



# Direct Assessment CBE Collaborative Syllabus

---

## Chancellor's Office Collaborative Overview

The Chancellor's Office is establishing a collaborative composed of eight colleges to support the implementation of direct assessment competency-based education (CBE)<sup>1</sup> for Associate degree programs. The purpose of the direct assessment CBE collaborative is to establish a direct assessment CBE learning community to inform key aspects for system-wide implementation of direct assessment CBE degree programs. Interested districts and/or colleges will apply for funds through an application process established by the Chancellor's Office. The goals of the collaborative are as follows:

1. Establish local structures, from curriculum to administration, to support the development and implementation of a direct assessment CBE program.
2. Coordinate local implementation efforts and corresponding state supports.
3. Inform statewide policies, regulations, and system-change needed to support implementation.
4. Develop and disseminate a program blueprint for direct assessment CBE for system-wide implementation.
5. Cultivate a peer-learning community and a network of CBE champions armed with the tools to support, educate, and lead implementation efforts system-wide.
6. Evaluate program implementation opportunities, challenges, and outcomes.

The collaborative is expected to commence Summer 2021 and end in Summer 2025.

## DIRECT ASSESSMENT CBE PROGRAM SYLLABUS

With the goal of building capacity for the development of direct assessment CBE programs, a program syllabus was created to guide the design and implementation of local direct assessment CBE programs. The program syllabus identifies various phases (referred to as modules) associated with implementation of direct assessment CBE. These modules were created by analyzing the national landscape of CBE program elements. Within each module are a set of objectives, a suggested timeline, activities, and required products (deliverables for funding). The "percentage of payment" column is the portion of funds that will be made available upon the completion of key milestones and submission of the required products. The intent of the program syllabus is to identify the objectives of each phase of the project, and to direct the content provided and workshops held.

---

<sup>1</sup> Direct assessment is an instructional program as defined in section 668.10 of Title 34 of the Code of Federal Regulations that, in lieu of credit hours or clock hours as a measure of student learning, utilizes direct assessment of student learning, or recognizes the direct assessment of student learning by other institutions or organizations.

## PROFESSIONAL DEVELOPMENT

To assist colleges in their implementation and to help inform the scalability of direct assessment CBE programs, participating colleges will attend periodic peer learning sessions. Learning sessions will be structured to align with the timing and the activities of each module. In these sessions the collaborative colleges will hear from direct assessment CBE experts, other relevant content experts (ex. ACCJC), and Chancellor's Office staff; receive tools and tips for successful implementation of the subsequent module; and have the critical discussions needed about the details of implementation. This professional learning community will afford participating colleges the opportunity to work together and support one another as each develops its own program.

## KEY PARTNERS

To support the peer learning sessions, as well as other key aspects of the collaborative, the Chancellor's Office has partnered with a team of experts. Our colleagues at Jobs for the Future (JFF), in partnership with the Competency-Based Education Network (CBEN), will support the design, facilitation and project management of the Collaborative. Our RAND colleagues will be responsible for conducting a program evaluation with the ultimate goal of identifying best practices for system-wide implementation of Direct Assessment CBE. We will also continue to work with our trusted partners at the Foundation for California Community Colleges, Student Success Center, who will assist the Chancellor's Office with internal planning.

## BUDGET ALLOCATION AND MILESTONE PAYMENT PROCESS

A total of \$515,000 is available for participating colleges contingent on the college meeting key milestones during each phase of the project. Of this amount, \$100,000 will be made available as seed funding. Outlined below within the program syllabus is the milestone payment schedule for each module and related activities and the products colleges must produce. Colleges will need to submit required products to receive the percentage of funding tied to each milestone.

## DIRECT ASSESSMENT CBE IMPLEMENTATION BLUEPRINT

*The timeline listed below is an estimation. The Chancellor's Office reserves the right to modify the timeline and deliverables as needed.*

|                                      |   | Estimated Timeline |
|--------------------------------------|---|--------------------|
| <b>Pre-work: Vendor Agreement</b>    |   | August 2021        |
| Milestones                           | Required Products                                       | % of Payment       |
| 1.1 Review and sign vendor agreement | <input type="checkbox"/> Submit signed vendor agreement | 19% (\$100,000)    |

|  |  |                              |
|--|--|------------------------------|
| <b>Module I: Establish local infrastructure for innovation (6 Months)</b><br>Generate local support for CBE programs and establish a CBE implementation team that is representative of the campus community.   |  | July 2021 –<br>December 2021 |
| <b>Milestones</b>  | <b>Required Products</b>   | <b>% of Payment</b>          |
| 1.2 CBE implementation team with cross department representatives including representatives from the local academic senate, student services, institutional research, information technology services, and financial aid as well as relevant and appropriate faculty, staff and administrators is established.<br><br>1.3 Decision making protocol is determined.<br><br>1.4 Local board amends local policies in alignment with direct assessment CBE title 5 regulations.<br><br>1.5 Local academic senate resolution to support the development of direct assessment CBE programs is adopted.   | <input type="checkbox"/> Copy of local Implementation team charter<br><input type="checkbox"/> Documentation of policy changes adopted locally<br><input type="checkbox"/> Copy of local academic senate resolution<br><input type="checkbox"/> Summary of process for creating an implementation team, roster of implementation team representatives, team members' roles & responsibilities, and a planning timeline | 2% (\$10,000)                |
| Pre-Application Activities: <ul style="list-style-type: none"> <li>• Adopt a communication strategy to inform stakeholders of this effort.</li> <li>• Gain the support of the college president and academic senate.</li> <li>• Gain the support of the local labor union</li> <li>• Establish a CBE Implementation Team comprised as detailed above</li> <li>• Create a CBE implementation team charter that includes the committee's responsibilities, a list of members and their roles and responsibilities, the decision-making process the committee will adhere to, and a process for how the team will receive input from internal and external stakeholders.</li> </ul> Post-application Activities: <ul style="list-style-type: none"> <li>• Work with Academic Senate to pass direct assessment CBE resolution.</li> <li>• Work with Local board to amend policies</li> <li>• Complete the implementation process summary required product</li> </ul> |  |                              |
| <b>Module II: Select the program (6 Months)</b><br>Use data to identify and select a direct assessment CBE program of study.   |  | July 2021 –<br>December 2021 |
| <b>Milestones</b>  | <b>Required Products</b>   | <b>% of Payment</b>          |

|   |  |  |
|---|--|--|
| <p>2.1 Labor market analysis and environmental scan are conducted (including consulting with employers).</p> <p>2.2 Four-year partners have been notified and engaged in the program selection process.</p> <p>2.3 Student input is solicited to identify high-interest programs.</p> <p>2.4 Direct assessment CBE program to be offered is chosen.</p>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Summary of labor market analysis and stakeholder input</li> <li><input type="checkbox"/> Summary of student input collected</li> <li><input type="checkbox"/> A description of the educational program including the field of study</li> <li><input type="checkbox"/> Certification of 4-year partner engagement</li> </ul>  | <p>2% (\$10,000)</p>   |
| <p>Activities:</p> <ul style="list-style-type: none"> <li>• Identify the programs that adult learners are most interested in</li> <li>• Conduct an evaluation of which programs lead to the greatest outcomes (high-skills, high-wages) for students</li> <li>• Conduct labor market analysis and environmental scan</li> <li>• Consult with relevant employers to ensure the program design aligns with employment outcomes</li> <li>• Collaborate with feeder high schools, four-year institutions, community organizations, and adult education centers</li> </ul>   |  |  |
| <p><b>Module III: Design the program (9 Months)</b><br/>Create a comprehensive direct assessment CBE program</p>  |  | <p>December 2021<br/>–<br/>August 2022</p>   |
| <p><b>Milestones</b></p>  | <p><b>Required Products</b></p>  | <p><b>% of Payment</b></p>   |
| <p>Program Design</p> <p>3.1 A direct assessment CBE program design approach is determined.</p> <p>3.2 A flexible academic calendar model is determined.</p> <p>3.3 A guided student learning journey, outlining skills and abilities, and intellectual behaviors a student must acquire, is crafted.</p> <p>3.4 Program competencies and related competency statements are established.</p> <p>3.5 Assessments for competencies are designed and tools for formative and summative assessments are developed.</p> <p>3.6 Process that permits instructor to confirm student has completed all formative assessments necessary to</p> | <p>Program Design</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Documentation of the methodology used to develop competencies</li> <li><input type="checkbox"/> Description of the program including program competency-cross walks, credit hour equivalencies, competency statements, program competencies, and a list of modules in the program</li> <li><input type="checkbox"/> Copy of academic calendar policy</li> <li><input type="checkbox"/> Description of how learning is assessed including information on assessment tools</li> <li><input type="checkbox"/> Documentation of four-year transfer agreements</li> </ul> | <p>33% (\$170,000) with three payments for each set of deliverables:</p> <p>1) Program Design: \$100,000</p> <p>2) Faculty and Staff: \$50,000</p> <p>3) Professional Development and Onboarding: \$20,000</p> |

|  |  |  |
|--|--|--|
| <p>engage in summative assessment(s) is created.</p> <p>3.7 A submission protocol for curriculum submission to COCI and data reporting to COMIS is established.</p> <p>3.8 Design process and mechanism for validating program quality, including feedback from students, alumni and continuous alignment to employer demands is developed.</p> <p>3.9 An approach to managing the direct assessment CBE program academic content repository and external vendor partnerships for content provision is drafted.</p> <p>3.10 A process for auditing modules for cultural relevance, up-to-date content, and alignment with employers' desired outcomes is established.</p> <p>3.11 Cross-discipline faculty are identified and create general education modules.</p> <p>3.12 Acceptability of dual transcripts is reached by four-year institutions (UC, CSU, AICCU).</p> <p>3.13 Transfer agreements from CBE programs to public four-year universities are finalized.</p> <p>3.14 A process for transferring into direct assessment CBE programs and out of direct assessment CBE programs is established.</p> <p>3.15 Policies and practices for financial aid eligibility and disbursement are adopted.</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Documentation of a redirection and transfer policy that allows students to transfer between direct assessment CBE programs and credit hour policies</li> <li><input type="checkbox"/> Documentation of financial aid policies</li> </ul> <p>Faculty and Staff</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A description of faculty and staff roles and recruitment practices</li> <li><input type="checkbox"/> Summary of faculty and staff model including a substantive and regular interaction policy</li> <li><input type="checkbox"/> A description of student success support services</li> <li><input type="checkbox"/> Summary of data collection and evaluation plan</li> </ul> <p>Professional Development and Onboarding</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Copy of staff and faculty professional development plan</li> <li><input type="checkbox"/> Copy of student onboarding and orientation plan</li> </ul> |  |
| <p>Faculty and Staff</p> <p>3.16 Faculty and staff roles that distinguish instruction, assessment, coaching and student support services are developed.</p> <p>3.17 Faculty workload and labor contracts are negotiated.</p>   |  |  |

|  |  |  |
|--|--|--|
| <p>3.18 Student support wrap-around services model is developed and documented.</p> <p>3.19 Establish data collection plan for continuous learning and improvement.</p> <p>Professional Development and Student Onboarding</p> <p>3.20 Faculty and student training for use of student authentication system is developed.</p> <p>3.21 Develop faculty and student training for delivering assessments online.</p> <p>3.22 An inclusive program orientation that builds sense of belonging and community is designed.</p> <p>3.23 Direct assessment CBE program communication plan and student outreach marketing and recruitment plan is adopted.</p> |  |  |
|--|--|--|

Activities:

Program Design

- Academic Calendar: Identify the flexible academic calendar model to be used
- Program: Identify competency framework
- Competencies and Modules:
  - Develop program competencies and overarching competency statements through backward design or deconstruction-reconstruction and framework origin
  - Determine number of competencies per program
  - Develop competencies for the program and modules that are externally referenced (e.g. convened groups of employers, professional advisory committees, or licensure requirements)
  - Develop crosswalk of competencies to credit-hour
  - Develop modules: draft ‘syllabi’ or ‘Module Outline of Record’ per competency
  - Create or curate academic content by program or competency in accordance with system guidance
  - Develop competency statement and learning outcomes, description of competency, academic content outline, content location, formative assessment outline, summative assessment description, summative assessment tool
- Assessments:
  - Develop process that permits instructor to confirm student has completed all formative assessments necessary to engage in summative assessment(s)

- Develop formative and summative assessments for competencies
- Determine the necessary infrastructure exists to deliver assessments online
- Transfer:
  - Work with four-year partners to ensure direct assessment CBE programs are accepted for transfer
  - Develop process for students transferring from one direct assessment competency-based education program into another direct assessment CBE program with prior direct assessment program credit or credit awarded at the college, as well as students transferring out of CBE programs into traditional programs
- Financial Aid: Work with financial aid office directors and staff to create financial aid policies to ensure students are eligible for Title IV funds.

Faculty and Staff

- Faculty Model:
  - Clearly define faculty and staff roles and responsibilities
  - Adopt a CBE faculty model that allows for team-based approach to the various aspects of instruction
  - Establish instructor contact and availability of instructor based on regulatory guidance for ‘regular and substantive interaction’
  - Establish faculty criteria and workload based on regulatory guidance
  - Determine faculty roles and responsibilities in accordance with minimum qualification criteria and system guidance
- Staff roles: Establish a coach model to provide student support services

Professional Development and Student Onboarding

- Develop professional development plans for faculty and administration
- Develop a communications and outreach strategy for students
- Create an inclusive on boarding process for students

**Module IV: Obtain regional accreditation and program approval (2-4 Months ACCJC; 6-12 Months USDOE)**

Seek and receive program approval from the regional accrediting agency (ACCJC) and the U.S. Department of Education.

ACCJC Approval  
September 2022 – December 2022

USDOE Approval  
January 2023 – December 2023

| Milestones  | Required Products   | % of Payment  |
|---|---|---------------|
| 4.1 CBE program design and implementation supports regional accreditation process.<br><br>4.2 Required documentation is submitted to ACCJC and the USDOE. | <input type="checkbox"/> Copy of submission to ACCJC and the USDOE, and the feedback received | 5% (\$25,000) |

|  |  |  |
|--|--|--|
| 4.3 ACCJC and USDOE approvals are received.  |  |  |
| <p>Activities:</p> <ul style="list-style-type: none"> <li>• Submit Direct Assessment CBE program to ACCJC/USDOE</li> <li>• Establish point of contact</li> <li>• Iterate feedback to finalize and receive approval</li> </ul>  |  |  |
| <p><b>Module V: Build operational model (8 – 12 Months)</b><br/> Integrate direct assessment CBE into operating systems and establish infrastructure to support direct assessment CBE.</p>   |  | <p>September 2022<br/> – August 2023</p> |
| <p><b>Milestones</b></p>   | <p><b>Required Products</b></p>  | <p><b>% of Payment</b></p>               |
| <p>5.1 Technology infrastructure for CBE programs is developed or embedded into existing technology infrastructure.</p> <p>5.2 Student supports, business, and operational components of the program, including integration of the technological components are built.</p> <p>5.3 Procedures, administration, and technology are updated to accommodate new calendar.</p> <p>5.4 Student authentication system is integrated with system LMS/AMS.</p> <p>5.5 An infrastructure that accommodates dual transcripts is created in partnership with business operations and registrar.</p> <p>5.6 External vendor contracts for technology and infrastructure needs are executed.</p> <p>5.7 Faculty and staff trainings for technology necessary for administrative and instructional implementation are developed.</p> <p>5.8 Online student supports including tutoring, counseling, library services, writing center, peer support, and IT help desk are integrated into the technology infrastructure.</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Documentation of technology infrastructure changes</li> <li><input type="checkbox"/> Documentation of technology costs</li> <li><input type="checkbox"/> Documentation of the changes made to implement a new calendar system</li> <li><input type="checkbox"/> Summary of process used to accommodate dual transcripts and dual transcript examples</li> <li><input type="checkbox"/> Copy of staff and faculty technology professional development plan.</li> <li><input type="checkbox"/> Documentation of student support technology infrastructure.</li> <li><input type="checkbox"/> Copy of vendor contract and scope of work.</li> </ul> | <p>19% (\$100,000)</p>                   |

|   |  |   |
|---|--|---|
| <p>Activities:</p> <ul style="list-style-type: none"> <li>• Build student supports, business, and operational components of the program, including integration of the technological components; this phase may occur while the system and institution(s) are awaiting accreditor approval</li> <li>• Develop faculty and student training for use of student authentication system</li> <li>• Develop faculty and student training for delivering assessments online</li> <li>• Shift procedures, administration, and technology to accommodate new calendar</li> <li>• CBE model assessment design principles should be applied in the design of assessments and related tools</li> <li>• Ensure student authentication system integrates with system LMS/AMS</li> <li>• Ensure the necessary infrastructure exists to deliver assessments online</li> <li>• Determine reporting protocol</li> <li>• Build infrastructure to accommodate dual transcripts (i.e. administrative processes and SIS) in partnership with Business Operations and registrar</li> <li>• Design process and mechanism for validating program quality, including feedback from students, alumni and continuous alignment to employer demands</li> <li>• Establish external vendor partnerships for content provision</li> </ul> |  |   |
| <p><b>Module VI: Obtain CCCC Approval (3 Months)</b><br/>Seek and receive program approval from the CCCC.</p>   |  | <p>September 2023<br/>– November<br/>2023</p>   |
| <b>Milestones</b>   | <b>Required Products</b>   | <b>% of Payment</b>   |
| <p>6.1 Required Chancellor’s Program Approval documentation is submitted.</p> <p>6.2 Program evaluation and data collection process aligned with the system’s Vision goals and Student Success Metrics is developed.</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Copy of Program Map</li> <li><input type="checkbox"/> Copy of approved ACCJC and USDOE application</li> <li><input type="checkbox"/> Copy of data and evaluation plan</li> <li><input type="checkbox"/> Copy of flexible calendar program certification</li> </ul> | <p>0%</p>   |
| <p>Activities:</p> <ul style="list-style-type: none"> <li>• Finalize direct assessment CBE Program Map as outlined in regulations</li> </ul>  |  |   |
| <p><b>Module VII: Launch program (4 Months)</b><br/>Successfully launch a CBE program and enroll students.</p>  |  | <p>September 2023<br/>– December<br/>2023<br/><br/>Programs begin<br/>Spring 2024</p> |
| <b>Milestone</b>  | <b>Required Products</b>   | <b>% of Payment</b>   |
| <p>7.1 Outreach is conducted on target population of students.</p>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Copy of outreach and marketing materials</li> <li><input type="checkbox"/> Documentation of transfer agreements</li> </ul>   | <p>10% (\$50,000)</p>   |

|  |   |   |
|--|---|---|
| <p>7.2 Information on policies and procedures is readily available and accessible to students.</p> <p>7.3 Pre-enrollment survey and/or informational interviews are conducted to proactively personalize student supports.</p> <p>7.4 An inclusive program orientation that builds sense of belonging and community is implemented.</p> <p>7.5 A first cohort is selected.</p>   | <input type="checkbox"/> Copy of pre-enrollment survey<br><input type="checkbox"/> Copy of orientation plan             |   |
| <p>Activities:</p> <ul style="list-style-type: none"> <li>• Students begin to participate in the credit-bearing, direct assessment CBE program(s), while the program’s impact is measured, and lessons learned are captured</li> <li>• Partner with feeder high schools, four-year institutions, community organizations, and adult education centers to outreach to potential students</li> <li>• Implement a student outreach plan that will ensure program transparency for students (i.e. website accessibility) and assist students in determining if program is right for them</li> <li>• Offer new student orientation</li> </ul> |   |   |
| <p><b>Module VIII: Continued action research and scalability</b><br/> Establish and implement direct assessment CBE evaluation plan, and a plan for continued faculty, staff, and student professional development and support.</p>  |   | <p>1-year after implementation<br/> July 2025</p> |
| <p><b>Objectives</b></p>   | <p><b>Required Products</b></p>   | <p><b>% of Payment</b></p>                        |
| <p>8.1 Initial enrollees are monitored closely and ensure that students are receiving adequate supports.</p> <p>8.2 Modules are audited to ensure cultural relevance and up-to-date content</p> <p>8.3 Student, faculty and staff feedback is solicited through surveys, focus groups, and/or interviews.</p> <p>8.4 Ongoing professional development for faculty, staff and students is offered.</p> <p>8.5 Data reporting timeline and milestones are established.</p> <p>8.6 Data metrics and definitions in alignment with systems-office are identify.</p>  | <input type="checkbox"/> Documentation of student outcomes<br><input type="checkbox"/> Comprehensive program evaluation | <p>10% (\$50,000)</p>                             |

|  |  |  |  |
|--|--|--|--|
| 8.7  | Program evaluation is integrated into local goals and equity plans.                        |  |  |
| 8.8  | Outcome data disaggregated by program and student demographics is collected and evaluated. |  |  |
| Activities: <ul style="list-style-type: none"> <li>• Institute program evaluation for continuous program improvement</li> <li>• Institute regular cycle of professional development</li> <li>• Ensure data collection and reporting processes are established</li> </ul> |  |  |  |

## DIRECT ASSESSMENT CBE PROGRAM PAYMENT SCHEDULE

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