California Community Colleges

CBE Collaborative Annual Learning Calendar: 2021 - 2022 *(Updated September 2021)*

This CBE Collaborative Annual Learning Calendar was developed to provide a clear picture of what colleges can expect during the 2021-2022 school year. Content has been updated from the previous Collaborative Blueprint located in the Collaborative Syllabus. For planning and executing of project deliverables, colleges should turn to the information below for the most updated information, particularly as it relates to the submission of required artifacts. The chart below highlights month-to-month sessions and meetings scheduled, updated required artifacts, and artifact submission dates. By the end of this term colleges will achieve the following:

- Establish local infrastructure for innovation
- Select the Direct Assessment CBE program
- Design the Direct Assessment CBE program
- Outline and begin to establish business processes & policies
- Draft key components of the Direct Assessment Competency-Based Education Program Map (see appendix A)
- Submit application to ACCJC for program approval (see appendix A)
- Compile the documentation necessary for USDOE program approval (see appendix A)

How to read this guide?

- **Peer-learning Sessions** are the monthly sessions intended to bring together each college's implementation team to learn about and collaborate on the key elements of Direct Assessment CBE program development.
- **CBE Leads Meetings** are additional monthly series for college leads and relevant institutional leaders to engage in content and discussion related to systemic drivers of successful program design and implementation.
- **Objectives** are the learning content that will be covered in that month. Where appropriate, content is split into tracks for 'curriculum and learning', 'business processes', and 'student services.' In these sessions implementation teams will be assigned to a different track depending on their role. These objectives are intended to scaffold learning and support local implementation.
- **Homework** refers to assignments that need to be completed after each peer learning session that are aligned to and support the development of a final artifact.
- **Artifacts due** indicate which artifacts are to be submitted for payment.

- **Artifact development:** The artifact development and submission dates are intended to ensure progress towards successful implementation. It is important to note that USDOE program approval will rely heavily on and/or overlap with the ACCJC requirements and we have taken measures to streamline the artifact submission to support both approval processes.

How to submit artifacts: Artifact management and submission will happen through Canvas. Artifacts are to be completed and submitted by each college (not each person); therefore, only one member of your planning team needs to submit each artifact (be sure to coordinate exactly who on the team will be responsible for each submission). Artifacts will be reviewed by subject-matter experts and resubmission may be required. Additional details will be shared at Peer Learning Sessions.

2021-2022 CBE COLLABORATIVE ANNUAL LEARNING CALENDAR

August 2021	
Peer Learning Session **August 18th**	**Learning Objectives**: ● Strengthen understanding of Direct Assessment CBE and how to define and articulate CBE. ● Discuss updates to the CBE Collaborative logistics including peer learning sessions and artifacts. ● Review examples and guiding principles of the core building-blocks for building a Direct Assessment CBE program including nomenclature and lexicon of terms and begin drafting a competency set for each college.
CBE Leads' Mtg **August 20th**	**Learning Objectives:** ● Introduce CBE colleges to the processes and procedures for obtaining ACCJC and USDOE direct assessment program approval.
Homework	Competency Set Practice (Due September 20th)
Artifacts Due	**None due**

September 2021	
Peer Learning Session **September 24th**	**Learning Objectives:** ● **Curriculum and Learning:** Establish understanding of how to determine a methodology for creating a competency set and begin drafting competency sets. ● **Business Processes:** Begin to evaluate existing policies and systems dependent on the credit/clock hour to identify changes needed to align with direct assessment regulations and establish an understanding of the technology needed to support the business processes of a direct assessment program. ● **Student Services:** Learn and discuss best practices for building a student-centered direct assessment CBE program and develop learner personas for direct assessment CBE.
CBE Leads' Mtg **September 22nd**	**Learning Objectives:** ● Discuss and begin to establish value propositions for messaging direct assessment CBE to internal and external stakeholders. ● Learn about the role of employers and workforce partners in the design of CBE programs and processes for developing an employer engagement plan.
Homework	Competency Set Draft (due Oct. 1st); final artifact due in Nov.
	Methodology used to develop competencies draft narrative (homework due Oct. 1st); final artifact due in Nov.
Artifacts Due	**Receive and sign contract agreement**
	The name of the proposed program

October 2021	
Peer Learning Session **October 4th**	**Learning Objectives:** • **Curriculum and Learning:** Discuss best practices and considerations for development of an assessment strategy. • **Business Processes:** Finalize evaluation of existing policies and systems that will need to be modified to align with the direct assessment regulations and direct assessment CBE program design and complete assessment of technology needs to support direct assessment business processes. • **Student Services:** Discuss student experience journey maps in CBE programs; discuss creating differentiated communication strategies for learner personas; review progress on developing a student advising and engagement strategy.
CBE Leads' Mtg **October 25th**	**Learning Objectives:** • Begin developing research-informed key performance indicators (KPIs) and an evaluation plan. • Finalize and share value propositions for internal and external stakeholders. • Discuss the process for validating competencies, including soft skills, with employers and integrate into the employer engagement strategy.
Homework	Assessment strategy draft
Artifacts Due	**Implementation team charter and roster**
	Employer engagement strategy

November 2021	
Peer Learning Session **November 30th**	**Learning Objectives:** ● **Curriculum and Learning:** Build understanding of direct assessment learner journey models and associated activities; connect learner journey to expectations in the regulations around intensity, difficulty, and level. ● **Business Processes:** Discuss process for determining the business model for each college. ● **Student Services:** Review examples of pre-program, program and post-program support in CBE programs and begin to determine application at each college; begin outlining how student supports will be delivered; and identify alignment with college's Student Equity and Achievement Program.
CBE Leads' Mtg **Nov. 15th**	**Learning Objectives:** ● Share processes and plans for aligning KPIs with local goals and equity plans as part of the evaluation plan. ● Review considerations for credit for prior learning in program design.
Homework	Artifact development
Artifacts Due	**Competency set**
	Methodology to determine competencies
	Assessment strategy
	An evaluation plan with Key Performance Indicators (KPIs)

The catalog description of the proposed program	
Degree level or certificate	
Field of study	

December 2021	
Peer Learning Session **None**	No Peer Learning Session this month.
CBE Leads' Mtg **None**	No CBE Leads' Meeting this month.
Artifacts Due	**Crosswalk of local policy changes needed**
	Documentation of local senate resolution or action
	An explanation of how the program aligns with system-wide goals
	The educational outcomes and specific objectives of the proposed program
	An explanation of how student support services will be delivered

January 2022	
Peer Learning Session **January 19th**	**Learning Objectives:** ● **Curriculum and Learning:** Share and discuss draft artifact for learner journey and activities outline and building a learning environment; discuss processes for establishing a credit hour crosswalk. ● **Business Processes:** Discuss policies and procedures for several areas including financial aid, academic calendar, satisfactory academic progress, defining a full-time student, redirection and transfer, along with withdrawal and change in enrollment status. ● **Student Services:** Strengthen understanding of how institutions can mitigate the digital divide; discuss considerations for regular communication of learner progress across campus systems.
CBE Leads' Mtg **January 26th**	**Learning Objectives:** ● Review ACCJC substantive change process and coordinate preparation of applications across institutions. ● Discuss best practices in integrating work-based learning experiences into direct assessment CBE programs.
Homework	Artifact development
Artifacts Due	**Outline of learner journey and activities**

February 2022	
Peer Learning Session **February 18th**	**Learning Objectives:** ● **Curriculum and Learning:** Consider faculty and staff models in alignment with direct assessment CBE Title 5 regulations; explore how institutions establish regular and substantive interaction; and review technology needs for the LMS and SIS. ● **Business Processes:** Deepen understanding of developing a process for establishing dual transcripts and how to create grading policies and processes that account for different learner groups; discuss local policies that will need to be created and adopted; review draft Business Model plans and assessment of technology needs. ● **Student Services:** Learn about additional strategies and processes for establishing pre-program, program, and post-program supports for different learner personas; review technology needs for the SIS.
CBE Leads' Mtg **February 24th**	**Learning Objectives:** ● Discuss considerations for various faculty and staff models to support direct assessment CBE. ● Review and determine resource needs. ● Discuss the process for building partnerships with four-year institutions.
Homework	Artifact development
Artifacts Due	**Business model**
	The need for and availability of resources
	List of modules to be included in the program

		Description of each module within the program
		The methodology the institution uses to determine the number of credit or clock hours to which the program or programs are equivalent
		The number of semester, trimester, or quarter credit hours, or clock hours, that are equivalent to the amount of student learning being directly assessed for the degree
		External assessment validation

March 2022	
Peer Learning Session **March 16th**	**Learning Objectives:** ● Explore several technology solutions for direct assessment CBE through a technology roadshow. ● Review institutional learning and business needs and determine which solutions will best meet institutional requirements.
CBE Leads' Mtg **March 23rd**	**Learning Objectives:** ● Determine key considerations for a data collection, analysis, & improvement plan ● Review and discuss progress on ACCJC applications.
Homework	Artifact development
Artifacts Due	**The number of units and credit hour equivalencies for each module**
	Student advising and engagement strategy by persona
	Description of how students will achieve Satisfactory Academic Progress
	Description of how full-time student status will be determined
	Clear pathways for transferring students into and out of CBE programs when deemed appropriate

	A description of how the direct assessment program is structured
	A description of how learning is assessed and how the institution assists students in gaining the knowledge needed to pass the assessments

April 2022	
Peer Learning Session **April 7th**	**Learning Objectives:** ● **Curriculum and Learning:** Discuss best practices for establishing professional development for faculty and staff. ● **Business Processes:** Share and discuss progress on policy development. ● **Student Services:** Share and review student support content for the ACCJC application.
CBE Leads' Mtg **April 15th**	**Learning Objectives:** ● Discuss plans for submitting the ACCJC application and beginning the USDOE program approval process. ● Learn about institutional examples and processes for validating competencies and assessments with employers and psychometricians.
Homework	Artifact development
Artifacts Due	**Regular and substantive faculty interaction policy**
	Description of faculty and staff roles and responsibilities that includes methods for regular and substantive interaction
	A professional development plan for faculty and staff

May 2022	
Annual Convening Sacramento* **May 11th** *In-person if allowable per CDC Guidance	**Learning Objectives:** ● Spotlight on colleges' progress and lessons learned throughout the year. ● Preview for core content and activities to take place in Year 2.
CBE Leads' Mtg **May 5th**	**Learning Objectives:** ● Reflect on progress from the year. ● Discuss goals and key learning from 2022-23.
Homework	Artifact development
Artifacts Due	**None due**

Additional meetings will be scheduled as needed.

Appendix A. Direct Assessment CBE Program Approval Comparison Chart

The chart below outlines the evaluation considerations for ACCJC, the US Department of Education's Direct Assessment approval elements, and the title 5 direct assessment CBE approval elements. As we gather more information about these processes, we will update this chart accordingly.

ACCJC Policy on Competency Based Education Policy Substantive Change	US Department of Education Title 34 CFR § 668.10	CCCCO Title 5 Regulations § 55270.2

1. Institutional capacity to offer competency-based or direct assessment programs
 	
   a. Including faculty, administrators, staff, and expertise in assessment to ensure the reliability and validity of assessments
 	
2. Assessment/validation methods for determining quality/efficacy of the program
 	
   a. For example, some feedback from students and graduates or measures appropriate to the competencies (e.g., licensure passage rates, earnings of graduates, feedback from employers who helped articulate the desired competencies, etc.)
 	
3. Assurance of "Regular and
	1. A description of the educational program, including the educational credential offered (degree level or certificate) and the field of study;
	
	2. A description of how the direct assessment program is structured, including information about how and when the institution determines on an individual basis what each student enrolled in the program needs to learn and how the institution excludes from consideration of a student's eligibility for title IV, HEA program funds any credits or competencies earned on the basis of prior learning;
	
	3. A description of how learning is assessed and how the institution assists students in gaining the knowledge needed to pass the assessments;
		1. The name of the proposed program.
		
		2. The catalog description of the proposed program.
		
		3. A list of all modules to be included in the program, related competencies, and credit hour equivalencies.
		
		4. A description of each module within a program that includes the field, subfield, competency outcome statements, competency description, learning objectives, topics of study, learning activities, method for substantive faculty interaction, and documentation of the method of assessment including any formative assessment assignments and summative assessment rubrics.
		
		5. A description of faculty and staff roles and responsibilities.

substantive interaction" with faculty

4. Competencies
    a. Emphasize performance, not simply knowledge;
    b. Are externally referenced (e.g. groups of employers, professional advisory committees, or licensure requirements)
    c. Align with expected qualifications of graduates (and are congruent with the achievement expected at a particular degree level)
    d. High proportion represent authentic demonstrations
    e. Mastery is sequential in order to earn degree or certificate

5. Institution's methodology for determining equivalency of direct assessment measures in terms of credit or clock hours.

4. The number of semester, trimester, or quarter credit hours, or clock hours, that are equivalent to the amount of student learning being directly assessed for the certificate or degree;

5. The methodology the institution uses to determine the number of credit or clock hours to which the program or programs are equivalent; and

6. Documentation from the institution's accrediting agency or State approval agency indicating that the agency has evaluated the institution's offering of direct assessment program(s) and has included the program(s) in the institution's grant of accreditation and approval documentation from the accrediting agency or State approval agency indicating agreement with the institutions methodology for determining the direct assessment program's equivalence in terms of credit or clock hours.

6. The methodology used to develop competencies.

7. The educational outcomes and specific objectives of the proposed program.

8. An explanation of how the program is appropriate to the objectives and conditions of community college education in California and how it is consistent and aligns with system-wide goals.

9. The need for and availability of the following resources shall be determined in relation to the proposed program:
    a. Adequate or proposed financial support;
    b. Qualified faculty consistent with the published disciplines list;
    c. Library and media center resources; and
    d. Access to technology and low- to no-cost digital content.

10. An explanation of how student success support services will be adapted and integrated within competencies and modules to be delivered in-person or online.

11. An outreach strategy that demonstrates a commitment to enroll historically underserved and

		minoritized students, particularly those identified in the college or districts' Student Equity Plan as being disproportionately impacted pursuant to Education Code section 78220. 12. An evaluation plan which includes review, assessment, and evaluation of the outreach strategy required in subparagraph (11), and of student outcomes that focuses on closing historical equity gaps. 13. A professional development plan for faculty and staff designed to foster effective implementation of competency-based education, in accordance with equity-oriented and culturally responsive principles and practices determined in consultation with equity practitioners; and 14. All approved documentation submitted to the regional accrediting agency, and to the US Department of Education in accordance with section 668.10 of Title 34 of federal regulations (where applicable).

Appendix B. Artifact Devleopment and Submission Overview

The chart below displays the full list of artifacts for 2021-22 and a recommended schedule for beginning and submitting artifacts based on the content covered in peer learning sessions and CBE Leads' Meetings. Artifacts are subject to review by a subject matter expert and colleges will be asked to resubmit. When the final artifact is completed it will be moved into each colleges' file folder in Canvas for easy access in preparing regional accreditation and U.S. Department of Education applications.

Key

Artifact content introduced	(teal)
Artifact development period	(yellow)
Artifact due	(navy)

Recommended Schedule for Artifact Development

#	Artifact	August	September	October	November	December	January	February	March	April	May
1	Receive and sign contract agreement		Due								
2	The name of the proposed program	Introduced	Due								
3	Implementation Team Charter and Roster	Introduced	Dev	Due							
4	Documentation of local senate resolution or action		Introduced	Dev	Dev	Due					
5	An explanation of how the program aligns with system-wide goals		Introduced	Dev	Dev	Due					
6	Student advising and engagement strategy by persona		Introduced	Dev	Dev	Dev	Dev	Dev	Due		
7	Employer engagement strategy		Introduced	Due							
8	The catalog description of the proposed program		Introduced	Dev	Due						
9	Degree level or certificate		Introduced	Dev	Due						
10	Field of study		Introduced	Dev	Due						
11	The educational outcomes and specific objectives of the proposed program		Introduced	Dev	Dev	Due					
12	The need for and availability of resources		Introduced	Dev	Dev	Dev	Dev	Due			
13	Competency set	Introduced	Dev	Dev	Due						
14	Methodology used to develop competencies		Introduced	Dev	Due						
15	Assessment strategy			Introduced	Due						
16	An evaluation plan with KPIs			Introduced	Due						
17	An explanation of how student support services will be delivered			Introduced	Dev	Due					
18	List of modules to be included in the program			Introduced	Dev	Dev	Dev	Due			

#	Task										
19	Description of each module within the program										
20	Evidence of external assessment validation										
21	Crosswalk of local policy changes required										
22	Student enrollment and recruitment strategy by persona; must demonstrate a commitment to enroll historically underserved and minority students.										Fall 2022
23	Initiate Substantive Change process										
24	Business Model										
25	assists students in gaining the knowledge needed to pass the assessments										
26	Outline of learner journey & activities.										
27	A description of how the direct assessment program is structured										
28	The number of units and credit hour equivalencies for each module										
29	The methodology the institution uses to determine the number of credit or clock hours										
30	The number of semester, trimester, or quarter credit hours, or clock hours, that are equivalent to the amount of student learning										
31	Clear pathways for transferring students into and out of CBE programs when deemed appropriate.										
32	A professional development plan for faculty and staff.										
33	Regular and substantive faculty interaction policy										
34	Dual transcripts process and policies										
35	Description of faculty and staff roles and responsibilities.										
36	Faculty workload policies										Fall 2022
37	Academic calendar policies										Fall 2022
38	Financial aid policies & procedures										Fall 2022
39	Progress										
40	Satisfactory Academic Progress policies										Fall 2022
41	Full-time student policies										Fall 2022
42	Grade Point Average and Grading policies										Fall 2022
43	Course Repetition and Withdrawal policies										Fall 2022
44	Submit ACCJC App by September										