

Community College Faculty & Competency-Based Education: A Grounded Theory Study

R.Q.1: How do community college faculty experience the transition to competency-based education teaching?

R.Q.1.a. What factors impact transition?

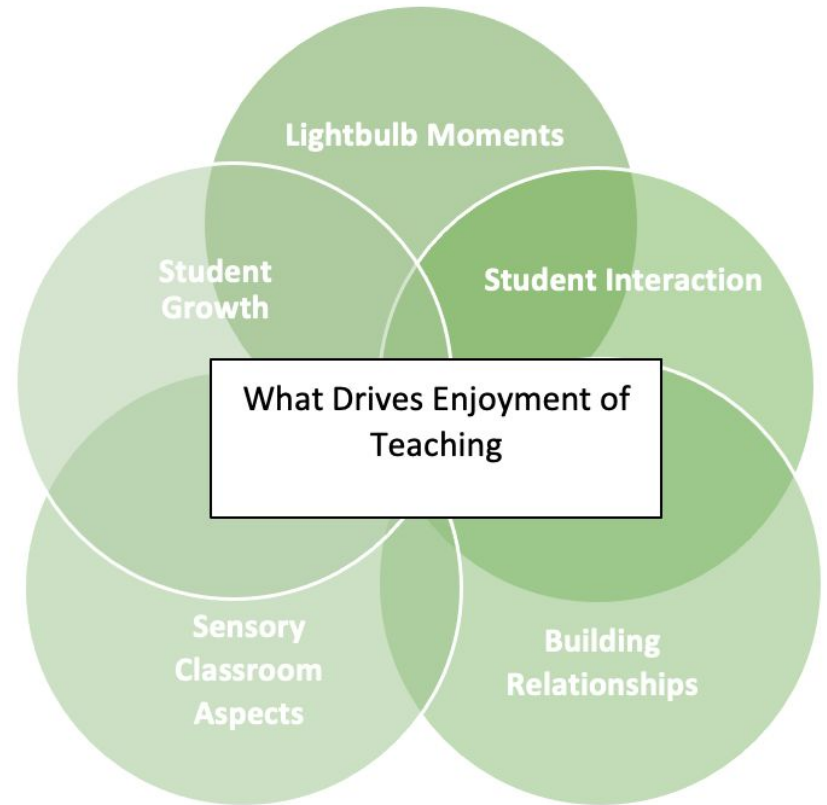
R.Q.1.b. Is the perception of competency-based education teaching clouded by faculty who perceive CBE as a threat to the traditional experience of lecture and teaching?

- Qualitative, open-ended survey
- 96 respondents

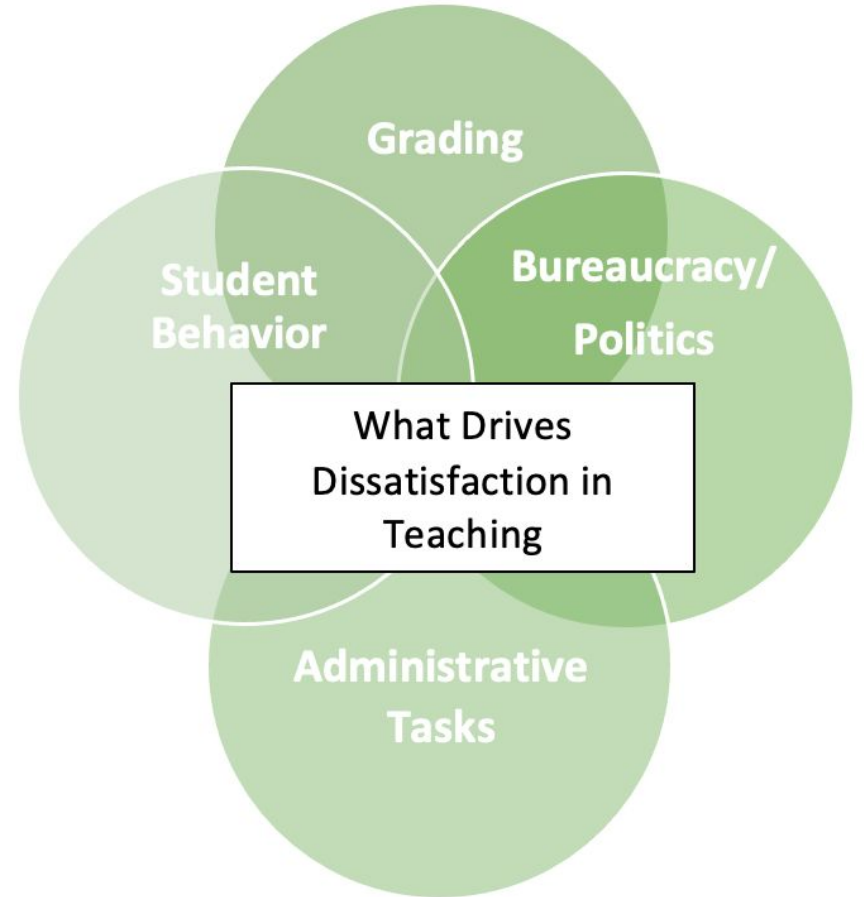
Study Structure



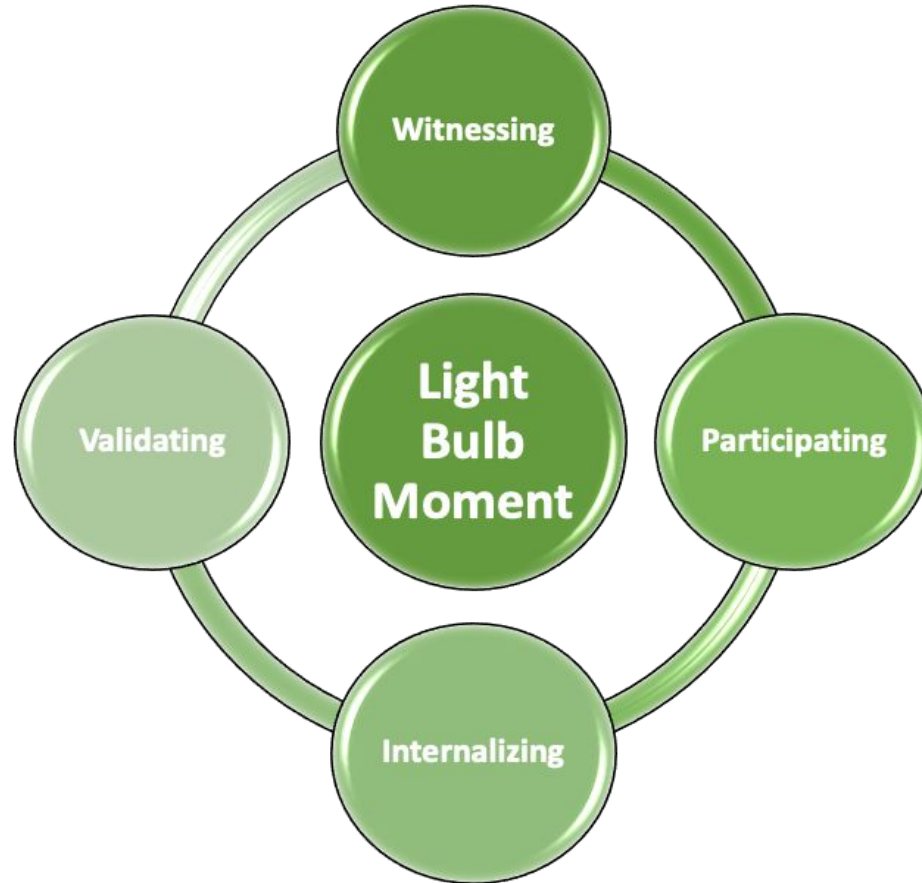
Key Findings: What Drives Satisfaction in Teaching



Key Findings: What Drives Dissatisfaction in Teaching



Key Findings: The Light Bulb Moment



Key Findings: Online and CBE Teaching Introduce Conflict

- How instructors describe teaching



Key Findings: Online and CBE Teaching Introduce Conflict

- How instructors describe digital forms of teaching

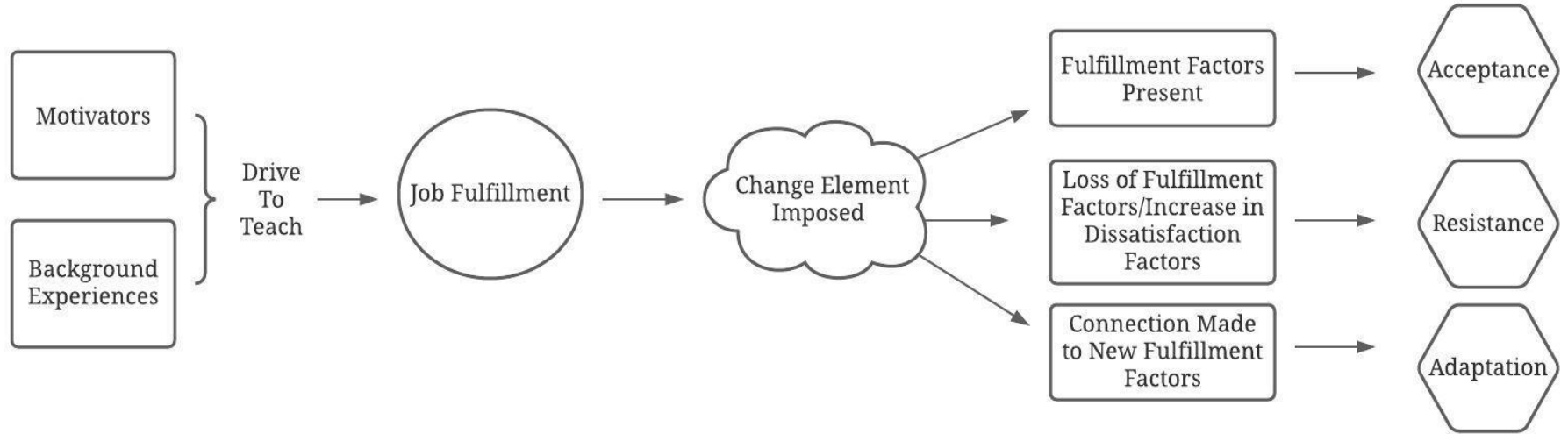


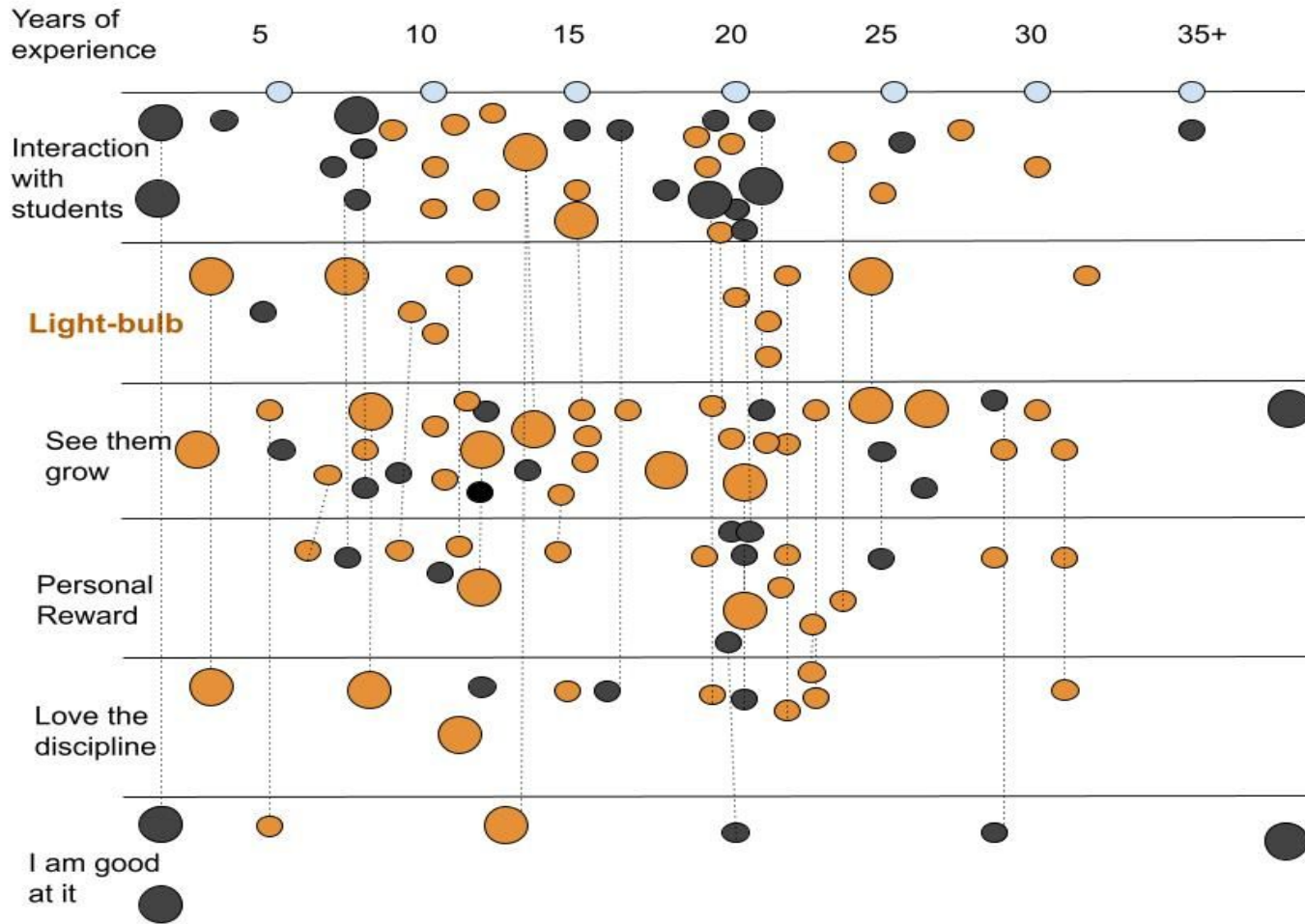
Grounded Theory

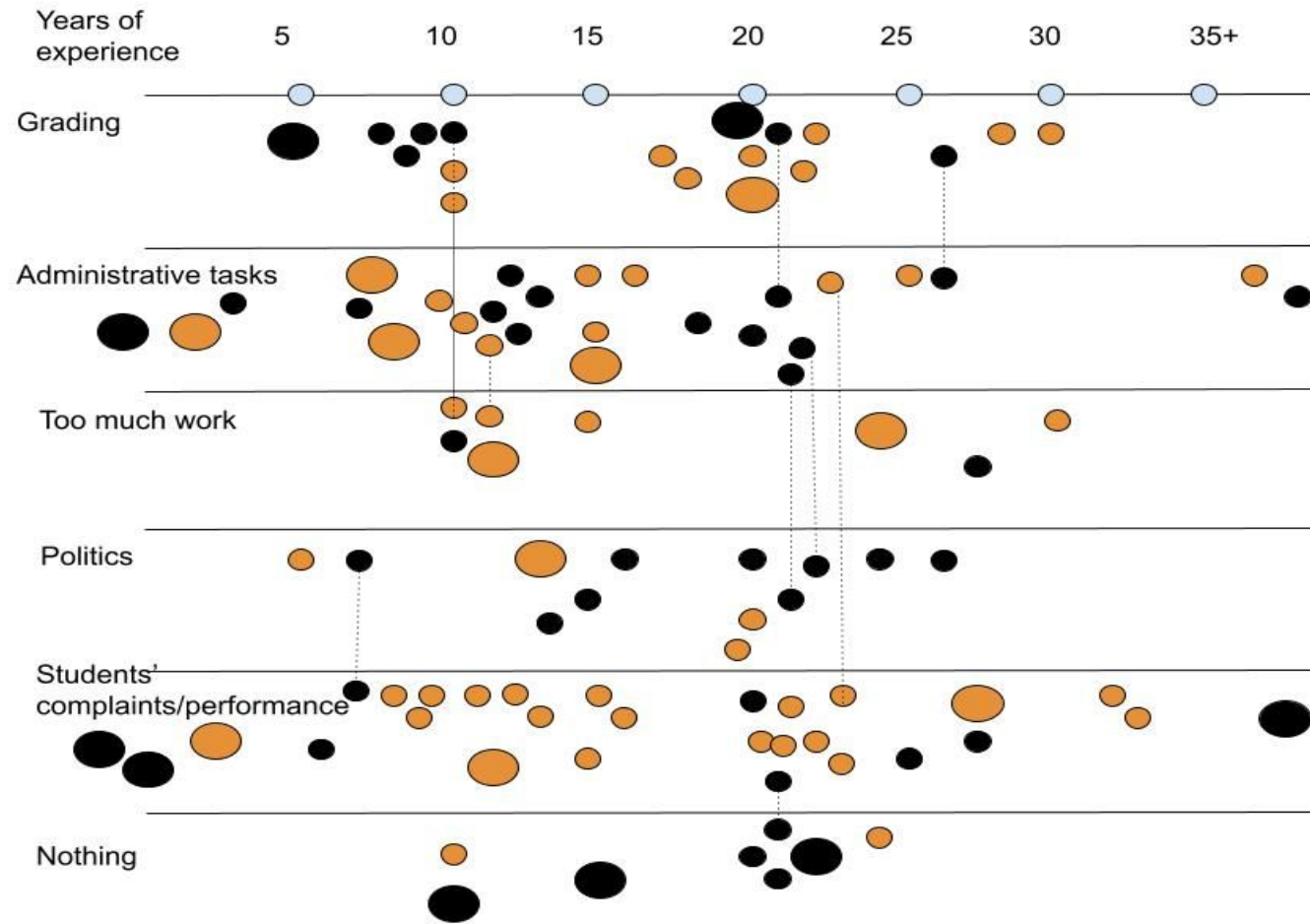
Fulfillment Dependency Theory

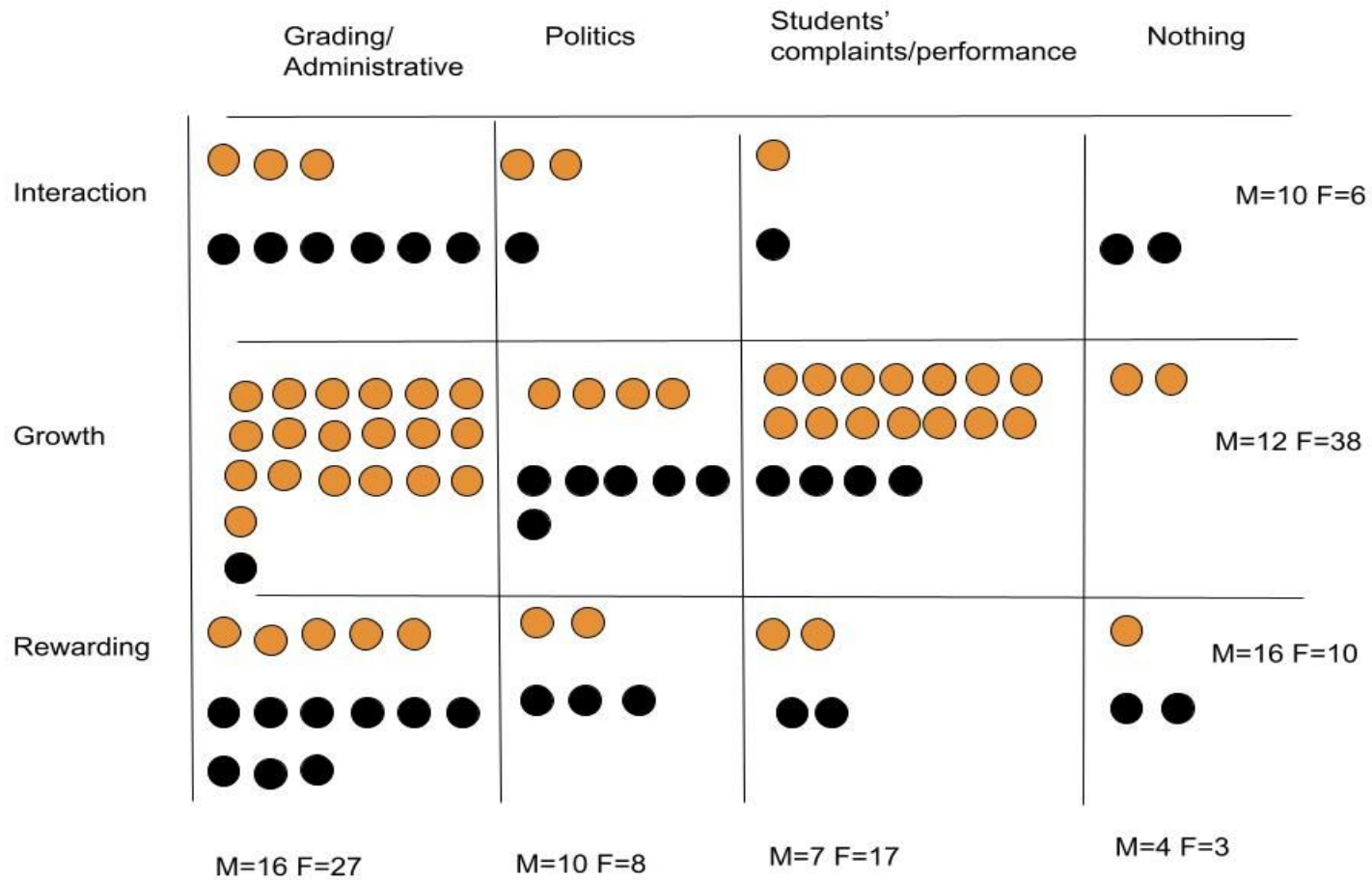
Professional fulfillment is linked to resistance to workplace change. When a new fulfillment naturally occurs in the new changing environment, resistance seems to diminish. If built-up dissatisfaction emerges or incrementally increases, so too does resistance to change.

Theory of Fulfillment Dependency









Questions?

Thank you!
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