February 12, 2018

Dear Chair Reardon, Vice Chairs Alonso Leon and Whisnant, and Members of the House Committee on Higher Education and Workforce Development,

Oregon Institute of Technology (Oregon Tech) certainly supports the intent of HB4053. Any information we can gain about the transfer of Dual and other Accelerated Credit and the success of students will only help inform us in our efforts to refine and expand our offerings. It will also allow Oregon Tech and other Oregon Higher Education providers to make data based decisions. We all try to meet the demand while still be fiscally responsible and also offer courses that will be "credits with a purpose" for individual students and also courses that are transferable. One area that Oregon Tech and most if not all the other Oregon Providers of Accelerated Credit are searching to be more effective in is serving our underserved populations. This equity effort is difficult because often students (and families) in this substantial population do not perceive themselves as college-going. The barriers are vast but students in this population can be persuaded to attempt a "college" course and are successful, their vision is truly impacted and they begin to change their aspiration.

As Director of Academic Agreements at Oregon Tech my office coordinates and offers a variety of accelerated college credit. I can, with assurance, state that the world of accelerated credit, transferability and applicability to the student's major is quite complex. Students have a number of pathways available to earn credits before attending college as a degree seeking student. Each of these pathways can be beneficial in preparation for and/or in earning credits toward general education and can, in many cases, often be utilized in their chosen major.

Studying this population and taking into account all the various methods of earning credit prior to matriculation to college as a degree granting student will require mostly manual methods. College transcripts do not indicate that the credit was earned via dual credit (except in the case of Assessment Based Learning) or while attending a course on a college campus or on-line. (This is a good and standard practice.) Gathering that information will be a manual effort. It will involve comparing the HS and College Transcript(s) and making an educated guess how the credit was earned. (Many students earn credit at more than one, often several colleges, as a High School student.) Timing the gathering of data is problematic also. If Colleges and Universities do that analysis while they are preparing the initial transfer credit evaluation, it will slow down that process and students may not have their evaluation in a timely manner to decide which college/University will be best to attend based on credit acceptance or to register for Fall Term courses. Students often do not make their minds up which institution they are going to attend until the last minute – shortly or right when courses begin at the end of September. Waiting to gather the data until everyone has matriculated may make the most sense.

I have pondered and discussed if it is possible to make this process less manual and am doubtful it can be more than slightly automated. There is a cost to collecting this information and that cost will probably be somewhat less after the first year, after defining the best way to approach the data. I do

believe that acknowledging this cost is important and is worth it to achieve the State of Oregon initiatives in supporting a college going culture.

 Since Universities will collect data we will want to collect all that we can that will assist with continuous approval and to give a complete picture across the state on how dual credit impacts Secondary and Higher Ed. entities, as well as the impact on cost and time to degree and success of our students who earned credits before entering higher education as a degree seeking student.   All entities who provide and accept for transfer accelerated credit should collect the same data and measure it the same so that the integrity and usefulness of the information will be consistent.   To do that, many of the stakeholders should be given the opportunity to have input on the design of report and how to streamline it while still capturing the data that is truly needed and useful, not only now but also in the future. Taking that time now and delaying the implementation a bit will help insure that we are all gathering the same appropriate data and that we do it right the first time.

To put my comments in context, I would like you to know that I have been active not only at Oregon Tech but also in Oregon with Accelerated Learning. I served on the state committee that developed the initial Oregon Dual Credit Standards, as well the two subsequent groups that revised the Standards.   I also have been appointed by HECC to serve on the Committee for High School Based College Credit Partnerships (HSBCCP) which has responsibility for oversight of Dual Credit.   I am active with Dual Credit Coordinators acting as a convener and have presented several times within the state at various venues and at the National Association for Concurrent Enrollment Partnerships (NACEP). I currently serve on the Governance Committee for that entity.

Thank you for allowing me to submit testimony via this letter.   I wish I could have attended in person. Should you have questions regarding what I have conveyed or any questions about the processes that are used at Oregon Tech, please feel free to contact me.

Best wishes as you strive to craft legislation,

Marla R. Edge

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