

## **2017 Credit for Prior Learning Environmental Scan Recommended Action Items**

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).