

## **Exhibit D: Credit for Prior Learning Resources & Standards**

### **Resources**

The following resources –

- (1) Document the need for prior learning assessment or credit for prior learning programs, as part of a comprehensive package of institutional measures to overcome barriers to educational access, retention, and success, particularly for the adult learners who are becoming the norm in community colleges.
- (2) Articulate the principles to guide the assessment of non-traditional, work-based, and experiential learning.
- (3) Outline policies and procedures to assure quality for college offices charged with oversight of prior learning assessment and credit for prior learning.
- (4) Articulate standards to guide and reinforce the rigor of the assessment and credit-granting process.

**Jobs for the Future.** *Adult Learners in Higher Education: Barriers to Success and Strategies to Improve Results* (Washington D.C. U.S. Department of Labor. Employment and Training Administration. Office of Policy Development and Research, March 2007).

<http://www.jff.org/Documents/adultlearners.dol.pdf>

**The Council for Adult & Experiential Learning (CAEL)** [www.cael.org](http://www.cael.org) (See sections on Prior Learning Assessment and CAEL and Community Colleges: Working Together Breaking down Barriers for Adult Students).

**American Council on Education (ACE)** [www.acenet.edu](http://www.acenet.edu) (See sections on Adult Learner Programs and Reinvesting in the Third Age).

**Adult Higher Education Alliance (AHEA)** [www.ahea.org](http://www.ahea.org)

**National Council for Continuing Education and Training (NCCET)** [www.nccet.org](http://www.nccet.org)

**Campus Compact (Service Learning)** [www.compact.org](http://www.compact.org)

**Cooperative Education and Internship Association (CEIA, Inc.)** [www.ceiainc.org](http://www.ceiainc.org)

**Northwest Association of Schools and of Colleges and Universities** [www.nwccu.org](http://www.nwccu.org)  
(Includes accreditation standards for prior learning assessment and credit for prior learning)

### **ePortfolios:**

**EPAC Community of Practice:** <http://epac.pbwiki.com>

**MERLOT ePortfolio Portal:** <http://eportfolio.merlot.org>

## Standards

### CAEL Prior Learning Assessment Standards:

#### Ten Standards for Assessing Learning

1. Credit or its equivalent should be awarded only for learning, and not for experience.
2. Assessment should be based on standards and criteria for the level of acceptable learning that are both agreed upon and made public.
3. Assessment should be treated as an integral part of learning, not separate from it, and should be based on an understanding of learning processes.
4. The determination of credit awards and competence levels must be made by appropriate subject matter and academic or credentialing experts.
5. Credit or other credentialing should be appropriate to the context in which it is awarded and accepted.
6. If awards are for credit, transcript entries should clearly describe what learning is being recognized and should be monitored to avoid giving credit twice for the same learning.
7. Policies, procedures, and criteria applied to assessment, including provision for appeal, should be fully disclosed and prominently available to all parties involved in the assessment process.
8. Fees charged for assessment should be based on the services performed in the process and not determined by the amount of credit awarded.
9. All personnel involved in the assessment of learning should pursue and receive adequate training and continuing professional development for the functions they perform.
10. Assessment programs should be regularly monitored, reviewed, evaluated, and revised as needed to reflect changes in the needs being served, the purposes being met, and the state of the assessment arts.

Taken from *Assessing Learning: Standards, Principles, and Procedures* (Second Edition)

By Morry Fiddler, Catherine Marienau, and Urban Whitaker, 2006. Chicago, Kendall Hunt Publishing Company.

#### CAEL Procedures for Assessing Un-sponsored, Prior Experiential Learning (linked to the 10 standards)

Steps	Relevant Standards
1. <b>Identification</b> of learning	Standards 1 and 3
2. <b>Articulation</b> of credit to academic, personal, and professional goals	Standards 2 and 5
3. <b>Documentation</b> of evidence to support claim for credit	Standards 1, 2, and 3
4. <b>Measurement</b> to determine the degree and level of competence achieved	Standards 2, 3, and 4
5. <b>Evaluation</b> to determine the credit equivalency	Standards 2, 4, and 5
6. <b>Transcription</b> to prepare to useful record of results	Standard 6

Taken from *Assessing Learning: Standards, Principles, and Procedures (Second Edition)*

By Morry Fiddler, Catherine Marienau, and Urban Whitaker, 2006. Chicago, Kendall Hunt Publishing Company. (Summarized from Chapter 5)

**CAEL Administrative Measures to Assure Quality**

<b>Standard</b>	<b>Administrative Measures (summary)</b>
<b>7:</b> Transparent and accessible policies, procedures, and criteria	<ul style="list-style-type: none"> <li>- Articulate a rationale</li> <li>- Clarify review processes</li> <li>- Provide clear policies and practices based on an integrated curriculum</li> <li>- Clarify roles and responsibilities</li> <li>- Provide handbook with information on policies, procedures, roles and responsibilities</li> <li>- Protect individual privacy</li> <li>- Determine perspectives and policies regarding individual differences</li> </ul>
<b>8:</b> Fees based on services (not amount of credit awarded)	<ul style="list-style-type: none"> <li>- Charge fees for assessment, not for credit</li> <li>- Ensure cost-effectiveness</li> <li>- Recognize assessment as a contribution to learning</li> <li>- Monitor cost-effectiveness and efficiency</li> </ul>
<b>9:</b> Training and continuing professional development for all involved personnel	<ul style="list-style-type: none"> <li>- Identify who can and should participate in the assessment process and determine their respective roles</li> <li>- Determine the number of assessors who should evaluate an individual's learning</li> <li>- Specify responsibilities of assessors and associated personnel</li> <li>- Create a culture of quality assurance through continued learning</li> </ul>
<b>10:</b> Regular monitoring, review, evaluation, and revision of assessment programs in terms of needs, purposes and assessment standards	<ul style="list-style-type: none"> <li>- Foster professional standards</li> <li>- Seek agreement on practices</li> <li>- Monitor authenticity</li> <li>- Monitor consistency of assessments</li> <li>- Use appropriate technical procedures</li> <li>- Monitor value to those affected by the assessment of learning</li> <li>- Implement periodic program evaluations</li> </ul>

Taken from *Assessing Learning: Standards, Principles, and Procedures (Second Edition)*

By Morry Fiddler, Catherine Marienau, and Urban Whitaker, 2006. Chicago, Kendall Hunt Publishing Company. (Summarized from Chapter 6)