

## Assessment for Prior Learning Phase II of Research Assignment

**Data collected from:** Clark, Marylhurst University, Sinclair, Clackamas, Aurora, Columbus State, Edmonds, York County, Bristol, Chemeketa, Thomas Edison, and Harford Community College.

### **If portfolios are being used, how are they formatted?**

- **Thomas Edison:** On an individual basis, based on the course you are trying to receive credit for. A “mentor” for the course oversees the portfolio process and awards credit if merited.
- **Chemeketa:** Extensive use, format is title page, table of contents, forms relevant to the employment process, required supporting documentation (job description, awards, training sessions, detailed essays). **Students must take a three credit class offered both on-line and on-site.**
- **Bristol:** Has portfolios as an option—but they are not used much. Format is Resume, Statement of Autobiography/Educational Goals, Statement of how the credit for prior learning relates to student’s degree plan (including courses student is requesting credit for PL), Annotated Bibliography/Resources, Documentation (certificates, supervisor’s statements or recommendations, tangible educational and life experiences products, licenses), Letter of transmittal by student to individual assessing the portfolio.
- **Clackamas:** Portfolios are based on a career chronology or historiography format. Individual’s claim expertise, verify knowledge, skills and abilities that demonstrate their expertise—portfolio is then validated by experts and aligned with current course offerings.
- **York:** Students prepare them on their own, but use **a directed process via WebCT.**
- **Aurora:** Departments accepting the submission decide on the format, evaluation and credit given.
- **Harford:** Departments evaluating and granting credit decide on the format.
- **Sinclair:** **Students must take class to do a portfolio. Quarter long class 1 night a week for 3 credit hours.** Portfolio consists of a chronological record of experiences since high school, life history (adult learning, adult life span development), 1 page of goals, then, selection of courses they wish to receive PL credit for—and a table that outlines the competencies they have gained through PL in relationship to the objectives of the courses they have selected. Chair of Faculty review the portfolio and assign grades.
- **Marylhurst:** **Workshops are available to assist students with portfolios.** They have portfolios—need more information.
- **Clark State:** **Students are required to take a class—Prior Learning Portfolio Development.** Portfolios are written for each course for which the student is seeking credit. Portfolios have four major parts (need to find out what they are) and are assessed by the lead faculty instructor of the course.

**Is any prior learning credit given for non-credit classes or certifications?**

<b>College</b>	<b>YES</b>	<b>NO</b>
<b>Thomas Edison</b>	<b>Licenses, certifications, professional development classes</b>	
<b>Chemeketa</b>	<b>Subject specific and will be awarded credit based on the profession reviewing the portfolio</b>	
<b>Bristol</b>	<b>Some Certifications</b>	<b>No clear policy for stand alone non-credit.</b>
<b>Clackamas</b>	<b>Credit for expertise not necessarily non-credit classes. If expertise aligns with course outcomes, credit can be awarded</b>	
<b>York County</b>		<b>Generally no.</b>
<b>Edmonds</b>	<b>Limited to certain certifications (early childhood)</b>	
<b>Columbus</b>	<b>Limited to certain certifications in early childhood and nursing</b>	
<b>Aurora</b>	<b>Certifications</b>	
<b>Harford</b>	<b>Done through the portfolio system</b>	
<b>Sinclair</b>	<b>Done through the portfolio system</b>	
<b>Marylhurst</b>	<b>Done through the portfolio system</b>	
<b>Clark State</b>	<b>Done through the portfolio system</b>	

**What have the colleges found to be the pros and cons of their methods of assessing prior learning—particularly portfolios?**

<b>College</b>	<b>PROS</b>	<b>CONS</b>
<b>Thomas Edison</b>	<b>Potential topics are virtually limitless</b>	<b>But, must have someone who can act as the mentor</b>
<b>Chemeketa</b>	<b>Are reviewed by subject matter experts</b>	
<b>Bristol</b>	<b>Preferred method for PL is by credential evaluation</b>	<b>Portfolios have been cumbersome in the past, but they now have a</b>

		<b>simple model they are using.</b>
<b>Clackamas</b>	<b>Portfolios are the way to go, they take the bias out and spread the responsibility for granting credit to multiple stakeholders</b>	<b>No issues with portfolios because they are focused on what the applicant wants to achieve.</b>
<b>York County</b>	<b>Challenge exams work best.</b>	<b>Students find the portfolios to be labor intensive.</b>
<b>Edmonds</b>	<b>Challenge tests work best, followed by interviews, taking final exam and demonstrations.</b>	
<b>Columbus</b>	<b>n/a</b>	<b>n/a</b>
<b>Aurora</b>	<b>Everything works fine, except that students call and get upset if the credits don't transfer.</b>	
<b>Harford</b>	<b>All done by faculty—so not sure of any issues.</b>	
<b>Sinclair</b>	<b>Comprehensive mechanism to provide students credit</b>	<b>Not enough education and marketing internally to promote the program.</b>
<b>Marylhurst</b>	<b>From a deep learning perspective, the portfolio experience allows for time to reflect and critical examination of one's life experiences. Transformational learning</b>	<b>Students need to be self-directed—often require extra coaching. Administratively heavy process in trying to monitor evaluators and maintain academic integrity.</b>
<b>Clark State</b>	<b>Portfolios work well for professional technical courses—but not sure about general education courses.</b>	<b>Not reaching a large number of students who are qualified to take advantage of the program. Need faculty-buy-in to the program.</b>

**Maximum number of credits allowed under the PL program?**

<b>College</b>	<b>Credits</b>
<b>Thomas Edison</b>	<b>No mention of maximum</b>
<b>Chemeketa</b>	<b>24 Credit hours</b>
<b>Bristol</b>	<b>Up to 15 credits of degree program requirements</b>
<b>Clackamas</b>	<b>24 Credit hours</b>
<b>York County</b>	<b>65% of credit hours</b>
<b>Edmonds</b>	<b>25% of credits for degrees or certificates</b>
<b>Columbus</b>	<b>Unclear</b>
<b>Aurora</b>	<b>25% of credits for certificate programs, 50% of credits for degree programs</b>
<b>Harford</b>	<b>30 non-traditional credits—15 can be from portfolio</b>
<b>Sinclair</b>	<b>Unclear</b>
<b>Marylhurst</b>	<b>30 units of credit</b>
<b>Clark State</b>	<b>Minimum of 30 credits must be taken from Clark State</b>

**Are there any non-credit to credit issues?**

<b>College</b>	<b>Issues</b>
<b>Thomas Edison</b>	<b>College reserves the right to refuse to grant credit for any PLA that does not meet the standards.</b>
<b>Chemeketa</b>	<b>No formal policy</b>
<b>Bristol</b>	<b>Unclear</b>
<b>Clackamas</b>	<b>No issues</b>
<b>York County</b>	<b>None-minimally used</b>
<b>Edmonds</b>	<b>NA</b>
<b>Columbus</b>	
<b>Aurora</b>	<b>Aurora doesn't have any non-credit classes—so they don't deal with this.</b>
<b>Harford</b>	<b>Non-credit would be part of portfolio</b>
<b>Sinclair</b>	<b>Non-credit would be part of portfolio</b>

<b>Marylhurst</b>	<b>Part of portfolio</b>
<b>Clark State</b>	<b>Part of portfolio</b>

**Is the Credit transcribed and/or transferable?**

<b>College</b>	<b>Transcribed</b>	<b>Transferable</b>
<b>Thomas Edison</b>	<b>Yes</b>	<b>Yes</b>
<b>Chemeketa</b>	<b>Yes</b>	<b>Depends on other institution</b>
<b>Bristol</b>	<b>Yes</b>	<b>Unclear how transferable</b>
<b>Clackamas</b>	<b>Yes</b>	<b>Articulated as part of agreements, but not transferred</b>
<b>York County</b>		<b>No</b>
<b>Edmonds</b>		<b>Depends on other institution</b>
<b>Columbus</b>		
<b>Aurora</b>		<b>Depends on other institution</b>
<b>Harford</b>		<b>Depends on other institution</b>
<b>Sinclair</b>	<b>Yes</b>	<b>Yes</b>
<b>Marylhurst</b>	<b>Yes</b>	<b>Depends on other institution</b>
<b>Clark State</b>		