

Competency Based Education



Academic Senate
for California Community Colleges

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Overview

- What is competency based education (CBE)?
- What does CBE look like in practice?
- How can you consider CBE in your discipline?




Competency-Based Education

The **competency-based education (CBE)** approach allows students to advance based on their ability to master a skill or competency at their own pace regardless of environment. This method is tailored to meet different learning abilities and can lead to more efficient student outcomes.

Competency-Based Education

- Competency-based or Outcomes-based
- Advancement based on mastery of outcomes rather than seat time or credit hours
- Mastery demonstrated through assessments

Competency-Based Education

- Changing paradigm:
 - Credit hour  content mastery
 - Focus on teaching  focus on learning
 - Time is constant/learning is variable  time is variable/learning is constant
 - Greater focus on employer input regarding knowledge, skill, and aptitude (KSA) needs of future employees

Competency-Based Education

- Colleges already do some CBE
 - Open entry/open exit courses in CTE and noncredit
 - Credit by Exam

Examples of CBE

- Noncredit
 - Math and writing labs
 - Accounting (Glendale)
Medical Front Office (Glendale)
 - High School Diploma classes (Glendale)
 - Keyboarding (Glendale)
- CTE Certificates
 - Nursing
 - Welding
 - Noncredit pathways
- Health Care Pathway:
 - Nursing Assistant
 - Medical Billing and Coding
 - Introduction to Medical Assistant
 - General Medical Office Clerk

Competency-Based Education

Can more be done?

- Can CBE be done in census classes?
- Can more CTE education be CBE?
- How can we accomplish this?

Implementing CBE

- Identifying outcome competencies is key – all supporting learning objectives must be identified and sequenced within a program and courses
- Objectives may be used rather than outcomes – usually require demonstration of more discrete skills or knowledge

Implementing CBE

- Identify and reduce or eliminate ineffective structures, practices, and expectations that may have been historically justified but are now impeding the efficiency of student learning
 - Minimum hours & unit requirements
 - Minimum internship/externship hours requirements
 - Required skills practice regardless of current competence

Implementing CBE

- Design classroom and lab experiences with pre-assessment opportunities
 - Based on outcomes or objectives, determine the appropriate assessment(s) and level of mastery
 - Pre-assessments may be the same as post-assessment, or the two may vary for greater demands on students
 - Pre-assessments may be integrated into early classroom activities or assignments rather than formalized as separate assessment opportunities
 - Instruction based on students learning, rather than faculty teaching.
 - Establish achievement benchmarks
 - Establish program exit criteria

QUESTIONS?

THANK YOU!

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