What is Competency-Based Education?

- Refocuses learning and teaching around outcomes
- Uses the application of learning, not time, as the sole means of determining progress towards degree completion
- Students progress at a flexible pace toward mastery of competencies
- Designed for learners with prior work or life experience, such as veterans, un/underemployed individuals, or dislocated workers
- Builds consensus with employers and improves alignment of training with industry needs
What is the NC-CBE Project?

The North Carolina Competency-Based Education Project is a collaborative statewide effort to design and build a sustainable and scalable competency-based Associates degree pathway. This high-quality and affordable program model will provide students a flexible way to:

- get credit for what they already know,
- build on their knowledge and skills with a flexible pace,
- earn high-quality, industry-validated degrees and credentials,
- get a new job or advance along a career pathway, and
- earn a fair wage to support themselves and their family.
Collaborative Statewide Partnership

- Central Piedmont Community College
- North Carolina Community College System
- Wake Technical Community College
- Forsyth Technical Community College
- Stanly Community College

100+ Participants
A Sustainable and Scalable Approach

The NC-CBE Project includes a Curriculum Improvement Project surrounded by interrelated Improvement and Integration Projects. Each project is led by Design Team leads in key areas of College operations.
CBE Curriculum Improvement Project (CCIP)

- An interdisciplinary team of faculty who help guide curriculum and pedagogical decisions pertaining to the NC-CBE Project.

- Focused on One AAS Program - Information Technology (A25590)
  - Computer Programming & Development
  - Network Management

- Prescribed Program of Study
  - Worked together across the project on general education and technical core
  - Some freedom for local needs

- Modality
  - Hybrid or blended approach
  - Online with an Optional Support Lab
Spring 2016 – Fall 2017

**Researching CBE and Ourselves**
- Established Teams
- Developed Common Language
- Surveyed Partner Colleges
- Distributed Readings & a CBE Primer

**Professional Development**
- Backwards Design
- Competencies
- Selected a Competency Framework

**Backwards Design**
- Developed Competencies and Rubrics
- Developing Assessments
- Develop and Curate Learning Resources

**Course Set-Up**
- Establish policies and processes
- LMS Training

**Pilot Launch Fall 2017**
What is a Competency Framework?

- Competency frameworks are structures that allow faculty to develop and articulate the competencies of a program of study.

- This “scaffolding” addresses both general education and technical learner outcomes.

- Curriculum developers use frameworks to ensure students are exposed to everything they need in order to achieve success.
Evolving the Department of Labor Competency Framework

Competency frameworks are structures that allow faculty to develop and articulate the competencies of a program of study. The NC-CBE Project uses a custom competency framework that incorporates the Lumina Degree Qualifications Profile (DQP) as well as the Liberal Education and America’s Promise (LEAP) Essential Learning Outcomes developed by the American Association of Colleges & Universities (AAC&U).
By the Numbers...

Over 40 Competencies

Over 300 Sub-Competencies

Only 1 Database
Instructors can utilize formative assessments (including quizzes, group exercises, etc.) as necessary to foster learning.

- Summative assessments determine mastery
- 80% or better on every summative assessment
Philosophy, Meet Pedagogy.

- **Transparency**
  - For learners
  - For instructors
  - For employers

- **Personalization**
  - Student control over academic goals
  - Instruction based on individual performance on assessments
  - Flexibility in pacing (Acceleration or Intentional Deceleration)

- **Access**
  - Distance learning
  - Faculty have access to more learning resources
  - Accessibility features

- **Community**
  - Less about the traditional cohort, more about meaningful community
  - Acknowledging differences in goals and competencies
Leveraging Technology

- Many CBE Programs are technology-driven or technology-enabled.

- The NC-CBE Project Information Technology Services Team is exploring teaching and learning tools that are designed specifically for a competency-based learning approach.

- When possible, web-based learning tools will be utilized to help guide students toward mastery.

- Hybrid approach - Students will be able to attend open labs for face-to-face facilitation as needed.
Digital Learning Environment

Admin System
Enterprise Resource Planning (ERP)
Ellucian/Colleague

Student Support & Care

Student Advisement

Learning Management System (LMS)

Learning Tools

Learning Resources
Vendor Parade Process
NC-CBE colleges are collaboratively developing a Student Support Model. The model leverages centralized student support resources (i.e., enrollment, registration, financial aid, veterans affairs, counseling, advising) but also includes an intrusive advising approach with an advisor embedded within the department for the pilot.

The CBE student support model will leverage the significant contributions of past student success initiatives – JFF Success Centers, Gates, Lumina, Achieving the Dream, Success NC, and others.

After the pilot, the model will be reviewed and revised to ensure efficacy and sustainability.
Design Elements Guide

1. CBE Program - Definition
2. Competency – Definition
3. Mastery – Definition
4. CBE Program - Type
5. Initial Target Population
6. Marketing
7. Modality - Blended Learning
8. Target AAS Program
9. Gen Ed Course Selection & Sequencing
10. Competency Frameworks
11. Competency Mapping and Validation
12. Assessment Plan
13. Prior-Learning Assessment - Policies
14. Prior-Learning Assessment - Fees
15. Integrated Planning and Advising Services (IPAS)
16. Grading - Policy
17. K-16 Articulation and Credit Transfer
18. Academic Calendar - FSA Definition
19. Weekly Registration & Enrollment
20. Academic Calendar - Pacing
21. Student Record and Course Set-Up Guidelines
22. Registration & Enrollment - Policies
23. Competency-Based Transcription
24. Professional Development
25. Learning Resources
26. Quality Assurance Strategies and Structures
27. The Digital Learning Environment
28. Financial Aid & Refunds
29. Faculty & Staffing Models
30. Business Model and “True Cost” Analyses
31. Regular and Substantive Interaction - Policy
32. Policy Framework
The NC-CBE Project

The North Carolina Competency-Based Education Project (NC-CBE Project) is a collaborative statewide effort to design and build a sustainable and scalable competency-based Associate's degree pathway. This high-quality and affordable program model will provide students a flexible way to:

- get credit for what they already know;
- build on their knowledge and skills at their own pace;
- earn high-quality, industry-validated degrees and credentials;
- get a new job or advance along a career pathway; and
- earn a fair wage to support themselves and their family.

The NC-CBE Project is led by Central Piedmont Community College. Partners include the North Carolina Community College System, Forsyth Technical Community College, Stanly Community College, and Wake Technical Community College.

For more information about the NC-CBE Project, please contact Michael Horn (michael.horn@cpcc.edu) or Sylvia Cini (sylvia.cini@cpcc.edu).

https://www.cpcc.edu/nc-cbe-project
Questions?