

Kamps, Anne M. *Faculty Perceptions of Credit for Prior Learning: Factors Affecting Acceptance, Assessment and the Diffusion of Innovation*

Abstract

Meeting US workforce needs requires more adults to achieve post-secondary credentials. For adults, logistical challenges including family responsibilities, access obstacles, and financial constraints. Implementation of credit for prior learning (CPL) in post-secondary education creates an opportunity to increase post-secondary adult access and increases persistence and completion. One literature identified issues inhibiting scaling and adoption of credit for prior learning in higher education, is the lack of faculty support and endorsement.

A mixed method study employed a quantitative survey data, and qualitative focus group data with a thematic reduction. 263 full-time benefit eligible faculty at a multi-campus two-year college provided input on factors and forces affecting CPL acceptance. A subsequent focus group of eight self-identified faculty, participated in facilitated discussion determining critical evidence for meeting CPL course and program outcomes.

Based on the descriptive statistic, independent t-tests, linear regression and one-way MANOVA analysis, factors of compensation, efficiency, and workload impact as well as training and administrative support surfaced as critical to faculty acceptance. Using Rogers (2003) theory of innovation attributes, advantage and compatibility were identified as significant for acceptance. Enduring themes drawn from focus group participants emphasized faculty trust of evidence and expectation of students' initiative as critical in outcome assessment.