



House Bill 4059 – Credit for Prior Learning Report: Executive Summary - December 2015

The responsibility for implementing HB 4059 was given to the Higher Education Coordinating Commission (HECC). A Credit for Prior Learning (CPL) Advisory Committee was appointed by the Commission to organize and complete work associated with achieving the goals as set forth in HB 4059. The CPL Advisory Committee annually adopts a work plan and provides progress reports to the HECC Student Success and Institutional Subcommittee.

The December 2015 Credit for Prior Learning report provides an overview of the work of the CPL Advisory Committee since 2012. The report provides a brief recap of the annual reports submitted since the passage of HB 4059 and highlights activities from 2015. In 2015, the HECC coordinated and provided two separate opportunities for professional development. The first event focused on quality learning assessment and the second focused on the American Council on Education evaluation process. Both events were well attended and were provided free of charge. In addition, the HECC coordinated a CPL Pilot project which provided an opportunity for participating institutions to receive technical assistance and share promising CPL practices.

The report also provides an update on accomplishments, findings and activities associated with each of the goals outlined in HB 4059:

- Increasing the number of students who receive CPL;
- Increasing the number and type of CPL credits accepted;
- Developing transparent policies and practices;
- Improving prior learning assessment practices;
- Creating tools to develop faculty and staff knowledge;
- Developing articulation agreements; and
- Developing outcome measures

One of the barriers to meeting the goals outlined in HB 4059 centers on data collection. While funding was not appropriated with HB 4059 to develop and manage a data system, efforts have been made to modify existing statewide data systems to begin collecting this information. However, state appropriated funding is needed to refine the current data collection system and data verification processes. The CPL Advisory Committee will continue to address this issue during 2016.

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 similar funding issues. As a result, 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 number¹. Although students should be expected to pay a portion of CPL costs, they should not be expected to carry the financial burden alone.

In 2016, the CPL Advisory Committee will focus on four key areas to continue its work in addressing the goals outlined in HB 4059. These areas include:

- Advocating for data collection and refinement;
- Transcription practices;
- Transferability; and
- Professional development

Additional information regarding the HECC: CPL Advisory Committee can be found on the HECC website at: <http://www.oregon.gov/HigherEd/Pages/meetings.aspx>

¹ 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>