

PCC Dual Credit Presentation to the PCC Board of Directors

December 19, 2019

PCC Dual Credit Mission & Values

PCC Dual Credit aligns with the college mission – “PCC supports student success by delivering access to quality education while advancing economic development and promoting sustainability in a collaborative culture of diversity, equity & inclusion. “

- Dual Credit supports student success by working with 241 faculty & offering 686 sections of courses to 56 high schools last year. They are offered at no cost to students.
- All CTE Programs of Study in the High Schools are linked to high wage/high demand/high skill careers.
- We support quality education through direct interaction between HS and college faculty.
- We support diversity, a value shared by many of our districts. Demographic data is included in our annual report each year.
- We value collaboration, meaningful credit, high quality education and quality customer service which guides the work that we do each day.

Comparison of Traditional & Sponsored Dual Credit

Traditional Dual Credit	Sponsored Dual Credit
HS Instructor must meet posted college qualifications	HS Instructor does not need to meet posted college qualifications
HS & College faculty must collaborate annually	HS & College faculty must collaborate annually
HS faculty meets qualifications and doesn't need additional support if in compliance	Additional support needed to assure content is taught to meet CCOGs and pedagogy.
Focus on continuous improvement	Focus on continuous improvement with additional oversight from college liaison
Site visits conducted to assure alignment first year, then every 3 years after successful first year evaluation	Site visits conducted annually to assure alignment
Free to districts	Cost to districts (currently about \$2,500/course)

Key Issues for Success of Dual Credit

- Best practice: as close to college experience as possible (not just credit, but college success) regardless of model.
- Students need access to advising and information – Dual Credit staff assisting as possible.
- PCC control of PCC credit is an accreditation imperative – must meet our curriculum outcomes.
- Accumulation of “excess” credit increasingly recognized as problematic and guidance to HS teachers, administration and students is provided by our DC staff.



Access and Equity by School District 2018-19

	# PCC Dual Credit/ District Enrolled 9-12	% of HS students earn PCC DC	White	Black/ African American	Hispanic/ Latino	Asian	Other
Beaverton SD	2,088	17.9%	46%	2%	20%	9%	23%
	11,633		50.7%	5%	25.3%	12.5%	8.4%
Hillsboro SD	427	7.5%	50.3%	1.6%	20%	10.3%	14%
	5,691		46%	2.25%	37%	7.5%	17.8%
Portland Public	940	7.4%	53.6%	9.1%	10.4%	9.5%	17.4%
	12,639		56%	8%	16%	7%	1%
Tigard Tualatin	1279	37%	59%	1.3%	14%	6.1%	19.6%
	3,640		58%	2%	24%	7%	9%
Sherwood SD	742	45%	59.8%	.3%	5.7%	2.6%	31.6%
	1,645		78%	<1%	11%	3%	8%

Opportunities for HS Students to Earn College Credit

- Traditional Dual Credit*
- Sponsored Dual Credit*
- Assessment Based Learning (ABL) Credit*
- Early College – Rock Creek/Beaverton SD and expanding in future
- Middle College -- Cascade/Jefferson HS
- Expanded Options – depends on district guidelines
- Advanced Placement (AP) and International Baccalaureate (IB)
- Additional programs offered at PCC such as Links & Gateway
- Dual Credit offered at other institutions.

** Oregon Standards Apply*

Who's the Competition?

- Western Oregon – Offers 159 courses to schools in our CC region
- Oregon Tech – Offers 87 courses to schools in our CC region
- PSU – Offers 88 courses to schools in our CC region
- A sprinkling of courses through MHCC or Clackamas when we don't have those available or a teacher doesn't meet qualifications.

Districts in Washington and Columbia Counties are part of the NWRESA and pay the ESD to support the NWPromise model which has led to more agreements with Western and Oregon Tech. We do work with the ESD, but have had some struggles related to ownership of credit.



How many Dual Credit students come to PCC?

The 2,164 high school students enrolled in PCC Dual Credit Courses in 2017-18 who were graduating seniors were tracked for subsequent enrollment at a post-secondary institution.

Of the 2,164 graduates 54% enrolled in a post-secondary institution before December 2018.

- 16.8% enrolled at PCC
- .09% enrolled at PCC *and* another institution.
- 34.6% enrolled at a 4 year institution
- 2.3% enrolled at another 2 year institution other than PCC
- 45% did not enroll in any post secondary institution by the December date.

Another Way to look at enrollment...

- In Fall of 2014 (Pre-Oregon Promise) of the 7,315 students attending PCC for the first time with no previous college experience 8.6 % of them were Dual Credit Students.
- In Fall of 2018 of the 7,240 students attending PCC for the first time with no previous college experience 14% were Dual Credit Students.
- That's an increase of 60%!

Too much Dual Credit can be a problem for students

- The Dual Credit program has informed HS teachers, administrators and students about thoughtful credit opportunities.
- We have created “Credits with a Purpose” documents to share with students.
- We include information in our Family Guides as well.
- We have strategically audited the courses we offer and discontinued courses that were not leading to “Credits with Purpose”.
- New partnership agreements are limited to those courses we know will a broad range of students well.

Are Credits Transferring Easily for Students?

- Most transfer issues happen at the institution that students attend after community college.
- The HECC is working on collecting data regarding how dual credits earned transfer to different colleges. Right now there isn't comprehensive enough data to tell.
- Providing quality information to students is the most important way to assist them in their goals.



Recommendations for Consideration

- Change staffing structure to better support successful expansion with our K12 partners.
 - Currently 3.5 staff support our entire dual credit system.
- Increase internal coordination and alignment of HS related programs.
 - Early College, Middle College, LINKS, and Gateway all sit within different areas of our structure. K12 Districts can find it hard to partner with us.
- Continue efforts to support PCC faculty who are supportive of dual credit.
 - Workload, Subject Area Committee (SAC) dynamics and concerns about "student readiness" can often create barriers or even stop our ability to articulate courses.