

College Credit for High School Students

Board of Director's Meeting – January 18, 2018

Scale and Scope

- 25 school districts
- 75 High schools:
 - 53 public HS high schools
 - 9 independent schools
 - 13 outside of PCC district
- 268 HS faculty offer PCC Dual Credit
- 752 courses in 52 Subject Areas
- 6,759 students in 2016-17 earned 42,432 credits

Opportunities for HS Students to Earn College Credit

- Advanced Placement (AP) and International Baccalaureate (IB)
- Dual Credit: HS instruction for both HS and college credit
 - Traditional Dual Credit*
 - Sponsored Dual Credit*
 - Assessment Based Learning (ABL) Credit*
- HS students taking courses at PCC
 - Early College – students attend on campus (via Beaverton SD)
 - Middle College -- combination of Dual Credit and on campus
 - Direct registration (on-campus, online)

* Oregon Standards Apply

Key Issues

for all Versions of College Credit earned in HS

- Best practice: as close to college experience as possible (not just about the credit, but driving college success)
- Equitable access for students
- PCC control of PCC credit is an accreditation imperative
- Accumulation of “excess” credit increasingly recognized as problematic

Too much Dual Credit can be a problem for students!

- In 2011 change in Federal Financial Aid rules changed, now include college credits earned while in HS in the 150% maximum
- Dual credit can affect students' status (Oregon Promise, freshman benefits, scholarships)
- **Credits that don't apply to a student's declared degree intention may be a liability**

“Stop doing Random Acts of Dual Credit!!”

Rob Johnstone

- Credits with a purpose
- “Portland Promise”?
 - Focus on key courses, possibly WR 121, MTH 105 or 111, one other (maybe chosen by district)?
 - Menu of options for making available to all schools in our service area?

Access and Equity in Dual Credit by School District

	# PCC Dual Credit/Students Enrolled 9-12	% of HS students earn PCC DC	White	Black/African American	Hispanic/Latino	Asian	Other
Beaverton SD	2,051	17%	47%	2%	20%	9%	23%
	12,288		51%	3%	23%	14%	9%
Hillsboro SD	734	11%	54%	1%	22%	9%	14%
	6,451		49%	2%	34%	7%	8%
Portland Public	1,203	9%	43%	11%	13%	12%	22%
	12,918		54%	11%	16%	8%	11%
Tigard Tualatin	467	11%	51%	1%	23%	7%	18%
	4,151		59%	2%	24%	6%	9%
Sherwood SD	696	41%	56%	0%	4%	3%	37%
	1,703		81%	0%	9%	3%	7%

Differences in Dual Credit Availability

- Curricular and workload issues in adjusting HS content to align with college curriculum
- HS teachers may not meet PCC Instructor Qualifications

New: Sponsored Dual Credit and Assessment Based Learning credit

College faculty assist HS faculty who don't meet our Instructor Qualifications to align content, instruction and grading with college expectations

- SDC: Standards identify specific responsibilities of the college to support teachers and ensure that students are held to comparable standards of achievement --
- ABL: Standards identify college faculty as responsible for oversight of assessment of student work.

Differences in Dual Credit Availability

- Curricular and workload issues in adjusting HS content to align with college curriculum
- HS teachers may not meet PCC Instructor Qualifications
- Schools take different approaches to access and equity
 - Specific placement vs. broad opportunity/advising
 - Establishing readiness for college work (prerequisites or equivalent)
 - Balancing opportunity and risk --unsuccessful students will have college transcript with poor grades

Instructor Qualifications

The importance of instructor qualifications are grounded in our regional accreditation

Regional Accreditation

The system that protects the value
of our credit in the marketplace

NWCCU Eligibility Requirement 10 – FACULTY and STANDARD 2.B.4

“Consistent with its mission, core themes, programs, services and characteristics, the institution employs **appropriately qualified faculty** sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, **wherever offered and however delivered**”

Accreditation and Instructor Qualifications

- PCC is expected to determine what “appropriately qualified” means, based on the recommendations of the faculty
- Once the qualification are established, we hire and assign instructors accordingly

Why do College Instructor Qualifications apply to HS teachers?

- NWCCU: “wherever offered and however delivered”
- Oregon Dual Credit Standard F1:
Instructors teaching college or university courses through Dual Credit meet the academic requirements for faculty and instructors teaching in the college or university

Alternative Qualification

- **Demonstrated Competency (61 in Dual Credit)**
 - Based on some alternative evidence of competence
 - Permanent, may be subject area or course-specific
- **Provisional Approval (8 in Dual Credit)**
 - Based on specific conditions that apply case-by-case
 - Temporary (1 yr), renewable, usually course-specific
- Require detailed explanation (evidence or conditions) and VPAA approval

But it's not just Instructor Qualifications.....

- Not every HS class is appropriate for college credit
 - Consider AP and IB: designed to be specific to college content and rigor and highly regulated
 - It can be difficult to rearrange the content and instruction from HS context to align with college curriculum
- Not every student is ready for college work
- Equity lens at the high school is critical for appropriate opportunity and for student support (including registration, textbook access, advising etc.)

What changes in policy or practice would help?

- Development of a “Portland Promise” ??
- Institute college readiness/prerequisites for Dual Credit courses.
- Recognize and support our efforts to safeguard the quality of our education, the integrity of our credit, and the best interests of the students in our service district.