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✓ 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

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Colleges Chancellor's Office

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Kapi'olani Community
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Ángel Reyna

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Today's Topic:
Innovations: ACCJC and Teaching and Learning Trends in Higher Education

COASTLINE COLLEGE

Dr. Shelly Blair
Dr. Aeron Zentner

MT. SAC
Mt. San Antonio College

Kelly Fowler
Dr. Madelyn Arballo

Shasta College

Dr. Kate Mahar
Kate Ashbey

SWC SOUTHWESTERN COLLEGE

Brian Palmiter
Randy Beach
Dr. Mink Stavenga

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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

Business Thinking

Communicativeness

Conflict Management

Drive/Energy

Financial Acumen

Functional Expertise

Influence

Integrity

Organizing & Planning

Presentation Skills

Problem Solving & Decision Making

Relationship Building

Sensitivity

Team Management

Technology Savvy

Written Communication

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

Learning Activity	Time Allotted
Readings	15 minutes per each block, up to 2500 words reading block
Quizzes	1 hour each with retakes
Written Assignment	1 hour per each block, up to 2 pages per block
Simulation	1 hour each including retakes
Live Assessment Prep Time	1 hour per block
Online Discussion	1 hour each
Practicum	8 hours each
Interactive Exercise	20 minutes each
Video Instruction	30 minutes each

Coastline College Presentation to CCCAOE

THANK YOU

Competency Based Education (CBE)
Direct Assessment Model
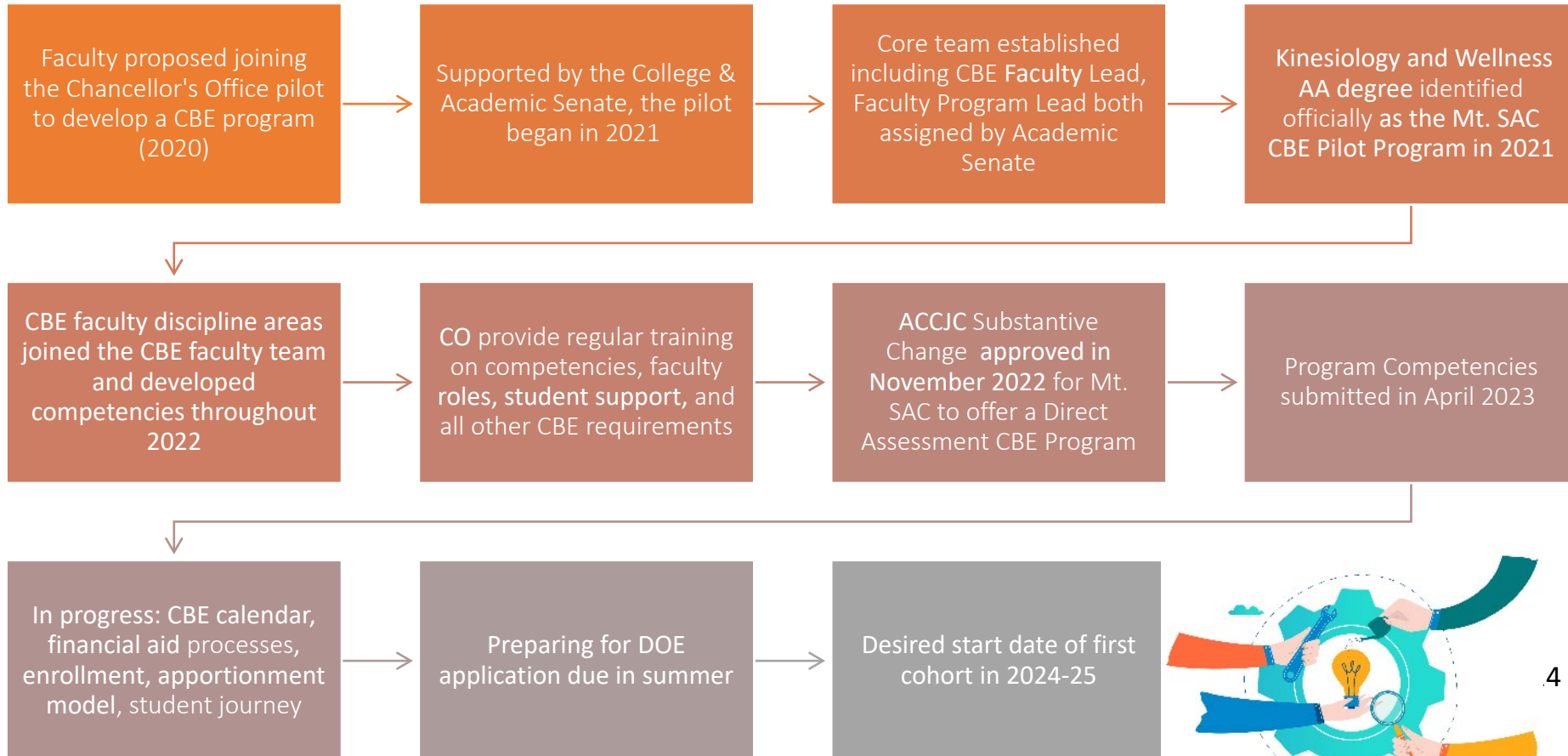# Our Mt. SAC Journey

- **Mike Hood, Professor, Astronomy/CBE Faculty Coordinator**
- **Madelyn Arballo, Vice President, School of Continuing Education**
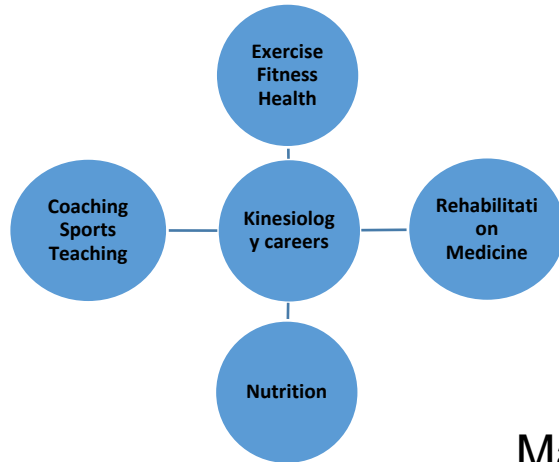- **Kelly Fowler, Vice President, Instruction**

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

4

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

Coaching Sports Teaching

Kinesiology careers

Rehabilitation Medicine

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.
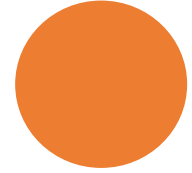
Adult learners, 30+ years with family responsibilities

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

Determine competencies based on existing courses for Kinesiology and Wellness AA degree

Currently 86 competencies developed for the program

Cover all the content of the traditional course

Design summative assessments to measure these levels of mastery

Create formative assessments that will tell faculty when learners are ready to attempt summative assessments

Design the order of competencies for the program -

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
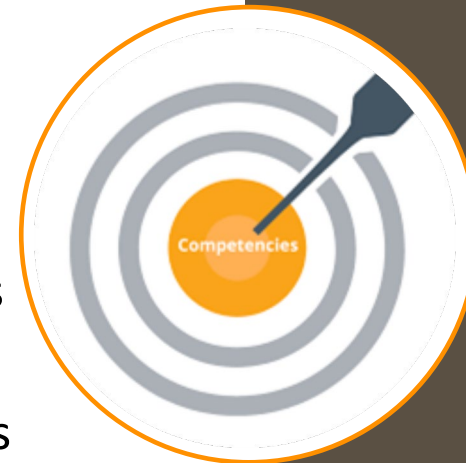
Regular and Substantive Interaction

- 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

Mid

Mid

Mid

| August | October | January | March | June |

Mid

Mid
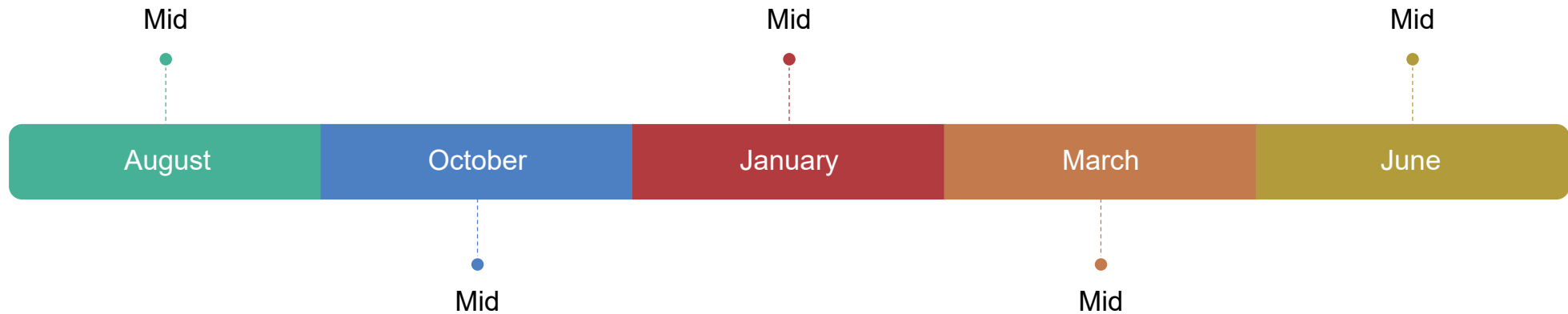
Student Onboarding

- 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..."
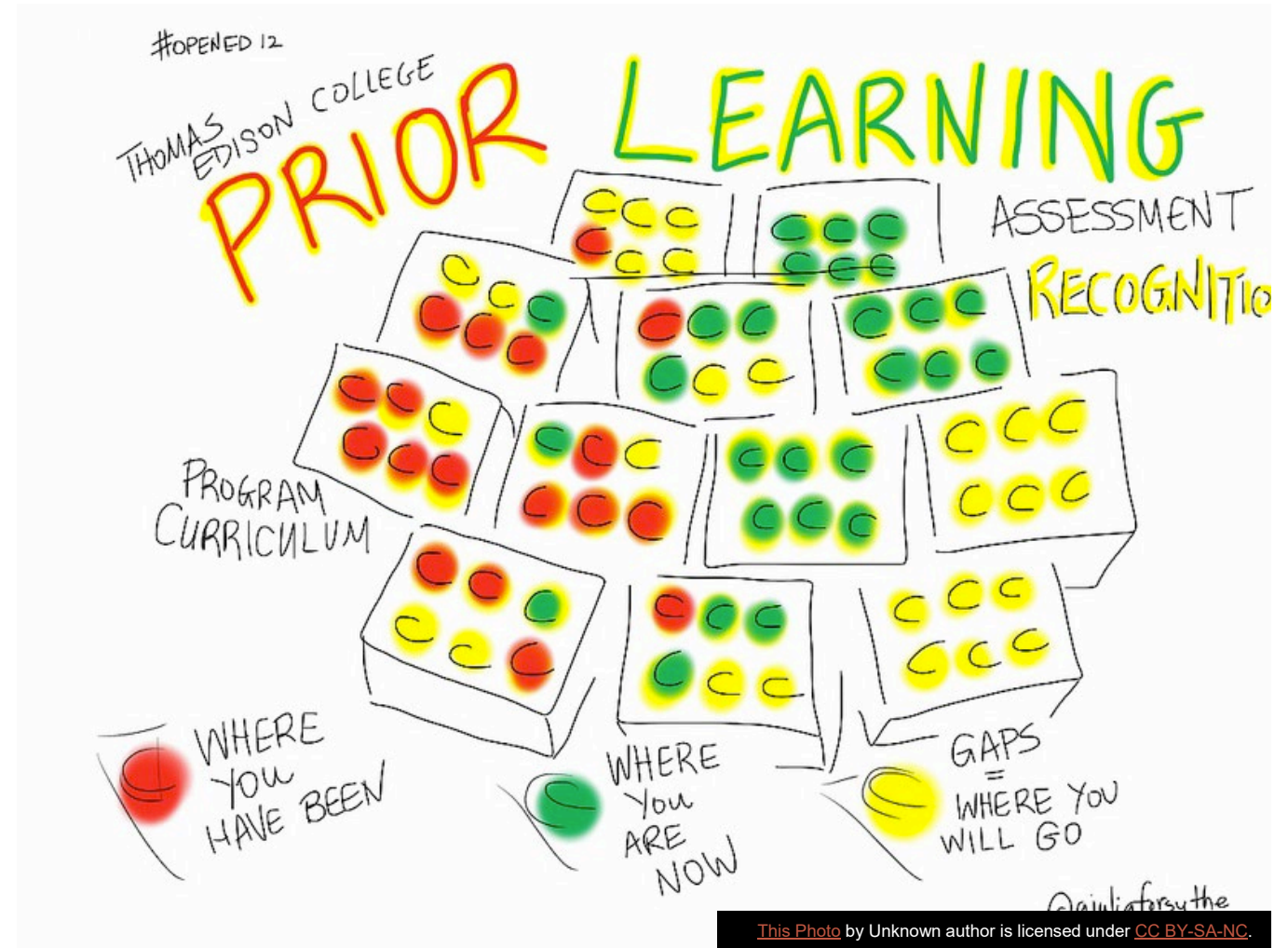
Begin with a pre-test

Meet with Faculty
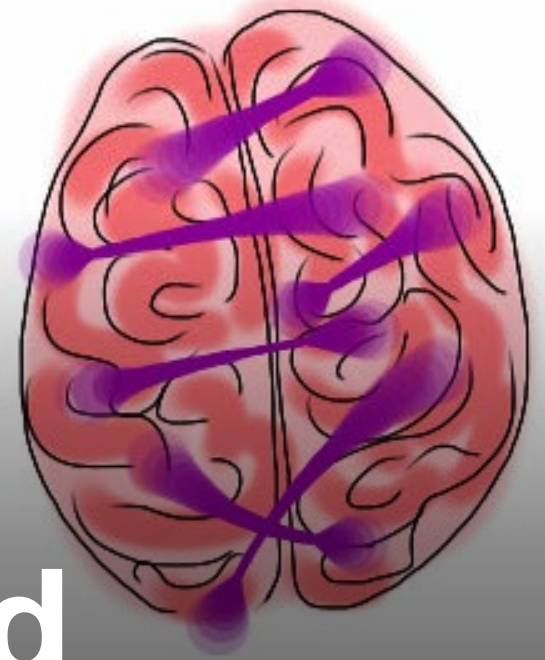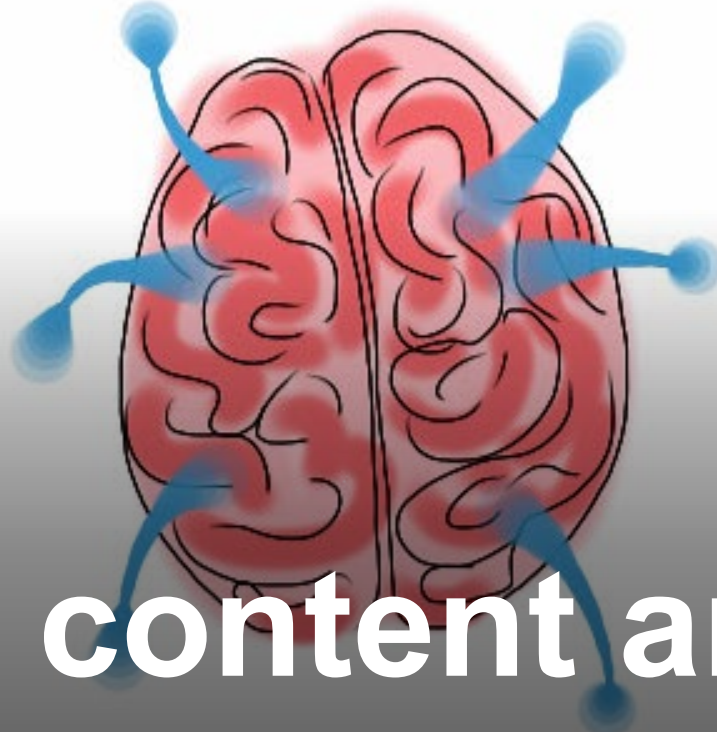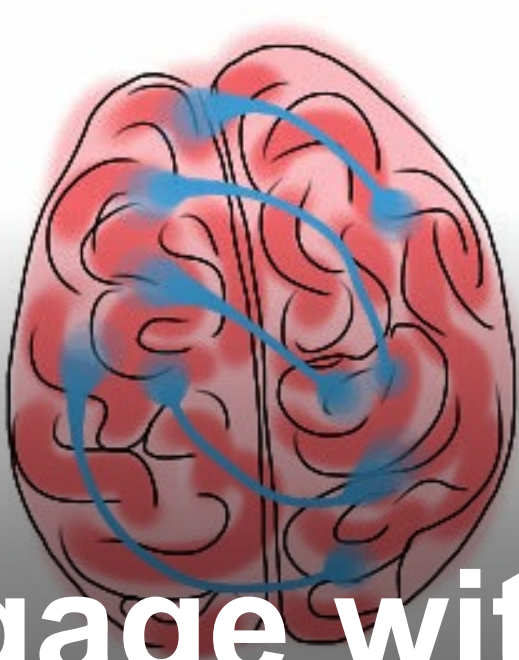
Engage with content and formative assessments

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

Southwestern College

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

SWC
SOUTHWESTERN COLLEGE

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

SWC
SOUTHWESTERN COLLEGE
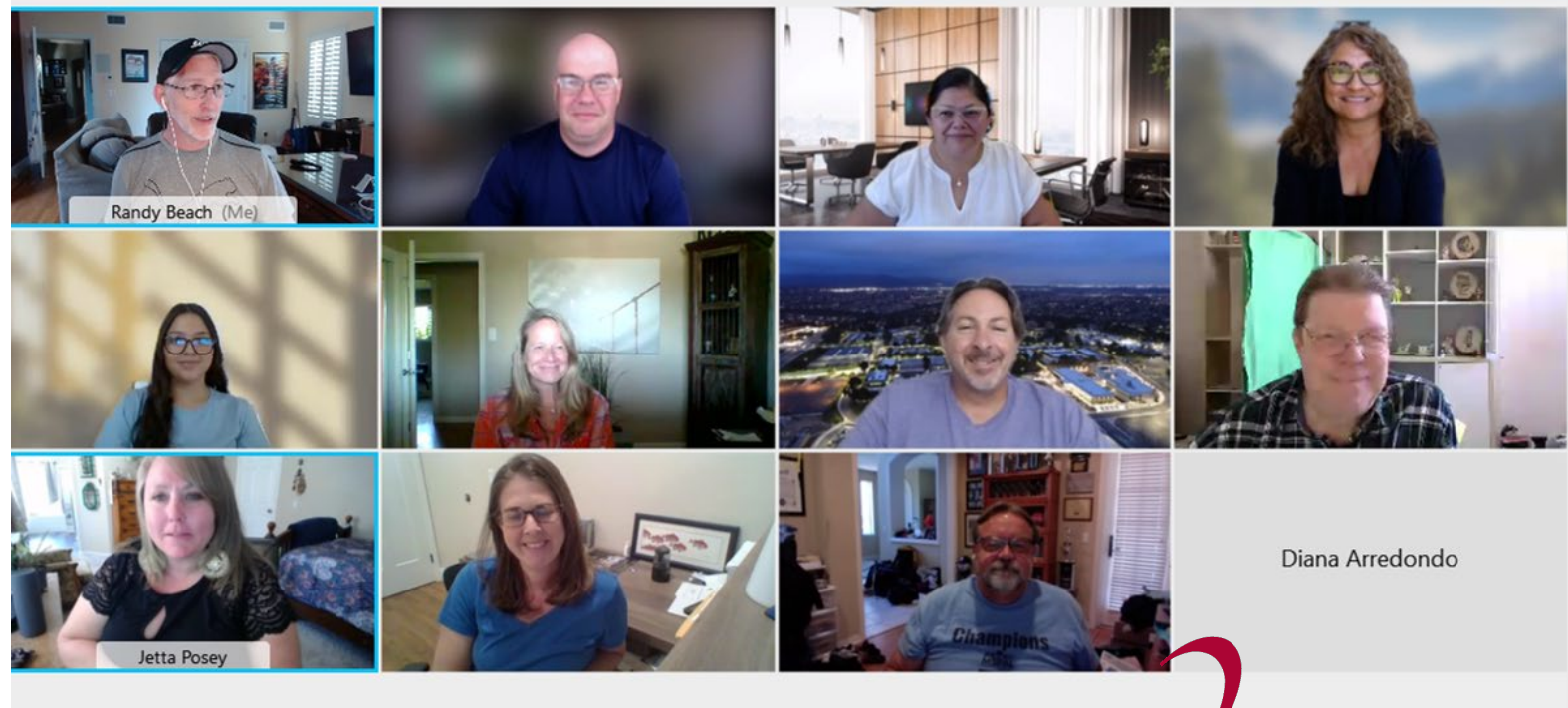
Southwestern College's CBE Journey

- 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)

SWC
SOUTHWESTERN COLLEGE

Competency to Credit Hour Equivalency: What is ASE?

ASE
Automotive Service Excellence

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.

ASE Structure

A1 – Engine Repair

A2 – Automatic Transmission/Transaxle

A3 – Manual Drive Train & Axles

A4 – Suspension & Steering

A5 – Brakes

A6 – Electrical/Electronic Systems

A7 – Heating & Air Conditioning

A8 – Engine Performance

A1

A2

A3

G1

A4
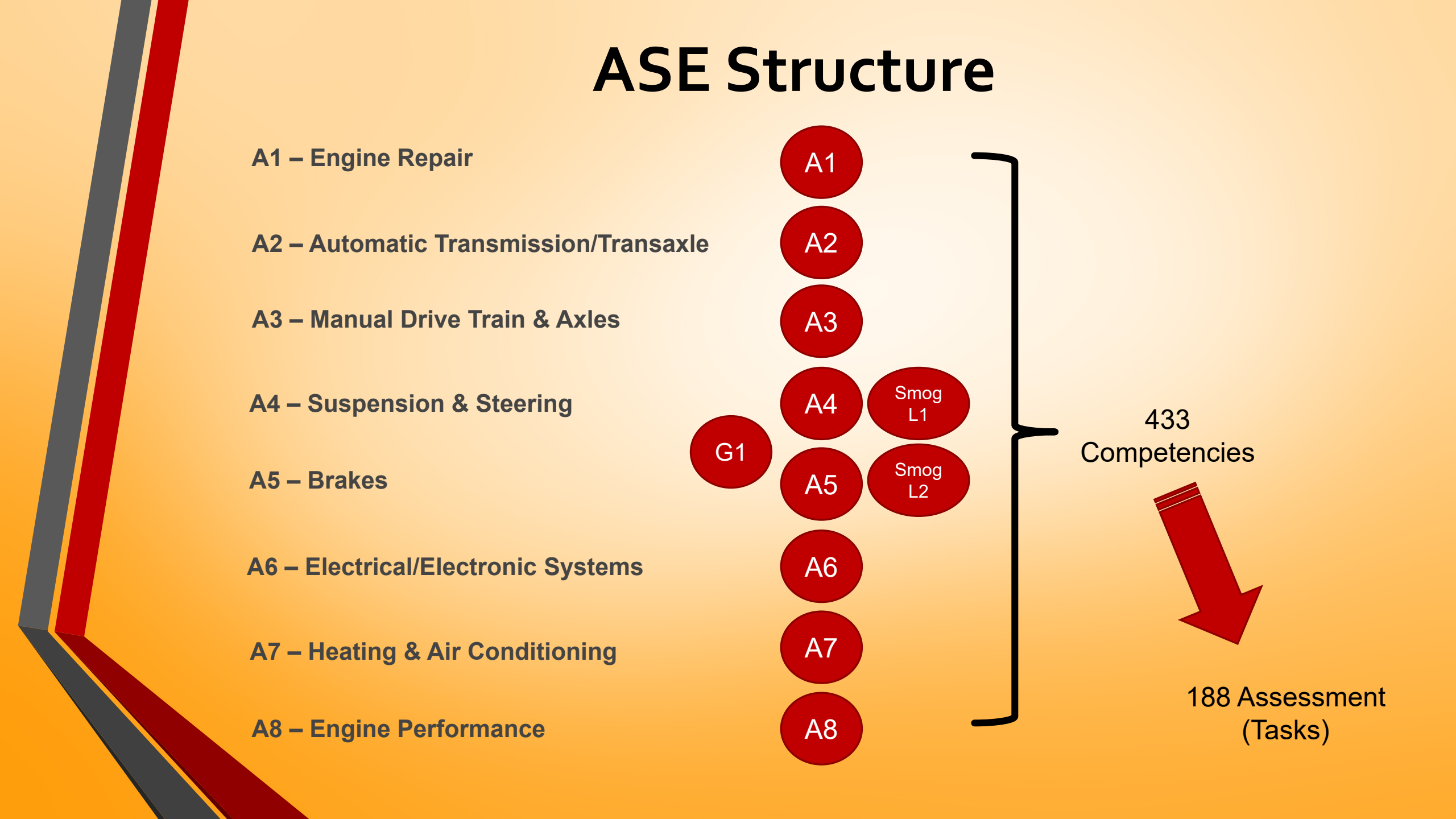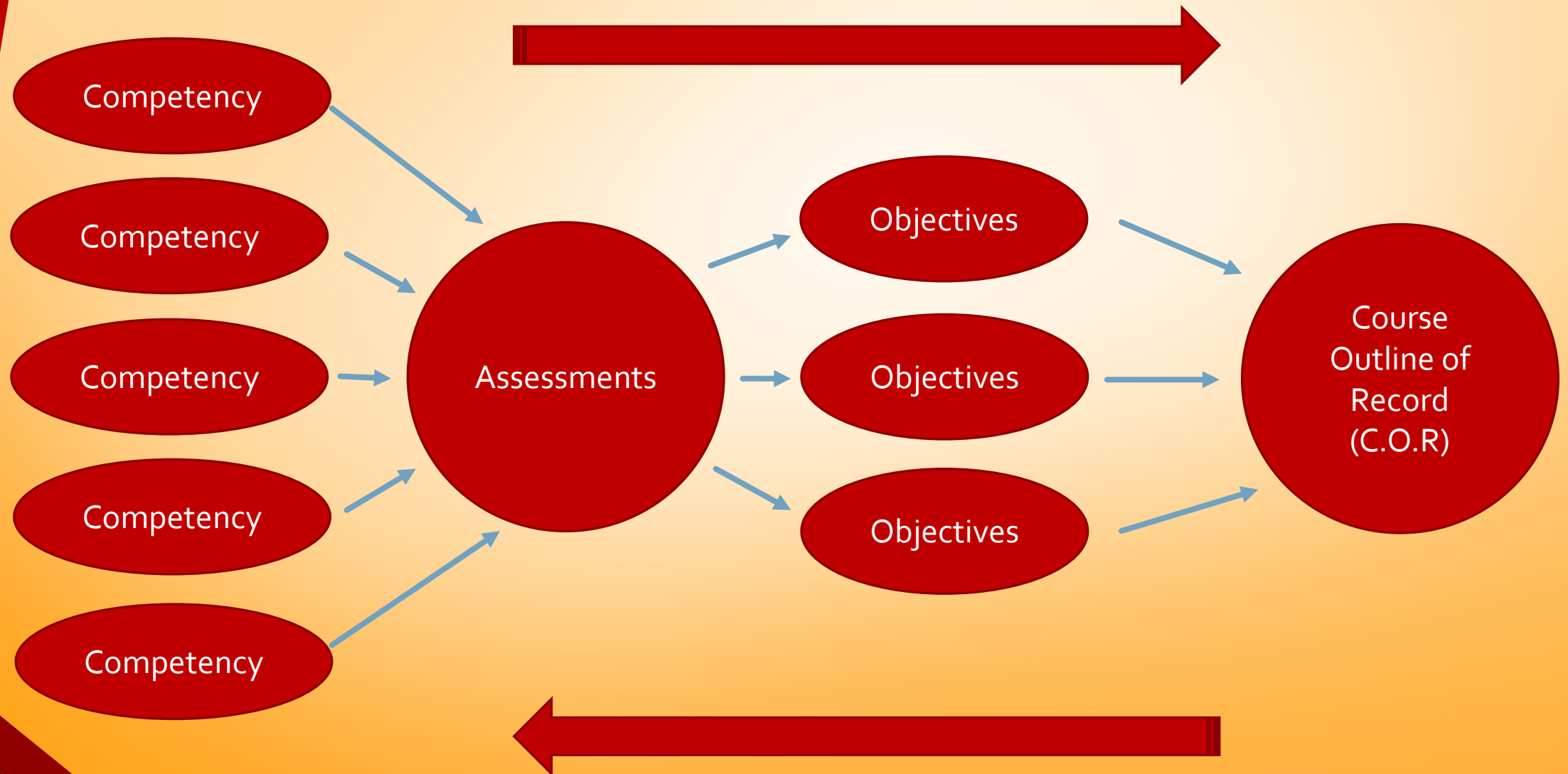
Smog L1

A5

Smog L2

A6

A7

A8

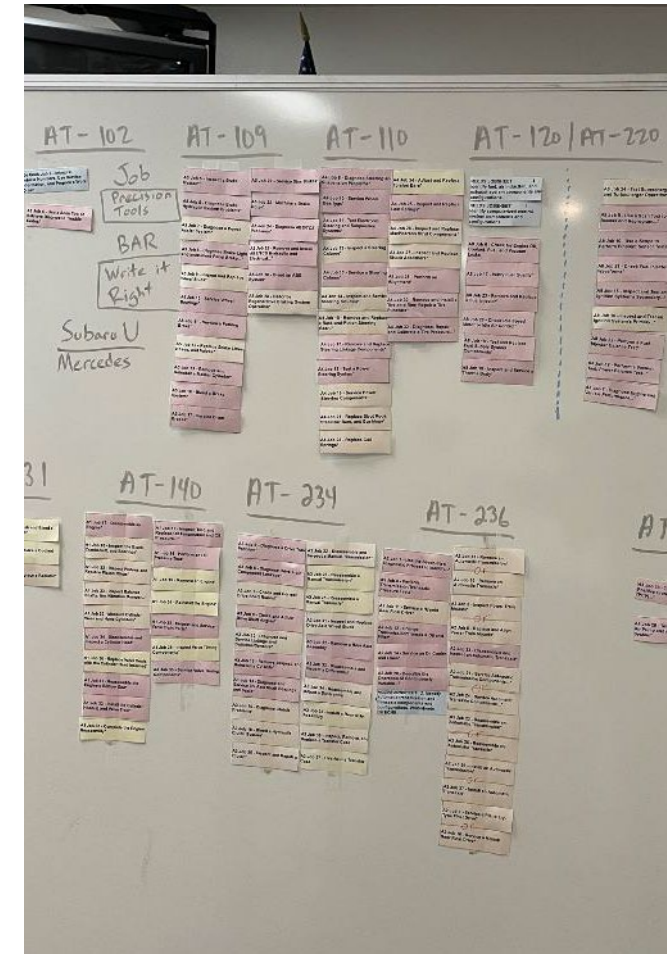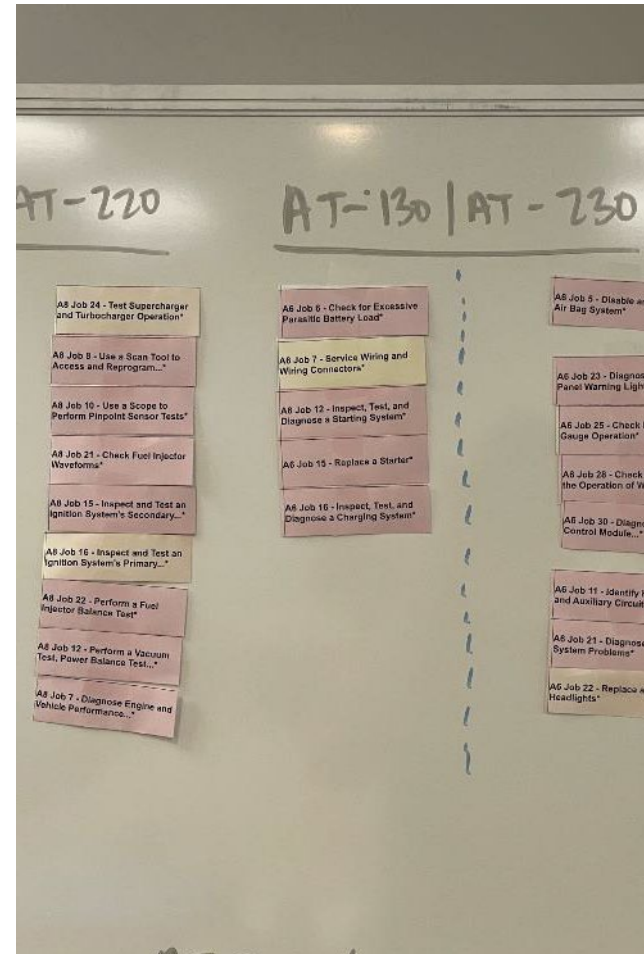433 Competencies

188 Assessment (Tasks)

Automotive Crosswalk Process

CBE to Traditional Courses

Assessment Divison

- 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

SOUTHWESTERN COLLEGE

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

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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

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www.accjc.org/webinar

Thank you!