



# Academic Credit for Prior Learning

November 3, 2021



## Objectives for today

- Framing: ACPL work group charge, past accomplishments, and current context
- Spotlight and opportunity: South Seattle College and accelerated pathways
- Identify 2021-2022 opportunities: resources, training, communications, accelerated pathway support
- Prioritize next steps for goal areas



## 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.



# 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....





# Highlights and challenges of recent ACPL Work

- Data:
  - 3 years of statewide data – downward trendline of ACPL credits
  - Disaggregated data case studies – Highline and Saint Martin’s University
- ACPL Handbook and workshops:
  - Handbook (2018): Sample policies, examples of assessments
    - Initial revision plan in 2020 – and then COVID
  - Workshops: 2020 spring planned; previous by ACE
- Web presence:
  - WSAC webpage on ACPL
  - College and Career Compass tool – prior learning info for adult learners



# 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 per institution

[www.Compass.wa.gov](http://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...



## WICHE/CAEL: 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
- Adjust financial aid models to cover assessment costs
- Creative partnerships to scale PLA for students' and workers' needs





## Spotlight and opportunity: South Seattle College

- Accelerated pathways development
- Lessons learned
- Resource development and opportunities



## Discussion:

### **What actions this year will help increase ACPL understanding and use in WA?**

- Key audiences / stakeholders
- What's most needed?
- Possible action areas: Resources, training, communication/awareness, pathway development support...
- Collaboration opportunities
- Best bet for ACPL Work Group this year



# 2021-2022 Directions

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# Next Steps for 2021-2022 Directions

Decisions	Logistics	Leaders / Liaisons



## **WSAC's ACPL webpages:**

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

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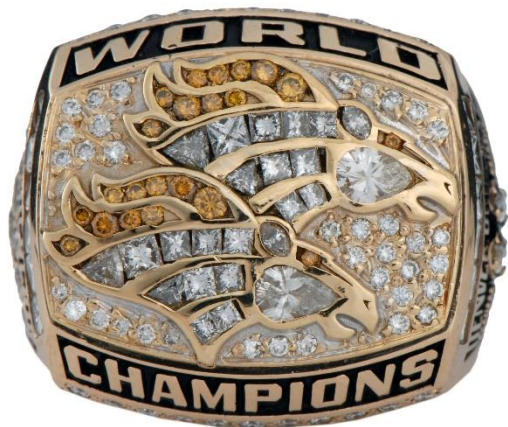
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# Getting the work done



- 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)?**