



# POSTSECONDARY OUTCOMES OF RECENT HIGH SCHOOL GRADUATES

## Analysis in Support of Senate Bill 744 (2021)

Senate Education Committee

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To support the work of Senate Bill 744 (2021), ODE asked HECC to examine two questions about the postsecondary outcomes of recent high school graduates

After implementing the assessment of the reading, writing, and mathematics essential skills:

Did first-year postsecondary outcomes improve?

Did equity in first-year postsecondary outcomes improve?

# We assessed six outcomes for students overall and across four educational equity gaps

## First-year postsecondary outcomes

1. First-year to next-fall retention rate
2. Percent of first-year credits completed
3. First-year grade point average (GPA)
4. Completion of college-level reading course within the first year
5. Completion of college-level writing course within the first year
6. Completion of college-level mathematics course within the first year

*We tracked these outcomes before and after implementation of essential skills assessments*

## Equity Characteristics

- Race/ethnicity
- Urban/rural background
- Multilingual English language learners
- Disability

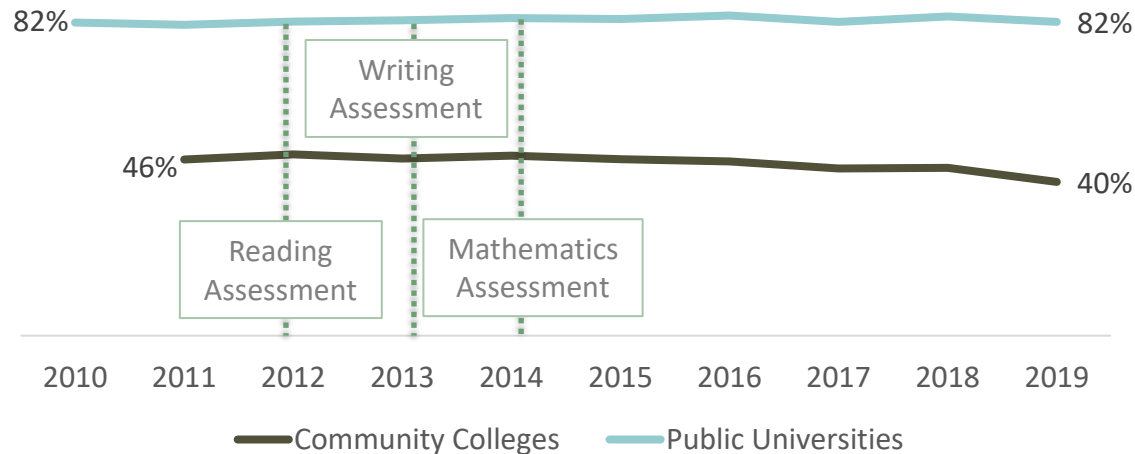
*We examined gaps in the outcomes across these characteristics*

**Who:** students who earned an Oregon public high school diploma and enrolled in an Oregon community college or public university within 16 months

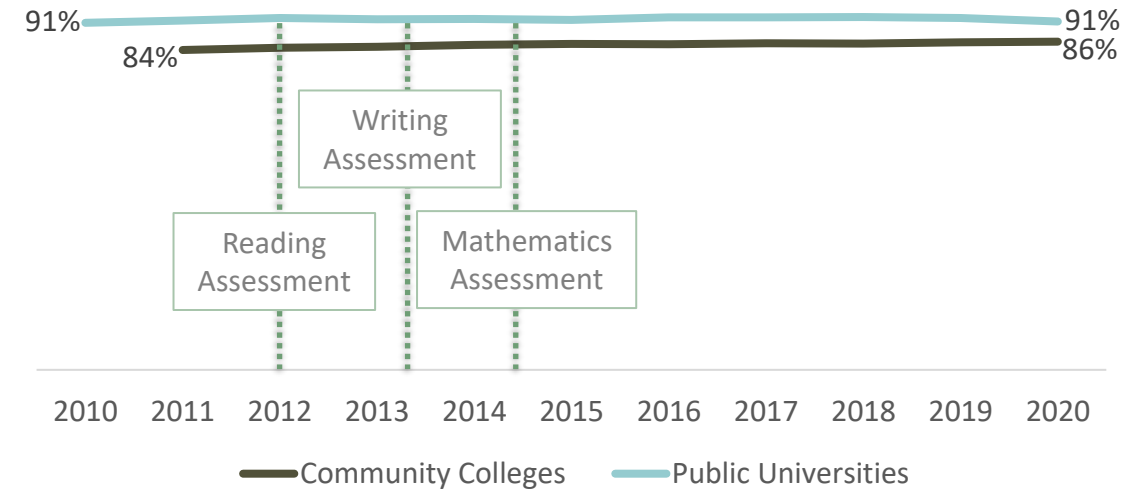
**Data:** Statewide Longitudinal Data System, HECC data

# The first two outcomes did not improve with the implementation of essential skills assessments: first-year retention, percent of first-year credits completed

Retention fell slightly in the colleges and was stable in the universities



First-year credits completed remained stable

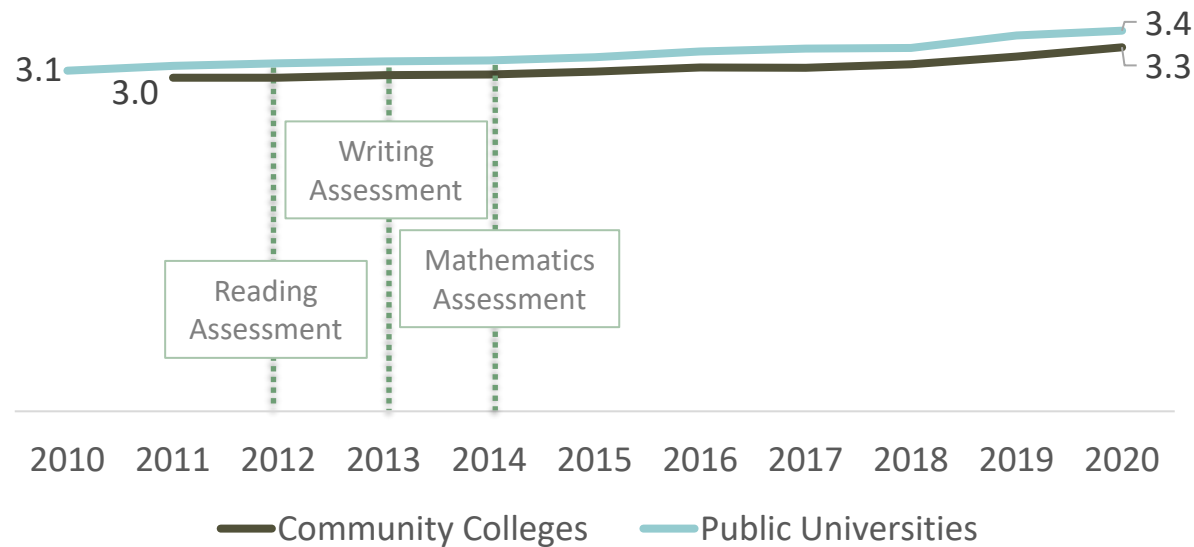


**Equity gaps did not narrow after the implementation of essential skills assessments.**

Where equity gaps existed across race/ethnicity, rural/urban background, multilingual English language learning, and disability, they remained

Grade point average (GPA) in the first year of college/university rose during this period but is not clearly attributable to essential skills implementation

First-year GPA rose, especially in the most recent five years, consistent with national trends

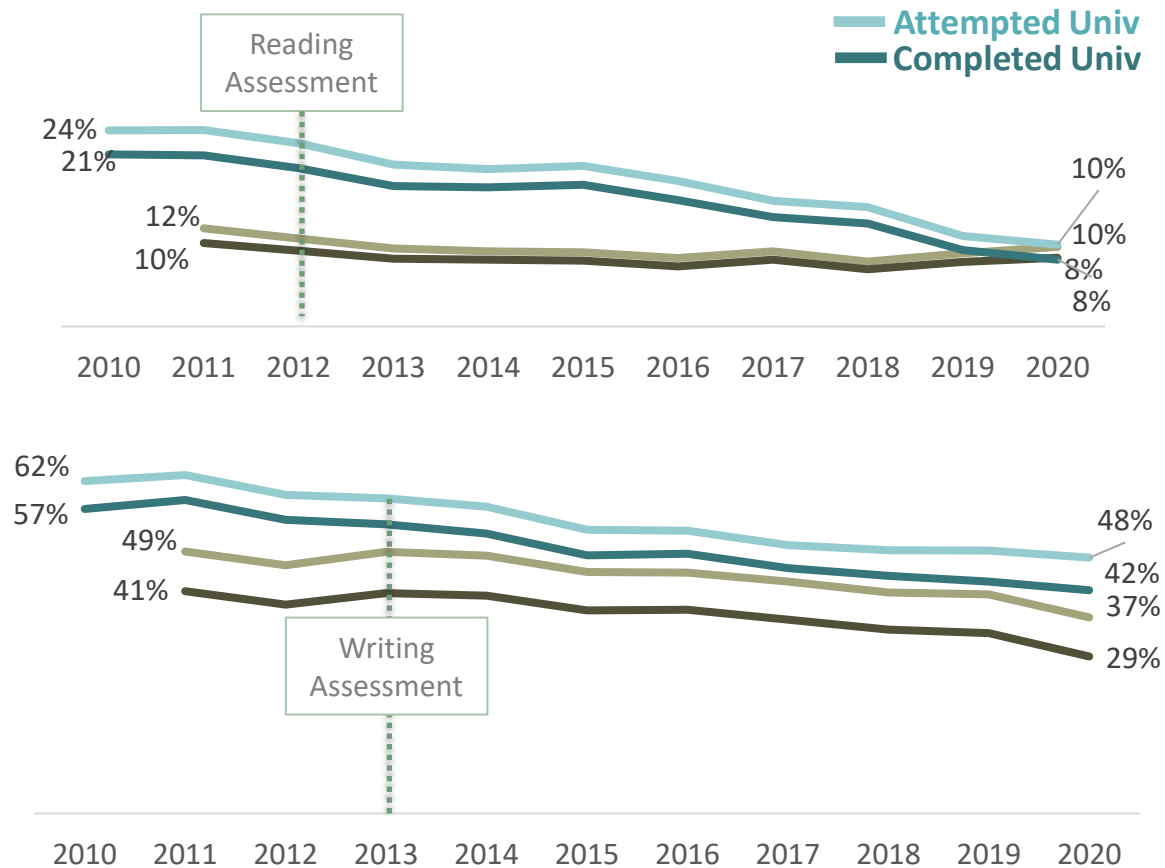


### Equity gaps in first-year GPA remained largely unaffected

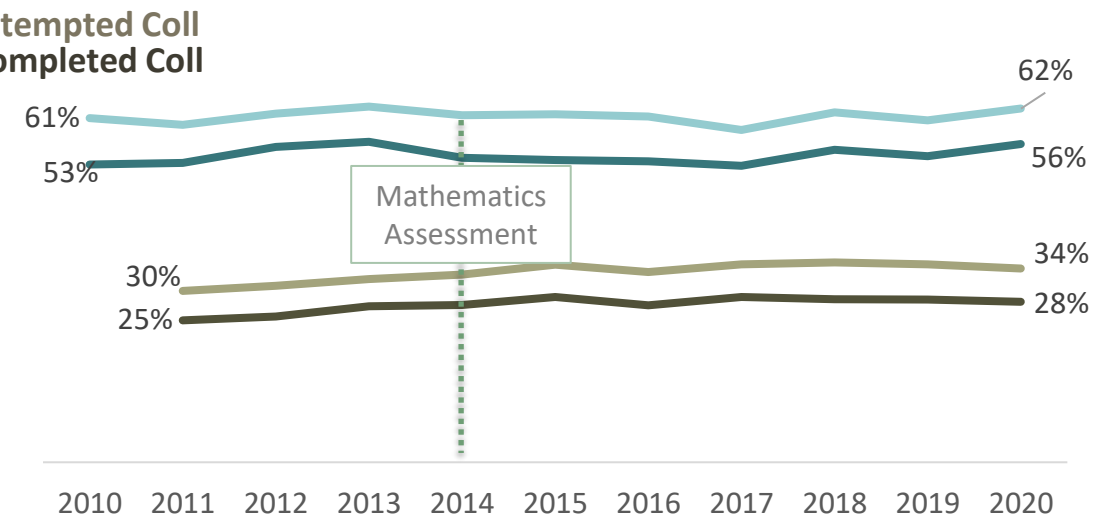
Students of color (except Asian American students), multilingual English language learners, and students experiencing a disability have lower GPAs than their systemically dominant counterparts, and these gaps did not narrow with the implementation of essential skills assessments.

# Completing a college reading, writing, or math course in the first year did not rise with implementation of essential skills assessments

The percent of students attempting / completing college-level reading and writing mostly fell.



The percent of students attempting / completing college-level math rose slightly in comm. colleges.



Equity gaps did not narrow in reading or writing  
Equity gaps in math narrowed slightly across race/ethnicity only



# Conclusions. The assessment of essential skills does not appear related to first-year postsecondary outcomes nor with equity in the outcomes

In general, first-year outcomes in community college and public university did not improve after implementing essential skills assessments in reading, writing, and math in high school

Only first-year GPA and first-year college-level math showed improved outcomes, and these improvements parallel national trends

The implementation of essential skills assessments does not appear to have led to a narrowing of equity gaps in postsecondary outcomes by race/ethnicity, rural or urban high school, multilingual English language learners, and experiencing a disability in high school