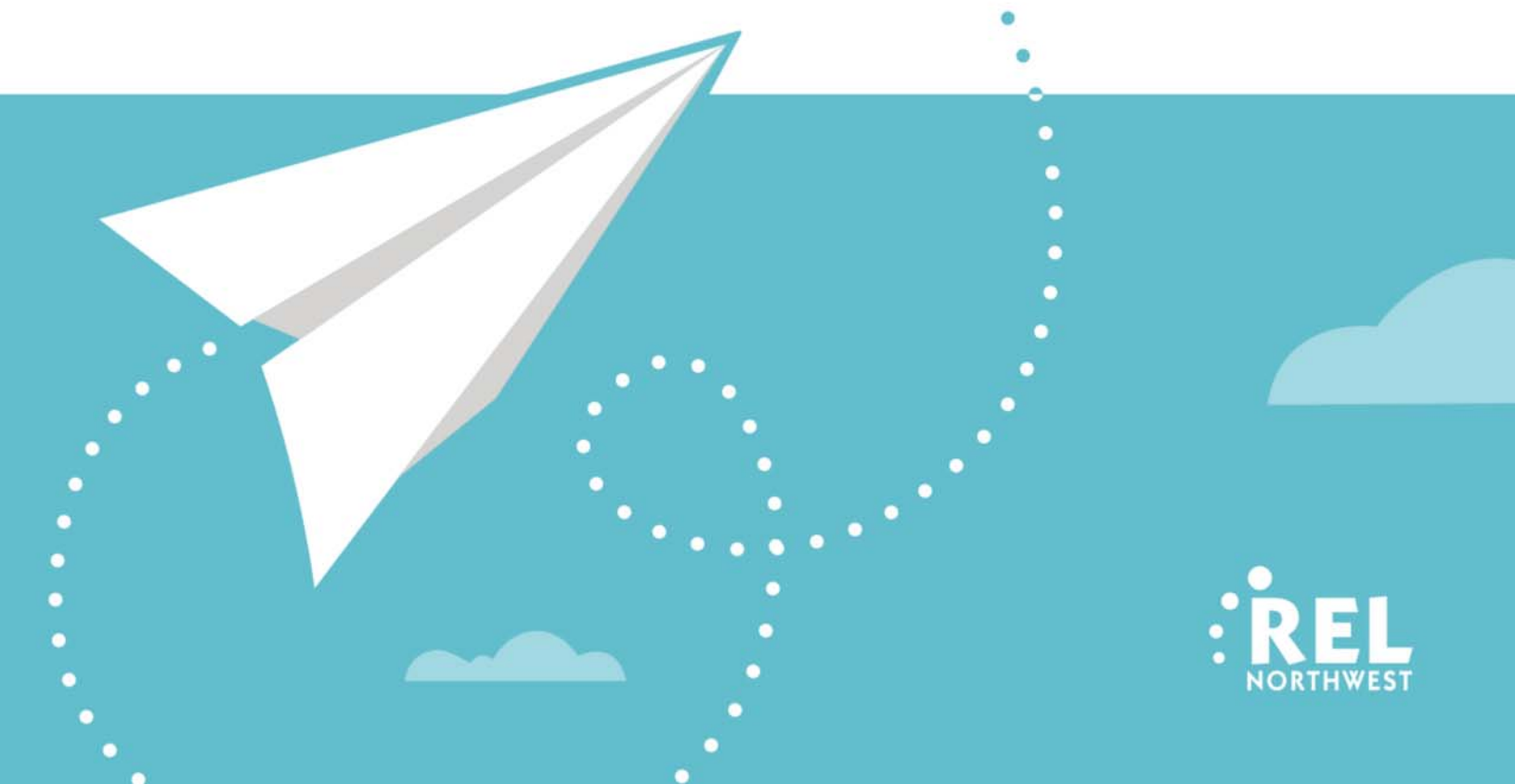


Soaring to College

Accelerated learning access, outcomes, and credit transfer in Oregon

Accelerated learning provides students the opportunity to earn college credit while in high school and is a promising strategy for improving the educational attainment of students. Research has found that these programs are positively associated with high school graduation; academic achievement in high school; and college access and readiness, credit accumulation, and graduation (Development Services Group, 2017).

But, is there significant participation in accelerated learning? What school and student characteristics are related to participation? Has it improved the high school graduation and college enrollment and persistence outcomes of historically underrepresented students? Did students transfer their college credits earned in high school to college? Did students repeat dual credit courses in college? These are questions Oregon stakeholders asked to help guide policy and practice to improve accelerated learning programs in the state.



This infographic is based on a 2018 study on accelerating learning among Oregon public high school students from 2013-2016 school years.

How many students participate in accelerated learning in Oregon?



Between 2013 and 2016, participation in most forms of accelerated learning increased and in 2015/16, **one in three public high school students** took at least one form of accelerated learning.



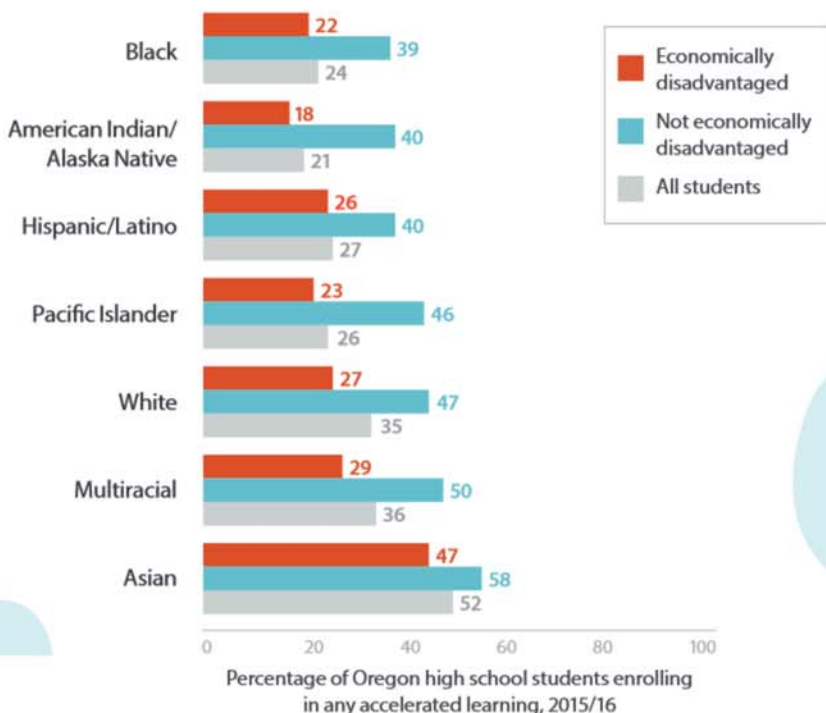
In 2015/16, **one in four juniors and seniors** took a dual-credit course. 22 percent of juniors or seniors took an AP class, but only 13 percent took an AP exam.



In 2015/16, nearly all public high schools in Oregon had at least one form of accelerated learning.

What school and student characteristics are related to participation?

Students who were economically disadvantaged were less likely to participate in accelerated learning compared to their peers who were not economically disadvantaged. In addition, schools with a higher percentage of economically disadvantaged students had lower participation rates in accelerated learning.



Types of accelerated learning in Oregon

- High school-based college credit partnerships (called dual credit in this infographic)
- Direct enrollment at community college or university
- Advanced Placement courses and exams
- International Baccalaureate course and exams

Note: Sample includes 190,080 public high school students in 2015/16: 4,859 Black, 5,459 American Indian/Alaska Native, 45,228 Hispanic/Latino, 1,167 Pacific Islander, 118,266 White, 7,523 multiracial, 7,578 Asian. | Source: Authors' analysis of data from ODE, Higher Education Coordinating Commission, and the College Board.

Has accelerated learning improved the outcomes of historically underrepresented students?

Compared to similar students who did not participate in accelerated learning, students in the class of 2015 who participated in accelerated learning were:



The relationship between accelerated learning and academic outcomes was similar for students of color although American Indian/Alaska Native accelerated learning students were 47 percentage points more likely to graduate from high school than American Indian/Alaska Native students who did not participate in accelerated learning.

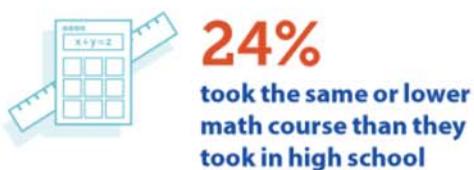
Did students transfer their college credits earned in high school to college? Did students repeat dual-credit courses in college?



Where students went to college had little to no bearing on the percentage of transferred credits that were accepted.





Students who were economically disadvantaged were more likely to transfer fewer college credits earned in high school to the university they attended.

Some high school students in the class of 2015 had to repeat dual-credit courses in college.





Areas for future research or consideration

-  Pay attention to inequities in access to accelerated learning across student groups. Schools should examine their own data to determine who needs increased outreach and support to participate in accelerated learning. Schools should also share strategies to expand access to historically underrepresented student groups.
-  Interviews with high school and college staff and accelerated learning students—or a statewide survey of these stakeholders—could be an important first step in understanding what information high school students have about requesting credit transfer and associated barriers they face.
-  Secondary and postsecondary counselors may want to examine policies and practices related to advising low-income and first-generation college students and identify implicit biases or barriers that prevent these students from transferring college credits they earn in high school.
-  In 2017, the Oregon Legislature passed House Bill 2998, which requires community colleges and public universities to establish a foundational set of core courses that transfer across the state’s public higher education institutions, guaranteeing students will not lose credits earned in these courses.¹ The bill also requires community colleges and public universities to establish a transferable set of courses for the first two years starting with the most popular majors so that community college students who complete these courses will enter universities as juniors in their major. It will be important to study how this bill improves credit transfer for postsecondary students—and high school students who earn college credit in these transferable core and major courses.

¹ <https://gov.oregonlive.com/bill/2017/HB2998/>



www.ies.ed.gov/ncee/edlabs/regions/northwest

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Development Services Group. (2017). Dual enrollment programs [WWC intervention report]. Washington, DC: U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. <http://eric.ed.gov/?id=ED572842>

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