



House Higher Education Committee

Oregon Students' Preparedness for College and University

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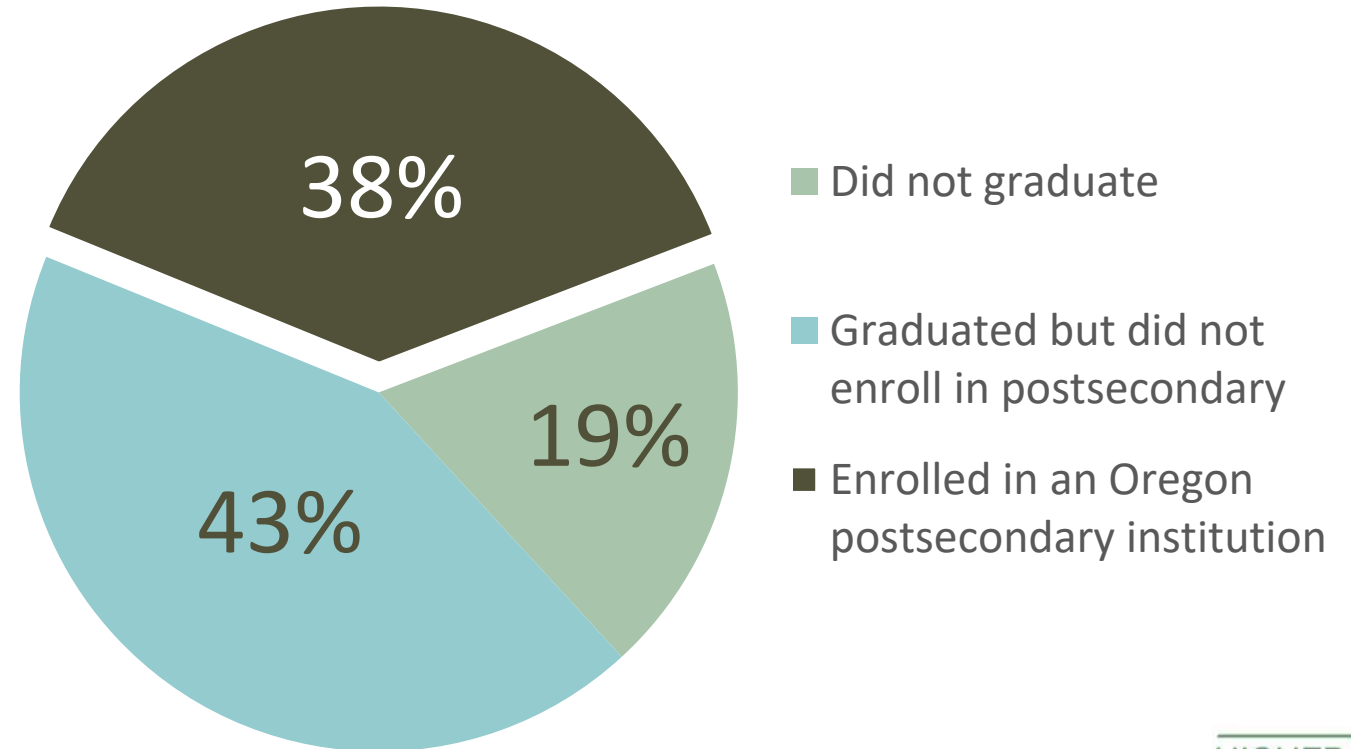
How prepared are Oregon students for college?

We can answer this question only for the minority of students who were likely the best prepared: those who enrolled in postsecondary

Oregon's 2020-21 high school graduation cohort included 46,283 students. Of these, 80.6% graduated from high school within four years, and **38%** enrolled in an Oregon college or university the fall after graduation.

These are the students the following slides represent.

High school graduating class of 2020-21



To assess preparedness for college/university, we examined multiple measures

Community college students

- Developmental education
- College-level coursework
- Continuation after first year
- Completion rates

Public university students

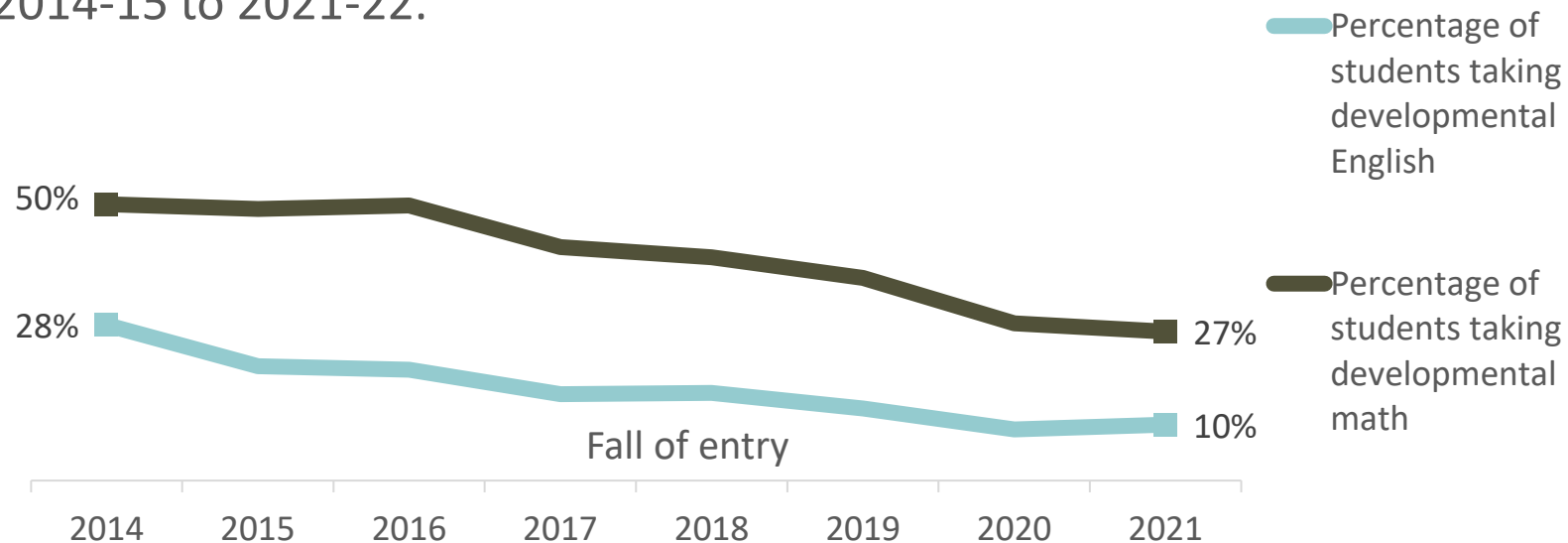
- Incoming SAT scores
- Incoming high school grade point average (GPA)
- Continuation after first year
- Graduation rates

Most of this presentation focuses on young Oregonians just out of high school. For returning adult learners, academic preparation comes from primary and secondary education and by education-related experiences since that time.

No single measure captures students' academic preparedness, but together, these indicate the level of preparation for young Oregonians just out of high school

Many new community college students need developmental math or English

Percentage of Oregon community college students just out of high school who enrolled in developmental math or English in their first year, 2014-15 to 2021-22.



Developmental education rates are higher among those from underserved backgrounds: students of color and those from low-income backgrounds

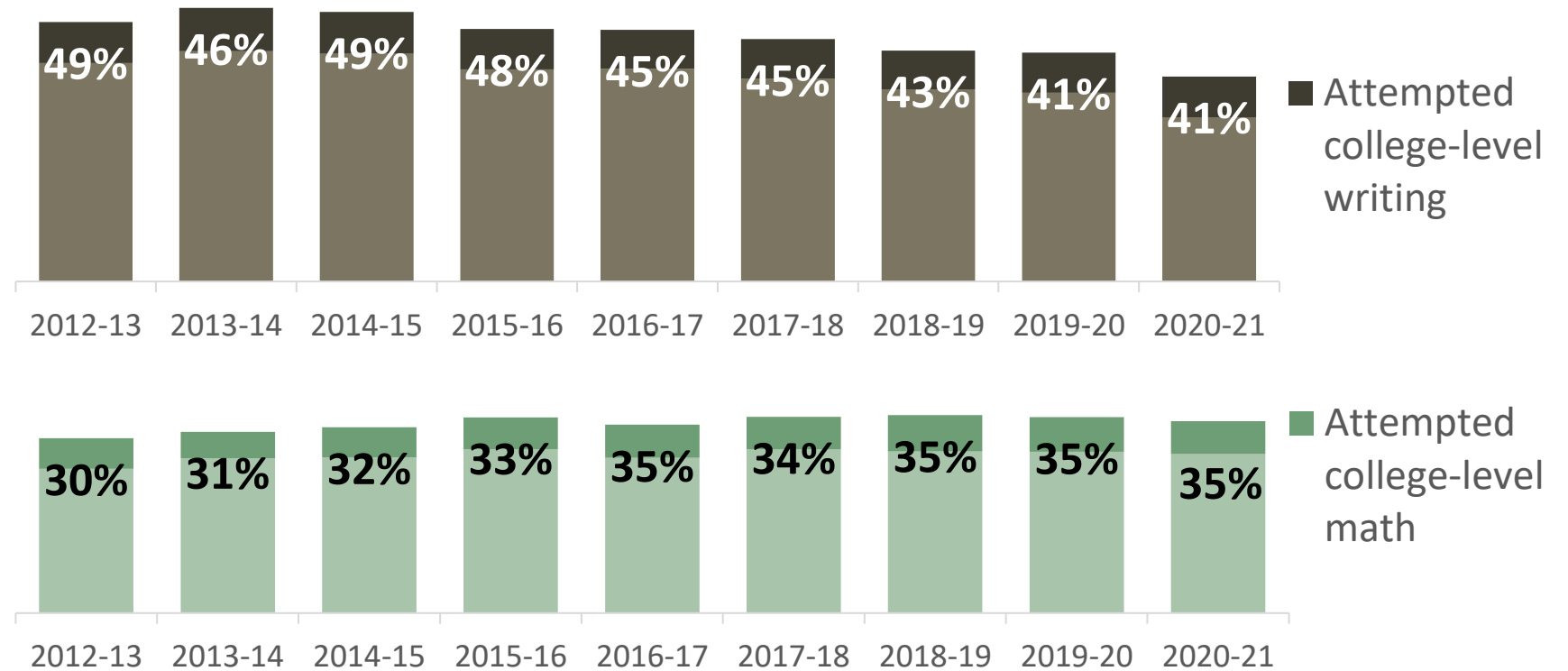
Among all new credential-seeking students at the community colleges (not only those just out of high school), about **40%** take developmental education in their first 2 years. The rates in Oregon are higher in math and lower in English, compared to other states

Fewer than half of incoming community college students attempt college-level math and writing in their first year

Among new community college students just out of high school, just under half enroll in college-level writing, and about one-third enroll in college-level math in their first year.

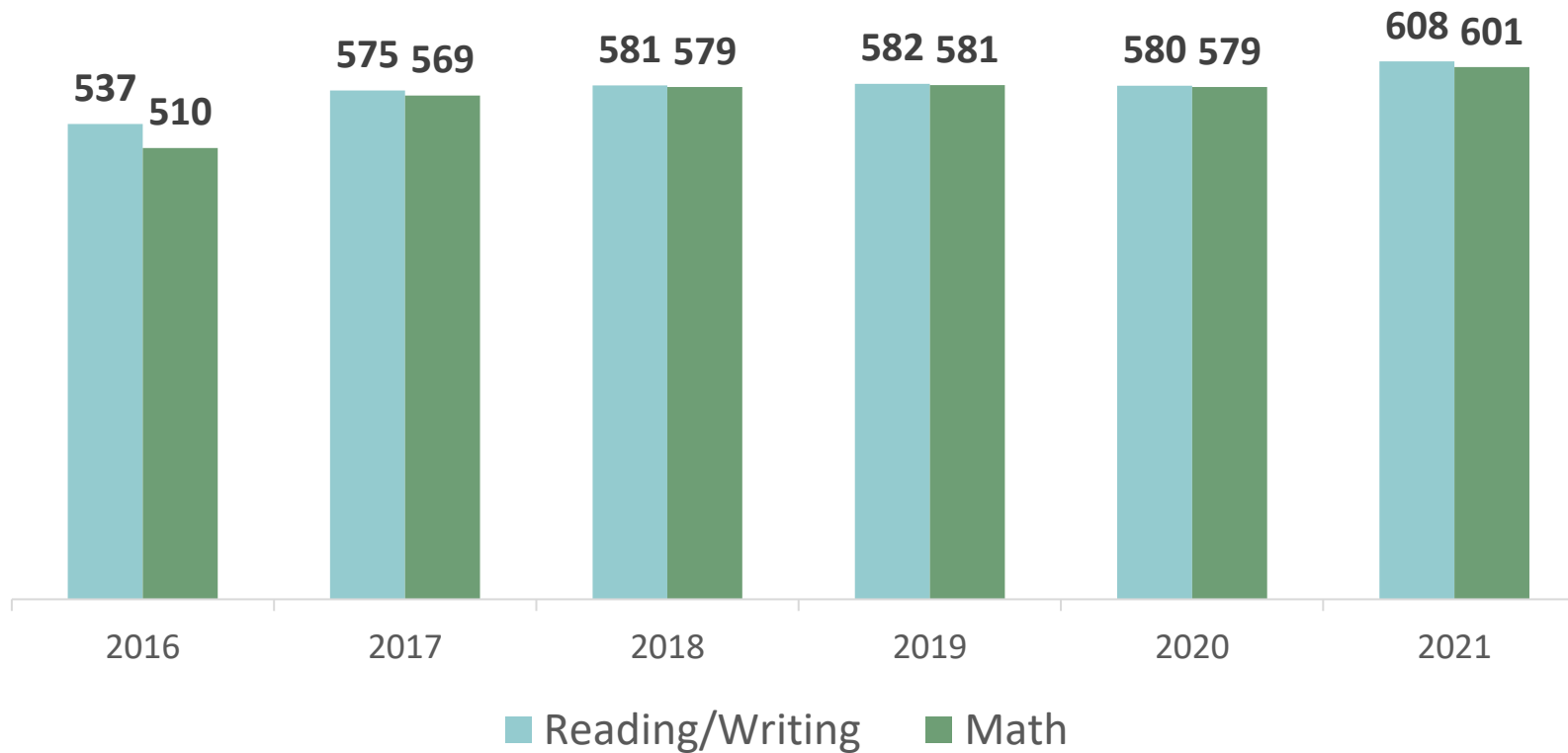
Of those who do enroll, most complete the course, about **85%**.

Percentage of Oregon community college students just out of high school who enrolled in college-level math or writing in their first year, 2012-13 to 2021-22.



New students at public universities must meet admissions criteria, and Oregon students arrive with SAT scores that mirror national rates

Average SAT score of incoming Oregon freshmen at public universities, fall 2016 to fall 2021.

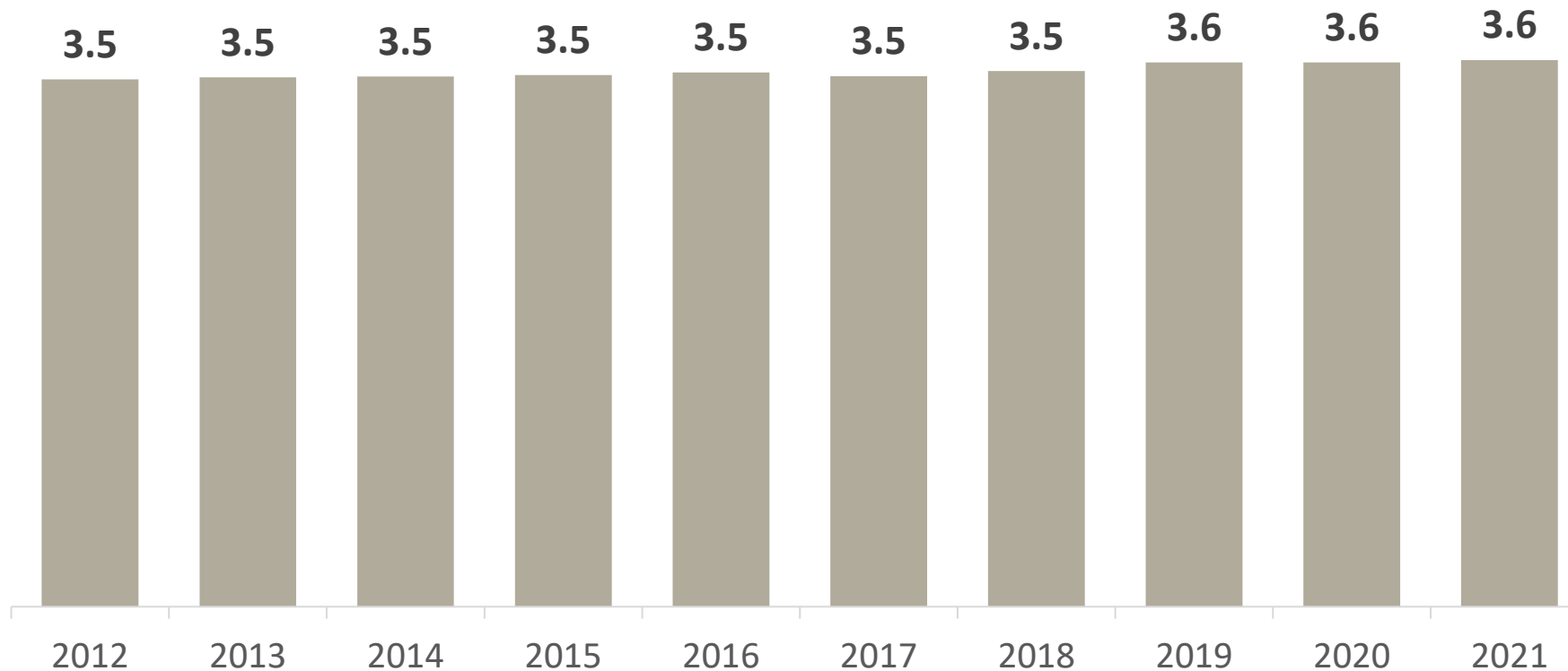


SAT tests have a maximum possible score of 800, and scores vary by institution and student characteristics.

Beginning in 2020-21, universities no longer required the SAT for admission.

New university freshmen also arrive with high school GPAs that indicate strong academic preparation, consistent with admission requirements

Average high school GPA of incoming Oregon freshmen at public universities, fall 2012 to fall 2021.

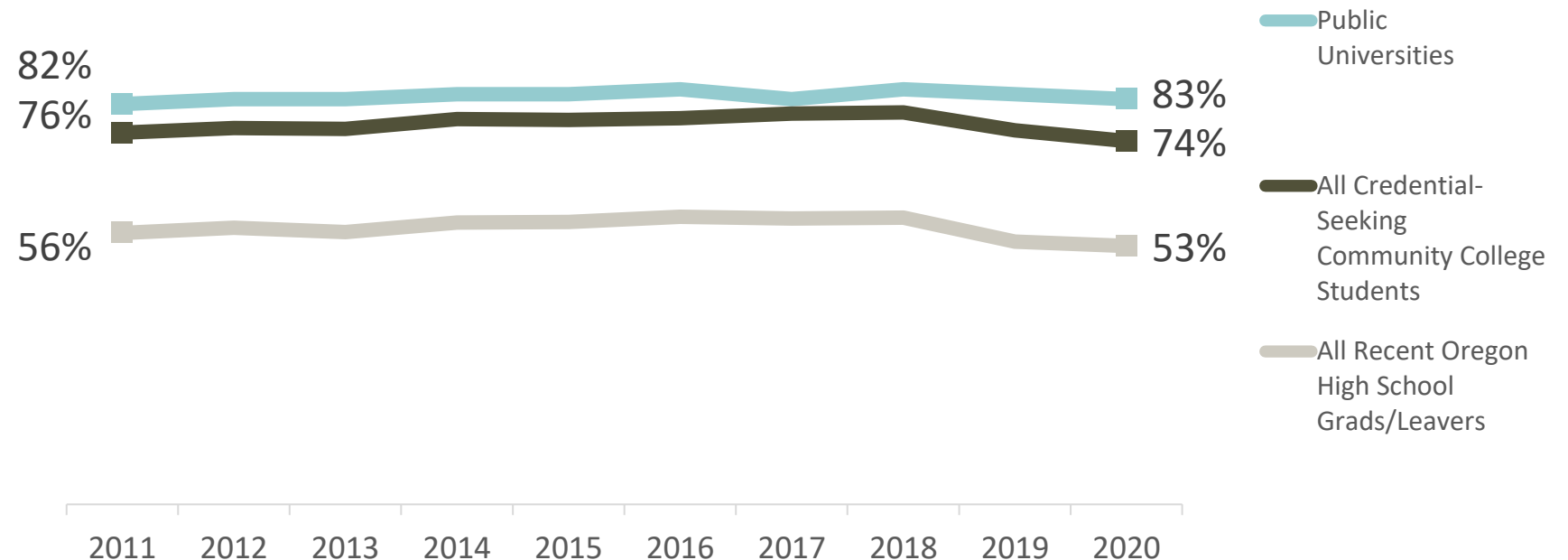


High school GPAs of incoming Oregon freshmen are comparable to national rates

At both the colleges and universities, many students do not return after their first year...

Percentage of new Oregon students at public universities and community colleges who return for their second year, 2011-12 to 2020-21.

There are many reasons students may not return after their first year. Those related to academic preparation include the need to complete developmental education before earning college credit.

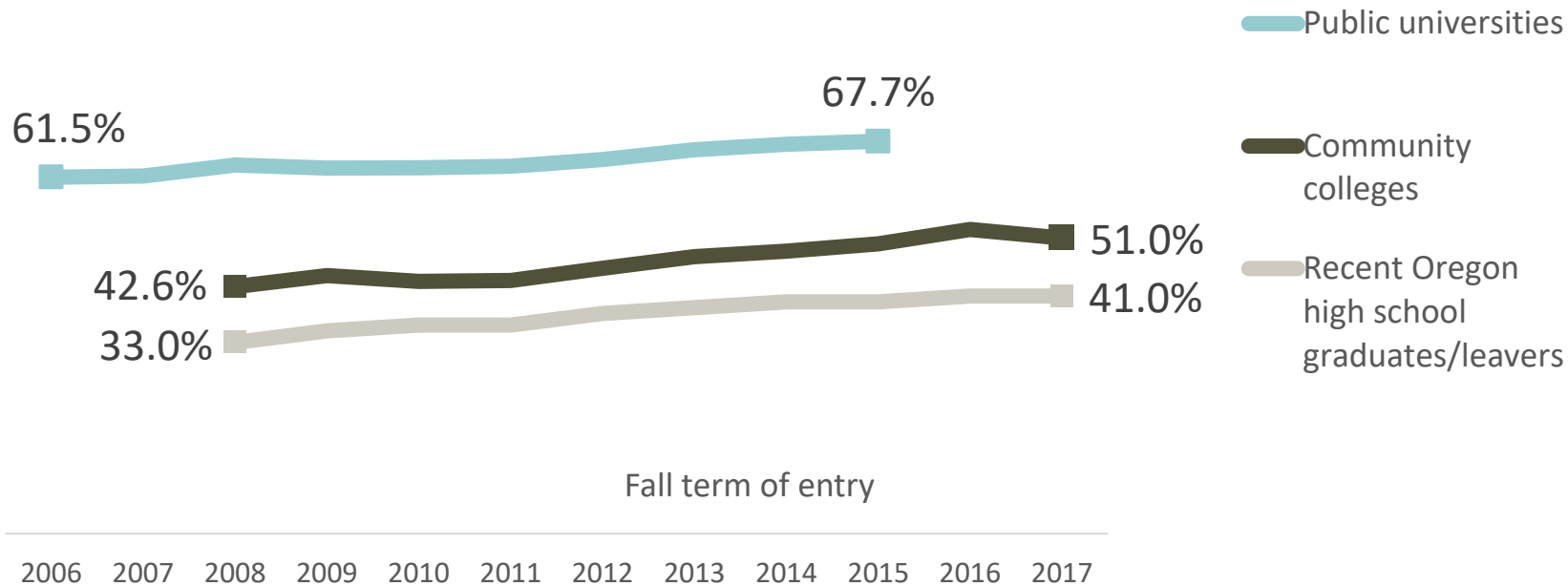


Source: HECC analysis of public university and community college student-level data. University rates show percentage of Oregon resident, first-time, full-time admitted freshmen who arrived in fall term and were enrolled the following fall. Community college rates show (1) the percentage of credential-seeking students who began in fall term and were enrolled the following fall or earned a credential before the following fall and (2) the percentage of new Oregon 18-year olds not enrolled in accelerated learning who began in fall term and were enrolled the following fall or earned a credential before the following fall. Credential-seeking students are those who were new to the institution in the fall term, were not high school students enrolled in accelerated learning, and completed at least 18 quarter credits or a credential in their first two years.

...and many students do not complete their programs of study

Completion rates by institution type and fall term of entry, 2006 to 2017.

For university students, rates show percentage of first-time, full-time freshmen who earn a bachelor's degree within six years. For community college students, rates show percentage of new, credential-seeking students who earn a credential or transfer to a four-year institution within four years.



Graduation rates in both sectors have risen over the last several years. However, wide gaps remain by race/ethnicity, rural/urban background, and income background.

Oregon graduation rates are higher than the national average for public university students and lower than the national average for community college students.

Source: HECC analysis of public university and community college student-level data. University rates show percentage of Oregon resident, first-time, full-time admitted freshmen who arrived in fall term and earned a bachelor's degree within six years. Community college data show completion and transfer rates for (1) the percentage of credential-seeking students and (2) the percentage of new Oregon 18-year olds not enrolled in accelerated learning who began in fall term. Credential-seeking students are those who were new to the institution in the fall term, were not high school students enrolled in accelerated learning, and completed at least 18 quarter credits or a credential in their first two years. Completion and transfer includes earning a credential or transferring to any four-year institution nationwide within four years.

Taken together, the data here show that academic preparation in Oregon appears to vary widely. Even among those who enroll in college or university, large differences exist by sector and student characteristics.

Most high school students do not graduate high school and continue their education into college or university.

Those who do are probably the best prepared academically.

A large minority of incoming community college students need developmental education.

Less than half of incoming college students take college-level writing or math in their first year.

In contrast, incoming university freshmen show strong academic preparation consistent with admissions requirements.

Many students do not return for a second year, and even fewer complete.

Disparities by race/ethnicity, income background, and rural/urban origin exist across nearly every indicator of academic preparation.