COLLEGE OF THE CANYONS

Business Plan

Assessment of Prior Learning
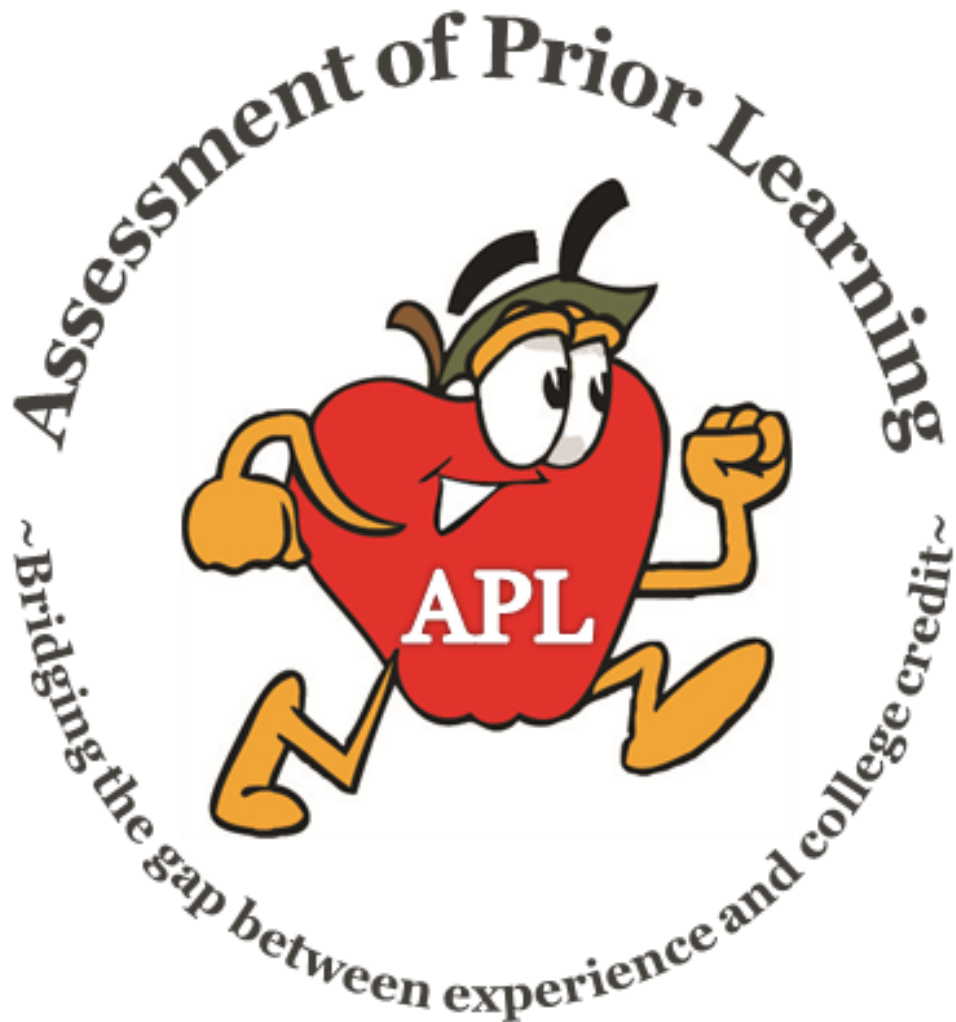
~Bridging the gap between experience and college credit~

APL

LEAP Team:

Keri Aaver, Rebecca Kroll, Mojdeh Mahn, Chris Neal & April Reardon

Team Mentor:

James Glapa-Grossklag

TABLE of CONTENTS

Executive Summary

As a leading community college in California, College of the Canyons is dedicated to maximizing students' access to education in northern Los Angeles County while preparing them for transfer education and workforce skills. In 2013, COC is poised to ensure that employers have a well-trained pool of candidates to fill the upcoming demand in industries such as social media marketing, manufacturing, and solar construction/installation. COC continues to plan ahead for shifts in student and community needs by anticipating emerging challenges:

- How can individuals who need to find sustainable employment quickly obtain the skills and education they need to succeed in a timely fashion?

- How can we support our military veterans in taking their transferable skills in the military and turning them into sustainable employment upon their return?

- How can we bring new students into the community college system that might otherwise not choose to participate?

- How can we do this in a manner that will increase student success outcomes without greatly increasing our costs?

The answer, at least in part, to all of these questions can be addressed by the college-wide implementation of Assessment of Prior Learning (APL) Program.

MORE JOBS THAN QUALIFIED JOB CANDIDATES

We are currently facing a great opportunity that will only increase in the coming years. Employers need more job-ready candidates than are currently in school learning the skills necessary to fill the positions:

America is slowly coming out of the Recession of 2007 only to find itself on a collision course with the future: not enough Americans are completing college. By 2018, we will need 22 million new workers with college degrees but will fall short of that number by at least 3 million postsecondary degrees. At a time when every job is precious, this shortfall will mean lost economic opportunity for millions of American workers (Help Wanted, Executive Summary).

There simply isn't enough time to train enough students through traditional education pathways to fill the growing demand for a skilled labor force. APL will help speed up the process for candidates who already have some existing skills and education gained through a variety of different avenues, including but not limited to, military service, employee training programs, independent study, non-credit courses, or volunteer/community services.

MAXIMIZING STUDENT ACCESS

One concern that has been expressed by various institutions about utilizing assessments for prior learning is that allowing non-traditional students to earn college credit for learning that does not take place in the classroom could result in fewer students attending and therefore fewer classes being offered.

This just simply will not be the case with APL and here's why:

The typical APL candidate is an individual who needs to be employed as quickly as possible or just simply cannot afford the time and money necessary to complete a traditional path of education.

On an institutional level, the Council for Adult and Experiential Learning (CAEL), "found significantly higher graduation and persistence rates among students who earned prior learning credit when compared to non-[APL] students, as well as shorter time-to-degree and higher GPAs" (CAEL, 2010). Additionally, "research and data demonstrates how [APL] aids students, how the acceleration contributes to their engagement and success in the classroom, and to their degree completion" (Academic Impressions, 2010). It is clear that implementation of the APL Program will benefit both the students and the college in achieving the goals set forth by the Student Success Act.

RETURNING VETERANS

Another important goal of APL is to address the growing needs of our returning veterans. A 2012 National Education Association article recently declared the growing number of student veterans as one of our greatest human resources: they are goal-oriented, knowledgeable, experienced leaders. Yet, upon returning to college, their experience and knowledge is not always being formally recognized and awarded credit at some colleges. They return to college after serving several years in the military learning specialized skills based on their military assignments. These may include human resources, strategic planning, project management, accounting, IT/IS, and manufacturing, to name a few of possibilities. If they entered the service right out of school they may have little to show for all that they have learned but a high school diploma and their training records in terms of academic success.

Renard Thomas, Director of the Re-Entry and Veterans Program, indicated that last year we had approximately 100 student veterans at COC and are now expecting that number to increase to 600 veterans in only one year. This number is still only a fraction of the more than 3,000 veterans we expect to be returning to the Santa Clarita Valley in the next few years, many more of whom would be able to choose COC as an option with the help of APL.

IMPROVED COLLEGE SUCCESS

The traditional community college student comes to COC in hopes of gaining the education he or she needs to transfer on to further education or to begin a path to a rewarding career directly after completion of his or her studies here. Research has shown that for every additional year that students take to complete a college degree, the likelihood of them graduating diminishes (CAEL, Lumina foundation). We acknowledge that although many begin their studies at COC, we continue to have work to do on this front. With the implementation of the Student Success Act of 2012, there are new requirements for community colleges to "perform" when it comes to verifiable student success including student's successful completion of a plan of study.

The Seymour-Campbell Student Success Act of 2012 (SSA), which is being implemented this year, is a plan to achieve significant gains in student completion rates, while also preserving the California Community Colleges' historic commitment to broad access and equity. It is in part the intent of the Legislature to ensure that students receive the educational services necessary to optimize their opportunities for success in completing their educational goals and courses of study. The focus of the SSA is on the entering students' transition into college in order to provide a foundation for student achievement and successful completion of students' educational goals, with a priority toward serving students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement and to serve more efficiently and effectively a greater number of students. In a nutshell, the goal of the SSA is to provide students with a solid foundation and opportunity for success in the California Community Colleges. Most of the students who utilize APL are more goal-focused than the traditional entering freshman and have a strong drive or incentive to achieve their goals as quickly as possible.

FINAL CONCERNS ADDRESSED

As a California community college, COC sets the highest standards. As such, we recognize several concerns will need clarification to best understand the prior learning assessment process. Here are the facts:

"Credit is awarded only for learning, not for experience." Just doing a job does not constitute learning. The APL candidate has to be able to demonstrate a sufficient knowledge of the subject or skill for which he or she is assessed.

"Credit is appropriate to the academic context in which it is accepted." Credit will be applied as equivalent learning to course or as elective credit dependent upon which is most appropriate.

"Credit awards and transcript entries are monitored to avoid giving credit twice for the same learning." Great efforts are taken to ensure that credit is only given once for each category or

course of study to ensure that extra credit is not allowed for duplicate learning ("Earn College Credit," CAEL, 47-50).

The assessment of college-level learning must meet the following criteria:

- It must be able to be articulated as outcomes comparable to course outcomes

- It must be demonstrated by the candidate

- It must be assessable, measurable, and applied to degree requirements

To that end, Assessment of Prior Learning (APL) is the practice of reviewing, evaluating, and acknowledging the information, skills, and understanding that adults have gained through experiential learning, self-directed, and/or non-credit courses and workshops learning, rather than through formal education. It helps to demonstrate competence for jobs, especially important for youth, workers-in-transition, and low-income recipients. According to Bloom's Taxonomy, if you learned it, you should be able to define it, explain it, and apply it. For APL students to gain credit for their existing knowledge, they will be required to prove that they have learned it.

CONCLUSION

Maximizing the number of ways a student can earn academic credit utilizing APL increases the likelihood a student will be able to progress more rapidly toward a postsecondary degree, credential, and ultimately employment. Offering assessments for prior learning is also an effective means of increasing program completion rates at a lower cost whenever possible with a quality approach to increasing our capacity for serving students (Lumina Foundation). In addition to saving the non-traditional student both time and expense in completing his or her studies and getting back into the workforce, promoting widespread APL credit opens pathways for lower-income students, returning veterans, and individuals in transition that otherwise may have been stalled in long-term minimum wage employment without the opportunity to complete a program of study. APL is the right thing to do for both our college and our community.

Introduction

MISSION

Encourage greater student persistence toward degree attainment by implementing a college-wide process for recognizing prior learning experience and awarding college credit to serve adult reentry students.

OBJECTIVES

- Create a structured system for assessing college-level work or life experience and awarding college credit for documented experience

- Serve a growing population of transitioning workers and returning veterans by making college affordable and accessible to all

MANAGEMENT TEAMS

The project proposal development team consists of LEAP project members Keri Aaver, Rebecca Kroll, Mojdeh Mahn, Chris Neal, and April Reardon, with James Glapa-Grossklag as the team leader.

PROJECT PHILOSOPHIES

- We believe in removing barriers to education by providing cost-effective pathways to degree completion

- We believe it is possible to assess experiential learning and award credit for prior knowledge

VISION OF THE FUTURE

An informed college community that is familiar with changing student populations will maximize student success by awarding credit for prior learning.

Background

Prior learning assessment is a process to formally recognize that learning that does not always take place in a classroom. Learning can, and increasingly does, take place in non-traditional environments such as prior military training, corporate or industry experience, and life experiences. The goal of a PLA is to assist adult learners in gaining college credit for knowledge gained through experience.

Since 2008, the United States Department of Labor shows the unemployment rate for California has increased 3.2%, resulting in higher education institutions faced with a growing number of new and returning students with prior learning experiences who face real-world pressures to return to the work force through quicker pathways than a traditional student. According to the Santa Clarita WorkSource Center, local businesses value a balance of both education and experience from their current and potential employees. More than ever before, lack of employment, consistently changing job markets, job security, and advancement of technology all require adults to reskill and retrain routinely. Higher education institutions must meet the needs of employees and individuals who require upgraded skills and/or are going back to school with a wealth of prior learning experiences.

According to the Department of Veterans Affairs, the number of veterans signing up for Veteran Education Benefits (GI Bill) has more than doubled in the last decade from 421,048 to 923,836. As the drawdown in Afghanistan continues, the number of veterans entering the job market and enrolling in higher education will increase. Veterans have the desire to be employed within the same field they received extensive training in, but are often asked to provide evidence of a college level degree and\or certificate to be considered a qualified applicant. In addition, veterans utilizing the GI Bill for college have time and monetary limits. Not allowing these students to apply their military training for credit towards lower level courses may prevent them from using the GI Bill to accomplish their educational goal before the GI Bill runs out.

Currently, the only avenue for veterans to receive college credit for their military training our real-world experience is through credit by examination. A recent survey from the Chancellor's office of California Community Colleges in January 2013 reported that 100% of the California Community Colleges have a credit by examination policy or procedure; although, 82.4% of those Community Colleges that responded to the survey have not established (pre-written or standardized) credit by examination assessments.

Looking forward, Georgetown University stated that between 2008 and 2018, new jobs in California requiring postsecondary education and training will grow by 1.3 million and there will be 5.5 million job vacancies both from new jobs and job openings due to retirement, with 3.3 million of the jobs needing candidates with postsecondary credentials. The National Center for Higher Education Management Systems estimates the need to educate nearly 800,000 more college graduates each year from now through 2025 to meet the growing needs of the workforce.

One example of this is welding: an analysis of projected data that was gathered through the efforts of the NSP shows that from 2009–2019 there will be a need for at least 238,692 new and replacement welding professional. This is much larger than the current supply of welders seeking work or in training to become welders—jobs that are well suited for many of our returning veterans.

Once back out in the job search, many returning students (veterans or transitioning professionals) find that they need some form of credential or degree to gain re-employment. Often with a family or mortgage payment, they do not have enough time to get a traditional education but need one to compete in the job market. Gaining credit for what they already know serves two purposes for them: 1) It allows them to gain some form of credit or credential before their unemployment runs out, and 2) it allows them to avoid repeating classes about subjects in which they already know the subject matter. If these students were required to repeat courses in subjects of which they already have a comprehensive knowledge of, they are likely to drop out. APL will allow adult learners to apply verifiable learning to related core or elective credits, which will speed up their path to updating their skills and make them more marketable to employers.

Project Overview

Team APL's main recommendation is to implement a formal process for assessing prior learning for returning adult students at College of the Canyons and to help students earn college credit for work and life experiences, much like the prior learning assessment programs in place at 46 postsecondary institutions across the United States.

The Assessment of Prior Learning (APL) Program would allow the college to recognize that not all learning takes place within a classroom and prepare the growing number of adult reentry students for transfer education and workforce skills. If this proposal is implemented, the existing Counseling and Admissions & Records department or The Learning Center (TLC) lab would serve as the main location for serving reentry students needing or desiring assessment of prior military training, professional skills, and/or life experiences. The framework of the program will follow the Council for Adult and Experiential Learning's best practices for assessing learning, as well as look to successful model programs of prior learning assessment (see appendices 4, 5, and 7).

With APL, students would be afforded the option to petition for credit for prior learning through a number of methods: evaluation of military training, evaluation of industry certificates and training programs, participation in credit by examination or CLEP exams, or participation in a portfolio process.

To streamline the intake and referral process, the team recommends designating an APL Advisor as the first point of contact to counsel students on an individual basis. The advisor would assist students with reviewing prior learning experience and documentation in order to determine eligibility for earning college credit and to make the pathways for achieving college credit clear to the student.

The implementation of the APL Program serves to benefit both the students and the college: "Research and data demonstrates how PLA aids students, how the acceleration contributes to their engagement and success in the classroom, and to their degree completion" (Academic Impressions, 2010). Furthermore, on an institutional level, the Council for Adult and Experiential Learning "found significantly higher graduation and persistence rates among students who earned prior learning credit when compared to non-PLA students, as well as shorter time-to-degree and higher GPAs" (AI, CAEL, 2010).

Over the long term, the benefits of prior learning assessment are realized in terms of student savings on tuition and better allocation of student funding (for example, more effective distribution of federal education benefits for veterans). In addition, research also shows that any potential revenue loss is likely offset by the increase in student persistence and academic success (AI, 2010).

The Assessment of Prior Learning Program will reinforce College of the Canyons' position of leadership among the community colleges of our region. As the only community college in California to implement a prior learning assessment program, COC will be poised to best prepare our students for transfer education and workforce skills.

Implementation Plan

PLAN DEVELOPMENT METHODOLOGY

The goal of the Assessment of Prior Learning (APL) Program is to bridge the gap between prior learning and college credit by organizing the resources that have already been adopted by College of the Canyons. It is a *process* for assessing learning gained outside a traditional academic environment. APL takes into account learning acquired through military service, employee training programs, independent study, non-credit courses, or volunteer/community services. Students who have experience in the workforce prior to reentering college may have enough expertise in a professional field, in military training, or from past college course work. In each case, a returning student may be eligible to earn credit for required college courses based on his or her level of experience. With COC's APL Program in place, individual assessments will provide students an opportunity to earn college credit by taking an exam, submitting a portfolio, or simply submitting transcripts. The APL Program will provide students the opportunity to save time by achieving their educational goals at a much faster pace and it will be a money-saving factor for students.

Currently, College of the Canyons is in the position to put prior learning assessment into practice. The steps leading to prior learning assessment are available to COC with additional organization and streamlined utilization.

To test administrative and operational procedures, a pilot APL program will be initiated beginning in the fall 2013 semester. The pilot program will be implemented, first, to organize the resources and, second, to familiarize the campus community with this new program.

Marketing this program to the campus community will be the key to the success of it, and to that end, the marketing strategy will be discussed further in the APL Business Plan.

Upon a reentry student's return to COC, those students who claim to have prior learning experience will be referred to the designated APL Advisor (to be determined) who will recommend the best assessment option based on that student's experience. Once the recommendation has been made, the APL Advisor will review the required steps for assessment and give the student an APL application (steps will be outlined in this section).

Based on the success of the pilot program, it is the intention that further plans could be made to add more courses for credit. In addition, once faculty have become more familiar with this program and feel more comfortable, College of the Canyons may want to look at legalizing "Credit by Portfolio." As it stands, California Community Colleges may only authorize grades on a transcript in two ways: Credit by Exam or Instructional Classes.

There are some costs associated with the pilot program: The APL Advisor Wages, Faculty Wages (portfolio assessment and final exams), and marketing material such as brochures.

LOCATIONS AND FACILITIES

The APL Advisor will have an office located on the Valencia Campus where APL representatives can be easily accessed. This could be near Counseling and Admissions & Records or TLC.

The TLC will be used as
> * A CLEP Exam Testing Center
> * A facility where APL Faculty can meet with students to administer
>   exams - "Credit by Exam"
> * A facility where APL Faculty can review portfolios and go over the
>   portfolio with the student
> * A facility where "Portfolio Workshops" take place once a semester
>   given by either APL Faculty or the APL Advisor

The public and current students would visit one location to learn about all of the APL program options.

The following furniture and equipment would be necessary for the APL Program:
> *Two desks (APL Advisor & APL Faculty)
> *Six chairs
> *Two computers (APL Advisor & APL Faculty)
> *Computers, desks & chairs for the CLEP Testing Center (the exact number to be
>   determined at a later date)
> *Printer, fax, and copy machine
> *CLEP Testing Center sign
> *APL Program sign

PRODUCTS AND SERVICES

PROGRAM SAMPLE

Assessment of Prior Learning (APL) at College of the Canyons is the first in California to organize and implement a quicker, more cost-effective pathway for students who have work experience outside of the traditional classroom. In today's economy, students need a quicker option to fulfilling their academic goals and the APL Program helps students reach their goals quickly by providing a step-by-step process. Research has shown that for every additional year that students take to complete a college degree, the likelihood of them graduating diminishes (CAEL, Lumina Foundation). The APL Program helps students earn credit in a timely manner for real-world experiences.

College of the Canyons accepts Credit by Exam, ACE and military transcripts, and CLEP credit; currently however, the information is not marketed to the college and/or community very well. The APL Program will organize the options in one place and make the process quicker and easier for students.

HOW DOES IT WORK?

In a common scenario, a reentry student will make the first point of contact with COC either over the phone or at the Admissions in take desk. From this point, the student's inquiries regarding prior learning assessment would result in the following pathway:

1) Students will be referred to meet with the APL Advisor. Referrals will come from a variety of on-campus and off-campus entities:

Inreach		Outreach	Community
A & R	Counseling	Graphics	Work Source Center
Work Source Center	FLEX/Prof Dev	PIO	Chamber of Commerce
Adult Re-Entry	EOPS/CARE & CalWorks	COC Outreach – Kari Soffa	City of Santa Clarita
DSP&S	Veteran Dept		Businesses in SCV
Internships	Administrators		
Career Center	Distance Learning/PAL		
Financial Aid	Academic Senate		
International Students	Instructional Deans		

2) Student meets with an APL Advisor. The APL Advisor has a mini-orientation/meeting with the student to determine which option might be best based on his/her prior learning experience.

3) Once the APL Advisor has found the best option for the student, the APL Advisor gives the student an application (Appendix 1). The student fills out the application completely and the APL Advisor will provide the student the next steps toward assessment.

WHAT ARE THE OPTIONS AND STEPS?

Option #1: ACE – Evaluated Military Training

We are committed to ensuring our military service members and veterans receive credit for their college-level knowledge gained through their service to our country. The following protocol will be used when speaking to service members and veterans:

1. Review the student's military documents. These could be AARTS or SMART (ACE recommendations) transcripts to understand his/her training. If the student does not have paperwork with him/her, the Advisor helps the student find what is needed by providing the student with access to the following:

> The Army/American Council on Education Registry Transcript System (AARTS) http://aarts.army.mil/
>
> Sailor/Marine/ACE Registry Transcript (SMART) http://smart.navy.mil/
> The Community College of the Air Force (CCAF)
> http://www.au.af.mil/au/cf/auregistrar/registrar.asp
>
> U.S. Coast Guard Institute (www.usctg.mil/hr/cgi/)
> – To request transcripts, submit a request via email:
> CGI-PF-ed_transcripts@uscg.mil

2. Official transcripts need to be sent to Admissions and Records to be evaluated.

3. If the course/training is not articulated, the APL Advisor will send a course/training description to the appropriate Department Chair if it cannot be easily evaluated in Admissions and Records. Course Substitution steps will be taken at this point.

4. The credits will be applied to the Student Learning Outcomes (SLO) when they align, otherwise the credit will be recognized as elective credit.

Option #2: ACE - Evaluated Industry Certificates and Training Programs

Currently, at College of the Canyons, ACE recommendations are only accepted for military students and they are only accepted as elective credit. The maximum number of credits a military

student can earn is 18 credits. To make it possible for COC to accept more than just military elective credits, COC will need to look at changing this option/policy in a 5-year plan.

The APL Advisor will need to ask the student if he/she has taken any training programs (non-military) in prior years.

> 1. Typically, training programs that have been evaluated by ACE are in major industry sectors such as banking, insurance, McDonald's University, and military training.
>
> 2. Does the student have IT (Information Technology) certifications?
>
> 3. Students with any type of ACE training should submit their transcripts to Admissions and Records to be evaluated. (www.acenet.edu)
>
> 4. If Admissions and Records cannot evaluate the recommendation, a course substitution form will need to be filled out by the APL Advisor and submitted with course substitutions to the appropriate Department Chair.

Option #3: Credit by Exam

Credit by Exam is in the College of the Canyons catalog and has been a policy since 1999. Many students are unaware that APL is an option. Furthermore, students may not know the necessary steps to take an exam unless they are recommended by a counselor or faculty. This is an internal exam only that will be created by and administered by COC faculty (see petition form in Appendix 2).

> *Credit by Exam** Steps and Information
>
> 1. APL Advisor will give the student the petition
>
> 2. APL Advisor will verify the student's academic standing, enrollment status (half-time), and that the student has earned fewer than 18 units of *Credit by Exam*.
>
> 3. Student will take the form to the Department Chair or Division Dean for approval
>
> 4. Student will need to submit the form to the cashier for payment of fee ($46/unit + $9/unit processing fee)
>
> 5. Student will submit the form to the Instructor who will be administering the exam for verification and signature
>
> 6. The instructor will submit the grade and form to Admissions and Records to be recorded on the student's transcript (the transcript will show that the course was taken by exam only)

*An exam can be defined by the instructor (speech, portfolio, exam, art work, demonstration, etc.)

Option #4: Credit by Portfolio

Credit by Portfolio is currently not in the COC catalog; however, it should be organized and created in a 5-year plan for COC. To assist faculty in becoming familiar with the COC APL Program, the portfolio option should be introduced and faculty should be eased into this idea and the formalities of the portfolio process. Since *Credit by Portfolio* is not currently a legal option, students will be given a grade for the portfolio based on the faculty review and the transcript will indicate that the course for which they are given a grade and credit was given by *Credit by Exam* during year 1 and year 2 (short term goal). By year 3, the goal of the APL program will be to implement either pathway 1 or pathway 2 (outlined below).

Credit by Portfolio Pathway Options

Pathway 1: In-house Credit by Portfolio

This pathway will give COC faculty control over grading student portfolios in-house. Below are the steps that students will need to follow and criteria they must meet in order to submit a portfolio to COC faculty.

1. The APL Advisor will give the student the form for the portfolio option. Within this form, students will be able to understand the criteria to be included in the portfolio and the pre-requisites to this portfolio.

Pre-requisites:

- College level English from an accredited institution (mandatory)

- 2.0 GPA or higher (mandatory)

- Enrolled at least half time at COC (mandatory)

- Have not earned more than 18 units of Credit by Exam (mandatory)

- 5 or more years of significant work experience

- Have a patent or own his or her own business

- Have an interest or hobby

- Have time to commit to putting together a portfolio

2. The APL Advisor will meet with the student and go over what is expected to be included in the portfolio.

> *Another option: Hold a portfolio workshop on campus once a semester for students who would like to submit a portfolio. Within this workshop, detailed information about how to put together a portfolio will be discussed. Either a faculty member or the APL Advisor will facilitate the workshop.

Portfolio Criteria:

- ✓ Cover or Title Page

- ✓ Table of Contents

- ✓ Degree Planning Sheet (what course they are requesting a grade and credit for)

- ✓ Student Learning Outcomes (SLO) for the Course(s)

- ✓ Educational Goal Statement

- ✓ Autobiography (5-10 pages)

- ✓ Resume

- ✓ The Narrative

  > When writing the narrative, students focus on the learning objectives for a specific content area. This area will differ with each portfolio. The narrative may be lengthy depending on the course. Each learning objective is addressed and students must be able to demonstrate that they have mastered the course objectives to the same extent as students who have completed the course. Students can consult with the APL Advisor for coaching during this writing process.

- ✓ Documentation

  > Examples: sample work products, job descriptions, training certificates, workplace evaluations, recommendation letters, photographs, licenses, emails, or anything that supports the learning objectives. The more documentation, the better!

3. The APL Advisor will review the portfolio before the student contacts the Department Chair or Division Dean. Once a meeting has occurred with the APL Advisor and the student is completely approved, the APL Advisor will give the *Credit by Exam* form to the student to submit to the Department Chair or Division Dean for approval.

4. The student will submit the *Credit by Exam* form to the Cashier to make payment ($46/unit + $9/unit – no more than 18 units can be given)

5. The student will submit the form and the portfolio to the APL Faculty member who will review and grade the portfolio

6. The APL Faculty will submit the final grade to Admissions and Records along with the *Credit by Exam* form

Pathway 2: ACE Recommendations Made by LearningCounts Faculty

This pathway is an option that College of the Canyons may want to explore and utilize. Students will work directly with www.learningcounts.org (see appendix 6). This company offers portfolio workshops and portfolio grading. It hires faculty from all over the United States to grade portfolios. Once the faculty has graded and made recommendations for the portfolio, ACE will send College of the Canyons a transcript of recommendations. College of the Canyons would need to look at the recommendations and award credit based on those recommendations. This option could be perceived as a possible threat for a few reasons:

*Faculty may want to grade the portfolio in-house using their own criteria

*ACE is currently not accepted for non-military students

*Students may not be comfortable with the online workshop and/or submitting documents for the portfolio online

Addressing the above concerns (faculty purview, ACE recommendations, and submission practices) will require ongoing discussion to maintain an informed campus community.

Option #5: CLEP Exams

CLEP Exams can be taken by students for any reason. They do not need to have *prior learning* in order to take an exam. Currently, the only testing center for *CLEP* exams in Santa Clarita

Valley is located at The Master's College. Chelley Maple, Director of Matriculation, is working on making COC a testing center. Students who are interested in this option should meet with an APL Advisor to make sure this option is right for them. The APL Advisor will go over the guidelines and information about these tests including location, fees, transcripts, study guides, transferring, etc. The APL Advisor will send the student to the testing center. Once the test has been administered and graded, the transcript needs to be sent to Admissions and Records for evaluation. See Appendix 3 for a list of articulated CLEP exams.

GOALS AND OBJECTIVES

- Short Term Goals (Years 1 & 2)

    - Provide outreach and marketing to COC staff/faculty and
      students to inform them of the APL opportunities
    - Provide outreach and marketing to SCV businesses that may
      have employees who can benefit from this program
    - Organize the program so that it is in one place (department)
    - Initiate the pilot program that will begin in fall 2013
    - Introduce the *Credit by Portfolio* to faculty and staff and train APL
      faculty on how to grade the portfolios
    - Work with TLC to find space for the APL Advisor
    - Generate a list of general education and career technical courses
      that students can be given credit for by using *Credit by Exam*
      and *Credit by Portfolio*
    - COC will become a CLEP Testing Center

- Long Term Goals (Years 3-5)
    - Add more courses to the list of courses that can be given credit
      for *Credit by Exam* and *Credit by Portfolio*
    - Take the necessary steps to legalize the *Credit by Portfolio* option
    - ACE recommendations will be reviewed for both military and non-
      military students and students will be given credit for actual
      courses (not just elective credit)
    - *Credit by Exam* will be utilized by all departments on the COC
      campus

Risk/Benefit Analysis

S.W.O.T. ANALYSIS

Strengths

- Assessment of Prior Learning (APL) eliminates the chances of repetition of learning. By repetition, we mean learners do not have to retake courses they have previously learned through professional training or life experience. For most adults, this shortens the route to completion of the degree.

- APL offers individuals the opportunity to advance and enrich their learning with the promotion of self-esteem and mobilization of resources. Before having a degree, individuals may lack confidence, but APL may help students improve their self-confidence through the pursuit of knowledge.

- APL programs allow individuals to pinpoint their areas of strengths and weaknesses to self-identify what further work will be needed in order to challenge for credit successfully. Individuals may not always be aware of what skills they do and do not possess.

- APL saves students money. Instead of paying tuition for taking a course, individuals have the opportunity to be assessed based on prior learning and become exempt from taking a certain course. For a nominal fee, individuals may advance to the next level.

Weaknesses

- Lack of start-up funding
- Credit may not be transferable
- The college cannot generate apportionment

Opportunities

- Expand academic pathways to improve success rates for reentry students
- Potential revenue stream

Threats

- Possible decrease in the number of students taking traditional courses
- Lack of consistency across departments

KEY RESOURCES AT COC

Below is a list of resources currently available at the college to support and assist with the implementation of Assessment of Prior Learning (APL):

- Admissions & Records
- Assessment Center
- Career Services
- Department of Continuing Education
- Financial Aid Office
- Outreach Program
- The Learning Center
- University Center
- WorkSource Center

MARKETING PLAN

In order for current and prospective COC students to learn about and implement Assessment of Prior Learning (APL) as part of their educational goals, there will need to be a strong advertising campaign to get the word out.

The advertising efforts must target specific goals such as including information on the advantages of using APL, the guidelines on how APL is utilized, the steps required to begin the process, and the contact information to get started. Our goal is to reach out to as many students as possible, so they can take advantage of this new service. We plan to use the following methods of advertisement in order to inform individuals about APL:

- Advertise on COC Website
- Advertise on TLC Website
- Notify the counseling department
- Notify the Veteran's Office
- Notify the Adult Re-Entry Office
- Inform Students through the First-Year-Experience Program

Financial Plan

Assessment of Prior Learning Budget Analysis
Proposed Budget for 2013-2014

Income Expenses	Amount	Notes
Advertising/Promotion:		
Business Cards	$10	
Brochures	$1,000	1,500 tri-fold, multi-color, both sides, glossy
Banners/Signs	$500	Outdoor/Indoor, tri-color
Subtotal	**$1,510**	
Equipment Expense:		
Computer	$500	
Printer	$75	
Desks (2)	$1,200	
Chairs (4)	$480	
Telephone	$75	
Fax Machine	$100	
File Cabinet	$50	
Misc	$400	Office Supplies
Subtotal	**$2,880**	
Wages/yr (46 wks)	$23,161/person	APL Advisor 19/hr/wk@ $26.50/hr
	$5,000	Fringe
Travel	$2,000	Conference/Mileage
Faculty/Trainer and Credit by Exam Compensation	$4,000	Portfolio Review
Subtotal	**$34,161**	
TOTAL	**$38,551**	

Appendices

Appendix 1: Example: Application - Assessment of Prior Learning (APL)

Appendix 2: COC Petition for Credit by Exam

Appendix 3: COC - CLEP Credit Policy, 2012

Appendix 4: CAEL Ten Standards for Assessing Learning

Appendix 5: Prior Learning Assessment Model Programs and Project Contacts

        -Community College of Rhode Island (PLA)

        -Houston Community College (ACC)

Appendix 6: Sample *LearningCounts* Cost Comparison

Appendix 7: References

Application – Assessment of Prior Learning

Last
Name:_____First:_____MI:_____

Student ID#:_____Phone:_____

Street
Address_____City:_____ST_____Zip:_____

Email Address:_____

Student Signature_____ Application Date:_____

ACE Recommendations: Military & Non-Military Training

1. Credit by ACE Workplace Education/Training (Credit for workplace education or training programs through American Council on Education College Credit Recommendation Service).

     Student is seeking credit for: *Course Title*   *Number of Units*
                                   _____   _____

2. Credit by ACE Military Training/Experience (Credit for military training/experience through American Council on Education. Attach copies of AARTS, SMART, transcript).

     Student is seeking credit for: *Course Title*   *Number of Units*
                                   _____   _____
                                   _____   _____
                                   _____   _____

Student Business Office (Cashier) Paid: YES   NO
Date:_____

Print/Signature of Department
Chair:_____/_____Date:_____
              OR Department
Dean:_____/_____Date:_____
Print/Signature of APL
Advisor:_____/_____Date:_____

Credit by Exam

Signatures below indicate that the following items have been verified:
   Student has not attempted course(s) for which he/she is attempting
   Student is in good academic standing at College of the Canyons
   Student is enrolled in at least half time status at College of the Canyons
   Student has fewer than 18 units in *Credit by Exam*

Student is seeking credit for: *Course Title*   *Number of Units*
                              _____   _____

Student Business Office (Cashier) Paid: YES   NO
Date:_____

Print/Signature of
Instructor:_____/_____Date:_____
Department Chair OR Department
Dean:_____/_____Date:_____
APL Advisor:_____/_____Date:_____

Credit by Portfolio

Signatures below indicate that the following items have been verified:
   Student has not attempted course(s) for which he/she is attempting
   Student is in good academic standing at College of the Canyons
   Student is enrolled in at least half time status at College of the Canyons
   Student has fewer than 18 units in *Credit by Exam*
   Student has had a Portfolio Orientation with the APL Advisor
   Student has taken a College level English from an accredited institution
   Student has 5 or more years of significant work experience (to be determined by
   APL Advisor), has an interest or hobby, has a patent, or owns his/her own
   business

Student is seeking credit for: *Course Title*   *Number of Units*
                              _____   _____

Student Business Office (Cashier) Paid: YES   NO
Date:_____

Print/Signature of
Instructor:_____/_____Date:_____
Department Chair OR Department
Dean:_____/_____Date:_____
APL Advisor:_____/_____Date:_____

CLEP Exams

Student will be taking the following CLEP Exams:

_____Location:_____Date:_____

_____Location:_____Date:_____

_____Location:_____Date:_____

_____Location:_____Date:_____

APL Advisor Print
/Signature:_____/_____Date:_____

COLLEGE OF THE CANYONS
Petition for Credit by Examination

STEP 1 - TOP PORTION TO BE COMPLETED BY STUDENT

_____ _____
Last   First   Middle   Social Security /ID Number

_____ _____
Street Address   Date of Birth

_____ _____
City State Zip   Phone Number

_____ _____
Course Name & Term Course Unit Value

I hereby petition to take the above named course in accordance with the rules governing Credit by Examination.

_____ _____
Signature Today's Date

STEP 2 – STUDENT MUST SUBMIT FORM TO ADMISSIONS & RECORDS FOR APPROVAL OF CREDIT BY EXAM

Good Academic Standing: ❑   **More Advanced Course: Yes / No**
Currently enrolled as half-time: ❑   **Less than 18.0 units of Credit by Exam:** ❑   **Eligible: Yes / No**
_____

STEP 3 – STUDENT MUST SUBMIT FORM TO LEAD FACULTY AND DIVISION DEAN FOR APPROVAL & SIGNATURES
Lead Faculty Approval: _____ Division Dean Approval: _____

STEP 4 – STUDENT MUST SUBMIT FORM TO CASHIER FOR PAYMENT OF FEE*
* This is a non-refundable fee payment.
Unit Value: _____ Fee Total Paid_____ Student Business Office Signature: _____

STEP 5 – STUDENT MUST SUBMIT FORM TO INSTRUCTOR ADMINISTERING EXAM

_____ _____
Instructor of Record Exam Date

_____ _____
Course Name & Term Exam Grade Received

_____ _____
Instructor Signature of A&R Staff Member

_____
Date Recorded **DISTRIBUTION:** White: A & R Pink: Student upon payment A&R 071 Credit by Exam Canary: Instructor Copy Goldenrod: Bursar 3/4/2013

COLLEGE OF THE CANYONS
Credit by Examination Policy & Procedure
Credit by Examination, Board Policy 5905

5905.1 Credit by Examination may be granted for proficiency previously accomplished by other than an accredited institution; for study; travel; or other experiences in College of the Canyons approved courses. Units and grade points earned shall be counted toward the Associate degree.

5905.2 Units earned by Credit by Examination are not considered as part of the student's official program and will not be used for reports to insurance companies or other similar agencies.

5905.3 Students must obtain permission from the lead instructor of the department from which the course is offered (or division dean if there is no lead instructor) and obtain approval from a counselor. Lead instructors (or division deans) will forward the results of the examination to the Admissions and Records Office for processing and recording.

5905.4 Requirements for Credit by Examination:

a) Students wishing to receive credit by examination must be in good academic standing at College of the Canyons and be currently enrolled at minimum, as a half time student.

b) Petitions for credit by examination in approved courses must be submitted no later than fifty percent of the term. Grades for courses taken through credit by examination are due in the Admissions and Records Office by the last day of finals for the semester or term.

c) Courses taken through credit by examination are subject to A – F grading. Exceptions are given for courses that are offered for Pass/No Pass grading only. Incompletes, withdrawals, or no-pass grades are not allowed.

d) Unit credit may not be granted after credit has been earned for a more advanced College of the Canyons course. Additionally, unit credit may not be granted for pre-requisites once the more advanced course has been completed.

e) A second examination may not be attempted for the same course, but the course may be taken for credit following regular enrollment requirements.

f) The student must be eligible to take the particular course for credit in terms of any prerequisites and other enrollment requirements.

g) A maximum of 18 units may be awarded through credit by examination.

h) Students will be charged the current enrollment fee at the time of exam plus an additional $9.00 per unit to cover the cost of creating and administering the examination by faculty. Students will be charged these fees prior to the time the examination is attempted.

i) Credit by exam fees must be paid prior to taking the exam. Fees are non-refundable.

Credit by Examination Procedures

1. Student must fill out the top portion of the "Petition for Credit by Examination" form.

2. Student must submit to Admissions & Records Office to verify and approve, academic standing, completion of a more advanced course, current semester enrollment, and fewer than 18.0 units of Credit by Exam. Petition must be filed prior to the 50% deadline of instruction.

3. Student must submit to Department Chair and Division Dean for approval.

4. Student must submit to the Student Business office for fee payment. Fees are non-refundable, regardless of the outcome of the exam. Student will receive the pink copy of the petition at this time. Cashier will retain goldenrod copy.

5. Student must submit to Instructor administering the exam.

6. Instructor of record must forward the completed form to his or her department chair/division dean. Instructor of record will retain canary copy of form.

7. The department chair/division dean will forward to Admissions and Records with a grade prior to the last day of the semester/term in which the exam was taken.

8. Admissions and Records will post the grade given on the student's transcripts. White copy of the form will be placed in the student's permanent record.

Appendix 3

COC – CLEP Credit Policy, 2012

Per Chelley Maple, Director of Matriculation, this document is the most current credit policy available at the time of the LEAP project. An updated credit policy will be following this report at a later date.

CLEP Examination	Min. CLEP Score	COC/ CSU Unit Credit	COC Associate Degree GE	CSU GE	IGETC
American Government	50	3	Social and Behavioral Sciences 3 units	Area D-8 3 units	None
American Literature	50	3	Humanities 3 units	Area C-2 3 units	None
Analyzing and Interpreting Literature	50	3	Humanities 3 units	Area C-2 3 units	None
Biology	50	3	Natural Science 3 units	Area B-2 3 units	None
Calculus	50	3	Language and Rationality: Communication & Analytical Thinking; Math Competency 3 units	Area B-4 3 units	None
Chemistry	50	3	Natural Science 3 units	Area B-1 3 units	None
College Algebra	50	3	Language and Rationality: Communication & Analytical Thinking; Mathematics Competency 3 units	Area B-4 3 units	None
College Algebra-Trigonometry	50	3	Language and Rationality: Communication & Analytical Thinking; Mathematics Competency 3 units	Area B-4 3 units	None
English Literature	50	3	Humanities 3 units	Area C-2 3 units	None
Financial Accounting	50	3	Elective	None	None

CLEP Examination	Min. CLEP Score	COC Unit Credit	COC Associate Degree General Education	CSU GE	IGETC
French Level I	50	6 (Max credit: only 1 French exam)	Elective	None	None
French Level II	59	12 (Max credit: only 1 French exam)	Humanities 3 units	Area C-2 3 units	None
German Level I	50	6 (Max credit: only 1 German exam)	Elective	None	None
German Level II	60	12 (Max credit: only 1 German exam)	Humanities 3 units	Area C-2 3 units	None
History, United States I	50	3	Social and Behavioral Science OR US History Title 5 3 units	Area D-6 & US History-Title 5 3 units	None
History, United States II	50	3	Social and Behavioral Science OR US History Title 5 3 units	Area D-6 & US History-Title 5 3 units	None
Human Growth and Development	50	3	Social and Behavioral Science 3 units	Area E 3 units	None
Humanities	50	3	Humanities 3 units	Area C-2 3 units	None
Information Systems and Computer Applications	50	3	Elective	None	None
Introduction to Educational Psychology	50	3	Elective	None	None
Introductory Business Law	50	3	Elective	None	None
Introductory Psychology	50	3	Social and Behavioral Science 3 units	Area D-9 3 units	None

CLEP Examination	Min. CLEP Score	COC Unit Credit	COC Associate Degree General Education	CSU GE	IGETC
Introductory Sociology	50	3	Social and Behavioral Science 3 units	Area D-0 3 units	None
Natural Sciences	50	3	Natural Science 3 units	Area B-1 or B-2 3 units	None
Pre-Calculus	50	3	Language and Rationality: Communication & Analytical Thinking; Mathematics Competency 3 units	Area B-4 3 units	None
Principles of Accounting	50	3	Elective	None	None
Principles of Macroeconomics	50	3	Social and Behavioral Science 3 units	Area D-2 3 units	None
Principles of Management	50	3	Elective	None	None
Principles of Marketing	50	3	Elective	None	None
Principles of Microeconomics	50	3	Social and Behavioral Science 3 units	Area D-2 3 units	None
Spanish Level I	50	6 (Max credit: only 1 Spanish exam)	Elective	None	None
Spanish Level II	63	12 (Max credit: only 1 Spanish exam)	Humanities 3 units	Area C-2 3 units	None
Trigonometry	50	3	Language and Rationality: Communication & Analytical Thinking; Mathematics Competency 3 units	Area B-4 3 units	None
Western Civilization I	50	3	Humanities OR Social and Behavioral Science 3 units	Area C-2 OR D-6 3 units	None
Western Civilization II	50	3	Social and Behavioral Science 3 units	Area D-6 3 units	None

Appendix 4

The Council for Adult and Experiential Learning (CAEL)

CAEL PLA Survey of Practices and Policies

Ten Standards for Assessing Learning

To determine whether to award college credit to students for prior learning, follow these standards:

1. Credit or its equivalent should be awarded only for learning, and not for experience.

2. Assessment should be based on standards and criteria for the level of acceptable learning that are both agreed upon and made public.

3. Assessment should be treated as an integral part of learning, not separate from it, and should be based on an understanding of learning processes.

4. The determination of credit awards and competence levels must be made by appropriate subject matter and academic or credentialing experts.

5. Credit or other credentialing should be appropriate to the context in which it is awarded and accepted.

6. If awards are for credit, transcript entries should clearly describe what learning is being recognized and should be monitored to avoid giving credit twice for the same learning.

7. Policies, procedures, and criteria applied to assessment, including provision for appeal, should be fully disclosed and prominently available to all parties involved in the assessment process.

8. Fees charged for assessment should be based on the services performed in the process and not determined by the amount of credit awarded.

9. All personnel involved in the assessment of learning should pursue and receive adequate training and continuing professional development for the functions they perform.

10. Assessment programs should be regularly monitored, reviewed, evaluated, and revised as needed to reflect changes in the needs being served, the purposes being met, and the state of the assessment arts.

Appendix 5

References and Resources

Academic Impressions

Addresses a range of issues related to student enrollment and learning, faculty support and engagement, alumni and donor support, and increasing organizational productivity.

http://www.academicimpressions.com/news/pla-outreach-faculty

American Council on Education (ACE)

From Soldier to Student II: Assessing Campus Programs for Veterans and Service Members (Updated 2012 Report)

http://www.acenet.edu/news-room/Documents/From-Soldier-to-Student-II-Assessing-Campus-Programs.pdf

Council for Adult & Experiential Learning (CAEL)

Fueling the Race to Postsecondary Success: A 48-Instititon Study of Prior Learning Assessment and Adult Student Outcomes (2010)

http://www.cael.org/pdf/PLA_Fueling-the-Race.pdf

Georgetown University Center on Education and the Workforce

Help Wanted: Projections of Jobs and Education Requirements through 2018

http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/fullreport.pdf

Appendix 6

Sample LearningCounts Cost Comparison for Portfolio Services

Comparing LearningCounts Online Portfolio Courses

Learn how to create a portfolio that demonstrates college-level learning that occurred outside the classroom by taking one of LearningCounts.org's two online portfolio building courses.

Course Name	Instructor Led CAEL 100	Do-It-Yourself Developing Your Portfolio for College Credit
Credit Hours	3	0
Course Length	6 weeks	At your own pace
Description	This is an instructor-led, online course with weekly assignments. At the end of the course is an optional 2 week facilitated portfolio development workshop. Expect to dedicate 8-10 hours per week to finish assignments and plan on additional hours for building your portfolio. This course delves into experiential learning theory, concepts, and models.	This is a self-paced, interactive online "workshop" course that can be taken at any time and from any computer or tablet with an Internet connection. The course consists of 8 modules that can be completed in 4-6 hours. Expect to spend 10-20 hours to research and develop the materials for the portfolio. The first two modules of the DYP course for are available online free here!
Start Dates	Approximately every two weeks	Any time, open enrollment
Cost	$500	$129

Successful Students

- Have college-level English writing skills
- Have regular access to a computer with high-speed Internet
- Are self-motivated, manage their time well, and are comfortable learning online
- Are willing to commit to understanding what constitutes college level learning
- Will ensure the credits they request through portfolio do not duplicate credits already earned
- Work with their college advisor to ensure requested credits fit into their degree plan

Portfolio Building and Submission

Upon registration, learners have access to an online tool to build their portfolio. Upon portfolio completion, learners submit it to LearningCounts for an assessment fee of $250 per portfolio. Students may submit multiple portfolios of up to 12 credit hours each, but each portfolio is for one subject area only.

Register Now

To register for either portfolio development course, visit: www.learningcounts.org/learningcounts-courses/.

02/13

College credit for what you already know®

Learning Counts.org

Appendix 7

Available Support from Model PLA Programs

If COC has questions about PLA programs or needs any additional feedback, the following contacts have assisted the 2013 LEAP APL team with initial research and, as strong supporters of PLA, have offered to be available for future consultation:

Peter N. Woodberry, Ph.D.
Dean of Business, Science and Technology
Community College of Rhode Island
400 East Avenue
Warwick, RI 02886
(401) 825-2147
pwoodberry@ccri.edu

Community College of Rhode Island PLA website: http://www.ccri.edu/priorlearning/

Toby Ingersoll
PLA Program Director
Houston Community College
3100 Main Street
Houston, TX 77002
(713) 718-2699
Toby.ingersoll@hccs.edu

Houston Community College PLA website: http://sites.hccs.edu/acc/