



Academic Credit for Prior Learning

2023 Priorities Discussion

March 21, 2023





December Recap: 2023 Priorities

Resources to support institutions

- A toolkit that includes examples and highlights on innovations within the state
- Communications – outreach and awareness resources
- Training

Stakeholder Engagement

- Employers on their training programs that are not in ACE – specifically healthcare organizations who are launching "earn and learn" pathways
- Faculty on their role in ACPL and connection to CAEL data
 - Faculty cross-institution groups
- Students on how ACPL is helping to accelerate completion
 - Student surveys to capture student voices

Institutional policy on ACPL fees

- What are the fees across CTCs? Should there be a fee structure?



January Recap: 2023 Priorities

Institutional Buy-in

- Focused on campus leadership and faculty
 - Fees and compensation for faculty
- Toolkit with examples and highlights on innovations within the state
- Communications – outreach and awareness resources
- Training resources
- Leveraging other agencies and committee work

Data

- Development of a data workgroup
 - Defining data needs and collection process
 - Include campus IR staff

Learning

- Participate in CoP opportunities
- Impact of ACPL on financial aid



Next Steps: How should we move our work forward?





WSAC's ACPL webpage:

<https://www.wsac.wa.gov/assessments-prior-learning>

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Discussion Prompts

Which items has existing support that we can leverage?

What can be accomplished in 6-months? 12-months?

What is missing from the list?

Who is missing from this discussion?



2022 ACPL Report Findings

- 36,425 ACPL credits awarded
- Approx. 1,891 students
- Biggest increases in students receiving ACPL
 - Portfolio Review (52%)
 - CLEP (32%)
 - Credit by Exam/Course Challenges (5%)
- ACPL credits in most categories increased
 - Portfolio Review by 257%
 - ACE 9%
 - Occupational Crosswalks 24%
 - Individual Industry Certifications 3%
- CTC Sector: Military-related credits increased, yet student enrollment for veterans and active military dropped by 20%
- Baccalaureate Sector: Increased awareness, policy adjustments, and coding resulted in the highest annual ACPL credits awarded



Agenda for today

2023 Priorities



SBCTC Disaggregated Data

- Students aged 25-44 received majority of the ACPL credits
- Proportion of male-identifying student has decreased over the last three-years
- Veteran status students have decreased as a proportion of all ACPL-receiving students
- Part-time students have steadily decreased as a proportion of ACPL-receiving students
- Hispanic/Latinx and Black/African American and multi-racial identifying students have increased in this last year compared to previous years, but students in other race/ethnicity categories have declined



Next Steps for 2023 Directions

Decisions	Logistics	Leaders / Liaisons
<ul style="list-style-type: none">- Resources<ul style="list-style-type: none">- For the field- For learners- Training/Professional Development		



Planning for 2020-2021 Directions

New federal requirement

<https://www.law.cornell.edu/cfr/text/34/668.43>

[https://www.nasfaa.org/uploads/documents/2019 State Authorization Federal Regulations.pdf](https://www.nasfaa.org/uploads/documents/2019_State_Authorization_Federal_Regulations.pdf)

-Federal law requires schools to 'disclose any written criteria used to evaluate and award credit for prior learning experience. Includes but not limited to: service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning



2018 Survey and Report Overview

- **Current data survey**
 - Process and timeline
 - Provides:
 - ACPL credits applied toward certificates or degrees
 - Approximate number of students receiving ACPL (some duplication)
 - Data by type of ACPL
 - Data by institution and by sector
- **Analysis of data:**
 - **Only 2 years of all institutions reporting** (Public CTCs/Baccalaureates and Private Non-profit Baccalaureates)
 - **3 years** of 42 / 49 institutions
 - Report includes ACPL by sector, by type



What we don't know from the survey and report...

- Quality of data
- Context: Enrollment changes, ACPL as a proportion of all credits
- Institutional ACPL policy changes
- Student populations receiving ACPL (ex. Military-affiliated, age, race/ethnicity, etc.)
- Other?



Discussion and Summary

- What is our top priority this year for changing/improving the ACPL data collection and report? (keeping realistic view of resources, time and capacity)



Definitions

Prior learning is the knowledge and skills gained through:

- Work and life experience.
- Military training and experience.
- Formal and informal education and training.

Assessments are used to determine if the prior learning is at college level:

Category	Examples
Credits by testing	CLEP, DSST
Extra-institutional learning	ACE recommendations, industry certifications, crosswalks
Course challenges	Written, oral or demonstration
Prior Experiential learning (PEL)	Portfolio



Small Group Discussion:

- **How does your institution define ACPL success?**

- **What do we think ACPL success statewide looks like?**



Small Group Discussion:

- What elements of ACPL work do you think are most important for the work group this year?

Please brainstorm with attention to these three areas:

- Resource development
- Training
- Communication (with students, among practitioners, etc.)



Prioritization Discussion

- **What are our top priorities for action this year (keeping realism in mind in resources, time and capacity)?**



Awarding Credit

- Outcomes are assessed and found to be equivalent to specific college course outcomes.
- Awarding credit is consistent with the policies of the institution.

Limitations, portability and transparency:

- NWCCU: Prior experiential learning is limited to 25 percent of credits needed for a credential.
- Noted on college transcripts as *PEL*.
- Community and technical colleges ensure transferability of ACPL credits between them.



Legislative Action

- 2010: SB6357
- 2011
 - ACPL work group
 - Goals
 - Annual progress report
- 2014
 - Military training policies
 - List of military training and programs that qualify for academic credit

THE ROADMAP

A Plan to Increase Educational Attainment in Washington



100%
High school diploma or equivalent



70%
Postsecondary credential

90%

Washington population ages 25-44

52%



Our current context

Washington mobile-first tool for adult learners

- Outreach and marketing to adult learners
- College-going guidance includes credit for prior learning, could include more detail on ACPL services

www.Compass.wa.gov



COLLEGE ENROLLMENT

Navigate the steps to submit an application and transfer credits from previous institutions.

From your interests

Credit for Prior Learning

Many colleges have a process to earn academic credits for prior learning from work or life. Credit for prior learning...

unread

More articles

Applying to College

If you've picked an educational program, it's time to apply! Your application process and deadlines can vary, depending...



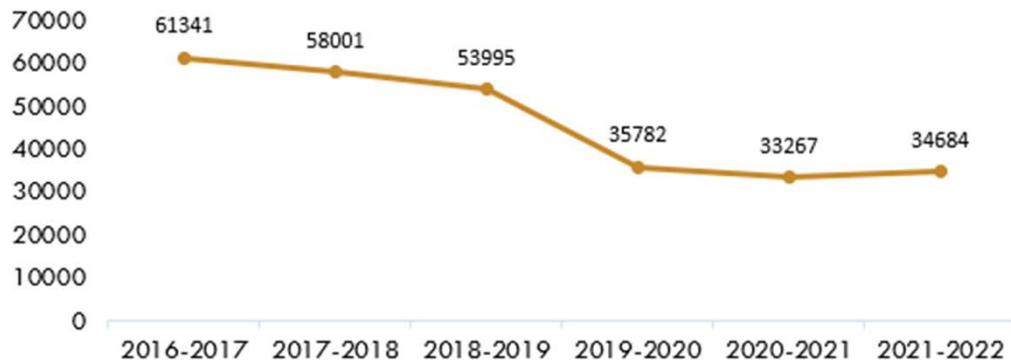
RCW 28B.77.230 Goals

- (1) The council, the state board for community and technical colleges, the council of presidents, the four-year institutions of higher education, the private independent higher education institutions, and the private career schools shall collaborate to carry out the following goals:
- (a) **Increase the number of students who receive academic credit for prior learning** and the number of students who receive credit for prior learning that counts towards their major or towards earning their degree, certificate, or credential, while ensuring that credit is awarded only for high quality, course-level competencies;
 - (b) **Increase the number and type of academic credits accepted** for prior learning in institutions of higher education, while ensuring that credit is awarded only for high quality, course-level competencies;
 - (c) **Develop transparent policies and practices in** awarding academic credit for prior learning;
 - (d) **Improve prior learning assessment practices** across the institutions of higher education;
 - (e) **Create tools to develop faculty and staff knowledge and expertise** in awarding credit for prior learning and to share exemplary policies and practices among institutions of higher education;
 - (f) **Develop articulation agreements when patterns of credit for prior learning are identified** for particular programs and pathways; and
 - (g) **Develop outcome measures** to track progress on the goals outlined in this section.



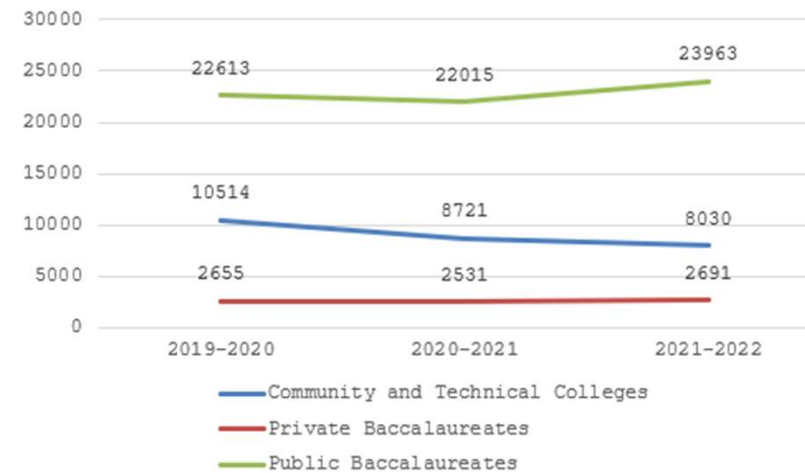
Recent statewide data

Figure 1: Comparison of ACPL Credits in all institutions since 2016-2017



Source: WSAC staff analysis of ACPL data collected from institutions (fall in 2017, 2018, 2019, 2020 and 2021).

ACPL credits by sector





WICHE/CAEL 2020 research: Key findings

- Higher degree completion for PLA students
- Impact of PLA for Latinx, Black, Pell recipients, Community College students
- Reduced time to degree for ACPL students
- Increased residential credit earning

...And yet,

- **1 in 10 students earned at least 1 prior learning credit**



WICHE and CAEL: Recommendations

- ACPL options available and well-promoted
- Systems to help students fully understand options
- Workforce and college collaborations
- Adjust financial aid models to cover assessment
- Creative partnerships among colleges to scale PLA for students' and workers' needs

Recent Work: Tool Kit



- Focus: Institutional needs
- What's included
- Format
- Next steps: Building and promoting as resource

Logic Model for ACPL development

Assumptions & Expectations for Successful ACPL	What will happen if we accomplish this?	Inputs and Resources: What do we need to do?	Outputs: What will happen immediately as a result?	Outcomes: -Short term -Medium term -Long term
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- Increase **communication**
- Increase **crosswalks** to streamline pathways
- Increase **access** for all students
- Increase **transferability** to baccalaureates
- Gather and analyze **data** to inform quality, equity, and student service
- Ensure **resources** to support institutions
- Pursue **consistency and alignment** across institutions

Results: Logic Model for ACPL development

Assumptions & Expectations	What will happen if we accomplish this?	What do we need?	Outputs	Outcomes
Increase awareness and communication about ACPL	<ul style="list-style-type: none"> - Institutional commitment - Transparent institutional policies and processes - Students understand and access ACPL 	<ul style="list-style-type: none"> -Research: Clear messaging -Communication exemplars -Training 	<ul style="list-style-type: none"> -Toolkit communication -Training – leadership as well as staff -Community of Practice exchanges 	<ul style="list-style-type: none"> - Institutions' policies support development and access -Staff communication - More students accessing ACPL



ACPL Work Group in context...

ACPL exists within a constellation of laws and policies...

- Institutional
- Sector
- State
- NWCCU

...and within a complex constellation of stakeholders

- Higher education institutions
- Commissions and councils
- COP, SBCTC, ICW
- WSAC
- Military, workforce, labor
- Prospective students
- And more....





Why ACPL?

