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**Testimony of John Wykoff on HB 2313
Before the House Committee on Higher Education and Workforce Development
March 9, 2017**

Chair Reardon, members of the committee, for the record, my name is John Wykoff, Deputy Director of the Oregon Community College Association. Thank you for the opportunity to speak with you about HB 2313.

Community colleges are strongly committed to supporting a robust set of accelerated college credit programs for Oregon high school students. And while we support the goal of this legislation of increasing such opportunities for students and its aim apply statewide standards, we believe the definition of accelerated learning programs remains overly narrow. We would recommend a further amendment to address this other issues.

The goals of OCCA's proposed amendments to HB 2313, as detailed below, are to stress that the assessment of accelerated programs focuses on credit, not just learning outcomes; to expand the definition of accelerated learning programs; highlight the dual definition of "accelerated college credit programs"; and ensure that the programs are required to align with one or more of the standards set by the HECC.

On pg. 1 line 7, pg. 1 line 17, and pg. 2 line 8, add "**credit**" after "assessment-based learning."

- The current definition of accelerated college credit program, as defined for the bill, has been expanded beyond dual credit to also include sponsored dual credit and assessment-based learning credit programs. It is the *credit* that is based on assessment, not the learning. That expansion seems to be the primary purpose of the bill.

On pg. 1 line 7, pg. 1 line 17, and pg. 2 line 9, add "**or other educational experiences occurring at a college or university as part of the high school program that provides high school students with the opportunity to earn college credit while in high school.**" after "International Baccalaureate programs."

- The bill's definition of accelerated learning programs is more narrow than what some of the community colleges use.¹ Given that the language requires schools to offer accelerated college credit programs in English, math, and science at a minimum, the limited definition means that schools that have robust early/middle college programs, or strong Expanded Options programs (or offer programs at the high school taught by college faculty, or even have students come in cohorts to the campus to take classes taught by college faculty) can't count those to meet the

¹ This is the definition used by Portland Community College: *Accelerated Learning – Educational experiences that provide high school students with the opportunity to earn college credit while in high school. These educational experiences may occur at a college/university or as part of the high school program. In many cases students earn both high school and college credit. Accelerated Learning has many forms in Oregon, some examples include: high school students taking courses at the college/university independently or as part of Expanded Options or other programs, Dual Credit and Advanced Placement courses.*

requirement. They would still need to offer Dual Credit, Sponsored Dual Credit, Assessment Based Learning, Advanced Placement, or International Baccalaureate in addition to those in the three identified areas.¹

On pg. 1 lines 16-17.

- No new language recommended, but we want to highlight that Section 2's definition of "accelerated college credit programs" is different than the definitions of "accelerated college credit programs" in Section 1. This may cause confusion and "definition-shopping." The definition of accelerated learning in Section 2 changes to be even more limited for ORS 340.310A because it is about the HECC developing standards for these programs and the HECC has no authority to set standards for AP and IB (both because they are third party programs and because they are high school programs outside the purview of HECC). However, changing the definition midstream can be confusing and may enable people to argue that they are using the state definition instead of the HECC definition only when it would seem to serve them well to do so.²

On pg. 1 line 20, add "**Institutions offering high school-based accelerated college credit programs must align their program with one or more of the standards set by the Higher Education Coordinating Commission.**" after "listed in ORS 352.002."

- The concern is that a school might develop something misaligned with the pre-set standards, then claim that it isn't technically Dual Credit, Sponsored Dual Credit, or Assessment Based Learning and, therefore, the school does not have to follow reporting requirements set forth in Section 2.
- Alternatively, HECC is allowed to institute a rule saying that all high school-based programs must align with one or more of the pre-set models/standards for Dual Credit, Sponsored Dual Credit, or Assessment Based Learning programs [see Section 2(2)], so perhaps it would be better to have HECC promulgate that internal rule, rather than get at it through legislation.