WEBINAR LOGISTICS

- All phone lines are muted. If you have a question, please type your question in the chat box or use the ‘Raise Hand’ icon and your line will be unmuted by the host.
- If your audio is disconnected during the webinar, click the phone icon at the top of your screen and select ‘Connect My Audio’.
- Please change your information to your full name and state by clicking on the Attendee List drop down and selecting ‘Edit My Info.’
- This webinar will be recorded and posted on: www.themanufacturinginstitute.org
PRIOR LEARNING ASSESSMENT (PLA)
Welcome and Context
  - Brent Weil, Senior Vice President for Education and Workforce
    The Manufacturing Institute
Panel Presentation
  - Joel Simon, Vice President
    The Council for Adult and Experiential Learning (CAEL)
  - Mary Beth Lakin, Director, College and University Partnerships,
    Center for Education Attainment and Innovation
    American Council on Education (ACE)
Facilitated Discussion
Webinar Schedule
OBJECTIVES TODAY

- Provide an overview on Prior Learning Assessment (PLA) strategies and relation to industry certifications
- Review resources and services available through both CAEL and ACE
- Discuss issues and barriers to adoption
- Share effective practices already in place at community colleges and other workforce agencies
WHAT IS PLA?

- Numerous tools and methods!
  - Individualized student portfolios
  - Evaluation of corporate/military training
  - Challenge exams
  - Standardized exams

- Growing interest as more adult learners are reentering education

- Can play an important role in skills certification
WHY PLA?

- Helps students and workers complete training and degree programs faster
- Saves money by awarding college credit for knowledge and competencies gained outside the classroom
- Helps to accelerate the rate of skilled workers into the marketplace
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
PLA CHALLENGES OUR ASSUMPTIONS

- Relationship between teaching and learning
- Value of students’ own knowledge
- Role of academic institutions in determining what kind of knowledge “counts”
WHO IS USING PLA?

414 Institutions responded to ACE’s 2012 PLA Survey:

- 92% approved use of one or more PLA methods
- National proficiency exams (e.g., CLEP exams) most frequently used (83%) followed by ACE military credits (77%)
- Local portfolio and ACE CREDIT awards were used by over 25% of survey respondents
- PLA used at all degree levels, associate to doctoral
CHALLENGES FROM THE FIELD

State policies and practices are all over the map!

- Establishment of a PLA policy
- Transparency of the policy
- Assessment processes and methods
- Fees
- Transfer of PLA credit
- Transcripts
- Credit recognition
CONSIDER

- Students may already be qualified to earn industry certifications
- Can be a critical strategy toward our goal of accelerated technical pathways
- A required element in TAACCCT grants
- A game changer for veterans (recommendations for 18,000 training courses and occupations!)
TWO MAIN TYPES

- Individuals: Portfolios
- Institutions: Curricula & Assessments
COUNCIL ON ADULT AND EXPERIENTIAL LEARNING
CAEL Vision: Meaningful Learning, Credentials and Work for all

- Institutional Capacity
- Adult Learners
- Workplace Learning
- Economic Development
- Public Policy
Adult Completion Matters

• Pipeline of young college graduates not enough to meet workforce skill demands

• More than 22% of working population has some college, but no degree

• Nearly half of all traditional students who start college do not complete

• With baby boomers’ retirements, knowledge and skills gaps grow
WHAT IS PLA?
What Is PLA?

A set of *well-established, researched and validated methods* for assessing non-collegiate learning for college credit

A process that allows learners to demonstrate knowledge and skill in particular field or fields and have that learning evaluated for college credit
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
How do we demonstrate creditable prior learning?

- Pass It
- Provide It
- Prove It
Pass It

- Institutional Challenge Exam
- Certification Exam
- Other Standardized Testing
Provide It
Prove It

• Prior Learning Portfolio
• Demonstration of Skills
WHAT ARE PLA STANDARDS?
CAEL’s Academic Standards

Credit or its equivalent should be awarded only for learning, not experience
CAEL’s Academic Standards

Assessment should be based on standards and criteria for the level of acceptable learning that are both agreed upon and made public.
CAEL’s Academic Standards

Credit or credentialing should be appropriate to the context in which it is awarded and accepted.
CAEL’s Academic Standards

The determination of credit awards and competence levels must be made by appropriate subject matter and academic or credentialing experts.
Get Your Free, Personalized Action Plan

Career Skills
Please pick the areas most closely related to your career skills. Check all that apply.

Accounting & Finance
- Banking
- Bookkeeping
- Financing & Budget Planning
- Investment Planning
- Loan Origination & Processing
- Stock or Securities Trading
- Tax Preparation

Education & Training
- Elementary or High School Education
- Tutoring
- Training

Previous
Next
Action Plan

Based on your responses, we've identified the following resources as possible methods for earning college credit.

Email me my action plan

Recommended Portfolio Courses
Your skills and background indicate that you may be able to create a portfolio documenting your knowledge in the following areas. Visit LearningCounts.org to register for an online portfolio development course to earn college credit.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Personal Computers</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Business Letter Writing</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Computer Applications and Concepts</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Corporate Communications</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Introduction to Computer Based Systems</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Introduction to Human Interaction</td>
<td>3 Credits</td>
</tr>
</tbody>
</table>

Recommended Exams for College Credit
For-credit exams test your college-level knowledge. We've identified the following for-credit exams based on your experience. Choose the exam titles that best match your knowledge and will be accepted at your college.

<table>
<thead>
<tr>
<th>Exam Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Composition CLEP® Exam</td>
<td>6 Credits</td>
</tr>
<tr>
<td>College Composition Modular CLEP® Exam</td>
<td>6 Credits</td>
</tr>
<tr>
<td>College Writing 110 UExcel® Exam</td>
<td>6 Credits</td>
</tr>
<tr>
<td>English Composition 433 UExcel® Exam</td>
<td>6 Credits</td>
</tr>
<tr>
<td>English Composition 434 UExcel® Exam</td>
<td>6 Credits</td>
</tr>
<tr>
<td>Human Resource Management DSST™ Exam</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Human Resource Management UExcel® Exam</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Information Systems and Computer Applications CLEP® Exam</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Interpersonal Communication UExcel® Exam</td>
<td>3 Credits</td>
</tr>
</tbody>
</table>
# LEARNINGCOUNTS COURSES

<table>
<thead>
<tr>
<th>Course Name</th>
<th>CAEL 100</th>
<th>Do-It-Yourself (Developing Your Portfolio for College Credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit Hours</strong></td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td><strong>Course Length</strong></td>
<td>6 weeks – Instructor-led</td>
<td>Self-paced</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>Instructor-led, online course with weekly assignments.</td>
<td>Self-paced, interactive online course.</td>
</tr>
<tr>
<td></td>
<td>Optional 2 week facilitated portfolio development workshop.</td>
<td>8 modules that can be completed in 4-6 hours.</td>
</tr>
<tr>
<td></td>
<td>Experiential learning theory, concepts, and models.</td>
<td>First two modules of the DYP course for are available online free.</td>
</tr>
<tr>
<td><strong>Start Dates</strong></td>
<td>Monthly</td>
<td>Any time, open enrollment</td>
</tr>
<tr>
<td><strong>Cost</strong></td>
<td>$500</td>
<td>$129</td>
</tr>
</tbody>
</table>
PORTFOLIO DEVELOPMENT PROCESS

Identify types of learning.

Match what you know to learning outcomes.

Select courses.

Write Your Learning Narrative.

Gather supporting documentation.

Build your portfolio.

Submit your portfolio.

Components of a LearningCounts Online Portfolio

Course description and outcomes

Learning narrative

Supporting documentation

Match to College Courses
Portfolio Success Rates

- Full Credit Earned: 87%
- Some Courses Earned Credit: 7%
- No Credit Earned: 6%
Reviewing the Evidence

• Validity
  – Is the evidence directly related to the skills and knowledge being assessed against course learning outcomes

• Sufficiency
  – Is there enough evidence of the right quality to demonstrate the learner’s knowledge and skill

• Authenticity
  – The evidence is verifiably the candidate’s own work
Portfolio Credits Awarded

- Business/Human Resources: 32%
- Liberal Arts: 24%
- Information Technology: 12%
- Communication: 11%
- Finance: 11%
- Technical: 6%
- Criminal Justice: 4%
WHAT THE RESEARCH SAYS
CAEL Report (2010): Fueling the Race to Postsecondary Success

- Longitudinal study of PLA outcomes
- 48 Institutions participated
- Outcomes related to all PLA methods
- 62,475 adult students (25 or older)
- Increased graduation rates and persistence: these students took more courses than adult students who did not receive credit for their prior learning
- Decreased time to degree completion
PLA Effect on Graduation Rates

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

Source: Fueling the Race to Postsecondary Success. CAEL, March 2010.
Persistence: More Credits Earned, No Degree

- Did not earn PLA credit (n=23,101)
- Did earn PLA credit (n=1,800)

- Earned fewer than 10% of credits needed: 28%
- Earned 10-19% of credits needed: 12%
- Earned 20-39% of credits needed: 16%
- Earned 40-59% of credits needed: 13%
- Earned 60-79% of credits needed: 18%
- Earned 80% or more of credits needed: 22%

- Earned fewer than 10% of credits for degree: 1%
Elements of a PLA System

- Academic Criteria
- Faculty Assessors
- Policies and Procedures
- Student Support
- Oversight and Research
- Infrastructure
85%
New Venues: Credit for Prior Learning
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
Certificate Programs

- Stand Alone
- Modular Stackable
- Articulated into Degrees

Certificate Programs

- Associate
- Bachelor
- Graduate
- Continuing Education

(licensure/credentialing for some fields)

Prior Learning Assessment

- MOOC
- Corporate or Military Training
- Exams
- Portfolios

System Thinking
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

www.acenet.edu/usingcreditrecs
ACE Faculty Review Teams
Faculty Reviewer’s Role

- Grounded in current curricular standards
- Content area expertise
- Representation at all postsecondary levels
- Multidisciplinary approach

www.acenet.edu/evaluators
The National Guide

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.

www.acenet.edu/nationalguide
NCRC: National Career Readiness Certificate

Is industry-recognized, portable, evidence-based credential

Certifies essential skills needed for workplace success: applied mathematics, locating information, & reading information

Credit recommendations determined by performance levels: Gold and platinum earn recommendation for 3 lower division credit hours in applied critical thinking.
Course example from ACE transcript

**Registry of Credit Recommendations**

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

<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 Online

The ACE Military Guide Online 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 these entries are added on a daily basis.

The Military Guide Online includes all evaluated courses and occupations from 1954 to the present.

www.militaryguides.acenet.edu
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

JOINT SERVICES TRANSCRIPT

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

Military Course Completions

<table>
<thead>
<tr>
<th>Military Course ID</th>
<th>Course Title</th>
<th>Dates Taken</th>
<th>Credit Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>750-BT</td>
<td>AB-2201-4399</td>
<td>12-JUN-1988 to 14-AUG-1988</td>
<td>1SH</td>
</tr>
</tbody>
</table>

Military Experience

Military Occupational Skills (MOS) 5673-001 03-OCT-2000

Qualifications:

- Chaplain Assistant:
  - Acts as an 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; assists in maintaining audiovisual equipment; assists in planning and programming religious services and education.

Occupations Held

<table>
<thead>
<tr>
<th>Occupation ID</th>
<th>Occupation Title</th>
<th>Description</th>
<th>Credit Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5673-001</td>
<td>MOS-5673-001</td>
<td>Chaplain Assistant</td>
<td>3 SH</td>
</tr>
</tbody>
</table>

College Level Test Scores

<table>
<thead>
<tr>
<th>College Level Examination</th>
<th>CLEP &amp; DANTES Subject Standardized Tests (DSST)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Taken</td>
<td>Title</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>13-JUN-2009</td>
<td>Analyzing &amp; Interpreting Literature</td>
</tr>
<tr>
<td>23-JUL-2009</td>
<td>History of the United States I: Early</td>
</tr>
<tr>
<td>30-JUL-2009</td>
<td>Ethics in America</td>
</tr>
<tr>
<td>30-JUL-2009</td>
<td>Introduction to Business</td>
</tr>
<tr>
<td>05-APR-2009</td>
<td>Humanities</td>
</tr>
<tr>
<td>05-APR-2009</td>
<td>History of Your Health</td>
</tr>
</tbody>
</table>

Defense Language Proficiency Test (DLPT)

<table>
<thead>
<tr>
<th>Date Taken</th>
<th>Title</th>
<th>Scored by ACE</th>
<th>Recommended by ACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-JUN-2012</td>
<td>Spanish</td>
<td>3</td>
<td>41,67U</td>
</tr>
<tr>
<td>21-JUN-2012</td>
<td>Spanish</td>
<td>3</td>
<td>41,67U</td>
</tr>
<tr>
<td>22-JUN-2012</td>
<td>Spanish</td>
<td>3</td>
<td>41,67U</td>
</tr>
</tbody>
</table>

ACE Recommended Credit

- Spanish
- English Language Proficiency Test (DANTES)
- History of the United States I: Early
- Ethics in America
- History of Your Health
- Humanities

Other Learning Experiences

- Civic Leadership
- Professional Development
- Leadership Training
- Military Training

END OF TRANSCRIPT

NOTICE TO ALL TRANSFER RECIPIENTS: FOR FULL EXPLANATION OF ITEMS FLAUGHTED ON THIS TRANSFER, PLEASE REFER TO LEGEND FOLLOWING LAST PAGE OF TRANSFER.

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

Use the Chat Box!
Please mark your calendar for the next Community of Learners Webinar

- **October 30:** Lessons Learned on Employer Engagement
- **November 20:** Overcoming Resistance in the Marketplace