Competency-Based Education
CBE Collaborative Peer Learning Session

September 24, 2021

Welcome!
Please say hello in the chat.

Icebreaker:

Please say your name, institution, and title of your DA CBE program

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A11Y 7/28/25

Part I:
The CBE Learner Journey

SSM Learner Journey Metrics

Successful Enrollment
- At the same college/At any college

Learning Progress
- Completed transfer-level math & English
- Course success
- Skills gains

Momentum
- Earned 9+ CTE units
- Completed a noncredit workforce milestone
- Retained fall to spring

Success
- Earned an award
- Average No. of units earned by AA/AS holders
- Transferred to a Four-Year

Employment
- Working in a job related to field of study
- Became employed

Earnings
- Median earnings
- Median change in earnings
- Attained the living wage

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Understanding the Learner Experience

- Milestones - Key steps students take as they move toward program completion

- Touchpoints - Points of direct contact between students and institutional stakeholders

- Pain points - Struggles and challenges that inhibit students' progress

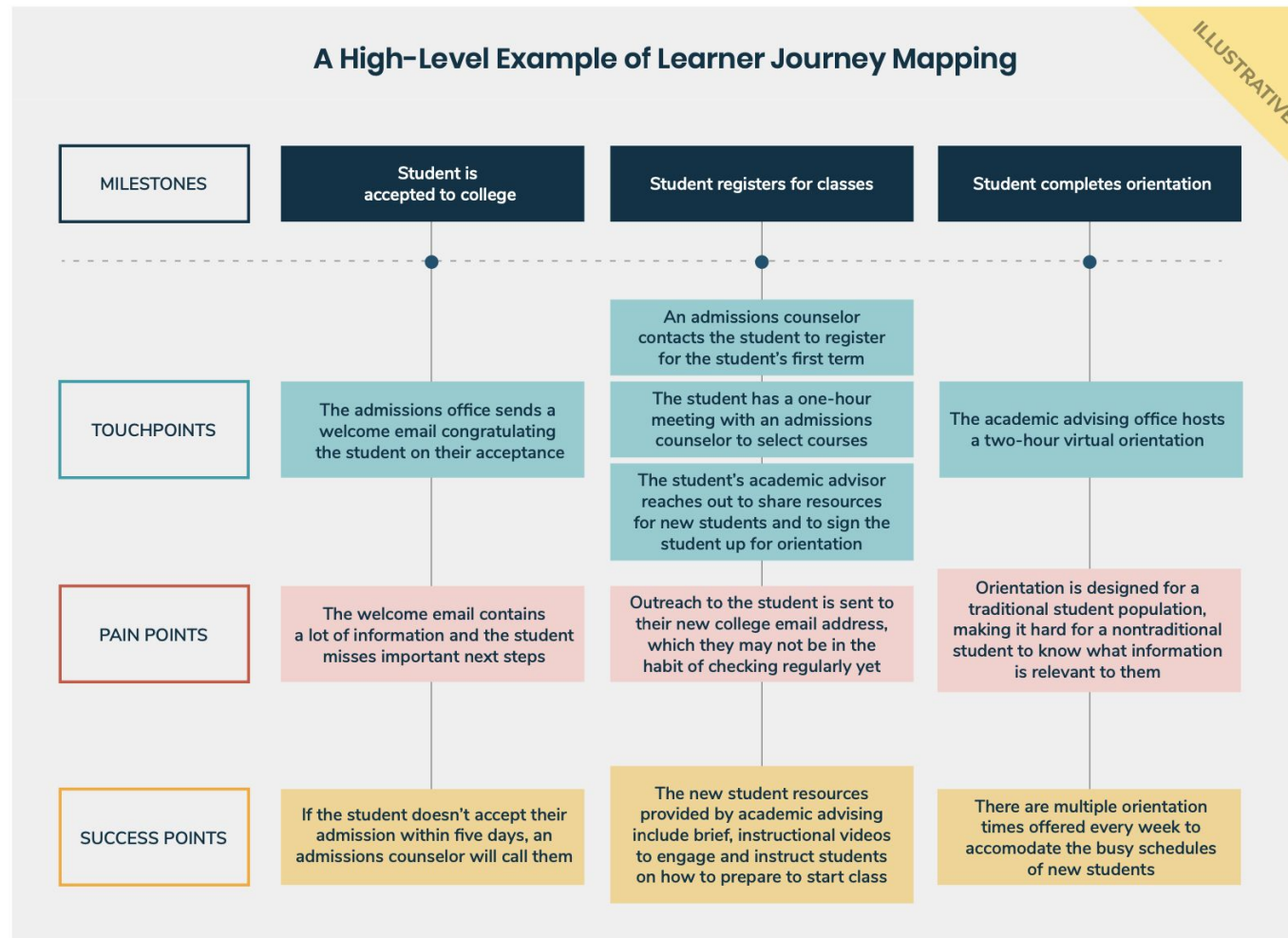- Success points - Encounters and experiences that facilitate or accelerate student progress

- Knowing Your Learners
  - Who do you serve?
  - Who do you not serve?
  - Who do you want to serve?
  - What would it take to serve these learners?
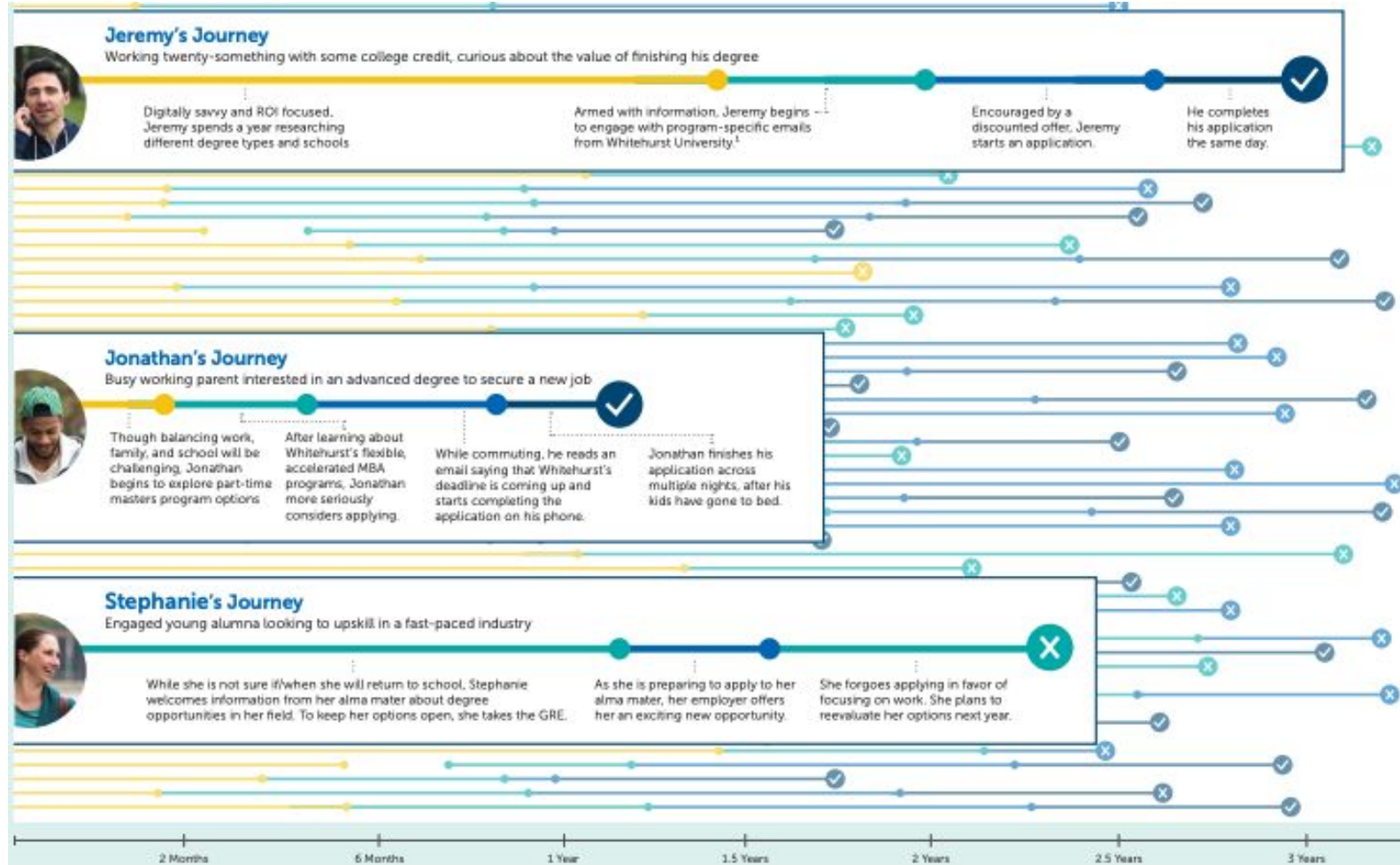
CBE is a tool for campus-wide transformation

Faculty Role, Load and Contracts

District/College Policies

Student Support Services

DA CBE

Institutional Data & Research

Financial Aid

SIS & LMS

Dismantling silos to provide a tailored student experience leading to clearly defined competencies students can leverage in industry.

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Example Learner Journey Map

A High-Level Example of Learner Journey Mapping

ILLUSTRATIVE

MILESTONES	Student is accepted to college	Student registers for classes	Student completes orientation
TOUCHPOINTS	The admissions office sends a welcome email congratulating the student on their acceptance	An admissions counselor contacts the student to register for the student's first term; The student has a one-hour meeting with an admissions counselor to select courses; The student's academic advisor reaches out to share resources for new students and to sign the student up for orientation	The academic advising office hosts a two-hour virtual orientation
PAIN POINTS	The welcome email contains a lot of information and the student misses important next steps	Outreach to the student is sent to their new college email address, which they may not be in the habit of checking regularly yet	Orientation is designed for a traditional student population, making it hard for a nontraditional student to know what information is relevant to them
SUCCESS POINTS	If the student doesn't accept their admission within five days, an admissions counselor will call them	The new student resources provided by academic advising include brief, instructional videos to engage and instruct students on how to prepare to start class	There are multiple orientation times offered every week to accomodate the busy schedules of new students

Learner Journey Example: Enrollment

Jeremy's Journey
Working twenty-something with some college credit, curious about the value of finishing his degree

Digitally savvy and ROI focused. Jeremy spends a year researching different degree types and schools

Armed with information, Jeremy begins to engage with program-specific emails from Whitehurst University.[1]

Encouraged by a discounted offer, Jeremy starts an application.

He completes his application the same day.

Jonathan's Journey
Busy working parent interested in an advanced degree to secure a new job

Though balancing work, family, and school will be challenging, Jonathan begins to explore part-time masters program options

After learning about Whitehurst's flexible, accelerated MBA programs, Jonathan more seriously considers applying.

While commuting, he reads an email saying that Whitehurst's deadline is coming up and starts completing the application on his phone.

Jonathan finishes his application across multiple nights, after his kids have gone to bed.

Stephanie's Journey
Engaged young alumna looking to upskill in a fast-paced industry

While she is not sure if/when she will return to school, Stephanie welcomes information from her alma mater about degree opportunities in her field. To keep her options open, she takes the GRE.

As she is preparing to apply to her alma mater, her employer offers her an exciting new opportunity.

She forgoes applying in favor of focusing on work. She plans to reevaluate her options next year.

| 2 Months | 6 Months | 1 Year | 1.5 Years | 2 Years | 2.5 Years | 3 Years |

Breakout Group Activity

Directions:

- Two colleges will be meeting in each breakout room.
- Breakout rooms are your college names.
- Please select your corresponding college and "Join" the room.
- If you have issues self selecting, please note your college in the chat so that our team can support assignment.
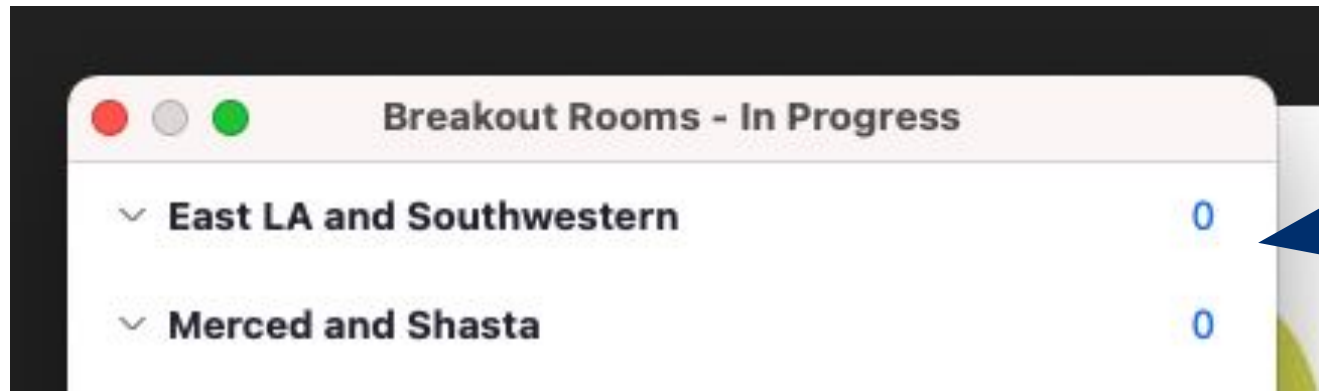
Hover your cursor over the number and "Join" will appear. Click this to join the appropriate room.

Group Activity #1: Building a DA CBE Learner Journey Map

Share ideas in the google document, and then discuss:
- ○ *Based on what you know about CBE so far, what steps and phases will a Direct Assessment CBE student engage in as they matriculate into a program?*
- ○ *What do you know so far about the learners for the program you are designing for?*
- ○ *What do you need to do at your site to get started?*
- ○ *What partners do you need to engage?*

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Looking Ahead:
Student Supports, Industry and Community Partnerships

- Knowing Your Learners
  - Who do you serve?
  - Who do you not serve?
  - Who do you want to serve?
  - What would it take to serve these learners?

Four Main Persistence Barriers

- Academic skill gaps
- Lack of career and college awareness
- Financial challenges
- Personal challenges
  - Half of all adult learners stop out because of non-instructional factors such as loss of childcare, change in job, personal or family illness, housing or transportation challenges.

Categories of Services & Supports

ACADEMIC ADVISING

> **Purpose:** To support students in pursuing and succeeding in their academic studies

> **Activities:** assessment of academic skill needs; meeting with academic advisors to review course selection; tutoring; supplemental coursework; access to online learning supports

NONACADEMIC ADVISING

> **Purpose:** To foster students' sense of connection to the college; enhance their self-confidence as members of the college community; and develop their ability to access college resources and make decisions that support their success as students

> **Activities:** college navigation advising; time management training; study skills development

Categories of Services & Supports

COMPETENCY - BASED EDUCATION NETWORK

CAREER SERVICES

> **Purpose:** To identify student career goals; share relevant information about labor market conditions and career opportunities; ensure that students pursue coursework that facilitates achievement of their career goals; and support students in transitions into employment

> **Activities:** career interest assessment and goal setting; work-readiness courses; resume writing workshops; mock interviews; job shadowing/internship opportunities; job placement

FINANCIAL SERVICES

> **Purpose:** To support students in financing their postsecondary studies; to build students' self efficacy in managing their resources for school and personal needs

> **Activities:** financial need assessment; identification of applicable financial aid resources; access to benefits; assistance with completion of financial aid applications; financial literacy workshops

Categories of Services & Supports

SOCIAL SERVICES & COUNSELING

> **Purpose:** To assist students in managing their personal lives in order to support persistence in and completion of their studies

> **Activities:** provision of or referral to child care resources, transportation assistance, housing assistance, or mental health counseling; life skills training

- Support with student focused operations
  - Accessible, approachable, available
  - Provide flexibility through digital services and digitized processes

Group Reflection

- Share in the chat:
  - *What from your existing programs can you use towards mapping learner competencies?*

  - *What is critical for supporting learners throughout their CBE journey?*

  - *What is missing?*

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