
Docket Item:

Accelerated Learning Statewide Peer Review

Summary:

Oversight Committee for High School Based College Credit Partnerships (Oversight Committee) fall actions and results that support transferability.

High school-based college credit partnerships support the educational goals of Oregon's 40-40-20, college and career readiness, and high school success by providing high school students with access to college credits. HECC convenes an Oversight Committee to review proposed partnerships against state standards, make recommendations on their approval by the HECC, and provide support and guidance for universities and community colleges as they develop partnerships with high schools. Membership of the Oversight Committee includes administrators, faculty, and staff from the following community colleges, public universities, high schools, education service districts, and private independent postsecondary institutions.

Fall Oversight Committee Actions:

The Oversight Committee met on October 11, 2019. At that meeting, members identified four challenges facing High School Partnership programs:

- Funding
- Consistency with the transferability of credit
- Achievement of equity goals
- Different qualifications for high school instructors

The Oversight Committee supported all peer review team recommendations for the partnerships under review. On the basis of this recommendation, HECC staff approved the following partnerships:

- Chemeketa Community College: Dual Credit, Approved
- Clackamas Community College: Dual Credit/Sponsored Dual Credit, Approved
- Oregon Tech: Dual Credit/Sponsored Dual Credit, Approved
- Rogue Community College: Dual Credit, Conditionally Approved
- Southern Oregon University: Dual Credit, Approved
- Southwestern Oregon Community College: Dual Credit/Sponsored Dual Credit, Conditionally Approved
- Tillamook Bay Community College: Sponsored Dual Credit, Approved
- Umpqua Community College: Dual Credit/Sponsored Dual Credit, Approved

State approval of these partnerships supports the transferability of credits as it confirms that a college course taught on campus and that course taught in a high school are essentially the same. This alignment ensures state support for these courses to transfer similarly to another institution, regardless of whether the credits are earned on campus or at a high school. When another institution does not adhere to the State's expectations for credit transfer HECC staff facilitates dialogue between institutions and/or departments to resolve concerns. HECC staff have support at all levels at institutions as we work on resolving concerns. The dialogue has been productive and we can report that as a result of these conversations institutions have been able to achieve transfer alignment as expected by the state standards. Western Oregon University and Oregon State University are aligned and credits are transferring as they were intended to. HECC staff will continue to work with all institutions whenever concerns come to light.

In response to interest from partnerships and school districts, the Oversight Committee and HECC staff are facilitating conversations about the Core Transfer Maps (CTM) and accelerated learning credits. The Core Transfer Maps are broad descriptions of course requirements for students at any Oregon community college or public university. Students who have not yet declared a major and plan to transfer may take classes that fit Core Transfer Map categories at any Oregon community college and expect all classes to transfer and meet at least 30 credits of general education requirements for a bachelor's degree at any Oregon public university. To that end, the Oversight Committee has updated its project charter.

Credits with a purpose:

The Oversight Committee's charter expresses principles that guide its review of high school-based college credit partnerships, and is reviewed annually for potential updates. This year, the Committee's charter update reflects its increased emphasis on improving educational equity and ensuring that credits are earned with a purpose. The Oversight Committee Charter guides the group's work each academic year. The guiding principles articulated in the charter are:

Educational Equity – 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. 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. Programs focused on equity outcomes can reduce disparities in access and success. Partnership programs are expected to collaborate and to use disaggregated data and evidence of student success to guide program improvements with the purpose of improving equity outcomes.

Credits With a Purpose – All college credit transcribed to high school students should be 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, statewide transfer tools such as the State's Core Transfer Map, and career pathways**. Programs must be 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.

Staff Recommendation:

This is an informational and discussion item only.