

SB 800 A STAFF MEASURE SUMMARY**Senate Committee On Education****Action Date:** 04/08/19**Action:** Without recommendation as to passage, but with amendments and referred to Student Success and Ways and Means by prior reference. (Printed A-Eng.)**Vote:** 5-0-0-0**Yeas:** 5 - Gelser, Hass, Heard, Thomsen, Wagner**Fiscal:** Fiscal impact issued**Revenue:** No revenue impact**Prepared By:** Tamara Dykeman, LPRO Analyst**Meeting Dates:** 4/3, 4/8**WHAT THE MEASURE DOES:**

Directs Higher Education Coordinating Commission (HECC) to convene teachers, administrators, and faculty to assist with aligning credits earned through dual credit programs, as specified. Requires HECC to submit a preliminary report to the legislature no later than March 31, 2020 and a final report to the legislature no later than August 31, 2020. Requires HECC to include information on acceptance of dual credits in annual report. Provisions related to convening of parties, definitions, and reporting requirements are repealed on December 31, 2020. Provisions related to annual report become operative July 1, 2019. Declares emergency, effective on passage.

ISSUES DISCUSSED:

- Percentage of high school dual credits that are accepted by colleges and universities
- Dual credit programs
- Re-taking of college courses because of lack of transferability
- Roles of Education Service Districts in dual credit programs
- Systematic barriers
- Lack of progress on the issue
- Financial impact to students and families
- Lack of knowledge on which credits are transferrable
- Need for statewide collaboration

EFFECT OF AMENDMENT:

Replaces the measure.

BACKGROUND:

Dual credit programs provide students with opportunities to earn college credit while in high school. The programs include dual credit, sponsored dual credit, and assessment-based learning. In dual credit courses, the high school teacher is qualified to teach at the college or university level in a high school setting. In sponsored dual credit courses, a high school teacher partners with a sponsoring faculty member at a college or university to offer the course. For assessment-based learning credit, students do not enroll in college courses but are provided opportunities to earn college credits by demonstrating they have achieved the courses' learning outcomes. Oregon law requires HECC to develop standards for all three types of dual credit programs. Senate Bill 800 A requires HECC to convene teachers, administrators, and faculty to develop policies to facilitate the transfer of dual credits to Oregon community colleges and public universities.