



THE PLA **BOOST**

Results from a 72-Institution Targeted Study of Prior Learning Assessment and Adult Student Outcomes

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Table of Contents

| | |
|--|----|
| A. Technical Report..... | 1 |
| B. Characteristics of Students in the Sample | 16 |
| C. Institutional Characteristics | 31 |
| D. Results Tables | 33 |
| a. PLA Usage: Take-up Rates and Average Credit-Earning | |
| b. PLA and Credential Completion | |
| c. Propensity Score Matching: PLA Effect on Credential Completion | |
| d. Cost Savings from PLA | |
| e. Time Savings from PLA | |
| f. PLA Methods: Usage and Impact | |
| g. Service Members: Usage and Impact | |
| E. Adult Supporting and PLA Policies and Practices at the 72 Participating Study Institutions..... | 61 |
| F. Data Request | 76 |

Appendix A: Technical Report

Contents

[Introduction](#)

[Fielding and Selection of Institutions](#)

[Data Collection](#)

[Institutional Review Board \(IRB\) Process](#)

[Defining the Cohort](#)

[Data Cleaning and Internal Consistency](#)

[Defining Special Variables](#)

[Propensity Score Matching Analysis](#)

Introduction

This report describes the adult student's experience with prior learning assessment (PLA) using student record data from 72 degree-granting postsecondary institutions in the United States, primarily focusing on the data from 69 of those institutions based on the more detailed data provided by those institutions to the study. Researchers from the Council for Adult and Experiential Learning (CAEL) and the Western Interstate Commission on Higher Education (WICHE) collected student record data from the participating institutions (which included data from the National Student Clearinghouse's Student Tracker on students' enrollment and completion at institutions other than that participating institution), as well as information on the institutions' PLA policies and practices and adult learner policies and programs through an online questionnaire. The research team also drew on institutional-level data through IPEDS and interviews with PLA administrators at six of the participating institutions and with six recent adult learner graduates who had used PLA at the participating institutions.

The questions the study was designed to answer included the following:

1. Is there a difference in persistence, degree completion, and time to degree for adult students with prior learning assessment credit compared to those without?
2. What are the outcomes for different types of students, particularly for students of different races/ethnicities and for students with transfer credits from other institutions?
3. Can differences in credential completion be attributed to prior learning assessment alone and can you control for other student characteristics such as gender, race/ethnicity, GPA, socio-economic status?
4. Are there differences by institutional characteristics?

The main report focuses on adult students who matriculated for the first time at the participating institutions during the academic year 2011-2012, their patterns of PLA credit-earning (whether they had any PLA credits, the number of PLA credits, and the method of earning the PLA credits), and comparisons of credential completion by adult students with PLA and adult students without PLA, with credentials including associate degrees, bachelor's degrees, and postsecondary certificates. The research team also: examined the number of months between the adult students' matriculation and their credential completion in order to determine whether PLA credit-earning resulted in time-savings; estimated possible cost savings from PLA credit-earning; the PLA experience of specific student populations of interest from an equity perspective; the PLA experience of service members (current or former); and the possible relationship between, on the one hand, institutional policies and practices, and PLA credit-earning or credential completion on the other. In addition to the descriptive analysis of the data, we also conducted a multivariate analysis using propensity score matching in order to isolate the impact of PLA on adult student credential completion.

This appendix describes the methods we used to field and select institutions to participate in the study, the process for selecting institutions and students for interviews, the IRB process, how we defined the student cohort included in the analysis (including decisions on which students to exclude from the analysis), variables used (both collected and constructed), data cleaning decisions, specific details about the propensity score matching analysis, and advisors consulted.

Fielding and Selection of Institutions

The sites for this research study were two- and four-year postsecondary institutions who expressed interest and were invited to participate. There were initially three main criteria for selecting the institutions for the study:

1. The institution had offered at least two different PLA methods since 2011. PLA methods were defined as including standardized exams (e.g., CLEP, UExcel, DSST, etc.), challenge exams, portfolio assessment, credit for military training/occupations through ACE recommendations, and credit for other external training through ACE or NCCRS recommendations.
2. The institution had the ability to track total PLA credit-earning as part of the student's academic record.
3. The institution had at least 20 students who matriculated at the institution in academic year 2011-2012 and earned some form of PLA credit between 2011 and 2018.

A customized website was produced with detailed description of the project's purpose, an a formal announcement and invitations to apply were sent via email to the membership of both CAEL and WICHE, PLA clients of CAEL's consulting practice and LearningCounts initiative, the institutions that participated in CAEL's 2010 study, and the mailing list of SUNY-Empire State College's PLA Inside/Out (PLAIO). The partner organizations also shared the announcement and invitation more broadly through social media and their network of higher education organizations.

All institutions interested in the study were required to complete an application that asked for the following information: IPEDS UnitID; number of campuses; PLA methods offered in 2011; availability of portfolio assessment; number of students earning PLA credit through portfolio assessment in 2011-2012; number of students earning PLA credit from any method of PLA in 2011-2012; whether PLA was available to all students at the institution; ability of the institution to provide the total number of PLA credits earned for each student between 2011 and 2018 (required for the study); whether the institution can also track PLA credits by method, date earned, or area of study (optional for the study); ability of the institution to report on enrollment and degree-earning by students after leaving the institution; the ability of the institution to provide the data and information needed for the project; and whether the institution would require a review by its own Institutional Review Board.

A total of 83 institutions completed applications for the study, of which 72 were chosen for participation; 11 were either not able to meet the main criteria for the study (particularly the ability to track data on PLA activities as far back as 2011) or were not able to obtain administrative approval to sign the memorandum of understanding outlining the terms of participation.

The memorandum of understanding outlined that the institutions would provide the project with: (1) the requested de-identified student-level data; and (2) information about PLA policies/practices and adult-serving policies/practices via an institutional questionnaire and follow-up, as necessary. The MOU stated CAEL and WICHE's practices for secure handling of all the data. The institutions were also informed that the project team would be contacting a small number of institutions for short phone interviews about their PLA programs and/or help in recruiting a small number of adult students to participate in short interviews about their PLA experiences. Each of the participating institutions received a stipend of \$2,500.

Data Collection

The data used in the report included deidentified administrative data records (student-level demographics, credit-earning, and other records), institution-level information through surveys and national databases, and interviews with a small number of PLA administrators and recent adult graduates connected to six of the participating study institutions.

Administrative data records

Our primary source of the student-level data was provided by the participating institutions from their student information systems. Institutions were asked to provide student-level data records in a deidentified format for the cohort of all degree/certificate-seeking undergraduate students who matriculated for the first time at the institution in academic year 2011-12, with data elements reflecting credits earned and postsecondary outcomes through the end of calendar year 2018 (Fall 2018-19).

We requested data elements associated with student postsecondary outcomes; student demographics such as student age, sex, race/ethnicity, veteran status; receipt of Pell Grants; prior postsecondary attendance or credentials. We also requested data about the degree sought, field of study, and about transferred credits. Data about student enrollment and persistence (credits attempted and earned by academic year) and postsecondary outcomes (first credential earned and last known enrollment status) related to the outcomes that PLA is hypothesized to have a positive impact on. (The data request is found in Appendix F.)

In order to analyze how adult student outcomes vary along PLA usage dimensions, we requested data about students' PLA activity. At a minimum, institutions had to provide the total PLA credits that were transcribed while the student was at the institution, distinct from and in addition to native course credits and transfer credits; we also asked for the institutions to provide information on any PLA credits that were transferred to the institution (because these were minimal in number, they were not ultimately included in the analysis). In addition, we also asked institutions to provide data about the timing of the PLA credit award, the method of PLA assessment, and the areas of study/disciplines for which the PLA credits were awarded (not all institutions were able to provide these variables).

Finally, we asked institutions to collect a small number of student-level variables from the National Student Clearinghouse (specifically, whether the student has transferred to another institution and/or has earned a degree or credential from another institution after transferring). This data was not required for participation.

Disclosure avoidance. Throughout the report, we avoid presenting results in any way that an individual institution's results could be deduced.

Limitations on results shown. Results with student sizes of less than 50 are not included in any of the reported findings.

Institution-level data

Institutional questionnaires

We obtained quantifiable/quantified information about the institution from two structured questionnaires—the Application to Participate and an institution questionnaire administered to institutions selected to participate. These data helped us codify institutions as more or less PLA-accessible and adult-friendly; institutions also responded with details on the institution's PLA policies (including any fees that were charged), staffing and other internal support, marketing/outreach practices, variations in policies among different departments, quality assurance practices, and overall institutional culture—dimensions that we expect are associated with students' usage and accumulation of PLA credit.

Secondary data sources

We also utilized publicly available data from the Integrated Postsecondary Data Systems (IPEDS) for academic year 2011-12 unless otherwise noted and the U.S. Census Bureau's American Community Survey. These data elements were used to understand how our sample may have differed in key ways from adult students enrolled in higher education more broadly or at other adult-focused institutions. In our analysis models, we also used some of these elements to categorize and analyze institutions/institutional effects that may explain the outcomes, particularly institutional sector and minority-serving status. (Details of the IPEDS data are available upon request).

For institutions that changed sectors between 2011 and 2019, we treated those institutions as being of the sector in which they were classified in 2011.

Student and staff interviews

In order to supplement the quantitative analysis with additional insights from adult students and PLA administrators, the research team set out to identify a small number of participating institutions that could provide a range of perspectives. Criteria for selecting these institutions included:

- A mix of public and private institutions
- A mix of 2-year and 4-year institutions
- A range of sizes of institutions
- Robust engagement with PLA by the study cohort at that institution (defined as a PLA take-up rate of 15% or higher or as having students in the cohort earning PLA credit from a wide range of PLA methods)
- Difference in credential completion between PLA and non-PLA students at 20% or higher
- At least two institutions meeting criteria for "adult-focused" (this derived variable is described later in this appendix)
- At least one minority-serving institution (MSI)

Using these criteria, the team selected six institutions for staff interviews:

- 2 community colleges, 2 four-year public institutions, and 2 four-year private institutions
- 2 with adult student cohorts totaling more than 1,200, 3 with adult student cohorts totaling between 500 and 1,000, and 1 with an adult student cohort totaling less than 100.
- 3 meeting criteria for “adult-focused”
- 1 MSI

The research team scheduled 45-minute phone conversations with the PLA administrative staff at these six institutions; for one of the institutions, three administrators participated in the conversation, while at all others, just one did.

In these staff/administrator conversations, we asked a range of questions, including about: the staff’s background and experience with PLA, the history of PLA at the institution, the reasons why PLA is offered at the institution, how students typically learn about PLA at the institution, what the process is like for a student to apply for PLA credit, whether faculty and staff receive training on PLA, the extent to which faculty understand and support PLA, the successes of their PLA programs, challenges in the administration of PLA (faculty support, financial support, affordability, quality), how challenges have been addressed, the future of PLA at the institution, and any advice that the administrators would give to an institution that is considering whether to develop a PLA program. These conversations were transcribed and used to provide additional context for the study’s findings, comments to illustrate implementation experiences throughout the report, and insights for the section on recommendations.

The research team asked each of the six interviewed institutions to recruit 1-2 adult students for interviews. The request was for these students to be recent graduates who had used PLA (recent to 2019, which is when the study was conducted; we did not attempt to locate graduates from the study cohort/time period). We completed 45-minute phone conversations with seven recent adult graduates from four of the institutions. Questions guiding the conversation focused on: the student’s background and recent work history, educational history, reasons for returning to college, current educational or work activities, use of PLA at the institution, how they heard about PLA, what kind of help they received from the institution in pursuing PLA, the process for earning PLA credit, any obstacles or challenges in learning about or earning PLA credit, how they felt after earning PLA credit, the role that PLA credit may have played in the student’s overall educational experience, and whether they would recommend PLA to other students.

Prior to all phone conversations, the interviewees (both administrators and students) signed a consent form. All comments and information shared during the conversations were anonymized for inclusion in the report. The students each received a \$50 gift card for their participation in the interviews; the institutional administrators did not receive any compensation.

Institutional Review Board (IRB) Process

On March 22, 2019, the research team submitted an IRB application to conduct this research to the State Higher Education Policy Center (SHEPC) Institutional Review Board for expedited review. The IRB application (protocol number 20190405-EXP-3) was approved on April 8, 2019. The IRB application included details regarding the study methodology (i.e. site selection, participant recruitment strategies, etc.), data collection procedures, proposed data analyses, subject population, informed consent, confidentiality, and risks/benefits to participants. Researchers also included several supporting documents with the IRB application including: the student data request and memorandum of understanding between the researchers and participating institution, advertisements for subject recruitment, and the funding application. For each researcher involved in the study, a copy of his or her curriculum vitae, certificate of completion for CITI training, and conflict of interest form were also provided as part of the application. On June 25, 2019, the research team submitted an amendment to the approved IRB application to the State Higher Education Policy Center (SHEPC) Institutional Review Board for expedited review. This amendment included the following study materials: interview consent forms, interview protocols, and the survey instrument. The amendment was approved on July 2, 2019.

Defining the Cohort

Institutions were asked to provide data for a specific cohort of students: degree- or certificate-seeking undergraduates who enrolled at their institution for the first time during the 2011-2012 academic year and who were not “dual enrollment” students. These students’ matriculation dates should generally be aligned with Fall semester 2011 through June 30, 2012 and should include students who matriculated on or after July 1, 2011 if the student continued their enrollment in Fall 2011.

Data Cleaning and Internal Consistency

Slightly over 500,000 individual student records were obtained from 72 institutions. Each institution's data underwent several iterations of screening to assess: 1) adherence to cohort parameters (first enrollment within requested timeframe, exclusion of dual enrollment students) 2) structural data integrity (consistent, unduplicated Proxy IDs that match across data tables) and 3) data element parameters (number of missing values, adherence to coding protocols, unexpected or out-of-range values, inconsistent responses among closely related data elements). This screening was done for the entire student population, not just the adult students in the sample.

Adherence to cohort parameters

Over 28,000 student records at 20 institutions contained matriculation dates that were outside the requested July 1, 2011 to June 30, 2012 date range. CAEL contacted these institutions to verify the criteria used to select the student cohort and learned that in many institutions' student information systems, matriculation date does not align with the date the student first enrolled in a course at the institution. Records from Institutions that were able to definitively verify that all records submitted met the cohort definition, regardless of matriculation date value, were kept in the data set, and the matriculation dates were recoded to appropriate in-range values. Records from the remaining institutions were excluded if the matriculation data was before 5/1/2011 or after 7/1/2012. Ultimately, 231 students were excluded because of an early matriculation date and 12,092 were excluded because of a late matriculation date (of this last number, 10,766 students were from a single institution that submitted any student matriculating between 2011 and 2018).

Structural data integrity

Because data were submitted in multiple data tables, it was essential that each institution provide unique Proxy IDs for their students. We identified and removed any duplicate students and ensured that unique Proxy IDs existed for each student in the sample.

Data element parameters

Missing data

- **Data record exclusion due to missing values:** Age and attempted credit data were deemed essential for data analysis, and records that did not have valid values for these data elements were excluded: 641 student records were excluded because of unknown age and 16,216 records were excluded because all data pertaining to attempted academic credits were missing.
- **Data elements not included in the reported analysis because of high percentage of missing data:** Dependency Status, Student has Dependents, and First Generation student.
- **Data elements requiring follow up because of high percentage of missing data:** Institutions with high number of missing values for number of transfer credits, number of PLA credits earned, first term GPA or cumulative GPA were contacted to determine why the data was missing and/or what was meant by a missing value. In cases where additional information was not available, those students were omitted from the analysis.

Out-of-range or unexpected data values

- **Categorical data elements** were screened for values outside the coding protocol. Institutions were contacted to determine which code should be applied to each unexpected value.
- **Continuous date elements** were screened for minimum and/or maximum values that raised concerns about the accuracy of the data.
 - **Age** values less than 17 were flagged and excluded from the analysis, due to concerns that these students might be dual-enrolled high school students.
 - **First term GPA** and **Cumulative GPA** values greater than 4.1 were tabulated and associated institutions were contacted to determine whether the GPA had been converted to a 4-point scale. (GPA values up to 4.1 were allowed due to rounding error). Institutions that had not converted GPAs to a 4-point scale submitted updated data.
- **Inconsistent responses among closely related data elements** were tabulated and institutions were contacted to determine if the values of both seemingly conflicting data elements were correct.
 - Institutions that provided cumulative GPA values of 0.00 and positive number of regular credits earned, and institutions that reported the number of credits needed for the student's degree or other credential goal that was inconsistent with the student's reported degree or credential goal submitted updated data.
 - Institutions were contacted if they provided data where the number of credits earned was larger than number of credits attempted, the number of developmental credits attempted or earned was greater than the number of all credits attempted or earned, or the number of credits earned equaled the number of credits attempted for all students across all academic years. Explanations from the institutions varied widely, and these explanations were often related to how data were stored in the student information system and institutional policies about whether certain developmental courses carried credit. Given that there was

no way to guarantee the accuracy of these academic credit variables, all 26,284 students with academic credit data inconsistency were flagged and filtered out of all analyses pertaining to academic credits or new variables calculated based on academic credit data.

Impact of cleaning raw data: After out-of-range values were corrected, and after other data were corrected or clarified, over 29,000 students were deleted from the data, 7,599 student records were flagged and ultimately excluded from all analyses included in this report, and 26,284 student records were flagged for exclusion from analyses related to academic credit outcomes. These students are not reflected in the “n” values presented in the report or the appendices.

Defining Special Variables

Adult student. For the purposes of this study, we identified all students who were age 25 or older at the time of matriculation as “adult students.” The age at matriculation was calculated by the individual institutions, using the difference between the student’s date of birth and matriculation date.

Socioeconomic status. As noted in the main report, we used two proxies for socioeconomic status. The first was whether the student had ever received a Pell Grant at the study institution. The second used the relative concentration of low-income individuals in the student’s residential area at the time of matriculation.

To determine the concentration of low-income individuals in the student’s residential area, we used the raw zip code values provided by the institution. After evaluating the zip codes for basic formatting and integrity, we compared the student zip codes to the list of zip codes used in the Census/ACS Zip Code based Tabulation Area (ZCTA) estimates to determine whether they were standard zip codes, military FPO/APO, or unique (e.g., associated with a business establishment only). We used a crosswalk of zip codes to counties from HUD, to match the student-provided zip codes to a database of NCHS Urban-Rural Classification Scheme for Counties. For zip codes that are associated with multiple counties, where possible, the county urbanicity indicator was set if all counties associated with the zip code had the same urbanicity value. Basic state and region flags were also added to the Student Zip Code records.

More than 92% of the student zip codes were evaluated as valid standard zip codes. Virtually all of these also matched directly to Census/ACS Zip Code Tabulation Areas (Zip matches ZCTA). Three percent of zip codes were missing or invalid completely, and two percent of zip codes were associated with military (APO or FPO) and therefore not able to be matched to Census estimates. The student’s zip codes were then matched to the zip-code tabulation areas poverty estimates for the percent of individuals in the Census zip code tabulated area at or below 200 percent of poverty in a time period that roughly overlapped the 2011-12 cohort starting timeframe. In our analysis, we looked at each group of students relative to the other (e.g., students in communities where $0 \leq 15\%$ of individuals were at 200% of poverty or less, students in communities where >15 and $\leq 30\%$ of individuals were at 200% of poverty or less, and other groups: >30 and ≤ 45 ; >45 and ≤ 60 ; and >60).¹

Race/ethnicity

For the purposes of this study, we followed the 1997 OMB/U.S. Department of Education’s method for categorizing students by race and ethnicity in which any student indicating Hispanic ethnicity is designated as Hispanic, and then non-Hispanic students are categorized into various single-race categories, or Multiracial (students identifying with two or more races). Although there is great value in examining the specific experiences of all distinct minority groups in U.S. higher education, particularly Native Hawai’ian/Other Pacific Islander (NH/OPI) and American Indian/Alaska Native (AI/AN), in our sample these groups were very small. Therefore, when examining PLA usages (take-up rates and average number of credits earned), we opted to examine NH/OPI and AI/AN categories separately and include any student who identified with that race, even if they also identified with one or more other races, and even if they also identified as Hispanic. This was particularly relevant given the unique composition of institutions in our study. For example:

- 276 (48 adult) students identified as both Hispanic and NH/OPI, but not AI/AN; these students were reclassified in the separate analysis as NH/OPI
- 344 (118 adult) students identified as Hispanic and AI/AN, but not NH/OPI; these students were reclassified in the separate analysis as AI/AN
- 2,363 (413 adult) students identified as NH/OPI and another race other than AI/AN (but not Hispanic); these students were reclassified in the separate analysis as NH/OPI

¹ WICHE calculations from U.S. Census Bureau, Fact Finder Table S1701 “Poverty Status in the Past 12 Months”, American Community Survey 2012 5-year estimates, downloaded November 2019.

- 2,839 (953 adult) students identified as AI/AN and another race other than NH/OPI (but not Hispanic); these students were reclassified in the separate analysis as AI/AN
- 200 (37 adult) students identified as NH/OPI and AI/AN and remained classified as Multiracial

The resulting new groups were, however, still too small to include in the credential completion analysis of PLA vs. non-PLA adult students.

Note that these race/ethnicity definitions apply to the 53 percent of the adult students for which race/ethnicity was reported; race/ethnicity data was not provided by a small subset of institutions, but this accounted for a large number of the students in the sample.

Minority serving institutions

Eighteen of the institutions in the study were categorized as minority serving institutions (MSIs), using designations dated July 2019 (Source: Rutgers University Graduate School of Education Center for Minority Serving Institutions). Nine were four-year institutions (two nonprofit), and nine were public two-year institutions. They were geographically distributed in California: 2, Colorado: 2, Florida: 2, Georgia: 1, Hawai'i: 6, Illinois: 2, Minnesota: 1, New York: 1, Pennsylvania: 1. Among the institutions designated included under the MSI category for these analyses, four had Asian American- and Native American Pacific Islander-Serving Institution status (AANAPISI), five had Alaskan Native- or Native Hawai'ian-Serving Institution status (ANNH), nine had Hispanic Serving Institution status (HSI), and three had Predominantly Black Institution status (PBI); the study did not include any Historically Black Colleges and Universities, Tribal Colleges or Universities, or Native American-Serving Nontribal Institutions. We did not retrospectively confirm whether these institutions were designated MSIs also in 2011-12, the matriculation start point for the study, but the racial/ethnic distribution of the entering undergraduates in 2011-12 at these institutions was similar to the racial/ethnic distributions used for the official MSI designations.

Predominantly online institutions

While the institutions were required to identify students who were enrolled “exclusively online,” the research team also wanted to identify the institutions where large numbers of adult students were exclusively online. We identified 9 institutions where 70% or more of their adult students in our sample were exclusively online, and we called this group of institutions “predominantly online” institutions (all other institutions had fewer than 50% of students studying exclusively online). In addition to all four participating for-profit institutions, this group included one 2-year public institution, two 4-year publics, and two 4-year privates. Approximately 64% of the sample of students attending predominantly online institutions attended the two largest institutions in our study.

Institutional culture variables: PLA commitment and adult-focused

For the propensity score matching analysis, the research team wanted to control for differences in institutional culture. Using the information from the institutions obtained through the online questionnaire, the research team constructed two new variables: a “PLA commitment” variable and an “Adult-Focused Institution” variable. We consulted two outside experts on the assumptions underlying the construction of these two variables

For the “PLA commitment” variable, we marked institutions as committed to PLA if they indicated all of the following:

- They have a universal set of PLA policies that applied across the entire institution OR their policies vary somewhat for a few key programs or majors (disqualifying would be institutions where policies vary considerably for different programs or majors, or where each department or major establishes its own PLA policies).
- PLA policies are available in a formal written document.
- They have some formal process for ensuring the quality of PLA policies and practices.
- They offer at least 3 PLA methods
- The institution directs coaches and advisors to talk about PLA with all students “a moderate amount,” “a lot,” or “a great deal.”
- Students hear about PLA “very often” or “always” at at least two different stages or touch points (e.g., enrollment, orientation, advising/counseling session, faculty/department interactions, recruitment events, diploma check-in, career advising, veteran programs)
- The institution regularly examines the number of students earning PLA credits in order to evaluate the use and impact of PLA

Institutions were marked as “adult-focused” if they:

- Had all three of the following programs/practices in place starting sometime between 2011-2014:
 - Had a specific strategy to recruit adult students.
 - Offered support services on a schedule and format accessible to working adults
 - Provided alternative modalities, scheduling or formats that are more convenient for working learners.

- Had any two of the following programs/practices in place starting sometime between 2011-2014:
 - Provided accelerated formats for adults to complete their studies in a shorter period of time.
 - Provided affordable or subsidized child/dependent care to meet the needs of adult students.
 - Used predictive analytics to track students' progress.
 - Advisors and/or instructors proactively reached out when an adult student was in danger of falling behind.
 - Provided veteran/active duty military students with a designated point-of-contact.
 - Provided veteran/active duty military students with veteran-centered support services.
 - Provided programs and services to address financial needs (e.g. food or housing insecurity, unexpected bills, healthcare crises, etc.)

Twenty-two (22) of the 69 institutions included in the main analysis were marked as “PLA commitment institutions,” and 26 were marked as “adult-focused institutions” based on these definitions.

Additional derived variables:

- **Transfer students** were defined as any student with transfer credits greater than 0.
- **PLA students** were defined in three ways:
 - Students with credits from any of the PLA methods, including AP/IB (students whose only method of PLA is AP/IB are considered non-PLA students throughout the report)
 - Students with credits from any PLA method excluding AP/IB (referred to as PLA students throughout the report)
 - Students with credits from any PLA method excluding AP/IB and ACE military (referred to as PLA-non-military throughout the report)
- **Course completion rate.** This was calculated by dividing a student's total regular credits earned by the total attempted regular credits.
- **Enrollment intensity.** For students with the goal of a bachelor's degree, we divided the total credits required for that goal at the student's institution by 4 years to get the average number of credits per year for full-time enrollment; we then divided each student's average number of credits earned per year by the number of credits for full-time enrollment. This created a percentage of enrollment intensity. For associate degree, we used the same process but divided total credits needed for the degree by 2 years to determine the number of credits needed for full-time enrollment per year.
- **Months to degree.** Using the date of the students' first credential earned during the observation period, we defined time to degree/months to degree as the number of months between the student's matriculation date and the date of their first degree earned. Students' first credentials were limited to students who earned an associate degree and did not earn a bachelor's degree during the observation period, and students who earned a bachelor's degree and did not earn an associate degree during the observation period.
- **Tuition cost savings.** Institutional questionnaire data pertaining to the cost of each PLA method were tabulated excluding eleven institutions because the pricing structure information submitted was too complex or incomplete. Data for the remaining 60 institutions were matched to the student PLA data (n=24,144), resulting in 23,645 matched records. Students with an intended degree goal other than associate or bachelor's (n=535) were excluded. Based on their degree goal, the number of credits each student could earn for each PLA method was limited to the number of PLA credits that could be applied to that degree at their institution (i.e., PLA credit values exceeding the limit were recoded to equal the limit). The total number of PLA credits each student earned across all PLA methods was calculated, and if this total number exceeded the number of PLA credits that could be applied to their intended degree at their institution, the number of PLA credits was reduced to the maximum value allowed while not exceeding the threshold (these credits were all from PLA methods where there were no fees, such as ACE or NCCRS credit recommendations or other review of external training). Students who still had too many PLA credits were excluded from the analysis (n=34).

The total cost across all PLA methods was computed for students who had adequate cost data for every PLA method they utilized; 97 students were omitted because cost information was not available for one or more of the PLA methods they utilized. To determine each student's cost savings, this total PLA cost was subtracted from the estimated tuition cost the student would have incurred by taking the equivalent course credits at that institution (the number of PLA credits multiplied by the average cost per credit hour). For tuition, for most institutions, we used the IPEDS Institutional Characteristics (IC) variable for in-state per credit hour charge for part-time undergraduates; for a small number of institutions, that variable was not available, so for those institutions, we divided the annual in-state tuition by 60 credits. Cost savings were averaged for each institution, and these institution averages were averaged to create sector averages. (This analysis was for tuition only; it did not account for fees or other costs of attendance.)

- **Military service.** Students who were affirmatively reported as non-service members were grouped with those of unknown status (approximately 18% of all students); it is therefore possible that there are some former or current service members **who are included in our “non-service member” group. Students** who had credit through ACE credit recommendations for military training but were labeled as having no or unknown military service (n=2,591) were recoded to be identified as service members. Analyses included service members of all ages, not just those age 25 and over.
- **Credential completion.** We collected data from the institutions on up to five possible degrees or credentials earned by the student at the participating study institution. We used this data to construct several different ways that credential completion was defined:
 - First credential earned. The credential type and date for the first credential earned was used for calculating time to degree.
 - Highest credential earned. The credential type and date for the highest credential earned by the student during the seven-and-a-half-year observation period was used for the main completion analysis in the report.
 - Comprehensive completion. Completion details from the participating study institution were also paired with additional completion data from the National Student Clearinghouse, as described below.

NSC data variables

Sixty-five of the participating institutions provided data from the National Student Clearinghouse on students’ educational activities following their departure from the participating institution. A total of 29,388 (13%) adult students from 7 institutions that did not provide NSC data were excluded from analyses pertaining to academic enrollment or completion after the student exited the primary institution.

Consistent with reports that some students do not permit their records to be shared with NSC, about 30% of students were missing from the NSC data submitted by the 65 institutions who provided these data. Because the timeframe of the NSC data includes the entire cohort timeframe, students whose primary institution does not appear in the NSC data are assumed to have incomplete data (and therefore were counted as missing), while students whose only records pertain to the primary institution are assumed to have no post-primary institution educational activities. Because 30% of the students had missing data, the analyses included in the report are likely undercounting post-primary educational activity.

New variables were derived from the NSC data that captured academic enrollment and completion occurring after exit from the primary institution, but within the cohort timeframe. Students were identified as enrolled after exit from the primary institution if they met all of the following criteria: 1) they had at least one enrollment record associated with their primary institution (this reduces the likelihood that the student was incorrectly matched to the NSC data), 2) they first enrolled at the post-primary institution after they first enrolled at the primary institution, 3) their enrollment period at the post-primary institution contained dates after the student was no longer enrolled at the primary institution, regardless of whether the student was co-enrolled at the primary and post primary institution, and 4) the student first enrolled at the post-primary institution before 1/1/2019.

Students were identified as having completed at a post-primary institution if they met all of the following criteria: 1) they had at least one enrollment record associated with their primary institution, 2) they first enrolled at the post-primary institution after they first enrolled at the primary institution (the college sequence for the post-primary institution was greater than the colleges sequence for the primary institution), 3) the post-primary institution graduation date was after the primary institution exit date, and 4) the student earned a certificate, associate degree, bachelor’s degree or graduate degree. These four degree/credential types were each codified in a separate yes/no variable to allow analysis by post-primary degree/credential type.

Propensity Score Matching Analysis

This section describes the research led by Jason L. Taylor, Assistant Professor in the Department of Educational Leadership and Policy at the University of Utah. He received his Ph.D. in Higher Education from the University of Illinois at Urbana-Champaign with a research specialization in evaluation methods and concentration in public policy. His scholarship investigates how higher education policies shape educational opportunities for marginalized and underrepresented college students, particularly in the community college sector.

For this research, Taylor used the data and variables prepared by CAEL for the descriptive analysis. The definitions outlined in previous sections also apply here, unless otherwise noted.

Methodology: Isolating the effect of PLA

To truly isolate the effect and identify the causal effect of PLA, students would need to be randomly assigned to either receive PLA or not receive PLA. In the absence of random assignment, we used propensity score matching (PSM), which is in the quasi-experimental design family of research designs because it attempts to approximate causal inference (Murnane & Willet, 2011). Although we use PSM in this analysis, we do not make causal inferences in this study because our data and design do not meet the strongest standards for the underlying PSM assumption (described below). However, we elected to produce PSM estimates rather than standard regression estimates because PSM offers methodological advantages, namely by reducing bias and increasing the precision of our estimates (Murnane & Willet, 2011). What follows is a description of our methodological approach for the PSM estimates.

Propensity score matching

The goal of propensity score matching is to address selection bias by simulating a treatment and control group by creating a propensity score that represents an individual's likelihood of treatment assignment and is based on observed covariates (Rosenbaum & Rubin, 1983; 1984; 1985). Below is a description of the PSM process and method as it was applied in this study and generally followed the PSM matching sequence suggested by Caliendo & Kopeinig (2008).

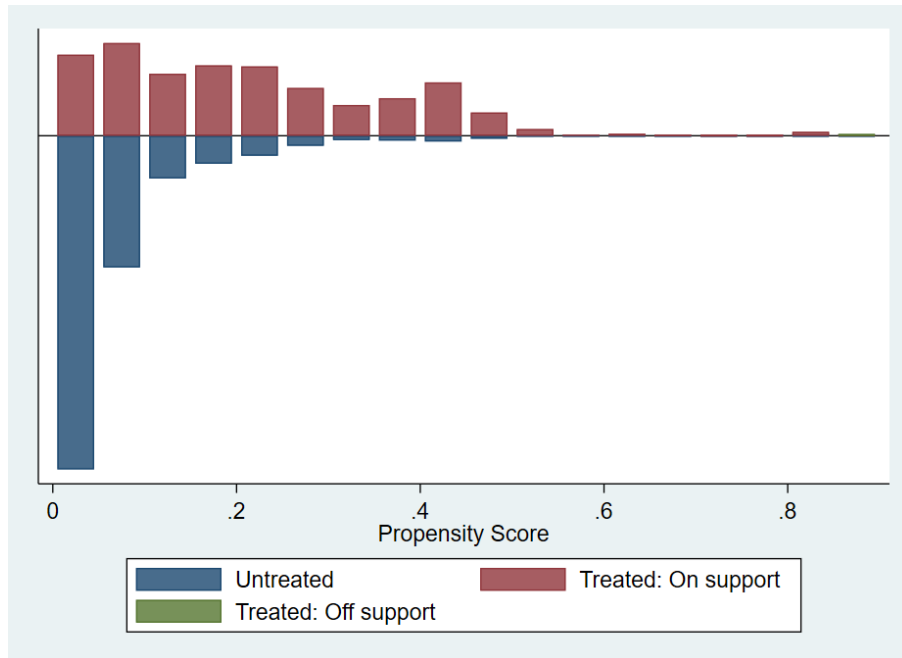
Step 1: Generate propensity scores

The first step of the PSM process is to use existing covariates to generate a propensity score that represents every individual's probability of being in the treatment group (PLA credit recipients). This is accomplished by using a logistic regression (for the binary outcome of receiving PLA credits or not) to regress PLA receipt on all covariates. Because we want to model the selection process and reduce selection bias, the critical assumption of this step is that we use covariates that influenced selection into PLA. It is important for the propensity score to use pre-treatment variables, so we only included student-level variables that were pre-treatment or in the first semester of students' postsecondary career. The following variables were used to generate the propensity score: race/ethnicity (grouped according to federal categorizations), gender, age (age was only included for analyses that included all students and not just adult students), Pell Grant recipient status, Census/ACS Zip Code based Tabulation Area (ZCTA) indicator of lower-income concentration, number of transfer credits, first semester GPA, developmental education participation, first declared major, and an institutional-level fixed effect indicator (see Table 1 below for coding categories for each variable). There are two critical limitations of this analysis. First, a couple of the variables may not be pre-treatment variables (e.g., first semester GPA, developmental education participation), which violates the PSM assumption. However, we felt it was important to include these two measures in the derivation of the propensity score because they were our only measures of students' academic performance. Further, these measures were derived in the first semester of students' college careers (first semester GPA) or likely early in their college career (developmental education) so the treatment may be less likely to have affected them than if they were measures later in these students' college careers. The inclusion of pre-treatment variables may bias our estimates (in this case, likely an upward bias). Second, although the covariates used to create the propensity score represent a robust set of covariates that predict the likelihood of treatment participation, it is by no means a comprehensive list of factors that influence selection into PLA, which means we cannot make a causal inference. However, the benefit of PSM is that it allows us to create treatment and control groups of students who took PLA and did not take PLA but had a similar propensity to take PLA. In other words, it allows us to more precisely compare the PLA student outcomes to the outcomes of students who looked similar to the PLA students. And as demonstrated below, once we use the propensity scores to create a matched control group, we successfully remove baseline differences between the treatment and control groups on observable characteristics. It is important to note that there still may be systematic differences between treatment and control groups on unobserved characteristics that might influence selection into PLA (e.g., advising experiences, motivation for going to college, previous work or educational experiences, etc.).

Step 2: Assess area of common support

PSM relies on an adequate area of common support whereby there is adequate overlap in the propensities among individuals in the treatment and control groups. A visual analysis of common support is adequate to assess the common support. Figure 1 illustrates this overlap for the primary analysis of the effect of PLA on completion. The red bars are the PLA students (treated) and the blue bars are the non-PLA students (control). We would expect the distribution of treated students to be larger on the right side of the distribution and the distribution of control students to be larger on the left side. This distribution shows that we have adequate overlap to compare the outcomes of individuals in the control group to those in the treatment group. For all PSM analyses and models, an area of common support was established, and treatment observations were excluded if their propensity score was higher than the maximum control group propensity score.

Figure 1. Propensity scores by treated (PLA) and untreated (non-PLA) students



Step 3: Conduct matching

There are multiple techniques and approaches to matching in the methodological and applied literature. For this analysis, two specific matching techniques were used. First, we used nearest-neighbor matching which matches an individual in the control group with an individual in the treatment group with a similar propensity score (Morgan & Winship, 2007). We also limited the nearest-neighbor matching based on a caliper, which is a predetermined difference between the propensity score a treatment and control; this caliper was set to .01 (Reardon, Cheadle, & Robinson, 2009). That is, a control student was only matched to a treatment student if they had a very similar propensity score (within .01 of each other). Finally, during the matching process we used *one-to-many matching* whereby an individual in the treatment group could be matched with more than one individual in the control group; a maximum of two control individuals were used per treatment individual and final estimates were weighted if more than one control individual was used in the matching process.

Step 4: Covariate balance check

The final step before estimating the effect of PLA was to assess if the matched groups of treatment and control students were systematically different based on observed covariates (Rosenbaum & Rubin, 1985). This is accomplished by simply examining the differences in the mean (continuous variables) or the distribution (categorical variables) between the treatment and control group. If there are no differences, PSM is acting similar to random assignment whereby if individuals were randomly assigned to the treatment and control groups, the distribution of observed covariates would be equally distributed between the treatment and the control group. This ensures baseline equivalencies between the treatment and control group and allows us to attribute the difference in outcomes between the treatment and control group to the treatment. However, as previously noted, even though most covariates achieved balance in the PSM models and estimates produced in this analysis, we were unable to establish causal estimates.

The results of several unique PSM models are included in the report, but for the purpose of illustrating covariate balance, we only display the covariate balance for the primary effects of PLA (not including AP/IB) on completion at the original institution for the adult students in the sample. Table 1 displays the covariate balance before and after the matching process for the primary model of the effect of PLA (not including AP/IB) on completion for the adult students. For example, before matching, the adult PLA students were significantly more likely to be male (68%) compared to Non-PLA students (36%). After matching, there was virtually no difference in the gender distribution between PLA and non-PLA students. Table 1 shows that balance was achieved for all covariates.

Table 1. Covariate balance before and after the matching process for the primary model of the effect of PLA on adult students²

| Variable | Before Matching | | After Matching | |
|--|-----------------|---------|----------------|---------|
| | PLA | Non-PLA | PLA | Non-PLA |
| Race/ethnicity | | | | |
| White or Asian | 21% | 32% | 21% | 22% |
| Students of Color (Black, Hispanic, Native Hawai'ian/ Other Pacific Islander, American Indian/Alaska Native, and Multi-racial) | 13% | 21% | 13% | 14% |
| Unknown | 66% | 47% | 66% | 64% |
| Gender | | | | |
| Male | 68% | 36% | 68% | 69% |
| Female | 32% | 64% | 32% | 31% |
| Pell Grant recipient | | | | |
| Yes | 42% | 64% | 42% | 42% |
| No | 56% | 33% | 56% | 56% |
| Unknown | 3% | 3% | 3% | 3% |
| Transfer credits | | | | |
| Number of transfer credits (average) | 29 | 24.1 | 29 | 31 |
| Developmental education participant | | | | |
| Yes | 7% | 12% | 7% | 8% |
| No | 93% | 88% | 93% | 92% |
| Program CIP Code | | | | |
| STEM | 2% | 3% | 2% | 2% |
| Computer & information sciences | 14% | 9% | 14% | 14% |
| Industrial & applied technologies | 1% | 1% | 1% | 1% |
| Health | 12% | 18% | 12% | 12% |
| Business | 34% | 28% | 34% | 34% |
| Education & child care | 1% | 5% | 1% | 1% |
| Human services & public safety | 16% | 11% | 16% | 15% |
| Other CTE | <1% | <1% | <1% | <1% |
| Social & behavioral sciences | 7% | 7% | 7% | 6% |
| Arts, humanities, communication, & design | 12% | 16% | 12% | 13% |
| Missing or uncategorized | <1% | 2% | <1% | 1% |
| Low income | | | | |
| Average percent of residential community that was lower income (below 200% Poverty) | 31% | 33% | 31% | 30% |

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² There may be slight differences in distribution of PLA students vs. non-PLA students in this table, compared to the results in the main report, due to the model omitting several institutions.

| Variable | Before Matching | | After Matching | |
|---|-----------------|---------|----------------|---------|
| | PLA | Non-PLA | PLA | Non-PLA |
| Institution (presented in random order; note that several institutions were dropped by the model, typically in cases where there was no variation in the outcome on the treatment variable) | | | | |
| Institution 1 | 0.44% | 0.28% | 0.44% | 0.46% |
| Institution 2 | 2.35% | 6.15% | 2.35% | 2.49% |
| Institution 3 | 62.9% | 42.25% | 62.91% | 60.48% |
| Institution 4 | 0.01% | 0.25% | 0.01% | 0.02% |
| Institution 5 | 2.40% | 2.34% | 2.40% | 2.62% |
| Institution 6 | 0.50% | 6.43% | 0.50% | 0.64% |
| Institution 7 | 0.55% | 2.31% | 0.55% | 0.56% |
| Institution 8 | 0.65% | 1.39% | 0.65% | 0.66% |
| Institution 9 | <0.00% | 0.08% | <0.00% | <0.00% |
| Institution 10 | 1.23% | 1.72% | 1.23% | 1.35% |
| Institution 11 | 0.10% | 1.18% | 0.10% | 0.11% |
| Institution 12 | 0.28% | 1.44% | 0.28% | 0.28% |
| Institution 13 | 1.13% | 0.23% | 1.13% | 1.11% |
| Institution 14 | 0.09% | 1.23% | 0.09% | 0.12% |
| Institution 15 | 0.68% | 2.54% | 0.68% | 0.81% |
| Institution 16 | 0.03% | 0.16% | 0.03% | 0.04% |
| Institution 17 | 0.01% | 0.12% | 0.01% | 0.01% |
| Institution 18 | 0.05% | 0.24% | 0.05% | 0.04% |
| Institution 19 | 0.02% | 0.11% | 0.02% | 0.03% |
| Institution 20 | 0.31% | 0.24% | 0.31% | 0.34% |
| Institution 21 | 0.09% | 0.29% | 0.09% | 0.08% |
| Institution 22 | 11.51% | 5.13% | 11.51% | 12.19% |
| Institution 23 | 0.09% | 0.02% | 0.09% | 0.11% |
| Institution 24 | 0.29% | 0.40% | 0.29% | 0.31% |
| Institution 25 | 0.17% | 0.43% | 0.17% | 0.16% |
| Institution 26 | 0.09% | 0.25% | 0.09% | 0.10% |
| Institution 27 | 0.03% | 0.13% | 0.03% | 0.05% |
| Institution 28 | 0.19% | 0.28% | 0.19% | 0.20% |
| Institution 29 | 0.05% | 0.18% | 0.05% | 0.04% |
| Institution 30 | 0.08% | 0.29% | 0.08% | 0.09% |
| Institution 31 | 0.43% | 0.15% | 0.43% | 0.53% |
| Institution 32 | 0.61% | 0.28% | 0.61% | 0.67% |
| Institution 33 | 0.61% | 0.52% | 0.61% | 0.62% |
| Institution 34 | 0.41% | 0.22% | 0.41% | 0.55% |
| Institution 35 | 0.06% | 0.19% | 0.06% | 0.06% |
| Institution 36 | 0.21% | 1.07% | 0.21% | 0.21% |
| Institution 37 | <0.00% | 0.74% | <0.00% | 0.01% |
| Institution 38 | 1.14% | 0.94% | 1.14% | 1.30% |
| Institution 39 | 0.04% | 0.26% | 0.04% | 0.05% |
| Institution 40 | 0.20% | 0.20% | 0.20% | 0.22% |

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| Variable | Before Matching | | After Matching | |
|----------------|-----------------|---------|----------------|---------|
| | PLA | Non-PLA | PLA | Non-PLA |
| Institution 41 | 0.42% | 0.29% | 0.42% | 0.51% |
| Institution 42 | 0.14% | 0.94% | 0.14% | 0.21% |
| Institution 43 | 0.21% | 0.23% | 0.21% | 0.29% |
| Institution 44 | 0.10% | 0.03% | 0.10% | 0.10% |
| Institution 45 | 0.09% | 0.17% | 0.09% | 0.09% |
| Institution 46 | 0.07% | 0.03% | 0.07% | 0.10% |
| Institution 47 | 0.23% | 1.47% | 0.23% | 0.28% |
| Institution 48 | 0.12% | 0.98% | 0.12% | 0.16% |
| Institution 49 | 2.04% | 0.12% | 2.03% | 1.97% |
| Institution 50 | 0.26% | 0.04% | 0.26% | 0.22% |
| Institution 51 | 0.09% | 0.65% | 0.09% | 0.12% |
| Institution 52 | 0.07% | 0.21% | 0.07% | 0.05% |
| Institution 53 | 0.02% | 0.01% | 0.02% | 0.02% |
| Institution 54 | 2.69% | 2.29% | 2.69% | 2.63% |
| Institution 55 | 0.25% | 0.34% | 0.25% | 0.23% |
| Institution 56 | 0.08% | 1.16% | 0.08% | 0.10% |
| Institution 57 | 0.21% | 0.26% | 0.21% | 0.23% |
| Institution 58 | 0.88% | 0.39% | 0.88% | 0.79% |
| Institution 59 | 0.24% | 0.27% | 0.24% | 0.23% |
| Institution 60 | 1.02% | 0.58% | 1.02% | 1.08% |
| Institution 61 | 0.18% | 2.51% | 0.18% | 0.22% |
| Institution 62 | 0.06% | 0.11% | 0.06% | 0.05% |
| Institution 63 | 0.16% | 1.48% | 0.16% | 0.17% |
| Institution 64 | 0.23% | 1.14% | 0.23% | 0.23% |
| Institution 65 | 0.14% | 1.64% | 0.14% | 0.18% |

Step 5: Estimate treatment effect

The final step is to estimate the treatment effect. This is simply done by calculating the difference in the outcomes between the treatment and control group based on the matched observations generated by the matching process. The difference between the treatment and control provides an estimate of the effect size of PLA participation.

Effect heterogeneity

We also produced PSM estimates for several subgroups of students as is presented throughout the report. To generate these estimates, we restricted the analysis to each subgroup and repeated the five steps above. It is important to note that for some subgroup analyses, we did not achieve adequate co-variate balance on all covariates, the result of which may also bias the PSM results. This was not a widespread issue, but important to note.

Treatment groups

The PSM results presented in the report used two primary treatment groups:

1. The first treatment group included students who received PLA credits other than AP/IB, so we ran a series of models using the steps outlined above with an indicator of whether students received PLA (No AP/IB) or not.
2. The second treatment group included only students who received PLA credits other than AP/IB, and also excluding those who only had PLA credit from ACE credit recommendations for military training (the group called "PLA-non-military" in the report).

We ran a second series of models using the steps outlined above with an indicator of whether students received PLA (No AP/IB/ACE credit recommendations for military) or not.

Dosage effects method

The dosage effects presented in the credential completion section of the report did not use PSM methods. Rather, we used a logistic regression model and calculated the marginal effects using Stata's margins command; the marginal effects are interpreted similar to the PSM estimates and represent the difference in credential completion for PLA (no AP/IB) students relative to non-PLA students, and then also the difference in credential completion for PLA-non-military (no AP/IB and no ACE credit recommendations for military) students relative to non-PLA students. Our logistic regression models included the same student-level covariates used in the PSM analysis (described above) as well as a set of institutional-level variables derived from IPEDS for 2011-2012 and the CAEL survey, including:

- Open admissions (IPEDS): Admission policy whereby the school will accept any student who applies
- System flagship: An institution that is either the flagship of a system of institutions or an institution that is known to report to IPEDS on behalf of non-reporting institutions within their system
- Weekend and evening school delivery (IPEDS): An institution reported providing weekend and evening school services.
- Daycare options for students (IPEDS): An institution reported providing on-campus day care for students' children
- Selectivity (IPEDS): Percent of applicants admitted to an institution.
- MSI status (Rutgers University Graduate School of Education Center for Minority Serving Institutions): detailed definition defined earlier in this appendix
- Percent of fall students who were underrepresented minorities (IPEDS): Percent of fall semester entering degree-/certificate-seeking undergraduates (including first-time and transfer students) who were American Indian/Alaska Native, Black, Hispanic, Native Hawaiian/Other Pacific Islander, or Two or more races.
- Full-time equivalency enrollment (IPEDS): Undergraduate full-time equivalent enrollment.
- Total awards per FTE (IPEDS): Total awards per 100 FTE undergraduate enrollments.
- Percent of first-time full-time Pell students (IPEDS): Percent of first-time, full-time undergraduates in financial aid cohort awarded a Pell Grant.
- Adult-focused institution status (CAEL/WICHE SURVEY): See "institutional culture variables," above.
- PLA commitment (CAEL/WICHE SURVEY): See "institutional culture variables," above.

Assessing the magnitude of PLA treatment effects

We wanted to understand the treatment effects sizes from the PSM estimates so we turned to the Institute of Education Sciences (IES) What Works Clearinghouse (WWC) procedures. The WWC procedures is the guide to assess the quality of educational research and has a standardized protocol for evaluating the magnitude of different effect sizes. Namely, WWC uses standardized mean differences to assess the magnitude of an effect size. This allows us to assess the magnitude of an effect size in standard deviation (SD) units that can be compared across studies and methods. By calculating a standardized effect size, we can then compare effect sizes to other social science research. For example, some social scientists use Cohen's (1988) standard, which suggests that 0.2=small effect, 0.5=medium effect, and 0.8=large effect. Despite being used widely, Cohen's standard has been critiqued for multiple reasons. One more appropriate comparison is the WWC's 4.0 standards of an effect size of .25 SD, which they considered substantively important (Note: in the 4.1 standards, WWC decided not to characterize the magnitude of the effect size). Perhaps an even more appropriate comparison is to look at meta-analyses. In an IES-funded study of effect sizes, Lipsey et al. (2012) reviewed 124 randomized control trials in education and found an average effect size of .28 SD. For the purpose of interpreting the magnitude of the findings in this study, we do not have comparable effect sizes from other PLA studies, but it is reasonable to consider effect sizes over .25 SD as large and meaningful.

For dichotomous outcomes similar to those measured in this study (e.g., complete or not complete), the mean difference is the difference in the probability of the occurrence of an event; that is, the probability of completion or not. WWC suggests using the odds ratio and the Cox index to calculate the standardized mean different. The WWC suggests using the Cox index which is calculated by converting the odds ratio into a log odds ratio (LOR) and dividing the LOR by 1.65. To estimate the odds ratio, we simply used a logit model in Stata using only the propensity score matching observations used from Stata's psmatch2 command. The logit model included all student-level control variables that were used in the PSM analyses. The result yielded an odds ratio of OR=2.485322. Applying the Cox index formula results in an effect size of .55. This can be interpreted as: the PLA (no AP/IB) students had a completion rate that was .55 standard deviations higher than non-PLA students. This effect size could be considered quite large relative to WWC's 4.0 standards of .25 SD.

Appendix B: Characteristics of Students in the Sample

Statistical significance testing comparing demographic subgroups were performed on a limited basis. See section of the report on Equity for select reporting of significance.

Table 1. Age range of all undergraduate students in sample

| | All undergraduate students in sample - number | | | | | All undergraduate students in sample - percent | | | | |
|--------------|---|----------------|----------------|--------------------------|----------------|--|---------------|---------------|--------------------------|-------------|
| | All institutions | 2-year public | 4-year public | 4-year private nonprofit | For-profit | All institutions | 2-year public | 4-year public | 4-year private nonprofit | For-profit |
| Total | | | | | | 444,698 | 144,174 | 116,951 | 21,045 | 162,528 |
| <i>Row %</i> | | | | | | | 32% | 26% | 5% | 37% |
| 17-24 | 211,946 | 87,754 | 79,790 | 5,576 | 38,826 | 48% | 61% | 68% | 26% | 24% |
| 25-34 | 134,657 | 32,068 | 24,893 | 7,039 | 70,657 | 30% | 22% | 21% | 33% | 43% |
| 35-44 | 62,148 | 14,057 | 8,191 | 5,011 | 34,889 | 14% | 10% | 7% | 24% | 21% |
| 45-54 | 28,583 | 7,580 | 3,221 | 2,728 | 15,054 | 6% | 5% | 3% | 13% | 9% |
| 55-64 | 6,630 | 2,298 | 774 | 662 | 2,896 | 1% | 2% | 1% | 3% | 2% |
| 65+ | 734 | 417 | 82 | 29 | 206 | 0% | 0% | 0% | 0% | 0% |
| Total | 444,698 | 144,174 | 116,951 | 21,045 | 162,528 | 100% | 100% | 100% | 100% | 100% |

Table 2. Race/ethnicity of undergraduate students in sample, all ages and adult students, by institution type

| | All students | | | | | Students age 25+ (adult student definition) | | | | | Age 25+ enrollment at online institution | |
|---|------------------|---------------|---------------|--------------------------|------------|---|---------------|---------------|--------------------------|------------|--|--------------------------|
| | All institutions | 2-year public | 4-year public | 4-year private nonprofit | For-profit | All institutions | 2-year public | 4-year public | 4-year private nonprofit | For-profit | Predominantly online | Not predominantly online |
| Total | 444,698 | 144,174 | 116,951 | 21,045 | 162,528 | 232,752 | 56,420 | 37,161 | 15,469 | 123,702 | 142,798 | 89,954 |
| Row % | | 32% | 26% | 5% | 37% | | 24% | 16% | 7% | 53% | 61% | 39% |
| Race/ethnicity (number and column %) | | | | | | | | | | | | |
| <i>Note that race/ethnicity was not provided for a small subset of institutions</i> | | | | | | | | | | | | |
| American Indian/ Alaska Native | 2,162 | 688 | 919 | 158 | 397 | 1,144 | 311 | 392 | 126 | 315 | 498 | 646 |
| % all students | 0% | 0% | 1% | 1% | 0% | 0% | 1% | 1% | 1% | 0% | 0% | 1% |
| % exclude unknowns | 1% | 1% | 1% | 1% | 1% | 0.9% | 1% | 1% | 1% | 1% | 1% | 1% |
| Asian | 11,589 | 4,179 | 6,395 | 634 | 381 | 3,421 | 1,139 | 1,500 | 488 | 294 | 813 | 2,608 |
| % all students | 3% | 3% | 5% | 3% | 0% | 1% | 2% | 4% | 3% | 0% | 1% | 3% |
| % exclude unknowns | 4% | 3% | 6% | 3% | 1% | 3% | 2% | 5% | 3% | 1% | 2% | 3% |
| Black | 53,265 | 24,109 | 16,600 | 2,767 | 9,789 | 29,510 | 11,183 | 7,918 | 2,221 | 8,188 | 11,961 | 17,549 |
| % all students | 12% | 17% | 14% | 13% | 6% | 13% | 20% | 21% | 14% | 7% | 8% | 20% |
| % exclude unknowns | 19% | 18% | 16% | 14% | 33% | 24% | 22% | 24% | 15% | 36% | 29% | 22% |
| Hispanic | 50,166 | 28,491 | 17,726 | 1,766 | 2,183 | 16,414 | 8,730 | 4,779 | 1,252 | 1,653 | 3,102 | 13,312 |
| % all students | 11% | 20% | 15% | 8% | 1% | 7% | 15% | 13% | 8% | 1% | 2% | 15% |
| % exclude unknowns* | 18% | 22% | 17% | 9% | 7% | 13% | 17% | 15% | 8% | 7% | 8% | 16% |
| Native Hawaiian/ Other Pacific Islander | 1,988 | 932 | 845 | 74 | 137 | 801 | 325 | 305 | 62 | 109 | 168 | 633 |
| % all students | 0% | 1% | 1% | 0% | 0% | 0% | 1% | 1% | 0% | 0% | 0% | 1% |
| % exclude unknowns | 1% | 1% | 1% | 0% | 0% | 0.7% | 1% | 1% | 0% | 0% | 0% | 1% |
| White | 157,929 | 68,191 | 58,659 | 14,732 | 16,347 | 68,616 | 27,953 | 17,421 | 10,794 | 12,448 | 24,238 | 44,378 |
| % all students | 36% | 47% | 50% | 70% | 10% | 29% | 50% | 47% | 70% | 10% | 17% | 49% |
| % exclude unknowns | 55% | 52% | 56% | 73% | 56% | 56% | 55% | 53% | 72% | 54% | 59% | 55% |
| Multiracial | 8,971 | 4,520 | 4,405 | 46 | 0 | 1,883 | 1,275 | 598 | 10 | 0 | 13 | 1,870 |
| % all students | 2% | 3% | 4% | 0% | 0% | 1% | 2% | 2% | 0% | 0% | 0% | 2% |
| % exclude unknowns | 3% | 3% | 4% | 0% | 0% | 1.5% | 3% | 2% | 0% | 0% | 0% | 2% |
| Unknown | 158,628 | 13,064 | 11,402 | 868 | 133,294 | 110,963 | 5,504 | 4,248 | 516 | 100,695 | 102,005 | 8,958 |
| % all students | 36% | 9% | 10% | 4% | 82% | 48% | 10% | 11% | 3% | 81% | 71% | 10% |

*Calculations of share of students of each race/ethnicity but excluding the students with unknown race/ethnicity from the denominator

Table 3. Gender and veteran/military status of undergraduate students in sample, all ages and adult students, by institution type

| | All students | | | | | Students age 25+ (adult student definition) | | | | | Age 25+ enrollment at online institution | |
|---|------------------|---------------|---------------|--------------------------|------------|---|---------------|---------------|--------------------------|------------|--|--------------------------|
| | All institutions | 2-year public | 4-year public | 4-year private nonprofit | For-profit | All institutions | 2-year public | 4-year public | 4-year private nonprofit | For-profit | Predominantly online | Not predominantly online |
| Total | 444,698 | 144,174 | 116,951 | 21,045 | 162,528 | 232,752 | 56,420 | 37,161 | 15,469 | 123,702 | 142,798 | 89,954 |
| Row % | | 32% | 26% | 5% | 37% | | 24% | 16% | 7% | 53% | 61% | 39% |
| Gender (number and column %) | | | | | | | | | | | | |
| Male | 183,960 | 66,121 | 57,956 | 8,144 | 51,739 | 90,610 | 24,675 | 18,947 | 5,992 | 40,996 | 48,626 | 41,984 |
| % all students | 41% | 46% | 50% | 39% | 32% | 39% | 44% | 51% | 39% | 33% | 34% | 47% |
| Female | 257,058 | 77,727 | 57,772 | 12,882 | 108,677 | 139,701 | 31,591 | 17,565 | 9,459 | 81,086 | 92,458 | 47,243 |
| % all students | 58% | 54% | 49% | 61% | 67% | 60% | 56% | 47% | 61% | 66% | 65% | 53% |
| Other | 242 | 150 | 56 | 18 | 18 | 131 | 90 | 9 | 17 | 15 | 109 | 22 |
| % all students | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Unknown | 3,438 | 176 | 1,167 | 1 | 2,094 | 2,310 | 64 | 640 | 1 | 1,605 | 1,605 | 705 |
| % all students | 1% | 0% | 1% | 0% | 1% | 1% | 0% | 2% | 0% | 1% | 1% | 1% |
| Veteran status (number and column %) | | | | | | | | | | | | |
| Does not and has never served | 273,235 | 82,469 | 47,687 | 14,812 | 128,267 | 155,665 | 33,558 | 15,383 | 12,201 | 94,523 | 110,629 | 45,036 |
| % all students | 61% | 57% | 41% | 70% | 79% | 67% | 59% | 41% | 79% | 76% | 77% | 50% |
| Currently serving or veteran | 54,601 | 4,392 | 24,463 | 2,288 | 23,458 | 37,747 | 2,760 | 13,733 | 1,964 | 19,290 | 21,321 | 16,426 |
| % all students | 12% | 3% | 21% | 11% | 14% | 16% | 5% | 37% | 13% | 16% | 15% | 18% |
| Unknown status for individual | 99,276 | 52,793 | 42,538 | 3,945 | 0 | 26,462 | 18,015 | 7,143 | 1,304 | 0 | 959 | 25,503 |
| % all students | 22% | 37% | 36% | 19% | 0% | 11% | 32% | 19% | 8% | 0% | 1% | 28% |
| Unknown status at entire institution (not tracked) | 17,586 | 4,520 | 2,263 | 0 | 10,803 | 12,878 | 2,087 | 902 | 0 | 9,889 | 9,889 | 2,989 |
| % all students | 4% | 3% | 2% | 0% | 7% | 6% | 4% | 2% | 0% | 8% | 7% | 3% |

Table 4. Socioeconomic status of adult students (Pell Grant status and share of individuals in residential area at or below 200% poverty level), by institution type, race/ethnicity, and age range

| | Pell status (number and row%) | | | | | Share of individuals in residential area at or below 200% poverty level (number and row %) | | | | | | |
|---------------------------------|-------------------------------|---|---------------------------------------|------------------------|-------------------------|--|---|--|--|--|---|---------------------------|
| | All students | Student has received one or more Pell Grant | Student has not received a Pell Grant | Unknown for individual | Unknown for institution | All students | Less than 15% of residential area at or below 200% poverty level (proxy for high SES) | Between 15 and 30% of residential area | Between 30 and 45% of residential area | Between 45 and 60% of residential area | More than 60% of residential area is at or below 200% poverty level (proxy for low SES) | Unknown or zip code error |
| Total | 232,752 | 141,353 | 81,346 | 3,660 | 6,393 | 232,752 | 17,536 | 68,944 | 74,106 | 40,711 | 14,624 | 16,831 |
| Row % | | 60% | 34% | 2% | 4% | | 8% | 30% | 32% | 18% | 6% | 7% |
| Institution type | | | | | | | | | | | | |
| 2-year public | 56,420 | 30,015 | 23,506 | 2,050 | 849 | 56,420 | 4,844 | 18,632 | 17,678 | 9,854 | 3,773 | 1,639 |
| Column % | 25% | 21% | 29% | 51% | 39% | 25% | 28% | 27% | 24% | 25% | 27% | 10% |
| Row % | | 53% | 42% | 4% | 2% | | 9% | 33% | 31% | 17% | 7% | 3% |
| 4-year public | 37,161 | 14,452 | 20,822 | 1,512 | 375 | 37,161 | 4,193 | 11,615 | 8,858 | 3,664 | 1,485 | 7,346 |
| Column % | 17% | 12% | 26% | 46% | 4% | 17% | 25% | 18% | 13% | 10% | 11% | 44% |
| Row % | | 39% | 56% | 4% | 1% | | 11% | 31% | 24% | 10% | 4% | 20% |
| 4-year private nonprofit | 15,469 | 6,893 | 8,429 | 98 | 49 | 15,469 | 1,674 | 5,782 | 4,946 | 2,052 | 573 | 442 |
| Column % | 6% | 5% | 10% | 2% | 1% | 6% | 9% | 8% | 7% | 5% | 4% | 3% |
| Row % | | 45% | 54% | 1% | 0% | | 11% | 37% | 32% | 13% | 4% | 3% |
| For-profit | 123,702 | 89,993 | 28,589 | 0 | 5,120 | 123,702 | 6,825 | 32,915 | 42,624 | 25,141 | 8,793 | 7,404 |
| Column % | 52% | 63% | 35% | 0% | 56% | 52% | 38% | 47% | 56% | 60% | 58% | 44% |
| Row % | | 73% | 23% | 0% | 4% | | 6% | 27% | 34% | 20% | 7% | 6% |

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Table 4B. Socioeconomic status of adult students (Pell Grant status and share of individuals in residential area at or below 200% poverty level), by institution type, race/ethnicity, and age range

| | Pell status (number and row%) | | | | | Share of individuals in residential area at or below 200% poverty level (number and row %) | | | | | | |
|---|-------------------------------|---|---------------------------------------|------------------------|-------------------------|--|---|--|--|--|---|---------------------------|
| | All students | Student has received one or more Pell Grant | Student has not received a Pell Grant | Unknown for individual | Unknown for institution | All students | Less than 15% of residential area at or below 200% poverty level (proxy for high SES) | Between 15 and 30% of residential area | Between 30 and 45% of residential area | Between 45 and 60% of residential area | More than 60% of residential area is at or below 200% poverty level (proxy for low SES) | Unknown or zip code error |
| Total | 232,752 | 141,353 | 81,346 | 3,660 | 6,393 | 232,752 | 17,536 | 68,944 | 74,106 | 40,711 | 14,624 | 16,831 |
| <i>Row %</i> | | 60% | 34% | 2% | 4% | | 8% | 30% | 32% | 18% | 6% | 7% |
| Race/ethnicity (number, column %, row%) | | | | | | | | | | | | |
| <i>Note that race/ethnicity was not provided for a small subset of institutions</i> | | | | | | | | | | | | |
| Hispanic | 16,414 | 8,439 | 7,303 | 256 | 416 | 16,414 | 923 | 4,061 | 5,238 | 3,544 | 1,290 | 1,358 |
| Column % - exclude unknowns | | 14% | 14% | 8% | 8% | | 9% | 11% | 15% | 20% | 20% | 11% |
| Row % - exclude unknowns | | 51% | 44% | 2% | 3% | | 6% | 25% | 32% | 22% | 8% | 8% |
| Asian | 3,421 | 1,124 | 2,059 | 162 | 76 | 3,421 | 426 | 1,302 | 790 | 294 | 55 | 554 |
| Column % - exclude unknowns | 3% | 2% | 4% | 5% | 1% | 3% | 4% | 3% | 2% | 2% | 1% | 4% |
| Row % - exclude unknowns | | 33% | 60% | 5% | 2% | | 12% | 38% | 23% | 9% | 2% | 16% |
| Black | 29,510 | 17,857 | 8,918 | 552 | 2,183 | 29,510 | 1,667 | 6,308 | 7,881 | 6,418 | 3,494 | 3,742 |
| Column % - exclude unknowns | 24% | 30% | 17% | 16% | 41% | 24% | 15% | 16% | 22% | 36% | 55% | 29% |
| Row % - exclude unknowns | | 61% | 30% | 2% | 7% | | 6% | 21% | 27% | 22% | 12% | 13% |
| White | 68,616 | 30,921 | 32,771 | 2,355 | 2,569 | 68,616 | 7,480 | 25,415 | 20,630 | 6,939 | 1,386 | 6,766 |
| Column % - exclude unknowns | 56% | 51% | 62% | 69% | 48% | 56% | 69% | 66% | 58% | 39% | 22% | 53% |
| Row % - exclude unknowns | | 45% | 48% | 3% | 4% | | 11% | 37% | 30% | 10% | 2% | 10% |
| Other/multiracial | 3,828 | 2,159 | 1,524 | 79 | 66 | 3,828 | 322 | 1,399 | 1,168 | 479 | 140 | 320 |
| Column % - exclude unknowns | | 4% | 3% | 2% | 1% | | 3% | 4% | 3% | 3% | 2% | 3% |
| Row % - exclude unknowns | | 56% | 40% | 2% | 2% | | 8% | 37% | 31% | 13% | 4% | 8% |
| Unknown | 110,963 | 80,853 | 28,771 | 256 | 1,083 | 110,963 | 6,718 | 30,459 | 38,399 | 23,037 | 8,259 | 4,091 |

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Table 4C. Socioeconomic status of adult students (Pell Grant status and share of individuals in residential area at or below 200% poverty level), by institution type, race/ethnicity, and age range

| | Pell status (number and row%) | | | | | Share of individuals in residential area at or below 200% poverty level (number and row %) | | | | | | |
|------------------|-------------------------------|---|---------------------------------------|------------------------|-------------------------|--|---|--|--|--|---|---------------------------|
| | All students | Student has received one or more Pell Grant | Student has not received a Pell Grant | Unknown for individual | Unknown for institution | All students | Less than 15% of residential area at or below 200% poverty level (proxy for high SES) | Between 15 and 30% of residential area | Between 30 and 45% of residential area | Between 45 and 60% of residential area | More than 60% of residential area is at or below 200% poverty level (proxy for low SES) | Unknown or zip code error |
| Total | 232,752 | 141,353 | 81,346 | 3,660 | 6,393 | 232,752 | 17,536 | 68,944 | 74,106 | 40,711 | 14,624 | 16,831 |
| Row % | | 60% | 34% | 2% | 4% | | 8% | 30% | 32% | 18% | 6% | 7% |
| Age range | | | | | | | | | | | | |
| 25-34 | 134,657 | 85,132 | 44,282 | 1,971 | 3,272 | 134,657 | 9,301 | 39,721 | 43,334 | 23,728 | 8,395 | 10,178 |
| Column % | 58% | 60% | 55% | 56% | 53% | 58% | 53% | 58% | 59% | 59% | 58% | 61% |
| Row % | | 63% | 33% | 1% | 2% | | 7% | 29% | 32% | 18% | 6% | 8% |
| 35-44 | 62,148 | 37,979 | 21,366 | 882 | 1,921 | 62,148 | 4,968 | 18,532 | 19,794 | 10,686 | 3,809 | 4,359 |
| Column % | 27% | 27% | 26% | 23% | 29% | 27% | 28% | 27% | 27% | 26% | 26% | 26% |
| Row % | | 61% | 34% | 1% | 3% | | 8% | 30% | 32% | 17% | 6% | 7% |
| 45-54 | 28,583 | 14,783 | 12,210 | 645 | 945 | 28,583 | 2,635 | 8,628 | 8,700 | 5,001 | 1,796 | 1,823 |
| Column % | 12% | 10% | 15% | 17% | 14% | 12% | 15% | 12% | 12% | 12% | 12% | 11% |
| Row % | | 52% | 43% | 2% | 3% | | 9% | 30% | 30% | 17% | 6% | 6% |
| 55-64 | 6,630 | 3,128 | 3,118 | 150 | 234 | 6,630 | 583 | 1,881 | 2,027 | 1,170 | 543 | 426 |
| Column % | 3% | 2% | 4% | 4% | 3% | 3% | 3% | 3% | 3% | 3% | 4% | 3% |
| Row % | | 47% | 47% | 2% | 4% | | 9% | 28% | 31% | 18% | 8% | 6% |
| 65+ | 734 | 331 | 370 | 12 | 21 | 734 | 49 | 182 | 251 | 126 | 81 | 45 |
| Column % | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 1% | 0% |
| Row % | | 45% | 50% | 2% | 3% | | 7% | 25% | 34% | 17% | 11% | 6% |

Table 5A. Academic profile of adult students (transfer credits, enrollment intensity), by institution type, race/ethnicity, age range, and Pell status

| | Transfer student | | | | Enrollment intensity (full-time vs. part-time) | | | | | |
|--|------------------|-----------------------|---------------------|---------|--|-------------------|-------------------|-------------------|--------------------------------|--------------------------|
| | All students | Some transfer credits | No transfer credits | Unknown | Less than 20% enrollment | 21-40% enrollment | 41-60% enrollment | 61-80% enrollment | 81-100% enrollment (full-time) | Unknown/cannot calculate |
| Total | 232,752 | 111,248 | 121,478 | 26 | 39,857 | 51,280 | 50,985 | 43,620 | 17,204 | 29,806 |
| Row % | | 48% | 52% | 0% | 17% | 22% | 22% | 19% | 7% | 13% |
| Institution type (number and row%) | | | | | | | | | | |
| 2-year public | 56,420 | 10,492 | 45,928 | 0 | 8,000 | 10,625 | 8,090 | 4,870 | 2,199 | 22,636 |
| Row % | | 19% | 81% | 0% | 14% | 19% | 14% | 9% | 4% | 40% |
| 4-year public | 37,161 | 22,612 | 14,546 | 3 | 7,397 | 7,764 | 6,972 | 5,041 | 3,760 | 6,227 |
| Row % | | 61% | 39% | 0% | 20% | 21% | 19% | 14% | 10% | 17% |
| 4-year private nonprofit | 15,469 | 14,528 | 918 | 23 | 448 | 2,340 | 4,693 | 4,704 | 2,978 | 306 |
| Row % | | 94% | 6% | 0% | 3% | 15% | 30% | 30% | 19% | 2% |
| For-profit | 123,702 | 63,616 | 60,086 | 0 | 24,012 | 30,551 | 31,230 | 29,005 | 8,267 | 637 |
| Row % | | 51% | 49% | 0% | 19% | 25% | 25% | 23% | 7% | 1% |
| Race/ethnicity (number and column %) | | | | | | | | | | |
| Note that race/ethnicity was not provided for a small subset of institutions | | | | | | | | | | |
| Hispanic | 16,414 | 6,538 | 9,876 | 0 | 1,860 | 2,673 | 2,658 | 2,014 | 1,191 | 6,018 |
| Row % | | 40% | 60% | 0% | 11% | 16% | 16% | 12% | 7% | 37% |
| Asian | 3,421 | 2,072 | 1,347 | 2 | 501 | 643 | 743 | 538 | 331 | 665 |
| Row % | | 61% | 39% | 0% | 15% | 19% | 22% | 16% | 10% | 19% |
| Black | 29,510 | 11,692 | 17,813 | 5 | 5,585 | 7,334 | 5,912 | 3,743 | 1,550 | 5,386 |
| Row % | | 40% | 60% | 0% | 19% | 25% | 20% | 13% | 5% | 18% |
| White | 68,616 | 34,742 | 33,858 | 16 | 8,169 | 13,108 | 14,416 | 11,985 | 7,216 | 13,722 |
| Row % | | 51% | 49% | 0% | 12% | 19% | 21% | 17% | 11% | 20% |
| Other/multiracial | 3,828 | 1,766 | 2,060 | 2 | 547 | 820 | 848 | 588 | 333 | 692 |
| Row % | | 46% | 54% | 0% | 14% | 21% | 22% | 15% | 9% | 18% |
| Unknown | 110,963 | 54,438 | 56,524 | 1 | 23,195 | 26,702 | 26,408 | 24,752 | 6,583 | 3,323 |

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Table 5B. Academic profile of adult students (transfer credits, enrollment intensity), by institution type, race/ethnicity, age range, and Pell status

| | Transfer student | | | | Enrollment intensity (full-time vs. part-time) | | | | | |
|--|------------------|-----------------------|---------------------|---------|--|-------------------|-------------------|-------------------|--------------------------------|--------------------------|
| | All students | Some transfer credits | No transfer credits | Unknown | Less than 20% enrollment | 21-40% enrollment | 41-60% enrollment | 61-80% enrollment | 81-100% enrollment (full-time) | Unknown/cannot calculate |
| Total | 232,752 | 111,248 | 121,478 | 26 | 39,857 | 51,280 | 50,985 | 43,620 | 17,204 | 29,806 |
| Row % | | 48% | 52% | 0% | 17% | 22% | 22% | 19% | 7% | 13% |
| Age range | | | | | | | | | | |
| 25-34 | 134,657 | 62,988 | 71,654 | 15 | 23,421 | 30,174 | 29,323 | 24,867 | 10,260 | 16,612 |
| Row % | | 47% | 53% | 0% | 17% | 22% | 22% | 18% | 8% | 12% |
| 35-44 | 62,148 | 30,804 | 31,339 | 5 | 10,448 | 13,763 | 13,922 | 11,994 | 4,633 | 7,388 |
| Row % | | 50% | 50% | 0% | 17% | 22% | 22% | 19% | 7% | 12% |
| 45-54 | 28,583 | 14,300 | 14,277 | 6 | 4,644 | 5,857 | 6,304 | 5,687 | 1,925 | 4,166 |
| Row % | | 50% | 50% | 0% | 16% | 20% | 22% | 20% | 7% | 15% |
| 55-64 | 6,630 | 2,986 | 3,644 | 0 | 1,185 | 1,352 | 1,330 | 1,025 | 369 | 1,369 |
| Row % | | 45% | 55% | 0% | 18% | 20% | 20% | 15% | 6% | 21% |
| 65+ | 734 | 170 | 564 | 0 | 159 | 134 | 106 | 47 | 17 | 271 |
| Row % | | 23% | 77% | 0% | 22% | 18% | 14% | 6% | 2% | 37% |
| Pell status | | | | | | | | | | |
| Student has received one or more Pell Grant | 141,353 | 62,155 | 79,183 | 15 | 20,101 | 33,181 | 34,950 | 31,219 | 11,402 | 10,500 |
| Row % | | 44% | 56% | 0% | 14% | 23% | 25% | 22% | 8% | 7% |
| Student has not received a Pell Grant | 81,346 | 43,248 | 38,088 | 10 | 16,584 | 15,444 | 14,262 | 11,668 | 5,408 | 17,980 |
| Row % | | 53% | 47% | 0% | 20% | 19% | 18% | 14% | 7% | 22% |
| Unknown for individual | 3,660 | 1,801 | 1,858 | 1 | 1,018 | 919 | 702 | 347 | 200 | 474 |
| Row % | | 49% | 51% | 0% | 28% | 25% | 19% | 9% | 5% | 13% |
| Unknown for institution | 6,393 | 4,044 | 2,349 | 0 | 2,154 | 1,736 | 1,071 | 386 | 194 | 852 |
| Row % | | 63% | 37% | 0% | 34% | 27% | 17% | 6% | 3% | 13% |

Table 6. Academic profile of adult students (online status, developmental education), by institution type, race/ethnicity, age range, and Pell status

| | Online status | | | | Developmental education participation | |
|--|---------------|--------------------|------------------------|---------|---------------------------------------|-------------------|
| | All students | Exclusively online | Not exclusively online | Unknown | Dev ed credits (any) | No dev ed credits |
| Total | 232,752 | 130,349 | 90,591 | 11,812 | 25,676 | 207,076 |
| Row % | | 56% | 39% | 5% | 11% | 89% |
| Institution type (number and row %) | | | | | | |
| 2-year public | 56,420 | 10,214 | 35,475 | 10,731 | 20,668 | 35,752 |
| Row % | | 18% | 63% | 19% | 37% | 63% |
| 4-year public | 37,161 | 11,515 | 24,932 | 714 | 4,374 | 32,787 |
| Row % | | 31% | 67% | 2% | 12% | 88% |
| 4-year private nonprofit | 15,469 | 13,025 | 2,077 | 367 | 303 | 15,166 |
| Row % | | 84% | 13% | 2% | 2% | 98% |
| For-profit | 123,702 | 95,595 | 28,107 | 0 | 331 | 123,371 |
| Row % | | 77% | 23% | 0% | 0% | 100% |
| Race/ethnicity (number and column %) | | | | | | |
| Note that race/ethnicity was not provided for a small subset of institutions | | | | | | |
| Asian | 3,421 | 1,172 | 1,981 | 268 | 459 | 2,962 |
| Row % | | 34% | 58% | 8% | 13% | 87% |
| Black | 29,510 | 15,908 | 11,642 | 1,960 | 6,463 | 23,047 |
| Row % | | 54% | 39% | 7% | 22% | 78% |
| Hispanic | 16,414 | 4,204 | 7,789 | 4,421 | 3,502 | 12,912 |
| Row % | | 26% | 47% | 27% | 21% | 79% |
| White | 68,616 | 30,448 | 33,724 | 4,444 | 11,907 | 56,709 |
| Row % | | 44% | 49% | 6% | 17% | 83% |
| Multiracial | 3,828 | 1,014 | 2,563 | 251 | 909 | 2,919 |
| Row % | | 26% | 67% | 7% | 24% | 76% |
| Unknown | 110,963 | 77,603 | 32,892 | 468 | 2,436 | 108,527 |
| Row % | | 70% | 30% | 0% | 2% | 98% |

| | Online status | | | | Developmental education participation | |
|--|---------------|--------------------|------------------------|---------|---------------------------------------|-------------------|
| | All students | Exclusively online | Not exclusively online | Unknown | Dev ed credits (any) | No dev ed credits |
| Total | 232,752 | 130,349 | 90,591 | 11,812 | 25,676 | 207,076 |
| Row % | | 56% | 39% | 5% | 11% | 89% |
| Age range | | | | | | |
| 25-34 | 134,657 | 72,697 | 55,556 | 6,404 | 15,630 | 119,027 |
| Row % | | 54% | 41% | 5% | 12% | 88% |
| 35-44 | 62,148 | 37,337 | 21,690 | 3,121 | 6,265 | 55,883 |
| Row % | | 60% | 35% | 5% | 10% | 90% |
| 45-54 | 28,583 | 16,351 | 10,565 | 1,667 | 3,018 | 25,565 |
| Row % | | 57% | 37% | 6% | 11% | 89% |
| 55-64 | 6,630 | 3,638 | 2,508 | 484 | 675 | 5,955 |
| Row % | | 55% | 38% | 7% | 10% | 90% |
| 65+ | 734 | 326 | 272 | 136 | 88 | 646 |
| Row % | | 44% | 37% | 19% | 12% | 88% |
| Pell status | | | | | | |
| Student has received one or more Pell Grant | 141,353 | 85,353 | 50,286 | 5,714 | 18,662 | 122,691 |
| Row % | | 60% | 36% | 4% | 13% | 87% |
| Student has not received a Pell Grant | 81,346 | 39,003 | 36,594 | 5,749 | 6,155 | 75,191 |
| Row % | | 48% | 45% | 7% | 8% | 92% |
| Unknown for individual | 3,660 | 831 | 2,829 | 0 | 533 | 3,127 |
| Row % | | 23% | 77% | 0% | 15% | 85% |
| Unknown for institution | 6,393 | 5,162 | 882 | 349 | 326 | 6,067 |
| Row % | | 81% | 14% | 5% | 5% | 95% |

Table 7. ESL participation of adult students by institution type

| | All institutions | 2-year public | 4-year public | 4-year private nonprofit | For-profit |
|--------------------------|------------------|---------------|---------------|--------------------------|------------|
| Total | 232,752 | 56,420 | 37,161 | 15,469 | 123,702 |
| ESL participation | | | | | |
| Any ESL enrollment | 4,118 | 4,035 | 83 | 0 | 0 |
| % all students | 2% | 7% | 0% | 0% | 0% |
| No ESL enrollment | 114,375 | 41,570 | 33,692 | 13,273 | 25,840 |
| % all students | 49% | 74% | 91% | 86% | 21% |
| Unknown | 114,259 | 10,815 | 3,386 | 2,196 | 97,862 |
| % all students | 49% | 19% | 9% | 14% | 79% |

Table 8. Grades and course completions by adult students at the primary institution, by institution type

| | All institutions | 2-year public | 4-year public | 4-year private nonprofit | For-profit |
|----------------------------|------------------|---------------|---------------|--------------------------|------------|
| Total | 232,752 | 56,420 | 37,161 | 15,469 | 123,702 |
| First-term GPA | | | | | |
| 1.00 or less | 36,382 | 16,185 | 6,710 | 319 | 13,168 |
| % all students | 16% | 29% | 18% | 2% | 11% |
| 1.01 to 2.00 | 21,468 | 4,014 | 3,236 | 262 | 13,956 |
| % all students | 9% | 7% | 9% | 2% | 11% |
| 2.01 to 3.00 | 60,108 | 9,829 | 8,899 | 12,449 | 28,931 |
| % all students | 26% | 17% | 24% | 80% | 23% |
| 3.01 to 4.00 | 108,677 | 25,654 | 18,041 | 2,190 | 62,792 |
| % all students | 47% | 45% | 49% | 14% | 51% |
| Unknown | 6,117 | 738 | 275 | 249 | 4,855 |
| % all students | 3% | 1% | 1% | 2% | 4% |
| Cumulative GPA | | | | | |
| 1.00 or less | 34,883 | 13,893 | 6,056 | 324 | 14,610 |
| % all students | 15% | 25% | 16% | 2% | 12% |
| 1.01 to 2.00 | 27,975 | 5,620 | 3,602 | 343 | 18,410 |
| % all students | 12% | 10% | 10% | 2% | 15% |
| 2.01 to 3.00 | 72,505 | 11,635 | 9,180 | 12,533 | 39,157 |
| % all students | 31% | 21% | 25% | 81% | 32% |
| 3.01 to 4.00 | 93,983 | 24,599 | 17,721 | 2,220 | 49,443 |
| % all students | 40% | 44% | 48% | 14% | 40% |
| Unknown | 3,406 | 673 | 602 | 49 | 2,082 |
| % all students | 1% | 1% | 2% | 0% | 2% |
| Course success rate | | | | | |
| Less than 70% | 74,660 | 21,389 | 11,150 | 5,576 | 36,545 |
| % all students | 32% | 38% | 30% | 36% | 30% |
| 71-89% | 40,689 | 6,492 | 5,221 | 2,939 | 26,037 |
| % all students | 17% | 12% | 14% | 19% | 21% |
| 90-100% | 110,312 | 21,882 | 20,630 | 6,694 | 61,106 |
| % all students | 47% | 39% | 56% | 43% | 49% |
| Unknown | 7,091 | 6,657 | 160 | 260 | 14 |
| % all students | 3% | 12% | 0% | 2% | 0% |

Table 9. First credential completed at primary institution by December 31, 2018, by credential goal, all students versus adult students

| | Credential goal - all students | | | | | Credential goal - adult students | | | | |
|------------------------------------|--------------------------------|-------------|------------------|-------------------|---------|----------------------------------|-------------|------------------|-------------------|---------|
| | All students | Certificate | Associate degree | Bachelor's degree | Unknown | All students | Certificate | Associate degree | Bachelor's degree | Unknown |
| Total | 444,698 | 13,912 | 208,893 | 189,384 | 32,509 | 232,752 | 7,892 | 105,285 | 104,228 | 15,347 |
| Row % | | 3% | 47% | 43% | 7% | | 3% | 45% | 45% | 7% |
| Students who earned a credential | 139,199 | 4,633 | 48,090 | 83,206 | 3,270 | 69,130 | 2,646 | 25,089 | 40,107 | 1,288 |
| Row % | | 3% | 35% | 60% | 2% | | 4% | 36% | 58% | 2% |
| Certificate | 11,430 | 4,086 | 5,394 | 363 | 1,587 | 5,974 | 2,435 | 2,463 | 250 | 826 |
| % all students | 3% | 29% | 3% | 0% | 5% | 3% | 31% | 2% | 0% | 5% |
| % students who earned a credential | 8% | 88% | 11% | 0% | 49% | 9% | 92% | 10% | 1% | 64% |
| Associate degree | 44,544 | 520 | 41,267 | 1,614 | 1,143 | 23,286 | 190 | 21,966 | 793 | 337 |
| % all students | 10% | 4% | 20% | 1% | 4% | 10% | 2% | 21% | 1% | 2% |
| % students who earned a credential | 32% | 11% | 86% | 2% | 35% | 34% | 7% | 88% | 2% | 26% |
| Bachelor's degree | 83,225 | 27 | 1,429 | 81,229 | 540 | 39,870 | 21 | 660 | 39,064 | 125 |
| % all students | 19% | 0% | 1% | 43% | 2% | 17% | 0% | 1% | 37% | 1% |
| % students who earned a credential | 60% | 1% | 3% | 98% | 17% | 58% | 1% | 3% | 97% | 10% |
| Did not complete any credential | 305,499 | 9,279 | 160,803 | 106,178 | 29,239 | 163,622 | 5,246 | 80,196 | 64,121 | 14,059 |
| % all students | 69% | 67% | 77% | 56% | 90% | 70% | 66% | 76% | 62% | 92% |

Table 10. Highest credential completed at primary institution by December 31, 2018, by credential goal, all students versus adult students

| | Credential goal - all students | | | | | Credential goal - adult students | | | | |
|------------------------------------|--------------------------------|-------------|------------------|-------------------|---------|----------------------------------|-------------|------------------|-------------------|---------|
| | All students | Certificate | Associate degree | Bachelor's degree | Unknown | All students | Certificate | Associate degree | Bachelor's degree | Unknown |
| Total | 444,698 | 13,912 | 208,893 | 189,384 | 32,509 | 232,752 | 7,892 | 105,285 | 104,228 | 15,347 |
| Row % | | 3% | 46% | 44% | 8% | | 3% | 45% | 45% | 7% |
| Students who earned a credential | 139,199 | 4,633 | 48,090 | 83,206 | 3,270 | 69,130 | 2,646 | 25,089 | 40,107 | 1,288 |
| Row % | | 3% | 33% | 62% | 2% | | 3% | 33% | 62% | 2% |
| Certificate | 9,129 | 3,825 | 3,864 | 116 | 1,324 | 4,881 | 2,300 | 1,771 | 87 | 723 |
| % all students | 2% | 27% | 2% | 0% | 4% | 2% | 29% | 2% | 0% | 5% |
| % students who earned a credential | 7% | 83% | 8% | 0% | 40% | 7% | 87% | 7% | 0% | 56% |
| Associate degree | 39,970 | 747 | 36,711 | 1,128 | 1,384 | 19,603 | 296 | 18,327 | 552 | 428 |
| % all students | 9% | 5% | 18% | 1% | 4% | 8% | 4% | 17% | 1% | 3% |
| % students who earned a credential | 29% | 16% | 76% | 1% | 42% | 28% | 11% | 73% | 1% | 33% |
| Bachelor's degree | 90,100 | 61 | 7,515 | 81,962 | 562 | 44,646 | 50 | 4,991 | 39,468 | 137 |
| % all students | 20% | 0% | 4% | 43% | 2% | 19% | 1% | 5% | 38% | 1% |
| % students who earned a credential | 65% | 1% | 16% | 99% | 17% | 65% | 2% | 20% | 98% | 11% |
| Did not complete any credential | 305,499 | 9,279 | 160,803 | 106,178 | 29,239 | 163,622 | 5,246 | 80,196 | 64,121 | 14,059 |
| % all students | 69% | 67% | 77% | 56% | 90% | 70% | 66% | 76% | 62% | 92% |

Table 11. Adult student credential completion at primary institution

| | Sector | | | | | Enrollment at online institution | |
|--|------------------|---------------|---------------|--------------------------|------------|----------------------------------|--------------------------|
| | All institutions | 2-year public | 4-year public | 4-year private nonprofit | For-profit | Predominantly online | Not predominantly online |
| Completion at primary Institution - any | | | | | | | |
| Total | 232,752 | 56,420 | 37,161 | 15,469 | 123,702 | 142,798 | 89,954 |
| <i>Row %</i> | | 24% | 16% | 7% | 53% | 61% | 39% |
| Adult students not completing any credential | 163,622 | 45,790 | 25,190 | 6,908 | 85,734 | 97,303 | 66,319 |
| <i>% all students</i> | 70% | 81% | 68% | 45% | 69% | 68% | 74% |
| Adult students completing one or more credentials (certificate, associate or bachelor's) | 69,130 | 10,630 | 11,971 | 8,561 | 37,968 | 45,495 | 23,635 |
| <i>% all students</i> | 30% | 19% | 32% | 55% | 31% | 32% | 26% |
| Completion at primary institution by credential type | | | | | | | |
| Students completing certificate (any) | 7,424 | 5,731 | 582 | 37 | 1,074 | 1,331 | 6,093 |
| <i>% all students</i> | 3% | 10% | 2% | 0% | 1% | 1% | 7% |
| Students completing associate degree (any) | 24,232 | 6,349 | 1,330 | 151 | 16,402 | 16,584 | 7,648 |
| <i>% all students</i> | 10% | 11% | 4% | 1% | 13% | 12% | 9% |
| Students completing bachelor's degree (any) | 44,646 | 106 | 10,794 | 8,416 | 25,330 | 32,564 | 12,082 |
| <i>% all students</i> | 19% | 0% | 29% | 54% | 20% | 23% | 13% |
| Completers of multiple credentials | | | | | | | |
| Students completing at least one associate and at least one bachelor's | 4,629 | 96 | 392 | 36 | 4,105 | 4,146 | 483 |
| <i>% all students</i> | 2.0% | 0.2% | 1.1% | 0.2% | 3.3% | 2.9% | 0.5% |
| Students completing at least one certificate and at least one associate | 2,048 | 1,460 | 65 | 0 | 523 | 1,444 | 604 |
| <i>% all students</i> | 0.9% | 2.6% | 0.2% | 0.0% | 0.4% | 1.0% | 0.7% |
| Students completing at least one certificate and at least one bachelor's | 938 | 18 | 321 | 7 | 592 | 620 | 318 |
| <i>% all students</i> | 0.4% | 0.0% | 0.9% | 0.0% | 0.5% | 0.4% | 0.4% |

Table 12. Academic activities at post-primary institutions by adult students who did not complete at primary institution

| | | Sector | | | | Enrollment at online institution | |
|---|---------|------------------|---------------|---------------|--------------------------|----------------------------------|----------------------|
| | | All institutions | 2-year public | 4-year public | 4-year private nonprofit | For-profit | Predominantly online |
| Non-completers at primary institution | | | | | | | |
| Total students at institutions providing National Student Clearinghouse (NSC) data | 203,347 | 54,993 | 37,135 | 3,468 | 107,751 | 115,016 | 88,331 |
| <i>Row %</i> | | 27% | 18% | 2% | 53% | 57% | 43% |
| Total non-completers at primary institutions (including only primary institutions providing NSC data) | 146,383 | 44,572 | 25,171 | 1,613 | 75,027 | 81,330 | 65,053 |
| % all students at institutions providing NSC data | 72% | 81% | 68% | 47% | 70% | 71% | 74% |
| Activities and outcomes at post-primary institutions of adult students who did not complete at primary institution | | | | | | | |
| Enrolled at a post-primary institution | 32,648 | 6,321 | 9,846 | 588 | 15,893 | 17,680 | 14,968 |
| % all non-completers in NSC group | 22% | 14% | 39% | 36% | 21% | 22% | 23% |
| Completed certificate at post-primary institution | 1,121 | 294 | 367 | 13 | 447 | 500 | 621 |
| % all non-completers in NSC group | 1% | 1% | 1% | 1% | 1% | 1% | 1% |
| Completed associate degree at post-primary institution | 2,591 | 646 | 1,023 | 34 | 888 | 970 | 1,621 |
| % all non-completers in NSC group | 2% | 1% | 4% | 2% | 1% | 1% | 2% |
| Completed bachelor's degree at post-primary institution | 4,394 | 897 | 1,995 | 68 | 1,434 | 1,617 | 2,777 |
| % all non-completers in NSC group | 3% | 2% | 8% | 4% | 2% | 2% | 4% |

Appendix C. Institutional Characteristics

Table 1A. Comparison of PLA Impact Study sample with all U.S. degree-granting institutions and subset of U.S. “adult-concentrated” institutions, 2011-2012

| Institution Group [1] --> | PLA impact study cohort | | All U.S. degree-granting institutions | |
|---|---|---|---|-------------------------|
| | PLA 1: Enrolled anytime AY 2011-2012 | PLA 2: Enrolled in 2011 | 1: All | 2: “Adult-concentrated” |
| Student Subgroup--> | Percent of entering degree-seeking undergraduates (full-year) who were 25 or over | Percent of fall entering degree-seeking undergraduates (proxy=matriculated in 2011) | Percent of total fall undergraduates 25 or over | |
| Percent of undergraduates who were 25 years and over, by sector percentages in sector labels are what portion of the total adult student segment of the cohort, each sector was) | | | | |
| All Institutions | 51% | 45% | 38% | 52% |
| 2-year public (25%) | 39% | 34% | 44% | 50% |
| 4-year public (17%) | 31% | 24% | 23% | 38% |
| 4-year private, nonprofit (6%) | 74% | 65% | 36% | 65% |
| 4-year for-profit (52%) | 76% | 75% | 88% | 90% |
| Students who were 25 years and over: Percent at exclusively or primarily online institutions, or if not, by region of institution | | | | |
| With an exclusively or primarily online institution [1] | 69% | 68% | 10% | 15% |
| Not with an exclusively or primarily online institution | 31% | 32% | 90% | 85% |
| Location of institution attended by students not with an exclusively or primarily online institution: | | | | |
| Midwest | 22% | 23% | 23% | 25% |
| Northeast | 12% | 14% | 12% | 7% |
| South | 23% | 23% | 36% | 39% |
| West | 44% | 40% | 29% | 29% |

[1] Unless otherwise noted, data points for the PLA Impact Study Cohort are from the student-level data for the entering, degree-seeking students age 25 or over who enrolled in AY 2011-2012, or only those who enrolled in 2011 (proxy for fall enrollment). For statistics run from IPEDS data for the institutions in the PLA Impact Study Cohort, the data represent the characteristics of the primary institutions that applied to and participated in the study, which were the “campus”/site of 83% of the adult students in the study (i.e., 17% of adult students were enrolled with an affiliated institution/campus other than the primary participating location. For all data points from IPEDS, from IPEDS 2011-2012 (Institutional Characteristics, Fall Enrollments, Student Financial Aid and Completions). The primary participating PLA study institutions/campuses are included for all institutional groupings. Additional technical documentation available upon request.

Table 1B. Comparison of PLA Impact Study sample with all U.S. degree-granting institutions and subset of U.S. “adult-concentrated” institutions, 2011-2012

| | PLA impact study cohort | | All U.S. degree-granting institutions | |
|---|---|---|---|-------------------------|
| | | | 1: All | 2: “Adult-concentrated” |
| Student Subgroup--> | Among total cohort (entering degree-seeking undergraduates (full-year)) | Percent of fall entering degree-seeking undergraduates (proxy=matriculated in 2011) | Among total fall undergraduates [2] | |
| % of students 25 or over who were female | 60% | 62% | 61% | 61% |
| % of students 25 years or over who were enrolled part time [5] | 70% | 63% | 41% | 40% |
| % of all students who were 25 or over and enrolled part time | 37% | 29% | 25% | 33% |
| Student Subgroup--> | Among total cohort (entering degree-seeking undergraduates, full-year) | Percent of fall entering degree-seeking undergraduates (proxy=matriculated in 2011) | Among fall entering (first-time or transfer), degree-seeking undergraduates | |
| Percent of all students in group who were of a given race/ethnicity (among those with identified race/ethnicity, and not limited to students 25 and over): | | | | |
| Black | 19% | 18% | 18% | 20% |
| Hispanic | 18% | 18% | 19% | 17% |
| White | 54% | 54% | 53% | 54% |
| Non-Hispanic Asian, AIAN, NHOPI or Multi-race | 9% | 10% | 10% | 9% |
| Group--> | Rate from IPEDS data for PLA Impact Study institutions: | | Rate from IPEDS data for category of U.S. degree-granting institutions: | |
| Average institutional rate of Pell receipt among first-time full-time students (not limited to adult students; unweighted averages), by sector | | | | |
| All institutions | 53% | | 54% | 63% |
| 2-year public | 60% | | 60% | 62% |
| 4-year public | 43% | | 46% | 53% |
| 4-year private, nonprofit | 45% | | 44% | 75% |
| 4-year for-profit | 70% | | 74% | 54% |
| Average percent of undergraduates who completed an award, who were students 25 years or over (unweighted averages), by sector | | | | |
| All institutions | 59% | | 48% | 65% |
| 2-year public | 58% | | 53% | 59% |
| 4-year public | 52% | | 38% | 53% |
| 4-year private, nonprofit | 62% | | 36% | 63% |
| 4-year for-profit | 94% | | 74% | 82% |

[2] Including only the four sectors represented in this study.

Additional Notes: Students from one statewide community college system accounted for 41 percent of all public two-year students age 25 or over; another 11 percent were with another large community college system. A range of types of public 4-year institutions were represented among the 4-year public portion of the sample; 25 percent of adult students in the study cohort who attended a public four-year institution were with one of four participating state university flagships (three from Western states).

Appendix D: Results Tables

PLA Usage: Take-up Rates and Average Credit-Earning

Tables 1-6. Statistical significance testing comparing demographic or characteristic subgroups were performed on a limited basis. See report sections on PLA Usage and Equity for select reporting of significance.

Table 1A. PLA usage by adult students, PLA methods and adult student demographics and socioeconomic categories

| | PLA take-up rates | | Average PLA credit earning | | Sample sizes | | |
|--|-------------------|------------------|----------------------------|------------------|----------------------|--------------------------|---------------------------------------|
| | PLA | PLA-non-military | PLA | PLA-non-military | Total adult students | Total PLA credit earners | Total PLA-non-military credit earners |
| All adult students (age 25+) | 11% | 4% | 23.8 | 17.1 | 232,622 | 24512 | 9118 |
| Student demographics | | | | | | | |
| Gender | | | | | | | |
| Male | 18% | 5% | 25.9 | 17.5 | 90,557 | 16,594 | 4,395 |
| Female | 6% | 3% | 19.5 | 16.8 | 139,624 | 7,744 | 4,639 |
| Race/ethnicity - U.S. Department of Education method for categorizing | | | | | | | |
| Asian | 8% | 3% | 19.6 | 17.1 | 3,418 | 263 | 118 |
| Black | 6% | 2% | 16.9 | 14.3 | 29,484 | 1,753 | 642 |
| Hispanic | 8% | 5% | 18.4 | 14.1 | 16,400 | 1,351 | 751 |
| White | 8% | 4% | 20.3 | 18.5 | 68,549 | 5,306 | 2,875 |
| Other/Multiracial | 7% | 2% | 22.2 | 16.4 | 3,826 | 250 | 91 |
| Unknown | | | | | 110,945 | | |
| Race/ethnicity - Students with any identification with smaller race groups* | | | | | | | |
| Native Hawai'ian/Other Pacific Islander | 7% | 2% | 22.0 | 13.0 | 1262 | 94 | 23 |
| American Indian/Alaska Native | 6% | 3% | 23.5 | 17.9 | 2215 | 126 | 61 |

*Hispanic, Asian, Black and White students were defined using the U.S. Department of Education's method, in which any student identifying as Hispanic is designated as Hispanic, and then non-Hispanic students were categorized into one or more racial categories. There is great value in examining the specific experiences of additional minority groups in U.S. higher education, particularly Native Hawai'ian/Other Pacific Islander (NH/OPI) and American Indian/Alaska Native (AIAN), but in our sample, these groups were very small; for the purposes of understanding their usage of PLA, we conducted a separate analysis using a definition of these groups that included any student that identified as that group, even if they also identified as Hispanic or another race. These categories were, however, still too small to include in the credential completion analysis.

continued on next page

Table 1B. PLA usage by adult students, PLA methods and adult student demographics and socioeconomic categories

| | PLA take-up rates | | Average PLA credit earning | | Sample sizes | | |
|---|-------------------|------------------|----------------------------|------------------|----------------------|--------------------------|---------------------------------------|
| | PLA | PLA-non-military | PLA | PLA-non-military | Total adult students | Total PLA credit earners | Total PLA-non-military credit earners |
| Age range | | | | | | | |
| 25-34 | 11% | 3% | 22.6 | 15.7 | 134,584 | 14,872 | 4,666 |
| 35-44 | 10% | 4% | 24.9 | 18.3 | 62,120 | 6,301 | 2,769 |
| 45-54 | 10% | 5% | 27.5 | 18.9 | 28,560 | 2,947 | 1,424 |
| 55-64 | 6% | 4% | 24.4 | 18.8 | 6,624 | 371 | 247 |
| Pell status | | | | | | | |
| Student has received one or more Pell Grant | 7% | 3% | 21.0 | 16.1 | 141,312 | 9,990 | 3,879 |
| Student has not received a Pell Grant | 16% | 6% | 26.2 | 16.7 | 81,293 | 13,206 | 4,485 |
| Share of households in residential area at or below 200% poverty level | | | | | | | |
| Less than 15% of residential area at or below 200% poverty level (proxy for high SES) | 13% | 7% | 24.5 | 17.8 | 17,510 | 2,359 | 1,144 |
| Between 15 and 30% of residential area | 12% | 5% | 24.5 | 17.3 | 68,880 | 8,417 | 3,232 |
| Between 30 and 45% of residential area | 10% | 3% | 24.5 | 17.3 | 74,076 | 7,438 | 2,524 |
| Between 45 and 60% of residential area | 8% | 3% | 22.6 | 16.4 | 40,707 | 3,293 | 1,168 |
| More than 60% of residential area is at or below 200% poverty level (proxy for low SES) | 7% | 3% | 22.9 | 17.7 | 14,623 | 981 | 385 |

Table 2. PLA usage by adult students, PLA methods and academic categories

| | PLA take-up rates | | Average PLA credit earning | | Sample sizes | | |
|---|-------------------|------------------|----------------------------|------------------|----------------------|--------------------------|---------------------------------------|
| | PLA | PLA-non-military | PLA | PLA-non-military | Total adult students | Total PLA credit earners | Total PLA-non-military credit earners |
| All adult students (age 25+) | 11% | 4% | 24 | 17 | 232,622 | 24,512 | 9,118 |
| Student academic characteristics | | | | | | | |
| Online status | | | | | | | |
| Exclusively online | 8% | 3% | 22.7 | 17.3 | 130,340 | 10,808 | 3,768 |
| Not exclusively online | 15% | 6% | 24.9 | 17.3 | 90,470 | 13,265 | 5,007 |
| Enrollment intensity (full-time vs. part-time) | | | | | | | |
| Less than 20% enrollment | 9% | 1% | 25.2 | 20.8 | 39,843 | 3,657 | 551 |
| 21-40% enrollment | 10% | 3% | 24.5 | 18.1 | 51,249 | 5,059 | 1,411 |
| 41-60% enrollment | 12% | 5% | 22.6 | 16.8 | 50,948 | 6,061 | 2,619 |
| 61-80% enrollment | 15% | 7% | 25.0 | 17.6 | 43,591 | 6,402 | 2,948 |
| 81-100% enrollment (full-time) | 14% | 6% | 23.6 | 17.9 | 17,196 | 2,460 | 1,042 |
| Transfer student | | | | | | | |
| No transfer credits | 6% | 2% | 26.7 | 20.7 | 121,433 | 7,793 | 1,997 |
| Some transfer credits | 15% | 6% | 22.5 | 16.1 | 111,163 | 16,716 | 7,118 |
| First GPA | | | | | | | |
| 1.00 or less | 4% | 1% | 22.1 | 19.7 | 36,375 | 1,514 | 302 |
| 1.01 to 2.00 | 7% | 1% | 21.6 | 16.6 | 21,463 | 1,533 | 288 |
| 2.01 to 3.00 | 9% | 2% | 23.5 | 16.5 | 60,089 | 5,483 | 1,392 |
| 3.01 to 4.00 | 14% | 6% | 24.3 | 17.1 | 108,579 | 15,684 | 7,029 |
| Course success rate | | | | | | | |
| Less than 70% | 6% | 1% | 23.0 | 16.9 | 74,643 | 4,178 | 660 |
| 71-89% | 11% | 3% | 23.2 | 15.7 | 40,671 | 4,492 | 1,231 |
| 90-100% | 14% | 6% | 24.5 | 17.7 | 110,221 | 15,544 | 6,952 |
| ESL participation | | | | | | | |
| Any ESL enrollment | 3% | Not shown | 11.9 | Not shown | 114,261 | 124 | Not shown |
| No ESL enrollment | 8% | Not shown | 19.3 | Not shown | 4,117 | 8,701 | Not shown |
| Developmental education participation | | | | | | | |
| Dev ed credits (any) | 7% | Not shown | 19.0 | Not shown | 25,640 | 1,725 | Not shown |
| No dev ed credits | 11% | Not shown | 24.3 | Not shown | 206,982 | 22,787 | Not shown |

Table 3. PLA usage for adult students, by PLA methods and institutional characteristics

| | PLA take-up rates | | Average PLA credit earning | | Sample sizes | | |
|---|-------------------|------------------|----------------------------|------------------|----------------------|--------------------------|---------------------------------------|
| | PLA | PLA-non-military | PLA | PLA-non-military | Total adult students | Total PLA credit earners | Total PLA-non-military credit earners |
| All adult students (age 25+) | 11% | 4% | 24 | 17 | 232,622 | 24,512 | 9,118 |
| Institutional characteristics | | | | | | | |
| Sector | | | | | | | |
| 2-year public | 4% | 2% | 18.4 | 18.0 | 56,330 | 2,234 | 1,119 |
| 4-year public | 14% | 5% | 19.9 | 15.4 | 37,147 | 5,307 | 2,014 |
| 4-year private nonprofit | 7% | 7% | 17.9 | 17.2 | 15,444 | 1,084 | 1,035 |
| For-profit | 13% | 4% | 26.3 | 17.5 | 123,701 | 15,887 | 4,950 |
| Online institution | | | | | | | |
| Predominantly online | 12% | 4% | 26.4 | 18.5 | 142,794 | 16,426 | 5,429 |
| Not predominantly online | 9% | 4% | 18.5 | 15.1 | 89,828 | 8,086 | 3,689 |
| Minority serving institution | | | | | | | |
| MSI | 4% | 2% | 16.8 | 11.6 | 22,148 | 838 | 546 |
| Not an MSI | 11% | 4% | 24.1 | 17.4 | 210,474 | 23,674 | 8,572 |
| Adult-focused institution | | | | | | | |
| Institution with fewer adult-focused policies and practices | 6% | 3.0% | 20.5 | 17.3 | 51,965 | 3,082 | 1,683 |
| Institution with more adult-focused policies and practices | 12% | 4.0% | 24.3 | 17.0 | 180,657 | 21,430 | 7,435 |

Table 4. PLA usage for adult students, by race/ethnicity and institutional sector

| | PLA take-up rates | | | | Sample sizes | | | |
|----------|-------------------|---------------|--------------------------|------------|---------------|---------------|--------------------------|------------|
| | 2-year public | 4-year public | 4-year private nonprofit | For-profit | 2-year public | 4-year public | 4-year private nonprofit | For-profit |
| Hispanic | 4% | 15% | 14% | 7% | 8,720 | 4,778 | 1,249 | 1,653 |
| Asian | 4% | 12% | 3% | 7% | 1,137 | 1,499 | 488 | 294 |
| Black | 3% | 12% | 7% | 4% | 11,159 | 7,917 | 2,220 | 8,188 |
| White | 4% | 16% | 5% | 6% | 27,909 | 17,410 | 10,782 | 12,448 |

Table 5. PLA usage for adult students, by Pell Grant status and institutional sector

| | PLA take-up rates | | | | Sample sizes | | | |
|---|-------------------|---------------|--------------------------|------------|---------------|---------------|--------------------------|------------|
| | 2-year public | 4-year public | 4-year private nonprofit | For-profit | 2-year public | 4-year public | 4-year private nonprofit | For-profit |
| Student has received one or more Pell Grant | 3% | 10% | 5% | 8% | 29,986 | 14,447 | 6,887 | 89,992 |
| Student has not received a Pell Grant | 3% | 17% | 9% | 29% | 23,472 | 20,815 | 8,417 | 28,589 |

Table 6. Enrollment intensity distribution of non-PLA students and PLA students

| | | Enrollment intensity (full-time vs. part-time) | | | | | Sample sizes | | | | |
|--------------------------|---------|--|-------------------|-------------------|-------------------|--------------------------------|--------------------------|-------------------|-------------------|-------------------|--------------------------------|
| | | Less than 20% enrollment | 21-40% enrollment | 41-60% enrollment | 61-80% enrollment | 81-100% enrollment (full-time) | Less than 20% enrollment | 21-40% enrollment | 41-60% enrollment | 61-80% enrollment | 81-100% enrollment (full-time) |
| 2-year public | Non-PLA | 0% | 10% | 36% | 36% | 19% | 15 | 324 | 1,210 | 1,208 | 628 |
| | PLA | 3% | 15% | 32% | 30% | 20% | 18 | 88 | 186 | 176 | 116 |
| | Total | | | | | | 33 | 412 | 1,396 | 1,384 | 744 |
| 4-year public | Non-PLA | 0% | 11% | 29% | 32% | 28% | 43 | 998 | 2,666 | 2,985 | 2,576 |
| | PLA | 2% | 24% | 33% | 23% | 18% | 43 | 486 | 671 | 455 | 352 |
| | Total | | | | | | 86 | 1,484 | 3,337 | 3,440 | 2,928 |
| 4-year private nonprofit | Non-PLA | 0% | 9% | 25% | 34% | 31% | 16 | 685 | 1,863 | 2,568 | 2,333 |
| | PLA | 1% | 9% | 35% | 32% | 23% | 5 | 79 | 298 | 273 | 198 |
| | Total | | | | | | 21 | 764 | 2,161 | 2,841 | 2,531 |
| For-profit | Non-PLA | 0% | 3% | 28% | 53% | 16% | 8 | 763 | 8,143 | 15,733 | 4,870 |
| | PLA | 0% | 4% | 28% | 52% | 17% | 8 | 300 | 2,188 | 4,133 | 1,325 |
| | Total | | | | | | 16 | 1,063 | 10,331 | 19,866 | 6,195 |
| Total | Non-PLA | 0% | 6% | 28% | 45% | 21% | 82 | 2,770 | 13,882 | 22,494 | 10,407 |
| | PLA | 1% | 8% | 29% | 44% | 17% | 74 | 953 | 3,343 | 5,037 | 1,991 |
| | Total | | | | | | 156 | 3,723 | 17,225 | 2,7531 | 12,398 |

PLA and Credential Completion

Table 7. Adult student credential completion at the participating study institution, by PLA credit-earning and credential goal

Cells representing fewer than 50 students are not shown

| | PLA credit earning status | Did not complete | Highest credential completed | | | Total |
|-----------------------------------|---------------------------|------------------|------------------------------|------------------|-------------------|--------|
| | | | Certificate | Associate degree | Bachelor's degree | |
| Associate degree as initial goal | Non-PLA | 75,849 | 1,666 | 16,201 | 4,263 | 97,979 |
| | PLA | 4,304 | 102 | 2,089 | 728 | 7,223 |
| | PLA-non-military | 618 | 56 | 953 | 279 | 1,906 |
| Bachelor's degree as initial goal | Non-PLA | 56,325 | 73 | 379 | 30,658 | 87,435 |
| | PLA | 7,784 | Not shown | 173 | 8,783 | 16,754 |
| | PLA-non-military | 1,705 | Not shown | Not shown | 5,184 | 6,948 |
| Certificate as initial goal | Non-PLA | 5,177 | 2,239 | 258 | Not shown | 7,715 |
| | PLA | 67 | 60 | Not shown | Not shown | 170 |
| | PLA-non-military | | | Not shown | Not shown | 75 |

Tables 8 through 11*Completed any credential*

Chi square tests of significance were performed comparing Non-PLA students to PLA students, and Non-PLA students to PLA-non-military students. When comparing the proportion of students who did not complete to the proportion of students who completed any credential (i.e., completed a certificate and/or an associate degree and/or a bachelor's degree), students with PLA always completed at a higher rate than Non-PLA students ($p < .001$), regardless of additional student or institutional characteristics added to the crosstab. Cells representing fewer than 50 students are not shown.

Highest credential completed

Additional Chi square tests of significance were performed on the highest credential the student completed, comparing Non-PLA students to PLA students, and Non-PLA students to PLA-non-military students. Cells in PLA or PLA-non-military rows representing a subgroup for which students with PLA did NOT complete at a higher rate than students without PLA are blacked out, as is any cell representing fewer than 50 students. Accordingly, cells in PLA or PLA-non-military rows that are not blacked out represent subgroups with 50 or more students with PLA who completed at a higher rate than Non-PLA students

Table 8. Adult student credential completion at the participating study institution, by PLA credit-earning and adult student demographics

| | | PLA credit earning status | Did not complete | Completed any credential | Certificate | Associate | Bachelor's | Total |
|----------------|----------------|---------------------------|------------------|--------------------------|-------------|-----------|------------|-----------|
| | Adult students | Non-PLA | 151,140 | 56,970 | 4,690 | 17,218 | 35,062 | 208,110 |
| | | PLA | 12,425 | 12,087 | Not shown | 2,344 | 9,556 | 24,512 |
| | | PLA-non-military | 2,459 | 6,659 | Not shown | 1,063 | 5,492 | 9,118 |
| Gender | Male | Non-PLA | 55,602 | 18,361 | 2,098 | 4,883 | 11,380 | 73,963 |
| | | PLA | 9,460 | 7,134 | Not shown | 1,434 | 5,580 | 16,594 |
| | | PLA-non-military | 1,484 | 2,911 | Not shown | 446 | 2,410 | 4,395 |
| | Female | Non-PLA | 93,782 | 38,098 | 2,564 | 12,123 | 23,411 | 131,880 |
| | | PLA | 2,864 | 4,880 | Not shown | 887 | 3,926 | 7,744 |
| | | PLA-non-military | 938 | 3,701 | Not shown | 603 | 3,049 | 4,639 |
| Age range | 25-34 | Non-PLA | 88,439 | 31,273 | 2,472 | 9,763 | 19,038 | 119,712 |
| | | PLA | 8,249 | 6,623 | Not shown | 1,449 | 5,072 | 14,872 |
| | | PLA-non-military | 1,364 | 3,302 | Not shown | 567 | 2,689 | 4,666 |
| | 35-44 | Non-PLA | 39,883 | 15,936 | 1,192 | 4,763 | 9,981 | 55,819 |
| | | PLA | 2,908 | 3,393 | Not shown | 590 | 2,758 | 6,301 |
| | | PLA-non-military | 700 | 2,069 | Not shown | 316 | 1,723 | 2,769 |
| | 45-54 | Non-PLA | 17,592 | 8,021 | 780 | 2,227 | 5,014 | 25,613 |
| | | PLA | 1,119 | 1,828 | Not shown | 267 | 1,527 | 2,947 |
| | | PLA-non-military | 332 | 1,092 | Not shown | 150 | 920 | 1,424 |
| | 55-64 | Non-PLA | 4,605 | 1,648 | 222 | 438 | 988 | 6,253 |
| | | PLA | 140 | 231 | Not shown | Not shown | 192 | 371 |
| | | PLA-non-military | 61 | 186 | Not shown | Not shown | 154 | 247 |
| Race/ethnicity | Hispanic | Non-PLA | 11,368 | 3,681 | 521 | 831 | 2,329 | 15,049 |
| | | PLA | 647 | 704 | Not shown | 246 | 434 | 1,351 |
| | | PLA-non-military | 216 | 535 | Not shown | 173 | 347 | 751 |
| | Black | Non-PLA | 22,941 | 4,790 | 514 | 1,245 | 3,031 | 27,731 |
| | | PLA | 1,051 | 702 | Not shown | 201 | 477 | 1,753 |
| | | PLA-non-military | 241 | 401 | Not shown | 74 | 318 | 642 |
| | White | Non-PLA | 42,798 | 20,445 | 2,863 | 4,926 | 12,656 | 63,243 |
| | | PLA | 2,575 | 2,731 | Not shown | 747 | 1,876 | 5,306 |
| | | PLA-non-military | 932 | 1,943 | Not shown | 459 | 1,423 | 2,875 |
| | Asian | Non-PLA | 1,946 | 1,209 | 98 | 219 | 892 | 3,155 |
| | | PLA | 137 | 126 | Not shown | Not shown | 84 | 263 |
| | | PLA-non-military | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown |

Table 9. Adult student credential completion at the participating study institution, by PLA credit-earning and adult student socioeconomic categories

| | PLA credit earning status | Did not complete | Completed any credential | Certificate | Associate | Bachelor's | Total |
|---|---------------------------|------------------|--------------------------|-------------|-----------|------------|---------|
| Pell status | | | | | | | |
| Student has received one or more Pell Grant | Non-PLA | 95,719 | 35,603 | 1,743 | 13,306 | 20,554 | 131,322 |
| | PLA | 4,459 | 5,455 | Not shown | 1,160 | 4,295 | 9,914 |
| Student has not received a Pell Grant | Non-PLA | 48,434 | 19,653 | 2,704 | 3,567 | 13,382 | 68,087 |
| | PLA | 7,268 | 5,848 | Not shown | 1,005 | 4,843 | 13,116 |
| Share of households in residential area at or below 200% poverty level | | | | | | | |
| Less than 15% of residential area at or below 200% poverty level (proxy for high SES) | Non-PLA | 9,899 | 5,252 | 562 | 1,201 | 3,489 | 15,151 |
| | PLA | 1,014 | 1,345 | Not shown | 213 | 1,114 | 2,359 |
| Between 15 and 30% of residential area | Non-PLA | 40,622 | 19,841 | 1,841 | 5,626 | 12,374 | 60,463 |
| | PLA | 3,955 | 4,462 | Not shown | 862 | 3,525 | 8,417 |
| Between 30 and 45% of residential area | Non-PLA | 48,271 | 18,367 | 1,405 | 6,102 | 10,860 | 66,638 |
| | PLA | 3,760 | 3,678 | Not shown | 728 | 2,904 | 7,438 |
| Between 45 and 60% of residential area | Non-PLA | 29,263 | 8,151 | 537 | 2,985 | 4,629 | 37,414 |
| | PLA | 1,758 | 1,535 | Not shown | 307 | 1,202 | 3,293 |
| More than 60% of residential area is at or below 200% poverty level (proxy for low SES) | Non-PLA | 11,481 | 2,161 | 132 | 809 | 1,220 | 13,642 |
| | PLA | 567 | 414 | Not shown | 70 | 335 | 981 |

Table 10A. Adult student credential completion at the participating study institution, by PLA credit-earning and academic categories

| | PLA credit earning status | Did not complete | Completed any credential | Certificate | Associate | Bachelor's | Total |
|---|---------------------------|------------------|--------------------------|-------------|-----------|------------|---------|
| Transfer student | | | | | | | |
| Some transfer credits | Non-PLA | 55,271 | 39,176 | 809 | 7,788 | 30,579 | 94,447 |
| | PLA | 7,633 | 9,083 | Not shown | Not shown | 7,740 | 16,716 |
| No transfer credits | Non-PLA | 95,862 | 17,778 | 3,881 | 9,430 | 4,467 | 113,640 |
| | PLA | 4,791 | 3,002 | Not shown | 1,069 | 1,814 | 7,793 |
| Enrollment intensity (full-time vs. part-time) | | | | | | | |
| Less than 20% enrollment | Non-PLA | 35,970 | 216 | 134 | Not shown | 51 | 36,186 |
| | PLA | 3,574 | 83 | Not shown | Not shown | Not shown | 3,657 |
| 21-40% enrollment | Non-PLA | 42,879 | 3,311 | 475 | 920 | 1,916 | 46,190 |
| | PLA | 4,063 | 996 | Not shown | 422 | 547 | 5,059 |
| 41-60% enrollment | Non-PLA | 30,187 | 14,700 | 560 | 5,287 | 8,853 | 44,887 |
| | PLA | 2,646 | 3,415 | Not shown | 772 | 2,607 | 6,061 |
| 61-80% enrollment | Non-PLA | 14,137 | 23,052 | 320 | 7,008 | 15,724 | 37,189 |
| | PLA | 1,292 | 5,110 | Not shown | Not shown | 4,524 | 6,402 |
| 81-100% enrollment (full-time) | Non-PLA | 4,056 | 10,680 | 147 | 2,488 | 8,045 | 14,736 |
| | PLA | 434 | 2,026 | Not shown | Not shown | 1,725 | 2,460 |
| Online status | | | | | | | |
| Exclusively online | Non-PLA | 87,135 | 32,397 | 484 | 10,739 | 21,174 | 119,532 |
| | PLA | 6,011 | 4,797 | Not shown | 1,173 | 3,599 | 10,808 |
| Not exclusively online | Non-PLA | 54,658 | 22,547 | 3,607 | 5,436 | 13,504 | 77,205 |
| | PLA | 6,300 | 6,965 | Not shown | Not shown | 5,830 | 13,265 |
| First GPA | | | | | | | |
| 1.00 or less | Non-PLA | 33,937 | 924 | 274 | 293 | 357 | 34,861 |
| | PLA | 1,386 | 128 | Not shown | Not shown | 69 | 1,514 |
| 1.01 to 2.00 | Non-PLA | 17,735 | 2,195 | 184 | 383 | 1,628 | 19,930 |
| | PLA | 1,290 | 243 | Not shown | Not shown | 183 | 1,533 |
| 2.01 to 3.00 | Non-PLA | 39,776 | 14,830 | 867 | Not shown | 11,036 | 54,606 |
| | PLA | 3,569 | 1,914 | Not shown | 417 | 1,462 | 5,483 |
| 3.01 to 4.00 | Non-PLA | 54,599 | 38,296 | 3,349 | 13,353 | 21,594 | 92,895 |
| | PLA | 5,984 | 9,700 | Not shown | Not shown | 7,770 | 15,684 |

continued on next page

Table 10B. Adult student credential completion at the participating study institution, by PLA credit-earning and academic categories

| | PLA credit earning status | Did not complete | Completed any credential | Certificate | Associate | Bachelor's | Total |
|--|---------------------------|------------------|--------------------------|-------------|-----------|------------|---------|
| Course success rate | | | | | | | |
| Less than 70% | Non-PLA | 68,844 | 1,621 | 383 | 340 | 898 | 70,465 |
| | PLA | 4,000 | 178 | Not shown | 65 | 96 | 4,178 |
| 71-89% | Non-PLA | 25,872 | 10,307 | 753 | 4,153 | 5,401 | 36,179 |
| | PLA | 2,929 | 1,563 | Not shown | Not shown | 1,008 | 4,492 |
| 90-100% | Non-PLA | 51,081 | 43,596 | 3,265 | 11,873 | 28,458 | 94,677 |
| | PLA | 5,440 | 10,104 | Not shown | Not shown | 8,388 | 15,544 |
| ESL participation | | | | | | | |
| Any ESL enrollment | Non-PLA | 3,543 | 450 | 83 | 328 | Not shown | 3,993 |
| | PLA | Not shown | 103 | Not shown | 77 | Not shown | 124 |
| No ESL enrollment | Non-PLA | 76,198 | 29,362 | 3,941 | 7,318 | 18,103 | 105,560 |
| | PLA | 4,759 | 3,942 | Not shown | 1,190 | 2,593 | 8,701 |
| Developmental education participation | | | | | | | |
| Developmental education credits (any) | Non-PLA | 19,487 | 4,428 | 924 | 2,563 | 941 | 23,915 |
| | PLA | 922 | 803 | Not shown | 408 | 335 | 1,725 |
| No developmental education credits | Non-PLA | 131,653 | 52,542 | 3,766 | 14,655 | 34,121 | 184,195 |
| | PLA | 11,503 | 11,284 | Not shown | 1,936 | 9,221 | 22,787 |

Table 11. Adult student credential completion at the participating study institution, by PLA credit-earning and institutional environments

| | | PLA credit earning status | Did not complete | Completed any credential | Certificate | Associate | Bachelor's | Total |
|-------------------------------------|---|---------------------------|------------------|--------------------------|-------------|-----------|------------|---------|
| All institutions | All institutions | Non-PLA | 151,140 | 56,970 | 4,690 | 17,218 | 35,062 | 208,110 |
| | | PLA | 12,425 | 12,087 | Not shown | 2,344 | 9,556 | 24,512 |
| | | PLA-non-military | 2,459 | 6,659 | Not shown | 1,063 | 5,492 | 9,118 |
| Sector | 2-year public | Non-PLA | 44,576 | 9,520 | 4,115 | 5,338 | 67 | 54,096 |
| | | PLA | 1,169 | 1,065 | Not shown | 874 | Not shown | 2,234 |
| | | PLA-non-military | 409 | 710 | Not shown | 587 | Not shown | 1,119 |
| | 4-year public | Non-PLA | 22,035 | 9,805 | 213 | 610 | 8,982 | 31,840 |
| | | PLA | 3,152 | 2,155 | Not shown | 328 | 1,801 | 5,307 |
| | | PLA-non-military | 768 | 1,246 | Not shown | 108 | 1,124 | 2,014 |
| | 4-year private nonprofit | Non-PLA | 6,677 | 7,683 | Not shown | 106 | 7,547 | 14,360 |
| | | PLA | 223 | 861 | Not shown | Not shown | 852 | 1,084 |
| | | PLA-non-military | 206 | 829 | Not shown | Not shown | 821 | 1,035 |
| | For-profit | Non-PLA | 77,852 | 29,962 | 332 | 11,164 | 18,466 | 107,814 |
| | | PLA | 7,881 | 8,006 | Not shown | Not shown | 6,864 | 15,887 |
| | | PLA-non-military | 1,076 | 3,874 | Not shown | Not shown | 3,508 | 4,950 |
| Online institution | Predominantly online | Non-PLA | 89,234 | 37,134 | 471 | 11,277 | 25,386 | 126,368 |
| | | PLA | 8,068 | 8,358 | Not shown | Not shown | 7,175 | 16,426 |
| | | PLA-non-military | 1,230 | 4,199 | Not shown | Not shown | 3,803 | 5,429 |
| | Not predominantly online | Non-PLA | 61,906 | 19,836 | 4,219 | 5,941 | 9,676 | 81,742 |
| | | PLA | 4,357 | 3,729 | Not shown | 1,183 | 2,381 | 8,086 |
| | | PLA-non-military | 1,229 | 2,460 | Not shown | 681 | 1,689 | 3,689 |
| Minority serving institution | MSI | Non-PLA | 14,845 | 6,465 | 915 | 1,503 | 4,047 | 21,310 |
| | | PLA | 243 | 584 | Not shown | 228 | 356 | 827 |
| | | PLA-non-military | 93 | 443 | Not shown | 186 | 257 | 536 |
| | Not an MSI | Non-PLA | 136,295 | 50,505 | 3,775 | 15,715 | 31,015 | 186,800 |
| | | PLA | 12,182 | 11,316 | Not shown | 2,116 | 9,200 | 23,498 |
| | | PLA-non-military | 2,366 | 6,112 | Not shown | 877 | 5,235 | 8,478 |
| Adult-focused institution | Institution with fewer adult-focused policies and practices | Non-PLA | 36,904 | 11,979 | 3,559 | 4,350 | 4,070 | 48,883 |
| | | PLA | 1,400 | 1,682 | Not shown | 733 | 811 | 3,082 |
| | | PLA-non-military | 520 | 1,163 | 73 | 425 | 665 | 1,683 |
| | Institution with more adult-focused policies and practices | Non-PLA | 114,236 | 44,991 | 1,131 | 12,868 | 30,992 | 159,227 |
| | | PLA | 11,025 | 10,405 | Not shown | Not shown | 8,745 | 21,430 |
| | | PLA-non-military | 1,939 | 5,496 | Not shown | Not shown | 4,827 | 7,435 |

Table 12A. Adult student completions at both participating study institutions and at other institutions, by select student and primary institution characteristics, among institutions with valid NSC data

Cells representing fewer than 50 students are not shown and no tests of significance were performed on these data.

| | PLA credit earning status | Did not complete | Completed at primary institution | Completed after leaving primary institution | Total | % additional completions at post-primary institutions |
|--|---------------------------|------------------|----------------------------------|---|-----------|---|
| All institutions | | | | | | |
| All institutions | Non-PLA | 127,502 | 45,433 | 6,682 | 179,617 | 4% |
| | PLA | 11,115 | 11,463 | 1,039 | 23,617 | 4% |
| | PLA-non-military | 2,071 | 6,163 | 202 | 8,436 | 2% |
| Sector - Post-primary completions not provided for 4-year private nonprofit institutions due to more than 78% of that subsample lacking NSC data. | | | | | | |
| 2-year public | Non-PLA | 41,713 | 9,317 | 1,657 | 52,687 | 3% |
| | PLA | 1,025 | 1,064 | 144 | 2,233 | 6% |
| | PLA-non-military | Not shown | Not shown | Not shown | Not shown | Not shown |
| 4-year public | Non-PLA | 19,238 | 9,800 | 2,781 | 31,819 | 9% |
| | PLA | 2,655 | 2,153 | 494 | 5,302 | 9% |
| | PLA-non-military | 674 | 1,245 | 92 | 2,011 | 5% |
| For-profit | Non-PLA | 65,240 | 25,202 | 2,132 | 92,574 | 2% |
| | PLA | 7,271 | 7,522 | 383 | 15,176 | 3% |
| | PLA-non-military | 866 | 3,512 | 65 | 4,443 | 1% |
| Online institution | | | | | | |
| Predominantly online | Non-PLA | 71,091 | 25,880 | 2,436 | 99,407 | 2% |
| | PLA | 7,399 | 7,803 | 403 | 15,605 | 3% |
| Not predominantly online | Non-PLA | 56,411 | 19,553 | 4,246 | 80,210 | 5% |
| | PLA | 3,716 | 3,660 | 636 | 8,012 | 8% |

continued on next page

Table 12B. Adult student completions at both participating study institutions and at other institutions, by select student and primary institution characteristics, among institutions with valid NSC data. Cells representing fewer than 50 students are not shown and no tests of significance were performed on these data.

| | PLA credit earning status | Did not complete | Completed at primary institution | Completed after leaving primary institution | Total | % additional completions at post-primary institutions |
|------------------|---------------------------|------------------|----------------------------------|---|-----------|---|
| Gender | | | | | | |
| Male | Non-PLA | 47,842 | 14,894 | 2,529 | 65,265 | 4% |
| | PLA | 8,615 | 6,865 | 720 | 16,200 | 4% |
| Female | Non-PLA | 79,048 | 30,460 | 4,049 | 113,557 | 4% |
| | PLA | 2,428 | 4,571 | 307 | 7,306 | 4% |
| Age range | | | | | | |
| 25-34 | Non-PLA | 74,298 | 25,877 | 4,603 | 104,778 | 4% |
| | PLA | 7,358 | 6,327 | 760 | 14,445 | 5% |
| 35-44 | Non-PLA | 33,489 | 12,213 | 1,504 | 47,206 | 3% |
| | PLA | 2,611 | 3,181 | 198 | 5,990 | 3% |
| 45-54 | Non-PLA | 15,083 | 6,057 | 490 | 21,630 | 2% |
| | PLA | 1,005 | 1,720 | 78 | 2,803 | 3% |
| 55-64 | Non-PLA | Not shown | Not shown | Not shown | Not shown | Not shown |
| | PLA | Not shown | Not shown | Not shown | Not shown | Not shown |

continued on next page

Table 12C. Adult student completions at both participating study institutions and at other institutions, by select student and primary institution characteristics, among institutions with valid NSC data. Cells representing fewer than 50 students are not shown and no tests of significance were performed on these data.

| | PLA credit earning status | Did not complete | Completed at primary institution | Completed after leaving primary institution | Total | % additional completions at post-primary institutions |
|---|---------------------------|------------------|----------------------------------|---|-----------|---|
| Race/ethnicity | | | | | | |
| Hispanic | Non-PLA | 9,546 | 2,973 | 624 | 13,143 | 5% |
| | PLA | 532 | 648 | 93 | 1,273 | 7% |
| Black | Non-PLA | 18,158 | 3,440 | 1,042 | 22,640 | 5% |
| | PLA | 857 | 622 | 131 | 1,610 | 8% |
| White | Non-PLA | 30,164 | 12,086 | 2,376 | 44,626 | 5% |
| | PLA | 2,091 | 2,323 | 345 | 4,759 | 7% |
| Asian | Non-PLA | Not shown | Not shown | Not shown | Not shown | Not shown |
| | PLA | Not shown | Not shown | Not shown | Not shown | Not shown |
| Other/multiracial | Non-PLA | Not shown | Not shown | Not shown | Not shown | Not shown |
| | PLA | Not shown | Not shown | Not shown | Not shown | Not shown |
| Unknown race/ethnicity | Non-PLA | Not shown | Not shown | Not shown | Not shown | Not shown |
| | PLA | Not shown | Not shown | Not shown | Not shown | Not shown |
| Pell status | | | | | | |
| Student has received one or more Pell Grant | Non-PLA | 81,949 | 30,125 | 2,718 | 114,792 | 2% |
| | PLA | 4,037 | 5,247 | 277 | 9,561 | 3% |
| Student has not received a Pell Grant | Non-PLA | 39,170 | 13,626 | 3,387 | 56,183 | 6% |
| | PLA | 6,456 | 5,611 | 689 | 12,756 | 5% |
| Transfer student | | | | | | |
| Some transfer credits | Non-PLA | 42,515 | 29,399 | 3,251 | 75,165 | 4% |
| | PLA | 6,668 | 8,564 | 789 | 16,021 | 5% |
| No transfer credits | Non-PLA | 84,980 | 16,018 | 3,431 | 104,429 | 3% |
| | PLA | 4,447 | 2,898 | 250 | 7,595 | 3% |

Table 13. Transfer and credential completion activities of adult students after leaving the participating 2-year public institutions*No tests of significance were performed on these data*

| | | All | Attended 2-year institution after leaving participating study institution | Attended 4-year institution after leaving participating study institution | Earned associate at later institution | Earned bachelor's at later institution |
|--|------------|--------|---|---|---------------------------------------|--|
| Adult students originally enrolled at 2-year public institution | All adults | 40,070 | 1,953 | 3,226 | 719 | 1,677 |
| | PLA | 1,919 | 88 | 294 | 66 | 251 |
| | Non-PLA | 38,151 | 1,865 | 2,932 | 653 | 1,426 |
| Non-completing adults originally enrolled at 2-year public institution | All adults | 32,490 | 1,824 | 2,245 | 643 | 894 |
| | PLA | 1,007 | 67 | 113 | 52 | 89 |
| | Non-PLA | 31,483 | 1,757 | 2,132 | 591 | 805 |

Table 14. Credential completions, adults and students age 17-24, all methods of PLA including AP/IB*No tests of significance were performed on these data*

| | | Did not complete | Completed any credential | Total |
|--------------------------|---|------------------|--------------------------|---------|
| Students aged 17-24 | Students with no form of PLA, including AP/IB | 132,985 | 56,993 | 189,978 |
| | AP/IB only | 2,655 | 8,127 | 10,782 |
| | All other forms of PLA | 6,134 | 4,750 | 10,884 |
| Adult students (age 25+) | Students with no form of PLA, including AP/IB | 151,017 | 56,532 | 207,549 |
| | AP/IB only | 123 | 438 | 561 |
| | All other forms of PLA | 12,425 | 12,087 | 24,512 |

Propensity Score Matching: PLA Effect on Credential Completion

Table 15. PLA effect sizes for adult students: All PLA methods including AP/IB, PLA methods excluding AP/IB (“PLA”), and PLA methods excluding AP/IB and military credit (“PLA-non-military”)

| | PLA Effect Size: Adult Students | | | | |
|---|---------------------------------|------------------------|-------------------------------------|------------------------|--|
| | All PLA methods including AP/IB | | PLA methods excluding AP/IB (“PLA”) | | PLA methods excluding AP/IB and military credit (“PLA-non-military”) |
| | Complete at institution (SE) | Complete anywhere (SE) | Complete at institution (SE) | Complete anywhere (SE) | Complete at institution (SE) |
| Overall | .176 (.005) | .170 (.005) | .173 (.005) | .170 (.005) | .303 (.007) |
| Student-level categories | | | | | |
| Student has received one or more Pell Grant | .195 (.007) | .198 (.007) | .194 (.007) | .200 (.007) | .329 (.010) |
| Student has not received a Pell Grant | .135 (.007) | .129 (.007) | .128 (.007) | .124 (.007) | .257 (.011) |
| Female | .236 (.007) | .231 (.007) | .234 (.008) | .232 (.008) | .339 (.009) |
| Male | .141 (.006) | .139 (.006) | .136 (.006) | .134 (.006) | .265 (.012) |
| Hispanic | .187 (.018) | .196 (.018) | .240 (.021) | .233 (.021) | .322 (.026) |
| Black | .154 (.017) | .162 (.017) | .141 (.018) | .136 (.018) | .283 (.027) |
| White | .176 (.012) | .165 (.012) | .180 (.012) | .170 (.012) | .229 (.015) |
| Transfer | .149 (.006) | .149 (.006) | .153 (.006) | .155 (.006) | .227 (.013) |
| Non-transfer | .161 (.008) | .169 (.008) | .162 (.008) | .170 (.009) | .318 (.021) |
| Institutional categories | | | | | |
| 2-year public | .241 (.013) | .252 (.014) | .252 (.014) | .263 (.014) | .356 (.019) |
| 4-year public | .131 (.010) | .124 (.010) | .138 (.010) | .129 (.010) | .200 (.016) |
| 4-year private nonprofit | .152 (.034) | .152 (.033) | .177 (.033) | .169 (.033) | .176 (.031) |
| For-profit | .157 (.006) | .160 (.006) | .163 (.006) | .166 (.006) | not significant |
| More adult-focused policies | .173 (.005) | .167 (.005) | .171 (.005) | .165 (.005) | .310 (.007) |
| Fewer adult-focused policies | .182 (.013) | .189 (.013) | .176 (.015) | .185 (.015) | .231 (.021) |
| Exclusively online | .166 (.006) | .169 (.006) | .161 (.006) | .163 (.006) | .320 (.008) |
| Not exclusively online | .157 (.009) | .170 (.005) | .157 (.009) | .161 (.010) | .303 (.007) |
| Above median PLA take-up | .179 (.005) | .171 (.005) | .173 (.005) | .168 (.005) | .298 (.008) |
| Below median PLA take-up | .190 (.016) | .183 (.016) | .218 (.022) | .232 (.022) | .265 (.027) |
| MSI | .250 (.018) | .253 (.017) | .333 (.022) | .348 (.022) | .418 (.025) |
| Not MSI | .170 (.005) | .165 (.005) | .164 (.005) | .160 (.005) | .296 (.008) |

SE=Standard error, which is an indication of the reliability of the mean (measure). A small SE (relative to the reported effect size) is an indication that the mean effect size is a more accurate reflection of the actual population mean. A larger sample size will normally result in a smaller SE.

Table 16. PLA effect sizes for age ranges for all students: All PLA methods including AP/IB, PLA (methods excluding AP/IB, and PLA-non-military (methods excluding AP/IB and ACE credit recommendations for military)

| | PLA effect size: all students | | | | |
|-------------------|---------------------------------|------------------------|-------------------------------|------------------------|--|
| | All PLA methods including AP/IB | | PLA (methods excluding AP/IB) | | PLA-non-military (methods excluding AP/IB and ACE credit recommendations for military) |
| | Complete at institution (SE) | Complete anywhere (SE) | Complete at institution (SE) | Complete anywhere (SE) | Complete at institution (SE) |
| Age ranges | | | | | |
| Under 25 | .157 (.005) | .126 (.005) | .158 (.007) | .147 (.007) | .281 (.009) |
| 25-34 | .158 (.006) | .151 (.006) | .156 (.006) | .151 (.006) | .303 (.010) |
| 35-44 | .195 (.009) | .185 (.009) | .201 (.01) | .194 (.010) | .323 (.013) |
| 45-54 | .200 (.014) | .198 (.014) | .221 (.014) | .223 (.014) | .289 (.019) |
| 55-64 | .241 (.036) | .220 (.036) | .238 (.038) | .227 (.038) | .324 (.043) |

SE=Standard error, which is an indication of the reliability of the mean (measure). A small SE (relative to the reported effect size) is an indication that the mean effect size is a more accurate reflection of the actual population mean. A larger sample size will normally result in a smaller SE.

Table 17. PLA effect sizes for adults for different doses of PLA credits and PLA-non-military credits

| PLA credit category | PLA effect size: adult students | |
|---------------------|---------------------------------|--|
| | PLA (methods excluding AP/IB) | PLA-non-military (methods excluding AP/IB and ACE credit recommendations for military) |
| | Complete at institution (SE) | Complete at institution (SE) |
| 1 to 6 | .173 (.007) | .266 (.010) |
| 7 to 14 | .153 (.006) | .328 (.010) |
| 15 to 29 | .158 (.006) | .296 (.011) |
| 30 to 59 | .191 (.006) | .285 (.010) |
| 60 or more | .245 (.010) | .306 (.019) |

SE=Standard error, which is an indication of the reliability of the mean (measure). A small SE (relative to the reported effect size) is an indication that the mean effect size is a more accurate reflection of the actual population mean. A larger sample size will normally result in a smaller SE.

Cost Savings from PLA

No tests of significance were performed on the data in Tables 18 or 19.

Table 18. Average cost savings for adult students from PLA, calculated at the institution level and aggregated by sector

| | Mean | Valid N | Minimum | Maximum | Standard deviation | Percentile 25 | Median | Percentile 75 | N students represented |
|---------------------------------|-----------|---------|----------|-----------|--------------------|---------------|-----------|---------------|------------------------|
| 2-year public | \$ 2,244 | 27 | \$ 283 | \$ 12,318 | \$ 2,408 | 787 | \$ 1,902 | 2,484 | 1,691 |
| 4-year public | \$ 4,829 | 19 | \$ 303 | \$ 15,360 | \$ 4,478 | 1,574 | \$ 3,389 | 6,105 | 4,607 |
| 4-year private nonprofit | \$ 11,587 | 10 | \$ 339 | \$ 20,739 | \$ 7,019 | 5,607 | \$ 10,768 | 18,958 | 855 |
| For-profit | \$ 7,067 | 4 | \$ 6,076 | \$ 8,248 | \$ 919 | 6,393 | \$ 6,972 | 7,742 | 15,841 |

Table 19. Average cost savings for adult students from non-military PLA, calculated at the institution level and aggregated by sector

| | Mean | Valid N | Minimum | Maximum | Standard deviation | Percentile 25 | Median | Percentile 75 | N students represented |
|---------------------------------|-----------|---------|----------|-----------|--------------------|---------------|----------|---------------|------------------------|
| 2-year public | \$ 1,835 | 26 | \$ (296) | \$ 9,370 | \$ 2,025 | 578 | \$ 1,298 | 2,428 | 754 |
| 4-year public | \$ 3,991 | 19 | \$ 303 | \$ 19,412 | \$ 5,064 | 840 | \$ 2,167 | 4,511 | 1,699 |
| 4-year private nonprofit | \$ 10,384 | 10 | \$ 339 | \$ 21,550 | \$ 7,398 | 5,033 | \$ 8,591 | 18,958 | 802 |
| For-profit | \$ 5,903 | 4 | \$ 4,960 | \$ 6,384 | \$ 646 | 5,495 | \$ 6,135 | 6,312 | 4,904 |

Time Savings from PLA

Analyses of variance were used to analyze the number of months required to earn an associate degree or a bachelor's degree for each PLA credit category. Bonferroni post-hoc analyses were used to determine which PLA credit categories were statistically different from each other.

The sample of students used in the analyses were students with no transfer credits, an enrollment intensity between 20% and 80%, and completion of an associate degree or bachelor's degree, but not both, at the primary institution.

Table 20. Months to degree for associate degree earners at 2-year public institutions

| PLA credit category | N | Mean | Standard deviation |
|--------------------------|--------------|-------------|--------------------|
| No PLA credits | 1,541 | 45.5 | 15.7 |
| 1-12 PLA credits | 110 | 42.4 | 17.9 |
| More than 12 PLA credits | 108 | 33.3 | 17.9 |
| Total | 1,759 | 44.6 | 16.3 |

Outcome: students with more than 12 PLA credits had a significantly shorter time to associate degree completion than students with no PLA credits and students with 1-12 PLA credits.

Table 21. Months to degree for associate degree earners at for-profit institutions

| PLA credit category | N | Mean | Standard deviation |
|--------------------------|--------------|-------------|--------------------|
| No PLA credits | 6,705 | 28.5 | 9.8 |
| 1-12 PLA credits | 389 | 28.2 | 10.9 |
| More than 12 PLA credits | 350 | 24.3 | 12.9 |
| Total | 7,444 | 28.3 | 10.0 |

Outcome: students with more than 12 PLA credits had a significantly shorter time to associate degree completion than students with no PLA credits and students with 1-12 PLA credits.

Table 22. Months to degree for bachelor's degree earners at 4-year public, 4-year private nonprofit, and for-profit institutions

| | N | Mean | Standard deviation |
|--------------------------|--------------|-------------|--------------------|
| No PLA credits | 3,106 | 53.0 | 13.7 |
| 1-12 PLA credits | 272 | 52.9 | 13.2 |
| More than 12 PLA credits | 1,059 | 45.3 | 12.3 |
| Total | 4,437 | 51.2 | 13.8 |

Outcome: students with more than 12 PLA credits had a significantly shorter time to bachelor's degree completion than students with no PLA credits and students with 1-12 PLA credits.

PLA Methods: Usage and Impact

No tests of significance were performed on the data presented below

Table 23. Adults student usage of PLA methods

| | % of all adults with any PLA credit | Average PLA credits per adult student | Total adult students in category |
|--|-------------------------------------|---------------------------------------|----------------------------------|
| Students using multiple methods are counted multiple times* | | | |
| Standardized exams: CLEP, DSST, etc. | 22% | 22.9 | 5,277 |
| Challenge exams | 2% | 10.7 | 369 |
| ACE/NCCRS credit recommendations for corporate and other external training | 4% | 22.4 | 877 |
| ACE credit recommendations for military training | 68% | 26.6 | 16,789 |
| Portfolio assessment | 4% | 22.7 | 930 |
| Credits for certifications/ licenses | 8% | 23.9 | 1,876 |
| Other | 2% | 20.6 | 432 |
| Total students | | | 24,512 |
| Students using multiple methods are counted only in the multiple methods categories | | | |
| Standardized exams: CLEP, DSST, etc. | 15% | 15.5 | 3,771 |
| Challenge exams | 1% | 7.8 | 324 |
| ACE/NCCRS credit recommendations for corporate and other external training | 3% | 18.6 | 702 |
| ACE credit recommendations for military training | 63% | 25.2 | 15,372 |
| Portfolio assessment | 3% | 18.5 | 676 |
| Credits for certifications/ licenses | 5% | 19.3 | 1,307 |
| Other | 2% | 18.0 | 368 |
| ACE military plus standardized exams | 5% | 44.0 | 1,117 |
| Other multiple methods | 4% | 32.6 | 875 |
| Total students | | | 24,512 |

*24,512 students used a total of 26,550 methods. To calculate "% of all adults with any PLA credit," "total adults students in category" was divided by 24,512, resulting in total "% of all adults with any PLA credit" value of 108%

Table 24A. Adult student usage of PLA methods by academic categories

| | Course success rate | | | First GPA | | | | Developmental Education Participation | |
|--|---------------------|--------|---------|--------------|--------------|--------------|--------------|---------------------------------------|-------------------|
| | Less than 70% | 71-89% | 90-100% | 1.00 or less | 1.01 to 2.00 | 2.01 to 3.00 | 3.01 to 4.00 | Dev Ed credits (any) | No Dev Ed credits |
| Standardized exams: CLEP, DSST, etc. | 365 | 730 | 3,972 | 108 | 151 | 922 | 4,072 | 303 | 4,974 |
| Challenge exams | 23 | 60 | 281 | 10 | 11 | 50 | 273 | 71 | 298 |
| ACE/NCCRS credit recommendations for corporate and other external training | 103 | 121 | 641 | 56 | 61 | 80 | 632 | 59 | 818 |
| ACE credit recommendations for military training | 3,703 | 3,502 | 9,557 | 1,274 | 1,302 | 4,378 | 9,637 | 1,160 | 15,629 |
| Portfolio assessment | 26 | 98 | 796 | 39 | 22 | 124 | 733 | 101 | 829 |
| Credits for certifications/ licenses | 126 | 222 | 1,492 | 95 | 43 | 232 | 1,506 | 98 | 1,778 |
| Other | 44 | 72 | 308 | 13 | 12 | 71 | 335 | 61 | 371 |

Table 24B. Adult student usage of PLA methods by academic categories

| | Course success rate | | | First GPA | | | | Developmental education participation | |
|--|---------------------|--------|---------|--------------|--------------|--------------|--------------|---------------------------------------|-------------------|
| | Less than 70% | 71-89% | 90-100% | 1.00 or less | 1.01 to 2.00 | 2.01 to 3.00 | 3.01 to 4.00 | Dev Ed credits (any) | No Dev Ed credits |
| Standardized exams: CLEP, DSST, etc. | 7% | 14% | 78% | 2% | 3% | 18% | 78% | 6% | 94% |
| Challenge exams | 6% | 16% | 77% | 3% | 3% | 15% | 79% | 19% | 81% |
| ACE/NCCRS credit recommendations for corporate and other external training | 12% | 14% | 74% | 7% | 7% | 10% | 76% | 7% | 93% |
| ACE credit recommendations for military training | 22% | 21% | 57% | 8% | 8% | 26% | 58% | 7% | 93% |
| Portfolio assessment | 3% | 11% | 87% | 4% | 2% | 14% | 80% | 11% | 89% |
| Credits for certifications/ licenses | 7% | 12% | 81% | 5% | 2% | 12% | 80% | 5% | 95% |
| Other | 10% | 17% | 73% | 3% | 3% | 16% | 78% | 14% | 86% |

Table 25. Adult student credential completion by PLA method, all institutions and by sector

| | 2-year public | | 4-year public | | 4-year private nonprofit | | For-profit | | All institutions | |
|--|---------------|-----------|---------------|--------|--------------------------|-----------|-------------|-----------|------------------|---------|
| | % Completed | N | % Completed | N | % Completed | N | % Completed | N | % Completed | N |
| Standardized exams: CLEP, DSST, etc. | 71% | 348 | 55% | 640 | 72% | 176 | 84% | 2,607 | 78% | 3,771 |
| Challenge exams | 71% | 133 | 72% | 86 | Not shown | Not shown | 80% | 81 | 74% | 324 |
| ACE/NCCRS credit recommendations for corporate and other external training | 76% | 80 | 52% | 61 | Not shown | Not shown | 64% | 554 | 65% | 702 |
| ACE credit recommendations for military training | 32% | 1,115 | 27% | 3,277 | Not shown | Not shown | 38% | 10,931 | 35% | 15,372 |
| Portfolio assessment | 76% | 94 | 80% | 204 | 77% | 159 | 85% | 219 | 80% | 676 |
| Credits for certifications/ licenses | 44% | 193 | 72% | 278 | 81% | 439 | 78% | 397 | 72% | 1,307 |
| Other | 50% | 191 | 71% | 73 | 94% | 94 | Not shown | Not shown | 65% | 368 |
| ACE military plus standardized exams | Not shown | Not shown | 54% | 359 | Not shown | Not shown | 62% | 731 | 59% | 1,117 |
| Other multiple methods | 90% | 58 | 60% | 329 | 83% | 131 | 84% | 357 | 75% | 875 |
| Non-PLA | 18% | 54,096 | 31% | 31,840 | 54% | 14,360 | 28% | 107,814 | 27% | 208,110 |

Service Members: Usage and Impact

Statistical significance testing comparing demographic or characteristic subgroups were performed on a limited basis. See section of the report on service member for select reporting of significance.

Table 26A. Service members, all ages, demographic, institutional and academic categories

| | Any current/previous service | No service history or unknown | Total |
|-------------------------------------|------------------------------|-------------------------------|---------|
| Sector | | | |
| All institutions | 57,192 | 387,506 | 444,698 |
| 2-year public | 5,317 | 138,857 | 144,174 |
| 4-year public | 24,982 | 91,969 | 116,951 |
| 4-year private nonprofit | 2,341 | 18,704 | 21,045 |
| For-profit | 24,552 | 137,976 | 162,528 |
| Online institution | | | |
| Not predominantly online | 30,257 | 228,777 | 259,034 |
| Predominantly online | 26,935 | 158,729 | 185,664 |
| Minority serving institution | | | |
| Not an MSI | 55,370 | 319,188 | 374,558 |
| MSI | 1,822 | 68,318 | 70,140 |
| Gender | | | |
| Female | 16,083 | 240,975 | 257,058 |
| Male | 39,307 | 144,653 | 183,960 |
| Race/ethnicity | | | |
| Asian | 1,125 | 10,464 | 11,589 |
| Black | 6,987 | 46,278 | 53,265 |
| Hispanic | 4,926 | 45,240 | 50,166 |
| White | 18,592 | 139,337 | 157,929 |
| Other/Multiracial | 1,130 | 11,991 | 13,121 |
| Unknown | 24,432 | 134,196 | 158,628 |

continued on next page

Table 26B. Service members, all ages, demographic, institutional and academic categories

| | Any current/previous service | No service history or unknown | Total |
|---|------------------------------|-------------------------------|---------|
| Age range | | | |
| under 25 | 17,596 | 194,350 | 211,946 |
| 25-34 | 25,742 | 108,915 | 134,657 |
| 35-44 | 9,062 | 53,086 | 62,148 |
| 45-54 | 4,106 | 24,477 | 28,583 |
| 55-64 | 629 | 6,001 | 6,630 |
| 65+ | 57 | 677 | 734 |
| First GPA | | | |
| 1.00 or less | 7,187 | 67,328 | 74,515 |
| 1.01 to 2.00 | 5,616 | 43,357 | 48,973 |
| 2.01 to 3.00 | 15,875 | 106,193 | 122,068 |
| 3.01 to 4.00 | 27,078 | 162,056 | 189,134 |
| Unknown | 1,436 | 8,572 | 10,008 |
| Course success rate | | | |
| Less than 70% | 15,680 | 123,271 | 138,951 |
| 71-89% | 9,404 | 66,786 | 76,190 |
| 90-100% | 31,391 | 172,394 | 203,785 |
| Developmental education participation | | | |
| No developmental education credits | 52,058 | 314,549 | 366,607 |
| Developmental education credits (any) | 5,134 | 72,957 | 78,091 |
| Enrollment intensity (full-time vs. part-time) | | | |
| Less than 20% enrollment | 12,750 | 49,355 | 62,105 |
| 21-40% enrollment | 11,789 | 71,640 | 83,429 |
| 41-60% enrollment | 10,395 | 75,149 | 85,544 |
| 61-80% enrollment | 9,240 | 67,796 | 77,036 |
| 81-100% enrollment (full-time) | 4,782 | 59,598 | 64,380 |
| Unknown/ Cannot calculate | 8,236 | 63,968 | 72,204 |

Table 27. Service members, PLA take-up and average credit earning, by institutional sector

| | | PLA take-up rate | Average PLA credit-earning | Total adult students in category | Total PLA credit earners |
|--------------------------|-------------------------------|------------------|----------------------------|----------------------------------|--------------------------|
| All institutions | Any current/previous service | 43% | 24.2 | 57,136 | 24,287 |
| | No service history or unknown | 3% | 16.2 | 387,130 | 11,107 |
| 2-year public | Any current/previous service | 37% | 18.0 | 5,267 | 1,957 |
| | No service history or unknown | 3% | 13.2 | 138,620 | 3,466 |
| 4-year public | Any current/previous service | 29% | 17.4 | 24,979 | 7,322 |
| | No service history or unknown | 2% | 17.5 | 91,858 | 2,249 |
| 4-year private nonprofit | Any current/previous service | 11% | 23.1 | 2,339 | 250 |
| | No service history or unknown | 5% | 16.4 | 18,676 | 977 |
| For-profit | Any current/previous service | 60% | 28.3 | 24,551 | 14,758 |
| | No service history or unknown | 3% | 17.9 | 137,976 | 4,415 |

Table 28. Service members, credential completion and PLA

| | | No credential completed | Any credential completed |
|-------------------------------|--------|-------------------------|--------------------------|
| Any current/previous service | No PLA | 25,869 | 6,980 |
| | PLA | 15,807 | 8,480 |
| No service history or unknown | No PLA | 260,911 | 115,112 |
| | PLA | 2,752 | 8,355 |

Table 29. Service members, credential completion and PLA, by institutional sector

| | | | No credential completed | Any credential completed |
|--------------------------|-------------------------------|--------|-------------------------|--------------------------|
| 2-year public | Any current/previous service | No PLA | 2,694 | 616 |
| | | PLA | 1,355 | 602 |
| | No service history or unknown | No PLA | 108,501 | 26,653 |
| | | PLA | 1,231 | 2,235 |
| 4-year public | Any current/previous service | No PLA | 15,343 | 2,314 |
| | | PLA | 5,275 | 2,047 |
| | No service history or unknown | No PLA | 45,201 | 44,408 |
| | | PLA | 598 | 1,651 |
| 4-year private nonprofit | Any current/previous service | No PLA | 1,198 | 891 |
| | | PLA | 79 | 171 |
| | No service history or unknown | No PLA | 7,637 | 10,062 |
| | | PLA | 171 | 806 |
| For-profit | Any current/previous service | No PLA | 6,634 | 3,159 |
| | | PLA | 9,098 | 5,660 |
| | No service history or unknown | No PLA | 99,572 | 33,989 |
| | | PLA | 752 | 3,663 |

Appendix E. Adult Supporting and PLA Policies and Practices at the 72 Participating Study Institutions

This appendix describes responses from the 72 participating study institutions on question related to their programs and services that support adult students, as well as their policies and practices with respect to prior learning assessment.

Policies and Practices that Support Adult Students at the Participating Institutions

PLA is not the only program that institutions offer in support of returning adult students. Many other policies, programs, and practices of an individual institution can contribute to adult student success. The institutions self-reported details on policies and practices that they had in place between 2011 and 2018. The information was not independently verified, and the respondents may not have been fully informed about whether specific programs and approaches were in place across an eight-year period in the past.

A slight majority (61%) of the 72 participating institutions offered degree or credential programs that were specifically marketed to adults, with the private institutions (both for-profit and nonprofit) all offering such programs.

The participating institutions shared additional information about other adult-focused practices they had, and whether those were in place throughout the cohort enrollment period of 2011-2018 or whether such policies were in place at any time during that period. For example:

- 72% said that they had a specific strategy to recruit adult students at some point during the observation period, but only 42% said they had such a strategy in place for the entire 2011-2018 period
- 76% offered support services on a schedule and in a format accessible to working adults; only 50% did so for the entire observation period
- 88% provided alternative course modalities, scheduling or formats, with 63% providing them the entire period
- 97% provided a designated point-of-contact for veterans, and only 57% provided one for the entire period (Table 1).

Table 1. Adult-focused practices at the participating institutions, 2011-2018, by implementation period

| | In effect throughout 2011-2018 | Launched at some point between 2011-2014 and continued through 2018 | Launched at some point between 2015-2018 and continued through 2018 | Launched at some point between 2011-2018 but was discontinued during that period | Never in effect or available between 2011-2018 | I don't know |
|--|--------------------------------|---|---|--|--|--------------|
| Had a specific strategy to recruit adult students. | 42% | 11% | 13% | 6% | 15% | 14% |
| Offered support services on a schedule and format accessible to working adults | 50% | 13% | 7% | 6% | 18% | 7% |
| Provided alternative modalities, scheduling or formats that are more convenient for working learners. | 63% | 13% | 6% | 6% | 6% | 8% |
| Provided accelerated formats for adults to complete their studies in a shorter period of time. | 42% | 17% | 10% | 8% | 14% | 10% |
| Provided affordable or subsidized child/dependent care to meet the needs of adult students. | 13% | 0% | 0% | 8% | 68% | 11% |
| Used predictive analytics to track students' progress. | 13% | 15% | 11% | 4% | 43% | 14% |
| Advisors and/or instructors proactively reached out when an adult student was in danger of falling behind. | 51% | 15% | 17% | 4% | 7% | 6% |
| Provided veteran/active duty military students with a designated point-of-contact. | 69% | 18% | 7% | 3% | 1% | 1% |
| Provided veteran/active duty military students with veteran-centered support services. | 57% | 21% | 10% | 3% | 6% | 4% |
| Provided programs and services to address financial needs (e.g. food or housing insecurity, unexpected bills, healthcare crises, etc.) | 22% | 17% | 31% | 0% | 17% | 14% |

PLA Policies and Practices at the Participating Institutions

The institutions participating in this study were also asked to share details about their current PLA programs. The research team opted not to ask about PLA offerings and policies at the start of the observation period, academic year 2011-2012, recognizing that those details might be difficult or impossible to determine eight years later; there is often turnover in administrative roles related to PLA, and, unlike with other kinds of adult-focused offerings, official policies and practices are sometimes not well-documented.

Important to note, however, is that this particular snapshot of PLA policies and practices should not be viewed as representative of higher education generally—the 72 participating institutions were selected for this study because they were more supportive of PLA than is typical. This is not to say that these 72 institutions were all PLA superstars throughout the observation period. According to the respondents themselves, opportunities to earn PLA credit and apply such credit to degree requirements were likely less generous when the student cohort first enrolled in 2011, compared to the institution's current PLA policies and practices.

The summary information on PLA policies and practices in this section nevertheless provides some additional context for PLA usage and impact at the 72 participating institutions. Overall, PLA program and policy details varied widely from institution to institution.

Reasons for Offering PLA

The institutions were asked to rate the different reasons for why they offered PLA. The top reasons (rated as “very important” or “important”) across all institution types were: to help students save time (89%), to help students save money (86%), to fulfill the institution's mission to serve adult learners (86%), and to encourage persistence toward a degree (85%) (Table 2).

Adult student recruitment was viewed as important by a smaller overall proportion, two-thirds of all responding institutions (68%). However, there was considerable variation by institution type: 100% of participating for-profit institutions, 83% of 4-year private nonprofits, 56% of 4-year publics, and 68% of 2-year publics (Table 2).

Table 2. Reasons rated as “very important” or “important” for offering PLA, by all 72 institutions

| | 2-year public (n=31) | 4-year public (n=25) | 4-year private, nonprofit (n=12) | For-profit (n=4) | All Institutions (n=72) |
|--|-------------------------|-------------------------|-------------------------------------|------------------|----------------------------|
| To provide a time-saving avenue for degree completion | 84% | 92% | 92% | 100% | 89% |
| To provide a cost-effective avenue for degree completion | 81% | 92% | 83% | 100% | 86% |
| To fulfill our mission to serve adult learners | 87% | 80% | 92% | 100% | 86% |
| To encourage greater student persistence toward a degree | 84% | 84% | 83% | 100% | 85% |
| To offer a way for students to avoid class work that would be redundant | 81% | 80% | 50% | 100% | 76% |
| To recruit students | 68% | 56% | 83% | 100% | 68% |
| To comply with system-level policy | 84% | 56% | 17% | 0% | 58% |
| To comply with state legislation | 77% | 56% | 8% | 50% | 57% |
| To comply with state board/department of education policy | 77% | 52% | 8% | 50% | 56% |
| To keep up with the offerings of our competitors | 45% | 44% | 58% | 75% | 49% |
| To allow students to bypass prerequisites and register for upper-level courses | 58% | 40% | 42% | 25% | 47% |

TAACCCT Involvement. Several of the institutions began to offer a more robust PLA program between 2011-2018 partly due to their involvement in the U.S. Department of Labor's Trade Adjustment Assistance Community College and Career Training (TAACCCT) grants. Nineteen of the 31 (61%) participating 2-year public institutions were part of one or more TAACCCT grant initiatives; two of the 4-year public institutions and only 1 of the 4-year private nonprofit institutions also were part of TAACCCT grant programs. Of the public institutions that participated in TAACCCT grants, 13 of the 2-year institutions (68%) and both of the 4-year institutions reported that their TAACCCT projects supported changes/improvements to their institution's PLA offerings.

PLA Methods Offered

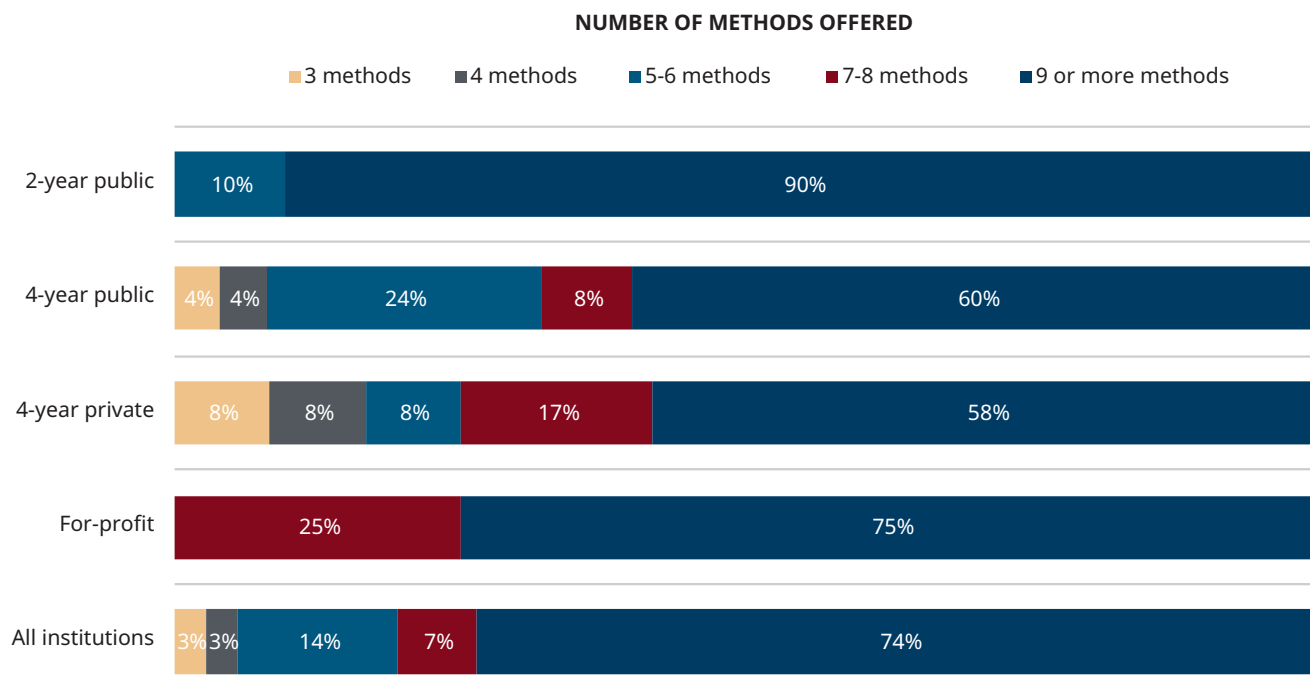
As noted above, one of the selection criteria for this study was that the institutions must offer at least two separate methods of PLA since at least 2011 from the following categories:

- standardized exams (e.g., CLEP, UExcel, DSST, etc.)
- challenge exams
- portfolio assessment
- credit for military training/occupations through ACE recommendations
- credit for other external training through ACE or NCCRS recommendations)

A more detailed questionnaire asked the institutions about a longer list of 13 PLA methods and sub-methods (for example, the institutions were asked if they offered the specific sub-method of CLEP rather than the larger method category of standardized exams; also, one of the 13 methods was an institution-defined "other").

Of the 72 participating institutions, two said they offered 3 methods, two offered 4, ten offered 5-6, five offered 7-8, and 53 offered 9 or more methods (Figure 1). These methods were available at some point during the cohort enrollment period; they may not have been available at the start of the cohort enrollment period.

Figure 1. PLA methods offered at individual institutions, by institutional type



Two methods were available at all institutions to at least some students: CLEP test credit and ACE credit recommendations for military training. However, some of the participating institutions limited the use of such credits to specific degree programs. Other common methods offered included portfolio assessment (93% of institutions), DSST exams (81%), credit for professional licenses (83%), credit for industry certifications (82%), and challenge exams (82%). The least common methods were UExcel exams (43%), ACE/NCCRS credit recommendations for MOOCs and other noncredit courses (51%), and performance assessments/skills demonstrations (54%) (Table 3).

Table 3. Individual PLA methods offered, by extent offered across undergraduate programs at all 72 institutions

| | Available to all undergraduates regardless of declared program | Available but limited to subset of programs | Available at this institution, but do not know if available across all programs | Not available |
|---|--|---|---|---------------|
| CLEP | 94% | 4% | 1% | 0% |
| DSST | 74% | 6% | 1% | 19% |
| UExcel | 38% | 1% | 4% | 57% |
| ACE credit recommendations for military training | 90% | 7% | 3% | 0% |
| ACE/NCCRS credit recommendations for corporate or other external training | 61% | 7% | 3% | 29% |
| ACE/NCCRS credit recommendations for MOOCs and other noncredit courses | 42% | 3% | 7% | 49% |
| Credit recs based on internal review of external training | 47% | 18% | 7% | 28% |
| Challenge exam | 51% | 26% | 4% | 18% |
| Portfolio assessment | 61% | 31% | 1% | 7% |
| Performance assessment/ skills demonstration | 28% | 22% | 4% | 46% |
| Credit for industry certifications | 47% | 28% | 7% | 18% |
| Credit for professional licenses | 46% | 31% | 7% | 17% |

There was some variability in the availability of methods offered by institutional sector. All four of the participating for-profit institutions offered 8 PLA methods to all undergraduates regardless of declared program. All sector-level PLA method offerings are presented in Tables 4a and 4b.

Table 4a. Availability of CLEP, DSST, UExcel exams, ACE military, and ACE/NCCRS credit, by extent offered across undergraduate programs and by institution type

| | | Available to all undergraduates regardless of declared program | Available but limited to subset of programs | Available at this institution, but do not know if available across all programs | Not available |
|---|---------------------------------|--|---|---|---------------|
| CLEP | 2-year public (n=31) | 97% | 3% | 0% | 0% |
| | 4-year public (n=25) | 92% | 4% | 4% | 0% |
| | 4-year private nonprofit (n=12) | 92% | 8% | 0% | 0% |
| | For-profit (n=4) | 100% | 0% | 0% | 0% |
| DSST | 2-year public (n=31) | 81% | 3% | 3% | 13% |
| | 4-year public (n=25) | 68% | 4% | 0% | 28% |
| | For-profit (n=4) | 100% | 0% | 0% | 0% |
| | 4-year private nonprofit (n=12) | 58% | 17% | 0% | 25% |
| UExcel | 2-year public (n=31) | 42% | 3% | 6% | 48% |
| | 4-year public (n=25) | 36% | 0% | 0% | 64% |
| | For-profit (n=4) | 100% | 0% | 0% | 0% |
| | 4-year private nonprofit (n=12) | 8% | 0% | 8% | 83% |
| ACE military | 2-year public (n=31) | 90% | 6% | 3% | 0% |
| | 4-year public (n=25) | 92% | 4% | 4% | 0% |
| | 4-year private nonprofit (n=12) | 83% | 17% | 0% | 0% |
| | For-profit (n=4) | 100% | 0% | 0% | 0% |
| ACE/ NCCRS for corporate or other external training | 2-year public (n=31) | 65% | 6% | 6% | 23% |
| | 4-year public (n=25) | 52% | 8% | 0% | 40% |
| | 4-year private nonprofit (n=12) | 58% | 8% | 0% | 33% |
| | For-profit (n=4) | 100% | 0% | 0% | 0% |
| ACE/NCCRS for MOOCs and other noncredit courses | 2-year public (n=31) | 32% | 3% | 13% | 52% |
| | 4-year public (n=25) | 48% | 4% | 4% | 44% |
| | 4-year private nonprofit (n=12) | 33% | 0% | 0% | 67% |
| | For-profit (n=4) | 100% | 0% | 0% | 0% |

Table 4b. Availability of internal evaluation of training, challenge exams, portfolio assessment, and other methods, by extent offered across undergraduate programs and by institution type

| | | Available to all undergraduates regardless of declared program | Available but limited to subset of programs | Available at this institution, but do not know if available across all programs | Not available |
|---|---------------------------------|--|---|---|---------------|
| Credit recs based on internal review of external training | 2-year public (n=31) | 58% | 13% | 16% | 13% |
| | 4-year public (n=25) | 32% | 24% | 0% | 44% |
| | 4-year private nonprofit (n=12) | 50% | 17% | 0% | 33% |
| | For-profit (n=4) | 50% | 25% | 0% | 25% |
| Challenge exam | 2-year public (n=31) | 61% | 32% | 6% | 0% |
| | 4-year public (n=25) | 56% | 32% | 4% | 8% |
| | 4-year private nonprofit (n=12) | 25% | 8% | 0% | 67% |
| | For-profit (n=4) | 25% | 0% | 0% | 75% |
| Portfolio assessment | 2-year public (n=31) | 71% | 26% | 3% | 0% |
| | 4-year public (n=25) | 48% | 40% | 0% | 12% |
| | 4-year private nonprofit (n=12) | 58% | 25% | 0% | 17% |
| | For-profit (n=4) | 75% | 25% | 0% | 0% |
| Performance assessment/ skills demonstration | 2-year public (n=31) | 35% | 29% | 10% | 26% |
| | 4-year public (n=25) | 20% | 28% | 0% | 52% |
| | 4-year private nonprofit (n=12) | 33% | 0% | 0% | 67% |
| | For-profit (n=4) | 0% | 0% | 0% | 100% |
| Credit for industry certifications | 2-year public (n=31) | 52% | 32% | 10% | 6% |
| | 4-year public (n=25) | 28% | 28% | 8% | 36% |
| | 4-year private nonprofit (n=12) | 58% | 25% | 0% | 17% |
| | For-profit (n=4) | 100% | 0% | 0% | 0% |
| Credit for professional licenses | 2-year public (n=31) | 48% | 29% | 10% | 13% |
| | 4-year public (n=25) | 28% | 40% | 8% | 24% |
| | 4-year private nonprofit (n=12) | 58% | 25% | 0% | 17% |
| | For-profit (n=4) | 100% | 0% | 0% | 0% |

Only one-quarter (25%) of all participating institutions said that students without a declared major could not earn PLA credit (Table 5).

Table 5. Can students who have not declared a major earn PLA credit?

| | 2-year public (n=31) | 4-year public (n=25) | 4-year private nonprofit (n=12) | For-profit (n=4) | All institutions (n=72) |
|---|----------------------|----------------------|---------------------------------|------------------|-------------------------|
| Yes, they can earn credit through any PLA method offered at my institution. | 48% | 50% | 50% | 50% | 49% |
| Yes, they can earn credit through some methods of PLA. | 28% | 31% | 8% | 0% | 24% |
| No | 24% | 19% | 33% | 50% | 25% |
| I don't know | 0% | 0% | 8% | 0% | 1% |

PLA Policy Details

The institutions provided many other details about their PLA policies and programs. Summaries of their responses are provided below.

Existence of a Formal PLA Policy Document. A large majority of the 72 participating institutions (62, or 86%) provided information about their PLA policies in a formal written document. Public 2-year institutions and for-profit institutions were more likely to have a universal – or close to universal – set of policies across the entire institution, compared to public and nonprofit 4-year institutions (Table 6).

Table 6. Which of the following best describes the PLA policies at your institution?

| | 2-year public (n=31) | 4-year public (n=25) | 4-year private nonprofit (n=12) | For-profit (n=4) | All institutions (n=72) |
|--|----------------------|----------------------|---------------------------------|------------------|-------------------------|
| We have a universal set of PLA policies that applies across the entire institution | 81% | 60% | 58% | 75% | 69% |
| Our policies vary somewhat for a few key programs or majors | 16% | 16% | 25% | 25% | 18% |
| Our policies vary considerably for a few key programs or majors | 0% | 12% | 8% | 0% | 6% |
| Each department or major establishes its own PLA policies | 3% | 12% | 0% | 0% | 6% |
| Other | 0% | 0% | 8% | 0% | 1% |
| Total | 100% | 100% | 100% | 100% | 100% |

Credit Limits. The extent to which institutions had limits on the number of PLA credits that can be applied to degrees was highly variable among the participating institutions; credit limits as a proportion of degree requirements were higher (meaning that PLA could count for a larger proportion of the degree) at the associate level, compared to bachelor's.

Among the participating 2-year public institutions, only 1 (3%) said that 90-100% of associate degree requirements could be fulfilled through PLA credits, and another 4 (14%) said that 76-90% of degree requirements could be met through PLA. Four-year public institutions indicated greater limitations on the number of PLA credits that could be used, compared to other institution types. Out of the 47 institutions responding to this question, 28 (60%) said that PLA can account for 51% or more of associate degree requirements (Table 7).

For bachelor's degree-granting institutions, the 4-year public and 4-year private nonprofit institutions were more likely to have stricter credit limits (allowing fewer PLA credits to be applied), compared to the 2-year publics (14 of the 31 responded to this question about bachelor's degrees) and for-profits (Table 8).

Table 7. Proportion of associate degree requirements that can be met with PLA credit, by institution type

| | 2-year public (n=29) | 4-year public (n=10) | 4-year private nonprofit (n=5) | For-profit (n=3) | Total (n=47) |
|------------------------------------|-------------------------|-------------------------|-----------------------------------|---------------------|--------------|
| No more than 25% of the degree | 10% | 30% | 20% | 33% | 17% |
| Between 26% and 50% of the degree | 24% | 30% | 20% | 0% | 23% |
| Between 51% and 75% of the degree | 48% | 30% | 40% | 67% | 45% |
| Between 76% and 90% of the degree | 14% | 0% | 0% | 0% | 9% |
| Between 91% and 100% of the degree | 3% | 10% | 20% | 0% | 6% |

Table 8. Proportion of bachelor's degree requirements that can be met with PLA credit, by institution type

| | 2-year public (n=14) | 4-year public (n=23) | 4-year private nonprofit (n=11) | For-profit (n=4) | Total (n=54) |
|------------------------------------|-------------------------|-------------------------|------------------------------------|---------------------|--------------|
| No more than 25% of the degree | 0% | 35% | 45% | 25% | 26% |
| Between 26% and 50% of the degree | 6% | 35% | 36% | 0% | 24% |
| Between 51% and 75% of the degree | 88% | 13% | 18% | 50% | 39% |
| Between 76% and 90% of the degree | 6% | 4% | 0% | 25% | 6% |
| Between 91% and 100% of the degree | 0% | 13% | 0% | 0% | 6% |

Application of PLA Credits to Credential Requirements. Nearly all (97%) of the institutions said with at least some PLA methods, PLA credits could be used to meet undergraduate general education requirements, and 98% said that some PLA methods could be used to fulfill undergraduate program or major requirements. Large majorities said that some PLA methods could be used to achieve advanced standing (72%) or for upper division courses (62%). PLA could also be used fairly widely for certificate programs: 66% said that at least some forms of PLA could be used for short-term certificates, and 70% said the same for longer term certificate programs (Table 9).

Table 9. How PLA credits can be applied to degrees or certificates at the institution

| | For all methods | For some methods | For no methods | Not applicable |
|---|-----------------|------------------|----------------|----------------|
| To meet undergraduate general education requirements | 65% | 32% | 1% | 1% |
| To meet undergraduate program or major requirements | 65% | 34% | 1% | 0% |
| To fulfill undergraduate electives | 87% | 10% | 0% | 3% |
| To waive undergraduate degree requirements or achieve advanced standing | 48% | 24% | 8% | 20% |
| For upper division courses | 37% | 25% | 6% | 32% |
| For graduate level courses | 11% | 20% | 17% | 52% |
| For short-term certificate programs (less than 1 year) | 49% | 17% | 8% | 25% |
| For longer term certificate programs | 51% | 20% | 6% | 24% |

Changes in PLA Offerings and Policies Over Time. When asked to compare today's policies to those that would have been in place in 2011, more than 90% of the participating institutions said that their policies were either the same as 2011 or were now more beneficial to students in terms of availability of PLA methods, options for applying PLA credits to the degree, PLA credit limits, and fees (Table 10).

Table 10. Availability of PLA methods today compared to 2011, by institution type

| | 2-year public (n=31) | 4-year public (n=25) | 4-year private nonprofit (n=12) | For-profit (n=4) | All institutions (n=72) |
|--|----------------------|----------------------|---------------------------------|------------------|-------------------------|
| Are today's policies on the availability of PLA methods more beneficial or less beneficial to students, compared to 2011? | | | | | |
| More beneficial | 77% | 56% | 33% | 75% | 63% |
| Same | 19% | 44% | 67% | 25% | 36% |
| Less beneficial | 0% | 0% | 0% | 0% | 0% |
| I don't know | 3% | 0% | 0% | 0% | 1% |
| Are today's policies on the application of PLA credits to the degree more beneficial or less beneficial to students, compared to 2011? | | | | | |
| More beneficial | 52% | 44% | 33% | 100% | 49% |
| Same | 39% | 56% | 67% | 0% | 47% |
| Less beneficial | 3% | 0% | 0% | 0% | 1% |
| I don't know | 6% | 0% | 0% | 0% | 3% |
| Are today's policies on PLA credit limits more beneficial or less beneficial to students, compared to 2011? | | | | | |
| More beneficial | 42% | 28% | 8% | 50% | 32% |
| Same | 52% | 68% | 83% | 50% | 63% |
| Less beneficial | 3% | 4% | 8% | 0% | 4% |
| I don't know | 3% | 0% | 0% | 0% | 1% |
| Are today's policies on PLA fees more beneficial or less beneficial to students, compared to 2011? | | | | | |
| More beneficial | 48% | 48% | 33% | 25% | 44% |
| Same | 42% | 48% | 67% | 75% | 50% |
| Less beneficial | 0% | 0% | 0% | 0% | 0% |
| I don't know | 10% | 4% | 0% | 0% | 6% |

Transfer of portfolio-assessed credits. About half (52%) of the participating institutions said that they accepted portfolio-assessed credits from other colleges in transfer, with 100% of the participating for-profit institutions accepting such credits (Table 11).

Table 11. Institutional acceptance of portfolio-assessed credits awarded by other institutions, by institutional sector

| | 2-year public (n=31) | 4-year public (n=25) | 4-year private nonprofit (n=12) | For-profit (n=4) | All institutions (n=72) |
|---|----------------------|----------------------|---------------------------------|------------------|-------------------------|
| Accept portfolio credits in transfer | 59% | 54% | 50% | 0% | 52% |
| Do not accept portfolio credits in transfer | 31% | 35% | 50% | 100% | 39% |
| I don't know | 10% | 12% | 0% | 0% | 8% |

Staffing investment. Three-quarters (75%) of the participating institutions in the study reported that they have staff dedicated to PLA and/or portfolio assessment services. Twelve of the institutions had fewer than 1.0 FTE, 31 had between 1 and 2 FTE, 5 had 2-6 FTE, and 2 had 10 or more (the institutions with higher numbers may be including the staffing of testing centers).

Integration of PLA in all parts of the institution. Institutions were asked how often students would hear about PLA at the following stages or types of interaction with the institution: recruitment events, enrollment, mandatory student orientation, optional student orientation, individual advising/counseling session, career advising, faculty or departmental interactions, veterans/military programs, or diploma/graduation “check ins.” Veterans/military programs was the only type of interaction where a majority of institutions (65%) said students would “always” or “often” hear about PLA. The next most common were individual advising sessions (43%), enrollment (39%), and recruitment (36%) (Table 12).

Table 12. Percent of institutions saying that students hear “always” or “very often” about PLA at different stages in their interaction with the institution, by institution type

| | 2-year public | 4-year public | 4-year private nonprofit | For-profit | All institutions |
|--|---------------|---------------|--------------------------|------------|------------------|
| Recruitment events | 29% | 28% | 75% | 25% | 36% |
| Enrollment | 23% | 32% | 83% | 75% | 39% |
| Mandatory student orientation | 19% | 40% | 17% | 25% | 26% |
| Optional student orientation | 16% | 32% | 33% | 0% | 24% |
| Individual advising/counseling session | 39% | 40% | 58% | 50% | 43% |
| Career advising | 35% | 12% | 0% | 0% | 19% |
| Faculty or departmental interactions | 26% | 12% | 33% | 0% | 21% |
| Veterans/military program | 68% | 68% | 58% | 50% | 65% |
| Diploma/graduation “check in” | 6% | 8% | 25% | 25% | 11% |

Engagement of leadership, faculty and staff. A large majority (82%) of the participating institutions agreed or strongly agreed that their institutional leaders publicly supported PLA, even though less than one-third (29%) said that their institutional leaders were well trained in PLA. Even fewer institutions (21%) said that faculty were systematically trained on PLA, though a somewhat higher proportion (42%) said that staff were systematically trained on PLA. Just over half (58%) of all participating institutions agreed or strongly agreed that their staff actively encouraged students to take advantage of PLA; 100% of the for-profits agreed or strongly agreed (Table 13).

Table 13. Percent of institutions agreeing or strongly agreeing with statements about internal support for PLA, by institution type

| | 2-year public | 4-year public | 4-year private nonprofit | For-profit | All institutions |
|--|---------------|---------------|--------------------------|------------|------------------|
| Institutional leaders publicly support PLA | 81% | 80% | 83% | 100% | 82% |
| Faculty actively encourage students to take advantage of PLA | 45% | 32% | 50% | 25% | 40% |
| Staff actively encourage students to take advantage of PLA | 52% | 56% | 67% | 100% | 58% |
| Institutional leaders are well-trained on PLA | 39% | 16% | 25% | 50% | 29% |
| Faculty are systematically trained on PLA | 39% | 8% | 8% | 0% | 21% |
| Staff are systematically trained on PLA | 42% | 36% | 50% | 50% | 42% |

Marketing and student outreach. Most of the participating institutions (75%) do use PLA in their outreach and marketing to adult students, but very few report doing so “a great deal” (17%) or “a lot” (13%); a slightly larger proportion (80%) use PLA in their outreach to veterans or active military. Institutions are most likely to inform students about PLA offerings through their catalog (89%), website (96%), and touch-points with staff and faculty (86%); they are less likely to do so through brochures (40%), social media (36%), the student handbook (35%), or traditional media advertising (14%).

Table 14. Extent to which institution uses PLA as a selling point in outreach and marketing to adult students, by institution type

| | 2-year public (n=31) | 4-year public (n=25) | 4-year private, nonprofit (n=12) | For-profit (n=4) | All Institutions (n=72) |
|---|----------------------|----------------------|----------------------------------|------------------|-------------------------|
| A great deal | 6% | 20% | 42% | 0% | 17% |
| A lot | 10% | 12% | 8% | 50% | 13% |
| A moderate amount | 23% | 12% | 25% | 25% | 19% |
| A little | 26% | 36% | 8% | 25% | 26% |
| None at all | 10% | 4% | 8% | 0% | 7% |
| We do not actively conduct adult-focused outreach and marketing | 6% | 16% | 8% | 0% | 10% |
| I don't know | 19% | 0% | 0% | 0% | 8% |

Table 15. Extent to which institution uses PLA as a selling point in outreach and marketing to veterans/ active military, by institutional sector

| | 2-year public (n=31) | 4-year public (n=25) | 4-year private, nonprofit (n=12) | For-profit (n=4) | All Institutions (n=72) |
|--|----------------------|----------------------|----------------------------------|------------------|-------------------------|
| A great deal | 6% | 28% | 25% | 25% | 18% |
| A lot | 26% | 12% | 25% | 25% | 21% |
| A moderate amount | 39% | 8% | 8% | 50% | 24% |
| A little | 10% | 36% | 8% | 0% | 18% |
| None at all | 10% | 8% | 8% | 0% | 8% |
| We do not actively conduct outreach and marketing to veterans or active military | 0% | 4% | 17% | 0% | 4% |
| I don't know | 10% | 4% | 8% | 0% | 7% |

Table 16. Methods used to inform students about PLA offerings, by institutional sector

| | 2-year public (n=31) | 4-year public (n=25) | 4-year private nonprofit (n=12) | For-profit (n=4) | All Institutions (n=72) |
|---|----------------------|----------------------|---------------------------------|------------------|-------------------------|
| Printed or online catalog | 81% | 92% | 100% | 100% | 89% |
| Website | 94% | 96% | 100% | 100% | 96% |
| Student handbook | 42% | 20% | 42% | 50% | 35% |
| PLA brochures | 52% | 32% | 33% | 25% | 40% |
| Social media | 48% | 20% | 25% | 75% | 36% |
| Traditional media advertising | 10% | 20% | 0% | 50% | 14% |
| Touch points with staff/faculty | 84% | 92% | 75% | 100% | 86% |
| None of the above - students need to ask for it | 3% | 0% | 0% | 0% | 1% |
| Other | 77% | 92% | 67% | 50% | 79% |

Advising and coaching. All four of the participating for-profit institutions directed coaches and advisors to ask about PLA with all students at least a moderate amount, compared to only 52% of 2-year publics, 52% of 4-year publics, and 42% of the 4-year private nonprofits. All of the participating for-profit institutions also directed their coaches and advisors to talk about PLA with a specific category of students at least a moderate amount. More of the 2-year public institutions and for-profit institutions provided one-on-one guidance to students inquiring about PLA, compared to the other sectors (Table 17).

Table 17. Extent to which institution directs coaches and advisors to ask about PLA with all students, by institutional sector

| | 2-year public (n=31) | 4-year public (n=25) | 4-year private nonprofit (n=12) | For-profit (n=4) | All Institutions (n=72) |
|---|----------------------|----------------------|---------------------------------|------------------|-------------------------|
| Our institution directs coaches and advisors to ask about PLA with all students | | | | | |
| A great deal | 16% | 4% | 25% | 0% | 12.5% |
| A lot | 13% | 32% | 0% | 50% | 19.4% |
| A moderate amount | 23% | 16% | 17% | 50% | 20.8% |
| A little | 26% | 24% | 8% | 0% | 20.8% |
| None at all | 13% | 24% | 33% | 0% | 19.4% |
| I don't know | 10% | 0% | 17% | 0% | 6.9% |
| Our institution directs coaches and advisors to talk about PLA with a specific category of students that are likely to have significant prior learning | | | | | |
| A great deal | 29% | 20% | 58% | 25% | 31% |
| A lot | 6% | 24% | 17% | 50% | 17% |
| A moderate amount | 26% | 20% | 8% | 25% | 21% |
| A little | 29% | 24% | 0% | 0% | 21% |
| None at all | 3% | 12% | 8% | 0% | 7% |
| I don't know | 6% | 0% | 8% | 0% | 4% |
| Students who inquire about or pursue PLA receive one-on-one advising/coaching on whether their prior learning is a fit for PLA | | | | | |
| A great deal | 48% | 40% | 75% | 50% | 50.0% |
| A lot | 35% | 16% | 8% | 25% | 23.6% |
| A moderate amount | 13% | 24% | 0% | 25% | 15.3% |
| A little | 3% | 16% | 0% | 0% | 6.9% |
| None at all | 0% | 4% | 8% | 0% | 2.8% |
| I don't know | 0% | 0% | 8% | 0% | 1.4% |

Tracking and reviewing PLA usage and impact. Most of the participating institutions (54 of the 72, or 75%) have at least some process in place for regularly evaluating the use and impact of PLA at their institutions; the institutions that did not do any regular review of data included five 2-year publics, four 4-year publics, and two 4-year private nonprofits. Of these, the most common data elements examined were the number of students earning PLA credits (72%) and the number of PLA credits earned (69%). Much lower proportions (14-26%) evaluated degree completion, time to degree, demographics of PLA students, or student views on the value of PLA. (Table 18).

Table 18. Data elements institutions regularly track and review in order to evaluate the use and impact of PLA, by institutional sector

| | 2-year public | 4-year public | 4-year private nonprofit | For-profit | All Institutions |
|--|---------------|---------------|--------------------------|------------|------------------|
| Number of PLA credits earned | 81% | 52% | 67% | 100% | 69% |
| Number of students earning PLA credits | 81% | 56% | 75% | 100% | 72% |
| Graduation rate of PLA students | 23% | 20% | 25% | 100% | 26% |
| Time to degree of PLA students | 13% | 16% | 25% | 75% | 19% |
| Demographics of PLA students | 10% | 28% | 8% | 25% | 17% |
| The number of students who seek PLA credit but fail to earn credit | 13% | 24% | 25% | 50% | 21% |
| Student views on the value of PLA | 13% | 8% | 25% | 25% | 14% |

System Guidance on PLA

Few of the private institutions said that they were part of a larger system that provides institutions with policy guidance, but 87% of the 2-year publics and 64% of the 4-year publics said that they were (Table 19). At the public institutions, 15 institutions said that the guidance comes in terms of system-provided guidelines on PLA, 14 said that the system had universal PLA policies, and 5 said that there were state governing board guidelines. Other less common system influences that were mentioned included partial system policies (4) and a combination of universal system policies and guidelines (3) (Table 20).

Table 19. Proportion of institutions indicating that are part of a larger system that provides policy guidance on PLA, by institutional sector

| | 2-year public (n=31) | 4-year public (n=25) | 4-year private nonprofit (n=12) | For-profit (n=4) | All institutions (n=72) |
|-----|-------------------------|-------------------------|------------------------------------|---------------------|----------------------------|
| Yes | 87% | 64% | 8% | 25% | 63% |
| No | 13% | 36% | 92% | 75% | 38% |

Table 20. Type of system policy or guidance, by institutional sector

| | 2-year public | 4-year public | 4-year private nonprofit | For-profit |
|---|---------------|---------------|--------------------------|------------|
| Accreditor | | | 1 | |
| Guidelines | 10 | 5 | | |
| Partial system policy | 2 | 2 | | 1 |
| State Governing Board Guidelines | 1 | 4 | | |
| Under development | | 1 | | |
| Universal Policies | 10 | 4 | | |
| System - Both Universal Policies and Guidelines | 2 | 1 | | |

Quality Assurance

The most common guidelines used by participating institutions to ensure PLA quality assurance are: following internal guidelines (55 of the participating institutions, or 76%) and following guidelines proposed by accrediting bodies (54, or 75%). Just over half (40 institutions, or 56%) said that they adhere to CAEL's Ten Standards for Assessing Learning. About two-thirds (68%) of the participating institutions indicated that their institutions regularly review their PLA policies and practices (56% of 4-year public institutions; 77% of 2-year public institutions; 58% of 4-year private nonprofit institutions, and all of the for-profit institutions). Only five institutions said that they do not have a formal process for ensuring quality (Table 21).

Table 21. Institutional acceptance of PLA credits awarded by other institutions, by institutional sector

| | 2-year public | 4-year public | 4-year private nonprofit | For-profit | All Institutions |
|---|---------------|---------------|--------------------------|------------|------------------|
| We adhere to CAEL's Ten Standards for Assessing Learning | 45% | 60% | 58% | 100% | 56% |
| We follow the quality assurance guidelines of our accrediting body | 81% | 76% | 50% | 100% | 75% |
| We follow internally established guidelines for quality assurance | 77% | 68% | 83% | 100% | 76% |
| We regularly review our PLA policies and practices to assess whether any changes are needed | 77% | 56% | 58% | 100% | 68% |
| We do not have a formal process for ensuring quality | 3% | 12% | 8% | 0% | 7% |

Appendix F - Data Request

CAEL-WICHE Study of PLA Usage and Impact - Student Record Data Request

July 12, 2019 - Revised

Overview of the Study and the Student Record Data Requested

The main focus of the CAEL-WICHE PLA study is to examine the relationship between individual student outcomes (such as degree-earning, time to degree and persistence) and PLA credit-earning. Institutions participating in this study are expected to provide CAEL-WICHE with a data file containing deidentified individual student record data.

Our study will be looking at all undergraduate students who matriculated for the first time at your institution during the school year 2011-2012. We will then follow this group of students through the end of calendar year 2018. Institutions will provide for each student: basic demographic data, annual credit earning, PLA credit-earning details, degrees earned, last-known enrollment, and GPA. More details are provided below.

Assurance of Student Privacy and Institutional Confidentiality

CAEL-WICHE are avoiding most data that would identify the student. We are not asking for name, address, phone number, email address, social security number, student ID number, or birth date. (We do ask for age of student at time of matriculation, gender, race/ethnicity, and residential zip code.) We have established a secure process for you to upload your data files to the project.

CAEL-WICHE will share some institutional-specific data and analysis with you toward the end of the project. However, the report that we share with funders and the public will not include the institution-specific data. We may, however, provide some analysis on different groups of institutions, such as private vs. public, 2 year vs. 4 year, institutions with proportionately large PLA take-up vs. not, and so on.

CAEL-WICHE requires that any of our research team members with access to the data sign an agreement preventing the disclosure of the data prior to gaining access to the data. CAEL-WICHE will not under any circumstances disclose or allow any such confidential information to be made available directly or indirectly to or for the use by any individual or organization other than CAEL or WICHE.

All data will be stored in a manner that is safe from access by unauthorized persons. No data from your institution will be transferred to or stored on laptop computers or portable storage devices such as USB keys and external hard drives.

Data File Format & Method of Transmission

We are asking that the student data be provided in this Microsoft Excel file. There are three tabs that will contain the data: Table 1 is for the main student data record, Table 2 is for data from the National Student Clearinghouse (if accessible), and Table 3 is for detailed PLA event data for each student (if tracked). If your institution would prefer to submit portions of its Table 1 data in a multiple-records-per-student format, please do so using the format provided in optional Table 1F and/or Table 1G.

CAEL and WICHE are committed to ensuring a high level of data security. Later this month, we will provide you instructions for submitting the files through a secure process. Please do NOT email files prior to receiving these instructions, as emailing data files is not a method that meets the security standards for this project.

Deadline

Please provide the data file by July 31, 2019. If you are unable to make this deadline, please contact the CAEL-WICHE team at PLAimpact@cael.org to discuss alternative arrangements.

Overall Instructions

Cohort Definition: We are asking you to provide deidentified individual record data for all degree- or certificate-seeking undergraduates who matriculated at your institution for the first time during the 2011-2012 academic year and who are not “dual enrollment” students. (A dual enrollment student is one who is simultaneously enrolled in high school and college courses.)

Additional notes about this definition:

- Please use IPEDS definition for “degree/certificate-seeking students”: “Students enrolled in courses for credit who are seeking a degree, certificate, or other formal award...High school students also enrolled in postsecondary courses for credit are not considered degree/certificate-seeking,” <https://surveys.nces.ed.gov/ipeds/Downloads/Forms/IPEDSGlossary.pdf>.
- Please note that we are not limiting this to “first time, full time” students, but rather request any student matriculating for the first time at your institution – first time students as well as transfer students, part-time as well as full-time.
- We ask that you use a definition for your matriculation year that generally aligns with Fall semester 2011 through June 30, 2012; please include students who enrolled on or after July 1, 2011 and continued their enrollment in Fall 2011.

Some additional things that you might find helpful:

- Need for unique student ID (ProxyID). Tables 1 and 2 ask for a single row of data for each student, and Table 3 may have multiple rows of data for each student. In order for us to connect these records in our analysis, please assign each student a unique 6-digit ID (ProxyID). Provide this same unique student ID on all rows/records of student data in any table you submit. Please avoid using IDs beginning with zero.
- SiteID. This field is only for institutions that have multiple locations/branches. Please follow the instructions in the SiteID tab to determine the SiteID values(s) to include in Table 1. If your institution does not have multiple locations, please follow the instructions for a missing value code. T
- Table 1 - Main. As mentioned previously, Table 1 asks for a single row of data for each student in the full cohort. If it is easier for you to provide the annual credit or earned degrees/credential data fields as multiple rows per student rather than one row per student, you may opt to paste these data in tabs Table 1F MultiRow or Table 1G MultiRow.
- Table 2 - NSC. The data in Table 2 is also a single row of data for each student. For this table, we are asking for data from all students in the cohort. Our expectation is that this data would come from the National Student Clearinghouse. If you do not have an established account or process for retrieving this data from NSC, please leave this table blank.
- Table 3 - PLA Detail. Table 3 is asking for detailed PLA records for each PLA credit-earning “event” for each student. Not every college is able to provide all levels of detail. Please provide as much of the detail as you are able. If you are unable to provide the data for Table 3 in the format that we are requesting (a single row of data for each PLA event, and potentially multiple rows per student), please let us know and we will provide you with an alternative. If you are unable to provide any of the detail (method, date awarded, or area of study), please leave this table blank.
- Time-stamped data. Unless otherwise specified, please provide the most recent data up through 12/31/18.
- Unavailable, unknown and “zero” data. Most of the information we are asking for should be available through your SIS or other academic record systems. For most fields, we request that you NOT leave fields missing or ‘null’; we ask that you differentiate between zero, unknown and unavailable, if at all possible, to improve the likelihood of including all students in relevant analysis. Typically, zero (0) is the preferred option if no such credit or other countable activity occurred; “unknown” is for circumstances where the institution collects the data but is unknown for that particular student; and “unavailable” is for circumstances where the institution does not routinely collect that data.
- Comments/Explanations. If you need to communicate anything to us about the data you are providing, please add comments or explanations in Column F in tab “Instructions Table 1”.

If you have any questions at all about the data request, please contact the CAEL-WICHE team at PLAimpact@cael.org.

Table 1: Main Student Record Table

One record per student in your 2011-12 degree-seeking undergraduate cohort (matriculating at your institution for the first time in 2011-12); please include only 1) students matriculating between Fall semester 2011 through June 30, 2011 and 2) students who enrolled on or after July 1, 2011 and continued enrollment in Fall 2011.

| A. Education and Degree Information | | Format | Response Options | Specifications |
|-------------------------------------|--|-----------------|--|--|
| PROXYID | Unique 6-digit identifier for each student. This unique identifier will be used for the same student in Tables 2 and 3. | Integer | Unique 6-digit ID for each student. <i>Please avoid using IDs beginning with zero.</i> | Should not be anything that would allow us to identify the student. <i>Do not use:</i> date of birth, SSN, or email address, or any type of student ID number or operational data |
| SITEID | SiteID. A code for the specific campus attended by the student at the time of matriculation. | Text | ### site number or code | <u>Timeframe:</u> At the time of matriculation If your institution has multiple campuses/sites, please find the tab marked "SiteID" and follow the instructions for assigning SiteID codes. We are asking you to take this additional step to further minimize the risk of student identification. If you are a single-site institution, please enter "SC1" for all students. |
| MATDATE | Matriculation date. The date the student first matriculated at your institution. If the exact date is not known, please use the start date of the term in which the student was first enrolled (can be approximate). | Date | dd/mm/yyyy | <u>Timeframe:</u> Within academic year 2011-2012. Please include only 1) students matriculating between Fall semester 2011 through June 30, 2012 and 2) students who enrolled on or after July 1, 2011 and continued enrollment in Fall 2011. |
| DEGCGL | Degree or credential goal. The student's degree/credential goal at your institution at the time of matriculation or soonest thereafter (first declared degree/credential goal). | Integer | 1 = Associate of Arts 2 = Associate of Science 3 = Associate of Applied Science 4 = Bachelor's degree (any) 5 = Certificate 6 = Other credential 7 = Never declared 998 = Unknown 999 = Not applicable | <u>Timeframe:</u> At the time of matriculation or soonest thereafter |
| DEGCRDT | Credits needed for the student's degree or other credential goal. The total number of credits needed for the degree or credential captured in DEGCGL (i.e., typically around 60 for an associate degree or 120 for a bachelor's degree). This number will be institution-specific and will be dependent upon what type of degree the student is pursuing. | Integer | 1-### Total number of credits needed 998 = Unknown 999 = Not applicable | |
| CIP | Field of Study. The student's last declared program of study (if declared). | Text ##.#### | 6 character CIP code ##.#### 998 = Unknown 999 = Not applicable | <u>Timeframe:</u> Most recent/last declared The <u>full 6 digits</u> of the CIP are preferred |

Continued

| | | | | |
|------------------------------|--|---------------|--|---|
| ENROLL | Last date enrolled. Please indicate the last date the student was enrolled at your institution. This date can be up through 12/31/2018. Please provide this date for all students regardless of whether the student earned a degree/credential from your institution. | Date | dd/mm/yyyy 01/01/1900=Unknown or unavailable | <u>Timeframe:</u> Last date though 12/31/2018 |
| CGPA | Cumulative Grade Point Average. Indicates cumulative grade point average on the date that the student was last enrolled, on or prior to 12/31/2018. | Decimal | Please convert to a 4-point scale and round to two decimal places. 998=Unknown | <u>Timeframe:</u> Last enrollment prior to 12/31/2018 |
| FRGPA | Grade Point Average at the end of the student's first term. Indicates the student's grade point average at the end of the first term of enrollment. | Decimal | Please convert to a 4-point scale and round to two decimal places. 998=Unknown | <u>Timeframe:</u> End of first term of enrollment |
| B. Transfer Credits | | Format | Response Options | Specifications |
| ALLTRAN | Total number of transfer credits. The number of transfer credits earned by the student and accepted by your institution prior to the first degree/credential earned at your institution or prior to 12/31/2018, whichever comes first. <i>This does <u>not</u> include credit through any method of PLA (e.g., standardized exam, ACE credit rec, challenge exam, portfolio, etc.)</i> <i>This <u>does</u> include credits transferred in from dual or concurrent enrollment experience, if any, from any institution including this institution.</i> | Integer | Round to the nearest whole number. 0 = No transfer credits accepted 1-### Total number of transfer credits 998=Unknown 999=Not applicable | <u>Timeframe:</u> Prior to the first degree/credential earned at your institution or prior to 12/31/2018, whichever comes first. |
| PRETRAN (Optional) | Total number of transfer credits earned prior to matriculation. (Optional). If you are able to distinguish which transfer credits were earned by the student and accepted by your institution prior to the student's matriculation at your institution, please provide that number. <i>This does not include credit through any method of PLA (e.g., standardized exam, ACE credit rec, challenge exam, portfolio, etc.)</i> | Integer | Round to the nearest whole number. 0 = No pre-matriculation transfer credits accepted 1-### Total number of pre-matriculation transfer credits 998=Unknown 999=Not applicable | <u>Timeframe:</u> Prior to the student's matriculation at your institution |

Continued

| | | | | |
|---|---|-------------------------|--|---|
| PLAACPT | <p>PLA credits accepted from other institutions. The number of PLA credits that are transferred in from other institutions – please include only PLA credits that are based on another institution’s evaluation (e.g., portfolio, challenge exam, institutional assessment of training). Do not include CLEP or other standardized exam credits, or credits based on ACE/ NCCRS credit recommendations, or ACE military credit.</p> <p><i>If you are not able to distinguish between course transfer credits and PLA transfer credits, please code as 998=Unknown.</i></p> | Integer | <p>Round to the nearest whole number.</p> <p>0 = No PLA credits accepted from other institutions 1-### Total number of PLA credits accepted from other institutions 998=Unknown 999=Not applicable</p> | <p><u>Timeframe:</u> Prior to 12/18/2018</p> |
| C. PLA Credit-Earning at Your Institution | | | | |
| <p>In this section we are asking for the total number of PLA credits earned by the student at your institution between matriculation [MATDATE] and 12/31/2018.</p> <p>How we are defining PLA:</p> <ul style="list-style-type: none"> ● standardized exams (e.g., CLEP, DSST, UExcel, etc.) ● high school exams (AP and IB) ● credit for externally-evaluated training program (e.g., ACE or NCCRS credit recommendations) ● credit by exam (aka “challenge exams”) ● credit for ACE recommendations for military training/occupations ● portfolio assessment ● other PLA (e.g. credit for internally-evaluated training program such as your institution evaluating a certification or license) ● This should not include any credits earned through a previous dual enrollment experience; those credits should be counted in ALLTRAN in Section B. <p>Please provide the total PLA credits earned by the student through 12/31/2018.</p> | | | | |
| <p>How we are defining PLA: (or: “What is covered in our definition of PLA”?)</p> <ul style="list-style-type: none"> ● standardized exams (e.g., CLEP, DSST, UExcel, etc.) ● high school exams (AP and IB) ● credit for externally-evaluated training program (e.g., ACE or NCCRS credit recommendations) ● credit by exam (aka “challenge exams”) ● credit for ACE recommendations for military training/occupations ● portfolio assessment ● other PLA (e.g. credit for internally-evaluated training program such as your institution evaluating a certification or license) ● This should not include any credits earned through a previous dual enrollment experience; those credits should be counted in ALLTRAN in Section B. <p>Please provide the total PLA credits earned by the student through 12/31/2018.</p> | Format | Response Options | Specifications | |
| PLAEARN | <p>TOTAL PLA credits awarded by your institution. This includes <u>all</u> forms/methods of PLA. Please total all PLA credits earned by the student <i>through 12/31/2018.</i></p> | Integer | <p>0 = No PLA credits earned 1-### = Total number of PLA credits earned</p> | <p><u>Timeframe:</u> through 12/31/18.</p> |

Continued

| D. Student Demographics: Race and Ethnicity | | Format | Response Options | Specifications |
|---|---|---------|--|--|
| HISPANIC | Hispanic or Latino Ethnicity The person identifies as Hispanic/Latino regardless of race | Integer | 0= No 1 = Yes 998=Unknown | <u>Timeframe:</u> At time of matriculation |
| ASIAN | Student identifies as Asian . | Integer | 0= Not selected 1 = Yes /Selected 998=Unknown | |
| BLACKAA | Student identifies as Black/African American . | | | |
| HAWPAC | Student identifies as Native Hawaiian or Pacific Islander . | | | |
| NAIAN | Student identifies American Indian/ Alaskan Native | | | |
| WHITE | Student identifies as White . | Integer | 1 = Student is a nonresident alien 2 = Student is resident alien 3 = Neither 999= Not available | |
| NONORRE SIDENTALIEN | Nonresident alien or resident aliens. Please provide information about known resident alien status <i>at time of matriculation</i> . | | | |
| E. Other Student Information and Demographics | | Format | Response Options | Specifications |
| GENDER | Gender of the student. If gender identity changed over time, please provide last known. | Integer | 1= Male 2= Female 3= Non-binary or other 998= Unknown | <u>Timeframe:</u> Last known |
| AGE | Age of the student. Please calculate the age at of the time of matriculation. | Integer | [MATDATE] – [birthdate] = AGE. Convert result to years. Round down to nearest year. 998 = Unknown | <u>Timeframe:</u> At time of matriculation |
| PELL | Recipient of Pell Grant Indicates whether the student received a federal Pell grant <i>at any time between matriculation and 12/31/18</i> | Integer | 0= No 1 = Yes 998 = Unknown (e.g., student did not complete FAFSA, or student qualified for Pell Grant but did not accept it, or other reason.) | <u>Timeframe:</u> At any time between matriculation and 12/31/18. |
| VET | Military/Veteran Status of the Student. If student's status changes over time, please <i>use last known</i> . | Integer | 0 = Does not and has never served in the US military/armed forces 1= Is currently serving in the US military/armed forces (e.g., active full-time military, National Guard/ Reserve) 2= Prior U.S. military service/armed forces, veteran 998 = Unknown military/veteran status 999= Not available | <u>Timeframe:</u> Last known |

Continued

| | | | | |
|----------|--|---------|--|--|
| ESL | English as a second language courses. Indicates the number of ESL courses, if any, student took between matriculation and 12/31/18. <i>These can include for-credit or not-for-credit</i> | Integer | 0 = None 1-### = the number of courses 998 = Number of courses unknown 999 = Not available | <u>Timeframe:</u> Between matriculation and 12/31/18. |
| DISTED | Distance education only. Indicates if student was enrolled exclusively in distance education courses offered at your institution. | Integer | 1 = Enrolled exclusively in distance education courses offered at institution 2= Not exclusively online 998= Unknown 999= Data not available | <u>Timeframe:</u> At all times during enrollment |
| INDEPEND | Dependency Status. Indicates whether student is dependent or independent for the purposes of Title IV Federal Student aid. If student's status changes over time, please use status at time of matriculation. | Integer | 1= Dependent 2= Independent 998= Unknown 999= Data not available | <u>Timeframe:</u> At time of matriculation |
| DEPEND | Student has Dependents. Indicates that the student has children or dependents who live in the household and receive more than half their support from them. Indicate "yes" if this is the student's circumstance at any time during their enrollment. | Integer | 0 = No 1 = Yes 998 = Unknown 999= Not available | <u>Timeframe:</u> At any time during enrollment |
| FIRSTGEN | First Generation student Defined as neither parent having an associate degree or higher | Integer | 0= No (one or more parent has associate degree or higher) 1 = Yes (neither parent has associate degree or higher) 998 = Unknown 999 = Not available | |
| ZIPCODE | Zip Code of where student resides at the time of application/matriculation. | Integer | ##### = The 5-digit zip code 998 = Unknown or foreign zipcode 999 = Data not available | <u>Timeframe:</u> At time of application/ matriculation |

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| F. Academic Outcomes – YOUR INSTITUTION | | Format | Response Options | Specifications |
|---|--|---------|--|---|
| * These data elements may alternatively be provided in tab Table 1F MultiRow if you prefer a one-to-many format. | | | | |
| DEGEARN1 | First through fifth degree or credential earned by this student <u>from your institution</u> prior to 12/31/2018. | Integer | 1 = Earned an Associate of Arts degree from this institution 2 = Earned an Associate of Science degree from this institution 3 = Earned an Associate of Applied Science degree from this institution 4 = Earned a bachelor's degree from this institution 5 = Earned a certificate from this institution 6 = Earned a different credential from this institution 7= Did not earn this degree or credential from this institution | <u>Timeframe:</u> From your institution prior to 12/31/2018 |
| DEGEARN2 | | | | |
| DEGEARN3 | | | | |
| DEGEARN4 | | | | |
| DEGEARN5 | | | | |
| DEGCIP1 | Area of study associated with the first through fifth degree or credential earned from your institution. <i>Please provide CIP code.</i> | Text | 6 character CIP code ##.#### 998=Unknown 999=Not applicable | The <i>full 6 characters</i> of the CIP are preferred |
| DEGCIP2 | | | | |
| DEGCIP3 | | | | |
| DEGCIP4 | | | | |
| DEGCIP5 | | | | |
| DEGDATE1 | Date associated with the first through fifth degree or credential earned <u>from your institution</u> . | Date | dd/mm/yyyy 01/01/1900=Unknown or unavailable | <u>Timeframe:</u> Prior to 12/31/2018 |
| DEGDATE2 | | | | |
| DEGDATE3 | | | | |
| DEGDATE4 | | | | |
| DEGDATE5 | | | | |
| G. Credits Attempted and Earned | | | | |
| In this section, we are asking for attempted and earned credits for each academic year. | | | | |
| For “All credits” attempted/earned, please count all credits from both college level and developmental/remedial education courses (using definition of developmental education used by your institution). | | | | |
| For “Developmental credits” attempted/earned, please count only the credits from developmental/remedial education courses (using definition of developmental education used by your institution). | | | | |
| Academic year is defined as July 1 - June 30. | | | | |
| * These data elements can alternatively be provided in tab Table 1G MultiRow if you prefer a one-to-many format. | | | | |
| ALL ATTEMPTED CREDITS | | Format | Response Options | Specifications |
| ATCR1112 | All credits attempted 2011-2012 | Integer | Round to the nearest whole number. 0-### = All credit hours (not PLA or transfer credit) attempted by the student at your institution. 998 = Student not enrolled | Please count all credits – include college level <u>and</u> developmental/ remedial education. Academic year defined as July 1 - June 30. |
| ATCR1213 | | | | |
| ATCR1314 | | | | |
| ATCR1415 | | | | |
| ATCR1516 | | | | |
| ATCR1617 | | | | |
| ATCR1718 | | | | |
| ATCR1819 | | | | |
| | | | | |

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| ALL EARNED CREDITS | | Format | Response Options | Specifications |
|---------------------------------|---|---------|---|--|
| CRT1112 | All credits earned 2011-2012 | Integer | Round to the nearest whole number. 0-### = All credit hours (not PLA or transfer credit) earned by the student at your institution. 998 = Student not enrolled | Please count all credits – include college level <u>and</u> developmental/remedial education. Academic year defined as July 1 - June 30. |
| CRT1213 | All credits earned 2012-2013 | | | |
| CRT1314 | All credits earned 2013-2014 | | | |
| CRT1415 | All credits earned 2014-2015 | | | |
| CRT1516 | All credits earned 2015-2016 | | | |
| CRT1617 | All credits earned 2016-2017 | | | |
| CRT1718 | All credits earned 2017-2018 | | | |
| CRT1819 | All credits earned 2018-2019 (through 12/31/2018 only) | | | |
| ATTEMPTED DEVELOPMENTAL CREDITS | | Format | Response Options | Specifications |
| ATDEV1112 | Developmental credits attempted 2011-2012 | Integer | Round to the nearest whole number. 0 = No developmental credits attempted 1-### = Developmental credit hours (not PLA or transfer credit attempted by the student at your institution. 998 = Student not enrolled | Only count developmental/ remedial education credits. Academic year defined as July 1 - June 30. |
| ATDEV1213 | Developmental credits attempted 2012-2013 | | | |
| ATDEV1314 | Developmental credits attempted 2013-2014 | | | |
| ATDEV1415 | Developmental credits attempted 2014-2015 | | | |
| ATDEV1516 | Developmental credits attempted 2015-2016 | | | |
| ATDEV1617 | Developmental credits attempted 2016-2017 | | | |
| ATDEV1718 | Developmental credits attempted 2017-2018 | | | |
| ATDEV1819 | Developmental credits attempted 2018-2019 (through 12/31/2018 only) | | | |
| EARNED DEVELOPMENTAL CREDITS | | Format | Response Options | Specifications |
| CEV1112 | Developmental credits earned 2011-2012 | Integer | Round to the nearest whole number. 0 = No developmental credits earned 1-### = Developmental credit hours (not PLA or transfer credit) earned by the student at your institution. 998 = Student not enrolled | Only count developmental/ remedial education credits. Academic year defined as July 1 - June 30. |
| CEV1213 | Developmental credits earned 2012-2013 | | | |
| CEV1314 | Developmental credits earned 2013-2014 | | | |
| CEV1415 | Developmental credits earned 2014-2015 | | | |
| CEV1516 | Developmental credits earned 2015-2016 | | | |
| CEV1617 | Developmental credits earned 2016-2017 | | | |
| CEV1718 | Developmental credits earned 2017-2018 | | | |
| CEV1819 | Developmental credits earned 2018-2019 (through 12/31/2018 only) | | | |

Table 2: National Student Clearinghouse StudentTracker® Detail Report

Include all students covered by your 2011-12 degree-seeking undergraduate cohort (Table 1)

Data from the National Student Clearinghouse (NSC) *StudentTracker® Detail Report* are requested for Table 2.

To get the required data, specific values must be entered in three fields in the NSC inquiry/request file

I. Header Row

o Column F: **'SE'** (this specifies subsequent enrollment data.)

II. Detail Records: (see first image below)

o Column H: **'20110701'**

o Column L: **the student's 6-digit PROXYID from Table 1.**

PLEASE SEE ADDITIONAL INSTRUCTIONS BELOW

NATIONAL STUDENT
CLEARINGHOUSE

Creating StudentTracker Non-Consent Based Request Files Using Excel
April 25, 2016

STEP 2: ENTER DETAIL RECORDS FOR COLUMNS A-L BEGINNING IN ROW 2

Each student's information should be entered in its own row. Columns marked with an asterisk(*) are required.

- Column A = **D1***
 - Column B = leave blank
 - Column C = **First Name***
 - Column D = **Middle Initial** (no periods)
 - Column E = **Last Name***
 - Column F = **Name Suffix** (use letters not numbers, e.g., Jr, I, II, III, IV, V)
 - Column G = **Date of Birth** in YYYYMMDD format*
- IMPORTANT: Not required, but you are strongly encouraged to submit this data element as the omission could impact your match rate.*
- Column H = **Search begin date** in YYYYMMDD format*
 - Column I = leave blank
 - Column J = leave blank
 - Column K = **00**
 - Column L = **Requestor Return Field** (include any information you want unaltered and returned to you with the student record in the detailed report)

The data from the *NCS StudentTracker® Detail Report* will be returned as a .CSV file. When this file is opened in Excel, data will appear in Columns A through AG. The image below shows the variables that will appear in the first 11 columns. **PLEASE DO NOT PASTE THE DATA FROM COLUMNS A THROUGH E INTO THIS DATA REQUEST FILE.** Please copy the contents of Columns F though AG in the tab named **Table 2 - NSC**. Based on the instructions above, Column F should contain the student PROXYID. Please ensure that Column F contains PROXYID.

| COLUMN POSITION | FIELD NAME |
|-----------------|------------------------|
| A | Your Unique Identifier |
| B | First Name |
| C | Middle Initial |
| D | Last Name |
| E | Name Suffix |
| F | Requestor Return Field |
| G | Record Found Y/N |
| H | Search Date |
| I | College Code/ Branch |
| J | College Name |
| K | College State |
| L | 2-year4-year |
| M | Public_Private |
| N | Enrollment Begin |
| O | Enrollment End |
| P | Enrollment Status |
| Q | Class Level |
| R | Enrollment Major 1 |
| S | Enrollment CIP 1 |
| T | Enrollment Major 2 |
| U | Enrollment CIP 2 |
| V | Graduated |
| W | Graduation Date |
| X | Degree Title |
| Y | Degree Major 1 |
| Z | Degree CIP 1 |
| AA | Degree Major 1 |
| AB | Degree CIP 1 |
| AC | Degree Major 1 |
| AD | Degree CIP 1 |
| AE | Degree Major 1 |
| AF | Degree CIP 1 |
| AG | College Sequence |

This data is returned to you exactly as you provided it to the Clearinghouse.

Table 3: Detailed PLA Credit Earning

Include only those students from the cohort in Table 1 who have earned PLA credit from your institution or have been awarded PLA credit by your institution.

| DETAILED PLA CREDIT EARNING | | | | |
|--|--|---------|--|--|
| <p>For this table, we are asking for details on the PLA credit earned by each student:</p> <ul style="list-style-type: none"> o Please only include students in this table who have: <ul style="list-style-type: none"> + earned PLA credit at your institution or + been awarded credit for things like CLEP exam credits or military credit recommendations, etc. o Please do not include: <ul style="list-style-type: none"> - students who have not earned any PLA credits at your institution. o Each row of data will represent a single instance of PLA credit-earning for a student. This could be a block of credit awarded through portfolio assessment or a course-related award through CLEP. o Students with multiple instances of PLA credit-earning (for multiple course equivalencies, using multiple methods, or at different points in time) will have multiple rows of data in this table – one row of data for each PLA event. o For data that are not routinely tracked, please follow instructions for indicating “data not available”. o You may leave the table blank if your institution does not track at least one of the following details for each PLA event: PLA method, date awarded, or area of study o If a single method is used to award credit for multiple courses in different areas of study, (e.g., portfolio), please divide that instance into multiple “events”, with one row for each course equivalency. | | | | |
| LIST OF PLA CREDITS EARNED | | Format | Response Options | Specifications |
| PROXYID | Unique 6-digit identifier for each student used in Table 1 and 2 | Number | Unique 6-digit ID for each student. | Same value as in Tables 1 and 2 |
| PLACRED | PLA Credit Earned Number of credits earned/awarded for this PLA event | Number | Please round to one decimal point. 0.11-###.# = credits 998 = Unknown | Timeframe: Earned while enrolled at this institution |
| PLAMETHOD | Method used for this PLA event | Integer | 1=high school exams (AP and IB) 2=standardized exams (e.g., CLEP, DSST, UExcel, etc.) 3=credit by exam (e.g. “challenge exams”, final exam given in lieu of course) 4=credit for externally-evaluated training program (e.g., ACE or NCCRS credit recommendations) 5=credit for ACE recommendations for military training/occupations 6=portfolio assessment 7= credit for certifications or licenses 8=other PLA (e.g. credit for internally-evaluated training program) 999=data not available | |
| PLADATE | PLA Credit Date Date credits were awarded for this PLA event | Date | mm/dd/yyyy 01/01/1900=Unknown or Unavailable | If you are unable to specify the month or day, but can provide the year, please use 01/01/yyyy |
| PLACIP | Area of study for PLA credit earned from your institution. Please provide CIP code for this PLA event | Text | 6 character CIP code ####### 998=Unknown 999=Not applicable | The <u>full 6 characters</u> of the CIP are preferred |

Instructions for Multiple Sites

This tab is only for institutions with multiples campuses/locations. If you are a single-site institution, please skip the instructions in this tab.

Site ID Number(s) for Your Institution

If your institution has multiple sites/locations, we would like to be able to include that detail in our analysis. In the table below, please enter the name of your institution's campus(es) or branch location(s) for which you will be providing data.

- o If the entity has a an IPEDs Unit ID, please enter the last 3 digits in Column C below.
 - If the entity does not have an assigned IPEDS Unit ID, please leave Column C blank.
 - o Column D will populate automatically for each campus or branch location that you enter.
- Please use the value in Column D to populate the SiteID field in Table 1 for each student.**

By including only the last three digits of the IPEDS Unit ID, you will not disclose your institution's state, making your institution one of dozens with this 3-digit id.

| Name of Campus/Branch/Site | Last 3 digits of IPEDS Unit ID | SiteID value for Table 1 |
|----------------------------|--------------------------------|--------------------------|
| | | |
| | | |
| | | |
| | | |

Alternative Format for Data Submission

These last three gray tabs are optional and only for institutions wishing to provide the degree-earning and/or credit-earning data in a multiple-row-per-student format.

Alternative Table Design for capturing Table 1F. Academic Outcomes at Your Institution

- o Multiple records per student
- o For each student, only include data for academic years during which a credential or degree was earned
- o Do not include students who did not earn a degree or credential at your institution between 7/1/2011 and 12/31/2018

| Table 1 F. Academic Outcomes at Your Institution | | Format | Response Options | Specifications |
|--|---|--------|---|---|
| PROXYID | Unique 6-digit ID for each student. | Number | Same value as in previous Table 1 records. | |
| DEGEARN | Degree or credential earned by this student from your institution prior to 12/31/2018. | Number | 1 = Earned an Associate of Arts degree from this institution 2 = Earned an Associate of Science degree from this institution 3 = Earned an Associate of Applied Science degree from this institution 4 = Earned a bachelor's degree from this institution 5 = Earned a certificate from this institution 6 = Earned a different credential from this institution | |
| DEGCIP | Area of study associated with the degree or credential earned from your institution. Please provide CIP code. | Text | 6 character CIP code ###.#### 998=Unknown 999=Not applicable | The <i>full 6 characters</i> of the CIP are preferred |

Continued

| | | | | |
|---|---|---------------|---|---|
| DEGDATE | Date degree or credential was earned from your institution. Please indicate the date that your student earned this degree or credential <u>from your institution.</u> | Date | dd/mm/yyyy 01/01/1900=missing | |
| Alternative Table Design for capturing Table 1G. Credits Attempted and Earned | | | | |
| <ul style="list-style-type: none"> o Multiple records per student o For each student, only include academic years during which ANY credits were attempted | | | | |
| Table 1 G. Credits Attempted and Earned | | Format | Response Options | Specifications |
| PROXYID | Unique 6-digit ID for each student. | Number | Same value as in previous Table 1 records. | |
| ACYEAR | Academic year. Please use July 1 through June 30. | Number | CORRECTED VALUES 1 = 2011-2012 2 = 2012-2013 3 = 2013-2014 4 = 2014-2015 5 = 2015-2016 6 = 2016-2017 7 = 2017-2018 8 = 2018-2019 (through 12/31/2018 only) | |
| ATCR | All credits attempted Please count all credits – both college level and developmental education. | Number | Round to the nearest whole number. 0-### = All credit hours (not PLA or transfer credit) attempted by the student at your institution. 998 = Student not enrolled | Please count all credits – include college level <u>and</u> developmental/ remedial education. |
| CRT | All credits earned Please count all credits – both college level and developmental education. | Number | Round to the nearest whole number. 0-### = All credit hours (not PLA or transfer credit) earned by the student at your institution. 998 = Student not enrolled | |
| ATDEV | Developmental credits attempted Only include developmental/ remedial education credits. | Number | Round to the nearest whole number. 0 = No developmental credits attempted 1-### = Developmental credit hours(not PLA or transfer credit) attempted by the student at your institution. 998 = Student not enrolled | Only include developmental/ remedial education credits. |
| DEV | Developmental credits earned Only include developmental/ remedial education credits. | Number | Round to the nearest whole number. 0 = No developmental credits earned 1-### = Developmental credit hours (not PLA or transfer credit) earned by the student at your institution. 998 = Student not enrolled | |