Welcome to the Michigan Student Success Network (MSSN) Summer Meeting

July 13, 2016

Wireless Connection:
  network: sc4public, login: sc4event, password: Summer2016
  CASE SENSITIVE! 😊
Dr. Deborah Snyder
President
St. Clair County Community College
Leveraging Alternative Credit Pathways to Support Completion Strategies
Alternative is a buzz word.
Founded in 1918, ACE is the major coordinating body for U.S. higher education institutions, representing more than 1,600 college and university presidents and more than 200 related associations.

Provides leadership on key higher education issues and influences public policy through advocacy.
ACE’s Center for Education Attainment and Innovation

ACE Review: Military & Workplace

Guides Online & Transcripts

Partnerships & Pathways
ACE College & University Partnerships

- Recognition of ACE Credit Recommendations: More than 2,000 institutions

- Resource Center: Advocacy & Articulation

- Credits to Credentials™: Development of Employer Partnerships

- Website Profiles and Success Stories

- Surveys: Learners, Institutions, and Organizations

www.acenet.edu/CUP
Credit for Prior Learning: Charting Institutional Practice for Sustainability (ACE, 2015)

<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 values that knowledge to integrate, and sustain systematic and accessible CPL practices.</td>
</tr>
<tr>
<td>Faculty engagement and development</td>
<td>Terms advisory group to craft policy and practice, attends conferences, works to provide courses.</td>
<td>Creates curriculum for information sharing across institutional communities, methodic faculty groups in developing and refining policies/practices, shares successes and innovations.</td>
<td>Provides professional opportunities for faculty and staff, including scholarships, research, and writing; encourages faculty to include CPL in assessment, accreditation processes, and presentation/thesis production. Implements successful strategies and areas of transfer.</td>
</tr>
<tr>
<td>Student outreach and support</td>
<td>Directs students to career CPL options through academic advising and program coordination.</td>
<td>Shares information around and uses other venues in communicate with students, such as innovative and advising.</td>
<td>Monitors student use of CPL options; prior admission provides expert advice about potential examination methods; use of communication tools to share information with students on outreach with potential students to population.</td>
</tr>
<tr>
<td>Infrastructure, policies, and procedures</td>
<td>Seeks the buy-in for current and future institutional CPL practices; works to develop policies and practices widely among peer institutions.</td>
<td>Expands current policy and practice; polices and institutional information on how CPL programs begin to coordinate CPL-rich programs and services.</td>
<td>Selects appropriate tools that fit institutional context; curricular undergraduate horizontally to ensure and shape new policies; provides active use of CPL to all degree areas, including major, minor, and general education, and manages with validated policies and practices. Expands CPL within other programs, such as competency-based or new.</td>
</tr>
</tbody>
</table>
What’s In A Name?

Clarifying Competency Based Education Terms: A Lexicon
(ACE and Blackboard, 2014)
http://bbbbb.blackboard.com/Competency-based-education-definitions
What Is CPL?

A set of well-established, researched and validated methods for assessing non-collegiate learning for college credit.

A process that allows learners to demonstrate knowledge and skill in particular field or fields and have that learning evaluated for college credit.

http://www.pearsonhighered.com/credit-for-prior-learning/
Why PLA Now?

- **Changing learners**
- **Economic pressures**
- **College completion focus**
- **New sources for learning**
- **Leveraging technologies**
- **Meeting Public expectations**
- **Increasing Persistence & Retention**
- **Decreasing cost & time to degree**
- **Focus on competency**
## CPL Classifications

<table>
<thead>
<tr>
<th>Individual Student Evaluation</th>
<th>Institutional Evaluations</th>
<th>Third-party Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Departmental Challenge Examinations</td>
<td>CLEP Exams</td>
</tr>
<tr>
<td></td>
<td>Individualized Portfolios</td>
<td>Advanced Placement Exams (AP)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DSST Credit by Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Excelsior College Exam Program</td>
</tr>
<tr>
<td>Sponsored Learning Program Evaluation</td>
<td>CAEL LearningCounts© includes a structure for individual student portfolios to be developed and then assessed by either institutional faculty or CAEL assessors.</td>
<td>ACE Military Training and Occupation Review</td>
</tr>
<tr>
<td></td>
<td>Local Articulation Agreements</td>
<td>ACE CREDIT Review</td>
</tr>
<tr>
<td></td>
<td>Consortium for the Assessment of College Equivalency (CACE)</td>
<td>National College Credit Recommendation Service (NCCRS)</td>
</tr>
</tbody>
</table>

*Brewer and Marienau, 2016*
Institutions Want to Know

- What is the tool?
- How is it designed to ensure quality?
- What prior learning is addressed?
- How can it be used in the curriculum?
- What policies need to be considered?
- How does it support student success?
- What institutional value is served?
A Closer look at ACE
Credit Recommendations
What is the Tool?
• A structured faculty review

• Requested by a US Military Branch*

• Coordinated by American Council on Education (ACE)

*Community College of the Air Force
ACE Review Team

- Team Coordinator
- Subject Matter Experts selected using CIP codes
- Psychometrician if needed

http://www.acenet.edu/news-room/Pages/Faculty-Evaluators-Home-Page.aspx
The Charge

It is the charge of the faculty to determine the academic rigor and course equivalency based on the depth and breadth of the materials and align with the evaluation of content mastery.
What’s the faculty member’s job?

- Grounded in current curricular standards
- Bring content area expertise
  - Ex. Healthcare, leadership, aviation
- Represent all post secondary levels of education
  - Each bring a different perspective
- Apply multidisciplinary approach
Team Recommendations

• Based on college equivalencies: what can be found in college curriculum

• Credit Categories
  – Vocational Certificate
  – Lower Division Baccalaureate/Associate
  – Upper Division Baccalaureate
  – Graduate
How Is It Designed to Ensure Quality?
Items Reviewed By Team

- Course syllabus
- Textbooks
- Assessment methods
- Student & instructor guides
- Laboratory projects
- Instructional support materials
- Instructor Qualifications

http://www.acenet.edu/news-room/Pages/How-to-Prepare-for-an-ACE-Military-Review.aspx
http://www.acenet.edu/news-room/Pages/ACE-CREDIT-Course-Review.aspx
Evaluation Criteria

- Content
- Learning Outcomes
- Depth and Breadth of Material
- Applicability to Postsecondary Programs
- Level of Difficulty
- Assessments
Reliance on Bloom’s Taxonomy

Content, scope and rigor must be at the post-secondary level!
What prior learning is assessed?
• Military Courses: education and training

• Military Occupations – competency-based

• Knowledge demonstrated through standardized testing

www.militaryguides.acenet.edu
Course Example

- Location: Naval Submarine Base New London, Groton, CT
- Course: Sonar Technician Submarines Class A
  - 698 hours: 18 weeks

3 step process:

1. Course Review (Institution materials)
2. Team Consensus
3. Course Exhibit (ACE)
The Occupation Review

Review occupational standards to build faculty team & develop final recommendations:

Interview service members:

- Focus on representation of job expectations at each pay grade/skill level.
- Clarify & validate official military documentation (occupation manuals, task standards, etc.).
- Maintain focus to determine if job knowledge, skills & abilities learned above & beyond formal military training are at postsecondary level.

http://www.acenet.edu/news-room/Pages/Military-Occupation-Reviews.aspx
Review Process: Examinations

- Team reviews exam processes to include:
  - Program objectives
  - Subject matter expert qualifications
  - Training
  - Methods of test preparations
  - Testing methods

- Test reliability
- Test validity
- Grading methods
- Updating procedures
- Use of proctors
How can it be used in the curriculum?
The Joint Services Transcript (JST)

- Academically accepted document
- Validates service member's occupational experience; formal military training aligns ACE college credit recommendations
- Owned and issued by respective service
  - Central support services JST Operations
- ACE supplies data
  - performs quality checks on transcript
  - cannot make changes to JST

https://jst.doded.mil

Military Training Programs

• Statistics
  http://www2.acenet.edu/militaryguide/ShowAceCourses.cfm?ACEID=AR-1115-0010

• Microeconomics
  http://www2.acenet.edu/militaryguide/ShowAceCourses.cfm?ACEID=AR-1408-0293

• Spanish
  http://www2.acenet.edu/militaryguide/ShowAceCourses.cfm?ACEID=MC-1606-0024

• Ethics
  http://www2.acenet.edu/militaryguide/ShowAceCourses.cfm?ACEID=CG-2202-0005
Military Occupation Training

- Public Speaking
  http://www2.acenet.edu/militaryguide/ShowAceOccupations.cfm?ACEID=NER-MU-001

- Social Problems
  http://www2.acenet.edu/militaryguide/ShowAceOccupations.cfm?ACEID=NEC-9519-001

- Introduction to Computers
  http://www2.acenet.edu/militaryguide/ShowAceOccupations.cfm?ACEID=MCE-3051-002
Military Occupation Training

- **NER-HM-004NavyMaster Chief Hospital Corpsman HMCM (E-9)**
  - **Lower Division:**
    - 3 hours in nursing fundamentals;
    - 3 in physical assessment;
    - 3 in health information management;
    - 3 in military science; 3 in pharmacology;
    - 3 in medical office administration;
    - 3 in introduction to supervision or introduction to healthcare management.
  - **Upper Division:**
    - 3 hours in medical surgical nursing (practicum);
    - 3 in advanced physical assessment;
    - 3 in organizational behavior.
  - **Graduate Division**
    - 3 hours in organizational design and development;
    - 3 in managerial leadership;
    - 3 in executive communication;
    - 3 in project management.
What policies need to be considered?
Philosophy and Academic Framework

Integrity

Faculty Qualifications and Engagement

Student Services

Credit Management

Planning, Resources, and Improvement
What institutional value is served?
• Serving students with integrity – giving credit where credit is due

• Living the institutional mission: Focus on lifelong learning

• Full implementation of learning outcomes assessment

• Retention and Completion
How does it support student success?
The Need for Data

Credit for Prior Learning Practices
AACRAO December, 2014, 60 Second Survey
Hayward, 2014

• Community Colleges

• Historic Data

• Non-PLA Completers: 11.8%

• PLA Completers: 28.4%

...by PLA Status and Method

Table 4.6

Adult Degree Completion by PLA Method

<table>
<thead>
<tr>
<th></th>
<th>Portfolio</th>
<th>CLEP</th>
<th>ACE</th>
<th>Combination</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>no degree</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>64</td>
<td>134</td>
<td>981</td>
<td>54</td>
<td>1233</td>
</tr>
<tr>
<td>% within PLA Method</td>
<td>87.7%</td>
<td>47.7%</td>
<td>76.0%</td>
<td>70.1%</td>
<td>100%</td>
</tr>
<tr>
<td>completed degree</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>147</td>
<td>310</td>
<td>23</td>
<td>489</td>
</tr>
<tr>
<td>% within PLA Method</td>
<td>12.3%</td>
<td>52.3%</td>
<td>24.0%</td>
<td>29.9%</td>
<td>28.4%</td>
</tr>
<tr>
<td>Total</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>73</td>
<td>281</td>
<td>1291</td>
<td>77</td>
<td>1722</td>
</tr>
<tr>
<td>% within PLA Method</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Hayward, 2014
Michigan CLEP Testing
An Overview
College Level Examination Program

- Credit-by-exam program that validates knowledge students already have and translates that learning into college credit that is commonly recognized
- Computerized with immediate score results (essay exception)
- 2,900 colleges grant credit for CLEP exams nationwide
- Nationally 176,000+ exams administered in 2014-15
History and Social Sciences
- American Government
- History of the United States I
- History of the United States II
- Human Growth and Development
- Introduction to Educational Psychology
- Principles of Macroeconomics
- Principles of Microeconomics
- Introduction Psychology
  - Introductory Sociology
  - Social Sciences and History
  - Western Civilization I
  - Western Civilization II

Business
- Information Systems
- Principles of Management
- Financial Accounting
- Introductory Business Law
- Principles of Marketing

Composition and Literature
- American Literature
- Analyzing and Interpreting Literature
- College Composition
- College Composition Modular
- English Literature
- Humanities

Science and Mathematics
- Calculus
- College Algebra
- Precalculus
- College Mathematics
- Biology
- Chemistry
- Natural Sciences

World Languages
- French Language
- German Language
- Spanish Language
Structure
- 33 computer-based exams
- Mostly multiple-choice, essays, and listening sections for world languages
- Most are approximately 90 minutes in length
- Freshman and Sophomore level credit awarded

Scoring
- Immediate score reports (except exams with essays)
- Exams are scored on a scale of 20–80. A score of 50 is considered a passing score by ACE
- Student must wait 3 months to retest
# CLEP Michigan Policies

## Michigan Public Colleges and Universities (A – Mi)

| CLEP Title and minimum score: | Allegan College | Bartlett Community College | Bay de Noc Community College | Delta College | Eastern Michigan University | Ferris State University | Glen Oaks Community College | Grand Valley State University |1 | Henry Ford College | Kalamazoo Community College |1 | Kalamazoo Valley Community College |1 | Lake Michigan College |1 | Lake Superior State Community College |1 | Mackinac Community College |1 | Mid Michigan Community College |1 |
| American Literature | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| Analyzing & Interpret Lit | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| College Composition | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| College Composition Mod | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| English Literature | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| Humanities | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| French | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| German | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| Spanish | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| American Government | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| History of US: I | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| History of US: II | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| Human Growth & Dev | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| Intro to Educational Psych | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| Introductory Psychology | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| Introductory Sociology | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| Principles Macroeconomics | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| Principles Microeconomics | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| Social Sciences and History | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
Michigan CLEP Test Population

- National: 3747 (97%)
- DANTES: 123 (3%)

Total CLEP Tests by MI Residents = 3870

Top 6 Test Centers (57% of Volume)

<table>
<thead>
<tr>
<th>Test Center</th>
<th>Volume</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Michigan University</td>
<td>646</td>
</tr>
<tr>
<td>Grand Rapids Community College</td>
<td>379</td>
</tr>
<tr>
<td>Ferris State University</td>
<td>310</td>
</tr>
<tr>
<td>Macomb Community College</td>
<td>295</td>
</tr>
<tr>
<td>Wayne State University</td>
<td>281</td>
</tr>
<tr>
<td>Davenport University - Grand Rapids</td>
<td>278</td>
</tr>
</tbody>
</table>

Top 5 Institutions (45% of Volume)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Volume</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Michigan University</td>
<td>702</td>
</tr>
<tr>
<td>Ferris State University</td>
<td>382</td>
</tr>
<tr>
<td>Wayne State University</td>
<td>364</td>
</tr>
<tr>
<td>Grand Valley State University</td>
<td>173</td>
</tr>
<tr>
<td>Cornerstone University</td>
<td>145</td>
</tr>
</tbody>
</table>

Most Popular Titles

<table>
<thead>
<tr>
<th>Test Takers with MI Addresses</th>
<th>At MI TCs</th>
<th>For MI DIs</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Composition</td>
<td>1005</td>
<td>1053</td>
</tr>
<tr>
<td>College Algebra</td>
<td>354</td>
<td>368</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>240</td>
<td>246</td>
</tr>
<tr>
<td>Biology</td>
<td>209</td>
<td>215</td>
</tr>
<tr>
<td>Introductory Sociology</td>
<td>169</td>
<td>172</td>
</tr>
</tbody>
</table>

| College Composition          | 1013      |
| College Algebra              | 309       |
| Spanish Language             | 219       |
| Biology                      | 191       |
| Introductory Sociology       | 118       |
MI CLEP Volume Factsheet

Average Age At Test Time

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>24.8</td>
<td>24.9</td>
<td>23.8</td>
<td>23.6</td>
<td>22.9</td>
</tr>
<tr>
<td>Female</td>
<td>25.5</td>
<td>25.6</td>
<td>25.0</td>
<td>23.8</td>
<td>23.4</td>
</tr>
<tr>
<td>Total</td>
<td>25.2</td>
<td>25.3</td>
<td>24.5</td>
<td>23.7</td>
<td>23.2</td>
</tr>
</tbody>
</table>

Over 2 years younger on average
At an average rate of $399.70* per credit hour, the total potential cost savings for the state’s students and families was $5,601,396 in 2015 alone.

*Please note: These estimates are based on Table 5 of the 2015 College Board report, *Trends in CollegePricing*. This report indicates that the average in-state tuition and fees at Michigan public four-year colleges is $11,991 per year or $399.70 per credit, assuming 30 credits were taken by a full-time student. These estimates also assume that all of the exams taken in Michigan were applied toward college credit.
Rafael Pasillas
Director of Partnership Development - Midwest Council on Adult and Experiential Learning (CAEL)
CAEL, Adult Learners & PLA: Supporting Adult Learning Completion

Michigan Student Success Network

Rafael Pasillas
Director of Partnerships - Midwest
Council for Adult and Experiential Learning (CAEL)
By 2020, 65% of jobs will require some college education, but only 39% of adults have a degree now.
Levels of education for United States residents, ages 25-64

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than ninth grade</td>
<td>7,860,755</td>
<td>4.69%</td>
</tr>
<tr>
<td>Ninth to 12th grade, no diploma</td>
<td>11,782,229</td>
<td>7.03%</td>
</tr>
<tr>
<td>High school graduate*</td>
<td>44,135,232</td>
<td>26.35%</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>36,011,451</td>
<td>21.50%</td>
</tr>
<tr>
<td>Associate degree</td>
<td>14,935,196</td>
<td>8.92%</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>33,565,969</td>
<td>20.04%</td>
</tr>
<tr>
<td>Graduate or professional degree</td>
<td>19,219,899</td>
<td>11.47%</td>
</tr>
</tbody>
</table>

* Including equivalency

Source: U.S. Census Bureau, 2014 American Community Survey

Note: The figure above is the estimated percentage of working-age Americans who have earned high-value postsecondary certificates. This percentage was derived by polling a nationally representative sample of men and women, ages 25-64. The survey was conducted by NORC at the University of Chicago, an independent research institution.
Levels of education for Michigan residents, ages 25-64

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than ninth grade</td>
<td>122,767</td>
<td>2.38%</td>
</tr>
<tr>
<td>Ninth to 12th grade, no diploma</td>
<td>319,798</td>
<td>6.21%</td>
</tr>
<tr>
<td>High school graduate*</td>
<td>1,421,196</td>
<td>27.60%</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>1,263,463</td>
<td>24.54%</td>
</tr>
<tr>
<td>Associate degree</td>
<td>529,151</td>
<td>10.28%</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>930,598</td>
<td>18.07%</td>
</tr>
<tr>
<td>Graduate or professional degree</td>
<td>562,485</td>
<td>10.92%</td>
</tr>
</tbody>
</table>

TOTAL: 5,149,458

* including equivalency

Source: U.S. Census Bureau, 2014 American Community Survey

Note: The accompanying pie chart does not account for residents who have earned high-value postsecondary certificates. The percentage on the right – admittedly, an estimate – aims to fill that gap. To calculate this percentage, labor market experts at the Georgetown University Center on Education and the Workforce used Survey of Income Program Participation 2008 Wave 12 data (2012) and data from the Integrated Postsecondary Education Data System (IPEDS) 2014.

Estimated attainment of certificates: 4%
Today’s College Students Are...

**BALANCING MULTIPLE RESPONSIBILITIES**

- 75% OF COLLEGE STUDENTS COMMUTE TO CLASS WHILE JUGGLING PARENTING, WORKING, AND BOTH.
- 19 HOURS PER WEEK
- 40 PERCENT ATTEND SCHOOL ONLY PART-TIME.
- ABOUT 40 PERCENT OF COMMUNITY COLLEGE STUDENTS WORK 20 OR MORE HOURS PER WEEK.

**OLDER AND MORE RACIALLY DIVERSE**

- 38 PERCENT OF ALL TODAY'S UNDERGRADUATES ARE OLDER THAN 25.
- ENROLLMENT AMONG HISPANIC STUDENTS TRIPLED SINCE THE MID-1990’S.
- AND BLACK STUDENT ENROLLMENT GREW BY 72 PERCENT.

The vision that most of us have of college students—18- to 21-year-olds who attend school full-time—only make up about a third of the college population.

And those trends are expected to continue through 2021, with black enrollment projected to grow by 25 PERCENT, hispanic students projected to increase by 42 PERCENT, and only a 4 PERCENT increase in white students forecasted.

To view all sources for data used in this document, please visit www.luminafoundation.org/todays-students-citations.
We Share a Common Goal:

Student Success
What Is CAEL?

Council for Adult and Experiential Learning

A 501(c)(3) non-profit, international organization with 42 years of lifelong learning experience

National leader in Prior Learning Assessment (PLA) and Competency-Based Education best practices, research and publishing

Dedicated to removing barriers to adult learning

Standards recognized by regional accrediting bodies
CAEL’s Work

- Aligning workforce development, postsecondary education and economic development
- Employer Engagement and Link to Learning and Development Opportunities
- Leveraging the value of learning and the learning ecosystem to support and spur economic growth
- Leadership in Prior Learning Assessment, Competency-Based Assessment and Career Navigation
- Adult Learning-Friendly Institution Assessment
Why Adult Degree Completion Matters

- Adult learners are integral to achieving goals in the economy
- As baby boomers ‘retire’ from current jobs, knowledge and skills gaps grow
- Pipeline of young college graduates not enough to meet workforce skills demands
The Hidden Higher Education Market

• Many more adults than high school grads


Source for Adults with some college and no degree: Lumina Foundation. http://strongernation.luminafoundation.org/report/
What Do Adult Students Care About?

45% are pursuing a college degree to get a better job.

40% don’t want to take a course in something they already know.

50% want to complete their degree sooner.
Questions Adult Students Ask

- “Do I have the time to get a lengthy degree?”
- “What if I can’t afford to finish my degree?”
- “What can I do to finish my degree faster?”
- “I know this... why do I need this course?”

How can we help them?
Prior Learning Assessment Can Help Students

- Save Time
- Save Money
- Graduate Faster
CAEL Research Tells Us Credit for Lifelong Learning Helps

Baccalaureate students are 2.5X times more likely to persist to graduation.
The Variety of PLA Methods

- Industry Recognized Certificates
- Evaluated Non-College Training
- Standardized Tests
- Student Portfolios
- College Credit, College Completion
Getting to Scale with PLA

• Not enough colleges grant credit for prior learning, and even when they do, marketing to students is weak
• Adult learners are not aware of PLA so they often repeat what they already know
• Need for consistent application of CAEL standards
• Need for a national, accessible online approach
• Requires faculty experts nationwide for portfolio review using CAEL portfolio assessment rubric for high quality assessments
Keys to Success

- Understand the needs and expectations of Adult Learners

- Implement PLA options to save time and save money
Understand the needs and expectations of Adult Learners

- Adult Learner Focused Institution (ALFI) Toolkit
  - Institutional Self-Assessment Survey (ISAS)
  - Adult Learner Inventory (ALI)
- Professional Student Advising services
- PLA Accelerator Tool
Why ALFI?

Data from the two surveys can be used to recruit, retain, and graduate adult students

• Compare the survey results
  – Internal: The institution’s perspective vs. adult learner perspective for each scale
  – External: Your team’s and your students’ ratings vs. students and teams at other institutions that have used ALFI

• The data identifies strengths and challenges
  – Market the strengths to differentiate your institution
  – Address the challenges to “move the needle”
Professional Advising Services

- One-on-one Advising by CAEL directly to your students
- Online Advising resources 24/7
- One-day training workshops for institutional advisors
- Advisor Certification Program - 12-week online course
PLA Accelerator

Online tool
Navigates students through questions about their learning experiences
Captures full spectrum of PLA opportunities
Allows advisors to have a more informed conversation about PLA with students
Implement PLA options to save time and save money

- **PLA Workshops**
  - *Implementing an Effective PLA Program*
  - Prior Learning Assessment Online Certificate Program
- **Faculty Assessor Certification**
- **Additional Consulting**
  - Preparing for Accreditation Reviews
- **Portfolio Development & Assessment** (LearningCounts)
What is LearningCounts?

- Online Portfolio Development Course
- E-Portfolio Tool and Guidance
- Individualized Assessment by Faculty Experts
• Access to portfolio development course for your students
• Secure single-sign portal for courses and assessments
• Trained faculty assessors who evaluate course match portfolios
• Training for advisors to identify the best candidates for portfolio
• Training for marketing staff to reach adult students
• Ongoing support to boost enrollment
• Institution branded landing page and credit predictor
• CAEL Membership
• One CAEL Conference registration
• Discount on CAEL Consulting
• New student leads from LearningCounts.org
Survey of LearningCounts Students

Over 85% said their Learning Portfolio helped them:

- Map career and education goals.
- Organize thoughts and decisions more clearly.
- Set life goals.

90% said Learning Portfolio assessment definitely saved them time and money.

83% experienced a sense of personal pride upon completion of their Learning Portfolio.
Let’s help college students across the state and country complete their degree and succeed!
Connect with CAEL

CAEL Website:  www.cael.org

Like us:  www.facebook.com/CAELnews

Follow us:  www.twitter.com/CAELnews

Join us:  http://linkd.in/wsUnxh

Watch us:  www.youtube.com/caelchicago
Plenary Panel: Trends from the National Landscape

• Patricia Brewer, Ed.D.
  Midwest Regional Liaison
  Center for Education Attainment and Innovation
  American Council on Education (ACE)

• Kathie Montognese
  Sr. Assessment Manager ACCUPLACER and CLEP Program CollegeBoard

• Rafael Pasillas
  Director of Partnership Development – Midwest
  Council on Adult and Experiential Learning (CAEL)
Discussion Sessions I

• “LMC’s Experience with CAEL’s LearningCounts Online Portfolio Pilot”
  ROOM 208

• “Competency Based Education at Jackson College”
  ROOM 209
Discussion Sessions II

• “Michigan Coalition for Advanced Manufacturing (M-CAM)”
  ROOM 208

• “Military Police Veteran’s Police Academy: Partnership between GVSU and MCOLES”
  ROOM 209
Next Steps

• MCSS
  • Military Equivalency Project, Rallying the Troops – Fall 2016 efforts to increase capacity to award direct credit for military experience
  • Continued dialogue on PLA models and policies to support adult completion

• What’s next on your campus?
Thank you for attending!

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