The Kaplan University portfolio development and assessment process is designed with the high level of academic rigor that can be found at regionally and nationally accredited higher learning institutions—with a strong emphasis on quality throughout the course and assessment process. It adheres to the Ten Standards for Quality Assurance in Assessing Learning, as set forth by the Council for Adult and Experiential Learning (CAEL).

Kaplan University Portfolio Development and Assessment Process

The portfolio serves as the basis for students to recognize their learning and understand how it aligns with college credit. In our online portfolio development course (EL 203), students document their prior experiences and extrapolate the learning from these experiences in an online portfolio. Students refine their learning descriptions by formulating learning statements. Students then use a course-match model to map their learning statements to the learning outcomes of college-level courses that are offered by regionally or nationally accredited institutions. To have prior-learning considered for credit, students must complete all requirements for the college course aligned with their prior learning and provide evidence of their learning/competency.

Portfolio Evaluation Criteria

Portfolio evaluators conduct an unbiased review of student portfolios and evaluate them against the following criteria:

1. Explanation of Applied Learning
   - Can the student apply what he or she has learned?
   - Does the student provide real-life examples to explain how the college-level learning was applied?

2. Evidence of College-level Writing
   - Does the student’s writing demonstrate skill and articulation at the college level?
   - Does it demonstrate critical and reflective thinking?

3. Understanding of College-level Learning
   - Does the student’s learning demonstrate problem-solving ability, depth and breadth of knowledge, and a balance between theory and practice?

4. Course Outcome Attainment
   - Has the student satisfied all of the course outcomes for the course?
   - Does the student understand the concepts and theories generally covered in the course?

5. Documentation Alignment
   - Does the student’s documentation align to the learning?
   - Does it provide evidence that the student knows and can do what he or she says?
EL 203: Portfolio Development Course Expectations

The academic expectations of students who enroll in EL 203 are outlined below:

- Demonstrate college-level writing skills in the portfolio.
- Develop the majority of their portfolio during the EL 203 course.
- Write an Educational Goal Statement that describes their educational and career goals (approximately 200 to 400 words).
- Create an Expanded Résumé that highlights experiences that resulted in experiential learning.
- Write a Learning Autobiography that explains their experiential learning, how it was acquired, and how it has been applied (minimum of 1,000 words).
- Select courses that would fulfill degree requirements to petition for experiential credit.
  - Develop at least two Course Petitions for courses that match their experiential learning.
    - Include the course outcomes for each Course Petition
    - Include at least one source of learning for each Course Petition
    - Develop 10 to 20 learning statements for each Course Petition
- Obtain course outcomes for each course for which a petition is developed.
- Request course outcomes needed from other institutions during Units 4 and 5 of EL 203.
- Provide at least two pieces of supporting documentation for each Course Petition that proves the student has acquired the college-level learning he or she claims.
- Continue to work on their portfolio during the 30-day submission window that occurs after EL 203 ends and may overlap with their courses in the next term.
- Submit their portfolios within the 30-day submission window.

Kaplan University students enrolled in EL 203 will also be expected to:

- Communicate with their course instructor on all EL 203 course content, assignments, and projects.
- Contact their Assessment Specialist for assistance with their portfolio and the Portfolio Development and Assessment System (PDAS).
- Communicate regularly with their instructor and Assessment Specialist about any concerns they may have.
- Communicate with the Education Advising team for regular degree-planning questions such as next-term registration and/or major and elective requirements.
- Work with their Assessment Specialist and Education Advising team to understand their degree plan, degree requirements, and Kaplan University online course catalog offerings.

*Assessment Specialists will respond to telephone and email messages within 24 to 48 business hours.