

ACCELERATED LEARNING IN OREGON: House Bill 4053 (2018)



This report was prepared by the Office of Research and Data of the Oregon Higher Education Coordinating Commission, October 2023.

PREFACE

Accelerated learning, or taking college-level courses while in high school, is a significant area of student engagement in Oregon and nationally. Accelerated learning programs have expanded in the last decade, as educators, students, families, and policymakers have considered them as a means to increase postsecondary access, success, and affordability. In 2018, the Oregon Legislature passed House Bill (HB) 4053 (codified as ORS 340.330), which requires public universities and community colleges to submit data to the State on the amount of accelerated learning credits that new, incoming students bring with them from their time in high school. Oregon's Higher Education Coordinating Commission (HECC) prepares a report of the data and, per the statute, submits it to the Legislative Assembly by December 1 of each year. This report is the fourth report submitted for HB 4053 and the third submitted by the HECC. This year's report provides trend data of multiple years, as staffing constraints prevented submission of a report in 2021 and 2022. The report should be of interest to Legislators and the Governor; to secondary and postsecondary students and their families; to leadership and staff at Oregon's high schools, community colleges, and public universities, and to policymakers and scholars in the field of secondary-to-postsecondary transitions.

This report was undertaken by staff in HECC's Office of Research and Data. As the single state entity responsible for ensuring pathways to higher education and success for Oregonians statewide, the HECC sets state policy and funding strategies, administers numerous programs and over \$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.

CONTENTS

PREFACE.....	ii
TABLES	iv
FIGURES.....	v
EXECUTIVE SUMMARY.....	vi
ABBREVIATIONS	x
INTRODUCTION	1
FINDINGS.....	6
SUMMARY AND CONCLUSIONS.....	21

TABLES

Table 1: Characteristics of all Oregon high school juniors and seniors and of those enrolled in accelerated learning with community colleges and public universities, 2020-21.	7
Table 2: Number and percentage of incoming Oregon freshmen presenting college credit for acceptance at Oregon public universities, by institution, fall 2022.	9
Table 3: Average amount and range of accelerated learning credits presented for acceptance by incoming Oregon freshmen at Oregon public universities, fall 2020 through 2022.	11
Table 4: Percent of accelerated learning credits accepted by universities from incoming freshmen and average amount of accepted credit, by institution, fall 2020 through 2022.	12
Table 5: Percent of accelerated learning credits accepted by universities from incoming freshmen and average amount of accepted credit, by race/ethnicity and gender, fall 2020 through 2022.	13
Table 6: Percent and average amount of accepted accelerated learning credits that were applied to general education requirements for incoming freshmen at public universities, by institution, fall 2020 through 2022.	14
Table 7: Number of general education credits required for bachelor’s degree at Oregon public universities, by institution.	14
Table 8: Percent and average amount of accepted accelerated learning credits that were applied to general education requirements for incoming freshmen at public universities, by race/ethnicity and gender, fall 2020 through 2022.	15
Table 9: Median years to bachelor’s degree for new, first-time freshmen at Oregon public universities who completed degrees, by number of accepted accelerated learning credits, race/ethnicity, and gender, 2017-18 through 2021-22.	16
Table 10: Number and percent of students enrolling in community college after high school, by whether or not they had earned accelerated learning credit from a community college 2019-20 through 2021-22.	17
Table 11: Range and average amount of accelerated learning credit earned by new community college students with credit, by institution, fall 2019 through fall 2021.	18
Table 12: Percent of new (post-high school) community college students with accelerated learning credit from a community college, and range and average amount of credit earned, by race/ethnicity and gender, fall 2019 to 2021.	19

FIGURES

Figure 1. Number of high school students enrolled in accelerated learning through high school-based partnerships at Oregon community colleges and public universities, 2007-08 through 2021-22.	6
Figure 2. Primary area of instruction among Oregon students enrolled in high school-based partnerships with community colleges, 2017-18 through 2021-22.	8
Figure 3. Percentage of incoming Oregon freshmen at public universities with accelerated learning credit, by institution, fall 2020 through fall 2022.	9
Figure 4. Percentage of incoming Oregon freshmen at public universities with accelerated learning credit, by race/ethnicity, fall 2020 through fall 2022.	10
Figure 5. Percentage of incoming Oregon freshmen at public universities with accelerated learning credit, by gender, fall 2020 through fall 2022.	11
Figure 6. Percentage of new, incoming Oregon students at community colleges with accelerated learning credit from one of the colleges, by race/ethnicity, averaged across fall 2020 through fall 2022.	19

EXECUTIVE SUMMARY

INTRODUCTION

In Oregon and nationally, opportunities to earn college credit while in high school have expanded significantly over the last decade. These opportunities are intended to facilitate students' progress toward postsecondary degree requirements while still in high school and to foster a college-ready and college-going culture among high school students. They are known in Oregon as "accelerated learning" and are available in the vast majority of public high schools in the state. Partly in response to this widespread use, the Oregon Legislative Assembly passed House Bill (HB) 4053 in 2018 (codified as ORS 340.330) to improve understanding and ensure that accelerated learning helps students make progress toward postsecondary credentials. The statute requires an annual report to the Legislative Assembly addressing how much credit incoming college and university students bring with them, and how much colleges and universities accept. This report is in response to that requirement.

Oregon has five types of accelerated learning programs: three models offered by Oregon's public colleges and universities and two private, national models. The models offered by Oregon institutions include programs taught at high schools (the most common opportunities), programs taught at colleges and universities, and courses taught online. The private, national models available in Oregon are Advanced Placement (AP) and International Baccalaureate (IB). During high school, students may take courses through more than one of these accelerated learning models, and they may bring credits from multiple models with them when they enroll in college or university after high school.

Three prior HECC reports have been responsive to ORS 340.330. The first report (2018) laid out the amount and transferability of the credit incoming students brought to college/university and made recommendations for collecting the data needed for the legislative report. The second report (2019) updated information about the use of accelerated learning, described its increase in Oregon, and examined its likely impact on postsecondary access and success. It found that accelerated learning programs appeared to increase postsecondary access and success but that these benefits were not experienced by all student groups equally. The third report (2020) updated findings about participation and described the impact of the COVID19 pandemic on accelerated learning. The report found evidence of accelerated learning's positive impacts for postsecondary success and of inequities in its access and participation. It also described the approval process for high school-based partnerships and found that many high school-based partnerships had prioritized better serving underrepresented students to reduce equity gaps in education.

This report updates previous findings to further our understanding of accelerated learning in Oregon by fulfilling the reporting requirements of ORS 340.330, which include:

- The number and percentage of students who attempted to transfer a credit from an accelerated college credit program to a public post-secondary institution of education in this state
- The number and percentage of students whose credits were accepted
- Of the credits accepted, the number and percentage that were accepted as credit toward general education
- The number and percentage of students whose credits were not accepted

- The high school from which the students graduated, if available
- To the extent practicable, information disaggregated by: the student’s characteristics, including race, ethnicity and gender; the post-secondary institution of education that accepted or did not accept a transfer of a credit from an accelerated college credit program; and the type of accelerated college credit program in which the student participated

This report is organized around two main questions:

1. What do we know about Oregon students who are enrolled in accelerated learning?
2. What do we know about the transferability of accelerated learning credits?
 - a. How many and what percentage of students attempted to transfer credits from an accelerated learning program to a community college or public university after high school?
 - b. How many and what percentage of students’ accelerated learning credits were accepted by the community college or public university?
 - c. Of the credits accepted, how many and what percentage were accepted as credit toward institutions’ general education requirements?
 - d. Does accelerated learning help students progress through a postsecondary program in less time?

To the extent practicable, we disaggregate results by students’ racial/ethnic and gender identities, postsecondary institution, and type of accelerated learning program. We use two sources of student-level data to answer these questions. The first set of data includes educational records that institutions submit to the HECC each term and year and that include information about students and courses, including those involved in any accelerated learning offered by that institution. The second set of data is a supplemental data collection the public universities provide for this report that includes (a) the number of accelerated learning credits presented for acceptance by new Oregon high school graduates, (b) the number of these accelerated learning credits that were accepted by the institution to count toward degree requirements, and (c) the number of accelerated learning credits that were applied toward the institution’s general education requirements. Community colleges do not submit this supplemental data collection because they typically do not have visibility into which new, incoming students have accelerated learning credits nor into the credits themselves.

FINDINGS

Over the last three to four years, the number of students participating in accelerated learning programs declined, especially during the early period of the pandemic, and then began to rebound, though not to pre-pandemic levels. Students enrolled in accelerated learning are more likely to be Asian American/Asian and female and less likely to identify as Latino/a/x/Hispanic and as male, compared to all high school students in the same grades.

After high school, about 60 percent of incoming Oregon freshmen at the public universities arrive with some college credit in hand from an accelerated learning program. This share has fallen slightly in the last few years, as students who were in high school during the pandemic later arrive at the universities. Compared to students overall, most students of color were less likely to come to the university with college credits already earned. Students who identified as Native American/Alaska Native or as Native Hawaiian/Pacific Islander were about

half as likely as students overall to have accrued postsecondary credits during high school. Students who identified as Black/African American, followed by those who identified as Latino/a/x/Hispanic, also have lower than average rates.

University freshmen who did have accelerated learning credits presented about 30 for acceptance, on average. Universities accepted nearly all of these credits, accepting 97 percent of credits, on average. These high rates of acceptance are seen across racial/ethnic and gender groups. However, students in different racial/ethnic groups had sizable differences in the amount of credits they presented and that were accepted. Students who identified as Black/African American or as Native American/Alaska Native consistently had many fewer accelerated learning credits than students overall, about 10 to 15 fewer. Students who identified as Latino/a/x/Hispanic also had fewer credits than students on average, about one to three fewer.

Of the credits that were accepted, about 70 percent (22 credits, on average) filled general education requirements. The share of accelerated learning credits that universities applied to general education ranged from 60 percent to 100 percent across the institutions and was affected by the amount of general education the institution required, the amount of other coursework required (e.g., for a major program of study), and other factors. Differences by race/ethnicity and gender were narrower for the percent of credits applied to general education than for the amount of credits students had. Students identifying as Multiracial or White had slightly lower rates of credits applied to general education than students overall.

Finally, accelerated learning was related to a shorter time to completion of the bachelor's degree. Students who had at least 10 credits of accepted accelerated learning completed their degrees about one term faster than students who had nine or fewer credits. This relationship held across racial/ethnic and gender groups.

For students who enrolled at a community college after high school, less information is available. Colleges' strong mission of accessibility and low barrier to entry reduces enrollment requirements, and students do not typically present accelerated learning credits when they first enroll or at any single time, which prevents robust data collection. Nevertheless, we assessed the accelerated learning that came through the colleges, i.e., high school-based partnerships with the colleges.

These high school-based partnerships with community colleges are large and enroll tens of thousands of Oregon high schoolers each year. We found that about 40 to 50 percent of new Oregon students at the community colleges who had enrolled right out of high school brought accelerated learning credits from these programs with them. The new students with credit brought about 11 credits on average. Latino/a/x/Hispanic students had fewer credits, on average, than students overall, and men had slightly fewer credits than women. Community colleges report they accept virtually all accelerated learning credits students earned through a community college for transfer.

CONCLUSIONS

The findings in this report point to several important implications. First, students do not appear to be facing difficulty in transferring the credits they earn in high school nor in being able to apply those credits to fill general education requirements at Oregon public institutions, at least not typically. Institutions accepted nearly all credits that students presented, and about 70 percent were accepted as fulfilling general education requirements at the universities.

Second, accelerated learning appears to further students' postsecondary progress. Not only are students able to use the credits they earn for their degree requirements, but having just 10 or more accelerated credits shortens the time to completing a bachelor's degree.

Third, racial/ethnic and gender disparities continue to be evident in accelerated learning. Arising from initial participation and carrying through to the extent of participation, these disparities lead to sizeable differences in the credits students accrue, their early fulfillment of general education requirements, and their timely completion of degree programs. They are particularly acute for Latino/a/x/Hispanic, Black/African American, Native American/Alaska Native, and male students.

Taken together, these findings indicate both that the goal of accelerated learning to facilitate postsecondary progress is being achieved for many students, and that these benefits are not being realized for all students, nor are they being realized equitably.

At current rates, the accelerated learning programs that provide early access to college and university coursework to many students will continue to exacerbate inequities in education for most students of color if practices do not change. The notably lower levels of accelerated learning among Latino/a/x/Hispanic, Black/African American, Native American/Alaska Native, and male students put these groups at a disadvantage before they even reach a college or university campus. In a context where students in these groups have lower college-going rates and lower graduation rates than their White and female counterparts, there is no room to exacerbate educational disparities further. However, the strengths that accelerated learning offers for postsecondary success suggest that if access to it could become equitable, it could serve as a mechanism to narrow gaps in postsecondary education and training rather than expand them.

ABBREVIATIONS

AP	Advanced Placement
HECC	Higher Education Coordinating Commission
HB	House Bill
IB	International Baccalaureate

INTRODUCTION

BACKGROUND

In Oregon and nationally, opportunities to earn college credit while in high school have expanded significantly over the last decade.¹ These opportunities include both local partnerships between high schools and postsecondary institutions and national programs run by private companies. Collectively, they are known in Oregon as “accelerated learning.” The central goals of accelerated learning programs are to facilitate students’ progress toward postsecondary degree requirements while still in high school and to foster a college-ready and college-going culture among high school students.

In Oregon, the vast majority of public high schools across the state provide students with the opportunity to earn college credit.² In 2022-23, all of Oregon’s 17 community colleges and five of its seven public universities offered college credit programs in partnership with high schools, enrolling more than 35,000 high school students. Partly in response to this widespread use, the Oregon Legislative Assembly passed House Bill (HB) 4053 in 2018 (ORS 340.330) to improve understanding and ensure that accelerated learning helps students make progress toward postsecondary credentials. The statute requires an annual report to the Legislative Assembly addressing how much credit incoming college and university students bring with them, and how much colleges and universities accept. This report is in response to that requirement.

Types of Accelerated Learning in Oregon

There are five types of accelerated learning programs in Oregon, three models offered by Oregon’s public colleges and universities and two private, national models. The models offered by Oregon institutions include programs taught at high schools (the most common opportunities), programs taught at colleges and universities, and courses taught online. The private, national models available in Oregon are Advanced Placement (AP) and International Baccalaureate (IB). In 2018, the Higher Education Coordinating Commission (HECC) adopted the following definitions of these five types of accelerated learning (Oregon Administrative Rule 715-017-0005):

1. *High school-based college partnerships.* These programs are defined as dual credit, sponsored dual credit, and assessment-based learning credit partnerships. 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 can include lower division collegiate and career and technical education (CTE) programs.
 - *Dual Credit* (OAR 715-017-0005): “Dual credit” refers to secondary and postsecondary credit awarded for a course offered in a high school that is sufficiently similar to a college or university course as to enable the enrolled students to be described as taking the course from an Oregon community college or public university (as set forth in ORS 340.310). The course must be taught by a high school teacher who has been approved by the college or university and who meets the qualifications to teach the course for the college or university.

¹ Field, K. (2020, September 22). The Rise of Dual Credit. Education Next. <https://www.educationnext.org/rise-dual-credit-more-students-take-college-classes-high-school-degree-attainment-rigor/>

² Hodara, M., & Pierson, A. (2018). Supporting the Transition to College: Accelerated Learning Access, Outcomes, and Credit Transfer in Oregon. Regional Educational Laboratory Northwest.

- *Sponsored Dual Credit* (OAR 715-017-0005): “Sponsored dual credit” refers to secondary and postsecondary credit awarded for a course offered in a high school that is sufficiently similar to a college or university course as to enable enrolled students to be described as taking the course from an Oregon community college or public university (as set forth in ORS 340.310). The course must be taught by a high school teacher who, in partnership with a sponsoring college or university faculty member, meets the qualifications to teach the course for the college or university.
 - *Assessment-Based Learning Credit* (OAR 715-017-0005): “Assessment-based learning credit” refers to secondary and postsecondary credit awarded for enhanced high school courses or other activities offered at the high school that focus on attainment of specific outcomes defined by a college or university through college or university assessments. The course must be taught by a high school teacher in a secondary-postsecondary partnership that focuses on the above assessment criteria.
2. *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.
 3. *Online College Courses*. These courses are offered by a postsecondary institution and specifically designed for high school students.
 4. *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.
 5. *IB*. This program provides an internationally benchmarked course of study that trains teachers for use in high schools. It uses ongoing program review and international student assessments. Students can earn college credit once they enroll in college.

During high school, students may take courses through more than one of these accelerated learning models, and they may bring credits from multiple models with them when they enroll in college or university after high school. This report addresses accelerated learning in general and distinguishes across these types of credit where possible.³

³ In the data recorded on college and university campuses, institutions cannot always distinguish the type of accelerated learning model in which a student earned credit. For this report, institutions categorized the type of accelerated learning program as (a) one of the high school-based college credit partnerships, (b) AP, (c) IB, or (d) undifferentiated college credit. Undifferentiated college credit may include any model of accelerated learning.

Previous Findings

Three prior reports examined accelerated learning in Oregon in response to ORS 340.330. In 2018, the first report by the Chief Education Office (no longer in existence) laid out the amount and transferability of the credit incoming students brought to college/university and made recommendations for collecting the data in for the legislative report.

Beginning in 2019, the HECC became responsible for ORS 340.330 reporting requirements. The 2019 report updated information about the use of accelerated learning, detailed the increase of accelerated learning programs in Oregon, and examined the likely impact of accelerated learning on postsecondary access and success.⁴ It found that accelerated learning programs appeared to increase postsecondary access and success but that these benefits were not experienced by all student groups equally.

The 2020 report updated findings about participation and described the impact of the COVID19 pandemic on accelerated learning. The report found evidence of positive impacts and of inequities in accelerated learning. The vast majority of accelerated learning credits were accepted by public universities and most applied toward fulfilling general education requirements. Moreover, these accepted credits helped students graduate more quickly than students with fewer or no accelerated learning credits. However, racial/ethnic equity gaps in access to accelerated learning appear to persist. Finally, it found that many high school-based partnerships had prioritized reducing equity gaps in education by better serving underrepresented students, especially students of color, low-income students, and students from bilingual families. It also detailed the approval process for high school-based partnerships and the introduction of Educational Equity and Credits with a Purpose as guiding principles in that process.

Purpose of Report and Main Questions

This report updates previous findings to further our understanding of accelerated learning in Oregon. As such, it addresses the reporting requirements of ORS 340.330. The statute requires the report to include:

- The number and percentage of students who attempted to transfer a credit from an accelerated college credit program to a public post-secondary institution of education in this state
- The number and percentage of students whose credits were accepted
- Of the credits accepted, the number and percentage that were accepted as credit toward general education
- The number and percentage of students whose credits were not accepted
- The high school from which the students graduated, if available
- To the extent practicable, information disaggregated by: the student's characteristics, including race, ethnicity and gender; the post-secondary institution of education that accepted or did not accept a transfer of a credit from an accelerated college credit program; and the type of accelerated college credit program in which the student participated

⁴ Cox, A., Martinez, E., Tao, S., Levadnaya, O., Mayfield, V., Schroeder, P., Simpkins, B. (2019). "Accelerated Learning in Oregon: Access and Impact." Higher Education Coordinating Commission. Salem, Oregon.

This report fulfills these reporting requirements and provides additional findings to inform how accelerated learning affects students' postsecondary careers. It is organized around two main questions:

3. What do we know about Oregon students who are enrolled in accelerated learning?
4. What do we know about the transferability of accelerated learning credits?
 - a. How many and what percentage of students attempted to transfer credits from an accelerated college credit program to a community college or public university in Oregon after high school?
 - b. How many and what percentage of students' accelerated learning credits were accepted by the community college or public university?
 - c. Of the credits accepted, how many and what percentage were accepted as credit toward institutions' general education requirements?
 - d. Does accelerated learning help students progress through a postsecondary program in less time?

In answering these questions, we focus on both the most recent year of data (2022-23 or 2021-22, depending on the data point) as well as on how answers have changed over the last few years. To the extent practicable, we disaggregate results by students' racial/ethnic and gender identities, postsecondary institution, and type of accelerated college credit program. We also include data on the high school the student attended. Together, the answers to these questions provide an updated and fuller understanding of accelerated learning in Oregon, especially as it relates to the acceptance and transferability of college credit and to the impact of accelerated learning on inequities in education.

Data

We draw on two sources of student-level data to answer these questions. Both sets are provided by the community colleges and public universities to the HECC for the purposes of this report and other research related to postsecondary education and training in Oregon. The first set of data includes educational records that institutions submit to the HECC each term and year. These records include data on students and courses, including those involved in accelerated learning offered by that institution, i.e., high school-based partnerships. The data also include information about student characteristics, enrollment, and completion.

Supplementing the first set of data is a special submission that institutions prepare specifically for this report. This supplemental data collection includes information on (a) the number of accelerated learning credits presented for acceptance by new Oregon high school graduates, (b) the number of these accelerated learning credits that were accepted by the institution to count toward degree requirements, and (c) the number of accelerated learning credits that were applied toward the institution's general education requirements. We request and receive these data from the seven public universities.

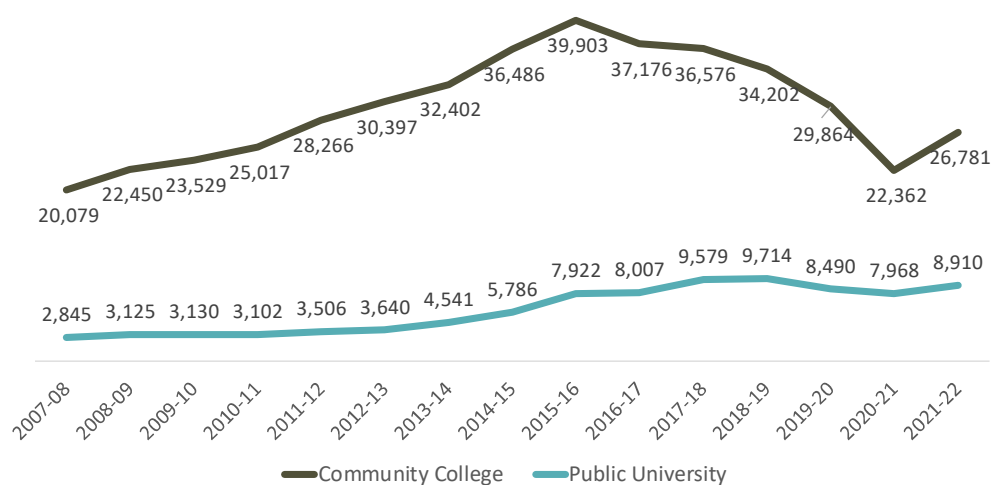
ORS 340.330 requires both public universities and community colleges to submit the supplemental data collection. However, community colleges typically do not have data on which new, incoming students have accelerated learning credits they seek to transfer nor about the credits they may have. This is because community colleges do not require students to present high school transcripts before enrolling after high school; colleges' open-access mission encourages and enables enrollment with few requirements. Students

present accelerated learning credits at many points in their course of study and often only at the time of petitioning for a certificate or degree. The data related to accelerated learning that colleges can provide is already submitted in the regular data they submit to the HECC. We draw on these regular submissions to help answer the questions in this report and do not request the supplemental data submission from the community colleges.

FINDINGS

WHAT DO WE KNOW ABOUT OREGON STUDENTS WHO ARE ENROLLED IN ACCELERATED LEARNING?

Accelerated learning programs sponsored by Oregon community colleges and public universities are widespread, enrolling thousands of students each year. Across both sectors, these high school-based partnerships grew quickly through 2015-16, enrolling nearly 48,000 students that year across both sectors combined (Figure 1). Beginning in 2018-19, the total number of students (across both sectors) began to decline. It dropped sharply during the pandemic and began to rebound in 2021-22, though not to pre-pandemic levels. In 2021-22, more than 35,000 students were enrolled in these programs.



Source: HECC analysis of community college and public university student-level data.

Figure 1. Number of high school students enrolled in accelerated learning through high school-based partnerships at Oregon community colleges and public universities, 2007-08 through 2021-22.

Students are most likely to enroll in these high-school based partnerships during their junior and senior years. In 2021-22, 70 percent of high school students enrolled through the colleges and universities were in their junior or senior year of high school, and 30 percent were in their freshman or sophomore year. Focusing on the more common timeframe of junior and senior years, we find that those enrolled in accelerated learning are not representative of all high school juniors and seniors. Students enrolled in accelerated learning are more likely to be Asian American/Asian and female and less likely to be Latino/a/x/Hispanic and male, compared to juniors and seniors overall, as shown in Table 1. We note that comparisons between the race/ethnicity of high school students and college/university students are limited because the racial/ethnic groups are not the same. Postsecondary students have a “decline to state” option that high school students do not have (per federal statute). Nevertheless, the differences seen here raise the question of whether accelerated learning options are available and accessible to all students regardless of school and school experience.

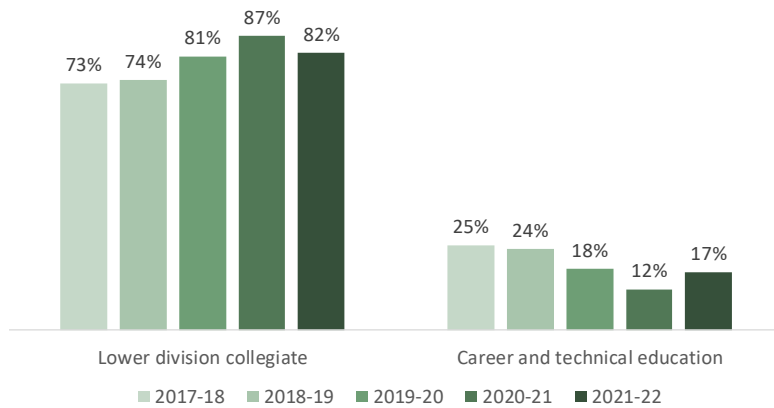
Table 1: Characteristics of all Oregon high school juniors and seniors and of those enrolled in accelerated learning with community colleges and public universities, 2020-21.

	All high school juniors and seniors	Juniors and seniors in accelerated learning at community colleges and public universities
Race/ethnicity		
Asian American/Asian	4%	7%
Black/African American	2%	2%
Latino/a/x/Hispanic	24%	15%
Native American/Alaska Native	1%	1%
Native Hawaiian/Pacific Islander	1%	0%
White	61%	56%
Multi-race	7%	5%
Unknown/Not reported	N/A	14%
Gender		
Female	49.8%	56%
Male	49.7%	42%
Nonbinary and not reported	0.5%	2%
Geography		
Rural counties	20%	21%
Urban and mixed counties	80%	79%
Total	100%	100%

Source: Data on all high school juniors and seniors from [Cohort Media Files](#) published by the Oregon Department of Education for the high school graduating classes of 2021-22 (juniors in 2020-21) and 2020-21 (seniors in 2020-21). Data on accelerated learning students from HECC analysis of community college and public university student records.

Notes: Rural counties include: Baker, Clatsop, Coos, Crook, Curry, Douglas, Gilliam, Grant, Harney, Hood River, Jefferson, Josephine, Klamath, Lake, Lincoln, Malheur, Morrow, Sherman, Tillamook, Umatilla, Union, Wallowa, Wasco, and Wheeler. Counties that are urban or mixed urban and rural include: Benton, Clackamas, Columbia, Deschutes, Jackson, Lane, Linn, Marion, Multnomah, Polk, Washington, and Yamhill.

Most students enrolled in accelerated learning are focused on lower-division collegiate coursework. This is the focus of high school-based partnerships with the public universities and of AP and IB programs. At the community colleges, accelerated learning includes primarily lower-division collegiate coursework but also includes coursework in career and technical education (CTE). In 2021-22, 17 percent of students who took accelerated learning through the colleges were enrolled primarily in CTE courses. This is a smaller share of students than prior to the pandemic, as shown in Figure 2 below. During the pandemic, enrollment in CTE programs fell markedly (both within accelerated learning and more broadly), as many programs require hands-on instruction. CTE enrollment began to rebound in 2021-22.



Source: HECC analysis of community college student-level data.

Figure 2. Primary area of instruction among Oregon students enrolled in high school-based partnerships with community colleges, 2017-18 through 2021-22.

WHAT DO WE KNOW ABOUT THE TRANSFERABILITY OF ACCELERATED LEARNING CREDITS?

Students who graduate from high school and then enroll at a public university bring the college credit they earned in high school to their new institution. This section describes how many incoming freshmen bring credits, the extent to which the credits are accepted by the public universities, the extent to which they fulfill general education requirements, whether and how this has changed over time, and how these results vary for students in different racial/ethnic and gender groups. We examine transferability to public universities separately from the transferability to community colleges, as each sector has access to different types of data available to answer these questions.

Public universities

How many students attempted to transfer accelerated learning credits to a public university?

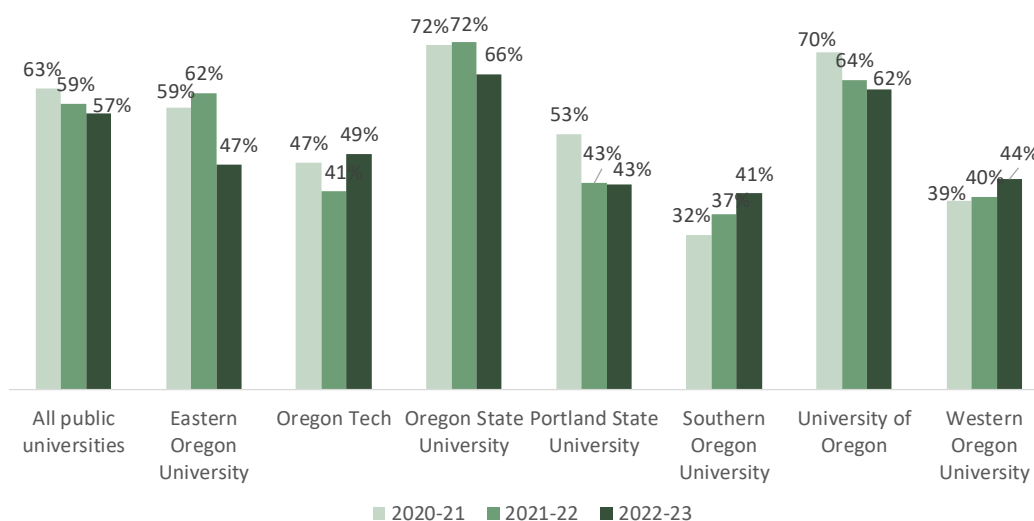
Each public university provided individual-level data on new first-time freshmen who entered the public university with accelerated learning credits. These students earned the credit through a number of channels: through a partnership between a high school and college/university, through direct enrollment at a college/university (on campus or online), through Expanded Options or early college, or through AP or IB.

In fall 2022, more than half of incoming Oregon freshmen at the public universities—57 percent—arrived with some college credit. This percentage ranged from 41 percent to 66 percent across the universities. Over the last three years, the share of the freshman class presenting credit for transfer fell slightly, from 63 percent in fall 2020 to 59 percent in fall 2021 and then to 57 percent in fall 2022 (Figure 3 below). The drop likely reflects continued impacts of the pandemic, as students who were new university freshmen in fall 2021 and 2022 were in high school during the height of the pandemic when accelerated learning enrollment was lower than it had been previously (Figure 1 above).

Table 2: Number and percentage of incoming Oregon freshmen presenting college credit for acceptance at Oregon public universities, by institution, fall 2022.

	Number of new Oregon freshmen	Number presenting accelerated learning credit	Percent presenting accelerated learning credit
All public universities	7,681	4,409	57%
Eastern Oregon University	169	79	47%
Oregon Tech	321	157	49%
Oregon State University	2,769	1,815	66%
Portland State University	1,269	540	43%
Southern Oregon University	312	127	41%
University of Oregon	2,409	1,502	62%
Western Oregon University	432	189	44%

Source: Data on accelerated learning students from HECC analysis of public university student-level data.

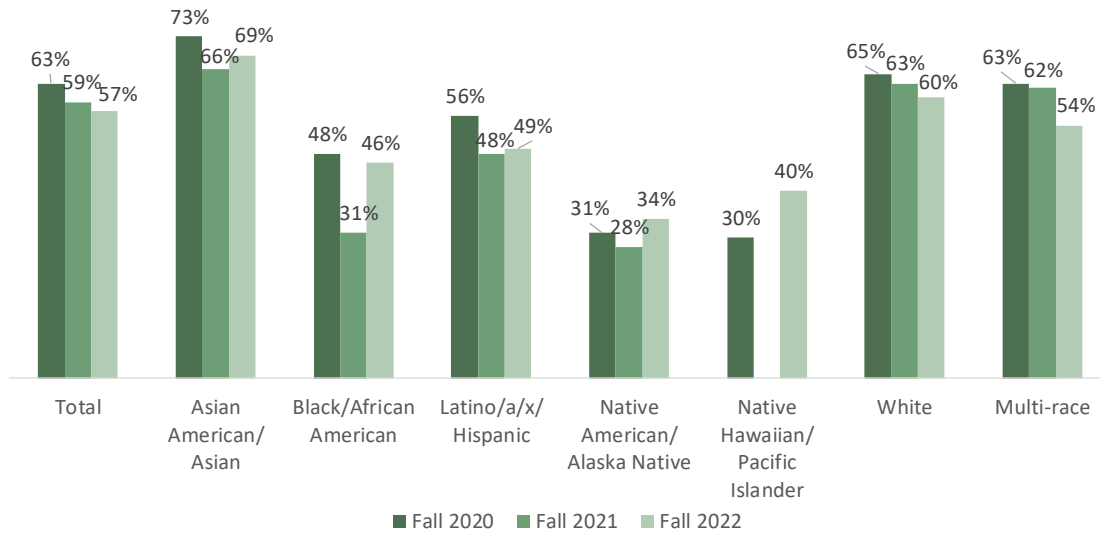


Source: HECC analysis of public university student-level data.

Figure 3. Percentage of incoming Oregon freshmen at public universities with accelerated learning credit, by institution, fall 2020 through fall 2022.

The share of incoming freshmen presenting accelerated learning credits also varies by race/ethnicity and gender, as shown in Figure 4 below. Looking across the three most recent years of data, some themes emerge: Most students of color were less likely than students overall to come to the university with college credits to transfer. Students who identified as Native American/Alaska Native or as Native Hawaiian/Pacific Islander were about half as likely as students overall to have accrued credits during high school. Students identifying as Black/African American, followed by those identifying as Latino/a/x/Hispanic, also have lower than average rates. Only Asian American students and White students had above-average rates, while students identifying with more than one racial group had rates similar to the average. These disparities in the likelihood of having

earned credit are consistent with earlier studies that show disparities in accelerated learning and do not suggest significant progress toward reducing these disparities.^{5,6}



Source: HECC analysis of public university student-level data.

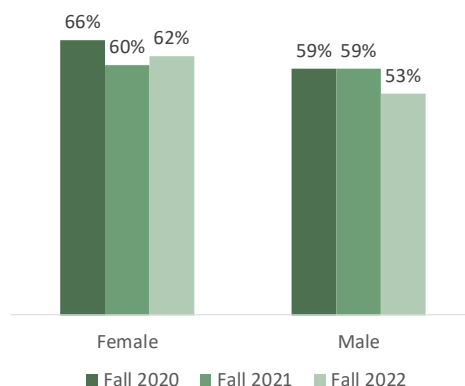
Figure 4. Percentage of incoming Oregon freshmen at public universities with accelerated learning credit, by race/ethnicity, fall 2020 through fall 2022.

The results by gender are also consistent with previous studies.⁷ In each of the three most recent years, men were less likely than women to present credits when they arrive at the university. The differences are shown in Figure 5.

⁵ Hodara, M., & Pierson, A. (2018). Supporting the Transition to College: Accelerated Learning Access, Outcomes, and Credit Transfer in Oregon. Regional Educational Laboratory Northwest.

⁶ Higher Education Coordinating Commission. (2019). *Accelerated Learning in Oregon: Access and Impact*. <https://www.oregon.gov/highered/research/Documents/Reports/HB4053-Accelerated-Learning-Report-2019.pdf>

⁷ We did not calculate a rate for students identifying as nonbinary, because not all institutions were able to provide these data.



Source: HECC analysis of public university student-level data.

Figure 5. Percentage of incoming Oregon freshmen at public universities with accelerated learning credit, by gender, fall 2020 through fall 2022.

How many accelerated learning credits did students bring, and how many were accepted?

For the students who brought accelerated learning credit, the potential impact on their university career is considerable. In 2022, students who presented credit brought an average of 30 credits with them. These numbers vary somewhat by institution, as shown in Table 3, because of differences across the student bodies of the universities, partnerships with local schools, and other factors. Looking at all institutions combined, the statewide average fell over the last three years, from an average of 35 credits in fall 2020 to 30 in fall 2022. This is again consistent with the timing of the pandemic and the difficulties it brought to high school education (including accelerated learning). Nevertheless, the amount of credit is an increase over the prior two years, when incoming students brought 20 to 30 credits, on average.

Table 3: Average amount and range of accelerated learning credits presented for acceptance by incoming Oregon freshmen at Oregon public universities, fall 2020 through 2022.

Credits presented	Fall 2020		Fall 2021		Fall 2022	
	Average number	Range	Average number	Range	Average number	Range
Statewide	35.0	1 – 225	32.8	1 – 303	30.4	1 – 472
Eastern Oregon University	24.5	2 – 101	21.7	1 – 104	26.5	3 – 172
Oregon Tech	30.7	3 – 101	31.9	1 – 130	30.6	3 – 107
Oregon State University	39.2	2 – 174	37.2	1 – 141	30.3	1 – 150
Portland State University	38.3	1 – 225	33.2	1 – 303	32.1	1 – 472
Southern Oregon University	25.3	3 – 74	28.2	2 – 163	24.1	3 – 100
University of Oregon	30.9	1 – 140	29.2	1 – 133	28.7	1 – 141
Western Oregon University	26.7	2 – 112	24.7	1 – 102	26.1	3 – 91

Source: HECC analysis of public university student-level data.

Of the credits that students presented, how many were accepted? Consistent with prior years, universities report accepting nearly all accelerated learning credits that students presented. Over the most recent three

years, universities as a whole accepted 94 percent to 100 percent of the credits that students presented, and 97 percent on average. The high percentage of credits accepted in the last three years is consistent with prior years and means that students who presented credits began their university careers with an average of 30 to 34 credits, depending on the year. This average amount of credits amounts to about 17 percent of the 180 credits required for a bachelor’s degree. Table 4 shows the percent of credits accepted and the average number of credits statewide and at each of the institutions.

Table 4: Percent of accelerated learning credits accepted by universities from incoming freshmen and average amount of accepted credit, by institution, fall 2020 through 2022.

	Fall 2020		Fall 2021		Fall 2022	
	Credits accepted	Percent accepted	Credits accepted	Percent accepted	Credits accepted	Percent accepted
Statewide	33.8	97%	31.8	97%	29.5	97%
Eastern Oregon University*	24.5	100%*	21.7	100%*	26.5	100%*
Oregon Tech	30.6	100%	31.9	100%	30.6	99%
Oregon State University	36.7	94%	34.9	94%	30.3	94%
Portland State University	38.3	100%	33.2	100%	32.1	100%
Southern Oregon University	25.7	100%	28.2	100%	24.1	100%
University of Oregon	30.6	99%	29.0	99%	28.7	99%
Western Oregon University	26.6	100%	24.5	99%	26.1	99%

Source: HECC analysis of public university student-level data.

* Eastern Oregon University does not keep a record of credits that were not accepted and counted only those credits that were accepted.

These high rates of accepting accelerated learning credits are seen across racial/ethnic and gender groups. As shown in Table 5, nearly all accelerated learning credits were accepted, regardless of year, racial/ethnic, or gender group. However, students in different racial/ethnic groups had notably different amount of credits presented and therefore accepted. Students who identified as Black/African American or as Native American/Alaska Native consistently had markedly fewer accelerated learning credits than students overall, about 10 to 15 fewer. Students who identified as Latino/a/x/Hispanic consistently had slightly fewer credits than students on average, about one to three fewer. Those who identified as White or with two or more groups had similar rates to students overall, while only those who identified as Asian American/Asian consistently had more credits than students overall. Those who identified as Native Hawaiian/Pacific Islander are few in number, with more years of data needed to assess trends. By gender, the amount of credit accepted was similar across women and men.

Table 5: Percent of accelerated learning credits accepted by universities from incoming freshmen and average amount of accepted credit, by race/ethnicity and gender, fall 2020 through 2022.

	Fall 2020			Fall 2021			Fall 2022		
	Credits presented	Credits accepted	Percent accepted	Credits presented	Credits accepted	Percent accepted	Credits presented	Credits accepted	Percent accepted
Statewide	35.0	33.8	97%	32.8	31.8	97%	30.4	29.5	97%
Asian American/Asian	40.8	39.4	97%	36.8	35.6	97%	36.8	35.4	96%
Black/African American	24.3	23.4	96%	22.7	22.1	97%	23.5	22.7	97%
Latino/a/x/Hispanic	33.9	32.8	97%	29.4	28.7	98%	29.3	28.6	98%
Native American/Alaskan Native	24.2	23.4	97%	21.6	21.4	99%	17.7	17.4	98%
Native Hawaiian/Pacific Islander	32.2	31.2	97%	13.7	13.2	96%	N/A	N/A	N/A
Multi-Race	34.7	33.6	97%	33.1	32.0	97%	32.9	31.9	97%
White	33.4	32.2	96%	33.8	32.6	97%	34.0	32.7	96%
Not Reported	33.1	32.8	99%	34.9	33.6	96%	36.4	35.0	96%
Men	34.5	33.5	97%	32.4	31.5	97%	32.4	31.6	97%
Women	33.0	31.8	96%	32.6	31.3	96%	32.2	31.1	96%

Source: HECC analysis of public university student-level data.

Of the credits accepted, how many applied to institutions' general education requirements?

The opportunity to take college-level coursework during high school dovetails conveniently with the foundational curriculum at bachelor's degree-granting institutions. One way to maximize the likelihood that credits will be accepted by a receiving institution is to focus those credits on courses that likely have considerable overlap across institutions, i.e., general education. At the same time, students might also use the cost-saving opportunity of accelerated learning to try fields of study outside of general education that they are less sure they want to pursue—something they may be less inclined to do when paying full tuition rates. Beyond students' goals, differences across institutions create important considerations for how well accelerated learning fulfills general education requirements. Universities differ in the amount of general education requirements they have, such that universities with longer requirements can accept more accelerated learning credits to fill these requirements. Likewise, universities also differ in the amount and kind of courses required in programs of study (i.e., the student's major). Accelerated learning credits that do not apply to general education requirements may apply to these program requirements, especially at institutions where program requirements are lengthy.

With these differences in mind, we turn now to the question of how many and what percentage of the credits institutions accepted were applied to students' general education requirements. On average over the last three years and across institutions, about 70 percent of accelerated learning credits that had been accepted were applied to general education requirements. This is similar to the rates seen in earlier years and translates to 21 to 24 credits, on average.

Table 6: Percent and average amount of accepted accelerated learning credits that were applied to general education requirements for incoming freshmen at public universities, by institution, fall 2020 through 2022.

	Fall 2020		Fall 2021		Fall 2022	
	Credits applied	Percent applied	Credits applied	Percent applied	Credits applied	Percent applied
Statewide	23.7	70%	21.5	68%	20.6	70%
Eastern Oregon University	17.1	70%	13.7	63%	17.1	64%
Oregon Tech	25.9	85%	27.4	86%	25.9	85%
Oregon State University	23.0	63%	21.4	61%	19.5	65%
Portland State University	38.3	100%	33.2	100%	32.1	100%
Southern Oregon University	18.1	70%	18.8	67%	17.7	73%
University of Oregon	18.5	60%	17.5	60%	17.4	61%
Western Oregon University	19.4	73%	18.3	75%	19.5	75%

Source: HECC analysis of public university student-level data.

Across the institutions, the percentage of accepted credits that applied to general education requirements ranged from 60 percent to 100 percent. This range is at least partly explained by differences in the institutional requirements. Table 7 shows the required number of general education credits at each institution. (We note that general education requirements at Portland State and Oregon Tech are integrated into students' pathways, so the number is not fixed.) A student with the average number of accelerated learning credits applied to general education (about 21 – 24) would fill a substantial share of the core curriculum with the accelerated learning they had in high school.

Table 7: Number of general education credits required for bachelor's degree at Oregon public universities, by institution.

	Number of general education credits required
Eastern Oregon University	60
Oregon Tech	Varies
Oregon State University	51
Portland State University	Varies
Southern Oregon University	39 – 44
University of Oregon	36 – 45
Western Oregon University	40 – 70

Source: Public university program requirements.

In addition to the requirements for this report, one university provided data on the percentage of credits that were applied to major requirements. That institution applied an additional one to three accelerated learning credits to major requirements, on average in 2020, 2021, and 2022. While not representative of all institutions, this does illustrate that accelerated learning credits fulfill major requirements as well.

We did not find wide differences by race/ethnicity and gender in the percent of accepted credits that were applied to general education requirements. Students who identified as Black/African American and those who

identified as Latino/a/x/Hispanic saw higher percentages of their credits apply to general education requirements than students overall. Those who identified as White or with two or more racial groups had lower percentages of credits apply than students overall. In general, the differences in percentages are smaller than the differences in the number of credits that were applied to general education—differences that stem from the number of credits first presented. Native American/Alaska Native and Black/African American students consistently had fewer general education credits, and Asian American/Asian students consistently had more general education credits, compared to students overall.

Table 8: Percent and average amount of accepted accelerated learning credits that were applied to general education requirements for incoming freshmen at public universities, by race/ethnicity and gender, fall 2020 through 2022.

	Fall 2020		Fall 2021		Fall 2022	
	Credits applied	Percent applied	Credits applied	Percent applied	Credits applied	Percent applied
Statewide	23.7	70%	21.5	68%	20.6	70%
Asian American/Asian	28.0	71%	25.5	72%	24.6	70%
Black/African American	18.8	80%	17.3	78%	17.5	77%
Latino/a/x/Hispanic	23.5	72%	21.1	74%	21.0	74%
Native American/Alaskan Native	17.6	75%	12.7	60%	11.0	63%
Native Hawaiian/Pacific Islander	24.1	77%	9.3	70%	N/A	N/A
Multi-Race	23.2	69%	20.8	65%	20.7	65%
White	21.8	68%	22.1	68%	21.4	66%
Not Reported	24.1	74%	23.9	71%	25.7	73%
Men	24.1	72%	21.7	69%	21.5	68%
Women	22.0	69%	20.5	66%	20.6	66%

Source: HECC analysis of public university student-level data.

By gender, men saw slightly higher percentages of their accelerated learning credits applied to general education requirements than women, though the difference was relatively small. Similarly, men had slightly higher numbers of general education credits than women had.

Does accelerated learning help students progress through a postsecondary program in less time?

Finally, we find support for the premise that accelerated learning facilitates student progress through bachelor’s degree programs. Students who had at least 10 accelerated learning credits accepted graduated sooner than students who had fewer than 10 credits accepted. Ten credits is the equivalent of about three courses during high school, and those who had at least this many credits accepted graduated a term earlier than their peers who had zero to nine credits. Table 9 below shows these results for the last five years. This pattern holds for students in every racial/ethnic group, though how much earlier the students who had 10-plus credits

graduated varies across groups.⁸ The impact is also evident among both women and men but appears to be stronger for men.

Table 9: Median years to bachelor’s degree for new, first-time freshmen at Oregon public universities who completed degrees, by number of accepted accelerated learning credits, race/ethnicity, and gender, 2017-18 through 2021-22.

	2017-18		2018-19		2019-20		2020-21		2021-22	
	0 – 9	10+	0 – 9	10+	0 – 9	10+	0 – 9	10+	0 – 9	10+
Statewide	3.7	4.2	3.7	4.2	3.7	4.0	3.7	4.0	3.7	4.0
Race/ethnicity										
Asian American/Asian	4.2	3.7	4.5	3.7	4.2	3.7	4.0	3.7	4.0	3.7
Black/African American	4.7	4.7	4.5	4.2	4.2	3.7	4.2	4.0	4.0	3.7
Latino/a/x/Hispanic	4.2	4.0	4.2	3.7	4.2	3.7	4.2	3.7	4.0	3.7
Native American/Alaska Native	4.4	4.3	4.8	4.1	4.7	4.1	4.8	4.1	4.3	4.1
Native Hawaiian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	4.2	3.7	4.2	3.7	4.0	3.7	4.0	3.7	4.0	3.7
Multi-racial	4.2	3.7	4.2	3.7	4.0	3.7	3.7	3.7	4.0	3.7
Not reported	4.7	4.5	4.7	3.7	4.7	3.7	3.7	3.7	4.5	3.7
Gender										
Men	4.0	4.5	4.0	4.5	3.7	4.2	3.7	4.2	3.7	4.2
Women	3.7	4.0	3.7	4.0	3.7	4.0	3.7	3.7	3.7	3.7

Source: HECC analysis of public university student records.

Notes: Data for Native American/Alaska Native students represent the average of the year labeled plus the two previous years because of variations resulting from small numbers of students. Too few students identifying as the Native Hawaiian/Pacific Islander were available to calculate consistent results.

Community colleges

How many accelerated learning credits did students bring, and how many were accepted?

At the community colleges, open-enrollment practices limit what is required of students when they enroll to minimize barriers to access. Community colleges do not require students to present the accelerated learning credits they earned nor to submit official high school transcripts in order to enroll. As a result, the only consistent visibility that community colleges have into the accelerated learning of their new students is the courses that incoming students took through their own institution. Students present information about other accelerated learning they took at many other points in their college career, and this means there is not a consistent way to gather information about how the credits were accepted and applied. Nevertheless, there is information we can analyze to shed light on the amount and transferability of accelerated learning for community college students.

⁸ 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 in these groups.

How many students attempted to transfer accelerated learning credits to a community college?

Though community college processes prevent a complete answer to this question, it is reasonable to assume that all students who earned accelerated learning credit through a community college and who went on to enroll in a community college after high school would at some point seek to include those accelerated learning credits toward their degree or certificate program. The HECC houses data from all community colleges, and we can therefore tally the credit earned through any of the community colleges in the state by high school students.

Since the pandemic, about 10,000 students each year enroll in a community college right after high school. Four to five thousand of these new students had already earned community college credit. We can consider this to be the lower bound of the number of students who would attempt to transfer accelerated learning credits at the community colleges. Table 10 shows these numbers for the most recent three years of data. On average across the years, 46 percent of incoming students had accelerated credits earned through the community colleges.

Table 10: Number and percent of students enrolling in community college after high school, by whether or not they had earned accelerated learning credit from a community college 2019-20 through 2021-22.

	2019-20	2020-21	2021-22
Number of new freshmen entering after high school	12,695	10,922	9,736
Number of new post-high school freshmen with credit	6,214	5,367	3,918
Percent of new post-high school freshmen with credit	49%	49%	40%

Source: HECC analysis of community college student records.

How many accelerated learning credits did students bring, and how many were accepted?

Colleges report that institutions generally accept all credits earned from their own institution and all credits earned from other Oregon community colleges. We can therefore consider the number of credits that new students earned through community college partnerships to be the minimum amount of accelerated learning that the colleges would accept. Table 11 shows the range and average amount of accelerated learning credits earned by students with at least some credit who enrolled in a community college after high school. On average across the last three years, students who earned credit during high school earned almost 11 credits.

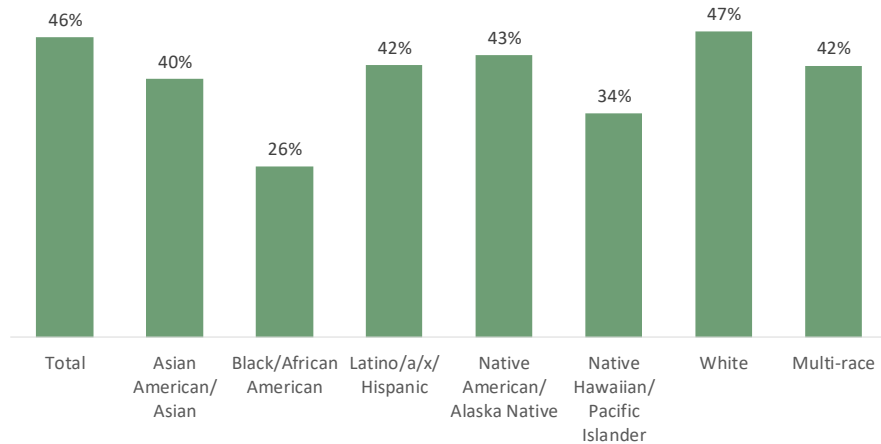
Table 11: Range and average amount of accelerated learning credit earned by new community college students with credit, by institution, fall 2019 through fall 2021.

	Fall 2019		Fall 2020		Fall 2021	
	Range of credits	Average credits	Range of credits	Average credits	Range of credits	Average credits
Statewide	1 – 76	10.3	1 – 63	10.7	1 – 62	11.0
Blue Mountain	1 – 47	10.3	1 – 46	8.8	1 – 43	10.1
Central Oregon	1 – 49	9.6	1 – 47	11.3	1 – 51	11.8
Chemeketa	1 – 57	9.5	1 – 47	9.5	1 – 57	10.2
Clackamas	1 – 54	11.7	1 – 58	11.2	1 – 46	11.4
Clatsop	1 – 44	7.7	1 – 47	8.8	1 – 42	9.1
Columbia Gorge	1 – 29	8.9	2 – 47	9.9	3 – 40	14.4
Klamath	1 – 48	7.8	1 – 60	7.0	1 – 48	8.7
Lane	1 – 52	8.8	1 – 54	8.4	1 – 50	8.5
Linn Benton	1 – 76	9.3	1 – 55	10.5	1 – 47	9.5
Mt Hood	1 – 53	12.6	1 – 63	13.3	1 – 50	13.0
Oregon Coast	3 – 40	12.2	3 – 42	10.0	4 – 43	12.3
Portland	1 – 58	11.2	1 – 52	12.3	1 – 62	12.7
Rogue	1 – 56	8.2	1 – 48	10.0	1 – 53	9.7
Southwestern	1 – 60	12.8	1 – 50	12.3	1 – 61	14.8
Tillamook Bay	1 – 35	9.3	2 – 33	10.2	4 – 50	12.3
Treasure Valley	1 – 45	7.9	1 – 43	9.7	1 – 43	9.1
Umpqua	1 – 47	12.9	2 – 45	12.0	1 – 48	13.5

Source: HECC analysis of community college student records.

The percentage of new incoming students who have accelerated learning credits from the colleges differs by race/ethnicity and gender. Figure 6 shows the share of new students at the community colleges (direct from high school) who earned accelerated learning credits from the colleges, averaged across the three years.⁹ Students of color who enroll in community college are less likely than students overall to have accelerated learning credit from one of the colleges. This is especially true for students who identify as Black/African American or Native Hawaiian/Pacific Islander. Only White students are more likely to have accelerated learning credit from one of the colleges. Men also have lower rates than women: 43 percent of new, male community college students had accelerated learning credits when they enrolled, compared to 50 percent of women.

⁹ We average the rates across 2019-20, 2020-21, and 2021-22 to avoid large fluctuations in rates resulting from small numbers in some groups and because the most recent year of community college accelerated learning data sometimes lags in completeness.



Source: HECC analysis of community college student-level data.

Figure 6. Percentage of new, incoming Oregon students at community colleges with accelerated learning credit from one of the colleges, by race/ethnicity, averaged across fall 2020 through fall 2022.

Table 12 shows the amount of credits students in different racial/ethnic and gender groups earned. Students who identify as Latino/a/x/Hispanic had fewer accelerated learning credits, on average, than students overall. Those who identified as Asian American/Asian averaged more credits than students overall. Students in other racial/ethnic groups averaged similar amounts of credits compared to students overall. By gender, men had earned fewer credits than women, on average.

Table 12: Percent of new (post-high school) community college students with accelerated learning credit from a community college, and range and average amount of credit earned, by race/ethnicity and gender, fall 2019 to 2021.

	Fall 2019		Fall 2020		Fall 2021	
	Range of credits	Average credits	Range of credits	Average credits	Range of credits	Average credits
Statewide	1 – 76	10.3	1 – 63	10.7	1 – 62	11.0
Race/Ethnicity						
Asian American/Asian	1 – 52	11.7	1 – 51	11.3	1 – 51	10.5
Black/African American	1 – 42	8.6	1 – 41	10.0	1 – 40	12.0
Latino/a/x/Hispanic	1 – 52	9.0	1 – 55	9.2	1 – 56	9.1
Native American/Alaskan Native	1 – 49	9.8	1 – 50	11.2	1 – 45	11.8
Native Hawaiian/Pacific Islander	1 – 42	11.8	1 – 43	10.4	2 – 44	12.8
White	1 – 76	10.7	1 – 63	11.0	1 – 62	11.3
Multi-racial	1 – 49	9.7	1 – 50	10.8	1 – 48	11.6
Not Reported	1 – 52	12.6	1 – 50	13.7	1 – 53	14.7
Gender						
Men	1 – 54	9.9	1 – 68	10.2	1 – 62	10.4
Women	1 – 76	10.5	1 – 63	10.9	1 – 61	11.4

Source: HECC analysis of community college student records.

Our examination of the transferability of accelerated learning credits included two additional questions: what percentage of accepted credits apply to institutions' general education requirements, and does accelerated learning enable students to progress through a postsecondary degree in less time? Unfortunately, it is not possible to answer either of these questions for the community colleges. We cannot measure how many accelerated learning credits were applied to general education requirements because that application happens over years, not at a single point in time when data can be captured. Similarly, we cannot measure the impact of accelerated learning on the time to complete an associate degree because of the lack of complete data on pre-college credits.

SUMMARY AND CONCLUSIONS

Over the last three to four years, the number of students participating in accelerated learning programs declined, especially during the early period of the pandemic, and then began to rebound, though not to pre-pandemic levels. Students enrolled in accelerated learning are more likely to be Asian American/Asian and female and less likely to identify as Latino/a/x/Hispanic and as male, compared to all high school students in the same grades.

After high school, about 60 percent of incoming Oregon freshmen at the public universities arrive with some college credit in hand from an accelerated learning program. This share has fallen slightly in the last few years, as students who were in high school during the pandemic later arrive at the universities. Compared to students overall, most students of color were less likely to come to the university with college credits already earned. Students who identified as Native American/Alaska Native or as Native Hawaiian/Pacific Islander were about half as likely as students overall to have accrued postsecondary credits during high school. Students who identified as Black/African American, followed by those who identified as Latino/a/x/Hispanic, also have lower than average rates.

University freshmen who did have accelerated learning credits presented about 30 for acceptance, on average. Universities accepted nearly all of these credits, accepting 97 percent of credits, on average. These high rates of acceptance are seen across racial/ethnic and gender groups. However, students in different racial/ethnic groups had sizable differences in the amount of credits they presented and that were accepted. Students who identified as Black/African American or as Native American/Alaska Native consistently had many fewer accelerated learning credits than students overall, about 10 to 15 fewer. Students who identified as Latino/a/x/Hispanic also had fewer credits than students on average, about one to three fewer.

Of the credits that were accepted, about 70 percent (22 credits, on average) filled general education requirements. The share of accelerated learning credits that universities applied to general education ranged from 60 percent to 100 percent across the institutions and was affected by the amount of general education the institution required, the amount of other coursework required (e.g., for a major program of study), and other factors. Differences by race/ethnicity and gender were narrower for the percent of credits applied to general education than for the amount of credits students had. Students identifying as Multiracial or White had slightly lower rates of credits applied to general education than students overall.

Finally, accelerated learning was related to a shorter time to completion of the bachelor's degree. Students who had at least 10 credits of accepted accelerated learning completed their degrees about one term faster than students who had nine or fewer credits. This relationship held across racial/ethnic and gender groups.

For students who enrolled at a community college after high school, less information is available. Colleges' strong mission of accessibility and low barrier to entry reduces enrollment requirements, and students do not typically present accelerated learning credits when they first enroll or at any single time, which prevents robust data collection. Nevertheless, we assessed the accelerated learning that came through the colleges, i.e., high school-based partnerships with the colleges.

These high school-based partnerships with community colleges are large and enroll tens of thousands of Oregon high schoolers each year. We found that about 40 to 50 percent of new Oregon students at the community colleges who had enrolled right out of high school brought accelerated learning credits from these programs with them. The new students with credit brought about 11 credits on average. Latino/a/x/Hispanic

students had fewer credits, on average, than students overall, and men had slightly fewer credits than women. Community colleges report they accept virtually all accelerated learning credits students earned through a community college for transfer.

The findings in this report point to several important implications. First, students do not appear to be facing difficulty in transferring the credits they earn in high school nor in being able to apply those credits to fill general education requirements, at least not typically. Institutions accepted nearly all credits that students presented, and about 70 percent were accepted as fulfilling general education requirements at the universities.

Second, accelerated learning appears to further students' postsecondary progress. Not only are students able to use the credits they earn for their degree requirements, but having just 10 or more accelerated credits shortens the time to completing a bachelor's degree.

Third, racial/ethnic and gender disparities continue to be evident in accelerated learning. Arising from initial participation and carrying through to the extent of participation, these disparities lead to sizeable differences in the credits students accrue, their early fulfillment of general education requirements, and their timely completion of degree programs. They are particularly acute for Latino/a/x/Hispanic, Black/African American, Native American/Alaska Native, and male students.

Taken together, these findings indicate both that the goal of accelerated learning to facilitate postsecondary progress is being achieved for many students, and that these benefits are not being realized for all students, nor are they being realized equitably.

At current rates, the accelerated learning programs that provide early access to college and university coursework to many students will continue to exacerbate inequities in education for most students of color if practices do not change. The notably lower levels of accelerated learning among Latino/a/x/Hispanic, Black/African American, Native American/Alaska Native, and male students put these groups at a disadvantage before they even reach a college or university campus. In a context where students in these groups have lower college-going rates and lower graduation rates than their White and female counterparts, there is no room to exacerbate educational disparities further. However, the strengths that accelerated learning offers for postsecondary success suggest that if access to it could become equitable, it could serve as a mechanism to narrow gaps in postsecondary education and training rather than expand them.

