Supporting Adult Learners: Credit for Prior Learning Pathways

American Council on Education

Center for Education Attainment and Innovation

College and University Partnerships

Technical Assistance Information

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Session Agenda

- **Overview: PLA & ACE**

- **ACE Review Process & Faculty Perspectives**

- **A Case for PLA & Institutional Practices**

- **Q&A**

Presenters

Mary Beth Lakin, Director

College and University Partnerships

American Council on Education

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Midwest Regional Liaison
American Council on Education

PLA Trends

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

On-the-job learning

Employer & Workforce Training

Independent study and other learning options, such as MOOC's

Military service

Volunteer service

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**

Why PLA Now?

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

ACE 2012 Survey Found

- **Learner confusion about options, processes, & points of contact**

- **Need for more easily accessible policies & practices**

- **Lack of awareness resulted in low demand and perception of low need**

- **Information sharing gaps across employers, colleges, and students**

Credit for Prior Learning:
from the student, campus, and industry perspectives
ACE Center for Policy Research and Strategy, 2013
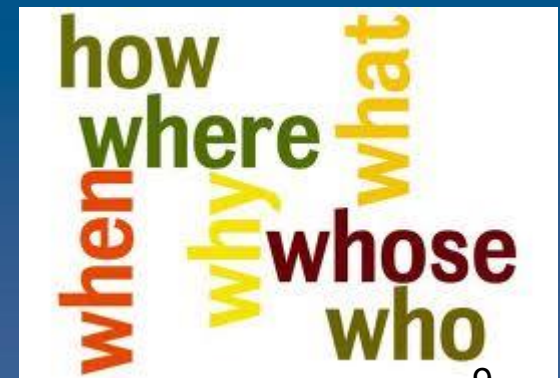
ACE

Founded in 1918, ACE is the major coordinating body for U.S. higher education institutions, representing more than 1,600 college and university presidents and more than 200 related associations.

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

ACE's Center for Education Attainment and Innovation

ACE Review: Military & Workplace

Guides Online & Transcripts

Partnerships & Pathways

Employers & Education Vendors

Dale Carnegie Training®, Coursera, McDonald's, The Walt Disney Company, Starbucks, Udacity, Center for Financial Training, Microsoft, Project Management Leadership Group — Project Management Solutions Professionals, Sophia, Jiffy Lube

Agencies, Exams & Associations

Prometric — Test Development Solutions, NASA National Aeronautics and Space Administration, National Board for Professional Teaching Standards, Federal Aviation Administration — Charting the Next Century of Flight, ACTFL American Council on the Teaching of Foreign Languages, CollegeBoard, Department of Justice, AHIMA American Health Information Management Association®, National Career Readiness Certificate, U.S. Department of Homeland Security FEMA Emergency Management Institute, IBEW–NECA NJATC, Institute of Industrial Engineers — A Better Way

The National Guide

ACE Transcript Course Example

Registry of Credit Recommendations
American Council on Education
One Dupont Circle, NW
Washington, D.C. 20036

Transcript Print Date: 09/06/2013

Send To: lynore_williams@yahoo.com

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.
		Credit Recommendation: 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.
		Credit Recommendation: 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

williams@yahoo.com on 09/06/2013 02:15 PM TRAN00000004904915

ACE Military Guide

Occupational Specialty Exhibit

GUIDE TO THE EVALUATION OF EDUCATIONAL EXPERIENCES IN THE ARMED SERVICES

Occupation Exhibit

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).

www.acenet.edu/militaryguide

Joint Services Transcript

https://jst.doded.mil
jst@doded.mil

ACE Recommendations for The College Board

- ACE recommends credit-granting scores and semester hours for CLEP examinations. Each is equivalent to a grade of "C" in the corresponding course.

- The score is determined by a panel of college faculty who perform a review of exam content. College faculty members also recommend a scaled score that is equivalent to a "B" grade.

The ACE Credit Review

The ACE Review Process

It is the faculty's charge to determine the academic rigor, content equivalency, and scope of the course, based on the depth and breadth of the materials and alignment of learning outcomes with evaluation methods.

Review Team

- **Team Coordinator**

- **Subject Matter Experts selected from college faculties**

- **Psychometrician if needed**
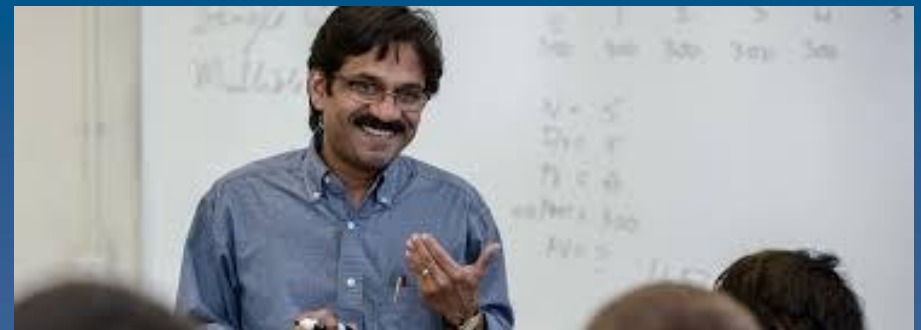
ACE Faculty Review Teams
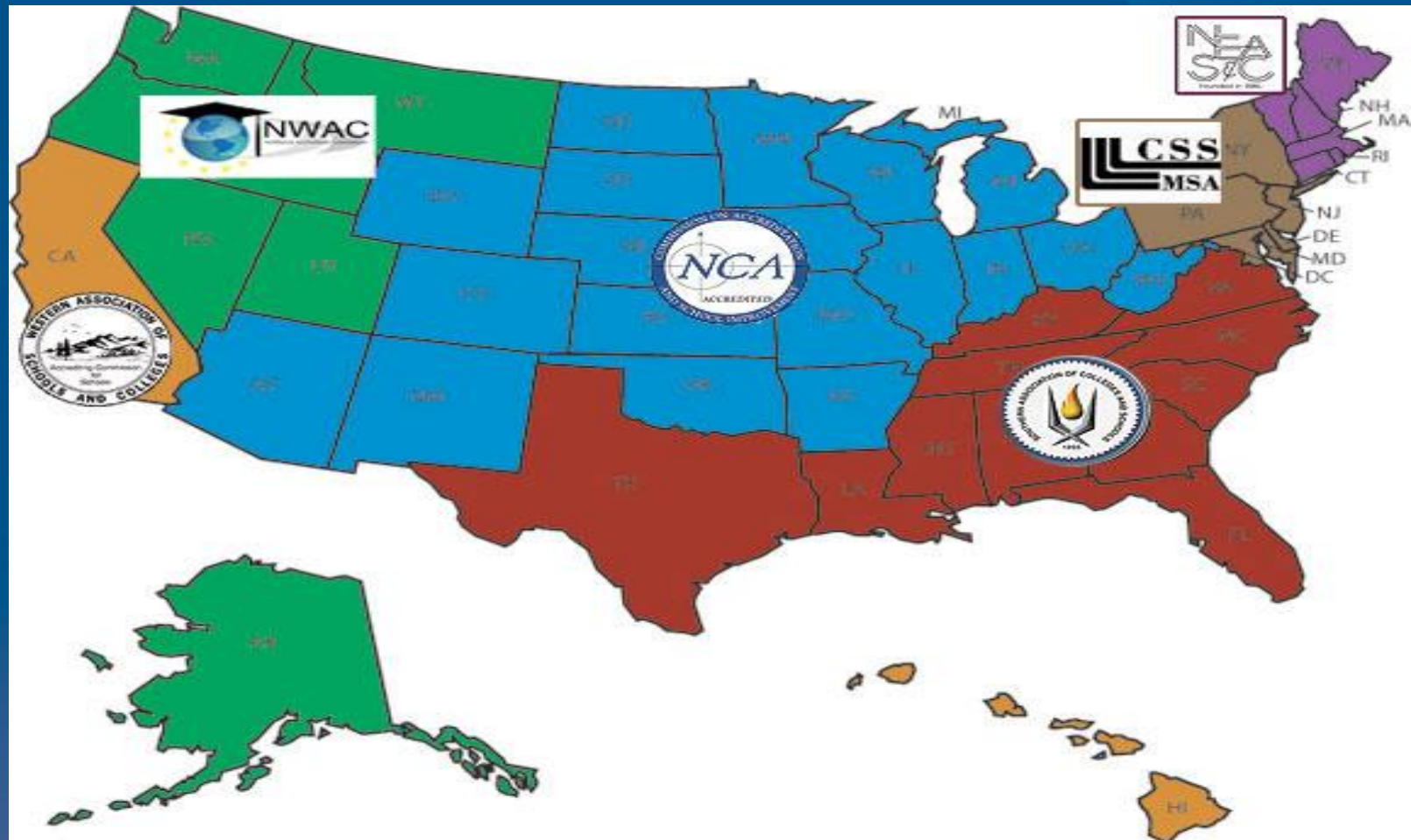
Items Reviewed By Team

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

Evaluative Criteria

Content

Learning Outcomes

Assessments

Applicability to Postsecondary Programs

Depth and Breadth of Material

Level of Difficulty
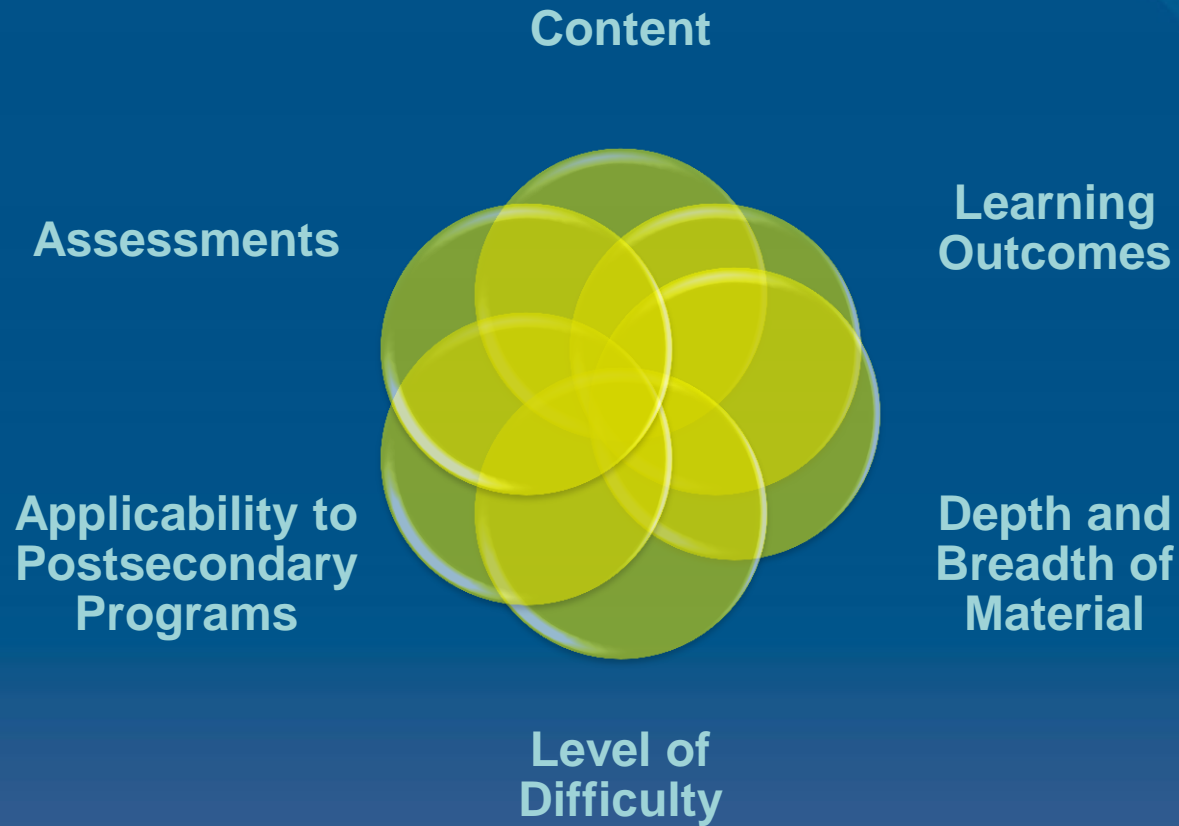
Team Recommendations
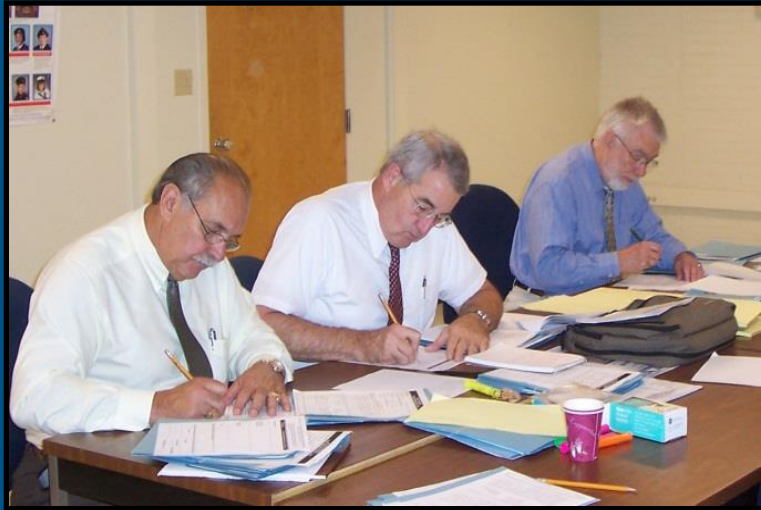
- **Based on college equivalencies: what can be found in college curriculum**

- **Credit Categories**
  - **Vocational Certificate**
  - **Lower Division Baccalaureate/Associate**
  - **Upper Division Baccalaureate**
  - **Graduate**

Important Points

- **Course objectives, content and assessments must be congruent**

- **Objectives and credit recommendation should align with Bloom's Taxonomy**

- **Course must be similar to one found in college catalog**

- **Faculty reviewers work in teams to review content, scope and rigor of materials**

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**

- **Regional Liaisons support network initiatives**

www.acenet.edu/CUP

Campus Practices that Promote PLA around the Nation

Effective Practice 1
Take a Comprehensive Approach

- **Select appropriate PLA tools that match institutional context and curriculum. A variety of tools means institutions can make good matches to student learning.**

- **Recognize 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 Structure 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
Offer Professional Development

- **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
Provide 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, 2002)
  - *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.

Questions: Use the Q & A feature on the right side of your screen.

You may also direct questions to Mary Beth Lakin

mlakin@acenet.edu

Evaluation Survey

Please complete the evaluation survey at the end of this webinar.

Thank you for participating!