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
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
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 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

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

<table>
<thead>
<tr>
<th>Application Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Student Population Served</td>
<td>45</td>
</tr>
<tr>
<td>Student Success Metrics</td>
<td>45</td>
</tr>
<tr>
<td>Existing Resources</td>
<td>28</td>
</tr>
<tr>
<td>Existing Partnerships</td>
<td>16</td>
</tr>
<tr>
<td>Direct Assessment Program</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>149</strong></td>
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Questions
Resources

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

<table>
<thead>
<tr>
<th>Module</th>
<th>Duration</th>
<th>Activities</th>
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<tbody>
<tr>
<td>I</td>
<td>6 mon</td>
<td>Establish local infrastructure for innovation</td>
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<tr>
<td>II</td>
<td>3 mon</td>
<td>Select the program</td>
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<tr>
<td>III</td>
<td>9 mon</td>
<td>Design the program</td>
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<tr>
<td>IV</td>
<td>6-12 mon</td>
<td>Obtain regional accreditation and program approval</td>
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<tr>
<td>V</td>
<td>8 – 12 mon</td>
<td>Build Operational Model</td>
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<tr>
<td>VI</td>
<td>3 mon</td>
<td>Obtain CCCCCO Approval</td>
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<tr>
<td>VII</td>
<td>4 mon</td>
<td>Launch the program</td>
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<tr>
<td>VIII</td>
<td>1 year (post-implementation)</td>
<td>Continued action research and scalability</td>
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*Some of these modules will overlap*