

WEBVTT

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Brandon Protas: produce i'm a strategy director at complete college America and i'm really excited to introduce becky Klein Collins matt Bergman and Jason Taylor for today's webinar on credit for competency.

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Brandon Protas: becky kind Collins is the Vice President for impact at the Council for adult and experimental learning or kale.

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Brandon Protas: In this role, she develops strategic partnerships advocates for adult learners manages research initiatives and oversees the development of public facing resources.

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Brandon Protas: throughout her career becky's work has focused on prior learning assessment competency based education, public policy change and system transforming practices and workforce development.

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Brandon Protas: In 2018 she published never too late, the adult students guide to college.

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Brandon Protas: Dr matt Bergman a PhD is an associate professor at university of louisville and is the author of unfinished business compelling stories of adult student persistence.

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Brandon Protas: bergman's research is focused on student persistence prior learning assessment leadership and degree completion programs.

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Brandon Protas: Because work has been highlighted in international media outlets, including the Wall Street Journal, the Washington Post the chronicle of higher education national public radio and Time Magazine because program was the recipient of the.

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00:01:14.370 --> 00:01:16.440

Brandon Protas: A ch a distinguished program award and the.

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00:01:18.600 --> 00:01:20.400

Brandon Protas: curriculum innovation award and the.

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00:01:22.410 --> 00:01:27.750

Brandon Protas: Malcolm Knowles Award for adult education program of the year, Dr Berman was awarded the.

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00:01:29.340 --> 00:01:40.770

Brandon Protas: Self outstanding faculty award the metro diversity outstanding faculty for adult learners in 2015 and was a top for faculty favor and university of Louisville and 2020 2021.

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00:01:41.310 --> 00:01:49.230

Brandon Protas: is also a fellow at Complete College America that serves as a teacher and Mr ambassador of degree attainment both locally and nationally.

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00:01:50.190 --> 00:01:56.940

Brandon Protas: And finally, Dr Jason Taylor is an associate professor in the department of educational leadership and policy at the University of Utah.

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00:01:57.600 --> 00:02:04.680

Brandon Protas: His scholarship investigates how higher education policies shape educational opportunities for marginalized and underrepresented college students.

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00:02:05.130 --> 00:02:10.620

Brandon Protas: Particularly in the community college sector is studied issues and policies, such as dual and concurrent enrollment.

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00:02:10.950 --> 00:02:20.760

Brandon Protas: transfer and articulation reverse credit transfer adult reengagement college affordability prior learning assessment and LGBT Q plus students and policies.

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00:02:21.360 --> 00:02:30.270

Brandon Protas: Dr Taylor also serves as the director of transfer pathways at the University of Utah where he leads efforts to develop more equitable and effective transfer pathways for students.

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00:02:30.630 --> 00:02:38.010

Brandon Protas: So, as you can see, we have an amazing group of presenters today, and with that I will turn it over to Becky who's going to get us started.

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00:02:38.850 --> 00:02:42.480

Becky Klein-Collins, CAEL: Okay let's let me juggle my screen for a second.

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00:02:43.830 --> 00:02:51.420

Becky Klein-Collins, CAEL: Give me one minute here all right, I think we've got my slide up, so thank you so much for having us Brandon.

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00:02:52.230 --> 00:03:01.200

Becky Klein-Collins, CAEL: we're all three of us very happy to be here to talk about credit for competency, so what we're going to cover we're going to cover what we mean by credit for competency.

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Becky Klein-Collins, CAEL: What the three of us have learned about how powerful, it can be from an, particularly from our latest research.

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Becky Klein-Collins, CAEL: we're going to talk about how it works within individual colleges and how systems and states can support it so, first I want to just acknowledge the moment that we're currently in.

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Becky Klein-Collins, CAEL: Many of us in higher ED have just finished are in the process of finishing one of the most challenging academic years in recent memory.

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00:03:28.020 --> 00:03:36.450

Becky Klein-Collins, CAEL: Kobe case numbers now we're dropping obviously and we seem to be in a transition toward more normal times but we're going to have a little bit of a hangover for a while.

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Becky Klein-Collins, CAEL: For many Americans, the disruptions have been huge so job losses were big early on in the pandemic, with some recovery since then.

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Becky Klein-Collins, CAEL: And disruptions and education were pretty profound.

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00:03:50.790 --> 00:03:57.120

Becky Klein-Collins, CAEL: strata education network which is Kales parent organization has been studying work and learning throughout the pandemic.

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Becky Klein-Collins, CAEL: They call this special survey project that they've been working on public viewpoint, and if you are not familiar with their work, I would encourage you to take a look at interesting stuff.

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00:04:07.350 --> 00:04:10.590

Becky Klein-Collins, CAEL: The data on this slide right here is from their latest results.

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Becky Klein-Collins, CAEL: Since the start of the pandemic, more than one third of adults have had to change or cancel their education plans, including two in every three young adults and three and five Latinos.

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Becky Klein-Collins, CAEL: Two fifths of these disrupted learners have canceled their plans, all together, now there are some signs that things are coming back a little bit.

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Becky Klein-Collins, CAEL: Also, from the strata survey among us adults who experienced a work related change 7% have enrolled in an education program and 37% say they intend to enroll in an education program within the next six months.

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Becky Klein-Collins, CAEL: and of those whose learning was disrupted by the pandemic 33% are currently enrolled and 35% intend to enroll in the near future.

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Becky Klein-Collins, CAEL: And we can imagine that the learners who whose programs have been disrupted or their plans have been disrupted and they want to get back they're going to feel a little bit frustrated by the time that they have lost in this last year and a half.

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00:05:11.880 --> 00:05:19.290

Becky Klein-Collins, CAEL: they're not going to want to waste their time in courses that they don't need and they're going to want to get to the finish line as quickly as possible.

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00:05:19.740 --> 00:05:29.160

Becky Klein-Collins, CAEL: Now this is always the case for adult learners to really cut the time and cost, and so on, but this group in particular is going to feel this more than ever.

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00:05:30.420 --> 00:05:34.560

Becky Klein-Collins, CAEL: And when it comes to credential completion and accelerating credential completion.

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Becky Klein-Collins, CAEL: One strategy is to offer more ways for people to build on what they already know and make that count towards a degree or other credential and that's where we start talking about awarding credit for competency.

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Becky Klein-Collins, CAEL: Evaluating and recognizing a student's skills and competencies for college credit, there are lots of different ways to approach this.

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Becky Klein-Collins, CAEL: So many of you may be very familiar with competency based education or CTE programs cbe refers to more of a comprehensive curricular approach to learning and post secondary credentials.

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Becky Klein-Collins, CAEL: Today we're going to be focusing on a slightly different approach shorting credit for competency that can be incorporated into CTE programs.

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Becky Klein-Collins, CAEL: But it also can be incorporated into time based or credit based programs and that's the assessment of students prior learning for college credit now, what do we mean by prior learning.

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Becky Klein-Collins, CAEL: adult learners are often people who are coming to post secondary learning with a lot of life experience they've been in the workforce.

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Becky Klein-Collins, CAEL: or they've been raising families they've been in the military their people with full lives and years of learning from their various work and life experiences.

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Becky Klein-Collins, CAEL: Some of that learning has been formal like through professional licensing or certification programs, but a lot of it has been informal learning on the job or learning, while doing work in the Community.

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00:06:57.840 --> 00:07:11.880

Becky Klein-Collins, CAEL: That learning also has value, a lot of it can be sophisticated relevant to workplace needs transferable to other situations and comparable to the kinds of learning that takes place in a college classroom.

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Becky Klein-Collins, CAEL: Now the evaluation of this kind of prior learning for college credit we typically called that this kind of process or credit award.

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Becky Klein-Collins, CAEL: PL a or prior learning assessment another term is cpl or credit for prior learning, those are typically the two terms that are used for this kind of.

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Becky Klein-Collins, CAEL: process or wording credit now at kale we tend to use those terms interchangeably P la and cpl but some you know institutions or organizations.

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Becky Klein-Collins, CAEL: kind of define them differently, but I just want to make sure we're all talking about the same thing when we're talking about pls or cpl today.

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Becky Klein-Collins, CAEL: And what i'm talking about and what we're talking about today is a collection of methods that are used to evaluate a student's prior learning and.

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Becky Klein-Collins, CAEL: The methods really vary a lot on the screen our list of just some of the kinds of assessments that can be used.

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Becky Klein-Collins, CAEL: There are methods, where an individual student demonstrates their learning and presents that for evaluation and then includes standardized third party exams, like the clip test.

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Becky Klein-Collins, CAEL: also includes challenge exams that might be developed in house by faculty.

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Becky Klein-Collins, CAEL: or when a student creates a portfolio of their learning really sort of documents their learning and writes a written narrative to accompany that documentation and then that is evaluated by faculty that's called portfolio assessment.

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00:08:36.270 --> 00:08:51.330

Becky Klein-Collins, CAEL: But they're also methods, where the institution or a third party evaluates formal training programs like training that heck takes place in corporate settings in the military or through industry sponsored certifications So those are also methods appeal.

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Becky Klein-Collins, CAEL: So there are lots of reasons why institutions offer credit for students prior learning or competency.

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Becky Klein-Collins, CAEL: To me, one of the main reasons really should be because it's the right thing to do, learning is learning, regardless of where or how it is acquired in addition institutions.

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00:09:11.610 --> 00:09:22.500

Becky Klein-Collins, CAEL: Like to offer purely as a way to help students say both time and money and earning their degrees like I said at the start of this presentation, you know, we are in a place where students are going to be very anxious to.

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00:09:23.040 --> 00:09:28.440

Becky Klein-Collins, CAEL: get to the finish line and make up for lost time so saving time and money is really important.

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Becky Klein-Collins, CAEL: But we have heard kale from peel a minister administrators for years and years and decades that play also has a motivating effect.

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Becky Klein-Collins, CAEL: which can it can help keep students focused on their studies and help them persist and finish their credentials.

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Becky Klein-Collins, CAEL: So recently kale teamed up with richie to study this question about the connection between Pele credit earning and better completion rates.

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Becky Klein-Collins, CAEL: And we invited Jason Taylor from the University of utah to help us out with some of the analysis.

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Becky Klein-Collins, CAEL: And so Jason is going to join me and sharing with you the main findings of this work and then matt is here to really he's representing the University of louisville, which is one of the 72 post secondary institutions that participate in the study.

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Becky Klein-Collins, CAEL: So for this study we use student record data from more than 230,000 adult students who are enrolled at 72 post secondary institutions.

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Becky Klein-Collins, CAEL: We had all sectors represented, but particularly noteworthy was the participation of 30 Community colleges.

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Becky Klein-Collins, CAEL: We tracked the students educational activities from their matriculation in the 2011 2012 academic year through the end of 2018 calendar.

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Becky Klein-Collins, CAEL: What we found was that about 11% of those students, that we are studying in our sample had earned any sort of peel a credits at all so some sort sort of appeal a credit running and those students typically earned an average of about 15 credits from.

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Becky Klein-Collins, CAEL: Now the usage really varies quite a bit in the credit earning vary quite a bit across the types of institutions that different student groups.

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00:11:09.570 --> 00:11:19.380

Becky Klein-Collins, CAEL: The highest rate of credit earning was by veterans or current service Members, we sort of group to those two populations together, so the military connected students.

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00:11:20.250 --> 00:11:29.850

Becky Klein-Collins, CAEL: The highest rated so that's the highest rate the lowest was for Community college students, as well as black and low income students will touch on that a little bit more in a few minutes.

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Becky Klein-Collins, CAEL: The real highlight of the studies findings was the benefits to students with pls.

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Becky Klein-Collins, CAEL: First of all, peel it does save time and money.

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Becky Klein-Collins, CAEL: Based on the number of credits that they earned in the fees at their institutions charge for the methods appeal a that were used, we estimated that the tuition saved by the students.

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Becky Klein-Collins, CAEL: range from about 1500 dollars for the adults that Community colleges and our study to 3800 for adults at for your public institutions, a little over 10,000 for those at for your private institution and about 660 100 for those at for profits.

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Becky Klein-Collins, CAEL: In terms of time saving for those who completed degrees we estimated that plda saved approximately nine to 14 months from the overall time required to complete a degree again that's going to vary quite a bit.

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Becky Klein-Collins, CAEL: Depending on the students enrollment intensity and lots of other factors, so now i'm going to hand over to Jason to talk a little bit about Pele and credential completion, which is where his role in the analysis came in.

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00:12:31.620 --> 00:12:42.240

Jason Taylor: Great thanks becky and good afternoon everyone it's a pleasure to be with you and and join this conversation so as becky mentioned, and you know some of the.

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Jason Taylor: Really valuable findings from this study had to do with completion and what we found was that adult students with with pls were far more likely to complete degrees.

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Jason Taylor: and other credentials compared to students without and you can see the descriptive and outcomes on the Left that only 27% of the of the adult students without PL a completed a credential compared to 49 students with cla.

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00:13:11.910 --> 00:13:25.230

Jason Taylor: We also use some advanced statistical modeling with the data to make sure we were controlling for other factors and student characteristics and it's show environments to sort of compare KLA students to similar.

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Jason Taylor: Non pls students and when we did that we found that KLA credits boosted completion rates by 17%, which is quite significant for.

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Jason Taylor: For this type of study So these are impressive finding suggesting appeal, they could really be an important tool for credential complete completion.

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Jason Taylor: So this is all good news and appeal, it has a number of benefits for students and the biggest been a strong effect on credit completion, but let's turn to equity, because we also have found some really.

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Jason Taylor: interesting and good news on the completion front, when we looked at the results from an equity perspective, we see that pls help to boost completion.

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00:14:07.170 --> 00:14:17.910

Jason Taylor: Of the student growth groups that we care about black and Hispanic students pell grant recipients, so those who are low low income, students and students at Community colleges.

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00:14:18.420 --> 00:14:27.450

Jason Taylor: So, again pls has has great promise to be a tool for boosting credential completion and also saving money and time doing so.

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Jason Taylor: But the problem we found in the data was generally low usage of P la and as becky mentioned before, only about one in 10 students.

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Jason Taylor: Use KLA at all, on average, we found even lower usage for for students who were black lower income and who were enrolled at the Community colleges, so we have we essentially have an access problem or an opportunity gap when it when it comes to cla.

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Jason Taylor: The next slide please, so one concern that a lot of institutions have is hey with KLA, are we basically losing.

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Jason Taylor: Money when it comes to tuition revenue, I know i've heard this in my state students save money, but are we losing money.

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Jason Taylor: In fact, the answer is probably not as becky as I, as I noted before students with Pele were more likely to stay enrolled and complete their degrees and the result is that they were more likely to take.

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00:15:26.580 --> 00:15:34.680

Jason Taylor: More tuition based courses from their institution compared to the non Pele students and ultimately that translated.

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00:15:35.250 --> 00:15:51.480

Jason Taylor: into them taking about 17 more course credits than non pls students so so pls benefits to colleges themselves in terms of a better graduation rates and the financial downsides are really not at all that evident so.

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Jason Taylor: i'm going to wrap up here with sort of in anticipation of this webinar we we drafted a blog where becky matt and I had a conversation.

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Jason Taylor: About Pele and asked me to sort of reflect a little bit on my experience as a as a higher education researcher with really little.

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Jason Taylor: relatively little knowledge of Pele or experience with KLA coming into this to the to the project and the link is in the chat there and.

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00:16:21.720 --> 00:16:38.970

Jason Taylor: So I wanted to share with you a couple of these these reflections on So the first is, you know that I think this this work and study for me really reinforce the need for higher education researchers to expand the repertoire of our research and really.

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00:16:40.080 --> 00:16:51.930

Jason Taylor: Think about research on non traditional learning modalities, a lot of higher education, research, focuses on the the brick and mortar model, but I think what we miss out on our are the types of.

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00:16:53.340 --> 00:17:04.710

Jason Taylor: models that that that we need to expand access to, and as a result of this study shows you know students of color low income students really on benefit.

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Jason Taylor: quite well from La, so we need to study on you need to do a better job of studying looking outside our traditional moment modalities of learning.

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Jason Taylor: The other thing we sort of wrote about is sort of what I would say to two P la skeptics and and I sort of.

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Jason Taylor: thought about this from two perspectives one is the philosophical both is sort of at the philosophical level and becky sort of talked about.

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00:17:32.370 --> 00:17:39.810

Jason Taylor: You know why and institutions should do a plda because it's the right thing to do, and I think it's the right thing to do, because you know the.

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00:17:40.080 --> 00:17:53.340

Jason Taylor: The purpose and one purpose of higher ED is to help our students and help individuals grow and develop, and I think peel a really does this, because it, you know it affirms their existing knowledge and skills and when when institutions don't.

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00:17:54.780 --> 00:18:03.510

Jason Taylor: don't don't do QA I think you know we're we're just making them relearn things that they already know so really not really play, I think, is.

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00:18:03.990 --> 00:18:12.360

Jason Taylor: Is in strong alignment with with the purpose of higher education and support and think about that and then at the practical level and.

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00:18:12.810 --> 00:18:28.110

Jason Taylor: One of my takeaways from this project is really listening to probably many of you or other your colleagues who administer pls programs and listening to them and to students who have benefited from UCLA I think you know skeptics really.

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00:18:29.130 --> 00:18:30.480

Jason Taylor: Could could think about.

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00:18:32.100 --> 00:18:54.180

Jason Taylor: Could could hear from those voices and learn about how KLA works mechanisms to ensure quality and really, then the true value of Ia and then follow the evidence as this steady and even the prior study P la from about 10 years ago suggested and plda works and it works for.

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00:18:55.230 --> 00:19:04.260

Jason Taylor: Our our most marginalized student groups and so that should be a very compelling reason to to really seriously think about and reconsider.

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00:19:05.910 --> 00:19:12.270

Jason Taylor: pls and then then i'll end with just sort of the connection to transfer brandon mentioned one of my.

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Jason Taylor: One of my roles on our campus is thinking about transfer and I also studied transfer and one of the big issues were concerned about with transfers credit loss, because so many students, transfer and their credits.

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00:19:23.010 --> 00:19:32.280

Jason Taylor: aren't don't don't count and I really think it's useful to conceptualize and plda as a credit last issue because students.

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00:19:34.080 --> 00:19:46.350

Jason Taylor: students have the learning, but they don't have the the credit in the currency of higher education, and so this has profound implications on on things like you know.

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00:19:47.250 --> 00:19:54.270

Jason Taylor: The amount of money that students will be paying tuition in debt and so forth, so I think it's useful to sort of think about and.

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00:19:54.840 --> 00:20:09.150

Jason Taylor: plda are not offering feel a as as a form of credit law some students really have this have that learning and we should recognize it with your credit so with that i'll pause and turn it back over to becky for some implications.

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00:20:10.080 --> 00:20:13.380

Becky Klein-Collins, CAEL: Thanks Jason and I.

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00:20:14.730 --> 00:20:18.090

Becky Klein-Collins, CAEL: Think I lost my video video.

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00:20:21.000 --> 00:20:29.100

Becky Klein-Collins, CAEL: There I am okay so um yeah I love the connection between play and transfer that's another really important one.

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00:20:30.270 --> 00:20:43.170

Becky Klein-Collins, CAEL: That we're seeing more and more of us as people is institutions and system start to look at their transfer policies, overall, they are incorporating peeling into that and I think that's an important way to recognize prior learning.

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00:20:44.370 --> 00:20:51.990

Becky Klein-Collins, CAEL: I want to just summarize before handing it over to matt to give us more of a sort of on the ground perspective on peel a just a few takeaways.

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Becky Klein-Collins, CAEL: First, the takeaway from the research, the big one, is that plda improves completion rates, even when your control for a wide range of students and institutional factors.

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00:21:02.220 --> 00:21:14.190

Becky Klein-Collins, CAEL: But we also see that take up you know the usage rates are low, lower than we'd like to see, and we see that we have some work to do in terms of access to appeal a an equity.

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00:21:15.210 --> 00:21:22.140

Becky Klein-Collins, CAEL: So when you think about implications one thing to really focus on is the importance of communication.

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Becky Klein-Collins, CAEL: There are some studies that show that play is treated like a secret club sometimes within institutions so it's there but students don't know about it so that's really no way to house up your secret weapon.

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00:21:34.170 --> 00:21:42.030

Becky Klein-Collins, CAEL: So you know, ensuring that students are informed about it know about it that's the best way to make sure they know how to use it.

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Becky Klein-Collins, CAEL: Another important strategy is systemic and proactive advising focused on PL a should be one of the first things that dress by advisors.

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00:21:50.670 --> 00:21:55.170

Becky Klein-Collins, CAEL: When they do an initial assessment of students and what they're bringing to their learning.

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00:21:56.100 --> 00:22:01.890

Becky Klein-Collins, CAEL: But also sort of there should be repeated contacted every sort of touch point that a student has with the institution.

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Becky Klein-Collins, CAEL: And then finally data and evaluation, I mean, important as you're looking at your own play programs, to look at your own data.

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00:22:09.600 --> 00:22:20.520

Becky Klein-Collins, CAEL: and see what it tells you about how your students are using poi and whether they're difference in purely purely usage that you know so you're not exacerbating the inequalities that already exist.

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00:22:21.420 --> 00:22:36.090

Becky Klein-Collins, CAEL: In terms of educational outcomes so good tracking and regular review that data is really important, so now, I want to talk turn it over to matt who's going to go some on the ground and he's our roving reporter today so we'll turn it over to him thanks.

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00:22:38.190 --> 00:22:52.230

Matt Bergman: yeah Thank you very much becky and just from the anonymous attendee in the QA Q amp a we've got a question, is there a guidebook for colleges, to use for developing portfolio review program and the institution and then do a creditors, have any save up and.

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00:22:53.280 --> 00:23:01.560

Matt Bergman: The first answer is yes, there are a range of guidebooks, including the one from kale there is a earn credit for what you know.

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00:23:03.300 --> 00:23:08.280

Matt Bergman: edited and authored by Janet Coleman and we're working on the possibility of updating that book.

140

00:23:08.820 --> 00:23:20.340

Matt Bergman: Alongside the prior learning assessment network so anybody that's interested in joining the prior prior learning assessment network can reach out to me via email or my colleague Nan Travers.

141

00:23:21.210 --> 00:23:30.210

Matt Bergman: Listen to the white so just send me a note matt Bergman and, if you want to learn more about that or any guy happy to share some of those things.

142

00:23:30.690 --> 00:23:43.710

Matt Bergman: As well as the creditors, they have influenced how we are credited So those are important pieces that we have to consider we've gone through that we're in the sax solo association of colleges and schools and we've gone through that.

143

00:23:43.770 --> 00:23:44.010

Becky Klein-Collins, CAEL: we've.

144

00:23:44.190 --> 00:23:46.680

Matt Bergman: been vetted and everything is good to go with our prior.

145

00:23:46.890 --> 00:23:55.020

Matt Bergman: Assessment program and speaking, of which I wanted to show everybody just the on the ground, look at what a program might.

146

00:23:57.240 --> 00:24:03.450

Matt Bergman: look like, if you are considering starting or if you're evolving with your own program and separating pls.

147

00:24:04.380 --> 00:24:12.510

Matt Bergman: We really try to focus on making this very streamlined and straightforward to our students that they understand the value proposition that proposition.

148

00:24:13.470 --> 00:24:24.480

Matt Bergman: There, for you, if you jump in and engage in a degree completion program where i'm for discipline focus program that really focuses on working adults.

149

00:24:24.960 --> 00:24:35.700

Matt Bergman: at the University of louisville we have 23,000 students about 16 or 17,000 of those are undergraduates and only 2000 our adult learners 25.

150

00:24:37.320 --> 00:24:44.400

Matt Bergman: So we don't have a huge number of adults and we're not totally focused on adults who are very traditional institutions many.

151

00:24:45.000 --> 00:24:55.830

Matt Bergman: People know about you ever see a little below that but we're fighting the good fight we're trying to create pathways for individuals to come back VIP la and a focus discipline or an interdisciplinary approach.

152

00:24:56.790 --> 00:25:05.040

Matt Bergman: That approach is focused on basically three key pieces, and that is the general education, which is necessary, of any degree worth it so.

153

00:25:05.580 --> 00:25:12.630

Matt Bergman: We have 31 credit hours there and it's called the cardinal rule, the major is focused on 12 classes and 36 credit hours.

154

00:25:13.440 --> 00:25:21.900

Matt Bergman: And that gets bumped up to 45 because every student that comes into the organizational leadership program university is required.

155

00:25:22.800 --> 00:25:30.090

Matt Bergman: To take at least nine of those hours in pls towards their major so that we meet sacks product requirements.

156

00:25:30.720 --> 00:25:41.520

Matt Bergman: But the final piece of that KLA is up to 48 credit hours towards their degree in our learning assessment, so this is a huge benefit to them.

157

00:25:41.880 --> 00:25:52.830

Matt Bergman: and offers up to \$20,000 in savings, so we look at college level and credit where the learning and we we diagnose and assess that in a three credit hour class.

158

00:25:53.370 --> 00:26:03.660

Matt Bergman: That i'm willing to share the entire course curriculum and have done for many schools across the country so that we can move towards the idea of standardizing this and approaching this.

159

00:26:04.350 --> 00:26:18.810

Matt Bergman: In a way, that works for every institution and we understand that 48 is not possible for every institution, the average that our students get is 24.6 and I know from the study was 15 so it's all over the map, when you think about national.

160

00:26:20.310 --> 00:26:22.620

Matt Bergman: accumulation of credit through plda or CP.

161

00:26:23.670 --> 00:26:31.560

Matt Bergman: right there on the top line of that and we're really proud of that, but we like grow that across the university and then across the Commonwealth and the.

162

00:26:32.700 --> 00:26:33.180

Matt Bergman: Next slide.

163

00:26:38.970 --> 00:26:44.970

Matt Bergman: So go back one please so basically the portfolio process is very straightforward.

164

00:26:46.890 --> 00:26:47.220

Matt Bergman: Sorry.

165

00:26:52.020 --> 00:27:00.480

Matt Bergman: Okay that's right they required validating documents alongside narrative so I want you all to understand that this is a relevant.

166

00:27:00.930 --> 00:27:12.720

Matt Bergman: rigorous and research based approach to analyzing learning that happens outside of the College walls, so we need validating documents alongside our process of.

167

00:27:13.170 --> 00:27:20.670

Matt Bergman: Doing life learning there it goes through the whole experience or learning model to identify and demonstrate mastery.

168

00:27:21.210 --> 00:27:32.070

Matt Bergman: So, not only do they have to have the relevant documentation, but they also have to write in a way that demonstrates the mastery of content or specific focus area or discipline.

169

00:27:41.820 --> 00:27:50.040

Matt Bergman: So, as far as putting this together, and this is relevant for just about everybody if you go through the kale course of understanding how to develop a portfolio.

170

00:27:50.370 --> 00:27:59.880

Matt Bergman: If you go to any institution that does this you look at how one would compile a portfolio via credit for prior learning or prior learning assessment.

171

00:28:00.420 --> 00:28:12.690

Matt Bergman: And we start with the idea of doing a collection of the evolution of a person's experience in the workplace, so we look at career field training we look at specialized training and we do that, all in the cold experience of learning.

172

00:28:13.440 --> 00:28:26.100

Matt Bergman: Then we go into we have a lot of military students, we use the joint surfaces transcript and other occupational focus in your areas of expertise within the military alongside the.

173

00:28:27.330 --> 00:28:30.240

Matt Bergman: O net, which is the occupation network database of.

174

00:28:31.380 --> 00:28:35.820

Matt Bergman: Learning from knowledge, skills and abilities and specific job fields and.

175

00:28:37.170 --> 00:28:43.830

Matt Bergman: In the workforce, and then we put all those validating back in this together, and then match that up with some reflective essence.

176

00:28:44.670 --> 00:28:55.470

Matt Bergman: That culminates in overall portfolio, so we start with an auto biography and kind of look at a list view resume and start to cherry pick things out that match two horses.

177

00:28:55.830 --> 00:29:07.020

Matt Bergman: or competencies, that would be college level credit worthy so at the university level we've been doing this, since the 90s so it's been around an awful long time and we've modeled everything we've done off of kale.

178

00:29:07.440 --> 00:29:18.540

Matt Bergman: But also also are my colleagues at the prior learning assessment network and learning just right hand again with becky and then Travers and those folks that are really.

179

00:29:19.530 --> 00:29:28.770

Matt Bergman: blazing a trail for appealing so i'll go ahead and turn it back to becky but i'll hang around and i'd love to answer any questions that you have, on occasions.

180

00:29:30.120 --> 00:29:31.440

Becky Klein-Collins, CAEL: Right thanks so much matt.

181

00:29:31.980 --> 00:29:42.630

Becky Klein-Collins, CAEL: i'm just want to cover one more thing, before we open it up for questions, I know that some folks have started putting questions and then and then in the chat and the Q amp a box and we're trying to capture them as we go.

182

00:29:43.770 --> 00:29:54.450

Becky Klein-Collins, CAEL: I just wanted to make one comment about state and system policies, because I know the complete college America audience is often very focused on state policy change and.

183

00:29:55.260 --> 00:30:07.530

Becky Klein-Collins, CAEL: tools as well, in general, states and systems tend to refrain from being too prescriptive about how appeal is offered and the specifics of institutional policies on the awarding of credit.

184

00:30:08.670 --> 00:30:11.280

Becky Klein-Collins, CAEL: But there are you know, there is an important.

185

00:30:12.360 --> 00:30:24.060

Becky Klein-Collins, CAEL: function for harmonizing policies within the same system so that there's a general sense of of that the all the institutions within the system are kind of treating.

186

00:30:24.420 --> 00:30:31.590

Becky Klein-Collins, CAEL: peeling the same way, although there might be some differences from institution to institution in terms of how its administrative administered.

187

00:30:32.130 --> 00:30:49.500

Becky Klein-Collins, CAEL: And there's real value in states and systems setting policies that helped to increase the usage of peel a our policies that encouraged greater transparency so that students know about Pele and how it works and what the policies are.

188

00:30:51.150 --> 00:31:00.420

Becky Klein-Collins, CAEL: State and system policies can expand the uses appeal a credit within a student's degree plan, they can lower cost for the student and expand methods for awarding credits.

189

00:31:01.230 --> 00:31:17.490

Becky Klein-Collins, CAEL: And there's been a lot of different pieces written about Pele and state policy and system policy over the last 10 years or so, the most recent one pieces of research brief by lucci and i'll put it in the chat box once i'm done talking.

190

00:31:18.930 --> 00:31:29.070

Becky Klein-Collins, CAEL: Research brief right by which he and class last year you'll see it's mentioned here at the bottom of this slide the current state of prior learning policies.

191

00:31:29.760 --> 00:31:48.180

Becky Klein-Collins, CAEL: from last year, as part of the landscape series on Pele that they did last year that our research is a part of that effort as well and, but this is if you're interested in this, I encourage you to seek out that resource and what the authors Rosa Garcia and Sarah library.

192

00:31:49.440 --> 00:31:56.130

Becky Klein-Collins, CAEL: talked about word different categories of peel a policy so policies around this idea of transparency, making.

193

00:31:57.630 --> 00:32:10.260

Becky Klein-Collins, CAEL: paley more visible and the policies more transparent addressing cost and affordability because P la is something

that's usually has to be paid for out of pocket if there are fees associated with that it's not covered by Title for funds.

194

00:32:11.100 --> 00:32:24.600

Becky Klein-Collins, CAEL: and policies that talk about the methods of assessment that should be available and the types of poi that are accepted credit limitations if there's sort of a cap on the number of the percentage of a degree that can be earned through.

195

00:32:26.100 --> 00:32:37.500

Becky Klein-Collins, CAEL: How the pls shows up on the students transcript and then how to expand access to La and just a couple of noteworthy examples there's a lot of it, there are a lot of policies actually around.

196

00:32:38.520 --> 00:32:48.840

Becky Klein-Collins, CAEL: Providing PA la to veterans and making sure that that's available so, for example, Michigan State law requires that once an applicant has submitted their military transcript.

197

00:32:49.110 --> 00:32:56.130

Becky Klein-Collins, CAEL: The institution must evaluate that transcript and notify the application about what credits are available to them for their military training.

198

00:32:56.910 --> 00:33:02.490

Becky Klein-Collins, CAEL: In terms of cost and affordability best example so far as indiana couple years ago.

199

00:33:03.270 --> 00:33:10.860

Becky Klein-Collins, CAEL: They passed a law that allows students to us state financially dollars toward the cost associated with pls so right now.

200

00:33:11.280 --> 00:33:23.790

Becky Klein-Collins, CAEL: As I said before, federal dollars cannot be used for that we hope that that changes at some point, but for now, if a state can can make some resources available to have those fees covered that it can be a big help.

201

00:33:25.050 --> 00:33:32.730

Becky Klein-Collins, CAEL: In terms of access the Idaho state Board of education has a policy that requires that prior learning is evaluated students request.

202

00:33:33.090 --> 00:33:40.980

Becky Klein-Collins, CAEL: And so every institution must designate that at least there's one liaison or person or place or place to go to serve as a resource.

203

00:33:41.520 --> 00:33:50.220

Becky Klein-Collins, CAEL: And then, in terms of access and quality assurance Washington there's a Washington statute that requires institutions and systems.

204

00:33:50.580 --> 00:33:58.740

Becky Klein-Collins, CAEL: to collaborate and peel a policy development as their way to increase the number of students who are earning this type of credit, while ensuring.

205

00:33:59.430 --> 00:34:08.460

Becky Klein-Collins, CAEL: That it's only awarded for high quality course level competencies so there's that will make sure that it's only awarded for the type of learning that is appropriate.

206

00:34:10.320 --> 00:34:26.550

Becky Klein-Collins, CAEL: I will provide all of these links in the chat as well, but if you'd like a full copy of the peel a study that we've been referencing this hour or any of the PhD research for use that which he has published this year we'll put i'll put those links in the in the chat.

207

00:34:27.720 --> 00:34:33.540

Becky Klein-Collins, CAEL: And there's also a link to kales annual conference which is going to be in San Diego in person.

208

00:34:34.200 --> 00:34:42.570

Becky Klein-Collins, CAEL: In November, so we're really excited about the chance to be a person and there's a lot of great learning and peer learning that goes on.

209

00:34:43.230 --> 00:34:54.300

Becky Klein-Collins, CAEL: Around pls EPL at the kale conference every year and, finally, if there's a one one hour and micro course that kale is providing to anybody the public.

210

00:34:55.200 --> 00:35:06.030

Becky Klein-Collins, CAEL: On understanding and serving your adult learners so if you're interested at all in one hour micro course free of charge, please enjoy this on us.

211

00:35:07.110 --> 00:35:09.450

Becky Klein-Collins, CAEL: Okay, so I think we're ready for.

212

00:35:10.740 --> 00:35:16.980

Becky Klein-Collins, CAEL: kind of opening opening the chat for, let me just put all these resources in there.

213

00:35:39.330 --> 00:35:40.380

Becky Klein-Collins, CAEL: let's take a look.

214

00:35:43.980 --> 00:35:53.280

Brandon Protas: Is one open question on the chat right now, which is, are there any states on the webinar that are trying to do statewide military articulation beyond what ace recommends so.

215

00:35:54.120 --> 00:36:01.050

Brandon Protas: People can put their responses to that in the chat if there's attendees or presenters you know any thoughts to that.

216

00:36:05.940 --> 00:36:10.860

Becky Klein-Collins, CAEL: I if any anyone in the audience, you have any.

217

00:36:13.920 --> 00:36:25.920

Becky Klein-Collins, CAEL: There in in the the policy brief that I think somebody put it in the chat the policy brief by class and which he last year they do provide.

218

00:36:27.360 --> 00:36:37.110

Becky Klein-Collins, CAEL: Not just sort of some showcase policies examples of policies in each of the different kinds of areas but there's also links to other.

219

00:36:37.500 --> 00:36:48.810

Becky Klein-Collins, CAEL: publications from previous years, where you can see examples of things and the other thing I would mention is education Commission of the state's periodically does a review of.

220

00:36:50.460 --> 00:37:02.850

Becky Klein-Collins, CAEL: cpl PL a state level policies that have been passed, and so you can go to their website again it's ED Commission of the States and they have sort of their 50 state.

221

00:37:03.360 --> 00:37:19.140

Becky Klein-Collins, CAEL: repository of examples of KLA, so if you're at all interested in sort of digging in on the policy questions that would be a really great resource i'm not sure when they last updated it i'm sure it's within the last two years or so.

222

00:37:20.910 --> 00:37:25.620

Becky Klein-Collins, CAEL: So that it's not that out of date, if it if it is any it'll.

223

00:37:31.290 --> 00:37:33.810

Becky Klein-Collins, CAEL: Be all are giving matt kudos for.

224

00:37:33.810 --> 00:37:36.030

Becky Klein-Collins, CAEL: Presenting well on vacation from the parking lot.

225

00:37:38.220 --> 00:37:48.930

Matt Bergman: i'm sorry for the background noise, but I did want to jump in and just say in response to holly's question we saw from the 72 hours to institution study that only 11% take up rate.

226

00:37:49.200 --> 00:37:55.830

Matt Bergman: So that's a huge issue that it's so underutilized, and that is in some ways reflective of what we see an.

227

00:37:56.250 --> 00:38:07.710

Matt Bergman: employer tuition assistance programs, you know that nationally is between five and 6% take up rate so it's like these things are available, we just need to make them more widely known.

228

00:38:08.100 --> 00:38:14.580

Matt Bergman: For the broader population, and we need to make them more broadly available for very traditional institutions which.

229

00:38:14.820 --> 00:38:22.230

Matt Bergman: You know i've been fighting that good fight and at the University of Liverpool for 15 years now, and we have three majors that offer appeal a credit.

230

00:38:22.920 --> 00:38:27.960

Matt Bergman: And that's not enough, so we are launching an interdisciplinary studies Program.

231

00:38:28.440 --> 00:38:42.180

Matt Bergman: General studies program and we're hoping that again when we get into other colleges and they're going to see the merit and value of this, the rigor of the process and start to expand opportunities for spaces, where.

232

00:38:42.450 --> 00:38:51.960

Matt Bergman: oftentimes it's elective credit, so I get a philosophical debate going with many of my colleagues about where P la fits.

233

00:38:52.560 --> 00:38:58.020

Matt Bergman: doesn't work for a major classes that work for general education, of course, yes, so I have been DSS T.

234

00:38:58.410 --> 00:39:09.900

Matt Bergman: But think about what we do for our 17 and 18 year olds ap testing is basically a form of plda so if you're okay with that for 17 or 18 year old why wouldn't you.

235

00:39:10.410 --> 00:39:21.870

Matt Bergman: Work with your middle level or executive level students to try and find college level and credit worthy learning that matches up really well with either electives or possibly a little bit of the major.

236

00:39:22.230 --> 00:39:37.110

Matt Bergman: But again, this is not going to impact and institutions tuition source or revenue it's a net positive revenue, because we see that students that have access to feel a just grow retention, therefore, they take more classes at the institution.

237

00:39:38.280 --> 00:39:38.760

Matt Bergman: yeah.

238

00:39:38.850 --> 00:39:50.310

Brandon Protas: I want to jump in real quick, I really liked and I don't remember who said it was, but the acknowledgement of students learning and knowledge and how key that is particularly when we think about first generation students.

239

00:39:50.790 --> 00:39:54.450

Brandon Protas: black and brown since we very often might have had different experiences with education.

240

00:39:54.780 --> 00:40:02.010

Brandon Protas: And the value of that I think about from my own personal experience, where I had to take a stats course of basic entry level stats course three times.

241

00:40:02.280 --> 00:40:11.370

Brandon Protas: In the last time I went to the Professor after the first week and said, I will turn in every single homework assignment and every single test by next week, if I don't have to send this class for 15 weeks.

242

00:40:11.700 --> 00:40:20.220

Brandon Protas: Now, this was before P la and he thought really long and hard but thought he couldn't do it for you know bureaucratic reasons, so I just sit through a class for 15 weeks.

243

00:40:20.490 --> 00:40:27.780

Brandon Protas: Well, think if you're a returning adult who's been out of the classroom for 1015 years but has really significant military or work experience.

244

00:40:28.350 --> 00:40:36.150

Brandon Protas: Where you're having to sit through a class with something that you already know, and what that says to you in the message is that that's me, so I really appreciate that that message.

245

00:40:36.540 --> 00:40:46.500

Becky Klein-Collins, CAEL: yeah and I would add that, when Pele when sort of the appeal, a movement started in the 70s, there was a real clear social justice component to it.

246

00:40:47.310 --> 00:40:59.970

Becky Klein-Collins, CAEL: This idea of learning and being owned by the student but student brings their own learning they own the knowledge and it's it's not so much that academia, is the, the only.

247

00:41:00.270 --> 00:41:14.580

Becky Klein-Collins, CAEL: source of knowledge, but rather that there's a more democratic approach and more social justice approach to recognizing learning that happens in lots of different spaces and play offers you the opportunity to.

248

00:41:14.610 --> 00:41:17.850

Becky Klein-Collins, CAEL: Really, expand the definition of what counts.

249

00:41:18.210 --> 00:41:28.830

Becky Klein-Collins, CAEL: As learning and knowledge and and those are really important we are i'm working with the which he team right now to produce a follow on brief that should be.

250

00:41:29.250 --> 00:41:39.660

Becky Klein-Collins, CAEL: Available late July early August I think we're we're diving in on this equity question really looking at the question of why is it that we're seeing.

251

00:41:40.320 --> 00:41:52.650

Becky Klein-Collins, CAEL: Lower appeal a usage rates for certain populations that we really care about and we have some I think really important insights about this, some of it has to do with this idea about.

252

00:41:53.130 --> 00:41:56.550

Becky Klein-Collins, CAEL: Really sort of expanding institutional definitions of what.

253

00:41:56.580 --> 00:42:08.790

Becky Klein-Collins, CAEL: What counts for learning and so, if you're interested in getting on our mailing list for that, please do get in touch with me and I can make sure you're on our list to get that when it comes out.

254

00:42:10.800 --> 00:42:19.260

Matt Bergman: And I know we're near time, but I do want to make one additional point for everybody out there, that is considering trying to grow enrollment this is your pathway.

255

00:42:19.530 --> 00:42:28.650

Matt Bergman: into industry, all you have to do is walk down the street and go to the local HR office at whatever organization mid mid size or large, or even small.

256

00:42:29.040 --> 00:42:34.860

Matt Bergman: and say tell me about your training regimen what kind of training database, do you have, for your.

257

00:42:35.190 --> 00:42:43.350

Matt Bergman: voice, how can we, as institutions review that evaluate assess it and then put it into our PL a database and let you know.

258

00:42:43.650 --> 00:42:52.200

Matt Bergman: That, if you use your tuition assistance dollars with us, you don't go a lot longer because we're going to acknowledge and value, some of the training that happens within your organization.

259

00:42:52.530 --> 00:42:56.220

Matt Bergman: towards college credit, so you don't have to spend some national as an organization.

260

00:42:56.790 --> 00:43:10.620

Matt Bergman: The student on the back end of that graduates virtually debt free if they use your tuition assistance alongside pls So these are ways to recruit and bring more people into the fold that are sitting on the sidelines.

261

00:43:11.730 --> 00:43:13.530

Brandon Protas: Thank you, man Thank you i'll go ahead Jason.

262

00:43:13.710 --> 00:43:16.350

Jason Taylor: Can I just add one one comment real quick, so I think you know.

263

00:43:17.280 --> 00:43:27.240

Jason Taylor: Maybe this is a good way to sort of think about CCA from a you know from a state perspective is you know I think in some states and I don't know the data that well but My guess is that there's not a lot of sort of.

264

00:43:27.960 --> 00:43:34.680

Jason Taylor: financial incentive for institutions to expand P la so I I would love to see see that.

265

00:43:35.940 --> 00:43:49.380

Jason Taylor: Because the type of thing that you just described matt I think takes time and work and the motivation of someone like you and I think you know love to see some state policy around financial resources to expand, you know yeah.

266

00:43:50.010 --> 00:43:59.970

Brandon Protas: To becky and matt's point at can play college America we talked a lot about moving away from a deficit based approach to higher education and lots of ways right, we can get that a lot around developmental education.

267

00:44:00.450 --> 00:44:06.120

Brandon Protas: But moving to an asset base you just both talked about how acknowledging what students already bring to the table.

268

00:44:06.450 --> 00:44:13.530

Brandon Protas: And where that fund of knowledge exists is truly an asset based approach and I appreciate Jason you being able to bring the deep research to this.

269

00:44:13.950 --> 00:44:20.940

Brandon Protas: To counter some of the myths around pls well, of course, they have more credits, because you gave it to them that it goes way beyond that.

270

00:44:21.210 --> 00:44:30.180

Brandon Protas: And the quality standards that you talked about matt where it's not just giving away credit students showing the competence of that course, so this is really a wonderful webinar I want to thank.

271

00:44:30.720 --> 00:44:40.650

Brandon Protas: becky Klein Collins from kale Jason Taylor from the University of utah and matt Bergman from the University of louisville and coming to us from a parking lot outside of bouncy castles.

272

00:44:41.610 --> 00:44:55.740

Brandon Protas: for everyone who is with us, we would love for you to come back in two weeks on July 1 we will be holding a webinar on student basic needs support part of our ongoing CCA live webinars we can't wait to see you that again thank you becky Jason and matt.

273

00:44:57.360 --> 00:44:57.780

Brandon Protas: Thanks.