

Docket Item:

Accelerated Learning Workgroup Response to HECC Questions

Summary:

This update provides a preview of the standards that are under development in the special topic workgroup established in March 2015 by the University Provosts and the Council of Instructional Administrators, known as the Accelerated Learning Workgroup (ALWG). The group's focus to date has been on the overcoming of tensions and investigation of potential policy changes and implications for innovative college credit programs offered in Oregon.

Oregon has statewide standards for Dual Credit and Credit for Prior Learning. The proposed draft standards in this report are in addition to extant standards, and hence creating a set of 4 primary types of accelerated learning.

Docket Material:

Report of the ALWG work follows on the attached pages.

Staff Recommendation:

Information item for Subcommittee discussion and input.



**STUDENT SUCCESS AND INSTITUTIONAL
COLLABORATION SUBCOMMITTEE**

December 9, 2015

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Accelerated Learning Work Group (ALWG)

After significant changes in leadership at many of our institutions and at the state level, the University Provosts and Community College Chief Academic Officers decided to meet regularly on topics of mutual interest and concern, with a goal to increase understanding, collaboration, and possibilities for innovation. The ALWG was created as a focused workgroup in March 2015, with an initial focus on key accelerated learning issues and concerns held by community colleges and universities.

Lead Facilitator: Elizabeth Lundy (Retired from Clackamas CC)

Participants in the workgroup include Provosts and Chief Academic Officers or their designees, HECC staff, and the Chief Education Office:

Larry Cheyne (Clackamas CC), Jeff Dense (IFS), Marla Edge (OIT), Dan Findley, (HECC-CCWD), Donna Larson (Clatsop CC), Donna Lewelling (HECC-Public Universities), Danny Mielke (EOU), Jenni Newby (Central Oregon CC), Christie Plinski (MHCC), Lisa Reynolds (HECC-CCWD), Hilda Rosselli (Chief Education Office), Steve Scheck (WOU), Jeanne Stallman (SOU), Steven Thorpe (SOU), Erin Weeks-Earp (HECC-Public Universities)

Goal Statement

“While each institution determines the desirability and feasibility of offering various programs, should a college or university offer models of Accelerated Learning, it agrees to abide by these collaboratively developed standards and to periodically demonstrate to its peers how its programs comply with applicable standards. Similarly, fellow colleges and universities agree to accept such transcribed credits in transfer, if applicable to a student’s program.” -Elizabeth Lundy

Timeline

The table below provides a chronology of progress and events related to ALWG’s work to date. The items in italics are anticipated future activities.

Dates	Task	Focus & Desired Outcome
April 14, 2015	ALWG 1: Set Purpose and Topics	Establish group, Identify Points of Tension
May 1	ALWG 2: Framework for Review and Discussion	Unpacking of each issue area
June 11	HECC: Identify if new standards are needed	Recommendations by ALWG on 6 key questions by the end of the calendar year
June 19	ALWG 3: Identify Possible Solutions	Prioritize the 8 issue areas identified
July 14	PC/CIA: Tighten ALWG focus	Concept of the college credit continuum
July 27	ALWG 4: Set up work for development of new standards, establish timeline, consider goals for accelerated learning	Look at DC and CPL standards to identify possible lessons from the two bookends
August 20	ALWG 5: Generate list of tasks	Common understanding of college credit continuum



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September 9	HECC SSIC: Feedback on process and input	Describe connections and coordination among the various accelerated learning groups
September 14	ALWG 6: Review the draft standards	Consider next steps to flesh out draft standards and map out vetting process
October 9	Community College Chief Academic Officers	Common understanding of the college credit continuum; feedback on first set of draft standards
October 15	Dual Credit Oversight Committee initial reactions	Review and provide feedback on first set of draft Standards
October 20	ALWG and CPL advisory committee	Clarify distinctions between accelerated learning and credit for prior learning
October 22	ALWG 7: How CPL and new models interact	Consider transferability and transcription along the continuum of college credits
November 3	Community College Council of Instructional Administrators	Review and provide feedback on first set of revised draft standards
November 19	Dual Credit Coordinators (Statewide affinity group)	Review and provide feedback on first set of revised draft standards
November 23	ALWG 8: Identifying 2 new models in relation to DC and CPL	Revise first set of draft standards, begin second set of standards; Draft responses to HECC questions
<i>December 3</i>	<i>University Provosts Council</i>	<i>Review all draft standards and inform Outstanding Questions</i>
<i>December 9</i>	<i>HECC SSIC Report on 6 key Questions</i>	<i>Reframe questions as topics and discuss draft standards development</i>
<i>December 11</i>	<i>Community College Chief Academic Officers</i>	<i>Review all draft standards and inform Outstanding Questions</i>
<i>Jan 2016</i>	<i>ALWG 9: Complete comprehensive draft standards</i>	<i>Complete second set of draft standards and prepare for vetting</i>
<i>Jan – March 1</i>	<i>Sharing the Draft with key partners and stakeholders for input and feedback</i>	<i>K12 partners including COSA & Promise Grantees; Community College and University affinity groups, faculty, other stakeholders</i>
<i>Feb 2016</i>	<i>ALWG 10: Process and feedback review</i>	<i>Clarify outstanding questions from stakeholder review and scope of comprehensive standards</i>
<i>March 2016</i>	<i>ALWG 11: Revise comprehensive standards</i>	<i>Final Draft of Standards to recommend to HECC staff</i>
<i>March – April 2016</i>	<i>PC/CLA final review of proposed standards</i>	<i>Approval of draft standards that include definitions of terms to be used statewide</i>
<i>April 2016</i>	<i>HECC SSIC</i>	<i>Review and Consideration of Draft Standards, possible revision recommended</i>
<i>April-May 2016</i>	<i>Final review of new standards</i>	<i>Approval by Commission</i>
<i>May – August 2016</i>	<i>Guidance to Programs about which standards will apply to them</i>	<i>Common understanding of standards and how they apply to programs on campuses</i>
<i>AY 2016-2017</i>	<i>Programs are able to identify their model of accelerated learning and the standards which apply to them</i>	<i>Programs make adjustments as needed</i>
<i>AY 2017-2018</i>	<i>Implementation of revised accelerated learning program approval process</i>	<i>High quality college credit options for students in high school across the state</i>

1. State Standards

(HECC Q#1: “What state standards should be developed for proficiency based dual credit programs such as the Willamette Promise?”)

There are two types of accelerated learning for which standards are currently under development. Draft standards for each of these models are being drawn from relevant state, regional accreditation, and national standards. They include guidelines for Curriculum, Faculty, Students, Assessment, and Program Improvement.

- A model to offer a course taught by a high school teacher in partnership with a college/university faculty member who meets the qualifications to teach the course for the postsecondary institution; together they will provide aggregate instructor responsibility.

The category initially known as “Dual Credit Teaching Partnerships” broadens the options for offering college or university courses by high school teachers at the high school during the normal high school day. It provides standards for models where partnerships between sponsoring college or university faculty and high school teachers are used to provide the expertise to offer the college or university course. This allows the high school the opportunity to work with the college or university to offer these courses even though it may not have teachers who individually meet the qualifications for teaching the college or university courses. In addition, these standards ensure that the students are taking the course from the sponsoring college or university by requiring such courses to be appropriately similar, therefore enabling them to be transcribed without special designation on the record of the sponsoring college or university. Current examples of this partnership model include instructor of record partnerships and some professional learning communities.

Unlike the existing model of Dual Credit, the high school teacher is not acting as a proxy instructor for the college; acting together through teaching partnerships, high school instructors and college/university faculty are expected demonstrate that the aggregate of the faculty roles within the partnership provides appropriate expertise in the content or professional area, and performs the duties, responsibilities, and function of traditional faculty through clearly stated criteria and procedures.

- A model which also employs a partnership approach but focuses on a college/university determination that a student has attained the expected student learning outcomes for a specific college/university course.

Dual Credit and Dual Credit Teaching Partnerships focus on “taking a course from the sponsoring college or university”. In contrast, this “Proficiency-based Accelerated Learning” strategy focuses on partnerships between a college or university and a high school that provides for students to take high school courses designed to prepare them to demonstrate student learning outcomes for a specific course at the college or university. As such, standards for this model focus primarily on those elements that provide guidance and understanding of specific student learning outcomes, and appropriate assessment and documentation of learning that occurred outside of taking a course from the college or university. While this has many of the characteristics of Credit for Prior Learning (CPL), the intentional partnership between the high school and

college or university to enhance the high school courses and focus on achievement of specifically identified student learning outcomes for college courses goes beyond any expectation for CPL.

Over the past two years Oregon has done significant, collaborative work to establish CPL standards for colleges and universities when assessing and documenting student learning attained prior to coming to the college or university. Although these do not contemplate the types of alignment and partnership activities between high schools and post-secondary partners that define Proficiency-based Accelerated Learning, the principles that underlie the CPL standards are foundational for this model. Standards associated with this model will also reflect the robust nature of Proficiency-based Accelerated Learning Programs and provide receiving institutions with significant assurance regarding courses transcribed with a Proficiency-based Accelerated Learning designator.

A note about the use of terms: although the second model described above may be considered a “proficiency-based” model, the ALWG recognizes that all students—including those taking traditional in-person or online college courses—are expected to be proficient in the identified student learning outcomes in order to receive credit for a given postsecondary course.

2. Quality Assurance

(HECC Q#2: “How should these programs be approved, and under what authority?”)

Program approval should be accomplished through a peer review process under the guidance of the HECC. The Dual Credit Oversight Committee and the Credit for Prior Learning Advisory Committee are examples of current oversight structures which are working well. The ALWG has considered the advantages and challenges of having one overarching quality assurance process for all accelerated learning programs, or having multiple oversight/advisory committees, and is currently soliciting input on this issue from the University Provosts and Community College Chief Academic Officers. A recommendation on the specific structure and nature of quality assurance for accelerated learning programs will be developed with stakeholder input (see timeline above).

It is the recommendation of the ALWG that standards and oversight processes for all accelerated learning programs are developed in collaboration with the community colleges, universities, high schools, and other stakeholders in order to promote buy-in and understanding. As with the original adoption of Oregon Dual Credit Standards and the Credit for Prior Learning Advisory Committee’s development of Credit for Prior Learning Standards following the adoption of HB 4059, the ALWG recognizes the need for broad engagement with the field in order to promote and successfully implement change while ensuring the quality of academic programs.

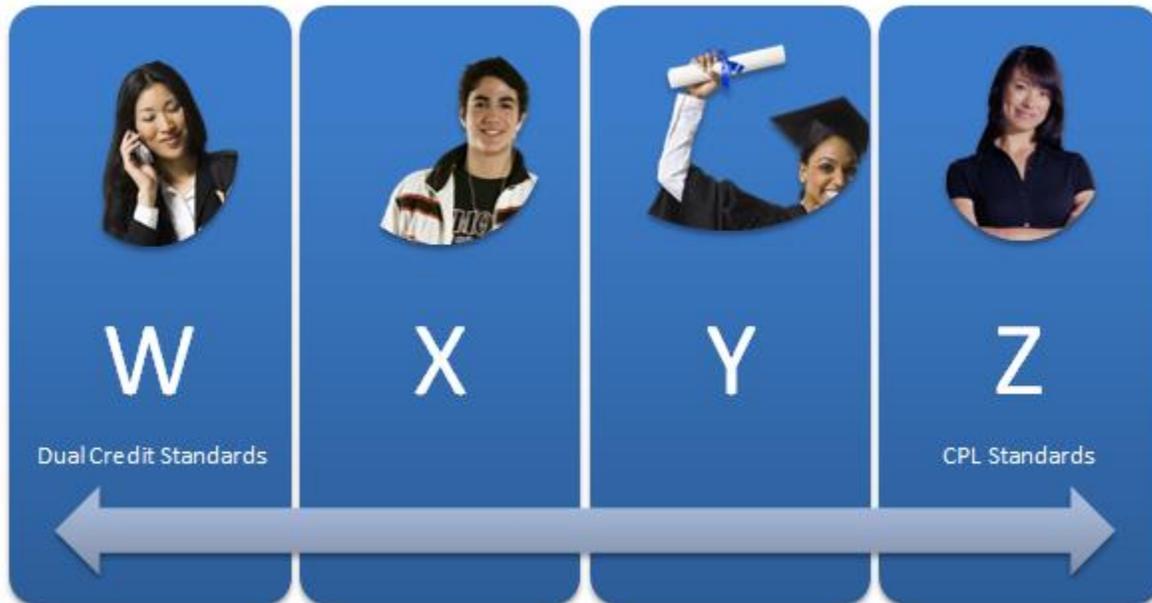
3. Program Intersections

(HECC Q#3: “Should state policies be developed to address how these programs intersect with other accelerated learning options?”)

The ALWG recommends that the state adopt its forthcoming definitions of accelerated learning models and associated terms to accompany the standards in order to guide programs in the determination of their “type.” Ultimately, this will also enable students and other stakeholders to better understand accelerated learning college credit models.

The current ALWG approach provides two additional models of accelerated learning; these models are conceptually arranged along a continuum that includes Oregon Dual Credit standards and the Credit for Prior Learning Standards. It is not yet clear that four sets of standards will be needed at the end of this process (Two “old” and two “new”), but the distinction between them is an important part of developing understanding and establishing expectations required for each specific model.

The College Credit Continuum: A graphical representation



The accelerated learning programs that currently offer proficiency based credit, and in particular the former and current promise grant recipients who will continue to offer college credits in the high school, will note that one major anticipated difference for a proficiency-based model of accelerated learning is that credits earned through this model would be noted as such on the college transcript. This practice follows the CPL model of transcription. It is anticipated that programs which follow the college/university syllabus, differing from Dual Credit primarily through the use of aggregate teaching partnership arrangements, would be transcribed without special designation.

4. State Rules on Instructor Qualifications

(HECC Q#4: “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?”)

The ALWG recommends that there should not be Oregon Administrative Rules that specify specific instructor qualifications, and in particular should not be Oregon Administrative Rules related to instructor qualifications which apply only to one sector. The issue at stake is sector parity in ensuring academic quality rather than equal opportunity. Academic quality standards for instructor qualifications are determined by institutions in accordance with the accreditation standards established by the Northwest Commission on Colleges and Universities, as well as institutional policy, program needs, and collective bargaining agreements.

5. Funding and Funding Formulas

(HECC Q#5: “How do state funding formulas need to be adjusted in order to ensure that community colleges and public universities have equal opportunity to participate?”)

Funding formulas should be consistent across sectors, aligned with costs, and appropriately prioritize effective models that promote student access, persistence and completion. They should rely on consistent definitions and provide similar support to community colleges and universities for comparable activities. That is, the term “dual credit” in the university formula eventually should mirror the academic terms for these programs that are adopted in the state. Funding should eventually become similar across sectors, perhaps by shifting to a per-credit fixed amount for community colleges (currently a complex FTE calculation).

The partnerships required to provide high quality college credit in the high school are resource intensive. The ALWG has noted that Credit for Prior Learning is not currently funded by the state, and the state provides no tuition offsets for current Dual Credit programs offered by postsecondary institutions. The intersection of high school and postsecondary sectors through accelerated learning models should be sufficiently funded to provide resources to support the partnerships needed to sustain quality programs; currently, the partnership work required by these programs are funded primarily through competitive grants, student fees, or simply through institutional support. It is important that the state understand and respond appropriately to any differences that may exist in how these models are treated in state funding rules and formulas across higher education sectors. The funding conversation should continue with consideration for all programs in the accelerated college credit continuum. Feasibility and sustainability should be highlighted in these conversations.

6: Researching Impacts

(HECC Question #6: “How will this model be researched for its impacts on student success and completion?”)

Answering the key questions for research depends on clear and consistent definitions of accelerated learning models. Expectations for data collection and reporting should also be clear and consistent, yet not overly cumbersome for high schools, community colleges, and universities.

Determination of the programmatic features of a given model which increase student success and completion would enable clarity on high impact practices for accelerated learning; a framework for gathering and using data on the students, courses, credits, and instructors for every program in sufficient detail and with sufficient matching capability should be available for all accelerated learning programs. Key questions for a robust research framework include:

- Which types of accelerated learning are most effective, and for which students?
- Who participates in which types of accelerated learning? What are the participation rates in each type for historically underrepresented groups?
- Is there a correlation between success in accelerated learning programs and prior evidence of academic preparedness? (GPA, high school courses taken, etc.)
- How do the rates of college matriculation differ for otherwise demographically and academically similar students who have and have not participated in accelerated learning while in high school?
- How effectively do students transition to postsecondary programs with useful accelerated learning credits and demonstration of success in subsequent courses?
- How does student success in subsequent college courses compare for those students who completed initial courses while in high school and those who completed such courses at a postsecondary institution?
- How do the rates of persistence in college (first to second year) differ for otherwise demographically and academically similar students who have and have not participated in accelerated learning in high school?
- How does the time to degree or certificate completion differ for otherwise demographically and academically similar students who have and have not participated in accelerated learning in high school?
- How do the rates of postsecondary certificate and degree completion differ for otherwise demographically and academically similar students who have and have not participated in accelerated learning in high school?
- What are the most effective course sequences in terms of student success? What do we know about credit utility for the student during the high school to post-secondary transition in Oregon? What about credit utility and degree or certificate completion?