Supporting Adult Learners: Credit for Prior Learning Pathways

American Council on Education
Center for Education Attainment and Innovation
College and University Partnerships
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- **Archive:** This webinar is being recorded. A recording of this web event will be available within five business days.
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

Patricia Brewer, Ed.D.
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
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
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.

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
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
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

<table>
<thead>
<tr>
<th>ACE Course Number</th>
<th>Date Completed</th>
<th>Title, Description Credit Recommendation</th>
</tr>
</thead>
</table>
| 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.

Unique ID: ACE431
College Credit for Military Service

Military Guide

Guide to the Evaluation of Educational Experiences in the Armed Services

ACE’s Military Guide presents 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:

- ACE identification number
- Military course number
- Military course title
- Training location
- Dates completed
- Subject and level

RELATED CONTENT

- Military Guide Home
- How to use the Military Guide
- Frequently Asked Questions

Search Courses

Course exhibits begin with a two-letter code.

Search Occupations

Occupation exhibits begin with a three-letter code.

More stories on College Credit for Military Service
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, 9 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).
Joint Services Transcript

Occupations Held

<table>
<thead>
<tr>
<th>Occupation ID</th>
<th>ACE Identifier</th>
<th>Dates Held</th>
<th>ACE Credit Recommendation</th>
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<tbody>
<tr>
<td>MOS 604-001</td>
<td>03-OCT-2003</td>
<td>50-80</td>
<td>40</td>
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</tbody>
</table>

Chaplain Assistant:
Acts as administrative assistant to a military chaplain, performs or supervises office activities such as preparation 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-visual equipment; acts in reception; answers routine inquiries; requisitions, receives, and maintains supplies; organizes typing; messages; forms; and records; maintains files. Provides technical guidance to subordinates in planning and programming religious services and education. Supervises three to eight paraprofessionals in preparation of budget, maintains fund records, including expenditures, receipts, and petty cash; supervises subordinates; coordinates volunteer, part-time, and other personnel; reviews prepared sermons and reports; participates in planning and programming religious activities.

Transcript Sent To:
BEALL, YOUMANIE

Military Course Completions

<table>
<thead>
<tr>
<th>Military Course ID</th>
<th>Course Title</th>
<th>Date Taken</th>
<th>ACC Credit Recommendation</th>
<th>Level</th>
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<tr>
<td>AR-2201-0399</td>
<td>Basic Combat Training</td>
<td>12-JUN-1988 to 14-JUN-1988</td>
<td>1</td>
<td>I</td>
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<tr>
<td>First Aid</td>
<td>1 SH</td>
<td></td>
<td>3 SH</td>
<td>I</td>
</tr>
<tr>
<td>Marksmanship</td>
<td>1 SH</td>
<td></td>
<td>3 SH</td>
<td>I</td>
</tr>
<tr>
<td>Outdoor Skills Practice</td>
<td>1 SH</td>
<td></td>
<td>3 SH</td>
<td>I</td>
</tr>
<tr>
<td>Personal Physical Conditioning</td>
<td>(10/08)(10/88)</td>
<td></td>
<td>3 SH</td>
<td>I</td>
</tr>
<tr>
<td>750-01</td>
<td></td>
<td></td>
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College Level Test Scores

<table>
<thead>
<tr>
<th>College Level Examination Program (CLEP) &amp; DANTES Subject Standardized Tests (DSST)</th>
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<tbody>
<tr>
<td>Date Taken</td>
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<tr>
<td>------------</td>
</tr>
<tr>
<td>13-MAR-2009</td>
</tr>
<tr>
<td>23-JUL-1989</td>
</tr>
<tr>
<td>30-JUL-1989</td>
</tr>
<tr>
<td>31-JUL-1989</td>
</tr>
<tr>
<td>05-AUG-2009</td>
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<td>05-AUG-2009</td>
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Defense Language Proficiency Test (DLPT)

<table>
<thead>
<tr>
<th>Date Taken</th>
<th>Title</th>
<th>Student Score</th>
<th>ACE Recommended Credit</th>
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<tbody>
<tr>
<td>20-FEB-2012</td>
<td>Spanish</td>
<td>4.5</td>
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<tr>
<td>21-FEB-2012</td>
<td>Spanish</td>
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<tr>
<td>22-FEB-2012</td>
<td>Spanish</td>
<td>4.5</td>
<td>4.5</td>
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</table>

Other Learning Experiences

(1) Course has not been evaluated by ACE.
(2) Class attendance data 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 |
|----------|------------|-------|----------|--------|

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.
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
- Assessments
- Applicability to Postsecondary Programs
- Learning Outcomes
- 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)
  – 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!