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Quick tips for engaging during the webinar:

✓ Ask questions by using the Q&A button in Zoom. Once the Q&A is opened, you can drag on the borders to enlarge the screen or make it smaller.

✓ The webinar facilitator and panelists will review the Q&A tool to respond to your questions. There will be time at the end of the session for general Q&A.

✓ The chat function will be disabled during this webinar.

✓ Participants’ audio and video are not available. Only the panelists will be seen and heard.

✓ The session is recorded and will be posted at accjc.org/webinar.

Thank you
Jared Spring,
ACCJC
Technology and Operations Director
Today’s webinar is brought to you by...

ACCJC Educational Programming Committee

Randy Beach, Committee Chair
Southwestern College

David Broad
Public Member

Daisy Gonzales
California Community Colleges Chancellor’s Office

Sally Pestana
Kapi‘olani Community College

Ángel Reyna
Madera Community College

Nickawanna Shaw
Citrus College

Jennifer Vega La Serna
College of the Sequoias
Today’s Topic:
Innovations: ACCJC and Teaching and Learning
Trends in Higher Education

Kelly Fowler
Dr. Madelyn Arballo

Dr. Kate Mahar
Kate Ashbey

Brian Palmiter
Randy Beach
Dr. Mink Stavenga

➢ Ask questions by using the Q&A button in Zoom.
BUILDING SUPPORT THROUGH IEPI

• From a text message conversation to an idea on an airplane
• A culture open to explore learn, change, and grow
• Using grants to support opportunities for the college
• Creating inclusive collaboration opportunities for cross-functional colleagues and partners to engage across various topics
ACCJC APPROVAL PROCESS

1. Obtained internal college buy-in to pursue CBE
2. Selected initial academic programs (Management A.S.; Certified Dietary Manager; Digital Graphic Arts certificate)
3. Created Core Team and Advisory Team
4. Continuously shared plans, ideas, and items for consideration with various standing committees
5. Drafted ACCJC Substantive Change application
6. Shared draft application with union and Academic Senate
7. Finalized and submitted application

First 2-year public institution in CA to obtain accreditor approval
PROGRAM COMPETENCIES

Based on an established competency model, Polaris, developed and maintained by Organization Systems International (OSI)

- High levels of industry validation
- Pervasive use in corporate management training across industries
- Facilitates adopting the language of the employer

From the full set of 41 competencies, Business faculty—with input from the Business Advisory Board and the Student and Alumni Advisory Board—selected the most relevant and appropriate competencies for an entry-level manager completing lower-division college coursework
PROGRAM COMPETENCIES

Active Listening  Organizing & Planning
Business Thinking  Presentation Skills
Communicativeness  Problem Solving & Decision Making
Conflict Management  Relationship Building
Drive/Energy  Sensitivity
Financial Acumen  Team Management
Functional Expertise  Technology Savvy
Influence  Written Communication
Integrity
COMPETENCY-COURSE MAPPING

Step 1: Identify the academic content, assessments (formative and summative), activities, and exercises required for a learner to develop and consequently demonstrate mastery of each competency.

Step 2: Compare to existing credit-based courses:
- Mapping outcome S (simple): one competency has a direct match to one course’s Objectives and SLOs.
- Mapping outcome T (together): multiple competencies work together to map to a course’s Objectives and SLOs.
- Mapping outcome M (multiple): a single competency maps to the outcomes for multiple courses’ Outcomes and SLOs.

Step 3: Identify any new course content needed to support the program.
EQUATING DA-CBE TO CREDIT HOURS

Step 1: Content Outline

Step 2: Time-based Learning Calculation

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Time Allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings</td>
<td>15 minutes per each block, up to 2500 words reading block</td>
</tr>
<tr>
<td>Quizzes</td>
<td>1 hour each with retakes</td>
</tr>
<tr>
<td>Written Assignment</td>
<td>1 hour per each block, up to 2 pages per block</td>
</tr>
<tr>
<td>Simulation</td>
<td>1 hour each including retakes</td>
</tr>
<tr>
<td>Live Assessment Prep Time</td>
<td>1 hour per block</td>
</tr>
<tr>
<td>Online Discussion</td>
<td>1 hour each</td>
</tr>
<tr>
<td>Practicum</td>
<td>8 hours each</td>
</tr>
<tr>
<td>Interactive Exercise</td>
<td>20 minutes each</td>
</tr>
<tr>
<td>Video Instruction</td>
<td>30 minutes each</td>
</tr>
</tbody>
</table>
THANK YOU
Competency Based Education (CBE)
Direct Assessment Model
Our Mt. SAC Journey

• Mike Hood, Professor, Astronomy/CBE Faculty Coordinator
• Madelyn Arballo, Vice President, School of Continuing Education
• Kelly Fowler, Vice President, Instruction
Mt. SAC CBE CORE TEAM

- Mike Hood, CBE Faculty Coordinator
- Lani Ruh, Professor, Kinesiology
- Jessica Valdez, Professor, Counseling
- Cassandra Velasco, CBE Coordination
- Madelyn Arballo, Project Mgmt.
- Manuel Cerda, Financial Aid Director
- Chuong Tran, Information Technology
Mt. SAC CBE Journey

- Faculty proposed joining the Chancellor's Office pilot to develop a CBE program (2020)
- Supported by the College & Academic Senate, the pilot began in 2021
- Core team established including CBE Faculty Lead, Faculty Program Lead both assigned by Academic Senate
- Kinesiology and Wellness AA degree identified officially as the Mt. SAC CBE Pilot Program in 2021
- CBE faculty discipline areas joined the CBE faculty team and developed competencies throughout 2022
- CO provide regular training on competencies, faculty roles, student support, and all other CBE requirements
- ACCJC Substantive Change approved in November 2022 for Mt. SAC to offer a Direct Assessment CBE Program
- Program Competencies submitted in April 2023
- In progress: CBE calendar, financial aid processes, enrollment, apportionment model, student journey
- Preparing for DOE application due in summer
- Desired start date of first cohort in 2024-25
Why Kinesiology?

The Kinesiology degree at Mt. SAC is one of the most popular AA degrees offered. With this degree, 38 career paths can be chosen, including:

- Exercise
- Fitness
- Health
- Rehabilitation
- Medicine
- Coaching
- Sports
- Teaching
- Nutrition

Part of the growing healthcare field and provides varied options for employment.

Many opportunities for salary and degree advancement in the field.

There are growing applications outside of kinesiology, such as ergonomics in the home and workplace.

Adult learners, 30+ years with family responsibilities

53% of students in the Kinesiology and Wellness AA are 20-24 years of age, and only 18% are over 30 years old.
Building a Full Learning Journey
Credit Hour Equivalency

One unit of credit requires a minimum of “18 lecture contact hours plus a minimum of 36 additional hours of related independent student work (total of 54 to 78 hours) OR 54 laboratory or activity contact hours.”*

Mt. SAC Direct Assessment Program Model

- Content and level of learning in the direct assessment program same as when covered in the credit or clock-hour model
- Students will still be assessed based on their level of learning determined by faculty, rather than their time in class
- Model still ensures flexibility for students to work at own pace
- Baseline established for a reasonable timeline based on the Distance Learning already approved for these courses.

*Mt. SAC Administrative Procedure 4024 Units-to-Contact-Hour Relationship, T5 55002.5,
**Faculty Competency-Credit Design Process**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Determine competencies based on existing courses for Kinesiology and Wellness AA degree</td>
</tr>
<tr>
<td>2.</td>
<td>Currently 86 competencies developed for the program</td>
</tr>
<tr>
<td>3.</td>
<td>Cover all the content of the traditional course</td>
</tr>
<tr>
<td>4.</td>
<td>Design summative assessments to measure these levels of mastery</td>
</tr>
<tr>
<td>5.</td>
<td>Create formative assessments that will tell faculty when learners are ready to attempt summative assessments</td>
</tr>
<tr>
<td>6.</td>
<td>Design the order of competencies for the program</td>
</tr>
</tbody>
</table>
Rigor and Complexity of CBE Program

• Faculty ensuring that learners completing competencies will meet the objectives of the traditional credit program
• Competencies developed in tandem with employers and field experts
• Contextualize content of course disciplines to the Kinesiology program and overlap between competencies and assessments when possible
• Determine what performance indicators correspond to various levels of mastery: Developing, Developed, and Highly Developed
• The student needs to be at least “developed” in a competency before moving to the next competency in the sequence
• Grading crosswalks in progress
Regular and Substantive Interaction

• All CBE faculty have been trained in RSI requirements through our Distance Learning certification process
• Faculty will give personalized feedback to students on formative assessments as they get ready for summative assessments
• Expect frequent check-ins with faculty; "intrusive" model
• Student-to-student interaction in some courses
Ongoing Development of Mt. SAC CBE Journey

- Faculty competencies, mapping, and faculty role development continue
- Development of student profiles
- Proposed calendar is 15-week term, 8 starts within traditional academic year; 1-week administrative break between terms
- Financial aid processes support calendar development
- Apportionment model not yet developed and will impact faculty pay/load decisions and CBE resources
- IT/technical resources
CBE Program Outcomes

- Program/degree completions
- Time to degree completion
- Attempts to reach competencies
- Increase in enrollment of adult learners over the age of 30 years
- Comparison of post-program outcomes of CBE direct assessment learners and traditional model
- Transfers to 4-year institution
- Employment gains (6-months, 1-year, 2-years)
Thank you....
'CBE in ECE

The Plan

Shasta College,
April 25, 2023
Five core elements of CBE

- Students advance upon mastery, not seat time
- Students develop competencies, including explicit, measurable outcomes
- Assessment is a meaningful, positive experience
- Students receive timely, differentiated support based on individual needs
- Learning experiences emphasize creation and application of knowledge and the development of essential skills and dispositions
5 entry points per year
Student Onboarding

• Is CBE right for me?
• Work ready badge
8 competencies

Principles and Practices in ECE (PP)

Introduction to Curriculum (IC)

Child Growth and Development (CGD)

Child, Family, Community (CFC)

Observation and Assessment (OA)

Guidance in Adult-Child Relations (GAR)

Teaching in a Diverse Society (TD)

Practicum in ECE (PR)
4 modules
Level 1
Level 2

Principles and Practices; Introduction to Curriculum

Child Growth and Development; Child, Family, Community

Guidance in Adult-Child Relations; Observation and Assessment

Teaching in a Diverse Society; Practicum in ECE
Levels connected to industry standards

LEVEL 1 ASSOCIATE TEACHER PERMIT

LEVEL 2 TEACHER PERMIT
24 Milestones

Milestone =

A demonstration of skills, knowledge, and abilities reflecting content clusters
Differentiated Learning

"is a teacher's proactive response to learner needs..."
WELCOME TO A MILESTONE
ENJOY THE JOURNEY
Begin with a pre-test
Meet with Faculty
Engage with content and formative assessments
End with a post-test
On to the next milestone...

Score 80% or better on post-test
Making it Happen at Shasta College: Journey to campus integration for CBE

Shasta College, April 25, 2023
Our CBE Journey

Dr. Mink Stavenga, Dean of Business and Technology, CBE Project Lead

Brian Palmiter, Automotive Technology, Faculty Co-Lead

Randy Beach, English, Faculty Co-Lead
Southwestern College’s CBE Journey

- CBE Project Team formed/approved in Fall 2021
- Academic Senate passed resolution in support of CBE
- BP 4108 Competency-Based Education approved by the Governing Board in January 2022
Southwestern College’s CBE Journey

- Automotive Technology Program
  - Faculty presented labor market data and willingness to participate
  - Program competencies based on Automotive Service Excellence standards
  - Requires asynchronous and face-to-face instruction and assessment

- Received ACCJC Approval in Fall 2022

- Draft Competency Sets, Instructional Model, Academic Calendar model developed in late fall and vetted in spring 2023, including General Education statements

- Ongoing conversations with faculty collective bargaining unit, institutional research and technology, and student services
Ongoing Questions

- Dual transcripts for course credit and competency credit
- Financial Aid model to support undefined “terms” (i.e. semesters)
- Business model and apportionment
- Department of Education application to recognize CBE at SWC (anticipated submittal date June 2023)
- Student service framework, student learning personas, and a journey map (recruitment, intake, retention)
ASE promotes excellence in vehicle repair, service, and parts distribution. Over a quarter million individuals hold ASE certifications. ASE Certified professionals work in every part of the transportation industry.
Automotive Crosswalk Process
CBE to Traditional Courses

Competency

Assessments

Objectives

Objectives

Objectives

Course Outline of Record (C.O.R)
• Automotive Faculty worked to determine where assessments were performed.

• Whiteboard to Finalized Version
GE Competency Statement
Writing Process

• Competency statements draft based on the following source documents
  • Title 5 § 55063 General Education areas and definitions
  • SWC General Education SLOs and Institutional SLOs
  • CSU General Education SLOs
  • UC General Education SLOs
  • Lumina Foundation’s Degree Qualifications Profile

• Worked with Instructional Designer and Auto Tech faculty
• Created examples of assessments cross-walked to courses common to GE and in Automotive Technology context
Contact Us

Kevin Bontenbal
Vice President
kbontenbal@accjc.org

Gohar Momjian
Vice President
gmomjian@accjc.org

Mac Powell
President
mac@accjc.org

Catherine Webb
Vice President
cwebb@accjc.org

Accrediting Commission for Community and Junior Colleges
331 J Street, Suite 200
Sacramento, CA 95814
accjc.org

P: (415) 506-0234
Next Webinar:

Tuesday, May 16, 2023, 1:00 – 2:00 pm PDT

Updates from the Hill: Negotiated Rule-Making and College Accountability

The Education Department is in the process of reviewing and amending regulations on accreditation, distance education including state authorization, financial management, and new Title IX and gainful-employment regulations. So what does that all mean for two-year colleges? Join this webinar to learn about the regulatory changes being considered and their potential impact on ACCJC's diverse membership.

Details at www.accjc.org/webinar
Your Opinion Matters!

Please complete our short survey to tell us what you thought about the webinar today.

www.accjc.org/webinar

Thank you!