



Sustainability Document

MOWins CPL Project

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Executive Report

This MOWINS Credit for Prior Learning (CPL) project took place between June 2016 and December 2017. The scope of CAEL's work on this proposed project centered on providing guidance, research, facilitation, training, and resources for the development of course matrices mapping crosswalks for 13 Missouri community colleges as part of the MoWINS initiative.

CAEL served as a subject matter expert on prior learning assessment and project manager in meeting facilitation, coordinating activities with MCCA and the appointed college representative from each of the 13 colleges, and provided training and guidance sessions. The engagement of each school's leadership and faculty in this evaluation process was critically important for accomplishing project outcomes, ensuring successful implementation, and sustainability.

The following document is the **sustainability report**. This report shows how all 13 Missouri community colleges past, current, and future work will continue to play a role in sustaining CPL at each of the individual colleges as well as at the Missouri system-wide level.

PLA Survey

One of the first activities was to look at what was currently being done for PLA at the community colleges. CAEL conducted an online survey of the 13 colleges to collect data on current PLA offerings, practices, and processes. CAEL coordinated with MCCA for distribution. An analysis of the results and summary report was provided to MCCA and the colleges. See Summary Report for Details of findings.

Survey Highlights

1. Twelve of the thirteen (12 of 13) colleges accept credits for CLEP Exams
2. Eight (8) offer the CLEP test at their college
3. Eleven (11) institutions accept DSST and two (2) offer testing at their site
4. Three (3) schools accept UExcel and three (3) indicated this type of credit rarely applied
5. Six (6) have a portfolio assessment service and process with faculty evaluations of work
6. Twelve (12) of the thirteen (13) schools offer challenge exam for most areas of study
7. Twelve (12) of the thirteen(13) accept credit for some or all military training (ACE)
8. Three (3) sites have a process in place for evaluating corporate training or MOOCs
9. Nine (9) have a process for determining college level workforce training
10. All thirteen (13) colleges have student CPL learning or certification mapping available

Campus-Based Task Forces

CAEL advised on the establishment of a task force, with a designated chairperson at each of the 13 colleges. The task force included representatives from academic, registrar, PLA coordinators, and administration. The college task force groups were responsible for conducting research and project work that including making decisions on program and course crosswalks to be completed.

Task Force Summary

Each campus had a Designated Chairperson and committee helping organize and gather information. The Chairperson for each college was also responsible for completing the work, attending the workshops and finalizing approvals. All thirteen (13) colleges completed the goals of the project.

Crosswalks

The development of 13 college course matrix mapping crosswalks involved a process of CAEL provided training and guidance to the college task force groups performing the course evaluations. The resulting matrix was the work of the coordinators and dependent upon the decisions the college task forces made in which programs and courses were mapped to appropriate national PLA options. Each of the thirteen (13) colleges completed their individual crosswalks.

The result of the crosswalk work showed how each college is currently mapped to National Standards as well as how some colleges have also mapped their courses to additional academic and non-academic student learning opportunities. Additional work is planned at the majority of the colleges as they move from process understanding and into future student opportunities and process sustainability.

Example of Crosswalk view, [See full file for details](#)

CLEP Mappings to Individual Courses by College

Curriculum Course Name	Common Course Number	Crowder College	East Central College	Jefferson College	Metropolitan Community College	Mineral Area College	Moberly Area Community College	North Central Missouri College
<i>Course Title</i>		YES	YES	YES	YES	YES	YES	YES
American Government	CLEP 002	PLSC 103	PS 1883		POLS 136		SOC SCI ELECT	PL 216
American Literature	CLEP 004		EN 2203 OR 2213	ENG 228 OR 229	ENGL 222, 223		LAL 120 AND 121	EN 261
Analyzing and Interpreting Literature	CLEP 006	ENGL 109	EN 1883		ENGL 120, 121		ELECT	
Biology	CLEP 008	BIOL 101	BI 1203	BIO 101	BIOL 101	BIO 1100	BIO ELECTI	BI 890

Summary

It is the view of this CAEL Consultant that MOWins System has a lot of valuable attributes to provide quality CPL opportunities to students. There is a willingness at all campuses to be part of the industry need solution and work collaboratively with industry and each other to create a valuable Crosswalk system.

Recommendations

1. Common Course numbering system - Would allow for students to easily understand transfer options.
2. Common best practices, processes and policies - Need to have standard practices and policies throughout the State of Missouri College systems in order to provide a sustainable approach to further work.
3. Create a repository of Best Practices – Advance CPL and Crosswalks by sharing best practices and current mappings with colleges across the system will allow for all colleges to advance their CPL to National Standards work.

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Sustainability Document Overview

This document is organized into three parts. First is a collective review of practices at each of the thirteen colleges. Next a review of National Standard College Mappings will be discussed, and finally there will be a review of Best Practices and Recommendations.

Review of Current Practices

Crowder College

- Prior Learning Credit, Dual Credit, National Standards acceptance and testing in the Business Division.
- 23 CLEP Exams covered (Out of 32)
- 2 Advance Placement or International Baccalaureate
- 9 DSST/Dantes Course areas covered
- Very large ACE Military coverage
- Computer Science Mapped as part of MOWINS
- Construction Management Mapped as part of MOWINS

East Central Community College

- Excellent CPL work in Industrial Engineering Technology – **Best Practice in Student CPL Marketing Layout (See file: Industrial Engineering-credit for prior learning.pdf)**
- 27 CLEP exams covered (Out of 32)
- 28 Advance Placement or International Baccalaureate
- 23 DSST/Dantes Course area covered
- ACE Credit evaluated by Registrar's Office

Jefferson College

- **Best Practice – Website** <https://www.jeffco.edu/current-students/admissions-enrollment/credit-prior-learning#.WibfaVWnEdU>
 - Standardized Tests
 - Institutional Challenge Examinations
 - Industry Credentials
 - Published Guides
 - Apprenticeship Training
 - Portfolio Evaluation
- **Best Practices – Jefferson College Credit for Prior Learning (CPL) Guide Revised May 2017 (See Files)**
- **Best Practices – Mapping of Courses to Industry Certifications (Comp TIA+)**
- **All CPL options are included in the guide and updated as needed**

Metropolitan Community College, Kansas City

- Computer Science Mapped to National Standards
- 22 CLEP exams covered (Out of 32)
- 10 Advance Placement or International Baccalaureate

- DSST – Reviewed by Registrar’s Office
- ACE – Reviewed by Registrar’s Office
- Additional student options – **Project Lead the Way (PLTW) – Best Practice**
- **Best Practice – Prior Learning Guide.pdf – Extensive work on PLA guide – Note: Needs to be updated (2015) See Files**

Mineral Area Community College

- **NO Information available** on the website that can easily be found – no search tool to use or link in the area of CPL – Recommended that this change
- **Have an excellent Credit for Prior Learning Handbook**
- 10 CLEP exams maybe covered, See Registrar
- See Registrar for ACE credit evaluation
- Eight (8) programs allow for CPL as listed in Handbook. Need to make Handbook relevant on website.

Moberly Area Community College

- **NO Information available** on the website that can easily be found – no search tool to use or link in the area of CPL – Recommended that this change
- **CPL is included under Transfer Credit on website: http://www.macc.edu/transfer-credit-to-macc#test_credit**
- 30 CLEP exams
- 34 Advance Placement and International Baccalaureate
- 24 DSST and Dantes
- ACE See Registrar’s Office

North Central Missouri College

- **Best Practice – Credit for prior learning flyer: http://www.ncmissouri.edu/registrar/wp-content/uploads/sites/15/2016/10/creditpriorlearning_flyer.pdf**
- ACE transcript reviews
- 31 CLEP (Out of 32)
- All other National Standards – See Registrar (Recommended to list detail on website)

Ozarks Technical Community College

- 18 CLEP (Out of 32)
- Number of options for students under Article I and II on their website
- Recommendation: **Make CPL a website priority. Unable to easily locate information**

Three Rivers College

- **Best Practices – Three Rivers Alternative College Credit Form and Guide** – One of the best CPL form and guides out there. Should be reviewed and adopted by any other college who does not have or needs to update their current guides. **See File**
- **CPL Guide includes:** National Standards Reviewed, Policies, Process for Students, Articulation information and common questions.

- 28 CLEP (Out of 32)
- 19 DSST/Dantes
- Process for review of others through Faculty and/or Registrar's Office

State Tech College of Missouri

- No National Standards Mappings to CLEP or others. Need to review at Leadership Level
- Have created a Welding Certificate and Welding Degree using AWS Sense QC10:2006 (Industry Standard Certifications) **Best Practice for others to follow is creating certification or programs that directly map to or are mapped from Industry Leading Standards.**

State Fair Community College

- 27 CLEP Exams (out of 32)
- 10 Thomas Edison Mappings
- 11 UExcel Mappings
- ACE – See Registrar's Office
- **Best Practice – Advanced mappings into areas other than CLEP such as UExcel and Thomas Edison.**
- On Site CLEP Testing
- A number of support services aimed at assisting students through the CPL program – **Best Practice**

St. Louis Community College

- 29 CLEP Exams (out of 32)
- **Best Practice – STLCC Blueprint 3.8.1** – Exceptional Student focused form aimed at understanding the student needs, background, and interest. Allows for holistic view of student learning
- **Best Practice – STLCC CPL Guide** – Provide all aspects of CPL including definitions
- **Best Practice** – Understanding Campus Needs – Document PLA Cross Functional Team Report with campus analysis on CPL Needs

St. Charles Community College

- 6 CLEP Exams (out of 32)
- Working on AAS – Computer Science and Computer Aided Drafting Technical Certificate
- Have created a Welding Certificate and Welding Degree using AWS Sense QC10:2006 (Industry Standard Certifications) **Best Practice for others to follow is creating certification or programs that directly map to or are mapped from Industry Leading Standards.**

National Standards Crosswalk

The majority of time in this project was to develop a crosswalk between current or planned courses and national standard. For this project National Standards included, but were not limited to: CLEP, AP, IB, DSST, Thomas Edison, UExcel, and ACE. Additional course mappings were included in the crosswalk including industry certifications (such as TIA and AWS).

The following is a summary of work:

- Twelve (12) of the thirteen (13) colleges had at least 1 course directly map to National Standard Exams. The exception was State Technical College of Missouri.
- Eight (8) of the thirteen (13) college had at least 1 course directly map to Advance Placement and/or International Baccalaureate.
- Seven (7) of the thirteen (13) college has at least 1 course directly map to DSST_Dantes
- Two (2) of the thirteen (13) colleges has at least 1 course directly map to Thomas Edison and/or UExcel.
- All colleges are willing to review ACE or Military credit through their Registrar's Office

Recommendations for Sustainability:

1. Review all colleges work and find ways to increase National Standards use. Many of the colleges have the same courses listed (different names and numbers) but do not treat them equality within the Crosswalk conversation.
2. Have at least two (2) colleges go through a total ACE Course review. This will allow other campuses to use the information to better align their courses and options to validated ACE and course mappings.
3. State and Local Level – Continue to collaborate across the state to create system-wide practices for accepting National Standards Exams for all campuses.
4. Review and adopt Best Practices across all campuses
 - a. Increase Website Visibility
 - b. Create CPL Policy that is in line with National Standards (CAEL Standards)
 - c. Create working Process Documents
 - d. Create Faculty and Staff CPL Training Pathways
 - e. Increase funding to support a PLA/CPL Coordinator on each campus to lead efforts
 - f. Increase individual campus CPL usage by marketing and proactively looking for students to participate in program.
5. Final National Standards Crosswalk document – Use to continue to update and change current work. (See File – MOWINS Crosswalk Matrix by college and courses MASTER Final November 2017)

Best Practices

Recommendations for Sustainability:

CPL Description (From Jefferson College Guide)

Prior Learning Definition

From the Missouri Credit for Prior Learning Model:

“Prior Learning is an alternative education or experience-based learning that has been attained outside the sponsorship of an accredited postsecondary education institution. Credit for Prior Learning (CPL) includes learning acquired from work and life experiences, community and volunteer extension courses, individual study and reading, civic, community and volunteer work, and participation in informal courses and in-service training sponsored by associations, business, government, and industry. CPL is not awarded for EXPERIENCE but for college-level LEARNING which entails knowledge, skills, and competencies that students have obtained as a result of their prior learning experiences.”

II. Rationale for providing CPL

From the Missouri Credit for Prior Learning Model:

“The Missouri Community College Association supports the concept of life-long learning to meet the retraining, upgrading and personal enrichment needs of students. It is the policy of the Association that a student’s experience outside the college classroom shall be evaluated for college credit.”

“The need for a statewide standard for credit for prior learning assessment was presented to the 13 public two-year institutions during the fall of 2010, where for the first time, the institution leaders established a statewide career training consortium to compete for the [USDOL Trade Act Adjustment Community College Career Training (TAACCCT) grant], which Missouri received and named MoHealthWINS. One of the grant solicitation’s key funding priorities was to increase attainment of degrees, certificates, and other industry-recognized credentials and better prepare the targeted population, and other beneficiaries, for high-wage, high-skill employment. One evidenced-based strategy presented was the utilization of granting academic credit for prior learning. The consortium leaders along with the support of the Governor’s office, the Missouri Department of Economic Development, the Division of Workforce Development and the industry partners committed to improve retention and achievement rates and/or reduce time to completion by developing a statewide system standard of practices to award credit for prior learning.”

Policy Statement

Prior Learning Policy (Mineral Area College)

Prior learning experiences shall be evaluated only if requested by a student who has been admitted to Mineral Area College (MAC). For all credit awarded for prior learning, the course number, course title, number of semester hours and grade of CR (credit) will be posted on the student’s transcript and labeled CPL to denote Credit for Prior Learning.

Academic credit may be awarded only for those courses directly applicable to curriculum requirements at MAC and to the student’s declared certificate or degree program as outlined in college publications. A maximum of 30 semester hours of credit for prior learning may apply toward a degree, unless otherwise noted within this document.

If CPL is applied to the A.A., A.S., A.A.T., A.G.S. or A.A.S. degree requirements, transferability may be affected. For details, consult your advisor and the institution to which you plan to transfer. All portfolios, documentation and files regarding a student’s prior learning credit will be maintained by the Registrar’s Office.

Procedures for obtaining credit for prior learning vary by method. Processes are included in “Methods for Awarding Credit for Prior Learning” and “Methods Accepted by Department”.

Or

Policy (Metropolitan Community College, Kansas City)

- 1. Credit will be awarded only for those courses directly applicable to the student's declared certificate or degree program. CPL may be applied toward the courses in certificate or degree programs only for the purpose of satisfying graduation requirements.*
- 2. A student may use CPL to fulfill all degree/certificate graduation requirements except for mandatory institutional requirements. Depending on the method of awarding credit, the hours may be elective credit only, or may satisfy some particular requirement (e.g. social science), or may be considered equivalent to an existing MCC course.*
- 3. All work assessed for CPL must meet or exceed "C" level work, as determined by the college.*
- 4. The student must be enrolled during the semester the credit is awarded.*
- 5. The maximum prior learning credit applicable towards graduation is 30 credit hours, from any combination of all CPL methods. Exceptions: active duty military (including Reserve and National Guard) may go up to 75% of required credits, students holding a Missouri Peace Officer Standards and Training (POST) certification, and participants in certain apprenticeship degree completion programs may be awarded over 30 credits.*
- 6. If CPL is applied to the degree requirements, transferability and transfer guarantees may be affected. Consult an MCC advisor for details. Students planning to transfer to another college or university should also contact the receiving institution to determine the acceptability of transferred credit for prior learning.*
- 7. MCC decisions to award credit are final.*
- 8. Prior learning experiences shall be evaluated only if requested by the student.*

Student with Disabilities Statement

Students with Disabilities

STLCC values the contributions of all members regardless of disability and provides the opportunity for them to realize their greatest potential. The college is committed to the Americans with Disabilities Act compliance and provides qualified persons with disabilities support and opportunities in all activities, programs and services operated or sponsored by the college.

The Access Office at each campus can assist students in obtaining the following services:

- ☑ Individual advising and academic counseling*
- ☑ Classroom accommodations*
- ☑ Support personnel (interpreters, readers, writers and note takers)*
- ☑ Assistive technology*
- ☑ Alternate format*
- ☑ Referrals to and liaison with campus and community resources*
- ☑ Referrals for LD/ADHD diagnosis*

Advocacy, study skills and consumer training

To qualify for services, students must self-identify to the Access Office and provide documentation of their disability. A student may submit this application at any time; however, the college recommends submitting the application at least six weeks in advance to ensure that any and all reasonable accommodations shall be available when needed. Approved accommodations are based on the documentation received by the Access Office.

Use Industry Credentials

Industry Credentials (from Jefferson College Guide)

Students must supply documentation of any industry certifications awarded within the last 5 years to the Office of Enrollment Services. Evidence of evaluation may also be required (e.g., exam scores). Credit will only be awarded for current, valid industry credentials.

Posting Fee:

There is a fee for posting the credits on the student’s transcript, which is equivalent to one credit hour of in-district tuition at Jefferson College for each course for which credit is awarded. Page 7 of 17

<i>Approved* Industry Credentials: Credential</i>	<i>Semester Hours</i>	<i>Jefferson College Course Equivalency</i>
<i>CompTIA A+ Certification</i>	<i>6</i>	<i>CIS150 Intro to Computer Support & CIS243 Advanced Computer Support</i>
<i>CompTIA Network+ Certification</i>	<i>4</i>	<i>CIS147 Networking I</i>
<i>CompTIA Security+ Certification</i>	<i>4</i>	<i>CIS260 Information Systems Security</i>

Student Assessment Forms and Documentation

Alternative College Credit – Student Assessment and Guidebook Three Rivers

Alternative College Credit – Student Assessment

Student Name: _____ **Student ID #:** _____

Degree/Certificate Program: _____ **Advisor:** _____

Three Rivers Community College supports the concept of life-long learning and awards academic credit to students for prior learning in congruence with the Missouri Credit for Prior Learning Model. Three Rivers Community College cannot guarantee the transferability of Credit for Prior Learning. If planning to transfer to another college or university, students should contact the receiving institution to determine the potential of acceptability for transfer of Credit for Prior Learning. All documentation associated with CPL must be no older than 5 years with exception to military credit and some articulation agreements which do not have a time limit on acceptance. An application fee of \$100.00 (paid in advance in the Business Office) to be considered for Credit for Prior Learning.

Or

MoHealthWINS Grant Career Blueprint (St. Louis Community College)



**MoHealthWINS Grant
Career Blueprint / Gap Analysis**



Student Information							
Self-Reported	Name, Address, Contact Info	Last Name	First Name	Middle Initial	Student Number		
		Address			Email		
		Cell Phone	Home Phone	Emergency Contact Name/Phone			
		TAA		Veteran	Unemployed	Underemployed	Low-skilled
		HS Diploma or GED		CE Courses	Other Training	Highest Education	Educational Goal
	College				Some Credit - No Degree		
		Pathway Coach			v3.8.1	Date	
	Background/Goals						
	Ind/Goals	Educational			Occupational		
		Educational background:			Previous jobs/positions:		
Likes/Dislikes:			Likes/Dislikes:				

Additional Options

Project Lead the Way – (Metropolitan Community College, Kansas City)

Certain Project Lead the Way examination scores will be accepted for credit. The student must provide the MCC Records Office/Advisor with verification of the appropriate national end-of-course exam stanine scores of 6 or better and high school PLTW course grades of 80% (B) or better from the high school instructor, counselor, or administrator. The end-of-course exam scores should be documented in a letter on school or school district letterhead. The PLTW course grades should be documented on the student’s official high school transcript.

MCC course equivalents for students in the programs listed below were approved by the MCC District Instructional Coordinating Committee.

A. Computer Aided Drafting and Design

Students intending to earn an Associate in Applied Science (AAS) degree in Computer Aided Drafting and Design can earn one credit for ENGR 101 (Introduction to the Profession) and three credits for ETEC 270 (Parametric Modeling) if:

The student completes high school courses in Introduction to Engineering Design (IED) and Principles of Engineering (POE) with an 80% (B) or better average and earns stanine scores of 6 or better on the national end-of-course exam for at least one of the two courses above.

B. Engineering

Students intending to earn an Associate in Engineering degree can earn one credit for ENGR 101 (Introduction to the Profession) and three credits for ETEC 270 (Parametric Modeling) if:

The student completes high school courses in Introduction to Engineering Design (IED) and Principles of Engineering (POE) with an 80% (B) or better average and earns stanine scores of 6 or better on the national end-of-course exam for at least one of the two courses above.

C. Engineering Technology (Computer & Electronics)

Students intending to earn an Associate in Applied Science (AAS) degree in Engineering Technology with an emphasis in Computer & Electronics can earn one credit for ENGR 101 (Introduction to the Profession), three credits for ETEC 130 (Digital Electronics), and three credits for ETEC 240 (Design Project) if: 13 The student completes Introduction to Engineering Design (IED), Principles of Engineering (POE), Digital Electronics (DE), and Engineering Design and Development (EDD) courses with an 80% (B) or better average and earns stanine scores of 6 or better on the national end-of-course exam for Digital Electronics (DE).

D. Engineering Technology (Mechanical/Manufacturing)

Students intending to earn an Associate in Applied Science (AAS) degree in Engineering Technology with an emphasis in Mechanical/Manufacturing can earn one credit for ENGR 101 (Introduction to the Profession) and three credits for ETEC 270 (Parametric Modeling) if: The student completes high school courses in Introduction to Engineering Design (IED) and Principles of Engineering (POE) with an 80% (B) or better average and earns stanine scores of 6 or better on the national end-of-course exam for at least one of the two courses above.

E. Health Information Technology

Students intending to earn an Associate in Applied Science (AAS) degree in Health Information Technology can earn five credits for BIOL 108 (Introductory Anatomy and Physiology) if: The student completes high school courses in Principles of Biomedical Sciences (PBS) and Human Body Systems (HBS) with an 80% (B) or better average and earns stanine scores of 6 or better on the national end-of-course exam for the two courses above.

F. Paramedic

Students intending to earn either a certificate in Paramedic or an Associate in Applied Science degree in EMT-Paramedic, can earn five credits for BIOL 108 (Introductory Anatomy and Physiology) if: The student completes Principles of Biomedical Sciences (PBS) and Human Body Systems (HBS) with an 80% (B) or better average and earns stanine scores of 6 or better on the national end-of-course exam for the courses above.

Recommendations

1. Credit for Prior learning should be marketed across the state of Missouri as a viable and excellent program for students. Currently it is extremely hard to find Credit for Prior Learning information on the majority of college websites. Even through searching it is difficult to understand how students can be involved. Recommendation: Each college should review their CPL marketing strategy and develop a plan to increase access and knowledge.
2. Add CPL options to college curriculum review cycle to address continued need to advance CPL at ALL colleges.
3. Adopt best practices and work at the Missouri System Level to put into place standardized language.
4. Review Kansas Department of Education, Tennessee Department of Education, and Colorado's Community College System for additional options and insights into expanded CPL options.
5. Provide additional funding for technical program work: Welding, Fire Safety, Police Training, Computer Technology, EMT/S and Healthcare.

Final Documents

The following documents were part of the review and analysis of the current and recommended work.

1. MoWins Sustainability Document 12_5_2017 – Summary Document with Findings
2. CAEL Data and Information - CAEL PLA Data Tracking 2016 – Informational
3. MOWins Survey – MOWins CPL Report 063016
 - a. MOWins Appendix A – Final
 - b. MoWINS Appendix B – Final
4. CPL Guides – Best Practices
 - a. CPL Guide Revised 2017 May Jefferson College
 - b. Credit for Prior Learning Handbook (6)(1) Mineral Area College
 - c. STLCC CPL Guide – Final
 - d. Three Rivers ALTCREDITGuide
 - e. Priorlearningguide Metro CC KC
5. CPL Student Assessment of Need
 - a. STLCCBlueprint3.8.1 (Excel)
 - b. Three Rivers AltCreditForm
6. Reports and Helpful Documents
 - a. PLA Cross functional Team Report St. Louis CC
 - b. MOWINS Crosswalk Matrix by college and courses MASTER Final November 2017
 - c. Industry Cert Resources List 9-11-13.pdf Kansas State
7. Marketing
 - a. Creditpriorlearning_flyer North Central MO College
 - b. IndustrialEngineering – Credit for Prior Learning

Appendix 1: Outline of Work

May 2016 Outline of Work

Project Activities and Deliverables:

PLA Survey: One of the first activities will be a look at what is currently being done for PLA at the community colleges. CAEL will conduct an online survey of the 13 colleges to collect data on current PLA offerings, practices, and processes. CAEL will coordinate with MCCA for distribution. An analysis of the results and summary report will be provided to MCCA and the colleges.

National Standards Report: CAEL will provide a summary report of the PLA options at the national level, including CLEP, UExcel, AP, IB, DSST as well as an overview of ACE and NCCRS.

Develop Statewide Task Force: CAEL will coordinate with this group to compile the 13 college matrices to develop a single statewide course matrix.

Develop Campus-Based Task Forces: CAEL will advise on the establishment of a task force, with a designated chairperson (ideally the PLA coordinator), at each of the 13 colleges. Each consortium college's task force will include representatives from academics, registrar, PLA coordinators, and administration. The college task force groups will be responsible for conducting the work required in this project including making decisions on program and course crosswalks to be completed, gathering required documentation for evaluation, and performing course to course evaluation for mapping. The task force chair will act as college liaison for CAEL and be responsible for scheduling and inviting the appropriate school staff and faculty to all CAEL training and guidance sessions and managing work at the school-level. The evaluation of courses and development of crosswalks will be led by the college task force groups with resources, templates, training, and targeted guidance from CAEL's project team. CAEL will provide example course crosswalks, detailed guides, and templates on how to evaluate Missouri Community College courses for potential credit equivalency to the nationally standardized methods of prior learning assessment. CAEL will help evaluate and provide recommendations on the best programs and courses for including in the crosswalk matrix based on college-level priorities, more common PLA options (e.g. CLEP tests), as well as the data from the PLA Survey about the PLA offered at the colleges already.

Crosswalk Work: The development of 13 college course matrix mapping crosswalks will involve a process of CAEL providing training and guidance to the college task force groups performing the course evaluations. The resulting matrix will depend on the decisions the college task forces make in which programs and courses are mapped to appropriate national PLA options and the work performed by the college staff and faculty within the project timeframe.

Dedicated to leading the community college in establishing the crosswalk matrices, CAEL will provide face-to-face meetings, webinar trainings, and one-on-one guidance sessions for each of the 13 college's task force groups.

Kick-off meeting: CAEL will provide one in-person kick-off meeting to launch the project with all 13 college task force chairpersons. The session will provide an overview of the project objectives, the process, and the project schedule, as well as an outline of the college task force responsibilities.

Webinar series: CAEL will conduct a series of six webinars designed for all 13 colleges to attend. These webinars will provide training and guidance on the process of course evaluation for the crosswalk document.

One-on-One Guidance Sessions: CAEL will meet with each college's task force via webinar or conference call four times over the course of the project. CAEL will provide templates and resource documents (such as, how to prioritize programs/courses for crosswalk, template for completion, links and resources for finding the information needed for crosswalk process, etc.) to support the college groups in the work.

College Sessions: CAEL will meet in-person with each of the college one time to provide direct technical assistance and specific guidance to the college's crosswalk development.

Project check-in meeting: This project meeting held half way into the project, and led by CAEL, will bring together all the task force members as a time for collaboration, sharing, and tackling challenges.

Crosswalk Sustainability: CAEL will provide a general guideline document for updating and adding to the crosswalk matrices. College personnel will have participated in the training and guidance sessions throughout the process and use this guideline for future course crosswalk evaluations.

Final Analysis: At the conclusion of this project, CAEL will provide a brief report on observations, lessons learned, best practices, and any recommendations. The final report will be designed to provide information to assist MCAA and the colleges in policy development, planning additional training, and/or process improvement.