



Credit for Prior Learning House Bill 4059 Report

A Report to the Oregon Legislature

December 2014

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Background, History and Acknowledgements

In response to the direction given in House Bill 4059 (2012), the Higher Education Coordinating Commission (HECC) appointed the Credit for Prior Learning (CPL) Advisory Committee on October 11, 2012. In addition to appointing the CPL Advisory Committee, HB 4059 also directed the HECC to report in December of each year the progress being made in reaching the goals set forth in HB 4059.¹ These goals, which require the HECC to work with the State Board of Higher Education, community college districts, independent not-for-profit institutions of higher education and the for profit private career colleges, are outlined below:

- “(a) Increase the number of students who receive academic credit for prior learning and the number of students who receive academic credit for prior learning that counts toward their major or toward 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 to be adopted by the governing boards of public universities, community colleges and independent institutions of higher education;
- (d) Improve prior learning assessment practices across all institutions of higher education;
- (e) Create tools to develop faculty and staff knowledge and expertise in awarding academic credit for prior learning and to share exemplary policies and practices among institutions of higher education;
- (f) Develop articulation agreements when patterns of academic 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.”

The bill also requires the HECC to submit an annual report on the progress associated with these goals to the Legislative Assembly no later than December 31 of each calendar year.

The first report to the legislature was presented in December 2012.² It outlined the research conducted by the Advisory Committee in the fall of 2012 which revealed that Oregon’s postsecondary sectors (community colleges, Oregon University System, private career colleges, and the independent colleges and universities) have efforts supporting CPL, however, the policies, practices and implementations vary greatly both within and between the sectors. In order to further understand the factors contributing to this variance, the Committee recommended additional analysis, planning and coordination in the next year to identify:

- the current landscape for awarding credit for prior learning;
- recommendations regarding improvements that can be made in order to develop a transparent system for awarding CPL;
- the policies and practices that can be developed to ensure consistency, as appropriate, among all post-secondary institutions; and

¹ Oregon HB 4059 (2012): <https://olis.leg.state.or.us/liz/2012R1/Downloads/MeasureDocument/HB4059>

² 2012 CPL Legislative Report: <http://www.oregon.gov/gov/docs/OEIB/HECC4.pdf>

- factors that may encourage and deter students from seeking CPL.

In Spring 2013, the committee engaged in conversations regarding CPL assessment, portfolio development, student experiences and institutional barriers. The knowledge gained through the engagement of a student panel, institutional presentations and stakeholder feedback proved vital in the development of a comprehensive set of strategies to address the goals outlined in HB 4059. In addition, a collection of existing policies and practices was compiled to identify areas where similarities in policies and practices existed.

In order to accomplish the goals outlined in HB 4059, the Advisory Committee developed a Strategic Framework to help guide the Committee's work. An overview of this Strategic Framework was provided in the 2013 legislative report.³ This Framework serves as the Advisory Committee's overall strategic work plan. An overview of this document is included in the following section.

The work outlined above would not have been possible without the hard work and dedication of several individuals. A special thank you is extended to Chris Brantley, Craig Kolins, Cyndi Andrews, Diane Beach, Diane Crabtree, Donna Lewelling, Eric Noll, Gerald Hamilton, Heather McAmbley, Jennifer Joslin, Jim Bernau, Joe Holliday, Karen Stewart, Kendra Cawley, Larry Large, Linda Samek, Lisa Reynolds, Margaret Kimble, Marilyn Davis, Melanie Booth, Melody Rose, Minna Gelder, Peg Caliendo, Rebecca Mathern, Steve Erickson, Tara Sprehe, Tony VanVliet, Victor Mena and Wayne Matulich.

³ 2013 CPL Legislative Report:

<http://education.oregon.gov/Documents/HECC/Reports%20and%20Presentations/HB4059Report2013FINAL.pdf>

Advisory Committee Accomplishments to Date

The Advisory Committee's Strategic Framework is organized around the legislative goals outlined in HB 4059. For each goal, strategies were developed based upon the research conducted and information obtained during the course of Advisory Committee's work. The strategies build upon the following key concepts and recommendations:

Key concepts:

- CPL is assessed by faculty with the goal of having CPL viewed the same as classroom learning.
- The assessment process functions at various levels throughout the institution from advising to assessment of credit.
- Assessment processes at each institution need to be reviewed to determine how credit is awarded.
- Institutions may decide to not offer CPL or only offer a limited number of choices to students.

Key Recommendations:

- Formally adopt the standards for use by the institutions.
- Use standards to assess the overall quality of the CPL process at each institution.

The Strategic Framework is organized by the goals outlined in HB 4059 and serves as the work plan for the CPL Advisory Committee. It provides an overview of the strategies, associated actions and who will work to complete them and the status of each. The Strategic Framework is located in Appendix B.

Recognizing that there are multiple external forces influencing and driving CPL and that additional expertise was needed in the areas of transfer and articulation, the Advisory Committee partnered with the Joint Boards Articulation Commission to form a Policies and Standards Workgroup. This Workgroup met between the months of May to August to develop a draft of the Credit for Prior Learning Standards. These Standards were shared with the Advisory Committee and their edits were provided to the HECC. The Standards were reviewed by the HECC in August 2013 and accepted for distribution to Oregon's postsecondary institutions during the September 2013 meeting. During the fall of 2013, Oregon's postsecondary institutions reviewed the Standards and provided feedback. As a result of the feedback received the Standards were revised and were adopted by the HECC in May 2014.

In addition to the adoption of the Standards, at the request of the HECC, a CPL Pilot Project was organized to help inform the HECC and other Oregon postsecondary institutions of the promising practices and challenges associated with the implementation of the CPL Standards. Eleven institutions statewide volunteered to participate in the Pilot Project. Additional information related to the Pilot Project is included in the following section.

To address the topic of costs associated with the delivery of CPL and to begin the conversations regarding possible funding mechanisms, the CPL Advisory Committee formed a Funding and Cost Analysis Workgroup. The Workgroup began meeting in January 2014 and was charged with developing a product that builds upon the CPL Standards and identifies how much it would cost to implement them.

CPL Pilot Project

In order to help inform the HECC and Oregon's postsecondary institutions of the promising practices and challenges associated with the implementation of the CPL Standards, the HECC requested that the CPL Advisory Committee along with HECC staff organize the CPL Pilot Project. In response to the direction given by the HECC, the Advisory Committee contacted institutions using identified sector contacts inviting institutions to participate in the Pilot Project.⁴

Eleven institutions representing the four postsecondary sectors volunteered to participate:

Postsecondary Sector:	Institution:
Community Colleges	Central Oregon, Chemeketa, Clackamas, Clatsop, Mt. Hood, Rogue, Southwestern Oregon and Umpqua
Public University	Portland State
Private For Profit	Heald College
Private Not For Profit	Marylhurst University

Length of pilot (considerations include the development of the catalog):

- Year 1 – Implementation (July 2014 – July 2015)
 - Quarterly Conference Calls
 - CPL Assessment /Portfolio Development Training @ Marylhurst University
- Year 2: Adoption (July 2015 – December 2015)
 - Quarterly Conference Calls
 - American Council of Education (ACE) Transcription and Evaluation Training

Participation in the Pilot Project is completely voluntary on behalf of the institutions and support and guidance will be provided to:

- ✓ convene cross-functional teams;
- ✓ develop a plan to adopt the CPL standards;
- ✓ develop an implementation timeline;
- ✓ identify the needs for professional development and training; and
- ✓ identify the costs associated with implementing the CPL standards

The purpose of the Pilot Project is to identify challenges or barriers associated with implementing the CPL Standards including any organizational issues, costs associated with awarding CPL credit, staff development needs, student issues encountered to assess and award credit, strategies used to plan for adopting the standards or any other problems or concerns related to fully implementing the Standards. The CPL Advisory Committee is also

⁴ Sector Contacts: Community Colleges: Gerald Hamilton (Interim Commissioner, Dept. of Community Colleges and Workforce Development); Public Universities: Joe Holliday (Vice Chancellor, Oregon University System); For Profit: Steve Erickson (Director of Academics, Heald College); Not for Profit: Larry Large, (President, Oregon Alliance of Independent Colleges & Universities).

interested in learning about how the CPL cross-functional leadership teams⁵ contributed to implementing the Standards and to what extent the various sectors of the institution were involved in making decisions about awarding CPL (e.g. advising, registration, faculty, etc.).

CPL Pilot Project Timeline*

Date/Event	Outcomes/Agenda Topics
Summer 2014 Orientation Conference Call	Overview Review • Discuss Timeline, etc. Implementation Plan Discussion • Identify what format will be helpful Cost Analysis • Identify what might be helpful to analyze • Who should be included in the development? Quarterly Reports/CPL Tracking Sheet • POC responsible for completion and submission Scheduling of next call
End of July/First part of August	Send Implementation Plan & CPL templates
September 22, 2014	Implementation Plan Updates are due
Fall 2014 Quarterly Conference Call (TBA: Week of October 6 th)	Implementation Plan • Plans due to Donna 2 weeks prior to call • Update on development • Discussion regarding identified barriers and successes in plan development CPL Assessment/Portfolio Development Training @ Marylhurst University • Interested participants/Planners?
October 24, 2014	Changes/edits to Implementation Plan Updates due (if applicable)
January 9, 2015	Implementation Plan Updates are due Data Tracking Sheets are due for Fall Term

⁵ Institutional CPL Cross-Functional Leadership Teams are viewed as instrumental in the implementation of the CPL Standards. Suggested members of the team are not limited to but may include student services, instruction, faculty, registrar's office, financial aid and other personnel associated with awarding or processing CPL credit.

Date/Event	Outcomes/Agenda Topics
Winter 2014-15 Conference Call (TBA: Week of January 12 th)	Quarterly check-ins - Review of Quarterly Progress Reports (reports due 2 weeks prior to call) - Hiccups & Successes to date - Progress towards Standards Adoption Cost Analysis Template - Overview of template and requested information. Spring Term Call? - Does the group want a Spring Term Call to discuss April Reports?
Early January 2015	Event Planning Team convenes for CPL Assessment/Portfolio Development Training @ Marylhurst University
February 9, 2015	Cost Analysis Worksheets are due
February 27, 2015	CPL Assessment/Portfolio Development Training @ Marylhurst University
April 20, 2015	Implementation Plan Updates are due Data Tracking Sheets are due for Winter Term
June 29, 2015	Implementation Plan Updates are due Data Tracking Sheets are due for Spring Term
Summer 2015 Conference Call (TBA: Week of July 13, 2015)	Quarterly check-ins - Review of Quarterly Progress Reports (reports due 2 weeks prior to call) - Hiccups & Successes to date Discussion re: presentations at fall event Military FAQ conversation (Military CPL Expert to be identified at each institution 2 weeks post call)
Fall 2015 ACE Transcription and Evaluation Training and CPL Pilot Project Event (TBA: Last week in Oct. – First Week in Nov.)	Showcase of Pilot Project Lessons Learned and ACE Training

*Updated as of 10-28-14 and may change depending on Pilot Project needs.

Funding Challenges and Considerations

The Oregon legislature, policy makers and stakeholders must acknowledge that there are costs related to offering CPL. Many institutions recognize the value of offering CPL to students; however, costs associated with assessing student work are often prohibitive. Funding for assessing and awarding CPL has not been identified to date and costs associated with awarding CPL credit are generally not included in the institutional funding formula for public institutions. Private not-for-profit and private-for-profit institutions experience a similar funding issue. Institutions are also concerned about who will fund a statewide longitudinal data system. A funding source for designing, implementing and maintaining a system has not been identified. Institutions may decide to opt out of offering CPL if funding is not available to support expenditures associated with CPL.

Students are usually charged fees to offset some of the cost for CPL, however, these fees cannot be used to meet the eligibility requirements for federal financial aid or veteran benefits. To qualify students must be able to demonstrate a need for financial aid based on their ability to pay for tuition, fees, living expenses, etc., exclusive of CPL. For example, if a student registers for 12 credits; assessment of CPL credits cannot be included in this number⁶. Students should be expected to pay a portion of CPL costs but they should not be expected to carry the financial burden alone.

In order to address these concerns and to begin exploring possible recommendations for the funding of CPL related-activities, the CPL Advisory Committee formed the CPL Funding and Cost Analysis Workgroup. The Workgroup consists of membership representing community colleges, public universities, private-not-for-profit, the Joint Boards Articulation Commission and the CPL Advisory Committee. The Workgroup started its work in January 2014 and is working in partnership with the CPL Advisory Committee and CPL Pilot Project institutions to conduct a CPL Time & Cost Analysis, that upon its completion, should provide information in relation to the institutional time and costs associated with CPL assessments as well as the time associated with CPL-related activities such as advising and transcription of credit. The primary goals of the Workgroup are to identify:

- Institutional Costs
- How the HECC can provide funding to support institutions
- Costs to the student

In order to identify the costs associated with CPL activities, the CPL Funding and Costs Analysis Workgroup designed the CPL Cost Analysis Worksheet. This Worksheet will be completed by the CPL Pilot Project institutions and will provide very high-level estimated costs for things such as average faculty/staff time associated with CPL activities, the type of personnel used to complete those activities, costs associated with faculty and staff training, the processes used to complete CPL activities and the current fees assessed to students.

⁶ On July 31, 2014 the Office of Postsecondary Education, us Department of Education released a notice in the Federal Register inviting institutions to participate as an Experimental Site to test alternative methods for administering title IV funds. Contained within this experiment is credit for prior learning. <http://ifap.ed.gov/fregisters/FR073114ExperimentalSites.html>

Credit for Prior Learning 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.

The decision to *offer or not to offer* CPL to students is solely determined by the institution. If the institution decides to award CPL, one or more types of CPL may be offered as identified in Standard One. The decision to offer CPL must be communicated to students, faculty and staff through the printed college catalog, the institution's electronic publications and website. The institution must formally adopt and use the Standards to award CPL if the institution decides to offer one or more types of CPL.

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. The CPL Standards are as follows:

Standard 1: Credit for Prior Learning Requisites

- 1.1 For those areas in which CPL is awarded, each institution shall develop institutional policies and procedures for awarding credit in response to the CPL Standards. The procedures must ensure credit is awarded only for high quality college-level competencies. The policies and procedures must be transparent to all students, faculty, staff and stakeholders. To ensure quality, each institution shall organize a cross-functional CPL Leadership Team with suggested members including student services, instruction, faculty, the registrar's office, financial aid and other personnel associated with awarding or processing CPL credit.
- 1.2 Academic credit will be awarded and transcribed only for those courses formally approved by the institution's curriculum approval process(es). Credit must be directly applicable to meet requirements for general education, a certificate, a degree or electives as outlined in college publications. Credit may be awarded through these types of CPL:
 - Credit – By – Exam (CLEP, DANTES, etc.)
 - Industry Certifications
 - Institutional Challenge Exams and other exams
 - Military Credit (ACE Credit Recommendation Service)
 - Portfolios
 - Professional Licensure
 - Other forms of authentic assessment to award CPL credit

Standard 2: Evidence-Based Assessment

- 2.1 Each institution shall provide a guided process to assess student learning and to provide the required evidence for awarding credit. The student must document the connection between what they have learned in another setting and the theoretical foundation, knowledge and skills as defined by the course-specific learner outcomes of the credit to be awarded.
- 2.2 Evidence shall be evaluated by appropriately qualified teaching faculty.
- 2.3 All CPL credit must be based on sufficient evidence provided by the student, the institution, and/or an outside entity such as CLEP, CAEL, ACE, etc. Evidence required by the institution must be based on academically sound CPL assessment methods, including, but not limited to, institutionally developed tests, final examinations, performance-based assessments, demonstrations, presentations, portfolios, or industry certifications.

Standard 3: Tuition and Fee Structure

Each institution shall develop a tuition and fee structure for CPL that is transparent and accessible to all students, faculty, staff and stakeholders. The basis for determining direct and indirect costs may include but are not limited to the following:

- Costs for student services to guide the student and to support the assessment process
- Costs associated with faculty workload for the evaluation of CPL
- Costs associated with recognizing and supporting faculty and staff who are involved in the assessment process including any costs related to training and staff development
- Costs related to transcribing credit
- Costs related to scanning documents or archiving material
- Costs for developing a portfolio infrastructure and conducting portfolio assessments
- Other costs associated with assessments as identified by the institution

Standard 4: Transferability and Transcription

- 4.1 Institutions that award CPL shall work with receiving institutions to promote transferability of CPL.
- 4.2 Each receiving institution shall determine the transferability of CPL credit granted from other institutions.
- 4.3 Documentation used to support credits awarded will be maintained as part of the student's official institutional academic record to ensure compliance with standards set forth by the American Association of Collegiate Registrars and Admissions Officers and state administrative rules.
- 4.4 All CPL credit that is awarded institutionally must be transcribed to comply with applicable state, federal regulations and accreditation policies and standards. Notations on the transcript should identify CPL.

Standard 5: Data Collection & Reporting

Institutions shall collect and report data on the types of CPL awarded based on data points collaboratively developed and agreed upon by the state and the institutions. Data to be collected include the number of credits granted and the number of students who receive credit through the types of CPL identified in Standard One.

Standard 6: Faculty and Staff Development

Each institution shall have a policy and a strategic plan for faculty and staff development for CPL which includes professional development activities. Widespread, overarching knowledge of the institutional opportunities for developing, assessing and recommending CPL should be foundational to this plan.

Standard 7: Quality Assurance in Response to HB 4059

- 7.1 The Cross Functional Team (refer to Standard One) shall be responsible for conducting ongoing evaluations of institutional CPL policies, standards, procedures, and practices-including an evaluation of student performance in subsequent classes within the same field for which CPL was awarded, as well as overall academic performance.
- 7.2 Institutions will submit evaluative data to the HECC. The HECC shall review the accomplishments of each CPL Leadership Team through a periodic audit process to ensure credit is awarded for high quality assessment activities.

Standard 8: Transparency/Access

- 8.1 Institutional CPL policies and expectations shall be clearly communicated to students, faculty, staff and stakeholders. CPL Information must be in the college catalog, be available electronically on the institution's website and be searchable using the term "Credit for Prior Learning". The following information shall be included:
 - Institutional CPL contacts
 - Available CPL opportunities and preparation requirements
 - Tuition and Fee Structure(s)
 - Risks to students and the cost of assessment where credit may not be awarded
 - Information about financial aid
 - Information regarding the applicability of CPL towards certificate or degree programs
- 8.2 Processes must be in place for a student to request CPL based on processes established by the institution and for CPL designated courses.

Progress in Meeting 2013-14 Recommendations

As part of the December 2013 report, actions were recommended in order to fully carry out the goals set forth in HB 4059, and to ensure successful implementation. The following is a summary of those recommendations and the progress taken to address them:

2013-14 Recommendation	Progress to Date	Next Steps:
Monitor progress institutions are making to implement the new Standards	CPL Pilot Project developed and in progress. Quarterly conference calls and implementation reports provide an opportunity for information to be shared frequently.	Continue progress with Pilot Project. Follow-up with institutions who are not participating in the Pilot Project, but were CPL participants in the CASE Grant
Track the number and type of CPL awarded. Report findings to the Legislative Assembly annually	In lieu of Statewide Longitudinal Database System (SLDS), developed process and reporting template for the collection of data for CPL Pilot Project.	Test the use of the reporting template, address any Family Educational Rights and Privacy Act concerns related to reporting.
Evaluate support services (training, release time, etc.) for faculty who bear the responsibility of ensuring credit is awarded only for high quality, course-level competencies and for other personnel who are involved with CPL activities	Cost Analysis Worksheet developed for completion by the CPL Pilot Project institutions. Quarterly implementation reports including plans for staff development.	Information collected shall be analyzed and additional questions and next steps identified from quarterly reports.
Develop transparent policies and practices including the potential for transferring CPL among institutions.	Ongoing conversations about transfer among institutions is occurring	Institutions continue to explore CPL as part of existing and newly developed articulation agreements.
Provide opportunities to share exemplary policies and practices among institutions of higher education. This will require ongoing support and funding at the state level.	CPL Pilot Project quarterly conference calls and implementation reports provide an opportunity for information to be shared frequently. CPL Assessment/Portfolio Development Training and ACE Transcription and Evaluation Training are scheduled for 2015.	CPL quarterly conference calls to continue. CPL Assessment/Portfolio Development Training and ACE Transcription and Evaluation Training to be completed and information collected/shared as part of the event.
Strengthen assessment methods for awarding CPL	CPL Standards approved and adopted. CPL Pilot Project developed and in progress.	CPL Assessment/Portfolio Development Training and ACE Transcription and Evaluation Training will provide professional development opportunities to strengthen CPL assessment. CPL Pilot Project institutions are considering and developing various faculty/staff CPL trainings.

2013-14 Recommendation	Progress to Date	Next Steps:
Provide professional development opportunities for faculty and staff by creating tools to develop knowledge and expertise in awarding academic credit for prior learning	CPL Pilot Project developed and in progress.	CPL Assessment/Portfolio Development Training and ACE Transcription and Evaluation Training will provide professional development opportunities to strengthen CPL assessment. CPL Pilot Project institutions are considering and developing various faculty/staff CPL trainings.
Ensure statewide data system tracks the number of students and credits received through CPL.	In lieu of SLDS, developed process and reporting template for the collection of data for CPL Pilot Project.	Test the use of the reporting template, address any Family Educational Rights and Privacy Act concerns related to reporting.
Assess how CPL credits assist in achieving student's educational goals.	In lieu of SLDS, developed process and reporting template for the collection of data for CPL Pilot Project.	Test the use of the reporting template, address any Family Educational Rights and Privacy Act concerns related to reporting. Identify cost effective way to evaluate data. Explore how advising plays an important role in CPL and accelerated degree completion. Explore the development of a student survey. Monitor Title IV Experiment⁷.
Annually review the Oregon CPL standards in conjunction with the institutions to ensure they are being implemented consistently to meet the goal of high quality course-level competencies.	CPL Standards approved and adopted by the HECC in May 2014. CPL Pilot Project institutions are reporting on the status of standard implementation.	Using information received from Pilot institutions then revise standards as needed to ensure quality.

⁷ On July 31, 2014 the Office of Postsecondary Education, us Department of Education released a notice in the Federal Register inviting institutions to participate as an Experimental Site to test alternative methods for administering title IV funds. Contained within this experiment is credit for prior learning. <http://ifap.ed.gov/fregisters/FR073114ExperimentalSites.html>

Next Steps for 2015:

As work continues by the HECC and the CPL Advisory Committee to meet the goals of HB 4059, the following recommendations should continue to be addressed in 2015:

- Continue support for the development of a statewide data system.
- Identify promising practices throughout the state and nation for awarding CPL. Use this information to enhance new and existing CPL opportunities in Oregon;
- Identify factors that encourage students to pursue and attain CPL. Conversely, identify barriers, including financial issues that students encounter;
- Promote transparency and adherence to established standards among institutions by assisting them in developing guidelines for awarding credit and
- Continue support of CPL Pilot Project activities

In addition, it is necessary for the HECC and CPL Advisory Committee to address the following areas in 2015:

- Ensure credit awarded is in compliance with established policies, standards, and the Northwest Commission on Colleges and Universities requirements. Seek input from institutions regarding transfer of credit and other regulatory requirements;
- Identify promising practices throughout the state and nation for assessing prior learning. Use this information to improve assessment practices;
- Provide professional development opportunities for faculty and staff involved with assessment to improve and to further develop effective assessment practices;
- Identify work load issues for faculty and determine how faculty will be compensated for professional development and assessment of prior learning;
- Identify funding sources and apply for grants to support faculty and staff to develop new assessment techniques for dissemination;
- Develop opportunities for faculty and staff to regularly discuss new assessment practices and credit yield for prior learning at regional and/or statewide meetings; and
- Disseminate exemplary practices and procedures identified at these meetings

The CPL Advisory Committee will develop and adopt a detailed 2015 Work Plan no later than January 2015. A report on the progress and status of the above recommendations will be made quarterly to the HECC Student Success and Institutional Subcommittee.

List of Appendices

- A. Advisory Committee Membership & Contributing Partners
- B. Strategic Framework
- C. Definitions

Appendix A

Current Credit for Prior Learning Advisory Committee Membership Fall 2014

Required by HB 4059:

Representing	Name
State Board of Higher Education (Now HECC)	Lee Ayers-Preboski
State Board of Education (SBE)	Pending recommendation from SBE
Independent Not-for-profit Institutions	Lynn Browne
For-Profit Institutions	Jason Ferguson
Business Community	Karen Stewart
Labor Community	Vickie Burns
Student of two-year or four-year Institution	Mario Parker-Milligan

Other Members Appointed by the HECC:

Affiliation	Name
Dean of Instruction , PCC	Craig Kolins
Retired Dean of Instruction, PCC	Marilyn Davis
Former HECC member	Chris Brantley
OUS Registrar & CPL Task Force	Rebecca Mathern
CASE Grant	Cyndi Andrews
Oregon Association of Community & Continuing Education	Kathy Calise
ACT-ON Grant	Paul Moredock
HECC: CPL Advisory Committee Administrator	Donna Lewelling

Funding & Cost Analysis Workgroup:

Affiliation	Name
Lane	Margaret Kimble
JBAC	Kendra Cawley
JBAC	Linda Samek
Advisory Committee	Marilyn Davis
Advisory Committee	Craig Kolins
Advisory Committee	Lynne Brown
CCWD JBAC	Lisa Reynolds
Linfield College	Diane Crabtree
HECC: CPL Advisory Committee Administrator	Donna Lewelling
PSU	Shelly Chabon

Appendix B

2014-16 HECC CPL Advisory Committee Strategies for each Legislative Goal

The strategies build upon the following key concepts and recommendations:

Key concepts:

- CPL is assessed by faculty with the goal of having CPL viewed the same as classroom learning.
- The assessment process functions at various levels throughout the institution from advising to assessment of credit.
- Assessment processes at each institution need to be reviewed to determine how credit is awarded.
- Institutions may decide to not offer CPL or only offer a limited number of choices to students.

Key Recommendations:

- Formally adopt the standards for use by the institutions.
- Use standards to assess the overall quality of the CPL process at each institution.

Legislative Goal (in italics and separated by subparts, as needed)	Strategies (Key Concepts identified)	Action? By Who?	Status
1. <i>Increase the number of students who receive academic credit for prior learning and the number of students who receive academic credit for prior learning that counts toward their major or toward earning their degree, certificate or credential, while ensuring that credit is awarded only for high quality course-level competencies.</i> Subparts:	Sub-parts Listed Below	See Sub-parts	See Sub-parts

Legislative Goal (in italics and separated by subparts, as needed)	Strategies (Key Concepts identified)	Action? By Who?	Status
a. Increase the number of students who receive academic credit for prior learning.	1.a.1. Identify promising practices throughout the state and nation for awarding Credit for Prior Learning (CPL). Use this information to enhance existing CPL programs in Oregon. <i>(Quality)</i> 1.a.2 Identify factors that encourage students to attain CPL. Conversely, identify barriers, including financial issues students encounter. <i>(Quality)</i> 1.a.3 Develop policies and state standards in conjunction with the higher education institutions, to ensure colleges and universities develop and maintain high quality CPL programs (based on the definitions in the 2012 Report to the Oregon Legislature). <i>(Quality)</i> 1.a.4 Work with institutions to develop guidelines for awarding credit to promote transparency and adherence to established standards among institutions. <i>(Transparency)</i> 1.a.5 Develop a data gathering system or utilize an existing system to determine how many students receive credit for prior learning. <i>(Transparency)</i> 1.a.6 Analyze data to identify how many students receive credit for prior learning. Set appropriate targets and analyze what needs to be done longitudinally to increase the number of students involved. <i>(Quality & Transparency)</i>	Action – HECC in partnership with Advisory Comm (AC) & Pilot Project institutions Action: Started by Policies & Standards (P&S) Workgroup Action: Started by P&S Workgroup, adopted by HECC Action: AC Recommendation via CPL Standards CPL Pilot Project to begin testing. Action: AC Recommendation to HECC CPL Pilot Project to begin testing.	Work started Fall 2012. Ongoing including CPL Pilot Project Quarterly Reports Partially completed FY12. Ongoing. Student Panel held Spring 2013. CPL Standards Adopted May 2014 Planned for FY16. CPL Standards Adopted May 2014 FY16; Data system needs to be in place to accomplish this task. FY16; Data system needs to be in place to accomplish this task.

Legislative Goal (in italics and separated by subparts, as needed)	Strategies (Key Concepts identified)	Action? By Who?	Status
b. Increase the number of students who receive academic credit for prior learning that counts toward their major or toward earning their degree, certificate or credential. c. Ensure credit is awarded only for high quality course-level competencies	1.a.7 Develop recommendations to market CPL opportunities to students and parents via an electronic CPL portal that ensures communication efforts, articulates & addresses transfer options. (<i>Transparency</i>)	Action: AC	Planned for FY15
	1.a.8 Submit an annual progress report. (<i>Transparency</i>)	Action: AC to HECC	Ongoing - annually
	1.b.1 Submit an annual progress report based on the data system to identify the number of students who received academic credit for prior learning that counts toward their major or toward earning their degree, certificate or credential. (<i>Transparency</i>)	Action: HECC in partnership with AC	Planned for FY16; Data system needs to be in place to accomplish this task. Pilot Project beginning testing.
	1.b.2 Analyze what needs to be done longitudinally to increase the number of applicable credits. (<i>Quality & Transparency</i>)	Action: HECC in partnership with AC	Planned for FY16; Data system needs to be in place to accomplish this task
	1.c.1. Use standards (from 1.a.3) to ensure courses eligible for CPL are equivalent to college-level courses. This may include developing course-level competencies for classes that provide CPL. (<i>Quality</i>)	Action – Started by P&S Workgroup	Planned for FY16.
	1.c.2. Develop a process to evaluate the quality of the credit awarded and its consistency across institutions in consultation with the higher education community. (<i>Quality & Transferability</i>)	Action – Started by P&S Workgroup	Planned for FY16.

Legislative Goal (in italics and separated by subparts, as needed)	Strategies (Key Concepts identified)	Action? By Who?	Status
2. <i>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.</i> Subparts: a. Increase the number and type of academic credits accepted for prior learning in institutions of higher education b. Ensure that credit is awarded only for high quality course-level competencies	2.a.1 Use the data gathering system to identify the number and type of CPL credits accepted in higher education institutions. (<i>Transparency & Transferability</i>) 2.a.2 Ensure credit awarded is in compliance with established policies, standards, and the Northwest Commission on Colleges and Universities requirements. Seek input from institutions regarding transfer of credit and other regulatory requirements. (<i>Quality</i>) 2.a.3 Regularly audit transcription procedures to ensure consistency among the institutions. (<i>Transferability</i>) 2.b.1 Refer to 1.c.1 and 1.c.2 above. (<i>Quality & Transferability</i>)	Action: CCWD, OUS, PCC & The Alliance Recommendation. Started via Standards. Action: HECC in partnership with AC Action – Started by P&S Workgroup	Planned for FY16; Will be done when data system is operational. Pilot project is testing. Planned for FY15. Planned for FY16. Planned for FY16.

Legislative Goal (in italics and separated by subparts, as needed)	Strategies (Key Concepts identified)	Action? By Who?	Status
3. <i>Develop transparent policies and practices in awarding academic credit for prior learning to be adopted by the governing boards of public universities, community colleges and independent institutions of higher education</i>	3.1 Establish policies in collaboration with institutions. (Refer to 1.a.3) (<i>Quality, Transparency, Transferability</i>)	Action: Started via Standards.	In progress. Will be done in conjunction with CPL Standards Adopted May 2014
	3.2 Submit policies for adoption by institutional boards. (<i>Transparency</i>)	Action: Started via Standards.	Planned for FY15-16.
4. <i>Improve prior learning assessment practices across all institutions of higher education</i>	4.1 Identify promising practices throughout the state and nation for assessing prior learning. Use this information to improve assessment practices. (<i>Quality</i>)	Action: HECC in partnership with AC	Planned for FY15.). Feb 2015 CPL Assessment/Portfolio Development Training Event and Fall 2015 ACE Transcription and Evaluation Training
	4.2 Provide professional development opportunities for faculty and staff involved with assessment to improve and to further develop effective assessment practices. (<i>Quality & Transferability</i>)	Action: HECC in partnership with AC	Ongoing. (Possible Student Success Conference 2015)? CPL Assessment/Portfolio Development Training Event, ACE Transcription and Evaluation Training

Legislative Goal (in italics and separated by subparts, as needed)	Strategies (Key Concepts identified)	Action? By Who?	Status
	4.3 Identify work load issues for faculty and determine how faculty will be compensated for professional development and assessment of prior learning. (<i>Quality</i>)	Action: HECC in partnership with AC & Institutions. Pilot Project will be used to gather some information.	Planned for FY15.
5. <i>Create tools to develop faculty and staff knowledge and expertise in awarding academic credit for prior learning and to share exemplary policies and practices among institutions of higher education</i>	5.1 Provide funding & seek grant opportunities for faculty and staff to develop new assessment techniques for dissemination. (<i>Quality</i>) 5.2 Develop opportunities for faculty and staff to regularly discuss new assessment practices and credit yield for prior learning at regional and/or statewide meetings (assumes there will be a statewide leadership entity to plan these meetings and provide resources). (<i>Quality & Transferability</i>) 5.3 Disseminate exemplary practices and procedures identified at these meetings. (<i>Quality & Transferability</i>)	ACTION: HECC in partnership with AC Action: HECC in partnership with AC Action: HECC in partnership with AC	Planned for FY15. Planned for FY15. Planned for FY15.
6. <i>Develop articulation agreements when patterns of academic credit for prior learning are identified for particular programs and pathways;</i>	6.1 Inventory agreements currently in place and review viability of existing agreements. (<i>Transferability</i>) 6.2 Identify standard format elements for the agreements. (<i>Transferability</i>) 6.3 Develop new agreements as needed based on the standard elements. (<i>Transferability</i>)	Action: AC Action: AC Action: Institutions in partnership with HECC	Planned for FY 16 Planned for FY16. Planned for FY16.

Legislative Goal (in italics and separated by subparts, as needed)	Strategies (Key Concepts identified)	Action? By Who?	Status
	6.4 Identify a process to centrally locate these agreements within institutions and potentially in an electronic statewide repository. (NOTE: This about students having access to which institutions have agreements NOT the agreements themselves) (<i>Transferability</i>)	Action: Institutions in partnership with the HECC	Planned for FY16.
	6.5 Develop a process to regularly review these agreements. (<i>Transferability</i>)	Action: AC	Planned for FY16.
7. <i>Develop outcome measures to track progress on the goals outlined in this section</i>	7.1 Identify process to develop measures, track progress, and implement strategies listed above. (Quality, Transparency & Transferability)	Action: HECC in partnership with AC	Ongoing

Note: Fiscal Years (FY) are identified as beginning July 1 each year and ending on June 30 the following year.

Pilot Project Institutions:

Postsecondary Sector:	Institution:
Community Colleges	Central Oregon, Chemeketa, Clackamas, Clatsop, Mt. Hood, Rogue, Southwestern Oregon and Umpqua
Public University	Portland State
Private For Profit	Heald College
Private Not For Profit	Marylhurst University

Task Assigned by HECC	Strategies	Action? By Who?	Status
Cost and Funding Analysis	Convene workgroup to identify cost drivers and funding needs for CPL Standard implementation.	Cost Analysis and Funding Workgroup	In Process
CPL Pilot Project	Identify components of CPL Pilot Project	CPL Advisory Committee	Identified and project is underway

Document Updated: November 8, 2014

Appendix C

Definitions

Advanced Placement (AP) Exams: A series of tests developed by the College Board initially for AP High School courses. This is also a type of early postsecondary educational opportunity.

American Council on Education (ACE) Credit Recommendation/Guidelines: Published credit recommendations for formal instructional programs and examinations offered by non-collegiate agencies (including civilian employers, the military, professional associations, and other workplace related-training).

Associate of Arts Oregon Transfer (AAOT): The AAOT degree prepares students to transfer into the Oregon University System (OUS) with the guarantee that the student has met all of the lower-division general education requirements for OUS. Upon acceptance at an OUS school, the student is given “junior status” for registration purposes. The AAOT does not guarantee admissions into specific departments or programs and does not guarantee admission into the student's OUS school of choice.

Credentials, Acceleration, and Support for Education (CASE) Grant: \$18.68 million dollar Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant received by Clackamas Community College in 2011. The Grant funds a consortium and includes participation from all of Oregon’s 17 community colleges. The project focuses on three strategies: the enhancement of Career Pathway programs; the use of Career Coaches to reduce barriers to student persistence and completion, and the expansion of Credit for Prior Learning to accelerate student progress and support completion.

College Level Examination Program (CLEP) Exams: Tests of college material offered by the College Board.

Council for Adult Experiential Learning (CAEL): National nonprofit organization that works at all levels within the higher education, public, and private sectors. Responsible for the development of 10 standards related to Credit for Prior Learning.

Challenge Exams and Processes: Assessment of course student learning offered by the institution.

Credit for Prior Learning (CPL): Credit obtained through evidence-based assessment of learning that occurs outside of traditional college-level coursework. Per HB 4059, “prior learning” is defined as the knowledge and skills gained through work and life experience, through military training and experience and through formal and informal education and training from institutions of higher education in the United States and in other nations.

Cross-Functional CPL Leadership Teams: Also known as Cross-Functional Teams, these teams are viewed as instrumental in the implementation of the CPL Standards. Suggested members of the team are not limited to but may include student services, instruction, faculty, registrar’s office, financial aid and other personnel associated with awarding or processing CPL credit.

Defense Activity for Non-Traditional Educational Support (DANTES) Subject Standardized Tests (DSSTs): DSSTs are examinations administered by Prometric. While originally being restricted to active and retired military personnel, these tests are now available to civilians.

Dual credit: The awarding of secondary and postsecondary credit for a course offered to high school students as determined by local school board and community college/university board policy. Dual Credit plays an important role in advancing educational attainment in Oregon. For high school students who are participating in the Dual Credit opportunity, credit is earned simultaneously to the learning, thus making this model for learning separate, yet parallel to Credit for Prior Learning in Oregon.

Industry Certifications: Certifications granted by industry for proof of applied knowledge and skills in an industry-identified area.

International Advanced Standing Exams: Equivalencies taken in other countries for which credit may be awarded.

International Baccalaureate Programs (IB): An internationally accepted qualification for entry into institutes of higher education, much like the AP program. Designed for students ages 16 to 19, it is a two-year curriculum that leads up to a final examination. To receive a diploma, students must achieve a minimum score and have completed satisfactory participation in the creativity, action, service requirement.

MOOC: Massive Open Online Course. They are designed to be open access and have large-scale participation. Credit is not usually granted, however for some MOOCs assessment of learning may be completed for certification.

Noncredit Framework and Models: Document developed by the Noncredit Task Force which identified 4 areas of noncredit to credit student progression. Those areas included curriculum, credit for prior experience, credit for prior certification/credential and credit for prior learning. The document includes examples from community colleges in each of these areas.

Noncredit Task Force: Task Force that was formed in 2008 to review the current status of Oregon's community colleges' policies and practices regarding noncredit and how they relate to national trends.

OCCURS: The Oregon Community College Unified Reporting System. It is the statewide reporting database for community colleges in Oregon.

Oregon Transfer Module (OTM): The OTM is an approved 45 unit subset of general education courses (foundational skills and introduction to discipline courses) that are common among Oregon's colleges and universities. Any student holding an Oregon Transfer Module will have met the requirements for the Transfer Module at any Oregon community college or institution in the Oregon University System.

Portfolio: The preparation of a portfolio by a student to demonstrate and validate credit for learning acquired outside of the classroom. The demonstrate learning must be relevant to the student's degree program.

Reverse Transfer: The recognition of a students' achievements with an associate's degree after they have transferred to a 4-year school and have accumulated the credits needed to fulfill the 2-year degree program requirements.

Staff: Institutional personnel such as those who work in the areas of academic counseling, financial aid, registration, admissions and advising.

Tech Prep: An approved coherent sequence of academic and occupational courses within a Career and Technical Education program that is articulated to a two-year certificate, degree, or apprenticeship program at a postsecondary institution.