Developing a Competency-Based Education Model at NECC

Introducing a Disruptive Innovation with Minimal Disruption

Pathways to Student Success
Cape Cod Community College
April 1, 2016

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The learning outcomes for this session:

Participants will be able to:

1. Articulate the basic components of the NECC CBE model
2. Differentiate between prior learning assessment, course-based competency-based education and direct assessment
3. If interested, identify next steps to discuss CBE on your campus
Why Competency-Based Education?

- Students, policy makers, employers and the general public want students to earn degrees faster
- President Obama’s American Graduation Initiative (2009) – 5 million additional degrees and certificates by 2020
- Providing students with the opportunity to separate learning from seat time is appealing to students, employers and policy makers
- Strategy aimed to attract and retain adult students
Student Segments

COMING OF AGE

CAREER CHANGERS & CAREER ACCELERATORS
CBE is for Adult Students

- Busy
- Motivated
- Academically successful
- Earned some college credit
- Relevant work experience
What do you mean by “A disruptive innovation with minimal disruption?”

**WHAT WE ARE NOT DOING**

- Abandoning the credit hour – complete separation of time & learning
- Offering a subscription payment option

**WHAT WE ARE DOING**

- Offering a course-base model based on success of community colleges from around the country
- Providing flexibility within credit courses
Which courses will be developed?

**Computer Applications Certificate**
- CIS 110 Computer Applications
- CIS 112 Integrated Computer Applications
- CIS 113 Data Management
- CIS 114 Help Desk & Soft Skills
- CIS 130 Web Development I
- CTN 110 Introduction to Information Technology
- ENG 101 English Composition I
- MAT 122 Quantitative Reasoning

**Additional courses:**
- ART 109 Two Dimensional Foundations
- ART 140 Computer Graphics
How are CBE courses developed and delivered?
What is the CBE Development Process?

Course descriptions
Agreed upon by department

Learning outcomes/objectives
Specific statements describing what a student will be able to do
Agreed upon by department

Competencies
General statements
Groups of learning outcomes/objectives
“Externally referenced” (NEASC); feedback shared with department
### Competency-based Course Map

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>CIS 112 Integrated Computer Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Developer</td>
<td>Kristen Sparrow</td>
</tr>
<tr>
<td>Department</td>
<td>Computer Information Sciences</td>
</tr>
<tr>
<td>Degree/Certificate</td>
<td>Computer Applications Certificate</td>
</tr>
<tr>
<td>Course Description</td>
<td>This is a comprehensive course in the use and application of spreadsheets. Students will develop projects using spreadsheets for typical business uses. Topics covered are spreadsheet design including formulas, data tables, multiple sheets, macros, charts, and integration with other office applications. Students must be prepared to use a Windows environment. Students will have Excel to this platform in all the campus labs.</td>
</tr>
<tr>
<td>Core Academic Skills</td>
<td>- Global Awareness Intensive, Public Presentation Intensive</td>
</tr>
<tr>
<td>Learning Resources</td>
<td>- Benchmark Series Microsoft Excel 2013 Level 2 by Sequin + Davidson ©2014: Paradigm Publishing</td>
</tr>
</tbody>
</table>

### Competency 1 – Create and Manage Worksheets and Workbooks

<table>
<thead>
<tr>
<th>Number</th>
<th>Learning Objectives/Outcomes</th>
<th>Assessment</th>
<th>Industry Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Students will demonstrate how to create worksheets and workbooks by creating new blank workbooks; creating new workbooks using templates; importing files; opening non-native files directly in Excel; adding worksheets to existing workbooks; copying and moving worksheets</td>
<td>Data Tracking Project Project Part 1</td>
<td>MOS Excel Exam 77-420</td>
</tr>
<tr>
<td>1.2</td>
<td>Students will prove competencies in the following formatting skill areas: Changing worksheet tab color; modifying page setup; inserting and deleting columns and rows; changing workbook themes; adjusting row height and column width; inserting</td>
<td>Data Tracking Project Project Part 1</td>
<td>MOS Excel Exam 77-420</td>
</tr>
</tbody>
</table>
How is CBE different than traditional online learning?

Traditional Online
1. Defined semester start and end dates
2. Students progress on a time-based schedule determined by instructor
3. General education outcomes, program outcomes, course outcomes
4. Weekly lessons
5. Advance weekly with class regardless of performance
6. Instructor led
7. Central student services

Course-Based CBE
1. Flexible registration (until 1st day of 7th week)
2. Student progresses as competencies mastered on personalized schedule
3. Outcomes plus competencies mapped to content, assessments & industry standards
4. Topics/Units
5. Advance to next module by demonstrating competency (minimum 80%)
6. Faculty constructed the learning experience and serves as a guide
7. Case managed by Learning Coach
Announcements

New Announcements appear directly below the repositionable bar. Reorder by dragging announcements to new positions. Move priority announcements above the repositionable bar to pin them to the top of the list and prevent new announcements from superseding them. The order shown here is the order presented to students. Students do not see the bar and cannot reorder announcements.

Create Announcement

New announcements appear below this line

Welcome! 😊

Posted on: Tuesday, December 1, 2015 8:30:08 PM EST

Add welcome announcement here!

In your welcome message you may want to include introduction to the class, a brief overview, your name and contact information, any textbook information, as well as how you intend to use Blackboard and get started in the course. Be sure to check off. Send a copy of this announcement immediately - Your students will receive the announcement by e-mail. Replace this welcome message with a welcome message of your own. Be sure to include instructions on how, where and when to begin.

Delete this reminder once you have added your own message.
Congratulations! You have made it to the final unit in ENG102 – how exciting!! I’m glad you are here and eagerly looking forward to reading the stories you will create in our final unit. Before we can write stories, there’s a bit of explaining to do...

Something new is going on here...

In the other units in our class, we have had a major assignment that followed a series of smaller activities, discussions, and assignments, all of which were meant to prepare you for the final assessment in each unit. For our final unit, we are trying out a new online course delivery design called Competency-Based Instruction, also sometimes called self-paced learning. Competency-Based work provides a variety of resources and materials to help you as you complete a project to demonstrate learning, but does not require you to submit any work other than a check-in (journal entry, the major assignment for the unit, and a learning reflection – that’s all that is required of you). However, the other materials in the unit are intended to help you master the learning necessary to complete the assignment. You may review the major assignment and feel that you do not need to read anything in order to write your story, or you may read the assignment and find that you only need to use a few of the resources to complete it, or you may need to use all of the resources. It’s up to you! You are completely in charge of your work, how you complete it, and when you complete it for the final module. Below is the To Do List for the unit to identify what the unit covers, however it is important to note that you are only required to complete numbers 1, 4, and 6. Please complete the journal entry #5 on or before Monday, December 19th and the assignment and assessment #6 on or before Friday, December 16th. You are welcome to submit the work in advance if you would like to.

Please note that if you have not completed all of the work for the unit on or before December 16th, you will need to submit Journal #2 as a check-in point to let me know how you are doing. If you have completed the assignment and assessment for this module on or before the 16th, you do not need to complete this assignment.

To Do List:
1. Competencies and Learning Objectives
2. Readings and Resources
3. Journal / Check-in
4. Practice / Self-check
4B. Journal #2 - Required only for students who have not yet submitted the Assignment #5 and Assessment #6.
5. Assignment: Counter Narrative
6. Assessment: Reflection

Elle Yarborough video [https://vimeo.com/161123528](https://vimeo.com/161123528)
What are the grading & course progress policies?

1. Students must log in and submit at least one assignment within the first week of enrollment in the course in order to establish participation. If students do not submit at least one assignment within the first week, they will be dropped for non-participation.

2. Students must complete a weekly check-in reflecting on course progress and communicate with the CBE Learning Coach on a regular basis.

3. Students must regularly make progress in the course; specifically:
   - 30% of course assignments must be completed and submitted by the Friday before the final withdrawal date. Refer to the Academic Calendar for the Last Date to Withdraw with a W.
   - No more than 5 assignments may be submitted in the week prior to finals week.

Failure to meet one or more of the above course progress policies could result in withdrawal from the course, a failing grade and/or ineligibility for future competency-based courses. Students who are unable to earn an 80% in a course will be permitted to complete the course as if it were a traditional online course, but will not be eligible to continue with competency-based courses (approved by NEASC).
What support is available to CBE students?
The role of the learning coach

• Determine if CBE is the right fit for students
  – Required CBE orientation
  – Required SmarterMeasure readiness assessment

• Enroll appropriate students in CBE courses. Students can only enroll with the CBE Learning Coach – special permission required.

• Provide coaching and case management to enrolled students
  – Monitor progress using Starfish & other tools
The role of faculty and academic advisors

- Each CBE student will be required to meet with faculty/academic advisors to set their academic plans.
- CBE students are no different than other students regarding how they will be advised and should see their advisor before contacting the CBE Learning Coach.
What about accreditation and financial aid?
Course-based CBE courses are eligible for Title IV financial aid

- NECC CBE courses cost the same as courses offered in other delivery methods.
- CBE courses are eligible for financial aid.
- CBE courses are book voucher eligible
- Dropping a CBE course could affect financial aid eligibility
- Flexible registration may require manual financial aid processes
The Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges is the regional accreditation agency for colleges and universities in the six New England states: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. Three institutions in Greece, three in Switzerland, two in Lebanon, and one in Bulgaria, Bermuda, and Morocco, respectively, are also affiliated with CIHE.

The Commission consists of faculty and administrators from affiliated institutions and public members. It is served by a staff led by Dr. Barbara Brittingham.

The Commission is recognized by the U.S. Secretary of Education as a reliable authority on the quality of education for the institutions it accredits. The Commission is also recognized by the Council for Higher Education Accreditation (CHEA), affirming that its Standards and processes are consistent with the quality, improvement, and accountability expectations that CHEA has established.
Lessons learned

• Take the time needed to plan
• Work with willing faculty
• Identify a faculty lead & key implementers
• Over-communicate and over-collaborate with college departments
• Don’t reinvent the wheel - learn from others who are doing this work
CBE Resources

CBE Info
www.CBEinfo.org

Council for Adult & Experiential Learning (CAEL)

Competency-Based Education Network (C-Ben)
http://www.cbenetwork.org/

Public Agenda
http://www.publicagenda.org/

Washington State Competency-Based Education Projects
http://cbewa.org/

Competency Works (K-12)
http://www.competencyworks.org/
Questions for discussion

What opportunities does CBE offer community colleges?

What pitfalls do we need to avoid?

Are you interested in discussing CBE on your campus?

What questions do you have?
Thank you