

Docket Item:

Additional accelerated learning standards

Summary:

The standards included here comprise the final proposed additional standards for high school-based accelerated learning.

If the proposed additional standards are adopted, institutions offering high school-based accelerated learning programs will be expected to align during the 2016-2017 academic year with one or more of these sets of standards (existing Dual Credit, proposed Sponsored Dual Credit and Assessment-Based Learning Credit). Regular review of high school-based accelerated learning programs will fall under one oversight and approval process, expanding on the self-evaluation and peer review-cycle approach used by the Dual Credit Oversight Committee since 2010. The existing Dual Credit Oversight Committee will expand during the 2016-2017 academic year, and will develop a Planning and Approval Guide for use in institutional review of High School-Based Accelerated Learning Programs beginning in 2017-2018.

Docket Material:

- Key terms
- Proposed standards for Sponsored Dual Credit and Assessment-Based Learning Credit
- Summary and timeline of the proposed oversight process

Staff Recommendation:

Action: Approve the additional accelerated learning standards and oversight proposal as recommended by the Accelerated Learning Workgroup, pending recommendation from Student Success and Institutional Collaboration Subcommittee on June 8, 2016.

Key Terms

Accelerated Learning – Educational experiences that provide high school students with the opportunity to earn college credit while in high school. These educational experiences may occur at a college/university or as part of the high school program. In many cases students earn both high school and college credit. Accelerated Learning has many forms in Oregon, some examples include: high school students taking courses at the college/university independently or as part of Expanded Options or other programs, Dual Credit and Advanced Placement courses.

High school-based accelerated learning – Accelerated learning opportunities offered as part of the high school education program through partnerships between high schools and institutions of higher education utilizing dual or concurrent enrollment or other early college credit opportunities to enable students to earn and transcript college credit while in high school. This does **not** include courses that students take directly from the college/university while in high school, whether by coming to the college/university or having college/university faculty teach the course at the high school.

Dual Credit, as defined by the standards, refers to a course that is

- a) Offered as part of the high school program,
- b) Taught by a high school teacher, acting as a proxy instructor for the college/university, who has been approved by the college/university and meets the qualifications to teach the course for the college/university, and
- c) Sufficiently similar to the college/university course to enable the student to be described as “taking a course from the college or university”. Dual credit students enroll in the college course and grading and transcription is consistent with those of like courses at the college or university. (Credit may also be granted by the high school toward graduation requirements, as appropriate.)

The Oregon Dual Credit Standards align with nationally recognized practices and very specifically focus on replicating, to the greatest extent possible, the college or university course in the high school. This includes requiring the participating high school teacher to meet the qualifications to teach the course for the college/university.

Sponsored Dual Credit, as defined by the standards, refers to a course that is

- a) Offered as part of the high school program,
- b) Taught by a high school teacher in partnership with a sponsoring college/university faculty member who meets the qualifications to teach the course for the college/university, and
- c) Sufficiently similar to the college/university course to enable the student to be described as “taking a course from the college or university”. Sponsored Dual credit students enroll in the college course and grading and transcription is consistent with those of like courses at the college or university. (Credit may also be granted by the high school toward graduation requirements, as appropriate.)

While the proposed Sponsored Dual Credit standards are modeled after the Oregon Dual Credit Standards, they broaden the options for offering college or university courses at the high school by providing explicit standards for faculty/teacher partnerships to ensure appropriate expertise, oversight and alignment. This allows a high school the opportunity to work closely with a college or university to offer these courses even though the high school may not have teachers who meet the qualifications for teaching the college or university courses.

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Sponsoring college or university – The sponsoring college or university is the institution that is awarding and transcribing the postsecondary credit. The sponsoring college or university is responsible for ensuring compliance with federal, state, accreditation, and institutional rules, standards, laws, and regulations, as well as upholding the Sponsored Dual Credit agreements with partners. If there are multiple college or university partners, each higher education institution is considered a sponsoring college or university for the courses for which it is awarding and transcribing credit.

Sponsoring faculty member – The sponsoring faculty member is the faculty member from the sponsoring institution who is responsible for the college course offered and the credit awarded, and who oversees the orientation, oversight, training and implementation to ensure that the sponsored dual credit courses align with the college's or university's courses. The sponsoring college or university is responsible for identifying a sponsoring faculty member who has the qualifications and experience to provide appropriate leadership and oversight, and who is committed to connecting, communicating and collaborating with the high school teachers and other faculty in the partnership.

Assessment-Based Learning credit, as defined by the standards, includes

- a) Enhanced high school courses or other activities offered at the high school and taught by high school teachers,
- b) A partnership that focuses on student attainment of specific, college- or university-defined student learning outcomes, and
- c) The opportunity for students to demonstrate, through college or university assessments, that they have attained those student learning outcomes and thereby earn credit for a course from the sponsoring college or university. Because the student did not take the class from the sponsoring college or university, course credit earned through Assessment-Based Learning credit programs is identified as such on student transcripts.

Assessment-Based Learning credit does not require alignment with the college or university course, but rather supports a partnership between the high school and a college or university to recognize college-level achievement that occurs as part of high school courses and activities. As such, standards for these models do not include requirements for curriculum alignment or adherence to the registration, grading, and transcription timelines associated with taking a college or university class. Assessment-Based Learning credit standards focus primarily on ensuring a thorough understanding by high school teachers of the college's or university's student learning outcomes, using the expertise of college or university faculty to provide a means for assessment and award of credit, and following transcription processes for credit for learning that occurred outside of taking a course from the college or university while in high school. (Note: Although there are some similarities with Credit for Prior Learning, Oregon Credit for Prior Learning is designed primarily to support adult students and focuses on experiential learning – knowledge, skills and abilities gained through life or work experience or military or other training outside of the academic environment.)

SPONSORED DUAL CREDIT STANDARDS

| Curriculum | |
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| C1 | College or university courses administered through a Sponsored Dual Credit Program are catalogued courses and approved through the regular course approval process of the sponsoring college and/or university. These courses have the same departmental designation, number, title, and credits as their college counterparts, and they adhere to the same course descriptions and student learning outcomes. |
| C2 | College or university courses administered through a Sponsored Dual Credit Program are administered in a manner that is consistent with like courses at the sponsoring college or university and recorded similarly on the official academic record for the sponsoring college or university. |
| C3 | College or university courses administered through a Sponsored Dual Credit Program reflect the pedagogical, theoretical and philosophical orientation of the sponsoring college or university department/program where the credit will be awarded. |
| C4 | The syllabi for college or university courses administered through a Sponsored Dual Credit Program are consistent with the syllabi from the sponsoring college or university and include clearly defined learning outcomes and student expectations. Syllabi are reviewed and approved by the academic faculty in the partnership from the sponsoring college or university department/program where the credit will be awarded. |
| C5 | Credits for college or university courses administered through a Sponsored Dual Credit Program are awarded based on documented student achievement consistent with the student learning outcomes and course content. |
| Faculty | |
| F1 | High School teachers teaching college or university courses as part of a Sponsored Dual Credit Program are approved and authorized by the sponsoring college or university in accordance with its institutional policies, procedures and practices. |
| F2 | Teaching partnerships within Sponsored Dual Credit Programs demonstrate that the aggregate of the teaching roles within the partnership provides appropriate expertise in the content or professional area, and performs the duties, responsibilities and functions of traditional faculty, based upon clearly stated criteria, qualifications, and procedures. Sponsoring faculty members have clearly defined authority and responsibility and exercise a major role in the design, approval, and implementation of the teaching partnerships. |

SPONSORED DUAL CREDIT STANDARDS

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| F3 | High school teachers teaching college or university courses in a Sponsored Dual Credit Program have access to essential academic resources comparable to those used in other sections of the same courses offered by the sponsoring college or university as deemed appropriate by faculty in the department/program where credit will be awarded. |
| F4 | The sponsoring college or university provides high school teachers in Sponsored Dual Credit Programs with training and orientation in course curriculum, assessment criteria, course philosophy, and Sponsored Dual Credit administrative requirements before authorizing them to teach the college or university courses. |
| F5 | <p>The sponsoring college or university has a well-documented process for regular, ongoing, and substantive interaction between high school teachers and college or university faculty in Sponsored Dual Credit Programs to address student learning outcomes, course content, delivery, and assessment to maintain consistency across course sections offered by the college or university. This interaction occurs at least once a quarter/semester.*</p> <p>*College or university faculty partners may determine that more interactions are appropriate, based on the high school teacher’s level of expertise, teaching experience, and experience working in Sponsored Dual Credit Programs. However, in all cases, the interaction must occur at least once a quarter/semester.</p> |
| F6 | High school teachers teaching college or university classes as part of a Sponsored Dual Credit Program receive feedback for continuous improvement to ensure that student learning outcomes, course content, and assessment are consistent with the sponsoring college’s or university’s course, as determined by institutional policies, procedures and practices. |
| F7 | Sponsored Dual Credit Program policies at each sponsoring college or university address teacher non-compliance with the college’s or university’s expectations for courses offered through Sponsored Dual Credit Programs (for example, non-participation in Sponsored Dual Credit Program training and/or activities). Such policies clearly define the impact of non-compliance, including the effect on awarding college or university credit. |
| Tuition and Fees | |
| T1 | The college’s or university’s tuition and fee structure for Sponsored Dual Credit programs is transparent and accessible to participating students, teachers, faculty, and staff. Costs for participating are determined by the college or university and may include the cost of such things as faculty compensation, professional development, materials and equipment, assessment, archiving, and transcribing. |

SPONSORED DUAL CREDIT STANDARDS

| Students | |
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| S1 | The sponsoring college or university officially registers or admits Sponsored 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 Sponsored Dual Credit Program on official sponsoring college or university transcripts. Registration, grading, and transcription procedures and timelines are reasonably consistent with those for other students taking the same courses from the sponsoring college or university. |
| S2 | The sponsoring college or university outlines specific course requirements and prerequisites for students in Sponsored Dual Credit Programs. |
| S3 | High school students in Sponsored Dual Credit Programs are provided with a student guide that outlines students' rights and responsibilities and provides guidelines for the transfer of credit. |
| Assessment | |
| A1 | The sponsoring college or university ensures that Sponsored Dual Credit students are held to comparable standards of achievement of student learning outcomes as those expected of students in other sections of the course offered by the sponsoring college or university. |
| A2 | The sponsoring college or university ensures that Sponsored Dual Credit students are held to comparable grading standards as those expected of students in other sections of the course offered by the sponsoring college or university. |
| A3 | The sponsoring college or university ensures that Sponsored Dual Credit students are assessed using comparable methods (e.g. papers, portfolios, quizzes, labs, etc.) to those used in other sections of the course offered by the sponsoring college or university. |
| Program Improvement | |
| E1 | The sponsoring college or university conducts an end-of-term student course evaluation for courses offered through a Sponsored Dual Credit Program. The course evaluation is intended to influence program improvement rather than instructor evaluation. Names (of the instructor or students) should not be included in the evaluation. |

ASSESSMENT-BASED LEARNING CREDIT STANDARDS

| Requisites | |
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| R1 | The college or university has policies and procedures for awarding Assessment-based Learning credit. The policies and procedures are transparent to participating students, teachers, faculty, and staff. |
| R2 | Academic credit is awarded and transcribed only for catalogued courses formally approved through the college's or university's regular course approval process. Credit must be directly applicable to meet requirements for general education, a certificate, a degree or electives as outlined in college publications. |
| R3 | The college or university has a documented process for providing high school teachers in Assessment-based Learning credit programs with ongoing orientation and training in the college's or university's course learning outcomes and assessment criteria and expectations, and suggested strategies for curriculum and pedagogy. |
| R4 | The college's or university's Assessment-based Learning credit policies and expectations are clearly communicated to high school students, teachers, faculty, staff and stakeholders. This information includes: high school and college/university contact information; available Assessment-based Learning credit opportunities and assessment requirements; tuition and fee structure; cost to the student associated with award or non-award of credit; impact on financial aid; and the applicability and transferability of credits. |
| Evidence-based Assessment | |
| A1 | College or university faculty conduct a process for assessment of student learning and collection of the required evidence for awarding credit. Through the Assessment-based Learning credit partnership, high school students have the opportunity to demonstrate attainment of the college or university's course-specific learning outcomes associated with the credit to be awarded. |
| A2 | Assessments are designed and evidence is evaluated by appropriately qualified teaching faculty as determined by college or university faculty in the program/department where credit will be awarded. |
| A3 | All Assessment-based Learning credit for college or university courses is based on evidence of attainment of student learning outcomes. Evidence required by the college or university must be based on academically sound assessment methods including, but not limited to, institutionally developed tests, final examinations, performance-based assessments, demonstrations, presentations, and portfolios. |

ASSESSMENT-BASED LEARNING CREDIT STANDARDS

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| A4 | Assessment-based Learning credit for college or university courses is awarded using comparable standards of achievement of student learning outcomes and comparable grading standards as those used for students taking the courses from the college or university. |
| Tuition and Fees | |
| T1 | The college's or university's tuition and fee structure for Assessment-based Learning credit programs is transparent and accessible to participating students, teachers, faculty, and staff. Costs for participating are determined by the college or university and may include the cost of such things as faculty compensation, professional development, materials and equipment, assessment, archiving, and transcribing. |
| Transcription and Transferability | |
| TR1 | All Assessment-based Learning credit that is awarded by the college or university must be transcribed to comply with applicable state, federal regulations and accreditation policies and standards. Notations on the transcript should identify Assessment-based Learning credits. |
| TR2 | 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, Northwest Commission on Colleges and University, and state administrative rules. |
| TR3 | Colleges and universities that award Assessment-based Learning credit will document the student learning outcomes and assessment strategies used to award credit for courses eligible for Assessment-based Learning credit. This information will be provided, upon request, to the student who earned the credit or receiving institution to encourage transferability of credits earned. |
| TR4 | Each receiving institution shall determine the transferability of Assessment-based Learning credit granted from other institutions in accordance with institutional policies and accreditation standards. |

**PROPOSED OVERSIGHT AND APPROVAL FOR
HIGH SCHOOL-BASED ACCELERATED LEARNING PROGRAMS**

While oversight of college and university courses is already firmly under the purview of the institutions and the Northwest Commission on Colleges and Universities, to ensure quality and transferability, Oregon identified the Dual Credit Standards and uses a process for approval and oversight of Dual Credit programs. Under this proposal, the process will be expanded to provide approval and oversight for all high school-based accelerated learning programs.

All high school-based accelerated learning programs will be expected to come into compliance with the Dual Credit, Sponsored Dual Credit, and/or Assessment-Based Learning credit standards in 2016-17. The Oversight Committee for High School-Based Accelerated Learning Programs will build upon and extend the existing Dual Credit Oversight Committee, and will be responsible for providing a self-analysis and peer review process to ensure that community college and university high school-based accelerated learning programs meet the adopted standards for Dual Credit, Sponsored Dual Credit, and/or Assessment-Based Learning credit. The Oversight Committee will advise HECC staff on its recommendations following institutional program review.

The anticipated timeline for the implementation of the new standards is as follows:

Spring & Summer 2016

- HECC adopts standards.
- Research agenda established.

Academic Year 2016-2017

- Colleges, universities and high schools adjust existing programs as necessary to ensure compliance with the adopted standards.
- Oversight committee develops materials and process for institutional review, application, evaluation and approval.
- Annual evaluation of available data on accelerated learning reported to HECC.

Academic Year 2017-2018, 2018-2019, and 2019-2020

- Colleges and universities submit applications for approval to the oversight committee.
- Oversight committee findings and recommendations are provided to HECC staff.
- HECC Executive Director or designee provides notification to institutions regarding program approval status.
- Annual evaluation of available data on accelerated learning reported to HECC.

Ongoing

- All institutions offering accelerated learning programs are reviewed regularly, with a three-year approval/renewal cycle.
- Revise standards and/or oversight processes as needed, based on evidence of efficacy.