Academic Credit for Prior Learning Workgroup meeting
June 20, 2019

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Part 1: ACPL data survey, analysis and reporting
Objectives:
- Examine current process for data collection, analysis and reporting
- Identify ways that reporting can better inform work on ACPL institutionally and statewide
- Identify any changes in report process that could increase value to institutions and the state
- Articulate any goals identified in data, analysis and reporting process

Overview:
- **Why survey and report?** The ACPL report is a statutory mandate for external audiences, but data can help institutions better understand how ACPL is helping students toward their goals, as well as to examine ACPL from an equity perspective.
- **Current data survey:**
  - **Currently requires:** ACPL credits applied toward certs/degrees; approximate number of students receiving ACPL; data by type of ACPL; data by institution and by sector.
  - **Timeline:** Institutions are prompted in July to complete the survey and return by Oct; report draft ready in November; due to OFM by Dec 1 for Dec. 31 submittal to the legislature.
  - **Analysis:** Only 2 years with all institutions reporting; 3 years of 42/49 institutions. Showed a slight decrease in total credit in the past year, but a 3-year trend of increased credit.
  - **2018 report update** includes ACPL by sector and by type.
- **What is <u>not</u> known from the annual survey and report?**
  - Quality of data, due to changes in coding and issues in reporting process
  - Context of ACPL credits: enrollment changes; ACPL as a proportion of all credits during the year
  - Institutional ACPL policy changes
  - Student populations receiving ACPL (ex. Military-affiliated, age, race/ethnicity, etc.)

Discussion:
What data or information would help you examine ACPL success? In what ways would you like this survey and report to add value to ACPL work in your institution? In our state?
- Who is being awarded ACPL by demographic
- Does ACPL contribute to faster time (fewer credits) to completion?
- What programs are students using ACPL for?
- Transferability of awarded ACPL (2 to 4 year transfer): is it being used for major or elective credit? #?
- Are students using ACPL to meet graduation requirements?
- Of students who have possible ACPL, which students didn't submit ACPL?
- Does ACPL contribute to lower cost to degree?
- Does it contribute to retention?

- Does it contribute to access to postsecondary (especially with groups we are trying to reach?)
- Recognition of defining sources of credit (i.e. CTC transcript notations)
- Is it cyclical with the economy?
- Is it proportional with enrollment?

Specifically, are there changes in current ACPL data collection, analysis and reporting that could help us get the information we would like? What are our priorities?
- **Demographic data:**
  - o Difficult to pull? May not be an institutional priority, which could make it harder to get.
    - ▪ Who are these students? What programs are they enrolling in?
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  - o Perhaps baccalaureates can pilot this –It may be easier than CTCs.
    - ▪ Could SBCTC pull this information? CTCs with Peoplesoft should be able to pull easily
  - o Could be an optional question this year as a test run?
    - ▪ "Students don't do optional" – we should ask, understand that we may not get complete set.
  - o This work coincides with new NWCCU standards around reporting (Sheila Steiner)
- **Effects of ACPL awards on completion**
- **What type of credit is ACPL applied toward** (General education, elective, major)?
  - o (This question came up at end of day – Waylon Safranski)
- **How did ACPL credit transfer for those who were awarded ACPL at CTC and then transferred to 4 year**
  - o Issue: What if student was awarded ACPL at previous school but it's not signified as ACPL on transcript?

Questions and issues noted:
- We need to reconsider the statute's goal of increasing ACPL. The goals should be to **award what is best for the student in terms of completing their degree.**
  - o We need to work together to reiterate this goal in order to provide an alternate view re: reducing time to degree through increasing awarding of credit for learning outside of the college (ACPL/dual credit/etc).
  - o Our current reporting does not reflect this. We need ACPL data to explain these nuances (more credit does not necessarily mean success)
- Inconsistencies between schools regarding what and how we are accepting and how we are processing the data
  - o Common Course Numbered courses should have similar ACPL policies across CTCs.
  - o How do CTCs learn about SBCTC policies – who ensures policies are followed? Goal is to increase accuracy
  - o Transcription: Who to ask when there are questions? Who to ask about consistency?
- Super transparent policy from each 4-year would be extremely helpful for student decision-making.
  - o Transferability discussion re: challenges – barrier to have to contact several 4 years to understand transfer policy – could cause stop-outs

- CTC ACPL awarding policy should also be transparent and easily communicated, especially when students may be making a choice about which CTC to attend
- ACPL work group role: Need to have liaisons to other groups.
- Implementing change in individual institutions can be supported using ACPL data.

Part 2: Work Group priorities discussion:

Objectives:

- Review the ACPL Work Group's charge, past accomplishments and opportunities
- Identify focus areas for the Work Group in the areas of resources, training, communications, reporting, etc.
- Decide on champions, liaisons and logistics.

Overview:

- We grounded ourselves in the definition of prior learning: The knowledge and skills gained through work and life experience, military training and experience, and formal and informal education and training.
    - Assessments are used to determine if the prior learning is at college level via **credits by testing** (CLEP, DSST), **extra-institutional learning** (ACE recommendations, industry certs, crosswalks); **course challenges** (written, oral or demonstration), and **Prior Experiential Learning** (portfolio).
    - RCW 28B.77.230 goals
- **Past accomplishments:** John Neace shared Work Group accomplishments, including:
    - Building clarity around the definition of ACPL
    - Increasing awareness and visibility of ACPL, including having a point of contact at the institutions; correlated to the transparency requirement of the legislation
    - Building more uniformity in transfer through increased dialogue between 2 and 4 year colleges and individuals, and seeking to break down barriers between them.
    - Building relationships and dialogue with external partners such as Department of Veterans Affairs, WSAC, and legislators
- **Acknowledgement**: ACPL exists in a complex constellation of laws and policies (institutional, sector, state, NWCCU) and also of stakeholders (higher ed institutions, commissions and and councils, military, workforce and labor, etc.), and yet has opportunities to contribute toward better understanding of ACPL and successful practices.

Discussion:

- **What is ACPL success in our institutions? In our state?**
    - **Defining success as what works best for the student**
        - Awarding all credit possible is not necessarily what is best for the student (financial aid implications; some credits may not apply toward a degree)
        - "Meaningful credit assigned for degree completion" should be the goal
    - **Awareness** – how do students know ACPL exists and how to get credit toward their degree?
    - **Access** – what funding sources are available to students to pay for assessment?
    - **Uniform, transparent and seamless ACPL system** no matter where you go. Students shouldn't have to hunt it down – it's offered to them.
        - Success is tied to **advising**
    - **Transferability transparency** so that it's easy for students to know how credits transfer
    - **Faculty awareness of policy** and being able to respond to student requests for credit

- **Funding model/course structure** – immense amount of work it takes to create crosswalks and assessments, so it ends up being one-off decisions
- **ACPL integrated into core of institution**; Institutional commitment to ACPL

What are our top priorities for action this year in the ACPL Work Group?
- **Update/revise the ACPL survey:**
  - Include the ACPL definition, making sure we are all using the same language/same definition
  - Make it clear what we want in the survey (suggestion to take out the dual credit AP/IB questions)
  - Ask for demographic information for students receiving ACPL (even if not all institutions can provide it)
    - For the IHEs that can provide, share in report as a case study.
  - Jennifer Johnston (HC), Ruben Flores (SBCTC), Waylon Safranski (WSU) and Keith Klauss (EWU) are willing to work on this.
- **Spring workshop (Sp 20):**
  - To build awareness; to help more people understand ACPL
  - Reach out to partner groups to consider hosting
  - Iulia Zavodov (BC), Ruben Flores (SBCTC), Sheila Steiner (SMU), Waylon Safranski (WSU) will help in planning.
- **Have liaisons that share ACPL information with other groups** –
  - Waylon (WSU) (ICRC meeting is coming up Oct 10-11).
  - Keith (EWU) and Sheila (SMU) are part of JTC
  - Sheila Steiner (SMU) is part of NWCCU
  - Shawn Miller (Cascadia) is part of ARC.

Other ideas for future development:
- **Study and share:** Where does WA stand with ACPL nationwide? Strengths? Weaknesses?
  - Opp for collaboration/training with state that is implementing best practices?

- **Research effect of ACPL on completion** (one institution? All institutions? Pilot project?)
  - This research pursued through directly working with institutions rather than via survey.
- Share best practices of articulations and ACPL-related pathways (Highline)

Logistics for ACPL work group:
- The group would like to meet 2-3 times before the spring workshop next year. Ideally, work group would like to meet in person, acknowledging the difficulty of travel more than once a year (EWU). Might work to cluster meeting with another event or another group's meeting.
- Ami Magisos (WSAC) will follow up with those who could liaise with other groups, and will also invite in business, labor, and private career school representatives for next meetings.