

Traci Hodgson
Testimony in opposition to SB 84
Senate Education Committee
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Good afternoon, Chair Roblan and Members of the Committee, for the record, my name is Traci Hodgson. I live in Portland, Oregon. I am a history instructor at Chemeketa Community College in Salem. I am the president of the Chemeketa Faculty Association and secretary of the Oregon Education Association Community College Council, representing approximately 3500 community college faculty members across Oregon

In this panel, you will hear three seasoned educators share their expertise on what kinds of dual credit programs best prepare high school students for a successful college career. You will hear from a variety of instructors, both college and public high school- all with concerns about the pitfalls of implementing accelerating learning programs. They have the professional experience and expertise to offer serious suggestions about how to improve SB 84 so that dual credits programs in Oregon will give students the true college experience they deserve without supplanting the other important instruction educators must also deliver.

Nothing matters more to community college faculty than providing a high-quality education to all college students. Faculty are eager to work with state

officials and high school educators to expand the availability of high quality dual credit programs to prepared high school students.

To assist in that effort, the OEA Community College Council has produced a White Paper on Dual Credit that has been submitted for the record. That Paper represents the professional judgment of community college faculty throughout the state. I will summarize its points here.

Those dual credit courses that provide the student with a true college educational experience with appropriate college-level rigor will be the most effective in transitioning high school students to successful college careers.

The expansion of opportunities for students to go onto college campuses to take classes will facilitate this.

Providing opportunities for qualified college faculty to teach courses in the high schools will also effectively expose students to an authentic college experience.

Providing funding for students to take college online courses, with the support of a high school mentor, will do the same.

Expanding AP and IB programs will increase student access to college credit using well-established quality programs readily accepted by all colleges.

Finally, another effective approach would expand existing dual credit programs by providing resources for high school teachers to get the graduate education required to teach college courses in the high schools.

Senate Bill 84 as currently written does not ensure the adoption of effective dual credit programs. If some alterations were made to the language of the bill, the quality of any new dual credit program could be assured.

A stronger Senate Bill 84 would direct the OEIB to create a program to facilitate high school students enrolling in college courses on college campuses or in supported online courses.

A stronger bill would include language calling on the OEIB to work with a graduate school in the state to develop graduate courses in academic disciplines that would fit a high school educator's busy professional schedule. This would allow the easy expansion of dual credit programs already in place.

A stronger bill would provide financial support for high school teachers to be trained to teach AP or IB courses and support for students to pay the fees to take those proficiency exams.

A stronger bill would also call on the OEIB to utilize the educational expertise of high school and college educators in creating any new dual credit programs. The creation of a Dual Credit Task Force where at least two-thirds of the members are educators would improve the chances that well-organized, quality dual credit programs are created.

Most importantly, a stronger bill would indicate the quality controls and accountability that must be built into any new dual credit program to assure colleges that they can legitimately accept college credit earned in the program. Following the lead of the well-established AP program, any new dual credit program should include college faculty control over course content and grading standards for

the college portion of the course. College faculty should also supervise the creation and grading of any proficiency exams.

Finally, the body that makes the decisions about developing new dual credit programs should be directed to follow the standards developed by the National Alliance of Concurrent Enrollment Partnerships (NACEP). They encapsulate the collective wisdom of thousands of educators across the nation about what constitutes a quality dual credit program and already underlay the evaluation of dual credit programs in the state.

Oregon's community college faculty are dedicated to providing access to education for every prepared high school student and to working with you and other education leaders to get this policy right.

Thank you. I'll turn it over to other speakers, then I'm sure we will all be happy to take questions.