



Recommendations For Improving And Expanding Dual Credit Programs

The Unified Education Enterprise (UEE) recommends that the Joint Boards of Education endorse the state standards proposed by the Dual Credit Task Force and adopt a workplan for implementing these standards.

Oregon's Dual Credit programs create the opportunity for our students to take college-level courses while still in high school. The Dual Credit Task Force found that, in 2005-06, one in seven Oregon juniors and seniors took advantage of this opportunity, saving some \$9 million in tuition. Through its pilot analysis of the subsequent academic performance of these students, the Task Force also found that "in most cases, Dual Credit students match or outperform their college-prepared counterparts in both community college and university settings."

Thus, Dual Credit is currently a viable option for qualified students to begin post secondary learning early, and it can contribute significantly to meeting Oregon's 40-40-20 goal. As Dual Credit programs grow, it is important to have a consistent set of standards and ways to ensure the standards are met. This is the impetus for adopting the attached Oregon Standards for Dual Credit/"College Now" Programs. Guided by those standards over the next five years, the Task Force specifically recommends

1. Strengthening faculty connections

- Regular, collegial interactions between high school faculty and their counterparts at sponsoring colleges and universities are key to the success of these programs. Such interactions characterize some programs already, but they need to be developed and maintained throughout the state.
- The pool of high school teachers qualified to participate in Dual Credit programs should be expanded.

2. Adopting systematic application and review processes for Dual Credit programs

- A standardized application process for new programs is needed
- Individual programs should take advantage of system-level (CCWD and OUS) studies of the subsequent academic performance of Dual Credit students. These biennial studies, which were piloted in AY2007-08, will be supplemented on the "off year" by more focused analyses of questions or trends that emerge from the data (for example: persistence of dual credit students in math or writing).
- A sustainable means for verifying program quality is needed.

3. Enhancing public understanding of Dual Credit programs

- Dual Credit programs should be continued and effectively publicized. They should be recognized as one of the key paths for academic acceleration.
- Evidence of best practices and student success should be gathered systematically and shared regularly – both with faculty in the programs and with the public.

UEE endorses these recommendations, which are described in more detail in the following documents:

- Proposed Standards for Oregon Dual Credit/“College Now” Programs.
- Proposed Timeline for Implementation of Oregon Dual Credit Standards.