

District Faculty Development

Winter 2021 Professional Development Zoom Event

How to Make Prior Learning Assessment (PLA) Work for your Program Introduction to PLA and Its Benefits

Facilitated by
Wilson Finch, VP Consulting,
The Council for Adult and Experiential Learning (CAEL)

<https://zoom.us/j/99990746012?pwd=OGZpRVlXUVMvWnVvWkkyR0o3UkU5QT09>

Wednesday, March 3rd, 2021, 1:00-2:30pm

For more information, please contact Judy Reed, Grant manager/MOET Advisor at judy.reed@seattlecolleges.edu,
or Yilin Sun, district Faculty Development @ [FD@seattlecolleges](mailto:FD@seattlecolleges.edu)



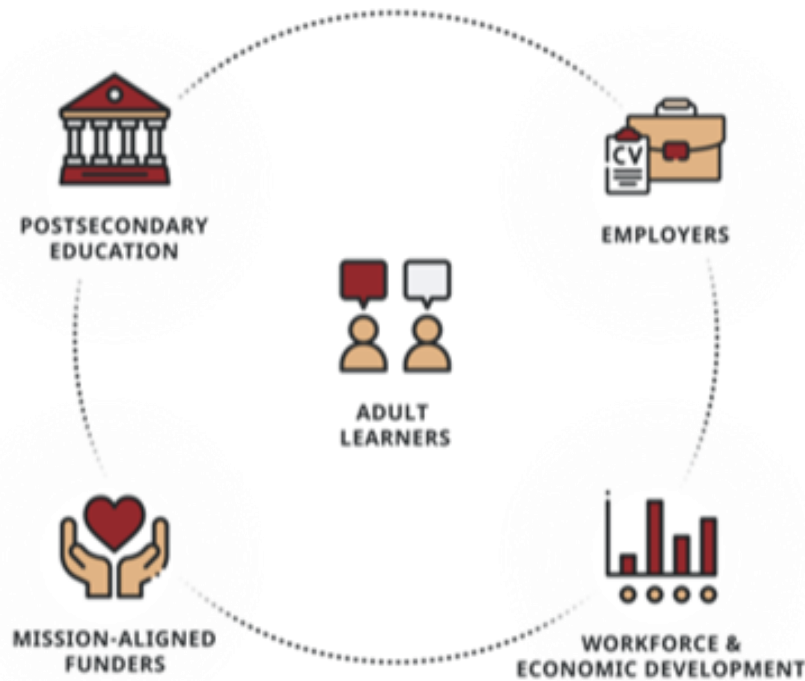
Land Acknowledgement

Even as we meet in virtual spaces we would like to respectfully acknowledge that the land upon which we live and work is the traditional and unceded land of the Coast Salish peoples—land which touches the shared waters of all tribes and bands within the Duwamish, Suquamish, Tulalip and Muckleshoot nations.

- Auburn and Seattle - Unceded Duwamish and Muckleshoot Land
- Tacoma, Puyallup - Puyallup
- To learn more about the land you are on, visit <https://native-land.ca/>
- Real Rent Duwamish: <https://www.realrentduwamish.org/>

Background at SCC

About CAEL



CAEL helps organizations succeed by providing expertise, resources, and solutions that effectively support adult learners as they navigate on- and off-ramps between education and employment. We partner with entities across the adult learner ecosystem to help create actionable career pathways along the journey of lifelong learning and meaningful work.

What is PLA?

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

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

Prior Learning Assessment (PLA)/ Credit for Prior Learning (CPL)

Methods

- Standardized exams (e.g., CLEP exams, DSST exams)
- Challenge exams
- Portfolio assessment
- ACE credit recommendations for military training
- ACE/NCCRS credit recommendations for corporate or other training
- Institutional review of training (certification, licenses, apprenticeships, corporate training, etc.)

Discussion: Current Use

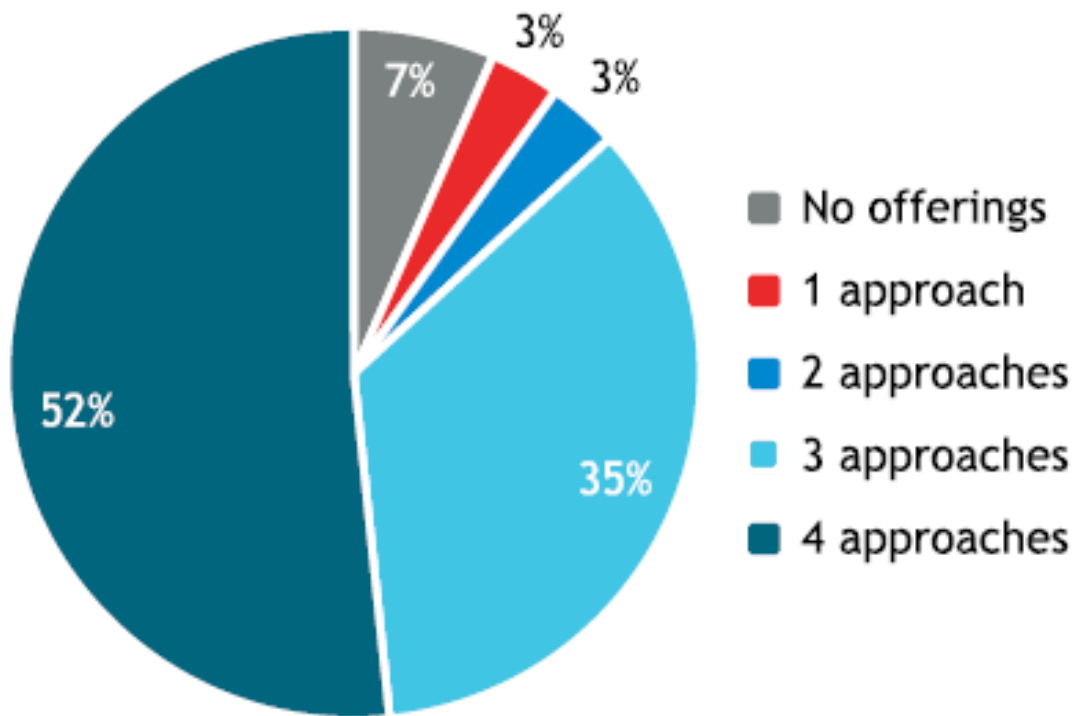
Who Uses PLA?

52% of the 89 PLA institutions surveyed by CAEL offer all 4 PLA approaches:

- **challenge exams**
- **standardized exams**
- **portfolio assessment**
- **review of non-college training**

Another 35% offer three of those four approaches.

Institutions with multiple PLA offerings



Discussion: Concerns



Research shows outcomes for adult students with PLA are better than adults with no PLA credit

- Higher GPAs
- Shorter time-to-degree
- Better retention rates
- Better completion rates
- Take more regular courses

2020 PLA Impact Study - CAEL and WICHE

72

participating institutions



Academic records from more than

230,000

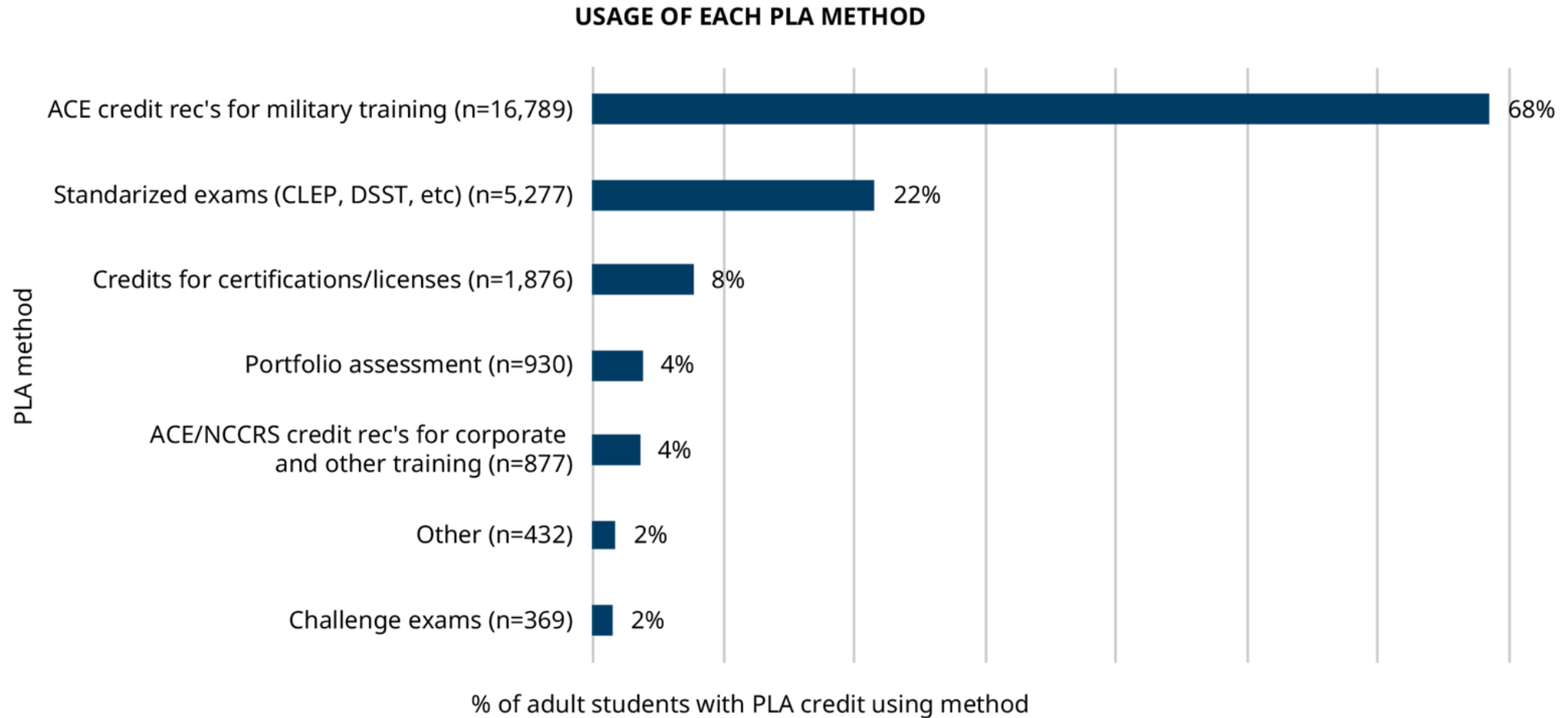
adult students



30

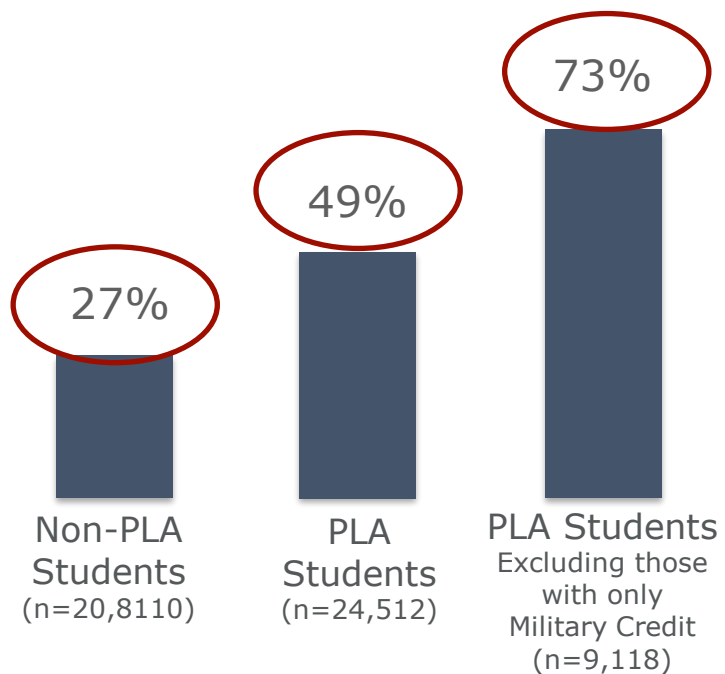
community colleges
included in the
main analysis

PLA Usage by Method



2020 PLA Impact Study - CAEL and WICHE

PLA Boosts Credential Completion Rates for Adult Students



Using Propensity Score Matching to Isolate the Impact of PLA

The PLA boost for adult student completion when controlling for other factors:

17%

All PLA methods

30%

Methods that were not ACE credit recommendations for military

www.cael.org/pla-impact

PLA Saves Adult Students Time and Money...

\$1,500 to \$10,200

Estimated adult student **savings** through PLA, depending on sector

9 to 14 Months

Estimated adult student **time savings** in earning degrees,
with 12 or more PLA credits

**...But Institutions Also Benefit
17.6 More Credits**

Institutions also benefited from PLA—
on average, PLA students took 17.6 more course credits
than non-PLA students.

Potential to Affect Equity in Educational Attainment?

	PLA Boost to Completion
Black Adults	▲ 14%
Hispanic Adults	▲ 24%
White Adults	▲ 18%
Pell Grant (Low Income)	▲ 33%
Adult at Community College	▲ 25%

However, PLA was used by ONLY about 1 in ten adult students

11%

of entering adult students earned credit for college-level learning acquired outside of the classroom through PLA.

And PLA usage was lowest for adult students who were:

- Black
- Lower-income
- Enrolled at community colleges

Motivation to Enroll

87%

of Americans think students should be able to receive college credit for knowledge and skills acquired outside the classroom

75%

would be more likely to enroll in higher ed if they could receive credit for what they already know

Lumina Gallup Poll: America's Call for Higher Education Redesign - Feb 2013.

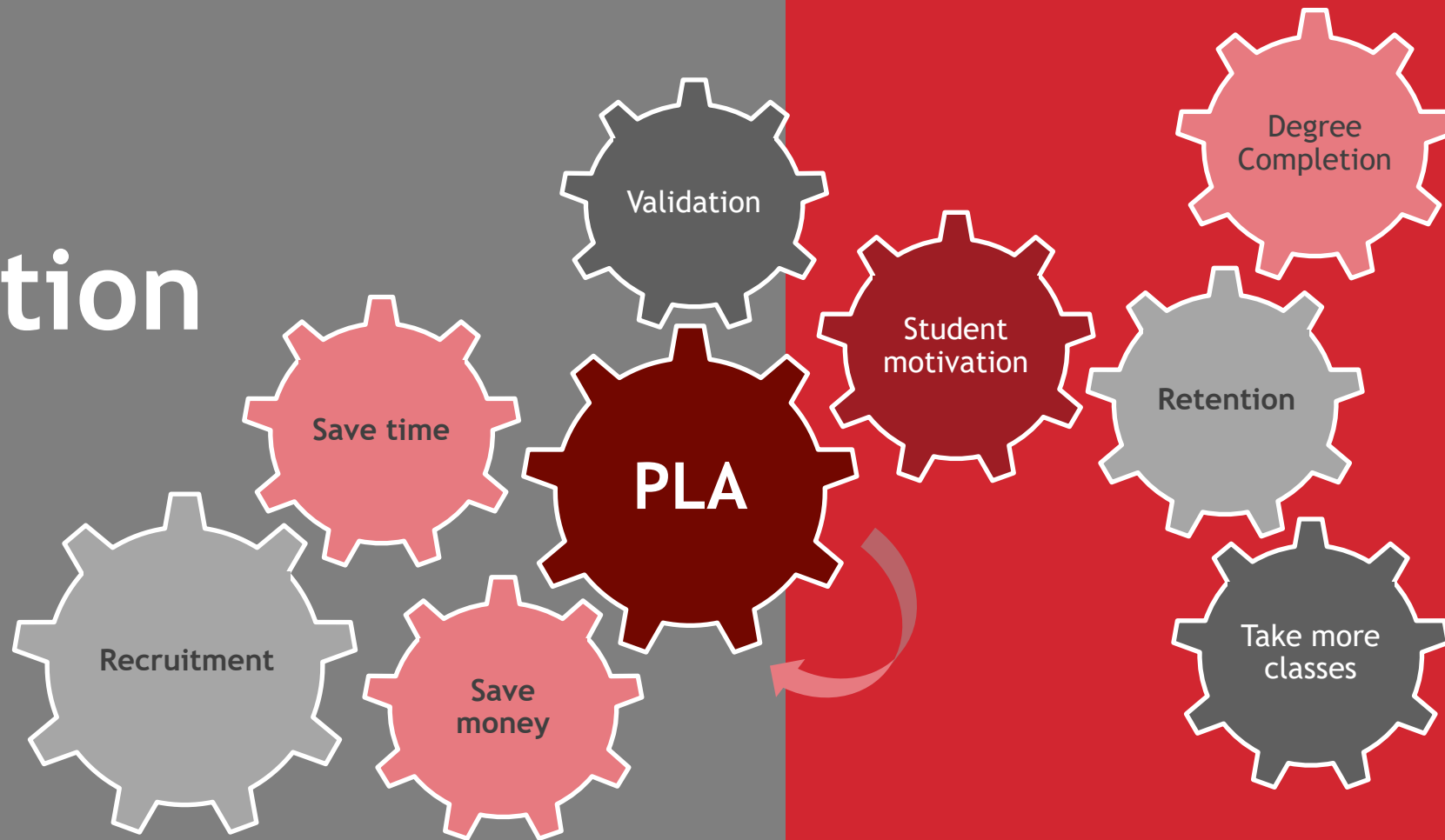


Credit for Prior Learning Helps Adults

- See the End Goal
- Feel Empowered
- Decrease Cost
- Feel Valued

Discussion: Future Use

Value Proposition



Range of
options

Transparent

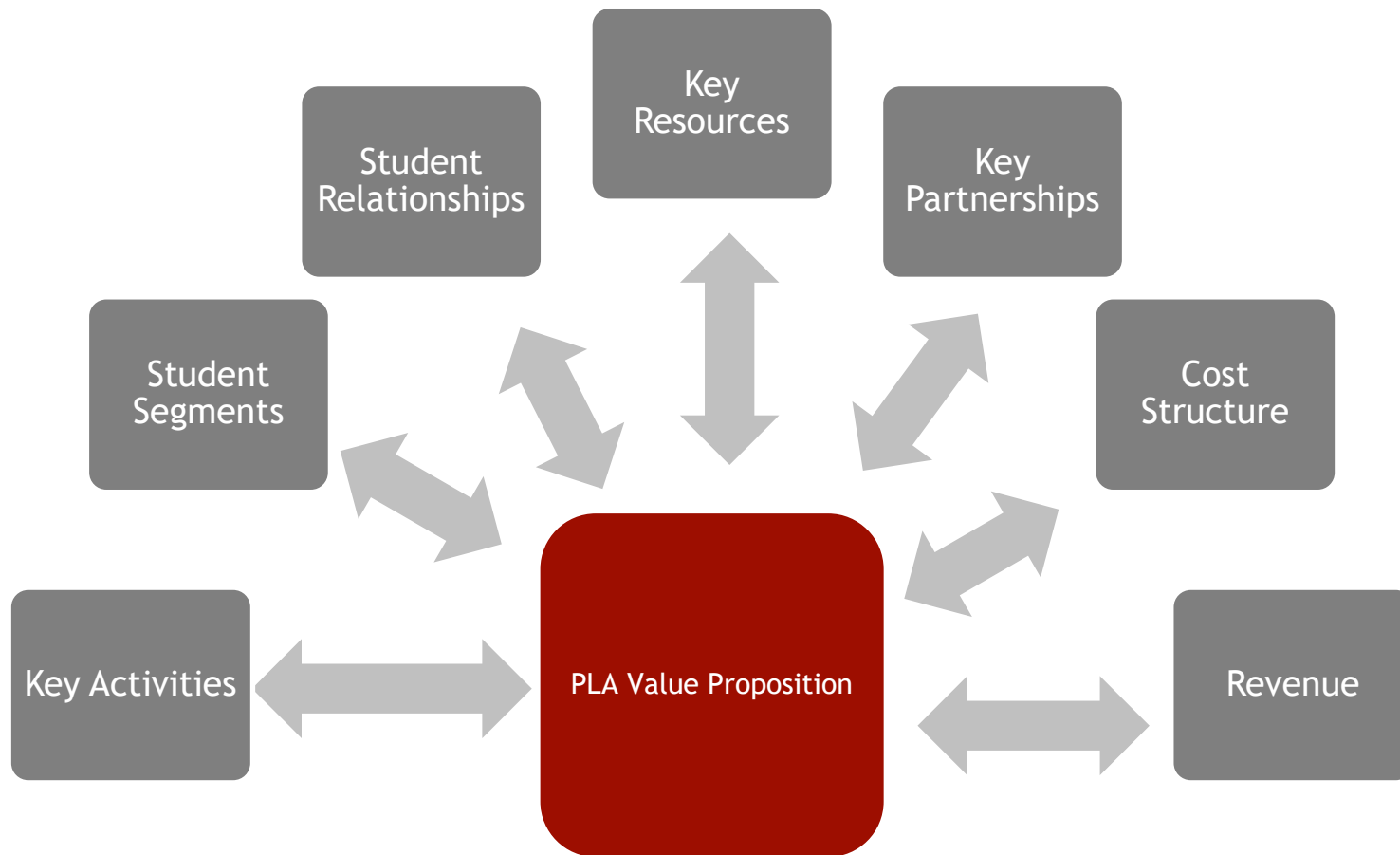
Student
support

Rigorous

Affordable

Value Proposition
can lead to program
design
considerations

The PLA Investment



Questions?

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Resources / Contacts

PLA Resources

- Faculty Development Site - PLA page
<http://facdev.seattlecolleges.edu/pla-information-and-resources/>
- PLA Training - Spring FD day
- Accelerated Degree Network
- CAEL 2020 Report (Council for Adult and Experiential Learning):
[The PLA Boost, www.cael.org](http://www.cael.org)

MOET Degree / ASAP Grant

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Please provide feedback via
3-minute survey...

<http://bit.ly/PLA-Survey>