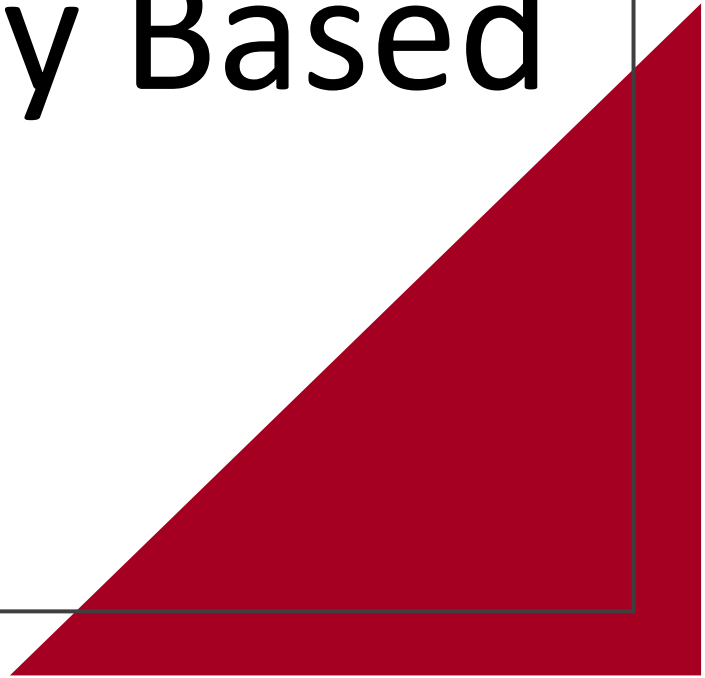
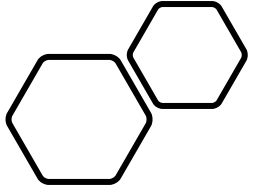


Erica Menchaca
and Jennifer
Johnson
January 27, 2021

Opportunities in Competency Based Education





Questions to be answered

What does the CCCCCO say?

What is direct assessment CBE?

What are the next steps for BC?

How did the CCCCO system get here?

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.

Innovative Changes in Title 5

- **January 2020:** CO 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

Key Concepts of Direct Assessment CBE

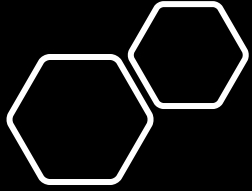
- CCCCO approval required
- Collaborative model
- Dual transcripts
- Summative assessment attempts
- Grades
- Integration of student support
- Calendar and Terms
- Faculty involvement

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

How will CBE help student learning?

- Transparent curriculum and assessment
- Authentic assessment of core outcomes/ objectives/ competencies
- Self-paced learning experiences
- Economic Mobility with micro credentials (badging)
- Consistent learning requirements
- Intentional scaffolding towards mastery
- Increase Equity by removing barriers



Low
Flexibility vs
High
Flexibility

definitions

100% nonscheduled

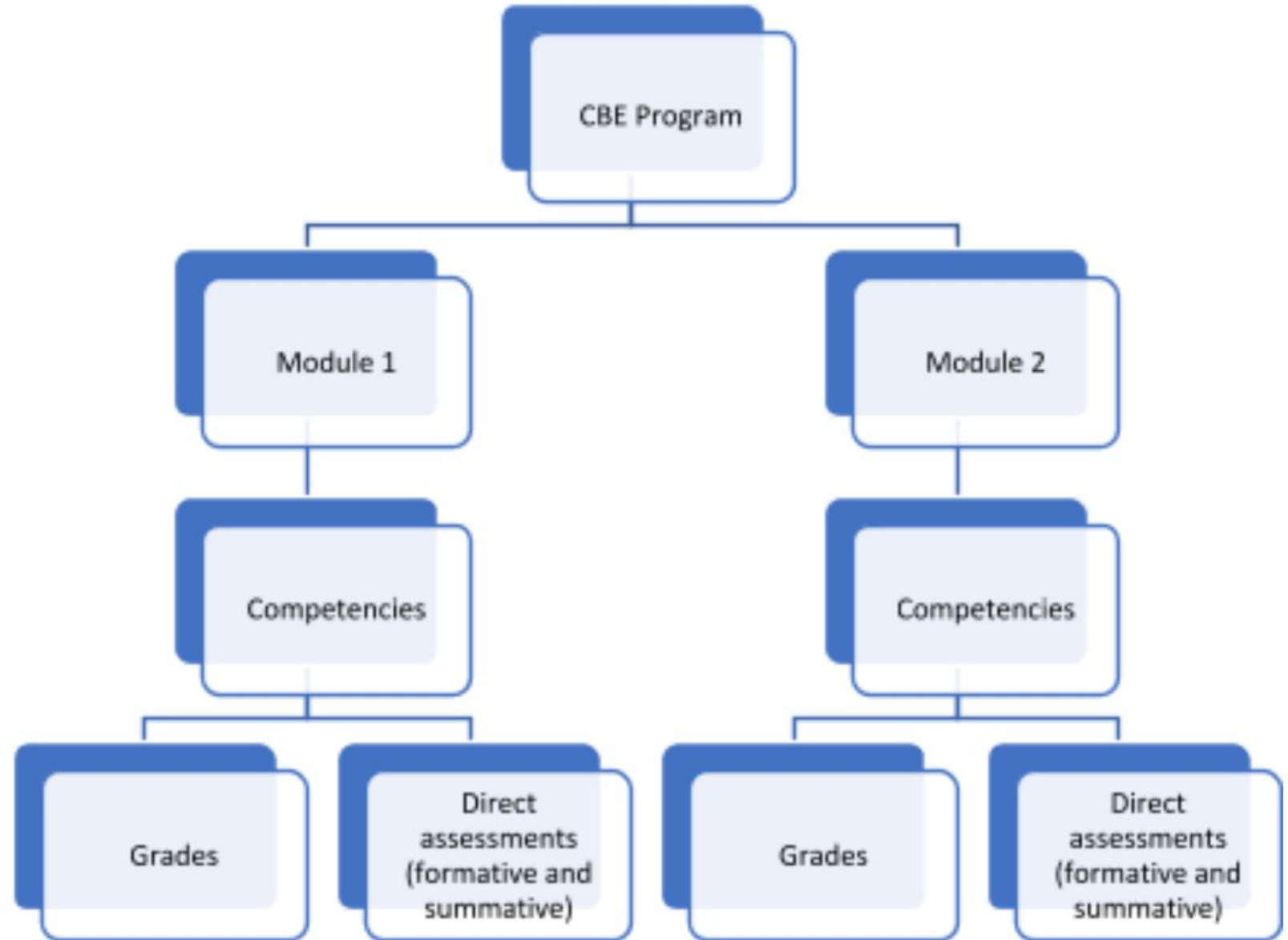
100% online (remote)

95-99% (orientation/check-in)

fully or partially online modules

CBE Program development

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



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 complete assigned task or cook product. No more than three poor sanitation 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 ingredients measured inaccurately or missed. No more than three pieces of equipment are missing before cooking. No more than two baking steps are performed out of order or are omitted from the 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 erroneous applications of scaling or using 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 menus costing, A.P., E.P., types of menus and standardized recipes with fewer than three errors.

Example #1

Chef Suzanne Tangeman






OBJECTIVES

PROGR

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 environment. Topics include: successful independent online learning, technology self-assessment, netiquette, digital citizenship, and navigating an online learning environment and completing assignments and assessments in a online learning environment as well as forms of online communication available.

3 BADGES

Name	Badge
Template Module	
Welcome to EDUC B55!	
Week 1: Independent Online Learning and Time Management	 SLO # 1 Use time management 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

Dr. Kimberly Bligh



OBJECTIVES

PROGRESS

LEADERBOARD






ANALYSIS



Online Learning

Completion of Introduction to Online Learning Environments

6 BADGES

Name	Badge	Evidence ?	Type
Module 1: START HERE - Orientation	 Online Learning Environments Orientation	×	Completion Module
Module 2: Introduction to Online Teaching		▼	Completion Module
Module 3: Digital Learning Theories and Best Practices		▼	Completion Module
Module 4: Laws and Policies	 SLO #1 - Laws and Policies	×	Completion Module
Module 5: Equity and Inclusiveness		▼	Completion Module
Module 6: Creating Accessible Content	 SLO #3 - Equity and Accessibility	×	Completion Module
Module 7: Learning Management Systems	 SLO #2 - Effective Contact	×	Completion Module
Reflections	 SLO #4 - Analyze and Evaluate Learning Theories	×	Completion Module

Example #3

Dr. Erica Menchaca

What are the next steps for BC?

- CCCCO Collaborative on Direct Assessment CBE
 - Seed money to launch programs
 - Program development support
 - Inform broader system implementation

Collaborative Overview



March 2021 to 2025



\$515,000 total



10 college pilot to shape policy



Campus Conversations



Development Team



Enter the unknown

What are the next steps?

- Application to join Collaborative (February)
- Pre-Application Requirements:
 - Information Forums with Stakeholders
 - Charter for Development Team

Information Forums

- Spring Opening Week
- Spring Flex Workshop
- FCDC - offered individual department sharing
- E-Board and Senate
- College Council

Charter for Development Team

Role	
Scope of Authority	
Reports to	
Communicates with	
Membership, Roles, and Responsibilities	
Decision-Making Process	

THANK YOU



QUESTIONS



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](#)

Glossary of Terms

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 perform 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.