



Oregon Credit for Prior Learning Standards

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 transcribed 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 transcribing 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 transcribed 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](http://www.cael.org/pla.htm#Follow%20the%20Ten%20Standards%20for%20Assessing%20Learning)
- 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