Using Transitional Coursework In High School To IMPROVE COLLEGE SUCCESS
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Using Transitional Coursework in High School to Improve College Success

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An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Reshaping the College Transition

A Study of Early College Readiness Assessments and Transition Courses

March 7th, 2014

Elisabeth Barnett, PhD
Senior Research Associate
Today’s points

• The college readiness problem
• Why students aren’t college ready
• Possible solutions
• About early college readiness assessment
• About transition curricula
Many students are not ready for college (NCES, 2013)

Students needing 1+ remedial course

- Community colleges: 68%
- Open access 4 year colleges: 40%
Students needing remediation are less likely to graduate college
(Attewell, Lavin, Domina, and Levey, 2006)

Community college graduation rates within 8 years

- Students needing remediation: 28%
- Students not needing remediation: 43%
Why are recent high school graduates underprepared for college?

- Lack of academic preparation in K-12
- Lack of college knowledge
- Misalignment of high school and college expectations and curriculum
Solutions?

• TRADITIONAL APPROACHES
  • Bridge programs, TRIO, others
  • Hard to sustain, costly, serve few students, often not co-owned by K-12 and higher education.

• EMERGING APPROACHES
  • Common Core State Standards
  • Changes to the high school senior year.
CCRC Research - Reshaping the College Transition

*Early college readiness assessments*: Assessments administered no later than the 11th grade that measure students’ readiness to successfully perform entry-level, credit-bearing postsecondary work.

*Transition curricula*: Courses, learning modules, or online tutorials developed jointly by secondary and postsecondary faculty and offered no later than 12th grade to students at risk of being placed into remedial math or English in college.
Value of early college readiness assessments

**Theory:**

Knowledge is power. Students and schools can take action to help students become college ready by graduation.

**Evidence:**

Participation in California’s early assessment (EAP) reduced students’ probability of taking remedial courses in college by 6.1 percent in English and by 4.3 percent in math.

Howell, Kurlaender, and Grodsky (2010)
Value of transition courses

Theory:

A full year course in math or English can be offered to students in the 12th grade…

• At no extra cost
• That offers high school credit
• And meets colleges’ criteria for college readiness.

Evidence:

No rigorous research found but promising local results.
50-state scan
(Barnett et al, 2013)
New York

At Home in College (AHC):

• Early assessment: Regents exams
• Transition courses in English and math, with College Knowledge component
• 62 participating high schools (1,903 students)
• Designed and administered by CUNY; there are plans to scale up statewide.
West Virginia

Transition Courses

• Early assessment: WESTEST 2
• Transition Math for seniors who did not meet mastery cut score in math
• English 12 CR for seniors who met mastery or are in a middle range
• Students take the COMPASS at the end of the course.
• Mandated by legislation; advanced by the SREB.
Tennessee

Bridge Math and SAILS:
• Early assessment: ACT in 11th grade
• Transition course-- Bridge Math for students
• Emerging model– SAILS
  • Community college led
  • 5 online math modules
  • Students place out of college developmental education; some take dual credit math
  • Governor provides funding.
California

**EAP Program**

- Early assessment: augmented state accountability test
- English transition course--Expository Reading and Writing Course (ERWC)
- Math transition courses--Local models such as the Sierra College EAP course.
- Designed and overseen by California State University.
Thoughts on assessments

• Most state use existing tests or augmentation of existing tests to assess students’ college readiness.

• Assessment results are used for informing students about their college readiness and/or for placement into transition curricula. Just having knowledge of readiness is useful.

• In many states, the Common Core State Standards may change how students are evaluated for college readiness.
Thoughts on transition courses

• There are students with many different needs below the college ready cut-off.
• Courses are informed by diverse views of college readiness.
• Courses are “owned” to different degrees by K-12 and higher education.
• Added value comes from allowing students completing courses to bypass college remediation.
• Added value comes from infusion of critical thinking skills.
Reshaping the College Transition Reports

50 state scan (done)
Which states are offering? Are they local or statewide? In math or English?

Policy report focusing on four states—NY, CA, WV, TN (done)
What is the design and policy context of early college readiness assessments and transition curricula in 4 states?

Implementation report—same four states (summer 2014)
What do the transition courses look like in practice?

Report on student outcomes—NY and WV (summer 2015)
How effective are transition curricula in preparing students for college?
For more information

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http://ccrc.tc.columbia.edu

where you can download presentations, reports, and briefs, and sign-up for news announcements. We’re also on Facebook and Twitter.
Seamless Alignment and Integrated Learning Support
A True Community College/High School Collaboration

In partnership with:

Governor’s Office
General Assembly
Tennessee Higher Education Commission
Tennessee Board of Regents
Department of Education
The Starting Gate Challenge
Students Seeking an Associate’s Degree

- 71% Requiring No Remedial Classes
- 29% Requiring At Least One Remedial Level Course

(75.3%) State of Tennessee

Source: THEC Fact Book
Students who are placed in developmental math in their college freshman year have a less than 5% chance of completing a 1- or 2-year program of study within 3 years. **Half of them never return for their sophomore year.**
The Current ‘Bermuda Triangle’ Remediation Model

Struggling in math

Scores at developmental level

Placed in conventional, remedial math course

Retests and still scores at developmental level

Starts college in remedial math...again

Struggling in math
How SAILS Works

Bridge Building (The ‘seamless alignment’ part)
- Chattanooga State Community College instructors and regional HS teachers developed a combined HS/college math course (SAILS) during summer workshop sessions
- Aligned/embedded TBR college developmental competencies with the TN DOE bridge math standards

Targets students not ready for college-level math
- Scoring <19 on the national ACT math section during junior year spring testing
- HS administration places seniors in the class based on internal requirements for HS bridge math
How SAILS Works

Offers SAILS course as a dual credit (The ‘integrated learning support’ part)

- No college-teaching credential required for the HS teacher/facilitator
- Classroom teacher, CC math instructor, and field coordinator form team to support students
- HS teacher spends time helping students learn the material, not processing papers
- No cost to students or schools

Content and assessments delivered online ensures

- Uniformity and quality
- Secure records management
- Provides real-time tracking of student progress
- Comprehensive data available to measure program success
Dynamic Instruction

Blended Learning
- Assessments and resources are online
- HS teacher/facilitator provides individual assistance
- Students have mobility to work at home
- Classes meet in a computer lab at least 50% of the time; many classes meet in computer lab 100% of the time

Mastery Learning
- Students complete all assignments
- Students demonstrate mastery over concepts and skills, ensuring a proper foundation for success in college
The SAILS Story

Spring 2012 – Pre-pilot(?)
- Self-funded
- 1 Class at Red Bank HS
- 20 students
- 67% of students completed all math competencies

Fall 2012 – Regional Pilot
- 101,000.00 Access & Diversity Grant
- 20 High Schools – 4 Community Colleges
- 600 students
- 81% completed all math competencies
- 95% completed 3 of 5 competencies
The First SAILS Classroom (Spring 2012)
The SAILS Story...continued

Fall 2013 – Year 1 Statewide Scaleup
- $1,124,000.00 THEC Grant
- 12 Community Colleges
- 118 HSs
- 8400 students
  - 6003 fall starters
  - 2400 spring starters
- 2552 completers
- 3.5 competencies/student

Fall 2014 – Year 2 Statewide Scaleup
- $2,580,000.00
- All 13 Community Colleges
- 150 HSs
- 12,000 students
Meigs County High School

Improved College-Going Rate

- The rate for students attending two- and four-year institutions to 55% in 2013.
- This is the highest rate ever for the school, and is significantly higher than the 38% rate in 2009.

More Students College-Ready

- 100% of students graduated from in 2013 college-ready in math
- No students needed to take remedial math in college
Amber Meadows
Future Plans: Chattanooga State

“Bridge Math (SAILS) has helped me improve my math skills tremendously! It pushes me and challenges me to do my best. I feel now that I am well prepared for college. I am so grateful to the school for introducing us to this program.”

(Amber is now a freshmen at Chattanooga State where she tutors her older sister with her math course!)
Andrew Aultman
Future Plans: Athens TCAT

“I think that the bridge math (SAILS) program is the best math program I have ever been in. I have definitely learned more this year in math than any other year in school. I retook the ACT and improved my math score 8 points.”
The $10,000,000.00 question...

- In Development
- Pilot in 2014-2015
- SAILS Reading/Writing will impact 30,000 students statewide
College Readiness

Conventional Model

- 71% Requiring No Remedial Classes
- 29% Requiring At Least One Remedial Level Course

(75.3%) State of Tennessee

SAILS Model

- 90% Requiring No Remedial Classes
- 10% Requiring At Least One Remedial Level Course
Degree Attainment

Time is the Enemy

- Earning a Certificate or Associate's Degree Within 3 Years: 5%
- No Certificate or Degree Within 3 Years: 95%

A Reachable Goal

- Earning a Certificate or Associate's Degree Within 3 Years: 45%
- No Certificate or Degree Within 3 Years: 55%
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Ed-Tech Leadership for Better Schools—Leaders to Learn From

Required Reading from *Education Week*:

**Spotlight on College Readiness and Access**
In this Spotlight examine the digital divide in the college admissions process, see how districts instill higher education ambitions with early outreach and early-college models, and discover how schools are preparing students for the academic and financial demands of college.