

ASSESSMENT OF PRIOR LEARNING STATUS AND NEXT STEPS

James Glapa-Grossklag

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What has been accomplished?

- LEAP Project Spring 2013
 - Key recommendations:
 - Identify APL advisor to support students, conduct outreach with faculty, and coordinate the various options (Credit by exam, ACE credit, military credit, AP and CLEP exams, portfolio preparation and assessment)
 - Modify BP and AP BP and AP 4235 (credit by exam) to permit students to earn via credit by exam more than 18 units.
- Faculty reaction has shifted from opposition to interest, via repeated presentations and outreach via FLEX sessions, Academic Deans, Academic Senate, CTE Committee.
- Convened faculty inquiry group (FIGs) to design model for assessments and processes for sample CTE programs (summer 2019)
 - Faculty from: Business, Counseling (Veterans), Counseling (EOPS), Counseling (FYP), Fire Technology, Non-Credit, Spanish
 - Tasks of the FIG:
 - Identify next steps for their respective departments / constituencies
 - Draft template assessment for their respective departments / constituencies
 - Provide case statements for their respective constituencies: e.g., how APL will help veterans, how APL will help public safety officers, etc.

Next Steps

1. September 2019: Host regional summit to provide training on APL (funding via SCCRC)

Goals of the event:

- Inform participants about APL
- Identify resources for colleges that wish to implement APL
- Share best practices and case studies
- Create regional community of practice around APL

Intended audience:

- Faculty, staff, and administrators from SCCRC colleges

Facilitators:

- Council of Adult and Experiential Learning
- Invitations to be extended to representatives of West Hills district and Norco College, both of which have some APL implementation

2. Send teams to CAEL national conference (November 5-8, in Chicago) from College of the Canyons and regional colleges (funding via SCCRC)

STATE EFFORTS

2015

Report on Prior Learning Assessment and Competency-Based Education, by the RP Group and CAEL, commissioned by LA Area Chamber of Commerce Foundation and Los Angeles Trade Tech

Key findings:

- In CCCs, most common approach is Credit By Exam. (Title 5, Section 55050 entitled *Credit by Examination*)
- Independent study could be used to garner apportionment: “Computation for a full-time equivalent student (FTES) is based on units not hours; funding is not tied to seat time. This alternative accounting method is important because it emphasizes learning and content, rather than focusing on hours of contact.” (Title 5 CCR § 58051 Method for Computing Full-Time Equivalent Student)

2018

SB 1071 and AB 1789 require the CCCO to develop a consistent approach to award credit to veteran and military students.

2019

The CCC Success Center at the Foundation, the Chancellor’s Office, and California Community Colleges Curriculum Committee (5C) jointly recommend:

1. Implement state-level policy changes
2. Integrate CPL into Guided Pathways
3. Guide local policy and practice changes
4. Collaborate with UC and CSU to ensure transfer of CPL
5. Operationalize CPL through pilots in fall 2019
6. Provide resources for all stakeholders

Key actions so far:

- Propose changes to Title 5 (see attached BOT agenda)
- Propose a pilot for APL in 7 disciplines (see attached PPT)