

Using Prior Learning Assessments for Recruitment and Retention of Special Adult Populations

June 15, 2017

Ann Beheler- Good afternoon everyone this is Ann Beheler, your facilitator for today we're ready to begin our webinar. I am excited about what we're talking about today the webinar is entitled *Using Prior Learning Assessments for Recruitment and Retention of Special Adult Populations* and we have some very good speakers to share their knowledge with us, next slide please.

Webinar Details

Ann Beheler - These webinars are brought to you by the CCTA the Centers Collaborative for Technical Assistance and for this webinar you will actually be in listen-only mode using your computer or your phone for your audio. Please do look to the right-hand side you will see there is a question window you can type in your questions there, the questions will be offered to the speakers when we have time for them probably not until the end of the presentation, also the webinar is being recorded and you will be sent a link to that recording, next slide.

The CCTA is Led By

Ann Beheler - The CCTA is led by five National Science Foundation ATE centers; National Center for Convergence Technology which is basically IT and communications is my center we're the lead; South Carolina ATE a Resource Center that we have a speaker from that group Rick Roberts he will actually be our host for today other than my facilitating; then we've got the Florida ATE Center; Bio-Link ATE Center in San Francisco and then the Network's Resource Center in Maricopa College District in Arizona, next slide.

CCTA Purpose

Ann Beheler - Why are we doing this, we were initially asked to respond to a request from the Department of Labor to have the ATE centers provide technical assistance and guidance for our DOL TAACCCT grantee friends actually now we're down to almost the last round of TAACCCT grantees but along the way we have learned that what we are talking about is totally relevant for those who have NSF grants and also other workforce of all kinds whether or not there's a grant. Our deliverables you're experiencing one of them are topical webinars with Q&A we also have a set of best practices that are on our website so when you get the information about the recording around that area you're going to find the best practices as well and you can download those and we're hosting convenings at the very end of today's presentation we will share with you the next convening which will be in Salt Lake City on July 21st, next slide.

Poll #1: Your Affiliation

Ann Beheler - Okay let's start with a poll we in fact we have a couple of them I believe. It's important for us to know whether you are involved with an NSF grant, a TAACCCT grant, both or neither. So let's take a few seconds for you to go ahead and do that. And I'm going to close the poll after five, four, three, two, one, please. Okay so today we have 11% National Science Foundation grantees, 43% TAACCCT grantees, 5% that have both and a lot who have neither. Well that does not surprise me because prior learning assessment is a very big topic these days thank you, next slide.

Poll: How many people are listening with you?

Ann Beheler - Our second poll is important for us from an evaluative standpoint to know how many people we're reaching so could you at this point indicate whether there are no people listening with you, or one, two, three or more listening with you to this webinar and I'll close this in a few moments five, four, three, two, one, okay so most of you are alone although some have at least one additional person or actually one additional personal listening with them thank you very much.

Today's Presenters

Ann Beheler - At this point I would like to introduce Rick Roberts officially he is the lead presenter for today and he is the Assistant Director for the South Carolina ATE Center. Rick, I would ask you please to introduce Serita Acker and Don McCoy, thank you.

Rick Roberts - Thank You Ann and thank you everyone we appreciate you being here this afternoon it's my pleasure to introduce today's presenters we have with us today Serita Acker. Serita Acker is the Executive Director of the Programs for Educational Enrichment and Retention and Women in Science and Engineering at Clemson University. Under Serita's leadership WISE has expanded to include outreach programs for females from kindergarten through twelfth grade as well as current undergraduate female students she has served as a diversity trainer for Clemson University for many years and has served as a mentor for the mentor league's program through the American Association of Community Colleges. Serita holds a Master's degree from Clemson University in Human Resource and Development and earned her Bachelor's degree from Lander University. Ms. Serita can you just take a few minutes.

Serita Acker - Yes I'm very delighted to be here today to on the behalf of Clemson University to talk to you about mentoring and outreach and recruitment thank you.

Rick Roberts - Thank you and we also have with us Donald McCoy, Donald is retired from the IBM Corporation with 30 years of service with experiences as a Senior Engineer and responsibilities and people process projects and program management his career includes product development, manufacturing product, test development, consulting, technical services and marketing his last decade at IBM was spent focused on k-to-college initiatives outreach programs designed to attract, develop and retain representation of diverse technical talent and then a workforce readiness programs. Donald earned his BS in Electrical Engineering Technology from Old Dominion University and also holds an AAS degree in Electronics Technology from the College of Albemarle Community College in Elizabeth City, North Carolina. Donald?

Donald McCoy - Thanks Rick I look forward to sharing my industry insights and perspectives with the team today.

Rick Roberts - Okay next slide.

Prior Learning Assessment (PLA)

Rick Roberts - Thanks again for joining us today I will begin today with talking to you about a little bit about PLA or prior learning assessment what it means and the following types of prior learning experience that you may want to consider as we all struggle with that old age-old question and issue of recruitment retention of special populations and adult students. Prior learning assessment or PLA is an important and often overlooked strategy for helping students progress towards a degree. PLA is the process by which many colleges evaluate for academic credit for college-level knowledge and skills an

individual has gained up an individual has gained outside the classroom or from non-college instructional programs including employment, military training, travel, hobbies and sometimes civic activities and volunteer service PLA recognizes and legitimizes that often significant learning many students return to the college campus with years of experience through their work, professional, military training, self-study, hobbies and community activities as well as various tests such as Dante's which we'll cover in a little bit, CLEP and proficiency exams, Advanced Placement and certificate programs or drawing and learning that occurs outside the classroom. Such learning occurs on many levels and we'll see what those are as we move forward and some of you have probably experienced those. To receive credit for the learning occurring outside the classroom though the student must substantiate that knowledge and it is college level. Two or three things we want to cover to start is basically a credit for life experience and how it works is you evaluate the college level knowledge and skills an individual has and it's gained outside the classroom and apply that to college credit including rigor and comparing that to college syllabuses. A portfolio needs to describe and present evidence of that past and in most colleges I know that I've been involved with in the past you need to take at least 30 credits at that school directly related to the degree program so the PLA would not be something that would be transferring in 45 credits or given 45 or 60 credits for an AAS degree, next slide.

Prior Learning Assessment (PLA)

Rick Roberts - How PLA is determined it's either going to be all five of these or a combination of each and maybe some unique ways out there that I have not seen recently; individual assessment, national and local evaluations, some standard exams that we all know and are familiar with, transfer credits and then college credit and military experience, next slide.

Prior Learning Assessment (PLA)

Rick Roberts - To be eligible for credit prior learning experience must include all these things that are on the slide or at least the biggest portion of those, they need to be equivalent to quality college-level learning be publicly, verifiable through objective measurements, so you must be able to demonstrate a qualified skill and appropriate knowledge of that skill and we'll talk a little bit more about that later. College credit will not be awarded for just mere application of that, you have to have a demonstrated knowledge either through certificate or a work product or some other things that we'll talk about here in just a bit and has general application outside the specific situation which you acquired the experience, next slide. Can we get the next slide Janet?

Prior Learning Assessment (PLA)

Rick Roberts – So national and local evaluation, everybody's familiar with the American College Council on Education basically assess non-collegiate instructional programs to provide credit recommendations another way and what we called it them from my prior life in Pennsylvania in the community college system was students occupational and economically ready or SOAR and these are basically high-priority occupations as identified by your particular state we called them SOARs in in Pennsylvania but they're through the high school career and technical education program you receive skills learn towards the certificate or degree, next slide.

Prior Learning Assessment (PLA)

Rick Roberts - And again national credit recommendation service NCCRS most of us are familiar with that and NOCTI, NOCTI is to evaluate non-collegiate training and education programs for college credit equivalence. It's basically the National Occupation of Competency Testing Institute and they deliver a battery of assessments or standardized tests for students studying Career and Technical programs in high schools and technical colleges within the United States, next slide.

Prior Learning Assessment (PLA)

Rick Roberts - These are all the prior learning assessments that we're probably pretty familiar with in most of our institutions if you're calling from a community college or university the college level examination program or CLEP the Advanced Placement programs to high schools, the pre-apprenticeship programs or other standardized exams which we'll talk a little bit more and DSST which is Dante's for the military and ACT-PEP we all take a look at those and we use them pretty often in a regular basis but we're going to talk a few of those around those and some of the things outside of those particular standard exams, so next slide.

Prior Learning Assessment (PLA)

Rick Roberts - This is big the credit for military experience in recruiting veterans and those serving in the military from the conflicts that began in the early 2000s to now, the recruitment and there are a lot of veterans that are coming back and need services the American Council of Education collaborates with it with the US Department of Defense and they've come up with a nice military guide it's been around for a long time even prior to those conflicts but basically gives credit recommendations to colleges and universities for military experience and the DSST is one of those testing pieces that help with that, next slide.

Prior Learning Assessment (PLA)

Rick Roberts - Portfolio evaluation which is really pretty standard when you're talking about prior learning assessment, now what is in that portfolio and what's required may change from place to place University and college. Basically the portfolio is a prospective students build for review and should include testing results, job descriptions, additional licenses and certificates, descriptions of training courses completed, awards and citations showing any use of your KSA's, examples projects that you've participated in or completed, a work project or product letters of verification of recommendations, some published materials if that's applicable and any website site links that document the students work. So the most PLA Assessors on the faculty or on those campuses are usually faculty or Dean's and they're actually looking for most of that information, next slide.

Prior Learning Assessment (PLA)

Rick Roberts - There are a couple of different approaches to implementing PLA the individual college approach which is happening quite a bit across the country at the individual college determines whether to participate in PLA or have limited participation this is a start but it can be very disjointed and subjective in nature as described in my prior slides there were many avenues to measuring PLA and ways to give them credit. This can be confusing though for the student if it's not consistent across those particular avenues, so we try to navigate as the student tries to navigate admissions and registration becomes a little confusing about what may or may not be transferring particular states and institutions. I like the coordinated system approach through though it's much more difficult to bring about there are several states out there that are moving forward and have implemented including Tennessee, Ohio, Washington, Pennsylvania where I came from and Texas the coordinated system approach or basically the system-wide taskforce approach. Is basically where you're bringing teams together from across the state and from individual systems and trying to implement any specific project based activities, each institution should engage in number planning meetings among system and institutional representatives. These activities help the colleges communicate its reasons for wanting to advance PLA and they provide opportunities for collaborative identifying appropriate strategies within the context of what the colleges are already doing. These joint planning sessions should continue pretty regularly even after the implementation process has been started. A PLA task force might want to be something that you think about hosted statewide or PLA summit attendees and representatives from institutions basically from

across the state participants may include you know Chancellor's and Presidents but for the most part Dean's, Registrar's, Advisors, Admissions and faculty. The summit could include may be an overview of PLA a session featuring leaders from your state and region within the state who discuss that to explain PLA and their institutions to help with recruiting and retention in their particular states. There's also ways internally within the system to do that such as peer-to-peer awareness programs and approaches this could be lunch and learns, mentoring between college personnel, you always need internal champions which will ultimately be the most effective way of carrying out any kind of implementation they're moving this forward. The most important aspect I do want to get across as you can as you delve into starting down the PLA path, is identifying consistent PLA policies and practices as a major goal of your project and then I'm going to refer you to a particular reference link at the bottom of the page which is the Council for Adult and Experiential Learning, if you want to take a look at that review and that study it reviewed three state PLA models and it does identify some great lessons learned and some implementation ideas that were given in those three particular states some hurdles that were there and some landmines to look out for but for the most part some very good practices as you're looking to implement this. So with that thank you again for joining us today and I'm going to turn this portion of the presentation over to Ms. Serita Acker.

Serita Acker – Yes, I'd like to start to tell you a little bit, next slide please.

PEER & WISE

Ann Beheler – Serita, you might want to get a little bit closer to the phone.

Serita Acker - Okay again I'm Serita Acker; I'm at Clemson University, next slide.

Who Are We?

Serita Acker - They're here I direct two of the oldest diversity programs to try to increase the number of underrepresented students in STEM. We use the acronyms of PEER and WISE for our program so I will refer to them through my presentation as PEER and WISE, next slide.

Where Are We?

Serita Acker - Clemson is currently ranked the top 23 in the public universities, our students love their college experiences as you can see, we're third in the nation and as far as our retention rates they're around 91%, next slide.

Prior learning assessments at Clemson University

Serita Acker - We have a more traditional approach to our admissions process when we look at the PLA process. We do use some subject matter examinations as we accept students but mainly it's mostly as you can see here AP/IB credit, math placement, SAT, GPA and so on and so forth thank you, next slide.

Know Your Students' Needs

Serita Acker - One of the things that I will be focusing on today is talking to you about knowing your students, the special populations that you're trying to recruit and retain and so as I begin to put together a presentation I think this is the first place that we need to stop and just consider that we need to know a lot about our populations and so as I've been working with underrepresented populations I found out that some of these things that I have listed here or some of the things that we need to consider when we're trying to retain them and recruit them; financial barriers are number one when you talk about special populations so I think it's very important that students need to know all the different financial aid and scholarship opportunities that are out there for them and a lot of times we're dealing when

we're dealing with the adult populations they're trying to work and balance their work in their school all together. I think that when you're building programs you need to look at devising programs that would consider accelerated programs, opportunities for stackable credentials, distant learnings programs as well. I tell a story every time I get to do a presentation about a young lady who had enrolled in a traditional university but she was not able to stay but she saw a ad in the paper and one of the local newspapers and she took some you know she took some training some stackable credentials and she was later able to land a job in Michelin working in their tire company and it turned in their labs excuse me and it changed her whole life. So just knowing that you have to let everyone know about the different opportunities is very big. Also I want to talk about you know being the first generation sometimes even though we have I know the population that I deal with a lot of times they're first generation so being the first and then if you add in maybe an older student not knowing really how to maneuver the system and maybe thinking you know what it's been a long time since I've been in school. Also social acceptance is very important as you think about planning and building your programs because it's important for them to see other role models, other people that have come through and been through where they're trying to go. And then finally just awareness of navigating the campus and being aware of the resources things like child care, job placement and all of that is very important, next slide.

Methods for Retaining

Serita Acker - I want to talk to you about some of the tools that I use and I feel that are best practices when it comes to dealing with underrepresented populations. One of the things that we use here is called proactive mentoring and if you look at most industries they always assign a person or mentor when they you know take a job and so what we have done is just kind of create this proactive mentoring model where before a student even gets to campus we proactively give them a mentor and that's usually someone that is an upperclassman or if someone is in you know where they're trying to go and this person becomes the instant friend or a peer and they can provide information and advice and support and also help them form study groups and give them those unknown you know answers that they have about just being in the major or getting that credential and also point them to resources and opportunities. A lot of times mentors can be found sometimes when advisers and faculty are not always available, we do pay our interns here so that they can um you know feel like they're having some kind of something given back to them. One of the things that we do with the mentors that we have here at Clemson is that we tell them what to tell their mentee so they go through a training program, so mentoring is very key I feel when you're trying to build a program. Also another one of the tools that we use here is the bridge program I feel like even if it's just a developmental bridge program you know hosting something to give them a jump start or a head start you know before they actually come to campus and began to take the class, it's kind of like a preview. This has worked very well with younger students and I feel like it should be replicated with older students it also gives them an opportunity to deal on their skills, show them campus, allow them to take a class, and to meet other students like they'll report them to resources as well, next slide.

Tutoring

Serita Acker - One of the things that we're big on here is also providing tutoring and I know most community colleges and colleges have a tutoring center, but having a dedicated space where they can know that they can get help with anything that they're you know not feeling confident in. So here we have we offered 10 help sessions, we offer also again a dedicated space and we also make students aware of all the resources that are there. Sometimes there can be very intimidating coming in and just not knowing how it's going to be when it's been a while since you've been in school, next slide.

Methods for Recruiting

Serita Acker - I wanted to stop here and talk about some ways to recruit underrepresented or populations I think that we can look at undeclared majors on our campuses, a lot of times the students that are undeclared on our campus are a good way to build our program as well. Maybe doing some workshops in front of them to let them know what we have to offer and what credentials they can get to even add to if they decide to go in another major. Again just letting them know about the stackable credentials, advertising them as I told you my story about the young lady that you know went back to school and it changed their whole life, also offering online classes a lot of times when you're working adults you don't have the time to you know maybe come in and be on campus but just letting them know about the online classes, you know just hosting workshops which you know in industries and having a partnership with them. Social media is really big for a lot of people so maybe even advertising there. And then aligning the certificates with you know maybe if I get a certificate and I take so many courses, I can go back and get my associate based on what I've already taken or my bachelor's degree and so forth and just expanding articulation agreements with other universities and so forth so that can help as well. Finally again I just put working here but when I was referring here to just working with industry to see if there's anything that you can offer to help the employees that they already have in their company, next slide.

Recruitment Agenda

Serita Acker - I just put here a simple example of a recruitment agenda a lot of times here we have recruitment days and it's very important when you're first generation and it been a while since you've been in you know the college setting to know all of these things that I've listed here; what is it going to cost me; what are all the requirements and deadlines; the opportunities to internship; the coop, can I see over students experiences, can I get a tour of campus, you know maybe I can attend a real class to see what it's like and then also talking about the social and racial atmosphere of your campus and then any kind of scholarship opportunities and job opportunities, next slide.

Impact

Serita Acker - I think it's very important for me to pause to tell you that I feel very strongly that some of these mentoring the bridge programs have really worked for me here at Clemson. As I want to show you that we have a recruitment program called PEER Snapshot and about 80 percent of the students that have come to our recruitment days you know they desire to come here and attend Clemson. So we've had a major impact just by having recruitment days. The FIRE is our bridge program and a lot of the students again this is traditional students have come in the summer and participated in our bridge program and a lot of those go on to further their education to you know get a master's degree or get a doctorate degree. So I think just giving them that extra confidence has made a difference and then mentoring we do pre and post surveys on our mentors and mentees and the mentoring in the mentoring category about 70% of our mentees said that it was very helpful to have a mentor here on campus and then again with tutoring and study hall that's always you know very helpful to everyone, next slide.

Activity

Serita Acker - I would like to just pause here and this is an activity that I always encourage everyone to do to just look at and do a slight analysis think about on your University you know what are your strengths, what do you already have here on your campus now that can help you go to the next level. Think about your opportunities, you know your threat things that you need as far as funding, do you have the higher administration behind you and I heard Rick said earlier just consistently being consistent, I'm sorry I think that is the major thing so I would like to encourage everyone on the call to

just sit down and think about where you are and how you can build your program and be consistent thank you very much.

PEER & WISE

Serita Acker - I would now pass it on to Donald.

Donald McCoy - Thank you Serita, next slide please.

Industry Insights

Donald McCoy - Thank you so now we'll cover some industry insights as it would relate to recruiting strategies, next slide.

Donald McCoy

Donald McCoy - With a technical background nearly all of my Human Resources assignment have covered some form of K-to -College STEM pipeline readiness programs and recruiting, so that's prepared me to do a good session with you today, next slide

The Mindset of Successful Industry Leaders

Donald McCoy - So let's get into the mindset of an industry leader, you see here three banners that cover those. Top is that all business leaders understand that their people is their greatest human asset that's a fact. Two, diverse work for a diverse workforce and team can generate more innovation and creativity from their brainstorming and teamwork based on their diversity of thought and life experiences, these are key to any solid work force. Three, it is a business imperative that all business leaders understand that attracting talent, developing that talent and retaining that talent is a key initiative that's paramount and having in today's highly competitive environment, next slide please.

The Mindset of Successful Industry Leaders

Donald McCoy - So let's put it in perspective to those individuals that's coming to the table or to the workforce with a prior learning assessment experience. This chart will indicate that it comes from the left and from the right, now in industry I didn't hear the term prior learning assessment, I heard experienced professional hires and when a manager said they were looking at getting their workforce ready to run initially out of the gate, they looked at these key areas you have here and many of these actually Rick covered earlier, that an individual with a prior learning experience will bring to the table, next slide please.

The Mindset of Successful Industry Leaders

Donald McCoy - So why would an industry leader want someone with a prior learning experience, here are five key reasons why; they benefit the bottom line everything from getting a solid return on investment to increase in time to creativity for employees right to leadership and the mature individual that would understand things about adaptability risk-taking their confidence level there are many advantages that an individual with prior experiences or life experiences will bring in this case, next slide please.

Some Global Statistics Shaping Recruiting Trends in 2017

Donald McCoy - So this chart is highlighting the trends of recruiting, it should be no surprise to anyone out there that pervasive mobile technologies is driving our society today, so recruiting organizations and hiring managers understand this so they're taking advantage of it. As you can see here some forty five percent of job seekers on a daily basis use some type of mobile device to keep tabs on what job

opportunities out there and I what I find even more important is over 85% of them think that using some mobile device is a critical role in job hunting and the overall job hunting process. And from the business perspective they're using more intelligent technologies to make that happen such as artificial intelligence that's helping both; the company as well as the job seeker, a wide variety of technologies are being used. Back in the days of a recruiter sitting down to a stack of resumes those days over, today you have technologies that doing that surveying of the resumes looking for key words and the like, next slide please.

Some Global Statistics Shaping Recruiting Trends in 2017

Donald McCoy - And you can't get away from social media, this is driving the job posting boards, driving real-time awareness of job opportunities out there, taking advantage of tools from LinkedIn to Facebook and so many other tools that centered around digital footprint that would have that in place, such as many of the documents that Google is using. The other thing I want to lead with you here on this chart is that over 84 percent of the companies out there today view that social media is a way to advertise jobs is key, next job please I mean next slide please.

How Industry Leaders Define Recruitment Strategy

Donald McCoy - Now this chart is a bit busy, but I want you to focus in three areas; starting at the top these are our outcomes. This is the workforce planning initiatives that all companies have and actually that's the area where I worked in IBM. Now let's drop to the bottom one where I talk about the enablers, so this is where the recruiting plans and all of the management of processes and systems that's needed to drive that recruiting activity. From the top to the bottom they drive the center five key areas that every company is focused on so when they talk about capacity, understanding the supply and man demand, as well as gap analysis, what skills is required to do a particular product development and/or service development, that's key. Obviously cost is a component of that, diversity inclusion for special individuals and that's what we're talking about today is how do you hit those special populations. The fourth area here is location there was a time that individuals had to go to a particular city or geographic location around the world for employment but with remote capabilities and the cloud-based technologies it doesn't matter where you are. But all of those lead into this fifth category here, qualifications what are the degrees, what are the credentials and licenses and then the like and that's really where we talk about an individual leveraging their prior learned experience, so next slide please.

College leaders... Know your Industry Partners

Donald McCoy - So here you see on the left two key areas and I call these our gatekeepers, if an individual with prior learned experience cannot get past the human resources team and you see nine of them listed there everyone from the HR manager to that data management staff is running the database that's analyzing what trends of skills are coming in and how they are being fitted on to the hiring manager. If you can't get past that gate you won't get through. The next level here just to the right the hiring organization representatives so you may get through the Human Resources component or those individuals or staff but then you've got to get past that hiring manager so you will possibly have interviews with the project leaders and team members, diversity executives are often involved especially with special populations. The talent managers including training and staff because many times the individual will have a certain credential they want to be vetted and making sure that all the demonstrated skill sets are there. And then you see here at the far right is just some of the recruiting methods today as I mentioned earlier, the digital ecosystem is where all the job postings and seeking really is taking place there is no way you can rely on a snail mail or paper environment today you're just not possible. And the days of the job fairs and career fairs are still there however many times the

individuals are collecting data electronically right on the spot from scanning in resumes to taking an image and sending it back to their databases right on the spot, next slide please.

What college leaders should tell students...

Donald McCoy - Okay now this is where I hope to give you some insight on to what employers look at. This is a was a good survey done last year but I don't have a lot of time to get into this but I will just tell you that the top key areas here that your well informed with have not changed. Companies are looking for individuals with good leadership skills as well as those soft skills which are key when you talk about problem-solving and critical thinking in relevance is key across the industry so it does not matter there and as you see them outlined here in order of priority, next slide.

Ann Beheler - Actually, Donald this is Ann, you can stay on this slide a little bit if you'd like to, we're actually running ahead of schedule okay thank you.

Donald McCoy - Thank you very much Ann. So it's given the opportunity to talk more in detail so when you talk about an individual coming with these prior learned experiences leadership qualities is really where you should to focus your evidence if you will. What jobs have you had how, have you been engaged in managing others, leading projects and the like your abilities to showcase working in teams is going to be key. However in today's global environment just working with a team in your locale or with your project or with your particular site or country location it's not good enough to say that you have worked with companies, company representatives in other geographies around the world is much more appealing. As an example, I can think across my mind right now one of the projects I worked on earlier had a concurrent engineering initiatives going on so that we were working with the Asian community, the European community at the same time as well as multiple states here in the United States. So when our club was clocking out at the end of the day in the US, other time zones were continuing with that same project based on using cloud computing and all that you had had going on. Communication skills is key, both written and verbal, businesses seek that. When you talk about problem solving and I'm not talking about problem solving in a one dimension, I'm talking about what we talk about the T-base skills, so you talk long and deep in your knowledge about how something would go, not only from the technical side but being mindful of the business component because there are many technical solutions that are given however they tend to drive a lot of costs, so if you're not focusing on the cost and the return on investment you won't pass, okay next slide. okay ah next one.

What college leaders should tell students...

Donald McCoy - There we go, thank you, sometimes it takes a moment. So this will be rather on the same level so when we talk about what skills a prior learned assessment would bring to an individual this is in sync with what Serita was talking about earlier; SWOT analysis is key. So when an individual will take time to really understand what their skills inventory and what their competency are it is very important to focus on those strengths, as well as knowing your weaknesses and doing an interview being willing to acknowledge those in a way that you actually working on something or how you are achieving progress into making them a lesser component within your overall career or portfolio. What opportunities do you have to take risks, because individual prior learning experiences, they take risks at a different level than someone who does not have that experience, so a mature risk taker would handle something different than obviously one that is not. As well as understanding the opportunities that your personal brand may bring, you may be an industry leader that's known for something that you have done really well that's being done through a patent that others are using or the like, so leverage that as well. So when you think about your SWOT analysis and the component that many people don't like to focus on is the threats, one of those things that are subject to derail or impede your career progress

make sure that you understand those and focus on those clearly, it may be something that can be annoying to individuals that's keeping you from advancing. So managers are looking at those things and in some cases some of the psychological examinations or assessments they do, they will reveal those things in a profile that comes out on your psychological assessment that many companies still do, next slide please.

What college leaders should tell students...

Donald McCoy - Again trying to prepare the individual for those job opportunities many recruiters today still use the STAR process of asking an individual to give them a situation in which they have handled something, giving them a clear vision of what was expected, what tasks were included towards that and this does not necessarily mean the things that go well, but what are some of the hindrances, what are some of the things that may impede progress it may have been an element of cost, it may be resources for manpower or the like and or access to technology many times. So how do you handle those in terms of developing the tasks and what actions did you take to make it happen. And then the last one is what were those outcomes, what were the results and it doesn't always have to be a positive one because there are a lot of best practices that come out of lessons learned and post-mortems that come out on projects and things that come out in that nature. So I can't over emphasize enough that individuals with prior learned experiences they need to make sure that they're ready to handle this interview and not only to an HR gatekeeper I call them but to the hiring manager and their team members because they're going to ask a lot of questions way around it and to showcase that that you validating what you come into the table with, okay next slide.

Reference Resources

Donald McCoy - Well earlier they talked about this being associated with the Department of Labor actually I worked on the second group here which was a project through the Department of Education and Labor that created these task force groups and resources as a whole host of resources out there that they put under the banner of the community.lincs.ed.gov . Also from the IBM perspective one of the things that I wanted to make sure that everyone was aware is taking advantage of the resources out there on the SHRM, they are the Society for Human Resources Management a whole host of them. Technically that's all I have, we covered a lot of information really fast so hopefully we have some questions that we can get a little deeper dive into.

Questions?

Ann Beheler - We do indeed have questions, we have several. Let's start with the first of them Rick, what does it cost to be a part of CAEL and do you have to be a part of CAEL to be certified to do prior learning assessment?

Rick Roberts - I'm not sure what the costs are to be a part of CAEL, I know they do a lot of things in reference to PLA, the particular study that I talked about was in with the Lumina Foundation so I don't know the cost of that but I don't think. The second part of your question Ann was?

Ann Beheler - Yes the question was do you have to be a part of or a member of CAEL to be certified to do prior learning assessment.

Rick Roberts - No you do not, you do not the prior learning assessment is based on that particular college and what your assessments are and what you want to recognize at the college level now they all talk about the standard exams and things like that, that are pretty recognized throughout the country

the NOCT and some of those that we talked about earlier, but you do not have to be a part of CAEL to be PLA certified.

Ann Beheler - And also Rick, how is prior learning assessment done for work experience at Florence Darlington Community College, that's actually where the SC ATE Center is located. Do you know who does that?

Rick Roberts - We do it through our Registrar's Office and I'm glad you asked that question because I did a little research because I had to find out exactly what we were doing here Florence Darlington when I started down this subject because I know we were doing some things, but we actually do an assessment of prior learning and it's through an application process which would be similar to that resource that I gave you on the first slide that we talked through that we used MPA, it's kind of this overall application where we're asking about transfer information that you need through your tech prep, your advanced placement or institutional bachelorettes, credit by formula. So we put together some formulas by the American Council on Education, your military experience in your specialty schools including CLEP and then we do credit by evaluation where obviously it's written exams and World exams and demonstrations of that portfolio. So we do a little of everything I wouldn't say it's overly extensive but we use a little bit of each one of these tools that we talked about today.

Ann Beheler - Thank you. So Serita here's a question for you, at Clemson how do you track which outreach, recruitment, retention approaches are most effective? How do you judge that and do you actually? How do you determine which approaches you're going to invest in in the future and also how do you determine what kind of a new approach you're going to try? What kind of evidence do you need before you try something new?

Serita Acker - Well as I said in the beginning I think it's very important to assess the population that you're dealing with and knowing their needs and just kind of look at that before you build any program. The way that we assess here is that we have a department institutional research they help me put together learning objectives and do pre and post assessment to see what our impact is because we no one wants to just have programs recruitment retention or whatever and they're not working. I will say that I work very closely with that office to devise questions that I should ask when I have certain populations joining us here on campus and then as far as I go when I look at what we are going to do in the future I always gauge what's going on with the different populations it's always been pretty consistent financial needs, first-generation, not really knowing how to maneuver campuses, I always include resource information in all of the outreach and recruiting efforts that I put out there. And then again being just consistent in what you do it takes a little time sometimes but it certainly has paid off for us here at Clemson.

Ann Beheler - Thank you. A question for you Donald, why were entrepreneurial skills marked so low on the evaluation list of things that employers want, because we're hearing a great deal about needing to teach entrepreneurial skills along with the technical skills.

Donald McCoy - You know I think that's a very good question, I guess I can only surmise that this survey was done by larger corporations and they tend to have a different view on that entrepreneurial; um how do you say; the words to come to mind would be oh...

Ann Beheler – Maybe skill set?

Donald McCoy - Thank you for helping uh not so much skill set as when you and I'll put this in context to an IBM, yes entrepreneurial is a strong component but the culture says that we will handle that for you someone in a senior like I was a senior engineer we would take input from you know from lower ranks if you will but it was synthesized in a different view as opposed to being a small entity having to be more agile and that business entrepreneurial side was a critical component. Where in a larger corporation you had departments that was responsible for this entrepreneurial set so you had a whole host of business marketing people that was handling those things well you didn't have to worry about it in the lower ranks if you. So in summary I guess what I'm trying to say I'm thinking this survey was done by larger corporations that was not it's not that important I can I can only imagine because if you say the same for smaller or medium-sized business it will be totally different as opposed to large enterprise corporations.

Ann Beheler - Well and I suppose in fact the comment came in that perhaps we're thinking that at least the business representatives that work with my center, really wants the entrepreneurial mindset whether they want them to actually go off and start their own businesses or not they want them to be self-starters, able to you know be aware of the business and that sort of thing so maybe that's what we're talking about.

Donald McCoy – Okay.

Ann Beheler - Yeah maybe I don't know.

Donald McCoy - That's so interesting because yes we challenge the young engineers and that's one of the reason we need that fresh blood and many times they are put in those environments just to handle that level of innovation where by the time is passed up its more filtered, it's more seasoned and it comes out of different batch if you will.

Ann Beheler – Okay.

Donald McCoy - Yeah (inaudible)

Ann Beheler - Sorry I cut you off, so another question for you is it your sense that companies are having more and more trouble projecting their hiring needs into the future now than ever before?

Donald McCoy - That is an excellent question are they having more difficult I would say a little more cautious with bottom line profits and things being monitored ever so closely these days, to have a workforce ready to just in case to produce project XYZ in the future as opposed to having someone ready to produce that product today cost money to have an excessive quantity of workers ready to do something and I'll put that in the real context because doing multiple entities that I have worked with outside of IBM and inclusive I'll say when it was imperative that you had a certain skill set ready to do something and they say we need it done now, however if you say well if that's not a high priority for our products and services we don't need that skill, will contract that out so the workforce didn't have to be as large so you were able to work with a leaner workforce then and do it on a contract basis as needed hope that makes a little sense to them.

Ann Beheler – Okay.

Donald McCoy - You just don't need it.

Ann Beheler - So I'm going to draw a question here myself and that is am I right that when you talk about evaluating prior learning from an industry standpoint it's basically what you're going to use as the basis on which to decide who you're going to employ and what you're going to pay them, while in the college environment it's not a whole lot different, it's who you're going to give credit for, for prior work so that they don't have to stay there as long to get the credentials. Seems to be a comparison that I have not had not thought about before today.

Donald McCoy - I think that's right on time that's actually how I looked at this because we call them professional experience hires. So when you looked at what their credentials were in terms of work experiences their leadership in a particular technology or business sector and how they have compared have been compared to other similar leaders with that experience level within the business then you are able to develop a profile that will provide that individual with a suitable compensation package and that compensation package would be equivalent to what educational value that they have in my thinking.

Ann Beheler - Serita what do you think?

Serita Acker – We have set criteria here at Clemson for you know getting in, but I think I do agree with you that you can draw a comparison even when I think about some of the things that I work with the mentoring and so forth as I said in my opening when I was talking about that before mentoring is a big part of industry so it's kind of a lot of ways you can draw comparison so I do agree with you.

Ann Beheler - Okay a final question. Rick, you mentioned providing credit by formula is that documented somewhere at Florence Darlington and is that shareable?

Rick Roberts - That would be documented, I can double-check and see if that will be shareable with other institutions. But I don't think it's proprietary so I think if they're talking about the process and what we might use and how it's documented I think I can get that information for them.

Ann Beheler - Okay thank you very much, let's go to the next slide Janet.

Join Us – All Webinars 3 pm Eastern

Ann Beheler - We have another webinar coming up, we're actually going to skip July and I'll tell you why in just a moment, in the middle of August we're going to talk about *How to Mine Job Listings to Figure Out an Employer's Needs*, I know that this is one of the hot topics of discussion that a given job may have really as many as a thousand different titles although the jobs are quite similar so this will be a very relevant presentation put on by Michael Lesiecki. And then September 21st we're going to talk about how do you prepare for the future and I don't know all the details of that but I suspect we're going to talk about how do you prepare for the future while keeping the boat afloat today or the work done today and then here's our link for other upcoming webinars, this is also the link for looking at the prior recordings, all the prior recordings are there, the slides are there and then sometimes we'll have some supporting documentation, next slide.

Join us in Salt Lake City, UT!

Ann Beheler - This is what we're doing in July the HI-TEC conference is July 17th through the 20th and then on the 21st we're going to have a convening that will talk specifically about how one would develop a National Science Foundation ATE grant. Some of you will know that we had four webinars this spring talking about those essential elements Dr. Celeste Carter who is the lead for the program was actually involved in two of those webinars, we also had QA sessions after each webinar, I highly suggest

you listen to those four webinars, listen to the QA sessions and make your notes and come up with a really, really, really good idea as to what you think you might want to write a grant about. It's very important to have an extremely good idea, National Science Foundation money cannot be used for supporting the status quo it's always something new or at least something new to your college this will be an intensive session from 8:30 to 12:30 Dr. Carter will handle several of the questions that have been submitted and then we're going to go to a panel of all of the supporting organizations that are supporting CCTA plus we have two very adept evaluators one from the Rucks company and one from Western Michigan University and so I will facilitate a panel and we will answer lots and lots of questions and then we'll also take questions from the audience. Additional to that we will have some time for you to get one-on-one consultation from Dr. Carter or some of the other experts in the area for example my group works very integrally in working with business in a very engaged manner so that they co-owned our program in its the BILT model if you've heard about that. We will be talking about that. Others will be able to talk to you about the latest greatest idea you have in a particular discipline area to make sure that it's not brand not that it is new that it isn't something that's been done four or five or six times etc. so it's going to be a really exciting time, next slide.

DOL and NSF Workforce Convening

Ann Beheler - Well okay here's all of what I just told you the four webinars are in the middle, they're grants and innovation, grant proposal resources, developing stakeholder partnerships and tips for competitive proposals. As I mentioned the TAACCCT program the round four grants have about a year to go, round three grants are ending this fall I believe it's September 30th so you might be interested in taking something that you didn't quite get accomplished in terms of new and taking it to NSF ATE programs as long as it focuses on technician education in general it would be something that would be applicable to the ATE program. And again you're invited to come to this convening whether or not you have registered for the entire HI-TEC conference although that's very, very interesting and we'd love to have you there too. So this concludes our presentation I'd like to thank all of you for joining us, hopefully you've learned a lot. And please stay tuned and answer the survey that will be next we do have to justify...

Webinar Survey

Ann Beheler - What we're doing and the webinar survey does help a great deal for us doing that.

Contacts

Ann Beheler - Thank you again have a pleasant afternoon. Oh and thank you to our presenters our presenters have been fabulous Rick Roberts, Serita Acker and Donald McCoy thank you so much for donating your time to this webinar. Thanks again, good afternoon this ends the webinar thank you.