



High School Based College Credit Partnerships

Self-Study and Peer Review Guide

2024-2025



Reference List of Abbreviations

ABL	Assessment-Based Learning Credit
CAO	Chief Academic Officer
CIA	Council of Instructional Administrators for Community Colleges
COSA	Confederation of Oregon School Administrators
CPL	Credit for Prior Learning
CTE	Career and Technical Education
DC	Dual Credit
DCC	Dual Credit Coordinators
ESD	Education Service District
FTE	Full Time Equivalent
HECC	Higher Education Coordinating Commission
HSBCCP	High School Based College Credit Partnerships
HSS	High School Success
IFS	Inter-institutional Faculty Senate for Public Universities
NACEP	National Alliance for Concurrent Enrollment Partnerships
NWCCU	Northwest Commission on Colleges and Universities
OAICU	Oregon Alliance of Independent Colleges and Universities
OAR	Oregon Administrative Rules
ODE	Oregon Department of Education
ORS	Oregon Revised Statute
TC	Transfer Council (formerly, OTAC, JTAC and JBAC)
PC	Provost's Council for Public Universities
SDC	Sponsored Dual Credit

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, which 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 that students follow the college or university course structure, delivery, or registration timeline but rather supports a partnership between the high school and a college or university to recognize college-level achievement that occurs as part of enhanced 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 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.) Oregon Administrative Rule 715-017-0005 (1)(c) reads, *"Assessment Based Learning Credit" means secondary and postsecondary credit awarded for enhanced high school courses or other activities offered at the high school, that focuses on student attainment of specific, college or university-defined student learning outcomes, and the opportunity for students to demonstrate, through college or university assessments, that they have obtained those student learning outcomes and thereby are eligible to earn credit for a course from the partnering college or university. The course must be taught by a high school teacher in a secondary-postsecondary partnership that focuses on the above assessment criteria. Assessment-based learning credit*

shall be identified on student transcripts. Assessment Based Learning Credit may include Career and Technical Education courses.

Dual Credit

As defined by the standards, Dual Credit 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 are 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.

Oregon Administrative Rule 715-017-0005 (1)(a) reads, *"Dual Credit" means secondary and postsecondary credit awarded for a course offered in a high school, which course is sufficiently similar to the college or university course as to enable the enrolled students to be described as taking the course from an Oregon community college or public university as set forth in ORS 340.310. The course must be taught by a high school teacher who has been approved by the college or university and who meets the qualifications to teach the course for the college or university. Dual Credit may include Career and Technical Education courses.*

High school based college credit partnerships

Accelerated learning opportunities are 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.

Oregon Administrative Rule 715-017-0005 (1)(d) reads, *"High School Based College Credit Partnerships" are defined as Dual Credit, Sponsored Dual Credit, and Assessment Based Learning Credit partnerships.*

Sponsored Dual Credit

As defined by the standards, Sponsored Dual Credit 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, with grading and transcription 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.

Oregon Administrative Rule 715-017-0005 (1)(b) reads, *"Sponsored Dual Credit" means secondary and postsecondary credit awarded for a course offered in a high school, which course is sufficiently similar to the college or university course as to enable the enrolled students to be described as taking the course from an Oregon community college or public university as set forth in ORS 340.310. The course must be taught by a high school teacher who, in partnership with a sponsoring college or university faculty member, meets the qualifications to teach the course for the college or university. Sponsored Dual Credit may include Career and Technical Education courses.*

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 accreditation, and institutional rules, standards, laws, and regulations, as well as upholding the Dual Credit and 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 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 Sponsored Dual Credit courses align with a 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 a 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, or another partner who works with these entities such as a college access organization or a community-based organization.

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Introduction and Background

Established in 2011, the Higher Education Coordinating Commission (HECC) is a 15-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 responsibility¹ for development, oversight, and approval of early college credit, specifically, Dual Credit, Sponsored Dual Credit, and Assessment-Based Learning Credit. The HECC coordinates with the Oregon Department of Education (ODE) to implement policy and statewide standards for early college credit. Established standards for each of the three models provide specific guidelines for continuous improvement, students, curriculum, faculty, and assessments. The cross-agency state team implements a self-study and peer review process that supports alignment between college/university campus courses and high school based college courses. Academic quality of regular campus offerings is assured by the Northwest Commission on Colleges and Universities (NWCCU) and other institutional assessment measures. The HECC conducts longitudinal research on student success to ensure that programs are serving students with the best possible academic pathways to postsecondary degrees and certificates.

Beginning in the academic year 2016-2017, the state of Oregon requires public institutions offering High School Based College Credit Partnerships to align with the HECC adopted accelerated learning standards. Regular approval of three models of high school based college credit fall under a single peer review application, or self-study. All high school based college credit partnerships must align with the [standards](#) and provide evidence of alignment through recurring reviews. The [review calendar](#) has been established with approval every six years and an annual program report. This self-study 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 and ODE 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 information 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 state standards for High School Based College Credit Partnerships in Oregon. The goal of the self-study and peer review process is two-fold. In addition to assuring alignment of college and high school courses to ensure solid academic foundations and course transferability, the process provides program administrators and partners with an opportunity to continuously improve program materials, policies, procedures, trainings, orientations, and guidance for students. Participants have consistently reflected that the process itself has a positive impact on partnership outcomes. Sharing best practices and gaining insights from "critical friends" is helpful.

Oregon-based independent colleges and universities may participate in this process on a volunteer basis. Please contact the state staff if you are interested in participating.

¹ Oregon Revised Statutes [340.310 and 341.450](#)

Oversight Committee for High School Based College Credit Partnerships

Supporting the Governor’s Education Recovery initiative (2020) through the [Racial Justice Council](#), the Higher Education Coordinating Commission’s statutory responsibilities (described above), and Oregon Department of Education’s High School Success Program, the Oversight Committee for High School Based College Credit Partnerships is convened as a recommendation body to HECC and ODE staff and provides support and guidance for high schools, universities and community colleges as they develop high school based college credit partnerships. Membership of the Oversight Committee includes both administrators, faculty, and staff from the following education sectors:

- Community Colleges
- Public Universities
- K-12 High Schools
- K-12 Education Service Districts
- Private Independent Postsecondary Institutions

Oregon Department of Education - Education Equity Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized. For more information, view the [Oregon Department of Education’s DEI page](#).

Oregon Department of Education – Specific Groups

Our students need to leave high school with the knowledge and skills to go on to career training, college, or living wage jobs. And the only way that we will be able to get there is if teachers from kindergarten to high school are committed to helping each and every student to achieve at high levels. It will take all of us working together at every level to ensure true equity in our schools.

The purpose of the equity lens is to clearly articulate the shared goals we have for our state, the intentional investments we will make to reach our goals of an equitable educational system, and to create clear accountability structures to ensure that we are actively making progress and correcting where there is not progress.

Read more on [ODE’s Equity Initiatives](#).

Higher Education Coordinating Commission – Equity Lens

Our state’s collective future depends on the talents and contributions of each and every Oregonian. Individuals within a community and communities within a larger society need the ability to shape their own present and future, and we believe that equitable education and training is fundamental to sustaining the ability for Oregon communities to thrive. We believe that one of your most critical responsibilities is to implement a set of concrete system changes and policies to deliver a truly student and learner-centric education and training system that improves outcomes and opportunities for Oregonians statewide.

Learn about [Oregon’s HECC Equity Lens](#).

Higher Education Coordinating Commission – Collaboration Process

There are four equity goals: 1) Lead in the elimination of structural inequities in postsecondary education and training by centering systemic equity into all decision making; 2) make diversity, equity, & inclusion an integral component of the agency’s identity and culture; 3) enhance culturally responsive outreach and engagement in all areas of the postsecondary education and training system; 4) strengthen a culture of continuous learning, collaboration, and improvement.

Read about [HECC’s Equity Goals and Strategies](#).

And [Equity Reporting and Progress: Strategy, Research & Data](#)

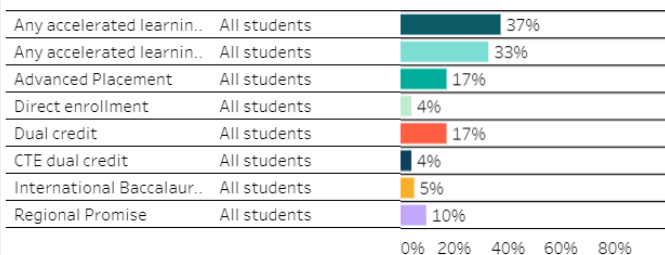
State Cross Agency Accelerated Learning Team (HECC and ODE) Equity Goals

The purpose of the cross-agency policy and implementation work is to support better outcomes for high school students. We envision a future where each and every high school in Oregon has the resources and instructional capacity to partner with regional colleges and universities in order to offer a broad range of accelerated learning opportunities for students, whether in collaboration with other high schools, school districts, or education service districts, or independently.

Our goal is to eliminate uneven access to accelerated learning opportunities, providing authentic choices to high school students who can pursue college courses, certificates, and degrees that align with their career and academic strengths and interests.

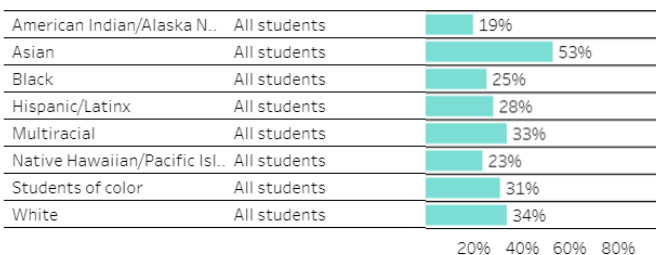
With research partners, the team developed a public-facing [Accelerated Learning Dashboard](#) that shows participation and several outcome data points for student groups in Oregon. Large access gaps persist for students with Disabilities, English Language Learners, American Indian/Alaska Native, Black/African American, Latino/a/x, and Native Hawaiian/Pacific Islander student groups.

Accelerated learning participation rates



Caption: Horizontal bar graph displays the percentage of Oregon students in grades 9-12 who participated in accelerated learning during 2017/18 – 2020/21

Participation rates for any accelerated learning (excluding Regional Promise), by race/ethnicity



Caption: Horizontal bar graph displays the percentage of Oregon students in grades 9-12 who participated in any accelerated learning (excluding Regional Promise)

Oregon Accelerated Learning Dashboard

The Oregon accelerated learning [dashboard](#), pictured above, provides information about public high school students in Oregon who participate in accelerated learning and their high school and college outcomes compared to students who do not participate in accelerated learning. Data are available at the individual high school, school district, education service district, community college service region, and state levels between the 2016/17 and 2021/22 academic years. The 2022-2023 academic year is being added as this guide goes to print in fall 2024.

The data dashboard tool is accompanied by several essential training resources & materials. Research partner Education Northwest hosted and recorded online trainings for partnership staff on how to use the dashboards and strategies to support equitable access in accelerated learning and CTE coursework. The training slide decks, recordings, and materials below offer additional guidance on using the dashboards.

Training 1: Orientation to the Updated Oregon Accelerated Learning and CTE Dashboards

[Webinar Recording: Oregon Accelerated Learning and CTE Dashboards Training 1](#)

[Slide Deck: Accelerated Learning and CTE Dashboard Training](#)

Training 2: Strategies to Support Access to Accelerated Learning and CTE Coursework

[Webinar Recording: Oregon Accelerated Learning and CTE Dashboards Training 2](#)

[Slide Deck: Strategies to Increase Access to Accelerated Learning and CTE Courses](#)

[Handout 1: Data Inquiry](#)

[Handout 2: Fishbone Diagram](#)

Guiding Principles Established by the Oversight Committee

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 building and supporting partnership programs as we seek to improve the educational experience and outcomes of our students.

Educational Equity

College courses in high school are designed to expose students to challenging and engaging content that promotes 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, families, 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 transcribed to high school students is accompanied by the best possible advising structures, information for families 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 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 Guiding Principles

In support of the Committee's two guiding principles and the HECC Equity Lens¹, attention to educational equity has been embedded in the self-study and review process. Continuous improvement standard two was added for the first time to the self-study in 2023. The partnership is required to report student participation and success outcome data and prepare a root cause analysis with an engagement plan that will support increased participation and success. Engagement focuses on empowering students to pursue career and college pathways after high school graduation. First, partnerships will report areas for improvement using the [Oregon Accelerated Learning Dashboard](#) supported by ODE, and other locally available data. Second, partnerships will consider their existing program improvement plans and prepare for including community engagement in that plan.

¹ [HECC Equity Lens](#)

Self-Study and Peer Review Process

The Oregon approval process for High School Based College Credit Partnerships provides for a programmatic self-study to take place every six years 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 offered through the partnership 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 reports. 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 and ODE staff, self-studies will be examined by teams of reviewers who are representative of accelerated learning programs around the state. The reviewers will provide recommendations to a review team lead. The review team lead will synthesize review team feedback and make a recommendation to the Oversight Committee. 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 jointly by the Executive Directors of the Higher Education Coordinating Commission and the Oregon Department of Education.

The self-study and peer review of High School Based College Credit Partnerships include an overall summary narrative of each standard category (Continuous Improvement, Students, Curriculum, Faculty, Assessment, and Transfer) and a presentation of evidence for each standard with a brief text explaining the relationship of the evidence provided to the standard. These documents will be submitted via an online platform, along with a cover letter and assurances. The link for submissions will be provided by the state team to institutions undergoing review.

In summary, a self-study and annual report are generated by each institution covering all 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 and ODE staff will coordinate between the applicants, the online system, reviewers, and agency leadership.

The Higher Education Coordinating Commission (HECC) will provide a letter with results to each institution upon completion of the peer review. Self-studies for peer review of partnerships are required from public colleges and universities as of May 2018.

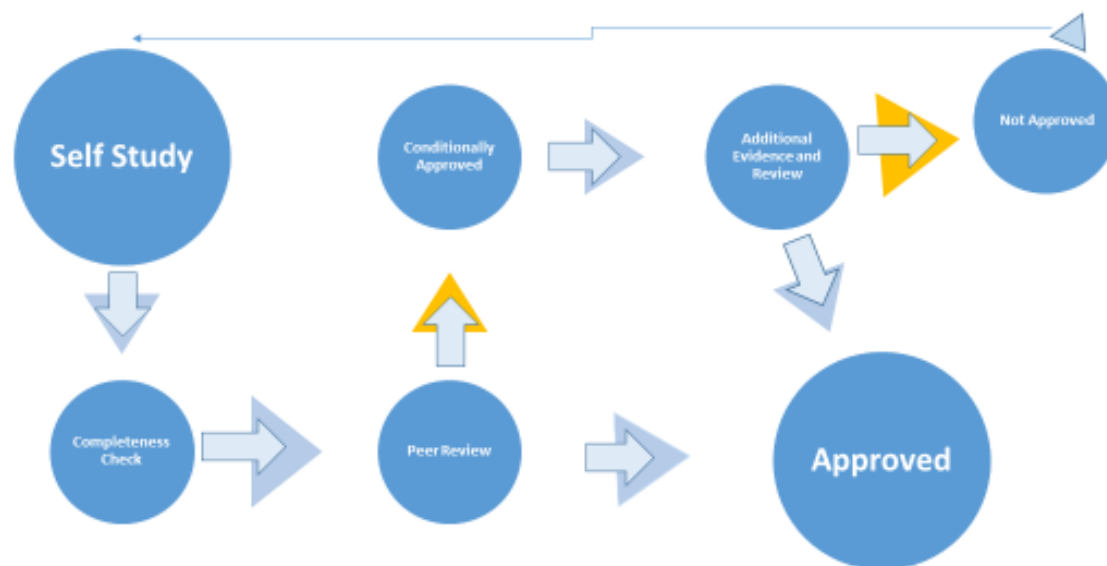
Note: Programs that are NACEP accredited are considered to have met the Oregon Standards and are exempt from this process. In these cases, the NACEP letter of accreditation is submitted in place of the self-study. If institutions offer other models of high school based credit beyond programs that are NACEP-accredited, they submit a self-study for those other models.

Self-Study 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 monthly self-study workshops hosted by HECC and ODE staff for your cohort (Cohorts are listed in the chart on page 17).
2. Complete the self-study coversheet with institution and contact information (see Appendix I, p.53).
3. Write partnership **summary** (usually several pages) with a general description of your programs for current context to the peer review team. (See guidelines for the summary in Appendix I, p. 53).
4. Prepare a narrative for each standard about how the evidence documents demonstrate alignment with the standards (i.e., C1, A2, S3) and provide evidence documents. Narrative and/or Evidence documents should make clear how the documents are accessed, as appropriate, by students, faculty, partners, and staff. Upload the narrative and evidence documents to the online platform.
5. Revisit, and revise as needed, the partnership summary to ensure that it is aligned with the narrative and evidence for each standard that you have compiled.
6. Complete and gather signatures for the Assurances page.
7. Submit completed self-study to HECC using the online platform.

After an institution's self-study is complete, it will be evaluated via peer review. The following flow chart provides a visual summary of the self-study and peer review process. **Begin at the upper left bubble "Self Study". Yellow triangles are decision points that may be appealed in writing within the timeframe provided.**



Timeline: Process Mapping for Peer Review

Process for peer review of High School Based College Credit Partnerships is August until October (approximately 14 months).

Preparation: State staff will convene members of college and university teams in a Cohort beginning in August to distribute guidebooks, introduce members to each other, and answer questions. Additional Cohort meetings and trainings will be scheduled monthly throughout the academic year. Here is a breakdown of each step in the self-study process:

1. Study

- Partnerships offering high school based programming that fits the definitions of partnerships per [OAR 715.017.0005](#) must complete the self-study by **May 1, 2025**, or provide proof of NACEP accreditation.
- Submission of self-studies are based on a calendar that includes all public institutions divided into 3 cohort groups. To find an institution's cohort group, please see the cohort chart on p. 16.
- *Failure to submit a self-study by the due date would lead to a partnership being considered out of compliance.*

2. Completeness Check

- After the May 1st submission deadline, state staff will conduct a completeness check to ensure that a) An overarching narrative has been submitted, and b) Evidence documents and a short explanatory narrative have been submitted for each standard.
- Additional narrative and evidence are provided as necessary by the partnership; evidence must relate to each of the standards. If the suggested/required evidence is not available within a partnership, the partnership may submit their own narrative and evidence as to how the partnership is meeting the intent of the standard.
- The state staff recommends partnership programs provide clarity around how evidence documents meet the standard, including referencing specific parts of the evidence in the short standard narrative and the use of underlining, highlighting, or otherwise indicating which specific portions of the evidence provided meet the standard.
- *Failure to provide requested evidence to ensure self-study is complete and ready for peer review would lead to a partnership being considered out of compliance.*

3. Peer Review

- Self-studies are peer reviewed by a team of reviewers who assess the evidence provided against the standards using a rubric.
- Feedback to the partnership under review is synthesized by a review team lead.
- Review team lead makes a recommendation to approve or conditionally approve the partnership for the specific models of High School Based College Credit Partnership for which it was reviewed.

4. Approval/Conditional Approval

- Oversight Committee considers, discusses and votes on the recommendation of the review team lead.

- State staff compile the outcomes of the peer reviews and votes, then issue notification of approval or conditional approval to partnerships.
- Partnerships may appeal (in writing) the decision of the Oversight Committee.

5. **Conditional Approvals**

- Conditional Approvals are handled on a case-by-case basis, and a timeline (3-12months) is established for each conditionally approved partnership to submit additional evidence only in the areas that have been identified to not meet the standard(s).
- State staff conduct a completeness check to ensure that a) Evidence has been submitted for each conditionally approved area and b) Narrative has been updated for each conditionally approved category.
- *Failure to submit the requested evidence on conditional approval on the established timeline would lead to a partnership being considered out of compliance.*
- Additional evidence is reviewed by the same review team whenever possible, and the review team lead makes a subsequent recommendation to the Oversight Committee.
- Oversight Committee considers, discusses, and votes on the recommendation of the review team lead.
- Staff compile the outcomes of the peer review and vote, then issue notification of approval or non-approval to the partnership.
- Partnerships may appeal (in writing) the decision of the Oversight Committee.

6. **Appeal**

- Written appeals from partnerships are addressed to state staff and outline the reason for the appeal; appeals may include additional evidence documents that show how a partnership meets the standards.
- Appeals are handled on a case-by-case basis by state staff in consultation with the Oversight Committee, and a timeline is established for each appeal process to arrive at a resolution (1-3 months to submit appeal & any additional evidence, 1-3 additional months for resolution of appeal).
- During appeal process, a partnership is not considered out of compliance.

7. **Reinstatement**

- When and if a partnership fails to gain approval or conditional approval, it is considered out of compliance.
- A partnership that is out of compliance may become compliant/approved by preparing and submitting a full self-study for peer review. The review would then take place in the next year.
- Partnerships that are not in compliance with the state standards for High School Based College Credit Partnerships will not receive state higher education dollars for the enrollments in those programs for the period that the partnership is not in compliance.

The HECC and the State Board of Education will publicize the results of the peer reviews annually with a list of approved, conditionally approved, and non-approved programs.

Calendar of Institutional Approvals for High School Based College Credit Partnerships

Institution Name	Partnership Models	Approval Status and Date	Next Review
Blue Mountain Community College	Dual Credit	Approved, 2022 ¹	2026
Central Oregon Community College	Dual Credit, Sponsored Dual Credit	Approved, 2018	2024
Chemeketa Community College	Dual Credit	Approved, 2019	2025
Clackamas Community College	Dual Credit, Sponsored Dual Credit	Approved, 2019	2025
Clatsop Community College	Dual Credit, Sponsored Dual Credit	Approved, 2022 ¹	2026
Columbia Gorge Community College	Dual Credit, Sponsored Dual Credit	Approved, 2020	2026
Eastern Oregon University	Sponsored Dual Credit	Approved, 2018	2024
Klamath Community College	Dual Credit, Sponsored Dual Credit	Approved, 2020 Approved, 2021 ¹	2026
Lane Community College	Dual Credit, Sponsored Dual Credit	Approved, 2018 Approved, 2019 ¹	2024
Linn-Benton Community College	Sponsored Dual Credit	Approved, 2018 ¹	2024
Mt. Hood Community College	Dual Credit	Approved, 2020	2026
Oregon Institute of Technology	Dual Credit, Sponsored Dual Credit	Approved, 2019	2025
Oregon State University	-	N/A	2026
Oregon Coast Community College	Dual Credit, Sponsored Dual Credit	Approved, 2021	2026
Portland Community College	Dual Credit, Sponsored Dual Credit	Approved, 2020	2026
Portland State University	Dual Credit, Sponsored Dual Credit	Approved, 2018 ¹	2024
Rogue Community College	Dual Credit	Approved, 2020 ¹	2025
Southern Oregon University	Dual Credit	Approved, 2019	2025
Southwestern Oregon Community College	Dual Credit, Sponsored Dual Credit	Approved, 2020 ¹	2025
Tillamook Bay Community College	Sponsored Dual Credit	Approved, 2019	2025
Treasure Valley Community College	Dual Credit	Approved, 2021	2026
Umpqua Community College	Dual Credit, Sponsored Dual Credit	Approved, 2019	2025
University of Oregon	-	N/A	2025
Western Oregon University	Assessment Based Learning	Approved, 2018	2024

¹ Indicates that the program was conditionally approved initially and completed additional evidence to become fully approved – this is a normal part of the process.

Cohort Structure for Peer Review

Cohort structure for Peer Review over time includes four groups.

Cohort 1 2023-2024	Central Oregon Community College Eastern Oregon University Lane Community College Linn Benton Community College Portland State University Western Oregon University
Cohort 2 2024-2025	Chemeketa Community College Clackamas Community College Oregon Institute of Technology Rogue Community College Southern Oregon University Southwestern Oregon Community College Tillamook Bay Community College Umpqua Community College
Cohort 3 2025-2026	Blue Mountain Community College Clatsop Community College Columbia Gorge Community College Klamath Community College Mt. Hood Community College Oregon Coast Community College Portland Community College Treasure Valley Community College

State Staff Contact Information

For questions about this self-study and peer review process, please contact state staff.

Name	Title	Organization	Sector	Email
Erin Weeks-Earp	Alignment and Articulation Policy Specialist	HECC, Academic Policy and Authorization	Public University	erin.weeks-earp@hecc.oregon.gov
Eric Juenemann	Career Connected Learning Specialist	HECC, Community Colleges and Workforce Development	Community College	eric.juenemann@hecc.oregon.gov
Kristidel McGregor	Accelerated Learning Specialist	Department of Education	K-12	kristidel.mcgregor@ode.oregon.gov
Lillian White	High School Success Specialist	Department of Education	K-12	lillian.white@ode.oregon.gov

Higher Education Coordinating Commission

Chapter 715

Division 17

Academic Policy

715-017-0005

Definitions

(1) For the purposes of this rule, the following definitions apply:

(a) "Dual Credit" means secondary and postsecondary credit awarded for a course offered in a high school, which course is sufficiently similar to the college or university course as to enable the enrolled students to be described as taking the course from an Oregon community college or public university as set forth in ORS 340.310. The course must be taught by a high school teacher who has been approved by the college or university and who meets the qualifications to teach the course for the college or university. Dual Credit may include Career and Technical Education courses.

(b) "Sponsored Dual Credit" means secondary and postsecondary credit awarded for a course offered in a high school, which course is sufficiently similar to the college or university course as to enable the enrolled students to be described as taking the course from an Oregon community college or public university as set forth in ORS 340.310. The course must be taught by a high school teacher who, in partnership with a sponsoring college or university faculty member, meets the qualifications to teach the course for the college or university. Sponsored Dual Credit may include Career and Technical Education courses.

(c) "Assessment Based Learning Credit" means secondary and postsecondary credit awarded for enhanced high school courses or other activities offered at the high school, that focuses on student attainment of specific, college or university defined student learning outcomes, and the opportunity for students to demonstrate, through college or university assessments, that they have obtained those student learning outcomes and thereby are eligible to earn credit for a course from the partnering college or university. The course must be taught by a high school teacher in a secondary-postsecondary partnership that focuses on the above assessment criteria. Assessment based learning credit shall be identified on student transcripts. Assessment Based Learning Credit may include Career and Technical Education courses.

(d) "High School Based College Credit Partnerships" are defined as Dual Credit, Sponsored Dual Credit, and Assessment Based Learning Credit partnerships.

(2) When developing High School Based College Credit Partnerships with high schools, each college or university shall adhere to the Oregon Standards for Dual Credit, Sponsored Dual Credit, or Assessment Based Learning Credit. In order to comply with these standards, partners must follow the guidelines set forth by the Higher Education Coordinating Commission in the Self-Study and Peer Review Guide available on the Higher Education Coordinating Commission agency website.

(3) On or before October 1 of each year, Oregon community colleges and public universities shall submit an annual report to the Higher Education Coordinating Commission of the previous school year's High School Based College Credit Partnership(s) information, including but not limited to, descriptions of:

- (a) Partnership programs offered;
 - (b) Course sections offered, including type of partnership(s), either Dual Credit, Sponsored Dual Credit, or Assessment-Based Learning Credit; and the related Master Course Reference Numbers (CRN);
 - (c) Student enrollment in the partnership programs;
 - (d) Instructors and instructor qualifications;
 - (e) Costs to students;
 - (f) High School(s) in partnership(s); and
 - (g) Any major partnership changes, such as addition or discontinuation of a partnership.
- (4) The Higher Education Coordinating Commission shall, in accordance with OAR 715-013-0025 or OAR 589-002-0120 as appropriate, fund partnerships solely based on credits earned at Oregon community college or public university as set forth in ORS 340.310 that are either approved or conditionally approved following a review conducted pursuant to this rule. Should, at any time, a community college or public university receive notice that it no longer has approved or conditionally approved status from the Higher Education Coordinating Commission, any credits earned by students through that community college or public university after such notification shall not be included in any relevant funding calculations. Funding shall continue for any credits earned prior to such notification in a manner consistent with the above referenced rules. Should such community college or public university subsequently receive a new approval, or conditional approval, and be reinstated, any credits earned on or after such date of reinstatement notification shall be included in the relevant funding calculations, but no credits earned during the period where such institution lacked such status shall be included. The process to gain or regain a status of approved or conditionally approved can be found in the Higher Education Coordinating Commission Self Study and Peer Review Guide referenced is section 2 of this rule.
- (a) If determination that a public university is neither approved nor conditionally approved takes place after the true-up process set out in OAR 715-013-0025(7), it shall not impact the funding level for that university due to high school based college credits for the current fiscal year.
- (b) If determination that a community college is neither approved nor conditionally approved takes place after the deadlines set out in OAR 589-002-0120, it shall not impact the funding level for that community college for the current funding period.
- (c) This section shall only apply to institutions that have been reviewed under this rule. All student credit hours at institutions that have not yet been reviewed shall be considered approved for funding purposes until such review takes place according to the calendar set forth by the Higher Education Coordinating Commission.

Statutory/Other Authority: ORS 340.310 & ORS 350.075

Statutes/Other Implemented: ORS 340.310, ORS 350.075 & ORS 341.484

History:

HECC 6-2018, adopt filed 12/28/2018, effective 12/28/2018

ORS 340.310

340.310 Statewide standards for dual credit programs; report.

- (1) The Higher Education Coordinating Commission shall develop statewide standards for dual credit programs to be implemented by public high schools, community colleges and public universities listed in ORS 352.002. The standards must establish the manner by which:
 - (a) A student in any grade from 9 through 12 may, upon completion of a course, earn course credit both for high school and for a community college or public university; and
 - (b) Teachers of courses that are part of a dual credit program will work together to determine the quality of the program and to ensure the alignment of the content, objectives and outcomes of individual courses.
- (2) Each public high school, community college and public university that provides a dual credit program must implement the statewide standards developed under subsection (1) of this section.
- (3) Each school district, community college and public university that provides a dual credit program shall submit an annual report to the Higher Education Coordinating Commission on the academic performance of students enrolled in a dual credit program. The Higher Education Coordinating Commission shall establish the required contents of the report, which must provide sufficient information to allow the commission to determine the quality of the dual credit program.

[2011 c.639 §2; 2012 c.104 §10; 2013 c.768 §134; 2014 c.23 §1]

Standards and Evidence - How to Read This Guide

In this section, you will find a description of the guidance that follows for each of the areas of alignment, an example of the description of the evidence needed for each standard, and an example of the rubric that will be used by reviewers to evaluate the evidence. This page is to show you how the information is formatted.

Each area includes the standard language and a description, with the program model(s), and program-model-specific standards number. Standards may include one, two, or all three model types.

For example, Figure 1 demonstrates a Faculty Standard that is used in the Dual Credit, Sponsored Dual Credit, and Assessment-Based Learning credit models. In the DC and SDC models, this is standard F-4, and in the ABL model, it is standard R1.

Faculty Standards (*Category*)

Non-Compliance (<i>Standard Name</i>)
DC-F4, SDC-F4, ABL-R1 (<i>Standard Number</i>)
<i>Program policies address instructor non-compliance...</i> (<i>Standard Language</i>)

Figure 1: Example of Standards

Evidence of Alignment

Evidence of alignment appears next on the standards page, followed by the Reviewer's Evaluation Criteria. Figure 2 shows an example of the rubric that is included in the Reviewer's Evaluation Criteria section. Each standard will receive points from each reviewer, with a maximum of 5 points and a minimum of 1 point. As in previous review cycles, those standards with a total average lower than 3 are to be conditionally approved.

Reviewer's Evaluation Criteria

Exceeds (5)	Meets 4 (3) 2	Needs Improvement (1)
Evidence submitted aligns very well with narrative statement and demonstrates best practices in the specific categories of the standards. Evidence documents are provided and are well organized for reviewers.	Evidence submitted aligns with narrative statement and demonstrates adherence to the specific category of the standards. Evidence documents are provided and are adequate.	Evidence submitted does not align with narrative statement. There is/are one or more missing evidence documents. Evidence documents are not organized enough to review for alignment.

Figure 2: Example of Evaluation Rubric

Finally, after the rubric each standards page includes a rationale describing why each standard is included in the self-study and peer review.

Why is alignment required?

Alignment is required to support student success. Each standard guidance page includes a rationale about how the standard supports student success.

Table of Required Evidence by Partnership Model

This information is also available as a checklist for each partnership model in Appendix III.

Standard	Dual Credit	Sponsored Dual Credit	Assessment-Based Learning
Continuous Improvement: Course Evaluations	DC-CI1	SDC-CI1	-
NEW Continuous Improvement: Engagement	DC-CI2	SDC-CI2	ABL-CI2
Student: Enrollment	DC-S1	SDC-S1	ABL-R4
Student: Pre-Requisites	DC-S2	SDC-S2	-
Student: Rights and Responsibilities	DC-S3	SDC-S3	ABL-R4
Curriculum: College Courses	DC-C1	SDC-C2	ABL-R2
Curriculum: College Transcripts	DC-C2	SDC-C2	ABL-TR1
Curriculum: College Approaches	DC-C3	SDC-C3	-
Curriculum: College Learning Outcomes	-	SDC-C4,C5	ABL-TR3
Faculty: Qualifications	DC-F1	SDC-F1	-
Faculty: Orientation	DC-F2	SDC-F2	ABL-R3
Faculty: Collegial Interaction	DC-F3	SDC-F3	-
Faculty: Non-Compliance	DC-F4	SDC F-4	ABL-R1
Faculty: Aggregate Capacity & Qualifications	-	SDC-F5	-
Faculty: Feedback Loop	-	SDC-F6	-
Faculty: Resources	-	SDC-F7	-
Assessment: Alignment of Assessment	DC-A1	SDC-A1	ABL-A1
Assessment: Faculty Involvement in Assessment	-	-	ABL-A2
Transfer:	-	-	ABL-R1

Policies and Procedures			
Transfer: Record Keeping	-	-	ABL-TR2, TR4

Continuous Improvement Standards

Course Evaluations

DC-CI1, SDC-CI1

The college or university conducts an end-of-term student course evaluation for courses offered through high school based college credit program [with at least a 12% return rate]. The course evaluation is intended to influence program improvement rather than serve as instructor evaluation. Names (of the instructor or students) should not be included in the evaluation.

Evidence of Alignment

Continuous Program Improvement demonstrated by administration and analysis of end-of-term student course evaluations for program improvement.

- Narrative: Describe how your program is using course evaluation data to improve the program.
- Evidence Document: Blank Course Evaluation form or questions used by program.
- Evidence Document: Report of feedback thus collected from students through the course evaluation or other collections.

Reviewer's Evaluation Criteria

All program students receive, and some complete (minimum 12%), end-of-course evaluations, and information thus gathered is used for programmatic improvements.

Exceeds (5)	Meets 4 (3) 2	Needs Improvement (1)
In addition to an end of course evaluation completed by students there are other surveys of students, families, teachers, and partners about teaching, learning, and transitional supports provided by the program. Results are integrated into a continuous improvement cycle with multiple avenues for stakeholder input with high response rates far above 12%.	There is an end of course evaluation completed by students, and the program uses the data collected to improve over time. Evidence includes blank evaluation form and summary of the results for a given year or other stated time period. Response rate is at least 12%.	There is no end of course evaluation or the response rate on the evaluation administered is less than 12%. Results are not reviewed by program staff or faculty for continuous improvement over time. Evidence of the evaluation, response rate, or use of results is missing.

Why is an end-of-course evaluation required?

When students have opportunities to share feedback about their experience(s) in the program, it is more likely that the program design can evolve to support them in success. All college courses have course evaluations that departments use to monitor students' experiences in the classroom and the programs. Many departments use the end-of-course evaluation to monitor instructor performance generally, but this function does not apply in the dual credit setting. Faculty standards ensure regular instructor feedback. Continuous improvement standards are intended to support program leaders in growing program capacity for serving all students, and paying attention to

their local, individual, classroom, high school, or program-level context. Having a continuous feedback loop with the students helps the program know whether the intended outcomes are met.

Continuous Improvement Standards

Engagement
DC-CI2, SDC-CI2, ABL-CI2
<i>The sponsoring college or university creates a plan of community and student engagement to promote equitable access to college credit partnership learning opportunities for students. The plan references and documents student participation levels in the college or university programs using the ODE Accelerated Learning Dashboard and other data sources. The engagement plan promotes the participation of student groups who are currently or historically underrepresented in higher education.</i> <i>NOTE: This is a new standard, and is not included in the overall scoring but will be evaluated as needs improvement, meets, or exceeds. The written comments and suggestions from peer reviewers are the core feedback for partnership consideration.</i>

Evidence of Alignment

Continuous Program Improvement demonstrated by cross-sector collaboration to draft an engagement plan using participation data.

- Narrative: Describe how your program uses the engagement process to improve the program.
- Evidence document: Draft Engagement Plan with the following essential elements:
 - Draft plan that identifies one or more groups for engagement;
 - Data summary from Dashboard showing participation rates or composition index levels for engagement group specific to high schools, districts, or region served; and,
 - Copy of student empathy interview⁴(s), blank forms.

Reviewer's Evaluation Criteria

Partnership program has investigated past participation data and collaborated on a draft engagement plan (student engagement/community engagement) that brings in critical information for programmatic improvements focused on educational equity.

Exceeds (no numbered score)	Meets (no number score)	Needs Improvement (No number score)
Partnership has described and analyzed student participation in program courses using data. Program has an established engagement plan in collaboration across high school/college and or university that would provide. Student and community voices are a	Partnership has provided data about the basics of program participation disaggregated by student groups. Evidence includes draft plan that is related to and aligned with the data. The plan is focused on educational equity and access and success for all	There is no plan or draft plan provided in the evidence documents, or the plan provided is not collaboratively developed. Results are not reviewed by program staff or faculty for continuous improvement over time. Data summary of the

⁴ What are empathy interviews? Check out this Leadership for Educational Equity resource

<https://educationalequity.org/blog/liberatory-consciousness-action-engaging-community-through-empathy-interviews>

central component to program change and program improvement.	students.	participation rates for student groups is missing.
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Why is an engagement plan required?

When communities have opportunities to share feedback about their experience(s) or lack thereof in the program, it is more likely that the program design can evolve to support them in success. True continuous improvement should be sensitive to those who are taking the courses but also try to engage and learn from those students (families and communities) who are, according to the data, not taking the courses currently. All college opportunities should be available to public school students. In 2022, statewide data showed especially large participation gaps for students with disabilities and English language learners. Continuous improvement standards are intended to support program leaders in growing program capacity for serving all students inclusively, and paying attention to their local, individual, classroom, high school, or program-level context. Having a continuous feedback loop with the students helps the program know whether the intended outcomes are met.

Student Standards

Enrollment

DC-S1, SDC-S1, ABL-R4

The sponsoring college or university officially registers or admits students as degree-seeking, non-degree seeking, or non-matriculated students of the college or university and records courses administered through a partnership 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.

(Specific to ABL) The college's or university's Assessment Based Learning credit policies and expectations are clearly communicated to high school students, teachers, faculty, and staff. 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 of Alignment

- Narrative: Describe how the partnership communicates with students to ensure they understand the rights and responsibilities of being a college student, including the importance of registering for the college or university course, what it means to build a permanent college transcript, and how the college credits affect their long-term educational and career goals.
- Evidence document: Show how a student registers in the college or university course including Add/Drop/Withdrawal dates, demonstrating alignment with the college course registration dates. Information for students and families must be comprehensive, including costs and fees that are transparent and clear to students and families.
- Evidence document: Letter or statement from the registrar documenting how high school students register in the college or university course, or registration instructions for students.
- (Specific to ABL) Narrative: Describe how the partnership communicates with students, teachers, faculty, and staff to ensure they understand the college credit opportunities including the importance of registering for the college or university course, what it means to build a permanent college transcript, and how the college credits affect their long-term educational and career goals.
- (Specific to ABL) Evidence document: Show how students are given opportunities to participate in course assessments and how a student is awarded college credit when the criteria have been met. The college or university's tuition and fee structure for assessment based learning credit is transparent and accessible.

Reviewer's Evaluation Criteria

The rights and responsibilities of being a college student, including the importance of registering for the college or university course, costs, what it means to build a permanent college transcript, and how the college credits affect long-term educational and career goals are clearly communicated to students.

Exceeds (5)	Meets 4 (3) 2	Needs Improvement (1)
There is intentional and timely advising and communication to students and families about college credit including costs. (Specific to ABL) There is intentional and timely advising and communication to students and families about college credit including costs. Communications include the additional audiences.	There is consistent advising and communication to students about college credit including costs. (Specific to ABL) There is consistent advising and communication to students about college credit including costs. Communications include the additional audiences.	There is some communication to students about the logistics of taking college courses in high school. The information is not in a format that students respond to, not early enough to help them make informed decisions, or understand fully and build on their career and educational goals. (Specific to ABL) There is some communication to students about the logistics of taking college courses in high school. The information is not in a format that students respond to, not early enough to help them make informed decisions, or understand fully and build on their career and educational goals. Communications did not include the additional audiences.

Why is information about enrollment for students required?

Students who are still in high school are uniquely well positioned to learn about college certificates and degrees. Starting a college credential in high school is proven to help motivate students to stay enrolled and graduate high school, to enroll in college, and pursue their career of choice. When students attempt college courses without the full picture they can accrue excess credit, bad grades, and even academic probation. It is important that programs recognize and take responsibility for providing high school students with authentic choices about college courses, degrees, and certificates.

Student Standards

Pre-Requisites
DC-S2, SDC-S2
<i>The sponsoring college or university outlines specific course requirements and prerequisites for students in high school based college credit partnership programs.</i>

Evidence of Alignment

- Narrative: Describe how the partnership communicates with students to ensure they understand the course pre-requisites.
- Evidence document: Documents demonstrating communication of specific course requirements and prerequisites for students. Examples include course syllabus, program manual, student guide, and/or website. Include page numbers where the information is located.
- Evidence document: Letter or statement from the registrar documenting how high school students register in the college or university course, or registration instructions for students.

Reviewer's Evaluation Criteria

Pre-requisites for courses are transparent.

Exceeds (5)	Meets 4 (3) 2	Needs Improvement (1)
There is intentional and timely advising and communication to students and families about college course pre-requisites. There is evidence of integrated learning experiences around college and career readiness that promote student progression and successful transition to career and/or education beyond high school.	There is intentional and timely advising and communication to students about college credit pre-requisites	There is some communication to students about college course pre-requisites, but the information is not in a format that students respond to, not early enough to help them make informed decisions, or understand fully and build on their career and educational goals.

Why is information about pre-requisites for students required?

Students who are still in high school are uniquely well positioned to learn about college certificates and degrees. Starting a college credential in high school is proven to help motivate students to stay enrolled and graduate high school, to enroll in college, and pursue their career of choice. When students do not know the pre-requisite learning and/or credentialing required, including multiple measures for placement, they are less likely and less able to attempt college courses.

Student Standards

Rights and Responsibilities

DC-S3, SDC-S3, ABL-R4

High school students in partnership program courses are provided with a student guide that outlines students' rights and responsibilities and provides guidelines for the transfer of credit and credits with a purpose.

(Specific to ABL) The college or university's Assessment Based Learning credit policies and expectations are clearly communicated to high school students/families, teachers, faculty, staff. 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 of Alignment

The rights and responsibilities of being a college student, including the importance of registering for the college or university course, program costs, what it means to build a permanent college transcript, and how the college credits affect long-term educational and career goals are clearly communicated to students.

- Narrative: Describe where in the guide students' rights and responsibilities are found, and how students' rights and responsibilities are aligned to the sponsoring college's students' rights and responsibilities.
- Evidence documents: Published students' rights and responsibilities. Examples may include student guide, course syllabus, information on the transfer of credit including how students order transcripts, and how to transfer credits from one institution to another with a goal to help students understand how college credit works.

Reviewer's Evaluation Criteria

Students' rights and responsibilities are published and available to students and families. Costs for participation are transparent and accessible to students, teachers, faculty, and staff.

Exceeds (5)	Meets 4 (3) 2	Needs Improvement (1)
There is intentional and timely advising and communication to students and families about student rights and responsibilities.	There is consistent advising and communication to students about student rights and responsibilities.	Students are not informed of their college specific rights and responsibilities.
There is evidence of public facing tuition and fee structure that is easy to understand and provides information about waivers for low-income students and families. There is detailed information about what the course and/or registration fees cover within the program.	Tuition and fee structures are public facing, including fee waivers and reductions available to low income families. There is some communication to students about the exact program costs their fees are covering. (Specific to ABL) In addition to the above, evidence is adequate and	There is little to no evidence on the tuition and fee structure, including how students know the costs of the program up front. (Specific to ABL) Evidence is missing for the broader audience including school students/families, teachers, faculty, staff.

(Specific to ABL) Evidence shows clear consistent communication to a broad audience including school students/families, teachers, faculty, staff.	reaches a broader audience including school students/families, teachers, faculty, staff.	
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Why is information about students' rights and responsibilities required?

When students know their rights and responsibilities as college students, they are more likely and more able to attempt college courses. This is especially important for students who do not have much experience with college courses, and students who are part of one or multiple protected classes. As a group, students who are still in high school are more representative of the general population racially, linguistically, and have many different life experiences than the college-enrolled population. This means high school students are uniquely well-positioned to learn about college certificates and degrees. Starting a college credential in high school is proven to help motivate students to stay enrolled and graduate high school, to enroll in college, and pursue their career of choice.

Curriculum Standards

College Courses

DC-C1, SDC-C1, and ABL-R2

College or university courses administered through a partnership program are cataloged courses and approved through the regular course approval process of the sponsoring college 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.

Credit must be directly applicable to meet requirements for general education, a certificate, a degree or electives as outlined in college publications.

Evidence of Alignment

Evidence Document(s) show that partnership course offerings are listed in the college catalog, and must include:

- Narrative: Describe how your program engages your partner high schools to ensure that college or university courses taught at the high schools are selected from the current college catalog.
- Evidence document: List of partnership courses, including course number, title, and credits.
- Evidence document: Link to current college or university catalog.

Reviewer's Evaluation Criteria

Is there alignment between the college or university catalog and the high school based offering?

Exceeds (5)	Meets 4 (3) 2	Needs Improvement (1)
Courses offered in the high school match the courses in the college or university catalog, and reflect a broad array of subjects, focusing on the most transferable courses/credits.	Courses offered in the high school match the courses in the college or university catalog.	Courses offered in the high school do not match courses in the college or university catalog.

Why is curriculum alignment required?

College partnership programs provide access bridges to high school students who are able to “try college” and build their academic self-efficacy along with core content knowledge for more confident and more engaging transitions to college programs. If the curriculum planned for these bridge courses is not firmly aligned to college, then that bridge will not take them where the program intended. Another important outcome of full curriculum alignment is college course transfer. Only courses that are part of the college official catalog are honored in college credit transfer, packaged in certificates and degrees, and counted in the core transfer map or the major transfer maps that are designed to help students save time and money on their college pathway. Students taking college credits in high school should not have to “re-take” those courses – and showing curriculum alignment makes this possible.

Curriculum Standards

College Transcripts

DC-C2, SDC-C2, and ABL-TR1

College or university courses administered through a partnership 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.

(Specific to ABL) 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.

Evidence of Alignment

High School Based College Credit Partnership program students receive a college or university transcript.

- Narrative: Describe how your program handles students' college transcripts to ensure this standard is being met.
- Evidence document: Statement in the student guide on how to get the transcript. List page number and/or give link to the specific page in the student guide.
- (Specific to ABL) Evidence Document: Example of a student transcript redacted to remove any personally identifiable information.

Reviewer's Evaluation Criteria

Does the program engage partner high schools to ensure that college or university courses taught at the high schools meet the college or university curriculum expectations?

Does the college or university have a process to award and transcript credit including maintenance of student records, handling of requests for course information, and communication to students about transferring higher education credits?

Exceeds (5)	Meets 4 (3) 2	Needs Improvement (1)
Students receive a college or university transcript and timely, personalized advising about how to use it. There is a clear and consistent process for award and transcription of college or university credit. Student records are maintained and there is a clear and consistent process to share course outline information with transfer institutions. There is clear and consistent communication to	Students receive a college or university transcript and information about to use it. There is a process to award and transcript college or university credit to high school students that is consistently implemented with student record keeping and course database that allows program admin to reply to requests for course outlines. There is information provided to	Students do not receive a college or university transcript, or they are issued a transcript without any information about how to access and use it. There is little or no information about the process of credit award and maintenance of student records. There is little to no information for students and transfer institutions about courses and how the courses transfer among colleges and universities.

students and families about transfer of credit in higher education. (Specific to ABL) In addition to the above, College Transcripts identify ABL credit.	students about the transfer of credit in higher education. (Specific to ABL) In addition to the above, College Transcripts identify ABL credit.	(Specific to ABL) In addition to the above, College Transcripts do not identify ABL credit.
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Why are college transcripts required?

Without college transcripts the student does not have the documentation needed to transfer those college credits in their college pathway. They are also useful tools to orient students to college practices, the differences between college and high school transcripts, and the necessity to show transcripts upon enrollment in a college or university, and sometimes for employers.

Curriculum Standards

College Approaches

DC-C3, SDC-C3

College or university courses administered through a partnership program reflect the pedagogical, theoretical, and philosophical orientation of the sponsoring college or university department/program where the credit will be awarded.

Evidence of Alignment

The courses reflect the college's pedagogical, theoretical, and philosophical approaches:

- Narrative: Describe how college or university builds curriculum alignment between high school and college or university.
- Evidence documents: Three sets of paired syllabi in different subject areas from high school and college or university faculty demonstrating alignment.

Reviewer's Evaluation Criteria

Does the program engage partner high schools to ensure that college or university courses taught at the high schools meet the college or university curriculum expectations?

Exceeds (5)	Meets 4 (3) 2	Needs Improvement (1)
Courses at high school and college have aligned pedagogical, theoretical, and philosophical approaches that are explicit and described in evidence material.	Courses at high school and college have aligned pedagogical approaches.	Pedagogical, theoretical, and philosophical approaches in the paired syllabi are not aligned.

Why are college approaches required?

The alignment of the pedagogical, theoretical, and philosophical approaches to college courses, and more specifically the department which is providing the course and transcript, add to the full alignment of the content, skills, and learning outcomes that would have been required at the college who is providing the transcript. This ensures that the high school student can be considered as having taken the course from the college or university.

Curriculum Standards

College Learning Outcomes
SDC-C4, SDC-C5, ABL-TR3
<i>(Specific to SDC) 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 with the sponsoring college or university department/program where the credit will be awarded.</i> <i>(Specific to SDC) 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.</i> <i>(Specific to ABL) 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.</i>

Evidence of Alignment

Alignment of syllabi and student learning outcomes with college course curriculum.

- Narrative: Describe how college or university achieves curriculum alignment between high school and college or university student learning outcomes and assessments.
- Evidence document: Three sets of paired syllabi in different subject areas from high school and college or university faculty demonstrating alignment.
- Evidence document: Sample assessment(s) showing evidence that students demonstrate the learning outcomes of the college or university course.

Reviewer's Evaluation Criteria

Does the program engage partner high schools to ensure that college or university courses taught at the high schools meet the college or university curriculum expectations?

Exceeds (5)	Meets 4 (3) 2	Needs Improvement (1)
(Specific to SDC) Evidence includes syllabi and a clear process to approve courses/syllabi, clear learning outcomes, and documented student achievement on course content. (Specific to ABL) The student learning outcomes and assessment strategies used to award credit for courses eligible for Assessment Based Learning credit are clearly documented and easily located by	(Specific to SDC) Evidence includes syllabi and a process to approve courses/syllabi, learning outcomes, and documented student achievement on course content. (Specific to ABL) The student learning outcomes and assessment strategies used to award credit for courses eligible for Assessment Based Learning credit are documented and	(Specific to SDC) Evidence does not include syllabi, or syllabi do not include clear learning outcomes and the processes used to approve them. There is no curricular process described or evidenced about student achievement consistent with course content. (Specific to ABL) The student learning outcomes and assessment strategies used to

the student who earned the credit or receiving institution.	provided, upon request, to the student who earned the credit or receiving institution.	award credit for courses eligible for Assessment Based Learning credit are not documented and/or are not provided, upon request, to the student who earned the credit or receiving institution.
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Why are college learning outcomes required?

For sponsored dual credit partnerships, the syllabi and the student learning outcomes are required to be fully aligned with the college course. The course learning outcomes and their assessment must be aligned with the curriculum of the course. If the student learning outcomes are not aligned, then the course may not serve students well in their sequence.

Faculty Standards

Qualifications

DC-F1, SDC-F1

(Specific to DC) Instructors teaching college or university courses through Dual Credit meet the academic requirements for faculty and instructors teaching in the college or university.

(Specific to SDC) 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 corresponding institutional policies, procedures, and practices.

Evidence of Alignment

Evidence Document(s) show alignment of faculty and high school instructor qualifications (DC) or implement the college or university partnership policies (SDC).

- Narrative: Describe how your program qualifies faculty/instructors, and/or high school teachers teaching college or university courses, and how this process is aligned with corresponding institutional policies, procedures, and practices.
- Evidence Document: Document (with a link) outlining specific instructor requirements, how teachers qualify, and who reviews and approves new teachers and participates in the faculty selection process at the high school level.
 - For Sponsored Dual Credit, sponsoring college provides guidelines for co-teaching as is applicable in the partnership. Note: Co-teaching is not a requirement for SDC, but an option.

Reviewer's Evaluation Criteria

Is there a clear process to approve high school teachers for Sponsored Dual Credit? Are there processes to facilitate ongoing collegial interaction between approved high school teachers and the college's or university's faculty and administration?

Exceeds (5)	Meets 4 (3) 2	Needs Improvement (1)
The process for qualifying teaching faculty is the same for on-campus and high school instructors (DC). The process for qualifying sponsored teachers is clear and widely available to high school instructors (SDC)	The process for qualifying teaching faculty is the same for college and high school based instructors (DC). The process for qualifying sponsored teachers is clear and available to high school based instructors (SDC).	The process for qualifying teaching faculty is not the same for college and high school based instructors, and the differences are not explained (DC). There is no evidence of specific qualifications for campus and/or the high school instructors (SDC).

Why is instructor qualification alignment required?

College partnership programs provide access bridges to high school students who can “try college” and build their academic self-efficacy along with core content knowledge for more confident and more engaging transitions to college programs. Aligning instructor qualifications ensures that high school students enrolled in these classes have access to an instructor who has the necessary qualifications to present the course material with the same rigor and depth as the students would find in the same class offered in the context of the college program.

Faculty Standards

Orientation

DC-F2, SDC-F2, ABL-R3

The college or university provides high school teachers/instructors with training and orientation in course curriculum, assessment criteria, course philosophy, and administrative requirements before they begin to teach the college or university course(s).

(Specific to ABL) 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 or university's course learning outcomes and assessment criteria and expectations, and suggested strategies for curriculum and pedagogy.

Evidence of Alignment

Evidence Document(s) show that, prior to the beginning of the course, new instructors receive required orientations and/or trainings.

- Narrative: Describe how your program orients new high school teachers in college course curriculum, assessment criteria, course philosophy, and administrative requirements.
- Evidence Document: Agenda(s) for trainings, meeting notes, and/or other records that may include instructor handbook or guide.
- Evidence Document: Documents or links that describe administrative requirements for partnership teachers.

Reviewer's Evaluation Criteria

Is there a clear process for orientation of high school teachers?

Exceeds (5)	Meets 4 (3) 2	Needs Improvement (1)
There is a full and in-depth initial orientation for high school and college or university faculty to ensure alignment of course content, delivery, assessment, and evaluation. Best practices, such as professional learning communities, are set up and functioning sustainably. (Specific to ABL) There is a robust documented process for providing high school teachers in Assessment Based Learning credit programs with ongoing orientation and training in the college or university's course	There is an initial subject specific orientation for high school and college or university faculty to ensure alignment of course content, delivery, assessment, and evaluation. (Specific to ABL) There is a documented process for providing high school teachers in Assessment Based Learning credit programs with ongoing orientation and training in the college or university's course learning outcomes and	There is no evidence provided about initial orientation for high school and college or university faculty, or the orientation is provided but it is program level and administrative in nature. (Specific to ABL) The process for providing high school teachers in Assessment Based Learning credit programs with ongoing orientation and training in the college or university's course learning outcomes and assessment criteria and expectations is missing or

learning outcomes and assessment criteria and expectations, and in-depth suggested strategies for curriculum and pedagogy.	assessment criteria and expectations, and provides suggested strategies for curriculum and pedagogy.	vague, and/or lacks suggested strategies for curriculum and pedagogy.
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Why is instructor orientation required?

Instructor orientation is required and important because it ensures that the course experience of high school students is sufficiently similar to the experience they would have in the same course at the college. The high school classroom should replicate to the greatest extent possible the experience a student would have in the same class taught at the college. High school instructors who teach college-credit granting courses as part of a partnership program need to be familiar with the course curriculum, assessment criteria, and course philosophy to be able to provide that experience. By providing a strong orientation before the work of teaching begins, the college partnership program supports high school instructors in aligning their courses to those offered at the postsecondary institution.

Faculty Standards

Collegial Interaction

DC-F3, SDC-F3

Instructors teaching partnership courses are part of a continuing collegial interaction through professional development, access to essential academic resources, seminars, site visits, and ongoing communication with the college or university's faculty and administrators. This interaction must occur before teaching the course and at least annually and address issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.

[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.]

(Specific to SDC) 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.

Evidence of Alignment

Evidence document(s) show ongoing collegial interaction in the field of study between college or university faculty and high school teachers that occurs before the course begins and at least once per academic year after that (DC) or, once per quarter/semester after that (SDC).

- Narrative: Describe how your program provides ongoing collegial interaction in the field of study between college or university faculty and Sponsored Dual Credit teachers (at least once per quarter/semester) or between college or university faculty and Dual Credit teachers (at least once per academic year).
- Evidence Document: Agenda(s) for trainings, meeting notes, and/or other records.
- Evidence Document: Other records of collegial interaction may include attendance by high school teachers at subject specific professional development for college or university faculty.

Reviewer's Evaluation Criteria

Does the program provide opportunities for ongoing collegial interaction in the field of study between college or university faculty and dual credit teachers, at least as often as required by the program model?

Exceeds (5)	Meets 4 (3) 2	Needs Improvement (1)
There is robust ongoing collegial interaction between high school teachers and college or university faculty to ensure alignment of course content, delivery, assessment, and evaluation. For Dual Credit, this occurs before the high school instructor teaches that class and at least once annually after that. For	There is robust ongoing collegial interaction between high school teachers and college or university faculty to ensure alignment of course content, delivery, assessment, and evaluation. For Dual Credit, this occurs before the high school	There is no evidence provided about ongoing collegial interaction between high school and college or university faculty or the interaction does not occur as often as it is required in the standards.

Sponsored Dual Credit, this occurs at least once per quarter/semester. Best practices, such as professional learning communities, are set up and functioning sustainably.	instructor teaches that class and at least once annually after that. For Sponsored Dual Credit, this occurs at least once per quarter/semester.	
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Why is collegial interaction required?

Regular collegial interactions between faculty/instructors and high school teachers allows for stronger alignment of course content, delivery, assessment, and evaluation. This alignment is essential for the course experience offered to high school students, ensuring it is fundamentally similar to the course experience that students would get at the college campus.

Faculty Standards

Non-Compliance
DC-F4, SDC-F4, ABL-R1
<i>Partnership program policies at each sponsoring college or university address teacher non-compliance with the college or university's expectations for courses offered for college credit (for example, non-participation in program training and/or activities). Such policies clearly define the impact of non-compliance, including the effect on awarding college or university credit.</i> <i>(Specific to ABL) 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.</i>

Evidence of Alignment

Evidence of policies and process for addressing faculty and/or teacher noncompliance with program policies; evidence of non-compliance policies for awarding and transcribing Assessment Based Learning credit.

- Narrative: Describe the policies and processes in place in the event of non-compliance.
- Evidence Document: Copy of the published policy and expectations; if in a manual, give page number along with link and/or provide a description of how this policy is shared with faculty/instructors, and teachers.
- Evidence Document: Examples may be found in the faculty guide, or website with specific links or page numbers.

Reviewer's Evaluation Criteria

Is there a plan in place for addressing faculty and/or teacher's noncompliance with program policy?

Exceeds (5)	Meets 4 (3) 2	Needs Improvement (1)
There is a policy for addressing non-compliance of faculty and high school based instructors in the partnership, and compliance is further assured through best practices such as professional learning communities. (Specific to ABL) There is a policy for awarding Assessment Based Learning credits that is clear and easily found and understood by faculty, students, parents, and others.	There is a policy for addressing non-compliance of faculty and high school based instructors in the partnership. The policy is made available to the program partners. (Specific to ABL) There is a policy for awarding Assessment Based Learning credits that is accessed and understood by faculty, students, parents, and others.	There is no policy about non-compliance for instructors, or the policy exists but no evidence that it has been shared with program faculty. (Specific to ABL) There is no policy for awarding Assessment Based Learning credits that is accessed and understood by faculty, students, parents, and others.

Why is a policy for addressing non-compliance of faculty and high school based instructors required?

Compliance with college or university policy is necessary to create alignment of course content, delivery, assessment, and evaluation. This alignment is an important part of ensuring that the course experience offered to high school students is fundamentally similar to the course experience that students would get at the college campus.

Faculty Standards

Aggregate Capacity & Qualifications

SDC-F5

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 sponsoring college or university 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 teaching partnerships.

Evidence of Alignment

Evidence that partnership agreement outlines the responsibilities of the high school teacher and the role of sponsoring faculty.

- Narrative: Describe how your partnership outlines the roles and responsibilities of the high school teacher and of sponsoring faculty.
- Evidence Document: Sponsoring faculty agreement including the respective roles and responsibilities of the high school teachers and the sponsoring faculty.
- Evidence Document: Written criteria, qualifications, and procedures for teaching partners

Reviewer's Evaluation Criteria

Exceeds (5)	Meets 4 (3) 2	Needs Improvement (1)
The documented roles and responsibilities for teaching ensure that aggregate capacity of the sponsored faculty partnership is equivalent to or greater than the capacity of the campus course.	The documented roles and responsibilities for teaching amount to an aggregate capacity of the sponsored faculty partnership that is documented and comparable to the campus course.	Information/data about aggregate teaching partnership is incomplete or not provided. Roles and responsibilities for teaching partners are not clear.

Why is evidence of aggregate capacity and qualifications required?

Sponsored dual credit partnerships require a high level of collaboration between the high school teacher and college faculty, and a clear delegation of teaching roles and responsibilities with the partnership. This is essential to ensure the course experience offered to high school students is fundamentally similar to the course experience that students would get at the college campus.

Faculty Standards

Feedback Loop
SDC-F6
<i>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.</i>

Evidence of Alignment

Evidence of comparable methods of instructor feedback and opportunities for professional learning and growth.

- Narrative: Describe how your partnership ensures that high school teachers teaching college or university classes as part of a Sponsored Dual Credit Program receive feedback for continuous improvement.
- Evidence Document: Institutional process to provide feedback to the Sponsored Dual Credit high school teacher.
- Evidence Document: Examples of professional learning and growth: for example, collaboratively looking at student work, observation notes that have been redacted to remove any personally identifiable information.

Reviewer's Evaluation Criteria

Exceeds (5)	Meets 4 (3) 2	Needs Improvement (1)
There is strong evidence of a feedback loop between faculty and high school instructors and feedback is used for and shows continuous improvement over time.	There is evidence of a feedback loop between faculty and high school instructors and evidence that the feedback is used for continuous improvement.	No evidence of feedback or lack of evidence showing the feedback is used for continuous improvement.

Why is evidence of a feedback loop required?

Sponsored Dual Credit Programs require a high level of collaboration between the high school teacher and college faculty, along with frequent opportunities to use feedback to strengthen and support the robust alignment of curriculum, instructional methods, evaluations, and other pedagogical practices. By creating and supporting a strong feedback loop, Sponsored Dual Credit Programs are giving the high school teachers the tools they need to create and maintain this strong alignment, which helps ensure that students in these classes are getting a learning experience that is similar to those on the college campus.

Faculty Standards

Resources
SDC-F7
<i>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.</i>

Evidence of Alignment

Evidence of comparable access for high school teachers to essential academic resources.

- Narrative: Describe how your partnership ensures that high school teachers teaching college or university courses as part of a Sponsored Dual Credit Program are receiving access to essential academic resources that is comparable to college faculty.
- Evidence Document: Examples of resources provided for Sponsored Dual Credit courses. (This may include library, lab, learning management system...)
- Evidence Document: A Sponsored Dual credit agreement, course syllabi, or SDC instructor manual. Cite page number where evidence of communication about the resources is located.

Reviewer's Evaluation Criteria

Exceeds (5)	Meets 4 (3) 2	Needs Improvement (1)
The high school teachers teaching sponsored dual credit classes are provided with easy access to the essential academic resources needed to deliver the course, along with opportunities (via professional learning communities or other professional development) to align with the college faculty in how those resources are used.	The high school teachers teaching sponsored dual credit classes are provided with easy access to the essential academic resources needed to deliver the course.	There is no evidence that the high school teachers teaching sponsored dual credit classes are provided with easy access to the essential academic resources needed to deliver the course.

Why is evidence of comparable access to resources required?

High school teachers of Sponsored Dual Credit work to create a robust class environment that is similar to the environment students would receive on a college campus in the same course. In order to do this effectively, they need access to the same resources that are available to instructors and faculty on the college campus. This access further strengthens the alignment between the high school and college courses.

Assessment Standards

Alignment of Assessments

DC-A1, SDC-A1, ABL-A1

The college/university ensures program students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.

(Specific to ABL) The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on-campus sections.

Evidence of Alignment

Evidence that the partnership program ensures that students are assessed comparably to their college or university counterparts.

- Narrative: Describe the policies, procedures, and practices by which the partnership program ensures that students are assessed comparably to their college or university counterparts.
- Evidence documents for DC and SDC demonstrating alignment of grading standards and assessment methods:
 - Paired student assessment tools from on-campus and high school sections – three examples from different disciplines for side-by-side comparisons (such as final exam, lab exercise, essay, assignment, or grading rubric); and/or,
 - A statement of equivalency written by faculty liaisons from three different subject areas that follow the NACEP Statement of Equivalency Guidelines; and/or,
 - Three sets of paired syllabi in different subject areas from high school and college or university courses demonstrating alignment of assessment.
- Evidence for ABL demonstrating how student proficiency in learning outcomes is measured using comparable grading standards and assessment methods to on-campus sections:
 - Copies of assessments, assessment maps, and/or outcome maps that show alignment between the assessment and grading standards used in the ABL program and the course assessments, standards, outcomes, and requirements of the course on the college or university campus.

Reviewer's Evaluation Criteria

Demonstrate how the partnership ensures comparable achievement, grading, and methods

Exceeds (5)	Meets 4 (3) 2	Needs Improvement (1)
There is strong evidence of comparable achievement, grading, and methods. The program facilitates and shows evidence of high school and college or university faculty communication and collaboration about assessments.	There is evidence of comparable achievement, grading, and methods. The assessment methods, grading, and standards of achievement in the high school and college/university courses are as similar to each other as sections of the same course on campus are to each other.	The evidence provided shows some comparable features of assessment but not in all of the required components: achievement, grading, and methods. There are fewer than 3 examples from different disciplines provided in the evidence documents. The assessment methods, grading,

(Specific to ABL) There is a robust process that ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on-campus sections.	(Specific to ABL) There is a process that ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on-campus sections.	and standards of achievement in the high school and college/university course are different from each other, and they are more different than sections of the same course on campus. (Specific to ABL) The process that concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on-campus sections is missing or lacking essential information.
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Why is assessment alignment required?

Aligning assessments across program partnership courses helps ensure that students who receive college credit for the course are being measured by the same tool in the same way. This alignment ensures that the students in the high school are learning the same content as those on the college campus and are showing the required level of mastery of that content to earn college credit and to be ready for the next course in that sequence.

Assessment Standards

Faculty Involvement in Assessment

ABL-A2

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.

Evidence of Alignment

Evidence that the partnership program ensures that students are assessed comparably to their college or university counterparts, demonstrating how faculty conduct a process for assessment of student learning and collection of the required evidence for awarding credit.

- Narrative: Describe the policies, procedures, and practices by which the partnership program ensures that faculty of the college course are involved in the process of assessment.
- Evidence Document: Faculty collaboration session agendas, assessment design and implementation learning, copies of assessments and assessment maps that show alignment between the assessment given and the course standards, outcomes, and requirements.

Reviewer's Evaluation Criteria

Demonstrate how the partnership ensures faculty are involved in the process of comparable assessment and grading practices between the ABL course and college or university campus course.

Exceeds (5)	Meets 4 (3) 2	Needs Improvement (1)
Evidence shows that there is robust and meaningful collaboration between high school teachers and college or university faculty around design and delivery of assessments. It is obvious that the high school course provides comparable standards of achievement, grading practices, and assessment methods.	There are processes set up to ensure faculty involvement in the assessment and evidence shows comparable standards of achievement, grading practices, and assessment methods. Generally there is evidence of common course outcomes and alignment of student learning and awarded credit.	There is little to now evidence of faculty involvement in the design of assessments, the evidence does not show comparable standards of achievement, grading practices, or assessment methods. There is little to no evidence of alignment of college course outcomes, student learning, and awarded credit.

Why is faculty involvement in assessment required?

Faculty involvement in assessment ensures that assessment is aligned to college or university learning outcomes, grading practices, and assessment methods.

Transfer Standards

Policies and Procedures

ABL-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.

Evidence of Alignment

Evidence of ABL policies procedures and processes are communicated and implemented.

- Narrative: Describe how your Assessment Based Learning Credit policies, procedures, and processes are communicated and implemented.
- Evidence Document: Copy of college or university policies and procedures about Assessment Based Learning. Demonstrates where/how that policy is shared
- Evidence Document: Examples can be found in student guide, faculty guide; website with specific links or page numbers.

Reviewer's Evaluation Criteria

Exceeds (5)	Meets 4 (3) 2	Needs Improvement (1)
Evidence includes both the board approved public facing policy and detailed memorandum of understanding including roles and responsibilities of the various sector partners. The partnership includes faculty responsibilities around curriculum, orientation, non-compliance, and student rights and responsibilities. Evidence shows that the policies, procedures, and processes described in the policy and memorandum are implemented.	The evidence includes the higher education partner's policy that is public facing or otherwise may be easily accessed by stakeholders. There is evidence that the policies, procedures and processes described in the policy are implemented. The partnership includes faculty responsibilities around curriculum, orientation, non-compliance, and student rights and responsibilities.	The evidence does not include institutional policy and/or the policy is not readily accessible to stakeholders. There is little to no evidence that the procedures and processes referenced in the narrative are implemented.

Why is evidence of a policies and procedures required?

Assessment Based Learning Credit partnerships were new when the standards were developed. They are still relatively rare in practice; only one public university is delivering the assessment based partnership model credits. In order for other institutions to understand how the credits are aligned with college or university courses there must be institutional policies that document and maintain consistent practices for partnership credits. Policy and procedure ensures sustainability over time as faculty, administration, and staff change over time.

Transfer Standards

Records

ABL-TR2, ABL-TR4

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. Each receiving institution shall determine the transferability of Assessment-based Learning credit granted from other institutions in accordance with institutional policies and accreditation standards.

Evidence of Alignment

Clear information around transfer for students, families, and partners.

- Narrative: Describe the policy and process for retaining evidence for awarding credit in official academic record.
- Evidence Document: Registrar procedures to handle ABL student records.
- Evidence Document: Information for students that credit transferability is up to the receiving institution; Link to information in student guide
- Evidence document: Show how students are given opportunities to participate in course assessments and how student is awarded college credit when criteria have been met. The college or university's tuition and fee structure for assessment based learning credit is transparent and accessible.

Reviewer's Evaluation Criteria

Exceeds (5)	Meets 4 (3) 2	Needs Improvement (1)
There is a clear and consistent process for award and transcription of college or university credit. Student records are maintained and there is a clear and consistent process to share course outline information with transfer institutions. There is clear and consistent communication to students and families about transfer of credit in higher education.	There is a process to award and transcript college or university credit to high school students that is consistently implemented with student record keeping and course database that allows program admin to reply to requests for course outlines. There is information provided to students about the transfer of credit in higher education.	There is little or no information about the process of credit award and maintenance of student records. There is little to no or false information for students and transfer institutions about courses and how the courses transfer among colleges and universities.

Why is evidence of a policies and procedures required?

Assessment Based Learning Credit partnerships were new when the standards were developed. They are still relatively rare in practice; only one public university is delivering the assessment based partnership model credits. In order for other institutions to understand how the credits are aligned with college or university courses there must be institutional policies that document and maintain consistent practices for partnership credits. Policy and procedure ensures sustainability over time as faculty, administration, and staff change over time.

Appendix I: Cover Page Template

Self-Study of High School Based College Credit Partnerships

Insert Institution Name Here

[Insert institution logo here]

College or University contact information

Name: _____ Email: _____

Phone Number: _____ Title: _____

Self-Study Overview for Peer Review Team

Please check the model(s) you are submitting for review:

- ☐ Dual Credit (DC)
- ☐ Sponsored Dual Credit (SDC)
- ☐ Assessment Based Learning Credit (ABL)

High School Based College Credit Partnerships Summary

Please insert a brief overview of your program(s) in order to provide context to the peer reviewers. Please limit this narrative to 300-600 words. Content in the overview should include (1) brief history and purpose of your program(s), the main goals, any unique aspects of partnership(s), including local context of program(s); (2) Describe known outcomes of partnership programming overtime and for specific geographic areas, please include how long each program model has been offered (years); and (3) briefly summarize the number of schools participating, the number of teachers approved for the model (if Dual Credit or Sponsored Dual Credit), and list of key program partners.

Appendix II: Assurances

The High School Based College Credit Partnership self-study provides for signature by the Chief Academic Officer, President, or Provost. This person assures that the following requirements are met:

- The program described in the self-study has been approved by the college/university,
- State and federal laws and the Oregon Standards have been met, and
- The self-study is complete and ready to be reviewed by peer reviewers.

College Authority Signature

(Assurance must be signed by the chief academic officer, president, or provost)

I, (college/university CAO or President or Provost) have reviewed this self-study and supporting documents and attest to the accuracy, clarity, and completeness. The college/university will comply with the following assurances:

1. **Oversight.** The college/university will provide curriculum and assessment guidance through a formal agreement with high school partners.
2. **Access.** High schools, colleges, and universities are required to provide equal access and accommodations for all students pursuant to the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and Title IX of the Education Amendments of 1972.
3. **Continuous improvement.** The college/university has assessment, evaluation, feedback, and continuous improvement processes or systems in place. There are opportunities for input from and concerning the instructor(s), students, employers, and other partners/stakeholders.
4. **Program records maintenance & congruence.** The college/university acknowledges that the records concerning the program title, curriculum, credit hours, and other identifying and descriptive information will remain consistent with the program renewal status that is approved.
5. **Sustainability.** The college/university has processes/resources committed to ensure ongoing support of the program.

Our staff has worked with HECC staff in the development of the program and completion of this self-study. The accelerated learning program(s) described in this self-study:

- Has been approved by the appropriate institutional and/or faculty board;
- Complies with all local campus procedures; and
- Is considered ready to be reviewed and to meet HECC standards for accelerated learning programs in Oregon.

It is understood that HECC and ODE staff may request documentation or evidence if additional information is needed.

Signature_____

Date_____

Name_____

Title_____

Appendix III: Required Standards by Partnership Model

In this section, you will find a checklist of the required standards for each partnership model.

For specific information about the kinds of evidence required for each standard, please see the Standards and Evidence descriptions, beginning on page 21.

Appendix III: Dual Credit Checklist: Standards Required

The standards required for Dual Credit Partnership Programs are listed in the table below.

Standard	Standard Number	Check when complete
Continuous Improvement: Course Evaluations	DC-CI1	
Continuous Improvement: Engagement	DC-CI2	
Student: Enrollment	DC-S1	
Student: Pre-Requisites	DC-S2	
Student: Rights and Responsibilities	DC-S3	
Curriculum: College Courses	DC-C1	
Curriculum: College Transcripts	DC-C2	
Curriculum: College Approaches	DC-C3	
Faculty: Qualifications	DC-F1	
Faculty: Orientation	DC-F2	
Faculty: Collegial Interaction	DC-F3	
Faculty: Non-Compliance	DC-F4	
Assessment: Alignment of Assessment	DC-A1	

Appendix III: Sponsored Dual Credit Checklist: Standards Required

The standards required for Sponsored Dual Credit Partnership Programs are listed in the table below.

Standard	Sponsored Dual Credit	Check when Complete
Continuous Improvement: Course Evaluations	SDC-CI1	
Continuous Improvement: Engagement	SDC-CI2	
Student: Enrollment	SDC-S1	
Student: Pre-Requisites	SDC-S2	
Student: Rights and Responsibilities	SDC-S3	
Curriculum: College Courses	SDC-C2	
Curriculum: College Transcripts	SDC-C2	
Curriculum: College Approaches	SDC-C3	
Curriculum: College Learning Outcomes	SDC-C4, SDC-C5	
Faculty: Qualifications	SDC-F1	
Faculty: Orientation	SDC-F2	
Faculty: Collegial Interaction	SDC-F3	
Faculty: Non-Compliance	SDC F-4	
Faculty: Aggregate Capacity & Qualifications	SDC-F5	
Faculty: Feedback Loop	SDC-F6	
Faculty: Resources	SDC-F7	
Assessment: Alignment of Assessment	SDC-A1	

Appendix III: Assessment Based Learning Credit Checklist: Standards Required

Standard	Assessment Based Learning Credit	Check when Complete
Continuous Improvement: Engagement	ABL-CI2	
Student: Enrollment	ABL-R4	
Student: Student Rights and Responsibilities	ABL-R4	
Curriculum: College Courses	ABL-R2	
Curriculum: College Transcripts	ABL-TR1	
Curriculum: College Learning Outcomes	ABL-TR3	
Faculty: Orientation	ABL-R3	
Faculty: Non-Compliance	ABL-R1	
Assessment: Alignment of Assessment	ABL-A1	
Assessment: Faculty Involvement in Assessment	ABL-A2	
Transfer: Policies and Procedures	ABL-R1	
Transfer: Records	ABL-TR2, ABL-TR4	

Appendix IV: Frequently Asked Questions on Oregon Specific Instructor Qualifications

In this Appendix, you will find a document prepared by the State team in response to Frequently Asked Questions on Oregon Specific Instructor Qualifications.

For specific information about instructor qualifications at a given College or University, please contact the college directly. As a resource, see the Dual Credit Coordinators Roster in Appendix V.



Instructor Qualifications in Oregon for College Credit in the High School

Instructor qualifications at colleges and universities		
Rules, Policies & Standards	Public Universities	Community Colleges
Degree Requirements	Generally university faculty have master's degree or doctorate degree, sometimes in the specific discipline, sometimes in a related discipline.	OAR 589-008-0100 - Community College Personnel Policy, Must have Master's Degree in the Discipline for lower division collegiate courses. Note: The instructor qualifications for Career Technical Education courses do not follow this policy, they will vary depending on the technical area of study.
Exceptions/Institutional Policies	There are no specific "minimums" in administrative rule for university faculty or adjunct faculty – it's at the discretion of the university academic department.	A Community College presidential waiver may be granted, or a substitution issued according to a community college's personnel policies in subject areas where individuals have demonstrated their competencies through professional experience or when documentation supports individual's proficiency and competency.

NWCCU Standards	<i>Accreditation Standards are the same for universities and community colleges. See NWCCU 2.F.3 Consistent with its mission, programs, and services, the institution employs <u>faculty</u>, staff, and administrators sufficient in role, number, and <u>qualifications</u> to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its <u>academic programs</u>.</i>
State Standards for high school based college credit partnerships	State standards are the same for universities and community colleges. HECC requires colleges and universities to adhere to their institutional policies around instructor qualifications in their dual credit courses. That means there is variation across the state, as colleges and universities set instructor qualification policies.

Frequently Asked Questions

What Oregon Administrative Rule addresses instructor qualifications at community colleges?

Guidelines for Formation of Community College Personnel Policies are found in [OAR 589-008-0100](#).

How do Community College Personnel Policies relate to college credit in the high school and instructor qualifications?

In Academic Policy, [OAR 715-017-0005](#), colleges and universities must follow state standards for high school-based college credit partnerships. The state standards require that instructor qualifications for department courses are aligned with those offered in high schools.

Are instructor qualifications different at Oregon's community colleges than they are at Oregon's public universities?

Yes, they may vary. Instructor qualifications can vary among institutions depending on program requirements.

In all cases faculty must meet accreditation standards. See [NWCCU 2.F.3](#) "*Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.*"

Instructor qualifications are established by the academic department faculty and must be appropriate for the programs and courses offered. Because colleges and universities offer different programs they have different instructor qualifications.

Note, accreditation standards are the same for universities and community colleges.

Do Community College Dual Credit instructors of lower division collegiate courses at Oregon's high schools need a Master's degree?

Yes, following the Guidelines for Formation of Community College Personnel Policies, instructors are required to have a Master's degree in a closely related subject area. (See OAR 589-008-0100.) The rule also explains that there are cases when instructors may get a community college presidential waiver or substitution for the degree requirement. That process would also be used if needed for dual credit courses.

Do the community college Community College Personnel Policies apply to instructors in CTE?

No, the instructor qualification for CTE courses are different. Appropriate combination of education and professional experience is determined by the college. In CTE, dual credit instructor qualifications may vary from department to department and between the community colleges.

Do Community College and University programs require different minimum qualifications?

All colleges and universities are required by HECC to adhere to institutional personnel policies around instructor qualifications in their dual credit courses. That means there is variation across the state, as colleges and universities set their own instructor qualification policies.

What's the difference between instructor qualifications for Sponsored Dual Credit and Dual Credit?

Sponsored Dual Credit requires additional professional support and interaction between high school teachers and college faculty. There are specific instructor qualification requirements for Sponsored Dual Credit, a model where instructors meet the qualifications to teach the college courses in partnership with sponsoring college or university faculty members.

Appendix V: Dual Credit Coordinator Contacts

Oregon Dual Credit Coordinators (w/Learning Management System)

2023-24 * = DCC Planning Team # = Oversight Committee

Blue Mountain CC	Tami Pelles Tammy Krawczyk	541-278-5152 tpelles@bluecc.edu 541-567-1800 X3300 tkrawczyk@bluecc.edu	Canvas
Central Oregon CC	Krissa Harris* Erika Carman Cindy Lenhart	kharris4@cocc.edu emcarman@cocc.edu clenhardt@cocc.edu	Canvas
Chemeketa CC	Sara Hastings # Marlene Sandoval*	503-399-4705 sara.hastings@chemeketa.edu 503-584-7349 marlene.sandoval@chemeketa.edu	Canvas
Clackamas CC	Nicole Sims Ashlee Hodgkinson*	503-594-3220 nicole.sims@clackamas.edu 503-594-3499 ashleet@clackamas.edu	Moodle
Clatsop CC	Teena Toyas # Mary Jackson (College Now)	503-338-2445 ttoyas@clatsopcc.edu 503-338-2506 mjackson@clatsopcc.edu	Brightspace
Columbia Gorge CC	Cat Graham Rebecca Schwartz #	cgraham@cgcc.edu rschwartz@cgcc.edu	Moodle
Klamath CC	Kelly Kandra #	541-880-2337 KCCDualCredit@Klamathcc.edu	Canvas
Lane CC	Justin Chin # Vallie Majors	541-463-5535 chinj@lanecc.edu 541-463-3289 majorsv@lanecc.edu	Moodle
Linn Benton CC	Virginia Mallory	541-917-4208 mallorv@linnbenton.edu	Moodle
Mt. Hood CC	Jeff Laff Jessica Ruiz	Jeffrey.laff@mhcc.edu 503-491-6980 Jessica.ruiz@mhcc.edu 503-491-7017	Blackboard
Oregon Coast CC	Laura McClister Melissa Batchelor	laura.mcclister@oregoncoast.edu 541-867-8502 Melissa.batchelor@oregoncoast.edu	Canvas
Portland CC	Courtney Gaynor # Frank Smith Kate Depaolis	971-722-7754 courtney.gaynor@pcc.edu 971-722-7732 frank.smith@pcc.edu 971-722-7736	D2L

		kate.depaolis@pcc.edu	
Rogue CC	Laura Bowles	541-956-7311 lbowles@roguecc.edu	Blackboard
Southwestern Oregon CC	Forrest Akers	541-888-7185 forrest.akers@socc.edu	Canvas
	Doug Goodwin	541-888-7292 dgoodwin@socc.edu	
Tillamook Bay CC	Eileen Casey White	eileencaseywhite@tillamookbaycc.edu	Canvas
Treasure Valley CC	Stephanie Oester	541-881-5806 soester@tvcc.cc	Canvas
	Rennie Neider (CTE)	541-881-5965 rneider@tvcc.cc	
Umpqua CC	Missy Olson	541-440-7865 missy.olson@umpqua.edu	Canvas
	Chelsea Hansen*	541-440-7750 chelsea.hansen@umpqua.edu	
Eastern Oregon University	Kathleen Brown	541-962-3142 kbrown@eou.edu	Canvas
	Ashley Masterson Armichardy	aarmichardy@eou.edu	
Oregon Tech	Carleen Drago #	503-821-1297 carleen.drago@oit.edu	Canvas
	Gale Bloom*	503-821-1306 gale.bloom@oit.edu	
	Lynn Thomson	541-885-1541 lynn.thomson@oit.edu	
	Joe Rourke	541-885-0008 joe.rourke@oit.edu	
Portland State University	Joy Beckett (Challenge)	503-725-5255 jbeckett@pdx.edu	Google doc
	Sonja Taylor # (Senior Inquiry)	sonja22@pdx.edu	
	Sarah Dougher*	sed@pdx.edu	
Southern Oregon University	Rachel Jones	541-552-6326 jonesr4@sou.edu	Moodle
	Miranda Stiles	stilesm1@sou.edu	
Western Oregon University	Beverly West	503-838-8796 westb@wou.edu	Canvas

Private College/University	Coordinator/s	Contact Information	LMS
George Fox University	Metra Augustin #	503-554-2404 maugustin@georgefox.edu	Canvas
Northwest Regional ESD	Sara Franklin	sfranklin@nwresd.k12.or.us	
Willamette ESD	Joel Sebastian (Willamette Promise) Addie Howell (Willamette Promise)	503-385-4712 Joel.Sebastian@wesd.org 503-540-4420 addie.howell@wesd.org	Canvas
Southern Oregon ESD	Morgan Cottle	morgan_cottle@soesd.k12.or.us	Klamath County – Schoology Klamath Falls – Canvas
High Desert ESD	Catherine Halliwell-Templin	541-693-5713 catherine.halliwell-templin@hdesd.org	Varied
Intermountain ESD/Eastern Promise	Caitlin Russell Madi Koenig*	541-966-7865 caitlin.russell@imesd.k12.or.us 541-966-7868 madeline.koenig@imesd.k12.or.us	Canvas
Lane ESD	Carlos Sequeira Cassadie Ross	541-461-8303 csequeira@lesd.k12.or.us cross@lesd.k12.or.us	Varied
Linn Benton Lincoln ESD	Nancy Griffith Jason Hay	nancy.griffith@lblesd.k12.or.us jason.hay@lblesd.k12.or.us	

Appendix VI: Coordinator Developed Student Eval Questions

Continuous Improvement 1 (CI-1) - The college or university conducts an end-of-term student course evaluation for courses offered through the 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.

End of Term Student Course Evaluation Common Questions for Partnership Programs (Developed by Oregon Dual Credit Coordinators in approximately 2018-2019)

1. How did you learn about this course being dual credit? (check all that apply)
 - ☐ High school teacher
 - ☐ High school counselor or college advisor/college liaison at high school
 - ☐ High School website
 - ☐ High School's handbook or printed information
 - ☐ High school's assembly or presentation
 - ☐ Other students
 - ☐ College's website regarding high school student opportunities
 - ☐ College staff member
 - ☐ Parent informed me
 - ☐ Other:
2. Did the instructor explain how the course was a dual credit high school and college course? Yes/No
3. Were the student registration and enrollment instructions provided to you easy to follow? Yes/No
4. Which of the following college resources did you access?
 - ☐ Set up a student account
 - ☐ Participate in campus visit
 - ☐ College Library
 - ☐ Tutoring Services
 - ☐ Visited Campus on own
 - ☐ College Bookstore
 - ☐ Other (Conference, lecture, event, etc.)
5. Do you feel that you understand how this college credit will be a benefit to you?
 - a. Yes, I have a good understanding how this course will apply to further education and/or career goals.
 - b. Yes, I hope this course will apply to further education and/or career goals, but I have not discussed it with my high school counselor/ advisor yet.
 - c. No, I do not understand how this course will apply to further education or career goals.
 - d. Other:

6. Did you receive a course outline or syllabus from your instructor detailing the course expectations, outcomes, grading procedures, and dual credit information? Yes/No

7. As a result of taking this dual credit course I: (Check all that apply)

- ☐ Developed or improved my study skills
- ☐ Improved my time management skills
- ☐ Am better prepared academically for college
- ☐ Am more confident in my ability to succeed in college
- ☐ Developed more realistic expectations about college
- ☐ Was exposed to higher academic requirements and standards
- ☐ Became more motivated to meet academic challenges
- ☐ Became better at learning independently
- ☐ Believe my high school experience was richer
- ☐ Feel a connection to the college

8. Was the course outline or syllabus clear and useful? Yes/No

9. How did the work in this class compare to other college-level or advanced courses you've taken such as AP or IB?

- a. This class required more work and effort
- b. This class was about the same in terms of work and effort
- c. This class required less work and effort
- d. N/A This is my first college level or advanced course

10. Would you recommend this course to others? Why or Why not? (open answer)

Appendix VII: Community College Notification of Out of District HS Partners

Request for release: Process between institutions when dual credit, sponsored dual credit or assessment based learning credit partnership is becoming established with a high school outside the college district.

Reasons for Request:

- 1) Encourage local partner when possible for the benefit of the students. (Limit # of transcripts for students, relationship with local college for students)
- 2) Prevent a high school course granting excessive college credit for the same high school course.
- 3) Set expectations
- 4) Consistency in process
- 5) Professional courtesy
- 6) Instructor denial of partnership/articulation

History

It has been a practice among many of the community colleges to notify the local community college when a high school contacts a community college outside their region for dual credit articulation. A phone call or email is sent to check-in with the dual credit coordinator of the local community college to inquire if a release to partner/articulate is appropriate. Instructional hours as well as curriculum content/alignment can also be discussed.

Another practice would be to contact another dual credit coordinator when we know we are unable to articulate within a certain department at our college, and to professionally refer a high school instructor to another college where partnership/articulation is possible in a particular department or subject area. This process is the preferred way of establishing partnerships/articulations outside local college districts.

In 2022, Oregon's community college presidents all signed a dual credit agreement stating in part, "...community colleges will not engage in dual credit/accelerated learning outside their home district boundaries without the express written consent of the home college." A Dual Credit Coordinators work group was then launched to review existing out-of-district release processes, seek areas of further alignment with these processes, and to update this document that was created by the DCC's in 2018.

Recommended Process:

- 1) Initiate a conversation with the institution/dual credit office for which you intend to release a partner/articulation to
- 2) Identify potential options for the requesting high school partner with the intended institution
- 3) Communicate solution back to requesting high school partner to ensure it meets their needs
- 4) Draft a formal release using template developed by Oregon Dual Credit Coordinators
- 5) Obtain needed signatures from home institution
- 6) Send signed release to receiving institution

Information Necessary for Release:

Date of Notification
High School Name
HS Instructor Name
Subject Area and Course(s) to be offered/articulated (if known)
Releasing Institution
Dual Credit Coordinator Name and Contact Information
Institution referred to

Dual Credit Coordinator Name and Contact Information
Reason for release or referral?
Option to rescind?
Signatures? Dean, Director, DCC, President, Certifying official

Formal Request Format:

Formal requests need to be in written form/Recommend using request template (example below)

Print on Institution Letterhead

Date
Name
Dual Credit Representative
Institution
Address
City State Zip
RE: RELEASE OF ARTICULATION

Dear _____,

Articulation between high schools and community colleges creates significant opportunities for the students we all serve, and we are glad to support these collaborative efforts.

High School Name, located within the service district of Name of Releasing Institution, is interested in partnering with Name of College for potential dual credit articulation within the academic discipline of _____.

We understand that your institution offers articulation in this area that we currently are not able to provide. We hereby grant permission for Name of College to consider articulation with the following high school, instructor, discipline and course/s: _____

(Insert High School Instructor Name Academic Discipline College Course # College Course Title)

This release does not serve as an approval of the instructor and/or course listed above. Final determination(s) will be made by the receiving institution once instructor qualifications and course alignment have been evaluated. Should Name of Releasing Institution be able to support articulation of these courses at the named high school in the future, we reserve the right to rescind this articulation release, with the understanding that no change in existing partnership/articulation would occur mid-year in order to provide consistency for the students and the high school. Intent to rescind this agreement will be initiated by the dual credit team of the releasing institution. A transition plan and timeline will be developed via collaboration between the two institutions to ensure a smooth transition for all parties.

Sincerely,

Signature of Releasing Institution _____ date _____

Signature of Receiving Institution _____ date _____

cc: High School Administration

High School Instructor

Appendix VIII: Frequently Asked Questions about Financial Aid for Students taking College Credit in High School

Will the college credits I earn in high school save me and my parents money?

Probably, yes. If you and your family are not paying for the college credits you earn in high school, chances are you will save money. Check with the college(s) you plan to attend. Ask how the credit earned fits into the school's degree or certificate programs.

What is Satisfactory Academic Progress (SAP) and why does it matter?

All college students who receive Financial Aid must make satisfactory academic progress (SAP) toward a degree in order to continue to receive financial aid. Although you may be taking college classes while still in high school, the college credits you earn in high school can be considered when a college calculates SAP.

There are typically three main components to SAP - GPA, pace, and timeframe.

1. Grade Point Average (GPA). The standard minimum GPA for SAP is 2.0. However, GPA requirements can vary by institution and even by departments within the same institution.
2. Pace. Academic pace refers to the percentage of credits attempted vs. credits earned each academic term. You must earn at least two-thirds of the total number of credits you attempt each term to maintain SAP.
3. Timeframe. Timeframe refers to the maximum number of credits for which you can receive federal financial aid (i.e., Pell Grants). The timeframe is equal to 150% of the number of credits required to complete the degree or certificate you plan to earn. For example, if your associate degree program requires 90 credits of college-level work, federal financial aid would be available to you for up to 135 credits.

How do I submit an appeal if I am not meeting SAP standards?

Talk to the Financial Aid Office right away if you are notified that you have been placed on financial aid warning or suspension. Financial Aid officers must follow specific rules and processes in calculating SAP. Some parts of the calculation are flexible and others are not.

College credits earned in high school and SAP

All college credits you attempt - regardless of where or how they are paid for - are counted as part of your Satisfactory Academic Progress. If you receive low grades for college courses taken in high school, you may have SAP issues starting your first term of college. This can also happen if you take courses over the summer before your first year of college and don't complete them all or receive satisfactory grades.

Students in short-term certificate programs, such as certificates that are available in various CTE programs, might only be eligible for one term of financial aid. Schools must also calculate a "remaining eligibility period" for all students who are eligible for subsidized student loans, and students lose access to subsidized loans once they exceed their program length.

How will the college credit I earn in high school affect my Oregon Promise grant or scholarships?

College credits attempted in high school count toward the 90-credit maximum for the Oregon Promise grant. Other scholarships may also be affected by credits earned in high school. Once you have reached the 90-credit limit, you are no longer eligible for the Oregon Promise grant. Here is a link to a video about the Oregon Promise 90-Credit Limit to help you understand how this works.

<https://youtu.be/WOW4yHkHbZ4>

What can I do to avoid academic probation?

You should look for credits that fit into the degree or certificate pathways that interest you. You should also ask many questions, watch for notices from the college, and respond to requests for information right away. Do not wait until the first day of classes to ask questions. Counselors and financial aid advisors are all very busy during the first week or two of classes, and lines of students waiting for help are very long. In addition to the Financial Aid Office, you can get help from teachers, college admission counselors, academic advisors, or even the Admissions Office at the college or university you plan to attend.

Useful terminology. *From Federal Student Aid (US Department of Education) https://studentaid.gov/help-center/answers/topic/glossary/articles **From Oregon Student Aid (OR Higher Ed Coordinating Commission OSAC) https://oregonstudentaid.gov/	
Financial Aid <i>*Financial aid from the federal government to help you pay for education expenses at an eligible college or career school. Grants, loans and work-study are types of federal student aid. You must complete the FAFSA form to apply for this aid.</i>	Credit Limit <i>**This is a limit on the total number of college credits you have attempted.</i>
Satisfactory Academic Progress or SAP <i>*A school's standards for satisfactory academic progress toward a degree or certificate offered by that institution. Check with your school to find out its standards.</i>	Pace <i>Number of credits attempted compared to number of credits earned. If the number of attempted credits is much higher than the number of credits earned, then a student is not passing satisfactory academic pace.</i>
College Credit <i>***Recognition by a school or college that a student has fulfilled a requirement leading to a degree.</i>	Disbursement <i>*Payment of federal student aid funds to the borrower by the school. Students generally receive their federal student aid in two or more disbursements.</i>
Attempted Credit <i>***Credit having been tried without success.</i>	Academic Probation/Warning/Suspension <i>Each college has a policy for letting students know when they do not make good academic progress. This is called a warning or probation. The student must improve their grades or their academic work or else they will be dismissed or suspended from continuing to study at that college.</i>
Earned Credit <i>Credits completed successfully.</i>	Appeal <i>Request for a review of the decision about SAP or other policies. Students may write a letter or present other evidence about their situation with their request for a different outcome.</i>
Transfer Credit <i>**Educational experiences or courses taken from one university but granted credit at another institution.</i>	Notice <i>Written communication about a student's status</i>
Grade Point Average <i>**Grade Point Average is the measure of a student's academic achievement; calculated by dividing the total number of grade points received by the total number attempted.</i>	Cumulative maximum <i>Total number of credits allowed to be paid by financial aid for a degree, certificate, or scholarship.</i>
High School Credit <i>Credit that counts towards a high school diploma</i>	Mitigating circumstances (leaves of absence, professional discretion) <i>A student may be able to change their financial aid information if there are circumstances way beyond your control.</i>
College Degree or Certificate <i>**An academic award for completion of a course or major.</i>	Verification <i>*The process your school uses to confirm that the data reported on your FAFSA form is accurate. Your school has the authority to contact you for documentation that supports income and other information that you reported.</i>

Prepared by the Higher Education Coordinating Commission; Erin Weeks-Earp (erin.weeks-earp@hecc.oregon.gov) and Eric Juenemann (eric.juenemann@hecc.oregon.gov) for the Oregon Dual Credit Coordinators/Spring 2019.