

## HB 3289 -1, -2 STAFF MEASURE SUMMARY

### House Committee On Higher Education and Workforce Development

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**Prepared By:** Laura Kentnesse, LPRO Analyst

**Sub-Referral To:** Joint Committee On Ways and Means

**Meeting Dates:** 4/4

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#### WHAT THE MEASURE DOES:

Establishes Task Force on Competency-Based Education. Establishes task force membership. Requires task force to 1) evaluate efficacy of expanding competency-based education in Oregon post-secondary institutions and of granting post-secondary degrees on basis of competency-based education, 2) identify degree programs or areas of knowledge suitable for granting educational credit on basis of competency-based education, 3) identify issues and barriers, including but not limited to current post-secondary accreditation standards, that present challenges to implementing or expanding competency-based education in Oregon post-secondary institutions, 4) analyze and determine how successful competency-based education models have succeeded, and 5) recommend specific policy changes and initiatives that Oregon post-secondary can take to implement or expand competency-based education. Requires Higher Education Coordinating Commission to provide staff support to task force and directs all state agencies to assist task force as needed. Creates sunset on December 31, 2018. Declares emergency, takes effect on 91st day following adjournment sine die.

*REVENUE: May have revenue impact, but no statement yet issued.*

*FISCAL: May have fiscal impact, but no statement yet issued.*

#### ISSUES DISCUSSED:

##### EFFECT OF AMENDMENT:

-1 Replaces measure. Requires Higher Education Coordinating Commission to submit an annual report to interim committee on education that identifies progress state has made in fostering access statewide to competency-based education. Takes effect 91st day after 2017 adjournment sine die.

-2 Replaces measure. Requires Higher Education Coordinating Commission to submit an annual report to interim committees of the Legislative Assembly that identifies progress made in providing competency-based education in public post-secondary institutions of education in Oregon. Requires report 1) describe effectiveness of expanding competency-based education in public post-secondary institutions of education and of granting post-secondary degrees on the basis of competency-based education, 2) identify issues and barriers, including post-secondary accreditation standards, that present challenges to implementing or expanding competency-based education programs, 3) analyze competency-based education models and determine which models have been successful, and 4) recommend specific policy changes and initiatives that public post-secondary institutions of education may implement to expand competency-based education.

#### BACKGROUND:

Competency-based education describes learning progressions and student advancement that is proficiency- or mastery-based, rather than based on the passage of time. Many states have been exploring competency-based learning in recent years, with task forces, studies, and pilot programs as common mechanisms to investigate policy opportunities. The National Conference of State Legislatures and the Education Commission of the States report that frequently-cited benefits of competency-based education include the emphasis on student knowledge and skill acquisition, and innovative student-centered learning systems. Frequently-cited challenges include modifying K-12

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funding systems to support the model, identifying fields that align well with competency-based education, and the development of assessments aligned to the common core.