

Docket Item:

HB 4053 (Accelerated Learning) Report

Summary:

In 2018, the Oregon Legislature passed House Bill (HB) 4053, which addresses accelerated learning, or earning college credit while in high school. The legislation requires public colleges and universities to track and submit data to the Higher Education Coordinating Commission (HECC) on the accelerated learning credits that new, incoming students bring with them. One requirement of the legislation is the submission of an annual report to the Legislature by December 1 of each year. Beginning in 2019, the HECC is responsible for these reports. This report is the second report submitted for House Bill 4053 and the first submitted by the HECC (the first was submitted last year by the Chief Education Office).

The report takes a wide view and examines several aspects of the access to and the impacts of earning college credit during high school, in addition to the aspects required under the legislation. Highlighted findings include:

- Accelerated learning programs and enrollment have increased over time, with 22 of the 24 public postsecondary institutions currently offering high school-based partnerships with high schools.
- Students from all backgrounds participate in accelerated learning, but many in historically underserved groups appear underrepresented.
- Students who earned college credits from a public university or community college during high school were much more likely to continue their education after high school than students who had not earned credit from a high school-based partnership.
- Students who do continue their education bring substantial credit into public universities and community colleges, and nearly all of this credit is accepted by the receiving institution. At the public universities, about three-quarters of the credits that universities accept are applied to general education requirements.
- Students entering public universities with at least ten accelerated learning credits completed their bachelor's degrees sooner, by one-half year, than students who entered with fewer than ten credits. This has financial impacts both on educational costs and on the opportunity costs of lost wages.
- In both access and impact, students from historically underserved groups, especially Black/African American, Hispanic/Latinx, Native American/Alaska Native, and Native Hawaiian/Pacific Islander students and rural students, appear to enjoy the potential benefits of accelerated learning less than other students. They have lower accelerated learning enrollment, subsequently bring fewer credits into their postsecondary careers, are then at a disadvantage for pre-filling general education requirements, and take longer to complete a bachelor's degree and enter their careers.

Docket Material:

Report attached.

Staff Recommendation:

Approval of submission of report to Legislature.