



Substantive Change Proposal

Approval of Competency-Based Education
Associate of Science in Management Program

Submitted to:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

Submitted by:

Dr. Aeron Zentner, Dean of Institutional Effectiveness
Accreditation Liaison Officer

Coast Community College District
Coastline Community College
11460 Warner Avenue
Fountain Valley, CA 92708

Substantive Change Application Form

Competency-Based Education

Directions: This application should be submitted *at least* 30 days prior to the anticipated start date of the change. Applications must be complete, and the required fees received to be scheduled for review.

Email completed application to substantivechange@accjc.org. Fees must be submitted to the Accrediting Commission for Community and Junior Colleges
P.O. Box 147, Novato, CA 94948

Date of Inquiry: August 2, 2022
Anticipated Start Date: Spring 2024

Institution Name: Coastline Community College

Address: 11460 Warner Avenue

City: Fountain Valley
State: CA
Zip: 92708

ALO Name: Aeron Zentner
Telephone: 714-714-7036
Email: azentner@coastline.edu

Title of Application and Description of Proposal:
Competency-Based Education Program Proposal

Coastline Community College's substantive change proposal details the development of a direct-assessment competency-based education Associate of Science in Management program to expand access and educational opportunities for the current and future workforce.

Standard I: Mission, Academic Quality, and Institutional Effectiveness and Integrity

Briefly describe the planning process that identified and led to the competency-based education program(s).

Coastline Community College (Coastline) has a history of forging new paths to meet students where they are. Equity is at the heart of the College's actions and priorities. In 2018, the College adopted the following definition for the Guided Pathways movement: "Coastline Pathways is an equity-based mindset and practice to facilitate student success." To implement this mindset and practice, in 2020 the College adopted the Vision 2025: Educational Master Plan which outlined several equity-based priorities, including a desire to implement competency-based education (CBE) in response to the shifts seen in education. Coastline students shared a need for more flexibility, a desire to move quickly through information, and the opportunity to have degrees and certificates that more directly aligned to employer needs and expectations.

In 2021, state regulations were changed to enable CBE in the Community College system, and the California Community Colleges Chancellor's Office (CCCCO) released the application for the CBE Direct Assessment Collaborative Grant. With the support of Coastline's Academic Senate, the Coast Community College District (CCCD) Board of Trustees, and Coastline's Associated Student Government (ASG), the College embarked on a collaborative, transparent process to develop the application. The College formed a CBE Advisory Team to work on the grant application. This Advisory Team selected the initial program (Associate of Science in Management). They received support from all groups as well as District leadership to pursue this grant and competency-based education. ([CCCCO CBE Grant Request for Application](#); [CCCD Board of Trustees Meeting Minutes 2021-01-20](#) [see pg. 5]; [Academic Senate Meeting Minutes 2021-02-21](#) [see pg. 5]; [Academic Senate Meeting Minutes 2021-09-21](#) [see pg. 5])

To continue the integration of CBE into the operations and planning of the college, in spring 2021, the College Academic Senate ([Academic Senate Minutes 2021-12-07](#) [see pg. 2]) adopted a new Instructional Program Review template ([2022-23 Instructional Program Review Template](#)), which includes a required section on program and service participation in college-wide initiatives, including CBE.

The College has been exploring CBE since 2019, when the College applied for and was awarded an exploratory Institutional Effectiveness Partnership Initiative (IEPI) Grant ([IEPI Innovation & Effectiveness Plan](#)) funded by the CCCCCO. One of the areas of focus for the grant was CBE. During the development phase of the event, faculty members, classified professionals, and administrators participated in multiple days of Partnership Resource Team (PRT) interviews and consultation to support learning about Competency Based Education around the country.

The Academic Senate approved the IEPI Institutional Effectiveness and Innovation (IEPI) Grant proposal and the CCCD Board of Trustees accepted the IEPI Institutional Effectiveness and Innovation Grant in support of the plan. All information was disseminated at the College's Planning, Innovation, Effectiveness, and Accreditation

Committee (PIEAC) meetings ([PIEAC Agendas 2019-2020](#)), at the college-wide planning summits ([Spring Planning Summits](#) [see pgs. 15, 28, 82, 85, 118]), and on the IEPI webpage ([Institutional Effectiveness Partnership Initiative Webpage](#)).

Describe how the competency-based education program(s) is consistent with the mission and goals of the institution.

The CBE program is consistent with the College’s Mission ([Mission Statement](#)), as it aligns with the various sections such as:

- The populations served: “*diverse populations of students*”
- An emphasis on meeting achievement outcomes: “*attainment of associate degrees... leading to career advancement*”
- Central to the CBE program is providing equitable educational opportunities on their time “*by meeting students where they are, Coastline provides innovative instruction and services designed to achieve equitable outcomes.*”

The CBE program aligns with the College’s Educational Master Plan 2025 Goals ([Vision 2025 Educational Master Plan](#)) as it will foster equity and achievement in an engaging and innovative learning environment by making education and its outcomes more understandable and applicable to employers. The College selected the Management Associate of Science based on the Business program’s industry advisory board members’ feedback that many employees are serving in pseudo-management roles but inhibited from becoming a manager without formal education. The degree program was chosen to reflect a commitment to equity in providing education that leverages student’s experiences and provides the flexibility working students need to earn a degree. The need for equity-minded managers was reflected in both public and private industry and Student and Alumni Advisory Board discussions about the degree.

What is the expected impact of the competency-based education program(s)? What benefits will result from the competency-based education program(s)?

Direct Assessment CBE is a flexible, learner-paced, equity-minded approach to earning degrees and credentials. Equity is embedded in the process as students direct their own pacing to complete modules and demonstrate competency. The flexibility of learner-directed pacing along with robust wraparound student support especially supports students who are working learners, student parents, and active-duty military. Direct student engagement coaching and support will enable learners to complete their degree. Further, Direct Assessment CBE allows students to move quickly through material in areas in which they are experienced and knowledgeable, creating a fast track to completion of degrees and certificates. It also enables students to slow down when life happens to keep them from dropping out. It is expected that these programs will create more equitable outcomes for students by providing flexibility and honoring their existing knowledge.

How will the institution assess and validate the quality/efficacy of the competency-based education program(s)? How will the program(s) be incorporated into the college's integrated planning processes?

The CBE program will be incorporated into the Business program review. Instructional program review is an integral part of the total process of assessment, planning, and budgeting at the College. The evaluation and recommendation subsections from each program review provide the basis for informed decision-making on programs, curriculum, personnel, professional development, facilities, equipment, and technology ([2022-23 Instructional Program Review Template](#)). The review process and planning are conducted annually in alignment with the College's planning calendar ([2022-2023 Coastline College Planning Handbook](#)). The program review process is an effective vehicle for accountability and provides an opportunity for faculty members to actively participate in the assessment of their programs to facilitate continual improvement through evidence-informed planning. Institutional planning and budget considerations are based on the recommendations and justifications provided through the program review process.

Business degree and certificate programs and courses are reviewed by the Business Advisory Board via two formal meetings each year and informal interactions with Board members throughout the year. The Board is comprised of industry members, community stakeholders, and regional leaders. Feedback from this Advisory Board, employers, Coastline students, faculty members, and other community stakeholders will inform curricular updates and modifications ([Business Advisory Board Meeting Agendas 2021-22](#)).

Coastline is building the Management Associate of Science program to align with the Competency-Based Education Network's (C-BEN) Quality Framework for Competency-Based Education ([C-BEN Quality Framework](#)), which includes several standards for continuous improvement of the CBE program itself as well as each degree or certificate offered in the CBE modality. Key performance indicators (KPIs) include competency completion, time to competency attainment, retention, number of attempts to reach mastery of each competency, time to completion of credential, student cost for program, and post-graduation outcomes such as job placement and living wage.

Future CBE programs will follow the same process for review and validation, including both student and alumni engagement as well as advisory board engagement before program development and selection.

Standard II: Instructional Programs

What type of approach will be used for the competency-based education program(s)?
X Direct assessment approach Hybrid approach
Describe the college's definition of credit or clock hour.
<p>The clock hour calculation process is in conjunction with the CCCD Board Policy (BP) and Administrative Procedures (AP) (BP 4020 Program, Curriculum, and Course Development; AP 4020 Program, Curriculum, and Course Development) and attendance accounting methods. The crosswalk and process developed by faculty—expanded upon in the next question—has been shared with faculty members and College leadership at various governance committees (Academic Senate Meeting Minutes 2022-04-19 [see pg. 4]; Academic Senate Meeting Minutes 2022-05-03 [see pg. 5]; PIEAC Meeting Minutes 2022-05-04 [see pg. 2]; College Council Meeting Minutes 2022-05-10 [see pg. 1]). The crosswalk aligns with the California State Chancellor's Office Credit hours computation chart (CCCCO Hours and Units Calculation).</p> <p>According to CCCD Administrative Procedure 4020, "One credit hour of community college work (one unit of credit) shall require a minimum of 54 semester hours of total student work, which may include inside and/or outside-of- 3 class hours. A course requiring 108 hours or more total student work shall provide at least 2 units of credit." The district calculates units based on the following formula:</p> $\frac{\text{Total Contact (In-Class) Hours} + \text{Outside-of-Class Hours}}{\text{District Divisor (54)}} = \text{Units}$
Describe methodology that will be used to equate direct assessment to credit or clock hours.
<p>The College's methodology to equate direct assessment to credit and clock hour occurs in two phases: first, the College conducts a Mapping and Outline process (Mapping and Content Outline Process); as part of this process, faculty develop a content outline which specifies the learning activities, assessments, practicum, etc. that will make up the course content. Second, faculty use a time-based learning calculation (Time-Based Learning Calculation) to determine the amount of time each module equates to.</p> <p>In the Mapping and Outline process (Mapping and Content Outline Process), faculty identify the academic content, assessments (formative and summative), activities, and exercises required for a learner to develop and consequently demonstrate mastery of a given competency. These elements are then compared to existing credit-based courses with one of three outcomes, as described below, which are referred to as mapping objectives and outcomes. They are Simple (S), Together (T), or Multiple (M) courses.</p>

- In mapping outcome S, the mapping is a direct one-to-one match where a competency maps neatly to one existing course's Objectives and Student Learning Outcomes (SLOs).
- In mapping outcome T, multiple competencies work together to map to a course's Objectives and SLOs.
- In mapping outcome M, a single more comprehensive competency maps to the outcomes for multiple courses' Outcomes and SLOs.

These steps are outlined in more detail in the Mapping and Content Outline Process document ([Mapping and Content Outline Process](#)). This flexible, learner-centered mapping strategy prioritizes the academic content, activities, and assessments learners need to achieve mastery of a competency rather than adherence to pre-existing course outlines of record. The credit awarded is the total amount of credit given for all the mapped courses as is given in a credit-hour modality based on the learning activities as demonstrated in the Relationship Building example ([Relationship Building Outline](#)). The process includes a comparison of the proposed competency to an existing course in the credit-hour program for the gap analysis. The process is completed for all competencies in the program. Any new course content that needs to be created to support the program should be developed, reviewed, and approved following the college's existing Curriculum process, as this is the purview of faculty.

Next, faculty take the developed outline and perform the time-based learning calculation as described in the time-based learning calculation document ([Time-Based Learning Calculation](#)) to determine the amount of time for each module. The College plans to conduct a time-based learning calculation for each competency to align with the credit hour as defined in the CCCD Board Policy (BP) and Administrative Policy (AP) documents ([BP 4020 Program, Curriculum, and Course Development](#); [AP 4020 Program, Curriculum, and Course Development](#)). The overall degree will be required to align between the time-based calculation and total units (60) of the associate degree.

What is the program(s) competencies and how does the institution determine they are the appropriate level and complexity congruent with the achievement expected at the relevant degree level for an institution of higher learning?

This Management Associate of Science direct assessment competency-based degree builds upon an established competency model, Polaris. The Polaris competency model for leaders, managers, and professionals is developed and maintained by Organization Systems International (OSI).

Faculty reviewed existing competency sets and debated creating their own, however they wanted high levels of industry validation ([OSI Polaris Research Report 2022](#)). This set of 41 competencies reflects the knowledge, skills, abilities, and behaviors demonstrated by C-level executives in large and small organizations through over 30 years of research by OSI. The Polaris model was selected due to its pervasive use in corporate management training across a wide variety of industries. This competency set, like the Management Associate of Science, can be applied to any industry as it focuses on skills that transcend industries. OSI

clients include Apple, AT&T, Nike, Starwood Hotels and Resorts, Wendy's, and The Walt Disney Company, to name a few.

Business faculty, with input from the Business Advisory Board (comprised of industry members, faculty, and community stakeholders) and our Student and Alumni Advisory Board, selected the most relevant and appropriate competencies for an entry-level manager completing lower-division college coursework from the set of 41.

The College is using established industry-validated competencies to adopt the language of the employer. To help learners be more workforce ready, the College is acting as the 'translator' by taking the employer language and mapping it back to our academic language, instead of the usual process which prioritizes academic language and expects industry to interpret the meaning.

Curricular modules are being created to give learners the knowledge, skills, abilities, and behaviors needed to demonstrate mastery of each competency. Students will complete summative assessments that require demonstration of mastery of each competency to earn credit and move forward in the program. The program competencies document ([Management Program Competencies](#)) states clearly what the performance-based outcomes look like for each competency.

Through the competency outline and credit hour crosswalk process, Coastline faculty members will map the Direct Assessment CBE degree back to our current Management Associate of Science which is also offered in its traditional format.

The program competencies are listed below, and a full program competency set is included in the Full Competency Set document ([Management Program Competencies](#)).

Competencies:

- Active listening
- Business thinking
- Communicativeness
- Conflict management
- Drive and energy
- Financial acumen
- Functional expertise
- Influence
- Integrity
- Organizing and planning
- Presentation skills
- Problem solving and decision making
- Relationship building
- Sensitivity
- Team management
- Written communication

Describe how regular and substantive interaction between faculty and student will occur in the competency-based education program(s)?

In compliance with ACCJC's Policy on Distance Education and Correspondence Education, ACCJC Accreditation Standard II, Title IV federal regulations, and California's Title V regulations, regular and substantive interaction will occur in two or more of the following ways:

(i) **Providing direct instruction** – This will be accomplished through options that include pre-recorded course materials, small group discussions with learners at the same place in the curriculum, or through one-on-one coaching calls.

(ii) **Assessing or providing feedback on a student's coursework** – Faculty members will create formative assessments. They may be scored automatically, with faculty members providing substantive feedback responses built into the assessment for correct and incorrect answers. Alternatively, faculty may also respond with individualized feedback. Performance-based summative assessments will require individualized feedback from faculty, primarily through feedback on a standardized rubric with additional feedback as necessary on each competency. Faculty members may meet with learners one-on-one to discuss performance deficiencies and strengths related to competency development.

(iii) **Providing information or responding to questions about the content of a course or competency** - Where possible, the College will use monitoring tools and automatically send customized messages from faculty members to learners who are not meeting pre-planned targets. If the learner responds to the email, it will go directly to the faculty member for an individualized response.

(iv) **Facilitating a group discussion regarding the content of a course or competency** - Throughout the competency-based design, the College will intentionally build in opportunities for learner-to-learner collaboration and learner-to-faculty learning. This method may include discussion boards, small group meetings, or topic-based mini-lectures.

(v) **Other instructional activities approved by the institutional or program accrediting agency** - In some courses, faculty members may conduct performance-based demonstrations of competence with the learners. Based on the competency and the expected performance, other activities may be needed.

Faculty-initiated activity will be embedded in each competency.

Standard III: Resources

Human Resources
How does the institution ensure faculty responsible for the competency-based education program(s) has the appropriate academic qualifications?
<p>The recruitment and selection of administrators, faculty and staff is made in strict compliance with California and federal legislation. CCCD Board Policies and Administrative Procedures ensure selection of dedicated employees to provide educational experiences, intellectual insights, and exemplary support services necessary to optimize student potential and facilitate achievement of individual goals for the success of the educational community (BP 7120 Employee Recruitment and Selection).</p> <p>The College also adheres to CCCD Board Policies (BP 7902 Faculty Service Areas, Minimum Qualifications, and Equivalency) that dictate the role of the search committee in determining if minimum qualifications are met in faculty hiring and explains and describes the process for determining equivalency: Qualifications that are “same as” or “equal to” those established in the Disciplines Lists approved by the Board of Governors of the California Community Colleges and published in the CCCCCO handbook, Minimum Qualifications for Faculty and Administrators in California Community Colleges (Minimum Qualifications Handbook). For courses that have multiple competencies, faculty must meet these requirements for each competency and/or each course to which they are assigned.</p> <p>Further, faculty will receive training and guidance specific to competency-based curriculum and assessment development, as well as training on CBEN’s Quality Framework.</p>
Financial Resources
Describe potential impacts, if any, on institutional resources as a result of the competency-based education program(s).
<p>In 2021, the College received acceptance into the California State Chancellor’s Office Direct Assessment CBE Collaborative. Eight community colleges were accepted into this program and each college will receive a total of \$515,000 to support the implementation of a Direct Assessment CBE program over the next four years. The collaborative is also supported with specialized training, professional development, and targeted SME support as the colleges develop these programs. Additionally, the College has leveraged over \$287,000 of other grant funding from Guided Pathways, Perkins, Strong Workforce and Career Education to support the work on CBE programs. It is anticipated that future funding will be provided by the CCCCCO to support development of these programs.</p>

Standard IV: Leadership and Governance

What leadership and governance oversight exists at the college to ensure the continued academic quality and institutional effectiveness are maintained and sustained with competency-based education programs?

The College has strong and highly committed leaders among the ranks of faculty, classified professionals, managers, and students. Led by the College President, they support a culture of innovation that leads to continual improvement and excellence. College-wide engagement and discussions about innovation and excellence are supported through a variety of formal and informal channels ([2022-2023 Coastline College Planning Handbook](#) [see pg. 13-14]) that exemplify inclusivity, collaboration, and respect for ideas. The College supports an annual innovation fund, and the President continues to create opportunities for dialogue to acknowledge and support a culture of innovation.

CBE is integrated as a standing report item through the College's various planning and participatory governance committees ([PIEAC Agendas 2021-2022](#); [College Council Agendas 2021-2022](#)) and constituency group ([Academic Senate Agendas 2021-2022](#)) meetings. Additionally, CBE is shared throughout the college via newsletters, events (e.g., FLEX), and planning activities (e.g., college-wide planning summit).

The College is committed to leveraging multiple grants (IEPI, CCCCO CBE Grant, Guided Pathways, Strong Workforce, Perkins) and general funds to support this endeavor. To provide programmatic support for CBE, the activities are braided into unitary level planning through the program and department review process ([2022-23 Instructional Program Review Template](#)) and are surfaced through wing-level and college-level planning meetings. The practices of annual review and the unit and college level continue to foster awareness and support for CBE.

To support CBE, the College developed a CBE Advisory Team ([CBE Advisory Team Agendas 2021-2022](#)) that advised on the grant application, reviews implementation plans, and advises on activities to support the implementation of CBE. This cross-functional team also provides feedback on proposals from the CBE Core Team, attends Collaborative meetings and webinars about CBE, and provides advice on CBE related technology, the student experience in CBE, systems issues related to implementation, and broader decisions about the CBE program. The work is also supported by the Core Team, a team of four Core members who collaborate with the President and Vice Presidents of Instruction and Student Services on implementation efforts. This work is also supported by C-BEN consulting to meet the Quality Framework for CBE programs. Finally, the work is led by a Faculty Coordinator for CBE and the Dean of Innovative Learning and Career Education who are accountable for the achievement of the implementation effort. In addition, to engage with internal and external stakeholders, the College has conducted multiple presentations ([CBE Presentations](#)).

Evidence

Please include any relevant documentation (evidence) that will help the Committee understand the proposed competency-based education program(s).

[2022-2023 Coastline College Planning Handbook](#)

[2022-23 Instructional Program Review Template](#)

[Academic Senate Agendas 2021-2022](#)

[Academic Senate Meeting Minutes 2021-02-21](#)

[Academic Senate Meeting Minutes 2021-09-21](#)

[Academic Senate Minutes 2021-12-07](#)

[Academic Senate Meeting Minutes 2022-04-19](#)

[Academic Senate Meeting Minutes 2022-05-03](#)

[AP 4020 Program, Curriculum, and Course Development](#)

[BP 4020 Program, Curriculum, and Course Development](#)

[BP 7120 Employee Recruitment and Selection](#)

[BP 7902 Faculty Service Areas, Minimum Qualifications, and Equivalency](#)

[Business Advisory Board Meeting Agendas 2021-22](#)

[CBE Advisory Team Agendas 2021-2022](#)

[C-BEN Quality Framework](#)

[CBE Presentations](#)

[CCCCO CBE Grant Request for Application](#)

[CCCCO Hours and Units Calculation](#)

[CCCD Board of Trustees Meeting Minutes 2021-01-20](#)

[College Council Agendas 2021-2022](#)

[College Council Meeting Minutes 2022-05-10](#)

[IEPI Innovation & Effectiveness Plan](#)

[Institutional Effectiveness Partnership Initiative Webpage](#)

[Management Program Competencies](#)

[Mapping and Content Outline Process](#)

[Minimum Qualifications Handbook](#)

[Mission Statement](#)

[OSI Polaris Research Report 2022](#)

[PIEAC Agendas 2019-2020](#)

[PIEAC Agendas 2021-2022](#)

[PIEAC Meeting Minutes 2022-05-04](#)

[Relationship Building Outline](#)

[Spring Planning Summits 2020-2022](#)

[Time-Based Learning Calculation](#)

[Vision 2025 Educational Master Plan](#)