

2022 REPORT TO THE OREGON LEGISLATURE:

Oregon Revised Statute 350.110 Credit for Prior Learning



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Office of Community Colleges and Workforce Development
Higher Education Coordinating Commission

CREDIT FOR PRIOR LEARNING IN OREGON

INTRODUCTION

The goals of ORS 350.110¹ specify that the Higher Education Coordinating Commission will work with the state's public, independent and for-profit higher education institutions to achieve the following:

- 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
- 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
- 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
- Improve prior learning assessment practices across all institutions of higher education
- 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
- Develop articulation agreements when patterns of academic credit for prior learning are identified for particular programs and pathways
- Develop outcome measures to track progress on the goals outlined in this section

In the 2020 Credit for Prior Learning Report to the Legislature, the HECC noted that significant progress has been made in achieving these goals between 2013-2018.² This report provides an update on progress toward meeting the goals of ORS 350.110, the initial implementation of Future Ready Oregon Credit for Prior Learning, funding to support expansion, and policy recommendations to further support the adoption and expansion of CPL.

ALIGNMENT WITH OTHER ACCELERATION STRATEGIES

Over the past several years, a number of reports have been published in Oregon and Nationally that recommend the expansion of CPL and/or the alignment of CPL with other accelerated learning strategies aimed to support adults with credential attainment. In Oregon the expansion of CPL has also been supported in recommendations from the Oregon Workforce and Talent Development Board (WTDB). In 2021 the WTDB published Equitable Prosperity for All.³ In this whitepaper, the Board recommended significant expansion of CPL in post-secondary education with the goal of forward momentum that supports credential attainment in a career path versus cyclical unemployment and low wage jobs.

¹ Oregon Revised Statute 350.110 [ORS 350.110 - Coordination between Higher Education Coordinating Commission, public universities, community college districts and independent for-profit and not-for-profit institutions of higher education](#)

² HB 4059 (2012) Report to the Oregon Legislature (2020) [HECC-Credit-for-Prior-Learning-Report-2020.pdf \(oregon.gov\)](#)

³ Oregon Workforce and Talent Development Board – Equitable Prosperity for All (2021) [Equitable-Prosperity-Task-Force-Whitepaper-June-2021.pdf \(oregon.gov\)](#)

CPL and Competency Based Education

In *Equitable Prosperity for All*, the WTDB also recommended creating a shared language to better communicate competency, credentialing, and other hiring requirements of critical jobs.⁴ This becomes important in how institutions communicate about acceleration strategies including CPL and Competency Based Education (CBE). While CBE can enable students to demonstrate competency in an accelerated way utilizing a variety of assessment methods, CPL supports students in earning credit for what they already know.⁵ Although these methods are different, CBE and CPL can complement each other. In most cases institutions map CPL to an entire course and all the competencies in that course must be met for the student to earn the credit through CPL. Therefore, if the student has partial knowledge, they will not receive the CPL credit. However, if the institution also utilizes a CBE framework, CPL assessments can be developed to meet the requirements for specific competencies in the course and paired together, can accelerate student progress.⁶

In Oregon, there are programs that include traditional courses and both CPL and CBE. This combination of options provides a great deal of flexibility and can enable students to accelerate progress through courses in multiple ways, recognizing skill acquisition and prior knowledge.⁷ In these programs students may complete courses by demonstrating competencies, challenging courses by examination, providing evidence of an industry certification or professional license, transcription of military experience, developing a portfolio that demonstrates prior knowledge, and other forms of CPL.⁸ This gives students a great deal of flexibility to meet the academic requirements to earn certificates and degrees.

The findings from the 2020 National Survey of Postsecondary Competency-Based Education (NSPCBE)⁹ report, the American Institutes for Research (AIR) supported this trend to provide multiple acceleration strategies. The NSPCBE is an annual survey that seeks to understand national landscape of postsecondary competency-based education. The report details findings that colleges and universities that are adopting CBE are also adopting CPL with just under half of the institutions responding to the survey using prior learning assessment in addition to CBE. These institutions use CPL to articulate transfer credit from previous credit-based programs, recognize industry certifications, use portfolio-based assessment, and offer standardized exams such as CLEP, DANTEs, and others to assess prior learning.¹⁰

CPL and Career Pathways

In 2022 Advance CTE published the *Embedding Credit for Prior Learning in Career Pathways Policy Benchmark Tool*.¹¹ In this policy tool, Advance CTE cites a study conducted by the Council for Adult and Experiential Learning (CAEL) and Western Interstate Commission on Higher Education (WICHE) that found adults earning CPL were 17 percent more likely to earn a credential.¹² The survey also showed that

⁴ Oregon Workforce and Talent Development Board – *Equitable Prosperity for All* (2021) [Equitable-Prosperity-Task-Force-Whitepaper-June-2021.pdf \(oregon.gov\)](#)

⁵ Partners in a New Learning Model: Competency Based Education and Credit for Prior Learning [ED617339.pdf](#)

⁶ Partners in a New Learning Model: Competency Based Education and Credit for Prior Learning [ED617339.pdf](#)

⁷ Partners in a New Learning Model: Competency Based Education and Credit for Prior Learning [ED617339.pdf](#)

⁸ Oregon Credit for Prior Learning Standards [2017-CPL-Standards-2017-Final.pdf \(oregon.gov\)](#)

⁹ American Institutes for Research Findings From the 2020 National Survey of Postsecondary Competency-Based Education (2021) [State-of-the-Field-Findings-from-2020-Postsecondary-CBE-Survey-July-2021.pdf \(air.org\)](#)

¹⁰ American Institutes for Research Findings From the 2020 National Survey of Postsecondary Competency-Based Education (2021) [State-of-the-Field-Findings-from-2020-Postsecondary-CBE-Survey-July-2021.pdf \(air.org\)](#)

¹¹ Advance CTE *Embedding Credit for Prior Learning in Career Pathways Policy Benchmark Tool* (2022) [Embedding Credit for Prior Learning in Career Pathways - Policy Benchmark Tool \(careertech.org\)](#)

¹² Klein-Collins, R., Bransberger, P., & Lane, P. (2021). Equity Paradoxes in the PLA Boost: Opportunity Unrealized for Some Students Despite the Potential for Improved Credit Completion. <https://www.wiche.edu/wp-content/uploads/2021/10/PLA-Equity-BriefSnapshot-CAEL-WICHE-October-2021.pdf>

CPL is under-utilized in most institutions. In addition, Advance CTE recommends CPL be integrated as a strategy to accelerate credential attainment in career pathways programs. In Oregon there is a unique opportunity for alignment of these strategies under Future Ready Oregon (ORS 660.300).¹³ Under Future Ready Oregon, the Oregon Legislature allocated funding to expand CPL and career pathways. The US Department of Labor, Oregon Strengthening Community Colleges Grant includes expansion of CPL and career pathways as well.¹⁴ These funding strategies are detailed later in this report under the Funding to Support Expansion Section.

The synergy in these funding mechanisms and legislative mandates aligns well with recommendation from Advance CTE. In the Policy Benchmark Tool, Advance CTE provides a self-assessment tool that institutions can use to determine their readiness or status in implementing high-quality CPL programs. The self-assessment includes items in five categories.¹⁵

- CPL is an Established Statewide Priority
- CPL Values All Learners and High-Quality Postsecondary-Level Learning
- CPL Processes Are Transparent, Seamless and Learner Centered
- CPL Is Powered by High-Quality Data
- CPL Enhances Institutional Effectiveness

Once an institution or program has completed the self-assessment rubric, they can use the data to identify strengths and prioritize challenges, set goals using the SMART Goal framework, identify resources, and map out a workplan. This tool has been shared with all the Future Ready Oregon CPL grantees and will also be shared with the CPL Advisory Committee as a resource.

EXPANSION AND STUDENT OUTCOMES

COMMUNITY COLLEGE DATA

The community college data on credit for prior learning continues to be limited by the number of colleges (nine) submitting data. The way courses are coded, or data entered continue to illustrate the inconsistencies in reporting this information. For example, in Table 1 below, the letter A in the far-left column denotes colleges that have four years or more of missing data within the years of 2012-13 through 2016-17. This most likely indicates inaccurate data coding or poor data entry systems rather than an actual absence of any CPL credits earned. The colleges marked with the letter B are both larger colleges with similarly sized student bodies. Yet the difference in number of reported credits illustrate consistency within each college's system but inconsistency across colleges. Of the colleges that have not reported data or have limited data, seven have applied for and received capacity building funds under Future Ready Oregon. After the capacity building year (2022-23), we expect awarding of CPL credit at those institutions to increase and will be working with them to support data collection and consistent coding.

¹³ Oregon Revised Statute 660.300 – Future Ready Oregon 0028SS (oregonlegislature.gov)

¹⁴ US Department of Labor Strengthening Community Colleges Round 1 Grants (2021) <https://www.dol.gov/sites/dolgov/files/ETA/skillstraining/SCC-Overview-and-Abstracts-rev.pdf>

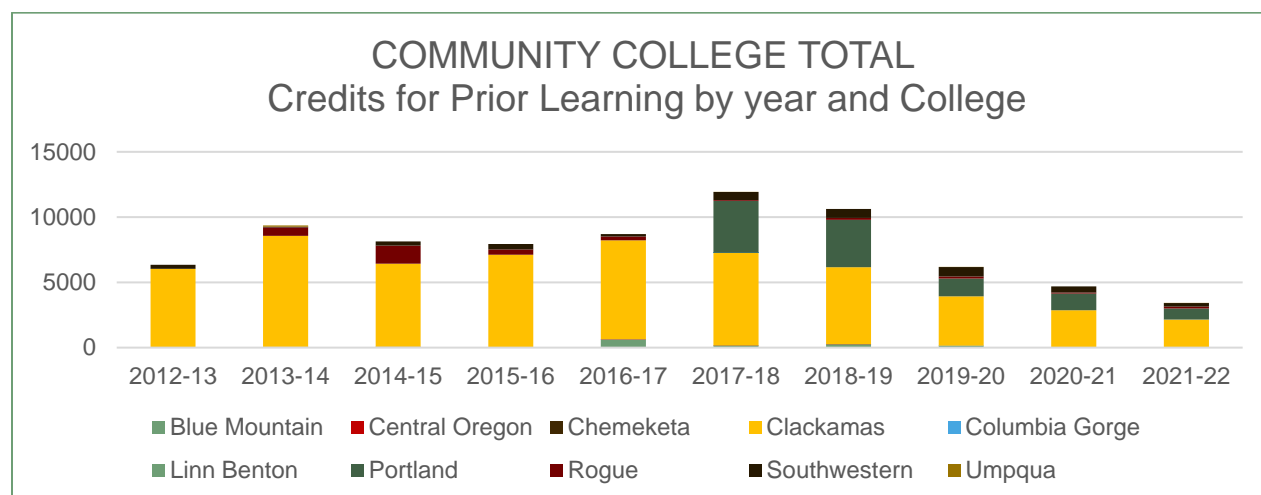
¹⁵ Advance CTE Embedding Credit for Prior Learning in Career Pathways Policy Benchmark Tool (2022) [Embedding Credit for Prior Learning in Career Pathways - Policy Benchmark Tool \(careertech.org\)](https://www.careertech.org/Embedding-Credit-for-Prior-Learning-in-Career-Pathways-Policy-Benchmark-Tool)

Table 1: Community College Number of Total Credits for Prior Learning, Reported by Year

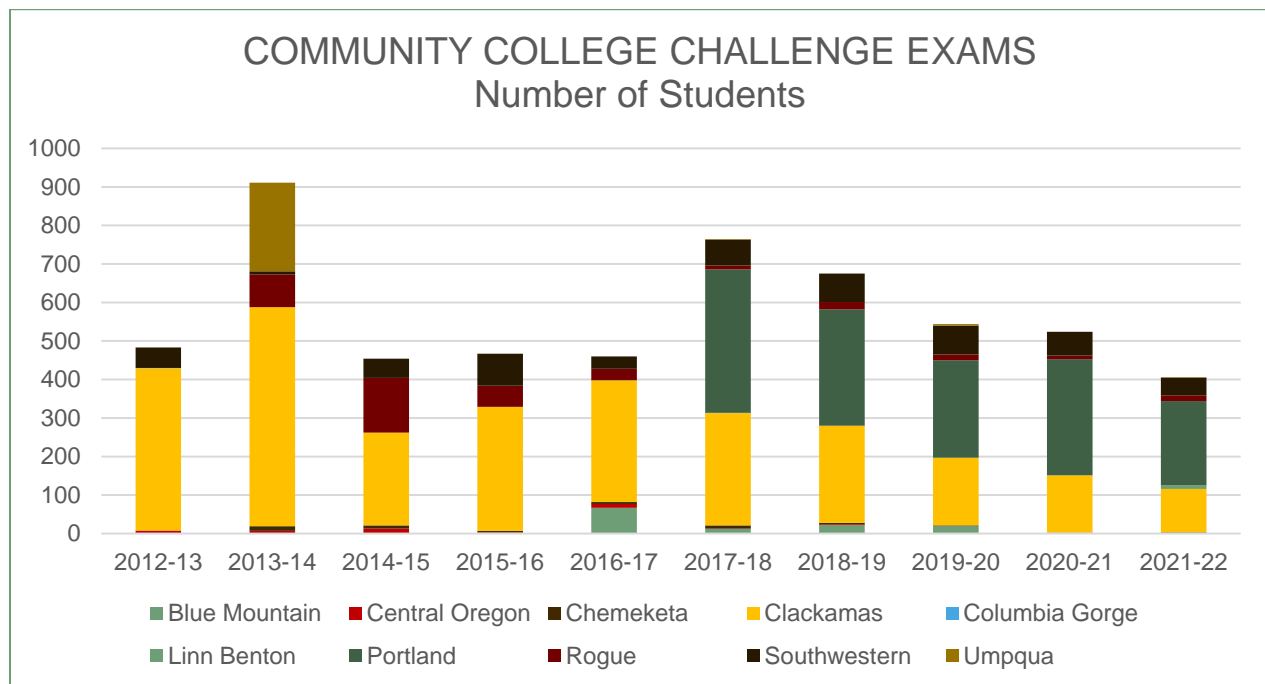
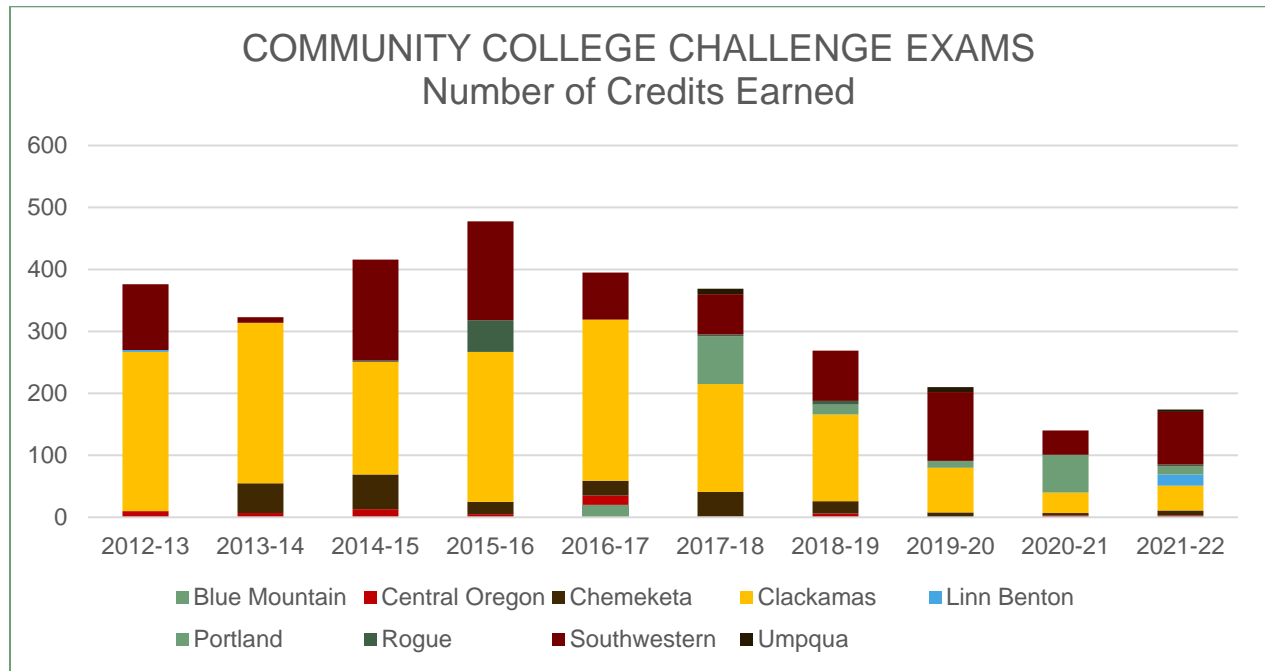
Community Colleges	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Total
Blue Mountain					602	126	240	153			1121
Central Oregon	10	7	13	5	15	1	6		3	3	63
Chemeketa		48	56	20	24	40	20	8	4	8	228
Clackamas	6030	8510	6364	7093	7579	7096	5892	3766	2857	2127	57313
Columbia Gorge						1					1
Linn Benton	3									18	21
Portland						3984	3639	1363	1275	848	11108
Rogue		652	1389	404	292	68	148	157	91	141	3342
Southwestern	306	47	314	419	190	610	678	722	458	271	4014
Umpqua		96				9		8		4	117
Grand Total	6349	9360	8136	7941	8702	11935	10622	6177	4688	3420	77327
LESS:											
Military	4562	6779	5830	6223	6100	5970	5128	3643	2029	1496	47760
Adv. Placement	1104	1565	973	827	1096	4168	3478	1164	1679	1096	17150
Intl. Bacc. Exam	52	56	20	45	76	319	311	84	182	84	1229
CPL Net *Total	631	960	1313	846	1430	1478	1705	1286	798	744	11188

* Includes remaining CPL forms such as portfolio reviews, challenge exams, industry or professional certifications or licensing (with required exam), or on-the-job training.

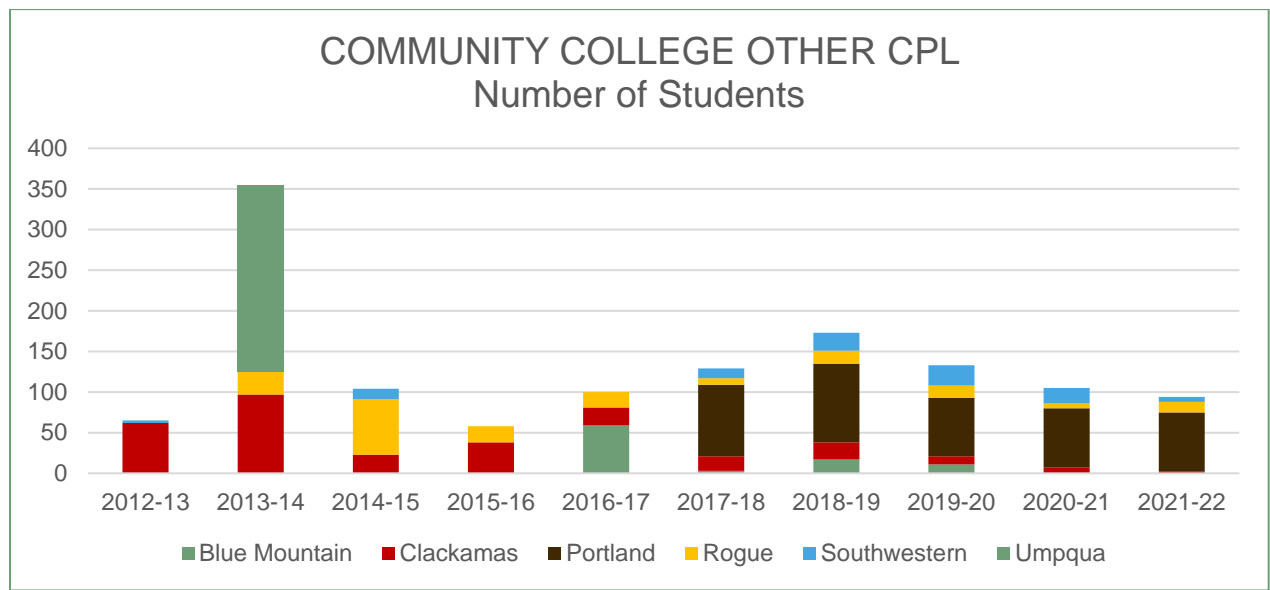
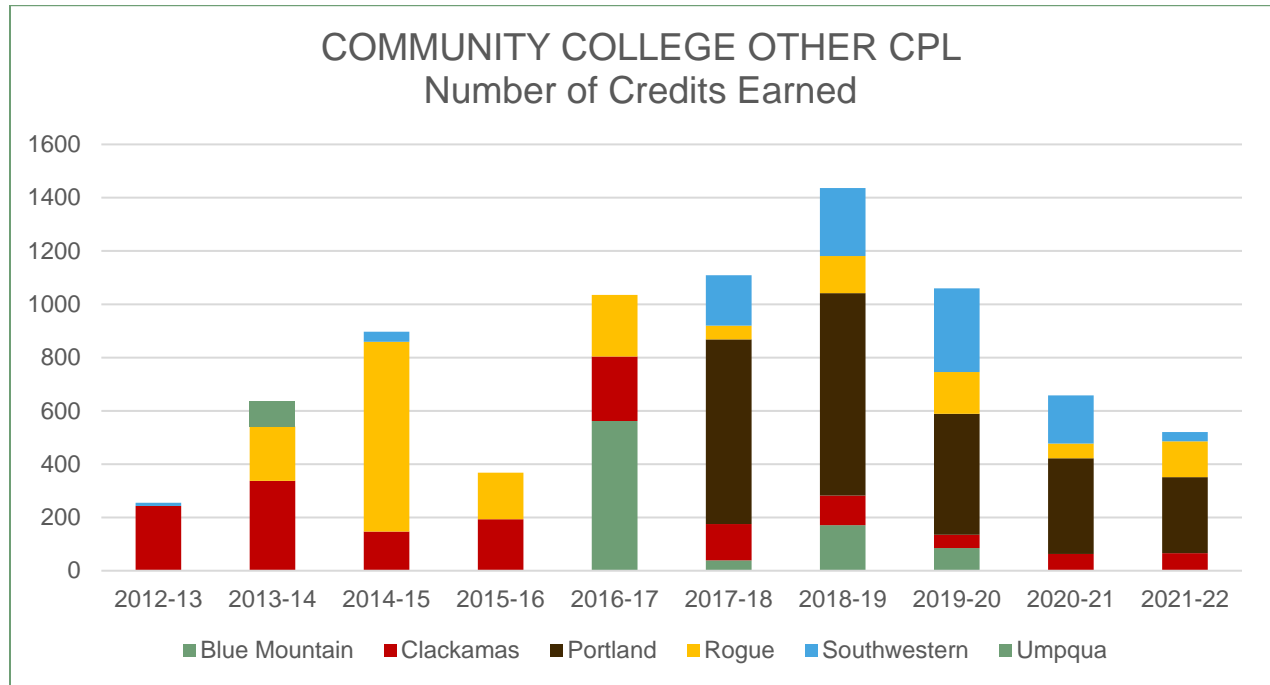
As noted in table 1, there has been an overall decrease in the number of CPL credits reported by community colleges in 2020-21 and 2021-22. This is likely related to decreases in community college enrollment during the COVID-19 pandemic. Even though there has been an overall decrease in CPL credits awarded, Clackamas Community College continues to award the most CPL with a ten-year total of over 57,000 credits. Much of this credit is awarded to students with prior military service through the American Council on Education. Rogue Community College was the only college reporting an increase in CPL credits in 2022, but that amount was still lower than the amount they reported in 2019-20. After a significant decrease in 2019-20, Advanced Placement and Applied Baccalaureate credit increased in 2020-21, but decreased again in 2021-22, the cause of this increase and subsequent decrease is unknown.



Challenge exams are the method by which a student may request assessment to determine if their knowledge meets learning outcomes for specific courses. A challenge exam may involve performance, a portfolio assessment, or other testing methods. Unlike the overall downward trend in CPL credits, challenge exams have increased in 2021-22, but are still lower overall than 2019-20. The largest increase in this type of CPL was at Southwestern Oregon Community College. Clackamas Community College also reported an increase in challenge exams from 2020-21 to 2021-22. Portland Community College reported the largest decrease in challenge exams from 2020-21 to 2021-22.



Other CPL has followed a similar downward trend to the overall CPL credits earned and students served. This category should include only the less frequent CPL types, including professional licenses (i.e., a journeyman’s card) or technical certifications (i.e., software expertise). However, several colleges’ staff have described using this category as a catch-all for a number of CPL types that have assigned codes, such as the IB (International Baccalaureate), AP (Advanced Placement), CLEP (College Level Exams), and military service equivalent credits. This is another example of an opportunity to work with colleges to address how to code and enter CPL credits efficiently into their student information systems. In this category, Clackamas Community College increased the number of credits in the past two years, while most of the other colleges saw a decrease. Rogue Community College reported a higher number of Other CPL credits in 2021-22 after a decrease in 2020-21.



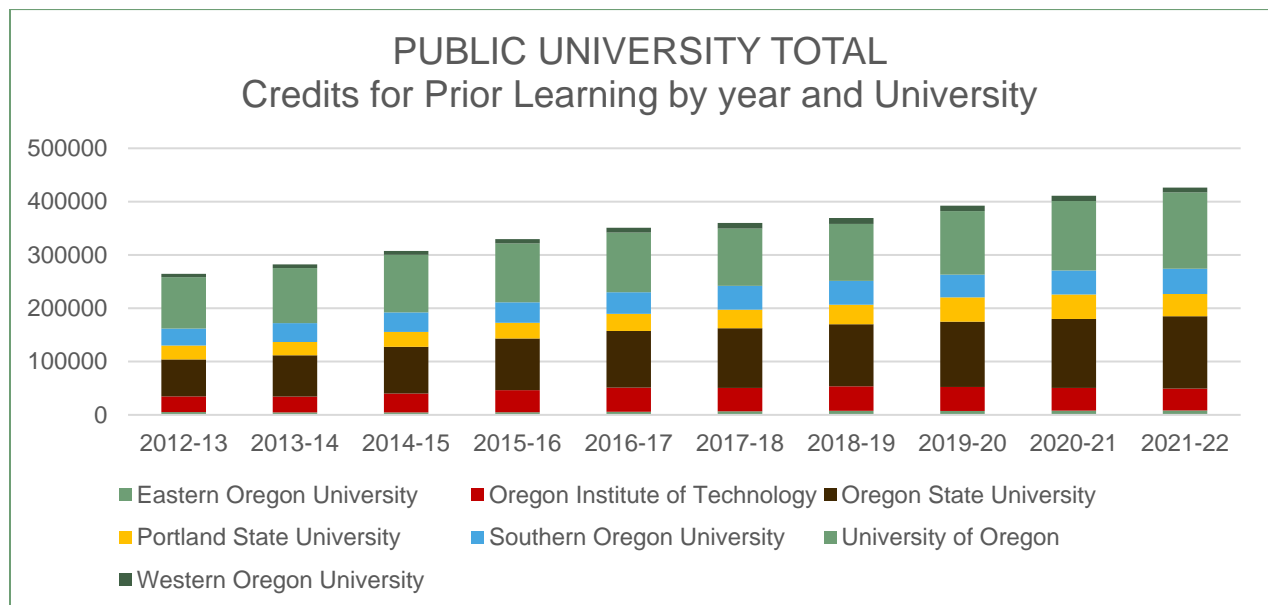
PUBLIC UNIVERSITY DATA

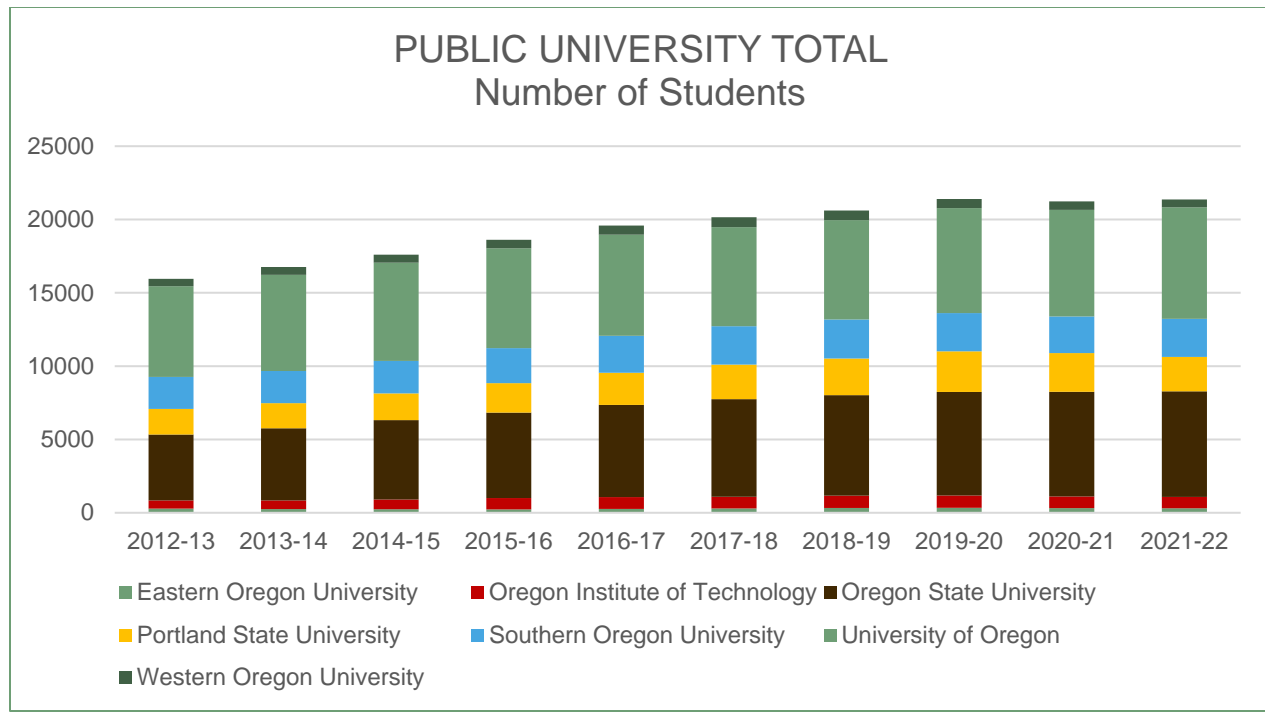
Similar to community colleges, Oregon’s public universities also report on CPL credit awarded. Overall, the universities report more CPL credit than the community colleges and award credit for a wider variety of CPL categories. This is likely attributed to differences in the community college and university support funds as well as regional mission nuances. With a few exceptions, the amount of CPL credit awarded by the universities has also increased steadily since 2012-13.

Table 2: Public University Number of Total Credits for Prior Learning, Reported by Year

Public Universities	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Grand Total
Eastern Oregon	5302	4787	4640	5052	5941	6826	7549	7479	7963	8170	63708
Oregon Institute of Technology	29453	29542	35555	41243	45140	43639	45874	44833	42514	41169	398958
Oregon State	69285	77356	87610	96927	106353	111950	116654	122574	129307	135651	1053664
Portland State	26070	25002	27879	29534	32177	34860	36663	45596	45980	41837	345597
Southern Oregon	31832	35394	36601	38260	40505	44704	44516	42606	45212	47454	407081
University of Oregon	96364	103167	107988	110589	111708	107446	106806	118943	129994	142868	1135870
Western Oregon	6310	6913	7269	7990	9034	10672	11107	10450	9867	9220	88830
Grand Total	264614	282159	307541	329594	350857	360095	369167	392478	410835	426367	3493707
LESS: Military	8195	10825	10014	12374	12856	13815	14781	20739	19963	18523	142083
Adv. Placement	162502	173692	191251	203273	212059	216447	219902	239803	252270	191251	2129397
Intl. Bacc. Exam (SOU only)		398	530	542	642	702	596	625	675	572	5282
CPL Net * Total	255671	225921	190684	152979	134538	119893	94315	46374	9251	54268	1216944

* Includes remaining CPL forms such as challenge exams, credit from unaccredited schools, non-collegiate, and pre-admitted credit, see table 3 for additional details.



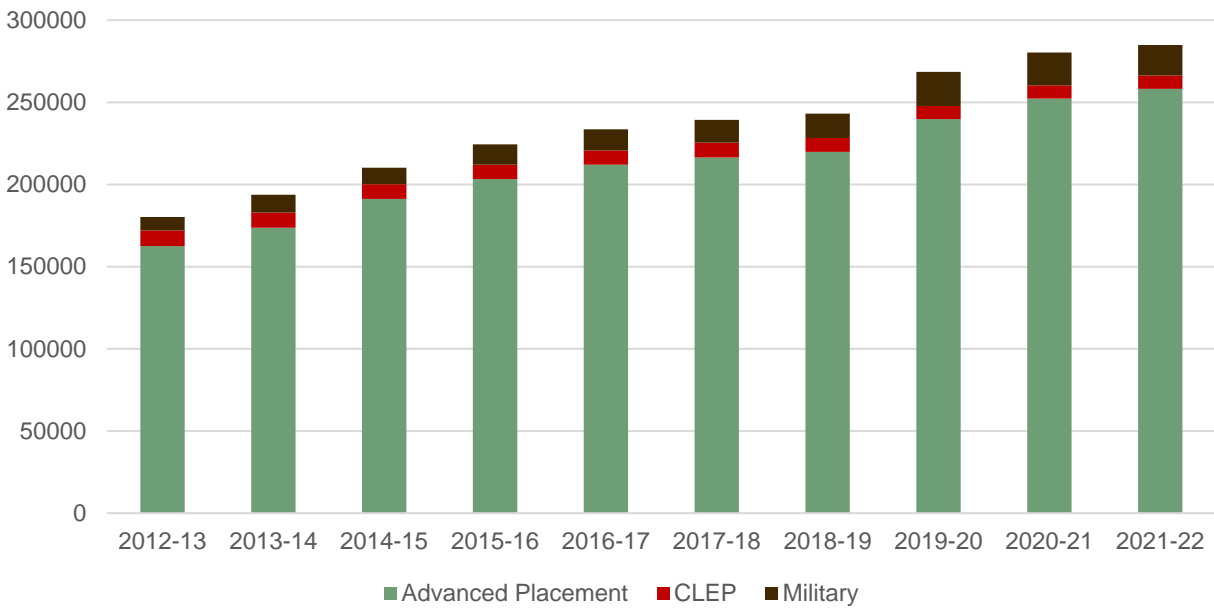


As noted above, the categories the public universities use to designate and award the different types of CPL is different across the seven universities, except for Advanced Placement, CLEP, and Military (Table 3). Of those common types, Advanced Placement is the largest and across those three there was a decline of credits awarded from 2020-21 to 2021-22, again centered on Advanced Placement.

Table 3: Types of Public University CPL Credit by University

	Eastern Oregon University	Oregon Institute of Technology	Oregon State University	Portland State University	Southern Oregon University	University of Oregon	Western Oregon University
American Council on Education Credit	X	X	X				
Advanced Placement	X	X	X	X	X	X	X
CLEP	X	X	X	X	X	X	X
Credit from unaccredited schools	X						
Exam	X	X		X	X	X	X
Experience	X	X					
International Baccalaureate					X		
Military	X	X	X	X	X	X	X
Non-collegiate	X			X			
Other advanced credit	X	X		X	X		
Pre-admitted credit		X				X	X

PUBLIC UNIVERSITY TOTAL Common CPL Categories



FUNDING TO SUPPORT EXPANSION

US DEPARTMENT OF LABOR STRENGTHENING COMMUNITY COLLEGES GRANT ROUND 1 - 2021

In 2021 Mt. Hood Community College as the lead for a consortium of nine Oregon Community Colleges, was awarded \$5 million for a US Department of Labor Strengthening Community Colleges Grant.¹⁶ The goal of this consortium project is to accelerate learning pathways focusing on systemic changes to allow members to collaborate around their shared program areas and strengthen the career pathways of Advanced Manufacturing and Cyber Security. One of the acceleration strategies is the expansion of CPL. Specifically, the consortium is working to increase the number of Advanced Manufacturing programs offering CPL, encouraging colleges to enhance CPL offerings, and align credit transfer policies to increase the number of students who attain a credential and entry level employment. To support continued alignment, HECC is working with the Consortium Colleges to connect them with the Future Ready Oregon CPL grantees. These connections should support policy alignment, leveraging resources and expansion of best practices.

FUTURE READY OREGON

In the 2022 legislative session, the Oregon Legislature passed Senate Bill 1545, codified in Oregon Revised Statute 660.300¹⁷, also known as Future Ready Oregon. The legislation allocated \$10 million in one-time funding for the purpose of “Increasing opportunities for students from priority populations to receive academic credit for prior experience or skills gained outside of traditional higher education institutions, with such academic credit counting toward a certificate or credential that provides a pathway to employment or career advancement.”¹⁸ In the summer of 2022, the HECC accepted applications from Oregon community colleges and public universities for funds to achieve three outcomes to expand CPL:

- Develop assessment criteria and practices to evaluate whether a student’s prior experience or skills count toward earning a certificate or credential recognized by a targeted industry sector
- Train staff to apply the assessment criteria and practices to award credit for prior experience and skills
- Recruit and conduct outreach to priority populations

Of the 24 public institutions that were eligible for the funds, 14 community colleges and 5 public universities applied. All of those institutions were awarded funds, allocating the entire \$10 million. Contracts for those funds have been executed. Table 3 provides an outline of the most common activities under the three focus areas.

¹⁶ US Department of Labor Strengthening Community Colleges Round 1 Grants (2021)
<https://www.dol.gov/sites/dolgov/files/ETA/skillstraining/SCC-Overview-and-Abstracts-rev.pdf>

¹⁷ Oregon Revised Statute 660.300 - Future Ready Oregon [0028SS \(oregonlegislature.gov\)](https://legislature.oregon.gov/2022/bills/0028/0028SS)

¹⁸ Oregon Revised Statute 660.300 - Future Ready Oregon [0028SS \(oregonlegislature.gov\)](https://legislature.oregon.gov/2022/bills/0028/0028SS)

Table 3: Future Ready Oregon Credit for Prior Learning Grant Activities

Development of Assessment Criteria	Staff Training	Recruitment
<ul style="list-style-type: none"> • Review existing Credit for Prior Learning policies, practices, and procedures by internal staff or external experts to determine gaps or areas for improvement. • Research state and national best practices for assessing or awarding Credit for Prior Learning. • Develop, refine, or expand Credit for Prior Learning assessment criteria, rubrics, or tools. • Institution renewed membership or became members of the Council for Adult and Experiential Learning (CAEL). • Expand or plan to expand the types of Credit for Prior Learning available to students. • Focus on developing or improving processes for reporting Credit for Prior Learning student data to the Higher Education Coordinating Commission. • Create or improve existing systems for transparent and consistent Credit for Prior Learning structures and processes, to improve student access and participation, and/or to increase staff knowledge and capacity. • Expand or convene a cross functional Credit for Prior Learning team. This could include activities such as increasing meeting frequency, adding new internal or external members, and/or creating a new team. • Integrate Credit for Prior Learning into enrollment pathways, this could include activities such as intentional advising that includes a Credit for Prior Learning assessment, asking students to share work history information, providing information on Credit for Prior Learning, or other activities in enrollment and advising that help students understand the value of Credit for Prior Learning. 	<ul style="list-style-type: none"> • Engage internal expertise to develop training materials and deliver training for staff, faculty, and partners. • Engage external expertise to develop training materials and deliver training for staff, faculty, and partners. • Establish a training schedule for training staff and faculty. This can include activities such as one-time training, ongoing training activities, in-service events, and/or training for onboarding new staff. • Developed and delivered training for external partners and/or employers to increase awareness of Credit for Prior Learning beyond institution faculty and staff. • Update or create an internal website resource for faculty and staff to access materials, training, and resources related to Credit for Prior Learning. • Create or purchase Credit for Prior Learning Evaluation Tool(s) such as the CAEL Credit Predictor. • Attend in 2022 or plan to attend in 2023 the Council for Adult and Experiential Learning (CAEL) conference or other Credit for Prior Learning Conferences. 	<ul style="list-style-type: none"> • Create or revise marketing and recruitment materials. These can be print or electronic materials. • Translate or create materials in languages other than English. • Create a Learning Management System shell or other mechanism for students to submit Credit for Prior Learning materials. • Update or create Credit for Prior Learning information/content on the institution’s website. • Create or expand a marketing plan focused on Credit for Prior Learning, this could be a mix of marketing approaches including, print, video, social media, etc. • Create and implement an outreach plan that includes priority populations identified in the application.

These activities support the goals of ORS 350.110 by building capacity to increase CPL and reduce barriers to Oregonians seeking and receiving CPL. In the long term, the activities implemented under this grant program should also improve prior learning assessment practices in Oregon’s public institutions and increase the number of students receiving CPL. Finally, the Future Ready Oregon funding supports increasing the capacity and knowledge of faculty and staff in awarding CPL. Through the reporting process for the grant, the HECC will capture best practices, share resources, and convene institutions working on similar project goals. This work will support the ongoing collaboration across institutions and promote alignment of policies and practices.

Colleges and universities will report on the initial implementation of these grants and progress on activities in January 2023 and again at the end of the grant period in August 2023. The data gathered will be included in the next iteration of this report as well as the ORS 660.300 report to the Legislature. The Future Ready Oregon funding is one-time capacity building funding. Future reports will also focus on an analysis of student outcomes following the capacity building year.

POLICY RECOMMENDATIONS

REVISE CPL STANDARDS

The current CPL Standards were developed in the fall of 2013 by the Credit for Prior Learning Advisory Committee. These standards were later revised in 2017 to incorporate feedback from Oregon’s higher education institutions.¹⁹ This review and revision included an alignment with the 2010 accreditation standards from the Northwest Commission on Colleges and Universities (NWCCU).²⁰ Specifically, the standards were revised to align with the NWCCU standard limiting CPL credits to 25% of the total credits needed to fulfill degree requirements. In 2020 NWCCU revised their Accreditation Standards²¹ and has removed the 25% cap on CPL. In addition, the revised NWCCU Standards lift the restriction that limits CPL to undergraduate credit and the CPL Advisory Committee will need to determine if that change should also be reflected in the CPL Standards. With these change in mind, HECC will be convening the Credit for Prior Learning Advisory Committee in the winter of 2023 to review and make recommendations for revisions to the Oregon CPL Standards. In addition, part of the work of the Strengthening Community Colleges Consortium is a review and recommendations for alignment of institutional CPL policies. This work may also inform revisions to the Oregon CPL Standards.

While the work of the previous CPL Advisory Committee was incorporated into the work of the Adult Learner Advisory Committee in 2018, the CPL Advisory Committee is required in statute, appointed by the HECC, and must consist of members from the sectors listed below. The HECC may also appoint additional members based upon a demonstrated interest in and knowledge of prior learning programs. A member of the Strengthening Community Colleges consortium would be an example of such a member.

- Public Universities
- Community Colleges

¹⁹ Oregon Credit for Prior Learning Standards, 2017 Revision [2017-CPL-Standards-2017-Final.pdf \(oregon.gov\)](#)

²⁰ Northwest Commission on Colleges and Universities, 2010 Accreditation Standards [NWCCU 2010 Standards - NWCCU](#)

²¹ Northwest Commission on Colleges and Universities, 2020 Accreditation Standards [NWCCU 2020 Standards - NWCCU](#)

- Independent Not-for-Profit Institutions
- Student of a Two-Year or Four-Year Institution
- Labor
- For-Profit Institutions
- Business Community

IMPLEMENT LESSONS LEARNED FROM FUTURE READY OREGON CAPACITY BUILDING

Future Ready Oregon has provided an unprecedented funding opportunity for colleges and universities to increase capacity for CPL. However, three community colleges and two public universities did not apply for funds under this grant. HECC staff will be reaching out to those colleges to share best practices and lessons learned from the Future Ready Oregon grantees to encourage alignment and CPL expansion in those institutions as well as those that received Future Ready Oregon funding. Those institutions will also be included in the review and feedback process for any changes to the Oregon CPL Standards.

In addition, with these capacity building funds, the HECC expects a great deal of expansion at the 19 institutions that were awarded funds under Future Ready Oregon as well as the Strengthening Community Colleges Consortium. The Agency will be collecting data on implementation, lessons learned and recommendations for changes in the CPL Standards, improvements in data coding and reporting, as well as other potential policy alignment opportunities. This information will inform policy recommendations in future editions of this report.

ALIGN WITH COMPETENCY BASED EDUCATION AND CAREER PATHWAYS

As noted above, when the Oregon CPL Advisory Committee is convened in 2023, they will need to consider changes to the Oregon CPL Standards in relation to the NWCCU Accreditation Standards. However, the committee should also consider making policy recommendations for alignment of CPL with other acceleration strategies including Competency Based Education and career pathways. Used together, these strategies can significantly impact student success and credential attainment. To assess the statewide work the CPL Advisory Committee may also consider completing the Advance CTE Policy Benchmark CPL Self-Assessment Rubric²² to determine if there are gaps in the CPL Standards or other state policy that need to be addressed.

²² Advance CTE Embedding Credit for Prior Learning in Career Pathways Policy Benchmark Tool (2022) [Embedding Credit for Prior Learning in Career Pathways - Policy Benchmark Tool \(careertech.org\)](https://www.careertech.org/advance-cte-embedding-credit-for-prior-learning-in-career-pathways-policy-benchmark-tool)

