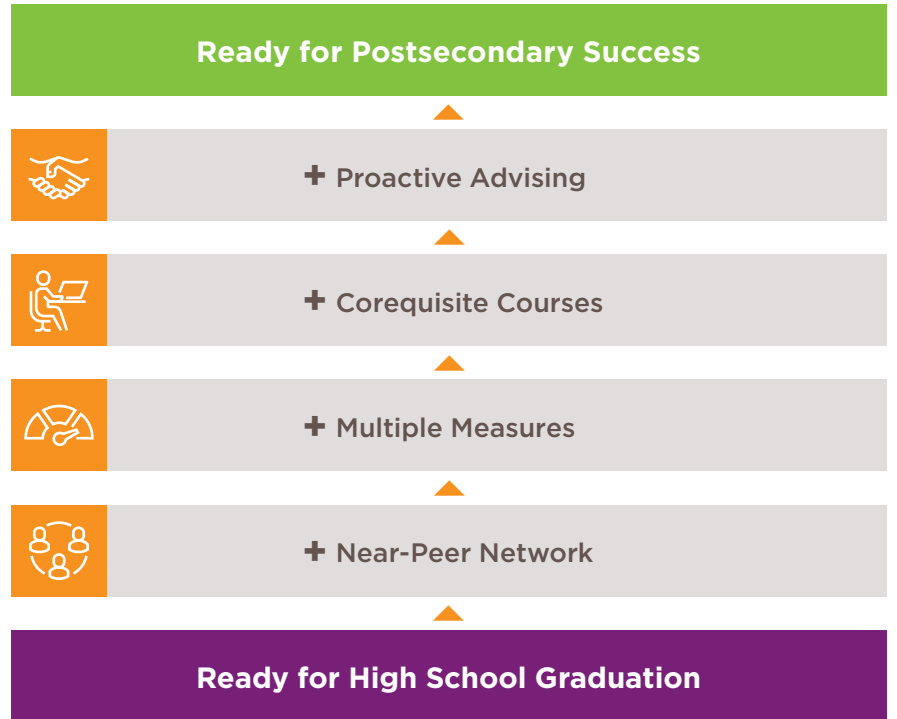


COLLEGE READINESS

OVERVIEW

College readiness refers to the set of skills, knowledge and dispositions needed to enroll and succeed in postsecondary education. High school graduation is often assumed to signify readiness; however, **recent federal data** indicate that 68% of entering students at community colleges and 40% of entering students at public four-year colleges take at least one developmental course. Over the past two decades, education leaders and policymakers have worked to **increase postsecondary success** by introducing multiple supportive interventions. **Summer bridge programs** aim to provide underprepared high school graduates intensive support **prior to college enrollment**. **Multiple measures assessment**, which considers high school GPA and other factors for postsecondary course placement, **allows more students access** to credit-bearing courses. **Corequisite courses**, which pair credit-bearing college courses with integrated supports, demonstrate significantly **higher levels of student success** than developmental courses. **Intrusive, or proactive, advising** after college enrollment can also greatly increase postsecondary attainment.



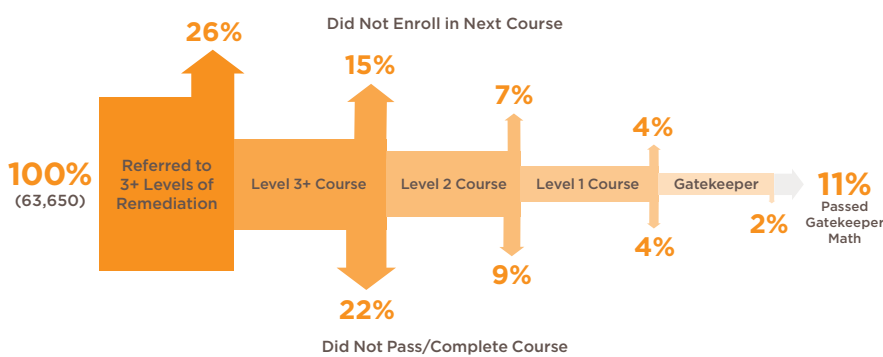
COVID-19 IMPACT

The COVID-19 pandemic is disrupting high school to college transitions for at least two classes of graduates. **Short-term measures** taken in spring 2020, such as pass-fail high school grades and **canceled standardized assessments**, are challenging institutional efforts to place matriculating students in college courses. Early school closures, lack of confidence in online learning and financial pressures brought on by the pandemic have **increased the potential** for attrition prior to enrollment. Distanced from teachers and counselors through remote learning, underprepared graduates may **struggle to access** summer supports, such as advising networks and bridge programs that could keep them on track. With postsecondary institutions anticipating **decreased funding** and a potential increase in **students requiring academic support**, institutions may have to weigh the costs and benefits of newly initiated corequisite programs against those of traditional developmental course sequences.

EQUITY IMPLICATIONS

A **significant body of research** points to multiple inequities in college readiness and access by race, ethnicity and family income. In under-resourced K-12 schools, largely serving students of color and students from low-income communities, **curriculum and tracking policies** can reduce opportunities to develop college readiness skills and knowledge. Standardized assessments for college readiness can **demonstrate bias** against **students of color and students from low-income communities**, whose college enrollment rates are consistently lower, remediation rates are consistently higher, and gap between enrollment and attainment rates is consistently wider. **Absent proactive advising**, among other factors, these students are also **more likely to enroll** in open-access institutions, with fewer resources and lower graduation rates, than their more well-resourced peers with comparable academic credentials.

Student Progression Through the Developmental Math Sequence



Source: Community College Research Center

POLICY CONSIDERATIONS

- Invest in a **near-peer advising corps** of recent graduates to re-engage students most likely to be lost from the system.
- Encourage colleges to use **multiple measures** to place students in credit-bearing coursework, with appropriate **diagnostic and formative assessments** to identify necessary supports.
- Incentivize efforts to scale successful **corequisite** models in lieu of traditional developmental courses.
- Increase access to college counselors and expand **proactive advising programs**, particularly for students underrepresented in postsecondary education by race, ethnicity and income.

POLICY EXAMPLES

CA In May 2020, the University of California Board of Regents voted unanimously to **phase out use** of the SAT and ACT over five years and to replace them with a new test to be developed by University of California faculty members. Beginning with freshmen entering in 2025, all California students would take the new test to apply to University of California campuses, and it would be made available to private schools and out-of-state schools to use. If no new test is available by 2025, the state will eliminate the role of standardized testing in admissions.

HI The University of Hawaii Community Colleges and Hawaii P-20 Partnerships for Education launched the **Hawaii P-20 Summer Advising Initiative** for the class of 2020 as part of their "Next Steps to Your Future" plan. The program connects graduating high school seniors to advisors who guide them through summer transitions to college or career. Advisors are available to students for direct consultation and provide customized "nudging" text messages with information and resources on a student's specific next steps.

GA The University System of Georgia has been **scaling its corequisite model** as part of its engagement with the multistate **Strong Start to Finish** initiative. In fall 2018, USG achieved full implementation of corequisite remediation for gateway courses across all USG campuses. Currently, USG is enhancing implementation by developing a Network Improvement Community for corequisite faculty.

NY In spring 2020, as part of its work as a Strong Start to Finish scaling site, the State University of New York launched an initiative to use multiple measures for **student course placement**. The research-based initiative was developed to shift focus away from high stakes testing and support the achievement of students of color and students from low-income communities. SUNY is developing guidelines for implementation at both the system and institutional levels.