

STATE BOARD OF COMMUNITY COLLEGES
State Board Reserve Funding for North Carolina Competency-Based Education Incubator
FY 2017-18

Request: The State Board is asked to approve an allocation of \$80,000 in State Board Reserve Funds to Central Piedmont Community College (CPCC) to support the development of competency-based education courses as part of the North Carolina Competency-Based Education Incubator (NC-CBE Incubator).

Background: The institutional partners of the NC-CBE Project are Central Piedmont Community College (serves as Lead College), Forsyth Technical Community College, Stanly Community College, Wake Technical Community College (WTCC), and the North Carolina Community College System (NCCCS). The goal of the NC-CBE Project is to build a sustainable and scalable AAS model for the NC Community College system that will provide students across the state with an affordable way to:

- get credit for what they already know,
- build on their knowledge and skills 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.

On July 21, 2017, the State Board of Community Colleges approved \$125,000 of Perkins Leadership funds to support Phase III of the NC-CBE.

Rationale: Institutions of higher education in North Carolina, and across the nation, are under pressure to reduce costs, increase completion rates, maintain open access, and ensure all graduates have the skills our industry partners demand. These pressures have created a considerable and growing interest in new and creative approaches that can reduce costs, increase accessibility, and improve student success while ensuring quality of instruction.

Competency-Based Education (CBE) is an innovative educational delivery model in higher education that has shown great promise to meet these demands; however, CBE programming on NCCCS campuses is limited and inconsistent across degree programs. There is currently no standardized process for colleges to implement CBE programming to fill students' knowledge and training gaps toward certification/licensure, or continued education and advanced degrees.

Accomplishments – Phase One and Two (2015-2017):

NC-CBE Colleges committed extensive staff time and local resources to engage in strategic planning and consensus building activities. As of December 2017, the NC-CBE Project included over 100 participants representing all areas of college operations including faculty, academic administrators, and leaders from business and finance, information technology, and student support services.

The primary deliverables of Phase One and Two have included:

- A common competency framework and over 360 competencies/sub-competencies aligned with arts & science, and IT technical education courses;
- Professional development activities for faculty and staff to establish a common understanding of CBE (webinars (6), planning workshops (6), web portals (3) and national conferences);
- Learning Management System and Assessment Management System procurement and implementation;
- Two (2) Face-to-Face Faculty Trainings for faculty and ITS staff hosted by CPCC and WTCC;
- A common student support services model for CBE based on *Completion by Design* and *AACC Guided Pathways* frameworks;
- Joint communication with and a draft policy proposal to the Southern Association of Colleges and Schools – Commission on Colleges (SACS COC);
- Thirty (30) technical and General Education contextualized competency-based courses;
- A CBE program development guide, the *NC-CBE Project Design Elements Guide*, was developed detailing 26 key program design elements to be considered in establishing a CBE learning model for NC;

This continued funding request will be divided amongst partner institutions and used to support full-time and adjunct faculty in the enhancement and full redesign of 11 additional IT AAS curriculum courses at each of the four partner institutions – completing the development of two AAS Information Technology degrees as competency-based offerings. Faculty will each receive one course release for each course developed which would allow for adjunct salaries to cover their standard teaching load, (release strategies may vary slightly depending on commitment of additional institutional resources). Participating faculty will also receive access to remote and in-person professional development to support the creation of high-quality assessments and curation of learning resources.

Fund Source and Availability: FY2017-18 funding is available from the State Board Reserve Fund from January 1, 2018, through June 30, 2018.

Contact Person(s):

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