

## Accelerated College Credit in Oregon: A Research Summary

This handout provides statewide statistics on accelerated college credit (ACC) based on recent research conducted by Education Northwest. Comprehensive results for 2015-16 and 2016-17 are expected to be calculated and released as part of forthcoming research.

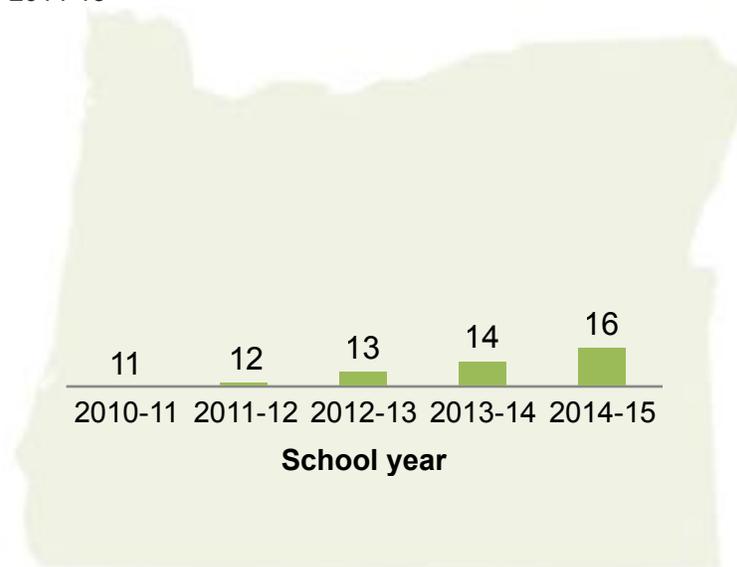
### What are the statewide participation rates in ACC?

In 2014-15, there were approximately 200,000 high school students in Oregon. Of these students:

- Thirty-two percent took an Advanced Placement (AP) course or exam, an International Baccalaureate (IB) course or exam, a Regional Promise course (aligned with sponsored dual credit at their high school), or a community college dual-credit course
- Fifteen percent took an AP course and 6 percent took an AP exam
- Four percent took an IB course and 1 percent took an IB exam
- At least 5 percent took a Regional Promise course (Pierson & Hodara, 2016)<sup>1</sup>
- Sixteen percent took dual credit at a community college (figure 1)<sup>2</sup>
- Approximately 3 percent took dual credit at a public four-year university (preliminary results, not yet published)

### How has statewide participation in community college dual-credit changed over time?

Figure 1. Student participation in community college dual-credit courses has risen slightly in five consecutive school years, 2010-11 to 2014-15



### Who takes ACC?

Female, white, high-achievers, and non-economically disadvantaged students were more likely to take community college dual-credit courses in Oregon than their peers between 2008-09 and 2012-13 (Pierson,

<sup>1</sup> Calculated for the five Regional Promise sites funded in the 2015-17 biennium only. Does not include Eastern Promise or other high school-sponsored dual credit. This figure represents enrollment in the high school course and does not reflect college registrations. Result is from the Regional Promise evaluation.

<sup>2</sup> This figure includes sponsored dual credit where registrations occurred at the college.

Hodara, & Luke, 2017). Community college dual-credit students tend to be more demographically similar to the overall high school population, while students who take AP or IB courses are less so. For example, in 2014-15, 58 percent of high school students in Oregon were economically disadvantaged (eligible for free or reduced-price lunch), compared to 57 percent of students who took community college dual-credit courses, 48 percent of students who took AP courses, and 44 percent of students who took IB courses (Pierson & Hodara, 2016).

### **What are the equity gaps in ACC coursetaking and how have they changed in recent years?**

Equity gaps in ACC coursetaking vary by high school, district, and region in Oregon. Gaps exist in terms of gender, race/ethnicity, and achievement. Gender gaps tend to be similar across race and ethnicity, with male students having a community college dual-credit participation rate about 7 to 9 percentage points lower than females. The gap between economically disadvantaged students and non-economically disadvantaged students varies between racial and ethnic groups, with black and Hispanic students having a larger gap than other races and ethnicities (Pierson, Hodara, & Luke, 2017).

Recent state investments, such as Regional Promise, are focused on closing these equity gaps. Among Regional Promise high schools, in the first year of the program (2014-15) the equity gap for all historically disadvantaged groups shrank compared to the prior year (Pierson & Hodara, 2016). American Indian students showed the largest change, from 8 to 30 percent participation in ACC. The percentage of students taking ACC courses increased more in Regional Promise rural schools (from 18 to 54 percent) than in other rural schools (from 13 to 18 percent).<sup>3</sup>

### **References**

Pierson, A., & Hodara, M. (2016). *Regional Promise Grants (2014–2015): Final evaluation report*. Portland, OR: Education Northwest.

Pierson, A., Hodara, M., & Luke, J. (2017). *Earning college credits in high school: Options, participation, and outcomes for Oregon students* (REL 2017–216). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>

---

<sup>3</sup> These statistics includes community college dual-credit, Regional Promise (high school courses aligned with sponsored dual credit), AP, and IB courses.