

HB 4059: CREDIT FOR PRIOR LEARNING



December
2012

A Report to the Oregon Legislature

By the Oregon Higher Education Coordinating Commission

HB 4059: Credit for Prior Learning

A REPORT TO THE OREGON LEGISLATURE FROM THE HIGHER EDUCATION COORDINATING COMMISSION

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Introduction

House Bill 4059 of the 2012 Session of the Oregon Legislature directs the Higher Education Coordinating Commission (HECC) to report to the Oregon Legislative Assembly on two matters, Credit for Prior Learning (CPL) and a proposed partnership with Western Governors University. This report will focus on the CPL component of the bill.

To begin the work associated with the bill, a workgroup was formed to identify current status of the goal areas identified in House Bill 4059, identify next steps for the completion of the legislatively mandated report and to make recommendations for the appointment of the Advisory Committee as required in the bill.

The workgroup met in September 5, 2012 by conference call. The group reviewed HB 4059 and discussed activities around CPL at the national and state level. National organizations reviewed included The Council for Adult and Experiential Learning (CAEL) and The American Council on Education (ACE). In order to better visualize and track what is happening both within the state and at the national level, the group recommended the development of a matrix to help identify what is in place for the various goals of HB4059.

On October 11, 2012 the workgroup met for a final time to review the matrix and to review the slate of recommended nominations to the Advisory Committee. The slate was then advanced to the full HECC for consideration. The HECC approved the nominations and the Advisory Committee was formally appointed on October 11, 2012.

The first full Advisory Committee meeting was held on November 1, 2012. The members of the Advisory Committee (Appendix B) reviewed the matrix of HB4059 and related activities. The Committee discovered during the analysis of current activities among the community colleges, Oregon University System, Private Career Colleges, and the Independent Colleges and Universities that each sector has efforts supporting CPL. However the policies, practices and implementations vary greatly both within and between the sectors.

- The Committee also recognized that the attainment of the goals in HB 4059 will require a multi-year effort. The Committee recommended beginning with additional analysis, planning and coordination in the next year to identify (1) the current landscape for awarding credit for prior learning; (2) recommendations regarding improvements that can be made in order to develop a transparent system for awarding CPL; (3) the policies and practices that can be developed to ensure consistency as appropriate among all post-secondary institutions; and (4) the factors that may encourage and deter students from seeking CPL. After completing this analysis, recommendations should be developed and made regarding communication, implementation and sustainability of efforts necessary to meet the goals set forth in HB 4059.

Legislative Goals as Outlined in HB 4059

House Bill 4059 passed by the 2012 Oregon Legislature passed requires the HECC to work with the State Board of Higher Education, community college districts, independent not-for-profit institutions of higher education and the for profit private career colleges to carry out the following goals:

- “(a) 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;
- (b) 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;
- (c) 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;
- (d) Improve prior learning assessment practices across all institutions of higher education;
- (e) 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;
- (f) Develop articulation agreements when patterns of academic credit for prior learning are identified for particular programs and pathways; and
- (g) Develop outcome measures to track progress on the goals outlined in this section.”

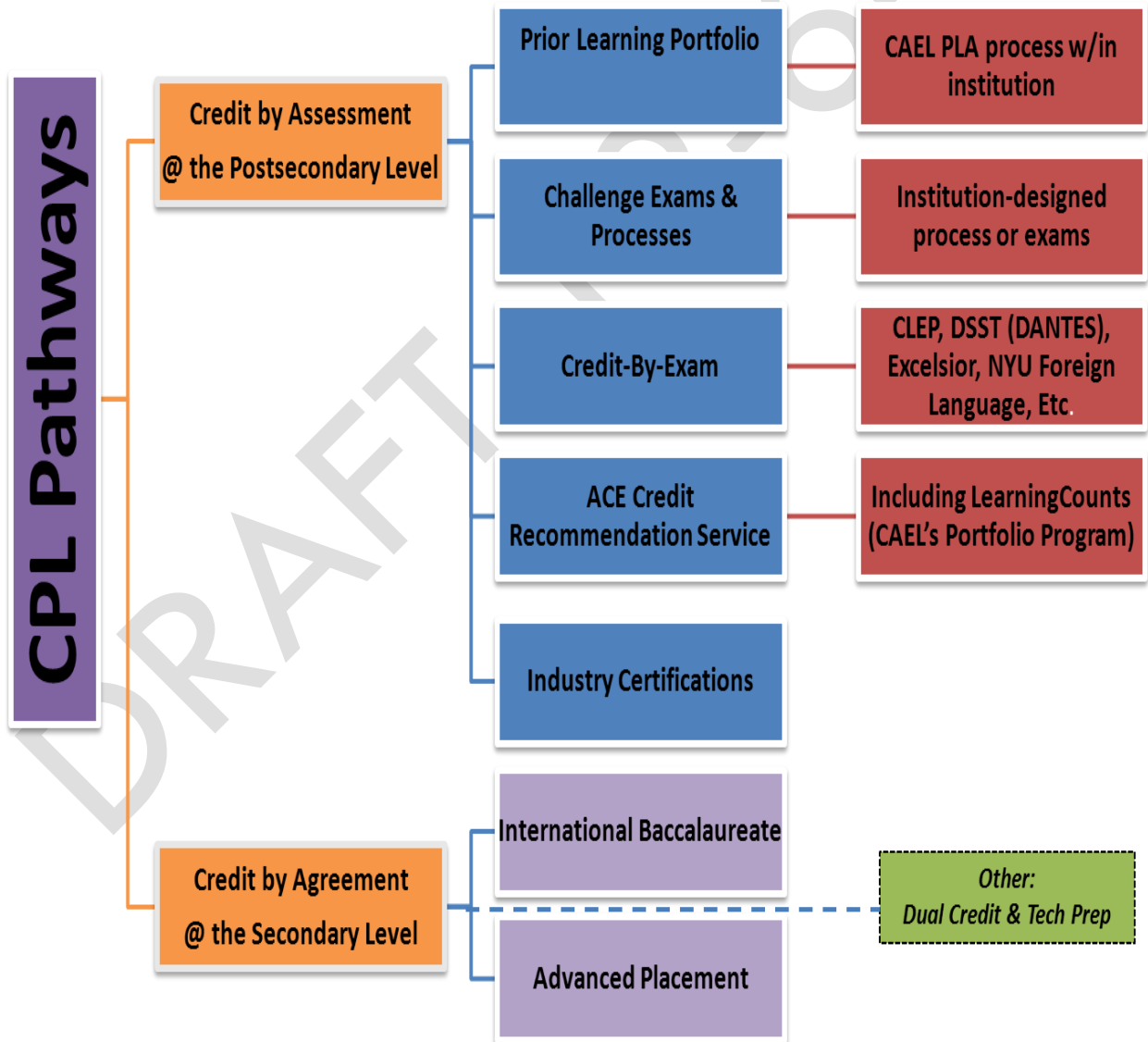
The bill also requires the HECC to submit an annual report on the progress associated with these goals to the Legislative Assembly no later than December 31 of each calendar year.

Context and Definitions

HB 4059 defined credit for prior learning as “the knowledge and skills gained through work and life experience, through military training and experience and through formal and informal education and training from institutions of higher education in the United States and in other nations.”

Multiple assessment strategies/opportunities are used in the evaluation of prior learning in Oregon. The chart below outlines what has been discussed in the previous months by the Advisory Committee:

Credit for Prior Learning



| Assessment Opportunity @ the Postsecondary Level | Definition |
|---|--|
| ACE College Credit Recommendation Service | <ul style="list-style-type: none"> • Published credit recommendations for formal instructional programs offered by non-collegiate agencies, both civilian employers and the military. • Completing the CAEL LearningCounts process also results in credit recommendations by ACE. |
| Institutional Challenge Exam/Process | Assessment of course student learning offered by the institution. |
| Credit by Exam Program | Tests of learning – including DSST / DANTEs, CLEP, Excelsior, NYU Foreign Language, etc., Test knowledge of both lower-level and upper-level college material and make credit recommendations. |
| Industry Certification | Certifications granted by industry for proof of applied knowledge and skills in an industry-identified area. |
| Portfolio | The preparation and defense of a prior-learning portfolio by a student to demonstrate and validate college-level credit for learning acquired outside of the classroom. Credit may be awarded for the completion of a seminar course in which the student is registered which guides the development of the portfolio. The demonstrated learning must be relevant to the student’s degree program. |

| Credit by Agreement @ the Secondary Level | Definition |
|--|---|
| International Baccalaureate | An internationally accepted qualification for entry into institutes of higher education, much like the AP program. Designed for students ages 16 to 19, it is a two-year curriculum that leads up to a final examination. To receive a diploma, students must achieve a minimum score and have completed satisfactory participation in the creativity, action, service requirement. |
| Advanced Placement | A series of tests developed by the College Board initially for AP High School courses. This is also a type of early postsecondary educational opportunity. |

| Other: | Definition |
|-------------------------|--|
| Dual Credit & Tech Prep | The awarding of secondary and postsecondary credit for a course offered in a high school during regular school hours, as determined by local school board and community college/university board policy. Credit for Dual Credit is awarded simultaneously to the learning. |

The Advisory Committee recognizes the important role Expanded Opportunities such as Dual Credit play in advancing educational attainment in Oregon. For high school students who are participating in the Dual Credit opportunity, credit is earned simultaneously to the learning, thus making this model for learning separate, yet parallel to Credit for Prior Learning in Oregon.

Analysis of Current Policies and Practices

The Advisory Committee has been collecting and reviewing information on national and statewide practices. Organizations such as CAEL and ACE are national leaders in making recommendations in the area of CPL. A review of their information revealed that ACE has a focus on making credit recommendations with many of those being found in military training and experience. However, not all military experience matches a college course and CAEL assesses these experiences through a fee-based prior learning assessment (portfolio) process. While ACE does an in-depth evaluation of the course and how learning is evaluated and documented, Learning Counts (a CAEL product) is individualized for each student. The result of this dual assessment process is often that a student may have completed only a part of the requirements of an existing course and therefore cannot be granted credit until more learning is completed and documented.

Other states are moving forward with CPL efforts. States such as Tennessee, Vermont, and Pennsylvania are using various methods and approaches. Tennessee is developing standards for programs, faculty and advisor training and will be using Learning Counts to support these efforts. Vermont's policy and practice directs students to the Community College of Vermont where students can complete challenge exams and/or portfolio assessments which result in CPL. Credits earned through this process are then transferable to any Vermont college or university that accepts CPL. Finally, Pennsylvania focuses on transparency of policies and opportunities for CPL thru the use of an online portal. This portal is divided into topic areas which are designed for ease of use by students and administrators.

The Advisory Committee recognizes the significance of credit for prior learning in reaching the 40-40-20 goal by 2025. Research released by CAEL has found that adult students who are granted CPL have higher graduation rates than those students who do not receive CPL. An environmental scan of current activities revealed that more research is needed to develop recommendations for policies, practices and outcomes for Oregon students.

Legislative Goal: 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.

Community Colleges:

The current presidential administration is also focusing on credit for prior learning as a tool for meeting the national completion agenda. Recent Department of Labor (DOL) Trade Act grants required CPL as a component for grant applications. In Oregon, Clackamas Community College received one of these DOL grants. Known as the "CASE Grant" the grant includes participation from all 17 community colleges. The grant focuses on career pathways, career coaches and CPL. One of the strategies includes the development of an online class for portfolio development.

Oregon University System:

The Oregon University System (OUS) has recognized the importance of this work and the Vice Chancellor has organized a CPL Task Force that is engaging in a system-wide conversation regarding CPL. The Task Force is faculty-based and includes participation from all 7 OUS

institutions. The conversation will include discussion regarding institutional level versus system level policies, the ease of access for students and who should do the assessment. The CPL Task Force will submit to the State Board of Higher Education a report with recommendations by June 2013. The Advisory Committee and HECC will also review this report and recommendations.

Private Career Colleges:

The Private Career Colleges in Oregon are focused on making best practices common practices. A recent survey conducted revealed that the use, level of understanding and resources to assess CPL varies from school to school. There is a commitment by the Private Career Colleges to increase awareness, documentation of policies and the use of quality-centered tools to measure CPL credits. Student return on investment is also a consideration of the Private Career Colleges as they move forward in increasing CPL opportunities for CPL.

Oregon Alliance of Independent Colleges and Universities:

Many of Oregon's independent colleges and universities actively use the CAEL model for portfolio evaluation. The Oregon Alliance of Independent Colleges and Universities (The Alliance) is currently conducting a survey of its member institutions to scan the use and application of CPL. Maryhurst University a national leader in the area of CPL has internal policies and procedures for ensuring quality assurance. Standards for Marylhurst's program are aligned with CAEL standards and ensure that accreditation standards are met.

Legislative Goal: 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

Community Colleges:

Thru the coordination of the CASE grant efforts, conversations are underway among Oregon's community colleges regarding the acceptance of prior learning credits. In a recent survey, sixteen of Oregon's seventeen community colleges indicated the use of CPL in some form. Partnerships with the Oregon University System in efforts such as participation in the Degree Qualifications Profile (DQP), a Lumina Foundation funded project, the Eastern Promise and the Oregon Transfer Module (OTM) and Associate of Arts Oregon Transfer degree will help to pave the way in this area.

Oregon University System:

Within OUS conversations continue among universities internally, involving Faculty Senates, Admissions, and Registrar's offices to expand the availability of CPL; these conversations engage regional and national conversations to define exemplary practices and areas in need of review. The OUS Task Force on CPL will provide a venue for OUS stakeholders to collaborate on the expansion of CPL.

Private Career Colleges:

Private Career Colleges are engaged in multiple CPL Assessment Strategies. A recent survey revealed that assessing credit for military learning is the most often used strategy. Continued conversations are happening among the Private Career Colleges to increase the number of type of credits granted for both military experience/learning and other CPL strategy/opportunity areas.

Oregon Alliance of Independent Colleges and Universities:

Members of the Alliance are engaging in CPL strategic conversations. Recognizing Marylhurst University as a leader in this area not only within the Alliance but in the state and nation, the Alliance will look to build on policies, practices and learnings from Marylhurst in the coming years.

Legislative Goal: 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.

Oregon's community colleges, university system, private careers schools and several college and universities from the Alliance membership are committed to the development of transparent policies and practices in the area of awarding credit for prior learning. Conversations are underway among these groups to develop recommendations for standards for each component in the area of prior learning. These recommendations will be shared with the Higher Education Coordinating Commission for review and consideration.

Community Colleges:

While many of Oregon's community colleges have CPL policies in place, the Oregon Community College Noncredit Task Force recommended adoption of standards similar to CAEL's to ensure transparency for students. Conversations continue with colleges regarding barriers, challenges and suggestions regarding policy and practice content in the awarding of credit for prior learning.

Oregon University System:

The OUS Task Force on CPL has initiated conversations and research regarding current policies and best practices. This Task Force will make a final report and policy recommendation to the Board of Higher education by June 15, 2013. A number of OUS institutions already have robust and transparent policies easily accessibly on their websites and catalogs with a single point of contact provided.

Private Career Colleges:

The Private Career Colleges of Oregon through their professional organization are made aware of and exposed to best practices used in Idaho, Washington and Oregon. Conversations are aimed at the goal of making CPL Best Practices be Common Practices among the Private Career Colleges.

Oregon Alliance of Independent Colleges and Universities:

The Alliance recommends the adoption of the CAEL academic and administrative standards for portfolio-based assessment. While these standards are nationally recognized, they are geared toward portfolio-based prior learning assessment only.

Legislative Goal: Improve prior learning assessment practices across all institutions of higher education.

Community Colleges:

A recent survey of Oregon Community Colleges revealed that currently there are a variety of departments that are responsible for administering CPL processes and procedures. Some examples

include the Registrar, Student Services, Admissions, Advising, Registration, a number of special committees and Department Deans. A focus will be placed on ensuring consistent practices among departments and institutions to consistently assess prior learning.

Oregon University System:

All public universities will work together through the OUS CPL Task Force to develop statewide policies for areas not currently adopted at a global level (CLEP, DANTES, ACE, placement exams, etc.). The DQP may provide the framework for “intake assessments” of competencies in learning outcomes, both general education and programmatic, allowing evaluations to be made regarding CPL student preparation and success.

Private Career Colleges:

Through a partnership with the Northwest Career College Federation, Oregon’s Private Career Colleges are involved in the development of Industry Processes through training sessions and involvement in Individual State Education Systems. This partnership allows for the sharing of Best Practices like CPL across all Private Career Colleges as well as a consistent information flow from government, the Department of Education and other outside entities.

Oregon Alliance of Independent Colleges and Universities:

The Alliance will be building on information from Marylhurst University regarding CPL programs. The exploration of CPL programs being regarded as an academic program which will undergo annual assessment and department review processes to ensure quality practices will be considered.

Legislative Goal: 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.

Community Colleges:

In 2012, An American Council on Education training was held after the annual Student Success & Retention Conference. This training focused on ACE credit recommendations and how crosswalks are possible for military training. In addition, conversations have taken place with CAEL regarding possible recommendations for faculty/staff training regarding Credit for Prior Learning Assessments associated with Learning Counts.

Oregon University System:

Faculty can utilize already existing relationships with their colleagues at other OUS institutions in like departments in order to develop standardized policies in their subject areas. This will allow department chairs to ensure learning outcomes and mastery are met. Conversations will continue in the Task Force regarding strategy to better share exemplary policies across departments and universities

Private Career Colleges:

Private Career Colleges are working to develop plans that will anticipate continual turnover and new people having to be involved in CPL and the need for developing a supporting culture and student experience. A Library of Resources and Tools is envisioned to support this effort.

Oregon Alliance of Independent Colleges and Universities:

The Alliance recognizes that ongoing faculty and staff development is one of the CAEL standards for Credit for Prior Learning programs. Marylhurst University a state and national leader in CPL and portfolio evaluation is willing to share policies, practices and tools with the Advisory Committee and HECC as statewide work continues within this goal.

Legislative Goal: Develop articulation agreements when patterns of academic credit for prior learning are identified for particular programs and pathways.

Community Colleges:

Through the CASE Grant, conversations continue with community colleges regarding barriers and challenges. This work will lead to suggestions regarding policy and practice in the awarding of credit for prior learning. Oregon community colleges will work to build on the foundations of articulation agreements that have been in place with other postsecondary education partners. Examples include the Associate of Arts Oregon Transfer (AAOT) and the Oregon Transfer Module (OTM).

Oregon University System:

The OUS CPL Task Force will develop a recommendation for appropriate agreements and standards. This will include conversations about how faculty can develop policies in their subject areas and work collaboratively across OUS to develop consistent articulation among these partners. All OUS institutions currently participate in statewide articulation agreements, including the AAOT and the OTM.

Private Career Colleges:

Many Private Career Colleges have articulation agreements with community colleges which enable students to transfer into specific Programs of Study. Research is taking place within the Private Career Colleges to look at the possibility of “Professional” training taking place concurrent to General Education being satisfied at a community college to enable a clearer path for articulation.

Oregon Alliance of Independent Colleges and Universities:

For the Alliance institutions multiple articulation agreements are in place with several Oregon community colleges. However, these articulations are not specific to CPL. Work will continue to increase the number of articulation agreements statewide.

Legislative Goal: Develop outcome measures to track progress on the goals outlined in this section.

Community Colleges:

The Oregon Community College Noncredit Task Force identified three areas for data collection in the area of CPL. These areas include identifying the classes for which colleges are granting CPL, the number of credits awarded for those classes and the manner in which the credit was awarded. These areas will serve as a starting place for outcome measures associated with reaching some of the goals outlined in HB4059.

Oregon University System:

The OUS CPL Task Force on CPL is currently gathering the existing outcome measures on a system-wide basis to determine gaps and goals for improved tracking. OUS institutions are developing and/or implementing benchmarks on current practices and will craft measurements to be assessed, based on policies developed by OUS.

Private Career Colleges:

Private Career Schools have identified data points for outcome measurement including employer feedback (readiness), employment to graduation rates (ROI) and average salary. The underlying question to be answered is how fast and how successful were we at getting the student skilled, prepared for and into the workforce?

Oregon Alliance of Independent Colleges and Universities:

The Alliance believes that the collecting, aggregating and analyzing baseline data will be instrumental in developing outcomes associated with reaching the goals outlined in HB 4059. The collection should include an inventory of state-wide programs, policies and practices and the student's use of CPL.

DRAFT 12-01-19

Findings and Recommended Next Steps

The Higher Education Coordinating Commission and Advisory Committee acknowledge there is more work to be done in identifying the benefits and existing barriers for participation in CPL activities. During the course of the recent work completed by the Advisory Committee the following preliminary findings and recommendations were identified:

1. Credit for Prior Learning policies and procedures must be communicated clearly to students, parents, and the general public. The elevation of communication will be instrumental in meeting some of the HB 4059-goals.
2. There is a large amount of work associated with the deliverables of HB 4059 which will require staff time and resources. Funding must be considered to achieve HB 4059 goals; currently there is no funding associated with this bill.
3. The barriers to obtaining CPL and the acceleration of students through “bottle-necks” in the completion continuum should be addressed and explored by the HECC and Advisory Committee.
4. The current economic environment must be acknowledged in relation to achieving HB 4059 goals because some students are delaying graduation or “camping out” while waiting for entry into employment or advancement within their field of study.
5. CPL assessment costs must be considered. Students currently pay for credit assessments or testing which may be a barrier for some students. There are also costs associated with faculty involvement such as faculty development to ensure the quality of assessments. Institutional-level policies need to be developed to determine how CPL assessments are factored into workload assignments.

Oregon’s community colleges, University System, Private Career Colleges and the Alliance of Colleges and Universities are committed to working together to identify the following:

- The current landscape for awarding credit for prior learning;
- Recommendations regarding improvements that can be made in order to develop a transparent system for awarding CPL;
- The policies and practices that can be developed to ensure consistency as appropriate among all post-secondary institutions; and
- The factors that may encourage and deter students from seeking CPL.

List of Appendices

- A. HB 4059**
- B. Advisory Committee Membership**
- C. Materials Considered**
- D. Oregon Credit for Prior Learning Examples and Activities Matrix**
- E. Frequently Used Terms**

DRAFT 12-6-12

Appendix A

76th OREGON LEGISLATIVE ASSEMBLY--2012 Regular Session

Enrolled House Bill 4059

Introduced and printed pursuant to House Rule 12.00. Pre-session filed (at the request of House Interim Committee on Higher Education)

CHAPTER

AN ACT

Relating to higher education; and prescribing an effective date.

Be It Enacted by the People of the State of Oregon:

SECTION 1. (1) The Higher Education Coordinating Commission shall work with the State Board of Higher Education, community college districts and independent for-profit and not-for-profit institutions of higher education to carry out the following goals:

(a) 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;

(b) 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;

(c) 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;

(d) Improve prior learning assessment practices across all institutions of higher education;

(e) 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;

(f) Develop articulation agreements when patterns of academic credit for prior learning are identified for particular programs and pathways; and

(g) Develop outcome measures to track progress on the goals outlined in this section.

(2) The Higher Education Coordinating Commission shall appoint an advisory committee to coordinate implementation of the goals in subsection (1) of this section. The committee shall include:

(a) A member recommended for appointment by the State Board of Higher Education representing public universities in this state.

(b) A member recommended for appointment by the State Board of Education representing community colleges in this state.

(c) A member representing independent not-for-profit institutions of higher education located in this state.

(d) A member representing for-profit institutions of higher education offering degree programs to students in this state.

(e) A member representing the business community.

(f) A member representing the labor community.

(g) A member who is a student at a two-year or four-year institution of higher education located in this state.

(h) Other members appointed by the Higher Education Coordinating Commission based upon a demonstrated interest in and knowledge of prior learning programs.

(3) The Higher Education Coordinating Commission shall submit an annual report to the Legislative Assembly no later than December 31 of each calendar year, in the manner prescribed by ORS 192.245, reporting on progress toward meeting the goals set forth in subsection (1) of this section.

(4) For the purposes of this section, "prior learning" means the knowledge and skills gained through work and life experience, through military training and experience and through formal and informal education and training from institutions of higher education in the United States and in other nations.

SECTION 2. (1) The Higher Education Coordinating Commission shall prepare a report for the Legislative Assembly that proposes a partnership with Western Governors University, a nonprofit, online, competency-based university created through a collaboration of governors of the western states, to provide:

(a) Enhanced access for residents of this state to online, competency-based higher education degree programs offered by Western Governors University;

(b) Coordination between this state and Western Governors University in terms of financial aid eligibility, data sharing and outreach efforts to adults who have completed some college coursework, but have not attained a degree; and

(c) Specific new programs or modifications to existing programs to provide for financial aid to Oregon residents enrolling at Western Governors University.

(2) The Higher Education Coordinating Commission shall submit the report, with recommendations for necessary legislation, to the Legislative Assembly in the manner provided by ORS 192.245 no later than November 1, 2012.

SECTION 3. Section 2 of this 2012 Act is repealed on the date of the convening of the 2013 regular session of the Legislative Assembly as specified in ORS 171.010.

SECTION 4. This 2012 Act takes effect on July 1, 2012.

Appendix B

Credit for Prior Learning Advisory Committee Membership

| Name | Affiliation |
|-----------------|---|
| Melody Rose | Vice Chancellor for Academic Strategies; Oregon University System (OUS) |
| Larry Large | Oregon Alliance of Independent Colleges (OAIC) |
| Marilyn Davis | Former Dean of Instruction (PCC Rock Creek) |
| Wayne Matulich | Director, ITT Technical Inst. –Portland |
| Melanie Booth | Marylhurst University |
| Tom Sargent | Former CEO of First Tech Credit Union |
| Eric Noll | Oregon Student Association – Community College Student |
| Karen Stewart | Century Link |
| Gerald Hamilton | State Board of Education |
| Craig A. Kolins | Dean of Instruction & Student Development, PCC Southeast/Extended Learning Campus |
| Jim Bernau | Higher Education Coordinating Commission |
| Chris Brantley | Higher Education Coordinating Commission |
| Tony Van Vliet | Higher Education Coordinating Commission |

Appendix C

References:

Recent research and discussion of credit for prior learning:

Council for Adult and Experiential Learning (CAEL). (2010). *Fueling the race to post- secondary success: A 48 institution study of prior learning assessment and adult learning outcomes.*

http://www.cael.org/pdfs/PLA_Fueling-the-Race

This study found moderate benefits for students receiving prior learning assessment (PLA), with decreased time to graduation, more 4-year degree completions, and greater persistence and enrollment rates at universities (even if a degree was not completed) than non PLA students. This first of its kind study offers promising evidence of the effectiveness of of PLA.

Prior Learning Assessment Inside Out (PLAIO) The only international journal on theory, research, and practice in prior learning assessment <http://www.plaio.org/index.php/home/index>

This on-line journal includes accessible peer-reviewed articles on prior learning and sponsors a LinkedIn networking site for practitioners to share current questions and resources. The first issue provides a useful reflection on the past 40 years of practice in this area.

<http://prattlenog.com/>

Online blog created by Melanie Booth, Dean for [Learning & Assessment](#) and the Director of the [Center for Experiential Learning & Assessment](#) at [Marylhurst University](#) in Portland, Oregon. A current member of the HECC Prior Learning Advisory Committee , Dr. Booth offers her perspective on prior learning assessment and related issues, updates on current debates and challenges, and provides a rich source of academic and anecdotal resources.

A related resource: *Educause*

<http://www.educause.edu/>

A nonprofit association working to improve higher education through intelligent use of information technologies. While not focused explicitly on prior learning assessment, their research and conference presentations include important discussions about alternative learning strategies providing the “prior learning” that could be assessed for credit (Including the current MOOC phenomenon).

Webcasts of keynotes from the Nov, 2012 annual conference are available at

<http://www.educause.edu/annual-conference/agenda-and-program/public-webcasts>

Resources on assessing prior learning experiences for credit

Learning Counts : Council for Adult and Experiential Learning (CAEL)

<http://www.learningcounts.org/>

A program of the Council for Adult and Experiential Learning (CAEL), founded by an alliance between CAEL, the College Board (CLEP), and the American Council on Education’s College Credit Recommendation Service (ACE CREDIT).

ACE CREDIT Recommendation Service: American Council on Education

<http://www.acenet.edu/news-room/Pages/ACE-CREDIT-Course-Review.aspx>

With over 35,000 courses reviewed, ACE provides an evaluation service using teams of faculty evaluators to assess learning experiences and recommend college credit level for courses offered by a variety of institutions and professional organizations.

ACE CREDIT College and University Network: American Council on Education

<http://www.acenet.edu/news-room/Pages/The-ACE-CREDIT%20AE-College-and-University-Network.aspx>

A Group of more than 2,000 higher education institutions that agree to consider ACE credit recommendations for transfer to degree programs. The Network also offers templates, resources, and webinars on ACE credit recommendations, credit for prior learning, and degree completion.

Adult College Completion Network

<http://www.adultcollegecompletion.org/>

Currently the network includes 19 projects facilitated by WICHE with funding from Lumina Foundation. List of projects at different stages in policy development and implementation, including statewide efforts can be found at:

[http://www.adultcollegecompletion.org/searchProjects?field_project_keywords_value\[\]=35](http://www.adultcollegecompletion.org/searchProjects?field_project_keywords_value[]=35)

A sample of Oregon post-secondary provision of credit for prior learning:**Credential, Acceleration, and Support for Employment (CASE) Grant Consortium**

<http://www.socc.edu/accreditation/pgs/bm~doc/ex-case-grant.pdf>

In 2011, Clackamas Community College received a three-year, \$18.68 million dollar Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant to fund the Oregon Credentials, Acceleration, and Support for Employment (CASE) Consortium. The Consortium includes participation from all of Oregon's 17 community colleges, several WorkSource Oregon centers, employers and community partners. The project focuses on three strategies – the enhancement of Career Pathway programs; the use of Career Coaches to reduce barriers to student persistence and completion, and the expansion of Credit for Prior Learning to accelerate student progress and support completion. A Credit for Prior Learning Community of Practice has been convened. Conversations include policy, practice and the development of an online portfolio product.

Assessment of Prior Experiential Learning (APEL) Eastern Oregon University, La Grande

<http://www.eou.edu/apel/>

Eastern has offered the APEL program for many years as an important part of its distance education mission. Students complete a portfolio preparation course, prepare a portfolio documenting their skills related to specific university courses and request faculty recommendation of credit for that program

Prior Learning Assessment (PLA) Marylhurst University, Portland

<http://www.marylhurst.edu/academics/prior-learning-assessment/>

PLA is a program administered by Marylhurst University's Center for Experiential Learning and Assessment. Students can earn up to 45 undergraduate credits towards a bachelor's degree through submission of a PLA Portfolio. These 45 credits will satisfy Marylhurst's residency requirements for graduation. Students can also earn up to 45 credits through standardized testing. Credits earned through testing are considered transfer credits and do not meet residency requirements

George Fox University

http://www.georgefox.edu/catalog/degcomp/curriculum/prior_learn.html

Successful completion of **MGOL 260 Personal and Professional Assessment** (three credits) qualifies students to earn up to 30 hours of credit for training and life-learning at no additional charge. The course teaches the Kolb model for constructing essays which demonstrate college-level learning garnered from life experiences. Essays, as well as materials collected from personal and professional training, are carefully evaluated by qualified faculty to determine credit awards.

Linfield College

<http://www.linfield.edu/dce/credit.html>

Students in the Linfield Adult Degree Program may earn as many as 31 of the required 125 semester credits through the portfolio process, enabling students to apply prior learning toward their degree. Credits earned via the portfolio process do not count toward the required 30 credits of Linfield coursework.

Credit for Prior Learning Policy: Portland State University (approved 2005)

http://www.oirp.pdx.edu/portfolio/requiredDocs/standard_2/credit_for_prior_learning.pdf

The policy includes options for credit to be awarded through CLEP, testing out of certain classes, Advanced placement high school courses, Proficiency based admissions standards system (PASS), and a portfolio program.

The below information is summarized from institutional websites:

Oregon State University

Advanced standing credit is applied to a student's record after the student has been admitted to the university and official transcripts or score reports have been received by the Office of Admissions. Students may receive credit for prior learning through: Advanced Placement, the College -Level Examination Program (CLEP), the International Baccalaureate, military credit in conjunction with ACE, and the University of Cambridge International Examinations (CIE).

From the Western Oregon website

Students who receive qualifying scores in College Board Advanced Placement (AP) exams may, upon admission to WOU, be granted credit and/or advanced placement in courses counting toward a bachelor's degree. The amount of credit allowed will be determined by the program entered and the score received in the exam. WOU also recognizes and awards credit for the International Baccalaureate and CLEP programs.

From University of Oregon and Southern Oregon University

Alternative ways to earn credit at University of Oregon and Southern Oregon University include: Advanced Placement, International Baccalaureate, CLEP, military credit evaluation (with a recommendation from ACE), and credit by examination. SOU also accepts up to 60 credits of extension study, 24 of which may be by correspondence from accredited institutions.

Appendix D

HB 4059 – Credit for Prior Learning Matrix

| Legislative Goals | Statewide Examples & Activities | | | | National Examples & Activities | |
|--|---|---|--|--|---|---------------|
| | Community College | OUS | Private Career Colleges | Independent | Other States | Organizations |
| <p>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</p> | <p>The CASE Grant at Clackamas Community College has deliverables associated with it regarding increasing the numbers of students who receive Credit for Prior Learning. The development of an online Portfolio System is a component of the outcomes associated with this grant.</p> <p>Conversations have continued with CAEL regarding CAEL 100 and potential models for Oregon’s community colleges system.</p> <p>Beginning in Fall of 2012 Oregon community colleges will have a unified way of reporting student participation in Credit for Prior Learning. Course data will be collected in the following areas:</p> <ul style="list-style-type: none"> • Advanced Placement Exam • Challenge Exams • International Baccalaureate • Military Credit for Prior Learning: • Portfolio Credit for Prior Learning • Other Credit for Prior Learning: Credit granted for other prior learning experiences | <p>Conversations will continue regarding potential models for increasing the number of students receiving CPL credit in the newly formed Oregon University System Ad Hoc Task Force on CPL. The means for administering CPL currently varies across OUS institutions. Credit by examination is a common method used by OUS institutions to measure CPL proficiencies. In addition, institutions are advancing CPL through DANTES, ACE and CLEP. Information has been made available through campus websites and course catalogues. Campuses are also working to follow ACE recommendations regarding credit for military experience.</p> <p>In particular, EOU is working to publicize and leverage existing credit for prior learning pathways (as described below) with new and potential students through targeted recruiting and marketing efforts aimed at both new and transfer students. Quality is assured through long-standing mechanisms that ensure credit is awarded only for high quality course-level competencies through direct program-level faculty engagement and control of the curricular criteria and award processes.</p> | <p>The administration of Credit for Prior Learning varies across the different Private Career Colleges. The level of understanding and the availability of resources to assess Prior Learning is not consistent from school to school. Some activity to increase the number of students receiving Credit for Prior Learning include:</p> <ul style="list-style-type: none"> • Awareness - Talk about opportunities for CPL upfront during enrollment process and financial aid • Documentation of Policy in Student Catalog • Available list of sections that are allowed to be credited through CPL • Goal to give student highest ROI on education cost by awarding CPL • Issue “block” credits given for “Unspecified Credits” within a Program of Study • Use quality-centered tools to measure CPL credits focusing on content and rigor <p>Academics/Registrar share the process</p> | <p>Several of the Alliance campuses are actively using the portfolio process to evaluate and grant credit for prior learning and do so in ways that meet the legislative goals for quality assurance and contribute to the degree requirements. CAEL model is actively used. Estimate: up to 5% of the students on campuses that use CPL complete one or more courses.</p> <p>The Alliance is undertaking a full survey of its member institutions, which will be finished soon. What follows is a sample of one of our member institutions that reflects an approach to CPL.</p> <p>Marylhurst: CPL offered to UG students:</p> <ul style="list-style-type: none"> • Portfolio-based PLA program (robust; 35+ years) – these count as MU residency credits • Credit-by-exam programs (DANTES/DSST, CLEP, Excelsior, NY Foreign Language) – these count as transfer credits but may apply to major • Departmental challenge exams / processes – these count as MU residency credits <p>Marylhurst’s PLA Program: --Aligned with CAEL standards --NWCCU policy met --Internal policies and procedures for quality assurance including ongoing program assessment</p> | <p>Arizona, Vermont, Pennsylvania, Washington, Tennessee, and Minnesota have all come up.</p> | |

| Legislative Goals | Statewide Examples & Activities | | | | National Examples & Activities | |
|--|---|--|---|---|--|---------------|
| | Community College | OUS | Private Career Colleges | Independent | Other States | Organizations |
| <p>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>Conversations continue among colleges regarding the acceptance of prior learning credits.</p> <p>Sixteen of the 17 colleges in Oregon are currently using Credit for Prior Learning (CPL) in some form. There are five forms of CPL for which we are analyzing utilization. They are: ACE-Military Transcription (American Council on Education review and transcription of military training and experiences), Advanced Placement or IB (International Baccalaureate), Challenge exam (Credit by Examination/College level Examination Program (CLEP)), Industry Certification transcription and Portfolio Development.</p> | <p>Conversations continue among universities internally, involving Faculty Senates, Admissions, and Registrar’s offices to expand the availability of CPL, and externally in regional and national conversations to define exemplary practices and areas in need of review. The OUS Ad Hoc Task Force on CPL will provide a venue for OUS stakeholders to collaborate on the expansion of CPL.</p> <p>Degree Qualifications Profile (DQP) is an active component of CPL, with work focusing on articulating competencies and credit pathways for specific degree programs. OUS is involved in the statewide DQP grant originating at Lane Community College, as well as with AAC&U Quality Collaboratives project funded by the Lumina Foundation.</p> <p>In addition, EOU is employing strategies to increase the number and type of academic credits available to students. Their work centers on the credit by proficiency standards and criteria being developed by secondary, community college, and EOU faculty in the Professional Learning Communities (PLCs) associated with the Eastern Promise. EOU is also offering a pathway for early college credits in addition to Advance Placement, Dual Credit, and Expanded Options, these credits by proficiency pathways offer great potential for linking proficiency-based CPL to Oregon’s OTM and AAOT articulation efforts. Other OUS campuses have engaged in</p> | <p>Colleges are involved in Credit for Prior Learning from several sources. The most active area for Credit for Prior Learning is in assessing credit for Military Learning. Following are types of CPL discovered in this survey:</p> <ol style="list-style-type: none"> Military (Proactive review of Military Transcripts, ACE Transcripts, SOC Transfer from and to Community Colleges and Universities (transcript review, CLEP, Articulation, Test Out,), CollegeSource and Portfolio) Life and Career Experience (Portfolio, Test Out, Interview) AP Credit for High School (Articulation Agreements and Test Out) Foreign (NACES, Test Out) CAEL – Some schools are Beginning to explore | <p>Marylhurst:</p> <ul style="list-style-type: none"> ACE, AP, and IB accepted as transfer credit; may apply toward major Transfer Review Faculty Committee - process for analysis of individual exceptions to policy following ACE evaluation process | <p>Numerous examples of 4+1 programs, particularly in engineering. For example, see ASU program at http://cidse.engineering.asu.edu/undergraduate/accelerated-degree-programs/4plus1-in-cs-cse/</p> | |

| Legislative Goals | Statewide Examples & Activities | | | | National Examples & Activities | |
|---|---|--|--|---|--------------------------------|---------------|
| | Community College | OUS | Private Career Colleges | Independent | Other States | Organizations |
| 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>Research and conversations take place on a monthly basis with Tennessee regarding the policies currently being developed and adopted by the Tennessee Prior Learning Assessment Task Force.</p> <p>The Noncredit Task Force recommended adoption of standards like CAEL's to begin this work. Conversations continue with colleges regarding barriers and challenges and suggestions regarding policy and practice content in the awarding of credit for prior learning.</p> | <p>similar early college credit initiatives.</p> <p>The OUS Task Force on CPL has initiated conversations and research regarding current policies and best practices. This Task Force will make a final report and policy recommendation to the Board of Higher education by June 15, 2013. A number of OUS institutions already have robust and transparent policies easily accessibly on their websites and catalogs with a single point of contact provided.</p> <p>In 2002, PSU developed a proposal for credit for prior learning through portfolio review. The proposal was updated and adopted by the Faculty Senate in 2005. In addition, EOU offers three longstanding credit for prior learning pathways: Assessment of Prior Experiential Learning (APEL-http://www.eou.edu/apel/), Agency Sponsored Learning (ASL-http://www.eou.edu/~advising/asl.htm) and American Council on Education (ACE) Military Evaluation for Credit (MEC). http://www.acenet.edu/news-room/Pages/Transcripts-for-Military-Personnel.aspx and http://www.eou.edu/veterans/military-training-transcripts/</p> | <p>The Private Career Colleges of Oregon through their professional organization are made aware of practices in Idaho, Washington and Oregon and are exposed to the best practices used in each of those states. The schools work with State Education Commissions, the Veterans Administration, Vocational Rehab, Workforce Development and Work Source with the best interest of the student as their beacon.</p> <p>Our direction is to Attempt to make Best Practices be Common Practices.</p> | <p>Marylhurst:</p> <ul style="list-style-type: none"> • Policies for transfer CPL articulated in catalog as part of Transfer Policy • Policies for PLA, course challenges, and credit-by-exam programs articulated in catalog and PLA/CELA program materials <p><i>NOTE: The Alliance recommends adoption of the CAEL academic and administrative standards for PLA, but CAEL standards will not be sufficient for other kinds of CPL; CAEL standards are geared toward portfolio-based PLA only.</i></p> | | |
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| Legislative Goals | Statewide Examples & Activities | | | | National Examples & Activities | |
|---|---|--|---|---|--------------------------------|---------------|
| | Community College | OUS | Private Career Colleges | Independent | Other States | Organizations |
| <p>Improve prior learning assessment practices across all institutions of higher education</p> | <p>Currently they are a variety of departments that are responsible for administering CPL processes and procedures. Some examples include the Registrar, Student Services, Admissions, Advising, Registration, a number of special committees and Department Deans.</p> | <p>OUS has a statewide policy for AP/IB credit that is accepted at all public universities. All public universities will work together through the Oregon University System Ad Hoc Task Force to develop other statewide policies for areas not currently adopted at a global level (CLEP, DANTES, ACE, placement exams, etc.). In addition, campus registrars communications with one another in order to report results and assess strategies related to CPL.</p> <p>DQP (mentioned above) will provide the framework for “intake assessments” of competencies in learning outcomes, both general education and programmatic, allowing evaluations to be made regarding CPL student preparation and success. In addition, engagement with APEL, ASL, and ACE/MEC pathways represents a unique combination of best practice, consistent with the goals and aims of the CCWD Noncredit Framework and Models.</p> | <p>The NWCCF as an advocate for the State’s Private Career Colleges is involved in development of Industry Processes through training sessions and involvement in Individual State Education Systems. This support allows for the sharing of Best Practices like CPL across all Colleges as well as consistent information flow from government, DOE, and other outside entities. Regular Professional Development and Process Improvement Sessions for all members.</p> <p>Because of turnover in the ranks, of those involved with CPL, institutions will be challenged to “institutionalize” the process and have clear and transparent processes.</p> | <p>Marylhurst:</p> <ul style="list-style-type: none"> PLA program is regarded as an academic program (resides in College of Arts & Sciences and serves School of Business UG programs) and thus undergoes annual assessment and department review processes to ensure quality PLA practices; PLA program has its own set of learning outcomes | | |

| Legislative Goals | Statewide Examples & Activities | | | | National Examples & Activities | |
|---|--|--|---|--|--------------------------------|---------------|
| | Community College | OUS | Private Career Colleges | Independent | Other States | Organizations |
| <p>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>The recent ACE training held after the Student Success & Retention Conference provided some training in this area. Conversations have taken place with CAEL regarding possible recommendations for faculty/staff training regarding Credit for Prior Learning Assessments associated with CAEL 100.</p> | <p>Faculty can utilize already existing relationships with their colleagues at other OUS institutions in like departments in order to develop standardized policies in their subject areas. This will allow department chairs to ensure learning outcomes and mastery is met. Conversations will continue in the Task Force regarding strategy to better share exemplary policies across departments and universities. Tools/methods include:</p> <ul style="list-style-type: none"> • OSU is currently developing training tools to educate faculty on awarding of Credit for Prior Learning. OSU will continue to educate faculty on how to interpret ACE transcripts resulting in more credit awarded for students. • PSU has developed ePortfolios for first year students, and is collaborating with two-year colleges on the DQP. • WOU’s Registrars Office works with the WOU Academic Requirements Committee and Curriculum Committee to inform faculty of policies and propose possible changes to improve practice and process. • EOU maintains active membership in CAEL and the range of training and development resources offered by the organization. EOU sends a faculty representative to the annual CAEL conference. The program-level APEL criterion is a direct result of CAEL-based resources and training. | <ul style="list-style-type: none"> • Anticipate continual turnover and new people having to be involved in CPL • Need to sponsor Inter-College Professional Development Sessions • Development of supporting Culture (student Experience) • Articulation Matrices • A vision to create a Library of Resources and Tools • CPL Must become part of the culture of the organization | <p><i>NOTE: Ongoing faculty and staff development is one of the CAEL standards for PLA programs</i></p> <p>Marylhurst:</p> <ul style="list-style-type: none"> • In-depth knowledge of CAEL’s programs and services including LearningCounts • Experience as a PLA program external reviewer; expertise in PLA <p>Willing to share policies, practices, tools, etc.</p> | | |

| Legislative Goals | Statewide Examples & Activities | | | | National Examples & Activities | |
|--|---|---|--|--|--------------------------------|---------------|
| | Community College | OUS | Private Career Colleges | Independent | Other States | Organizations |
| <p>Develop articulation agreements when patterns of academic credit for prior learning are identified for particular programs and pathways;</p> | <p>The Noncredit Task Force recommended adoption of the CAEL standards to being this work. Conversations continue with colleges regarding barriers and challenges and suggestions regarding policy and practice content in the awarding of credit for prior learning.</p> | <p>The OUS Task Force will develop a recommendation for appropriate agreements and standards. This will include conversations about how faculty can develop policies in their subject areas and work collaboratively across OUS to develop consistent articulation among these partners. All OUS institutions currently participate in statewide articulation agreements, including the AAOOT (Associate of Arts Oregon Transfer) and the OTM (Oregon Transfer Module). Examples of campus initiatives include:</p> <ul style="list-style-type: none"> • SOU awards a Bachelors of Applied Science in Management which allows up to 60 credits of prior learning in a technical field. • UO is engaged in multistate discussions regarding the general education “passport” through which institutions would accept evidence of completion of lower-division general education requirements. UO also has a formal partnership with Southern Oregon through the SOU-2-UO partnership program. • WOU monitors transfer credit activity to identify all patterns around Lifelong Learning and will develop new articulation agreements when warranted based upon the data. • EOU has clear APEL articulation pathways in place for 17 academic program areas. The specific criteria and the processes related to these criteria may be found at http://www.eou.edu/apel/. | <ul style="list-style-type: none"> • Some colleges are working with High Schools to articulate with students receiving college credit toward a program for AP and “Technical” classes taken in HS. • Colleges have Articulation Agreements with Community Colleges so students can transfer into specific Programs of Study saving students time and money • Transfer of General Studies and available sections creates less financial burden on the student • Research is taking place to look at possibility of “Professional” training taking place concurrent to gen Ed’s being satisfied at a CC to enable a clearer path for articulation. | <p>Marylhurst: Articulation agreements in place with several OR community colleges; not specific to CPL though.</p> | | |

| Legislative Goals | Statewide Examples & Activities | | | | National Examples & Activities | |
|---|---|--|--|---|--------------------------------|---------------|
| | Community College | OUS | Private Career Colleges | Independent | Other States | Organizations |
| <p>Develop outcome measures to track progress on the goals outlined in this section.</p> | <p>The lack of data regarding credit for prior learning practices became very apparent during the Noncredit Task Force’s work. The Task Force identified the need to collect data in the following areas:</p> <ul style="list-style-type: none"> • Which classes colleges are granting CPL • The number of credits awarded for those classes • The manner in which the credit was awarded (CLEP, portfolio, ACE, etc) <p>In addition, The CASE grant has begun manually collecting some data and is working to identify additional data points. CCWD has a liaison associated with this grant and is collecting information, etc as the conversations continue.</p> <p>OCCURS has added course data components to begin this work.</p> | <p>The OUS Task Force on CPL is currently gathering the existing outcome measures on a system-wide basis to determine gaps and goals for improved tracking.</p> <p>OUS institutions are developing and/or implementing benchmarks on current practices and will craft measurements to be assessed, based on policies developed by OUS. Many institutions currently track or will begin to track CPL awards by monitoring the number of credits granted, numbers of students served, the areas in which credits are granted, and how credits play into the overall transfer articulation and program completions.</p> | <p>Data points for ultimate outcome measurement include employer feedback (readiness), employment to graduation rates (ROI) and average salary. How fast and how successful were we at getting the student skilled, prepared for and into the workforce?</p> | <p>Agree with Community College: We will need to collect, aggregate, and analyze baseline data for each goal from participating institutions prior to developing outcome measures.</p> <ul style="list-style-type: none"> • In-depth inventory of state-wide CPL programs, practices, and policies • Data on students’ use of CPL <p>Notes: CAEL has research we might be able to tap into regarding PLA’s effect on student retention and completion of academic programs.</p> | | |

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Appendix E

Advanced Placement (AP) Exams: A series of tests developed by the College Board initially for AP High School courses. This is also a type of early postsecondary educational opportunity.

American Council on Education (ACE) Guidelines: Published credit recommendations for formal instructional programs and examinations offered by non-collegiate agencies (including civilian employers, the military, professional associations, and other workplace related-training).

Associate of Arts Oregon Transfer (AAOT): The AAOT degree prepares students to transfer into the Oregon University System (OUS) with the guarantee that the student has met all of the lower-division general education requirements for OUS. Upon acceptance at an OUS school, the student is given “junior status” for registration purposes. The AAOT does not guarantee admissions into specific departments or programs and does not guarantee admission into the student's OUS school of choice.

Credentials, Acceleration, and Support for Education (CASE) Grant: \$18.68 million dollar Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant received by Clackamas Community College in 2011. The Grant funds a consortium and includes participation from all of Oregon's 17 community colleges. The project focuses on three strategies: the enhancement of Career Pathway programs; the use of Career Coaches to reduce barriers to student persistence and completion, and the expansion of Credit for Prior Learning to accelerate student progress and support completion.

College Level Examination Program (CLEP) Exams: Tests of college material offered by the College Board.

Council for Adult Experiential Learning (CAEL): National nonprofit organization that works at all levels within the higher education, public, and private sectors. Responsible for the development of 10 standards related to Credit for Prior Learning.

Credit for Prior Learning (CPL): Granting of college-level credit for prior learning. Per HB 4059, “prior learning” is defined as the knowledge and skills gained through work and life experience, through military training and experience and through formal and informal education and training from institutions of higher education in the United States and in other nations.

Defense Activity for Non-Traditional Educational Support (DANTES) Subject Standardized Tests (DSSTs): DSSTs are examinations administered by Prometric. While originally being restricted to active and retired military personnel, these tests are now available to civilians.

Degree Qualifications Profile: The Degree Qualifications Profile is a framework that depicts what students should know, and be able to do, upon completion of an Associate's, Bachelor's, or Master's degree. The overarching outcome from the Oregon Degree Qualifications Profile is to develop a degree qualifications profile of meta outcomes, for the state, that clearly illustrates the types of things students should be expected to know and expected to be able to do once they earn this degree. In collaboration with the Lumina Foundation for Education, the Association of American Colleges and Universities announced Oregon as one of eight grant recipients in October 2011. The award amount for Oregon's project is \$40,000 and will be used to fund Oregon's project titled the “Quality Collaborative Initiative”. This three-year project is designed to test the Degree Qualifications Profile and is a partnership among Oregon's University System and the 17 Oregon community colleges.

Dual credit: The awarding of secondary and postsecondary credit for a course offered in a high school during regular school hours, as determined by local school board and community college/university board policy.

Eastern Promise: Eastern Promise is a collaborative partnership between Eastern Oregon University, the InterMountain Education Service District, Blue Mountain and Treasure Valley community colleges and school districts in Eastern Oregon. The goal of Eastern Promise is to increase the number of students who are prepared to attend college directly from high school.

International Baccalaureate Programs (IB): An internationally accepted qualification for entry into institutes of higher education, much like the AP program. Designed for students ages 16 to 19, it is a two-year curriculum that leads up to a final examination. To receive a diploma, students must achieve a minimum score and have completed satisfactory participation in the creativity, action, service requirement.

MOOC: Massive Open Online Course. They are designed to be open access and have large-scale participation. Credit is not usually granted, however for some MOOCs assessment of learning may be completed for certification.

Noncredit Framework and Models: Document developed by the Noncredit Task Force which identified 4 areas of noncredit to credit student progression. Those areas included curriculum, credit for prior experience, credit for prior certification/credential and credit for prior learning. The document includes examples from community colleges in each of these areas.

Noncredit Task Force: Task Force that was formed in 2008 to review the current status of Oregon's community colleges' policies and practices regarding noncredit and how they relate to national trends.

OCCURS: The Oregon Community College Unified Reporting System. It is the statewide reporting database for community colleges in Oregon.

Oregon Transfer Module (OTM): The OTM is an approved 45 unit subset of general education courses (foundational skills and introduction to discipline courses) that are common among Oregon's colleges and universities. Any student holding an Oregon Transfer Module will have met the requirements for the Transfer Module at any Oregon community college or institution in the Oregon University System.

Portfolio: The preparation of a portfolio by a student to demonstrate and validate credit for learning acquired outside of the classroom. The demonstrate learning must be relevant to the student's degree program.

Reverse Transfer: The recognition of a student's achievements with an associate's degree after they have transferred to a 4-year school and have accumulated the credits needed to fulfill the 2-year degree program requirements.