

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 offer CPL.

DRAFT 08-16-2016

Legislative Goal (in italics and separated by subparts, as needed)	Strategies (Key Concepts identified)	Action	Status
<p>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></p> <p>Subparts:</p> <p>a. Increase the number of students who receive academic credit for prior learning.</p>	<p>Subparts:</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>Subparts</p> <p>Action: HECC Staff in partnership with AC & institutions</p> <p>Action: Started by Policies & Standards (P&S) Workgroup HECC Staff report back to AC.</p>	<p>Subparts</p> <p>Work started Fall 2012. CPL Year 1 Pilot Project Quarterly Reports. Begin environmental scan in Fall 2016.</p> <p>Ongoing. Student Panel held Spring 2013. Summer '16 for Fall '16 CPL Standards Adopted May 2014. Revisit Standards in 2016.</p>

Legislative Goal (in italics and separated by subparts, as needed)	Strategies (Key Concepts identified)	Action	Status
	<p>1.a.3 Develop policies and review 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</p>	<p>Action: Started by P&S Workgroup, adopted by HECC HECC Staff in partnership with AC</p> <p>Action: HECC Staff in partnership with AC</p>	<p>Review results from second environmental scan.</p> <p>Planned for FY16.</p> <p>CPL Standards Adopted May 2014</p> <p>Planned for 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 AC received information and update from HECC Research & Data Staff re: D4A system in summer 2015.</p> <p>FY16 and FY17-18; Data system needs to be in</p>

Legislative Goal (in italics and separated by subparts, as needed)	Strategies (Key Concepts identified)	Action	Status
<p>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.</p>	<p>learning. (<i>Transparency</i>) <u>[2016 Focus Area: Data]</u></p> <p>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]</u> [STAFF AND AC]</p> <p>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></p> <p>1.a.8 Submit an annual progress report to the Commission for consideration and adoption. (<i>Transparency</i>) <u>[2016 Focus Area: All]</u></p> <p>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</p>	<p>Action: HECC staff Recommendation via CPL Standards.</p> <p>Action: AC Recommendation to HECC</p> <p>Action: Staff</p>	<p>place to accomplish this task. Review results from second environmental scan.</p> <p>Planned for FY16 Review results from second environmental scan.</p> <p>Ongoing - annually</p> <p>Planned for FY15-16 and FY17-18; Data system needs to be in place to accomplish this task.</p>

Legislative Goal (in italics and separated by subparts, as needed)	Strategies (Key Concepts identified)	Action	Status
<p>c. Ensure credit is awarded only for high quality course-level competencies</p>	<p>their major or toward earning their degree, certificate or credential. (<i>Transparency</i>) <u>[2016 Focus Area: Data]</u></p> <p>1.b.2 Longitudinally analyze what needs to be done to increase the number of applicable credits. (<i>Quality & Transparency</i>) <u>[2016 Focus Area: Data]</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>) <u>[2016 Focus Area: Professional Development]</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>[2016 Focus Area: Professional Development]</u></p>	<p>Action: HECC Staff in partnership with AC</p> <p>Action: HECC Staff in partnership with AC</p> <p>Action: HECC Staff in partnership with AC</p> <p>Action: Institutions ensure courses are equivalent. Started by P&S Workgroup</p>	<p>Planned for FY16 and FY17-18; Data system needs to be in place to accomplish this task</p> <p>Ongoing</p> <p>Planned for FY17-18</p>

Legislative Goal (in italics and separated by subparts, as needed)	Strategies (Key Concepts identified)	Action	Status
		Action: Continued professional development opportunities for quality learning assessments.	
<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> [2016 Focus Area: Data]</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> [2016 Focus Area: Transferability and Transcription] [STAFF AND AC]</p>	<p>Action: CCWD, universities, private career colleges and the Alliance HECC Staff use data reporting mechanism.</p> <p>Joint conversation with registrars and research</p> <p>Recommendation. Started via Standards.</p>	<p>Planned for FY15-16 and FY17-18; Will be finalized when data system is operational.</p> <p>CPL Pilot identified “Communication regarding CPL practices” as being a key component of the transfer conversation. This will be revisited in the second environmental scan.</p>

Legislative Goal (in italics and separated by subparts, as needed)	Strategies (Key Concepts identified)	Action	Status
b. Ensure that credit is awarded only for high quality course-level competencies	2.a.3 Regularly review transcription procedures with registrars to ensure transparency among the institutions. (<i>Transferability</i>) <u>[2016 Focus Area: Transcription]</u> 2.b.1 Refer to 1.c.1 and 1.c.2 above. (<i>Quality & Transferability</i>) <u>[2016 Focus Area: Professional Development]</u>	Action: HECC Staff in partnership with AC Action: Started by P&S Workgroup	Planned for FY16. Planned for FY16.
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>) 3.2 Submit policies for adoption by institutional boards. (<i>Transparency</i>)	Completed. Completed	CPL Standards Adopted May 2014 CPL Standards Adopted May 2014
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>) <u>[2016 Focus Area: Professional Development]</u>	Action: HECC Staff in partnership with AC	CPL Advisory Committee received information in Spring 2015 regarding WGU & Eastern/Willamette Promise Credit by Proficiency Models. Assessment practices were highlighted at CPL Assessment Event in

Legislative Goal (in italics and separated by subparts, as needed)	Strategies (Key Concepts identified)	Action	Status
	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) (<i>Transferability</i>) [2016 Focus Area: All]	Action: Institutions in partnership with HECC	Planned for FY15-16.
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) [2016 Focus Area: All]	Action: HECC Staff 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

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

Task Assigned by HECC	Strategies	Action Taken By	Status
Cost and Funding Analysis	Convene workgroup to identify cost drivers and funding needs for CPL Standard implementation.	CPL Advisory Committee administered Cost Analysis and Funding Workgroup	In Progress
CPL Pilot Project	Identify components of CPL Pilot Project	CPL Advisory Committee	Completed: Pilot Project Year 1
Cost of statewide data system	Review other state investments	CPL Advisory Committee	
Review Adopted CPL Standards	Convene workgroup to review CPL Standards and identify necessary changes, in conjunction with NWCCU and federal guidelines.	CPL Advisory Committee administered subcommittee to review NWCCU guidelines	In Progress

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: August, 2016

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

Short Term: Administer the environmental scan to Oregon institutions.