

# ACCELERATED COLLEGE CREDIT IN OREGON: Oregon Revised Statute 340.330



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

## PREFACE

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Accelerated college credit, or taking college-level courses while in high school, is a significant area of student engagement in Oregon and nationally. Accelerated college credit 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 Oregon Revised Statute 340.330), which requires public universities and community colleges to submit data to the State on the amount of accelerated college credit 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](http://www.oregon.gov/highered). Questions about the HECC should be directed to [info.HECC@state.or.us](mailto: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](mailto:amy.cox@state.or.us).

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# EXECUTIVE SUMMARY

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## 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. Accelerated college credit programs are available in the vast majority of public high schools in Oregon. Partly in response to this widespread use, the Oregon Legislative Assembly passed House Bill (HB) 4053 in 2018 (codified as Oregon Revised Statute, ORS, 340.330) to improve understanding and ensure that accelerated college credit programs help 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 college credit 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 college credit 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 college credit, described its increase in Oregon, and examined its likely impact on postsecondary access and success. It found that accelerated college credit 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 college credit. The report found evidence that accelerated college credit programs are associated with positive impacts for postsecondary success and with inequities in 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 college credit 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 college credit programs?
2. What do we know about the transferability of accelerated college 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 after high school?
  - b. How many and what percentage of students’ accelerated college 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 college credit 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 college credit 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 college credit 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 college credits presented for acceptance by new Oregon high school graduates, (b) the number of these accelerated college credits that were accepted by the institution to count toward degree requirements, and (c) the number of accelerated college 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 college credits nor into the credits themselves.

## FINDINGS

Over the last three to four years, the number of students participating in accelerated college credit 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 college credit are more likely to identify as 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 college credit 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 college 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 college 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 college 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 college credit was related to a shorter time to completion of the bachelor's degree. Students who had at least 10 credits of accepted accelerated college credit 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 college credits when they first enroll or at any single time, which prevents robust data collection. Nevertheless, we assessed the accelerated college credit 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 college 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 college 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 college credit 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 college credit. 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 college credit 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 college credit 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 college credit 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 college credit 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

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AP	Advanced Placement
HECC	Higher Education Coordinating Commission
HB	House Bill
IB	International Baccalaureate
ORS	Oregon Revised Statute

# INTRODUCTION

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## BACKGROUND

In Oregon and nationally, opportunities to earn college credit while in high school have expanded significantly over the last decade.<sup>1</sup> 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 college credit.” The central goals of accelerated college credit 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.<sup>2</sup> 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 (Oregon Revised Statute, ORS 340.330) to improve understanding and ensure that accelerated college credit 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 College Credit in Oregon

There are five types of accelerated college credit 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 college credit (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.

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<sup>1</sup> 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/>

<sup>2</sup> 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 college credit 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 college credit in general and distinguishes across these types of credit where possible.<sup>3</sup>

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<sup>3</sup> 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 college credit 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 college credit, detailed the increase of accelerated college credit programs in Oregon, and examined the likely impact of accelerated college credit on postsecondary access and success.<sup>4</sup> It found that accelerated college credit 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 college credit. The report found evidence of positive impacts and of inequities in accelerated college credit. The vast majority of accelerated college 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 college credits. However, racial/ethnic equity gaps in access to accelerated college credit 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 college credit 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

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<sup>4</sup> 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 college credit affects students' postsecondary careers. It is organized around two main questions:

3. What do we know about Oregon students who are enrolled in accelerated college credit?
4. What do we know about the transferability of accelerated college 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 college 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 college credit 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 college credit in Oregon, especially as it relates to the acceptance and transferability of college credit and to the impact of accelerated college credit 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 college credit 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 college credits presented for acceptance by new Oregon high school graduates, (b) the number of these accelerated college credits that were accepted by the institution to count toward degree requirements, and (c) the number of accelerated college 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 college 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

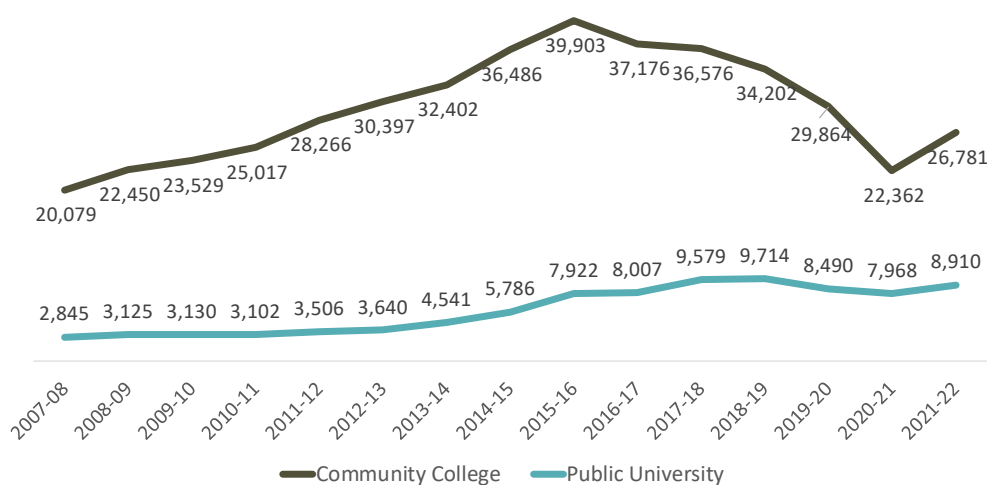
present accelerated college credits at many points in their course of study and often only at the time of petitioning for a certificate or degree. The data related to accelerated college credit that colleges can provide is already submitted in the regular data they submit to the HECC. We draw on these 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 COLLEGE CREDIT?

Accelerated college credit 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 college credit are not representative of all high school juniors and seniors. Students enrolled in accelerated college credit 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 college credit options are available and accessible to all students regardless of school and school experience.

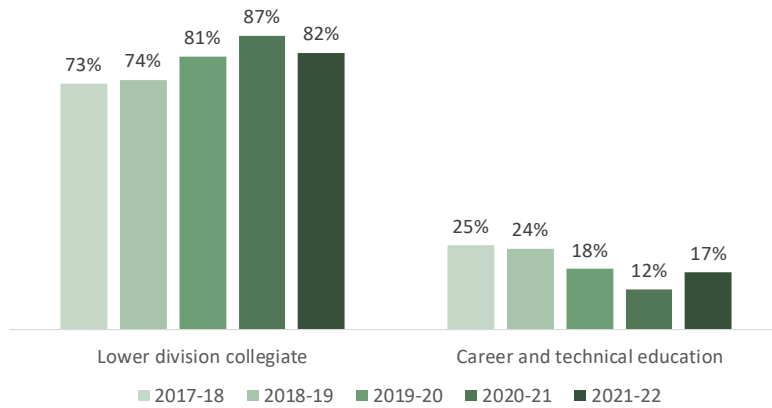
Table 1: Characteristics of all Oregon high school juniors and seniors and of those enrolled in accelerated college credit with community colleges and public universities, 2020-21.

	All high school juniors and seniors	Juniors and seniors in accelerated college credit at community colleges and public universities
<b>Race/ethnicity</b>		
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%
<b>Gender</b>		
Female	49.8%	56%
Male	49.7%	42%
Nonbinary and not reported	0.5%	2%
<b>Geography</b>		
Rural counties	20%	21%
Urban and mixed counties	80%	79%
<b>Total</b>	<b>100%</b>	<b>100%</b>

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 college credit 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 college credit 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 college credit 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 college credit 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 college credit 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 COLLEGE 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 college credits to a public university?

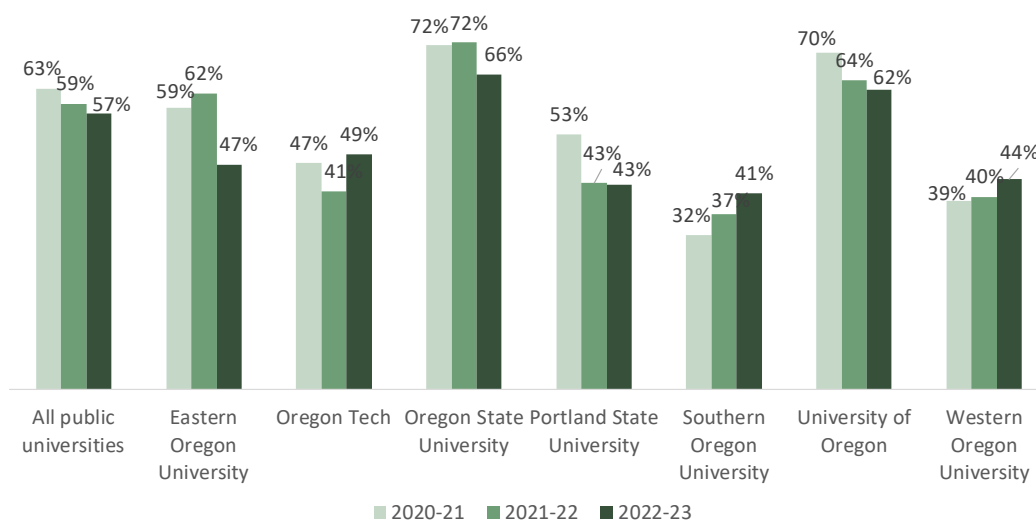
Each public university provided individual-level data on new first-time freshmen who entered the public university with accelerated college credits. These students earned the credit through a number of channels: through a partnership between a high school and college/university, through direct enrollment 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 college credit 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 college credit	Percent presenting accelerated college 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 students with accelerated college credit from HECC analysis of public university student-level data.

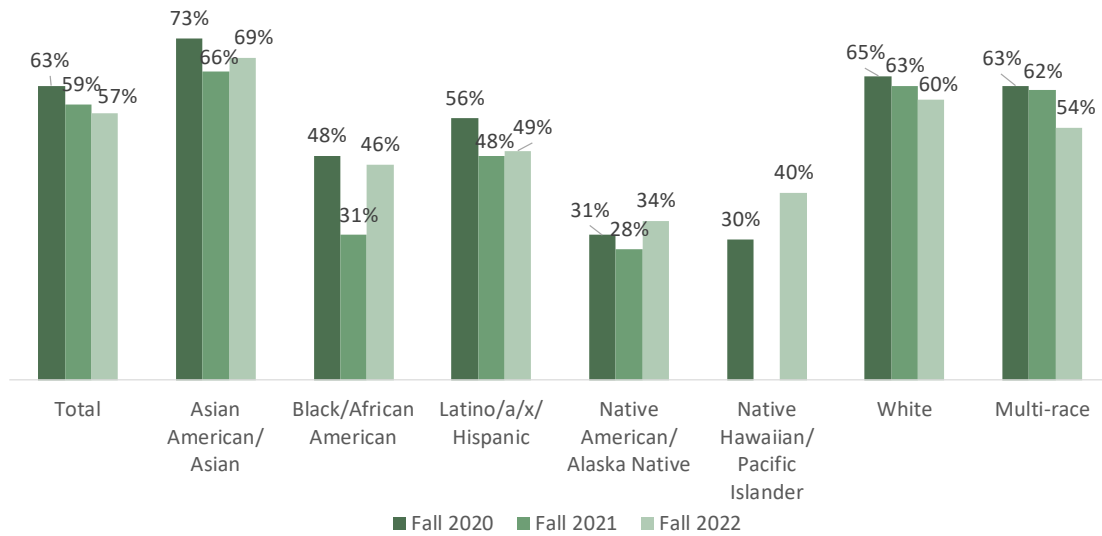


Source: HECC analysis of public university student-level data.

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

The share of incoming freshmen presenting accelerated college 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 college credit and do not suggest significant progress toward reducing these disparities.<sup>5,6</sup>



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

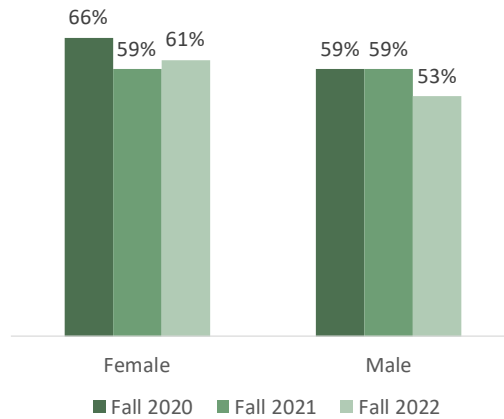
Figure 4. Percentage of incoming Oregon freshmen at public universities with accelerated college credit, by race/ethnicity, fall 2020 through fall 2022.

The results by gender are also consistent with previous studies.<sup>7</sup> 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.

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

<sup>6</sup> 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>

<sup>7</sup> 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 college credit, by gender, fall 2020 through fall 2022.

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

For the students who brought accelerated college 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 college credit). 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 college 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	30.7	3 – 107
Oregon State University	39.2	2 – 174	37.2	1 – 141	32.2	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	24.2	3 – 100
University of Oregon	30.9	1 – 140	29.2	1 – 133	28.9	1 – 141
Western Oregon University	26.7	2 – 112	24.7	1 – 102	26.3	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 college 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 college 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 college credits are seen across racial/ethnic and gender groups. As shown in Table 5, nearly all accelerated college 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 college 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 college 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%	30.5	29.6	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-Racial	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	33.0	31.8	96%	32.6	31.3	96%	32.2	31.1	96%
Women	34.5	33.5	97%	32.4	31.5	97%	32.4	31.6	97%

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 college credit 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 college credit 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 college 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 college credit 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 college 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 college 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%	20.7	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 college credits applied to general education (about 21 – 24) would fill a substantial share of the core curriculum with the accelerated college credit 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 college credits to major requirements, on average in 2020, 2021, and 2022. While not representative of all institutions, this does illustrate that accelerated college 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 college 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%	20.7	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	22.0	69%	20.5	69%	20.6	66%
Women	24.1	72%	21.7	66%	21.5	68%

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

By gender, men saw slightly higher percentages of their accelerated college 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 college credit help students progress through a postsecondary program in less time?**

Finally, we find support for the premise that accelerated college credit facilitates student progress through bachelor’s degree programs. Students who had at least 10 accelerated college 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.<sup>8</sup> 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 college 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	4.2	3.7	4.2	3.7	4.0	3.7	4.0	3.7	4.0	3.7
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

65eszSource: 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 college 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 college 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 college credit of their new students is the courses that incoming students took through their own institution. Students present information about other accelerated college credit 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 college credit for community college students.

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

<sup>8</sup> 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.

Though community college processes prevent a complete answer to this question, it is reasonable to assume that all students who earned accelerated college 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 college 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 college 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 college 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 college 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 credit that the colleges would accept. Table 11 shows the range and average amount of accelerated college 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.

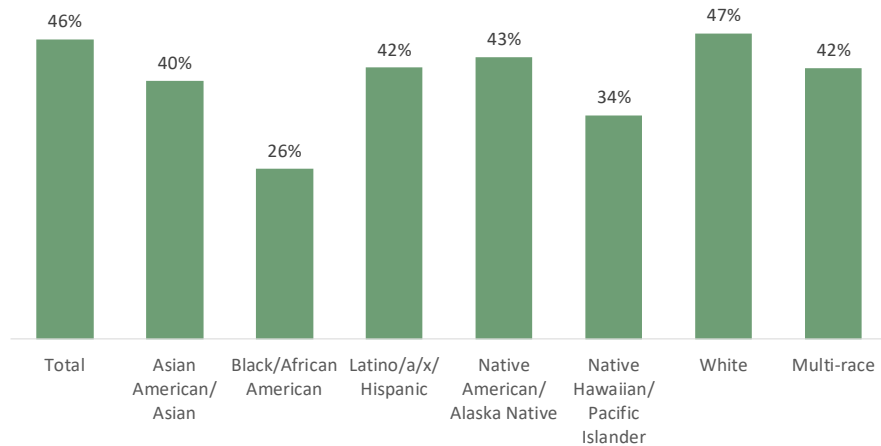
Table 11: Range and average amount of accelerated college credit earned by new community college students with credit, by institution, fall 2019 through fall 2021.

	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 college 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 college credits from the colleges, averaged across the three years.<sup>9</sup> Students of color who enroll in community college are less likely than students overall to have accelerated college 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 college credit from one of the colleges. Men also have lower rates than women: 43 percent of new, male community college students had accelerated college credits when they enrolled, compared to 50 percent of women.

<sup>9</sup> 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 college 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 college 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 college 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 college credits included two additional questions: what percentage of accepted credits apply to institutions' general education requirements, and does accelerated college credit 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 college 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 college credit on the time to complete an associate degree because of the lack of complete data on pre-college credits.

## SUMMARY AND CONCLUSIONS

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Over the last three to four years, the number of students participating in accelerated college credit 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 college credit 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 college credit 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 college 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 college 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 college 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 college credit was related to a shorter time to completion of the bachelor's degree. Students who had at least 10 credits of accepted accelerated college credit 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 college credits when they first enroll or at any single time, which prevents robust data collection. Nevertheless, we assessed the accelerated college credit 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 college 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 college 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 college credit 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 college credit. 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 college credit 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 college credit 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 college credit 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 college credit 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.

## APPENDIX A. OREGON HIGH SCHOOLS OFFERING ACCELERATED COLLEGE CREDIT THROUGH COMMUNITY COLLEGE OR PUBLIC UNIVERSITY

In addition to reporting the amount of accelerated college credit at community colleges and public universities, we also report the amount being presented by the high schools from which incoming university freshmen graduated. Below is the number of students, by high school, who presented accelerated college credits to one of the public universities, the average number of credits they presented, the average number accepted, and the average number applied to general education.

Table A1-13: Number of recent Oregon high school graduates presenting accelerated college credits to public universities for acceptance, number of credits presented, accepted, and applied to general education, by high school, fall 2020.

Name of High School	Number of students	Average number of credits presented	Average number of credits accepted	Average number of credits applied to general education
Acad of Intl Studies Woodburn	*	*	*	*
ACADEMY INTL STUDIES	*	*	*	*
Academy Of Interntnl Studies	*	*	*	*
Adrian High School	*	*	*	*
Aloha High School	74	20	20	16
Amity High School	*	*	*	*
Arlington High School	*	*	*	*
Arts & Communication HS	*	*	*	*
Arts and Comm Magnet Academy	10	19	19	18
Ashland High School	46	15	15	10
Astoria Senior High School	18	21	20	10
Baker Allprep Academy	*	*	*	*
Baker Early College	48	45	44	29
Baker High School	14	11	11	8
Baker Valley Christian School	*	*	*	*
Bandon High School	*	*	*	*
Banks High School	*	*	*	*
Beaverton Acad of Sci & Eng	28	21	20	9
Beaverton Academy Health Scien	*	*	*	*
Beaverton High School	70	17	17	9
Bend Senior High School	52	16	15	11
Benson Polytech High School	28	7	7	5
Bonanza High School	*	*	*	*

Brookings Harbor High School	10	23.6	23	14
Burns High School	*	*	*	*
Butte Falls High School	*	*	*	*
CAMAS VALLEY HS	*	*	*	*
Canby High School	36	25	25	20
Canby Union High School	14	22	22	20
Cascade Christian High Sch	*	*	*	*
Cascade High School	14	11	11	8
Catlin Gabel School	*	*	*	*
Centennial High School	72	23	22	19
Central Catholic High School	84	10	9	6
Central High School	30	12	12	6
Central Linn High School	*	*	*	*
Century High School	58	14	14	11
Chiloquin High School	*	*	*	*
Clackamas High School	158	17	16	12
Clackamas Middle College	42	44	44	41
CLACKAMAS WEB ACADEMY	*	*	*	*
Cleveland High School	106	14	14	11
Columbia Christian Schools	*	*	*	*
Coquille High School	*	*	*	*
Corbett High School	18	27	27	22
Corvallis High School	56	26	25	17
Cottage Grove High School	20	22	22	16
Country Faith Christian Academ	*	*	*	*
Crater Acad Health & Publ Serv	*	*	*	*
Crater High Business Innovat	10	12	12	8
Crater High Health and Public	*	*	*	*
Crater High School	12	23	23	23
Crater Lake Charter Academy	*	*	*	*
Crater Renaissance Academy	*	*	*	*
Crater Sch Bus Innov & Science	10	20	20	10
Crescent Valley High School	68	16	15	8
Creswell High School	12	17	17	9
Crook County High School	20	13	13	9
Crosshill Christian School	*	*	*	*

Culver High School	*	*	*	*
Dallas High School	22	14	14	9
Dalles Wahtonka High School	*	*	*	*
David Douglas High School	142	25	24	20
Dayton High School	*	*	*	*
De La Salle North Catholic HS	18	7	6	6
Douglas High School	*	*	*	*
Eagle Point High School	14	10	10	7
Eagle Ridge High School	*	*	*	*
Early College High School	20	32	30	22
East Linn Christian Academy	*	*	*	*
Elgin High School	*	*	*	*
Elkton High School	*	*	*	*
Elmira High School	*	*	*	*
Enterprise High School	*	*	*	*
EPHRATA SR HS	*	*	*	*
Estacada High School	14	12	12	8
Faith Bible Christian School	*	*	*	*
Forest Grove High School	38	16	16	13
Four Rivers Community School	*	*	*	*
Franklin High School	76	12	12	9
Gaston High School	*	*	*	*
Gaston Union High School	*	*	*	*
Gilchrist High School	*	*	*	*
Gladstone High School	24	19	18	14
Glencoe High School	48	16	16	12
Gold Beach High School	*	*	*	*
Grant High School	112	12	12	8
Grant Union High School	10	10	10	6
Grants Pass High School	24	18	17	11
Gresham Union High School	32	14	14	11
Harrisburg High School	*	*	*	*
HEALTH & SCIENCE HS	22	22	22	22
HELENSVIEW HS	*	*	*	*
Henley High School	36	18	18	15
Henry D Sheldon High School	90	22	21	12

Heppner High School	*	*	*	*
Hermiston Senior High School	16	10	10	4
Hidden Valley High School	*	*	*	*
Hillsboro High School	38	19	19	16
Hood River Valley High School	76	15	15	11
Horizon Christian High School	10	15	15	12
HS in Oregon	24	18	18	12
Ida B Wells-Barnett High Schl	126	9	9	6
Illinois Valley High School	*	*	*	*
Imbler High School	*	*	*	*
Intl School of Beaverton	42	22	21	14
Ione High School	*	*	*	*
Irrigon Junior Senior High School	*	*	*	*
Jefferson High School	36	23	21	16
Jesuit High School	82	8	8	4
John F Kennedy High School	*	*	*	*
JOSEPH HS	*	*	*	*
Junction City High School	*	*	*	*
Klamath Union High School	20	15	15	11
LA CTR HS	*	*	*	*
La Grande High School	52	8	8	4
La Pine High School	*	*	*	*
La Salle Catholic College Prep	50	17	17	8
Lake Oswego High School	92	12	12	6
Lakeridge High School	52	19	19	11
Lakeview High School	22	14	14	9
Lebanon High School	16	20	20	11
Lebanon Union High School	*	*	*	*
Leodis V McDaniel High Sch	102	10	9	7
Liberty High School	66	15	14	12
Lincoln High School	100	11	11	6
Logos Public Charter School	*	*	*	*
Lost River High School	10	11	11	11
Lost River Junior-Senior High School	*	*	*	*
Madison High School	*	*	*	*
Madras High School	16	11	11	9

Marist High School	40	14	14	7
Marshfield Senior High School	16	32	31	22
Mazama High School	14	10	10	8
Mcdaniel High School	30	13	12	9
MCKAY HS	10	17	17	17
Mcloughlin High School	10	5	5	5
McMinnville High School	76	18	17	9
McNary High School	60	17	17	13
Metro East Web Academy	18	49	48	36
METROPOLITAN LEARNING CTR	*	*	*	*
Milwaukie Academy of the Arts	*	*	*	*
Milwaukie High School	10	16	15	6
Mitchell High School	*	*	*	*
Molalla High School	12	15	15	9
Molalla Union H S North Campus	*	*	*	*
Monroe High School	*	*	*	*
MOSCOW SR HS	*	*	*	*
Mountain View High School	56	22	21	15
Mountainside High School	172	15	15	11
Myrtle Point High School	*	*	*	*
Neah-Kah-Nie High School	12	25	24	19
Nestucca High School	*	*	*	*
Nestucca Union High School	*	*	*	*
Newberg Senior High School	36	14	13	10
Newport High School	26	20	20	13
Nixya'awii Community Schl	*	*	*	*
North Bend High School	18	24	24	18
North Bend/OR Coast Tech HS	10	34	31	22
North Douglas High School	*	*	*	*
North Eugene High School	60	23	21	13
North Lake High School	*	*	*	*
North Marion High School	32	23	23	17
North Medford High School	56	28	28	20
North Salem High School	12	12	12	5
North Valley High School	*	*	*	*
Northwest Academy	*	*	*	*

Nyssa High School	*	*	*	*
Oak Hill School	*	*	*	*
Oakland High School	*	*	*	*
Oakridge High School	*	*	*	*
Ontario High School	*	*	*	*
Oregon Charter Academy	*	*	*	*
Oregon City Christian Academy	*	*	*	*
Oregon City High School	68	28	27	18
Oregon Connections Academy	10	18	18	16
Oregon Episcopal School	*	*	*	*
OREGON HIGH SCHOOLS	*	*	*	*
Oregon Trail Academy	*	*	*	*
Oregon Virtual Academy	*	*	*	*
Pacific High School	*	*	*	*
Paisley High School	*	*	*	*
Park Academy	*	*	*	*
Parkrose High School	68	19	18	16
Pendleton High School	32	23	22	15
Philomath High School	16	17	15	10
Phoenix High School	24	24	24	18
Pilot Rock High School	*	*	*	*
Pine-Eagle High School	*	*	*	*
Pleasant Hill High School	10	22	21	17
PORTLAND ADVENTIST ACAD	*	*	*	*
Portland Christian High School	*	*	*	*
PORTLAND CHRISTIAN HS	*	*	*	*
Powder Valley High School	*	*	*	*
Powers High School	*	*	*	*
Prairie City High School	*	*	*	*
Redmond High School	12	7	7	5
Redmond Proficiency Academy	10	10	10	4
Regis High School	*	*	*	*
Renaissance Public Academy	*	*	*	*
Rex Putnam High School	18	23	23	20
Reynolds High School	68	18	18	15
Ridgeview High School	24	16	16	14

Riverdale High School	12	11	10	5
Riverside Junior-Senior High School	*	*	*	*
Rogue River High School	*	*	*	*
Roosevelt High School	64	9	9	8
Roseburg High School	16	17	17	10
Roseburg Senior High School	12	13	12	10
Saint Helens High School	14	8	7	4
Saint Marys Academy	34	7	7	4
Saint Marys High School	*	*	*	*
Saint Marys School	22	16	15	11
Saint Paul High School	*	*	*	*
Salem Academy	*	*	*	*
Sam Barlow High School	62	21	20	16
Sandy High School	16	23	21	15
Sandy Union High School	18	26	25	20
Santiam Christian High School	24	9	9	6
Santiam Junior Senior High Sch	*	*	*	*
Scappoose High School	26	8	8	6
School Of Science and Tech	10	24	24	12
Scio High School	*	*	*	*
Seaside High School	10	7	7	5
SETON CATHOLIC COLL PREP HS	*	*	*	*
Sherman County High School	*	*	*	*
Sherwood High School	100	18	17	11
SILETZ VALLEY EARLY C ACAD	*	*	*	*
Silverton High School	20	15	15	8
Silvies River Web Academy	*	*	*	*
Sisters High School	14	11	10	2
SISTERS HS	*	*	*	*
Siuslaw High School	20	17	16	8
South Albany High School	62	13	13	10
South Eugene High School	126	17	17	10
South Medford High School	50	16	15	13
South Salem Senior High School	66	14	14	9
South Umpqua High School	10	10	10	8
Southridge High School	40	21	21	18



Sprague High School	48	14	14	11
Spray High School	*	*	*	*
Springfield Senior High School	48	16	16	9
Springwater Trail High School	*	*	*	*
St Helens High School	22	6	6	5
Stanfield High School	*	*	*	*
STANFIELD SECONDARY SCH	*	*	*	*
Stayton High School	*	*	*	*
Stayton Union High School	12	9	9	7
Summit High School	102	14	13	9
Summit Learning Center-Virtual	*	*	*	*
SUMMIT LEARNING CHARTER	24	46	45	33
Sunset High School	154	14	14	9
Sutherlin High School	16	19	19	14
Sweet Home High School	*	*	*	*
Taft High School	20	13.2	12.7	10.25
The Dalles High School	*	*	*	*
The Dalles Wahtonka High Sch	*	*	*	*
Thurston Senior High School	34	13	12	9
Tigard Senior High School	116	17	17	14
Tillamook High School	*	*	*	*
Toledo High School	*	*	*	*
Triad High School	16	28	28	20
Triangle Lake High School	*	*	*	*
Tualatin High School	118	17	17	11
U S Grant High School	34	10	9	7
Umatilla High School	30	36	35	23
Umpqua Valley Christian School	*	*	*	*
Union High School	10	9.9	9.9	7.1
Vale High School	*	*	*	*
Valley Catholic High School	22	7	7	5
Waldport High School	*	*	*	*
Wallowa High School	*	*	*	*
Warrenton High School	12	16	16	12
WELLNESS BUS SPORTS SCH	*	*	*	*
Wellness Business & Sports Sch	*	*	*	*

West Albany High School	28	28	27	17
West Linn High School	128	22	21	12
West Salem High School	62	11	11	7
Weston Mcewen High School	*	*	*	*
Westside Christian High School	*	*	*	*
Westview High School	230	18	18	14
Wheeler High School	*	*	*	*
Willamette High School	48	17	16	12
Willamina High School	*	*	*	*
Wilsonville High School	62	21	20	11
Winston Churchill High School	76	16	16	11
Woodburn Acad Art Science Tech	20	8.6	8.6	8.4
Woodburn Acad Interntl Studies	*	*	*	*
Woodburn Arts & Comm Academy	*	*	*	*
Yamhill Carlton Union High School	*	*	*	*
Yoncalla High School	*	*	*	*

Source: HECC analysis of university student records submitted for this report.

Notes:

High schools with fewer than 10 students presenting credits are denoted with an \* to protect student confidentiality.

List of high schools with students presenting accelerated college credit and number of students presenting may not be comprehensive, as Oregon State University and Southern Oregon University submitted samples of students presented, as allowed in ORS 340.330.

Table A2-14: Number of recent Oregon high school graduates presenting accelerated college credits to public universities for acceptance, number of credits presented, accepted, and applied to general education, by high school, fall 2021.

Name of High School	Number of students	Average number of credits presented	Average number of credits accepted	Average number of credits applied to general education
Academy For Character Ed	*	*	*	*
Academy Of Interntnl Studies	*	*	*	*
Academy of Arts & Academics	*	*	*	*
Alliance Charter Academy	*	*	*	*
Aloha High School	34	35	33	29
Amity High School	*	*	*	*
Arlington High School	*	*	*	*
Arts And Comm Magnet Academy	*	*	*	*
Ashland High School	25	30	29	18
Astoria Senior High School	*	*	*	*
Baker Allprep Academy	*	*	*	*
Baker Early College High School	25	93	90	52
Baker High School	*	*	*	*
Bandon High School	*	*	*	*
Banks High School	*	*	*	*
Beaverton Acad of Sci & Eng	17	43	41	24
Beaverton Academy Health Scien	*	*	*	*
Beaverton High School	34	25	24	17
Bend High School	11	24	24	13
Bend Senior High School	10	32	30	22
Benson Polytech High School	18	15	14	12
Blanchet School	*	*	*	*
Bonanza High School	*	*	*	*
Bridge Charter Academy	*	*	*	*
Brookings Harbor High School	*	*	*	*
Burns High School	*	*	*	*
Camas Valley High School	*	*	*	*
Canby High School	11	41	38	22
Canby Union High School	*	*	*	*
CASCADE CHRISTIAN HIGH SCH	*	*	*	*
Cascade High School	*	*	*	*

Centennial High School	39	34	33	30
Center For Advanced Learning	*	*	*	*
Central Catholic High School	15	16	15	10
Central High School	*	*	*	*
Central Linn High School	*	*	*	*
Central Medford High School	*	*	*	*
Century High School	32	27	26	22
Chiloquin High School	*	*	*	*
Clackamas High School	88	33	32	23
Clackamas Middle College	15	86	85	66
CLACKAMAS WEB ACADEMY	*	*	*	*
Clatskanie High School	*	*	*	*
Cleveland High School	43	28	27	20
Colton High School	*	*	*	*
Columbia Christian School	*	*	*	*
Condon High School	*	*	*	*
Coquille High School	*	*	*	*
Corbett High School	*	*	*	*
Corvallis High School	48	29	28	16
Cottage Grove High School	*	*	*	*
Cove High School	*	*	*	*
Crater ACD Health/Public Srvc	*	*	*	*
Crater High Business Innovat	*	*	*	*
Crater High Health and Public	*	*	*	*
Crater Renaissance Academy	*	*	*	*
Crater Sch of Bus Innovt & Sci	*	*	*	*
Crescent Valley High School	24	36	35	23
Creswell High School	*	*	*	*
Crook County High School	*	*	*	*
Crow High School	*	*	*	*
Culver High School	*	*	*	*
Dallas High School	*	*	*	*
Dalles Wahtonka High School	*	*	*	*
David Douglas High School	57	46	44	35
Days Creek High School	*	*	*	*
Dayton High School	*	*	*	*

Dayton Senior High School	*	*	*	*
De La Salle North Catholic High School	*	*	*	*
Douglas High School	*	*	*	*
DOWNTOWN BUSINESS MAGNET HS	*	*	*	*
Dufur High School	*	*	*	*
Eagle Point High School	*	*	*	*
Early College High School	21	53	52	40
East Linn Christian Academy	*	*	*	*
Echo High School	*	*	*	*
Elgin High School	*	*	*	*
Elkton High School	*	*	*	*
Elmira High School	*	*	*	*
Estacada High School	*	*	*	*
Forest Grove High School	27	28	27	20
Franklin High School	48	18	18	12
Gervais High School	*	*	*	*
Gilchrist High School	*	*	*	*
Gladstone High School	10	35	34	19
Glencoe High School	16	28	25	16
Gold Beach High School	*	*	*	*
Grant High School	47	22	22	15
Grants Pass High School	16	26	26	21
Gresham High School	*	*	*	*
Gresham Union High School	*	*	*	*
Griswold High School	*	*	*	*
Harrisburg High School	*	*	*	*
HEALTH & SCIENCE HS	*	*	*	*
Henley High School	15	48	47	36
Henry D Sheldon High School	56	40	40	22
Heppner High School	*	*	*	*
Hermiston Senior High School	10	26	26	16
HERMISTON SR HS	*	*	*	*
Hidden Valley High School	*	*	*	*
Hillsboro High School	23	29	28	24
Hood River Valley High School	32	47	46	35
Horizon Christian School	*	*	*	*

Hosanna Christian School	*	*	*	*
HS in Oregon	*	*	*	*
Ida B Wells-Barnett High Schl	45	22	21	14
Illinois Valley High School	*	*	*	*
Imbler High School	*	*	*	*
International Sch Of Beaverton	29	46	44	33
Ione High School	*	*	*	*
Irrigon Junior Senior High School	*	*	*	*
IRVINGTON HS	*	*	*	*
Jefferson High School	31	32	30	22
Jesuit High School	29	19	18	11
John F Kennedy High School	*	*	*	*
Joseph High School	*	*	*	*
Junction City High School	*	*	*	*
Junction City Sr High School	*	*	*	*
Klamath Union High School	18	39	39	28
Klamath Union Pelican Optians	*	*	*	*
Knappa High School	*	*	*	*
La Grande High School	26	17	17	8
La Pine High School	*	*	*	*
La Salle Catholic Coll Prep	25	31	31	16
LaGrande High School	*	*	*	*
Lake Oswego High School	39	31	30	15
Lakeridge High School	29	23	23	17
Lakeview High School	*	*	*	*
Lebanon High School	*	*	*	*
Lebanon Union High School	*	*	*	*
Leodis V McDaniel High Sch	34	21	21	19
Liberty High School	42	22	20	16
Lincoln High School	47	18	18	11
Logos Public Charter School	*	*	*	*
Lost River High School	*	*	*	*
Lowell High School	*	*	*	*
Madison High School	*	*	*	*
Madras High School	*	*	*	*
Mapleton High School	*	*	*	*

Marist High School	*	*	*	*
Marshfield Senior High School	*	*	*	*
Mazama High School	16	41	41	31
Mcdaniel High School	*	*	*	*
McKay High School	22	22	21	16
Mckenzie High School	*	*	*	*
Mcloughlin High School	*	*	*	*
McMinnville High School	11	31	30	14
McMinnville Senior High School	*	*	*	*
McNary High School	12	39	39	26
Metro East Web Academy	*	*	*	*
MILWAUKIE ACADEMY OF ARTS	*	*	*	*
Milwaukie High School	*	*	*	*
Mitchell High School	*	*	*	*
Molalla High School	*	*	*	*
Molalla Union H S North Campus	*	*	*	*
Monroe High School	*	*	*	*
Monument High School	*	*	*	*
Mountain View High School	19	37	37	27
Mountainside High School	81	30	29	22
Neah-Kah-Nie High School	*	*	*	*
Nestucca High School	*	*	*	*
Newberg Senior High School	16	22	21	15
Newport High School	*	*	*	*
North Bend High School	10	43	43	40
North Bend/OR Coast Tech HS	*	*	*	*
North Clackamas Christian Sch	*	*	*	*
North Douglas High School	*	*	*	*
North Eugene High School	20	41	39	27
North Marion High School	*	*	*	*
North Medford High School	17	31	30	20
North Salem High School	*	*	*	*
NORTHGATE HS	*	*	*	*
Northwest Academy	*	*	*	*
Nyssa High School	*	*	*	*
Oak Hill School	*	*	*	*

Oakland High School	*	*	*	*
Ontario High School	*	*	*	*
Oregon Charter Academy	*	*	*	*
Oregon City High School	35	45	44	28
OREGON CONNECTIONS ACAD	*	*	*	*
Oregon Episcopal School	*	*	*	*
Oregon Family School	*	*	*	*
OREGON HIGH SCHOOLS	*	*	*	*
Oregon Trail Academy	*	*	*	*
OREGON VIRTUAL ACAD	*	*	*	*
PACIFIC HS	*	*	*	*
Paisley High School	*	*	*	*
Parkrose High School	37	29	29	23
Pendleton High School	*	*	*	*
Philomath High School	*	*	*	*
Phoenix High School	12	39	39	33
Pine-Eagle High School	*	*	*	*
Pleasant Hill High School	*	*	*	*
Portland Adventist Academy	*	*	*	*
Powder Valley High School	*	*	*	*
Prospect High School	*	*	*	*
Rainier High School	*	*	*	*
Redmond High School	*	*	*	*
Redmond Proficiency Academy	*	*	*	*
Reedsport High School	*	*	*	*
Regis High School	*	*	*	*
Rex Putnam High School	13	24	23	15
Reynolds High School	48	30	29	25
Riddle High School	*	*	*	*
Ridgeview High School	14	33	33	26
Riverdale High School	*	*	*	*
Rivers Edge Academy Charter	*	*	*	*
Riverside High School	*	*	*	*
Riverside Junior-Senior High School	*	*	*	*
Roosevelt High School	35	18	18	16
Roseburg High School	14	34	34	24



Roseburg Senior High School	*	*	*	*
Roseburg Senior High School	*	*	*	*
Saint Helens High School	*	*	*	*
Saint Marys Academy	12	15	15	6
Saint Marys School	*	*	*	*
Saint Paul High School	*	*	*	*
Saint Stephens Academy (U)	*	*	*	*
Salem Academy	*	*	*	*
Sam Barlow High School	18	28	27	21
Sandy High School	*	*	*	*
Sandy Union High School	*	*	*	*
Santiam Christian High School	*	*	*	*
Scappoose High School	11	16	15	12
School Of Science and Tech	*	*	*	*
Scio High School	*	*	*	*
Seaside High School	*	*	*	*
Sheridan Japanese School	*	*	*	*
Sherwood High School	43	37	36	26
Silverton High School	15	19	18	8
Silverton Union High School	*	*	*	*
Sisters High School	*	*	*	*
Siuslaw High School	*	*	*	*
South Albany High School	21	38	37	22
South Eugene High School	51	43	41	21
South Medford High School	14	20	20	17
South Salem Senior High School	42	27	26	18
South Umpqua High School	*	*	*	*
South Wasco County High School	*	*	*	*
Southridge High School	39	38	37	29
Southwest Christian School (u)	*	*	*	*
Sprague High School	22	40	38	24
Springfield High School	20	35	35	17
Springfield Senior High School	*	*	*	*
Springwater Trail High School	*	*	*	*
Stanfield High School	*	*	*	*
Stanfield Secondary School	*	*	*	*

Stayton High School	*	*	*	*
Stayton Union High School	*	*	*	*
Summit High School	43	21	21	15
Summit Learning Chrtr Virt Acd	24	80	78	55
Sunset High School	88	25	24	14
Sutherlin High School	*	*	*	*
Sweet Home High School	*	*	*	*
Taft High School	*	*	*	*
The Dalles High School	*	*	*	*
The Northwest Academy	*	*	*	*
Thomas A Edison High School	*	*	*	*
Thurston Senior High School	15	20	20	12
Tigard Senior High School	59	33	32	25
Tillamook High School	*	*	*	*
Toledo High School	*	*	*	*
Triad High School	*	*	*	*
Triangle Lake High School	*	*	*	*
Trillium Charter School	*	*	*	*
Tualatin High School	57	28	28	18
U S Grant High School	20	16	16	12
Umatilla High School	*	*	*	*
Union High School	*	*	*	*
Vale High School	*	*	*	*
Valley Catholic High School	13	22	20	16
Vernonia High School	*	*	*	*
Waldport High School	*	*	*	*
Warrenton High School	*	*	*	*
Wellness Business & Sports Sch	*	*	*	*
West Albany High School	22	40	38	25
West Linn High School	54	36	36	20
West Salem High School	29	22	21	12
Western Christian School	*	*	*	*
Westside Christian High School	*	*	*	*
Westview High School	89	32	32	25
Willamette High School	34	32	31	23
Willamina High School	*	*	*	*

Wilsonville High School	26	40	39	19
Winston Churchill High School	39	33	32	20
Winter Lakes School	*	*	*	*
Woodburn Acad Art Science Tech	*	*	*	*
Woodburn Acad Interntl Studies	*	*	*	*
Woodburn Arts & Comm Academy	*	*	*	*
Woodburn High School	*	*	*	*
Yamhill Carlton Union High Sch	*	*	*	*
Yoncalla High School	*	*	*	*

Source: HECC analysis of university student records submitted for this report.

Notes:

High schools with fewer than 10 students presenting credits are denoted with an \* to protect student confidentiality.

List of high schools with students presenting accelerated college credit and number of students presenting may not be comprehensive, as Oregon State University and Southern Oregon University submitted samples of students presented, as allowed in ORS 340.330.

Table A2-15: Number of recent Oregon high school graduates presenting accelerated college credits to public universities for acceptance, number of credits presented, accepted, and applied to general education, by high school, fall 2022.

Name of High School	Number of students	Average number of credits presented	Average number of credits accepted	Average number of credits applied to general education
Abiqua Academy	*	*	*	*
Acad of Intl Studies Woodburn	*	*	*	*
Academy For Character Edu	*	*	*	*
Academy of Arts and Academics	*	*	*	*
Adrian Jr-Sr High School	*	*	*	*
Adrienne C Nelson High School	*	*	*	*
Alliance Charter Academy	*	*	*	*
ALLIANCE HS - MEEK	*	*	*	*
Aloha High School	28	35	35	28
Arlington High School	*	*	*	*
Arts And Comm Magnet Academy	*	*	*	*
Ashland High School	21	33	33	20
Astoria Senior High School	*	*	*	*
Baker Allprep Academy	*	*	*	*
Baker Early College High School	19	84	82	47
Baker High School	*	*	*	*
Bandon High School	*	*	*	*
Banks High School	*	*	*	*
Beaverton Acad of Sci & Eng	19	39	36	30
Beaverton Academy Health Scien	*	*	*	*
Beaverton High School	48	30	29	17
Bend High School	*	*	*	*
Bend Senior High School	11	17	16	12
Benson Polytech High School	18	8	8	6
Blanchet Catholic School	*	*	*	*
Blanchet Christian School	*	*	*	*
Blanchet School	*	*	*	*
Bonanza High School	*	*	*	*
Bridge Charter Academy	*	*	*	*
Brookings Harbor High School	*	*	*	*
Burns High School	*	*	*	*

CALIFORNIA HIGH SCHOOLS	*	*	*	*
Canby High School	13	36	36	25
Canby Union High School	*	*	*	*
Cascade Christian High School	*	*	*	*
Cascade High School	*	*	*	*
Centennial High School	40	36	36	31
Central Catholic High School	34	17	17	11
Central High School	11	12	12	10
Central Linn High School	*	*	*	*
Century High School	34	27	26	21
CHERRY CREEK HS	*	*	*	*
Clackamas Academy Indust Sci	*	*	*	*
Clackamas High School	96	27	27	18
Clackamas Middle College	14	81	80	64
Clackamas Web Academy	*	*	*	*
Clatskanie High School	*	*	*	*
Cleveland High School	75	25	24	19
Condon High School	*	*	*	*
Coquille High School	*	*	*	*
Corbett High School	*	*	*	*
Corvallis High School	28	24	24	15
Cottage Grove High School	14	31	31	20
Country Christian School	*	*	*	*
Cove High School	*	*	*	*
Crane Union High School	*	*	*	*
Crater ACD Health/Public Srvc	*	*	*	*
Crater High Business Innovat	*	*	*	*
Crater High Health and Public	*	*	*	*
Crater Lake Charter Academy	*	*	*	*
Crater Renaissance Academy	*	*	*	*
Crater Sch Bus Innov & Science	*	*	*	*
Crescent Valley High School	26	20	20	11
Creswell High School	*	*	*	*
Crook County High School	*	*	*	*
Culver High School	*	*	*	*
Dallas High School	*	*	*	*

Dalles Wahtonka High School	*	*	*	*
David Douglas High School	93	42	41	33
Days Creek High School	*	*	*	*
Dayton High School	*	*	*	*
Dayton Senior High School	*	*	*	*
De La Salle North Catholic HS	*	*	*	*
Dufur High School	*	*	*	*
Eagle Point High School	*	*	*	*
Early College High School	20	64	63	41
Echo High School	*	*	*	*
Eddyville High School	*	*	*	*
Elkton High School	*	*	*	*
Elmira High School	*	*	*	*
Enterprise High School	*	*	*	*
Estacada High School	*	*	*	*
Faith Bible Christian School	*	*	*	*
Faith Bible High School	*	*	*	*
Falcon Heights Academy	*	*	*	*
Falls City High School	*	*	*	*
Flex Online School	*	*	*	*
Forest Grove High School	17	21	20	15
Four Rivers Community School	*	*	*	*
FOXCROFT ACAD	*	*	*	*
Franklin High School	44	22	21	16
Gaston High School	*	*	*	*
Gaston Union High School	*	*	*	*
Gilchrist High School	*	*	*	*
Gladstone High School	12	38	38	29
Glencoe High School	17	18	18	13
Glide High School	*	*	*	*
Gold Beach High School	*	*	*	*
Grant High School	67	20	20	14
Grants Pass High School	28	39	39	32
Gresham High School	*	*	*	*
Gresham Union High School	*	*	*	*
Harrisburg High School	*	*	*	*

HEALTH & SCIENCE HS	*	*	*	*
Henley High School	14	49	48	34
Henry D Sheldon High School	44	36	36	23
Heppner High School	*	*	*	*
Hermiston Senior High School	18	31	30	20
HIDDEN VALLEY HIGH SCHOOL	*	*	*	*
Hillsboro High School	18	27	27	22
Hood River Valley High School	33	34	33	24
Horizon Christian School	*	*	*	*
Hosanna Christian School	*	*	*	*
HOTCHKISS HS	*	*	*	*
HS in Oregon	*	*	*	*
Ida B Wells-Barnett High Schl	41	19	19	14
ILLINOIS VALLEY HIGH SCHOOL	*	*	*	*
Imbler High School	*	*	*	*
International Sch Of Beaverton	36	34	34	25
Irrigon Junior Senior High School	*	*	*	*
Jefferson High School	26	24	23	19
Jesuit High School	26	15	15	9
Joseph High School	*	*	*	*
Junction City High School	*	*	*	*
Klamath Union High School	10	44	41	27
La Grande High School	11	14	14	7
La Pine High School	*	*	*	*
La Salle Catholic College Prep	18	34	31	14
LaGrande High School	*	*	*	*
Lake Oswego High School	37	25	24	15
Lakeridge High School	37	33	32	17
Lakeview High School	*	*	*	*
Lebanon High School	*	*	*	*
Lebanon Union High School	*	*	*	*
Leodis V McDaniel High Sch	40	20	20	19
Liberty High School	32	31	30	24
Lincoln High School	40	17	17	11
Logos Public Charter School	*	*	*	*
Lost River High School	*	*	*	*

Lost River Jr-Sr High School	*	*	*	*
Madras High School	*	*	*	*
Mapleton High School	*	*	*	*
Marist High School	14	52	51	30
Marshfield High School	*	*	*	*
Marshfield Senior High School	*	*	*	*
Mazama High School	11	50	50	29
Mcdaniel High School	20	28	28	22
McKay High School	18	15	15	11
McKenzie River Community High School	*	*	*	*
Mcloughlin High School	*	*	*	*
McMinnville High School	*	*	*	*
McMinnville Senior High School	24	29	29	17
McNary High School	25	29	29	22
Metro East Web Academy	13	108	107	96
Metropolitan Learning Center	*	*	*	*
Milwaukie Academy Of The Arts	*	*	*	*
Milwaukie High School	*	*	*	*
Mohawk High School	*	*	*	*
Molalla High School	11	30	29	13
Monroe Union High School	*	*	*	*
Monument High School	*	*	*	*
Mount Scott HS	*	*	*	*
Mountain View High School	18	29	28	22
Mountainside High School	86	26	25	19
Myrtle Point High School	*	*	*	*
Neah-Kah-Nie High School	*	*	*	*
Nestucca High School	*	*	*	*
Newberg Senior High School	10	17	17	14
Newport High School	16	31	30	25
Nixyaawii Community School	*	*	*	*
North Bend High School	*	*	*	*
North Bend/OR Coast Tech HS	*	*	*	*
North Eugene High School	36	36	35	24
North Marion High School	*	*	*	*
North Medford High School	33	48	47	34



North Salem High School	10	14	14	12
North Valley High School	*	*	*	*
Northwest Academy	*	*	*	*
Nyssa High School	*	*	*	*
Oak Hill School	*	*	*	*
Oakland High School	*	*	*	*
Oakridge High School	*	*	*	*
Ontario High School	*	*	*	*
OREGON CHALLENGE HS	*	*	*	*
Oregon Charter Academy	*	*	*	*
Oregon City High School	22	46	45	30
Oregon City Senior High School	*	*	*	*
OREGON CONNECTIONS ACAD	*	*	*	*
Oregon Episcopal School	*	*	*	*
OREGON HIGH SCHOOLS	*	*	*	*
Oregon Islamic Academy	*	*	*	*
Oregon Virtual Academy	*	*	*	*
Parkrose High School	11	22	22	19
PCC HS Completion	*	*	*	*
Pendleton High School	15	36	36	25
Perrydale School	*	*	*	*
Philomath High School	*	*	*	*
Phoenix High School	12	40	40	34
Pine-Eagle High School	*	*	*	*
Pleasant Hill High School	*	*	*	*
POIC/ROSEMARY ANDERSON MID/HS	*	*	*	*
Portland Adventist Academy	*	*	*	*
Portland Waldorf School	*	*	*	*
Powder Valley High School	*	*	*	*
Rainier High School	*	*	*	*
Realms High School	*	*	*	*
Redmond High School	*	*	*	*
Redmond Proficiency Academy	*	*	*	*
Reedsport High School	*	*	*	*
Regis High School	*	*	*	*
Rex Putnam High School	17	40	40	34

Reynolds High School	29	34	33	27
Ridgeview High School	*	*	*	*
Riverdale High School	*	*	*	*
Riverside High School	*	*	*	*
Riverside Jr/Sr High School	*	*	*	*
Rogue River High School	*	*	*	*
Rogue Valley Adventist School	*	*	*	*
Roosevelt High School	37	17	17	16
ROSEBURG HIGH SCHOOL	13	37	37	25
Roseburg Senior High School	*	*	*	*
Saint Helens High School	*	*	*	*
Saint Marys Academy	18	11	11	7
Saint Marys High School	*	*	*	*
Saint Marys School	*	*	*	*
Saint Paul High School	*	*	*	*
Sam Barlow High School	30	35	34	25
Sandy High School	*	*	*	*
Sandy Union High School	*	*	*	*
Santiam Christian High School	*	*	*	*
Santiam Junior Senior High Sch	*	*	*	*
Scappoose High School	*	*	*	*
School Of Science and Tech	*	*	*	*
Scio High School	*	*	*	*
Seaside High School	11	17	17	14
Sherman County High School	*	*	*	*
SHERMAN JR/SR HS	*	*	*	*
Sherwood High School	63	39	37	24
Siletz Valley Early Coll Acad	*	*	*	*
Silverton High School	12	39	37	26
Sisters High School	*	*	*	*
Siuslaw High School	*	*	*	*
SKYVIEW HS	*	*	*	*
South Albany High School	26	25	25	20
South Eugene High School	73	35	35	22
South Medford High School	33	21	20	14
South Salem Senior High School	30	26	25	16

South Umpqua High School	*	*	*	*
South Wasco County High School	*	*	*	*
Southridge High School	50	35	34	26
Sprague High School	22	22	22	14
Springfield High School	16	26	26	20
Springfield Senior High School	*	*	*	*
Springwater Trail High School	*	*	*	*
Stanfield High School	*	*	*	*
Stayton High School	*	*	*	*
Stayton Union High School	*	*	*	*
Summit High School	34	24	23	16
Summit Learning Center	*	*	*	*
Summit Learning Chrtr Virt Acd	14	76	75	41
Sunset High School	77	27	26	17
Sutherlin High School	*	*	*	*
Sweet Home High School	*	*	*	*
Taft High School	*	*	*	*
The Dalles High School	11	25	25	19
The Dalles Wahtonka High Sch	*	*	*	*
Thurston Senior High School	25	24	24	14
Tigard Senior High School	52	36	35	28
Tillamook High School	*	*	*	*
TROUT LAKE HS	*	*	*	*
Tualatin High School	49	27	26	18
U S Grant High School	11	26	25	13
Umatilla High School	*	*	*	*
Umpqua Valley Christian School	*	*	*	*
Union High School	*	*	*	*
Valley Catholic High School	11	19	18	16
VERNONIA HS	*	*	*	*
Waldport High School	*	*	*	*
Warrenton High School	*	*	*	*
Wellness Business & Sports Sch	*	*	*	*
West Albany High School	26	28	27	18
West Linn High School	79	37	36	18
West Salem High School	25	18	18	11

Western Christian School	*	*	*	*
Weston Mcewen High School	*	*	*	*
Westview High School	80	31	29	20
Willamette Connections Academy	*	*	*	*
Willamette High School	28	35	34	27
Willamina High School	*	*	*	*
Wilsonville High School	22	37	35	19
Winston Churchill High School	24	30	29	19
Woodburn Acad Art Science Tech	*	*	*	*
Woodburn Acad Interntl Studies	*	*	*	*
Woodburn Arts & Comm Academy	*	*	*	*
Woodrow Wilson High School	*	*	*	*
YAMHILL CARLTON UNION HS	*	*	*	*
Yoncalla High School	*	*	*	*

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Notes:

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