

Docket Item:

Accelerated Learning Implementation Update

Summary:

The HECC has statutory responsibility for approval of accelerated learning programs offered in partnership between high schools and post-secondary institutions. In 2015-16, an Accelerated Learning Workgroup proposed new standards for these programs, which the HECC approved in mid-2016. The standards describe three models for accelerated learning, each associated with somewhat different requirements: Dual Credit, Sponsored Dual Credit, and Assessment-Based Learning Credit.

For each model, a process of self-study and peer review is designed to ensure that the high school-based program aligns with conventional college credits awarded by postsecondary institutions. Each high school based college credit partnership in Oregon must align with appropriate standards and provide evidence of alignment through recurring reviews.

Process, Timeline/Deliverables and Next Steps:

The peer review process is coordinated by HECC staff together with Oregon Department of Education liaisons and provides for a self-study and facilitated peer review to demonstrate continuing adherence to the Oregon Standards.

Beginning in academic year 2016-2017, postsecondary institutions offering high school-based college credit programs were required to align with HECC adopted accelerated learning standards. Regular state approval for the three types of high school-based college credit fall under one application, the self-study. The institutional review calendar includes approval every six years and a program report at the three-year point. This self-study and peer review process builds on local and national best practices and includes input from the National Alliance of Concurrent Enrollment Partnerships (NACEP).

Schedule of Deliverables:

Year One (July 2016 - July 2017) *Completed Work*

- Expansion of Oversight Committee

- Re-imagining of Self-Study and Peer Review Process
- Development of Self-Study and Peer Review Guide

Year Two (August 2017 - July 2018) *Current Work*

- Conduct Orientation for Cohort 1 with six (6) institutions
- Develop Webinar Training on Standards, Process, and Guide for Reviewers and Applicants
- Build Resource Library of Examples of Artifacts and Evidence
- Create Rubrics for the Evaluation of High School Based College Credit Partnerships against the Oregon Standards
- Develop Webinar Training for Peer Reviewers on Rubrics and Examples

Year Three (August 2018 - July 2019) *Future Work*

- Provide Orientation for Cohort 2 with ten (10) institutions
- Cohort 1 Review Completed and Results Communicated to 6 Institutions
- Process Evaluated by Applicants and Peer Reviewers
- Updated Webinar on Standards, Process, and Guide provided for Reviewers and Applicants
- Oversight Committee Review of 2014 and 2016 Adopted Standards

Year Four and onward (August 2019 - and continuously)

- If adjustments to standards are necessary, revised standards take effect
- Provide Orientation for Cohort 3 with nine (9) institutions
- Cohort 2 Review Completed and Results Communicated to 10 Institutions
- Process Evaluation by Applicants and Reviewers

Next Steps:

- Consideration of a common transcript notation proposal from community colleges and universities for Assessment Based Learning.
- Continuous recruitment of faculty and practitioner reviewers and encouragement of their recognition for service in the peer review process.

The process of self-study and peer review is expected to increase dialogue and collaboration among education partners, and in doing so, ensure transparency and student mobility. In addition to the administration of peer review, the standards cultivate institutional ownership of all partnerships from all departments and for all accelerated learning models.

The success of the self-study and peer review efforts will rely on the ongoing training and education to university, community college and high school partners from HECC and Department of Education staff.

Staff Recommendation:

Information presented for commission review and discussion.