ALP Project Team: Veteran Crosswalk

Project Team Leads
Tom Chester, Marion Campus
Jessica Metz, Indianapolis Campus
Reina Taveras, Evansville Campus

Project Sponsors
Ben Burton, Systems Office
Laura Vest, Systems Office
ALP Project Overview: Veterans Crosswalk

What is the need?

• Accessible, comprehensive, and searchable crosswalk database

• Knowledge, promotion, and use of the existing crosswalk is limited among faculty/staff statewide

• Exploring the addition of more courses to the crosswalk

• Limited veteran student support on campus
ALP Project Overview: Veterans Crosswalk

Initial Project Charter
• Creation of a searchable database
• Develop a marketing strategy

Out of Scope for Project
• Deciding what courses are in the crosswalk
• Wrap around services
• Financial aid/Receipt of benefits
Strategic Plan Connection

The Veterans Crosswalk Action Learning Project ties strongly to the Strategic Plan.

Goal 1: Student Success
Goal 2: Recruitment and Enrollment
Goal 3: Completion
ALP Team Process

Initial Impressions

• Understanding our student population
• Making sense of key terminology
• Becoming familiar with the processes affecting Military students
  • Transcripts
  • Crosswalk
• Researched other institutions
Ivy Tech Veteran Students

Fall 2018 Military/Veteran Enrollment

Military/Veteran Students
• 3,140 Students enrolled (excl. dependents)
• 3.3% Percentage of total enrollment
  • Approx. 4% is the national average
  • Includes students taking courses only or have undeclared majors

1581 Using Federal Military/Veteran Benefits
• 1304 Active/Veteran
• 277 Dependents
• 60% of students use Ch. 33-Post 9/11 Benefits
Ivy Tech Veteran Students-Credential/Major

<table>
<thead>
<tr>
<th>Credential Level</th>
<th>Non-veteran Students</th>
<th>Veteran Students (excl. Dependents)</th>
<th>Percentage of veteran students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate</td>
<td>56,276</td>
<td>2,635</td>
<td>4.01</td>
</tr>
<tr>
<td>Technical Certificate</td>
<td>3,404</td>
<td>166</td>
<td>4.65</td>
</tr>
<tr>
<td>Certificate</td>
<td>1,349</td>
<td>69</td>
<td>4.87</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School of Study/Content Area</th>
<th>Non-veteran Students</th>
<th>Veteran Students (excl. dependents)</th>
<th>Percentage of Veteran Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprenticeship Programs</td>
<td>5,528</td>
<td>119</td>
<td>2.11</td>
</tr>
<tr>
<td>Adv. Manufacturing, Engineering &amp; Applied Science</td>
<td>6,381</td>
<td>626</td>
<td>8.93</td>
</tr>
<tr>
<td>Art, Science &amp; Education</td>
<td>13,079</td>
<td>483</td>
<td>3.56</td>
</tr>
<tr>
<td>Business, Logistics &amp; Supply Chain</td>
<td>7,962</td>
<td>387</td>
<td>4.64</td>
</tr>
<tr>
<td>Courses Only/Undeclared</td>
<td>507</td>
<td>23</td>
<td>4.34</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>13,623</td>
<td>489</td>
<td>3.47</td>
</tr>
<tr>
<td>Information Technology</td>
<td>4,185</td>
<td>328</td>
<td>7.27</td>
</tr>
<tr>
<td>Nursing</td>
<td>733</td>
<td>99</td>
<td>11.9</td>
</tr>
<tr>
<td>Public Affairs &amp; Social Services</td>
<td>5,895</td>
<td>316</td>
<td>5.09</td>
</tr>
</tbody>
</table>

Spring 2018 data. Credit: Laura Sue Vest
ALP Team Process

Project Planning

• Student benefits
• Tapping into content experts/resources at our campuses
• Mapping timeframes and communication plans
We also used the Simplex Process!
Original Crosswalk Tool

- Contained important information
- Format made it difficult to use
- Accessible via the website in PDF form
- Not consistently utilized across campuses
Created version 1.0 of a searchable database

- Reorganized existing crosswalk excel
  - Reorganized how information was presented
- Worked with Phil Moorhead to create shell of database
- Tweaked database over the course of 3 months
Shift in Focus: Leadership Institute Networking

• Action Learning Project (ALP) workgroups shared ideas and contacts

• Invited to Prior Learning Assessment (PLA) team presentation

• Shift in project focus became apparent

• Using The Council for Adult and Experiential Learning (CAEL) Demo for focus groups discussions
What is CAEL?

• Simplified re-design of an earlier PLA tool developed by CAEL

• Translates the existing crosswalk into a database, and adds some additional functionality for PLA coordinators to process inquiries

• Students can run a report to view all possible credits based on military transcripts

• Can email report to advisor for follow up about course planning
Updated Crosswalk Tool

PRIOR LEARNING ASSESSMENT QUESTIONNAIRE

Your Knowledge + Expertise EQUALS COLLEGE CREDIT!

This questionnaire will help your college adviser determine if your prior experience might equate to COLLEGE CREDIT!

This information will allow you to quit and come back anytime

- First Name
- Last Name
- Cell Phone (optional)
- Student Id (optional)
- Email (ex: student@ivytech.edu)
- Password

Strong passwords are long and memorable.

☐ Show my password

Welcome Back Reina
Here is your progress so far.

Campus & Interests

Certifications

Standardized Exams

View your Prior Learning Assessment Report
Your report is not yet complete

Our Communities. Your College.
Pathways for Student Success and a Stronger Indiana.
Updated Crosswalk Tool

MILITARY EXPERIENCE

What training and experience did you gain in the Military?

From your Joint Services Transcript: Enter the "ACE Identifier" here. You'll see these for training, occupations, and experience. Enter them here one at a time and you'll be prompted for more information. No JST? Just enter your job or training titles.

ACE identifier or training/occupation name

Upload Your JST

You can enter individual experiences as well, but the JST will provide documentation for many (if not all) military experiences. Only PDF file type allowed.

Upload File

CONTINUE

Answers are automatically saved!
My Credential is not listed here
This isn’t uncommon. There are a lot of credentials in the world and not all are mapped to credit yet. If you’re sure your credential isn’t listed, you can still add it to your record and your school advisor will help assess what, if any, college credit for which you might qualify.

Confirm Details of this Experience

What type of experience is this?

ACE identifier or training/occupation name

What was the experience called?

- Occupation
- Training
- ACE

When did you complete the training/experience?

Month - 6 - Year - 2010

Save to My Record
Evaluation of CAEL PLA Tool

• We conducted small focus groups on our respective campuses
  • Advisors
  • Faculty
  • Students with military credit
Questions for Focus Groups

• Initial impressions of the PLA tool?

• Likelihood of using the PLA tool?

• Discuss perceived “ease of use”

• What do you wish to see differently?
Feedback

• Overall, feedback surrounding the tool was positive
  • User friendly
  • Students did not mind multiple log-ins
    • However, a direct link from MyIvy would be appreciated
  • Appreciated division by rank/branch
  • Students and faculty specifically mentioned they would like to see more program offerings available in the crosswalk
Communication Plan

• While the crosswalk tool is robust and was received well, it needs to be well promoted in order to be of use.

• A multi-faceted communication plan focusing on:
  • students
  • Staff
  • faculty
  • Sharing understanding, awareness, and access to the PLA, in order to promote high utilization across the state.
Communication Plan

• Print materials

• Brochure to be distributed to community veteran organizations

• Concise set of instructions geared to both students and staff on how to use the tool.
Communication Plan

- Digital materials
  - Financial Aid TV options/possibilities
    - Video embedded emails to students
    - Visual walk through of how to:
      - Utilize PLA tool for military credits
      - Financial Aid implications for Veterans
Professional Growth

Lessons learned during our Action Learning Project
• Project Management
• Adaptation to Changes
• Organizational Savvy
• Handling Obstacles
• Tapping into resources
Next Steps

• Connect faculty and staff to CAEL information for campus wide distribution

• Create consistent practices of utilization

• Promote via curriculum committees the importance of consistently reviewing courses that can be added to the crosswalk
Questions and Feedback
PLATS
Prior Learning Assessment Tool

Student Success Summit, 2019
Welcome

- Eliza Erxleben, Bloomington
- Adam Hedden, Lafayette
- Pam Schmelz, Columbus
- Collette Emery, Lake County
Team Sponsors & Collaboration

Workforce Alignment

- Chris Lowery, Senior Vice President, Workforce Alignment
- Dr. Stacy Townsley, Executive Director of Operations and Implementation

Mentor

- Julius Edwards, Dean, School of Public Affairs & Social Services, and School of Business, Logistics, & Supply Chain Management

External

- CAEL (Council for Adult and Experiential Learning)
Project Description/Charter

• Definition of PLA
• Current Status
  • Crosswalk, examination, portfolio
• Project Overview
• Project Deliverables
Why PLA?

- CAEL’s 2010 examination of over 62,000 adult students found:
  - Students 25 years and older that graduated from a degree program
    - 56% of students with PLA Credit
    - 21% of students without PLA credit
  - Ivy Tech needs a PLA tool that is user friendly for students, staff, and faculty. Our focus was to review the process for non-cross walked courses in student prior learning.
Strategic Plan

• Goal 1: Student Success
  1.2 Supporting students in succeeding in gateway courses on first attempt and to ensure that every student persists towards their educational objective.
Strategic Plan

• Goal 3: Completion

STRATEGY 3.3 *Increase completions of certificates.*
PLA Example

• HS Student
  • No dual credit
• Adult working in the field
Cool Fact

According to the American Council on Education, at least some form of credit for prior learning has been in place in United States (higher education), since World War I. The focus was to find options for returning veterans to demonstrate skills and knowledge in order to transition them into the civilian workforce.
Purdue Global Interview

• Process
  • Phone Interview
  • 4 questions regarding
    • Institution’s program offerings
    • Student success rates
    • Advertisement/creating buy in
    • Faculty/staff response

• Key Takeaways
  • Purdue Global and other institutions have a class for students to enroll in
  • The course provides structured learning for the students and stronger commitment to experiential learning
Data Review

Questions

- PLA Portfolio is? (88.20%)
- Use PLA Portfolio? (70% Yes, 30% No)
- Campus have a Process for non-Crosswalked PLA? (86.30%)
Data Review

Why don't you use PLA?

- Lack of student interest: 52%
- Communication/Process issues: 24%
- Other: 24%
Challenges
Recommendations
Next Steps
Challenges & Lessons Learned

- Limited benchmarking
- Good internal data but not enough to make a significant change
- Some programs are not allowed to participate in PLA
- Exploring PLA from various perspectives
- Existence of PLA and the importance of standardizing the process for student success
- Learned more about how PLA can help improve completions
- Surprised that more people didn’t use it or knew it existed
Recommendations

• More training for frontline employees about PLA
• Update ASOM 1.9
  • Edit the purpose statement
  • Remove CAEL definition
  • Remove Learning Counts definition
  • Edit the Policy statement to remove the first paragraph
• Update ASOM 1.10
  • Modify Purpose statement to match ASOM 1.9 edited purpose statement
  • Modify Appendix A to more closely resemble our suggested procedure
Next Steps

- Investigate the need for a separate PLA Coordinator Role.
- Need a process to track how students earned their crosswalk credits
- Identify pilot campuses
- Advertise the process across the state
  - Find champions at each campus
Questions?
Thank You

Sources & Credits
