

**October 11, 2016**

**Academic and Student Affairs**



***Charting the Future* Credit for Prior Learning**

**Report to Leadership Council**

**Minnesota State**

**Credit for Prior Learning (CPL) Round 1 Pilot**

**Overview**

This is a status report on Charting the Future’s credit for prior Learning initiative, identified in the FY17 work plan under initiative 2.2.2, “Advance strategies and capacity for competency certification and credit for prior learning at all colleges and universities.” This initiative is led by college and university pilots and supported by Academic and Student Affairs’ (ASA) credit for prior learning liaison team.

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| The CTF work group recommended five initiatives: | **STATUS** |
| 1. Identify work groups of colleges and universities to advance strategies and capacity for offering students credit for prior learning. In spring 2016, ten institutions applied and were selected to a CPL Round 1 Pilot:  * Alexandria Technical and Community College * Hennepin Technical College * Northland Community and Technical College * Rochester Community and Technical College * South Central College * Bemidji State University * Metropolitan State University * Minnesota State University, Mankato * St. Cloud State University * Winona State University   Introductory WebEx meetings and a day-long conference were held with the CPL Round 1 Pilot institutions (representatives of faculty, staff and administration).  Three teams were formed: (1) Professional Development for Faculty and Staff, (2) Business Practices, and (3) Communications and Resources “Toolkit” | **Your text here** |
| 1. Apply and refine a “toolkit” to scale up different types of CPL options for students.  * Develop and maintain an ongoing web presence with information-sharing resources across campus stakeholders, including staff, faculty, and administrators. * Provide clear, accessible policies, practices, and procedures for stakeholders. * Develop multiple communication efforts geared towards informing students through a student-focused web presence and other outreach methods. | **Your text here** |
| 1. Support faculty and staff professional development.    * Assembling an inventory of current faculty and staff professional development activities to create a “speaker’s bureau” for others.    * Plans to offer “CPL 101”-type sessions in spring 2017. | **Your text here** |
| 1. Commit resources to build capacity for CPL, including internal and external subject matter experts, to support colleges and universities as they progress  * Institutional support – mentor Round 2 Pilot. See next steps below. * System support – ASA Liaison Team formed to support Round 1 Pilot; $30,000 approved to support faculty and staff professional development. | **Your text here**  **Your text here** |
| 1. Develop and/or update system-wide policy and procedures regarding CPL, including credit-granting practices (e.g., residency, caps), transfer, coding, compensation and pricing, among others.  * Credit for prior learning policy 3.35 and nine procedures are being revised and will be completed in the 1st quarter 2017. * Eight of ten CPL Round 1 Pilot colleges and universities have approved institutional policies and procedures for CPL. | **Your text here** |

Legend: green – completed; yellow – in progress; red – to commence

**Survey of CPL Round 1 Pilot colleges and universities**

In October 2016, Academic and Student Affairs conducted a survey of the CPL Round 1 Pilot colleges and universities to benchmark current CPL policies, procedures and business practices and to identify gaps in: (1) student opportunities to earn credit for prior learning, (2) faculty and staff professional development and (3) consistent business practices.

**Survey Summary:**

* All CPL Round 1 Pilot colleges and universities responded to the survey.
* All ten institutions **offer CPL** for:
* Advanced placement
* International baccalaureate
* CLEP
* Military courses and occupations
* Credit-by-exam
* World language credit equivalencies
* Portfolio assessments
* Fewer institutions offer CPL for industry-recognized credentials, high school articulation, and non-credit instruction.
* Granting **residency** credit varied among institutions and across types of CPL.
* Except for proctoring fees, no institution **charged students for credits** earned by examination. Other fees varied by method of assessment. Fees for portfolio assessment and credit by examination were primarily based on a per credit charge.
* CPL credits are transcripted in different ways, e.g., transfer credit, course credit, ‘bundled’ credits, and dedicated registration codes.
* Eight of ten institutions have **approved policies and procedures** for CPL. Policy topics vary, although most address student appeal process, residency credits, application of credits to programs, etc.
* Four institutions offer students a credit bearing **portfolio development course**.
* Other than military CPL, only a few institutions actively **market** CPL to students.
* Four institutions have **professional development** opportunities for faculty; fewer opportunities for staff.
* **Faculty compensation** is either per credit, a flat rate or a combination. Institutions also noted IFO and MSCF contract language related to credit for prior learning.
* Other feedback: most institutions are looking for **consistent transfer procedures**, support for faculty and staff **professional development** and for **marketing**.

**Next steps**

A call for Round 2 Pilot colleges and universities will be distributed by Vice Chancellor Ron Anderson in early November, 2016. The selection of Round 2 institutions will be based on interest in working with the Round 1 Pilot institutions, to coach each other and to share best practices, and willingness to move forward on their campus to have complete policies/procedures, host faculty and staff professional development activities and to participate in system-level decisions on consistent business practices.

**Contacts**

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