

# Analysis in Support of Senate Bill 744 (2021): Postsecondary Outcomes of Oregon's Recent High School Graduates



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## PREFACE

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In 2021, the Oregon legislature passed [Senate Bill 744](#), which directs the Oregon Department of Education to review state requirements for high school diplomas and to report results of the review to the interim committees of the Legislative Assembly related to education and to the State Board of Education. The bill also suspends the requirements of demonstrating proficiency in the reading, writing, and mathematics essential skills as condition of earning diploma during the 2021-2022 and 2022-2023 school year.

Oregon Department of Education is using a multi-pronged approach to gathering both quantitative and qualitative information regarding high school requirements to inform the recommendations to the Legislative Assembly, including the history of high school diploma requirements in Oregon, assessment of other states' high school diploma requirements, surveys of employers and postsecondary institutions, focus groups with community members in regions throughout the state, and more. This report is a component of the research agenda gathered to develop the recommendations. It summarizes postsecondary high education outcomes among recent Oregon State high school graduates over the last decade; specifically assessing whether student post-secondary outcomes in higher education improve with the implementation of the assessment of reading, writing, and mathematics essential skills proficiency requirements.

This report was undertaken in HECC's Office of Research and Data, including staff in both the Postsecondary Research and Data program and the interagency Oregon Longitudinal Data Collaborative program. 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 \$1.4 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](http://www.oregon.gov/highered). Questions about the HECC should be directed to [info.HECC@state.or.us](mailto: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](mailto:amy.cox@state.or.us).

# TABLE OF CONTENTS

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<b>PREFACE</b> .....	<b>III</b>
<b>FIGURES</b> .....	<b>V</b>
<b>TABLES</b> .....	<b>V</b>
<b>EXECUTIVE SUMMARY</b> .....	<b>IX</b>
<b>INTRODUCTION</b> .....	<b>1</b>
Background .....	1
Data & Methods.....	2

---

<b>POSTSECONDARY OUTCOMES AMONG HIGH SCHOOL GRADUATES</b> .....	<b>4</b>
First-year to next-fall Retention Rate.....	4
First-year Grade Point Average .....	6
First-Year Credits Earned.....	7
Completed Reading Course in First Year.....	9
Completed Writing Course in First Year.....	10
Completed Mathematics Course in First Year .....	12

---

<b>CONCLUSION</b> .....	<b>13</b>
<b>APPENDIX A. FIRST-YEAR TO NEXT-FALL RETENTION RATE</b> .....	<b>14</b>
<b>APPENDIX B. FIRST-YEAR GRADE POINT AVERAGE</b> .....	<b>17</b>
<b>APPENDIX C. FIRST-YEAR PERCENT OF CREDITS COMPLETED</b> .....	<b>19</b>
<b>APPENDIX D. PERCENT ATTEMPTED AND COMPLETED A COLLEGE-LEVEL READING CLASS IN FIRST YEAR</b> .....	<b>22</b>
<b>APPENDIX E. PERCENT ATTEMPTED AND COMPLETED A COLLEGE-LEVEL WRITING CLASS IN FIRST YEAR</b> .....	<b>26</b>
<b>APPENDIX F. PERCENT ATTEMPTED AND COMPLETED A COLLEGE-LEVEL MATHEMATICS CLASS IN FIRST YEAR</b> .....	<b>31</b>

## FIGURES

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Figure 1: First-year to next-fall Retention Rate among Oregon Recent High School Graduates who transitioned to an Oregon Public University .....	5
Figure 2: First-year Next Fall Retention Rate among Oregon Recent High School Graduates who transitioned to an Oregon Community College .....	5
Figure 3: First-year Grade Point Average among Oregon Recent High School Graduates who transitioned to an Oregon Public University .....	6
Figure 4: First-year Grade Point Average among Oregon Recent High School Graduates who transitioned to an Oregon Community College .....	7
Figure 5: Percent First-Year Credits Completed in Oregon Public Universities among Oregon Recent High School Graduates .....	8
Figure 6: Percent First-Year Credits Completed in Oregon Public Community Colleges among Oregon Recent High School Graduates .....	8
Figure 7: Percent of Oregon Recent High School Graduates who attempted and completed a college-Level Reading Class in an Oregon Public University .....	9
Figure 8: Percent of Oregon recent High School Graduates who attempted and completed a college-Level Reading Class in an Oregon Community College .....	10
Figure 9: Percent of Oregon Recent High School Graduates who attempted and completed a College-Level Writing Class in an Oregon Public University.....	11
Figure 10: Percent of Oregon Recent High School Graduates who attempted and completed a College-Level Writing Class in an Oregon Community College.....	11
Figure 11: Percent of Oregon Recent High School Graduates who attempted and completed a College-Level Mathematics Class in an Oregon Public University .....	12
Figure 12: Percent of Oregon Recent High School Graduates who attempted and completed a College-Level Mathematics Class in an Oregon Community College.....	13

## TABLES

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Table A 1: First-Year to Next-Fall Retention Rate at Oregon Public Universities among Recent Oregon High School Graduates by Race/Ethnicity .....	14
Table A 2: First-Year to Next-Fall Retention Rate at Oregon Community Colleges among Recent Oregon High School Graduates by Race/Ethnicity .....	14
Table A 3: First-Year to Next-Fall Retention Rate at Oregon Public Universities among Recent Oregon High School Graduates by Rural versus Urban.....	15
Table A 4: First-Year to Next-Fall Retention Rate at Oregon Community Colleges among Recent Oregon High School Graduates by Rural versus Urban .....	15
Table A 5: First-Year to Next-Fall Retention Rate at Oregon Public Universities among Recent Oregon High School Graduates by Multilingual English Language Learner .....	15
Table A 6: First-Year to Next-Fall Retention Rate at Oregon Community Colleges among Recent Oregon High School Graduates by Multilingual English Language Learner .....	15

Table A 7: First-Year to Next-Fall Retention Rate at Oregon Public Universities among Recent Oregon High School Graduates by Students Experiencing a Disability .....	16
Table A 8: First-Year to Next-Fall Retention Rate at Oregon Community Colleges among Recent Oregon High School Graduates by Students Experiencing a Disability .....	16
Table B 1: First-Year Grade Point Average at Oregon Public Universities among Recent Oregon High School Graduates by Race/Ethnicity .....	17
Table B 2: First-Year Grade Point Average at Oregon Community Colleges among Recent Oregon High School Graduates by Race/Ethnicity .....	17
Table B 3: First-Year Grade Point Average at Oregon Public Universities among Recent Oregon High School Graduates by Rural and Urban .....	18
Table B 4: First-Year Grade Point Average at Oregon Public Universities among Recent Oregon High School Graduates by Rural and Urban .....	18
Table B 5: First-Year Grade Point Average at Oregon Public Universities among Recent Oregon High School Graduates by Multilingual English Language Learners .....	18
Table B 6: First-Year Grade Point Average at Oregon Community Colleges among Recent Oregon High School Graduates by Multilingual English Language Learners.....	18
Table B 7: First-Year Grade Point Average at Oregon Public Universities among Recent Oregon High School Graduates by Students Experiencing a Disability .....	18
Table B 8: First-Year Grade Point Average at Oregon Community Colleges among Recent Oregon High School Graduates by Students Experiencing a Disability .....	18
Table C 1: First-Year Percent of Credits Completed at Oregon Public Universities among Recent Oregon High School Graduates by Race/Ethnicity .....	19
Table C 2: First-Year Percent of Credits Completed at Oregon Community Colleges among Recent Oregon High School Graduates by Race/Ethnicity .....	19
Table C 3: First-Year Percent of Credits Completed at Oregon Public Universities among Recent Oregon High School Graduates by Rural and Urban .....	20
Table C 4: First-Year Percent of Credits Completed at Oregon Community Colleges among Recent Oregon High School Graduates by Rural and Urban .....	20
Table C 5: First-Year Percent of Credits Completed at Oregon Public Universities among Recent Oregon High School Graduates by Multilingual English Language Learners.....	20
Table C 6: First-Year Percent of Credits Completed at Oregon Community Colleges among Recent Oregon High School Graduates by Multilingual English Language Learners.....	20
Table C 7: First-Year Percent of Credits Completed at Oregon Public Universities among Recent Oregon High School Graduates by Students Experiencing a Disability .....	21
Table C 8: First-Year Percent of Credits Completed at Oregon Community Colleges among Recent Oregon High School Graduates by Students Experiencing a Disability .....	21
Table D 1: Percent of Recent High School Graduates Who Attempted a College-Level Reading Class within the First Year in an Oregon Public University by Race/Ethnicity .....	22
Table D 2: Percent of Recent High School Graduates Who Completed a College-Level Reading Class within the First Year in an Oregon Public University by Race/Ethnicity .....	22

Table D 3: Percent of Recent High School Graduates Who Attempted a College-Level Reading Class within the First Year in an Oregon Community College by Race/Ethnicity .....	23
Table D 4: Percent of Recent High School Graduates Who Completed a College-Level Reading Class within the First Year in an Oregon Community College by Race/Ethnicity .....	23
Table D 5: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Reading Class within the First Year in an Oregon Public University by Rural and Urban .....	24
Table D 6: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Reading Class within the First Year in an Oregon Community College by Rural and Urban.....	24
Table D 7: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Reading Class within the First Year in an Oregon Public University by Students Experiencing a Disability .	25
Table D 8: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Reading Class within the First Year in an Oregon Community College by Students Experiencing a Disability .....	25
Table E 1: Percent of Recent High School Graduates Who Attempted a College-Level Writing Class within the First Year in an Oregon Public University by Race/Ethnicity .....	26
Table E 2: Percent of Recent High School Graduates Who Completed a College-Level Writing Class within the First Year in an Oregon Public University by Race/Ethnicity .....	26
Table E 3: Percent of Recent High School Graduates Who Attempted a College-Level Writing Class within the First Year in an Oregon Community College by Race/Ethnicity .....	27
Table E 4: Percent of Recent High School Graduates Who Completed a College-Level Writing Class within the First Year in an Oregon Community College by Race/Ethnicity .....	27
Table E 5: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Writing Class within the First Year in an Oregon Public University by Rural and Urban .....	28
Table E 6: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Writing Class within the First Year in an Oregon Community College by Rural and Urban .....	28
Table E 7: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Writing Class within the First Year in an Oregon Public University by Multilingual English Language Learners .....	29
Table E 8: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Writing Class within the First Year in an Oregon Community College by Multi-Lingual English Language Learners .....	29
Table E 9: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Writing Class within the First Year in an Oregon Public University by Students Experiencing a Disability...	30
Table E 10: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Writing Class within the First Year in an Oregon Community College by Students Experiencing a Disability .....	30
Table F 1: Percent of Recent High School Graduates Who Attempted a College-Level Mathematics Class within the First Year in an Oregon Public University by Race/Ethnicity.....	31
Table F 2: Percent of Recent High School Graduates Who Completed a College-Level Mathematics Class within the First Year in an Oregon Public University by Race/Ethnicity.....	31
Table F 3: Percent of Recent High School Graduates Who Attempted a College-Level Mathematics Class within the First Year in an Oregon Community College by Race/Ethnicity .....	32

Table F 4: Percent of Recent High School Graduates Who Completed a College-Level Mathematics Class within the First Year in an Oregon Community College by Race/Ethnicity .....	32
Table F 5: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Mathematics Class within the First Year in an Oregon Public University by Rural and Urban .....	33
Table F 6: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Mathematics Class within the First Year in an Oregon Community College by Rural and Urban .....	33
Table F 7: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Mathematics Class within the First Year in an Oregon Public University by Multilingual English Language Learners .....	34
Table F 8: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Mathematics Class within the First Year in an Oregon Community College by Multilingual English Language Learners .....	34
Table F 9: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Mathematics Class within the First Year in an Oregon Public University by Students Experiencing a Disability .....	35
Table F 10: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Mathematics Class within the First Year in an Oregon Community College by Students Experiencing a Disability .....	35



## EXECUTIVE SUMMARY

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In 2021, the Oregon Legislature passed Senate Bill 744 to review and assess Oregon’s high school graduation requirements. One of the requirements of high school graduation is the assessment of three of Oregon’s essential skills for the high school diploma: reading, writing, and mathematics. The research questions assessed in this report consist of 1) changes in first-year postsecondary outcomes among Oregon’s recent high school graduates in Oregon’s public universities and community colleges associated with the assessment of the reading, writing, and mathematics essential skills and 2) changes in equity in first-year postsecondary outcomes in Oregon’s public universities and community colleges associated with the assessment of the reading, writing, and mathematics essential skills.

The Oregon Department of Education sought to determine whether student postsecondary outcomes earned in Oregon’s public higher education institutions among Oregon’s recent high school graduates overall and by student groups—such as by race/ethnicity, improve with the requirement of demonstrating proficiency of the Essential Skills in reading, writing, and mathematics as measured by a common assessment. To that end, the focus of this study is on first-year postsecondary outcomes among students who earned a high school diploma from an Oregon public high school and enrolled in an Oregon university or community colleges within 16 months of high school graduation. The first-year postsecondary outcomes in Oregon’s public universities and community colleges among Oregon recent high school graduates assessed are first-year to next-fall retention rate, first-year grade point average, first-year percent of credits successfully completed, and completion of a college-level reading, writing, and mathematics course within the first year. Over the past decade postsecondary institutions have been working to transform teaching, learning, and services to be more student-centered. Therefore, first-year student success measures were chosen as the outcomes for this study as these will be more temporally attributable to high school preparation than overall outcomes due to the higher education reforms. Regardless, this study cannot determine causation—only association.

Overall, no changes in first-year outcomes assessed in this report were associated with the adoption of the reading, writing, and mathematics essential skills assessment as a high school requirement. Notably, the first-year postsecondary outcomes among Oregon’s recent high school graduates did not change significantly over the last ten years except for increasing first-year grade point averages in both Oregon’s public universities and community colleges (consistent with national trends) and a decline in first-year enrollment of college-level reading and writing classes in public universities and community colleges. Moreover, the changes in equitable outcomes was not associated with the adoption of demonstrating essential skills in reading, writing, and mathematics and was consistent with state and national trends. In other words, the assessment of the reading, writing, and mathematics essential skills—or any intervention for that matter—the study was unable to detect a reduction in disparities in first-year outcomes among students of color, rural students, multilingual English language learners, and students experiencing a disability. Potential reasons for the lack of findings include the level of skill demonstrated being too low to improve postsecondary outcomes and that college and university progress depends more strongly on factors beyond the demonstration of these essential skills.

# INTRODUCTION

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## BACKGROUND

In 2021, the Oregon Legislature passed Senate Bill 744 that directed the review of high school diploma requirements; the review will inform recommendations for future requirements of the high school diploma. The review shall include:

- a) A comparison of high school diploma requirements in this state with the high school diploma requirements in other states;
- b) The identification of the expectations of employers and post-secondary institutions of education related to the skills and knowledge of persons who earn high school diplomas in this state;
- c) The determination of whether the skills and knowledge expected to be attained by a person who earns a high school diploma in this state, as identified in paragraph (b) of this subsection, align with the requirements for a high school diploma in this state; and
- d) The determination of whether the requirements for a high school diploma in this state are equitable and inclusive.

One of the high school requirements, adopted in 2007, is the Oregon Essential Skills<sup>1</sup>. The intent of the Oregon Essential Skills is to provide students with the knowledge and skills necessary to become productive global citizens, as well as to contribute to their economic well-being and that of their families and communities. The skills are not content specific and can be applied in a variety of courses, subjects, and settings. The nine essential skills<sup>2</sup> include:

- Read and comprehend a variety of text\* (grade 9 in 2008-9)
- Write clearly and accurately\* (grade 9 in 2009-10)
- Apply mathematics in a variety of settings\* (grade 9 in 2010-11)
- Listen actively and speak clearly and coherently
- Think critically and analytically
- Use technology to learn, live, and work
- Demonstrate civic and community engagement
- Demonstrate global literacy
- Demonstrate personal management and teamwork skills

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<sup>1</sup>Essential Skills as a concept were developed in 1991 with HB 3565 but were not a direct requirement for graduation until the State Board of Education updated the definitions and requirements in 2008.

<sup>2</sup> Items are assessed at the local level, and demonstration of mastery is required for an Oregon diploma.

As a component to the high school requirement data gathering and review process, the Oregon Department of Education sought to determine whether there was an improvement in postsecondary outcomes that corresponded with the changes to the graduation requirement changes related to demonstrating achievement of the Oregon Essential Skills pertaining to reading, writing, and mathematics through a common assessment. Listed below are the years that the assessment requirement became a high school requirement for each of the three assessed essential skills.

- Reading: The Assessment of Essential Skills requirement in reading was first in effect for students who graduated in spring 2012.
- Writing: The Assessment of Essential Skills requirement in writing was first in effect for students who graduated in spring 2013.
- Mathematics: The Assessment of Essential Skills requirement in mathematics was first in effect for students who graduated in spring 2014.

This report presents the research findings of trends student postsecondary education outcomes in the first year of higher education associated with the implementation of the high school graduation requirement of demonstrating the Essential Skills proficiency in reading, writing, and math as measured through a common assessment. Differences in first-year postsecondary education outcomes among student characteristics, such as race, urban/rural, multilingual English language learners, and students with a disability, were also assessed as an indicator of equity in the high school diploma requirements.

## **DATA & METHODS**

Postsecondary institutions in the state of Oregon and nationally have focused on improving student outcomes over the past decade, such as guided pathways and Completion by Design. Any changes in postsecondary outcomes can be due to many factors including student success strategies and shifts in characteristics/demographics in populations who transition to universities and colleges right out of high school. Therefore, first-year postsecondary outcomes were chosen for this study as these are more temporally attributable to high school preparation than overall outcomes. Specifically, this study seeks to determine if the changes to the high school graduation requirement of demonstrating proficiency in the Essential Skills in reading, writing, and mathematic are associated with improvement in first-year postsecondary outcomes.

The first-year postsecondary outcomes included in this report are first-year to next-fall retention in Oregon's public colleges and universities, completion of college-level reading, writing, and math classes within the first year of postsecondary enrollment, first-year grade point average, and percent of credits completed of those attempted in the first year. First-year postsecondary outcome trends were compared

across student groups by race/ethnicity<sup>3</sup>, rural/urban status<sup>4</sup>, multilingual English language learning<sup>5</sup>, and students experiencing a disability<sup>6</sup>.

The data included in the analysis are the year the high school student enrolled at the postsecondary institution within 16 months of graduating high school, beginning with 2010 for university data and 2011 for community college data. Data prior to 2010 (university) and 2011 (community college) were not available.

We used data from the Oregon Longitudinal Data Collaborative's (OLDC) State Longitudinal Data System (SLDS) to determine whether the implementation of the assessment of Essential Skills in the high school diploma was associated with an improvement in postsecondary outcomes among Oregon high school graduates. The SLDS matches elementary, secondary, postsecondary, and employment data from many sources. For this analysis, we used SLDS data that connect Oregon public high school graduates with their community college and public university records. We supplemented these data with additional data on course and grade outcomes from the data submitted to the HECC by the public universities and community colleges to analyze the array of postsecondary outcomes presented here. Students' characteristics of race/ethnicity, rural or urban high school, multilingual English language learning, and disability came from their high school record and reflect their values in twelfth grade.

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<sup>3</sup> The race/ethnicity code is taken from the Oregon Department of Education high school record.

<sup>4</sup> Rural and urban status was defined by the Oregon Department of Education based on high school location.

<sup>5</sup> Indicates a student who is Limited English Proficient (Y/N) in the cohort outcomes definition. This is set at the time of graduation.

<sup>6</sup> Identified as a student participating (receiving special education services) in an Individualized Education Plan during the year of graduation. If the student ever received services in Oregon (public/private schools) there will be an ODE last special education grade associated with it. When last special education grade is not null then the flag is set to 'Y', else 'N'.

## POSTSECONDARY OUTCOMES AMONG HIGH SCHOOL GRADUATES

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Overall, changes in first-year postsecondary outcomes at Oregon’s public colleges and universities among Oregon’s public high school graduates have not substantially changed over the past decade, with a few exceptions. Postsecondary outcomes include grade point average earned in the first year, first-year to next-fall retention rate, percent of first-year credits earned, and completion of college-level reading, writing, and mathematics courses within the first year. Individually, these outcomes have changed little or not at all over the last decade, with the exception of an increase in first-year grade point average and decreases in first-year enrollment in college-level reading and writing. Furthermore, the first-year postsecondary outcomes by race, graduating from a high school in a rural area, multilingual English language learners, and students experiencing a disability were consistent over the past decade, including mirroring the presence or lack of disparities in systemically non-dominant students. Generally, most of the disparities that do exist are consistent with overall trends in higher education.

### FIRST-YEAR TO NEXT-FALL RETENTION RATE

Students who enrolled in an Oregon public university or community college within 16 months after graduating an Oregon public high school and returned the next fall are counted as being retained in the first-year to next-fall retention rate.

Students of color—except Asian students—and students from rural communities have a lower first-year to next-fall retention rate at both the Oregon public universities and community colleges. However, the first-year retention rate is slightly higher among multilingual English language learners at Oregon’s public universities and colleges as well as among students experiencing a disability who matriculated to a community college. None of these changes can be associated with the requirement of demonstrating the reading, writing, and math essential skills. To see the data by each group of students, see Appendix A.

For Oregon’s public universities, the first-year to next-fall retention rates among Oregon’s recent high school graduates were consistent over time and are not associated with the changes in the assessment of the essential skills requirements for reading, writing, or mathematics.

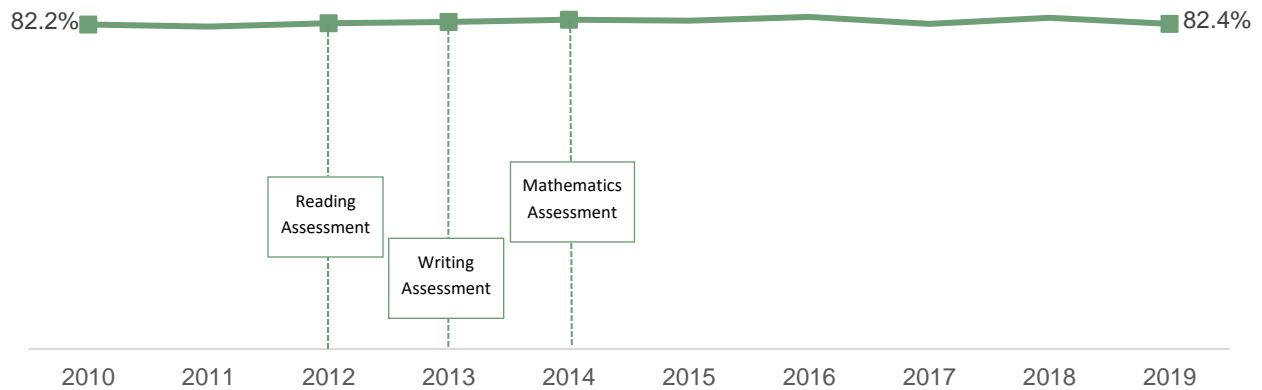


Figure 1: First-year to next-fall Retention Rate among Oregon Recent High School Graduates who transitioned to an Oregon Public University

Recent high school graduates who enrolled in community colleges after high school experienced a lower returning next year retention rate from 2019-2020 to 2020-2021. This decline in retention rates is consistent with community colleges throughout the nation and the steep decline in first-year retention rates from 2018 to 2019 can be attributed to the COVID-19 pandemic. ([College Persistence Rate Drops 2 Percentage Points - Clearinghouse Today Blog \(studentclearinghouse.org\)](https://www.studentclearinghouse.org/blog/2020/09/college-persistence-rate-drops-2-percentage-points/))

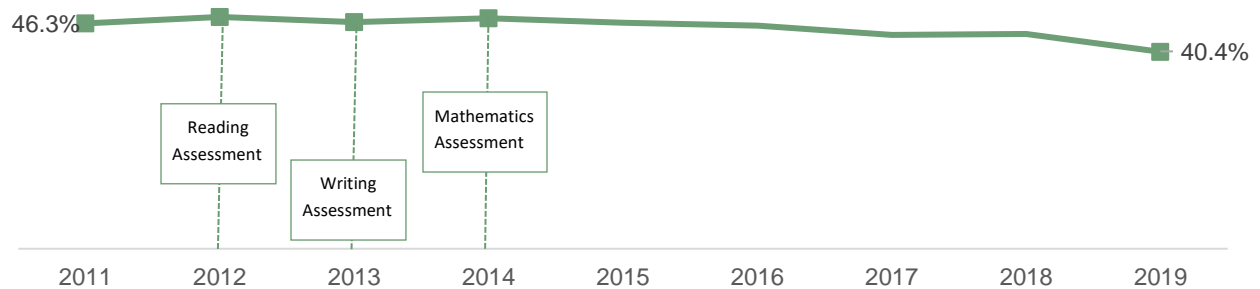


Figure 2: First-year Next Fall Retention Rate among Oregon Recent High School Graduates who transitioned to an Oregon Community College

## FIRST-YEAR GRADE POINT AVERAGE

The first-year grade point average (GPA) earned at Oregon’s public universities and community colleges increased over the last decade. This trend is consistent with national data, where it and has been attributed to grade scale increases and the rise of grade forgiveness policies, rather than improvement in academic performance. ([Grade inflation continues in US colleges | Times Higher Education \(THE\)](#); [Do College Grades Matter Less If Students Can Take Classes Twice? - The Atlantic](#))

While the first-year GPA increased for all groups of recent Oregon high school graduates who matriculated to an Oregon public university or community college, the disparities remained largely unaffected. Students of color—except Asian students, multilingual English language learners, and students experiencing a disability have lower GPAs than their systemically dominant counterparts. To see the data by each group of students, see Appendix B.

The grade point average (GPA) earned in the first year at Oregon’s public universities among recent Oregon high school graduates increased slightly over the past decade. The increase predates the implementation of essential skills demonstration, and the majority of the increase occurred well after that implementation (in 2019). As a result, we do not interpret this increase as associated with the assessment of essential skills as a graduation requirement.

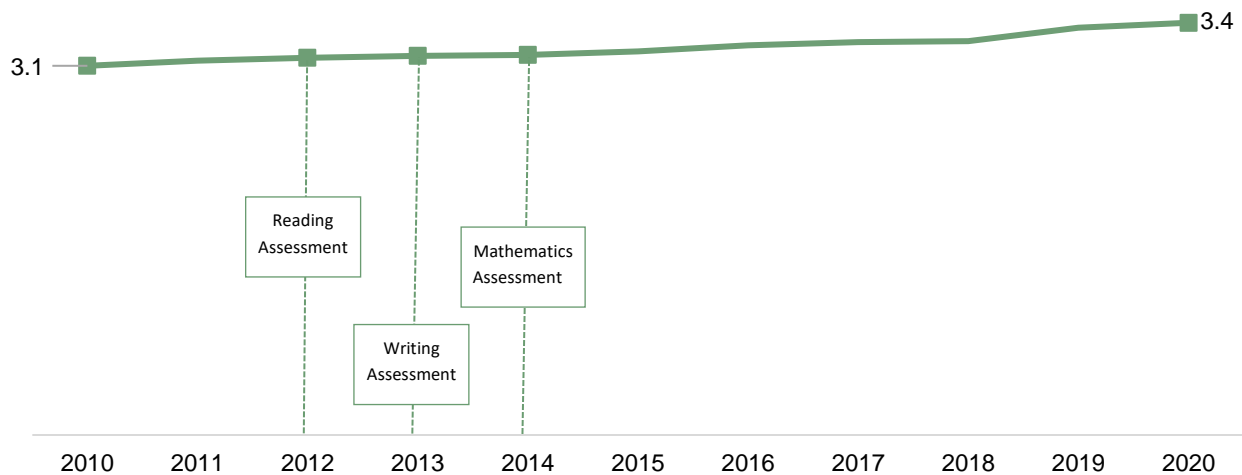


Figure 3: First-year Grade Point Average among Oregon Recent High School Graduates who transitioned to an Oregon Public University

GPA's earned by Oregon's recent high school graduates at community colleges within the first year of attendance increased slightly over the past ten years, consistent with the GPA's earned during the first year at public universities.

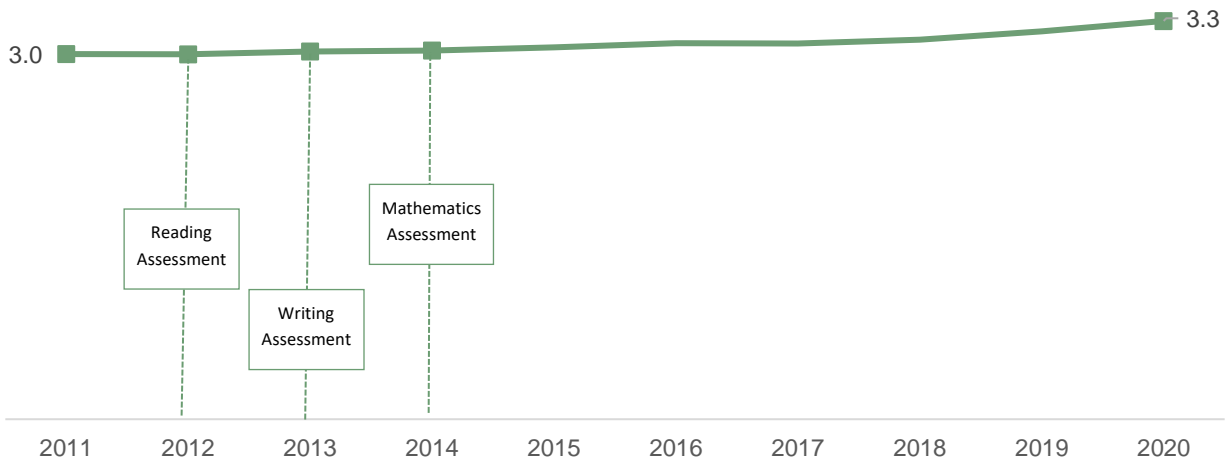


Figure 4: First-year Grade Point Average among Oregon Recent High School Graduates who transitioned to an Oregon Community College

### FIRST-YEAR CREDITS EARNED

First-year credits earned are a similar metric to grade point average in the first year. It is interesting to note that while GPA's rose over the past decade at both universities and community colleges (see figures 3-4), the credits earned in the first year did not show significant change during the same time. The stability of the earned credit rate, compared to gradual increase in first-year GPA, is consistent with increases in grade scales noted at the national level but not with the implementation of demonstrating essential skills as a cause

Students of color—except Asian students, multilingual English language learners, and students experiencing a disability earned a lower percent of the first-year credits attempted at both Oregon's public universities and community colleges among Oregon's recent high school graduates. There were no disparities in first-year credits completed among students from rural communities. To see the data by each group of students, see Appendix C.

No substantial change occurred over the past ten years in credits completed among those attempted in the first year for Oregon recent high school graduates who matriculated to Oregon public universities.



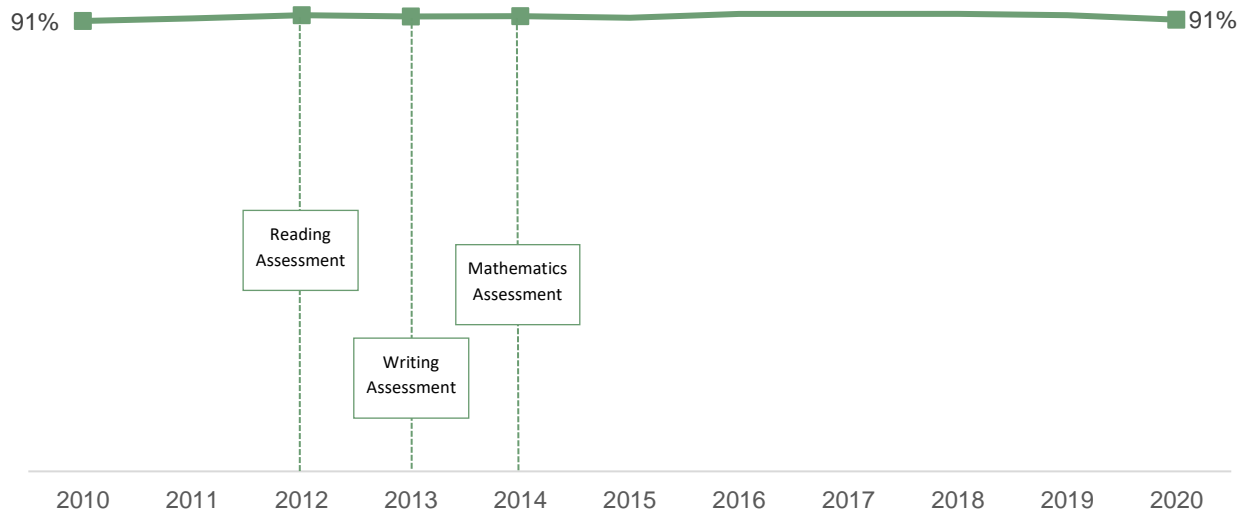


Figure 5: Percent First-Year Credits Completed in Oregon Public Universities among Oregon Recent High School Graduates

The percent of credits earned over credits attempted in the first year increased slightly over the past decade in community colleges among Oregon’s recent high school graduates.

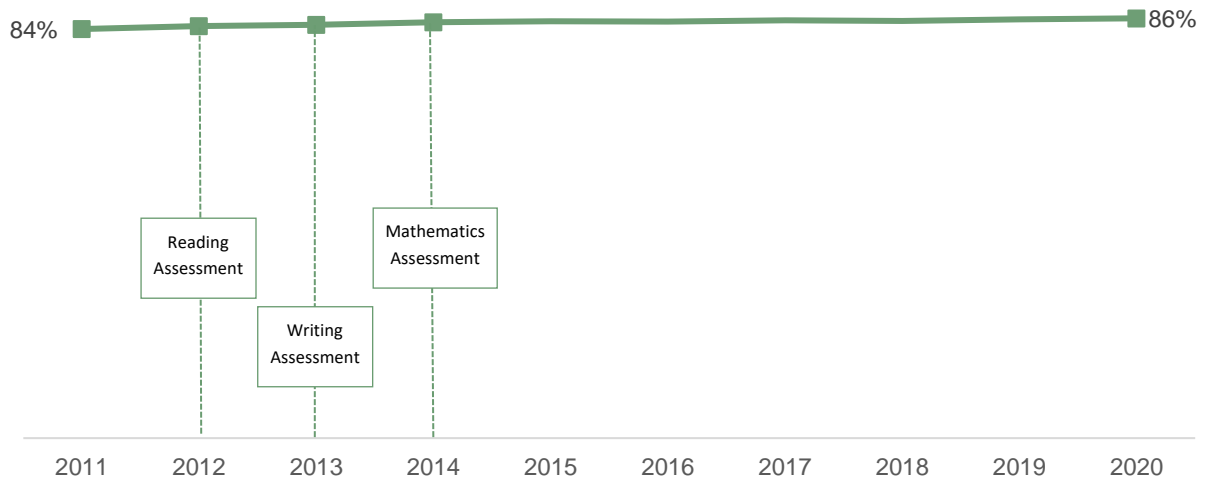


Figure 6: Percent First-Year Credits Completed in Oregon Public Community Colleges among Oregon Recent High School Graduates

## COMPLETED READING COURSE IN FIRST YEAR

Recent Oregon high school graduates were decreasingly likely to enroll in a college-level reading<sup>7</sup> classes over the past ten years, thus reflecting a decline in the percent of recent high school graduates who completed a college-level reading course within the first year of enrollment, especially at Oregon’s public universities.

The numbers of students who take a college-level reading class within the first year at Oregon’s public universities and community colleges are few and decreasing, making it difficult at best to determine disparities in the completion rate of college-level reading classes within the first year by groups of students. To see the data by each group of students, see Appendix D.

The percent of recent Oregon high school graduates who enrolled in a college-level reading class at an Oregon public university declined significantly over the past decade. Among those who enrolled in a college-level reading class, there was also a decline among Oregon’s recent high school graduates who completed the college-level reading course from 88% in 2010-2011 to 82% in 2020-2021.

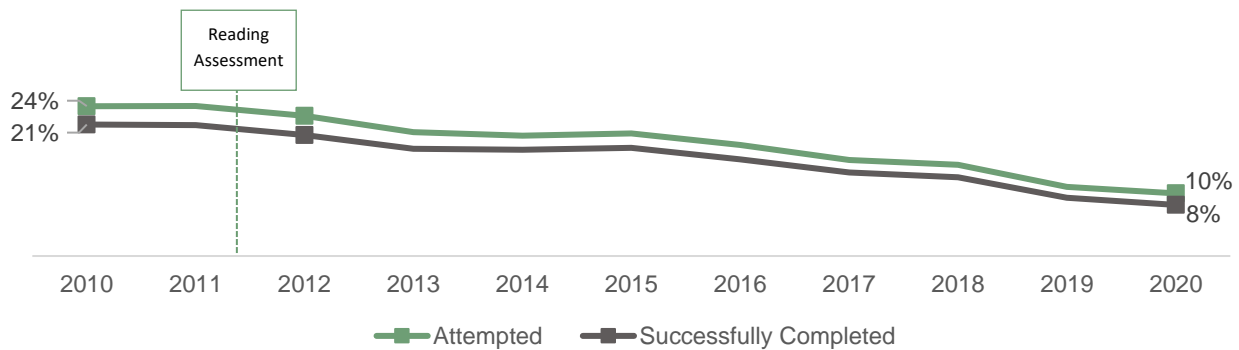


Figure 7: Percent of Oregon Recent High School Graduates who attempted and completed a college-Level Reading Class in an Oregon Public University

<sup>7</sup> A college-level reading class is a class that has an “ENGL” department code and a course number  $\geq 100$ .

The college-level reading course enrollment patterns declined slightly, especially in comparison to the enrollment patterns in public universities among recent Oregon high school graduates. The college-level reading course success rate among those who enrolled in reading increased somewhat from 85% of students 2011-2012 to 88% in 2020-2021.

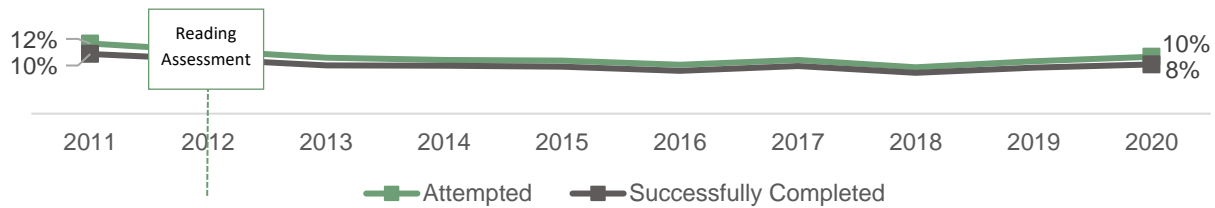


Figure 8: Percent of Oregon recent High School Graduates who attempted and completed a college-Level Reading Class in an Oregon Community College

### COMPLETED WRITING COURSE IN FIRST YEAR

Recent Oregon high school graduates were decreasingly likely to enroll in college-level writing<sup>8</sup> classes over the past ten years, thus reflecting a decline in the percent of recent high school graduates who completed a college-level writing course within the first year of enrollment.

While the college-level writing class completion rate in the first year among all of Oregon’s recent high school graduates who matriculated to one of Oregon’s public universities or community colleges declined, there are differences in the rates of decline by student groups. In community colleges, Asian, Black/African American, Latinx/Hispanic, and Native American students as well as multilingual English language learners were more likely to enroll in and complete a college-level writing course. In both public universities and community colleges, students experiencing a disability were more likely to enroll in and complete a college-level writing class in the first year. However, none of these differences can be associated with the high school requirement of demonstrating the writing essential skill. To see the data by each group of students, see Appendix E.

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<sup>8</sup> A college-level writing class is a class that has a “WRIT” department code and a course number  $\geq 100$ .

The percent of Oregon’s recent high school graduates who enrolled in a writing course within the first year of enrollment at one of Oregon’s public universities declined over the past decade. Among those who attempted a college-level writing course, the students who completed writing slightly declined (92% in 2010-2011 to 87% in 2020-2021).

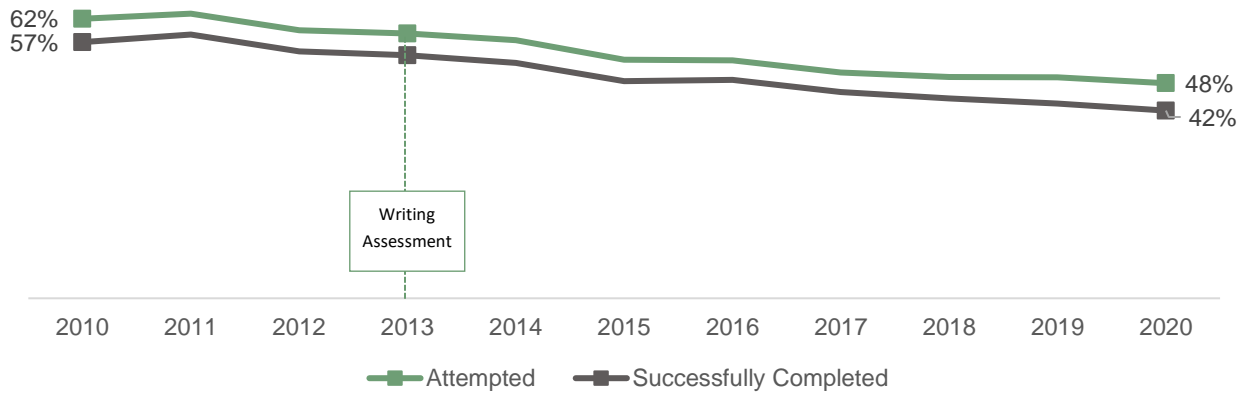


Figure 9: Percent of Oregon Recent High School Graduates who attempted and completed a College-Level Writing Class in an Oregon Public University

The percent of recent Oregon high school graduates enrolled at an Oregon community college who completed a college-level writing course in the first year declined over the last decade due to the decline in attempting a college-level writing course in the first-year. (See Figure 10 below.) However, the percent of students who completed a college-level writing course among those who attempted slightly decreased over the past decade from 85% in 2011-2012 to 80% in 2020-2021.

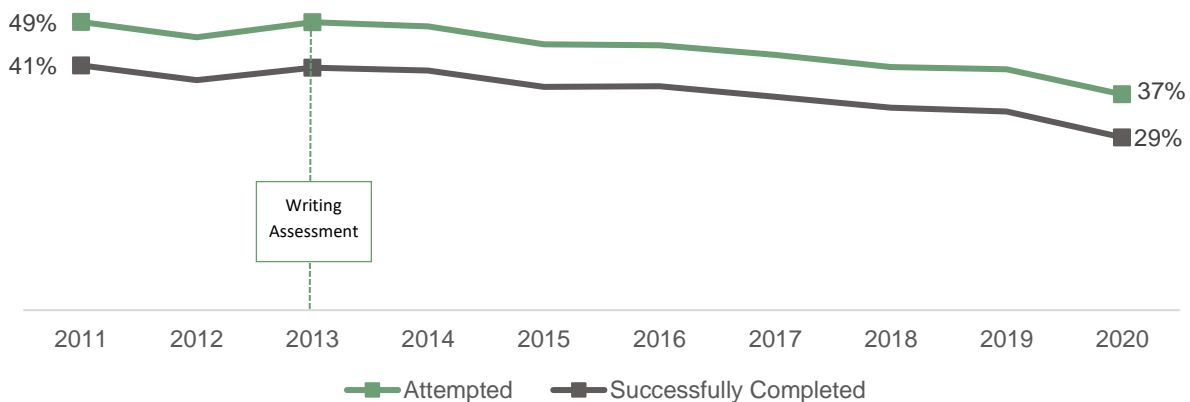


Figure 10: Percent of Oregon Recent High School Graduates who attempted and completed a College-Level Writing Class in an Oregon Community College

## COMPLETED MATHEMATICS COURSE IN FIRST YEAR

The percent of Oregon’s recent high school graduates who enrolled in a college-level mathematics class at an Oregon public university remained unchanged over the past decade; while the percent slightly increased among those who enrolled in a community college.

While no differences in college-level mathematics class enrollment and completion can be attributed to the high school requirement of demonstrating the mathematics essential skill, they are interesting to note. Among Oregon’s recent high school graduates, Asian and white students are more likely to enroll in and complete a college-level math class their first year at an Oregon public university and Asian and African American/Black students are more likely to enroll in and complete a college-level math class first year at an Oregon public community college. Multilingual English language learners who enrolled in an Oregon public university or community college were more likely to complete a college-level math class and Oregon’s community college recent high school graduates experiencing a disability were more likely to complete a college-level math class. To see the data by each group of students, see Appendix F.

The completion of the college-level math course within the first year of enrollment remained largely unchanged over the past ten years among recent Oregon high school graduates who had matriculated to an Oregon public university within 16 months after graduating high school. The college-level math course success rate among those who enrolled in math at an Oregon public university increased slightly from 87% of students 2010-2011 to 90% in 2020-2021.

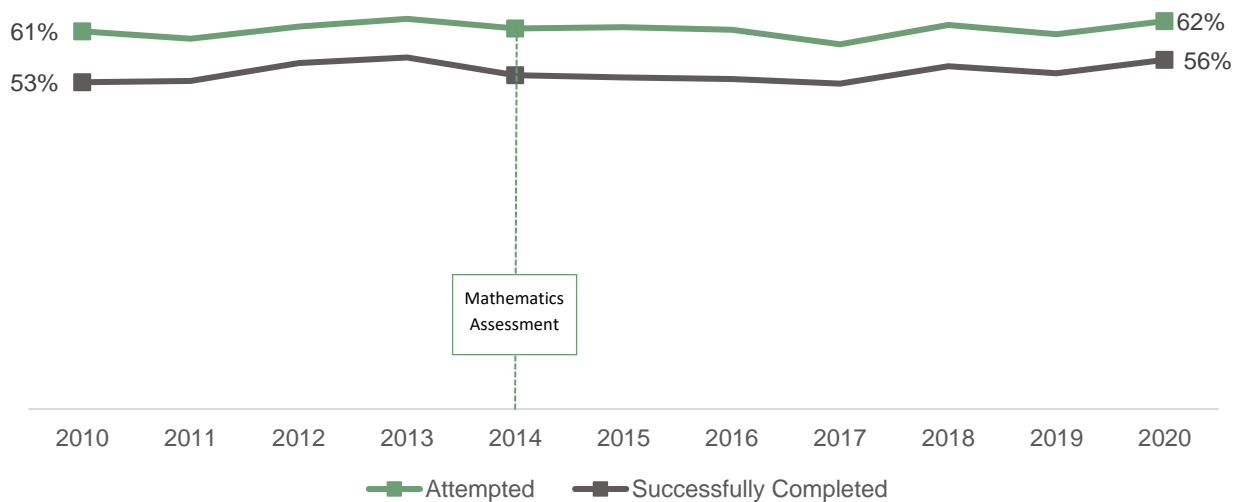


Figure 11: Percent of Oregon Recent High School Graduates who attempted and completed a College-Level Mathematics Class in an Oregon Public University

The percent of recent Oregon high school graduates who transitioned to Oregon’s community colleges and enrolled in college-level mathematics courses slightly increased over the past ten years. Among those students who enrolled in college-level mathematics courses, the course success in the college-level mathematics courses did not change, 83% in 2011-2012 to 83% in 2020-2021.

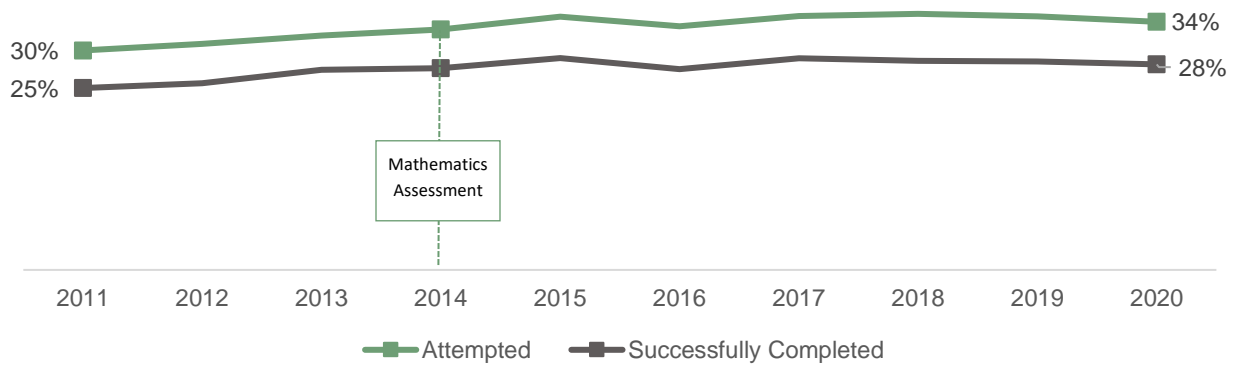


Figure 12: Percent of Oregon Recent High School Graduates who attempted and completed a College-Level Mathematics Class in an Oregon Community College

## CONCLUSION

The requirement of demonstrating the Essential Skills of reading, writing, and mathematics as a condition for Oregon’s high school graduation is not associated with improvement—or any changes—in most first-year postsecondary outcomes in Oregon’s public universities and community colleges. We examined recent high school graduates’ college/university retention rate from first fall to second fall, first-year college/university GPA, earned credit rate in the first year, and completion of college-level reading, writing, and math classes within the first year of postsecondary enrollment. Only first-year GPA and first-year college-level math showed improved outcomes, and the increases in these outcomes do not appear strongly, if at all, attributable to the demonstration of essential skills at the high school level. Moreover, no relationship appears to exist between the implementation of demonstrated proficiency in essential skills and changes in the disparities in these outcomes that exist by race/ethnicity, rural and urban high school, multilingual English language learners, and having experienced a disability in high school. In short, the required demonstration of essential skills in reading, writing, and math in high school do not appear associated with stronger outcomes in college and university. Potential reasons for the lack of findings include the level of skill being demonstrated is too low to improve college and university outcomes or that college and university progress depends much more strongly on factors other than the demonstration of essential skills.

## APPENDIX A. FIRST-YEAR TO NEXT-FALL RETENTION RATE

Table A 1: First-Year to Next-Fall Retention Rate at Oregon Public Universities among Recent Oregon High School Graduates by Race/Ethnicity

	Asian American/ Asian	Black/ African American	Latino/a/x/ Hispanic	Native American/ Alaskan Native	Native Hawaiian/ Pacific Islander	Two or More	White
2010	89%	82%	83%	77%	--	83%	82%
2011	90%	78%	81%	77%	84%	82%	81%
2012	89%	77%	80%	79%	88%	85%	82%
2013	91%	80%	79%	77%	88%	84%	83%
2014	90%	80%	79%	70%	71%	83%	83%
2015	90%	72%	81%	85%	80%	84%	83%
2016	91%	83%	80%	81%	94%	84%	84%
2017	91%	79%	80%	78%	71%	82%	82%
2018	92%	70%	81%	62%	72%	84%	84%
2019	91%	79%	80%	75%	70%	84%	82%

Table A 2: First-Year to Next-Fall Retention Rate at Oregon Community Colleges among Recent Oregon High School Graduates by Race/Ethnicity

	Asian American/ Asian	Black/ African American	Latino/a/x/ Hispanic	Native American/ Alaskan Native	Native Hawaiian/ Pacific Islander	Two or More	White
2011	53%	47%	53%	51%	--	51%	44%
2012	54%	51%	52%	48%	53%	48%	46%
2013	62%	41%	50%	47%	61%	45%	45%
2014	57%	46%	54%	41%	43%	46%	45%
2015	53%	46%	51%	43%	43%	47%	45%
2016	54%	40%	49%	33%	48%	44%	45%
2017	47%	41%	49%	42%	37%	42%	42%
2018	48%	45%	48%	36%	35%	46%	43%
2019	48%	39%	42%	39%	42%	39%	39%

Table A 3: First-Year to Next-Fall Retention Rate at Oregon Public Universities among Recent Oregon High School Graduates by Rural versus Urban

	Rural	Urban	All
2010	78%	84%	82%
2011	76%	84%	82%
2012	78%	85%	82%
2013	79%	85%	83%
2014	81%	84%	83%
2015	81%	84%	83%
2016	80%	86%	84%
2017	77%	85%	82%
2018	80%	85%	84%
2019	79%	84%	82%

Table A 4: First-Year to Next-Fall Retention Rate at Oregon Community Colleges among Recent Oregon High School Graduates by Rural versus Urban

	Rural	Urban	All
2011	42%	49%	46%
2012	43%	50%	48%
2013	42%	49%	47%
2014	44%	49%	47%
2015	44%	48%	46%
2016	41%	49%	46%
2017	42%	45%	44%
2018	39%	47%	44%
2019	37%	42%	40%

Table A 5: First-Year to Next-Fall Retention Rate at Oregon Public Universities among Recent Oregon High School Graduates by Multilingual English Language Learner

	Multi-Lingual English Language Learner	Not Multi-Lingual English Language Learner	All
2010	86%	82%	82%
2011	89%	82%	82%
2012	77%	83%	82%
2013	88%	83%	83%
2014	88%	83%	83%
2015	79%	83%	83%
2016	92%	84%	84%
2017	83%	82%	82%
2018	80%	84%	84%
2019	89%	82%	82%

Table A 6: First-Year to Next-Fall Retention Rate at Oregon Community Colleges among Recent Oregon High School Graduates by Multilingual English Language Learner

	Multi-Lingual English Language Learner	Not Multi-Lingual English Language Learner	All
2011	60%	46%	46%
2012	51%	48%	48%
2013	65%	46%	47%
2014	60%	47%	47%
2015	59%	46%	46%
2016	47%	46%	46%
2017	50%	44%	44%
2018	54%	44%	44%
2019	55%	40%	40%



Table A 7: First-Year to Next-Fall Retention Rate at Oregon Public Universities among Recent Oregon High School Graduates by Students Experiencing a Disability

	Students Received Services for Disability in High School	Students Did Not Receive Services for a Disability in High School	All
2010	--	82%	82%
2011	--	82%	82%
2012	71%	83%	82%
2013	78%	83%	83%
2014	72%	84%	83%
2015	75%	83%	83%
2016	80%	84%	84%
2017	81%	82%	82%
2018	79%	84%	84%
2019	77%	83%	82%

Table A 8: First-Year to Next-Fall Retention Rate at Oregon Community Colleges among Recent Oregon High School Graduates by Students Experiencing a Disability

	Students Received Services for Disability in High School	Students Did Not Receive Services for a Disability in High School	All
2011	36%	46%	46%
2012	42%	48%	48%
2013	50%	46%	47%
2014	51%	47%	47%
2015	52%	46%	46%
2016	52%	45%	46%
2017	49%	43%	44%
2018	48%	44%	44%
2019	47%	40%	40%

## APPENDIX B. FIRST-YEAR GRADE POINT AVERAGE

Table B 1: First-Year Grade Point Average at Oregon Public Universities among Recent Oregon High School Graduates by Race/Ethnicity

	Asian American/ Asian	Black/ African American	Latino/a/x/ Hispanic	Native American/ Alaskan Native	Native Hawaiian/ Pacific Islander	Two or More	White
2010	3.11	2.83	2.90	2.96	--	3.11	3.08
2011	3.14	2.87	2.93	2.95	2.93	3.07	3.13
2012	3.22	2.93	2.96	3.04	2.86	3.11	3.15
2013	3.21	2.74	3.00	3.03	2.83	3.12	3.17
2014	3.25	2.87	2.95	3.03	3.08	3.12	3.18
2015	3.29	2.82	3.05	2.85	3.06	3.15	3.20
2016	3.32	2.87	3.06	3.06	3.12	3.22	3.26
2017	3.36	2.99	3.12	3.06	2.63	3.23	3.29
2018	3.36	2.98	3.12	2.98	2.91	3.28	3.29
2019	3.51	3.19	3.26	3.15	3.13	3.37	3.40
2020	3.59	3.03	3.33	3.41	3.19	3.41	3.43

Table B 2: First-Year Grade Point Average at Oregon Community Colleges among Recent Oregon High School Graduates by Race/Ethnicity

	Asian American/ Asian	Black/ African American	Latino/a/x/ Hispanic	Native American/ Alaskan Native	Native Hawaiian/ Pacific Islander	Two or More	White
2011	3.01	2.69	2.94	2.87	2.50	2.90	3.02
2012	2.95	2.67	2.92	2.79	2.67	3.00	3.03
2013	3.01	2.74	2.91	2.95	2.90	2.95	3.06
2014	2.99	2.71	2.92	2.98	2.81	3.02	3.07
2015	3.04	2.74	2.95	2.84	2.92	3.05	3.10
2016	3.03	2.78	2.99	3.06	3.15	3.06	3.13
2017	3.11	2.82	3.00	3.07	2.88	3.07	3.12
2018	3.12	2.77	3.00	2.98	3.22	3.10	3.17
2019	3.35	2.84	3.08	3.14	3.00	3.17	3.22
2020	3.31	2.91	3.15	3.29	2.85	3.32	3.29

Table B 3: First-Year Grade Point Average at Oregon Public Universities among Recent Oregon High School Graduates by Rural and Urban

	Rural	Urban	All
2010	3.00	3.09	3.06
2011	3.05	3.13	3.11
2012	3.09	3.14	3.13
2013	3.09	3.17	3.15
2014	3.13	3.17	3.15
2015	3.13	3.20	3.18
2016	3.18	3.25	3.23
2017	3.22	3.28	3.26
2018	3.22	3.29	3.27
2019	3.33	3.40	3.38
2020	3.37	3.44	3.42

Table B 4: First-Year Grade Point Average at Oregon Public Universities among Recent Oregon High School Graduates by Rural and Urban

	Rural	Urban	All
2011	3.00	3.00	3.00
2012	3.01	2.99	3.00
2013	3.05	3.00	3.02
2014	3.08	3.00	3.03
2015	3.10	3.02	3.05
2016	3.13	3.07	3.09
2017	3.11	3.07	3.09
2018	3.14	3.11	3.12
2019	3.20	3.18	3.19
2020	3.27	3.27	3.27

Table B 5: First-Year Grade Point Average at Oregon Public Universities among Recent Oregon High School Graduates by Multilingual English Language Learners

	Multi-Lingual English Language Learner	Not Multi-Lingual English Language Learner	All
2010	3.01	3.06	3.06
2011	2.89	3.11	3.11
2012	2.86	3.13	3.13
2013	3.06	3.15	3.15
2014	3.09	3.15	3.15
2015	3.07	3.18	3.18
2016	3.18	3.23	3.23
2017	3.26	3.26	3.26
2018	3.06	3.27	3.27
2019	3.13	3.38	3.38
2020	3.37	3.42	3.42

Table B 6: First-Year Grade Point Average at Oregon Community Colleges among Recent Oregon High School Graduates by Multilingual English Language Learners

	Multi-Lingual English Language Learner	Not Multi-Lingual English Language Learner	All
2011	2.91	3.00	3.00
2012	2.88	3.00	3.00
2013	2.84	3.03	3.02
2014	2.76	3.03	3.03
2015	2.85	3.06	3.05
2016	2.88	3.09	3.09
2017	3.02	3.09	3.09
2018	2.93	3.12	3.12
2019	3.02	3.19	3.19
2020	3.04	3.27	3.27

Table B 7: First-Year Grade Point Average at Oregon Public Universities among Recent Oregon High School Graduates by Students Experiencing a Disability

	Students Received Services for Disability in High School	Students Did Not Receive Services for a Disability in High School	All
2010	--	3.06	3.06
2011	--	3.11	3.11
2012	2.80	3.13	3.13
2013	2.73	3.15	3.15
2014	2.91	3.16	3.15
2015	2.98	3.19	3.18
2016	3.00	3.24	3.23
2017	3.08	3.27	3.26
2018	3.05	3.28	3.27
2019	3.23	3.39	3.38
2020	3.27	3.43	3.42

Table B 8: First-Year Grade Point Average at Oregon Community Colleges among Recent Oregon High School Graduates by Students Experiencing a Disability

	Students Received Services for Disability in High School	Students Did Not Receive Services for a Disability in High School	All
2011	3.04	3.00	3.00
2012	2.73	3.00	3.00
2013	2.75	3.04	3.02
2014	2.82	3.04	3.03
2015	2.82	3.07	3.05
2016	2.90	3.11	3.09
2017	2.87	3.11	3.09
2018	2.94	3.14	3.12
2019	3.02	3.21	3.19
2020	3.11	3.29	3.27

## APPENDIX C. FIRST-YEAR PERCENT OF CREDITS COMPLETED

Table C 1: First-Year Percent of Credits Completed at Oregon Public Universities among Recent Oregon High School Graduates by Race/Ethnicity

	Asian American/ Asian	Black/ African American	Latino/a/x/ Hispanic	Native American/ Alaskan Native	Native Hawaiian/ Pacific Islander	Two or More	White
2010	93%	85%	90%	89%	--	91%	91%
2011	93%	86%	89%	89%	89%	92%	92%
2012	94%	85%	90%	92%	91%	93%	93%
2013	95%	86%	90%	89%	90%	90%	92%
2014	95%	86%	90%	86%	89%	91%	92%
2015	93%	86%	90%	90%	87%	90%	92%
2016	94%	87%	91%	93%	88%	92%	93%
2017	94%	87%	91%	87%	85%	91%	93%
2018	95%	85%	90%	85%	85%	92%	93%
2019	95%	88%	90%	89%	81%	92%	93%
2020	95%	83%	88%	88%	85%	92%	92%

Table C 2: First-Year Percent of Credits Completed at Oregon Community Colleges among Recent Oregon High School Graduates by Race/Ethnicity

	Asian American/ Asian	Black/ African American	Latino/a/x/ Hispanic	Native American/ Alaskan Native	Native Hawaiian/ Pacific Islander	Two or More	White
2011	83%	76%	82%	79%	59%	80%	85%
2012	85%	74%	82%	81%	78%	85%	85%
2013	85%	74%	84%	83%	80%	83%	86%
2014	87%	78%	84%	83%	80%	83%	86%
2015	87%	78%	83%	80%	78%	85%	87%
2016	87%	74%	83%	84%	79%	84%	87%
2017	87%	76%	83%	84%	86%	85%	87%
2018	85%	77%	82%	83%	84%	84%	87%
2019	88%	73%	83%	85%	78%	85%	87%
2020	85%	74%	83%	86%	66%	86%	87%

Table C 3: First-Year Percent of Credits Completed at Oregon Public Universities among Recent Oregon High School Graduates by Rural and Urban

	Rural	Urban	All
2010	90%	92%	91%
2011	90%	92%	92%
2012	91%	93%	92%
2013	91%	92%	92%
2014	92%	92%	92%
2015	91%	92%	92%
2016	92%	93%	93%
2017	92%	93%	93%
2018	92%	93%	93%
2019	91%	93%	92%
2020	90%	92%	91%

Table C 4: First-Year Percent of Credits Completed at Oregon Community Colleges among Recent Oregon High School Graduates by Rural and Urban

	Rural	Urban	All
2011	84%	84%	84%
2012	86%	84%	85%
2013	86%	84%	85%
2014	87%	85%	85%
2015	87%	85%	86%
2016	87%	85%	85%
2017	87%	85%	86%
2018	87%	85%	86%
2019	87%	85%	86%
2020	87%	86%	86%

Table C 5: First-Year Percent of Credits Completed at Oregon Public Universities among Recent Oregon High School Graduates by Multilingual English Language Learners

	Multi-Lingual English Language Learner	Not Multi-Lingual English Language Learner	All
2010	88%	91%	91%
2011	90%	92%	92%
2012	88%	92%	92%
2013	88%	92%	92%
2014	93%	92%	92%
2015	83%	92%	92%
2016	92%	93%	93%
2017	93%	93%	93%
2018	90%	93%	93%
2019	88%	92%	92%
2020	93%	91%	91%

Table C 6: First-Year Percent of Credits Completed at Oregon Community Colleges among Recent Oregon High School Graduates by Multilingual English Language Learners

	Multi-Lingual English Language Learner	Not Multi-Lingual English Language Learner	All
2011	84%	84%	84%
2012	83%	85%	85%
2013	83%	85%	85%
2014	82%	85%	85%
2015	86%	86%	86%
2016	84%	86%	85%
2017	85%	86%	86%
2018	81%	86%	86%
2019	85%	86%	86%
2020	80%	86%	86%

Table C 7: First-Year Percent of Credits Completed at Oregon Public Universities among Recent Oregon High School Graduates by Students Experiencing a Disability

	Students Received Services for Disability in High School	Students Did Not Receive Services for a Disability in High School	All
2010	--	91%	91%
2011	--	92%	92%
2012	86%	92%	92%
2013	88%	92%	92%
2014	86%	92%	92%
2015	88%	92%	92%
2016	88%	93%	93%
2017	89%	93%	93%
2018	89%	93%	93%
2019	88%	93%	92%
2020	89%	92%	91%

Table C 8: First-Year Percent of Credits Completed at Oregon Community Colleges among Recent Oregon High School Graduates by Students Experiencing a Disability

	Students Received Services for Disability in High School	Students Did Not Receive Services for a Disability in High School	All
2011	87%	84%	84%
2012	72%	85%	85%
2013	78%	85%	85%
2014	80%	86%	85%
2015	81%	86%	86%
2016	83%	86%	85%
2017	83%	86%	86%
2018	82%	86%	86%
2019	84%	86%	86%
2020	85%	86%	86%

## APPENDIX D. PERCENT ATTEMPTED AND COMPLETED A COLLEGE-LEVEL READING CLASS IN FIRST YEAR

Table D 1: Percent of Recent High School Graduates Who Attempted a College-Level Reading Class within the First Year in an Oregon Public University by Race/Ethnicity

	Asian American/ Asian	Black/ African American	Latino/a/x/ Hispanic	Native American/ Alaskan Native	Native Hawaiian/ Pacific Islander	Two or More	White
2010	13%	31%	25%	24%	--	31%	25%
2011	17%	27%	23%	30%	29%	25%	25%
2012	17%	31%	23%	27%	26%	24%	23%
2013	11%	20%	20%	27%	36%	20%	21%
2014	11%	23%	19%	30%	21%	17%	20%
2015	16%	22%	18%	28%	10%	19%	21%
2016	10%	17%	20%	22%	23%	17%	19%
2017	11%	12%	13%	11%	13%	13%	17%
2018	9%	16%	14%	17%	10%	16%	15%
2019	8%	9%	10%	15%	20%	12%	12%
2020	8%	8%	9%	11%	15%	10%	11%

Table D 2: Percent of Recent High School Graduates Who Completed a College-Level Reading Class within the First Year in an Oregon Public University by Race/Ethnicity

	Asian American/ Asian	Black/ African American	Latino/a/x/ Hispanic	Native American/ Alaskan Native	Native Hawaiian/ Pacific Islander	Two or More	White
2010	10%	28%	21%	23%	--	27%	22%
2011	14%	18%	20%	27%	29%	22%	22%
2012	14%	25%	19%	27%	19%	21%	20%
2013	9%	17%	17%	25%	28%	15%	18%
2014	10%	22%	16%	26%	17%	14%	18%
2015	14%	18%	15%	23%	7%	15%	18%
2016	9%	14%	16%	22%	10%	14%	16%
2017	10%	11%	11%	11%	13%	12%	15%
2018	8%	10%	12%	13%	7%	14%	13%
2019	7%	8%	9%	13%	10%	10%	10%
2020	6%	5%	7%	9%	8%	9%	9%



Table D 3: Percent of Recent High School Graduates Who Attempted a College-Level Reading Class within the First Year in an Oregon Community College by Race/Ethnicity

	Asian American/ Asian	Black/ African American	Latino/a/x/ Hispanic	Native American/ Alaskan Native	Native Hawaiian/ Pacific Islander	Two or More	White
2011	10%	12%	9%	7%	--		13%
2012	5%	11%	7%	11%	--	14%	12%
2013	10%	7%	7%	12%	--	10%	10%
2014	5%	8%	7%	7%	--	10%	10%
2015	9%		7%	8%	--	10%	10%
2016	5%	10%	6%	9%	--	12%	9%
2017	10%		6%	8%	--	9%	10%
2018	8%	8%	5%	5%	--	7%	9%
2019	7%	8%	7%	6%	--	7%	10%
2020	5%	15%	6%	9%	--	15%	10%

\*Numbers too small to report

Table D 4: Percent of Recent High School Graduates Who Completed a College-Level Reading Class within the First Year in an Oregon Community College by Race/Ethnicity

	Asian American/ Asian	Black/ African American	Latino/a/x/ Hispanic	Native American/ Alaskan Native	Native Hawaiian/ Pacific Islander	Two or More	White
2011	8%	11%	7%	5%	--	7%	11%
2012	5%	9%	6%	9%	--	11%	10%
2013	8%	6%	6%	12%	--	8%	9%
2014	5%	8%	6%	4%	--	8%	9%
2015	9%	5%	6%	6%	--	10%	9%
2016	5%	9%	5%	9%	--	11%	8%
2017	9%	5%	5%	7%	--	8%	9%
2018	7%	6%	4%	3%	--	6%	8%
2019	6%	7%	6%	4%	--	7%	9%
2020	4%	11%	5%	7%	--	12%	9%

\*Numbers too small to report

Table D 5: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Reading Class within the First Year in an Oregon Public University by Rural and Urban

	Rural		Urban		All	
	Attempted	Completed	Attempted	Completed	Attempted	Completed
2010	26%	23%	24%	21%	24%	21%
2011	26%	22%	23%	21%	24%	21%
2012	25%	21%	22%	19%	23%	19%
2013	23%	20%	19%	16%	20%	17%
2014	24%	22%	17%	15%	19%	17%
2015	22%	20%	19%	16%	20%	17%
2016	20%	17%	17%	15%	18%	16%
2017	18%	16%	15%	13%	15%	13%
2018	17%	15%	14%	12%	15%	13%
2019	10%	8%	12%	10%	11%	9%
2020	9%	7%	11%	9%	10%	8%

Table D 6: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Reading Class within the First Year in an Oregon Community College by Rural and Urban

	Rural		Urban		All	
	Attempted	Completed	Attempted	Completed	Attempted	Completed
2011	13%	12%	11%	9%	12%	10%
2012	10%	9%	11%	10%	11%	9%
2013	10%	9%	10%	8%	10%	8%
2014	10%	9%	9%	8%	9%	8%
2015	10%	9%	9%	8%	9%	8%
2016	9%	8%	8%	7%	8%	7%
2017	9%	8%	9%	8%	9%	8%
2018	9%	8%	7%	7%	8%	7%
2019	10%	9%	8%	7%	9%	8%
2020	12%	10%	9%	7%	10%	8%

NOTE: The numbers of multilingual English language learners who are recent high school graduates and attempted and completed a **reading** class within the first year at an Oregon public university and community college are too few to report.

Table D 7: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Reading Class within the First Year in an Oregon Public University by Students Experiencing a Disability

	Students Received Services for Disability in High School		Students Did Not Receive Services for a Disability in High School		All	
	Attempted	Completed	Attempted	Completed	Attempted	Completed
2010	--	--	24%	21%	24%	21%
2011	--	--	24%	21%	24%	21%
2012	21%	16%	23%	20%	23%	19%
2013	19%	15%	20%	17%	20%	17%
2014	27%	24%	19%	17%	19%	17%
2015	24%	22%	20%	17%	20%	17%
2016	25%	21%	18%	15%	18%	16%
2017	17%	15%	15%	13%	15%	13%
2018	18%	15%	15%	13%	15%	13%
2019	11%	9%	11%	9%	11%	9%
2020	12%	11%	10%	8%	10%	8%

Table D 8: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Reading Class within the First Year in an Oregon Community College by Students Experiencing a Disability

	Students Received Services for Disability in High School		Students Did Not Receive Services for a Disability in High School		All	
	Attempted	Completed	Attempted	Completed	Attempted	Completed
2011	--	--	12%	10%	12%	10%
2012	--	--	11%	9%	11%	9%
2013	6%	5%	10%	9%	10%	8%
2014	6%	6%	9%	8%	9%	8%
2015	6%	5%	9%	8%	9%	8%
2016	7%	6%	9%	8%	8%	7%
2017	9%	8%	9%	8%	9%	8%
2018	7%	6%	8%	7%	8%	7%
2019	8%	7%	9%	8%	9%	8%
2020	8%	7%	10%	9%	10%	8%

## APPENDIX E. PERCENT ATTEMPTED AND COMPLETED A COLLEGE-LEVEL WRITING CLASS IN FIRST YEAR

Table E 1: Percent of Recent High School Graduates Who Attempted a College-Level Writing Class within the First Year in an Oregon Public University by Race/Ethnicity

	Asian American/ Asian	Black/ African American	Latino/a/x/ Hispanic	Native American/ Alaskan Native	Native Hawaiian/ Pacific Islander	Two or More	White
2010	60%	74%	68%	59%	68%	58%	61%
2011	61%	71%	67%	54%	60%	64%	63%
2012	56%	68%	58%	65%	60%	58%	60%
2013	55%	63%	59%	75%	54%	57%	59%
2014	54%	63%	60%	61%	40%	56%	57%
2015	52%	49%	52%	55%	42%	54%	53%
2016	47%	50%	54%	61%	54%	53%	53%
2017	43%	49%	49%	52%	45%	49%	51%
2018	45%	45%	47%	47%	40%	52%	50%
2019	42%	39%	45%	38%	62%	51%	51%
2020	44%	48%	43%	63%	53%	47%	49%

Table E 2: Percent of Recent High School Graduates Who Completed a College-Level Writing Class within the First Year in an Oregon Public University by Race/Ethnicity

	Asian American/ Asian	Black/ African American	Latino/a/x/ Hispanic	Native American/ Alaskan Native	Native Hawaiian/ Pacific Islander	Two or More	White
2010	55%	67%	62%	52%	--	52%	56%
2011	59%	67%	62%	47%	65%	61%	58%
2012	53%	56%	52%	61%	55%	56%	55%
2013	52%	56%	55%	67%	52%	51%	54%
2014	50%	56%	55%	54%	50%	50%	52%
2015	48%	45%	46%	47%	30%	47%	49%
2016	43%	46%	49%	56%	42%	49%	49%
2017	40%	43%	45%	52%	42%	45%	47%
2018	41%	36%	42%	43%	28%	47%	45%
2019	39%	36%	39%	31%	35%	44%	45%
2020	41%	43%	37%	51%	54%	42%	42%

Table E 3: Percent of Recent High School Graduates Who Attempted a College-Level Writing Class within the First Year in an Oregon Community College by Race/Ethnicity

	Asian American/ Asian	Black/ African American	Latino/a/x/ Hispanic	Native American/ Alaskan Native	Native Hawaiian/ Pacific Islander	Two or More	White
2011	57%	49%	53%	56%	--	47%	47%
2012	60%	58%	49%	45%	56%	49%	44%
2013	58%	60%	55%	61%	55%	47%	46%
2014	57%	56%	56%	58%	55%	48%	45%
2015	50%	58%	50%	52%	40%	50%	42%
2016	55%	50%	52%	38%	68%	47%	42%
2017	42%	54%	48%	43%	46%	43%	41%
2018	42%	57%	45%	43%	45%	46%	39%
2019	40%	46%	46%	45%	48%	47%	39%
2020	41%	51%	40%	41%	41%	39%	35%

Table E 4: Percent of Recent High School Graduates Who Completed a College-Level Writing Class within the First Year in an Oregon Community College by Race/Ethnicity

	Asian American/ Asian	Black/ African American	Latino/a/x/ Hispanic	Native American/ Alaskan Native	Native Hawaiian/ Pacific Islander	Two or More	White
2011	49%	41%	46%	41%	--	37%	40%
2012	54%	48%	42%	34%	41%	43%	37%
2013	51%	46%	47%	52%	39%	39%	39%
2014	51%	49%	48%	45%	43%	39%	38%
2015	42%	46%	42%	41%	35%	43%	36%
2016	49%	40%	43%	34%	56%	40%	35%
2017	36%	40%	40%	37%	35%	35%	35%
2018	37%	46%	35%	38%	28%	39%	33%
2019	36%	36%	36%	36%	33%	38%	32%
2020	36%	36%	30%	26%	29%	30%	29%

Table E 5: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Writing Class within the First Year in an Oregon Public University by Rural and Urban

	Rural		Urban		All	
	Attempted	Completed	Attempted	Completed	Attempted	Completed
2010	54%	60%	58%	63%	57%	62%
2011	56%	62%	60%	64%	58%	63%
2012	52%	59%	56%	60%	55%	59%
2013	51%	57%	55%	60%	54%	59%
2014	51%	56%	53%	58%	52%	57%
2015	45%	51%	49%	54%	48%	53%
2016	47%	51%	49%	53%	48%	53%
2017	44%	49%	47%	51%	46%	50%
2018	45%	49%	44%	49%	44%	49%
2019	42%	49%	44%	49%	43%	49%
2020	38%	46%	43%	49%	42%	48%

Table E 6: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Writing Class within the First Year in an Oregon Community College by Rural and Urban

	Rural		Urban		All	
	Attempted	Completed	Attempted	Completed	Attempted	Completed
2011	48%	41%	49%	42%	49%	41%
2012	42%	35%	49%	41%	46%	39%
2013	46%	39%	50%	42%	49%	41%
2014	46%	39%	49%	41%	48%	41%
2015	42%	35%	47%	40%	45%	38%
2016	41%	35%	47%	40%	45%	38%
2017	41%	34%	45%	37%	43%	36%
2018	37%	30%	44%	37%	41%	34%
2019	39%	32%	42%	34%	41%	34%
2020	35%	29%	37%	30%	37%	29%

Table E 7: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Writing Class within the First Year in an Oregon Public University by Multilingual English Language Learners

	Multilingual English Language Learner		Not Multilingual English Language Learner		All	
	Attempted	Completed	Attempted	Completed	Attempted	Completed
2010	55%	63%	57%	62%	57%	62%
2011	80%	89%	58%	63%	58%	63%
2012	50%	63%	55%	59%	55%	59%
2013	47%	56%	54%	59%	54%	59%
2014	53%	63%	52%	57%	52%	57%
2015	37%	47%	48%	53%	48%	53%
2016	40%	40%	48%	53%	48%	53%
2017	17%	20%	46%	50%	46%	50%
2018	34%	39%	44%	49%	44%	49%
2019	28%	33%	43%	49%	43%	49%
2020	35%	35%	42%	48%	42%	48%

Table E 8: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Writing Class within the First Year in an Oregon Community College by Multi-Lingual English Language Learners

	Multilingual English Language Learner		Not Multilingual English Language Learner		All	
	Attempted	Completed	Attempted	Completed	Attempted	Completed
2011	49%	44%	49%	41%	49%	41%
2012	51%	49%	46%	39%	46%	39%
2013	67%	61%	48%	41%	49%	41%
2014	66%	58%	48%	40%	48%	41%
2015	65%	61%	45%	37%	45%	38%
2016	68%	59%	45%	38%	45%	38%
2017	54%	50%	43%	36%	43%	36%
2018	57%	47%	41%	34%	41%	34%
2019	48%	43%	41%	33%	41%	34%
2020	56%	41%	36%	29%	37%	29%

Table E 9: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Writing Class within the First Year in an Oregon Public University by Students Experiencing a Disability

	Students Received Services for Disability in High School		Students Did Not Receive Services for a Disability in High School		All	
	Attempted	Completed	Attempted	Completed	Attempted	Completed
2010	--	--	57%	62%	57%	62%
2011	--	--	58%	63%	58%	63%
2012	57%	64%	55%	59%	55%	59%
2013	56%	64%	54%	59%	54%	59%
2014	54%	63%	52%	57%	52%	57%
2015	50%	58%	48%	53%	48%	53%
2016	54%	60%	48%	52%	48%	53%
2017	47%	56%	46%	50%	46%	50%
2018	43%	49%	44%	49%	44%	49%
2019	42%	50%	43%	49%	43%	49%
2020	46%	55%	41%	47%	42%	48%

Table E 10: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Writing Class within the First Year in an Oregon Community College by Students Experiencing a Disability

	Students Received Services for Disability in High School		Students Did Not Receive Services for a Disability in High School		All	
	Attempted	Completed	Attempted	Completed	Attempted	Completed
2011	--	--	49%	41%	49%	41%
2012	--	--	46%	39%	46%	39%
2013	50%	43%	49%	41%	49%	41%
2014	47%	40%	48%	41%	48%	41%
2015	48%	40%	45%	38%	45%	38%
2016	48%	41%	45%	38%	45%	38%
2017	51%	42%	42%	36%	43%	36%
2018	48%	40%	40%	34%	41%	34%
2019	43%	35%	41%	33%	41%	34%
2020	42%	34%	36%	29%	37%	29%



## APPENDIX F. PERCENT ATTEMPTED AND COMPLETED A COLLEGE-LEVEL MATHEMATICS CLASS IN FIRST YEAR

Table F 1: Percent of Recent High School Graduates Who Attempted a College-Level Mathematics Class within the First Year in an Oregon Public University by Race/Ethnicity

	Asian American/ Asian	Black/ African American	Latino/a/x/ Hispanic	Native American/ Alaskan Native	Native Hawaiian/ Pacific Islander	Two or More	White
2010	68%	40%	56%	48%	--	56%	61%
2011	69%	46%	56%	47%	58%	59%	60%
2012	71%	42%	52%	56%	62%	60%	62%
2013	68%	50%	55%	50%	72%	62%	64%
2014	68%	50%	57%	47%	75%	57%	62%
2015	70%	48%	55%	47%	57%	63%	62%
2016	64%	49%	57%	72%	68%	62%	61%
2017	68%	46%	55%	61%	29%	56%	59%
2018	65%	51%	57%	36%	62%	63%	63%
2019	66%	51%	52%	56%	50%	55%	62%
2020	64%	52%	58%	69%	77%	63%	63%

Table F 2: Percent of Recent High School Graduates Who Completed a College-Level Mathematics Class within the First Year in an Oregon Public University by Race/Ethnicity

	Asian American/ Asian	Black/ African American	Latino/a/x/ Hispanic	Native American/ Alaskan Native	Native Hawaiian/ Pacific Islander	Two or More	White
2010	61%	28%	28%	39%	--	47%	53%
2011	65%	36%	36%	40%	48%	51%	53%
2012	64%	36%	36%	45%	60%	53%	57%
2013	61%	45%	45%	43%	60%	54%	58%
2014	64%	41%	41%	44%	58%	50%	54%
2015	64%	36%	36%	43%	50%	54%	54%
2016	58%	38%	38%	53%	52%	55%	54%
2017	64%	35%	35%	52%	17%	51%	52%
2018	61%	41%	41%	34%	48%	56%	56%
2019	62%	45%	45%	53%	40%	51%	56%
2020	60%	40%	40%	66%	58%	57%	57%

Table F 3: Percent of Recent High School Graduates Who Attempted a College-Level Mathematics Class within the First Year in an Oregon Community College by Race/Ethnicity

	Asian American/ Asian	Black/ African American	Latino/a/x/ Hispanic	Native American/ Alaskan Native	Native Hawaiian/ Pacific Islander	Two or More	White
2011	57%	49%	53%	56%	--	47%	47%
2012	60%	58%	49%	45%	56%	49%	44%
2013	58%	60%	55%	61%	55%	47%	46%
2014	57%	56%	56%	58%	55%	48%	45%
2015	50%	58%	50%	52%	40%	50%	42%
2016	55%	50%	52%	38%	68%	47%	42%
2017	42%	54%	48%	43%	46%	43%	41%
2018	42%	57%	45%	43%	45%	46%	39%
2019	40%	46%	46%	45%	48%	47%	39%
2020	41%	51%	40%	41%	41%	39%	35%

Table F 4: Percent of Recent High School Graduates Who Completed a College-Level Mathematics Class within the First Year in an Oregon Community College by Race/Ethnicity

	Asian American/ Asian	Black/ African American	Latino/a/x/ Hispanic	Native American/ Alaskan Native	Native Hawaiian/ Pacific Islander	Two or More	White
2011	49%	41%	46%	41%	--	37%	40%
2012	54%	48%	42%	34%	41%	43%	37%
2013	51%	46%	47%	52%	39%	39%	39%
2014	51%	49%	48%	45%	43%	39%	38%
2015	42%	46%	42%	41%	35%	43%	36%
2016	49%	40%	43%	34%	56%	40%	35%
2017	36%	40%	40%	37%	35%	35%	35%
2018	37%	46%	35%	38%	28%	39%	33%
2019	36%	36%	36%	36%	33%	38%	32%
2020	36%	36%	30%	26%	29%	30%	29%

Table F 5: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Mathematics Class within the First Year in an Oregon Public University by Rural and Urban

	Rural		Urban		All	
	Attempted	Completed	Attempted	Completed	Attempted	Completed
2010	61%	52%	61%	53%	61%	53%
2011	60%	52%	60%	53%	60%	53%
2012	61%	54%	62%	57%	62%	56%
2013	61%	55%	64%	57%	63%	57%
2014	58%	49%	63%	56%	61%	54%
2015	59%	49%	63%	55%	61%	53%
2016	58%	50%	62%	55%	61%	53%
2017	54%	47%	61%	54%	59%	52%
2018	57%	50%	63%	57%	62%	55%
2019	56%	48%	62%	57%	60%	54%
2020	58%	50%	64%	58%	62%	56%

Table F 6: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Mathematics Class within the First Year in an Oregon Community College by Rural and Urban

	Rural		Urban		All	
	Attempted	Completed	Attempted	Completed	Attempted	Completed
2011	48%	41%	49%	42%	49%	41%
2012	42%	35%	49%	41%	46%	39%
2013	46%	39%	50%	42%	49%	41%
2014	46%	39%	49%	41%	48%	41%
2015	42%	35%	47%	40%	45%	38%
2016	41%	35%	47%	40%	45%	38%
2017	41%	34%	45%	37%	43%	36%
2018	37%	30%	44%	37%	41%	34%
2019	39%	32%	42%	34%	41%	34%
2020	35%	29%	37%	30%	37%	29%

Table F 7: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Mathematics Class within the First Year in an Oregon Public University by Multilingual English Language Learners

	Multilingual English Language Learner		Not Multilingual English Language Learner		All	
	Attempted	Completed	Attempted	Completed	Attempted	Completed
2010	57%	47%	61%	53%	61%	53%
2011	57%	54%	60%	53%	60%	53%
2012	58%	50%	62%	56%	62%	56%
2013	62%	56%	63%	57%	63%	57%
2014	50%	47%	61%	54%	61%	54%
2015	74%	68%	62%	54%	61%	53%
2016	72%	64%	61%	53%	61%	53%
2017	50%	47%	59%	53%	59%	52%
2018	63%	54%	62%	55%	62%	55%
2019	--	--	60%	54%	60%	54%
2020	60%	60%	62%	56%	62%	56%

Table F 8: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Mathematics Class within the First Year in an Oregon Community College by Multilingual English Language Learners

	Multilingual English Language Learner		Not Multilingual English Language Learner		All	
	Attempted	Completed	Attempted	Completed	Attempted	Completed
2011	49%	44%	49%	41%	49%	41%
2012	51%	49%	46%	39%	46%	39%
2013	67%	61%	48%	41%	49%	41%
2014	66%	58%	48%	40%	48%	41%
2015	65%	61%	45%	37%	45%	38%
2016	68%	59%	45%	38%	45%	38%
2017	54%	50%	43%	36%	43%	36%
2018	57%	47%	41%	34%	41%	34%
2019	48%	43%	41%	33%	41%	34%
2020	56%	41%	36%	29%	37%	29%

Table F 9: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Mathematics Class within the First Year in an Oregon Public University by Students Experiencing a Disability

	Students Received Services for Disability in High School		Students Did Not Receive Services for a Disability in High School		All	
	Attempted	Completed	Attempted	Completed	Attempted	Completed
2010	--	--	61%	53%	61%	53%
2011	--	--	60%	53%	60%	53%
2012	48%	40%	62%	56%	62%	56%
2013	58%	51%	63%	57%	63%	57%
2014	53%	46%	61%	54%	61%	54%
2015	50%	41%	62%	54%	61%	53%
2016	52%	43%	61%	53%	61%	53%
2017	58%	48%	59%	53%	59%	52%
2018	62%	50%	62%	55%	62%	55%
2019	60%	51%	60%	54%	60%	54%
2020	64%	57%	62%	56%	62%	56%

Table F 10: Percent of Recent High School Graduates Who Attempted and Completed a College-Level Mathematics Class within the First Year in an Oregon Community College by Students Experiencing a Disability

	Students Received Services for Disability in High School		Students Did Not Receive Services for a Disability in High School		All	
	Attempted	Completed	Attempted	Completed	Attempted	Completed
2011	--	--	49%	41%	49%	41%
2012	--	--	46%	39%	46%	39%
2013	50%	43%	49%	41%	49%	41%
2014	47%	40%	48%	41%	48%	41%
2015	48%	40%	45%	38%	45%	38%
2016	48%	41%	45%	38%	45%	38%
2017	51%	42%	42%	36%	43%	36%
2018	48%	40%	40%	34%	41%	34%
2019	43%	35%	41%	33%	41%	34%
2020	42%	34%	36%	29%	37%	29%

