ASCCC
CURRICULUM
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# Credit for Prior Learning (CPL): What's New… and What Can You Do Next?

# Introducing today's presenters…

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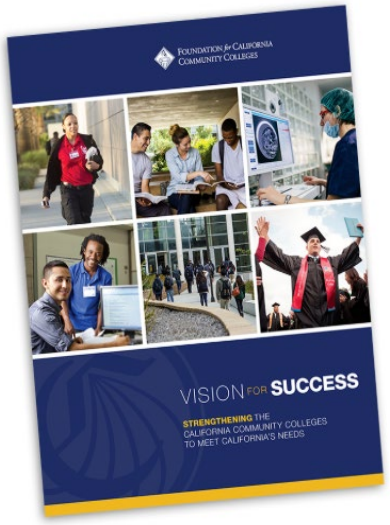
# Anticipated Outcomes

- Learn how CPL is a student-centered, equity-driven, *Vision for Success* strategy
- Learn about existing efforts and forthcoming guidance and resources to implement local CPL policies and practices
- Share and learn from each other about next steps to implement CPL at your college/district




# Vision for Success and Core Commitments

## Vision for Success

1. Increase credential obtainment by 20%
2. Increase transfer by 35% to UC and CSU
3. Decrease unit obtainment for a degree
4. Increase employment for CTE students
5. Reduce and erase equity gaps
6. Reduce regional gaps

## Core Commitments

1. Focus on students' goals
2. Design and decide with the student in mind
3. Pair high expectations and high support
4. Evidence-based decisions
5. Own student performance
6. Enable innovation and action
7. Cross-system partnership

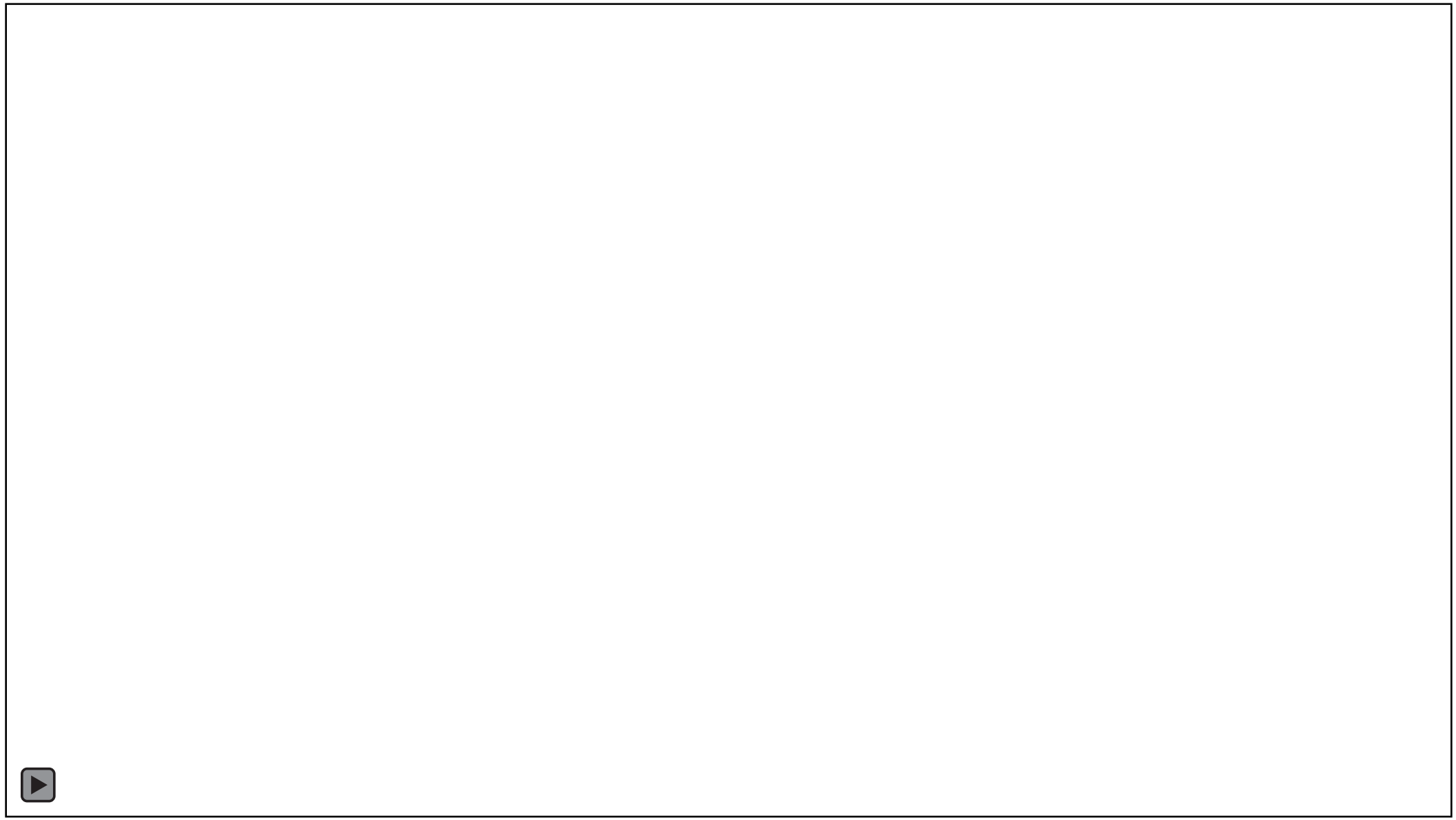
# What is CPL?

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

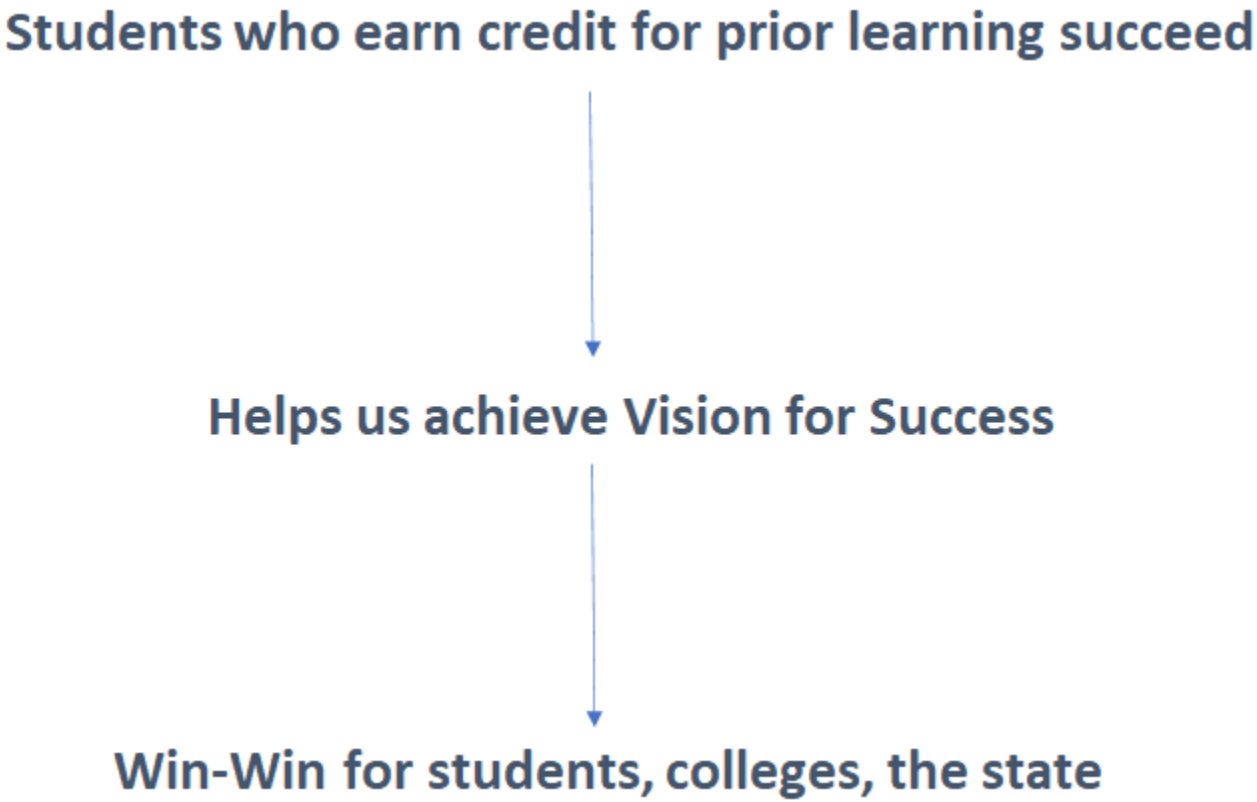
Students' knowledge and skills might be gained through experiences such as:

- Military training
- Industry training
- State/federal government training
- Volunteer and civic activities
- 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 is a *Vision for Success* Strategy

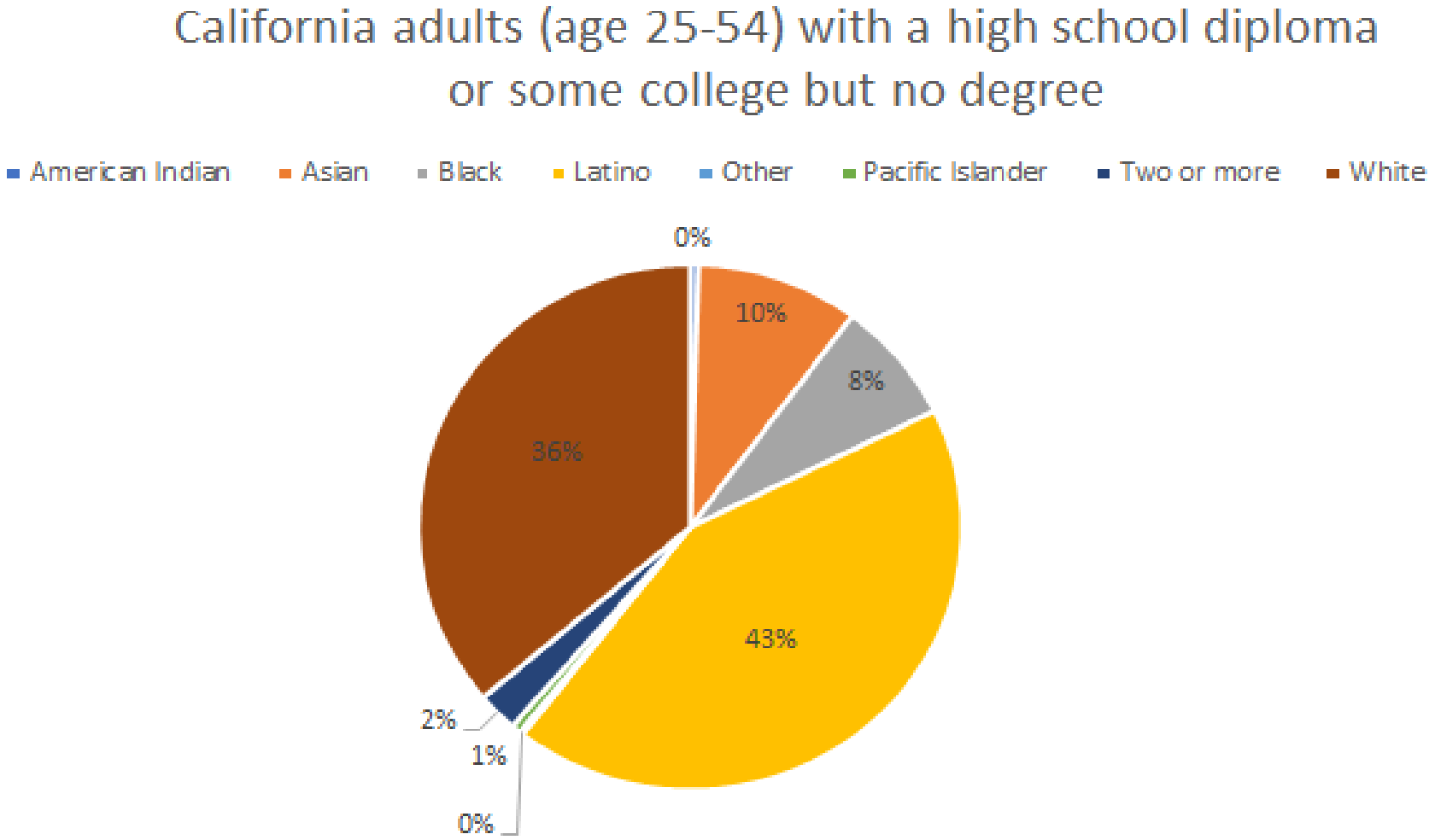


# CPL is a Student-Centered Strategy

- Current students:
  - More than 800,000 currently enrolled students over age 25

- Potential students:
  - 6.8 million California workers age 25-54 with high school diploma or some college but no degree
  - 79% work 31 or more hours per week

# CPL is an Equity Strategy



# CCCCO Call to Action for Equity

1. Systemwide review of police and first responder training and curriculum.
2. Campus leaders host open dialogue and address campus climate.
3. Campuses audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum.
4. District Boards review and update your Equity plans with urgency.
5. Shorten the time for the full implementation of the DEI Integration Plan.
6. Engage in the Vision Resource Center “Community Colleges for Change.”

# Sharing and Scaling

Admirable efforts happening all around the system with CPL:
- Innovation Awards @ West Hills, Saddleback
- Norco MAP
- CPL Initiative Advisory Committee
- CCCCO CPL Work Group
- CPL discipline faculty pilots
- CPL Task Force – Far North

Partnerships to advance CPL:
- ASCCC
- ACE
- CAEL
- CSU Chancellor's Office
- Legislature

# The Student Experience

- Student Survey
  - Identifying potential candidates for CPL
  - Providing students with “next steps”
- Credit for Prior Learning Website
  - Resource for students, faculty/counselors, and staff
  - Filtering ability to see all CPL eligible courses
- Canvas course sections for CPL
  - Credit by Exam
  - Portfolio Review
- CPL Coordinator
  - Contact/resource for students, faculty/counselors and staff

# CPL Logic Model Analysis

- Stakeholder analysis (internal and external)
- Affinity group breakouts
- Academic Senate – faculty led
- Collective bargaining organizations
- Student Learning Outcomes
- Curriculum Committee
- Accreditation Liaison
- Shared Governance (BP/AP)
- Classified professionals (Instructional and Student Services)
- Technology team (SIS and website development)
- Administration

- Resources
  - Guided Pathways
  - Release time?
  - Student Equity and Achievement (SEA)
- Professional development
- **Faculty Champions**
- Council for Adult and Experiential Learning (CAEL)
- American Council on Education (ACE)

# CPL Implementation Timeline

AB 2494 - *Postsecondary education: course credit for prior military education, training, and service.*
https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200AB2494

*AB 2494 could potentially impact (extend) the December 2002 due date for districts to submit CPL policy certifications to the CCCCO

# Forthcoming CPL Guidance

What to expect in the next **90 days**…

- Guidance Memo from the Chancellor's Office
- CPL Implementation Toolkit
- Vision Resource Center CPL Community
- Professional Development Webinar

# CPL Implementation Toolkit

SUCCESS CENTER for CALIFORNIA COMMUNITY COLLEGES | CREDIT FOR PRIOR LEARNING INITIATIVE

# 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 1

**GOAL**

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

**STRATEGIES**

- Identify stakeholders on campus with varying expertise and perspectives, such as:
  - Student services faculty
  - Instructional faculty
  - Administrators
  - 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.
- Consider using GP or SEA 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

## Step 6

**GOAL**

Develop a timeline for board policy and administrative procedure development and adoption.

**STRATEGIES**

- 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.

## Step 7

**GOAL**

Create an inventory of courses eligible for CPL and the types of prior learning assessments required.

**STRATEGIES**

- 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.

## Step 8

**GOAL**

Advance revised board policy and administrative procedures through shared governance processes.

**STRATEGIES**

- Share with key stakeholders and incorporate feedback.

## Step 9

**GOAL**

Develop a process for CPL assessment development and approval with reviews from faculty, administrators, IT, evaluators, and Student Learning Outcome subject matter experts.

**STRATEGIES**

- 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.

## Step 10

**GOAL**

Develop a plan to communicate with the campus community about CPL.

**STRATEGIES**

- 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.

# CPL Crosswalk Example – Business

| College Name: Palomar Community College | | | | | | | CPL Assessment Method | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Subject | Course Number (*** indicates course part of ADT/ASSIST) | California State C-ID Number, https://c-id.net | Course Name | Unit Value | Cal State University (CSU) transfer | University of California (UC) transfer | Credit By Exam Pass (CBE-P) | Joint Service Transcript Pass (JST-P) | Portfolio (P) | Industry Certification (IC) | International Baccalaureate (IB) | Advanced Placement (AP) | College Exam P (CL |
| ACCT | 101 | | Bookkeeping | 3 | | | X | X | | | | | |
| ACCT | 104 | | Accounting Spreadsheet Concepts | 2 | | | X | X | | | | | |
| ACCT | 105 | | Individual Income Taxes | 4 | | | X | X | | | | | |
| ACCT | 107 | | Taxation of Business Entities | 4 | | | X | X | | | | | |
| ACCT | 110 | | QuickBooks | 2 | | | X | X | | X (1) | | | |
| ACCT | 115 | | Benefits | 2 | | | X | X | | | | | |
| ACCT | 201*** | ACCT 110 | Financial Accounting | 4 | | | | | | | | | |
| ACCT | 202*** | ACCT 120 | Managerial Accounting | 4 | | | | | | | | | |
| BMGT | 101 | | Introduction to Management | | | | X | X | | | | | |
| BMGT | 105 | | Small Business Management | 3 | | | X | X | | | | | |
| BMGT | 153 | | Entrepreneurship | 3 | | | X | X | | X (2) | | | |
| BUS | 100*** | BUS 110 | Introduction to Business | 3 | | | | | | | | | |
| BUS | 104*** | BUS 140 | Business Information Systems | 3 | | | | | | | | | |
| BUS | 110 | | Business Mathematics | 3 | | | X | X | | | | | |
| BUS | 117*** | BUS 120 | Legal Enviornment of Business | 3 | | | | | | | | | |
| BUS | 125 | | Business English | 3 | | | X | X | | | | | |
| BUS | 129 | | Introduction to Logistics | 3 | | | X | X | | X (3) | | | |
| BUS | 130 | | Supply Chain Management | 3 | | | X | X | | X (3) | | | |
| BUS | 136 | | Money Management | 3 | | | X | X | | | | | |
| BUS | 150 | | Advertising | 3 | | | X | X | X | | | | |
| BUS | 152 | | Social Media for Business | 3 | | | X | X | X | | | | |
| BUS | 155 | | Marketing | 3 | | | X | X | X | | | | |
| BUS | 157 | | E-commerce | 3 | | | X | X | | | | | |
| BUS | 165 | BSOT120X | Beginning Keyboarding | 2 | | | X | X | | | | | |

# CPL Crosswalk Example - CyberSecurity

| A | B | C | D | E | F | G | H |
|---|---|---|---|---|---|---|---|
| **CyberSecurity** | | | | | | | |
| **Inventory of eligible courses** | | | **Inventory of Prior Learning Opportunities Related to Each Course** | | | | **Other Considerations to Note about the course:** |
| **Subject** | **Course #** | **Course name** | **Industry Certification** | **Military Training** | **Accreditation/Cer** | **Diploma/Certificate** | **of Completion (Academy, Workplace Training)** |
| COSN | 5 | Computer Hardware Fundamentals | CompTIA A+ | | | | C-ID IITS 110 |
| COSN | 10 | Networking Fundamentals | CompTIA Network+ | | | | C-ID IITS 150 |
| COSN | 205 | UNIX/Linux Fundamentals | CompTIA Linux+ | | | | |
| COSN | 225 | Microsoft Windows Client | MD-100 Windows 10 | | | | |
| COSN | 230 | Microsoft Windows Server | 70-740 Installation, Storage, and Compute with Windows Server 2016 | | | | |
| COSS | 271 | Network Security Fundamentals | CompTIA Security+ | | | | CID IITS 160 |
| COSS | 272 | Digital Forensics | Certified Forensic Computer Examiner (CFCE) | | | | CID IITS 165 |
| COSS | 273 | Ethical Hacking | CompTIA PenTest+; CEH; | | | | CID IITS 164 |

# HELP US, HELP YOU!

Thinking ahead and reflection… YOUR TURN!

What are the **opportunities** you see with Credit for Prior Learning?
What are **obstacles** you see with implementing Credit for Prior Learning?
What **professional development** is needed for CPL at your local college?

Access the GOOGLE DRIVE document
*Link available in the Pathable CHAT (ANYONE can access/edit)
*If unable to access, please put ideas (as prompted) in the Pathable CHAT

# Questions?

# Contact us for more information on CPL

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