Dual Credit in Oregon

An Analysis of Students Taking Dual Credit in High School in 2005-06 with Subsequent Performance in College

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Executive Summary

A dual credit course is a college/university-level course that is taught at a high school, by a high school teacher, in partnership with a community college (CCWD) or Oregon University System (OUS) institution. Successful completion of a dual credit course counts as credit for both high school and college. This pilot report seeks to answer key questions about students taking college work in the form of dual credit:

1. **Do students taking dual credit courses receive the preparation necessary to succeed in future college courses?**

   Within the course sequences we have been able to examine, dual credit instruction does not appear to place students at a disadvantage. In most cases, dual credit students match or outperform their college-prepared counterparts in both community college and university settings.

2. **How often do students retake a course in college which they passed in high school as dual credit?**

   In the course sequences we reviewed, only a small percentage of dual credit students retook courses in college that they had satisfactorily passed as high school dual credit. Nevertheless, the repeat rate for courses taken as dual credit is higher than for similar courses taken in a college setting.

3. **Where do dual credit students enroll in college?**

   Of Oregon's dual credit students in 2005-06 who went on to college the following year, 78.5% attended college in state and 21.5% attended out of state, proportions that are close to the in-state/out-of-state college-going pattern of all Oregon high school graduates.

4. **Do dual credit students persist to their sophomore year at the same rate as other freshmen?**

   Dual credit students who go on to college do persist to the sophomore year at a higher rate than their counterparts who enter college without having earned dual credit. However, after controlling for academic strength and other influences on freshman persistence, the difference in the persistence rates of the two groups is not statistically significant.

To arrive at these conclusions, this report examines dual credit course work in 2005-06 and subsequent college course work in 2006-07[1].

[1] Students taking technical preparatory courses as dual credit are not included in this study.

Dual Credit in Oregon

Introduction

In 2005-06, about 12,000 students took courses at an Oregon high school for dual credit, almost 14% of the juniors and seniors who enrolled in Oregon public high schools that year (Source: Oregon Department of Education). These students completed 9.1 hours of dual credit work on average, and earned a mean grade of 3.39. The most popular subjects were writing, mathematics, and history.

This pilot report seeks to answer key questions about students taking college work in the form of dual credit:

1. Do students taking dual credit courses receive the preparation necessary to succeed in future college courses?
2. How often do students retake a course in college which they passed in high school as dual credit?
3. Where do dual credit students enroll in college?
4. Do dual credit students persist to their sophomore year at the same rate as other freshmen?

To answer these questions, this report examines dual credit course work in 2005-06 and subsequent college course work in 2006-07.

Methodology - Course Sequences

Dual credit enrollments were collected electronically from the 18 participating community college (CCWD) and university (OUS) institutions that sponsored dual credit programs during 2005-06. About 50 dual credit courses are popular among high school students, as listed in Appendix 1-2. To determine how well these dual credit courses prepare students for college, we examine the performance of dual credit students after they continue on to college the next year. We focus on subsequent college courses in which success can be presumed to depend on the knowledge gained in the dual credit course.

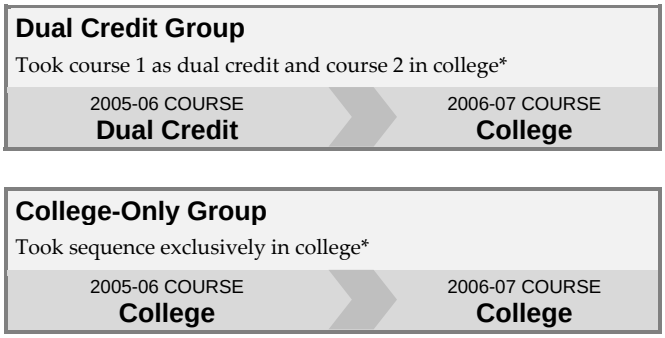
Our analysis identifies six two-course sequences of this type (Table 1). These sequences possess enrollments large enough to give meaningful results while being representative of dual credit-to-college course-taking behavior within a curricular area.

TABLE 1: Typical Two-Course Sequences

Dual Credit Course (taken in 2005-06)		Course in College (taken in 2006-07)
WR121 Composition I	→	WR122 Composition II
MTH111 College Algebra	→	MTH112 Trig/Pre-Calc
MTH112 Trig/Pre-Calc	→	MTH251 Calculus I
MTH251 Calculus I	→	MTH252 Calculus II
MTH252 Calculus II	→	MTH254 Vector Calc I
SPAN103 1st yr Span III	→	SPAN201 2nd yr Span I

Having identified these sequences, the study looks at the performance of dual credit students during consecutive years. In 2005-06, the students take the first course of the sequence in high school as dual credit; in 2006-07, the students take the final course of the sequence in college. We then compare their performance against the performance of students who take the same sequence of courses in the same years, but who take both courses exclusively in college. If dual credit instruction is successful, then dual credit students should perform as well in the final course of the sequence as their college-only counterparts. We present the data separately for each postsecondary sector, OUS or CCWD.

Student Cohorts Used for Comparisons



*Dual credit students are separately compared to community college and OUS college-only students.

1. *Do students taking dual credit courses receive the preparation necessary to succeed in future college courses?*

The main question of the present study is this: Do dual credit courses prepare high school students to succeed when they continue on to college? To answer this question, our strategy is to look at students' performance in the final course of a college sequence taken in a college setting. We then recast the question: Do students who took the prerequisite for the college course in high school as dual credit perform as well in the college course as students who took the prerequisite in college? If they do, then that is evidence for thinking that high school dual credit students are not disadvantaged for subsequent college course work. In making this comparison, we take steps to ensure that the dual credit and college-only students are enough alike that comparing them will not prejudice our results.

Our tactic, then, is to look at student performance in the final course of a sequence and to compare two groups: those who took the prerequisite for the course in high school as dual credit, and those who took the prerequisite for the course in college. The evidence we have assembled allows us to compare these groups in two ways:

1. **Average grade.** We compare the average grade that dual credit students earned in the final course of the sequence against the average grade that college-only students earned in the course. So as to compare like students to like:

    a. We sort the students taking the prerequisite as dual credit into five subcategories according to the grade the students earned: all students who earned an A in the course prerequisite are grouped together, all who earned a B in the course prerequisite are grouped together, and similarly for those who earned a C, D, or F.

    b. Within each subcategory of dual credit students – those who earned an A in the prerequisite, those who earned a B, etc. – we calculate the average grade in the final course of the sequence.

    c. We repeat Steps (a) and (b) for students who took the prerequisite in college.

    d. Finally, we compare the average grade earned in the final course of the sequence by dual credit students against the average grade earned by college-only students: we compare the A dual credit students against the A college-only students, the B dual credit students against the B college-only students, etc., each time asking how each subcategory fared in the final course of the sequence.

    We reason this way: If the average grade in the final course for the A dual credit students is at least as high as the average grade in the final course for the A college-only students, and the average grade for the B dual credit students is at least as high as the average grade for the B college-only students, etc., this is evidence that dual credit instruction does not leave students at a disadvantage in the final college course. Further, by comparing A dual credit students with A college-only students, and B dual credit students with B college-only students, etc., we seek to compare like students with like, thereby minimizing differences in academic ability between the two groups that might bias the comparison.

2. **Proportion who pass a sequence's final course.** The comparison between dual credit and college-only instruction measures success in terms of students' average grade in the final course of a sequence. Although such a measurement is a first indicator of whether dual credit students' preparation was adequate, by itself it falls short of being decisive. The measurement needs to be complemented by a second indicator of success, namely, the proportion of students who satisfactorily pass the final course, or even, perhaps, who earn an A or B in it; but these proportions are not revealed by the average grade in the course. The need to examine the detail behind the average grade is illustrated by a simple thought experiment. In a course with 30 students, an average grade of 3.0 can be arrived at through numerous combinations. All 30 might earn a B. Or, again, 15 might earn an A and 15 a C. Or, finally, 20 might earn an A and 10 might earn a D. If students' success in the final course is an indication of their degree of preparation, in which of these circumstances would we say that the students had been adequately prepared for the course? In the first case, where all students earned a B, we might claim adequate preparation for all the students. In the second case, the 15 students who earned A's certainly were well prepared, but we'd be less confident making that claim about the 15 who received C's. And in the case of the 10 students who received D's, we'd be more likely to claim that they had not been adequately prepared.

   Accordingly, to discover whether dual credit students are the equal of their college-prepared counterparts in terms not only of average grade but of the numbers who pass, we again look at students' performance in the final course of a college sequence, this time calculating the proportion of dual credit vs. college-only students who pass the course satisfactorily (i.e., with a grade of C- or better). To avoid biasing our results, here too it is important to compare like students to like, and so we restrict the comparison to those students who are adequately prepared to continue on in the sequence, construing "adequately prepared" to mean those dual credit students and their college-only counterparts who earn an A or B in the prerequisite[2]. Such students presumably have mastered the course material well enough to succeed in the sequence's final course, so we are comparing the performance in the final course of dual credit students who ought to be prepared for it against college-only students who likewise ought to be prepared. Once again, we reason this way: If, within the population of adequately prepared students, we find that the proportion of dual credit students who satisfactorily pass the final course of a sequence is equal to or greater than the proportion of college-only students who do the same, then we may conclude that dual credit instruction did not place students at a disadvantage when taking the final course of the sequence in college.

Let's turn now to the evidence we've assembled for each of these comparisons. Note that dual credit students are separately compared to community college and OUS college-only students.

[2] For purposes of the comparison, we ignore students whose grade in the prerequisite was C or lower. It would be no surprise if C students struggled in the final course, and therefore it would make little sense to criticize dual credit instruction on the grounds that its C students were not well prepared to continue on. But for A and B students, it would be a serious indictment of dual credit instruction if they were not well enough prepared to continue on in the sequence.

Comparison 1: Average grade in the final course of a sequence

As described above, we use the average grade in the final course of a sequence to discover whether dual credit instruction does an adequate job of preparing students. If dual credit instruction is adequate, then dual credit and college-only students earning the same grade in the first course of a sequence should perform equally well in the final course of the sequence. In other words, within a curricular sequence whose final course is taught in a college setting, we expect dual credit students who take the prerequisite in high school and receive an A to do as well in the final course as students who take the prerequisite in college and receive an A, and the same for B students, C students, etc. And if they do, we take this as evidence that dual credit instruction prepares students adequately for success in these sequences.

CHART 1
Average Grade in WR122
by Grade Received in WR121

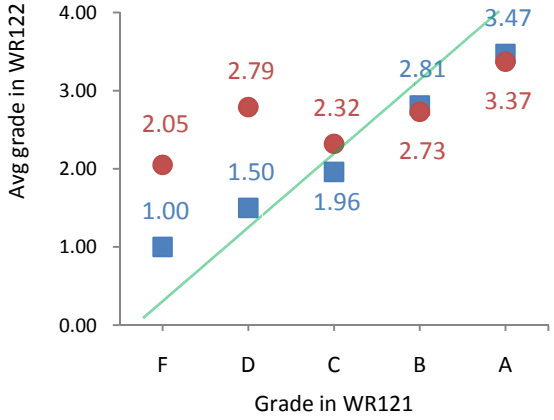
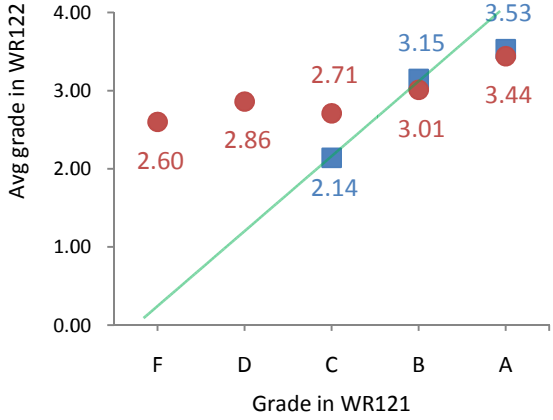


CHART 2
Average Grade in WR122
by Grade Received in WR121



Source: OUS Institutional Research, CCWD. Lower grades for the Dual Credit to OUS group do not appear because no dual credit students receiving a grade of D or F in WR121 took WR122 in college the following year. More data, including standard deviations and distribution of average grade, are available in Appendix 3, starting on page 20.

Charts 1 and 2 illustrate the comparison separately for community college and OUS students who took both WR121 and WR122. In both cases, the best dual credit students – those who received an A or B in WR121 – achieved a higher average grade in WR122 than their college-only counterparts. Appendix 3 shows similar comparisons for all courses analyzed in this study, together with the number of students in each group and the standard deviation for each grade category. Although low-performing dual credit students – those with grades of C, D, or F in the prerequisite – do not perform as well in the final course of several sequences as their college-only counterparts, the number of low-performing students is too small to support any generalizations about the performance of the larger group of dual credit students (in the dual credit prerequisites we analyzed, about 90% of grades were either A or B). Moreover, it would make little sense to criticize the quality of dual credit instruction on the grounds that the students who did badly in its courses were unprepared to succeed in subsequent college work.

As a review of Appendix 3 shows, in general, and especially in those sequences with a reasonably large number of students, dual credit students who pass the prerequisite with an A or B attain an average grade in the final course that is at least as high as their college-only counterparts'. Within these sequences, then, dual credit instruction appears to do an adequate job of preparing students for the final course.

Comparison 2: Proportion who pass a sequence's final course

As explained earlier, to complete the comparison of dual credit to college-only instruction, it's necessary to look beyond the average grade in the final course of a sequence to the proportion who pass it satisfactorily. We focus on students who earn an A or B in the prerequisite because those are the students whose mastery of the course material should be adequate for success in the final course.

Accordingly, if dual credit instruction were deficient, we would expect students who had mastered the prerequisite material as taught in a high school setting to suffer in comparison to their counterparts who had mastered it as taught in college. But as Table 2 shows, in general that hasn't happened. On the contrary, in most cases a greater proportion of students who mastered the prerequisite material in high school satisfactorily passed the final course of the sequence than their college-only counterparts. MTH 251 to 252 in community college is the only notable exception, and its small number of students – 11 – makes us cautious about resting much weight on the comparison; but otherwise dual credit students passed the final course in roughly equal, and often greater, proportions than their college-prepared counterparts. Further, as a review of Appendix 2-1 shows, the same holds true when the comparison is restricted to the proportion who complete the final course with an A or B: in most sequences, a greater proportion of dual credit students earned an A or B in the final course than their college-prepared counterparts. Once again, within the sequences reviewed here, it appears that dual credit instruction does an adequate job of preparing students for success[3].

TABLE 2: Percent of A or B Students Satisfactorily Passing Last Course of Sequence (Grade of C- or better)

Sequence 2005-06		Sequence 2006-07	Location of 2006-07 Instruction	A or B Students* from the 2005-06 Course: Dual Credit-to-College #	Dual Credit-to-College % Passed	College-to-College #	College-to-College % Passed	Difference DC - C
MTH111	→	MTH112	CCWD	31	100%	232	90%	10%
College Algebra		Trig/PreCalc	OUS	19	79%	165	82%	-3%
MTH112	→	MTH251	CCWD	104	98%	213	90%	8%
Trig/Pre-Calc		Calculus I	OUS	36	83%	209	78%	5%
MTH251	→	MTH252	CCWD	11	55%	91	92%	-37%
Calculus I		Calculus II	OUS	49	94%	295	78%	16%
MTH252	→	MTH254	CCWD	2†	100%	135	88%	12%
Calculus II		Vector Calc I	OUS	70	93%	126	88%	5%
WR121	→	WR122	CCWD	126	90%	1,518	92%	-2%
Composition I		Composition II	OUS	71	99%	473	97%	2%
SPAN103	→	SPAN201	CCWD	30	97%	177	96%	1%
1st Yr Span III		2nd Yr Span I	OUS	13	100%	243	96%	4%

†Too few students to gauge success in this sequence.
Source: OUS Institutional Research, Community Colleges and Workforce Development
More detailed information on success in last course of sequence is available in Appendix 3.

[3] Note that the number of students taking some sequences is very small (e.g., MTH 252 to 254 in community college). Such comparisons are included for the sake of completeness, but they cannot support any judgments about the relative merits of dual credit vs. college-only instruction.

Conclusion

Within the sequences we have been able to examine, dual credit instruction does not appear to place students at a disadvantage compared to their college-prepared counterparts. Two pieces of evidence support this conclusion: (1) In the final course of most sequences, students who take the prerequisite as dual credit attain an average grade that is as high as or higher than the average grade attained by students who take the prerequisite in college. (2) Within the group who earn an A or B in the prerequisite, a roughly equal and usually greater percentage of dual credit students satisfactorily pass the final course of the sequence than their college-prepared counterparts.

These two pieces of evidence hold true for both two-year and four-year postsecondary sectors. Although there are differences between the sectors in some sequences, for the most part dual credit students match or outperform their college-prepared counterparts whether the sequences are taught in community college or university. Accordingly, for the sequences examined in this study, we are able to generalize our conclusion across both educational sectors: in community colleges and universities alike, dual credit instruction does an adequate job of preparing students for success.

2. *How often do students retake a course in college which they passed in high school as dual credit?*

Sometimes students who earn college credit by completing a dual credit course repeat the course in college. This could be regarded as wasting educational resources; if the practice were common, it would defeat the purpose of offering college courses to high school students. The question is, how frequent is the practice?

Fortunately, in the sequences reviewed in the present study, the practice does not appear to be common, although it is more common among students who enter college with dual credit than among those who don't. Consider, for instance, WR121, which is taken more frequently as dual credit than any other course. Of dual credit students who satisfactorily passed WR121 in 2005-06, and who either retook WR121 in 2006-07 or went on to WR122 (the next course in the sequence), only 4%, or 1 in 25 students, actually repeated the course. Still, the dual credit repeat rate is five times higher than among students who took WR121 in college; only 0.8% of those students repeated WR121 rather than going on to WR122.

As Table 3 shows, calculus courses were repeated most frequently among the sequences included in our analysis. In particular, MTH252, the second term of calculus, was retaken by over one-third of the dual credit students who took and satisfactorily passed the course while still in high school, more than 10 times the repeat rate found among students who took the second term of calculus in college. It is possible that dual credit students feel the need to refresh their calculus skills before embarking on majors that require them, such as in the life and physical sciences.

Even so, the repeat rate among dual credit students is not high; in most sequences, well over 90% move on to the next course rather than retaking a course they've already passed. The data in Table 3 do not suggest that significant educational resources are being spent on students who, after getting into college, retake the courses they passed in high school as dual credit.

TABLE 3: Courses Passed but Then Retaken: Dual Credit vs. College-Only Students

2005-06 Course		2005-06 Dual Credit Students			2005-06 College Students		
		Number retaking or taking next course	Percent retaking course in 2006-07	Percent taking next course by 2006-07*	Number retaking or taking next course	Percent retaking course in 2006-07	Percent taking next course by 2006-07*
WR121	Composition I	1,651	4.0%	96.0%	8,182	0.8%	99.2%
MTH111	College Algebra	1,233	4.5%	95.5%	2,560	2.7%	97.3%
MTH112	Trig/Pre-Calc	454	6.4%	93.6%	1,865	1.6%	98.4%
MTH251	Calculus I	660	8.0%	92.0%	2,281	1.4%	98.6%
MTH252	Calculus II	128	35.2%	64.8%	898	2.7%	97.3%
SPAN103	1st Yr Span III	208	1.4%	98.6%	899	1.6%	98.4%

*Next course in sequence taken in either 2005-06 or 2006-07. Next course is defined as follows: WR121→WR122, MTH111→MTH112, MTH112→MTH251, MTH251→MTH252, MTH252→MTH254, SPAN103→SPAN201. Only includes students who passed the 2005-06 course with a grade of C- or better. More detail for retakers of WR121, MTH112, and MTH251 is available in Appendix 6.
Source: OUS Institutional Research, Community Colleges and Workforce Development

3. *Where do dual credit students enroll in college?*

Where do dual credit students go after they graduate? Do they attend college in state, or is Oregon losing many of its best-prepared high school graduates to out-of-state colleges? By matching against National Student Clearinghouse files, we are able to identify Oregon dual credit students who attended college nationwide in 2006-07. Of those students, 78.5% attended college in Oregon, while 21.5% attended out of state, proportions that are close to the in-state/out-of-state college-going mix of all Oregon high school graduates[4]. It does not appear that high school graduates are leaving Oregon's dual credit program for out-of-state colleges in disproportionate numbers.

It should be noted that the in-state/out-of-state mix calculated above is an estimate. Because our dataset does not identify the grade level of dual credit students, we cannot know for a certainty that a given student graduated from high school in 2005-06. However, within the 2005-06 population of dual credit students, we can identify those who enrolled in college as regular (i.e., non-dual credit) students in 2006-07. For the vast majority of those students, it's reasonable to assume that 2005-06 was their senior year in high school, and that 2006-07 was their freshman year in college.

TABLE 4: Initial College Attendance, 2005-06 Dual Credit Students

	Number	Percent
Oregon, 2-yr public	2,222	18.5%
Oregon, 4-yr public	3,080	25.6%
Oregon, 2- or 4-yr private	672	5.6%
Out of state, 2-or-4 yr public	613	5.1%
Out of state, 2-or-4 yr private	1,025	8.5%
Attendance unknown or still in high school, 2006-07*	4,415	36.7%
TOTAL	12,027	100.0%

Source: National Student Clearinghouse.
*Still enrolled in high school, graduated high school but not enrolled in college, enrolled in a foreign college, enrolled in college but not reported to the National Student Clearinghouse. Most are still enrolled in high school.

4. *Do dual credit students persist to their sophomore year at the same rate as other freshmen?*

Since dual credit programs give high school students a preview of college course work, one might speculate that this early exposure will increase their chances of persistence when they go on to college. And, in fact, dual credit students who go on to college do persist to the sophomore year at a higher rate than their college-only counterparts: in 2006, 84.9% vs. 79.4% for entering first-time freshmen at OUS, and 59.8% vs.

[4] According to *Where Have Oregon's Graduates Gone*, a survey of the high school graduating class of 2005, 80.5% of the graduates who continued on to college the next fall or winter attended in state, and 18.4% attended out of state.

52.1% for entering full-time students at community colleges[5]. However, factors other than dual credit participation appear to explain the difference, at least within OUS. For instance, persistence rates increase in direct relation to students' academic strength, and the mean high school GPA was appreciably higher for dual credit students than for non-dual credit students, 3.61 vs. 3.38. After controlling for a number of predictive influences on freshman persistence, including academic strength (high school GPA and SAT scores), the five-percentage-point difference in the retention rate of the two OUS groups is not statistically significant. See Appendix 7 for more detail on factors affecting OUS freshman persistence[6].

Additional Considerations

This pilot study revealed some unanticipated features of the source data, which in some cases give reason to be cautious about the analysis.

1. For many sequences, students' course-taking patterns do not lend themselves to the design of our study. For instance, it is common for dual credit students to complete both WR121 and WR122 while still in high school. Our methodology requires that the final course of any sequence be completed in college. As a result, the population for the analysis of several course sequences is small and may be based on students whose course-taking patterns are atypical (see Appendix 5).
2. Dual credit instructors award few D or F grades compared to equivalent courses taken in college, skewing the distribution towards grades of C or better.
3. Because such data elements as high school GPA and SAT scores are unavailable for most dual credit students, our study does not adjust for the comparative academic strength of individual dual credit vs. college-prepared students. But unless we control for this, it might be argued, we cannot determine whether superior (or inferior) dual credit performance is the result of the quality of instruction or the quality of students.

   To this criticism, there are two replies. (1) Even though we do not control for the prior academic strength of each student, by restricting our comparison to like students – those from the dual credit and college-taught groups who did well in the course prerequisite – we try to assure that the students are academically equivalent within a given sequence. Accordingly, if we look at students who earn an A or B in a course prerequisite, and we find that the dual credit students among them fare badly in the final course of the sequence compared to their college-prepared counterparts, this certainly will lead us to question the adequacy of dual credit instruction. By the same token, therefore, when the students fare well compared to their college-prepared counterparts, this is reason for thinking that the dual credit instruction is adequate. (2) The principal aim of the study is to discover whether students who take dual credit courses in high school receive the preparation necessary to succeed in future college courses. If dual credit students do as well as college-prepared students, as is the case in the course sequences we examine, then they are not being disadvantaged by dual credit instruction, and we can regard the students as having been given a leg up on college regardless of how much of their success is to be attributed to their own ability.

[5] Community college persistence rates to the sophomore year for fall term first-time, full-time freshmen are affected by several factors: (1) Many community college programs are only one year in length; (2) Many students transfer to 4-year colleges after earning one year's worth of credits or less; and (3) Many students just out of high school do not enter community colleges until the winter or spring term.

[6] The analysis could not be extended to entering students at Oregon community colleges because such data elements as high school GPA and SAT scores are unavailable for those students.

Student Participation in Dual Credit Programs

Dual Credit Awarded by OUS and Community Colleges in AY2005-06

Institution	Number of Students	Total Credits Enrolled in as Dual Credit*	% of Total Lower Division Credit Awarded at Institution**	Amount of Dual Credit per Student AY2005-06	Average Grade in Dual Credit Courses
Eastern Oregon University	80	582	1.1%	7.3	3.54
Oregon Institute of Technology	767	4,492	7.9%	5.9	3.25
Oregon State University	-	-	0.0%		
Portland State University	1,266	12,686	5.2%	10.0	3.28
Southern Oregon University	647	5,528	6.1%	8.5	3.39
University of Oregon	-	-	0.0%		
Western Oregon University	-	-	0.0%		
Blue Mountain CC	583	5,358	9.5%	9.2	3.32
Central Oregon CC	108	792	0.7%	7.3	3.11
Chemeketa CC	1,464	11,875	4.2%	8.1	2.28
Clackamas CC	1,459	17,559	9.3%	12.0	3.60
Clatsop CC	74	397	1.0%	5.4	2.66
Columbia Gorge CC	186	1,756	6.7%	9.4	3.24
Klamath CC	-	-	0.0%		
Lane CC	884	8,760	3.0%	9.9	3.30
Linn-Benton CC	923	5,662	3.0%	6.1	3.60
Mt Hood CC	1,136	13,779	6.2%	12.1	3.20
Oregon Coast CC	-	-	0.0%		
Portland CC	815	6,351	0.9%	7.8	3.60
Rogue CC	836	3,674	3.1%	4.4	3.63
Southwestern Or CC	344	2,513	4.1%	7.3	3.50
Tillamook Bay CC	-	-	0.0%		
Treasure Valley CC	218	2,532	3.8%	11.6	3.36
Umpqua CC	430	4,617	7.1%	10.7	3.28
TOTAL STUDENTS, DUPLICATED***	12,220	108,913			
TOTAL STUDENTS, UNDUPLICATED	**12,027**	**108,913**	**2.9%**	**9.1**	**3.39**

In 2005-06, the Total Number of Oregon public high school graduates was approximately 33,000
In 2005-06, the Total Number of juniors and seniors in Oregon public high schools was approximately 86,000

Of the 12,027 students taking dual credit in 2005-06, 2,272 (19%) took dual credit the following year.

Source: OUS Institutional Research, Community Colleges and Workforce Development, Oregon Dept of Education

* Dual credit does not include technical preparatory courses.

** At OUS, lower-division credit is calculated as total annual credit hours for admitted and nonadmitted undergraduates in 100- and 200-level courses.

***Total Students, Duplicated includes students taking dual credit through partnerships with more than one institution (i.e., If high school students took dual credit courses from Community College Y and OUS institution Z they would be double counted in the duplicated total).

Counts were unduplicated by using the student identifier. Duplication will exist for students using multiple student identifiers.

Courses Commonly Taken for Dual Credit in OUS and Community Colleges in AY2005-06: Enrollment in Dual Credit Courses and Their Equivalents at Colleges or Universities

		Dual Credit Courses				Equivalent Courses at Community Colleges			Equivalent Courses at OUS Institutions		
Course*		Student Headcount	Enrolled Credits	Average Grade	# Partner Colleges†	Student Headcount	Enrolled Credits	Average Grade	Student Headcount	Enrolled Credits	Average Grade
Math courses											
MTH111	College Algebra	1,669	7,964	3.29	15	5,671	28,901	2.57	5,952	22,764	2.33
MTH112	Trig/Pre-Calc	1,427	6,553	3.29	14	2,116	10,598	2.65	3,000	11,360	2.64
MTH243	Statistics I	249	1,000	3.43	5	2,850	12,244	2.94	4,560	17,920	2.87
MTH244	Statistics II	150	600	3.56	3	752	3,188	3.03	1,423	5,684	3.01
MTH251	Calculus I	1,088	4,694	3.53	13	1,277	6,108	2.73	3,104	12,019	2.61
MTH252	Calculus II	868	3,952	3.54	12	940	4,885	2.70	2,283	9,351	2.48
	MATH SUBTOTAL	3,343	24,763	3.37	17	10,684	65,924	2.70	15,267	79,098	2.61
English/Composition courses											
ENG104	Lit: Fiction	1,001	3,502	3.46	10	2,249	7,155	3.10	3,262	10,913	2.97
ENG105	Lit: Drama	470	1,693	3.45	6	971	3,090	3.08	833	2,789	2.84
ENG106	Lit: Poetry	231	725	3.31	4	1,173	3,756	3.11	1,217	3,769	2.81
WR115	Composition: Intro	236	708	3.08	3	6,064	19,398	2.76	542	2,041	2.86
WR121	Composition I	3,273	10,152	3.34	16	15,521	49,761	2.85	5,710	19,570	3.04
WR122	Composition II	1,528	4,702	3.24	10	9,431	29,919	3.02	3,264	11,953	3.11
WR123	Composition III	750	2,238	3.40	7	4,400	13,866	3.15	350	967	3.01
	ENG/WR SUBTOTAL	4,062	23,720	3.35	16	28,676	126,945	2.93	11,737	52,002	3.01
Language Courses											
FR101	1st yr French I	132	446	3.33	4	286	1,259	3.00	605	2,425	3.25
SPAN101	1st yr Spanish I	893	3,757	3.50	7	2,626	11,422	3.11	1,542	5,829	3.12
SPAN102	1st yr Spanish II	831	3,447	3.52	7	1,592	7,048	3.17	1,298	5,007	3.10
SPAN103	1st yr Spanish III	695	2,841	3.55	7	952	4,153	3.28	1,013	3,863	3.09
SPAN201	2nd yr Spanish I	403	1,644	3.65	6	623	2,559	3.31	1,809	6,532	3.18
SPAN202	2nd yr Spanish II	321	1,292	3.59	4	487	2,021	3.40	1,477	5,644	3.24
SPAN203	2nd yr Spanish III	308	1,228	3.62	4	407	1,678	3.37	1,401	5,384	3.32
	SPAN/FR SUBTOTAL	1,519	14,655	3.54	9	4,024	30,140	3.20	4,820	34,684	3.18

Courses Commonly Taken for Dual Credit in OUS and Community Colleges in AY2005-06: Enrollment in Dual Credit Courses and Their Equivalents at Colleges or Universities

		Dual Credit Courses				Equivalent Courses at Community Colleges			Equivalent Courses at OUS Institutions		
Course*		Student Headcount	Enrolled Credits	Average Grade	# Partner Colleges†	Student Headcount	Enrolled Credits	Average Grade	Student Headcount	Enrolled Credits	Average Grade
Science Courses											
BIO101	Biology I	500	2,020	3.19	8	4,338	18,428	2.52	2,308	8,697	2.43
BIO102	Biology II	330	1,336	3.25	7	1,888	7,800	2.71	1,857	7,038	2.43
BIO103	Biology III	267	1,000	3.30	8	1,144	4,652	2.87	1,393	5,031	2.54
BIO121	Anatomy I	105	436	2.86	2	378	1,566	2.69	270	976	2.84
BIO231	Anatomy I	103	412	3.60	2	-	-		694	2,620	2.41
CHEM104	Intro Chemistry	163	820	2.89	2	2,308	12,195	2.90	293	1,092	2.58
CHEM105	Intro Chemistry	131	660	2.76	2	947	4,941	3.11	230	710	2.60
CHEM221	Chemistry I	127	590	3.40	2	1,177	5,983	2.82	2,442	10,175	2.57
CHEM222	Chemistry II	116	525	3.28	2	826	4,218	2.86	1,967	7,960	2.46
	SCIENCE SUBTOTAL	1,005	7,799	3.16	11	9,459	59,783	2.76	8,214	44,299	2.49
History Courses											
HIST101	History: Western Civ	157	612	3.48	4	1,424	5,303	2.81	824	2,917	2.66
HIST102	History: Western Civ	165	649	3.53	4	1,088	3,951	2.76	962	3,051	2.76
HIST103	History: Western Civ	116	460	3.59	4	959	3,438	2.86	781	2,261	2.99
HIST201	History: US	1,053	3,385	3.32	12	2,130	7,295	2.71	975	3,212	2.83
HIST202	History: US	1,003	3,256	3.31	12	1,818	6,111	2.77	934	3,184	2.93
HIST203	History: US	741	2,381	3.44	10	1,697	5,637	2.82	573	1,804	2.70
HIST250	History: American	105	420	3.40	1	6	18	3.00	286	952	2.97
	HISTORY SUBTOTAL	1,508	11,163	3.38	14	6,742	31,753	2.78	4,378	17,381	2.82

Courses Commonly Taken for Dual Credit in OUS and Community Colleges in AY2005-06: Enrollment in Dual Credit Courses and Their Equivalents at Colleges or Universities

		Dual Credit Courses				Equivalent Courses at Community Colleges			Equivalent Courses at OUS Institutions		
Course*		Student Headcount	Enrolled Credits	Average Grade	# Partner Colleges†	Student Headcount	Enrolled Credits	Average Grade	Student Headcount	Enrolled Credits	Average Grade
Political Science Courses											
PS201	US Gov't I	288	888	3.28	5	986	3,482	2.89	1,682	5,768	2.70
PS202	US Gov't II	139	426	3.39	3	647	2,291	2.98	234	729	2.66
PS203	State/Local Gov't	122	369	3.52	3	335	1,206	2.94	74	232	3.18
	POLI SCI SUBTOTAL	322	1,683	3.36	5	1,622	6,979	2.93	1,914	6,729	2.71
Miscellaneous Other Courses											
BA131	Intro Business Computing	122	476	3.69	2	1,139	4,794	3.01	1,116	3,012	3.10
CIS125	PC Software	101	363	3.74	1	285	865	2.46	-	-	
ECON115	Intro Economics	168	537	3.73	1	193	693	2.66	20	80	2.77
GS104	Physics: Principles	115	164	3.66	3	570	2,328	3.04	-	-	
HE252	First Aid	165	672	3.77	1	1,357	4,276	3.44	435	1,203	3.58
PHYS201	Physics: General	109	175	3.63	3	565	2,549	2.97	1,963	8,121	2.61
PSY201	Psychology: General	135	502	3.20	4	5,357	17,331	2.79	3,627	12,451	2.69
SC199	SS/Astronomy	134	940	3.40	1	-	-		-	-	
SPE111	Speech: Fundamentals	201	603	3.59	1	-	-		630	1,779	3.21
UNST171A	Einstein's Universe	358	1,780		1	-	-		-	-	
UNST172A	Einstein's Universe	358	1,790		1	-	-		-	-	
UNST173A	Einstein's Universe	356	1,780		1	-	-		-	-	
All Other	All Other Dual Credit	3,017	15,768	3.50	18	11,303	46,314	3.01	33,212	241,740	2.82
	OTHER SUBTOTAL	4,304	25,550	3.46	18	18,369	79,150	2.97	34,867	268,386	2.81
TOTAL ALL DUAL CREDIT COURSES		**12,027**	**108,913**	**3.39**	**18**	**49,639**	**400,656**	**2.89**	**45,908**	**501,627**	**2.80**

Source: OUS Institutional Research, Community Colleges and Workforce Development

*Only courses with > 100 students are listed.

† Partner college: The community college or university that transcripts the dual credit course being taught by a high school.

The number of credits awarded for completing a course can vary between colleges.

Courses Taken for Dual Credit in Oregon with Enrollment Greater than 100, AY2005-06: Headcount by Institution Transcribing the Credit

	Community College								
Course	Blue Mountain	Central Oregon	Chemeketa	Clackamas	Clatsop	Columbia Gorge	Lane	Linn-Benton	Mt Hood
BA131	-	-	-	-	-	-	-	-	58
BIO101	33	-	-	50	-	29	93	-	171
BIO102	29	-	-	-	-	19	85	-	116
BIO103	24	-	-	15	-	29	87	-	21
BIO121	-	38	-	-	-	-	-	-	67
BIO231	-	-	-	-	-	-	-	-	-
CHEM104	-	-	-	6	-	-	-	-	157
CHEM105	-	-	-	6	-	-	-	-	125
CHEM221	-	-	-	70	-	-	57	-	-
CHEM222	-	-	-	68	-	-	48	-	-
CIS125	-	-	-	-	-	-	-	-	-
ECON115	-	-	-	-	-	-	-	-	-
ENG104	94	-	-	207	-	-	221	45	59
ENG105	-	-	-	57	-	-	140	-	11
ENG106	-	-	-	29	-	-	168	-	12
FR101	-	-	-	53	-	-	25	28	26
GS104	-	-	-	-	-	-	-	76	-
HE252	-	-	-	-	-	-	-	-	-
HIST101	-	-	-	56	-	-	8	-	-
HIST102	-	-	-	56	-	-	6	-	-
HIST103	-	-	-	56	-	-	2	-	-
HIST201	26	-	199	59	-	-	13	163	190
HIST202	29	-	181	59	-	-	12	153	164
HIST203	29	-	135	59	-	-	10	153	138
HIST250	-	-	-	-	-	-	-	-	-
MTH111	135	54	370	310	-	32	288	137	125
MTH112	97	47	317	277	-	31	225	45	99
MTH243	-	-	35	-	-	-	9	45	-
MTH244	-	-	19	-	-	-	-	-	-
MTH251	-	16	116	70	-	15	75	131	119
MTH252	-	-	84	58	-	14	71	50	102
PHYS201	-	-	-	-	-	-	9	74	-
PS201	56	-	-	-	-	-	-	51	63
PS202	27	-	-	-	-	-	-	-	-
PS203	14	-	-	-	-	-	-	-	9
PSY201	4	-	-	-	-	-	-	-	-
SC199	-	-	-	-	-	-	-	-	-
SPAN101	84	-	52	340	-	-	-	96	235
SPAN102	75	-	88	340	-	-	-	55	181
SPAN103	52	-	51	341	-	-	-	43	134
SPAN201	33	-	38	185	-	-	-	32	25
SPAN202	32	-	30	185	-	-	-	-	-
SPAN203	24	-	25	188	-	-	-	-	-
SPE111	-	-	-	-	-	-	-	-	-
UNST171	-	-	-	-	-	-	-	-	-
UNST172	-	-	-	-	-	-	-	-	-
UNST173	-	-	-	-	-	-	-	-	-
WR115	123	-	18	-	-	-	-	-	95
WR121	209	-	586	333	-	108	140	344	315
WR122	124	-	358	-	-	105	75	-	239
WR123	55	-	229	-	-	109	112	-	97

Source: OUS Institutional Research, Community Colleges and Workforce Development

Courses Taken for Dual Credit in Oregon with Enrollment Greater than 100, AY2005-06:
Headcount by Institution Transcribing the Credit

	Community College					University			
Course	Portland	Rogue	SW Oregon	Treasure Valley	Umpqua	Eastern Oregon University	Oregon Institute of Technology	Southern Oregon University	Portland State University
BA131	-	64	-	-	-	-	-	-	-
BIO101	84	-	13	27	-	-	-	-	-
BIO102	50	-	8	23	-	-	-	-	-
BIO103	50	-	18	23	-	-	-	-	-
BIO121	-	-	-	-	-	-	-	-	-
BIO231	-	17	-	-	-	-	86	-	-
CHEM104	-	-	-	-	-	-	-	-	-
CHEM105	-	-	-	-	-	-	-	-	-
CHEM221	-	-	-	-	-	-	-	-	-
CHEM222	-	-	-	-	-	-	-	-	-
CIS125	-	101	-	-	-	-	-	-	-
ECON115	-	168	-	-	-	-	-	-	-
ENG104	82	-	12	-	21	15	-	245	-
ENG105	37	-	-	-	21	-	-	204	-
ENG106	-	-	22	-	-	-	-	-	-
FR101	-	-	-	-	-	-	-	-	-
GS104	-	33	-	6	-	-	-	-	-
HE252	165	-	-	-	-	-	-	-	-
HIST101	-	12	-	-	-	-	-	-	81
HIST102	-	9	-	-	-	-	-	-	94
HIST103	-	6	-	-	-	-	-	-	52
HIST201	75	-	44	42	81	-	71	-	90
HIST202	92	-	42	33	72	-	65	-	101
HIST203	92	-	34	26	65	-	-	-	-
HIST250	-	-	-	-	-	-	-	105	-
MTH111	51	27	35	45	36	20	4	-	-
MTH112	147	1	60	36	32	13	-	-	-
MTH243	-	-	-	-	-	-	-	37	123
MTH244	-	-	-	-	-	-	-	17	114
MTH251	164	-	18	9	28	-	-	72	255
MTH252	142	-	29	9	24	-	-	64	221
PHYS201	-	26	-	-	-	-	-	-	-
PS201	-	44	-	-	74	-	-	-	-
PS202	-	11	-	-	101	-	-	-	-
PS203	-	-	-	-	99	-	-	-	-
PSY201	-	33	-	1	-	-	-	97	-
SC199	-	-	-	-	-	-	-	134	-
SPAN101	-	-	25	-	61	-	-	-	-
SPAN102	-	-	23	-	69	-	-	-	-
SPAN103	-	-	20	-	54	-	-	-	-
SPAN201	-	-	-	-	-	-	-	-	90
SPAN202	-	-	-	-	-	-	-	-	74
SPAN203	-	-	-	-	-	-	-	-	71
SPE111	-	-	-	-	-	-	201	-	-
UNST171	-	-	-	-	-	-	-	-	358
UNST172	-	-	-	-	-	-	-	-	358
UNST173	-	-	-	-	-	-	-	-	356
WR115	-	-	-	-	-	-	-	-	-
WR121	112	88	151	106	141	7	463	18	152
WR122	-	-	92	79	129	-	314	13	-
WR123	-	-	-	56	92	-	-	-	-

Source: OUS Institutional Research, Community Colleges and Workforce Development

SUMMARY: Performance in Last Course of Sequence in a College Setting

Percent of Students Passing 2006-07 Course With an A or B Grade: 2005-06 Dual Credit Students and 2005-06 College Students

Sequence		Location of 2006-07 Instruction	**A or B Students** from 2005-06 Course % Passing 2006-07 Course with A or B					**All Graded Students** from 2005-06 Course % Passing 2006-07 Course with A or B:				
			Dual Credit-to-College % Rec'd A or B		College-to-College % Rec'd A or B		Difference	Dual Credit-to-College % Rec'd A or B		College-to-College % Rec'd A or B		Difference
2005-06	2006-07		#	2006-07	#	2006-07	DC - C	#	2006-07	#	2006-07	DC - C
MTH111 →	MTH112	CCWD	31	90%	232	75%	15%	38	79%	318	62%	17%
College Algebra	Trig/PreCalc	OUS	19	74%	165	61%	13%	30	57%	275	44%	13%
MTH112 →	MTH251	CCWD	104	90%	213	65%	25%	110	88%	293	56%	32%
Trig/Pre-Calc	Calculus I	OUS	36	67%	209	54%	13%	41	63%	300	45%	18%
MTH251 →	MTH252	CCWD	11	45%	91	78%	-33%	12	42%	137	62%	-20%
Calculus I	Calculus II	OUS	49	69%	295	53%	16%	52	65%	485	43%	22%
MTH252 →	MTH254	CCWD	2	100%	135	77%	23%	2	100%	175	68%	32%
Calculus II	Vector Calc I	OUS	70	69%	126	65%	4%	72	67%	264	45%	22%
WR121 →	WR122	CCWD	126	76%	1,518	77%	-1%	156	69%	1,975	72%	-3%
Composition I	Composition II	OUS	71	86%	473	87%	-1%	78	82%	576	84%	-2%
SPAN103 →	SPAN201	CCWD	30	90%	177	89%	1%	30	90%	200	85%	5%
1st Yr Span III	2nd Yr Span I	OUS	13	85%	243	76%	9%	13	85%	315	66%	19%

Source: OUS Institutional Research, Community Colleges and Workforce Development

SUMMARY: Performance in Last Course of Sequence in a College Setting

Average Grade Received in 2006-07 Course: 2005-06 Dual Credit Students and 2005-06 College Students

Sequence		Location of 2006-07 Instruction	**A or B Students** from 2005-06 Course Avg Grade in 2006-07 Course					**All Students** from 2005-06 Course Avg Grade in 2006-07 Course:				
			Dual Credit-to-College		College-to-College		Difference	Dual Credit-to-College		College-to-College		Difference
2005-06	2006-07		#	Avg Grade	#	Avg Grade	DC - C	#	Avg Grade	#	Avg Grade	DC - C
MTH111 →	MTH112	CCWD	31	3.52	232	3.02	0.50	39	3.18	332	2.68	0.50
College Algebra	Trig/PreCalc	OUS	19	2.58	165	2.67	(0.09)	31	2.16	303	2.17	(0.01)
MTH112 →	MTH251	CCWD	104	3.40	213	2.86	0.54	112	3.34	309	2.57	0.77
Trig/Pre-Calc	Calculus I	OUS	36	2.75	209	2.38	0.37	42	2.63	335	2.12	0.51
MTH251 →	MTH252	CCWD	11	2.09	91	3.01	(0.92)	15	2.20	149	2.63	(0.43)
Calculus I	Calculus II	OUS	49	2.96	295	2.44	0.52	69	2.86	539	2.14	0.72
MTH252 →	MTH254	CCWD	2	3.50	135	3.07	0.43	3	2.67	181	2.82	(0.15)
Calculus II	Vector Calc I	OUS	70	3.04	126	2.79	0.25	82	2.98	279	2.26	0.72
WR121 →	WR122	CCWD	126	3.06	1,518	3.06	-	169	2.79	2,040	2.88	(0.09)
Composition I	Composition II	OUS	71	3.35	473	3.18	0.17	92	3.25	614	3.09	0.16
SPAN103 →	SPAN201	CCWD	30	3.57	177	3.37	0.20	30	3.57	206	3.25	0.32
1st Yr Span III	2nd Yr Span I	OUS	13	3.31	243	3.00	0.31	14	3.29	330	2.82	0.47

Source: OUS Institutional Research, Community Colleges and Workforce Development

Performance in the Last Course of a College Sequence

Community College (CCWD)

Average Grade in MTH112, Trig/PreCalc by Grade in MTH111, College Algebra and Location of Instruction

2005-06 MTH111 → 2006-07 MTH112

2005-06 Grade Rec'd in MTH111

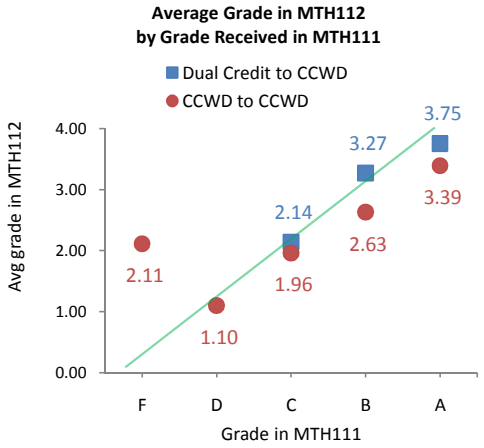
		F	D	C	B	A	A or B Students	Graded Students	All Students
Students who took MTH111 as dual credit	Total number taking MTH111 in high school	7	18	219	633	732	**1,365**	**1,609**	**1,669**
	Number taking MTH112 for grade in comm. college*	-	-	7	15	16	**31**	**38**	**39**
	MTH112 Average grade			2.14	3.27	3.75	**3.52**	**3.26**	**3.18**
	MTH112 Standard deviation	-	-	1.07	0.70	0.58	0.68	0.92	1.05
Students who took MTH111 in an Oregon community college	Total number taking MTH111 in comm. college	437	480	1,164	1,532	1,409	**2,941**	**4,865**	**5,671**
	Number taking MTH112 for grade in comm. college	9	10	67	113	119	**232**	**318**	**332**
	MTH112 Average grade	2.11	1.10	1.96	2.63	3.39	**3.02**	**2.71**	**2.68**
	MTH112 Standard deviation	1.54	0.74	1.15	0.99	0.99	1.06	1.20	1.21
Difference in average grade of college-to-college and dual credit-to-college students (DC - C)		-	-	(0.18)	(0.64)	(0.36)	**(0.50)**	**(0.55)**	**(0.50)**

*Excludes students taking the course in 2006-07 as dual credit. See Appendix 5 for details.
All Students comprises graded students plus students receiving a grade of Drop, Incomplete, Pass, No Pass, or Other in the first course of the sequence.

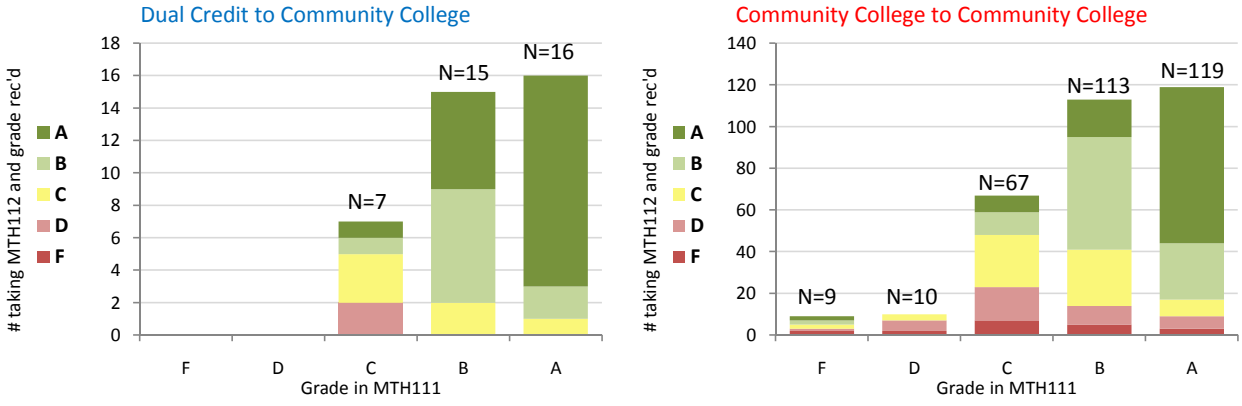
Percent of Students Succeeding in Last Course of Sequence

	Grade in MTH111	Grade in MTH112 N	C- or better	A or B
Dual Credit to CCWD students	Rec'd B- or better	31	100%	90%
	Rec'd C- or better	38	95%	79%
	Rec'd any grade	38	95%	79%
CCWD to CCWD students	Rec'd B- or better	232	90%	75%
	Rec'd C- or better	299	85%	65%
	Rec'd any grade	318	82%	62%

Percentages based on all graded students in last course of sequence.



Number of Students Taking the Sequence, by Grade Rec'd in MTH111



Source: OUS Institutional Research, Community Colleges and Workforce Development

Performance in the Last Course of a College Sequence

Oregon University System (OUS)

Average Grade in MTH112, Trig/PreCalc by Grade in MTH111, College Algebra and Location of Instruction

2005-06 MTH111 → 2006-07 MTH112

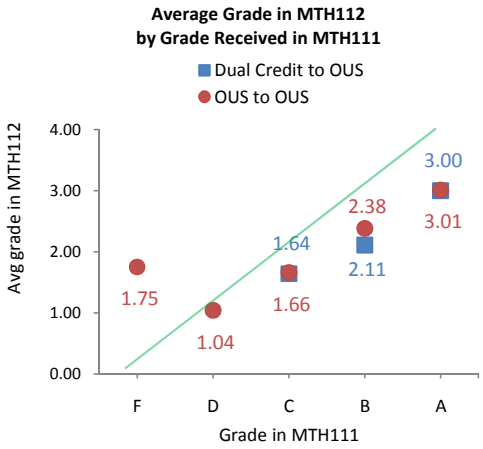
		2005-06 Grade Rec'd in MTH111							
		F	D	C	B	A	A or B Students	Graded Students	All Students
Students who took MTH111 as dual credit	Total number taking MTH111 in high school	7	18	219	633	732	**1,365**	**1,609**	**1,669**
	Number taking MTH112 for grade in OUS*	-	-	11	9	10	**19**	**30**	**31**
	MTH112 Average grade			1.64	2.11	3.00	**2.58**	**2.23**	**2.16**
	Standard deviation	-	-	1.12	1.17	1.15	1.22	1.25	1.29
Students who took MTH111 in an OUS institution	Total number taking MTH111 in OUS	565	600	1,185	1,230	1,061	**2,291**	**4,466**	**5,952**
	Number taking MTH112 for grade in OUS	12	25	73	88	77	**165**	**275**	**303**
	MTH112 Average grade	1.75	1.04	1.66	2.38	3.01	**2.67**	**2.21**	**2.17**
	Standard deviation	1.29	0.89	1.15	1.25	1.18	1.26	1.33	1.32
Difference in average grade of college-to-college and dual credit-to-college students (DC - C)		-	-	0.02	0.27	0.01	**0.09**	**(0.02)**	**0.01**

*Excludes students taking the course in 2006-07 as dual credit. See Appendix 5 for details.
All Students comprises graded students plus students receiving a grade of Drop, Incomplete, Pass, No Pass, or Other in the first course of the sequence.

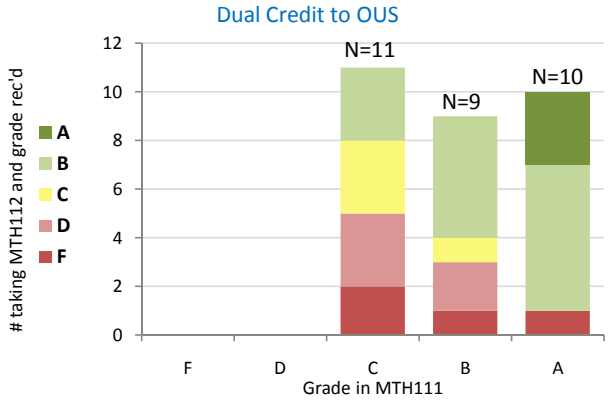
Percent of Students Succeeding in Last Course of Sequence

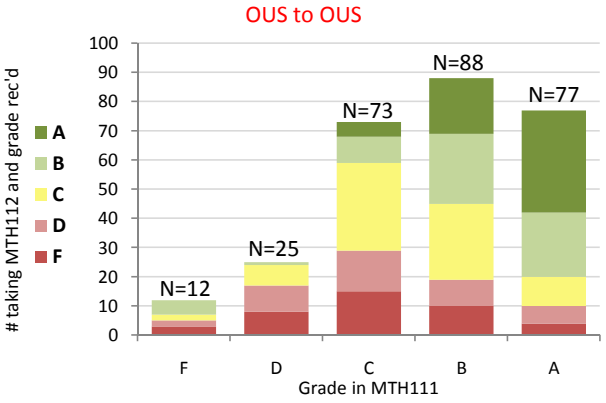
	Grade in MTH111	Grade in MTH112 N	C- or better	A or B
Dual Credit to OUS students	Rec'd B- or better	19	79%	74%
	Rec'd C- or better	30	70%	57%
	Rec'd any grade	30	70%	57%
OUS to OUS students	Rec'd B- or better	165	82%	61%
	Rec'd C- or better	238	76%	48%
	Rec'd any grade	275	71%	44%

Percentages based on all graded students in last course of sequence.



Number of Students Taking the Sequence, by Grade Rec'd in MTH111

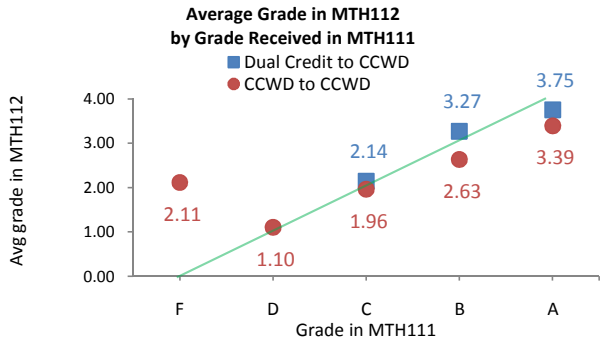




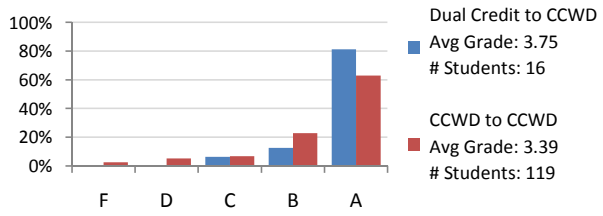
Source: OUS Institutional Research, Community Colleges and Workforce Development

Distribution of Grades in the Last Course of a College Sequence

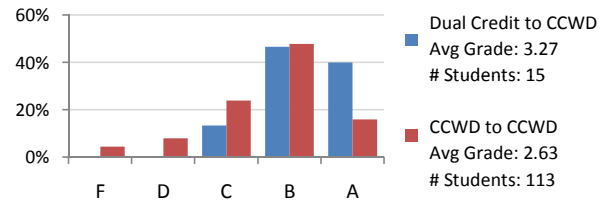
Community College (CCWD)



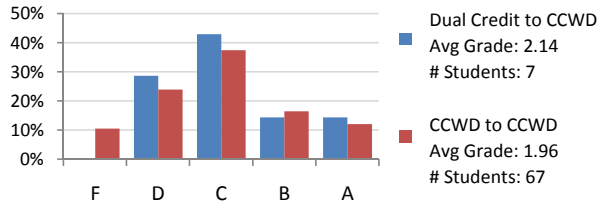
'A' Students from MTH111, by Grade Rec'd in MTH112



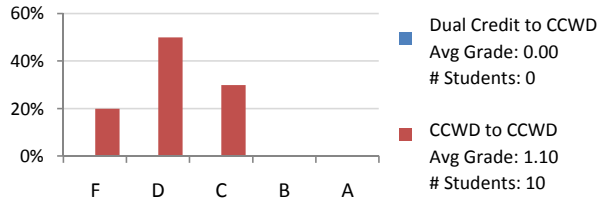
'B' Students from MTH111, by Grade Rec'd in MTH112



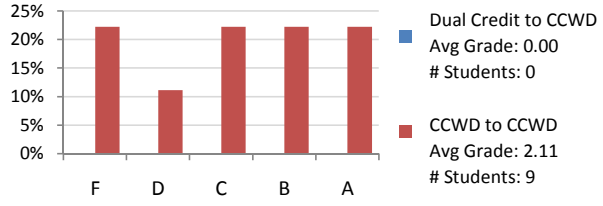
'C' Students from MTH111, by Grade Rec'd in MTH112



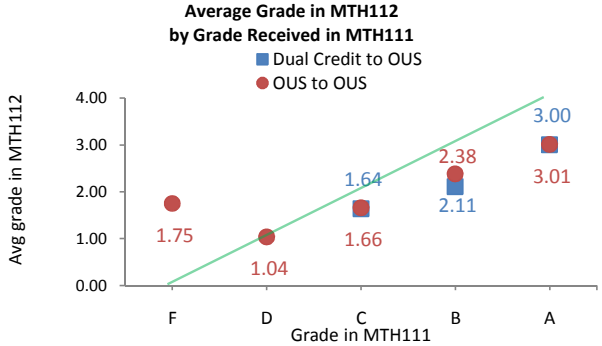
'D' Students from MTH111, by Grade Rec'd in MTH112



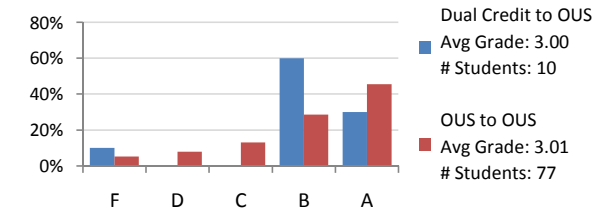
'F' Students from MTH111, by Grade Rec'd in MTH112



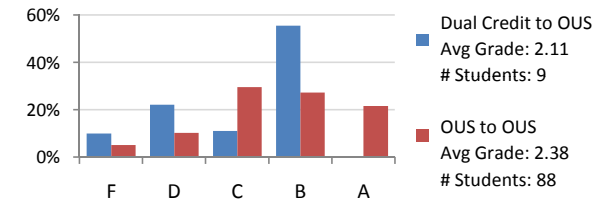
Oregon University System (OUS)



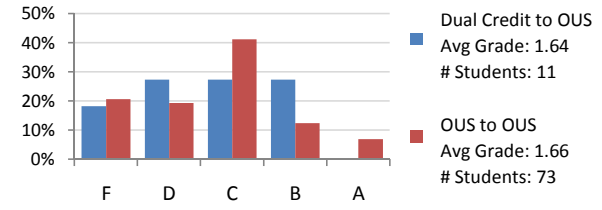
'A' Students from MTH111, by Grade Rec'd in MTH112



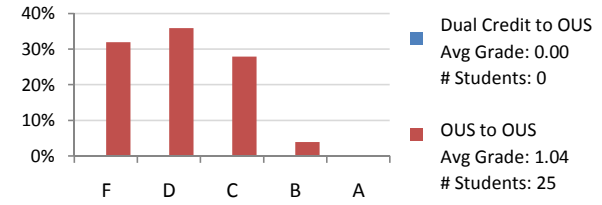
'B' Students from MTH111, by Grade Rec'd in MTH112



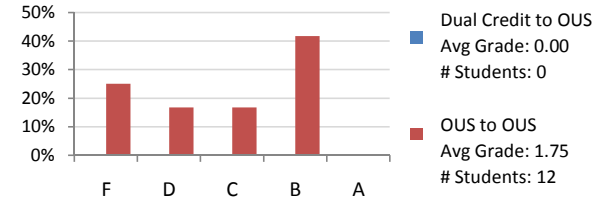
'C' Students from MTH111, by Grade Rec'd in MTH112



'D' Students from MTH111, by Grade Rec'd in MTH112



'F' Students from MTH111, by Grade Rec'd in MTH112



Note: Dual Credit to CCWD and Dual Credit to OUS students took MTH111 in 2005-06 at a high school; all students took MTH112 in 2006-07 in a college setting.

Source: OUS Institutional Research, Community Colleges and Workforce Development

Performance in the Last Course of a College Sequence

Community College (CCWD)

Average Grade in MTH251, Calculus I by Grade in MTH112, Trig/PreCalc and Location of Instruction

2005-06 MTH112 → 2006-07 MTH251

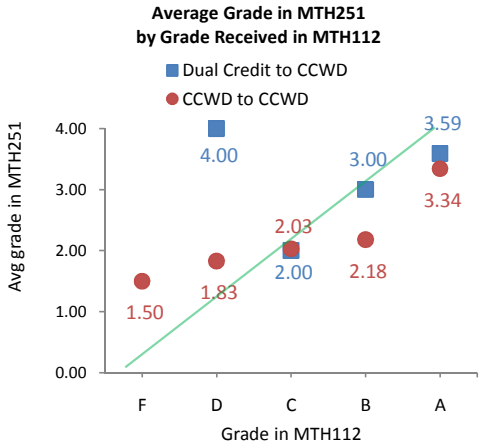
		2005-06 Grade Rec'd in MTH112							
		F	D	C	B	A	A or B Students	Graded Students	All Students
Students who took MTH112 as dual credit	Total number taking MTH112 in high school	6	29	166	530	617	**1,147**	**1,348**	**1,427**
	Number taking MTH251 for grade in comm. college*	-	1	5	33	71	**104**	**110**	**112**
	MTH251 Average grade		4.00	2.00	3.00	3.59	**3.40**	**3.35**	**3.34**
	MTH251 Standard deviation	-	-	1.00	0.83	0.58	0.72	0.78	0.78
Students who took MTH112 in an Oregon community college	Total number taking MTH112 in comm. college	153	147	419	547	596	**1,143**	**1,820**	**2,116**
	Number taking MTH251 for grade in comm. college	8	12	60	87	126	**213**	**293**	**309**
	MTH251 Average grade	1.50	1.83	2.03	2.18	3.34	**2.86**	**2.62**	**2.57**
	MTH251 Standard deviation	1.07	1.34	0.99	1.25	0.81	1.16	1.20	1.24
Difference in average grade of college-to-college and dual credit-to-college students (DC - C)		-	(2.17)	0.03	(0.82)	(0.25)	**(0.54)**	**(0.73)**	**(0.77)**

*Excludes students taking the course in 2006-07 as dual credit. See Appendix 5 for details.
All Students comprises graded students plus students receiving a grade of Drop, Incomplete, Pass, No Pass, or Other in the first course of the sequence.

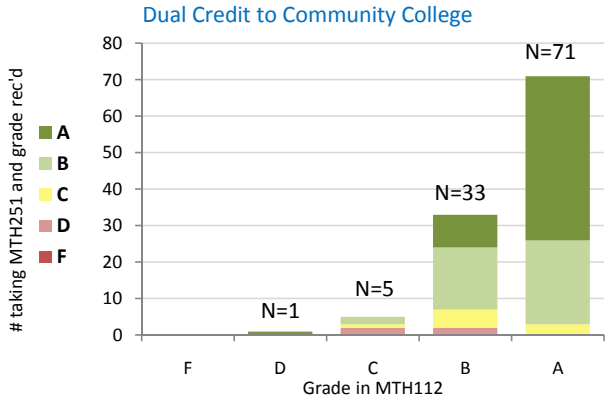
Percent of Students Succeeding in Last Course of Sequence

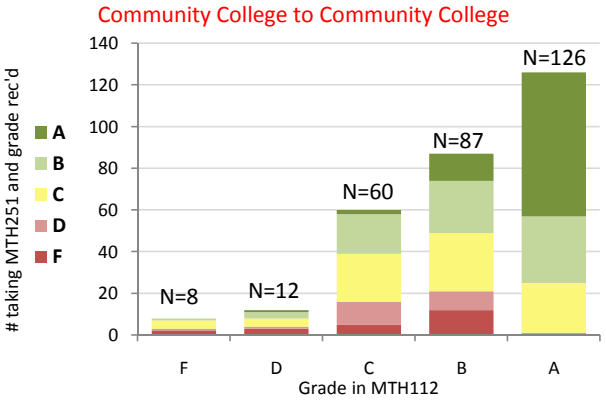
	Grade in MTH112	Grade in MTH251 N	C- or better	A or B
Dual Credit to CCWD students	Rec'd B- or better	104	98%	90%
	Rec'd C- or better	109	96%	88%
	Rec'd any grade	110	96%	88%
CCWD to CCWD students	Rec'd B- or better	213	90%	65%
	Rec'd C- or better	273	86%	59%
	Rec'd any grade	293	85%	56%

Percentages based on all graded students in last course of sequence.



Number of Students Taking the Sequence, by Grade Rec'd in MTH112





Source: OUS Institutional Research, Community Colleges and Workforce Development

Performance in the Last Course of a College Sequence

Oregon University System (OUS)

Average Grade in MTH251, Calculus I by Grade in MTH112, Trig/PreCalc and Location of Instruction

2005-06 MTH112 → 2006-07 MTH251

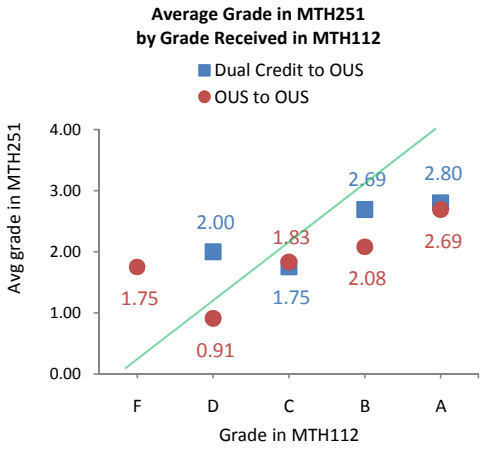
		2005-06 Grade Rec'd in MTH112							
		F	D	C	B	A	A or B Students	Graded Students	All Students
Students who took MTH112 as dual credit	Total number taking MTH112 in high school	6	29	166	530	617	**1,147**	**1,348**	**1,427**
	Number taking MTH251 for grade in OUS*	-	1	4	16	20	**36**	**41**	**42**
	MTH251 Average grade		2.00	1.75	2.69	2.80	**2.75**	**2.63**	**2.63**
	Standard deviation	-	-	2.06	1.25	1.28	1.25	1.34	1.35
Students who took MTH112 in an OUS institution	Total number taking MTH112 in OUS	176	215	540	733	699	**1,431**	**2,284**	**3,000**
	Number taking MTH251 for grade in OUS	4	11	76	107	102	**209**	**300**	**335**
	MTH251 Average grade	1.75	0.91	1.83	2.08	2.69	**2.38**	**2.18**	**2.12**
	Standard deviation	0.96	0.94	1.17	1.21	1.23	1.25	1.26	1.29
Difference in average grade of college-to-college and dual credit-to-college students (DC - C)		-	(1.09)	0.08	(0.61)	(0.11)	**(0.37)**	**(0.45)**	**(0.51)**

*Excludes students taking the course in 2006-07 as dual credit. See Appendix 5 for details.
All Students comprises graded students plus students receiving a grade of Drop, Incomplete, Pass, No Pass, or Other in the first course of the sequence.

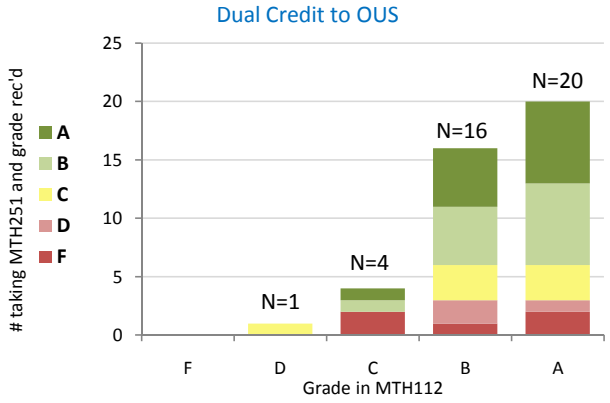
Percent of Students Succeeding in Last Course of Sequence

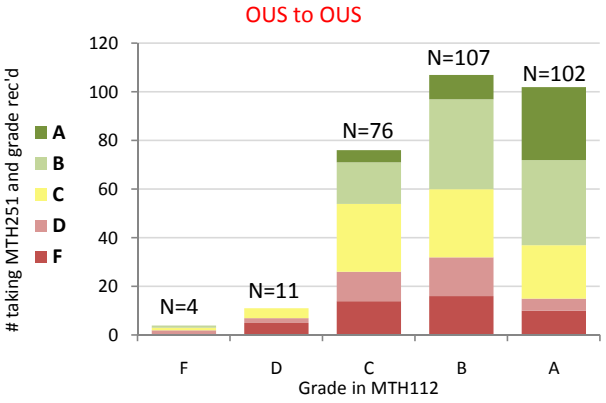
	Grade in MTH112	Grade in MTH251 N	C- or better	A or B
Dual Credit to OUS students	Rec'd B- or better	36	83%	67%
	Rec'd C- or better	40	80%	65%
	Rec'd any grade	41	80%	63%
OUS to OUS students	Rec'd B- or better	209	78%	54%
	Rec'd C- or better	285	74%	47%
	Rec'd any grade	300	73%	45%

Percentages based on all graded students in last course of sequence.



Number of Students Taking the Sequence, by Grade Rec'd in MTH112

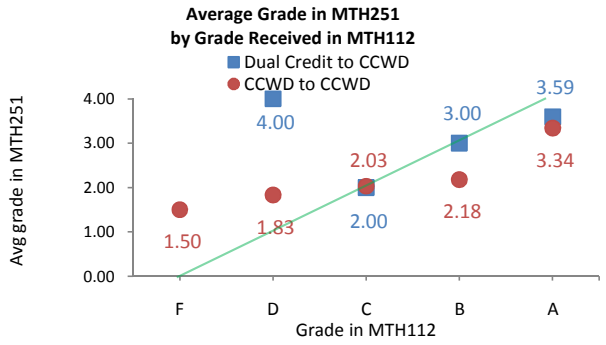




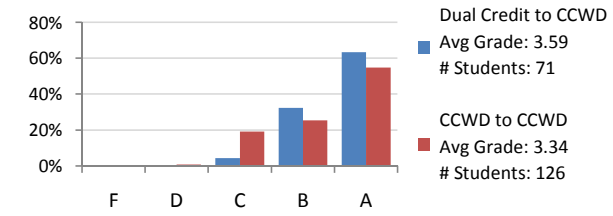
Source: OUS Institutional Research, Community Colleges and Workforce Development

Distribution of Grades in the Last Course of a College Sequence

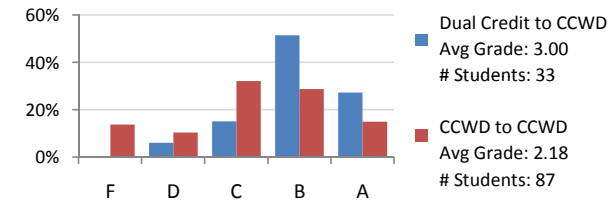
Community College (CCWD)



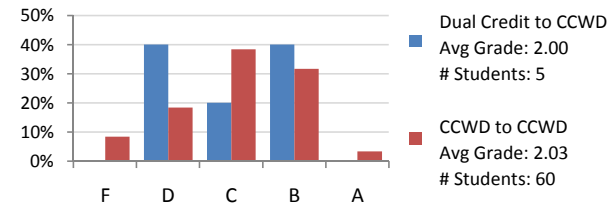
'A' Students from MTH112, by Grade Rec'd in MTH251



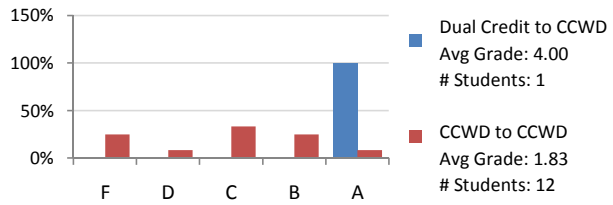
'B' Students from MTH112, by Grade Rec'd in MTH251



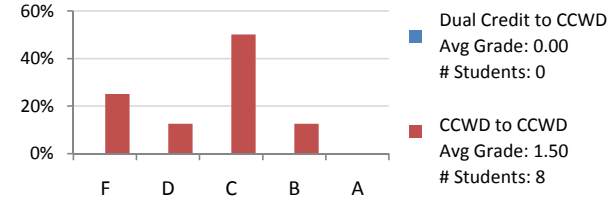
'C' Students from MTH112, by Grade Rec'd in MTH251



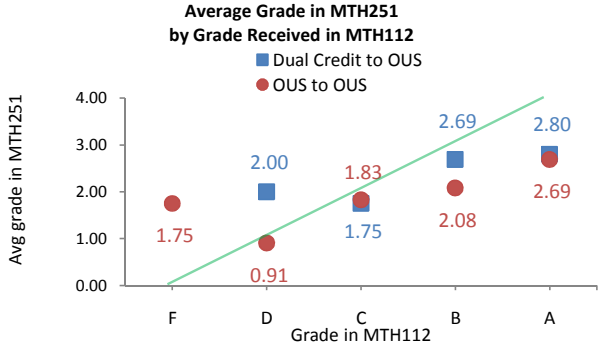
'D' Students from MTH112, by Grade Rec'd in MTH251



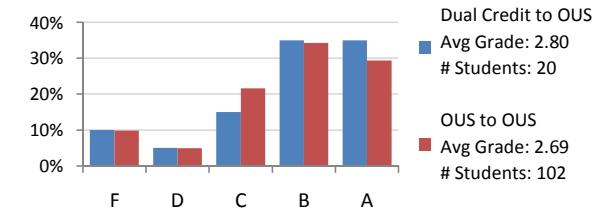
'F' Students from MTH112, by Grade Rec'd in MTH251



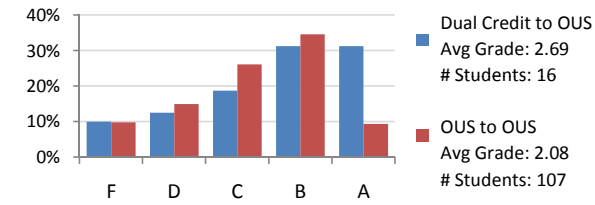
Oregon University System (OUS)



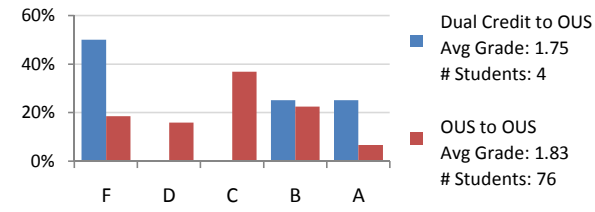
'A' Students from MTH112, by Grade Rec'd in MTH251



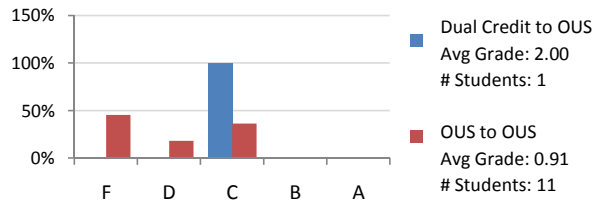
'B' Students from MTH112, by Grade Rec'd in MTH251



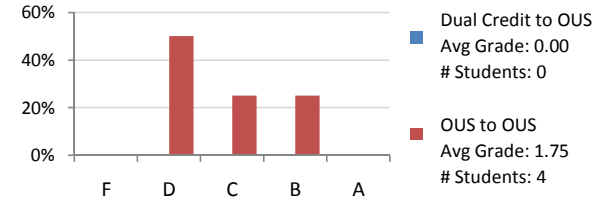
'C' Students from MTH112, by Grade Rec'd in MTH251



'D' Students from MTH112, by Grade Rec'd in MTH251



'F' Students from MTH112, by Grade Rec'd in MTH251



Note: Dual Credit to CCWD and Dual Credit to OUS students took MTH112 in 2005-06 at a high school; all students took MTH251 in 2006-07 in a college setting.

Source: OUS Institutional Research, Community Colleges and Workforce Development

Performance in the Last Course of a College Sequence

Community College (CCWD)

Average Grade in MTH252, Calculus II by Grade in MTH251, Calculus I and Location of Instruction

2005-06 MTH251 → 2006-07 MTH252

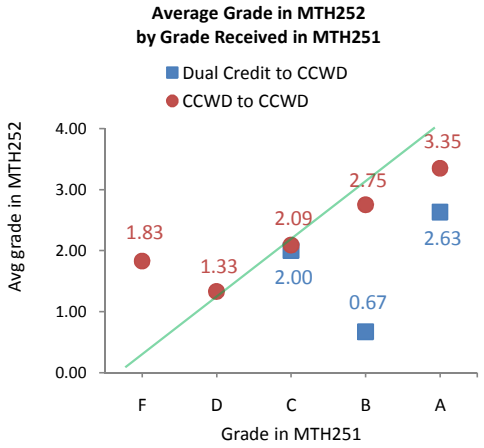
		2005-06 Grade Rec'd in MTH251							
		F	D	C	B	A	A or B Students	Graded Students	All Students
Students who took MTH251 as dual credit	Total number taking MTH251 in high school	-	5	46	274	468	**736**	**787**	**1,088**
	Number taking MTH252 for grade in comm. college*	-	-	1	3	8	**11**	**12**	**15**
	MTH252 Average grade			2.00	0.67	2.63	**2.09**	**2.08**	**2.20**
	MTH252 Standard deviation	-	-	-	1.15	1.41	1.58	1.51	1.37
Students who took MTH251 in an Oregon community college	Total number taking MTH251 in comm. college	70	76	275	361	357	**718**	**1,101**	**1,277**
	Number taking MTH252 for grade in comm. college	6	9	31	51	40	**91**	**137**	**149**
	MTH252 Average grade	1.83	1.33	2.09	2.75	3.35	**3.01**	**2.64**	**2.63**
	MTH252 Standard deviation	0.41	0.87	1.40	1.00	0.86	0.98	1.20	1.19
Difference in average grade of college-to-college and dual credit-to-college students (DC - C)		-	-	0.09	2.08	0.72	**0.92**	**0.56**	**0.43**

*Excludes students taking the course in 2006-07 as dual credit. See Appendix 5 for details.
All Students comprises graded students plus students receiving a grade of Drop, Incomplete, Pass, No Pass, or Other in the first course of the sequence.

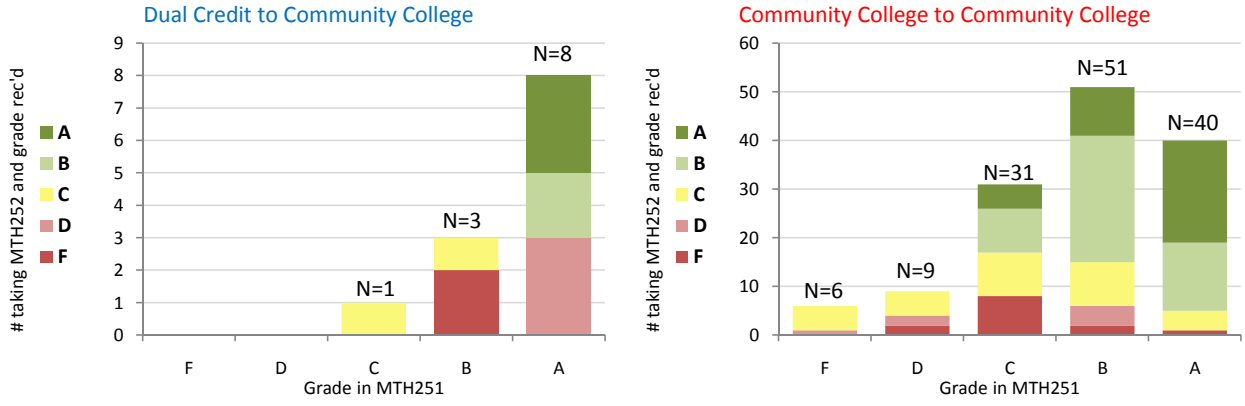
Percent of Students Succeeding in Last Course of Sequence

	Grade in MTH251	Grade in MTH252 N	C- or better	A or B
Dual Credit to CCWD students	Rec'd B- or better	11	55%	45%
	Rec'd C- or better	12	58%	42%
	Rec'd any grade	12	58%	42%
CCWD to CCWD students	Rec'd B- or better	91	92%	78%
	Rec'd C- or better	122	88%	70%
	Rec'd any grade	137	85%	62%

Percentages based on all graded students in last course of sequence.



Number of Students Taking the Sequence, by Grade Rec'd in MTH251



Source: OUS Institutional Research, Community Colleges and Workforce Development

Performance in the Last Course of a College Sequence

Oregon University System (OUS)

Average Grade in MTH252, Calculus II by Grade in MTH251, Calculus I and Location of Instruction

2005-06 MTH251 → 2006-07 MTH252

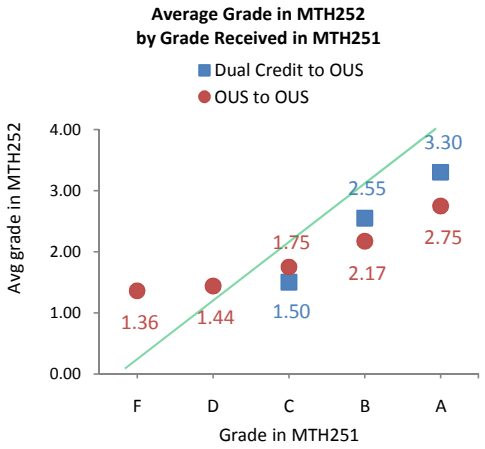
		2005-06 Grade Rec'd in MTH251							
		F	D	C	B	A	A or B Students	Graded Students	All Students
Students who took MTH251 as dual credit	Total number taking MTH251 in high school	-	5	46	274	468	**736**	**787**	**1,088**
	Number taking MTH252 for grade in OUS*	-	1	2	22	27	**49**	**52**	**69**
	MTH252 Average grade			1.50	2.55	3.30	**2.96**	**2.85**	**2.86**
	Standard deviation	-	-	0.71	1.22	0.87	1.10	1.18	1.18
Students who took MTH251 in an OUS institution	Total number taking MTH251 in OUS	226	196	605	652	756	**1,408**	**2,350**	**3,104**
	Number taking MTH252 for grade in OUS	11	25	154	157	138	**295**	**485**	**539**
	MTH252 Average grade	1.36	1.44	1.75	2.17	2.75	**2.44**	**2.15**	**2.14**
	Standard deviation	1.03	1.29	1.26	1.20	1.29	1.27	1.32	1.32
Difference in average grade of college-to-college and dual credit-to-college students (DC - C)		-	-	0.25	(0.38)	(0.55)	**(0.52)**	**(0.70)**	**(0.72)**

*Excludes students taking the course in 2006-07 as dual credit. See Appendix 5 for details.
All Students comprises graded students plus students receiving a grade of Drop, Incomplete, Pass, No Pass, or Other in the first course of the sequence.

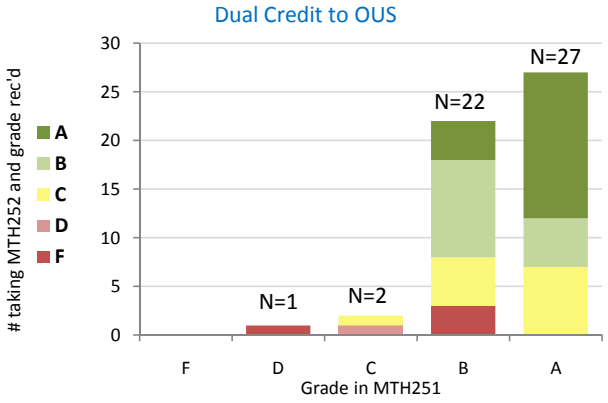
Percent of Students Succeeding in Last Course of Sequence

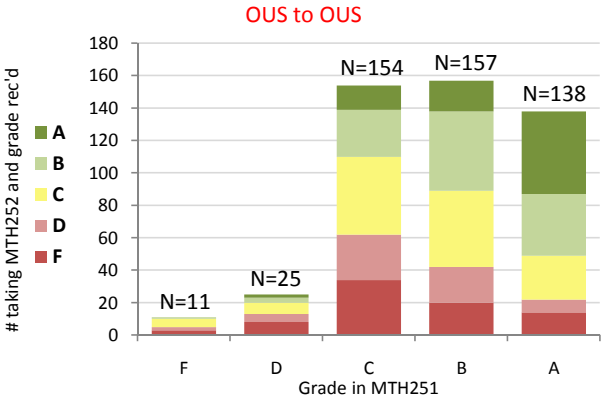
	Grade in MTH251	Grade in MTH252 N	C- or better	A or B
Dual Credit to OUS students	Rec'd B- or better	49	94%	69%
	Rec'd C- or better	51	92%	67%
	Rec'd any grade	52	90%	65%
OUS to OUS students	Rec'd B- or better	295	78%	53%
	Rec'd C- or better	449	72%	45%
	Rec'd any grade	485	70%	43%

Percentages based on all graded students in last course of sequence.



Number of Students Taking the Sequence, by Grade Rec'd in MTH251

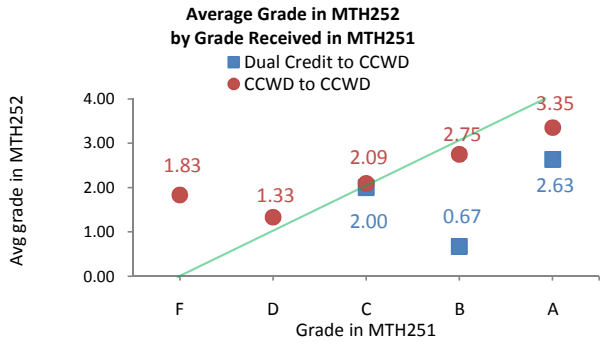




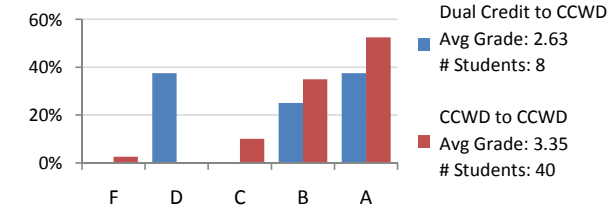
Source: OUS Institutional Research, Community Colleges and Workforce Development

Distribution of Grades in the Last Course of a College Sequence

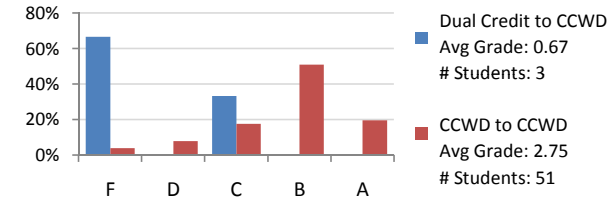
Community College (CCWD)



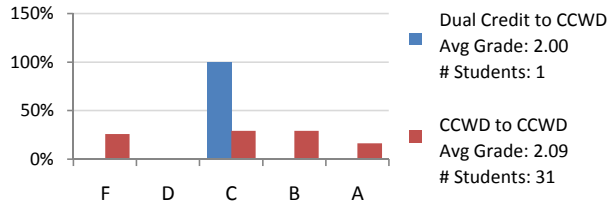
'A' Students from MTH251, by Grade Rec'd in MTH252



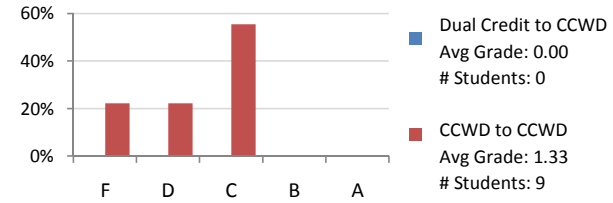
'B' Students from MTH251, by Grade Rec'd in MTH252



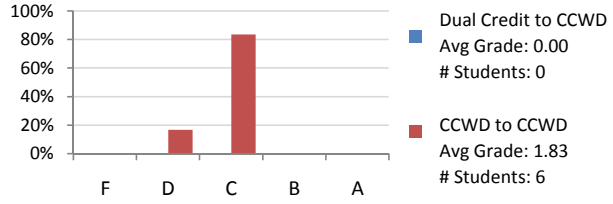
'C' Students from MTH251, by Grade Rec'd in MTH252



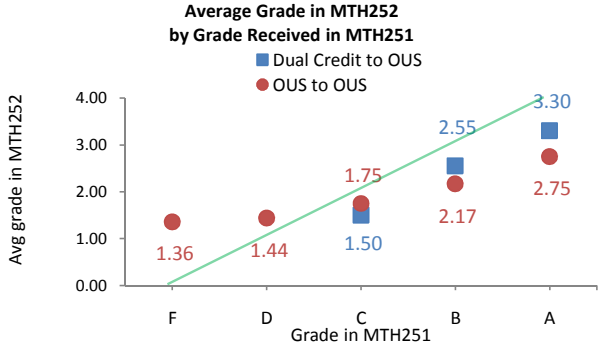
'D' Students from MTH251, by Grade Rec'd in MTH252



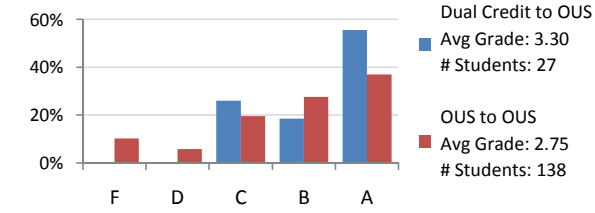
'F' Students from MTH251, by Grade Rec'd in MTH252



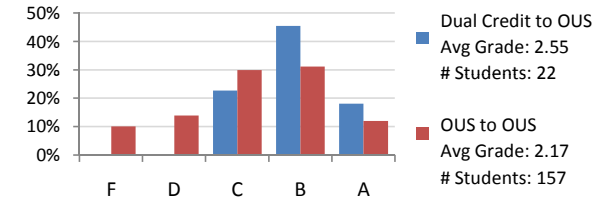
Oregon University System (OUS)



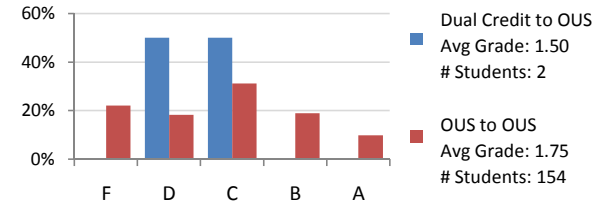
'A' Students from MTH251, by Grade Rec'd in MTH252



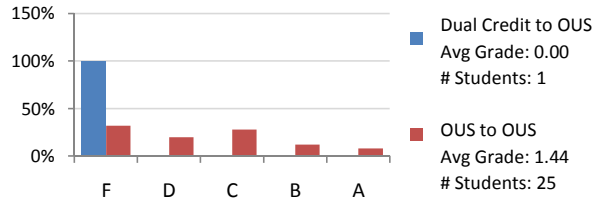
'B' Students from MTH251, by Grade Rec'd in MTH252



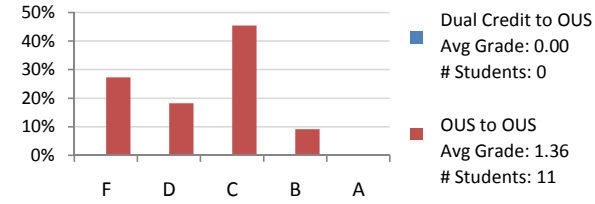
'C' Students from MTH251, by Grade Rec'd in MTH252



'D' Students from MTH251, by Grade Rec'd in MTH252



'F' Students from MTH251, by Grade Rec'd in MTH252



Note: Dual Credit to CCWD and Dual Credit to OUS students took MTH251 in 2005-06 at a high school; all students took MTH252 in 2006-07 in a college setting.

Source: OUS Institutional Research, Community Colleges and Workforce Development

Performance in the Last Course of a College Sequence

Community College (CCWD)

Average Grade in MTH254, Vector Calculus I by Grade in MTH252, Calculus II and Location of Instruction

2005-06 MTH252 → 2006-07 MTH254

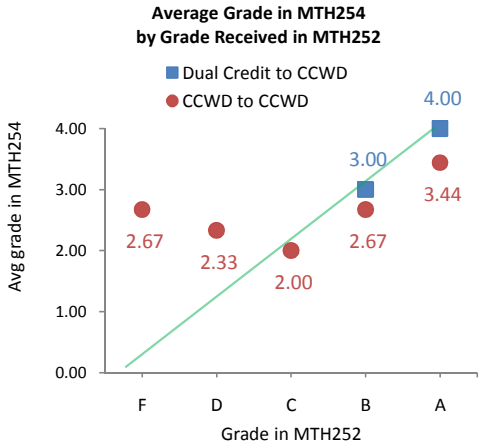
		2005-06 Grade Rec'd in MTH252							
		F	D	C	B	A	A or B Students	Graded Students	All Students
Students who took MTH252 as dual credit	Total number taking MTH252 in high school	-	5	23	254	388	**642**	**670**	**868**
	Number taking MTH254 for grade in comm. college*	-	-	-	1	1	**2**	**2**	**3**
	MTH254 Average grade				3.00	4.00	**3.50**	**3.50**	**2.67**
	MTH254 Standard deviation	-	-	-	-	-	0.71	0.71	1.53
Students who took MTH252 in an Oregon community college	Total number taking MTH252 in comm. college	65	56	165	290	272	**562**	**817**	**940**
	Number taking MTH254 for grade in comm. college	3	6	32	66	69	**135**	**175**	**181**
	MTH254 Average grade	2.67	2.33	2.00	2.67	3.44	**3.07**	**2.84**	**2.82**
	MTH254 Standard deviation	1.15	0.82	1.32	1.17	0.90	1.10	1.21	1.22
Difference in average grade of college-to-college and dual credit-to-college students (DC - C)		-	-	-	(0.33)	(0.56)	**(0.43)**	**(0.66)**	**0.15**

*Excludes students taking the course in 2006-07 as dual credit. See Appendix 5 for details.
All Students comprises graded students plus students receiving a grade of Drop, Incomplete, Pass, No Pass, or Other in the first course of the sequence.

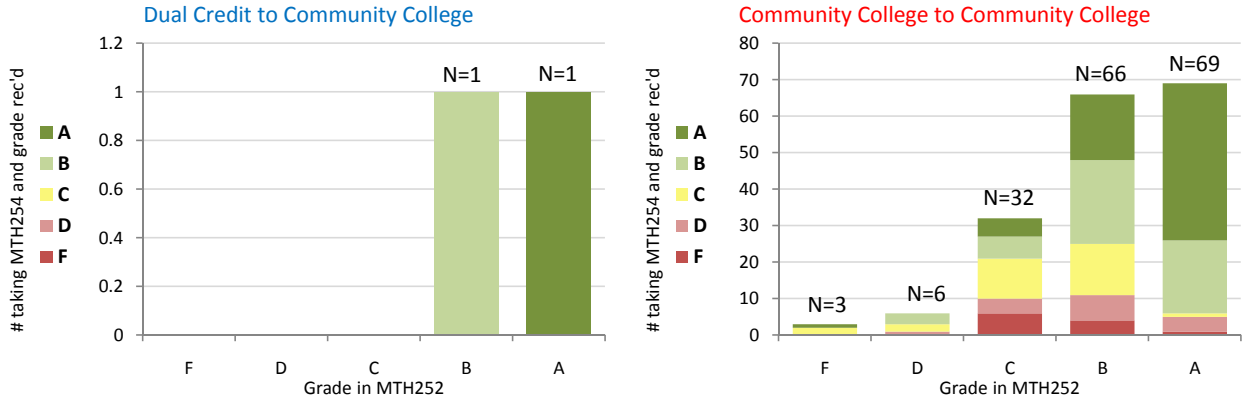
Percent of Students Succeeding in Last Course of Sequence

	Grade in MTH252	Grade in MTH254 N	C- or better	A or B
Dual Credit to CCWD students	Rec'd B- or better	2	100%	100%
	Rec'd C- or better	2	100%	100%
	Rec'd any grade	2	100%	100%
CCWD to CCWD students	Rec'd B- or better	135	88%	77%
	Rec'd C- or better	167	84%	69%
	Rec'd any grade	176	85%	68%

Percentages based on all graded students in last course of sequence.



Number of Students Taking the Sequence, by Grade Rec'd in MTH252



Source: OUS Institutional Research, Community Colleges and Workforce Development

Performance in the Last Course of a College Sequence

Oregon University System (OUS)

Average Grade in MTH254, Vector Calculus I by Grade in MTH252, Calculus II and Location of Instruction

2005-06 MTH252 → 2006-07 MTH254

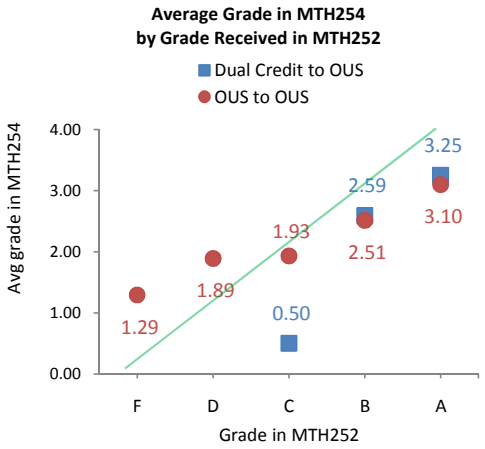
		2005-06 Grade Rec'd in MTH252							
		F	D	C	B	A	A or B Students	Graded Students	All Students
Students who took MTH252 as dual credit	Total number taking MTH252 in high school	-	5	23	254	388	**642**	**670**	**868**
	Number taking MTH254 for grade in OUS*	-	-	2	22	48	**70**	**72**	**82**
	MTH254 Average grade			0.50	2.59	3.25	**3.04**	**2.97**	**2.98**
	Standard deviation	-	-	0.71	1.33	1.00	1.15	1.21	1.19
Students who took MTH252 in an OUS institution	Total number taking MTH252 in OUS	202	193	481	545	522	**1,066**	**1,881**	**2,283**
	Number taking MTH254 for grade in OUS	17	37	84	68	58	**126**	**264**	**279**
	MTH254 Average grade	1.29	1.89	1.93	2.51	3.10	**2.79**	**2.29**	**2.26**
	Standard deviation	1.10	1.24	1.06	1.18	1.02	1.14	1.23	1.24
Difference in average grade of college-to-college and dual credit-to-college students (DC - C)		-	-	1.43	(0.08)	(0.15)	**(0.25)**	**(0.68)**	**(0.72)**

*Excludes students taking the course in 2006-07 as dual credit. See Appendix 5 for details.
All Students comprises graded students plus students receiving a grade of Drop, Incomplete, Pass, No Pass, or Other in the first course of the sequence.

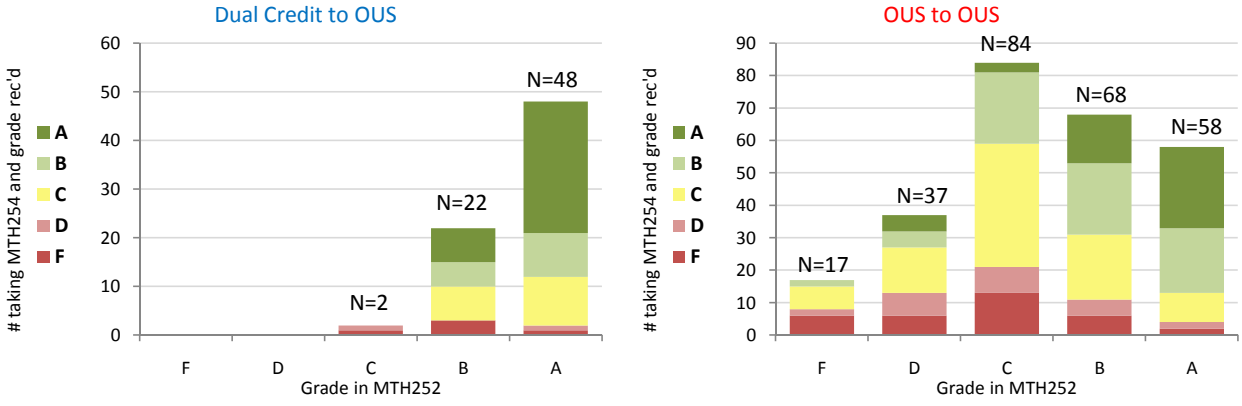
Percent of Students Succeeding in Last Course of Sequence

	Grade in MTH252	Grade in MTH254 N	C- or better	A or B
Dual Credit to OUS students	Rec'd B- or better	70	93%	69%
	Rec'd C- or better	72	90%	67%
	Rec'd any grade	72	90%	67%
OUS to OUS students	Rec'd B- or better	126	88%	65%
	Rec'd C- or better	210	83%	51%
	Rec'd any grade	264	78%	45%

Percentages based on all graded students in last course of sequence.



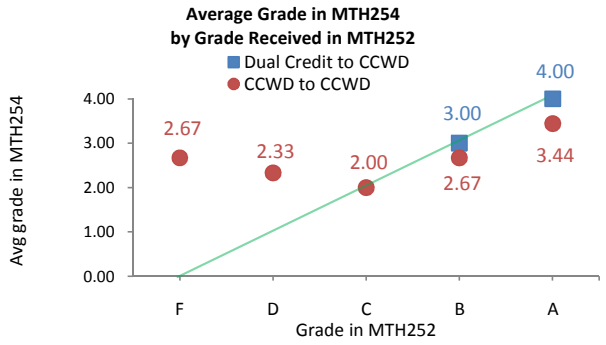
Number of Students Taking the Sequence, by Grade Rec'd in MTH252



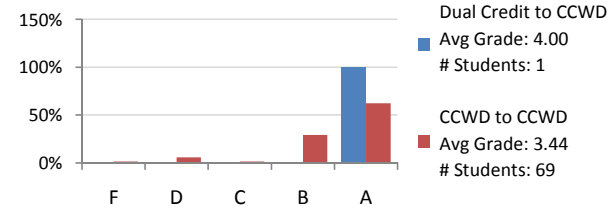
Source: OUS Institutional Research, Community Colleges and Workforce Development

Distribution of Grades in the Last Course of a College Sequence

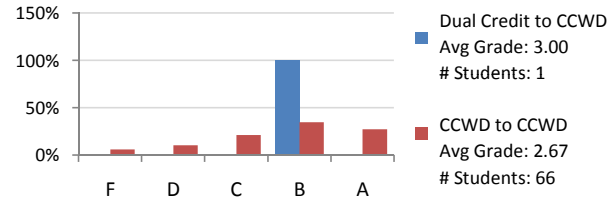
Community College (CCWD)



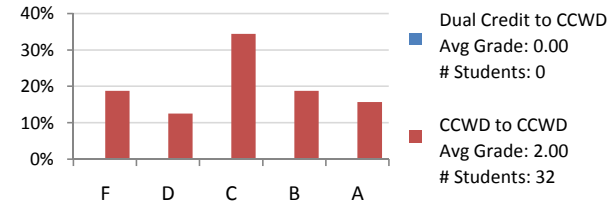
'A' Students from MTH252, by Grade Rec'd in MTH254



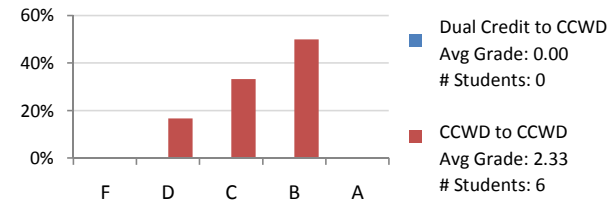
'B' Students from MTH252, by Grade Rec'd in MTH254



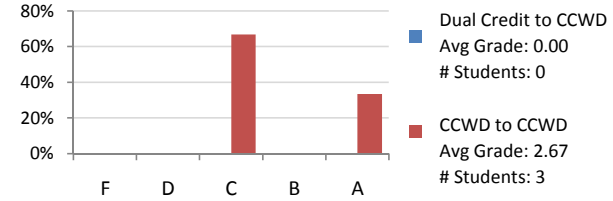
'C' Students from MTH252, by Grade Rec'd in MTH254



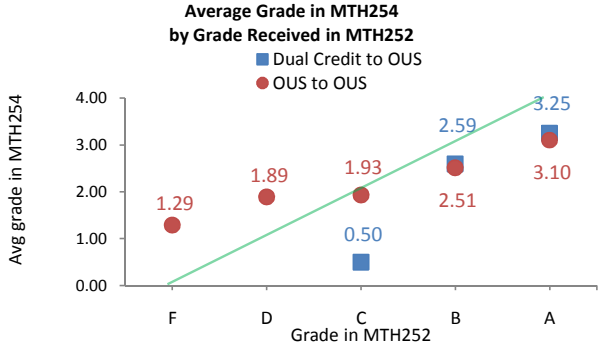
'D' Students from MTH252, by Grade Rec'd in MTH254



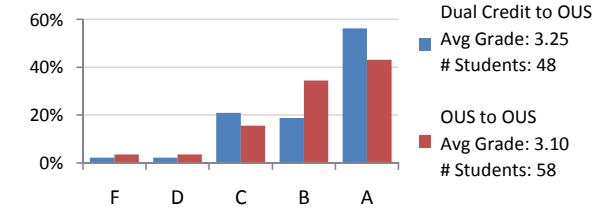
'F' Students from MTH252, by Grade Rec'd in MTH254



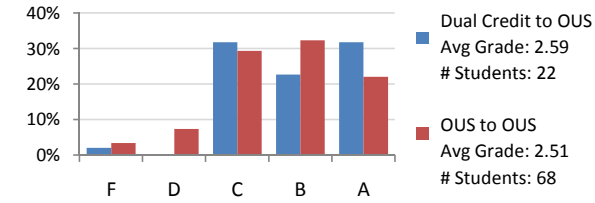
Oregon University System (OUS)



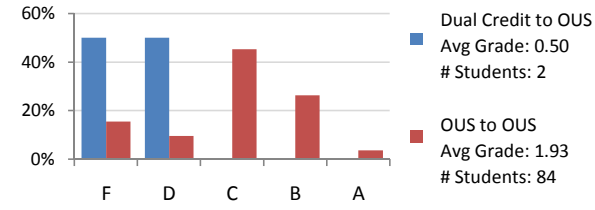
'A' Students from MTH252, by Grade Rec'd in MTH254



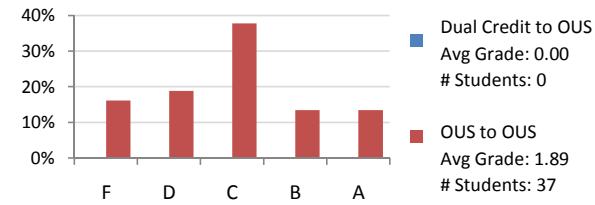
'B' Students from MTH252, by Grade Rec'd in MTH254



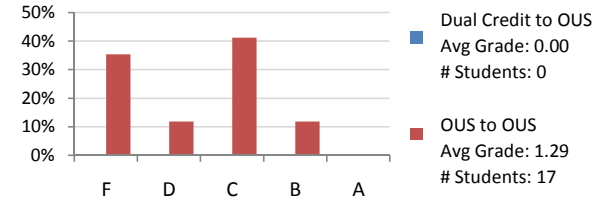
'C' Students from MTH252, by Grade Rec'd in MTH254



'D' Students from MTH252, by Grade Rec'd in MTH254



'F' Students from MTH252, by Grade Rec'd in MTH254



Note: Dual Credit to CCWD and Dual Credit to OUS students took MTH252 in 2005-06 at a high school; all students took MTH254 in 2006-07 in a college setting.

Source: OUS Institutional Research, Community Colleges and Workforce Development

Performance in the Last Course of a College Sequence

Community College (CCWD)

Average Grade in WR122, Composition II by Grade in WR121, Composition I and Location of Instruction

2005-06 WR121 → 2006-07 WR122

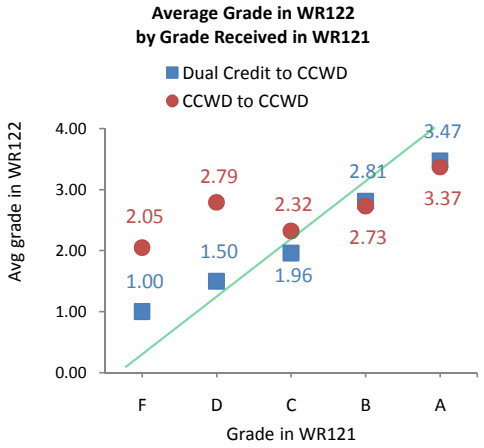
		2005-06 Grade Rec'd in WR121							
		F	D	C	B	A	A or B Students	Graded Students	All Students
Students who took WR121 as dual credit	Total number taking WR121 in high school	18	36	280	1,145	1,415	**2,560**	**2,893**	**3,273**
	Number taking WR122 for grade in comm. college*	2	2	26	79	47	**126**	**156**	**169**
	WR122 Average grade	1.00	1.50	1.96	2.81	3.47	**3.06**	**2.83**	**2.79**
	Standard deviation	1.41	2.12	1.51	1.19	0.78	1.10	1.27	1.30
Students who took WR121 in an Oregon community college	Total number taking WR121 in comm. college	1,032	659	2,360	4,789	4,879	**9,667**	**13,549**	**15,521**
	Number taking WR122 for grade in comm. college	37	42	381	746	772	**1,518**	**1,975**	**2,040**
	WR122 Average grade	2.05	2.79	2.32	2.73	3.37	**3.06**	**2.89**	**2.88**
	Standard deviation	1.47	1.09	1.22	1.13	0.94	1.08	1.16	1.16
Difference in average grade of college-to-college and dual credit-to-college students (DC - C)		1.05	1.29	0.36	(0.08)	(0.10)	-	**0.06**	**0.09**

*Excludes students taking the course in 2006-07 as dual credit. See Appendix 5 for details.
All Students comprises graded students plus students receiving a grade of Drop, Incomplete, Pass, No Pass, or Other in the first course of the sequence.

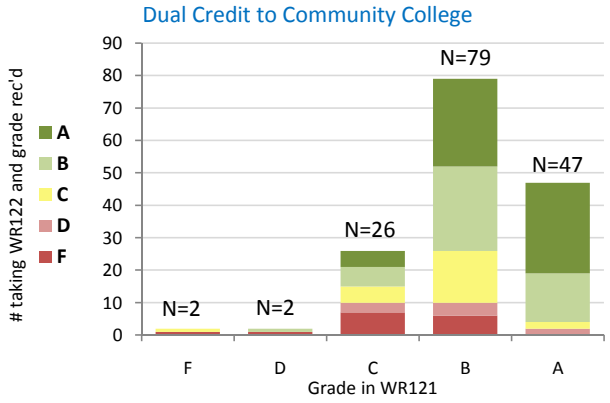
Percent of Students Succeeding in Last Course of Sequence

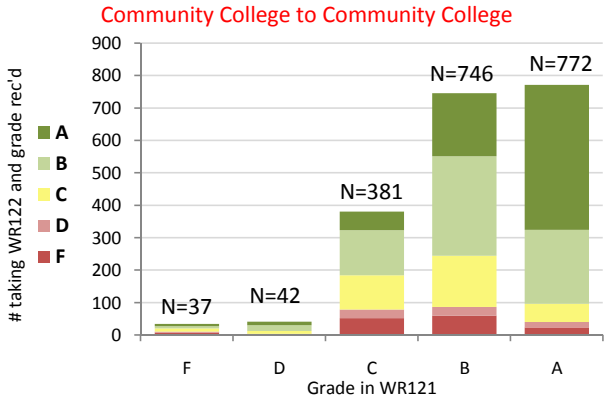
	Grade in WR121	Grade in WR122 N	C- or better	A or B
Dual Credit to CCWD students	Rec'd B- or better	126	90%	76%
	Rec'd C- or better	152	86%	70%
	Rec'd any grade	156	85%	69%
CCWD to CCWD students	Rec'd B- or better	1,518	92%	77%
	Rec'd C- or better	1,899	89%	72%
	Rec'd any grade	1,975	89%	72%

Percentages based on all graded students in last course of sequence.



Number of Students Taking the Sequence, by Grade Rec'd in WR121





Source: OUS Institutional Research, Community Colleges and Workforce Development

Performance in the Last Course of a College Sequence

Oregon University System (OUS)

Average Grade in WR122, Composition II by Grade in WR121, Composition I and Location of Instruction

2005-06 WR121 → 2006-07 WR122

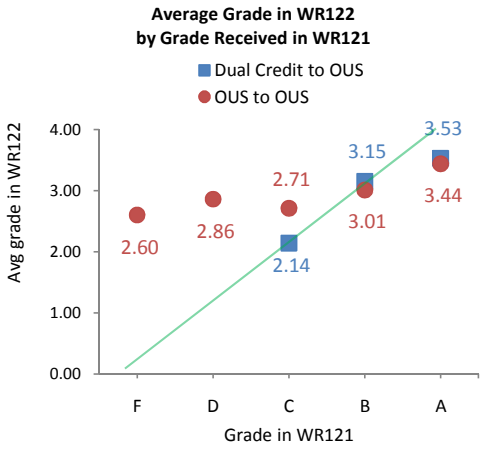
		2005-06 Grade Rec'd in WR121							
		F	D	C	B	A	A or B Students	Graded Students	All Students
Students who took WR121 as dual credit	Total number taking WR121 in high school	18	36	280	1,145	1,415	**2,560**	**2,893**	**3,273**
	Number taking WR122 for grade in OUS*	-	-	7	33	38	**71**	**78**	**92**
	WR122 Average grade			2.14	3.15	3.53	**3.35**	**3.24**	**3.25**
	WR122 Standard deviation	-	-	1.07	0.83	0.65	0.76	0.86	0.81
Students who took WR121 in an OUS institution	Total number taking WR121 in OUS	175	144	762	2,227	1,806	**4,033**	**5,092**	**5,710**
	Number taking WR122 for grade in OUS	5	7	91	284	189	**473**	**576**	**614**
	WR122 Average grade	2.60	2.86	2.71	3.01	3.44	**3.18**	**3.10**	**3.09**
	WR122 Standard deviation	1.67	1.07	0.73	0.81	0.64	0.77	0.80	0.80
Difference in average grade of college-to-college and dual credit-to-college students (DC - C)		-	-	0.57	(0.14)	(0.09)	**(0.17)**	**(0.14)**	**(0.16)**

*Excludes students taking the course in 2006-07 as dual credit. See Appendix 5 for details.
All Students comprises graded students plus students receiving a grade of Drop, Incomplete, Pass, No Pass, or Other in the first course of the sequence.

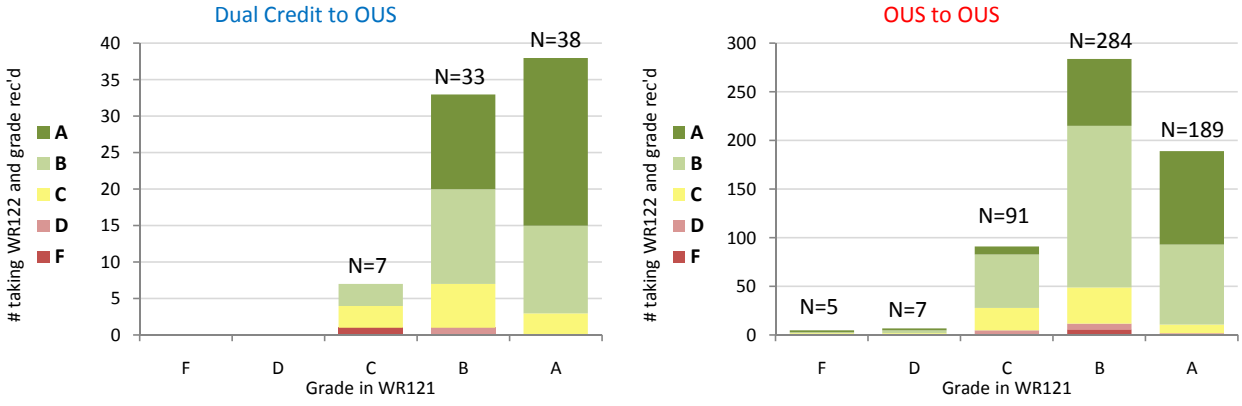
Percent of Students Succeeding in Last Course of Sequence

	Grade in WR121	Grade in WR122 N	C- or better	A or B
Dual Credit to OUS students	Rec'd B- or better	71	99%	86%
	Rec'd C- or better	78	97%	82%
	Rec'd any grade	78	97%	82%
OUS to OUS students	Rec'd B- or better	473	97%	87%
	Rec'd C- or better	564	97%	84%
	Rec'd any grade	576	96%	84%

Percentages based on all graded students in last course of sequence.



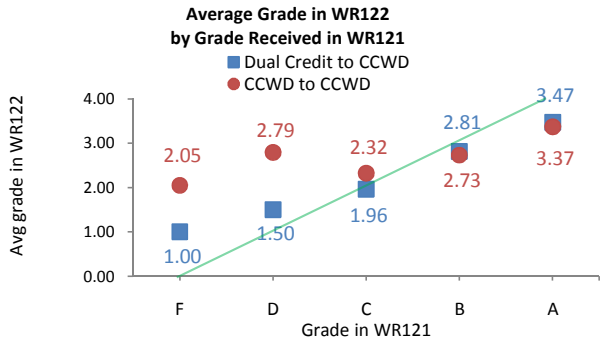
Number of Students Taking the Sequence, by Grade Rec'd in WR121



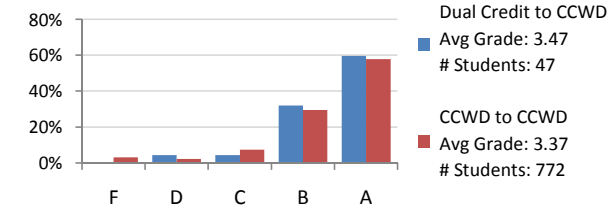
Source: OUS Institutional Research, Community Colleges and Workforce Development

Distribution of Grades in the Last Course of a College Sequence

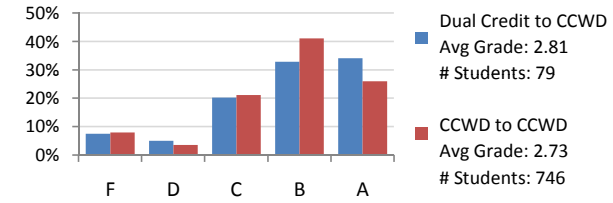
Community College (CCWD)



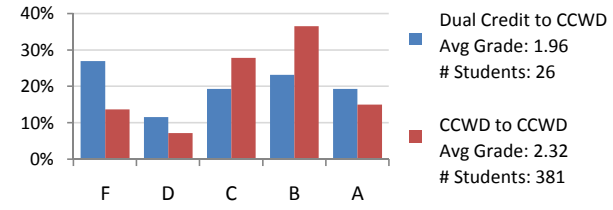
'A' Students from WR121, by Grade Rec'd in WR122



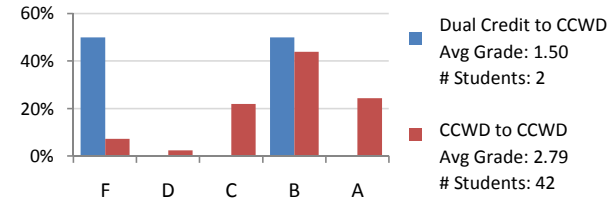
'B' Students from WR121, by Grade Rec'd in WR122



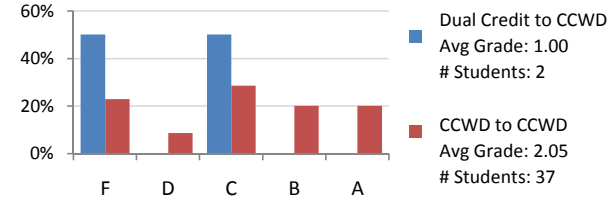
'C' Students from WR121, by Grade Rec'd in WR122



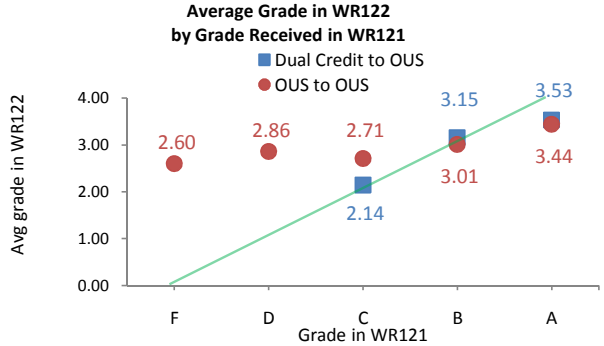
'D' Students from WR121, by Grade Rec'd in WR122



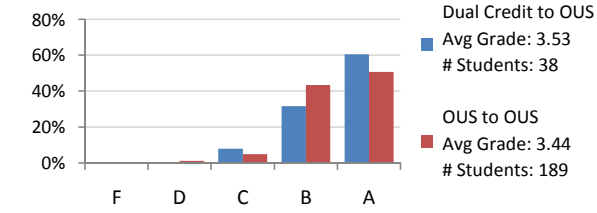
'F' Students from WR121, by Grade Rec'd in WR122



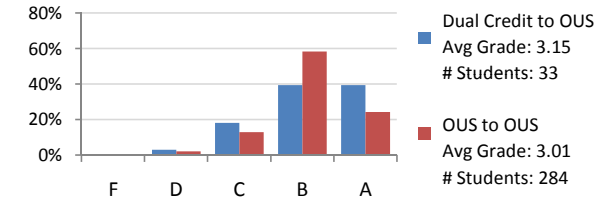
Oregon University System (OUS)



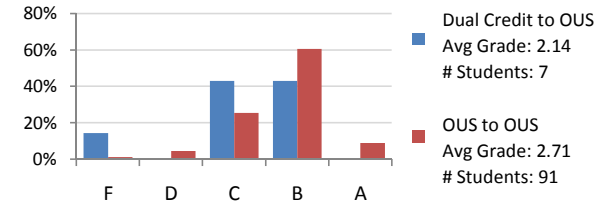
'A' Students from WR121, by Grade Rec'd in WR122



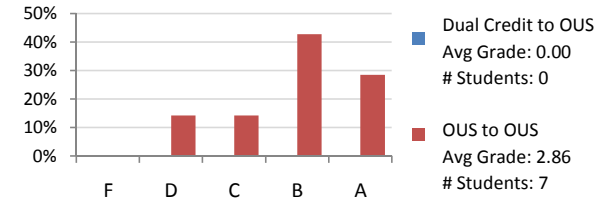
'B' Students from WR121, by Grade Rec'd in WR122



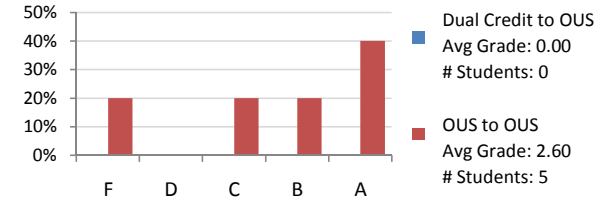
'C' Students from WR121, by Grade Rec'd in WR122



'D' Students from WR121, by Grade Rec'd in WR122



'F' Students from WR121, by Grade Rec'd in WR122



Note: Dual Credit to CCWD and Dual Credit to OUS students took WR121 in 2005-06 at a high school; all students took WR122 in 2006-07 in a college setting.

Source: OUS Institutional Research, Community Colleges and Workforce Development

Performance in the Last Course of a College Sequence

Community College (CCWD)

Average Grade in SPAN201, 2nd Yr Span I by Grade in SPAN103, 1st Yr Span III and Location of Instruction

2005-06 SPAN103 → 2006-07 SPAN201

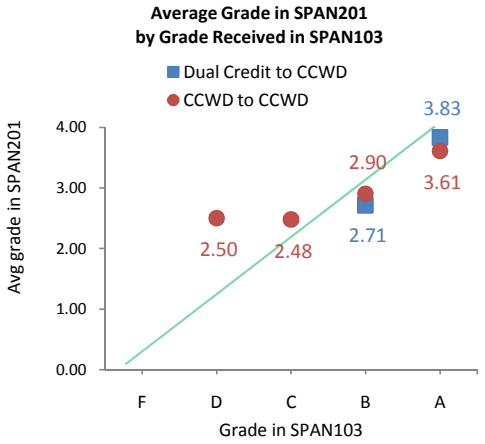
		2005-06 Grade Rec'd in SPAN103							
		F	D	C	B	A	A or B Students	Graded Students	All Students
Students who took SPAN103 as dual credit	Total number taking SPAN103 in high school	-	3	23	215	402	**617**	**646**	**695**
	Number taking SPAN201 for grade in comm. college*	-	-	-	7	23	**30**	**30**	**30**
	SPAN201 Average grade				2.71	3.83	**3.57**	**3.57**	**3.57**
	SPAN201 Standard deviation	-	-	-	1.38	0.49	0.90	0.90	0.90
Students who took SPAN103 in an Oregon community college	Total number taking SPAN103 in comm. college	-	21	108	248	443	**691**	**840**	**952**
	Number taking SPAN201 for grade in comm. college	-	2	21	60	117	**177**	**200**	**206**
	SPAN201 Average grade		2.50	2.48	2.90	3.61	**3.37**	**3.27**	**3.25**
	SPAN201 Standard deviation	-	2.12	1.12	0.86	0.71	0.83	0.92	0.91
Difference in average grade of college-to-college and dual credit-to-college students (DC - C)		-	-	-	0.19	(0.22)	**(0.20)**	**(0.30)**	**(0.32)**

*Excludes students taking the course in 2006-07 as dual credit. See Appendix 5 for details.
All Students comprises graded students plus students receiving a grade of Drop, Incomplete, Pass, No Pass, or Other in the first course of the sequence.

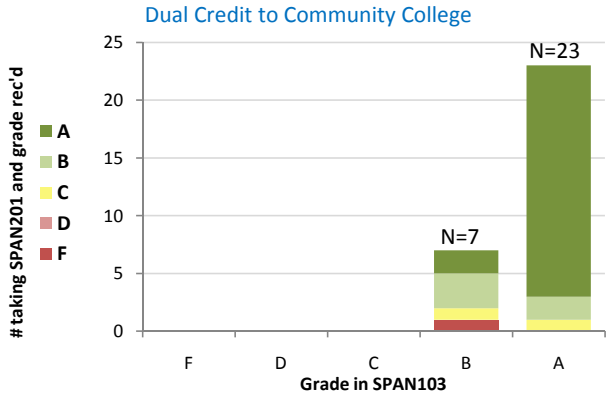
Percent of Students Succeeding in Last Course of Sequence

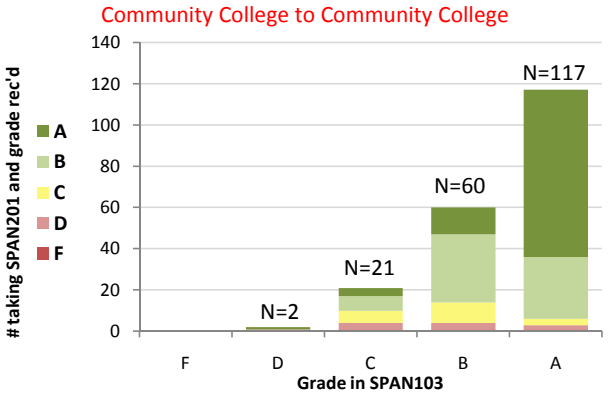
	Grade in SPAN103	Grade in SPAN201 N	C- or better	A or B
Dual Credit to CCWD students	Rec'd B- or better	30	97%	90%
	Rec'd C- or better	30	97%	90%
	Rec'd any grade	30	97%	90%
CCWD to CCWD students	Rec'd B- or better	177	96%	89%
	Rec'd C- or better	198	94%	85%
	Rec'd any grade	200	94%	85%

Percentages based on all graded students in last course of sequence.



Number of Students Taking the Sequence, by Grade Rec'd in SPAN103





Source: OUS Institutional Research, Community Colleges and Workforce Development

Performance in the Last Course of a College Sequence

Oregon University System (OUS)

Average Grade in SPAN201, 2nd Yr Span I by Grade in SPAN103, 1st Yr Span III and Location of Instruction

2005-06 SPAN103 → 2006-07 SPAN201

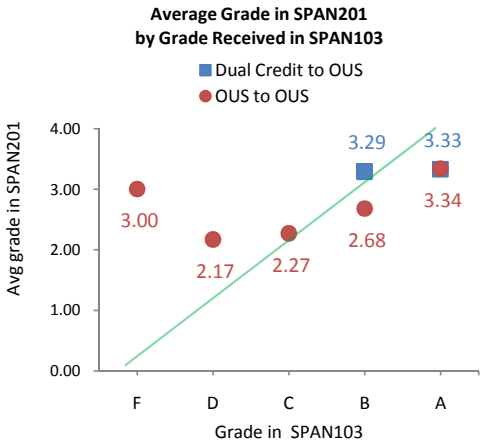
		2005-06 Grade Rec'd in SPAN103							
		F	D	C	B	A	A or B Students	Graded Students	All Students
Students who took SPAN103 as dual credit	Total number taking SPAN103 in high school	3	3	23	215	402	**617**	**646**	**695**
	Number taking SPAN201 for grade in OUS*	-	-	-	7	6	**13**	**13**	**14**
	SPAN201 Average grade				3.29	3.33	**3.31**	**3.31**	**3.29**
	Standard deviation	-	-	-	0.76	0.82	0.75	0.75	0.73
Students who took SPAN103 in an OUS institution	Total number taking SPAN103 in OUS	25	18	127	289	305	**594**	**764**	**1,013**
	Number taking SPAN201 for grade in OUS	1	6	65	125	118	**243**	**315**	**330**
	SPAN201 Average grade	3.00	2.17	2.27	2.68	3.34	**3.00**	**2.83**	**2.82**
	Standard deviation	-	0.75	0.80	0.83	0.80	0.88	0.91	0.90
Difference in average grade of college-to-college and dual credit-to-college students (DC - C)		-	-	-	(0.61)	0.01	**(0.31)**	**(0.48)**	**(0.47)**

*Excludes students taking the course in 2006-07 as dual credit. See Appendix 5 for details.
All Students comprises graded students plus students receiving a grade of Drop, Incomplete, Pass, No Pass, or Other in the first course of the sequence.

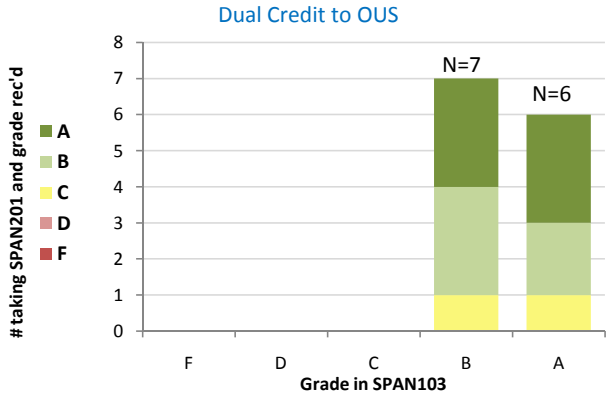
Percent of Students Succeeding in Last Course of Sequence

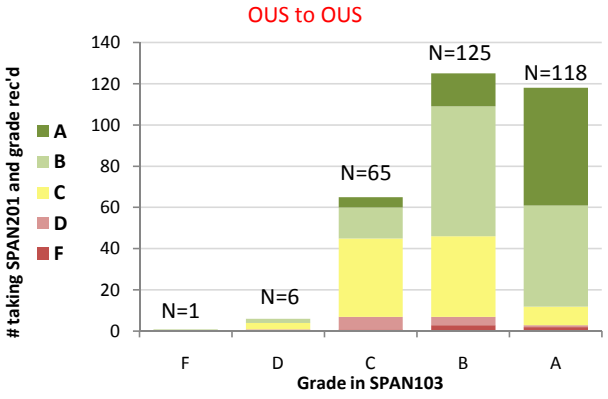
	Grade in SPAN103	Grade in SPAN201 N	C- or better	A or B
Dual Credit to OUS students	Rec'd B- or better	13	100%	85%
	Rec'd C- or better	13	100%	85%
	Rec'd any grade	13	100%	85%
OUS to OUS students	Rec'd B- or better	243	96%	76%
	Rec'd C- or better	308	94%	67%
	Rec'd any grade	315	94%	66%

Percentages based on all graded students in last course of sequence.



Number of Students Taking the Sequence, by Grade Rec'd in SPAN103

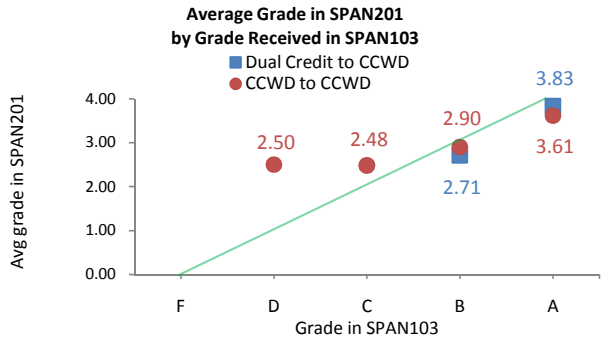




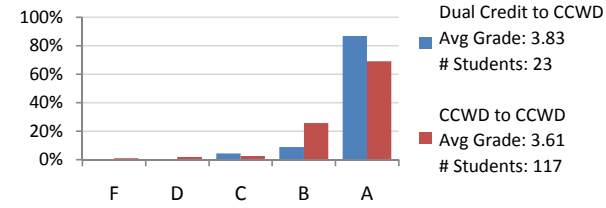
Source: OUS Institutional Research, Community Colleges and Workforce Development

Distribution of Grades in the Last Course of a College Sequence

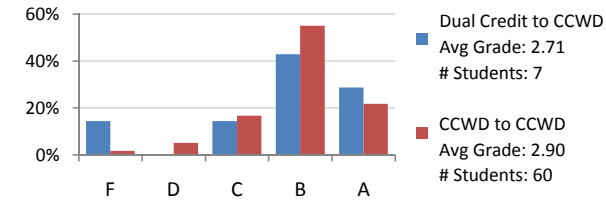
Community College (CCWD)



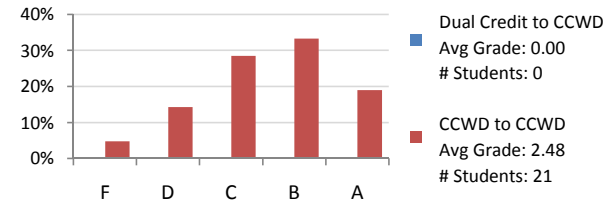
'A' Students from SPAN103, by Grade Rec'd in SPAN201



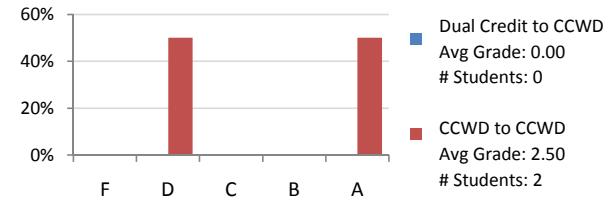
'B' Students from SPAN103, by Grade Rec'd in SPAN201



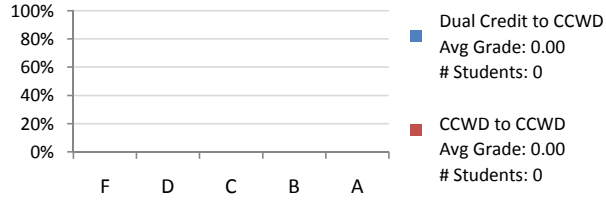
'C' Students from SPAN103, by Grade Rec'd in SPAN201



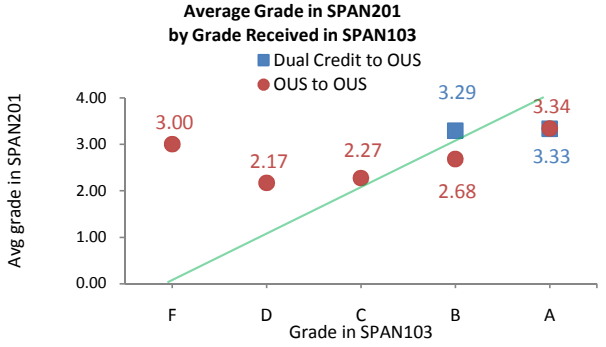
'D' Students from SPAN103, by Grade Rec'd in SPAN201



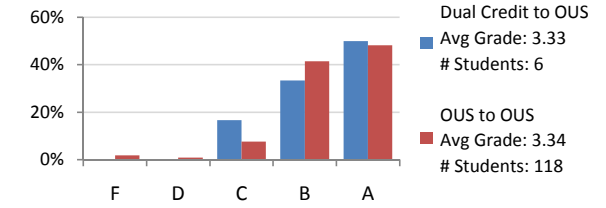
'F' Students from SPAN103, by Grade Rec'd in SPAN201



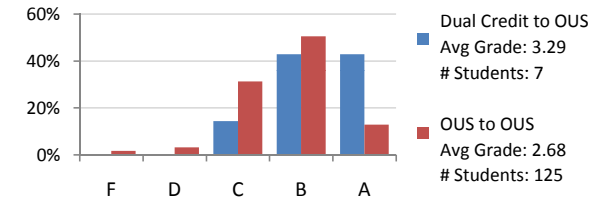
Oregon University System (OUS)



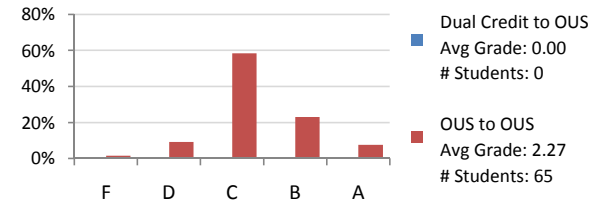
'A' Students from SPAN103, by Grade Rec'd in SPAN201



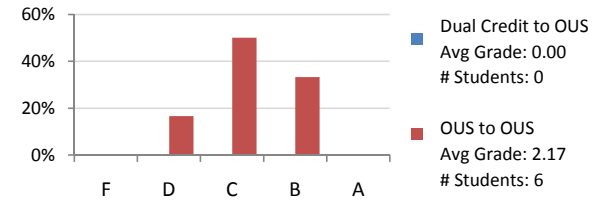
'B' Students from SPAN103, by Grade Rec'd in SPAN201



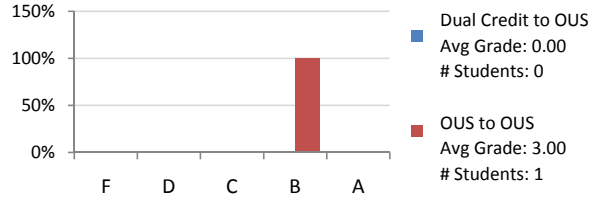
'C' Students from SPAN103, by Grade Rec'd in SPAN201



'D' Students from SPAN103, by Grade Rec'd in SPAN201



'F' Students from SPAN103, by Grade Rec'd in SPAN201



Note: Dual Credit to CCWD and Dual Credit to OUS students took SPAN103 in 2005-06 at a high school; all students took SPAN201 in 2006-07 in a college setting.

Source: OUS Institutional Research, Community Colleges and Workforce Development

What Do Dual Credit Students Take When They Get to College?

College Enrollment in 2006-07 by Dual Credit Courses Completed in 2005-06

		Dual Credit Course Completed in 2005-06															
				History			Mathematics				Spanish			Writing			
		BIO	ENG	HIST	HIST	HIST	MTH	MTH	MTH	MTH	SPAN	SPAN	SPAN	WR	WR	WR	All
College Course Taken in 2006-07		101	104	201	202	203	111	112	251	252	101	102	103	121	122	123	Courses
ALS111	OSU Odyssey	15	42	4	5	5	20	19	29	30	6	6	6	129	55	36	629
ANS121	Intro Animal Science	4	19	3	2	2	10	5	7	6	3	4	3	48	30	12	234
ANTH110	Cultural Anthropology	9	27	3	3	4	14	7	16	14	5	4	4	85	36	25	356
ANTH210	Comparative Cultures	7	26	5	5	6	20	13	26	21	8	7	7	93	43	21	481
ART101	Visual Arts	8	25	3	4	5	17	16	18	13	7	6	5	84	42	20	406
ART115	Art Foundations 2-D	2	19	1		1	13	6	9	7	3	4	3	40	18	9	230
BA101	Intro Business	20	89	13	13	15	63	59	66	58	22	23	20	246	121	78	1,440
BA131	Intro Business	3	17	4	4	4	9	5	6	5	2	3	2	31	17	5	227
BA218	Personal Finance	4	25	1	1	1	3	2	23	22		1		4	2	1	211
BIO101	Biology I	3	36	17	16	16	40	33	25	15	26	19	15	140	69	32	739
BIO102	Biology II	6	32	15	16	17	53	47	31	22	25	18	13	122	56	26	684
BIO103	Biology III	4	20	6	8	8	22	17	17	12	9	5	3	87	49	35	415
BIO211	Biology I	10	39	4	4	8	11	16	32	26	10	9	8	87	39	20	512
BIO212	Biology II	10	35	5	5	7	12	18	36	32	11	11	9	78	37	22	498
BIO213	Biology III	11	34	5	4	6	10	14	34	30	11	11	9	67	30	16	441
BIO231	Human Anatomy I	14	25	1	8	1	19	12	6	5	4	4	5	70	32	10	359
BIO232	Human Anatomy II	10	15	1	7	1	13	8	5	5	3	3	4	42	20	7	237
CHEM104	Intro Chemistry	3	8	7	7	8	23	19	4	3	8	7	6	39	24	7	249
CHEM121	General Chemistry	16	28	8	6	6	23	13	15	11	4	5	5	96	40	17	431
CHEM122	General Chemistry	8	19	7	6	5	16	13	14	10	1	2	1	68	32	14	320
CHEM123	General Chemistry	8	16	5	4	3	13	12	12	10	1	2	1	60	26	13	268
CHEM201	General Chemistry	5	32	2	2	3	18	19	53	49	6	8	8	93	42	21	545
CHEM202	General Chemistry	3	17	1	1	2	10	12	32	28	3	5	6	57	25	11	309
CHEM205	Gen. Chemistry Lab	2	14				10	15	17	15	2	4	3	42	18	7	237
CHEM221	Chemistry I	33	64	8	9	13	47	44	76	63	13	13	12	170	91	46	1,127
CHEM222	Chemistry II	25	51	7	8	9	30	27	64	58	9	9	9	138	72	38	869
CHEM223	Chemistry III	21	42	6	7	9	20	20	58	48	8	8	9	100	52	24	712
CHEM227	Chemistry I Lab	14	20	2	2	3	10	11	26	22	3	3	1	56	36	15	364
CHEM228	Chemistry II Lab	9	14	2	2	3	7	8	23	20	1	1	1	47	32	12	291
CHEM229	Chemistry III Lab	8	13	2	2	3	6	7	19	16	1	1	1	36	24	7	250
COMM111	Public Speaking	2	12	1	1	2	7	6	14	13			2	53	25	11	240
DSC199	Business Software	1	17	2	2	3	11	9	16	18	3	3	3	35	17	16	255

What Do Dual Credit Students Take When They Get to College?

College Enrollment in 2006-07 by Dual Credit Courses Completed in 2005-06

		Dual Credit Course Completed in 2005-06															
				History			Mathematics				Spanish			Writing			
		BIO	ENG	HIST	HIST	HIST	MTH	MTH	MTH	MTH	SPAN	SPAN	SPAN	WR	WR	WR	All
College Course Taken in 2006-07		101	104	201	202	203	111	112	251	252	101	102	103	121	122	123	Courses
ECON201	Microeconomics	15	70	15	15	19	66	61	67	56	14	14	11	229	106	63	1,277
ECON202	Macroeconomics	3	43	3	3	4	25	22	33	35	4	4	3	105	52	32	593
ENG104	Literature: Fiction	25	16	13	16	10	67	49	36	29	17	16	18	177	101	52	939
ENG105	Literature: Drama	14	7	3	11	3	18	15	8	7	2	2	3	45	24	10	270
ENG106	Literature: Poetry	13	23	3	2	4	26	22	10	7	9	10	11	75	37	20	395
GEO105	Geog Non-West World	2	18	5	4	3	5	6	18	11	2	2	3	51	23	16	252
GEO106	Geog Western World	3	21	3	4	4	9	7	15	9	2	2	3	56	22	15	245
HD100	College Success	3	23	1	1	2	11	6	8	6	12	9	8	43	15	5	278
HDFS201	Contemporary US Families	8	37	2	2	3	12	11	17	12	4	5	4	92	40	24	404
HDFS240	Human Sexuality	10	22	5	3	6	15	17	16	16	7	7	7	109	46	23	435
HHS231	Lifetime Fitness	35	108	17	17	21	64	61	114	92	23	22	21	342	162	93	1,811
HHS241	Lifetime Fitness	21	55	12	12	14	34	38	83	65	17	18	16	192	86	52	1,093
HIST101	History: Western Civ I	6	28	9	9	10	14	11	10	8	7	5	6	51	23	10	337
HIST102	History: Western Civ II	4	28	6	6	7	14	10	11	8	7	5	5	71	30	20	348
HIST103	History: Western Civ III	6	23	6	6	8	14	12	5	4	7	5	7	47	25	15	321
HIST201	US History I	8	10				20	9	14	12	16	17	17	58	28	10	306
HIST202	US History II	12	17	2	1	1	24	14	8	7	18	17	16	70	33	21	384
HIST203	US History III	6	19	15	13	2	22	19	10	7	15	13	11	56	31	17	343
HPE295	Health Assessment	6	6	9	6	5	20	16	6	6	6	7	6	90	50	23	348
J201	Mass Media	3	18	4	3	7	10	8	9	6	4	4	2	70	36	24	375
MTH060	Beginning Algebra	10	17	1							10	9	8	74	34	15	353
MTH065	Elementary Algebra	8	28	1							11	13	9	77	39	15	383
MTH070	Elementary Algebra	5	16	6	3	4					5	4	4	71	29	12	235
MTH095	Int. Algebra	24	61	7	7	7	11	1	1		17	18	16	204	106	54	918
MTH103	Algebraic Reasoning	9	19	4	4	4	2	1	1		4	4	2	58	31	20	232
MTH105	Contemporary Math	4	18	4	3	3	15	5			7	8	8	55	24	13	250
MTH111	College Algebra	51	140	27	30	35	43	30	6	3	47	39	34	466	250	135	2,198
MTH112	Trig/Pre-Calc	29	64	18	15	14	75	28	11	5	26	24	21	200	105	58	1,127
MTH241	Survey Calculus	8	30	8	6	8	42	31	5	3	6	6	5	87	41	19	553
MTH243	Statistics I	22	50	7	7	8	55	46	41	41	14	14	11	103	53	24	820
MTH251	Calculus I	55	62	54	56	52	194	168	49	32	19	18	19	190	89	42	1,548
MTH252	Calculus II	36	42	38	37	36	118	119	68	41	14	13	16	131	54	25	1,077
MTH253	Calculus III	3	9	7	6	3	13	10	26	21	3	3	3	30	11	4	218
MTH254	Vector Calculus I	6	31	11	10	9	8	14	78	83	7	9	11	78	33	16	591
MTH256	Applied Diff. Calculus	2	11	3	3	3	3	5	30	37	3	3	4	29	13	8	243

What Do Dual Credit Students Take When They Get to College?

College Enrollment in 2006-07 by Dual Credit Courses Completed in 2005-06

		Dual Credit Course Completed in 2005-06															
				History			Mathematics				Spanish			Writing			
		BIO	ENG	HIST	HIST	HIST	MTH	MTH	MTH	MTH	SPAN	SPAN	SPAN	WR	WR	WR	All
College Course Taken in 2006-07		101	104	201	202	203	111	112	251	252	101	102	103	121	122	123	Courses
PE131	Health/Fitness	2	9	2	2	2	17	12	7	7	6	6	6	59	28	15	246
PE185	Physical Education	22	42	8	6	7	36	27	24	20	23	21	17	202	95	38	903
PEMB211	Hatha Yoga I	4	22	1	1	1	9	6	12	8	1	1		56	21	22	264
PH104	Descriptive Astronomy		15	1	2	5	5	4	10	8				55	30	22	236
PH211	Physics with Calculus	4	22	3	3	3	11	17	56	51	6	5	4	76	32	17	465
PHL160	Quest for Meaning: Religion	6	22	1	1	1	11	7	10	11	3	4	2	54	22	12	268
PS201	Intro US Gov. I	8	50	22	20	21	15	14	18	12	7	6	4	64	29	21	509
PSY101	Intro Psychology	4	26	2	2	2	24	20	5	3	12	15	12	71	29	16	392
PSY201	General Psychology	47	118	12	13	18	79	62	51	43	19	21	20	353	186	78	1,745
PSY202	General Psychology	25	95	10	8	14	64	42	57	46	19	17	14	274	117	58	1,354
SOC204	Intro Sociology	30	92	13	12	20	64	46	35	24	28	23	19	270	117	59	1,335
SOC206	Social Problems & Issues	7	22	6	6	9	12	12	20	14	5	4	4	75	42	24	388
SP111	Speech: Fundamentals	16	44	20	21	23	77	54	27	17	19	17	17	224	127	58	1,100
SP218	Interpersonal Comm	1	10	3	3	4	11	7	1		10	5	6	61	23	9	207
SPAN101	1st Yr Spanish I	7	34	16	16	10	13	9	17	15			1	54	31	17	394
SPAN102	1st Yr Spanish II	5	37	17	16	10	10	8	17	16	16	4	5	46	32	14	401
SPAN103	1st Yr Spanish III	3	33	13	13	12	12	16	20	19	17	27	3	42	34	12	402
SPAN201	2nd Yr Spanish I	7	45	9	8	8	15	13	21	20	53	52	47	61	26	26	602
SPAN202	2nd Yr Spanish II	5	35	2	2	2	11	13	18	17	34	34	31	50	18	21	444
SPAN203	2nd Yr Spanish III	4	26	2	2	2	11	12	13	11	32	32	30	40	13	18	367
USEM101	University Seminar I	2	36				7	9	11	9	4	4	3	30	8	7	268
USEM102	University Seminar II	3	40	1			9	10	11	9	4	4	4	29	5	4	275
USEM103	University Seminar III	3	35	1			8	8	10	8	4	4	4	26	4	4	238
WR115	Composition: Intro	10	9	4	1		28	21	6	4	9	8	5	12	5	2	253
WR121	Composition I	79	196	86	85	70	231	178	146	117	78	64	54	65	22	9	2,993
WR122	Composition II	33	125	55	53	42	103	86	53	46	40	37	34	252	8	5	1,778
WR123	Composition III	12	38	22	22	26	26	25	18	14	17	17	16	126	66		697
WR214	Writing in Business	8	18	2	1	1	12	7	9	8	3	3	4	67	15	6	277

Source: OUS Institutional Research, Community Colleges and Workforce Development

Students completing dual credit course in 2005-06 with a grade of C- or better (select courses). Excludes 2006-07 college courses with enrollments of 100 or less.

Course Taking Patterns: Sequences Started in 2005-06

SEQUENCE: MTH111: College Algebra MTH112: Trig/PreCalc		Rec'd Passing Grade in MTH111 (A-C, P)		Rec'd Unsatisfactory Grade in MTH111 (D,F,NP)		Received Drop, I, or Other in MTH111		UNDUPLICATED TOTAL	
Students who took MTH111 as dual credit	**Total taking MTH111**	**1,584**	**100%**	**25**	**100%**	**60**	**100%**	**1,669**	**100%**
	took MTH112 for dual credit in same year	1,066	67%	5	20%	34	57%	1,105	66%
	took MTH112 for dual credit in following year	67	4%	1	4%	1	2%	69	4%
	took MTH112 the following year at OUS or community college	75	5%	-	0%	1	2%	76	5%
	did not take MTH112 by spring of the following year*	406	26%	19	76%	24	40%	449	27%
Students who took MTH111 in college or university	**Total taking MTH111**	**7,779**	**100%**	**2,174**	**100%**	**3,877**	**100%**	**11,559**	**100%**
	took MTH112 in same year (OUS or community college)	1,859	24%	180	8%	494	13%	2,058	18%
	took MTH112 the following year at OUS or community college	772	10%	145	7%	240	6%	946	8%
	did not take MTH112 by spring of the following year*	5,289	68%	1,875	86%	3,181	82%	8,718	75%

SEQUENCE: MTH112: Trig/PreCalc MTH251: Calculus I		Rec'd Passing Grade in MTH112 (A-C, P)		Rec'd Unsatisfactory Grade in MTH112 (D,F,NP)		Received Drop, I, or Other in MTH112		UNDUPLICATED TOTAL	
Students who took MTH112 as dual credit	**Total taking MTH112**	**1,313**	**100%**	**35**	**100%**	**79**	**100%**	**1,427**	**100%**
	took MTH251 for dual credit in same year	49	4%	-	0%	8	10%	57	4%
	took MTH251 for dual credit in following year	212	16%	-	0%	2	3%	214	15%
	took MTH251 the following year at OUS or community college	168	13%	2	6%	4	5%	174	12%
	did not take MTH251 by spring of the following year*	888	68%	33	94%	65	82%	986	69%
Students who took MTH112 in college or university	**Total taking MTH112**	**3,610**	**100%**	**720**	**100%**	**1,957**	**100%**	**5,094**	**100%**
	took MTH251 in same year (OUS or community college)	1,227	34%	101	14%	521	27%	1,405	28%
	took MTH251 the following year at OUS or community college	760	21%	95	13%	257	13%	905	18%
	did not take MTH251 by spring of the following year*	1,775	49%	543	75%	1,244	64%	2,960	58%

SEQUENCE: MTH251: Calculus I MTH252: Calculus II		Rec'd Passing Grade in MTH251 (A-C, P)		Rec'd Unsatisfactory Grade in MTH251 (D,F,NP)		Received Drop, I, or Other in MTH251		UNDUPLICATED TOTAL	
Students who took MTH251 as dual credit	**Total taking MTH251**	**782**	**100%**	**5**	**100%**	**317**	**100%**	**1,088**	**100%**
	took MTH252 for dual credit in same year	568	73%	-	0%	242	76%	795	73%
	took MTH252 for dual credit in following year	12	2%	-	0%	-	0%	12	1%
	took MTH252 the following year at OUS or community college	68	9%	1	20%	24	8%	92	8%
	did not take MTH252 by spring of the following year*	175	22%	4	80%	69	22%	247	23%
Students who took MTH251 in college or university	**Total taking MTH251**	**3,020**	**100%**	**598**	**100%**	**2,110**	**100%**	**4,357**	**100%**
	took MTH252 in same year (OUS or community college)	1,758	58%	105	18%	829	39%	1,876	43%
	took MTH252 the following year at OUS or community college	748	25%	142	24%	402	19%	927	21%
	did not take MTH252 by spring of the following year*	770	25%	385	64%	1,041	49%	1,832	42%

*At an OUS institution or Oregon community college.

Source: OUS Institutional Research, Community Colleges and Workforce Development

Course Taking Patterns: Sequences Started in 2005-06

SEQUENCE: MTH252: Calculus II, MTH254: Vector Calculus I		Rec'd Passing Grade in MTH252 (A-C, P)		Rec'd Unsatisfactory Grade in MTH252 (D,F,NP)		Received Drop, I, or Other in MTH252		UNDUPLICATED TOTAL	
	Total taking MTH252	**665**	**100%**	**5**	**100%**	**198**	**100%**	**868**	**100%**
Students who took MTH252 as dual credit	took MTH254 for dual credit in same year	-	0%	-	0%	-	0%	-	0%
	took MTH254 for dual credit in following year	-	0%	-	0%	-	0%	-	0%
	took MTH254 the following year at OUS or community college	83	12%	-	0%	12	6%	95	11%
	did not take MTH254 by spring of the following year*	582	88%	5	100%	186	94%	773	89%
	Total taking MTH252	**2,304**	**100%**	**517**	**100%**	**1,378**	**100%**	**3,201**	**100%**
Students who took MTH252 in college or university	took MTH254 in same year (OUS or community college)	452	20%	43	8%	347	25%	497	16%
	took MTH254 the following year at OUS or community college	482	21%	114	22%	233	17%	595	19%
	did not take MTH254 by spring of the following year*	1,430	62%	372	72%	850	62%	2,179	68%

SEQUENCE: WR121: Composition I, WR122: Composition II		Rec'd Passing Grade in WR121 (A-C, P)		Rec'd Unsatisfactory Grade in WR121 (D,F,NP)		Received Drop, I, or Other in WR121		UNDUPLICATED TOTAL	
	Total taking WR121	**2,839**	**100%**	**54**	**100%**	**381**	**100%**	**3,273**	**100%**
Students who took WR121 as dual credit	took WR122 for dual credit in same year	1,337	47%	8	15%	138	36%	1,482	45%
	took WR122 for dual credit in following year	21	1%	-	0%	-	0%	21	1%
	took WR122 the following year at OUS or community college	252	9%	6	11%	29	8%	287	9%
	did not take WR122 by spring of the following year*	1,254	44%	40	74%	216	57%	1,510	46%
	Total taking WR121	**16,902**	**100%**	**2,172**	**100%**	**2,919**	**100%**	**21,208**	**100%**
Students who took WR121 in college or university	took WR122 in same year (OUS or community college)	5,450	32%	135	6%	170	6%	5,605	26%
	took WR122 the following year at OUS or community college	2,990	18%	191	9%	257	9%	3,254	15%
	did not take WR122 by spring of the following year*	8,789	52%	1,862	86%	2,510	86%	12,688	60%

SEQUENCE: SPAN103: First Year Spanish, SPAN201: Second Year Spanish		Rec'd Passing Grade in SPAN103 (A-C, P)		Rec'd Unsatisfactory Grade in SPAN103 (D,F,NP)		Received Drop, I, or Other in SPAN103		UNDUPLICATED TOTAL	
	Total taking SPAN103	**640**	**100%**	**6**	**100%**	**50**	**100%**	**695**	**100%**
Students who took SPAN103 as dual credit	took SPAN201 for dual credit in same year	38	6%	-	0%	12	24%	50	7%
	took SPAN201 for dual credit in following year	122	19%	1	17%	1	2%	124	18%
	took SPAN201 the following year at OUS or community college	47	7%	-	0%	1	2%	48	7%
	did not take SPAN201 by spring of the following year*	435	68%	5	83%	36	72%	475	68%
	Total taking SPAN103	**1,647**	**100%**	**89**	**100%**	**280**	**100%**	**1,965**	**100%**
Students who took SPAN103 in college or university	took SPAN201 in same year (OUS or community college)	253	15%	6	7%	39	14%	278	14%
	took SPAN201 the following year at OUS or community college	643	39%	13	15%	41	15%	677	34%
	did not take SPAN201 by spring of the following year*	762	46%	71	80%	204	73%	1,022	52%

*At an OUS institution or Oregon community college.

Source: OUS Institutional Research, Community Colleges and Workforce Development

Performance when Retaking a Course in a College Setting

Community College (CCWD)

Average Grade in WR121 (Retake) by Grade in WR121 (1st Attempt) and Location of Instruction

2005-06 WR121 → 2006-07 WR121

		2005-06 Grade Rec'd in 1st Attempt							
		F	D	C	B	A	A or B Students	Graded Students	All Students
Students who took WR121 as dual credit	Total number taking 1st time in high school	18	36	280	1,145	1,415	**2,560**	**2,893**	**3,273**
	Number taking 2nd time for grade in comm. college*	5	7	5	7	3	**10**	**27**	**37**
	2nd Attempt Average grade	1.80	2.00	2.20	2.71	2.67	**2.70**	**2.26**	**2.35**
	Standard deviation	1.30	1.15	1.30	0.76	2.31	1.25	1.23	1.30
Students who took WR121 in an Oregon community college	Total number taking 1st time in comm. college	1,032	659	2,360	4,789	4,879	**9,667**	**13,549**	**15,521**
	Number taking 2nd time for grade at comm. college	140	127	12	13	7	**20**	**299**	**564**
	2nd Attempt Average grade	1.83	2.29	2.92	3.54	3.00	**3.35**	**2.17**	**2.17**
	Standard deviation	1.41	1.24	1.16	0.66	0.58	0.67	1.35	1.40
Difference in average grade of college-to-college and dual credit-to-college students (DC - C)		0.03	0.29	0.72	0.83	0.33	**0.65**	**(0.09)**	**(0.18)**

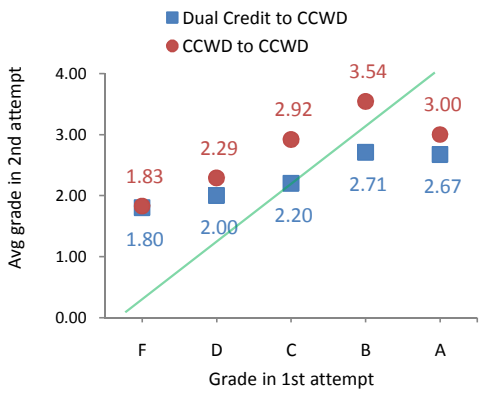
*Excludes students taking the course in 2006-07 as dual credit.
All Students comprises graded students plus students receiving a grade of Drop, Incomplete, Pass, No Pass, or Other in the first course of the sequence.

Percent of Students Succeeding in Second Attempt

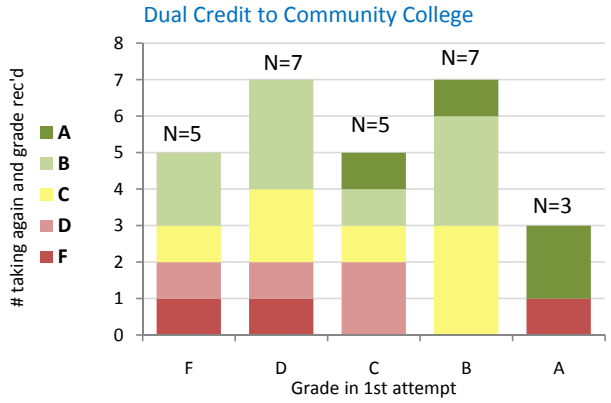
	Grade in 1st Attempt	Grade in 2nd Attempt N	C- or better	A or B
Dual Credit to CCWD students	Rec'd B- or better	10	90%	60%
	Rec'd C- or better	15	80%	53%
	Rec'd any grade	27	74%	48%
CCWD to CCWD students	Rec'd B- or better	20	100%	90%
	Rec'd C- or better	32	97%	84%
	Rec'd any grade	299	72%	50%

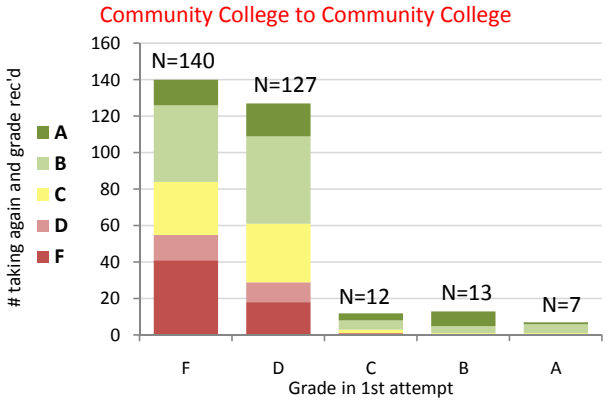
Percentages based on all graded students in last course of sequence.

Average Grade in 2nd Attempt by Grade Received in 1st Attempt



Number of Students Taking the Sequence, by Grade Rec'd in 1st Attempt





Source: OUS Institutional Research, Community Colleges and Workforce Development

Performance when Retaking a Course in a College Setting

Oregon University System (OUS)

Average Grade in WR121 (Retake) by Grade in WR121 (1st Attempt) and Location of Instruction

2005-06 WR121 → 2006-07 WR121

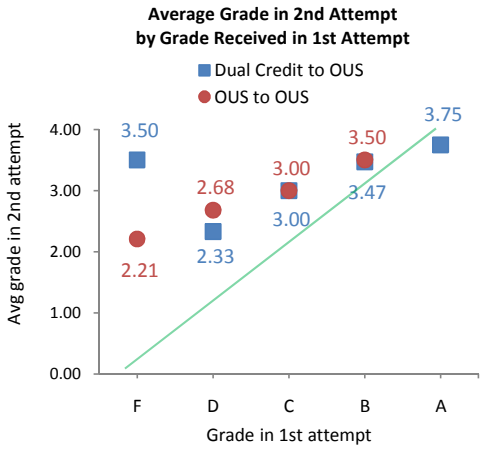
		2005-06 Grade Rec'd in 1st Attempt							
		F	D	C	B	A	A or B Students	Graded Students	All Students
Students who took WR121 as dual credit	Total number taking 1st time in high school	18	36	280	1,145	1,415	**2,560**	**2,893**	**3,273**
	Number taking 2nd time for grade at OUS*	2	3	11	19	8	**27**	**43**	**56**
	2nd Attempt Average grade	3.50	2.33	3.00	3.47	3.75	**3.56**	**3.33**	**3.21**
	2nd Attempt Standard deviation	0.71	0.58	1.10	0.77	0.46	0.70	0.87	0.95
Students who took WR121 in an OUS institution	Total number taking 1st time in OUS	175	144	762	2,227	1,806	**4,033**	**5,092**	**5,710**
	Number taking 2nd time for grade at OUS	24	25	5	2	-	**2**	**56**	**152**
	2nd Attempt Average grade	2.21	2.68	3.00	3.50		**3.50**	**2.54**	**2.77**
	2nd Attempt Standard deviation	1.64	1.14	0.71	0.71	-	0.71	1.36	1.24
Difference in average grade of college-to-college and dual credit-to-college students (DC - C)		(1.29)	0.35	-	0.03	-	**(0.06)**	**(0.79)**	**(0.44)**

*Excludes students taking the course in 2006-07 as dual credit.
All Students comprises graded students plus students receiving a grade of Drop, Incomplete, Pass, No Pass, or Other in the first course of the sequence.

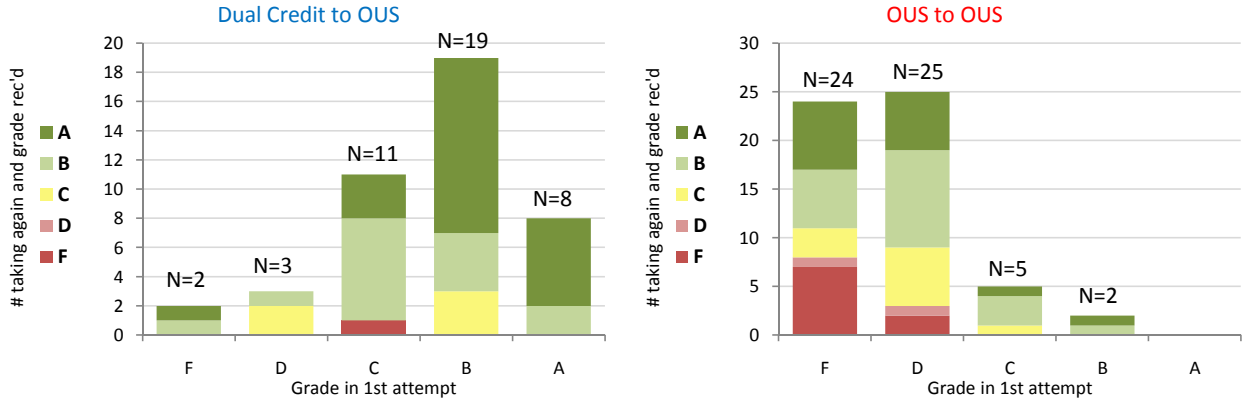
Percent of Students Succeeding in Second Attempt

	Grade in 1st Attempt	Grade in 2nd Attempt N	C- or better	A or B
Dual Credit to OUS students	Rec'd B- or better	27	100%	89%
	Rec'd C- or better	38	97%	89%
	Rec'd any grade	43	98%	86%
OUS to OUS students	Rec'd B- or better	2	100%	100%
	Rec'd C- or better	7	100%	86%
	Rec'd any grade	56	80%	63%

Percentages based on all graded students in last course of sequence.



Number of Students Taking the Sequence, by Grade Rec'd in 1st Attempt



Source: OUS Institutional Research, Community Colleges and Workforce Development

Performance when Retaking a Course in a College Setting

Community College (CCWD)

Average Grade in MTH111 (Retake) by Grade in MTH111 (1st Attempt) and Location of Instruction

2005-06 MTH111 → 2006-07 MTH111

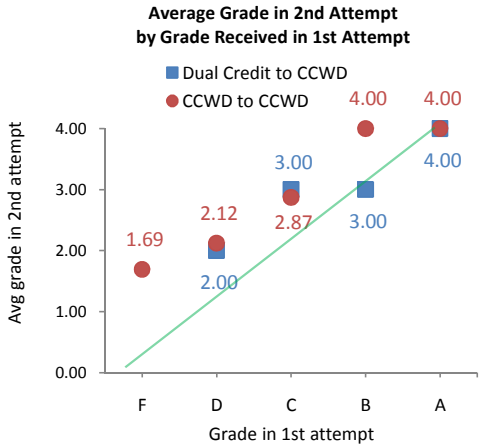
		2005-06 Grade Rec'd in 1st Attempt							
		F	D	C	B	A	A or B Students	Graded Students	All Students
Students who took WRI121 as dual credit	Total number taking 1st time in high school	7	18	219	633	732	**1,365**	**1,609**	**1,669**
	Number taking 2nd time for grade in comm. college*	-	1	8	3	2	**5**	**14**	**15**
	2nd Attempt Average grade		2.00	3.00	3.00	4.00	**3.40**	**3.07**	**2.93**
	Standard deviation	-	-	0.53	1.00	-	0.89	0.73	0.88
Students who took WRI121 in an Oregon community college	Total number taking 1st time in comm. college	437	480	1,164	1,532	1,409	**2,941**	**4,865**	**5,671**
	Number taking 2nd time for grade at comm. college	97	137	15	1	1	**2**	**251**	**395**
	2nd Attempt Average grade	1.69	2.12	2.87	4.00	4.00	**4.00**	**2.02**	**2.01**
	Standard deviation	1.27	1.17	1.06	-	-	-	1.25	1.22
Difference in average grade of college-to-college and dual credit-to-college students (DC - C)		-	0.12	(0.13)	1.00	-	**0.60**	**(1.05)**	**(0.92)**

*Excludes students taking the course in 2006-07 as dual credit.
All Students comprises graded students plus students receiving a grade of Drop, Incomplete, Pass, No Pass, or Other in the first course of the sequence.

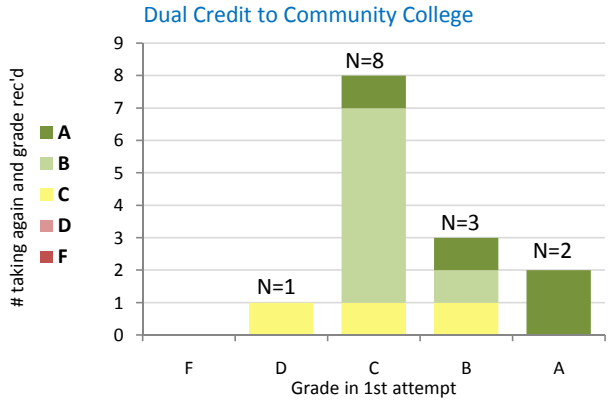
Percent of Students Succeeding in Second Attempt

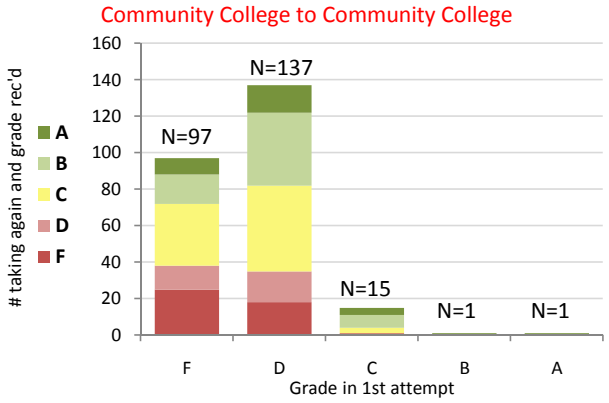
	Grade in 1st Attempt	Grade in 2nd Attempt N	C- or better	A or B
Dual Credit to CCWD students	Rec'd B- or better	5	100%	80%
	Rec'd C- or better	13	100%	85%
	Rec'd any grade	14	100%	79%
CCWD to CCWD students	Rec'd B- or better	2	100%	100%
	Rec'd C- or better	17	94%	76%
	Rec'd any grade	251	71%	37%

Percentages based on all graded students in last course of sequence.



Number of Students Taking the Sequence, by Grade Rec'd in 1st Attempt





Source: OUS Institutional Research, Community Colleges and Workforce Development

Performance when Retaking a Course in a College Setting

Oregon University System (OUS)

Average Grade in MTH111 (Retake) by Grade in MTH111 (1st Attempt) and Location of Instruction

2005-06 MTH111 → 2006-07 MTH111

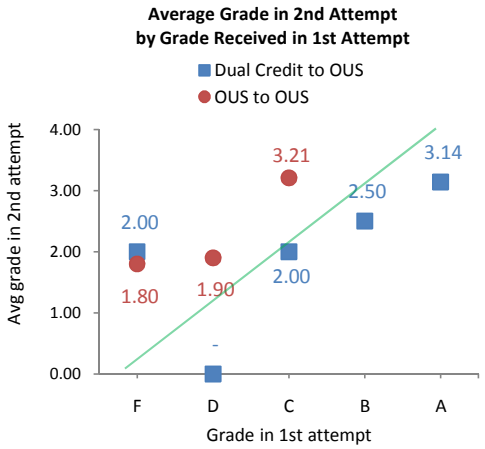
		2005-06 Grade Rec'd in 1st Attempt							
		F	D	C	B	A	A or B Students	Graded Students	All Students
Students who took WRI121 as dual credit	Total number taking 1st time in high school	7	18	219	633	732	**1,365**	**1,609**	**1,669**
	Number taking 2nd time for grade at OUS*	1	2	11	6	7	**13**	**27**	**31**
	2nd Attempt Average grade	2.00	-	2.00	2.50	3.14	**2.85**	**2.26**	**2.13**
	2nd Attempt Standard deviation	-	-	1.18	0.55	1.46	1.14	1.32	1.31
Students who took WRI121 in an OUS institution	Total number taking 1st time in OUS	565	600	1,185	1,230	1,061	**2,291**	**4,466**	**5,952**
	Number taking 2nd time for grade at OUS	108	103	14	-	-	**-**	**225**	**391**
	2nd Attempt Average grade	1.80	1.90	3.21			**-**	**1.93**	**1.89**
	2nd Attempt Standard deviation	1.19	1.16	0.80	-	-	-	1.20	1.28
Difference in average grade of college-to-college and dual credit-to-college students (DC - C)		(0.20)	-	1.21	-	-	**(2.85)**	**(0.33)**	**(0.24)**

*Excludes students taking the course in 2006-07 as dual credit.
All Students comprises graded students plus students receiving a grade of Drop, Incomplete, Pass, No Pass, or Other in the first course of the sequence.

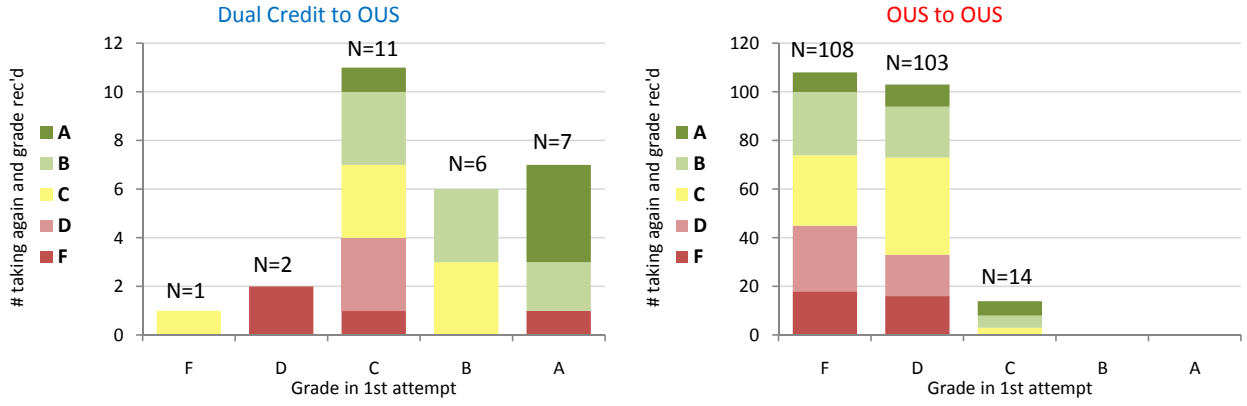
Percent of Students Succeeding in Second Attempt

	Grade in 1st Attempt	Grade in 2nd Attempt N	C- or better	A or B
Dual Credit to OUS students	Rec'd B- or better	13	92%	69%
	Rec'd C- or better	24	79%	54%
	Rec'd any grade	27	74%	48%
OUS to OUS students	Rec'd B- or better	-		
	Rec'd C- or better	14	100%	79%
	Rec'd any grade	225	65%	33%

Percentages based on all graded students in last course of sequence.



Number of Students Taking the Sequence, by Grade Rec'd in 1st Attempt



Source: OUS Institutional Research, Community Colleges and Workforce Development

Performance when Retaking a Course in a College Setting

Community College (CCWD)

Average Grade in MTH251 (Retake) by Grade in MTH251 (1st Attempt) and Location of Instruction

2005-06 MTH251 → 2006-07 MTH251

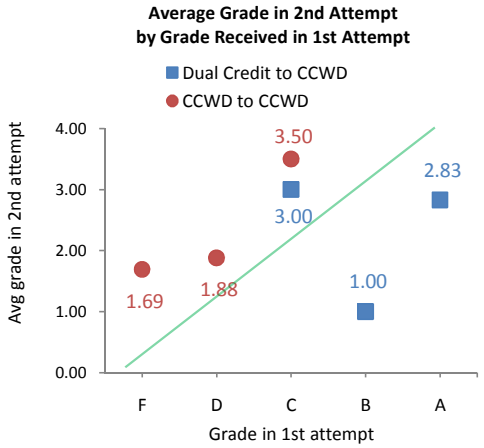
		2005-06 Grade Rec'd in 1st Attempt							
		F	D	C	B	A	A or B Students	Graded Students	All Students
Students who took WRI121 as dual credit	Total number taking 1st time in high school	-	5	46	274	468	**736**	**787**	**1,088**
	Number taking 2nd time for grade in comm. college*	-	-	1	4	6	**10**	**11**	**13**
	2nd Attempt Average grade			3.00	1.00	2.83	**2.10**	**2.18**	**2.31**
	Standard deviation	-	-	-	0.82	0.98	1.29	1.25	1.25
Students who took WRI121 in an Oregon community college	Total number taking 1st time in comm. college	70	76	275	361	357	**718**	**1,101**	**1,277**
	Number taking 2nd time for grade at comm. college	13	16	2	-	-	**-**	**30**	**51**
	2nd Attempt Average grade	1.69	1.88	3.50			**-**	**1.90**	**2.21**
	Standard deviation	1.11	1.20	0.71	-	-	-	1.19	1.24
Difference in average grade of college-to-college and dual credit-to-college students (DC - C)		-	-	0.50	-	-	**-**	**(0.28)**	**(0.10)**

*Excludes students taking the course in 2006-07 as dual credit.
All Students comprises graded students plus students receiving a grade of Drop, Incomplete, Pass, No Pass, or Other in the first course of the sequence.

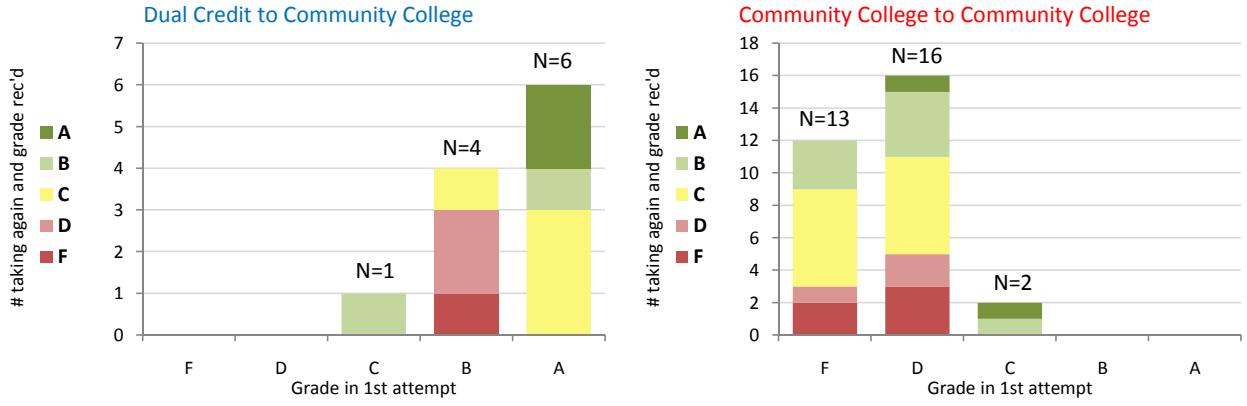
Percent of Students Succeeding in Second Attempt

	Grade in 1st Attempt	Grade in 2nd Attempt N	C- or better	A or B
Dual Credit to CCWD students	Rec'd B- or better	10	70%	30%
	Rec'd C- or better	11	73%	36%
	Rec'd any grade	11	73%	36%
CCWD to CCWD students	Rec'd B- or better	-		
	Rec'd C- or better	2	100%	100%
	Rec'd any grade	30	73%	33%

Percentages based on all graded students in last course of sequence.



Number of Students Taking the Sequence, by Grade Rec'd in 1st Attempt



Source: OUS Institutional Research, Community Colleges and Workforce Development

Performance when Retaking a Course in a College Setting

Oregon University System (OUS)

Average Grade in MTH251 (Retake) by Grade in MTH251 (1st Attempt) and Location of Instruction

2005-06 MTH251 → 2006-07 MTH251

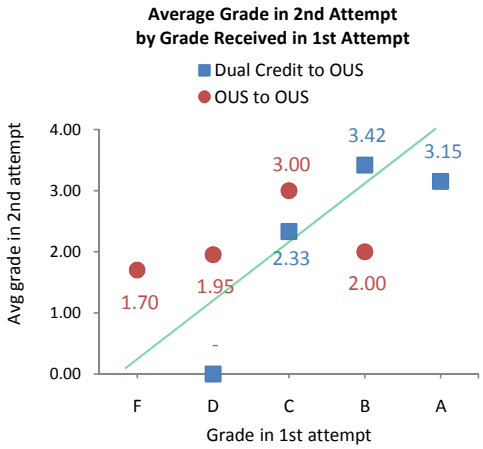
		2005-06 Grade Rec'd in 1st Attempt							
		F	D	C	B	A	A or B Students	Graded Students	All Students
Students who took WRI121 as dual credit	Total number taking 1st time in high school	-	5	46	274	468	**736**	**787**	**1,088**
	Number taking 2nd time for grade at OUS*	-	1	3	12	20	**32**	**36**	**46**
	2nd Attempt Average grade		-	2.33	3.42	3.15	**3.25**	**3.08**	**2.96**
	Standard deviation	-	-	1.15	0.67	1.04	0.92	1.08	1.15
Students who took WRI121 in an OUS institution	Total number taking 1st time in OUS	226	196	605	652	756	**1,408**	**2,350**	**3,104**
	Number taking 2nd time for grade at OUS	37	55	9	1	-	**1**	**102**	**187**
	2nd Attempt Average grade	1.70	1.95	3.00	2.00		**2.00**	**1.95**	**1.95**
	Standard deviation	1.45	1.12	1.32	-	-	-	1.29	1.34
Difference in average grade of college-to-college and dual credit-to-college students (DC - C)		-	-	0.67	(1.42)	-	**(1.25)**	**(1.13)**	**(1.01)**

*Excludes students taking the course in 2006-07 as dual credit.
All Students comprises graded students plus students receiving a grade of Drop, Incomplete, Pass, No Pass, or Other in the first course of the sequence.

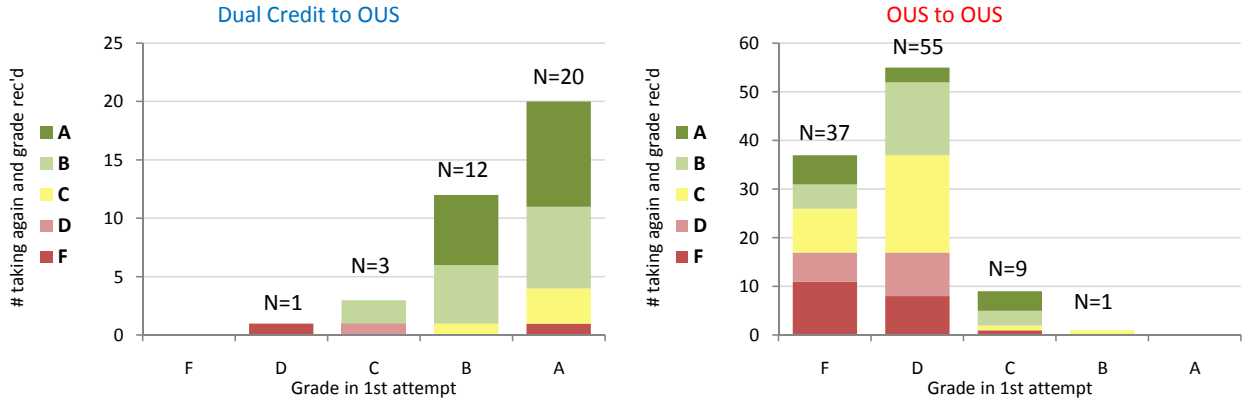
Percent of Students Succeeding in Second Attempt

	Grade in 1st Attempt	Grade in 2nd Attempt N	C- or better	A or B
Dual Credit to OUS students	Rec'd B- or better	32	97%	84%
	Rec'd C- or better	35	94%	83%
	Rec'd any grade	36	92%	81%
OUS to OUS students	Rec'd B- or better	1	100%	0%
	Rec'd C- or better	10	90%	70%
	Rec'd any grade	102	66%	35%

Percentages based on all graded students in last course of sequence.



Number of Students Taking the Sequence, by Grade Rec'd in 1st Attempt



Source: OUS Institutional Research, Community Colleges and Workforce Development

Effect of Demographic and Performance Characteristics on First- to Second-Year Persistence[1]
Fall 2006 OUS Freshman Cohort

	Estimated Coefficient	Standard Error	Wald Chi-Square	Prob. > Chi-Square	Std. Dev.	Odds Ratio	Percentage Change[2] in Odds of Persisting	Predicted Probability[3] (at Mean) of Persisting	Effect on Probability[4] (at Mean) of Persisting	Change in Probability vs. Reference Group
Variable										
African American	0.1219	0.1947	0.3919	0.5313	-	1.130	-	-	-	-
American Indian	0.1394	0.2526	0.3044	0.5812	-	1.150	-	-	-	-
Asian/Pacific Isl.	0.4245	0.1171	13.1419	0.0003	-	1.529	52.9	0.863	-	0.058
Hispanic/Latino	0.3450	0.1475	5.4677	0.0194	-	1.412	41.2	0.853	-	0.049
Nonresident Alien	0.7534	0.7696	0.9583	0.3276	-	2.124	-	-	-	-
Unknown race/ethn.	0.0853	0.1199	0.5054	0.4771	-	1.089	-	-	-	-
White non-Hisp.			--Reference group--					[0.805]		
OR resident	0.2573	0.0742	12.0171	0.0005	-	1.293	29.3	0.842	-	0.037
OR nonresident			--Reference group--					[0.805]		
Female	-0.1279	0.0641	3.9810	0.0460	-	0.880	-12.0	0.784	-	-0.021
Male			--Reference group--					[0.805]		
Received AP credit	0.5773	0.1122	26.4999	< 0.0001	-	1.781	78.1	0.880	-	0.075
No AP			--Reference group--					[0.805]		
Received Pell grant	-0.1586	0.0738	4.6184	0.0316	-	0.853	-14.7	0.779	-	-0.026
No Pell			--Reference group--					[0.805]		
Dual-credit student	0.0439	0.0838	0.2745	0.6003	-	1.045	-	-	-	-
Not dual-credit			--Reference group--					[0.805]		
5% special admit	0.0011	0.1817	0.0000	0.9952	-	1.001	-	-	-	-
Other special admit	-0.2218	0.0911	5.9242	0.0149	-	0.801	-19.9	0.767	-	-0.037
Earned coll. hrs. in HS	-0.2027	0.3317	0.3735	0.5411	-	0.817	-	-	-	-
Met HS GPA/subj. req.			--Reference group--					[0.805]		
Delayed college enrl.	-0.2433	0.1226	3.9345	0.0473	-	0.784	-21.6	0.764	-	-0.041
Straight from HS			--Reference group--					[0.805]		
High school GPA	0.8780	0.0892	96.8638	< 0.0001	0.4116	2.406	43.5	0.855	0.051	-
SAT math	0.001340	0.000458	8.4964	0.0036	89.1481	1.001	12.7	0.823	0.018	-
SAT critical reading	0.000255	0.000429	0.3526	0.5526	90.5688	1.000	-	-	-	-
Intercept	-2.4804	0.3501	50.1923	< 0.0001						

-2 log likelihood = 7562; chi-square for covariates = 378 with 18 df ($p < .0001$); pseudo R-square = .076. Population persistence rate = 80.5%.

1. Persistence = enrolled at any OUS university as of the second fall.
2. For the continuous independent variables HS GPA, SAT math, and SAT critical reading, the percentage change is estimated for a change of one standard deviation.
3. Predicted probability and change in odds ratio are calculated only where the difference from the reference group is statistically significant at the .05 level.
4. For a change of one standard deviation in the continuous independent variables HS GPA, SAT math, and SAT critical reading.

Source: OUS Institutional Research, freshman retention tables, 2006