



Results of the 2017 Environmental Scan:
A Survey by the CPL Advisory Committee to Oregon Institutions

1. Who participated in the survey? 19 Institutions,

- a. 11 Private non-profit
- b. 1 private for profit
- c. 2 public 4-year
- d. 5 public 2-year

2. Do you offer CPL?

- a. 4-no; 7 yes
- b. 1 -yes
- c. 2-yes
- d. 5-yes

If no, please comment on the future of CPL at your institution

-We would like to, but we don't know enough about the regulations to understand if it would work, and under what circumstances, we should allow for it.

-We have an existing, but dormant policy. Our goal is to revise this previous policy and place it back in play for primarily degree completion, transfer, and graduate students.

- We are not likely to be conducting such assessment in the future, as a graduate institution, but are expected to be end users of CPL evaluation via transcripts as part of the academic advising admissions process.



Results of the 2017 Environmental Scan:
A Survey by the CPL Advisory Committee to Oregon Institutions

3. Where is information available to students?

Example responses:
http://catalog.uoregon.edu/admissiontograduation/registration_policies/
http://admissions.oregonstate.edu/credit-prior-learning
http://www.mhcc.edu/CreditAlternatives
www.pcc.edu/transfercredit
http://www.clackamas.edu/other_credit_options.aspx
http://www.warnerpacific.edu/wp-content/uploads/2013/08/WPC-Catalog-2016-17.pdf
https://www.pacificu.edu/about-us/offices/registrar/academic-catalog
http://www.warnerpacific.edu/wp-content/uploads/2013/08/2016-2017-ADP-Bulletin-addendum.pdf
http://www.nwcu.edu/adultdegree/prior-learning-assessment/
http://www.georgefox.edu/adult-degree/pla/index.html
http://www.georgefox.edu/catalog/degcomp/curriculum/prior_learn.html
http://www.georgefox.edu/catalog/degcomp/curriculum/alt_credit.html
http://www.marylhurst.edu/degrees-and-programs/credit-for-prior-learning/
http://docs.marylhurst.edu/mu/pdflibrary/CAT-2016-17MarylhurstCatalog.pdf



Results of the 2017 Environmental Scan:
A Survey by the CPL Advisory Committee to Oregon Institutions

4. Do you have institutional Policies in response to CPL Standards?

Yes – already have (11)

Public 4-year: 2

Public 2-year: 3

Private non-profit: 6

Yes – plan to develop (3)

Public 2-year: 1

Private non-profit: 1

Private for-profit: 1

No – (1)

Private non-profit: 1

- We haven't heard of any institutional changes as a result of the CPL Standards.



Results of the 2017 Environmental Scan:
A Survey by the CPL Advisory Committee to Oregon Institutions

5. Cross-functional team organized?

If Yes, indicate member areas

- Student Services (7)
 - Public 2-year: 4
 - Private non-profit: 3
- Instructional Administrators (8)
 - Public 2-year: 4
 - Private non-profit: 3
 - Private for-profit: 1
- Faculty (9)
 - Public 2-year: 4
 - Private non-profit: 4
 - Private for-profit: 1
- Registrar's Office (9)
 - Public 2-year: 4
 - Private non-profit: 4
 - Private for-profit: 1
- Financial Aid Office (6)
 - Public 2-year: 4
 - Private non-profit: 2
- Other Personnel (6)
 - Public 2-year: 2
 - Private non-profit: 4

If Yes, but in developmental stages, please identify the level of development.

If No, describe barriers.

- At this time, there are no plans to expand on the CPL that PUBLIC UNIVERSITY 1 already awards. The faculty policy complies with current NWCCU standards for CPL; further, adding or changing CPL award would require new or additional faculty legislation that would meet the accreditor's standards. PUBLIC UNIVERSITY 1 does not view this as a barrier as PUBLIC UNIVERSITY 1 already has policy and processes in place so that students may earn credit for prior learning.
- We offer so little and we are so decentralized, that identifying who could/should be on such a group is difficult. Most of our CPL is prescribed (AP, IB, CLEP, etc.). We do not offer credit for portfolio or work experience.
- We have had groups working on review of standards with changing membership. Given institutional transitions at the administrative level, there has not been a stable, recognized and



Results of the 2017 Environmental Scan: A Survey by the CPL Advisory Committee to Oregon Institutions

ongoing group, but more task forces or ad hoc committees. We have in development, but has not met, a cross-functional team to include faculty, advising, registrar, financial aid, and deans.

- Our school is small 25-30 students. We have handled this between the student and the dean of PESM.
- No. We have been doing this since the late 1980's. At this point it seems unnecessary to develop such a group. It is functioning well and resides in our adult degree completion programs where they review policies, procedures, and efficacy on an ongoing basis.
- Early stages of implementing and determination of the impact on accreditation, process and state governance

Results of the 2017 Environmental Scan:
A Survey by the CPL Advisory Committee to Oregon Institutions

6. What types of CPL credit are you awarding?

- a. Credit – By-Exam CLEP, DANTES, etc. (13)
 - Public 4-year: 2
 - Public 2-year: 5
 - Private non-profit: 6
- b. Industry Certifications (10)
 - Public 2-year: 5
 - Private non-profit: 5
- c. Institutional Challenge Exams and other exams (10)
 - Public 4-year: 1
 - Public 2-year: 4
 - Private non-profit: 5
- d. Military Credit (15)
 - Public 4-year: 2
 - Public 2-year: 5
 - Private non-profit: 7
 - Private for-profit: 1
- e. Portfolios (6)
 - Public 2-year: 1
 - Private non-profit: 5
- f. Professional Licensure (9)
 - Public 2-year: 4
 - Private non-profit: 5
- g. Other forms of authentic assessment to award CPL credit
 - AP Exams and IB exams per the statewide agreement
 - We do offer the "opportunity" for departments to do challenge exams, etc. This is left to the colleges/departments to decide.
 - IB, AP
 - Performance-based assessment (on a department level) and ACE-transcribed credit.
 - Life experience.
 - AP & IB
 - Considering test out (skills assessment) and professional licensure. have a very limited portfolio of programs offered.



Results of the 2017 Environmental Scan:
A Survey by the CPL Advisory Committee to Oregon Institutions

7. Institution wide process for evidenced based assessment?

a. Yes (7)

Public 2-year: 3

Private non-profit: 4

b. No (8)

Public 4-year: 2

- PUBLIC UNIVERSITY 1 has not developed any new assessment methods because our CBE process already offers sufficient rigorous and meaningful assessment of the student's prior learning. These assessments vary depending on the discipline of the credit in question; e.g., assessment of history credit will look much different than assessment of digital art credit.
- Not sure where to begin at a place this big.....

Public 2-year: 2

- Finding time to make a priority
- At least not yet. We conducted a survey last spring to figure out who is doing (or interested in doing) CPL so that we can bring appropriate faculty members together to talk about an internal process. A barrier is that the particulars, even of process, may look different for different subject areas, so we are likely to be moving towards the "Yes, but not-institution wide" response, at least at first.

Private non-profit:3

- This is something we are currently working on to update and make sure that our procedures are sound.
- We don't have faculty training on how to evaluate.
- We are not allowed to do this at the graduate level per our regional accreditor.

Private for-profit: 1

- We see CPL as an "Evolutional" opportunity NOT a "Revolutional" Opportunity. Rather take our time and get it right than crash deploy with confused students.



Results of the 2017 Environmental Scan:
A Survey by the CPL Advisory Committee to Oregon Institutions

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

Institutionally developed tests (7)

Public 4-year: 1
Public 2-year: 1
Private non-profit: 4
Private for-profit: 1

Final examinations (7)

Public 4-year: 1
Public 2-year: 3
Private non-profit: 2
Private for-profit: 1

Performance-based assessments (5)

Public 4-year: 1
Public 2-year: 2
Private non-profit: 1
Private for-profit: 1

Demonstrations (1)

Public 2-year: 1

Presentations (1)

Private non-profit: 1

Portfolios (7)

Public 2-year: 1
Private non-profit: 6

Industry Certifications (8)

Public 2-year: 2
Private non-profit: 5
Private for-profit: 1

Other (please describe)

Private for-profit: 1

- Yes to the areas above but not necessarily in the CPL area. It would not be difficult to transition training and testing around CPL guidelines.



Results of the 2017 Environmental Scan:
A Survey by the CPL Advisory Committee to Oregon Institutions

9. Does your institution have a tuition and fee policy for CPL? If so, please describe.

No (3)

Public 4-year: 1
Private non-profit: 2

Yes (11)

Public 4-year: 1

- Students pay a fee of \$25 per credit for Credit by Exam (regardless of their residency for tuition purposes).

Public 2-year: 4

- 50% tuition and fees for challenge \$50 per course fee for industry certifications
- Challenge, Same as credit, free for most
- We currently charge per credit tuition for in-house challenge exams and \$10 per request for other types (e.g., military JST, CLEP, industry certifications, etc.). We are proposing a change that will have basically three (or 4) payment tiers – some things will be free, some will be \$30 per request, and some will reflect the cost of assessment—but this has yet to be determined. We are gathering a group of faculty who have experience with PLA to determine how figure costs. There may be two tiers in PLA, one for tests that, once developed, can be graded quickly, and another for assessment of portfolios or performance that take more faculty time to evaluate.
- Students pay a CPL fee of \$10 per credit. No tuition is charged.

Private non-profit: 5

- Yes, there is a per credit fee for tuition and an evaluation fee charged. There is no transcription fee at this point.
- Specific fees for testing (both institutional and standardized) and portfolio fees are "pass through" (i.e. fees pay for actual costs).
- \$50 per credit for portfolios submitted for evaluation.
- http://www.georgefox.edu/catalog/degcomp/curriculum/prior_learn.html \$75 per credit hour.
- Yes, to enroll in course is regular tuition with a discounted fee schedule for individual assessments.

Private for-profit: 1

- Yes - Credit Hour based as it is for transfer of credit



Results of the 2017 Environmental Scan:
A Survey by the CPL Advisory Committee to Oregon Institutions

10. Are tuition and fees transparent and accessible to students, faculty, staff, and stakeholders?

Yes (6)

Public 4-year: 1
Public 2-year: 1
Private non-profit: 4

No (8)

Public 4-year: 1

- I don't think there are any.

Public 2-year: 3

- Need to get them on our website. New website initiated a year ago with one webmaster to get all pages up.
- The existing ones are available, albeit not that easy to find. The new ones are under development.
- It is available but not very accessible.

Private non-profit: 3

- We don't charge for life experience to be credited at the undergraduate level.
- It is available, but on paper. We are in the process of creating a "class" that students can access to easily work through the CPL process as well as currently working to update our procedures and webpages.
- N/A

Private for-profit: 1

- Need to make CPL more visible as it is deployed and expanded.



Results of the 2017 Environmental Scan:
A Survey by the CPL Advisory Committee to Oregon Institutions

11. Do you compensate faculty for assessing CPL?

Yes (7)

Public 2-year: 2

- We have not done so in a systematic way. When faculty are compensated, they receive "Special Projects rate pay", which is currently \$30.82/hr. A barrier that we recognize is that our budgeting system does not allow money paid by students to directly offset these expenses. We recognize that the Divisions in which the faculty teach will supply the funding, and we may be able to work out a budget transfer to offset that (which is why Finance Office and the Bursar are on our Cross-Functional Team), but have not figured that out yet.
- The instructor is paid for a set number of hours, based on the credits of the challenged class. This applies to full-time faculty only if this is deemed overload.

Private non-profit: 5

- Yes. There is a base evaluation fee assessed.
- First submission of the portfolio fee (\$125); if a second submission (i.e. rewrite) is required, that fee is \$75. Both fees are paid direction to the faculty assessor.
- \$30 per credit.
- Yes. There is a stipend available for each portfolio assessed.
- We are currently outsourcing the portfolio assessment process to CAEL and they pay their faculty for assessing CPL.

No (7)

Public 4-year: 2

Public 2-year: 2

- Not yet. Plan to develop portfolio course process that would include faculty compensation to review portfolios.

Private non-profit: 2

Private for-profit: 1



Results of the 2017 Environmental Scan:
A Survey by the CPL Advisory Committee to Oregon Institutions

12. Does your institution work with other institutions to facilitate transfer of CPL?

Yes (4)

Public 4-year: 1

- PUBLIC UNIVERSITY 1 understands this section of the NWCCU standard 2.C.7 on CPL "e) granted on the recommendation of appropriately qualified teaching faculty" to mean/imply "appropriately qualified PUBLIC UNIVERSITY 1 teaching faculty," NWCCU (same standard) requires that CPL be identified on transcripts so that other institutions only accept CPL credit based on their own accreditor's CPL standards. PUBLIC UNIVERSITY 1 records CBE only as a notation without any description of the credit except total credits in order to guarantee compliance with accreditation. PUBLIC UNIVERSITY 1 will release specifics about the credit to a transfer institution with the consent of the student (FERPA compliance).

Public 2-year: 1

- Courses used for cpl, are equivalent to our courses, normal transfer rules apply

Private non-profit: 2

- Credit for prior learning is awarded when coming from institutions that are already evaluated and recommended by ACE.
- Yes-transfer credit through admissions and registrar's office.

No (9)

Public 4-year: 1

- Occasional calls to other institutions about how they awarded credit.

Public 2-year: 3

- Done on a case by case basis. Very few inquiries to do this at this point.
- Barriers include fear of a lack of integrity of the other institution's assessment.
- The barriers are mainly that transfer of CPL is a new concept for many schools. Much conversation is being had via email and listservs, so it likely won't be long before these types of agreements are made.

Private non-profit: 5

- Ours is a graduate program, the CPL would be given for life experience who has an AA.
- This has not really been an issue that has come up yet for us. When and if it does, we would be more than willing to provide our documentation and assessment process.
- No - has not been an issue in the past. If another school asked to review documentation supporting CPL credits awarded, we would work with the student to assist.
- No.
- I don't know that we have ever had anyone ask to do this. We generally accept credit logged on official transcripts.

Private for-profit: 1

- No. Have not progressed CPL to that level but can see that potentially as CPL expands a need to consider the transfer of credits that were awarded under CPL.



Results of the 2017 Environmental Scan: A Survey by the CPL Advisory Committee to Oregon Institutions

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

Public 4-year:

- PUBLIC UNIVERSITY 1 does not have challenges with transferability of CPL. PUBLIC UNIVERSITY 1 does not expect other institutions to accept CBE credit from PUBLIC UNIVERSITY 1 but they can if their policies and accreditors permit. PUBLIC UNIVERSITY 1 offers students who seek to earn CBE at PUBLIC UNIVERSITY 1 to follow the prescribed process for assessment at PUBLIC UNIVERSITY 1.
- Faculty control of their curriculum. They want to be the one that teaches the curriculum.

Public 2-year:

- Most colleges and universities indicate they will not take the credit from us.
- N/a
- Without knowing the "what and how" behind CPL on the transcript, many institutions won't transfer in the credit out of fear of a lack of rigor, integrity, etc. For example, one institution indicated that they don't transfer our "Credit by Exam" (in house course challenge) because they assume it is CLEP credit - which it's not - and they would then want to see the CLEP scores. Some institutions want to assess the learning themselves, in all cases. We need to be having inter-institution discussions about the portability of this credit and those discussions will likely need to include faculty as faculty are often the drivers of transfer policy.
- The main challenge is deciding an agreed-to method of noting these credits on the transcript so that they are easily identifiable. As mentioned above, the "newness" of this has meant that many schools haven't really had the conversation.

Private non-profit:

- It has never been challenged.
- We currently do not accept CPL from other institutions for transfer, as there is still skepticism from faculty. This is something that will be discussed with our cross functional teams.
- External documents (e.g. CLEP/DSST grade reports, industry certificates, military credits) are documented on official reports - we require submission of original documents in the same way we require official transcripts from all colleges attended.
- We don't transfer CPL's based on other institutions, we only award credits based on the official document from the exams.
- Determining equivalencies for our courses
- None

Private for-profit:

- Unequal school to school standards and a very limited use of CPL in the industry



Results of the 2017 Environmental Scan:
A Survey by the CPL Advisory Committee to Oregon Institutions

14. Is documentation maintained for credits awarded as part of the student record?

No (0)

Yes (14)

Public 4-year: 2

- Only the petition form used to request CBE and the result of the assessment is maintained, with a notation of the number of credits on the official transcript. The actual assessment is maintained for a short period of time by the faculty who administered the assessment but that is not maintained in the record.
- yes, for the limited CPL given (AP, CLEP, military, etc.)

Public 2-year: 4

- Yes, forms filled out and signed and kept in AR office
- Yes, the form is kept in registrars office
- Copies of CLEP scores, industry certifications and licenses, etc. are maintained in the Student Records Office as part of the record. Challenge exams are not, however.
- Yes. The institution currently has an Instructional Standards and Procedure that states the policy.

Private non-profit: 7

- We indicate where the undergraduate degree was earned.
- Yes. Maintained in the student file.
- Yes - they are kept in students' hard copy files for at least five years after the student's last date of attendance.
- Yes.
- Awarded credits are identified on the transcript as prior learning. Specific documentation of the award is kept with the student record, and maintained according to student record retention policy.
- Yes. These are included in their student files in the department.
- Yes through transcription process.

Private for-profit: 1

- Yes, the request and the analysis are uploaded to the students permanent electronic file



Results of the 2017 Environmental Scan:
A Survey by the CPL Advisory Committee to Oregon Institutions

15. Do you notate CPL on the transcript? Describe how you notate.

Public 4-year: 2

- Transcript comment says, "Credit by Examination: 4 cr."
- Yes "credit by examination"

Public 2-year: 3

- Yes, indicate the type of CPL on transcript
- Yes and in our system
- "Credit by Exam" for in-house challenge exams

Private non-profit: 6

- It is denoted as transfer or credit by exam and then separated by type.
- Yes - they appear at the top of the transcript under appropriate headings (e.g. "Certificate", "CLEP", etc. Institutionally-awarded credits (i.e. proficiency exams, portfolio credit) appears in the semester in which it was awarded, but is identified as "PLE" (Prior Learning Experience - which is out institutional nomenclature for CPL credits)
- Yes. Currently it shows up as transfer courses at the top of the transcript.
- Yes. Awarded as "Prior Learning Assessment"
- Yes. It is listed in a separate section on the transcript with the notation that it is by Prior Learning Assessment.
- Yes, as transfer credit.

Private for-profit: 1

- No, CPL is not yet in the data dictionary. However military credit is.

If no notation is made, please describe barriers:

Public 2-year: 1

- We are waiting for an agreed-to standard notation that is currently being discussed among all registrars.

Private non-profit: 1

- No. They either earn a degree or receive a certificate of completion.

Private for-profit: 1

- Do not use the term "CPL" however future may see a transition to that. Military education and test-out are noted via code on student transcript



Results of the 2017 Environmental Scan:
A Survey by the CPL Advisory Committee to Oregon Institutions

16. What are your challenges in collecting and reporting CPL data to the HECC?

Section Area: 1

Public 2-year: 1

CIP codes: 1

Public 2-year: 1

Term awarded: 2

Public 2-year: 2

Difficulty navigating HECC reporting system: 0

Technical difficulties/challenges: 0

Lack of personnel/staffing: 2

Public 2-year: 1

Private non-profit: 1

I have not been asked to report CPL to the HECC: 9

Public 4-year: 2

Public 2-year: 0

Private non-profit: 6

Private for-profit: 1

Other items:

Public 2-year: 2

- We don't separate portfolio out from out types of course challenge and the state is asking for portfolio numbers, performance assessment. We also lump together industry certs, licensure, corporate training all under one umbrella type as "Non-Traditional Credit."
- While it was extremely time consuming and tricky to set up, we are successfully collecting and reporting CPL data in our enrollment, student and course files. At that time, the challenge was getting it into the section level detail format/attaching the CPL to a section. We are one of about four in the state to do so, I think.

Private for-profit: 1

- Any transition and/or change requires training and experience. In order for a process to "work", expectation need to be clear and the requirement must be mandatory not voluntarily



Results of the 2017 Environmental Scan:
A Survey by the CPL Advisory Committee to Oregon Institutions

17. How do you offer professional development to faculty to ensure the quality of CPL assessment?

Public 4-Year: 2

- N/A
- None to my knowledge

Public 2-year: 4

- None at this point.
- This is not done
- We have not begun to offer faculty PD specially for CPL. We plan to offer such opportunities possibly through Academic Affairs, or through our Teaching and Learning Centers.
- We do not offer systematic and formalized professional development. We have offered workshops on assessment of learning (rubric use, developing learning outcomes, using assessment data to inform teaching).

Private non-profit: 7

- We have not done anything in this regard.
- Currently under discussion as to how to best do this.
- We provide written instructions for the process (primarily portfolio review), and have a second reviewer who teaches the PLE course (i.e. CLS 200A, Exploring Prior Learning Experience) to assure appropriate rigor and consistency. Other faculty mentors may be assigned as needed.
- N/A
- Individualized training with PLA Coordinator when hired to review student prior learning.
- We have a training program that all assessors must complete prior to any participation in the program. The program director periodically does reliability checks.
- Due to our newly negotiated contract with CAEL, most of the assessments will be completed by CAEL faculty although some of our faculty will be completing the CAEL faculty training as professional development. Our in house, CPL advisor received training from CAEL.

Private for-profit: 1

- Not Yet - Small school can be accomplished within a very small circle



Results of the 2017 Environmental Scan:
A Survey by the CPL Advisory Committee to Oregon Institutions

18. If your institution is doing the following...

Conducting ongoing evaluations of institutional CPL policies, standards, procedures, and practices (8)

Public 2-year: 4

Private non-profit: 4

Evaluating student performance in subsequent classes within the same field for which CPL awarded (1)

Private for-profit: 1

Evaluating overall academic performance of students who are awarded CPL (3)

Public 4-year: 1

Private non-profit: 2

Please describe other quality assurance measures

Public 4-year:

- Only doing evaluation on an ad hoc basis when internal/external questions arise.
- for ways we award only (AP, military, CLEP, etc.)

Public 2-year:

- Is the true "test" of our CPL awarding truly performance in their next courses? Or, is it having confidence in our assessment of the student, in the first place, that allows us to award credit? At most, I think the first item for areas of evaluating "subsequent courses" is worth some look, but not the overall academic performance. A better quality assurance measure would be external review of the means of evaluation.

Private non-profit:

- They are evaluated as are all the students. Since the majority of our students feel God is calling them into ministry they are highly motivated. Most of them are in their older years. A couple years ago I did a study, the average age of our students was 38 1/2 years.
- N/A
- We just did a major review and reorganization of our CPL practices to align with a new Master Academic Plan, new leadership and department reorganization. We have also developed a new strategic enrollment and retention plan where CPL will be evaluated as a key retention and persistence indicator.

Private for-profit:

- Currently not singling out students that fall under any category so that potential success might not be affected



Results of the 2017 Environmental Scan:
A Survey by the CPL Advisory Committee to Oregon Institutions

19. Has your institution developed a process to guide students through the CPL credit awarding process?

Public 4-year:

- The process is described in the policy, and is in the PUBLIC UNIVERSITY 1 Catalog and on the Registrar's Web site. Students can get assistance from the staff in the Registrar's Office.
- No, other than put our policy online

Public 2-year:

- Developed forms and process for students and faculty to use to guide students
- Yes, but limited
- There is a form that is located on our website. Instructions on what steps to complete are included on this form.

Private non-profit:

- Academic advisors are well trained in options to present to their advisees. Students interested in exploring their options can take a 1-credit online course (CLS 200A, Exploring Prior Learning Experience) to determine what life experience might be equivalent to college level learning and how to pursue documentation/demonstration of that learning.
- Students take a class that guides them through the process.
- Detailed policies and procedures for Prior Learning credit are described in the Prior Learning Credit Guide available from the department.
- Quarterly information sessions, meeting with on campus CPL advisor and academic advisor, regular check ins with students going through the CPL process (CAEL 100 forward).

If the answer is no, please describe barriers

Public 2-year:

- No. The key barrier is that we have not developed that process yet.

Private non-profit:

- Just haven't done it.
- No.

Private for-profit:

- No real push or need to jump into this at the time. Programs offered do not attract a lot of "transfer" of credit.



Results of the 2017 Environmental Scan:
A Survey by the CPL Advisory Committee to Oregon Institutions

20. Where is this guided process described?

Website (6)

Public 4-year: 2
Public 2-year: 2
Private non-profit: 2

Catalogue (5)

Public 4-year: 1
Public 2-year: 2
Private non-profit: 2

Searchable in institutional website using term, "Credit for Prior Learning" (5)

Public 4-year: 2
Public 2-year: 2
Private non-profit: 1

Other areas guided process available. (8)

Public 2-year:

- In Admissions and registration office and with faculty
- A detailed guided process is listed in the Instructional Standards and Procedures Manual, for the use of faculty and staff.

Private non-profit:

- We look at the transcript and the age of the student.
- Academic Advisors
- N/A
- In course syllabus/class.
- <http://www.marylhurst.edu/degrees-and-programs/credit-for-prior-learning/> marketing collateral and specialized training for faculty and staff.

Private for-profit:

- Via Functional Management (Admissions, Academics, Registrar)



Results of the 2017 Environmental Scan:
A Survey by the CPL Advisory Committee to Oregon Institutions

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

Public 4-year:

- N/A
- Not much. Not a popular concept among faculty.

Public 2-year:

- Working to expand CPL types and processes and get faculty on board to offer.
- Not much at this point
- At present the key stakeholders are faculty. Spring 2016 survey of faculty to raise awareness and elicit questions. Fall 2016 overview at in-service for faculty chairs, but due to many competing priorities this was a breakout session for people already interested. When we have clearer processes, it will be ready for promotion to faculty. Faculty are very concerned that we will "make" them do this – and that would be a terrible way to begin. We plan to offer advice, training, support and encouragement. Actively promoting CPL to students when we currently do so little seems counter-productive. We will do that when we have a better system worked out for students to access the opportunities that we have, and that they might propose.
- The extent to which we promote CPL is limited. We are responsive to meeting the needs of students providing AP/CLEP tests, challenge exam requests, requests for an assessment of an experience that may translate into learning at the collegiate level. Promotion possibly occurs at the department level, but we do not have robust coordinated efforts to promote CPL.

Private non-profit:

- Not really promoting it.
- We offer DSST testing onsite CLS 200A, Exploring Prior Learning Experience (online course) Academic advisor knowledge of students and available options
- N/A
- Information is provided to all degree completion inquiries when they contact the university. It is clearly described on our website.
- Information sessions, in class visits, academic advisors, flyers around campus, partnerships with academic programs, faculty assembly meetings and through admissions info sessions and meeting with prospective students.

Private for-profit:

- Keeping Staff and Faculty familiar as the CPL standards and requirements as they evolve. Trying to stay ahead of the CLP wave