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.

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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>
<thead>
<tr>
<th>TABLE 1: Typical Two-Course Sequences</th>
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<tr>
<td>Dual Credit Course (taken in 2005-06)</td>
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<td>WR121 Composition I</td>
</tr>
<tr>
<td>MTH111 College Algebra</td>
</tr>
<tr>
<td>MTH112 Trig/Pre-Calc</td>
</tr>
<tr>
<td>MTH251 Calculus I</td>
</tr>
<tr>
<td>MTH252 Calculus II</td>
</tr>
<tr>
<td>SPAN103 1st yr Span III</td>
</tr>
</tbody>
</table>
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.

<table>
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<th>Student Cohorts Used for Comparisons</th>
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<td>Dual Credit Group</td>
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<tr>
<td>Took course 1 as dual credit and course 2 in college*</td>
</tr>
<tr>
<td>2005-06 COURSE</td>
</tr>
<tr>
<td>Dual Credit</td>
</tr>
<tr>
<td>2006-07 COURSE</td>
</tr>
<tr>
<td>College</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>College-Only Group</td>
</tr>
<tr>
<td>Took sequence exclusively in college*</td>
</tr>
<tr>
<td>2005-06 COURSE</td>
</tr>
<tr>
<td>College</td>
</tr>
<tr>
<td>2006-07 COURSE</td>
</tr>
<tr>
<td>College</td>
</tr>
</tbody>
</table>

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

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\(^2\) 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.

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 success3.

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

<table>
<thead>
<tr>
<th>2005-06 Sequence</th>
<th>2006-07</th>
<th>Location of 2006-07 Instruction</th>
<th>A or B Students* from the 2005-06 Course</th>
<th>Difference DC - C</th>
</tr>
</thead>
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<tr>
<td>MTH111 College Algebra</td>
<td>MTH112 Trig/PreCalc</td>
<td>CCWD</td>
<td>Dual Credit-to-College #</td>
<td>% Passed</td>
</tr>
<tr>
<td>MTH112 Trig/Pre-Calc</td>
<td>MTH251 Calculus I</td>
<td>CCWD</td>
<td>31</td>
<td>100%</td>
</tr>
<tr>
<td>MTH251 Calculus I</td>
<td>MTH252 Calculus II</td>
<td>CCWD</td>
<td>104</td>
<td>98%</td>
</tr>
<tr>
<td>MTH252 Calculus II</td>
<td>MTH254 Vector Calc I</td>
<td>CCWD</td>
<td>36</td>
<td>83%</td>
</tr>
<tr>
<td>WR121 Composition I</td>
<td>WR122 Composition II</td>
<td>CCWD</td>
<td>55</td>
<td>94%</td>
</tr>
<tr>
<td>SPAN103 1st Yr Span III</td>
<td>SPAN201 2nd Yr Span I</td>
<td>CCWD</td>
<td>2+</td>
<td>100%</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>2005-06 Course</th>
<th>2005-06 Dual Credit Students</th>
<th>2005-06 College Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number retaking or taking next course</td>
<td>Percent retaking course in 2006-07</td>
</tr>
<tr>
<td>WR121 Composition I</td>
<td>1,651</td>
<td>4.0%</td>
</tr>
<tr>
<td>MTH111 College Algebra</td>
<td>1,233</td>
<td>4.5%</td>
</tr>
<tr>
<td>MTH112 Trig/Pre-Calc</td>
<td>454</td>
<td>6.4%</td>
</tr>
<tr>
<td>MTH251 Calculus I</td>
<td>660</td>
<td>8.0%</td>
</tr>
<tr>
<td>MTH252 Calculus II</td>
<td>128</td>
<td>35.2%</td>
</tr>
<tr>
<td>SPAN103 1st Yr Span III</td>
<td>208</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

*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>
<thead>
<tr>
<th>TABLE 4: Initial College Attendance, 2005-06 Dual Credit Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>Oregon, 2-yr public</td>
</tr>
<tr>
<td>Oregon, 4-yr public</td>
</tr>
<tr>
<td>Oregon, 2- or 4-yr private</td>
</tr>
<tr>
<td>Out of state, 2-or-4 yr public</td>
</tr>
<tr>
<td>Out of state, 2-or-4 yr private</td>
</tr>
<tr>
<td>Attendance unknown or still in high school, 2006-07*</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

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 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. 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.

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

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

**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

<table>
<thead>
<tr>
<th>Course*</th>
<th>Dual Credit Courses</th>
<th>Equivalent Courses at Community Colleges</th>
<th>Equivalent Courses at OUS Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Headcount</td>
<td>Enrolled Credits</td>
<td>Average Grade</td>
</tr>
<tr>
<td>Math courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH111 College Algebra</td>
<td>1,669</td>
<td>7,964</td>
<td>3.29</td>
</tr>
<tr>
<td>MTH112 Trig/Pre-Calc</td>
<td>1,427</td>
<td>6,553</td>
<td>3.29</td>
</tr>
<tr>
<td>MTH243 Statistics I</td>
<td>249</td>
<td>1,000</td>
<td>3.43</td>
</tr>
<tr>
<td>MTH244 Statistics II</td>
<td>150</td>
<td>600</td>
<td>3.56</td>
</tr>
<tr>
<td>MTH251 Calculus I</td>
<td>1,088</td>
<td>4,694</td>
<td>3.53</td>
</tr>
<tr>
<td>MTH252 Calculus II</td>
<td>868</td>
<td>3,952</td>
<td>3.54</td>
</tr>
<tr>
<td><strong>MATH SUBTOTAL</strong></td>
<td>3,343</td>
<td>24,763</td>
<td>3.37</td>
</tr>
<tr>
<td>English/Composition courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG104 Lit: Fiction</td>
<td>1,001</td>
<td>3,502</td>
<td>3.46</td>
</tr>
<tr>
<td>ENG105 Lit: Drama</td>
<td>470</td>
<td>1,693</td>
<td>3.45</td>
</tr>
<tr>
<td>ENG106 Lit: Poetry</td>
<td>231</td>
<td>725</td>
<td>3.31</td>
</tr>
<tr>
<td>WR115 Composition: Intro</td>
<td>236</td>
<td>708</td>
<td>3.08</td>
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<tr>
<td>WR121 Composition I</td>
<td>3,273</td>
<td>10,152</td>
<td>3.34</td>
</tr>
<tr>
<td>WR122 Composition II</td>
<td>1,528</td>
<td>4,702</td>
<td>3.24</td>
</tr>
<tr>
<td>WR123 Composition III</td>
<td>750</td>
<td>2,238</td>
<td>3.40</td>
</tr>
<tr>
<td><strong>ENG/WR SUBTOTAL</strong></td>
<td>4,062</td>
<td>23,720</td>
<td>3.35</td>
</tr>
<tr>
<td>Language Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FR101 1st yr French I</td>
<td>132</td>
<td>446</td>
<td>3.33</td>
</tr>
<tr>
<td>SPAN101 1st yr Spanish I</td>
<td>893</td>
<td>3,757</td>
<td>3.50</td>
</tr>
<tr>
<td>SPAN102 1st yr Spanish II</td>
<td>831</td>
<td>3,447</td>
<td>3.52</td>
</tr>
<tr>
<td>SPAN103 1st yr Spanish III</td>
<td>695</td>
<td>2,841</td>
<td>3.55</td>
</tr>
<tr>
<td>SPAN201 2nd yr Spanish I</td>
<td>403</td>
<td>1,644</td>
<td>3.65</td>
</tr>
<tr>
<td>SPAN202 2nd yr Spanish II</td>
<td>321</td>
<td>1,292</td>
<td>3.59</td>
</tr>
<tr>
<td>SPAN203 2nd yr Spanish III</td>
<td>308</td>
<td>1,228</td>
<td>3.62</td>
</tr>
<tr>
<td><strong>SPAN/FR SUBTOTAL</strong></td>
<td>1,519</td>
<td>14,655</td>
<td>3.54</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Course*</th>
<th>Dual Credit Courses</th>
<th>Equivalent Courses at Community Colleges</th>
<th>Equivalent Courses at OUS Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Headcount</td>
<td>Enrolled Credits</td>
<td>Average Grade</td>
</tr>
<tr>
<td><strong>Science Courses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO101  Biology I</td>
<td>500</td>
<td>2,020</td>
<td>3.19</td>
</tr>
<tr>
<td>BIO102  Biology II</td>
<td>330</td>
<td>1,336</td>
<td>3.25</td>
</tr>
<tr>
<td>BIO103  Biology III</td>
<td>267</td>
<td>1,000</td>
<td>3.30</td>
</tr>
<tr>
<td>BIO121  Anatomy I</td>
<td>105</td>
<td>436</td>
<td>2.86</td>
</tr>
<tr>
<td>BIO231  Anatomy I</td>
<td>103</td>
<td>412</td>
<td>3.60</td>
</tr>
<tr>
<td>CHEM104 Intro Chemistry</td>
<td>163</td>
<td>820</td>
<td>2.89</td>
</tr>
<tr>
<td>CHEM105 Intro Chemistry</td>
<td>131</td>
<td>660</td>
<td>2.76</td>
</tr>
<tr>
<td>CHEM221 Chemistry I</td>
<td>127</td>
<td>590</td>
<td>3.40</td>
</tr>
<tr>
<td>CHEM222 Chemistry II</td>
<td>116</td>
<td>525</td>
<td>3.28</td>
</tr>
<tr>
<td><strong>SCIENCE SUBTOTAL</strong></td>
<td>1,005</td>
<td>7,799</td>
<td>3.16</td>
</tr>
<tr>
<td><strong>History Courses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST101 History: Western Civ</td>
<td>157</td>
<td>612</td>
<td>3.48</td>
</tr>
<tr>
<td>HIST102 History: Western Civ</td>
<td>165</td>
<td>649</td>
<td>3.53</td>
</tr>
<tr>
<td>HIST103 History: Western Civ</td>
<td>116</td>
<td>460</td>
<td>3.59</td>
</tr>
<tr>
<td>HIST201 History: US</td>
<td>1,053</td>
<td>3,385</td>
<td>3.32</td>
</tr>
<tr>
<td>HIST202 History: US</td>
<td>1,003</td>
<td>3,256</td>
<td>3.31</td>
</tr>
<tr>
<td>HIST203 History: US</td>
<td>741</td>
<td>2,381</td>
<td>3.44</td>
</tr>
<tr>
<td>HIST250 History: American</td>
<td>105</td>
<td>420</td>
<td>3.40</td>
</tr>
<tr>
<td><strong>HISTORY SUBTOTAL</strong></td>
<td>1,508</td>
<td>11,163</td>
<td>3.38</td>
</tr>
</tbody>
</table>
## 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

<table>
<thead>
<tr>
<th>Course*</th>
<th>Dual Credit Courses</th>
<th>Equivalent Courses at Community Colleges</th>
<th>Equivalent Courses at OUS Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Headcount</td>
<td>Enrolled Credits</td>
<td>Average Grade</td>
</tr>
<tr>
<td><strong>Political Science Courses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS201</td>
<td>US Gov't I</td>
<td>288</td>
<td>888</td>
</tr>
<tr>
<td>PS202</td>
<td>US Gov't II</td>
<td>139</td>
<td>426</td>
</tr>
<tr>
<td>PS203</td>
<td>State/Local Gov't</td>
<td>122</td>
<td>369</td>
</tr>
<tr>
<td><strong>POLI SCI SUBTOTAL</strong></td>
<td></td>
<td>322</td>
<td>1,683</td>
</tr>
<tr>
<td><strong>Miscellaneous Other Courses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA131</td>
<td>Intro Business Computing</td>
<td>122</td>
<td>476</td>
</tr>
<tr>
<td>CIS125</td>
<td>PC Software</td>
<td>101</td>
<td>363</td>
</tr>
<tr>
<td>ECON115</td>
<td>Intro Economics</td>
<td>168</td>
<td>537</td>
</tr>
<tr>
<td>GS104</td>
<td>Physics: Principles</td>
<td>115</td>
<td>164</td>
</tr>
<tr>
<td>HE252</td>
<td>First Aid</td>
<td>165</td>
<td>672</td>
</tr>
<tr>
<td>PHYS201</td>
<td>Physics: General</td>
<td>109</td>
<td>175</td>
</tr>
<tr>
<td>PSY201</td>
<td>Psychology: General</td>
<td>135</td>
<td>502</td>
</tr>
<tr>
<td>SC199</td>
<td>SS/Astronomy</td>
<td>134</td>
<td>940</td>
</tr>
<tr>
<td>SPE111</td>
<td>Speech: Fundamentals</td>
<td>201</td>
<td>603</td>
</tr>
<tr>
<td>UNST171A</td>
<td>Einstein's Universe</td>
<td>358</td>
<td>1,780</td>
</tr>
<tr>
<td>UNST172A</td>
<td>Einstein's Universe</td>
<td>358</td>
<td>1,790</td>
</tr>
<tr>
<td>UNST173A</td>
<td>Einstein's Universe</td>
<td>356</td>
<td>1,780</td>
</tr>
<tr>
<td>All Other</td>
<td>All Other Dual Credit</td>
<td>3,017</td>
<td>15,768</td>
</tr>
<tr>
<td><strong>OTHER SUBTOTAL</strong></td>
<td></td>
<td>4,304</td>
<td>25,550</td>
</tr>
<tr>
<td><strong>TOTAL ALL DUAL CREDIT COURSES</strong></td>
<td></td>
<td>12,027</td>
<td>108,913</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Blue Mountain</th>
<th>Central Oregon</th>
<th>Chemeketa</th>
<th>Clackamas</th>
<th>Clatsop</th>
<th>Columbia Gorge</th>
<th>Lane</th>
<th>Linn-Benton</th>
<th>Mt Hood</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA131</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>58</td>
</tr>
<tr>
<td>BIO101</td>
<td>33</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>29</td>
<td>93</td>
<td>-</td>
<td>171</td>
</tr>
<tr>
<td>BIO102</td>
<td>29</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>19</td>
<td>85</td>
<td>-</td>
<td>116</td>
</tr>
<tr>
<td>BIO103</td>
<td>24</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>15</td>
<td>29</td>
<td>87</td>
<td>21</td>
</tr>
<tr>
<td>BIO121</td>
<td>-</td>
<td>38</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>67</td>
</tr>
<tr>
<td>BIO231</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>CHEM104</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>157</td>
</tr>
<tr>
<td>CHEM105</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>125</td>
</tr>
<tr>
<td>CHEM221</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>70</td>
<td>-</td>
<td>57</td>
<td>-</td>
</tr>
<tr>
<td>CHEM222</td>
<td>-</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>68</td>
<td>-</td>
<td>48</td>
<td>-</td>
</tr>
<tr>
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Source: OUS Institutional Research, Community Colleges and Workforce Development
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</tr>
<tr>
<td>SPE111</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>201</td>
</tr>
<tr>
<td>UNST171</td>
<td>-</td>
<td>-</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>UNST172</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>358</td>
</tr>
<tr>
<td>UNST173</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>356</td>
</tr>
<tr>
<td>WR115</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>WR121</td>
<td>112</td>
<td>88</td>
<td>151</td>
<td>106</td>
<td>141</td>
<td>7</td>
<td>463</td>
<td>18</td>
<td>152</td>
</tr>
<tr>
<td>WR122</td>
<td>-</td>
<td>-</td>
<td>92</td>
<td>79</td>
<td>129</td>
<td>-</td>
<td>314</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>WR123</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>56</td>
<td>92</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Location of 2006-07 Instruction</th>
<th>2005-06 A or B Students from 2005-06 Course</th>
<th>2006-07 All Graded Students from 2005-06 Course</th>
<th>Difference DC - C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Dual Credit-to-College % Rec’d A or B 2006-07</td>
<td>College-to-College % Rec’d A or B 2006-07</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>#</td>
<td>#</td>
<td></td>
</tr>
<tr>
<td>MTH111 → MTH12</td>
<td>CCWD</td>
<td>31 90%</td>
<td>232 75%</td>
<td>15%</td>
</tr>
<tr>
<td>College Algebra → Trig/PreCalc</td>
<td>OUS</td>
<td>19 74%</td>
<td>165 61%</td>
<td>13%</td>
</tr>
<tr>
<td>MTH122</td>
<td>MTH251</td>
<td>CCWD</td>
<td>104 90%</td>
<td>213 65%</td>
</tr>
<tr>
<td>Trig/Pre-Calc → Calculus I</td>
<td>OUS</td>
<td>36 67%</td>
<td>209 54%</td>
<td>13%</td>
</tr>
<tr>
<td>MTH251 → MTH252</td>
<td>CCWD</td>
<td>11 45%</td>
<td>91 78%</td>
<td>-33%</td>
</tr>
<tr>
<td>Calculus I → Calculus II</td>
<td>OUS</td>
<td>49 69%</td>
<td>295 53%</td>
<td>16%</td>
</tr>
<tr>
<td>MTH252 → MTH254</td>
<td>CCWD</td>
<td>2 100%</td>
<td>135 77%</td>
<td>23%</td>
</tr>
<tr>
<td>Calculus II → Vector Calc I</td>
<td>OUS</td>
<td>70 69%</td>
<td>126 65%</td>
<td>4%</td>
</tr>
<tr>
<td>WR121 → WR122</td>
<td>CCWD</td>
<td>126 76%</td>
<td>1,518 77%</td>
<td>-1%</td>
</tr>
<tr>
<td>Composition I → Composition II</td>
<td>OUS</td>
<td>71 86%</td>
<td>473 87%</td>
<td>-1%</td>
</tr>
<tr>
<td>SPAN103 → SPAN201</td>
<td>CCWD</td>
<td>30 90%</td>
<td>177 89%</td>
<td>1%</td>
</tr>
<tr>
<td>1st Yr Span III → 2nd Yr Span I</td>
<td>OUS</td>
<td>13 85%</td>
<td>243 76%</td>
<td>9%</td>
</tr>
</tbody>
</table>

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

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

Source: OUS Institutional Research, Community Colleges and Workforce Development
### Performance in the Last Course of a College Sequence

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

<table>
<thead>
<tr>
<th>Grade in MTH111</th>
<th>2005-06</th>
<th>2006-07</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A or B Students</td>
<td>Graded Students</td>
</tr>
<tr>
<td>F</td>
<td>1,365</td>
<td>1,609</td>
</tr>
<tr>
<td>D</td>
<td>31</td>
<td>38</td>
</tr>
<tr>
<td>C</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>B</td>
<td>2.14</td>
<td>3.27</td>
</tr>
<tr>
<td>A</td>
<td>3.52</td>
<td>3.26</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>1.07</td>
<td>0.70</td>
</tr>
<tr>
<td></td>
<td>0.68</td>
<td>0.92</td>
</tr>
</tbody>
</table>

#### Percent of Students Succeeding in Last Course of Sequence

<table>
<thead>
<tr>
<th>Grade in MTH111</th>
<th>Grade in MTH112</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A or B Students</td>
</tr>
<tr>
<td>Dual Credit to CCWD students</td>
<td></td>
</tr>
<tr>
<td>Rec'd B- or better</td>
<td>31</td>
</tr>
<tr>
<td>Rec'd C- or better</td>
<td>38</td>
</tr>
<tr>
<td>Rec'd any grade</td>
<td>38</td>
</tr>
</tbody>
</table>

| 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% |

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

**Dual Credit to Community College**

- A: 16
- B: 7
- C: 15
- D: 11
- E: 13

**Community College to Community College**

- A: 119
- B: 67
- C: 113
- D: 9
- E: 10

---

*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.

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

Source: OUS Institutional Research, Community Colleges and Workforce Development
### Performance in the Last Course of a College Sequence

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

<table>
<thead>
<tr>
<th>2005-06 Grade Rec’d in MTH111</th>
<th>2006-07 MTH112</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number taking MTH111 in high school</td>
<td>7 18 219 633 732</td>
</tr>
<tr>
<td>Students who took MTH111 as dual credit</td>
<td>1,365 1,609 1,669</td>
</tr>
<tr>
<td>Number taking MTH112 for grade in OUS*</td>
<td>19 30 31</td>
</tr>
<tr>
<td>MTH112</td>
<td>2.58 2.23 2.16</td>
</tr>
<tr>
<td>Average grade</td>
<td>1.64 2.11 3.00</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>1.22 1.25 1.29</td>
</tr>
<tr>
<td>Total number taking MTH111 in OUS</td>
<td>565 600 1,185 1,230 1,061</td>
</tr>
<tr>
<td>Students who took MTH111 in an OUS institution</td>
<td>2,291 4,466 5,952</td>
</tr>
<tr>
<td>Number taking MTH112 for grade in OUS*</td>
<td>165 275 303</td>
</tr>
<tr>
<td>MTH112</td>
<td>2.67 2.21 2.17</td>
</tr>
<tr>
<td>Average grade</td>
<td>1.75 1.04 1.66</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>1.29 0.89 1.15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Difference in average grade of college-to-college and dual credit-to-college students (DC-C)</th>
<th>(DC-C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number taking MTH111 in OUS</td>
<td>0.09</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

### Percent of Students Succeeding in Last Course of Sequence

<table>
<thead>
<tr>
<th>Grade in MTH111</th>
<th>Grade in MTH112</th>
<th>A or B Students</th>
<th>Graded Students</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual Credit to OUS students</td>
<td>Rec’d B- or better</td>
<td>19</td>
<td>79%</td>
<td>74%</td>
</tr>
<tr>
<td></td>
<td>Rec’d C- or better</td>
<td>30</td>
<td>70%</td>
<td>57%</td>
</tr>
<tr>
<td></td>
<td>Rec’d any grade</td>
<td>30</td>
<td>70%</td>
<td>57%</td>
</tr>
<tr>
<td>OUS to OUS students</td>
<td>Rec’d B- or better</td>
<td>165</td>
<td>82%</td>
<td>61%</td>
</tr>
<tr>
<td></td>
<td>Rec’d C- or better</td>
<td>238</td>
<td>76%</td>
<td>48%</td>
</tr>
<tr>
<td></td>
<td>Rec’d any grade</td>
<td>275</td>
<td>71%</td>
<td>44%</td>
</tr>
</tbody>
</table>

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

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

**Dual Credit to OUS**

<table>
<thead>
<tr>
<th>Grade in MTH111</th>
<th>Dual Credit to OUS</th>
</tr>
</thead>
<tbody>
<tr>
<td># taking MTH112 and grade rec’d</td>
<td>N=11</td>
</tr>
<tr>
<td># taking MTH111 and grade rec’d</td>
<td>N=10</td>
</tr>
</tbody>
</table>

**OUS to OUS**

<table>
<thead>
<tr>
<th>Grade in MTH111</th>
<th>OUS to OUS</th>
</tr>
</thead>
<tbody>
<tr>
<td># taking MTH112 and grade rec’d</td>
<td>N=12</td>
</tr>
<tr>
<td># taking MTH111 and grade rec’d</td>
<td>N=25</td>
</tr>
</tbody>
</table>

Source: OUS Institutional Research, Community Colleges and Workforce Development

*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.
Distribution of Grades in the Last Course of a College Sequence

**Community College (CCWD)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Dual Credit to CCWD</th>
<th>CCWD to CCWD</th>
<th># Students</th>
<th>Avg Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td></td>
<td></td>
<td></td>
<td>2.11</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td>1.10</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td>2.14</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td>2.63</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td>3.39</td>
</tr>
</tbody>
</table>

**Oregon University System (OUS)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Dual Credit to OUS</th>
<th>OUS to OUS</th>
<th># Students</th>
<th>Avg Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td></td>
<td></td>
<td></td>
<td>1.75</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td>1.04</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td>1.66</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td>2.11</td>
</tr>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td>3.01</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>2005-06 Grade Rec'd in MTH112</th>
<th>2006-07 MTH251</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
</tr>
<tr>
<td>Total number taking MTH112 in high school</td>
<td>6</td>
</tr>
<tr>
<td>Students who took MTH112 as dual credit</td>
<td>Number taking MTH251 for grade in comm. college*</td>
</tr>
<tr>
<td>MTH251</td>
<td>Average grade</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>-</td>
</tr>
<tr>
<td>Total number taking MTH112 in comm. college</td>
<td>153</td>
</tr>
<tr>
<td>Students who took MTH112 in an Oregon community college</td>
<td>Number taking MTH251 for grade in comm. college</td>
</tr>
<tr>
<td>MTH251</td>
<td>Average grade</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>1.07</td>
</tr>
</tbody>
</table>

Difference in average grade of college-to-college and dual credit-to-college students (DC - C)

<table>
<thead>
<tr>
<th></th>
<th>A or B</th>
<th>Graded</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>(DC - C)</td>
<td>(0.54)</td>
<td>(0.73)</td>
<td>(0.77)</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Grade in MTH112</th>
<th>Grade in MTH251</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C or better</td>
</tr>
<tr>
<td>Dual Credit to CCWD students</td>
<td></td>
</tr>
<tr>
<td>Rec’d B- or better</td>
<td>104</td>
</tr>
<tr>
<td>Rec’d C- or better</td>
<td>109</td>
</tr>
<tr>
<td>Rec’d any grade</td>
<td>110</td>
</tr>
<tr>
<td>CCWD to CCWD students</td>
<td></td>
</tr>
<tr>
<td>Rec’d B- or better</td>
<td>213</td>
</tr>
<tr>
<td>Rec’d C- or better</td>
<td>273</td>
</tr>
<tr>
<td>Rec’d any grade</td>
<td>293</td>
</tr>
</tbody>
</table>

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

Average Grade in MTH251 by Grade Received in MTH112

<table>
<thead>
<tr>
<th>Grade in MTH112</th>
<th>Dual Credit to CCWD</th>
<th>CCWD to CCWD</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>4.00</td>
<td>3.59</td>
</tr>
<tr>
<td>D</td>
<td>3.00</td>
<td>3.00</td>
</tr>
<tr>
<td>C</td>
<td>2.03</td>
<td>2.18</td>
</tr>
<tr>
<td>B</td>
<td>2.00</td>
<td>2.86</td>
</tr>
<tr>
<td>A</td>
<td>1.50</td>
<td>2.62</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade in MTH112</th>
<th>Dual Credit to Community College</th>
<th>Community College to Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=71</td>
<td>N=126</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>F</td>
</tr>
</tbody>
</table>

Source: OUS Institutional Research, Community Colleges and Workforce Development
Performance in the Last Course of a College Sequence

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

<table>
<thead>
<tr>
<th>Grade in MTH112</th>
<th>Grade in MTH251</th>
<th>2005-06 Grade Rec’d in MTH112</th>
<th>2006-07 MTH251</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td>Total number taking MTH112 in high school</td>
<td>6</td>
<td>29</td>
</tr>
<tr>
<td>Students who took MTH112 as dual credit</td>
<td>Number taking MTH251 for grade in OUS*</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MTH251</td>
<td>Average grade</td>
<td>2.00</td>
</tr>
<tr>
<td></td>
<td>Standard deviation</td>
<td>-</td>
<td>2.06</td>
</tr>
<tr>
<td></td>
<td>Total number taking MTH112 in OUS</td>
<td>176</td>
<td>215</td>
</tr>
<tr>
<td>Students who took MTH112 in an OUS institution</td>
<td>Number taking MTH251 for grade in OUS</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>MTH251</td>
<td>Average grade</td>
<td>1.75</td>
</tr>
<tr>
<td></td>
<td>Standard deviation</td>
<td>0.96</td>
<td>0.94</td>
</tr>
<tr>
<td></td>
<td>Difference in average grade of college-to-college and dual credit-to-college students (DC - C)</td>
<td>-</td>
<td>(1.09)</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Grade in MTH112</th>
<th>Grade in MTH251</th>
<th>Dual Credit to OUS</th>
<th>OUS to OUS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>C- or better</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>C- or better</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>C- or better</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>C- or better</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>C- or better</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>C- or better</td>
</tr>
</tbody>
</table>

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

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

Dual Credit to OUS

<table>
<thead>
<tr>
<th>Grade in MTH112</th>
<th>Grade in MTH251</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

OUS to OUS

<table>
<thead>
<tr>
<th>Grade in MTH112</th>
<th>Grade in MTH251</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td>76</td>
</tr>
<tr>
<td></td>
<td></td>
<td>107</td>
</tr>
<tr>
<td></td>
<td></td>
<td>102</td>
</tr>
</tbody>
</table>

Source: OUS Institutional Research, Community Colleges and Workforce Development
## Distribution of Grades in the Last Course of a College Sequence

### Community College (CCWD)

**Average Grade in MTH251 by Grade Received in MTH112**

- **'A' Students from MTH112, by Grade Rec'd in MTH251**
  - Dual Credit to CCWD: Avg Grade: 3.59
  - CCWD to CCWD: Avg Grade: 3.34
  - Dual Credit to CCWD: # Students: 71
  - CCWD to CCWD: # Students: 126

- **'B' Students from MTH112, by Grade Rec'd in MTH251**
  - Dual Credit to CCWD: Avg Grade: 3.00
  - CCWD to CCWD: Avg Grade: 2.18
  - Dual Credit to CCWD: # Students: 33
  - CCWD to CCWD: # Students: 87

- **'C' Students from MTH112, by Grade Rec'd in MTH251**
  - Dual Credit to CCWD: Avg Grade: 2.00
  - CCWD to CCWD: Avg Grade: 2.03
  - Dual Credit to CCWD: # Students: 5
  - CCWD to CCWD: # Students: 60

- **'D' Students from MTH112, by Grade Rec'd in MTH251**
  - Dual Credit to CCWD: Avg Grade: 4.00
  - CCWD to CCWD: Avg Grade: 1.83
  - Dual Credit to CCWD: # Students: 1
  - CCWD to CCWD: # Students: 12

- **'F' Students from MTH112, by Grade Rec'd in MTH251**
  - Dual Credit to CCWD: Avg Grade: 0.00
  - CCWD to CCWD: Avg Grade: 1.50
  - Dual Credit to CCWD: # Students: 0
  - CCWD to CCWD: # Students: 8

### Oregon University System (OUS)

**Average Grade in MTH251 by Grade Received in MTH112**

- **'A' Students from MTH112, by Grade Rec'd in MTH251**
  - Dual Credit to OUS: Avg Grade: 2.80
  - OUS to OUS: Avg Grade: 2.69
  - Dual Credit to OUS: # Students: 20
  - OUS to OUS: # Students: 107

- **'B' Students from MTH112, by Grade Rec'd in MTH251**
  - Dual Credit to OUS: Avg Grade: 2.69
  - OUS to OUS: Avg Grade: 2.08
  - Dual Credit to OUS: # Students: 16
  - OUS to OUS: # Students: 76

- **'C' Students from MTH112, by Grade Rec'd in MTH251**
  - Dual Credit to OUS: Avg Grade: 1.75
  - OUS to OUS: Avg Grade: 1.63
  - Dual Credit to OUS: # Students: 4
  - OUS to OUS: # Students: 11

- **'D' Students from MTH112, by Grade Rec'd in MTH251**
  - Dual Credit to OUS: Avg Grade: 2.00
  - OUS to OUS: Avg Grade: 0.91
  - Dual Credit to OUS: # Students: 1
  - OUS to OUS: # Students: 11

- **'F' Students from MTH112, by Grade Rec'd in MTH251**
  - Dual Credit to OUS: Avg Grade: 0.00
  - OUS to OUS: Avg Grade: 1.75
  - Dual Credit to OUS: # Students: 0
  - OUS to OUS: # Students: 4

---

**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

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4/7/2008
## Performance in the Last Course of a College Sequence

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

<table>
<thead>
<tr>
<th>Grade in MTH251</th>
<th>2005-06 MTH251</th>
<th>2006-07 MTH252</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>D</td>
</tr>
<tr>
<td>Total number taking MTH251 in high school</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Number taking MTH252 for grade in comm. college*</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>MTH252 Average grade</td>
<td>2.00</td>
<td>0.67</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

### Percent of Students Succeeding in Last Course of Sequence

<table>
<thead>
<tr>
<th>Grade in MTH251</th>
<th>Dual Credit to CCWD students</th>
<th>CCWD to CCWD students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rec'd B- or better</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Rec'd C- or better</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Rec'd any grade</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Rec'd B- or better</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>Rec'd C- or better</td>
<td>122</td>
</tr>
<tr>
<td></td>
<td>Rec'd any grade</td>
<td>137</td>
</tr>
</tbody>
</table>

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

#### Dual Credit to Community College

<table>
<thead>
<tr>
<th>Grade in MTH251</th>
<th>Dual Credit to Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>N=1</td>
</tr>
</tbody>
</table>

#### Community College to Community College

<table>
<thead>
<tr>
<th>Grade in MTH251</th>
<th>Community College to Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>N=6</td>
</tr>
</tbody>
</table>

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

### Difference in average grade of college-to-college and dual credit-to-college students (DC - C)

<table>
<thead>
<tr>
<th></th>
<th>2005-06</th>
<th>2006-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average grade</td>
<td>2.00</td>
<td>1.83</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>0.09</td>
<td>0.41</td>
</tr>
</tbody>
</table>

*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.
Performance in the Last Course of a College Sequence
Average Grade in MTH252, Calculus II
by Grade in MTH251, Calculus I
and Location of Instruction

Dual Credit in Oregon
APPENDIX 3

Oregon University System (OUS)

<table>
<thead>
<tr>
<th>2005-06 Grade Rec’d in MTH251</th>
<th>2006-07 MTH252</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2005-06</td>
</tr>
<tr>
<td></td>
<td>MTH251</td>
</tr>
<tr>
<td>A or B Students</td>
<td>736</td>
</tr>
<tr>
<td>Graded Students</td>
<td>787</td>
</tr>
<tr>
<td>All Students</td>
<td>1,088</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students who took MTH251 as dual credit</th>
<th>Number taking MTH252 for grade in OUS*</th>
<th>Average grade</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number taking MTH251 in high school</td>
<td>- 5 46 274 468</td>
<td>1.50</td>
<td>0.71</td>
</tr>
<tr>
<td>Students who took MTH251 as dual credit</td>
<td>Number taking MTH252 for grade in OUS</td>
<td>Average grade</td>
<td>Standard deviation</td>
</tr>
<tr>
<td>Total number taking MTH251 in OUS</td>
<td>226 196 605 652 756</td>
<td>1.44</td>
<td>1.03</td>
</tr>
<tr>
<td>Number taking MTH252 for grade in OUS</td>
<td>11 25 154 157 138</td>
<td>1.75</td>
<td>1.22</td>
</tr>
<tr>
<td>MTH252</td>
<td>2.75</td>
<td>1.10</td>
<td></td>
</tr>
<tr>
<td>Average grade</td>
<td>1.03</td>
<td>1.29</td>
<td></td>
</tr>
<tr>
<td>Standard deviation</td>
<td>0.71</td>
<td>1.22</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Difference in average grade of college-to-college and dual credit-to-college students (DC - C)</th>
<th>0.25 (0.38) (0.55)</th>
</tr>
</thead>
</table>

*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

<table>
<thead>
<tr>
<th>Grade in MTH251</th>
<th>Grade in MTH252</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A or B Students</td>
</tr>
<tr>
<td>Dual Credit to OUS students</td>
<td>Rec’d B- or better</td>
</tr>
<tr>
<td></td>
<td>Rec’d C- or better</td>
</tr>
<tr>
<td></td>
<td>Rec’d any grade</td>
</tr>
<tr>
<td>OUS to OUS students</td>
<td>Rec’d B- or better</td>
</tr>
<tr>
<td></td>
<td>Rec’d C- or better</td>
</tr>
<tr>
<td></td>
<td>Rec’d any grade</td>
</tr>
</tbody>
</table>

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

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

Dual Credit to OUS

OUS to OUS

Source: OUS Institutional Research, Community Colleges and Workforce Development

4/7/2008
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

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

<table>
<thead>
<tr>
<th>2005-06 Grade Rec’d in MTH252</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Total number taking MTH252 in high school</td>
</tr>
<tr>
<td>Students who took MTH252 as dual credit</td>
</tr>
<tr>
<td>MTH254 Average grade</td>
</tr>
<tr>
<td>Standard deviation</td>
</tr>
</tbody>
</table>

| Total number taking MTH252 in comm. college | 65 | 56 | 165 | 290 | 272 | 562 | 817 | 940 |
| Students who took MTH252 in an Oregon community college | 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 |
| 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)

<table>
<thead>
<tr>
<th>Perform in the Last Course of a College Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade in MTH252</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Dual Credit to CCWD students</td>
</tr>
<tr>
<td>Rec’d C- or better</td>
</tr>
<tr>
<td>Rec’d any grade</td>
</tr>
<tr>
<td>CCWD to CCWD students</td>
</tr>
<tr>
<td>Rec’d C- or better</td>
</tr>
<tr>
<td>Rec’d any grade</td>
</tr>
</tbody>
</table>

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

Average Grade in MTH254 by Grade Received in MTH252

<table>
<thead>
<tr>
<th>Grade in MTH252</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>2.67</td>
</tr>
<tr>
<td>3.00</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th></th>
<th>2005-06 MTH252</th>
<th>2006-07 MTH254</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A or B Students</td>
<td>Graded Students</td>
</tr>
<tr>
<td><strong>Students who took MTH252 as dual credit</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number taking MTH252 in high school</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Number taking MTH254 for grade in OUS*</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>MTH254 Average grade</td>
<td>0.50</td>
<td>2.59</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Students who took MTH252 in an OUS institution</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number taking MTH252 in OUS</td>
<td>202</td>
<td>193</td>
</tr>
<tr>
<td>Number taking MTH254 for grade in OUS</td>
<td>17</td>
<td>37</td>
</tr>
<tr>
<td>MTH254 Average grade</td>
<td>1.29</td>
<td>1.89</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>1.10</td>
<td>1.24</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade in MTH252</th>
<th>Grade in MTH254</th>
<th>A or B Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual Credit to OUS students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rec'd B- or better N=70</td>
<td>93%</td>
<td>69%</td>
</tr>
<tr>
<td>Rec'd C- or better N=72</td>
<td>90%</td>
<td>67%</td>
</tr>
<tr>
<td>Rec'd any grade N=72</td>
<td>90%</td>
<td>67%</td>
</tr>
<tr>
<td>OUS to OUS students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rec'd B- or better N=126</td>
<td>88%</td>
<td>65%</td>
</tr>
<tr>
<td>Rec'd C- or better N=210</td>
<td>83%</td>
<td>51%</td>
</tr>
<tr>
<td>Rec'd any grade N=264</td>
<td>78%</td>
<td>45%</td>
</tr>
</tbody>
</table>

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

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

**Dual Credit to OUS**

<table>
<thead>
<tr>
<th>Grade in MTH252</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>N=2</td>
</tr>
<tr>
<td>D</td>
<td>N=54</td>
</tr>
<tr>
<td>C</td>
<td>N=22</td>
</tr>
<tr>
<td>B</td>
<td>N=48</td>
</tr>
</tbody>
</table>

**OUS to OUS**

<table>
<thead>
<tr>
<th>Grade in MTH252</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>N=17</td>
</tr>
<tr>
<td>D</td>
<td>N=37</td>
</tr>
<tr>
<td>C</td>
<td>N=68</td>
</tr>
<tr>
<td>B</td>
<td>N=58</td>
</tr>
</tbody>
</table>

Source: OUS Institutional Research, Community Colleges and Workforce Development
Distribution of Grades in the Last Course of a College Sequence

Community College (CCWD)

Oregon University System (OUS)

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

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

<table>
<thead>
<tr>
<th></th>
<th>2005-06 Grade Rec'd in WR121</th>
<th>2006-07 Grade Rec'd in WR122</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>D</td>
</tr>
<tr>
<td><strong>Total number taking WR121 in high school</strong></td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td><strong>Number taking WR122 for grade in comm. college</strong></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>WR122</strong></td>
<td>1.00</td>
<td>1.50</td>
</tr>
<tr>
<td><strong>Standard deviation</strong></td>
<td>1.41</td>
<td>2.12</td>
</tr>
</tbody>
</table>

| **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 |
| **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)**

<table>
<thead>
<tr>
<th></th>
<th>2005-06</th>
<th>2006-07</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total number taking WR121</strong></td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td><strong>Number taking WR122 for grade in comm. college</strong></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Average grade</strong></td>
<td>1.00</td>
<td>1.50</td>
</tr>
<tr>
<td><strong>Standard deviation</strong></td>
<td>1.41</td>
<td>2.12</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Grade in WR121</th>
<th>Grade in WR122</th>
<th>Dual Credit to CCWD students</th>
<th>CCWD to CCWD students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade</td>
<td>N</td>
<td>C or better</td>
</tr>
<tr>
<td><strong>Rec'd B- or better</strong></td>
<td>126</td>
<td>90%</td>
<td>76%</td>
</tr>
<tr>
<td><strong>Rec'd C- or better</strong></td>
<td>152</td>
<td>86%</td>
<td>70%</td>
</tr>
<tr>
<td><strong>Rec'd any grade</strong></td>
<td>156</td>
<td>85%</td>
<td>69%</td>
</tr>
<tr>
<td><strong>Rec'd B- or better</strong></td>
<td>1,518</td>
<td>92%</td>
<td>77%</td>
</tr>
<tr>
<td><strong>Rec'd C- or better</strong></td>
<td>1,899</td>
<td>89%</td>
<td>72%</td>
</tr>
<tr>
<td><strong>Rec'd any grade</strong></td>
<td>1,975</td>
<td>89%</td>
<td>72%</td>
</tr>
</tbody>
</table>

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

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

**Dual Credit to Community College**

- N=79
- N=746
- N=772

**Community College to Community College**

- N=381
- N=42

Source: OUS Institutional Research, Community Colleges and Workforce Development
Performance in the Last Course of a College Sequence
Average Grade in WR122, Composition II
by Grade in WR121, Composition I
and Location of Instruction

<table>
<thead>
<tr>
<th>Grade in WR121</th>
<th>Average Grade in WR122, by Grade Received in WR121</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dual Credit to OUS                OUS to OUS</td>
</tr>
<tr>
<td></td>
<td>2.60 2.86 2.71 3.01 3.44 3.18 3.10 3.09</td>
</tr>
</tbody>
</table>

Percent of Students Succeeding in Last Course of Sequence

<table>
<thead>
<tr>
<th>Grade in WR121</th>
<th>Dual Credit to OUS students</th>
<th>OUS to OUS students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rec’d B- or better</td>
<td>65%</td>
</tr>
<tr>
<td></td>
<td>Rec’d C- or better</td>
<td>99%</td>
</tr>
<tr>
<td></td>
<td>Rec’d any grade</td>
<td>99%</td>
</tr>
</tbody>
</table>

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)

Oregon University System (OUS)

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

Dual Credit to CCWD
Avg Grade: 3.47
# Students: 47

CCWD to CCWD
Avg Grade: 3.37
# Students: 772

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

Dual Credit to CCWD
Avg Grade: 2.81
# Students: 79

CCWD to CCWD
Avg Grade: 2.73
# Students: 746

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

Dual Credit to CCWD
Avg Grade: 1.96
# Students: 26

CCWD to CCWD
Avg Grade: 2.32
# Students: 381

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

Dual Credit to CCWD
Avg Grade: 1.50
# Students: 2

CCWD to CCWD
Avg Grade: 2.79
# Students: 42

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

Dual Credit to CCWD
Avg Grade: 1.00
# Students: 2

CCWD to CCWD
Avg Grade: 2.05
# Students: 37

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

4/7/2008
Performance in the Last Course of a College Sequence

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

<table>
<thead>
<tr>
<th>2005-06 Grade Rec’d in SPAN103</th>
<th>A or B Students</th>
<th>Graded Students</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>D</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>Total number taking SPAN103 in high school</td>
<td>-</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>Students who took SPAN103 as dual credit</td>
<td>Number taking SPAN201 for grade in comm. college*</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>SPAN201 Average grade</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Difference in average grade of college-to-college and dual credit-to-college students (DC - C)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Grade in SPAN103</th>
<th>Grade in SPAN201 by Grade Received in SPAN103</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>N</td>
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<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>2005-06 Grade Rec’d in SPAN103</th>
<th>A or B Students</th>
<th>Graded Students</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>D</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>Total number taking SPAN103 in high school</td>
<td>3</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>Students who took SPAN103 as dual credit</td>
<td>Number taking SPAN201 for grade in OUS*</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>SPAN201 Average grade</td>
<td>3.29</td>
<td>3.33</td>
<td>3.31</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>-</td>
<td>0.76</td>
<td>0.75</td>
</tr>
<tr>
<td>Total number taking SPAN103 in OUS</td>
<td>25</td>
<td>18</td>
<td>127</td>
</tr>
<tr>
<td>Students who took SPAN103 in an OUS institution</td>
<td>Number taking SPAN201 for grade in OUS</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>SPAN201 Average grade</td>
<td>3.00</td>
<td>2.17</td>
<td>2.27</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>0.75</td>
<td>0.80</td>
<td>0.83</td>
</tr>
<tr>
<td>Difference in average grade of college-to-college and dual credit-to-college students (DC - C)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
| 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

<table>
<thead>
<tr>
<th>Grade in SPAN103</th>
<th>Grade in SPAN201</th>
</tr>
</thead>
<tbody>
<tr>
<td>C or better</td>
<td>A or B</td>
</tr>
<tr>
<td>Dual Credit to OUS students</td>
<td>Rec’d B- or better</td>
</tr>
<tr>
<td></td>
<td>Rec’d C- or better</td>
</tr>
<tr>
<td></td>
<td>Rec’d any grade</td>
</tr>
<tr>
<td>OUS to OUS students</td>
<td>Rec’d B- or better</td>
</tr>
<tr>
<td></td>
<td>Rec’d C- or better</td>
</tr>
<tr>
<td></td>
<td>Rec’d any grade</td>
</tr>
</tbody>
</table>

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)

- **Average Grade in SPAN201 by Grade Received in SPAN103**
  - Dual Credit to CCWD: Avg Grade 2.50
  - CCWD to CCWD: Avg Grade 3.83

- **'A' Students from SPAN103, by Grade Rec'd in SPAN201**
  - Dual Credit to CCWD: Avg Grade 3.83, # Students: 23
  - CCWD to CCWD: Avg Grade 3.83, # Students: 117

- **'B' Students from SPAN103, by Grade Rec'd in SPAN201**
  - Dual Credit to CCWD: Avg Grade 2.71, # Students: 7
  - CCWD to CCWD: Avg Grade 2.90, # Students: 60

- **'C' Students from SPAN103, by Grade Rec'd in SPAN201**
  - Dual Credit to CCWD: Avg Grade 0.00, # Students: 0
  - CCWD to CCWD: Avg Grade 2.48, # Students: 21

- **'D' Students from SPAN103, by Grade Rec'd in SPAN201**
  - Dual Credit to CCWD: Avg Grade 0.00, # Students: 0
  - CCWD to CCWD: Avg Grade 2.50, # Students: 2

- **'F' Students from SPAN103, by Grade Rec'd in SPAN201**
  - Dual Credit to CCWD: Avg Grade 0.00, # Students: 0
  - CCWD to CCWD: Avg Grade 0.00, # Students: 0

Oregon University System (OUS)

- **Average Grade in SPAN201 by Grade Received in SPAN103**
  - Dual Credit to OUS: Avg Grade 3.00
  - OUS to OUS: Avg Grade 3.29

- **'A' Students from SPAN103, by Grade Rec'd in SPAN201**
  - Dual Credit to OUS: Avg Grade 3.33, # Students: 6
  - OUS to OUS: Avg Grade 3.34, # Students: 118

- **'B' Students from SPAN103, by Grade Rec'd in SPAN201**
  - Dual Credit to OUS: Avg Grade 2.92, # Students: 7
  - OUS to OUS: Avg Grade 2.68, # Students: 125

- **'C' Students from SPAN103, by Grade Rec'd in SPAN201**
  - Dual Credit to OUS: Avg Grade 0.00, # Students: 0
  - OUS to OUS: Avg Grade 2.54, # Students: 65

- **'D' Students from SPAN103, by Grade Rec'd in SPAN201**
  - Dual Credit to OUS: Avg Grade 0.00, # Students: 0
  - OUS to OUS: Avg Grade 0.00, # Students: 0

- **'F' Students from SPAN103, by Grade Rec'd in SPAN201**
  - Dual Credit to OUS: Avg Grade 0.00, # Students: 0
  - OUS to OUS: Avg Grade 3.34, # Students: 1

---

**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

<table>
<thead>
<tr>
<th>College Course Taken in 2006-07</th>
<th>BIO</th>
<th>ENG</th>
<th>HIST 101</th>
<th>MTH 111</th>
<th>SPAN 101</th>
<th>WR 121</th>
<th>All Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALS111</td>
<td>15</td>
<td>42</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>ANS121</td>
<td>4</td>
<td>19</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>ANTH110</td>
<td>9</td>
<td>27</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>ANTH210</td>
<td>7</td>
<td>26</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>20</td>
<td>13</td>
</tr>
<tr>
<td>ART101</td>
<td>8</td>
<td>25</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>ART115</td>
<td>2</td>
<td>19</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>BA101</td>
<td>20</td>
<td>89</td>
<td>13</td>
<td>13</td>
<td>15</td>
<td>63</td>
<td>59</td>
</tr>
<tr>
<td>BA131</td>
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<td>17</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>9</td>
<td>5</td>
</tr>
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<td>BA218</td>
<td>4</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>BIO101</td>
<td>3</td>
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<td>17</td>
<td>16</td>
<td>16</td>
<td>40</td>
<td>33</td>
</tr>
<tr>
<td>BIO102</td>
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<td>16</td>
<td>17</td>
<td>53</td>
<td>47</td>
</tr>
<tr>
<td>BIO103</td>
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<td>20</td>
<td>6</td>
<td>8</td>
<td>8</td>
<td>22</td>
<td>17</td>
</tr>
<tr>
<td>BIO211</td>
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<td>4</td>
<td>4</td>
<td>11</td>
<td>16</td>
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<tr>
<td>BIO212</td>
<td>10</td>
<td>35</td>
<td>5</td>
<td>5</td>
<td>7</td>
<td>12</td>
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</tr>
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<td>BIO213</td>
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<td>5</td>
<td>4</td>
<td>6</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>BIO231</td>
<td>14</td>
<td>25</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>19</td>
<td>12</td>
</tr>
<tr>
<td>BIO232</td>
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<td>15</td>
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<td>7</td>
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<td>13</td>
<td>8</td>
</tr>
<tr>
<td>CHEM104</td>
<td>3</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>23</td>
<td>19</td>
</tr>
<tr>
<td>CHEM121</td>
<td>16</td>
<td>28</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>23</td>
<td>13</td>
</tr>
<tr>
<td>CHEM122</td>
<td>8</td>
<td>19</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>CHEM123</td>
<td>8</td>
<td>16</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>CHEM201</td>
<td>5</td>
<td>32</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>CHEM202</td>
<td>3</td>
<td>17</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>CHEM205</td>
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<td>14</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>CHEM221</td>
<td>33</td>
<td>64</td>
<td>8</td>
<td>9</td>
<td>13</td>
<td>47</td>
<td>44</td>
</tr>
<tr>
<td>CHEM222</td>
<td>25</td>
<td>51</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>30</td>
<td>27</td>
</tr>
<tr>
<td>CHEM223</td>
<td>21</td>
<td>42</td>
<td>6</td>
<td>7</td>
<td>9</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>CHEM227</td>
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<td>20</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>CHEM228</td>
<td>9</td>
<td>14</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>CHEM229</td>
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<td>13</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>COMM111</td>
<td>2</td>
<td>12</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>DSC199</td>
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<td>17</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>11</td>
<td>9</td>
</tr>
</tbody>
</table>
## What Do Dual Credit Students Take When They Get to College?

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

<table>
<thead>
<tr>
<th>College Course Taken in 2006-07</th>
<th>BIO</th>
<th>ENG</th>
<th>HIST</th>
<th>HIST</th>
<th>MTH</th>
<th>MTH</th>
<th>MTH</th>
<th>MTH</th>
<th>SPAN</th>
<th>SPAN</th>
<th>SPAN</th>
<th>WR</th>
<th>WR</th>
<th>WR</th>
<th>All Courses</th>
</tr>
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# Dual Credit in Oregon

## APPENDIX 4

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

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</table>

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

### Table 1: Dual Credit Patterns for MTH111 and MTH112

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Rec’d Passing Grade in MTH111 (A-C, P)</th>
<th>Rec’d Unsatisfactory Grade in MTH111 (D,F,NP)</th>
<th>Received Drop, I, or Other in MTH111</th>
<th>UNDUPLICATED TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MTH111: College Algebra</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH112: Trig/PreCalc</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total taking MTH111</td>
<td>1,584 100%</td>
<td>25 100%</td>
<td>60 100%</td>
<td>1,669 100%</td>
</tr>
<tr>
<td>Students who took MTH111 as dual credit</td>
<td>1,066 67%</td>
<td>5 20%</td>
<td>34 57%</td>
<td>1,105 66%</td>
</tr>
<tr>
<td>took MTH112 for dual credit in same year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>took MTH112 for dual credit in following year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>took MTH112 the following year at OUS or community college</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>did not take MTH112 by spring of the following year*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total taking MTH111</td>
<td>7,779 100%</td>
<td>2,174 100%</td>
<td>3,877 100%</td>
<td>11,559 100%</td>
</tr>
<tr>
<td>Students who took MTH111 in college or university</td>
<td>1,859 24%</td>
<td>180 8%</td>
<td>494 13%</td>
<td>2,058 18%</td>
</tr>
<tr>
<td>took MTH112 in same year (OUS or community college)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>took MTH112 the following year at OUS or community college</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>did not take MTH112 by spring of the following year*</td>
<td></td>
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</tr>
</tbody>
</table>

### Table 2: Dual Credit Patterns for MTH251 and MTH252

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Rec’d Passing Grade in MTH112 (A-C, P)</th>
<th>Rec’d Unsatisfactory Grade in MTH112 (D,F,NP)</th>
<th>Received Drop, I, or Other in MTH112</th>
<th>UNDUPLICATED TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MTH251: Calculus I</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH252: Calculus II</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total taking MTH251</td>
<td>1,313 100%</td>
<td>35 100%</td>
<td>79 100%</td>
<td>1,427 100%</td>
</tr>
<tr>
<td>Students who took MTH251 as dual credit</td>
<td>49 4%</td>
<td>- 0%</td>
<td>8 10%</td>
<td>57 4%</td>
</tr>
<tr>
<td>took MTH251 for dual credit in same year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>took MTH251 for dual credit in following year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>took MTH251 the following year at OUS or community college</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>did not take MTH251 by spring of the following year*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total taking MTH251</td>
<td>3,610 100%</td>
<td>720 100%</td>
<td>1,957 100%</td>
<td>5,094 100%</td>
</tr>
<tr>
<td>Students who took MTH251 in college or university</td>
<td>1,227 34%</td>
<td>101 14%</td>
<td>521 27%</td>
<td>1,405 28%</td>
</tr>
<tr>
<td>took MTH251 in same year (OUS or community college)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>took MTH251 the following year at OUS or community college</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>did not take MTH251 by spring of the following year*</td>
<td></td>
<td></td>
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### Table 3: Dual Credit Patterns for MTH252

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Rec’d Passing Grade in MTH251 (A-C, P)</th>
<th>Rec’d Unsatisfactory Grade in MTH251 (D,F,NP)</th>
<th>Received Drop, I, or Other in MTH251</th>
<th>UNDUPLICATED TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MTH252: Calculus II</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total taking MTH252</td>
<td>782 100%</td>
<td>5 100%</td>
<td>317 100%</td>
<td>1,088 100%</td>
</tr>
<tr>
<td>Students who took MTH252 as dual credit</td>
<td>568 73%</td>
<td>- 0%</td>
<td>242 76%</td>
<td>795 73%</td>
</tr>
<tr>
<td>took MTH252 for dual credit in same year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>took MTH252 for dual credit in following year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>took MTH252 the following year at OUS or community college</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>did not take MTH252 by spring of the following year*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total taking MTH252</td>
<td>3,020 100%</td>
<td>598 100%</td>
<td>2,110 100%</td>
<td>4,357 100%</td>
</tr>
<tr>
<td>Students who took MTH252 in college or university</td>
<td>1,758 58%</td>
<td>105 18%</td>
<td>829 39%</td>
<td>1,876 43%</td>
</tr>
<tr>
<td>took MTH252 in same year (OUS or community college)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>took MTH252 the following year at OUS or community college</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>did not take MTH252 by spring of the following year*</td>
<td></td>
<td></td>
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</table>

*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 and MTH254: Vector Calculus I

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

#### SEQUENCE: WR121: Composition I and WR122: Composition II

<table>
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<tr>
<th>Sequence</th>
<th>Rec’d Passing Grade in WR121 (A-C, P)</th>
<th>Rec’d Unsatisfactory Grade in WR121 (D,F,NP)</th>
<th>Received Drop, I, or Other in WR121</th>
<th>UNDuplicated Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total taking WR121</td>
<td>2,839 100%</td>
<td>54 100%</td>
<td>381 100%</td>
<td>3,273 100%</td>
</tr>
<tr>
<td>Students who took WR121 for dual credit</td>
<td>1,337 47%</td>
<td>8 15%</td>
<td>138 36%</td>
<td>1,482 45%</td>
</tr>
<tr>
<td>took WR122 for dual credit in same year</td>
<td>21 1%</td>
<td>- 0%</td>
<td>- 0%</td>
<td>21 1%</td>
</tr>
<tr>
<td>took WR122 for dual credit in following year</td>
<td>252 9%</td>
<td>6 11%</td>
<td>29 8%</td>
<td>287 9%</td>
</tr>
<tr>
<td>took WR122 the following year at OUS or community college</td>
<td>1,254 44%</td>
<td>40 74%</td>
<td>216 57%</td>
<td>1,510 46%</td>
</tr>
<tr>
<td>did not take WR122 by spring of the following year*</td>
<td>1,602 100%</td>
<td>2,172 100%</td>
<td>2,919 100%</td>
<td>21,208 100%</td>
</tr>
<tr>
<td>Students who took WR121 in college or university</td>
<td>5,450 32%</td>
<td>135 6%</td>
<td>170 6%</td>
<td>5,605 26%</td>
</tr>
<tr>
<td>took WR122 in same year (OUS or community college)</td>
<td>2,990 18%</td>
<td>191 9%</td>
<td>257 9%</td>
<td>3,254 15%</td>
</tr>
<tr>
<td>took WR122 the following year at OUS or community college</td>
<td>8,789 52%</td>
<td>1,862 86%</td>
<td>2,510 86%</td>
<td>12,688 60%</td>
</tr>
</tbody>
</table>

#### SEQUENCE: SPAN103: First Year Spanish and SPAN201: Second Year Spanish

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

*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

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

<table>
<thead>
<tr>
<th>2005-06</th>
<th>2006-07</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR121</td>
<td>WR121</td>
</tr>
</tbody>
</table>

2005-06 Grade Rec'd in 1st Attempt

<table>
<thead>
<tr>
<th>Grade</th>
<th>F</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
<th>A or B Students</th>
<th>Graded Students</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2,560</td>
<td>2,893</td>
<td>3,273</td>
</tr>
</tbody>
</table>

Students who took WR121 as dual credit

Total number taking 1st time in high school

|       |   |   |   |   |   | 18 | 36 | 280 | 1,145 | 1,415 |

Number taking 2nd time for grade in comm. college*

|       |   |   |   |   |   | 5  | 7  | 5   | 7    | 3    |

2nd Attempt

Average grade

|       |   |   |   |   |   | 1.80 | 2.00 | 2.20 | 2.71  | 2.67  |

Standard deviation

|       |   |   |   |   |   | 1.30 | 1.15 | 1.30 | 0.76  | 2.31  |

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 |

Number taking 2nd time for grade at comm. college

|       |   |   |   |   |   | 140 | 127 | 12   | 13    | 7    |

2nd Attempt

Average grade

|       |   |   |   |   |   | 1.83 | 2.29 | 2.92 | 3.54  | 3.00  |

Standard deviation

|       |   |   |   |   |   | 1.41 | 1.24 | 1.16 | 0.66  | 0.58  |

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

<table>
<thead>
<tr>
<th>Grade in 1st Attempt</th>
<th>Grade in 2nd Attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>A or B</td>
<td>C- or better</td>
</tr>
<tr>
<td>N</td>
<td></td>
</tr>
</tbody>
</table>

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.

Source: OUS Institutional Research, Community Colleges and Workforce Development
Performance when Retaking a Course in a College Setting

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

<table>
<thead>
<tr>
<th>Grade in 1st Attempt</th>
<th>Grade in 2nd Attempt</th>
<th>Dual Credit to OUS students</th>
<th>OUS to OUS students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A or B Students</td>
<td>Graded Students</td>
</tr>
<tr>
<td>F</td>
<td>D</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percent of Students Succeeding in Second Attempt

<table>
<thead>
<tr>
<th>Grade in 1st Attempt</th>
<th>Grade in 2nd Attempt</th>
<th>Dual Credit to OUS students</th>
<th>OUS to OUS students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A or B Students</td>
<td>Graded Students</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

![Graph showing the 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

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

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
<th>A or B Students</th>
<th>Graded Students</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.00</td>
<td>1.00</td>
<td>2.00</td>
<td>3.00</td>
<td>4.00</td>
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<td></td>
<td></td>
<td>3.40</td>
<td>3.07</td>
<td>2.93</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.00</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.27</td>
<td>1.17</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.00</td>
<td>0.53</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.89</td>
<td>0.73</td>
<td>0.88</td>
</tr>
</tbody>
</table>

|          |     |     |     |     |     | 0.60           | (1.05)         | (0.92)      |
|          |     |     |     |     |     | 1.00           | 0.53           |             |
|          |     |     |     |     |     | -              | -              |             |
|          |     |     |     |     |     | -              | -              |             |
|          |     |     |     |     |     | 0.89           | 0.73           | 0.88        |

*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

<table>
<thead>
<tr>
<th>Grade in 1st Attempt</th>
<th>Grade in 2nd Attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C or better</td>
</tr>
<tr>
<td></td>
<td>A or B</td>
</tr>
<tr>
<td>Dual Credit to CCWD</td>
<td></td>
</tr>
<tr>
<td>students</td>
<td></td>
</tr>
<tr>
<td>Rec’d B- or better</td>
<td>5</td>
</tr>
<tr>
<td>Rec’d C- or better</td>
<td>13</td>
</tr>
<tr>
<td>Rec’d any grade</td>
<td>14</td>
</tr>
<tr>
<td>CCWD to CCWD students</td>
<td></td>
</tr>
<tr>
<td>Rec’d B- or better</td>
<td>2</td>
</tr>
<tr>
<td>Rec’d C- or better</td>
<td>17</td>
</tr>
<tr>
<td>Rec’d any grade</td>
<td>251</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>2005-06 Grade Rec’d in 1st Attempt</th>
<th>2006-07 MTH111</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>D</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Total number taking 1st time in high school</td>
<td>7</td>
</tr>
</tbody>
</table>

2nd Attempt

| Number taking 2nd time for grade at OUS* | 1 | 2 | 11 | 6 | 7 | 13 | 27 | 31 |

| Average grade | 2.00 | - | 2.00 | 2.50 | 3.14 | 2.85 | 2.26 | 2.13 |

| Standard deviation | - | - | 1.18 | 0.55 | 1.46 | 1.14 | 1.32 | 1.31 |

Total number taking 1st time in OUS

| 565 | 600 | 1,185 | 1,230 | 1,061 | 2,291 | 4,466 | 5,952 |

2nd Attempt

| Number taking 2nd time for grade at OUS | 108 | 103 | 14 | - | - | - | 225 | 391 |

| Average grade | 1.80 | 1.90 | 3.21 | - | - | - | 1.93 | 1.89 |

| 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

<table>
<thead>
<tr>
<th>Grade in 1st Attempt</th>
<th>Grade in 2nd Attempt</th>
<th>N</th>
<th>C or better</th>
<th>A or B</th>
</tr>
</thead>
</table>

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

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

<table>
<thead>
<tr>
<th>Grade in 1st Attempt</th>
<th>Grade in 2nd Attempt</th>
<th>Dual Credit to CCWD</th>
<th>CCWD to CCWD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rec’d B- or better</td>
<td>N</td>
<td>N=10</td>
<td>N=11</td>
</tr>
<tr>
<td>Rec’d C- or better</td>
<td>70%</td>
<td>30%</td>
<td>36%</td>
</tr>
<tr>
<td>Rec’d any grade</td>
<td>73%</td>
<td>36%</td>
<td>36%</td>
</tr>
</tbody>
</table>

**Percent of Students Succeeding in Second Attempt**

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

<table>
<thead>
<tr>
<th>Grade in 1st Attempt</th>
<th>C- or better</th>
<th>A or B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rec’d B- or better</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>Rec’d C- or better</td>
<td>73%</td>
<td>36%</td>
</tr>
<tr>
<td>Rec’d any grade</td>
<td>73%</td>
<td>36%</td>
</tr>
</tbody>
</table>

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

#### Dual Credit to Community College

<table>
<thead>
<tr>
<th>Grade in 1st Attempt</th>
<th>A or B Students</th>
<th>Graded Students</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>N=6</td>
<td>N=4</td>
<td>N=10</td>
</tr>
<tr>
<td>B</td>
<td>N=4</td>
<td>N=3</td>
<td>N=7</td>
</tr>
<tr>
<td>C</td>
<td>N=3</td>
<td>N=2</td>
<td>N=5</td>
</tr>
<tr>
<td>D</td>
<td>N=2</td>
<td>N=1</td>
<td>N=3</td>
</tr>
<tr>
<td>F</td>
<td>N=1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Community College to Community College

<table>
<thead>
<tr>
<th>Grade in 1st Attempt</th>
<th>A or B Students</th>
<th>Graded Students</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>N=16</td>
<td>N=13</td>
<td>N=18</td>
</tr>
<tr>
<td>B</td>
<td>N=16</td>
<td>N=13</td>
<td>N=18</td>
</tr>
<tr>
<td>C</td>
<td>N=14</td>
<td>N=13</td>
<td>N=17</td>
</tr>
<tr>
<td>D</td>
<td>N=16</td>
<td>N=13</td>
<td>N=18</td>
</tr>
<tr>
<td>F</td>
<td>N=16</td>
<td>N=13</td>
<td>N=18</td>
</tr>
</tbody>
</table>

*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.

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

- Dual Credit to CCWD
- CCWD to CCWD

**Source:** OUS Institutional Research, Community Colleges and Workforce Development
Performance when Retaking a Course in a College Setting

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

Oregon University System (OUS)

2005-06 MTH251 → 2006-07 MTH251

<table>
<thead>
<tr>
<th>2005-06 Grade Rec’d in 1st Attempt</th>
<th>2006-07 Grade Rec’d in 1st Attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>D</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Total number taking 1st time in high school</td>
<td>-</td>
</tr>
<tr>
<td>Students who took WRI121 as dual credit</td>
<td>-</td>
</tr>
<tr>
<td>Number taking 2nd time for grade at OUS*</td>
<td>1.70</td>
</tr>
<tr>
<td>2nd Attempt Average grade</td>
<td>-</td>
</tr>
<tr>
<td>Standard deviation</td>
<td>0.67</td>
</tr>
</tbody>
</table>

| Total number taking 1st time in OUS | 226 | 196 | 605 | 652 | 756 | 1,408 | 2,350 | 3,104 |
| Students who took WRI121 in an OUS institution | 37 | 55 | 9 | 1 | - | 1 | 102 | 187 |
| Number taking 2nd time for grade at OUS | - | - | 0.67 | (1.42) | - | (1.25) | (1.13) | (1.01) |
| 2nd Attempt Average grade | 1.45 | 1.12 | 1.32 | - | - |
| Standard deviation | - | (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

<table>
<thead>
<tr>
<th>Grade in 1st Attempt</th>
<th>Grade in 2nd Attempt</th>
<th>Dual Credit to OUS students</th>
<th>OUS to OUS students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rec’d B- or better</td>
<td>N=32</td>
<td>97%</td>
<td>84%</td>
</tr>
<tr>
<td>Rec’d C- or better</td>
<td>N=35</td>
<td>94%</td>
<td>83%</td>
</tr>
<tr>
<td>Rec’d any grade</td>
<td>N=36</td>
<td>92%</td>
<td>81%</td>
</tr>
<tr>
<td>Rec’d B- or better</td>
<td>N=1</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Rec’d C- or better</td>
<td>N=10</td>
<td>90%</td>
<td>70%</td>
</tr>
<tr>
<td>Rec’d any grade</td>
<td>N=102</td>
<td>66%</td>
<td>35%</td>
</tr>
</tbody>
</table>

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

**Fall 2006 OUS Freshman Cohort**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Estimated Coefficient</th>
<th>Standard Error</th>
<th>Wald Chi-Square</th>
<th>Chi-Square Std. Dev.</th>
<th>Prob. &gt; Chi-Square</th>
<th>Odds Ratio</th>
<th>Percentage Change in Odds of Persisting</th>
<th>Predicted Probability (at Mean) of Persisting</th>
<th>Effect on Probability (at Mean) of Persisting vs. Reference Group</th>
<th>Change in Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>0.1219</td>
<td>0.1947</td>
<td>0.3919</td>
<td>0.5313</td>
<td>-</td>
<td>1.130</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.1394</td>
<td>0.2526</td>
<td>0.3044</td>
<td>0.5812</td>
<td>-</td>
<td>1.150</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Asian/Pacific Isl.</td>
<td>0.4245</td>
<td>0.1171</td>
<td>13.1419</td>
<td>0.0003</td>
<td>-</td>
<td>1.529</td>
<td>52.9</td>
<td>0.863</td>
<td>-</td>
<td>0.058</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0.3450</td>
<td>0.1475</td>
<td>5.4677</td>
<td>0.0194</td>
<td>-</td>
<td>1.412</td>
<td>41.2</td>
<td>0.853</td>
<td>-</td>
<td>0.049</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>0.7534</td>
<td>0.7696</td>
<td>0.9583</td>
<td>0.3276</td>
<td>-</td>
<td>2.124</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Unknown race/ethnic</td>
<td>0.0853</td>
<td>0.1199</td>
<td>0.5054</td>
<td>0.4771</td>
<td>-</td>
<td>1.089</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>White non-Hisp.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR resident</td>
<td>0.2573</td>
<td>0.0742</td>
<td>12.0171</td>
<td>0.0005</td>
<td>-</td>
<td>1.293</td>
<td>29.3</td>
<td>0.842</td>
<td>-</td>
<td>0.037</td>
</tr>
<tr>
<td>OR nonresident</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>-0.1279</td>
<td>0.0641</td>
<td>3.9810</td>
<td>0.0460</td>
<td>-</td>
<td>0.880</td>
<td>-12.0</td>
<td>0.784</td>
<td>-</td>
<td>-0.021</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Received AP credit No AP</td>
<td>0.5773</td>
<td>0.1122</td>
<td>26.4999</td>
<td>&lt; 0.0001</td>
<td>-</td>
<td>1.781</td>
<td>78.1</td>
<td>0.880</td>
<td>-</td>
<td>0.075</td>
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<tr>
<td>Received Pell grant No Pell</td>
<td>-0.1586</td>
<td>0.0738</td>
<td>4.6184</td>
<td>0.0316</td>
<td>-</td>
<td>0.853</td>
<td>-14.7</td>
<td>0.779</td>
<td>-</td>
<td>-0.026</td>
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<tr>
<td>Dual-credit student</td>
<td>0.0439</td>
<td>0.0838</td>
<td>0.2745</td>
<td>0.6003</td>
<td>-</td>
<td>1.045</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Not dual-credit</td>
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<tr>
<td>5% special admit</td>
<td>0.0011</td>
<td>0.1817</td>
<td>0.0000</td>
<td>0.9952</td>
<td>-</td>
<td>1.001</td>
<td>-</td>
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<tr>
<td>Other special admit</td>
<td>-0.2218</td>
<td>0.0911</td>
<td>5.9242</td>
<td>0.0149</td>
<td>-</td>
<td>0.801</td>
<td>-19.9</td>
<td>0.767</td>
<td>-</td>
<td>-0.037</td>
</tr>
<tr>
<td>Met HS GPA/subject req.</td>
<td>-0.2027</td>
<td>0.3317</td>
<td>0.3725</td>
<td>0.5411</td>
<td>-</td>
<td>0.817</td>
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<tr>
<td>Delayed college enr. from HS</td>
<td>-0.2433</td>
<td>0.1226</td>
<td>3.9345</td>
<td>0.0473</td>
<td>-</td>
<td>0.784</td>
<td>-21.6</td>
<td>0.764</td>
<td>-</td>
<td>-0.041</td>
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<tr>
<td>High school GPA</td>
<td>0.8780</td>
<td>0.0892</td>
<td>96.8638</td>
<td>&lt; 0.0001</td>
<td>-</td>
<td>4.116</td>
<td>43.5</td>
<td>0.855</td>
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<td>0.051</td>
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<tr>
<td>SAT math</td>
<td>0.001340</td>
<td>0.000458</td>
<td>8.4964</td>
<td>0.0036</td>
<td>0.4116</td>
<td>89.1481</td>
<td>1.001</td>
<td>0.823</td>
<td>0.018</td>
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<tr>
<td>SAT critical reading</td>
<td>0.000255</td>
<td>0.000429</td>
<td>0.3526</td>
<td>0.5526</td>
<td>0.5526</td>
<td>90.5688</td>
<td>1.000</td>
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<tr>
<td>Intercept</td>
<td>-2.4804</td>
<td>0.3501</td>
<td>50.1923</td>
<td>&lt; 0.0001</td>
<td>-</td>
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</table>

-2 log likelihood = 7562; chi-square for covariates = 378 with 18 df (p < .0001); pseudo R-square = 0.076. 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