College Readiness Initiatives: A National Landscape

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Education Commission of the States
For Pennsylvania Commission for Community Colleges
2012 Student Success Forum
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About ECS: Who

- 50-state education compact established in 1965
- Nonpartisan, nonprofit
- Serves all state-level education leaders and their staffs:
  - Governors
  - Legislators
  - State board members
  - State superintendents
  - Higher education leaders
About ECS: What

- P-20 – Across the spectrum and across agencies
- Provides technical assistance
- Convenes policymakers
- Analyzes and tracks state policy
Overview

- College readiness in 2012: Current urgency, current shortcomings
- Setting a bar: College readiness definitions
- Helping students get over the bar: High school remediation
- I’ve gotten over the bar—now what?: College counseling
- Carrot and stick: College-readiness in school, district accountability
College readiness: 2012

- Exciting time to be working in college readiness!
  - Greater state focus than ever before
  - Better student data to work from:
    - What works to increase readiness
    - Who is dropping out, where students are going after HS, how they are doing

- Greater urgency than we’ve seen in decades...
Urgency: Filling projected workforce demands

Chart 2. Employment for selected occupational groups, 2006 to 2010 and projected 2010 to 2020

NOTE: BLS does not project specific data for each of the years between 2010 and 2020. Interim years to the 2020 projection point are expressed by a dashed straight line only.

http://www.bls.gov/opub/mlr/2012/01/art5full.pdf
Urgency: Student aspirations

More than 9 in 10 HS seniors plan to go to college

<table>
<thead>
<tr>
<th>Sex and race/ethnicity</th>
<th>Seniors who planned to continue their education after high school</th>
<th>Seniors who applied to at least one institution</th>
<th>Seniors who applied to one institution only</th>
<th>Seniors who applied to two to four institutions</th>
<th>Seniors who applied to five or more institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>93.1</td>
<td>74.2</td>
<td>22.1</td>
<td>38.7</td>
<td>13.4</td>
</tr>
<tr>
<td>Sex</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>90.2</td>
<td>69.7</td>
<td>21.3</td>
<td>37.2</td>
<td>11.2</td>
</tr>
<tr>
<td>Female</td>
<td>95.9</td>
<td>78.4</td>
<td>22.8</td>
<td>40.2</td>
<td>15.5</td>
</tr>
<tr>
<td>Race/ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>93.1</td>
<td>76.4</td>
<td>25.0</td>
<td>39.3</td>
<td>12.1</td>
</tr>
<tr>
<td>Black</td>
<td>94.6</td>
<td>73.6</td>
<td>15.2</td>
<td>42.7</td>
<td>15.8</td>
</tr>
<tr>
<td>Hispanic</td>
<td>91.5</td>
<td>62.4</td>
<td>19.2</td>
<td>32.5</td>
<td>10.6</td>
</tr>
<tr>
<td>Asian</td>
<td>97.1</td>
<td>84.9</td>
<td>15.9</td>
<td>37.5</td>
<td>31.5</td>
</tr>
</tbody>
</table>
| Native Hawaiian/Pacific Islander | 94.6 | 63.6 | 12.6 | 34.6 | ‡
| American Indian/Alaska Native | 87.4 | 60.4 | 13.0 | 34.4 | ‡
| Two or more races      | 90.7                                                          | 76.8                                           | 19.4                                       | 41.1                                          | 16.4                                          |

Urgency: Education pays

### Education Pays

<table>
<thead>
<tr>
<th>Unemployment rate in 2011 (in %)</th>
<th>Median weekly earnings in 2011 (in $)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average: 7.6%</td>
<td>Average: $797</td>
</tr>
<tr>
<td>2.5</td>
<td>1,551</td>
</tr>
<tr>
<td>2.4</td>
<td>1,665</td>
</tr>
<tr>
<td>3.6</td>
<td>1,263</td>
</tr>
<tr>
<td>6.8</td>
<td>1,053</td>
</tr>
<tr>
<td>8.7</td>
<td>768</td>
</tr>
<tr>
<td>9.4</td>
<td>719</td>
</tr>
<tr>
<td>14.1</td>
<td>638</td>
</tr>
<tr>
<td>Less than high school diploma</td>
<td>451</td>
</tr>
<tr>
<td>High school diploma</td>
<td></td>
</tr>
<tr>
<td>Associate degree</td>
<td></td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td></td>
</tr>
<tr>
<td>Master's degree</td>
<td></td>
</tr>
<tr>
<td>Professional degree</td>
<td></td>
</tr>
<tr>
<td>Doctoral degree</td>
<td></td>
</tr>
</tbody>
</table>

Urgency: Federal 2020 goal

Figure 1.9. **First-time graduation rates from tertiary education (1995, 2009)**

These figures show the growth or decline in the percentage of first-time graduates from university-level and vocationally oriented tertiary education.

http://dx.doi.org/10.1787/eag_highlights-2011-en
Urgency: Demographic shifts

A Diverse Generation

Percentage of births in the U.S.

Minorities as a percentage of the under-15 population, 2009

<table>
<thead>
<tr>
<th>State</th>
<th>Minority Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawaii</td>
<td>80.7%</td>
</tr>
<tr>
<td>Wash., D.C.</td>
<td>78.0</td>
</tr>
<tr>
<td>New Mexico</td>
<td>72.3</td>
</tr>
<tr>
<td>California</td>
<td>71.2</td>
</tr>
<tr>
<td>Texas</td>
<td>64.7</td>
</tr>
<tr>
<td>Arizona</td>
<td>58.8</td>
</tr>
<tr>
<td>Nevada</td>
<td>58.2</td>
</tr>
<tr>
<td>Florida</td>
<td>52.3</td>
</tr>
<tr>
<td>Maryland</td>
<td>51.0</td>
</tr>
<tr>
<td>Georgia</td>
<td>50.5</td>
</tr>
</tbody>
</table>

Sources: Census Bureau (births); William H. Frey analysis of Census data (states)

College Readiness: Not there yet

**Know This**

Too many entering freshmen need remediation.

- **51.7%** of those entering a 2-year college enrolled in remediation
- **19.9%** of those entering a 4-year college enrolled in remediation

College Readiness: Not there yet

Common Core English Language Arts (ELA) & Literacy

**Reading**
- Key Ideas & Details
  - All 11th graders: 40%
  - Caucasian: 46%
  - African American: 16%
  - Hispanic: 24%
- Craft & Structure
  - All 11th graders: 38%
  - Caucasian: 46%
  - African American: 16%
  - Hispanic: 24%
- Integration of Knowledge & Ideas
  - All 11th graders: 38%
  - Caucasian: 46%
  - African American: 12%
  - Hispanic: 21%

**Writing**
- Text Types & Purposes
  - All 11th graders: 39%
  - Caucasian: 44%
  - African American: 21%
  - Hispanic: 31%
- Production & Distribution of Writing
  - All 11th graders: 51%
  - Caucasian: 64%
  - African American: 24%
  - Hispanic: 33%
- Range of Writing
  - All 11th graders: 39%
  - Caucasian: 44%
  - African American: 21%
  - Hispanic: 31%

**Language**
- Conventions of Standard English
- Knowledge of Language & Vocabulary Acquisition and Use

ACT, A First Look at the Common Core and College and Career Readiness, 2010
College Readiness: Not there yet

Common Core Mathematics

Number & Quantity
- Real Number System; Quantities;
  The Complex Number System;
  Vector & Matrix Quantities

Algebra
- Seeing Structure in Expressions
- Creating Equations

Functions
- Interpreting Functions; Building Functions;
  Linear, Quadratic, & Exponential Models;
  Trigonometric Functions

Geometry
- Congruence
  Similarity, Right Triangles & Trigonometry; Circles

Statistics & Probability
- Interpreting Categorical & Quantitative Data,
  Making Inferences & Justifying Conclusions,
  Conditional Probability & the Rules of Probability;
  Using Probability to Make Decisions

ACT, A First Look at the Common Core and College and Career Readiness, 2010
Dev. ed students—less likely to finish college

Degrees of Remediation

Students who take more remedial classes are less likely to obtain a college degree

<table>
<thead>
<tr>
<th>Percent of students who take</th>
<th>Percent of students who take</th>
<th>Percent of students who take</th>
</tr>
</thead>
<tbody>
<tr>
<td>no remedial courses and</td>
<td>one or two remedial courses</td>
<td>four remedial courses and</td>
</tr>
<tr>
<td>graduate within 8 years</td>
<td>and graduate within 8 years</td>
<td>graduate within 8 years</td>
</tr>
<tr>
<td>57</td>
<td>29</td>
<td>19</td>
</tr>
</tbody>
</table>


Strong American Schools, Diploma to Nowhere, 2008
College Readiness: What states are doing

- Setting a bar: Defining college readiness
- Helping students get over the bar: Delivering high-quality developmental ed. in high school
- I’m over the bar—now what?: Counseling/mentoring
- Carrot and stick for schools and districts: College-readiness in metrics for accountability
Setting a bar: Defining college readiness

- High school courses

- College-ready “standards”
  - Common Core or home-grown

- Skills

- State or national (ACT, SAT, placement) assessments
## College-Readiness: Kentucky

<table>
<thead>
<tr>
<th>Readiness Score Area</th>
<th>ACT Score</th>
<th>SAT Score</th>
<th>COMPASS</th>
<th>KYOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (Writing)</td>
<td>English 18 or higher</td>
<td>Writing 430 or higher</td>
<td>Writing 74 or higher$^3,4$</td>
<td>6 or higher$^5$</td>
</tr>
<tr>
<td>Reading</td>
<td>Reading 20 or higher</td>
<td>Critical Reading 470 or higher</td>
<td>Reading 85 or higher$^6$</td>
<td>20 or higher</td>
</tr>
<tr>
<td>Mathematics (General Education, Liberal Arts Courses)</td>
<td>Mathematics 19 or higher</td>
<td>Mathematics 460 or higher</td>
<td>Algebra Domain 36 or higher$^7$</td>
<td>College Readiness Mathematics 22 or higher</td>
</tr>
<tr>
<td>Mathematics (College Algebra)</td>
<td>Mathematics 22 or higher</td>
<td>Mathematics 510 or higher</td>
<td>Algebra Domain 50 or higher$^8$</td>
<td>College Algebra 14 or higher$^9$</td>
</tr>
<tr>
<td>Mathematics (Calculus)</td>
<td>Mathematics 27 or higher</td>
<td>Mathematics 610 or higher</td>
<td>NA$^{10}$</td>
<td>Calculus TBA</td>
</tr>
</tbody>
</table>

High School Remediation

In 2007, ECS found:

- Only 33 states had *any* explicit policies on high school remediation

- Little consistency in how students identified

- Assessments used to ID students were generally not aligned to college-readiness measures

- Only 12 states required evaluation of HS remediation programs

Kyle Zinth, *Student Support and Remediation Database*, 2007, 
High School Remediation - 2012

Increasingly:

- Students ID’d using college-ready assessments
  - KY: ACT
  - FL: Exit exam
  - TX: Exit exam

- Students must complete remediation prior to HS graduation
  - KY, FL

- Efforts to ensure quality of offerings, tailor to student areas of need
College Counseling: Where are we now?

- Surprise! Recent focus on raising HS expectations, college completion rates has not translated into meaningful state policies to improve access to quality college counseling.

- State actions assume students will “figure it out”

- U.S. unlikely to meet 2020 college completion goals on current trajectory.

- “College-readiness” efforts of limited use if students don’t know how to get into, pay for college.
College Counseling/Mentoring: Why critical?

- Not every student is a match for every campus, program
- Not all high school counselors equipped
- Students, parents (perhaps more than you think):
  - Limited knowledge of college admissions reqts., procedures, deadlines
  - Limited knowledge of financial aid reqts., procedures, deadlines (and/or capacity to complete)
College Counseling: Especially critical for 1st generation

Figure 3. —Percentage of 1992 high school graduates who progressed through each step to enrollment in a 4-year institution, by parents’ highest level of education

1See the technical note at the end of this essay for the definition of “at least minimally prepared.”

2Percentages differ from those shown in table 1 because the graduates who enrolled in a 4-year institution but did not have a bachelor’s degree goal in 10th grade or skipped other steps (5 percent) are not included here.

NOTE: To be included in each of the second through fifth steps, students must have been included in all previous steps.

College Counseling:
States earn “partial credit”

- Online tools - BUT typically presuppose:
  - Student/parent knowledge of their existence
  - Internet access outside school day
  - Sophistication to ask the right questions

- Individual learning plans - BUT:
  - Limited (if any) *meaningful* college counseling component

- Ask all students to complete college application
  - High-quality application without high-quality guidance?
  - Applying *where*? Issues with student match
  - Support with financial aid forms critical
College Counseling: What *should* we be doing?

- Research (and youth) say:
  - More 1-on-1, high-quality support
  - Supports targeted to disadvantaged students
  - Start early!

- Not easy in down economy, but some promising approaches
College-readiness in state accountability systems

North Carolina: Five new indicators:

- Math course rigor: % of students taking, passing Algebra II or Integrated Math III, higher courses
- ACT performance
- WorkKeys performance
- 4- and 5-year HS graduation rates
- Graduation project (schools receive credit if this is a graduation requirement)

http://www.dpi.state.nc.us/newsroom/news/2012-13/20120824-01
Additional ECS Resources

- **Web:**
  - Research studies database FAQs ([www.ecs.org/rs](http://www.ecs.org/rs))
  - State policy tracking databases
  - Many short reports ([www.ecs.org](http://www.ecs.org)), including:
    - Defining College Readiness (April 2012) [http://www.ecs.org/clearinghouse/01/01/22/10122.pdf](http://www.ecs.org/clearinghouse/01/01/22/10122.pdf)
    - Strategies to Empower Low-Income and Minority Students in Gaining Admission to and Paying for College [http://www.ecs.org/clearinghouse/79/03/7903.pdf](http://www.ecs.org/clearinghouse/79/03/7903.pdf)

- **People:**
  - Legislative testimony/presentations to state-level groups
  - Reviewing bill drafts
  - Responses to information requests
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