

2016-2017 HECC CPL Advisory Committee Action/Work Plan

Implementation Strategies	What we need to know to move forward and/or things to consider in the future?	What action steps we should take & who will be Responsible?	What can/should we inform the HECC/Legislature of ?	Status & when actions should be completed
<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></p>	<p>We need to continue in the policy development sphere. We need to look at Pilot program to go back and review data standards.</p> <p>AC develop the Standards but HECC staff develop and implement policies.</p>	<p><u>Subcommittee to review FAQs, HECC OARs and ensure Standards in compliance with NWCCU.</u></p> <p><u>Periodic review of state Standards as needed and preferably on an annual basis.</u></p>	<p><u>Inform the HECC/Legislature of change in Standards.</u></p> <p><u>Inform other HECC offices if their OARs are out of compliance.</u></p> <p><u>Inform institutions of updated FAQs and state Standards</u></p>	<p><u>[AUGUST 2016] Subcommittee Review Team shall finalize review.</u></p> <p><u>[PERIODIC OR ANNUAL REVIEW] Periodic review of Standards and compliance shall occur on an annual basis.</u></p>
<p><i>2016 Focus Area: Advocating for Data Collection and Refinement, Transcription Practices, Transferability, and Professional Development [STAFF AND AC]</i></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></p>	<p><u>AC needs to work with CPL cross functional teams to establish working guidelines to promote transparency.</u></p>	<p>AC works to develop guidelines AC reviews guidelines that institutions create. The HECC staff provide technical assistance.</p> <p><u>[AC reviews the onboarding process. HECC staff work to create toolkit] Take the first step in creating</u></p>	<p><u>[INFORM HECC] Onboarding process should be reviewed by Office of Research and Data and HECC Commission understand process.</u></p>	<p><u>[FALL 2016] Begin developing onboarding process for institutional researchers trying to understand CPL.</u></p>

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		<p><u>onboarding process for Institutional Research offices at institutions. This could be a toolkit with webinar, documents needed to understand CPL, copy of the Standard and FAQs.</u></p>		
<p><i>2016 Focus Area: Professional Development and Transcription [STAFF AND AC]</i></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></p>	<p><u>Need enhanced data processes – only 5 community colleges reported data.</u></p> <p><u>Develop baseline matrix using national data/research.</u></p>	<p><u>The AC is [AC] responsible for advocating for data collection and analyzing data to identify students.</u></p> <p><u>[HECC STAFF] Can examine data obtained by D4A and SCARF</u></p>	<p><u>[INFORM HECC] The AC needs to develop benchmarks for Oregon institutions using national data.</u></p>	<p>[STATUS]</p> <p>Data Summit, May 2016</p> <p>OCCCIR August, 2016</p> <p><u>[AUGUST 2016] Alethia will share data from D4A and SCARF relative to CPL and enrollments.</u></p>

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	<u>AC needs to craft benchmarks</u>			
<i>[2016 Focus Area: Data] [STAFF AND AC]</i>				
1.a.8 Submit an annual progress report to the Commission for consideration and adoption (<i>Transparency</i>)	<u>[PLAN] Focus on strategies document for each legislative goal. Produce executive summary at the beginning and end.</u>	<u>[DRAFT REPORT] HECC staff drafts report</u> <u>AC reports finding to HECC.</u>	<u>[INFORM HECC] Environmental scan results (2016)</u> <u>FAQ (2016)</u> <u>Meeting with NWCCU – Update CPL Standards accordingly (2016)</u>	<u>[DECEMBER 31 OF EACH YEAR] Legislative report due December 31 of each year.</u> <u>Preliminary report due to SSIC in October. Final draft due to HECC in December.</u>
<i>2016 Focus Area: Advocating for Data Collection and Refinement, Transcription Practices, Transferability, and Professional Development</i>				
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>)	This is just baseline data This is a subgroup measure <u>toward degree</u> because we do not have a robust data system. <u>HECC needs to develop and implement the robust data system.</u>	<u>[NO ACTION FROM AC]</u> <u>[HECC STAFF] Needs to update Advisory Committee on status of data system.</u> <u>[HECC STAFF] Needs to implement regular</u>	<u>[INFORM LEGISLATURE / HECC] We can discuss this in legislative report. We can say that we receive # of student but nothing more. We can give examples of where CPL does not apply and does not benefit the student.</u>	<u>[DECEMBER 31 OF EACH YEAR] Report is due to the legislature on December 31 of each year.</u>

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		<u>calls with other Offices working with institutions. Privates and public universities have less recurring phone calls on data reporting (by comparison to community colleges).</u>	<u>[INFORM HECC/ LEGISLATURE] Baseline data for CPL</u>	
<p><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></p>		<u>[AC AND HECC STAFF] Environmental Scan 2: AC will finalize the questions and send scan to institutions.</u>	<u>[INFORM HECC/ LEGISLATURE] Results of scan are specific to barriers.</u>	<u>[BEGIN SUMMER 2016] Scan sent out</u> <u>Responses were revised</u> <u>Analysis determined in Fall 2016</u> <u>[AUGUST 2016] Review Baseline data to determine the impact of CPL on student enrollments and potential graduation rates.</u>
<p><u>[2016 Focus Area: Data]</u></p>				

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<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></p>	<p><u>AC will do an environmental scan to receive input from institutions on transfer of credit and other regulatory requirements.</u></p> <p><u>AC will ask from environmental scan who the lead contact is from each institution. We will ask who is the one responsible for scan and therefore contact. AC will find out whether they have cross-functional leadership team. The AC can measure whether those with cross-functional teams are doing better at awarding CPL than others.</u></p>	<p><u>[AC] Works to seek input from institutions regarding transfer of credit and other regulatory requirement.</u></p> <p><u>[HECC Staff] Works to ensure credit that is awarded is in compliance with policies, standards and NWCCU.</u></p>	<p><u>[INFORM HECC] We can identify general trends and let the HECC know what is happening on the ground.</u></p>	<p><u>[ONGOING] Compliance issues requiring review.</u></p>
<p><i>[2016 Focus Area: Transferability and Transcription] [STAFF AND AC]</i></p>				

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<p>7.1 Identify process to develop measures, track progress, and implement strategies listed above. (Quality, Transparency & Transferability)</p>	<p>Take note of baseline data and review plan.</p> <p><u>Identify baseline data from Pilot Project – Year 1 completed.</u></p> <p><u>Standardize reporting process. Find out, are we increasing the number of students receiving CPL and what’s the impact of CPL on graduation?</u></p>	<p><u>[HECC STAFF] Utilize HECC Staff with data system to track outcomes</u></p> <p><u>[HECC STAFF] Continue to use this document, or another, to update AC on progress.</u></p>	<p><u>[INFORM HECC] Baseline data reported by HECC – get update</u></p> <p><u>Progress report on status tracked on a recurring basis.</u></p>	<p><u>[ONGOING] Track progress with iterations and track how close we are to obtaining goals.</u></p>
<p><i>2016 Focus Area: Advocating for Data Collection and Refinement, Transcription Practices, Transferability, and Professional Development</i></p>				

Important Questions to consider:

1. What are the CPL areas the institutions are ready to have conversations (maybe based upon type of CPL) regarding? We need to be mindful of students who arrive not “ready” for the next class in a series.

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2. How do we build a knowledge base of practices currently being explored and/or used in Oregon and the nation re: CPL and proficiency based learning?
3. How does imposing Standards affect the outcomes for students in Oregon?
4. What are the roles of waivers in CPL?
5. What is CPL's impact on completion for adult learners?
6. Monitoring for compliance –What is HECC's “authority”?

What defines a “standard” versus “policy” versus “guideline”? Standards refer to CPL Standards established by the Advisory Committee. Policies refer to rules the HECC implements and the HECC assists in establishing statewide support. Guidelines refer to ~~institutional rules~~ informal best practices established in order to implement the standards and policies to promote transparency. *Document Approved and Updated: Pending Approval; June 2016 (Updated)*

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