The Trusted Expert and Internationally Recognized Leader
for all Postsecondary Student Transitions
College and Career Readiness: Setting up First-Year Student Success

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Dory E. Hoffman
Dallin George Young

National Resource Center for The First-Year Experience and Students in Transition
The Context of College and Career Readiness in South Carolina

What is going on at the state level that impacts college and career readiness?
The Context of College and Career Readiness Nationally

(Achieve, 2012)
Indicators of College Readiness

Traditional
• Course-Taking Patterns
• High School GPA
• College Entrance Exams
• Standardized Test Scores
Indicators of College Readiness

Nontraditional

• Key Cognitive Skills
• Professional Behavior
• Persistence
• Navigational Capital
The Context of College and Career Readiness Nationally

63% of students are prepared for college-level coursework

51% of students will graduate from college

40% of students attain an associate's degree or higher
The Context of College and Career Readiness in South Carolina

(Achieve, 2012)
The Context of College and Career Readiness in South Carolina

High School Diploma
- 15%

Bachelors Degree
- 3%

(Achieve, 2012)
College and Career Readiness Programs in South Carolina

- College Preparatory Courses
- Prerequisite Requirements
- Dual and Concurrent Enrollment
- Financial Aid and Scholarships
- TRIO Programs
- Programs at Higher Education Institutions
- Developmental and Remedial Education Programs
The Context of College and Career Readiness in South Carolina

South Carolina has met:

- 90% Essential Elements
- 40% State Actions
Profile of the South Carolina Graduate

“World Class Skill”

• Creativity and Innovation
• Critical Thinking and Problem Solving
• Collaboration and Teamwork
• Communication Information
• Media and Technology
• Knowing How to Learn
Profile of the South Carolina Graduate

“Life and Career Characteristics”

- Integrity
- Self-Direction
- Global Perspective
- Perseverance
- Work Ethic
- Interpersonal Skills
The Context of College and Career Readiness in South Carolina

2020 Vision: “By the year 2020, all students in South Carolina will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society, and contribute positively as members of families and communities” (SC EOC, 2013).
Survey of CCR Programs in South Carolina

- Attempt to understand the diversity of programs in institutions of education supporting CCR efforts in the state
- Survey conducted at the middle and high school level (Grades 6-12)
- 643 public and private schools in population
  - 141 respondents (22.5%) at time of analysis
  - Respondents representative of schools in population by sector (public vs. private) and grade levels
# Objectives of CCR Programs

## Ten most frequently named objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing career exploration</td>
<td>52</td>
<td>38.5</td>
</tr>
<tr>
<td>Developing college-level academic behaviors</td>
<td>42</td>
<td>31.1</td>
</tr>
<tr>
<td>Developing critical-thinking skills</td>
<td>36</td>
<td>26.7</td>
</tr>
<tr>
<td>Developing workforce-readiness skills</td>
<td>36</td>
<td>26.7</td>
</tr>
<tr>
<td>Improving graduation rates</td>
<td>32</td>
<td>23.7</td>
</tr>
<tr>
<td>Connecting students to CCR community resources</td>
<td>31</td>
<td>23.0</td>
</tr>
<tr>
<td>Developing communication skills</td>
<td>28</td>
<td>20.7</td>
</tr>
<tr>
<td>Providing college-choice information</td>
<td>27</td>
<td>20.0</td>
</tr>
<tr>
<td>Providing support for the college application process</td>
<td>21</td>
<td>15.6</td>
</tr>
<tr>
<td>Providing college admissions test preparation</td>
<td>19</td>
<td>14.1</td>
</tr>
</tbody>
</table>

www.sc.edu/fye
# Objectives of CCR Programs

## Public
- Providing career exploration (42.4%)
- Developing workforce-readiness skills (30.5%)
- Improving graduation rates (27.1%)
- Connecting students to community resources (24.6%)
- Developing communication skills (23.7%)
- Providing workforce-skills test preparation (12.7%)

## Private
- Developing college-level academic behaviors (58.8%)
- Providing support for the college application process (58.8%)
- Providing college-choice information (52.9%)
- Developing critical-thinking skills (35.3%)
- Providing college admissions test preparation (29.4%)
- Providing college enrollment information (29.4%)

[www.sc.edu/fye](http://www.sc.edu/fye)
## Types of CCR Programs

<table>
<thead>
<tr>
<th>Specific CCR Program</th>
<th>Freq.</th>
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<tbody>
<tr>
<td>Career fairs</td>
<td>98</td>
<td>72.6</td>
</tr>
<tr>
<td>Visits to colleges and/or universities</td>
<td>96</td>
<td>71.1</td>
</tr>
<tr>
<td>Visits from business or industry representatives</td>
<td>95</td>
<td>70.4</td>
</tr>
<tr>
<td>Visits from college representatives</td>
<td>92</td>
<td>68.1</td>
</tr>
<tr>
<td>Job shadowing programs</td>
<td>92</td>
<td>68.1</td>
</tr>
<tr>
<td>Career exploration resources</td>
<td>89</td>
<td>65.9</td>
</tr>
<tr>
<td>College fairs</td>
<td>77</td>
<td>57.0</td>
</tr>
<tr>
<td>SAT or ACT test preparation classes</td>
<td>76</td>
<td>56.3</td>
</tr>
<tr>
<td>Visits to businesses and/or industry representatives</td>
<td>69</td>
<td>51.1</td>
</tr>
<tr>
<td>Academic skills development resources</td>
<td>65</td>
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<td>65.9</td>
</tr>
<tr>
<td>College fairs</td>
<td>77</td>
<td>57.0</td>
</tr>
<tr>
<td>SAT or ACT test preparation classes (by school/district staff)</td>
<td>76</td>
<td>56.3</td>
</tr>
<tr>
<td>Visits to businesses and/or industry representatives</td>
<td>69</td>
<td>51.1</td>
</tr>
<tr>
<td>Academic skills development resources</td>
<td>65</td>
<td>48.1</td>
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</table>
Types of CCR Programs

Public

- Career fairs (78.8%)
- Visits from business or industry representatives (78.0%)
- Job shadowing programs (73.4%)
- Career exploration resources (72.9%)
- Visits to colleges and/or universities (69.5%)
- Visits from college representatives (64.4%)
- Student clubs, organizations, or professional societies on careers (59%)
Types of CCR Programs

Private

- Assistance applying for scholarships (100%)
- Visits from college representatives (94.1%)
- Assistance filling out the Common Application (82.4%)
- Visits to college/university (82.4%)
- College application assistance, workshops for students (76.5%)
- College application assistance, literature (76.5%)
- Sat or ACT test preparation classes (76.5%)
Percentage of Schools Reporting Teacher/Staff Member with College and Career Readiness Primary Responsibility

<table>
<thead>
<tr>
<th></th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>61.3%</td>
<td>100.0%</td>
</tr>
<tr>
<td>No</td>
<td>38.7%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Institutional Control
Percentage of Schools Reporting the Number of School Counselors

<table>
<thead>
<tr>
<th>300 or less</th>
<th>301-500</th>
<th>501-1000</th>
<th>1000 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor Median</td>
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</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Full distribution is shown in the CCR report, but these are the median number of counselors reported for each school size.

The majority of sampled schools met or exceeded the recommended student-to-counselor ratio of 250-to-1 (ASCA, 2016).
Percentage of Schools Reporting Assessment of CCR Programs in Past Three Years

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<thead>
<tr>
<th></th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
<td>30.1%</td>
<td>53.8%</td>
</tr>
<tr>
<td><strong>No</strong></td>
<td>37.6%</td>
<td>46.2%</td>
</tr>
<tr>
<td><strong>Don't know</strong></td>
<td>32.3%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Institutional Control
Conclusions

• Objectives of the state (Profile of the South Carolina Graduate) are fairly well aligned with objectives of middle and high schools responding to the survey

• Was this as a result of institutions following the state’s lead, a demonstration of coordination between the state educational leadership and the districts and schools, or is this serendipity?
  – Worthy of more investigation
  – Beneficial to understanding how state-level policy decisions influence practice
Conclusions

• Measures are only showing how well SC is preparing students to get them to and into the door of postsecondary institutions (colleges or workplaces).

• Additionally, measures are global indicators, and tell us nothing about which kinds of programs or interventions are having the highest impact or for whom.
  – No systematic tracking of student participation in programs and outcomes outlined by Profile of a CCR Graduate

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Conclusions

• Generally, middle and high schools are offering a mix between college and career readiness programs.

• Objectives are aligned with types of programs that are being offered.

• However, public institutions are more career-readiness focused while private institutions are college-readiness focused.
Conclusions

• Challenges faced by those tasked with implementation of CCR efforts at the school level can only be further complicated by numerous interested parties, multiplicity of programs, and frequently shifting policies
  – Requires professional development
  – Collaborative space to build on success and create efficiencies
  – Coordination of leadership
  – Clearinghouse of “best practices”
    • Roles of Center of Excellence for College and Career Readiness