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My name is Kevin Furey Ph.D.

I live in Bend, Oregon

I'm an Economics Instructor at Chemeketa Community College, and

I was the Community College Faculty Advisor to the Oregon State Board of Education 2012-14

I'm for the expansion of dual credit, but I'm against SB 418 as it is currently written.

Co-chair Rod Monroe, Co-chair Betty Komp, and members of the Ways and Means Subcommittee on Education,

The primary goal of expanding dual/concurrent credit is to increase number of students who successfully transition from high school to college. The more a dual/concurrent credit course can mirror an authentic college experience, the more successful students will be at bridging the divide between high school and college. But the difference between high school and college is more than just the academic rigor, in college: there is a greater emphasis on analytical reasoning, within disciplines students are introduced to different schools of thought, the pace of learning is much quicker, most of work is done outside of class time, in most cases college student bodies are more diverse and thus classroom discussions are richer, students are expected to meet deadlines like responsible professionals, and finally the content expert is the instructor in front of the class and not the textbook. The most desirable dual/concurrent credit options will not only maintain college level rigor, but will provide as much college classroom culture as possible.

SB 418 (section 10) places the responsibility for choosing the best dual credit options in the hands of the State Board of Education (SBE). The both the SBE and the OEIB have been promoting the Eastern Promise and the Eastern Promise replication grant models (they are not completely the same). Because these programs are filled with incentives that bias the outcomes towards the quantity of credits earned at the expense of quality education, there are fears that these programs will not provide students with college level rigor. These fears appear to have been realized in Willamette Promise, where Chemeketa faculty in every discipline, sitting in on professional learning committees, believe these course are not up to Chemeketa standards. In addition, Eastern Promise type courses give the high school student little or none of the features of college culture; this will be especially true if instructor qualifications are lowered.

The Oregon Education Association's Community College Council has written a position paper entitled *Oregon's Dual Credit Options: Analysis and Recommendations* that lists all the dual/concurrent credit options and ranks them based on their ability to provide an authentic college experience to students. First on our list are programs that allow high school students to take college classes on a college campus. In the Whole College Immersion program high school students go to the college for part of the day. In many cases, the high school provides transportation. Early/Middle College is partnership between the high school and the college to prepare students for college; and when students, in this program, are ready, they are placed in college courses. But for a large number of Oregon school districts, who aren't located near a college campus, we believe that there are still high

quality options for them to pick from. One is where college instructors come to the high school to teach dual credit courses. Two, is a model used at Columbia Gorge Community College and elsewhere, where students take a regular online college course and the high school provides a teacher, in the subject area, to lead “quiz sections.” This gives the course a face-to-face component. The Columbia Gorge model has the advantage that it can be used in even the most remote school districts, and has greater quality controls and more college culture than the Eastern Promise option.

Thank you for the opportunity to testify before you today.