

Proposal for Consideration by the HECC Credit for Prior Learning: Professional Development Convening(s)

Overview of the proposal:

In order to assist the advancement of a system of credit for prior learning (CPL), the CPL Advisory Committee, with input from the CPL pilot project institutions, has identified the area of professional development as the strategic focus area in the coming year(s).

This proposal focuses on providing a professional development opportunity for the participating Pilot Project institutions cross-functional teams in the area of portfolio assessment in the late winter – early spring of 2015. This opportunity will be made possible through a partnership with Marylhurst University. This will be built on the existing CPL success in Oregon while strengthening relationships between both the private and public postsecondary sectors. In addition to the CPL portfolio assessment opportunity, this proposal looks to provide a statewide professional development opportunity regarding ACE Credit Recommendations for Joint Services (military) Transcripts in the fall of 2015. During the fall 2015 event, participating pilot institutions will be given the opportunity to present on the promising practices they have identified during the implementation of the CPL Standards.

Background:

Passed in 2012, HB 4059 directed the HECC to form an Advisory Committee to advise and assist the HECC in carrying out the above to work with the State Board of Higher Education, community college districts, independent-for-profit, and not-for-profit institutions of higher education to carry out goals in the following areas:

- Increase the number of students who receive academic credit for prior learning;
- 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;
- Improve prior learning assessment practices;
- 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; and
- Develop outcome measures to track progress on the goals outlined in HB 4059.

The Advisory Committee has spent the past two years working on identifying barriers and strategies to meet the goals outlined in HB 4059. Earlier this year, at the direction of HECC Chair Nesbitt, the CPL Advisory Committee began to organize a CPL Pilot Project. This project includes 11 postsecondary institutions representing each of the four postsecondary sectors. As part of the first work within the pilot project, a professional development survey was presented to the pilot project institutions. Institutions provided varying

responses, but it became clear that the need for faculty release was important to participating institutions to allow them time to focus on quality assessment strategies for awarding CPL credit.

When would the activities associated with the proposal take place?

It is proposed that these activities would take place in the late winter to early spring and fall of 2015.

Who would benefit from the proposal?

Cross functional teams from the participating institutions will benefit from the professional development opportunities provided. Students will benefit from the increased expertise among faculty, administrators and staff, as they navigate on campus CPL pathways.

How would they benefit?

Participants will not only receive knowledge and skills to provide and conduct CPL assessments, but they will receive an increased awareness and understanding of the different aspects of portfolio development. Participants will also have an opportunity to compare portfolio assessment to other CPL measures. Building a common CPL terminology across institutions will aid in data collection and assist in articulation agreements that will help build the bridge of CPL credit transferability institutions.

How does this proposal contribute to the goal of 40-40-20 and the HECC Strategic Plan?

The 2014-15 HECC Strategic Plan “Pathways to Progress” calls out the action of advancing a system of credit for prior learning as a function of “steering” the educational enterprise.¹ As institutions build CPL processes, students will be able to access CPL opportunities which in turn, will accelerate their time to completion.

What funding would be necessary to support the proposal?

The funding for each event is broken down by line items. Marylhurst University will provide the event venue free of charge for the Portfolio Assessment event and will assist with the identification of local food vendors for the working lunch. Facilities will be need to be rented for the ACE event.

CPL Portfolio Assessment Event (Winter/Spring 2015):

Item	Total
Meals	\$1913
National Speaker Stipend	\$2000
Institutional Stipends	\$2750
Printing, etc.	\$500
<i>Total</i>	<u><u>\$7163</u></u>

¹ See “Pathways to Progress: A strategy for Steering, Cheering and Persevering to Achieve Oregon’s Higher Education Goals”:
http://education.oregon.gov/Documents/HECC/April%2010%2c%202014/2.0%20HECC%202014-15%20Strategic%20Plan%20Draft%20_9%201%20-%20Action%20Plan%20Revised_040214.pdf

ACE & CPL Pilot Project Showcase Event (Fall 2015):

Item	Total
Meals	\$3570
Conference Room Rental	\$1350
National Speaker Stipends	\$2500
Institutional Stipends	\$11100
Printing, etc.	<u>\$1250</u>
<i>Total</i>	<u><u>\$17520</u></u>

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