

INTRODUCTION TO SURVEY

The responsibility for implementing HB 4059 was given to the Higher Education Coordinating Commission (HECC) with the passage of HB 4059 (2012). A Credit for Prior Learning (CPL) Advisory Committee was appointed by the HECC to organize and complete work associated with achieving the goals as set forth in HB 4059 (ORS 350.110). The Committee is represented by all four postsecondary sectors in the State of Oregon. The CPL Advisory Committee annually adopts a work plan and provides progress reports to the HECC and the HECC Student Success and Institutional Collaboration (SSIC) Subcommittee in the form of annual reports.

What has the CPL Advisory Committee accomplished thus far?

1. **Preliminary Environmental Scan:** An environmental scan was completed in 2012 for all four postsecondary sectors. To compile results, the Advisory Committee requested information from a designated point person for each sector. This was not an exhaustive study, nor a comprehensive measurement detailing which institutions participate in CPL; it was merely a method to collect data.
2. **CPL Standards:** HECC directed Oregon postsecondary institutions to adopt a set of Credit for Prior Learning (CPL) Standards and to use these Standards to implement assessment processes for awarding CPL. The Standards were developed to recognize and acknowledge that credit awarded for prior learning is granted only for evidence of learning and not solely on the basis of experience. Foundational to these Standards is faculty involvement and use of their expertise to assess credit awarded to students. During the fall of 2013, the Standards were reviewed by Oregon's postsecondary institutions. Feedback was reviewed by the Advisory Committee and the full HECC during the winter of 2013-14. The Standards were adopted by the HECC in May 2014.

What is the purpose of the environmental scan? This environmental scan should not be mistaken for a compliance survey. It is strictly for the CPL Advisory Committee to have a better understanding of how to improve awareness of the CPL Standards and what items may prove to be challenging or confusing for institutions. All data will be compiled and aggregated for the purpose of improving services to the institutions and students they serve. Names of institutions will be withheld.

Thank you for your willingness to participate. This is what we envision when reviewing the survey at the institution:

1. This survey will be sent to the Chief Academic Officer at the institution with the expectation that the survey will be completed with input from various sectors at the institution associated with CPL.
2. The Chief Academic Officer may decide to send the survey to the cross-functional leadership team including members from the registrar's office, institutional researchers etc.
3. Once the survey has been completed, we expect it will be returned to the Chief Academic

Officer's office to be inputted using Survey Monkey.

If you have questions or comments regarding the survey, please do not hesitate to contact: Alethia Miller, CPL Committee Administrator

E-mail: Alethia.Miller@state.or.us (e-mail preferred)

Phone: 503-947-2440

Thank you for your participation and willingness to address institutional challenges and barriers.

Sincerely,

CPL Advisory Committee Members

1. Does your institution offer Credit for Prior Learning (CPL)?

Yes

No

Where is this information available to students (website, catalog, other)?

2. **Standard 1: Credit for Prior Learning Requisites** - Does your institution have institutional policies and procedures for awarding credit in response to the CPL Standards?

Yes - Already have -

Please insert hyperlink to institutional policies that relate to CPL

Yes - Plan to develop

- Please describe how it is in the works:

No - If the answer is no, please describe barriers:

3. Has your institution organized (has plans to organize) a cross-functional CPL Leadership Team? If the answer is yes, please identify the areas represented below. If the answer is no or in developmental stages, please describe barriers to the development.

As a reminder, to ensure quality, each Oregon institution offering CPL shall organize a cross-functional leadership team with suggested members including student services, administrators, faculty, the registrar's office, financial aid and other personnel associated with awarding or processing CPL credit.

- Student Services
- Instructional Administrators
- Faculty
- Registrar's Office
- Financial Aid Office
- Other Personnel

If Yes, but in developmental stages, please identify the level of development. Or if the answer is No, please describe barriers.

4. How does your institution award and transcript academic credit for those courses formally approved by the institution's curriculum approval process(es)?

5. What types of CPL credit are you awarding?

- Credit – By-Exam (CLEP, DANTES, etc.)
- Industry Certifications
- Institutional Challenge Exams and other exams
- Military Credit
- Portfolios
- Professional Licensure
- Other forms of authentic assessment to award CPL credit

6. What types of military credit are being awarded? i.e. PE, health, occupations etc.

7. **Standard 2: Evidence-Based Assessment** - Have you developed an institution wide internal process for evidence-based CPL assessments?

- Yes
- Yes, but not institution wide
- Yes, but not in individual departments
- No, please describe barriers

8. Has your institution developed academically sound evidence-based assessment methods in the following areas:

- Institutionally developed tests
- Final examinations
- Performance-based assessments
- Demonstrations
- Presentations
- Portfolios
- Industry Certifications
- Other (please describe)

9. **Standard 3: Tuition and Fee Structure**- What are your institution's tuition and fee structure for CPL?

10. Do you compensate faculty for assessing CPL? If so, how?

11. Are the CPL tuition and fee structures transparent and accessible to all students, faculty, staff and stakeholders?

- Yes
- If the answer is no, please describe barriers

12. **Standard 4: Transferability and Transcription** - Does your institution work with other institutions to facilitate transfer of CPL? If the answer is yes, please describe how this is done.

If the answer is yes,
please describe how this is
done.

If the answer is no, please
describe barriers.

13. What are your institutional challenges with transferability of CPL credits?

14. Is the documentation used to support credits awarded maintained as part of the student's official record in compliance with state administrative rules and institutional policy?

If the answer is yes,
please describe:

If the answer is no, then
please describe barriers.

15. As an institution that awards CPL credit, do you notate on the official transcript when credit is awarded via CPL (Standard 4.4)? Please describe how you notate.

If yes, then description of
notation.

If no notation is made,
please describe barriers.

16. **Standard 5: Data Collection and Reporting** - What are your challenges in collecting and reporting CPL data to the HECC? Check the boxes that apply.

- Section area
- CIP codes
- Term awarded
- Difficulty navigating HECC reporting system
- I have not been asked to report CPL to the HECC
- Other items pose difficulty in reporting.

17. **Standard 6: Faculty and Staff Development**- Describe how your institution offers Professional Development to faculty to ensure the quality of CPL assessment:

18. **Standard 7: Quality Assurance in Response to HB 4059**- If your institution is doing the following, please check the appropriate box(es):

- Conducting ongoing evaluations of institutional CPL policies, standards, procedures, and practices
- Evaluating student performance in subsequent classes within the same field for which CPL was awarded
- Evaluating overall academic performance of students who are awarded CPL

Please describe other quality assurance measures

19. **Standard 8: Transparency/Access** - Has your institution developed a guided process to assist students through the CPL credit awarding process?

Describe the process

If the answer is no, please describe barriers

20. Where is this guided process described?

- Website
- Catalog
- Searchable in institutional website using term, "Credit for Prior Learning"
- Other areas guided process available.

21. What is your institution doing to promote CPL to students and other stakeholders?