



February 13th, 2018

TO: House Higher Education and Workforce Development Committee
FROM: Imani Dorsey, OSA Legislative Associate
SUBJECT: *HB 4053 – 1*

Chair Reardon and Members of the Committee:

I strongly urge the committee to support HB 4053-1 and the work it intends to do regarding accelerated credit transfer from K-12 to higher education. The information this bill would gather, and update, about the transferability of credit earned from accelerated high school courses to institutions of higher education is greatly needed and essential in making progress towards an educational system that is affordable, transparent, quality, and accessible. I believe that with HB 4053, Oregon can get closer in reaching this goal.

I am currently junior status at the University of Oregon, but I am in my second year of higher education, set to complete my undergraduate degree in three years. As the first in my family to attend a university, I began preparing to set myself up for success in high school. I attended Aloha High School in Beaverton, OR and took advantage of the large advanced placement course selection offered, with the knowledge that if I passed these classes and the national exams, I would be guaranteed college credit. The cost that came with taking these exams was miniscule compared to the cost of completing a similar course at a university. Going into college, I knew affordability would be an issue since I do not qualify for financial aid and have three siblings who will be attending college soon after me, so I completed and passed twelve advanced placement exams with the hope that this would limit debt as much as possible.

The University of Oregon did accept 44 of my advanced placement credits, but some of my other credits went to waste. Even though I was relieved that I was able to cut down my path to graduation to three years, I recognized the lack of transparency in this process. I did not find out how my credits would transfer until two months before the start of my freshman year. At this point, I remained undeclared until seeking out on my own initiative, guidance with academic advisors about how my credits fit into my overall plan to pursue a degree in Ethnic Studies, eventually tacking on a Legal Studies minor in order to make best use of my credits. Throughout this process, I felt lost and wished this information was more readily available and accurate with the promises I was made in high school.

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A bill like HB 4053-1 would have aided my college and career planning, limiting uneasiness, saving myself time and money, knowing my institution was there providing key resources to support me. Any and all investments to prioritize education in Oregon should be pursued and this bill is an opportunity to do so.

Sincerely,

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