

Credit for Prior Learning

What is CPL?



*Credit for prior learning is **college credit awarded for validated college-level skills and knowledge gained outside of a college classroom.***

Students' knowledge and skills might be gained through experiences such as

- Military training
- Industry training
- State/federal government training
- Volunteer and civic activities (e.g. Peace Corps)
- Apprenticeships, internships, work-based learning, or other industry-based experiential learning

CPL Is Not...

- awarded for knowledge and skills already assessed and awarded credit through formal education at regionally accredited in-state and out-of-state institutions

CPL Policy Reform – A Brief Overview

- The Board of Governors unanimously approved an amendment to **title 5 § 55050, Credit for Prior Learning**, to support and achieve the requirements enacted in statute and the goals identified by the Credit for Prior Learning (CPL) Advisory Committee (**effective March 20, 2020**)
- The CPL policy is designed to help community colleges meet goals and commitments outlined in the ***Vision for Success***, including to increase degree and certificate **completion, close equity gaps**, and meet California’s projected **workforce demands**
- Policy reforms encourage districts and colleges to provide students **consistent and equitable access to CPL**, to promote quality, integrity and equity in the award of credit; makes programs more accessible to millions of students without certificates or degrees

Guidance on Local Policy Implementation

- The CPL regulation is a first step in creating a more equitable, statewide approach to CPL
- Many decisions are left to local discretion so that colleges can contextualize support for students.
- The Chancellor's Office, through consultation with stakeholders, is providing on-going resources and support
 - Implementation Pilots: Faculty discipline cross-walks, Palomar College pilot site, VRC
 - Data: MIS data elements to track and report CPL outcomes
 - Transfer: CCCCCO, ASCCC, and intersegmental collaborations; colleges encouraged to work with local four-year partners to ensure transfer credit

Requirements for Local Policy Implementation

Per regulation, colleges must:

1. adopt and publish policies pertaining to credit for prior learning
2. certify in writing to the Chancellor of the California Community Colleges that the policies required have been adopted and implemented by December 31, 2020

CPL Resources

- ESS 20-300-001: *Guidance and System-wide Policy Advisory for the Approved California Code of Regulations, title 5 section 55050, Credit for Prior Learning (CPL), Effective March 20, 2020*
- CCR title 5, § 55050. [Credit for Prior Learning](#)
- ESS 20-400-002: *Guidelines for Submission of the Credit for Prior Learning (CPL) District Policy Certification due December 31, 2020*
- CCCCO CPL Toolkit
- CCC Vision Resource Center (VRC) CPL Community

Competency-based Education

The Equity Imperative

- We have made substantial progress toward closing opportunity gaps, but gaps remain
- We have millions of Californians who have some college but no degree, minoritized students are over-represented in this population
- Students need access to degree programs that lead to wage gains and are offered in a way that meets their needs
- Degree programs lead to the greatest return on investment for students

Competency-based education is and is not....

CBE is...	CBE is not...
Time is variable with program offered in a flexible, self-paced approach	Learner works at course-set pace with pre-determined schedule of assignments, activities, etc. with true beginning and end dates
Learning is fixed requiring demonstration of mastery of each competency	Learning varies with passing course grade (i.e., A, B, C, D)
Determined by rigorous summative authentic assessment focused on meeting core outcomes and competencies	Student evaluation varies based on accumulation of activities, exams, projects, discussion, attendance, etc.
Student learning supported by faculty and staff throughout learning journey	Independent study (i.e., students learn on their own and then take final exam)
Completion of program is based on mastery of intentionally designed scaffold of all competencies	Achievement is based on passing grades and credit-hours (i.e., 60 credit hours=AA/AS)



CBE and CPL are Separate and Distinct

	Credit for Prior Learning	Direct Assessment CBE
Program Integration	Pre-program certification of prior learning to satisfy program requirements	Certification of current learning within the program
Achieving Mastery	Pre-program experiences outside of program influence	Facilitated by faculty and program content
Evaluation by Examination	Credit by examination for assessment of prior learning with variable levels of performance	Examination of competency mastery requiring a high-level of performance (80% or higher)

CPL is not allowed in direct assessment CBE

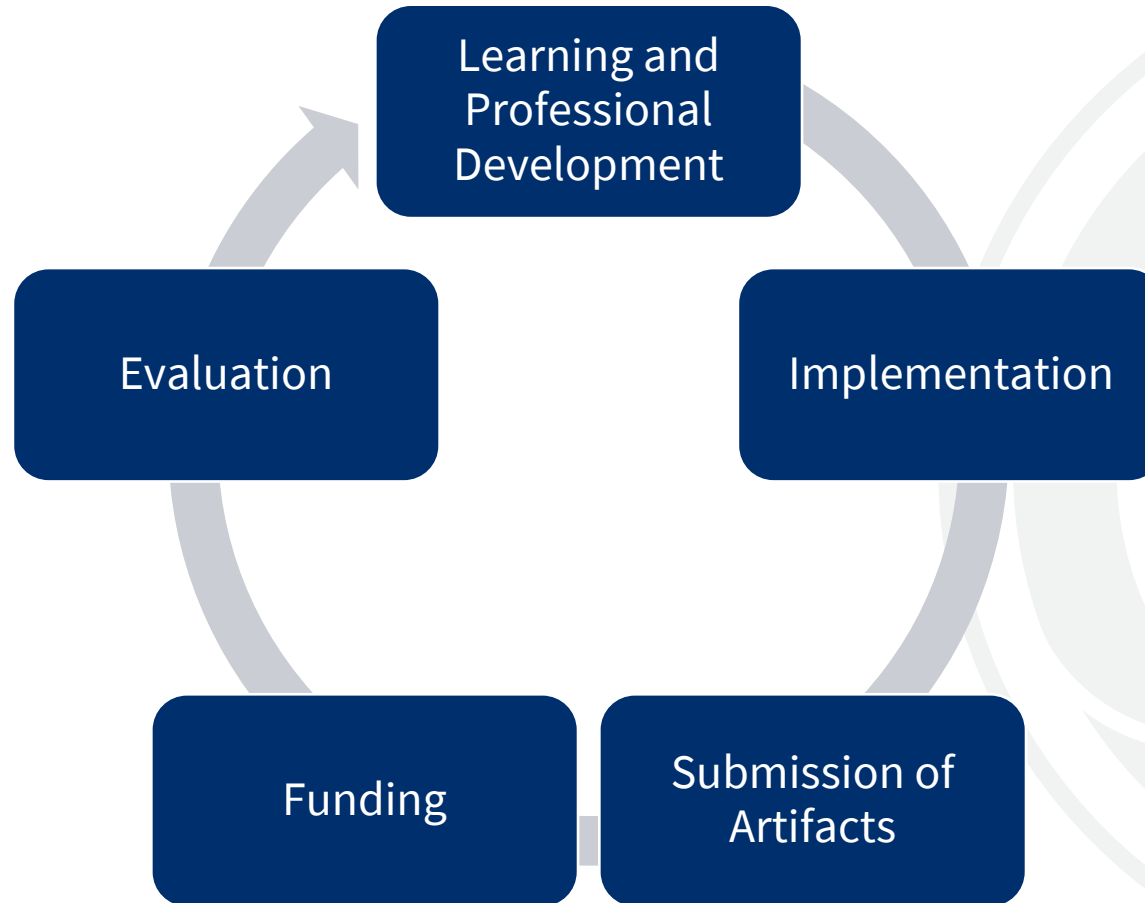
CBE Collaborative (pilot)

Module	Payment	Timeline
Participation Seed Funding	19% (100,000)	January 2021
Module I: Establish local infrastructure for innovation (6 Months)	2% (10,000)	January 2021 – June 2021
Module II: Select the program (3 Months)	2% (10,000)	April 2021 – June 2021
Module III: Design the program (9 Months)	33% (170,000)	July 2021 – March 2022
Module IV: Obtain regional accreditation and program approval (2-4 Months ACCJC; 6-12 Months USDOE)	5% (25,000)	April 2022 – September 2022
Module V: Build operational model (8 – 12 Months)	19% (100,000)	April 2022 – March 2023
Module VI: Obtain Provisional CCCCO Approval (3 Months)	0%	April 2023 – August 2023
Module VII: Launch program (4 Months)	10% (50,000)	September 2023 – December 2023 Program begins: January 2024
Module VIII: Continued action research and scalability (After 1 year)	10% (50,000)	January 2025
	Total: 515,000	

Collaborative Goals

- Establish a Direct Assessment CBE implementation collaborative of early implementer colleges
- Provide funding and implementation support to participating colleges
- Create a blueprint (roadmap) for implementation of programs system-wide
- Evaluate the implementation process and early student outcomes

Collaborative Process



Collaborative Process Commitments

- Participating colleges will establish a Direct Assessment CBE Implementation committee
- Colleges will participate in collaborative planning and learning sessions with fellow participating colleges and relevant content experts
- Colleges will be required to submit implementation artifacts to the Chancellor's Office
- Colleges will participate in system-wide evaluation and process documentation

Collaborative Program Application Timeline

September 2020	<ul style="list-style-type: none"> Proposed direct assessment CBE regulations presented at Consultation Council Proposed direct assessment CBE regulations first reading at BOG
October 2020	<ul style="list-style-type: none"> CBE Collaborative Webinar Complete Collaborative Interest Form
November 2020	<ul style="list-style-type: none"> Proposed direct assessment CBE regulations second reading at BOG Collaborative application made available
November - January	<ul style="list-style-type: none"> Complete the pre-application activities of Module I
February 2021	<ul style="list-style-type: none"> Collaborative application due
March 2021	<ul style="list-style-type: none"> Selected colleges notified
March 2021	<ul style="list-style-type: none"> Direct Assessment CBE Collaborative launch
June 2021	<ul style="list-style-type: none"> Module 1 deliverables due

Please complete the interest form

What does it ask?	Who should complete it?	When should it be completed?
<ul style="list-style-type: none">• Campus knowledge of and experience with CBE• Campus interest in a direct assessment CBE program and the collaborative	<ul style="list-style-type: none">• Campus leadership, after having gauged interest on campus	November 2020

Appendix



Step 1
GOAL

Develop a College Credit for Prior Learning (CPL) Workgroup.

STRATEGIES

- Identify stakeholders on campus with varying expertise and perspectives, such as:
 - o Student services faculty
 - o Instructional faculty
 - o Administrators
 - o Student Learning Outcome (SLO) coordinators
- Identify a CPL lead to be responsible for advancing the outcomes of the workgroup. Be realistic about the time this person will commit and consider institutionalizing the position.
- Marshall resources to support the workgroup and campus CPL efforts, such as Guided Pathways or Student Equity and Achievement Program funds.

Step 2
GOAL

Develop an engagement plan to enable multi-directional dialogue about CPL.

STRATEGIES

- Identify affected stakeholders and develop suggested roles for them in CPL implementation.
- Involve accreditation representation.

Step 3
GOAL

Develop meeting cadence and key communication artifacts for stakeholder engagement.

STRATEGIES

- Hold brainstorming sessions to address challenges, opportunities, questions, and concerns about engaging identified stakeholders.
- Use group meetings to develop shared goals for the workgroup and for CPL implementation.
- Develop an FAQ to answer stakeholder questions and provide consistency.
- Develop a Frequently Identified Concerns (FIC) document to identify future issues, demonstrate willingness to hear stakeholders and intent to increase buy-in.

Step 4
GOAL

Draft a Student Services CPL Process.

STRATEGIES

- Hold meetings to analyze procedures for CPL intersections.
- Identify existing student data needed for CPL and what new data variables should be created to track success of CPL impact.
- Develop a list of CPL data elements.
- Use lean process mapping to check for redundancies or conflicts.
- Build consensus around a central entry point for implementing CPL.
- Develop a CPL intake form.

Step 5
GOAL

Develop a plan to communicate with students about CPL.

STRATEGIES

- Meet with the campus IT team to discuss information systems infrastructure.
- Establish when/where student data will be gathered, and when/where it will be linked to other student data.
- Determine how the process can be automated or completed electronically.

PROCESS FLOW

This process flow outlines steps and tactics a college may take to implement credit for prior learning—a strategy using students’ previously acquired skills and knowledge to accelerate their paths to completion. Find more resources, including templates (underlined below), in the Credit for Prior Learning Community on the Vision Resource Center.

Step 6	Step 7	Step 8	Step 9	Step 10
<p>GOAL Develop a timeline for board policy and administrative procedure development and adoption.</p> <p>STRATEGIES</p> <ul style="list-style-type: none"> • Identify the date that final revisions need to be completed. • Develop a schedule working backwards from the final revisions date. • Identify any dependencies that could affect the timeline. 	<p>GOAL Create an inventory of courses eligible for CPL and the types of prior learning assessments required.</p> <p>STRATEGIES</p> <ul style="list-style-type: none"> • Develop a CPL inventory template to be used across meetings and individual work. • Collaborate with faculty to identify types of prior learning assessments that would be required to award CPL in select courses. This requires considering how the assessment reveals whether a student acquired the course’s student learning outcomes. • Using the inventory template when working with faculty to identify courses that could be awarded through the various types of CPL. 	<p>GOAL Advance revised board policy and administrative procedures through shared governance processes.</p> <p>STRATEGIES</p> <ul style="list-style-type: none"> • Share with key stakeholders and incorporate feedback. 	<p>GOAL Develop a process for CPL assessment development and approval with reviews from faculty, administrators, IT, evaluators, and Student Learning Outcome subject matter experts.</p> <p>STRATEGIES</p> <ul style="list-style-type: none"> • Build consensus for collaborative development of prior learning assessment processes. • Develop rubrics for assessments, such as evaluating portfolios or Joint Services Transcripts. Highlight the need for professional development for faculty. • Brainstorm and build consensus for the process. • Schedule a recurring review process aligned to program evaluations or changes from CSU and UC. • Use lean process mapping to check for redundancies or conflicts, and revise processes as needed. 	<p>GOAL Develop a plan to communicate with the campus community about CPL.</p> <p>STRATEGIES</p> <ul style="list-style-type: none"> • Develop resources such as a website, short videos, or workshops to explain CPL opportunities to students, using language that is accessible and easy to understand. • Use existing infrastructure to send information, such as student newsletters, text or email, clubs, etc. • Use ACC & JC standards to continually inform your process.

Why Should We Implement Direct Assessment Competency-Based Education?

- Teaching & learning must evolve to meet student's needs
- Students needs programs that are flexible and personalized
- Career and transfer preparation is essential to the future of our state and our system
- CBE is an economic mobility lever for students
- CBE can flex with changing technologies, employer demands, and unexpected societal shifts
- CBE will help us meet our goals (Vision for Success)

CBE Focuses on Mastery of Competencies

Credit Hour Model...

based on *seat time* originally designed to determine faculty pensions and not as a measure of learning.

Credit Hour is current basis for awarding financial aid, faculty workload & degree completion.

["Cracking the Credit Hour"](#) by Amy Laitinen

Competency Based Education... moves beyond seat-time focusing on *mastery of learning exercises*, through activities and experiences that align with clearly defined programmatic outcomes.

Hours will vary, but the *learning is fixed*.

Often fully online modules.

Flexible academic calendar term options.

Direct Assessment CBE

- Instruction not based on academic terms or credit hours
- Both the evaluation of student achievement and the award of a degree or credential are based solely on the demonstration of competencies
- Students proceed at their own pace rather than progressing through courses in a traditional academic term timeline
- Conventional grades are not necessarily assigned; mastery is recorded
- Students are expected to demonstrate the competency at a high level of achievement (mastery)
- Establishes “credit-hour equivalencies” between CBE competencies and traditional course student learning outcomes