



Competency Based Education: Building Equitable Education In the CCCCO's Pilot

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Presentation to the members of the Academic Senate for California Community Colleges

What is the Competency Based Education (CBE) Grant?

- \$515,000 over 4 years
- Establishes collaborative of up to ten colleges (eight selected)
- Allows Coastline to remain leaders in innovative education
- Empowers Coastline to influence state policy on CBE
- Supported by the Board of Trustees
- Expected increase in enrollments (unaddressed student market)

Pilot Colleges – Grant Recipients

- Bakersfield – Culinary Arts AS
- Coastline – Management AS
- East LA – Technology & Logistics AS
- Madera – Business Administration AS
- Merced – Child Development AS
- Mt. San Antonio – Kinesiology
- Shasta – Early Childhood Education AS
- Southwestern -Automotive Technology AS



What is CBE?

- Intentional and transparent approach to curricular design
- The **time** it takes to demonstrate competencies *varies*
- The **demonstration** of competencies is held *constant*
- Students learn by **engaging in learning exercises**, activities and experiences
- Students receive **proactive guidance and support from faculty and staff**
- Learners earn credentials by **demonstrating mastery** through multiple forms of assessment, often at a personalized pace





Title 5 CBE Definition

Direct assessment competency-based education is an **intentional outcomes-based equity-minded approach** to earning a college degree with the expectations of **learning held constant**, but time is **variable** through a **flexible**, self-paced, high-touch and innovative learning practice.

The goal of competency-based education is to empower students in their learning journey by providing a personalized, flexible, adaptive, and culturally responsive curriculum with which students can engage; it allows students to demonstrate mastery of learning and the achievement of competencies at their own pace aided by customized instructional and student service support.

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 scheduled 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 student (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)



Institutions with Direct Assessment Authority

- American Public University System (Charles Town, WV)
- Boston Architectural College (Boston, MA)
- UMass Global (Irvine, CA)
- Capella University (Minneapolis, MN)
- Grace College and Theological Seminary (Winona Lake, IN)
- Southern New Hampshire University (Manchester, NH)
- SUNY Empire State College (Saratoga Springs, NY)
- University of Wisconsin – Milwaukee (Milwaukee, WI)
- Walden University (Minneapolis, MN)

CBE at Coastline College

Our History of innovation

Coastline College/Southwestern College

Management A.S. Program Structure

LEGEND

- English
- Math
- Communication Studies
- Business
- Computer Information Systems
- Ethnic Studies
- Philosophy
- Accounting
- Geology

BLOCK 1	Written Communication <i>4 credits: ENG C100</i>	Financial Acumen I <i>3 credits: MATH C101</i>
BLOCK 2	Comm and Active Listening <i>3 credits: CMST C100</i>	Financial Acumen II <i>3 credits: BUS C120</i>
BLOCK 3	Technology Savvy I <i>3 credits: CISC105</i>	Sensitivity <i>3 credits: ETHN C233</i>
BLOCK 4	Drive & Energy I <i>2 credits: BUS 282</i>	Organization & Planning <i>3 credits: BUS C101</i>
BLOCK 5	Functional Expertise <i>3 credits: BUS C139</i>	Relationship Building <i>3 credits: MGMT C115</i>
BLOCK 6	Business Thinking <i>3 credits: BUS C100</i>	Integrity <i>3 credits: PHIL C140</i>
BLOCK 7	Conflict Management <i>3 credits: CMST C140</i>	Presentation Skills <i>3 credits: CMST C110</i>
BLOCK 8	Financial Acumen III <i>3 credits: ACCT C116</i>	Team Management <i>3 credits: MGMT C100</i>
BLOCK 9	Prob Solv & Decision Making <i>3 credits: GEOL C121</i>	Technology Savvy II <i>3 credits: CISC205</i>
BLOCK 10	Drive & Energy II <i>3 credits: BUS Ca283</i>	Influence <i>3 credits: MGMT C144</i>



The Perfect Pair: Industry Certificates + CBE

INDUSTRY CERTIFICATES

Focused, skill-oriented, hands-on

Real World Skill Application

Meet Changing Industry Needs

CBE

Mastery of specific skills & knowledge

Performance Based Assessments

Agile and Responsive Curriculum

Unlocking Potential: Collaborating with External Stakeholders

- Establish Common Ground
 - Identify desired learner outcomes
 - Ensure value for external stakeholders
- Remain Adaptable
 - Be open to adjusting strategies based on feedback
- Demonstrate Effectiveness
 - Provide examples of other licensing agencies partnering with CBE



Building an Operational Model Cont.

- A&R Processes
- Financial Aid Processes
- Board Policies
- Outreach
- Marketing
- Navigating multiple bureaucracies
 - Coastline was the first community college in the nation to receive Direct Assessment approval from an accreditor (ACCJC Approval)
 - Coastline has submitted to CO for approval to submit to DOE

Best Practices

- Keep students at the center
- Collaborative approach through faculty- admin partnerships & institutional buy in
- Tolerance for ambiguity
- Strategic risk taking
- Future-proof your college
- Know that investment is front-Heavy



Southwestern College

Competency-Based Education

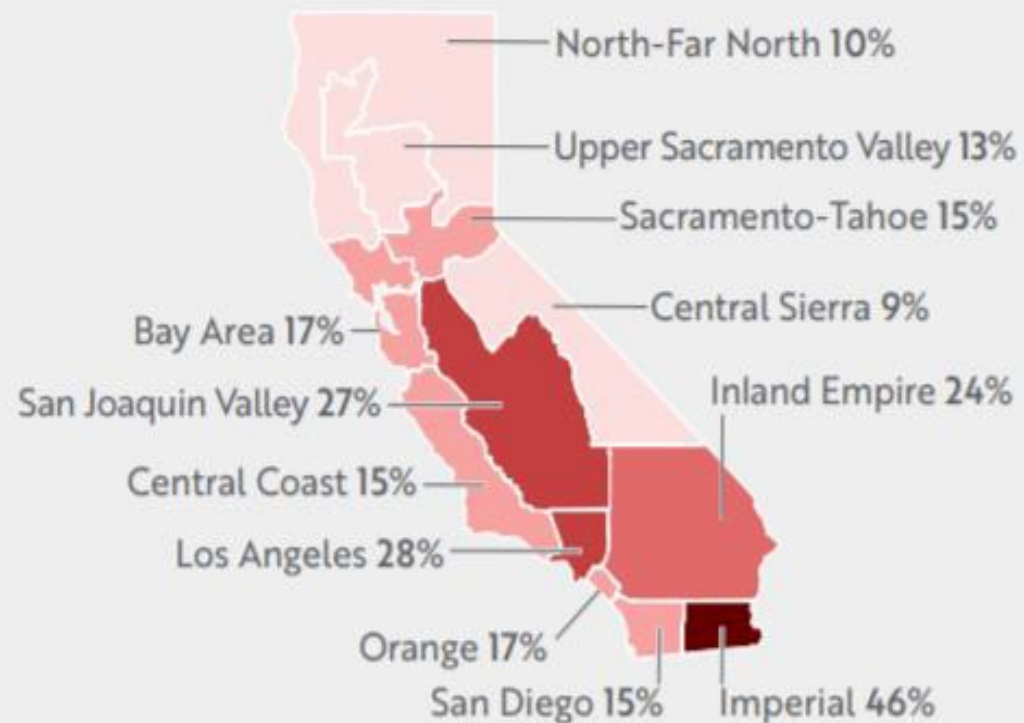


Get Ready: 5.1 Million Adults Plan to Enroll in College



One in five adults in California intend to enroll within 2 years.

Estimated intent of California adults to enroll in higher education, by region





Demographics

Married 12 years

Female

Age 35-40

Two girls ages 7 and 10

Working with her family's business since high school

HS Diploma with one semester of community college

Served four years in the military

Annie the Auto Tech Student



Goals

- Wants a degree in Automotive Technology from an ASE accredited college
- Wants to manage the family business



Responsibilities and Challenges

- Cares for young children and aging parents
- Manages the business while attending school
- Needs financial aid for school



Influences and Decision Points

- Family members (in the business for years)
- Customers
- Social Media
- Other ASE certified mechanics

So How Would This work?

Students enroll in a program, not in courses

Competency statements are equated to units based on expected learning time, intensity, existing courses

Competencies are cross-walked to unit-bearing courses to determine credit value for financial aid SAP, transcripts, etc.

Students demonstrate mastery of competencies through formative (teaching) and summative assessments

Credit is transcribed on a CBE transcript AND a credit transcript based on crosswalks

Students demonstrate mastery of competencies according to their schedules

Academic terms and multiple start dates allow for flexibility

Competencies (AT Program & Gen Ed)

- Look to ASE industry standard to write program competencies
- Curriculum process interrogated existing curriculum to ensure traditional program is ASE aligned
- Competencies grouped into “CBE Modules” cross walked to existing courses
- New “Auto Safety” course created to capture shared competencies
- GE statements written by cross-discipline faculty groups, vetted by Academic Senate
- Based on Degree Qualifications Profile, SWC/CSU/UC GE Outcomes
- Process included creating contextualized assessment examples to show relevance of GE to an Auto Tech student
- Cross-walked to courses for purposes of Fin Aid, staffing, and transcription

Auto Tech Competency Modules

Automotive Shop Safety

Introduction I

Introduction II

Electrical I

Brakes

Suspension

Engine Repair

Manual Transmission

Automatic Transmissions

HVAC

Electrical II

Engine Performance I

Engine Performance II

SMOG Level I

SMOG Level II

General Education: English Composition

General Education: Oral Communication
and Critical Thinking

General Education: Mathematical
Concepts and Quantitative Reasoning

General Education: Arts and Humanities

General Education: Social and Behavioral
Sciences

General Education: Natural Sciences



CBE: Critical Program Components

Program Design

- Competencies and modules*
- Credit hour equivalencies*
- Assessment plan*

Faculty and Staff

- Description of faculty and staff model (with RSI) and roles*
- Description of student support services*

Policies

- Board policy changes adopted
- Academic calendar policy
- Redirection and transfer policy
- Financial aid policies

Technology

- Identify new or enhanced technology needs
- Re-envision current systems (e.g., Canvas, Colleague) to meet CBE needs
- Process to accommodate dual transcripts
- Flexible calendar program certification

**Items required for ACCJC submission; DOE requires the same items + financial aid policies*

Coastline College/Southwestern College

Areas of Common Questions

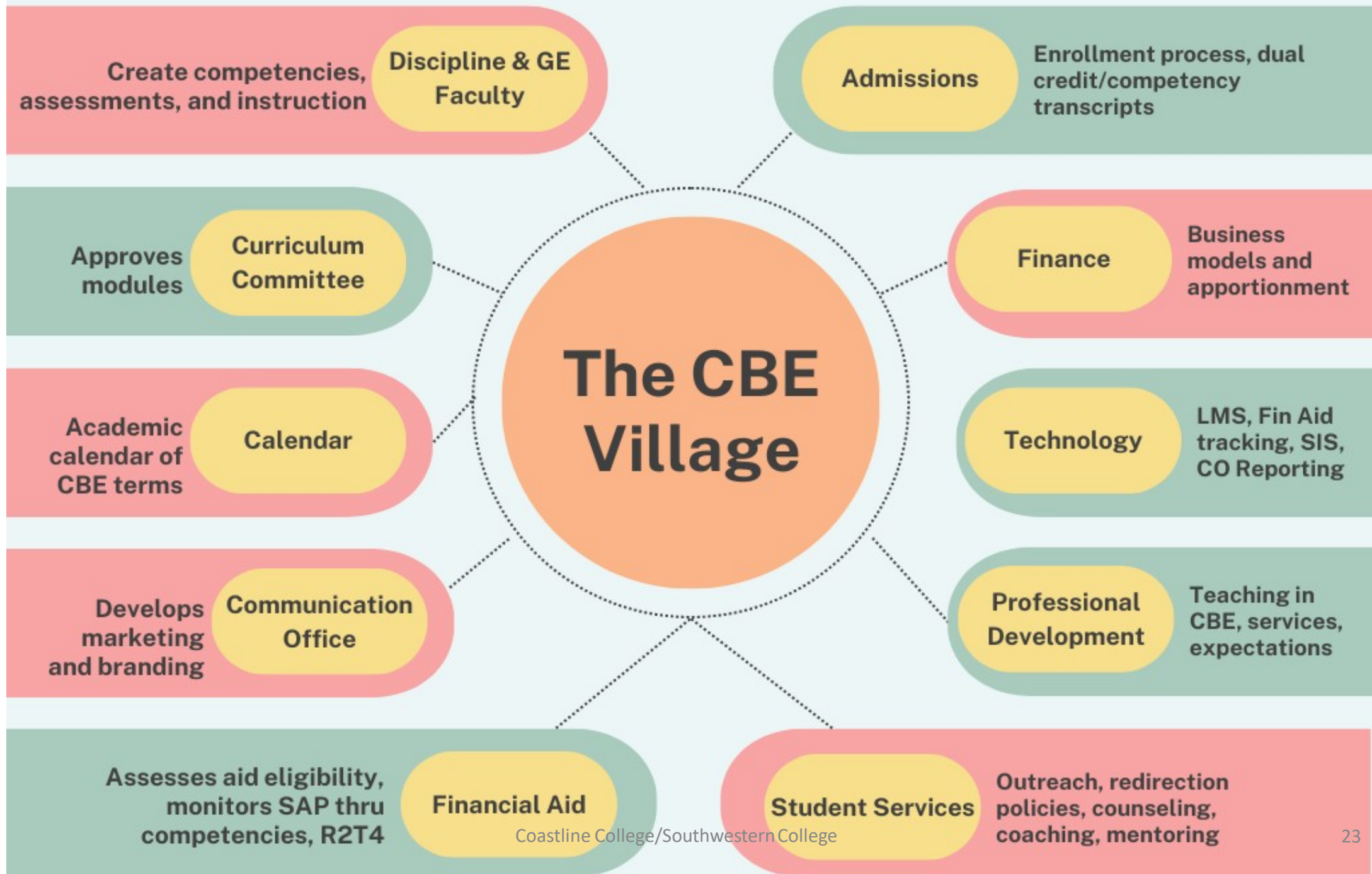
Faculty Workload and Selection

Enrollment and Funding Models

Academic Calendars

General Education

Financial Aid



Meet the Southwestern Team!

- Randy Beach, CBE Faculty Co-Lead and Curriculum Committee Faculty Chair, rbeach@swccd.edu
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- Suzanne Woods, Director of Financial Aid and Veterans Services, swoods@swccd.edu

Resources

- **Book: A Leader's Guide to Competency Based Education** *By Charla S. Long, Deborah J. Bushway, and Laurie Dodge*
- **Book: Students First: Equity, Access, and Opportunity in Higher Education** *By Paul LeBlanc*
- **Competency Based Education Network (CBEN)** website and conference
<https://www.cbenetwork.org/>
- **Chancellor's Office webinars and presentations** (recordings posted in the Vision Resource Center)
- Colleagues at the 8 pilot colleges, including us!

Coastline Team Key Contacts

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