

# Competency-Based Education (CBE) Webinar

## ***The CBE Collaborative RFA 20-040***

*Presented by:*

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

*December 11, 2020*

# Presenter Introductions

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Colleges

# Overview

- Brief Overview
- Application Process
- Audience Questions



# Brief Overview

[Webinar 1 of 3: Competency-Based Education](#)

[Webinar 2 of 3: Competency-Based Education](#)

[Webinar 3 of 3: CBE Collaborative Webinar \(10-15-20\)](#)



# Collaborative Objectives

1. Establish local structures, from curriculum to administration, to support the development and implementation of a direct assessment CBE program.
2. Coordinate local implementation efforts and corresponding state supports.
3. Inform statewide policies, regulations, and system-wide change needed to support implementation.
4. Develop and disseminate a program blueprint for direct assessment CBE for system-wide implementation.
5. Cultivate a peer-learning community and a network of CBE champions armed with the tools to support, educate, and lead implementation efforts system-wide.
6. Evaluate program implementation opportunities, challenges, and outcomes.

# 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

# Funding

Program funding to support this work:

- For up to 10 colleges (pending funding)
- Up to \$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.

# Collaborative Program Application Timeline

September 2020	<ul style="list-style-type: none"><li>• Proposed Direct Assessment Regulations Presented at Consultation Council</li><li>• Proposed Direct Assessment CBE Regulations First Reading at BOG</li></ul>
October 2020	<ul style="list-style-type: none"><li>• CBE Collaborative Webinar</li><li>• Collaborative Interest Form</li></ul>
November 2020	<ul style="list-style-type: none"><li>• Proposed Direct Assessment CBE Regulations Second Reading at BOG (approved)</li></ul>
December 3, 2020	<ul style="list-style-type: none"><li>• Collaborative application made available</li></ul>
December 11, 2020	<ul style="list-style-type: none"><li>• Application informational session</li></ul>
December - January	<ul style="list-style-type: none"><li>• Complete the pre-application activities of Module I</li></ul>
February 5, 2021	<ul style="list-style-type: none"><li>• Collaborative application due</li></ul>
March 1, 2021	<ul style="list-style-type: none"><li>• Selected colleges notified</li></ul>
March 1, 2021	<ul style="list-style-type: none"><li>• Direct Assessment CBE Collaborative launch</li></ul>

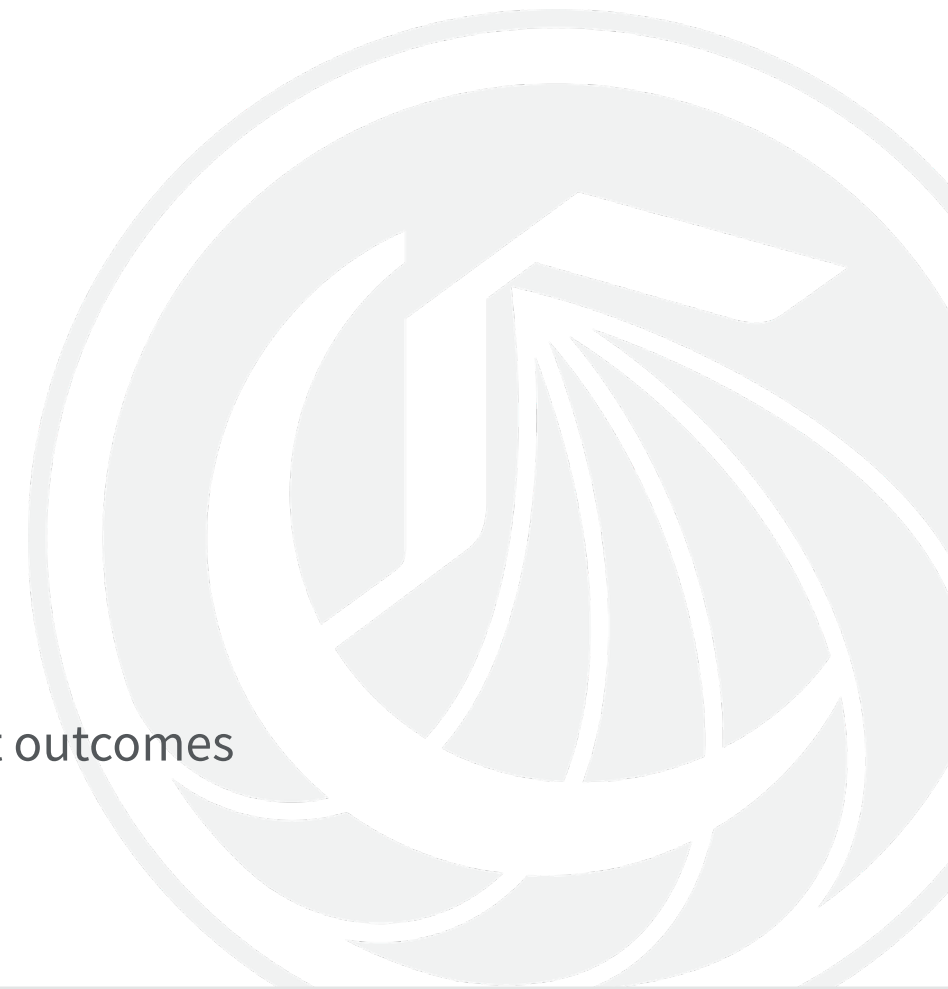


# Application Process



# Application Components

- Part 1:
  - Early implementation activities (tied to Module I)
    - Informing stakeholders
    - Establishing implementation committee charter
    - Leadership certification
- Part 2: (scoring elements)
  - Demographics and impact
    - Student Success Metrics – demographics and student outcomes
    - Existing resources and partnerships assessment
    - Program information



# Eligibility

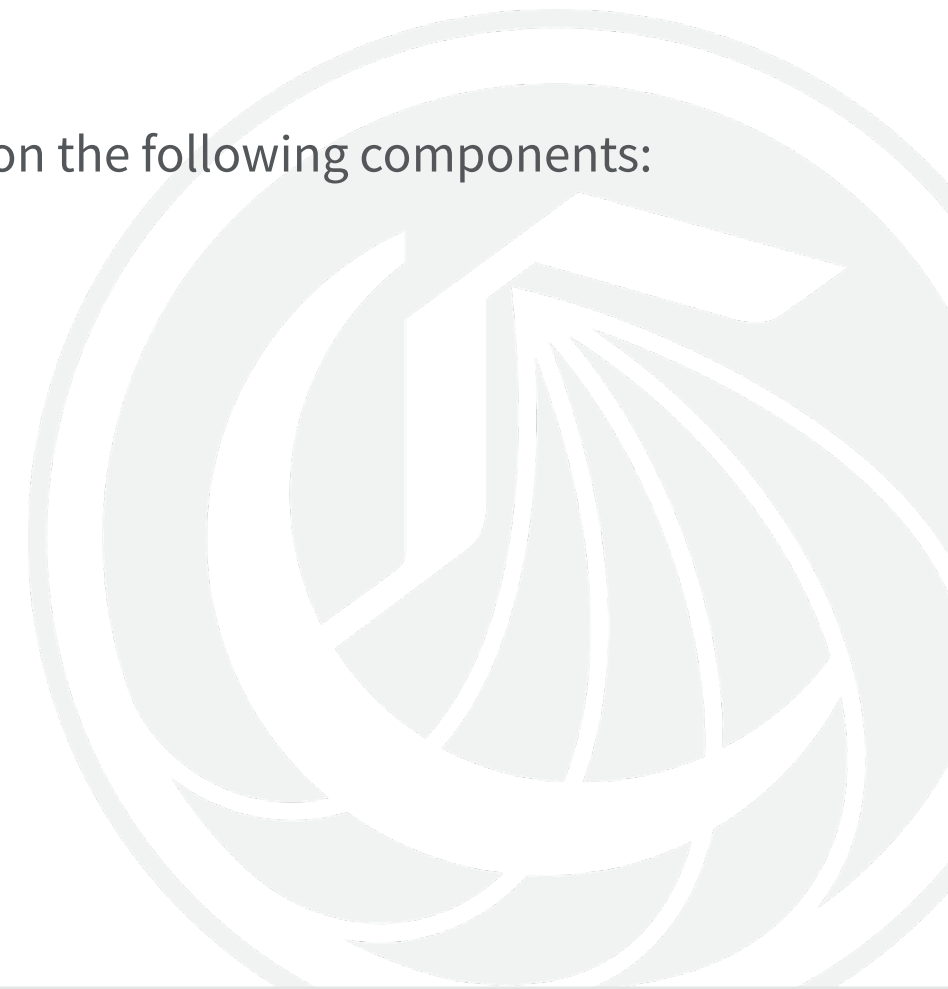
Before applying, colleges will need to complete the following:

- Engage stakeholders and build buy-in
- Establish implementation team and draft charter
- Obtain leadership certification
- Have preliminary conversation about which associate degree program will be offered

# Application Criteria

The Chancellor's Office will review and rank applications based on the following components:

- Student population served & Student Success Metrics
  - Ethnic and racial diversity
  - % of students between the age of 25 – 54
  - % of students who are economically disadvantaged
  - % of students retained from Fall to Spring
  - % of students that transferred to a four-year institution
- Existing Resources & Partnerships
- Direct Assessment Program



# Application Scoring

Application Component	Points
Student Population Served	45
Student Success Metrics	45
Existing Resources	28
Existing Partnerships	16
Direct Assessment Program	15
<b>Total</b>	<b>149</b>

# ***Questions***



# Resources

- Vision Resource Center (VRC) Competency-Based Education community forum
- CBE collaborative program application and supporting materials
- Proposed CBE policy regulations

***Thank you!***





# 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**
- 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.

# 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 yearr post-implementation)

- Continued action research and scalability