

# **Gateways Project**

**Overview of the Project**

**CAPLA**

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# Gateways Project

The results of the Gateways Project produced consistent awards of academic credit of a substantial magnitude that represented, on average, a year of full-time study for each participant that represents four and a third years of part-time study. The results were consistent across one university, three colleges and one university college in four jurisdictions. Results of this consistency and magnitude warrant further discussion

# Demographics of Participants

- **Participants by Gender**

<b>Gender</b>	<b>#</b>	<b>Percent</b>
<b>Female</b>	117	94
<b>Male</b>	7	6
<b>All</b>	124	100

# Participants by Gender and Age

<b>Gender</b>	<b>Under 25</b>	<b>25- 29</b>	<b>30- 34</b>	<b>35- 44</b>	<b>45- 49</b>	<b>50-</b>	<b>All</b>	<b>Average Age</b>
<b>Female</b>	2	15	19	47	21	13	<b>117</b>	39
<b>Male</b>	--	--	1	3	1	2	<b>7</b>	43
<b>All</b>	2	15	20	50	22	15	<b>124</b>	40

# Participants by Jurisdiction

Alberta	28	22%
British Columbia	2	2%
International	1	1%
Manitoba	2	2%
New Brunswick	3	2%
Nova Scotia	5	4%
Ontario	63	51%
Saskatchewan	3	2%
North West Territories	2	2%
Yukon	15	12%

# Participants by Jurisdiction

	Remote	Rural	Urban	All
Alberta		8	20	28
British Columbia		1	1	2
Manitoba	2			2
New Brunswick		3		3
North West Territories	2			2
Nova Scotia		4	1	5
Ontario		22	42	64
Saskatchewan		1	2	3
Yukon	2	4	9	15
All - %	4.8%	34.7%	60.5%	100%

# PLAR Assessment - Sept. 30

	Completed	Assessment Pending	Expected	Total
College	14	0	5	19
University	45	17	43	105
Total	59	17	48	

# Results of Portfolio Assessments

	<b># of participants</b>	<b># credits</b>	<b># of courses</b>
<b>College</b>	<b>13</b>	<b>469</b>	<b>156</b>
<b>University</b>	<b>45</b>	<b>1333</b>	<b>444</b>
<b>Total</b>	<b>58</b>	<b>1729</b>	<b>581</b>

# Results of Portfolio Assessments

	<b># of participants</b>	<b>average # of courses</b>	<b>full time equivalent</b>
<b>College</b>	<b>13</b>	<b>12.0</b>	<b>~13</b>
<b>University</b>	<b>45</b>	<b>9.9</b>	<b>~40</b>
<b>Total</b>	<b>58</b>	<b>10.9</b>	<b>~53</b>

# Credentials Awarded

Credentials Awarded		
	Certificate	Diploma
College	2	7
	Entry Level Obtained	Degree
University	3	2
5 diplomas awarded after additional course taking Degrees awarded after additional course taking		

# Key Findings of Participant Survey

## Participants:

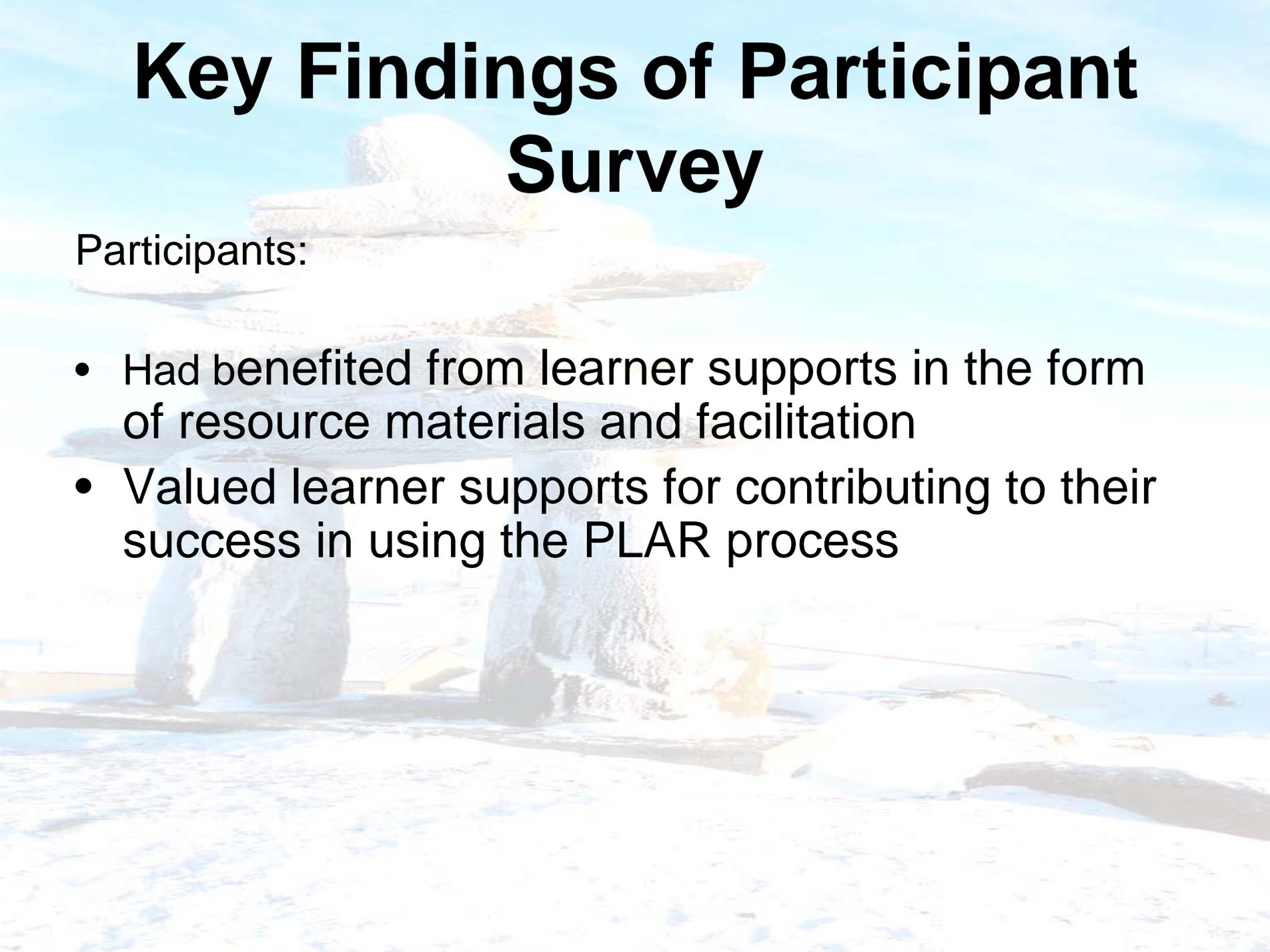
- Experienced PLAR as an intensive process requiring a great deal of commitment in time and energy
- Used PLAR primarily to achieve educational advancement.
- In general plan on continuing with their current studies or applying to new programs

# Key Findings of Participant Survey

Participants:

- Seek educational advancement as a means to achieve career advancement. Since most respondents were already employed full-time, while working on their PLAR portfolio, adult learners are highly motivated to take discrete steps toward the achievement of a series of goals: production of the portfolio, assessment for academic credit, gap filling, credential completion, possible certification (if applicable), and career advancement.

# Key Findings of Participant Survey



Participants:

- Had benefited from learner supports in the form of resource materials and facilitation
- Valued learner supports for contributing to their success in using the PLAR process

# Conclusions

*The results of the Gateways Project produced consistent awards of academic credit of a substantial magnitude that represented, on average, a year of full-time study for each participant that represents four and a third years of part-time study. Similar results were achieved by all partners that implemented the process. Results of this consistency and magnitude warrant further discussion.*

# Conclusions

- *Program-based PLAR meaning collaborative developed and implemented program-specific outcomes based Prior Learning Assessment and Recognition is a valid methodology for assessing experiential learning.*
- *The magnitude of the results –roughly a year’s worth of tuition on average for mature adult learners who have relevant experiential learning related to their educational aspirations—are significant to the learners, their employers as well as to government funders of post-secondary education, educators and scholars.*

# Conclusions

- *Learner support from trained facilitators and assessors are critical to the successful completion and assessment of portfolios.*
- *The consistency of the results across a number of post-secondary educational institutions and in multiple jurisdictions raises the question of not if, but how, to engage effectively in the instructional design and implementation of PLAR.*

# Conclusions

- *The project's methodology, as well as its results have spurred interest in the continuance of this kind of activity with existing partners, new joiners and methods, lessons learned and best practices continued to be shared.*
- *Best practices in higher education require that the PLAR methodology, skill sets and support manuals remain non-proprietary, open source materials in the public domain for any and all who wish to use or study them with appropriate acknowledgment.*

# Conclusions

- *The results of the Gateways project fit into a much larger international effort to guide the Recognition of Prior Learning from upstart emerging efforts involving isolated islands of validation” to coordinated national systems, entirely networked archipelagoes offering learners multiple pathways and networks to achieve the credentialing they want rather than the education that is available (Bjarnason, 2002).*
- PLAR is an area about which I am passionate. There are so many people in the workforce who have the skill to advance but are overlooked due to lack of formal credentials, and we as a society are all losing out. (SSW diploma holder, PLAR recipient)