HIGHER EDUCATION COORDINATING COMMISSION

Accelerated Learning in Oregon: Access and Impact

This report was prepared by Amy G. Cox, Elizabeth Martinez, Shiyan Tao, Olga Levadnaya, Vern Mayfield, Paul Schroeder, and Betsy Simpkins of the Oregon Higher Education Coordinating Commission. November 2019.

PREFACE

Accelerated learning, or the earning of college credit while in high school, has a longstanding area of student engagement in Oregon and nationally. Accelerated learning programs have expanded in recent years, as educators, policymakers, students, and families have placed growing interest in them as a mechanism for postsecondary access, success, and affordability. In 2018, the Oregon Legislature passed House Bill 4053, requiring public colleges and universities to track and submit data to Oregon's Higher Education Coordinating Commission (HECC) on accelerated learning credits that new, incoming students bring with them. One requirement of the legislation is the submission of an annual report to the Legislature by December 1 of each year. Beginning in 2019, the HECC is responsible for these reports. This report is the second report submitted for House Bill 4053 and the first submitted by the HECC. It takes a wide view of accelerated learning and examines many aspects of earning college credit during high school, in addition to the aspects required under the legislation. The report should be of interest to Legislators and the Governor; to students, to leadership and staff at Oregon's community colleges, public universities, and K-12 education system, and to policymakers and scholars in the fields of secondary and postsecondary education.

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

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BACKGROUND

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

Whether accelerated learning programs ensure timely completion of a postsecondary credential is also of interest because of its potential to mitigate the rising costs of postsecondary education. To this end, the transferability of accelerated learning credits into the postsecondary career is of particular importance, and in 2018, the Oregon Legislature passed House Bill (HB) 4053 to examine the acceptance of accelerated college credit by Oregon's public colleges and universities. Without seamless transfer, accelerated learning credits could count against the credit limit of federal financial aid without contributing to degree requirements. The bill calls for an evaluation of the extent to which accelerated college credits are (a) successfully transferred to Oregon public postsecondary institutions and (b) applied to general education requirements.

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

1. Who has access to accelerated learning, and how has this changed over time?

2. What is the impact of accelerated learning on postsecondary outcomes such as college-going rates, transferability of credits, time to completion, and financial cost?

The report presents the current status of accelerated learning in Oregon with particular emphasis on whether accelerated learning access and impact are equitably distributed across student groups. The report focuses on accelerated learning programs that are (a) high school-based college credit partnerships, (b) Advanced Placement, (c) International Baccalaureate, and (d) a category referred to as "undifferentiated college credit," which may include any of the first three kinds of programs or another kind of program but is not clearly recorded. We examined high school-based partnerships (in which students earn credit from an Oregon community college or public university in a program based at their high school) in the greatest depth, as these programs are most common and data on them are most available.

SUMMARY OF FINDINGS

We found that accelerated learning programs and enrollment have increased over time. In 2018-19, 22 of the 24 public colleges and universities offer high school-based college credit partnership programs, enrolling over 40,000 students in more than 4,000 class sections each year. Students from all backgrounds participate in these and other kinds of accelerated learning, but many in historically underserved groups appear to be underrepresented. Students who are Black/African American, Hispanic/Latinx, Native American/Alaska Native, Native Hawaiian/Pacific Islander, from rural counties, or from low-income families appear less likely to be accessing accelerated learning, compared to white, urban, and higher-income students, and the gap

appears to be widening in some cases. However, we note that high schools and colleges report students' race/ethnicity and income status differently, which limits our understanding of how equitable access is. Nonetheless, there is no strong evidence that accelerated learning has helped close racial/ethnic and other gaps in education, with regard to participation rates and trends, credit earned, and type of program. By gender, we find that girls are more likely to participate in accelerated learning than boys are and that this difference appears to be widening. This is consistent with gender differences and trends in postsecondary enrollment and completion.

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

We also found that students who do continue their education bring substantial credit into public universities and community colleges, and nearly all of this credit is accepted by the receiving institution. At the public universities, about three-quarters of the accelerated learning credits that universities accept are applied to students' general education requirements. This includes credits from all types of accelerated learning programs.

Finally, we also found that students entering public universities with at least ten accelerated learning credits completed their bachelor's degrees sooner, by one-half year, than students who entered with fewer than ten credits. This has financial impacts both on educational costs and on the opportunity costs of lost wages.

In both access and impact, students from historically underserved groups, especially Black/African American, Hispanic/Latinx, Native American/Alaska Native, and Native Hawaiian/Pacific Islander, appear to enjoy the potential benefits of accelerated learning less than other students. They have lower participation rates in accelerated learning, bring fewer credits into their postsecondary careers, are then at a disadvantage for pre-filling general education requirements, and subsequently take longer to complete a bachelor's degree and enter their careers. These compounding effects occur in the context of other inequities in education.

CONCLUSIONS AND IMPLICATIONS

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

Given the apparent benefits of accelerated learning for students' college-going rates, affordability, and time to completion, expanded opportunities to access these benefits seem warranted. These opportunities include investment both in programs and in educational processes of student engagement and support. The results shown here indicate that programmatic investments include: (1) designing programs to be more available students underrepresented in higher education to close equity gaps and (2) further aligning accelerated learning

opportunities with general education requirements to increase the amount of accelerated learning that fulfills degree requirements.

This report answers questions about the current participation and impact of accelerated learning in Oregon, and it raises new questions. We encourage continued research on accelerated learning, especially with regard to how access and impact can be made more equitable, how programs can be successful, and how different programs provide different outcomes.

ACKNOWLEDGMENTS

We wish to acknowledge the many people who made this report possible. Several staff at the Higher Education Coordinating Commission provided useful comments on earlier drafts, and Alix Hubert providing indispensable formatting assistance. We are also grateful for the hard work of high school, college, and university faculty and staff, who together make accelerated learning programs happen. Finally, we appreciate and commend the students in high schools, colleges, and universities, whose hard work inspires all of us.

ABBREVIATIONS

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

INTRODUCTION

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

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

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

Whether accelerated learning programs ensure timely completion of a postsecondary credential is of particular interest and importance given the rising cost of postsecondary education. To this end, the transferability of accelerated learning credits once students enroll in a college or university after high school has received increasing attention as well. In 2018, the Oregon Legislature passed House Bill (HB) 4053 to examine the acceptance of accelerated college credit by Oregon's public colleges and universities. Without seamless transfer, accelerated learning credits would count against the credit limit of federal financial aid without contributing to course requirements. HB 4053 (2018) calls for an evaluation of the extent to which accelerated college credits are (a) successfully transferred to Oregon public postsecondary institutions and (b) applied to general education requirements. In this way, the spirit of the law not only assesses whether high school students participating in accelerated learning programs are able to transfer these credits to Oregon public colleges and universities, but whether accelerated learning credits help students meet degree requirements more quickly and efficiently.

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

In Oregon, accelerated learning programs include a variety of educational models. In 2018, the Higher Education Coordinating Commission (HECC) adopted the following definitions (Oregon Administrative Rule OAR 715-017-0005):

High School-Based College Credit Partnerships (HS-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 include career and technical education (CTE) programs, sometimes

referred to as "Two Plus Two" or "Tech Prep," that offer career-focused pathways aligning curriculum and articulation of credit between high school and postsecondary programs. At the local level, some examples of these programs include: College Now, the Willamette Promise, Advanced Credit, and others.

- *Dual Credit* (OAR 715-017-0005): "Dual credit" means secondary and postsecondary credit awarded for a course offered in a high school, which course is sufficiently similar to the 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. Dual Credit may include Career and Technical Education courses.

- *Sponsored Dual Credit* (OAR 715-017-0005): "Sponsored dual credit" means secondary and postsecondary credit awarded for a course offered in a high school, which course is sufficiently similar to the 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, in partnership with a sponsoring college or university faculty member, meets the qualifications to teach the course for the college or university. Sponsored Dual Credit may include Career and Technical Education courses.

- *Assessment-Based Learning Credit* (OAR 715-017-0005): "Assessment-based learning credit" means secondary and postsecondary credit awarded for enhanced high school courses or other activities offered at the high school, that focuses on student attainment of specific, college or university defined student learning outcomes, and the opportunity for students to demonstrate, through college or university assessments, that they have obtained those student learning outcomes and thereby are eligible to earn credit for a course from the partnering college or university. The course must be taught by a high school teacher in a secondary-postsecondary partnership that focuses on the above assessment criteria. Assessment based learning credit shall be identified on student transcripts. Assessment Based Learning Credit may include Career and Technical Education courses.

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

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

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

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

Due to the availability of data, colleges, universities, and the State are not yet able to distinguish between these types of accelerated learning programs for incoming students. This report focuses on accelerated learning programs that are (a) HS-based college credit, (b) Advanced Placement, (c) International Baccalaureate, and (d) an unknown category referred to as "undifferentiated college credit," which may include any of the first three kinds of programs or another kind but the source is not clearly recorded. Data sources and availability are discussed in further detail in the *Data and Methods* section.

PREVIOUS FINDINGS

In line with the goals of the programs, prior research has found that students who earn accelerated learning credit do, indeed, have higher rates of high school graduation, postsecondary enrollment, and postsecondary retention (Development Services Group, 2017; Hodara and Pierson, 2018). In a report focused on accelerated learning in Oregon, Hodara and Pierson (2018) found that accelerated learning participants were 30 percentage points more likely to graduate from high school compared to similar students who had not participated in accelerated learning. Moreover, accelerated learning participants were also 25 percentage points more likely to enroll in a college or university and 22 percentage points more likely to remain enrolled in college through the following fall term. These positive impacts of accelerated learning programs were similar across racial/ethnic groups. They held even after controlling for many differences between the groups in socioeconomic, academic, and family characteristics (Hodara and Pierson, 2018).

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

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

Recent research on accelerated learning points to the continued need to track the access to and impact of earning college credit while in high school. Understanding the effect of accelerated learning requires

continued understanding of the degree to which it is increasing, and for whom; the transferability of credits earned; and its impact on the timely completion of degrees.

MAIN QUESTIONS

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

1. Who has access to accelerated learning, and how has this changed over time?

2. What is the impact of accelerated learning on postsecondary outcomes, such as college-going rates, transferability of credits, time to completion, and financial cost?

DATA AND METHODS

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

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

Within these two sources of data, the ability to track and measure each specific type of accelerated learning program varies. Public universities are often—though not always—able to distinguish between accelerated college credit earned through AP, IB, and the general category of high school-based college credit through partnerships (HS-based college credit). However, public universities are not all able to distinguish and tabulate whether college credit earned through HS-based college credit programs are from dual-credit, sponsored dual-credit, and/or assessment based learning credit programs. Further, some institutions are not able to determine the type of accelerated college credit program a student participated in at all. Based on these constraints, among the public universities, this report distinguishes between four types of accelerated college credit: (a) HS-based college credit, (b) AP, (c) IB, and (d) undifferentiated college credit, which may refer to these or other types of programs. The student could have earned the credit through a number of channels: directly (on campus or online), through Expanded Options or early college, or through a partnership where the high school teacher taught the course.

Community colleges have even less insight into the types of accelerated learned credit earned by their students, due to their open-enrollment nature and mission to serve all students. In order to minimize barriers

to access, community colleges do not require students to submit official transcripts prior to enrollment. As such, community colleges have consistent visibility only into their own accelerated learning courses for incoming students and have virtually no visibility into courses at other community colleges, public universities, or other programs such as AP and IB. Because the HECC houses data from each community college, we expand on this visibility to include accelerated learning credit earned at any of the community colleges among new community college students, though data on credit earned through programs such as AP and IB are unavailable. The report also assesses the extent to which these students enrolled at the same community college from which they earned their accelerated college credit.

SUMMARY

This report examines the current status of access to and impacts of accelerated learning in Oregon. It uses various aspects of enrollment in accelerated learning and in subsequent college or university, accelerated learning credits transferred into college or university after high school, and time to completion to evaluate access and impact. Wherever possible, we examine these impacts not only for students in general but also for students in historically underserved groups to assess whether access and impacts are equitable across the state. In addition to providing a current analysis of accelerated learning, this report fulfills the reporting requirements of HB 4053 (2018).

ACCESS TO ACCELERATED LEARNING IN OREGON

DIFFERING RATES OF ACCESS

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

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

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

	Percent of twelfth graders	Percent of AP test takers	Percent of students earning community college credit	Percent of students earning public university credit
Race/ethnicity				
Asian American	4.5%	11.4%	4.9%	7.0%
Black/African American	2.6%	1.3%	1.4%	1.2%
Hispanic/Latinx	22.7%	16.1%	17.4%	19.9%
Native American/Alaska Native	1.5%	0.3%	1.0%	1.0%
Native Hawaiian/Pacific Islander	0.7%	0.3%	0.5%	0.5%
Multi-racial	5.9%	6.3%	5.1%	3.5%
White	61.9%	63.1%	54.4%	52.9%
Not reported	N/A	1.3%	15.3%	14.1%
Total	100%	100%	100%	100%
Gender				
Female	48.0%	55.0%	55.5%	58.8%
Male	52.0%	45.0%	44.5%	41.2%
Total	100%	100%	100%	100%

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

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

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

general. On average, Black/African American students arrive with 10.4 credits; Hispanic/Latinx students arrive with 12.3 credits, and Native American/Alaska Native students arrive with 5.1 credits. This compares to all incoming freshmen, who arrive with 15.8 credits on average, or more than a term of college credit completed.

Table 2. Percent of new Oregon public university freshmen arriving with accelerated learning credits and average number of credits among all new freshmen, by student characteristics, fall 2017 or fall 2018.

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

Source: HECC Office of Research and Data.

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

Finally, Table 2 shows the same information for students by income status. We define income status as having received a federal Pell grant at any point in their freshman year, and we examine new freshmen arriving in fall 2017 (not fall 2018) because of the availability of financial aid data. The results indicate a gap in access to

accelerated learning by income status. Half of lower income students arrived at the university with some accelerated learning credit, compared to 60% of higher income students. In addition, lower income students arrived with 13.4 credits on average (including those with zero credits), compared to 17.3 credits among higher income students.

HIGH SCHOOL-BASED COLLEGE CREDIT PARTNERSHIPS

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

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

By the time students complete twelfth grade, they earn, on average, an estimated 10.4 college credits through these programs.[1] This average includes all graduates, whether or not they participated in accelerated learning, and whether or not they earned any credit. The estimated amount of college credit high school graduates earned through HS-based partnerships rose steadily from 2010-11 to 2015-16 and has remained stable for the last three years (Table 3). This suggests continued opportunities to expand access to accelerated learning equitably.

Table 3. Estimated credits earned per high school graduate from HS-based partnerships at Oregon community colleges and public universities, averaged across all graduates, 2010-11 through 2017-18.

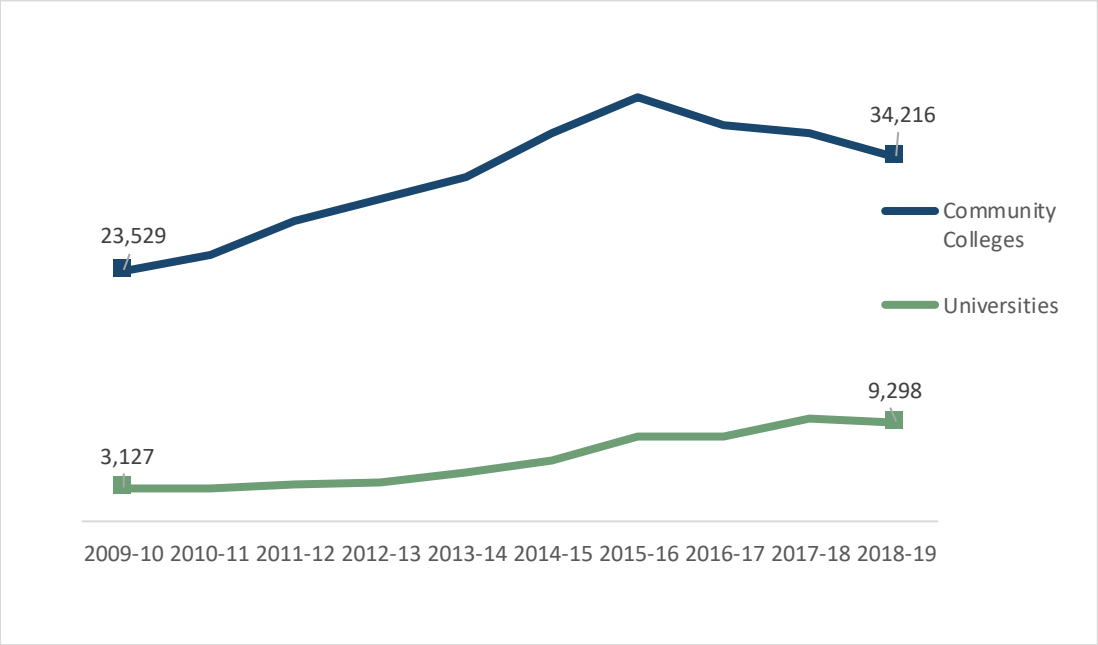
High school graduation year	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Estimated university credits earned	0.8	0.9	1.0	1.0	1.2	1.5	1.6	1.8
Estimated community college credits earned	6.0	6.6	7.5	7.8	8.7	9.1	8.9	8.6
Total estimated public institution credits earned	6.8	7.5	8.5	8.8	9.9	10.6	10.5	10.4

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

The number of high school students enrolled in dual credit and other HS-based partnership programs has steadily increased over the past decade, as shown in Figure 1 below. Appendix A shows the number of

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

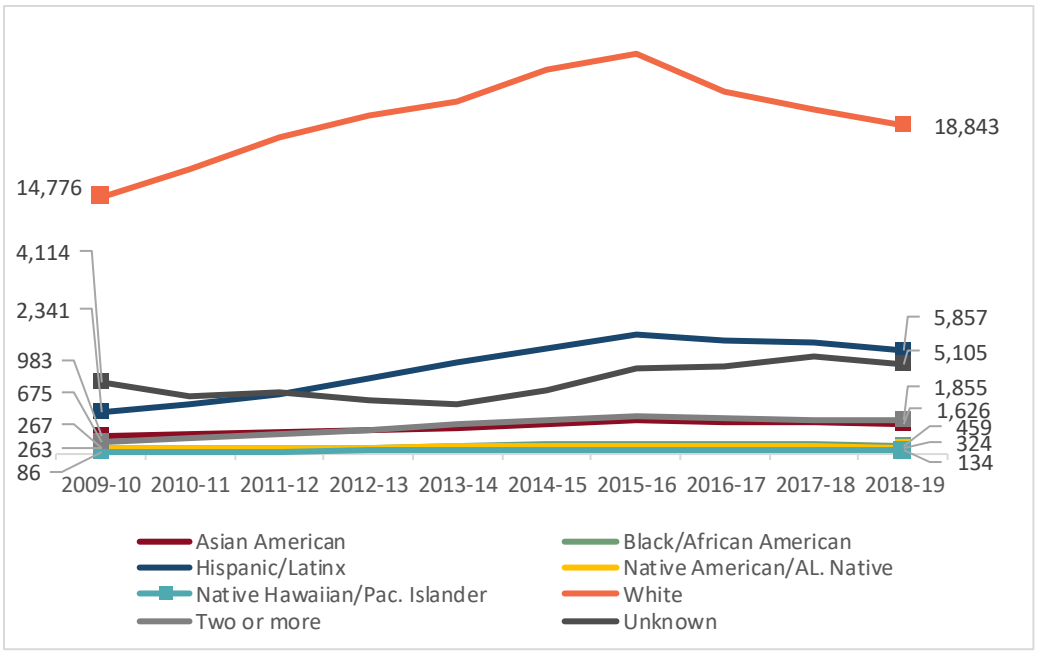
accelerated learning students at each public institution for the last decade. At public universities, the number of students enrolled in such programs has risen consistently. At the community colleges, the number of students in HS-based college credit programs rose sharply between 2009-10 and 2015-16 and then began to fall slightly beginning in 2016-17.



Source: HECC Office of Research and Data.

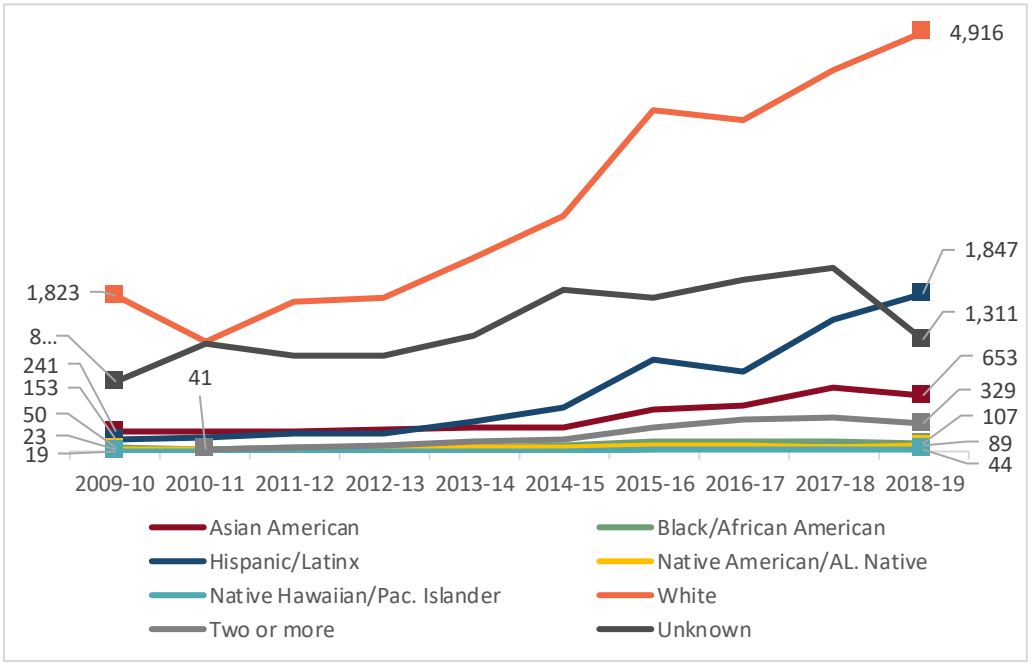
Figure 1. Number of high school students enrolled for college credit through HS-based partnerships at Oregon community colleges and public universities, 2009-10 through 2018-19.

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



Source: HECC Office of Research and Data.

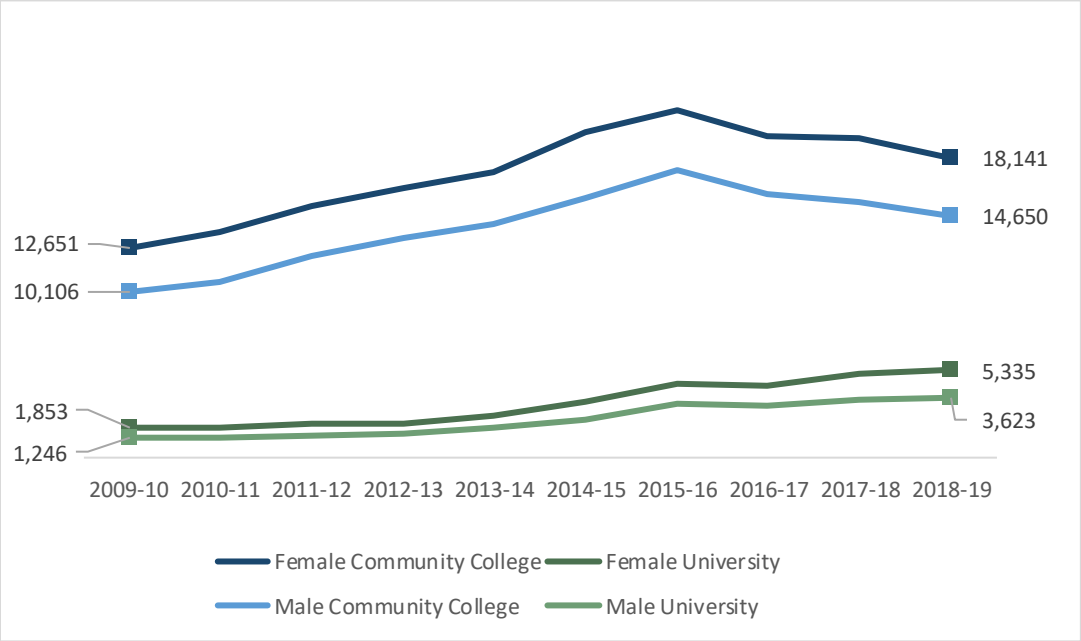
Figure 2. Number of high school students enrolled for college credit through HS-based partnerships at Oregon community colleges, by students' race/ethnicity, 2009-10 through 2018-19.



Source: HECC Office of Research and Data.

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

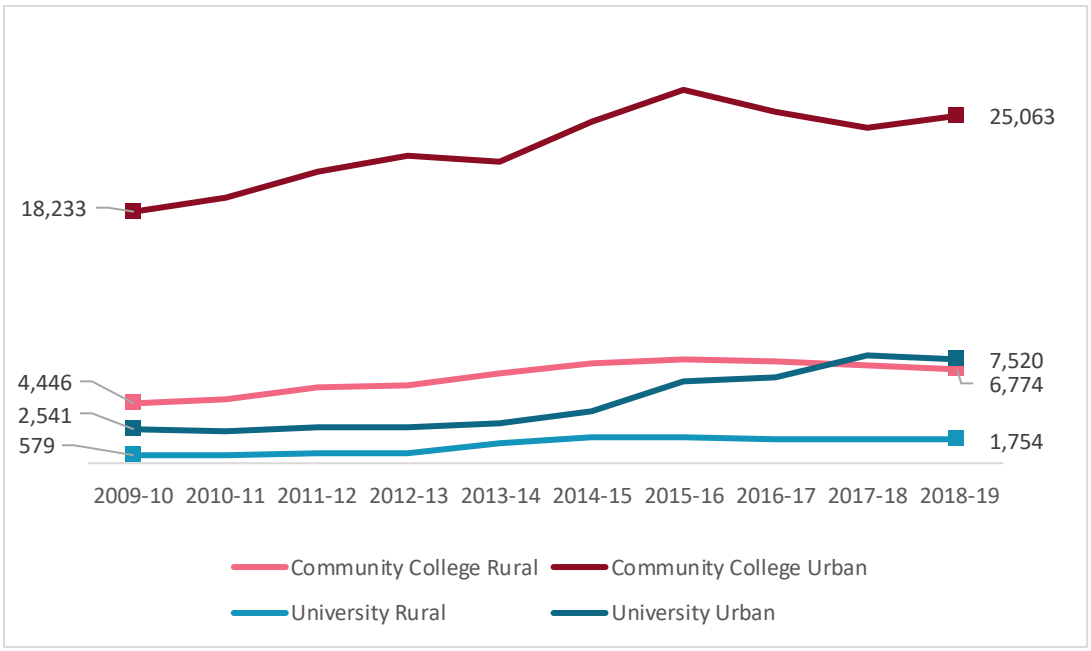
As with race/ethnicity, the overall rise in accelerated learning enrollment through community colleges and public universities was evident among both young women and men, as shown in Figure 4. (Appendix A shows this same information by specific college and university.) As noted previously, the greater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



Source: HECC Office of Research and Data.

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

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



Source: HECC Office of Research and Data.

Figure 5. Number of high school students enrolled for college credit through HS-based partnerships at community colleges and public universities, by geography, 2009-10 through 2018-19.

SUMMARY

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

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

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

IMPACT ON POSTSECONDARY OUTCOMES

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

POSTSECONDARY ENROLLMENT

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

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

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

Source: HECC Office of Research and Data.

ACCEPTANCE OF ACCELERATED LEARNING CREDITS AT PUBLIC UNIVERSITIES

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

programs their students participated in. Based on these constraints, this report distinguishes between four types of accelerated college credit transferred to the public universities: (a) HS-based college credit, (b) Advanced Placement (AP), (c) International Baccalaureate (IB), and (d) undifferentiated college credit.

Student Characteristics – Race/Ethnicity and Gender

In fall 2018, 4,894 new graduates from Oregon public high schools enrolled in the public universities with accelerated learning credits. The number of credits they presented and their racial/ethnic and gender distributions are shown in Table 5. Appendix B provides the same information for each university. All racial/ethnic and gender groups were represented among students who attempted to transfer credit, and the proportions of many groups are aligned with the overall distributions of students taking accelerated learning through community colleges and public universities. Two underrepresented exceptions are Hispanic/Latinx and Native American/Alaska Native students. Hispanic/Latinx students comprise about 18% of students earning credit through HS-based partnerships but 15% of the students presenting credits, and Native American/Alaska Native students are one percent of the students earning credit through HS-based partnerships but only one-half of a percent of those presenting credits. We note, however, the relatively large group of high school students not reporting a racial/ethnic identity while enrolled in HS-based partnerships, which makes direct comparisons difficult.

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

	Percent of students in 2017-18 HS-based partnerships	**Percent of students presenting credits**	**Range of credits presented**	**Average credits presented**	**Range of credits accepted**	**Average credits accepted**	**Percent of credits presented that were accepted**
Race/ethnicity, totals 100%							
Asian American	5.4%	10.4%	1 – 123	33.5	0 – 122	31.9	95.4%
Black/African American	1.3%	1.5%	3 – 81	26.6	3 – 81	25.6	96.0%
Hispanic/Latinx	18.2%	14.8%	1 – 124	26.0	1 – 124	25.2	96.9%
Native American/Alaska Native	1.0%	0.4%	2 – 102	33.1	2 – 97	30.7	92.8%
Native Hawaiian/Pacific Islander	0.5%	0.4%	4 – 88	28.7	4 – 88	28.4	99.0%
Multi-racial	5.0%	8.3%	3 – 124	30.1	3 – 109	28.5	94.5%
White	55.1%	62.3%	1 – 166	30.7	0 – 166	29.4	95.7%
Not reported	13.5%	2.0%	4 – 133	29.8	4 – 121	29.0	97.5%
Gender, totals 100%							
Female	54.1%	53%	1 – 166	29.9	0 – 166	28.8	96.5%
Male	39.8%	47%	1 – 144	30.7	1 – 144	29.1	94.8%
Not reported	3.8%	0.3%	4 – 37	18.8	4 – 37	18.8	100.0%
TOTAL	**100% (45,882)**	**100% (4,894)**	**1 – 166**	**30.2**	**1 – 166**	**28.9**	**95.8%**

Source: HECC Office of Research and Data.

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

Nearly all credits presented were accepted, 95.8% overall, and the acceptance rate was nearly 100% for all racial/ethnic and gender groups. The number of credits accepted, about 29 overall and from 25 to 32 across the groups, is about two terms worth of credits, suggesting a substantial impact on these students' undergraduate experience and success. That there is a difference of nearly seven credits across the groups also suggests that there continues to be a need for more equitable access to accelerated learning opportunities.

Accelerated Learning Credit Applied Toward General Education Requirements

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

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

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

Source: HECC Office of Research and Data.

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

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

All of these results—the amount of accelerated learning credit that students attempt to transfer, the acceptance of these credits, and the amount applied to general education requirements—vary across the receiving institutions. Across the public universities, the average number of accelerated learning credits presented by new, recent high school graduates ranges from 15.5 credits to 34.5 credits (Table 7). The average number of

credits that were accepted ranges from 15.5 credits to 31.7 credits, and the average number of credits applied to filling general education requirements ranges from 12.1 credits to 30 credits (see Appendix B for further detail). The percentage of accepted credits that were ultimately applied to general education requirements ranged from 52% to 100%.

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

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

Source: HECC Office of Research and Data.

Acceptance by Type of Accelerated Learning Program

The credits incoming students presented to the universities (shown above) include credits from many kinds of accelerated learning programs. Among these, HS-based college credit was the most prevalent, comprising 39% of all credits presented. AP credits made up an additional 21% of the credits presented, while IB credits comprised just five percent of those presented. A significant portion of the presented credit—35%—was unable to be tracked within a specific accelerated learning model because it is not distinguished as different on students' college transcripts. Because assessment-based learning, AP, and IB should all be distinguished as such on transcripts, undifferentiated college credit likely includes undifferentiated dual-credit, undifferentiated sponsored dual-credit, Expanded Options credit, and credit earned through online courses. These results are shown in Table 8, with additional detail by sending high school and by receiving university in Appendix C.

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

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

Source: HECC Office of Research and Data.

Accelerated learning credits were accepted by the universities in similar proportions as the presented credits. Among the accelerated credits accepted, 39% were high-school based college credit, 20% were AP credit and five percent were IB credit. Additionally, 36% were undifferentiated college credit (i.e., not known). The proportions of credits accepted as general education credits deviate only slightly from these distributions. Among the total credits accepted as general education credits, 32% are from high school-based college credit, 23% are from AP credit, six percent are from IB credit, and 39% are from undifferentiated college programs.

ACCELERATED COLLEGE CREDIT EARNED THROUGH COMMUNITY COLLEGES

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

Table 9 shows that on average, 2017-18 high school graduates who enrolled in community college in fall 2018 had earned 11.9 community college credits while in high school. This number ranged from 8.1 credits to 17.2 credits at different colleges and from earning 1 credit to earning 87 credits across the students. The same information is presented at the institution level in Appendix D.

Table 9. Accelerated learning credits earned at Oregon community colleges by recent high school graduates, among incoming college students, by race/ethnicity and gender, fall 2018.

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

Source: HECC Office of Research and Data.

Among those who earned credits, new high school graduates in most racial/ethnic groups bring about 11 community college credits with them into their college career (Table 9). However, equity gaps do remain. Incoming students in all racial/ethnic minority groups bring fewer than twelve credits, and Black/African American students bring fewer than eight credits, while incoming white students bring 12 credits, on average. By gender, the results are similar, with both women and men bringing about 12 credits as they begin community college after high school.

Among high school students who had earned accelerated learning credit through a partnership with a community college, 28% enrolled in an Oregon community college following high school graduation (Table 10). Among these students who continued at a community college after high school, about three-quarters (73.5%) enrolled in the college through which they earned accelerated learning credit, and just over a quarter enrolled in a different community college. This supports the idea that exposure to community colleges through accelerated learning programs may encourage students to attend that community college.

Table 10. Enrollment in Oregon community college after high school among students who earned community college credit during high school, fall 2018.

Student group	Number and percent
Number of accelerated learning students	21,105
Accelerated learning students who enrolled in community college after high school	5,881 27.9% of 21,105
Subset who enrolled in the same community college	4,323 73.5% of 5,881
Subset who enrolled in a different community college	1,558 26.5% of 5,881

Source: HECC Office of Research and Data.

TIME TO COMPLETION & THE COST OF POSTSECONDARY EDUCATION

In addition to expanding access to postsecondary education and enabling students to enter college or university with accumulated credits, accelerated learning programs can help students achieve timely completion of their degree. We examined the time to bachelor's degree completion for freshmen entering a public university by whether students entered with some accelerated learning credits.[2] We restrict this analysis to bachelor's degree completions because of the availability of university data on the number of credits students had when they entered the university; we lack similar data for community college students. We calculated the time to degree completion for the cohort of resident, first-time freshman who entered Oregon public universities in fall 2009. To calculate time to degree completion, we track students for nine years. This is longer than the typical four, five, or six years it takes most students to complete a bachelor's degree in order to account for the minority of students who take longer to complete their degree. We compared those freshmen who entered with 10 or more accelerated learning credits accepted to those who entered with fewer than 10 credits accepted. We chose 10 credits as the comparison point because it is the equivalent of less than one full term of college credits. A full term of college credits could enable students to graduate and enter a career job early.

We found the median time to earning a bachelor's degree for those with 10 or more accelerated learning credits accepted was 3.7 years, while the median time for those with fewer than 10 credits accepted was 4.2 years. Put another way, students who arrive on campus with more than just a few accelerated learning credits graduate half a year earlier than their counterparts with zero or just a few accelerated learning credits. These findings are shown below in Table 11. The findings hold for all racial/ethnic groups.[3]

[2] Among those who earned their bachelor's degree within nine years of their first enrollment as new, admitted freshmen to the university.
[3] We averaged results from three years' of data for Native American/Alaska Native students and for Native Hawaiian/Pacific Islander students because of small numbers of students in these groups.

Table 11. Median years to bachelor's degree for new, first-time freshmen at Oregon public universities who completed degrees, by accelerated learning credits, fall 2009 cohort.

Student group	Students entering with 0 to 9 credits accepted	Students entering with 10 or more credits accepted
Race/ethnicity, totals 100%		
Asian American	4.2	3.7
Black/African American	4.9	3.5
Hispanic/Latinx	4.7	3.9
Native American/Alaska Native*	4.4	4.0
Native Hawaiian/Pacific Islander*	4.4	4.0
Multi-racial	N/A	N/A
White	4.2	3.7
Not reported	4.5	3.7
Gender		
Female	3.9	3.7
Male	4.7	3.9
Not reported	5.7	4.0
TOTAL	**4.2**	**3.7**

Source: HECC Office of Research and Data.

Note: Data for Native American/Alaska Native and Native Hawaiian/Pacific Islander students average the 2007, 2008, and 2009 cohorts because of variations resulting from small numbers of students.

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

SUMMARY

In this chapter, we examined the impacts of accelerated learning on students' college and university enrollment after high school, the amount of credit they were able to transfer into college and university, the applicability of that credit to fulfill general education requirements, their time to completing a bachelor's degree, and some of the financial impacts of time to completion. We found that Oregon students who had earned college credits from a public university or community college while in high school were much more likely to continue their education after high school than students who had not earned credit through one of these HS-based partnerships. We also found that students who do continue their education bring substantial credit into public

universities and community colleges, and nearly all of this credit is accepted by the receiving institution. At the public universities, about three-quarters of accelerated learning credits that are accepted by the university are applied to students' general education requirements. Finally, we found that students entering public universities with at least ten credits earned while in high school completed their bachelor's degrees about half of a year faster than students who entered with fewer than ten credits.

All of these impacts contribute to inequitable outcomes for students. In many cases, they exacerbate inequities because they are the results of a system where access to accelerated learning opportunities is not equitable. In particular, students from historically underserved groups, especially Black/African American, Hispanic/Latinx, Native American/Alaska Native, and Native Hawaiian/Pacific Islander, bring fewer credits into their postsecondary careers, which puts them at a continued disadvantage for filling general education requirements and enjoying the lower costs of a shorter time to degree completion.

SUMMARY AND CONCLUSIONS

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

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

We found that accelerated learning programs and enrollment have increased over time, with 22 of the 24 public postsecondary institutions currently offering HS-based partnerships with high schools that enroll over 40,000 students in over 4,000 different class sections each year. Students from all backgrounds are participating in these and other kinds of accelerated learning, but many in historically underserved groups appear underrepresented. Students who are Black/African American, Hispanic/Latinx, Native American/Alaska Native, Native Hawaiian/Pacific Islander, from rural counties, or from low-income families appear less likely to be accessing accelerated learning, compared to white and urban students, and the gap appears to be widening in some cases. However, we note that high schools and colleges report students' race/ethnicity and income status differently, which limits our understanding of how equitable access is. Nonetheless, there is no strong evidence that accelerated learning has helped close racial/ethnic gaps in education. By gender, we find that girls are more likely to participate in accelerated learning than boys are, and this difference appears to be widening. This is consistent with gender differences in postsecondary enrollment and completion.

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

We also found that students who do continue their education bring substantial credit into public universities and community colleges, and nearly all of this credit is accepted by the receiving institution. At the public universities, about three-quarters of accelerated learning credits that are accepted by a university are applied to students' general education requirements. This includes credits from all forms of accelerated learning.

We also found that students entering public universities with at least ten credits earned in high school completed their bachelor's degrees sooner, by one-half year, than students who entered with fewer than ten credits. This has financial impacts both on educational costs and on the opportunity costs of lost wages.

In both access and impact, students from historically underserved groups, especially Black/African American, Hispanic/Latinx, Native American/Alaska Native, and Native Hawaiian/Pacific Islander, appear to enjoy the potential benefits of accelerated learning less than other students. They have lower participation in accelerated learning, subsequently bring fewer credits into their postsecondary careers, are then at a disadvantage for pre-filling general education requirements, and subsequently take longer to complete a bachelor's degree and enter their careers. These compounding effects occur in the context of other inequities in education.

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

Given the apparent benefits of accelerated learning for students' college-going rates, affordability, and time to completion, expanded opportunities to access these benefits seem warranted. These opportunities include investment both in programs and in processes of student engagement and support, as successful high school-to-college transitions require both a doorway to walk through and the means to walk through it. The results here indicate that programmatic investments include: (1) designing programs to be more available students underrepresented in higher education to close equity gaps and (2) further aligning accelerated learning opportunities with general education requirements to increase the amount of accelerated learning that fulfills degree requirements.

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

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

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

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
EOU	69	85	120	339	1,195	1,629	1,239	757	791	690
OIT	737	580	732	503	563	799	1,626	2,396	3,096	3,071
PSU	1,417	1,343	1,496	1,680	1,754	1,664	2,038	1,967	1,846	1,639
SOU	904	1,094	1,156	1,117	1,025	1,029	1,134	1,279	1,372	1,445
WOU						663	1,879	1,602	2,469	2,453
University total	**3,127**	**3,102**	**3,504**	**3,639**	**4,537**	**5,784**	**7,916**	**8,001**	**9,574**	**9,298**
BMCC		850	1,036	1,332	1,813	2,084	1,521	1,495	1,470	1,148
COCC		825	1,146	1,292	1,281	1,452	1,479	1,318	1,375	1,229
Chemeketa		2,877	2,651	3,614	3,864	4,054	4,337	3,904	3,935	3,414
Clackamas		2,413	3,595	3,250	3,293	3,907	4,230	4,355	4,362	4,149
Clatsop		321	573	559	455	363	596	720	710	657
CGCC		230	408	407	412	432	499	595	645	705
KCC		519	477	492	717	1,123	1,511	1,322	1,357	1,291
LCC		4,475	4,710	4,775	4,729	5,155	5,299	4,826	4,883	4,687
LBCC		2,384	2,488	2,757	2,997	3,088	3,890	3,111	2,999	2,520
MHCC		1,966	1,828	2,230	2,400	3,537	3,918	3,947	3,786	2,972
OCCC		30	148	183	138	166	145	132	189	211
PCC		3,973	4,379	4,879	5,633	6,997	7,643	6,988	6,690	6,364
RCC		2,518	2,958	2,974	2,914	2,592	3,152	2,249	2,065	2,300
SOCC		657	797	746	824	738	895	1,018	905	868
TBCC		135	214	217	220	205	185	314	298	317
TVCC		650	596	460	632	543	699	984	1,188	1,401
UCC		575	686	778	693	866	839	768	643	695
Community college total	**23,661**	**25,398**	**28,690**	**30,945**	**33,015**	**37,302**	**40,838**	**38,046**	**37,500**	**34,928**
Grand total	**26,788**	**28,500**	**32,194**	**34,584**	**37,552**	**43,086**	**48,754**	**46,047**	**47,074**	**44,226**

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

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

	2009-10		2010-11		2011-12		2012-13		2013-14	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
EOU	43	26	55	30	76	44	211	123	698	495
OIT	455	282	374	206	492	240	323	180	324	239
PSU	781	615	760	564	811	675	912	743	966	763
SOU	574	323	669	417	721	428	698	405	607	385
WOU										
University total	**1,853**	**1,246**	**1,858**	**1,217**	**2,100**	**1,387**	**2,144**	**1,451**	**2,595**	**1,882**
BMCC	540	369	496	351	597	435	774	555	1,094	719
COCC	538	360	485	336	645	491	714	566	676	575
Chemeketa	1,736	1,177	1,653	1,199	1,588	1,042	2,055	1,518	2,192	1,597
Clackamas	1,564	1,262	1,417	978	1,930	1,537	1,819	1,374	1,869	1,374
Clatsop			154	167	283	290	271	276	262	189
CGCC	158	97	151	79	243	164	243	162	256	156
KCC	393	244	316	203	292	185	288	204	411	306
LCC	2,212	1,931	2,151	1,774	2,239	1,909	2,330	1,976	2,210	1,993
LBCC			1,383	989	1,407	1,066	1,578	1,151	1,758	1,210
MHCC	1,035	594	1,237	715	1,147	668	1,339	875	1,452	947
OCCC	63	48	14	16	83	65	107	76	87	51
PCC	2,180	2,158	1,897	2,070	2,105	2,271	2,409	2,461	2,680	2,944
RCC	1,411	1,177	1,406	1,112	1,669	1,284	1,602	1,372	1,488	1,419
SOCC	287	234	375	274	394	363	411	318	484	326
TBCC	62	44	77	58	110	104	96	121	111	109
TVCC	217	22	337	307	344	249	271	186	348	279
UCC	340	251	345	230	420	266	444	333	389	303
Community collegetotal	**12,736**	**10,168**	**13,894**	**10,858**	**15,496**	**12,389**	**16,751**	**13,524**	**17,767**	**14,497**
Grandtotal	**14,589**	**11,414**	**15,752**	**12,075**	**17,596**	**13,776**	**18,895**	**14,975**	**20,362**	**16,379**

Note: In 2009-10, some community colleges had fewer than 10 students enrolled in accelerated learning programs. As a result, cell suppression rules would result in many other cells being suppressed to protect student confidentiality. Therefore, we show community college enrollment in accelerated learning beginning in 2010-11. Data current as of November 2019.

TableA.2.continued.

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
EOU	1,008	613	761	456	479	264	496	270	430	220
OIT	505	294	878	719	1,418	976	1,758	1,338	1,823	1,248
PSU	881	756	1,086	939	976	852	969	743	927	694
SOU	607	394	674	433	605	413	379	230	726	444
WOU	398	261	1,072	799	935	662	1,479	986	1,429	1,017
University total	**3,399**	**2,318**	**4,471**	**3,346**	**4,413**	**3,167**	**5,081**	**3,567**	**5,335**	**3,623**
BMCC	1,225	853	896	625	861	634	884	586	684	464
COCC	762	645	824	616	760	532	773	555	681	471
Chemeketa	2,285	1,663	2,319	1,883	2,105	1,639	2,123	1,609	1,852	1,409
Clackamas	2,213	1,622	2,305	1,884	2,320	1,990	2,395	1,942	2,266	1,842
Clatsop	183	180	311	285	310	410	328	382	278	379
CGCC	264	166	278	221	344	251	373	272	415	290
KCC	680	432	859	649	737	578	800	554	790	499
LCC	2,396	2,087	2,345	2,012	2,029	1,759	2,174	1,799	2,236	1,775
LBCC	1,783	1,261	2,241	1,566	1,821	1,185	1,742	1,132	1,415	987
MHCC	2,029	1,506	2,301	1,617	2,299	1,648	2,261	1,525	1,796	1,176
OCCC	98	68	92	53	79	53	109	80	125	86
PCC	3,570	3,401	3,735	3,866	3,505	3,434	3,292	3,309	3,164	3,054
RCC	1,392	1,198	1,726	1,424	1,227	1,010	1,213	833	1,303	977
SOCC	422	307	498	385	577	411	505	372	448	352
TBCC	115	90	103	81	182	132	174	124	174	142
TVCC	286	257	365	334	536	448	565	623	616	782
UCC	473	389	472	350	409	349	331	243	345	229
Community college total	**20,176**	**16,125**	**21,670**	**17,851**	**20,101**	**16,463**	**20,042**	**15,940**	**18,588**	**14,914**
Grand total	**23,575**	**18,443**	**26,141**	**21,197**	**24,514**	**19,630**	**25,123**	**19,507**	**23,923**	**18,537**

Note: In 2009-10, some community colleges had fewer than 10 students enrolled in accelerated learning programs. As a result, cell suppression rules would result in many other cells being suppressed to protect student confidentiality. Therefore, we show community college enrollment in accelerated learning beginning in 2010-11. Data current as of November 2019.

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

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

Note: In 2009-10, some community colleges had fewer than 10 students enrolled in accelerated learning programs. As a result, cell suppression rules would result in many other cells being suppressed to protect student confidentiality. Therefore, we show community college enrollment in accelerated learning beginning in 2010-11. Data current as of September 2019.

TableA.3.continued.

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

Note: In 2009-10, some community colleges had fewer than 10 students enrolled in accelerated learning programs. As a result, cell suppression rules would result in many other cells being suppressed to protect student confidentiality. Therefore, we show community college enrollment in accelerated learning beginning in 2010-11. Data current as of September 2019.

TableA.3.continued.

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

Note: In 2009-10, some community colleges had fewer than 10 students enrolled in accelerated learning programs. As a result, cell suppression rules would result in many other cells being suppressed to protect student confidentiality. Therefore, we show community college enrollment in accelerated learning beginning in 2010-11. Data current as of September 2019.

TableA.3.continued.

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

Note: In 2009-10, some community colleges had fewer than 10 students enrolled in accelerated learning programs. As a result, cell suppression rules would result in many other cells being suppressed to protect student confidentiality. Therefore, we show community college enrollment in accelerated learning beginning in 2010-11. Data current as of September 2019.

TableA.3.continued.

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

Note: In 2009-10, some community colleges had fewer than 10 students enrolled in accelerated learning programs. As a result, cell suppression rules would result in many other cells being suppressed to protect student confidentiality. Therefore, we show community college enrollment in accelerated learning beginning in 2010-11. Data current as of September 2019.

TableA.3.continued.

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

Note: In 2009-10, some community colleges had fewer than 10 students enrolled in accelerated learning programs. As a result, cell suppression rules would result in many other cells being suppressed to protect student confidentiality. Therefore, we show community college enrollment in accelerated learning beginning in 2010-11. Data current as of September 2019.

TableA.3.continued.

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

Note: In 2009-10, some community colleges had fewer than 10 students enrolled in accelerated learning programs. As a result, cell suppression rules would result in many other cells being suppressed to protect student confidentiality. Therefore, we show community college enrollment in accelerated learning beginning in 2010-11. Data current as of September 2019.

TableA.3.continued.

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

Note: In 2009-10, some community colleges had fewer than 10 students enrolled in accelerated learning programs. As a result, cell suppression rules would result in many other cells being suppressed to protect student confidentiality. Therefore, we show community college enrollment in accelerated learning beginning in 2010-11. Data current as of September 2019.

TableA.3.continued.

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

Note: In 2009-10, some community colleges had fewer than 10 students enrolled in accelerated learning programs. As a result, cell suppression rules would result in many other cells being suppressed to protect student confidentiality. Therefore, we show community college enrollment in accelerated learning beginning in 2010-11. Data current as of September 2019.

TableA.3.continued.

	2018-19							
	Asian American	Black/ African American	Hispanic/ Latinx	Native American/ Alaska Native	Native Hawaiian/ Pacific Islander	White	Two or more	Unknown
EOU	31	*	144	14	*	459	*	21
OIT	286	35	394	17	16	1,817	185	319
PSU	168	33	178	17	11	586	78	568
SOU	33	15	187	23	*	1,021	*	147
WOU	135	*	944	18	*	1,033	48	256
University total	**653**	**107**	**1,847**	**89**	**44**	**4,916**	**329**	**1,311**
BMCC	10	*	415	19	*	640	36	18
COCC	25	*	229	12	*	703	33	222
Chemeketa	64	32	1,021	25	13	1,771	153	334
Clackamas	223	41	585	35	18	2,780	259	208
Clatsop	*	*	52	*	*	188	19	374
CGCC	13	*	210	*	*	418	36	16
KCC	19	*	240	25	*	899	79	15
LCC	113	39	576	62	11	2,336	275	1,275
LBCC	75	21	189	*	*	1,442	113	656
MHCC	457	89	598	21	22	1,331	169	285
OCCC	*	*	42	11	*	131	18	*
PCC	576	175	841	35	25	3,360	490	861
RCC	40	21	447	31	10	1,549	135	67
SOCC	*	*	80	*	*	402	21	340
TBCC	*	*	65	*	*	215	*	*
TVCC	12	*	334	14	*	875	54	103
UCC	10	*	65	*	*	290	*	318
Community college total	**1637**	**418**	**5989**	**290**	**99**	**19330**	**1890**	**5092**
Grand Total	**2290**	**525**	**7836**	**379**	**143**	**24246**	**2219**	**6403**

Note: In 2009-10, some community colleges had fewer than 10 students enrolled in accelerated learning programs. As a result, cell suppression rules would result in many other cells being suppressed to protect student confidentiality. Therefore, we show community college enrollment in accelerated learning beginning in 2010-11. Data current as of November 2019.

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

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

Eastern Oregon University	**Number of students**	**Number of credits presented**			**Number of credits accepted**			**Percent of credits presented that were accepted**	**Number of credits applied to general education**			**Percent of credits accepted applied to general educ.**
		Min.	Max.	Average	Min.	Max.	Average		Min.	Max.	Average	
Race/ethnicity												
Asian American	*	*	*	*	*	*	*	*	*	*	*	*
Black/African American	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latinx	18	3.0	34.0	20.6	3.0	34.0	20.6	100.0%	0.0	31.0	13.4	65.2%
Multi-racial	*	*	*	*	*	*	*	*	*	*	*	*
Native American/ Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
Unknown	*	*	*	*	*	*	*	*	*	*	*	*
White	74	1.0	103.0	22.2	1.0	103.0	22.2	100.0%	0.0	72.0	12.9	58.2%
Gender												
Female	73	1.0	103.0	23.0	1.0	103.0	23.0	100.0%	0.0	72.0	13.8	60.0%
Male	*	*	*	*	*	*	*	*	*	*	*	*
Not Reported	*	*	*	*	*	*	*	*	*	*	*	*
Total	**102**	**1.0**	**103.0**	**21.8**	**1.0**	**103.0**	**21.8**	**100.0%**	**0.0**	**72.0**	**12.9**	**59.0%**

Table B.1. continued.

Oregon Institute of Technology (based on sample)	Number of students	Number of credits presented			Number of credits accepted			Percent of credits presented that were accepted	Number of credits applied to general education			Percent of credits accepted applied to general educ.
		Min.	Max.	Average	Min.	Max.	Average		Min.	Max.	Average	
Race/ethnicity												
Asian American	*	*	*	*	*	*	*	*	*	*	*	*
Black/African American	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latinx	19	1.0	96.0	32.4	1.0	92.0	31.1	95.9%	1.0	79.0	25.3	81.5%
Multi-racial	17	4.0	90.0	25.5	4.0	90.0	25.5	100.0%	4.0	88.0	23.5	92.2%
Native American/ Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
Unknown	*	*	*	*	*	*	*	*	*	*	*	*
White	154	3.0	133.0	31.4	3.0	133.0	31.2	99.3%	3.0	120.0	27.3	87.3%
Gender												
Female	88	3.0	108.0	29.4	3.0	108.0	29.2	99.3%	3.0	88.0	25.8	88.3%
Male	117	1.0	133.0	31.2	1.0	133.0	30.7	98.5%	1.0	120.0	26.4	86.0%
Not Reported	*	*	*	*	*	*	*	*	*	*	*	*
Total	**205**	**1.0**	**133.0**	**30.4**	**1.0**	**133.0**	**30.1**	**98.8%**	**1.0**	**120.0**	**26.1**	**87.0%**

Table B.1. continued.

Oregon State University	Number of students	Number of credits presented			Number of credits accepted			Percent of credits presented that were accepted	Number of credits applied to general education			Percent of credits accepted applied to general educ.
		Min.	Max.	Average	Min.	Max.	Average		Min.	Max.	Average	
Race/ethnicity												
Asian American	219	3.0	123.0	37.1	3.0	115.0	33.9	91.3%	0.0	63.0	20.1	59.4%
Black/African American	15	4.0	81.0	26.3	4.0	81.0	24.2	91.9%	0.0	48.0	16.7	69.1%
Hispanic/Latinx	187	3.0	106.0	30.4	3.0	87.0	28.0	92.2%	0.0	60.0	15.6	55.6%
Multi-racial	153	3.0	124.0	37.3	3.0	108.0	33.7	90.5%	0.0	68.0	20.3	60.2%
Native American/ Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
Unknown	*	*	*	*	*	*	*	*	*	*	*	*
White	1325	3.0	139.0	34.2	3.0	127.0	31.6	92.5%	0.0	87.0	19.3	61.1%
Gender												
Female	918	3.0	133.0	34.6	3.0	121.0	32.1	92.8%	0.0	79.0	19.2	59.9%
Male	998	3.0	139.0	34.3	3.0	127.0	31.4	91.5%	0.0	87.0	19.1	60.8%
Not Reported	*	*	*	*	*	*	*	*	*	*	*	*
Total	**1,916**	**3.0**	**139.0**	**34.5**	**3.0**	**127.0**	**31.7**	**92.1%**	**0.0**	**87.0**	**19.2**	**60.4%**

Table B.1. continued.

Portland State University	Number of students	Number of credits presented			Number of credits accepted			Percent of credits presented that were accepted	Number of credits applied to general education			Percent of credits accepted applied to general educ.
		Min.	Max.	Average	Min.	Max.	Average		Min.	Max.	Average	
Race/ethnicity												
Asian American	127	1.0	102.0	27.7	1.0	102.0	27.7	100.0%	1.0	102.0	27.7	100.0%
Black/African American	23	3.0	81.0	33.7	3.0	81.0	33.7	100.0%	3.0	81.0	33.7	100.0%
Hispanic/Latinx	184	1.0	73.0	23.5	1.0	73.0	23.5	100.0%	1.0	73.0	23.5	100.0%
Multi-racial	47	4.0	109.0	27.8	4.0	109.0	27.8	100.0%	4.0	109.0	27.8	100.0%
Native American/ Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
Unknown	35	4.0	95.0	28.7	4.0	95.0	28.7	100.0%	4.0	95.0	28.7	100.0%
White	309	3.0	166.0	34.9	3.0	166.0	34.9	100.0%	3.0	166.0	34.9	100.0%
Gender												
Female	477	1.0	166.0	30.1	1.0	166.0	30.1	100.0%	1.0	166.0	30.1	100.0%
Male	*	*	*	*	*	*	*	*	*	*	*	*
Not Reported	*	*	*	*	*	*	*	*	*	*	*	*
Total	**732**	**1.0**	**166.0**	**30.0**	**1.0**	**166.0**	**30.0**	**100.0%**	**1.0**	**166.0**	**30.0**	**100.0%**

Table B.1. continued.

Southern Oregon University	Number of students	Number of credits presented			Number of credits accepted			Percent of credits presented that were accepted	Number of credits applied to general education			Percent of credits accepted applied to general educ.
		Min.	Max.	Average	Min.	Max.	Average		Min.	Max.	Average	
Race/ethnicity												
Asian American	*	*	*	*	*	*	*	*	*	*	*	*
Black/African American	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latinx	15	4.0	40.0	13.0	4.0	40.0	13.0	100.0%	4.0	35.0	10.9	83.6%
Multi-racial	16	4.0	32.0	14.3	4.0	32.0	14.3	100.0%	0.0	28.0	12.3	86.0%
Native American/ Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
Unknown	*	*	*	*	*	*	*	*	*	*	*	*
White	116	3.0	88.0	15.7	3.0	88.0	15.7	100.0%	0.0	80.0	13.9	89.0%
Gender												
Female	98	3.0	88.0	16.1	3.0	88.0	16.1	100.0%	0.0	80.0	14.0	87.1%
Male	*	*	*	*	*	*	*	*	*	*	*	*
Not Reported	*	*	*	*	*	*	*	*	*	*	*	*
Total	**157**	**3.0**	**88.0**	**15.5**	**3.0**	**88.0**	**15.5**	**100.0%**	**0.0**	**80.0**	**13.5**	**87.5%**

Table B.1. continued.

University of Oregon	Number of students	Number of credits presented			Number of credits accepted			Percent of credits presented that were accepted	Number of credits applied to general education			Percent of credits accepted applied to general educ.
		Min.	Max.	Average	Min.	Max.	Average		Min.	Max.	Average	
Race/ethnicity												
Asian American	143	4.0	122.0	33.8	0.0	122.0	33.3	98.6%	0.0	121.0	27.2	81.7%
Black/African American	31	4.0	53.0	24.2	4.0	53.0	23.0	94.8%	0.0	35.0	16.7	72.6%
Hispanic/Latinx	215	3.0	124.0	26.3	3.0	124.0	25.9	98.3%	0.0	105.0	19.1	73.7%
Multi-racial	154	4.0	90.0	26.6	3.0	90.0	25.8	96.7%	0.0	72.0	20.2	78.6%
Native American/ Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
Unknown	40	4.0	83.0	27.8	4.0	79.0	26.7	96.0%	0.0	68.0	20.0	74.9%
White	895	1.0	123.0	28.3	0.0	123.0	27.7	97.9%	0.0	115.0	21.2	76.7%
Gender												
Female	912	1.0	123.0	28.4	0.0	123.0	27.8	97.9%	0.0	115.0	21.3	76.8%
Male	577	2.0	124.0	28.0	0.0	124.0	27.3	97.7%	0.0	121.0	21.1	77.2%
Not Reported	*	*	*	*	*	*	*	*	*	*	*	*
Total	**1,489**	**1.0**	**124.0**	**28.2**	**0.0**	**124.0**	**27.6**	**97.8%**	**0.0**	**121.0**	**21.2**	**77.0%**

Table B.1. continued.

Western Oregon University	Number of students	Number of credits presented			Number of credits accepted			Percent of credits presented that were accepted	Number of credits applied to general education			Percent of credits accepted applied to general educ.
		Min.	Max.	Average	Min.	Max.	Average		Min.	Max.	Average	
Race/ethnicity												
Asian American	*	*	*	*	*	*	*	*	*	*	*	*
Black/African American	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic/Latinx	84	3.0	90.0	23.2	3.0	86.0	23.1	99.4%	0.0	45.0	12.0	52.0%
Multi-racial	13	4.0	91.0	25.7	4.0	91.0	25.7	100.0%	0.0	74.0	14.8	57.8%
Native American/ Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
Unknown	*	*	*	*	*	*	*	*	*	*	*	*
White	176	3.0	92.0	22.5	3.0	92.0	22.5	99.8%	0.0	59.0	11.5	51.3%
Gender												
Female	207	3.0	92.0	24.1	3.0	92.0	24.0	99.6%	0.0	59.0	12.2	51.1%
Male	*	*	*	*	*	*	*	*	*	*	*	*
Not Reported	*	*	*	*	*	*	*	*	*	*	*	*
Total	**293**	**3.0**	**92.0**	**23.4**	**3.0**	**92.0**	**23.3**	**99.7%**	**0.0**	**74.0**	**12.1**	**52.0%**

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

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

High school	College entrance exam code	STATE	Number of students	Sum of total credits presented	Sum of total credits accepted	Sum of total credits applied to general educ.
Academy for Character Education	380224	Oregon	*	*	*	*
Academy of Arts and Academics	381114	Oregon	*	*	*	*
Academy of International Studies at Woodburn	381287	Oregon	*	*	*	*
Adrian C Wilcox High School	053276	California	*	*	*	*
Alliance Charter Academy	380779	Oregon	*	*	*	*
Alliance High School at Benson	380922	Oregon	*	*	*	*
Aloha High School	380073	Oregon	56	1868	1799	1382
Alsea Charter School	380010	Oregon	*	*	*	*
Amity High School	380015	Oregon	*	*	*	*
Aptos High School	050119	California	*	*	*	*
Armijo High School	050910	California	*	*	*	*
Arts and Communication Magnet Academy	380081	Oregon	*	*	*	*
Ashland High School	380025	Oregon	43	1040	1009.5	821
Astoria Senior High School	380028	Oregon	16	486	481	366
Baker Early College	380061	Oregon	19	1492	1400	1118
Baker High School	380053	Oregon	12	417	396	316
Bandon Senior High School	380065	Oregon	*	*	*	*
Banks High School	380070	Oregon	*	*	*	*
Beaverton High School	380075	Oregon	89	2282	2213	1607
Bend Senior High School	380085	Oregon	23	411	399	253
Benson Polytechnic High School	380840	Oregon	25	355	305	244
Blanchet Catholic School	381016	Oregon	10	106	106	76
Boise High School	130042	Idaho	*	*	*	*
Bonanza High School	380105	Oregon	*	*	*	*
Brighton Academy	380427	Oregon	*	*	*	*
Brookings-Harbor High School	380110	Oregon	*	*	*	*
Burns High School	380120	Oregon	*	*	*	*
Camas Senior High School	480140	Washington	*	*	*	*
Camas Valley School	380130	Oregon	*	*	*	*
Canadian Academy	680160	Inter-national	*	*	*	*
Canby High School	380135	Oregon	27	1028	989	618
Casa Grande High School	052448	California	*	*	*	*

Cascade Christian High School	380647	Oregon	11	216	200	171
Cascade Senior High School	381180	Oregon	11	267	252	150
Catalina Foothills High School	030476	Arizona	*	*	*	*
Centennial High School	380848	Oregon	46	1726	1705	1439
Center School	481060	Washington	*	*	*	*
Central Catholic High School	380850	Oregon	53	1358	1202	886
Central Christian High School	380966	Oregon	*	*	*	*
Central High School	380505	Oregon	32	826	789	371
Central Linn High School	380440	Oregon	*	*	*	*
Century High School	380482	Oregon	38	675	629	463
Cherry Creek High School	060515	Colorado	*	*	*	*
Chiloquin High School	380165	Oregon	*	*	*	*
Churchill High School	380323	Oregon	44	1284	1265	911
Clackamas Academy of Industrial Sciences	380789	Oregon	*	*	*	*
Clackamas High School	380673	Oregon	101	2575	2510	1698
Clackamas Middle College	380786	Oregon	18	1604	1596	1338
Clackamas Web Academy	380780	Oregon	*	*	*	*
Clatskanie Middle/High School	380170	Oregon	*	*	*	*
Cleveland High School	380855	Oregon	33	853.5	819.5	643
Colony High School	052384	California	*	*	*	*
Colton High School	380185	Oregon	*	*	*	*
Coquille Junior Senior High	380200	Oregon	*	*	*	*
Corbett High School	380205	Oregon	18	754	702	521
Coronado High School	050680	California	*	*	*	*
Corvallis High School	380210	Oregon	62	2541	2451	1774
Cottage Grove High School	380215	Oregon	28	1169	1120	753
Country Christian School	380687	Oregon	*	*	*	*
Cove Charter School	380220	Oregon	*	*	*	*
Crane Union High School	380225	Oregon	*	*	*	*
Crater Academy of Health and Public Services	380154	Oregon	*	*	*	*
Crater Renaissance Academy	380152	Oregon	*	*	*	*
Crater School of Business Innovation and Science	380153	Oregon	*	*	*	*
Crescent Valley High School	380211	Oregon	48	2044	1905	1484
Creswell High School	380228	Oregon	10	461	443	253
Crook County High School	380955	Oregon	*	*	*	*
Crow Middle/High School	380325	Oregon	*	*	*	*
Culver High School	380240	Oregon	*	*	*	*
Dallas High School	380245	Oregon	11	246	242	128
Dalles Wahtonka High School	381155	Oregon	21	374	361	272
Damien High School	052502	California	*	*	*	*

David Douglas High School	380865	Oregon	103	4888	4754	3781
Days Creek Charter School	380250	Oregon	*	*	*	*
Dayton High School	380255	Oregon	*	*	*	*
De La Salle North Catholic High School	380859	Oregon	10	121	121	107
Del Oro High School	051507	California	*	*	*	*
Desert Oasis High School	480861	Washington	*	*	*	*
D'Evelyn Jr-Sr High	060671	Colorado	*	*	*	*
Douglas High School	380270	Oregon	*	*	*	*
Dufur School	380280	Oregon	*	*	*	*
Eagle Point High School	380285	Oregon	12	197	170	121
Early College High School	381042	Oregon	*	*	*	*
East Linn Christian Academy	380587	Oregon	*	*	*	*
Eddyville Charter School	380295	Oregon	*	*	*	*
Edward C Reed High School	290141	Nevada	*	*	*	*
Elkton Charter School	380305	Oregon	*	*	*	*
Elmira High School	380310	Oregon	*	*	*	*
Enterprise High School	380315	Oregon	*	*	*	*
Estacada High School	380320	Oregon	11	236	226	140
Estacada Web Academy	380171	Oregon	*	*	*	*
Eureka Senior High School	050900	California	*	*	*	*
Falls City High School	380350	Oregon	*	*	*	*
Floyd B Buchanan High School	050618	California	*	*	*	*
Foothill High School	053086	California	*	*	*	*
Forest Grove High School	380370	Oregon	24	722.5	630	447.5
Fossil Charter School	380380	Oregon	*	*	*	*
Franklin High School	380870	Oregon	56	1313.5	1262.5	1019
Garfield High School	481115	Washington	*	*	*	*
Gaston Jr/Sr High School	380383	Oregon	11	184.5	180.5	130
George Washington High School	052950	California	*	*	*	*
Georgiana Bruce Kirby Prep Sch	053290	California	*	*	*	*
Gladstone High School	380408	Oregon	16	773	750	490
Glenbard West High School	142075	Illinois	*	*	*	*
Glencoe High School	380474	Oregon	29	706	676	475
Glide High School	380415	Oregon	*	*	*	*
Gold Beach High School	380420	Oregon	*	*	*	*
Granite Bay High School	051106	California	*	*	*	*
Granite Hills High School	050134	California	*	*	*	*
Grant High School	380880	Oregon	84	1811	1751	1477
Grant Union Junior/Senior High School	380535	Oregon	*	*	*	*
Grants Pass High School	380425	Oregon	30	1162	1138	858
Gresham High School	380430	Oregon	29	671	671	527

Gresham-Barlow Web Academy Public Charter School	380437	Oregon	10	868	860	749
Half Moon Bay High School	051120	California	*	*	*	*
Harrisburg High School	380450	Oregon	*	*	*	*
Health and Science School	380104	Oregon	15	494	492.5	357
Henley High School	380555	Oregon	19	693	654	413
Heppner Junior/Senior High School	380460	Oregon	*	*	*	*
Heritage High School	481492	Washington	*	*	*	*
Hermiston High School	380470	Oregon	26	812	774	451
Hidden Valley High School	380723	Oregon	15	477	425	301
Highland School	472311	Virginia	*	*	*	*
Hillsboro High School	380475	Oregon	38	700	692	594
Hillsboro Online Academy	380487	Oregon	*	*	*	*
Holy Family Catholic High School	242548	Minnesota	*	*	*	*
Home-Schooled in Oregon	99999A	Oregon	*	*	*	*
Hood River Valley High School	380480	Oregon	48	912.5	858.5	599.5
Horizon Christian High School	381181	Oregon	*	*	*	*
Hosanna Christian School	380557	Oregon	*	*	*	*
Illinois Valley High School	380150	Oregon	*	*	*	*
Imbler Charter School	380500	Oregon	*	*	*	*
International School of Beaverton	380049	Oregon	32	919	883	683
Ione High School	380510	Oregon	*	*	*	*
Irrigon Junior Senior High School	380520	Oregon	*	*	*	*
James Campbell High School	120003	Hawaii	*	*	*	*
Jefferson High School	380525	Oregon	20	788	700	468.5
Jesuit High School	380897	Oregon	48	846	745	519
John F Kennedy High School	380713	Oregon	*	*	*	*
Joseph Charter School	380545	Oregon	*	*	*	*
Junction City High School	380550	Oregon	24	307	297	112
Kailua High School	120185	Hawaii	*	*	*	*
Kaiser High School	050942	California	*	*	*	*
Kamehameha School - Hawaii	120169	Hawaii	*	*	*	*
Kamehameha School - Kapalama	120055	Hawaii	*	*	*	*
Kapaa High School	120160	Hawaii	*	*	*	*
King Kekaulike High School	120218	Hawaii	*	*	*	*
Kings Valley Charter School	380822	Oregon	*	*	*	*
Klamath Union High School	380560	Oregon	14	595	579	432
Knappa High School	380030	Oregon	*	*	*	*
La Grande High School	380570	Oregon	28	591	580	303
La Salle Catholic College Preparatory	380678	Oregon	16	629	581	360
Lake Oswego Senior High School	380795	Oregon	57	1280	1188	799
Lakeridge High School	380573	Oregon	46	1451	1325	955

Lakeview Senior High School	380575	Oregon	*	*	*	*
Lapine Senior High School	380584	Oregon	*	*	*	*
Lebanon High School	380590	Oregon	25	877	846	562
Leigh High School	053092	California	*	*	*	*
Liberty Charter	130435	Idaho	*	*	*	*
Liberty High School	380489	Oregon	52	1271	1217	1046
Life Christian School	380011	Oregon	*	*	*	*
Lincoln High School	380900	Oregon	55	1007	999	734
Logan High School	450170	Utah	*	*	*	*
Logos Public Charter School	380653	Oregon	*	*	*	*
Los Gatos High School	051855	California	*	*	*	*
Lost River High School	380660	Oregon	*	*	*	*
Lowell Junior/Senior High School	380615	Oregon	*	*	*	*
Madison High School	380902	Oregon	43	1246	1246	1115
Madras High School	380620	Oregon	10	222	215	151
Marist High School	380335	Oregon	33	974	917	732
Marshall High School	380093	Oregon	*	*	*	*
Marshfield Senior High School	380195	Oregon	11	430	404	286
Mazama High School	380562	Oregon	17	735	719	604
Mckay High School	381026	Oregon	30	502	487	282
Mcloughlin High School	380670	Oregon	*	*	*	*
Mcminnville High School	380645	Oregon	47	1803.5	1738.5	990
Mcnary High School	381024	Oregon	40	1164	1145	720
Menlo Atherton High School	050170	California	*	*	*	*
Milwaukie Academy of Arts	380022	Oregon	*	*	*	*
Milwaukie High School	380680	Oregon	14	390	378	285
Mohawk High School	380635	Oregon	*	*	*	*
Molalla High School	380690	Oregon	14	657	648	417
Monroe High School	380695	Oregon	*	*	*	*
Moorpark High School	052055	California	*	*	*	*
Mountain View Senior High School	380086	Oregon	21	608	570	438
Murrieta Mesa High School	054357	California	*	*	*	*
Myrtle Point High School	380730	Oregon	*	*	*	*
Natomas Charter School	052803	California	*	*	*	*
Neah-Kah-Nie High School	380990	Oregon	12	340	308	160
Nestucca High School	380175	Oregon	*	*	*	*
Nevada Union High School	051095	California	*	*	*	*
New Covenant Christian Academy	380782	Oregon	*	*	*	*
New Hope Christian School	380428	Oregon	*	*	*	*
Newberg Senior High School	380740	Oregon	19	255	239	190
Newport High School	380745	Oregon	15	367	367	316

North Allegheny Senior High School	393745	Penn-sylvania	*	*	*	*
North Bend Senior High School	380750	Oregon	*	*	*	*
North Clackamas Christian School	380783	Oregon	*	*	*	*
North Douglas High School	380275	Oregon	*	*	*	*
North Eugene High School	380328	Oregon	17	521	479	226
North Marion High School	380050	Oregon	17	769	739	488
North Medford High School	380650	Oregon	58	2083	2045	1618
North Salem High School	381025	Oregon	*	*	*	*
North Valley High School	380657	Oregon	*	*	*	*
Notre Dame High School	050275	California	*	*	*	*
Nyssa High School	380760	Oregon	*	*	*	*
Oak Hill School	380338	Oregon	*	*	*	*
Oakland High School	380765	Oregon	*	*	*	*
Oakridge High School	380770	Oregon	*	*	*	*
Oakton High School	472279	Virginia	*	*	*	*
Ontario High School	380775	Oregon	24	686	677	550
Oregon City Senior High School	380785	Oregon	60	2660	2463	1775
Oregon Coast Technology School	99999C	Oregon	14	800	768	542
Oregon Connections Academy	381069	Oregon	*	*	*	*
Oregon Episcopal School	380915	Oregon	*	*	*	*
Oregon Virtual Academy	380753	Oregon	*	*	*	*
Other Oregon High School	99999B	Oregon	16	640.5	640.5	390
Pacific High School	380577	Oregon	*	*	*	*
Paisley School	380800	Oregon	*	*	*	*
Parker High School	420980	So. Dakota	*	*	*	*
Parkrose High School	380905	Oregon	40	1467	1448	1359
Pendleton High School	380803	Oregon	18	840	820	548
Petaluma High School	052460	California	*	*	*	*
Philomath High School	380820	Oregon	17	416	376	253
Phoenix High School	380825	Oregon	15	605	591	464
Pilot Rock High School	380830	Oregon	*	*	*	*
Pine Eagle Charter School	380435	Oregon	*	*	*	*
Pleasant Hill High School	380230	Oregon	*	*	*	*
Ponderosa High School	053373	California	*	*	*	*
Port Angeles High School	480900	Washington	*	*	*	*
Portland Christian High School	380906	Oregon	*	*	*	*
Portland Community College - High School Diploma	99999D	Oregon	*	*	*	*
Post Falls High School	130505	Idaho	*	*	*	*
Powers High School	380945	Oregon	*	*	*	*
Prairie City School	380950	Oregon	*	*	*	*

Prospect Charter School	380960	Oregon	*	*	*	*
Putnam High School	380681	Oregon	20	504	501	338
Rainier Jr/Sr High School	380965	Oregon	*	*	*	*
Raisbeck Aviation High School	481071	Washington	*	*	*	*
Redmond High School	380970	Oregon	15	306	299	226
Redmond Proficiency Academy	380973	Oregon	*	*	*	*
Redondo Union High School	052600	California	*	*	*	*
Reedsport Community Charter School	380975	Oregon	*	*	*	*
Regis High School	381125	Oregon	*	*	*	*
Reno High School	290145	Nevada	*	*	*	*
Reynolds High School	381178	Oregon	54	1628	1550	1314
Ridgeview High School	380972	Oregon	17	708	664	521
Riverdale High School	380917	Oregon	*	*	*	*
Riverside High School	380208	Oregon	*	*	*	*
Riverside Junior/Senior High School	380100	Oregon	*	*	*	*
Roaring Fork High School	060210	Colorado	*	*	*	*
Rocky Mountain High School	130399	Idaho	*	*	*	*
Rogue River Junior/Senior High	380995	Oregon	*	*	*	*
Roosevelt High School	380910	Oregon	32	858.5	843.5	842.5
Roseburg High School	381000	Oregon	21	761.5	738	504
Saint Helena High School	052740	California	*	*	*	*
Saint Mary's Academy	380920	Oregon	27	368	368	305
Saint Mary's School	380655	Oregon	11	364	364	300
Salem Academy	381031	Oregon	*	*	*	*
Sam Barlow High School	380432	Oregon	46	2275	2123	1574
San Marin High School	052172	California	*	*	*	*
Sandy High School	381055	Oregon	17	599	574	315
Santa Fe High School	053300	California	*	*	*	*
Santiam Christian High School	380214	Oregon	19	474	457	341
Santiam Junior/Senior High School	380665	Oregon	*	*	*	*
Scappoose High School	381060	Oregon	12	200	183	107
School of Science & Technology	380095	Oregon	10	232	224	109
Scio High School	381065	Oregon	10	287.5	287.5	148.5
Seaside High School	381070	Oregon	*	*	*	*
Selah High School	481180	Washington	*	*	*	*
Sentinel High School	051745	California	*	*	*	*
Shasta High School	052585	California	*	*	*	*
Sheldon High School	380326	Oregon	80	3620	3436	1809
Sheridan High School	381080	Oregon	*	*	*	*
Sherman County School	380705	Oregon	*	*	*	*
Sherwood High School	381085	Oregon	77	2972	2646.5	1854

Siletz Valley Early College Academy	381092	Oregon	*	*	*	*
Silverton High School	381095	Oregon	26	917	879	462
Sisters High School	381100	Oregon	*	*	*	*
Siuslaw High School	380365	Oregon	15	511	468	292
Skyline High School	380035	Oregon	*	*	*	*
South Albany High School	380003	Oregon	26	723	699	499
South Anchorage High School	020365	Alaska	*	*	*	*
South Eugene High School	380330	Oregon	82	2505	2447	1612
South Medford High School	380656	Oregon	41	1035	999	906
South Salem High School	381040	Oregon	42	1080.5	1076.5	842.5
South Umpqua High School	380725	Oregon	*	*	*	*
South Wasco County High School	380640	Oregon	*	*	*	*
Southridge High School	380079	Oregon	90	2635	2554	1952
Southwest Christian School	381159	Oregon	*	*	*	*
Sprague High School	381043	Oregon	51	1514	1452	986
Springfield High School	381110	Oregon	22	902	890	588
Springwater Trail High School	380436	Oregon	*	*	*	*
St Helens High School	381015	Oregon	*	*	*	*
St Paul High School	381020	Oregon	*	*	*	*
Stanfield Secondary School	381115	Oregon	*	*	*	*
Stayton High School	381120	Oregon	*	*	*	*
Summit High School	380096	Oregon	71	1322.5	1239.5	984
Summit Learning Charter	380319	Oregon	17	1652	1632	1374
Sunset High School	380082	Oregon	93	2174	2130	1563
Sutherlin High School	381130	Oregon	10	231	231	134
Sweet Home High School	381135	Oregon	10	299	265	191
Taft High School	381140	Oregon	*	*	*	*
Technology High School	053849	California	*	*	*	*
Temecula Valley High	053499	California	*	*	*	*
The Northwest Academy	380912	Oregon	*	*	*	*
Thompson Valley High School	060952	Colorado	*	*	*	*
Thurston High School	381112	Oregon	30	805	754	491
Tigard High School	381160	Oregon	79	2020	1994	1511
Tillamook High School	381172	Oregon	15	373	359	277
Timberline High School	480572	Washington	*	*	*	*
Toledo Senior High School	381175	Oregon	*	*	*	*
Triad High School	380567	Oregon	*	*	*	*
Trinity Lutheran High School	380099	Oregon	*	*	*	*
Tualatin High School	381163	Oregon	84	2056	1994	1526
Tulare Union High School	053550	California	*	*	*	*
Umatilla High School	381195	Oregon	*	*	*	*

Umpqua Valley Christian School	380999	Oregon	*	*	*	*
Union High School	381200	Oregon	*	*	*	*
Unknown	99999E	Unknown	*	*	*	*
Vale High School	381205	Oregon	*	*	*	*
Valley Catholic High School	380080	Oregon	10	195	176	140
Valor Christian School International	380014	Oregon	*	*	*	*
Vanden High School	053533	California	*	*	*	*
Vanguard Prep School	059709	California	*	*	*	*
Vernonia High School	381215	Oregon	*	*	*	*
Vista Del Lago High School	052216	California	*	*	*	*
Waldport High School	381220	Oregon	*	*	*	*
Wallowa High School	381225	Oregon	*	*	*	*
Warrenton High School	381235	Oregon	*	*	*	*
Wasco County Union High School	053685	California	*	*	*	*
Weiser High School	130655	Idaho	*	*	*	*
Wellness Business & Sports School	381279	Oregon	*	*	*	*
West Albany High School	380005	Oregon	45	2199	2139	1487
West Anchorage High School	020000	Alaska	*	*	*	*
West Linn High School	381250	Oregon	91	2722	2582	1721
West Salem High School	381056	Oregon	71	1392	1357	897
West Valley High School	480710	Washington	*	*	*	*
Western Mennonite School	381053	Oregon	*	*	*	*
Westmont High School	053103	California	*	*	*	*
Weston-Mcewen High School	380045	Oregon	*	*	*	*
Westside Christian High School	380936	Oregon	*	*	*	*
Westview High School	380083	Oregon	138	4470.5	4128.5	3237.5
Whitney High School	053937	California	*	*	*	*
Willamette High School	380345	Oregon	42	1296	1296	864
Willamina High School	381260	Oregon	*	*	*	*
Wilson High School	380937	Oregon	50	1110.5	995.5	699
Wilsonville High School	381258	Oregon	44	1780	1638	977
Woodburn Academy of Art Science and Technology	381280	Oregon	*	*	*	*
Woodburn Arts and Communications Academy	381289	Oregon	*	*	*	*
Yamhill Carlton High School	381270	Oregon	*	*	*	*
Yoncalla High School	381275	Oregon	*	*	*	*
Yreka High School	053810	California	*	*	*	*
Grand Total			**4,894**	**147,713**	**141,504**	**102,628.5**

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

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

Blue Mountain	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American	*	*	*	*
Black/African American	*	*	*	*
Hispanic/Latinx	67	2.0	54	18.1
Native American/Alaska Native	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*
Multi-racial	10	2.0	38	18.0
White	114	1.0	52	15.4
Not reported	*	*	*	*
Gender (totals 100%)				
Female	125	1.0	54	17.6
Male	*	*	*	*
Not reported	*	*	*	*
TOTAL	**201**	**1.0**	**54.0**	**16.7**

Central Oregon	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American	*	*	*	*
Black/African American	*	*	*	*
Hispanic/Latinx	60	1.0	24	7.5
Native American/Alaska Native	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*
Multi-racial	27	2.0	42	13.6
White	309	1.0	54	10.3
Not reported	*	*	*	*
Gender (totals 100%)				
Female	229	1.0	47	10.3
Male	*	*	*	*
Not reported	*	*	*	*
TOTAL	**408**	**1**	**54**	**10.1**

Appendix D.1., continued.

Chemeketa	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American	15	1.0	19	11.1
Black/African American	*	*	*	*
Hispanic/Latinx	312	2.0	48	11.6
Native American/Alaska Native	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*
Multi-racial	35	3.0	50	11.8
White	479	1.0	70	13.9
Not reported	36	1.0	34	7.8
Gender (totals 100%)				
Female	524	1.0	70	12.9
Male	*	*	*	*
Not reported	*	*	*	*
TOTAL	**896**	**1**	**70**	**12.7**

Clackamas	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American	18	3.0	51	14.4
Black/African American	*	*	*	*
Hispanic/Latinx	76	3.0	49	13.4
Native American/Alaska Native	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*
Multi-racial	43	3.0	37	13.9
White	347	1.0	51	12.6
Not reported	*	*	*	*
Gender (totals 100%)				
Female	265	1.0	51	13.5
Male	*	*	*	*
Not reported	*	*	*	*
TOTAL	**506**	**1**	**51**	**12.7**

Appendix D.1., continued.

Clatsop	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American	*	*	*	*
Black/African American	*	*	*	*
Hispanic/Latinx	12	1.0	22	5.8
Native American/Alaska Native	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*
Multi-racial	*	*	*	*
White	39	1.0	25	10.7
Not reported	*	*	*	*
Gender (totals 100%)				
Female	36	1.0	24	8.7
Male	*	*	*	*
Not reported	*	*	*	*
TOTAL	**60**	**1**	**25**	**8.7**

Columbia Gorge	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American	*	*	*	*
Black/African American	*	*	*	*
Hispanic/Latinx	27	4.0	27	8.9
Native American/Alaska Native	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*
Multi-racial	*	*	*	*
White	28	3.0	20	7.2
Not reported	*	*	*	*
Gender (totals 100%)				
Female	44	3.0	27	8.6
Male	*	*	*	*
Not reported	*	*	*	*
TOTAL	**57**	**3**	**27**	**8.2**

Appendix D.1., continued.

Klamath	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American				
Black/African American	*	*	*	*
Hispanic/Latinx	29	3.0	29	9.5
Native American/Alaska Native	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*
Multi-racial	*	*	*	*
White	56	1.0	46	12.0
Not reported				
Gender (totals 100%)				
Female	56	3.0	46	12.3
Male	38	1.0	39	10.3
Not reported				
TOTAL	**94**	**1**	**46**	**11.5**

Lane	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American	15	3.0	50	16.5
Black/African American	*	*	*	*
Hispanic/Latinx	129	2.0	42	12.4
Native American/Alaska Native	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*
Multi-racial	41	3.0	45	13.2
White	451	1.0	60	14.2
Not reported	*	*	*	*
Gender (totals 100%)				
Female	376	1.0	54	13.5
Male	*	*	*	*
Not reported	*	*	*	*
TOTAL	**666**	**1**	**60**	**13.7**

Appendix D.1., continued.

Linn-Benton	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American	17	3.0	87	14.3
Black/African American	*	*	*	*
Hispanic/Latinx	110	1.0	61	12.3
Native American/Alaska Native	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*
Multi-racial	46	1.0	41	11.8
White	532	1.0	64	13.7
Not reported	62	1.0	57	16.0
Gender (totals 100%)				
Female	422	1.0	57	13.4
Male	*	*	*	*
Not reported	*	*	*	*
TOTAL	782	1	87	13.6

Mt. Hood	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American	*	*	*	*
Black/African American	*	*	*	*
Hispanic/Latinx	18	3.0	70	13.7
Native American/Alaska Native	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*
Multi-racial	*	*	*	*
White	32	1.0	38	13.8
Not reported	*	*	*	*
Gender (totals 100%)				
Female	*	*	*	*
Male	36	1.0	38	12.3
Not reported	*	*	*	*
TOTAL	**62**	**1**	**70**	**14.5**

Appendix D.1., continued.

Oregon Coast	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American	*	*	*	*
Black/African American	*	*	*	*
Hispanic/Latinx	10	3.0	18	7.5
Native American/Alaska Native	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*
Multi-racial	*	*	*	*
White	18	3.0	21	9.2
Not reported	*	*	*	*
Gender (totals 100%)				
Female	23	3.0	21	8.0
Male	*	*	*	*
Not reported	*	*	*	*
TOTAL	**33**	**3**	**21**	**8.1**

Portland	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American	100	1.0	59	9.6
Black/African American	48	1.0	18	6.4
Hispanic/Latinx	266	1.0	55	7.9
Native American/Alaska Native	13	1.0	12	4.9
Native Hawaiian/Pacific Islander	13	1.0	22	7.8
Multi-racial	125	1.0	54	8.9
White	622	1.0	57	9.2
Not reported	56	1.0	45	7.1
Gender (totals 100%)				
Female	685	1.0	57	8.6
Male	537	1.0	59	8.9
Not reported	21	1.0	14	5.2
TOTAL	**1243**	**1**	**59**	**8.7**

Appendix D.1., continued.

Rogue	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American	*	*	*	*
Black/African American	*	*	*	*
Hispanic/Latinx	71	1.0	22	7.4
Native American/Alaska Native	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*
Multi-racial	18	2.0	23	6.8
White	228	1.0	42	9.5
Not reported	*	*	*	*
Gender (totals 100%)				
Female	201	1.0	42	9.3
Male	*	*	*	*
Not reported	*	*	*	*
TOTAL	**336**	**1**	**42**	**8.9**

Southwestern	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American	*	*	*	*
Black/African American	2	7.0	17	12.0
Hispanic/Latinx	26	2.0	51	16.1
Native American/Alaska Native	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*
Multi-racial	16	2.0	53	19.4
White	119	1.0	54	17.5
Not reported	*	*	*	*
Gender (totals 100%)				
Female	106	1.0	54	17.8
Male	*	*	*	*
Not reported	*	*	*	*
TOTAL	**175**	**1**	**54**	**17.2**

Appendix D.1., continued.

Tillamook Bay	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American	*	*	*	*
Black/African American	*	*	*	*
Hispanic/Latinx	*	*	*	*
Native American/Alaska Native	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*
Multi-racial	*	*	*	*
White	17	4.0	25	11.9
Not reported	*	*	*	*
Gender (totals 100%)				
Female	13	3.0	25	12.4
Male	*	*	*	*
Not reported	*	*	*	*
TOTAL	**26**	**3**	**25**	**12.1**

Treasure Valley	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American	*	*	*	*
Black/African American	*	*	*	*
Hispanic/Latinx	26	2.0	38	8.8
Native American/Alaska Native	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*
Multi-racial	*	*	*	*
White	57	2.0	47	12.6
Not reported	*	*	*	*
Gender (totals 100%)				
Female	60	2.0	47	11.3
Male	*	*	*	*
Not reported	*	*	*	*
TOTAL	**88**	**2**	**47**	**11.3**

Appendix D.1., continued.

Umpqua	Number of students	Minimum credits earned	Maximum credits earned	Average credits earned
Race/ethnicity (totals 100%)				
Asian American	*	*	*	*
Black/African American	*	*	*	*
Hispanic/Latinx	26	4.0	51	21.6
Native American/Alaska Native	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*
Multi-racial	*	*	*	*
White	88	1.0	43	13.5
Not reported	71	3.0	54	17.9
Gender (totals 100%)				
Female	107	1.0	54	16.0
Male	*	*	*	*
Not reported	*	*	*	*
TOTAL	**191**	**1**	**54**	**16.2**


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