



Higher Education Accelerated Learning Workgroup

COSA Annual Conference 2016

01/28/2016

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Commission

JOINT CHIEF ACADEMIC OFFICERS/PROVOSTS ACCELERATED LEARNING WORKGROUP (ALWG)

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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.

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

GOAL STATEMENT

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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.

A BRIEF HISTORY OF EXISTING STANDARDS IN OREGON

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■ Dual Credit Standards

- Institutional initiatives and Perkins “Tech Prep”
- SB 342 (2005) led to
- Dual Credit Task Force (2006) developed standards based on the national concurrent enrollment standards
- Adopted in 2009 by Joint Boards
- Statewide review of programs by Dual Credit Oversight Committee (DC-OC) began 2010
- Revised standards adopted by HECC in 2014

■ Credit for Prior Learning

- HB 4059 (2012)
- CPL Advisory Committee developed standards
- Adopted in 2014 by HECC
- Pilot implementation began 2014
- Institutions offering CPL must follow the standards
- Regional accreditation body for higher ed (NWCCU) requires CPL be indicated on transcripts
- NWCCU limits CPL to 25% of degree requirements

THE PROPOSED CONTINUUM OF ACCELERATED LEARNING

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DUAL CREDIT TEACHING PARTNERSHIPS

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A Dual Credit Teaching Partnership refers to a course that is:

- a) offered during the day at a high school
- b) taught by a high school teacher in partnership with a 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.”

DUAL CREDIT TEACHING PARTNERSHIPS

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Because this model involves “taking a course from the college or university,” the standards focus on those elements that are the responsibility of the sponsoring institution for all courses offered and transcribed:

- curriculum
- faculty
- students
- assessment
- continuous improvement (program evaluation).

PROFICIENCY-BASED ACCELERATED LEARNING

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Proficiency-based Accelerated Learning refers to a program that includes:

- a) an enhanced high school course(s) offered at the high school and taught by a high school teacher
- b) a focus on student attainment of specific, targeted student learning outcomes
- c) the opportunity for students to demonstrate that they have attained those student learning outcomes and thereby earn credit for a course from the sponsoring college or university.

PROFICIENCY-BASED ACCELERATED LEARNING

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Because this model does not involve “taking a course from the college or university,” the standards focus on those elements that provide assurance of and document student learning that occurred outside of taking a course from the college or university. The standards include:

- program requisites
- evidence based assessment
- tuition and fee structure
- transferability and transcription
- transparency/access

NEXT STEPS

Feedback outreach January – March 2016

- ALWG outreach presentations provide the opportunity for discussion on the draft standards in a 1-2 hour workshop setting.
- Facilitators will gather reactions and feedback from stakeholders on the framing concepts, potential implementation of the draft standards, etc.
- Presentations directed toward those who work within the partnership for college credit in the high school –program coordinators, faculty, instructors, PLC facilitators, registrars and administrators across the education spectrum.
- Presentations may be integrated within standing meetings or offered as discrete events.

Interested in learning more? Please contact:

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