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CHIEF EDUCATION OFFICE

Accelerated College Credit Transferability

House Bill 4053 (2018) Legislative Report

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ACCELERATED COLLEGE CREDIT TRANSFERABILITY

November 30, 2018

CONTENTS

Background and Overview / 4

Method of Collecting Report Information / 5

Findings from the Collected Information / 6

Discussion of Findings / 9

Recommendations for Future Reports / 10

Appendix A: Detailed Data Tables / 11

Appendix B: HB 4053 / 17

Appendix C: HB 4053 Outreach and Data Collection / 22

Appendix D: Accelerated Learning Programs Defined / 26

Background and Overview

Many Oregon high school students have the opportunity to take college courses in high school through a variety of accelerated learning options. These programs "aim to provide bridges that support and encourage a college-going culture and reduce gaps in college access and academic achievement" (https://www.oregon.gov/highered/policy-collaboration/Pages/college-credit-high-school.aspx).

One of the central challenges for students who enroll in these programs, however, is that the college credits earned in high school sometimes do not consistently transfer when students enroll in an Oregon public community college or university. Students (and their families) lose money, time, and progress toward their postsecondary goals if college credits earned while in high school are treated differently than credits earned while in a college or university. High school earned college credits that transfer as elective credits instead of general education are not as useful in for students in helping achieve a postsecondary degree or certificate of study.

These experiences underscore the need for improvements in credit transfer processes, so that high school students who complete approved accelerated learning courses can successfully transfer their credits to an Oregon public community college or university.

Currently, there is no law or uniform process addressing accelerated learning credit transferability between K-12 public schools, community colleges, and public universities. The state has taken several steps to increase the likelihood that these credits are aligned with approved Core Transfer Maps[1] developed as a result of HB 2998 in 2017, including:

- Developing and approving Standards for High School Based College Credit Partnerships for Dual Credit, Sponsored Dual Credit and Assessment-Based Learning Credit programs. As of 2016-17, all high school-based accelerated learning programs were expected to move into compliance with these standards. The standards require that high school students in these partnership programs be provided with a student guide that outlines students' rights and responsibilities, and provides guidelines for the transfer of these important credits.
- Requiring colleges and universities to submit self-studies for peer review and approval from the Oversight Committee for High School-Based College Credit Partnerships over the next three years.
- Convening a Sustainable Solutions for Accelerated Learning (SSAL) Work Group, composed of K-12 and higher education representatives. The group reviewed survey responses from more than 600 students and hosted focus groups where the importance of credit transfer was emphasized. Working together in 2018, the group developed and approved policy recommendations for the Governor and Legislature related to students' access to accelerated learning, funding for new and existing programs and instructor preparation, and the transferability of credits.

House Bill 4053, passed by the Oregon Legislature in 2018, is an additional step in the state's effort to improve the transferability of accelerated learning credits. The bill requires an annual report on the transferability of accelerated college credit at Oregon's public institutions of higher education, including the number and percentage of students who attempt to transfer a credit from an accelerated college credit program to an Oregon public post-secondary institution of education, and the number and percentage of students whose credits were accepted toward general education.

The Chief Education Office was responsible for writing the report in 2018, in collaboration with the Higher Education Coordinating Commission (HECC), which collected the required data from the state's 17 community colleges and seven public universities.

See the Appendix for the full text of the enrolled bill, a description of the methodology HECC used to collect and compile the data, and definitions of programs included in this report.

1 A Core Transfer Map is a statewide set of general education courses at Oregon's public postsecondary institutions that contain at least 30 college-level academic credits, all of which will satisfy degree requirements at any Oregon public university.

Method of Collecting Report Information

This 2018 report contains summarized information about accelerated learning credits students earned in high school and the transfer of (where applicable) those credits to all 17 community colleges and seven public universities in Oregon for the 2017-18 school year. These colleges and universities were asked by HECC to compile data from student records beginning in summer of 2017 for students who graduated from an Oregon high school in 2016-17.

In collecting information for this report, community colleges and universities utilized either sampling or census of students, consistent with the guidelines in the legislation. Schools with no automated process for compiling the data and with more than 100 new high school graduates in fall of 2017 were given the option to report a sample of students (i.e., defined subset) rather than a census (i.e., all new students with accelerated learning credits) (see Appendix for detailed information about the specific sampling methodology). The information presented in this report, therefore, will be disaggregated, accordingly, based on he data collection methodology used by the institution. HECC mailed letters to the registrar at each community college and university along with templates for submitting the data and the sampling methodology.

It is important to note that each community college only has visibility 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 advanced placement and international baccalaureate. Even for accelerated learning completed at the community colleges, each college only has visibility into courses associated with its own campuses. As Table 1 below illustrates, the percentage of high-school students who took accelerated learning at one community college and then enrolled in another community college after high school ranges from 4 percent to 48 percent. A receiving community college does not review a student's official transcripts until said student petitions to graduate from the college. As these accelerated learning credits are not captured in the data that colleges report, this report is unable to provide accurate estimates of how many courses were accepted by a different receiving community college.

TABLE 1. STUDENTS WHO TOOK ACCELERATED LEARNING AT AN OREGON COMMUNITY COLLEGE BETWEEN 2013-14 AND 2016-17 AND THEN ENROLLED IN AN OREGON COMMUNITY COLLEGE IN FALL 2017

Community College	Students with accelerated learning credits in high school, fall 2013 through spring 2017 (n)	Subset of students who then enrolled in an Oregon community college in fall 2017 (n)	Subset who enrolled in the same community college after high school as the one where they took accelerated learning (n)	Percentage of students who enrolled in a different community college after high school (%)
Blue Mountain	799	181	142	21.5
Central Oregon	749	417	217	48.0
Columbia George	370	69	66	4.3
Chemeketa	2,131	876	648	26.0
Clackamas	2,292	589	456	22.6
Clatsop	244	60	57	5.0
Klamath	644	119	114	4.2
Lane	2,467	623	472	24.2
Linn Benton	1,506	621	338	45.6
Mt Hood	2,061	507	404	20.3
Oregon Coast	80	26	19	26.9
Portland	4,413	994	745	25.1
Rogue	1,555	357	331	7.3
Southwestern	476	218	161	26.1
Tillamook Bay	120	30	28	6.7
Treasure Valley	477	86	71	17.4
Umpqua	440	185	143	22.7
Total =	20,824	5,958	4,412	25.9

Findings from the Collected Information

As an overall picture in the 2017-18 school year, a majority of students with accelerated college credits had their credits accepted at Oregon's 17 community colleges and seven public universities. Most of these students had graduated from the state's high schools located in or near population centers, were white and female, and had most of their credits accepted at Oregon public universities. The details of these findings are provided in the following sections.

Acceptance of credits

In the 2017-18 school year at Oregon public community colleges and public universities utilizing sampling, 52 percent of the 1,782 students who presented accelerated learning credits had those credits accepted. At Oregon public community colleges and universities utilizing a census, 71 percent of the 6,620 students who presented accelerated learning credits had those credits accepted. See Table 2.

Acceptance as general education credits

In the 2017-18 school year at Oregon community colleges and public universities that utilized sampling, 57 percent of all accelerated learning credits were accepted as general education credits. At Oregon public community colleges and universities that utilized a census, 64 percent of all accepted accelerated learning credits were accepted as general education credits.

It is important to note that not all of these colleges and universities reported data on these various credit totals. The state's public community colleges, given their open admissions practices, do not require incoming students to present accelerated learning credits for transfer. In addition, for some of the community colleges and public universities, the number of accepted credits exceeded the number of presented credits. This occurred because some schools simply had reported incomplete or missing data on student credits. This is a notable limitation of the data: because it is difficult to accurately measure the number of credits that students attempt to transfer, this report is unable to determine the full extent to which accelerated learning credits are accepted or decline.

TABLE 2. ACCELERATED COLLEGE CREDIT PROGRAM CREDITS PRESENTED, ACCEPTED OVERALL, AND ACCEPTED FOR GENERAL EDUCATION AT OREGON PUBLIC COMMUNITY COLLEGES AND UNIVERSITIES IN THE 2017-18 SCHOOL YEAR

Higher Education Institution*	Accelerated College Credit Programs					
	Presented		Accepted Overall		Accepted for General Education	
Sampling	Students (n)	Credits	Students (n)	Credits	Credits	Credits (%)
Community Colleges	1,158	6,570.5	543	8,252.5	4,703	57
Universities	624	8,878.5	387	8,864.5	5,059.5	57
Subtotal =	1,782	15,449	930	17,117	9,762.5	57
Census						
Community Colleges	2,521	38,899.7	2,022	36,295.7	32,785.5	90
Universities	4,099	57,895.2	2,686	76,696	39,336.5	51
Subtotal =	6,620	96,794.9	4,708	112,991.7	72,122	64
Grand Total =	8,402	112,243.9	5,638	130,108.7	81,884.5	63

*Not all higher education institutions reported data on credits transferred, accepted, or accepted for general education; and for some colleges and universities the number of accepted credits exceeded the number of presented credits

High schools and programs

Students who attempted to transfer credits from accelerated college credit programs to Oregon public postsecondary institutions of education came from all of the state's high schools. Most of these credits came from students who attended the state's public high schools with the largest enrollments (e.g., Barlow, Beaverton, Gresham, and Sheldon).

Table 3 lists the 40 Oregon high schools whose students had the most (n = 20) and least (n = 20) accelerated college credits presented and accepted at the state's public community colleges and universities in the 2017-18 school year. For the reported year, Gresham-Barlow School District's Barlow High School tops the list.

When looking at the specific types of accelerated college credits Oregon high school students transferred to the

state's public community colleges and universities in the 2017-18 school year, the majority of those credits (70 percent to 90 percent) came from high school based college credit partnership type programs. Advanced placement and international baccalaureate programs also produced the second and third most accelerated college program credits that were accepted in transfer. See Tables 4 to 7. As noted above, each community college only has visibility into its own accelerated learning courses for incoming students; community colleges do not have visibility into courses at other community colleges, at public universities, nor from other programs such as advanced placement and international baccalaureate.

Race/ethnicity

In the 2017-18 school year, the race/ethnicity of students whose accelerated college program credits were accepted at Oregon community colleges and public universities utilizing sampling were:

- Community colleges: 1% Black/African American, 28% Hispanic/Latinx, 2% Native American/Alaska Native, 3% Asian/Pacific Islander, 59% White, 6% Multi-Race/Ethnicity, and 1% Unknown
- Universities: 3% Black/African American, 22% Hispanic/Latinx, 2% Native American/Alaska Native, 4% Asian/Pacific Islander, 65% White, 3% Multi-Race/Ethnicity, and 1% Unknown

  See See Figure 1 and Figure 2, and Table 8 for specific student counts.

FIGURE 1. RACE AND ETHNICITY (%) OF STUDENTS WITH ACCEPTED ACCELERATED COLLEGE CREDITS AT OREGON COMMUNITY COLLEGES UTILIZING SAMPLING IN THE 2017-18 SCHOOL YEAR.

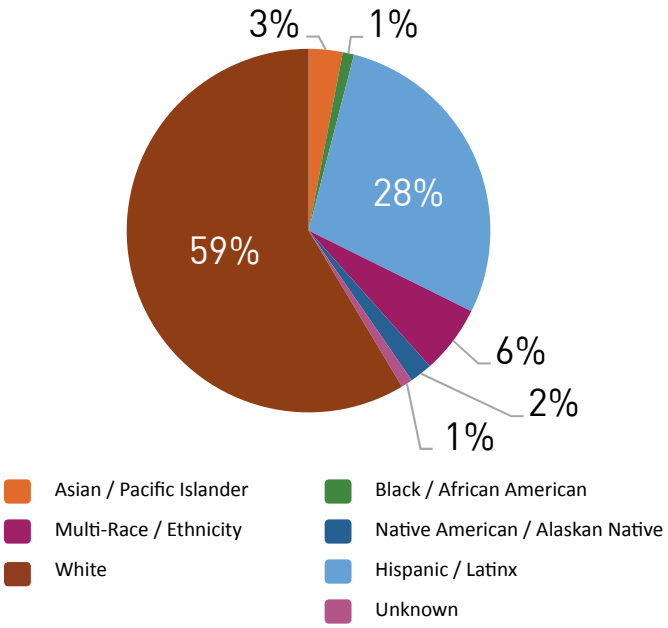
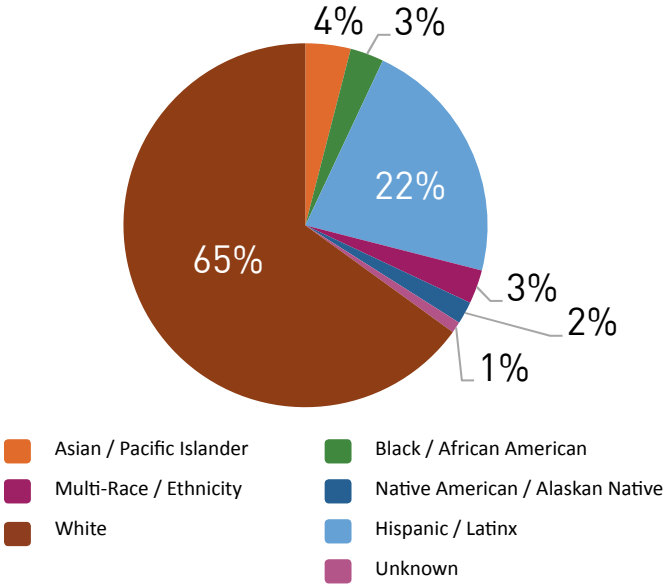


FIGURE 2. RACE AND ETHNICITY (%) OF STUDENTS WITH ACCEPTED ACCELERATED COLLEGE CREDITS AT OREGON PUBLIC UNIVERSITIES UTILIZING SAMPLING IN THE 2017-18 SCHOOL YEAR.



In the 2017-18 school year, the race/ethnicity of students whose accelerated college program credits were accepted at Oregon community colleges and public universities utilizing a census were:

- Community colleges: 2% Black/African American, 18% Hispanic/Latinx, 1% Native American/Alaska Native, 6% Asian/Pacific Islander, 59% White, 8% Multi-Race/Ethnicity, and 6% Unknown
- Universities: 2% Black/African American, 16% Hispanic/Latinx, 0% Native American/Alaska Native, 13% Asian/Pacific Islander, 55% White, 11% Multi-Race/Ethnicity, and 2% Unknown

  See Figure 3 and Figure 4, and Table 9 for specific student counts.

FIGURE 3. RACE AND ETHNICITY (%) OF STUDENTS WITH ACCEPTED ACCELERATED COLLEGE CREDITS AT OREGON COMMUNITY COLLEGES UTILIZING A CENSUS IN THE 2017-18 SCHOOL YEAR.

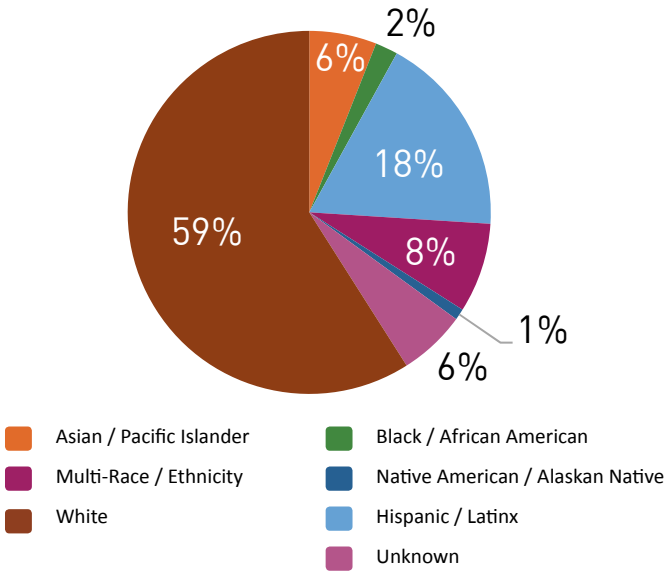
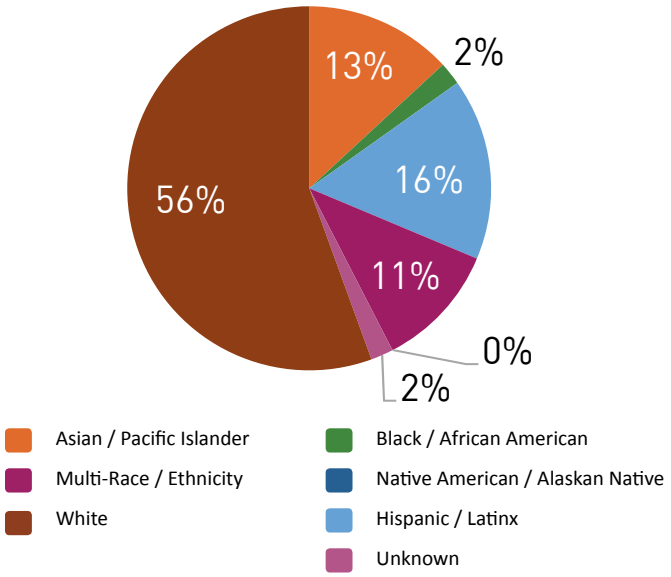


FIGURE 4. RACE AND ETHNICITY (%) OF STUDENTS WITH ACCEPTED ACCELERATED COLLEGE CREDITS AT OREGON PUBLIC UNIVERSITIES UTILIZING A CENSUS IN THE 2017-18 SCHOOL YEAR.



Gender

In the 2017-18 school year, the gender of students whose accelerated college credits were accepted at public community colleges and universities utilizing sampling were:

- Community Colleges: 59% female, 40% male, and 1% other
- Universities: 65% female, 34% male, and 1% other

See Figure 5 and Figure 6, as well as Table 10 for specific student counts.

FIGURE 5. GENDER (%) OF STUDENTS WITH ACCEPTED ACCELERATED COLLEGE CREDITS AT OREGON COMMUNITY COLLEGES UTILIZING SAMPLING IN THE 2017-18 SCHOOL YEAR.

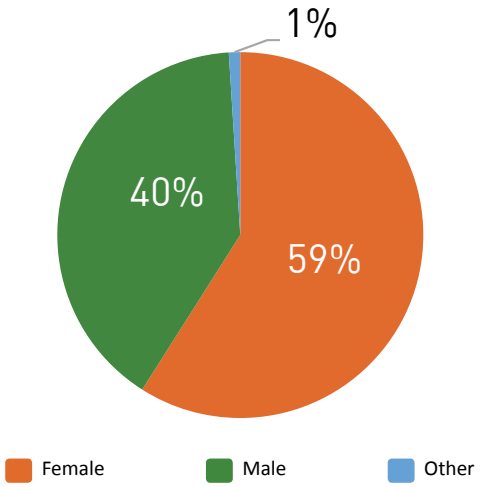
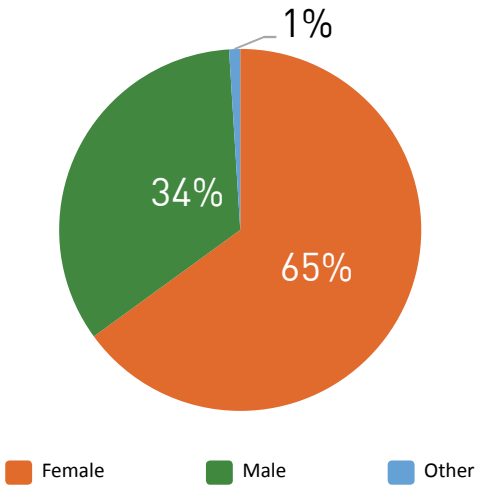


FIGURE 6. GENDER (%) OF STUDENTS WITH ACCEPTED ACCELERATED COLLEGE CREDITS AT OREGON PUBLIC UNIVERSITIES UTILIZING SAMPLING IN THE 2017-18 SCHOOL YEAR.



In the 2017-18 school year, the gender of students whose accelerated college credits were accepted at Oregon community colleges and universities utilizing a census were:

- Community colleges: 53% female, 46% male, and 1% other
- Universities: 57% female, 43% male, and 0% other, respectively

See Figure 7 and Figure 8, as well as Table 11 for specific student counts.

FIGURE 7. GENDER (%) OF STUDENTS WITH ACCEPTED ACCELERATED COLLEGE CREDITS AT OREGON COMMUNITY COLLEGES UTILIZING A CENSUS IN THE 2017-18 SCHOOL YEAR.

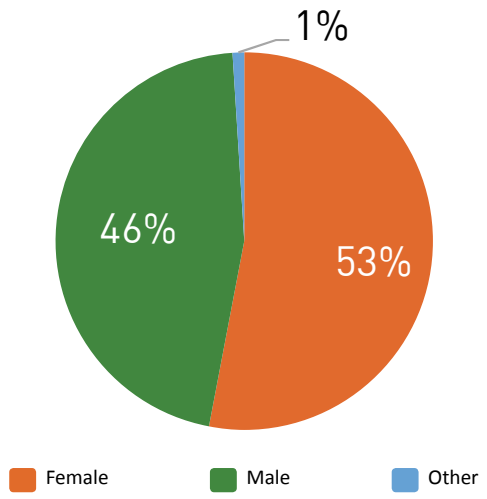
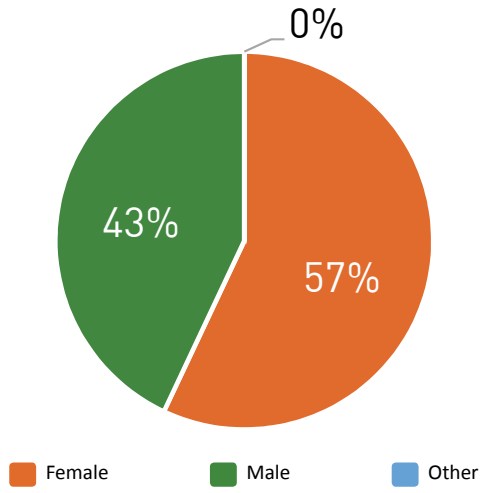


FIGURE 8. GENDER (%) OF STUDENTS WITH ACCEPTED ACCELERATED COLLEGE CREDITS AT OREGON PUBLIC UNIVERSITIES UTILIZING A CENSUS IN THE 2017-18 SCHOOL YEAR.



Discussion of Findings

Because the legislation allowed for two different methods of data collection used by higher education institutions, the total numbers of students (i.e., population of students with accelerated college credits) and credits, are estimates based solely on data that the institutions reported to HECC (i.e., excluding missing or incomplete data).

The student demographics in accelerated learning programs reported in this report are closely matched to the demographics of the overall student enrollment in Oregon higher education (see statewide snapshot https://www.oregon.gov/highered/research/Documents/Snapshots/Statewide-Snapshot.pdf). With regard to gender, female students constituted approximately 52 percent of the enrolled population in the state's higher education institutions in school year 2016-17, and approximately 53 percent to 57 percent of the students whose accelerated college program credits were accepted at the state's public community colleges and universities utilizing a census. By comparison, male students constituted approximately 44 percent of the enrolled population in the state's higher education in school year 2016-17, and approximately 43 percent to 46 percent of students whose accelerated college program credits were accepted at the state's public community colleges and universities that utilized a census.

With regard to race and ethnicity, Hispanic/Latinx students constituted approximately 12 percent of the enrolled student population in the state's higher education institutions in school year 2016-17, and approximately 17 percent of the students whose accelerated college program credits were accepted at the state's public community colleges and universities that utilized a census. Black/African American students constituted approximately 2 percent of the enrolled population in the state's higher education institutions, and approximately 2 percent of the students whose accelerated college program credits were accepted at the state's public community colleges and universities that utilized a census. Native American/Alaska Native students constituted approximately 1 percent of the enrolled population in the state's higher education institutions, and approximately 0 percent to 1 percent of the students whose accelerated college program credits were accepted at the state's public community colleges and universities that utilized a census.

Recommendations for Future Reports

Because the data for this report came from one school year, 2017-18 (i.e., single "snapshot" in time), it is difficult to draw conclusions about how accelerated college credit programs for Oregon high school students are serving students overall, specific groups, or to what specific degree the community colleges and public universities need to improve the transferability of college credits earned in high schools. That said, below are some recommendations that would enhance the data collection for future years.

- Flag High School Courses Used to Offer College Credit. High school accelerated learning courses are not differentiated by the Oregon Department of Education. It would be helpful if the Department (ODE) had a way to flag the high school courses that are being used to offer college credit opportunities.
- Continue Refining Data Collection Approach. In regard to the different methods of data collection used by the community colleges and universities in this report, collecting data on all new, incoming high school graduates would be ideal because it would provide the most complete picture of accelerated college credit program participation. However, such an effort requires manual review of transcripts at most institutions and is therefore not realistic. In future reports, HECC will continue to work closely with the state's public institutions of higher education to ensure a rigorous methodology is followed to collect data and to provide assistance or feedback on those processes as needed.
- Incorporate Accelerated Learning Data into SLDS. As the State Longitudinal Data System (SLDS) comes online in the near future, opportunities to include data from accelerated learning programs could improve our understanding of accelerated college credit transferability in Oregon and how best to support students, high schools, and institutions of higher education.
- Consider refinement on how credits are presented at community colleges. Currently students attending community college are not always asked to present college credits earned in high school; thus, the 2018 report and reports in subsequent years will continue to under-report students attending community college who have college credits earned in high school. This practice may warrant additional policy attention if the Legislature seeks to obtain the most accurate portrait of potential credit transfer in Oregon for all students with earned college credits taken while in high school.

APPENDIX A: DETAILED DATA TABLES

OREGON HIGH SCHOOLS WHOSE STUDENTS HAD THE MOST AND LEAST ACCELERATED COLLEGE PROGRAM CREDITS PRESENTED AND ACCEPTED AT OREGON COMMUNITY COLLEGES AND PUBLIC UNIVERSITIES IN THE 2017-18 SCHOOL YEAR.

High School	Accelerated College Program Credits Presented	Accelerated College Program Credits Accepted
Most Credits (n=20)		
Sam Barlow	5,466.0	5,871.0
David Douglas	3,487.0	4,716.0
Centennial	3,303.0	3,930.0
Sandy	3,285.0	3,400.0
Henry D. Sheldon	2,943.2	2,865.0
Westview	2,476.0	2,611.0
Winston Churchill	2.053.0	2,066.0
South Eugene	2,020.0	2,070.0
Gresham	2,189.0	2,584.0
Southridge	1,598.0	1,927.0
Clackamas	1,424.0	1,822.0
Clackamas Middle College (charter school)	(Not Available)	1,676.0
West Linn	1,549.0	1,672.0
Tigard	1,365.0	1,605.0
Beaverton	1,384.0	1,550.0
Mountain View	1,477.0	1,515.0
Springfield	1,488.0	1,432.0
Crescent Valley	1,357.0	1,355.0
Willamette	1,298.0	1,330.0
Cottage Grove	1,329.0	1,329.0
Least Credits (n=20)		
Prairie City	1.0	1.0
Lakeview	2.0	0
South Salem	2.0	0
Mohawk	2.0	2.0
Taft	2.0	2.0
Three Lakes	2.0	2.0
Yoncalla	2.0	2.0
Oregon Virtual Academy	3.0	3.0
Portland Christian	3.0	3.0
Santiam	3.0	3.0
Westside Christian	3.0	4.5
Crater	4.0	4.0
Crook County	4.0	4.0
Falls City	4.0	4.0
Marshall	4.0	4.0
Parkrose	4.0	4.0
Yamhill-Carlton	4.0	4.0
Camas Valley	5.0	5.0
Willamette Valley Christian	5.0	5.0
Monroe	6.0	6.0

NUMBER OF ACCELERATED COLLEGE CREDITS ATTEMPTED TO BE TRANSFERRED TO OREGON COMMUNITY COLLEGES AND PUBLIC UNIVERSITIES UTILIZING SAMPLING IN THE 2017-18 SCHOOL YEAR

Higher Education Institution	Undifferentiated College Credits**	Assessment Based Learning Credit***	Advanced Placement Credit	International Baccalaureate Credit	Total
Blue Mountain Community College *	--	n/a	--	--	--
Chemeketa Community College	3,467	n/a	139	0	3,606
Clackamas Community College *	--	n/a	--	--	--
Central Oregon Community College	1,469	n/a	68	0	1,537
Rogue Community College	328.5	n/a	0	0	328.5
Southwestern Oregon Community College	1,041	n/a	58	0	1,099
Oregon Institute of Technology	2,098.5	n/a	127	14	2,239.5
Southern Oregon University	1,607	n/a	104	0	1,711
Western Oregon University	4,498	n/a	386	44	4,928
Total =	14,509	n/a	882	58	15,449

*Blue Mountain Community College and Clackamas Community College did not provide information on attempted transfer of credits

**Types of accelerated credit are recorded using different methods at varying institutions; thus, transferability reporting by type of credit is not currently able to be accurately reflective in data Tables 4 through 7

***Assessment-based learning (ABL) credits were not able to be differentiated on a transcript until 2017-18; before 2017-18 ABL credits were counted as undifferentiated credits

NUMBER OF ACCELERATED COLLEGE CREDITS ACCEPTED BY OREGON COMMUNITY COLLEGES AND PUBLIC UNIVERSITIES UTILIZING SAMPLING IN THE 2017-18 SCHOOL YEAR

Higher Education Institution	Undifferentiated College Credits**	Assessment Based Learning Credit***	Advanced Placement Credit	International Baccalaureate Credit	Total
Blue Mountain Community College *	1,882	0	24	0	1,906
Chemeketa Community College	3,399	0	16	0	3,415
Clackamas Community College *	22.5	0	80	0	102.5
Central Oregon Community College	1,439	0	68	0	1,507
Rogue Community College	297	0	0	0	297
Southwestern Oregon Community College	972	0	53	0	1,025
Oregon Institute of Technology	2,071.5	0	127	14	2,212.5
Southern Oregon University	1,607	0	104	0	1711
Western Oregon University	4,511	0	386	44	4,941
Total =	16,201	0	858	58	17,117

*Blue Mountain Community College and Clackamas Community College did not provide information on attempted transfer of credits

**Types of accelerated credit are recorded using different methods at varying institutions; thus, transferability reporting by type of credit is not currently able to be accurately reflective in data Tables 4 through 7

***Assessment-based learning (ABL) credits were not able to be differentiated on a transcript until 2017-18; before 2017-18 ABL credits were counted as undifferentiated credits

NUMBER OF ACCELERATED COLLEGE CREDITS ATTEMPTED TO BE TRANSFERRED TO OREGON COMMUNITY COLLEGES AND PUBLIC UNIVERSITIES UTILIZING A CENSUS IN THE 2017-18 SCHOOL YEAR

Higher Education Institution	Undifferentiated College Credits**	Assessment Based Learning Credit***	Advanced Placement Credit	International Baccalaureate Credit	Total
Columbia Gorge Community College	146	0	0	0	146
Clatsop Community College	441	0	0	0	441
Klamath Community College	1,993	0	0	0	1,993
Lane Community College	7,872.5	0	186	132	8,190.5
Linn-Benton Community College	2,791	0	0	0	2,791
Mt. Hood Community College	16,483	0	0	0	16,438
Oregon Coast Community College	222.5	0	0	0	222.5
Portland Community College	4,752	0	539	8	5,299
Tillamook Bay Community College	612	0	0	0	612
Treasure Valley Community College*	--	--	--	--	--
Umpqua Community College	2,757.7	0	9	0	2,766.7
Eastern Oregon University	2,619	0	140	0	2,759
Oregon State University	14,202.5	0	4,834	919	19955.5
Portland State University*	--	--	--	--	--
University of Oregon	24,101.7	0	8,404	2,675	35,180.7
Total =	78,948.9	0	14,112	3,734	96,794.9

*Treasure Valley Community College reported they were unable to distinguish whether students have accelerated learning credits

*Portland State University did not provide information on attempted transfer of credits, only on accepted credits

**Types of accelerated credit are recorded using different methods at varying institutions; thus, transferability reporting by type of credit is not currently able to be accurately reflective in data Tables 4 through 7

***Assessment-based learning (ABL) credits were not able to be differentiated on a transcript until 2017-18; before 2017-18 ABL credits were counted as undifferentiated credits

NUMBER OF ACCELERATED COLLEGE CREDITS ACCEPTED BY OREGON COMMUNITY COLLEGES AND PUBLIC UNIVERSITIES UTILIZING A CENSUS IN THE 2017-18 SCHOOL YEAR

Higher Education Institution	Undifferentiated College Credits**	Assessment Based Learning Credit***	Advanced Placement Credit	International Baccalaureate Credit	Total
Columbia Gorge Community College	142	0	0	0	142
Clatsop Community College	433	0	0	0	433
Klamath Community College	1,993	0	0	0	1,993
Lane Community College	7,557.5	0	186	132	7,875.5
Linn-Benton Community College	2,791	0	0	0	2,791
Mt. Hood Community College	16,438	0	0	0	16,438
Oregon Coast Community College	61.5	0	0	0	61.5
Portland Community College	4,627	0	539	8	5,174
Tillamook Bay Community College	612	0	0	0	612
Treasure Valley Community College*	--	--	--	--	--
Umpqua Community College	2,759.7	0	9	0	2,768.7
Eastern Oregon University	2,609	0	140	0	2,749
Oregon State University	13,392	0	4,171	877	18,440
Portland State University*	17,259.5	0	3,178	607	21,044.5
University of Oregon	23,611.5	0	8,192	2,659	34,462.5
Total =	94,286.7	0	16,415	4,283	114,984.7

*Treasure Valley Community College reported they were unable to distinguish whether students have accelerated learning credits

*Portland State University did not provide information on attempted transfer of credits, only on accepted credits

**Types of accelerated credit are recorded using different methods at varying institutions; thus, transferability reporting by type of credit is not currently able to be accurately reflective in data Tables 4 through 7

***Assessment-based learning (ABL) credits were not able to be differentiated on a transcript until 2017-18; before 2017-18 ABL credits were counted as undifferentiated credits

RACE AND ETHNICITY OF STUDENTS WITH ACCEPTED ACCELERATED COLLEGE CREDITS AT OREGON COMMUNITY COLLEGES AND PUBLIC UNIVERSITIES UTILIZING SAMPLING IN THE 2017-18 SCHOOL YEAR

Race / Ethnicity Categories	Number of Students
Community Colleges	
Asian / Pacific Islander	17
Black / African American	*
Hispanic / Latinx	156
Multi-race	34
Native American / Alaska Native	10
Unknown	*
White	321
Universities	
Asian / Pacific Islander	17
Black / African American	11
Hispanic / Latinx	87
Multi-race	11
Native American / Alaska Native	*
Unknown	*
White	255

*Suppression of data required for state reporting when n<10 persons

RACE AND ETHNICITY OF STUDENTS WITH ACCEPTED ACCELERATED COLLEGE CREDITS AT OREGON COMMUNITY COLLEGES AND PUBLIC UNIVERSITIES UTILIZING A CENSUS IN THE 2017-18 SCHOOL YEAR

Race / Ethnicity Categories	Number of Students
Community Colleges	
Asian / Pacific Islander	130
Black / African American	51
Hispanic / Latinx	358
Multi-race	165
Native American / Alaska Native	16
Unknown	112
White	1,203
Universities	
Asian / Pacific Islander	370
Black / African American	44
Hispanic / Latina / Latino	456
Multi-race	309
Native American / Alaska Native	13
Unknown	64
White	1,514

GENDER OF STUDENTS WITH ACCEPTED ACCELERATED COLLEGE CREDITS AT OREGON COMMUNITY COLLEGES AND PUBLIC UNIVERSITIES UTILIZING SAMPLING IN THE 2017-18 SCHOOL YEAR

Gender Categories	Number of Students
Community Colleges	
Female	323
Male	222
Other	*
Universities	
Female	255
Male	132
Other	*

*Suppression of data required for state reporting when n<10 person

GENDER OF STUDENTS WITH ACCEPTED ACCELERATED COLLEGE CREDITS AT OREGON COMMUNITY COLLEGES AND PUBLIC UNIVERSITIES UTILIZING A CENSUS IN THE 2017-18 SCHOOL YEAR

Gender Categories	Number of Students
Community Colleges	
Female	1,100
Male	945
Other	21
Universities	
Female	1,582
Male	1,187
Other	*

*Suppression of data required for state reporting when n<10 persons

APPENDIX B: HB 4053

79th OREGON LEGISLATIVE ASSEMBLY--2018 Regular Session

Enrolled

House Bill 4053

Sponsored by Representatives REARDON, SOLLMAN; Representatives ALONSO LEON, BARKER, FAHEY, GREENLICK, HAYDEN, KENY-GUYER, MCKEOWN, NOSSE, SANCHEZ, WHISNANT, WITT, Senator JOHNSON (Presession filed.)

CHAPTER .....

AN ACT

Relating to accelerated college credit programs; creating new provisions; amending section 72, chapter 774, Oregon Laws 2015; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

SECTION 1. (1) As used in this section:

(a) "Accelerated college credit program" has the meaning given that term in section 6 of this 2018 Act.

(b) "Credit toward general education" has the meaning given that term in section 6 of this 2018 Act.

(2) The Chief Education Office shall prepare an annual report on accelerated college credit programs in the manner provided by this section.

(3) For the purpose of the report required by this section, the office shall collaborate with the Higher Education Coordinating Commission and public post-secondary institutions of education in this state to determine the method for providing a representative sampling of:

(a) Students from each institution who are:

(A) Graduates of a high school in this state;

(B) Enrolled in the first year at a post-secondary institution of education for the first time, except for any enrollment related to an accelerated college credit program; and

(C) Seeking a post-secondary certificate or degree.

(b) The number of credits from an accelerated college credit program that a student attempted to transfer to the post-secondary institution of education.

(4) The report required by this section must include the following information from the representative sampling based on the previous school year:

(a) 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.

(b) Of the students identified under paragraph (a) of this subsection, the number and percentage of students whose credits were accepted.

(c) Of the credits accepted, the number and percentage that were accepted as credit toward general education.

(d) Of the students identified under paragraph (a) of this subsection, the number and percentage of students whose credits were not accepted.

(e) Of the students identified under paragraph (a) of this subsection, the high schools from which the students graduated, if available.

(5) To the extent practicable, and in addition to the information described in subsection (4) of this section, the report must include, from all students in this state described in subsection (3)(a) of this section, the number 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.

(6) To the extent practicable, the information collected under subsections (4) and (5) of this section must be disaggregated by:

(a) The student's characteristics, including race, ethnicity and gender;

(b) The post-secondary institution of education that accepted or did not accept a transfer of a credit from an accelerated college credit program;

(c) The type of accelerated college credit program in which the student participated; and

(d) The class of the accelerated college credit program in which the student participated.

(7) No later than September 1 of each year, each public post-secondary institution of education must provide to the Higher Education Coordinating Commission the information required under this section. The commission shall provide the information received under this subsection to the office.

(8) No later than December 1 of each year, the report required under this section must be:

(a) Submitted to the Governor, the Department of Education, the Higher Education Coordinating Commission, the interim committees of the Legislative Assembly related to education, the board of education of each community college district in this state and the governing board of each public university listed in ORS 352.002; and

(b) Made available to each school district in this state.

(9) Nothing in this section is intended to supersede the authority of a post-secondary institution of education, or the faculty of an institution, to prescribe an educational program or a course of study as provided by ORS 341.290 (3) or 352.146.

SECTION 2. The first report required under section 1 of this 2018 Act must be submitted and made available as provided by section 1 (8) of this 2018 Act no later than December 1, 2018, and shall use the most current data available.

SECTION 3. Section 1 of this 2018 Act is amended to read:

Sec. 1. (1) As used in this section:

(a) "Accelerated college credit program" has the meaning given that term in section 6 of this 2018 Act.

(b) "Credit toward general education" has the meaning given that term in section 6 of this 2018 Act.

(2) The [*Chief Education Office*] **Higher Education Coordinating Commission** shall prepare an annual report on accelerated college credit programs in the manner provided by this section.

(3) For the purpose of the report required by this section, the [*office*] **commission** shall collaborate with [*the Higher Education Coordinating Commission and*] public post-secondary institutions of education in this state to determine the method for providing a representative sampling of:

(a) Students from each institution who are:

(A) Graduates of a high school in this state;

(B) Enrolled in the first year at a post-secondary institution of education for the first time, except for any enrollment related to an accelerated college credit program; and

(C) Seeking a post-secondary certificate or degree.

(b) The number of credits from an accelerated college credit program that a student attempted to transfer to the post-secondary institution of education.

(4) The report required by this section must include the following information from the representative sampling based on the previous school year:

(a) 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.

(b) Of the students identified under paragraph (a) of this subsection, the number and percentage of students whose credits were accepted.

(c) Of the credits accepted, the number and percentage that were accepted as credit toward general education.

(d) Of the students identified under paragraph (a) of this subsection, the number and percentage of students whose credits were not accepted.

(e) Of the students identified under paragraph (a) of this subsection, the high schools from which the students graduated, if available.

(5) To the extent practicable, and in addition to the information described in subsection (4) of this section, the report must include, from all students in this state described in subsection (3)(a) of this section, the number 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.

(6) To the extent practicable, the information collected under subsections (4) and (5) of this section must be disaggregated by:

(a) The student's characteristics, including race, ethnicity and gender;

(b) The post-secondary institution of education that accepted or did not accept a transfer of a credit from an accelerated college credit program;

(c) The type of accelerated college credit program in which the student participated; and

(d) The class of the accelerated college credit program in which the student participated.

(7) No later than September 1 of each year, each public post-secondary institution of education must provide to the Higher Education Coordinating Commission the information required under this section. [*The commission shall provide the information received under this subsection to the office.*]

(8) No later than December 1 of each year, the report required under this section must be:

(a) Submitted to the Governor, the Department of Education, [*the Higher Education Coordinating Commission,*] the interim committees of the Legislative Assembly related to education, the board of education of each community college district in this state and the governing board of each public university listed in ORS 352.002; and

(b) Made available to each school district in this state.

(9) Nothing in this section is intended to supersede the authority of a post-secondary institution of education, or the faculty of an institution, to prescribe an educational program or a course of study as provided by ORS 341.290 (3) or 352.146.

SECTION 4. Section 72, chapter 774, Oregon Laws 2015, as amended by section 14, chapter 682, Oregon Laws 2015, section 20, chapter 763, Oregon Laws 2015, and section 27, chapter 639, Oregon Laws 2017, is amended to read:

Sec. 72. (1)(a) Section 1, chapter 519, Oregon Laws 2011, as amended by section 8, chapter 519, Oregon Laws 2011, sections 20 and 21, chapter 36, Oregon Laws 2012, and section 1, chapter 774, Oregon Laws 2015, is repealed on June 30, 2019.

(b) Section 2, chapter 519, Oregon Laws 2011, as amended by section 1, chapter 36, Oregon Laws 2012, section 29, chapter 747, Oregon Laws 2013, and section 4, chapter 774, Oregon Laws 2015, is repealed on June 30, 2019.

(c) Section 3, chapter 519, Oregon Laws 2011, as amended by section 5, chapter 774, Oregon Laws 2015, is repealed on June 30, 2019.

(2) The amendments to ORS 326.021 by section 42, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(3) The amendments to ORS 326.300 by section 43, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(4) The amendments to ORS 326.425 by section 44, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(5) The amendments to ORS 326.430 by section 45, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(6) The amendments to ORS 326.500 by section 46, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(7) The amendments to ORS 327.380 by section 8, chapter 739, Oregon Laws 2013, become operative on June 30, 2019.

(8) The amendments to ORS 327.800 by section 67a, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(9) The amendments to ORS 327.810 by section 68a, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(10) The amendments to ORS 327.815 by section 69a, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(11) The amendments to ORS 327.820 by section 70a, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(12) The amendments to ORS 342.208 by section 53, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(13) The amendments to ORS 342.350 by section 54, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(14) The amendments to ORS 342.410 by section 55, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(15) The amendments to ORS 342.443 by section 56, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(16) The amendments to ORS 342.448 by section 76a, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(17) The amendments to ORS 344.059 and 344.141 by sections 13 and 14, chapter 763, Oregon Laws 2015, become operative on June 30, 2019.

(18) The amendments to ORS 350.065 by section 60, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(19) The amendments to ORS 350.075 by section 61, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(20) The amendments to ORS 350.100 by section 75a, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(21) The amendments to ORS 352.018 by section 58, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(22) The amendments to ORS 417.796 by section 62, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(23) The amendments to ORS 417.847 by section 63, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(24) The amendments to ORS 417.852 by section 64, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(25) The amendments to ORS 660.324 by section 65, chapter 774, Oregon Laws 2015, become operative on June 30, 2019.

(26) The amendments to [*section 1 of this 2017 Act*] **ORS 342.940** by section 25**, chapter 639, Oregon Laws 2017,** [*of this 2017 Act*] become operative on June 30, 2019.

(27) The amendments to [*section 9 of this 2017 Act*] **ORS 348.295** by section 26, **chapter 639, Oregon Laws 2017,** [*of this 2017 Act*] become operative on June 30, 2019.

(28) The amendments to section 1 of this 2018 Act by section 3 of this 2018 Act become operative on June 30, 2019.

[*(28)*] **(29)** Section 8, chapter 85, Oregon Laws 2014, becomes operative on June 30, 2019.

SECTION 5. Section 1 of this 2018 Act is repealed on January 2, 2029.

SECTION 6. (1) As used in this section:

(a) "Accelerated college credit program" has the meaning given that term by rules adopted by the Higher Education Coordinating Commission.

(b) "Credit toward general education" means credits that may be used toward the completion of a post-secondary certificate or degree, as determined based on standards adopted by the Higher Education Coordinating Commission by rule.

(2) The Higher Education Coordinating Commission shall develop statewide standards for public post-secondary institutions of education to make information related to accelerated college credit programs available on each institution's Internet website, including:

(a) The policies, methods and procedures used for determining when to accept credit from an accelerated college credit program and whether the credit will be accepted as credit toward general education;

(b) The process for appealing any determinations related to the acceptance or use of credit from an accelerated college credit program; and

(c) A list of courses, if available, that apply toward the completion of a certificate or degree.

(3) Nothing in this section is intended to supersede the authority of a post-secondary institution of education, or the faculty of an institution, to prescribe an educational program or a course of study as provided by ORS 341.290 (3) or 352.146.

SECTION 7. In addition to and not in lieu of any other appropriation, there is appropriated to the Higher Education Coordinating Commission, for the biennium beginning July 1, 2017, out of the General Fund, the amount of $175,276, which may be expended for the purposes of sections 1 and 6 of this 2018 Act.

SECTION 8. This 2018 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2018 Act takes effect on its passage.

Passed by House March 1, 2018

.....
Timothy G. Sekerak, Chief Clerk of House

.....
Tina Kotek, Speaker of House

Passed by Senate March 2, 2018

.....
Peter Courtney, President of Senate

Received by Governor:

.....M.,....., 2018

Approved:

.....M.,....., 2018

.....
Kate Brown, Governor

Filed in Office of Secretary of State:

.....M.,....., 2018

.....
Dennis Richardson, Secretary of State

APPENDIX C: HB 4053 OUTREACH AND DATA COLLECTION

In early 2018, the Higher Education Coordinating Commission (HECC) developed a communication plan to inform public higher education institutions (community colleges and public universities) about the requirements of HB 4053 and to help them comply with those requirements. This appendix details the letters used to inform partners about the requirements of HB 4053 as well as information about the data submission and collection process.

In May 2018 the three major elements of the communication plan were implemented. First, a letter was sent from the HECC to public university and community college registrars about the requirements, timeline, and additional opportunities to clarify the requirements and answer questions, including an invitation to an informational webinar. Second, a presentation at the Oregon registrars' annual conference provided the same information and invitation. Third, a webinar was held on May 30 for all campus personnel who would be supporting the data collection and reporting.

1) Initial letter to registrars (May 15, 2018)
2) Conference presentation (May 22, 2018)
3) Webinar with questions and answers (May 30, 2018)

At the beginning of July 2018, the HECC sent letters to campus staff identified by the registrars, along with templates for submitting the data and the sampling methodology. As HB 4053 (2018) provides the option of reporting on a representative sample of students, schools with no automated process for compiling the data and with more than 100 new high school graduates were given the option of reporting data for a sample of their students. Cochran's finite population formula (Cochran 1997; Johnson and Christensen 2008) was used to create the sample sizes, using an 85 percent confidence interval and a standard 5 percent margin of error. Additionally, HECC staff developed an Excel spreadsheet to serve as a template for institution staff submitting the data. HECC staff asked the institutions to submit their data by August 15, 2018, to allow room for exceptions as needed.

4) Data Submission Letters to Registrars (July 3, 2018)

HECC staff in the Office of Research and Data fielded questions and concerns from the institutions throughout summer 2018. In response to a common concern from the community colleges about their ability to comply with bill requirements, the Office Director sent an additional email of clarification to the college registrars in early August 2018. In order to provide context on the challenges fulfilling the requested data, a number of community colleges included methodological notes with their data submission.

5) Clarification Letter to Community College Registrars (August 2, 2018)
6) Data submission Deadline (August 15, 2018)

Initial Letter To Registrar (emailed May 15, 2018)

From: COX Amy <amy.cox@hecc.oregon.gov>
Date: Tue, May 15, 2018 at 2:45 PM
Subject: House Bill 4053 Accelerated Credit Transferability
To: [Registrar]

Dear [Registrar],

In the recent 2018 session, the Oregon Legislature passed House Bill 4053 to examine accelerated learning credits in Oregon (https://olis.leg.state.or.us/liz/2018R1/Measures/Overview/HB4053). The measure calls for increased understanding of college credits earned by high school students and how such credits may or may not apply to college curricula once students graduate from high school. It requires the Chief Education Office to submit a report to the Legislature on accelerated college credit programs by December 1, 2018 and by the Higher Education Coordinating Commission (HECC) annually thereafter. The measure also charges the HECC to work with the community colleges and public universities to compile the data needed for the report. The purpose of this letter is to begin that work. We look forward to working with you to gather these data and thereby expand our understanding of the impact of accelerated college credits.

This letter describes the general requirements and timeline for the campuses to meet the bill's mandates. On May 30, HECC will host an informational webinar to answer questions you may have about the requirements. Details about the webinar will be forthcoming. We have also included two attachments with this letter, the final text of the law and the definitions of "accelerated learning credit programs" for the purposes of this bill.

From you, we need three sets of information: whom we should include in communications about this measure, the number of new high school graduates attempting to transfer credit, and information about those students.

Campus Requirements

1) Due as soon as possible:

   Names and contact information for any other individuals from your institution that you recommend we include on our communications about these requirements. Additional individuals might be your staff, institutional research personnel, or academic leadership.

2) Due May 30 at the informational webinar:

   The number of new high school graduates enrolled in fall 2017. In particular, the number of students enrolled at your college or university for the first time since graduating from an Oregon high school who attempted to transfer credit to your institution.

3) Due on August 15, 2018:

   Information about the students in 2) above, as laid out in the statute. These data include characteristics of students, the type of accelerated credit program, and the acceptance of credits (see: page 1, Section 4, subsections (a) though (e) and Section 5). Depending on the number of students involved, you may need to provide data on only a sample of the students rather than on the entire group. In those instances, the HECC will provide a sampling methodology for you to draw the sample.

We look forward to hearing from you and working together on these reporting requirements to learn how accelerated learning programs affect the higher education experiences of students in Oregon. Thank you for your time and cooperation in fulfilling this legislative requirement.

Sincerely,

Amy Cox, Ph.D.
Director, Office of Research & Data

Example Data Submission Letter To Registrar (emailed July 3, 2018)

From: COX Amy
Sent: Tuesday, July 3, 2018 4:49 PM
To: [Institution staff identified by the registrar]
Cc: MARTINEZ Elizabeth
Subject: Data Submission for House Bill 4053
Attachments: Excel Template for HB 4053 Reporting 20180703.xlsx

Dear OSU Colleagues,

This email provides you with the sample size of students for submitting data on accelerated college credit as part of House Bill (HB) 4053 (2018). Recall that HB 4053 offers the option of providing information on a representative sample of students to reduce the burden on institutions. Because your institution does not have an automated process for compiling the data and has more than 100 new high school graduates, we want to employ this sampling option.

We used Cochran's formula to create the sample sizes, which yields a sample of [N] students at your institution (Cochran 1977; Johnson and Christensen 2008)[1]. This sample uses an 85 percent confidence level and a standard 5 percent margin of error. We chose the 85 percent confidence level over the more standard 95 percent confidence level because the latter yields a notably larger sample. The sample needs to be randomly chosen to be reliable. If you have questions about how to generate a random sample of students, please let us know.

At most institutions, this sample applies only to white students who presented credits; institutions will need to report information on all racial/ethnic minority students who presented credits. This is because the legislative report needs to include disaggregations by race/ethnicity and gender, and most schools have small numbers of students in racial/ethnic minority groups. (It is difficult to create reliable samples from small numbers.) Please let us know if you have more than 100 new high school graduates in racial/ethnic groups other than white, and we will provide a sample size for that group as well.

We have attached an Excel spreadsheet to serve as a template for the data. Because the data include personally identifiable information, please protect the file with a password and use the HECC secure file transfer utility to submit the data, found here. If you would prefer to submit data in a different format, just let us know.

Finally, please submit your data by August 15, and let us know if you have any questions. Thank you for helping to fulfill this legislative mandate.

Sincerely,

Amy

1 An alternative formula for determining sample size is Yamane's (1967) simplified formula. However, we found that using this formula resulted in larger sample sizes. Yamane, Taro. 1967. Statistics, An Introductory Analysis, 2nd Ed. New York: Harper and Row.

Refrences:
Cochran, W. G. 1977. Sampling Techniques: Third Edition. New York: John Wiley & Sons.
Johnson, Burke, and Larry Christensen. 2008. Educational Research: Quantitative, Qualitative, and Mixed Approaches. Thousand Oaks, CA: Sage Publications.

Clarification Letter to College Registrars (emailed August 2, 2018)

From: COX Amy
Sent: Thursday, August 2, 2018 12:03 PM
To: [community college staff]
Cc: MARTINEZ Elizabeth
Subject: Questions on HB 4053

Colleagues,

A number of you have asked questions about how best to comply with the requirements of HB 4053 given that many community colleges do not require, or even necessarily encourage, students to present previously earned college credits when they first enroll at the college after high school. Moreover, even for students who do present transcripts, colleges and universities cannot distinguish all of the types of accelerated learning from the credits shown. We did note these limitations to the Legislature during its deliberation of the bill. In addition, although the HECC was neutral on the bill during its debate, we did tell the Legislature that compiling the data would impose significant manual work on the institutions, and the Legislature's own fiscal analysis also highlights the workload issue. Despite the information and analyses provided, the Legislature did not fund the institutions' work and did pass the bill with the requirements we've discussed.

The Legislature's interest is in understanding the impact that accelerated college credit has on students' college and university experiences. Ideally, this includes the reporting requirements in the bill:

The number of students who present college credits

The number of those students who have credits accepted (and the number of credits)

The number of those students and of those credits that apply to general education requirements

When practices such as those above unavoidably limit the extent to which these requirements can be met, we provide as much information as possible and explain the difference in order to comply. In this case, the statute mandates that the colleges and universities provide their information to the HECC for the Chief Education Office's report because only the institutions have the numbers of students who present credits and the acceptance rates of those credits (overall and for general education requirements). Therefore, we ask you to define how these requirements apply on your campus and to report the associated information to us. I certainly recognize (as do the staff at the Chief Education Office) that some of the fields underlying these requirements are less applicable to the colleges and that some of what you report will inevitably duplicate other information you report with your student records. By using a process where each institution reports its own practices and associated data, the Chief Education Office will be able to present accurately the range of practices that exist across the institutions.

Please let us know if you have questions about how to interpret these requirements or how to submit the data; we would be happy to answer emails or set up a call.

Sincerely,

Amy

APPENDIX D: ACCELERATED LEARNING PROGRAMS DEFINED

The Accelerated Learning Programs included in this report are defined as the following:

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. 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 these sponsored dual credit programs.

Assessment-Based Learning Credit

In Assessment Based Learning Credit, students do not enroll in a college course but are provided an opportunity to earn college credit by demonstrating they have achieved a course's learning outcomes. Through ORS 340.310, HECC was charged with developing standards for these assessment based learning credit programs.

Advanced Placement (AP) and International Baccalaureate (IB) programs

Advanced Placement (AP) and International Baccalaureate (IB) programs are offered by high schools across the state. Each year, colleges and universities in Oregon renew the Statewide AP and IB Course Credit Policy for these courses, and the HECC coordinates with Oregon campuses on making and publishing these updates.

Expanded Options programs

Expanded Options programs established by school districts provide opportunities for at-risk students to take courses at eligible postsecondary institutions. In 2005, Senate Bill 300 created the Expanded Options program to provide eligible high school students early entry into post-secondary education, with specific provisions and supports for at-risk students.

Other

Any educational program that provides a high school student with post-secondary credit for a post-secondary course based on the student's ability to demonstrate that the student has achieved the learning outcomes of the course

Source: https://www.oregon.gov/highered/policy-collaboration/Pages/college-credit-high-school.aspx