



# Credit for Prior Learning House Bill 4059 Report

---

A report to the Oregon Legislature

**Oregon Higher Education Coordinating Commission**

**December 2013**

---

## TABLE OF CONTENTS

Background and History .....	2
Legislative Goals as Outlined in HB 4059 .....	3
Context and Definitions .....	4
Advisory Committee Accomplishments to Date .....	5
The Student Perspective .....	10
Institutional Challenges to Implementation .....	12
Funding Challenges and Considerations .....	14
Credit for Prior Learning Standards .....	15
CPL Standards Implementation Timeline .....	18
Recommendations for Future Steps .....	20
List of Appendices .....	21
• Appendix A: HB 4059 .....	22
• Appendix B: Advisory Committee Membership .....	24
• Appendix C: Definitions .....	26

## Background and History

In response to the direction given in House Bill 4059 (2012), the Higher Education Coordinating Commission (HECC) appointed the Credit for Prior Learning Advisory Committee on October 11, 2012. The first report to the Oregon Legislative Assembly was submitted by the HECC in December 2012.

The research conducted by the Advisory Committee in the fall of 2012 revealed that while Oregon's postsecondary sectors (community colleges, Oregon University System, Private Career Colleges, and the Independent Colleges and Universities) have efforts supporting CPL, 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
- factors that may encourage and deter students from seeking CPL.

## Legislative Goals as Outlined in HB 4059

House Bill 4059 (HB 4059) passed by the 2012 Oregon Legislature passed requires 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 to carry out the following goals:

- “(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.”

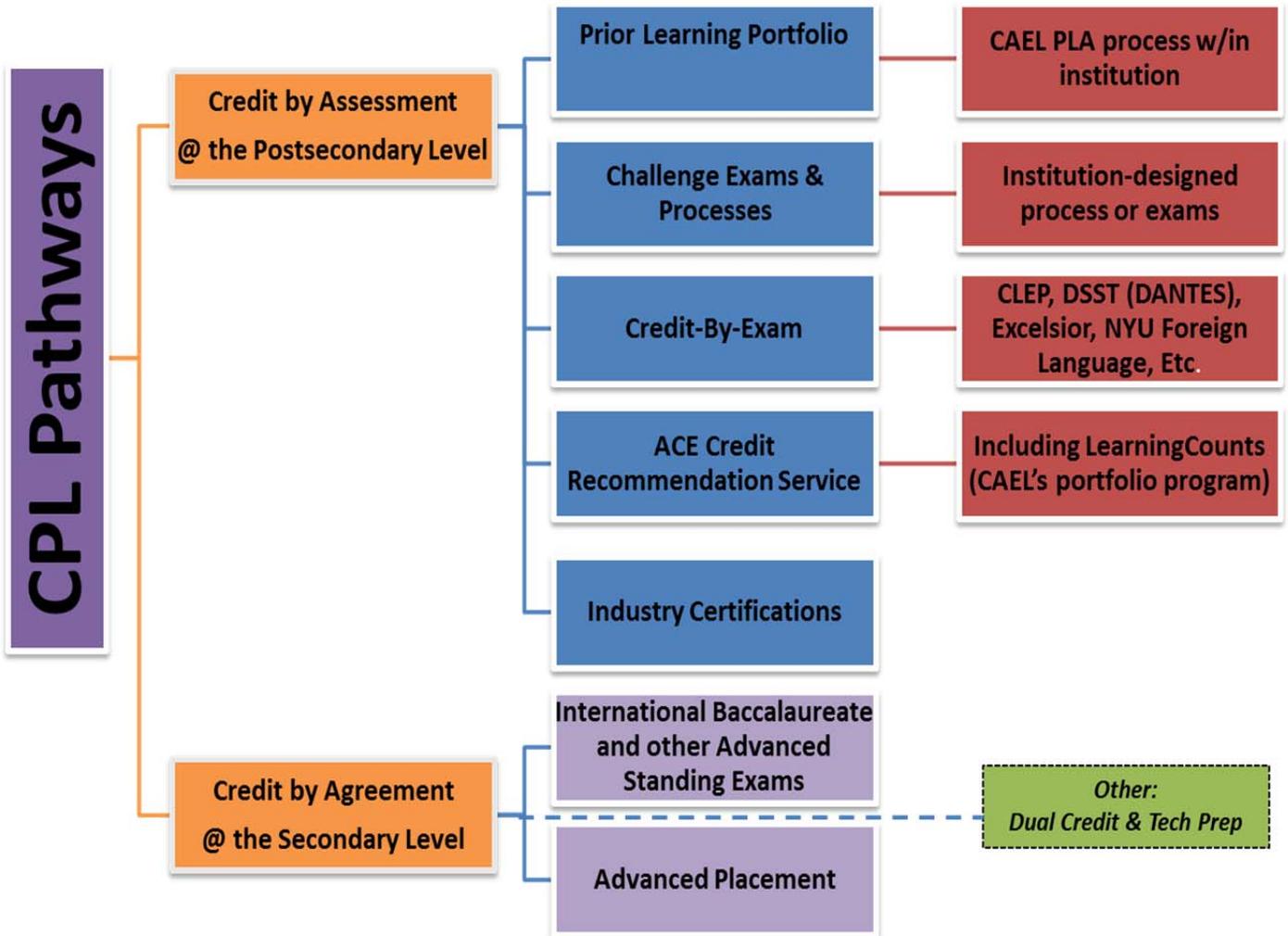
The bill also requires the HECC to submit an annual report on the progress associated with these goals to the Legislative Assembly no later than December 31 of each calendar year.

## Context and Definitions

Credit for Prior Learning is credit obtained through evidence-based assessment of learning that occurs outside of traditional college-level coursework. HB 4059 defined credit for prior learning 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.”

Multiple assessment strategies/opportunities are used in the evaluation of prior learning in Oregon. The chart below outlines what has been discussed in the previous months by the Advisory Committee:

# Credit for Prior Learning



(Definitions for the above terms can be found in Appendix C)

### Advisory Committee Accomplishments to Date

During spring 2013 the committee engaged in conversations regarding CPL assessment, portfolio development, student experience 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. The Strategy Framework and the status of the accomplishment of the tasks associated with the work are outlined below:

#### 2013 HECC CPL Advisory Committee Strategies for each Legislative Goal

Legislative Goal (in italics and separated by subparts, as needed)	Strategies	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>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.</p> <p>1.a.2 Identify factors that encourage students to attain CPL. Conversely, identify barriers, including financial issues students encounter.</p> <p>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).</p>	<p>Work started Fall 2012. Ongoing.</p> <p>Partially completed FY12. Ongoing.</p> <p>CPL Standards currently under review. Sent to institutions for review Oct. 2013.</p>

<b>Legislative Goal (in italics and separated by subparts, as needed)</b>	<b>Strategies</b>	<b>Status</b>
<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>c. Ensure credit is awarded only for high quality course-level competencies</p>	1.a.4 Work with institutions to develop guidelines for awarding credit to promote transparency and adherence to established standards among institutions.	Included with the CPL Standards.
	1.a.5 Develop a data gathering system or utilize an existing system to determine how many students receive credit for prior learning.	Planned for FY16.
	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.	Data system needs to be in place to accomplish this task.
	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.	Planned for FY15.
	1.a.8 Submit an annual progress report.	FY 2012 report submitted; FY13 will be submitted December 2013.
	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.	Data system needs to be in place to accomplish this task.
	1.b.2 Analyze what needs to be done longitudinally to increase the number of applicable credits.	Planned for FY16.
	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.	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.	Planned for FY16.

<b>Legislative Goal (in italics and separated by subparts, as needed)</b>	<b>Strategies</b>	<b>Status</b>
<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>b. Ensure that credit is awarded only for high quality course-level competencies</p>	<p>2.a.1 Use the data gathering system to identify the number and type of CPL credits accepted in higher education institutions.</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.</p> <p>2.a.3 Regularly audit transcription procedures to ensure consistency among the institutions. .</p> <p>2.b.1 Refer to 1.c.1 and 1.c.2 above.</p>	<p>Will be done when data system is operational.</p> <p>Planned for FY15.</p> <p>Planned for FY15.</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)</p> <p>3.2 Submit policies for adoption by institutional boards.</p>	<p>In progress. Will be done in conjunction with CPL Standards review.</p> <p>Planned for FY15.</p>
<p>4. <i>Improve prior learning assessment practices across all institutions of higher education</i></p>	<p>4.1 Identify promising practices throughout the state and nation for assessing prior learning. Use this information to improve assessment practices.</p>	<p>Planned for FY16.</p>

<b>Legislative Goal (in italics and separated by subparts, as needed)</b>	<b>Strategies</b>	<b>Status</b>
	<p>4.2 Provide professional development opportunities for faculty and staff involved with assessment to improve and to further develop effective assessment practices</p> <p>4.3 Identify work load issues for faculty and determine how faculty will be compensated for professional development and assessment of prior learning.</p>	<p>Ongoing.</p> <p>Planned for FY15.</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 for faculty and staff to develop new assessment techniques for dissemination.</p> <p>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).</p> <p>5.3 Disseminate exemplary practices and procedures identified at these meetings.</p>	<p>Planned for FY16.</p> <p>Planned for FY15.</p> <p>Planned for FY15.</p>
<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 Inventory agreements currently in place and review viability of existing agreements.</p> <p>6.2 Identify standard format elements for the agreements.</p> <p>6.3 Develop new agreements as needed based on the standard elements.</p> <p>6.4 Identify a process to centrally locate these agreements within institutions and potentially in an electronic statewide repository.</p> <p>6.5 Develop a process to regularly review these agreements.</p>	<p>Planned for FY15.</p> <p>Planned for FY15.</p> <p>Planned for FY16.</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 an administrative entity or process to develop measures, track progress, and implement strategies listed above.</p>	<p>Planned for FY16.</p>

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.

Recognizing 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 Higher Education Coordinating Commission. The standards were reviewed at the August 21, 2013 meeting and accepted for distribution to Oregon's postsecondary institutions at the September 12, 2013 meeting. During the fall of 2013, Oregon's postsecondary institutions will have an opportunity to review and provide feedback to the standards. The feedback will be reviewed by the Advisory Committee and the full HECC during the winter of 2013-14. Adoption of the final Standards is expected during the spring of 2014. Institutions will be encouraged to engage in campus planning during the 2014-15 academic year in preparation for full implementation of the standards in the 2015-16.

## The Student Perspective

Common barriers to a student's pathway towards earning CPL were identified. In order to explore the topic in further detail, the Advisory Committee invited a panel of students to share their experience(s) at the May 21, 2013 Advisory Committee meeting. The following is a bulleted list of the identified common barriers and the student's feedback regarding those barriers:

### A. Prohibitive time or financial requirements

1. Students may find the real or perceived costs associated with CPL assessment or time investment may outweigh the potential benefit of credits earned.
2. Fees for CPL credits are not considered when calculating student financial need.
3. CPL credits awarded do not count towards financial aid and veteran benefits eligibility requirements for full-time student status.
4. Student Conversation Feedback:
  - a. The time requirement should be flexible as CPL is really geared towards adults who are likely juggling careers, family and other obligations.
  - b. Need to be able to call out to students where is the "line in the sand" (eg: anything less than 6 credits is not worth it, etc.)
  - c. Include textbook savings in the calculations for money saved. For those who are doing the portfolio, textbooks were not needed in trying to meet course outcomes.
  - d. Be clear about messaging expectations to students. This is a lot of work and not an "easy out".

### B. Limited prior learning assessments accepted

1. *E.g. AP, IB, ACE, but not CLEP, Challenge exams, or portfolios.*
  - a. For students whose learning may not align with standardized options like CLEP or ACE, the lack of a full portfolio learning assessment pathway can be a major barrier.
2. Student Conversation Feedback:
  - a. Students end up investing unnecessary time and money
  - b. Class seat time is taken up by students who really don't "need" to be there.
  - c. Students could benefit from larger CPL allowance
    1. Talk with NWCCU re: 25%
    2. How do other states address this issue (ie: Washington, Utah, etc.)
  - d. Are residency requirements a barrier to CPL?

### C. Inadequate awareness or introduction of CPL as an option

1. Students may never learn about this option or may not understand that it could apply to their learning.
2. Students may never identify the correct contact or pathway to learn more.
3. Students may not learn about how CPL can add value or benefit to their education.
4. Policies and pathways may be difficult or impossible to find on the web.
5. Student Conversation Feedback:
  - a. Students need advisors who are knowledgeable about CPL
  - b. Having information regarding CPL as part of orientation would be helpful
  - c. There is a need for consistent language for messaging

- d. Professional/Staff Development is needed regarding:
  1. Options
  2. Evaluation
  3. Advising
  4. Faculty role and participation

**D. Insufficient advising or support services**

1. Students may receive incorrect, incomplete or mixed messages on options or pathways.
2. Some, many, or most staff or faculty may not be aware of CPL options or how to access the options.
3. Students may not have access to the academic support necessary to complete a particular pathway or to maximize the utility of CPL.
4. Student Conversation Feedback:
  - a. Having a single point of contact for coordination of CPL is key.
  - b. Professional Development and increased staff awareness is vital to increasing capacity to provide support services and appropriate advising.

**E. Logistical difficulties**

1. Students may find it difficult to transfer CPL credits across institutions.
2. Students may have a hard time aligning degree requirements with their prior learning.
3. Students might find it difficult to meet “full time” minimums for financial aid if their CPL efforts are not recognized as part of the course load.
4. Similarly, if CPL credits do not count towards residency requirements, some students with a great deal of transfer credit may find CPL inaccessible.
5. Student Conversation Feedback:
  - a. How courses are transcribed is inconsistent from institution to institution. We need a plan.
  - b. CPL Advisory Committee can help by making recommendations regarding transfer and acceptance. For instance how to transcript credits earned under CPL by category.

**F. Insufficient prior learning; limited experiences from which to draw on**

1. Students think they have more college-level prior learning than they do.
2. Student Conversation Feedback:
  - a. Clearly message the need for students to have strong writing skills. This is necessary to be able to articulate learning achieved through experience.
  - b. Students may have more learning than have documentation for – how to assist when this issue arises?
  - c. Examples/documentation must prove knowledge of learning outcomes not just “time served”
  - d. There is a need to have a mechanism/system in place to work with students to do an adequate assessment of knowledge to determine if CPL is a good fit.
  - e. Students who come from the world of workforce may have a learning curve regarding the world of academia.

## Institutional Challenges to Implementation

During the review of national policies and practices, the Advisory Committee identified common institutional challenges to Credit for Prior Learning. The June 18, 2013 Advisory Committee meeting focused on institutional specific barriers and possible strategies for addressing those barriers; the following provides a summary of the June 18, 2013 discussion:

### A. Assessments related costs

1. At a time of shrinking resources including number of staff. Staff may be reluctant to take on “one more thing”.
2. Institutions may see the awarding of CPL as a “revenue reducer”
3. Lack of structure for faculty compensation
4. Assessments take a lot of time
5. No state support (FTE)
6. No financial model
7. Possible Strategies:
  - a. Institutions identify/incorporate in policies (and/or contracts) CPL as part of process to gain tenure and promotions
  - b. Sharing “successes” and “pitfalls” among institutions
  - c. Defining best/promising practices

### B. Inadequate financial resources to support staff training on assessment processes

1. Institutions may not have the resources to train staff on how to do proper assessments.
2. Assessment training may not be readily available and/or affordable.
3. Messaging to staff & faculty re: when/where CPL is appropriate is inconsistent or nonexistent
4. There is a lack of consistency in the evaluation process. How do we “set the bar” for learning (“A” learning versus “C” learning – and what is acceptable).
5. How to ensure quality of the assessment process
6. Possible Strategies:
  - a. Consideration of regional “review committee” in discipline areas
  - b. Regional Assessment models
  - c. As we address inadequate staff training – develop a menu of training options.

### C. Insufficient resources for advising or support services

1. Staff may be unaware of policies and procedures in place and/or may not have time available to adequately advise students on their options.
2. Messaging to staff & faculty re: when/where CPL is appropriate is inconsistent or nonexistent
3. Lack of “marketing” of a cohesive process
4. Possible Strategies:
  - a. Glossary of terms/CPL definitions to be used statewide
  - b. Statewide marketing materials
  - c. Statewide/regional trainings

**D. Policies and/or procedures may be “hidden” or inconsistent across institutions**

1. Policies may not be clearly defined;
2. Procedures for awarding CPL may vary from department to department within an institution.
3. Possible Strategies:
  - a. Institutions should have in-depth conversations regarding barriers & policies/procedures. Conversations should identify what are “deal breakers” and “solutions”
  - b. Marking materials that include information regarding policies/procedures and their location(s).

**E. Insufficient prior learning; limited experiences from which to draw on**

1. Students think they have more college-level prior learning than they do.
2. Students do not understand “college-level” rigor
3. Students lack knowledge of college culture
4. Possible Strategies:
  - a. Develop marketing materials – “Is CPL for me”
  - b. Policies & Processes must be transparent
  - c. Embed CPL information in orientation/student success courses. With an emphasis on life-long learning & theoretical framework application

### **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 (please refer to Page 17 for a partial list of costs). 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. 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. The guidelines also prohibit using the credits students may potentially earn through CPL to qualify for financial aid or veteran benefits. For example, if a student registers for 12 credits; assessment of CPL credits cannot be included in this number. Students should be expected to pay a portion of CPL costs but they should not be expected to carry the financial burden alone

## Credit for Prior Learning Standards

The HECC directs Oregon postsecondary institutions that award CPL to adopt a set of standards. The decision to award CPL is determined by the institution. The institution's decision must be transparent to students, faculty, staff and stakeholders. These standards shall build on the recognition and acknowledgement 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.

During the fall of 2013, Oregon's postsecondary institutions will have an opportunity to review and provide feedback to the Standards. The feedback will be reviewed by the Advisory Committee and the full HECC during the winter of 2013-14. Adoption of the final Standards is expected during the spring of 2014. Institutions will have a full academic year in 2014-2015 to develop processes and procedures for fully implementing the standards at the beginning of the 2015-2016 academic year.

The draft CPL Standards are as follows:

### **Standard 1: Credit for Prior Learning**

- 1.1 For those areas in which CPL is awarded, Oregon's postsecondary institutions 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.
- 1.2 Academic credit will be awarded and transcribed only for those courses offered by the institution and directly applicable to curriculum requirements at the college/university of enrollment and to the student's declared certificate or degree program as outlined in college publications

### **Standard 2: Evidence-Based Assessment**

- 2.1 Institutions shall provide a guided process to assist students with organizing their documents for evaluation.
- 2.2 All credit must be based on sufficient evidence provided by the student and/or the institution. All evidence must be reviewed by the institution to document the credit awarded. The student must articulate and document the connection between what they have learned in another setting and the theoretical foundation, knowledge, and skills as defined by the course-specific learning outcomes of the credit to be awarded.
- 2.3 Evidence required by the institution must be based on nationally recognized CPL assessment methods. Multiple assessment processes/tools may be used to determine the amount of credit awarded, including, but not limited to, institutionally developed tests or final examinations, performance-based assessments, demonstrations, presentations, portfolios, and industry certifications.

2.4 Credit awarded shall be evaluated by appropriately qualified faculty to determine the amount of credit to be awarded.

**Standard 3: Tuition and Fee Structure**

Oregon’s postsecondary institutions shall develop a tuition and fee structure for CPL that is transparent and accessible to all students, faculty, staff and stakeholders. Institutions should consider the following factors to identify direct and indirect costs related to assessing and awarding credit when determining the tuition and fee structure:

- 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 for developing portfolio infrastructure and conducting portfolio assessments; and
- Other costs associated with developing and assessing CPL such as challenge exams, review of ACE Credit Recommendations, etc.

**Standard 4: Transferability and Transcription**

- 4.1 Oregon’s postsecondary institutions that award CPL shall work with partnering institutions to promote transferability of CPL.
- 4.2 Institutions must determine the applicability of CPL toward a course leading to a degree, certificate or elective credit.
- 4.3 Institutions shall determine the acceptability of transfer credit granted for CPL from other institutions.
- 4.4 All documentation and files regarding prior learning credit will be maintained as part of the student’s official institutional academic record.
- 4.5 All academic credit that is awarded must be transcribed to comply with state, federal regulations and accreditation policies and standards. Notations on the transcript shall clearly identify the type of CPL awarded. Types of CPL include:

Credit by Assessment at Postsecondary Level:

- Portfolio
- Institutional Challenge Exams and other forms of assessment
- Credit – By-Exam (CLEP, DANES, etc.)
- ACE Credit Recommendation (Military Service)
- Industry Certifications

Credit by Agreement at Secondary Level:

- International Baccalaureate Program Exams
- Advanced Placement Exams

### **Standard 5: Data Collection & Reporting**

Institutions shall collect and report data on the types of CPL awarded. Data to be collected include the number of credits granted for and the number of students who receive credit through CPL on the following types:

- Portfolio
- Institutional Challenge Exams and other forms of assessment
- Military Credit (ACE Credit Recommendation Service)
- International Baccalaureate Program Exams
- Advanced Placement Exam
- Credit granted for other Prior Learning

### **Standard 6: Faculty and Staff Development**

Institutions shall develop a policy and strategic plan for faculty and staff development for granting CPL. Widespread, overarching knowledge of the institutional opportunities for developing, assessing and recommending CPL should be foundational to this plan.

### **Standard 7: Oversight**

Institutions granting CPL shall organize a cross-functional (student services, instruction, registrar, etc.) CPL Leadership Team. The team shall be responsible for conducting ongoing evaluations of institutional CPL policies, standards, procedures, and practices. The team will also be responsible for an evaluation of the performance of students granted credit for prior learning, in later classes within the same field, as well as overall academic performance. The HECC shall review the accomplishments of each 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 shall be clearly communicated to students, faculty, staff and stakeholders. Information must be available electronically at all institutions and be searchable using the term “Credit for Prior Learning”. Information on how to access the following shall be included:
- Institutional CPL contacts;
  - Tuition and Fee Structure(s); and
  - Available CPL opportunities.
- 8.2 Processes must be in place for a student to request CPL for a course offered by the institution.

## CPL Standards Implementation Timeline

The following timeline outlines the steps the HECC and the CPL Advisory Committee are following to implement the CPL Standards statewide:

Month	Task	Who
May 2013	Workgroup reviews Strategic Framework and develops work plan for completion of Strategies Draft.	Workgroup
June 2013	Review of OUS Policy Framework and other information collected by Advisory Committee	Workgroup
July 2013	Framework Draft with Policy Areas Identified	Draft by Workgroup Approval by Advisory Committee
August 2013	Conversation with NWCCU	Advisory Committee & Members of Workgroup
	Complete draft of Standards	HECC Review of Draft Standards: August 21  HECC approval to proceed with review and comment plan and institutional feedback process: August 21
September 2013	Introductory Memo to community colleges, OUS, Private Career Colleges, The Alliance	HECC
September 5 2013	HECC comments/ feedback due	HECC
September HECC Meeting (September 12)	Review of Final Standards Draft and approval to send out to institutions.	HECC
September Advisory Committee Meeting	Review of Final Draft & Communication to field	Advisory Committee
September Advisory Committee Meeting	Draft Outline for Report to Legislature	Advisory Committee
September/October/November	Stakeholder Group Presentations	Advisory Committee
October 21	Memo and Standard Draft to Institutions.	HECC
October HECC Meeting (October 10)	Draft of the legislative report for HECC Review	HECC
	Brief the new HECC on the History of the CPL Journey.	Advisory Committee Co-Chairs
November Advisory Committee Meeting	Review the final legislative report draft	Advisory Committee will approve the final draft for the HECC's consideration.

<b>Month</b>	<b>Task</b>	<b>Who</b>
December 4	HECC approves legislative final report	HECC
December 20	Feedback due from Institutions	
December - January	Review of feedback from Institutions	Advisory Committee
December 31	Report due to Legislature	HECC
January 2014	Review themes, comments, feedback and concerns from institutions – In light of institutional feedback, make recommendations for edits to the Standards	Advisory Committee
February 2014	Final Standards are reviewed and approved.	Advisory Committee
February 2014	Progress update with HECC re: Standards.	Advisory Committee Co-Chairs
March 2014	First Reading of Final Standards	HECC
Spring 2014	Governing Board Overview and Updates (SBE, SBHE, The Alliance, Private Career Colleges)	Advisory Committee Representatives
April 2014	Second Reading of Final Standards	HECC
May 2014	Adoption of Final Standards	HECC
Academic Year 2014-15	Institutional Planning	Institutions develop plans
Academic Year 2015-16	Institutional Implementation	Institutions implement Standards

## Recommendation for Future Steps

To fully carry out the goals set forth in HB 4059, these action items will be key in ensuring successful implementation:

- Monitor progress institutions are making to implement the new standards.
- Track the number and type of CPL awarded. Report findings to the Legislative Assembly annually.
- 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
- Develop transparent policies and practices including the potential for transferring CPL between institutions.
- Provide opportunities to share exemplary policies and practices among institutions of higher education. This will require ongoing support and funding at the state level.
- Strengthen assessment methods for awarding CPL.
- Provide staff development opportunities for faculty and staff by creating tools to develop knowledge and expertise in awarding academic credit for prior learning.
- Ensure statewide data system tracks how many credits students receive through CPL.
- Assess how CPL credits assist in achieving student's educational goals.
- Annually review standards in conjunction with the institutions to ensure they are being implemented consistently to meet the goal of high quality programming.

## List of Appendices

- A. HB 4059
- B. Advisory Committee Membership & Contributing Partners
- C. Definitions

# Appendix A

76th OREGON LEGISLATIVE ASSEMBLY--2012 Regular Session

## Enrolled House Bill 4059

Introduced and printed pursuant to House Rule 12.00. Pre-session filed (at the request of House Interim Committee on Higher Education)

CHAPTER .....

AN ACT

Relating to higher education; and prescribing an effective date.

Be It Enacted by the People of the State of Oregon:

**SECTION 1.** (1) The Higher Education Coordinating Commission shall work with the State Board of Higher Education, community college districts and independent for-profit and not-for-profit institutions of higher education to carry out the following goals:

(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.

(2) The Higher Education Coordinating Commission shall appoint an advisory committee to coordinate implementation of the goals in subsection (1) of this section. The committee shall include:

(a) A member recommended for appointment by the State Board of Higher Education representing public universities in this state.

(b) A member recommended for appointment by the State Board of Education representing community colleges in this state.

(c) A member representing independent not-for-profit institutions of higher education located in this state.

(d) A member representing for-profit institutions of higher education offering degree programs to students in this state.

(e) A member representing the business community.

(f) A member representing the labor community.

(g) A member who is a student at a two-year or four-year institution of higher education located in this state.

(h) Other members appointed by the Higher Education Coordinating Commission based upon a demonstrated interest in and knowledge of prior learning programs.

(3) The Higher Education Coordinating Commission shall submit an annual report to the Legislative Assembly no later than December 31 of each calendar year, in the manner prescribed by ORS 192.245, reporting on progress toward meeting the goals set forth in subsection (1) of this section.

(4) For the purposes of this section, "prior learning" means 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.

**SECTION 2.** (1) The Higher Education Coordinating Commission shall prepare a report for the Legislative Assembly that proposes a partnership with Western Governors University, a nonprofit, online, competency-based university created through a collaboration of governors of the western states, to provide:

(a) Enhanced access for residents of this state to online, competency-based higher education degree programs offered by Western Governors University;

(b) Coordination between this state and Western Governors University in terms of financial aid eligibility, data sharing and outreach efforts to adults who have completed some college coursework, but have not attained a degree; and

(c) Specific new programs or modifications to existing programs to provide for financial aid to Oregon residents enrolling at Western Governors University.

(2) The Higher Education Coordinating Commission shall submit the report, with recommendations for necessary legislation, to the Legislative Assembly in the manner provided by ORS 192.245 no later than November 1, 2012.

**SECTION 3.** Section 2 of this 2012 Act is repealed on the date of the convening of the 2013 regular session of the Legislative Assembly as specified in ORS 171.010.

**SECTION 4.** This 2012 Act takes effect on July 1, 2012.

## Appendix B

### Current Credit for Prior Learning Advisory Committee Membership Fall 2013

#### CURRENT CPL ADVISORY COMMITTEE MEMBERSHIP AS REQUIRED BY HB 4059\*

Representing	Name
State Board of Higher Education	Joe Holliday
Independent Not-for-profit Institutions	Larry Large
For-Profit Institutions	Steve Erickson
Business Community	Karen Stewart (Vice Chair)

\*State Board of Education, Labor and Student Representative Membership is currently under review and consideration.

#### CURRENT CPL ADVISORY COMMITTEE "OTHER" MEMBERSHIP APPOINTED BY HECC

Affiliation	Name
Community Colleges	Craig Kolins (Co-Chair)
Community Colleges	Marilyn Davis (Co-Chair)
Higher Education Coordinating Commission	Chris Brantley
OUS Advisor	Jennifer Joslin
OUS Registrar & CPL Task Force	Rebecca Mathern
CC Registrar	Minna Gelder
HECC Staff	Donna Lewelling

#### PREVIOUS CPL ADVISORY COMMITTEE MEMBERS:

Representing/Affiliation:	Name
State Board of Higher Education	Melody Rose
State Board of Education	Gerald Hamilton
For-Profit Institutions	Wayne Matulich
For-Profit Institutions	Diane Crabtree
Student of <b>two-year</b> or four-year Institution (Chemeketa Community College)	Eric Noll
Marylhurst University	Melanie Booth
Higher Education Coordinating Commission	Jim Bernau
Higher Education Coordinating Commission	Tony Van Vliet
Oregon Military Department	Diane Beach
Student of two-year or <b>four-year</b> Institution (Portland State University)	Victor Mena
Clackamas Community College	Peg Caliendo

**HECC: CPL ADVISORY COMMITTEE POLICIES & STANDARDS WORKGROUP**

<b>Representing/Affiliation:</b>	<b>Name</b>
HECC: CPL Advisory Committee	Chris Brantley
HECC: CPL Advisory Committee	Heather McAmbley
HECC: CPL Advisory Committee	Melanie Booth
HECC: CPL Advisory Committee	Gerald Hamilton
Lane Community College & CASE Grant	Margaret Kimble
Community Colleges & Joint Boards Articulation Commission	Tara Sprahle
Community Colleges & Joint Boards Articulation Commission	Kendra Kauley
Joint Boards Articulation Commission	Linda Samek
Oregon University System; Joint Boards Articulation Commission; HECC: CPL Advisory Committee	Joe Holliday
Department of Community Colleges and Workforce Development; HECC: CPL Advisory Committee	Donna Lewelling
HECC: CPL Advisory Committee	Marilyn Davis
Department of Community Colleges and Workforce Development and Joint Boards Articulation Commission	Lisa Reynolds

## 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.

**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.

**Degree Qualifications Profile:** The Degree Qualifications Profile is a framework that depicts what students should know, and be able to do, upon completion of an Associate’s, Bachelor’s, or Master’s degree. The

overarching outcome from the Oregon Degree Qualifications Profile is to develop a degree qualifications profile of meta outcomes, for the state, that clearly illustrates the types of things students should be expected to know and expected to be able to do once they earn this degree. In collaboration with the Lumina Foundation for Education, the Association of American Colleges and Universities announced Oregon as one of eight grant recipients in October 2011. The award amount for Oregon's project is \$40,000 and will be used to fund Oregon's project titled the "Quality Collaborative Initiative". This three-year project is designed to test the Degree Qualifications Profile and is a partnership among Oregon's University System and the 17 Oregon community colleges.

**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.

**Eastern Promise:** Eastern Promise is a collaborative partnership between Eastern Oregon University, the InterMountain Education Service District, Blue Mountain and Treasure Valley community colleges and school districts in Eastern Oregon. The goal of Eastern Promise is to increase the number of students who are prepared to attend college directly from high school.

**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.

**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.