



MEMORANDUM

SUBJECT: Credit for Prior Learning Update

TO: Student Success and Institutional Collaboration Subcommittee

FROM: Donna Lewelling, Academic & Student Affairs Policy Specialist

DATE: March 11, 2015

BACKGROUND:

As part of the ongoing oversight by and partnership with the Student Success and Institutional Collaboration Subcommittee, the Credit for Prior Learning Advisory Committee provides periodic updates to the SSIC on the progress being made in achieving the goals outlined in HB 4059.

UPDATE:

Since the last report to the SSIC in December, progress has been made in several areas related to CPL. The following is a quick overview and recap of the activities:

Advisory Committee:

Since December the Advisory Committee drafted and finalized their 2015 Committee Action/Work Plan. This document will be used to guide the Advisory Committee's work over the coming months. A copy of the Action/Work Plan is attached. In addition, the Advisory Committee has taken action to recommend the appointment of a new member to actively represent the Private Career College sector.

Pilot Project:

Seven of the eleven institutions have completed their quarterly implementation reports for winter 2014-15. Each of the reporting institutions reported making progress towards the implementation of the CPL Standards and report they formed institutional cross-functional teams.

Many of the institutions are making progress in the development of training plans and nine of the eleven pilot institutions attended the CPL Quality Assessment and Portfolio Development Training held on February 27, 2015 in Marylhurst University.

In addition to the above activities, the CPL Pilot Project made a presentation at the Student Success and Retention Conference in February. An additional presentation regarding the pilot project has been requested for the upcoming OrACRAO (Registrars) conference.

A full summary of the pilot project status is included in this packet.

Funding & Cost Analysis

The Funding & Cost Analysis (F & CA) Workgroup met by phone in February to review the status of the Pilot Project's completion of the F & CA Worksheet; at this time only four of the pilot institutions have returned their F&CA Worksheet. However, the information received has provided valuable preliminary information regarding the differences in institutional investments as it relates to the various types of CPL. Also, a majority of the remaining institutions have indicated that they are working to complete the worksheets, but are encountering some challenges in gathering information. The F&CA Workgroup has requested that the remaining institutions be contacted and encouraged to provide what information they can at this point and provide additional information as it becomes available. A more in-depth report will be provided to the SSIC during the next CPL quarterly report.

2015 HECC CPL Advisory Committee Action/Work Plan

Continued work from 2014:

2014 Legislative Report identified Steps:	What we need to know to move forward and/or things to consider in the future	What action steps we should take & who will be Responsible	Status & when actions should be completed
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;	Explore WGU-like proficiency based models. Who has articulation agreements with WGU and how does it work? How does WGU set their standards?	Explore providing a forum for pilot institutions and CPL Advisory Committee to receive information regarding WGU, Western & Eastern Promise models – Also invite those institutions that are exploring this type of model in Oregon to share as an informational series.	Spring – Summer 2015
2. Identify factors that encourage students to attain CPL. Conversely, identify barriers, including financial issues students encounter	How do we get students to know about it – where do students and others go to get information? How do we help define for students what is in it for them? And determining if CPL is an appropriate-model for them. (Features, Advantages, and Benefits – the FAB model)	Develop some talking points for institutions that “CPL is FAB-ulous.” for some students. Need to be mindful of the challenges also. CPL isn’t for everyone. Explore the development of a student survey (who are doing or have done CPL - and also explore the development of a faculty survey also). This would likely go to pilot institutions to begin with.	Summer – Fall 2015
3. Work with institutions to develop guidelines for awarding credit to promote transparency and adherence to established standards among institutions;	Continue providing technical assistance to institutions regarding the CPL Standards.	Use implementation plan updates from Pilot Institutions to gather information on the lessons learned.	Ongoing
4. Continue support of CPL Pilot Project activities (as we move to initial statewide implementation	How do we scale-up activities that have been beneficial to pilot institutions?	Explore making recommendations for a Full statewide implementation project. . Consolidate information that is important to the HECC and the Legislature and ensure that information is shared.	Spring – Summer 2015

2014 Legislative Report identified Steps:	What we need to know to move forward and/or things to consider in the future	What action steps we should take & who will be Responsible	Status & when actions should be completed
	<p>Need to message that start-up costs may be high and institutional results are not likely to be seen immediately – Building infrastructure is time consuming and can be expensive. Sustainability requires ongoing investment. Students must also know that CPL opportunities exist in order to access them.</p>	<p>Using the Cost Analysis Worksheet to assist with this. Also calling out the time it took online learning to “catch-on”.</p>	
<p>5. Continue work in relation to the development of a data system.</p>	<p>Identify what is realistic in terms of data collection and reporting</p> <p>Identify what is the story we are trying to tell? What do we need the data to help us determine? For instance:</p> <ul style="list-style-type: none"> • Does CPL accelerate students to completion? • Does it assist adult learners/non-traditional students in coming back to obtain their degrees? • How does it assist us in 40-40-20? • How does it assist with dislocated workers and retraining? • What impact do the CPL Standards have on the overall cost of education in Oregon? • Does CPL reduce the cost for students overall? Does it reduce 	<p>Possibly developing a resource that shares promising practices in data collection at institutions.</p> <p>Highlight those institutions that have “perfected” data collection.</p>	<p>Collection of information Spring – Summer 2015.</p> <p>Analyze Summer 2015</p> <p>Highlight institutions during ACE Transcript Event in Fall 2015</p>

2014 Legislative Report identified Steps:	What we need to know to move forward and/or things to consider in the future	What action steps we should take & who will be Responsible	Status & when actions should be completed
	loan debt, etc. <ul style="list-style-type: none"> • What types of CPL is being accessed? • What are the number of credits being awarded? • CTE Transfer • How can we apply the equity lens to assist with reaching students? 		

Next Steps for 2015:

2014 Legislative Report identified Steps	What we need to know to move forward and/or things to consider in the future	What action steps we should take & Who will be Responsible	Status & when actions should be completed
6. 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;	Use information from Pilot Institutions regarding barriers to transferability and promising practices to remove those barriers. Questions for consideration: What are the concerns? What would help alleviate those concerns? Are there any concerns regarding accreditation? Are there differences regarding transferability within the various types of CPL? Do their transfer policies consider the CPL?	Facilitate a conversation with Pilot Project institutions regarding transferability. (this might be a targeted conversation with pilot institution cross-functional team members) Consider having a conversation with OrACRAO and those who do the actual work regarding acceptance of credit. Revisit Standard 4 & 8 – request pilot to discuss whether or not they truly get to the heart of transfer barriers.	Spring - Fall 2015. However should be ongoing practice.

2014 Legislative Report identified Steps	What we need to know to move forward and/or things to consider in the future	What action steps we should take & Who will be Responsible	Status & when actions should be completed
	<p>We also need to be aware of the things that come forward that are legislatively controlled and what actions might be in direct conflict with accreditation.</p>		
<p>7. Identify promising practices throughout the state and nation for assessing prior learning. Use this information to improve assessment practices;</p>	<p>How do we understand the places where institutions are having successes in granting CPL that is transferable to other institutions? Which institutions are these? What are their practices? What are the “receiving institutions” looking for? Can they tell us what the difference is between those students (what is their success rate in subsequent-related courses)?</p> <p>Explore WGU-like proficiency based models. Who has articulation agreements with WGU and how does it work? How does WGU set their standards?</p> <p>How does WIOA come into play? What about badging, partnerships for documenting CPL and assessment?</p>	<p>Continue to collect information from Pilot Project institutions regarding promising practices. Ask for in-depth information from those institutions that have robust/mature assessment practices for CPL.</p> <p>Conduct a national literature review regarding CPL assessment. Identify those areas where there appears to be similarities in practices/policies.</p> <p>Explore providing a forum for pilot institutions and CPL Advisory Committee to receive information regarding WGU model Western & Eastern Promise – Also invite those institutions that are exploring this type of model in Oregon to share as an informational series.</p>	<p>Spring – Fall 2015 - however should be ongoing practice.</p>

2014 Legislative Report identified Steps	What we need to know to move forward and/or things to consider in the future	What action steps we should take & Who will be Responsible	Status & when actions should be completed
8. Provide professional development opportunities for faculty and staff involved with assessment to improve and to further develop effective assessment practices;	Continue support by the HECC and the CPL Advisory Committee for the pilot project full deployment and implementation and related trainings.	Portfolio Development/CPL Assessment event in February ACE Transcription Training in Fall 2015. Continue to share information from the Pilot Project including lessons learned/etc.	Spring - Fall 2015 - however should be ongoing practice.
9. Identify work load issues for faculty and determine how faculty will be compensated for professional development and assessment of prior learning;	We need to be mindful that faculty contracts are individualized by the institutions. The CPL Advisory Committee should highlight promising practices related to professional development and assessment of CPL. Explore how we might leverage existing grants to increase professional development opportunities in Oregon. Explore how we might develop a CPL Communication Hub related to Professional Development opportunities (an expansion of the CPL Portal concept).	Use the information from the Cost Analysis Worksheet to help inform this area.	Spring – Summer 2015
10. Identify funding sources and apply for grants to support faculty and staff to develop new assessment techniques for dissemination;	Explore how we might leverage existing grants to increase professional development opportunities in Oregon.	Donna: Follow-up w/ Shalee re: does she have any information re: what we are looking at in Oregon? Is CPL part of it?	Spring 2015 - however should be ongoing practice.

2014 Legislative Report identified Steps	What we need to know to move forward and/or things to consider in the future	What action steps we should take & Who will be Responsible	Status & when actions should be completed
	<p>How do we become part of the apprenticeship grant conversation in Oregon?</p> <p>How might we engage with WIOA partners? What are the effects of WIOA on CPL, Title III & ABS as it applies to CPL?</p>	<p>Donna talk with state-level staff re: how WIOA may apply to CPL and discuss the IBEST model as it may be a benefit such as welding and concurrent enrollment.</p>	
<p>11. Develop opportunities for faculty and staff to regularly discuss new assessment practices and credit yield for prior learning at regional and/or statewide meetings; and</p>	<p>Continue support by the HECC and the CPL Advisory Committee for the pilot project full deployment and implementation and related trainings.</p> <p>Need to continue to develop additional professional development opportunities for following years.</p>	<p>Portfolio Development/CPL Assessment event in February ACE Transcription Training in Fall 2015.</p> <p>Continue to share information from the Pilot Project including lessons learned/etc.</p>	<p>Fall 2015 - however should be ongoing practice.</p>
<p>12. Disseminate exemplary practices and procedures identified at these meetings (See #11 above)</p>	<p>Continue support by the HECC and the CPL Advisory Committee for the pilot project full deployment and implementation and related trainings.</p> <p>It will be important to highlight those areas where institutions had challenges/barriers to implementation.</p> <p>Need to continue to develop additional opportunities for sharing in the following years.</p>	<p>Portfolio Development/CPL Assessment event in February ACE Transcription Training in Fall 2015.</p> <p>Continue to share information from the Pilot Project including lessons learned/etc.</p> <p>Development of CPL Portal</p>	<p>Fall 2015 - however should be ongoing practice.</p>

Discuss adding the following to the Strategies Document:

Pilot (initial launch), full deployment and implementation

Workforce Development Partnerships

Long Term: How to continue support for statewide CPL activities (such as professional development, quarterly call, etc.)

Important Questions to consider:

1. What can/should we inform the legislature of?
2. What are the CPL areas the institutions are ready to have conversations (maybe based upon type of CPL) regarding? We need to be mindful of students who arrive not “ready” for the next class in a series.
3. How do we build a knowledge base of practices currently being explored and/or used in Oregon and the nation re: CPL and proficiency based learning?
4. How does imposing Standards affect the outcomes for students in Oregon? Being mindful that Standards should define “the vision (what)” and not “the road to get there (how)”.

Document Approved and Updated: February 17, 2015

Credit for Prior Learning (CPL) Pilot Project Update – Winter 2014-15

Seven of the eleven institutions have completed their quarterly implementation reports for winter 2014-15. The remaining institutions have been contacted by phone and email to follow-up regarding their participation. The following is a summary of the institutional reports:

Types of CPL Offered at Pilot Institutions:

All of the institutions reporting indicated that they offer some form of CPL. 100% of the reporting institutions award credit based upon review/assessment of the American Council on Education (ACE) transcript recommendations and institutional challenge exams. The majority of the institutions (6) also indicated that they award credit for national challenge exams such as CLEP. Four institutions also indicated that they offer credit for professional licensure and industrial certifications. While there has not been an increase in the types of CPL being offered, one institution has indicated that they are exploring the reinstatement of CPL for portfolio assessment.

Cross-Functional Teams:

All of the reporting institutions have established their institutional cross-functional teams. The majority of the teams meet monthly and are discussing the implementation of the standards and revisions to existing policies and procedures. Representation includes a variety of institutional departments. Examples include faculty, student and enrollment services, registrars, institutional research and administrators.

Adoption of Standards:

All of the reporting public institutions have indicated plans to adopt the standards. Each institution is approaching the adoption in a different manner; however progress is being made at each. Full adoption is indicated for this spring at two of the institutions. One of the institutions is working to adopt the standards in phases and has indicated adoption of Standards One and Two this spring. Another institution indicates that full adoption is likely in the fall.

Training Plans:

Each of the institutions reported developing training plans in one or more CPL functional areas. One of the institutions is developing a faculty guide for quality CPL assessment. In addition nine of the eleven pilot institutions attended the CPL Quality Assessment and Portfolio Development Training held on February 27, 2015 in Marylhurst University.

Data Tracking:

All of the reporting institutions also turned in data reports. Many of the institutions reported annual numbers not quarterly. In addition, a few of the institutions indicated that collection of data has revealed areas in which improvements are needed, such as revision of reporting standards, etc. Additional refinement will be needed in the area of data tracking and reporting in order to gain baseline information for the pilot project.

Institutional Self-Assessment

The reporting institutions conducted a self-assessment regarding their stage of implementation. With the exception of one institution, the reporting institutions are all making progress in implementation. The following is a recap of the number of institutions in the various stages:

Just getting started): 1

Launching (Establishing your team, strategic planning, etc.): 3

Beginning implementation (Trying out the plan, working out bugs, etc): 2

Full implementation & Sustaining (integration into institutional practices, monitoring & systems improvement): 1

Identified Promising Practices in Institutional “Buy-In”:

In addition to the above information, institutions were encouraged to share information regarding promising practices at their institutions. The following is an overview of activities and events received:

- E-Portfolio training held;
- Exploration of additional institutional challenge exams;
- CPL assessment rubrics developed; and
- Plans to post transfer tables for military/ACE credits and CLEP

Additional Pilot Project Highlights:

The CPL Pilot Project was highlighted at the Student Success and Retention Conference in February. The session was well-attended and three of the pilot institutions were featured on a panel. An additional presentation regarding the pilot project has been requested for the upcoming OrACRAO (Registrars) conference.