The ACE Review Process: Insights from Michigan Faculty

January 26, 2017
American Council on Education
Center for Education Attainment and Innovation
College and University Partnerships
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Agenda

• Introduction to ACE

• What is CPL?

• Faculty Members’ Perspectives

• Using ACE Credit on Michigan Campuses
Polling Question
ACE Introductions

- Mary Beth Lakin, Director, College and University Partnerships
- Angel Harriott, Senior Program Manager
- Patricia Brewer, Midwest Regional Liaison
MI-litary Equivalency Project

For more information visit https://micmve.org/military-equivalency-project/

Questions about this project?

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Founded in 1918, ACE is the major coordinating body for U.S. higher education institutions, representing more than 1,600 college and university presidents and more than 200 related associations.

ACE provides leadership on key higher education issues and influences public policy through advocacy.
ACE’s Center for Education Attainment and Innovation

College and University Partnerships

Special Initiatives

CREDIT Evaluations (Corporate Programs)

Military Evaluations Programs

“To be the world class organization that transforms lives through innovative practices across all forms of learning.”
ACE College & University Partnerships

- ACE Credit College and University Network
- Regional Liaisons & Affiliate Institutions
- Student Advocacy
- Webinars, Workshops, and Technical Assistance (Policy and Practice)
- College/Employer Collaborations

www.acenet.edu/CUP
What Is CPL?

A set of well-established, researched and validated methods for assessing non-collegiate learning for college credit.

A process that allows learners to demonstrate knowledge and skill in particular field or fields and have that learning evaluated for college credit.

http://www.pearsonhighered.com/credit-for-prior-learning/
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<th>Institutional Evaluations</th>
<th>Third-party Evaluations</th>
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<td>Individual Student Evaluation</td>
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<td>Departmental Challenge Examinations</td>
<td>CLEP Exams</td>
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<td>Individualized Portfolios</td>
<td>Advanced Placement Exams (AP)</td>
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<td>DSST Credit by Exam</td>
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<td>Excelsior College Exam Program</td>
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<td>CAEL LearningCounts® includes a structure for individual</td>
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<td>student portfolios to be developed and then assessed by</td>
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<td>either institutional faculty or CAEL assessors.</td>
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<td>Sponsored Learning Program Evaluation</td>
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<td>Local Articulation Agreements</td>
<td>ACE Military Training and Occupation Review</td>
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<td>Consortium for the Assessment of College Equivalency (CACE)</td>
<td>ACE CREDIT Review</td>
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<td>National College Credit Recommendation Service (NCCRS)</td>
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Lori J. Brown, FRAeS
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What is the ACE Credit Review?
• A structured faculty review

• Requested by a US Military Branch*

• Coordinated by American Council on Education (ACE)

*Community College of the Air Force
Courses: education and training, military and other organizations

Military Occupations – competency-based

Knowledge demonstrated through standardized testing

www.militaryguides.acenet.edu
The Course Review

• The review is a complex and rigorous process.

• Examines assessments and all of the course materials.

• Always involves team consensus of at least 3 faculty who are currently teaching in that respective subject area.
The Evaluation Process

- We look at content, hours, depth, breadth, scope, rigor, assessment and applicability to civilian equivalents.
- Recommendations are only given to areas assessed.
- Recommendations are given to align with current courses offered.
- Military specific content is often not useable.
Blooms taxonomy is the foundation for aligning military and civilian equivalents

- Completion standards must be 70% minimum for UG and 80% minimum for graduate.

- Graduate credit is rarely recommended and must include other key elements such as research.

- Only useable content which is aligned with civilian learning outcomes and is adequately assessed for VC, LD, UD or Graduate credit consideration.
Learning Outcomes: Upon completion of the course, the student will be able to execute maintenance and troubleshooting on aircraft turbine engine powerplants and systems such as: accessory gearbox, gas generator, compressor, and reduction gearing; and utilize maintenance publications and safety procedures to perform turbine engine and auxiliary powerplant maintenance.

Instruction: Methods of instruction include classroom exercises, laboratory, lecture, and practical exercises. General course topics include power turbine, compressor, gas generator, accessory gear box, reduction gear box, fuel systems, electrical systems, torque, safety, auxiliary power unit (APU), and main/tail rotor systems.

Credit Recommendation: In the upper-division baccalaureate degree category, 4 semester hours in aircraft turbine engine maintenance and 3 hours in aircraft turbine engine laboratory (2/13)(2/13).

Related Competencies: Aircraft turbine engine maintenance topics include accessory gear box, electrical and ignition system, fuel systems, gas generator maintenance, troubleshooting, turbine engine maintenance and repair, and turbine engine theory. Aircraft turbine engine laboratory topics include accessory gearbox, disassembly procedures, hot section maintenance, maintenance procedures, maintenance publications, and propeller rigging and installation.
Extensive write ups not reflected on the JST

- Extensive write-ups to document and validate our work and credit recommendations.

- Not reflected on the JST but is available on the Military Guide Online.

- Would be helpful to view all of the documented information before determining credit transfer.

- Encouraging your faculty to become reviewers will help continue to improve this process and increase understanding of the recommendation process.
Military Occupation Reviews

• The occupation interviews are to validate on-the-job training critical tasks for occupation designations to recommend postsecondary educational credit where appropriate.

• Reviewers validate the skills, tasks, competencies, and knowledge associated with a given occupation. Acquired outside of the schoolhouse.

• Each interview panel session lasts approximately 50-60 minutes with 8 – 16 service members working in each occupation.
Example MOS Review

Occupation - AIRCRAFT STRUCTURES MECHANIC

- **Summary:** Aircraft structures mechanics have the ability to inspect, maintain, and repair aircraft structural components, including performing maintenance and repair of structural components; diagnoses, prepares, repairs, and returns to service sheet metal and non-metallic structures, flight control surfaces, and aircraft doors and panels; enforces industrial safety methods and procedures for hazardous materials (HAZMAT).

- If the required occupations task list skills, tasks, and competencies are validated through the interview process, the results are then aligned with a current civilian course if there is one which is a good match.

- In this example: ACE recommendation: 3LD semester hours in aircraft structural repairs. Aligned with WMU and other institution Aircraft Structures courses. Credits: 3 hours
Scott Crabill

Associate Professor
Communications Oakland University

ACE Faculty Evaluator
My Experience as a Reviewer

• Reviewer since 2011

• Participated in about a dozen reviews

• Attended all day seminar on Service-Member Opportunity College (SOC) in 2010

• SOC Seminar piqued my interest in how credits were reviewed and awarded by ACE
• Was impressed by rigor of review
• Team driven review of courses
• Teams developed through faculty expertise in teaching area being reviewed
• The primary lead of the review is an actively teaching faculty member with an advanced degree.
• Never felt pressure to award credit
ACE’s Military Evaluations Program: Terms and Definitions

<table>
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<tr>
<th>Term</th>
<th>Definition</th>
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<tr>
<td>Academic Hours</td>
<td>Those hours within the delivery of a program of instruction that are instructor led or which are performed under the supervision of the instructor.</td>
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<td>Analysis, Design, Development, Implementation, and Evaluation (ADDIE Model)</td>
<td>A method of curriculum design that incorporates the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) phases. Core to the ADDIE model is the establishment of Terminal and Learning Objectives to derive the desired learning outcomes by the students for each module of instruction.</td>
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<td>Assessment</td>
<td>Refers to the wide variety of methods that educators use to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students. These may be standardized tests or performance assessments among others. The assessment should be rigorous in that it should be of such complexity as to properly evaluate the learning desired for the scope of the course. Education conducted in an operational medical setting such as patient care, clinics, hospitals, laboratories, examination, and ambulance transports.</td>
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<td>Community College of the Air Force (CCAF)</td>
<td>The Community College of the Air Force is a regionally accredited degree institution for enlisted airmen. ACE does not evaluate courses that fall under the umbrella of CCAF. The knowledge, skills, and attitudes imparted by learning areas/subject matter to include approaches and performance activities. Topics and subjects align with higher education, professional, national, state, and institutional standards of curriculum. A connection to higher education-levels are clear and descriptive. Resources and materials are cognizant with the learning.</td>
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<tr>
<td>Content</td>
<td>The course content is descriptive of the course.</td>
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<td>Course Description</td>
<td>The identification of the course materials including items such as learning objectives or outcomes and scope.</td>
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<td>Course Goal</td>
<td>The course goal simply states the intent or desired accomplishment of the course is designed to teach the student.</td>
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<tr>
<td>Course Terminal Objective</td>
<td>Describes the learner’s expected level of performance in a course/training and describe results of the training necessary for the learning.</td>
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Course Review Checklist and Notes:

- **Resources**
  - 1. As an evaluation team, we are not casting judgment about how the course has been constructed or being delivered; stay focused on the learning that is occurring within the course and whether it warrants post-secondary credit recommendations.
  - 2. This is a formative tool designed to support evaluation collaboration, discussion, and findings. You are exercising your professional judgment with a perspective not only from your academic institution, but based on the current curriculum trends across the country.
  - 3. Reference the Definition of Terms tool as supporting guidance.

Section 2: Course Planning Resources

| A. The course planning tools such as a PCM provide a thorough overview of the course expectations | Yes | No | N/A | Notes |
| B. The curriculum is current | | | | |
| C. There are differentiated course objectives | | | | |
| D. The learning outcomes are stated within the planning tools (such as a PCM, TCCS syllabus) | | | | |

Section 3: Course Content

| A. The modules / units within the course align to current post-secondary curricula | Yes | No | N/A | Notes |
| B. The level of the content being taught is equivalent to post-secondary expectations | | | | |
| C. The training tools utilized support a credit recommendation | | | | |
| D. The learning outcomes reflect what the student is expected to know, understand, or be able to demonstrate | | | | |
| E. The learning outcomes have measurable criteria | | | | |

Section 4: Instructional Materials / Resources

| A. The quantity and type of instructional materials are sufficient to align with the learning outcomes | Yes | No | N/A | Notes |
| B. The lesson plans relate to the learning outcomes | | | | |
| C. The lesson plans address a skill, behavior, or knowledge to be learned | | | | |
Team Consensus

• No straight formula, but must be 100%
• Course content can be found in typical related program at the college level (i.e., college catalog)
• Course or training has the content, rigor, and scope found in similar college courses
• Number of credit hours and level (e.g. upper or lower) awarded is consistent with rigor and number of contact hours in the course
Important Points to Remember

- Course learning objectives, content and assessments must be congruent
- Objectives and credit recommendation should align with Bloom’s Taxonomy
- Course must be similar to one found in a college catalog
- Faculty reviewers work in teams to review the content, scope and rigor of the materials
- Courses with limited applicability are denied credit recommendation:
  - too company specific
  - too limited in scope
  - no assessment
Faculty Member Perspective

• Significant effort made to make sure that recommendations reflect “real world” reality of contemporary education
  – Ex: Credit for keyboarding

• Courses must meet breadth of academic courses
  – Ex: Credit for Introduction to pharmacology (LD), Pharmacology (UD), and Cardiac pharmacology (LD)
Faculty Member Perspective

Looking for

• Currency & relevancy
• Instruction & practice
• Assessment methods
• Type of Credit: Vocational, Lower Division, Upper Division, Graduate
Faculty Member Perspective

For all courses, content must reflect national standards not local variances or regional differences.

- Many of us are involved with professional accreditation
- Team faculty mix: we have the experts at the table
Using ACE Credit on Michigan Campuses
Polling Question
Lori J. Brown, FRAeS
Associate Professor
ACE Faculty Evaluator

Western Michigan University
College of Aviation
Western Michigan University Proposed Policy on Block Transfer

• Students who are military service members or veterans may receive a block of up to 15 credit hours of open elective credit towards a bachelor’s degree.

• Block credit may be granted for military training documented on a Joint Services Transcript (JST) with ACE recommendations or for military training documented on a CCAF transcript.
Transfer Credit Equivalencies to help Bridge the Gap between Military courses to Civilian Equivalents

• To see what credits will transfer to Western Michigan University, see this link: http://wmich.edu/admissions/transfer/credit

• Soon the page will change and WMU will start to incorporate the Joint Services Transcript.

• Under this selection will be a list of courses that could appear on the student’s transcript and for which WMU has provided a credit decision.
Other examples of Credit transfer programs

- Many schools have programs which track to occupations in the military and clearly identify what will transfer.
- The Alternative Credit Project™ (ACP) provides you access to a pool of online courses at low or no cost that CMU will accept toward degree (up to 60 ACP credits).
- A national program of ACE, supported by a generous grant from the Bill and Melinda Gates Foundation.
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ACE Faculty Evaluator
Using ACE Credit Recommendations

- Acceptability vs. Applicability
- Reciprocity between colleges and military poses challenges
- Specificity of military training makes it challenging to use course credit for major requirements
- Higher probability that credits would be accepted in a professional school
- Finding faculty members who were service members is crucial, can’t say enough about advocacy
Case Example

OU accepts transfer coursework completed in the U.S. Armed Forces and U.S. Armed Forces Institute with the following conditions:

- Course content must be comparable to those for which OU typically grants transfer credit.
- The American Council on Education must recommend credit grants for particular courses.
- Credits must be acceptable to the appropriate academic department at OU.
- Request Joint Services Transcripts
Lansing Community College: The Military Medic to Paramedic Program (MM2P)
The Process

• Comprehensive crosswalks were developed to determine experiential credit qualifications.
• Created “slices” of courses to address gaps
• Military veterans could waive 40-60% of MM2P program requirements based on experience and previous education that is validated with competency based testing and assessment.
• Innovative curriculum: material is covered in short, subject-specific modules, hybrid and interactive units.
• Accelerated classes: program can be completed in five to six months.
### Required Course Title

| Medical Trauma I | A |
| Medical Trauma II | A* |
| Cardiology I     | A |
| Cardiology II    | A |
| Pharmacology I   | A* |
| Pharmacology II  | A |
| Paramedic Skills I | A* |
| Paramedic Skills II | A |
| Paramedic Clinical I | B |
| Paramedic Clinical II | B |
| Paramedic Internship | A |
| Global Perspectives & Diversity | A |
| Communications | A |
| Writing (Technical or Business) | A |

### Choice of Course Title (min. 1)

| Human Anatomy       | A* |
| Human Physiology    | A* |
| Intro to Anatomy and Physiology | A |

Asterisk (*) denotes a slice, or a portion of a course, that may be awarded credit based on PLA.
Beyond MM2P- Stackable Degrees

• Advanced Standing RN Program
  • Candidates receive advance standing allowing them to complete the program in 10 – 11 months.
  • Concurrent enrollment in Michigan State University’s BSN program is available

• Physician Assistant (Navy - post Viet Nam)
  • Eastern Michigan University (developing 2 + 3 program)
  • Western Michigan University

• Other Avenues
  • Education
What is Happening on Your Campus?

Please post in the Q/A section any examples of how mapping is done at your campus.
Polling Question
Thank You!

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