CREDIT FOR PRIOR LEARNING (CPL)

A practical guide for community colleges that want to build a successful infrastructure for implementing a formal CPL program.

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PREFACE

As a non-traditional college student in the early 1980s, I personally benefited from credit for prior learning by utilizing the standardized exam proficiency tests. Over 30 years later, I was asked to organize the work of a statewide team charged with making recommendations to strengthen Minnesota colleges and universities’ ability to certify student competencies and capabilities to accelerate degree completion through Credit for Prior Learning (CPL). In 2016, I began my doctoral work at Ferris State University; throughout my doctoral journey, I continued to study CPL with the intention of creating this guide to help community colleges that want to build a successful infrastructure for implementing a formal CPL program.

This guide is designed for community college faculty, staff, and administrators who have some familiarity with CPL and want to learn “how to” implementation strategies. It takes the reader from the research and planning stage through marketing and public relations. Throughout the process, it provides guidance about administrative support, faculty, staff, and student engagement, and offers a framework of best practices learned through trial and error in my work with the Minnesota State system of colleges and universities and from other institutions successfully implementing CPL.

Marsha A Danielson, Ed.D

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The Competency Certification and Credit for Prior Learning Team
Minnesota State Colleges and Universities
INTRODUCTION

Credit for Prior Learning (CPL) is the evaluation and assessment of learning gained outside a traditional academic environment for college credit. Educators assess, by academically sound and rigorous processes, knowledge, skills, and abilities acquired by students through work, professional training, military education and occupations, and other learning experiences (Minnesota State system, CCCPL Team Report, 2015).

CPL includes a variety of assessment methods, including standardized examination, challenge exams, individual assessment, and evaluation of non-college education and training. As the demand for adults who have earned a higher education degree continues to increase, many institutions are establishing or expanding CPL offerings as a tool to accelerate and increase degree completion.

DEFINITIONS

Throughout this document, the following terms and acronyms are used in describing the components of CPL:

**Advanced Standing:** Recognition for previous formal learning or prior learning for admission to a course, including satisfying prerequisites, or the granting of credit for a course or program.

**Certificate:** An academic credential earned by acquiring competence(s) through a set of learning outcomes and formal assessment that is recognized by business and industry, workforce and training organizations, and accredited higher education institutions (Minnesota State system, CCCPL Team Report, 2015).

**Certificate of Participation:** An award for participating in a learning experience with or without assessed learning outcomes. The achieved learning outcomes may or may not be applied to a formal competency-based assessment (Minnesota State system, CCCPL Team Report, 2015).

**Certification:** A credential earned by an individual through a “high-stakes” assessment that is governed by a board and determined to meet specific competencies (Minnesota State system, CCCPL Team Report, 2015).

**Competence:** What an individual knows and can do. Competence is the ability to demonstrate knowledge, skills, and abilities that may include theoretical and practical components of what someone knows and can apply and or demonstrate (Minnesota State system, CCCPL Team Report, 2015).

**Competency-Based Education (CBE):** A focus on learning and the application of that learning, rather than on the time spent in class or on materials. Progress is measured by learners demonstrating what they know and can do through a system of rigorous assessments (Minnesota State system, CCCPL Team Report, 2015).

**Course Equivalency Credit:** Credit awarded when prior learning is assessed based on the documented achievement of course specific learning outcomes or competencies.
Credit for Prior Learning (CPL): Credit earned by a learner who demonstrates knowledge, skills, and abilities acquired through work, professional training, military education and occupations, and other learning experiences and assessed by academically sound and rigorous processes (Minnesota State system, CCCPL Team Report, 2015). This term is often used interchangeably with Prior Learning Assessment (PLA), for the purposes of this guide CPL is used.

Crosswalk: A side-by-side comparison between competencies attained outside the traditional classroom and the learning outcomes of a specific college course or program. A crosswalk is created when faculty map competencies to curriculum credit in order to communicate pre-approved course or program equivalents.

Formal Learning: Intentional learning that happens in college classes or professional training (The Council for Adult & Experiential Learning [CAEL], The Hidden Classroom of the Workplace, 2014).

Industry Credential: A credential that is either (1) developed and offered or endorsed by a nationally recognized industry association or organization representing a sizeable portion of the industry sector, or (2) a credential that is sought or accepted by companies within the industry sector for purposes of hiring or recruitment, which may include credentials from vendors of certain products (Ohio Department of Higher Education, Certificates and Credentials, n.d.).

Informal Learning: Experiential learning that occurs when someone is exposed to situations that facilitate acquiring knowledge or a new skill (CAEL, The Hidden Classroom of the Workplace, 2014).

LearningCounts: An online portfolio service for students (offered by CAEL) that includes portfolio assessment advising in collaboration with the college.

National College Credit Recommendation Service (NCCRS): An organization formally known as National PONSI that evaluates training and education programs offered outside of the traditional college classroom setting and translates them into college credit equivalencies (National College Credit Recommendation Services [NCCRS], n.d.).

Non-formal Learning: Learning that takes place in a structured setting like a workshop or mentoring session (CAEL, The Hidden Classroom of the Workplace, 2014).

Prior Learning Assessment (PLA): A term used to describe the process by which an individual’s experiential learning is assessed and evaluated for purposes of granting college credit, certification, or advanced standing toward further education or training (The Council for Adult & Experiential Learning [CAEL] Linking Learning and Work, n.d.). This term is often used interchangeably with Credit for Prior Learning (CPL), for the purposes of this guide CPL is used.

Program Credit: Credit awarded in instances where prior learning is assessed as block credit based on the documented achievement of an identified subject (e.g. accounting). Program credit is also referred to as block credit or non-course credit.

The American Council on Education (ACE): A membership organization that mobilizes the higher education community to shape effective public policy and foster innovative, high-quality practice (American Council on Education [ACE], About ACE, n.d.).

The Council for Adult and Experiential Learning (CAEL): A national nonprofit organization that works within the higher education, public, and private sectors to ensure institutions are successful in supporting adult students in reaching their educational goals. CAEL’s “Standards for Assessing Learning” serve as a guide for institutions to use in creating, implementing, and evaluating assessment strategies (The Council for Adult & Experiential Learning [CAEL], About Us, n.d.).
BENEFITS OF CPL

Studies suggest that students who earn CPL credit have higher graduation rates than their peers who do not earn CPL credit. A 2010 Council for Adult and Experiential Learning (CAEL) study of more than 60,000 students at 48 institutions found that more than half (56%) of students with CPL credit earned a postsecondary degree within seven years, while only 21% of non-CPL students did so. At the associate degree level, CPL students completed degrees at twice the rate of students with no CPL credit. The study had even more impressive results when disaggregated by race; African-Americans with CPL credit graduated at four times the rate of those without CPL credit, and Latino students with CPL graduated at eight times the rate of those without CPL credit. The results for students of color offer encouraging signs and a real opportunity for higher education to address persistent inequities. Unfortunately it may take additional effort to engage students of color, according to the same CAEL study, minority students are the least likely demographic group to take advantage of CPL opportunities when available (Klein-Collins, 2010).

Other studies have reported comparable findings. Hayward and Williams (2015) analyzed data from four community colleges and found that the degree completion rate for students with CPL credit was more than twice that of students with no CPL credit: 28% compared to 12%. The Tennessee Board of Regents and the Tennessee Higher Education Commission found that students with any CPL credits had significantly higher retention, GPAs, and credit accumulation (Schutz & Gibson, 2012).
As reported in Klein-Collins (2010), CPL benefits students, institutions, and employers. Table 1 illustrates these benefits.

TABLE 1
Benefits of CPL

<table>
<thead>
<tr>
<th>STUDENT PERSPECTIVE</th>
<th>INSTITUTIONAL PERSPECTIVE</th>
<th>EMPLOYER PERSPECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Accelerates Completion</td>
<td>• Attracts New Student Populations / Increased Enrollments</td>
<td>• Clarifies Pathways</td>
</tr>
<tr>
<td>• Reduces Duplication of Learning</td>
<td>• Promotes Retention with CPL Students Persisting at Higher Rates Than Non-CPL Students</td>
<td>• Recognizes Industry Credentials</td>
</tr>
<tr>
<td>• Lowers Educational Costs</td>
<td>• Results in More Institutional Credits</td>
<td>• Reduces Employee Time to Degree</td>
</tr>
<tr>
<td>• Reduces Student Debt</td>
<td>• Increases Higher Completion Rates</td>
<td>• Lowers Investment of Business with Higher Return on Benefit Contribution</td>
</tr>
<tr>
<td>• Increases Likelihood of Graduation</td>
<td>• Strengthens Employer Partnerships</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Enhances the Ability to Stay Competitive with Higher Education Institutions offering CPL</td>
<td></td>
</tr>
</tbody>
</table>

According to the Klein-Collins (2010) study conducted for CAEL, of the 62,475 students they surveyed, graduation rates were found to be two-and-a-half-times higher for students with CPL credit. In addition, the study showed that CPL students earn degrees, on average between 2.5 and 10.1 months more quickly than non-CPL students earning bachelor's degrees do. CPL students also register for and earn institutional credits at a higher rate (53.7 credits) than non-CPL peers (43.8 credits) (Klein-Collins, 2010).

SUMMARY

CPL benefits students, institutions, and employers. Students who earn CPL credit are more likely to complete than their peers who do not. The Klein-Collins (2010) study results for students of color offer encouraging signs and a real opportunity for higher education to address persistent inequities. With CPL, institutions can attract and retain new student populations, strengthen employer relationships, and remain more competitive in the higher education landscape.
Implementing an effective CPL program begins with careful planning and research. The institution begins by researching its current formal and informal practices related to CPL; how learning that occurred outside the traditional classroom is assessed. Investigating CPL practices at peer institutions will provide guidance for establishing or refining policy, procedure and processes.

**PRE-IMPLEMENTATION DATA**

To get started, request a list of courses and programs, and the instructor name, for those who awarded CPL credit in the past five to ten years at your institution. Include course and program credit awarded for standardized proficiency tests administered by nationally recognized testing organizations (e.g. Advanced Placement (AP), College Level Examination Program (CLEP), and International Baccalaureate (IB)). This list will help identify faculty who support CPL and who may help to communicate to internal stakeholders that CPL is not a new initiative at your institution; it is an existing practice that needs a formal, streamlined process and procedure.

Best practices research (Hoffman, Travers, Evans & Treadwell, 2009; Travers, 2013) suggests institutions review the Five Critical Factors of PLA programs (see Figure 2) to determine which stage of development the institution is in. Evaluating institutional readiness for CPL should include reviewing institutional plans, policies, and procedures as well as assessing the adult student friendly campus elements of your institution.

- **Factor 1: Institution Mission and Commitment** – the philosophy, mission, and policies of an institution that support CPL
- **Factor 2: Institutional Support** – the business model, administrative and faculty support, and technology
• **Factor 3: Program Practices** – eligibility, CPL types accepted, student support, processes, and other program practices

• **Factor 4: Professional Development** – training and education activities for faculty, staff, and administration

• **Factor 5: Program Evaluation and Improvement** – types of evaluation to guarantee a quality program with continuous improvement

Completing a thorough inventory of the institution’s readiness for a CPL program is an essential planning step. Traver’s (2015) Five Critical Factors Inventory (see Appendix A) poses key questions for any institution beginning or improving CPL programming. As illustrated in Table 2, for each factor, collect data on these key components.

### TABLE 2
Institutional Data Related to CPL Programming

<table>
<thead>
<tr>
<th>FIVE CRITICAL FACTORS</th>
<th>DATA POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor 1: Philosophy, Mission, and Policy</td>
<td>• Definitions</td>
</tr>
<tr>
<td></td>
<td>• Existing Academic Policies</td>
</tr>
<tr>
<td></td>
<td>• Transfer Policies</td>
</tr>
<tr>
<td></td>
<td>• Financial Aid Policies on CPL</td>
</tr>
<tr>
<td>Factor 2: Institutional Support</td>
<td>• Financial Capacity/Business Model</td>
</tr>
<tr>
<td></td>
<td>• Administrator Support</td>
</tr>
<tr>
<td></td>
<td>• Faculty Participation</td>
</tr>
<tr>
<td></td>
<td>• Technology</td>
</tr>
<tr>
<td>Factor 3: Program Practices</td>
<td>• Eligibility and Requirements</td>
</tr>
<tr>
<td></td>
<td>• Types of CPL Accepted</td>
</tr>
<tr>
<td></td>
<td>• Advising/Student Support</td>
</tr>
<tr>
<td></td>
<td>• Use of CPL Credits</td>
</tr>
<tr>
<td></td>
<td>• Process and Procedure</td>
</tr>
<tr>
<td></td>
<td>• Outreach</td>
</tr>
<tr>
<td></td>
<td>• Assessment and Evaluation</td>
</tr>
<tr>
<td>Factor 4: Professional Development</td>
<td>• All Stakeholders</td>
</tr>
<tr>
<td></td>
<td>• Evaluators’ Qualifications</td>
</tr>
<tr>
<td></td>
<td>• Professional Development Content</td>
</tr>
<tr>
<td>Factor 5: Program Evaluation and Improvement</td>
<td>• Institution Identified Data Components</td>
</tr>
</tbody>
</table>
The American Council on Education (ACE) developed a matrix that can be used as a tool for colleges to explore where they are along a spectrum in each of three key areas that support sustained CPL policy and practice: (1) faculty engagement and development, (2) student outreach and support, and (3) campus infrastructure. The matrix defines three stages in the CPL continuum: new/emerging, developing, and effective practice. For each key area, ACE identifies essential actions for an institution to consider when building or maintaining a quality CPL program. Table 3 details these actions (see Appendix B for the full matrix).

<table>
<thead>
<tr>
<th>TABLE 3</th>
<th>ACE Matrix for Evaluating CPL Policies and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KEY AREAS OF SUPPORT</strong></td>
<td><strong>ESSENTIAL ACTIONS</strong></td>
</tr>
</tbody>
</table>
| Faculty Engagement and Development | • Establish an Advisory Group including Faculty, Administrators, Students, and Academic Affairs employees  
  ‣ Advisory Group Members Attend CPL Conferences  
  ‣ Bring in CPL Subject Matter Experts as Campus Speakers  
  ‣ Craft Policies and Practices  
  • Create Venues for Information Sharing  
  • Develop Faculty Led Policy and Procedure  
  • Implement Faculty Led Professional Development Efforts |
| Student Outreach and Support | • Provide CPL Training to Academic Advisors  
  • Research and Consider a CPL Website Portal  
  • Introduce CPL to Students and Parents at Orientation |
| Infrastructure, Policies, and Processes | • Identify and Evaluate Current Policy and Practices  
  • Research Best Practices Among Peer Institutions  
  • Establish CPL Programs and Services  
  • Promote Active Use of CPL  
  • Embed CPL Within Programs |

*Source: American Council on Education (n.d.)*
KEY RESOURCES

The following resources will provide valuable information and development tools:

The American Council on Education (ACE) is a nationally recognized leader in the evaluation of workforce and military training, providing standards, practices, and tools for higher education institutions.


PLA Inside Out (PLAIO) is the first scholarly online journal entirely devoted to the recognition and assessment of prior experiential learning.


The Council for Adult and Experiential Learning (CAEL) provides publications and resources about all components of PLA.

- CAEL PLA Publications (https://www.cael.org/pla/publications?hsCtaTracking=24a593b0-7dc8-42df-a47f-98b9b679f85e%7C8afe32cb-8009-45b3-9a54-8bed38b0be42)

SUMMARY

Completing the inventory and assessing the status of the institution’s current practices are essential to the pre-planning and research stage. The best resources in the pre-implementation stage come from national organizations dedicated to the work of CPL. The other invaluable resource is peer institutions in various stages of implementation who can share their “dos” and “don'ts” from implementation experiences.
CHAPTER 3  ADMINISTRATIVE SUPPORT

INTRODUCTION

Strong leadership and support throughout the institution are essential to advancing the CPL initiative:

• Administration determines the organizational strategy for CPL in consultation with the institutions’ CPL stakeholders.

• CPL Advisory Group members are recruited based on their CPL experience.

• CPL infrastructure and services are determined by the amount of resources dedicated to CPL by institutional leadership.

CPL PROGRAM PURPOSE

Administrators, in consultation with institutional CPL stakeholders, must determine the purpose for implementing and maintaining a CPL program at the institution. They also need to define program success. Will the program be developed as a service to existing students or will it be used as a recruitment tool? Will the program be expected to generate revenue, recover costs, or be designed as a loss leader? Institutions may use the process of recruiting new students through CPL as rationale to underwrite a portion of CPL costs. Based on the findings of the 2015 national CAEL survey, for most institutions, CPL pricing is generally intended to cover associated costs, rather than create new revenue streams (Klein-Collins et al., 2015).

IDENTIFY PROGRAM LEADERS

Program leadership involves providing direction and motivating others in their role to fulfill the project’s objectives. It is important that executive leadership select program leaders who have established relationships from which they might influence the attitudes and behaviors of others. When selecting CPL Program leadership, consider senior faculty members with CPL expertise, Academic Deans, and the Dean of Students.
ANTICIPATE AND REDUCE BARRIERS

Implementing a new CPL initiative is not always easy. There may be barriers that faculty, staff, and administrators face that discourage the implementation of CPL. Administration and faculty leadership need to help anticipate issues and help to identify the best strategies for reducing barriers to ensure a smooth introduction of CPL. Professional development, CPL education and training, and information sharing promote transparency and help reduce resistance. Allow faculty to determine if and when they choose to participate in the CPL initiative.

SET DIRECTION FOR POLICY AND PROCEDURE

Seek administrator and academic leadership input on who to recruit for the CPL Advisory Group that will construct policy, procedure, and guide implementation of CPL at the institution. Strong candidates for the CPL Advisory Group participation include faculty who have previously awarded CPL, administrators, faculty, staff, or current and former students who have earned CPL credit, and staff members whose position will interface with the CPL process. Administrators and academic leadership may also be aware of other institutions who have successfully implemented CPL and who may be willing to share sample policy, procedure, and forms. Standardized policy and procedure legitimizes CPL.

STUDENT FEE STRUCTURE

The student fee structure, by CPL type, should be based on the CPL program philosophy of whether the program is expected to be revenue generating or a student service. In preparation for this discussion, the CPL project lead should consider conducting research into peer institution fee structures and to provide that data to administration and the CPL Advisory Group as a resource to understand the competitive landscape. The tuition and fee framework should maintain affordability of CPL options for students and provide reasonable revenue to sustain a comprehensive array of learning assessment options. Fees should be based on the services performed in the assessment process. Internal CPL assessments require more time and effort from institutional employees, and, therefore, fees are generally higher in comparison to external assessments.

FACULTY COMPENSATION / CONTRACT NEGOTIATIONS

Administration will need to work with faculty representatives to examine workload assignments and recommend instructor incentives and compensation levels for CPL that reflect a range of workload and an array of assessment options.

Several factors to consider:

- Review mechanisms for CPL faculty workload assignments, overload assignments, tenure and promotion criteria, and other incentives in order to encourage faculty involvement with CPL assessment.
- Recognize faculty expertise and encourage participation in developing CPL assessment templates.
- Distinguish between variations in preparation. Some assessments, such as challenge exams, can be prepared in advance and delivered the same way to multiple students while other assessments, like portfolios, involve a high level of faculty customization for individual students.
• Withhold faculty compensation for standardized exams when the proficiency test is administered externally and recorded directly to the student transcript.

• Offer compensation rates that reflect variations in preparation through a tiered compensation schedule (See Appendix C for Faculty Compensation Schedule).

• Include a minimum amount of compensation in recognition that a base amount of work (development, consultation, advising, and assessment) is involved in even a one-credit assessment.

• Consider incentivizing faculty by incorporating CPL participation into the promotion and tenure process.

**COMMITMENT OF RESOURCES AND SERVICES**

Administration must identify and allocate resources that enable faculty and staff to participate in and obtain funding to advance CPL work. CPL infrastructure and services may include dedicated personnel, digital technology, external funding, professional development, and integrated marketing and public relations.

• Adult Learner Services – Consider conducting the Ruffalo Noel Levitz Adult Learner Inventory (ALI), a satisfaction assessment for adult students completing undergraduate programs. The ALI results show student satisfaction levels and identify adult student priorities. The inventory outcomes help colleges serve adult students more effectively by identifying strengths and detecting areas for improvement.

• Dedicated Personnel – Identify CPL faculty mentors, academic advisors, admissions counselors, program chairs, and CPL coordinators who can identify students who are good candidates and interact with learners to guide them through the CPL process.

• Digital Technology – Invest in software or an interactive database and tracking system to support advising, automated internal and external communications, tracking student progress, and institutional tracking and reporting of credits earned through CPL.

• Faculty Incentives – Secure funding to advance CPL work to facilitate mapping of industry credentials to curriculum credit and for faculty compensation to embed industry credentials in curriculum or to design assessment instruments for credit-based courses or programs.

• Professional Development – Dedicate resources to fund faculty and staff professional growth opportunities and CPL focused workshops.

• Marketing and Public Relations – Design and implement strategies to identify and recruit learners who might benefit from CPL. Strategies may include website enhancement, testimonials, collateral pieces, social media, targeted email campaigns, media releases, and community-based outreach presentations. Audiences may include military organizations, former students with some credits but no degree, and employers participating in ACE credit programs.

**SUMMARY**

It is essential that institutional administration, academic leaders, and faculty work together from the beginning of the CPL implementation process. Together they develop direction for the who, what, when, where, why, how, and how much for successful CPL program implementation.
INTRODUCTION

Once strategic direction for the CPL program is developed, a business model is created to establish boundaries, guidelines, and best practices around the program. Stakeholders must come to consensus around a multitude of decisions outlining the academic, fiscal, support services, and evaluation of the program. Guiding principles and standards help to lead the conversation and are exemplified in the best practice models.

GUIDING PRINCIPLES FOR A BUSINESS MODEL

CAEL’s “Standards for Assessing Learning” serve as a guide for institutions to use in creating, implementing, and evaluating assessment strategies. The standards provide a framework within which the concerns of all stakeholders are addressed:

<table>
<thead>
<tr>
<th>TABLE 4</th>
<th>CAEL’s Standards for Assessing Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>Credit or competencies are awarded only for evidence of learning, not for experience or time spent.</td>
</tr>
<tr>
<td>2)</td>
<td>Assessment is integral to learning because it leads to and enables future learning.</td>
</tr>
<tr>
<td>3)</td>
<td>Assessment is based on criteria for outcomes that are clearly articulated and shared among constituencies.</td>
</tr>
<tr>
<td>4)</td>
<td>The determination of credit awards and competence levels are made by appropriate subject matter and credentialing experts.</td>
</tr>
<tr>
<td>5)</td>
<td>Assessment advances the broader purpose of equity and access for diverse individuals and groups.</td>
</tr>
<tr>
<td>6)</td>
<td>Institutions proactively provide guidance and support for learners’ full engagement in the assessment process.</td>
</tr>
<tr>
<td>7)</td>
<td>Assessment policies and procedures are the result of inclusive deliberation and are shared with all constituencies.</td>
</tr>
<tr>
<td>8)</td>
<td>Fees charged for assessment are based on the services performed in the process rather than the credit awarded.</td>
</tr>
<tr>
<td>9)</td>
<td>All practitioners involved in the assessment process pursue and receive adequate training and continuing professional development for the functions they perform.</td>
</tr>
<tr>
<td>10)</td>
<td>Assessment programs are regularly monitored, evaluated and revised to respond to institutional and learner needs.</td>
</tr>
</tbody>
</table>

Consistent with these Standards for Assessing Learning, the following guiding principles were selected from best practices of Minnesota State Colleges and Universities:

Accessibility

- Provide assessment at reasonable costs to students, with a tiered fee structure to recognize the range of student and faculty involvement in the assessment process.
- Make information, criteria, and processes for CPL available and easily accessible to the public.

Assessment

- Ensure quality and rigorous assessment processes that are applied consistently and transparently through documentation.
- Recognize both course-based equivalency credit and individualized competence assessment options (program credit) among the array of assessment possibilities.
• Distinguish external assessments accepted as transfer credit from internal assessments by internal faculty.

• Utilize only current assessment best practices in assessing prior learning.

Credit Awards

• Award CPL credits only for college-level learning that balances theory and practical application.

Documentation

• Recognize CPL credit as equal to competence achieved through course instruction and assessment, in coding, grading, transcription, and transfer, with no discernable difference in the transcription, other than coding.

Responsibility

• Enable students to initiate the CPL process by documenting how their learning achieves course or program competencies.

• Recognize that assessment of prior learning, including the course or program criteria, is the responsibility of credentialed faculty in the academic discipline of the course(s) or academic award.

INSTITUTIONAL ACCREDITATION

All six regional accrediting agencies have policies on offering CPL with specifics varying by region. Faculty review is required by all accrediting agencies, and all require clear and transparent policy communications to students. The majority of agencies place restrictions on the number of CPL credits that can apply to a degree. Half restrict CPL to undergraduate use only, and half reference standards of good practice, including CAEL standards. One-third specify CPL credit awards as limited to curricular offerings of the institution. Check with the accrediting agency in your region for specifics (CAEL, Holding Tight, 2014, p. 7).

BUSINESS PRACTICES

The institution’s business practices, including policies and procedure, are designed to influence and determine all major decisions and actions around (A) Academic Requirements, (B) Registration, (C) Finance, (D) Advising, (E) and Program Evaluation. The CPL business practices must be based on the guiding principles and standards adopted by the institution.

A. Academic Requirements

The institution will need to make decisions around the use of credits toward an academic credential. It will need to take into consideration the requirements of its accrediting agency. Faculty should help determine which assessment methods will be employed, and who is eligible to assess learning at the institution. The institution must consider whether third-party credit recommendations will be acknowledged. Finally, there is an abundance of questions around how CPL-awarded credit will be counted toward completion.

Accrediting Agency Compliance

• Monitor relevant institution and program accreditation requirements for guidance in establishing CPL practices.
Assessment Methods

- Standardized Exams: Established subject area proficiency tests administered by nationally recognized testing organizations. Examples include Advanced Placement (AP), College Level Examination Program (CLEP), DANTES Subject Standardized Test (DSST), Excelsior College Examinations (UExcel), and International Baccalaureate (IB).

- Challenge Exams/Credit by Examination: Exams created by credentialed faculty that allow students to earn course equivalency credit for demonstrated proficiency of course-specific requirements. These exams may be the final exam of a course.

- Individual Assessments: Personal demonstrations of a wide-range of college-level learning assessed by a credentialed faculty member to determine a credit award. Examples include portfolio assessment, skill simulation or demonstration, and interview-based assessment.

- Evaluated Non-College Education and Training: College credit equivalency evaluations conducted for training and education programs that are offered outside of the traditional college classroom. Examples include third-party evaluation providers (CAEL’s LearningCounts, ACE, NCCRS), military courses and occupations, industry credentials, professional licensure, certifications, apprenticeship, non-credit/customized training, and open educational resources/badges.

Certifications/Credit Recommendations

- Decide which national exams to accept. Consider accepting the credit recommendations for standardized exams, including AP, IB, CLEP, DSST, NOCTI, ECEP, NYUFLP and UExcel.

- Decide which third-party evaluator recommendations to accept (i.e. ACE, NCCRS).

- Decide which credit recommendations from industry-validated and industry-recognized assessments will be accepted.

- Encourage faculty to conduct reviews of industry certifications and industry credentials that relate directly to their programs for course equivalencies and other forms of CPL. For industry certifications and industry credentials that have been assessed by faculty, require no further assessment of students, but set requirements for documenting the learning, time of the award, sponsoring organization, and other standards determined in review protocols.

Evaluator Qualifications

- Determine evaluator qualifications for the institution. Some colleges restrict evaluation responsibilities to institutional faculty or staff, others allow credentialed faculty from peer institutions, and still others allow sector-based subject matter experts to complete CPL assessments. Regardless of evaluator restrictions, most colleges specify that evaluators must be academically qualified in the assessed discipline and institutional knowledge to assign and document credit appropriately.

CPL Credit Application

- Decide if CPL credits may be applied toward program requirements in certificate, diploma, and degree programs for the purpose of satisfying graduation requirements.

- Determine if credits apply toward general education requirements and/or electives. Will CPL credits be allowed as a course pre-requisite or for advanced standing?

- Will the determination of credit awards and competence levels only be determined by appropriate subject matter and academic or credentialed experts?

Transferability

- Encourage students planning to transfer to a college or university to contact the receiving institution to determine the acceptability of transferring CPL.

- Decide the process and parameters around which credits earned through CPL at another institution will be accepted as equivalent for transfer (South Central College, CPL Procedure, n.d.).
Institutional Credit Award/Residency

- Determine which CPL assessments will qualify toward graduation residency requirements. CPL credits awarded through internal assessment may count for institutional residency and toward graduation residency requirements. Credits earned through standardized exams are normally not used to satisfy resident credit requirements for graduation (South Central College, CPL Criteria, n.d.).
- Review the institution's general education and program requirements to determine if a limit exists for the number of credits possible for each student to earn and use in an educational program.

Number of CPL Credits

- Decide if there will be a limit to the number of credits earned through CPL; no limit is recommended.
- If a limit is placed on the number of credits earned through CPL, consider determination on a programmatic basis.

B. Registration

The registrar’s office plans, organizes, and manages all of the functions and activities related to CPL records and registration including outlining admittance and enrollment criteria for the CPL program. The office provides direction regarding the coding and transcription of CPL credit on student records and document archiving within student files.

Admittance/Enrollment

- Determine admittance/enrollment criteria: At what point in the admittance process may a student apply for CPL? Prior to admittance? Once fully admitted? After earning a certain number of credits? After earning a minimum GPA? Upon completion of a required course?
- Decide whether or not CPL credits will count toward the enrollment of a specific term and if CPL credit will be counted in determining part-time or full-time student enrollment status (South Central College, CPL Criteria, n.d.).
- Decide the timeframe within which a student may initiate the CPL process. Anytime during the academic year? During the first few weeks of each semester?

Coding/Transcription

- Include credits earned through CPL as part of a student’s academic record.
- Include CPL credits on the transcript and make them comparable to other academic delivery methods, with no distinction.
- Code CPL credit by a CPL category to simplify record keeping and data collection (e.g. Standardized Exams, Challenge Exams/Credit by Examination, Individual Assessments, Evaluation of Non-College Education and Training, Other).
- Recognize assessment method sub-types within the above five broad categories of CPL (e.g. Standardized Exams: AP)
- Use broad assessment types with sub-types within (e.g. Course-Equivalency: Challenge Exam, Individualized Competency: Portfolio Assessment).

Grading/Grade Point Average

- Determine CPL grading method(s) to align with academic practice and grading policies. Allow for the use of standard grading methods, including letter grades assigned by credentialed faculty, and or Pass/Fail. CPL grades should have no visible distinction, other than registration codes, from course grading options as determined by Academic Grading Policy and should reflect such on a student transcript.
- Allow students needing a specific grading option to choose that option, in alignment with academic policies.
• Determine if CPL credits will be used in calculating a student’s GPA.

**Documentation**

• Ensure all material submitted by the student for CPL review remains the property of the college and is kept on file (South Central College, CPL Criteria, n.d.).

• Keep assessment documentation on file to demonstrate academic integrity, consistency, and transparency for student transfer.

**C. Finance**

The institution’s CPL program financing decisions are crucial in terms of program sustainability. Financial incentives for faculty are imperative to success. The fee structure of the program must allow the program to be self-sufficient or revenue generating, yet reasonable for students seeking CPL credit.

**Financial Assistance**

• Review all state-funded financial assistance programs including grants or loans for special populations (e.g. low-income, underserved, military veterans) to determine if fees associated with CPL are eligible costs covered by the financial assistance program. Financial assistance programs often omit specific mention of assessments as eligible costs related to a student’s education.

• Research laws governing federal financial aid and determine which assessments, if any, will qualify for financial aid; assessments completed by institution faculty, established as new learning, and recorded as resident credits, may qualify for financial aid (South Central College, CPL Criteria, n.d.).

**Faculty Compensation**

• Consider the variety of ways faculty assessors may receive compensation, including pay per assessment, flat stipend, or reduced load. Some colleges consider CPL assessment as part of regular faculty responsibilities within contract negotiation components.

**Pricing Model/Fees Structure**

• Consider basic types of fees including assessment fee, administration fee, review of transcript/training fee, transcription fee, and course/workshop fee (Klein-Collins et al., 2015).

• Note that according to CAEL Prior Learning Assessment Standards, “Fees charged for CPL should be based on the services performed in the assessment process and not determined by the amount of credit awarded” (CAEL, Ten Standards, n.d.).

• Decide on a pricing model; pricing models include a tiered flat fee model (e.g. $50/credit) or reduced-tuition model (e.g. 50% of full tuition). The tiered flat fee structure reflects a range of student preparation, involvement of faculty assessors, advisors, and other expenses. In the reduced-tuition fee structure (e.g. 50% of full-tuition) pricing is set per credit, in relation to full-tuition. The tuition-based model allows for changes in tuition as costs rise and increases are approved as part of the institution's consultation and governance processes. The reduced-tuition model allows for comparability with course credits (See Appendix D for Pricing Models and Fees Summary).

• Determine what costs will be attributed to the institution’s fee structure; fees allocated to the maintenance of the CPL program may include costs of administration, marketing, advising, transcription services, course tuition or reduced course tuition, professional development, technology...
support, data tracking and analysis, and compensation for the assessment of credit.

- Research state legislative mandates before establishing a fee structure. One common practice is to waive the fee/tuition for analysis and awarding of credit for education and training developed by the United States Military (e.g. Subd.2 of Minnesota Statute 197.775 Higher Education Fairness does not allow fees for analysis and awarding of credit for training delivered by the United States military).

- Decide whether or not you will assess a recording fee for an industry certification or industry credential; the fee should reflect no more than a nominal recording fee, reflecting the initial costs of faculty review and assessment.

- How will fees for CPL be assessed? At what point in the process? Where will students pay the assessment fee? How will assessment fees be credited within the institution? College general fund? Within the departmental budget?

D. Advising

Potential and current students’ awareness of both the program’s existence and parameters around earning credit through CPL and clear communication throughout the process are essential to program success. Expert advising is needed to encourage students to explore CPL methods as appropriate to the student pathway.

- Who will advise students about CPL? Will pre-enrollment advising be provided to increase awareness? Will admissions staff discuss CPL in the first meeting with a student? Will advisors discuss CPL with students before they develop their plan of study? How will admissions and advising staff be trained?

Appeals/Challenges

- Decide if the student may appeal/challenge the decision if the evaluation for competency demonstration results in a denial of credit; if so, determine within what timeframe from notification of the CPL assessment decision, and how many attempts the student may take at CPL assessment per course or program. Recommendations and scoring by external bodies (ACE, CLEP) cannot be appealed at the college level. Students should be directed to the appeals procedure for each testing agency or credit recommendation service.

- The student grievance process for the resolution of academic grievances should also apply to CPL denial of credit. Students should have the right to appeal any academic matter in which they feel that they have been treated unfairly.

- Decide if CPL may be pursued after non-successful completion of a course. If CPL credit is approved after non-successful course completion, determine how it will be recorded on the student transcript. How will the two course attempts be acknowledged or reconciled? Reference the institution’s Repeating a Course Policy, if applicable (South Central College, CPL Criteria, n.d.).

E. Evaluation

Finally, CPL program evaluation and data tracking are necessary to understand the value of CPL toward improving student success at the institution. Data tracking will aid in understanding student use of CPL and the relationship between CPL credits earned and student educational outcomes (e.g. persistence, degree completion, time to completion).

- Utilize dashboards to visually track, analyze, and display key performance indicators (KPI). Consider including percent of students using CPL, CPL usage by demographics, CPL student and non-CPL student comparisons, most popular methods, courses commonly assessed, and other trend analysis instruments.

- Consider a range of CPL variables to track. Table 4 below identifies recommended variables to track for research purposes from a CAEL group of consulted practitioners.
### TABLE 5
CPL Tracking for Academic Records, Transcripts, and Research

<table>
<thead>
<tr>
<th>DATA FOR TRANSCRIPTION</th>
<th>DATA FOR INTERNAL (OR EXTERNAL) RESEARCH AND ANALYSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>REQUIRED</td>
<td>OPTIONAL</td>
</tr>
<tr>
<td>CPL method and category</td>
<td></td>
</tr>
<tr>
<td>Area of study (e.g. CIP code)</td>
<td></td>
</tr>
<tr>
<td>Course number of equivalent course for which student received CPL credit</td>
<td></td>
</tr>
<tr>
<td>Course level of equivalent course for which student received CPL credit</td>
<td></td>
</tr>
<tr>
<td>Number of CPL credits attempted</td>
<td></td>
</tr>
<tr>
<td>Number of CPL credits earned</td>
<td></td>
</tr>
<tr>
<td>Number of CPL credits counting toward degree or credential</td>
<td></td>
</tr>
<tr>
<td>Number of CPL credits not counting toward degree or credential</td>
<td></td>
</tr>
<tr>
<td>How applied to degree* (e.g., electives, general education, major requirements)</td>
<td></td>
</tr>
<tr>
<td>Grade or outcome</td>
<td></td>
</tr>
<tr>
<td>Source of learning (e.g. employer, military, institution)</td>
<td></td>
</tr>
<tr>
<td>CPL credit counting as residential or transfer credit</td>
<td></td>
</tr>
<tr>
<td>Link to student demographic data** (e.g., gender, age, race/ethnicity, income)</td>
<td></td>
</tr>
<tr>
<td>Learning outcomes or equivalent competencies demonstrated through CPL***</td>
<td></td>
</tr>
<tr>
<td>Date earned</td>
<td></td>
</tr>
<tr>
<td>Date posted to transcript</td>
<td></td>
</tr>
<tr>
<td>Assessor identification</td>
<td></td>
</tr>
<tr>
<td>Explanatory notes</td>
<td></td>
</tr>
</tbody>
</table>

* Institutions may have customized, automated degree audit systems that follow a set of rules for determining how credits earned are ultimately applied in the student's degree plan. An ideal data system would have the ability to capture how CPL credits were applied to a degree (e.g., electives, general education, or major requirements).

** This should not require additional tracking if CPL data is tied to the individual students and is stored in the same student information system as all other student records.

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### SUMMARY

It is important to take the time necessary to create a business plan that will sustain the long-term institutional CPL goals. Each plan component requires consultation and collaboration with all involved stakeholders. The culture and current practices of an institution will determine the customized business practices for the CPL program.

Adapted Source: Klein-Collins, R., 2016
CHAPTER 5 FACULTY AND STAFF ENGAGEMENT

INTRODUCTION

Strive to develop an inclusive faculty and staff engagement framework from the beginning of planning a CPL program. Providing professional development opportunities affords everyone a similar understanding of what CPL is and how it may benefit students and the institution. Faculty champions and peer-to-peer communication help to garner faculty and staff support and involvement. Include faculty and staff from all affected areas of the college in planning and implementing the program.

DETERMINE CURRENT STATE

For years faculty have informally provided CPL to adult learners on an individual basis, regardless if an institution has a formal CPL process and procedure. In order to help faculty, staff, and administration understand that CPL is not a new initiative at the institution, it is important to determine if faculty have historically completed CPL assessments for students at the institution, what assessment tool(s) currently exist, and for which course(s) CPL credit was earned. Conducting a brief faculty-wide survey is a great way to secure this information (See Appendix E for Faculty Survey).

FACULTY AND STAFF DEVELOPMENT OPPORTUNITIES

Once faculty champions have been identified, administration should support continued CPL education through professional growth opportunities. Professional growth may be accomplished through the following activities: membership and participation in CPL educational associations (e.g. CAEL, ACE), attendance at workshops (e.g. CAEL faculty assessor training) and conferences, and conducting field visits.

Faculty champions identify and create venues for information sharing about CPL with faculty and staff colleagues. Professional training or staff development training is an effective way to provide planned, systematic knowledge and experience around CPL to the majority of the faculty and staff. Utilize CPL subject matter experts as a resource to provide broad based education. Collaborate with other institutions to advance education in related areas. Following broad-based CPL education, focus faculty professional development on assessment of learning and/or competence. Theresa Hoffman's (2009) Evaluating Prior Learning: A Hands-On Manual that Guides the Evaluator Through the Prior Learning Assessment Process is a how-to guide to help instructors apply CPL theories, models, and rubrics to evaluate experiential learning for college credit.
FACULTY ENGAGEMENT

Without engagement among faculty, most student success initiatives are destined to fail. Involving entrepreneurial faculty from the beginning, via faculty champions, is the first step to success. Peer-to-peer engagement is the best way to encourage faculty involvement. Faculty champions share institutional CPL data, frame the problems and opportunities, listen to concerns, build awareness, mentor faculty on institutional policy, process, and procedure, and highlight the student perspective by sharing student stories.

- **Institutional Data** – The institution’s Office of Institutional Research can access CPL data and student survey information. Request data on the average number of students who receive CPL annually, number of courses for which CPL has been awarded, methods used, names of participating faculty members, and outcomes of CPL students compared to non-CPL students.

- **Problems and Opportunities** – Cite research (e.g. CAEL’s Fueling the Race and replicated studies). Share what competing colleges are charging for CPL to expand faculty and staff understanding of the competitive landscape.

- **Quality Assurance** – Address faculty concerns, including rigor and accountability for the learning experience, the validity of the evidence/potential for abuse, integration into degree programs, alignment/partial alignments with competencies of in-class students, retaining quality of degree programs, losing students to CPL, faculty compensation/incentives, inadequate training, and the role of the faculty in CPL.

- **Build Awareness** – Encourage faculty to share what they have learned via professional development opportunities and mentor faculty who are new to CPL. Attend departmental and faculty meetings to highlight CPL features, benefits, and to provide training on forms completion. Enable faculty to share completion outcomes and how students benefit.

- **Share Student Experiences** – Share stories from across the college of students who have personally benefited from receiving credit for prior learning, recognizing that faculty are driven by their desire to help students succeed.

MILITARY CROSSWALKS

Faculty are generally committed to honoring veterans and service members through recognition of the knowledge and skills they have earned while honorably serving our country in the Army, Marine Corp, Navy, and Coast Guard. Engaging faculty in establishing military crosswalks is often a comfortable first step into offering CPL.
The ACE Military Guide Online (see Resource List at the end of this guide) is a great resource to help faculty through the evaluation of educational experiences in the armed services. It presents credit recommendations and detailed summaries for formal courses and occupations offered by all branches of the military which can be analyzed against an individual’s Joint Service Transcript (JST). The JST is a uniform transcript of all military training and experience for service members of all branches (Army, Marine Corps, Navy, and Coast Guard), except the Air Force, which has its own, regionally accredited transcript (Air University/Community College of the Air Force). It includes personal service member data, military course completions, military occupations, and other learning experiences. All recommendations are based on ACE reviews conducted by college and university faculty members who are actively teaching in the areas they review. The ACE team assesses and validates whether the courses or occupations have the appropriate content, scope, and rigor for college credit recommendations (ACE, Military Guide, n.d.).

Minnesota State Colleges and Universities implemented an accelerated process for awarding credit to service members and veterans. The accelerated approach starts with the ACE recommendations and correlates those recommendations with specific college courses offered by the institution. Faculty receive an overview of military basics and terminology, military transcripts, and the ACE Occupation Review process. They review and evaluate the credit recommendations from ACE faculty evaluators and analyze if the recommendations align to courses taught at their institution.

Course matches are entered into the Veterans Education Transfer System (VETS). VETS is an online service that helps veterans and members of the armed forces determine how their military training and occupations can count for college credit at the colleges and universities within the Minnesota State system. The VETS shows how many academic credits veterans and service members will earn prior to admissions. VETS can be found at https://www.minnstate.edu/college-search/public/military/.

INDUSTRY CREDENTIAL CROSSWALKS

Industry credentials are awards developed or supported by business and industry to verify mastery of competencies in an occupational area. Industry credentials include third-party validated industry certifications, professional licensure, and apprenticeship completion. Institutions create crosswalks to provide credit to individuals holding industry certifications. Crosswalks are easy-to-follow reference guides that match an industry credential to a class that closely correlates to the competency areas covered in the credential.

Each college takes a slightly different approach to developing crosswalks based on institution and state requirements. At Ivy Tech Community College of Indiana, the curriculum committee aligns certifications with courses and embeds the certifications into curriculum. The process works with multiple formats of courses, including those in partnership with industry and noncredit courses. For example, a student who has earned a NIMS Metal Milling Skills Certification I will receive credit for MTTC 103 Milling Processes I. Details on Ivy Tech crosswalks can be found at https://www.ivytech.edu/files/certcrosswalk.pdf.

Industry credentials embedded in academic programs can serve as a powerful recruitment tool, win support from employers, and promote linkages across educational institutions.

The promising practice of embedded industry credentials provides:

- Third-party validation of skills and minimizes hiring risk for employers;
- Aligned education and training to nationally portable, industry-driven certifications; and
- Increased acceptance of credits across programs and institutions.

Some concerns with embedded industry credentials include the need for faculty certification, student expense for industry credential examinations, and inconsistency in required test scores for transferability.
ROLE OF THE FACULTY

One of the concerns often shared by faculty around CPL is that they are not clear of their role in the process. Faculty play a key role in the promotion and execution of CPL at the institution including:

- Advocate: Faculty are CPL program recruiters. They must refer adult students who may qualify for CPL to the CPL Coordinator at the institution. Involved faculty must also help to educate faculty peers about institutional, student, and business and industry benefits of CPL.

- Advisor: When a student applies for CPL credit, faculty play an important role in assisting students in determining the best CPL assessment method for their prior learning.

- Designer/Evaluator: Only credentialed faculty are qualified to design or incorporate CPL assessment rubrics. They consult with students to determine college-level learning, then measure student learning against course or program competencies. Finally, faculty must determine a student’s CPL grade and complete the evaluator response requirements so CPL credit can be posted on the student’s transcript.

FACULTY GRANTS TO DEVELOP CPL ASSESSMENT INSTRUMENTS

Consider providing CPL assessment grants to support faculty interested in developing CPL assessment instruments for course(s). Create a CPL assessment selection committee comprised of faculty and administration to make funding recommendations. Institutions may ask faculty to agree to shared intellectual property rights as a condition of receiving the CPL assessment grant. Assessment instruments that are shared intellectual property may be kept in an inventory of CPL course/program assessment tools for the purpose of faculty professional development (See Appendix F for Assessment Grant Proposal Form).

FACULTY DECISIONS ON POLICY AND PROCEDURE

Faculty need to lead the development of CPL policy and procedure at the institution. The following is a list of faculty decisions that should be made collaboratively with administration within the policy and procedure process.

- Define CPL terms like competence, competency-based education, certification, certificate, credit for prior learning, college-level learning, and more.
- Establish guiding principles and standards for the institution.
- Outline criteria for awarding credit:
  - Admittance/Enrollment: Will CPL credits count toward a specific term; does a student have to be admitted to receive CPL?
  - Types of Credit: What learning will be eligible for awarding credit?
  - Timeframe: What is an acceptable timeframe for experiential learning (e.g. last 5 years)?
  - CPL Exploration Course: Will the institution offer a course to adult students to explore prior learning?
Many programs offer a course to help students examine their work and life experiences to identify college learning they may have acquired.

- **Portfolio Planning Course:** Will the institution offer a credit or non-credit online or traditional course that guides students through the process of identifying past learning experiences, matching that learning to a course or program and writing the portfolio content? Will the student earn semester credit for the course? Will the institution accept portfolios developed outside the institution (e.g. CAEL’s LearningCounts)?

  - When developing an online portfolio planning course be sure to 1) select and instructor that is adult-learner friendly and knowledgeable about CPL standards, 2) provide a student orientation to assist students with getting started on their portfolio development process, 3) Offer required or optional face-to-face meetings during the course, 4) build in opportunities for peer contact, and 5) provide digital portfolio examples for students to review.

  - Theresa Hoffman wrote a student workbook (2012) to aid students with portfolio development and a manual for instructors and mentors (2006) who teach a portfolio planning course to help them with coaching students through the portfolio process.

- **Standardized Exams:** Which exams will be accepted (e.g. AP, CLEP, DSST, IB)?
- **Minimum Exam Scores:** What are the minimum scores for each standardized exam accepted?
- **Challenge Exams/Credit by Examination:** Which faculty are permitted to create and administer challenge exams (e.g. full-time faculty, adjunct faculty)?
- **Individual Assessments:** Which individual assessments will be administered for CPL (e.g. portfolio, skill simulation/demonstration, interview)?
- **Non-College Education and Training:** Which types of non-college education and training will be considered for CPL (e.g. Military, Industry Credential, Articulated High School Credit)?
- **Guaranteed Credit Crosswalks:** Will the institution create pre-approved pathways for military and/or industry credentials?
- **Residency Requirements:** Which CPL methods will count toward graduation residency requirements?
- **Number of Credits:** What are the maximum number of CPL credits allowable?
- **Grading Method Options:** Will CPL receive letter grade, grade consistent with current grading method of the course, and/or Pass/Fail?
- **Turnaround Time:** What is an acceptable turnaround time for faculty to CPL evaluations?
- **Challenges:** May a student appeal a decision, and how many attempts will be allowed?
- **Acceptance of CPL Credit Awarded by Other Institutions:** What is the description of the methods of assessment that will be accepted by the institution in transfer?

- Define the process and procedure for each accepted CPL method.
- Determine if CPL workshops will be offered to students.
- Contribute to discussion about CPL transcription, including coding, documentation, and transfer.
POLICY AND PROCEDURE FRAMEWORK

To assist in the development of draft policy and procedure language for the CPL Advisory Group, provide documentation on existing institutional and system policy and procedure. Review ACE and CAEL policy recommendations. Create comparison grids for the institution's benchmarked colleges on CPL student fee structures and faculty compensation by type of CPL assessment. Figure 4 provides a sample policy framework.

SUMMARY

Faculty and staff contributions and participation are a core component of CPL program success. They play a key role in creating program awareness and student recruitment, advising and mentoring students through the process, and evaluating and openly communicating program improvement ideas. Faculty and staff must lead policy and procedure development including providing input and approving forms and processes.
CHAPTER 6 INFRASTRUCTURE

INTRODUCTION

In addition to quality policy, procedure, and processes, institutions need human and fiscal resources and services for CPL program implementation and sustainability. Infrastructure or organizational structure may include some of the following strategies:

- Faculty Champions
- CPL Advisory Group
- CPL Coordinator
- Professional Development/Capacity Building
- Forms and Process
- Assessment Software
- Web Portal/Wizard
- Adult Learner Support Services
- Data Collection and Reporting
- Continuous Improvement
- Resource Development

FACULTY CHAMPIONS

Faculty champions are faculty members who serve as the local source of knowledge on CPL on campus. These people understand adult learners and that learning can occur outside of a traditional classroom. In their role as peer facilitators, faculty champions provide knowledge, expertise, and resources to faculty and staff; they assist faculty who are new to CPL assessment; and they capture information on obstacles and challenges that need to be addressed. From the list of past courses/programs for which CPL was awarded, administration can help identify senior faculty members who may be willing to serve as faculty champions from the liberal arts and sciences areas, and from career technical program areas. Also, consider faculty who participated in a Technical Skills Assessment initiative as potential faculty champions. Involve faculty union representatives and academic senate leadership, and faculty with curriculum oversight early in the process. Provide faculty champions with professional development opportunities to increase their knowledge about CPL and assessment.

CPL ADVISORY GROUP

An internal advisory group is useful to help craft CPL policy and procedure. Include representation from areas involved in CPL including faculty, academic deans, staff from the business office, the registrar, advisors, recruitment and admissions staff, representatives from financial aid, transfer, marketing, continuing education, and the testing center. Finally, include adult learners who have successfully earned CPL credits. Facilitate discussion with faculty and departments to determine what the institution is currently doing informally and formally to award CPL; reach out to faculty who have previously been involved in the process to participate in the CPL Advisory Group.

CPL COORDINATOR

Identify the primary contact person for CPL at the institution. Is there an existing position that currently works with adult learners who could fulfill this role (e.g. Transfer Specialist)?
PROFESSIONAL DEVELOPMENT/CAPACITY BUILDING

Provide professional development opportunities to enhance administrator, faculty, and staff awareness of CPL and to increase their ability to carry out their respective CPL roles and responsibilities. Consider sending faculty champions to assessor training and provide evaluator professional development to faculty. Training options include CAEl faculty assessor training, DePaul Universities (IL) series of online portfolio assessment workshops, or the ACE Assessing Adult Learners course. The Minnesota State system provides an online CPL Academy that provides an overview of CPL, advising and assessment approaches, and best practices faculty can use to assess prior learning for credit. Conduct counselor and advisor training as they are often the first to interface with potential CPL students (See Appendix G for Advisor Training). Support conference and workshop attendance for members of the CPL Advisory Group. Develop and deliver CPL workshops at faculty and staff development days on campus. Training sessions should cover the following information:

- CPL benefits to student and the institution
- Policy and procedure overview
- Student application process
- Guiding and supporting the student
- Evaluator expectations
- Assessment training: evaluating college-level learning
- Assessment confirmation, documentation, and transcription

PROCESS AND FORMS

Process
The CPL process varies by institution, there does not appear to be a standardized or universal process for CPL at this time (See Appendix H for a sample CPL Process).

Process/Conceptual Maps
Process/Conceptual maps provide a structured visual demonstration of the key steps within the CPL process at an institution. The maps are useful in identifying the starting point for each type of credit request, the type of learning, and the key participants involved in processing particular pieces of the request (See Appendix I for a sample CPL Process Conceptual Map). Some detailed maps include the number of steps that students would need to complete, and the types of institutional approvals built into the process. The most efficient process maps utilize a navigator that is responsible for internal contacts with the many different offices involved in the CPL process (e.g. faculty chairs, deans, registrar).

Forms
Try to limit the number of forms needed to earn CPL. Generally, electronic or paper forms are needed to gather learner experiences, to document agreement to assessment type and fees, and finally to certify competencies and outcome.

- CPL Assessment Request Form: A form filled out by the learner to request a CPL assessment. The student explains what type of experience(s) provided them their college-level knowledge and how those learning experiences meet the course(s) or program requirements (See Appendix J for sample form).
• CPL Assessment Confirmation Agreement Form: A form completed by the faculty and learner together once the faculty determines college-level prior learning is present. The form includes CPL method, fee schedule, expectations including course or program learning outcomes/competencies, required assessment materials, and assessment schedule and location (See Appendix K for sample form).

• Evaluator Response/Rating Rubric Form: A summary of the faculty evaluation including the assessment method, sources of learning and evidence of learning (competencies), comments relative to equivalency demonstration, and evaluator recommendation (See Appendix L for sample form).

WEB PORTAL/WIZARD

A CPL portal is a web-based interface that promotes CPL program awareness and helps the institution better serve students via web accessibility, centralized workflow, optimized processes, and enhanced decision-making utilizing real-time data. The South Central College website portal can be viewed at MinnesotaCPL.com.

CPL portal features:
• Promotes benefits of CPL
• Captures prior learning, program, and college preferences
• Connects students with local coordinator (serves as screener, recruiter, navigator, and personal resource)
• Coordinates the evaluation process and manages and tracks CPL requests
• Facilitates payment and communications
• Tracks student and program outcomes with streamlined reporting
• Serves as a single repository of CPL information and activity

Institutions considering a web portal/wizard should consider the following:
• Platform Selection—security, platform life expectancy, flexibility to move to another vendor, usability, skill level of current IT staff
• Hosting—security, cloud-based, app services, storage capacity, testing, back-up/restore services, dedicated support services, years of hosting experience
• Support and Maintenance—help desk support, corrective maintenance, modifications, functional enhancements
• Training—training activities, delivery method, role-specific or general training, varied pricing options
• Budget and Deliverables—value for money, cost feasibility, expected return on investment, project management, specific project and process deliverables, schedule
• References—provider experience, current and previous customers

ADULT LEARNER SUPPORT SERVICES

Making adjustments for adult learners is all about remembering the population of students who work during the day, are not on campus, and do not have much free time. Test out the institution’s entire CPL process — application through graduation — from an adult learner perspective to address barriers to success. Problems often arise in the transition points between offices. Allow adult learners to opt-out of mandatory events or attend virtually, accept digital signatures on forms, and provide consultations through late-night chat, email, or text.
Application/Orientation

Colleges have begun incorporating a CPL experience wizard into the application process of every student applicant. Other colleges have integrated the CPL application into orientation where the opportunity to apply for CPL is exposed to all entering students and their guardian(s).

Academic Advising

Academic Advisors play a key role in helping adult learners to identify how their prior learning matches course or program learning outcomes. They explain CPL approaches, competencies, discuss self-assessment and recognition of non-formal knowledge, facilitate documentation, provide a process overview, direct students to common course outlines, and refer the potential CPL candidates to the CPL Coordinator or the web portal to apply.

Navigator

Navigators assist adult learners with the application and enrollment process. They help connect them to campus resources and support systems. Navigators offer personalized counseling from buying textbooks to finding courses offered online or at a satellite location. In addition to educational supports, adult learners may need social supports, including housing, food, childcare, etc.

Other Support Services

A host of student services can be considered including the following:

- Writing and computational skills refresher course
- 24-hour no cost tutoring
- Life coach services for students needing support in dealing with life-family, work, financial, and time management issues
- Dedicated online library support
- Peer networks
- Online and in person advising

DATA COLLECTION AND REPORTING

It is important to create metrics to evaluate the impact and success of a CPL program to understand the relationship between CPL credit-earning and educational outcomes at the institution. Data collection can help the institution determine the value of CPL through its relationship with learner persistence, degree completion, and time to completion. Tracking CPL data will help the institution determine the number of students served (by age, race, ethnicity), the percent of students utilizing CPL, CPL earners’ grade point average, when the CPL credit was earned, and how it applied to earned degrees (e.g. electives, general education, major requirements, advanced standing, course prerequisite). Using standardized codes can help you determine outcomes by CPL method, areas of study, and specific courses/programs for which students earn CPL credits. This data can also help assist in evaluating CPL program revenue and expenses (Klein-Collins, 2016) and to make progress comparisons between CPL and non-CPL student outcomes. Reporting results and how the program has benefited students and the institution help both internal and external audiences understand that CPL is a strategic investment.
CONTINUOUS IMPROVEMENT

Creating multiple feedback systems for the CPL program is essential. Feedback should be sought from learners, evaluators, and staff who process CPL. Feedback mechanisms such as surveys, interviews, or focus group sessions provide information about the efforts being evaluated, an opportunity to assess if plans are proceeding well, how people are experiencing the program, and what is and is not working. Feedback provides evidence to support continuous program improvement (Travers, N & Evans, M., 2010).

RESOURCE DEVELOPMENT

CPL initiatives require continuous planning and funding. Explore internal and external funding options including grants, to advance CPL initiatives. Consult your institutions’ grants office for help researching and identifying potential funding sources and getting assistance with proposal development and submission. Include CPL in larger grant proposals that explore innovative approaches to student success.

SUMMARY

These infrastructure and organizational strategies provide a framework for effective and efficient CPL program operations. They must work together in harmony from recruitment to finalization of student transcript and documentation. Continuous communication, evaluation, and improvement is necessary for program sustainability and growth.
INTRODUCTION

Marketing and public relations efforts will help to identify and connect students who may benefit from earning CPL credit. To launch the formalization of the CPL program at your institution, develop and implement a CPL marketing and public relations plan that utilizes community outreach, business partnerships, social media, and web-based technology. Create marketing materials and implement promotional efforts both on and off campus. Consider publishing a list of CPL-eligible courses or programs on the institution’s website and email it to enrolled and prospective students.

EQUITY AND INCLUSION

Degree attainment among students of color is central to the discussion on equity and inclusion in higher education. CPL presents an opportunity to address recognized inequities around student access and success. The Klein-Collins (2010) Fueling the Race to Postsecondary Success: A 48-Institution Study of Prior Learning Assessment and Adult Student Outcomes report presents findings on the comparison of CPL students with non-CPL students. When disaggregated by race, African-Americans with CPL credit graduated at four times that rate of those without CPL credit, and Latino students with CPL graduated at eight times the rate of those without CPL credit. Unfortunately, the report also indicated that minority students are the least likely demographic group to take advantage of CPL opportunities when available (Klein-Collins, 2010).

College enrollment for students of color has increased, although mainly to open-access institutions (Carnevale & Strohl, 2013). To increase success measures, students of color will have to be invited to take advantage of CPL opportunities. Colleges will need to improve CPL programs and messaging to build confidence and trust in the fairness of the CPL process. Careful consideration needs to be given to the needs and challenges of different target groups, even as the overarching approach can remain the same (Leaker & Boyce, 2015). Witham and colleagues specified the need for colleges to make a commitment to practices that recognize and accommodate differences in students rather than treating all students the same (Witham, Malcom-Piqueux, Dowd, & Bensimon, 2015). CAEL and Excelencia conducted a study to expand knowledge about use of CPL among adult Latino students. The study, Random Access: The Latino Student Experience with Prior Learning Assessment, encouraged special outreach and CPL exploration for key target populations. It suggested emphasizing the value of the individual expertise and experience, rather than language that emphasizes the need to prove oneself (Klein-Collins & Olson, 2014).

Many institutions are working to close the educational equity gap for persons of color, CPL can be an important strategy to help this population accelerate degree completion by making a commitment to practices that accommodate differences.
An effective marketing and public relations program will target populations from within your institution, and various audiences and organizations outside the college, and consist of a wide range of marketing and public relations strategies. The table below provides examples for each of these program aspects.

**TABLE 6**
**CPL Marketing and Public Relations Strategies**

<table>
<thead>
<tr>
<th>TARGET POPULATIONS</th>
<th>AUDIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Former students with no award (ages 25 and older)</td>
<td>• College internal offices &amp; student organizations</td>
</tr>
<tr>
<td>• Current students who may qualify for CPL (community college or university students)</td>
<td>(institutional stakeholders need to be informed and engaged from policy to practice)</td>
</tr>
<tr>
<td>• Former, current, and prospective military members with or without college experience</td>
<td>• College orientation attendees</td>
</tr>
<tr>
<td>• General population with some college and no degree (over the age of 25)</td>
<td></td>
</tr>
<tr>
<td>• Employees in transition or lower-income positions</td>
<td></td>
</tr>
<tr>
<td>• Foreign Language speakers (CLEP)</td>
<td></td>
</tr>
<tr>
<td>• Unaffiliated individuals not yet in college</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KEY MESSAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• CPL is not a new process; we streamlined it to make it easier for adult learners.</td>
</tr>
<tr>
<td>• CPL allows individuals to save time and money by earning credit for their individual expertise and experience.</td>
</tr>
<tr>
<td>• Students can earn college credit for college-level knowledge earned outside the traditional classroom through work experience, job skills, employer training programs, community service, self-study like MOOCs (Massive Open Online Courses), military education, and occupations.</td>
</tr>
<tr>
<td>• Students who earn CPL are 2.5 times more likely to graduate than non-CPL students, 8 times more likely for Hispanic students (CAEL, Fueling the Race, 2010).</td>
</tr>
<tr>
<td>• Testimonials from successful CPL students.</td>
</tr>
<tr>
<td>• Adults like you are returning to college.</td>
</tr>
<tr>
<td>• Not all learning takes place in the classroom.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• CPL program launch/kickoff event</td>
</tr>
<tr>
<td>• Community and service organization presentations</td>
</tr>
<tr>
<td>• Trade organizations presentations/trade events</td>
</tr>
<tr>
<td>• Add CPL request option and link to admissions application to increase awareness</td>
</tr>
<tr>
<td>• Personal visits to military organizations and ACE credit businesses</td>
</tr>
<tr>
<td>• Targeted email campaigns</td>
</tr>
<tr>
<td>• Alternative Ways to Earn Credit website tab</td>
</tr>
<tr>
<td>• Introductory CPL video</td>
</tr>
<tr>
<td>• Institution digital signs</td>
</tr>
<tr>
<td>• Post and link information to state agency, apprenticeship program, and industry websites</td>
</tr>
<tr>
<td>• Job centers and career fairs</td>
</tr>
<tr>
<td>• Social media (linkedin, facebook, twitter)</td>
</tr>
<tr>
<td>• News releases/media outreach (general and trade)</td>
</tr>
<tr>
<td>• Public service announcements</td>
</tr>
<tr>
<td>• Sell sheet/program flyer for college fairs and employer meetings</td>
</tr>
<tr>
<td>• Banners</td>
</tr>
<tr>
<td>• Online advertising</td>
</tr>
<tr>
<td>• Direct mail postcards and flyers</td>
</tr>
<tr>
<td>• Personal calling campaigns</td>
</tr>
<tr>
<td>• New student orientation presentation</td>
</tr>
<tr>
<td>• CPL scholarships</td>
</tr>
<tr>
<td>• Add CPL tagline to all print and electronic messages</td>
</tr>
<tr>
<td>• Add “CPL Request” option to admissions application</td>
</tr>
</tbody>
</table>
NEAR-COMPLETER MOVEMENT

Targeting working adults with some college experience but no degree is gaining momentum. The premise is that it is easier to increase the number of completers if you start with people who are already partially there, and who have shown the interest and aptitude for college-level work. In response to higher education attainment goals and an increased need for a skilled workforce, states are passing legislation and nonprofit foundations are emphasizing the importance of reaching this population. For example, Lumina Foundation highlighted returning adults as one of five priorities for action to reach its 60% attainment goal by 2025 (Lumina Foundation, n.d.). Several states have implemented innovative outreach programs to non-completers, which include affordability measures. For example, Idaho provided Adult Postsecondary Completion Scholarships; Maine introduced an income tax credit for students returning to college; Indiana’s You Can. Go Back. project expanded part-time financial aid programs; Mississippi launched the Complete to Compete (C2C) program that gave institutions the authority to waive institutional policies that apply to traditional degree programs; and Tennessee Reconnect provides free community college for adult learners and near-completers. Best practices to re-engage non-completers includes a strong emphasis on data utilization to identify and find non-completers, financial incentives, and a strong personalized marketing outreach campaign (Education Commission of the States, 2017).

SUMMARY

Creating and maintaining a pool of CPL candidates requires ongoing effort. By building both internal and external awareness, an institution expands its army of CPL advocates. Both formal and informal outreach is a necessity. Formal marketing and promotion needs to be supported by informal instructor-student and advisor-student interactions to help identify and secure the CPL program pipeline. Targeting marketing and public relations efforts towards a specific audience tends to increase results. Identifying the target market(s) is an essential step in the development of a CPL marketing plan.
From my review of CPL literature and my experience, I have included in this guide the critical elements to consider in planning, implementing, maintaining, and evaluating a formal CPL program. Successful programs require vision and sustained leadership. Persistence and completion have become high priorities for today’s educational institutions. Recognizing and promoting the benefits of CPL as a student success strategy helps garner support at the administrative, faculty, staff, and student levels. CPL has emerged as an important strategy for helping learners finish a degree in less time and with less education debt.

A well-implemented CPL program takes time to determine the current state of the institution and to research best practices, but most importantly taking ample time to get everyone on the same page to establish commonly agreed upon definitions, guiding principles, and standards. These components are the foundation from which the institutions policies, procedure, and business practices are built.

My personal advice is to expend your efforts relying on those willing to listen and potentially participate in the CPL initiative. Participation and the level of involvement are at the individual’s discretion, and in some cases, the academic departments’ preference.

I offer this guide as a means of providing practical suggestions to those interested in implementing/expanding a CPL program. Use the guide to assist in determining the specific strategies that will work for your institution, and then please contact me with your comments. I welcome your suggestions for improvement. I found peer community colleges very willing to share best practices and advice; do not be afraid to ask. Good luck in your pursuit of CPL as a student success initiative.


REFERENCES AND RESOURCES

RESOURCES

- ACE Military Guide Online (https://www.acenet.edu/news-room/Pages/Military-Guide-Online.aspx)


ORGANIZATIONS

- American Council on Education (ACE) (https://www.acenet.edu/Search/Pages/results.aspx?k=credit%20for%20prior%20learning)

- Council for Adult and Experiential Learning (CAEL) (https://www.cael.org/)

- Prior Learning Assessment Inside Out (PLAIO) (https://www.plaio.org)

REPORTS/PUBLICATIONS

- The Council for Adult and Experiential Learning provides publications and resources about all aspects of Credit for Prior Learning/Prior Learning Assessment. (https://www.cael.org/pla/publications?hsCtaTracking=24a593b0-7dc8-42df-a47f-98b9b679f85e%7C8afe32cb-8009-45b3-9a54-8bed38b0be42)
APPENDICES

A. Five Critical Factors of PLA Program Inventory
B. American Council on Education CPL Implementation Matrix
C. Faculty Compensation Schedule
D. Pricing Models and Fees Summary
E. CPL Faculty Survey
F. CPL Assessment Grant Proposals Form
G. Advisor Training PowerPoint
H. Sample CPL Process
I. Process/Conceptual Map
J. CPL Assessment Request Form
K. CPL Assessment Confirmation Agreement Form
L. Evaluator Response/Rating Rubric Form
FIVE CRITICAL FACTORS OF A PRIOR LEARNING ASSESSMENT PROGRAM

Key questions for any institution beginning or improving PLA programming

<table>
<thead>
<tr>
<th>Philosophy, Mission, Policy</th>
<th>Critical Questions</th>
<th>Your Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy</td>
<td>What is the philosophy regarding PLA at your campus?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In what ways does your philosophy embrace PLA?</td>
<td></td>
</tr>
<tr>
<td>Mission</td>
<td>Does the mission support prior learning to be assessed for credits in your programs?</td>
<td></td>
</tr>
<tr>
<td>Policies</td>
<td>How do your academic policies support PLA?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How do your FA policies support the cost of PLA?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institutional Support</th>
<th>Critical Questions</th>
<th>Your Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Support/Business Model</td>
<td>What types of financial supports need to be in place?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How are the administrative functions covered?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How are the costs for PLA advising and ongoing supports for students covered?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How will evaluators be compensated for individualized assessments? For Professional Learning Evaluations? For Course Challenges?</td>
<td></td>
</tr>
<tr>
<td>Administrative Support</td>
<td>What types of charges will students need to pay for PLA services?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In what ways is the administration supportive?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What are the messages that the administration shares with regard to PLA?</td>
<td></td>
</tr>
<tr>
<td>Faculty Buy-In</td>
<td>What do the faculty believe regarding PLA?</td>
<td></td>
</tr>
</tbody>
</table>
In what ways are they supportive or not supportive?

**Technology**
- What systems support the student through the PLA process?
- What systems track student progress through the PLA process?
- What systems will post the credit on the transcript?
- How are the PLA data stored in student records?

**Marketing**
- How do students learn about PLA options?
- At what point in the students’ life cycle do students learn about PLA options?

### Program Parameters – Types of PLA Credits

<table>
<thead>
<tr>
<th>Program Factor</th>
<th>Critical Questions</th>
<th>Your Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Which students can use PLA credits?</strong></td>
<td>Matriculated</td>
<td>Chief Academic Officer or Designee</td>
</tr>
<tr>
<td>Non-Matriculated</td>
<td>Program Chairs</td>
<td></td>
</tr>
<tr>
<td>Certificate programs</td>
<td>Faculty Committees</td>
<td></td>
</tr>
<tr>
<td>Admissions and placement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPA requirement</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What types of PLA assessments are accepted?</strong></td>
<td>Standardized exams</td>
<td></td>
</tr>
<tr>
<td>Military Credits (ACE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Evaluated Credits (ACE, NCCRS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Evaluated Credits – Institutional Professional Learning Evaluations (PLE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Challenge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individualized Prior Learning Assessment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Program Parameters – Use of PLA Credits

<table>
<thead>
<tr>
<th>Program Factor</th>
<th>Critical Questions</th>
<th>Your Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Whose authority awards the credits?</strong></td>
<td>Chief Academic Officer or Designee</td>
<td></td>
</tr>
<tr>
<td>Program Chairs</td>
<td>Faculty Committees</td>
<td></td>
</tr>
</tbody>
</table>
### Individual Faculty Others?

| Which Disciplines Accept PLA Credits? | All academic disciplines
| | Only specific disciplines |

| How many total credits can be used toward the degree? | Limited number
| | Advanced Standing Credits
| | Residential Credits |

| What is the process by which students have individualized learning evaluated? | Are some types accepted over other types or given priority?
| | Are there a different number of credits allowed toward the degree based on type? |

| How are the credits used in the degree? | Elective credit
| | Curriculum/program requirements
| | General Education
| | Advance Standing
| | Residency requirements |

| How are the credits transcribed? | PLA
| | Institutional Credits
| | Transfer Credits |

| What is recorded in the permanent record? | Student Portfolio
| | Evaluator Report
| | Academic recommendation/decision |

<table>
<thead>
<tr>
<th>Program Parameters – Individualized PLA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Factor</strong></td>
</tr>
<tr>
<td>What is the process by which students have individualized learning evaluated?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

| How are students supported? | Advising (Pre-Assessment / Post-assessment)
| | Workshop / Credit-bearing Course
| | Peer Network |

| Informational Materials | Website
| | Brochure
| | How-to Guide
| | Templates |
### What is required in a PLA request?

<table>
<thead>
<tr>
<th>Required Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning/Written Essay</td>
</tr>
<tr>
<td>Supporting Material &amp; Other Documentation</td>
</tr>
<tr>
<td>Course, credit and credit designations</td>
</tr>
<tr>
<td>Alternative modes of documentation – ePortfolios, Concept Maps</td>
</tr>
</tbody>
</table>

### What is required in the Learning/Written Essay?

<table>
<thead>
<tr>
<th>Required Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Description / Learning Reflection</td>
</tr>
<tr>
<td>Career history/resume</td>
</tr>
<tr>
<td>Student autobiographical statement</td>
</tr>
<tr>
<td>Student’s statement of learning and employment goals</td>
</tr>
</tbody>
</table>

### What evidence of learning is required?

<table>
<thead>
<tr>
<th>Required Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Degree curriculum</td>
</tr>
<tr>
<td>Student transcripts</td>
</tr>
<tr>
<td>Copies of Licenses, Certificates, etc.</td>
</tr>
<tr>
<td>Examples of Work</td>
</tr>
<tr>
<td>Letters of Support</td>
</tr>
</tbody>
</table>

### What is used to structure the academic quality of the request?

<table>
<thead>
<tr>
<th>Required Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specified Outcomes/Competencies</td>
</tr>
<tr>
<td>Course Descriptions/ objectives / outcomes</td>
</tr>
<tr>
<td>Unspecified outcomes/competencies (Open)</td>
</tr>
</tbody>
</table>

### Definition of Academic Learning Expectations

<table>
<thead>
<tr>
<th>Required Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition of College-Level Learning</td>
</tr>
<tr>
<td>Academic Expectations</td>
</tr>
</tbody>
</table>

### Which definitions/outcomes/competencies are being used for the assessment criteria?

<table>
<thead>
<tr>
<th>Required Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal to institution only</td>
</tr>
<tr>
<td>External to any regionally accredited institution</td>
</tr>
<tr>
<td>External to any institution globally</td>
</tr>
<tr>
<td>External to specified parameters</td>
</tr>
</tbody>
</table>

### How is the evaluation conducted?

<table>
<thead>
<tr>
<th>Required Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio only</td>
</tr>
<tr>
<td>Portfolio and interview</td>
</tr>
<tr>
<td>Interview only</td>
</tr>
<tr>
<td>Other- Performance, Tests, Demonstrations</td>
</tr>
</tbody>
</table>

---

**Program Parameters – Institutional Professional Learning Evaluations (PLE)***

<table>
<thead>
<tr>
<th>Program Factor</th>
<th>Critical Questions</th>
<th>Your Institution</th>
</tr>
</thead>
</table>
### Outreach to Organizations

<table>
<thead>
<tr>
<th>Who is responsible for outreach?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For business side of model (contract development, collection of fees)?</td>
</tr>
<tr>
<td>For academic review side of model (assessment)?</td>
</tr>
</tbody>
</table>

### What is the Process by Which Organizations Request to Have Workplace Learning Evaluated?

| Formal Request |
| Partnership Development |
| Memo of understanding |

### Who Evaluates the Professional Learning?

| Faculty committee |
| Outside experts |

### What is the Evaluation Process?

| Required materials |
| Site visit |
| Interviews |
| Comparative analysis |
| Learning Outcomes/ Competencies |
| College-level Learning |

### Who Reviews the Credit Recommendation?

| Chief Academic Officer or Designee |
| Program administrator |
| Program Chair |
| Faculty Committee |

### Whose Authority Awards the Credits?

| Chief Academic Officer or Designee |
| Program Chair |
| Faculty Committees |
| Individual Faculty |
| Others? |

---

<table>
<thead>
<tr>
<th>Program Parameters – Course Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Factor</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>What is the process by which students request a course challenge?</td>
</tr>
<tr>
<td>Formal Request</td>
</tr>
<tr>
<td>Informal Request</td>
</tr>
<tr>
<td>Advisement around request</td>
</tr>
<tr>
<td>Approval of request</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who creates the course challenge?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Chair</td>
</tr>
<tr>
<td>Faculty Committee</td>
</tr>
<tr>
<td>Individual Faculty</td>
</tr>
</tbody>
</table>
### APPENDIX A (CONTINUED)

| Who administers/monitors request? | Program Chair  
| | Faculty Committee  
| | Individual Faculty |
| Who evaluates the learning? | Program Chair  
| | Faculty Committee  
| | Individual Faculty |
| Who reviews and accepts the credit recommendation? | Chief Academic Officer or Designee  
| | Program Chair  
| | Faculty Committee  
| | Individual Faculty |
| Whose authority awards the credits? | Chief Academic Officer or Designee  
| | Program Chair  
| | Faculty Committees  
| | Individual Faculty  
| | Others? |

#### Professional Development

<table>
<thead>
<tr>
<th>Program Factor</th>
<th>Critical Questions</th>
<th>Your Institution</th>
</tr>
</thead>
</table>
| **Who are the Evaluators?** | Internal Academic Faculty  
| | Faculty from other institutions  
| | External Content Experts |
| **How many evaluate the learning?** | Single evaluator  
| | Single evaluator with request for additional  
| | Multiple evaluators, independently  
| | Panel/team of evaluators |
| **Qualifications of the Evaluators** | Advanced degree or equivalent expertise in appropriate areas  
| | Areas of Specialization  
| | Understanding of curriculum and teaching experience  
| | Currency and/or work experience in the field  
| | Philosophy toward PLA, non-traditional modes of evaluating learning, and working with adult learners |
What must the Evaluator Submit to the College?

Recommendation Report with justification
Course title and credits, with designations

What Topics are Covered in the Training?

Overview of whole process
Institutional policies and publications
National Standards
Process in developing a request
Expectations of Evaluator & Student
How to evaluate college-level learning
How to interview the student (if applicable)
How to document the learning
How to justify recommended credits & designations
How to write an evaluator report

<table>
<thead>
<tr>
<th>Program Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Factor</strong></td>
</tr>
<tr>
<td>From whom do you seek feedback?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>How is feedback acquired?</td>
</tr>
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<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td>Data Collection</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
## Credit for Prior Learning Implementation Matrix

<table>
<thead>
<tr>
<th>INSTITUTIONAL STAGES</th>
<th>NEW/EMERGING STAGE</th>
<th>DEVELOPING STAGE</th>
<th>EFFECTIVE PRACTICE STAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Has general understanding and information on prior learning, with demonstrated institutional interest.</td>
<td>Acknowledges the role of prior learning in postsecondary pathways. Begins to develop standard policies and procedures.</td>
<td>Has broad and deep understanding of credit for prior learning policies and uses that knowledge to integrate, and sustain systematic and accessible CPL practices.</td>
</tr>
<tr>
<td>FACULTY ENGAGEMENT AND DEVELOPMENT</td>
<td>Forms advisory group to craft policy and practice; attends conferences; invites experts to provide overviews.</td>
<td>Creates venues for information-sharing across institutional constituencies; involves faculty groups in developing and vetting policies/practices, such as crosswalks and articulations.</td>
<td>Provides professional opportunities for faculty and staff, including conferences, research, and writing; encourages faculty to include CPL activities in annual reviews, and promotion/tenure evaluations; implements incentives and areas of recognition.</td>
</tr>
<tr>
<td>STUDENT OUTREACH AND SUPPORT</td>
<td>Directs students to current CPL options through academic advising and program coordination.</td>
<td>Shares information on website and uses other venues to communicate with students, such as orientation and advising.</td>
<td>Informs students of CPL options prior to admission, provides expert advising about prior learning assessment; uses all types of communication tools to share information with students, from outreach with potential students to graduation.</td>
</tr>
<tr>
<td>INFRASTRUCTURE, POLICIES, AND PROCESSES</td>
<td>Scans the landscape for current and informal institutional CPL practices; seeks policy and practice models among peer institutions.</td>
<td>Expands current policy and practice; puts people and structures into place to manage programs; begins to coordinate CPL-related programs and services.</td>
<td>Selects appropriate CPL tools that fit institutional context and curriculum that recognize diversity of learners and their experiences; promotes active use of CPL in all degree areas, including major requirements and general education; well-managed with established policies and practices. Embeds CPL within other programs, such as competency-based learning.</td>
</tr>
</tbody>
</table>
Credit for Prior Learning (CPL)
Faculty Compensation Schedule

DEAN’S OFFICE USE

Standardized Exams: (No compensation)

Challenge Exams/Credit by Examination (Test Out):
  • Lecture Course Assessment ($25/credit)
  • Lab Course Assessment ($50/credit)

Individual Assessment:
  • Portfolio Assessment ($50/credit)
  • Skill Simulation and Demonstration ($50/credit)
  • Interview-based Assessment ($25/credit)

Evaluation of Non-College Education and Training:
  • ACE Credit (No compensation)
  • NCCRS (No compensation)
  • Technical or Professional Certification (No compensation. $50/credit for skill demo compensation)
  • Technical or Professional Apprenticeship ($25/credit compensation. $50/credit for skill demo compensation)
  • Technical or Professional Licensure (No compensation. $50/credit for skill demo compensation)
  • Digital Badges ($25/credit)

Other:
  • MN Articulated College Credit (No compensation)
  • Assessment of previous education (e.g. non-equivalent and/or non-transferrable education, hour based,
    expired credits, and discontinued programs) (no fee)
  • Evidence of prior learning that does not fit within the other categories (no fee)
## Summary of Common Pricing Models and Fee Ranges

<table>
<thead>
<tr>
<th>Most Common Fee Structures (For Institutions Charging Fees)</th>
<th>Common Fee Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standardized Exams</strong></td>
<td></td>
</tr>
<tr>
<td>Onsite testing: assessment fee, optional administration fee</td>
<td><strong>Assessment:</strong> standard fees to The College Board (CLEP) or Prometric (DSST)</td>
</tr>
<tr>
<td>Or Offsite testing: no fee, or nominal credit transcription fee</td>
<td><strong>Administration:</strong> median fee per exam $25 (CLEP) or $30 (DSST)</td>
</tr>
<tr>
<td></td>
<td>Transcription fees sometimes charged but not common</td>
</tr>
<tr>
<td><strong>Challenge Exams</strong></td>
<td></td>
</tr>
<tr>
<td>Assessment fee</td>
<td><strong>Assessment:</strong> $10-$252 per assessment (outlier of $600); median $100</td>
</tr>
<tr>
<td>Or No fee</td>
<td>Transcription fees sometimes charged but not common</td>
</tr>
<tr>
<td><strong>Portfolio Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Course fee plus assessment fee</td>
<td><strong>Course Fee, Tuition-Based:</strong> $200-$2000+ per course; median $720</td>
</tr>
<tr>
<td>Or No fee</td>
<td><strong>Assessment:</strong> $20-$600 per assessment; median $175</td>
</tr>
<tr>
<td></td>
<td>Transcription fees sometimes charged but not common</td>
</tr>
<tr>
<td><strong>Credit for Military Training and Occupations</strong></td>
<td></td>
</tr>
<tr>
<td>No fee</td>
<td>In less common cases where institutions charge for the review or transcription:</td>
</tr>
<tr>
<td></td>
<td><strong>Review of training/military transcript:</strong> $50-$200 per review; no median</td>
</tr>
<tr>
<td></td>
<td>Transcription fees sometimes charged but not common</td>
</tr>
<tr>
<td><strong>Review of Non-college Training</strong></td>
<td></td>
</tr>
<tr>
<td>No fee</td>
<td>In less common cases where institutions charge for the review:</td>
</tr>
<tr>
<td></td>
<td><strong>Review of training:</strong> $30-$200 per review; median $100</td>
</tr>
<tr>
<td></td>
<td>Transcription fees sometimes charged but not common</td>
</tr>
</tbody>
</table>

Credit for Prior Learning Faculty Survey

As you know, Credit for Prior Learning (CPL) is an important strategy within SCC’s recruitment, retention and completion plans. In the past year, South Central College adopted a CPL Policy and Procedure. As we continue to pursue our CPL efforts at SCC, it is important to understand current faculty involvement and willingness for future involvement in CPL. For that reason, we are asking all faculty to complete this CPL Survey and return it to the registration table before leaving. One lucky faculty member will win a $25 Kwik Trip Gift Card drawn from all submitted surveys. Thank you for your participation.

1. Have you completed an assessment of prior learning/credit for prior learning assessment for a student at SCC?
   - [ ] Yes
   - [ ] No

   If yes, what assessment tool(s) do you currently have created? Please list the course, number of credits, assessment type (see list of assessment types on reverse), and your name below.

   See Example in first table:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Number of credits</th>
<th>Assessment Type</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td>Payroll Accounting</td>
<td>3</td>
<td>Challenge Exam</td>
<td>Dave Hammitt</td>
</tr>
<tr>
<td>ACCT1814</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example:</td>
<td>Child Growth &amp; Dev</td>
<td>3</td>
<td>Ind Assessment: Interview</td>
<td>Pam Schweim</td>
</tr>
<tr>
<td>CDEV1210</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example:</td>
<td>CNC Programming I</td>
<td>2</td>
<td>Non-college: Professional Cert.</td>
<td>Jon Morgan</td>
</tr>
<tr>
<td>CIM1102</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Are you willing to have SCC promote the availability of credit for prior learning for these courses on our CPL webpage?
   - [ ] Yes
   - [ ] No

3. Are you willing to develop Credit for Prior Learning assessments for any of your courses if compensated to do so? If yes, please list the course, number of credits, assessment type (see list of assessment types on reverse), and your name below.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Number of credits</th>
<th>Assessment Type</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
A challenge exam is an opportunity for a student to demonstrate college-level learning through course-specific institutional examination designed by college faculty who teach the course.

**Portfolio Assessment** is a method of prior learning assessment that includes, but is not limited to: documentation review; candidate interview; performance assessment; product review; written narrative; a combination of these methods; or other means.

**Skill Simulation or Demonstration** is an assessment of a student's performance or demonstration of a specific skill or competency.

**Interview-based Assessment** is an evaluation of responses given during a structured interview on the subject matter.

**Evaluation of Non-College Education and Training:**

**NCCRS Workplace and Volunteer Training** utilizes the recommendations of the National College Credit Recommendation Service.

**Technical or Professional Certification/Credential** is a review of technical or professional certification or industry recognized credential.

**Technical or Professional Apprenticeship** is a review of apprenticeship programs. Credit is considered for a combination of comprehensive on-the-job training and related instruction of theoretical and practical aspects of highly skilled occupations.

**Technical or Professional Licensure** is a review of technical or professional licensure programs.

**Digital badges** are an online validation of proof of skills, achievement, outcome, competency or completion of a course that a student has earned.

**Other:**

**Assessment of previous education** includes, but is not limited to, non-equivalent and/or non-transferrable education, hour-based, expired credits, and discontinued programs.

**Evidence of prior learning that does not fit within the other categories** but aligns with a SCC program.

4. Please provide any feedback you wish regarding Credit for Prior Learning.

Thank you!
Credit for Prior Learning (CPL) Assessment Grant Proposals

Employment Status Type:
Credit for Prior Learning Assessment Grants will support faculty interested in developing credit for prior learning assessment instruments for their course(s). There will be two rounds of CPL Assessment Grant proposals during the 2017-2018 academic year.

Total Funds:
$15,000 for credit for prior learning course assessment instruments/templates

Grants:
Standard approved awards are up to $500.00 per individual CPL course assessment. The actual amount awarded will be adjusted to reflect standard payroll deductions.

***Please Note: CPL Assessment Grant awards are for work that is completed in the current academic year. This is NOT for work previously completed.***

Credit for Prior Learning is an important strategy within SCC’s recruitment, retention and completion plans. Last year, SCC adopted a Credit for Prior Learning Policy and Procedure. As we continue to pursue our CPL efforts, SCC faculty are crucial to the development and delivery of the CPL system because they are the subject matter experts who are best able to determine if a student’s learning is equivalent to established course competencies. SCC relies on experienced credentialed faculty to ensure that students are supported for their prior learning while being held to a standard that ensures their continued success.

The methods students may use to demonstrate learning to earn CPL credit include: Standardized exams, Challenge exams, Individual assessment, and Evaluation of Non-college Education and Training. To learn more about each of these methods refer to the SCC CPL Policy and Procedure. Proposals to develop CPL course assessment instruments will be accepted for the following types of CPL Assessment*:

- **Challenge Exams/Credit by Examination (Test Out):**
  - Lecture Course Assessment
  - Lab Course Assessment

- **Individual Assessments:**
  - Portfolio Assessment
  - Skill Simulation or Demonstration
  - Interview-based Assessment

- **Evaluation of Non-College Education and Training:**
  - Military Training, Occupations & Other Military Credit
  - Technical or Professional Certification/Credential, Technical or Professional Apprenticeship, Technical or Professional Licensure
  - Workplace and Volunteer, Education & Training
  - Digital Badges

*See SCC Credit for Prior Learning Procedure for descriptions of Types of CPL.

This form continues on page 2 ->

ROUTING: Faculty > Dean > Champion > Assistant to VP of Student & Academic Affairs
Credit for Prior Learning (CPL)
Assessment Grant Proposals

Selection:
Faculty and administration will constitute the CPL Assessment selection committee and will make funding recommendations to the Vice President of Student and Academic Affairs. The committee will be instructed not to make awards if proposals are not of sufficient quality/interest.

Commitment:
1. Select CPL Assessment Grant Round 1 and/or Round 2. Round 1 projects must be completed by December 1, 2017; Round 2 projects must be completed by May 1, 2018.

2. Faculty awarded CPL Assessment Grants to develop CPL course assessment instruments will share ownership in developed CPL assessments with SCC. Participants must agree to a shared intellectual property rights agreement as a condition of receiving the CPL Assessment Grant.

3. The CPL course assessment instruments developed under the CPL Assessment Grant program will remain an Open Education Resource (OER) for the college and an inventory of CPL course assessment tools will be held in a shared drive.

4. Courses with CPL course assessment instruments developed through the CPL Assessment Grant will be included on the Credit for Prior Learning course list on the SCC website.

Process/Timeline:
1. Contact Pete Neigebauer and Tracy Murphy, CPL Faculty Champions, if you have questions.

2. Complete attached Call for CPL Proposal form by Friday, September 29, 2017 for Round 1 and by Friday, March 23, 2018 for Round 2. Send project proposals to Mary Hutchens at mary.hutchens@southcentral.edu.

3. Applicants may be invited to meet with the committee to explain proposals in more detail.

4. The committee will let applicants know the status of their proposals, whether approved or denied by Friday, October 13, 2017 for Round 1 and by Friday, March 30, 2018 for Round 2 submissions.

5. Round 1 projects must be completed by December 1, 2017; Round 2 projects must be completed by May 1, 2018.

6. Funds will be dispersed after proof of completion.

7. CPL course assessment instruments will be shared on the college CPL shared drive.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Fall 2018</th>
<th>Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPL Proposal Due</td>
<td>September 29, 2017</td>
<td>March 23, 2018</td>
</tr>
<tr>
<td>Proposal Status Notification by committee</td>
<td>October 13, 2017</td>
<td>March 30, 2018</td>
</tr>
<tr>
<td>CPL Project Completion Date</td>
<td>December 1, 2017</td>
<td>May 1, 2018</td>
</tr>
</tbody>
</table>
Credit for Prior Learning (CPL)

Call for CPL Assessment Grant Proposal

(Proposals are due to mary.hutchens@southcentral.edu by Friday, September 29, 2017 and/or March 23, 2018)

Please provide the following information:

1. Faculty Name(s): ___________________________ ___________________________

2. Does your Dean support this proposal?  Dean’s Initials: ____________________

   ○ Yes  ○ No

3. Have you consulted with the CPL Faculty Champion(s) on CPL assessment development?

   ○ Yes  ○ No  Champion’s Initials: ____________________

4. Indicate CPL Assessment Type (i.e. Portfolio Assessment): __________________________

5. Estimated completion date:  
   ○ December 1, 2017  ○ May 1, 2018

6. Amount requested: $500 maximum, per approved CPL course assessment instrument : $

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Number of Credits</th>
<th>Type of CPL Assessment</th>
<th>Date/Program</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. ACCT 1814</td>
<td>Payroll Accounting</td>
<td>3</td>
<td>Challenge Exam</td>
<td>Accounting</td>
<td>Dave Hammitt</td>
</tr>
</tbody>
</table>

7. The CPL course assessment instruments developed under the CPL Assessment Grant program will remain an Open Education Resource (OER) for the college and an inventory of CPL course assessment tools will be held in a shared drive. Participants must agree to a shared intellectual property rights agreement as a condition of receiving the CPL Assessment Grant. Courses with CPL course assessment instruments developed through the CPL Assessment Grant will be included on the Credit for Prior Learning course list on the SCC website.

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<tr>
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<td>CPL Project Completion Date</td>
<td>December 1, 2017</td>
<td>May 1, 2018</td>
</tr>
</tbody>
</table>

I/we agree to a shared intellectual property rights agreement and the CPL website course listing as a condition of receiving this grant. Unlimited credentialed faculty sign below:

Faculty Name (First and Last Name): __________________________

Faculty Signature: ___________________________________________ Date: __________________________

Faculty Name (First and Last Name): __________________________

Faculty Signature: ___________________________________________ Date: __________________________

Routing: Faculty > Dean > Champion > Assistant to VP of Student & Academic Affairs
Credit for Prior Learning

Value of Credit for Prior Learning

39 Million needed to fill skill gap
92% of available population have no credential, but some college schooling

- AAS/AA 2x’s as likely to persist
- BA/BS 2.5x’s as likely to persist
- Value of transferrable skills – Onet website

Choices.
Value.
Opportunities!
CPL Students persist and *graduate* at higher Rates

**Overview of Process**

- CPL Assessment Request Form
- Communication with CPL Coordinator to review applicability
- Faculty assigned by Dean
- Faculty and student consult
- CPL Assessment Confirmation Form completed and payment made
- Faculty completes assessment & CPL Evaluator Response Form
- Credit transcribed/2nd chance/appeal

**Adults Who Receive CPL:**
- Have better persistence
- Earn their degrees in a shorter period of time
- Have better graduation rates, compared with those who do not earn CPL
**ADVISOR - Initial Conversation**

- Discuss self-assessment and process overview
- Referral to website www.southcentral.edu/CPL
- Direct student to Common Course Outlines (CCO)
  - Student encouraged to review CCO learning outcomes to determine CPL course requirements
- Complete CPL Assessment Request form including:
  - Resume
  - Transcripts
  - Documentation
- Schedule follow-up CPL Coordinator appointment if needed

**Ideal CPL Candidate**

- Admitted SCC Student
- 3 years + Work experience in area
- Management experience
- Credentials, Licenses, Certifications, Trainings, Non-Credit Coursework
- Military experience
- Lived and worked in foreign country
- Previous coursework
Advisor – Scheduled CPL Appointment

- Direct to CPL Website: minnesotaCPL.com
- Review program and courses
  - Access CCO, review competencies for eligibility
    - You are not the determining factor, but can provide insight, decision lies with faculty
  - If course has designated CPL process, provide explanation
  - If course does NOT have designated CPL process, direct to CPL Coordinator
- Direct to Career Services for assistance
  - Resume
- Review CPL forms with student
- Provide CPL Coordinator Contact Info

STUDENT - CPL Form

- Form – Electronic Version
- Resume assistance – Candy L.
- Process flow
  1. Student completes form
  2. Form reviewed by Transfer specialist/Registrar
  3. If approved, passed on to faculty to arrange
  4. If denied, may reapply upon faculty approval
  5. Length of time for form review (2 weeks)
FACULTY – Student Meeting to Review Candidacy

Established CPL Process
- Faculty review CCO learning outcomes
- Student and Faculty agree to CPL Method & fees
- Review CPL Evaluator Response Form
- Explain assessment requirements (what to bring)
- Agree to assessment Day/Date/Time/Location and what to expect.

Unestablished CPL Process
- Faculty will determine if process is feasible and requirements to display competencies for CCO

FACULTY – Arrange Assessment

Credit for Testing/Exams
- SCC Challenge Exams

Non-College Education and Training
- Military
- Workplace
- Licensure/Industry Certification
- High School – Education and Training CPL
- Digital Badges

Individual Assessments
- Portfolio (samples on website)
- Interview or Demonstration
- Previous Education
REGISTRATION – Award of CPL

• CPL Coordinator will transcribe based on SCC Procedure until MnState Policy and Procedure are finalized
• Screen shot of CPL transcription
• Processing timeline

FACULTY - CPL Denied

• With faculty approval, student can attempt CPL two times for single course
  – Exception of CMAE test-out, if student does not pass, must enroll in course
• Student can petition denied outcome
Sample CPL Process

Step 1: Student receives CPL information in college marketing materials, orientations, or conversations with faculty, advisors, or other college staff.

- These materials may include: website, student handbook, course catalog, information for veterans and other outreach materials.
- List a single contact person or office to handle all CPL inquiries. Possible fits for this role on campus include:
  - Office of counselors or academic advisors
  - Testing center
  - Admissions

Step 2: CPL contact advises student on which programs or courses best apply to their experience.

- The student is given a CPL Assessment Request Form or directed to an online site and the CPL process is explained.
- The CPL contact can use pre-determined crosswalks from common industry certificates, classes, and experience to determine which courses it applies to:
  - For military experience the college may use the ACE recommendation on military transcripts or the online guide at https://www.acenet.edu/news-room/Pages/Military-Guide-Online.aspx.
  - If a crosswalk is used, attach a copy to the CPL Assessment Request Form.

Step 3: Student meets with appropriate faculty member.

- The student should bring their CPL Assessment Request Form, any documentation of relevant experience, and any crosswalk information to their meeting with the faculty.
- Faculty and the student agree to the CPL method, fee schedule, expectations for learning outcomes/competencies, required assessment materials. Faculty and student sign CPL Assessment Confirmation Agreement Form to verify details of evaluation of student's experience.

Step 4: Student is assessed an evaluation fee.

- The evaluation fee should be charged before the evaluation, and it should be made clear to the student that it does not guarantee that they will receive credit.
- After paying, the cashier attaches the payment receipt to the CPL Assessment Confirmation Agreement form and indicates payment in the student records system.

Step 5: Student arranges an evaluation with faculty.

- After the evaluation is complete the faculty completes the Evaluator Response/Rating Rubric Form indicating whether or not the credits have been earned and signs the form.
- Assessments may be marked as pass/fail or assigned a letter grade to indicate how thoroughly the student achieved the learning objectives for the course or program. A letter grade improves transferability.
- A written appeals process should be offered to the student. A successful appeal may result in a separate evaluation by another qualified faculty.

Step 6: Credits are recorded and appear on the student's transcript.

- The completed Evaluator Response/Rating Rubric form is given to the Office of the Registrar and kept in the student's file.
- The Registrar follows coding and CPL notation guidelines and transcripts CPL on the student record.

Adapted Source: Washington State Board for Community and Technical Colleges, October 2012
Credit for Prior Learning

Definitions of Tools for Demonstration of Competence

(AP) Advanced Placement is a program that offers college-level courses at high schools followed by an examination.

(IB) International Baccalaureate is an educational program and examination administered in English, French, or Spanish.

(CLEP) College Level Examination Program is a series of examinations that test an individual's college level knowledge.

(DANTES) Defense Activity for Non-Traditional Education Support is a series of 37 examinations in college subject areas that are comparable to the final or end-of-course examinations in undergraduate courses.

(TECEP) Thomas Edison College Examination Program offers examinations in liberal arts and sciences subject areas.

(NYUFLP) New York University Foreign Language Proficiency tests three skills - listening, reading, and writing.

(NOCTI) National Occupational Competency Testing Institute delivers assessments or standardized tests for students studying career and technical programs.

Credit by Examination/Test Out is an opportunity for a student to demonstrate college-level learning through course-specific examination designed by college faculty in areas including Composition and Literature, World Languages, History and Social Sciences, Science and Mathematics, and Business.

(ACE) American Council on Education evaluation provides recommendations for granting credit for college-level learning obtained in non-college settings. Transcripts include ACE Transcripts and Military Joint Services Transcript.

Portfolio Assessment is an evaluation of a portfolio in a method of prior learning assessment that includes, but is not limited to: documentation review; candidate interview; performance assessment; product review; a combination of these methods; or other means.
Credit for Prior Learning Assessment Request Form

First and Last Name *

Middle Name *

Previous Name

Email *

Daytime Phone Number *

Address *

South Central College Student or Star ID *

Are you admitted to South Central College? *

Yes
No

What is your major(s)? *

Which specific course(s) do you wanted evaluated for credit? *

Attempts for Credit for Prior Learning:

First Attempt
Second Attempt
Please select all that apply to prior learning and experience you would like evaluated: *

- Military Service
- Work Experience
- General Education
- Certifications
- Apprenticeship
- Volunteer Work
- Extensive Self-Learning
- Professional Development (seminars, workshops, conference, specialized training, etc.)
- Other

Please provide a brief summary that explains how your learning experiences meet the course(s) requirements. *

Upload resume or other document summarizing experience.

Choose File

How did you find out about Credit for Prior Learning opportunities? *

Continue
Credit for Prior Learning (CPL)
Assessment Confirmation Agreement

Form to be completed by Faculty and Student

STUDENT INFORMATION
South Central College (SCC) Student ID: ________________________________
Last Name: ____________________________________________________________
First Name: ____________________________________________________________
Middle Initial (Optional): ________________________________________________
SCC Email: ____________________________________________________________
Personal Email: _________________________________________________________
Daytime Phone #: _______________________________________________________

COURSE INFORMATION
Academic Dean/Cost Center (Choose one):
☐ 121001 (Agriculture) ☐ 121002 (Career & Technical Education)
☐ 121003 (Liberal Arts & Sciences) ☐ 121004 (Nursing & Allied Health)
Program of Study: ______________________________________________________
Course Title: ____________________________________________________________________________________
Subject Code & Course Number (e.g. ENGL 100): ____________________________
Number of Credits: __________________________
Attempts: ☐ First ☐ Second

CPL METHOD (Check all that apply)
Challenge Exams/Credit by Examination (Test Out):
☐ Lecture Course Assessment ($50/credit)
☐ Lab Course Assessment ($100/credit)
Evaluation of Non-College Education & Training:
☐ ACE Military – Training, Occupations & Other Military Credit (no fee)
☐ ACE CREDIT – Education, Workplace & Training (no fee)
☐ NCCRS Workplace & Volunteer Training (no fee)
☐ Technical or Professional Certification/Credential (no fee)
☐ Technical or Professional Apprenticeship ($100/credit)
☐ Technical or Professional Licensure (no fee)
☐ Digital badge(s) ($50/credit)
Individual Assessments:
☐ Portfolio Assessment ($100/credit)
☐ Skill Simulation & Demonstration ($100/credit)
☐ Interview-based Assessment ($50/credit)
Other:
☐ Minnesota Articulated College Credit (Tech Prep) (no fee)
☐ Assessment of previous education (e.g. non-equivalent and/or non-transferrable education, hour-based, expired credits, & discontinued programs) (no fee)
☐ Evidence of prior learning that does not fit within the other categories (no fee)

This form continues on page 2 ->
Credit for Prior Learning (CPL)
Assessment Confirmation Agreement

STUDENT EXPECTATIONS AGREEMENT

Total Cost of Assessment: $

Academic Fiscal Year (e.g. FY18): ________________ Term: □ Fall □ Spring □ Summer

CPL Assessment Date, Time, or Timeframe:

CPL Method Expectations (Provide and discuss the following):
• Course learning outcomes/competencies (attach Common Course Outline, indicate any mandatory competencies)
• Overview of CPL Evaluator Rubric
• Required assessment materials

Describe requirements, what to bring to assessment, and/or other pertinent information for student success:

Student’s Name (First and Last Name):

Student’s Signature: _____________________________ Date: ____________

Faculty Name (First and Last Name):

Faculty Signature: _____________________________ Date: ____________

PAYMENT TYPE

□ Billed to Student Account
□ Third Party Billing

PROCEDURE: Complete, scan, and sign the form. Upload the form by logging into MinnesotaCPL.com or email scanned form to CPL@southcentral.edu
Credit for Prior Learning (CPL) Evaluator Response

PART 2: To be completed by Faculty

STUDENT INFORMATION

South Central College (SCC) Student ID: ________________________________________________________________

Last Name: _____________________________________________________________________________________

First Name: ________________________________________ Middle Initial (Optional): ________________________

SCC Email: _____________________________________________________________________________________

Personal Email: __________________________________________________________________________________

Daytime Phone #: ________________________________________________________________________________

COURSE INFORMATION

Academic Dean (Choose one): □ Agriculture  □ Allied Health & Nursing  □ Liberal Arts & Sciences  □ Career & Technical Education

Academic Fiscal Year (e.g. FY18): ____________________  Term:  □ Fall  □ Spring  □ Summer

Program of Study: ________________________________________________________________________________

Course Title: ____________________________________________________________________________________

Subject Code & Course Number (e.g. ENGL 100): __________________________  Number of Credits:___________

Attempts: □ First  □ Second

CPL METHOD (Check all that apply)

Challenge Exams/Credit by Examination (Test Out):

□ Lecture Course Assessment ($50/credit)
□ Lab Course Assessment ($100/credit)

Evaluation of Non-College Education & Training:

□ ACE Military – Training, Occupations & Other Military Credit (no fee)
□ ACE CREDIT – Education, Workplace & Training (no fee)
□ NCCRS Workplace & Volunteer Training (no fee)
□ Technical or Professional Certification/Credential (no fee)
□ Technical or Professional Apprenticeship ($100/credit)
□ Technical or Professional Licensure (no fee)
□ Digital badge(s) ($50/credit)

Individual Assessments:

□ Portfolio Assessment ($100/credit)
□ Skill Simulation & Demonstration ($100/credit)
□ Interview-based Assessment ($50/credit)

Other:

□ Minnesota Articulated College Credit (Tech Prep) (no fee)
□ Assessment of previous education (e.g. non-equivalent and/or non-transferrable education, hour-based, expired credits, & discontinued programs) (no fee)
□ Evidence of prior learning that does not fit within the other categories (no fee)

This form continues on page 2 ->

ROUTING: Faculty Evaluator > CPL Coordinator > FWIM - Dean’s Administrative Assistant/HR Office > CPL Coordinator > Registrar
Credit for Prior Learning (CPL) Evaluator Response

FACULTY RATING RUBRIC
Use the following or attach your validation of student competencies.

Candidates must demonstrate the equivalency of the course based on meeting 75% of the learning outcomes/competencies. Faculty will indicate if competency is mandatory to receive CPL for this course. Faculty will specify what outcomes are met and what outcomes are not met to clearly illustrate whether or not the stated goal of 75% equivalency has or has not been met. If the candidate met a portion of the learning outcomes, the faculty evaluator may consider other Credit for Prior Learning options or credit awards (for example: partial credit award and/or an independent study).

Student must provide and clearly specify:

What the source of learning/experience was: the time spent in the activity, description of duties including an indication of the level, and appropriateness of the activity in relation to the targeted course learning outcome/competencies.

How it relates to and aligns with the targeted course learning outcomes/competencies; how the learning is reflected beyond the experience itself.

Documentation as evidence of the experience towards the targeted course learning outcomes/competencies, and as an indication of the level and appropriateness of content.

Note: For each course learning outcome an experience must be applied and detailed.

Sources of Learning/Experiences:
- Employment, Work Experience, Assignments, Projects
- Military Service Experience, Occupations, Training, Coursework, Evaluations
- Non-credit Courses, Workshops, Webinars, Training, Seminars, Professional Development
- Technical or Professional Certification/Credential
- Technical or Professional Apprenticeship
- Technical or Professional Licensure
- Self-directed Study, Independent Reading, Open Online Courseware, Free Educational Resources (may have earned Digital Badge)
- Volunteer Activities, Community Service, Committees, Groups
- Recreation, Hobbies, Travel
- Awards, Publications
- Other

<table>
<thead>
<tr>
<th>COURSE LEARNING OUTCOME</th>
<th>MANDATORY FOR CPL</th>
<th>COMMENTS RELATIVE TO EQUIVALENCY DEMONSTRATION</th>
<th>COMPETENCY MET? (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td>YES ☐ NO ☐____%</td>
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<td>11. (add as needed)</td>
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<td>YES ☐ NO ☐____%</td>
</tr>
</tbody>
</table>

References and Guides continue on page 3 ->
Credit for Prior Learning (CPL)
Evaluator Response

FACULTY RATING RUBRIC (Continued)

In my professional judgement, the learner, using a mixture of theory and practice as well as appropriate terminology, has demonstrated competencies in at least 75% of the course content per the course learning outcomes/competencies:

☐ Yes  ☐ No

If NO, please elaborate:

If YES, choose the earned grade that is consistent with the course grading method:

☐ A (4.00)  ☐ A- (3.66)  ☐ B+ (3.33)  ☐ B (3.00)
☐ B- (2.66)  ☐ C+ (2.33)  ☐ C (2.00)  ☐ C- (1.66)
☐ D+ (1.33)  ☐ D (1.00)  ☐ D- (0.66)  ☐ P (Pass)  Only if course grading method for all students is P/N

Faculty Name (First and Last Name): ______________________________________________________

Faculty Email: ____________________________________________ Faculty Phone: __________________________

Faculty Signature: ____________________________________________ Assessment Date: ______________________

REGISTRAR’S OFFICE USE

Transcribed Date: ________________________ Initials: _________