Overview

- Prior Dual Credit presentation (Oct 2014)
- Legislative Update
- Rules and Regulations
- Oregon Metro Grant
- Dual Credit - Instructor Qualifications
- PCC Dual Credit Growth
SB 84 - The bill would have established statewide standards and funding mechanisms for accelerated and dual credit programs for HS students. Gave the HECC authority to set faculty credentials.

THIS BILL DIED
SB 418A- HECC will convene a work group to make recommendations to spend $7m SPA to promote accelerated learning and student success -

THIS BILL PASSED AND IS FUNDED
SB 898 - Established a one year moratorium on the expansion of the five year programs pending a workgroup on the topic

PASSED
Rules and Regulations

- Northwest Commission on Colleges and Universities
  Eligibility Requirement #10

- Oregon Dual Credit Standards, 2014
  Modeled after the National Alliance of Concurrent Enrollment Partnerships (NACEP) Standards

- Oregon Credit for Prior Learning Standards, 2014
Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.
Rules and Regulations
Oregon Dual Credit Standards, Adopted by HECC in 2014

- (C3) College or university courses administered through a Dual Credit Program reflect the pedagogical, theoretical, and philosophical orientation of the college’s or university’s sponsoring academic departments.

- (F1) Instructors teaching college or university courses through Dual Credit meet the academic requirements for faculty and instructors teaching in the college or university.

- (S1) The college or university officially registers or admits Dual Credit Program students as degree-seeking, non-degree seeking, or non-matriculated students of the college or university and records courses administered through a Dual Credit Program on official sponsoring college or university transcripts.

- (A1) Dual credit students are held to comparable standards of achievement as those expected of students in on-campus sections.

- (A2) The college or university ensures that Dual Credit Program students are held to comparable grading standards as those expected of students in on-campus sections.

- (A3) Dual Credit students are assessed using comparable methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.
Rules and Regulations
Oregon Dual Credit Standards
The Take Away

- Instructor must meet the qualifications of the institution offering the credit
- The student cannot enroll after the fact; and
- The student cannot be given the option to enroll only if a particular grade is assured
Oregon Credit for Prior Learning Standard 4: Transferability and Transcription (page 5).

4.1 Institutions that award CPL shall work with receiving institutions to promote transferability of the CPL.

4.2 Each receiving institution shall determine the transferability of the 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 transcripted to comply with applicable state, federal regulations, and accreditation policies and standards. Notations on the transcript should identify CPL.
Rules and Regulations
Oregon Credit for Prior Learning (CPL)

Take Away

► The transcript cannot indicate successful completion from the institution; must denote that the credit was earned through CPL (it was a judgment based on experience or prior (documented) learning, not the institution’s curriculum being taught)

► Extra effort must be made to ensure transferability of the credit to other institutions

► Students are only able to earn 25% of a degree/certificate through CPL (NWCCU)
  ► One year certificate (36-45 credits) = 9-10 credits of CPL
DC Instructor Qualifications
At Portland Community College

- Generally
  - LDC: Masters in Subject Area or Masters in Related Area + 30 hours of graduate credit in Subject area
  - CTE: Degree + non-teaching experience *(Masters +3 years, Bachelors +4 years, Associates +5 years)*

- SACs may propose instructor qualifications that are more specific/clarifying with regards to specific elements
  - What areas are “related?”
  - What kind of experience is appropriate?

- These become official when administration reviews and approves
Demonstrated Competency
At Portland Community College

- Provides for approval of instructors who meet criteria that are different from those that are typically used
  Special training and/or certification
  Specific experience etc.
Provisional Approval
At Portland Community College

- Faculty may be conditionally approved - with specified conditions, such as
  - Continuation of education
  - Active mentoring by regularly qualified faculty
- Provisional Approval is for one year, renewable
Special Approval
At Portland Community College

- Some SACs develop criteria to assist in the hiring of faculty under Demonstrated Competency and/or Provisional Approval.
- If the SAC has established such criteria, individuals meeting those criteria may be approved to teach by the Dean of Instruction.
- If an individual presents qualifications that are outside published criteria, approval by the Vice President for Academic and Student Affairs is required ("presidential waiver" - Chief Academic Officer acting as an agent on behalf of the College President).
# PCC Dual Credit Growth

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>2,398</td>
<td>2,432</td>
<td>2,622</td>
<td>2,928</td>
<td>3,547</td>
<td>48%</td>
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<tr>
<td>Asian</td>
<td>286</td>
<td>353</td>
<td>393</td>
<td>428</td>
<td>543</td>
<td>90%</td>
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<tr>
<td>Hispanic</td>
<td>361</td>
<td>374</td>
<td>400</td>
<td>374</td>
<td>517</td>
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<tr>
<td>Black</td>
<td>99</td>
<td>106</td>
<td>101</td>
<td>161</td>
<td>223</td>
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<tr>
<td>Native Am</td>
<td>31</td>
<td>35</td>
<td>21</td>
<td>43</td>
<td>51</td>
<td>65%</td>
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<tr>
<td>Pacific Is</td>
<td>18</td>
<td>25</td>
<td>29</td>
<td>43</td>
<td>58</td>
<td>222%</td>
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<tr>
<td>Multiracial</td>
<td>504</td>
<td>519</td>
<td>534</td>
<td>598</td>
<td>795</td>
<td>58%</td>
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<tr>
<td>Foreign</td>
<td>14</td>
<td>21</td>
<td>19</td>
<td>13</td>
<td>30</td>
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<tr>
<td>Not specified</td>
<td>275</td>
<td>347</td>
<td>415</td>
<td>607</td>
<td>870</td>
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<tr>
<td><strong>Total</strong></td>
<td>3,986</td>
<td>4,202</td>
<td>4,534</td>
<td>5,195</td>
<td>6,634</td>
<td>66%</td>
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Dual Credit Students (2014-15)

- White: 62%
- Asian: 9%
- Hispanic: 9%
- Black: 4%
- Native Am: 1%
- Pacific Is: 1%
- Multiracial: 14%
- Asian: 9%
Dual Credit in Public High Schools (2014-15)

<table>
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<tr>
<th>District</th>
<th># Students</th>
<th>District</th>
<th># Students</th>
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<tbody>
<tr>
<td>Portland</td>
<td>1,782</td>
<td>Canby</td>
<td>64</td>
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<tr>
<td>Beaverton</td>
<td>1,044</td>
<td>Gaston</td>
<td>56</td>
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<tr>
<td>Hillsboro</td>
<td>984</td>
<td>Banks</td>
<td>35</td>
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<tr>
<td>Sherwood</td>
<td>617</td>
<td>N. Clackamas</td>
<td>32</td>
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<tr>
<td>Tigard-Tualatin</td>
<td>447</td>
<td>W. Linn-Wilsonville</td>
<td>26</td>
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<tr>
<td>Forest Grove</td>
<td>321</td>
<td>Riverdale</td>
<td>19</td>
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<tr>
<td>Newberg</td>
<td>242</td>
<td>Albany</td>
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<td>Lake Oswego</td>
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<td>Scappoose</td>
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<td>Salem</td>
<td>90</td>
<td>Vernonia</td>
<td>6</td>
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<tr>
<td>St Helens</td>
<td>77</td>
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College Going Rate

*based on dual credit high school seniors the year following high school graduation*
ODE Funding
Replicate the Eastern Promise

- Oregon Metro Connect
- Willamette Promise
Oregon Metro Connects All Students to College Consortium
ODE Funding to Replicate Eastern Promise

- The Results
- Formative Survey Results
- Project Successes
- Project Challenges
- Recommendations from Math Professional Learning Communities
Accelerated Learning Moratorium Requests
To the HECC

- Oregon Presidential Council (OPC) with advise from the Council of Instructional Administrators (CIA) - Letter Provided
- Provost and Exec Vice President, PSU - Letter Provided
- Chemeketa resigns from Willamette Promise - Letter Provided
- Oregon Community College Association - (Legislative Request) - Talking Points Follow
Moratorium Request

OCCA - Legislative Talking Points for Moratorium
Willamette Promise - Accelerated Learning

- For the sake of students and to ensure the collaboration of affected schools and institutions, it is appropriate to discuss a moratorium on any further expansion of the accelerated learning program “Willamette Promise” until standards have been developed by the HECC.

- There are too many questions about how the program is rolling out, and those questions have public policy implications but also could result in real problems for students and their families.
Moratorium Request
OCCA Talking Points for a Moratorium
Willamette Promise

- There are several crucial differences between the pilot Eastern Promise partnership versus the Willamette Promise
- A thorough vetting and the development of standards is appropriate for students, families and Oregon Higher Education institutions
- HB 218A: Legislative Task Force to Inform HECC on Accelerated Learning and Funding
Dual Credit/Accelerated Learning

STAY TUNED....................................

AND ASK QUESTIONS, PLEASE!!