

How Credit for Prior Learning Opens Opportunities for CTE Students

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Session Time: 10:50 am - 11:50 am CT



Link Learning and Work

CTE Programs Help People

Like me!

Get a good paying job

In a short period of time

Very aligned to employer needs and
in-demand skills

Millions benefit!



But What Happens After?



Exacerbates Inequities

44 million Americans at risk of being left behind by the future of work¹

More than 40 million people in the U.S. have some college credit, but no degree.²

Automation could require **up to 166 million workers** to learn new roles by 2030.³

1.3 billion people have competencies misaligned with the work they perform — including 53.3 million in the U.S.⁴

Confidence in the value of education has dropped among aspiring adult learners (2020 vs. 2019), but when students can connect their education to a career, they are much more likely to believe education is worth the cost.⁵

¹On-Ramps to Good Jobs, Strada Institute for the Future of Work, 2019

²https://nscresearchcenter.org/wp-content/uploads/SCND_Report_2019.pdf

³<https://www.mckinsey.com/~/media/McKinsey/Industries/Public%20and%20Social%20Sector/Our%20Insights/What%20the%20future%20of%20work%20will%20mean%20for%20jobs%20skills%20and%20wages/MGI-Jobs-Lost-Jobs-Gained-Executive-summary-December-6-2017.pdf>

⁴<https://www.bcg.com/de-de/publications/2020/new-era-higher-ed-employer-collaboration.aspx>

⁵<https://cci.stradaeducation.org/wp-content/uploads/sites/2/2020/12/Report-December-09-2020.pdf>

Why Credit for Prior Learning Matters



CTE students developed skills from their training and experience that can be translated to credit



Postsecondary institutions provide an up- and re-skilling pathway, and benefit from strong student persistence



Awarding credit for prior learning compresses the time and cost to credential -- getting people back to work faster



Our Vision...

Every adult can navigate lifelong learning and career pathways that fuel economic mobility and community prosperity.

...Our Mission

CAEL engages with educators, employers, and community leaders to align learning and work so that adults achieve continuous, long-term career success.



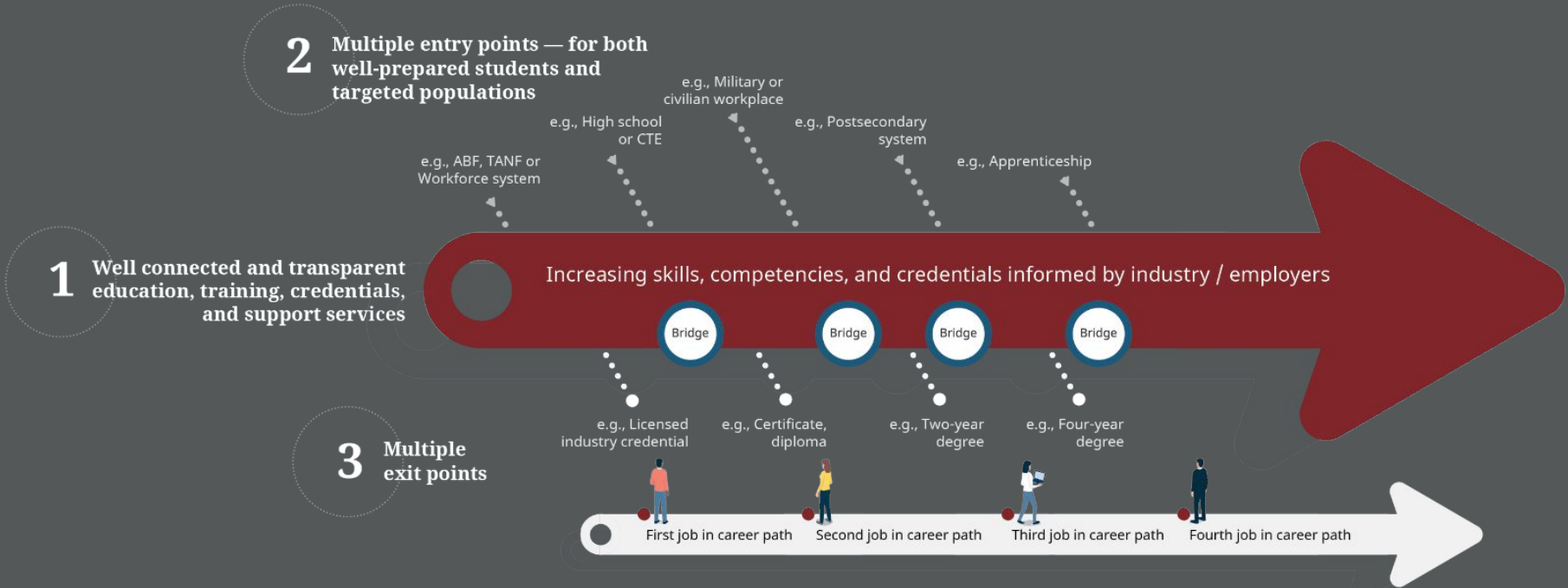
How We Engage

An Ecosystem Approach:

We help organizations succeed by providing expertise, resources, and innovative solutions that effectively support adult learners as they navigate on- and off-ramps between education and employment.



Sample Career Pathway Model



Our Key Areas of Focus



Recognize all learning

Prioritize college-level learning for credit



Center on the learner

Adult-learner centric policies, processes and systems support attainment



Yield in-demand skills

Education and workforce needs align and a ready workforce yields social and economic mobility



Drive equity

Lifelong learning becomes inclusive, available and accessible to EVERYONE

Credit For Prior Learning

CPL provides an opportunity for adult students to receive institutional recognition in the form of course credit for skills and knowledge gained through formal and informal training and career expertise.

Could include non-traditional credit transfer, credit for industry credentials



2020 PLA Impact Study from CAEL and WICHE

72 participating
institutions



42 four-year universities
included in main analysis

Academic records from more than

230,000
adult students

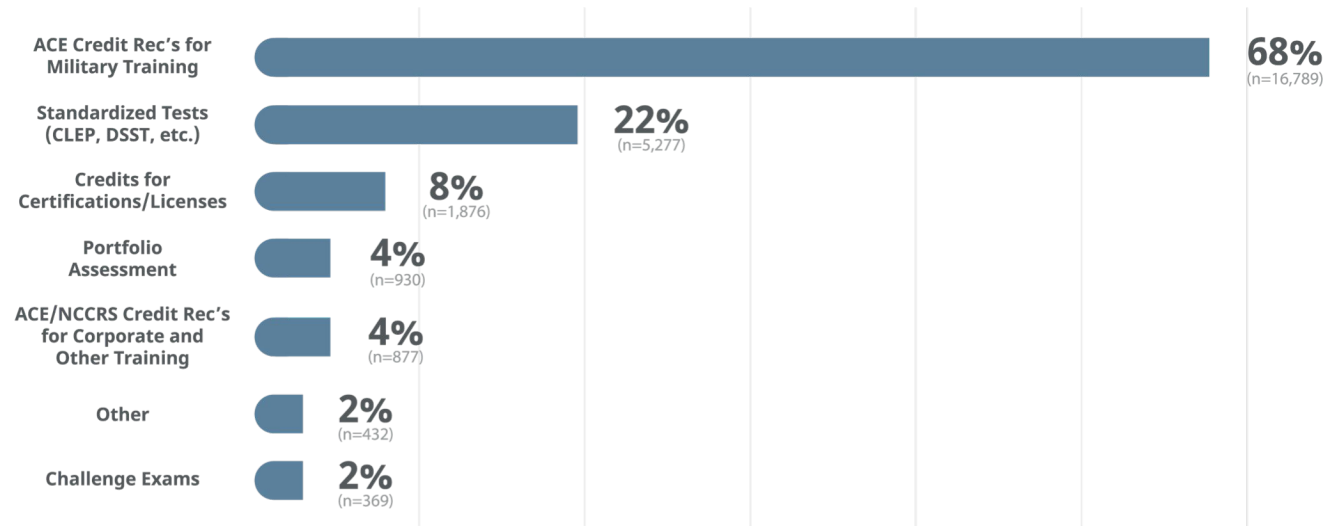
cael.org/pla-impact

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PLA Usage by Method

PLA Method



Percentage of Adult Students with PLA Credit Using Method

CPL Saves Adult Students Time and Money...

\$1,500 to \$10,200

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

Nine 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

+14% — Black Adults

+24% — Hispanic Adults

+18% — White Adults

+33% — Pell Grant (Low Income)

However, PLA was used by **ONLY** about one 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

Activity

Break into Groups

Grab an easel pad

List principles of assessment



STANDARDS for assessing learning

1. Credit or competencies are awarded only for evidence of learning, not for experience or time spent.
2. Assessment is integral to learning because it leads to and enables future learning.
3. Assessment is based on criteria for outcomes that are clearly articulated and shared among constituencies.
4. The determination of credit awards and competence levels are made by appropriate subject matter and credentialing experts.



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Younger & Marienau, 2017



STANDARDS

for assessing learning

5. Assessment advances the broader purpose of equity and access for diverse individuals and groups.
6. Institutions proactively provide guidance and support for learners' full engagement in the assessment process.
7. Assessment policies and procedures are the result of inclusive deliberation and are shared with all constituencies.
8. Fees charged for assessment are based on the services performed in the process rather than the credit awarded.



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Younger & Marienau, 2017



STANDARDS for assessing learning

9. All practitioners involved in the assessment process pursue and receive adequate training and continuing professional development for the functions they perform.
9. Assessment programs are regularly monitored, evaluated and revised to respond to institutional and learner needs.

Credit for Prior Learning

challenges how and what we think about the...

- Relationship between teaching and learning
- Value of students' own knowledge
- Role of academic institutions in determining what kind of knowledge “counts”



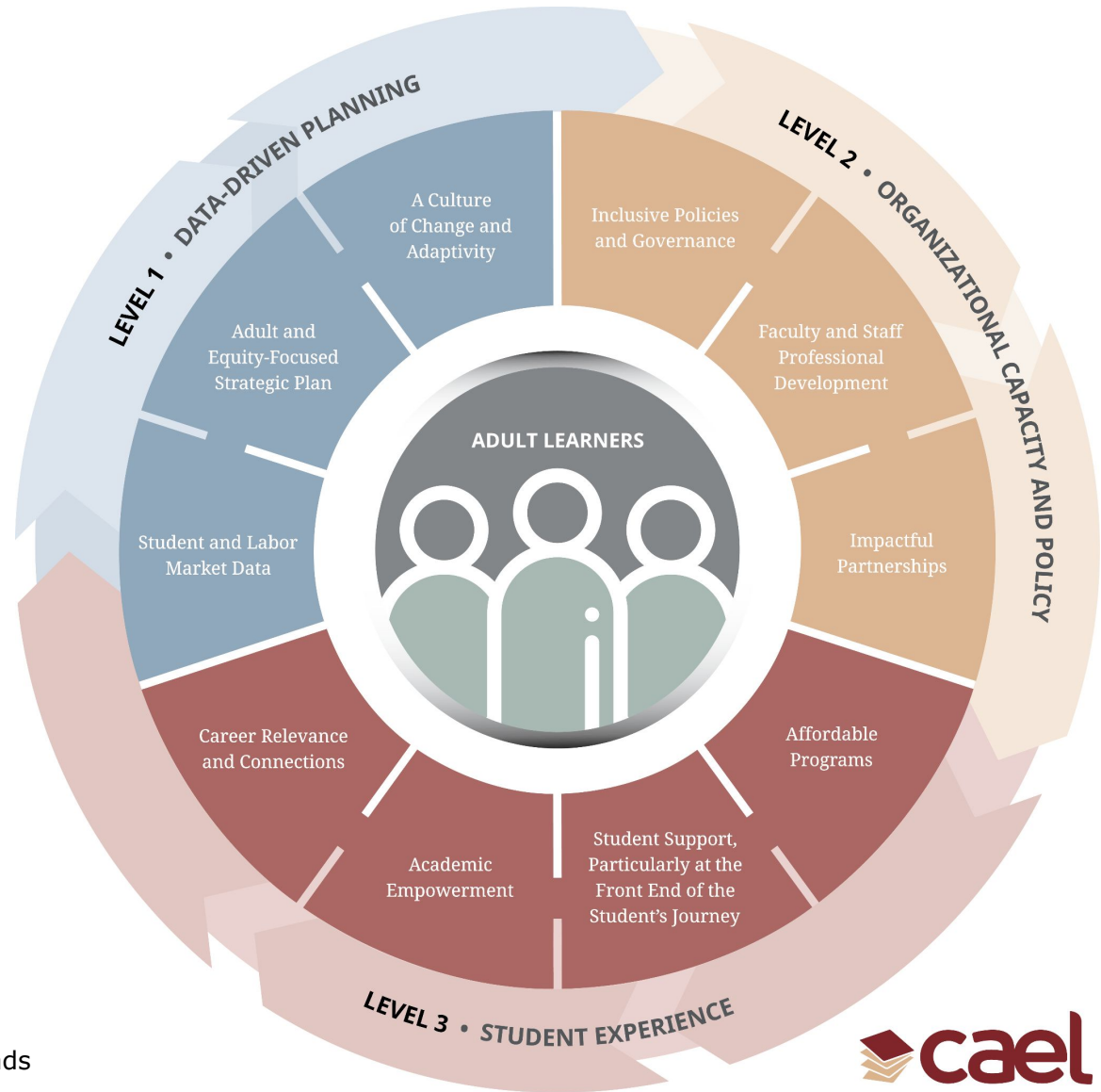
A Two-Tier System

Non-traditional students find their experiences and perspectives are not honored or welcomed in and out of the classroom by faculty, staff, or their student peers, compounding this reality.

Adult students are "treated as higher education's afterthoughts" and face "structural and cultural barriers" that have discouraged them from enrolling and graduating

Adjuncts were "marginalized from democratic decision-making and governance processes" and "were generally ignored or made to feel unwelcome"... coming with a feeling of "shame" and a "lack of kinship" with other faculty

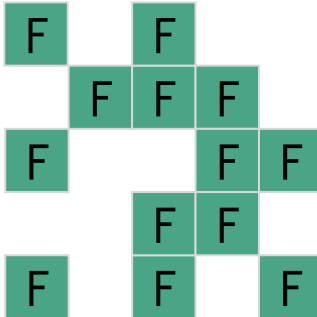
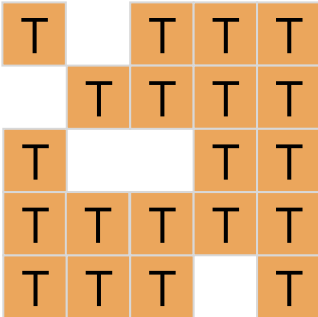
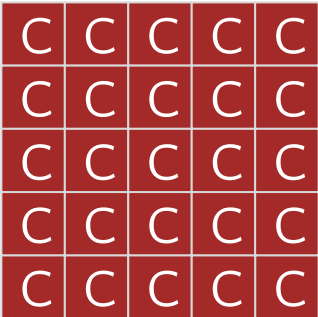
New Adult Learner Leaders for Institutional Effectiveness (ALLIES) Framework



An Organizational Move to a Future State



Ultimately requires individuals to move from their current to their future state



Why Is Change Management Important?

With Change Management



Without Change Management



ADKAR element	Definition	What you hear	Triggers for building
Awareness	Of the need for change	"I understand why..."	Why? Why now? What if we don't?
Desire	To participate and support the change	"I have decided to..."	WIIFM Personal motivators Organizational motivators
Knowledge	On how to change	"I know how to..."	Within context (after A&D) Need to know <i>during</i> Need to know <i>after</i>
Ability	To implement required skills and behaviors	"I am able to..."	Size of the K-A gaps Barriers/capacity Practice/coaching
Reinforcement	To sustain the change	"I will continue to..."	Mechanisms Measurements Sustainment

Activity

Brainstorm about a change management plan

Think of one person that needs to embrace the change

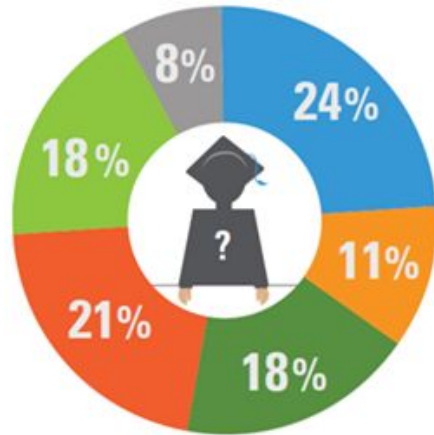
Imagine where they are on the ADKAR chart

Answer the question in their mind



2. Thinking About Personas

Six Major Student Segments



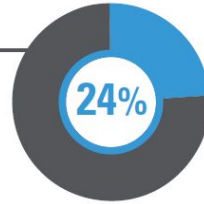
- Aspiring Academics
- Career Accelerator
- Coming of Age
- Industry Switcher
- Career Starter
- Academic Wanderer



Personas Most Colleges Target

Aspiring Academics

(Achieving)



The Aspiring Academics are the segment most similar to the picture of the “traditional student” that most colleges are so aggressively seeking to serve. They are 18-to-24-year-olds with impressive academic profiles, and often come from wealthier families. They are academically driven with plans to go to graduate school, so the availability of a specific major and the presence of top-notch research faculty are valued by this group. While this segment is the largest of the segments found in the survey, it remains only a quarter of the market.

Coming of Age

(Transitioning)



A second, smaller group of traditional-aged students, the Coming of Age segment, is not yet sure what they want to focus on when they “grow up,” but have the luxury of taking the time to figure it out. These students are less academically driven than Young Academics and place little value on research opportunities, research faculty, or graduate school offerings. For them, college is about broad academic offerings, an active social culture, and trying a variety of activities without knowing exactly where it will lead.

Career Starter

(Thinking Practically)



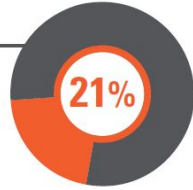
The Parthenon survey revealed a third and distinct group of largely traditional age-students. These Career Starters are extremely job oriented and use college to advance their specific career prospects. These students are focused on life after college, and are looking for a college that enables them to reach their ideal career position in the shortest amount of time. Career Starters are one of the more price-sensitive segments and value job placement rate and career placement services in making their college selection.

Source: The Parthenon Group, “The Differentiated University”

Adult Learner Personas

Career Accelerators

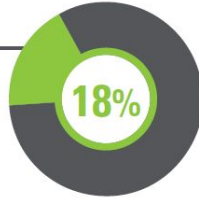
(Advancing)



Typically older, Career Accelerators are going to college with the aim of advancing their career at their company or within their current industry. These are primarily working adults with some prior college experience and are likely to be most interested in institutions that award credit for their previous academic experience, as well as their job experience. These students value non-traditional delivery methods, particularly online courses. Career counseling and career placement services are strongly desired by this group.

Industry Switchers

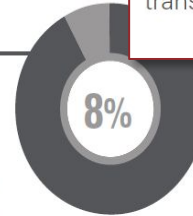
(Changing Career)



While in many ways similar to Career Accelerators, Industry Switchers have a different motivation for going back to school to earn their bachelor's degree. Often in more precarious financial positions or unemployed, this segment is looking to start a career in a completely different field. Industry Switchers place a high value on an institution's link to labor markets and its ability to put them in touch with relevant employers and prepare them for their career transition.

Academic Wanderers

(Seeking Degree)



Students attending college later in life, Academic Wanderers don't know exactly what they want out of college, but believe that obtaining a college credential will open doors for them. They are more likely to be unemployed and potentially have lower incomes. Academic Wanderers are the most "at risk" of the student segments. They are the least satisfied with their college experience, do not place high importance on their academic performance, and are the least likely to believe they will complete their degree.

Source: The Parthenon Group, "The Differentiated University"

You Know Someone Who Needs a Degree

1 in 5 American adults has some college credits, but no degree

Activity 3

- Describe an adult learner you know. What is this learner's background? Family situation? Work experience?



Commitments

What will you do when you leave this conference?