

2014-2017 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 by institutional Cross-Functional Team 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:

- Institutions which grant CPL should formally adopt the Oregon CPL standards or transparently indicated the institutional decision to not offer CPL..
- Use Oregon CPL standards to assess the overall quality of the CPL process at each institution.
- The HECC should maintain an inventory of institutions who do or do not offer CPL.

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Legislative Goal (in italics and separated by subparts, as needed)	Strategies (Key Concepts identified)	Action? By Who?	Status
<p><i>1. 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></p> <p>Subparts:</p> <p>a. Increase the number of students who receive academic credit for prior learning.</p>	<p>Subparts Listed Below</p> <p>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) [2016 Focus Area: Professional Development]</i></p> <p>1.a.2 Identify factors that encourage students to attain CPL. Conversely, identify barriers, including financial issues students encounter. <i>(Quality) [2016 Focus Area: Professional Development]</i></p>	<p>See Subparts</p> <p>Action – HECC in partnership with Advisory Comm (AC) & Pilot Project institutions</p> <p>Action: Started by Policies & Standards (P&S) Workgroup</p> <p>Develop Student Survey</p>	<p>See Subparts</p> <p>Work started Fall 2012. Ongoing including CPL Pilot Project Quarterly Reports. CPL Advisory Committee received information in Spring 2015. Ongoing Spring 2016 – national environmental scan.</p> <p>Ongoing. Student Panel held Spring 2013. The CPL Pilot Project (Cohort A) identified the topic of communication for focus in Year Two.</p> <p>Summer '16 for Fall '16</p>

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	<p>1.a.3 Develop policies and <u>review</u> 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>) <u>[2016 Focus Area: All] [STAFF AND AC]</u></p> <p>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>) <u>[2016 Focus Area: Professional Development and Transcription] [STAFF AND AC]</u></p> <p>1.a.5 Develop a statewide data gathering system or utilize an existing system to determine how many students receive credit for prior learning. (<i>Transparency</i>) <u>[2016 Focus Area: Data]</u></p>	<p>Action: Started by P&S Workgroup, adopted by HECC</p> <p>Action: AC</p> <p>Recommendation via CPL Standards CPL Pilot Project to begin testing.</p>	<p>CPL Standards Adopted May 2014. Revisit Standards in 2016.</p> <p>Planned for FY16. CPL Standards Adopted May 2014</p> <p>FY16; Data system needs to be in place to accomplish this task. Data collection analysis highlighted barriers and gaps in CPL reporting and perceptions. CPL Advisory Committee received information and update from HECC Research & Data Staff re: D4A system in summer 2015.</p>

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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.	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 Receiving credit. <i>(Quality & Transparency)</i> <u>[2016 Focus Area: Data] [STAFF AND AC]</u>	Action: AC Recommendation to HECC CPL Pilot Project to begin testing.	FY16; Data system needs to be in place to accomplish this task.
	1.a.7 Develop recommendations to market CPL opportunities via an electronic CPL statewide portal that ensures communication efforts, articulates & addresses transfer options. <i>(Transparency)</i> <u>[2016 Focus Area: All]</u>	Action: AC	Planned for FY16
	1.a.8 Submit an annual progress report <u>to the Commission for consideration and adoption.</u> <i>(Transparency)</i> <u>[2016 Focus Area: All]</u>	Action: AC to HECC	Ongoing - annually
	1.b.1 Submit an annual legislative 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> <u>[2016 Focus Area: Data]</u>	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 Longitudinally analyze what needs to be done 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

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<p>c. Ensure credit is awarded only for high quality course-level competencies</p>	<p><u><i>[2016 Focus Area: Data]</i></u></p> <p>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></p> <p><u><i>[2016 Focus Area: Professional Development]</i></u></p> <p>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> <u><i>[2016 Focus Area: Professional Development]</i></u></p>	<p>Institutions</p> <p>Action – Started by P&S Workgroup</p> <p>Action: Continued professional development opportunities for quality learning assessments.</p>	<p>place to accomplish this task</p> <p>Ongoing</p> <p>Planned for FY17-18</p>
<p>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></p> <p>Subparts:</p> <p>a. Increase the number and type of academic credits accepted for prior learning in institutions of higher education</p>	<p>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> <u><i>[2016 Focus Area: Data]</i></u></p>	<p>Action: CCWD, universities, private career colleges& The Alliance</p>	<p>Planned for FY16; Will be done when data system is operational. Pilot project is testing.</p>

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<p>b. Ensure that credit is awarded only for high quality course-level competencies</p>	<p>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> <i>[2016 Focus Area: Transferability and Transcription]</i> [STAFF AND AC]</p> <p>2.a.3 Regularly review transcription procedures with registrars to ensure transparency among the institutions. <i>(Transferability)</i> <i>[2016 Focus Area: Transcription]</i></p> <p>2.b.1 Refer to 1.c.1 and 1.c.2 above. <i>(Quality & Transferability)</i> <i>[2016 Focus Area: Professional Development]</i></p>	<p>Joint conversation with registrars and research Recommendation. Started via Standards.</p> <p>Action: HECC in partnership with AC</p> <p>Action – Started by P&S Workgroup</p>	<p>CPL Pilot identified “Communication regarding CPL practices” as being a key component of the transfer conversation, which led to the identification for the focus on this topic for Year Two: Cohort A in the project.</p> <p>Planned for FY16.</p> <p>Planned for FY16.</p>
<p>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></p>	<p>3.1 Establish policies in collaboration with institutions. (Refer to 1.a.3) <i>(Quality, Transparency, Transferability)</i></p> <p>3.2 Submit policies for adoption by institutional boards. <i>(Transparency)</i></p>	<p>Completed.</p> <p>Completed</p>	<p>CPL Standards Adopted May 2014</p>

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	<p>Encourage institutions to identify and share resources related to work load issues for faculty.</p> <p><i>[2016 Focus Area: Professional Development]</i></p>	<p>Action: HECC in partnership with AC & Institutions. Pilot Project will be used to gather some information.</p>	<p>As CPL Pilot Project Cohort A continues in Year Two – we will look to identify areas of professional development as a component of communication across higher education sectors</p>
<p>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></p>	<p>5.1 Provide funding & seek grant opportunities for faculty and staff to develop new quality assessment techniques for dissemination. <i>(Quality)</i> <i>[2016 Focus Area: Professional Development]</i></p> <p>5.2 Develop opportunities for faculty and staff to regularly discuss 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> <i>[2016 Focus Area: Professional Development]</i></p> <p>5.3 Disseminate exemplary practices and procedures identified at these meetings. <i>(Quality & Transferability)</i> <i>[2016 Focus Area: Professional Development]</i></p>	<p>ACTION: HECC in partnership with AC</p> <p>Action: HECC in partnership with AC</p> <p>Action: HECC in partnership with AC</p>	<p>Planned for FY16.</p> <p>Ongoing Professional development opportunities were offered at CPL Assessment Event in February 2015. November 2015 ACE Transcription and Assessment event.</p>

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<p>6. <i>Develop articulation agreements when patterns of academic credit for prior learning are identified for particular programs and pathways;</i></p>	<p>6.1 Recommend standard format elements for institutions to consider as they develop the agreements <u>and institutions should develop new agreements as needed based on the standard elements.</u> (Transferability) [2016 Focus Area: Transferability and Transcription]</p> <p>Institutions should develop new agreements as needed based on the standard elements. (Transferability) [2016 Focus Area: Transferability]</p> <p>6.2 Identify a process to centrally locate these agreements within institutions and potentially within the statewide CPL Portal. (NOTE: This is about students having access to which institutions have agreements NOT the agreements themselves) (Transferability) [2016 Focus Area: All]</p>	<p>Action: AC</p> <p>Action: Institutions in partnership with HECC</p> <p>Action: Institutions in partnership with HECC</p>	<p>Planned for FY 16</p> <p>Planned for FY16.</p> <p>Planned for FY16.</p>
<p>7. <i>Develop outcome measures to track progress on the goals outlined in this section</i></p>	<p>7.1 Identify process to develop measures, track progress, and implement strategies listed above. (Quality, Transparency & Transferability) [2016 Focus Area: All]</p>	<p>Action: HECC in partnership with AC</p>	<p>Ongoing</p>

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

*= *Institutions which did not complete Year One of CPL Pilot Project.*

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
Cost of statewide data system	Review other state investments	CPL Advisory Committee	

Completed Tasks	Date of Completion
3.1 Establish policies in collaboration with institutions	CPL Standards adopted in May 2014
3.2 Submit policies for adoption by institutional boards	CPL Standards adopted in May 2014

Document Updated: June, 2016

Notes:

Items previously discussed to be added to our Strategies document:

Pilot (initial launch), full deployment and implementation (how to bring along)

Workforce Development Partnerships

Long Term: How to continue support for statewide CPL activities (such as professional development, quarterly call, etc.)