Moving the Attainment Needle with Credit for Prior Learning

ICRC
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ACE: Overview

Founded in 1918, the American Council on Education (ACE), is the major coordinating body for all the nation's higher education institutions, representing more than 1,600 college and university presidents, and more than 200 related associations, nationwide.

It provides leadership on key higher education issues and influences public policy through advocacy.

www.acenet.edu
ACE Center for Education Attainment and Innovation

• **Program Evaluations**
  – Military Programs
  – Corporate Programs (ACE CREDIT®)

• **Program Evaluation Activities**
  – Evaluate formal courses and occupational specialties
  – Publish course and occupation descriptions and academic credit recommendations
  – Provide transcript and registry services

www.acenet.edu/ceai
Why CPL/PLA Now?

- Changing learners
- Economic pressures
- College completion focus
- New sources for learning
- Leveraging technologies
- Meeting Public expectations
- Increasing Persistence & Retention
- Decreasing cost & time to degree
- Focus on competency
Higher Education Today: The New Normal

**AGE (Avg. age = 25)**

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 18 years old</td>
<td>0.8 m</td>
<td>4%</td>
</tr>
<tr>
<td>18 and 19</td>
<td>4.3</td>
<td>24%</td>
</tr>
<tr>
<td>20 and 21</td>
<td>4.1</td>
<td>23%</td>
</tr>
<tr>
<td>22 to 24</td>
<td>2.8</td>
<td>16%</td>
</tr>
<tr>
<td>25 to 29</td>
<td>2.1</td>
<td>12%</td>
</tr>
<tr>
<td>30 to 39</td>
<td>2.1</td>
<td>12%</td>
</tr>
<tr>
<td>40 to 49</td>
<td>1.1</td>
<td>6%</td>
</tr>
<tr>
<td>50 and Up</td>
<td>0.7</td>
<td>3%</td>
</tr>
</tbody>
</table>

Digest of Education Statistics 2013: Table 105.20

**INSTITUTION**

- 2-Year: 7.5 m students (41%)
- 4-Year: 10.6 m students (59%)

**ATTENDANCE**

- Full-Time: 60%
- Part-Time: 40%

Complete College America, Time is the Enemy

US Census Bureau: School Enrollment and Work Status 2011
Higher Education Today: The New Normal

56% of students complete college

Degree completion within six years

Average Education Debt
Households Age 20-40

- $10k Some College
- $16k Bachelor’s Degree
- $41k Graduate Degree

Brookings Institute: Is a Student Loan Crisis on the Horizon?

Overall Average Debt: $17,916
What are the Barriers to CPL?

Only 27% of 2- and 4-year institutions grant academic credit to students for learning obtained outside the college classroom.

Source: Integrated Postsecondary Education Data System (IPEDS), Institutional Characteristics Survey, Fall 2012
WHAT IS CPL? Credit for Prior Learning (CPL) is a practice used by institutions at or close to the time of a student's admission to award academic credit for demonstrated competency and mastery earned in other settings—such as independent study, noncredit courses, work experience, licensure or certification, or a credit by examination program. According to studies, CPL can help more students graduate.
Benefits of Credit for Prior Learning

75% of Americans would be more likely to enroll in a higher education program if they could receive credit for what they already know.


Adult students awarded CPL were 2.5 times more likely to persist in their education and complete their degrees than students who received no credit for their prior learning.

Rebecca Klein-Collins, Fueling the Race to Postsecondary Success: a 48-Institution Study of Prior Learning Assessment and Adult Student Outcomes (Council for Adult and Experiential Learning, 2010)
“Adults differ from younger learners in that a younger person is still anticipating most of the responsibilities in which an adult is fully engaged. Adults are therefore more likely than younger students to personalize learning. They want to relate the subject matter, whether business management, history, or philosophy, to themselves.”

Using Adults’ Experiences

“The major difference between adults and younger learners is the wealth of their experience. ... They have personal history: marriage and divorce or other long-term relationships, perhaps children and grandchildren, certainly births and deaths of people close to them. They have work history: various jobs, sometimes at impressive levels of responsibility. They also have social history: firsthand knowledge of the same historical period that their instructors have. These experiences are valuable – we would claim essential – contributions to the learning process.” (Developing Adult Learners, p. 7)
ACE Review Team

• Team Coordinator

• Subject Matter Experts selected from college faculties

• Psychometrician if needed

http://www.acenet.edu/news-room/Pages/Faculty-Evaluators-Home-Page.aspx
Items Reviewed By Team

- Course syllabus
- Textbooks
- Assessment methods
- Student & instructor guides
- Laboratory projects
- Instructional support materials
- Instructor Qualifications

http://www.acenet.edu/news-room/Pages/How-to-Prepare-for-an-ACE-Military-Review.aspx
Evaluative Criteria

- Assessments
- Content
- Learning Outcomes
- Depth and Breadth of Material
- Level of Difficulty
- Applicability to Postsecondary Programs
Team Recommendations

• Based on college equivalencies: what can be found in college curriculum

• Credit Categories
  – Vocational Certificate
  – Lower Division Baccalaureate/Associate
  – Upper Division Baccalaureate
  – Graduate
Familiar Tools for Credit Transfer

• Transcript
• Catalog
• Syllabus
• Competency-Based Education
• Regional Accredits: Third-party Approval
Familiar Context

- Colleges generally know and understand other colleges.
- Catalogs contain agreed-upon summaries.
- Syllabi often combine descriptions with outcomes.
- Grades signify accomplishment but may reflect other aspects of student engagement.
- Pass levels are typically set at 60-70%.
Less Familiar Tools

- American Council on Education: Third-Party Approval*
- Joint Services Transcript
- ACE Military Guide
- ACE Occupation Evaluations

*4.A. The institution demonstrates responsibility for the quality of its educational programs.

2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
Less Familiar Context

• Each military branch is unique.

• Military education is structured differently from higher education.

• Language and summaries aren’t a perfect match.

• Education is mission focused.

• Success and promotion criteria differ.
Guide to the Evaluation of Educational Experiences in the Armed Services

The American Council on Education (ACE) Military Guide presents ACE credit recommendations for formal courses and occupations offered by all branches of the military. All recommendations are based on ACE reviews conducted by college and university faculty members who are actively teaching in the areas they review. You can search for courses and occupations using the ACE identification number, military course number or title, training location, dates completed, or subject and level. New courses and occupations are continually being evaluated by ACE, and these entries are added on a daily basis.
The Course Review

- Formal military instruction and military occupations specialties; courses approved by a central authority
- Correspondence courses with proctored end-of course exams
- Distance learning/online courses with documented rigid control test conditions and firm identification of the student.
Course Exhibit

AR-1406-0228

TOTAL ARMY TRAINING SYSTEM (TATS) CAREER COUNSELOR
Course Number: 501-79530.

Location: Recruiting and Retention School, Fort Jackson, SC.

Length: 8 weeks (361 hours).

Exhibit Dates: 5/98–7/12.

Learning Outcomes: Before 5/98 see AR-1406-0159. Upon completion of the course, the student will be able to interpret personnel records, assist personnel in the reenlistment process, determine reenlistment or extension eligibility, prepare and present retention training, and conduct retention interview/counseling sessions.

Instruction: Methods of instruction include lectures, discussions, guest speakers, practical exercises. Topics covered include evaluation of personnel files, retention processing, interviewing techniques, retention identification, counseling, and follow-up.

Credit Recommendation: In the upper division baccalaureate degree category, 3 semester hours in counseling or career counseling and 3 in human resources management (3/02)(3/02).

Related Occupations: 79S.

Team Review Date

Administrative Date
Military Guide: Related Competencies

Course Exhibit

AR-2201-0554

BASIC OFFICER LEADER

Course Number: 01A-7-C20 (P), Phase 2.

Location: Infantry School, Fort Benning, GA; Field Artillery School, Fort Sill, OK.

Length: 6 weeks (385 hours).

Exhibit Dates: 7/05–Present.

Learning Outcomes: Upon completion of the course, the student will be able to plan, execute, and review military combat exercises; demonstrate leadership skills and knowledge; fire, inspect, and maintain various squad level weapons; apply the fundamentals of marksmanship; navigate physical terrain by day and night; operate global positioning system equipment; plan and establish the physical security of an area; and conduct urban military exercises.

Instruction: Audiovisual materials, practical exercises, discussion, classroom exercises, and lecture. General course topics include advanced marksmanship; leadership; risk management; communication skills; group movement; field intelligence; map reading; geography; physical security; and terrain analysis.

Related Competencies: Introduction to leadership topics include management styles, oral communication techniques, project planning and development, and team building. Marksmanship topics include fundamentals of marksmanship, small arms, and weapon safety. Orienteering topics include land navigation, map and terrain navigation, map reading, and physical geography.

Credit Recommendation: In the lower-division baccalaureate/associate degree category, 2 semester hours in introduction to leadership, 1 in marksmanship, and 1 in orienteering (10/08)(10/08).
The Occupation Review

- **Review occupational standards** to build a faculty team and develop final recommendations

- **Interview service members**
  - Focus on the representation of the job expectations at each pay grade / skill level
  - Clarification and validation of the official military documentation (occupation manuals, task standards, etc.)
  - Maintain a focus in determining whether job knowledge, skills, and abilities learned above and beyond formal military training are of post-secondary rigor.
Military Guide: Occupation Exhibit

Radio Chief
0629
Exhibit Dates: 9/09–Present.

Occupational Field: 06 - Communications.

Career Pattern
SSGT: Staff Sergeant (E-6). GYSGT: Gunnery Sergeant (E-7). May progress to MOS 0629 from MOS 0621, 0622, 0623, 0627, 0628 (Private to Sergeant).

Description
Radio chiefs supervise the installation and operation of fixed and field radio stations, microwave stations, and visual signaling stations. They prepare and execute radio communication plans vital to successful unit deployments with regard to highly mobile and reliable communications. Additionally, radio chiefs develop a systems approach toward communications, understanding wire and data communication equipment capabilities and systems integration.

Related Competencies
Computer applications topics include MS Excel, MS PowerPoint, and MS Word. Business communications topics include briefing, electronic messages, interpersonal communications, oral communications, presentation skills, and report writing. Human resources management topics include counseling, mentoring, motivation, performance evaluation, safety management, scheduling, and supervision. Radio operation and troubleshooting topics include communication equipment, data transfer, electronic protection, electronic warfare, multiplexer configuration, power requirements, and satellite radio systems maintenance.

Recommendation
SSGT: In the lower-division baccalaureate/associate degree category, 3 semester hours in computer applications, 3 in business communications, 1 in human resources management, and 2 in radio operation and troubleshooting (9/09)(9/09).

GYSGT: In the lower-division baccalaureate/associate degree category, 3 semester hours in computer applications, 3 in business communications, 1 in human resources management, and 2 in radio operation and troubleshooting (9/09)(9/09).
Course & Occupational Mapping in Motion

Fayetteville Tech Community College
http://www.faytechcc.edu/ft_bragg/transition/credit-for-learning.asp

Central Texas College
http://www.ctcd.edu/degree_plans.html

Coastline Community College
http://military.coastline.edu

Miami Dade
http://www.aacc.nche.edu/Resources/aaccprograms/cwed/supportingveterantransfersuccess/Pages/MiamiDadeCollege.aspx
Systems Work

**Georgia**
Adult Learning Consortium (ALC)

**West Virginia**
Regents BA and DegreeNow! Leading to statewide focus on PLA

**Tennessee**
Broad definition of CPL leads to transferability (BeginAgainTN.org)
Ohio: Legislation and System Approach

- State wide PLA Summits
- PLA Working Groups
- M-Tag Faculty Panels
- Regional Workshops
- Train the Trainer Sessions

https://www.ohiohighered.org/ohio_values_veterans
Faculty Engagement: Developing an Alternative Credit Program

• Faculty Driven
  – Faculty engaged in process from the beginning
  – Faculty provide oversight with external CPL (CLEP, DSST, and other ACE approved coursework
  – Faculty oversee quality of Competency Based Exams

• Encouraging Engagement
  – Alternative education begins with admissions; supported by advising team and full-time coordinator
  – Documentation is found online, in catalog, and on student portal
  – Process is accessible and user friendly

• Monitoring Results
  – Developed evaluation process for determining program effectiveness
    • Are students using it?
    • Does it decrease time to completion?
    • Are students using alternative credit as capable as students in courses?
CPL Outreach and Advising

Credit for Prior Learning
(Formerly Known Advanced Standing)

Produced by the Office of Academic Services

Revised February 2015
Faculty Review Process

Not all courses receive credit. Courses may fail to receive a credit recommendation for several reasons:

- Course is too limited in scope or too narrowly focused to be comparable to college courses.
- Course content lacks academic rigor expected in college-level courses.
- Evaluation and assessment methods are inadequate to support learning outcomes and course content.
- Material presented for review is insufficient to allow team to make judgment.
Serve as an Evaluator

- You must be actively teaching college-level courses.
- When your discipline expertise is needed, you are contacted directly to serve on the ACE team.
- ACE pays all evaluators an honorarium and travel.

www.acenet.edu/evaluators
evaluator@acenet.edu
Questions
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