



Academic Credit for Prior Learning

December 16, 2022



Agenda for today

- ACPL work group charge, context and recent work
- State-level ACPL data update
- Identify 2023 opportunities: resources, training, communications, accelerated pathway support



RCW 28B.77.230 Goals

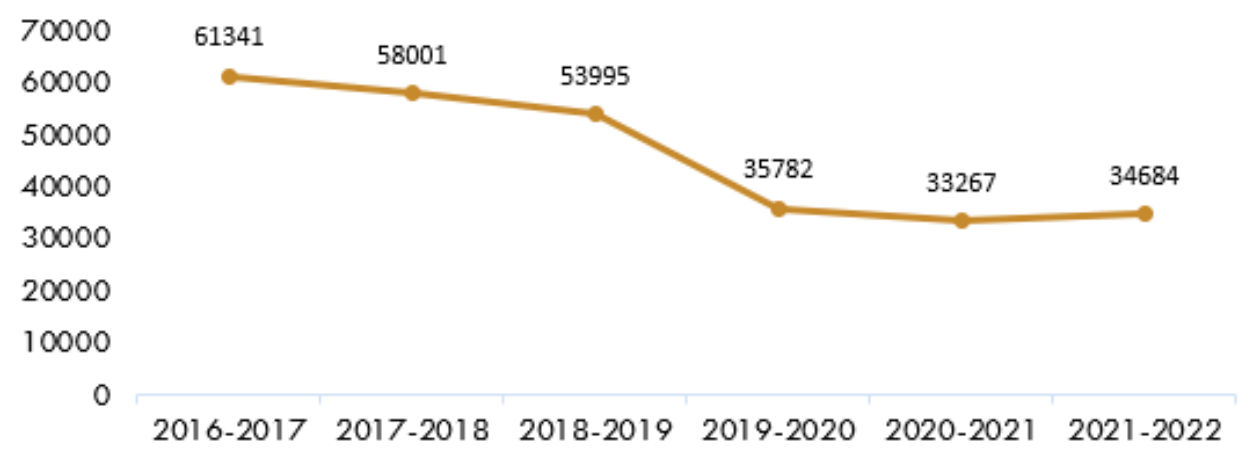
(1) The council, the state board for community and technical colleges, the council of presidents, the four-year institutions of higher education, the private independent higher education institutions, and the private career schools shall collaborate to carry out the following goals:

- (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.



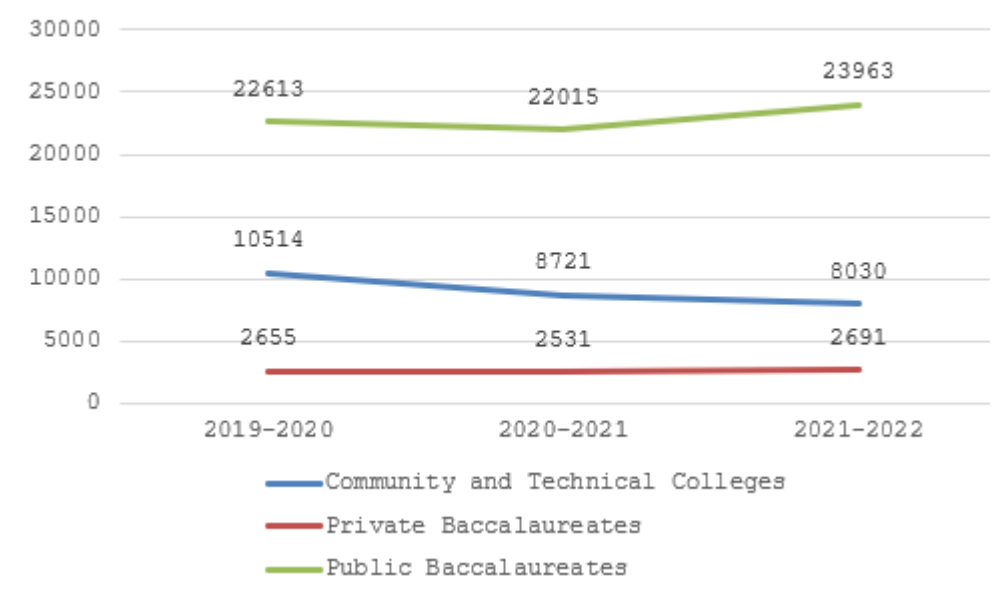
Recent statewide data

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



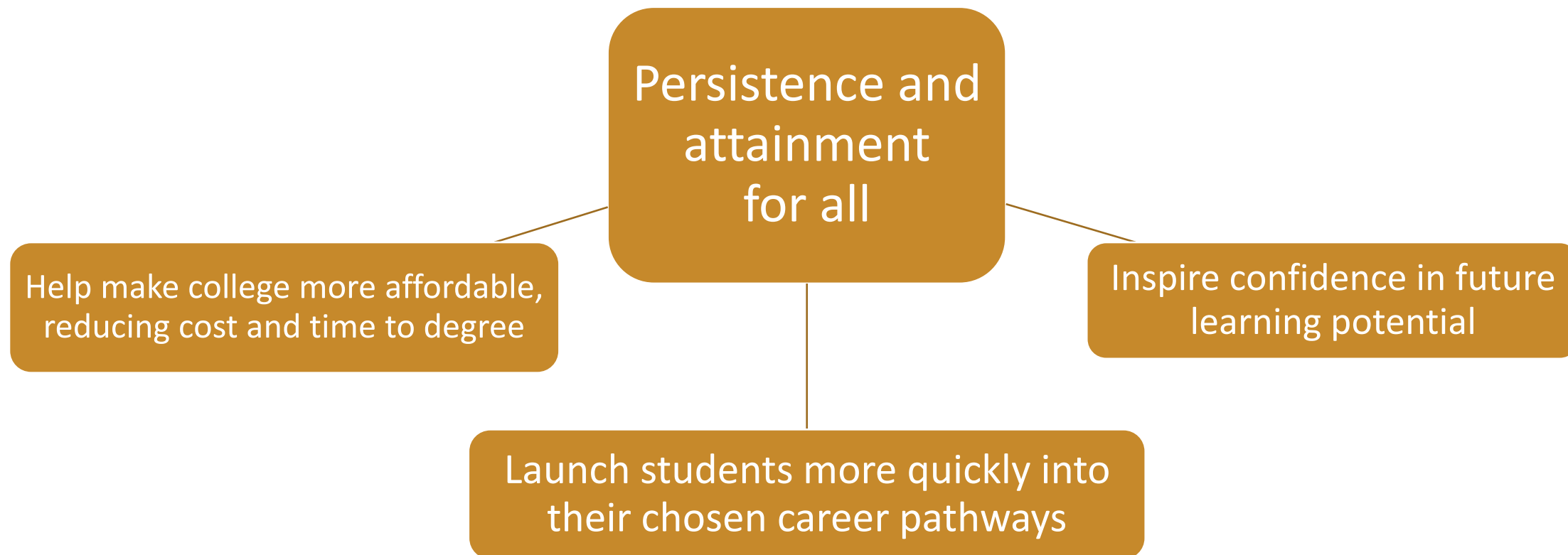
Source: WSAC staff analysis of ACPL data collected from institutions (fall in 2017, 2018, 2019, 2020 and 2021).

ACPL credits by sector





Why ACPL?





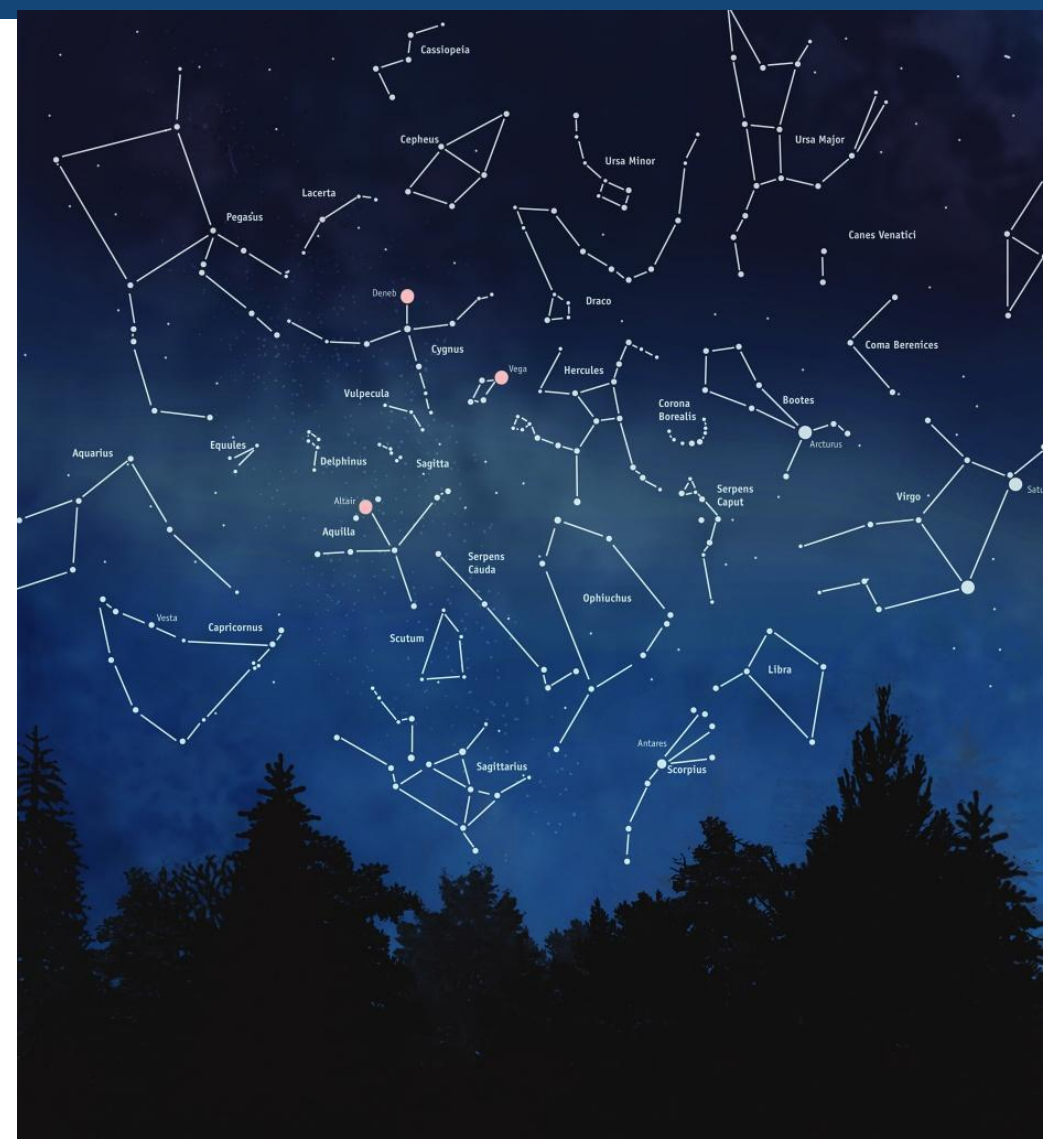
ACPL Work Group in context...

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....





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,

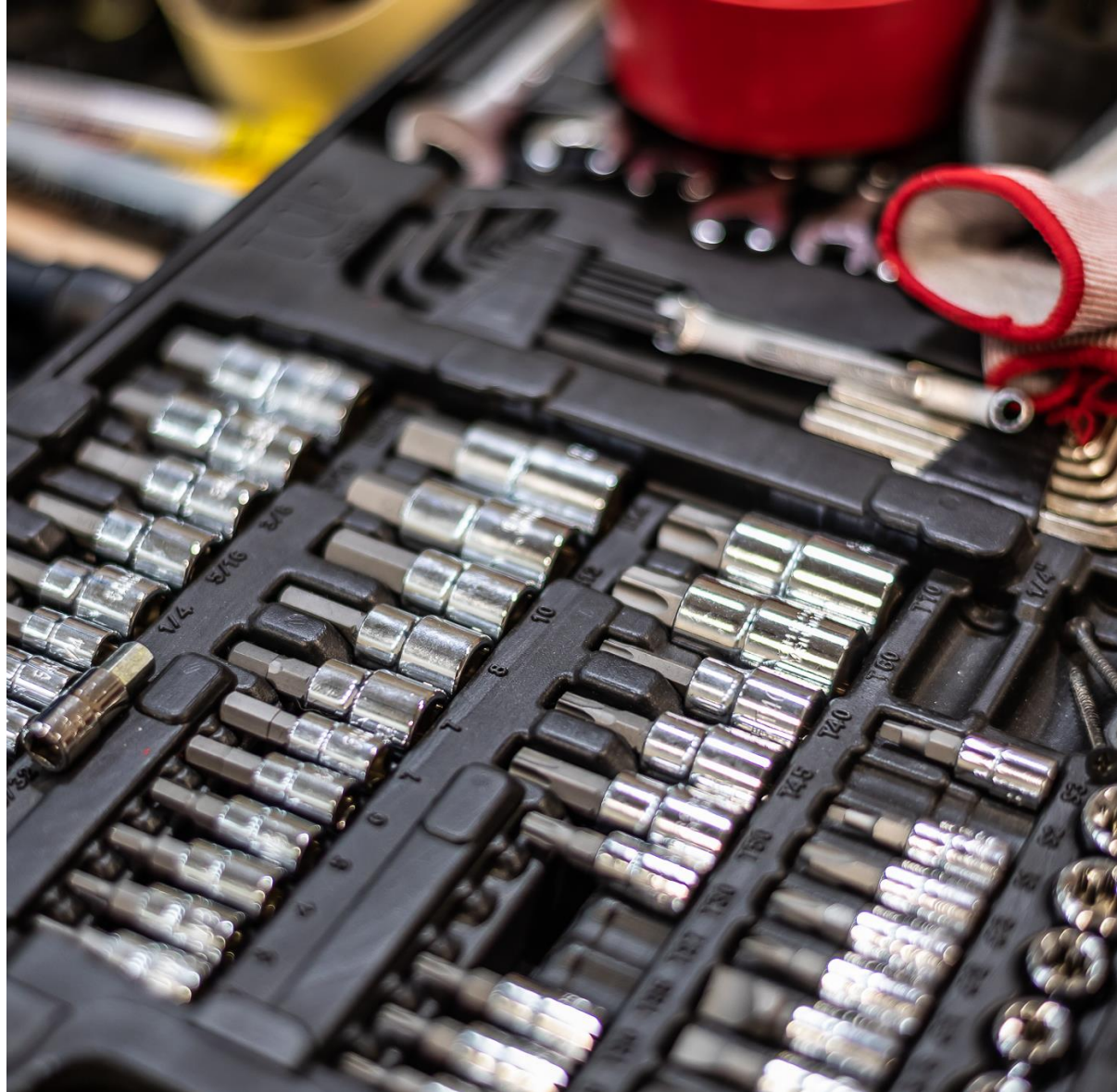
- **1 in 10 students earned at least 1 prior learning credit**



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



Discussion:

What resources do institutions need to advance ACPL?

How can policies better support student success through ACPL?

What questions will help us better understand and make decisions about ACPL?



Planning for 2021-2022 Directions

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WSAC's ACPL webpage:

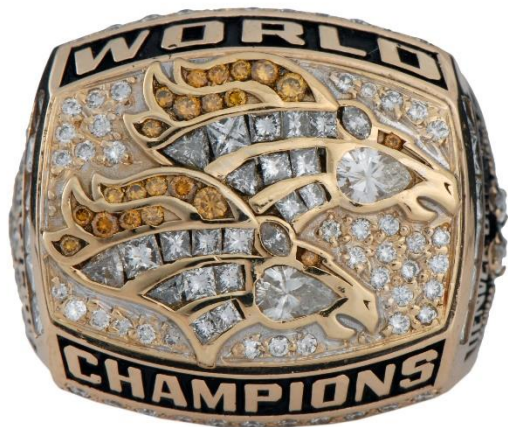
<https://www.wsac.wa.gov/assessments-prior-learning>

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Getting the work done



- Champions to move ACPL forward this year in this work?
- Liaisons to connect with other commissions / committees?
- Work Group follow up this year?





Discussion questions

- 1. What data or information would help you examine ACPL success -**
 - in your institution?
 - In our state?

- 2. Is current survey and report meeting our needs? In what ways would you like this survey and report to add value to ACPL work -**
 - In your institution?
 - In our state?

- 3. Specifically, are there changes in current ACPL data collection, analysis and reporting that could help us get the information we would like?**



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)



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)?**