



Spring 2017 Assessment Based Learning (ABL) Transcription and Transfer Brief

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Transcription and Transfer among Public Universities

With particular attention to the Willamette Promise program and credits awarded by Western Oregon University, the Higher Education Coordinating Commission gathered information on transcription and transfer of Assessment Based Learning credit among Oregon's public universities.

Assessment Based Learning, as the results of the survey show, is not isolated to the Willamette Promise program through Western Oregon University, and is implemented by other institutional partnerships in the state including Oregon Institute of Technology and Southern Oregon University.

The purpose of the survey, this report, and ongoing communication among postsecondary institutions is to ensure smooth pathways for students. After the HECC adopted standards in 2016 for different models of high school based college credit, institutions have had to adjust to requirements depending on the model(s) implemented in their partnerships. For Assessment Based Learning, the student transcript must include a notation as to the type of credit awarded. A logical next step is to include community colleges in the outreach to find out how the colleges are planning to transcript and transfer ABL credits.

What we learned

Several institutions in Oregon are working with partners to offer high school based credits through the Assessment Based Learning model. Western Oregon University is the best-known provider of these credits, and has issued transcripts with clear notation as the type of credit awarded, per the HECC standards. The Universities vary in terms of how the credits apply in programs of study depending on student major. Most often the credits count as elective unless the student petitions to use them in their major. As with all incoming credit, faculty in the departments evaluate and make the final determination about the applicability of the credit.

University representatives are concerned about incoming students' college readiness, and the desire to begin with sophomore or junior standing is seen as an unrealistic expectation in many cases. The programs who are doing good work and promoting college credit should be cautious that the transfer tips and purpose of credit earned is embedded within the communication to students.

A more precise division of uses for incoming credits would have been in three areas: Major, General Education, and Electives. In addition, there was some interest in continuing to talk among institutions about a common transcript notation. Because the standards are new, and the transcripts are being issued with notations beginning this year, it will be useful for the HECC to continue to coordinate with institutions and share best practices.

What is Assessment Based Learning and how is it different from Dual Credit?

In Table 1 below, the three partnership models are listed with categories from the HECC standards. The HECC requires that partnerships transcribing college credit to high school students follow all of the guidelines for a given model. There are no hybrid models. As Table 1 shows, the Curriculum is aligned in every instance of high school based college credit. The course offered must appear in the college or university catalogue and devise appropriate oversight from teaching faculty.

Table 1. Recent Policy Changes for Dual Credit

High School Based College Credit Partnership Model	Curriculum	Faculty	Student	Assessment	Tuition & Fees	Transcription & Transferability
Dual Credit	✓	✓	✓	✓	❖	✓
Sponsored Dual Credit	✓	❖	✓	✓	❖	✓
Assessment Based Learning	✓	❖	❖	✓	❖	❖
<p>✓ = High school and College/University practices are similar</p> <p>❖ = practices are designed to meet the needs of students and schools served by partnership and are intentionally different from the college or university practices</p>						

In the column titled faculty, for example, the process of alignment varies. The Dual Credit model holds high school partner teachers to the same hiring standards as the department holds for on campus sections of the same course. In the Sponsored Dual Credit and Assessment Based Learning models the college or university policy must specify what the high school teacher partner qualifications are, and how they differ from the on campus sections is up to the college or university faculty partners. The college or university faculty must provide for the consistent delivery of the college or university course and manage the aggregate balance of the teaching responsibility in the partnership.

The column titled student also varies. Dual credit and sponsored dual credit students must be informed of and abide by all of the college and university policies around pre-requisites, course add and drop deadlines, etc. Assessment Based Learning students, however, may be presented with different deadlines, and different practices depending on how the program is designed. In all partnerships, the tuition and fee structure differs from that which is presented to on campus students. The high school students are charged a lower rate of tuition, and their state allocated dollars also are calculated differently for universities.

Assessment Based Learning Survey

A brief survey on transcription and transfer of Assessment Based Learning credit was collected from Oregon Public Universities between April 19, when request to participate was sent by email to the Public

University Provosts, and May 3, when the last response was concluded. The Provosts were the initial point of contact for the survey.

The ABL survey questions:

1. Is your institution transcribing Assessment Based Learning credit to high school students?
2. If yes, what does your transcript notation look like?
3. Do you have incoming students with Assessment Based Learning credits?
4. If yes, how have students entering your institution been able to apply their ABL transcripts
 - a. Count in the major
 - b. Count as elective
 - c. Used for placement purposes but not credit
5. If you have not yet seen student with ABL credits, how do you anticipate their credits will apply in the future?
 - a. Count in the major
 - b. Count as elective
 - c. Used for placement purposes but not credit

The Willamette Promise began in 2014-2015 with a state grant to increase college and career readiness in the Willamette valley.

The Willamette Promise is a program coordinated through the Willamette Education Service District to provide local schools support in reaching our state's education goals. This program will support those goals by increasing student's chances for degree attainment by completing college courses while still in high school. It will also greatly expand the opportunities for students to complete Career and Technical Education courses leading to industry certification and careers. Another major advantage to the Willamette Promise is that these opportunities for students will come at a significant cost savings for families. (May 8, 2017 <https://www.wesd.org/domain/111>)

For the 2017-2018 school year, the WP program is offering 9 subjects through Western Oregon University and three subjects through Oregon Tech.

[Willamette Promise Students Compared to All First-Time Freshman](#)

HECC data on the post-secondary performance of two cohorts of university freshman students who had high school based college credits from WOU in their record provides a simple comparison as a first look into performance of WP students statewide.

Though the headcounts are somewhat small (especially in 2014), the Willamette Promise students are no worse off academically than the overall entering freshman class, in fact they might be very slightly

better performers. This would be consistent with the practice of transcribing credits mostly to top performers in the Willamette Promise program.

The comparison relies on simple matching between students who were counted among WOU high school based partnerships one year, and matched with the freshman class the following fall term. For the students who matched in the freshman class (these are those who provided SSN) we see that WP students are on average similar in their HS GPA, freshman year GPA, and in credits earned during freshman year, to statewide public 4-year institutions. Table 3 below shows the exact averages.

A next step in growing our understanding of the success of WP students in Oregon is looking more closely at the “under-represented-ness” in higher education of the total Willamette Promise student lists. We ought to look at whether those who have SSN and are thus “slightly over performing other freshman” include as many underrepresented students as the total WP group, and the total statewide freshman class.

Thirty-eight students were matched in the HECC data with WP credits brought from High School in the 2015 fall freshman class, and 153 such students in the 2016 fall freshman class.

The total number of Willamette Promise students in the public university data set is larger than those reported in Table 3. Only those who had a social security number in the Western Oregon University student record in high school through the Willamette Promise were able to be matched with university freshman in the following year. Table 4 below reports the percentages of this match, which are lower than expected.

Future years will likely show greater percentage of students matched with current students at universities because in 2015-2016, only 27% of the students who received credit through the Willamette Promise were seniors in high school, the rest were juniors (34%), sophomores (28%) and freshman (11%) (Annual Report, Willamette Promise, TRI/WOU, 2016). The same report also notes that a large number of students received Willamette promise grades in both 2014-2015 and 2015-2016 school years.

Table 2. Responses – Assessment Based Learning Transcription and Transfer (May, 2017)

Public Universities	Are you transcribing?	Are you seeing transcripts come in?	How are students able to apply ABL credit?	Comments
Eastern Oregon University, Emily Sharratt	No	Yes	Elective; petition if student believes it should count in major	We see the persistent problem with these credits that students are not ready to move onto the next level and often need to re-take the course credit that has already been earned in order to be successful moving forward in college.
Oregon State University, Susan Capalbo	No	Yes	Depends on the faculty evaluation, must be direct equivalency	Exploring the general elective as a fall back option, still needs faculty approval
Oregon Tech, Marla Edge	Not yet, but will be for Spring 2017 Project Lead the Way	Yes, departments need help understanding what these are, and registrar is helping	Counts in the Major or as Elective depending on program	We are working towards PLTW getting into to Sponsored Dual Credit Model but will take some time
Portland State University, Cindy Baccar	No	Not sure but we know what it looks like (usually from WOU or PCC)	Counts in the major if course articulates to a specific major course; as elective if not used in major	
Southern Oregon University, Matt Stillman	No, but we may in future for world languages, not sure what transcript looks like	Yes, but unsure since at the time they were not notated as such	Unless it's been articulated, Lower division elective, and review by faculty if student petitions to have the credit count in the major	We are going to be cautious
University of Oregon, Sue Eveland and Ron Bramhall	No	Yes	Automatically count them as elective, then we leave it up to the academic department to count it in the major upon evaluation per student petition	Concerned about the communication that goes to students and giving them expectations about transfer/time to degree that are unrealistic
Western Oregon University, Steve Scheck	Yes, notation: Assessment Based Credit: W.P.	Yes, a few	Counts in Major or Elective, depending on course description/objectives	

Source: HECC Survey to Public Universities on ABL Transcription and Transfer (May 2017)

Table 3. Performance of WP Students in Oregon Public Universities

	Fall 2015				Fall 2016			
	Headcount	Average University GPA	Average High School GPA	Average Credits Earned	Headcount	Average University GPA	Average High School GPA	Average Credits Earned
All students	12,072	2.94	3.51	12.7	12,033	2.98	3.52	12.9
EOU	325	3.05	3.30	13.3	352	3.04	3.30	12.9
OIT	347	2.76	3.45	12.4	388	2.92	3.48	12.1
OSU	3,664	2.94	3.58	12.5	3,902	3.05	3.64	12.7
OSU- CS	54	3.01	3.51	7.8	57	3.11	3.57	9.5
PSU	1,810	2.97	3.38	12.4	1,745	3.03	3.39	12.4
SOU	793	2.88	3.32	12.3	663	2.94	3.31	12.8
UO	4,141	2.99	3.61	13.1	4,049	2.95	3.58	13.5
WOU	938	2.76	3.24	12.3	877	2.78	3.25	12.3
Willamette Promise Students	38	2.98	3.61	12.7	153	3.16	3.69	13.0
EOU	0	n/a	n/a	0	0	n/a	n/a	0
OIT	DS*	DS*	DS*	DS*	7	3.22	3.73	14.4
OSU	12	2.96	3.67	13.2	61	3.23	3.84	13.0
OSU- CS	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*
PSU	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*
SOU	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*
UO	10	3.22	3.71	14.0	26	3.11	3.73	14.0
WOU	9	3.00	3.50	12.4	47	3.01	3.48	12.5

DS* - Data suppressed due to low N.

Source: HECC Research & Data (May, 2017)

Table 4. Rate of Match between WP students reported by WOU and University enrollment

Willamette Promise Students in SCARF	2014-15	2016-2016
Total Willamette Promise students in HECC data for 2014-15	672	1,914
Number who have an SSN	510	1,087
Percent with an SSN	75.9%	56.8%
Number who attended an Oregon Public University in Fall 2015	38	153
Percent of total	5.7%	8.0%
Percent of potential matches (those with SSNs)	7.5%	14.1%

Source: HECC Research & Data (May, 2017)