Committee on Transfer and Articulation

Competency-Based Education

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02/19/16
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General Overview – CBE vs. Traditional Face – to – Face

16-Week Course

CBE Format – Course Length Will Vary
General Overview – CBE vs. Traditional Face – to – Face

16-Week Course

CBE Format – Course Length Will Vary
### WHAT Competency-Based Education LOOKS LIKE

The shape and depth of competency-based education (CBE) shifts each time a college or university starts a CBE program, because each institution’s needs are different. Generally speaking, however, CBE programs distinguish themselves by “clearly defining and communicating what their graduates are required to know and be able to do” according to a report for the National Institute for Learning Outcomes Assessment. What follows are cross-sections of postsecondary elements meant to illustrate a spectrum of CBE, from the most traditional to the more experimental. While necessarily non-exhaustive, the illustration is meant to give a quick introduction to how learning and other aspects of college and university work can differ according to how much CBE is applied.

<table>
<thead>
<tr>
<th>More conventional</th>
<th>“Middle of the Road”</th>
<th>Less conventional</th>
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<tbody>
<tr>
<td><strong>EDUCATIONAL MODEL</strong></td>
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<tr>
<td>[image] Competencies embedded in courses</td>
<td>[image] Some courses</td>
<td>[image] No formal classes</td>
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<tr>
<td>Faculty and Textbooks</td>
<td>Unbundled content</td>
<td>Tolerable to open educational resource</td>
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<td>Competency-based assessments</td>
<td>Prerequisite assessment</td>
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<tr>
<td><strong>FACULTY ROLE</strong></td>
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<tr>
<td>Vertically Integrated Roles: Designing and Teaching and Assessing and Advising</td>
<td>Partially Disaggregated Roles: Designing and/or Teaching and/or Assessing and/or Advising</td>
<td>Disaggregated Roles: Designing or Teaching or Assessing or Advising</td>
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<tr>
<td><strong>LEARNING SUPPORT</strong></td>
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<tr>
<td>Faculty-based advising</td>
<td>High level of coaching and mentoring at the institution or through a contracted service</td>
<td>Online mentoring</td>
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<td>Informal learning groups</td>
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<td><strong>TECHNOLOGY</strong></td>
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<tr>
<td>Web enhancements to classroom-based course</td>
<td>Online delivery</td>
<td>Adaptive learning</td>
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<tr>
<td><strong>TYPICAL STUDENTS</strong></td>
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<tr>
<td>More traditional students</td>
<td></td>
<td>Non-traditional</td>
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<tr>
<td>May be employed part-time</td>
<td>Some postsecondary experience but no degree</td>
<td>Some work experience</td>
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<td></td>
<td>School and work highly integrated</td>
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<tr>
<td><strong>FEE STRUCTURE</strong></td>
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<tr>
<td>Time-bound</td>
<td>Fully competency-based</td>
<td>Subscription model (all you can learn within a given time)</td>
</tr>
<tr>
<td>Pay per term or credit hour</td>
<td>Title IV eligible with special approval</td>
<td>Direct assessment</td>
</tr>
<tr>
<td>Title IV eligible</td>
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<td>Not Title IV eligible</td>
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The Spectrum of CBE Models

Courses with competency-based learning outcomes

- Calendar-based
- Credit hours
- Traditional Faculty Model

Competency-based Courses

- Self-Paced
- Credit hours
- Unbundled Faculty Model

Direct Assessment

- Self-Paced
- No credit hours
- Unbundled Faculty Model

Many Institutions

WGU

SNHU, Capella

NEW AMERICA
What do we know so far?

What is CBE NOT?

- CBE is NOT for every student!!!
- CBE may NOT be for every program or course of study!!!
- CBE is NOT interpreted the same way at every school!!!

What do we think CBE is?

- CBE IS an incredibly exciting opportunity for our self-motivated, high locus of control students with some work experience.
- CBE IS a self-paced, distance-based/hybrid, and student-controlled delivery modality.
- CBE IS a platform that necessitates the concept of Navigation.
Faculty Role

- Course Design
- Create Learning Materials
- Select Learning Materials
- Delivery of Content
- Academic Assistance
- Facilitation of Student Group Activities
- Design/Select Assessments
- Program Orientation
- Monitor Student Engagement and Progress
- Intervention Referral of At-Risk Students
- Institutional Academic Support for At-Risk Students
- Academic Advising
- Technical Support
- Program Admissions
- Career Counseling
CBE as a Delivery Modality

Educational Course 101 – Introduction to Really Cool Stuff

Common Course Content – Anticipated Outcomes/Competencies are Symmetrical

Different Modalities to Deliver the Same Content

- Face to Face
- Online
- Hybrid
- CBE

Sinclair Community College Method
Registrar Implications

- CBE comes in three varieties
  - Course Equivalent
  - Direct Assessment
  - Hybrid

- Transcripts
  - Course equivalencies
  - Competencies
  - Badges
  - Grades

- Federal Definition of a Credit Hour

- Parts of term
Parts of Term – Subscription Based

January

Term 1

Term 2

Term 2

Term 1

All You Can Eat
Parts of Term – Semester Based

Term 1 – 16 Weeks
- September 14 to December 11

Term 2 – 12 Weeks
- October 12 to December 11

Term 3 – 8 Weeks
- November 9 to December 11

Term 4 – 4 Weeks
- August 17 to December 11

Full or Part time??
Part – Time Only?
Financial Aid Implications

- Standard Term

- CBE credit-based programs are approved through the PPA
  - Direct assessment requires additional steps

- Multiple start dates =
  - Multiple cost of attendance budgets
  - Multiple attendance verifications
  - Multiple disbursement dates

- Satisfactory Academic Progress policy
Accreditation Implications

- **Department of Education**
  - March, 2013 – Dear Colleague Letter GEN-13-10, Applying for Title IV Eligibility for Direct Assessment (Competency-Based) Programs
  - December, 2014 - Dear Colleague Letter GEN-14-23, Competency-Based Education Programs- Questions and Answers - Clarifies Credit-based approach vs. Direct Assessment approach
  - Requires application to update Title IV Program Participation Agreement (PPA) and the Educational Programs section of the institution's Eligibility and Certification Approval Report (ECAR)

- **Council of Regional Accrediting Commissions (C-RAC)**
  - June, 2015 - Announced Common Framework for Defining and Approving Competency-Based Education Programs, providing guidance on
    - Credit-based approach
    - Direct Assessment approach
    - Hybrid approach
    - Evaluation considerations
  - CBE programs require HLC substantive change approval, work closely with HLC Liaison

- **Missouri Department of Higher Education (MDHE)**
  - Alteration of program delivery modality from traditional to CBE requires MDHE communication, but not Coordinating Board of Higher Education (CBHE) approval
Competency-Based Education Network

A group of colleges and universities working together to address shared challenges to designing, developing and scaling competency-based degree programs. Funded by the Lumina Foundation.

- Antioch University
- Brandman University
- Broward College
- Capella University
- Central New Mexico Community College
- Charter Oak State College
- City University of Seattle
- Concordia University (WI)
- Danville Community College
- Davenport University
- DePaul University
- Excelsior College
- Kentucky Commonwealth
- Kentucky Community & Technical College System
- Lipscomb University
- Lord Fairfax Community College
- Los Angeles Trade-Technical College
- Northern Arizona University
- Purdue University
- Rasmussen College (MN)
- Salt Lake Community College
- Southern New Hampshire University
- Southwestern College (KS)
- Texas Higher Education Coordinating Board (South Texas College And Texas A&M University-Commerce)
- Thomas Edison State College
- University of Maine At Presque Isle
- University of Maryland University College
- University of Michigan
- University of Texas System
- University of Wisconsin-Extension
- University System of Georgia
- Walden University
- Westminster College

Source: [www.cbenetwork.org/about/](http://www.cbenetwork.org/about/)
WGU Community College Partnership

In 2012, WGU partnered with eleven community colleges across the country to discover how they could create CBE programs within the campus systems and structures they already had in place. Funded by the Bill & Melinda Gates Foundation and US Department of Labor.

- Western Governor’s University (WGU)
- Austin Community College (TX)
- Bellevue College (WA)
- Broward College (FL)
- Columbia Basin College (WA)
- Ivy Tech Community College Fort Wayne (IN)
- Ivy Tech Community College Lafayette (IN)
- Lone Star Community College (TX)
- Sinclair Community College (OH)
- Community College of Spokane (WA)
- Valencia College (FL)

Source: cbeinfo.org/about-cbe/emerging-programs/
CBE Jump Start Program

CAEL has provided fourteen institutions with special training/professional development for faculty and staff on competency-based education. Funded by the Lumina Foundation.

- Kalamazoo Valley Community College, Kalamazoo, Michigan
- Los Angeles Trade Technical College, Los Angeles, California
- The New School, New York, New York
- Golden Gate University, San Francisco, California
- LeTourneau University, Longview, Texas
- Indiana University-Purdue University, Indianapolis, Indiana
- Valdosta State University, Valdosta, Georgia
- Minnesota State Colleges and University System, Minnesota
- Community College of Philadelphia, Philadelphia, Pennsylvania
- Davenport University, Grand Rapids, Michigan
- Pace University, New York, New York
- University of Toledo, Toledo, Ohio
- Granite State College, University System of New Hampshire, New Hampshire
- Missouri Department of Higher Education/Missouri Community College Association, Missouri

Implementations of CBE

- Most programs are in Business and Information Technology.
- Most programs are in early stages of implementation.
- Although there was coordination with General Education for core courses, all programs were developed within CTE.
- All schools used an alteration of the WGU “faculty role disaggregation.”
- Most schools used a standard term-based approach.
- CBE programs are not for every student. Institutions typically prescreen students and admit only those that are likely to succeed in the format.
- Online content delivery or hybrid online with face-to-face labs and assessments.
What have we done to learn?

- WGU CBE Presentation
- CAEL JumpStart
- CBE4CC
- NASFAA Task Force on Innovative Models in New Orleans
- Webinar: How Univ. of Wisconsin used their LMS to Deliver CBE
- CBExchange
- CBE Subcommittee of the Jefferson College Accreditation Committee
- And we have read...
…A Bunch!!!

https://goo.gl/hyiatb
“A Coalition of the Willing”!!!

- Chris DeGeare and Kim Harvey spoke at “President’s Leadership Council” 2014
- Chris DeGeare and Linda Abernathy spoke at “All Faculty Meeting” 2015
- Richard Stephenson spoke at Division Meetings across campus, soliciting feedback from faculty
- Kenny Wilson and Michael Booker spoke at the “Jefferson College Opening Week” 08/14/2015
- CBE Subcommittee’s “Discovery Document” was approved by the Accreditation Committee in February, 2016.
  - To be fully vetted in the spring semester with completion by May, 2016
Where are we now?

42  LOST AND FOUND

FOUND: COCKATIEL, grey w/yellow face, orange cheeks. Sunday, April 9, Coquitlam and Port Moody border. 604-762-8749

Where is JC now?

- Electronics Technology Certificate Program
  - Built on competencies.
  - Can be aggregated as credit-hour based coursework.
  - Can be disaggregated as Accelerated CBE.

- ET was launched in spring 2016 semester for first cohort.

- ET certificate is Competency-Based Learning NOW.

- We hope to roll it out as Competency-Based Education in the fall of 2016.

- We are looking at other programs outside of the grant that could be delivered in a CBE model. **Stay Tuned**
Thank you for your time and attention!!!