Aligning Public University Admission with K-12 Student Learning

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Executive Summary

How is K-12 student learning aligned with public university admission in Oregon?

- Following directions set by the Board of Higher Education in 1993, proficiency standards for entry into the Oregon University System (OUS) have been developed and aligned with Oregon’s K-12 standards. Student proficiency levels have been benchmarked at grades 3, 5, 8, and 10 indicating students’ preparation in K-12 for postsecondary education.
- State assessments at the high school level in English, math, and science, and commonly used national assessments, have been aligned with proficiency standards for entry into OUS.
- Oregon is the first state to have accomplished this K-16 alignment and have it supported in policy by the Joint Boards of Education.

How does alignment impact the preparation of students for success in college?

- *The First Year Study* found that (1) students who met standards in high school were more likely to succeed in their first year of college than those who did not meet standards; (2) evidence of proficiency, including the 10th grade benchmark performance information, can serve as a planning tool for the last two years of high school; and (3) while there is no single perfect predictor of first-year college success, there is a positive relationship among the high school GPA, SAT I, and evidence of proficiency (performance on state high school assessments).
- In order to ensure the rigor of the high school coursework that students complete in the process of preparing for college, *The OUS Course Approval Process* was redesigned to require high schools to map course content to college entry standards.

What legislative and policy changes affect alignment?

- The federal No Child Left Behind (NCLB) legislation requires states to develop or adopt standards in reading/language arts, math, and science, and assess these areas at the high school level by 2006-07. Assessments must involve multiple measures of learning, including higher-order thinking and understanding.
- New graduation requirements adopted by the State Board of Education in March 2002, require that all students have an education plan and profile that prepares them for postsecondary opportunities in college or work.
- In June 2003, the Oregon Legislative Assembly adopted HB 2744 that focuses the direction of school reform on requiring state-level assessments in English, math, and science, and specifying establishment of performance standards only (minus required assessments) in second languages, social sciences, and the arts. This legislation streamlines Certificate of Initial Mastery (CIM) requirements and delays required implementation of the Certificate of Advanced Mastery (CAM) to 2008.
Where are we headed?

- Results of a decade of alignment of K-16 standards and assessments with OUS expectations of student preparation for admission, and outcomes of *The First Year Study* linking college success with high school performance, indicate that evidence of proficiency significantly enhances information traditionally provided in the admission process.

- When the Board of Higher Education directed development of the Proficiency-based Admission Standards System (PASS) in 1993, PASS was expected to become the primary admission policy when K-12 reform and OUS alignment made that feasible. Given the lengthy evolution of reform, changes in legislation and policy in the state and nation, and significant resource constraints in the K-12 schools and OUS, staff propose that the Board clarify its policy position, as follows:

  *Evidence of applicants’ proficiency will be required in fall 2006 to complement rather than replace current undergraduate admission requirements. For this policy to become effective, implementation of an integrated data transfer system between Oregon high schools and postsecondary institutions is necessary.*

- Based on recent progress by the K-12/community college/OUS partnership that is designing an integrated data transfer system and a plan for piloting the prototype among high schools and postsecondary institutions in 2003-04, we can be reasonably confident that the gap between planning and implementation will close in the next three years. In the meantime, the Board of Higher Education will have reaffirmed the importance of proficiency attainment as preparation for college, Oregon high schools will receive the policy clarifications they seek from OUS, and OUS universities will have clear Board-established parameters within which to make refinements in their undergraduate admission strategies.
Aligning Public University Admission with K-12 Student Learning

How is K-12 student learning aligned with public university admission in Oregon?

For more than a decade, national legislation has required public schools to implement rigorous standards for K-12 student learning and systems of accountability for achieving results. States have responded in various ways to initiatives such as America 2000, Goals 2000, and No Child Left Behind. Oregon’s Legislative Assembly launched school reform in 1991 with the passage of the Oregon Educational Act for the 21st Century (amended most recently in 2003 with passage of HB 2744). Throughout this dynamic period, Oregon’s policymakers and public education systems have consistently held to the goal that all students will have the opportunity to prepare for postsecondary education.

The Proficiency-based Admission Standards System (PASS) was initiated by direction of the Board of Higher Education in response to an agreement of the Joint Boards (the Board of Higher Education and the Board of Education) in July 1993. The purpose of the agreement was to clarify and define the relationship between the standards-based reform agenda for K-12, including Certificates of Initial and Advanced Mastery (CIM and CAM), and college admission. Without such clarification, the two education systems would tend, over time, to be organized around different measures of learning – K-12 around stated standards and higher education admissions around high school grades and Carnegie subject-matter units. The goal was to create a means for admitting students based on demonstrated proficiency related to academic knowledge and skills, thereby allowing students to move continuously through the education system based on their performance.

In 1998, the Board of Education adopted a system of standards and assessments that aligned performance at grades 3, 5, 8, and 10 benchmarks with college entry. Oregon is the first state to have accomplished this K-16 alignment. A description of the elements of this alignment follows.

- Goals for student achievement and measures of accountability were focused on college entry rather than on a high school exit exam of basic competency.
- Standards have been benchmarked at grades 3, 5, 8, and 10 with college entry.
- Performance levels on national and state assessments at the 10th grade benchmarks in English, math, and science have been aligned with college entry proficiency for OUS.
- Methods for planning curriculum, instruction, and assessment to build students’ proficiency have been developed in over 60 Oregon high schools across the state.

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1 Over the last decade, the development and alignment of Oregon’s K-16 system was guided by policymakers at all levels including the State Board of Education, the State Board of Higher Education, the Joint Boards of Education, and the State Legislature. See attached Chronology of Oregon’s Education Policy Actions About Standards, 1992-2003.

2 Five state high school assessments have been aligned, including reading, writing, math knowledge and skills, math problem solving, and science knowledge and skills. Alignment is nearly complete for the state performance assessments in scientific inquiry and social science analysis. Alignment analyses have been conducted for the various assessments of The College Board (SAT I, SAT II, and Advanced Placement), American College Testing (ACT), and International Baccalaureate (IB).
• *The OUS Course Approval Process* was redesigned so that high school staff can map high school course content to PASS standards and indicate students’ opportunity to meet varying levels of proficiency.
• A method for teacher judgment of student proficiency using standard criteria has been developed to ensure comparable assessment of student work among high school teachers.
• Reciprocal agreements between OUS and the Oregon Department of Education (ODE) allow CIM assessments to satisfy some PASS standards and PASS standards to substitute for specific state assessment requirements.
• A collaborative research effort was undertaken by OUS, community colleges, and K-12 to study the relationship of student performance on the state high school assessments with subsequent performance in the first year at OUS institutions and community colleges.
• Feedback has been provided to all Oregon high schools on the first-year OUS college success of their graduates, including specific college course performance data related to 10th grade benchmarks.

**How does alignment impact the preparation of students for success in OUS?**

There is a relationship between the level of proficiency students have developed in high school and their subsequent performance in OUS. *The First Year Study*, completed in 2003 by OUS, Department of Community Colleges and Workforce Development (CCWD), and ODE, found that for the 6,082 OUS freshman students and 12,519 community college students studied, those who met standards in high school were more likely to succeed in their first year of college than those who did not meet standards.³

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3 See the attached executive summary, *The First Year: Student Performance on 10th Grade Benchmark Standards and Subsequent Performance in the First Year of College (2001-02).*
A second major finding of The First Year Study was that evidence of proficiency, including 10th grade benchmark performance information, can serve as a planning tool for the last two years of high school by students, teachers, counselors, and parents.

This early indicator of college academic readiness ensures that a wider range of students, including those who may not have considered their college options, will have the opportunity to set clear and achievable goals toward building the knowledge and skills they need for access to postsecondary education. Because Oregon’s standards and assessments are aligned throughout K-12, this process (see Figure 1) can begin in middle school as students work toward high school preparation.

A third major finding of The First Year Study was that while there is no single perfect predictor of first-year college success, there is a positive relationship among the high school GPA, SAT I, and evidence of proficiency (performance on state high school assessments). This suggests that all of these measures considered together provide a more comprehensive picture of student preparation for college than any single measure. Furthermore, this study suggests that the academic subject-area requirements that students complete in high school for entry into OUS should reflect the level of proficiency needed for success in entry-level coursework in OUS.

In order to ensure the rigor of the high school coursework that students complete in the process of preparing for college, The OUS Course Approval Process was redesigned. Annually, high schools access a database of their high school curricula that has been shared with the OUS Office of Enrollment and Student Services to map high school course content to PASS standards and indicate students’ opportunity to meet varying levels of proficiency.4

What legislative and policy changes affect alignment?

The continued implementation of Oregon’s aligned K-16 system is affected by recent state and national legislative actions, as well as Board of Education policies.

Recent Federal Legislation

“No Child Left Behind” (NCLB) is the 2001 reauthorization of the Federal Elementary Secondary Education Act (ESEA). States are required to develop or adopt standards in math and reading/language arts, and develop science standards by 2005 and 2006. Standards must have the same expectations for all students and at least three achievement levels. Under NCLB, state assessments must be aligned with challenging academic content and achievement standards. By the 2005-06 school year, states must develop and implement annual assessments in reading and math in grades 3 through 8 and at least once in grades 10-12. By 2007-08, states also must administer annual science assessments, at least once each, in grades 3-5, grades 6-9, and grades 10-12. These assessments must involve multiple measures, including measures of higher-order thinking and understanding.

4 See attached description and sample, The OUS Course Approval Process.
NCLB also requires that states establish a definition of adequate yearly progress (AYP) that each district and school is expected to meet. In order to make AYP, schools must test at least 95% of their students, both in total and within identified subgroups. By 2014, all students must meet state-identified standards.

Oregon’s plan for meeting NCLB requirements has been accepted by the U.S. Department of Education. Part of this adopted plan adds assessments to comply with annual requirements and creates a definition of AYP defining improvement from 2003 to 2014.\(^5\)

**Recent Oregon State Board of Education Policy Actions**

In March 2002, the Board of Education adopted four new diploma requirements as well as requirements for the CAM. Students graduating in the 2006-07 school year, and thereafter, must:

- Develop an education plan and build an education profile (as defined in OAR 581-022-1120 (3)(a) and (b)).
- Build a collection of evidence, or include evidence in existing collection(s), to demonstrate extended application (as defined in OAR 581-022-0102).
- Demonstrate career-related knowledge and skills in personal management, problem solving, communication, teamwork, employment foundations, and career development.
- Participate in career-related learning experiences outlined in the education plan (as defined in OAR 581-022-1120 (3)(e)).

To earn the CAM, students must meet defined performance levels for the above requirements and meet designated academic standards through state assessments.

**Recent Oregon Legislation**

House Bill 2744, adopted in June of 2003, further amends and narrows the scope of the Oregon Educational Act for the 21\(^{st}\) Century (1991). It has separate provisions for standards, assessment requirements, and the achievement of the CIM and CAM. Standards must be developed and periodically reviewed in math, science, English, history, geography, economics, civics, physical education, health, the arts, and second languages. Rigorous instruction is required in each of these areas. Standards will be assessed using criterion-referenced assessments, including performance-based, content-based, and other assessment mechanisms to test knowledge and skills. These will identify students who meet or exceed the standards for each mastery level. Provisions of HB 2744 are similar to those in the previous amended version of the Oregon Educational Act for the 21\(^{st}\) Century. However, schools must implement the statewide assessments in math, science, and English; they may implement them in history, geography, economics, and civics.

Schools must offer the CIM to students who meet state and local standards and requirements. New definitions include the following clarifications:

\(^5\) NCLB legislation specifies the intent that all students will meet or exceed standards in English, math, and science by the year 2014. States are to plan AYP toward achieving this goal.
• The Board of Education must define the minimum number of work samples that a student must complete. Districts may apply for approval to require more than the minimum number of work samples for a particular subject.
• A student portfolio may not be required by the Board of Education or a district to earn the CIM.
• The Board of Education will identify requirements for the CIM in math, science, and English, and districts must implement the CIM in these areas.
• If a student has met all CIM requirements, districts may also offer endorsements in: history, geography, economics, and civics; physical education; health; the arts; and second languages.

The CAM remains as adopted in March 2002 by the Board of Education except districts will not be required to award a CAM until after September 1, 2008. Current language in the legislation does not indicate a change in the Board’s new graduation requirements timeline, nor does it address discrepancies between social science requirements for CIM and CAM.

Implications for PASS

Several implications may be drawn for PASS as a result of the new legislation (which does not directly address OUS admissions and PASS):

• Existing PASS foundation standards met through state assessments in English, math, and science can be left in place.
• Aligned standards can continue to exist across all academic content areas in support of the PASS advanced standards.
• The plan and profile required for high school graduation are left in place; the plan will encourage academic and career planning and the profile will provide information beyond traditional indicators of student preparation for college.

Where are we headed?

When the Board of Higher Education directed development of the Proficiency-based Admission Standards System (PASS) in 1993, it was intended to be the primary admission policy as soon as the progress of K-12 reform and OUS alignment made that feasible. Over the last decade, OUS and ODE, guided by policy directions from the Joint Boards of Education, brought together senior staff and K-12 teachers and faculty from the community colleges and public universities to align K-16 standards and assessments, develop standards-based classrooms, and conduct research on students’ first-year college success. The results of alignment and analyses indicate that evidence of proficiency provides valuable information about student preparation for college that significantly enhances the information provided by current admission requirements.

Given the evolution of Oregon’s standards-based reform of K-12 and OUS alignment to it, the policy modification proposed (see Figure 2) is to expand upon the four current OUS admission requirements of high school graduation, subject-area requirements, the high school grade point average (GPA), and the SAT I or ACT to require evidence of the applicant’s proficiency in fall 2006. This fifth admission requirement, evidence of proficiency, complements rather than
replaces current requirements and provides a more comprehensive picture of college preparation that can assist OUS campus admissions officers and academic advisors in guiding and supporting students’ first-year college success and retention to second year.

The value of the complementary nature of the proposed five requirements was suggested by a recent OUS study:

- Of the 6,028 OUS freshmen entering in fall 2001, 34% who met campus admission requirements (high school GPA and subject-area courses) did not meet the state 10th grade benchmark standard in math. These students earned first-year college GPAs of 2.12 to 2.36 in their undergraduate math, science, and social science classes. The 66% who met or exceeded the benchmark standard earned first-year college GPAs of 2.60 to 3.14.
- Of this same group entering in fall 2001, 18% who also met current high school GPA and subject-area admission requirements did not meet the state 10th grade benchmark standard in reading. These students earned first-year college GPAs of 2.09 to 2.17 in their undergraduate science and social science classes. The 82% who met or exceeded the benchmark standard earned first-year college GPAs of 2.55 to 3.09.

These results suggest that students who meet current admission requirements may not have the college-level proficiency required as a foundation for successful undergraduate study. Timely academic advising upon admission may help more students in planning courses of study that will build this foundation and lead to the achievement of their degree goals.

**The College Admission Profile**

*A Comprehensive Picture of Student Preparation*

Expand on Current Requirements:

1. High school graduation
2. Subject-area requirement
3. Grade point average
4. SAT I or ACT
5. Evidence of Proficiency

*Figure 2*
The proposed Board policy modification has the advantage of retaining traditional requirements used (in some combination) in all states while including new information that the standards-based movement is generating. It is also consistent with the general direction that many other higher education systems are pursuing, including those of the 26 members of the National Association of System Heads (NASH). The national focus is on alignment of K-12 standards with college entry and the use of students’ high school performance on state assessments and/or end-of-course exams as possible indicators of college preparation.  

In order to implement this proposed policy direction, which we have tentatively named the College Admission Profile (CAP), postsecondary education must be connected with high schools via an integrated data transfer system. This system has the potential to streamline the admission process, reduce high school staff workload, and benefit students by providing a more comprehensive picture of their college preparation. The CAP can inform admission decisions and guide the academic advising process to support student success, retention, and graduation.

Information included in the CAP is contained in Figure 3.

**Contents of the College Admission Profile**

*A Comprehensive Picture of Student Preparation*

1. High school graduation or equivalent
2. Subject-area requirement
3. Grade point average
4. Admissions test requirement (SAT I or ACT)
5. Evidence of proficiency
   - Campus-based measures
     (EOU Portfolio, OSU Insight Essay, UO Writing)
   - PASS
     - Scores on state high school assessments
       - Math knowledge and skills
       - Math problem solving
       - Reading
       - Writing
       - Science, knowledge, and skills
     - Scores on national assessments
       (Advanced placement-AP, SAT II, International Baccalaureate-IB)
     - Teacher judgment
       (Using standard criteria, e.g., Second Language Oral Proficiency)

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6 See the National Association of System Heads (NASH) website at <www.nashonline.org> for a complete list of member states and specific K-16 directions pursued.

7 Currently, OUS, community colleges, and high schools are unable to transfer proficiency data from K-12 to postsecondary institutions by any means other than manually.

8 For a description, see the attachment *The College Admission Profile: Pilot and Prototype for an Electronic K-16 Integrated Data Transfer System*. A sample of data returned to high schools is contained in the attachment *Class of 2001 Entering Freshman Profile*. 
In partnership with ODE and CCWD, OUS participated in the design of the Oregon Student Plan and Profile throughout the 2002-03 academic year. The Multnomah Education Service District (MESD) coordinated the development of a conceptual model and prototype that included key stakeholders from the partnership, as well as Information Technology (IT) managers for ESDs and school districts across Oregon. OUS admissions officers and registrars from every campus reviewed the conceptual model and prototype in December 2002. The prototype will be piloted in 2003-04, with the first transfer of student information to OUS campuses in January 2004. Subsequent refinements and expansion of the integrated data transfer system are expected to occur in 2004-05, in time for 2005-06 and fall OUS admissions.
Attachments

- The First Year: Student Performance on 10th Grade Benchmark Standards and Subsequent Performance in the First Year of College (2001-02)
- The OUS Course Approval Process: Q & A
- The College Admission Profile: Pilot and Prototype for an Electronic K-16 Integrated Data-Transfer System
- Class of 2001 Entering Freshman Profile

- **February 1992** - Oregon State Board of Higher Education identifies the need to respond to the Oregon Education Act for the 21st Century (HB 3565) passed in 1991.
- **February 1993** - Board approves policy creating proficiency-based admission (PASS) connected to K-12 school reform.
- **Annually** - Board approves admission policy for the next academic year and reviews status of PASS implementation in light of progress in state standards and assessments.
- **February 1994** - Board determines that the development and implementation of PASS must be aligned with anticipated changes in high school curriculum and assessment related to the implementation of Certificates of Initial and Advanced Mastery (CIM and CAM).
- **July 1995** - Passage of SB 2991 by the state legislature requires that the Oregon Department of Education (ODE) establish standards and assessments benchmarked at grades 3, 5, 8 and 10 in six content areas. Oregon University System (OUS) aligns emerging K-12 standards and assessments with PASS.
- **February 1996 and 1997** - Changes in the CIM and CAM implementation timelines are reflected in changes in implementation dates for PASS.
- **February 1997** - OUS policy language on projected implementation refers to PASS as being “expected” rather than "required" of all Oregon residents graduating from a public high school who wish to enter an OUS institution.
- **July 1997** - Passage of SB 919 requires OUS to continue the development of a proficiency-based admission standards system and alignment with K-12 school reform to articulate expectations for student learning between the education sectors.
- **March 1998** - K-12 Board adopts standards, benchmarked at grades 3, 5, 8, 10 and PASS, making Oregon the first state to formally adopt standards aligning K-12 with college admission.
- **June 2001** - Passage of SB 919 by legislature changes the second language requirement from 2 years of seat time for all high school graduates to district-determined proficiency levels for all CIM recipients.
- **December - March 2001** - K-12 Board changes graduation requirements to include: An education plan to prepare for "next steps," a profile of proficient performance, an extended application of knowledge and skills, and evidence of career related learning. CAM is defined and connected with CIM assessments in six content areas.
- **January 2002** - A Joint Boards' resolution directs ODE and OUS staff to (1) form a K-16 Technology Implementation Group charged with developing and implementing by June 1, 2003, the plan for a student data transfer mechanism and (2) by June 1, 2002, complete the development of an integrated assessment system for CIM, CAM, PREP, and PASS.
- **February 2002** - Board approves OUS undergraduate admission policy for 2003-04 academic year and projected admission policy through 2004-05. Current admission policy describes options for students to use PASS to meet certain subject-area requirements in fall 2001. All Oregon applicants are expected to include evidence of proficiency beginning fall 2005.
- **June 2002** - OUS begins to conduct research comparing the college academic performance of approximately 6500 students who have been admitted to OUS institutions with CIM/PASS standards met in English, math, and science with that of students admitted by grades.
- **June 4, 2002** - OUS and ODE leaders appear before the House Education Committee to describe their commitment to a K-16 system. The panel expressed the hope for stable funding for all of our educational institutions and for the legislature to support innovations such as the Oregon Student Record.
- **June 2003** - The House and Senate of the Oregon State Legislature pass HB 2744 that revises the requirements of The Oregon Education Act for the 21st Century, passed in 1991 and revised in 1995 by HB2991.
The First Year: Student Performance on 10th Grade Benchmark Standards and Subsequent Performance in the First Year of College (2001-02)

Executive Summary

Introduction

The freshmen arriving on Oregon University System (OUS) campuses in fall 2001 were admitted on the basis of traditional college-entry requirements. These freshmen, and those at the state’s community colleges, were also the first public high school students who, as 10th graders, took state assessments in reading, writing, math, and math problem solving as part of the Certificate of Initial Mastery (CIM). The First Year study examines the performance of these students on the 10th grade benchmark standards and their subsequent performance in their first year of college.

The state assessment data from 1999 and 2000 provided by the Oregon Department of Education were used to identify students for this study. Those who participated in the 10th grade benchmark assessments in high school, and subsequently enrolled in an OUS institution or Oregon community college as first-time freshmen (15 or more credit hours) in fall 2001, were included. A total of 6,082 students from OUS and 12,519 students from community colleges were identified. This represents 75% of Oregon residents (8,171) enrolled as first-time freshmen at OUS and 71% of Oregon residents (17,720) enrolled as first-time freshmen at the 17 community colleges. Students in private high schools are not required to take state assessments and were not included.

Study Questions and Findings

Question 1: How does the performance of Oregon high school students assessed at the 10th grade benchmark compare with their subsequent performance in college?

Findings

• Performance at the 10th grade benchmark is closely aligned with freshman-year college performance. This is true for OUS and community college students.
  • Students who meet or exceed the 10th grade benchmark are more likely to earn a higher GPA in related college courses. Students who do not meet or do not nearly meet the standards are less likely to earn a college GPA of 2.0 (“C”) or better.

Question 2: What is the relationship of 10th grade benchmark assessments, high school GPA, and the SAT I to first-year college performance?

Findings:

• While there is no perfect predictor of first-year college success, the study found a positive relationship among state assessments, high school GPA, college GPA, and the SAT I.
  • Student performance on the four combined 10th grade benchmark assessments and the SAT I correlated with first-year college GPA at the same level. This is consistent with analyses by The College Board and American College Testing (ACT) indicating alignment of the 10th grade standards and assessments with college-entry exams like the SAT I and the ACT.
  • For OUS students in this study, high school GPA (HSGPA) correlated with college GPA at a slightly higher level than either the 10th grade benchmark performance or SAT I alone. However, the range of HSGPA was primarily limited to students who met the HSGPA admission requirements of the various OUS campuses (minimum 2.5). The HSGPA of OUS students in this study includes: <3% below 2.5; 15% at 2.5–3.0; 36% at 3.0–3.5; 41% at 3.5–4.0; and 5% above 4.0. Data were not available from the community colleges on incoming students’ HSGPA.
**Question #3:** What is the value of the state 10th grade benchmark assessments for predicting first-year college performance (college GPA) and persistence beyond freshman year?

**Findings:**
- Each of the four assessments proved to be an early indicator of overall first-year college GPA. For example, a student who scored a 239 (“meets”) on the math assessment has a 41% probability of a first-year OUS GPA of 3.0 (“B”) or higher. A student who scored a 249 (“exceeds”) on the reading assessment has a 50% probability of a first-year OUS GPA of 3.0 (“B”) or higher. Similar analyses have not yet been conducted for community college students.
- There are various reasons why students decide to continue or not continue their college education beyond their freshman year, and this study does not assert a causal relationship between 10th grade benchmark performance and enrollment beyond the first year. About 80% of the students who met or exceeded 10th grade benchmarks completed their first year and began their second year at OUS, as compared to 76% of the general student population of returning freshmen. Data on returning students were not available from the community colleges. Further study is needed on subsequent entering freshman classes to determine the connection between this early indicator of college preparation and first-year success and continued enrollment in college.

**Conclusions and Recommendations**
- The 10th grade benchmark performance is an early indicator of college academic readiness and can serve as a planning tool for the last two years of high school. This ensures that a wider range of students will have the opportunity to set clear and achievable goals toward building the knowledge and skills they need for academic success in college. This information will be particularly valuable for students who may not have considered their postsecondary options. Because Oregon's standards and assessments are aligned throughout K-12, this process can begin in middle school as students work toward high school preparation.
- Students in this study took the state assessments without any information that they might be linked to college entry. As performance on standards becomes more closely linked to college admission and placement, student motivation to reach higher standards will increase.
- The continued development of a K-16 integrated student data transfer system would expedite the exchange of information on state standards results. This system would alleviate much of the workload currently experienced by high school teachers and counselors who prepare these records and by college admissions officers and advisors who receive them. This system would be developed through a partnership of the Oregon University System (OUS), the Oregon Department of Education (ODE), and the Oregon Department of Community Colleges and Workforce Development (OCCWD).
- OUS admissions officers and faculty now have baseline data for determining the use of standards for admissions and placement in entry-level college coursework. The 10th grade benchmarks in this study address four of the ten standards in English, math, and science required for the Proficiency-based Admission Standards System (PASS). Also, as a result of The First Year study, OUS can provide information about standards results to Oregon high schools that sent five or more graduates to OUS institutions. Community colleges will also use the findings to examine placement procedures.

*– The full First Year study is available at www.ous.edu –*

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The OUS Course Approval Process

What is the Course Approval Process?
Oregon high schools use the Course Approval Process to map their courses to the PASS standards. OUS requires every Oregon high school to list the courses in all six content areas in which students have full (F) or partial (P) opportunity to demonstrate proficiency in each standard.

High school administrators are encouraged to use this process as an opportunity to align curriculum within departments and across content areas. The OUS Course Approval Process allows applied and nontraditional courses to be accepted by OUS if they provide meaningful opportunities for students to demonstrate proficiency.

Why is a college preparatory curriculum important?
Numerous national studies have reported that all students, especially minority and first-generation students, benefit from enrolling in more rigorous high school courses. The Course Approval Process supplies students and schools with a list of courses that provide an ambitious and challenging academic experience.

When are the forms due?
The Course Approval forms are due to OUS on June 6, 2003. Each school should retain a copy of the completed forms for its records. All Oregon high schools need to complete these forms for all six PASS content areas, even if no course changes have been made from the current year.

What is the point of mapping course content to the PASS standards?
Completed course approval forms are necessary for students from your high school to be admitted to any OUS campus. Mapping your school’s course content to the PASS standards is a critical step in developing a meaningful and complete record of students’ K-12 progress.

Mapping courses provides the opportunity for teachers within departments and across content areas to determine the classes in which CIM and PASS standards are addressed and assessed. Counselors will also find the completed course approval forms helpful as they guide students in selecting classes that address standards.

Is there a review process for the submitted forms?
OUS may request course outlines for courses submitted as providing partial or full opportunity to meet a standard. The course outline may be reviewed by a committee comprised of campus admission directors and faculty to verify college-prep content.
The College Admission Profile

Pilot and Prototype for an Electronic K-16 Integrated Data-Transfer System

The College Admission Profile (CAP) uses an electronic transfer of state data from Oregon school districts to Oregon University System (OUS) campuses and community colleges. The design and implementation of this transfer system is the product of an ongoing collaboration between the Oregon Department of Education (ODE), community colleges, and OUS.

In December 2002 the State Board of Education established the requirement that all Oregon high school students must develop an education plan and build an education profile as part of high school graduation. The education plan establishes a student's education, career and life goals, and the learning and activities necessary to achieve these goals. The education profile documents the student’s progress and achievement of standards, graduation requirements, and other personal accomplishments and goals that are identified in the student’s education plan. (OAR 581-022-1120/1130).

The education profile allows students to track, monitor, and display their progress toward meeting their various learning objectives. Progress would be defined by the attainment of: Standards leading to the Certificates of Initial and Advanced Mastery (CIM and CAM), college-entry standards defined by the Proficiency-based Admission Standards System (PASS), high school diploma requirements, high-level grades in rigorous coursework and other accomplishments. The intent is for the education profile to be accessible to students and parents at home or in community settings, as well as to teachers, counselors, and administrators. Students would leave high school with an education profile that communicates their accomplishments to community college counselors and university admissions officers, employers, and others.

ODE has contracted with Multnomah Education Service District (ESD) to (1) develop a conceptual design for Oregon’s K-16 record-keeping system, (2) develop technical design specifications for an education plan/profile for K-12 students, and (3) advise ODE on the feasibility of various implementation strategies for the system. Staff from the Department of Community Colleges and Workforce Development (CCWD) and the OUS Chancellor's Office collaborated in the conceptual design.

The College Admission Profile – Prototype and Pilot

ODE's work on a conceptual design for the Oregon Student Education Plan and Profile served as a catalyst to bring together staff from the three education sectors (K-12, community colleges, and public universities) to design and pilot a prototype. The goal of this initial collaboration is to focus on the College Admission Profile, build on existing Student Information Systems (SIS) and the Oregon Student Record, and provide the "proof of concept" necessary for a K-16 integrated data-transfer system.

Specifically, the CAP creates a subset of the data outlined in the Oregon Student Record and provides information directly to participating community colleges and OUS campuses. Currently,
student information that is received by these postsecondary institutions is not standardized and requires significant processing time and staff to handle the volume of documents received for admission and placement.

Key stakeholders involved in the design of the prototype include staff from ODE, OUS, university admissions offices, and Information Technology (IT) managers for ESDs across Oregon. The ESDs and school districts provide support for approximately 80% of the students in Oregon public schools. As a result of meeting with members from stakeholder groups, the following data-transfer model was produced:

Figure 1

Oregon University System
Proficiency-based Admission Standards System (PASS)
June 27, 2003
The *Entering Freshman Profile* has been sent to all Oregon high schools for the last 18 years to provide information about student performance at Oregon University System (OUS) institutions. The students described in the *Class of 2001 Entering Freshman Profile* graduated from an Oregon high school in 2001 and attended an OUS institution as first-time freshmen during the 2001-02 academic year. In addition to traditional data, this year's profile is the first to include data about state assessment results and subsequent college performance.

The profile is comprised of 3 parts:

1. How to Read the *Class of 2001 Entering Freshman Profile* helps high schools understand the profile by describing each of the 4 sections in detail:
   - Section 1: Enrollment of new freshmen; persistence to the second fall
   - Section 2: Academic preparation and first-year college performance
   - Section 3: State assessments: percentage who exceeded, met and did not meet at 10th grade benchmark
   - Section 4: First-year college performance grouped by performance on state assessments

2. *Class of 2001 Entering Profile*. A profile was provided for each Oregon high school that sent 5 or more students to OUS institutions as freshmen in 2001-02.

3. Questions and Answers are included to help schools interpret data.
How to Read the

Class of 2001 Entering Freshman Profile

The enclosed report is sent to Oregon high schools each year to provide information about student performance at Oregon University System (OUS) institutions. The students described graduated from an Oregon high school in 2001 and attended an OUS institution as first-time freshmen during the 2001-02 academic year.

**Traditional Data:** Sections 1 and 2 indicate traditional measures of student preparation and performance at OUS. These sections compare your high school with all Oregon high schools.

**Section 1: Enrollment of new freshmen; persistence to the second fall**

Looks at the following measures:
- Enrollment numbers
- Persistence, or the percentage of students who were still at an OUS institution in fall 2002

**Section 2: Academic preparation and first-year college performance**

Looks at the following measures:
- Entrance measures of high school GPA, average SAT I scores, and TSWE (a writing placement test)
- Overall and course-specific OUS GPAs

**Standards Data:** Sections 3 and 4 are new this year and compare student performance on state assessments for five 10th grade benchmarks (writing, reading, math problem solving, math knowledge & skills, and science knowledge & skills) with subsequent performance at OUS.

- If your school is not a public high school, your students did not take the state assessments, and there will be no standards information for your school in sections 3 and 4.
- “Oregon Students Tested” are those who were matched as OUS freshmen and who took one or more state 10th grade benchmark assessments during high school. Approximately 75% of Oregon high school students attending OUS are included in this group.
- If a student was retested, the highest score was used.
- Students were matched to the high school from which they graduated, not the one at which they took the state assessments.

**Section 3: State assessments: percentage who exceeded, met and did not meet at 10th grade benchmark**

Section 3 shows the number and percentage of students who took state assessments. Results for both your students tested and all Oregon students tested are grouped by performance at the exceeded, met, and did not meet levels. The cut scores for each of these levels follow:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Exceeded</th>
<th>Met</th>
<th>Did Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing*</td>
<td>50 or above</td>
<td>40 to 49</td>
<td>39 or below</td>
</tr>
<tr>
<td>Reading</td>
<td>249 or above</td>
<td>239 to 248</td>
<td>238 or below</td>
</tr>
<tr>
<td>Math Problem Solving*</td>
<td>40 or above</td>
<td>32 to 39</td>
<td>31 or below</td>
</tr>
<tr>
<td>Math Knowledge &amp; Skills</td>
<td>249 or above</td>
<td>239 to 248</td>
<td>238 or below</td>
</tr>
<tr>
<td>Science Knowledge &amp; Skills</td>
<td>252 or above</td>
<td>239 to 251</td>
<td>238 or below</td>
</tr>
</tbody>
</table>
Only scores from the state assessment were considered, not classroom work samples. Students who “provisionally met” the standard were not included as “met.”

**Section 4: First-year college performance grouped by performance on state assessments**

Section 4 shows the average GPA (overall and selected courses) for OUS students. Results for both your students tested and Oregon students tested are grouped by performance at the exceeded, met, and did not meet levels. The last column (All Oregon High Schools) lists the average overall first-year college GPA for all entering freshmen from Oregon high schools, whether or not they took state assessments. The GPAs in this column are copied from the first page and are included here for comparison.

**PASS College Admission Standards Met by 10th Grade Benchmark Assessments:**

- **Writing** meets PASS English standard A: *Write for Varied Purposes.*
- **Math Problem Solving** meets PASS math standard A: *Solve Mathematical Problems.*
- **Math Knowledge and Skills** meets PASS math standard B: *Perform Algebraic Operations.*
- **Science Knowledge and Skills** meets PASS science standard A: *Know Fundamental Concepts of the Sciences.*
- **Reading** is a prerequisite for PASS English literature and research standards.

*The First Year study (February 2003) found a strong relationship between student performance on 10th grade benchmark assessments and success in the first year of college.*

<table>
<thead>
<tr>
<th>Math Knowledge &amp; Skills</th>
<th>Woebecon Students Tested</th>
<th>Oregon Students Tested</th>
<th>All Oregon High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exceeded</td>
<td>Met</td>
<td>Didn’t Meet</td>
</tr>
<tr>
<td>Overall GPA</td>
<td>3.38</td>
<td>2.69</td>
<td></td>
</tr>
<tr>
<td>College Algebra GPA</td>
<td>3.09</td>
<td>2.58</td>
<td></td>
</tr>
<tr>
<td>Pre-Calculus GPA</td>
<td>3.32</td>
<td>2.13</td>
<td></td>
</tr>
<tr>
<td>Calculus GPA</td>
<td>2.63</td>
<td>1.57</td>
<td></td>
</tr>
<tr>
<td>Beyond Calculus GPA</td>
<td>3.00</td>
<td>2.82</td>
<td></td>
</tr>
<tr>
<td>Mathematics GPA</td>
<td>2.93</td>
<td>2.53</td>
<td></td>
</tr>
</tbody>
</table>

Mathematics GPA = all mathematics courses

Fewer than 3 students from your high school “exceeded” on the math knowledge & skills assessment

Average college GPA for your students who “didn’t meet” the math knowledge & skills benchmark

Average GPA of all OUS students from public and private high schools

Your students matched as OUS freshmen who took the math knowledge & skills assessment

State assessment
Students from Woebegon High School’s class of 2001 who attended an Oregon public university as first-time freshmen during the 2001-02 academic year.

1. Enrollment of new freshmen; persistence to the second fall.

<table>
<thead>
<tr>
<th>OUS Institution</th>
<th>Woebegon High School</th>
<th>All Oregon High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enrollment</td>
<td>Persistence</td>
</tr>
<tr>
<td>Eastern Oregon University</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Oregon Institute of Technology</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Oregon State University</td>
<td>36</td>
<td>83%</td>
</tr>
<tr>
<td>Portland State University</td>
<td>17</td>
<td>82%</td>
</tr>
<tr>
<td>Southern Oregon University</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>University of Oregon</td>
<td>34</td>
<td>100%</td>
</tr>
<tr>
<td>Western Oregon University</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>95</td>
<td>89%</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th></th>
<th>Woebegon High School</th>
<th>All Oregon High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT Combined</td>
<td>1059</td>
<td>1057</td>
</tr>
<tr>
<td>SAT Verbal</td>
<td>523</td>
<td>526</td>
</tr>
<tr>
<td>SAT Math</td>
<td>537</td>
<td>531</td>
</tr>
<tr>
<td>TSWE</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>High School GPA</td>
<td>3.35</td>
<td>3.40</td>
</tr>
<tr>
<td>Overall College GPA</td>
<td>2.99</td>
<td>2.75</td>
</tr>
<tr>
<td>University Studies GPA</td>
<td>3.30</td>
<td>3.13</td>
</tr>
<tr>
<td>College Algebra GPA</td>
<td>3.03</td>
<td>2.55</td>
</tr>
<tr>
<td>Pre-Calculus GPA</td>
<td>3.38</td>
<td>2.71</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Woebegon High School</th>
<th>All Oregon High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus GPA</td>
<td>2.88</td>
<td>2.74</td>
</tr>
<tr>
<td>Beyond Calculus GPA</td>
<td>3.14</td>
<td>2.89</td>
</tr>
<tr>
<td>Mathematics GPA</td>
<td>3.05</td>
<td>2.60</td>
</tr>
<tr>
<td>Arts &amp; Letters GPA</td>
<td>3.09</td>
<td>2.82</td>
</tr>
<tr>
<td>Science GPA</td>
<td>2.73</td>
<td>2.64</td>
</tr>
<tr>
<td>Social Sciences GPA</td>
<td>2.90</td>
<td>2.71</td>
</tr>
<tr>
<td>Foreign Languages GPA</td>
<td>3.81</td>
<td>3.18</td>
</tr>
<tr>
<td>English Composition GPA</td>
<td>3.21</td>
<td>3.03</td>
</tr>
<tr>
<td>All Other GPA</td>
<td>3.23</td>
<td>3.07</td>
</tr>
</tbody>
</table>
3. State assessments: percentage who Exceeded, Met, and Did Not Meet at 10th grade benchmark.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Woebegon Students Tested</th>
<th>Oregon Students Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exceeded</td>
<td>Met</td>
</tr>
<tr>
<td>Writing</td>
<td>8</td>
<td>10%</td>
</tr>
<tr>
<td>Reading</td>
<td>34</td>
<td>38%</td>
</tr>
<tr>
<td>Math Problem Solving</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Math Knowledge &amp;Skills</td>
<td>25</td>
<td>29%</td>
</tr>
<tr>
<td>Science Knowledge &amp;Skills</td>
<td>33</td>
<td>38%</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Writing</th>
<th>Woebegon Students Tested</th>
<th>Oregon Students Tested</th>
<th>All Oregon High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exceeded</td>
<td>Met</td>
<td>Didn’t Meet</td>
</tr>
<tr>
<td>Overall GPA</td>
<td>3.50</td>
<td>3.18</td>
<td>2.79</td>
</tr>
<tr>
<td>Arts &amp; Letters GPA</td>
<td>3.62</td>
<td>3.18</td>
<td>2.92</td>
</tr>
<tr>
<td>English Composition GPA</td>
<td>3.51</td>
<td>3.20</td>
<td>3.13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading</th>
<th>Woebegon Students Tested</th>
<th>Oregon Students Tested</th>
<th>All Oregon High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exceeded</td>
<td>Met</td>
<td>Didn’t Meet</td>
</tr>
<tr>
<td>Overall GPA</td>
<td>3.36</td>
<td>2.99</td>
<td>2.53</td>
</tr>
<tr>
<td>Arts &amp; Letters GPA</td>
<td>3.50</td>
<td>3.02</td>
<td>2.26</td>
</tr>
<tr>
<td>English Composition GPA</td>
<td>3.26</td>
<td>3.15</td>
<td>3.31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math Problem Solving</th>
<th>Woebegon Students Tested</th>
<th>Oregon Students Tested</th>
<th>All Oregon High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exceeded</td>
<td>Met</td>
<td>Didn’t Meet</td>
</tr>
<tr>
<td>Overall GPA</td>
<td>3.48</td>
<td>3.13</td>
<td>2.84</td>
</tr>
<tr>
<td>College Algebra GPA</td>
<td>2.95</td>
<td>3.14</td>
<td>3.14</td>
</tr>
<tr>
<td>Pre-Calculus GPA</td>
<td>3.32</td>
<td>3.43</td>
<td>2.84</td>
</tr>
<tr>
<td>Calculus GPA</td>
<td>4.00</td>
<td>2.89</td>
<td>2.67</td>
</tr>
<tr>
<td>Beyond Calculus GPA</td>
<td>4.00</td>
<td>3.05</td>
<td>3.43</td>
</tr>
<tr>
<td>Mathematics GPA</td>
<td>4.00</td>
<td>2.99</td>
<td>3.13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Math Knowledge &amp; Skills</th>
<th>Woebegon Students Tested</th>
<th>Oregon Students Tested</th>
<th>All Oregon High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exceeded</td>
<td>Met</td>
<td>Didn’t Meet</td>
</tr>
<tr>
<td>Overall GPA</td>
<td>3.38</td>
<td>3.09</td>
<td>2.60</td>
</tr>
<tr>
<td>College Algebra GPA</td>
<td>3.37</td>
<td>3.09</td>
<td>2.58</td>
</tr>
<tr>
<td>Pre-Calculus GPA</td>
<td>3.43</td>
<td>3.00</td>
<td>3.46</td>
</tr>
<tr>
<td>Calculus GPA</td>
<td>3.34</td>
<td>2.63</td>
<td>1.57</td>
</tr>
<tr>
<td>Beyond Calculus GPA</td>
<td>3.34</td>
<td>3.10</td>
<td>3.00</td>
</tr>
<tr>
<td>Mathematics GPA</td>
<td>3.37</td>
<td>2.93</td>
<td>3.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science Knowledge &amp; Skills</th>
<th>Woebegon Students Tested</th>
<th>Oregon Students Tested</th>
<th>All Oregon High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exceeded</td>
<td>Met</td>
<td>Didn’t Meet</td>
</tr>
<tr>
<td>Overall GPA</td>
<td>3.32</td>
<td>2.97</td>
<td>2.54</td>
</tr>
<tr>
<td>Science GPA</td>
<td>3.12</td>
<td>2.25</td>
<td>2.02</td>
</tr>
</tbody>
</table>