

---

**Docket Item:** Accelerated Learning Update

**Summary:**

Accelerated Learning has been gaining both national and statewide attention for its contribution to postsecondary access and student persistence. In Oregon, accelerated learning has included models such as dual credit, early college, Advanced Placement, and International Baccalaureate, as well as locally developed programs. Attention to innovative and flexible delivery and assessment models such as competency based education has increased in recent years in Oregon as a result of many factors, including investments in the Eastern Promise Program and the strategic investments of House Bill 3232 (2013). The Community College Chief Academic Officers, the University Provosts Council, and the Higher Education Coordinating Commission have recognized the need for broad policy discussion, common definitions, and trust-building regarding the structure and oversight of these new models, as well as their impacts on students' successful persistence into postsecondary programs and completion of certificates and degrees. In addition, the legislature has placed an emphasis on accelerated learning through the recent passage of Senate Bill 418 (2015) and SB 222 (2013).

Accelerated learning can play an important role in the seamless transition of high school students into postsecondary programs; at the heart of successful models and programs lies institutional collaboration and partnership. The multi-sector workgroups and committees described below are focused on fundamental aspects of accelerated learning. This update is intended to highlight some of the accelerated learning conversations taking place across the state. The information below provides an overview to demonstrate how groups are both intentionally distinct and intentionally connected.

**1. Joint Chief Academic Officers/Provosts Accelerated Learning Workgroup (ALWG)**

Overview: Created as a focused workgroup by the Chief Academic Officers (community colleges) and Provosts (universities) in March 2015, with an initial focus on key accelerated learning issues and concerns held by community colleges and universities to inform potential solutions.

Recognizing the content area expertise within the group, the HECC asked the ALWG to respond to the following key questions:

- What state standards should be developed for proficiency-based dual credit programs such as the Willamette Promise?
- How should these programs be approved, and under what authority?
- Should state policies be developed to address how these programs intersect with other accelerated learning options?
- Which state rules regarding instructor qualifications need to be adjusted in order to ensure that community colleges and public universities have equal opportunity to participate in these programs?
- How do state funding formulas need to be adjusted in order to ensure that community colleges and public universities have equal opportunity to participate in these programs?
- How will this model be researched for its impacts on student success and completion?

**STUDENT SUCCESS AND INTERINSTITUTIONAL  
COLLABORATION COMMITTEE**

September 9, 2015

Membership: Includes representatives of or delegates from the Community College Chief Academic Officers; University Provosts, Eastern Promise, Willamette Promise and Inter-institutional Faculty Senate; Dual Credit Oversight Committee; Chief Education Office; HECC Staff.

Process: The group typically meets monthly, and has surfaced specific areas needing clarification and/or the potential development of standards to accommodate proficiency-based accelerated learning models. The group is working to provide HECC staff with recommendations regarding the questions above. The group intends to share ideas and seek guidance from the full Joint CAO/Provost Council Group as it seeks to include faculty and engage additional stakeholders (including K12) in the development of its recommendations. This work is on track to respond to the questions above to the SSIC by the December timeline.

**2. Senate Bill 418 (418 WG)**

Overview: It has been determined that tasks SB 418 will be addressed by a single workgroup. The charge of the workgroup will be to advise HECC staff on recommendations to the Commission for a legislative request (up to \$6.8M) for 2016-17 funding to improve college readiness through high school and transition supports. The workgroup will be asked to consider high-leverage opportunities for all, with an emphasis on accelerated learning and on students likely to attend an Oregon community college with the support of the Oregon Promise (Senate Bill 81) grants. The workgroup will not address policy decisions related to establishment of the Oregon Promise program or policy and technical issues related to accelerated learning.

Membership: The workgroup will include the Chief Education Officer, a representative from the Department of Education, and other education stakeholders. Nominations will be solicited so that the following groups are represented: Community Colleges (Oregon Presidents Council, Student Success Oversight Committee, Council for Instructional Administrators, Community College Council for Student Services Administrators, Developmental Education Redesign); Secondary Education (Confederation of School Administrators, Oregon School Counselors Association); Public Universities (Provost Council, Inter-institutional Faculty Senate); and other education stakeholders (Joint Transfer and Articulation Committee, Dual Credit Coordinators, Community College and University Faculty, Faculty Unions OEA/AFT, Oregon Community Foundation).

Process: A total of four in-person meetings, between September 28 and November 30, will produce suggested recommendations from the group to HECC staff, who will recommend a draft funding request to the SSIC in November, and anticipate a HECC Commission first read in December, 2015.

**3. Dual Credit Oversight Committee (DC-OC)**

Overview: The Dual Credit Oversight Committee reviews Oregon dual credit programs, providing assurance that the Revised Dual Credit Standards adopted by the HECC in 2014 are implemented with fidelity in dual credit programs across the state. The Committee was established in 2008 at the behest of the Joint Boards of Education in response to the requirements of Senate Bill 342 (2005).

Membership: In accordance with its bylaws, the Dual Credit Oversight Committee consists of at least six members: at least 2 members representing Secondary Education, including Career Technical Education; at least 2 members representing Oregon Public Universities; at least 2 members representing Oregon Community Colleges. It also includes (as non-voting members) standing representation from the Higher Education Coordinating Commission's Offices of Community Colleges and Workforce Development and Public University Coordination, and the Oregon Department of Education.

Process: The Dual Credit Oversight Committee meets quarterly. Beginning in 2016, dual credit programs are expected to be reviewed for renewal every six years. Programs up for review submit the application to staff in May, including required elements of documentation and narrative responses to the Guiding Questions

## STUDENT SUCCESS AND INTERINSTITUTIONAL COLLABORATION COMMITTEE

September 9, 2015

provided for each standard. Following staff review, the Dual Credit Oversight Committee meets in August to review the submitted programs. A representative from the program under review meets with the Dual Credit Oversight Committee to discuss the program renewal application and to provide clarification as needed. Programs are then notified of the committee's recommendations; following the notification of programs, the committee's recommendations for approval will be carried forward to the SSIC.

### 4. Regional Promise Replication Grants (RPRG)

Overview: In 2014, the Oregon Department of Education (ODE) and Oregon Education Investment Board (OEIB) awarded approximately \$2M of replication grants to help launch five new "Regional Promise" consortia. These partnerships have grown local models of accelerated learning, emphasizing increased access, affordability, and the intentional building of a college going culture. Modeled after the successful "Eastern Promise" collaboration that education and civic leaders in northeastern Oregon launched a few years earlier, the grants are designed to expand college credit options for all students, particularly historically underserved students, and to further support students' transition to higher education through enhanced collaboration between K-12 and higher education partners.

During the 2013-2015 biennium, HB 3232 supported five consortia. The 2015 legislature provided continued support for the Regional Promise Replication Grants in House Bill 5016.

Process: In light of HECC's interest in ensuring that innovative proficiency-based models for accelerated learning are aligned with emerging standards, HECC leadership and staff are closely coordinating with the Oregon Department of Education on the development and implementation of the Regional Promise Replication Grants.

#### **Staff Recommendation:**

This update provides an opportunity for staff to brief the Student Success and Institutional Collaboration Subcommittee on the current and emerging landscape of accelerated learning and to address questions and feedback the SSIC may have. The groups convened for the projects listed above involve work that crosses educational sector boundaries, and partnerships which are interrelated. For instance, many of the representatives on the ALWG are members of the community colleges and universities which are part of RPRG consortia. The DC-OC's chairperson participates on the ALWG, as well as an RPRG. It is expected that the expertise of these groups will be further represented in the 418 WG.

It is important to note that just as these groups have much crossover, there is a clear recognition in the ALWG that additional stakeholders, such as postsecondary faculty and K-12 leaders, are needed to ensure Oregon's continued leadership in accelerated learning.