WASHINGTON STUDENT
ACHIEVEMENT COUNCIL
EDUCATION · OPPORTUNITY · RESULTS

Academic Credit for Prior Learning:
2017 Progress Report

December 2017

CONTENTS

EXECUTIVE SUMMARY

Supporting adult learners as they complete their postsecondary certificates and degrees is essential to meeting our state's educational attainment goals and meeting the employment needs of students and Washington employers.[1] Students come to college with skills and knowledge acquired through work, military, and other experiences. Academic Credit for Prior Learning (ACPL) is awarded when a student's prior learning is assessed and found to be the equivalent of specific college course outcomes, and when awarding credit is consistent with the policies of the institution.[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.
- Helps Washington meet statewide educational attainment goals.

All thirty-four community and technical colleges, all six public baccalaureate institutions, and all ten Independent Colleges of Washington member institutions submitted data for this report.[3] Of these 50 institutions, 42 had reported data in 2016, allowing for a first-time look at change over time in number of ACPL credits awarded.[4] This provides a baseline for data going forward from 2017.

During the 2016-17 academic year, Washington public and independent colleges awarded 61,341 ACPL credits that applied toward certificates or degrees; 3,217 individual students earned credits for prior learning.[5] Awarding of ACPL credits increased by approximately 41 percent over the previous year.[6]

The Washington Academic Credit for Prior Learning Workgroup recommends the following actions to improve consistency, transparency, and recognition of prior learning:

- Streamline the data collection process.

- Work with colleges and universities to develop more consistent policies on acceptance of American Council on Education (ACE) guide recommendations for award of academic credit for prior military training.[7]

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[1] Washington Student Achievement Council, 2017 Strategic Action Plan: http://wsac.wa.gov/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.
[3] Data from private career colleges were not collected for this report.
[4] The change over time in number of **students** who receive ACPL could not be calculated. In 2016, some institutions did not provide unduplicated headcounts by program, so a calculated student FTE was used as a proxy to report on number of students rather than a headcount. This year, headcounts are reported.
[5] Advanced Placement (AP), International Baccalaureate (IB), and Cambridge International (CI) data were previously included in this report. Those data will be included with other dual credit data in WSAC reports. Dual credit data are available on the OSPI Report Card dashboard.
[6] Based on comparison of data for 42 institutions that reported in both 2016 and 2017.
[7] American Council on Education (ACE) provides credit recommendations for formal courses and occupations offered by all branches of the military.

- Develop more crosswalks between industry training and certifications and college courses. Increase adoption of crosswalks by institutions.

- Explore opportunities to develop education or learning modules to fill gaps between existing industry training and college courses, and to fill gaps between military training and college courses.

- Conduct further analysis of enrollment of veterans, and awarding academic credit for prior learning to facilitate transitions from military to civilian education systems and employment.

- Continue to convene the ACPL workgroup semi-annually to maintain improvement in all goal areas. Additional meetings could be scheduled, as needed.

Ongoing improvement to policies and practices relating to ACPL has been possible through the combined cross-sector efforts of agencies, organizations, ACPL workgroup members and participants, and institution faculty and staff. Key progress has been made in data collection, sharing of effective practices and tools to increase expertise, and implementation of ACPL policies, all of which contributed to the 41 percent increase in awards this past year. Staying the course to continue to improve processes—while maintaining high standards in the assessment process—will be particularly important in the work to engage and support returning adult learners.

INTRODUCTION

Supporting adult learners as they complete their postsecondary certificates and degrees is essential to meeting our state's educational attainment goals and addressing the employment needs of Washington students and employers.[8] Awarding college credit based on assessment of a student's prior learning in the workplace, in the military, or through other life experiences can have positive impacts on increasing educational attainment in Washington.

Implementing effective policies to assess and award academic credit for prior learning may:

- Improve access by helping to make college more affordable, reducing the cost and time to degree by awarding course credits for knowledge and skills developed through prior learning.

- Inspire confidence in future learning potential by recognizing the skills and knowledge adults have acquired through military and other training and education.

- Launch students more quickly into their chosen career pathways, fulfilling their own needs while meeting the needs of communities and employers.

Colleges that award academic credit for prior learning recognize and respect the skills and knowledge that students bring with them when they enter the college classroom. Earning academic credit for prior learning increases the likelihood of the student earning a postsecondary degree, regardless of age, gender, race, ethnicity, and GPA. These students also had greater persistence, and those who graduated had a shorter time to degree.[9] The diversity of experience these students bring to the classroom contributes to a richer learning environment for all.

WHAT IS ACADEMIC CREDIT FOR PRIOR LEARNING?

Definition

Prior learning is defined in statute as the knowledge and skills gained through:
- Work and life experience.
- Military training and experience.
- Formal and informal education and training from in-state and out-of-state institutions, including foreign institutions.[10]

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[8] Washington Student Achievement Council, 2017 Strategic Action Plan: http://wsac.wa.gov/strategic-action-plan
[9] Klein-Collins, B. (2010). Fueling the race to postsecondary success: A 48-institution study of prior learning assessment and adult student outcomes. Chicago, IL: Council for Adult and Experiential Learning. Retrieved from https://www.cael.org/pla/publication/fueling-the-race-to-postsecondary-success.
[10] RCW 28B.77.230

Assessment

Colleges use a variety of assessment methods to determine what prospective students know and can do, and whether students' prior learning is equivalent to what they would have learned if they had completed a specific college course.

Prior learning is assessed using standardized tests, course challenge examinations, portfolio assessments, and crosswalks between college courses and military or work-based learning.[11,12]

Some assessment methods cost a student more than others, but the cost of an assessment is typically less than the cost of tuition to enroll in the equivalent course. In addition, when students earn credit, they may be able to enroll in or advance to higher-level courses.

Limitations, Transcription, and Transferability

The Northwest Commission on Colleges and Universities (NWCCU) accreditation standards establish a cap on prior experiential learning.[13] Credit within this category, which is a subset of the ACPL categories discussed in this report, must be limited to a maximum of 25 percent of the credits needed for a specific degree. The category of prior experiential learning is noted on college transcripts as *PEL*.

Colleges award and transcribe academic credit for prior learning when:
- Prior learning outcomes are assessed and found to be equivalent to specific college course outcomes.
- Awarding credit is consistent with the policies of the institution.

Community and technical colleges (CTCs) accept academic credit for prior learning awarded by other colleges within the CTC system. To ensure this transferability, a statement regarding reciprocity of acceptance of prior learning is included in the State Board for Community and Technical Colleges' Inter-College Reciprocity Policy.[14]

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

[12] Advanced Placement (AP), International Baccalaureate (IB), and Cambridge International (CI) data were previously included in this report. Those data will be included with other dual credit data in WSAC reports. Dual credit data are available on the OSPI Report Card dashboard.

[13] Northwest Commission on Colleges and Universities. Accreditation Standards, Standard Two, Resources and Capacity. (n.d.). Retrieved January 9, 2017, from
http://www.nwccu.org/Standards%20and%20Policies/Standard%202/Standard%20Two.htm

[14] *Inter-College Reciprocity Policy* [PDF]. (2012, May). Olympia, WA: Washington State Board for Community and Technical Colleges.

BACKGROUND

Legislation

In 2011, the Washington State Legislature created legislation 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.[15] The Legislature also established a workgroup on academic credit for prior learning.

The Legislature tasked the Washington Student Achievement Council (WSAC), the State Board for Community and Technical Colleges (SBCTC), the Council of Presidents (COP), the four-year public institutions, the private independent institutions, and the private career schools with collaborating to achieve the following:

1. Increase the number of students who receive academic credit for prior learning.
2. Increase the number of credits awarded for prior learning.
3. Develop transparent policies and practices in awarding academic credit for prior learning.
4. Improve prior learning assessment practices.
5. Create professional development tools and means of sharing exemplary policies and practices among institutions.
6. Develop articulation agreements for programs and pathways.
7. Develop outcome measures to track progress on the above goals.

The Washington Student Achievement Council was tasked with convening the Academic Credit for Prior Learning Workgroup and submitting an annual report to the Legislature on progress toward achieving the goals and outcome measures listed above.

Veterans

In 2014, legislation was enacted specifically providing for awarding academic credit for military training. It required each institution to:

- Adopt a policy to award academic credit for military training applicable to the student's certificate or degree requirements.

- Develop a procedure for receiving the necessary documentation to identify and verify the military training course or program that an individual is claiming for academic credit.

- Provide a copy of their policy to award academic credit for military training to any applicants who listed prior or present military service in their application.

- Develop and maintain a list of military training courses and programs that qualify for academic credit.

- Submit its policy on awarding academic credit for military training to the workgroup. [16,17]

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[15] Full bill language: http://app.leg.wa.gov/billsummary?BillNumber=1795&Year=2011 Additionally, E2SHB1795 built upon related legislation passed in 2009 (SHB1328) and 2010 (SSB6357 and ESSB6359).
[16] SB 5969 became RCW 28B.10.057: http://app.leg.wa.gov/RCW/default.aspx?cite=28B.10.057
[17] Links to institutions' policies are posted on the WSAC policy page: http://wsac.wa.gov/assessments-prior-learning

WORKGROUP

The Academic Credit for Prior Learning (ACPL) Workgroup has been meeting regularly since 2011. The foundational legislation lists specific groups that should be represented in the workgroup, including one representative each from WSAC, SBCTC, and COP; and two representatives each from two-year faculty, four-year faculty, private career colleges, business, and labor.

In addition, partners from a variety of institutions, agencies, and organizations regularly attend ACPL Workgroup meetings. These participants contribute a broad range of perspectives and expertise, and serve as conduits of information to and from other groups, such as the Workforce Education Council and the Joint Transfer Council.

PROGRESS ON LEGISLATIVE GOALS

Since 2011, significant progress has been made in several areas. An ongoing workgroup has been established, policies and practices have been developed and shared, the number of credits awarded for ACPL has increased, and a progress report has been submitted each year. In order to maintain a robust and relevant system of assessing and awarding credit for prior learning, ongoing review and revision of policies, tools, and effective practices is necessary.

Figure 1: Summary of Progress on ACPL Workgroup Goals

	Goal 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.
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, annual workshop, and online resources.
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 is described under each respective goal in this annual report.

Goals 1 and 2

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.

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

Outcomes

Both the number of students receiving credit and the number of credits awarded have increased. It is important to note that different institutions serve different student populations. Those institutions with higher populations of adults with extensive work and military experience, and institutions with more technical course offerings, may have the opportunity to award credit at higher rates. Numbers of awards will also fluctuate as enrollments rise and fall.

Figure 2: Comparison of ACPL Credits Awarded 2015-16 to 2016-17

Number of Institutions that Reported in Both Years	Credits Awarded 2015-16	Credits Awarded 2016-17	Difference 2015-16 to 2016-17	Percentage Change 2015-16 to 2016-17
42	39,764.02	55,959.50	16,195.48	40.7%

Note: limited to comparison of the 42 institutions that reported in both years.
Source: WSAC staff analysis of Academic Credit for Prior Learning data collected from institutions (Fall 2017).

Reliable data is required to measure increases over time. Unfortunately, ACPL is not included in the data currently collected—centrally—for research purposes. As a result, data must be collected from individual institutions.

Clear and consistent coding guidelines and reporting tools have been refined based upon feedback from institutions. This responsive support, coupled with ongoing communication and an annual training, has contributed to an increase in data submission by institutions.

In July of 2017, WSAC staff requested data through COP, SBCTC, the Independent Colleges of Washington, and the Northwest Federation of Career Colleges. All thirty-four community and technical colleges, all six public baccalaureate institutions, and all ten Independent Colleges of Washington member institutions submitted data.[18] Of these 50 institutions, 42 had reported data in 2016, allowing for a first-time look at change over time in number of ACPL credits awarded.[19] This provides a baseline for data going forward from 2017.

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[18] Data from private career colleges were not collected for this report.

[19] The change over time in number of **students** who receive ACPL could not be calculated. In 2016, some institutions did not provide unduplicated headcounts by program, so a calculated student FTE was used as a proxy to report on number of students rather than a headcount. This year, headcounts are reported.

During the 2016-17 academic year, Washington public and independent colleges awarded 61,341 ACPL credits that applied toward certificates or degrees; approximately 3,217 students earned credits for prior learning.[20] ACPL credits awarded increased by 41 percent over the previous year.

Figure 3: 2016-17 Summary of ACPL Student FTE and Credits

Category	Assessment Examples	Total Students [21]	Total Quarter Credits[22]
Credit by Testing	DANTES Subject Standardized Tests(DSST)	16	130
	College Level Exam Program (CLEP)	259	2,963
Prior Experiential Learning	Portfolio Review (college level credits)	280	3,731
Course Challenges	Generally a faculty or department-created course-specific assessment	600	3,976
Extra-Institutional Learning	American Council of Education (ACE) (military completion courses)	1,166	27,780
	Occupational Crosswalks (Military MOS, other)	417	10,517
	Individual Industry Cert (e.g. NCLEX-RN)	479	12,245
Total Number of Students and Credits		**3,217**	**61,341**

Source: WSAC staff analysis of Academic Credit for Prior Learning data collected from institutions (Fall 2017).

Goal 3

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

Outcomes

The ACPL workgroup has developed and provided sample policies, which are included in the ACPL handbook.[23] These policies include state-level, institution-level, and military-specific examples. Adaption and adoption of the policies is at the discretion of individual institutions.[24]

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[20] Advanced Placement (AP), International Baccalaureate (IB), and Cambridge International (CI) data were previously included in this report. Those data will be included with other dual credit data in WSAC reports. Dual credit data are available on the OSPI Report Card dashboard.

[21] The total number of students in each program is an unduplicated headcount, but the total number of students overall is a duplicated headcount. Students were counted more than once in the overall total if they received credit in more than one program during the academic year.

[22] Semester credits were converted to equivalent quarter credits.

[23] ACPL handbook is located under Resources, on the WSAC policy page: http://www.wsac.wa.gov/assessments-prior-learning

[24] Links to institution policies: http://wsac.wa.gov/assessments-prior-learning

All Washington public colleges and all Independent Colleges of Washington member institutions submitted ACPL data for this report, and all have provided links to ACPL policies on their websites. The workgroup continues to review and recommend improvements to existing policies and practices.

Goals 4 and 5

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

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.

Outcomes

Effective practices, policies, and updated information on ACPL are shared in a variety of ways, including an annual workshop, a handbook, an email distribution list, and a dedicated page on the WSAC website.[25] Liaisons from other groups who participate in ACPL meetings serve as conduits of information across institutions and agencies. The WSAC webpage houses meeting notes, workshop information, annual legislative reports, and the ACPL handbook. The ACPL handbook provides sample policies and examples of crosswalks and other assessment models.[26]

The seventh annual ACPL Workshop (a one-day event) was held in the fall of 2017, drawing 81 educators and policymakers. The workshop provides a venue to share effective practices and to foster common understanding of coding practices and policies.[27] The focus of the 2017 workshop was the use of the American Council on Education Military Guide to evaluate military education and training.[28]

The ACPL workgroup continues to review materials and training to improve practices, based on feedback from institution practitioners and partner agencies and groups. The workgroup also reviews and revises the ACPL handbook on an as-needed basis. The full handbook was reviewed and updated in 2017.

Goal 6

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

Outcomes

Crosswalks, or articulations, have been developed by institution staff and faculty, and by community and technical college Centers of Excellence for specific careers, to articulate connections between industry training and certifications (e.g. Microsoft Office Specialist (MOS)

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[25] ACPL page: http://www.wsac.wa.gov/assessments-prior-learning
[26] Academic Credit for Prior Learning Handbook: http://wsac.wa.gov/assessments-prior-learning
[27] Workshop materials: http://wsac.wa.gov/assessments-prior-learning
[28] ACE Military Guide: http://www.acenet.edu/news-room/Pages/Military-Guide-Online.aspx

and Microsoft Technology Associate (MTA) certifications) and college courses. [29] Example crosswalks are included in the ACPL handbook to facilitate expansion of this assessment method.

In 2017, the Department of Health automated a crosswalk between civilian health occupation licensure requirements and military training and education for similar occupations in service branches. In part, the crosswalk was developed to assist institutions in development of modular training to fill the gaps between the military and civilian occupational requirements. [30]

Goal 7

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

Outcomes

Progress on each of the goals is described above. Of particular importance is that all public institutions and Independent Colleges of Washington participated in data collection efforts this year. Without these data, it was difficult to gauge the impact of the work of the ACPL workgroup.

The workgroup discussed at length the possibility of developing measureable goals for increasing the number of ACPL credits awarded each year, but determined that there were too many variables to create meaningful statewide numeric goals. For example, institutions with a higher percentage of student veterans might be expected to award higher levels of ACPL, as measured by ACE, CLEP, and Dantes coding categories. 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 more or less ACPL credit awarded through assessments of portfolios.

RECOMMENDED ACTIONS

The Washington Academic Credit for Prior Learning Workgroup recommends the following actions to improve consistency, transparency, and recognition of prior learning:

- Streamline the data collection process.
- Work with colleges and universities to develop more consistent policies on acceptance of American Council on Education (ACE) guide recommendations for award of academic credit for prior military training. [31]

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[29] Centers of Excellence are funded through the State Board for Community and Technical Colleges, and link business, industry, labor and educational systems. Each Center represents the needs and interests of a specific industry sector. Details: http://www.sbctc.edu/for-employers/centers-of-excellence.aspx

[30] Department of Health's, Military to Civilian (MIL2CIV) Crosswalk of Health Professions matrix:

https://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewReneworUpdate/MilitaryResources/HealthProfessionCrosswalk

[31] American Council on Education (ACE) provides credit recommendations for formal courses and occupations offered by all branches of the military.

- Develop more crosswalks between industry training and certifications and college courses. Increase adoption of crosswalks by institutions.

- Explore opportunities to develop education or learning modules to fill gaps between existing industry training and college courses, and to fill gaps between military training and college courses.

- Conduct further analysis of enrollment of veterans, and awarding academic credit for prior learning to facilitate transitions from military to civilian education systems and employment.

- Continue to convene the ACPL workgroup semi-annually to maintain improvement in all goal areas. Additional meetings could be scheduled, as needed.

CONCLUSION

Ongoing improvement to policies and practices relating to Academic Credit for Prior Learning has been possible through the combined cross-sector efforts of agencies, organizations, ACPL workgroup members and participants, and institution faculty and staff. Key progress has been made in data collection, sharing of effective practices and tools to increase expertise, and implementation of ACPL policies, all of which contributed to the 41 percent increase in awards this past year. Staying the course to continue to improve processes—while maintaining high standards in the assessment process—will be particularly important in the work to engage and support returning adult learners.

Supporting adult learners as they complete their postsecondary certificates and degrees is essential to meeting the educational needs of students and Washington employers.[32] Awarding academic credit for prior learning is an important form of support for this population of students. Increasing the educational attainment of adult learners moves Washington toward the statewide goal of at least 70 percent of Washington adults (ages 25-44) holding a postsecondary credential, which is essential to meeting our students' and our state's employment and economic needs.

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[32] Washington Student Achievement Council.2017 Strategic Action Plan. Retrieved from http://wsac.wa.gov/strategic-action-plan

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Acknowledgement of Contributors

WSAC recognizes the contributions of the education agencies, groups, and public and private institutions who contributed to the information and data contained in this report. WSAC extends particular appreciation to those who have participated in the Academic Credit for Prior Learning Workgroup.

APPENDIX A: RCW 28B.77.230

RCW 28B.77.230

Academic credit for prior learning—Goals—Work group—Reports.

(1) The council, the state board for community and technical colleges, the council of presidents, the four-year institutions of higher education, the private independent higher education institutions, and the private career schools shall collaborate to carry out the following goals:

(a) Increase the number of students who receive academic credit for prior learning and the number of students who receive credit for prior learning that counts towards their major or towards earning their degree, certificate, or credential, while ensuring that credit is awarded only for high quality, course-level competencies;

(b) Increase the number and type of academic credits accepted for prior learning in institutions of higher education, while ensuring that credit is awarded only for high quality, course-level competencies;

(c) Develop transparent policies and practices in awarding academic credit for prior learning;

(d) Improve prior learning assessment practices across the institutions of higher education;

(e) Create tools to develop faculty and staff knowledge and expertise in awarding credit for prior learning and to share exemplary policies and practices among institutions of higher education;

(f) Develop articulation agreements when patterns of credit for prior learning are identified for particular programs and pathways; and

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

(2) The council shall convene the academic credit for prior learning work group.

(a) The work group must include the following members:

(i) One representative from the council;

(ii) One representative from the state board for community and technical colleges;

(iii) One representative from the council of presidents;

(iv) Two representatives each from faculty from two and four-year institutions of higher education;

(v) Two representatives from private career schools;

(vi) Two representatives from business; and

(vii) Two representatives from labor.

(b) The purpose of the work group is to coordinate and implement the goals in subsection (1) of this section.

(3) The council shall report progress on the goals and outcome measures annually by December 31st.

(4) For the purposes of this section, "prior learning" means 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.

APPENDIX B: RCW 28B.10.057

RCW 28B.10.057

Academic credit for military training.

1) Before December 31, 2015, each institution of higher education must adopt a policy to award academic credit for military training applicable to the student's certificate or degree requirements. The policy shall apply to any individual who is enrolled in the institution of higher education and who has successfully completed a military training course or program as part of his or her military service that is:

(a) Recommended for credit by a national higher education association that provides credit recommendations for military training courses and programs;

(b) Included in the individual's military transcript issued by any branch of the armed services; or

(c) Other documented military training or experience.

(2) Each institution of higher education must develop a procedure for receiving the necessary documentation to identify and verify the military training course or program that an individual is claiming for academic credit.

(3) Each institution of higher education must provide a copy of its policy for awarding academic credit for military training to any applicant who listed prior or present military service in his or her application. Each institution of higher education must develop and maintain a list of military training courses and programs that have qualified for academic credit.

(4) Each institution of higher education must submit its policy for awarding academic credit for military training to the prior learning assessment work group convened pursuant to RCW 28B.77.230.

APPENDIX C: ASSESSMENT CATEGORIES AND CODING

Standard categories and codes used in data collection for annual progress reports to the Legislature.

Credit by Testing

Standardized and commonly accepted higher education equivalency exams include:[33]
- College Level Examination Program (CLEP)[34]
- Defense Activity for Non-Traditional Education Support (DANTES)[35]
- Subject Standardized Tests (DSST)
- Cambridge International[36]

Extra-Institutional Learning

- Industry-related certificates of completion of training.
- Occupational crosswalks developed to demonstrate the equivalency of industry training to college course outcomes.
- American Council on Education (ACE) guide recommendations for college course equivalencies to specific military training and education, usually as it relates to a specific military occupational specialty (MOS).[37]

Course Challenges

Comprehensive exams are developed by faculty for a specific course. When students successfully complete a course challenge, they demonstrate that the course learning objectives have been met.

Prior Experiential Learning

Faculty review and evaluate student portfolios. Faculty identify achievement of learning outcomes that are equivalent to those a student would achieve by completing one or more college courses. A student may independently develop a portfolio and submit it for faculty evaluation, or an institution may offer a portfolio development course, culminating in a review of the portfolio. When faculty review portfolios, they determine which, if any, college course learning outcomes have been met and the number and type of credits to award. The Northwest Commission on Colleges and Universities' accreditation standards limit experiential learning to 25 percent of the credits needed for a certificate or degree.[38]

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[33] Advanced Placement (AP), International Baccalaureate (IB), and Cambridge International (CI) data were previously included in this report. Those data will be included with other dual credit data in WSAC reports. Dual credit data are available on the OSPI Report Card dashboard.

[34] College Board, College-Level Examination Program: https://clep.collegeboard.org/

[35] Department of Defense, Defense Activity for NonTraditional Education Support: http://www.dantes.doded.mil/

[36] Cambridge International Examinations: http://www.cie.org.uk/

[37] American Council on Education Military Guide: http://www.acenet.edu/news-room/Pages/Military-Guide-Online.aspx

[38] Northwest Commission on Colleges and Universities. Accreditation Standards, Standard Two, Resources and Capacity. (n.d.). Retrieved January 9, 2017, from http://www.nwccu.org/Standards%20and%20Policies/Standard%202/Standard%20Two.htm

APPENDIX D: LIST OF INSTITUTIONS

Sector	Institution Name	Prior Learning – General Policies[39]	Prior Learning – Military Policies
Community and Technical Colleges	Bates Technical College	http://www.bates.ctc.edu/student-resources/registration-office/transferring-to-bates	http://www.bates.ctc.edu/Documents/Student%20Services/Veterans%20Center/Veterans%20Transfer%20Credit%20Policy.pdf
	Bellevue College	https://www.bellevuecollege.edu/transfer/awarding-non-traditional-credit/	http://www.bellevuecollege.edu/veterans/academic-credit-for-military-training-and-coursework/
	Bellingham Technical College	http://www.btc.edu/FutureStudents/PriorLearning/indexPriorLearning.aspx	http://www.btc.edu/CurrentStudents/StudentResources/veterans.aspx
	Big Bend Community College	http://bigbend.edu/admissions/	http://www.bigbend.edu/wp-content/uploads/admissions/financial-aid/Military-Transfer-Credit-Policy-Feb-16.pdf
	Cascadia College	http://www.cascadia.edu/programs/pla.aspx	http://www.cascadia.edu/current/vets.aspx
	Centralia College	https://www.centralia.edu/academics/pdf/cccatalog.pdf (See page 7, "Nontraditional credits")	Same
	Clark College	http://www.clark.edu/enroll/credential-evaluation/nontraditional_programs.php	http://www.clark.edu/enroll/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/index.aspx?page=1472	https://www.columbiabasin.edu/index.aspx?page=1475
	Edmonds Community College	http://catalog.edcc.edu/content.php?catoid=48&navoid=13726&hl=advanced+placement&returnto=search	http://www.edcc.edu/veterans/prior-learning-assessment.html

[39] Links to policies were verified on December 8, 2016.

Sector	Institution Name	Prior Learning – General Policies[39]	Prior Learning – Military Policies
Community and Technical Colleges	Everett Community College	http://everettcc.edu/transfer credit options/	https://www.everettcc.edu/enrollment/transfer/transfer-credit
	Grays Harbor College	http://ghc.edu/content/credit-prior-learning	Same
	Green River College	http://www.greenriver.edu/academics/alternative-options-for-earning-credit.htm	http://www.greenriver.edu/Documents/student-affairs/Veterans/JST-transcript-evaluation-procedures.pdf
	Highline College	https://pla.highline.edu/Policies.for.students.php	http://catalog.highline.edu/content.php?catoid=10&navoid=351#military-credit-acceptance
	Lake Washington Institute of Technology	http://www.lwtech.edu/admissions/prior-learning/	http://www.lwtech.edu/admissions/veteran-services/military-training/
	Lower Columbia College	http://lowercolumbia.edu/non-trad-credits/index.php	http://lowercolumbia.edu/non-trad-credits/alt-options/index.php
	North Seattle College	https://northseattle.edu/credentials/prior-learning?search_standing=1	https://northseattle.edu/credentials/options-evaluating-credits-credentials?search
	Olympic College	http://www.olympic.edu/programs-classes/transfer-oc/transfer-credits-and-award-credit	Same
	Peninsula College	http://pencol.edu/academic-resources/prior-learning-assessment	Same
	Pierce College – Ft. Steilacoom	https://www.pierce.ctc.edu/pubs/catalog/ref/files/2016-17PierceCollegeCatalog.pdf (See pages 21-22, "Earning Credits")	Same
	Pierce College – Puyallup	https://www.pierce.ctc.edu/pubs/catalog/ref/files/2016-17PierceCollegeCatalog.pdf (See pages 21-22, "Earning Credits")	Same
	Renton Technical College	https://rtc.edu/sites/default/files/RTC-College-Catalog-2016-2017-web.pdf (See pages 57-58, "Transfer of Credits")	http://rtc.edu/veteran-services

Sector	Institution Name	Prior Learning – General Policies[39]	Prior Learning – Military Policies
Community and Technical Colleges	Seattle Central College	http://www.seattlecentral.edu/distance/cbe/index.php	Same.
	Shoreline Community College	http://intranet.shoreline.edu/policies/documents/5000/5162.pdf	https://www.shoreline.edu/oss/veterans/military-credits-procedure.aspx
	Skagit Valley College	http://www.skagit.edu/news.asp_Q_pagenumber_E_3126	Same
	South Puget Sound Community College	https://spscc.edu/kb/transferring-credits/credit-non-traditional-learning	https://spscc.edu/veterans-benefits
	South Seattle College	http://www.southseattle.edu/programs/proftech/prior-learning.aspx	http://www.southseattle.edu/veterans/training-credit-policy.aspx
	Spokane College	http://catalog.spokane.edu/PriorLearning.aspx	http://catalog.spokane.edu/PriorLearning.aspx?page=PV5
	Spokane Falls Community College	http://www.spokanefalls.edu/Admissions/PLA.aspx	http://www.spokanefalls.edu/Home-Military.aspx
	Tacoma Community College	http://www.tacomacc.edu/catalog/15-16catalog/experiential-learning.htm	Same
	Walla Walla Community College	www.wwcc.edu/pla	http://www.wwcc.edu/wp-content/uploads/2015/10/academic-credit-military-training-policy.pdf
	Wenatchee Valley College	https://www.wvc.edu/directory/departments/catalog/catalog_20152016/Prior_Learning_Assessment.pdf	https://www.wvc.edu/directory/departments/registration/military_education.asp
	Whatcom Community College	http://whatcom.edu/academics/learning-options/credit-for-learning	http://whatcom.edu/student-services/veterans-services
	Yakima Valley College	http://www.yvcc.edu/registration/Pages/Prior-Learning-Assessment.aspx	http://www.yvcc.edu/admission/Pages/Transfer-Credits.aspx

Sector	Institution Name	Prior Learning – General Policies[39]	Prior Learning – Military Policies
Private Baccalaureates	Gonzaga University	http://www.gonzaga.edu/Admissions/Undergraduate-Admissions/Apply/Running-Start-Credit-By-Exam/default.asp http://www.gonzaga.edu/catalogues/16-17-catalogue/undergraduate/degree-requirements/academic-policies.asp	http://www.gonzaga.edu/catalogues/16-17-catalogue/undergraduate/degree-requirements/academic-policies.asp
	Heritage University	http://catalog.heritage.edu/preview_entity.php?catoid=9&ent_oid=1584&hl=link&returnto=search	http://www.heritage.edu/Admissions/Veterans-Admissions/Military-Transcripts
	Pacific Lutheran University	http://www.plu.edu/catalog-2016-2017/undergraduate-admission/evaluation-of-credits/	Same
	Saint Martin's University	AP/IB/RS https://www.stmartin.edu/admissions-aid/how-to-apply/first-year-undergrad Prior Learning 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	http://spu.edu/catalog/undergraduate/20167/admissions/transfer-students/transfer-of-credits	https://spu.edu/depts/sas/students/va.asp
	Seattle University	https://www.seattleu.edu/undergraduate-admissions/apply/transfer/transfer-credit-policies/	https://www.seattleu.edu/media/redhawk-axis/registrar/registrar-policies/Credit-for-Military-75-26.pdf
	University of Puget Sound	http://www.pugetsound.edu/academics/advising-registrar/transfer-credits/	http://www.pugetsound.edu/student-life/personal-safety/student-handbook/academic-handbook/veterans-policy/
	Walla Walla University	http://bulletin.wallawalla.edu/en/2016-2017/2016-2017-Undergraduate-Bulletin/Academic-Information-and-Policies/Credit-by-Examination	https://wallawalla.edu/academics/student-academic-services/academic-records/veteran-benefit-info/

Sector	Institution Name	Prior Learning – General Policies[39]	Prior Learning – Military Policies
Private Baccalaureates	Western Governors University	https://cm.wgu.edu/t5/Admission/Transfer-Credit-for-CLEP-DANTES-and-AP-Examinations/ta-p/28	https://cm.wgu.edu/t5/Admission/Transfer-Credit-for-Military-Experience-Training-in-Pre/ta-p/2371
	Whitman College	https://www.whitman.edu/Documents/Offices/Registrar/Catalog/Academics.pdf	Same
	Whitworth University	http://www.whitworth.edu/cms/administration/registrar/transfer-info/	http://catalog.whitworth.edu/academicinformation/
Public Baccalaureates	Central Washington University	https://www.cwu.edu/admissions/other-forms-credit	https://www.cwu.edu/admissions/military-credits
	Eastern Washington University	http://ewu.edu/css/programs/interdisciplinary-studies	Same
	The Evergreen State College	http://www.evergreen.edu/admissions/priorlearningassessment.htm	Same
	University of Washington (Bothell)	https://www.uwb.edu/admissions/apply/firstyear/advance	https://www/uwb/edu/admissions/transfer/transfercredits/restrictions#Military%20Credit
	University of Washington (Seattle)	https://admit.washington.edu/apply/transfer/policies/credit%23prior-learning%20assessment#prior-learning-assessment	https://admit.washington.edu/apply/transfer/policies/credit#military-credit
	University of Washington (Tacoma)	https://admit.washington.edu/apply/transfer/policies/credit%23prior-learning%20assessment#prior-learning-assessment	https://admit.washington.edu/apply/transfer/policies/credit#military-credit
	Washington State University (Pullman)	http://www.catalog.wsu.edu/General/AcademicRegulations/Search/both/pass	https://transfercredit.wsu.edu/types-of-credit/military-credit/
	Washington State University (Tri-Cities)	http://www.catalog.wsu.edu/General/AcademicRegulations/Search/both/pass	https://transfercredit.wsu.edu/types-of-credit/military-credit/
	Washington State University (Vancouver)	http://www.catalog.wsu.edu/General/AcademicRegulations/Search/both/pass	https://transfercredit.wsu.edu/types-of-credit/military-credit/

Sector	Institution Name	Prior Learning – General Policies[39]	Prior Learning – Military Policies
	Western Washington University	https://admissions.wwu.edu/transfer/transfer-credit-policies	Same