

# Behind the Curtain of ACE Learning Evaluations

“Let’s champion equity, access, and completion!”

Michele Spires  
Assistant Vice President  
mspires@acenet.edu





Type your answer in the chat!

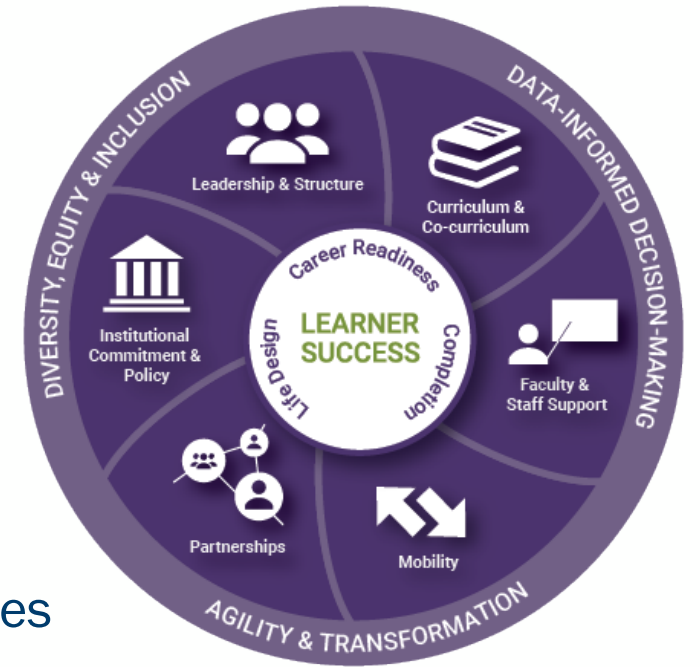
*What do you hope to learn from today's conversation?*

# Discussion Overview

ACE, Sophia Learning Name Amberlin Dupre and Joel Riley 2022 Students of the Year



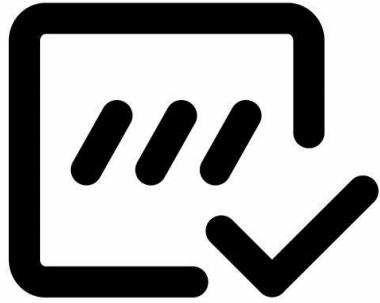
- ✓ ACE's Call to Action
- ✓ What is CPL?
- ✓ Research and Student Voices
- ✓ Credit for Prior Learning (CPL) Overview
- ✓ About Learning Evaluations (LE)
- ✓ Initiative: Prior Learning Network



# The Call to Action



1. Prioritize the award of transfer credit and CPL to degree requirements
2. Adjust institutional end-to-end policies and practices
3. Leverage innovative technologies
4. Improve transparency
5. Dedicate resources to ensure quality advising
6. Partner to implement articulation agreements and structured pathways



*Poll Pause*

What is your familiarity with Credit for Prior Learning (CPL)?

- a. Very familiar
- b. Somewhat familiar
- c. What is credit for prior learning?

# What is Credit for Prior Learning (CPL)










*“The assessment and evaluation of one’s prior learning and experience to make determinations about college-level equivalency to grant academic credit.”*

\*Reimagining Transfer for Student Success: The National Task Force on the Transfer and Award of Credit,  
American Council on Education, 2021.

**Other Terms:** Prior Learning Assessment, Recognition of Learning, Experiential Learning, Learning Equivalencies

**ACE**<sup>®</sup> American Council on Education<sup>®</sup>




**Credit for Prior Learning Implementation Matrix**

INSTITUTIONAL STAGES	NEW/EMERGING STAGE	DEVELOPING STAGE	EFFECTIVE PRACTICE STAGE
	Has general understanding and information on prior learning, with demonstrated institutional interest.	Acknowledges the role of prior learning in postsecondary pathways. Begins to develop standard policies and procedures.	Has broad and deep understanding of credit for prior learning policies and uses that knowledge to integrate, and sustain systematic and accessible CPL practices.
<b>FACULTY ENGAGEMENT AND DEVELOPMENT</b>	Forms advisory group to craft policy and practice; attends conferences; invites experts to provide overviews. 	Creates venues for information-sharing across institutional constituencies; involves faculty groups in developing and vetting policies/practices, such as crosswalks and articulations. 	Provides professional opportunities for faculty and staff, including conferences, research, and writing; encourages faculty to include CPL activities in annual reviews, and promotion/tenure evaluations; implements incentives and areas of recognition. 
<b>STUDENT OUTREACH AND SUPPORT</b>	Directs students to current CPL options through academic advising and program coordination. 	Shares information on website and uses other venues to communicate with students, such as orientation and advising. 	Informs students of CPL options prior to admission; provides expert advising about prior learning assessment; uses all types of communication tools to share information with students, from outreach with potential students to graduation. 
<b>INFRASTRUCTURE, POLICIES, AND PROCESSES</b>	Scans the landscape for current and informal institutional CPL practices; seeks policy and practice models among peer institutions. 	Expands current policy and practice; puts people and structures into place to manage programs; begins to coordinate CPL-related programs and services. 	Selects appropriate CPL tools that fit institutional context and curriculum that recognize diversity of learners and their experiences; promotes active use of CPL in all degree areas, including major requirements and general education; well-managed with established policies and practices; Embeds CPL within other programs, such as competency-based learning. 

# What are the types of CPL?

## ★ ACE credit recommendations

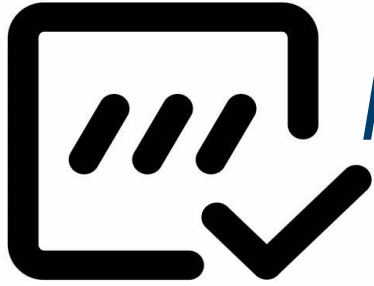
- Other third-party recommendations (NCCRS)
- Standardized exam, such as CLEP or AP, International Baccalaureate (IB), Excelsior exams (UExcel), DANTES, and others
- Faculty-developed challenge exam
- Portfolio assessments



**JOINT STATEMENT ON THE TRANSFER AND AWARD OF CREDIT<sup>1</sup>**

**INTRODUCTION**

Today's students are increasingly taking nonlinear paths toward completing a college degree or credential. They are more likely to attend multiple colleges and universities and to bring with them postsecondary learning acquired outside of a traditional higher education setting. These trends will only continue to accelerate in the coming years, with students becoming ever more mobile and pursuing their education through a variety of institutional and extra-institutional settings. Students who take nonlinear paths through postsecondary education are also the ones at greatest risk of failing to complete a degree and are disproportionately nontraditional, low-income, and students of color. Unfortunately, many of these students find it difficult to receive credit for learning they have already acquired. It is imperative that colleges and universities take a close look at their transfer and award of credit policies and practices to determine whether changes are needed to better serve students.



## *Poll Pause*

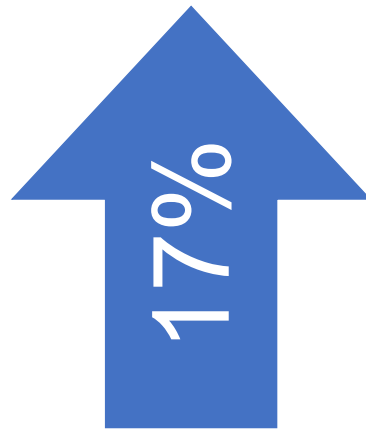
In terms of CPL, my campus accepts the following:

- a. ACE credit recommendations
- b. Standardized Examinations (such as AP, CLEP, IB, UExcel, DSST)
- c. Faculty-developed challenge exams
- d. Portfolio-based assessments
- e. Individualized assessments
- f. Our institution conducts our own review or evaluation
- g. I'm not sure
- h. We don't use any form of CPL



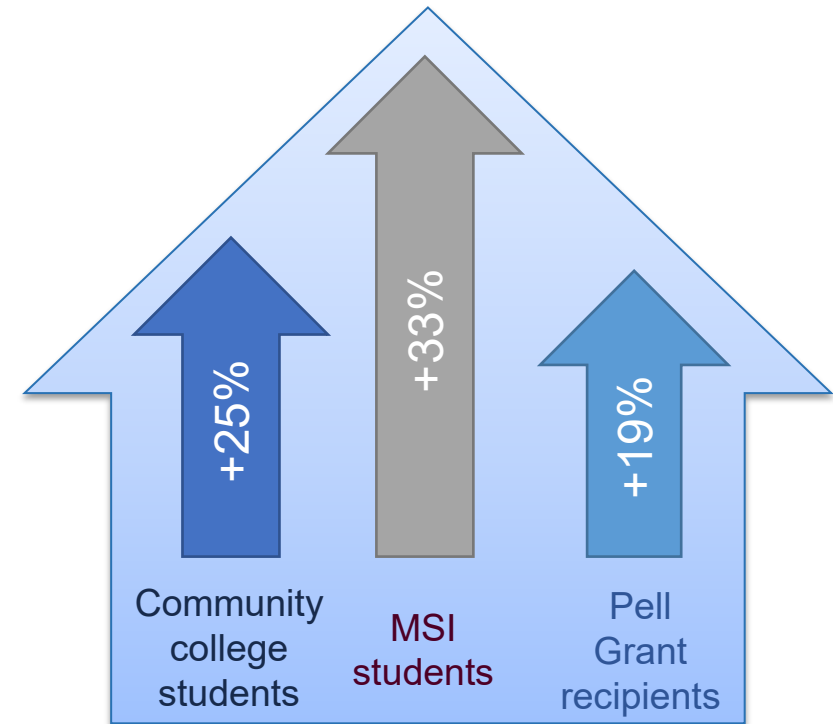
# Emerging Research on CPL and Student Success

CPL boosts adult student **completion** by:



All PLA methods

CPL has potential to close equity gaps

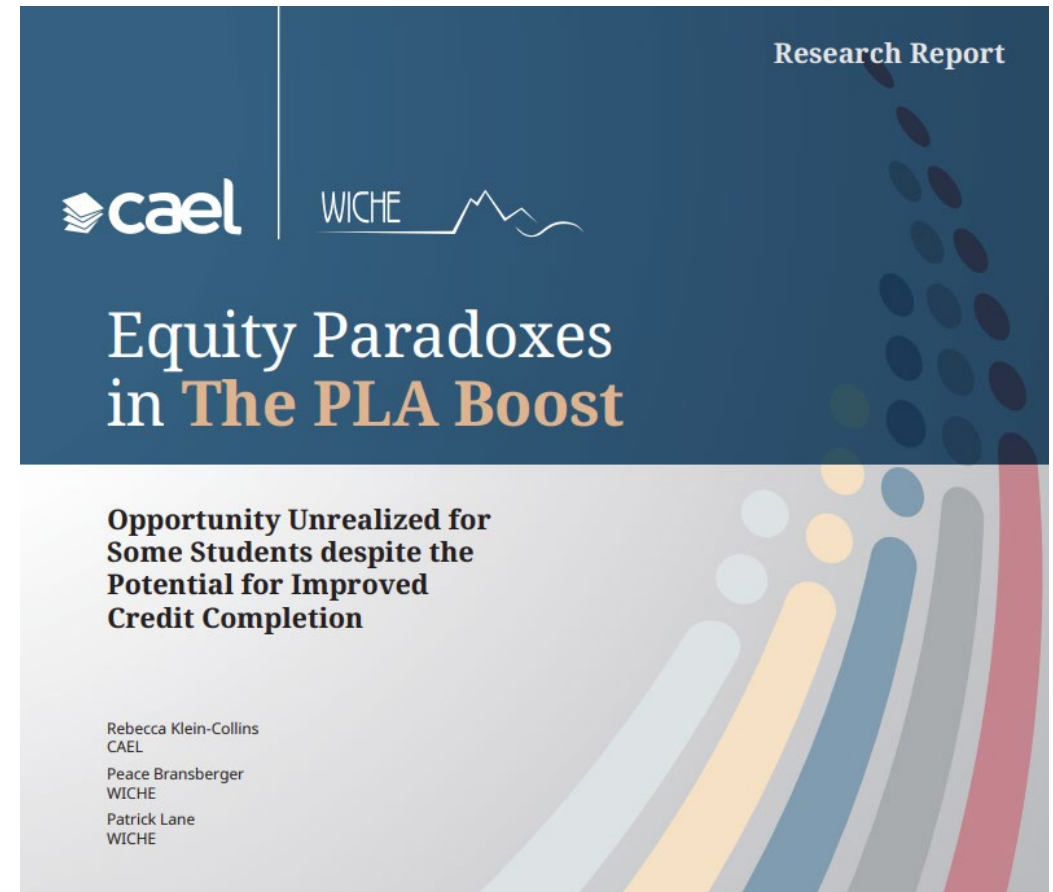


PLA boost by student type

# Equity impacts with CPL

## Challenges

- Cost of CPL
- Inadequate outreach, marketing, support
- Time required for CPL
- Adaptivity of institutional policies and processes
- Individual adult learner self-confidence





*What factors do you think are most important to learners when choosing a college program?*

- a. Location
- b. Virtual learning options
- c. Tuition cost
- d. Transfer credit/CPL acceptance
- e. Job placement resources
- f. Other

# ACE LEARNER SURVEY

---

In May 2021, the American Council on Education (ACE) surveyed learners about their higher education goals and experiences with ACE credit recommendations. The findings will inform ACE's innovations to help learners connect their prior learning to degree pathways.

## Who are the respondents?



**1,114**

learners took  
the survey



**83%**

are currently  
employed



**83%**

have earned prior  
college credit



**92%**

are over the  
age of 25



**50%**

identify as  
female



**32%**

identify as  
non-White

## What are the goals of the learners?

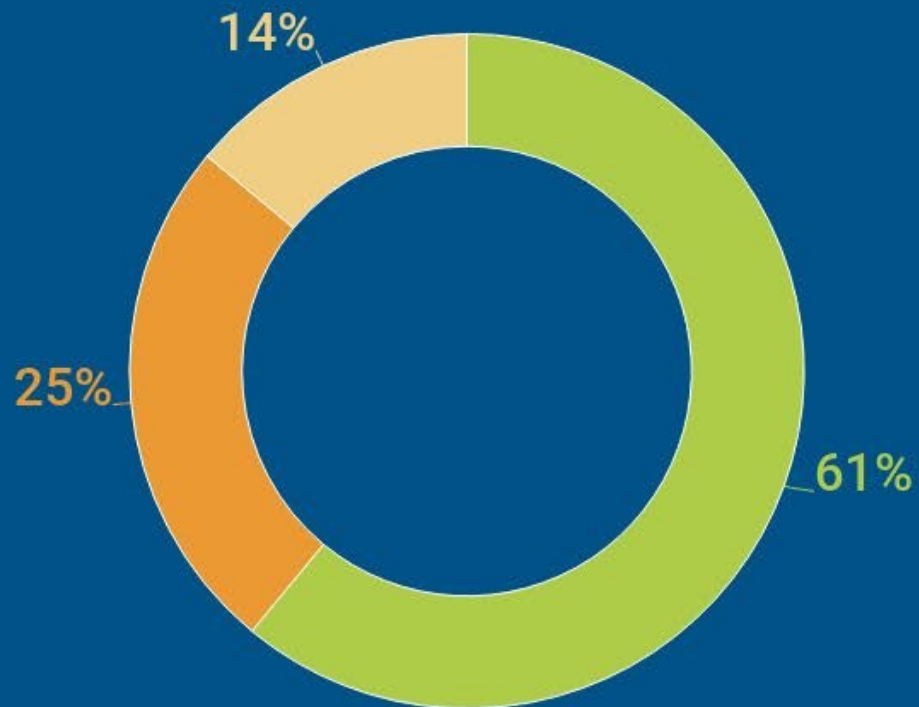


45% are interested in  
advancing their education







55% of those enrolled or planning  
to enroll would like to get an  
associate or bachelor's degree

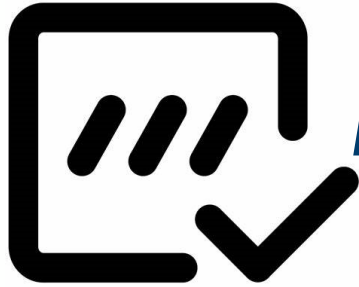
# Would you be interested in enrolling in college if you were guaranteed ACE credit transfer?



● Interested ● Not sure ● Not interested

If **guaranteed** ACE credit transfer, 61% of respondents would be **interested in enrolling** in a college or university program. Learners also want to know:

-  Which credits count toward specific degree programs
-  Which colleges will accept credits
-  The difference in program costs
-  How to access more advising support



*Poll Pause*

## What is your institution's comfort level with accepting ACE credit recommendations?

- a. We love ACE credit recommendations and regularly accept them
- b. Somewhat comfortable
- c. Only in special cases
- d. Never heard of ACE recommendations before today



# ACE Learning Evaluations

## “Put your learning to work!”™



- **Empower** all learners
- **Unlock** lifelong learning
- **Improve** economic mobility

**65+**  
years of experience evaluating  
training

- **Industry standard process** to validate learning
- **Structured framework** to review the content, scope, rigor, breadth, and depth of non-institutional learning
- **Disciplinary expertise of college faculty** to evaluate and recommend college credit equivalents

# “What an individual learns is more important than when, where or how they learned it.”

- Review Readiness
- Content, Scope, Rigor, Breadth and Depth
- Faculty Engagement and the Deep Dive
- Validated and Trusted



Application / Scheduling



Review Readiness



Materials Preparation



Credentialing



Publication



Recommendation



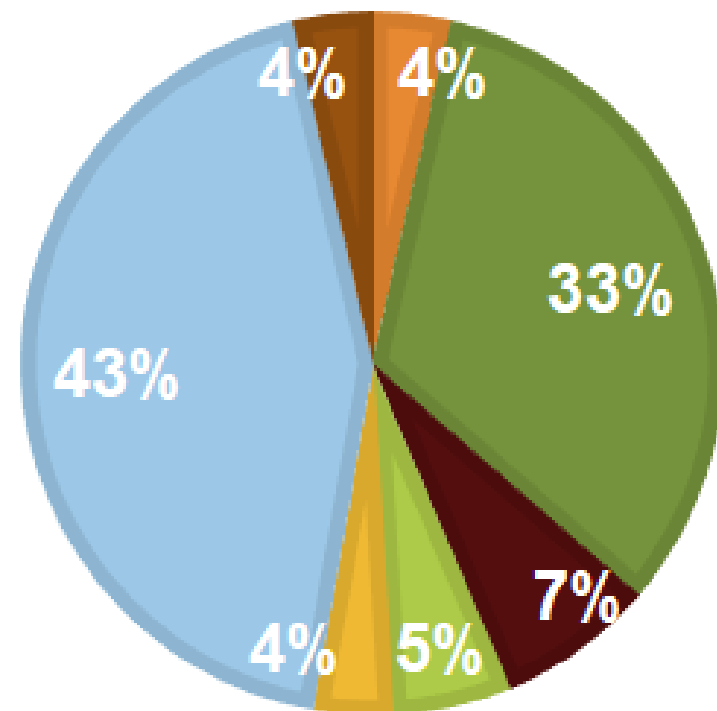
Evaluation

# Faculty Teams and Institutional Diversity

## Criteria to Serve

- Must actively be teaching college-level courses
- Based on academic discipline alignment
- ACE pays honorarium and travel

## ACCREDITATION



*Higher Learning Commission (HLC); Middle States Commission on Higher Education (MSCHE); North Central Association (NCA); New England Commission of Higher Education (NECHE); Northwest Commission on Colleges and Universities (NWCCU); Southern Association of Colleges and Schools (SACS); Western Association of Schools and Colleges (WASC); Distance Education Accrediting Commission (DEAC)*

# Key Expectations

## Faculty Driven

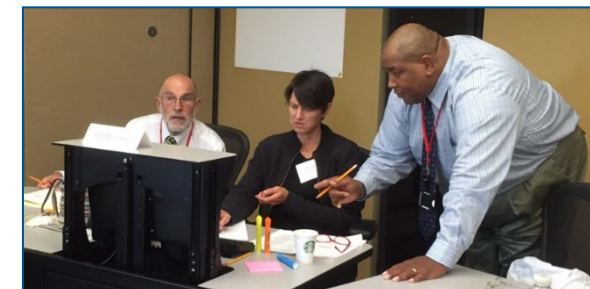
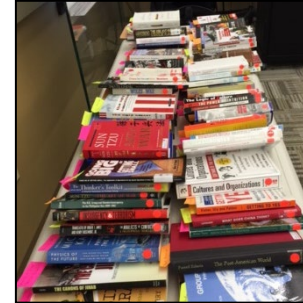
- Deep dive
- Instructor and student materials
- Assessments
- Learning outcomes
- Subject area value (quality)

## Taxonomy

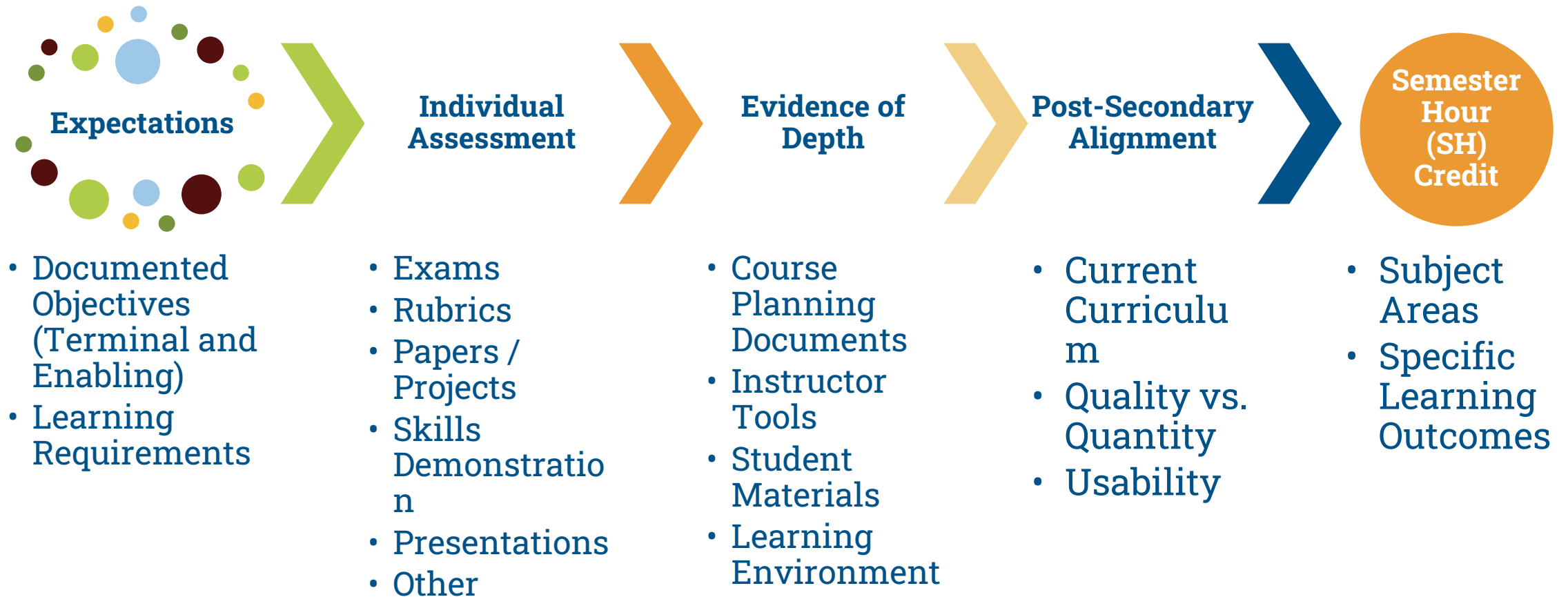
- Rubrics
- Frameworks

## Alignment

- Content
- Scope
- Rigor
- Breadth
- Depth



# Faculty Consensus and Flow



# ACE Academic Subject Taxonomy

✓ ATX MGT.3.02063.0.03

## ACE Academic Subject Taxonomy Details

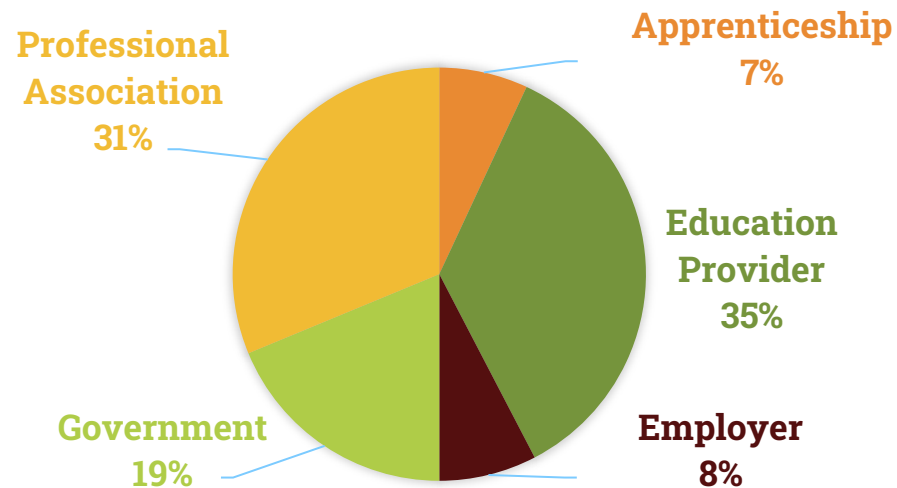
This credit recommendation was made using the [ACE Academic Subject Taxonomy](#).

- **Academic Prefix:** MGT (Management)
- **Level:** 3 (Upper)
- **Grouping Number:** 02063
- **Lab Designator:** 0 (No Lab)
- **Semester Hours:** 3
- **Subject Area Credit Recommendation:** Organizational leadership
- **Related Classification of Instructional Program (CIP) Code:** 52.0213
- **Related CIP Name:** Organizational Leadership

Click the credit recommendation to view the standardized set of learning outcomes!

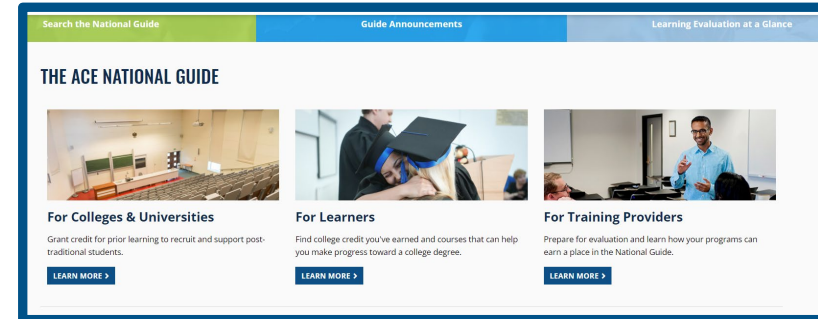
# LE Providers and the ACE National Guide

## ACTIVE PROVIDERS BY SECTOR



25,400 Total courses published  
~2,000 Active courses  
140 Active clients

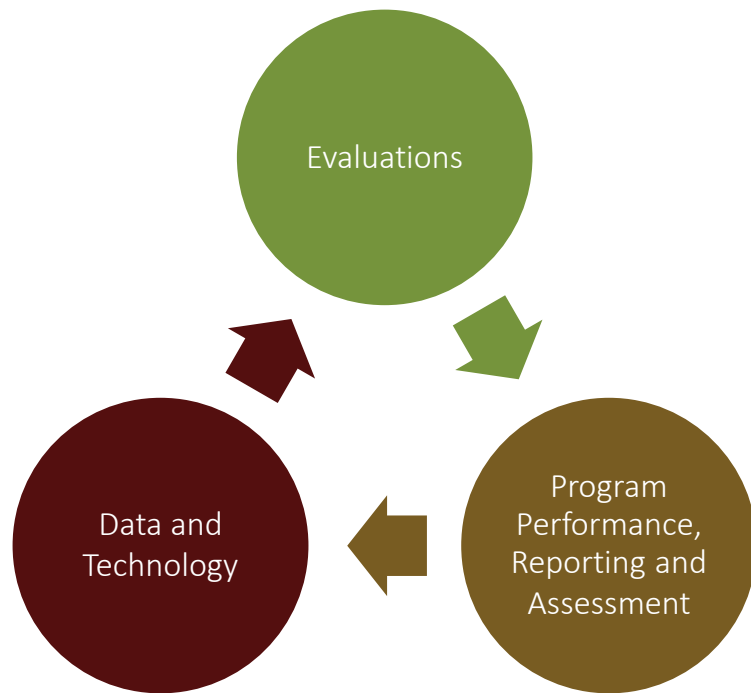
Web Resource: [acenet.edu/nationalguide](http://acenet.edu/nationalguide)



- American Bankers Association
- Defense Acquisition University
- Dollar General
- GED Testing Service
- Google
- IBM
- Microsoft
- T-Mobile
- US Customs and Border Protection
- Walt Disney Co.
- Wireless Infrastructural Association

# LE Providers and the ACE Military Guide

ACE is the sole evaluator of military training courses and occupations for the **U.S. Department of Defense**



Welcome to the  
**ACE Military Guide!**

Search

Exhibit Type Military Branch  Current Exhibits Only

Credit Recommendations Reviewed After Exhibit Date From

Search

Hide Advanced Options

Upload JST

- US Army
- US Marine Corps
- US Navy
- US Air Force / Space Force
- US Coast Guard

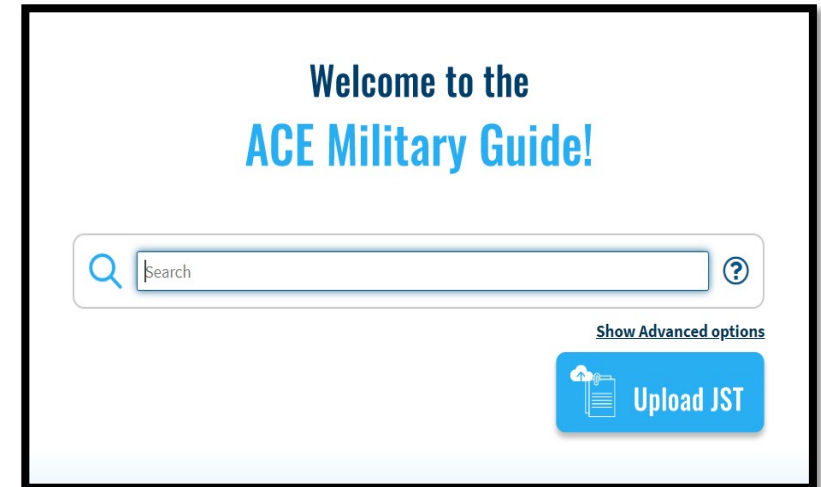
Web Resource: [acenet.edu/militaryguide](https://acenet.edu/militaryguide)



# Pause: Why the ACE Military Guide (AMG)?

A FREE, quick-start, out of the box solution that makes it easier to evaluate



- Move from static PDF military transcripts to interactive digital analysis
- Built-in approval workflows
- Access to peer institution decisions
- Storage and easy access to past decisions



# Transcript Credentials

SOLDIER, I AM Page 1 of 7

**JOINT SERVICES  
TRANSCRIPT**





\*\*UNOFFICIAL\*\*


Transcript Sent To:  
SOLDIER, I AM

Name: SOLDIER, I AM  
SSN: XXX-XX-XXXX  
Rank: First Sergeant (E8)  
Status: Active


Military Courses				
Military Course ID	ACE Identifier Course Title Location-Description-Credit Areas	Dates Taken	ACE Credit Recommendation	Level
750-BT	AR-2201-0399 V0 Basic Combat Training: Upon completion of the course, the recruit will be able to demonstrate general knowledge of military organization and culture, mastery of individual and group combat skills including marksmanship and first aid, achievement of minimal physical conditioning standards, and application of basic safety and living skills in an outdoor environment.	23-SEP-1990		
	<ul style="list-style-type: none"> <li>• First Aid <span style="float: right;">1 SH</span> <span style="float: right;">L</span></li> <li>• Marksmanship <span style="float: right;">1 SH</span> <span style="float: right;">L</span></li> <li>• Outdoor Skills Practicum <span style="float: right;">1 SH</span> <span style="float: right;">L</span></li> <li>• Personal Physical Conditioning (10.00)(10.00) <span style="float: right;">1 SH</span> <span style="float: right;">L</span></li> </ul>			
7-12-C20-42A	AR-1408-0200 V01 Adjutant General Officer Basic: Center for Information Dominance Fort Meade, MD Upon completion of the course, the student will be able to write memos, letters, and reports; supervise personnel activities, including classification, record keeping, career development, awards, and transitions; and describe operational and supervisory aspects of personnel administration systems.	13-SEP-1993 to 16-DEC-1993		



OFFICIAL TRANSCRIPT - ISSUED ON 9 MARCH 2022




Rita Rosa rita.rosa.656@gmail.com  
ID#: 0ae6ab7a-fcb5-4a98-85a7-0a074256a14 www.credly.com/users/rita-rosa.b3fe7e88



**Ruby on Rails**  
Issued by: Lincoln Technology Institute  
Issued to: Rita Rosa  
Issued on: 1 April 2018

Description  
Ruby on Rails

Course Number: ID-0001  
Total Credits: 1  
Grade: Pass  
Credit Recommendation  
• 1 semester hour in QA in the vocational category



**Biology**  
Issued by: Distance Learning Systems Inc.  
Issued to: Rita Rosa  
Issued on: 27 February 2019

Description  
The earner of this badge understands information collection and interpretation, hypothesis analysis, and principles and processes of biology; how to address fundamental biological principles using the two cornerstones of modern biology: genetics and evolution. Elementary chemistry, cell theory, reproduction, and development were also covered. The emphasis is on biological chemistry, cell structure and function, cellular metabolism, genetics.

Army, Marine Corps, Navy, Coast Guard  
\*Custom for Air Force / Space Force when a service member completes training with another service – i.e., Command Sergeant Major Academy

ACE Working Transcript  
\*Guard, reserve, active duty, veterans who have completed other ACE validated learning

## CCAF is Regionally Accredited!

AIR UNIVERSITY - COMMUNITY COLLEGE OF THE AIR FORCE

STUDENT NAME: [REDACTED]  
STUDENT ID: [REDACTED]  
DOB: 03-Feb-1971  
SEX: M

REGISTERED FOR	1AOY Human Resource Management	30-May-2006
ASSOCIATE OF APPLIED SCIENCE DEGREE AWARDED		31-May-2006
REGISTERED FOR	4VAD Aircraft Systems Maintenance Technology	27-Mar-1997
ASSOCIATE OF APPLIED SCIENCE DEGREE AWARDED		11-Feb-2002

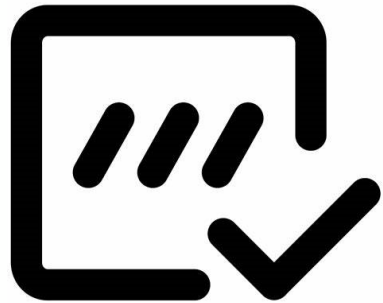
AIR FORCE COURSE NO	TITLE	DATE COMPLETED (OR RECORDED)
CCAF COURSE CODE	TITLE	SEM HRS GRADE
PHE1000	BASIC MILITARY TRAINING PHYSICAL EDUCATION/WELLNESS	CREDIT AWARDED 04-Dec-1990 4.00 S
3AQR45730C 000	APPREN STRAT ACFT MAINT SPEC 135	SHEPPARD AFB 17-Jan-1991 4.00 S
AMT1218	AIRFRAME SYS/COMPONENTS	3.00 S
AMT1219	ACFT MAINT FUNDAMENTALS	3.00 S
AMT1229	INTRO TO AIRCRAFT MAINT	3.00 S
4ABF45730C 001	EC/KC/RC135 APR STRAT ACFT MAINT ADV ACFT MAINT LAB	SHEPPARD AFB 21-Mar-1991 7.00 S
5ALS99400 001	AIRMAN LEADERSHIP SCHOOL LEADERSHIP/MANAGEMENT I	KADENA AB 07-Nov-1995 2.00 S
LMM1101	LEADERSHIP/MANAGEMENT I	2.00 S
LMM1102	MANAGERIAL COMMUNICATIONS I	2.00 S
LMM1103	MILITARY STUDIES I	2.00 S
LMM1104	INTRO TO TOTAL QUAL MGT	4.00 S
5NCO69200 002	NCO COMMAND ACADEMY LEADERSHIP/MANAGEMENT II	MCGUIRE AFB 14-Dec-2001 6.00 S
LMM2121	LEADERSHIP/MANAGEMENT II	3.00 S
LMM2122	MANAGERIAL COMM II	2.00 S
LMM2123	MILITARY STUDIES II	2.00 S
5INT00570 000	AIR FORCE SPECIALTY INTERNSHIP INT5000 JOURNEYMAN INT7000 CRAFTSMAN	CREDIT AWARDED 14-Feb-2002 8.00 S 4.00 S
5FSA8F000 001	USAF FIRST SERGEANT ACADEMY HRM2106 MILITARY JUSTICE SYSTEM HRM2107 UNIT ADMINISTRATION HRM2108 QUALITY FORCE MANAGEMENT HRM2109 HR PREVENTIVE INTERVENTIONS HRM2110 DEPLOYMENT ISSUES	MAXWELL AFB 18-Nov-2004 1.00 S 3.00 S 1.00 S 1.00 S 1.00 S
5SDI00500 000	AIR FORCE SPECIALTY INTERNSHIP SDI5000 JOURNEYMAN	CREDIT AWARDED 31-May-2006 8.00 S

\*\*\*\*\* CREDIT HOURS NOT APPLICABLE TO CCAF DEGREE \*\*\*\*\*

THIS TRANSCRIPT IS PRINTED ON SECURITY PAPER AND DOES NOT REQUIRE A SIGNATURE OR RAISED SEAL

THE WORD COPY APPEARS WHEN PHOTOCOPIED

Air Force / Space Force  
\*Custom for the Army, Marine Corps, Navy and Coast Guard when a service member completes training with a CCAF aligned experience – i.e., Medical Education and Training Campus (METC)



*Type your answer in the chat!*

What have been your institution's biggest challenges to implementing CPL in practice?

- a. We are just starting to create a process for accepting CPL
- b. Staff bandwidth to manage articulation process
- c. Reactive nature of process. We grant credit when students ask us to
- d. Lack of faculty buy-in for accepting CPL
- e. Other (Go to chat and add some thoughts!)

# Challenges for CPL Stakeholders

## Adult Learners

### *Current challenges:*

- Knowing which colleges accept
- Confusing process
- Lack of guarantees
- Elective credits

## Training Providers

### *Current challenges:*

- Tracking results
- Too hard for learners to use credits
- Credit articulations with multiple colleges
- Unknown ROI

## Colleges

### *Current challenges:*

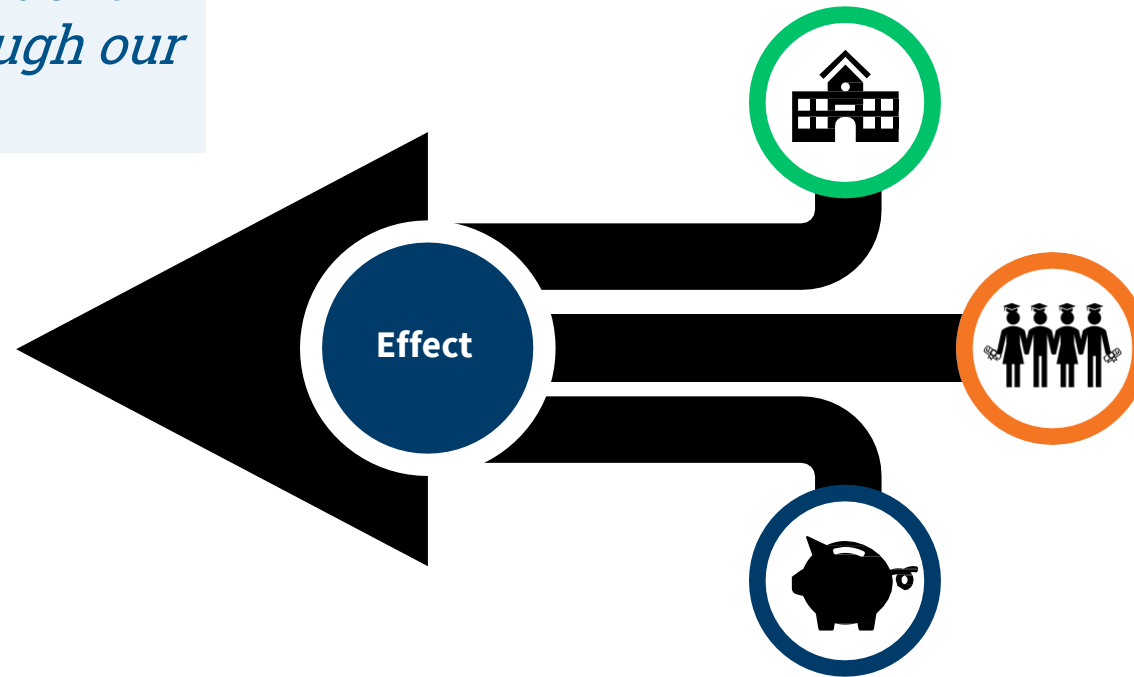
- Systems headache
- Lack of student awareness
- Manual updates to course expirations

# The Opportunity

*Measurable transformation to economic mobility, student success, and equity through our CPL work!*

## Data and Outcomes

**tools** and **digital credentials** to help colleges report back on learner outcomes to build on student success



## Academic Institutions

streamline their **CPL process** and attract **more students**



## Learners

receive **more credit** and earn **credentials faster**



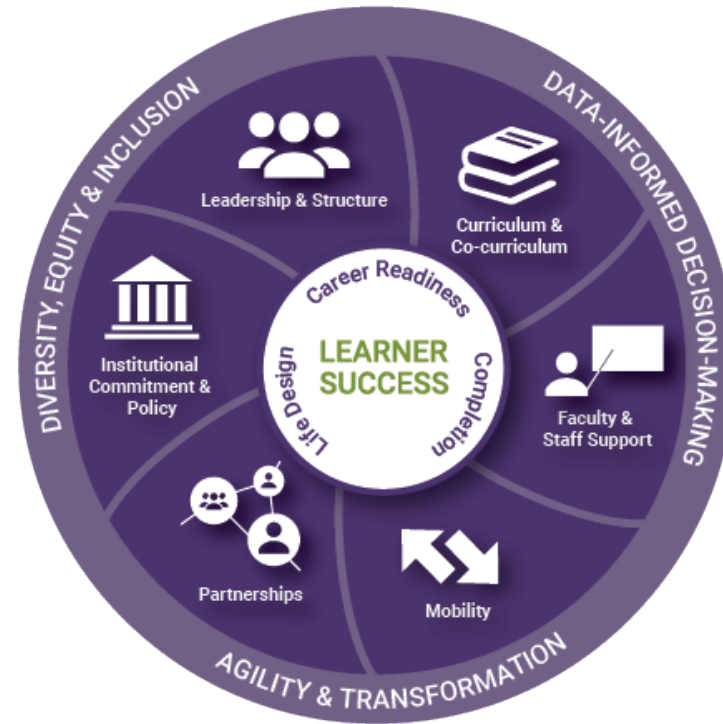
## Employers

including the US Armed Services, **reduces cost burdens** for TA and GI Bill; **validates** training and learning investments



Go to: [PollEv.com/mspires229](https://PollEv.com/mspires229)

As we wrap up today's session, what's a word that describes the value of CPL to you?



# Questions? Reactions?

ACE<sup>®</sup> American  
Council on  
Education<sup>®</sup>