Oregon achieves . . . together!

High School Based College Credit Partnerships

Self-Study and Peer Review Guide

2017-2018
## Reference List of Abbreviations

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<th>Full Form</th>
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<tr>
<td>ABL</td>
<td>Assessment-Based Learning Credit</td>
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<tr>
<td>CAO</td>
<td>Chief Academic Officer</td>
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<td>CIA</td>
<td>Council of Instructional Administrators for Community Colleges</td>
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<td>COSA</td>
<td>Confederation of Oregon School Administrators</td>
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<td>CPL</td>
<td>Credit for Prior Learning</td>
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<td>CTE</td>
<td>Career and Technical Education</td>
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<td>DC</td>
<td>Dual Credit</td>
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<td>DCC</td>
<td>Dual Credit Coordinators</td>
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<td>ESD</td>
<td>Education Service District</td>
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<tr>
<td>FTE</td>
<td>Full Time Equivalent</td>
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<td>HECC</td>
<td>Higher Education Coordinating Commission</td>
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<td>HSBCCP</td>
<td>High School Based College Credit Partnerships</td>
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<td>IFS</td>
<td>Inter-institutional Faculty Senate for Public Universities</td>
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<tr>
<td>NACEP</td>
<td>National Alliance for Concurrent Enrollment Partnerships</td>
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<td>OAR</td>
<td>Oregon Administrative Rules</td>
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<td>ODE</td>
<td>Oregon Department of Education</td>
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<td>ORS</td>
<td>Oregon Revised Statute</td>
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<td>PC</td>
<td>Provost’s Council for Public Universities</td>
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<td>SDC</td>
<td>Sponsored Dual Credit</td>
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<td>SSIC</td>
<td>Student Success and Institutional Collaboration (Subcommittee of HECC Commission)</td>
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### Chronology of Policy Work Groups:

- **ALC**: Accelerated Learning Committee (2013-2014) per SB 222 in 2013
- **ALWG**: Accelerated Learning Work Group (2015-2016) per PC and CIA joint initiative
- **SSAL**: Sustainable Systems for Accelerated Learning (2017-2018)
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INTRODUCTION AND BACKGROUND

Established in 2011, the Higher Education Coordinating Commission (HECC) is a 14-member volunteer commission appointed by the Oregon Governor, with nine voting members confirmed by the State Senate. The Commission is supported by the Higher Education Coordinating Commission state agency, comprised of eight distinct offices. The HECC develops and implements policies and programs to ensure that Oregon’s network of colleges, universities, workforce development initiatives and pre-college pathways are well coordinated to foster student success.

The HECC has statutory responsibility for development, oversight and approval of the three accelerated learning models of Dual Credit, Sponsored Dual Credit, and Assessment-Based Learning Credit. Established standards for each of these models provide specific guidelines for high school based college credit partnerships related to curriculum, faculty, students, tuition and fees, assessments, program improvement, and transcription and transferability of credits. The purpose of the self-study and peer review described here is to assure alignment between regular campus offerings and the high school based offerings. Academic quality of regular campus offerings is assured by regional accreditation (NWCCU) and other assessment measures. The HECC will conduct longitudinal research on student success on a regular basis to ensure that programs are serving students with the best possible academic pathways to postsecondary degrees and certificates.

Beginning in academic year 2016-2017, institutions offering high school-based college credit programs are required to align with HECC adopted accelerated learning standards. Regular approval of three types of high school-based college credit fall under a single peer review application. All high school based college credit partnerships must align with appropriate standards and provide evidence of alignment through recurring reviews. The review calendar has been established with approval every six years and a program report at the three-year point. This application and peer review process builds on best practices and includes advice and input from the National Alliance of Concurrent Enrollment Partnerships (NACEP).

The peer review process is coordinated by HECC staff and provides for a self-study and facilitated peer review to demonstrate continuing adherence to the Oregon Standards. The purpose of this guide is to provide a structured format for use by college/university staff as they work through the program approval/renewal process. This document identifies the essential steps in the process and describes evidence required to meet the HECC standards for high school based college credit programs in Oregon.

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1 Oregon Revised Statutes 340.310 and 341.450.
Oversight Committee for High School Based College Credit Partnerships

Supporting the educational goals of Oregon’s 40-40-20 and the Higher Education Coordinating Commission’s statutory responsibilities, the Oversight Committee for High School Based College Credit Partnerships is convened as a recommendation body to HECC staff providing support and guidance for universities and community colleges as they develop accelerated learning programs. Membership of the Oversight Committee contains both administrators and faculty from the following education sectors:

- Community Colleges
- Public Universities
- K-12 High Schools
- K-12 Education Service Districts
- Private Post-Secondary Institutions

Oversight Committee membership is published on the HECC website: http://www.oregon.gov/highered/policy-collaboration/Documents/High-School-College/Oversight-Committee-Roster.pdf

Guiding Principles Established by Oversight Committee in Oregon

Educational Equity and Credits with a Purpose are two principles that guide the work of ensuring that High School Based College Credit Partnerships (HSBCCP) are connected to the broader work of education in Oregon. These principles provide an important context for all the work that we do in building and supporting partnership programs as we seek to improve the educational experience and outcomes of our students.

**Educational Equity** – Offering college courses to high school students is a great opportunity to expose young people to a college experience, to challenging and engaging college content, and to promote education and training beyond high school. High school based college credit partnerships have proven to be an effective strategy to engage students who otherwise would not consider college or other professional training beyond high school. When these students participate in college courses while in high school, they gain entry to postsecondary education with the help of their high school teachers, counselors, and peers. Currently, there are disparities in access to and outcomes for accelerated college credit, such as high school graduation, postsecondary matriculation and completion for students of color and those experiencing poverty. Participation in accelerated college credit during high school does not mirror high school student demographics and is concentrated in non-rural communities. Within each student racial/ethnic group students experiencing poverty are less likely to participate in accelerated college credit courses while in high school (Pierson, A., Hodara, M., & Luke, J, 2017).

Programs focused on equity outcomes can reduce disparities in access and success. Partnership programs are expected to collaborate with state agencies, educational counterparts, and to use disaggregated data and evidence of student success to guide program improvements with the purpose of changing and improving equity outcomes.

**Credits With a Purpose** – All college credit transcripted to high school students is accompanied by the best possible advising structures, information for parents and students, and tools for building a post high school educational plan. As students build a college portfolio related to their educational goals, they will receive information about federal financial aid, pathways into various majors and career pathways. Programs must be

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2 Oregon’s 40-40-20 Educational Goal Definition: https://www.oregon.gov/highered/about/Pages/state-goals.aspx
designed to provide transparency around the award of credit, and credits must allow students the flexibility to be mobile in their education beyond high school.

Implementation of the Equity Lens
In support of the Committee’s two guiding principles and the state Education Equity Lens³, attention to educational equity has been embedded in the application and review process. Each higher education applicant will be invited to provide a reflection and supporting evidence based analysis of the partnership(s) and how their high school based programming addresses educational equity and credits with a purpose. We invite applicants to use these critical questions about their programs during their self-study. Improvements may include advising and other student and family supports, recruitment and school, college or university policy.

Evaluate your HSBCCP partnership using an equity lens by inserting the name of your program into the blank, and brainstorming a brief yet full answer to each of the questions.

PURPOSE: What are we trying to achieve with _____? How would it reduce disparities and advance equity and inclusion? Are there better ways to do this?

INEQUITIES: Would _____ affect different groups differently? If so, in what ways? If we don’t know, how could we find out?

ROOT CAUSES: Why would_____ affect some groups unequally? What could_____ do to address these root causes?

SUSTAINABILITY: Is _____ realistic and adequately funded? Does it have what it needs to be successful?

In the 2017-2018 year, the first cohort will have the opportunity to select either “student” or “program improvement” categories and respond to these four critical questions in a written narrative assessing progress in their equity work.

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SELF-STUDY AND PEER REVIEW PROCESS

The Oregon approval process provides for a programmatic self-study to demonstrate continuing assurance that the Oregon Standards are being met. Oregon’s process has been designed to provide transparency around alignment between campus and high school educational offerings. All high school based credits must align with one of the three models for which HECC has adopted standards and all offerings must be included in the self-study and subsequent report. The institutional self-study must include all Lower Division Collegiate and Career and Technical Education offerings for which college credit is awarded to high school students.

The peer reviewers will evaluate whether a program has practices, policy and procedures that document alignment with Oregon’s standards. Coordinated by HECC Staff, applications will be examined by teams of reviewers who are representative of accelerated learning programs around the state. The reviewers will provide recommendations to the Oversight Committee and HECC staff will coordinate communication with the applicants, including feedback from the Oversight Committee for High School Based College Credit Partnerships and letters of approval and renewal issued by the Executive Director of the Higher Education Coordinating Commission.

The application and peer review of high school based college credit partnerships includes an overall summary narrative of each standards category (Curriculum, Faculty, Students, Assessment, etc.) and a presentation of evidence for each standard with the option to include a brief text explaining the relationship of the evidence provided to the standard.) Refer to the table in Appendix III for the file tree that can be used as a check list to prepare for the final self-study submission.

In summary, self-study and 3 year reports are generated by each institution, covering all of their high school based college credit offerings. The submission process will be online, as will be the peer review. The peer reviewers will document feedback for each institution and HECC staff will coordinate between applicants, the online system, reviewers, and agency leadership.

The Higher Education Coordinating Commission (HECC) will provide results to local programs upon completion of the program evaluation. Starting in 2018, applications for approval of programs will be required, prepared by colleges and universities and submitted to HECC staff through an online portal. Programs will provide self-study and subsequent reports according to the calendar. Note: Programs that are NACEP accredited are considered to have met the Oregon Standards and are exempt from this process. If institutions offer other models of high school based credit beyond programs that are NACEP accredited they are expected to submit a self-study on those models.
Application Instructions
Information in this guide is intended to serve as a tool to help institutions prepare for the online submission. Institutions will follow the steps below:

1. Participate in a Fall application overview workshop hosted by HECC and ODE staff for your cohort (Cohorts are listed in the chart on page 10)
2. Complete the application cover-sheet with institution and contact information including the checklist of basic program information.
3. Complete program summary with a general overview of your programs for current context to the peer review team.
4. Apply the equity lens by selecting a category (student or program improvement) to examine using the equity lens and state your selection on the cover page
5. Prepare a narrative for each category of the standards and upload to the online review tool the following information:
   a) For each category (i.e. Curriculum, Faculty, Students, Assessment), provide a brief narrative describing how your partnership(s) ensure alignment between the college and the high school.
   b) For each standard (i.e. C1, A2, S3) under each category (i.e. Curriculum, Faculty, Students, Assessment), provide evidence and an optional brief description for each artifact (evidence document) about how it demonstrates alignment with the standards. Clearly state how the documents are accessed by students, faculty, partners, and staff. Documents must be provided within the electronic file structure and naming conventions provided. (See Appendix III). If you have alternative evidence to what is required, please submit it for consideration by the peer review committee. As needed, an additional explanation narrative text box is available to each standard, for each category, under each model.
6. Complete and gather signatures for the Assurances page.
7. Submit completed application to HECC using the online tool (TBA).

State Staff Contact Information

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<th>TITLE</th>
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<th>EMAIL</th>
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For questions about this application and submission process, please contact HECC staff.
**Annual Timeline**

**May 1:** Program application due to HECC staff

**May-June:** Staff review, prescreen and prepare for Peer Review Team

**July-August:** Peer Review Teams review submitted programs, draft recommendations (template provided), and submit to the Oversight Committee.

*Note: A representative from the program under review is expected to be available electronically to discuss the program application and to provide clarification to the peer review team as needed.*

**September:** Oversight Committee for High School Based College Credit Partnerships meets to approve the Peer Review Team recommendations, forwards recommendations to HECC Staff

**September 30:** Institutions notified of the recommendations; additional evidence provided as necessary

**October:** Results of the review are sent in a letter from Higher Education Coordinating Commission’s Executive Director to applicant

**November:** Evaluate the process for both institutional participants and peer reviewers; make needed adjustments to the process and its components
Calendar of Institutional Approval for High School Based College Credit Partnerships

**INITIAL APPROVAL**
- 2018-19 Cohort 1
  - Central Oregon Community College
  - Eastern Oregon University
  - Lane Community College
  - Linn Benton Community College
  - Portland State University
  - Western Oregon University
- 2019-20 Cohort 2
  - Chemeketa Community College
  - Clackamas Community College
  - Oregon Institute of Technology
  - Portland Community College
  - Rogue Community College
  - Southern Oregon University
  - Southwestern Oregon Community College
  - Tillamook Bay Community College
  - Umpqua Community College
  - Warner Pacific
- 2020-21 Cohort 3
  - Blue Mountain Community College
  - Clatsop Community College
  - Columbia Gorge Community College
  - Klamath Community College
  - Mt. Hood Community College
  - Oregon Coast Community College
  - Oregon State University
  - Treasure Valley Community College
  - University of Oregon

**THREE YEAR REPORT**
- 2021-22 Cohort 1
  - Central Oregon Community College
  - Eastern Oregon University
  - Lane Community College
  - Linn Benton Community College
  - Portland State University
  - Western Oregon University
- 2022-23 Cohort 2
  - Chemeketa Community College
  - Clackamas Community College
  - Oregon Institute of Technology
  - Portland Community College
  - Rogue Community College
  - Southern Oregon University
  - Southwestern Oregon Community College
  - Tillamook Bay Community College
  - Umpqua Community College
  - Warner Pacific
- 2023-24 Cohort 3
  - Blue Mountain Community College
  - Clatsop Community College
  - Columbia Gorge Community College
  - Klamath Community College
  - Mt. Hood Community College
  - Oregon Coast Community College
  - Oregon State University
  - Treasure Valley Community College
  - University of Oregon

**SIX YEAR RENEWAL**
- 2024-25 Cohort 1
  - Central Oregon Community College
  - Eastern Oregon University
  - Lane Community College
  - Linn Benton Community College
  - Portland State University
  - Western Oregon University
- 2025-26 Cohort 2
  - Chemeketa Community College
  - Clackamas Community College
  - Oregon Institute of Technology
  - Portland Community College
  - Rogue Community College
  - Southern Oregon University
  - Southwestern Oregon Community College
  - Tillamook Bay Community College
  - Umpqua Community College
  - Warner Pacific
- 2026-27 Cohort 3
  - Blue Mountain Community College
  - Clatsop Community College
  - Columbia Gorge Community College
  - Klamath Community College
  - Mt. Hood Community College
  - Oregon Coast Community College
  - Oregon State University
  - Treasure Valley Community College
  - University of Oregon
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.

**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 on student transcripts.

Assessment Based Learning credit does not require alignment with the college or university course structure and delivery, 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 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. Assessment Based Learning is not Credit for Prior Learning.)

**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,
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.

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.
**High school based college credit partnerships** - 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.

**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.

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 higher education institution’s qualifications for teaching the college or university courses.

**Sponsoring college or university**: The sponsoring college or university is the institution that is awarding and transcripting the postsecondary credit. The sponsoring college or university is responsible for ensuring compliance with 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 transcripting credit.

**Sponsoring faculty member**: The sponsoring faculty is a faculty member from the sponsoring college or university 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.

**Program Partner**: The self-study cover sheet asks for a list of program partners. For the purposes of the self-study, a program partner is the entity with which the college or university collaborates to engage with high school students and provide college credit opportunities. This could be a high school, a school district, an education service district, another partner who works with these entities such as a college access organization or a community based organization.