Competency-Based Education

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North Carolina Community College System
North Carolina
Current Worker Supply vs. Future Job Demand
by Educational Attainment

<table>
<thead>
<tr>
<th>Educational Attainment</th>
<th>2014 Labor Force</th>
<th>2025 Jobs Demand</th>
<th>Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) HS, Equivalent or Below</td>
<td>1,793,848</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Associate degree, some college but no degree</td>
<td>1,658,177</td>
<td>1,369,193</td>
<td>439,728</td>
</tr>
<tr>
<td>3) Bachelor's degree</td>
<td></td>
<td>1,105,452</td>
<td>133,764</td>
</tr>
<tr>
<td>4) Master's degree or higher</td>
<td>506,180</td>
<td>452,230</td>
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Competency-Based Education

Education delivery that uses the mastery of competency - not seat time - as the **sole** means of determining student success.
Credit Hour

One hour of class per week, per term
(grades connect learning to time)
Adult Learners

Know different things
Learn at different rates
Only 14% of all undergraduates attend full time and live on campus.

**Source:** U.S. Department of Education, National Center for Education Statistics, NPSAS: 2008 Undergraduate Students. Quoted from “Cracking the Credit Hour”, Amy Laitenen (September 2012), New America Foundation and Education Sector
Strategic Efforts

Support
North Carolina’s goal of having 67 percent of working-aged North Carolinians with education and training beyond high school by 2025
Student Success Strategies

• Direct students to make informed decisions
• Direct students through programs that lead to valuable credentials, without unnecessary detours
• Provide targeted supports and interventions when they are most effective
Competency-Based Education

• Measures learning rather than time
• Allows students to apply what they've learned, either through formal education or their work and life experience.
• Allows students to move quickly through material they already know and focus on what they still need to learn
NC-CBE Project

• North Carolina Competency-Based Education Project
  – Central Piedmont Community College (lead)
    • Stanly, Forsyth, Wake, System Office
  – Co-invent solutions and define a new learning and business model that is sustainable and scalable to all community colleges
The NC-CBE Project
2015 - 2017

- **Stage 1:** Research & Design 2014-2015
- **Stage 2:** Develop & Implement 2016-2017
- **Stage 3:** Evaluate & Scale 2017
Stage 1: Design

- Self-paced, blended approach

- Clear faculty and industry partner agreement on:
  - Course competencies for all sections and classes
  - Definitions of mastery
  - Contextualized coursework

- State-of-the-art assessment instruments & tracking tools

- Clarity about student expectations & enhanced student support

- Innovative, technology-based delivery models
CBE Program Development Process

Common Understanding
What do employers want?
Industry-validated knowledge, skill abilities, and attitudes

Common Language
How do we translate what employers want into well-defined student outcomes?
Competency Statements and Frameworks

Rigorous Assessments
How do we measure outcomes with valid and reliable assessments?

Curriculum Improvements and Integrated Services
How do we curate and deliver learning resources and enhance services to support student success?
Stage 2: Develop and Implement

Begin to Build AAS Pathway (January 2016)

- Meet with Partner College & NCCCS Leadership (Dec-Jan)
- Review the Plan & Renew Commitment
- Identify Design & Implement Teams & Leadership Roles
- Engage College Teams in Curriculum Redesign
- Design Team Approach
- Cross College Teams of Expertise
- Involve more NCCCS colleges

- UNC-GA and DPI Leadership (On-going)
- WGU Partners (On-going)
- Funders – Federal, State, Private Foundation (On-going)
Higher Education Today

• Seat Time Drives Our Complex Systems:
  – Awarding Credit to Students
  – Allocating Funds to Colleges
  – Determining Faculty Pay
  – Awarding Financial Aid

• Seat Time Does Not Drive Learning

Time is Fixed .... Learning is Variable
Challenges of Designing CBE Programs

• Designing valid and reliable assessments to determine mastery of competencies
• Modifying instructional delivery model to enable self-paced student progress
• Adapting student supports

....and that may be the easy part!
Challenges of Designing CBE Programs

• Adapting funding formulas to CBE
  – Current definition of FTE is based on seat time
• Rethinking how colleges deploy resources
  – Faculty roles and pay
  – Staffing models
• Enabling flexibility within the academic calendar
  – Registration
  – Financial aid
• Using technology to support CBE at scale
  – Track student progress, adaptive learning
  – Interoperability with our “core” ERP system
Short Session Budget Request

• $500,000 NR to support NC-CBE Project
  – Funds to support partner college personnel and operating expenses related to CBE activities
  – Technical assistance
  – Technology

• Long Session budget request will depend on outcome of design work