**STUDENT SUCCESS AND INSTITUTIONAL COLLABORATION SUBCOMMITTEE**
October 12, 2016

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**Docket Item:**

Credit for Prior Learning Legislative Report

**Summary:**

Passed in 2012, HB 4059 requires an annual report to the Oregon legislature on the progress being made in meeting the goals outlined in the legislation. CPL Advisory Committee members reviewed the outline of the report during the August 2016 meeting and full draft of the report during the September 2016 meeting. HECC Staff along with the Co-Chairs will provide an overview of the 2016 CPL Legislative Report.

**Staff Recommendation:**

No action is required at this time as this is the first reading of the report. However, this provides an opportunity for the Student Success and Institutional Collaboration Subcommittee members to provide feedback on the report during the meeting, to allow the CPL Advisory Committee to make requested changes and updates prior to its finalization and adoption in December.

HIGHER EDUCATION COORDINATING COMMISSION

# CREDIT FOR PRIOR LEARNING: HOUSE BILL 4059

## A Report to the Oregon Legislature

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## BACKGROUND AND HISTORY

In 2012 the Advisory Committee completed an initial environmental scan of the efforts to support CPL in Oregon. The Committee determined that the implementation strategies varied greatly among the four sectors, and ultimately, this led them to work on identifying the charge. The Committee identified the need to review the current landscape for awarding CPL credit in Oregon. They also identified the necessity in recommending statewide improvements to develop transparent systems for awarding credit. This further developed the understanding that institutions need established policies and procedures to form a consistent process in awarding credit at each institution.

In 2013[1] the Committee worked to identify institutional barriers and student experiences that made obtaining CPL more challenging. This was identified through using stakeholder engagement strategies, including student panels and institutional feedback. In order to better guide the work of the Committee, they created the Strategic Framework document in 2013 and it has been revised since then. External forces played a large role in the committee's influence in transfer and articulation; this is why the committee partnered with the Joint Board Articulation Commission to form a Policies and Standards Workgroup. During the Fall of 2013, this subcommittee drafted a set of CPL Standards to be reviewed by Oregon institutions and the CPL Advisory Committee.

In 2014[2] the Committee adopted the CPL Standards (May 2014), after review and being formally adopted by the Student Success Institutional Collaboration (SSIC) subcommittee and HECC. The Standards provide guidelines and requirements for any Oregon institution that chooses to offer CPL, though it does not mandate Oregon institutions offer CPL. The Advisory Committee also began by establishing the Pilot Project program which was formed to help address challenges and barriers institutions face when offering CPL. The Committee identified a need for and creation of a Funding and Cost Analysis Workgroup to address the financial barriers institutions have, and how these barriers increase the difficulty in awarding CPL.

In 2015[3] the HECC in partnership with Marylhurst University produced a one-day forum on prior learning assessment and portfolio assessment. Nine of the eleven pilot project institutions participated in the one-day forum. This event was meant to foster professional development among pilot institutions. The Committee hosted a second professional development event in partnership with the American Council on Education (ACE) which was designed to provide professional development opportunities for Oregon institutions when using the ACE evaluation process. In addition to this event, the Committee also worked with the Eastern Promise, Willamette Promise and Western Governor's University to better understand proficiency based learning and the types of CPL implementation taking place in Oregon.

[1] http://www.oregon.gov/highered/documents/hecc/reports-and-presentations/hb4059report2013final.pdf
[2] http://www.oregon.gov/highered/documents/hecc/reports-and-presentations/hb4059report2014final.pdf
[3] http://www.oregon.gov/highered/documents/hecc/reports-and-presentations/hb4059report2015final.pdf

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This year, the Advisory Committee has worked to identify barriers in CPL data reporting and reached out to various stakeholders in the process. Once the barriers are identified, the Advisory Committee will work to resolve them in order to streamline the data reporting process and provide guidelines on ways to offer CPL. The Committee also worked with the regional accrediting body, the Northwest Commission on Colleges and Universities (NWCCU) to clarify what types of CPL are included in their Standards. The following activities from 2016 are addressed later in the report:

- Student Success Conference
- Data Summit
- OCCCIR
- CPL Standards Review

The Committee continues to work on addressing the goals outlined in HB 4059 while working with stakeholders from all four postsecondary sectors and continuing to submit an annual progress report on meeting these goals. The intention is to continue to systematically leverage existing resources to create positive change and foster student success.

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## 2016 ACTIVITIES

### STUDENT SUCCESS CONFERENCE (FEBRUARY 2016)

Donna Lewelling, former Committee Administrator, hosted a presentation and breakout session during the Oregon Student Success Conference held in February 2016. Participants included representatives from community colleges, four year institutions and private career colleges. The presentation provided a background on the Oregon CPL Standards[4] and an opportunity for institutions to discuss challenges in reporting data, and adopting the CPL Standards. The session also allowed time for institutions to discuss how they organized and were using their CPL Cross-Functional Leadership teams. For institutions whose teams were still in development, it allowed them to discuss barriers. Approximately thirty people attended and there were six different breakout groups. Several members from one of the breakout groups indicated they had never heard of CPL and were not aware of any requirements to report data due to changes in staffing. Other groups were aware of the need to report data and identified challenges and barriers. As a result of this feedback, the Advisory Committee decided to collect information from institutions via an environmental scan.

One of the major issues with-awarding CPL credit is the amount of time that is needed to assess student learning in order to award credit. This costs the institution time and money. Additional faculty members and staff may be needed to develop and administer appropriate assessment tools for awarding credit to incoming students. The students' CPL credit is dependent on assessing student learning experiences and analyzing credit yield by faculty from the institution awarding credit.

### HECC DATA SUMMIT (MAY 2016)

The HECC hosted a data summit in May 2016 for the community colleges with a variety of informational and discussions sessions allowing time for institutions to engage and interact. One of the sessions focused on CPL Data Reporting, including the opportunity to address questions and answers. The informational session on CPL was led by Alethia Miller, CPL Administrator, and Laurie Roe, Interim Research Director, with an session for institutions to interact while discussing individual barriers. The session allowed for institutional researchers who were unaware of CPL to become more adept and knowledgeable on the requirements and pose questions to HECC research staff. Laurie Roe facilitated a question and answer session with an emphasis on mitigating challenges with data collection for those institutions who struggled to report CPL data. Some institutions were unaware that CPL data needed to be reported to the Commission. The Data Summit also provided a session for institutions to discuss their own barriers and work with HECC staff to manage the results. The session successfully provided HECC staff with an understanding of what hurdles institutions face. Smaller colleges rely heavily on staff, and staffing turnover create delays and pose challenges in consistently reporting data. This idea later developed into an onboarding process for institutional

[4] http://www.oregon.gov/highered/documents/hecc/reports-and-presentations/CPL_standards_final.pdf

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researchers who report CPL data.

## OCCCIR CONFERNECE (AUGUST 2016)

Representatives from the CPL Advisory Committee attended the Oregon Council of Community College Institutional Researchers (OCCCIR) 2016 Summer conference. Alethia Miller, CPL Administrator and Craig Kolins, Co-Chair, administered a discussion on CPL reporting. The Council identified several challenges to reporting data and their general understanding of CPL:

**Mapping** – the colleges expressed difficulty mapping (connecting) the CPL credit to an approved CPL course. The difficulty lies in trying to report data in the current D4A database (D4A is the current database community colleges use to report data to the HECC.) HECC staff confirmed that only approved college courses can be mapped to CPL, as per the CPL Standards.

**Term** – the colleges expressed difficulty indicating the term CPL credits are awarded. Should the term identified in D4A be the corresponding year credit was earned, or the year credit was awarded? HECC staff from the Office of Research and Data identified the term as being the year and month the credit was awarded.

**Data Entry** – the colleges expressed difficulty entering CPL data into D4A as it requires recoding already entered data. This requires programming and recording student records to make them appear differently.

**Military Credit** – military credit was identified by colleges as being the most challenging credit to enter into D4A and code as CPL. It is typically treated as transfer credit by colleges.

This information was reported to the CPL Advisory Committee and has assisted in shaping the questions for the environmental scan to be administered in 2017. Questions on the environmental scan specifically address data entry and challenges in reporting data to HECC.

## CPL STANDARDS REVIEW

The HECC CPL Advisory Committee drafted Oregon Standards in 2014 to comply with the requirements set forth by the Northwest Commission on Colleges and Universities (NWCCU), as most of the institutions in Oregon are accredited by the northwest regional accrediting body. Recently, there have been several questions from institutions about what types of CPL are included in the NWCCU policies. This prompted the Committee to create a subcommittee to review the questions in relation to the CPL Standards and to confirm they are appropriately up to date with NWCCU policies. The Review Team Subcommittee consisted of members from all four postsecondary sectors, including: John Duarte from Rogue Community College, Annie Girardelli from Marylhurst University, Craig Kolins and Marilyn Davis (Co-Chairs) and Rebecca Mathern from Oregon State University. The Committee decided it would be more appropriate to contact the accrediting body, NWCCU, prior to adopting permanent changes to the CPL Standards.

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A meeting took place via a phone call with Valerie Martinez and Pamela Goad, Associate Vice President and Vice President of NWCCU, Craig Kolins and Marilyn Davis, Co-Chairs, and Dr. Veronica Dujon, Director of the Office of University Coordination – Academic Strategies at HECC. The Co-Chairs will be meeting with the subcommittee early this fall to continue the conversation about NWCCU policies. If the subcommittee determines the CPL Standards need to be updated, their findings will be submitted to the Advisory Committee for consideration. The Advisory Committee plans to notify Oregon institutions of any changes by distributing information to the following organizations:

- **Oregon Council of Community College Institutional Researchers (OCCCIR)** – This network is currently made up of institutional researchers from the community colleges who report data to the HECC on an annual basis. They currently report, or are working to report, data specifically related to CPL.

- **Provost Council** – This network is made up of the Provosts from Oregon's public universities.

- **Oregon Association of Collegiate Registrars and Admissions Officers (OrACRAO)** – This network is made up of members of the registrars' office and admissions from Oregon's public and private universities and colleges.

- **HECC Offices** –Included in HECC Offices would be: (1) the Office of Research and Data, since this office communicates with those in the field on data reporting requirements; (2) the Office of Community Colleges and Workforce Development, since this office works with community colleges on program approval and coordinating programs; (3) the Office of Private Postsecondary, as this office works with Oregon private independent colleges and universities, along with Oregon Private Career Schools.

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Timeline of Events: Below is a timeline of what has been done and what will be done if the CPL Standards need to be changed. The committee worked as quickly as possible to develop a strategy to tackle the questions and develop answers.

| **NWCCU UPDATE AND CPL STANDARDS REVIEW<br>Timeline of Events** | | |
|---|---|---|
| **Date** | **Action by Who** | **Occurrence** |
| April 28, 2016 | CPL Advisory Committee members | CPL Advisory Committee members receive response from NWCCU |
| June 10, 2016 | Subcommittee: Review Team | Subcommittee Review Team meeting via phone to discuss NWCCU e-mail, which may include updating the CPL Standards & FAQs. |
| August 24, 2016 | NWCCU meeting | NWCCU, Co-Chairs and Dr. Veronica Dujon meeting via phone |
| October 18, 2016 | CPL Advisory Committee | CPL Advisory Committee reviews CPL Standards and FAQs. |
| November 22, 2016 | CPL Advisory Committee | CPL Advisory Committee makes changes to CPL Standards, as needed |
| January 17, 2017 | HECC Commission Meeting | HECC adopts changes to CPL Standards (only if changes are required) |
| February 2017 through May 2017 | CPL Advisory Committee | CPL Advisory Committee notifies Oregon institutions of changes |

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## STRATEGIES FOR EACH LEGISLATIVE GOAL

HB 4059 (2012) outlined seven goals for the Advisory Committee to work with all four postsecondary sectors and stakeholders to accomplish and make progress toward. These goals are outlined in ORS 350.110 and quoted below:[5]

(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.

While no funding was associated with the bill, the Higher Education Coordinating Commission has worked diligently to address these goals and make progress in each area. This has been made possible by cross-sector partnerships, and a dedication to creating educational pathways for Oregon students. The following document provides the Strategies for Each Legislative Goal through the next biennium. It indicates whether HECC Staff, the CPL Advisory Committee or both will address this work.

[5] https://olis.leg.state.or.us/liz/2012R1/Measures/Overview/HB4059

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## 2014-2017 HECC CPL Advisory Committee Strategies for each Legislative Goal

The strategies are built 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 indicate 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.

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| Legislative Goal (in italics and separated by subparts, as needed) | Strategies (Key Concepts identified) | Action | Status |
|---|---|---|---|
| 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.* | | | |
| Subparts: | Subparts: | Subparts | Subparts |
| a. Increase the number of students who receive academic credit for prior learning. | 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. *(Quality)* *[2016 Focus Area: Professional Development]* | Action: HECC Staff report back to AC | Work started Fall 2012. CPL Year 1 Pilot Project Quarterly Reports. Begin environmental scan in Fall 2016. |
| | 1.a.2 Identify factors that encourage students to attain CPL. Conversely, identify barriers, including financial issues students encounter. *(Quality)* *[2016 Focus Area: Professional Development]* | Action: Started by Policies & Standards (P&S) Workgroup HECC Staff report back to AC. | Ongoing. Student Panel held Spring 2013. Summer '16 for Fall '16 CPL Standards Adopted May 2014. Revisit Standards in 2016. Review results from second environmental scan in Spring 2017. |
| | 1.a.3 Develop policies and review state standards in conjunction with the higher education | Action: Started by P&S Workgroup, adopted by HECC | Planned for FY16-17. |

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| Legislative Goal (in italics and separated by subparts, as needed) | Strategies (Key Concepts identified) | Action | Status |
|---|---|---|---|
| | 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). *(Quality)* *[2016 Focus Area: All]* **[STAFF AND AC]** | HECC Staff in partnership with AC | CPL Standards Adopted May 2014 |
| | 1.a.4 Work with institutions to develop guidelines for awarding credit to promote transparency and adherence to established standards among institutions. *(Transparency)* *[2016 Focus Area: Professional Development and Transcription]* **[STAFF AND AC]** | Action: HECC Staff in partnership with AC | Planned for FY16-17; Data system needs to be in place to accomplish this task. Data collection analysis highlighted barriers and gaps in CPL reporting and perceptions. Received update from HECC Research & Data Staff re: D4A system in summer 2015. |
| | 1.a.5 Develop a statewide data gathering system or utilize an existing system to determine how many students receive credit for prior learning. *(Transparency)* *[2016 Focus Area: Data]* | Action: HECC staff submit recommendation via CPL Standards. | FY16-17 and FY17-18; Data system needs to be in place to accomplish this task. Review results from second environmental scan. |
| | 1.a.6 Analyze data to identify how many students receive credit for prior learning. Set appropriate targets and analyze what needs | Action: HECC Staff in partnership with AC | Planned for FY16-17 |

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| Legislative Goal (in italics and separated by subparts, as needed) | Strategies (Key Concepts identified) | Action | Status |
|---|---|---|---|
| | to be done longitudinally to increase the number of students receiving credit.*(Quality & Transparency)* *[2016 Focus Area: Data]* ***[STAFF AND AC]*** | | Review results from second environmental scan. |
| | 1.a.7 Develop recommendations to market CPL opportunities via an electronic CPL statewide portal that ensures communication efforts, articulates & addresses transfer options. *(Transparency)* *[2016 Focus Area: All]* | Action: Staff | Ongoing - annually |
| | 1.a.8 Submit an annual progress report to the Commission for consideration and adoption. *(Transparency)* *[2016 Focus Area: All]* | Action: HECC Staff works with AC. AC adopts reports. | Planned for FY15-16 and FY17-18; Data system needs to be in place to accomplish this task. |
| 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.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. *(Transparency)* *[2016 Focus Area: Data]* | Action: HECC Staff in partnership with AC | Planned for FY16-17 and FY17-18; Data system needs to be in place to accomplish this task |
| | 1.b.2 Longitudinally analyze what needs to be done to increase the number of applicable credits. *(Quality & Transparency)* *[2016 Focus Area: Data]* | Action: HECC Staff in partnership with AC | Ongoing |

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| Legislative Goal (in italics and separated by subparts, as needed) | Strategies (Key Concepts identified) | Action | Status |
|---|---|---|---|
| c. Ensure credit is awarded only for high quality course-level competencies | 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. *(Quality)* *[2016 Focus Area: Professional Development]* | Action: Institutions ensure courses are equivalent. Started by P&S Workgroup | Planned for FY17-18 |
| | 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. *(Quality & Transferability)* *[2016 Focus Area: Professional Development]* | Action: Continued professional development opportunities for quality learning assessments. | Planned for FY17-18 |
| 2. *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.* | | | |
| Subparts:<br>a. Increase the number and type of academic credits accepted for prior learning in institutions of higher education | 2.a.1 Use the data gathering system to identify the number and type of CPL credits accepted in higher education institutions. *(Transparency & Transferability)* *[2016 Focus Area: Data]* | Action: CCWD, universities, private career colleges and the Alliance<br>HECC Staff use data reporting mechanism. | Planned for FY15-16 and FY17-18; Will be finalized when data system is operational. |

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| Legislative Goal (in italics and separated by subparts, as needed) | Strategies (Key Concepts identified) | Action | Status |
|---|---|---|---|
| | 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. *(Quality)* *[2016 Focus Area: Transferability and Transcription]* **[STAFF AND AC]** | HECC Staff in partnership with AC. Joint conversation with registrars and research Recommendation. Started via Standards. | 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. |
| | 2.a.3 Regularly review transcription procedures with registrars to ensure transparency among the institutions. (*Transferability)* *[2016 Focus Area: Transcription]* | Action: HECC Staff in partnership with AC | Planned for FY16-17. |
| b. Ensure that credit is awarded only for high quality course-level competencies | 2.b.1 Refer to 1.c.1 and 1.c.2 above. *(Quality & Transferability)* *[2016 Focus Area: Professional Development]* | Action: Started by P&S Workgroup | Planned for FY16-17. |
| 3. *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* | 3.1 Establish policies in collaboration with institutions. (Refer to 1.a.3) *(Quality, Transparency, Transferability)* | Completed. | CPL Standards Adopted May 2014 |
| | 3.2 Submit policies for adoption by institutional boards. *(Transparency)* | Completed | CPL Standards Adopted May 2014 |
| 4. *Improve prior learning assessment practices across all institutions of higher education* | 4.1 Identify promising practices throughout the state and nation for assessing prior learning. Use this information to improve assessment practices. *(Quality)* *[2016 Focus Area: Professional Development]* | Action: HECC Staff in partnership with AC | CPL Advisory Committee received information in Spring 2015 regarding WGU & Eastern/Willamette Promise Credit by |

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| Legislative Goal (in italics and separated by subparts, as needed) | Strategies (Key Concepts identified) | Action | Status |
|---|---|---|---|
| | | | Proficiency Models. Assessment practices were highlighted at CPL Assessment Event in February 2015. ACE Transcription and Assessment event in November 2015. |
| | 4.2 Provide professional development opportunities for faculty and staff involved with assessment to improve and to further develop effective assessment practices. *(Quality & Transferability)* *[2016 Focus Area: Professional Development]* | Action: HECC Staff in partnership with AC | Ongoing. Presentations conducted at 2015 & 2016 Student Success Conference. Professional development opportunities were offered at CPL Assessment Event in February 2015. ACE Transcription and Assessment event in November 2015. |
| | 4.3 Encourage institutions to identify and share resources related to work load issues for faculty. *[2016 Focus Area: Professional Development]* | Action: HECC Staff in partnership with AC & Institutions. | Ongoing. Second environmental scan will identify areas of professional development for faculty. |
| 5. *Create tools to develop faculty and staff knowledge and expertise in awarding academic credit for prior learning and* | 5.1 Provide funding & seek grant opportunities for faculty and staff to develop new quality assessment techniques for dissemination. | Action: HECC Staff in partnership with AC | Planned for FY15-16. |

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| Legislative Goal (in italics and separated by subparts, as needed) | Strategies (Key Concepts identified) | Action | Status |
|---|---|---|---|
| *to share exemplary policies and practices among institutions of higher education* | *(Quality) [2016 Focus Area: Professional Development]* | | |
| | 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). *(Quality & Transferability) [2016 Focus Area: Professional Development]* | Action: HECC Staff in partnership with AC | Ongoing. Professional development opportunities were offered at CPL Assessment Event in February 2015. ACE Transcription and Assessment event in November 2015. |
| | 5.3 Disseminate exemplary practices and procedures identified at these meetings. *(Quality & Transferability) [2016 Focus Area: Professional Development]* | Action: HECC Staff in partnership with AC | (see 5.2) Ongoing: HECC webpage and sponsored events allow for dissemination. |
| *6. Develop articulation agreements when patterns of academic credit for prior learning are identified for particular programs and pathways;* | 6.1 Recommend standard format elements for institutions to consider as they develop the agreements and institutions should develop new agreements as needed based on the standard elements. *(Transferability) [2016 Focus Area: Transferability and Transcription]* | Action: AC | Planned for FY15-16 |
| | 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 | Action: Institutions in partnership with HECC | Planned for FY15-16. |

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| Legislative Goal (in italics and separated by subparts, as needed) | Strategies (Key Concepts identified) | Action | Status |
|---|---|---|---|
| | agreements themselves) *(Transferability)* *[2016 Focus Area: All ]* | | |
| 7. *Develop outcome measures to track progress on the goals outlined in this section* | 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.*

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## PROJECTS FOR FOCUS IN 2017

### ENVIRONMENTAL SCAN:

As a result of the feedback from the Student Success Conference earlier in the year, the CPL Advisory Committee recognized the need for an environmental scan to update the original baseline data from the scan completed in 2012. It became evident that not all institutions were are engaged in offering CPL. The institutions identified significant barriers for offering credit such as lack of financial support;[6] this is often a significant challenge for smaller colleges to award CPL when funding is reduced or unavailable. Staffing is also a common barrier for institutions. The original scan was administered to all four postsecondary sectors and a point person from each sector was utilized to answer the questions from the corresponding institutions.

This environmental scan will be significantly different, not only in terms of questions, but allowing each institution to report answers individually while coordinating with their CPL Cross Functional Leadership Team and registrar's office at each school. The scan will ask questions related to the CPL Standards adopted by the HECC in May 2014. Some examples of questions being addressed by the CPL Advisory Committee: What types of CPL are accepted at each institution? How are the CPL credits being awarded? What challenges are institutions experiencing when they report data to the HECC? How does each institution work with receiving institutions to award CPL credit while promoting transferability and transcription?

Methods and Approach: The CPL Advisory Committee will administer the environmental scan to Oregon institutions, including public universities, community colleges, private colleges and universities, along with private career schools. The CPL Advisory Committee will administer the voluntary survey to Committee member institutions first, in order to identify which questions need to be revised. Advisory Committee members will report challenges associated with the survey. Survey questions will be revised based on feedback from member institutions. Once revisions have been completed, it will be administered to other Oregon universities, colleges and private career schools.

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[6] http://www.acenet.edu/news-room/Documents/Credit-for-Prior-Learning-Charting-Institutional-Practice-for-Sustainability.pdf

Timeline of Events: Below is a timeline of what has been done and what will be done to administer the environmental scan.

| **CREATION AND ADOPTION OF ENVRIONMENTAL SCAN**<br>**Timeline of Implementation** | | |
|---|---|---|
| **Date** | **Action by Who** | **Occurrence** |
| May 17, 2016 | CPL Advisory Committee | CPL Advisory Committee decides to produce an Environmental Scan |
| June 21, 2016 | CPL Advisory Committee | CPL Advisory Committee reviews **first draft** of environmental scan |
| August 16, 2016 | CPL Advisory Committee | CPL Advisory Committee reviews **second draft** of environmental scan |
| October 18, 2016 | CPL Advisory Committee | CPL Advisory Committee reviews final draft of environmental scan |
| *First Week of November* | CPL Advisory Committee | CPL Advisory Committee administers survey to Advisory Committee members (in order to pilot survey) and institutions determine what questions require revisions/edits |
| November 15, 2016 | CPL Advisory Committee | CPL Advisory Committee reviews responses and questions that members have relating to current survey.<br>Adjustments and revisions depending on feedback are taken into consideration. |
| January 2017 | CPL Advisory Committee | CPL Advisory Committee administers the environmental scan to Oregon institutions via Survey Monkey |
| January - February 2017 | Institutions | Institutions submit responses. Institutions have 6 weeks to submit responses. |
| March-April 2017 | HECC Staff | HECC Staff analyze data submitted via SurveyMonkey and review results. |
| May 16, 2017 | CPL Advisory Committee | CPL Advisory Committee receives results from environmental scan and analyzes data. |

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## CONTINUED EFFORT TO ESTABLISH BASELINE DATA

The CPL Advisory Committee has been historically unable to collect reliable CPL data. The major issue with data collection is the lack of resources to design and administer a cohesive system. The CPL Committee plans to work with Commission staff to establish baseline data over the next several years and to identify additional sources of funding to modify existing data collection tools or design new ones. The Committee has struggled to answer the question of whether they are successfully moving toward legislative goals and targets, when there is limited baseline data. Therefore, it is imperative to develop a system that will provide baseline data to answer this question.

(1) How many students have obtained CPL on an annual basis?

(2) Are the number of students obtaining CPL increasing?

(3) What types of CPL are offered by Oregon institutions?

The HECC is the agency primarily responsible for collecting data from Oregon colleges and universities. There is data available in the former Oregon University System (OUS) database, Student Centralized Administrative Reporting File (SCARF), and this is the data that has historically been reported. The CPL Advisory Committee may decide to work with institutional researchers in the future on the types of CPL being reported. Community colleges currently report to D4A (Data for Analysis), a database managed by HECC, and the Office of Research and Data has added reporting requirements for colleges to report CPL on an annual basis. HECC staff have been updating the backend of the database in order to systematize reporting requirements and address barriers reported by colleges. At this time, very few community colleges report CPL data to the HECC on an annual basis.

## ONBOARDING PROCESS FOR INSTITUTIONAL RESEARCHERS

The CPL Advisory Committee in partnership with HECC will work to create an onboarding process for institutional researchers to clarify how to report CPL. During the breakout session at the HECC Data Summit, it was advised that smaller community colleges have difficulty knowing what types of data to report when there is turnover among their institutional researchers. The institutional knowledge rests with the researcher. Other colleges also have onboarding issues. Therefore, it was suggested the HECC create an onboarding process for institutional researchers on how to submit CPL data to D4A. The idea is to create informational resources and guidelines to assist researchers by providing a standard FAQ to explain CPL reporting requirements. These will act as informational resources and are not required materials or training practices. It will simply act as a library resource.

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Timeline of Events: Below is a timeline of how and when the institutional onboarding process will be created.

| INSTITUTIONAL ONBOARDING PROCESS | | |
|---|---|---|
| **Date** | **Action by Who** | **Occurrence** |
| January 2017 | CPL Advisory Committee | CPL Advisory Committee decides components of onboarding process. This may include:<br>• Informational guidelines for colleges and universities working to award CPL<br>• Information on how to report data into D4A and SCARF – specifically referring to CPL data reporting requirements. Answers questions relating to what we mean by "term" CPL awarded, etc. |
| February – March 2017 | CPL Advisory Committee<br><br>HECC Staff | CPL Advisory Committee drafts and reviews informational guidelines produced.<br>HECC Staff works with Office of Research and Data to ensure information is accurately identified. |
| April – June 2017 | CPL Advisory Committee | CPL Advisory Committee reviews and approves onboarding process. |
| July 12, 2017 | SSIC Subcommittee | SSIC Subcommittee reviews onboarding process and provides feedback. |

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## CONTINUING AREAS OF FOCUS IN 2017

In the last four years, the CPL Advisory Committee has made great strides in improving practices and increasing transferability. The Committee continues the areas of focus from 2016, as identified below, while continuing to advance statewide partnerships in the area of CPL. The Committee will again focus on Advocating for Data Collection and Refinement, Transcription Practices, Transferability and Professional Development.

### Advocating for Data Collection and Refinement

The CPL Advisory Committee will work with institutions from each sector to identify the challenges associated with data reporting and develop strategies to address these issues. This next year, the committee will review responses from the environmental scan and address challenges with institutions. The Committee is also looking for ways to establish baseline data and to improve the reporting mechanism established by the HECC.

### Transcription Practices

The NWCCU accrediting body requires that CPL credits are indicated on transcripts. Oregon institutions practice notating them on transcripts but practices vary from institution to institution. The Advisory Committee will work to create a set of guidelines on how to transcribe CPL credits, and address the challenges in the Frequently Asked Questions section of the Oregon CPL Standards.

### Transferability

The CPL Advisory Committee and HECC recognize the need for transfer guidelines to help students identify transferability pathways and options for CPL assessment. Formal articulation agreements play a pivotal role in credit transferability, whereas transfer guides allow institutions the ability to create individualized transfer plans for students. Central to these conversations are the partnerships and relationships formed at the institutional and departmental levels.

### Professional Development

The Advisory Committee will continue to focus on professional development opportunities while recognizing that institutions identify lack of resources as a challenge for professional development. The HECC supports these development opportunities and collaborative efforts among institutions, however, funding plays a key role in their sustainability.

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## APPENDICES

Appendix A: Advisory Committee Membership (2016)

Appendix B: HB 4059 - Oregon Revised Statute 350.110

Appendix C: Oregon Credit for Prior Learning Standards

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## APPENDIX A: ADVISORY COMMITTEE MEMBERSHIP (2016)

ORS 350.110 requires the Higher Education Coordinating Commission (HECC) to appoint members to the Credit for Prior Learning (CPL) Advisory Committee representing the following sectors:

| Representing | Affiliation | Name | Date Appointed |
|---|---|---|---|
| HECC | *HECC* | Lee Ayers-Preboski | December 4, 2013 |
| Public Universities | *Oregon State University* | Rebecca Mathern | April 4, 2013 |
| Community Colleges | *Portland Community College* | Kristin Benson | April 14, 2016 |
| Independent Not-for-Profit Institutions | *Marylhurst University* | Lynn Brown | December 11, 2014 |
| For-Profit Institutions | *Institute of Technology* | Wayne Matulich | April 14, 2016 |
| Business Community | *Century Link* | Karen Stewart | October 11, 2012 |
| Labor Community | *NW Oregon Labor Council, AFL-CIO* | Bob Tackett | April 14, 2016 |
| Student of Two-Year or Four-Year Institution | *Eastern Oregon University* | Alex McHaddad | December 10, 2015 |

The HECC shall appoint other members based upon a demonstrated interest in and knowledge of prior learning programs. The below members were appointed due to their interest and knowledge in CPL:

| Affiliation | Name | Date Appointed |
|---|---|---|
| Dean of Instruction at Portland Community College | Craig Kolins, Co-Chair | October 11, 2012 |
| Former Dean of Instruction at Portland Community College and current interested citizen | Marilyn Davis. Co-Chair | October 11, 2012 |
| Former HECC Commissioner and current interested citizen | Chris Brantley | October 11, 2012 |
| Provosts Council nomination; University of Oregon | Chuck Triplett | August 11, 2016 |
| Former CASE Grant Director and current interested citizen | Cyndi Andrews | December 11, 2014 |
| Community College Council of Instructional Administrators | David Plotkin | December 10, 2015 |
| Private for-profit lobbyist | Jeff Engh | March 11, 2015 |
| Oregon Association of Community & Continuing Education | Kathy Calise | December 11, 2014 |
| ACT-ON Grant | Paul Moredock | December 11, 2014 |

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## APPENDIX B: HB 4059 - OREGON REVISED STATUTE 350.110

**350.110[7] Coordination between Higher Education Coordinating Commission, public universities, community college districts and independent for-profit and not-for-profit institutions of higher education; common goals; advisory committee; annual reporting.** (1) The Higher Education Coordinating Commission shall work with public universities listed in ORS 352.002, 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 representing public universities in this state.

(b) A member 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.

[7] https://www.oregonlegislature.gov/bills_laws/ors/ors350.html

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(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. [Formerly 351.751]

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## APPENDIX C: OREGON CREDIT FOR PRIOR LEARNING STANDARDS

This page is intentionally left blank and the adopted Credit for Prior Learning Standards begin on the following page (pg 29-38).

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Oregon Higher Education Coordinating Commission
May 8, 2014

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## Higher Education Coordinating Commission
## Credit for Prior Learning Standards

The HECC directed Oregon postsecondary institutions to adopt a set of Credit for Prior Learning (CPL) standards and to use these standards to implement assessment processes for awarding CPL. These standards were developed to recognize and acknowledge 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.

The decision to *offer or not to offer* CPL to students is solely determined by the institution. If the institution decides to award CPL, one or more types of CPL may be offered as identified in Standard 1. The decision to offer CPL must be communicated to students, faculty and staff through the printed college catalog, the institution's electronic publications and website. The institution must formally adopt and use the standards to award CPL if the institution decides to offer one or more types of CPL.

During the fall of 2013, the standards were reviewed by Oregon's postsecondary institutions. Feedback was 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.

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

1.1 For those areas in which CPL is awarded, each institution 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. To ensure quality, each institution shall organize a cross-functional CPL Leadership Team with suggested members including student services, instruction, faculty, the registrar's office, financial aid and other personnel associated with awarding or processing CPL credit.

1.2 Academic credit will be awarded and transcripted only for those courses formally approved by the institution's curriculum approval process(es). Credit must be directly applicable to meet requirements for general education, a certificate, a degree or electives as outlined in college publications. Credit may be awarded through these types of CPL:

- Credit – By-Exam (CLEP, DANTES, etc.)
- Industry Certifications
- Institutional Challenge Exams and other exams
- Military Credit (ACE Credit Recommendation Service)
- Portfolios
- Professional Licensure
- Other forms of authentic assessment to award CPL credit

**Resources:**

Tennessee's Recommended Standards in Prior Learning Assessment (PLA) Policy and Practice for Tennessee Public Colleges and Universities:

http://www.insidehighered.com/sites/default/server_files/files/Recommendations%20for%20Standards%20in%20PLA%20-%20Final%20Version%201-1.pdf

Oregon's Statewide International Baccalaureate Alignment Policy for the 2013-14 Academic Year:
http://www.ous.edu/sites/default/files/partner/k12/IBCourseCredit2013_14_Final.pdf

Oregon's Advanced Placement Course Credit for the 2013-14 Academic Year:
http://www.ous.edu/sites/default/files/partner/k12/APCourseCredit2013_14_Final.pdf

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**Standard 2: Evidence-Based Assessment**

2.1 Each institution shall provide a guided process to assess student learning and to provide the required evidence for awarding credit. The student must document the connection between what they have learned in another setting and the theoretical foundation, knowledge and skills as defined by the course-specific learner outcomes of the credit to be awarded.

2.2 Evidence shall be evaluated by appropriately qualified teaching faculty.

2.3 All CPL credit must be based on sufficient evidence provided by the student, the institution, and/or an outside entity such as CLEP, CAEL, ACE, etc. Evidence required by the institution must be based on academically sound CPL assessment methods, including, but not limited to, institutionally developed tests, final examinations, performance-based assessments, demonstrations, presentations, portfolios, or industry certifications.

**Resources:**
Tennessee's Recommended Standards in Prior Learning Assessment (PLA) Policy and Practice for Tennessee Public Colleges and Universities:

http://www.insidehighered.com/sites/default/server_files/files/Recommendations%20for%20Standards%20in%20PLA%20-%20Final%20Version%201-1.pdf

Marylhurst University Prior Learning Assessment:
http://www.marylhurst.edu/academics/prior-learning-assessment/

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**Standard 3: Tuition and Fee Structure**

Each institution shall develop a tuition and fee structure for CPL that is transparent and accessible to all students, faculty, staff and stakeholders. The basis for determining direct and indirect costs may include but are not limited to the following.

- 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 transcripting credit
- Costs related to scanning documents or archiving material
- Costs for developing a portfolio infrastructure and conducting portfolio assessments
- Other costs associated with assessments as identified by the institution

**Resources:**

"Fees charged for assessment should be based on the services performed in the process and not determined by the amount of credit awarded." (CAEL Ten Standards for Assessing Learning)

The Washington State Board for Community and Technical Colleges Guidelines for Assessment of Prior Learning state the following:

- "The fees for assessment will be based on actual costs…" The fees will be based on the amount of credit requested, not the amount of credit awarded.
- Fees should be published and consistently applied.
- Fees should be consistent to the extent possible across the system"

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**Standard 4: Transferability and Transcription**

4.1 Institutions that award CPL shall work with receiving institutions to promote transferability of CPL.

4.2 Each receiving institution shall determine the transferability of CPL credit granted from other institutions.

4.3 Documentation used to support credits awarded will be maintained as part of the student's official institutional academic record to ensure compliance with standards set forth by the American Association of Collegiate Registrars and Admissions Officers and state administrative rules.

4.4 All CPL credit that is awarded institutionally must be transcripted to comply with applicable state, federal regulations and accreditation policies and standards. Notations on the transcript should identify CPL.

**Resources:**

- CAEL Assessment Standards

http://www.cael.org/pla.htm#Follow the Ten Standards for Assessing Learning

- Northwest Commission on Colleges and Universities Standards:

2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its

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programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

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**Standard 5: Data Collection & Reporting**

Institutions shall collect and report data on the types of CPL awarded based on data points collaboratively developed and agreed upon by the state and the institutions. Data to be collected include the number of credits granted and the number of students who receive credit through the types of CPL identified in Standard 1.

**Resources:**

| Areas to be collected: | Definition |
|---|---|
| Institutional Challenge Exams and other forms of assessment | Credit granted through the assessment of course student learning offered by the institution.<br><br>Credit granted for tests of learning – including DSST / DANTES, CLEP, Excelsior, NYU Foreign Language, etc., |
| Military Credit (ACE Credit Recommendation Service) | Credit granted through evaluation of ACE published credit recommendations for formal instructional programs offered by non-collegiate agencies, both civilian employers and the military. |
| Portfolio | Credit granted for the preparation and defense of a collection of evidence by a student to demonstrate and validate college-level credit for learning acquired outside of the classroom. The demonstrated learning must be relevant to the student's degree program. |
| Other Credit for Prior Learning | Credit granted for other prior learning experiences not listed in above areas.<br><br>Such as credit granted for industry certifications for proof of applied knowledge and skills in an industry-identified area. |

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**Standard 6: Faculty and Staff Development**

Each institution shall have a policy and a strategic plan for faculty and staff development for CPL which includes professional development activities. Widespread, overarching knowledge of the institutional opportunities for developing, assessing and recommending CPL should be foundational to this plan.

**Resources:**

All personnel involved in the assessment of learning should pursue and receive adequate training and continuing professional development for the functions they perform. (CAEL Ten Standards for Assessing Learning).

Northwest Commission on Colleges and Universities Standards:

2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

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**Standard 7: Quality Assurance in Response to HB 4059**

7.1 The Cross Functional Team (refer to Standard 1) shall be responsible for conducting ongoing evaluations of institutional CPL policies, standards, procedures, and practices including an evaluation of student performance in subsequent classes within the same field for which CPL was awarded, as well as overall academic performance.

7.2 Institutions will submit evaluative data to the HECC. The HECC shall review the accomplishments of each CPL Leadership Team through a periodic audit process to ensure credit is awarded for high quality assessment activities.

**Resources:**

Tennessee Prior Learning Assessment Task Force made recommendations for "the Periodic review of PLA policies". These recommendations can be found on page 13 of the 2012 Recommended Standards Report:
http://www.insidehighered.com/sites/default/server_files/files/Recommendations%20for%20Standards%20in%20PLA%20-%20Final%20Version%201-1.pdf

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**Standard 8: Transparency/Access**

8.1 Institutional CPL policies and expectations shall be clearly communicated to students, faculty, staff and stakeholders. CPL Information must be in the college catalog, be available electronically on the institution's website and be searchable using the term "Credit for Prior Learning". The following information shall be included:

- Institutional CPL contacts
- Available CPL opportunities and preparation requirements
- Tuition and Fee Structure(s)
- Risks to students and the cost of assessment where credit may not be awarded
- Information about financial aid
- Information regarding the applicability of CPL towards certificate or degree programs

8.2 Processes must be in place for a student to request CPL based on processes established by the institution and for CPL designated courses.

**Resources:**

Tennessee Prior Learning Assessment Task Force made recommendations for "Maintaining Transparency and Consistency" These recommendations can be found on pages 13-14 of the 2012 Recommended Standards Report:
http://www.insidehighered.com/sites/default/server_files/files/Recommendations%20for%20Standards%20in%20PLA%20-%20Final%20Version%201-1.pdf

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