

College credit for what you already know™

PRIOR LEARNING ASSESSMENT AND ACCREDITATION:

AN OUTCOMES PERSPECTIVE

JUNE 26, 2013



CHEA 2013 Summer Workshop





Council for Adult and Experiential Learning

A 501(c)(3) non-profit, international organization with nearly 40 years of lifelong learning experience

National leader in PLA best practices, research, and writing

Dedicated to removing barriers to adult learning

Meaningful learning, credentials, and work for every adult

THOMAS FRIEDMAN

New York Times, May 29, 2013, Op Ed, "How to Get a Job" in the first paragraph, he refers to...

"the mantra from the Harvard education expert Tony Wagner that the world doesn't care anymore what you know; all it cares 'is what you can do with what you know.'...So, more employers are designing their own tests to measure applicants' skills. And they increasingly don't care how those skills were acquired: home schooling, an online university, a massive open online course, or Yale."

NUMBERS

- More than 22% of the working population has some college, but no degree or 37 Million Americans (age 25 or older).
- There are 46 million adults who are high school graduates with no college.
- Nearly half of all traditional students who start college do not complete.

WHAT DOES THIS MEAN FOR HIGHER EDUCATION?

The Link to Jobs





CONSIDER THIS.

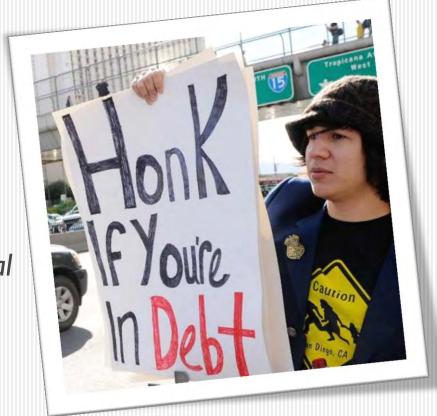
80% of today's college students have

commitments other

than college.

➤ Working to support themselves and dependents

➤ Precariously balancing financial commitments — including worrying about the cost of a college degree.



WHY NOW?

Outcomes, Competencies, Accountability, Using Technology to Scale

> Significant Learning Outside of Academia

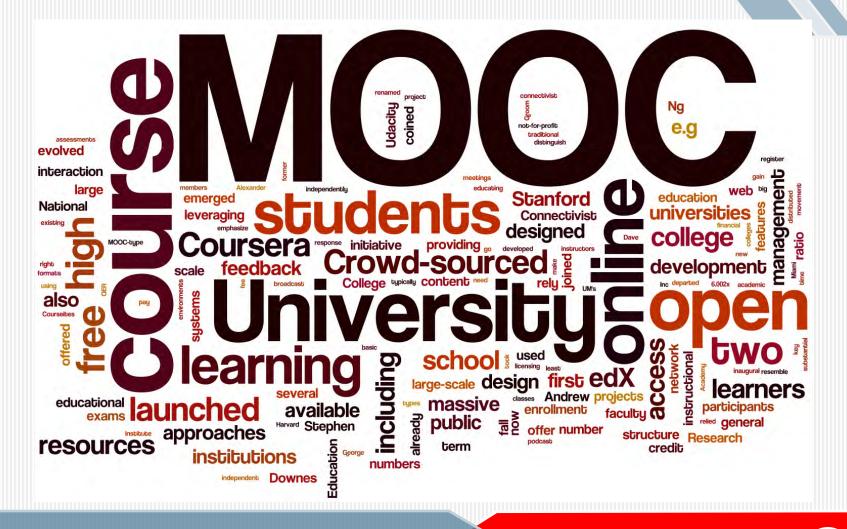
Economic Pressures

Changing Profile of Learners

CHANGE IS GOOD?

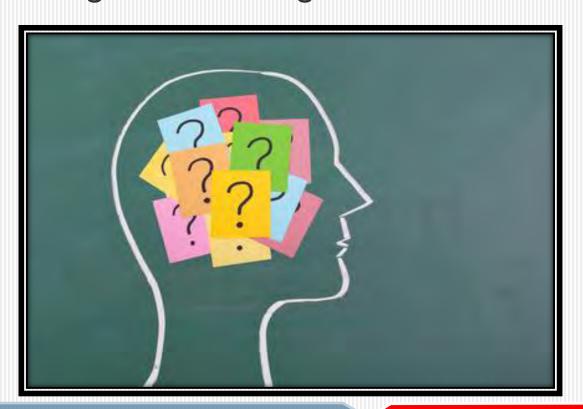


LOTS OF BUZZ, COOL NAME, AND?



WHAT WAS OLD IS NEW AGAIN

Prior Learning Assessment helps us identify, demonstrate, and document college-level learning with academic integrity.



WHAT IS PLA?

Prior Learning Assessment or Credit for Prior Learning

Processes for evaluating and demonstrating knowledge and skills in order to award college credit for learning from:



On-the-job learning



Employer & Workforce Training



study, such as OER



Military service



Volunteer service

PLA ASSESSMENT METHODS

- 1. National Standardized Exams
- AP, CLEP, DSST, Excelsior College Examinations, UExcel Exams

2. Challenge Exams

Developed by faculty, similar to end-of-course final exams

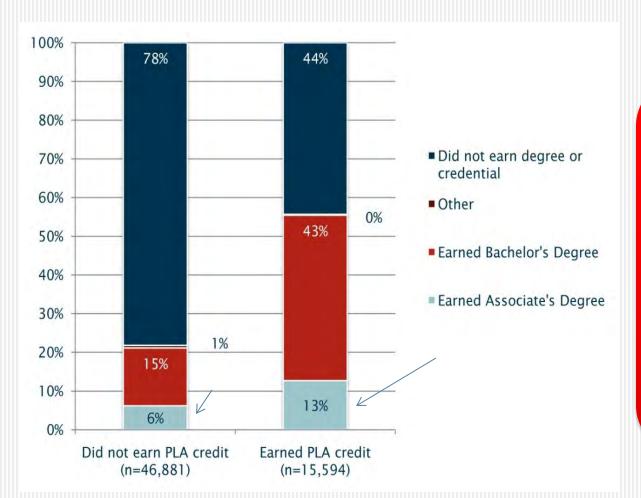
3. Evaluated Non-College Programs for College Credits

 National College Credit Recommendation Service (NCCRS) and American Council on Education (ACE)

4. Individualized Assessments

Portfolio Assessment and Performance Assessment

HOW PLA HELPS: Graduation Rates



Associate Degree students are 2 times more likely to persist to graduation.

Fueling the Race to Postsecondary Success, CAEL, March 2010

"THE PLA EFFECT"

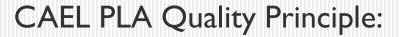
PLA does not discriminate.

- regardless of institutional size, level (two-year or four-year)
 or control (private for-profit, non-profit, or public)
- regardless of the individual student's academic ability or grade point average
- regardless of the individual student's age, gender, or race/ethnicity
- regardless of whether or not the individual student receives financial aid
- Students with PLA credits are more likely to graduate than those without them (Fueling the Race to Postsecondary Success, March 2010)

WHY CPL/PLA?

- Degree/credential completion initiatives
- Focus on retention and persistence
- Leverage learning toward credentials
- Reduce time to completion and student debt
- Maintain academic standards and integrity
- Provides a mechanism to recognize the greater availability of free, open learning opportunities
- Technology to enable scaling

HOW IS IT DONE?

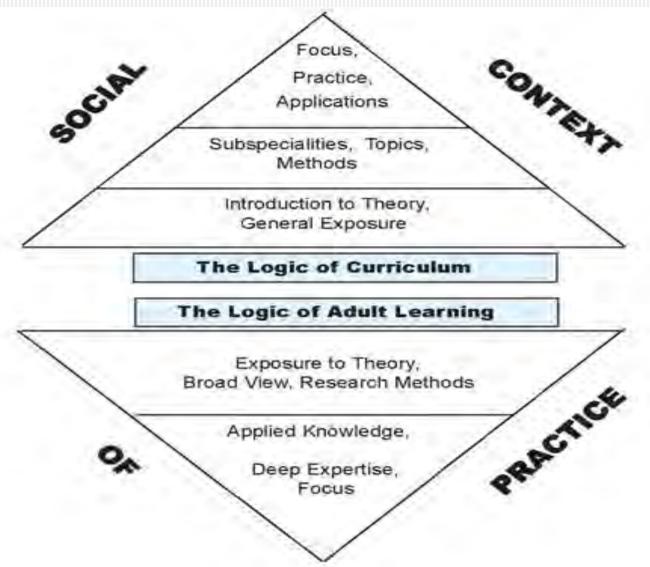






For students: Earning PLA credit means demonstrating and documenting your learning -- or essentially making your case and PROVING it!

COLLEGE-LEVEL LEARNING



ALIGNING LEARNING

LEARNING OUTCOMES

- ✓ Generally mapped to a course
- ✓ Understanding of knowledge area combined with the application of it
- ✓ What you know and can demonstrate (specific)
- ✓ Integrative/reflective
- ✓ Documentation/evidence
- ✓ Assessed with a Rubric

COMPETENCIES

- ✓ Course is not needed, but content leads to an assessment
- ✓ What you can do within a knowledge area
- √ "Direct assessment"
- ✓ Evidence
- ✓ Competency can be singular
- ✓ Mapped to curriculum

How will the learning be recognized and accepted by colleges and universities? Transcripts with competencies, credit hours?

ADMINISTERING PLA PROGRAMS

COLLEGES & UNIVERSITIES DIY PLA

- Generally limited to adult programs
- Often consists of only AP or CLEP
- Greater awareness of military training, but still confusion on how to recognize it
- For those offering portfolio assessment, faculty evaluations are often inconsistent if faculty has not been trained
- Students tend to be unaware
- Deadlines and timelines are unknown, as well as policy origination



College credit for what you already know™

- Training for Registrar, Advisors, Admissions, Marketing,
- PLA Credit Predictor, Two Courses
- Electronic portfolio
- All portfolios are archived
- All assessors are faculty trained by CAEL
- All portfolio assessments are completed within 2 weeks of submission.
- Transcripts

WHY Learning ?



College credit for what you already know™

- Need to ensure consistent standards, a national approach
- Not enough colleges grant credit for prior learning
- Need to build awareness in states and regions
- Need for a national, online approach at scale with easy access
- Need to accelerate adult degree/credential completion
- Ability to use faculty experts nationwide to evaluate learning portfolios according to subject matter/disciplines using a CAEL portfolio assessment rubric for high quality assessments

HOW DOES IT WORK?

I. Free PLA College Credit Predictor tool and Guidance

Students talk with a PLA Credit Specialist to see if PLA is right for them and how it fits within their degree plans:

- Portfolio Assessment for subject areas and expertise not covered by national exams or already evaluated by ACE/NCCRS
- Testing CLEP, DSST, AP, ECEs, UExcel Exams
- NCCRS and ACE CREDIT evaluates training by military, employers, government agencies, and professional associations.

Note: NCCRS is the National College Credit Recommendation Service

STEP-BY-STEP

2. Students select an online for-credit or non-credit course offered by LearningCounts

- Courses teach students about learning theories, the difference between experience and learning, how to document their college level learning, and how to develop portfolios.
- Courses reinforce the importance of advisor support.
- Courses require students to reflect, determine what they have learned, synthesize the information and write at the college level.

STEP-BY-STEP

3. Create and Submit Portfolios

- Course match process; students must demonstrate the same learning outcomes for their portfolios as students who take the course in the classroom (C grade or above)
- Credits earned will have been previously discussed with an advisor to ensure applicability to the degree.



- Portfolios are routed electronically to CAELtrained assessors with subject matter expertise
- "All or Nothing" credit awards to students within 2 weeks. Credit is transcribed on a CAEL/LearningCounts Transcript*

CASE

How do students make a case for credit?

What do assessors see?

STUDENT EXAMPLE



BUS 3001 Basic Business Law

Course Description:

This course will familiarize students with basic legal principles that affect the everyday procedures in business. The student will understand legal principles in everyday life by utilizing the practical knowledge learned. The student will be introduced to the laws of contracts as the foundation for the legal regulation of business.

ALIGNING LEARNING OUTCOMES

EXAMPLE FROM BASIC BUSINESS LAW COURSE

Learning Outcome #1

Analyze legal principles related to personal property and their enforcement.

STUDENT'S DEMONSTRATION

"The concept of possession was instituted to avoid civil disorder (Clarkson, Miller, & Cross, 2012). Now that we have established possession, personal property is not "real" property meaning that it is not money or investments, but rather movable assets or things. Personal property, fixtures, and chattel property are terms that I explain frequently to my real estate clients. The reason I have to make sure that my clients understand the differences between these terms is to avoid any misunderstandings that could result in the selling or buying of items that they didn't intend to buy or sell. I begin by defining their personal property and informing them that if they wish they can sell those items along with the house if they want but are not required to do so. I surprise many by mentioning that the big screen flat panel TV bracketed to the wall is considered a fixture, which is any physical property that is attached to real property, and that the TV will convey with the home unless otherwise stated in the contract. Along the same principal of fixture, chattel property is frequently discussed between my clients and I. Chattel property is personal property located within the real property. Common misconceptions that occur are assuming something within the home is real property when in fact it is personal property. One example was a child's play house that rested on a foundation of concrete. It is important to add that the play house was not bolted or fixed to the concrete. When the buyers moved in they noticed the play house was gone and raised an objection, however, since the playhouse was not mentioned in the purchase contract and it was not a fixture to the property the sellers were fully entitled to take the playhouse."

STUDENT'S DOCUMENTATION

AZ REAL ESTATE LICENSE/CONTINUING ED

License Status: Active License Type: Real Estate Salesperson Original Date: 4/20/2009

Expiration Date xxxxx

Employment History: ABC Company, LLC 11/28/12 9:18 AM

4-20-2009 Arizona Department of Real Estate

Continuing Education: Database Record - A

Course Name

- ✓ CODE OF ETHICS FOR NAR 6-1-2009
- ✓ WRITING RIGHT IS THE LAW 3-10-2010
- ✓ OUR MUTUAL EXPECTATIONS FORM--THE BUYER BROKER AGREEMENT 4-21-2010
- ✓ PLAYING BY THE RULES-UNDERSTANDING THE AZ REAL ESTATE LAW BOOK 2-2-2010
- ✓ LET'S PLAY FAIR/UNDERSTANDING FAIR HOUSING ACT 3-3-2010
- ✓ MORTGAGE LOSS MITIGATION: INTRO TO SHORT . . . 7-22-2009

STUDENT'S DOCUMENTATION

BUS 3001 Basic Business Law

Articles of incorporation for when the student formed his own LLC

Copy of a law suit filed by the student for a contractor's "Breach of Contract"

➤ Plus a complete "Narrative" that addresses every learning outcome, written at the college level, with citations (8 pages)

THE TRANSCRIPT

Official Transcript

Prepared for: LearningCounts on 03/12/2013 DID#: TYPAQ5L

DID#: TYPAQ5L Docufide Student ID: 7826741

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Council for Adult and Experiential Learning (CAEL)

55 E. Monroe Street, 5vice 2710 - Chicago, IL 60603 312-499-2600

Student Name	Bauer, Jack CAEL987654321				
Student ID					
Address:	13040 S. Mason Avenue Palos Heights, IL 60451				
Birthdate	07/04/1965				



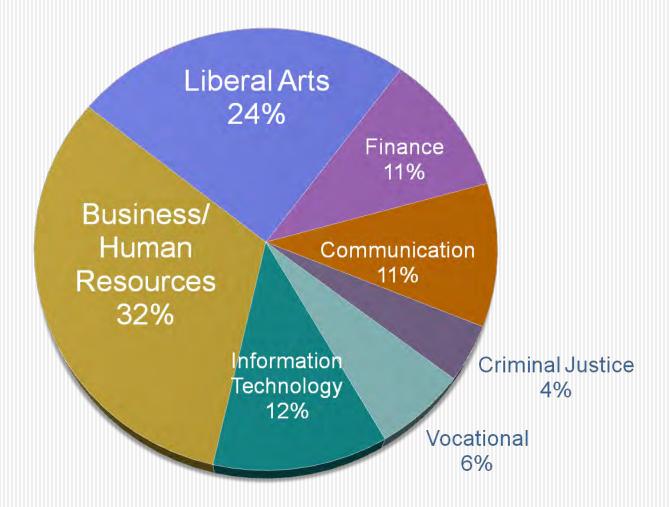
-Course Humber	Cate Completed	Subject Area	Course Description	1	Grade	Recommended Semester Hours	Louise	
1004012	692013	Information Technology	Introduction to Personal Compaliers This course introduces students to the various components of a personal compatent, it also covers the braic features of Microsoft Windows and MS Office products. The course leads to basic competency in the use of Windows, Word, and Excel.		ď	3	160	
ECO-0010	(8/2513	Communications	Effective Communication for Blash This course requires the chident to a unincipies of English composition for a pushings correspondency. Students in writing and formatting business letters	oply Audionomia specific setting oil downing state-in	è	1.	210	

ESON LEARNING COUNTS. ORG

SUCCESSFUL STUDENT PROFILE

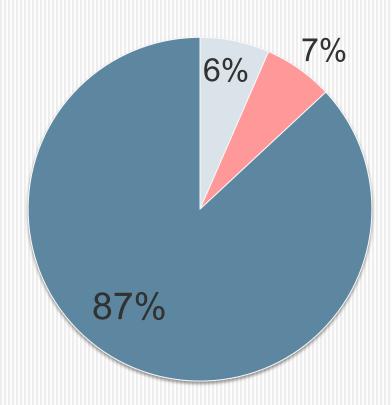
- Has 5 years or more of work experience, breadth/depth
- Has taken a college course before, preferably online
- Understands the time commitment involved in building a portfolio
- Has selected a portfolio development course with advising assistance
- Has strong writing skills
- Has a degree plan (no duplicate courses) and understands how PLA will apply (or not) to her/his degree requirements

PORTFOLIO CREDITS AWARDED



PORTFOLIO SUCCESS RATES





- No Credit Earned
- Full Credit Earned

Some Courses Earned Credit



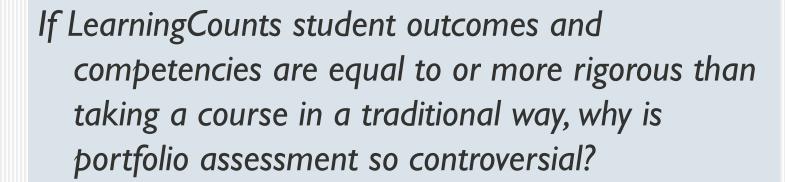




- Reduce Costs? YES
- Improve student persistence? YES
- Increase graduation rates? YES
- Is academic integrity preserved? YES
- Does it work for diverse populations? YES
- Is it applicable for new forms of learning? YES
- Ready to serve virtually thousands of students? YES
- How do we know for sure? Compelling Research

OUTCOMES AND COMPETENCIES RIDDLE:





QUESTIONS FOR YOU TO PONDER....

INSTITUTIONS WORRY ABOUT THESE ISSUES

POLICY QUESTIONS

- ✓ When are students eligible for PLA?
- ✓ Does financial aid cover it?
- √ Who accepts PLA credits within a college?
- ✓ Are PLA credits accepted in transfer?
- ✓ Will PLA credits within associate degrees transfer to 4-year colleges and universities?
- ✓ Do PLA credits count toward Gen Ed/Major Requirements?
- ✓ How should the credits appear on the transcript? Block credit, course match credits, transfer credits or competencies?
 Can and should they be discriminated against?

ACCREDITATION QUESTIONS

- I. How many PLA credits can be awarded by a college or university?
- 2. Is PLA credit considered transfer credit?
- 3. If we use LearningCounts to provide PLA services for us, including teaching the course, do we need to write a letter to our accreditors?
- 4. How do we transcribe PLA (especially portfolio) credit so that it will transfer? (commonly asked by community colleges)

MORE QUESTIONS FOR YOU

- ➤ CAEL will archive portfolios for 10 years, so that if an accrediting team wants to see what's behind the credit award, CAEL will provide the portfolio and answer questions. We think this is important. Do you?
- ➤ Is it time to allow graduate-level PLA?
- Colleges and universities point out that PLA cannot be used for specialized accreditations like AACSB or ACBSP. Because the learning outcomes are equivalent, why can't PLA be used?

FOUNDATION SUPPORT





THE KRESGE FOUNDATION



The Joyce Foundation

THE BROWN FOUNDATION, INC.

Walmart :

OF HOUSTON

HOUSTON ENDOWMENT INC.

A PHILANTHROPY ENDOWED BY MR. AND MRS. JESSE H. JONES





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