HIGHER EDUCATION COORDINATING COMMISSION

CREDIT FOR PRIOR LEARNING: HOUSE BILL 4059

2018 Report to the Oregon Legislature

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EXECUTIVE SUMMARY

The 2018 report builds upon the prior Credit for Prior Learning (CPL) Advisory Committee work through their undertaking of the environmental scan and the revision of state CPL standards. Moving forward, the CPL Advisory Committee will be enfolded in the HECC's strategic planning around adult attainment.

The environmental scan allowed each institution to report answers individually while coordinating with their CPL Cross Functional Leadership Team and registrar's office at each school. The scan asked questions related to the CPL Standards adopted by the HECC in May 2014. Some examples of questions 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?

The following areas for consideration were gathered from the environmental scan: visibility of CPL, need for a desk audit to identify quality assurance measures, need for transparency around faculty compensation, availability of fee information for students, strategies to increase transferability of CPL credit, improvements to data collection and reporting, and potential for statewide professional development opportunities.

The revision of state CPL standards was conducted by a subcommittee of the Advisory Committee and completed in January, 2017. The recommended revisions were approved by a vote of the advisory committee in February. The HECC adopted the revised standards on June 7, 2017. Frequently asked questions to assist institutions in understanding and abiding by the revised CPL standards were developed and published alongside the revision summary which is included in the standards document, attached in the appendix at the end of this report.

In 2017, the CPL Advisory Committee experienced an important transition to broaden its scope of college completion and student success efforts with new leadership, new members, and new support staff. Because the CPL initiative was established and statewide standards were created, the Advisory Committee met, but was unable to establish a quorum. As we prepare for the 2019 legislative session, it is HECC's intention to incorporate CPL standards and policies into a broader adult attainment workgroup.

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 Higher Education Coordinating Commission (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.

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[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

In 2016, the CPL Advisory Committee focused its efforts on 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.

In 2017, the CPL Advisory Committee experienced an important transition to broaden its scope of college completion and student success efforts with new leadership, new members, and new support staff. The 2017 report updated the prior CPL Advisory Committee work in two major areas: the environmental scan, and the revision of state CPL standards.

Moving forward, the Reimagined Committee will continue to address the goals outlined in HB 4059 while working with stakeholders from all four postsecondary sectors and engaging in broader student completion initiatives, especially as their relate to re-engaging adult Oregonians. The intention is to continue to systematically leverage existing resources to create positive change and student success.

CPL ACTIVITIES

ENVIRONMENTAL SCAN

As a result of the feedback from the Student Success Conference, 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 engaged in offering CPL. The institutions identified significant barriers for offering credit such as lack of financial support;[4] 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.

The 2017 environmental scan allowed each institution to report answers individually while coordinating with their CPL Cross Functional Leadership Team and registrar's office at each school. The scan asked questions related to the CPL Standards adopted by the HECC in May 2014. Some examples of questions 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?

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

Methods and Approach: The CPL Advisory Committee administered the environmental scan to Oregon institutions, including public universities, community colleges, private colleges and universities, along with private career schools. The CPL Advisory Committee administered the voluntary survey to Committee member institutions first, in order to identify which questions needed to be revised. Advisory Committee members reported challenges associated with the survey questions. Survey questions were revised based on feedback. Once revisions were completed, it was shared with all Oregon universities, colleges and private career schools.

Timeline of Events: Below is a timeline of action items related to the administration of the 2017 environmental scan.

CREATION AND ADOPTION OF ENVRIONMENTAL SCAN 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. Adjustments and revisions depending on feedback are taken into consideration.
January 2017	CPL Advisory Committee	CPL Advisory Committee distributes the environmental scan to Oregon institutions via email
February - May 2017	Institutions	Institutions submit responses via SurveyMonkey.
April-May 2017	HECC Staff	HECC Staff analyze data and review results.
April 16, 2017	CPL Advisory Committee	CPL Advisory Committee receives preliminary results from environmental scan and analyzes data.
June 20, 2017	CPL Advisory Committee	CPL Advisory Committee approves Recommended Action Items resulting from 2017 Environmental Scan

Recommended Action Items upon Committee Review of Results of the Scan

A Credit for Prior Learning (CPL) Advisory Committee was appointed by the Higher Education Coordinating Committee (HECC) in 2012 to achieve the goals as outlined in HB 4059 (ORS 350.110). Committee membership included representatives from all of the four postsecondary sectors in Oregon. The advisory committee, in conjunction, with the institutions developed a set of standards to provide a resource for institutions that were offering or planned to offer CPL. The standards were adopted by the HECC in May 2014. The primary goal of the standards was to ensure quality assessment strategies and procedures are used to award CPL credit.

In 2012, the advisory committee sent an environmental scan to all of the postsecondary institutions in Oregon for the purpose of identifying (1) how institutions were responding to the passage of HB 4059, (2) how CPL was being implemented throughout the state and (3) challenges associated with offering CPL. Information from this scan was used to develop a multi-year program of work for the committee.

In January 2017, the advisory committee decided to do another scan in response to challenges identified by institutions with offering CPL. The following issues surfaced in the Environmental Scan.

Visibility of CPL

1. Provide information on the HECC website to identify what CPL is (some institutions include International Baccalaureate (IB), Advanced Placement (AP) and Competency-Based Education (CBE) which are not part of Oregon's CPL definition), the various CPL types (Standard 1.4), legislative goals, the opt out provision for institutions, and the weblink to the standards.

2. Develop a section to identify which institutions offer CPL—this would be done with the institutions' permission. The site would list which types of CPL is offered, the website link, contact person, a phone number, etc.

3. Enhance the state and institutional profile of CPL (CPL is not being actively promoted by most of the institutions).

Conduct a desk audit to identify quality assurance measures in response to the legislation

4. The CPL Advisory Committee does not know publically which institutions offer CPL (only aggregate data were reported from the scan).

5. The CPL Advisory Committee also needs to know what types of CPL are offered, the status of their Cross Functional team (Standard 1), whether CPL policies have been formally approved by the institution's board or governing body (as per HB 4059, Section 1, goal c), that appropriate stakeholders within the institution are involved with implementation (especially faculty), how the

guided process works for students (Standard 2.1), and what the institution does to evaluate the effectiveness of their CPL practices (Standard 7.1).

6. Consider hiring an outside contractor/volunteer who has expertise/content knowledge of CPL to conduct these audits.

7. Use the same outside contractor/volunteer to provide technical assistance based on the the results of the audit, as needed, to help the institutions further develop their capacity to provide CPL (the primary legislative goal).

8. Focus on how the institutions are using evidence based assessment (Standard 2).

Faculty Compensation (Standard 3 and Standard 7)

9. Identify what methods are being used to compensate faculty and share this information with all institutions. Faculty compensation is essential to ensure high quality assessment strategies are used to award credit.

Fees (Standard 3)

10. Fees vary among institutions; this information needs to be more readily available to students.

Transferability (Standard 4)

11. Foster statewide inter-institutional discussions to develop strategies for increasing transferability among institutions.

Data Collection and Reporting (Standard 5)

12. Institutions are having difficulty reporting data and some institutions are not aware they need to report CPL data. Institutional support is needed statewide to improve data reporting. This could be done through existing statewide meetings.

Professional Development (Standard 6)

13. Most of the institutions do not offer professional development opportunities for faculty and staff. Professional development is essential to ensure quality CPL assessment activities are readily available to students and staff need to be aware of what CPL opportunities are available to students at their institution. Consider organizing additional statewide professional development activities for faculty and staff (this was initially done under the auspices of the CPL advisory committee with funding provided by HECC).

The questions included in the 2017 environmental scan are included here along with summaries of the responses to each question. The 2016 OCCIR conference feedback and 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.

Summary of responses to the 2017 Environmental Scan:

1. **Who participated in the survey? 29 Institutions -**
    a. 11 Private non-profit
    b. 1 private for-profit
    c. 7 public 4-year
    d. 10 public 2-year

2. **Do you offer CPL?**
    a. Private non-profit: 7 yes; 4 no
    b. Private for-profit: 1 yes
    c. Public 4-year: 7 yes
    d. Public 2-year: 8 yes; 2 no

    If no, please comment on the future of CPL at your institution
    -We would like to, but we don't know enough about the regulations to understand if it would work, and under what circumstances, we should allow for it.
    -We have an existing, but dormant policy. Our goal is to revise this previous policy and place it back in play for primarily degree completion, transfer, and graduate students.
    - We are not likely to be conducting such assessment in the future, as a graduate institution, but are expected to be end users of CPL evaluation via transcripts as part of the academic advising admissions process.
    - Once PUBLIC COMMUNITY COLLEGE 1 achieves independent accreditation, the College is likely to pursue CPL. The College would likely focus on broadly transferable core skills in the manufacturing sector.

3. **Where is information available to students?**

Example responses:
http://catalog.uoregon.edu/admissiontograduation/registration_policies/
http://admissions.oregonstate.edu/credit-prior-learning
http://www.mhcc.edu/CreditAlternatives
www.pcc.edu/transfercredit
http://www.clackamas.edu/other_credit_options.aspx
http://www.warnerpacific.edu/wp-content/uploads/2013/08/WPC-Catalog-2016-17.pdf
https://www.pacificu.edu/about-us/offices/registrar/academic-catalog http://www.warnerpacific.edu/wp-content/uploads/2013/08/2016-2017-ADP-Bulletin-addendum.pdf

http://www.nwcu.edu/adultdegree/prior-learning-assessment/
http://www.georgefox.edu/adult-degree/pla/index.html http://www.georgefox.edu/catalog/degcomp/curriculum/prior_learn.html http://www.georgefox.edu/catalog/degcomp/curriculum/alt_credit.html
http://www.marylhurst.edu/degrees-and-programs/credit-for-prior-learning/ http://docs.marylhurst.edu/mu/pdflibrary/CAT-2016-17MarylhurstCatalog.pdf
http://www.bluecc.edu/home/showdocument?id=4252
https://www.cocc.edu/general-policy-manual/academic/course-challenge/
https://www.cocc.edu/getting-started/non-traditional-credit/
https://www.cocc.edu/uploadedfiles/departments_/admissions/catalog/cocc_16-17_catalog-info-policy.pdf
http://www.oit.edu/docs/default-source/Student-Affairs-/student-handbook/credit-for-prior-learning-procedure.pdf?sfvrsn=4
http://www.wou.edu/registrar/credits-for-prior-learning/ Credit by examination, p. 15 of 2016-2017catalog
https://www.pdx.edu/credit-for-prior-learning/for-students
http://catalog.sou.edu/content.php?catoid=8&navoid=985#credit-for-prior-learning https://inside.sou.edu/inl/index.html
https://www.eou.edu/registrar/transfer/
https://www.eou.edu/advising/

4. **Do you have institutional Policies in response to CPL Standards?**

Yes – already have (11)
- Public 4-year: 7
- Public 2-year: 5
- Private non-profit: 6

Yes – plan to develop (3)
- Public 2-year: 1
- Private non-profit: 1
- Private for-profit: 1

- We have developed but not yet published. Next catalog in production.
- We have a draft policy CPL Policy
- We have documented procedures for handling CLEP, Military credits, Credit for prior certification, and ACE credits, but these are not yet in the official General Policy Manual

No – (1)
- Private non-profit: 1
- We haven't heard of any institutional changes as a result of the CPL Standards.

5. **Cross-functional team organized?**

If Yes, indicate member areas

Student Services (15)
- Public 4-year: 4
- Public 2-year: 8
- Private non-profit: 3

Instructional Administrators (16)
- Public 4-year: 4
- Public 2-year: 8
- Private non-profit: 3
- Private for-profit: 1

Faculty (13)
- Public 4-year: 2
- Public 2-year: 6
- Private non-profit: 4
- Private for-profit: 1

Registrar's Office (17)
- Public 4-year: 4
- Public 2-year: 8
- Private non-profit: 4
- Private for-profit: 1

Financial Aid Office (14)
- Public 4-year: 4
- Public 2-year: 8
- Private non-profit: 2

Other Personnel (10)
- Public 4-year: 4
- Public 2-year: 6
- Private non-profit: 4

If Yes, but in developmental stages, please identify the level of development.
If No, describe barriers.

- At this time, there are no plans to expand on the CPL that PUBLIC UNIVERSITY 1 already awards. The faculty policy complies with current NWCCU standards for CPL; further, adding or changing CPL award would require new or additional faculty legislation that would meet the accreditor's standards. PUBLIC UNIVERSITY 1 does not view this as a barrier as PUBLIC UNIVERSITY 1 already has policy and processes in place so that students may earn credit for prior learning.

- We offer so little and we are so decentralized, that identifying who could/should be on such a group is difficult. Most of our CPL is prescribed (AP, IB, CLEP, etc.). We do not offer credit for portfolio or work experience.
- We have had groups working on review of standards with changing membership. Given institutional transitions at the administrative level, there has not been a stable, recognized and ongoing group, but more task forces or ad hoc committees. We have in development, but has not met, a cross-functional team to include faculty, advising, registrar, financial aid, and deans.
- Our school is small 25-30 students. We have handled this between the student and the dean of PESM.
- No. We have been doing this since the late 1980's. At this point it seems unnecessary to develop such a group. It is functioning well and resides in our adult degree completion programs where they review policies, procedures, and efficacy on an ongoing basis.
- Early stages of implementing and determination of the impact on accreditation, process and state governance
- In addition to the departments and units listed above, our team includes staff from our Finance Office.
- We developed a cross-functional CPL committee in 2015. This committee developed a draft policy.
- This group was very active in the early stages of our work on CPL but has not been meeting as regularly this past year.
- Credit for Prior Learning is managed by the Faculty Senate's Academic Standards committee.
- Our CPL has been limited to the more standard approaches: AP/IB, CLEP, credit by examination, military transcript review. We have not approached the arena of credit for prior experience - portfolio approach. For CLEP we refer students to a local community college for taking the exams.
- Academic Advising, Registrar's Office, Office of Academic Innovation, and Student Financial Services co-supports the CPL offerings, by working with the various participating academic units.

6. What types of CPL credit are you awarding?

a. Credit – By-Exam CLEP, DANTES, etc. (21)
   Public 4-year: 6
   Public 2-year: 9
   Private non-profit: 6
b. Industry Certifications (15)
   Public 4-year: 1
   Public 2-year: 9
   Private non-profit: 5
c. Institutional Challenge Exams and other exams (19)
   Public 4-year: 6

Public 2-year: 8
Private non-profit: 5

d. Military Credit (22)
Public 4-year: 6
Public 2-year: 8
Private non-profit: 7
Private for-profit: 1

e. Portfolios (10)
Public 4-year: 3
Public 2-year: 2
Private non-profit: 5

f. Professional Licensure (14)
Public 4-year: 2
Public 2-year: 7
Private non-profit: 5

g. Other forms of authentic assessment to award CPL credit

- AP Exams and IB exams per the statewide agreement
- We do offer the "opportunity" for departments to do challenge exams, etc. This is left to the colleges/departments to decide.
- IB, AP
- Performance-based assessment (on a department level) and ACE-transcripted credit.
- Life experience.
- AP & IB
- Considering test out (skills assessment) and professional licensure. have a very limited portfolio of programs offered.
- Technically, we have approved the policies to award portfolio demonstration of learning through prior experience, but so far no academic units have opted for this version of CPL.
- National Career Readiness Certificate at the silver, gold or platinum level.
- Credit is not awarded simply for experience but for measurable college-level learning which includes knowledge, skills and competencies students have obtained as a result of their prior learning experiences. College credit may be granted on a case-by-case basis.

7. Institution wide process for evidenced based assessment?

a. Yes (7)
Public 4-year: 2
Public 2-year: 3
Private non-profit: 4

b. Yes, but not institution wide (1)
Public 4-year: 1

c. No (14)
Public 4-year: 2

- PUBLIC UNIVERSITY 1 has not developed any new assessment methods because our CBE process already offers sufficient rigorous and meaningful assessment of the student's prior learning. These assessments vary depending on the discipline of the credit in question; e.g., assessment of history credit will look much different than assessment of digital art credit.
- Not sure where to begin at a place this big.....
- To date, the student body we have been working with has fit into the types of CPL already recognized. Primary barrier to portfolio-related assessment is lack of faculty staffing.
- Let to each academic unit, with support from Office of Academic Innovation

Public 2-year: 2

- Finding time to make a priority
- At least not yet. We conducted a survey last spring to figure out who is doing (or interested in doing) CPL so that we can bring appropriate faculty members together to talk about an internal process. A barrier is that the particulars, even of process, may look different for different subject areas, so we are likely to be moving towards the "Yes, but not-institution wide" response, at least at first.
- We currently have very limited CPL. Credit by proficiency will be based on faculty-developed exams.
- Time to develop the process. Student demand for additional CPL options have been minimal.
- Barriers seems to be lack of clear CPL guidelines from state and commission.
- We have very few students requesting CPL and it is usually through established credit recommending agencies and professional licensing standards. We honor the evidence based assessment methods from outside bodies (Military, CLEP, ACE)

Private non-profit:3

- This is something we are currently working on to update and make sure that our procedures are sound.
- We don't have faculty training on how to evaluate.
- We are not allowed to do this at the graduate level per our regional accreditor.

Private for-profit: 1

- We see CPL as an "Evolutional" opportunity NOT a "Revolutional" Opportunity. Rather take our time and get it right than crash deploy with confused students.

8. **Has your institution developed academically sound evidence based assessment methods in the following areas?**

Institutionally developed tests (9)

Public 4-year: 2
Public 2-year: 2
Private non-profit: 4
Private for-profit: 1

Final examinations (7)
Public 4-year: 1
Public 2-year: 3
Private non-profit: 2
Private for-profit: 1

Performance-based assessments (7)
Public 4-year: 2
Public 2-year: 3
Private non-profit: 1
Private for-profit: 1

Demonstrations (1)
Public 2-year: 1

Presentations (1)
Private non-profit: 1

Portfolios (9)
Public 4-year: 2
Public 2-year: 1
Private non-profit: 6

Industry Certifications (11)
Public 4-year: 1
Public 2-year: 4
Private non-profit: 5
Private for-profit: 1

Other (please describe)
Private for-profit: 1

- Yes to the areas above but not necessarily in the CPL area. It would not be difficult to transition training and testing around CPL guidelines.
- We have not developed -- we are using industry-wide certifications. CPL is in its infancy.
- Professional license/registry
- not that I am aware of

9. Does your institution have a tuition and fee policy for CPL? If so, please describe.

No (4)
Public 4-year: 2
Private non-profit: 2

Yes (19)

Public 4-year: 5

- Students pay a fee of $25 per credit for Credit by Exam (regardless of their residency for tuition purposes).
- We have a modest examination fee for challenge exams.
- www.pdx.edu/credit-for-prior-learning/cpl-costs
- http://catalog.sou.edu/content.php?catoid=8&navoid=985#credit-for-prior-learning
- Yes, a tuition. ASL, APEL and course challenges are $50.00 a credit.

Public 2-year: 8

- 50% tuition and fees for challenge $50 per course fee for industry certifications
- Challenge, Same as credit, free for most
- We currently charge per credit tuition for in-house challenge exams and $10 per request for other types (e.g., military JST, CLEP, industry certifications, etc.). We are proposing a change that will have basically three (or 4) payment tiers – some things will be free, some will be $30 per request, and some will reflect the cost of assessment—but this has yet to be determined. We are gathering a group of faculty who have experience with PLA to determine how figure costs. There may be two tiers in PLA, one for tests that, once developed, can be graded quickly, and another for assessment of portfolios or performance that take more faculty time to evaluate.
- Students pay a CPL fee of $10 per credit. No tuition is charged.
- 40% of tuition for Challenge Exam. DPSST course CPL credits $75. CLEP administration fee $25. Military credit administration fee $25.
- Yes. This is on our website at http://www.bluecc.edu/academics/credit-for-prior-learning There is a link on this page to the Tuition and Fee Schedule
- a draft fee of $25 per course that has not been implemented.
- Yes. There is no charge for CLEP, Military, and ACE credits. Credit for Industry certifications and Professional licensure is charge $40 per course. Credit by exam is charged full tuition for the challenged course.

Private non-profit: 5

- Yes, there is a per credit fee for tuition and an evaluation fee charged. There is no transcription fee at this point.
- Specific fees for testing (both institutional and standardized) and portfolio fees are "pass through" (i.e. fees pay for actual costs).
- $50 per credit for portfolios submitted for evaluation.
- http://www.georgefox.edu/catalog/degcomp/curriculum/prior_learn.html $75 per credit hour.
- Yes, to enroll in course is regular tuition with a discounted fee schedule for individual assessments.

Private for-profit: 1

- Yes - Credit Hour based as it is for transfer of credit

10. **Are tuition and fees transparent and accessible to students, faculty, staff, and stakeholders?**

Yes (10)

Public 4-year: 4
Public 2-year: 2
Private non-profit: 4

No (8)

Public 4-year: 2

- I don't think there are any.
- we do not charge a separate tuition

Public 2-year: 3

- Need to get them on our website. New website initiated a year ago with one webmaster to get all pages up.
- The existing ones are available, albeit not that easy to find. The new ones are under development.
- It is available but not very accessible.
- We have not progressed beyond a draft.
- Yes. This is on our website at http://www.bluecc.edu/academics/credit-for-prior-learning There is a link on this page to the Tuition and Fee Schedule
- Only recently developed -- not yet published but have been vetted and distributed college-wide.

Private non-profit: 3

- We don't charge for life experience to be credited at the undergraduate level.
- It is available, but on paper. We are in the process of creating a "class" that students can access to easily work through the CPL process as well as currently working to update our procedures and webpages.
- N/A

Private for-profit: 1

- Need to make CPL more visible as it is deployed and expanded.

11. **Do you compensate faculty for assessing CPL?**

Yes (8)

Public 4-year: 1

- Yes. The deans offices have a metric built for challenge exams and APEL.

Public 2-year: 3

- We have not done so in a systematic way. When faculty are compensated, they receive "Special Projects rate pay", which is currently $30.82/hr. A barrier that we recognize is that our budgeting system does not allow money paid by students to directly offset these expenses. We recognize that the Divisions in which the faculty teach will supply the funding, and we may be able to work out a budget transfer to offset that (which is why Finance Office and the Bursar are on our Cross-Functional Team), but have not figured that our yet.
- The instructor is paid for a set number of hours, based on the credits of the challenged class. This applies to full-time faculty only if this is deemed overload.
- Yes if a faculty evaluation is necessary. Per contract, they are paid non-instructional load and the amount depends on the number of hours involved.

Private non-profit: 5

- Yes. There is a base evaluation fee assessed.
- First submission of the portfolio fee ($125); if a second submission (i.e. rewrite) is required, that fee is $75. Both fees are paid direction to the faculty assessor.
- $30 per credit.
- Yes. There is a stipend available for each portfolio assessed.
- We are currently outsourcing the portfolio assessment process to CAEL and they pay their faculty for assessing CPL.

No (14)

Public 4-year: 6

- Not at this time for challenge exams. However, such exams are infrequent.

Public 2-year: 5

- Not yet. Plan to develop portfolio course process that would include faculty compensation to review portfolios.
- Not at this time.

Private non-profit: 2

Private for-profit: 1

12. Does your institution work with other institutions to facilitate transfer of CPL?

Yes (5)

Public 4-year: 2

- PUBLIC UNIVERSITY 1 understands this section of the NWCCU standard 2.C.7 on CPL "e) granted on the recommendation of appropriately qualified teaching faculty" to mean/imply "appropriately qualified PUBLIC UNIVERSITY 1 teaching faculty," NWCCU (same standard) requires that CPL be identified on transcripts so that other institutions only accept CPL credit based on their own accreditor's CPL standards. PUBLIC UNIVERSITY 1 records CBE only as a notation without any description of the credit except total credits in order to guarantee compliance with accreditation. PUBLIC UNIVERSITY 1 will release

specifics about the credit to a transfer institution with the consent of the student (FERPA compliance).

- Yes, we review transcripts with such credit designated for acceptance as appropriate

Public 2-year: 1

- Courses used for CPL, are equivalent to our courses, normal transfer ruses apply

Private non-profit: 2

- Credit for prior learning is awarded when coming from institutions that are already evaluated and recommended by ACE.
- Yes-transfer credit through admissions and registrar's office.

No (14)

Public 4-year: 2

- Occasional calls to other institutions about how they awarded credit.
- unsure what this means
- not needed
- It is listed as CPL credit on the transcript. It is up to the receiving school to accept.

Public 2-year: 7

- Done on a case by case basis. Very few inquiries to do this at this point.
- Barriers include fear of a lack of integrity of the other institution's assessment.
- The barriers are mainly that transfer of CPL is a new concept for many schools. Much conversation is being had via email and listservs, so it likely won't be long before these types of agreements are made.
- No barriers - have not yet encountered.
- No not at this time. Staffing levels to support this work.
- No. Unknown
- No. There is a lack of demand and practices across institutions are inconsistent

Private non-profit: 5

- Ours is a graduate program, the CPL would be given for life experience who has an AA.
- This has not really been an issue that has come up yet for us. When and if it does, we would be more than willing to provide our documentation and assessment process.
- No - has not been an issue in the past. If another school asked to review documentation supporting CPL credits awarded, we would work with the student to assist.
- No.
- I don't know that we have ever had anyone ask to do this. We generally accept credit logged on official transcripts.

Private for-profit: 1

- No. Have not progressed CPL to that level but can see that potentially as CPL expands a need to consider the transfer of credits that were awarded under CPL.

13. What are your institutional challenges with transferability of CPL credits?

Public 4-year:

- PUBLIC UNIVERSITY 1 does not have challenges with transferability of CPL. PUBLIC UNIVERSITY 1 does not expect other institutions to accept CBE credit from PUBLIC UNIVERSITY 1 but they can if their policies and accreditors permit. PUBLIC UNIVERSITY 1 offers students who seek to earn CBE at PUBLIC UNIVERSITY 1 to follow the prescribed process for assessment at PUBLIC UNIVERSITY 1.
- Faculty control of their curriculum. They want to be the one that teaches the curriculum.
- The recent HECC interpretation of the standards, with the inclusion of the additional standards 2.C.8 and 2.D.10, are very different than what we were previously told by Northwest.
- In some cases, there is not a natural alignment of the CPL mastery with existing courses. Come in as electives or may substitute/waive for various gen ed requirements or program course requirement.
- None that I know of.
- We bring CPL credit in

Public 2-year:

- Most colleges and universities indicate they will not take the credit from us.
- N/a
- Without knowing the "what and how" behind CPL on the transcript, many institutions won't transfer in the credit out of fear of a lack of rigor, integrity, etc. For example, one institution indicated that they don't transfer our "Credit by Exam" (in house course challenge) because they assume it is CLEP credit - which it's not - and they would then want to see the CLEP scores. Some institutions want to assess the learning themselves, in all cases. We need to be having inter-institution discussions about the portability of this credit and those discussions will likely need to include faculty as faculty are often the drivers of transfer policy.
- The main challenge is deciding an agreed-to method of noting these credits on the transcript so that they are easily identifiable. As mentioned above, the "newness" of this has meant that many schools haven't really had the conversation.
- We have not encountered any so far. In very yearly stages of implementation.
- For AP and CLEP, we require scores to be sent to us and the timeline for when tests were taken may be different from college to college.
- Lack of awareness or process. Draft policy notes: transferability to other institutions is at the discretion of the receiving institution and is not guaranteed to transfer to other institutions.
- Transcripting practices across institutions are inconsistent.

Private non-profit:

- It has never been challenged.

- We currently do not accept CPL from other institutions for transfer, as there is still skepticism from faculty. This is something that will be discussed with our cross functional teams.
- External documents (e.g. CLEP/DSST grade reports, industry certificates, military credits) are documented on official reports - we require submission of original documents in the same way we require official transcripts from all colleges attended.
- We don't transfer CPL's based on other institutions, we only award credits based on the official document from the exams.
- Determining equivalencies for our courses
- None

Private for-profit:

- Unequal school to school standards and a very limited use of CPL in the industry

14. Is documentation maintained for credits awarded as part of the student record?

No (2)

Public 4-year: 2

- We have not been engaged in CPL to date, so have no document storage policy-practice in place.
- Not sure..... not in Registrar's office. Academic units might keep records.

Yes (21)

Public 4-year: 9

- Only the petition form used to request CBE and the result of the assessment is maintained, with a notation of the number of credits on the official transcript. The actual assessment is maintained for a short period of time by the faculty who administered the assessment but that is not maintained in the record.
- Yes, for the limited CPL given (AP, CLEP, military, etc.)
- Yes, all documentation is scanned into and stored in Nolij
- Yes - in perm file
- Yes. It is kept in the students file or scanned to the digital file

Public 2-year: 4

- Yes, forms filled out and signed and kept in AR office
- Yes, the form is kept in registrars office
- Copies of CLEP scores, industry certifications and licenses, etc. are maintained in the Student Records Office as part of the record. Challenge exams are not, however.
- Yes. The institution currently has an Instructional Standards and Procedure that states the policy.
- Documentation is scanned and retained in student's digital file.
- Kept electronically until retention period has been met.

- Yes. Official form
- Yes. We maintain copies of licensure and Industry certifications with the request to award credit. We also keep copies of CLEP and Military transcripts.

Private non-profit: 7

- We indicate where the undergraduate degree was earned.
- Yes. Maintained in the student file.
- Yes - they are kept in students' hard copy files for at least five years after the student's last date of attendance.
- Yes.
- Awarded credits are identified on the transcript as prior learning. Specific documentation of the award is kept with the student record, and maintained according to student record retention policy.
- Yes. These are included in their student files in the department.
- Yes through transcription process.

Private for-profit: 1

- Yes, the request and the analysis are uploaded to the students permanent electronic file

15. Do you notate CPL on the transcript? Describe how you notate.

Public 4-year: 7

- Transcript comment says, "Credit by Examination: 4 cr."
- Yes "credit by examination"
- Yes--it looks like a transfer credit but does not provide GPA
- Yes, transcript notes whether credit by examination, or military credit imported, etc.
- Yes. The type of CPL is noted: CPL by Exam, etc.
- Noted in transcript comments specific to the course
- Yes. If it is a course challenge it has *CPL after the course title. There is information listed on the transcript that states all ASL/APEL and CPL are 'Credit for Prior Learning'

Public 2-year: 3

- Yes, indicate the type of CPL on transcript
- Yes and in our system
- "Credit by Exam" for in-house challenge exams

Private non-profit: 6

- It is denoted as transfer or credit by exam and then separated by type.
- Yes - they appear at the top of the transcript under appropriate headings (e.g. "Certificate", "CLEP", etc. Institutionally-awarded credits (i.e. proficiency exams, portfolio credit) appears in the semester in which it was awarded, but is identified as "PLE" (Prior Learning Experience - which is out institutional nomenclature for CPL credits)

- Yes. Currently it shows up as transfer courses at the top of the transcript.
- Yes. Awarded as "Prior Learning Assessment"
- Yes. It is listed in a separate section on the transcript with the notation that it is by Prior Learning Assessment.
- Yes, as transfer credit.

Private for-profit: 1
- No, CPL is not yet in the data dictionary. However military credit is.

If no notation is made, please describe barriers:
Public 2-year: 1
- We are waiting for an agreed-to standard notation that is currently being discussed among all registrars.

Private non-profit: 1
- No. They either earn a degree or receive a certificate of completion.

Private for-profit: 1
- Do not use the term "CPL" however future may see a transition to that. Military education and test-out are noted via code on student transcript

16. What are your challenges in collecting and reporting CPL data to the HECC?

Section Area: 2
    Public 2-year: 2
CIP codes: 1
    Public 2-year: 1
Term awarded: 2
    Public 2-year: 2
Difficulty navigating HECC reporting system: 0
Technical difficulties/challenges: 1
    Public 2-year: 1
Lack of personnel/staffing: 3
    Public 4-year:1
    Public 2-year: 1

Private non-profit: 1

I have not been asked to report CPL to the HECC: 14
    Public 4-year: 6
    Public 2-year: 1
    Private non-profit: 6
    Private for-profit: 1
Other items:
Public 4-year:
- Just confusion regarding whether or not we are allowed to offer more than 25% for CPL

- Because most -- or practically all -- CPL credit we accept has been generated elsewhere and transferred in by the student, we have minimal organic activity to report.
- Possibly, it is pulled from IR. We can easily pull courses to send to HECC.

Public 2-year: 2

- We don't separate portfolio out from out types of course challenge and the state is asking for portfolio numbers, performance assessment. We also lump together industry certs, licensure, corporate training all under one umbrella type as "Non-Traditional Credit."
- While it was extremely time consuming and tricky to set up, we are successfully collecting and reporting CPL data in our enrollment, student and course files. At that time, the challenge was getting it into the section level detail format/attaching the CPL to a section. We are one of about four in the state to do so, I think.
- We have not yet encountered difficulties -- we are in early stages of implementation.
- Not aware of any at this time.

Private for-profit: 1

- Any transition and/or change requires training and experience. In order for a process to "work", expectation need to be clear and the requirement must be mandatory not voluntarily

17. How do you offer professional development to faculty to ensure the quality of CPL assessment?

Public 4-Year: 7

- N/A
- None to my knowledge
- N/A
- not currently engaged in CPL generation
- Support provided via Office of Academic Innovation. Provide Took Kits and one-on-one support.
- Unknown
- I don't know the answer

Public 2-year: 12

- None at this point.
- This is not done
- We have not begun to offer faculty PD specially for CPL. We plan to offer such opportunities possibly through Academic Affairs, or through our Teaching and Learning Centers.
- We do not offer systematic and formalized professional development. We have offered workshops on assessment of learning (rubric use, developing learning outcomes, using assessment data to inform teaching).
- None provided as of yet as we have virtually no demand for this.

- Faculty have PD dollars to research CPL assessment.
- We offered some under the CASE grant, but that was not sustained.
- Because we mostly award CPL by transcripting credits offered through other agencies, much of the work does not directly involve faculty. They are consulted to determine course equivalencies, but not to assess student work
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Private non-profit: 7

- We have not done anything in this regard.
- Currently under discussion as to how to best do this.
- We provide written instructions for the process (primarily portfolio review), and have a second reviewer who teaches the PLE course (i.e. CLS 200A, Exploring Prior Learning Experience) to assure appropriate rigor and consistency. Other faculty mentors may be assigned as needed.
- N/A
- Individualized training with PLA Coordinator when hired to review student prior learning.
- We have a training program that all assessors must complete prior to any participation in the program. The program director periodically does reliability checks.
- Due to our newly negotiated contract with CAEL, most of the assessments will be completed by CAEL faculty although some of our faculty will be completing the CAEL faculty training as professional development. Our in house, CPL advisor received training from CAEL.

Private for-profit: 1

- Not Yet - Small school can be accomplished within a very small circle

18. If your institution is doing the following…

Conducting ongoing evaluations of institutional CPL policies, standards, procedures, and practices (11)

Public 4-year: 1
Public 2-year: 6
Private non-profit: 4

Evaluating student performance in subsequent classes within the same field for which CPL awarded (2)

Public 4-year: 1
Private for-profit: 1

Evaluating overall academic performance of students who are awarded CPL (4)

Public 4-year: 2

Private non-profit: 2

Please describe other quality assurance measures

Public 4-year:

- Only doing evaluation on an ad hoc basis when internal/external questions arise.
- for ways we award only (AP, military, CLEP, etc.)
- I checked the second two boxes, but we are evaluating/assessing performance because it is good practice--not because they came in with CPL.

Public 2-year:

- Is the true "test" of our CPL awarding truly performance in their next courses? Or, is it having confidence in our assessment of the student, in the first place, that allows us to award credit? At most, I think the first item for areas of evaluating "subsequent courses" is worth some look, but not the overall academic performance. A better quality assurance measure would be external review of the means of evaluation.
- In very early stages of implementation.
- AP and CLEP CPL credit charts are reviewed by faculty departments approximately every 2 - 3 years unless notified of changes in exams by the College Board.
- Very little CPL is awarded at this time

Private non-profit:

- They are evaluated as are all the students. Since the majority of our students feel God is calling them into ministry they are highly motivated. Most of them are in their older years. A couple years ago I did a study, the average age of our students was 38 1/2 years.
- N/A
- We just did a major review and reorganization of our CPL practices to align with a new Master Academic Plan, new leadership and department reorganization. We have also developed a new strategic enrollment and retention plan where CPL will be evaluated as a key retention and persistence indicator.

Private for-profit:

- Currently not singling out students that fall under any category so that potential success might not be affected

19. Has your institution developed a process to guide students through the CPL credit awarding process?

Public 4-year:

- The process is described in the policy, and is in the PUBLIC UNIVERSITY 1 Catalog and on the Registrar's Web site. Students can get assistance from the staff in the Registrar's Office.
- No, other than put our policy online
- They work with our administrative student support staff first to determine eligibility for CPL transfer. If they are transferring in credit for licensure or exam, this does not require faculty

involvement as the faculty are aware of and helped develop the process and policy. If they are requesting credit by challenge exam or similar, then the faculty becomes involved.

- Notation in catalog and website of these options to bring into the university
- We have step by step guidelines listed on the website and forms to help students through the process

Public 2-year:

- Developed forms and process for students and faculty to use to guide students
- Yes, but limited
- There is a form that is located on our website. Instructions on what steps to complete are in
- As a tiny college, we deal with only a few (single digit) cases each year. We interact with each student on an individual basis, as each case is different.cluded on this form.
- Our website provides guidance on the process.
- We have a draft policy.

Private non-profit:

- Academic advisors are well trained in options to present to their advisees. Students interested in exploring their options can take a 1-credit online course (CLS 200A, Exploring Prior Learning Experience) to determine what life experience might be equivalent to college level learning and how to pursue documention/demonstration of that learning.
- Students take a class that guides them through the process.
- Detailed policies and procedures for Prior Learning credit are described in the Prior Learning Credit Guide available from the department.
- Quarterly information sessions, meeting with on campus CPL advisor and academic advisor, regular check ins with students going through the CPL process (CAEL 100 forward).

If the answer is no, please describe barriers

Public 4-year: 1

- Web site. All academic advisors are being trained to guide students through CPL options.

Public 2-year:

- No. The key barrier is that we have not developed that process yet.
- No. Lack of demand. We work with students individually through the advising and admissions process. The practices are described in our catalog.

Private non-profit:

- Just haven't done it.
- No.

Private for-profit:

- No real push or need to jump into this at the time. Programs offered do not attract a lot of "transfer" of credit.

20. Where is this guided process described?

Website (11)

Public 4-year: 4
Public 2-year: 5
Private non-profit: 2

Catalogue (10)

Public 4-year: 4
Public 2-year: 3
Private non-profit: 2

Searchable in institutional website using term, "Credit for Prior Learning" (8)

Public 4-year: 4
Public 2-year: 3
Private non-profit: 1

Other areas guided process available. (8)

Public 4-year: 2

- They learn this once they request information
- Forms

Public 2-year:

- In Admissions and registration office and with faculty
- A detailed guided process is listed in the Instructional Standards and Procedures Manual, for the use of faculty and staff.
- Will be posted on website and in catalog on publication of new year's catalog.
- Not available to public

Private non-profit:

- We look at the transcript and the age of the student.
- Academic Advisors
- N/A
- In course syllabus/class.
- http://www.marylhurst.edu/degrees-and-programs/credit-for-prior-learning/ marketing collateral and specialized training for faculty and staff.

Private for-profit:

- Via Functional Management (Admissions, Academics, Registrar)

21. What is your institution doing to promote CPL to students and other stakeholders?

Public 4-year:

- N/A
- Not much. Not a popular concept among faculty.
- We recruit nationally, but we don't advertise it as CPL or Credit for Prior Learning--we just say things like "accept transfer for licensure"
- We are not promoting other than informing incoming students of our acceptance of certain types of assessments, e.g., military credit.
- Website
- Program advising
- Advisors talk with students about the option

Public 2-year:

- Working to expand CPL types and processes and get faculty on board to offer.
- Not much at this point
- At present the key stakeholders are faculty. Spring 2016 survey of faculty to raise awareness and elicit questions. Fall 2016 overview at in-service for faculty chairs, but due to many competing priorities this was a breakout session for people already interested. When we have clearer processes, it will be ready for promotion to faculty. Factual are very concerned that we will "make" them do this – and that would be a terrible way to begin. We plan to offer advice, training, support and encouragement. Actively promoting CPL to students when we currently do so little seems counter-productive. We will do that when we have a better system worked out for students to access the opportunities that we have, and that they might propose.
- The extent to which we promote CPL is limited. We are responsive to meeting the needs of students providing AP/CLEP tests, challenge exam requests, requests for an assessment of an experience that my translate into learning at the collegiate level. Promotion possibly occurs at the department level, but we do not have robust coordinated efforts to promote CPL.
- AP and IB are marketed with area high schools. DPSST marketed through our consortium partner. Military credit is publicized on website under the veterans' section.
- Including information in our catalog and providing information to Success Coaches and faculty advisors.
- We have an individualized advising process for students when they arrive at our institution.

Private non-profit:

- Not really promoting it.
- We offer DSST testing onsite CLS 200A, Exploring Prior Learning Experience (online course) Academic advisor knowledge of students and available options
- N/A
- Information is provided to all degree completion inquiries when they contact the university. It is clearly described on our website.

- Information sessions, in class visits, academic advisors, flyers around campus, partnerships with academic programs, faculty assembly meetings and through admissions info sessions and meeting with prospective students.

Private for-profit:

- Keeping Staff and Faculty familiar as the CPL standards and requirements as they evolve. Trying to stay ahead of the CLP wave

Revision of CPL STANDARDS

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.

A 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 met with the subcommittee again in the fall to continue the conversation about alignment with NWCCU policies.

The subcommittee determined the CPL Standards should be updated, and their findings were submitted to the Advisory Committee for consideration. The Advisory Committee also notified Oregon institutions of the 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; and (4) the office of Public University

Coordination, working with public universities on program approval and coordination of programs.

The revised standards were approved by the Advisory Committee at their meeting on February 21, 2017 after robust debate and discussion. The updated standards are included as an appendix to this report. A frequently asked questions document was drafted to help institutions become familiar with the revised standards. Marilyn Davis collected questions and feedback on the draft frequently asked questions.

Advisory Committee members provided additional feedback that the revised CPL standards were still confusing, that the inclusion of 2.D.10 did not make sense, because it is about advising and not how credit should be awarded. The co-chairs agreed, not well understood – but reiterated that institutional policy would be the major driver behind creating a good process. Institutional policies should be clear.

Frequently asked questions:

1. Are all institutions, public and private, required to offer CPL	No, the institution is responsible for deciding whether CPL credit will be awarded based on institutional policies. The decision to *offer or not to offer* CPL to students is solely determined by the institution. 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.
1. What institutions must comply with these standards?	Institutions from Oregon's four higher education sectors as stipulated in HB 4059: 1) public universities 2) community colleges, 3) independent not-for-profit colleges and universities and 4) private for profit degree granting colleges.
2. Are for profit degree granting colleges and universities required to comply with the Oregon CPL Standards?	Yes. The primary goal for the CPL standards is to "ensure the integrity of the degree" and to promote transparency among institutions (CPL Standard 1.1). This is achieved by: 1) complying with the CPL Standards which include quality provisions aligned with NWCCU standards (see below), and 2) developing "institutional policies and procedures for awarding credit in response to the CPL Standards" (CPL Standard 1.1). These policies must be in place and followed to award CPL credit and to maintain the integrity of the degree or certificate.

3. Are non-degree granting for profit private career colleges or schools required to comply with the Oregon CPL Standards?	No. HB 4059 is focused on increasing "the number of students who receive academic credit for prior learning and the number of students who receive academic credit that count toward their major or toward earning their degree, certificate or credential". However, these non-degree granting college and schools should consider the merits of the CPL Standards if this type of credit is awarded to ensure instructional quality. Developing college and school policies would also help students understand what type of credit is available based on their previous formal and informal educational experiences. To facilitate communications among the various entities, representatives from the Northwest Career Colleges Federation serve on the CPL Advisory Committee.
4. Are Assessment Based Learning (accelerated learning), International Baccalaureate and Advanced Placement programs subject to the provisions set forth in the CPL Standards?	No, assessment-Based Learning, the International Baccalaureate curriculum and Advanced Placement are associated with classroom instruction at the high school level. CPL standards are designed to assess student learning acquired outside the formal postsecondary classroom. Assessment methods are designed to identify what a student has learned through one's life and work experience outside the classroom that is equivalent to learning gained through formal collegiate instruction. (CPL Standard 1.4).
5. Does an institution need to develop policies and procedures for awarding CPL credit based on the CPL standards?	Yes. Institutional policies are imperative to guide decisions about awarding CPL credit.
6. Do the policies have to be formally approved/adopted by an institution's governing board (includes universities, community colleges, independent colleges or private degree granting institutions). Does this mean the policy has to appear on a board agenda and voted on?	Yes, for both statements as per HB 4059 which states: "(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".
7. My degree granting institution is not accredited by the Northwest Commission on Colleges and Universities (NWCCU). Do I need to comply with the Oregon CPL Standards?	Yes, all public and private degree granting, profit and non-profit higher education institutions were included in HB 4059. Institutions from these sectors that decide to offer CPL must comply with the CPL

	Standards. These standards are aligned with the NWCCU standards to ensure accredited institutions comply with their standards.
8. What types of CPL have to be notated on the transcript?	All types of CPL awarded by an institution must be notated on the transcript as such and notations must comply with applicable state, and federal regulations and NWCCU accreditation policies and standards, as applicable. (CPL Standard 4.4).

The timeline of the 2017 HECC review and adoption:

May 10 – Review by Student Success and Institutional Collaboration Subcommittee (SSIC)

June 7 – Adoption by Higher Education Coordinating Commission (HECC)

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;

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

(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.

2014-2018 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 Teams 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.

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)*	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)*	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 institutions, to ensure colleges and universities develop and maintain high quality CPL programs (based on the	Action: Started by P&S Workgroup, adopted by HECC	Revised Standards Adopted 2017.

Legislative Goal (in italics and separated by subparts, as needed)	Strategies (Key Concepts identified)	Action	Status
	definitions in the 2012 Report to the Oregon Legislature). *(Quality)*	HECC Staff in partnership with AC	First 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)*	Action: HECC Staff in partnership with AC	Planned for FY17; 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)*	Action: HECC staff submit recommendation via CPL Standards.	FY17 and FY18; Data system needs to be in place to accomplish this task. Review results from second environmental scan in FY17.
	1.a.6 Analyze data to identify how many students receive credit for prior learning. Set appropriate targets and analyze what needs to be done longitudinally to increase the number of students receiving credit.*(Quality & Transparency)*	Action: HECC Staff in partnership with AC	Planned for FY17 Review results from second environmental scan.
	1.a.7 Develop recommendations to market CPL opportunities via an electronic CPL statewide portal that ensures		

Legislative Goal (in italics and separated by subparts, as needed)	Strategies (Key Concepts identified)	Action	Status
	communication efforts, articulates & addresses transfer options. *(Transparency)*		
	1.a.8 Submit an annual progress report focusing on data collection to the Commission for consideration and adoption. *(Transparency)*	Action: Staff	Ongoing - annually
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)*	Action: HECC Staff works with AC. AC adopts reports.	Planned for FY16, FY17 and FY18; 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)*	Action: HECC Staff in partnership with AC	Planned for FY17 and FY18; Data system needs to be in place to accomplish this task
c. Ensure credit is awarded only for high quality course-level competencies	*1.c.1.* Use Oregon CPL 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)*	Action: HECC Staff in partnership with AC	Ongoing
	1.c.2. Develop a process to evaluate the quality of the credit awarded and its consistency across institutions in consultation with the	Action: Institutions ensure courses are equivalent.	Planned for FY18

Legislative Goal (in italics and separated by subparts, as needed)	Strategies (Key Concepts identified)	Action	Status
	higher education community. *(Quality & Transferability)*	Started by P&S Workgroup Action: Continued professional development opportunities for quality learning assessments.	 Planned for FY18
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: 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)* *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)*	Action: CCWD, universities, private career colleges and the Alliance HECC Staff use data reporting mechanism. HECC Staff in partnership with AC. Joint conversation with registrars and research Recommendation. Started via Standards.	Planned for FY16 and FY17; Will be finalized when data system is operational. CPL Pilot identified "Communication regarding CPL practices" as being a key component of the transfer conversation. This will be revisited in

Legislative Goal (in italics and separated by subparts, as needed)	Strategies (Key Concepts identified)	Action	Status
b. Ensure that credit is awarded only for high quality course-level competencies	2.a.3 Regularly review transcription procedures with registrars to ensure transparency among the institutions. (*Transferability)* 2.b.1 Refer to 1.c.1 and 1.c.2 above. *(Quality & Transferability)*	Action: HECC Staff in partnership with AC Action: Started by P&S Workgroup	the second environmental scan. Planned for FY17 and FY18 Planned for FY17 and FY18
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)* *3.2* Submit policies for adoption by institutional boards. *(Transparency)*	Completed. Completed	CPL Standards Adopted May 2014 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)*	Action: HECC Staff in partnership with AC	CPL Advisory Committee received information in Spring 2015 regarding WGU & Eastern/Willamette Promise Credit by Proficiency Models. Assessment practices were highlighted at CPL Assessment Event in February 2015. ACE Transcription and

Legislative Goal (in italics and separated by subparts, as needed)	Strategies (Key Concepts identified)	Action	Status
	4.2 Provide professional development opportunities for faculty and staff involved with assessment to improve and to further develop effective assessment practices. *(Quality & Transferability)*	Action: HECC Staff in partnership with AC	Assessment event in November 2015. 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.	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 to share exemplary policies and practices among institutions of higher education*	*5.1* Provide funding & seek grant opportunities for faculty and staff to develop new quality assessment techniques for dissemination. *(Quality)*	Action: HECC Staff in partnership with AC	Planned for FY16 and FY17.
	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)*	Action: HECC Staff in partnership with AC	Ongoing. Professional development opportunities were offered at CPL

Legislative Goal (in italics and separated by subparts, as needed)	Strategies (Key Concepts identified)	Action	Status
	5.3 Disseminate exemplary practices and procedures identified at these meetings. *(Quality & Transferability)*	Action: HECC Staff in partnership with AC	Assessment Event in February 2015. ACE Transcription and Assessment event in November 2015. (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)* *6.2* Identify a process to centrally locate these agreements within institutions and potentially within the statewide CPL Portal. (NOTE: This is about students having access to which institutions have agreements NOT the agreements themselves) *(Transferability)*	Action: AC Action: Institutions in partnership with HECC	Planned for FY16 and FY17. Planned for FY16 and FY17.
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)	Action: HECC Staff in partnership with AC	Ongoing

Notes: Fiscal Years (FY) are identified as beginning July 1 each year and ending on June 30 the following year. Identified year refers to the ending year on the fiscal cycle.
AC refers to Advisory Committee
"HECC Staff" and "Staff" refers to HECC Committee Administrator

AREAS OF FOCUS IN 2018

At the time the CPL Advisory Committee was creased statewide policies were non-existent, and it was clear that we needed leadership from the field to help show the way.

Since its inception, the Advisory Committee has created evaluation tools for institutions, made substantial improvements in students' ability to leverage prior learning, and developed statewide standards that are fundamental in offering prior learning credit across all post-secondary sectors in Oregon. While no funding was associated with the legislation, the Advisory Committee has worked diligently to address these goals and has made substantial gains in each area.

The CPL initiative is well established, and in 2019 the HECC intends to work with the legislature to incorporate the CPL Advisory Committee responsibilities into an Adult Attainment workgroup.

APPENDICES

Appendix A: HB 4059 - Oregon Revised Statute 350.110

Appendix B: Oregon Credit for Prior Learning Standards (Revised 2017)

APPENDIX A: HB 4059 - OREGON REVISED STATUTE 350.110

350.110[6] 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.

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

(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]

APPENDIX B: OREGON 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. In 2016-2017 the Standards were again reviewed and revised. The 2017 Standards are if effect for the 2017-2018 and beyond.

Link to the standards: http://www.oregon.gov/highered/policy-collaboration/Documents/Transfer-Credit/2017-CPL-Standards-2017-Final.pdf

Oregon Credit for Prior Learning Standards
Higher Education Coordinating Commission (HECC)
Summary of Revisions for the Standards

Introduction

The Oregon Credit for Prior Learning Standards (CPL) were originally developed in the fall of 2013 by the Credit for Prior Learning Advisory Committee. A subcommittee of practitioners was organized to write the standards. The standards were reviewed and approved by the advisory committee and sent out to higher education institutions for review and comment. The committee received a large volume of information from the institutions; their input was invaluable to the process. These comments were incorporated into the final document that was submitted to the Higher Education Coordinating Committee (HECC). The standards were formally revised on June 8, 2017.

One of the major goals for the institutional review process was to ensure the Oregon CPL standards were aligned with standards from the Northwest Commission on Colleges and Universities (NWCCU), the accrediting body for most of the higher education institutions, both public and private, in Oregon.

However, the CPL committee continued to receive questions about how many CPL credits could be used toward the completion of a degree or certificate as stated in the Commission's Standard 2.C.7. In response to these questions, the co-chairs of the Credit for Prior Learning Advisory Committee, Dr. Craig Kolins and Dr. Marilyn Davis, met with senior staff from the Northwest Commission on Colleges and Universities via telephone conference calls in August and October 2016 to clarify what types of CPL (refer to list below) are included in NWCCU Standard 2.C.7. This standard limits the number of CPL credits that can be awarded to 25% of the total credits needed to fulfill degree requirements. As a result of these discussions, the following changes will be incorporated into the Oregon CPL Revised Standards.

Revised Types of CPL

The revised list of CPL types is identified below. These changes are based on the discussions with NWCCU staff.

Oregon CPL Type	Aligned with NWCCU Standard
Credit – By-Exam (CLEP, DANTES, etc.)	2.C.8 or 2.D.10
Industry Certifications	2.C.8 or 2.D.10
Institutional Challenge Exams and other exams	2.C.8 or 2.D.10
Military Credit (ACE Credit Recommendation Service)	2.C.8 or 2.D.10
Prior Experiential Learning/Prior Learning Assessments (PLAs) e.g., portfolios	2.C.7
Professional Licensure	2.C.8 or 2.D.10
Other forms of authentic assessment to award CPL credit that may or may not come under the 25% limitation.	2.C.7 or 2.C.8 or 2.D.10

Major Changes

1. The only type of CPL that will be included in the 25% limitation as noted in Standard 2.C.7 is Prior Experiential Learning/Prior Learning Assessments which are usually assessed by evaluating a portfolio the student submits. The portfolio must be reviewed by qualified faculty at an institution. Credit is awarded based on the faculty review of the portfolio.

2. All other types of CPL (e.g. institutional challenge exams, ACE credit recommendations, etc.) will be under Standard 2.C.8 or 2.D.10 which means that more than 25% of the total credits needed for a degree can be from CPL awarded credits.

3. Institutional policies and procedures must be in place and followed for awarding credit in response to Standard 2.C.7, Standard 2.C.8 and Standard 2.D.10 and to maintain the integrity of the degree or certificate.

4. Institutional policies must clearly identify the number of CPL credits that can be used toward degree or certificate completion and the required number of residency credits must be defined. All institutional programs must adhere to these policies and procedures.

5. All types of CPL must be notated on the transcript and must state where the credit originated (ACE, institutional challenge exam, etc.).

6. There must be institutional faculty oversight for awarding CPL credit and the evidence used to award CPL credit must be evaluated by appropriately qualified teaching faculty.

Adopted June 8, 2017
January 2017 Revisions approved by the CPL Advisory Committee February 21, 2017

The HECC directed Oregon postsecondary institutions from all four higher education sectors (public universities, community colleges, independent not-for-profit colleges and universities and for-profit private degree granting colleges) 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.

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, which have have been aligned with the the NWCCU accreditation standards. Institutional policies and procedures must be designed to maintain the integrity of the degree including residency requirements and the number of CPL credits that can be used toward a degree. These policies and procedures must be transparent to all students, faculty, staff and business and industry stakeholders.

1.2 Institutional policies and procedures ensure credit is granted for documented learning and awarded only for high quality college-level competencies. To ensure quality, each institution shall organize a cross-functional CPL Leadership Team with suggested members to include student services, instruction, faculty, the registrar's office, financial aid and other personnel associated with awarding or processing CPL credit.

1.3 Academic credit will be awarded and notated on the transcript~~ed~~ only for those courses formally approved by the institution's curriculum approval process(es). Coursework or prior learning evaluated for CPL credit that does not correspond to courses offered by the institution must be transcripted as elective credit and the source of credit (DANTES, challenge exam, etc.) must be notated as CPL credit on the transcript. Institutional policies need to address equity among programs to achieve commonality in the amount of elective credit awarded among programs within an institution.

1.4 Credit awarded through CPL 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 in response to accreditation standards 2.C.7, 2.C.8 and 2.D.10 as noted below:

Oregon CPL Type	Aligned NWCCU Standard
Credit – By-Exam (CLEP, DANTES, etc.)	2.C.8 or 2.D.10
Industry Certifications	2.C.8 or 2.D.10

Institutional Challenge Exams and other exams. Challenge exams must be driven by institutional policy with the expectation of involving faculty with awarding credit and developing exams for their respective areas of expertise. These exams should be based on valid and reliable instruments. The tests must be available to ALL interested students	2.C.8 or 2.D.10
Military Credit (ACE Credit Recommendation Service)	2.C.8 or 2.D.10
~~Portfolio~~ Prior Experiential Learning/Prior Learning Assessments (PLAs) e.g., portfolios. This is the only type of CPL that is subject to the 25% limitation in 2.C.7. Assessment methods are designed to identify what a student has learned through one's life and work experience outside the classroom that is equivalent to learning gained through formal collegiate instruction. These prior learning assessments are separate from third party testing such as ACE or institutional challenge examinations. Portfolios must be reviewed by qualified faculty at the institution. Credit is awarded based on the faculty review of the portfolio	2.C.7
Professional Licensure	2.C.8 or 2.D.10
Other forms of authentic assessment to award CPL credit that may or may not come under the 25% limitation.	2.C.7. or 2.C.8 or 2.D.10

Resources

NWCCU Standard 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.

NWCCU Standard 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 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.

NWCCU Standard 2.D.10

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

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 There must be institutional faculty oversight for awarding CPL credit and evidence shall be evaluated by appropriately qualified teaching faculty. Faculty must have content expertise and be teaching in the field associated with credit to be assessed and awarded. However, non-faculty content experts can be used as evaluators as long as there is institutional faculty oversight in the field associated with the credit to be awarded.

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

Marylhurst's Prior Learning Assessment (PLA) program and Credit by Exam
https://www.marylhurst.edu/degrees-and-programs/credit-for-prior-learning/

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

CAEL Ten Standards for Assessing Learning Standard 8 - "Fees charged for assessment are based on the services performed in the process rather than the credit awarded."

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".

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 types of CPL awarded by an institution must be notated on the transcript ~~to~~ as such and notations must comply with state, and federal regulations and NWCCU accreditation policies and standards, as applicable.

Resources

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

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.

Data to be Collected	Definition
Institutional Challenge Exams and other forms of assessment	Credit granted through the assessment of student learning using exams developed and scored by the institution. Credit granted for external tests to document 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~~ Prior Experiential Learning/Prior Learning Assessments (PLAs) e.g., portfolios	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 such as credit granted for industry certifications for proof of applied knowledge and skills in an industry-identified area.

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

CAEL Ten Standards for Assessing Learning – Standard 9 – "All practitioners involved in the assessment process pursue and receive adequate training and continuing professional development for the functions they perform." http://www.cael.org/ten-standards-for-assessing-learning

Standard 7 - Quality Assurance in Response to HB 4059

7.1 The Cross Functional Team (refer to Standard 1.2) 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.

Standard 8 - Transparency/Access

8.1 Institutional CPL policies and expectations shall be clearly communicated to students, faculty, staff and business and industry 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 including the number of CPL credits that can be used for a certificate or degree and the number of required residency credits.

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

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