



2021 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 Workgroup actions.

This year, as recent research indicates⁴, the on-going 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 2021, and these shifts are reflected in this year's ACPL data and 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 Intercollege 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.pdfv>

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

2021 ACPL Notable Findings

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

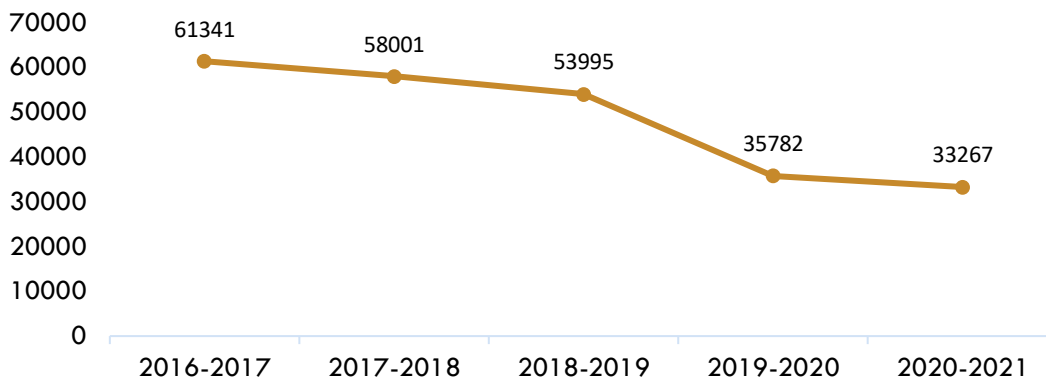
2021 Prior Learning Credits and Students Receiving ACPL

During the 2020-2021 academic year, Washington public and independent colleges awarded **33,267 ACPL credits** that applied toward certificates or degrees. Approximately **1,761 students** earned ACPL.

Changes in Total ACPL Awarded Over Time

The overall number of ACPL credits shows continuing decreases in recent years in accordance with decreases in higher education enrollment, with a -7% change in 2020-2021 from the previous year (Figure 1). Examining ACPL credits by sector shows a more detailed view of change, including a slight decrease in ACPL credits in all three sectors (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 in 2017, 2018, 2019, 2020 and 2021).

Figure 2: ACPL Credits by Educational Sector, 2016-17 to 2020-2021

Sector Type	Quarter Credits Awarded 2016-17	Quarter Credits Awarded 2017-18	Quarter Credits Awarded 2018-19	Quarter Credits Awarded 2019-20	Quarter Credits Awarded 2020-21	% Change in Credits 2016-17 to 2017-18	% Change in Credits 2017-18 to 2018-19	% Change in Credits 2018-19 to 2019-20	% Change in Credits 2019-20 to 2020-2021
Community and Technical Colleges	33,486	35,054	36,708	10,514	8,721	5%	5%	-71%	-17%
Private Baccalaureates	3,229	2,025	3,387	2,655	2,531	-37%	67%	-22%	-5%
Public Baccalaureates	24,626	20,922	13,900	22,613	22,015	-15%	-34%	63%	-3%

Source: WSAC staff analysis of ACPL data collected from 49 institutions (Fall in 2017, 2018, 2019, 2020, and 2021)

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 four-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 19% in 2020-21 from the previous year.** Fewer students received credit in 2020-2021 than the previous year in all categories. The biggest decreases in students receiving ACPL in 2020-2021 in comparison to the previous year were in CLEP and DANTES (127 fewer individuals or -53%) and Portfolio Review (59 fewer individuals or -33%).
- **In a trend with the previous year, credits in most categories of prior learning decreased in 2020-2021.** A slight one-year increase was seen in only two categories: Occupational Crosswalks (32 more credits or 1%) and Individual Industry Certification (135 more credits or 1%). The biggest decreases in ACPL credits in comparison to the previous year were seen in DANTES and CLEP (927 fewer credits or -38%) and Portfolio Review (498 fewer credits or -35%)

Figure 3: Comparison of ACPL-Receiving Students and Credits by Assessment, 2017-18 to 2020-2021

Category	Assessment Examples	2017-18 Total Students	2018-19 Total Students	2019-20 Total Students	2020-21 Total Students	2017-18 Quarter Credits	2018-19 Quarter Credits	2019-20 Quarter Credits	2020-21 Quarter Credits
Credit by Testing	DANTES Subject Standardized Tests (DSST)	13	11	11	3	171	91	125	27
	College Level Exam Program (CLEP)	332	371	230	111	3,845	4,178	2,289	1,460
Prior Experiential Learning	Portfolio Review (college-level credits)	244	405	176	117	2,439	2,932	1,418	920
Extra-Institutional Learning	American Council of Education (ACE) (military training and education)	913	771	492	477	21,175	13,075	10,179	9,956
	Occupational Crosswalks (Military MOS, other)	527	832	176	131	14,818	15,770	2,637	2,669
	Individual Industry Cert (e.g. NCLEX-RN)	583	1,311	473	472	12,733	14,642	14,228	14,363
Course Challenges	Credit by Exam ⁶	398	471	637	463	2,820	3,308	4,907	3,873
Totals: (unduplicated students, credits)		2,906	4,099	2,174	1,761	58,000	53,995	35,782	33,267

Source: WSAC staff analysis of ACPL data collected from institutions (fall 2018, 2019, 2020 and 2021). Student number data by ACPL category may contain duplicates as some students received more than one type of ACPL. Total student number data (final shaded row) was provided by institutions as unduplicated number of students.

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

Summary of 2021 ACPL Data Findings

- Overall, Washington has seen a continuing decrease in the number of students receiving ACPL and the number of credits this year compared to the last four years.
- For the first time, all three sectors show decreases in ACPL credits this year compared to last year.
- ACPL credits and the number of ACPL-receiving students have decreased this year in nearly all categories of assessment, with the exceptions of slight credit increases in Occupational Crosswalks and Individual Industry Certifications.

The data changes in 2020-2021 must be considered in context of the unprecedented impacts of the continuing public health and economic crisis 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 59,183, or a drop of 17% compared to the previous year (Appendix A). This is likely to be a factor in ACPL decreases, and in fact mirrors the 17% drop in ACPL credits in that sector. As well, CTCs report 2,889 fewer veterans and active military students or a 26% drop from the previous year, which could also relate to ACPL changes in 2020-2021 as many of these students have military service-related ACPL. Moreover, coding and reporting differences in this sector may continue to be a factor in this year's apparent decrease, as this was only the second 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 2020-2021 ACPL credits are only slightly less than last year and still higher than in 2018-2019. In the public baccalaureate sector, undergraduate Full Time Enrollment (FTE) dropped by 7.8% from Fall 2019 to Fall 2020⁷, which is likely to be a factor in ACPL decreases. However, public baccalaureate institutions point to increased ACPL awareness, policy adjustments, and coding as possible factors in the higher credit level since 2018-19.

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 53 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 179,000 users to date. Compass promotes learners' understanding of ACPL and may increase learner-initiated ACPL requests.

⁷ <https://councilofpresidents.org/wp-content/uploads/2020/12/COP-Presentation-House-Higher-ED-12.1.20-.pdf>

ACPL Workgroup

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

Awareness and Promotion

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. To address both of these opportunities, the Workgroup created an ACPL services survey across all institutions. Several institutions have yet to respond, and SBCTC and WSAC plan to pursue 100% participation this year. Results will be examined in the next Workgroup meeting and will be shared through WSAC's ACPL webpage and Compass tool in 2022.

In addition, the Workgroup will create a communication plan for college staff that includes the 2020 research on ACPL and equitable attainment, and ways that colleges can increase awareness of ACPL opportunities in their student body.

Improving Policy and Practice

The Workgroup has prioritized the creation of a tool kit for institutions that will guide ACPL policy and practice for degree acceleration. While the 2020 planning toward Handbook revision was initially postponed due to pandemic-limited capacity, the Workgroup is now partnering with higher education institutions and agencies, with leadership from Seattle South College and Council on Adult and Experiential Education (CAEL), for this expanded project. The tool kit will build on the 2018 ACPL Handbook and also provide key information about ACPL and equitable persistence from 2020 research, updated guidance on policy, and expanded resources and models. Relevant guidance will be geared for administrators, faculty, staff and potentially also partners such as community training providers.

In addition to the tool kit, CAEL will partner with the Workgroup to create a policy brief on advancing ACPL in Washington, as well as a framework for longer-term policy recommendations that can be addressed in coming years.

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 2022.
- [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 Learner Initiative webpage](#): As a policy tool that can accelerate adult learners' progress, ACPL is part of WSAC's adult learner initiative. 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 2021 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 2022, the Workgroup will promote better awareness of ACPL among prospective students through Compass as well as with internal teams in colleges who can communicate to current students. Thanks to partnership with Seattle South College on their NSF grant, the CAEL collaboration this spring for the ACPL tool kit and policy framework promises to advance support institutions and begin to lay out a policy agenda for coming years. WSAC will continue to serve as a resource to institutions, sectors, and the ACPL Workgroup in collaboration for student success.

Appendix A

Headcount and Students Eligible for Veterans and Military Benefits at Public Institutions

Community and Technical Colleges

	2015-16	2016-17	2017-18	2018-19	2019-2020	2020-2021
Head count of all students	379,480	373,437	369,709	362,862	337,618	278,435
Veterans and Active Military Students	14,062	13,652	13,258	12,490	11,133	8,244
Percent of full head count	3.7%	3.6%	3.6%	3.4%	3.3%	2.9%

Source: State Board for Community and Technical Colleges staff analysis of enrollment, 2021

Public Baccalaureate Institutions

	2015-16	2016-17	2017-18	2018-19	2019-2020	2020-2021
Head count of all students (undergraduate and graduate)	137,091	138,880	140,260	142,158	142,375	Unavailable
Number of students eligible for veteran and military benefits	2,902	2,911	3,123	3,123	3,006	Unavailable
Percent of head count for all students (undergraduate and graduate)	2.1%	2.1%	2.2%	2.2%	2.1%	Unavailable

Source: Council of Presidents staff analysis of enrollment, 2022

For both SBCTC and COP data, the following categories are included in the Veterans and Active Military Students category: (1) 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), and all other veterans receiving benefits not listed above. (2) Active Military Duty (including national guard/reserves) currently using military tuition assistance, Active duty military students using military benefits, and (3) Veterans not receiving benefits, including those who decline using their benefits. Does not include Veterans Retraining Assistance (VRAP). Students and benefits are duplicated. A student may receive more than one type of benefit.

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, spring 2020 training, and online resources available on the WSAC web page.
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

2021 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/transfer-credit.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/transfer-students/transfer-credit-policies	https://www.gonzaga.edu/undergraduate-admission/apply/how-to-apply/transfer-students/military-veteran-admission-advising-guide
Heritage University	https://heritage.edu/admissions/transfer-students/	https://heritage.edu/admissions/transfer-students/
Pacific Lutheran University	https://www.plu.edu/catalog-2021-2022/undergraduate-program/	https://www.plu.edu/catalog-2021-2022/undergraduate-program/
Saint Martin's University	https://www.stmartin.edu/admissions-aid/how-to-apply/transfer-undergrad	https://www.stmartin.edu/admissions-aid/how-to-apply/transfer-undergrad
Seattle Pacific University	https://spu.edu/catalog/undergraduate/2021-2/admissions/transfer-credit-policies; https://spu.edu/catalog/undergraduate/2021-2/academic-policies-procedures/limitations-on-credit	https://spu.edu/catalog/undergraduate/2021-2/admissions/transfer-credit-policies; https://spu.edu/catalog/undergraduate/2021-2/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://www2.pugetsound.edu/files/resources/ad22bulletin_web.pdf	https://www2.pugetsound.edu/files/resources/ad22bulletin_web.pdf
Walla Walla University	https://wallawalla.smartcatalogiq.com/2021-2022/2021-2022-Undergraduate-Bulletin/Academic-Information-and-Policies/Transfer-Policy-and-Procedure	https://wallawalla.smartcatalogiq.com/2021-2022/2021-2022-Undergraduate-Bulletin/Academic-Information-and-Policies/Transfer-Policy-and-Procedure
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://www.evergreen.edu/admissions/prior-learning-assessment-credit-exam	https://www.evergreen.edu/admissions/prior-learning-assessment-credit-exam
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/military-credit/
Western Washington University	https://admissions.wvu.edu/transfer/transfer-credit-policies	https://admissions.wvu.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.