

# Being Intentional About Including Faculty in Developing Credit for Prior Learning (CPL) Programs and Administering Portfolios

American Council on Education  
Center for Education Attainment and Innovation  
College and University Partnerships

June 15, 2016

# Webinar Logistics

- Tech Support: For technical assistance, dial 202-939-9700.
- Audio: All telephone lines have been muted. Please do not unmute your line.
- Teleconference: To join via telephone, dial 1-866-469-3239; meeting number/access code: 628 590 903.
- To ask a question, use the Q & A panel on the right side of your screen.
- This webinar is being recorded.

# American Council on Education Credit for Prior Learning Stimulus

Angel Harriott, CWDP  
Senior Program Manager  
College and University Partnerships  
Center for Education Innovation and Attainment  
American Council on Education

# Overview: 2015 ACE CPL Stimulus

- What is it
- Key Accomplishments
- Next Steps

**Reference:** 4/20/16 ACE Webinar: Creating Effective Academic Policies and Procedures to Administer Credit for Prior Learning (CPL)

# Moderator



## **Dr. Denise Hart**

Director, Adult Education & Success Program  
Professor of Education  
Core Faculty, Women's Studies  
Fairleigh Dickinson University

# Agenda

- **El Centro Community College**  
Engaging Faculty in CPL & Creating a Portfolio Product for Students
- **Metropolitan State University of Denver**  
Prior Learning Assessment: Faculty Development and CPL Tools
- **Panelist Discussion / Q&A**
- **Brandman University**  
Being Intentional About Including Faculty in CPL and Creating Competency-Based Education (CBE) Programs for Students
- **Panelist Discussion / Q&A**
- **Closing Remarks**

# Panel of Presenters



**Elizabeth Parmelee**

Metropolitan State  
University of Denver



**Diane Singer**

Brandman  
University



**Sondra Flemming**

El Centro  
Community  
College



**Karla Damron**

El Centro  
Community  
College

Please answer  
the polling questions on  
the right-hand side of your screen.







El Centro College

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

ACE American  
Council on  
Education™

*Leadership and Advocacy*

# Engaging Faculty in CPL & Creating an e-Portfolio Product for Students

Sondra Flemming & Karla Damron

**EI CENTRO COMMUNITY COLLEGE**



El Centro College

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

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## Snapshot of El Centro College

- 10,000+ Students
- Average Age: 26
- 23% First Time in College
- 76% Students of Color
- 88% Part-time
- Hispanic Serving Institution





## Who was involved in establishing CPL?

CPL was included as part of the Health Profession Pathways Grant & expanded with the ACE CPL Stimulus

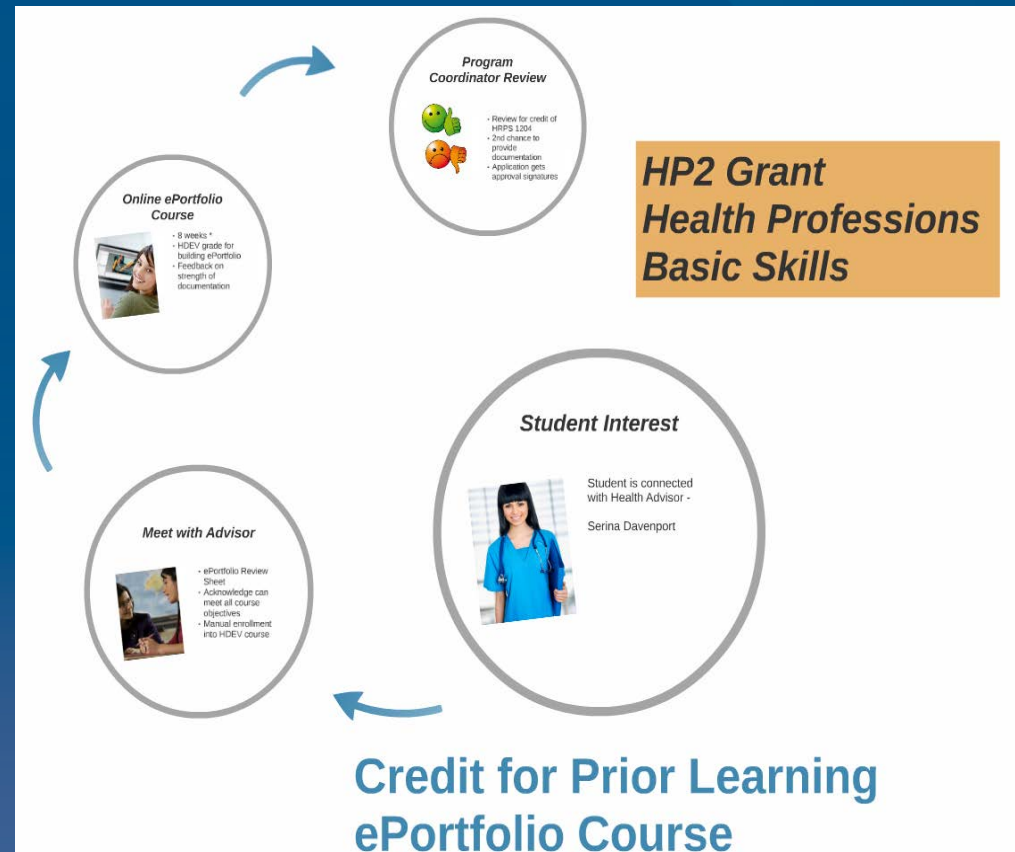
### CPL Planning Team:

- CORE Allied Health Faculty
- Retention Advisor - Student contact
- Online Learning Resource Staff
- Health Division Administrators



# How did you establish policies & procedures?

- Based process on existing paper portfolio model used in prior years
- Created online course and process flow
- Adjusted process based on student need  
(CE Models for missing skills)
- Procedure that met more student needs by offering online





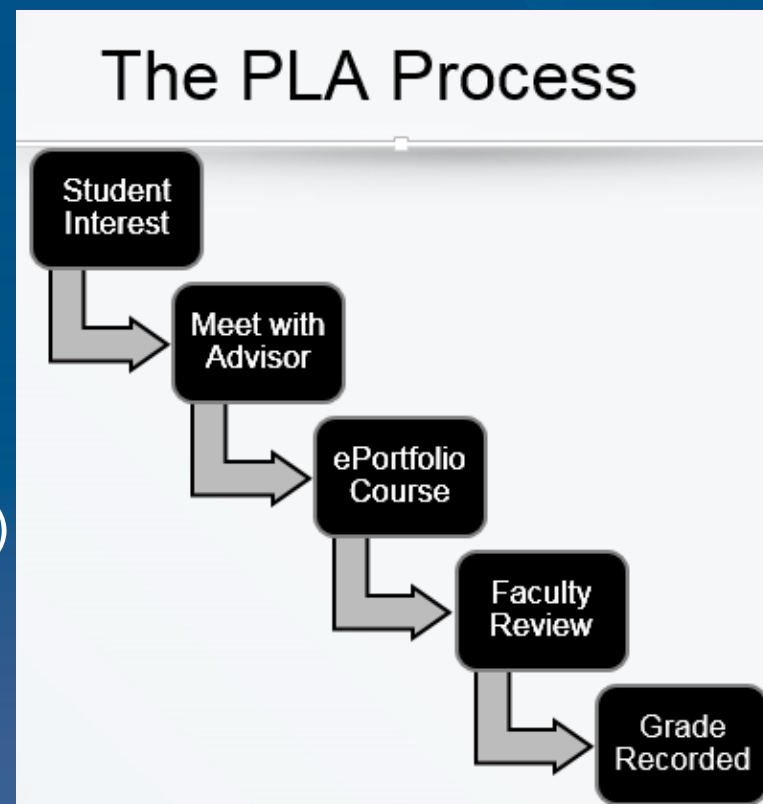
# Faculty Role in Creating Portfolios, Challenge Examinations and Military Credit

## PORTFOLIO PROCESS:

1. Faculty set competencies for portfolio documentation (Student Review sheet)
2. Students build portfolio in online course
3. Faculty Review Course for Credit
4. Signed application sent to Registrar
5. Can earn credit up to 6 courses (13 credits)

District accepts Military ACE Credit

Standard Challenge Exams/Finals





# Online Platform for Portfolio Course

Blackboard (Existing LMS)



Why?

- Familiar skill set for instructor & students
- No additional cost

Instructional Designer redesigned paper portfolio model for online





# The ePortfolio Course

## Assignments



[Chapter 1: Overview and Process](#)



[Chapter 2: Adult Chronology and Autobiography](#)



[Chapter 3: Clarifying Your Career Goals](#)



[Chapter 4: Experiential Learning Narrative](#)



[Chapter 5: Documenting Your Life Experience](#)



[Chapter 6: Assembling your ePortfolio](#)

## Chapter 5: Documenting Your Life Experience



[Chapter 5: Documentation of Life Experience](#)



**Examples of Documentation**

Attached Files: [HDEV Example Documentation.pdf](#) (2.372 MB)

Some examples include: Facility checkoff sheet, certificate of completion of tra



[Form NT2 Learning from Work Experience](#)

Attached Files: [NT2\\_form.pdf](#) (39.008 KB)



[Form NT3 Learning from Training Experience](#)

Attached Files: [NT3\\_form.pdf](#) (48.659 KB)



[Form NT4 Learning from Other Experience](#)

Attached Files: [NT4\\_form.pdf](#) (42.982 KB)



[Evidence for ePortfolio Forms NT2, NT3, NT4](#)

# ePortfolio Course- shared with Faculty Reviewer

Flex entry 3 times during semester

Faculty evaluation after course ends

First Name	Section #	Final Letter Gra	Credit for HPR!	Evidence for eF	Weighted Total
	53403	F	NO	0.00	0.00%
	53401	A	1204	100.00	100.00%
	53402	B	1204	61.00	84.40%
	53402	A	1204	100.00	100.00%
	53403	A	1204	100.00	100.00%
	53403	A	1204	93.00	97.20%
	53403	B	NO	70.00	80.00%
	53403	A	1204	75.00	90.00%
	53402	A	1204	100.00	100.00%
	53403	B	NO	81.00	84.40%
	53401	F	NO	0.00	0.00%
	53401	A	NO	77.50	91.00%
	53403	B	NO	53.00	81.20%
	53403	A	1204	86.00	94.40%





# Collaborations & Partnerships

## Internal

- Allied Health
- Online Learning
- Continuing Education
- Registrar
- Expand to Business Division
  - Management
  - Fire Technology
- District CPL Committee

## External

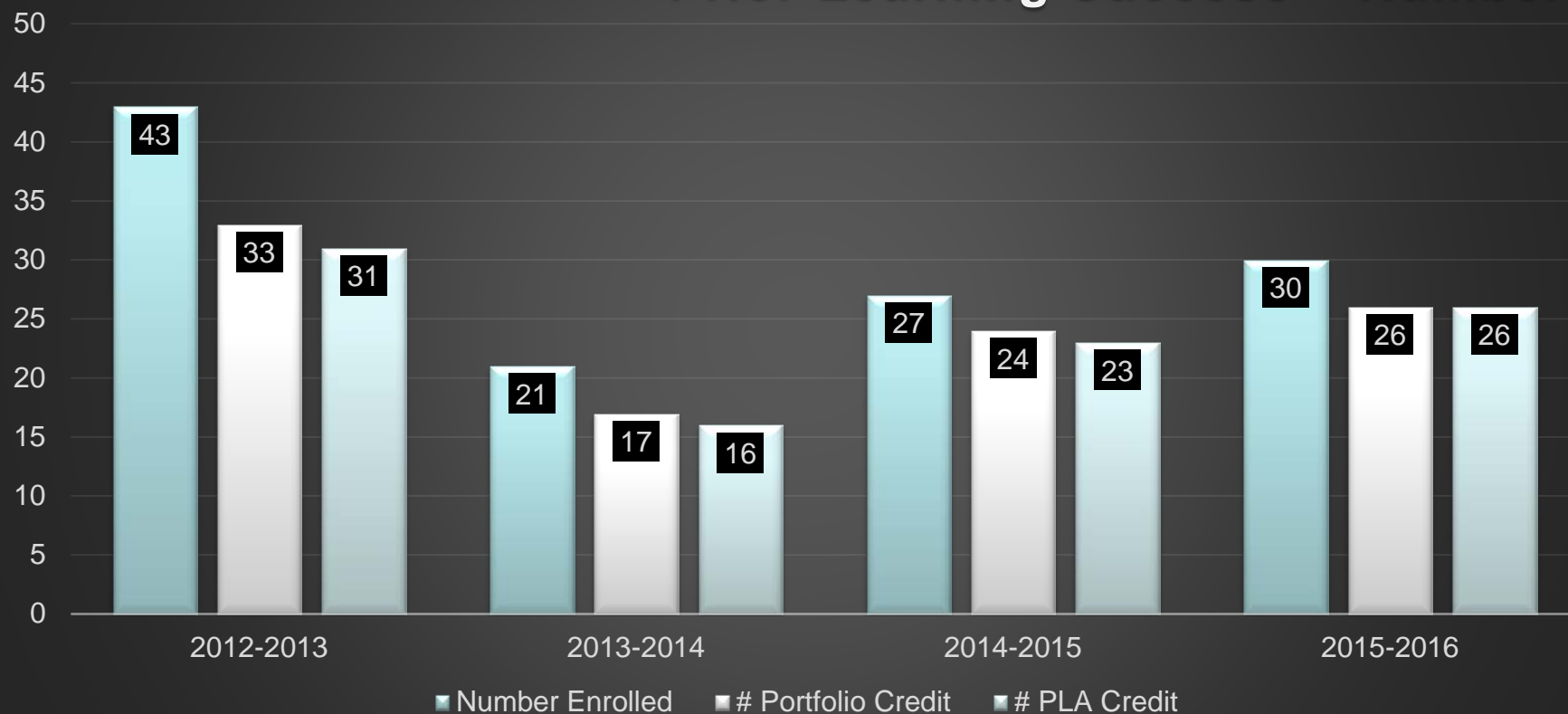
- Health Profession Pathways Consortium
- Local Hospitals:  
Nursing & Allied Health Grow Your Own Programs





# Institutional Data: PLA Enrollment vs Success

## Prior Learning Success – Numbers





# Benefits of PLA ePortfolio Course

## Students

- Pay for one course, get credit for more courses
- Cost and time effective

## El Centro

- Entry to credential time is shortened
- Faculty cost for credit review is lower
- 10% of State budget model is based on certificate and degree completion





# Benefits of PLA ePortfolio Course

## Faculty Benefits



- Guidance time decreased through use of student advisor
- Consistent organization of competency documentation
- Evaluation time considerably less
- Non-SME instructor guidance through building of portfolio
- Modularized Course Competencies content offered to meet missed content through CE  
(e.g., Therapeutic Communications, Physical Assessment)



# PRIOR LEARNING ASSESSMENT

## Faculty Development and CPL Tools

Elizabeth Parmelee

**Metropolitan State University Denver**

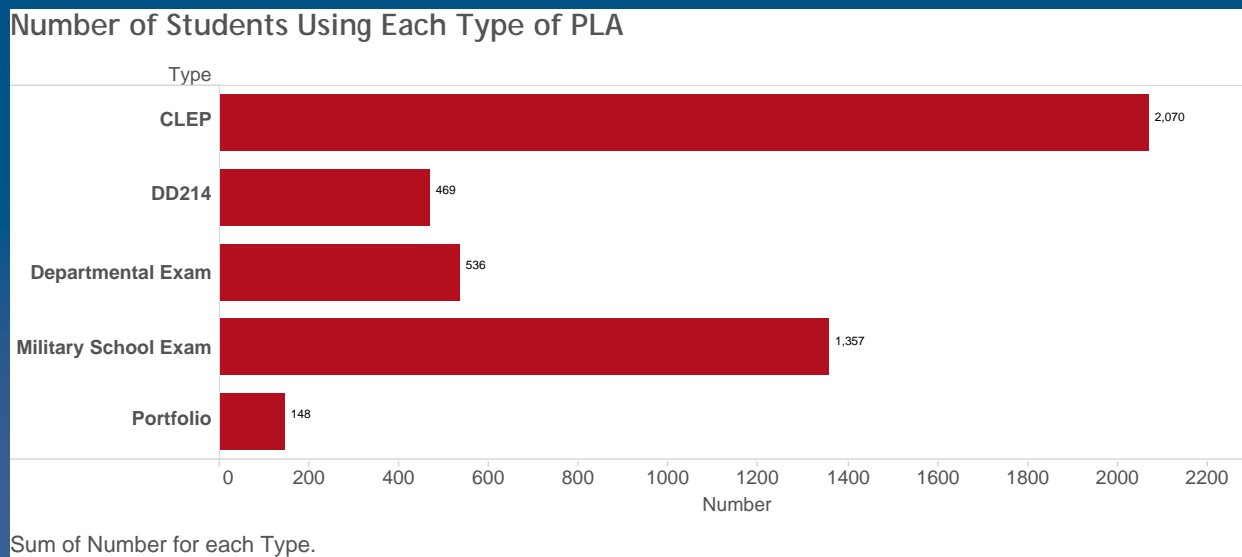
## Snapshot of MSU of Denver

- 20,000+ Students
- 34% students of color
- First university in the state to offer a differentiated tuition rate for undocumented students
- Prior Learning Assessment has been offered at MSU Denver since at least 1975.

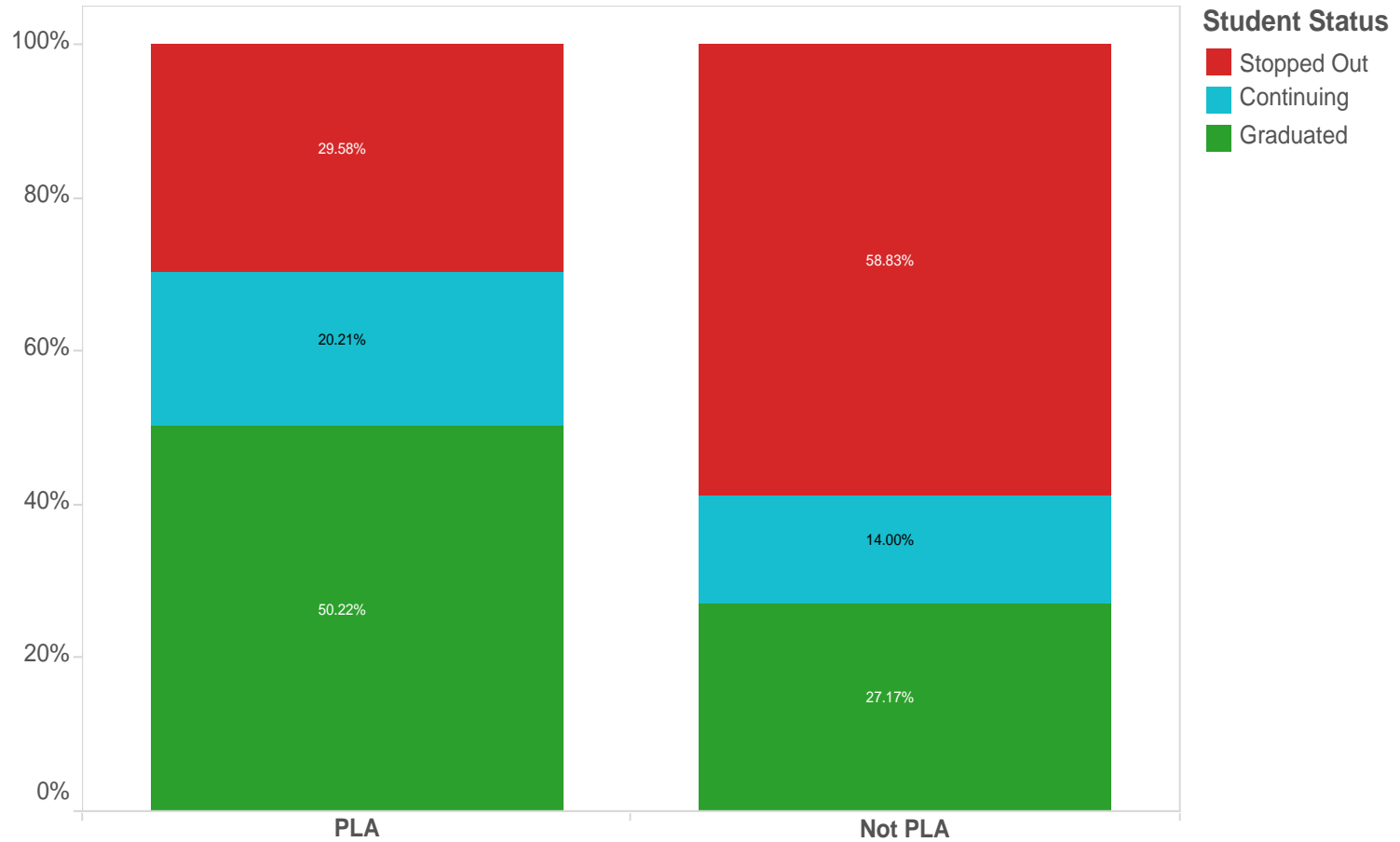
26	Average age
40%	Attend part time
32%	First-generation college students
33%	Pell Grant recipients
93%	From Metro Denver area

- Between 2006 and 2016 MSU Denver granted over 3400 students PLA credit in courses across numerous disciplines.
- Departments most commonly granting PLA credit include Modern Languages, Human Services, and Aviation and Aerospace.

- PLA has always been governed, assessed and overseen by faculty, department chairs and deans.
- CLEP tests constitute the most common form of PLA but the recent development of a military credit package resulted in an increase.
- Departments most commonly granting PLA credit include Modern Languages, Human Services, and Aviation and Aerospace.

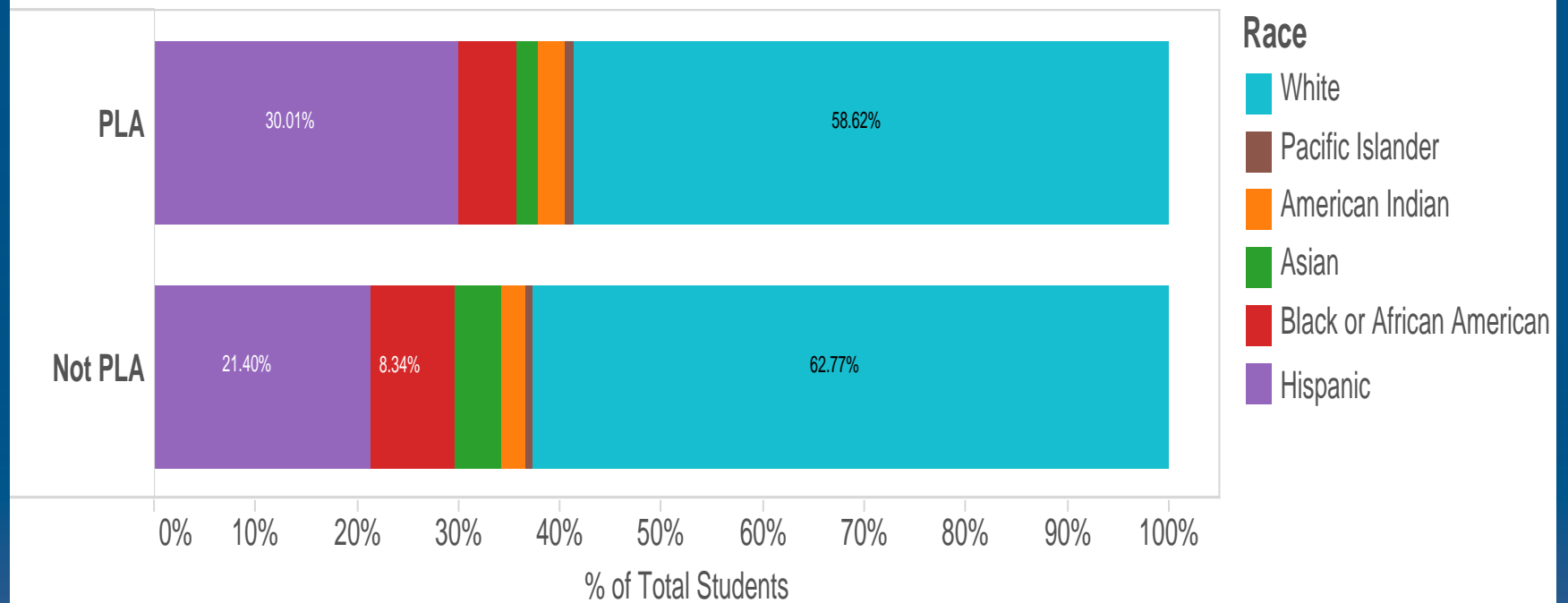


## Student Status by PLA Status





## Race by PLA Status



## Our work over the past year has sought to...

- Engage faculty in a deeper understanding of assessment in order to expand PLA across more disciplines.
- Ensure that where PLA is being used, the assessment process is both substantive and straightforward.
- Ensure that the populations of students most likely to be eligible for PLA are aware of it (e.g., military students, non-traditional, transfer)

# PLA Credit for Military Students

Two forms of credit awarded:

- “Credit package” (automatically awarded, based on submission of DD-214 or other record of service) grants up to 15 credits
- Evaluation of JST for courses specific to major/minor area of study. This works well with the Individualized Degree (which allows students to create a unique cross-disciplinary program) and is theoretically unlimited.
- All of the above has required close work with faculty, including votes of approval by the full Faculty Senate. Faculty members (retired military) have been very helpful.

Student Academic Transcript - Google Chrome

← → ↻ [https://prod-banner.msudenver.edu/pls/prod\\_web/bwlkfrn.P\\_ViewTran](https://prod-banner.msudenver.edu/pls/prod_web/bwlkfrn.P_ViewTran)

Apps Imported From IE Metropolitan State Current Catalog Transfer Course E Class Schedules |

**DEGREES AWARDED**

**Awarded:** Bachelor of Science **Degree Date:** Dec 12, 2015

**Curriculum Information**

**Primary Degree**

**Major:** Individualized Degree Program

**TRANSFER CREDIT ACCEPTED BY INSTITUTION** [-Top-](#)

**F89-F89:** Fayetteville Technical Comm Co

Subject	Course	Title	Grade	Credit Hours	Quality Points	R
ENG	1010	Freshman Composition:The Essay	T	3.330	0.00	
<b>Current Term:</b>			<b>Attempt Hours</b>	<b>Passed Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>
			0.000	0.000	3.330	0.00
			<b>Quality Points</b>	<b>GPA</b>		
			0.000	0.00		

Unofficial Transcript

**SU91-SU92:** Military School Exam

Subject	Course	Title	Grade	Credit Hours	Quality Points	R
MGT	3000	Organizational Management	T	3.000	0.00	
MGT	9001	Personal Management	T	3.000	0.00	
MILR	9000	Sgt Major Academy	T	9.000	0.00	
MILR	9002	Human resources Mgmt	T	3.000	0.00	
SPS	8000	Primary Leadership Developmt	T	2.000	0.00	
SPS	8001	Military Pe	T	3.000	0.00	
SPS	8002	Fld Artillery Digital Sys Rep	T	13.000	0.00	
<b>Current Term:</b>			<b>Attempt Hours</b>	<b>Passed Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>
			0.000	0.000	36.000	0.00
			<b>Quality Points</b>	<b>GPA</b>		
			0.000	0.00		

Unofficial Transcript

**fa96-sp97:** University of Colorado-Denver

Subject	Course	Title	Grade	Credit Hours	Quality Points	R
CS	8000	Logic Design	T	3.000	0.00	
EET	1001	Electronics: An Introduction	T	1.000	0.00	
EET	8000	Circuit Analysis I	T	4.000	0.00	
EET	8001	Intro to Computer Engineering	T	3.000	0.00	
HPL	1000	HPL Activities	T	2.000	0.00	
HPL	1000	HPL Activities	T	2.000	0.00	
<b>Current Term:</b>			<b>Attempt Hours</b>	<b>Passed Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>
			0.000	0.000	15.000	0.00
			<b>Quality Points</b>	<b>GPA</b>		
			0.000	0.00		

Unofficial Transcript

**sp88-sp90:** DD214-Military credit

Subject	Course	Title	Grade	Credit Hours	Quality Points	R
FGD	12	Foreign Service	T	0.000	0.00	
MILR	8000	Military Service	T	6.000	0.00	
MILR	9001	Rank E9	T	6.000	0.00	
<b>Current Term:</b>			<b>Attempt Hours</b>	<b>Passed Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>
			0.000	0.000	12.000	0.00
			<b>Quality Points</b>	<b>GPA</b>		
			0.000	0.00		

Unofficial Transcript

**INSTITUTION CREDIT** [-Top-](#)

F89-F89

## E-portfolios and Authentic Assessment: (creating a Faculty Learning Community)

- Faculty comfort with assessment should not be assumed
- Providing a platform for assessment that promotes reflection and new learning enhances faculty adoption.
- Faculty respond well to opportunities to do their own research and learning, arriving at their own conclusions; hence the use of a Faculty Learning Community.

# Faculty Learning Community (FLC) on Authentic Assessment

- Faculty/staff met monthly from Sept. through May (2 faculty from different majors in Health Professions, 1 faculty from Technical Communications, Director of Applied Learning and a staff member from the Center for Faculty Excellence)
- One faculty member attended the CAEL Conference, together with our Prior Learning Specialist, to gain greater understanding of the prior learning process and portfolios.
- Two members attended a conference with AAEEBL (Association for Authentic, Experiential and Evidence-Based Learning) to pick up ideas for e-portfolios. Another staff member will be attending a conference in August.

## Faculty Learning Community (cont'd)

- Health Professions, Industrial Design, and Journalism & Technical Communication are all using Portfolium (<https://portfolium.com/>) for a three year pilot initiative with e-portfolios as of April 2016 (no portfolios for prior learning have been submitted through this format yet).
- The Center for Individualized Learning will be using Portfolium for Prior Learning Portfolios in the fall.
- Sample portfolio in Portfolium

## Results of the Faculty Learning Community

- As a result of the Faculty Learning Community (FLC), a small cohort of faculty are now champions of the concept of e-portfolios to assess learning and are intent on spreading their understanding to others.
- A new FLC will begin meeting in the fall to provide ongoing opportunities for faculty development and sharing.
- A deeper result of the FLC is that this small cohort of faculty are excited about the power of e-portfolios and additional learning they create. This makes them more comfortable using e-portfolios as a method of assessing prior learning as well as current learning.



# Q & A

## Panel of Presenters



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# Being Intentional About Including Faculty in CPL and Creating Competency-Based Education (CBE) Programs for Students

Diane Singer

**BRANDMAN UNIVERSITY**

## Snapshot of Brandman University

- Hispanic Serving
- Military Serving
- 3% Default Rate on Student Loans
- 70% Graduation Rate
- Top online MBA program

# Competency-Based Education

- Disrupts traditional models of learning
- Focus is Mastery
- What students need to know & what students need to know how to do
- Direct assessment
- Delivery – all tech, including books

*Recommended Reading:*

“Disruptive Innovation” -- Christensen

# Competency Based Education Programs

- Seat time
- Faculty
- Coaches
- Books/content
- Adaptive learning
- Simulations
- Certification

## Development of Competencies:

- DOE, WASC
- Interview employers, industry bodies
- Advisory Board
- Financial Aid
- Satisfactory Academic Progress (SAP)
- Professional Certification

# Competency-Based Education

- Faculty driven process – Curriculum Team
- Faculty as curriculum developers
  - Subject matter experts
  - Concept to content to delivery
    - Knowledge, abilities, skills
    - Learning objectives: institutional, course
    - Content experts
    - Assessment
  - Quality Review Process
  - Continuous Process Improvement

# CBE Program: BBA- Business Administration

- 88 competencies
- 25 faculty (content, learning activities, etc.,)
- Vendor supported competency development process
- Vendor provided instructional designer, project manager
- BU staff project manager



# CBE Program: BS Information Technology

- New competencies
- Industry driven evidence
- Developed by IT faculty/subject-matter experts
- Industry certification equals mastery
- Staff instructional designer, project manager, assessment expert

## Costs Incurred for CBE Programs:

- Line Items considered:
  - Systems (LMS)
  - Staff, direct/indirect
    - Instructional Designer
    - Project Manager
    - Academic Technologist
    - Quality Assurance Manager
    - Assessment Expert
    - Faculty
    - IT
    - Student Services
    - Leadership
    - Councils

# Student Outreach

- Recruiters
- Admissions
- Coaches
- Employer-partners (referrals, tuition reimbursement, support)
- Marketing
- Communications

# Evidence-Based Decision Making

- Systems
  1. Analytics tool
  2. Reporting
  3. Metrics
- Focus Groups
- Surveys
- Touchpoints
  - Coach:Student & Faculty:Student

## Lessons Learned

- New, hard work
- Iterative process
- Change management
- Challenges time commitments
- Design paradigms for CBE different from online/blended
  - Know
  - Know how to do
- Stipends, incentives, reassignment time

# Q & A Panel of Presenters



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## Credit for Prior Learning Implementation Matrix

INSTITUTIONAL STAGES	New/Emerging Stage	Developing Stage	Effective Practice Stage
<b>Faculty engagement and development</b> 	Forms advisory group to craft policy and practice; attends conferences; invites experts to provide overviews. 	Creates venues for information-sharing across institutional constituencies; involves faculty groups in developing and vetting policies/practices, such as crosswalks and articulations. 	Provides professional opportunities for faculty and staff, including conferences, research, and writing; encourages faculty to include CPL activities in annual reviews, and promotion/tenure evaluations; implements incentives and areas of recognition. 
<b>Student outreach and support</b> 	Directs students to current CPL options through academic advising and program coordination. 	Shares information on website and uses other venues to communicate with students, such as orientation and advising. 	Informs students of CPL options prior to admission; provides expert advising about prior learning assessment; uses all types of communication tools to share information with students, from outreach with potential students to graduation. 
<b>Infrastructure, policies, and processes</b> 	Scans the landscape for current and informal institutional CPL practices; seeks policy and practice models among peer institutions. 	Expands current policy and practice; puts people and structures into place to manage programs; begins to coordinate CPL-related programs and services. 	Selects appropriate CPL tools that fit institutional context, curricula and recognize diversity of learners and their experiences; promotes active use of CPL in all degree areas, including major requirements and general education; well-managed with established policies and practices. Embeds CPL within other programs, such as competency-based learning. 

## Credit for Prior Learning: Charting Institutional Practice for Sustainability (ACE, 2015)

For more information on CPL implementation contact us: [cup@acenet.edu](mailto:cup@acenet.edu)

## CLOSING REMARKS.....

- Next ACE CUP webinar: September 21, 2016  
Fee - \$99.00

- Previous Complimentary Webinar: April 20, 2016

Title: Creating Effective Academic Policies and Procedures  
to Administer Credit for Prior Learning

- Webinar Resources :

Recording, PPT presentation, Q&A distributed to registered  
participants within 7-10 business days

- Join the ACE Credit College and University Network



# Contact Information

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Thank you for participating today.  
Please take a few minutes to complete  
the webinar evaluation.

