

Accelerated Learning in Oregon: Access and Impact



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PREFACE

Accelerated learning, or the earning of college credit while in high school, has a longstanding tradition in Oregon and nationally. Accelerated learning programs have expanded in recent years, as educators, policymakers, students, and families have placed growing interest in it as a mechanism for student success and affordability. In 2018, the Oregon Legislature passed House Bill 4053, requiring public colleges and universities to track and submit data to Oregon's Higher Education Coordinating Commission (HECC) on 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. It takes a wide view of accelerated learning and examines many aspects of earning college credit during high school, in addition to the aspects required under the legislation. The report should be of interest to Legislators and the Governor, to students, to leadership and staff at Oregon's community colleges and public universities, and to policymakers and scholars in the fields of secondary and postsecondary education.

This report was undertaken by staff in HECC's Office of Research and Data with data supplied by Oregon's 17 community colleges and seven public universities. As the single state entity responsible for ensuring pathways to higher educational success for Oregonians statewide, the HECC sets state policy and funding strategies, administers numerous programs and over \$1.2 billion annually of public funding, and convenes partners working across the public and private higher education arena to achieve state goals. More information about HECC can be found at www.oregon.gov/highered. Questions about the HECC should be directed to info.HECC@state.or.us, and questions about this report should be directed to the Director of the Office of Research and Data, Amy Cox, at amy.cox@state.or.us.

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EXECUTIVE SUMMARY

BACKGROUND

Earning college credit while in high school has become increasingly popular both nationally and in Oregon. Known as “accelerated learning,” the vast majority of public high schools in Oregon offer students educational opportunities to earn college credit while in high school. The primary goal of accelerated learning programs is to provide a bridge to postsecondary education that facilitates college-going culture, expands access to college, and helps prepare students academically for college. Through these programs, students can be exposed to the benefits of postsecondary education and be better prepared for postsecondary experiences and expectations.

Whether accelerated learning programs ensure timely completion of a postsecondary credential is also of interest because of its potential to lower the rising costs of postsecondary education. To this end, the transferability of accelerated learning credits into the postsecondary career is of particular importance, and in 2018, the Oregon Legislature passed House Bill (HB) 4053 to examine the acceptance of accelerated college credit by Oregon’s public colleges and universities. The bill calls for an evaluation of the extent to which accelerated college credits are (a) successfully transferred to Oregon public postsecondary institutions and (b) applied to general education requirements.

This report offers a current analysis of two fundamental aspects of accelerated learning in Oregon and include answers to the questions posed by HB 4053 (2018) in these analyses. Specifically, it asks:

1. Who has access to accelerated learning, and how has this changed over time?
2. What is the impact of accelerated learning on postsecondary outcomes, such as college-going rates, transferability of credits, time to completion, and financial cost?

The report presents the current status of accelerated learning in Oregon with particular emphasis on whether accelerated learning access and impact are equitably distributed across students. The report focuses on accelerated learning programs that are (a) high school-based college credit, (b) Advanced Placement, (c) International Baccalaureate, and (d) an unknown category referred to as “undifferentiated college credit.” High school-based partnerships (in which students earn credit from an Oregon community college or public university in a program based at their high school) are examined in the greatest depth, as these programs are most common and data on them are most available.

SUMMARY OF FINDINGS

We found that accelerated learning programs and enrollment have increased over time, with 22 of the 24 public postsecondary institutions offering high school-based partnerships with high schools that enroll over 45,000 students in over 4,000 different class sections each year. Students from all backgrounds participate in these and other kinds of accelerated learning, but many in historically underserved groups appear underrepresented. Students who are Black/African American, Hispanic Native American/Alaska Native, Native Hawaiian/Pacific Islander, or from rural counties appear less likely to be accessing accelerated learning, compared to white and urban students, and the gap appears to be widening in some cases. However, high schools and colleges report students’ race/ethnicity differently, which limits our understanding of how equitable truly access is. Nonetheless, there is not strong any evidence that accelerated learning has helped close racial/ethnic gaps in education. By gender, we find that girls are more likely to participate in accelerated

learning than boys are and that this difference appears to be widening. This is consistent with gender differences in postsecondary enrollment and completion.

With regard to impacts, participation in accelerated learning appears related to students' college-going rates. Oregon high school students who earned college credits from a public university or community college were much more likely to continue their education after high school than students who had not earned credit from a high-school-based partnership. Other factors are likely related to these differences in college-going rates (e.g., the selectivity of students taking college credit in high school), but the findings are consistent with other research that controls for many of these factors. Moreover, the apparent inequities in access to accelerated learning suggests that at least some of this selectivity is situational (e.g., which students are prepared to and encouraged to take accelerated learning) rather than aptitudinal.

We also found that 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 accelerated learning credits that universities accept are applied to students' general education requirements. This includes credits from all forms of accelerated learning. Racial/ethnic differences in the amount of credit accepted amplify the earlier-found differences in access.

Finally, we also found that students entering public universities with at least ten accelerated learning credits completed their bachelor's degrees sooner, 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, 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.

CONCLUSIONS AND IMPLICATIONS

Accelerated learning, as it exists today in Oregon, appears to be both beneficial for those enrolled and inequitable for which students gain these benefits. The underlying causes of these inequities are undeniably complex and not limited to the secondary and postsecondary education systems. Nevertheless, accelerated learning offers an important opportunity to address these challenges. Investing in the postsecondary of underserved students while they are still in high school presents a strategic opportunity to help close equity gaps in education.

Given the apparent benefits of accelerated learning for student affordability and outcomes, expanded opportunities to access these benefits seem warranted. These opportunities include both investment in programs as well as investment in the less tangible educational processes of student engagement and support.

This report both answers questions and raises new ones, and we encourage continued research on accelerated learning, especially with regard to how access and impact can be made more equitable, how programs can be successful, and how different programs provide different outcomes.

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ABBREVIATIONS

AP	Advanced Placement
BMCC	Blue Mountain Community College
COCC	Central Oregon Community College
CGCC	Columbia Gorge Community College
EOU	Eastern Oregon University
HECC	Higher Education Coordinating Commission
HS-based partnerships	High school-based partnerships
HB	House Bill
IB	International Baccalaureate
KCC	Klamath Community College
LBCC	Linn-Benton Community College
MHCC	Mt. Hood Community College
OCCC	Oregon Coast Community College
OIT	Oregon Institute of Technology
OSU	Oregon State University
PCC	Portland Community College
PSU	Portland State University
SOU	Southern Oregon University
SOCC	Southwestern Oregon Community College
TBCC	Tillamook Bay Community College
TVCC	Treasure Valley Community College
UCC	Umpqua Community College
UO	University of Oregon
WOU	Western Oregon University

INTRODUCTION

THE ANTICIPATED PAY-OFF OF EARNING COLLEGE CREDIT IN HIGH SCHOOL

Earning college credit while in high school has become increasingly popular both nationally and in Oregon. Known in Oregon as “accelerated learning,” the vast majority of public high schools across the state provide students with educational experiences that offer the opportunity to earn college credit while in high school (Hodara and Pierson, 2018). The primary goal of accelerated learning is to provide a bridge to postsecondary education to “support and encourage a college-going culture” as well as “reduce gaps in college access and academic achievement” (Higher Education Coordinating Commission, n.d.). By earning college credit while in high school, students can be exposed to the benefits of postsecondary education and be better prepared for postsecondary experiences and expectations.

In response to these advantages—and with the hope that accelerated learning programs can help alleviate equity gaps within postsecondary education (Hodara and Pierson, 2018; Karp, 2015)—the past ten years have seen an incredible growth in accelerated learning programs in Oregon. Through these programs, Oregon high school students are able to earn college credit—often within the doors of their own high schools—and enter postsecondary education with college credits already accumulated. College credits earned in high school help equip students for future success by exposing them to the academic rigor of postsecondary education and by potentially shortening their time to credential completion and reducing the costs of postsecondary education (Iatarola, Conger, & Long, 2011; Long, Conger, & Iatarola, 2012; Karp, 2015).

Whether accelerated learning programs ensure timely completion of a postsecondary credential is of particular interest and importance given the rising cost of postsecondary education. To this end, the transferability of accelerated learning credits once students enroll in a college or university after high school has received increasing attention as well. In 2018, the Oregon Legislature passed House Bill (HB) 4053 to examine the acceptance of accelerated college credit by Oregon’s public colleges and universities. The bill calls for an evaluation of the extent to which accelerated college credits are (a) successfully transferred to Oregon public postsecondary institutions and (b) applied to general education requirements. In this way, the spirit of the law not only assesses whether high school students participating in accelerated learning programs are able to transfer these credits to Oregon public colleges and universities, but whether accelerated learning credits help students meet degree requirements more quickly and efficiently.

MULTIPLE WAYS TO EARN COLLEGE CREDIT IN HIGH SCHOOL: TYPES OF ACCELERATED LEARNING PROGRAMS

In Oregon, accelerated learning programs include a variety of educational options. In 2018, the Higher Education Coordinating Commission (HECC) adopted the following typology of options:

High School-Based College Credit through Partnerships (HS-based college partnerships). These programs include dual credit, sponsored dual credit, and assessment-based learning credit. They are taught by high school instructors at a high school during regular school hours and offer students both secondary and postsecondary credit. The partnerships include career and technical education (CTE) programs sometimes referred to as “Two Plus Two” or “Tech Prep” offering career-focused pathways aligning curriculum and articulation of credit between high schools and postsecondary programs. At the local level, some examples of these programs: College Now, the Willamette Promise, Advanced Credit, and others.

- *Dual Credit*: In dual credit courses, the high school teacher is qualified to act as a proxy faculty member for the college or university when teaching the course. These courses are sufficiently similar to enable the student to be described as “taking a course” from the postsecondary institution. Through ORS 340.310, HECC was charged with developing standards for dual credit and other high school based college credit partnership programs.
- *Sponsored Dual Credit*: In sponsored dual credit courses, a high school teacher partners with a sponsoring faculty member at a college or university to offer the course. The college or university faculty member works with the high school teacher throughout the course to ensure it satisfies postsecondary standards. These courses are sufficiently similar to enable the student to be described as “taking a course” from the postsecondary institution. ORS 340.310 charged the HECC to develop standards for these sponsored dual-credit programs.
- *Assessment-Based Learning Credit*: In assessment-based learning credit, students do not enroll in a college or university course but are provided an opportunity to earn college credit by demonstrating they have achieved a college or university course’s learning outcomes. ORS 340.310 charged HECC with developing standards for these assessment based learning credit programs.

Expanded Options. These programs allow students to attend an eligible postsecondary institution either full- or part-time to complete their high school diplomas and earn college credits with costs paid for by the local school district.

Online College Courses. These courses are offered by a postsecondary institution and specifically designed for high school students.

Advanced Placement (AP). This national program has courses taught at the high schools that use approved syllabi and national examinations that are created in partnership with college faculty copyrighted by the College Board. Students can earn college credit once they enroll in college.

International Baccalaureate (IB). This program provides an internationally benchmarked course of study that trains teachers to use in high schools. It uses ongoing program review and international student assessments. Students can earn credit when they enroll in college.

Due to the availability of data, colleges, universities, and the State are not yet able to distinguish between all types of accelerated learning programs. This report focuses on accelerated learning programs that are (a) HS-based college credit, (b) Advanced Placement, (c) International Baccalaureate, and (d) an unknown category referred to as “undifferentiated college credit.” Data sources and availability are discussed in further detail in the *Data and Methods* section.

PREVIOUS FINDINGS

In line with the goals of the programs, prior research has found that students who earn accelerated learning credit do, indeed, have higher rates of high school graduation, postsecondary enrollment, and postsecondary retention (Development Services Group, 2017; Hodara and Pierson, 2018). In a report focused on accelerated learning in Oregon, Hodara and Pierson (2018) found that accelerated learning participants were 30 percentage points more likely to graduate from high school compared to similar students who had not

participated in accelerated learning. Moreover, accelerated learning participants were also 25 percentage points more likely to enroll in a college or university and 22 percentage points more likely to remain enrolled in college through the following fall term. These positive impacts of accelerated learning programs were similar across racial/ethnic groups. They held even after controlling for many differences between the groups in socioeconomic, academic, and family characteristics (Hodara and Pierson, 2018).

The potential pay-off of participating in accelerated learning raises the question of whether all Oregon students have access to these educational opportunities. Analysis of data from the 2015-16 academic year found that 97 percent of Oregon public high schools had at least one student participating in an accelerated learning program (Hodara and Pierson, 2018). The greatest participation rates were found in Oregon high schools in urban areas. On average, among schools in urban locations, 36 percent of students participated in accelerated learning programs in 2015-16. In comparison, among schools in rural locations, 26 percent of students participated in accelerated learning programs on average (Hodara and Pierson 2018).

Beyond its impact on high school graduation or postsecondary enrollment, a primary goal of accelerated learning is to help students achieve timely completion of a postsecondary degree. In order to achieve this objective, accelerated learning credits must transfer to the student's chosen college/university and ideally apply toward specific course requirements, such as general education requirements. Previous studies have observed mixed success in the transferability of accelerated learning credits. Hodara and Pierson (2018) found that among students who earned college credit while in high school and went on to enroll at an Oregon public university, 11 percent had none of their accelerated learning credits accepted by their respective university. This study did not distinguish whether students who had accumulated these credits in high school had planned to present them at college or university (i.e., students might not present credits because they did not realize they could, because they knew the credits would not be accepted, or some other reason). Another study found that most accelerated learning credits that were accepted did apply to course requirements; roughly 60 percent of credits accepted at Oregon public colleges and universities were applied toward general education requirements (Chief Education Office, 2018). The goals of accelerated learning would be considerably undermined if credits earned during high school were not applicable at students' chosen colleges and universities.

Recent research on accelerated learning points to the continued need to track the access to and impact of earning college credit while in high school. Understanding the effect of accelerated learning requires continued understanding of the degree to which it is increasing, and for whom; the transferability of credits earned; and its impact on the timely completion of degrees.

MAIN QUESTIONS

This report offers a current analysis of these two fundamental aspects of accelerated learning in Oregon and include answers to the questions posed by HB 4053 (2018). Specifically, it asks:

3. Who has access to accelerated learning, and how has this changed over time?
4. What is the impact of accelerated learning on postsecondary outcomes, such as college-going rates, transferability of credits, time to completion, and financial cost?

DATA AND METHODS

To answer these questions, we draw on two sources of student-level data. The first is the set of student records from Oregon’s community colleges and public universities that the institutions submit regularly to HECC. These records include information on accelerated learning programs offered through community colleges and public universities as well as broader information about student characteristics, enrollment, and completion.

The final source of data is a supplemental collection of data submitted by the institutions to fulfill the requirements of HB 4053 (2018). This supplemental data collection contains information from the public universities on (a) the number of accelerated learning credits presented for transfer by new Oregon high school graduates, (b) the number of these accelerated learning credits that were accepted, and (c) the number of accelerated learning credits that were applied toward general education requirements. While the bill mandates both public universities and community colleges to submit these data, we formally solicited the data only from the universities. This is because community colleges do not require students to present high school transcripts at admission, and students typically present accelerated learning credits only at the time of petitioning for a certificate or degree. Therefore, colleges do not have data on the number of incoming students presenting credits. However, we do supplement the HB 4053 (2018) special collection with analyses of the regular student record data.

Within these two sources of data, the ability to track and measure each specific type of accelerated learning program varies. Public universities are often—though not always—able to distinguish between accelerated college credit earned through AP, IB, and the general category of high school-based college credit through partnerships (HS-based college credit). However, public universities are not all able to tell whether college credit earned through HS-based college credit programs are from dual-credit, sponsored dual-credit, and/or assessment based learning credit programs. Further, some institutions are not able to determine the type of accelerated college credit program a student participated in at all. Based on these constraints, among the public universities, this report distinguishes between four types of accelerated college credit: (a) HS-based college credit, (b) AP, (c) IB, and (d) undifferentiated college credit.

Community colleges have even less insight into the types of accelerated learned credit earned by their students, due to their open-enrollment nature and mission to serve all students. In order to minimize barriers to access, community colleges do not require students to submit official transcripts prior to enrollment. As such, each community college has visibility only into its own accelerated learning courses for incoming students and no visibility into courses at other community colleges, public universities, or other programs such as AP and IB. Because the HECC houses data from each community college, we can expand on this visibility to include accelerated learning credit earned at any of the community colleges among new community college students, though data on credit earned through other programs are unavailable. The report also assesses the extent to which these students enrolled at the same community college from which they earned their accelerated college credit.

SUMMARY

This report examines the current status of the access to and the student impacts of accelerated learning in Oregon. It uses various aspects of enrollment in accelerated learning and in subsequent college or university, accelerated learning credits transferred into college or university after high school, and time to completion to evaluate this access and impact. Wherever possible, we examine these impacts not only for students in general

but also for students in historically underserved groups to assess whether access and impacts are equitable across the state. In addition to providing a current analysis of accelerated learning, this report fulfills the reporting requirements of HB 4053 (2018).

ACCESS TO ACCELERATED LEARNING IN OREGON

DIFFERING RATES OF ACCESS

For policymakers, equitable access to earning college credit during high school points to accelerated learning programs as a tool for closing education equity gaps. For students, it means having received the academic, socio-economic, and developmental preparation to view accelerated learning as applicable to their futures and possible to achieve. If students of all backgrounds have this level of access, it would be evident in proportionate numbers engaging in the programs. We observe whether this is the case by comparing the racial/ethnic and gender distributions of all Oregon twelfth graders with the racial/ethnic and gender distributions of students taking AP exams and of students earning credit through HS-based partnerships. Unfortunately, comparable data on other characteristics related to equity (e.g., geography, income) and on students taking IB exams are not available.

The results in Table 1 indicate that Black/African American, Hispanic/Latinx, Native American/Alaska Native, and Native Hawaiian/Pacific Islander students are underrepresented in AP and HS-based partnership programs. However, we note an important limitation that prevents us from drawing a confident conclusion that this is the case, especially with HS-based partnership programs. The number of students not reporting a race/ethnicity is large in these programs; 15 percent of students earning community college credit and 14 percent of students earning university credit do not report their race/ethnicity. Among AP students, the number is much smaller, one percent, but is still present. This is because students self-report their racial/ethnic identity in these programs. In contrast, all students have a racial/ethnic identity in their high school records because if students or their families decline to choose a racial/ethnic group, federal law requires school staff to designate a racial/ethnic group for them on their records. Because we do not know the racial/ethnic identities of students in the “not reported” group, direct comparisons between high school and postsecondary records are difficult. Nevertheless, the results suggest inequities and raise questions to be examined more fully.

Table 1. Distributions of Oregon public high school twelfth graders, AP test takers, HS-based partnerships with community colleges, and HS-based partnerships with public universities, by race/ethnicity and gender, 2018-19.

	Percent of twelfth graders	Percent of AP test takers	Percent of those earning community college credit	Percent of those earning university credit
Race/ethnicity				
Asian American	4.5%	11.4%	4.9%	7.0%
Black/African American	2.6%	1.3%	1.4%	1.2%
Hispanic/Latinx	22.7%	16.1%	17.4%	19.9%
Native American/Alaska Native	1.5%	0.3%	1.0%	1.0%
Native Hawaiian/Pacific Islander	0.7%	0.3%	0.5%	0.5%
Multi-racial	5.9%	6.3%	5.1%	3.5%
White	61.9%	63.1%	54.4%	52.9%
Not reported	N/A	1.3%	15.3%	14.1%

Total	100%	100%	100%	100%
Gender				
Female	48.0%	55.0%	55.5%	58.8%
Male	52.0%	45.0%	44.5%	41.2%
Total	100%	100%	100%	100%

Source: Oregon Department of Education, 2019; Collegeboard, 2019; HECC Office of Research and Data.

In contrast to access by racial/ethnic group, Table 1 shows a different result for gender. Although just over half of twelfth graders are boys, just over half of students taking AP exams and earning credit through community colleges and public universities are girls. Unlike historically underserved racial/ethnic groups, girls are not underrepresented in accelerated learning opportunities. The same forces driving greater college enrollment and completion among young women than among young men appear to be operating during high school as well.

To the extent that historically underserved groups are underrepresented in accelerated learning opportunities, students in these groups would end up with less educational capital when they enter college and university. This would indicate accelerated learning is widening educational inequities rather than reducing them. Indeed, most of these groups start their public university careers with fewer credits, on average, than white students. This is particularly problematic given that these groups face other opportunity gaps in education. Table 2 shows the proportion of new incoming freshmen in fall 2018 with any accelerated learning credits and the average number of credits accepted for all students, including those with none. Fewer Black/African American students, Hispanic/Latinx students, and Native American/Alaska Native students arrive at the universities with college credits already completed than students in general. The difference is particularly stark for Black/African American students and Native American/Alaska Native students. Not surprisingly, these groups also arrive with fewer credits, on average, than incoming freshmen in general. On average, Black/African American students arrive with 10.4 credits; Hispanic/Latinx students arrive with 12.3 credits, and Native American/Alaska Native students arrive with 5.1 credits. This compares to all incoming freshmen, who arrive with 15.8 credits on average, or more than a term of college credit completed.

Table 2. Percent of new freshmen enrolling at Oregon public universities with any accelerated learning credits and average number of credits among new freshmen, by race/ethnicity, geography, and income status, fall 2018 or fall 2017.

	Number of students	Percent with any accelerated learning credit	Average number of accelerated learning credits
Race/ethnicity (fall 2018)			
Asian American	705	64%	20.9
Black/African American	169	37%	10.4
Hispanic/Latinx	1,154	50%	12.3
Native American/Alaska Native	57	26%	5.1
Native Hawaiian/Pacific Islander	35	54%	15.2
Multi-racial	607	57%	15.4
White	4,753	57%	16.2
Not reported	160	53%	16.8
Geography (fall 2018)			
Rural	987	59%	17.2
Urban	6,529	55%	15.6
Income status (fall 2017)			
Received Pell grant in 2017-18	2,824	50%	13.4
No Pell grant in 2017-18	4,627	60%	17.3
Total	7,645	56%	15.8

Source: HECC Office of Research and Data.

Table 2 also shows the same information for two other characteristics related to equity, geography and income status. The difference in access to accelerated learning that is evident by race/ethnicity is not evident by geography, at least as measured by the percentage of new freshmen who arrive with accelerated learning credits nor by the average number of credits. Freshmen from urban and rural counties arrive students with similar rates of some accelerated learning credits, 55 percent and 59 percent, respectively. They also arrive with similar numbers of credits: 15.6 credits for rural students and 17.2 credits for rural students (including those with zero accelerated learning credits).

Finally, Table 2 shows the same information for students by income status. We define income status as having received a federal Pell grant at any point in their freshman year, and we examine new freshmen arriving in fall 2017 (not fall 2018) due to availability of financial aid data. The results indicate a gap in access to accelerated learning by income status. Half of lower income students arrived at the university with some accelerated learning credit, compared to 60 percent of higher income students. In addition, lower income students arrived with 13.4 credits on average (including those with zero credits), compared to 17.3 credits among higher income students.

HS-BASED COLLEGE CREDIT PARTNERSHIPS

Another way to examine access to accelerated learning is by investigating how this access has changed over time. To do this, we take a closer look at HS-based partnerships offered by public colleges and universities in the state. First we provide a general overview of HS-based partnerships, and then we examine what their growth over time suggests about the access to earning college credit in high school.

HS-based college credit partnerships are the most common way to earn college credit in high school. The number of these programs has risen in recent years, and for several years, all 17 community colleges and all but two of the seven public universities (Oregon State University and the University of Oregon) offer accelerated college credit programs, typically dual-credit programs. Across the state, these programs offer thousands of classes at hundreds of high schools. In 2017-18, 4,098 different classes (i.e., course sections) were offered, enrolling about one in four high school students.

By the time students complete twelfth grade, they earn, on average, an estimated 8.2 college credits through these programs.¹ This average includes students who earned no credit. The estimated amount of college credit earned through HS-based partnerships has continued to rise for the last eight years (Table 3), which suggests continued opportunities to expand access to accelerated learning equitably.

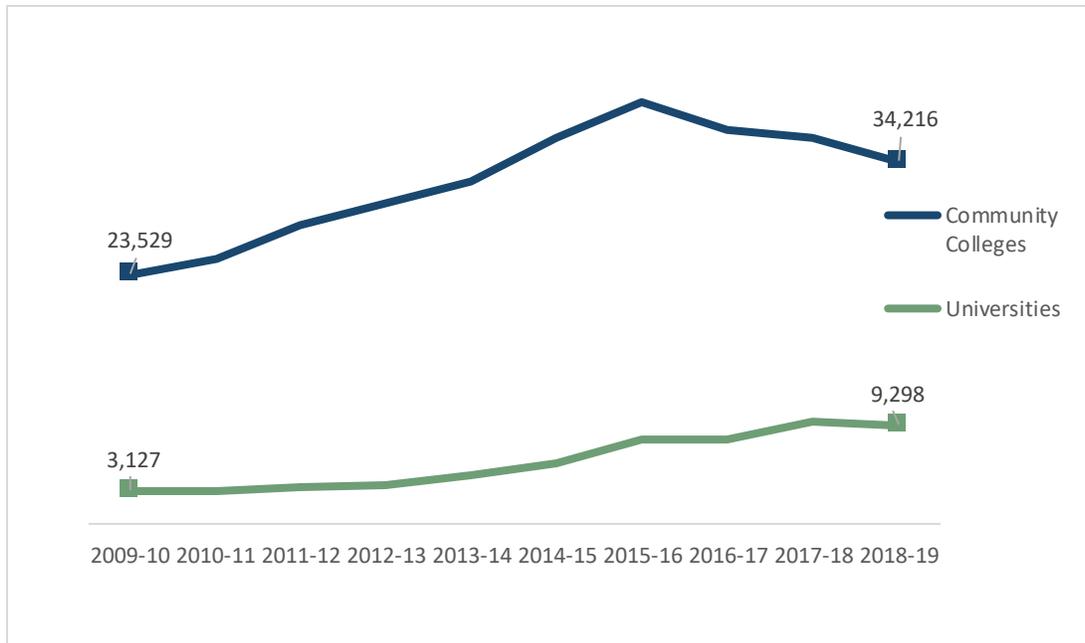
Table 3. Estimated credits earned per student by the end of high school, averaged across all students, from HS-based college credit programs at Oregon community colleges and public universities, 2010-11 through 2017-18.

High school graduation year	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Estimated university credits earned	0.5	0.6	0.7	0.8	0.9	1.2	1.2	1.4
Estimated community college credits earned	4.1	4.5	5.2	5.6	6.4	6.8	6.8	6.8
Total estimated public institution credits earned	4.6	5.1	5.8	6.3	7.3	8.0	8.1	8.2

Source: HECC Office of Research and Data; Oregon Department of Education.

The number of high school students enrolled in dual credit and other HS-based college credit programs has steadily increased over the past decade, as shown in Figure 1 below. The number of accelerated learning students at each of the community colleges and public universities for the last decade can be found in Appendix A. At public universities, the number of students enrolled in such programs has risen consistently. At the community colleges, the number of students in HS-based college credit programs rose sharply between 2009-10 and 2015-16 and then began to fall slightly beginning in 2016-17.

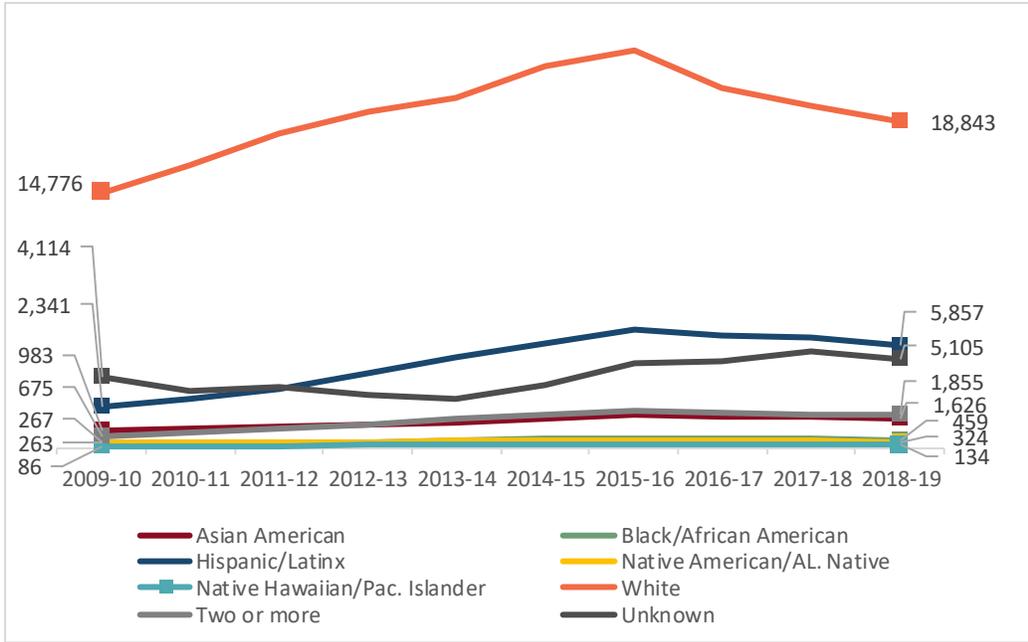
¹ This number is calculated by dividing the total number of credits earned by all high school students in 2017-18 by the number of students in a four-year high school graduating class (specifically, the four-year graduating cohort, as defined by the Oregon Department of Education). Credits earned include only those where students earned a grade of C- or better. This number is an estimate, as the numerator and denominator in the calculation do not represent the same student cohort. The numerator includes credits earned by high school seniors, juniors, sophomores, freshmen and possibly younger students in a single academic year. The denominator includes the count of the high school cohort that could graduate in the academic year shown.



Source: HECC Office of Research and Data.

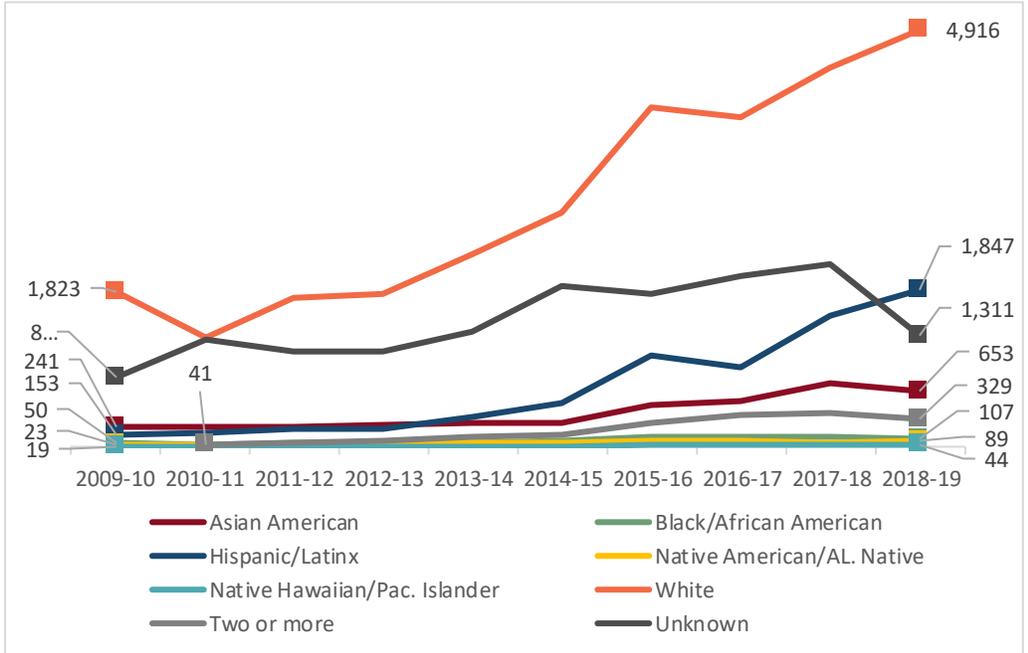
Figure 1. Number of high school students enrolled for college credit through HS-based college credit programs at Oregon community colleges and public universities, 2009-10 through 2018-19.

The overall growth in the number of students enrolled in accelerated learning credit through community colleges and public universities has occurred in all racial/ethnic groups, as shown in Figures 2 and 3 below. The number of accelerated learning students in each racial/ethnic group at each community college and public university over the last decade is shown in Appendix A. This suggests that the expanding access to accelerated learning programs has broadened opportunities for students in all racial/ethnic groups. One notable difference across the sectors is the apparent shift in white students' enrollment from community colleges to public universities. Since 2015-16, as HS-based college credit programs have risen at the universities, the number of white high school students at the universities has risen especially quickly, while it has declined at the community colleges. This shift does not appear to be happening among other racial/ethnic groups, at least to the same degree. The shift does have the effect of closing many racial/ethnic gaps in HS-based partnerships with community colleges and widening the gaps in partnerships with universities.



Source: HECC Office of Research and Data.

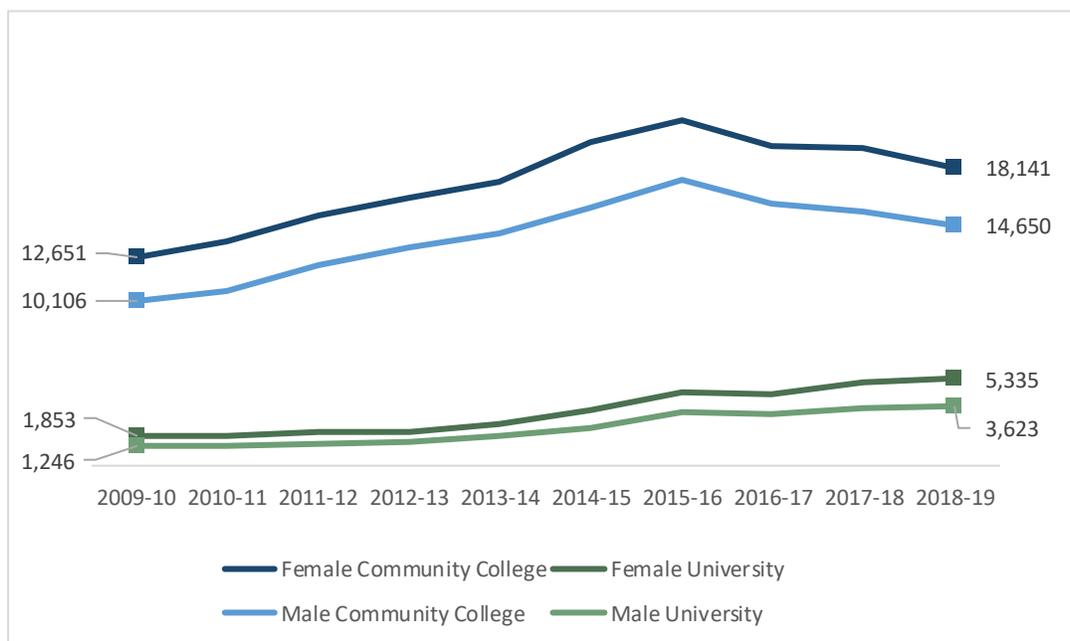
Figure 2. Number of high school students enrolled for college credit through HS-based college credit programs at Oregon community colleges, by students' race/ethnicity, 2009-10 through 2018-19.



Source: HECC Office of Research and Data.

Figure 3. Number of high school students enrolled for college credit through HS-based college credit programs at public universities, by students' race/ethnicity, 2009-10 through 2018-19.

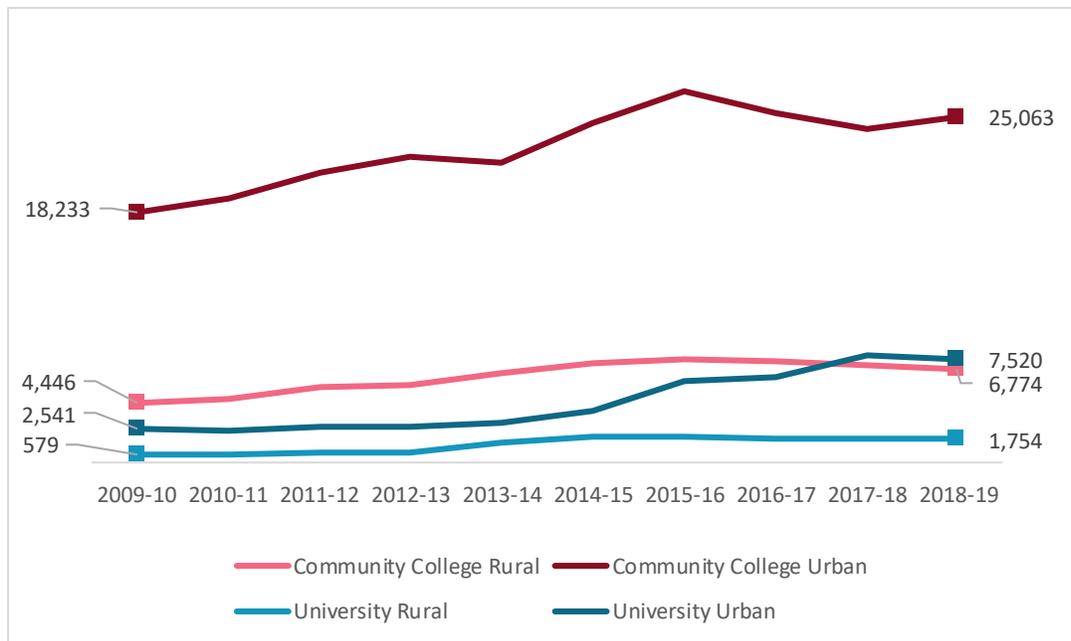
As with race/ethnicity, the overall rise in accelerated learning enrollment through community colleges and public universities was evident among both young women and men, as shown in Figure 4. Appendix A shows this same information by specific college and university. As noted previously, the greater participation among girls is consistent with higher college-going rates among young women. The gap between girls and boys in accelerated learning at universities appears to have widened in the last five years.



Source: HECC Office of Research and Data.

Figure 4. Number of high school students enrolled for college credit through HS-based college credit programs at community colleges and public universities, by students' gender, 2009-10 through 2018-19.

Figure 5 breaks out the number of high school students enrolled in dual credit and other HS-based college credit programs by whether students' county of residence is primarily urban/suburban or rural. The same information by institution can be found in Appendix A. Both urban and rural students experienced growth in earning college credit through community colleges and public universities over the last decade, but more recently, the increase has occurred largely among urban students. The increase in HS-based college credit programs at the universities since 2015-16 has expanded urban student enrollment much more than rural student enrollment. This parallels the same shift observed in white students' enrollment. Moreover, if we combine the sectors, we find that total enrollment in these HS-based partnerships has stabilized since 2015-16 for urban students but has begun to decline slightly for rural students. This greater access for urban students is consistent with findings from prior studies (Hodara and Pierson 2018). Moreover, the widening gap between urban and rural students suggests that access to accelerated learning may be becoming less equitable for students in terms of geography.



Source: HECC Office of Research and Data.

Figure 5. Number of high school students enrolled for college credit through HS-based college credit programs at community colleges and public universities, by rural/urban designation of county in which students live, 2009-10 through 2018-19.

SUMMARY

Overall, the findings regarding access to accelerated learning programs appear mixed. While groups from all backgrounds are participating in many kinds of accelerated learning, many who are historically underserved appear underrepresented. Students who are Black/African American, Hispanic Native American/Alaska Native, Native Hawaiian/Pacific Islander, or from rural counties appear less likely to be accessing the potential benefits of accelerated learning, compared to white and urban students. In some cases this gap appears to be widening. Differences in how race/ethnicity is included in student records prevent full understanding of how equitable access is, but the potential for accelerated learning to help close racial/ethnic gaps in postsecondary education and training does not necessarily appear to be realized. In addition, consistent with gender differences in postsecondary enrollment and completion, girls are more likely to participate in accelerated learning than boys are, and this difference appears to be widening.

The underlying sources of differential access to accelerated learning are undoubtedly complex and certainly stem both from inequities in education and in the broader society. Nevertheless, addressing these challenges within accelerated learning offers an important opportunity to invest in educational outcomes for underserved students and to close equity gaps in both secondary and postsecondary education and training.

We turn next to an exploration of the impact that accelerated learning can have on students' college and university careers.

IMPACT ON POSTSECONDARY OUTCOMES

By expanding high school students' experiences, preparation, and investment in postsecondary education, earning college credit before they graduate has the potential to increase college enrollment, affordability, and success. In this section, we examine four potential impacts of accelerated learning: college enrollment rates, fulfillment of course requirements, time to degree completion, and financial impacts associated with the time to degree.

POSTSECONDARY ENROLLMENT

Consistent with previous studies, our analysis of student records shows a strong positive correlation between accelerated learning participation and postsecondary enrollment. Table 4 compares the college enrollment rates of students who earned some credit from a community college or public university credit during high school with the college enrollment rates of students who earned no credit from these HS-based partnerships. Among Oregon students who graduated high school in 2016-17, about 33 percent enrolled in a community college in fall of 2017, compared to about 23 percent of those who earned no credit. The difference in university enrollment rates is even starker: 24 percent of those who earned any community college or public university credit enrolled in a public university, compared to only nine percent of students with no credit from HS-based partnerships. Although these findings suggest that participation in accelerated learning may increase the likelihood of enrolling in postsecondary education, we note that multiple intervening factors may also explain the difference in these rates. These include selectivity of students taking accelerated learning (i.e., those already planning to attend college or university may be more likely to enroll in accelerated learning programs) and selectivity of the availability of HS-based partnerships (i.e., HS-based partnerships may be more available in schools that already have higher college-going rates). Previous findings controlled for characteristics related to both of these factors and still found higher college-going rates among accelerated learning participants (Development Services Group, 2017; Hodara and Pierson 2018).

Table 4. Oregon community college and public university enrollment rates of 2016-17 graduates of Oregon public high schools, by whether students earned credit at an Oregon community college or public university before high school graduation, fall 2017 enrollment.

	Enrolled in community college, fall 2017	Enrolled in public university, fall 2017
Students who took some community college or public university credits	33%	24%
Students who took no community college or public university credits	23%	9%

Source: HECC Office of Research and Data.

ACCEPTANCE OF ACCELERATED LEARNING CREDITS AT PUBLIC UNIVERSITIES

Once enrolled at a postsecondary institution, accelerated learning credits should ideally contribute to a student's progress toward a degree. To do this, accelerated learning credits should be able to be successfully transferred and be applied toward course requirements such as general education requirements. To assess the transferability of accelerated college credit for HB 4053 (2018), Oregon public universities submitted data to the HECC on first-time students enrolled at their institution in fall 2018 who were 2017-18 Oregon public high school graduates and had attempted to transfer accelerated college credit. Most institutions provided data on the entire population of interest; one institution provided data on a random, representative sample, as

allowed by the legislation. As mentioned previously, public universities have limited insight into the types of accelerated college credit programs their students participate in. Based on these constraints, this report distinguishes between four types of accelerated college credit transferred to the public universities: (a) HS-based college credit, (b) Advanced Placement (AP), (c) International Baccalaureate (IB), and (d) undifferentiated college credit.

Student Characteristics – Race/Ethnicity and Gender

In fall 2018, 4,894 new graduates from Oregon public high school presented enrolled in the public universities with accelerated learning credits. The number of credits they presented and their racial/ethnic and gender distributions are shown in Table 5. Appendix B provides the same information for each university. All groups were represented among those who attempted to transfer credit, and the proportions are relatively aligned with the overall distributions of students taking accelerated learning through community colleges and public universities. Because the universities require high school transcripts for new high school graduates, this means similar racial/ethnic and gender proportions of students take accelerated learning through HS-based partnerships and enroll in the public universities. Two underrepresented exceptions are Hispanic/Latinx and Native American/Alaska Native students. Hispanic/Latinx students are 20 percent of students earning credit through HS-based partnerships but only 15 percent of the students presenting credits, and Native American/Alaska Native students are one percent of the students earning credit through HS-based partnerships but only one-half of a percent of those presenting credits.

Table 5. Accelerated learning credits presented to and accepted by Oregon public universities for new high school graduates, by race/ethnicity and gender, fall 2018.

	Percent of students	Range of credits presented	Average credits presented	Range of credits accepted	Average credits accepted	Percent of credits presented that were accepted
Race/ethnicity (totals 100%)						
Asian American	10.4%	1 – 123	33.5	0 – 122	31.9	95.4%
Black/African American	1.5%	3 – 81	26.6	3 – 81	25.6	96.0%
Hispanic/Latinx	14.8%	1 – 124	26.0	1 – 124	25.2	96.9%
Native American/Alaska Native	0.4%	2 – 102	33.1	2 – 97	30.7	92.8%
Native Hawaiian/Pacific Islander	0.4%	4 – 88	28.7	4 – 88	28.4	99.0%
Multi-racial	8.3%	3 – 124	30.1	3 – 109	28.5	94.5%
White	62.3%	1 – 166	30.7	0 – 166	29.4	95.7%
Not reported	2.0%	4 – 133	29.8	4 – 121	29.0	97.5%
Gender (totals 100%)						
Female	53%	1 – 166	29.9	0 – 166	28.8	96.5%
Male	47%	1 – 144	30.7	1 – 144	29.1	94.8%
Not reported	0.3%	4 – 37	18.8	4 – 37	18.8	100.0%
TOTAL	100% (4,894)	1 – 166	30.2	1 – 166	28.9	95.8%

Source: HECC Office of Research and Data.

The number of credits students presented ranged widely, from a single credit to well over half of the 180 credits required to earn a bachelor's degree. The average number of credits students presented was 30, but this ranged across the racial/ethnic and gender groups. The average number of credits presented was lowest for Hispanic/Latinx students (26.0 credits) and Black/African American students (26.7 credits) and highest for Asian American (33.5 credits) and Native American/Alaska Native students (33.1 credits). We note that the number of Native American/Alaska Native students was small enough that their total might vary more in coming years. Men presented about one credit more than women.

Nearly all credits presented were accepted, 95.8% overall, and the acceptance rate was nearly 100% for all racial/ethnic and gender groups. The number of credits accepted, about 29 overall and from 25 to 32 across the groups, is about two terms worth of credits, suggesting a substantial impact on these students' undergraduate experience and success. That there is a difference of nearly seven credits across the groups also suggests that there continues to be a need for more equitable access to accelerated learning opportunities. The results also raise the question of how many of these credits did universities accept to fulfill course requirements, such as general education requirements, rather than as electives.

Accelerated Learning Credit Applied Toward General Education Requirements

Overall, the seven public universities report that they applied 72.5 percent of the accelerated learning credits they accepted toward general education requirements (Table 6). The remaining 27.5 percent of credits likely counted primarily as electives, with some courses possibly applying toward major requirements (institutions were not asked to differentiate these two latter categories). Appendix B. shows this information for each university. These findings, together with the high rate of acceptance overall suggest that, in general, accelerated college credits are welcomed at public universities and are frequently applied toward a student's general education requirements. At the same time, the nearly 30 percent of credits likely applying mostly as elective credits illustrates the need for continued alignment between accelerated learning coursework and university requirements. Further, it suggests that the nearly two terms of college credit that students bring to the university already completed largely fills foundational curriculum requirements, which could help timely completion of their degree.

As with the number of credits presented and accepted, the number applied to general educational requirements also varied by racial/ethnic and gender group. Table 6 presents these findings for all universities combined, and Appendix B presents them for each individual university. The number of credits applied to meeting general education requirements varies from 18 (for Hispanic/Latinx students and just over 18 for Native American/Alaska Native students) to 24 (for Asian American students). This difference, the equivalent of two courses applying to general education, illustrates the continued need for equitable access (in programs, preparation, and understanding) to accelerated learning. By gender, the number of credits applied to general education is nearly the same (21 credits) for women and men.

Table 6. Accelerated learning credits accepted as general education requirements by Oregon public universities for new high school graduates, by race/ethnicity and gender, fall 2018.

	Range of credits examined	Average credits applied to general education	Percent of credits accepted that were applied to general education
Race/ethnicity (totals 100%)			
Asian American	0 – 121	24.0	75.2%
Black/African American	0 – 81	21.0	82.2%
Hispanic/Latinx	0 – 105	18.3	72.6%
Native American/Alaska Native	0 – 57	18.7	60.8%
Native Hawaiian/Pacific Islander	4 – 88	22.6	79.5%
Multi-racial	0 – 109	20.6	72.5%
White	0 – 166	21.1	71.6%
Not reported	0 – 95	23.6	81.3%
Gender (totals 100%)			
Female	0 – 166	21.1	73.3%
Male	0 – 144	20.8	71.4%
Not reported	0 – 37	14.8	78.5%
TOTAL	0 – 166	21.0	72.5%

Source: HECC Office of Research and Data.

The percentage of students’ accepted credits that applied to meeting their general education requirements varies by student group as well. By race/ethnicity, the rate ranges from 60.8% (Native American/Alaska Native) to 82.2% (Black/African American). However, we note again that the number of students in the Black/African American, Native American/Alaska Native, and Native Hawaiian/Pacific Islander groups are small, and rates for these groups may vary in coming years. By gender, the rate is similar but slightly higher for women than for men.

However, the amount of accelerated learning credit that students attempt to transfer, the acceptance of these credits, and the amount applied to general education requirements varies across receiving institutions. Across the public universities, the average number of accelerated learning credits presented by new, recent high school graduates ranges from 15.5 credits to 34.5 credits (Table 7). The average number of these credits that were accepted ranges from 15.5 credits to 31.7 credits, and the average number of credits applied to filling general education requirements ranges from 12.1 credits to 30 credits (see Appendix B for further detail). The percentage of accepted credits that were ultimately applied to general education requirements ranged from 52 percent to 100 percent.

Table 7. Accelerated learning credits presented to, accepted by, and applied to general education requirements by Oregon public universities for new high school graduates, university, fall 2018.

University	Percent of students	Range of credits presented	Average credits presented	Average credits accepted	Average credits applied to general education	Percent of credits accepted that applied to general education
Eastern Oregon University	2.1%	1 – 103	21.8	21.8	12.9	59.0%
Oregon Institute of Technology	4.2%	1 – 133	30.4	30.1	26.1	87.0%
Oregon State University	39.1%	3 – 139	34.5	31.7	19.2	60.4%
Portland State University	15.0%	1 – 166	30.0	30.0	30.0	100.0%
Southern Oregon University	3.2%	3 – 88	15.5	15.5	13.5	87.5%
University of Oregon	30.4%	1 – 124	28.2	27.6	21.2	77.0%
Western Oregon University	6.0%	3 – 92	23.4	23.3	12.1	52.0%
TOTAL	100% (4,894)	1 – 166	30.2	28.9	21.0	72.5%

Source: HECC Office of Research and Data.

Acceptance by Type of Accelerated Learning Program

The credits incoming students presented to the universities (shown above) include credits from many kinds of accelerated learning programs. Among these, HS-based college credit was the most prevalent, comprising 39 percent of all credits presented. AP credits made up an additional 21 percent of the credits presented, while IB credits comprised just 5 percent of those presented. A significant portion of the presented credit—35 percent—was unable to be tracked within a specific accelerated learning program because it is not distinguished as different on students’ high school transcripts. This credit is labeled as undifferentiated college credit. These results are shown in Table 8, with additional detail by sending high school and by receiving university in Appendix C.

Table 8. Accelerated learning credits presented to, accepted by, and applied to general education requirements by Oregon public universities for new high school graduates, by type of accelerated learning program, fall 2018.

Type of accelerated learning program	Range of credits presented	Average credits presented	Average credits accepted	Average credits applied to general education
HS-based partnerships	1 – 133	20.6	19.6	12.0
Advanced Placement	3 – 100	16.5	15.0	12.3
International Baccalaureate	3 – 57	21.4	20.9	16.3
Undifferentiated credit	1 – 146	26.0	25.7	20.1

Source: HECC Office of Research and Data.

Accelerated learning credits were accepted in similar proportions as the presented credits. For instance, 39 percent of accelerated credits that were accepted were high-school based college credit, 20 percent were AP credit and 5 percent were IB credit. Additionally, 36 percent were undifferentiated college credit or accelerated

learning credit from unknown programs. The proportions of credits accepted as general education credits deviate only slightly from these distributions. Among the total credits accepted as general education credits, 32 percent are from high school-based college credit, 23 percent are from AP credit, 6 percent are from IB credit, and 39 percent are from undifferentiated college programs.

ACCELERATED COLLEGE CREDIT EARNED THROUGH COMMUNITY COLLEGES

Because community colleges do not require high school transcripts from new, incoming students, the colleges cannot send the same kind of supplemental data about new students’ credits presented, accepted, and applied to general education requirements. For community colleges, this report examines new students’ accelerated learning credit earned through HS-based partnerships with the colleges only. We examine the amount of credit among new community college students who graduated from an Oregon high school and also determine whether these students enrolled at the same community college from which they earned their accelerated college credit. Conversations with the colleges indicate that institutions generally accept all credits earned from their own institution and that community colleges accept all credits earned from other Oregon community colleges as well. Whether these accepted credits apply to general education requirements or as electives depends on the program of study.

Table 8 shows that on average, 2017-18 high school graduates who enrolled in community college in fall 2018 had earned 11.9 community college credits while in high school. This number ranged from 8.1 credits to 17.2 credits at different colleges and from earning 1 credit to earning 87 credits across the students. The same information is presented at the institution level in Appendix D.

Table 8. Accelerated learning credits earned at Oregon community colleges by incoming college students who were recent high school graduates, by race/ethnicity and gender, fall 2018.

	Number of students	Range of credits earned	Average credits earned
Race/ethnicity (totals 100%)			
Asian American	182	1 – 87	11.4
Black/African American	84	1 – 33	7.8
Hispanic/Latinx	1,271	1 – 70	11.1
Native American/Alaska Native	65	1 – 41	10.6
Native Hawaiian/Pacific Islander	37	1 – 57	11.1
Multi-racial	380	1 – 54	11.5
White	3,536	1 – 70	12.3
Not reported	266	1 – 57	13.1
Gender (totals 100%)			
Female	3,298	1 – 70	12.1
Male	2,474	1 – 87	11.8
Not reported	52	1 – 41	8.6
TOTAL	5,821	1 – 87	11.9

Source: HECC Office of Research and Data.

Among those who earned credits, new high school graduates in most racial/ethnic groups bring about 11 community college credits with them into their college career (Table 8). However, equity gaps do remain. Incoming students in all racial/ethnic minority groups bring fewer than twelve credits, and Black/African American students bring fewer than eight credits, while incoming white students bring 12 credits, on average. By gender, the results are similar, with both women and men bringing about 12 credits as they begin community college after high school.

Among high school students who had earned accelerated learning credit through a partnership with a community college, 28 percent enrolled in an Oregon community college following high school graduation (Table 9). Among these students who continued at a community college after high school, about three-quarters (73.5 percent) enrolled in the college through which they earned accelerated learning credit, and just over a quarter enrolled in a different community college. This supports the idea that exposure to community colleges through accelerated learning programs may encourage students to attend that community college.

Table 9. Enrollment in Oregon community college after high school among students who earned community college credit during high school for new high school graduates, fall 2018.

Student group	Number and percent
Number of accelerated learning students	21,105
Accelerated learning students who enrolled in community college after high school	5,881 27.9% of 21,105
Subset who enrolled in the same community college	4323 73.5% of 5,881
Subset who enrolled in a different community college	1,558 26.5% of 5,881

Source: HECC Office of Research and Data.

TIME TO COMPLETION & THE COST OF POSTSECONDARY EDUCATION

In addition to increasing access to postsecondary education and helping students enter college or university with accumulated credits, accelerated learning programs can help students achieve timely completion of their degree. We examined the time to bachelor’s degree completion for freshmen entering a public university by whether they entered with some accelerated learning credits.² We restrict this analysis to bachelor’s degree completions because of the availability of university data on the number of credits students had when they entered the university; we lack similar data for community college students. We calculated the time to degree completion for the cohort of resident, first-time freshman who entered Oregon public universities in fall 2009 and compared those who entered with 10 or more accelerated learning credits to those who entered with fewer than ten credits. We chose ten credits as the comparison point because it is the equivalent of less than one full term of college credits. We found the median time to earning a bachelor’s degree for those with 10 or more accelerated learning credits was 3.7 years, while the median time for those with fewer than 10 credits was 4.2 years. Put another way, students who arrive on campus with more than just a few accelerated learning credits

² Among those who earned their bachelor’s degree within nine years of their first enrollment as new, admitted freshmen to the university.

graduate half a year more quickly than their counterparts with no or just a few accelerated learning credits. These findings are shown below in Table 10. The findings hold for all racial/ethnic groups.³

These findings not only suggest that students bringing ample accelerated learning credits students save time, they also suggest such credits save costs. First, students who graduate more quickly pay fewer costs for their university education. In 2018-19, a half year at a public university for a full-time credit load cost about \$5,700 for resident tuition and books alone. Moreover, students who graduate sooner pay fewer opportunity costs of being out of the labor force longer. They can enter their careers sooner and enjoy the bachelor's degree wage boost sooner.

SUMMARY

In this chapter, we examined the impacts of accelerated learning on students' college and university enrollment after high school, the amount of credit they were able to transfer into college and university, the applicability of that credit to fulfill general education requirements, their time to completing a bachelor's degree, and some of the financial impacts of time to completion. We found that Oregon students who had earned college credits from a public university or community college while in high school were much more likely to continue their education after high school than students who had not earned credit through one of these HS-based partnerships. We also found that 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 accelerated learning credits that are accepted by the university are applied to students' general education requirements. We found that students entering public universities with at least ten credits earned while in high school completed their bachelor's degrees about half of a year faster than students who entered with fewer than ten credits. All of these impacts relate to equitable outcomes for students because they are the results of a system where access to accelerated learning opportunities is not equitable. In particular, students from historically underserved groups, especially Black/African American, Hispanic/Latinx, Native American/Alaska Native, and Native Hawaiian/Pacific Islander, bring fewer credits into their postsecondary careers, which puts them at a continued disadvantage for filling general education requirements and enjoying the lower costs of a shorter time to degree completion.

³ We averaged results from three years' of data for Native American/Alaska Native students and for Native Hawaiian/Pacific Islander students because of small numbers of students.

SUMMARY AND CONCLUSIONS

Accelerated learning, or earning college credit while in high school, has increased in popularity and been hailed as a key mechanism for increasing high school students' college-going rates, reducing opportunity gaps to make education more equitable, increasing college affordability, and improving student success both in high school and in college or university. This report presents the current status of accelerated learning in Oregon to examine these issues. We focus on measures of students' access to accelerated learning and student impacts of accelerated learning, and we place particular emphasis on whether access and impact are equitably distributed across students. In addition to providing a current analysis of accelerated learning, this report also fulfills the reporting requirements of HB 4053 (2018).

We examine four types accelerated learning: HS-based partnerships, Advanced Placement, International Baccalaureate, and undifferentiated programs. HS-based partnerships (in which students earn credit from an Oregon community college or public university in a program based at their high school) are examined in the greatest depth, as these programs are most common and data on them are most available.

We found that accelerated learning programs and enrollment have increased over time, with 22 of the 24 public postsecondary institutions offering HS-based partnerships with high schools that enroll over 45,000 students in over 4,000 different class sections each year. Students from all backgrounds are participating in these and other kinds of accelerated learning, but many in historically underserved groups appear underrepresented. Students who are Black/African American, Hispanic Native American/Alaska Native, Native Hawaiian/Pacific Islander, or from rural counties appear less likely to be accessing accelerated learning, compared to white and urban students, and the gap appears to be widening in some cases. Differences in the reporting of students' race/ethnicity prevent full understanding of how equitable access is, but there is not strong evidence that accelerated learning has helped close racial/ethnic gaps in education. By gender, we find that girls are more likely to participate in accelerated learning than boys are, and this difference appears to be widening. This is consistent with gender differences in postsecondary enrollment and completion.

With regard to impacts, Oregon high school students who earned college credits from a public university or community college were much more likely to continue their education after high school than students who had not earned credit from a HS-based partnership. Although other factors are likely related to these differences in college-going rates (e.g., the selectivity of students taking college credit in high school), the findings are consistent with other research that controls for many of these factors. Moreover, the evidence of inequities in access to accelerated learning suggests that at least some of this selectivity is situational (e.g., which students are prepared to and encouraged to take accelerated learning) rather than aptitudinal. We also found that 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 accelerated learning credits that are accepted by the university are applied to students' general education requirements. This includes credits from all forms of accelerated learning. Racial/ethnic differences in the amount of credit accepted amplify the earlier-found differences in access. We also found that students entering public universities with at least ten credits earned in high school completed their bachelor's degrees sooner, by half of a 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, 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. The underlying causes of these inequities are undeniably complex and not limited to the secondary and postsecondary education system. Nevertheless, accelerated learning offers an important opportunity to address these challenges. Investing in the postsecondary of underserved students while they are still in high school presents a strategic opportunity to help close equity gaps in education.

Given the apparent benefits of accelerated learning for student affordability and outcomes, expanded opportunities to access these benefits seem warranted. These opportunities include both investment in programs as well as investment in the less tangible educational processes of student engagement and support. Successful high school-to-college transitions require both a doorway to walk through and the ability to walk through it.

Finally, the analyses provided here raise as many questions as they answer. We encourage continued research in the area of accelerated learning, especially with regard to how access and impact can be made more equitable, how programs can be successful, and how different programs provide different outcomes.

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Appendix A. Enrollment in accelerated learning at Oregon public colleges and universities

Table A.1. Number of students enrolled in accelerated learning courses at Oregon public universities and community colleges, 2009-10 through 2018-19.

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
EOU	69	85	120	339	1,195	1,629	1,239	757	791	690
OIT	737	580	732	503	563	799	1,626	2,396	3,096	3,071
PSU	1,417	1,343	1,496	1,680	1,754	1,664	2,038	1,967	1,846	1,639
SOU	904	1,094	1,156	1,117	1,025	1,029	1,134	1,279	1,372	1,445
WOU						663	1,879	1,602	2,469	2,453
University total	3,127	3,102	3,504	3,639	4,537	5,784	7,916	8,001	9,574	9,298
BMCC		850	1,036	1,332	1,813	2,084	1,521	1,495	1,470	
COCC		825	1,146	1,292	1,281	1,452	1,479	1,318	1,375	
Chemeketa		2,877	2,651	3,614	3,861	4,054	4,337	3,904	3,935	
Clackamas		2,413	3,595	3,250	3,293	3,907	4,230	4,355	4,363	
CCC		321	573	559	454	363	596	721	711	
CGCC		230	408	407	412	432	499	595	645	
KCC		519	477	492	717	1,123	1,511	1,322	1,357	
LCC		4,475	4,710	4,704	4,577	5,138	5,282	4,803	4,819	
LBCC		2,367	2,481	2,751	2,990	3,088	3,890	3,111	2,999	
MHCC		1,966	1,828	2,230	2,400	3,537	3,918	3,947	3,720	
OCCC		30	148	183	138	166	145	132	189	
PCC		3,973	4,379	4,879	5,633	6,997	7,643	6,988	6,690	
RCC		2,518	2,958	2,974	2,914	2,593	3,152	2,249	2,065	
SOCC		656	797	746	824	731	895	1,018	906	
TBCC		135	214	217	220	205	185	314	298	
TVCC		650	596	460	632	543	699	984	1,188	
UCC		575	686	778	693	866	839	768	643	
Community college total	23,661	25,380	28,683	30,868	32,852	37,279	40,821	38,024	37,373	0
Grand total	26,788	28,482	32,187	34,507	37,389	43,063	48,737	46,025	46,947	9,298

Note: In 2009-10, some community colleges had fewer than 10 students enrolled in accelerated learning programs. As a result, cell suppression rules would result in many other cells being suppressed to protect student confidentiality. Therefore, we show community college enrollment in accelerated learning beginning in 2010-11.

Table A.2. Number of students enrolled in accelerated learning courses at Oregon public universities and community colleges, by gender, 2009-10 through 2018-19.

	2009-10		2010-11		2011-12		2012-13		2013-14	
	Female	Male								
EOU	43	26	55	30	76	44	211	123	698	495
OIT	455	282	374	206	492	240	323	180	324	239
PSU	781	615	760	564	811	675	912	743	966	763
SOU	574	323	669	417	721	428	698	405	607	385
WOU										
University total	1,853	1,246	1,858	1,217	2,100	1,387	2,144	1,451	2,595	1,882
BMCC		369	496	351	597	435	774	555	1,093	720
COCC		360	485	336	644	491	714	566	675	575
Chemeketa		1,177	1,652	1,199	1,587	1,042	2,054	1,517	2,191	1,592
Clackamas		1,261	1,417	977	1,931	1,532	1,819	1,370	1,869	1,372
CCC			154	167	283	290	272	275	262	188
CGCC		97	151	79	243	164	243	162	256	156
KCC		244	316	203	292	185	288	204	411	306
LCC		1,923	2,147	1,765	2,234	1,900	2,287	1,937	2,116	1,918
LBCC			1,367	988	1,403	1,064	1,572	1,151	1,751	1,210
MHCC		595	1,234	718	1,148	667	1,338	876	1,451	948
OSCC		48	14	16	83	65	107	76	87	51
PCC		2,158	1,896	2,071	2,105	2,271	2,408	2,462	2,680	2,944
RCC		1,177	1,406	1,112	1,668	1,285	1,602	1,372	1,489	1,418
SOCC		234	374	274	393	363	410	318	484	326
TBCC		44	77	58	110	104	96	121	111	109
TVCC		222	337	307	344	249	271	186	348	279
UCC		251	345	230	419	267	445	332	389	303
Community college total	12,729	10,160	13,868	10,851	15,484	12,374	16,700	13,480	17,663	14,415
Grand total	14,582	11,406	15,726	12,068	17,584	13,761	18,844	14,931	20,258	16,297

Note: In 2009-10, some community colleges had fewer than 10 students enrolled in accelerated learning programs. As a result, cell suppression rules (to protect student confidentiality) would result in many other cells being suppressed. Therefore, we show community college enrollment in accelerated learning beginning in 2010-11.

Table A.2. continued.

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
EOU	1,008	613	761	456	479	264	496	270	430	220
OIT	505	294	878	719	1,418	976	1,758	1,338	1,823	1,248
PSU	881	756	1,086	939	976	852	969	743	927	694
SOU	607	394	674	433	605	413	379	230	726	444
WOU	398	261	1,072	799	935	662	1,479	986	1,429	1,017
University total	3,399	2,318	4,471	3,346	4,413	3,167	5,081	3,567	5,335	3,623
BMCC		853	893	628	861	634	883	587		
COCC		645	822	614	756	532	768	554		
Chem.		1,655	2,301	1,871	2,087	1,619	2,105	1,582		
Clack.		1,616	2,304	1,879	2,316	1,985	2,390	1,945		
CCC		179	312	284	312	409	330	381		
CGCC		166	278	221	345	250	374	271		
KCC		432	858	649	738	577	800	554		
LCC		2,043	2,264	1,942	1,938	1,696	2,057	1,731		
LBCC		1,261	2,233	1,563	1,813	1,182	1,733	1,127		
MHCC		1,507	2,301	1,617	2,298	1,649	2,219	1,501		
OSCC		68	92	53	78	54	109	80		
PCC		3,398	3,735	3,864	3,501	3,432	3,286	3,308		
RCC		1,196	1,729	1,420	1,227	1,007	1,211	831		
SOCC		300	498	382	575	407	499	371		
TBCC		90	103	81	182	132	174	124		
TVCC		258	365	334	533	451	564	624		
UCC		388	471	348	408	348	324	242		
Community college total	20,133	16,055	21,559	17,750	19,968	16,364	19,826	15,813	0	0
Grand total	23,532	18,373	26,030	21,096	24,381	19,531	24,907	19,380	5,335	3,623

Note: In 2009-10, some community colleges had fewer than 10 students enrolled in accelerated learning programs. As a result, cell suppression rules (to protect student confidentiality) would result in many other cells being suppressed. Therefore, we show community college enrollment in accelerated learning beginning in 2010-11.

Table A.3. Number of students enrolled in accelerated learning courses at Oregon public universities and community colleges, by race/ethnicity, 2009-10 through 2018-19.

	2009-10							
	Asian American	Black/ African American	Hispanic/ Latinx	Native American/ Alaska Native	Native Hawaiian/ Pacific Islander	White	Two or more	Unknown
EOU			*	*		37		19
OIT	*	*	42	16	*	609		52
PSU	220	44	71	*	*	888		178
SOU	*	*	*	*		289		569
WOU								
University total	241	50	153	23	19	1,823	0	818
BMCC		*	178	20	*	625	23	47
COCC		*	66	13	*	743	17	50
Chemeketa		20	410	25	18	1858	85	427
Clackamas		21	164	*	*	1914	67	519
CCC								
CGCC		*	85		*	156	*	*
KCC		*	82	18	*	478	14	27
LCC		36	389	67	21	2940	152	1037
LBCC								
MHCC		38	121	*	*	995	52	218
OCCC		*	*	*		93	*	*
PCC		101	496	36	18	2291	167	953
RCC		22	227	29	8	1459	63	742
SOCC		*	49	14	*	389	17	43
TBCC			*	*		92		*
TVCC		*	46	*		370	*	24
UCC		*	32	10	*	470	*	28
Community college total	990	264	2,350	269	86	14,873	677	4,128
Grand Total	1,231	314	2,503	292	105	16,696	677	4,946

Note: In 2009-10, some community colleges had fewer than 10 students enrolled in accelerated learning programs. As a result, cell suppression rules (to protect student confidentiality) would result in many other cells being suppressed. Therefore, we show community college enrollment in accelerated learning beginning in 2010-11.

Table A.3. continued.

	2010-11							
	Asian American	Black/ African American	Hispanic/ Latinx	Native American/ Alaska Native	Native Hawaiian/ Pacific Islander	White	Two or more	Unknown
EOU	*	*	25			45		13
OIT	14	*	47	11	*	471	*	17
PSU	217	33	77	*	15	671	27	295
SOU	*		19	*	*	118	*	946
WOU								
University total	238	37	168	22	20	1,305	41	1,271
BMCC	*	*	169	23	*	611	21	17
COCC	11	*	49	*	*	638	20	96
Chemeketa	97	25	459	29	16	1780	87	383
Clackamas	103	*	152	15	*	1683	112	332
CCC	*	*	32	*	*	158	*	107
CGCC	*		73		*	140	*	*
KCC	11	*	74	11	*	368	11	41
LCC	133	27	436	55	13	2699	183	925
LBCC	108	20	134	*	*	1928	52	98
MHCC	220	30	239	*	*	1170	56	224
OCCC	*		*	*		22	*	*
PCC	288	100	578	35	21	2409	269	266
RCC	37	21	232	26	15	1450	69	668
SOCC	*	*	56	18	*	487	21	60
TBCC	*		*	*	*	102	*	
TVCC	15	*	67	*		503	*	45
UCC	*	*	47	19	*	446	*	43
Community college total	1,057	249	2,817	294	111	16,594	923	3,311
Grand Total	1,295	286	2,985	316	131	17,899	964	4,582

Note: In 2009-10, some community colleges had fewer than 10 students enrolled in accelerated learning programs. As a result, cell suppression rules (to protect student confidentiality) would result in many other cells being suppressed. Therefore, we show community college enrollment in accelerated learning beginning in 2010-11.

Table A.3. continued.

	2011-12							
	Asian American	Black/ African American	Hispanic/ Latinx	Native American/ Alaska Native	Native Hawaiian/ Pacific Islander	White	Two or more	Unknown
EOU	*	*	26	*		62	*	24
OIT	14		63	15	*	610	*	22
PSU	222	49	110	*	*	976	48	66
SOU	*	*	23	*		105	*	1,016
WOU								
University total	244	52	222	38	10	1,753	57	1,128
BMCC	10	*	209	35	*	738	26	15
COCC	12	*	106	*	*	802	21	191
Chemeketa	77	24	591	24	11	1709	107	108
Clackamas	157	28	318	30	13	2331	187	531
CCC	12	*	51	12	*	378	12	100
CGCC	*	*	98	*	*	270	*	16
KCC	*	*	85	*		323	14	38
LCC	144	39	471	58	22	2645	195	1,130
LBCC	108	24	184	*	*	1957	60	121
MHCC	205	35	185	19	13	1105	63	203
OCCC	*	*	11	*		107	*	*
PCC	375	126	617	29	25	2578	309	316
RCC	47	19	315	35	12	1881	101	547
SOCC	*	*	55	19	*	540	30	138
TBCC	*	*	16	*	*	171	*	*
TVCC	15	*	79	*	*	457	*	26
UCC	15	*	49	12	*	534	*	61
Community college total	1,205	321	3,440	327	116	18,526	1,161	3,556
Grand Total	1,449	373	3,662	365	126	20,279	1,218	4,684

Note: In 2009-10, some community colleges had fewer than 10 students enrolled in accelerated learning programs. As a result, cell suppression rules (to protect student confidentiality) would result in many other cells being suppressed. Therefore, we show community college enrollment in accelerated learning beginning in 2010-11.

Table A.3. continued.

	2012-13							
	Asian American	Black/ African American	Hispanic/ Latinx	Native American/ Alaska Native	Native Hawaiian/ Pacific Islander	White	Two or more	Unknown
EOU	*	*	49	*	*	237	*	29
OIT	*	*	61	*	*	388	18	15
PSU	254	57	86	*	*	1,064	65	131
SOU	*	*	34	*		113	*	954
WOU								
University total	273	68	230	36	13	1,802	88	1,129
BMCC	13	*	324	24	*	909	41	14
COCC	13	*	125	10	*	979	32	122
Chemeketa	94	29	1000	39	17	2164	154	117
Clackamas	143	27	322	32	20	2171	168	367
CCC	11	*	65	*	*	337	13	123
CGCC	*	*	111	*	*	267	12	*
KCC	*	*	66	12	*	268	*	131
LCC	134	50	516	57	23	2647	234	1040
LBCC	118	19	219	*	*	2148	88	137
MHCC	313	51	326	20	19	1256	91	153
OCCC	*	*	15	*		136	13	15
PCC	423	120	672	25	31	2878	345	381
RCC	47	*	356	42	20	2093	143	264
SOCC	*	*	68	19	*	467	35	141
TBCC	*	*	32	*		168	*	*
TVCC	*	*	87	*		330	*	17
UCC	13	*	52	20	*	627	*	52
Community college total	1,354	331	4,356	329	154	19,845	1,393	3,084
Grand Total	1,627	399	4,586	365	167	21,647	1,481	4,213

Note: In 2009-10, some community colleges had fewer than 10 students enrolled in accelerated learning programs. As a result, cell suppression rules (to protect student confidentiality) would result in many other cells being suppressed. Therefore, we show community college enrollment in accelerated learning beginning in 2010-11.

Table A.3. continued.

	2013-14							
	Asian American	Black/ African American	Hispanic/ Latinx	Native American/ Alaska Native	Native Hawaiian/ Pacific Islander	White	Two or more	Unknown
EOU	22	*	196	27	*	812	11	121
OIT	*	*	36	*	*	464	20	17
PSU	255	51	107	*	*	921	85	313
SOU	*	*	13	*		89	*	910
WOU								
University total	296	62	352	51	11	2,286	118	1,361
BMCC	15	*	583	30	*	1104	53	18
COCC	24	*	171	16	*	896	38	130
Chemeketa	74	19	1258	35	21	2230	148	76
Clackamas	158	32	353	40	15	2294	180	221
CCC	10	*	54	*	*	308	17	56
CGCC	*		126	*	*	257	12	*
KCC	*	*	118	18		446	10	111
LCC	120	43	539	54	25	2501	272	1021
LBCC	110	*	245	22	*	2313	136	135
MHCC	339	42	413	15	10	1385	125	71
OCCC	*		13	*	*	104	10	*
PCC	465	193	699	37	39	3226	453	518
RCC	40	16	450	44	12	2058	145	148
SOCC	17	*	91	26	*	539	33	107
TBCC	*	*	30	*		177	*	*
TVCC	*		126	13	*	428	25	22
UCC	12		52	10	*	470	*	142
Community college total	1,413	385	5,321	371	149	20,736	1,664	2,792
Grand Total	1,709	447	5,673	422	160	23,022	1,782	4,153

Note: In 2009-10, some community colleges had fewer than 10 students enrolled in accelerated learning programs. As a result, cell suppression rules (to protect student confidentiality) would result in many other cells being suppressed. Therefore, we show community college enrollment in accelerated learning beginning in 2010-11.

Table A.3. continued.

	2014-15							
	Asian American	Black/ African American	Hispanic/ Latinx	Native American/ Alaska Native	Native Hawaiian/ Pacific Islander	White	Two or more	Unknown
EOU	20	12	160	23	*	675	*	733
OIT	18	*	70	*	*	629	42	27
PSU	247	52	111	20	*	979	85	161
SOU	*	*	15	*		74	*	924
WOU	*	*	163	*	*	404	22	50
University total	302	73	519	56	19	2,761	159	1,895
BMCC	12	*	690	39	*	1247	62	18
COCC	29	*	186	15	*	825	50	340
Chemeketa	114	26	1291	30	18	2358	151	66
Clackamas	185	33	397	46	19	2682	244	300
CCC	10	*	40	*	*	245	14	44
CGCC	*	*	155	*	*	243	14	*
KCC	23	*	225	31	*	744	14	72
LCC	129	53	606	74	28	2722	323	1202
LBCC	101	*	307	26	*	2261	140	227
MHCC	459	92	642	32	25	1923	200	163
OCCC	*	*	16	*	*	119	18	*
PCC	579	252	932	47	59	3877	571	673
RCC	38	16	379	41	17	1853	134	115
SOCC	14	*	77	21	*	491	39	82
TBCC	*	*	24	*		162	*	*
TVCC	*	*	122	*	*	364	17	21
UCC	12	*	86	10	*	487	*	260
Community college total	1,727	530	6,175	428	194	22,603	2,002	3,599
Grand Total	2,029	603	6,694	484	213	25,364	2,161	5,494

Note: In 2009-10, some community colleges had fewer than 10 students enrolled in accelerated learning programs. As a result, cell suppression rules (to protect student confidentiality) would result in many other cells being suppressed. Therefore, we show community college enrollment in accelerated learning beginning in 2010-11.

Table A.3. continued.

	2015-16							
	Asian American	Black/ African American	Hispanic/ Latinx	Native American/ Alaska Native	Native Hawaiian/ Pacific Islander	White	Two or more	Unknown
EOU	*	*	225	*	*	697	*	264
OIT	109	*	155	24	*	1,143	99	71
PSU	330	89	189	24	13	1,101	131	161
SOU	*	*	13	*		82	*	1,027
WOU	40	*	506	17	*	976	49	276
University total	503	123	1,088	79	35	3,999	290	1,799
BMCC	*	11	543	25	*	852	53	23
COCC	28	*	213	14	*	951	61	206
Chemeketa	101	17	1503	37	23	2408	171	75
Clackamas	215	30	497	42	11	2734	293	408
CCC	17	*	67	*		303	29	168
CGCC	*	*	161	*		302	15	10
KCC	24	*	320	45	*	1019	49	39
LCC	126	65	557	56	23	2576	274	1,605
LBCC	147	18	427	34	10	2552	201	500
MHCC	512	100	708	21	31	2114	207	225
OCCC	*	*	*	*	*	104	14	*
PCC	644	272	1125	39	55	4110	619	775
RCC	39	14	508	46	20	2010	161	354
SOCC	12	*	95	25	*	568	44	146
TBCC	*	*	*	*		143	*	*
TVCC	*	*	169	*		455	26	27
UCC	*	*	87	13	*	419	*	304
Community college total	1,901	563	7,015	420	192	23,620	2,223	4,875
Grand Total	2,404	686	8,103	499	227	27,619	2,513	6,674

Note: In 2009-10, some community colleges had fewer than 10 students enrolled in accelerated learning programs. As a result, cell suppression rules (to protect student confidentiality) would result in many other cells being suppressed. Therefore, we show community college enrollment in accelerated learning beginning in 2010-11.

Table A.3. continued.

	2016-17							
	Asian American	Black/ African American	Hispanic/ Latinx	Native American/ Alaska Native	Native Hawaiian/ Pacific Islander	White	Two or more	Unknown
EOU	49	*	163	15	*	456	7	59
OIT	192	27	235	28	13	1,426	150	325
PSU	260	76	180	*	14	945	169	311
SOU	*	*	17	*		97	*	1,152
WOU	*	*	350	15	*	966	47	168
University total	544	116	945	71	38	3,890	382	2,015
BMCC	10		522	*	*	852	51	32
COCC	20	*	201	15	*	932	41	100
Chemeketa	90	24	1432	29	15	2056	158	100
Clackamas	211	40	559	59	13	2833	293	347
CCC	13	11	94	*	*	351	39	197
CGCC	*	*	143	*	*	405	21	13
KCC	20	13	228	33	10	930	58	28
LCC	116	48	480	65	19	2235	229	1,611
LBCC	124	*	271	17	*	1829	163	677
MHCC	520	106	733	22	28	2057	217	264
OCCC	*	*	23	*	*	89	11	
PCC	617	216	1058	37	51	3602	534	873
RCC	34	22	419	38	13	1530	113	80
SOCC	12	*	97	23	*	548	50	276
TBCC	*	*	58	*	*	220	*	15
TVCC	11		264	*	*	610	34	57
UCC	*	*	68	10	*	361	*	315
Community college total	1,820	521	6,650	386	188	21,440	2,017	4,985
Grand Total	2,364	637	7,595	457	226	25,330	2,399	7,000

Note: In 2009-10, some community colleges had fewer than 10 students enrolled in accelerated learning programs. As a result, cell suppression rules (to protect student confidentiality) would result in many other cells being suppressed. Therefore, we show community college enrollment in accelerated learning beginning in 2010-11.

Table A.3. continued.

	2017-18							
	Asian American	Black/ African American	Hispanic/ Latinx	Native American/ Alaska Native	Native Hawaiian/ Pacific Islander	White	Two or more	Unknown
EOU	*	*	162	14	*	509	*	33
OIT	316	34	389	22	15	1,913	207	200
PSU	234	76	219	*	11	799	127	369
SOU	*	*	27	*		115	*	1,211
WOU	156	*	764	14	*	1125	55	341
University total	758	133	1,561	66	32	4,461	409	2,154
BMCC	11	*	553	15	*	803	46	30
COCC	20	*	227	17	*	850	61	196
Chemeketa	101	31	1243	27	20	2046	144	322
Clackamas	235	33	591	46	*	2916	257	282
CCC	*	12	68	*	*	237	24	350
CGCC	15	*	171	*	*	424	17	*
KCC	22	*	240	37	*	924	94	19
LCC	108	46	516	56	14	2182	240	1,657
LBCC	88	*	255	21	*	1588	127	898
MHCC	551	101	710	26	26	1781	202	321
OCCC	*	*	37	*	*	126	16	*
PCC	616	207	988	36	46	3366	519	912
RCC	28	17	436	27	13	1395	90	59
SOCC	12	*	98	23	*	493	39	225
TBCC	*	*	46	*	*	215	*	16
TVCC	12	*	274	11	*	795	42	43
UCC	10	*	68	*		295		262
Community college total	1,841	504	6,521	364	167	20,436	1,920	5,606
Grand Total	2,599	637	8,082	430	199	24,897	2,329	7,760

Note: In 2009-10, some community colleges had fewer than 10 students enrolled in accelerated learning programs. As a result, cell suppression rules (to protect student confidentiality) would result in many other cells being suppressed. Therefore, we show community college enrollment in accelerated learning beginning in 2010-11.

Table A.3. continued.

	2018-19							
	Asian American	Black/ African American	Hispanic/ Latinx	Native American/ Alaska Native	Native Hawaiian/ Pacific Islander	White	Two or more	Unknown
EOU	31	*	144	14	*	459	*	21
OIT	286	35	394	17	16	1,817	185	319
PSU	168	33	178	17	11	586	78	568
SOU	33	15	187	23	*	1,021	*	147
WOU	135	*	944	18	*	1,033	48	256
University total	653	107	1,847	89	44	4,916	329	1,311
BMCC								
COCC								
Chemeketa								
Clackamas								
CCC								
CGCC								
KCC								
LCC								
LBCC								
MHCC								
OCCC								
PCC								
RCC								
SOCC								
TBCC								
TVCC								
UCC								
Community college total	0	0	0	0	0	0	0	0
Grand Total	653	107	1,847	89	44	4,916	329	1,311

Note: In 2009-10, some community colleges had fewer than 10 students enrolled in accelerated learning programs. As a result, cell suppression rules (to protect student confidentiality) would result in many other cells being suppressed. Therefore, we show community college enrollment in accelerated learning beginning in 2010-11.

Appendix B. Accelerated learning credits of incoming freshmen at public universities

Table B.1. Accelerated learning credits of 2017-18 Oregon high school graduates presented to, accepted by, and applied to general education requirements by Oregon public universities, by institution, gender, and race/ethnicity, fall 2018.

EOU <i>Population of Students</i>	Students N	Number of credits presented			Number of credits accepted			% credits presented that were accepted	Number of credits accepted as general education			% credits accepted applied to gen. educ.
		MIN	MAX	AVG	MIN	MAX	AVG		MIN	MAX	AVG	
Race/ethnicity												
Asian American												
Black or African American												
Hispanic or Latinx	18	*	34.0	20.6	*	34.0	20.6	100.0%	*	31.0	13.4	65.2%
Multi-race	*	*	77.0	24.1	*	77.0	24.1	100.0%	*	58.0	12.8	52.8%
Native American or Alaska Native	*	*	*	*	*	*	*	100.0%	*	*	*	*
Native Hawaiian or Pacific Islander												
Unknown	*	14.0	14.0	14.0	14.0	14.0	14.0	100.0%	11.0	11.0	11.0	78.6%
White	74	*	103.0	22.2	*	103.0	22.2	100.0%	*	72.0	12.9	58.2%
Gender												
Female	73	*	103.0	23.0	*	103.0	23.0	100.0%	*	72.0	13.8	60.0%
Male	*	*	50.0	18.8	*	50.0	*	10.6%	*	31.0	10.6	52.8.6%
Not Reported	*	21.0	21.0	21.0	21.0	21.0	*	100.0%	10.0	10.0	10.0	47.6%
Total	102	1.0	103.0	21.8	1.0	103.0	21.8	100.0%	0.0	72.0	12.9	59.0%

Table B.1. continued.

OIT*	Students	Number of credits presented			Number of credits accepted			% credits presented that were accepted	Number of credits accepted as general education			% credits accepted applied to gen. educ.
		N	MIN	MAX	AVG	MIN	MAX		AVG	MIN	MAX	
<i>* Sample of students</i>												
Race/ethnicity												
Asian American	*	*	71.0	25.6	*	71.0	25.7	100.7%	*	68.0	23.0	89.4%
Black or African American	*	*	12.0	10.0	*	*	*	60.0%	*	*	*	100.0%
Hispanic or Latinx	19	*	96.0	32.4	*	92.0	31.1	95.9%	*	79.0	25.3	81.5%
Multi-race	17	*	90.0	25.5	*	90.0	25.5	100.0%	*	88.0	23.5	92.2%
Native American or Alaska Native												
Native Hawaiian or Pacific Islander	*	*	18.0	12.0	*	18.0	12.0	100.0%	*	18.0	12.0	100.0%
Unknown	*	36.0	37.0	36.5	*	33.0	32.5	89.0%	14.0	23.0	18.5	56.9%
White	154	*	133.0	31.4	*	133.0	31.2	99.3%	*	120.0	27.3	87.3%
Gender												
Female	88	*	108.0	29.4	*	108.0	29.2	99.3%	*	88.0	25.8	88.3%
Male	117	*	133.0	31.2	*	133.0	30.7	98.5%	*	120.0	26.4	86.0%
Not Reported												
Total	205	1.0	133.0	30.4	1.0	133.0	30.1	98.8%	1.0	120.0	26.1	87.0%

Table B.1. continued.

OSU <i>Population of students</i>	Students N	Number of credits presented			Number of credits accepted			% credits presented that were accepted	Number of credits accepted as general education			% credits accepted applied to gen. educ.
		MIN	MAX	AVG	MIN	MAX	AVG		MIN	MAX	AVG	
Race/ethnicity												
Asian American	219	*	123.0	37.1	*	115.0	33.9	91.3%	*	63.0	20.1	59.4%
Black or African American	15	*	81.0	26.3	*	81.0	24.2	91.9%	*	48.0	16.7	69.1%
Hispanic or Latinx	187	*	106.0	30.4	*	87.0	28.0	92.2%	*	60.0	15.6	55.6%
Multi-race	153	*	124.0	37.3	*	108.0	33.7	90.5%	*	68.0	20.3	60.2%
Native American or Alaska Native	6	*	102.0	51.2	*	97.0	44.0	86.0%	*	39.0	21.3	48.5%
Native Hawaiian or Pacific Islander	2	*	11.0	*	*	11.0	*	100.0%	*	*	*	78.9%
Unknown	9	16.0	133.0	52.7	16.0	121.0	50.6	96.0%	*	69.0	31.6	62.4%
White	1325	*	139.0	34.2	*	127.0	31.6	92.5%	*	87.0	19.3	61.1%
Gender												
Female	918	*	133.0	34.6	*	121.0	32.1	92.8%	*	79.0	19.2	59.9%
Male	998	*	139.0	34.3	*	127.0	31.4	91.5%	*	87.0	19.1	60.8%
Not Reported												
Total	1,916	3.0	139.0	34.5	3.0	127.0	31.7	92.1%	0.0	87.0	19.2	60.4%

Table B.1. continued.

PSU <i>Population of students</i>	Students N	Number of credits presented			Number of credits accepted			% credits presented that were accepted	Number of credits accepted as general education			% credits accepted applied to gen. educ.
		MIN	MAX	AVG	MIN	MAX	AVG		MIN	MAX	AVG	
Race/ethnicity												
Asian American	127	*	102.0	27.7	*	102.0	27.7	100.0%	*	102.0	27.7	100.0%
Black or African American	23	*	81.0	33.7	*	81.0	33.7	100.0%	*	81.0	33.7	100.0%
Hispanic or Latinx	184	*	73.0	23.5	*	73.0	23.5	100.0%	*	73.0	23.5	100.0%
Multi-race	47	*	109.0	27.8	*	109.0	27.8	100.0%	*	109.0	27.8	100.0%
Native American or Alaska Native	*	*	57.0	18.3	*	57.0	18.3	100.0%	*	57.0	18.3	100.0%
Native Hawaiian or Pacific Islander	*	12.0	88.0	53.7	12.0	88.0	53.7	100.0%	12.0	88.0	53.7	100.0%
Unknown	35	*	95.0	28.7	*	95.0	28.7	100.0%	*	95.0	28.7	100.0%
White	309	*	166.0	34.9	*	166.0	34.9	100.0%	*	166.0	34.9	100.0%
Gender												
Female	477	*	166.0	30.1	*	166.0	30.1	100.0%	*	166.0	30.1	100.0%
Male	*	*	144.0	30.0	*	144.0	30.0	100.0%	*	144.0	30.0	100.0%
Not Reported	*	12.0	37.0	23.7	12.0	37.0	23.7	100.0%	12.0	37.0	23.7	100.0%
Total	732	1.0	166.0	30.0	1.0	166.0	30.0	100.0%	1.0	166.0	30.0	100.0%

Table B.1. continued.

SOU <i>Population of students</i>	Students	Number of credits presented			Number of credits accepted			% credits presented that were accepted	Number of credits accepted as general education			% credits accepted applied to gen. educ.
		N	MIN	MAX	AVG	MIN	MAX		AVG	MIN	MAX	
Race/ethnicity												
Asian American	*	12.0	83.0	47.5	12.0	83.0	47.5	100.0%	12.0	59.0	35.5	74.7%
Black or African American	*	*	*	*	*	*	*	100.0%	*	*	*	100.0%
Hispanic or Latinx	15	*	40.0	13.0	*	40.0	13.0	100.0%	*	35.0	10.9	83.6%
Multi-race	16	*	32.0	14.3	*	32.0	14.3	100.0%	*	28.0	12.3	86.0%
Native American or Alaska Native	*	*	20.0	12.0	*	20.0	12.0	100.0%	*	16.0	*	66.7%
Native Hawaiian or Pacific Islander												
Unknown	*	*	20.0	12.8	*	20.0	12.8	100.0%	*	16.0	11.2	87.5%
White	116	*	88.0	15.7	*	88.0	15.7	100.0%	*	80.0	13.9	89.0%
Gender												
Female	98	*	88.0	16.1	*	88.0	16.1	100.0%	*	80.0	14.0	87.1%
Male	*	*	52.0	*	*	52.0	*	100.0%	*	44.0	*	88.0%
Not Reported	*	*	16.0	*	*	16.0	*	100.0%	*	16.0	*	91.7%
Total	157	3.0	88.0	15.5	3.0	88.0	15.5	100.0%	0.0	80.0	13.5	87.5%

Table B.1. continued.

UO <i>Population of students</i>	Students N	Number of credits presented			Number of credits accepted			% credits presented that were accepted	Number of credits accepted as general education			% credits accepted applied to gen. educ.
		MIN	MAX	AVG	MIN	MAX	AVG		MIN	MAX	AVG	
Race/ethnicity												
Asian American	143	*	122.0	33.8	*	122.0	33.3	98.6%		121.0	27.2	81.7%
Black or African American	31	*	53.0	24.2	*	53.0	23.0	94.8%	*	35.0	16.7	72.6%
Hispanic or Latinx	215	*	124.0	26.3	*	124.0	25.9	98.3%	*	105.0	19.1	73.7%
Multi-race	154	*	90.0	26.6	*	90.0	25.8	96.7%	*	72.0	20.2	78.6%
Native American or Alaska Native	*	12.0	20.0	16.3	12.0	20.0	16.3	100.0%	12.0	16.0	14.7	89.8%
Native Hawaiian or Pacific Islander	*	12.0	44.0	24.8	12.0	44.0	24.1	97.5%	*	40.0	17.6	73.1%
Unknown	40	*	83.0	27.8	*	79.0	26.7	96.0%	*	68.0	20.0	74.9%
White	895	*	123.0	28.3	*	123.0	27.7	97.9%	*	115.0	21.2	76.7%
Gender												
Female	912	*	123.0	28.4	*	123.0	27.8	97.9%	*	115.0	21.3	76.8%
Male	577	*	124.0	28.0	*	124.0	27.3	97.7%	*	121.0	21.1	77.2%
Not Reported												
Total	1,489	1.0	124.0	28.2	0.0	124.0	27.6	97.8%	0.0	121.0	21.2	77.0%

Table B.1. continued.

WOU <i>Population of students</i>	Students	Number of credits presented			Number of credits accepted			% credits presented that were accepted	Number of credits accepted as general education			% credits accepted applied to gen. educ.
		N	MIN	MAX	AVG	MIN	MAX		AVG	MIN	MAX	
Race/ethnicity												
Asian American	*	*	38.0	22.1	*	38.0	22.1	100.0%	*	20.0	10.3	46.5%
Black or African American	*	10.0	29.0	17.7	10.0	29.0	17.7	100.0%	*	11.0	*	34.0%
Hispanic or Latinx	84	*	90.0	23.2	*	86.0	23.1	99.4%	*	45.0	12.0	52.0%
Multi-race	13	*	91.0	25.7	*	91.0	25.7	100.0%	*	74.0	14.8	57.8%
Native American or Alaska Native	*	65.0	76.0	70.5	65.0	76.0	70.5	100.0%	36.0	39.0	37.5	53.2%
Native Hawaiian or Pacific Islander	*	*	71.0	38.0	*	71.0	38.0	100.0%	*	31.0	21.7	57.0%
Unknown	*	*	61.0	29.0	*	61.0	29.0	100.0%	*	43.0	19.4	66.9%
White	176	*	92.0	22.5	*	92.0	22.5	99.8%	*	59.0	11.5	51.3%
Gender												
Female	207	*	92.0	24.1	*	92.0	24.0	99.6%	*	59.0	12.2	51.1%
Male	77	*	91.0	22.1	*	91.0	22.1	100.0%	*	74.0	12.0	54.2%
Not Reported	*	*	32.0	19.9	*	32.0	19.9	100.0%	*	28.0	11.7	58.7%
Total	293	3.0	92.0	23.4	3.0	92.0	23.3	99.7%	0.0	74.0	12.1	52.0%

Appendix C. Accelerated learning credits presented to Oregon public universities by high school.

Table C.1. Accelerated learning credits presented to, accepted by, and applied to general education requirements by Oregon public universities, by high school of incoming student, fall 2018.

NAME	CEEB	STATE	STATE ABBR	Sum of Students (N)	Sum of Total Credits Presented	Sum of Total Credits Accepted	Sum of Total Credits Applied to GenEd
Academy for Character Education	380224	Oregon	OR	*	*	*	*
Academy of Arts and Academics	381114	Oregon	OR	*	86.05	75	46
Academy of International Studies at Woodburn	381287	Oregon	OR	*	12	12	12
Adrian C Wilcox High School	053276	California	CA	*	48	48	48
Alliance Charter Academy	380779	Oregon	OR	*	67	67	31
Alliance High School at Benson	380922	Oregon	OR	*	20	20	13
Aloha High School	380073	Oregon	OR	56	1868	1799	1382
Alsea Charter School	380010	Oregon	OR	*	26	26	24
Amity High School	380015	Oregon	OR	*	*	*	*
Aptos High School	050119	California	CA	*	60	60	52
Armijo High School	050910	California	CA	*	*	*	*
Arts and Communication Magnet Academy	380081	Oregon	OR	*	90	90	68
Ashland High School	380025	Oregon	OR	43	1040	1009.5	821
Astoria Senior High School	380028	Oregon	OR	16	486	481	366
Baker Early College	380061	Oregon	OR	19	1492	1400	1118
Baker High School	380053	Oregon	OR	12	417	396	316
Bandon Senior High School	380065	Oregon	OR	*	101	93	42
Banks High School	380070	Oregon	OR	*	84	76	51
Beaverton High School	380075	Oregon	OR	89	2282	2213	1607
Bend Senior High School	380085	Oregon	OR	23	411	399	253
Benson Polytechnic High School	380840	Oregon	OR	25	355	305	244
Blanchet Catholic School	381016	Oregon	OR	10	106	106	76
Boise High School	130042	Idaho	ID	*	40	40	40
Bonanza High School	380105	Oregon	OR	*	94	90	70

Brighton Academy	380427	Oregon	OR	*	*	*	*
Brookings-Harbor High School	380110	Oregon	OR	*	269	269	217
Burns High School	380120	Oregon	OR	*	80	80	69
Camas Senior High School	480140	Washington	WA	*	*	*	*
Camas Valley School	380130	Oregon	OR	*	30.5	22	19
Canadian Academy	680160	International	ZZ	*	*	*	*
Canby High School	380135	Oregon	OR	27	1028	989	618
Casa Grande High School	052448	California	CA	*	*	*	*
Cascade Christian High School	380647	Oregon	OR	11	216	200	171
Cascade Senior High School	381180	Oregon	OR	11	267	252	150
Catalina Foothills High School	030476	Arizona	AZ	*	16	16	16
Centennial High School	380848	Oregon	OR	46	1726	1705	1439
Center School	481060	Washington	WA	*	*	*	*
Central Catholic High School	380850	Oregon	OR	53	1358	1202	886
Central Christian High School	380966	Oregon	OR	*	44.5	44.5	26.5
Central High School	380505	Oregon	OR	32	826	789	371
Central Linn High School	380440	Oregon	OR	*	32	32	11
Century High School	380482	Oregon	OR	38	675	629	463
Cherry Creek High School	060515	Colorado	CO	*	16	16	16
Chiloquin High School	380165	Oregon	OR	*	20	20	16
Churchill High School	380323	Oregon	OR	44	1284	1265	911
Clackamas Academy of Industrial Sciences	380789	Oregon	OR	*	135	130	59
Clackamas High School	380673	Oregon	OR	101	2575	2510	1698
Clackamas Middle College	380786	Oregon	OR	18	1604	1596	1338
Clackamas Web Academy	380780	Oregon	OR	*	88	88	71
Clatskanie Middle/High School	380170	Oregon	OR	*	169	165	149
Cleveland High School	380855	Oregon	OR	33	853.5	819.5	643
Colony High School	052384	California	CA	*	*	*	*
Colton High School	380185	Oregon	OR	*	77	72	64
Coquille Junior Senior High	380200	Oregon	OR	*	115	115	68

Corbett High School	380205	Oregon	OR	18	754	702	521
Coronado High School	050680	California	CA	*	*	*	*
Corvallis High School	380210	Oregon	OR	62	2541	2451	1774
Cottage Grove High School	380215	Oregon	OR	28	1169	1120	753
Country Christian School	380687	Oregon	OR	*	17	17	17
Cove Charter School	380220	Oregon	OR	*	*	*	*
Crane Union High School	380225	Oregon	OR	*	21	21	*
Crater Academy of Health and Public Services	380154	Oregon	OR	*	115	115	94
Crater Renaissance Academy	380152	Oregon	OR	*	159	156	87
Crater School of Business Innovation and Science	380153	Oregon	OR	*	116	116	89
Crescent Valley High School	380211	Oregon	OR	48	2044	1905	1484
Creswell High School	380228	Oregon	OR	10	461	443	253
Crook County High School	380955	Oregon	OR	*	170	166	146
Crow Middle/High School	380325	Oregon	OR	*	38	38	12
Culver High School	380240	Oregon	OR	*	278	275	193
Dallas High School	380245	Oregon	OR	11	246	242	128
Dalles Wahtonka High School	381155	Oregon	OR	21	374	361	272
Damien High School	052502	California	CA	*	36	36	36
David Douglas High School	380865	Oregon	OR	103	4888	4754	3781
Days Creek Charter School	380250	Oregon	OR	*	63	63	38
Dayton High School	380255	Oregon	OR	*	69	69	38
De La Salle North Catholic High School	380859	Oregon	OR	10	121	121	107
Del Oro High School	051507	California	CA	*	*	*	*
Desert Oasis High School	480861	Washington	WA	*	16	16	16
D'Evelyn Jr-Sr High	060671	Colorado	CO	*	20.5	20.5	20.5
Douglas High School	380270	Oregon	OR	*	132	132	89
Dufur School	380280	Oregon	OR	*	74	70	49
Eagle Point High School	380285	Oregon	OR	12	197	170	121
Early College High School	381042	Oregon	OR	*	250	246	198
East Linn Christian Academy	380587	Oregon	OR	*	37	37	26

Eddyville Charter School	380295	Oregon	OR	*	48	48	25
Edward C Reed High School	290141	Nevada	NV	*	12	12	12
Elkton Charter School	380305	Oregon	OR	*	112	102	61
Elmira High School	380310	Oregon	OR	*	42	42	37
Enterprise High School	380315	Oregon	OR	*	30	30	16
Estacada High School	380320	Oregon	OR	11	236	226	140
Estacada Web Academy	380171	Oregon	OR	*	108	108	81
Eureka Senior High School	050900	California	CA	*	18	18	18
Falls City High School	380350	Oregon	OR	*	21	21	11
Floyd B Buchanan High School	050618	California	CA	*	32	32	32
Foothill High School	053086	California	CA	*	20	20	20
Forest Grove High School	380370	Oregon	OR	24	722.5	630	447.5
Fossil Charter School	380380	Oregon	OR	*	12	12	*
Franklin High School	380870	Oregon	OR	56	1313.5	1262.5	1019
Garfield High School	481115	Washington	WA	*	16	16	16
Gaston Jr/Sr High School	380383	Oregon	OR	11	184.5	180.5	130
George Washington High School	052950	California	CA	*	*	*	*
Georgiana Bruce Kirby Prep Sch	053290	California	CA	*	*	*	*
Gladstone High School	380408	Oregon	OR	16	773	750	490
Glenbard West High School	142075	Illinois	IL	*	28	28	28
Glencoe High School	380474	Oregon	OR	29	706	676	475
Glide High School	380415	Oregon	OR	*	36.5	27	19
Gold Beach High School	380420	Oregon	OR	*	24	24	24
Granite Bay High School	051106	California	CA	*	63	63	63
Granite Hills High School	050134	California	CA	*	*	*	*
Grant High School	380880	Oregon	OR	84	1811	1751	1477
Grant Union Junior/Senior High School	380535	Oregon	OR	*	25	25	*
Grants Pass High School	380425	Oregon	OR	30	1162	1138	858
Gresham High School	380430	Oregon	OR	29	671	671	527

Gresham-Barlow Web Academy Public Charter School	380437	Oregon	OR	10	868	860	749
Half Moon Bay High School	051120	California	CA	*	*	*	*
Harrisburg High School	380450	Oregon	OR	*	50	50	39
Health and Science School	380104	Oregon	OR	15	494	492.5	357
Henley High School	380555	Oregon	OR	19	693	654	413
Heppner Junior/Senior High School	380460	Oregon	OR	*	31	21	*
Heritage High School	481492	Washington	WA	*	32	32	28
Hermiston High School	380470	Oregon	OR	26	812	774	451
Hidden Valley High School	380723	Oregon	OR	15	477	425	301
Highland School	472311	Virginia	VA	*	27	27	22.5
Hillsboro High School	380475	Oregon	OR	38	700	692	594
Hillsboro Online Academy	380487	Oregon	OR	*	47	47	47
Holy Family Catholic High School	242548	Minnesota	MN	*	32	32	20
Home-Schooled in Oregon	99999A	Oregon	OR	*	17	17	17
Hood River Valley High School	380480	Oregon	OR	48	912.5	858.5	599.5
Horizon Christian High School	381181	Oregon	OR	*	42	42	29
Hosanna Christian School	380557	Oregon	OR	*	63	63	59
Illinois Valley High School	380150	Oregon	OR	*	79	71	63
Imbler Charter School	380500	Oregon	OR	*	87	87	21
International School of Beaverton	380049	Oregon	OR	32	919	883	683
Ione High School	380510	Oregon	OR	*	133	133	69
Irrigon Junior Senior High School	380520	Oregon	OR	*	136	127	88
James Campbell High School	120003	Hawaii	HI	*	*	*	*
Jefferson High School	380525	Oregon	OR	20	788	700	468.5
Jesuit High School	380897	Oregon	OR	48	846	745	519
John F Kennedy High School	380713	Oregon	OR	*	71	67	51
Joseph Charter School	380545	Oregon	OR	*	98	93	61
Junction City High School	380550	Oregon	OR	24	307	297	112
Kailua High School	120185	Hawaii	HI	*	*	*	*

Kaiser High School	050942	California	CA	*	*	*	*
Kamehameha School - Hawaii	120169	Hawaii	HI	*	*	*	*
Kamehameha School - Kapalama	120055	Hawaii	HI	*	*	*	*
Kapaa High School	120160	Hawaii	HI	*	16.5	16.5	16.5
King Kekaulike High School	120218	Hawaii	HI	*	10.5	10.5	*
Kings Valley Charter School	380822	Oregon	OR	*	33	28	22
Klamath Union High School	380560	Oregon	OR	14	595	579	432
Knappa High School	380030	Oregon	OR	*	76	72	47
La Grande High School	380570	Oregon	OR	28	591	580	303
La Salle Catholic College Preparatory	380678	Oregon	OR	16	629	581	360
Lake Oswego Senior High School	380795	Oregon	OR	57	1280	1188	799
Lakeridge High School	380573	Oregon	OR	46	1451	1325	955
Lakeview Senior High School	380575	Oregon	OR	*	208	202	146
Lapine Senior High School	380584	Oregon	OR	*	129	129	92
Lebanon High School	380590	Oregon	OR	25	877	846	562
Leigh High School	053092	California	CA	*	*	*	*
Liberty Charter	130435	Idaho	ID	*	20	20	20
Liberty High School	380489	Oregon	OR	52	1271	1217	1046
Life Christian School	380011	Oregon	OR	*	*	*	*
Lincoln High School	380900	Oregon	OR	55	1007	999	734
Logan High School	450170	Utah	UT	*	12	12	*
Logos Public Charter School	380653	Oregon	OR	*	609	530	348
Los Gatos High School	051855	California	CA	*	28	28	28
Lost River High School	380660	Oregon	OR	*	101	101	56
Lowell Junior/Senior High School	380615	Oregon	OR	*	17.7	12	12
Madison High School	380902	Oregon	OR	43	1246	1246	1115
Madras High School	380620	Oregon	OR	10	222	215	151
Marist High School	380335	Oregon	OR	33	974	917	732
Marshall High School	380093	Oregon	OR	*	23	20	17
Marshfield Senior High School	380195	Oregon	OR	11	430	404	286

Mazama High School	380562	Oregon	OR	17	735	719	604
Mckay High School	381026	Oregon	OR	30	502	487	282
Mcloughlin High School	380670	Oregon	OR	*	42	42	32
Mcminnville High School	380645	Oregon	OR	47	1803.5	1738.5	990
Mcrary High School	381024	Oregon	OR	40	1164	1145	720
Menlo Atherton High School	050170	California	CA	*	20	20	16
Milwaukie Academy of Arts	380022	Oregon	OR	*	12	12	12
Milwaukie High School	380680	Oregon	OR	14	390	378	285
Mohawk High School	380635	Oregon	OR	*	14	14	*
Molalla High School	380690	Oregon	OR	14	657	648	417
Monroe High School	380695	Oregon	OR	*	42	42	30
Moorpark High School	052055	California	CA	*	40	40	36
Mountain View Senior High School	380086	Oregon	OR	21	608	570	438
Murrieta Mesa High School	054357	California	CA	*	12	12	12
Myrtle Point High School	380730	Oregon	OR	*	173	170	158
Natomas Charter School	052803	California	CA	*	*	*	*
Neah-Kah-Nie High School	380990	Oregon	OR	12	340	308	160
Nestucca High School	380175	Oregon	OR	*	107	99	78
Nevada Union High School	051095	California	CA	*	*	*	*
New Covenant Christian Academy	380782	Oregon	OR	*	27	27	16
New Hope Christian School	380428	Oregon	OR	*	*	*	*
Newberg Senior High School	380740	Oregon	OR	19	255	239	190
Newport High School	380745	Oregon	OR	15	367	367	316
North Allegheny Senior High School	393745	Pennsylvania	PA	*	*	*	*
North Bend Senior High School	380750	Oregon	OR	*	454	454	382
North Clackamas Christian School	380783	Oregon	OR	*	116	111	69
North Douglas High School	380275	Oregon	OR	*	104	99	74
North Eugene High School	380328	Oregon	OR	17	521	479	226
North Marion High School	380050	Oregon	OR	17	769	739	488
North Medford High School	380650	Oregon	OR	58	2083	2045	1618

North Salem High School	381025	Oregon	OR	*	130	122	94
North Valley High School	380657	Oregon	OR	*	223	183	136
Notre Dame High School	050275	California	CA	*	*	*	*
Nyssa High School	380760	Oregon	OR	*	74	68	20
Oak Hill School	380338	Oregon	OR	*	52	48	32
Oakland High School	380765	Oregon	OR	*	188	179	147
Oakridge High School	380770	Oregon	OR	*	42	37	27
Oakton High School	472279	Virginia	VA	*	24	24	24
Ontario High School	380775	Oregon	OR	24	686	677	550
Oregon City Senior High School	380785	Oregon	OR	60	2660	2463	1775
Oregon Coast Technology School	99999C	Oregon	OR	14	800	768	542
Oregon Connections Academy	381069	Oregon	OR	*	180	142	124
Oregon Episcopal School	380915	Oregon	OR	*	120	116	100
Oregon Virtual Academy	380753	Oregon	OR	*	182	172	134
Other Oregon High School	99999B	Oregon	OR	16	640.5	640.5	390
Pacific High School	380577	Oregon	OR	*	112	112	102
Paisley School	380800	Oregon	OR	*	39	39	28
Parker High School	420980	So. Dakota	SD	*	*	*	*
Parkrose High School	380905	Oregon	OR	40	1467	1448	1359
Pendleton High School	380803	Oregon	OR	18	840	820	548
Petaluma High School	052460	California	CA	*	*	*	*
Philomath High School	380820	Oregon	OR	17	416	376	253
Phoenix High School	380825	Oregon	OR	15	605	591	464
Pilot Rock High School	380830	Oregon	OR	*	26	26	18
Pine Eagle Charter School	380435	Oregon	OR	*	106	106	53
Pleasant Hill High School	380230	Oregon	OR	*	390	356	257
Ponderosa High School	053373	California	CA	*	12	12	12
Port Angeles High School	480900	Washington	WA	*	90	90	88
Portland Christian High School	380906	Oregon	OR	*	48	48	48

Portland Community College - High School Diploma	99999D	Oregon	OR	*	65	39	16
Post Falls High School	130505	Idaho	ID	*	51	51	48
Powers High School	380945	Oregon	OR	*	69	69	65
Prairie City School	380950	Oregon	OR	*	10	10	*
Prospect Charter School	380960	Oregon	OR	*	42	42	38
Putnam High School	380681	Oregon	OR	20	504	501	338
Rainier Jr/Sr High School	380965	Oregon	OR	*	34	34	20
Raisbeck Aviation High School	481071	Washington	WA	*	41	41	41
Redmond High School	380970	Oregon	OR	15	306	299	226
Redmond Proficiency Academy	380973	Oregon	OR	*	139	139	84
Redondo Union High School	052600	California	CA	*	12	12	12
Reedsport Community Charter School	380975	Oregon	OR	*	107	101	89
Regis High School	381125	Oregon	OR	*	57	54	34
Reno High School	290145	Nevada	NV	*	42.5	42.5	41
Reynolds High School	381178	Oregon	OR	54	1628	1550	1314
Ridgeview High School	380972	Oregon	OR	17	708	664	521
Riverdale High School	380917	Oregon	OR	*	86	86	57
Riverside High School	380208	Oregon	OR	*	85	85	39
Riverside Junior/Senior High School	380100	Oregon	OR	*	312	295	185
Roaring Fork High School	060210	Colorado	CO	*	12	12	12
Rocky Mountain High School	130399	Idaho	ID	*	*	*	*
Rogue River Junior/Senior High	380995	Oregon	OR	*	124	121	95
Roosevelt High School	380910	Oregon	OR	32	858.5	843.5	842.5
Roseburg High School	381000	Oregon	OR	21	761.5	738	504
Saint Helena High School	052740	California	CA	*	20	20	20
Saint Mary's Academy	380920	Oregon	OR	27	368	368	305
Saint Mary's School	380655	Oregon	OR	11	364	364	300
Salem Academy	381031	Oregon	OR	*	348	324	166.5
Sam Barlow High School	380432	Oregon	OR	46	2275	2123	1574

San Marin High School	052172	California	CA	*	12	12	12
Sandy High School	381055	Oregon	OR	17	599	574	315
Santa Fe High School	053300	California	CA	*	12	12	12
Santiam Christian High School	380214	Oregon	OR	19	474	457	341
Santiam Junior/Senior High School	380665	Oregon	OR	*	153	153	76
Scappoose High School	381060	Oregon	OR	12	200	183	107
School of Science & Technology	380095	Oregon	OR	10	232	224	109
Scio High School	381065	Oregon	OR	10	287.5	287.5	148.5
Seaside High School	381070	Oregon	OR	*	125	125	78
Selah High School	481180	Washington	WA	*	35	35	28
Sentinel High School	051745	California	CA	*	10.5	10.5	*
Shasta High School	052585	California	CA	*	65	64	58
Sheldon High School	380326	Oregon	OR	80	3620	3436	1809
Sheridan High School	381080	Oregon	OR	*	103	103	55
Sherman County School	380705	Oregon	OR	*	19	19	12
Sherwood High School	381085	Oregon	OR	77	2972	2646.5	1854
Siletz Valley Early College Academy	381092	Oregon	OR	*	13.5	13.5	12
Silverton High School	381095	Oregon	OR	26	917	879	462
Sisters High School	381100	Oregon	OR	*	98	90	75
Siuslaw High School	380365	Oregon	OR	15	511	468	292
Skyline High School	380035	Oregon	OR	*	*	*	*
South Albany High School	380003	Oregon	OR	26	723	699	499
South Anchorage High School	020365	Alaska	AK	*	*	*	*
South Eugene High School	380330	Oregon	OR	82	2505	2447	1612
South Medford High School	380656	Oregon	OR	41	1035	999	906
South Salem High School	381040	Oregon	OR	42	1080.5	1076.5	842.5
South Umpqua High School	380725	Oregon	OR	*	161	157	99
South Wasco County High School	380640	Oregon	OR	*	27	27	19
Southridge High School	380079	Oregon	OR	90	2635	2554	1952
Southwest Christian School	381159	Oregon	OR	*	36.5	36.5	23

Sprague High School	381043	Oregon	OR	51	1514	1452	986
Springfield High School	381110	Oregon	OR	22	902	890	588
Springwater Trail High School	380436	Oregon	OR	*	157	153	81
St Helens High School	381015	Oregon	OR	*	156	156	77
St Paul High School	381020	Oregon	OR	*	120	117	31
Stanfield Secondary School	381115	Oregon	OR	*	261	261	152
Stayton High School	381120	Oregon	OR	*	155	145	48
Summit High School	380096	Oregon	OR	71	1322.5	1239.5	984
Summit Learning Charter	380319	Oregon	OR	17	1652	1632	1374
Sunset High School	380082	Oregon	OR	93	2174	2130	1563
Sutherlin High School	381130	Oregon	OR	10	231	231	134
Sweet Home High School	381135	Oregon	OR	10	299	265	191
Taft High School	381140	Oregon	OR	*	205	205	166
Technology High School	053849	California	CA	*	12	12	*
Temecula Valley High	053499	California	CA	*	48.5	48.5	48.5
The Northwest Academy	380912	Oregon	OR	*	40	40	24
Thompson Valley High School	060952	Colorado	CO	*	*	*	*
Thurston High School	381112	Oregon	OR	30	805	754	491
Tigard High School	381160	Oregon	OR	79	2020	1994	1511
Tillamook High School	381172	Oregon	OR	15	373	359	277
Timberline High School	480572	Washington	WA	*	12	12	12
Toledo Senior High School	381175	Oregon	OR	*	*	*	*
Triad High School	380567	Oregon	OR	*	339	336	285
Trinity Lutheran High School	380099	Oregon	OR	*	16	16	14
Tualatin High School	381163	Oregon	OR	84	2056	1994	1526
Tulare Union High School	053550	California	CA	*	*	*	*
Umatilla High School	381195	Oregon	OR	*	487	464	309
Umpqua Valley Christian School	380999	Oregon	OR	*	19	19	13
Union High School	381200	Oregon	OR	*	67	67	45
Unknown	99999E	Unknown	UN	*	98	98	68

Vale High School	381205	Oregon	OR	*	27	27	21
Valley Catholic High School	380080	Oregon	OR	10	195	176	140
Valor Christian School International	380014	Oregon	OR	*	40	36	23
Vanden High School	053533	California	CA	*	21	21	16.5
Vanguard Prep School	059709	California	CA	*	13.5	13.5	13.5
Vernonia High School	381215	Oregon	OR	*	20	20	*
Vista Del Lago High School	052216	California	CA	*	15	15	15
Waldport High School	381220	Oregon	OR	*	105	105	79
Wallowa High School	381225	Oregon	OR	*	27	27	*
Warrenton High School	381235	Oregon	OR	*	31	31	11
Wasco County Union High School	053685	California	CA	*	12	12	*
Weiser High School	130655	Idaho	ID	*	31.5	31.5	19.5
Wellness Business & Sports School	381279	Oregon	OR	*	134	126	105
West Albany High School	380005	Oregon	OR	45	2199	2139	1487
West Anchorage High School	020000	Alaska	AK	*	*	*	*
West Linn High School	381250	Oregon	OR	91	2722	2582	1721
West Salem High School	381056	Oregon	OR	71	1392	1357	897
West Valley High School	480710	Washington	WA	*	15	15	15
Western Mennonite School	381053	Oregon	OR	*	12	12	*
Westmont High School	053103	California	CA	*	20	20	20
Weston-McEwen High School	380045	Oregon	OR	*	196	196	164
Westside Christian High School	380936	Oregon	OR	*	80	80	80
Westview High School	380083	Oregon	OR	138	4470.5	4128.5	3237.5
Whitney High School	053937	California	CA	*	20	20	20
Willamette High School	380345	Oregon	OR	42	1296	1296	864
Willamina High School	381260	Oregon	OR	*	107	107	51
Wilson High School	380937	Oregon	OR	50	1110.5	995.5	699
Wilsonville High School	381258	Oregon	OR	44	1780	1638	977
Woodburn Academy of Art Science and Technology	381280	Oregon	OR	*	112	112	100
Woodburn Arts and Communications Academy	381289	Oregon	OR	*	12	12	12

Yamhill Carlton High School	381270	Oregon	OR	*	90	86	57
Yoncalla High School	381275	Oregon	OR	*	91	85	52
Yreka High School	053810	California	CA	*	36	36	28
Grand Total				4894	147712.7	141503.5	102628.5
					5		

Appendix D. Accelerated learning credits of incoming freshmen at community colleges

Table D.1. Accelerated learning credits earned at Oregon community colleges by 2017-18 Oregon high school graduates enrolled in an Oregon community college after high school, by institution, gender, and race/ethnicity, fall 2018.

Blue Mountain	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American	*	30	30	30.0
Black/African American	*	*	*	*
Hispanic/Latinx	67	*	54	18.1
Native American/Alaska Native	*	*	18	13.0
Native Hawaiian/Pacific Islander	*	26	26	26.0
Multi-racial	114	*	52	15.4
White	10	*	38	18.0
Not reported	*	*	46	29.5
Gender (totals 100%)				
Female	125	*	54	17.6
Male	76	*	49	15.4
Not reported				
TOTAL	201	1.0	54.0	16.7

Central Oregon	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American	*	*	10	*
Black/African American	*	*	20	11.5
Hispanic/Latinx	60	*	24	*
Native American/Alaska Native	*	*	20	14.6
Native Hawaiian/Pacific Islander				
Multi-racial	27	*	42	13.6
White	309	*	54	10.3
Not reported	*	*	*	*
Gender (totals 100%)				
Female	229	*	47	10.3
Male	*	*	54	*
Not reported	*	*	16	*
TOTAL	408	1	54	10.1

Appendix D.1., continued.

Chemeketa	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American	15	*	19	11.1
Black/African American	*	*	33	14.5
Hispanic/Latinx	312	*	48	11.6
Native American/Alaska Native	*	*	30	15.6
Native Hawaiian/Pacific Islander	*	*	16	*
Multi-racial	35	*	50	11.8
White	479	*	70	13.9
Not reported	36	*	34	*
Gender (totals 100%)				
Female	524	*	70	12.9
Male	*	*	58	*
Not reported	*	*	12	*
TOTAL	896	1	70	12.7

Clackamas	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American	18	*	51	14.4
Black/African American	*	*	16	*
Hispanic/Latinx	76	*	49	13.4
Native American/Alaska Native	*	*	13	*
Native Hawaiian/Pacific Islander	*	*	*	*
Multi-racial	43	*	37	13.9
White	347	*	51	12.6
Not reported	*	*	17	*
Gender (totals 100%)				
Female	265	*	51	13.5
Male	241	*	51	11.8
Not reported				
TOTAL	506	1	51	12.7

Appendix D.1., continued.

Clatsop	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American				
Black/African American				
Hispanic/Latinx	12	*	22	*
Native American/Alaska Native	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*
Multi-racial	*	*	13	*
White	39	*	25	10.7
Not reported	*	*	*	*
Gender (totals 100%)				
Female	36	*	24	*
Male	24	*	25	*
Not reported				
TOTAL	60	1	25	8.7

Columbia Gorge	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American				
Black/African American				
Hispanic/Latinx	27	*	27	*
Native American/Alaska Native				
Native Hawaiian/Pacific Islander				
Multi-racial	*	*	17	11.0
White	28	*	20	*
Not reported				
Gender (totals 100%)				
Female	44	*	27	*
Male	13	*	20	*
Not reported				
TOTAL	57	3	27	8.2

Appendix D.1., continued.

Klamath	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American				
Black/African American	*	13	18	15.5
Hispanic/Latinx	29	*	29	*
Native American/Alaska Native	*	12	12	12.0
Native Hawaiian/Pacific Islander	*	*	*	*
Multi-racial	*	*	27	17.8
White	56	*	46	12.0
Not reported				
Gender (totals 100%)				
Female	56	*	46	12.3
Male	38	*	39	10.3
Not reported				
TOTAL	94	1	46	11.5

Lane	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American	15	*	50	16.5
Black/African American	*	*	13	*
Hispanic/Latinx	129	*	42	12.4
Native American/Alaska Native	*	*	41	12.0
Native Hawaiian/Pacific Islander	*	13	22	18.3
Multi-racial	41	*	45	13.2
White	451	*	60	14.2
Not reported	*	*	56	15.9
Gender (totals 100%)				
Female	376	*	54	13.5
Male	*	*	60	14.0
Not reported	*	*	17	12.5
TOTAL	666	1	60	13.7

Appendix D.1., continued.

Linn-Benton	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American	17	*	87	14.3
Black/African American	*	*	15	*
Hispanic/Latinx	110	*	61	12.3
Native American/Alaska Native	*	*	32	20.0
Native Hawaiian/Pacific Islander	*	*	24	12.8
Multi-racial	46	*	41	11.8
White	532	*	64	13.7
Not reported	62	*	57	16.0
Gender (totals 100%)				
Female	422	*	57	13.4
Male	*	*	87	13.8
Not reported	*	*	41	11.9
TOTAL	782	1	87	13.6

Mt. Hood	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American	*	*	18	12.2
Black/African American				
Hispanic/Latinx	18	*	70	13.7
Native American/Alaska Native	*	11	11	11.0
Native Hawaiian/Pacific Islander	*	15	57	36.0
Multi-racial	*	*	17	12.0
White	32	*	38	13.8
Not reported	*	12	30	21.0
Gender (totals 100%)				
Female	26	*	70	17.5
Male	36	*	38	12.3
Not reported				
TOTAL	62	1	70	14.5

Appendix D.1., continued.

Oregon Coast	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American				
Black/African American				
Hispanic/Latinx	10	*	18	*
Native American/Alaska Native	*	*	*	*
Native Hawaiian/Pacific Islander				
Multi-racial	*	*	*	*
White	18	*	21	*
Not reported				
Gender (totals 100%)				
Female	23	*	21	*
Male	10	*	18	*
Not reported				
TOTAL	33	3	21	8.1

Portland	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American	100	*	59	*
Black/African American	48	*	18	*
Hispanic/Latinx	266	*	55	*
Native American/Alaska Native	13	*	12	*
Native Hawaiian/Pacific Islander	13	*	22	*
Multi-racial	125	*	54	*
White	622	*	57	*
Not reported	56	*	45	*
Gender (totals 100%)				
Female	685	*	57	*
Male	537	*	59	*
Not reported	21	*	14	*
TOTAL	1243	1	59	8.7

Appendix D.1., continued.

Rogue	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American	*	*	12	*
Black/African American	*	15	15	15.0
Hispanic/Latinx	71	*	22	*
Native American/Alaska Native	*	*	25	*
Native Hawaiian/Pacific Islander	*	10	10	10.0
Multi-racial	18	*	23	*
White	228	*	42	*
Not reported	*	*	37	11.0
Gender (totals 100%)				
Female	201	*	42	*
Male	135	*	37	*
Not reported				
TOTAL	336	1	42	8.9

Southwestern	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American	*	*	*	*
Black/African American				
Hispanic/Latinx	26	*	38	*
Native American/Alaska Native				
Native Hawaiian/Pacific Islander				
Multi-racial	*	*	16	12.0
White	57	*	47	12.6
Not reported	*	*	11	*
Gender (totals 100%)				
Female	106	*	54	17.8
Male	69	*	51	16.2
Not reported				
TOTAL	175	1	54	17.2

Appendix D.1., continued.

Tillamook Bay	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American	*	13	13	13.0
Black/African American				
Hispanic/Latinx	*	*	25	12.7
Native American/Alaska Native	*	*	*	*
Native Hawaiian/Pacific Islander				
Multi-racial				
White	17	*	25	11.9
Not reported				
Gender (totals 100%)				
Female	13	*	25	12.4
Male	13	*	25	11.8
Not reported				
TOTAL	26	3	25	12.1

Treasure Valley	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American	*	*	*	*
Black/African American				
Hispanic/Latinx	26	*	38	*
Native American/Alaska Native				
Native Hawaiian/Pacific Islander				
Multi-racial	*	*	16	12.0
White	57	*	47	12.6
Not reported	*	*	11	*
Gender (totals 100%)				
Female	60	*	47	11.3
Male	28	*	41	11.3
Not reported				
TOTAL	88	2	47	11.3

Appendix D.1., continued.

Umpqua	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American	*	14	14	14.0
Black/African American				
Hispanic/Latinx	26	*	51	21.6
Native American/Alaska Native	*	*	18	10.0
Native Hawaiian/Pacific Islander				
Multi-racial	*	*	18	10.5
White	88	*	43	13.5
Not reported	71	*	54	17.9
Gender (totals 100%)				
Female	107	*	54	16.0
Male	*	*	51	16.9
Not reported	*	*	26	12.1
TOTAL	191	1	54	16.2

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