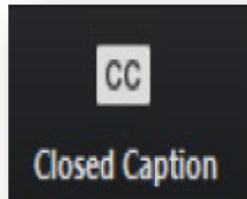# Competency-Based Education (CBE) Webinar
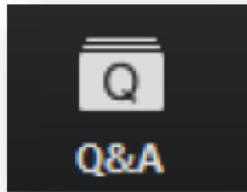
The CBE Collaborative RFA 20-040

Presented by:

California Community Colleges Chancellor's Office, in partnership with

Student Success Center at the Foundation for California Community Colleges

December 11, 2020

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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

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Presenter Introductions

Dr. Aisha Lowe – CCCCO Vice Chancellor, Educational Services and Support

Chantée Guiney – CCCCO Specialist, Educational Services and Support

Nadia Leal-Carrillo – Director, Student Success Center at Foundation for California Community

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Overview

- Brief Overview
- Application Process
- Audience Questions

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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.

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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

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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.

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# Collaborative Program Application Timeline

September 2020	• Proposed Direct Assessment Regulations Presented at Consultation Council • Proposed Direct Assessment CBE Regulations First Reading at BOG
October 2020	• CBE Collaborative Webinar • Collaborative Interest Form
November 2020	• Proposed Direct Assessment CBE Regulations Second Reading at BOG (approved)
December 3, 2020	• Collaborative application made available
December 11, 2020	• Application informational session
December - January	• Complete the pre-application activities of Module I
February 5, 2021	• Collaborative application due
March 1, 2021	• Selected colleges notified
March 1, 2021	• Direct Assessment CBE Collaborative launch

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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

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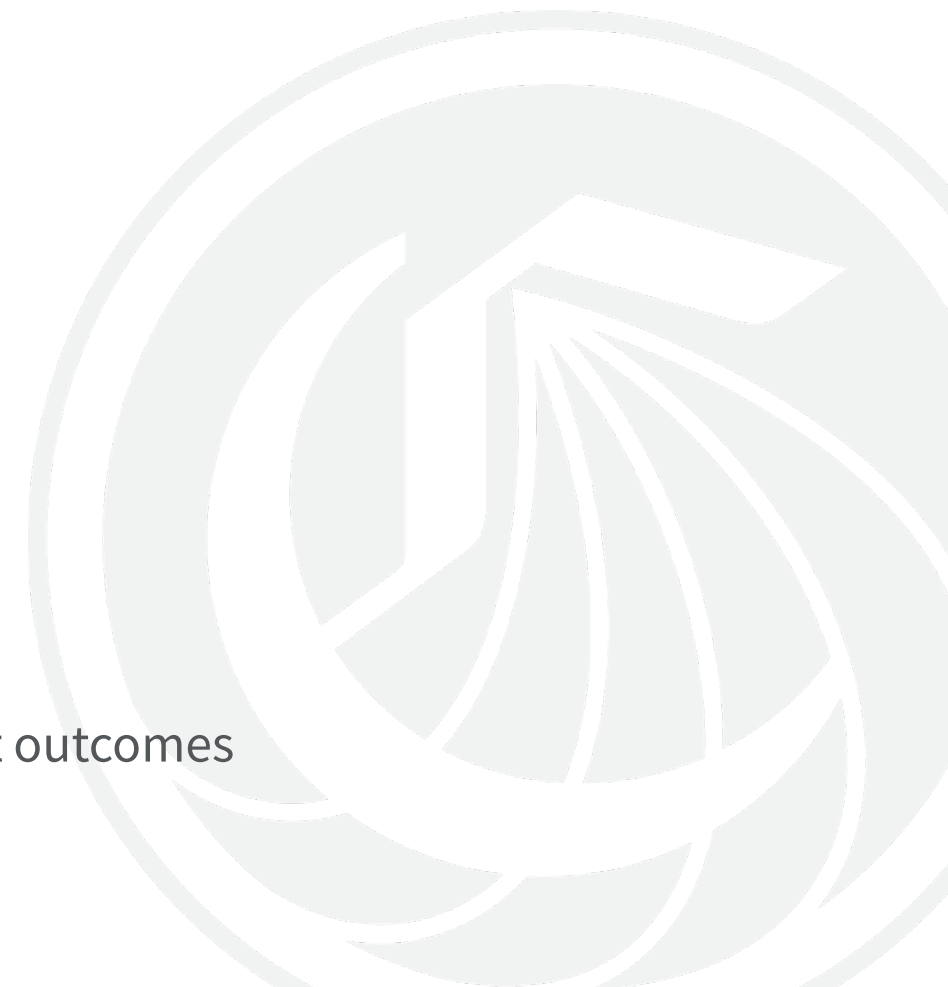
Eligibility

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

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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

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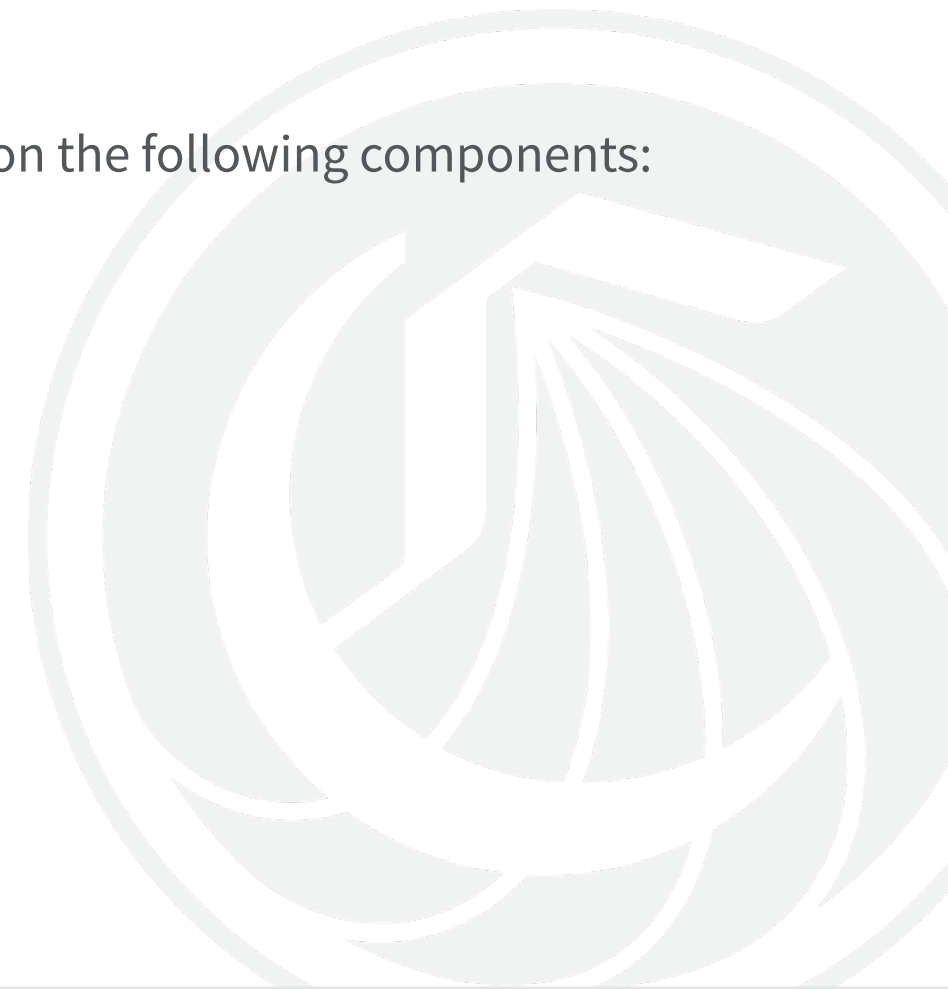
Application Scoring

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

Questions

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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

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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

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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

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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.

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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 CCCCO Approval

Module VII: (4 mon)
- Launch the program

Module VIII: (1 yearr post-implementation)
- Continued action research and scalability

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*Some of these modules will overlap