AQIP Action Project Report

An AQIP Action Project Report should be submitted at the completion of an action project, and annually for projects that are not completed in one year.   AQIP Action Project Team responses keep the Steering Committee up to date with the project's progress and provide the information needed to complete the required HLC/AQIP documentation for action projects.

Reports should be completed and submitted to the AQIP Steering Committee by email (aqip@southcentral.edu) at the conclusion of a project and, when appropriate, annually from the project's start date.

Type of report (check the appropriate box): ☐Annual   ☒Final

Action Project Name: Credit for Prior Learning Initiative

Action Project Purpose – Please give a brief summary of the project purpose.
A team of faculty, staff, and administration across the college collaborated to implement a Competency Certification and Credit for Prior Learning (CPL) process allowing students to seek credit through the evaluation of their prior learning.

Action Project Membership – Please list the names of the project team members and their role at the college.

Marsha Danielson - Vice President of Economic Development (Administration liaison to the team)
Judy Shultz – Dean of Liberal Sciences (AQIP Steering Committee Liaison to the team)
Stacy Tomhave – Transfer and Credit for Prior Learning Coordinator (Team Co-Leader)
Pete Neigebauer – Agribusiness Instructor (Team Co-Leader)
Chris DeVries – Computer Integrated Machining Instructor
Jess Franta – MnAMP Academic Advisor
Lisa Melchior – Associate Registrar
Lynn Michel – Child Development Instructor

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Tracy Murphy – Communication Studies Instructor

Action Project Start Date: February 2, 2016

Action Project End Date: January 30, 2017

Please address the following questions regarding your project

1. **Briefly describe the current status of the project. Explain how this project relates to any strategic initiatives or challenges described in the institution's most recent or soon-to-be submitted systems portfolio, if applicable.**

   The report represents the completion of CPL AQIP project for SCC. The project relates specifically to the college's AQIP Pathway Systems Portfolio efforts 1.4, Academic Program Quality and 1P4, awarding prior learning and transfer credits. The AQIP project also aligns with Minnesota State System Charting the Future 2014 -2016 goal area: 2.2.2, Confirm and endorse the value for competency certification and credit for prior learning at all colleges and universities. The AQIP project provided the college the opportunity to address prior student learning in a systematic approach to a variety of student learning outcomes as well as the college's approach to CPL.

2. LIST THE PROJECT GOALS ALONG WITH THE METRICS/MEASURES YOU USED FOR ASSESSING THE GOALS.

   (1.1) Objective 1: The committee will research Credit for Prior Learning (CPL) models from other colleges in order to develop a CPL process for SCC.

   Measure 1: Collect information from other colleges that have a CPL process in place.
   Criteria for success: Shared resource files

Timing of evaluation: June 1, 2016

(1.2) Objective 2: The committee will develop foundational tools for faculty and staff to efficiently organize and implement a CPL process.

Measure 1: Adopt a conceptual map to show the CPL process at SCC.
Criteria for success: Conceptual map provided to campus
Timing of evaluation: April 29, 2016

Measure 2: Establish a budget for the development, implementation, and operation of CPL
Criteria for success: Budget proposed to administration
Timing of evaluation: June 1, 2016

Measure 3: Create and update student forms for CPL Registrar documentation.
Criteria for success: Forms created and shared with student affairs
Timing of evaluation: June 1, 2016

Measure 4: Locate, modify, and upload templates for various faculty CPL assessments
Criteria for success: Templates created
Timing of evaluation: December 31, 2016

Measure 5: Establish a CPL student fee structure
Criteria for success: Fee structure proposed to administration
Timing of evaluation: August 1, 2016

(1.3) Objective 3: The committee will educate the campus community regarding the CPL process and its impact on student recruitment and retention;

education of the campus community includes hosting faculty development workshops on 4/29/16 and 8/17/16.

> **Measure 1:** Conduct pre- and post-surveys of faculty knowledge
> **Criteria for success**: Increased campus awareness of CPL
> **Timing of evaluation**: April 2016 and October 2016

> **Measure 2:** Communicate CPL process to campus community
> **Criteria for success**: CPL process communicated at relevant meetings and through campus communications
> **Timing of evaluation**: December 31, 2016

3. **DESCRIBE WHAT WAS ACCOMPLISHED, REFERRING TO THE QUANTIFIABLE RESULTS THAT SHOW PROGRESS. (IF NECESSARY, CLARIFY HOW THE ORIGINAL GOALS AND ANTICIPATED OUTCOMES MAY HAVE SHIFTED.)**

> **(2.1) Objective 1: The committee will research CPL models from other colleges in order to develop a CPL process for SCC.**

> > **Measure 1: Collect information from other colleges that have a CPL process in place.**

> > The team collected information on CPL processes from the following two-year colleges in our Minnesota State System: Anoka Ramsey Community College, Dakota County Technical College, and St. Cloud Technical and Community College. Our team compared how each institution determined eligibility and how the colleges processed CPL student candidates. Additionally, our team reviewed faculty assessments, process models, and fee structures.

> > The team disseminated the research findings and shared the draft

concept map with staff, faculty, and administration on April 29, 2016. After the presentation, the team checked Polk College's website for materials and used ideas found there to develop CPL forms for South Central College.

(2.2) Objective 2: The committee will develop foundational tools for faculty and staff to efficiently organize and implement a CPL process.

Measure 1: Adopt a conceptual map to show the CPL process at SCC.
The team developed a concept map and presented it to the campus community on April 29, 2016. The concept map displayed avenues students might follow in achieving credit for prior learning (see attachment #1).

Measure 2: **Establish a budget for the development, implementation, and operation of CPL**.

A college leadership (V.P. Finance) change at the start of the project forced a delay in establishing a budget. The team functioned well without a budget while finding resources to develop policy, procedures, and implementation plans for the project. Occasionally, the team shared resources from the Minnesota Advanced Manufacturing Partnership (MnAMP) grant when the CPL goals aligned with the MnAMP project strategies. Creating a CPL budget for assessment fees and faculty compensation is the next step for the CPL team.

Measure 3: Create and update student forms for CPL Registrar documentation

The project team designed forms communicating the CPL procedure to students, faculty, Registrar, advisors, and college deans. The forms and corresponding web page is awaiting final approval by the core CPL policy group. (see attachment # 4 and 5)

Measure 4: Provide templates for various faculty CPL assessments

During the month of December, faculty team members collected and synthesized a sample of assessment templates for faculty to review, including rubrics for demonstrations, portfolios, and interviews, a challenge exam, and a matrix for comparing course outcomes and student evidence.

The faculty team members will upload and update templates and other resources for faculty in our course management system, D2L, aka Desire-to-Learn (BrightSpace).

Measure 5: Establish a CPL student fee structure

The team drafted a fee structure and forwarded it to the Administrative Cabinet for review and approval. The Cabinet reviewed and approved the proposed rates on Tuesday, December 20, 2016 (see attachment #2). The approved fee structure, which is consistent with other colleges, is a non-revenue fee covering the costs incurred processing CPL.

(2.3) Objective 3: The committee will educate the campus community regarding the CPL process and its impact on student recruitment and retention; education includes hosting faculty development workshops on 4/29/16 and 8/17/16.

South Central College

Measure 1: Conduct pre- and post- surveys of faculty knowledge of CPL

"The AQIP Credit for Prior Learning Survey" was administered at the April 29, 2016 all-college workshop day as a pre-test survey at the beginning of the day and again as a post-test at the end of the day.

Pre-test survey question #1: In this academic year, how often have you heard or seen CPL communicated at relevant meetings or through other campus communications? What is your role at SCC?

Results question #1 (Table 1: pretest below): A total of 117 college employees completed the survey: 58 faculty, 55 staff, and 4 administrators. Slightly less than half of the college's employees responded to the survey that morning. Nearly 61% of employees "never" or "less than monthly" heard the topic of CPL communicated on campus. (61% is a pretty large number of uninformed employees, especially considering the number of employees who can or do interact with students is pretty high.) Results indicated the campus would benefit greatly from education and communication pertaining to CPL.

Table 1.

Pretest – Rate of CPL Communication by Role within SCC

			What is your role at SCC?			
			Faculty	Staff	Administration	Total
1. In this academic year, how often have you heard or seen CPL communicated at relevant meetings or through other campus communications?	Never	Count	13	11	1	25
		% within 3. What is your role at SCC?	22.4%	20.0%	25.0%	21.4%
	Less than monthly	Count	25	21	0	46
		% within 3. What is your role at SCC?	43.1%	38.2%	.0%	39.3%
	Monthly	Count	17	14	0	31
		% within 3. What is your role at SCC?	29.3%	25.5%	.0%	26.5%

	Weekly	Count	2	8	1	11
		% within 3. What is your role at SCC?	3.4%	14.5%	25.0%	9.4%
	Daily	Count	1	1	2	4
		% within 3. What is your role at SCC?	1.7%	1.8%	50.0%	3.4%
Total		Count	58	55	4	117
		% within 3. What is your role at SCC?	100.0%	100.0%	100.0%	100.0%

Pre-test survey question #2:   Regarding Credit for Prior Learning, please rate your level of awareness of the following: assessment models, tools, benefits to students, benefits to the college, available training for faculty, impact on recruitment and retention, employee role, and how students can learn about CPL.

Results question #2 (Table 2: pretest below): A total of 117 college employees completed the survey, 58 faculty, 55 staff, and 4 administrators. The college response rate for the survey was: The results indicate the following percentages of employees are "not at all aware" or "not very aware" of assessment models (61%), tools (62%), benefits to students (40%), benefits to the college (46%), available training (64%), impact on recruitment and retention (45%), employee role (53%), and how students can become aware of CPL (63%). Again, the results indicated little awareness across the college on details associated with CPL. Models of assessment, tools, training, and how students can become aware of CPL were areas of the survey showing the least awareness.

Table 2.

Level or Awareness of CPL Aspects

		Count	Column Valid N %	Mean
a. SCC's CPL assessment models	Not at all aware	37	31%	
	Not very aware	35	30%	

	Somewhat aware	36	31%	
	Very aware	10	8%	
	Total	118	100%	2.2
b. SCC's CPL assessment tools	Not at all aware	37	31%	
	Not very aware	36	31%	
	Somewhat aware	36	31%	
	Very aware	9	8%	
	Total	118	100%	2.1
c. Benefits of CPL to students	Not at all aware	24	21%	
	Not very aware	22	19%	
	Somewhat aware	42	36%	
	Very aware	29	25%	
	Total	117	100%	2.6
d. Benefits of CPL to SCC	Not at all aware	23	20%	
	Not very aware	30	26%	
	Somewhat aware	37	32%	
	Very aware	27	23%	
	Total	117	100%	2.6
e. CPL training available to faculty and staff	Not at all aware	35	30%	
	Not very aware	40	34%	
	Somewhat aware	35	30%	
	Very aware	6	5%	
	Total	116	100%	2.1
f. The impact of CPL on student recruitment and retention	Not at all aware	23	19%	
	Not very aware	31	26%	
	Somewhat aware	41	35%	
	Very aware	23	19%	
	Total	118	100%	2.5
g. Your individual role as it relates to CPL	Not at all aware	33	28%	
	Not very aware	29	25%	
	Somewhat aware	39	33%	

	Very aware	16	14%	
	Total	117	100%	2.3
h. How students can learn about the availability of CPL	Not at all aware	33	28%	
	Not very aware	41	35%	
	Somewhat aware	37	32%	
	Very aware	6	5%	
	Total	117	100%	2.1

The mean is an average along a 4-point scale where 4=Very aware, 3= Somewhat aware, 2=Not very aware, and 1=Not at all aware. Respondents who did not respond to the question at all are not included in the analysis of the question or the calculation of the mean.

The college used the same survey instrument for the posttest.

Posttest question #1: Same as Pretest question #1

Results question #1 (Table 3: posttest below): A total of 73 employees completed the survey, 38 faculty, 26 staff, 5 employees non self-identifying, and 4 administrators. Less than 31% of the college's employees completed the afternoon survey, down approximately 20% from the morning. The results indicated just 45% employees (still) had "never" or "less than monthly" heard or seen CPL communicated at relevant meetings or other campus communications.

Table 3.

Posttest - Rate of CPL Communication by Role within SCC

			3. What is your role at SCC?			
			Faculty	Staff	Administration	Total
1. In this academic year, how often have you heard or seen CPL communicated at	Never	Count	2	3	0	5
		% within 3. What is your role at SCC?	5.3%	11.5%	.0%	7.4%
		Count	15	11	0	26

relevant meetings or through other campus communications?	Less than monthly	% within 3. What is your role at SCC?	39.5%	42.3%		.0%	38.2%
	Monthly	Count	16	6		1	23
		% within 3. What is your role at SCC?	42.1%	23.1%		25.0%	33.8%
	Weekly	Count	3	6		3	12
		% within 3. What is your role at SCC?	7.9%	23.1%		75.0%	17.6%
	Daily	Count	2	0		0	2
		% within 3. What is your role at SCC?	5.3%	.0%		.0%	2.9%
Total		Count	38	26		4	68
		% within 3. What is your role at SCC?	100.0%	100.0%		100.0%	100.0%

Post test question group #2: Same as above

Results question group #2(Table 4: posttest below): A total of 73 employees completed the survey, 38 faculty, 26 staff, 5 employees not self-identifying and 4 administrators. Less than 30% of the college's employees completed the afternoon survey, down approximately 20% from the morning. The results indicated the following percentages of employees were (still) "not at all aware" or "not very aware" of: assessment models 27%, tools 29%, benefits to students 12%, benefits to the college 16%, available training 40%, impact on recruitment and retention 12%, role related to CPL 35%, and how students can become aware of CPL 32%.

Awareness of CPL definitely increased as a result of the workshop day efforts to educate the campus community. The questions with the highest percentages of employees who still lacked awareness came from questions pertaining to the next steps SCC must take to effectively offer CPL. The results indicated the team and administration must continue

communicating and educating the campus community about implementing the CPL program if the initiative is to be successful.

Table 4.

Posttest- Level or Awareness of CPL Aspects

		Count	Column Valid N %	Mean
a. SCC's CPL assessment models	Not at all aware	6	8%	
	Not very aware	14	19%	
	Somewhat aware	41	56%	
	Very aware	12	16%	
	Total	73	100%	2.8
b. SCC's CPL assessment tools	Not at all aware	7	10%	
	Not very aware	14	19%	
	Somewhat aware	41	56%	
	Very aware	11	15%	
	Total	73	100%	2.8
c. Benefits of CPL to students	Not at all aware	1	1%	
	Not very aware	8	11%	
	Somewhat aware	31	42%	
	Very aware	33	45%	
	Total	73	100%	3.3
d. Benefits of CPL to SCC	Not at all aware	1	1%	
	Not very aware	11	15%	
	Somewhat aware	33	46%	
	Very aware	26	37%	
	Total	71	100%	3.2
e. CPL training available to faculty and staff	Not at all aware	7	10%	
	Not very aware	21	30%	
	Somewhat aware	35	51%	
	Very aware	6	9%	

	Total	69	100%	2.6
f. The impact of CPL on student recruitment and retention	Not at all aware	1	1%	
	Not very aware	8	11%	
	Somewhat aware	38	53%	
	Very aware	25	35%	
	Total	72	100%	3.2
g. Your individual role as it relates to CPL	Not at all aware	5	7%	
	Not very aware	20	28%	
	Somewhat aware	31	44%	
	Very aware	15	21%	
	Total	71	100%	2.8
h. How students can learn about the availability of CPL	Not at all aware	4	6%	
	Not very aware	19	26%	
	Somewhat aware	40	56%	
	Very aware	9	13%	
	Total	72	100%	2.8

The mean is an average along a 4-point scale where 4=Very aware, 3= Somewhat aware, 2=Not very aware, and 1=Not at all aware. Respondents who did not respond to the question at all are not included in the analysis of the question or the calculation of the mean.

Measure 2: Communicate CPL process to campus community

Criteria for success: CPL process communicated at relevant meetings and through campus communications.

During the April 2016 and August 2016 workshops, the CPL team obtained time on the agendas to communicate the CPL process to the campus community.

South Central College

April 29, 2016 Campus Workshop

Keynote Presentation (1 hour)
Rochester Community and Technical College is a Minnesota State system leader in CPL, so the team invited Dr. Ginny Boyum, academic dean from Rochester, to share best practices, policies, and procedures for CPL as discovered by her college. (a description of faculty champion shared by Boyum and modified for SCC: see attachment #3).

Morning Breakout (1 hour 20 min. - choose one)

Handouts distributed and discussed at every breakout session: Conceptual Map and Credit for Prior Learning Construction Projects

1) *Navigating the CPL Highway*
   Warning! Asking Suri could lead you down a dead end! Be guided by your fellow navigators instead.
   Recommended for faculty and staff who are new to CPL.
   Facilitators: Dr. Ginny Boyum (Dean of Liberal Studies at RCTC) and Lynn Michel (SCC Child Development Instructor) shared how CPL has been implemented at RCTC and in some programs at South Central College, discussed handouts, and provided an opportunity for questions/answers.

2) *South Central College CPL Construction Zone*
   Review the newly designed map and tools already being piloted by manufacturing programs. Recommended for faculty interested in seeing how a roadmap is currently being put into practice.
   Facilitators: Chris DeVries (SCC Computer Integrated Machining Instructor), Jess Franta (Manufacturing Program Advisor with the MnAMP Grant), and Lisa Melchior (SCC Associate Registrar) shared information about how the manufacturing programs have been implementing CPL. The presenters discussed handouts and provided and opportunity for questions/answers.

3) *CPL Road Trip*

Garmin, TomTom, Google Maps or MapQuest? Which one would you use?
Recommended for faculty who have a basic understanding of CPL and are ready
to dig in to discuss student case studies.
Since "CPL Road Trip" was geared toward faculty with some knowledge of CPL,
presenters provided case studies to the attendees and led a discussion on
methods. Presenters distributed handouts and requested suggestions for
discussed suggestions for revisions.
Facilitators: Dr. Carol Lacey (Associate Professor, Interdisciplinary Studies at
Metropolitan State University), Pete Neigebauer (SCC Agribusiness Instructor), & Dr.
Judy Shultz (Dean of Liberal Arts & Science at SCC).

Afternoon Breakouts (½ hour each - choose 2)

1) *What is the Process?*
   Begin to identify existing and needed operational processes across the college.

2) *How Do We Know What Our Students Are Learning?*
   Faculty members review the connections between Institutional Core
   Competencies and student learning outcomes, with consideration of appropriate
   levels of Bloom's Taxonomy.
   Facilitators: Dr. Susan Tarnowski and Renee Guyer

3) *What Are Open Education Resources?*
   South Central College received a grant from MnSCU as part of a Campus Open
   Textbook Project. We are excited to be engaging in the exploration of the cost of
   textbooks and curricular materials and subsequent effects they have on
   persistence. In this session, Learning Central will be sharing information about
   open textbooks and OERs, and hope to receive input from the college community.
   Facilitators: Johnna Horton & Lisa Lamor

4) *What's Up with the TAACCCT Grant?*
   Facilitator: Anne Willaert

2016/2017 Fall Faculty Workshop – August 17, 2016
Dr. Susan Tarnowski and Renee Guyer updated the college on in-progress AQIP projects,
which included CPL.

Breakout sessions: (1 hour sessions, choose two—faculty only)

1) *Credit for Prior Learning/Transfer- Advanced Placement and College Level Examination Program*
   Facilitated by: Stacy Tomhave
   Designed for liberal arts and sciences faculty from each discipline, the session invited review and discussion about Advanced Placement and CLEP (College Level Examination Program) exams. Review focused on whether equivalent or elective credit could be awarded for a particular course or goal area. Stacy provided faculty with materials showing what other Minnesota State community colleges provide to their students. Stacy also explained the importance of faculty assistance in clearly communicating the procedure to students.

2) *Credit for Prior Learning – Tools for Assessment*
   Facilitated by: Pete Neigebauer
   Pete guided faculty through an exploration of tools used to assess students' prior learning. Faculty received time during the workshop to plan, develop, and/or enhance tools such as challenge exams (test-outs), portfolio development, skill demonstrations, and military crosswalks.

The CPL team took the opportunity granted and added a session to the January 5th faculty workshop day.

January 5, 2017 Workshop

Workshop Survey—The CPL team asked workshop attendees to identify any classes taught in their program already including a CPL option (of some kind).   The survey also asked whether the option could be advertised on the college's website. The final question asked faculty members to indicate their interest in developing a CPL assessment for one of their classes. (Note: the team is waiting for the questionnaires to be counted at the time of writing this report).

Breakout Session – The CPL team offered a breakout session during the January 5, 2017 in-service. The workshop presenters, Tracy Murphy and Cristin Cox, shared materials, including a number of assessment templates for portfolios, demonstrations, and challenge exams.

Presenters and the attendees held a great discussion—presenters asked attendees what the team could do to support faculty going into the future.

4. **DESCRIBE HOW MEMBERS OF THE SCC COMMUNITY PARTICIPATED IN THIS PROJECT. (SHOW THE BREADTH OF INVOLVEMENT OVER THE PROJECT'S DURATION.)**

Breadth of campus involvement:
Team members represented a variety of areas on campus including technical program faculty, liberal arts and sciences faculty member, student affairs staff, and an administrator. Several members of the CPL team overlapped involvement with other CPL initiatives including the Minnesota Advanced Manufacturing Partnership Grant and the South Central College CPL Policy/Procedure core group.

The number of faculty members involved in the initiative increased as communication about CPL took place in the workshops, meetings, and informal conversations.   Faculty members from the areas of Medical Assisting, Child Development, Biology, Agriculture, and Mathematics joined the members of the AQIP team to discuss assessment options. The increase in faculty resulted in creation of CPL assessments, and led to faculty agreeing to award credit for courses where outside certifications fit with the course learning outcomes. Staff awareness of what CPL is and how it can benefit students also increased, leading to some additional advising of current students on potential CPL options. In addition, several faculty members teamed together to write a grant proposal for funding that would support continued efforts in assessment development.

Depth and/or extension of involvement:
The CPL team expanded the perimeters of the project when a grant opportunity became available in December. The grant, known as Minnesota State's Innovation Funding aka "Shark Tank," would allow us to fund the expedited expansion of our CPL offerings at SCC. The funding would go to stipends ensuring faculty development and implementation of high quality assessments. Following faculty development and implementation, each stipend recipient

would act as a peer mentor to another faculty member.

5. **DESCRIBE THE EFFECT THIS PROJECT HAS/WILL HAVE ON THE INSTITUTION, STUDENTS AND/OR OTHERS. WHAT CAN BE IDENTIFIED AS GOOD PRACTICE FROM WHICH OTHER INSTITUTIONS MAY BENEFIT?**

CPL best practices indicate the most successful plans are implemented campus-wide. The campus-wide approach means involvement and support from administrators, the identification and support of "Faculty CPL Champions," and contribution from staff. As a result of the project, the college staff, faculty, and administration are more aware of CPL as an option for students to obtain credit at SCC. In addition to awareness, employee participation in projects relative to the initiative is up in numbers. Participation includes developing a detailed CPL policy and procedure, getting campus representation on statewide CPL projects, and collaborating through the MnAMP Grant. Faculty members are more interested in developing and implementing assessments specific to their coursework than they were prior to the campaign.

Project Benefits to Students:
- Increased opportunities for eligible students to participate in CPL.
- Development of a clear policy outlining the perimeters for CPL eligibility.
- Design of clear step-by-step procedure students can use while seeking CPL.

Project benefits to the campus include:

- A concept map supporting the newly adopted policy and procedure for all to follow.
- Potential for increased enrollment and retention of students, particularly adult learners.
- Potential for increased persistence and graduation rates among adult learners, including women students and students of color[1].

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[1] Please see the Center for Adult and Experiential Learning (2010), "Prior Learning Assessment: Fueling the Race"

- Consistent and user-friendly forms and other tools so faculty and staff can assist a student going through the process.

6. **DESCRIBE THE CHALLENGES THE COLLEGE MIGHT ENCOUNTER WHEN SUCCESSFULLY COMPLETED FOR INSTITUTIONALIZING THE PROJECT'S GOALS.**

The team anticipates several challenges for the college to consider before moving forward:

1) **Compensation and support for faculty.** Faculty Champions already volunteered time to participate in drafting CPL policy/procedure, and developing assessment templates. Continued support is needed to maintain momentum gained in initial efforts. The team sees need for compensating faculty for developing course-specific assessment tools. Faculty also needs ongoing professional support from our faculty development specialist and possibly the curriculum committee. Without compensation or support, faculty may lose interest and stop development of the program.
2) **System for managing and tracking CPL from point of student inquiry to point of awarding credit and beyond.** Efficiency and consistency in managing the workflow according to the newly adopted procedure is paramount to successful institutionalization. Forms exist for gathering important information and approving a CPL request, but the college must adopt an electronic format. (See Attachment 5)
3) **Advisor training.** Campus awareness increased with the project, but staff need training (particularly advisors and other staff from student affairs) to appropriately advise CPL candidates on their eligibility. Advising must prevent faculty from being encumbered with requests that do not result in worthwhile evaluations.
4) **College sanctioned advisory group.** Ongoing support with input from a variety of areas across campus will be essential to sustain CPL. An advisory group is recommended to identify ongoing training and development needs of staff and faculty, conduct gap analysis, assess the value of continued support for Credit for Prior Learning for students and for the college, and ensure adherence to Minnesota State system-wide policy and procedure concerning CPL.

7. IN LIGHT OF THE PROJECT GOALS, CURRENT CIRCUMSTANCES, INSTITUTIONAL LEARNING FROM THE PROJECT, AND ANTICIPATED CHALLENGES, WHAT ARE THE NEXT STEPS THAT MUST BE TAKEN TO COMPLETE OR INSTITUTIONALIZE THE RESULTS OF THIS ACTION PROJECT? CAN YOU PROVIDE A RECOMMENDED TIMELINE?

1) Step one: Determine the best way to provide compensation and support for faculty developing and implementing CPL assessments. The team looked at three models within the Minnesota State System addressing this challenge:

> Dakota County Technical College – Faculty member Scott Gunderson volunteers about hours per week to assist students and faculty with CPL initiatives on campus. The Dakota model requires a Faculty Champion to provide this type of support.

> Century College – A part-time staff member works with faculty, staff, and administration on CPL efforts. Some limitations exist with this model: faculty-to-faculty support and coordination of ongoing CPL development is received better from faculty than staff.   Best practices indicate CPL must be *faculty driven*.

> Rochester Community and Technical College – Instructor Tara Hammill receives 3 release credits per semester to work with department leaders and faculty to increase CPL opportunities within each department, assist with professional development, and work with the CPL advisors to improve the process for students, faculty, and staff (among other duties). See attachment #3 for full details.

> Of the three models discussed above, the CPL team believes the RCTC model is best suited for faculty support of CPL initiatives (at this time).

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2) Step two: Determine the best electronic format to manage CPL workflow. Potential options include MachForm or Image Now. Team members are currently investigating additional tracking systems.

3) Step three: Train advisors on the CPL process and the advising of student candidates.

4) Step four: Develop a college sanctioned advisory group to identify ongoing training and development needs of staff and faculty, conduct gap analysis, assess the value of continued support for Credit for Prior Learning for students and for the college, and ensure adherence to Minnesota State system-wide policy and procedure concerning CPL.

8. **PROVIDE ANY ADDITIONAL INFORMATION OR CONCERNS THAT REVIEWERS AND OTHERS SHOULD UNDERSTAND ABOUT THIS PROJECT.**

Efforts to implement CPL lie beyond the scope and capacity for this team to accomplish in one year. The team chose specific goals to support and mobilize ongoing campus efforts outside the project. The team hopes the choice of goals provides the college a solid foundation on which to build and expand CPL initiatives.