

Prior Learning Assessment Workgroup: 2013 Progress Report

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EXECUTIVE SUMMARY

Legislation passed in 2011 required the Washington Student Achievement Council to convene the Prior Learning Assessment Workgroup to coordinate and implement seven goals described in statute for promoting the award of college credit for prior learning (RCW 28B.77.230).¹ The Council submits an annual report to the Legislature on workgroup progress in carrying out the seven goals.

This report summarizes progress made in 2013 and also outlines a work plan of activities to be conducted in 2014.² Some of the workgroup's significant accomplishments this year include the following:

- Gathering and reporting initial data from community and technical colleges, public, and private baccalaureate institutions.
 - **4,595 students** received academic credit for prior learning that counts toward their major or towards earning their degree, certificate
 - **84,778 academic credits** were accepted by colleges and universities towards degrees, certificates, or credentials.
- Updating and expanding the Handbook for Faculty and Staff that includes sample policies and practices for use by institutions as templates for development of their own policies. Samples include: (1) Assessing and Awarding Credit for Prior Learning (General Policy); (2) Sample Coding, Tracking and Transcription; and (3) a Sample Fee Model.

In addition, examples of current policies and practices from colleges and universities were added to the Handbook.

- Encouraging improvements to college and university websites to provide better information about PLA practices.
- Hosting the third annual PLA conference in October 2013 for the first time in eastern Washington. The conference provided an opportunity for over 120 attendees from 50 different institutions to review PLA progress to date, collect further data on PLA student participation, and share best practices.

The workgroup has identified a number of priority actions that will be the focus of its work in 2014, key among them being development of processes to serve returning Veterans.

In addition, the workgroup will continue a number of activities designed to raise awareness among faculty, administrators, and students about various options for assessing and awarding credit for competencies developed through a variety of learning experiences.

¹ The statute is available at <http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.77.230>.

² Previous reports are available at <http://www.wsac.wa.gov/PreparingForCollege/PriorLearningCredit>

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INTRODUCTION

On November 20, the Washington Student Achievement Council adopted the 2013 Roadmap report. The Roadmap sets a clear course to increase educational attainment for Washingtonians, leading to better-prepared high school graduates and more adults who earn postsecondary credentials - all primary contributors to a robust and prosperous Washington.

Roadmap Goals

The State's 2013 Roadmap establishes two educational attainment goals for 2023.

- All adults in Washington will have a high school diploma or equivalent.
- At least 70 percent of Washington adults will have a postsecondary credential.

Roadmap Recommendations

Achieving these two educational attainment goals by 2023 will require focused strategies around three primary objectives: ensure access, enhance learning, and prepare for future challenges. The Council believes the goals for 2023 can be accomplished through twelve action steps supporting these three objectives. Increasing Prior Learning Assessment (PLA) in Washington is one of the action steps to increase access to educational opportunities and support for all students.

Granting college credit based on assessment of a student's prior learning in the workplace, military, or through other life experiences can have positive impacts on increasing educational attainment in Washington. Effective prior learning policies will:

- Ensure access by helping to make college more affordable, reducing the cost of a degree through the award of course credits for knowledge and skills developed through prior learning.
- Enhance learning by linking work-based learning to college courses and encourage adults to earn postsecondary credentials.
- Prepare for the future by increasing awareness of postsecondary opportunities.

Legislation passed in 2011 required the Washington Student Achievement Council to convene the Prior Learning Assessment Workgroup to coordinate and implement seven goals described in statute for promoting the award of college credit for prior learning (RCW 28B.77.230). The Council submits an annual report to the Legislature on workgroup progress in carrying out the seven goals.

What is Prior Learning and Prior Learning Assessment?

Prior learning is defined as the knowledge and skills gained through work and life experience; through military training and experience; and through formal and informal education and training from in-state and out-of-state institutions including foreign institutions.

Prior learning assessment is the process used to evaluate previous life experience for academic credit. Prior learning assessment can be accomplished through standardized

tests, course challenge examinations, portfolio assessment, and crosswalks³ between work-based learning and college courses.

Some PLA methods cost a student more than others, but any PLA credit-earning method will typically cost less than tuition to enroll in the equivalent course. In addition, when PLA credit is earned, it may allow the student to enroll in, or advance to, higher-level courses.

Prior Learning Assessment in Washington

Currently every college and university in Washington offers some form of prior learning assessment. The Council, working with colleges and universities, is working to develop and enhance methods for collecting PLA data. At present, discrete data elements do not exist in the state's centralized higher education database to enable tracking of PLA progress at the public baccalaureate institutions. This year a work around was developed to begin collecting significant data for the first time. That data is reported below.

A sample policy for prior learning assessment that provides clear operational definitions and guidance on tracking credits earned through PLA was developed by the workgroup and disseminated through a faculty and staff Handbook. The Admissions and Registration Council of the Community and Technical College (CTC) system has developed a coding methodology that is being reviewed by the CTC system at this time.

The Prior Learning Assessment website⁴ provides additional information on the background of PLA in Washington, definitions, national research, and reasons why Washington is often regarded as a bellwether state in prior learning assessment.

Prior Learning Assessment Workgroup

The Prior Learning Assessment Workgroup consists of 60 representatives from a broad range of postsecondary education sectors, the Legislature, public safety, and the military.⁵ The workgroup has two co-chairs - one from the community and technical college system and one from the public baccalaureates. The workgroup is convened by the Washington Student Achievement Council. Membership includes:

- 10 representatives from postsecondary education boards and Councils
- 25 from SBCTC (including 6 faculty)
- 7 from baccalaureate institutions
 - 5 public, 1 private non-profit, 1 WGU Washington
- 3 from Career Colleges
- 4 from the state House of Representatives, Senate, and other agencies
- 1 from public safety
- 1 student
- 1 from the Military/Department of Defense
- 8 from workforce and apprenticeship sectors

³ A Crosswalk refers to a matrix used to compare industry-based learning outcomes with outcomes for specific courses in a college. (Example: Basic Law Enforcement Academy training compared to Criminal Justice coursework).

⁴ www.wsac.wa.gov/PreparingForCollege/PriorLearningCredit

⁵ See Appendix A for a list of Workgroup members

PROGRESS ON LEGISLATIVE GOALS: 2013

The enabling legislation for the workgroup (RCW 28B.77.230) lays out seven goals for prior learning assessment in Washington. The workgroup met four times in 2013 and also convened the third annual statewide PLA Conference October 2013 at Central Washington University. This event, attended by over 120 faculty and staff representing over 50 colleges and universities, was held in eastern Washington for the first time. The conference provided an opportunity to share policies and practices in awarding PLA credit across institutions and provide new tools to develop faculty and staff knowledge and expertise in awarding PLA credit. The workgroup continues to make significant progress on the goals identified in legislation.

Goal 1:

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.

Goal 2:

Increase the number and type of academic credits accepted for prior learning.

In order to establish a baseline for determining increases in the number of students who receive prior learning credit, the workgroup created both a sample operational definition of PLA and uniform method of coding credits received by each student. Both were circulated to colleges and universities and it became apparent the workgroup had not communicated clearly that these were **sample** definitions and processes created by the workgroup for campuses to review, revise and adapt to meet their unique campus circumstances.

The workgroup used the annual conference and revised handbook for faculty and staff to clarify, as outlined in statute that the purpose of the workgroup is to coordinate and implement the goals and develop transparent policies and practices in awarding academic credit for prior learning.

A data request was sent to each campus in August of 2013. In addition, follow-up emails were sent in September and a final request for data was made at the annual conference in October. Campuses were asked to report on the number of students who received prior learning credit and the number of total credits awarded based on their institutional definition of Prior Learning Assessment.

For academic year 2012-13 (summer 2012 through spring 2013):

- **4,595 students** received academic credit for prior learning that will count toward their major or towards earning their degree, certificate, or credential.

- **84,778 academic credits** were accepted by colleges and universities towards degrees, certificates, or credentials. This is equivalent to 16,956 five-credit classes (or almost 1,900 FTE).

Reporting campuses indicated they only award PLA for courses and credits that count towards credentials and that all credit awarded is for high quality, course-level competencies.

A few campuses voiced concerns that full-time equivalent enrollments might be decreased because of PLA credit awarded. At this point it is not known if students granted PLA credit would be students who would otherwise not be on campus. An increasing number of PLA credits are being awarded by institutions as we are working together to expand PLA options and awareness on campuses.

Further refinement of processes and data collection is expected in 2014.

Goal 3:

Develop transparent policies and practices in awarding academic credit for prior learning.

Sample policies and practices were updated and provided as reference in the Handbook for Faculty and Staff described in detail under Goal 5. These include:

- Assessing and Awarding Credit for Prior Learning (General Policy)
- Sample Coding, Tracking and Transcription
- Sample Fee Model

In addition, the following sample policies and practices from colleges and universities were added to the Handbook:

- PLA Policy, Community Colleges of Spokane.
- Prior Learning assessment Process, Lake Washington Institute of Technology.
- Processes by Which Credit May be Earned, Olympic College.
- Student Portfolio of Prior Learning (Welding), Peninsula College.
- Crosswalk: Industry Training (Fire Service) to College Credit, Edmonds Community College.
- Crosswalk: Industry Training (Law Enforcement) to College Credit, Highline Community College.
- ENGL 101 Portfolio Development and Scoring Guide, Highline Community College.
- Evaluation of prior military training using the American Council on Education (ACE) Guide, the new Joint Services Transcript, and Pierce College transcript including Military Credit.
- Promotional materials for Veteran Students from Bellevue College.

PLA was added last year to an existing reciprocity agreement between the colleges of the state community and technical college system. That agreement, which was approved by the Instruction Commission of the Washington Association of Community and Technical Colleges, provides for reciprocity of transfer coursework among colleges. Implementation discussions occurred across the CTC system this year.

The CTC reciprocity agreement allows for individual courses that meet certain requirements at the sending college to be considered to have met that requirement at the receiving college for a similar transfer degree—even if the course does not have an exact equivalent and even if the course credit is awarded through prior learning credit.

The CTC Admissions and Registrars Council (ARC) worked to develop a broad transcript coding implementation policy that includes PLA credit. This draft policy is being reviewed by other CTC system groups.

Additional progress:

- College and university websites addressing PLA continue to be expanded and improved, and information about PLA practices is being deployed more broadly across the system.
- National progress and best practices were reviewed and monitored as other states begin implementing PLA policies.
- A transfer liaison is available at the Washington Student Achievement Council to assist students having difficulties with credit transfer, including credits earned through prior learning assessments. In 2013, no issues related to prior learning assessment were reported to the transfer liaison.
- A workgroup goal for 2013 was to create an online portfolio development course. Spokane Falls Community College is developing such a course and is putting it online with a target date of spring quarter 2014. The PLA Workgroup committee addressing this goal will offer assistance.

Goal 4:

Improve prior learning assessment practices across the institutions of higher education.

Third Annual PLA Conference

The Prior Learning Assessment Workgroup held its third annual statewide PLA Conference Friday October 18 for the first time in eastern Washington. Hosted by Central Washington University, over 120 participants from all sectors across Washington attended. A PLA Handbook was distributed to participants. The Handbook and all other Conference materials are available on the workgroup wiki.⁶

Dr. Marilyn Levine, CWU Provost, welcomed the group to campus and shared examples of her own prior experiential learning. Nova Gattman from the Workforce Training and Education Coordinating Board summarized recent legislation regarding PLA; Jim West, Noreen Light and college representatives summarized workgroup progress to date and preliminary data collection; and Dr. Rich Cummins, President of Columbia Basin College, spoke on the links between PLA and competency-based programs being developed by SBCTC.

Participants were encouraged to attend as teams that represented both instruction and administration on their campuses. Teams met and discussed poster board presentations brought by each campus that described how they are implementing PLA. A panel

⁶ <http://wa-priorlearningassessment.wikispaces.com/>

presentation discussed promotion, marketing and processes, and afternoon sessions provided opportunities for participants to attend one of two tracks to discuss assessment methods or coding, tracking, and data collection. The Conference concluded with summary presentations from each track's discussions for the group.

American Council of Education National Webinar

Washington Student Achievement Council staff Noreen Light and Jim West were among featured panelists for "Prior Learning Assessment: From Piecemeal to a Systems Approach," a webinar held November 14 and sponsored by the American Council on Education.

This webinar discussed how three diverse systems—University System of Georgia, Washington State's higher education institutions, and the University of Wisconsin System—are building integrated policies and programs that advance quality PLA practice. Over 600 participants registered for the event. WSAC's presentation highlighted the state's workgroup model of moving PLA policy forward, system-wide accomplishments over the past 3 years, preliminary data on the number of students receiving PLA credit and the number of credits awarded, and work to be completed in 2014.

Presentations in Washington

PLA Workgroup progress was shared by workgroup members through several forums and presentations, including:

- House Community Development, Housing and Tribal Affairs Committee (January 2013)
- Legislative Joint Taskforce on Career Education Opportunities, (December, 2013)
- SBCTC Assessment of Teaching and Learning conference in Spokane (May 2013)
- Updates to various groups: Intercollege Relations Commission, Joint Transfer Council, Washington Council for High School/College Relations, the Washington Association of Collegiate Registrars and Admission Officers, Credentials Evaluators Conference
- Updates to various councils of the Washington Association of Community and Technical Colleges including the Instruction Commission, Articulation and Transfer Council, Workforce Education Council, and Advising and Counseling Council.

Visitor from South Korea

Dr. Seok-young Oh, Assistant Professor in Human Resource Development from Myongji University, visited workgroup members in July 2013 to learn about PLA in Washington. He discovered our programs through the workgroup online wiki and came to investigate:

- The relationship between the workgroup and the Washington Student Achievement Council.
- How funding is provided for workgroup activities.
- The relationship between the Council and other government and nongovernment entities, including national organizations like the American Council on Education and the Council for Adult Experiential Learning.
- How the workgroup is facilitating the relationship between industry and work experience for college credit.

- Tools faculty use to determine if learning has occurred outside the classroom.
- Examples of support materials, employer assistance programs, and barriers to implementation of PLA.

Goal 5:

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.

The workgroup revised and expanded the Prior Learning Assessment Handbook for faculty and staff and added several new features.⁷ This Handbook is the result of cross-sector collaboration by Washington PLA Workgroup members with input from their colleagues and fellow educators. The Handbook is available free on the [WA-Prior Learning Assessment](#)⁸ wiki.

Components of the Handbook include:

- Definitions, purpose, and limitations of PLA.
- Methods of assessment.
- Sample policies processes and practices, including:
 - Assessing and Awarding Credit for Prior Learning (General Policy).
 - Sample Coding, Tracking and Transcription.
 - Sample Fee Model.
- Legislation, standards and guidelines.
- Accreditation standards.
- Inter-college Reciprocity Policy for the Community and Technical Colleges.
- Examples of PLA policy and practices from Washington colleges and universities.
- Evaluation of prior military training, including examples of promotional materials for student veterans.

Colleges in Washington made substantial progress and improvements in growing PLA awareness. Washington PLA maintains a wiki webpage that includes all activities of the workgroup and is available for everyone to view.⁹ A voiceover Power Point Presentation on PLA basics was added to the wiki.

Additionally, a PLA list serve was developed to share news and provide a forum for questions and answers across the system. PLA information is shared across other system list serves that cater to other groups – registrars, faculty, and student services personnel. And the Washington Student Achievement Council developed a new website – www.readyssetgrad.org - that provides user-friendly access to PLA information.

⁷ The PLA Handbook is available under a Creative Commons Attribution Noncommercial Share Alike 3.0 Unported License.

⁸ <http://wa-priorlearningassessment.wikispaces.com/>

⁹ <http://wa-priorlearningassessment.wikispaces.com/>

Goal 6:

Develop articulation agreements when patterns of credit for prior learning are identified for particular programs and pathways.

The workgroup continued to refine a model template for crosswalks between work-based prior learning and community and technical college courses. This process is coordinated through the CTC Centers of Excellence, flagship centers that build and sustain Washington's competitive advantage through statewide leadership.

An existing crosswalk from the Council for Professional Recognition Child Development Association Certificate to Early Childhood Education programs has been adopted by all Washington state community and technical colleges.

Crosswalks were also developed between common prior learning opportunities and college courses in the following programs:

- Washington State Basic Law Enforcement Academy to Criminal Justice program, Highline Community College
- Military police training to Administration of Justice program, Highline Community College
- Comptia A+ Essentials Certificate to Information Technology program, Green River Community College
- Various apprenticeships to Multi-Occupational Trades program, Wenatchee Valley Community College
- NASBITE Global Business Professional Certificate to International Trade, Transportation, and Logistics program, Highline Community College
- American Registry of Radiologic Technologists (ARRT) Advanced Certificate Exam to Allied Health Imaging program, Bellevue College

Crosswalks under development include:

- Military medic training to Registered Nurse program, Pierce College

Goal 7:

Develop outcome measures to track progress on the goals outlined in this section.

RCW 28B.77.230 directs the Academic Credit for Prior Learning Workgroup to develop outcome measures to track progress on the goals outlined in this section. These preliminary outcome metrics are continuously under review and results are reported above.

2014 WORKGROUP ACTION STEPS

The workgroup continues to develop processes and practices for achieving legislative goals that ensure more adult learners efficiently move through postsecondary education and enter the workforce well-prepared. Priorities for 2014 were identified by the workgroup during our December 10, 2013 meeting.

1. Focus on military prior learning.

The Veterans subcommittee of our PLA Workgroup will look more closely at American Council of Education credit recommendations, including award of credit through standardized tests like the College Level Examination Program (CLEP) and Defense Activity for Non-traditional Education Support (DANTES). These tests are provided at no cost to military personnel. Several colleges are looking at expanding acceptance of CLEP credits as a way to serve veterans, expand prior learning assessment options, and facilitate attainment of educational attainment for this population.

ACTION: Review and present policies from other states on the acceptance of CLEP credit that apply to degree requirements.

ACTION: Invite the College Board to present to a gathering of college faculty on CLEP for colleges, and convene faculty from several colleges to look at CLEP exams to see if they meet outcome requirements for general distribution courses.

ACTION: Initiate conversations with faculty and transfer-oriented work groups regarding a state policy on the acceptance of CLEP credits that will count to satisfy degree and certificate requirements. Currently almost all baccalaureate and community/technical colleges in Washington award CLEP credit.

ACTION: Best practices from other states will be reviewed, including

- **Fayetteville Technical Community College in North Carolina.** This is thought to be the most extensive crosswalk development between Military Occupational Specialties (MOS) and college credit.¹⁰
- **Texas College Credit for Heroes**, a partnership between the Texas Workforce Commission and the Texas Higher Education Coordinating Board to ensure active duty, former, and retired military personnel receive the credit they earned for their service to our country.¹¹

ACTION: A sample policy for acceptance of military credit beyond elective credit for postsecondary credentials will be created.

ACTION: Additional resources for developing a sample veterans' credit acceptance policy will be utilized, include the Military Transition Council established by Governor Inslee's Executive Order 13-01¹², Workforce Education Council, Department of Health, private for-profit institutions, and other campuses in the system currently reviewing their policies regarding veterans education and standardized testing.

2. Work with NWCCU to clarify definitions of PLA.

The Northwest Commission on Colleges and Universities (NWCCU) defines experiential learning simply as "Learning acquired from work and life experiences, mass media, and

¹⁰ http://www.faytechcc.edu/fort_bragg/credit-for-learning.aspx.

¹¹ <https://www.collegecreditforheroes.org/>.

¹² <http://www.governor.wa.gov/office/execorders/documents/13-01.pdf>

independent reading and study.”¹³ Standard 2C.7 allows a maximum of 25 percent of degree requirements to be met by credit awarded for prior experiential learning and this credit must be identified on the student’s transcript. ¹⁴ Although this policy has existed since 1984, the determination of what constitutes prior experiential learning was modified in commission standards revised in 2010.

The determination of what constitutes prior experiential learning, what needs to be identified on the transcript as such, and the 25 percent limit on experiential learning, have been ongoing concerns of institutions in Washington attempting to increase PLA credit award for their students. In addition, the commission definition for prior experiential learning is a narrower subset of the definition of Prior Learning provided by the Washington legislature.

Given the current data collection methodology, it is not clear if students are encountering this 25 percent obstacle or not. A few campuses have developed workarounds to keep students under the 25 percent limit. Previous conversations with the Commission did not clarify this issue.

ACTION: The Washington Student Achievement Council will work with the Commission to clarify examples of what type of credit is included in the 25 percent limit category.

ACTION: The Workgroup will make revisions to the sample policies for assessing, tracking and coding prior learning assessment, to ensure that all meet the accreditation requirements of the NWCCU and the reporting requirements of the Washington legislature.

ACTION: Data collection for 2014 will ask how many students have been constrained by the 25 percent limit on PLA credit.

3. Expand and improve communication about PLA.

The workgroup will continue to increase transparency and consistency of information available to students, stakeholders, faculty and staff across the system. General and target audiences will include: students, faculty, veterans, and the public. Increasing transparency about PLA practices on campuses is a priority. Methods include expanded use of media and facilitated discussions with individuals, other states, and other agencies. PLA workgroup members will facilitate discussions.

ACTION: Plan and implement the fourth annual Statewide PLA Conference.

ACTION: Develop a “best practice” template for sharing information about PLA with students through the recruitment process, during new student orientations, and within online and in-person advising modules. Create a checklist for advisors.

ACTION: Expand information on the web through state agency sites, campus sites, and apprenticeship and industry sites.

¹³ [NWCCU 2013 Accreditation Handbook](#)

¹⁴ [Northwest Commission on Colleges and Universities](#)

4. Encourage additional crosswalk development between industry and colleges.

Crosswalks are an underutilized pathway between industry and education that can lead towards increased completion of certificates and credentials for workers in Washington. Several Crosswalks have been developed; data on Crosswalk use has not been collected.

ACTION: Collect data on Crosswalk use.

ACTION: Work directly with the Centers of Excellence to expand current crosswalks to other institutions, expand the number of crosswalks, and compile all crosswalks currently available.

ACTION: Post a compiled list of Crosswalks in a central PLA location.

ACTION: Create sample Crosswalks to be used by colleges as templates for future development.

ACTION: Increase the number of crosswalks between industry certifications and college credentials.

ACTION: Finalize Crosswalks currently in development.

ONGOING ISSUES

Transfer of PLA credit between institutions

An underlying question in the workgroup is the determination of how PLA credits will transfer from one institution to another. The community and technical college system has included PLA credit in their Reciprocity Agreement between colleges, creating a clear process for the movement of PLA credits from one institution to another. Conversations are ongoing as to how those credits would be used in transfer from a community or technical college to a baccalaureate institution. This could be a topic for our fourth annual PLA Conference in 2014.

Apprenticeships

The workgroup would like to include more information about apprenticeships and the number of individuals participating in and completing programs in Washington. This could facilitate Center of Excellence work on crosswalk expansion. The Workforce Education Council, Department of Labor and Industry, and the State Board for Community and Technical Colleges are all resources to be tapped to integrate this information into our PLA report.

CONCLUSION

Progress made by the Prior Learning Assessment Workgroup over the past two years has brought a new awareness of the value students with prior learning bring to campuses. Granting college credit based on the assessment of a student's prior learning is one strategy that addresses the Washington Student Achievement Council 10-Year Roadmap goal that at least 70 percent of Washington adults (ages 25-44) will have a postsecondary credential by 2023. By completing the 2014 Action Steps listed above, the PLA Workgroup will increase educational attainment in Washington, especially for returning and adult learners.

To affect change and improve educational attainment we will need continued collaboration and new levels of integration and focus within our educational system. We have made substantial progress, and although we are viewed nationally as a leader in PLA policy development, much work remains to be completed.

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APPENDIX A PRIOR LEARNING ASSESSMENT WORKGROUP

Organization	Representative (F=faculty)	Position
Workgroup Co-chairs		
Bellevue College	Robin Jeffers	Coordinator, Effectiveness/Assessment
Eastern Washington University	John Neace	Senior Director & ITDS Chair, Interdisciplinary Studies
Postsecondary Education Boards and Councils		
Washington Student Achievement Council	Jim West	Associate Director
Washington Student Achievement Council	Noreen Light	Associate Director
Washington Student Achievement Council	Laura Bach	Assistant Director, State Approving Agency for Veterans Education and Training
Washington Student Achievement Council	Mike Ball	Director, State Approving Agency for Veterans Education and Training, Associate Director, Degree Authorization
State Board for Community and Technical Colleges	Bill Moore	Policy Associate, Project Director
Council of Presidents	Paul Francis	Executive Director
Council of Presidents	Cody Eccles	Associate Director
Workforce Training Board	Nova Gattman	Legislative Liaison / Policy Analyst for Adult Workforce Issues
Independent Colleges of Washington	Violet Boyer	President & CEO
Baccalaureate Institutions		
Washington State University	Jane Sherman	Vice Provost-Academic Policy & Evaluation
City U of Seattle	Jodey Lingg (F)	Program Manager, PLA Director
University of Washington Seattle	Janice DeCosmo	Associate Dean, Undergrad Academic Affairs
University of Washington Tacoma	J.W. Harrington (F)	Vice Chancellor, Academic Affairs
The Evergreen State College	Leona Walker	Admissions
Western Washington Univ. (Joint Transfer Council Co-chair)	Steven Vanderstaay	Vice Provost Undergraduate Education
WGU Washington	Phil Schmidt	Associate Provost
Community and Technical Colleges		
Edmonds Community College	Pamela LeMay (F)	Director, Special Academic Programs

Cascadia Community College	Walter Hudsick (F)	Tenured Faculty
Clover Park Technical College	Cindy Mowry	Director of Enrollment Services
Whatcom Community College	Beth Tyne (F)	Faculty, Social Science. Learning Contracts
Community and Technical College Workforce Education Council (Highline Community College)	John Huber	Director, Workforce Education Services
Highline Community College	Jennifer Johnson (F)	Prior Learning Assessment Coordinator
Community and Technical College- Articulation and Transfer Council (Bellevue College)	Joyce Carroll	Associate Dean of Instructional Services
Community and Technical College- Articulation and Transfer Council (Bates Technical College)	Mike Brandstetter	Dean of Instruction, Bates Technical College
Community and Technical College Workforce Education Council (Whatcom Community College)	Linda Maier	Dean, Workforce Education Instruction
Community and Technical College Workforce Education Council (Highline Community College)	Alice Madsen	Academic Affairs/Instruction
Spokane Falls Community College	Craig Rickett (F)	PLA Coordinator, Instructor Communication Studies
Community and Technical Colleges- Instruction Commission (Spokane Falls Community College)	Jim Minkler	Vice President of Learning
Everett Community College	Maureen O'Shaughnessy	PLA Program Manager
Lake Washington Institute of Technology (Workforce Education Council President 2013-14)	Sharon Buck	Dean, Industrial Technology
Center of Excellence for Careers in Education (Green River Community College)	Jamie Wells	Director
Center of Excellence (Highline Community College)	Caryn Fosnaugh	Director
Lake Washington Institute of Technology	Bob Monroig	Dean of Industrial Technologies
Faculty Association of Community and Technical Colleges (Shoreline Community College)	Diana Knauf (F)	Business/Intra-American Studies & Social Sciences
Bellevue College	Andy Brucia	Prior Learning Assessment Specialist
Shoreline Community College	Ted Haase	Director of Enrollment and Financial Aid Services

Faculty Association of Community and Technical Colleges (Clover Park Technical College)	Phil Venditti (F)	Speech Communications Faculty
Green River Community College	Denise Bennatts	Director of Enrollment Services
South Seattle Community College	Holly Moore	Executive Dean
South Seattle Community College	Wendy Price	Dean of Workforce Education and New Initiatives
Pierce College	Anne White	Registrar/Director Enrollment Services
Pierce College Fort Steilacoom	Tami Walsh	Evaluations
Lower Columbia College	Tamra Bell	Director, Work-based Learning & External Outreach
Career Colleges		
Northwest Career College Federation	Gena Wikstrom	Executive Director
Corinthian Colleges Incorporated/Everest College	Paul De Giusti	Vice President, Legislative Affairs
Corinthian Colleges Incorporated/Everest College	Gail McGaffick	Legislative Consultant
State House and Senate Staff, other state agencies		
Senate Higher Education and Workforce Development Committee	Kimberly Cushing	Committee Coordinator/Counsel
House Higher Education Committee	Madeleine Thompson	Research Analyst
House Democratic Caucus	Patrick Nevill	Policy Analyst
House Republican Caucus	Brian Hardtke	Policy Analyst
Department of Labor and Industry	Jody Robbins	Apprenticeship
Public Safety		
Criminal Justice Training Commission	Anthony Anderman	Eastern Regional Training Manager
Criminal Justice Training Commission	Steve Lettic	Manager
Military/Department of Defense		
Regional Liaison NW - Department of Defense	Mark B. San Souci	Department of Defense Advisor
Workforce and Apprenticeship		
Spokane Area Workforce Development Council	Mark Mattke	Executive Director
SkillUp Washington	Susan Crane	Executive Director
Service Employees International Union Healthcare NW Training Partnership	Nancy Dapper	Project Manager – Workforce Intelligence & Integration
International Brotherhood of Electrical Workers	Nicole Grant	PSEW H&W Trustees
Association and Joint Apprenticeship and Training Committee	Peter Lahmann	State Apprenticeship Coordinator

Joint Apprenticeship and Training Committee and International Brotherhood of Electrical Workers	Tony Lewis	Representative
American Federation of Teachers WA	Bernal Baca (F)	Government Relations
WA State Building and Construction Trades Council	Terry Tilton	Assistant Executive Secretary
Spokane Regional Labor Council	Beth Thew	Secretary-Treasurer
