Build America: Empowering Military Learners for Future Success

Lilly Endowment Summary Report on the Credit for Prior Learning Policies and Practices Survey (Phase One)

ACE American Council on Education®

Contents

Executive Summary

Phase One of this project focused on establishing a comprehensive understanding of current credit for prior learning (CPL) policies and practices across the university systems of two states—Georgia and Indiana. These states were selected based on their existing CPL policies and their desires to expand CPL opportunities for military learners; both states have made inroads into recognition and application of CPL. Data gathering methods used during this phase included surveys and focus groups. Georgia and Indiana provided valuable feedback on the integration of CPL into their broader higher education systems that allowed for a comparative look at regional variations in CPL adoption and policy.

Survey returns were lower than expected, which limited the ability to draw significant conclusions. However, well-attended focus groups provided significant insights into the current CPL climate across institutions in each state. By combining the survey data with the robust data of the focus groups, reliable and valid conclusions were achieved. Details of responses for both data collection methods are examined in this report, as well as observations and recommendations for next steps by the subject matter experts participating in this phase.

The American Council on Education (ACE) partnered with psychometricians from the American Association of Collegiate Registrars and Admissions Officers (AACRAO) in the creation and analysis of the survey. AACRAO partners provided observations and recommendations based on the survey data. Psychometricians and higher education experts engaged focus groups, reviewed the survey feedback, and contributed to the recommendations for the way ahead.

Key observations included a recommendation to continue follow-up research to determine how prevalent the lack of understanding of CPL institutional policies and practices is. More extensive training and a greater transparency for how CPL is addressed are both essential, as is the availability of resources for faculty and staff. The combination of data from the surveys and focus groups provides a sound basis for actionable recommendations for the project's next steps.

Introduction

Overview and Methodology

Detailed surveys were developed and distributed via Qualtrics to higher education institutions across Georgia and Indiana, focusing on current CPL policies, practices, and challenges. The surveys were differentiated between administrators and faculty. To ensure clarity and comprehensiveness, the survey design was reviewed and adjusted by psychometricians from ACE and AACRAO. AACRAO focused on higher education administration knowledge and the application of CPL for military-connected learners. ACE focused on faculty and the workforce, including data from both military-connected learners and civilian populations. The surveys were intended to record data that would quantify overall CPL patterns as well as to identify and describe how CPL for military-connected learners differs from general CPL policy and practice.

The key areas of focus for the surveys included:

- Methods to assess and award CPL at the undergraduate level
- Military-connected CPL awareness and opportunities
- CPL fees and financial assistance for military-connected learners
- CPL policy and quality assurance
- Training and faculty engagement

Surveys were distributed in March 2025. A total of 127 responses were received from Indiana (61 administrators and 66 faculty), and a total of 40 survey responses were received from Georgia (31 administrators and nine faculty). Following receipt of the responses, initial data cleaning began immediately. Cleaned survey data was processed and analyzed to extract key themes, trends, and actionable insights to inform project deliverables. Early evidence placed Indiana further along with CPL recognition and acceptance. However, Georgia has made noteworthy progress at the administrative level. Faculty engagement with the survey in Georgia was significantly lower, and the preliminary indication was that the CPL work has not engaged faculty to the same degree as in Indiana. A deeper study of the survey data will uncover more specific trends and anomalies.

Four focus groups—two in Georgia and two in Indiana—convened in March 2025. Georgia participants were made up of 10 administrators and seven faculty who took part in either the administrator or the faculty focus group session. Indiana participants comprised 24 administrators and 13 faculty who took part in either the administrator or the faculty focus group session. Participants included higher education administrators who had various roles within the institutions, such as registrars, deans, provosts, advisors, and faculty, and who offered qualitative perspectives on CPL implementation, opportunities, and challenges within their institutions.

Focus groups explored the following key areas:

- Faculty and staff awareness and engagement with CPL
- Institutional support and CPL training
- Challenges and training workforce opportunities in CPL implementation

Early results from these groups indicated that, while administrator and faculty perspectives differed relating to systemic (multi-institution) procedures and policies, they were in general agreement that additional awareness and training would be valuable. These discussions provided valuable insight into how CPL policies are interpreted and applied at the campus level, the challenges and opportunities faced by different stakeholder groups, and the degree of readiness for statewide collaboration.

In many areas, the minimal responses to the survey provided limited insight into the institutional systems. Fortunately, focus groups were very well attended and provided additional information to be able to draw relevant conclusions and recommendations. The data was examined in aggregate and broken down by state and meaningful differences in state-level data were noted. While the two states vary in terms of infrastructure and engagement, both faculty and administrator participants underscored the importance of improving student awareness, streamlining processes, and ensuring credit alignment to support the success of both civilian and military-connected learners.

Data Synthesis and Reporting

Following the survey and focus group sessions, data was analyzed to capture the key findings from the surveys and focus groups. This report provides insights into current CPL policies, practices, and challenges along with recommendations for improving and expanding CPL opportunities, and it focuses on the previously outlined key themes. The report is divided into seven sections that focus on Georgia's administrators, Georgia's faculty, Indiana's administrators, Indiana's faculty, a combined synthesis of overarching themes, overall observations, and recommendations for the future.

Section One: Georgia Administrator Insights from Surveys and Focus Groups

Survey Insights

The following is a sample of the administrators' comments for each key area assessed in the survey. The complete quantitative data can be found in appendix A.

Methods to Assess and Award CPL at the Undergraduate Level

Many programs do not automatically accept ACE recommendations for military-connected CPL. Credit decisions are made independently, often with faculty or academic departments that assess whether to grant credit based on the ACE recommendations but not necessarily following them fully. Faculty and academic departments play a central role in reviewing ACE recommendations and using them as guidelines, but the final decision on whether credit is awarded depends on the department's assessment and criteria—which can vary among institutions. There is no uniform approach across programs. There are differences in how departments apply ACE recommendations, ranging from accepting all ACE recommendations to considering them as one of several factors in making a credit decision. Depending on the institution, faculty may not only review the content of the ACE recommendations but also consider how the awarded credit aligns with the student's future success in subsequent courses.

Military-Connected CPL Opportunities and Awareness

There is a widespread lack of familiarity with CPL policies and practices among institutional respondents, as evidenced by responses of "I don't know/unsure" across multiple questions. There were multiple skipped questions (for example, 15.4 percent of respondents did not answer even the first basic question about types of military-connected learners served). The majority (58 percent) of surveyed institutions do not accept CPL awarded at other institutions in transfer, which creates mobility barriers for military-connected learners who frequently attend multiple institutions throughout their educational journey. Additional research focusing on transfer barriers is needed.

CPL Fees and Financial Assistance for Military-Connected Learners

Data indicated potential misunderstandings about funding mechanisms for CPL, with at least one respondent who incorrectly stated that federal financial aid can be used to offset CPL costs for military-connected learners.

CPL Policy and Quality Assurance

When considering institutional policy and standards, survey responses indicated that decisions about accepting military CPL credits depend on institutional standards and accreditation requirements. Institutions often require test scores or verification to ensure that student learning outcomes are met. Existing policies may prevent institutions from accepting CPL credits from other institutions.

There are also institutions that discussed integrating CPL into their catalog for the upcoming year. Institutions may prefer to conduct their own evaluations of CPL credits to ensure that they align with institutional equivalency and meet learning outcomes, and faculty play a role in verifying whether the prior learning matches the institution's standards.

On the matter of transfer credit, institutions reported a range of practices such as not currently accepting CPL credits transferred from other institutions and accepting large blocks of CPL credit awarded by other institutions, depending on the specifics of the credit. Commonly, institutions noted that they require original transcripts when applying for credits to ensure proper documentation and verification of prior learning.

Survey responses highlighted that faculty culture may influence the acceptance of CPL credits, which indicates that institutional or departmental attitudes can impact how CPL is integrated into the curriculum. Most institutions (62 percent) do not apply ACE National Guide and ACE Military Guide recommendations for credit awarded based on military-related experience as written, instead delegating credit evaluation authority to academic departments and faculty. This departmental decision-making approach results in inconsistent recognition of military training and experience across institutions, and military credits are frequently restricted to elective credits rather than satisfying major requirements. The provided explanations reveal a common pattern in which ACE recommendations serve merely as guidelines that are commonly modified, limited in their application to credit hours, or confined to nonmajor academic requirements.

The survey also indicated a clear disconnect between institutional policies and respondents' understanding of implementation practices. None of the responding institutions reported awarding upper-division credit for CPL to military-connected learners—creating a potential ceiling effect that may limit the value of military experience for degree completion.

Training and Faculty Engagement

A common theme among institutions in this sample acknowledges a need for training related to military CPL, yet there is little consensus on the appropriate level of training required (beginner, intermediate, or advanced) (see figure 1).

FIGURE 1. CPL TRAINING LEVELS

BEGINNER TRAINING	INTERMEDIATE TRAINING	ADVANCED TRAINING
• Explanation of the basics of credit for prior learning and military transfer credit • Introduction to policies and procedures for evaluating prior learning • Overview of military education and training programs	• Development of skills to assess and document prior learning experiences • Implementation of best practices for evaluating military training and education • Case studies and practical applications of credit transfer policies	• Advanced techniques for evaluating complex prior learning and military experiences • Design and leadership of workshops on credit for prior learning and military transfer credit • Policy development and strategic planning for institutional credit transfer initiatives

A basic training issue is that inconsistent terminology is used for military-connected learners across institutions, which hampers effective data collection, policy development, and service delivery for this population. Institutions use various formal and colloquial terms. Data suggest that while "veteran/veterans" is the most used term overall, institutions have also adopted more inclusive terminology, such as "military connected" and "military affiliated," which may encompass not only veterans but also active-duty personnel, reservists, and military family members. However, the terminology used often varies between institutions, even in the same state. There is no distinct indicator between the colloquial terminology and the formal terminology used to describe these learners.

Themes that emerged from survey responses regarding training included:

- **Faculty Engagement and Training**: Faculty understanding and commitment is crucial for effective CPL implementation. Several responses highlighted the importance of faculty training in evaluating student learning outcomes for CPL, as well as training for evaluators (e.g., CPL teams and faculty) on how to assess prior learning. There is also a need for faculty buy-in to recognize military experience or coursework; some mentioned a stigma that military learning may not be as rigorous as traditional coursework, which affects its acceptance. Faculty involvement and support are seen as critical for the successful implementation and acceptance of CPL.
- **Standardization and Processes**: A more standardized process for converting credits, such as creating a unified matrix for converting Joint Services Transcript (JST) credits or reviewing exams (e.g., DANTES Subject Standardized Tests (DSST)), could be helpful. The need for clearer methods and better institutional coordination for evaluating CPL was also noted.

- **Support and Staffing**: Some responses indicated the need for more staffing to support CPL processes, including handling appeals and requests. The staffing shortage was a challenge for many institutions in effectively implementing and managing CPL, especially when dealing with military-connected learners.
- **Compensation and Faculty Incentives**: There were calls for a definitive plan for compensating faculty who review portfolios or military experience for CPL credit. Some responses also questioned whether students should be charged for portfolio reviews and suggested that there should be clear guidelines regarding costs.
- **Institutional Buy-In and Leadership**: Departmental buy-in was highlighted as a critical factor for successful CPL implementation. Many responses mentioned the need for academic program usage and support from department chairs, upper administration, and leadership to create an institutional culture that embraces CPL, particularly for military-connected learners.

Focus Group Insights

The Georgia administrator focus group explored operational, advising, and policy-level aspects of CPL for military-connected learners. Themes are supported by quotes from participants that highlight institutional capacity, cross-campus coordination, and emerging best practices.

Staff Awareness and Engagement with CPL

Although most institutions have established CPL and prior learning assessment (PLA) processes, students often remain unaware of them until it is too late to maximize their benefits. CPL opportunities are typically published online, but students do not frequently access or engage with these materials. As a result, they may miss opportunities to substitute prior learning for coursework, leading to both lost time and tuition costs.

For example, several participants emphasized that students often complete courses from which they could have been exempted through CPL because they were unaware of the process during early advising stages.

> "We have it all published online, but rarely do students see it."

> "By the time they come to me, it's a little late."

> "Breakout sessions during orientation help catch them earlier."

Institutional Support and CPL Training

Processes for CPL vary widely across institutions, often depending on the enthusiasm and availability of individual staff or faculty members. While some institutions have formalized committees, others operate informally with a few key advocates. Faculty engagement was noted as critical but uneven; without formal structures, CPL process knowledge risks being siloed with particular individuals (and therefore subject to loss).

For example, participants noted a frequent reliance on "the CPL person" rather than clear, institutionalized systems. This leads to concerns about continuity if key personnel leave.

> "It's usually 'just ask [name redacted]' . . . not a formal process."

> "Champions keep it alive, but when they leave, it stops."

> "We have an unofficial committee, not a formal one."

Despite challenges, participants shared several effective practices:

- **Proactive Identification**: Admissions processes flag military-affiliated students and request JSTs early.
- **Credit Mapping**: Institutions actively map military training to specific credit opportunities aligned with institutional learning outcomes.
- **Orientation Sessions**: Specialized sessions during new student orientation help introduce CPL options to adult learners and veterans.

As another example, some institutions proactively aligned JST content with core curriculum outcomes rather than with specific course titles, which allowed greater flexibility in awarding credit.

> "Nothing goes to waste . . . if we bring it in, we use it."

> "Admissions flags military students early and requests JSTs."

> "We help students prep for CLEP [College Level Examination Program] and cover fees."

Participants strongly supported the creation of shared resources across institutions, including:

- A common database of prior credit evaluations (e.g., for Peace Officer Standards and Training (POST) certifications or specific JST courses)
- A directory of trained subject matter experts available to assist with CPL evaluations
- Statewide or national guidelines that provide clear, step-by-step procedures for CPL implementation

For example, there was broad consensus that pooling expertise and evaluation decisions could reduce redundancy and enhance consistency across the system. If X college accepts an "A" JST recommendation as equivalent to a campus course and Y college accepts X college's transfer credit for that same course, could that transfer be recorded so that Y college could automatically accept the JST recommendation for their campus course?

> "Why reinvent the wheel? Let's collaborate on CPL evaluations."

> "Pooling subject matter experts would help everyone."

> "If we knew what other colleges offer for credits, it would save us time."

Challenges and Training Workforce Opportunities in CPL Implementation

Formal training opportunities in CPL evaluation, particularly related to military learning, are scarce and inconsistent. Initial training is often funded by grants, but ongoing professional development is limited by financial constraints. Without continual training, newer faculty and staff often lack confidence in assessing CPL requests.

For example, several participants referenced past training (e.g., through CAEL (Council for Adult and Experiential Learning) or DePaul University) but lamented the absence of ongoing funding and infrastructure for professional development.

> "Funding for formal training dried up when grants ended."

"Without training, everything just falls to me."

"Faculty buy-in needs a carrot . . . a reason to care."

Several administrative hurdles complicate CPL implementation, such as:

- Residency requirements (e.g., 25 percent of degree credits must come from the awarding institution) often limit the ability to maximize CPL
- Lack of cross-institution collaboration results in duplication of effort when evaluating similar military training programs
- Portfolio assessment is often perceived as burdensome by students due to the time and effort involved (e.g., participants discussed how residency requirements force students to take additional, unnecessary courses, even if they have substantial prior learning)

"Residency requirements create barriers even when transfer credit is solid."

"Students have to take extra classes they don't need."

"Nobody could tell me why we limit CPL to 30 hours."

Section Two: Georgia Faculty Insights from Surveys and Focus Groups

Survey Insights

The following is a sample of the faculty comments for each key area. The complete quantitative data can be found in appendix B.

Methods to Assess and Award CPL at the Undergraduate Level

A major challenge in CPL is the lack of standardization across military branches in how training is documented and how it translates to college credits. Institutions report difficulties in translating military training into academic credits, and there is no consistent approach to awarding credit across different branches. There is growing attention on crosswalking military experiences to academic credit, but significant barriers to this concept exist—such as variations in how different branches document training and inconsistencies in program-level credit acceptance due to outside accreditors. The amount of credit awarded can differ by program, branch, and specific training or certification. For instance, credit awarded for basic training in the U.S. Marine Corps may differ significantly from that awarded for training in the Army or other branches. Institutions are open to evaluating portfolios, but this is not reported as a common practice. Some areas, such as humanities, have limited interactions with military-connected learners, and credit transfer can be particularly challenging in certain fields due to external accreditation requirements. There are issues with inconsistent recognition of military training and credit, particularly with ACE-recommended courses. This lack of standardization can lead to disparities in how credits are awarded, and it can create confusion for both students and faculty. The absence of clear crosswalks between military experience and academic credit is another hurdle that complicates the process.

Military-Connected CPL Opportunities and Awareness

The ability to award college credit for prior military experience allows students to complete their degrees faster by not retaking courses they have already mastered. It can help expedite the process, especially when credits from military service align with associate or bachelor's degree requirements. Respondents noted that their institution's interpretation of military credit is too rigid and not student friendly. They called for more flexible CPL processes that are inclusive and better support the unique needs of military-connected learners. Recognizing military training as academic credit helps military-connected students to feel validated and fosters a sense of purpose after their separation from service. This acknowledgment enhances their sense of belonging and persistence in their academic journey, which contributes to increased motivation and academic success.

CPL Fees and Financial Assistance for Military-Connected Learners

Some programs, especially those that are designed for transfer to four-year institutions, face limitations on accepting CPL due to articulation or transfer agreements with partner institutions. This can prevent military-connected learners from receiving CPL. There are instances in which military training does not align with the academic courses offered at institutions, and this mismatch can result in frustration when military-connected students are then required to repeat education or training they have already completed. Additionally, when course objectives do not match, students may be forced to take tests (such as CLEP exams), which may not accurately reflect their skills—particularly for those who are not strong test-takers.

CPL Policy and Quality Assurance

Institutions are still figuring out how to best award military credit; some institutions are in the process of developing systems, such the Indiana Purple Star School Designation program, or reviewing ACE recommendations and course objectives to determine where credit might be warranted. There are also concerns about the high standards set for awarding credit, which can sometimes limit the amount of credit granted. There is a need for better software and systems to manage military-connected CPL. Some respondents indicated that their current platforms are incomplete or not detailed enough and are missing key military service courses. Improved systems would streamline the process and increase efficiency.

A suggestion was made for creating a supportive veteran-focused space within the institution. This could include a dedicated point of contact for veterans, veteran-specific orientations, or first-semester courses. Having a clear, streamlined process for awarding CPL in a transparent and equitable manner is key to making military-connected students feel supported. Many respondents highlighted a lack of knowledge among faculty and staff about the CPL process for military-connected learners. This includes faculty ignorance about how to evaluate military credits as well as the challenges associated with interpreting military transcripts. There is also a lack of awareness among potential military-connected students about the institution's CPL options, which can limit their access to benefits.

Training and Faculty Engagement

Faculty and staff education was a recurring theme. Many responses indicated the necessity of training faculty and administrators to understand military-specific CPL processes. This includes understanding not only military transcripts and certifications but also the unique learning experiences of military-connected students. Without such training, it is difficult for institutions to evaluate military-related CPL effectively. Faculty buy-in is a significant challenge, as some respondents mentioned that faculty may not fully support or understand CPL for military-connected learners.

Furthermore, the workload for faculty and staff is a concern, as they must individually review and evaluate military transcripts and portfolio submissions and then determine equivalencies. This is a time-consuming process that can be overwhelming without sufficient resources. Many faculty members are not actively involved in the CPL process for military-connected learners. Some acknowledge that they have limited knowledge about the process, while others simply refer students to advisors or specialized personnel. Faculty often work in silos within their specific programs and may not have a broader understanding of how military-connected CPL works across the institution.

Focus Group Insights

Faculty in Georgia discussed their roles in CPL implementation, with an emphasis on portfolio evaluation, academic standards, and student advising. The following summary captures primary themes and insights that illustrate faculty perspectives and institutional context.

Faculty Awareness and Engagement with CPL

Faculty emphasized that having a knowledgeable staff member to guide the CPL process is essential.

> "We have a staff person who is designated the adult learner coordinator . . . she makes it easy for faculty."

> "We also have a coordinator in charge of military CPL."

> "We're a little spoiled. We have the greatest person working on ours."

Participants highlighted that individual faculty champions are key to successful CPL efforts.

> "It helps to have a champion. And we have that on the faculty and at a staff level."

> "You see how much easier it is when you have a champion . . . out there with all that energy and enthusiasm."

> "My family is a big military family, and so I just have a passion for advocating for veterans."

Institutional Support and CPL Training

Faculty said that most colleagues were unaware of CPL processes, and training was only required for those directly involved.

> "On my campus, the only faculty who were allowed to work with our coordinator . . . have all been through either CAEL's CPL program or the one offered by another institution."

> "I would say [that] on our campus, my guess is that most faculty are not familiar with this or would not interact with credit for prior learning."

> "I almost never hear anyone talk about it."

Faculty mentioned the need for better support and training access as well as for the possible addition of incentives to encourage broader CPL involvement.

> "Figure out a way that faculty can be rewarded for engaging . . . make it part of their faculty evaluation."

> "I think a community of practice could be good."

> "Perhaps a multiprong[ed] approach at providing training . . . webinars that they put out there for everybody."

While faculty broadly support CPL in principle, several comments reflected underlying tensions related to academic integrity, workload expectations, and system-wide policies. These concerns underscore the importance of faculty inclusion in planning processes and of creating supports that respect disciplinary standards and time constraints.

> "Figure out a way that faculty can be rewarded for engaging even more . . . See, as it is, it's just volunteer service."

> "Each campus has unique courses and unique course descriptions. I don't think you could do a cookie cutter."

> "I don't believe, to the best of my understanding, my university does not give credit for prior learning that's not coming in as some type of course on a transcript."

Challenges and Training Workforce Opportunities in CPL Implementation

There was consensus that students rarely know about CPL unless faculty or advisors point it out.

> "I don't think our students are aware at all. That's where it comes from the faculty advisors."

> "At my institution, I don't think students are particularly aware except for those students who find themselves interacting with our adults and military coordinator."

> "So many students, especially coming into school, don't know that it's a thing."

Overall Summary of Georgia Focus Groups

The faculty and administrator focus groups offered complementary but distinct perspectives on CPL implementation. Faculty participants emphasized the need for greater institutional support, accessible training, and formal recognition of their efforts in facilitating CPL opportunities. Their experiences suggested that faculty engagement is often driven by individual passion rather than structured institutional processes.

In contrast, administrators approached CPL from a systemic perspective that focused on policy alignment, process standardization, proactive student outreach, and sustainable training model development. Administrators also demonstrated a broader awareness of system-wide challenges, including inconsistencies across institutions and the need for collaboration in evaluating military and other nontraditional learning.

These differing perspectives highlighted that the successful expansion of CPL will require a two-pronged approach of strengthening system-wide policies and infrastructure while simultaneously fostering faculty engagement through training, communication, and professional incentives.

Section Three: Indiana Administrator Insights from Surveys and Focus Groups

Survey Insights

The following is a sample of the administrators' comments for each key area. The complete quantitative data can be found in appendix C.

Methods to Assess and Award CPL at the Undergraduate Level

A significant factor contributing to the increase in CPL awards for military-connected learners is the expanded offering of CPL at more campus locations, as well as more online classes that have made higher education more accessible to veterans, active-duty service members, and reservists. Formal CPL policies have streamlined and directed efforts to expand pathways for military-connected learners at institutions where these policies have been established and approved. There have also been improvements in processing methods for awarding CPL, resulting in more efficient processes. Institutions have become more open to using the ACE Military Guide and following its recommendations, making it easier to award credits for military experiences based on the established guidelines.

One way to simplify the credit evaluation process is with institutions requesting Joint Services Transcripts (JST) on behalf of students. Faculty have increasingly permitted the acceptance of ACE courses for credit, though still requiring individual review for non-elective credit. Institutions are developing specialized curriculums for military roles that align with academic programs that help to better match military skills to academic credit, such as military medics who transition to associate of science in nursing programs. Even for institutions that began formally evaluating JSTs only in the past academic year, there has been a natural increase in CPL awards for military-connected learners.

Military-Connected CPL Opportunities and Awareness

Strong institutional support is a key condition for expanding CPL recognition. Responses emphasized the need for leadership from top administration (e.g., provosts, deans, and university presidents) to prioritize and drive efforts for CPL recognition. Faculty and administrator agreement on CPL policies and a commitment to supporting military-connected learners are also seen as essential. CPL enables military-connected students to apply their military-acquired competencies directly toward degree pathways that align with civilian workforce demands. This alignment not only aids in academic progression but also enhances career readiness, making students more competitive in the job market upon graduation. The CPL process can be slow and bureaucratic, causing delays in credit evaluations, which impacts students' progress. Reviewing military transcripts—especially JSTs—can be time-consuming, and institutions often rely on manual processes for evaluation. This requires significant time and personnel resources, and the lack of a streamlined or automated process can create bottlenecks.

Institutions are working closely with state agencies such as the U.S. Department of Veterans Affairs to streamline the CPL process for military-connected learners. These agencies help to ensure that military training is evaluated properly and that policies align with workforce needs; in turn, this enables better integration of CPL into degree programs. State agencies also assist with data-sharing initiatives to track the success of military-connected students. Employers play a key role by providing insights into the skills and competencies that are valued in the workforce. This ensures that military-acquired skills are recognized and aligned with industry standards, which helps military-connected students to transition smoothly into high-demand career fields. Employers can also help in identifying which skills or training programs are most relevant to current job markets.

A common theme among the institutions was the preference to conduct their own evaluations of CPL credits to ensure alignment with their specific academic standards, course offerings, and learning outcomes. This ensures that students receive the maximum possible CPL credit, as each institution may have different expectations for the relevance and applicability of the prior learning. There is a concern that the way CPL is evaluated at another institution may not align with the receiving institution's courses or degree requirements. Differences in how institutions evaluate and award CPL credits make it difficult to accept credits awarded elsewhere. Each institution has its own policies, procedures, and guidelines for evaluating CPL, which can result in inconsistencies in how credits are transferred. This includes differences in the type of credits accepted, such as whether credits from test-out courses or pass/fail grades are eligible.

CPL Fees and Financial Assistance for Military-Connected Learners

Access to additional state and federal funding could help broaden CPL opportunities for military-connected students. This could support the infrastructure needed for the full implementation of CPL programs. For some students, CPL helps to fulfill requirements for core courses or specific programs. For example, military-connected learners may use CPL credits to waive certain foundational courses or complete elective requirements, assisting them with moving through their academic programs more quickly.

A consistent benefit mentioned is the reduction in time and financial costs for military-connected students. By awarding CPL for prior military experience, students are able to shorten their time to degree completion, which is particularly beneficial for those who are pursuing associate degrees or similar credentials. This also reduces tuition and other related costs for students.

CPL Policy and Quality Assurance

Improving data collection and tracking of CPL outcomes is seen as necessary for monitoring the success of CPL initiatives. Proactive engagement in promoting CPL opportunities and better classification of military job codes can help with identifying which training is applicable for academic credit. A suggestion to improve CPL consistency was for the creation of dedicated teams or positions that are focused on evaluating and awarding CPL for military-connected learners. This could involve specialized personnel who understand military training and experience and who can work with subject matter experts to ensure accurate credit evaluation.

Regularly reviewing and improving CPL policies and processes based on feedback and data is seen as necessary for ensuring that CPL practices are effective and accessible. This continuous improvement will help adapt to the evolving needs of military-connected learners. There is a general lack of clear, standardized guidelines for how to evaluate and award CPL for military-connected students. This includes issues with translating military training into college credit and the inconsistent use of tools such as ACE recommendations and JST transcripts. The process can vary widely between departments or institutions, which creates confusion for both students and staff.

Training and Faculty Engagement

Faculty involvement is critical for the success of CPL expansion. This includes faculty reviewing military competencies, understanding how military training aligns with academic programs, and being receptive to awarding CPL for military experiences. Faculty awareness of military-related experiences and training is necessary for the fair evaluation of credits. Increased training on CPL, particularly with regard to military-connected learners, is identified as essential for faculty and staff. This includes training on reading JSTs, understanding ACE recommendations, and communicating CPL opportunities to students. Faculty and staff need to be better equipped to understand the value of military training and how to assess it for academic credit.

Evaluating CPL for military-connected students often requires additional time and effort from faculty, especially those with military experience. Faculty members are already stretched thin with their teaching responsibilities, however, making it difficult for them to dedicate time to review CPL requests. The faculty workload related to CPL evaluation can be a strain on academic demands. The process of evaluating CPL, including reviewing military training materials or portfolios, can be complex and time-consuming. Additionally, issues such as the difficulty of reading and interpreting JST transcripts or dealing with technical issues (e.g., ordering JSTs through a nonsecure website) further complicate the process. A common theme was the need for more experienced personnel or dedicated resources to support the CPL process for military-connected learners. Having specialized staff and clear institutional policies to guide the evaluation process could alleviate some of these challenges.

Faculty are generally not involved in the application or admissions process for military-connected learners. Their primary role is limited to evaluating portfolios or other forms of CPL offerings when students are already enrolled. The responsibility for assessing military credits, such as those from JSTs, often falls on specialized staff rather than faculty. The application and evaluation of military CPL credits are typically managed by nonfaculty staff, including registrars, admissions, and advising offices. Faculty involvement tends to be limited to specific instances, such as evaluating course equivalencies or working with advising staff to help with CPL-related decisions once students are admitted. There is a lack of specific training for faculty on military-connected CPL processes, which may contribute to their limited involvement. Faculty are often unaware of the specifics of CPL for military students—as a result, they may not be able to effectively guide students through the process without additional support.

Focus Group Insights

This summary reflects insights from Indiana administrators involved in implementing CPL policies and practices. Key themes are presented alongside participant quotes that underscore system-level challenges and institutional efforts.

Staff Awareness and Engagement with CPL

Faculty often aren't directly involved in CPL evaluations unless they initially review crosswalks; many processes happen without their ongoing input.

> "Faculty don't really get involved in that process. I hear about it, but they are not really involved."

> "There's just a lot of things that go on that we don't understand."

> "Once something gets added to our crosswalk, it means that it's been reviewed by faculty and they're comfortable with awarding that credit."

Even though JST credits are often processed similarly to civilian transfers, the scope of military training data is overwhelming, and limited staff and time prevent more proactive approaches.

> "It's just the time. There's just so much that to do it wholeheartedly seems impossible at this point."

> "Faculty are busy and maybe don't have time to review. The people preparing the packages for faculty to review don't have time."

> "Without the time and manpower, it's just a reactive process every time a transcript arrives."

Institutional Support and CPL Training

Most institutions process military credit similarly to civilian transfer credit—but many still lack robust, systematic approaches.

> "Once we get the JST, we kind of run it through the same transfer process."

> "We've got a pretty strong CPL crosswalk for various things, but the military one we struggle with a little bit."

> "I physically put in the transfer credit when we get an official JST. It is handled like transfer credit."

Institutions recognize the need for better training for faculty, staff, and advisors as well as for better use of technology to manage and track military credits.

> "Leveraging technology better . . . opportunities for technology to really help us store those decisions that faculty are making."

> "We do have a strong CPL policy, but I would like to see more training."

Challenges and Training Workforce Opportunities in CPL Implementation

Students often do not know about CPL opportunities or learn about them until it is too late to benefit.

> "The general consensus is 'I'm not going to get anything, so why bother?'"

> "If no one is raising the student's awareness, no matter what we're doing behind the scenes becomes a lot less valuable."

> "The timing component on the advising end is really critical."

Institutions unintentionally overpromise credit opportunities, which leads to student frustration when credits do not apply to their degree.

> "Higher education unintentionally makes some empty promises to service members on military CPL."

> "The available credit dries up pretty quickly depending on what program they choose."

> "We need to reckon with how we get from availability to utility."

Section Four: Indiana Faculty Insights from Surveys and Focus Groups

Survey Insights

The following is a sample of the faculty comments for each key area. The complete quantitative data can be found in appendix D.

Methods to Assess and Award CPL at the Undergraduate Level

Without a centralized unit to manage CPL processes, the burden falls on individual faculty members, who must handle time-consuming tasks such as revising military transcripts, meeting with students, and evaluating portfolios. This decentralized approach leads to inefficiencies and a lack of consistency in how CPL is implemented. Respondents highlighted a lack of knowledge among faculty and staff about the CPL process for military-connected learners; this includes faculty ignorance about how to evaluate military credits as well as challenges associated with interpreting military transcripts. There is also a lack of awareness among potential military-connected students about their institutions' CPL options, which can limit their access to benefits. There is a general sentiment that the CPL process for military-connected learners is fragmented, with faculty working independently and not always coordinating across departments. This lack of centralized coordination can lead to inefficiencies and confusion about how to best support military-connected students.

Advisors and program coordinators play a significant role in helping military-connected learners to navigate the CPL process. The responsibility for managing the CPL process largely falls to advisors who encourage students to request academic credit. Program coordinators are often mentioned as the main point of contact for handling CPL, though they are sometimes overworked.

Military-Connected CPL Opportunities and Awareness

Recognizing military training as academic credit helps military-connected students to feel validated and fosters a sense of purpose after their separation from service. This acknowledgment enhances their sense of belonging and persistence in their academic journey, contributing to increased motivation and academic success. The ability to award college credit for prior military experience allows students to complete their degrees faster by not retaking courses they have already mastered. It can help expedite the process, especially when credits from military service align with associate or bachelor's degree requirements.

CPL Fees and Financial Assistance for Military-Connected Learners

Programs designed for transfer to four-year institutions face limitations on accepting CPL due to articulation agreements or transfer agreements with partner institutions. This can prevent military-connected learners from receiving CPL. A suggestion was made for creating a supportive, veteran-focused space within institutions. This could include a dedicated point of contact for veterans and could host veteran-specific orientations or first-semester courses.

CPL Policy and Quality Assurance

A major challenge is the lack of standardization across military branches in how training is documented and how it translates to college credits. A consistent difficulty in translating military training into academic credits is the lack of a uniform approach to awarding credit across different branches. Portfolio evaluations are often accepted, but they are not a popular option among students. Academic areas such as humanities have limited interactions with military-connected learners, and credit transfer can be particularly difficult in certain fields due to external accreditation requirements. There are challenges with inconsistent recognition of military training and credit, particularly with ACE-recommended courses. This lack of standardization can lead to disparities in how credits are awarded and create confusion for both students and faculty. The absence of clear crosswalks between military experience and academic credit is another hurdle that complicates the process.

Training and Faculty Engagement

Faculty and staff education is a recurring theme. Many responses indicate the necessity of training faculty and administrators to understand military-specific CPL processes. This includes understanding military transcripts and certifications as well as the unique learning experiences of military-connected students. Without such training, it is difficult for institutions to evaluate military-related CPL appropriately. Effective evaluation methods, particularly portfolio assessments, are important to ensure that CPL accurately reflects military learning. In cases for which exams aren't an option, evaluating portfolios becomes crucial; however, this process may require financial compensation for the evaluators.

Respondents highlighted a lack of knowledge among faculty and staff about the CPL process for military-connected learners. This includes faculty ignorance about how to evaluate military credits and the challenges associated with interpreting military transcripts. There is also a lack of awareness among potential military-connected students about the institution's CPL options, which can limit their access to benefits.

Faculty buy-in is a significant challenge, as faculty may not fully support or understand CPL for military-connected learners. Furthermore, the workload for faculty and staff is a concern, as they must individually review and evaluate military transcripts, portfolio submissions, and determine equivalencies. This is a time-consuming process that can be overwhelming without sufficient resources.

Focus Group Insights

This summary highlights key themes from the Indiana faculty focus group, which explored campus-level engagement with CPL for military-connected learners. Supporting insights from participants illustrate common experiences, challenges, and areas of opportunity.

Faculty Awareness and Engagement with CPL

Faculty are broadly aware of military CPL but not typically involved in evaluating it unless it is through a formal portfolio review. However, faculty who are veterans tend to be more engaged and aware.

> "Do you know it exists? I guess that's yeah. Good."

> "Our faculty who are also veterans are definitely more proactive."

> "Most of us don't get involved in this . . . we have full-time advisors and people in the registrar's office that kind of handle this."

JST credits are often processed outside of faculty review unless they are tied to portfolios or unusual courses, but faculty see their role as essential for nonstandard or new credit evaluations.

> "[Students] can put that information into a portfolio and that would be sent to the department for faculty to review."

> "We are the subject matter experts . . . we need to be brought in the loop."

Institutional Support and CPL Training

Participants called for statewide or institutional guidelines and transparent processes out of concern that a lack of clarity affects both students and faculty.

> "Clearly define the pipeline, stages, and roles of each . . . because I don't think in general faculty play a role."

> "Where they [students] can find it, it's incredibly important."

Overcommitment to committees and lack of staffing or time were cited as major obstacles. Faculty suggested that some institutions "talk a good game" but can't deliver on CPL implementation due to resource gaps.

> "It's a matter of resources."

> "There's not the manpower or funding for manpower or resources."

Indiana faculty expressed a desire for cross-institutional collaboration as well as shared infrastructure, and there is optimism that a statewide approach could improve consistency and efficiency.

> "I think that's where CHE [Indiana Commission for Higher Education] is going with this . . . and I think that's great. I can't wait."

> "I would just say [that] from a faculty lens, I think the public institutions in Indiana are remarkably collaborative. And that will help all of us."

Challenges and Training Workforce Opportunities in CPL Implementation

Faculty noted that students often do not know about CPL options and that hurts their ability to benefit from them. Advising is seen as central to CPL success, but it is often fragmented.

> "Make sure that it is communicated to the students . . . students don't even know."

> "Have a central point of contact."

> "Why pay for another set of credit hours when you literally are learning the same thing again?"

Overall Summary of Indiana Focus Groups

Faculty and administrators across Indiana shared a clear commitment to supporting military-connected learners through CPL, but their perspectives and day-to-day experiences have differed significantly. Faculty often expressed limited involvement in CPL decisions, except for cases in which they were asked to evaluate portfolios. Many described their awareness as indirect or case-dependent and stated that it was often tied to personal experience or informal advising. Despite this, faculty showed a desire for clearer guidelines, structured roles, and better communication across institutions. CPL alignment with academic programs and financial aid concerns were of particular importance.

In contrast, administrators demonstrated a broader awareness of CPL systems and policies but also voiced deep frustration over the lack of consistent infrastructure and staffing. Many described CPL as a manual, reactive process that depends heavily on institutional memory or individual champions rather than shared systems. They consistently cited challenges related to student advising, technological tools, and the difficulty of keeping faculty and advisors trained amid other institutional demands.

Both groups identified similar pain points and shared the concerns that students often do not learn about CPL options early enough to benefit and that CPL can sometimes overpromise credit that does not align with their degree plans. However, faculty were more focused on the academic and student experience implications, while administrators emphasized the operational and systemic hurdles. Together, their feedback points to a shared need for more coordinated CPL processes, training, and transparency, with opportunities for statewide collaboration clearly on the horizon.

Section Five: Combined Systems and Themes

Combined Survey Themes

There are many contributions to the increase in awarding of CPL to military-connected learners including a growing openness to CPL, an increase in institutional acceptance, and the expansion of opportunities for specific military roles. Newly adopted or updated CPL policies are being aligned with systems or board regulations. Additionally, faculty are more open to recognizing ACE courses beyond electives, including eligibility for majors and/or program credit, and there is an increase in academic support for integrating military learning into programs of study. Improved processes and infrastructure, increased communication and awareness, and growth in military-connected enrollment are beginning to drive the increased demand for CPL evaluations.

While there is recognition that CPL has a positive, student-centered impact on outcomes, including shortened time to degree completion, reduced financial burden, greater student retention, and higher graduations rates, the survey results also brought to focus areas that still need attention.

Many institutions do not track CPL data specifically for military-connected students, or they simply lack sufficient data due to low enrollment. Improved policies, faculty buy-in, and structured processes are essential components to expand an institution's CPL processes. CPL can be a recruitment and enrollment driver, especially among military-affiliated populations.

Common themes emerged surrounding the increase in recognition of CPL, such as faculty buy-in and engagement, the development of standard policies that align with ACE and JST standards, the creation and expansion of evaluation processes and resources, and training and awareness. Institutional leadership and support, better communication and promotion, greater alignment to academic programs, and improved data collection and tracking were also present themes across both states.

Difficulties with the current state of CPL include a misalignment between military training and academic programs, which may lead to gaps in curriculum, lack of awareness by military-connected learners of the possibilities of CPL, challenges to the evaluation and crosswalk of CPL, and overall process limitations. These issues include the lack of faculty buy-in, standardized CPL processes, dedicated personnel or support teams, or clearly communicated policies with historical tracking of how credit is awarded.

Partnerships with state agencies, as well as workforce partners, can drive the message of CPL to align efforts with workforce and industry needs. There is recognition of the need for standardizing data sharing and crosswalks, creating or expanding a system-wide advisory group that shares best practices, and developing more consistent CPL policy development.

Many high-opportunity fields were identified, including cybersecurity and information technology, health care, logistics and supply chain management, engineering and skilled trades, criminal justice, and intelligence. These are all rapidly changing fields and hard-to-hire areas in which CPL could make a difference for workforce hiring.

CPL that is evaluated and awarded is not always accepted at another institution in transfer. The reasons for this are varied and include institutional control over CPL evaluations, policies, and standards for CPL that are specific to the institution. There is a reluctance to accept transfer CPL because it may not align with the transfer institution's policies, including limitations of CPL acceptance. There is a preference to reevaluate awarded CPL evaluations based on institutional catalogs and policies.

Combined Focus Group Themes

Comparison of Administrator Focus Groups from Georgia and Indiana

The following section highlights key similarities and differences between the administrator focus groups from Georgia and Indiana, with attention to shared challenges, institutional capacity, and varying levels of system-wide coordination (see table 1).

TABLE 1. KEY SIMILARITIES AND DIFFERENCES BETWEEN ADMINISTRATOR FOCUS GROUPS FROM GEORGIA AND INDIANA

	GEORGIA ADMINISTRATORS	INDIANA ADMINISTRATORS
Overall Tone	Collaborative, optimistic, and looking toward building systems across institutions	Realistic, strained, and focused on local barriers and institutional limitations
Approach to CPL	System-focused: talking about sharing course evaluations, statewide collaboration, faculty panels	Campus-focused: each institution handling CPL internally, often manually, with limited shared strategy
View of Faculty Role	Faculty heavily involved in developing and reviewing CPL policies and credit equivalencies	Faculty largely uninvolved day-to-day; engagement mostly happens during initial review only
Technology Use	Some interest in sharing systems and cross-campus databases both within and between institutions	Very strong wish for better tech solutions; frustration about poor record keeping and manual tracking
Biggest Barrier Identified	Scaling and consistency across institutions (e.g., needing more common frameworks)	Time, manpower, and awareness on campus combined with daily operational challenges
Optimism About Scaling	High: pushing toward statewide CPL articulation and broader access	Moderate: very aware of challenges and capacity limits; want improvement by cautions about scaling
Student Advising Concerns	Acknowledged but less central to the discussion (more systemic focus)	Very central; strong emphasis that students are unaware of CPL options early enough to benefit
View on CPL Promise Versus Reality	Focused on potential to create better pathways (and how to get there)	Focused on disillusionment; feeling that CPL often over promises and under-delivers for students

Compared with Georgia's administrators, who focused on statewide collaboration and system-building for CPL, Indiana administrators highlighted significant internal challenges—such as staffing shortages, limited faculty engagement, and student advising gaps, which often prevent military-connected learners from fully benefiting from CPL opportunities.

Comparison of Faculty Focus Groups from Georgia and Indiana

The following section highlights key similarities and differences between the faculty focus groups from Georgia and Indiana, with attention to shared challenges, institutional capacity, and varying levels of system-wide coordination (see table 2).

TABLE 2. KEY SIMILARITIES AND DIFFERENCES BETWEEN FACULTY FOCUS GROUPS FROM GEORGIA AND INDIANA

	GEORGIA FACULTY	INDIANA FACULTY
Overall Tone	Engaged and proactive: many faculty are well informed and invested in CPL success	Cautiously constructive: interest in CPL improvement but frustrated by unclear structures
CPL Awareness	Generally high awareness; many have participated in CPL or PLA programs, especially via ALC	Mixed awareness; some are unfamiliar unless they have direct experience or are veterans themselves
Faculty Involvement	Active involvement in portfolio review and JST credit evaluation; faculty are core to the process	Limited involvement unless specifically reviewing portfolios; unclear understanding of roles
Technology and Process	Processes are better defined; institutions use structured crosswalks and review mechanisms	Processes are inconsistent; limited visibility into how CPL decisions are made or tracked
Training and Support	Many have received formal training (e.g., DePaul, CAEL); faculty recognize need for continued training	Little to no formal training reported; faculty express need for clearer guidance and expectations
Student Advising Concerns	Advising is important but often handled through strong campus coordination or early orientation	Major concern; students often unaware of CPL options until it's too late to take advantage
Perception of CPL Value	Generally positive; CPL seen as a meaningful way to accelerate degree completion for veterans	Concerned CPL may not align with degree paths or could negatively affect financial aid eligibility
Collaboration Outlook	Strong support for cross-campus collaboration and shared evaluation models across the system	Interested in statewide collaboration; see potential but lack existing shared frameworks

Faculty from Georgia demonstrated higher engagement, structured involvement, and statewide coordination around CPL, while Indiana faculty showed interest in this but also expressed frustration with the limited awareness, unclear processes, and lack of guidance and collaboration.

Section Six: Overall Observations

CPL Assessment Methods

Georgia and Indiana's state systems were compared with the national sample produced by AACRAO in its report *Enhancing Accessibility and Inclusion: The 2024 Landscape of Credit for Prior Learning in U.S. and Canadian Higher Education*.[1] The report examines the current state of undergraduate CPL in U.S. and Canadian higher education, and it highlights the importance of integrating learning from outside of traditional academic environments.

Regarding what pathways are available for learners, Georgia and Indiana compared favorably to the national sample in the categories of standardized exams (88 percent compared with 90 percent for the national sample) and evaluation of noncollege education and training (81 percent compared with 91 percent nationally). Individual assessment considerations were lower than the national sample (50 percent compared with 80 percent nationally), as were the conversions of institutional non-credit to credit (15 percent compared with 31 percent nationally).

When comparing the learning sources that were eligible through the CPL process, military experience was 88 percent—slightly lower than the national sample of 91 percent. However, learning acquired outside of a teaching environment (58 percent versus 74 percent nationally), professional experiences (50 percent versus 88 percent nationally), and non-credit courses (33 percent versus 80 percent nationally) were significantly lower.

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1   Wendy Kilgore, *Enhancing Accessibility and Inclusion: The 2024 Landscape of Credit for Prior Learning in U.S. and Canadian Higher Education* (American Association of Collegiate Registrars and Admissions Officers, 2024), https://www.aacrao.org/research-publications/aacrao-research/enhancing-accessibility-and-inclusion-the-2024-landscape-of-credit-for-prior-learning-in-us-and-canadian-higher-education.

Awarding CPL Credit

To improve the adoption of ACE recommendations, it is important to investigate the factors that would encourage institutions to accept these recommendations without any modifications. Understanding these motivators can help tailor strategies to increase compliance. Additionally, it is important to validate whether the sample used in the study accurately represents the use of ACE evaluation methods for recognizing military-connected noncollege education and training for CPL. This involves confirming if these institutions are exceptions to the national sample data, which shows a higher percentage of institutions that are utilizing these evaluation methods.

In this small sample from Georgia and Indiana, the institutions are considerably less likely to apply earned CPL to meet several institutional requirements than the national sample.

Veterans services staff and registrar's office staff are most likely to be responsible for assisting military-connected learners with the CPL process.

Policy Structure and Quality Assurance Observations

Transfer policies regarding CPL can significantly impact students' abilities to leverage their prior learning when moving between institutions. Of the Georgia and Indiana sample, 58 percent did not accept CPL awarded at another institution in transfer and 54 percent reported the same in the national sample.

Personnel and Training

Only 8 percent of institutions in the sample reported having formal training available for staff who were assisting military-connected learners with CPL. Meanwhile, 48 percent of respondents were unsure about the availability of such training, and 43 percent indicated that no formal training was provided.

The survey revealed diverse training interest among respondents. Specifically, 40 percent expressed a need for beginner-level training, while 34 percent indicated a requirement for intermediate training. Only 4 percent of respondents reported that they needed advanced training, and another 4 percent stated that they did not require any training at all. Additionally, 18 percent of respondents were unsure about the type of training needed.

Faculty Engagement and Awareness

According to the survey, 65 percent of respondents were familiar with how faculty are informed about CPL options for military-connected learners, with word of mouth being the most common method (34 percent). This contrasts significantly with the national sample, of which 59 percent of respondents indicated that academic leadership was the primary source of information about general CPL options.[2] Opinions on faculty awareness of CPL options for military learners were mixed, as were opinions on faculty awareness of the value of these CPL options.

Focus Groups Summary

Together, these focus groups offer a multifaceted view of how institutions are engaging with CPL for military-connected learners, revealing both promising practices and areas for growth. While differences emerged across roles and states, common themes around the need for student advising, process clarity, and collaboration were consistent throughout. These insights can inform future efforts to strengthen CPL systems, promote alignment, and ensure that military-connected learners receive the credit and support they deserve.

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2   See figure 18 in Kilgore, *Enhancing Accessibility and Inclusion*.

Section Seven: Recommendations and Future Steps

Several areas for further investigation and action have emerged from the survey and focus group findings. First, there is a need to examine why CPL that is awarded to military-connected learners often does not apply to upper-division coursework. Understanding the policy or structural barriers that prevent such credit from being applied more broadly will be essential to creating equitable CPL pathways.

Additionally, efforts should be made to determine whether the patterns observed in Georgia and Indiana reflect national trends, or if these states are outliers in terms of CPL applicability. If Georgia and Indiana differ from national benchmarks, particularly regarding how CPL credit satisfies institutional requirements, further analysis will be needed to identify underlying causes and inform appropriate policy responses.

Finally, two persistent barriers—the limited transferability of CPL credit across institutions and the gap in targeted training on military-connected CPL—require attention. While the need for training is clear, additional exploration is vital to understand what types of training would be most effective and for whom. Addressing these issues will be critical to ensuring CPL can serve as a meaningful, portable, and well-integrated opportunity for military-connected learners.

The insights gathered from the survey and focus groups were used to inform the next phase of the project, which will focus on refining CPL policies, exploring technological solutions for CPL management, and engaging stakeholders at the state and institutional levels to enhance CPL adoption and practice.

Enhanced CPL Training

Indiana institutions show a stronger emphasis on CPL training, with more comprehensive use of standardized exams, individual assessments, and evaluation of noncollege training methods. However, both Georgia and Indiana reveal significant room for improvement in formal training for staff supporting military-connected learners. Most institutions reported a need for beginner or intermediate-level training, which indicates a broader national opportunity to build institutional capacity and expertise in CPL evaluation.

Summary of Recommendations

The next phase of the project aims to enhance CPL policies and practices through targeted improvements in training, faculty engagement, awareness-building, and program integration for military-connected learners. Insights gathered from surveys and focus groups will inform updates to ACE's microcourses on the ACE Engage platform. These updates will include the development of new modules centered on best practices; tools such as the ACE Military Guide; and the application of instructional design strategies to ensure that content is engaging, accessible, and relevant across roles.

The revised Engage platform modules will support beginner- and intermediate-level learners and reflect the latest best practices in CPL and military education. Updated courses will be ADA compliant and designed to accommodate a variety of learning styles through features such as audio narration, visual content, and knowledge checks. By prioritizing clarity and applicability, the Engage platform will better equip institutional staff and faculty with the tools that are needed to evaluate military learning and guide students more effectively through CPL pathways.

In addition to training, the project will strengthen faculty engagement through promotional efforts, structured learning cohorts, and organizational change strategies that promote long-term integration of CPL into academic culture. The Engage platform will serve as a hub not only for training modules but also for statewide collaboration that includes discussion forums, ideation labs, and creative spaces. These features will foster connection and knowledge-sharing across institutions to support faculty and staff in strengthening CPL systems that help military-connected learners succeed in higher education and beyond.

APPENDIX A

GEORGIA ADMINISTRATORS— QUANTITATIVE SURVEY DATA

Q1.1_5 - Institution

Institution

Dalton State College

Dalton State College

University of North Georgia

University of North Georgia

Kennesaw State University

Kennesaw State University

Georgia Gwinnett College

Georgia Gwinnett College

Georgia Highlands College

GEORGIA GWINNETT COLLEGE

Kennesaw State University

Gordon State College

Atlanta Metropolitan State College

Atlanta Metropolitan State College

Georgia State University

UWG

Augusta University

Georgia College & State University

Georgia College & State University

Columbus State University

Q1.1_3 - Position Title

Position Title

Provost & VPAA

AVP Student Success

Executive Director, Student Orientation and Success

Associate Registrar

Executive Director of Curriculum Development

AVP and University Registrar

Director of Enrollment Communication Services

Executive Director of Registration Services

Chair of Natural Sciences

ASSISTANT PROVSOST FOR ACADEMIC ASSESSMENT AND ACCREDITATION, PROFESSOR OF ENGLISH

Assistant Registrar

AVP Innovative Education and Strategic Initiatives

Director

Dean, School of Arts & Sciences

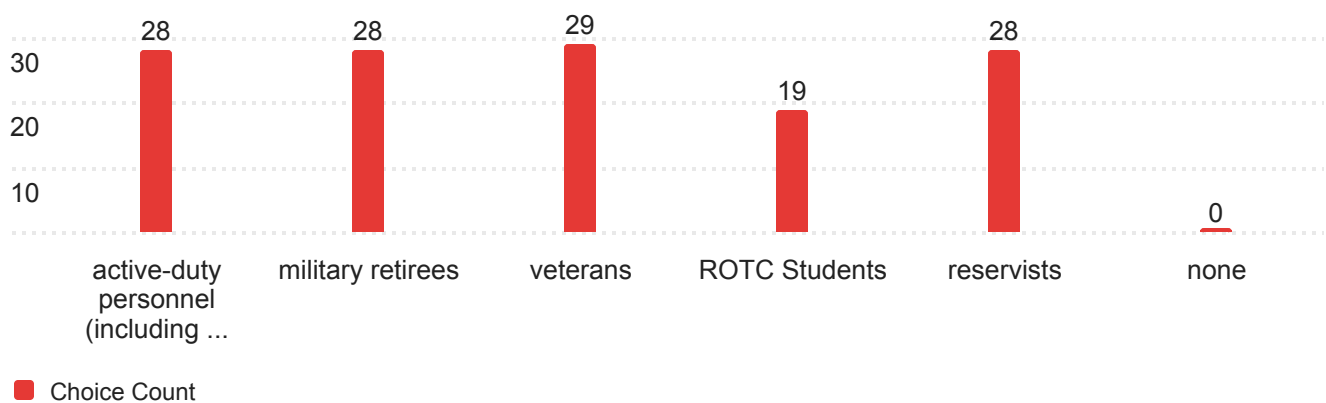Director of Testing

Vice Provost

Director, MVS

Executive Director

Assistant VP for EM and University Registrar

Assistant Vice President for Student Success

Q1.3 - Using the following definition and the learner focus of this survey, what type(s) of military-connected learners are served by your institution at the undergraduate level? (all that apply) Military-connected learners is a term used generically to describe active-duty personnel, military retirees, veterans, spouses of active duty or veterans, children of active duty or veterans, ROTC, and reservists. This survey focuses solely on CPL-related opportunities for the following military-connected learners: active-duty personnel, military retirees, veterans and reservists.

Q2.4 - Select which of the following methods are used to assess CPL. (all that apply)

Field	Choice Count
standardized exams (e.g., AP, CLEP, DSST, IB, SAT/ACT, standardized challenge exams)	27
individual assessments (e.g., portfolio, skill simulation or demonstration, interview)	20
evaluation of non-college education and training (e.g., NCCRS, military credit, ACE recommendations, national certifications developed to meet industry/professional standards)	22
conversion of institutional non-credit to credit	3
faculty-developed exam, not standardized at the institutional level (e.g., challenge or departmental exam)	19
another method not listed here	1
I don't know/unsure	3

Q2.6 - Military-Connected CPL Opportunities Select which of the following military-connected experiences are evaluated for CPL opportunities (all that apply). - Selected Choice

Field	Choice Count
Army Military Occupational Specialty (MOS)	9
Navy and Coast Guard rating (a rating is an occupation)	7
NEC (Navy Enlisted Classification)	6
Marine Individual Training Standards System (ITSS) Maintenance Training Management and Evaluation Program (MATMEP)	5
In-service training	8
Training and/or educational experiences that are documented and recommended for credit on a JST	17
Leadership and management experience	10
Technical and specialized military training	7
Physical fitness training	13
Another military-connected experience not listed. Please describe.	2
I don't know/unsure	8

Q2.7 - Have the experiences used to evaluate military-connected prior learning increased, decreased, or stayed the same in the last three (3) academic years?
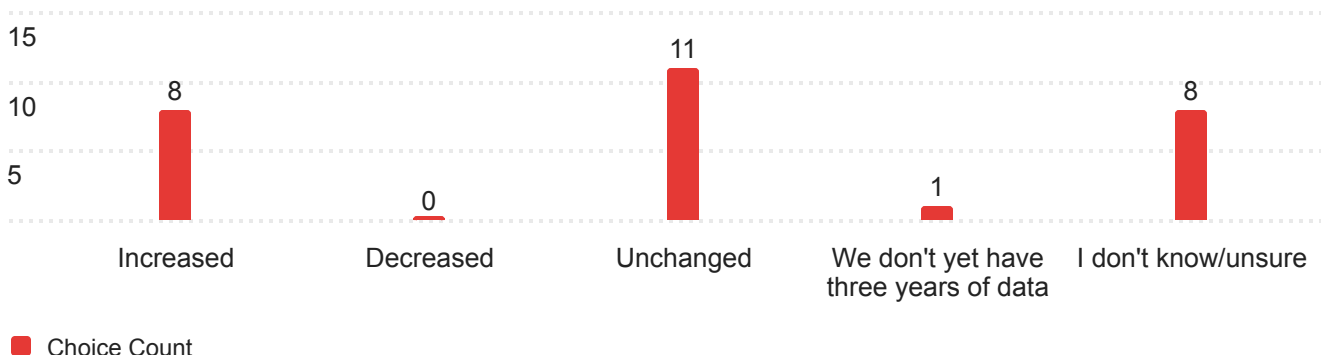
Q2.8 - CPL Fees and Financial Assistance for Military-Connected Learners Are there any fees associated with any type of CPL offered at your institution aside from standardized test fees charged by the vendor?
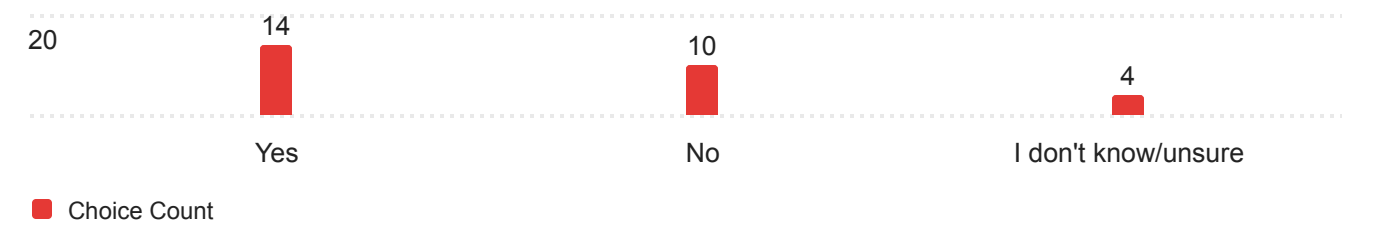
Q2.9 - Additional questions in this survey will ask about the fees associated with specific types of evaluations - Selected Choice

Field	Choice Count
Flat fee regardless of the number of credits awarded and the type of CPL evaluation/method used	4
Flat fee regardless of the number of credits awarded but may vary by the type of CPL evaluation/method used	2
A cost per credit hour equal to that of our tuition	0
A cost per credit hour more than that of our tuition	0
A cost per credit hour less than that of our tuition	3
CPL fees can vary by department, subject, college, program, or evaluation/method used. Our institution does not have a standard practice.	4
Other. Please describe.	2
No cost	0
I don't know/unsure	1

Q2.10 - Do any of the practices associated with charges for CPL selected above differ for military-connected learners seeking CPL?

Chart showing Choice Count:
- Yes: 2
- No: 21
- I don't know/unsure: 4

■ Choice Count

Q2.12 - Is financial assistance of any type available to help military-connected learners offset CPL fees?

Chart showing Choice Count:
- Yes: 1
- No: 5
- I don't know/unsure: 8

■ Choice Count

Q2.14 - How much do you agree with this statement? "The institutional fees associated with the recognition of prior learning are a barrier for some military-connected learners."

Chart showing Choice Count:
- Strongly agree: 0
- Somewhat agree: 3
- Neither agree nor disagree: 3
- Somewhat disagree: 4
- Strongly disagree: 4

■ Choice Count

Q2.15 - Please select which standardized exams are used to recognize undergraduate prior learning for all learners at your institution. (all that apply) - Selected Choice

Field	Choice Count
Advanced Placement Examination Program (AP)	26
College Level Examination Program Exams (CLEP)	27
DANTES-funded CLEP	21
DSST Credit by Exam	20
International Baccalaureate Exam (IB)	21
SAT	9
ACT	7
Cambridge International Exam (Cambridge)	9
ACTFL Oral Proficiency Interview	4
NYU Foreign Language Proficiency Exam	3
Caribbean Advanced Proficiency Examination Program	5
Cambridge Advanced International Certification of Education (AICE)	7
College Entrance Examination Board (CEEB)	2
Other. Please describe.	4
I don't know/unsure	0

Q2.16 - Does the type of credit awarded for DSST exams differ from the type of credit awarded for other standardized exams?

	Yes	No	I don't know/unsure
Choice Count	1	13	6

Q2.18 - What evaluation methods or sources are used to recognize military-connected non-college education and training for CPL? (all that apply)

Field	Choice Count
NCCRS workplace and volunteer training or other NCCRS credit	1
ACE Military training	16
ACE Military occupations	12
ACE CREDIT - education, workplace and training	15
Assessment of other training by our own institution (e.g., for nonprofit, volunteer, or local business training)	5
Joint Services Transcript (JST)	17
Other methods for evaluating military training	5
Internal evaluation of technical or professional certification	6
Internal evaluation of technical or professional apprenticeship	2
Internal evaluation of technical or professional licensure	4
Use of other consultant or vendor to evaluation credit crosswalks for certifications, apprenticeships, licenses, or non-credit training	1
I don't know/unsure	2

Q2.19 - Does your institution apply all of the recommendations from the ACE guides as written, or are there exceptions?

- Yes. The ACE guides are followed exactly as written: 4
- No. There are exceptions where the recommendation is not followed.: 9
- I don't know/unsure: 4

■ Choice Count

Q2.21 - What level of credit may military-connected learners earn through CPL? (all that apply)

Bar chart showing Choice Count:
- vocational ...: 1
- lower division ...: 22
- upper division ...: 20
- graduate: 2
- I don't know/unsure: 4

■ Choice Count
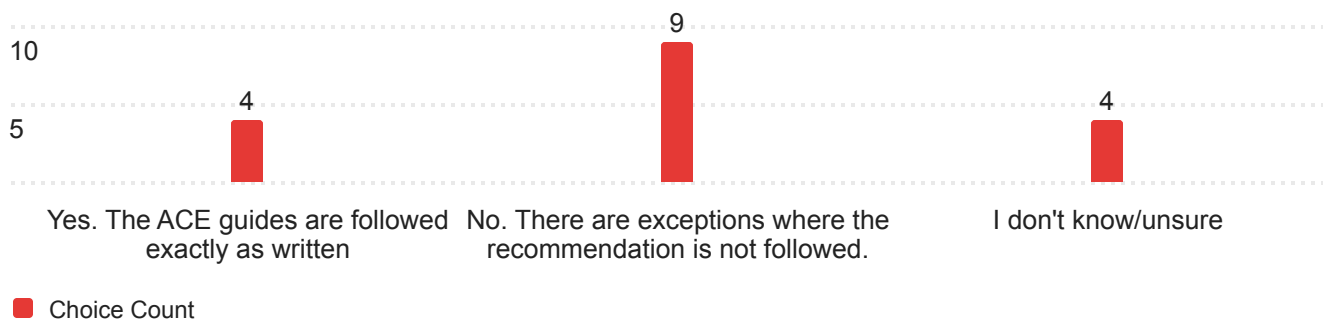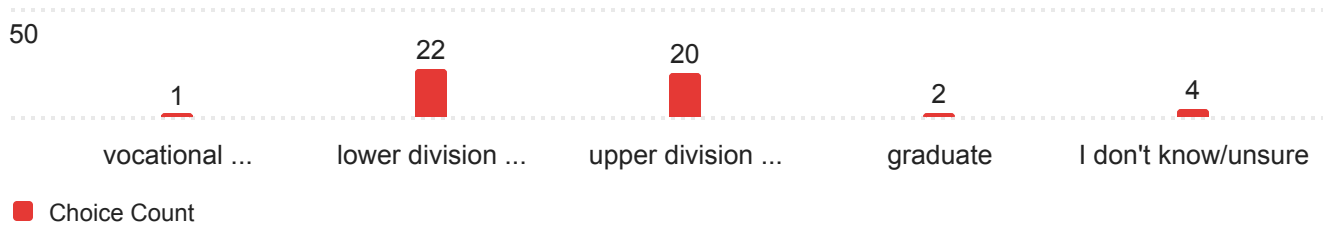
Q2.22 - For each of the prior learning evaluation methods below, select whether a g...

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Standardized exams	2.00	4.00	2.67	0.77	0.59	27	72.00
Individual Assessments	2.00	4.00	2.50	0.67	0.45	20	50.00
Evaluation of Non-College Education and Training	2.00	4.00	2.68	0.76	0.58	22	59.00
Conversion of institutional non-credit to credit	2.00	4.00	2.67	0.94	0.89	3	8.00
Faculty-developed exam	2.00	4.00	2.53	0.68	0.46	19	48.00
Another method	2.00	2.00	2.00	0.00	0.00	1	2.00

Q2.23 - Use of Data to Assess Prior Learning Use and Impact on Military-Connected Learners Which of the following military-connected learner, CPL-related outcomes do you track and have the ability to report? (all that apply) - Selected Choice

Field	Choice Count
Number of military-connected learners earning CPL credits over a specific timeframe	10
Number of military-connected learner CPL credits ATTEMPTED over a specific timeframe	5
Number of military-connected learner CPL credits EARNED over a specific timeframe	13
Military-connected learner CPL credits earned by method of CPL assessment	8
CPL credits earned by learner demographics other than military connectedness (e.g., gender, program of study, first-generation)	10
Another outcome. Please describe.	3
None of the above.	3
I don't know/unsure	9

Q2.24 - Has the evaluation of CPL for military-connected learners increased, decreased or stayed the same in the last three academic years? (i.e., you have had more military-connected learners apply for CPL, whether or not it was ultimately awarded)

	Increased	Decreased	Unchanged	We don't yet have 3 years of data	I don't know/unsure
Choice Count	6	0	12	0	10

Q2.25 - Has the awarding of CPL to military-connected learners increased, decreased or stayed the same in the last three academic years?

	Increased	Decreased	Stayed the same	We don't yet have 3 years of data	I don't know/unsure
Choice Count	6	0	12	0	10

Q2.32 - Strategic Alignment How well does your institution's undergraduate CPL strategy align with military education goals?

	Excellent	Good	Fair	Poor	I don't know/unsure
Choice Count	5	7	3	1	12

Q2.34 - Are partnerships with state agencies or employers utilized to evaluate and promote military-connected CPL?

	Yes	No	I don't know/unsure
Choice Count	4	12	12

Q2.38 - CPL Policy & Quality Assurance Does an undergraduate learner have to be admitted to your institution to have CPL evaluated for credit at your institution? As compared to just being an applicant, prospect or inquiry.

20	
10	17 (Yes) · 3 (No) · 5 (Maybe. It depends on a ...) · 3 (I don't know/unsure)

■ Choice Count

Q2.39 - Is the requirement above different for military-connected learners? - Selected Choice

50		
0 (Yes. Describe how.)	22 (No)	6 (I don't know/unsure)

■ Choice Count

Q2.40 - Which of the following, if any, are part of your process for ensuring the quality of your undergraduate CPL policies and practices in general? (all that apply)

Field	Choice Count
ACE recommendations	21
CAEL's Ten Standards for Assessing Learning	14
Quality assurance guidelines of our accrediting body	10
Internal guidelines for quality assurance	15
Regular review of our CPL policies and practices	13
Another process not listed	1

No formal process exists to ensure quality   1

I don't know/unsure   3

Q2.41 - Indicate if any institutional policy impacts the following concerning undergraduate CPL accumulation in general. (all that apply) - Selected Choice

Bar chart values:
- Sets a maximum NUMBER of credit hours earned ...: 15
- Sets a maximum PERCENTAGE of credit hours ...: 10
- Other. Please describe.: 2
- None of the above. The institution does not have a policy ...: 3
- I don't know/unsure: 3

Choice Count

Q2.42 - Are any of the credit-limit-related policies above different for military-connected learners? - Selected Choice

Bar chart values:
- Yes. Describe how.: 0
- No: 22
- I don't know/unsure: 6

Choice Count
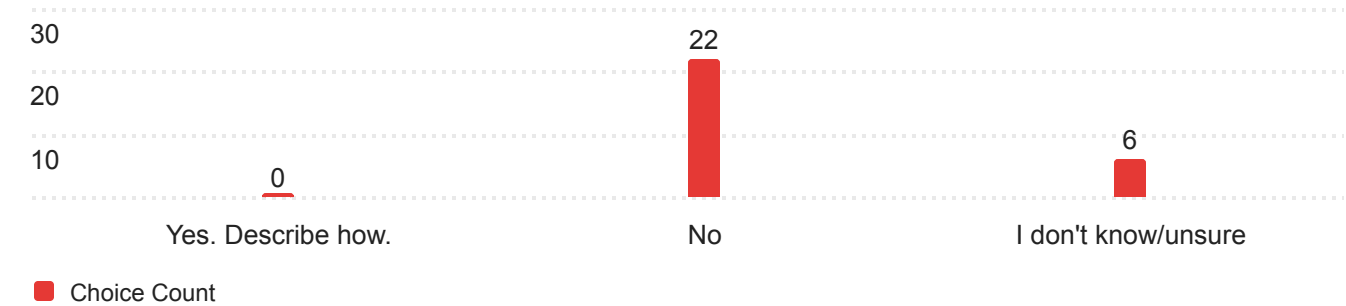
Q2.43 - In general, how may credit awarded through CPL be applied at your institution? (all that apply) Note: We understand that practices may vary for some learners on several factors. Please respond to this question regarding the MOST learners at your institution. - Selected Choice

Field	Choice Count
Major requirements	19
Minor requirements	19
Concentration requirements	19
General education requirements	21
Elective requirements	21
Satisfying pre-requisite requirements	15
Institutional residency requirements	2
Other. Please describe.	3
I don't know/unsure	4

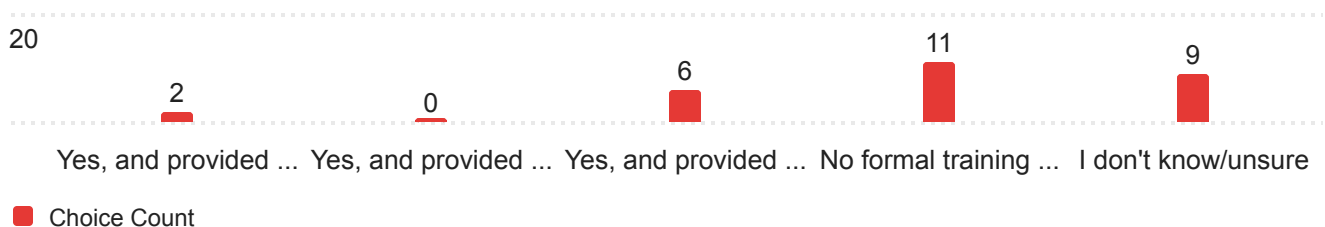## Q2.44 - Are any of the credit-application policies above different for military-connected learners? - Selected Choice

	Yes. Describe how.	No	I don't know/unsure
Choice Count	0	22	6
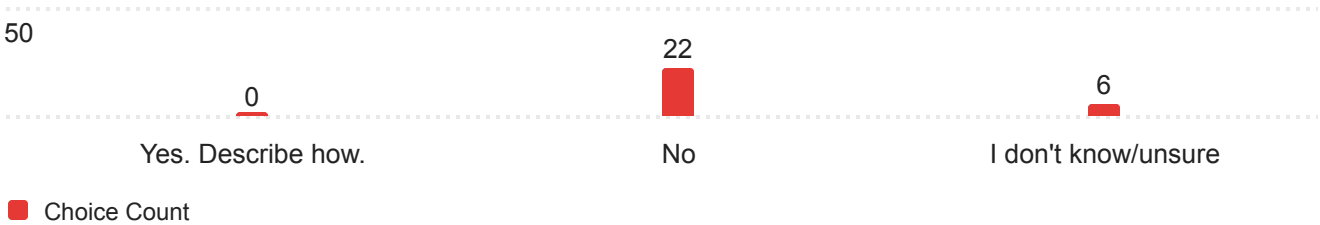
Q2.45 - Responsible Personnel Who is responsible for helping military-connected learners understand and complete the application and evaluation process for CPL? (all that apply) - Selected Choice

Field	Choice Count
CPL coordinator or other CPL dedicated staff	9
Registrar's office staff	21
Academic affairs staff	7
Admissions staff	7
Workforce development staff	0
Student success staff	5
Academic advisors	14
Faculty	7
Veterans service staff	16
They find out on their own from resources on our website	2
Our institution has software to assist military-connected learners with the process	1
Other. Please describe.	3
We do not provide military-connected learners with assistance	0
I don't know/unsure	1

Q2.46 - Training Is formal training available to those responsible for assisting military-connected learners with their CPL application?

Yes, and provided ...	Yes, and provided ...	Yes, and provided ...	No formal training ...	I don't know/unsure
2	0	6	11	9

Choice Count

Q2.48 - How would you rate the institution's need for training in evaluating credit for prior learning for military-connected learners? Beginner Training Understanding the basics of credit for prior learning and military transfer credit. Introduction to policies and procedures for evaluating prior learning. Overview of military education and training programs. Intermediate Training Developing skills to assess and document prior learning experiences. Implementing best practices for evaluating military training and education. Case studies and practical applications of credit transfer policies. Advanced Training Advanced techniques for evaluating complex prior learning and military experiences. Designing and leading workshops on credit for prior learning and military transfer credit. Policy development and strategic planning for institutional credit transfer initiatives.

Bar chart showing Choice Count:
- Beginner: 10
- Intermediate: 13
- Advanced: 2
- No need for training: 1
- I don't know/unsure: 1

Choice Count

Q2.49 - Faculty Engagement How are faculty made aware of the military-connected learners' CPL options? (all that apply) - Selected Choice

Field	Choice Count
Standardized training for all faculty	1
Optional training offered to interested faculty	3
Word of mouth	10
Other faculty	9
They find out on their own from resources on our website	5
From military-connected learners requesting CPL	8
From their academic leadership	10
Direct outreach through text or email	3
Another method not listed. Please describe.	3
Faculty are not made aware	4
I don't know/unsure	5

Q2.50 - How much do you agree with the following statement? "Our faculty are aware of the CPL options for military-connected learners."

Bar chart:
- Strongly disagree: 5
- Somewhat disagree: 9
- Neither agree nor ...: 4
- Somewhat agree: 10
- Strongly agree: 0

■ Choice Count

Q2.51 - How much do you agree with the following statement? "Our faculty are aware of the benefits of CPL for military-connected learners."

4	8	5	10	0
Strongly disagree	Somewhat disagree	Neither agree nor ...	Somewhat agree	Strongly agree
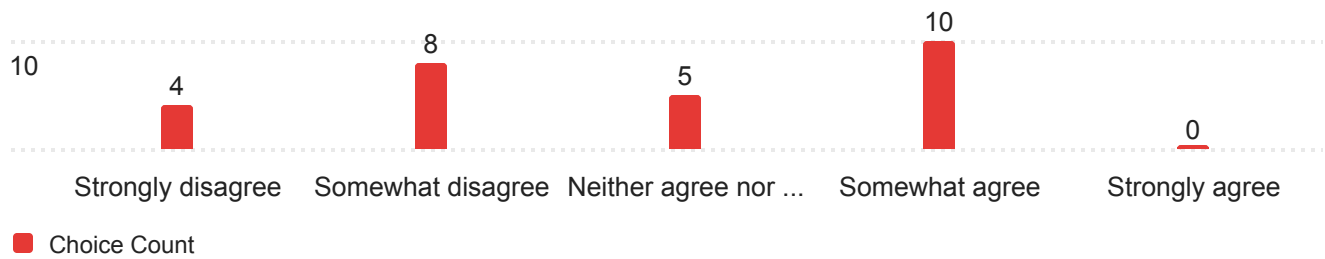
■ Choice Count

Q2.54 - Military-Connected Learner Awareness of CPL Options How are military-connected learners made aware of the institution's CPL options? (all that apply) - Selected Choice

Field	Choice Count
Veterans services staff on campus	19
Registrar's Office staff	19
Academic Affairs staff	10
Admissions staff	15
Workforce development staff	2
Student Success staff	9
At orientation	5
In the catalog	15
On the institution's web page	15
Social media posts	3
We offer information session on CPL on a regular basis	1
Direct outreach through text or email	3
Faculty	5
Learner handbook	6
Other military-connected learners	4

Other. Please describe.	3
I don't know/unsure	4

Q4.1 - CPL in Transfer Does your institution accept CPL awarded at another institution in transfer?

Yes	No	It depends	I don't know/unsure
2	9	9	11

■ Choice Count

Q4.2 - What are the conditions under which CPL evaluated by another institution will be accepted by your institution without re-evaluation by your institution? (all that apply) - Selected Choice

Field	Choice Count
The credits awarded through CPL apply to the credential and/or major selected by the transfer learner	4
The institutional CPL policy grants credit for that type of CPL credit	5
The CPL credit meets an applicable common core of courses within a particular system of higher education (e.g., Arizona GEC, Tennessee Transfer Pathways, etc.)	4
CPL evaluated by a credit recommendation service	1
CPL evaluated by an institution whose CPL policies and practices are known and trustworthy	8
CPL evaluated by an institution with whom we have established articulation agreements	6
Other. Please describe.	4
I don't know/unsure	1

Q4.3 - Are earned credits from any DOD-associated institutions treated any differently than those earned at non-DOD-associated institutions? For example, credit from Community College of the Air Force Any of the military service academies (e.g., Air Force Academy) Any service graduate school (e.g., Naval War College, National Defense University, Air Force Institute of Technology) - Selected Choice

- Choice Count
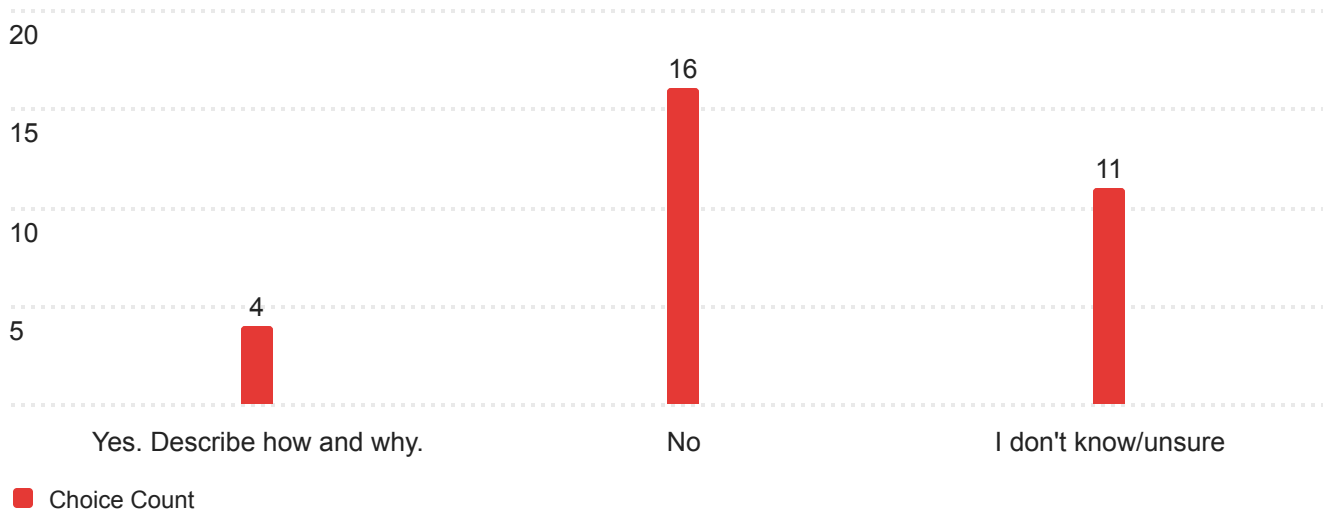
APPENDIX B

GEORGIA FACULTY— QUANTITATIVE SURVEY DATA

Q34_4 - Institution

Institution

Dalton State College

Atlanta Metropolitan State College

Atlanta Metropolitan State College

Augusta University

Columbus State University

Georgia Southwestern State University

Georgia Southwestern State University

Albany State University

Abraham Baldwin Agricultural College

Q34_5 - Position Title

Position Title

Professor of English

Associate Professor of Mathematics

Director of Online and Specialized Programs

Professor

Acting Director of Academic Success Experiences

Chair and Professor of Sociology

Senior Lecturer

Associate Professor

Dept Head and EPP Head

Q32 - How long have you been a member of the faculty at your current institution?

Less than five years	Between five and ten years	More than ten years
0	2	7

10

■ Choice Count

Q33 - Which option most closely aligns with your current faculty role? (check all that apply) - Selected Choice

5

Professor ...	Full-time ...	lecture	Department chair	Administration ...	Other (please ...

■ Choice Count

QID2 - What type(s) of military-connected learners are served by your institution at the undergraduate level? (check all that apply)

active-duty personnel	military retirees	veterans	reservists
8	9	9	9

10

■ Choice Count

QID3 - There are many ways that people acquire learning. What kind of learning does your institution recognize as appropriate for evaluating through its CPL program for undergraduate learners in general? (check all that apply) - Selected Choice

Field	Choice Count
outside of a teaching environment	4
as part of professional experiences, including professional licensing	6
as part of military experience	6
as non-credit courses offered through continuing education, AP/IB high school courses, or elsewhere	1
college courses taken too long ago to be recognized but the learner's experience has updated their knowledge	2
as part of volunteering	1
self-taught/autodidactically	1
Other (please describe)	0
I don't know/unsure	3

QID4 - Select which of the following methods are used to assess CPL at your institution (check all that apply) - Selected Choice

QID5 - Please select which standardized exams are used to recognize undergraduate prior learning in general (check all that apply) - Selected Choice

Field	Choice Count
Advanced Placement Examination Program (AP)	4
College Level Examination Program Exams (CLEP)	6
DANTES-funded CLEP	2
DSST Credit by Exam	2
International Baccalaureate Exam (IB)	2
SAT	3
ACT	3
University of Cambridge International Exam (Cambridge)	0
ACTFL Oral Proficiency Interview	0
NYU Foreign Language Proficiency Exam	0
Caribbean Advanced Proficiency Examination Program	0
Cambridge Advanced International Certification of Education (AICE)	0
College Entrance Examination Board (CEEB)	0
Other (please describe)	1
I don't know/unsure	5

QID6 - What evaluation methods or sources are used to recognize military-connected non-college education and training for CPL? (check all that apply)
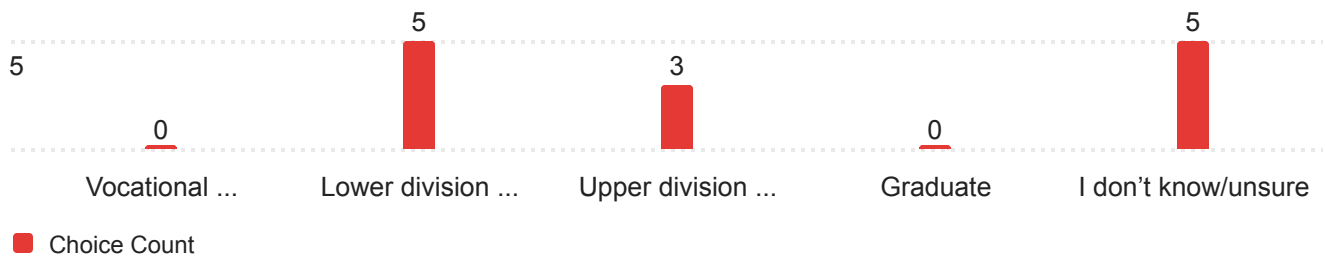
Field	Choice Count
NCCRS workplace and volunteer training or other NCCRS credit	0
ACE Military training	3
ACE Military occupations	3
ACE CREDIT - education, workplace and training	4
Assessment of other training by our own institution (e.g., for nonprofit, volunteer, or local business training)	1
Joint Services Transcript (JST)	3
Other methods for evaluating military training	0
Internal evaluation of technical or professional certification	3
Internal evaluation of technical or professional apprenticeship	3
Internal evaluation of technical or professional licensure	4
Use of other consultant or vendor to evaluation credit crosswalks for certifications, apprenticeships, licenses, or non-credit training	1
I don't know/unsure	6

QID7 - What type of credit is assigned to military-connected non-college education and training? (check all that apply) - Selected Choice
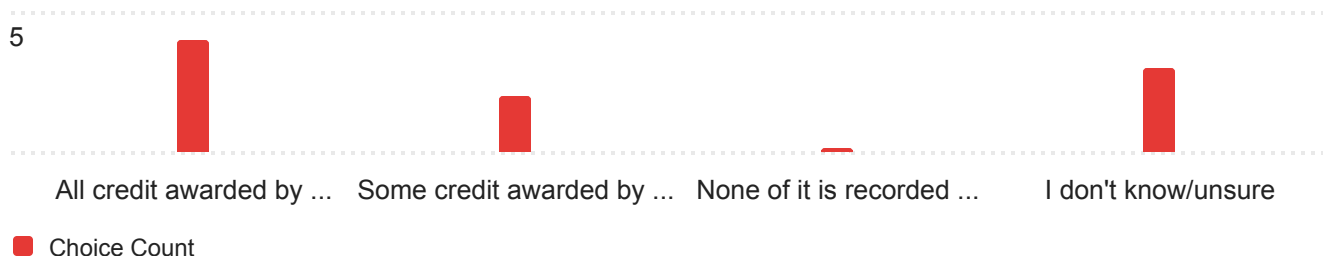

Choice Count

QID8 - What level of credit and type of credit may military-connected learners earn for CPL credit? (check all that apply)

Field	Choice Count
Vocational ...	0
Lower division ...	5
Upper division ...	3
Graduate	0
I don't know/unsure	5

QID9 - What undergraduate credential levels and/or types of programs can undergraduate learners apply awarded CPL? (check all that apply)

Field	Choice Count
Incremental credentials (Micro, Alternative, Nano, etc.)	1
Credit-based certificates	1
Associate degree	6
Bachelor's degree	5
Post-baccalaureate certification/program	1
Career and technical education	1
Adult and continuing education	0
Non-credit programs/certificates	0
I don't know/unsure	4

QID10 - If, after evaluation, prior learning is found to warrant credit, is the credit recorded on a learner's transcript?

Field	Choice Count
All credit awarded by ...	5
Some credit awarded by ...	
None of it is recorded ...	
I don't know/unsure	

What successes or benefits, if any, are you seeing with the military-connected learner CPL process at your institution?

- **Increased Student Persistence and Engagement**: Awarding credits for prior learning helps students feel more invested in their academic programs and encourages them to continue their education, as they are not repeating courses or content they have already mastered.
- **Faster Time to Graduation**: The CPL process shortens the time needed to graduate, as students can bypass redundant coursework and make quicker progress toward completing their degrees.
- **Encouragement to Pursue Higher Education**: Military-connected learners are more likely to pursue higher education when they know their prior experiences and training are valued and can be translated into academic credits.
- **Institutional Growth**: There is potential for increased enrollment, empowered alumni, and broader institutional assets when CPL processes are effectively implemented.
- **Need for Improved System and Consistency**: The process is not yet uniformly applied across departments, highlighting a need for a more consistent and well-advertised CPL system to better serve students across the institution.

What conditions need to exist to expand the recognition of CPL for military-connected learners at your institution?
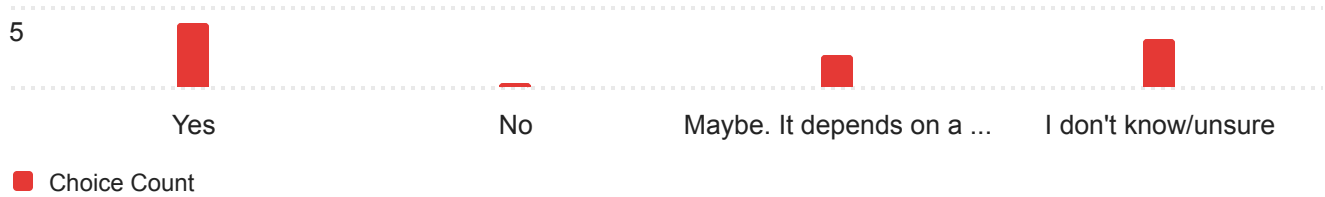
- **Faculty Buy-In and Attitude Shifts**: Faculty need to understand and support the CPL process, recognizing it as a valuable and rigorous option for military-connected learners. Shifting faculty attitudes and increasing awareness are crucial.
- **Improved Faculty and Staff Knowledge**: There is a need for more information and training for faculty and staff about CPL, its benefits, and its application to military-connected students to ensure they are properly equipped to support these learners.
- **Support for Specific Military Training**: There is a call for more recognition of the diverse training that military-connected learners, especially medical military members, undergo. This includes granting credit for relevant training and hands-on work, such as in nursing programs, through either direct course challenges or more specific credit-awarding systems.
- **Administrative Support and Confidence**: Administrators need to be assured that expanding CPL won't overwhelm the institution, with the option to set guardrails in place to ensure the process is used appropriately by deserving students.
- **Evaluators and Recruiting**: The need for evaluators to assess CPL applications and recruit eligible military-connected learners is highlighted, ensuring a structured and fair process.
- **System Uniformity and Advertisement**: A more uniform and precise CPL system

across the institution, along with increased advertising and awareness, is necessary to make the process more accessible and consistent for military-connected learners.

What are the challenges, if any, you are seeing with the military-connected learner CPL process at your institution?

- **Lack of Information and Marketing**: There is insufficient awareness and promotion of the CPL opportunity, which makes it harder for military-connected learners to learn about the program and take advantage of it.
- **Lack of Standardization**: The absence of clear, standardized criteria for what military training and experiences can be credited results in inconsistencies in credit acceptance and missed opportunities to recognize prior learning.
- **Timing and Identification Issues**: It is challenging to identify military-connected students early enough to inform them about the CPL process and encourage them to apply. By the time students are aware, it's often too late to take advantage of the opportunity.
- **Weak Network with Military Groups**: There is a weak or underdeveloped network between the institution and military groups, making it harder to connect with potential students who could benefit from CPL.
- **Low Utilization of CPL**: There is a lack of visible use or success of CPL at the institution, with few students receiving credit, highlighting a need for greater support and action to make the program more effective.

Q14 - Does an undergraduate learner have to be admitted to your institution to have CPL evaluated for credit at your institution (as compared to just being an applicant, prospect or inquiry)?
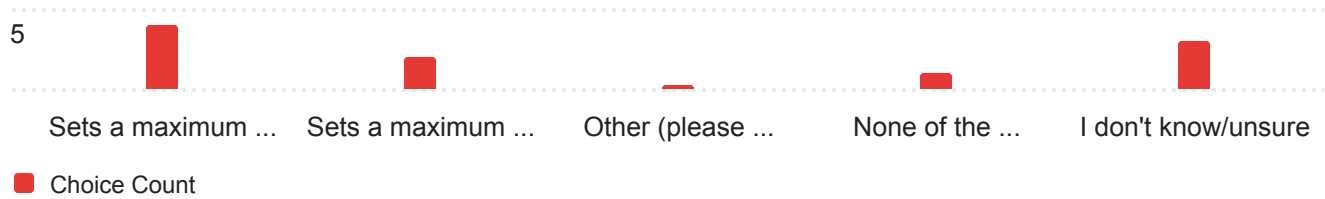

5

| Yes | No | Maybe. It depends on a ... | I don't know/unsure |

■ Choice Count

Q15 - Is the requirement above different for military-connected learners? - Selected Choice

5

| Yes (please describe) | No | I don't know/unsure |
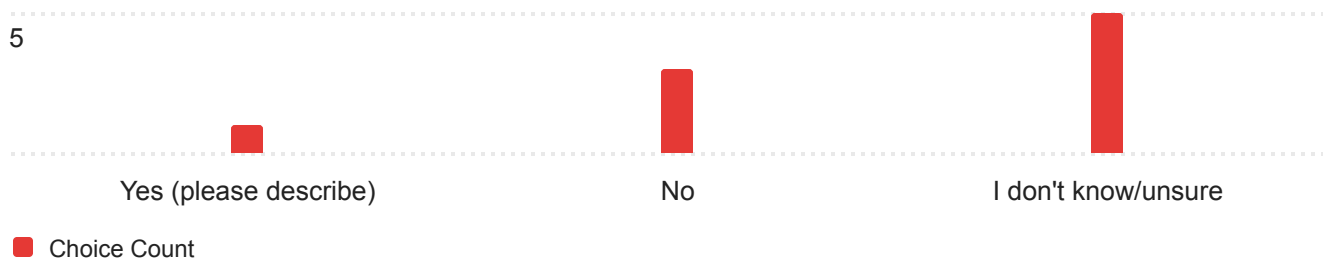
■ Choice Count

Q16 - Which of the following, if any, are part of your process for ensuring the quality of your undergraduate CPL policies and practices in general? (check all that apply) - Selected Choice

Field	Choice Count
ACE recommendations	3
CAEL's Ten Standards for Assessing Learning	3
Quality assurance guidelines of our accrediting body	3
Internally-established guidelines for quality assurance	2
Regular review of our CPL policies and practices	4
Other (please describe)	0
No formal process exists to ensure quality	0
I don't know/unsure	5

Q17 - Indicate if any institutional policy impacts the following concerning undergraduate CPL accumulation in general. (check all that apply) - Selected Choice

5

| Sets a maximum ... | Sets a maximum ... | Other (please ... | None of the ... | I don't know/unsure |

■ Choice Count

Q18 - Are any of the credit-limit-related policies above different for military-connected learners? - Selected Choice

10

0

3

6

| Yes (please describe) | No | I don't know/unsure |

■ Choice Count
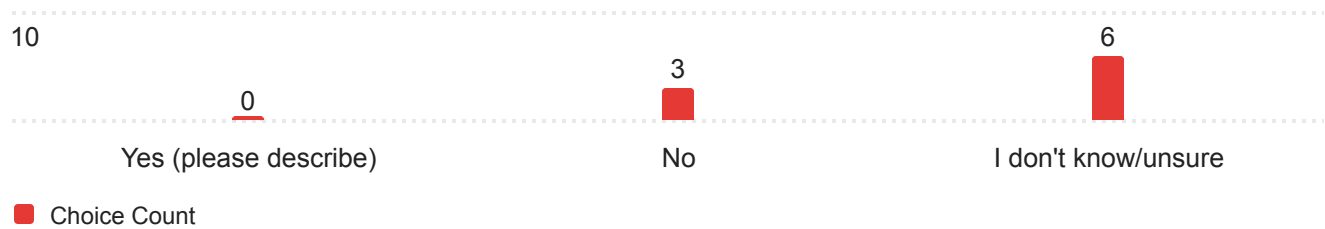
Q19 - In general, how can CPL be applied at your institution? (check all that apply) Note: We understand that practices may vary for some learners on several factors, please respond to this question with regards to MOST learners at your institution. - Selected Choice

Field	Choice Count
Major requirements	5
Minor requirements	5
Concentration requirements	3
General education requirements	5
Elective requirements	5
Satisfying pre-requisite requirements	4
Institutional residency requirements	0
Other (please describe)	0
I don't know/unsure	3

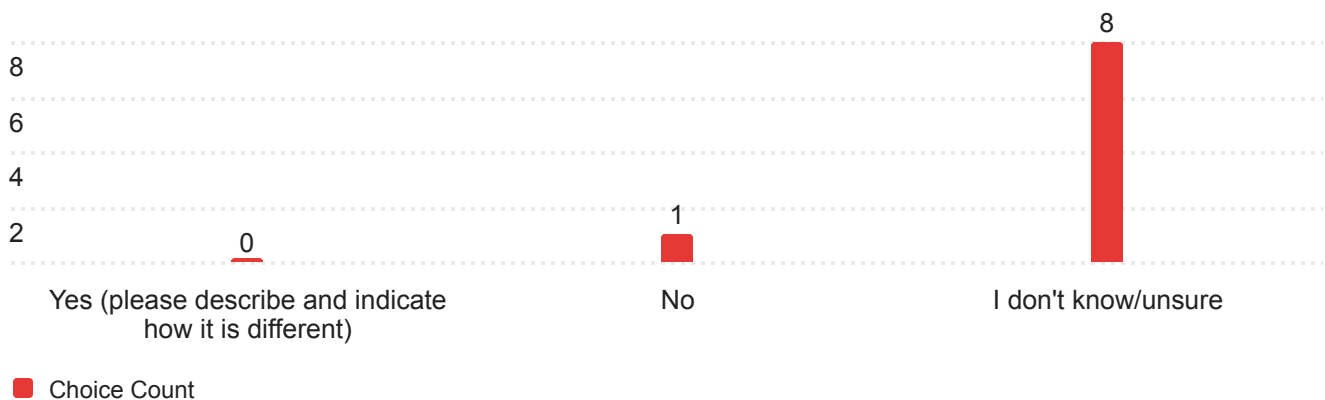## Q20 - Are any of the credit-application policies above different for military-connected learners? - Selected Choice

Yes (please describe)	No	I don't know/unsure
1	3	5
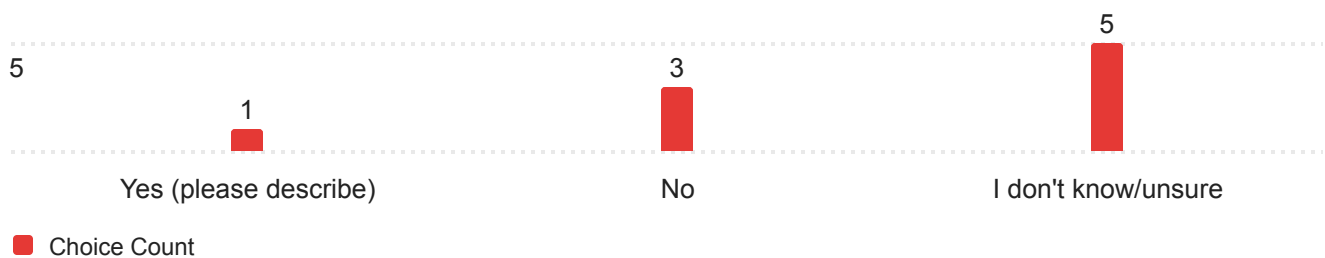
Choice Count

Q21 - What technology is used to support the CPL processes at your institution? (check all that apply) - Selected Choice

Field	Choice Count
Student information system	2
Reporting system	3
Data warehouse	0
Learning management system	3
Content management system	1
Custom CPL platform(s) for managing and administering CPL (e.g., institutionally-designed tool, Credit Predictor Pro, etc.)	1
Statistical analysis solution	0
Artificial intelligence solution (AI)	0
Other (please describe)	0
None. It is all manual.	2
I don't know/unsure	4

Q22 - Is there different or additional technology used to support military-connected learners CPL? - Selected Choice

Bar chart:
- Yes (please describe and indicate how it is different): 0
- No: 1
- I don't know/unsure: 8

Legend: Choice Count

Q23 - Indicate your level of agreement with the following statement: "The number of FTE involved in CPL evaluation is sufficient to support the volume of CPL requests."

Strongly agree   Somewhat agree   Neither agree nor ...   Somewhat disagree   Strongly disagree

■ Choice Count

Q24 - Is formal training available to those responsible for assisting military-connected learners with their CPL application?

Yes and provided to all   Yes and provided to most   Yes and provided to some   No formal training is available   I don't know/unsure

■ Choice Count

Q25 - How would you rate the institution's need for training in evaluating credit for prior learning for military-connected learners? Beginner Training: ● Understand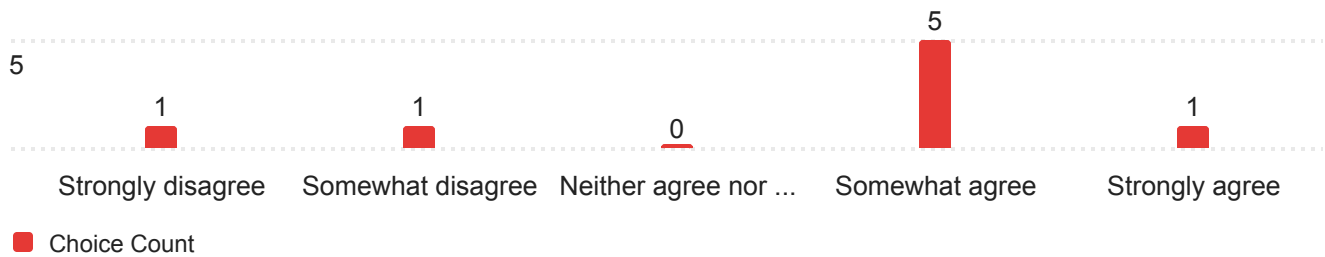ing the basics of credit for prior learning and military transfer credit. ● Introduction to policies and procedures for evaluating prior learning. ● Overview of military education and training programs. Intermediate Training: ● Developing skills to assess and document prior learning experiences. ● Implementing best practices for evaluating military training and education. ● Case studies and practical applications of credit transfer policies. Advanced Training: ● Advanced techniques for evaluating complex prior learning and military experiences. ● Designing and leading workshops on credit for prior learning and military transfer credit. ● Policy development and strategic planning for institutional credit transfer initiatives.

Field	Choice Count
beginner	4
intermediate	2
advanced	1
no need for training	0
I don't know/unsure	2

Q26 - In your faculty role, how were you made aware of the military-connected learners' CPL options? (check all that apply) - Selected Choice

Field	Choice Count
Standardized training for all faculty	0
Optional training offered to interested faculty	2
Word of mouth	2
Other faculty	1
They find out on their own from resources on our website	0
From students requesting CPL	0
From their academic leadership	1
Direct outreach through text or email	0
Other (please describe)	4
I don't know/unsure	2

Q27 - How much do you agree with the following statement: "I am aware of the CPL options for military-connected learners."

	Strongly disagree	Somewhat disagree	Neither agree nor ...	Somewhat agree	Strongly agree
Choice Count	1	1	0	5	1

Q28 - How much do you agree with the following statement: "I am aware of the benefits of CPL for military-connected learners."

5

Strongly disagree	Somewhat disagree	Neither agree nor ...	Somewhat agree	Strongly agree
1	1	0	4	2

■ Choice Count
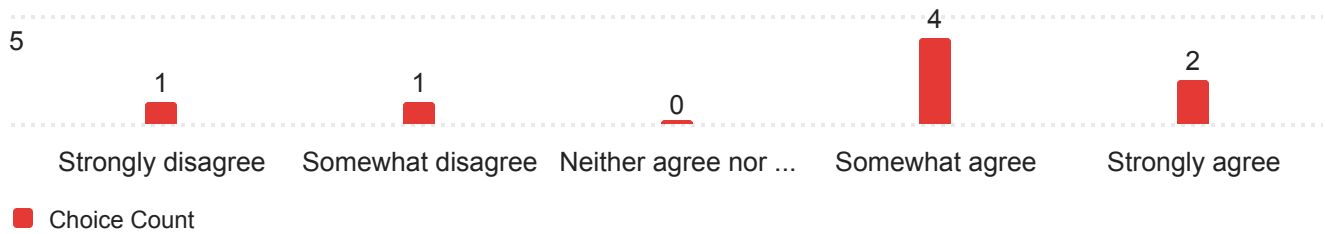
At your institution, how are faculty involved in helping military-connected learners understand and complete the process for CPL?

- **Limited Faculty Involvement**: In many cases, faculty are not directly involved in the CPL process. It is typically handled by the Adult/Military student office or other administrative staff members, with faculty having little or no engagement in the process.
- **Role of Student Services and Advisors**: Faculty involvement, when it occurs, often comes through communication with student services coordinators or academic advisors, who help guide military-connected learners through the CPL process after they meet with the registrar or admissions.
- **Lack of Formal System**: Many institutions do not have a formal system in place for military-connected students regarding CPL, though some institutions have a Veterans' Affairs (VA) coordinator who assists students in identifying potential CPL opportunities.
- **Openness to Training and Workshops**: Some faculty are open to workshops or training on CPL processes, suggesting a willingness to engage in supporting military-connected learners if provided with the proper resources.
- **Need for Greater Involvement**: There is recognition that faculty should be more involved in the CPL process, but this involvement has not yet been fully developed or implemented.

APPENDIX C

INDIANA ADMINISTRATORS— QUANTITATIVE SURVEY DATA

Q1.1_5 - Institution

Institution

Indiana University Bloomington

IU South Bend

Purdue University Northwest

Purdue Northwest

Purdue University Northwest

Indiana University Northwest

Purdue University Northwest

Indiana University Northwest

IUN Office of the Registrar

Purdue University Ft. Wayne

Ivy Tech Community College

Taylor University

Purdue University

Ball State University

Ball State University

IU Kokomo

Indiana Wesleyan University (Marion, IN)

Ivy Tech Community College

Ivy Tech Community College

Ivy Tech Community College- Indianapolis

Q1.1_3 - Position Title

Position Title

Sr. Asst. Vice Provost for Undergraduate Education

AVC

Assistant Director of Undergraduate Admissions

Registrar

Director, Testing Services Centers

Veteran Services Coordinator

Associate Vice Chancellor for Academic Affairs

Interim Dean of Students and Senior Director of Student Support

Registrar

Executive Director, Academic Accountability and Student Success

AVP of Curriculum

Adkisson rep and ROTC Liaison

Assistant Registrar

University Registrar

Associate Vice Provost of Academic Planning and Operations

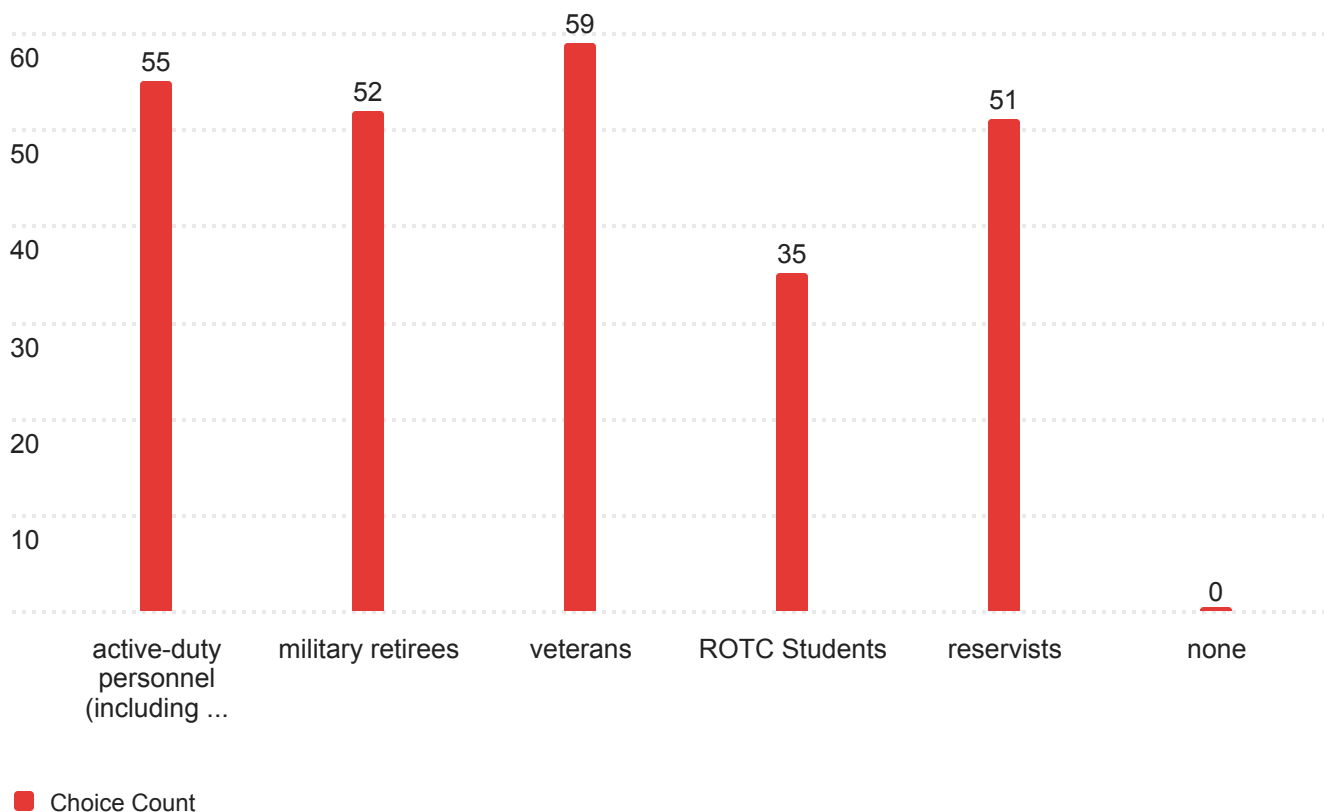Assistant VC Enrollment Management

Director Military Engagement

Asst Vice President

Assistant Vice President for Curriculum

Dean, School of Health Sciences

Q1.3 - Using the following definition and the learner focus of this survey, what type(s) of military-connected learners are served by your institution at the undergraduate level? (all that apply) Military-connected learners is a term used generically to describe active-duty personnel, military retirees, veterans, spouses of active duty or veterans, children of active duty or veterans, ROTC, and reservists. This survey focuses solely on CPL-related opportunities for the following military-connected learners: active-duty personnel, military retirees, veterans and reservists.

Bar chart showing Choice Count:
- active-duty personnel (including ...): 55
- military retirees: 52
- veterans: 59
- ROTC Students: 35
- reservists: 51
- none: 0

Choice Count

Q2.3 - Methods to Assess and Award CPL at the Undergraduate Level
There are many ways that people acquire learning. What kind of learning does your institution recognize as appropriate for evaluating through its CPL program for undergraduate learners in general? (all that apply) - Selected Choice

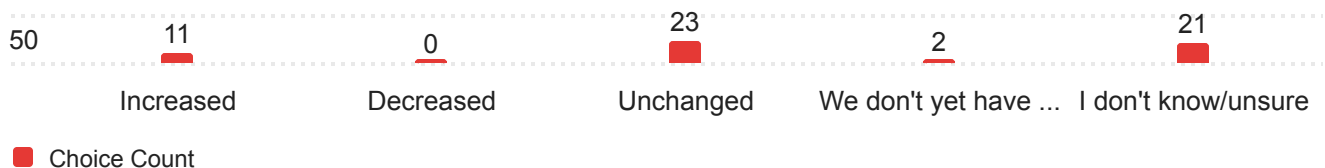| Field	Choice Count
Outside of a teaching environment	33
As part of professional experiences, including professional licensing	41
As part of military experience	53
As non-credit courses offered through continuing education,, or elsewhere	27
AP/IB high school courses	51
College courses taken too long ago to be recognized by the institution but the learner's experience has updated their knowledge	25
As part of volunteering	9
Self-taught/autodidactically	10
Another kind not listed. Please describe.	9
I don't know/unsure	3

Q2.4 - Select which of the following methods are used to assess CPL. (all that apply)

Field	Choice Count
standardized exams (e.g., AP, CLEP, DSST, IB, SAT/ACT, standardized challenge exams)	55
individual assessments (e.g., portfolio, skill simulation or demonstration, interview)	41
evaluation of non-college education and training (e.g., NCCRS, military credit, ACE recommendations, national certifications developed to meet industry/professional standards)	53
conversion of institutional non-credit to credit	18
faculty-developed exam, not standardized at the institutional level (e.g., challenge or departmental exam)	32
another method not listed here	7
I don't know/unsure	4

Q2.6 - Military-Connected CPL Opportunities Select which of the following military-connected experiences are evaluated for CPL opportunities (all that apply). - Selected Choice

Field	Choice Count
Army Military Occupational Specialty (MOS)	25
Navy and Coast Guard rating (a rating is an occupation)	22
NEC (Navy Enlisted Classification)	17
Marine Individual Training Standards System (ITSS) Maintenance Training Management and Evaluation Program (MATMEP)	16
In-service training	19
Training and/or educational experiences that are documented and recommended for credit on a JST	42
Leadership and management experience	19
Technical and specialized military training	20
Physical fitness training	16
Another military-connected experience not listed. Please describe.	5
I don't know/unsure	11

Q2.7 - Have the experiences used to evaluate military-connected prior learning increased, decreased, or stayed the same in the last three (3) academic years?

	Increased	Decreased	Unchanged	We don't yet have ...	I don't know/unsure
Choice Count	11	0	23	2	21

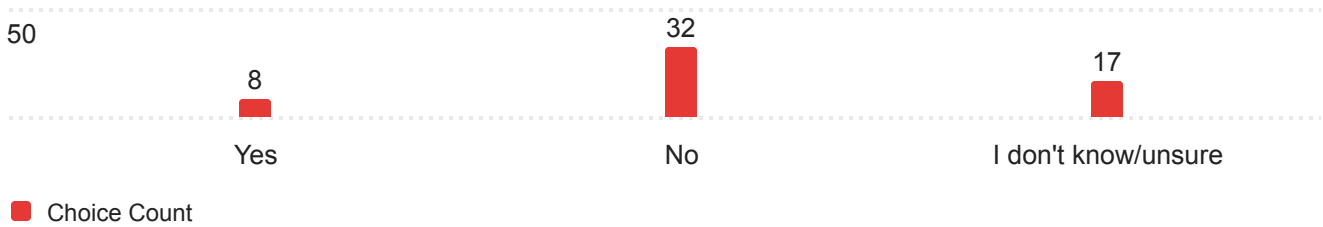## Q2.8 - CPL Fees and Financial Assistance for Military-Connected Learners Are there any fees associated with any type of CPL offered at your institution aside from standardized test fees charged by the vendor?
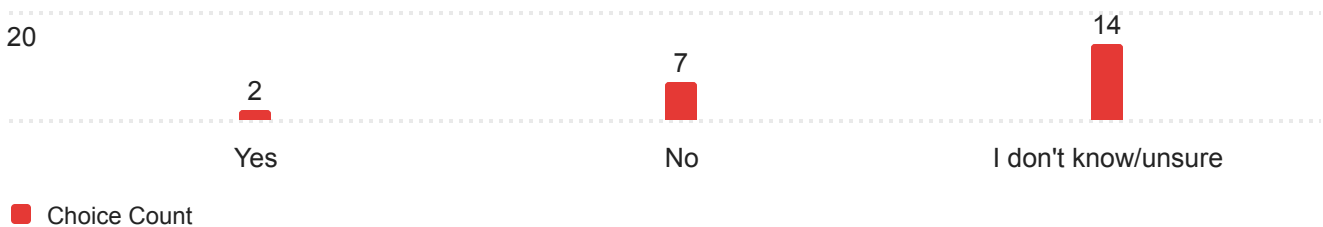
23	21	13
Yes	No	I don't know/unsure

■ Choice Count

Q2.9 - Additional questions in this survey will ask about the fees associated with specific types of evaluations - Selected Choice

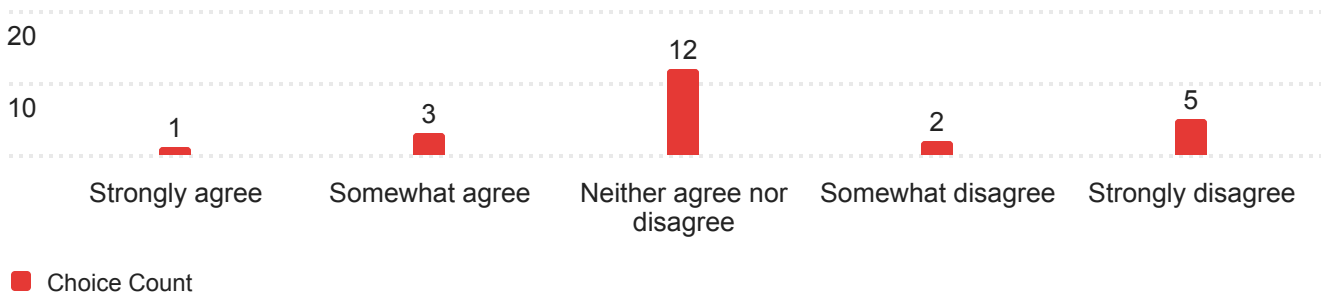| Field	Choice Count
Flat fee regardless of the number of credits awarded and the type of CPL evaluation/method used	7
Flat fee regardless of the number of credits awarded but may vary by the type of CPL evaluation/method used	4
A cost per credit hour equal to that of our tuition	1
A cost per credit hour more than that of our tuition	0
A cost per credit hour less than that of our tuition	7
CPL fees can vary by department, subject, college, program, or evaluation/method used. Our institution does not have a standard practice.	5
Other. Please describe.	7
No cost	0
I don't know/unsure	0

Q2.10 - Do any of the practices associated with charges for CPL selected above differ for military-connected learners seeking CPL?

50	32	
8		17
Yes	No	I don't know/unsure

■ Choice Count

Q2.12 - Is financial assistance of any type available to help military-connected learners offset CPL fees?

20		14
2	7	
Yes	No	I don't know/unsure

■ Choice Count
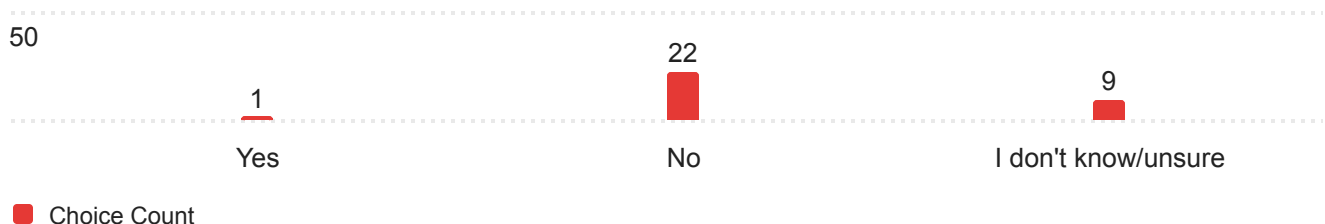
Q2.14 - How much do you agree with this statement? "The institutional fees associated with the recognition of prior learning are a barrier for some military-connected learners."

20		12		
10				5
1	3		2	
Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree

■ Choice Count

Q2.15 - Please select which standardized exams are used to recognize undergraduate prior learning for all learners at your institution. (all that apply) - Selected Choice

Field	Choice Count
Advanced Placement Examination Program (AP)	49
College Level Examination Program Exams (CLEP)	48
DANTES-funded CLEP	38
DSST Credit by Exam	32
International Baccalaureate Exam (IB)	38
SAT	33
ACT	32
Cambridge International Exam (Cambridge)	26
ACTFL Oral Proficiency Interview	0
NYU Foreign Language Proficiency Exam	0
Caribbean Advanced Proficiency Examination Program	1
Cambridge Advanced International Certification of Education (AICE)	7
College Entrance Examination Board (CEEB)	5
Other. Please describe.	6
I don't know/unsure	3

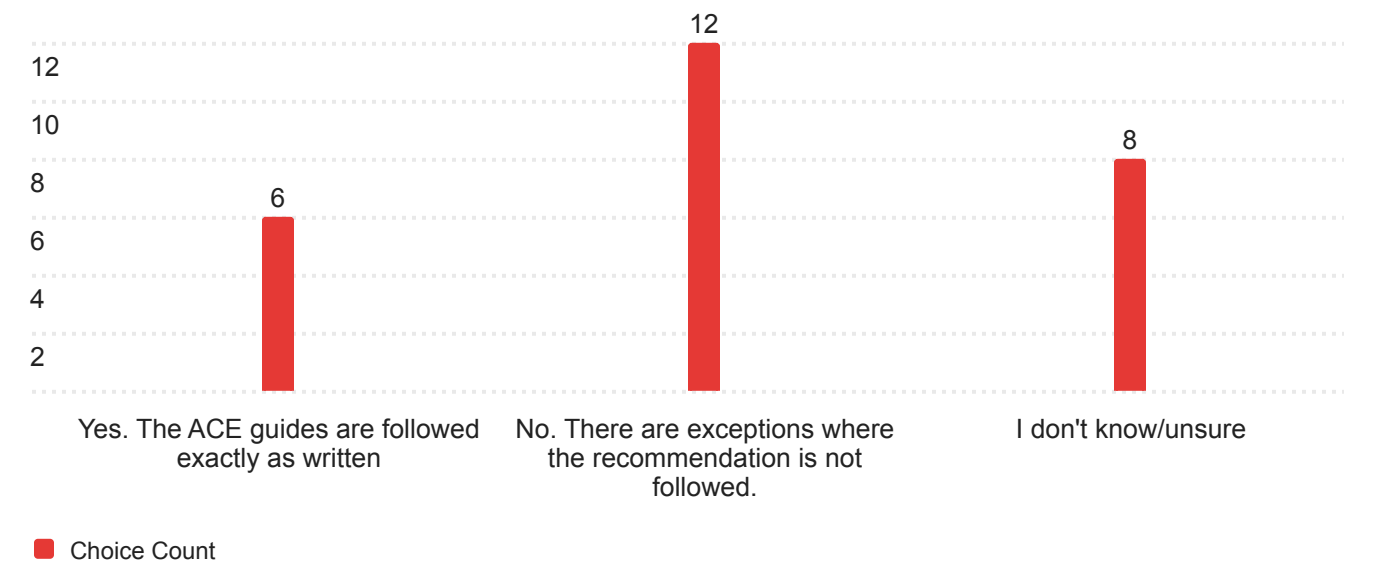## Q2.16 - Does the type of credit awarded for DSST exams differ from the type of credit awarded for other standardized exams?

50

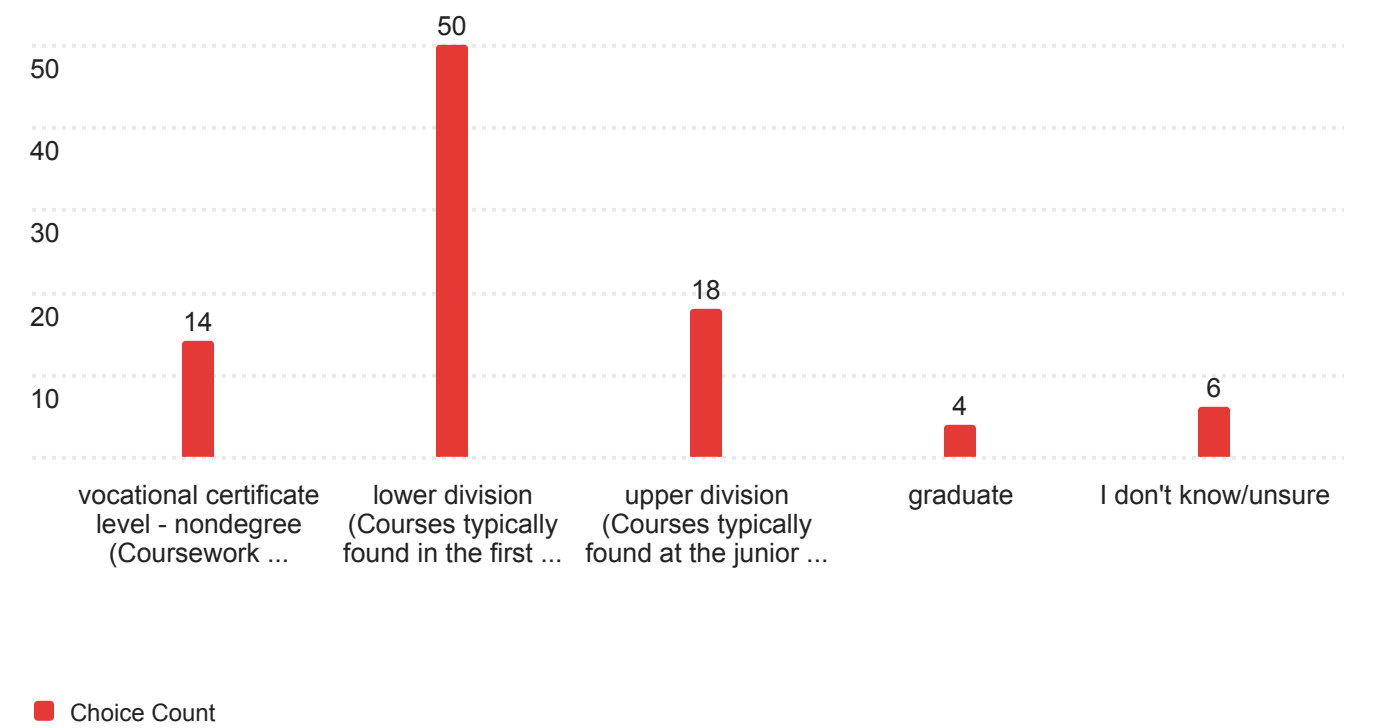|	Yes	No	I don't know/unsure
Choice Count	1	22	9

Q2.18 - What evaluation methods or sources are used to recognize military-connected non-college education and training for CPL? (all that apply)

Field	Choice Count
NCCRS workplace and volunteer training or other NCCRS credit	1
ACE Military training	22
ACE Military occupations	19
ACE CREDIT - education, workplace and training	20
Assessment of other training by our own institution (e.g., for nonprofit, volunteer, or local business training)	6
Joint Services Transcript (JST)	41
Other methods for evaluating military training	10
Internal evaluation of technical or professional certification	12
Internal evaluation of technical or professional apprenticeship	11
Internal evaluation of technical or professional licensure	13
Use of other consultant or vendor to evaluation credit crosswalks for certifications, apprenticeships, licenses, or non-credit training	5
I don't know/unsure	7

Q2.19 - Does your institution apply all of the recommendations from the ACE guides as written, or are there exceptions?

Yes. The ACE guides are followed exactly as written: 6

No. There are exceptions where the recommendation is not followed.: 12

I don't know/unsure: 8

Choice Count

Q2.21 - What level of credit may military-connected learners earn through CPL? (all that apply)

vocational certificate level - nondegree (Coursework ...: 14

lower division (Courses typically found in the first ...: 50

upper division (Courses typically found at the junior ...: 18

graduate: 4
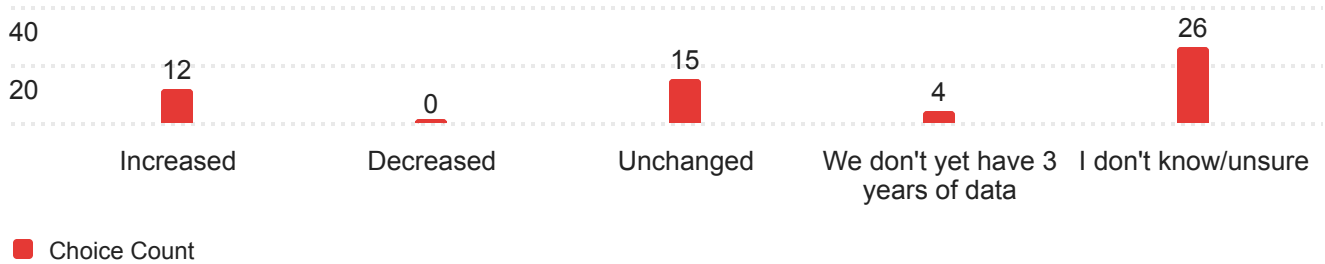
I don't know/unsure: 6

Choice Count

Q2.22 - For each of the prior learning evaluation methods below, select whether a g...

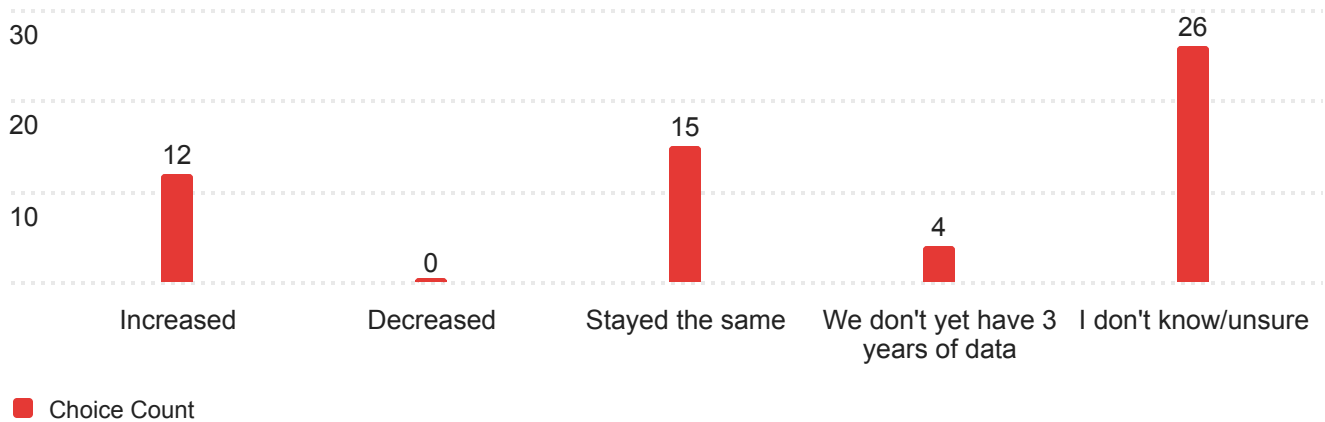| Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Standardized exams	1.00	4.00	2.94	0.70	0.50	54	159.00
Individual Assessments	2.00	4.00	3.10	0.66	0.43	41	127.00
Evaluation of Non-College Education and Training	2.00	4.00	3.06	0.63	0.40	52	159.00
Conversion of institutional non-credit to credit	2.00	4.00	2.89	0.57	0.32	18	52.00
Faculty-developed exam	2.00	4.00	3.09	0.63	0.40	32	99.00
Another method	3.00	3.00	3.00	0.00	0.00	3	9.00

Q2.23 - Use of Data to Assess Prior Learning Use and Impact on Military-Connected Learners Which of the following military-connected learner, CPL-related outcomes do you track and have the ability to report? (all that apply) - Selected Choice

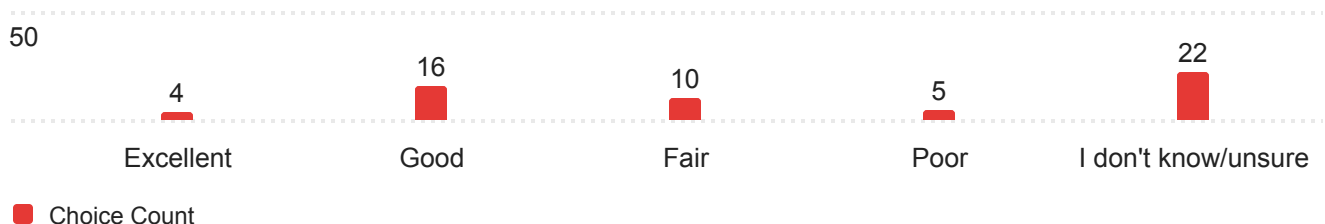| Field	Choice Count
Number of military-connected learners earning CPL credits over a specific timeframe	16
Number of military-connected learner CPL credits ATTEMPTED over a specific timeframe	3
Number of military-connected learner CPL credits EARNED over a specific timeframe	15
Military-connected learner CPL credits earned by method of CPL assessment	12
CPL credits earned by learner demographics other than military connectedness (e.g., gender, program of study, first-generation)	11
Another outcome. Please describe.	0
None of the above.	5
I don't know/unsure	33

Q2.24 - Has the evaluation of CPL for military-connected learners increased, decreased or stayed the same in the last three academic years? (i.e., you have had more military-connected learners apply for CPL, whether or not it was ultimately awarded)
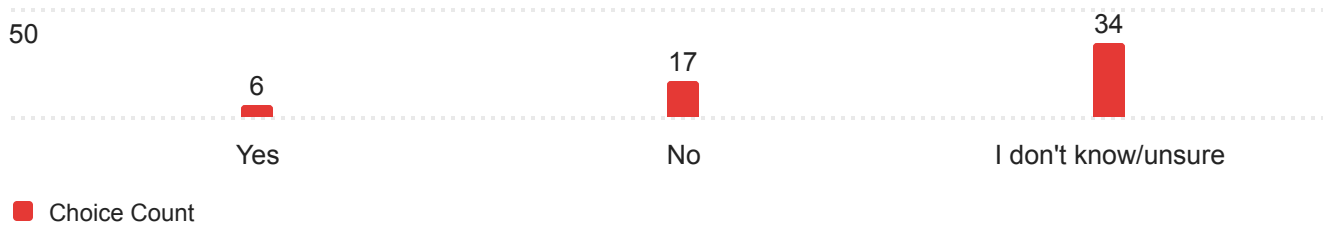
	Increased	Decreased	Unchanged	We don't yet have 3 years of data	I don't know/unsure
Choice Count	12	0	15	4	26

Q2.25 - Has the awarding of CPL to military-connected learners increased, decreased or stayed the same in the last three academic years?

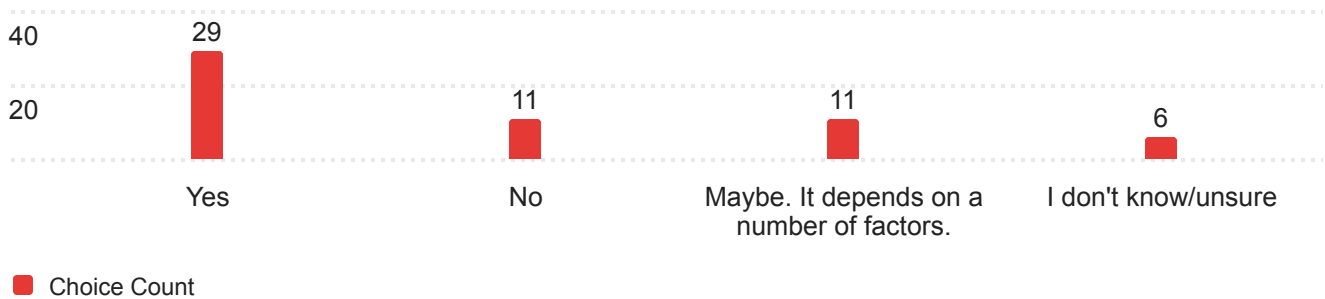|	Increased	Decreased	Stayed the same	We don't yet have 3 years of data	I don't know/unsure
Choice Count	12	0	15	4	26

Q2.32 - Strategic Alignment How well does your institution's undergraduate CPL strategy align with military education goals?
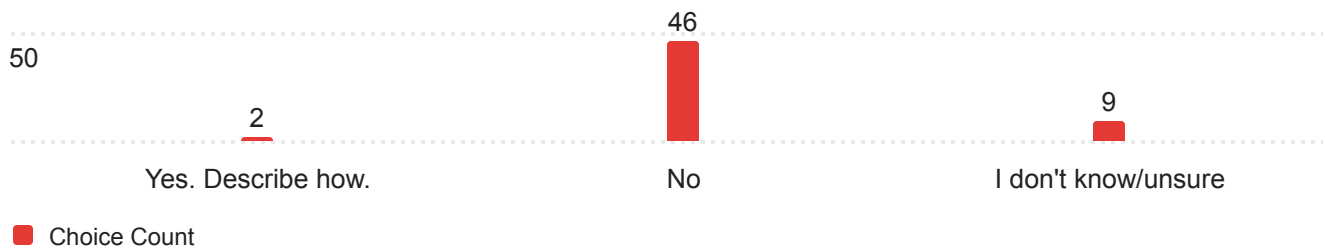
	Excellent	Good	Fair	Poor	I don't know/unsure
Choice Count	4	16	10	5	22

Q2.34 - Are partnerships with state agencies or employers utilized to evaluate and promote military-connected CPL?

Bar chart — Choice Count:
- Yes: 6
- No: 17
- I don't know/unsure: 34

(y-axis max: 50)

Q2.38 - CPL Policy & Quality Assurance Does an undergraduate learner have to be admitted to your institution to have CPL evaluated for credit at your institution? As compared to just being an applicant, prospect or inquiry.

Bar chart — Choice Count:
- Yes: 29
- No: 11
- Maybe. It depends on a number of factors.: 11
- I don't know/unsure: 6

(y-axis: 20, 40)

Q2.39 - Is the requirement above different for military-connected learners? - Selected Choice

Bar chart — Choice Count:
- Yes. Describe how.: 2
- No: 46
- I don't know/unsure: 9

(y-axis max: 50)

Q2.40 - Which of the following, if any, are part of your process for ensuring the quality of your undergraduate CPL policies and practices in general? (all that apply)

Field	Choice Count
ACE recommendations	26
CAEL's Ten Standards for Assessing Learning	9
Quality assurance guidelines of our accrediting body	25
Internal guidelines for quality assurance	23
Regular review of our CPL policies and practices	18
Another process not listed	1
No formal process exists to ensure quality	1
I don't know/unsure	17

Q2.41 - Indicate if any institutional policy impacts the following concerning undergraduate CPL accumulation in general. (all that apply) - Selected Choice
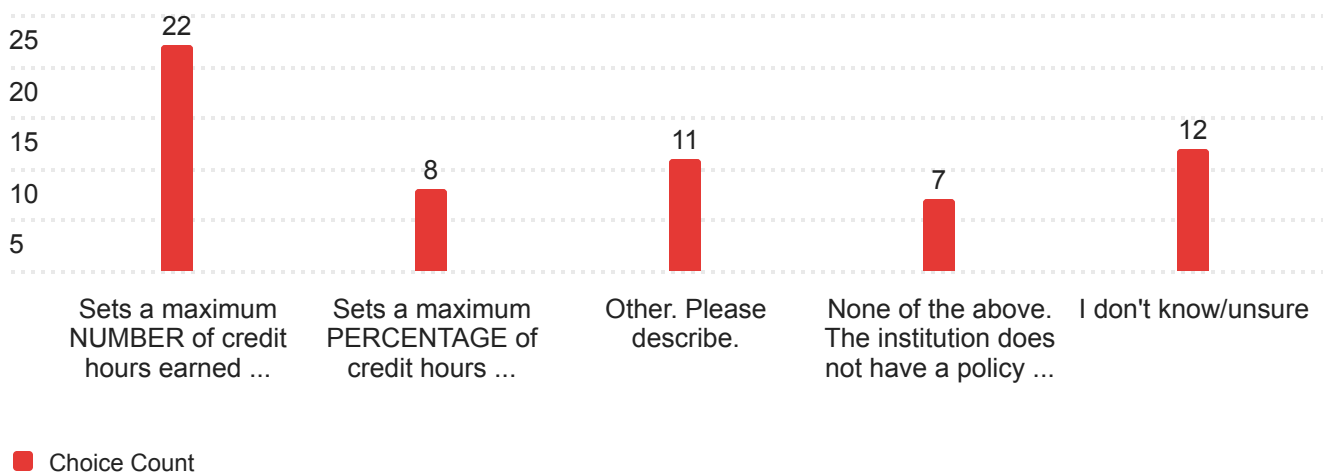
Q2.42 - Are any of the credit-limit-related policies above different for military-connected learners? - Selected Choice
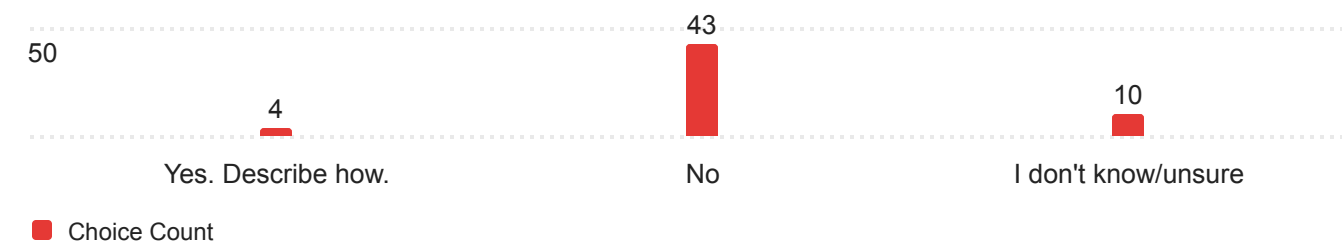
Q2.43 - In general, how may credit awarded through CPL be applied at your institution? (all that apply) Note: We understand that practices may vary for some learners on several factors. Please respond to this question regarding the MOST learners at your institution. - Selected Choice

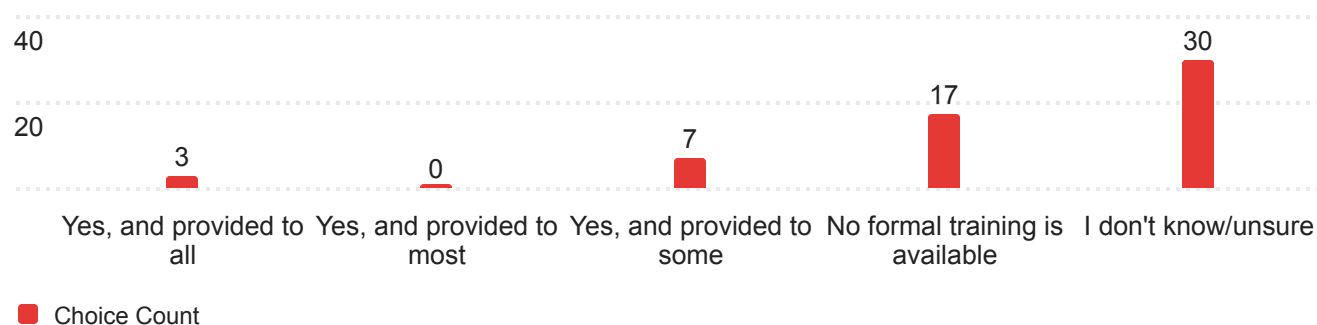| Field	Choice Count
Major requirements	43
Minor requirements	36
Concentration requirements	37
General education requirements	45
Elective requirements	47
Satisfying pre-requisite requirements	35
Institutional residency requirements	4
Other. Please describe.	3
I don't know/unsure	4

Q2.44 - Are any of the credit-application policies above different for military-connected learners? - Selected Choice
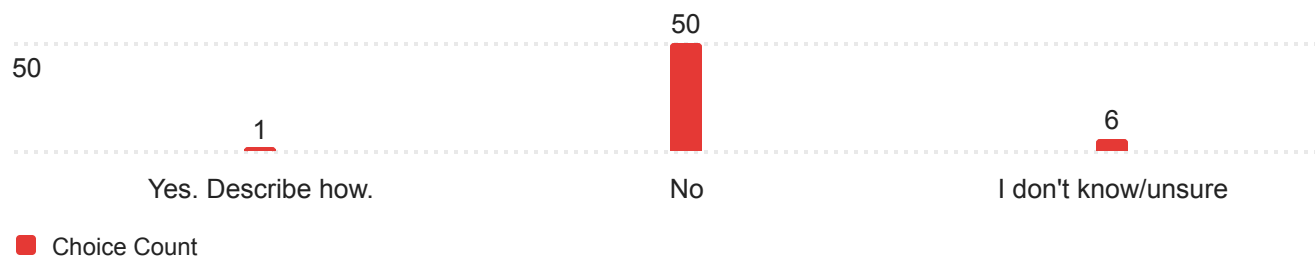
Q2.45 - Responsible Personnel Who is responsible for helping military-connected learners understand and complete the application and evaluation process for CPL? (all that apply) - Selected Choice

Field	Choice Count
CPL coordinator or other CPL dedicated staff	15
Registrar's office staff	28
Academic affairs staff	11
Admissions staff	34
Workforce development staff	5
Student success staff	13
Academic advisors	36
Faculty	19
Veterans service staff	36
They find out on their own from resources on our website	14
Our institution has software to assist military-connected learners with the process	2
Other. Please describe.	6
We do not provide military-connected learners with assistance	0
I don't know/unsure	1

Q2.46 - Training Is formal training available to those responsible for assisting military-connected learners with their CPL application?

Yes, and provided to all	Yes, and provided to most	Yes, and provided to some	No formal training is available	I don't know/unsure
3	0	7	17	30

■ Choice Count

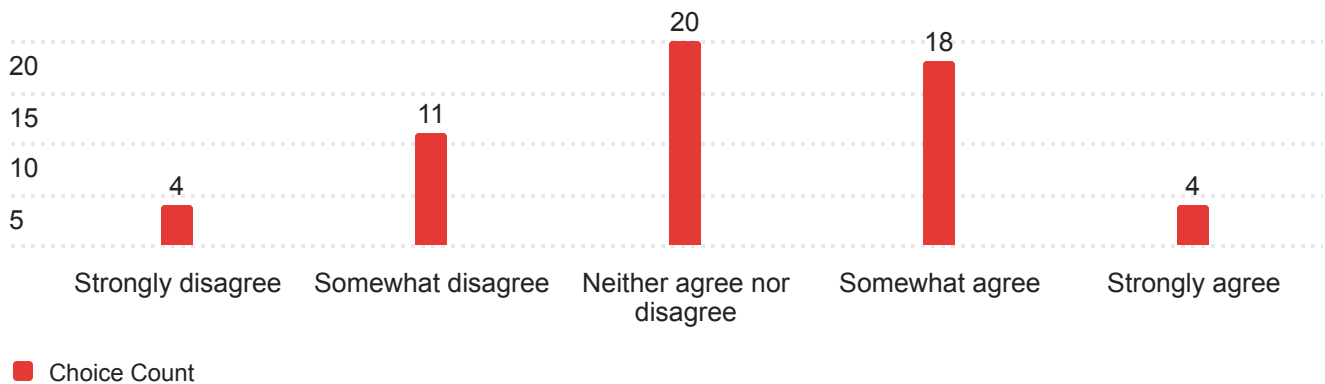Q2.48 - How would you rate the institution's need for training in evaluating credit for prior learning for military-connected learners? Beginner Training Understanding the basics of credit for prior learning and military transfer credit. Introduction to policies and procedures for evaluating prior learning. Overview of military education and training programs. Intermediate Training Developing skills to assess and document prior learning experiences. Implementing best practices for evaluating military training and education. Case studies and practical applications of credit transfer policies. Advanced Training Advanced techniques for evaluating complex prior learning and military experiences. Designing and leading workshops on credit for prior learning and military transfer credit. Policy development and strategic planning for institutional credit transfer initiatives.
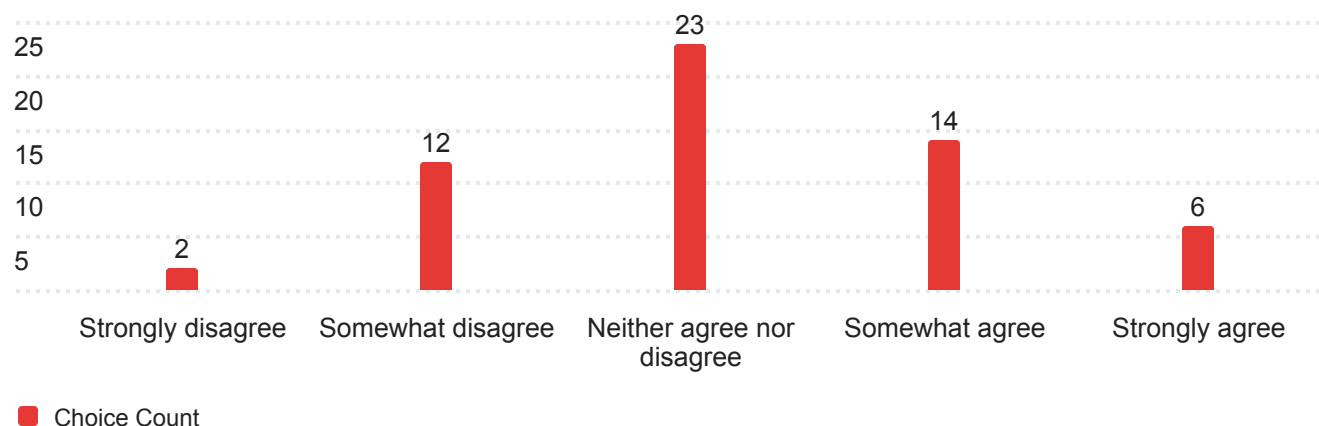

Beginner	Intermediate	Advanced	No need for training	I don't know/unsure
13	17	12	3	12

■ Choice Count

Q2.49 - Faculty Engagement How are faculty made aware of the military-connected learners' CPL options? (all that apply) - Selected Choice

Field	Choice Count
Standardized training for all faculty	4
Optional training offered to interested faculty	9
Word of mouth	20
Other faculty	15
They find out on their own from resources on our website	17
From military-connected learners requesting CPL	19
From their academic leadership	18
Direct outreach through text or email	6
Another method not listed. Please describe.	5
Faculty are not made aware	3
I don't know/unsure	19

Q2.50 - How much do you agree with the following statement? "Our faculty are aware of the CPL options for military-connected learners."

Bar chart showing:
- Strongly disagree: 4
- Somewhat disagree: 11
- Neither agree nor disagree: 20
- Somewhat agree: 18
- Strongly agree: 4

Choice Count

Q2.51 - How much do you agree with the following statement? "Our faculty are aware of the benefits of CPL for military-connected learners."

Bar chart:
- Strongly disagree: 2
- Somewhat disagree: 12
- Neither agree nor disagree: 23
- Somewhat agree: 14
- Strongly agree: 6

■ Choice Count

Q2.54 - Military-Connected Learner Awareness of CPL Options How are military-connected learners made aware of the institution's CPL options? (all that apply) - Selected Choice

Field	Choice Count
Veterans services staff on campus	43
Registrar's Office staff	26
Academic Affairs staff	16
Admissions staff	42
Workforce development staff	6
Student Success staff	21
At orientation	21
In the catalog	23
On the institution's web page	38
Social media posts	6
We offer information session on CPL on a regular basis	1
Direct outreach through text or email	8

Faculty	13
Learner handbook	6
Other military-connected learners	23
Other. Please describe.	3
I don't know/unsure	4

Q4.1 - CPL in Transfer Does your institution accept CPL awarded at another institution in transfer?

5	27	9	20
Yes	No	It depends	I don't know/unsure

(y-axis marked 50)

■ Choice Count

Q4.2 - What are the conditions under which CPL evaluated by another institution will be accepted by your institution without re-evaluation by your institution? (all that apply) - Selected Choice

Field	Choice Count
The credits awarded through CPL apply to the credential and/or major selected by the transfer learner	6
The institutional CPL policy grants credit for that type of CPL credit	3
The CPL credit meets an applicable common core of courses within a particular system of higher education (e.g., Arizona GEC, Tennessee Transfer Pathways, etc.)	4
CPL evaluated by a credit recommendation service	2
CPL evaluated by an institution whose CPL policies and practices are known and trustworthy	4
CPL evaluated by an institution with whom we have established articulation agreements	4
Other. Please describe.	0
I don't know/unsure	3

Q4.3 - Are earned credits from any DOD-associated institutions treated any differently than those earned at non-DOD-associated institutions? For example, credit from Community College of the Air Force Any of the military service academies (e.g., Air Force Academy) Any service graduate school (e.g., Naval War College, National Defense University, Air Force Institute of Technology) - Selected Choice
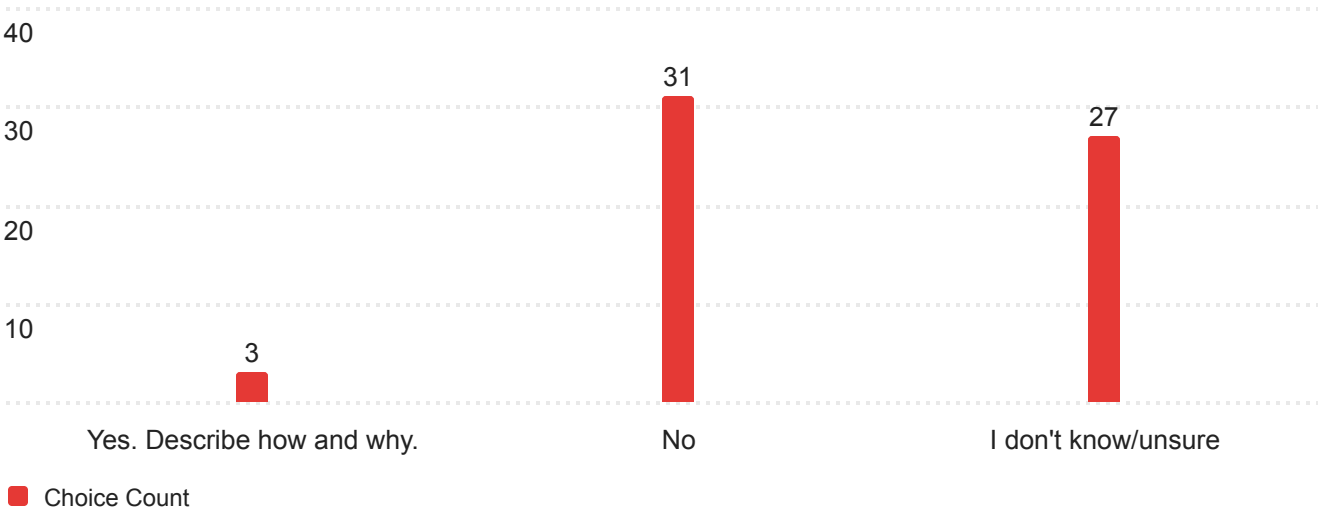
APPENDIX D

INDIANA FACULTY— QUANTITATIVE SURVEY DATA

Q34_4 - Institution

Institution

Ivy Tech Community College

Ivy Tech

Indiana University East

IU Northwest

Indiana University Northwest

Indiana State University School of Nursing

Ivy Tech

Ivy Tech

Ivy Tech

Ivy Tech Community College Lafayette IN

Ivy Tech Community College

Ivy Tech Community College

Ivy Tech Community College South Bend-Elkhart

Ivy Tech Community College

Ivy Tech Community College

Ivy Tech Community College

Ivy Tech - Terre Haute

Ivy Tech Fort Wayne

Ivy Tech Fort Wayne

Ivy Tech Community College Lafayette

Q34_5 - Position Title

Position Title

Assistant Faculty Lead & Associate Professor

Department Chair

associate professor

Associate Vice Chancellor for Academic Affairs

Director, Center for Economic Education and Research

Professor

Department chair

PTA Program Chair

Faculty

Department Chair

faculty

Department Chair Engineering & Industrial Technology

Medical Assisting Program Chair

Department Chair

Associate Professor, Department Chair, Information Technology

Dept. Chair of General Studies, Associate Professor of Communication, Statewide Communication Curriculum Committee Chair
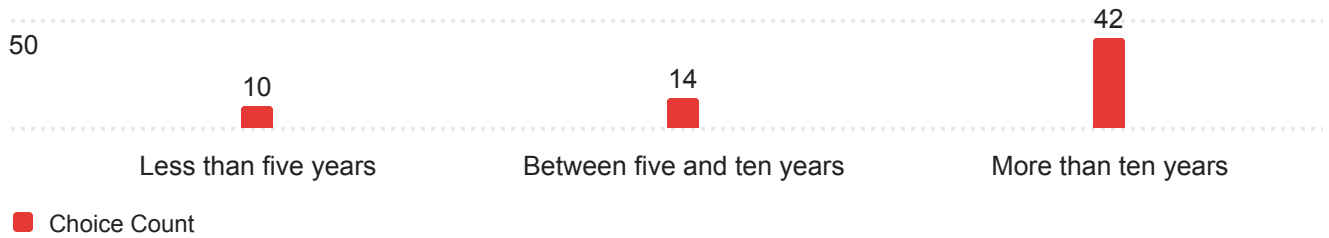
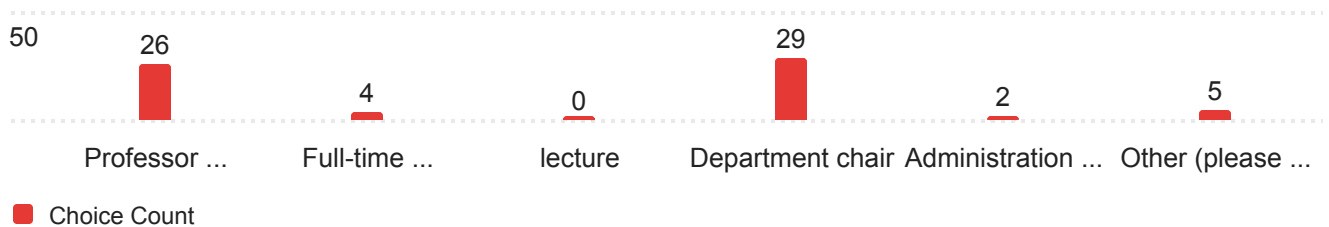Dept. Chair - Engineering & Electronics

Humanities chair

Program Chair

Department Chair, Engineering and MET

Q32 - How long have you been a member of the faculty at your current institution?

10	14	42
Less than five years	Between five and ten years	More than ten years

50

■ Choice Count

Q33 - Which option most closely aligns with your current faculty role? (check all that apply) - Selected Choice

26	4	0	29	2	5
Professor ...	Full-time ...	lecture	Department chair	Administration ...	Other (please ...

50

■ Choice Count

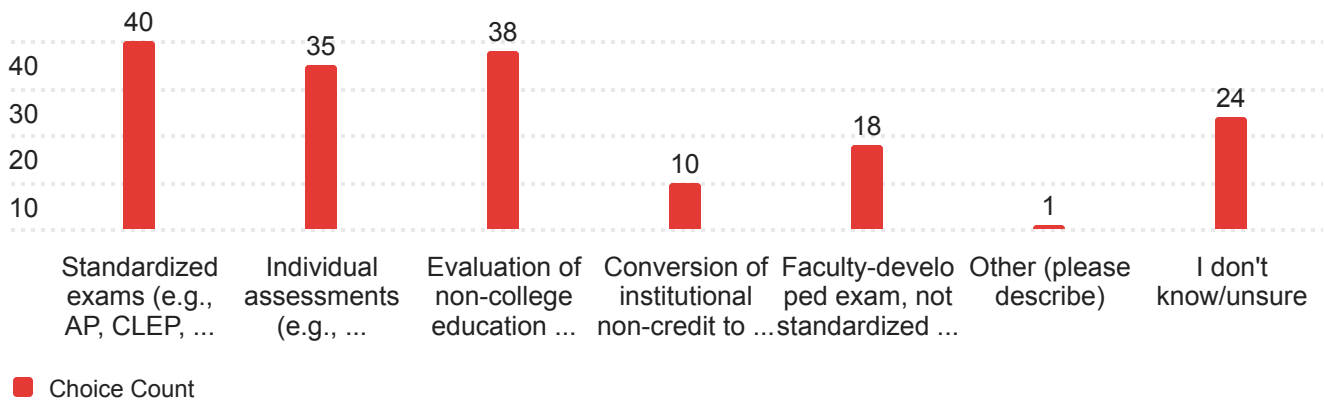## QID2 - What type(s) of military-connected learners are served by your institution at the undergraduate level? (check all that apply)

51	58	63	60
active-duty personnel	military retirees	veterans	reservists

100

■ Choice Count
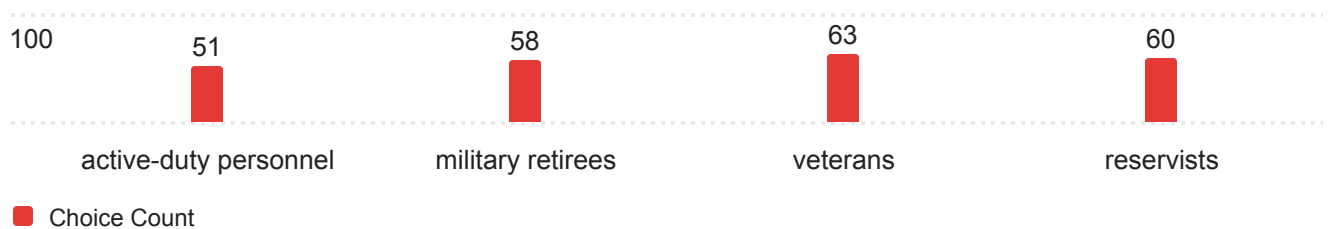
QID3 - There are many ways that people acquire learning. What kind of learning does your institution recognize as appropriate for evaluating through its CPL program for undergraduate learners in general? (check all that apply) - Selected Choice

Field	Choice Count
outside of a teaching environment	20
as part of professional experiences, including professional licensing	45
as part of military experience	32
as non-credit courses offered through continuing education, AP/IB high school courses, or elsewhere	30
college courses taken too long ago to be recognized but the learner's experience has updated their knowledge	19
as part of volunteering	5
self-taught/autodidactically	7
Other (please describe)	4
I don't know/unsure	24

QID4 - Select which of the following methods are used to assess CPL at your institution (check all that apply) - Selected Choice

Bar chart values:
- Standardized exams (e.g., AP, CLEP, ...): 40
- Individual assessments (e.g., ...): 35
- Evaluation of non-college education ...: 38
- Conversion of institutional non-credit to ...: 10
- Faculty-developed exam, not standardized ...: 18
- Other (please describe): 1
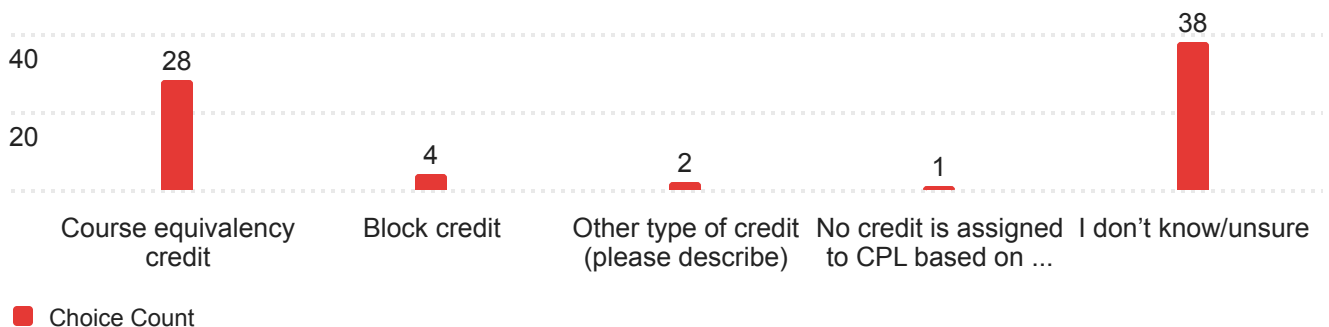- I don't know/unsure: 24

■ Choice Count

QID5 - Please select which standardized exams are used to recognize undergraduate prior learning in general (check all that apply) - Selected Choice

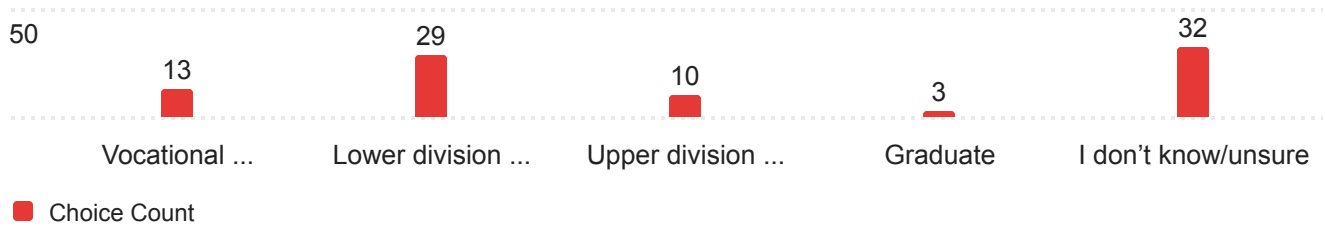| Field	Choice Count
Advanced Placement Examination Program (AP)	34
College Level Examination Program Exams (CLEP)	35
DANTES-funded CLEP	22
DSST Credit by Exam	12
International Baccalaureate Exam (IB)	19
SAT	20
ACT	19
University of Cambridge International Exam (Cambridge)	7
ACTFL Oral Proficiency Interview	0
NYU Foreign Language Proficiency Exam	0
Caribbean Advanced Proficiency Examination Program	0
Cambridge Advanced International Certification of Education (AICE)	0
College Entrance Examination Board (CEEB)	4
Other (please describe)	0
I don't know/unsure	34

QID6 - What evaluation methods or sources are used to recognize military-connected non-college education and training for CPL? (check all that apply)

Field	Choice Count
NCCRS workplace and volunteer training or other NCCRS credit	1
ACE Military training	16
ACE Military occupations	12
ACE CREDIT - education, workplace and training	17
Assessment of other training by our own institution (e.g., for nonprofit, volunteer, or local business training)	4
Joint Services Transcript (JST)	15
Other methods for evaluating military training	2
Internal evaluation of technical or professional certification	16
Internal evaluation of technical or professional apprenticeship	9
Internal evaluation of technical or professional licensure	13
Use of other consultant or vendor to evaluation credit crosswalks for certifications, apprenticeships, licenses, or non-credit training	3
I don't know/unsure	42

QID7 - What type of credit is assigned to military-connected non-college education and training? (check all that apply) - Selected Choice
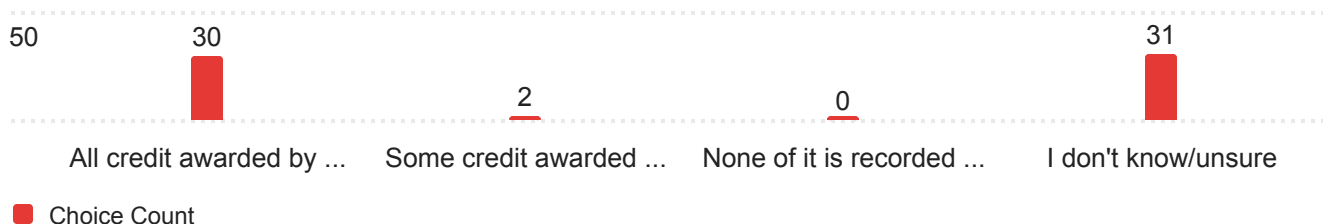

Bar chart with the following values:
- Course equivalency credit: 28
- Block credit: 4
- Other type of credit (please describe): 2
- No credit is assigned to CPL based on ...: 1
- I don't know/unsure: 38

Choice Count

QID8 - What level of credit and type of credit may military-connected learners earn for CPL credit? (check all that apply)

	Vocational ...	Lower division ...	Upper division ...	Graduate	I don't know/unsure
Choice Count	13	29	10	3	32

QID9 - What undergraduate credential levels and/or types of programs can undergraduate learners apply awarded CPL? (check all that apply)

Field	Choice Count
Incremental credentials (Micro, Alternative, Nano, etc.)	9
Credit-based certificates	29
Associate degree	31
Bachelor's degree	16
Post-baccalaureate certification/program	6
Career and technical education	16
Adult and continuing education	7
Non-credit programs/certificates	4
I don't know/unsure	31

QID10 - If, after evaluation, prior learning is found to warrant credit, is the credit recorded on a learner's transcript?

	All credit awarded by ...	Some credit awarded ...	None of it is recorded ...	I don't know/unsure
Choice Count	30	2	0	31

What successes or benefits, if any, are you seeing with the military-connected learner CPL process at your institution?

- **Sense of Purpose and Belonging**: Recognizing military training as academic credit helps military-connected students feel validated, fostering a sense of purpose after separation from service. This acknowledgment enhances their sense of belonging and persistence in their academic journey, contributing to increased motivation and academic success.
- **Streamlined Degree Completion**: The ability to award college credit for prior military experience allows students to complete their degrees faster by not retaking courses they have already mastered. It can help expedite the process, especially when credits from military service align with associate degree or bachelor's degree requirements.
- **Credit Variability and Standardization Issues**: A major challenge is the lack of standardization across military branches in how training is documented and how it translates to college credits. Some institutions report difficulties in translating military training into academic credits, and there is no consistent approach to awarding credit across different branches.
- **Challenges in Crosswalking Military Experience to Academic Credit**: While there is growing attention on crosswalking military experiences to academic credit, there are still significant barriers, such as variations in how different branches document training and inconsistencies in program-level credit acceptance due to outside accreditors.
- **Institutional and Process Challenges**: Institutions are still figuring out how to best award military credit, with some institutions in the process of developing systems like the Purple Star program or reviewing ACE recommendations and course objectives to determine where credit might be warranted. There are also concerns about the high standards set for awarding credit, which can sometimes limit the amount of credit granted.
- **Portfolio Evaluation and Limited Interaction**: Some institutions are open to evaluating portfolios, but in practice, few students are currently involved. Some areas, such as humanities, have limited interactions with military-connected learners, and credit transfer can be particularly challenging in certain fields due to external accreditation requirements.
- **Variation by Program and Branch**: The amount of credit awarded can differ by program, branch, and specific training or certification. For instance, credit awarded for basic training in the Marines may differ significantly from that awarded for training in the Army or other branches.

What conditions need to exist to expand the recognition of CPL for military-connected learners at your institution?

- **Standardization of Military Transcripts and Training**: A significant condition for expanding CPL recognition is the standardization of military transcripts across all branches. There is a need for consistent documentation of military training, skills, and objectives, which would make it easier to translate military experience into academic credit. Standardizing knowledge, skills, and abilities across the armed forces is considered a crucial step.
- **Faculty Education and Training**: Faculty and staff education is a recurring theme. Many responses indicate the necessity of training faculty and administrators to understand military-specific CPL processes. This includes understanding military transcripts, certifications, and the unique learning experiences of military-connected students. Without such training, it is difficult for institutions to evaluate military-related CPL effectively.
- **Improved Systems and Platforms**: There is a need for better software and systems to manage military-connected CPL. Some respondents indicated that their current platforms are incomplete or not detailed enough, missing key military service courses. Improved systems would streamline the process and increase efficiency.
- **Awareness and Communication**: Ensuring that both military-connected learners and staff are aware of CPL procedures is another essential condition. Veterans need to know that certain military certifications may qualify them for CPL, and they must have the necessary documentation. Staff should be trained in the CPL process, particularly in how it works with transfer degrees and how to process military-related credits. Clear, accessible communication of procedures is critical.
- **Evaluation Methods**: Many respondents highlighted the importance of effective evaluation methods, particularly portfolio assessments, to ensure that CPL accurately reflects military learning. In cases where exams aren't an option, evaluating portfolios becomes crucial, but this process may require financial compensation for the evaluators.
- **Understanding Military Training Depth and Relevance**: There's a need for a better understanding of the wide range of training offered by the military and how it translates to civilian coursework. Some respondents suggested a match analysis between course objectives and military training to identify where military experience aligns with academic requirements. This could lead to a more efficient credit-awarding process without requiring veterans to repeat content they already know.
- **Dedicated Support and Infrastructure**: A suggestion for creating a supportive veteran-focused space within the institution was made. This could include a dedicated point of contact for veterans, veteran-specific orientations, or first-semester courses. Having a clear, streamlined process for awarding CPL in a transparent and equitable manner is key to making military-connected students feel supported.
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Volatility and Demand: Some respondents mentioned that expanding CPL would require sufficient volume and demand to justify changes to current processes. Without a significant number of military-connected students seeking CPL, it may be difficult to justify the resource allocation needed for expansion.
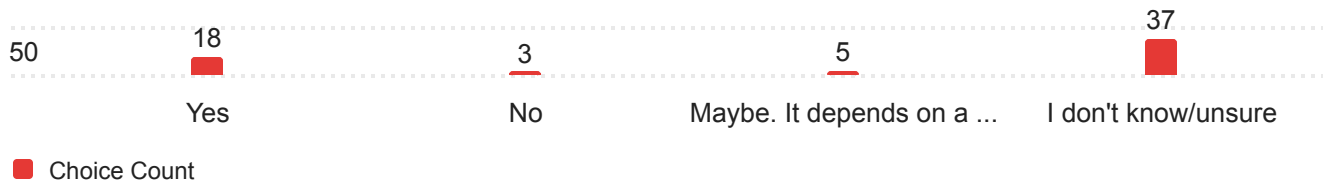
What are the challenges, if any, you are seeing with the military-connected learner CPL process at your institution?

- **Lack of Awareness and Understanding**: Many respondents highlighted a lack of knowledge among faculty and staff about the CPL process for military-connected learners. This includes faculty ignorance about how to evaluate military credits and the challenges associated with interpreting military transcripts. There is also a lack of awareness among potential military-connected students about the institution's CPL options, which can limit their access to benefits.
- **Faculty Buy-In and Workload**: Faculty buy-in is a significant challenge, as some respondents mentioned that faculty may not fully support or understand CPL for military-connected learners. Furthermore, the workload for faculty and staff is a concern, as they must individually review and evaluate military transcripts, portfolio submissions, and determine equivalencies. This is a time-consuming process and can be overwhelming without sufficient resources.
- **Inconsistent Credit Recognition and Standardization**: There are challenges with inconsistent recognition of military training and credit, particularly with ACE-recommended courses. This lack of standardization can lead to disparities in how credits are awarded and create confusion for both students and faculty. The absence of clear crosswalks between military experience and academic credit is another hurdle that complicates the process.
- **Software and Process Limitations**: The need for better software platforms to manage CPL processes is a recurring challenge. Current systems are often inadequate, missing key details about military courses and training. These limitations contribute to inefficiencies in the credit evaluation process.
- **Lack of Centralized Coordination**: Without a centralized unit to manage CPL processes, the burden falls on individual faculty members, who must handle time-consuming tasks such as revising military transcripts, meeting with students, and evaluating portfolios. This decentralized approach leads to inefficiencies and a lack of consistency in how CPL is implemented.
- **Rigid and Non-Student-Friendly Processes**: Some respondents noted that their institution's interpretation of military credit is too rigid and not student-friendly. They called for more flexible CPL processes that are inclusive and better support the unique
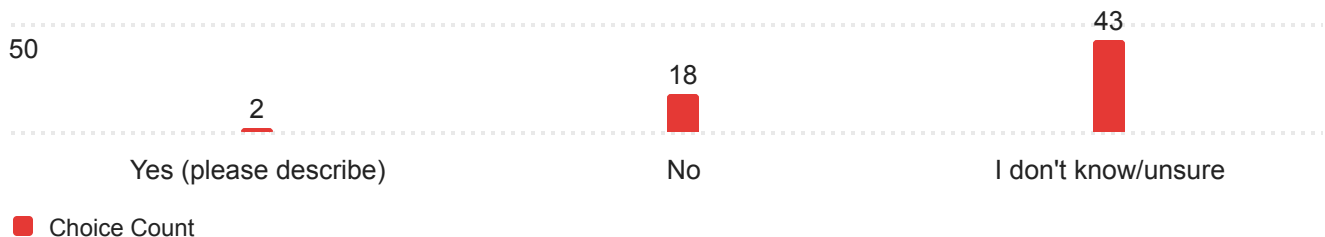
needs of military-connected learners.

- **Course Alignment Issues**: There are instances where military training does not align with the academic courses offered at institutions. This mismatch can result in military-connected students being required to repeat education or training they have already completed, leading to frustration. Additionally, when course objectives don't match, students may be forced to take tests (such as CLEP exams), which may not accurately reflect their skills, particularly for those who are not strong test-takers.
- **Program-Specific Restrictions**: Some programs, especially those designed for transfer to four-year institutions, face limitations on accepting CPL due to articulation agreements or transfer agreements with partner schools. This can prevent military-connected learners from receiving credit for prior learning.
- **Documentation Challenges**: A practical challenge mentioned is the difficulty some students face in providing the appropriate documentation needed to verify their military training and experience for credit evaluation. This can delay or prevent them from receiving the CPL they deserve.

Q14 - Does an undergraduate learner have to be admitted to your institution to have CPL evaluated for credit at your institution (as compared to just being an applicant, prospect or inquiry)?
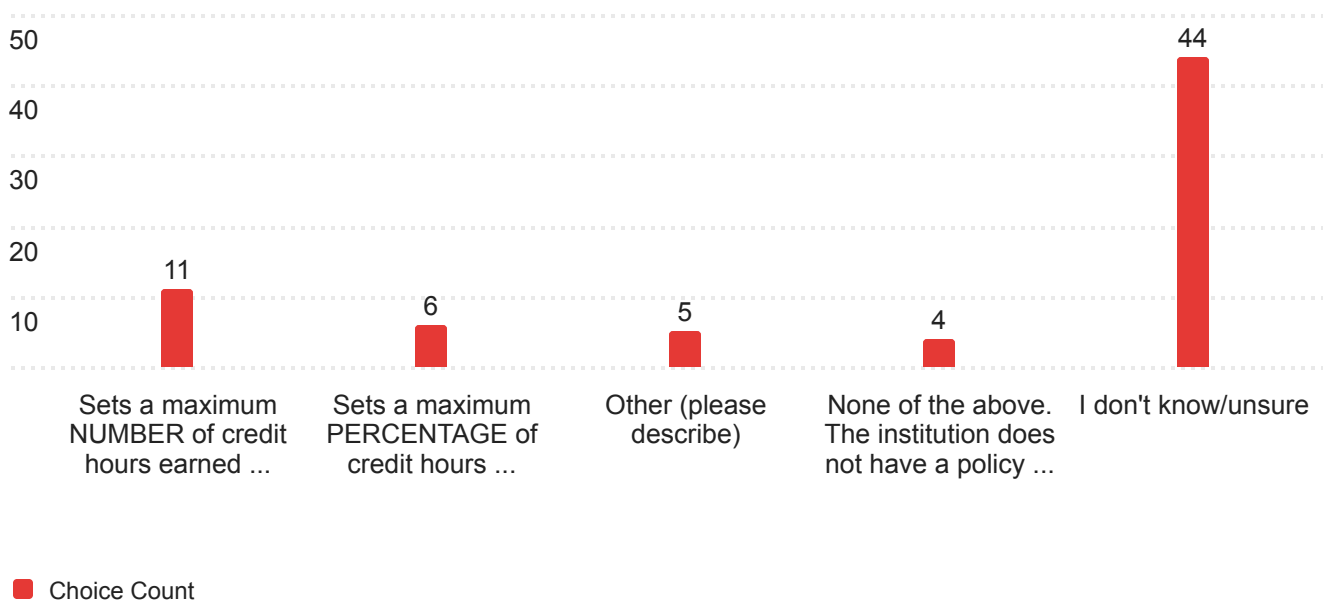
	Yes	No	Maybe. It depends on a ...	I don't know/unsure
Choice Count	18	3	5	37

Q15 - Is the requirement above different for military-connected learners? - Selected Choice

|	Yes (please describe)	No	I don't know/unsure
Choice Count	2	18	43

Q16 - Which of the following, if any, are part of your process for ensuring the quality of your undergraduate CPL policies and practices in general? (check all that apply) - Selected Choice

Field	Choice Count
ACE recommendations	9
CAEL's Ten Standards for Assessing Learning	6
Quality assurance guidelines of our accrediting body	10
Internally-established guidelines for quality assurance	11
Regular review of our CPL policies and practices	11
Other (please describe)	1
No formal process exists to ensure quality	1
I don't know/unsure	47

Q17 - Indicate if any institutional policy impacts the following concerning undergraduate CPL accumulation in general. (check all that apply) - Selected Choice
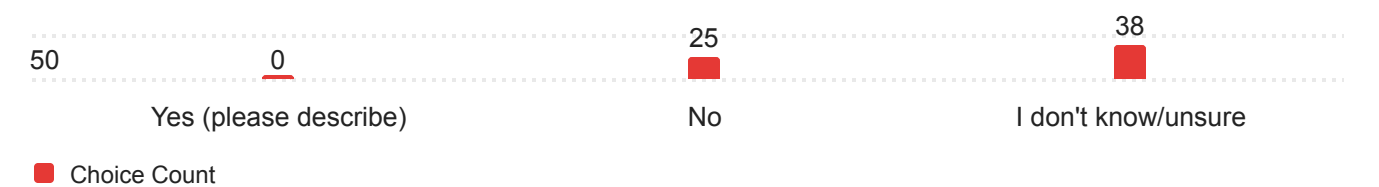

Choice Count

Q18 - Are any of the credit-limit-related policies above different for military-connected learners? - Selected Choice

50	19	44
0		
Yes (please describe)	No	I don't know/unsure

■ Choice Count
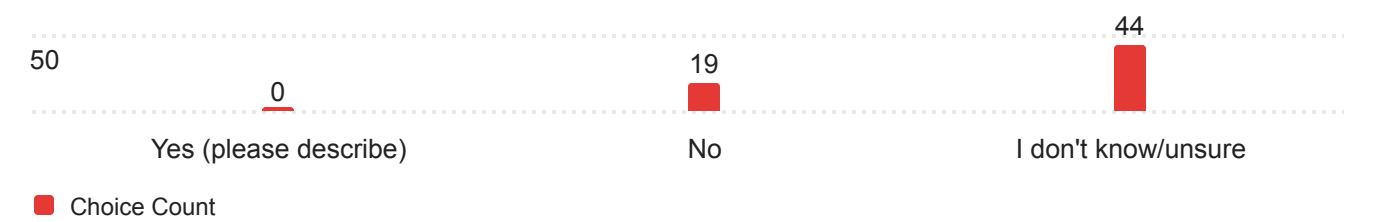
Q19 - In general, how can CPL be applied at your institution? (check all that apply) Note: We understand that practices may vary for some learners on several factors, please respond to this question with regards to MOST learners at your institution. - Selected Choice

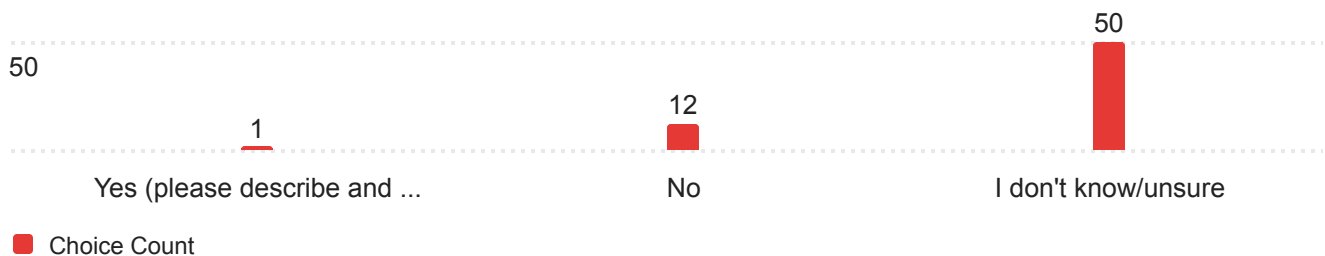| Field	Choice Count
Major requirements	25
Minor requirements	22
Concentration requirements	25
General education requirements	29
Elective requirements	31
Satisfying pre-requisite requirements	27
Institutional residency requirements	7
Other (please describe)	2
I don't know/unsure	29

Q20 - Are any of the credit-application policies above different for military-connected learners? - Selected Choice

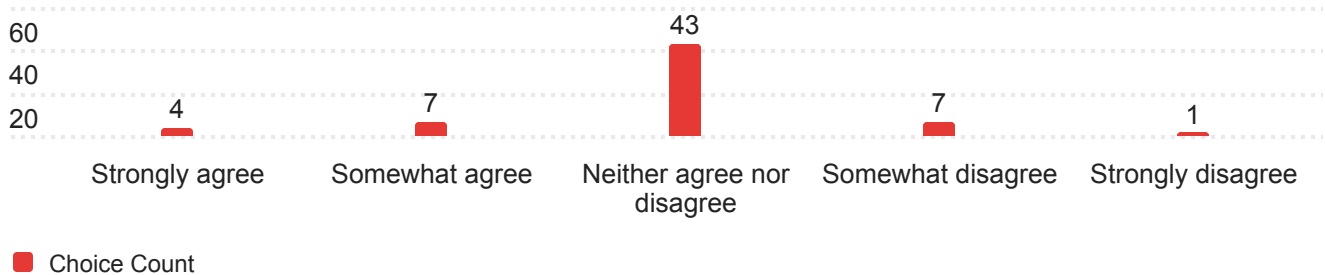|		
50	25	38
0		
Yes (please describe)	No	I don't know/unsure

■ Choice Count

Q21 - What technology is used to support the CPL processes at your institution? (check all that apply) - Selected Choice

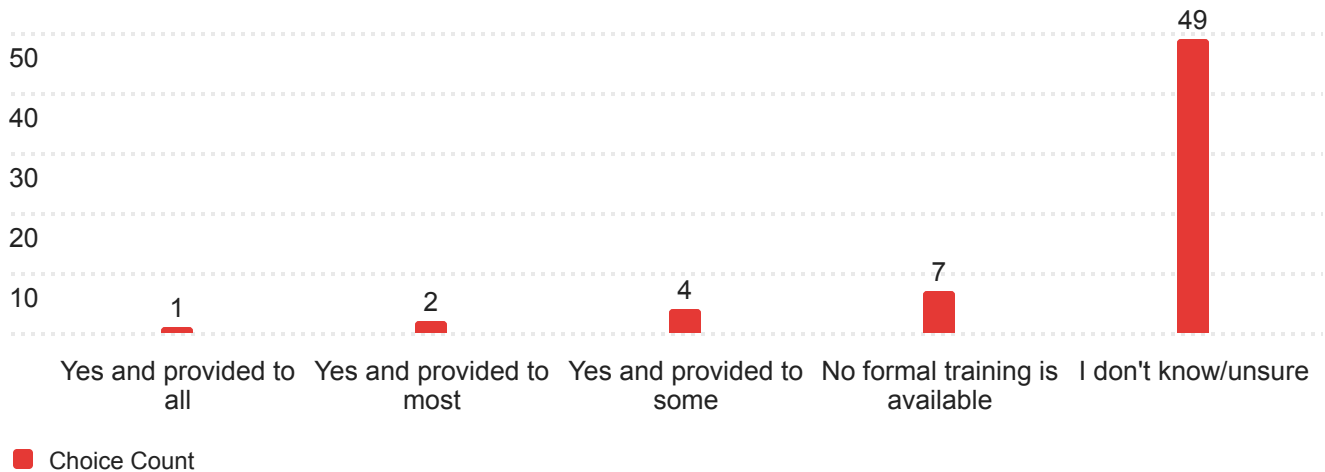| Field	Choice Count
Student information system	12
Reporting system	4
Data warehouse	1
Learning management system	7
Content management system	2
Custom CPL platform(s) for managing and administering CPL (e.g., institutionally-designed tool, Credit Predictor Pro, etc.)	2
Statistical analysis solution	0
Artificial intelligence solution (AI)	0
Other (please describe)	1
None. It is all manual.	3
I don't know/unsure	46

Q22 - Is there different or additional technology used to support military-connected learners CPL? - Selected Choice

	50
50	

Yes (please describe and ...	No	I don't know/unsure
1	12	50

■ Choice Count

Q23 - Indicate your level of agreement with the following statement: "The number of FTE involved in CPL evaluation is sufficient to support the volume of CPL requests."

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Choice Count	4	7	43	7	1

Q24 - Is formal training available to those responsible for assisting military-connected learners with their CPL application?

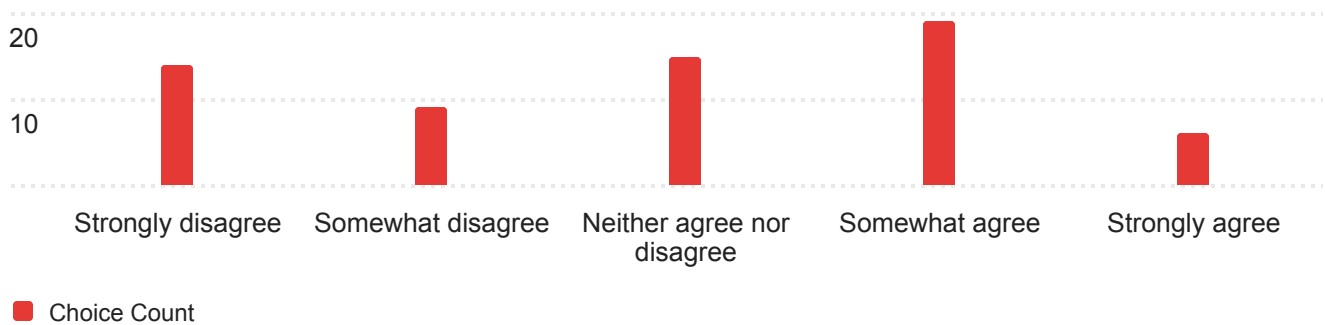|	Yes and provided to all	Yes and provided to most	Yes and provided to some	No formal training is available	I don't know/unsure
Choice Count	1	2	4	7	49

Q25 - How would you rate the institution's need for training in evaluating credit for prior learning for military-connected learners? Beginner Training: ● Understanding the basics of credit for prior learning and military transfer credit. ● Introduction to policies and procedures for evaluating prior learning. ● Overview of military education and training programs. Intermediate Training: ● Developing skills to assess and document prior learning experiences. ● Implementing best practices for evaluating military training and education. ● Case studies and practical applications of credit transfer policies. Advanced Training: ● Advanced techniques for evaluating complex prior learning and military experiences. ● Designing and leading workshops on credit for prior learning and military transfer credit. ● Policy development and strategic planning for institutional credit transfer initiatives.
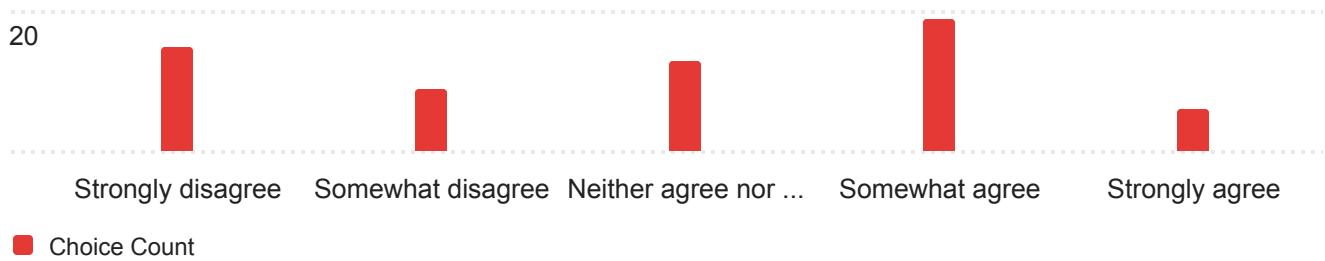
| beginner | intermediate | advanced | no need for training | I don't know/unsure |

■ Choice Count

Q26 - In your faculty role, how were you made aware of the military-connected learners' CPL options? (check all that apply) - Selected Choice

Field	Choice Count
Standardized training for all faculty	0
Optional training offered to interested faculty	1
Word of mouth	14
Other faculty	15
They find out on their own from resources on our website	8
From students requesting CPL	12
From their academic leadership	11
Direct outreach through text or email	5
Other (please describe)	13
I don't know/unsure	20

Q27 - How much do you agree with the following statement: "I am aware of the CPL options for military-connected learners."

Q28 - How much do you agree with the following statement: "I am aware of the benefits of CPL for military-connected learners."

20

Strongly disagree Somewhat disagree Neither agree nor ... Somewhat agree Strongly agree

■ Choice Count

Q29 - At your institution, how are faculty involved in helping military-connected learners understand and complete the process for CPL? Note: Open-ended responses may be included anonymously in the report in their entirety. Please do not include any institutional identifying information in your response.
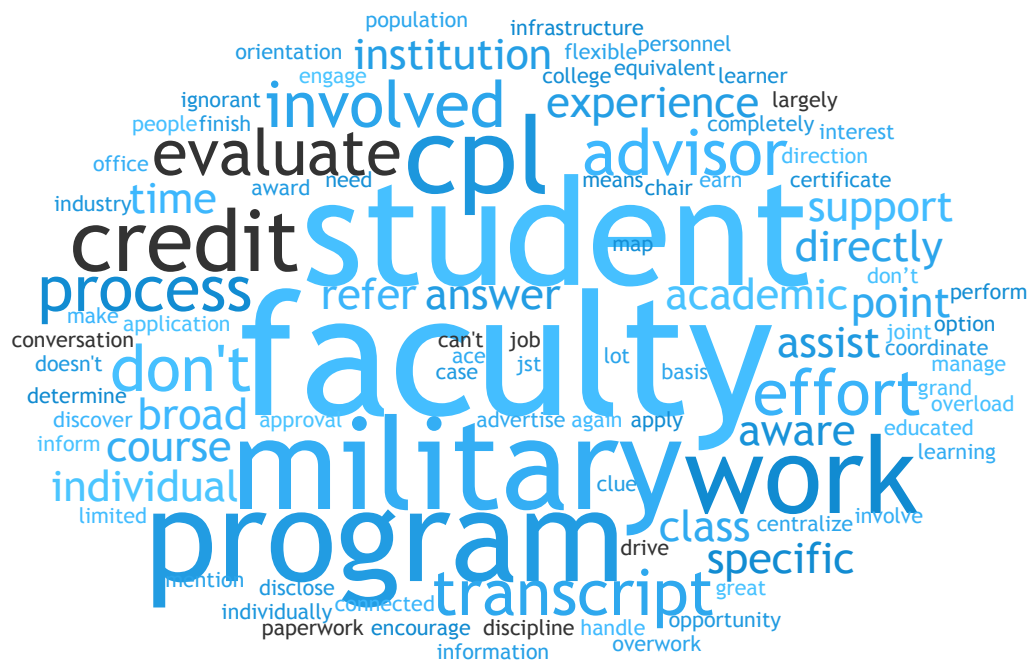
At your institution, how are faculty involved in helping military-connected learners understand and complete the process for CPL?

1. **Limited Faculty Involvement and Knowledge**: Many faculty members are not actively involved in the CPL process for military-connected learners. Some acknowledge that they have limited knowledge about the process, while others simply refer students to advisors or specialized personnel. Faculty often work in silos within their specific programs and may not have a broader understanding of how military-connected CPL works across the institution.

2. **Program-Specific Involvement**: In some cases, faculty are involved in evaluating CPL within their specific programs, particularly when it comes to Joint Service Transcripts (JST), ACE-recommended courses, or portfolio evaluations. However, this tends to happen on a case-by-case basis, and faculty engagement can be inconsistent depending on the program.

3. **Overloaded Faculty and Lack of Resources**: Several responses mention that faculty are overloaded with other responsibilities, making it difficult for them to dedicate time to the CPL process. There is also a recognition that while the infrastructure to support military-connected CPL exists, more interest and resources are needed to make the process more effective.

4. **Role of Advisors and Coordinators**: Advisors and program coordinators play a significant role in helping military-connected learners navigate the CPL process. Some faculty members noted that the responsibility for managing the CPL process largely falls to advisors, who encourage students to request academic credit. Program coordinators are often mentioned as the main point of contact for handling CPL, though they are sometimes overworked.

5. **Lack of Awareness and Communication**: Many faculty members reported that they are not well-informed about the CPL options available to military-connected learners, especially those outside of their specific discipline. There is also a recognition that more publicity and advertising of CPL opportunities are needed, both within the institution and in the broader military community, to raise awareness.

6. **Referral to Specialized Personnel**: In some cases, faculty are not involved directly in the CPL process but instead refer students to other departments, such as academic advisors, the registrar, or the Veterans Affairs (VA) office. These specialized personnel are tasked with assisting students through the CPL process, including the evaluation of credits.

7. **Siloed and Fragmented Process**: There is a general sentiment that the CPL process for military-connected learners is fragmented, with faculty working independently and not always coordinating across departments. This lack of centralized coordination can lead to inefficiencies and confusion about how to best support military-connected students.