

February 2, 2020

Dear Sen. Wagner, Vice Chair Thomsen, and Members of the Senate Education Committee,

We write this letter to express our support for SB 1521, which works to integrate Oregon's foundational curricula and unified statewide transfer agreements into the state's Transfer Student Bill of Rights and Responsibilities.

This bill is an important step toward resolving credit transfer issues for students. While we would have preferred to see a more robust solution with an accelerated timeline, students need us to take action now.

As additional state dollars – through Measure 98, Regional Promise Grants, and the Student Success Act – are invested to expand accelerated learning opportunities (AP, IB, dual credit, and ABL) for high school students across Oregon, more and more high school students are taking accelerated learning opportunities to prepare for higher education and reduce expenses.

When students complete these accelerated learning opportunities, they are:

- 93% more likely to graduate from high school; and
- 63% more likely to access, and enroll, in college.

And yet, Oregon's high school graduates face inconsistent and unclear systems and policies when transferring these credits to, and among, different public colleges and universities in Oregon (see data tables on the next page).

We need your support to ensure this bill is passed in a timely manner so that students are able to transfer their credits more seamlessly from one system to another.

We continue to be deeply committed to this work and look forward to collaborating with you more on this issue.

Thank you for your time and consideration.

Sincerely,



Parasa Chanramy
Policy & Implementation Director

[From the Higher Education Coordinating Commission’s 2019 Accelerated Learning Report:](#)

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.

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.

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.