Credit for Prior Learning House Bill 4059 Report

A Report to the Oregon Legislature

December 2015

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Background and History

In response to the direction given in House Bill 4059 (2012), the Higher Education Coordinating Commission
(HECC) appointed the Credit for Prior Learning (CPL) Advisory Committee on October 11, 2012. The legislation also directed the HECC to report, in December of each year, progress being made to reach the goals set forth in HB 4059.[1] The bill also requires the HECC to submit an annual report to the Legislative Assembly no later than December 31 of each calendar year.

Over the course of the past three years, the CPL Advisory Committee has worked to address the goals in HB 4059 via an intentional, systematic approach while leveraging existing resources to create positive change in the four postsecondary sectors[2].

December 2012 Legislative Report[3]

The report outlined research conducted by the Advisory Committee in the fall of 2012 which revealed that Oregon's four postsecondary sectors had existing efforts supporting CPL, however, policies, practices and implementation strategies varied greatly both within and among the sectors. As a result of the findings, the Committee recommended additional analysis, planning and coordination in the next year to identify:

- the current landscape for awarding credit for prior learning;
- recommendations for improvements that could be made in order to develop a transparent system for awarding CPL;
- policies and practices that could be developed to ensure consistency, as appropriate, among all post-secondary institutions; and
- factors that may encourage and deter students from seeking CPL.

December 2013 Legislative Report[4]

The second report highlighted conversations from Spring 2013 around the topics of CPL assessment, portfolio development, student experiences and institutional barriers. The knowledge gained through the engagement of a student panel, institutional presentations and stakeholder feedback proved vital for developing a comprehensive set of strategies to address the goals outlined in HB 4059. In addition, a collection of existing policies and practices was compiled to identify areas where similarities in policies and practices existed.

In order to accomplish the goals outlined in HB 4059, the Advisory Committee developed a Strategic Framework to help guide the Committee's work. This Framework serves as the Advisory Committee's overall strategic work plan, and was included within in the report. Organized around the legislative goals outlined in HB 4059, strategies were

[1] Oregon HB 4059 (2012): https://olis.leg.state.or.us/liz/2012R1/Downloads/MeasureDocument/HB4059
[2] "four postsecondary sectors" refers to public universities, public community colleges and private for-profit and not-for profit institutions.
[3] 2012 CPL Legislative Report: http://library.state.or.us/repository/2015/201501061411492/2012.pdf
[4] 2013 CPL Legislative Report: http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HB4059Report2013FINAL.pdf

developed based upon the research conducted and information obtained during the course of Advisory Committee's work.

Recognizing that there are multiple external forces influencing and driving CPL and that additional expertise was needed in the areas of transfer and articulation, the Advisory Committee partnered with the Joint Boards Articulation Commission to form a Policies and Standards Workgroup. The Workgroup drafted a set of CPL Standards that were then reviewed by Oregon's postsecondary institutions during the fall of 2013.

December 2014 Legislative Report[5]

Transparency served as a grounding principle as the CPL Standards were developed. The Standards were reviewed at the HECC Commission meetings and were shared among institutions. As a result of the institutional feedback received, the CPL Standards were revised and were adopted by the HECC in May 2014. While the HECC recognizes the decision to *offer or not to offer* CPL to students is solely determined by institutions, if the institution decides to award CPL, HB 4059 calls for Oregon postsecondary institutions to adopt and use the Oregon CPL Standards.

The 2014 legislative report also highlighted the formation of the HECC CPL Pilot Project[6] which was organized to help inform the HECC and the Oregon postsecondary institutions of the promising practices and challenges associated with the implementing the CPL Standards.

To address the topic of costs associated with the delivery of CPL, the Advisory Committee formed a Funding and Cost Analysis Workgroup. The group was charged with identifying how much it would cost to implement the CPL Standards and with beginning the conversation about possible funding mechanisms. A tool was developed by the work group to assist the CPL pilot institutions with identifying costs associated with CPL.

2015 Activities

During the past year, the HECC coordinated and provided two separate opportunities for professional development. In February, the HECC, in partnership with Marylhurst University, provided a one-day forum on prior learning assessment and portfolio development. This event was free to participants and was open to participating pilot project institutions. Nine of the eleven pilot institutions sent teams to participate in the event.

The second event, held in November of this year in partnership with the

[5] 2014 CPL Legislative Report: http://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HB4059Report2014FINAL.pdf

[6] CPL Pilot Project began with the following institutions: Central Oregon Community College, Chemeketa Community College, Clackamas Community College, Clatsop Community College, Heald College, Marylhurst University, Mt. Hood Community College, Portland State University, Rogue Community College, Southwestern Oregon Community College and Umpqua Community College. Clatsop Community College and Heald College both withdrew from the pilot during the course of the year.

American Council on Education (ACE) was designed to provide a professional development opportunity for Oregon Postsecondary institutions in the area of ACE evaluation processes. The event was open to all Oregon postsecondary institutions and approximately 60 participants attended the event with representatives from College Deans, Admissions Counselors, Academic Advisors, Veterans Service Coordinators and those who are involved in evaluation of military transcripts and who determine policies related to credit transfer.

Over the course of the year, the CPL Advisory Committee provided guidance and feedback regarding the administration of the CPL Pilot Project; the first year was successfully completed. Nine of the eleven original institutions completed the year, with each identifying a desire to continue for a second year. The pilot institutions received no funding for their participation, only technical assistance and access to a one-time stipend for their participation in the February event.

Beginning in the spring, the Advisory Committee began intentional conversations regarding proficiency-based learning and the various models of implementation in Oregon. The Committee received information from the Eastern Promise, the Willamette Promise and Western Governor's University regarding their various educational delivery models. Conversations regarding the similarities and differences between proficiency-based learning and CPL continue at this time.

Update by Legislative Goals

The goals outlined in HB 4059 require the HECC to work with various stakeholders to make progress in meeting 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."

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 pages provide a summary of the progress made in each area.

Increase the number of students who receive academic credit for prior learning

Students shared that it is often difficult to access information on campuses related to credit for prior learning offerings. This lack of knowledge coupled with often confusing processes and procedures for awarding CPL helped provide the foundational belief that transparency for students, staff, faculty and stakeholders is key to increasing student access to CPL. The Standards were developed to address these issues and the Standards are being used by the pilot institutions to more fully integrate CPL into existing policies and practices.

It is also difficult to identify how many students request and receive CPL credit due to challenges associated with collecting these data statewide. While funding was not appropriated in HB 4059 to develop and manage a data system, efforts have been made to modify existing statewide data systems among the four post-secondary sectors to

collect and report these data. However, state appropriated funding is needed to refine the current data collection system and data verification process.

Increase the Number and Type of Academic Credits Accepted for Prior Learning

Prior to the passage of HB 4059, data were not collected in relation to Credit for Prior Learning. The Committee considers 2015 to be the baseline year for data collection to track how many credits are being awarded. Through an intentional effort and by leveraging resources from the CASE Grant,[7] common data definitions were identified for the purposes of reporting both university and community college data.

The CPL Standards address data collection and reporting requirements in Standard Five. Institutions are expected to report the number of credits granted and the number of students receiving CPL based on the definitions for the various types of CPL described in the standards.

The Advisory Committee has identified the potential need for additional clarification within this standard, specifically in relation to those credits which are awarded through the review of ACE Transcription Service Recommendations. Based upon input from pilot institutions and ongoing stakeholder conversations, additional refinement of the Standards is expected in 2016.

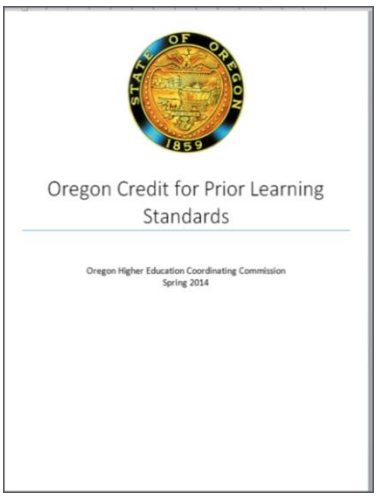
At the end of the Pilot Project year, institutions were surveyed to identify what had been accomplished and lessons learned during the pilot year. At the beginning, three of the nine institutions were exploring how to implement CPL, two were at the beginning stage, two were launching implementation, two institutions were sustaining efforts that had been established prior to HB 4059 and none of the institutions had fully implemented CPL. By the end of the year, only one institution was still exploring how to implement CPL, three reported they were still at the beginning, three had launched CPL, and two were still sustaining implementation. One of the pilot project institutions indicated that lack of resources and funding created significant barriers for to increasing the types of CPL offered. This aligns with findings included in the recent publication *Credit for Prior Learning: Charting Institutional Practice for Sustainability* by ACE[8] which identifies the "insufficient financial support" as an institutional barrier in the CPL arena.

Given the magnitude of the barriers associated with increasing the number of CPL credits awarded, the state is in the nascent stage of expanding opportunities for students. A significant amount of work has been accomplished to set the stage for eventually increasing the number of students who receive CPL credit.

[7] In 2011, Clackamas Community College received a three-year, $18.68 million dollar Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant to fund the Oregon Credentials, Acceleration, and Support for Employment (CASE) Consortium. The Consortium included participation from all of Oregon's 17 community colleges, WorkSource Oregon centers, employers and community partners. The project focused on three strategies – the enhancement of Career Pathway programs; the use of Career Coaches to reduce barriers to student persistence and completion, and the expansion of Credit for Prior Learning to accelerate student progress and support completion.

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

Develop Transparent Policies and Practices


Oregon Credit for Prior Learning Standards

Oregon Higher Education Coordinating Commission
Spring 2014

By providing opportunities for public comment during multiple public meetings and by requesting candid institutional feedback, the development of the CPL Standards modeled a transparent and coordinated approach to the development of policies and procedures.

The transparency of institutional policies and expectations is addressed in Standard Eight, which states that institutional CPL policies and expectations shall be clearly communicated to students, faculty, staff and stakeholders. In addition, Standard Eight requires that processes be in place for a student to request CPL based on processes established by the institution including those associated with NWCCU Standards. NWCCU accreditation standards currently limit the total number of credits awarded through CPL to a maximum of 25% of the credits required for the degree the student is seeking[9].

The HECC is working to assist institutions with the continued transparency of policies and practices. In the coming year, Cohort A of the CPL Pilot Project will focus on the development of communication tools that institutions can use to assist in the transparency of their policies and practices.

Improve Prior Learning Assessment Practices

The CPL 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. Standard Two addresses CPL assessment practices with a specific focus on evidence-based assessment.

HECC has taken a leadership role in the past year by providing opportunities for professional development. Using an outside facilitator, the February event began with a history of prior learning assessment and the day continued with a focus on quality assessment practices, how to support CPL evaluators and allowed time for institutional teams to draft plans related to quality CPL assessment.

Create Tools to Develop Faculty and Staff Knowledge

The CPL Standards address faculty and staff development. Standard Six states that "each institution shall have a policy and a strategic plan for faculty and staff development for CPL which includes professional development activities."

[9] NWCCU Standards 2.C.7 states "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."

During 2015, HECC provided two professional development opportunities for institutions in relation to Credit for Prior Learning. The first, held on February 27th provided an opportunity for CPL Pilot Project institutions to participate in a one day forum which provided training and facilitated planning opportunities in relation to prior learning assessment and portfolio development. The event was attended by 52 participants.

On November 13, 2015, the HECC partnered with ACE to provide a professional development opportunity for Oregon postsecondary institutions in the area of ACE evaluation processes. Titled "Dispelling the Mystery of the Academic Review Process and Transcript Services", the event provided participants an overview of the ACE review process and highlighted information regarding transfer policies and processes. In the afternoon participants had an opportunity to analyze transcripts to increase their knowledge and expertise in this area.

In addition to the HECC efforts, institutions have taken an increasingly collaborative approach to faculty and staff development. For instance, Portland State University provided an opportunity for the CPL Pilot Project institutions to join them in webinars related to Credit for Prior Learning and also invited them to join them in an on-campus CPL lecture series. Many of the CPL pilot institutions are working to embed CPL in their on-campus faculty and staff development plans.

From webinars offered by leaders in Credit by Prior Learning such as the Council for Adult and Experiential Learning and ACE to conferences with a specific focus on prior learning assessment, there is a growing list of resources available for institutions, faculty and staff. Building upon these examples and more, Oregon's postsecondary institutions continue to work together to leverage resources to provide opportunities to further staff knowledge and expertise.

Develop Articulation Agreements

A continued focus on transparency of assessment practices has brought to the forefront some promising practices related to articulation and transfer agreements. While articulation agreements are formal in nature, there appears to be an increase in the development of what are known as "transfer guides". These guides provide a roadmap for students and advisors as students navigate their educational pathways. As CPL increases in frequency and use, these transfer guides can be used as a way to facilitate conversations among institutions and departments thus reducing credit loss for students.

Develop Outcome Measures

While work continues in the development of outcomes measures and data collection, the CPL Pilot Project identified some measurable outcomes and produced important foundational information. This information will be used in the coming years to assist with the development of outcome measurements.

Increase in the type of CPL offered

Two of the nine reporting institutions indicated an increase in the types of CPL offerings, those who did not see an increase cited either a lack of resources as a barrier

"Participating in the CPL Pilot Project has reinforced the importance of CPL and its potential to help students to the rest of our campus community."

-CPL Pilot Project Year One Institution

or that they felt their institution had sufficient offerings and were participating in the pilot to strengthen existing policies and practices.

The frequency and regularity of Cross Functional Team meetings play an important role in effecting change and raising institutional awareness especially at those institutions which are in the beginning stages of offering CPL. Institutions who were more mature in relation to CPL offerings did not feel the need to meet as they had strong foundations in place.

Seven of the nine institutions indicated that participation in the CPL Pilot Project had been helpful with implementing the CPL Standards at their institutions. For the two who indicated it had not been helpful, one reported a change in personnel related to CPL as a contributing factor and the other indicated lack of institutional resources to fully carry out implementation in Year One. However, all nine have indicated a desire to participate in Year Two of the Pilot Project with a focus on communication and transparency.

Funding and Cost Analysis

Many institutions recognize the value of offering CPL to students; however, costs associated with assessing student work are often prohibitive. Funding for assessing and awarding CPL has not been identified to date and costs associated with awarding CPL credit are generally not included in the institutional funding formula for public institutions. Private not-for-profit and private-for-profit institutions experience similar funding issues. As a result, students are usually charged fees to offset some of the cost for CPL, however, these fees cannot be used to meet the eligibility requirements for federal financial aid or veteran benefits. To qualify students must be able to demonstrate a need for financial aid based on their ability to pay for tuition, fees, living expenses, etc., exclusive of CPL. For example, if a student registers for 12 credits; assessment of CPL credits cannot be included in this number[10]. While students should be expected to pay a portion of CPL costs, they should not be expected to carry the financial burden alone.

In order to address these concerns and to begin exploring possible recommendations for the funding of CPL related-activities, the CPL Advisory Committee formed the CPL Funding and Cost Analysis Workgroup to develop a tool to assist in the identification of institutional CPL costs and costs to students.

In order to identify the costs associated with CPL activities, the CPL Funding and Costs Analysis Workgroup designed the CPL Cost Analysis Worksheet. This document was used as mechanism to gather information from Credit for Prior Learning (CPL) Pilot Project institutions regarding the costs, activities and fees associated with credit for prior learning. The Worksheet was broken down by the tasks associated with CPL such as marketing, advising, assessment, transcription, etc. for the various types of CPL. The information gathered was not meant to provide a concrete methodology for estimating CPL costs at institutions, but as a mechanism to gain a further understanding of how institutions approach CPL activities and how these activities are at their institutions.

Findings

Credit by Exam (CLEP, DANTES, etc.)

Institutions which offer CPL via Credit by Exam reported that the majority of the institutional investment for this activity is with the assessment of learning. The assessment is usually conducted by faculty; however a few of the institutions reported also using a Program Director or Department Chair. The majority of the institutions reporting this type of CPL indicated that while there is significant investment of faculty/staff time (ranging anywhere from approximately .5 to 6.0 hours, depending on exam development needs) they do not charge a fee to students for Credit by Exam. One institution did indicate they charge a fee that ranges anywhere from $120 to $495 per exam.

[10] On July 31, 2014 the Office of Postsecondary Education, us Department of Education released a notice in the Federal Register inviting institutions to participate as an Experimental Site to test alternative methods for administering title IV funds. Contained within this experiment is credit for prior learning. http://ifap.ed.gov/fregisters/FR073114ExperimentalSites.html

Industry Certifications

CPL that is granted for industry certifications requires significant institutional investment in the area of assessment. Institutions which offer CPL for industry certification report that the total time invested per student in this area ranges anywhere from one to a little over three hours. While the initial review and assessment of industry certifications is time-intensive, institutions report that once the initial evaluation of industry certifications is completed the information can be used for additional students as long as the industry certification requirements and course learning outcomes do not change. This allows for the institutional investment to decrease over time should these variables remain constant. While one institution reported that they do not charge for the evaluation of industry certifications, others reported fees ranging from $10 to $40 for transcription of courses with two institutions reporting learning assessment fees from $25 to $50 per credit.

Institutional Challenge Exams

Institutions which reported in this area indicated that the majority of investment of faculty time lies within the development of the challenge exam. Once developed, institutions reported the learning assessment takes approximately 60-90 minutes per student. Both full-time and part-time faculty members are used to develop the exams and conduct the assessments. While not included on the worksheet, follow-up discussions with institutions indicate that faculty may or may not be paid for the development and evaluation of challenge exams based on their employment status (part-time vs. full-time). Fees charged to students vary widely within this type of CPL. Two institutions reported charging full tuition and fees, while others reported charging assessment fees of $25 to $91 per credit. Another institution reported charging a flat fee of $100 for the activities associated with this type of CPL.

Military Credit (American Council on Education (ACE) Credit Recommendation Service)

All of the institutions reported offering CPL for Military Credit. The amount of institutional investment varied significantly among institutions. This may be due to a variety of factors including but not limited to the methodology used for the calculations associated with staff time as well as staff experience within this area. During follow-up conversations, institutions shared that once crosswalks are developed for Military Occupational Specialty (MOS) codes, the information is saved to assist with the evaluation of recommendations for future veterans. This institutional front-end investment is very similar to those of industry certifications and challenge exams. The majority of the institutions do not charge a fee for ACE transcript evaluation or related institutional transcription. ACE does not charge a fee for services related to military credit, but does charge students with "civilian" training a $40 registration fee (which includes the first transcript requested) and a $15 fee for each transcript requested after that for courses which have been evaluated by ACE.[11]

Portfolios

The majority of institutions currently do not offer CPL for portfolio evaluation. However, for those which do offer this type of CPL, the institutions reported that a significant amount of time goes into the evaluation of the portfolios. One institution reported close to six hours per student for each portfolio evaluation that is conducted.

[11] Source: American Council on Education Registry and Transcript System

Students are charged a fee ranging from $25 to $120 per credit evaluated. One institution indicated that an additional charge of 30% of tuition for each course is assessed for transcription services. While some institutions approach the development of portfolios through a portfolio development course, each portfolio that is evaluated is done so on an individual basis, which makes it difficult for the institution to decrease costs associated with this CPL type over time. Students may also be charged a fee to enroll in the portfolio development course and an additional per credit fee for the assessment of the portfolio.

Professional Licensure

Institutions which reported that they grant CPL for professional licensure indicated that they follow very similar processes and procedures as CPL for industry certifications. Like CPL for industry certification, the initial review and assessment of licenses is time-intensive with institutions reporting that once the initial evaluation is completed, the information can be used for additional students as long as licensure requirements and course learning outcomes do not change. Unlike institutional challenge exams however, the fees charged for this type of CPL vary greatly from one institution reporting $10 per credit and another reporting a fee of $226 per credit.

Position Classification & Employment Status:

The positions and employment status of those involved in CPL tasks at institutions appear to be dependent on the size of the institution. Smaller institutions appeared to rely heavily on their Admissions and Registrar's Office to carry out the tasks associated with CPL. A few of the institutions indicated that classified and faculty staff were involved in all aspects of CPL. There did not appear to be a trend in relation to whether these positions were full or part-time. While Portland State University currently has a grant program supporting its current CPL activities and Marylhurst University has a Prior Learning Assessment Department, the majority of the institutions do not have staff dedicated solely to the area of Credit for Prior Learning.

Costs Associated with Faculty & Staff Development

Only one institution reported estimates associated with Faculty & Staff Development. The amounts reported indicated that a larger institutional investment is necessary for the areas of industry certifications and institutional challenge exams. Many other institutions report that they are working to imbed CPL training into their regular fall in-service schedules so disaggregating costs become difficult; however, it is important to note a significant institutional investment is required to bring together faculty and staff for any purpose. This appears to be an emerging promising practice and may be the best use of institutional resources for those institutions in which CPL is a small part of institutional offerings.

Summary

Although the information received from institutions varied greatly and data was difficult to obtain even though a standardized from was used, it is very apparent from the information collected that there is a significant amount of institutional investment in the area of CPL especially for costs associated with faculty salaries. Faculty involvement is at the heart of CPL Assessment. According to the human resource data in the Integrated Postsecondary Education Data System (IPEDS) Data center for US institutions who have full-time first-time undergrads, the

Average Weighted Monthly Salary for All Full-Time Instructional Staff in 2013-2014 was $5,945.[12] It is important to note that this is a national average and does not include all institutions, only those which reported for this measure. Those institutions with a longer history of CPL have a great deal of expertise and have created streamlined processes which have, over time, reduced their current overall investment in the tasks associated with CPL advising, assessment and transcription. Also important to note is that while faculty play a central role in the assessment process, advisors are key to helping students understand CPL as an acceleration tool.

For those institutions which are just beginning to offer CPL or are expanding their CPL offerings, the current institutional investment is much greater. While CPL has been shown to decrease the time to completion[13], currently Oregon postsecondary funding formulas do not support CPL activities. In addition, federal financial aid or veteran's benefits cannot be used towards the evaluation of credit, leaving the institution to support these activities or to pass on the associated costs to students. This makes implementing HB 4059, as it relates to increasing the types of CPL to be offered and access by students, cost-prohibitive for institutions[14].

[12] Source: http://nces.ed.gov/ipeds/datacenter/trend.aspx

[13] Source: http://www.cael.org/pdfs/pla_fueling-the-race

[14] Source: https://olis.leg.state.or.us/liz/2012R1/Downloads/MeasureDocument/HB4059

Areas for Focus in 2016

While great strides have been made in the previous years in Oregon regarding CPL, there is much work yet to be done. Continued coordination on behalf of the HECC and institutional engagement will remain vital to the efforts at hand. An intentional focus on key elements, as identified below, in the coming year will provide much needed support to continue-statewide partnerships in the area of CPL.

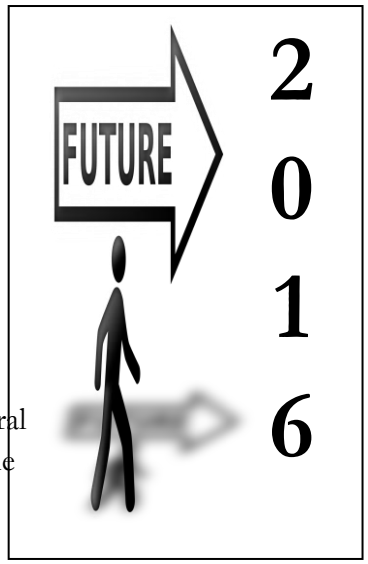
Advocating for Data Collection and Refinement

The CPL Advisory Committee and their stakeholder partners have indicated that federal grant proposals from Oregon are significantly less competitive due to the lack of a cohesive data collection and reporting system. As innovation continues to be on the forefront of grant proposal requests, Oregon postsecondary institutions must work more diligently to tighten standardization for reporting. The CPL Advisory Committee will continue to identify barriers and facilitate conversations with stakeholders to address these matters.

Transcription Practices

NWCCU accreditation standard 2.C.7 requires that CPL be indicated on transcripts. However, these notations and the practices associated with them may vary from institution to institution. The Advisory Committee plans to facilitate ongoing discussions among the institutions to develop and document transcription practices for the purpose of enhancing transparency. These conversations may lead to developing a resource document for institutional use.

Transferability



The HECC recognizes and supports the role accreditation plays in the area of credit transference; however, transparency of CPL assessment processes should play an instrumental role in easing pathways to credit transfer for students. Quality assessment processes have been discussed at the CPL Advisory Committee meetings and it was the primary topic for the February professional development session at Marylhurst University.

While formal articulation agreements play a key role in credit transferability, other tools such as transfer guides allow institutions the ability to create individualized transfer plans for students, thus reducing the amount of credit loss upon transfer. Central to these agreements and guides are partnerships and relationships that are formed at the institutional and departmental levels. Often these transfer guides are hidden from students due to lack of resources or coordination efforts on institutional websites. The development of an informational portal should be explored in greater detail.

Professional Development

A continued focus on professional development opportunities will continue to ensure increased quality learning assessments which form the very foundation of credit for prior learning. Institutions continue to identify lack of resources for areas such as professional development. While the HECC recognizes that need for continued collaborative efforts and coordination of professional development activities without legislative support, efforts such as the ones described in this report will become unsustainable.

List of Appendices

A. Advisory Committee Membership & Contributing Partners
B. Strategic Framework
C. CPL Standards
D. Definitions

Appendix A

2015 Credit for Prior Learning Advisory Committee Membership

Required by HB 4059:

Representing	
State Board of Higher Education (Now HECC)	Lee Ayers-Preboski
Independent Not-for-profit Institutions	Lynn Brown
For-Profit Institutions	Jeff Engh
Business Community	Karen Stewart
Labor Community	Vickie Burns
Student of **two-year** or four-year Institution	Mario Parker-Milligan

Other Members Appointed by the HECC:

Affiliation	
Dean of Instruction , PCC	Craig Kolins, Co-Chair
Retired Dean of Instruction, PCC	Marilyn Davis, Co-Chair
Former HECC member	Chris Brantley
OUS Registrar & CPL Task Force	Rebecca Mathern
CASE Grant	Cyndi Andrews
Oregon Association of Community & Continuing Education	Kathy Calise
ACT-ON Grant	Paul Moredock
HECC: CPL Advisory Committee Administrator	Donna Lewelling

Funding & Cost Analysis Workgroup:

Affiliation	Name
Lane	Margaret Kimble
JBAC (Now known as JTAC)	Kendra Cawley
JBAC (Now known as JTAC)	Linda Samek
Advisory Committee	Marilyn Davis
Advisory Committee	Craig Kolins
Advisory Committee	Lynne Brown
CCWD JTAC	Lisa Reynolds
Linfield College	Diane Crabtree
HECC: CPL Advisory Committee Administrator	Donna Lewelling
PSU	Shelly Chabon

Appendix B

2014-16 HECC CPL Advisory Committee Strategies for each Legislative Goal

The strategies build upon the following key concepts and recommendations:

Key concepts**:**

- CPL is assessed by faculty with the goal of having CPL viewed the same as classroom learning.
- The assessment process functions at various levels throughout the institution from advising to assessment of credit.
- Assessment processes at each institution need to be reviewed to determine how credit is awarded.
- Institutions may decide to not offer CPL or only offer a limited number of choices to students.

Key Recommendations:

- Formally adopt the standards for use by the institutions.
- Use standards to assess the overall quality of the CPL process at each institution.

Legislative Goal (in italics and separated by subparts, as needed)	**Strategies (Key Concepts identified)**	**Action? By Who?**	**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:	Sub-parts Listed Below	See Sub-parts	See Sub-parts

Legislative Goal (in italics and separated by subparts, as needed)	Strategies (Key Concepts identified)	Action? By Who?	Status
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 in partnership with Advisory Comm (AC) & Pilot Project institutions	Work started Fall 2012. Ongoing including CPL Pilot Project Quarterly Reports. CPL Advisory Committee received information in Spring 2015.
	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	Ongoing. Student Panel held Spring 2013. The CPL Pilot Project (Cohort A) identified the topic of communication for focus in Year Two.
	1.a.3 Develop policies and state standards in conjunction with the higher education institutions, to ensure colleges and universities develop and maintain high quality CPL programs (based on the definitions in the 2012 Report to the Oregon Legislature). *(Quality)*	Action: Started by P&S Workgroup, adopted by HECC	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: AC	Planned for FY16. CPL Standards Adopted May 2014

Legislative Goal (in italics and separated by subparts, as needed)	Strategies (Key Concepts identified)	Action? By Who?	Status
	1.a.5 Develop a data gathering system or utilize an existing system to determine how many students receive credit for prior learning. *(Transparency)*	Recommendation via CPL Standards CPL Pilot Project to begin testing.	FY16; Data system needs to be in place to accomplish this task. Data collection analysis highlighted barriers and gaps in CPL reporting and perceptions. CPL Advisory Committee received information and update from HECC Research & Data Staff re: D4A system in summer 2015.
	1.a.6 Analyze data to identify how many students receive credit for prior learning. Set appropriate targets and analyze what needs to be done longitudinally to increase the number of students involved. *(Quality & Transparency)*	Action: AC Recommendation to HECC CPL Pilot Project to begin testing.	FY16; Data system needs to be in place to accomplish this task.
	1.a.7 Develop recommendations to market CPL opportunities to students and parents via an electronic CPL portal that ensures communication efforts, articulates & addresses transfer options. *(Transparency)*	Action: AC	Planned for FY15
	1.a.8 Submit an annual progress report. *(Transparency)*	Action: AC to HECC	Ongoing - annually

Legislative Goal (in italics and separated by subparts, as needed)	Strategies (Key Concepts identified)	Action? By Who?	Status
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 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 in partnership with AC	Planned for FY16; Data system needs to be in place to accomplish this task. Pilot Project beginning testing.
	1.b.2 Analyze what needs to be done longitudinally to increase the number of applicable credits. *(Quality & Transparency)*	Action: HECC in partnership with AC	Planned for FY16; 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 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 – Started by P&S Workgroup	Planned for FY16.
	1.c.2. Develop a process to evaluate the quality of the credit awarded and its consistency across institutions in consultation with the higher education community. *(Quality & Transferability)*	Action – Started by P&S Workgroup	Planned for FY16.

Legislative Goal (in italics and separated by subparts, as needed)	Strategies (Key Concepts identified)	Action? By Who?	Status
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)*	Action: CCWD, OUS, PCC & The Alliance	Planned for FY16; Will be done when data system is operational. Pilot project is testing.
	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)*	Recommendation. Started via Standards.	CPL Pilot identified "Communication regarding CPL practices" as being a key component of the transfer conversation, which led to the identification for the focus on this topic for Year Two: Cohort A in the project.
	2.a.3 Regularly audit transcription procedures to ensure consistency among the institutions. *(Transferability)*	Action: HECC in partnership with AC	Planned for FY16.

Legislative Goal (in italics and separated by subparts, as needed)	Strategies (Key Concepts identified)	Action? By Who?	Status
b. Ensure that credit is awarded only for high quality course-level competencies	2.b.1 Refer to 1.c.1 and 1.c.2 above. *(Quality & Transferability)*	Action – Started by P&S Workgroup	Planned for FY16.
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)*	Action: Started via Standards. Action: Started via Standards.	In progress. Will be done in conjunction with CPL Standards. CPL Standards Adopted May 2014 Planned for FY15-16.
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 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. November 2015 ACE Transcription and Assessment event.

Legislative Goal (in italics and separated by subparts, as needed)	Strategies (Key Concepts identified)	Action? By Who?	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 in partnership with AC	Ongoing. Presentations conducted at 2015 Student Success Conference. Professional development opportunities were offered at CPL Assessment Event in February 2015. November 2015 ACE Transcription and Assessment event.
	4.3 Identify work load issues for faculty	Action: HECC in partnership with AC & Institutions. Pilot Project will be used to gather some information.	As CPL Pilot Project Cohort A continues in Year Two – we will look to identify areas of professional development as a component of communication across higher education sectors
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 assessment techniques for dissemination. *(Quality)*	ACTION: HECC in partnership with AC	Planned for FY15.

Legislative Goal (in italics and separated by subparts, as needed)	Strategies (Key Concepts identified)	Action? By Who?	Status
	5.2 Develop opportunities for faculty and staff to regularly discuss new assessment practices and credit yield for prior learning at regional and/or statewide meetings (assumes there will be a statewide leadership entity to plan these meetings and provide resources). *(Quality & Transferability)*	Action: HECC in partnership with AC	Professional development opportunities were offered at CPL Assessment Event in February 2015. November 2015 ACE Transcription and Assessment event.
	5.3 Disseminate exemplary practices and procedures identified at these meetings. *(Quality & Transferability)*	Action: HECC in partnership with AC	
6. Develop articulation agreements when patterns of academic credit for prior learning are identified for particular programs and pathways;	6.1 Inventory agreements currently in place and review viability of existing agreements. *(Transferability)*	Action: AC	Planned for FY 16
	6.2 Identify standard format elements for the	Action: AC	Planned for FY16.
		Action: Institutions in partnership with HECC	Planned for FY16.
	6.3 Develop new agreements as needed based on the standard elements. *(Transferability)*		
	6.4 Identify a process to centrally locate these agreements within institutions and potentially in an electronic statewide repository. (NOTE: This about students having access to which institutions have agreements NOT the agreements themselves) *(Transferability)*	Action: Institutions in partnership with the HECC	Planned for FY16.

Legislative Goal (in italics and separated by subparts, as needed)	Strategies (Key Concepts identified)	Action? By Who?	Status
	6.5 Develop a process to regularly review these agreements. *(Transferability)*	Action: AC	Planned for FY16.
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 in partnership with AC	Ongoing

Note: Fiscal Years (FY) are identified as beginning July 1 each year and ending on June 30 the following year.

Pilot Project Institutions:

Postsecondary Sector:	Institution:
Community Colleges	Central Oregon, Chemeketa, Clackamas, Clatsop*, Mt. Hood, Rogue, Southwestern Oregon and Umpqua
Public University	Portland State
Private For Profit	Heald College*
Private Not For Profit	Marylhurst University

**= Institutions which did not complete Year One of CPL Pilot Project.*

Task Assigned by HECC	Strategies	Action? By Who?	Status
Cost and Funding Analysis	Convene workgroup to identify cost drivers and funding needs for CPL Standard implementation.	Cost Analysis and Funding Workgroup	In Process
CPL Pilot Project	Identify components of CPL Pilot Project	CPL Advisory Committee	Identified and project is underway

Document Updated: November 23, 2015

Appendix C

Credit for Prior Learning House Bill 4059 Report

Oregon Higher Education Coordinating Commission
May 8, 2014

Higher Education Coordinating Commission
Credit for Prior Learning Standards

The HECC directed Oregon postsecondary institutions to adopt a set of Credit for Prior Learning (CPL) standards and to use these standards to implement assessment processes for awarding CPL. These standards were developed to recognize and acknowledge that credit awarded for prior learning is granted only for evidence of learning and not solely on the basis of experience. Foundational to these standards is faculty involvement and use of their expertise to assess credit awarded to students.

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

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

Standard 1: Credit for Prior Learning Requisites

1.1 For those areas in which CPL is awarded, each institution shall develop institutional policies and procedures for awarding credit in response to the CPL Standards. The procedures must ensure credit is awarded only for high quality college-level competencies. The policies and procedures must be transparent to all students, faculty, staff and stakeholders. To ensure quality, each institution shall organize a cross-functional CPL Leadership Team with suggested members including student services, instruction, faculty, the registrar's office, financial aid and other personnel associated with awarding or processing CPL credit.

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

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

Resources:

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

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

Oregon's Statewide International Baccalaureate Alignment Policy for the 2013-14 Academic Year:

http://www.ous.edu/sites/default/files/partner/k12/IBCourseCredit2013_14_Final.pdf

Oregon's Advanced Placement Course Credit for the 2013-14 Academic Year:

http://www.ous.edu/sites/default/files/partner/k12/APCourseCredit2013_14_Final.pdf

Standard 2: Evidence-Based Assessment

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

2.2 Evidence shall be evaluated by appropriately qualified teaching faculty.

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

Resources:

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

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

Marylhurst University Prior Learning Assessment:

http://www.marylhurst.edu/academics/prior-learning-assessment/

Standard 3: Tuition and Fee Structure

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

- Costs for student services to guide the student and to support the assessment process
- Costs associated with faculty workload for the evaluation of CPL
- Costs associated with recognizing and supporting faculty and staff who are involved in the assessment process including any costs related to training and staff development
- Costs related to transcripting credit
- Costs related to scanning documents or archiving material
- Costs for developing a portfolio infrastructure and conducting portfolio assessments
- Other costs associated with assessments as identified by the institution

Resources:

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

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

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

Standard 4: Transferability and Transcription

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

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

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

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

Resources:

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

- Northwest Commission on Colleges and Universities Standards:

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

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

Standard 5: Data Collection & Reporting

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

Resources:

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

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

Northwest Commission on Colleges and Universities Standards:

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

Standard 7: Quality Assurance in Response to HB 4059

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

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

Resources:

Tennessee Prior Learning Assessment Task Force made recommendations for "the Periodic review of PLA policies". These recommendations can be found on page 13 of the 2012 Recommended Standards Report:

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

Standard 8: Transparency/Access

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

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

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

Resources:

Tennessee Prior Learning Assessment Task Force made recommendations for "Maintaining Transparency and Consistency" These recommendations can be found on pages 13-14 of the 2012 Recommended Standards Report:

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

Appendix D

Definitions

Advanced Placement (AP) Exams: A series of tests developed by the College Board initially for AP High School courses. This is also a type of early postsecondary educational opportunity.

American Council on Education (ACE) Credit Recommendation/Guidelines: Published credit recommendations for formal instructional programs and examinations offered by non-collegiate agencies (including civilian employers, the military, professional associations, and other workplace related-training).

Associate of Arts Oregon Transfer (AAOT): The AAOT degree prepares students to transfer into the Oregon University System (OUS) with the guarantee that the student has met all of the lower-division general education requirements for OUS. Upon acceptance at an OUS school, the student is given "junior status" for registration purposes. The AAOT does not guarantee admissions into specific departments or programs and does not guarantee admission into the student's OUS school of choice.

Credentials, Acceleration, and Support for Education (CASE) Grant: $18.68 million dollar Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant received by Clackamas Community College in 2011. The Grant funds a consortium and includes participation from all of Oregon's 17 community colleges. The project focuses on three strategies: the enhancement of Career Pathway programs; the use of Career Coaches to reduce barriers to student persistence and completion, and the expansion of Credit for Prior Learning to accelerate student progress and support completion.

College Level Examination Program (CLEP) Exams: Tests of college material offered by the College Board.

Council for Adult Experiential Learning (CAEL): National nonprofit organization that works at all levels within the higher education, public, and private sectors. Responsible for the development of 10 standards related to Credit for Prior Learning.

Challenge Exams and Processes: Assessment of course student learning offered by the institution.

Credit for Prior Learning (CPL): Credit obtained through evidence-based assessment of learning that occurs outside of traditional college-level coursework. Per HB 4059, "prior learning" is defined as the knowledge and skills gained through work and life experience, through military training and experience and through formal and informal education and training from institutions of higher education in the United States and in other nations.

Cross-Functional CPL Leadership Teams: Also known as Cross-Functional Teams, these teams are viewed as instrumental in the implementation of the CPL Standards. Suggested members of the team are not limited to but may include student services, instruction, faculty, registrar's office, financial aid and other personnel associated with awarding or processing CPL credit.

Defense Activity for Non-Traditional Educational Support (DANTES) Subject Standardized Tests (DSSTs): DSSTs are examinations administered by Prometric. While originally being restricted to active and retired military personnel, these tests are now available to civilians.

Dual credit: The awarding of secondary and postsecondary credit for a course offered to high school students as determined by local school board and community college/university board policy. Dual Credit plays an important

role in advancing educational attainment in Oregon. For high school students who are participating in the Dual Credit opportunity, credit is earned simultaneously to the learning, thus making this model for learning separate, yet parallel to Credit for Prior Learning in Oregon.

Industry Certifications: Certifications granted by industry for proof of applied knowledge and skills in an industry-identified area.

International Advanced Standing Exams: Equivalencies taken in other countries for which credit may be awarded.

International Baccalaureate Programs (IB): An internationally accepted qualification for entry into institutes of higher education, much like the AP program. Designed for students ages 16 to 19, it is a two-year curriculum that leads up to a final examination. To receive a diploma, students must achieve a minimum score and have completed satisfactory participation in the creativity, action, service requirement.

MOOC: Massive Open Online Course. They are designed to be open access and have large-scale participation. Credit is not usually granted, however for some MOOCs assessment of learning may be completed for certification.

Noncredit Framework and Models: Document developed by the Noncredit Task Force which identified 4 areas of noncredit to credit student progression. Those areas included curriculum, credit for prior experience, credit for prior certification/credential and credit for prior learning. The document includes examples from community colleges in each of these areas.

Noncredit Task Force: Task Force that was formed in 2008 to review the current status of Oregon's community colleges' policies and practices regarding noncredit and how they relate to national trends.

OCCURS: The Oregon Community College Unified Reporting System. It is the statewide reporting database for community colleges in Oregon.

Oregon Transfer Module (OTM): The OTM is an approved 45 unit subset of general education courses (foundational skills and introduction to discipline courses) that are common among Oregon's colleges and universities. Any student holding an Oregon Transfer Module will have met the requirements for the Transfer Module at any Oregon community college or institution in the Oregon University System.

Portfolio: The preparation of a portfolio by a student to demonstrate and validate credit for learning acquired outside of the classroom. The demonstrate learning must be relevant to the student's degree program.

Reverse Transfer: The recognition of a students' achievements with an associate's degree after they have transferred to a 4-year school and have accumulated the credits needed to fulfill the 2-year degree program requirements.

Staff: Institutional personnel such as those who work in the areas of academic counseling, financial aid, registration, admissions and advising.

Tech Prep: An approved coherent sequence of academic and occupational courses within a Career and Technical Education program that is articulated to a two-year certificate, degree, or apprenticeship program at a postsecondary institution.