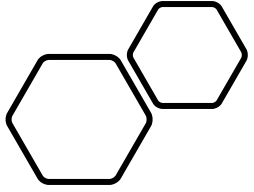# Opportunities in Competency Based Education(CBE)

Spring 2021

Questions to be answered

Overview of CBE

Where are we in the process?

Frequently Asked Questions

Overview of CBE

How will CBE help student learning?

- More open access to degree programs
- Non-Traditional Learners/Students
- Increase Equity and Diversity
- Economic Mobility
- Transparent curriculum and assessment
- Consistent learning requirements
  Self-paced/personalized learning experiences
- Intentional scaffolding towards mastery

Where are we in the process?

Direct Assessment CBE Implementation Blueprint

Module	% of Payment	Estimated Timeline
Participation Seed Funding	19% ($100,000)	Spring 2021
Module 1: Establish local infrastructure for innovation	2% (10,000)	January 2021 – June 2021
Module 2: Select the program	2% (10,000)	April 2021 – June 2021
Module 3: Design the program	33% (170,000)	July 2021 – March 2022
Module 4: Obtain regional accreditation and program approval	5% (25,000)	April 2022 – March 2023
Module 5: Build Operation Module	19% (100,000)	April 2022 – March 2023
Module 6: Obtain CCCCO Approval	0%	April 2023 – August 2023
Module 7: Launch the program	10% (50,000)	September 2023 – December 2023 *Programs begin Spring 2024*
Module 8: Continued action research and scalability		1-year after implementation January 2025

TIMELINE: March 2021 - 2025

Establish Local Infrastructure for Innovation
6 Months

Design the Program
12 Months

Obtain Regional Accreditation & Federal Program Approval
12 Months

Launch Program
12 Months

Phase 1	Phase 3	Phase 4	Phase 6	
Phase 2		Phase 5		Phase 7

Select the Program
3 Months

Build Operational Model
12 Months

Continued Action Research & Scalability
12 Months

Start | Year 1 | Year 2 | Year 3

Completion of milestones in each phase releases the next round of funding.

Information Forums

- ACCJC Webinar
- Spring Opening Week
- Spring Flex Workshop
- FCDC
- E-Board and Senate
- College Council
- Department Sharing
- SGA
- SALT

Approvals Required for Application Submission

- Chancellor
- Board of Trustees
- College President
- <mark>Academic Senate President</mark>
- Chief Business Officer (VP of FAS)
- Chief Instructional Officer (VP of I)
- Chief Student Services Officer (VP of SA)
- Program Administrator
- Student Senate President

FAQs

Frequently Asked Questions

During our department presentations, we have heard the following concerns:

1. Do we have a guarantee from the CSU and UC?/Impact on transfer?
2. What program are we going to pick?
3. How will faculty be compensated?
4. Are all faculty, all courses going to go to CBE?
5. Why are we going to CBE?

Questions/Concerns	Project Year	Module/Milestone for Action
Do we have a guarantee from the CSU and UC? What is the impact on transfer?	1	**Module 2** **Milestone 2.2** Four-year partners have been notified and engaged in the program selection process. **Module 3:** **Milestone 3.12** Acceptability of dual transcripts is reached by four-year institutions (UC,CSU, AICCU). **Milestone 3.13** Transfer agreements from CBE programs to public four-year universities are finalized.
What program are we going to pick?	1	Module 2: Select the program Decision Making process outlined in the Development Team Charter
How will faculty be compensated?	1, 2	**Module 3** **Milestone 3.16** Faculty and staff roles that distinguish instruction, assessment, coaching and student support services are developed. **Milestone 3.17** Faculty workload and labor contracts are negotiated.

Module details are listed in the application.

More Responses to FAQs

Are all faculty, all courses going to go to CBE

- No, one degree program will be selected for the collaborative.

Why are we going to CBE?

- started nationally in 1970s
  - to increase diversity and support equity
- CBE developed to clarify our transcripts and honor student learning
  - society/workforce questioning college degrees
  - nationwide, some colleges closing
  - Google and others use this type of structure and industries honor it
- CBE is a response to current needs and expectations

Additional Information

CBE Information

What is Direct Assessment CBE?

is …	is not …
Student centered and self-paced	Teacher paced or course set
Fixed learning outcomes	Varied learning outcomes (A, B, C, D, grading)
Focused on summative authentic assessment of outcomes	Varied evaluation based on a variety of assignments and tasks
Supported by faculty and staff	Independent study
Based on intentional scaffolding and mastery of competencies	Based on earning passing grades and units

Traditional versus Backwards Design

Step	Traditional Approach	Backward Design
1	Write outcomes and objectives	Write competencies and objectives
2	Develop activities and journey	Create assessments
3	Create Assessments	Develop journey and activities

adapted from Table 2.1 in *Bushway, Deborah J, et al. A Leader's Guide to Competency-Based Education: From Inception to Implementation. Sterling, Virginia, Stylus, 2018.*

CBE Program development

The number of modules is not limited; this diagram is for discussion purposes only.

CBE Program

Module 1

Module 2

Competencies

Competencies

Grades

Authentic Assessments (Summative and Formative)

Grades

Authentic Assessments (Summative and Formative)
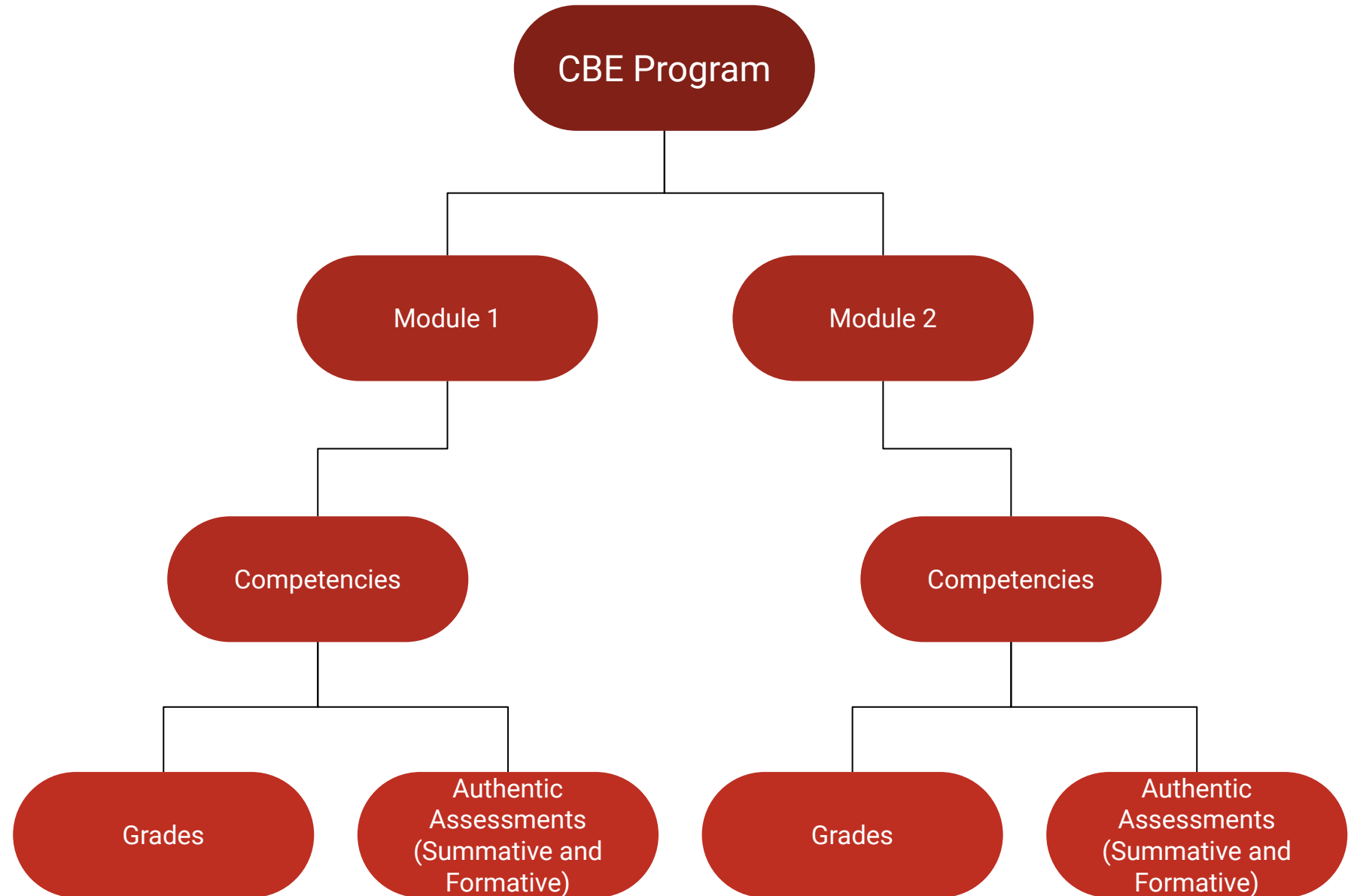
A Deconstruction-Reconstruction Approach to CBE

Step	Description
1	Write each learning outcome (or objective) on a strip of paper. Do this for each course required in a degree program.
2	Code each course learning outcome to track to it original source (course number, outcome number, discipline).
3	Each outcome now "lives" on it's own. Check spreadsheet coding for accuracy.
4	Group related outcomes. Think about what pieces of learning can be bundled together.
5	Write an overarching competency statement that addresses all of the individual outcomes. Not that sometimes an outcome may serve as the overarching outcome.
6	Ensure alignment of the individual outcomes in this category by revising statements for clarity, measurability, and appropriate level of learning.
7	Share the competency statement and supporting outcomes with stakeholder group for feedback. Make adjustments as needed.
8	Bundle, sequence, and scaffold the competencies to create the program schedule.

adapted from Table 2.2 in *Bushway, Deborah J, et al. A Leader's Guide to Competency-Based Education: From Inception to Implementation. Sterling, Virginia, Stylus, 2018.*
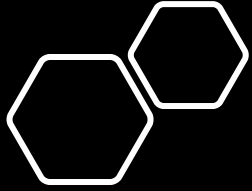
Low Flexibility vs High Flexibility

Scheduling Options:
- 100% nonscheduled online
- 95-99% (zoom or in person orientation/ cohort check-ins)
- Flexible length of modules

Additional Development Concepts for Direct Assessment CBE

- Faculty involvement
- CCCCO approval required
- Collaborative model vs one pilot college
- Dual transcripts
- Multiple summative assessment attempts(3 max)
- New grading symbols
- Integration of student support
- Calendar and Terms

The "Why CBE?" for the CCCCO system

The ultimate goal of this effort is to provide access to degree programs that lead to wage gains and are offered in a flexible, adaptive and innovative modality for students deemed to be "non-traditional learners" – adult learners and students with some college, no degree

BC Examples

MENUS AND RECIPES Proficiency Skill Set	5 Professional	4 Developing	3 Beginning	2 Marginal
Professionalism and Sanitation	Needs no supervision to complete assigned task or cook product and is able to demonstrate to others the required skill or task. Good sanitation standards are practiced.	Needs little supervision to complete assigned task or cook skill or bake product and can demonstrate required skill. No more than one sanitation practices are recorded.	Needs some supervision to assigned task or cook product. No more than two poor sanitation practices recorded.	Needs supervision to comple[te] assigned task or cook produc[t]. [No] more than three poor sanitat[ion] practices recorded.
Preparation and Mise en Place	All ingredients are measured accurately and all necessary equipment is accounted for in advance of cooking.	One ingredient is measured inaccurately or missed, or one piece of equipment is missing before cooking. All steps are followed in the recipes.	One or two ingredients are measured inaccurately or missed. One or two pieces of equipment are missing before cooking. No more than two steps are performed out of order or omitted from the recipes.	No more than three ingredie[nts] measured inaccurately or mi[ssed.] No more than three pieces o[f] equipment are missing befor[e] cooking. No more than two baking. steps are performed [out of] order or are omitted from th[e] recipes.
Cooking Technique or Process	Can choose and accurately use measuring and calculating equipment and tools.	No more than one erroneous application of scaling and measuring. Accurate use of measuring and calculating equipment.	No more than two erroneous applications of scaling or using measuring and calculating equipment.	No more than three erroneou[s] applications of scaling or us[ing] measuring and calculating equipment.
Qualitative Criteria – Ability to write recipes and menus, costing, knowledge of different	Can accurately write recipes and menus and has thorough understand of costing, A.P., E.P., types of menus and standardized recipes.	Write recipes and menus, costing, A.P., E.P., types of menus and standardized recipes.	Able to write recipes and menus costing, A.P., E.P., types of menus and standardized recipes with fewer than two errors.	Able to write recipes and me[nus] costing, A.P., E.P., types of [menus] and standardized recipes wit[h] fewer than three errors.

Example #1: Rubric

Chef Suzanne Tangeman

badgr

EDUC B55: Bridge to Online Learning for Students

This course is intended for students new to learning from a distance or who want gain skills for success in a online learning en
a successful independent online learning, technology self-assessment, netiquette, digital citizenship, and navigating an online
and completing assignments and assessments in a online learning environment as well as forms of online communication av

3 BADGES

Name	Badge
Template Module	
Welcome to EDUC B55!	
Week 1: Independent Online Learning and Time Management	SLO # 1 Use time managment in Online course.
Week 2: Communication and Netiquette	SLO #2 Communicate in Online Course
Week 3: Learning Management Systems	SLO #3 Navigate Online Course

Example #2 Integration of Badging
Dr. Kimberly Bligh

Online Learning
Completion of Introduction to Online Learning Environments

6 BADGES

Name	Badge		Evidence ⑦	Type
Module 1: START HERE - Orientation	🔒 Online Learning Environments Orientation	✕		Comp Modu
Module 2: Introduction to Online Teaching		▾		Comp Modu
Module 3: Digital Learning Theories and Best Practices		▾		Comp Modu
Module 4: Laws and Policies	🛡 SLO #1 - Laws and Policies	✕		Comp Modu
Module 5: Equity and Inclusiveness		▾		Comp Modu
Module 6: Creating Accessible Content	🔲 SLO #3 - Equity and Accessibility	✕		Comp Modu
Module 7: Learning Management Systems	🤝 SLO #2 - Effective Contact	✕		Comp Modu
Reflections	☁ SLO #4 - Analyze and Evaluate Learning Theories	✕		Comp Modu

Example #3 Integration of Badging
Dr. Erica Menchaca

Collaborative Information

Faculty and Staff Involvement

This endeavor will require faculty and staff involvement from development to implementation. During our informational forums please let us know if you would be interested in further exploration/participation.

Note:

- We will be seeking innovative people willing to go into the unknown and beyond!
- Necessary Skills:
  - Open minded
  - Creative
  - Flexible
  - Collaborative

Charter for a Development Team

The Charter is under development and is moving through the review/approval process. The charter will address the following areas:

NAME: Competency Based Education Implementation Team (CBEIM)

CHARGE (Role, Purpose)
TASKS/ROLE
SCOPE OF AUTHORITY
REPORTS TO
COMMUNICATES WITH
MEMBERSHIP, ROLES, and RESPONSIBILITIES
DECISION-MAKING PROCESS

Development Team Stakeholders

Stakeholders will include, but are not necessarily limited, to the following:
- Academic Senate
- Student Services,
- Institutional Research
- Information Technology services
- Academic Technology (curriculum designers)
- Financial Aid
- Admissions and Records
- Scheduler
- Faculty
- Union
- District Office (banner and fees)
- Student ASB rep
- possibly CSUB or industry depending on which program

Collaborative Overview

✔ March 2021 to 2025

💵 $515,000 total

📕 10 college collborative to shape policy

💬 Campus Conversations

👥 Development Team

👉 Enter the unknown

Collaborative Modules Overview

completion of each module releases the next round of funding

(March 2021-2025)

Module 1: Establish local infrastructure for innovation

Module 2: Select the program

Module 3: Design the program

Module 4: Obtain regional accreditation and program approval

Module 5: Build Operation Module

Module 6: Obtain CCCCO Approval

Module 7: Launch the program

Module 8: Continued action research and scalability

Timeline of the Changes to Title 5

- **January 2020:** Chancellor's Office and 5C, with consultation from experts engaged in deep learning around direct assessment CBE

- **June/July 2020:** completion of CBE/Title 5 regulations to guide statewide implementation of direct assessment CBE

- **Nov 2020:** Title 5 regulations adopted by BOG

Resources and Glossary

Resources

- Proposed Title 5 Regulation for Direct Assessment Competency-Based Education
- Competency Based Education Webinar Series – Slide Deck 2
- Competency Based Education Network
- Santa Ana College – Competency Based Education
- A Leader's Guide to Competency-Based Education: From Inception to Implementation
- California Community College - Vision Resource Center
- Capella University Competency Based Education model
- Lumina Foundation and Competency Based Education
- University of Wisconsin System Competency Based Education
- Brandman University Competency Based Education option
- Western Governor's University Competency Based Education
- CCCCO Pending Regulatory Action
- Austin Community College - CBE Texas Consortium
- Texas A&M University Commerce - Institute for CBE
- Northern Arizona Unverisity - CBE
- US Department of Education - CBE and Personalized Learning
- Competency Based Degrees: Coming soon to a campus near you (Chronicle, 2014)
- What is Competency Based Education (College for America, 2017)
- National Survey of Postsecondary CBE (American Institute of Research, 2019)
- CPL and CBE Comparison (California Competes, 2020)
- A Policy on Competency Based Education (ACCJC, 2020)
- What is CBE? A Beginner's Guide for Students (Rasmussen, 2018)
- Helping Students Develop Competencies (Inside Higher Ed, 2019)
- How CBE can lead to a more equitable classroom (Knowledge Works, 2017)
- What to know about CBE (Affordable Colleges Online, 2020)
- A Look at CBE in K-12 (National Conference of State Legislatures, 2018)
- An Equity Framework for CBE (Aurora Institute, 2018)
- Competency Based Education has a History (In Trust, 2017)
- Equity in Competency Based Education (Lumina Foundation, 2014)
- How CBE can help North Carolina achieve Educational equity (EdNC, 2020)

Glossary of Terms
as defined in Title 5

Academic Calendar

A community college district will determine the academic calendar for direct assessment competency-based education programs which must, at a minimum, provide students with sufficient flexibility to demonstrate mastery of competencies at their own pace. The community college district shall consult with the college or district academic senate and determine the appropriate time span for completing direct assessment competency-based education modules. An academic calendar may utilize the following schedule configurations:

· Term: A standard term is a semester, trimester, or quarter where all classes are scheduled to commence and conclude within a set time frame. Districts who wish to use a standard term for direct assessment competency-based education programs must design modules to be completed within a term.

· Nonstandard term: A nonstandard term is not a semester, trimester, or quarter. Nonstandard terms have a fixed start and end date for modules, but the terms may be unequal in length.

· Nonterm: A nonterm schedule configuration does not commence or conclude within a term and module start and end periods may overlap.

Glossary(cont.)

Assessment: A means to determine progress towards mastery (**formative**) or demonstration of mastery of competencies (**summative).**

Authentic Assessment : A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills –Jon Mueller An authentic assessment usually includes a task for students to performs and a rubric by which their performance on the task will be evaluated. In comparison, traditional assessment usually includes multiple-choice tests, fill-in-the-blanks, true-false, matching options in which students select an answer or recall information to complete the assessment.

Competency: Integration of knowledge, skills, and attitudes

Credit hour equivalent: (a) a credit hour is an amount of student work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than the standard used for credit instruction.(b) The determination of credit hours awarded for a competency-based education module is a curricular matter that includes consideration and review of multiple components.

Direct Assessment: A measure designed to provide evidence of the student proficiency

Direct Assessment CBE Program: A degree program offered in a series of modules

Glossary(cont.)

Dual transcripts: Students in direct assessment competency- based education programs will have dual transcripts in which (1) the competency-based transcript shall use the evaluative and non-evaluative symbols of M, M+, and PW. (2) The credit-hour equivalency transcript shall translate competencies into the traditional credit-hour units to calculate grade point average.

Grading

· M=Mastery. This symbol is assigned when the student has obtained at minimum 80% on a summative assessment An evaluative symbol of M will be translated into a letter grade of "B" with a grade point of 3.0.

· M+ = Mastery with Distinction. This symbol is assigned when the student has obtained at minimum 90 percent on the summative assessment. An evaluative symbol of M+ will be translated into a letter grade of "A" with a grade point of 4.0.

· PW = Progress Withdrawal. This symbol is assigned when demonstration of mastery is not met after three (the maximum) summative assessments attempted

Glossary (cont.)

Module: A set of degree applicable credit bundles which include organized sequences of content. Each module shall include competency outcome statements, competency description, learning objectives, topics of study, learning activities, method for substantive faculty interaction, and documentation of the method of assessment including any formative assessment assignments and summative assessment rubrics.