

POSTSECONDARY INPUT ON REQUIREMENTS FOR
THE OREGON HIGH SCHOOL DIPLOMA
In response to SB 744 (2021)



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PREFACE

In 2021, the Oregon legislature passed Senate Bill 744, which directs the Oregon Department of Education to review state requirements for high school diplomas and to report results of the review to the interim committees of the Legislative Assembly related to education and to the State Board of Education.

The Oregon Department of Education is using a multi-pronged approach to gathering both quantitative and qualitative information regarding high school requirements to inform the recommendations to the Legislative Assembly, including the history of high school diploma requirements in Oregon, assessment of other states' high school diploma requirements, surveys of employers and postsecondary institutions, focus groups with community members in regions throughout the state, and more. This report is a synthesis of the responses to a survey sent to postsecondary partners in spring of 2022 regarding their experience with, and perspectives of the high school diploma requirements. It summarizes the survey results, including qualitative data using themes that emerged from open-ended questions. These results will be included in the ODE report to the Legislative Assembly in September 2022.

This report was undertaken by staff in HECC's Office of Research and Data, Academic Policy and Authorization, Community Colleges and Workforce Development, and Diversity Equity and Inclusion. As the single state entity responsible for ensuring pathways to higher educational success for Oregonians statewide, the HECC sets state policy and funding strategies, administers numerous programs and over \$1.2 billion annually of public funding, and convenes partners working across the public and private higher education arena to achieve state goals. More information about HECC can be found at www.oregon.gov/highered. Questions about the HECC should be directed to info.HECC@state.or.us, and questions about this report should be directed to Erin Weeks-Earp, Alignment and Articulation Policy Specialist.

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EXECUTIVE SUMMARY

The Oregon Higher Education Coordinating Commission administered a survey in April 2022 to Oregon’s postsecondary education and training partners regarding their professional experiences and perspectives on the state high school diploma requirements. This survey was one of many sources of information used to review Oregon’s high school diploma requirements in support of the Oregon Department of Education engagement and reporting on Senate Bill 744 (2021).

While the survey does not represent the experiences, perspectives, and beliefs of all postsecondary education and training, the findings provide an insight into what some higher education professionals believe about Oregon’s high school diploma requirements. Overall, half of the survey respondents report that high school graduates are close to sufficiently prepared to be successful in postsecondary education—and 36% reported that high school graduates were just a little or not at all prepared. Respondents described their concerns about high school graduates’ insufficient preparation as the lack of mastery of specific subjects required to be successful in postsecondary education and training, having no bridge or introduction to the differences in expectations from high school to higher education, and wide variations among schools and school districts in the levels of student support and educational opportunities available.

Most respondents of the survey disagree that the current high school diploma requirements are equitable for all communities of people (60%) with another 26% neither agreeing nor disagreeing. Respondents reported systemic bias and lack of access to resources and supportive learning environments in their reasoning. One respondent wrote, “I do not know how you achieve equitable educational outcomes when starting from a system of inequality.” Some respondents clearly grappled with the concept of equity, some were concerned about unequally applying requirements, and others stated that if there are the same requirements for all, then it is equitable.

Respondents described academic subjects, especially mathematics, reading and writing as essential to preparing high school graduates for postsecondary education and training success. They also identified professional skills, transition strategies, information literacy, financial literacy, and multicultural and intercultural competencies, and awareness as necessary to be not only successful in higher education, but also in careers and adult life.

These survey findings are included in the Oregon Department of Education review of high school diploma requirements. The findings are one source of information that will inform the recommendations to revise the high school diploma requirements.

INTRODUCTION

BACKGROUND

In 2021, the Oregon Legislature passed Senate Bill 744 that directed the review of high school diploma requirements; the review will inform recommendations for future requirements of the high school diploma. The review shall include:

- a) A comparison of high school diploma requirements in this state with the high school diploma requirements in other states;
- b) **The identification of the expectations of employers and post-secondary institutions of education related to the skills and knowledge of persons who earn high school diplomas in this state;**
- c) The determination of whether the skills and knowledge expected to be attained by a person who earns a high school diploma in this state, as identified in paragraph (b) of this subsection, align with the requirements for a high school diploma in this state; and
- d) The determination of whether the requirements for a high school diploma in this state are equitable and inclusive.

This report focuses on item b in bold above. Specifically, the report summarizes the feedback gathered by a survey administered in April 2022 to postsecondary partners regarding their assessment of how well Oregon’s high school diploma graduates are prepared for success in postsecondary education and training.

METHODOLGY

A survey was created by HECC staff in collaboration with ODE staff to identify postsecondary perspectives and expertise about students transitioning from high school to postsecondary education after earning the Oregon high school diploma. The survey was designed to be opened as a link within an email inviting postsecondary professionals to complete the survey. It included seven main questions—six fixed answer and 1 open-ended. Among the six fixed-answer questions, space was provided in three questions for respondents to provide more insight to their responses.¹ The last question asked respondents to comment about what the high school diploma should include. (See Appendix A for the survey instrument.)

The survey was administered using Survey Monkey link through email to contacts in the community colleges, public universities, private independent colleges and universities, and private career schools.

¹The sixth question asked respondents to rate each of the current nine essential skills on a scale of 1 to 3. Many respondents encountered a technical error which forced the ranking of only three skills. This error was fixed after the first 50 respondents. After comparison of the respondents’ role and type of institution, the qualitative responses were not analyzed for themes because these responses among those who experienced the technical error were not representative of the whole group.

Multiple staff at the HECC emailed the survey to multiple institutional contacts requesting them to complete the survey and inviting them to share the link with other partners in the institution.

The survey was available to respondents from April 18 to May 2, 2022. Almost 150 respondents (N=148) completed the survey, a majority from the public universities (n=80) and community colleges (n=58). The remaining ten respondents came from private career schools or private colleges and universities. Most respondents identified their role as instruction (58%), and the rest were in student services (21%) and administration (21%).

Representatives from HECC analyzed the survey data and worked collaboratively to identify themes from the open-ended responses. A summary of the data is provided below in this report.

These survey results provide a strong indication about the perceptions of Oregon’s postsecondary partners regarding Oregon’s high school diploma requirements. However, these results are not generalizable to the entire Oregon postsecondary education community. The lack of generalizability is due to the disproportionate response rates by specific institutions, types of work performed within the institutions, and types of institutions.

SURVEY RESULTS

CHARACTERISTICS OF RESPONDENTS (QUESTIONS 1 & 2)

Among the 148 Oregon postsecondary education respondents, the majority were from a public university, followed by community colleges. See Figure 1.

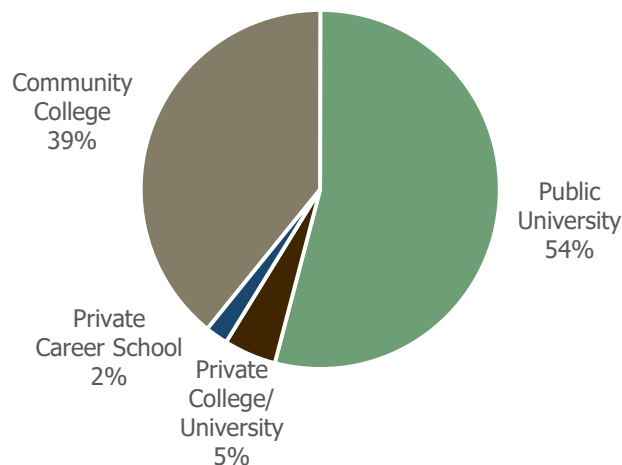


Figure 1. Percent of Survey Respondents by Sector

A total of 26 institutions were represented among the 148 respondents to the higher education partner survey. The institutions represented included 14 community colleges, six public universities, four private colleges/universities, and two private career schools. While most of the institutions were represented by one or two respondents, several institutions were over-represented with more than 10 respondents. Institutions of higher education with more than 10 respondents included Eastern Oregon University, Lane Community College, Mt. Hood Community College, Oregon Institute of Technology, Portland Community College, and Portland State University.

Most respondents identified instruction as their primary role (n=86), followed by student services (n=31) and administration (n=31) roles. A higher percent of respondents at the community college were administrators (29%) when compared with the proportion of administrators at public universities (10%). Respondents in instructional roles (70%) were more likely to be from public universities compared to respondents from community colleges in instructional roles (50%). The proportion of respondents who reported roles in student services was similar for public university and community college (both 20%). Figure 2 shows a chart of the proportions of respondents in each of these groups of roles, followed by Figure 3 that shows the proportion of respondents by type of institution and area of work.

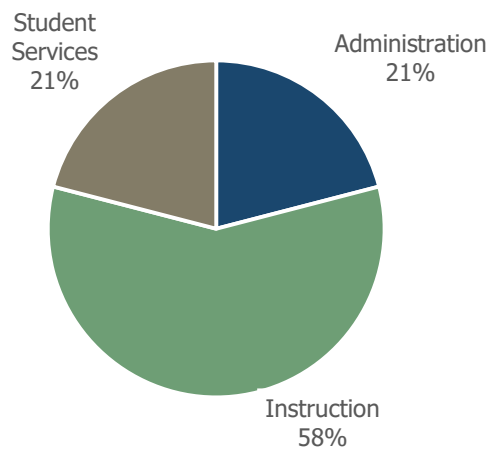


Figure 2. Percent of Survey Respondents by Area of Work

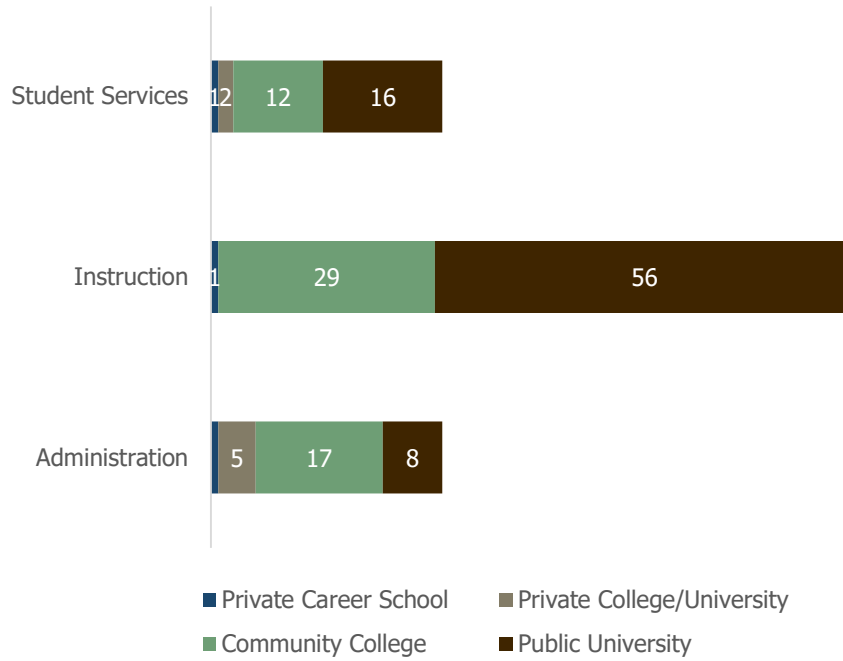


Figure 3. Number of Survey Respondents by Sector and Area of Work

PERCEPTIONS OF HOW PREPARED OREGON HIGH SCHOOL GRADUATES ARE FOR POSTSECONDARY EDUCATION (QUESTIONS 3 & 4)

Respondents were asked to rate how sufficiently Oregon high school graduates are prepared to be successful in postsecondary education and training. Half of the respondents reported that Oregon’s high school graduates are “close to sufficiently” prepared for postsecondary education and training (51%), followed by 28% who reported “just a little” and 12% who reported high school graduates were “sufficiently prepared.” See Figure 4.

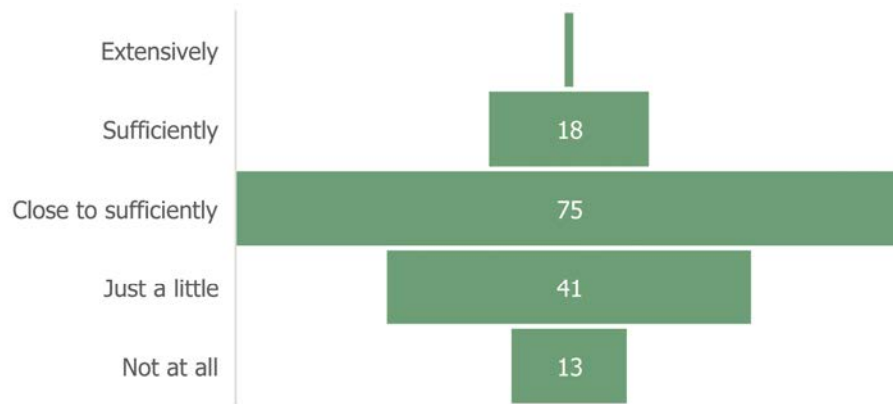


Figure 4. Responses Evaluating Student Preparation

As is generally the case at the high school level, some students are very well prepared to succeed and do. Many other students simply pass through the system and graduate without being prepared for college level work.
~Community College Respondent

Respondents were asked to provide comments on their response to question three: How prepared are Oregon high school graduates to be successful in postsecondary education and training? Most of the respondents (n=109) provided written comments. Five themes emerged from these comments:

1. Lack of Mastery: Students lack mastery of specific subjects such as writing, math, technology, etc. (n=40)
2. Contrasting High School and College: Students are adversely impacted by differences in secondary and postsecondary learning environments. Some respondents commented that high school emphasizes repeating memorized information, following detailed instructions, and showing up, whereas higher education focuses more on open ended, self-directed learning, and critical thinking. (n=28)

3. Variation: Students are prepared in widely varying levels based on the region where they live (e.g., urban vs. rural), inequities in resources, including culturally responsive pedagogies and representation in curriculum, availability of resources to tap into the strengths and support the multiple and competing priorities among marginalized communities, and some schools simply doing a better job preparing students than others. (n=18)
4. Navigation: Students struggle to navigate services and resources in higher education. (n=15)
5. Pandemic Impacts: Students' preparation for postsecondary education and training have been negatively impacted by the pandemic. (n=11)

Regardless of the how respondents rated the preparation of high school graduates for postsecondary education and training, most of the comments pertained to a lack of mastery of areas necessary for college, e.g., writing, math, technology, etc. Those respondents who reported high school graduates' preparation for postsecondary education and training as "just a little" or "not at all" commented about graduates not having the subject area skills and navigational skills necessary to be successful in postsecondary education and training. See Figure 5.

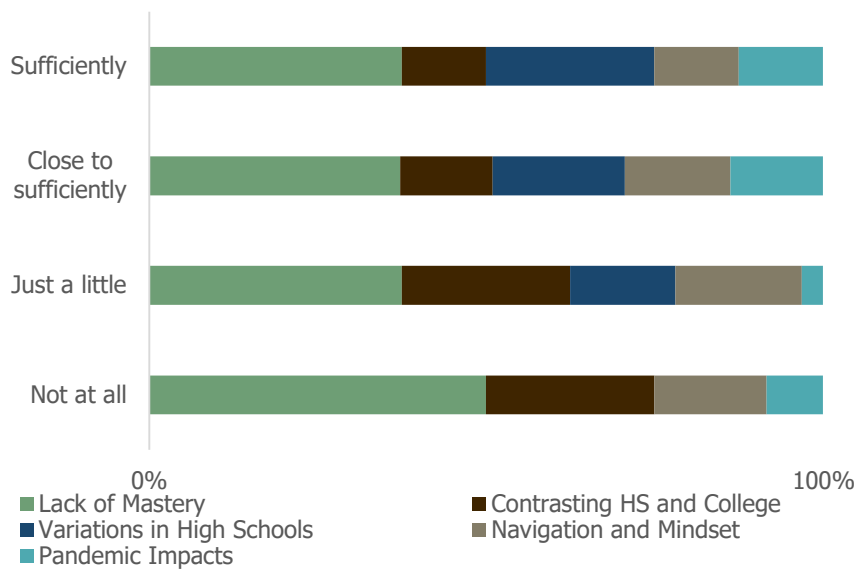


Figure 5. Percent of Respondents by Evaluated Preparation and Themes

Respondents were asked to rate the extent they agree with the following statement: The current high school diploma requirements are equitable for all communities of people, especially Black, Indigenous, and People of Color, culturally and linguistically diverse people, and the Confederated Tribes of Oregon; people with a disability, people who live in rural areas, people living in poverty or low-income, and other people without the privileges offered to systemically dominant culture/populations. One in five respondents reported "Don't Know," (n=29). Among the

remaining 80% of respondents (n=119), one in four reported they neither agree nor disagree and forty percent disagreed. See Figure 6.

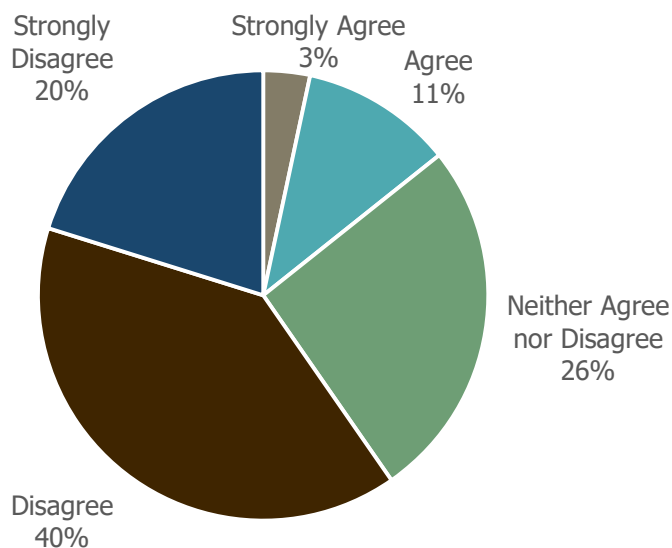


Figure 6. Percent of Respondents' Agreement with Equity Statement

Data Note: Excludes “Don’t Know” response.

Three major themes emerged from the written comment responses provided when postsecondary partners were asked to describe why they chose their level of agreement regarding the equity of current high school diploma requirements.

1. Systemic bias was the most common theme, (n=34). Respondents described the bias in the education system and in the assessments. Some respondents pointed out that content, pedagogies, and curriculum are not inclusive and relevant to many students, especially racially, culturally, and linguistically marginalized students.

Because of the emphasis on test performance mentioned above, along with systems that grant college credit for those who are already in privileged educational systems, our BIPOC students do not seem to have received education that reflects their cultural or linguistic backgrounds and instead are expected to hew to a standard that doesn't align with their experiences or that they haven't had the full capacity to access.

~Respondent of Public University

2. Lack of access was the second most prevalent theme, (n=26). Respondents reported many necessary resources that are distributed with systemic inequities. Differences in choice

options for schools, school size, class offerings, support services, community affluence, and geography (rural frequently mentioned) contribute to inequities. Resources that students lack access to included:

- Technology
- Variation in funding for schools (e.g., local taxes)
- Proximity/remoteness
- Public education system needs more money from the state/legislature
- Consequences of being low-income
- Resources in general

Inequities are systemic in society. Property tax models alone as the basis for funding school districts create inequities in facilities, teachers, resources, and living situations. I do not know how you achieve equitable educational outcomes when starting from a system of inequality.
~Public University Respondent

3. Don't know was the third most prevalent respondent description (n=17). These respondents reported that they were not familiar enough with the Oregon high school diploma requirements to comment.

Two additional—but less prevalent—themes are worth mentioning. Multiple respondents (n=14) reported concern that the high school diploma requirements are not equitable but instead of citing lack of access to resources, they reported concern over lower standards for diverse students or that marginalized students simply do not have the same educational goals or preparation; and that lowering of standards to achieve “equity” is a problem. The second less prevalent theme (n=10) was that the requirements are equitable because “the diploma requirements are the same for everyone, therefore they are equitable.”

POSTSECONDARY ADMISSIONS REQUIREMENTS AND ESSENTIAL SKILLS (QUESTIONS 5 & 6)

Respondents were asked to identify the information their institution uses to determine college readiness. Half of the respondents reported that overall high school grade point average is used, at least in part, to determine college readiness. More than a third of respondents reported that their institution considers the number of years, performance, and/or level of mathematics and

reading/writing/English courses completed in high school. Both colleges (66%) and university (34%) respondents reported that their institution uses scores on placement/assessment test(s) to determine college readiness. It is important to note that among the respondents who reported “Other” (n=40), one-third reported not knowing how the institution determines college readiness, often confounding it with admissions requirements. Others clarified what they knew about determining college readiness rather than adding any other criteria.

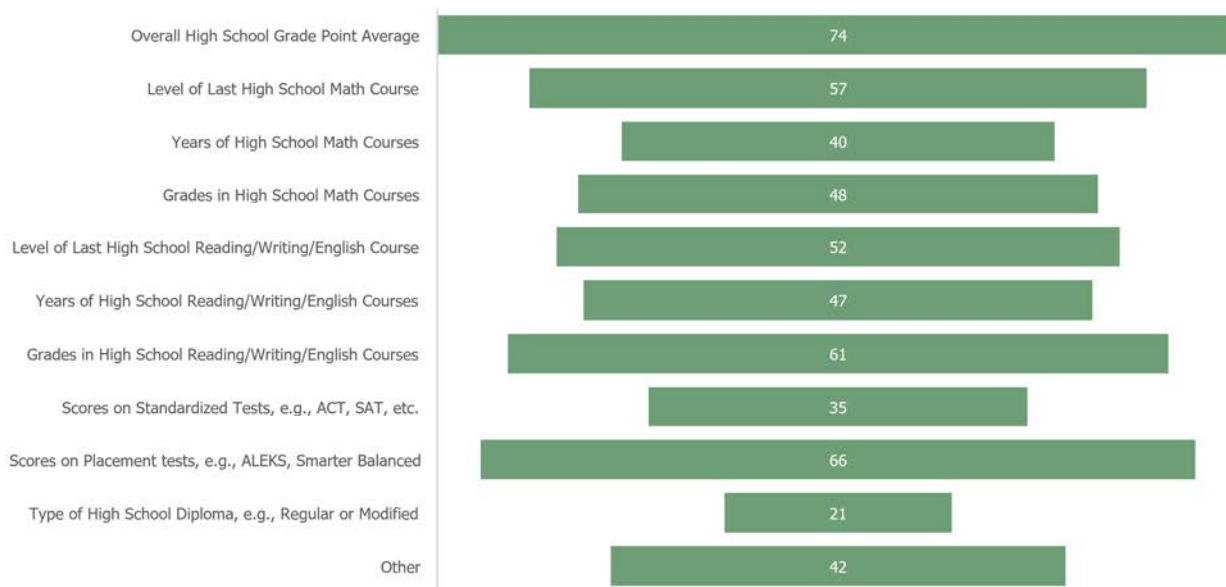


Figure 7. Number of Respondents by College Readiness Determinants

One of the high school requirements, adopted in 2007, is the Oregon Essential Skills. The intent of the Oregon Essential Skills is to provide students with the knowledge and skills necessary to become productive global citizens, as well as to contribute to their economic well-being and that of their families and communities. The skills are not content specific and can be applied in a variety of courses, subjects, and settings.

Respondents were asked to rate each essential skill as a 1-Most Important, 2-Important, and 3-Somewhat Important. See Figure 8. The first 34% (n=50) of respondents encountered a technical error which forced the ranking of only three essential skills. Therefore, the rank order of essential skills should be used with caution due to not all respondents were able to rank order all essential skills. The highest ranked essential skills were “Think critically and analytically,” “Read and comprehend a variety of text.”



Figure 8: Average Score of Importance for Each Essential Skill

Data Note: 1=Most Important, 2=Important, and 3=Somewhat Important; (n=98); Presented in rank order; e.g., top of list rated as “Most Important” by more respondents.

Due to the technical error of the survey instrument for fifty respondents, the comments and additional skills could not be used because the respondents were not similar in role, institution, etc. to the respondents (n=98) who did not encounter the technical problem.

Based on the high rankings of the essential skills related to reading, writing, listening, and speaking, it is important to make sure essential skills do not center whiteness and embrace multiculturalism and interculturalism. One respondent wrote the following:

“The emphasis on "speaking clearly/coherently" and "writing accurately" suggest an emphasis on white cultural patterns and ways of knowing that exacerbates the difficulties that BIPOC and lower income students have in demonstrating competence. Sounding like a wealthy white person doesn't make you more educated or more ready for college level thinking and learning; it just makes it easier for wealthy white people (who are over represented in higher ed) to recognize and value your knowledge. We need to decouple our notions of the value of writing, communication, and thinking skills from grammatical "correctness" and conceptions of "tone" that assume whiteness and treat diverse ways of knowing/communicating as "other."

~Community College Respondent

RECOMMENDATIONS FOR HIGH SCHOOL DIPLOMA REQUIREMENTS THAT SUPPORT TRANSITION TO POSTSECONDARY EDUCATION AND TRAINING (QUESTION 7)

Respondents were asked to identify what the high school diploma should include to support students' success in education and training beyond high school. Four themes emerged from the written responses: 1) academic subjects; 2) intercultural abilities, awareness, and communication 3) pathways and transitions support; 4) career and college readiness, learner maturity, and responsibility; and. However, many responses included more than one theme. The following quote illustrates all four themes within one comment and, to some extent, provide an example of the tone and content consistent with many respondents.

Critical analysis and problem solving on applied, "real-world" tasks and responsibilities; service learning that is civically/community engaged; life skills such as in "adulting" classes that are becoming popular; managing and resolving conflicts and having strong relational skills and empathy; self-awareness and self-reflective skills to know how to advocate and seek out and apply resources for themselves and others as well as understand how their familial and individual status and perceived or conferred privilege and power influence their and others experiences in the world, how to practice and live out inclusive and equitable practices and choices each and every day; various reading and writing styles from professional emails, memos, and technical reports to poetry and creative writing to argumentative and persuasive nonfiction (similar address of various speaking/listening formats and styles); to create/participate in art whether music, theatre, dance, 3D, digital, etc. ; history from a range of perspectives and its relevance to systems, structures, political influence, and other factors in contemporary society; ways to successfully respond to and activate systems change; basic skills in math, a non-first language, contemporary technology and coding; why and how they matter as students, as individuals, and as activators in the world; how to find and apply appropriate resources for the 8+ dimensions of wellness.

~ Public University Respondent

Most of the respondents identified specific academic subjects that should be included to support students' success in education and training beyond high school. Of these responses, most of the responses identified mathematics, reading, and writing—including information literacy skills such as researching, deciphering what sources are reliable, etc. Some respondents identified other academic subjects necessary to be college-ready such as ethnic studies, communication, science, arts, physical education, and social science. Most of respondents that identified academic subjects were from public universities (62%).

“Improve reading, math, and writing skills to be in alignment with agreed upon post-secondary "college ready" criteria - these same skill levels are pertinent to ensuring the 20% of the 40-40-20 equation can access living wage employment. Students would benefit from improved skills in application of technology applications, but also learning to use new and updated applications. To achieve 40-40-20, more students need to be planning for post-secondary education and developing clearer goals for early career opportunities, all of which can be done in collaboration with higher education partners.”
~Community College Respondent

“Math (ideally beyond Algebra II, but at least that), Basic Statistics, Writing and Critical Analysis, Civics and Government Processes, History/Culture classes that are informed by Ethnic Studies and Social Justice, Economics/Sociology, Financial Literacy, Experiences with both Physical and Biological Sciences.”
~Public University Respondent

Intercultural abilities, awareness, and communication was the second theme that emerged. Respondents ultimately thought the high school diploma should include a global understanding and awareness, empathy development, and cultural literacy. Many of these recommendations can best be summarized as multicultural and intercultural competencies and awareness. These are necessary capabilities to succeed in postsecondary education and training as well as participate in the global economy.

I would suggest more appreciation of diverse cultural perspectives and practices.
~Public University Respondent

The third most common theme that emerged regarding what the high school diploma should include pertained to pathways and transitions support. Several respondents talked about the importance of financial literacy that includes understanding loans, credit, and budgeting. Other respondents discussed infusing a college transitions course in high school and adding opportunities, even within

the classroom, for career and personal development and exploration. Experiential learning, service learning, and other strategies of getting students out in the world of work and study were also recommended. Finally, respondents identified the technology skills students need to be successful in higher education and work. For example, a few respondents identified the importance of competencies to use Google apps and tools as well as navigate and use Microsoft products.

“Foundations to financial literacy, how to access community resources (like housing, food, disability & job support), digital/computer literacy (how to submit/share documents in a variety of file versions, how to use Microsoft and Google software, how to communicate professionally via email), how to self-advocate and seek out help, time management tools (students are responsible for managing their OWN time after high school, and they don't know how)”
~Community College Respondent

Several respondents identified career & college readiness skills; learner maturity; and responsibility as the third most common theme. Shared within this theme are the need for students to have critical thinking skills both for college and employment after high school. Many respondents identified skills that are necessary to be successful after high school such as self-discipline, self-awareness, responsibility, ability to manage stress, motivation, work in a team, problem-solving, and conflict management.

I would want to see a career series. I know that high school counselors are doing great things to get students resources, but it sounds like students may not understand the importance of what is being shared. Having a series in which students needed to do volunteer work in the community so they can see who their community is and a series focused on career coaching, that would be amazing. They'd come to college (or whatever training they do next) with a better chance of knowing what their personal needs and preparation need to be to move to the next phase for themselves.
~Private Career School Respondent

CONCLUSIONS

The results of the postsecondary partners survey corroborate the need for a comprehensive review of the high school diploma requirements. Most respondents do not believe that secondary education sufficiently prepares high school graduates to be successful in postsecondary education and training, but that it comes close. Moreover, most respondents do not agree that the high school diploma requirements are equitable for all communities of people. While these survey results are not generalizable to the entire postsecondary education and training community in Oregon, they do provide insight to a number and range of professional experiences and expertise related to high school graduates transitioning to higher education.

These findings will be used to inform the Oregon Department of Education's review of the high school diploma requirements as well as their recommendations to improve the high school diploma requirements. These results will be shared in ODE's report to the Oregon legislature in the fall of 2022.

These survey findings also provide a call to action. Embedded in many of the survey responses is a 1) lack of awareness of the high school diploma requirements, 2) belief that the current high school diploma requirements do not align with postsecondary education and training expectations, 3) more support and resources are needed to support students in their postsecondary transition, 4) and—in some cases—a fundamental misunderstanding of the State's push for equitable access and success in public education.

The labor market increasingly is demanding higher levels of education, including writing, math, technology, and communication skills as a prerequisite to employment. This trend puts pressure on both state and local K-12 organizations and postsecondary education and training institutions to work together to ensure students' transition to higher education is seamless, successful, and equitable. Heightened awareness of high school diploma requirements among postsecondary partners may help align high school diploma requirements with higher education expectations of incoming recent high school graduates. Employers are also critical partners as many of the skills necessary to be successful in higher education—highlighted in the survey findings—are also valued by employers.

Equity is a concern in all levels of education in Oregon and the United States. Systemic bias is present and is recognized by many partners who are looking for solutions. Systemically nondominant students, such as students of color, multi-lingual students whose primary language is not English, and rural students, more often do not have access to the k12 teaching and learning that prepares them to become successful in postsecondary education and training. This fact coupled with a lack of consistent understanding of equity versus parity in education calls for the need to secure appropriate resources for schools to implement requirements more consistently, as well as providing better learning around educational equity as a fundamental professional development requisite for all educators and administrators. In other words, improving the high school diploma outcomes for students will take more than revising those requirements; it will require greater coordination between K-12 and postsecondary education and training to align expectations, better distribution of resources

to adequately overcome systemic inequities in educational outcomes, and a common, well-defined concept of educational equity, including a basic understanding of how each person in the education system can improve equity within their sphere of influence and impact.

APPENDIX A: SURVEY INSTRUMENT

Input Invited on Career and College-Readiness and the High School Diploma

Please share your input by May 2nd in this short 10 min survey

The Oregon Higher Education Coordinating Commission invites college and university staff, faculty, and administration input on the evaluation of Oregon's high school graduation policies. The Oregon Department of Education is evaluating its graduation policies and requirements pursuant to Senate Bill 744 (2021) and will make recommendations to the Legislature and the State Board of Education about a possible redesign by September 1, 2022.

We need your expertise about college and career-readiness for students in Oregon! Please complete the survey based on your professional insight about recent high school graduates, in particular, based on your understanding of the skills and knowledge expected for education and training beyond high school. Your feedback will be used to draft recommendations to the Oregon Legislature.

The opportunity to review and provide feedback on the recommendations—once they are drafted—will be offered over the summer, 2022. Please watch for that opportunity. We invite representatives from postsecondary institutions to be involved in these discussions, to help ensure that recommendations support the equitable success of students in pursuit of their career and college goals.

* 1. What is the primary postsecondary institution you represent? (Select one)

* 2. What is your primary role/department at the postsecondary institution? (Select one)

* 3. In your experience in your role, how prepared are today's Oregon high school graduates to be successful in postsecondary education and training after high school?

- Extensively
- Sufficiently
- Close to sufficiently
- Just a little
- Not at all

Please provide any additional comments on the preparation of Oregon high school graduates to be successful in postsecondary education and training here

* 4. To what extent do you agree with the following statement:

The current high school diploma requirements are equitable for all communities of people, especially Black, Indigenous, and People of Color, culturally and linguistically diverse people, and the Confederated Tribes of Oregon; people with a disability, people who live in rural areas, people living in poverty or low-income, and other people without the privileges offered to systemically dominant culture/populations.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree
- Don't know

Please describe why you chose your response

5. Among applicants, what information does your institution consider to determine college readiness? (Select all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Overall High School Grade Point Average | <input type="checkbox"/> Years of High School Reading/Writing/English Courses |
| <input type="checkbox"/> Level of Last High School Math Course | <input type="checkbox"/> Grades in High School Reading/Writing/English Courses |
| <input type="checkbox"/> Years of High School Math Courses | <input type="checkbox"/> Scores on Standardized Tests, e.g., ACT, SAT, etc. |
| <input type="checkbox"/> Grades in High School Math Courses | <input type="checkbox"/> Scores on Placement tests, e.g., ALEKS, Smarter Balanced |
| <input type="checkbox"/> Level of Last High School Reading/Writing/English Course | <input type="checkbox"/> Type of High School Diploma, e.g., Regular or Modified |
| <input type="checkbox"/> Other (please specify) | |

* 6. On a scale of 1 to 3 [1-Most Important, 2-Important, 3-Somewhat Important], please rate how important the following skills are to students' success in postsecondary education and training. Please list any additional essential skills required for students to be successful at your institution and include the level of importance on the scale of 1 to 3.

	1 - Most Important	2 - Important	3 - Somewhat Important
Read and comprehend a variety of text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write clearly and accurately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply mathematics in a variety of settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen actively and speak clearly and coherently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Think critically and analytically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology to learn, live, and work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate civic and community engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate global literacy (i.e. cultural, linguistic, and artistic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate personal management and teamwork skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

* 7. In your professional experience, what should the high school diploma include (the required teaching, learning and assessment that school districts must provide to all students) to support students' success in education and training beyond high school?

