

## Direct Assessment CBE Program Approval Comparison Chart

### Purpose:

The chart below outlines the evaluation considerations for the Accrediting Commission for Community and Junior Colleges (ACCJC), the U.S. Department of Education’s Direct Assessment approval elements, and the California Code of Regulations, Title 5 regulations. As we gather more information about these processes, we will update this chart accordingly.

<p><b>ACCJC</b></p> <p><b>Policy on Competency Based Education</b></p> <p><b>Policy Substantive Change</b></p>	<p><b>US Department of Education</b></p> <p><b>Title 34 CFR</b></p> <p><b>§ 668.10</b></p>	<p><b>CCCCO</b></p> <p><b>Title 5 Regulations</b></p> <p><b>§ 55270.2</b></p>
<p><b>1. Institutional capacity to offer competency-based or direct assessment programs</b> including faculty, administrators, staff, and expertise in assessment to ensure the reliability and validity of assessments</p>	<p><b>1. Description of the educational program</b> including the educational credential offered (degree level or certificate) and the field of study</p>	<p><b>1. Name of the proposed program</b></p> <p><b>2. Catalog description of the proposed program</b></p> <p><b>3. List of all modules to be included in the program, related competencies, and credit hour equivalencies</b></p>

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<p><b>2. Assessment/validation methods for determining quality/efficacy of the program</b></p> <p>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.)</p> <p><b>3. Assurance of “Regular and substantive interaction” with faculty</b></p>	<p><b>2. Description of how the direct assessment program is structured</b> 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</p> <p><b>3. Description of how learning is assessed and how the institution assists students in gaining the knowledge needed to pass the assessments</b></p> <p><b>4. Number of semester, trimester, or quarter credit hours, or clock hours, that are equivalent to the amount of student learning</b> being directly assessed for the certificate or degree</p> <p><b>5. Institution’s methodology for determining the number of credit or clock hours to which the program or programs are equivalent</b></p>	<p><b>4. Description of each module within a program</b> including 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.</p> <p><b>5. Description of faculty and staff roles and responsibilities</b></p> <p><b>6. Methodology used to develop competencies</b></p> <p><b>7. Educational outcomes and specific objectives of the proposed program</b></p>

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<p><b>4. Competencies</b></p> <ul style="list-style-type: none"> <li>a. Emphasize performance, not simply knowledge</li> <li>b. Are externally referenced (e.g. groups of employers, professional advisory committees, or licensure requirements)</li> <li>c. Align with expected qualifications of graduates (and are congruent with the achievement expected at a particular degree level)</li> <li>d. High proportion represent authentic demonstrations</li> <li>e. Mastery is sequential in order to earn degree or certificate</li> </ul> <p><b>5. Institution’s methodology for determining equivalency of direct assessment measures in terms of credit or clock hours</b></p>	<p><b>6. Documentation from the institution's accrediting agency or State approval agency</b> 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</p>	<p><b>8. Explanation of how the program is appropriate</b> to the objectives and conditions of community college education in California and how it is consistent and aligns with system-wide goals.</p> <p><b>9. Need for and availability of the following resources:</b></p> <ul style="list-style-type: none"> <li>a. Adequate or proposed financial support</li> <li>b. Qualified faculty consistent with the published disciplines list</li> <li>c. Library and media center resources</li> <li>d. Access to technology and low- to no-cost digital content</li> </ul> <p><b>10. Explanation of how student success support services will be adapted</b> and integrated within competencies and modules to be delivered in-person or online.</p>

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		<p><b>11. Outreach strategy</b> 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</p> <p><b>12. Evaluation plan</b> 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.</p> <p><b>13. Professional development plan for faculty and staff</b> designed to foster effective implementation of CBE, in accordance with equity-oriented and culturally responsive principles and practices determined in consultation with equity practitioners</p> <p><b>14. All approved documentation submitted to the regional accrediting agency, and to the US Department of Education</b> in accordance with section 668.10 of Title 34 of federal regulations (where applicable).</p>