



2020 Academic Credit for Prior Learning (ACPL) Report Update

ACPL: Advancing Success for Washington Adult Learners

Supporting adult learners as they complete their postsecondary certificates and degrees is essential to meeting our state's educational attainment goals and the employment needs of students and Washington employers.¹ Students come to college with skills and knowledge acquired through work, military, and other experiences. Awarding academic credit for prior learning is important to support this population of students, helping Washington meet its statewide educational goal of at least 70 percent of Washington adults (ages 25-44) attaining a postsecondary credential. Academic Credit for Prior Learning (ACPL) is awarded, consistent with institutional credit awarding policies, when a student's prior learning is assessed and found to be the equivalent of specific college course outcomes.²

Awarding academic credit for prior learning accomplishes the following:

- Honors students' knowledge and skills.
- Strengthens connections between work and college.
- Accelerates students' progress toward career pathways.³

In addition, national research in 2020 indicates that ACPL-receiving students complete their credentials at a higher rate than students who do not receive ACPL. This correlation with attainment remains true across different student demographics, indicating that ACPL can serve as an important tool in addressing persistent educational equity gaps by race, ethnicity, income level, and other demographics.³

In Washington, significant support for ACPL policy and practice has been developed since 2011, when legislation was enacted to increase the number of students who receive academic credit for prior learning and the number and type of credits earned, ensuring that credit is awarded only for college course-level competencies. Progress in ACPL has included establishing an ongoing statewide Workgroup, developing and sharing policies and practices, and providing this annual legislative report which monitors ACPL data trends and shares Workgroup actions.

This year, as recent research indicates⁴, the impact of the pandemic and economic crisis on higher education students and institutions cannot be overstated, and ACPL also must be considered in this context. Students, staff and administrators rapidly shifted priorities toward critical individual and institutional survival issues in 2020, and these shifts are reflected in this year's ACPL data and changed Workgroup plans.

¹ Washington Student Achievement Council, *2017 Strategic Action Plan*.

² The Washington State Legislature defines prior learning in RCW 28B.77.230, as "...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. This is consistent with the definition of the Intercollegiate Relations Commission Handbook, p. 14 <https://www.wa-council.org/wp-content/uploads/2020/12/2020-Final-Revised-ICRC-Handbook-12.20.pdf>

³ The PLA Boost (2020) <https://www.wiche.edu/wp-content/uploads/2020/10/PLA-Boost-Report-CAEL-WICHE-Revised-Dec-2020.pdf>

⁴ Lessons on Recovery: The Value and Potential of Higher Education in Response to the COVID-19 Crisis (2020) https://wsac.wa.gov/sites/default/files/2020.08.20.Lessons.on_Recovery.Report.pdf

2020 ACPL Notable Findings

For the fourth consecutive year, all 34 community and technical colleges, six public baccalaureate institutions, and ten Independent Colleges of Washington member institutions submitted data for the 2020 report.⁵ Data reporting for community and technical colleges this year was provided by State Board for Community and Technical Colleges, rather than by each individual institution.

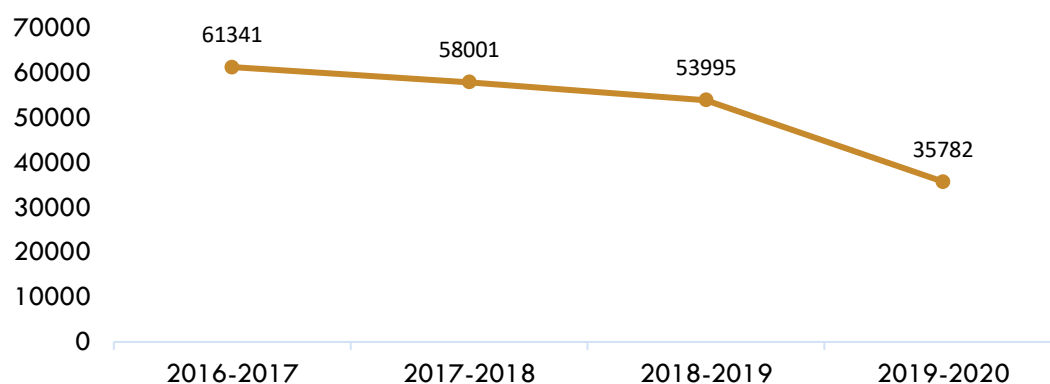
2020 Prior Learning Credits and Students Receiving ACPL

During the 2019-2020 academic year, Washington public and independent colleges awarded **35,782 ACPL credits** that applied toward certificates or degrees. Approximately **2,174 students** earned credits for prior learning.

Changes in Total ACPL Credits Awarded Over Time

The overall number of ACPL credits shows decreases in recent years, with a 33% change in 2019-20 from the previous year (Figure 1). Examining ACPL credits by sector shows a more detailed view of change, including a significant increase in the Public Baccalaureate sector, a slight decrease in the Private Baccalaureates, and a significant decrease among Community and Technical Colleges (Figure 2).

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



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

Figure 2: ACPL Credits by Educational Sector in all institutions, 2016-17 to 2019-20

Sector Type	Quarter Credits Awarded 2016-17	Quarter Credits Awarded 2017-18	Quarter Credits Awarded 2018-19	Quarter Credits Awarded 2019-20	% Change in Credits 2016-17 to 2017-18	% Change in Credits 2017-18 to 2018-19	% Change in Credits 2018-19 to 2019-20
Community and Technical Colleges	33,486	35,054	36,708	10,514	5%	5%	-71%
Private Baccalaureates	3,229	2,025	3,387	2,655	-37%	67%	-22%
Public Baccalaureates	24,626	20,922	13,900	22,613	-15%	-34%	63%

Source: WSAC staff analysis of ACPL data collected from 49 institutions (Fall 2017, Fall 2018, Fall 2019, Fall 2020)

⁵ Data from private career colleges were not collected for this report.

Comparison by Categories of Prior Learning Assessment

A detailed look at the categories of prior learning assessment over a three-year period provides a more nuanced comparison of both the number of students receiving ACPL and the number of credits received per category of prior learning (Figure 3).

- **The number of students receiving academic credits for prior learning overall has reduced by about 47% in 2019-20 from the previous year.** More students received credit in 2019-20 than the previous year in only one area, Credit by Exam (166 more students or 35%). The biggest decreases in students receiving ACPL in 2019-20 in comparison to the previous year were in the areas of Individual Industry Certifications (838 fewer students or -64%) and Occupational Crosswalks (656 fewer or -79%).
- **In contrast to the previous year, ACPL credits in most categories of prior learning decreased in 2019-20.** Increases were seen in DANTES Subject Standardized Tests (DSST) (34 or 37%) and Credit by Exam (1,599 or 48%). The biggest decreases in ACPL credits in comparison to the previous year were seen in Occupational Crosswalks (13,133 or -83%) and American Council of Education (ACE) (2,895 or -22%).

Figure 3: Comparison of ACPL-Receiving Students and Credits by Assessment, 2017-18 to 2019-20

Category	Assessment Examples	2017-18 Total Students	2018-19 Total Students	2019-20 Total Students	2017-18 Total Quarter Credits	2018-19 Total Quarter Credits	2019-20 Total Quarter Credits
Credit by Testing	DANTES Subject Standardized Tests (DSST)	13	11	11	171	91	125
	College Level Exam Program (CLEP)	332	371	230	3,845	4,178	2,289
Prior Experiential Learning	Portfolio Review (college-level credits)	244	405	176	2,439	2,932	1,418
Extra-Institutional Learning	American Council of Education (ACE) (military training and education)	913	771	492	21,175	13,075	10,179
	Occupational Crosswalks (Military MOS, other)	527	832	176	14,818	15,770	2,637
	Individual Industry Cert (e.g. NCLEX-RN)	583	1,311	473	12,733	14,642	14,228
Course Challenges	Credit by Exam ⁶	398	471	637	2,820	3,308	4,907
Totals: (students, credits)		3,005	4,099	2,174	58,000	53,995	35,782

Source: WSAC staff analysis of ACPL data collected from institutions (fall 2018, fall 2019 and fall 2020). Student number data may contain duplicates and is approximate.

⁶Generally, a faculty or department-created course-specific assessment.

Summary of 2020 ACPL Data Findings

- Overall, Washington saw a decrease in students receiving ACPL this year compared to the last two years.
- The Public Baccalaureate sector shows strong increases in ACPL credits this year compared to their last two years. Both Community and Technical Colleges and Private Baccalaureate sectors show decreases in the number of ACPL credits awarded in 2019-2020, although this year's overall decrease in credits is proportionally concentrated in the Community and Technical College sector.
- ACPL credits and the number of ACPL-receiving students have decreased in nearly all categories of assessment, with the exceptions of Credit by Exam and DSST.

The data changes in 2019-20 must be considered in context of the unprecedented impacts of the public health and economic crisis this year on higher education students and institutions. In the Community and Technical College sector, which is the sector with the largest overall enrollment in this report, headcounts decreased by 25,244 compared to the previous year (Appendix A). This is likely to be a factor in ACPL decreases. State Board for Community and Technical Colleges (SBCTC) partners also indicated that the winter and spring crises may have disrupted various aspects of normal ACPL processes, including advisors' capacity to inform students about ACPL, faculty's capacity to evaluate portfolios, students' capacity to pursue ACPL processes, and institution's logistical capacity during a rapid shift to remote services. Additionally, coding and reporting differences in this sector may be a factor in this year's apparent decrease, as this was the first year that SBCTC provided ACPL data across all institutions.

In the Baccalaureate sectors, which represent a smaller enrollment proportion of all institutions included in this report, the cumulative 2019-2020 ACPL credits are 46% higher than in 2018-2019 (7,981 more ACPL credits). While Public Baccalaureate sector partners indicate that a headcount decrease occurred in 2019-2020 (without available data at this time), they also point to institutions' increased ACPL awareness, policy adjustments, and coding as possible factors in the increase this year. In addition, though this report focuses on aggregate data, examining individual institutions also helps shed light on the sector increase. In two public baccalaureate institutions that showed the greatest credit increases, a multi-year trendline shows that their credit amounts last year were actually "returning" to credit levels similar to 2016-17 and 2017-18, with a trendline "dip" in credits in 2018-2019.

Initial ACPL findings for this year have been shared with the ACPL Workgroup, and individual institutions are invited to examine their multi-year ACPL data to examine trends and consider factors. The large headcount changes in institutions, particularly the CTCs, is undeniably a significant factor in this year's cumulative ACPL changes, and further exploration by the Workgroup of changes in policy and practice at the institutional level will also shed light on this year's data.

ACPL Updates

Effective practices, policies, and updated information on ACPL have been shared via presentations, the ACPL handbook, and Workgroup meetings.

Highlight: College & Career Compass

WSAC has developed a statewide initiative with 55 colleges as well as workforce partners to reengage adult learners in credential completion, *College & Career Compass*. This initiative has highlighted ACPL as a best practice in academic policy, and ACPL is included in an institutional self-assessment of adult learner-focused policies and practices that 51 Compass-participating colleges completed. ACPL is also described in the Compass online tool for prospective adult students, which launched in spring 2020 and has had over 117,000 users to date. Compass promotes learners' understanding of ACPL and may increase learner-initiated ACPL requests.

ACPL Workgroup

WSAC convened the ACPL Workgroup in two remote meetings in August and December, which included 20 participants from all higher education sectors and regions. The Workgroup discussed and prioritized actions to address the following questions:

Equity and Outcomes Studies: Who Receives ACPL and What Difference Does it Make?

In alignment with many efforts in Washington educational systems to recognize and address racial/ethnic and income equity gaps, the ACPL Workgroup has prioritized a demographic study of ACPL-receiving students to identify any equity gaps. Three institutions worked with WSAC in fall 2019 to develop and improve an ACPL survey on disaggregated data on ACPL-receiving students: Highline College, Saint Martin's University, and Washington State University. The disaggregated data case study plan with these institutions was disrupted in 2020 by changing priorities during the pandemic. However, these institutions are planning to work with WSAC in 2021 to continue multi-year analysis of ACPL demographics.

In addition, Highline College has completed a preliminary investigation into completion rates for ACPL-receiving students in comparison with students not receiving ACPL, and they have found higher rates of completion across different demographics. This initial finding parallels the 2020 national research⁵ that points to a significant "boost" to completions for ACPL-receiving students across all demographics. Highline College partners will share their methodology in January with Workgroup partners, and we are excited to further explore findings and consider survey expansions to other institutions. We expect that what we learn from the case studies of these institutions will be shared in a brief in 2021 and will inform the possible expansion of institutions using the disaggregated data and completions studies in the following year.

Awareness and Promotion: What ACPL Services are Available?

The Workgroup identified the importance of promoting awareness of ACPL to prospective and current students. They recognized that *College & Career Compass* presents an opportunity to share institution-specific information with prospective students through the Compass online tool. Moreover, specific ACPL services, costs, and staff contacts have not previously been collected statewide, and could offer a way to better understand the range of policies and practices. With these aims, the Workgroup created and is currently fielding an ACPL services survey across all institutions. Results will be examined in the next Workgroup meeting and will be shared through WSAC's ACPL webpage and Compass tool in 2021.

Training and Professional Development: How Can Institutions Improve Policy and Practice?

The Workgroup prioritized hosting an in-person ACPL professional development workshop in spring 2020, and throughout the fall and early winter a Workgroup committee created and promoted a day-long event for April in conjunction with the Intercollege Relations Commission meeting. However, the pandemic forced a cancellation in February. The Workgroup determined

in its summer meeting that a professional development event is not top priority at this time for institutions while managing current crises, but Workgroup members are considering alternative learning opportunities, including webinars spotlighting effective practices, online learning platform training modules, online ACPL Handbook materials, etc.

ACPL Resources

- ACPL handbook: Updated in 2018, the handbook provides sample policies and examples of crosswalks and other assessment models. The Workgroup is in the process of updating and reformatting the ACPL Handbook to better fit the needs of institutions, with completion expected in 2021.
- ACPL webpage: On the WSAC website, this page houses ACPL Workgroup meeting materials, workshop information, annual legislative reports, legislative links, and the ACPL handbook.
- Adult Reengagement Initiative webpage: As a policy tool that can accelerate adult learners' progress, ACPL fits in the WSAC Adult Reengagement Framework's completion component. This web page includes statistics, reports, resources, and 2018 Summit materials. The Compass online tool has a "digital backpack" with guidance information for adult learners including an article on prior learning.
- Updated policy links: Appendix D includes policy links for ACPL and military credit from higher education institutions.

Next Steps

WSAC has shared findings from 2020 ACPL data with the Workgroup and sector leaders, and the Workgroup will further examine the report information as part of its next meeting. WSAC will offer individual institutions their multi-year ACPL data to consider as they evaluate policy and practice in the coming year.

In 2021, the Workgroup promote better awareness of ACPL among prospective students as well as analyze the current landscape of services and policies through the new ACPL services data survey. As well, the Workgroup will continue its initial efforts to better understand who receives ACPL, where there may be racial/ethnic or other equity gaps in ACPL, and how ACPL correlates with higher student attainment levels. The Workgroup will pursue this through disaggregated and completions data in institutional case studies, which will inform expanded survey efforts statewide.

Finally, the Workgroup will plan for an expansion of remote learning opportunities and resources that can support institutions' development of ACPL policy and practice. WSAC will continue to serve as a resource to institutions, sectors, and the ACPL workgroup in collaboration for student success.

Appendix A

Headcount and Enrolled Veterans and Active Military Members at Public Institutions

Community and Technical Colleges

	2015-16	2016-17	2017-18	2018-19	2019-2020
Head count of all students	379,480	373,437	369,709	362,862	337,618
Veterans and Active Military Students	14,062	13,652	13,258	12,490	13,212
Percent of full head count	3.7%	3.6%	3.6%	3.4%	4.0%

Source: State Board for Community and Technical Colleges staff analysis of enrollment, 2019

Public Baccalaureate Institutions

	2015-16	2016-17	2017-18	2018-19	2019-2020
Head count of all students	137,392	139,190	140,491	142,457	Unavailable
Veterans and Active Military Students	2,902	2,911	3,123	3,123	3,006
Percent of full head count	2.1%	2.1%	2.2%	2.2%	Unavailable

Source: Council of Presidents staff analysis of enrollment, 2020

For both SBCTC and COP data, the following categories are included in the Veterans and Active Military Students category: Chapter 30 MGIB (Montgomery GI Bill), Chapter 31 VR&E (Vocational Rehabilitation & Employment Program), Chapter 32 VEAP (Veterans Educational Assistance Program), Chapter 33 Post 9/11 Veterans, Chapter 1606 MGIB Selected Reserve, Chapter 1607 REAP (Reserve Educational Assistance Program), All other veterans receiving benefits not listed above, Active Duty (including national guard/reserves) currently using military tuition assistance, Active duty military students using military benefits, All other veterans not receiving benefits, including those who decline using their benefits.

Appendix B

Summary of Progress on ACPL Workgroup Goals

	Summary	Progress
Goal 1	Increase number of students who receive academic credit for prior learning.	Ongoing.
Goal 2	Increase number and type of credits awarded.	Ongoing.
Goal 3	Develop transparent policies and practices.	Sample policies included in the ACPL handbook. All institutions submit links to ACPL and military credit policies annually.
Goal 4	Improve prior learning assessment practices.	Training and sharing of practices through ACPL Workgroup meetings and workshops.
Goal 5	Create tools to develop faculty and staff expertise and to share exemplary policies and practices.	ACPL handbook updates, listserv, webinar trainings, and online resources available on the WSAC webpage.
Goal 6	Develop articulation agreements when patterns of credit for prior learning are identified for particular programs and pathways.	Select crosswalks available in Handbook.
Goal 7	Develop outcome measures to track progress on the goals outlined in this section.	Progress on Goals 1-6 will continue to be monitored through annual ACPL report updates. ACPL Workgroup in 2017 determined that there were too many variables to create statewide numeric outcome goals.*

*For example, institutions with a higher percentage of student veterans might be expected to award higher levels of ACPL. Also, as economic changes occur, institutions may enroll more or fewer older students with previous on-the-job training and experience, which might equate to ACPL credit awarded through assessments of portfolios.

Appendix C

2020 Prior Learning and Military Policy Links Submitted by Institutions

Community and Technical Colleges

Institution	Prior Learning: General Policies	Prior Learning: Military Policies
Bates Technical College	https://batestech.edu/transferring-to-bates/	https://www.batestech.edu/student-resources/veterans-center/
Bellevue College	https://www.bellevuecollege.edu/transfer/awarding-non-traditional-credit/	https://www.bellevuecollege.edu/veterans/academic-credit-for-military-training-and-coursework/
Bellingham Technical College	https://www.btc.edu/FutureStudents/AcademicCreditforPriorLearning.html	http://www.btc.edu/FutureStudents/Veterans/indexVeterans.aspx
Big Bend Community College	https://www.bigbend.edu/wp-content/uploads/2018/08/Academic-Credit-for-Prior-Learning-policy.pdf	https://www.bigbend.edu/wp-content/uploads/admissions/Credit-for-Military-Service.pdf
Cascadia College	http://www.cascadia.edu/programs/pla.aspx	http://www.cascadia.edu/enrollment/transfercredit.aspx
Centralia College	https://www.centralia.edu/about/policies/student.aspx	https://www.centralia.edu/about/policies/student.aspx
Clark College	http://www.clark.edu/enroll/advising-services/credential-evaluation/nontraditional_programs.php	http://www.clark.edu/enroll/advising-services/credential-evaluation/military.php
Clover Park Technical College	http://www.cptc.edu/policies/credit-for-non-traditional-learning	http://www.cptc.edu/policies/veterans-transfer-credit
Columbia Basin College	http://www.columbiabasin.edu/ACPL	https://www.columbiabasin.edu/index.aspx?page=1475
Edmonds Community College	https://www.edmonds.edu/credentials/additional-ways-to-earn-credit.html	https://www.edcc.edu/credentials/additional-ways-to-earn-credit.html
Everett Community College	https://www.everettcc.edu/enrollment/transfer/transfer-credit	https://www.everettcc.edu/enrollment/transfer/transfer-credit#Military_credit
Grays Harbor College	https://www.ghc.edu/admissions/credit-prior-learning	https://www.ghc.edu/admissions/credit-prior-learning
Green River College	https://www.greenriver.edu/students/academics/alternative-options-for-earning-credit/	https://www.greenriver.edu/media/content-assets/documents/student-affairs/JST-transcript-evaluation-procedures.pdf

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Institution	Prior Learning: General Policies	Prior Learning: Military Policies
Highline College	https://www.highline.edu/academic-support/prior-learning-assessment/	http://catalog.highline.edu/content.php?catoid=21&navoid=1490&hl=veterans&returnto=search#veterans-credit
Lake Washington Institute of Technology	https://www.lwtech.edu/admissions/prior-learning/	https://www.lwtech.edu/admissions/veterans-services/military-training/
Lower Columbia College	https://lowercolumbia.edu/publications/catalog-19-20/academic-policies-and-records/index.php	https://lowercolumbia.edu/publications/catalog-19-20/academic-policies-and-records/index.php
North Seattle College	https://northseattle.edu/credentials/credit-prior-learning	https://northseattle.edu/credentials/military-credit
Olympic College	https://www.olympic.edu/programs-classes/transfer-oc/transfer-credits-and-award-credit	https://www.olympic.edu/services/military-and-veteran-programs
Peninsula College	http://pencol.edu/academic-resources/prior-learning-assessment	http://pencol.edu/academic-resources/prior-learning-assessment
Pierce College (Ft Steila & Puyallup)	https://www.pierce.ctc.edu/acpl	https://www.pierce.ctc.edu/acpl
Renton Technical College	https://www.rtc.edu/clep-score-equivalencies	https://www.rtc.edu/veteran-services
Seattle Central College	https://seattlecentral.edu/credit-for-prior-learning	https://seattlecentral.edu/credit-for-prior-learning
Shoreline Community College	https://www.shoreline.edu/about-shoreline/policies-procedures/documents/5164PriorLearningAssessPolicy.pdf	https://www.shoreline.edu/about-shoreline/policies-procedures/documents/5164PriorLearningAssessPolicy.pdf
Skagit Valley College	https://catalog.skagit.edu/content.php?catoid=22&navoid=1621	https://www.skagit.edu/veterans-outreach/
South Puget Sound Community College	https://spsc.edu/start/transfer	https://spsc.edu/start/transfer
South Seattle College	https://southseattle.edu/programs/professional-technical-career-training/credit-prior-learning	https://southseattle.edu/programs/professional-technical-career-training/credit-prior-learning
Spokane Community College	https://scc.spokane.edu/Become-a-Student/Prior-Learning-Assessment	https://scc.spokane.edu/Become-a-Student/Prior-Learning-Assessment
Spokane Falls Community College	http://catalog.spokane.edu/PriorLearning.aspx?page=PV1	http://catalog.spokane.edu/PriorLearning.aspx?page=PV5

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Institution	Prior Learning: General Policies	Prior Learning: Military Policies
Tacoma Community College	https://www.tacomacc.edu/about/policies/prior-learning-assessment	https://www.tacomacc.edu/about/policies/prior-learning-assessment
Walla Walla Community College	www.wbcc.edu/acpl	https://www.wbcc.edu/wp-content/uploads/2015/10/academic-credit-military-training-policy.pdf
Wenatchee Valley College	https://www.wvc.edu/students/access/registration/prior-learning-assessment/	https://www.wvc.edu/students/access/registration/prior-learning-assessment/military-education-experience.html
Whatcom Community College	http://whatcom.edu/academics/learning-options/credit-for-prior-learning	https://www.whatcom.edu/home/showdocument?id=3915
Yakima Valley College	https://www.yvcc.edu/admissions/get-credit-for-what-you-know/	https://yvcc.instructure.com/courses/1142101

Private Baccalaureates

Institution	Prior Learning: General Policies	Prior Learning: Military Policies
Gonzaga University	https://www.gonzaga.edu/undergraduate-admission/apply/how-to-apply/first-year-students/running-start-credit-by-exam	https://www.gonzaga.edu/undergraduate-admission/apply/how-to-apply/transfer-students/military-veteran-admission-advising-guide
Heritage University	http://catalog.heritage.edu/preview_entity.php?catoid=13&ent_oid=1664&hl=prior+learning&returnto=search	http://catalog.heritage.edu/content.php?catoid=13&navoid=895
Pacific Lutheran University	https://www.plu.edu/catalog-2020-2021/undergraduate-program/	https://www.plu.edu/catalog-2020-2021/undergraduate-program/
Saint Martin's University	https://www.stmartin.edu/admissions-aid/how-to-apply/transfer-undergrad/transferring-credits	https://www.stmartin.edu/admissions-aid/how-to-apply/transfer-undergrad
Seattle Pacific University	https://spu.edu/catalog/undergraduate/2020-2021/academic-policies-procedures/limitations-on-credit	https://spu.edu/catalog/undergraduate/2020-2021/academic-policies-procedures/limitations-on-credit
Seattle University	https://www.seattleu.edu/media/redhawk-service-center/registrar/registrar-policies/TR-cr-not-or-new-accred-instn-79-01.pdf	https://www.seattleu.edu/registrar/academic-policies/
University of Puget Sound	https://www.pugetsound.edu/academics/advISING-registrar/transfer-credits	https://www.pugetsound.edu/academics/advISING-registrar/veterans-policy/
Walla Walla University	https://wallawalla.smartcatalogiq.com/en/2020-2021/2020-2021-Undergraduate-Bulletin/Academic-Information-and-Policies	https://wallawalla.smartcatalogiq.com/en/2020-2021/2020-2021-Undergraduate-Bulletin/Academic-Information-and-Policies
Whitman College	https://www.whitman.edu/registrar/services-for-students-and-alumni/transfer-credit	https://www.whitman.edu/registrar/services-for-students-and-alumni/transfer-credit
Whitworth University	https://www.whitworth.edu/cms/academics/school-of-continuing-studies/transfer-information/credit-for-prior-learning/	https://www.whitworth.edu/cms/academics/school-of-continuing-studies/transfer-information/credit-for-prior-learning/

Public Baccalaureates

Institution	Prior Learning: General Policies	Prior Learning: Military Policies
Central Washington University	http://catalog.acalog.cwu.edu/content.php?catoid=51&navoid=2825&hl=%22transfer+credit%22&returnto=search	http://catalog.acalog.cwu.edu/content.php?catoid=51&navoid=2825&hl=%22transfer+credit%22&returnto=search#cred for mili
Eastern Washington University	https://catalog.ewu.edu/transfer-students/	https://catalog.ewu.edu/transfer-students/
The Evergreen State College	https://evergreen.edu/admissions/priorlearningassessment	https://evergreen.edu/admissions/priorlearningassessment
University of Washington	https://admit.washington.edu/apply/transfer/policies/#prior-learning-assessment	https://admit.washington.edu/apply/transfer/policies/#military-credit
Washington State University	https://transfercredit.wsu.edu/types-of-credit/credit-by-exam/	https://transfercredit.wsu.edu/types-of-credit/credit-by-exam/
Western Washington University	https://admissions.www.edu/transfer/transfer-credit-policies	https://admissions.www.edu/transfer/transfer-credit-policies

About the Washington Student Achievement Council

The Washington Student Achievement Council is committed to increasing educational opportunities and attainment in Washington. The Council has three main functions:

- Lead statewide strategic planning to increase educational attainment.
- Administer programs that help people access and pay for college.
- Advocate for the economic, social, and civic benefits of higher education.

The Council has nine members. Four members represent each of Washington's major education sectors: four-year public baccalaureates, four-year private colleges, public community and technical colleges, and K-12 public schools. Five are citizen members, including one current student.

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