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

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

June 15, 2016
Webinar Logistics

➢ Tech Support: For technical assistance, dial 202-939-9700.

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➢ To ask a question, use the Q & A panel on the right side of your screen.

➢ This webinar is being recorded.
American Council on Education
Credit for Prior Learning Stimulus

Angel Harriott, CWDP
Senior Program Manager
College and University Partnerships
Center for Education Innovation and Attainment
American Council on Education
Overview: 2015 ACE CPL Stimulus

- What is it
- Key Accomplishments
- Next Steps

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

Dr. Denise Hart

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

- **El Centro Community College**
  Engaging Faculty in CPL & Creating aPortfolio Product for Students

- **Metropolitan State University of Denver**
  Prior Learning Assessment: Faculty Development and CPL Tools

- **Panelist Discussion / Q&A**

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

- **Panelist Discussion / Q&A**

- **Closing Remarks**
Panel of Presenters

Elizabeth Parmelee
Metropolitan State University of Denver

Diane Singer
Brandman University

Sondra Flemming
El Centro Community College

Karla Damron
El Centro Community College
Please answer the polling questions on the right-hand side of your screen.
Engaging Faculty in CPL & Creating an e-Portfolio Product for Students

Sondra Flemming & Karla Damron

EL CENTRO COMMUNITY COLLEGE
Snapshot of El Centro College

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

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

CPL Planning Team:

- CORE Allied Health Faculty
- Retention Advisor - Student contact
- Online Learning Resource Staff
- Health Division Administrators
How did you establish policies & procedures?

- Based process on existing paper portfolio model used in prior years
- Created online course and process flow
- Adjusted process based on student need (CE Models for missing skills)
- Procedure that met more student needs by offering online
Faculty Role in Creating Portfolios, Challenge Examinations and Military Credit

PORTFOLIO PROCESS:

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

District accepts Military ACE Credit

Standard Challenge Exams/Finals
Online Platform for Portfolio Course

Blackboard (Existing LMS)

Why?

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

Instructional Designer redesigned paper portfolio model for online
### Assignments

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<tr>
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<td>Chapter 5: Documenting Your Life Experience</td>
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<td>Chapter 6: Assembling your ePortfolio</td>
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### Chapter 5: Documenting Your Life Experience

#### ScL

**Chapter 5: Documentation of Life Experience**

#### Examples of Documentation

- Attached Files: [HDEV_Example_Documentation.pdf](HDEV_Example_Documentation.pdf) (2.372 MB)
- Some examples include: Facility checkoff sheet, certificate of completion of training, etc.

#### Form NT2 Learning from Work Experience

- Attached Files: [NT2_form.pdf](NT2_form.pdf) (39.008 KB)

#### Form NT3 Learning from Training Experience

- Attached Files: [NT3_form.pdf](NT3_form.pdf) (48.659 KB)

#### Form NT4 Learning from Other Experience

- Attached Files: [NT4_form.pdf](NT4_form.pdf) (42.982 KB)

#### Evidence for ePortfolio Forms NT2, NT3, NT4
### ePortfolio Course: shared with Faculty Reviewer

**Flex entry 3 times during semester**

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**Faculty evaluation after course ends**
Collaborations & Partnerships

Internal

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

External

• Health Profession Pathways Consortium
• Local Hospitals:
  Nursing & Allied Health Grow Your Own Programs
Institutional Data: PLA Enrollment vs Success

Prior Learning Success – Numbers

- Number Enrolled
- # Portfolio Credit
- # PLA Credit
Benefits of PLA ePortfolio Course

Students

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

El Centro

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

Faculty Benefits

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

Faculty Development and CPL Tools

Elizabeth Parmeelee
Metropolitan State University Denver
Snapshot of MSU of Denver

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

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<tr>
<td>Average age</td>
<td>26</td>
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<tr>
<td>Attend part time</td>
<td>40%</td>
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<tr>
<td>First-generation college students</td>
<td>32%</td>
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<td>Pell Grant recipients</td>
<td>33%</td>
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<tr>
<td>From Metro Denver area</td>
<td>93%</td>
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- Between 2006 and 2016 MSU Denver granted over 3400 students PLA credit in courses across numerous disciplines.
- Departments most commonly granting PLA credit include Modern Languages, Human Services, and Aviation and Aerospace.
• PLA has always been governed, assessed and overseen by faculty, department chairs and deans.

• CLEP tests constitute the most common form of PLA but the recent development of a military credit package resulted in an increase.

• Departments most commonly granting PLA credit include Modern Languages, Human Services, and Aviation and Aerospace.

Number of Students Using Each Type of PLA

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<th>Type</th>
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<td>Departmental Exam</td>
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<td>Military School Exam</td>
<td>1,357</td>
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<td>Portfolio</td>
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</table>

Sum of Number for each Type.
Student Status by PLA Status

- **PLA**
  - Stopped Out: 29.58%
  - Continuing: 20.21%
  - Graduated: 50.22%

- **Not PLA**
  - Stopped Out: 58.83%
  - Continuing: 14.00%
  - Graduated: 27.17%
Our work over the past year has sought to…

• Engage faculty in a deeper understanding of assessment in order to expand PLA across more disciplines.

• Ensure that where PLA is being used, the assessment process is both substantive and straightforward.

• Ensure that the populations of students most likely to be eligible for PLA are aware of it (e.g., military students, non-traditional, transfer)
PLA Credit for Military Students

Two forms of credit awarded:

- “Credit package” (automatically awarded, based on submission of DD-214 or other record of service) grants up to 15 credits

- Evaluation of JST for courses specific to major/minor area of study. This works well with the Individualized Degree (which allows students to create a unique cross-disciplinary program) and is theoretically unlimited.

- All of the above has required close work with faculty, including votes of approval by the full Faculty Senate. Faculty members (retired military) have been very helpful.
DEGREES AWARDED

Primary Degree
- Individualized Degree Program

TRANSFER CREDIT ACCEPTED BY INSTITUTION

Subject | Course | Title | Grade | Credit Hours | Quality Points | GPA
-------|--------|-------|--------|--------------|----------------|-----
ENG     | 1010   | Freshman Composition: The Essay | T     | 3.330        | 0.00           | 0.00

Current Term:
- Attempt Hours: 0.000
- Passed Hours: 0.000
- Earned Hours: 3.330
- GPA Hours: 0.000
- Quality Points: 0.00
- GPA: 0.00

Unofficial Transcript

Subject | Course | Title | Grade | Credit Hours | Quality Points | GPA
-------|--------|-------|--------|--------------|----------------|-----
MGT     | 3000   | Organizational Management | T     | 3.000        | 0.00           | 0.00
MGT     | 9001   | Personal Management      | T     | 3.000        | 0.00           | 0.00
MILR    | 9000   | Sgt Major Academy        | T     | 9.000        | 0.00           | 0.00
MILR    | 9002   | Human Resources Mgmt     | T     | 3.000        | 0.00           | 0.00
SPS     | 8000   | Primary Leadership Develop | T  | 2.000        | 0.00           | 0.00
SPS     | 8001   | Military Pe               | T     | 3.000        | 0.00           | 0.00
SPS     | 8002   | Ft Artillery Digital Sys Rep | T  | 13.000       | 0.00           | 0.00

Current Term:
- Attempt Hours: 0.000
- Passed Hours: 0.000
- Earned Hours: 36.000
- GPA Hours: 0.000
- Quality Points: 0.00
- GPA: 0.00

Unofficial Transcript

Subject | Course | Title | Grade | Credit Hours | Quality Points | GPA
-------|--------|-------|--------|--------------|----------------|-----
CS      | 8000   | Logic Design               | T     | 3.000        | 0.00           | 0.00
EET     | 1001   | Electronics: An Introduction | T  | 1.000        | 0.00           | 0.00
EET     | 8000   | Circuit Analysis I         | T     | 4.000        | 0.00           | 0.00
HPL     | 1000   | HPL Activities             | T     | 2.000        | 0.00           | 0.00
HPL     | 1000   | HPL Activities             | T     | 2.000        | 0.00           | 0.00

Current Term:
- Attempt Hours: 0.000
- Passed Hours: 0.000
- Earned Hours: 15.000
- GPA Hours: 0.000
- Quality Points: 0.00
- GPA: 0.00

Unofficial Transcript

Subject | Course | Title | Grade | Credit Hours | Quality Points | GPA
-------|--------|-------|--------|--------------|----------------|-----
PGD     | 12     | Foreign Service             | T     | 0.000        | 0.00           | 0.00
MLR     | 8000   | Military Service            | T     | 6.000        | 0.00           | 0.00
MLR     | 9001   | Rank E9                     | T     | 6.000        | 0.00           | 0.00

Current Term:
- Attempt Hours: 0.000
- Passed Hours: 0.000
- Earned Hours: 12.000
- GPA Hours: 0.000
- Quality Points: 0.00
- GPA: 0.00

Unofficial Transcript

INSTITUTION CREDIT

Subject | Course | Title | Grade | Credit Hours | Quality Points | GPA
-------|--------|-------|--------|--------------|----------------|-----

Current Term:
- Attempt Hours: 0.000
- Passed Hours: 0.000
- Earned Hours: 0.000
- GPA Hours: 0.000
- Quality Points: 0.00
- GPA: 0.00

Unofficial Transcript

INSTITUTION CREDIT

Subject | Course | Title | Grade | Credit Hours | Quality Points | GPA
-------|--------|-------|--------|--------------|----------------|-----

Current Term:
- Attempt Hours: 0.000
- Passed Hours: 0.000
- Earned Hours: 0.000
- GPA Hours: 0.000
- Quality Points: 0.00
- GPA: 0.00

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

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

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

• Health Professions, Industrial Design, and Journalism & Technical Communication are all using Portfolium (https://portfolium.com/) for a three year pilot initiative with e-portfolios as of April 2016 (no portfolios for prior learning have been submitted through this format yet).

• The Center for Individualized Learning will be using Portfolium for Prior Learning Portfolios in the fall.

• Sample portfolio in Portfolium
Results of the Faculty Learning Community

- As a result of the Faculty Learning Community (FLC), a small cohort of faculty are now champions of the concept of e-portfolios to assess learning and are intent on spreading their understanding to others.

- A new FLC will begin meeting in the fall to provide ongoing opportunities for faculty development and sharing.

- A deeper result of the FLC is that this small cohort of faculty are excited about the power of e-portfolios and additional learning they create. This makes them more comfortable using e-portfolios as a method of assessing prior learning as well as current learning.
Q & A
Panel of Presenters

Elizabeth Parmeelee
Metropolitan State University of Denver

Diane Singer
Brandman University

Sondra Flemming
El Centro Community College

Karla Damron
El Centro Community College
Being Intentional About Including Faculty in CPL and Creating Competency-Based Education (CBE) Programs for Students

Diane Singer

BRANDMAN UNIVERSITY
Snapshot of Brandman University

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

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

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Recommended Reading:
“Disruptive Innovation” -- Christensen
Competency Based Education Programs

- Seat time
- Faculty
- Coaches
- Books/content
- Adaptive learning
- Simulations
- Certification
Development of Competencies:

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

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

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

• New competencies
• Industry driven evidence
• Developed by IT faculty/subject-matter experts
• Industry certification equals mastery
• Staff instructional designer, project manager, assessment expert
Costs Incurred for CBE Programs:

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

• Recruiters
• Admissions
• Coaches
• Employer-partners (referrals, tuition reimbursement, support)
• Marketing
• Communications
Evidence-Based Decision Making

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

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

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Metropolitan State University of Denver

Diane Singer
Brandman University

Sondra Flemming
El Centro Community College

Karla Damron
El Centro Community College
Credit for Prior Learning: Charting Institutional Practice for Sustainability (ACE, 2015)

For more information on CPL implementation contact us: cup@acenet.edu
CLOSING REMARKS

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

• Previous Complimentary Webinar: April 20, 2016
  Title: Creating Effective Academic Policies and Procedures to Administer Credit for Prior Learning

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

• Join the ACE Credit College and University Network
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Thank you for participating today. Please take a few minutes to complete the webinar evaluation.