

Dual Credit Update

PCC Board of Directors, July 2015 Work Session

Overview

- ▶ Prior Dual Credit presentation (Oct 2014)
- ▶ Legislative Update
- ▶ Rules and Regulations
- ▶ Oregon Metro Grant
- ▶ Dual Credit - Instructor Qualifications
- ▶ PCC Dual Credit Growth

Legislative Update

Dual Credit/Accelerated Learning - 2015 Session

- ▶ 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

Legislative Update

Dual Credit/Accelerated Learning - 2015 Session

- ▶ 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

Legislative Update

Dual Credit/Accelerated Learning - 2015 Session

- ▶ 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

Rules and Regulations

Northwest Commission on Colleges and Universities Eligibility Requirement #10

► FACULTY

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

Rules and Regulations

Oregon Credit for Prior Learning, Adopted by the HECC 2014

- ▶ 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 transcribed 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

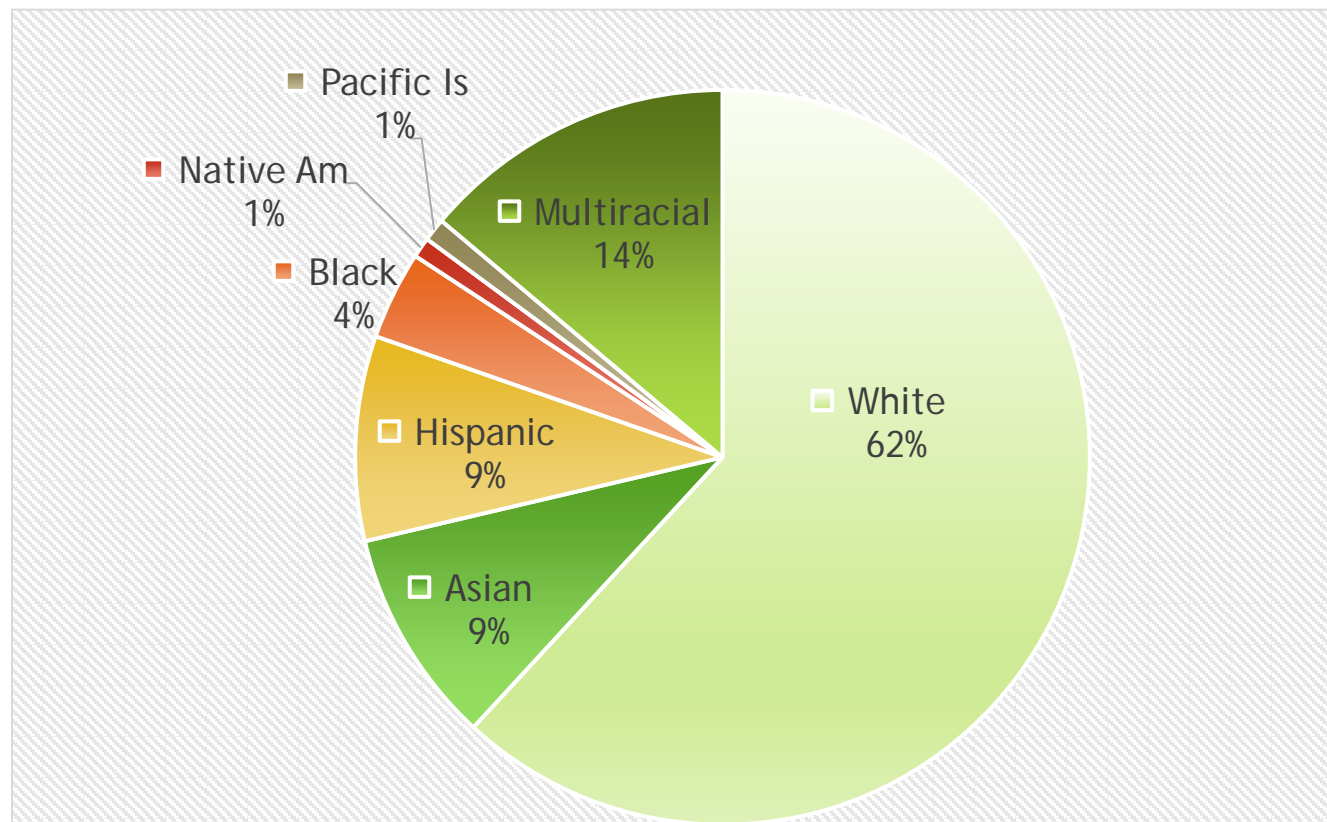
At Portland Community College

- ▶ 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 wavier**” – Chief Academic Officer acting as an agent on behalf of the College President)

PCC Dual Credit Growth

						2010-11 to 2014-15
	2010-11	2011-12	2012-13	2013-14	2014-15	% <i>Change</i>
White	2,398	2,432	2,622	2,928	3,547	48%
Asian	286	353	393	428	543	90%
Hispanic	361	374	400	374	517	43%
Black	99	106	101	161	223	125%
Native Am	31	25	21	43	51	65%
Pacific Is	18	25	29	43	58	222%
Multiracial	504	519	534	598	795	58%
Foreign	14	21	19	13	30	114%
Not specified	275	347	415	607	870	
Total	3,986	4,202	4,534	5,195	6,634	66%

Dual Credit Students (2014-15)

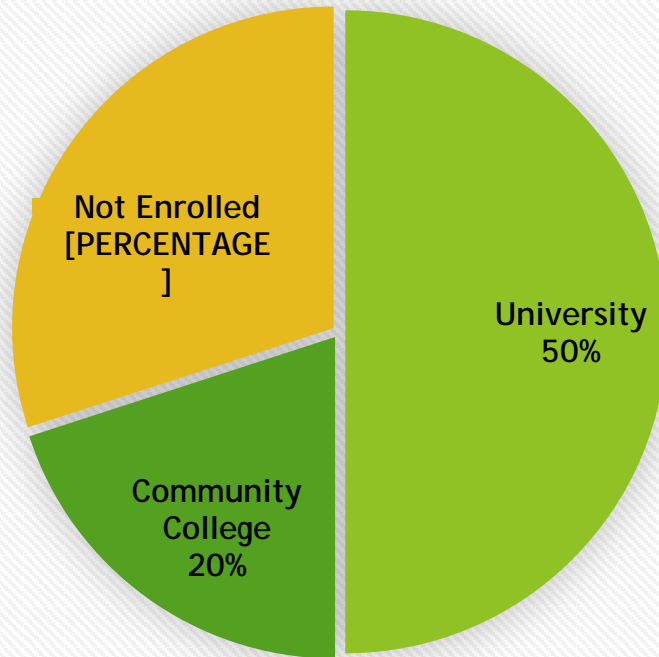


Dual Credit in Public High Schools (2014-15)

District	# Students	District	#Students
Portland	1,782	Canby	64
Beaverton	1,044	Gaston	56
Hillsboro	984	Banks	35
Sherwood	617	N. Clackamas	32
Tigard-Tualatin	447	W. Linn-Wilsonville	26
Forest Grove	321	Riverdale	19
Newberg	242	Albany	18
Lake Oswego	178	Scappoose	17
Salem	90	Vernonia	6
St Helens	77		

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!!