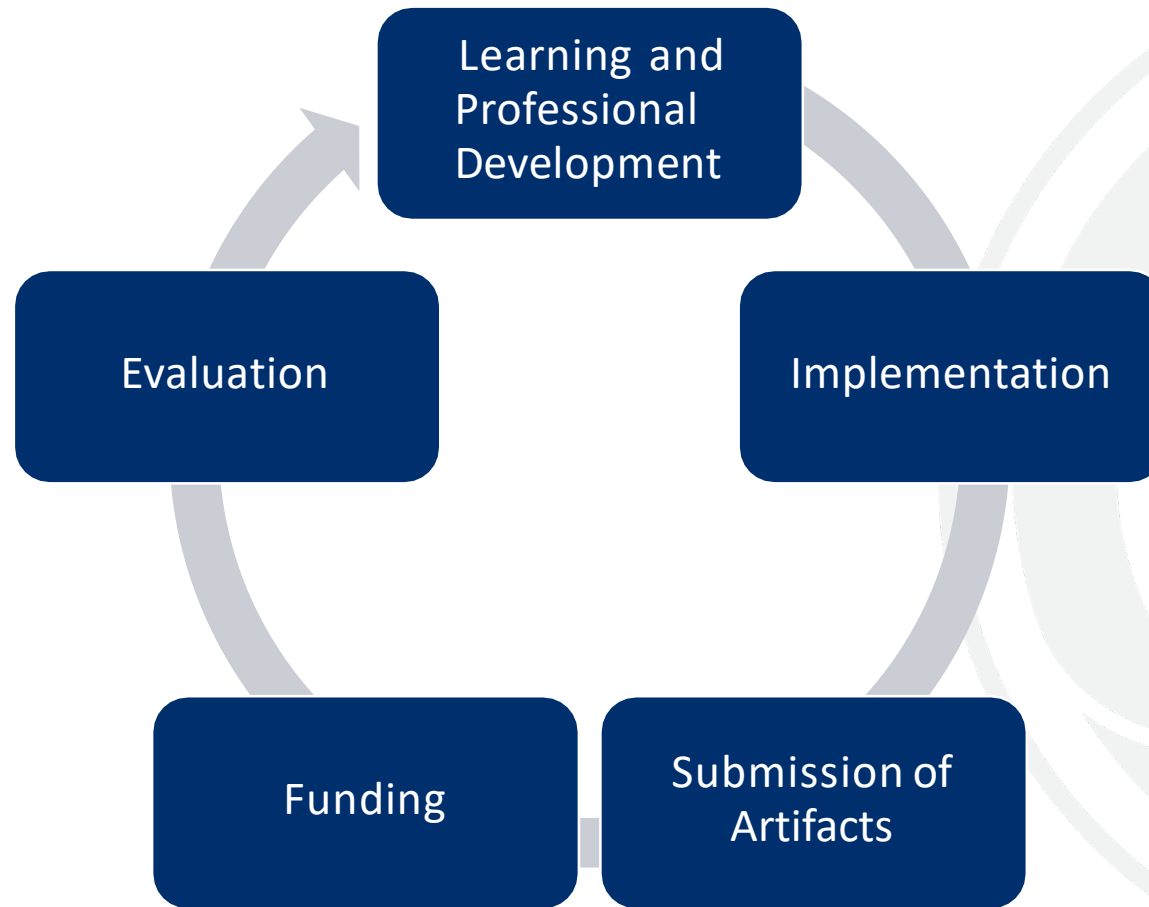
Module VIII: (1 year post-implementation)

- Continued action research and scalability

Module I : Establish local Infrastructure for Innovation (6 months)

Timing	<ul style="list-style-type: none">• 6 Months: Jan – June 2021
Objective	<ul style="list-style-type: none">• Generate local support for CBE programs and establish a CBE implementation team that is representative of the campus community.
Milestones	<ul style="list-style-type: none">• 1.1 CBE implementation committee with cross department representatives including representatives from the local academic senate, student services, institutional research, information technology services, and financial aid as well as relevant and appropriate faculty, staff and administrators is established.• 1.2 Decision making protocol is determined.• 1.3 Local board amends local policies in alignment with direct assessment CBE title 5 regulations.• 1.4 Local academic senate resolution to support the development direct assessment CBE programs is adopted.
Required Products	<ul style="list-style-type: none">• Copy of local Implementation committee charter• Documentation of policy changes adopted locally• Copy of local academic senate resolution• Summary of process for creating an implementation committee, roster of implementation committee representatives, committee members' roles & responsibilities, and a planning timeline
Payment	<ul style="list-style-type: none">• 2% of total funding (\$10,000)

Collaborative Process



Collaborative Process Commitments

Participating colleges will establish a Direct Assessment CBE Implementation committee

Colleges will participate in collaborative planning and learning sessions with fellow participating colleges and relevant content experts

Colleges will be required to submit implementation artifacts to the Chancellor's Office

Colleges will participate in system-wide evaluation and process documentation

Application Process



Application Components

Part 1:

- Early implementation activities (tied to Module I)
 - Informing stakeholders
 - Establishing implementation committee charter
 - Leadership certification

Part 2:

- Demographics and impact
 - Student Success Metrics – demographics and student outcomes
 - Census Data – Service area demographics
 - Existing resources and partnerships assessment
 - Program information

Pre-Application Activities

Before applying, colleges will need to complete the following:

- Inform stakeholders
- Establish implementation committee and draft charter
- Get leadership certification (President and Academic Senate)
- Have preliminary conversation about which degree program will be offered
- Review Student Success Metrics data
- Review census

Selection Criteria

CO will select colleges based on the following:

- Buy-in and support – does your college have campus-wide support to undertake this multi-year commitment?
- Enabling conditions – does your college have the infrastructure needed for implementation?
- Equity impact – which programs will have the greatest impact on equity based on the college's plan, student population, regional location, and degree program to be offered?
- Benefit to students – does the planned degree program expand students' employment opportunities and lead to high-wage jobs?

Collaborative Program Application Timeline

September 2020	<ul style="list-style-type: none">Proposed direct assessment CBE regulations presented at Consultation CouncilProposed direct assessment CBE regulations first reading at BOG
October 2020	<ul style="list-style-type: none">CBE Collaborative WebinarComplete Collaborative Interest Form
November 2020	<ul style="list-style-type: none">Proposed direct assessment CBE regulations second reading at BOGCollaborative application made available
December - January	<ul style="list-style-type: none">Complete the pre-application activities of Module I
February 2021	<ul style="list-style-type: none">Collaborative application due
March 2021	<ul style="list-style-type: none">Selected colleges notified
March 2021	<ul style="list-style-type: none">Direct Assessment CBE Collaborative launch
June 2021	<ul style="list-style-type: none">Module 1 deliverables due

Collaborative Funding



Funding CBE Collaborative Programs

rogram funding to support this work:

A total of \$515,000 is available to each participating college and is contingent on the college meeting key milestones during each phase of the project.

Of this amount, \$100,000 will be made available as seed funding.

Funding CBE Collaborative Programs

Milestone Payment Process:

Colleges will need to complete milestone activities within each module (phase) of the project and submit required deliverables to the Chancellor's Office in order to receive the percentage of funding tied to each milestone.

Colleges will need to submit required products to receive the percentage of the funding tied to each milestone.

Module	Payment	Timeline
Participation Seed Funding	19% (100,000)	January
Module I: Establish local infrastructure for innovation (6 Months)	2% (10,000)	January June 2
Module II: Select the program (3 Months)	2% (10,000)	April 20 June 2
Module III: Design the program (9 Months)	33% (170,000)	July 20 March 2
Module IV: Obtain regional accreditation and program approval (2-4 Months ACCJC; 6-12 Months USDOE)	5% (25,000)	April 20 September
Module V: Build operational model (8 - 12 Months)	19% (100,000)	April 20 March 2
Module VI: Obtain Provisional CCCCO Approval (3 Months)	0%	April 20 August
Module VII: Launch program (4 Months)	10% (50,000)	September December Program January
Module VIII: Continued action research and scalability (After 1 year)	10% (50,000)	January
	Total: 515,000	

Resources for CBE Collaborative

Resources

Vision Resource Center (VRC)
Competency-Based Education
community forum

CBE collaborative program application and supporting
materials Proposed CBE policy regulations

Questions?



Please complete the interest form

What does it ask?	Who should complete it?	When should it be completed?
<ul style="list-style-type: none">• Campus knowledge of and experience with CBE• Campus interest in a direct assessment CBE program and the collaborative	<ul style="list-style-type: none">• Campus leadership, after having gauged interest on campus	October 26, 2020

Appendix



What is Direct Assessment CBE

Instruction not based on academic terms or credit hours

Both the evaluation of student achievement and the award of a degree or credential are based solely on the demonstration of competencies. Students proceed at their own pace rather than progressing through courses in a traditional academic term timeline.

Conventional grades are not necessarily assigned; mastery is recorded. Students are expected to demonstrate the competency at a high level of achievement (mastery). Establishes “credit-hour equivalencies” between CBE competencies and traditional course student learning outcomes.

Student Perspectives on CBE

Freedom and flexibility

Personalization

Program is designed to minimize challenges

Affordability

Quality instructors and program

Support from faculty and staff

Trusted local institution

Content applicable to current work



Guiding Framework

Maintain **equity** as a central goal and driver for change support college access, persistence, and **completion** prepare students for college, career, and **lifelong learning** intentional, transparent, and **meaningful** competencies

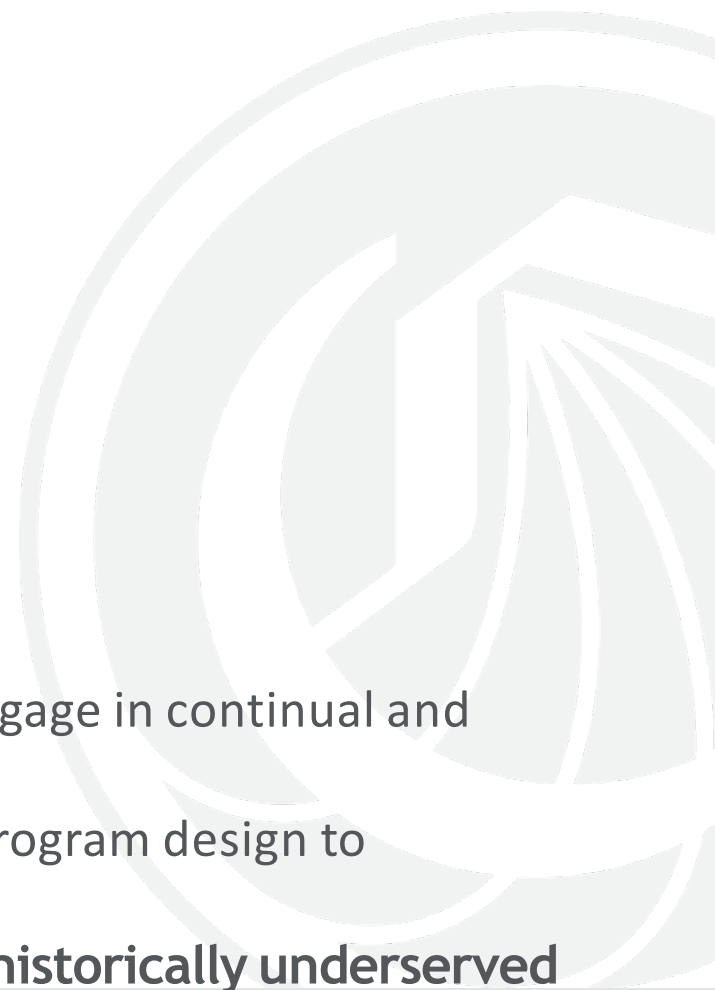
Design with the **student** in mind – anytime, anywhere learning provide students with timely and **accessible support**

Empower students to be active **learners and faculty** to engage in continual and collaborative inquiry processes

Cultural validation (**culturally responsive pedagogy**) in program design to support diverse learners

Serve populations being left behind with an emphasis on **historically underserved students**

California Community Colleges
equity-minded **data collection** and evaluation



Policy Development – Regulatory Framework

Regulations are needed to enable colleges to maximize state and federal funding for CBE programs.

The student learning journey, with emphasis on equity, is the focus of the design and elements of the program.

Focus on direct assessment competency-based education as a starting point.

Program and module quality standards align with those of degree programs and degree-applicable credit courses.

The regulations will reside under the Alternative Instructional Methodologies in Subchapter 3 of Title 5 Division 6 Chapter 6.

- The implementation of a CBE program will include related professional development.
- Chancellor's Office approval will be required before a college can offer a CBE program for apportionment purposes.
- CBE programs will have a separate program approval process; modules are to be adopted as part of a program.
- In providing students with the flexibility to learn at their own pace, grading and transcripts systems will align with a national model.
- Regulations will allow for greater flexibility and will clearly differentiate between direct assessment CBE and other programs.