

CAEL WORKSHOP DESCRIPTIONS

Fall 2026

Workshop Title and Description	Target audience
Workshop: Crosswalking Employer Training to College Credit Workshop <i>(2 half-day sessions. About 7 hrs.)</i> - This workshop examines trainings (one-off, certifications, licensures, OJTs, etc.) provided by employers, industry associations/organizations, workforce boards, or any non-HE training providers to determine potential alignments between the learning outcomes of the training(s) and campus course learning outcomes. - This is a hands-on workshop focused on training teams of faculty and staff on building crosswalks to credit.	Campus Academic Leadership, Faculty, CE/Workforce staff, CPL/PLA Liaisons.
Workshop: CPL and the Military-Connected Student: Assessing Military Prior Learning for Academic Credit <i>(2 half-day sessions. About 8 hrs.)</i> Given the nuances in CPL related to the military-connected student, this workshop is designed to increase the confidence and competence of those professional staff that are working on CPL with veterans and military-connected students such that they are able to address some of the more unique requirements and needs of these students.	Campus Academic Leadership, Veterans/Military Liaisons, CPL/PLA Liaisons.
Workshop: Assessing Prior Learning <i>(2 half-day sessions. About 8 hrs.)</i> This workshop provides an overview of all forms of institutional-based prior learning assessment. Emphasis will be on the four primary types of institutional-based 'challenge' assessments; including written exams, portfolios, skills demonstrations, and oral interviews, and discussion on how to build combination-style assessments.	Faculty, Staff, Campus Academic Leadership, CPL/PLA Liaisons.

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Workshop: How to Find and Inspire Adults to Enroll <i>6 hours virtual workshop (two three-hour or three two-hour sessions)</i> There isn't a "magic bullet" for outreach and marketing that guarantees you will enroll adult learners. Adults are a large and diverse population and their reasons for pursuing education - and issues that may be standing in their way - are broad and complex. How do campuses find a population of prospective students who are disconnected from educational systems? What strategies are effective in reaching adults? Does marketing always need to be costly to work well? This interactive session will arm participants with an outreach action plan based on their target market and resources. • Discuss adult learner personas and how to tailor messaging • How best to create persona-based target audiences, while keeping in mind messaging and outreach platforms. • Use storytelling to connect to adult learners • Discuss the difference between running advertising and running campaigns to recruit adult students. Stories and narratives are powerful tools -- as are endorsements from friends, family, and trustworthy local people. • Align communication with key barriers faced by adults • Consider an adult learner "funnel" and the student's journey • Share partnership examples on how to connect to trusted organizations serving adults • Examine an equity-minded approach with adult learner voices at the center • Develop your own "tool kit" the notes potential audiences, messaging, partners, and communication channels	Marketing leadership with responsibility for lead-gen for the institution or for adult-focused programs, Lead of adult-focused program(s), Enrollment leadership with responsibility for enrolling more adult students

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Workshop: Advanced Portfolio Review (1 half-day session. About 4 hrs.) As institutions increasingly seek to serve adult learners through Credit for Prior Learning (CPL), many faculty members are looking to take the next step beyond understanding CPL to developing specific, individualized assessment opportunities for their departments. This Advanced Portfolio Workshop is designed for faculty who have already completed foundational training in assessing prior learning and are ready to operationalize CPL portfolio offerings. Participants will gain concrete guidance and practical tools to develop assessments tailored to specific courses within their programs, whether through portfolio processes. This workshop will equip faculty with the tools and guidance to translate prior learning assessment principles into actionable, department-specific offerings that meet the needs of both students and institutions. The workshop will address: • How to identify courses and prospective student audiences best suited for CPL • Key elements of a course syllabus to consider when designing assessments, particularly learning outcomes. • Development of student-facing materials and faculty tools for CPL portfolios, including: • Outlining expectations for student narratives and evidence; • Creating rubrics that evaluate learning outcomes; and • Providing equity-centered guidelines for assessment. • Process steps for operationalizing CPL assessments: • Establishing eligibility requirements and communicating opportunities to students. • Supporting students through the portfolio development process. • Determining timelines from inquiry to credit award. • Defining roles and responsibilities for assessors and students. • Best practices for providing actionable feedback and opportunities for improvement. • Equity considerations in CPL implementation	Faculty, Staff, Campus Academic Leadership, CPL/PLA Liaisons.

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Consulting or Workshop: Process/Journey Mapping <i>6 hours; 3x2 hours over approx. 8 weeks (virtual) or single institution as scheduled</i> • Process mapping engages stakeholders in a collaborative process to identify areas for process improvement that lead to greater efficiency, improved communication, and detailed documentation. • This can be provided as either a workshop for several campuses or as a campus consultation and will be offered to campuses on an as-needed basis, depending on their specific needs and campus action plan.	Campus team determined in consultation between campus, System Administration and CAEL.
Consulting: Institutional CPL Policy Review and Report • Detailed review of institution's existing CPL policies. • Scheduled in consultation with System Administration based on campus needs assessment and available resources.	Campus team determined in consultation between campus, System Administration and CAEL.