

Competency-Based Education in the North Carolina Community College System

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Competency-Based Education

Measures learning rather than time

**NC CBE Incubator organized to
develop a model for the system**

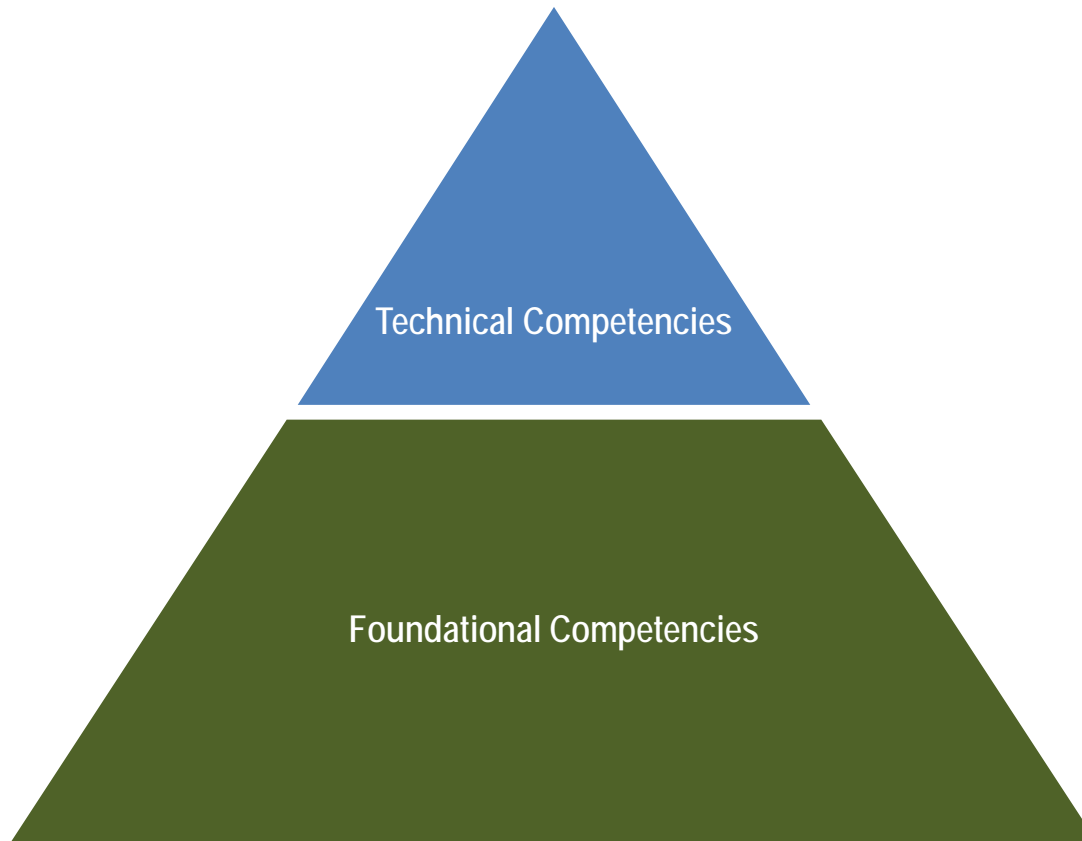
NCCCS Competency-Based Education Essentials

- **Student Access to Qualified Faculty**
- **Regular and Substantive Interaction with Faculty**
- **Program designed to monitor student engagement and level of performance, and to provide proactive student support**
- **Clear, rigorous, and demonstrated learning outcomes**

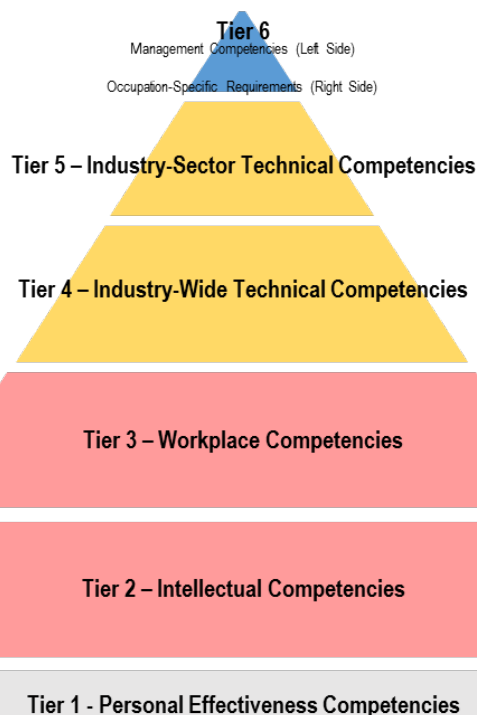
NC Competency-Based Education Development Focus

- **Competency Framework**
- **Design Protocol**

The North Carolina Competency-Based Education Project
Competency Framework



Cbe framework



Competency Framework

A general structure for organizing competencies

- A System-Wide Approach; Same for All CBE Programs across the NCCCS
- A custom framework based on the Department of Labor's *Building Blocks* and enhanced with the philosophical tenets and language of the Lumina Degree Qualifications Profile and AACU Liberal Education America's Promise

Competency Model

A framework with recommended foundational and technical competencies

- Discipline-Specific
- Developed collaboratively with partners with room for local/regional flexibility
- Different overall *Competency Model* for Each CBE Program within an institution

Tiers

Broad categories for organizing foundational and technical competencies

- Developed collaboratively with partners with room for local/regional flexibility
- Six tiers: 1) Personal Effectiveness, 2) Academic, 3) Workplace, 4) Industry-Wide Technical, 5) Industry-Sector Technical, and 6) Management/Occupation-Specific Competencies.
- Tiers 1-3 are *foundational competencies* and can be the same for all CBE Programs across an institution. (e.g., Teamwork, Integrity, Writing, etc.)
- Tiers 4-6 are discipline-specific

Competencies

Specific Knowledge, Skills, Abilities, and/or Attitudes to be Mastered by Learners

- Developed collaboratively with partners with room for local/regional flexibility
- Some competencies are foundational, cutting across all CBE Programs
- Some technical competencies may be shared by related CBE programs

Subcompetencies

Individual Knowledge, Skills, Abilities, and Attitudes to be Assessed

- Developed collaboratively with partners with room for local/regional flexibility
- The most granular level the specific things that graduates *know* and *can do*

Backward Design Stages

Identify the
Desired Results



Determine
Acceptable
Evidence



Plan Learning
Experiences
and Instruction

Thank you!