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**Docket Item:**

Results of the 2018 peer review of High School Based College Credit Partnerships

**Summary:**

Following the 2016 adoption of statewide standards for high school based college credit partnerships in Oregon, the HECC, in partnership with the Oregon Department of Education, launched a process to revise and update the peer review of high school based college credit partnerships for rigor and transparency. There are three models of high school based college credit partnership administered by higher education institutions in Oregon: Dual Credit, Sponsored Dual Credit, and Assessment Based Learning Credit. HECC and ODE staff rely on an Oversight Committee to advise on this work.

All public higher education institutions that operate these programs must complete a self study providing evidence that their partnership aligns with state standards. The cycle recurs once every six years and is reviewed by peers. In 2017-18, the first cohort of six community colleges and universities completed the self-studies of their partnerships, submitting evidence to show alignment with the state standards for high school based college credit partnerships. Peer reviewers and team leads represented both postsecondary and K-12 faculty, staff, and administrators. Team leads compiled reviewer feedback from their team members and made recommendations to the Oversight Committee to approve or conditionally approve each institution/partnership model. The six institutions, partnership models, and results of peer review include:

- Eastern Oregon University - Sponsored Dual Credit - Approved
- Portland State University - Dual Credit - Conditionally Approved
- Portland State University - Sponsored Dual Credit - TBA Pending Appeal
- Western Oregon University - Assessment Based Learning Credit - Approved
- Central Oregon Community College - Dual Credit and Sponsored Dual Credit - Approved
- Lane Community College - Dual Credit - Approved
- Lane Community College - Sponsored Dual Credit - Conditionally Approved
- Linn-Benton Community College - Sponsored Dual Credit – Conditionally Approved

Examples of peer reviewer feedback from 2018:

- *Community College staff visit High School regularly for registration and student orientation/guidance;*
- *Substantial community outreach and partnerships with other agencies;*
- *Clear requirements for participation in Professional Learning Communities for both high school teachers and faculty;*
- *Evaluation is present, however, more evidence of its use for program improvement is needed;*
- *How is student advising happening? As more courses come on-line in the Sponsored Dual Credit program, the purposes of these courses must be made clear to students;*
- *Strong evidence of addressing Sponsored Dual Credit partnership responsibilities and ongoing collegial interaction through the Professional Learning Communities;*
- *Shared assessment and review of assessment in the writing courses indicates commitment to aligned grading standards and methods of assessment;*
- *Great end of year check-in and follow-up questions for high school instructors. Would like to see specific examples of how this input was used for program improvement;*

- *Instructors need to notify department if they will be out of the classroom for more than 2 weeks, but no mention of what happens if this is not done;*
- *Strong faculty collaboration with high school instructors including time to establish course calendar and teaching schedules, three all-day meetings each year between college and high school faculty;*
- *Equity Lens focus is strong and demonstrates a commitment to serving underserved populations;*
- *Strong collaboration between high school/college faculty through Professional Learning Communities to develop common assessment tools.*

**See attached summary of Peer Review Results.**

**Staff Recommendation:**

Informational item only, provided as follow up to Commission's May, 2018 discussion about implementing the State Standards for High School Based College Credit Partnerships. No action is necessary.