

American Council on Education Final Report for the Alternative Credit Project™

This report provides an analysis of data collected for the evaluation of the Alternative Credit Project™ grant from the Bill & Melinda Gates Foundation. The report provides insight on the work from interviews, analysis of annual data collected about participants, and a discussion on challenges and lessons for the future.

ACP has achieved some important milestones since it launched in 2014:

- ACE brought together a unique group of 58 nontraditional and traditional education providers to collaborate on making pathways to college completion easier for students.
- ACE gathered select experts together from both business and higher education to further advance thinking on a quality framework for digital credentials, non-degree certificates, and competency-based education. The resulting white papers, *Communicating the Value of Competencies*¹ and *Quality Dimensions for Connected Credentials*,² are foundational contributions in a growing field of interest around innovative approaches to postsecondary education.
- Utilizing a newly developed course quality assessment rubric designed for the Project, ACE initially reviewed and provided credit recommendations for 104 low- or no-cost online courses across eight subject areas, providing a large array of options for students who want to take a portion of their degree coursework online through the ACP approved providers.

While the number of participants completing courses and requesting transcripts was lower than desired, a great deal was learned that yielded ideas for future work.

¹ <http://www.acenet.edu/news-room/Pages/Communicating-the-Value-of-Competencies.aspx>

² <https://www.acenet.edu/news-room/Pages/Quality-Dimensions-for-Connected-Credentials.aspx>

ACE Alternative Credit Project™

In 2014, the American Council on Education (ACE) received a grant from the Bill & Melinda Gates Foundation to create the Alternative Credit Project™ (herein referred to as ACP). ACP seeks to increase broad acceptance of credit from alternative education providers as a way to create a more flexible pathway to postsecondary credentials.

The sources of credit for the project include six no- or low-cost online course companies (StraighterLine, Saylor, Sophia, Ed4Credit, edX, and Pearson). ACE engaged 52 college and university partners by the end of the project. Each partner agreed to consider acceptance of a significant number of courses reviewed by ACE with the support of faculty reviewers in its College Credit Recommendation Service (CREDIT®)'s extensive network.

ACP efforts resulted in the provision of 104 low- or no-cost online courses across over 20 subject areas that received ACE credit recommendations. The project also included a marketing component to inform students about the providers who offered alternative credit courses and the institutions that agreed to accept these courses for transfer credit.



Feedback from Providers and Institutions

Higher Ed Insight (HEI) conducted interviews with key participants for this Project—college and university staff involved with the implementation of ACP and staff at the alternative course providers. HEI developed a series of questions for the interviews in conjunction with ACE staff members. The interview protocols were structured to gather insight into the successes and challenges of this work and lessons that could be learned for improving upon this work in the future (Appendix A). HEI reached out to 18 institutional staff members and interviewed nine individuals, as well as staff members from the six providers. These interviews, conducted by phone during August 2018, were transcribed for analysis.

Executing ACP as a consortium with a trusted sponsor (ACE) was central to engaging participation by institutions and providers

The reputation of ACE and ACE CREDIT[®] was very important to institutions in their willingness to accept ACP credits. Several of those interviewed from participating colleges and universities discussed the challenges they had in the past promoting institutional acceptance of alternative credit to faculty. However, because of ACE's reputation, they were able to secure the needed faculty support, both in terms of ACE's sponsoring of ACP, as well as specifically in the alignment of ACP programs with existing acceptance of ACE credit recommendations via ACE CREDIT. Some institutional staff also noted in interviews the difference between the prior ACE course review process and the far improved granularity and clarity of the ACP rubric, which assisted in faculty buy-in for credit acceptance.

On the provider side, some of those interviewed said they needed to participate in ACP and comply with the requirements because their competitors were involved with the work. Providers also indicated that ACE's involvement had helped to legitimize alternative credit options with the participating institutions. Because of this, providers anticipated that more of their competitors would participate in the program, and gain student interest as a result of the presumptive increased value of that credit acceptance.

Multiple enrollment paths for ACP courses compromised data collection

Students participating with ACP courses became aware of alternative credit options through a number of paths. For example, a student could have seen ACP's nationwide marketing campaign which led them to ACP's website, or had an existing relationship with an online provider from prior engagements, or found the options through their institutional registration process as an enrolled student. In the final data collection, 80% of ACP enrollees had already matriculated in the college or university and had found ACP courses through their institution's general course listings. A few interview participants indicated that the range of ACP offerings could sometimes be confusing to students alongside other institutional course options offered online. One interviewee specifically cited that nontraditional older students generally needed clearer pathways and the piecemeal approach of providing some courses online did not necessarily contribute to that need.

Because of the various pathways to enrollment, the final data submitted to ACE may be significantly undercounting the number of students who benefited from the ACP's website information and pre-approved courses. If the student went directly to the provider, the provider would not know that the student arrived at their portal via ACP's involvement in that student's enrollment, thereby omitting that enrollee from the count of students reached through ACP-based

engagement. Similarly, if a matriculated student found their institution participating in ACP through the ACP website, they did not necessarily register for the ACP-tagged course when they used their own course listings, thereby decreasing the count.

Institutions and providers were dissatisfied with marketing

Many of the challenges identified by those interviewed revolved around marketing of the courses. The ACP project budget provided one year's funding for marketing; ACE stretched those funds over three years. Meanwhile the providers appear to have ceded responsibility for marketing to ACE and the marketing agency hired as a part of the project. Some of the online providers suggested that if they engaged in promoting and advertising ACP, they risked driving students to other competitor providers, and therefore ACE should drive the campaign. Some of the institution participants indicated that many students were informed about ACP course offerings through direct student advising engagements. Often, registrations that resulted from these interactions were not captured in the data collection.

A number of those interviewed from both institutions and providers complained that marketing efforts were sparse and less effective than desired. Nonetheless, several institutions formed closer partnerships with a subset of the providers as a result of the engagement and showed every indication of continuing these partnerships regardless of whether ACP continued to operate. While the marketing efforts may have not ultimately achieved the desired enrollment, it may have established permanent business relationships that may yield more alternative course completion opportunities for students.

Business models for some online course providers do not align with degree completion goals

Providers' approaches for charging for their courses impacted student behavior. These business models varied between providers, and while some used a traditional fee-per-course approach, others used unique cost recovery approaches. These providers suggested that their business model, and the resulting student behavior, made evaluation of their results by traditional metrics inappropriate.

For example, one of the providers uses a monthly membership revenue model which entitles student members to take as many courses as they choose. This approach may have led to some of the low course completion numbers. Interviewees from these provider sites suggested that many students take classes to reinforce one lesson, or to supplement concepts already taught in another course, or for personal interest without reference to degree requirements. As a result, metrics such as the ACP course completion or credit transfer requests were less meaningful for providers using this business model.

Traditional student success metrics may be inappropriate for evaluating ACP students

Students who enroll in online course offerings are generally a diverse group of learners with a variety of different goals and needs. A lack of knowledge about the intentions of students enrolling in these ACP classes makes it difficult to accurately determine what characterizes a successful outcome.

Institutional staff who were interviewed observed that ACP students tended to take non-linear paths through their degree programs, often taking breaks while working or attending to other personal obligations. As a result, several interviewees suggested that year-on-year persistence and six-year graduation rates may not be effective measures of success from a student perspective.

Data Summary

Using the data collection tool created in conjunction with participating colleges (see Appendix B), HEI gathered information on courses, participants, and their persistence where possible. The first round of data collection ran from April 2015 to August 2016, the second data collection period from September 2016 to August 2017, and the final period from September 2017 to August 2019. From all observation periods in three years of data collection, ACE received data from 31 different institutions.

The ACP microsite platform allowed students to explore registering for 104 unique courses across eight subject areas (see Appendix C for a course list). This section highlights descriptive data about these students.

Student Enrollment

During the first phase of data collection (April 2015 to August 2016), 143 unique students enrolled in ACP courses; during the second phase (September 2016 to August 2017), this grew to 175; and during the recent phase (September 2017 to August 2018), this grew to 328 (see Figure 1). The third-phase students enrolled in 727 unique courses (see Figure 2), compared to the 355 in phase two and 239

courses in phase one. During phase three, the students who enrolled in their chosen college after taking the ACP course (n=66) took 204 unique courses. The larger group of students, those who enrolled in an ACP course while already matriculated (n=262) at an institution, enrolled in 523 courses. Throughout the duration of the project, students took 350 courses prior to enrolling at an institution, and students took 971 courses while already matriculated at a participating institution.

FIGURE 1: Number of Unique Students Enrolling with ACP courses

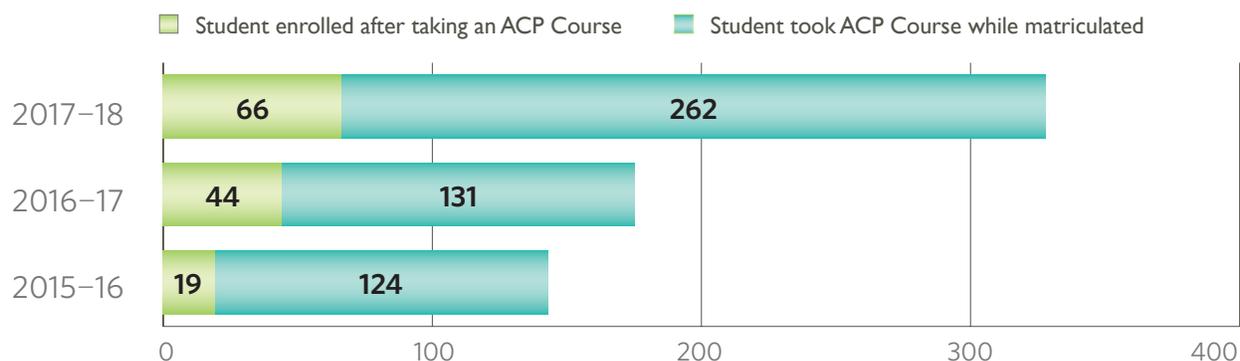
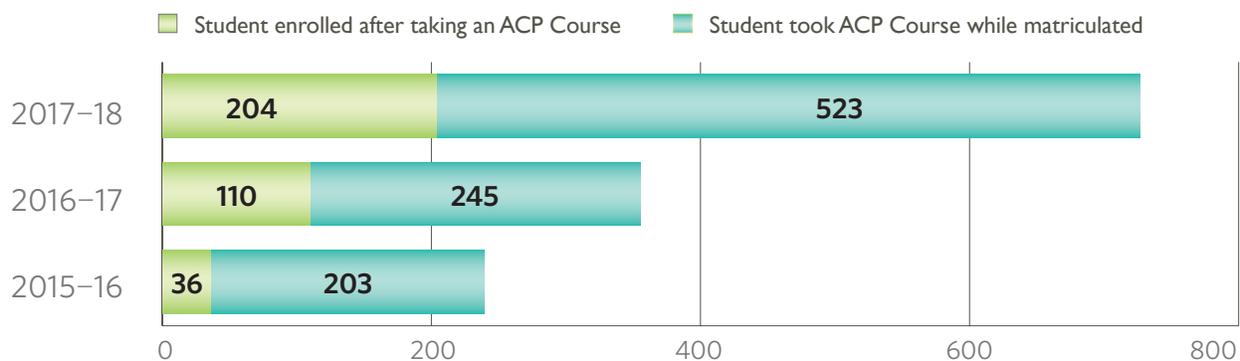


FIGURE 2: Number of Courses Taken by Unique ACP Enrollees

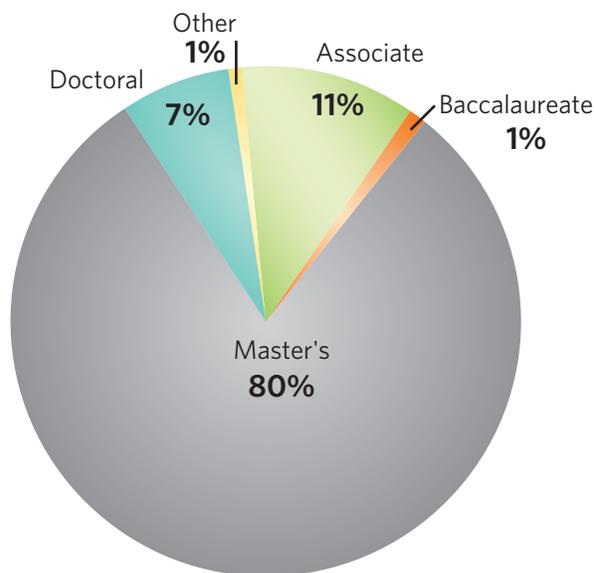


The number of students and enrollments increased between 2016-2017 and 2017-2018 by 87% and 104% respectively, after a relatively slow start for the first two years. Around 80% (517) of students matriculated prior to enrolling, a ratio that was fairly consistent over the three years.

Institution Types

Throughout the project, 646 unique ACP students were enrolled in ACP courses while matriculated, the majority (80%) were attending institutions that offered master's level degrees, 11% attended associate degree-level institutions, and 7% went to doctoral degree-awarding institutions (see Figure 3). The remaining students were in bachelor's-granting or other types of institutions.

FIGURE 3: Percentage of Students Enrolled by Institution Type



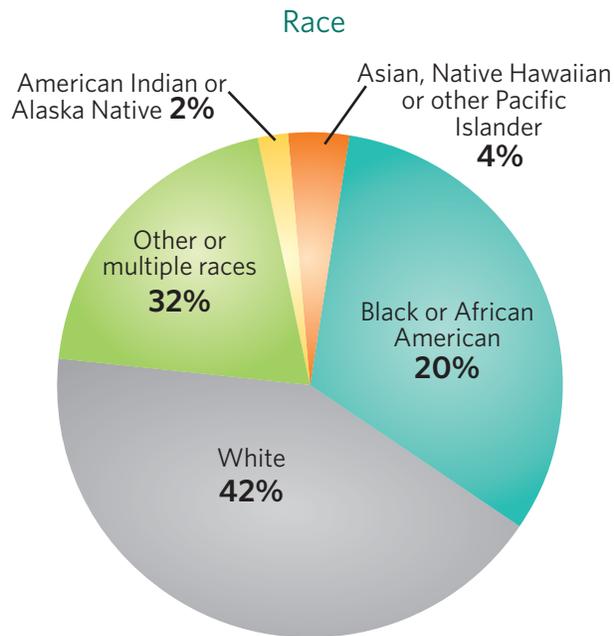
Demographics

Demographic data was gathered from only 646 unique students who took ACP courses; this group of students revealed the following (see Figure 4):

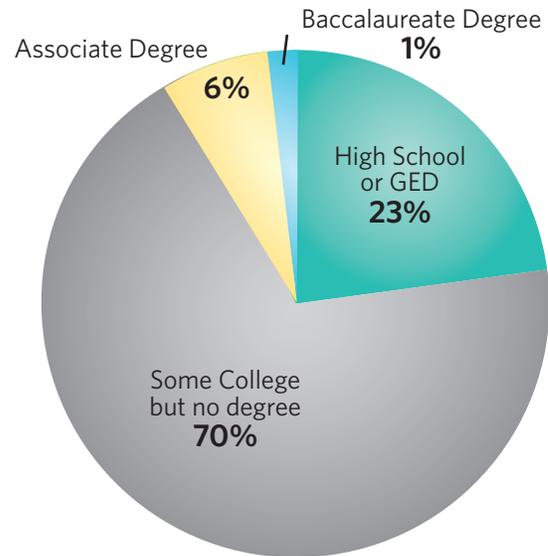
- A majority (53.7%) of the student body was male, 42.4% identified as white, 18.3% identified as Hispanic, and the group overall had an average age of 27 years.
- Prior to taking an ACP course, over two thirds (69.5%) had some college but no degree and another 23.2% had a high school level degree. A few students already had bachelor's or associate degrees (7%).
- Income was reported for less than half of students; among those, the majority of students were low-income (i.e. had less than \$25,000 annual household income), and 59.4% were Pell-eligible.
- The overall graduation rate of students after taking one or more ACP classes was 28.6% in all observation periods. However, the number of students who took one or more ACP classes and may still graduate during the usual six-year window (which is past the point of this evaluation's data collection) is unknown.



FIGURE 4: Demographics of ACP Participants

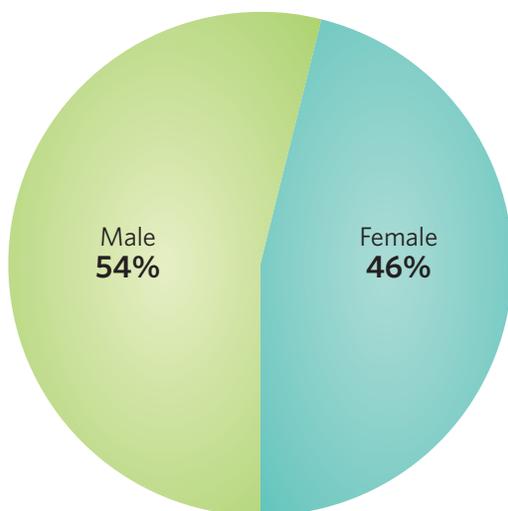


Attainment Levels Prior to Taking ACP Courses

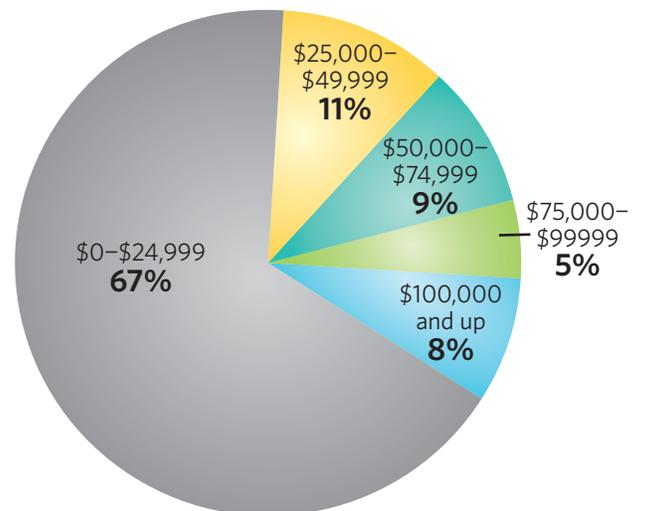


Note: Ten % of students identified as Hispanic fit within the race groups listed above.

Gender



Family Income



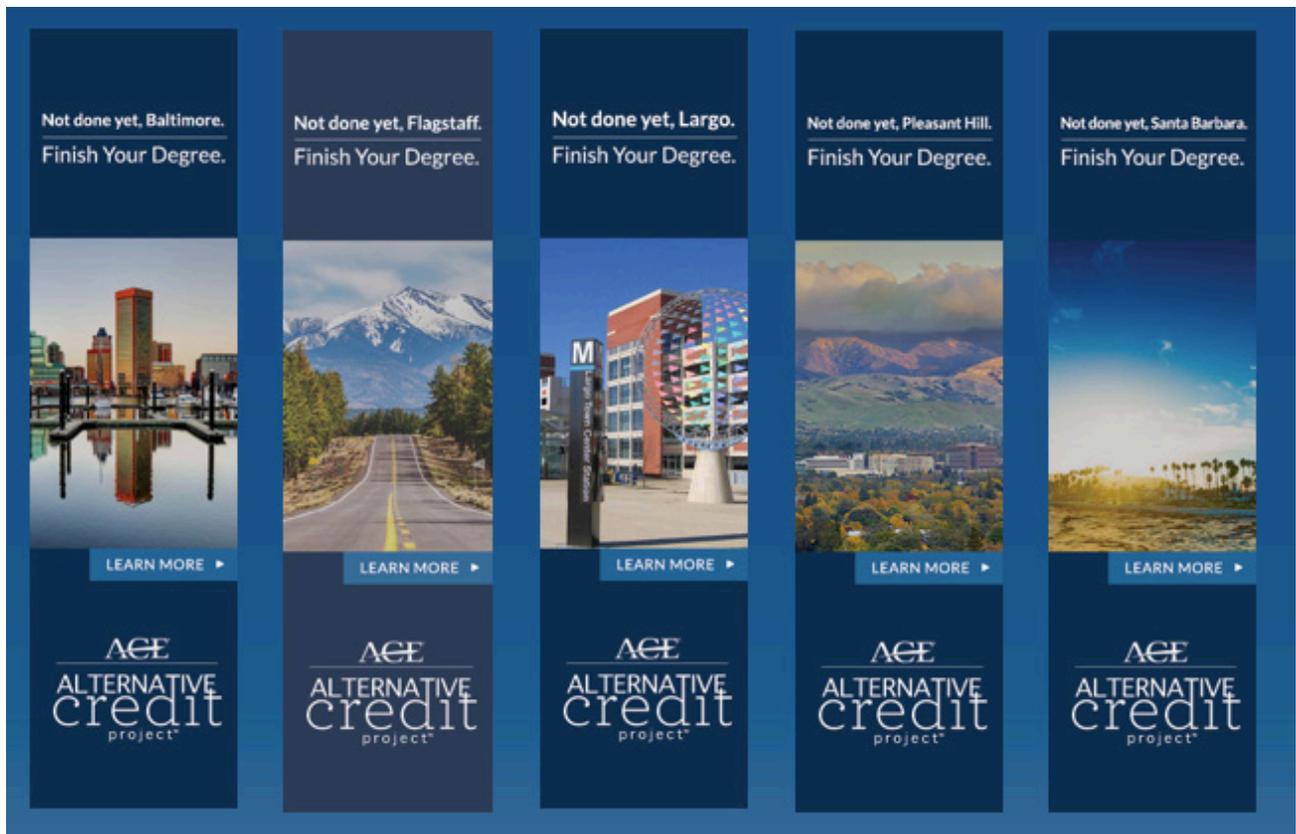
Note: Income data were reported for only 48% of students.



Marketing

Stamats, a marketing firm that specializes in higher education, developed and operated ACP's website during the observation period. Reports on web and social media engagement by the public over the course of the project provide insight into online visitor behavior. Over the entire ACP project period, the site received 176,000 visits from 124,500 unique users. Most of this site traffic originated from advertising, and daily traffic closely mapped to the reach of ongoing advertising campaigns. Stamats' Facebook campaigns received 8.4 million impressions and, with a click-through rate of 1.8%, generated 151,104 visits on a budget of \$43,503. Over time that advertising shifted from Facebook to digital display ads that were geographically based via broader advertising networks (see sample ads below). These campaigns, which took place in 2017-2018, received 3.3 million impressions and, with a click-through rate of 0.51%, generated 17,093 visits on a budget of \$13,678. Despite the lower rates of engagement and ad spending, web analytics revealed that these targeted approaches attracted users who were more engaged with the website content. So while web visits dropped, session duration, pages per session, and events per session all increased.

Targeted, Regionally-based Ad Samples





Courses and Providers

Students who visited the ACP website could explore 104 unique courses across several subject areas. StraighterLine offered the largest number of offerings at 44 courses, followed by Pearson at 26 courses. On the other end of the spectrum, edX offered three courses and Sophia offered four. Since the providers all had varying approaches to registration and fees, some had high numbers of registrations.

Saylor provides an example of some of the challenges with data collection in ACP. Saylor registered 48,479 enrollments over the three years of the project because its registration is simple and free on its site. From those enrollments Saylor self-reported 2,615 course completions, and that in 332 of those the student requested a transcript so they could transfer credit. However higher education institutions reported to ACP 123 credit acceptance requests that originated from Saylor students for the same period; these are transfer requests that the institutions could identify originated with the Project. That disparity is an example of the problems the providers reported on Page 2; ACP may well have led to many students enrolling, a larger proportion of the 2,615 competitors, and aided many of the 332 transfer requests through its certification of courses, but only 123 were formally through the Project and thus captured by the Project's data collection. It's difficult to know if they are

a random sample of the broader number, or whether there's self-selection among students who participated through ACP.

Of 1,321 unique enrollments sponsored by ACP, 60.3% were for general education classes, 16.2% for introductory major courses, and only 2.4% were for advanced major courses. From those 1,321 course enrollments, 732 requested transcripts for the courses through the ACE CREDIT service. It is possible that additional transcripts were issues for ACP courses through StraighterLine, which also has the capacity to issue transcripts for academic credit.

Profile of the Average Student Journey

The above data describes a diverse student body, largely of adult students of modest income. Students usually had some college experience but had not completed a postsecondary degree. A significant majority were enrolled in a postsecondary program, usually at a master's-granting institution.

The project spent approximately \$90 on outreach and marketing per student who enrolled through ACP. Many of these students took multiple alternative credit courses. Other than with one anomalous provider, they generally completed their courses (69% excluding Saylor), and 10% requested transcripts of their work in these courses to secure transfer credit. Over a quarter graduated during the three-year observation period.

TABLE 1: Course Registrations, Completions, and Transcript Requests, April 2015 to March 2018

Alternative Course Provider	Student Registrations	Percentage Course Completions	ACPE Courses with At Least One Registration	ACP-origin Course Enrollments	ACP Courses Requested Total (ACP and Non-ACP Institutions)
StraighterLine	529	74%	119	1,053	332
Saylor	48,479	5%	42	123	510
Sophia	833	66%	4	33	6
Ed4Credit	177	46%	31	19	57
edX	769	50%	9	1	9
Pearson	6,914	72%	50	89	198
Total	36,237	24%	215	1,321	911

Summary and Recommendations

The Alternative Credit Project demonstrated a need for helping students understand their alternative credit options and assisting other higher education institutions to interpret a student's achievement in completing an alternative credit course. Interviewees from institutions found notable value in ACP's approach to course reviews—specifically, in how ACP provided evaluation profiles for individual courses that clearly communicated the work involved, the material covered, and the recommended traditional credit an institution should consider awarding. Providers also found the project helpful in expanding the market and value of their courses through higher visibility and clarity for students plus broader acceptance by institutions of their courses' results. Still, a successor initiative could learn from ACP's experiences in certain areas.

A similar project would need to collect data on its effectiveness at connecting students, alternative credit options and providers, and institutions. The commentary from staff at both providers and institutions made clear the confusion they felt at tracking students' participation in ACP and follow-on outcomes. That confusion largely resulted from ACP enrollment being one of many ways students could engage alternative credit options.

A more successful approach may be to make a condition of participation that all students reporting at every step of their journey through alternative credit courses into traditional institutions be captured in a unified data set. How the student found the course should be tracked, but all students should have the same data collected once enrolled in a course, and all requests for transfer credit from alternative credit providers should be logged in the same way. This would ensure all student journeys were being collected into the data set.

A project attempting to service student needs must engage students. Some clarity about their goals could be provided through a reasonable amount of surveying of individual students and their goals for participating along with their views of the outcomes of these courses. Without that context, much of the administrative data regarding enrollment and completion are difficult to interpret.

Clearer guidance should be offered to students about model pathways through institutions that leverage alternative credit options. According to several institutions, with the wide array of options presented to students, choosing the most appropriate choice can be bewildering. Students need more advising in the process of selecting and enrolling in courses, as well as in completing degrees.

Finally, student awareness will determine the scale of any similar program's impact; providers and institutions will only devote resources to participation if they're reasonably confident it will result in a large number of students having higher levels of success. In order to ensure that awareness, a greater amount of available resources need to be dedicated to presenting this option to prospective students.



Appendix A

Interview Protocol

1. Please tell me about your role at your institution/company, and your involvement with the ACP work to date.
2. What compelled your institution/company to engage in this work?
3. What do you think has gone well/been successful? What has not gone well?
4. What do you think should be done going forward with this work/and the ACP site?

FOR INSTITUTIONS:

1. How was your institution involved in marketing ACP (if at all)? What did you learn about what was effective/ineffective? How does your institution website connect to the ACP site (if at all)?
2. How often do transfer students come to your institution with alternative credits from alternative providers in the past/currently? Why or how does that occur?
3. How does your institution transfer in alternative credits generally (gen. ed, dev, intro. major course, adv. major course, elective, other, etc.)? Did that differ for ACP?
4. What is your view on how well students persist and succeed at your institution following alternative course taking?
5. Could you describe how you tracked ACE or alternative credentials in your internal system? What processes are associated with that?

FOR PROVIDERS:

1. How was your company involved in marketing ACP (if at all)? What did you learn about what was effective/ineffective? How does your company website connect to the ACP site (if at all)?
2. What do you know about who registered for ACP courses and how they came to discover the site and opportunity?
3. How do students register for courses at your website, what steps are involved, what costs?
4. What insights do you have on why some students are completing and why some are not?
5. What, if any, kinds of support does your company offer to students while taking ACP courses? Does that differ from other non-ACP courses?

Appendix B

Data Collection Tool

- ACE developed an evaluation tool for institutions to report data for each ACP student who matriculates into their campus and stays enrolled through the drop/add period. For comparison, institutions should also report data for other non-ACP transfer students in the reporting period, to the extent possible. We suggest a random sample of non-ACP transfer students; if your transfer student population is significantly large, such as 500 students larger than your ACP student population, please select a random sample of up to 500 non-ACP transfer students but no less than the total number of ACP students. If your institution is not comfortable with providing ACE with this data, please let us know.
- First data period: 4/1/2015 to 8/31/2016—due one month after the end of the period.
- Institutions can report the data in CSV, Excel, SPSS, STATA or any other format using the column short or long variable names listed below. The only common file format that we do not have access to is SAS.
- Institutions can convert quarterly information to terms OR request that ACE converts this information.

Variable	Variable Title	Description (Values)
Student ID & Demographic Information		
STUDID	Student ID Modified	Decoded numerical ID (IPEDS ID plus 5 digits zeros and 1, 2, 3, 4...)
ACPSTAT	ACP Status	Status of student based upon 1 st transfer term 1-Student enrolled after taking ACP Course 2-Student took ACP course while matriculated 3-Student is a non-ACP transfer student
SEX	Gender	1-Female, 2-Male, 3-Not reported/other
HISP	Hispanic/Non-Hispanic	1-Hispanic, 0-Non-Hispanic
ETHNIC	Race/Ethnicity	1-White, 2-Black or African-American, 3-American Indian or Alaskan Native, 4-Asian, Native Hawaiian or other Pacific Islander, 5-Other or multiple races 6-Unknown
DEPSTAT	Dependency Status	1-Dependent, 2-Independent, 3-Unknown
WDEPEND	With Dependents	1-Yes, 2-No, 3-Unknown
DOB	Date of Birth	6 digit DOB with zeros (month and year)



Variable	Variable Title	Description (Values)
ATTAIN	Highest level of school prior to ACP (Specify degree attainment prior to matriculation at your campus)	1-HS or GED, 2-Some college but no degree 3-Associate degree, 4-Bachelor degree 5-Graduate degree 6-Unknown
INCOME	Household income (Note: If possible)	1-\$0 to \$24,999 2-\$25,000 to \$49,999 3-\$50,000 to \$74,999 4-\$75,000 to \$99,999 5-100,000 and up 6-Unknown
PELLSTAT	Qualifies for Pell Grant in Transfer Term	1-Yes, 2-No, 3-Unknown
FIRSTGN	First Generation Status	1-Yes, 2-No, 3-Unknown Yes is defined as: (A) An individual both of whose parents/guardians did not complete a baccalaureate degree; or (B) In the case of any individual who regularly resided with and received support from only one parent/guardian, an individual whose only such parent/guardian did not complete a baccalaureate degree.
TRANSTRM	First Transfer Term	The first term student matriculated to institution (term, as defined by institution)
TRANSTRM2	ACP Transfer Term	The term the ACP credits first appear on your institutions transcript (term, as defined by the institution). If ACP credits are accepted during a current term for an already matriculated student, then the following term is considered the ACP transfer term
INTENSITY	Enrollment Intensity Upon ACP Transfer Term	0-NE (not enrolled), 1-FT, 2-PT (PT up to 11 credits, 12 or more FT)
DEGREESTAT	Degree Status	1= Degree seeking: Student is identified by the institution as degree seeking 0= Non-degree seeking: Student is identified by the institution as non-degree seeking
Alternative Credit Project Course Information		
ACP_CRSI_TI	ACP class(es) request (repeat variable per course, For example: ACP_Crs1, ACP_Crs2, ACP_Crs3...)	A pull down list of the 111 ACP course options



Variable	Variable Title	Description (Values)
CRSIEQV_T1 (cont'd for later terms)	ACP Accepted Course Equivalency I (repeat variable for each course, CRSIEQV, CRS2EQV, etc.)	1-General education 2-Developmental 3-Introductory major course 4-Advanced major course 5-Elective (general or major elective) 6-Other Note: Record transfer equivalency at the time of data collection from the adjacent selection
ACP_CRSI_T2	ACP class(es) request for Second Term (repeat variable per course, For example: ACP_Crs1, ACP_Crs2, ACP_Crs3...)	A pull down list of the 111 ACP course options
CRSIEQV_T2 (cont'd for later terms)	ACP Accepted Course Equivalency for Second Term (repeat variable for each course, CRSIEQV, CRS2EQV, etc.)	1-General education 2-Developmental 3-Introductory major course 4-Advanced major course 5-Elective (general or major elective) 6-Other Note: Record transfer equivalency at the time of data collection from the adjacent selection
Number attempted		
OTHRCRI	Total Credits Reviewed from Non ACP Sources, Summer 15 (number of credits)	Zero to X
OTHRCR2	Total Credits Reviewed from Non ACP Credits Review, Fall 15 (number of credits)	Zero to X
OTHRCR3	Total Credits Reviewed from Non ACP Credits Review, Spring 16 (number of credits)	Zero to X
OTHRCR4	Total Credits Reviewed from Non ACP Credits Review, Summer 16 (number of credits)	Zero to X
OTHRCR5... (cont'd for later terms)	Total Credits Reviewed from Non ACP Credits Review, X Term (number of credits)	Zero to X
Number transferred		
OTHRACC1	Non ACP Credits Accepted, Summer 15	Zero to X
OTHRACC2	Non ACP Credits Accepted, Fall 15	Zero to X
OTHRACC3	Non ACP Credits Accepted, Spring 16	Zero to X



Variable	Variable Title	Description (Values)
OTHRACC4	Non ACP Credits Accepted, Summer 16	Zero to X
OTHRACC5... (cont'd for later terms)	Non ACP Credits Accepted, X term	Zero to X
Enrollment & Persistence for both OTS and ACP		
GPA_1	GPA in the first ACP transfer term	Converted all to 4.0 scale http://inquiry.princetonreview.com/leadgentemplate/GPA_popup.asp (Note: If students took ACP courses while already enrolled, report GPA in the term they transferred in ACP credits)
GPA_2 (cont'd for later terms)	GPA in each of the subsequent terms after first ACP transfer term	Converted all to 4.0 scale http://inquiry.princetonreview.com/leadgentemplate/GPA_popup.asp (Note: If students took ACP courses while already enrolled, report GPA in the term they transferred in ACP credits)
PERSIST_1	Persistence to the next term from the 1 st ACP transfer term	1-Yes/ 2-No Student persisted through the ACP transfer term to the next term beyond the add/drop date
PERSIST_2 (cont'd for later terms)	Persistence in each of the subsequent terms following the first ACP transfer term	1-Yes/ 2-No Student persisted through the term to the next term beyond the add/drop date
PERSIST_GRAD	Persistence to graduation	1- Certificate/Certification 2- Associates Degree 3- Bachelors 4- Other (Please write in the type of credential awarded)
RETENT_1	Retention through full 1 st transfer term	1-Yes/ 2-No Student completed the ACP transfer term to an assigned end of term grade
RETENT_2 (cont'd for later terms)	Retention in each of the subsequent terms following the first ACP transfer term	1-Yes/ 2-No Student completed the term to an assigned end of term grade



Appendix C

Alternative Credit Project™ Course List

On October 21, 2015, the American Council on Education (ACE) announced the 111 low- or no-cost, lower-division general education courses that would be included in the Alternative Credit Project (ACP). More than 160 courses were initially submitted by the seven non-accredited providers in early 2015 for consideration.

The seven non-accredited providers selected to join the project included: Ed4Online; edX; JumpCourse; Pearson Learning Solutions; Saylor Academy; Sophia Learning; and StraighterLine.

With institutional input, ACE selected from the submission pool courses that were aligned with high-demand, lower-division subject areas to undergo its credit recommendation process. This final select group of courses was chosen based on the outcomes of the ACE faculty evaluation teams and institutional acceptance rates.

In April 2016, JumpCourse informed ACE that it would no longer be able to participate in the project due to course changes that would not allow them to accept students in the near future. Because of this, ACE removed JumpCourse from the list of participating providers. However, ACE did allow students who started or completed courses to finish and transfer that credit to a participating institution. This ultimately reduced the total number of courses in the ACP ecosystem from 111 to 104.

Students were able to select courses and determine which colleges and universities accept specific courses by visiting www.AlternativeCreditProject.com.

The courses in the Alternative Credit Project included:

Physical and Natural Sciences

- ACPE-0005 Introduction to Biology (Pearson)
- ACPE-0007 Physics: Introduction to Electromagnetism (Saylor Academy)
- ACPE-0008 Physics: Introduction to Mechanics (Saylor Academy)
- ACPE-0011 Introduction to Biology (StraighterLine)
- ACPE-0012 Introduction to Biology Lab (StraighterLine)
- ACPE-0020 Environmental Science (Pearson)
- ACPE-0023 Introduction to Molecular and Cellular Biology (Saylor Academy)
- ACPE-0027 Introduction to Environmental Science (StraighterLine)
- ACPE-0028 Microbiology (StraighterLine)
- ACPE-0029 Microbiology Lab (StraighterLine)
- ACPE-0034 General Chemistry (Saylor Academy)
- ACPE-0036 General Chemistry (StraighterLine)
- ACPE-0037 General Chemistry Lab (StraighterLine)
- ACPE-0038 General Physics (StraighterLine)



ACPE-0039 General Physics Lab (StraighterLine)
ACPE-0043 Introduction to Physics (JumpCourse)
ACPE-0089 Anatomy and Physiology (Ed4Online)
ACPE-0090 Anatomy and Physiology (Pearson)
ACPE-0091 Anatomy and Physiology I (StraighterLine)
ACPE-0092 Anatomy and Physiology I Lab (StraighterLine)
ACPE-0093 Anatomy and Physiology II (StraighterLine)
ACPE-0094 Anatomy and Physiology II Lab (StraighterLine)
ACPE-0116 Introduction to Nutrition (StraighterLine)

Mathematical Concepts

ACPE-0013 College Algebra (JumpCourse)
ACPE-0014 Statistics (Pearson)
ACPE-0015 Calculus I (Saylor Academy)
ACPE-0016 College Algebra (Saylor Academy)
ACPE-0017 Introduction to Statistics (Saylor Academy)
ACPE-0018 College Algebra (StraighterLine)
ACPE-0019 Pre-Calculus (StraighterLine)
ACPE-0031 Introduction to Differential Equations (edX)
ACPE-0032 Introduction to Statistics (JumpCourse)
ACPE-0033 College Algebra (Pearson)
ACPE-0040 General Calculus I (StraighterLine)
ACPE-0041 General Calculus II (StraighterLine)
ACPE-0137 Linear Differential Equations (edX)
ACPE-0138 Nonlinear Differential Equations: Order and Chaos (edX)

Critical Thinking, Writing, and Communication

ACPE-0002 Critical Thinking (Pearson)
ACPE-0003 English Composition I (Pearson)
ACPE-0004 English Composition II (Pearson)
ACPE-0006 Corporate Communication (Saylor Academy)
ACPE-0009 Business Communication (StraighterLine)
ACPE-0010 Introduction to Communications (StraighterLine)
ACPE-0024 English Composition I (Sophia Learning)
ACPE-0025 English Composition I (StraighterLine)
ACPE-0026 English Composition II (StraighterLine)
ACPE-0074 Introduction to Literature (Pearson)



Social and Behavioral Sciences

ACPE-0044 Macroeconomics (JumpCourse)
ACPE-0045 Microeconomics (JumpCourse)
ACPE-0047 Macroeconomics (Pearson)
ACPE-0048 Microeconomics (Pearson)
ACPE-0051 Professional and Career Development (Ed4Credit)
ACPE-0052 American Government (JumpCourse)
ACPE-0053 American Government (Pearson)
ACPE-0054 Student Success (Pearson)
ACPE-0055 Abnormal Psychology (Ed4Credit)
ACPE-0056 Introduction to Psychology (JumpCourse)
ACPE-0058 Aging and Society (Ed4Credit)
ACPE-0064 Student Success (StraighterLine)
ACPE-0067 Macroeconomics (StraighterLine)
ACPE-0068 Microeconomics (StraighterLine)
ACPE-0071 Introduction to Comparative Politics (Saylor Academy)
ACPE-0072 American Government (StraighterLine)
ACPE-0076 Introduction to Psychology (StraighterLine)
ACPE-0077 Intro to Psychology (Ed4Credit)
ACPE-0079 Cultural Anthropology (StraighterLine)
ACPE-0080 Introduction to Sociology (StraighterLine)

Humanities

ACPE-0049 American History I (Pearson)
ACPE-0050 American History II (Pearson)
ACPE-0061 Approaches to Studying Religions (Sophia Learning)
ACPE-0062 Introduction to Philosophy (StraighterLine)
ACPE-0063 Introduction to Religion (StraighterLine)
ACPE-0069 U.S. History I (StraighterLine)
ACPE-0070 U.S. History II (StraighterLine)
ACPE-0073 Ethics (Pearson)
ACPE-0083 Western Civilization I (StraighterLine)
ACPE-0084 Western Civilization II (StraighterLine)
ACPE-0105 Introduction to Art History (Sophia Learning)

Foreign Languages

ACPE-0129 Spanish I (StraighterLine)



ACPE-0130 Spanish II (StraighterLine)

Technology

ACPE-0100 Computer Basics (Ed4Credit)

ACPE-0109 Introduction to Business Information Systems (Pearson)

ACPE-0118 Managing Information Systems (Ed4Credit)

Business

ACPE-0085 Accounting I (Pearson)

ACPE-0086 Accounting I (StraighterLine)

ACPE-0087 Accounting II (Pearson)

ACPE-0088 Accounting II (StraighterLine)

ACPE-0095 Business Ethics (StraighterLine)

ACPE-0097 Business Law (Pearson)

ACPE-0098 Business Law (StraighterLine)

ACPE-0099 Business Law and Ethics (Saylor Academy)

ACPE-0102 Human Resource Management (Ed4Credit)

ACPE-0104 Human Resource Management (Pearson)

ACPE-0106 Introduction to Business (Pearson)

ACPE-0107 Introduction to Business (Saylor Academy)

ACPE-0108 Introduction to Business (StraighterLine)

ACPE-0112 Introduction to Finance (Pearson)

ACPE-0113 Introduction to Financial Accounting (Saylor Academy)

ACPE-0117 Managerial Accounting (Ed4Credit)

ACPE-0120 Organizational Behavior (Pearson)

ACPE-0121 Organizational Behavior (StraighterLine)

ACPE-0122 Principles of Management (Pearson)

ACPE-0123 Principles of Management (Saylor Academy)

ACPE-0124 Principles of Management (StraighterLine)

ACPE-0126 Principles of Marketing (Pearson)

ACPE-0127 Principles of Marketing (Saylor Academy)

ACPE-0128 Project Management (Sophia Learning)

ACPE-0132 Principles of Accounting 1 (Ed4Credit)

ACPE-0133 Principles of Accounting 2 (Ed4Credit)

ACPE-0134 Principles of Marketing (Ed4Credit)

ACPE-0135 Business Management (Ed4Credit)



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