

American Council on Education: Supporting Adult Learners and Credit for Prior Learning Pathways

In conjunction with the
KBOR Data Quality and Planning Conference
June 24, 2014
Patricia Brewer
Midwest Regional Liaison

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 Credit College & University Network

- Recognition of ACE Credit Recommendations:
More than 2,000 institutions
- Resource Center: Advocacy & Articulation
- Credits to Credentials™:
Development of Employer Partnerships
- Website Profiles and Success Stories
- Surveys: Learners, Institutions, and Organizations
- Support for institutions in the CUP Network

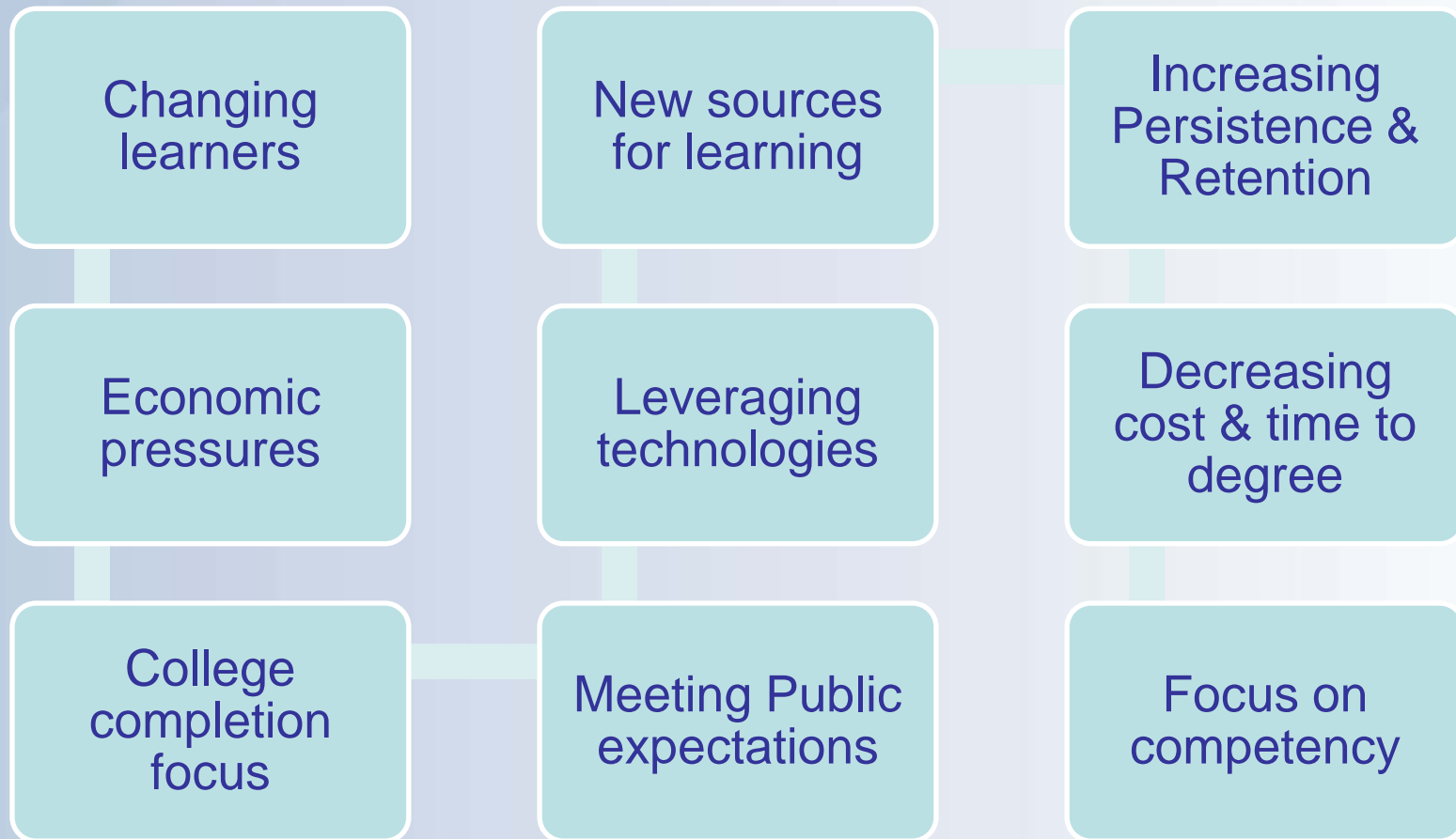
www.acenet.edu/CUP



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

Why PLA Now?





Kansas Data

- 41.3% College Attainment Among Adults Ages 25-64
- 2025 Projected Attainment: 47.6%
- National Goal: 60% by 2025
- Kansas' Goal: 60% by 2020
- <http://strategylabs.luminafoundation.org/in-the-states/>

Between 2008 and 2018

- New jobs requiring post-secondary: 99,000
- New jobs for high school and dropouts: 51,000
- 482,000 job vacancies
- Vacancies requiring post-secondary: 301,000
- Vacancies for high school and dropouts: 181,000
- 64% of all Kansas jobs (1 million) will require some postsecondary training beyond high school in 2018
- <https://georgetown.app.box.com/s/9r3g2n3owtrdmcchynwh>

What Do Adult Students Want?

“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.”

Taylor, K., Marienau, C. Fiddler, M. (2000). Developing Adult Learners. San Francisco, CA: Jossey-Bass, p. 4.

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)

What PLA Tools Are Available?

**National Exams: CLEP
& other Standardized
Tests, such as DSST,
Excelsior, & UExcel**

**ACE military &
corporate credit
recommendations**

Stacking & Mapping

**Departmental
Proficiency Tests**

**Locally developed
Articulation
Agreements**

**Individualized
Assessments, such as
Portfolios**

What the Research Says about CPL

- **Inspires the reluctant**
- **Increases persistence**
- **Fosters higher completion**
- **Saves time and money**
- **Improves outcomes**



ACE 2012 Survey Found:

Transcript Users: middle-aged, white, female, full-time employee, enrolled in college and without baccalaureate degree

Strengths

- 92% of institutions award PLA
- 94% of students attempted to use credit recommendations; 82% successful

Concerns

- Institutional understanding or acceptance of ACE credits
- Credit application: often limited to elective credit only
- Learner confusion about options, processes, & points of contact; need for more easily accessible policies & practices
- Information sharing gaps across employers, colleges, and students
- Credit transferability

<http://www.acenet.edu/news-room/Documents/Credit-for-Prior-Learning-Issue-Brief.pdf>

ACE 2012 Survey Found:

Overall campus acceptance of prior learning, by type

- National exams – 83%
- ACE-evaluated military training – 77%
- ACE credit for military occupations – 53%
- ACE-evaluated corporate training – 26%
- Portfolio assessments – 26%
- Do not award on these methods – 8%

<http://www.acenet.edu/news-room/Documents/Credit-for-Prior-Learning-Issue-Brief.pdf>

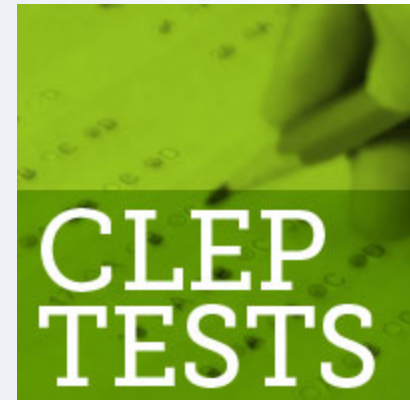
ACE College Board Recommendations

- CLEP Test – Faculty Reviews
- Recommended score of “50”
- Endorsement at “C” grade equivalency
- State initiatives: OH, CA, KY, TN, VA, MA, TX
- Florida Impact 2012
 - \$16m saved



CLEP Exams: Student Outcomes

- CLEP students have higher cumulative GPA than non-CLEP students.
- 91 percent of CLEP test-takers said CLEP helped them complete their degrees.
- 70 percent of CLEP test-takers reported CLEP credits helped them finance education.



Hayward's Research

- Combined degree completion rate for adult non-PLA learners: 11.8%
- Combined rate for adult PLA learners: 28.4%
 - CLEP: 52.3%
 - ACE: 24.0%
 - Portfolio: 12.3%
 - Combined methods: 29.9%



Milan S. Hayward & Mitchell R. Williams (2014): Adult Learner Graduation Rates at Four U.S. Community Colleges by Prior Learning Assessment Status and Method, *Community College Journal of Research and Practice*, DOI: 10.1080/10668926.2013.789992

Mapping Initiatives

**Ivy Tech
Community College
System of Indiana**

- **Credits to Credentials™:
Crosswalk of ACE
credit
recommendations
to degree programs**

**Old Dominion
University**

- **Monarch
Transformation:
Database creates
crosswalk to ACE
military credits.**

**Inver Hills
Pathway
Development**

- **Maps to Credentials:
Relies on state
statutes, state
system and
institutional policies
to develop road
maps.**

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)

Train the Trainer - Wisconsin

**Institutional Pilot
Projects**

**ACE Workshops for
transfer
coordinators,
faculty, advisors**

**“Review in a Box”
Simulation**

**Webinars and face-
to-face sessions to
build faculty
capacity**

**Long-term Goal:
Increased faculty role
and support for PLA**

Focus on Military Students: Fayetteville Tech Community College

- 40,000 students served annually
- Follows ACE recommendations in full
- Strategies for CLEP and Portfolio
- Transfer agreements with local universities
- Requires 25% residency credit

<http://www.faytechcc.edu/>

Lessons Learned: Ensuring Student Success

**Comprehensive
Approaches to
PLA**

**Program
Management**

**Professional
Development for
Faculty and Staff**

**Outreach to
Students**

Ensure Quality

**Integrate PLA
into the Total
Academic
Experience**

Effective Practice 1

Comprehensive Approaches to PLA

- Select appropriate PLA tools that match institutional context and curriculum. A variety of tools means institutions can make good matches to student learning.
- Recognize the adult learners' diversity and the learning they bring. The more options made available to students, the more opportunity to assess with quality.

Effective Practice 2

Program Management

- Are guided by institutional mission and goals for student learning
- Establish policies and practices that promote effective PLA program management
- Ensure faculty involvement in PLA policies and practices
- Promote the active use of PLA in all degree areas including major requirements and general education

Effective Practice 3

Professional Development for Faculty and Staff

- Ensure that PLA faculty and staff have adequate professional preparation
- Encourage faculty and staff to participate in conferences, research, and writing
- Encourage faculty to include PLA activities in annual reviews, and promotion/tenure evaluations

Effective Practice 4

Outreach to Students

- Consider appropriate PLA tools for students throughout the course of study - from the first course to graduation
- Inform students of PLA options when they are admitted
- Provide expert advising about prior learning assessment
- Use all types of communication tools to share information with students (social media, website, orientation and more).

Effective Practice 5

Ensure Quality

- Actively collect data on the use of PLA and its impact on retention and completion
- Share their PLA experiences in publications and learn from other PLA-friendly institutions
- Pull from best practices guidelines and current research to ensure a quality PLA process.
 - Joint Statement on the Transfer and Award of Credit (CHEA, 2001)
 - *Assessing Learning: Standards, Principles, and Procedures* (Fiddler, Marienau, Whitaker, 2006)
 - Quality in PLA Initiatives (Hoffman, et al., 2009)

Effective Practice 6

Integrate Prior Learning into a Holistic Academic Experience

- Ensure that prior, current, and new learning experiences interact and build on each other
- Fold PLA into faculty and student understanding of learning outcomes assessment
- Use theoretical frameworks associated with PLA to enhance pedagogy.



National GUIDE

Find a COURSE OR EXAM

Colleges and UNIVERSITIES

Request TRANSCRIPTS

ABOUT

CONTACT

the NATIONAL GUIDE
TO COLLEGE CREDIT FOR WORKFORCE TRAINING



Welcome to CREDIT

The **American Council on Education's** College Credit Recommendation Service (CREDIT) connects workplace learning with colleges and universities by helping adults gain access to academic credit for formal courses and examinations taken outside the traditional classroom.

The ACE National Guide to College Credit for Workforce Training contains ACE credit recommendations for formal courses or examinations offered by various organizations, from businesses and unions to the government and military.

View organizations below or [search for a specific course or exam.](#)

Learn more about CREDIT



the NATIONAL GUIDE

browse organizations



ACT Education Solutions

ACT, Inc. Workforce Development Division

ALEKS Corporation (McGraw Hill)

AMC Logistics Leadership Center

American Bankers Association

American Council on the Teaching of Foreign Languages, Inc.

American Management Association

American Payroll Association (APA)

American Registry of Magnetic Resonance Imaging Technologists

American Society of Military Comptrollers

American Society of Pension Professionals & Actuaries (ASPPA)

www.acenet.edu/nationalguide

Military Guide

College Credit for Military Service



The ACE Military Guide presents ACE 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. New courses and occupations are continually being evaluated by ACE, and those entries are added on a daily basis. Reviews are updated and may be modified based upon changes in the discipline and currency.

www.militaryguides.acenet.edu

The Military Guide includes all evaluated courses and occupations from 1954-present. 28



Corporations



DALE CARNEGIE TRAINING®



Microsoft®

Government

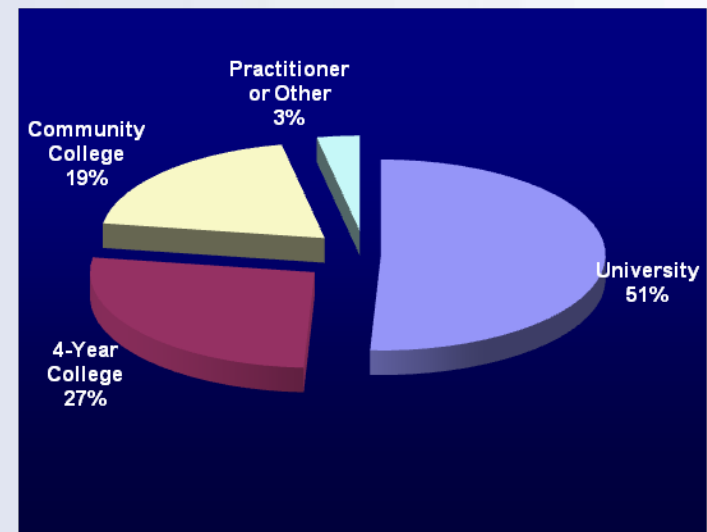


FEMA | Emergency Management Institute

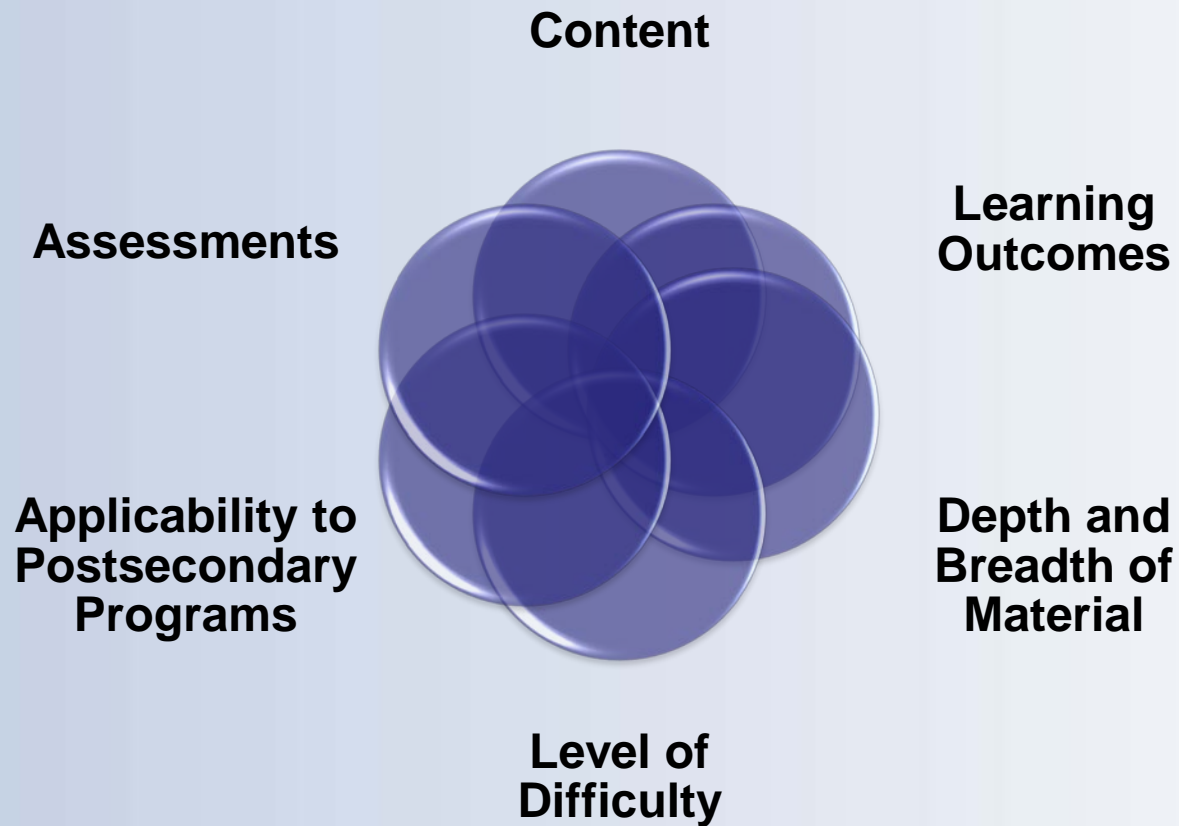


Faculty Review Teams

- Led by national coordinators with decades of experience in teaching and evaluating
- Scope of the Team:
Made up of faculty with subject matter expertise; across institutional types; currency in their fields
- Nomination/approval for selection
- Psychometrician if needed



Review Process



Items Reviewed By Team



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

Faculty Focus

- Considers nature of learning outcomes, intensity of course, pre- and post-course assignments, qualifications of the faculty, and academic and work-related experience of the participants.
- Confirms that the content and assessment depth and breadth meet the standard of current post- secondary education standards.
- Reviews how academic standards are considered.

Example	
Military	Focus is train to position versus academic educate to content
Company course	How much of content is specific to Supermart policies versus being related to general business principles?

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.

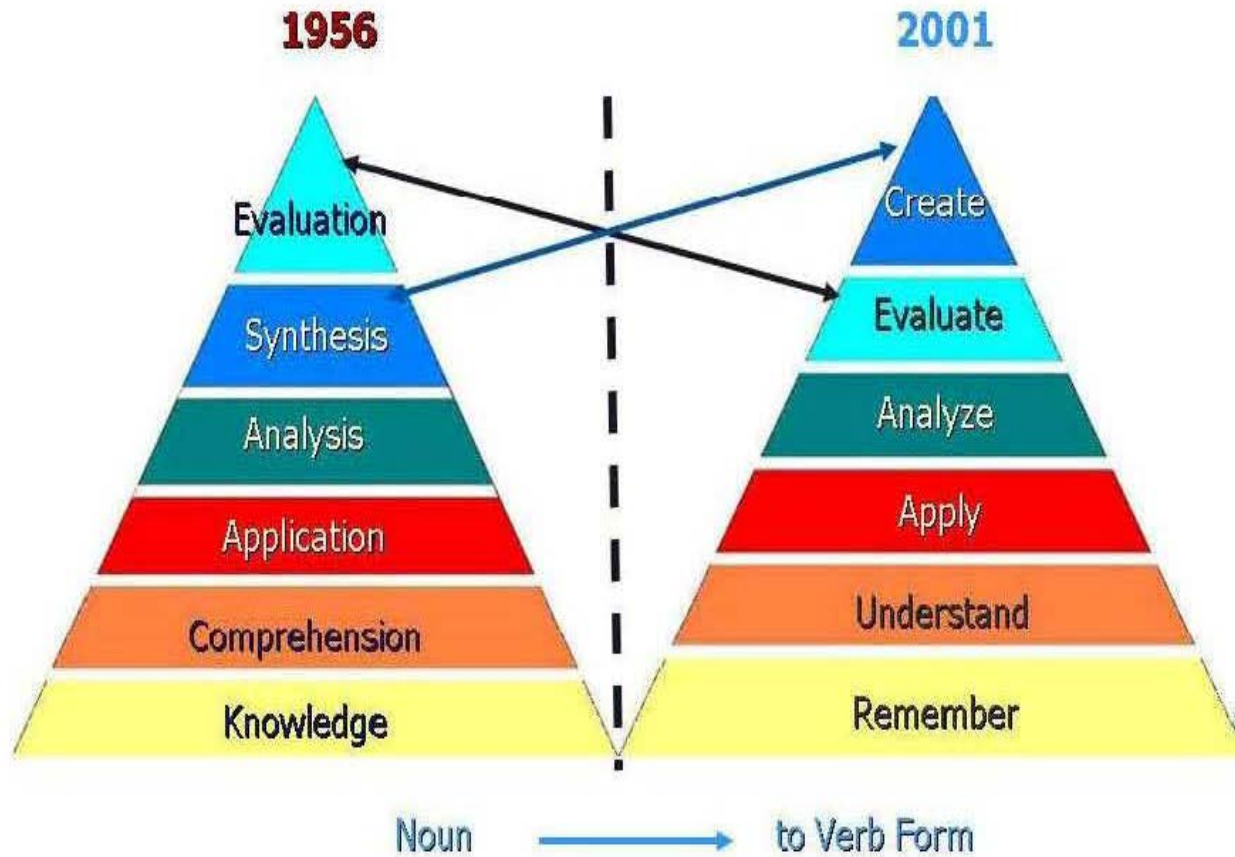
Evaluation and assessment methods are inadequate to support learning outcomes and course content.

Material presented for review is insufficient to allow team to make judgment.

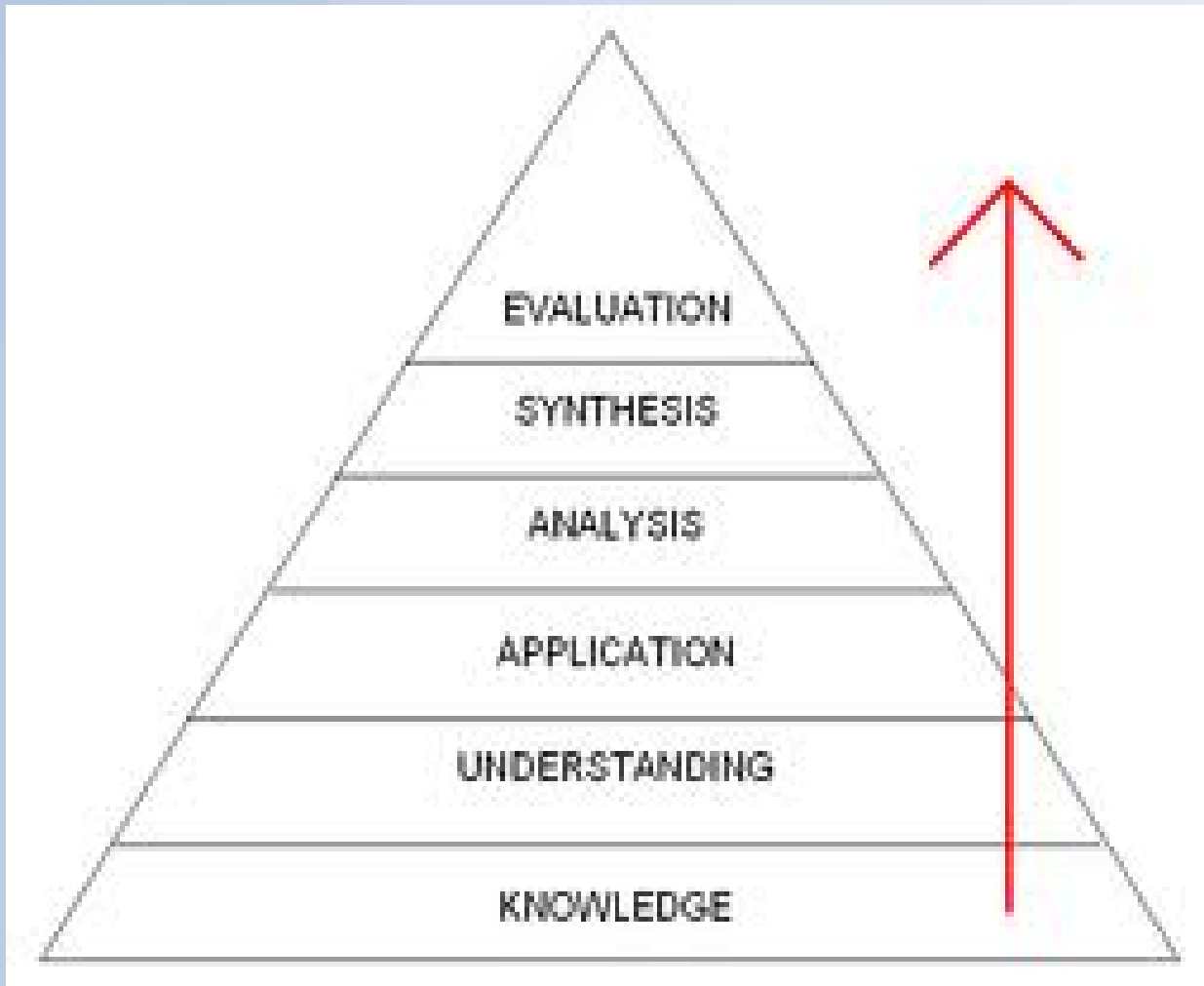
Digging In!



Review Process



Types of Credit Recommendations



Graduate

**Upper Division
Baccalaureate**

**Lower Division
Associate**

**Vocational
Certificate**

Review Process Summary

Needs to be similar to those in college catalogue

Content, Scope, and Rigor are the key elements of the faculty review.

The review team gives primary focus to course content and learning outcomes.

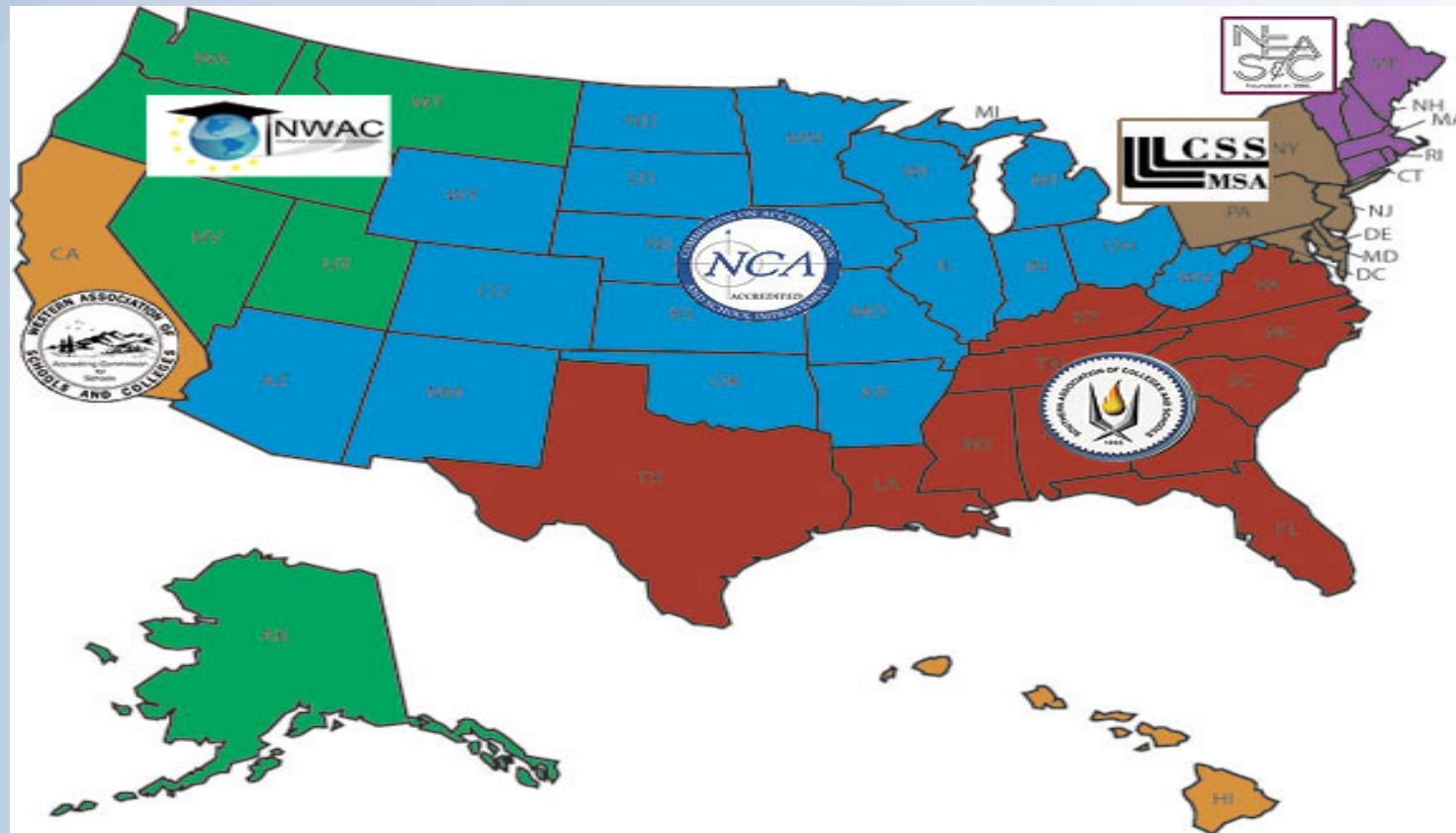
The final recommendation is a team decision as well as internal oversight prior to any release of credit recommendations.

ACE Reviews by the Numbers

In 2013

- 48 Military Reviews of 604 Courses
- 40 Occupational Reviews
- 241,000 hours of education/training
- Recommended 3872 Semester Hours
- 289 Faculty Members on Teams
- 71 CREDIT Reviews
- 937 Active Reviewers in pool

Evaluator Representation

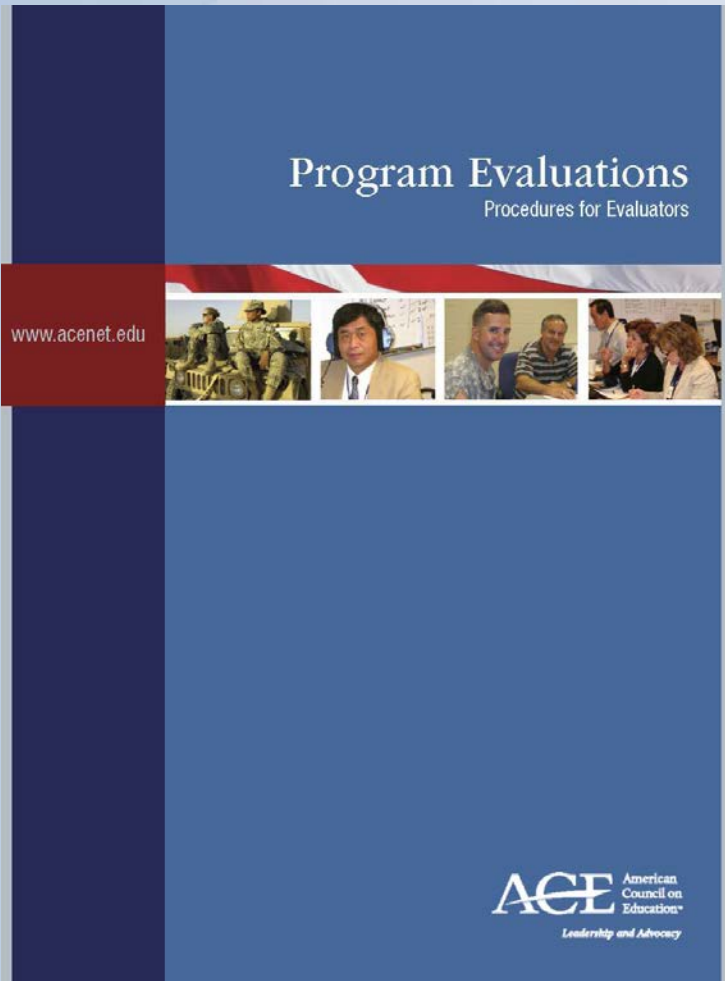


Evaluator's Charge

To not consider recommendations based on our institution, locale or region but to critically appraise materials from national/professional perspective.



Evaluator Handbook



- Clarifies review process
- Demystifies expectations
- Tools, resources, veteran evaluator tips

www.acenet.edu/evaluators

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

Indicators of Quality

From Higher Learning Commission

- Current
- Require levels of performance appropriate to (credential) awarded
- Differentiates c, ug, g, p-g levels
- Articulates intended learning outcomes
- Faculty qualifications
- Provides infrastructure and resources
- Ensures program quality
- Has effective processes for assessment

Joint Services Transcript

JOINT SERVICES TRANSCRIPT



UNOFFICIAL

Transcript Sent To:
BEALL, YOUCANBIE

Name: BEALL, YOUCANBIE
SSN: XXX-XX-XXXX
Rank: Staff Sergeant
Status: Active

Military Course Completions

Military Course ID	ACE Identifier Course Title Location-Description-Credit Areas	Dates Taken	ACE Credit Recommendation	Level
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750-01 **AR-2201-0399** 12-JUN-1988 to 14-AUG-1988
Basic Combat Training:
Upon completion of the course, the recruit will be able to demonstrate general knowledge of military organization and culture, mastery of individual and group combat skills including marksmanship and first aid, achievement of minimal physical conditioning standards, and application of basic safety and living skills in an outdoor environment.

• First Aid	1 SH	I.
• Marksmanship	1 SH	I.
• Outdoor Skills Practicum	1 SH	I.
• Personal Physical Conditioning	1 SH	I.

(10.00)(10.00)

Occupations Held

Occupation ID	ACE Identifier Title Description-Credit Areas	Dates Held	ACE Credit Recommendation
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563(4) **MOS-56M-001** 03-OCT-2003
Chaplain Assistant:
Acts as administrative assistant to a military chaplain; performs or supervises office activities such as preparing correspondence and maintaining records; assists the chaplain in preparing for chapel and religious programs comparable to a civilian hospital chaplain's assistant or administrative assistant in a church or synagogue. Prepares facility for services; prepares schedules and religious materials; operates and maintains audio equipment; acts as receptionist; answers routine inquiries; requisitions, receives, and maintains equipment supplies; types letters, messages, forms, and records; maintains files. Provides technical guidance to subordinates in planning and programming religious services and education. Supervises five to eight personnel. Participates in preparation of budget, maintains fund records, including disbursements, receipts, and petty cash. Supervises subordinates; coordinates volunteer, part-time, and other personnel; reviews prepared correspondence and reports; participates in planning and programming religious activities.

- Budget Administration 3 SH
- Business Communications 3 SH
- Crisis Intervention 3 SH
- Human Relations 3 SH
- Interpersonal Communication 3 SH
- Office Procedures 3 SH
- Principles Of Supervision 3 SH
- Budget Administration 3 SH
- Business Communications 3 SH
- Crisis Intervention 3 SH
- Human Relations 3 SH
- Interpersonal Communication 3 SH
- Office Procedures 3 SH
- Principles Of Supervision 3 SH

(6.01)(6.01)

College Level Test Scores

College Level Examination Program (CLEP) & DANTES Subject Standardized Tests (DSST)

Date Taken	Title	Recmd Hrs	Required by ACE	Student's Score	Sub Score1	Sub Score2	Verbal Score
11-MAR-2009	Analyzing & Interpreting Literature	6	50	58			
27-JUL-2009	History of the United States I: Early Colonization to 1877	3	50	51			
31-JUL-2009	Ethics in America	3	400	436			
31-JUL-2009	Introduction to Business	3	46	57			
05-AUG-2009	Humanities	6	50	53			
05-AUG-2009	Here's to Your Health	3	400	407			

Defense Language Proficiency Test (DLPT)

Date Taken	Title	Student Score	ACE Recommended	Credit Listening	Reading	Speaking
20-JUN-2012	Spanish	3+	4L&7U			
21-JUN-2012	Spanish	3+				4L&7U
22-JUN-2012	Spanish	3	4L&6U			

Other Learning Experiences

This section provides a record of the service member's learning experiences that do not have credit recommended for one or more of the following reasons:

- (1) Course has not been evaluated by ACE.
- (2) Class attendance dates were not recorded in the service member's record.
- (3) Course was not completed during the ACE evaluation period.
- (4) Course was not evaluated by ACE at this specific location.

Course ID	Date Taken	Title	Location	Reason
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END OF TRANSCRIPT

*NOTICE TO ALL TRANSCRIPT REVIEWERS:
FOR FULL EXPLANATIONS OF ALL ITEMS FLAGGED ON THIS TRANSCRIPT, PLEASE REFER TO LEGEND FOLLOWING LAST PAGE OF TRANSCRIPT.

Occupation Course Example

- **Navy Hospitalman—
Course: Hospitalman**
 - **Course length: Not traditional week to week but training to occupation**
 - **Includes classroom exercises, examination, and practicum**
 - **Recommendation based on review of materials and interview with servicemen/women**



Occupational Specialty Exhibit

GUIDE TO THE EVALUATION OF EDUCATIONAL EXPERIENCES IN THE ARMED SERVICES

Occupation Exhibit

[Back to Results](#) [Print Page](#)

MCE-0231-001

INTELLIGENCE SPECIALIST
0231

Exhibit Dates: 8/12–Present.

Occupational Field: 02 - Intelligence.

Career Pattern

SSGT: Staff Sergeant (E-6). **GYSGT:** Gunnery Sergeant (E-7). **MSGT:** Master Sergeant (E-8).

Description

Intelligence Specialist is an entry level primary Military Occupation Specialty (MOS). Intelligence specialists are familiar with all phases and facets of intelligence operations. Typical duties of intelligence specialists involve the collection, recording, analysis, processing, and dissemination of information/intelligence. The intelligence specialist, depending on his/her rank, may supervise intelligence sections of commands up to and including a Marine Expeditionary Force (MEF). A percentage of intelligence specialists will undergo foreign language training. Qualified Marines may fill assignments that require foreign language skills to conduct interpretation/translation activities and to exploit foreign language documents and recordings. Department of Defense (DoD) has stated a career goal for professional linguists of achieving Interagency Language Roundtable General Professional Proficiency (level-3) in those modalities (listening, reading, and/or speaking) required to perform his or her primary function. Linguists are encouraged to take advantage of language training events in order to achieve this goal.

Related Competencies

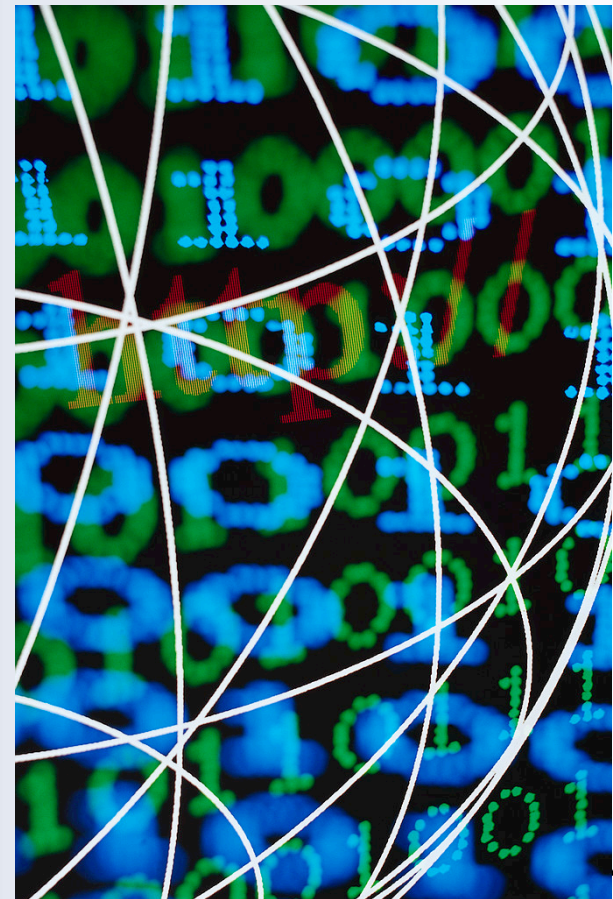
Supervision topics include computer applications, cultural awareness, mentoring, mission planning, organizational staffing, and performance evaluation. **Intelligence studies** topics include analysis, collection, counterintelligence measures, dissemination, information operations, intelligence cycle, and intelligence for strategic and operational planning. **Intelligence analysis** topics include all source information analysis, analysis and production (report writing), critical thinking and reasoning, essential elements of information, indications and warnings, intelligence cycle (process), and target area studies. **Human resource management** topics include budget management, information dissemination, performance evaluation, personnel supervision, strategic planning, and training and development. **Leadership** topics include analytical management, career management, coaching, counseling, mentoring, and policy development.

Recommendation

SSGT: In the lower-division baccalaureate/associate degree category, 3 semester hours in supervision. In the upper-division baccalaureate degree category, 3 semester hours in intelligence studies, and 3 in intelligence analysis (8/12)(8/12).

Course Example

- **American Health Information Management Association**
- **Course title: Reimbursement methodologies**
- **Distance-delivered course (practical exercises and computer-based training)**
- **45 hours (15 weeks)**
- **Note two versions:**
 - adjustments made to make the credit recommendation more usable



Knowledge Elements

Version 1

Course Number:	HIS231
Course Title:	Western Civilization I
Location:	Knowledge Elements, Inc.
Length:	8 weeks
Version Dates:	05/01/2013 - Present
Objective:	The course objective is to study the foundations of the modern world from the first civilizations through the 18th century, including Western and non-Western classical civilizations, the Middle Ages, and the age of absolutism.
Learning Outcome:	Upon completion of this course, the student will be able to identify important people, movements, and events in the history of early Western civilization through the 18th century; examine how important events from the first civilizations through the 18th century interrelate and shape merging cultural tradition; analyze the evolution of ethics, values, and conceptual systems from the first civilizations through the 18th century; develop critical and analytical skills in reading, thinking, and writing about history; summarize Western religious traditions through the 18th century; identify political theories and systems; explain how cultures interact and consider questions of war, peace, and trade; analyze the ascendancy of science as a way of understanding the world through the 18th century; examine the development of industry through the 18th century; summarize how Greek thought contributes to our perception of man and society; and examine the great drama of history and analyze historical roles in this time period.
Instruction:	This is a distance-delivered course. The methods of instruction include practical exercises and discussion. The general course topics include; the Mesopotamian and Egyptian Civilizations; the Hebrew Nation and the Law; the Greek Civilization and its influences; the rise and fall of the Roman empire; the Era of Charlemagne and the Crusades; the Middle Ages and Scholastic Philosophy; the Protestant Reformation and the fall of Papacy; the Renaissance Period; the French, English, and Spanish Revolutions; Louis XIV; Colonialism; Enlightenment; Industrialization of Europe; and democracy. The methods of evaluation are quizzes, written papers, and examinations with a minimum passing score of 70 percent.
Credit Recommendation:	In the lower-division baccalaureate/associate degree category, 3 semester hours in western civilization (5/13).

ACE Transcript Course Example



Registry of Credit Recommendations

American Council on Education
One Dupont Circle, NW
Washington, D.C. 20036

Send To: lynore_williams@yahoo.com

Transcript Print Date: 09/06/2013

Sent By: Miss. Lynn A williams
One Dupont Circle
NW, Suite 250
Washington, DC 20036

Social Security Number: Not Available

Birth Date: 03/18/1970

ACE Course Number	Date Completed	Title, Description Credit Recommendation
American Health Information Management Association Unique ID: ACE431		
AMHL-0035	06/25/2013	Reimbursement Methodologies 45 hours, (15 weeks). The course is designed to expose the student to contemporary prospective payment systems used by the U.S. government and other key health plans that comprise most patients' source of payment for healthcare services. <i>Credit Recommendation:</i> In the lower-division baccalaureate/associate degree category, 3 semester hours in medical reimbursement methodology and systems.
AMHL-0041	02/25/2012	Cancer Disease Coding and Staging 90 hours, (15 weeks). The course is designed to teach the student about the hundreds of different types of cancer and benign tumors and how to classify these tumors utilizing globally recognized codes. <i>Credit Recommendation:</i> In the lower-division baccalaureate/associate degree category, 3 semester hours in basic oncology anatomy and physiology and 3 semester hours in cancer staging and coding.
Dale Carnegie & Associates, Inc. Unique ID: ACE431		

Obtaining the ACE CREDIT Transcript

To be eligible for a credit recommendation, the learner must register in the ACE CREDIT® Registry and Transcript System. The learner uses ACE's transcript services to order an official transcript which is then sent to the college of choice. That college makes a determination on how the credit may be applied.

www.acenet.edu/acetranscripts

Helpful URL's

http://kansasregents.org/transfer_articulation

<http://www2.acenet.edu/militaryguide/CourseSearch.cfm>

<http://www2.acenet.edu/militaryguide/OccupationSearch.cfm>

<https://www2.acenet.edu/credit/?fuseaction=transcriptsPublic.getCourseSearchCriteria>

www.acenet.edu/usingcreditrecs