

College Credit for Work Experience

PROPOSED IMPLEMENTATION PLAN FOR HB20-1002

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A Tale of Two Bills

IT WAS THE BEST OF TIMES, IT WAS THE WORST OF TIMES...
(or...the best laid plans of rodents and humans)

- What's in the bill: Two mandates
- Tensions and structural limitations
- What's next (and connections to the 1330 Task Force)
- Implementation actions and proposed plan

House Bill 20-1002:

Concerning a Statewide Plan for Awarding College Credit for Work-Related Experience

- Emerged from the 2019 Making Higher Education More Attainable Interim Committee
- Introduced early in the 2020 session with an expansive mandate on prior learning assessment at IHEs
- Initially included a fiscal note for \$283,000
- Following the COVID pause, was amended and stripped of funding

House Bill
20-1002:

*Concerning a
Statewide Plan
for Awarding
College Credit
for Work-Related
Experience*

Legislative Declaration:

...students need additional rights for their work-related experience to be evaluated fairly for application toward a postsecondary credential

...industry credentials should be evaluated for potential application toward a postsecondary credential with transferability among institutions

The bill includes two related yet distinct mandates



- First, a **study** of expanding prior learning assessment in public institutions so that students can “test out” of any course in the undergraduate curriculum.
- Pre-Covid, this was a mandate for all public IHEs by Fall 2021.
- **Study** report was delivered to the General Assembly on September 1:
 - PROCESSES for assessment appropriate to the learning outcomes of a given course.
 - BENEFITS to students and to the state.
 - COSTS to institutions, and the ability to recover costs.

The bill includes two related yet distinct mandates



Second, a **plan** to award transferable credit for work-related experience

- “Work-related experience” is defined in statute as experience “that may lead to or result in a business credential, an industry credential, a technical certificate, or a professional license”
- The plan is to be developed by the General Education Council and approved by the Commission by January 1, 2022

Tensions/ Limitations/ Opportunities?

1) Limited to Statewide Transfer—GT Pathways and STAAs (Scope of CCHE Authority)

2) Assessment of **Credentialed vs. Non-Credentialed** Learning (Portfolio Review)

3) Fitting Into Existing Transfer Frameworks vs. Building New Frameworks

4) Serving Enrolled and Admitted Students vs. Shoppers and Prospective Students

5) Asymmetrical Information and Power: Students, Faculty/IHE, Transparency?

6) Even the Best Laid Plans Require Funding for Implementation (where is the money?)

Key Questions

Connections to the 1330 Task Force?

How do we rapidly scale the work to bring maximum benefit to students?

What are the next 2-3 things that might follow from this work?

If we weren't bound by statute, how would we advance this work?

How do we unpack the economic value of a given credential?

What incentives might increase institutional participation?

How do we help students see the value of earning industry credentials?

Prior Learning Assessment (PLA)

Prior learning assessment (PLA) involves well-established, researched, and validated methods for assessing non-collegiate learning for college credit.

METHODS OF ASSESSMENT

- Standardized Exams (National – AP, IB, CLEP)
- Institutional Exams (Local – Challenge Exams)
- Military and Corporate Education and Training
- Industry Credentials and Professional Licenses (credentialed learning)
- Other Work-Based Learning (portfolio review)

In PLA, knowledge and competencies are key.

** It is not *hours* or *days* on the job, but learning that is developed through work that can be **demonstrated** by the learner or confirmed through **assessment**.

** Goal: connecting the **learning** validated by work-related credentials to the **learning outcomes** of GT Pathways and other transferable courses

** Similar to recent efforts to align **learning** from military education and occupations to the **learning outcomes** of GT Pathways



By the numbers: National

Source: The PLA Boost (2020) cael.org/pla-impact

Adult Students with CPL
Completed Credentials
at a Higher Rate

49% with CPL
27% without CPL

CPL Students Saved
Time to a Degree

9-14 Months saved for
adult degree earners
with 12 or more
CPL credits

Adult Students with
CPL Saved Money

\$1,500 –
\$10,200 Estimated
student savings across
sectors

By the numbers: Colorado

If 11% of adult students received credit for prior learning

Average number of credits awarded through PLA = 15

Students with PLA register for more credits at the institution in pursuit of a credential

5,500 Colorado students would benefit in a given cohort

Average per-student savings of \$3,750, or a total of \$20 million for the cohort (plus non-tuition savings)

Average of 17.6 credits per student = revenue gains for institutions of \$6.2 million annually

Forms of recognized and documented work-related experience included in the plan (credentialed learning):

- Industry certifications
- Professional licenses
- USDOL Registered Apprenticeships
- Certificates earned at one of Colorado's three area technical colleges



For the purposes of this plan, work-related experience does not include non-credentialed learning that can be documented and presented in a portfolio (although institutions are encouraged to develop or expand portfolio review processes)

GE Council Working Group

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- Danen Jobe, Colorado Community College System
- Ruthanne Oriheula, Community College of Denver
- Scott Reichel, Aims Community College
- Shaun Schafer, Metropolitan State University of Denver
- Linda Van Doren, Emily Griffith Technical College

Key Principles

Statutory Compliance

Responsive to Students

Transparency

Issues of Equity

Workforce Connections

Depth and Rigor

HB 20-1002 College Credit for Work Experience IMPLEMENTATION PLAN

STEP 1

Credentials are presented for consideration



STEP 2

Determination of whether credentials meet minimum criteria for consideration



STEP 3

CCCS/other IHE evaluates WBL for college credit or other alignment with a postsecondary program



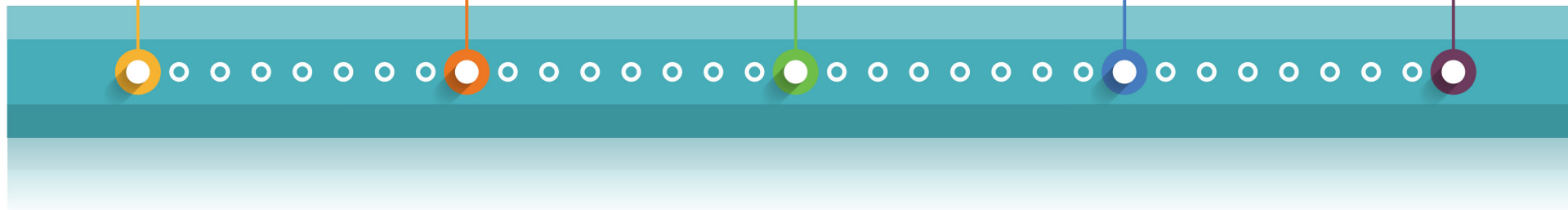
STEP 4

Validation and affirmation for statewide transfer



STEP 5

Documentation and communication



Thank You!

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