



Testimony on House Bill 2029
House Committee on Education
March 13, 2019

Hello Chair Doherty, Vice-Chair Alonso Leon and Helt, members of the committee. My name is Erin Weeks-Earp, and I am a Policy Specialist with the Higher Education Coordinating Commission. I am here today to provide background information on HB 2029, which updates accelerated learning statutes.

Why do these statutes need updating?

In June 2016, the HECC added two new types of accelerated learning standards: Sponsored Dual Credit and Assessment Based Learning Credit. This action provides greater flexibility to school districts and partnering colleges and universities for the development of accelerated college credit partnerships, while increasing the likelihood that credits awarded will be recognizable and transferable to other higher education institutions.

At this time, it is important that these two newer types of accelerated college credit have the same legal footing as their dual credit counterpart, which is why we are proposing to add them to the existing statute language.

Brief background:

The Joint Boards of Education adopted the Oregon Dual Credit Standards in 2010 and the HECC adopted them in 2014 in accordance with ORS 340.310.

Working closely with Oregon public universities and community colleges, HECC drafted, vetted and adopted two additional sets of dual credit standards in 2016:

- Assessment Based Learning Credit (ABL): Enhanced high school courses or other activities offered at high schools and taught by high school teachers focused on student attainment of specific college- or university-defined student learning outcomes. In these programs, students have the opportunity to demonstrate that they have attained course-defined student-learning outcomes through college or university assessments, and thereby earn credit for a course from the sponsoring college or university.
- Sponsored Dual Credit (SDC): College or university courses offered as a part of the high school program and taught by a high school teacher in partnership with a sponsoring college or university faculty member who meets the qualifications to teach the course for the college or university. Sponsored Dual Credit students enroll in the college courses, and grading and transcription are consistent with those of similar courses at the college or university.

HB 2029 requires all public universities and colleges in the State of Oregon who offer accelerated college credit to report student participation in Dual Credit, Sponsored Dual Credit, and Assessment Based Learning Credit to the HECC. As data are submitted and become available, the HECC will be able to track the impact of accelerated learning on student postsecondary success including enrollment and degree or certificate completion.

Result of the change:

Accelerated college credit is possible through secondary-postsecondary partnerships that entail significant planning, resources and collaboration from both sides. HECC standards and Oversight Committee guidance help partners show how they provide credits with purpose and academic integrity.

Once the four statutes are updated, all three types of accelerated college credit partnerships will officially have “equal footing,” and the possibilities for productive partnerships that support students’ college readiness, graduation and postsecondary success and completion will be flexible and far-reaching.

Thank you for your time today.