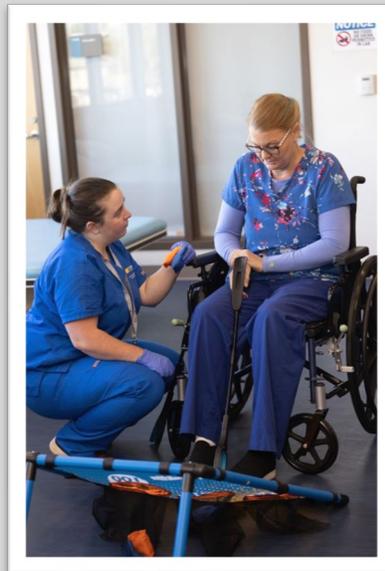




# Report to the Oregon Legislature: Credit For Prior Learning

ORS 350.110, 2024-2025



*Linn Benton Community College*

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## EXECUTIVE SUMMARY

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This report presents Oregon’s 2025 progress in expanding Credit for Prior Learning (CPL) opportunities across the state’s public and private postsecondary system, as directed by ORS 350.110. CPL enables Oregonians to earn academic credit for college-level knowledge gained through work, military service, professional training, and other experiences when that learning is rigorously documented and evaluated.

In 2024–25, Oregon’s public community colleges and universities awarded CPL to thousands of students, converting prior learning into more than 180,000 academic credits. When applied to program requirements, these credits can shorten time to degree and reduce costs for many learners. The year also marked a major data milestone, with all public universities and nearly all community colleges submitting standardized CPL data, providing a clearer statewide picture of participation and credit awards.

CPL participation patterns differ across sectors but point to important equity and workforce opportunities. At community colleges, CPL plays a growing role for working adults and other nontraditional learners, while at public universities CPL is more often connected to advanced high school coursework and other pre-college pathways. Across the system, better alignment of CPL with Oregon’s Adult Attainment Goal and workforce needs can help more learners convert existing skills into credentials of value.

Transparency and infrastructure for CPL have continued to improve. Most public institutions and many independent nonprofits now provide student-facing online information about CPL opportunities, and an updated statewide inventory of CPL policies, links, and publicly posted fee information supports comparability and informed student choice. At the same time, gaps remain in sectors where CPL information is limited or not easily accessible to the public.

Key directions for continued state action include:

- Strengthen and sustain consistent CPL data reporting across institutions to guide equity-focused policy and investment.
- Ensure every institution provides clear, up-to-date CPL information for students, including what credit is available, what it costs, and how to access it.
- Target outreach, articulation, financial supports, and professional development so CPL is rigorous, equitable, and aligned with high-demand workforce pathways.

Together, these strategies will help Oregon make prior learning count at scale, advancing equity in postsecondary attainment and supporting the state’s economic and workforce goals.

## INTRODUCTION

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This report fulfills the statutory requirements of ORS 350.110 by providing state leaders and policymakers with an update on Oregon’s progress in recognizing and awarding Credit for Prior Learning (CPL) across public and private postsecondary institutions. CPL is a key strategy for advancing Oregon’s Adult Attainment Goal by enabling working adults, veterans, and other nontraditional learners to translate college-level knowledge gained through employment, military service, and other experiences into academic credit.

The report is aligned with the Higher Education Coordinating Commission’s (HECC) 2024–2029 Strategic Plan, which emphasizes equitable access, affordable pathways, credential completion, and alignment with Oregon’s workforce needs. Expanding CPL supports these priorities by broadening participation, shortening time to credential, and strengthening connections between education and labor market opportunities for learners across the state.

In 2024–25, Oregon reached an important milestone: all public universities and 16 of 17 community colleges reported standardized CPL data, establishing a systemwide baseline for participation and credit awards. The report also presents an updated statewide inventory of CPL policies and web resources, along with examples of emerging CPL assessment practices and articulation efforts that reflect HECC’s equity and workforce priorities.

A detailed summary of student participation, institutional progress, and policy recommendations appears in the Executive Summary, while the main body of the report provides supporting data tables, institutional highlights, and technical analysis to guide ongoing state action and continuous improvement.

## OUTCOME MEASURES AND DATA, STUDENTS RECEIVING CPL CREDIT, AND THE TYPES OF CREDIT AWARDED AT OREGON'S

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In direct alignment with the HECC Strategic Plan's Goal 1: Relevance, Goal 2: Alignment, and Goal 3: Affordable Access, this section presents outcome measures and systemwide data on CPL participation and credit types. By documenting growth in access, demographic trends, types of prior learning recognized, and institutional practices, Oregon ensures that its CPL strategy remains responsive, equitable, and effective in helping more learners attain credentials of value.

### COMMUNITY COLLEGES

This year marks a significant milestone for Oregon's community college CPL efforts: 16 of the state's 17 community colleges submitted data for the first time. (Clatsop Community College reported it did not operate a credit-for-prior program in 2024–25.) As with any inaugural statewide data collection, there may be gaps and some reporting errors, so findings should be interpreted cautiously. Nonetheless, community colleges now have consistent, statewide data collection process for CPL which is a significant advancement. While the dataset will require refinement over the next few years to build full confidence, it provides a critical foundation for tracking program reach and outcomes going forward.

Students across Oregon's 16 of 17 community colleges were awarded CPL in 2024–25 (N=1,750), accounting for slightly more than one percent of all for-credit enrollments. Because this is the first year most colleges reported systemwide data, we cannot yet determine a trend relative to prior years. The count reflects only students who received credit. No data was collected regarding those who applied but were not granted credit.

The 1,750 students were successfully awarded a total of 33,743 credits or these 1,750 students earned on average 19.3 credits for prior learning in 2024-25. As long as these credits were earned as a part of the requirements for students' intended certificates or degrees, students time to completion shortens by roughly one academic quarter compared with students without prior-learning credits.

In 2024–25, the percentage of community college students earning CPL varied significantly, ranging from 0% to 7%. Central Oregon Community College and Umpqua Community College were the only institutions where 7% of students earned CPL. Additionally, there was substantial variation in the average number of credits awarded per CPL recipient, with figures ranging from 0 to 44.4 credits, at Oregon Coast Community College. Four of the 17 community colleges reported an average of more than 15 credits earned per CPL student, effectively reducing the time to degree completion by approximately one academic quarter. As this data collection becomes more regular, it will be important to identify emerging trends and best practices across institutions, enabling us to share successful strategies and learn from one another to further improve CPL implementation.

Table 1. Average CPL Credits Earned per CPL and Percent of Students who Earned CPL by Community College

	<b>Average CPL Credits Earned per CPL Student</b>	<b>Percent of Students who Earned CPL</b>
Blue Mountain Community College	8.6	1%
Central Oregon Community College	29.3	7%
Chemeketa Community College	12.2	1%
Clackamas Community College	21.8	2%
Clatsop Community College	0	0%
Columbia Gorge Community College	13.4	3%
Klamath Community College	16.8	1%
Lane Community College	6.5	0%
Linn Benton Community College	12.5	1%
Mt Hood Community College	12.7	1%
Oregon Coast Community College	44.4	5%
Portland Community College	11.7	1%
Rogue Community College	10.9	1%
Southwestern Community College	6.4	2%
Tillamook Bay Community College	4.0	0%
Treasure Valley Community College	10.0	0%
Umpqua Community College	11.8	2%

Source: HECC analysis of student records.

In 2024–25, the largest share of reported CPL fell into an “Other” category (43%). Nine colleges recorded most CPL credits in this category; almost half of those students were under age 25. Military experience accounted for the second largest share (31%). Credits earned in high school, primarily Advanced Placement and International Baccalaureate, made up 23% of CPL credits earned. As data collection improves, we expect the “Other” category to decline as colleges classify CPL more precisely.

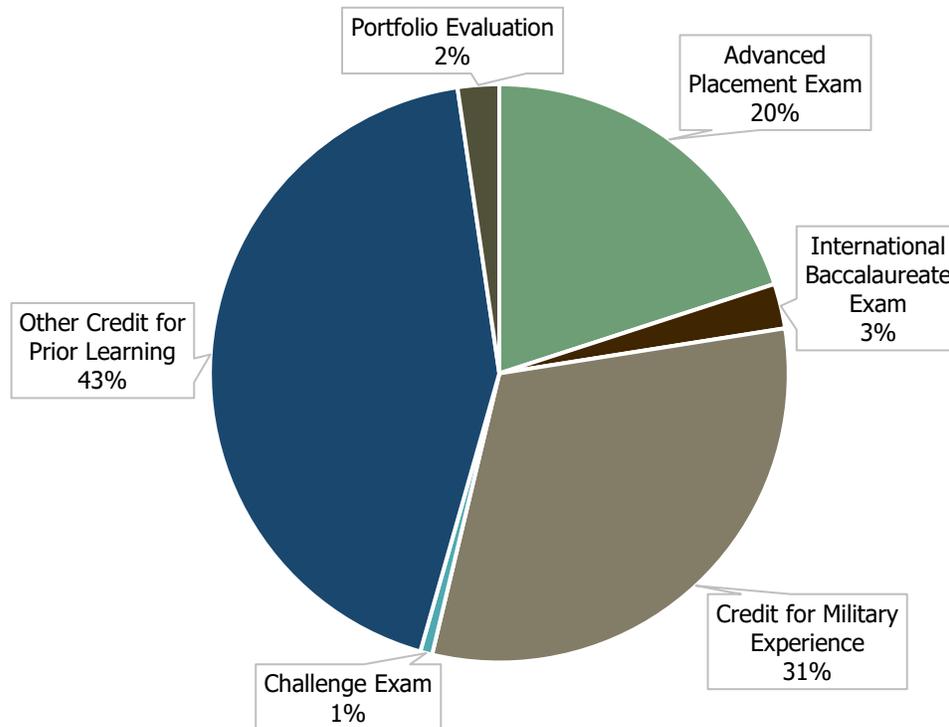


Figure 1. Percent of Community College Students Awarded CPL

Source: HECC analysis of student records.

Community college students who received CPL in 2024–25 were disproportionately older, male, and low-income to all other for-credit students, which has several important implications. First, CPL appears to advance equity by recognizing diverse life and work experiences that shorten time to credential for groups that have historically faced barriers to postsecondary attainment. Second, because these students are more likely to be low-income and older, CPL can reduce college costs and debt and improve early labor-market entry, boosting economic mobility. Finally, institutions can ensure CPL pathways align with degree requirements, provide clear advising, and track outcomes (retention, completion, employment) to confirm CPL translates into sustained credential and labor-market gains for equity-priority populations.

Table 2. Percent of Students Who Earned CPL and Percent of All Credit Students by Race, Age, Sex, and Low Income

	<b>Earned CPL Credit</b>	<b>All Credit Students</b>
<b>Race</b>		
African American/Black	2%	3%
Asian American/Asian	2%	5%
Latino/a/x	24%	20%
Native American/Alaska Native	1%	1%
Pacific Islander/Native Hawaiian	<1%	1%
Two or More Races	4%	5%
White	51%	56%
International Student	<0%	1%
Unknown	16%	8%
<b>Age</b>		
Ages 16-24	57%	66%
Ages 25 and older	43%	34%
Unknown	<1%	<1%
<b>Sex</b>		
Female	45%	52%
Male	53%	45%
Nonbinary	<1%	<1%
Unknown	2%%	2%
<b>Low Income</b>		
Awarded Pell Grant	28%	26%
Not Awarded Pell Grant	72%	74%

Source: HECC analysis of student records.

This year’s statewide CPL data collection is a major step forward: 16 of Oregon’s 17 community colleges reported CPL data for 2024–25 (Clatsop did not operate a program), establishing a systemwide baseline. Almost 2,000 students (1,750) were awarded a total of 33,743 CPL credits, about 19.3 credits per student, or roughly one academic quarter of progress when those credits apply to a student’s intended credential, representing about one percent of for credit enrollments. The largest share of CPL fell into an “Other” category (43%), followed by military experience (31%) and high school credits such as AP/IB (23%); we expect the “Other” share to decline as reporting improves. CPL recipients in 2024–25 were disproportionately older, male, and low income, suggesting CPL can advance equity by reducing time and cost to credential for historically underserved groups, but also indicating opportunities to broaden outreach and to ensure CPL aligns with degree requirements, advising, and outcome tracking so it yields sustained completion and labor market benefits. Moreover, the nature of putting a data collection process in place encouraged colleges to review their CPL practices.

## PUBLIC UNIVERSITIES

All public universities regularly award credits for prior learning and reported CPL data consistently since 2013–14. Over that period, CPL awards have trended modestly upward with a small decline during the COVID19 pandemic. In 2024–25, 7,980 students at Oregon’s public universities earned CPL. Nearly all CPL (N=7,980) recipients were undergraduates (99.7 percent, N=7,953), equal to 11 percent of undergraduate enrollment and 1% of graduate students received CPL (N=27). The number of students who earned CPL changed by six percent from the prior year.

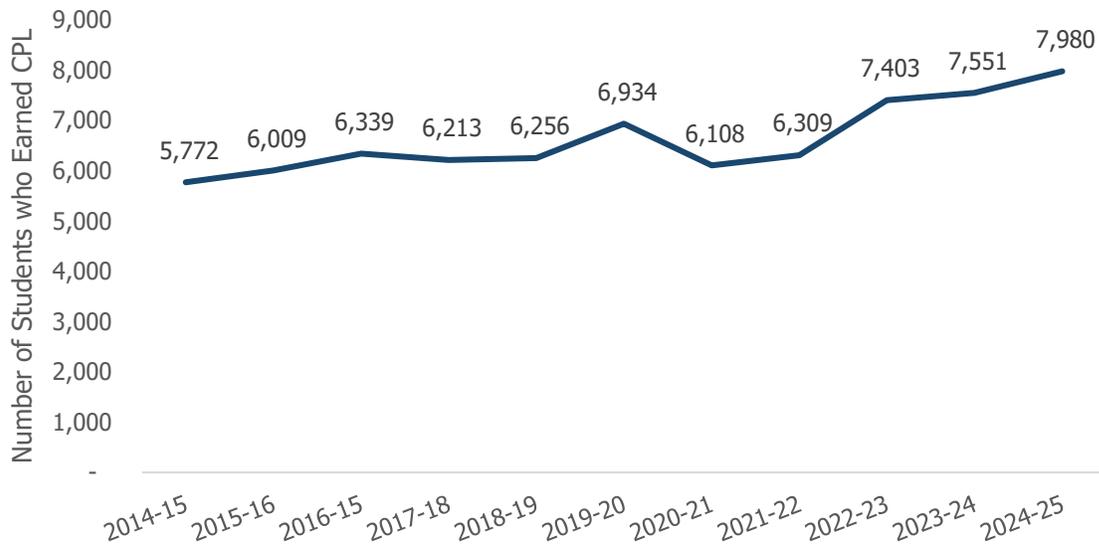


Figure 2. Number of Public University Students Who Earned CPL by Year

Source: HECC analysis of student records.

Nearly 8,000 students were awarded a total of 146,836 prior learning credits in 2024–25, averaging 18.4 credits per student. When applied to students’ intended certificates or degrees, these credits can reduce time to completion by about one academic quarter compared with students without CPL. Notably, the average CPL awarded per student rose slightly during the pandemic.

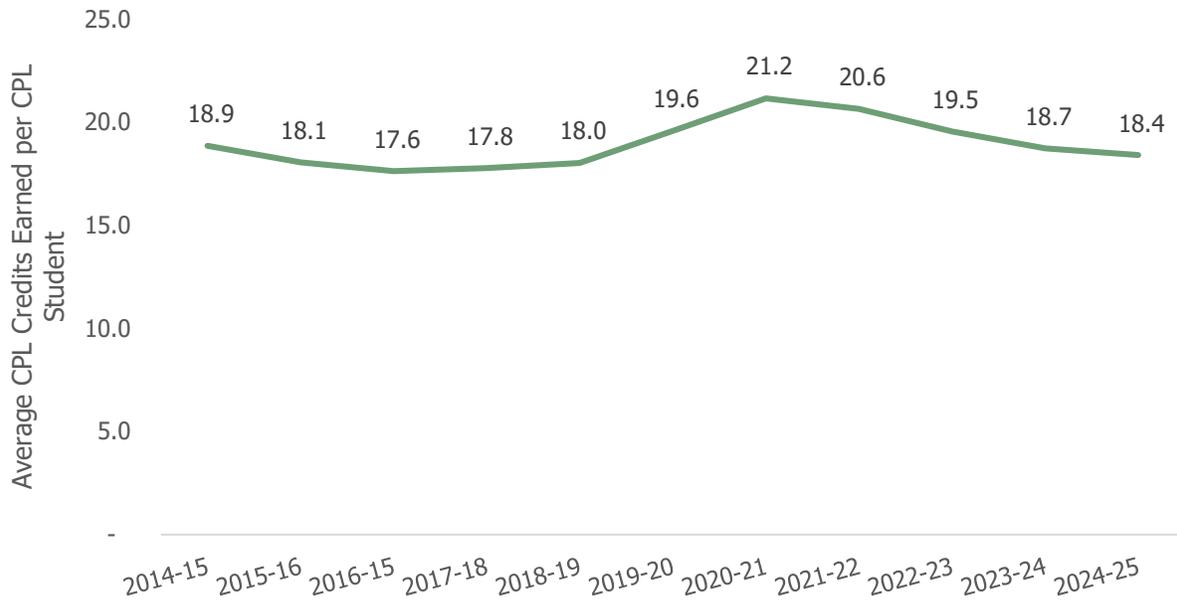


Figure 3. Average Number of Credits Earned per Public University CPL Student, 2024-25

Source: HECC analysis of student records.

Analysis of the average credits earned by CPL undergraduate recipients reveals notable variation across universities. For example, Oregon Institute of Technology students who received CPL were awarded an average of 34.5 credits, yet only 3% of their student body earned CPL, indicating that those participating may be engaging in more intensive or sector-specific prior learning pathways. Conversely, Southern Oregon University has a higher participation rate, with 34% of undergraduate students earning CPL, but the average credits awarded per recipient is lower at 9.5 credits.

Table 3. Average CPL Credits Earned per CPL Student and Percent of Students who Earned CPL in 2024-25 by Public University

	Average CPL Credits Earned per CPL Undergraduate Student	Percent of Undergraduate Students Enrolled who Earned CPL
Eastern Oregon University (EOU)	21.2	7%
Oregon Institute of Technology (OIT)	34.5	3%
Oregon State University (OSU)	20.4	14%
Portland State University (PSU)	17.5	4%
Southern Oregon University (SOU)	9.5	34%
University of Oregon (UO)	19.5	22%
Western Oregon University (WOU)	22.7	2%

Source: HECC analysis of student records.

Public universities offer multiple assessments for awarding CPL. In 2024–25, the majority of students who received CPL were awarded credits from Advanced Placement, accounting for 64% and is awarded primarily to recent high school graduates. The second most common type was “other advanced credit” (17%), which includes CPL assessment types that do not fall into the standard categories. Traditional adult learner CPL sources, such as military experience (2%) and challenge exams (3%), comprise a significantly smaller proportion of students awarded CPL.

Table 4. Number and Percent of Public University Students Awarded CPL by Type of Assessment to Award CPL, 2024-25

	<b>Number of Students by Type of CPL Earned</b>	<b>Percent of Credits by Type</b>
American Council on Educational Credit	333	8%
Advanced Placement	5,138	63%
College-Level Examination Program	253	2%
Credit from Unaccredited Schools	*	--
Challenge Exam	223	4%
Experience	55	1%
International Baccalaureate Exam	*	--
Military Experience	179	4%
Noncollegiate Instruction	142	2%
Other Advanced Credit	1,340	8%
Pre-admitted Credit	514	8%
<b>Total</b>	<b>7,980</b>	<b>100%</b>

Source: HECC analysis of student records.

\*Numbers are less than 10.

The methods of assessment for assessing prior learning vary by public university. Both OSU and the UO show the majority of credits earned by students to be earned through advanced placement exams, 84% and 73% respectively, substantially higher than the 63% university-wide average. In contrast, assessments more tailored for adult learners, such as evaluations by the American Council on Educational Credit, challenge exams, and recognition of military experience, were more common to Oregon’s regional universities. This suggests differences in how institutions package and award prior learning credits, with some emphasizing high school pathways more heavily than others.

Table 5. Number and Percent of Public University Students Awarded CPL by Type of Assessment to Award CPL, 2024-25

	EOU	OIT	OSU	PSU	SOU	UO	WOU
American Council on Educational Credit	72%		14%				
Advanced Placement	9%		84%	51%	12%	73%	27%
College-Level Examination Program	2%	0%	2%	10%	1%	1%	16%
Credit from Unaccredited Schools	4%						
Challenge Exam	0%	65%		0%	2%	0%	2%
Experience	1%	21%					
International Baccalaureate Exam					2%		
Military Experience		13%	0%	19%	3%	2%	48%
Noncollegiate Instruction	10%			19%			
Other Advanced Credit					81%		
Pre-admitted Credit		1%				23%	7%

Source: HECC analysis of student records.

Students who earned CPL are generally similar to the overall public university student population, except for being more likely to be younger. This suggests that CPL pathways are accessible and appeal mainly to younger, more socioeconomically advantaged students, which could limit opportunities for older, low-income learners who might benefit significantly from such credits. To maximize the impact of CPL as a tool for increasing educational equity and workforce readiness, universities may need to enhance outreach and processes for awarding CPL credit for older students. Doing so can help ensure that CPL contributes to closing attainment gaps, broadening access to postsecondary credentials for all populations, and making progress toward Oregon’s adult attainment goal. <sup>1</sup>

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<sup>1</sup> <https://www.oregon.gov/highered/strategy-research/Pages/state-goals.aspx>

Table 6. Percent of Students Who Earned CPL and Percent of All Credit Students by Race, Age, Sex, Geography, and Low Income, 2024-25

	<b>Undergraduate: Earned CPL Credit</b>	<b>Undergraduate Students</b>
<b>Race</b>		
Black/African American	1%	3%
Asian American/Asian	7%	7%
Latino/a/x	14%	17%
Native American/Alaska Native	<1%	1%
Pacific Islander/Native Hawaiian	<1%	<1%
Two or More Races	7%	7%
White	51%	57%
Unknown	19%	6%
<b>Age</b>		
Ages 16-24	90%	78%
Ages 25-39	8%	22%*
Ages 40 and Older	2%	
<b>Sex</b>		
Female	55%	55%
Male	45%	45%
<b>Geography</b>		
Urban	88%	86%
Rural	12%	14%

Source: HECC analysis of student records.

Public universities in Oregon have consistently reported CPL data, with awarded credits trending modestly upward over that period, despite a slight decline during the COVID19 pandemic. In 2024–25, nearly 8,000 students earned CPL, totaling over 140,000 credits, which can shorten degree completion times by approximately one academic quarter. The majority of CPL awards were through Advanced Placement credits, primarily among recent high school graduates, while other pathways like military experience and challenge exams accounted for smaller proportions but were common among regional universities. Notably, there is considerable variation across institutions in the number of credits awarded and participation rates, with some institutions emphasizing high school pathways more extensively than others. Students who received CPL tend to be younger and from higher socioeconomic backgrounds, highlighting an opportunity to improve outreach and support for older and low-income populations. Expanding equitable access to CPL can help close attainment gaps, enhance workforce readiness, and ensure that all students equally benefit of accumulating credit from prior learning.

## TRANSPARENCY: CPL POLICIES AND PRACTICES

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**Consistent with the HECC's Strategic Plan commitment to affordable access and system alignment, this section assesses the transparency and accessibility of CPL policies, ensuring that all Oregonians have clear pathways and information as they pursue credit for prior learning.**

Oregon's systemwide transparency in Credit for Prior Learning (CPL) policies is documented in Appendix A: Credit for Prior Learning Summary, updated December 2025. Appendix A provides a standardized inventory of CPL web addresses, overview of CPL availability, publicly posted fee information, contact points, policy links, and student forms for all 17 community colleges, 7 public universities, OHSU, and institutions in the Oregon Alliance of Independent Colleges and Universities. The inventory was compiled through direct review and validation of each institution's website, catalog, and publicly posted CPL documentation as of December 2025.

Key statewide findings include:

- Nearly every public community college and university now maintains a dedicated, student-facing CPL landing page, catalog page, or CPL information embedded within transfer pages. Many also have separate CPL policy documents or procedures. All of which support transparency and informed decision-making, supporting more equitable access to CPL options.
- CPL program details are most consistently published at public institutions, while many independent institutions provide only partial information and often omit clear guidance on portfolio or experiential credit.
- Information on fees is only publicly available at a few institutions, with several providing a contact for information at that level of detail.
- No publicly available CPL information was identified for private career (for-profit) schools, leaving a significant transparency gap for students enrolled in those sectors.
- Most institutions provide direct online access to at least basic CPL information, such as policy descriptions, eligible credit types, and contact points, and many also post links to forms or process guidance, improving visibility of CPL options for prospective and current students.

This transparent, annually updated inventory supports statewide comparability, informed student choice, and alignment of institutional practice with HECC's goals for affordable access and system coherence. Continued maintenance of Appendix A will allow HECC to monitor progress over time, add details, identify remaining gaps, and target technical assistance so that all learners in Oregon have clear, consistent information about CPL opportunities, costs, and processes.

## CPL ASSESSMENT PRACTICES & PROFESSIONAL DEVELOPMENT

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**Reflecting the HECC Strategic Plan’s focus on alignment and system leadership, as well as the Equity Lens, this section addresses the rigor of CPL assessment and the statewide efforts in faculty/staff training to ensure fair, equitable, and high-quality recognition of prior learning.**

Oregon’s approach to Credit for Prior Learning (CPL) is grounded in rigorous, evidence-based assessment, ensuring that students receive credit only for demonstrated course-level competencies, as recommended by HECC’s 2024 Oregon Credit for Prior Learning Standards.

- Public institutions require that CPL be awarded only when documented learning is evaluated and verified by qualified faculty or subject-matter experts. This requirement is reflected in institutional CPL, webpages, handbooks and publicly posted assessment guidance (see Appendix A).
- CPL credits are not automatically awarded for work or life experience alone; students must present evidence, such as portfolios, third-party certifications, or successful completion of exams, that aligns with specific course outcomes. Standards and processes for portfolio review, challenge exams, and third-party credential evaluation are published for public review and student transparency at community colleges and universities.

Oregon’s ongoing improvements in CPL assessment and professional development are guided by the CPL Standards but remain locally driven and implemented. Institutional policies anchor rigor, faculty oversight, and transparent documentation in every CPL pathway, ensuring that credit for prior learning is a credible and equitable means of academic and workforce advancement.

## ARTICULATION AGREEMENTS FOR CPL PATTERNS

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**Aligned with the HECC Strategic Plan’s Goal 2: Alignment and Goal 4: Belonging, this section details Oregon’s work to create articulation agreements and shared standards for CPL, striving to build an interconnected, student-centered postsecondary system that supports belonging and smooth transitions for all students.**

Oregon is advancing the development of formal articulation agreements to ensure that Credit for Prior Learning (CPL) awards are consistently recognized and transferable across institutions, especially in high-demand fields critical to the state’s workforce. These agreements are crucial for those students whose learning, gained through military, workforce, or industry training, aligns with career and technical education, behavioral health, allied health, and early childhood programs.

Emergent practices: Many Oregon community colleges and universities are now documenting common CPL credit awards for military and industry credentials and are working to ensure these credits transfer for degree and certificate completion statewide.

Collaborative development: Advisory committees, including sector faculty and registrars, facilitate the identification of program areas where prior learning is frequently assessed and awarded. Current efforts focus on aligning course-level outcomes and credit recommendations in behavioral health, healthcare, and technical fields with growing demand and clear labor market connections.

HECC will explore the development and implementation of these agreements over the coming year, in partnership with institutional leaders and sectoral working groups. A framework for a statewide inventory of programmatic CPL articulations will support quality, comparability, and workforce-driven credential attainment at scale.

## **POLICY RECOMMENDATIONS**

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Based on a comprehensive review of Oregon's current CPL landscape, recent legislative reports, and best practices from leading state and national sources, the following policy recommendations are offered for consideration by state leaders and policy makers:

Oregon has made substantial progress in building a transparent, equitable, and data-driven system for awarding Credit for Prior Learning (CPL) across its postsecondary institutions. The state now has annual reporting from nearly all community colleges and universities, clear public-facing CPL guidance, and robust outcome measures for credential completion and equity. However, further strategic action is needed to close remaining gaps and realize CPL's full potential for Oregon's adult learners and workforce.

First, Oregon should support all institutions, including independent nonprofits and for-profits, to submit annual, standardized CPL participation and credit data. This should be disaggregated by program, student demographics, and credit type, to ensure comparability across institutions and support deeper equity analysis. Strengthening this data infrastructure will help the state monitor ongoing progress, target areas for improvement, and demonstrate CPL's impact on credential attainment at scale.

Second, to support transparency, institutions should maintain up-to-date, dedicated CPL information pages, including eligibility criteria, available credit types, fee schedules, forms, and staff contacts. A consistent, student-friendly approach to CPL communication will help more learners navigate these opportunities and make informed choices. HECC should provide technical assistance and tools to help institutions, especially smaller colleges, build and maintain public-facing CPL resources.

Third, the state, in collaboration with institutions and workforce partners should explore articulation agreements for high-value CPL categories, such as military experience, health care, and technical certifications, should be expanded. Model transfer templates and sector-wide agreements will

smooth the credit-mobility process for students and promote more efficient pathway design across Oregon's institutions.

Fourth, to advance equity, Oregon institutions should direct targeted outreach to older adult learners, underserved communities, veterans, and workers seeking career advancement. Financial aid and fee reductions for CPL assessment should be made available to low-income and priority populations. Institutions should partner with workforce boards, employers, and community organizations to identify and recruit those most likely to benefit from CPL.

Finally, sustainable funding is essential to maintain and grow CPL capacity and innovation. Making CPL expansion grants a regular investment will ensure that colleges can continue to develop new policies, implement technology upgrades, and provide needed faculty training.

The recommended actions, including strengthening data infrastructure, and ensuring transparent public access to CPL policies, are essential to fulfilling the HECC's Strategic Plan priorities: equitable access, workforce relevance, and system alignment. Collectively, these recommendations will help Oregon scale high-impact CPL practices, increase equitable attainment, and respond to the evolving needs of adult learners and the state's economy.

## CONCLUSION

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Oregon's one-time strategic investment in Credit for Prior Learning through Future Ready Oregon in 2022-23 is working. Institutions are delivering statewide results for students, communities, and the state economy. Clear standards, outcome measures, a new statewide baseline for community college CPL reporting, an updated inventory of institutional CPL policies, and cross-institutional collaboration have made CPL a real option for thousands of Oregon learners who have gained skills on the job, in the military, and in life. These gains are visible in improved credential attainment, reduced time and cost for completion, and measurable equity benefits among historically underserved student populations.

Yet, progress is ongoing and unfinished. This year's policy recommendations provide a practical and ambitious roadmap for advancing Oregon's CPL system to the next level by strengthening statewide data and transparency, sustaining institutional capacity and professional development, expanding articulation, and advancing equitable access and affordability for all learners. Full implementation of these CPL strategies will reinforce the HECC's vision, as articulated in the 2024–2029 Strategic Plan, of an inclusive, responsive, and high-impact postsecondary ecosystem.

This vision is centered on driving equitable access and success, meeting the needs of Oregon's workforce and communities, and delivering economic and civic opportunity for every Oregonian. By acting on these recommendations, Oregon will further establish itself as a national leader, making prior learning count, fueling workforce mobility, and fulfilling the promise of postsecondary credential attainment for adults statewide. Continued leadership and investment will be essential to realize the HECC's strategic priorities and build a more prosperous, inclusive, and learner-centered Oregon.

## APPENDIX A: CREDIT FOR PRIOR LEARNING (CPL) SUMMARY – UPDATED DECEMBER 2025

This table reflects updated and verified information on CPL policies, fees, and links across Oregon’s public and private colleges and universities.

<b>Institution</b>	<b>CPL Web Address</b>	<b>Types of CPL Offered – not exhaustive</b>	<b>Fees (if listed)</b>	<b>Contact Posted</b>	<b>Policy Link</b>
Blue Mountain CC	<a href="https://bluecc.edu/services/testing/credit-for-prior-learning/">https://bluecc.edu/services/testing/credit-for-prior-learning/</a>	Exam/ Challenge, CLEP, Portfolio, Military, AP	\$25 per most categories; Challenge = ½ tuition	Testing Office	Testing/CPL page
Central Oregon CC	<a href="https://cocc.edu/departments/admissions/grades-and-student-records/credit-for-prior-learning">https://cocc.edu/departments/admissions/grades-and-student-records/credit-for-prior-learning</a>	Exam, Portfolio, Certifications, Military, AP	Credit for Prior Certification = \$40/credit; others vary	Admissions	Admissions/CPL page
Chemeketa CC	<a href="https://www.chemeketa.edu/students/student-services/enrollment-services/transcript-evaluation/credit-for-prior-learning/">https://www.chemeketa.edu/students/student-services/enrollment-services/transcript-evaluation/credit-for-prior-learning/</a>	Portfolio, Challenge Exam, Industry Certification, Work Experience	Not posted	Advising	Policy in catalog
Clackamas CC	<a href="https://www.clackamas.edu/academics/degrees-certificates/types-of-degrees-and-certificates/other-credit-options">https://www.clackamas.edu/academics/degrees-certificates/types-of-degrees-and-certificates/other-credit-options</a>	Exam/ Challenge, Portfolio, AP/IB, Military	Not posted	Registrar	Policy PDF
Clatsop CC	No dedicated CPL page – policy link - <a href="https://www.clatsopcc.edu/wp-content/uploads/BP-4235-Credit-by-Exam.pdf">https://www.clatsopcc.edu/wp-content/uploads/BP-4235-Credit-by-Exam.pdf</a>	CLEP/Exam, IRC, Apprenticeship, Military, Portfolio, AP/IB	Not posted	Admissions	Policy PDF
Columbia Gorge CC	<a href="https://www.cgcc.edu/CPL">https://www.cgcc.edu/CPL</a> - includes link to forms	CPEL/Exam, Portfolio, AP, Military, Industry Certification	Not posted	Registrar	CPL page

<b>Institution</b>	<b>CPL Web Address</b>	<b>Types of CPL Offered – not exhaustive</b>	<b>Fees (if listed)</b>	<b>Contact Posted</b>	<b>Policy Link</b>
Klamath CC	<a href="https://www.klamathcc.edu/en-US/students/registrar/credit-for-prior-learning.html">https://www.klamathcc.edu/en-US/students/registrar/credit-for-prior-learning.html</a> - includes link to forms and detailed process	CLEP/Exam, Military, Portfolio, Industry Certification	Not posted	Registrar	Policy PDF
Lane CC	<a href="https://lanecc.smartcatalogiq.com/en/current/lcc-catalog/policies/admissions/credit-for-prior-learning-options/">https://lanecc.smartcatalogiq.com/en/current/lcc-catalog/policies/admissions/credit-for-prior-learning-options/</a>	CLEP/Exam, AP/IB, Military, Certifications	Varies Per method (see procedure)	General college contact	<a href="https://inside.lanecc.edu/copp/docs/documents/credit-prior-learning-procedure">https://inside.lanecc.edu/copp/docs/documents/credit-prior-learning-procedure</a>
Linn-Benton CC	<a href="https://www.linnbenton.edu/current-students/transcripts/cpl.php">https://www.linnbenton.edu/current-students/transcripts/cpl.php</a>	Exam, Portfolio, Certification, Military, AP/IB	Posted in catalog	Registrar	<a href="https://www.linnbenton.edu/college-policies/credit-for-prior-learning.php">https://www.linnbenton.edu/college-policies/credit-for-prior-learning.php</a>
Mt. Hood CC	<a href="https://www.mhcc.edu/education-options/ways-to-earn-college-credit/prior-learning">https://www.mhcc.edu/education-options/ways-to-earn-college-credit/prior-learning</a>	Exam/CLEP, Portfolio, Certification, Military. AP/IB	Varies, no specific fee listed	Advising	<a href="https://www.mhcc.edu/about/board-of-education/policies-bylaws/chapter-4/ar-4237">https://www.mhcc.edu/about/board-of-education/policies-bylaws/chapter-4/ar-4237</a>
Oregon Coast CC	<a href="https://oregoncoast.edu/cpl/">https://oregoncoast.edu/cpl/</a> - request for <a href="#">forms</a> online	Exam/CLEP. GED Math, AP/IB	Tuition/fees posted; varies	Registrar	Board/AP policy in catalog
Portland CC	<a href="https://www.pcc.edu/student-records/credit-for-prior-learning/">https://www.pcc.edu/student-records/credit-for-prior-learning/</a>	Exam/CLEP, industry certification, AP/IB	Posted in catalog/ method	Registrar	Catalog Policy
Rogue CC	<a href="https://www.roguecc.edu/cpl/">https://www.roguecc.edu/cpl/</a>	Exam/CLEP, AP/IB, GED Math, Military	Credit by Certification- \$10/awarded credit, Credit by Challenge Exam- \$100/course, Credit by Portfolio- \$100/ assessment	Enrollment	Enrollment policies page
Southwestern Oregon CC	<a href="https://ecatalog.socc.edu/enrollment/academic-information/#alternativecreditstext">https://ecatalog.socc.edu/enrollment/academic-information/#alternativecreditstext</a>	Exam/CLEP, AP, industry certification, Military	Not posted	Registrar	Academic information page

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Treasure Valley CC	<a href="https://catalog.tvcc.cc/current/academic-policies-requirements/non-traditional-credit.cfm">https://catalog.tvcc.cc/current/academic-policies-requirements/non-traditional-credit.cfm</a>	Exam/CLEP, AP/IB, Military, industry certification	Not posted	Registrar	CPL policies page
Umpqua CC	<a href="https://umpqua.edu/academics/cpl/">https://umpqua.edu/academics/cpl/</a>	Exam/CLEP, AP/IB, Military, industry certification	Not posted	Registrar	Academics/CPL page
Eastern Oregon University	<a href="https://www.eou.edu/credit-for-prior-learning/">https://www.eou.edu/credit-for-prior-learning/</a> - Student portal – Credit Predictor Pro	Exam/CLEP, AP/IB, Portfolio, Military, Agency Training	Not posted	Registrar	CPL policy page
Oregon Institute of Technology	<a href="https://www.oit.edu/sites/default/files/2020/documents/credit-for-prior-learning-ot-policy-oit-13-013.pdf">https://www.oit.edu/sites/default/files/2020/documents/credit-for-prior-learning-ot-policy-oit-13-013.pdf</a>	CLEP, AP, IB, Challenge, Industry Certification	Not posted	Registrar	Policy PDF
Oregon State University	<a href="https://admissions.oregonstate.edu/credit-prior-learning-assessment-based-learning-credit">https://admissions.oregonstate.edu/credit-prior-learning-assessment-based-learning-credit</a>	CLEP, AP, IB, Military, Exam	Varies by method	Admissions/Registrar	CPL information page
Portland State University	<a href="https://www.pdx.edu/registration/credit-prior-learning">https://www.pdx.edu/registration/credit-prior-learning</a> - linked forms	Exam/CLEP, Portfolio, Military, AP/IB	Varies by method \$200/exam; \$300 for portfolio review	Registrar	<a href="https://www.pdx.edu/registration/credit-prior-learning-academic-policies">https://www.pdx.edu/registration/credit-prior-learning-academic-policies</a>
Southern Oregon University	<a href="https://sou.edu/academics/prior-learning-credit/">https://sou.edu/academics/prior-learning-credit/</a>	Exam/CLEP, Portfolio, Military, Training	\$150 fee for enrollment and \$25/credit (portfolio)	Academic Programs	Academic programs CPL page
University of Oregon	<a href="https://registrar.uoregon.edu/transfer/transfer-credit/credit-prior-learning">https://registrar.uoregon.edu/transfer/transfer-credit/credit-prior-learning</a>	AP/IB, Exam/CLEP, Military	Published; varies	Registrar	Registrar/transfer page

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Western Oregon University	<a href="https://wou.edu/provost/cpl/">https://wou.edu/provost/cpl/</a>	AP/IB, Exam/CLEP, Portfolio, Industry Certification, Military	Exam fee \$25 Per credit, posted	Registrar	Catalog CPL page
OHSU	<a href="https://www.ohsu.edu/education/transfer-credit">https://www.ohsu.edu/education/transfer-credit</a>	AP/IB, prior experience, Military	Varies by program	Registrar	Registrar transfer page
Bushnell University	<a href="https://www.bushnell.edu/transfers/prior-learning-assessment/">https://www.bushnell.edu/transfers/prior-learning-assessment/</a>	Prior learning assessment, portfolio	Not posted	Admissions	Catalog/transfer
Corban University	<a href="https://www.corban.edu/admissions/transfer-credit/">https://www.corban.edu/admissions/transfer-credit/</a>	Limited; AP, CLEP	Not posted	Admissions	Catalog/transfer
George Fox University	<a href="https://www.georgefox.edu/adult-degree/prior-learning-credit.html">https://www.georgefox.edu/adult-degree/prior-learning-credit.html</a> - includes info request form	Portfolio, Industry Certification,	Not posted	Registrar	Registrar/transfer
Lewis & Clark	<a href="https://college.lclark.edu/offices/registrar/transfer_credit/">https://college.lclark.edu/offices/registrar/transfer_credit/</a>	AP, CLEP (limited)	Not posted	Registrar	Registrar/transfer
Linfield University	<a href="https://www.linfield.edu/admission/oce-admission/credit-for-prior-learning.html">https://www.linfield.edu/admission/oce-admission/credit-for-prior-learning.html</a>	Portfolio, military, industry, Exam/CLEP	Not posted	Registrar	Registrar/transfer
Pacific University	<a href="https://catalog.pacificu.edu/content.php?catoid=17&amp;navoid=1054#credit-for-prior-experiential-learning">https://catalog.pacificu.edu/content.php?catoid=17&amp;navoid=1054#credit-for-prior-experiential-learning</a>	Exam/CLEP, AP/IB	Not posted	Admissions	Transfer policies
Reed College	<a href="https://www.reed.edu/registrar/transfer.html">https://www.reed.edu/registrar/transfer.html</a>	limited	Not posted	Registrar	Registrar page
University of Portland	<a href="https://ww1.up.edu/advising/policies-and-practices/index.html">https://ww1.up.edu/advising/policies-and-practices/index.html</a>	AP, IB, CLEP, Challenge Exam	Posted for CLEP/IB	Registrar	Registrar/transfer
Warner Pacific University	<a href="https://www.warnerpacific.edu/admissions/transfer/">https://www.warnerpacific.edu/admissions/transfer/</a>	AP/IB, otherwise limited	Not posted	Admissions	Transfer page

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Western Seminary	<a href="https://www.westernseminary.edu/academic/handbook-acad-records/handbook-advanced-standing">https://www.westernseminary.edu/academic/handbook-acad-records/handbook-advanced-standing</a>	Transfer credit; limited prior learning options	Not posted	Admissions	Transfer/CPL page
Willamette University	<a href="https://my.willamette.edu/site/registrar/transfer-credit">https://my.willamette.edu/site/registrar/transfer-credit</a>	AP/IB	Not posted	Registrar	Transfer/registrar page

NOTES:

- Fees and forms are often accessible only to admitted students; this table reflects publicly available data as of December 2025.
- CPL types and terminology have been standardized for consistency across institutions and are not an exhaustive list at each institution.

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