



WASHINGTON STUDENT ACHIEVEMENT COUNCIL  
**Academic Credit for Prior Learning**  
**Workgroup Meeting**

MEETING NOTES

September 7, 2017

10:00am – 2:00pm

Highline Community College

**Workgroup Roster**

	Legislatively-designated workgroup members:	Represented by:	Title:
x	WSAC (1)	Noreen Light	Associate Director, Academic Affairs and Policy
x	SBCTC (1)	Ruben Flores for Joyce Hammer	Director of Transfer Education
	COP (1)	Cody Eccles	Associate Director
x	Faculty – CTCs (2)	Jennifer Johnston	Faculty; Highline College
		Maureen O’Shaughnessy	PLA Program Manager; Everett Community College
x	Faculty – BIs (2)	Janice DeCosmo	University of Washington - Seattle
x		Elizabeth Burke	Antioch University
	Private career schools (2)	Brian Lee	Campus Director; Everest College-Tacoma
		David Shulman	President, Seattle Film Institute
x	Business (2)	Brian Jeffries	Partnership for Learning; Business Roundtable
		Amy Anderson	Association of Washington Business
x	Labor (2)	Wendy Radar-Konofalski	Washington Educators’ Association
		Bernal Bacca	AFT-Washington

**Additional participants:**

WSAC: Deb O'Neill, Policy Associate, Academic Affairs and Policy, Maddy Thompson, Director of Government Relations

College and universities: Iulia Zavodov, Bellevue College; John Heace, EWU; Keith Klaus, EWU; Karl Smith, University of Washington-Tacoma; Bret Smith, Central Washington University; Lindsey Brown, Central Washington University; Tiffaney Duane, Pierce College; Jennifer Johnston, Highline College; Kathy Yackey, City University-Seattle; Janice DeCosmo, University of Washington Seattle; Elizabeth Burke, Antioch University; Pam LeMay, Edmonds Community College.

Other state agencies: Elizabeth Iankea, Washington State Library

**Introductions and announcements.**

Ruben Flores standing in for Joyce Hammer (SBCTC). John Neace announced that EWU has launched a fully-online portfolio development course.

**Reminder** - please ensure that information from this meeting is shared with other faculty, administrators, and system groups.

**Prior learning touches many different areas and sectors.** Reviewed founding legislation (RCW 28B.77.230 and RCW 28B.10.053) This ACPL workgroup has specific legislative charges to address. Discussed need for each ACPL workgroup member to **communicate with other groups** (JTC, ICRC, WEC, and so forth) they attend and communicate with colleagues in their institutions to ensure that work in ACPL is aligned across systems, without gaps between policy and practice.

**Old Business**

**Annual fall workshop** will be held on **October 20**, in Kent. Emphasis will be on understanding the use of ACE guides to award credit for military training and education. Additional workshop topics include the review process of ACE military evaluations, the integrity and rigor of the review process for courses and occupations, role of the faculty in the evaluation process, and measures used in determining credit recommendations with the scope and deliverables.

**ACTION ITEM:** Send workshop information to veteran center directors.

**Metrics development – Goal 7**

*How do we develop metrics to measure success in increasing the award of credit for prior learning, as required by legislation?*

Potential measurements include:

- completion rates
- time to degree
- postsecondary success (motivation to complete)
- alignment with adult reengagement initiative
- potential dollar amount of tuition saved
- increases in coding consistency, adoption of policies, collaboration in transfer

Because some institutions have not been reporting data, no statewide baseline to which we can compare today's data. However, we could compare data for a group of institutions which has been reporting consistently. Changes in coding would impact that data, as well.

Data cannot speak to all of the story. Narrative should celebrate the increases in collaboration and consistency.

### **New Business**

Discussed **data collection**. Reaching out directly to the person who submitted last year's data for each institution seemed to work well this year. COP and SBCTC representatives were copied on the data requests. Institutional submissions of ACPL data continues to increase each year; at the time of the meeting just four institutions had not yet submitted their 2016-17 data. Deadline was August 31. Data is needed to complete legislatively-mandated report.

### **Feedback from institutions** on data collection:

- **Competency-based** courses - awarding credit for either upper- or lower-division courses? Prior learning credit should be awarded for the level of learning outcomes that have been met.
- Positive feedback on use of the form; **data collection form was easy to use** and group appreciated the standard "error message" which prevents data being included in the wrong section.
- A **comments section** on the data collection form may be helpful.

### **General discussion**

- **Messaging** should tie ACPL to overall goals of institutions and state goals of educational attainment.
- Need to get **consistent messaging** to faculty, registrars and other staff.
- May need further **professional development** on how to guide student development of portfolios, and how to assess portfolios. A **video** of a student presenting his or her **portfolio** would be helpful.
- A **video tutorial on the ACPL handbook** might be helpful.

- ACPL **awards relationship to enrollments**; ACPL awards may show decline when enrollments decline.
- NWCCU clarifying the definition of **prior experiential learning as the only assessment category included in the 25% cap** has been helpful.
- **Crosswalk development** work may needed in these areas:
  - **Apprenticeships** (Holly Moore at South Seattle may be a resource)
  - Work experience and training gained in **correctional settings**

### Ongoing considerations

- **Inconsistency** in how credit for prior learning appears on transcripts creates **problems in transfer** of credits from one institution to another. Registrars are cited as needing to have origination of credit clear on transcript.
- State **FTEs**; students can be counted if they enroll in a course; school uses enrollment to maintain state FTEs; awarding prior credit may reduce amount of annual FTEs. Federal Financial Aid will not pay for courses challenged.

### Legislative Report

Delays in data submission impact time to analyze data and draft report. Draft will be sent to the workgroup for input. Then the revised draft will go to SBCTC, COP and ICW for further review and input.

Include chart from ACPL handbook (p.3).

Include a highlight section on portfolio review courses. Benefits include students' understanding of their own learning and ability to learn college-level content, technical writing credit, and potential for multiple course credits.

Recommend conducting a Washington State study on time to degree for students who are awarded ACPL (age 25-44 years?) Also, success in subsequent coursework if granted credit for entry-level courses.

Describe how diversity of student enrollment may affect data. (e.g. Student populations including larger percentages of older students and veterans may equate to more opportunities for an institution to award ACPL.)

### Examples are needed for the ACPL handbook.

- Lists of military courses and programs that have qualified for academic credit.
- Transcripts with various types of ACPL awards.

**Spring meeting** A scheduling poll will be sent at a later date.

**Further information** ACPL reports, legislative links, and workgroup materials (meeting agenda and notes, workshop agenda) may be found on the Washington Student Achievement website: <http://www.wsac.wa.gov/assessments-prior-learning>