

## Considering Policy for Dual Credit Programs

Oregon has many options for students to obtain post-secondary education while still in high school, and these excellent programs constitute an important way to strengthen preparation for college and the workforce. They also have the potential to keep our top high school graduates in Oregon. The “Running Start” program in Washington accomplishes this, and is well-known and admired nationally. To assure the same quality and attract the attention that Oregon’s programs deserve, policies governing their operation and quality need to be widely understood and embraced. Below, the current Oregon policies for a range of programs are summarized. In addition, the policies governing the collegiate dual credit programs offered in Oregon high schools are compared with the standards for national accreditation of such programs by NACEP (see colored pages 6-8).

### What are Dual Credit Programs?

**Common feature:** High school students take college-level courses that count toward both high school and college/university graduation.

#### **Variable features**

- Nature of coursework: lower division college (freshman/sophomore level) or professional/technical
- Where taught: college/university campus by local faculty or within a high school by high school instructors
- Governance: National/international or state/local

#### **Purpose:**

- Increased rigor in high school curricula
- Introduction to a college experience for a wide range of students
- Continuing professional development for excellent high school teachers
- Savings in college costs for students and families

**Oregon Programs**

<b>Name</b>	<b>Nature of coursework</b>	<b>Where taught</b>	<b>Governance</b>	<b>Size (# HS)</b>
A P	Lower Division College	High School	National	175
IB	Lower Division College	High School	International	13
College Now: Dual Credit	Lower Division College	High School	State/Local (CC)	widely avail.
OUS Dual Credit	Lower Division College	High School	Local (OUS)	10-20 (?)
CC/OUS-enrolled	Lower Division College	CC/OUS campus	Local (CC/OUS)	widely avail.*
College Now: Tech Prep (aka "2+2")	Technical/professional	High School	State/Local (CC)	widely avail.

\* SB 300 increases availability

**Current policy for state- or locally-governed programs**

**College Now: Dual Credit**

State-level policy

Requires Community Colleges to specify and file with CCWD

- Requirements for instructors
  - must include Masters' degree
- Methods for selecting student participants
  - Limited to seniors and qualified juniors
  - Qualifications must be defined
- Assurance that materials and subject matter are collegiate-level

Requires annual evaluation of programs by Community Colleges, with respect to

- Student outcomes
- Instructors' qualifications

Local policy

Details of requirements for instructors

Qualifications for student participants

Means of assessing level of materials and subject matter

Desired student outcomes and methods for measuring them

## **OUS Dual Credit**

### State-level policy

Policies governing OUS academic programs

### Local policy

Requirements for instructors

Qualifications for student participants

Means of assessing level of materials and subject matter

Desired student outcomes and methods for measuring them

## **Community College/OUS-enrolled**

### State-level policy

Policies governing CC and OUS academic programs

### Local policy

Requirements for instructors

Qualifications for student participants

Means of assessing level of materials and subject matter

Desired student outcomes and methods for measuring them

## College Now: Tech Prep

### State-level policy

Requires Community Colleges to specify and file with CCWD

- Requirements for instructors
  - Masters' degree for instructors of Lower Division Collegiate courses
  - An appropriate combination of education and experience for instructors of professional/technical courses
  
- Methods for selecting student participants
  - Limited to seniors and qualified juniors
  - Qualifications must be defined
  
- Assurance that materials and subject matter are college-level

Requires annual evaluation of programs by Community Colleges, with respect to

- Student outcomes
- Instructors' qualifications

### Local policy

Details of requirements for instructors

Qualifications for student participants

Means of assessing level of materials and subject matter

Desired student outcomes and methods for measuring them

## **Policy Governing Oregon Dual Credit (Collegiate) Programs Compared with NACEP Standards**

(NACEP = National Alliance of Concurrent Enrollment Partnerships)

### **Curriculum**

#### **Oregon**

**College Now:** Assurance that materials and subject matter are collegiate level

Course content and instructional quality consistent with that offered by community colleges

**OUS:** Local criteria for course approval

**NACEP:** Courses are catalogued courses, approved through the regular course approval process of the college/university.

Courses reflect the pedagogical, theoretical and philosophical orientation of the college/university faculty and/or academic department.

### **Faculty**

#### **Oregon**

**College Now:** Masters' degree required

**OUS:** Local academic requirements for faculty and instructors teaching in universities, as specified by the relevant academic departments.

**NACEP:** Local academic requirements for faculty and instructors teaching in colleges/universities, as specified by relevant academic departments.

Colleges/universities train high school instructors in course curriculum, assessment criteria, course philosophy, and CEP administrative requirements before certifying them to teach CEP courses.

CEP instructors are part of a continuing collegial interaction, through annual professional development, required seminars, site visits, and ongoing communication with college/university faculty and CEP administration. The interaction addresses course content, course delivery, assessment, evaluation and professional development in the field of study.

### **Students**

#### **Oregon**

**College Now:** Limited to seniors and qualified juniors (qualifications must be defined).

**OUS:** Local requirements.

**NACEP:** Colleges/universities outline specific course requirements and pre-requisites.

A student guide outlines students' responsibilities, as well as the guidelines for transfer of credit.

### **Assessment**

#### **Oregon**

**College Now:** Not specified at state level

**OUS:** Not specified at state level

**NACEP:** CEP students held to same standards of achievement as on-campus students

Every section of CEP course is annually reviewed by both faculty from that discipline and CEP staff--  
to assure that grading standards meet or excel those in on-campus sections.

CEP students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs) as their  
on-campus counterparts.

### Evaluation

#### Oregon

**College Now:** Annual evaluation of student outcomes

Annual evaluation of instructor qualifications

**OUS:** Not specified at state level

**NACEP:** Annual course evaluations by CEP students and follow-up of CEP graduates who are  
college/university freshmen. Evaluations conducted and analyzed by professionals.

Every 5 years, impact study of CEP on high school instructors, principals and guidance counselors.  
Evaluations conducted and analyzed by professionals.

Every 5 years, follow-up of CEP graduates who are seniors in college/university. Evaluations conducted  
and analyzed by professionals.

**“Accelerated Learning Options: A Promising Strategy for States”**

WICHE *Policy Insights* August, 2006

**Key points relevant to Collegiate Dual Credit Programs governed at the state or local level:**

- 42 states have state-level policy for these programs; regulation varies widely.
- Are programs meeting their objectives and are they of the desired quality? Largely unknown.
- At present, there is little comprehensive data to determine program effectiveness. There is a great need for systematic data collection and analysis to determine if there is a causal relationship between participation in these programs and success in college.
- Recently recognized as vehicles to serve economically disadvantaged and minority students and increase the likelihood of their college/university enrollment. As yet, there is no comprehensive data to assess the effectiveness of this strategy.