

## 2013 HECC CPL Advisory Committee Strategies for each Legislative Goal

	Strategies
<p><b>Legislative Goal (in italics and separated by subparts, as needed)</b></p> <p>1. <i>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.</i></p>	
<p>Subparts:</p> <p>a. Increase the number of students who receive academic credit for prior learning.</p>	<p>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. (Action: HECC)</p> <p>1.a.2 Identify factors that encourage students to attain CPL. Conversely, identify barriers, including financial issues students encounter. (Action: Advisory Committee by 2013)</p> <p>1.a.3 Develop policies and state standards to ensure colleges and universities develop and maintain quality CPL programs (based on the definitions in the 2012 Report to the Oregon Legislature). (Action: Policies &amp; Standards Workgroup – First meeting by May 2013?)</p> <p>1.a.4 Develop guidelines for awarding credit to promote consistency among institutions. (Action: Policies &amp; Standards Workgroup – First meeting by May 2013?) My notes indicated we need to include the institutions in this discussion</p> <p>1.a.5 Develop a data gathering system or utilize an existing system to determine how many students receive credit for prior learning. (Recommendation: CCWD, OUS, Private Career Colleges &amp; The Alliance via 2013 Report)</p> <p>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. (Recommendation: Institutions, Advisory Committee and HECC via 2013 Report)</p> <p>1.a.7 Develop recommendation to market CPL opportunities to students and parents that ensure communication efforts articulate &amp; address transfer options. (Recommendation: Institutions</p>

<p>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.</p> <p>c. Ensure credit is awarded only for high quality course-level competencies</p>	<p>via 2013 Report). Need to develop a central portal for CPL</p> <p>1.a.8 Submit an annual progress report. (Action: Advisory Committee &amp; HECC via 2013 report)</p> <p>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. (Action: Advisory Committee via 2013 report)</p> <p>1.b.2 Analyze what needs to be done longitudinally to increase the number of applicable credits. (Action: Institutions, Advisory Committee and HECC)</p> <p>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. (Action: Policies &amp; Standards Workgroup – First meeting by May 2013?)</p> <p>1.c.2. Develop a process to evaluate the quality of the credit awarded and its consistency across institutions. (Action: Policies &amp; Standards Workgroup – First meeting by May 2013?)</p> <p>Need input from institutions</p>
<p>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.</p> <p>Subparts:</p> <p>a. Increase the number and type of academic credits accepted for prior learning in institutions of higher education</p> <p>b. Ensure that credit is awarded</p>	<p>2.a.1 Use the data gathering system to identify the number and type of CPL credits accepted in higher education institutions. (Action: CCWD, OUS, Private Career Colleges &amp; The Alliance)</p> <p>2.a.2 Ensure credit awarded is in compliance with established policies, standards, and the Northwest Commission on Colleges and Universities requirements. (Recommendation: via 2013 report) – need input from institutions</p> <p>2.a.3 Regularly audit transcription procedures to ensure consistency among the institutions. (Recommendation: via 2013 report)</p> <p>2.b.1 Refer to 1.c.1 and 1.c.2 above. (Action: Policies &amp; Standards Workgroup – First meeting by</p>

only for high quality course-level competencies	May 2013?
<p>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</p>	<p>3.1 Establish policies in collaboration with institutions. (Refer to 1.a.3) (Action: Policies &amp; Standards Workgroup – First meeting by May 2013?)</p> <p>3.2 Submit policies for adoption by institutional boards. (Action: Policies &amp; Standards Workgroup to Advisory Committee to HECC to Institutions)</p>
<p>4. Improve prior learning assessment practices across all institutions of higher education</p>	<p>4.1 Identify promising practices throughout the state and nation for assessing prior learning. Use this information to improve assessment practices. (Action: Advisory Committee)</p> <p>4.2 Provide professional development opportunities for faculty and staff involved with assessment to improve and to further develop effective assessment practices. (Recommendation: via 2013 Report)</p> <p>4.3 Identify work load issues for faculty and determine how faculty will be compensated for professional development and assessment of prior learning. (Recommendation: via 2013 Report)</p>
<p>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</p>	<p>5.1 Provide funding for faculty and staff to develop new assessment techniques for dissemination. (Recommendation: to full HECC via 2013 Report)</p> <p>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). (Recommendation: via 2013 Report)</p> <p>5.3 Disseminate exemplary practices and procedures identified at these meetings. (Recommendation: via 2013 Report)</p>
<p>6. Develop articulation agreements when patterns of academic credit for prior learning are identified for particular programs and pathways;</p>	<p>6.1 Inventory agreements currently in place and review viability of existing agreements. (Action: Advisory Committee)</p> <p>6.2 Identify standard format elements for the agreements. (Action: Advisory Committee)</p> <p>6.3 Develop new agreements as needed based on the standard elements. (Recommendation: via 2013 Report)</p> <p>6.4 Identify a process to centrally locate these agreements within institutions and potentially in an</p>

7. Develop outcome measures to track progress on the goals outlined in this section	6.5 Develop a process to regularly review these agreements. (Action: Advisory Committee)
	7.1 Identify an administrative entity or process to develop measures, track progress, and implement strategies listed above. (Recommendation: to full HECC via 2013 Report)

Key concepts:

- CPL needs to be assessed by faculty with the goal of having CPL viewed the same as classroom learning
- Review assessment process for each institution to determine how credit is awarded and how the process functions at various levels throughout the institution from advising to assessment of credit.

Key Recommendation:

- Refine CAEL standards to meet Oregon needs (incorporate accreditation standards).
- Formally adopt the standards for use by the institutions
- Use standards to assess overall quality of CPL process in each institution

