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LEARNING LOG

Developing a Framework for Delivering Competency Based Education

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DETAILS

MAKING IT WORK, UNDERSTANDING WHAT WORKS, AND SHARING WHAT WORKS

TITLE

Developing a Framework for Delivering Competency Based Education

SOLUTION

Developmental Education Reform and Supports for Learning

CAPACITIES

Policy

Owner

Sandra Dietrich (/education/s/profile/00536000004728MAAQ)



Record Type

Monthly-Current 2017



INSTITUTION

Wake Technical Community College

REFLECTION

SITE INITIATIVE

The North Carolina Competency Based Education (NC-CBE) project is a collaborative statewide effort to design and build sustainable and scalable competency-based associate degree pathways in Information Technology. Four NC community colleges are developing two full degree tracks in network management and computer programming to be piloted in fall 2017 and spring 2018. This high quality and affordable program model will provides students a flexible way to get credit for what they already know; build upon their knowledge, skills, and abilities at their own pace; earn high-quality, industry-validated degrees and credentials; get a new job or advance along a career pathway; and, earn a fair wage to support themselves and their family.

PROGRESS TOWARD STUDENT SUCCESS

Relying on research into national best practices and technical assistance, NC-CBE partner colleges are developing a best practice model for competency-based education student support. This model is based on the Completion by Design Loss-Momentum Framework and the American Association of Community Colleges Guided Pathways model. Project representation is currently discussing best practices, finalizing the support model for the pilot, and identify scaling opportunities. Faculty members are currently developing the modules which will map back to specific courses in general education and computer technology programs. Over 300 competencies and subcompetencies have been developed for which faculty members are currently developing modularized coursework. A new learning management system has chosen specifically for this initiative to address the needs of self-paced learning.

IMPACT

The first pilot programs will launch this fall and spring at four NC community colleges. It is anticipated that student success, defined by successful completion and persistence, will meet or exceed those of students in traditional modalities. Intentional faculty engagement and student services offerings will wrap around the educational process to foster student success. The exact targets will be determined this summer.

INTERNAL/EXTERNAL RESOURCES

Perkins funds were used to plan the NC-CBE initiative in Janaury of 2016. Our state legislature funded this year's activities which culminated in the followng deliverables: a Curriculum Assessment Plan, Professional Development, Educational Technology Vendor Communication Plan, Academic and Student Support Plans, Student Service Maps, NC-CBE Quality Assurance Resources (which included an evaluation plan for the pilot, and a Marketing

and Recruitment Action Plan). Institutional funds will supplement the costs associated with this initiative as necessary to ensure success.

NEXT CRITICAL STEPS❶

The next step is executing the pilot programs at four NC community colleges this fall and spring. Each college will select cohorts of students with prior college credit who will likely flourish in this modality. The four colleges have agreed to offer the pilot coursework in hybrid format so as to foster relationships among students, faculty members, and student services providers that yield success. Statistical and anecdotal information will be gathered to measure success and to identify strengths and weaknesses which contribute to improvements for subsequent course offerings. Work will continue in developing modules for all courses in these degree programs. Institutional branding and marketing strategies are currently under development. Our Enrollment and Student Services area is testing our registration and records management processes to address CBE nuances. Financial Aid and Veterans' representatives are developing strategies for students to seamlessly use grants and loans for CBE programs.

OPPORTUNITIES/CHALLENGES❶

Designing a CBE program model presents many practical challenges for institutions operating within the traditional, time-bound system. NC-CBE Project participants identified over 30 implementation barriers and developed custom approaches that resolve these issues for NC colleges. Some of the challenges include registration, financial aid, veterans' benefits, transcribing grades, term limits, faculty role changes, marketing, and cohort selection.

QUESTIONS/REQUESTS❶

Wake Tech welcomes advice from colleges that have forged the CBE path before us. We would also welcome the opportunity to collaborate on unresolved issues that may be affecting your success.

STATUS

Final

Completion Date❶

5/31/2017

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(/education/s/profile/00536000004728MAAQ) Sandra Dietrich (/education/s/profile/00536000004728MAAQ) (Wake Technical Community College) updated this record.
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