

Equity through Innovation in Teaching and Learning:

Systemwide Implementation of Direct Assessment CBE



California
Community
Colleges

Overview

- Overview of Competency-based Education
- The Case for Direct Assessment Competency-Based Education (CBE)
- System-wide Implementation of Direct Assessment CBE
- Direct Assessment Collaborative
- Application Process
- Questions and Discussion

Brief Overview

Webinar 1 of 3: Competency-Based Education

- Competency-Based Education: What Is It and How Is It Different from our Current Offerings?

Webinar 2 of 3: Competency-Based Education

- Competency-Based Education: What Is It and How Is It Different from our Current Offerings?

CBE Collaborative Webinar (10-15-20)



Introductions

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Overview of Competency-Based Education

CBE Focuses on Mastery of Competencies

Credit Hour Model...

based on *seat time*
originally designed to
determine faculty pensions
and not as a measure of
learning.

Credit Hour is current basis
for awarding financial aid,
faculty workload & degree
completion.

["Cracking the Credit Hour"](#) by Amy Laitinen

**Competency Based
Education...** moves beyond
seat-time focusing on *mastery of
competencies*, through *learning
activities and experiences* that
align with clearly defined
programmatic outcomes.

Hours will vary, but the *learning
is fixed*.

Often fully online modules.

Flexible academic calendar term
options.

Competency-based education is and is not....

CBE is...	CBE is not...
Time is variable with program offered in a flexible, self-paced approach	Learner works at course-set pace with pre-determined schedule of assignments, activities, etc. with true beginning and end dates
Learning is fixed requiring demonstration of mastery of each competency	Learning varies with passing course grade (i.e., A, B, C, D)
Determined by rigorous summative authentic assessment focused on meeting core outcomes and competencies	Student evaluation varies based on accumulation of activities, exams, projects, discussion, attendance, etc.
Student learning supported by faculty and staff throughout learning journey	Independent study (i.e., students learn on their own and then take final exam)
Completion of program is based on mastery of intentionally designed scaffold of all competencies	Achievement of credential is based on passing grades and credit-hours (i.e., 60 credit hours=AA/AS)

Direct Assessment CBE

- not based on academic terms or credit hours
- bases both the evaluation of student achievement and the award of a degree or credential solely on the demonstration of competencies
- students proceed at their own pace rather than progressing through courses offered in a traditional academic term
- conventional grades are not necessarily assigned
- students are expected to demonstrate the competency at a high level of achievement
- establishes “credit-hour equivalencies” for the student learning outcomes

How is CBE Different?

- CBE is not CPL: Credit for Prior Learning (CPL) is the awarding credit to eligible students based on previous collegiate-level learning, often in a non-accredited space, outside of a recognized college classroom.
- Shifts in thinking from traditional instruction
- From courses to modules
- From seat time as a partial measure of learning to demonstration of competencies as a measure of learning
- From fixed semesters and starting points to rolling “non-terms” and frequent individual starting points
- From average is adequate to mastery at a minimum
- From grading based on a collection of activities, exams, etc., to achievement of mastery based on completion of 80% on a rigorous authentic summative assessment
- From faculty at the center of the learning experience to students at the center



The Case for Competency-Based Education

The Equity Imperative

- We have made substantial progress toward closing opportunity 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

Student Perspective 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

Why Should We Implement Direct Assessment Competency-Based Education?

- Teaching & learning must evolve to meet student's needs
- Students needs programs that are flexible and personalized
- Career and transfer preparation is essential to the future of our state and our system
- CBE is an economic mobility lever for students
- CBE can flex with changing technologies, employer demands, and unexpected societal shifts
- CBE will help us meet our goals (Vision for Success)

System-wide Implementation of Direct Assessment Competency-Based Education

Process

- From Dec 2019 – June 2020
- Engaged in deep learning around competency-based education for the purpose of identifying regulatory barriers to direct assessment competency-based education.
- Goal: Draft a package of regulatory language for statewide implementation of Direct Assessment

CA Community College Chancellor's Office

System leadership:
Chancellor
Executive Vice
Chancellor
Ed Services Division
Leaders:
Vice Chancellor
Program Specialist

CA Community College Curriculum Committee (5C)

Academic Senate
Representatives
Faculty Members
Academic Affairs
Professionals
Articulation Officer
Chief Instructional
Officers

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

Title 5 Regulations

- The California Community College Curriculum committee drafted and approved a direct assessment CBE regulatory package during Spring 2020
- The regulations were adopted by the Board of Governors November 2020

Direct Assessment Competency-Based Education Collaborative

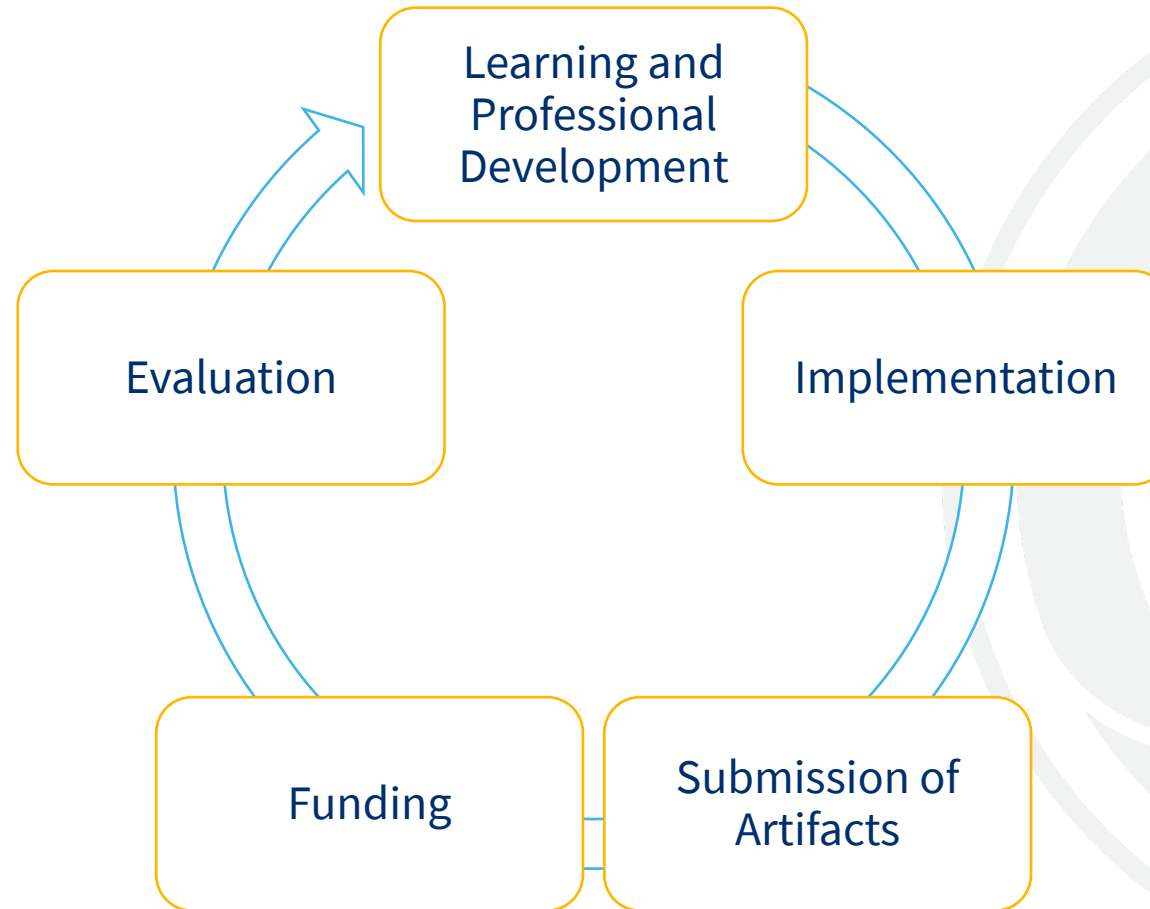
Collaborative Objectives

- Identify college of early implementors
- Goals:
 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.

Collaborative Process

- Timing: Spring 2021 – Spring 2025
 - Launch May 2021
- Application for funding process
- Selected colleges participate in a collaborative
- Continuous cycle of learning and innovation
- Engage leaders from all corners of a college community

Collaborative Process



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 Example

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 of 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 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

Who will be involved?

- Implementation Committee should include cross department representatives, including representatives from the local academic senate, student services, institutional research, information technology services, and financial aid
- Implementation Committee should include diverse representation of college departments and students
- The following individuals and groups will need to be actively engaged in preliminary planning, support for the effort, and participate as needed
 - Governing Board, College President, and Lead Administrators
 - Academic Senate
 - Program faculty and program administrators (for selected program)
 - Academic Services
 - Counseling and Advising; Financial Aid
 - Information technology
 - Institutional Research
 - Human Resources
 - Student Senate

Application Process



Application Components

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



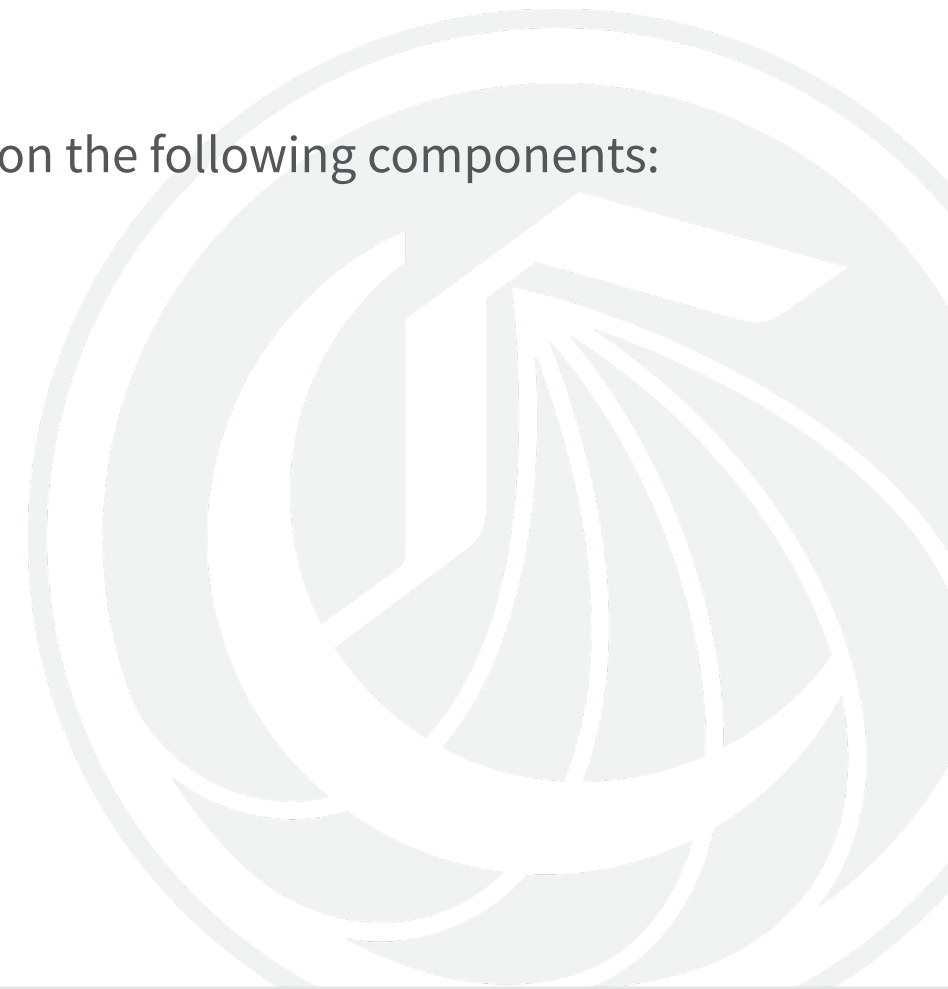
Pre-Application Process Activities

- 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
- Applications due March 5th, 2021

Selection 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 attained Vision Completion Goal
- Existing Resources & Partnerships
- Direct Assessment Program



Funding



Funding CBE Collaborative Programs

Program 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 products 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.

Funding CBE Collaborative Programs

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

Collaborative Program Timeline

September 2020	<ul style="list-style-type: none">• Proposed Direct Assessment Regulations Presented at Consultation Council• Proposed Direct Assessment CBE Regulations First Reading at BOG
October 2020	<ul style="list-style-type: none">• CBE Collaborative Webinar• Collaborative Interest Form
November 2020	<ul style="list-style-type: none">• Applications available
March 2021	<ul style="list-style-type: none">• Collaborative Program Application due
April 2021	<ul style="list-style-type: none">• Selected colleges will be notified
May 2021	<ul style="list-style-type: none">• Direct Assessment CBE Collaborative Launch
Fall 2021	<ul style="list-style-type: none">• Learning Session

Questions and Discussion

What are common misconceptions about competency-based education?



For those of you who have experience with CBE programs, does this resonate? How does this differ from your previous experiences?

What role can you as Regional Coordinators play in supporting the collaborative?

Q & A



Thank you!



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