NATIONAL RESOURCE CENTER

FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION

UNIVERSITY OF SOUTH CAROLINA

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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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

JOBS

Bar chart showing jobs: Requiring Postsecondary Education (80, blue bar) and Not Requiring Postsecondary Education (20, red bar). Y-axis ranges from 0 to 90.
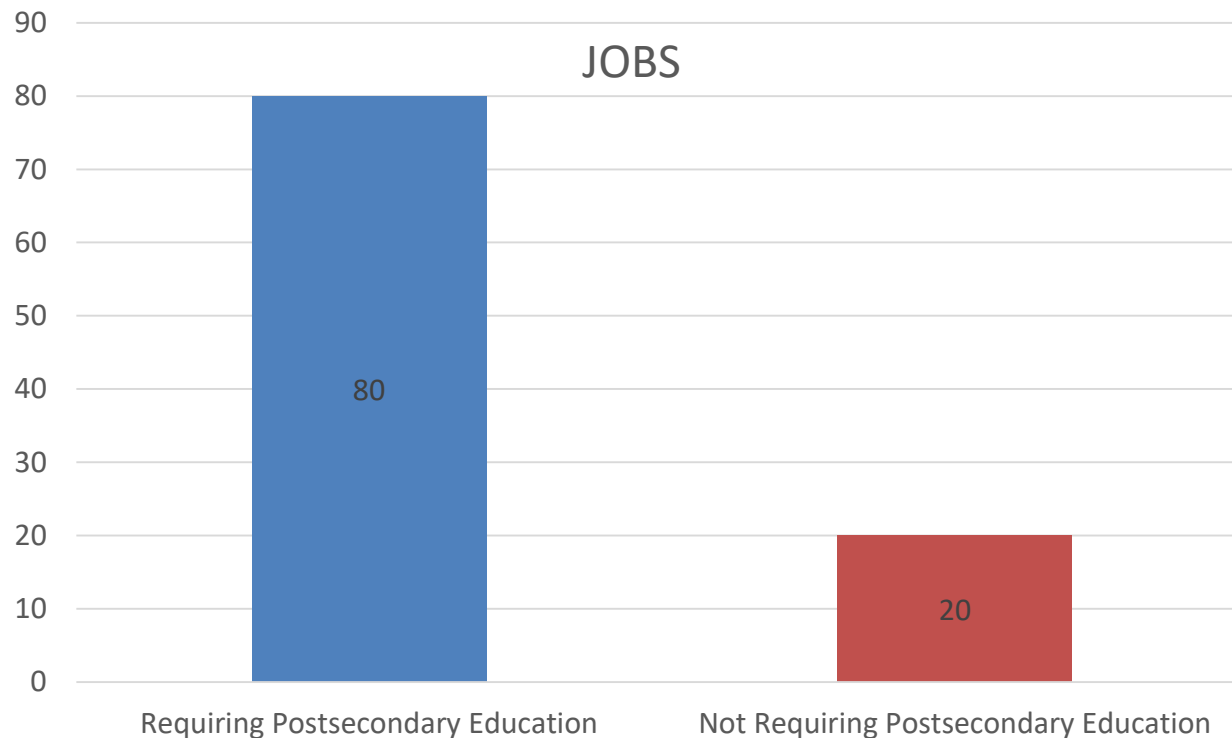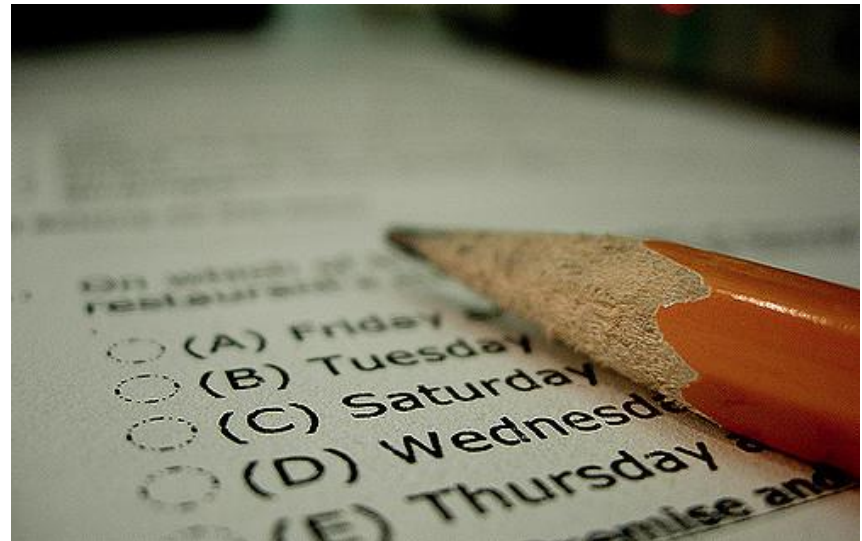
(Achieve, 2012)

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 associates degree or higher

The Context of College and Career Readiness in South Carolina

JOBS

- Requiring Postsecondary Education: 79
- Not Requiring Postsecondary Education: 21

(Achieve, 2012)

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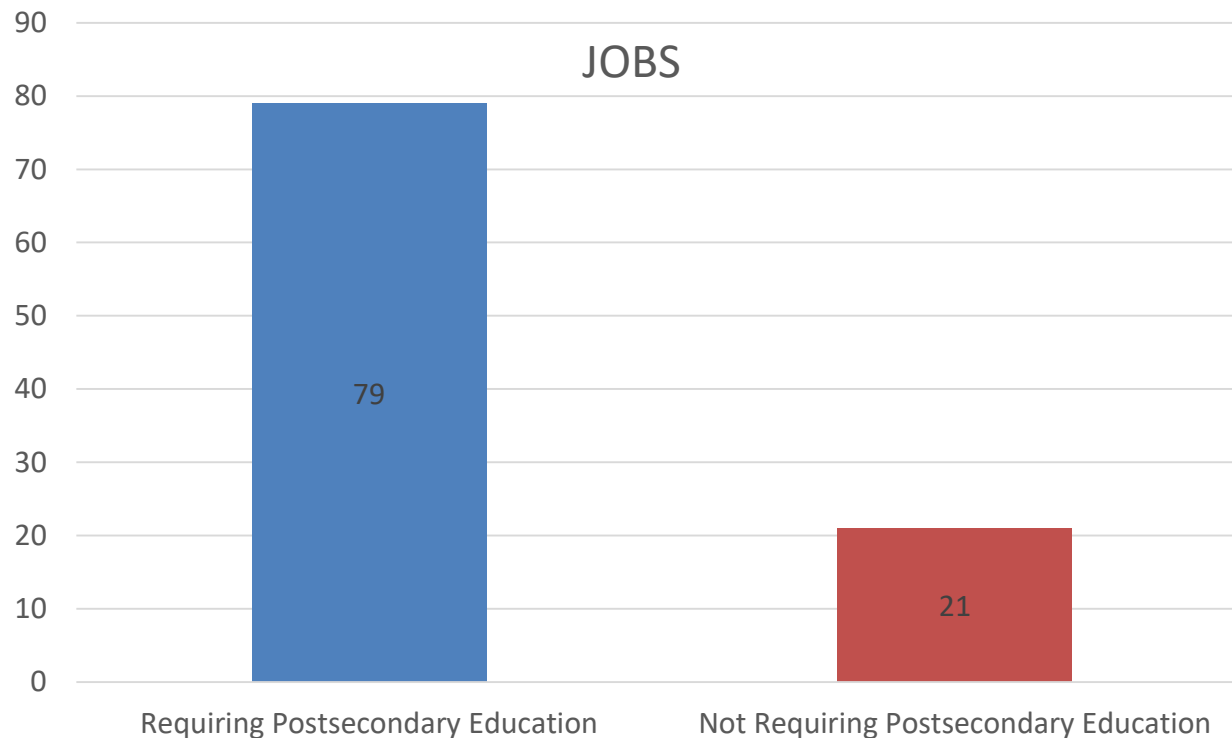
The Context of College and Career Readiness in South Carolina

**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:

DATA QUALITY CAMPAIGN

90% Essential Elements

40% State Actions
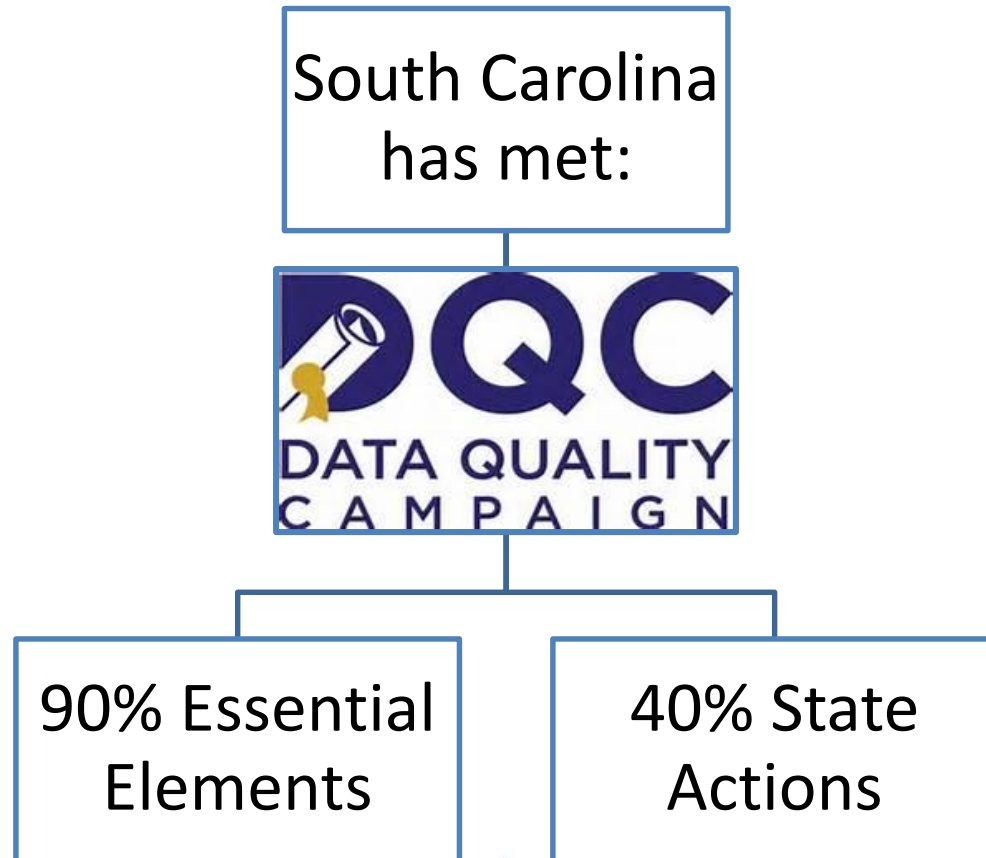
Profile of the South Carolina Graduate

"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

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

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%)

Types of CCR Programs

Specific CCR Program	Freq.	%
Career fairs	98	72.6
Visits to colleges and/or universities	96	71.1
Visits from business or industry representatives	95	70.4
Visits from college representatives	92	68.1
Job shadowing programs	92	68.1
Career exploration resources	89	65.9
College fairs	77	57.0
SAT or ACT test preparation classes	76	56.3
Visits to businesses and/or industry representatives	69	51.1
Academic skills development resources	65	48.1

Types of CCR Programs

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

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

	Public	Private
■ Yes	61.3%	100.0%
■ No	38.7%	0.0%

Institutional Control
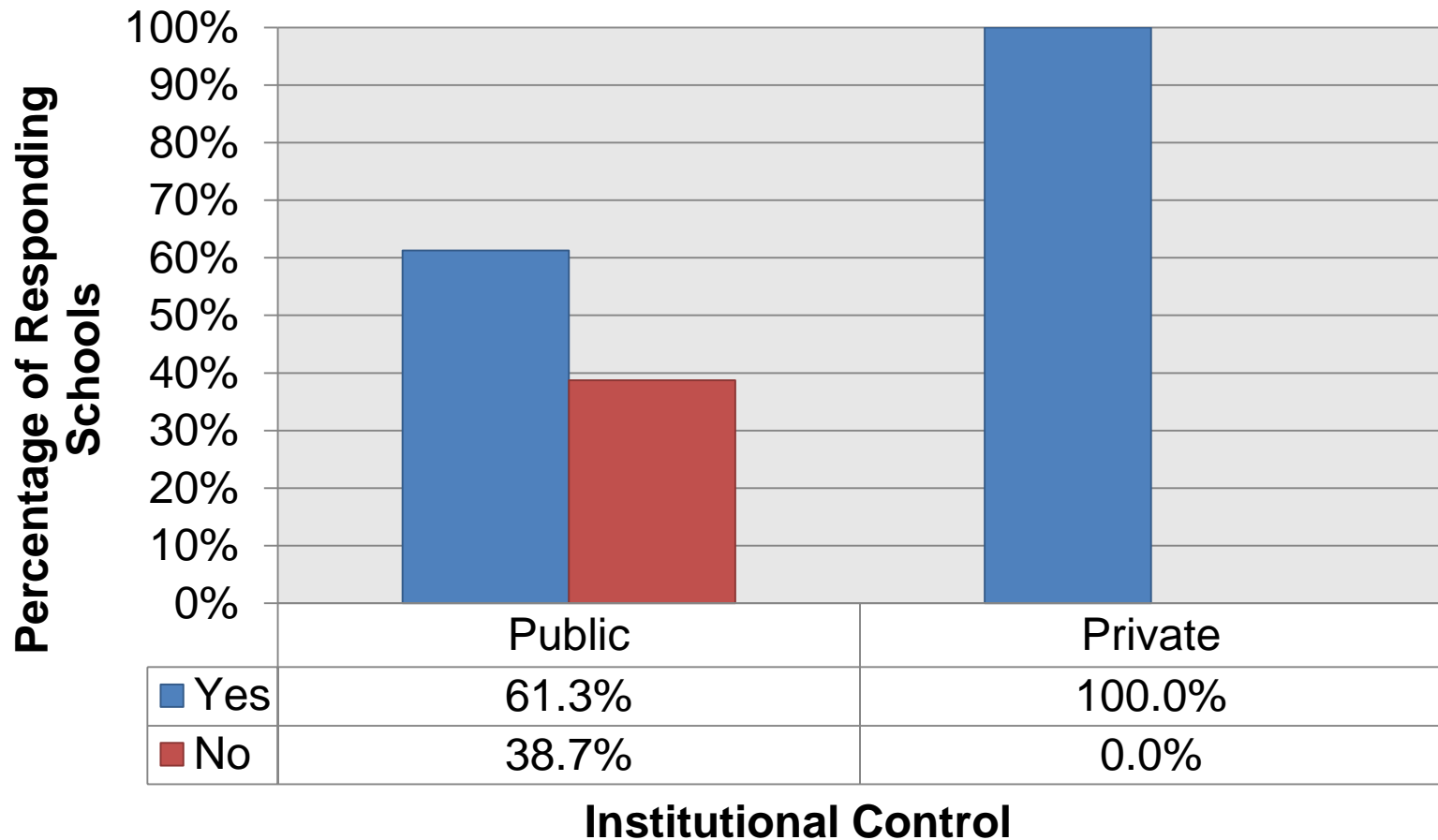
Percentage of Schools Reporting the Number of School Counselors

300 or less Counselor Median	301-500 Counselor Median	501-1000 Counselor Median	1000 or more Counselor Median
1	2	3	4

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).

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Percentage of Schools Reporting Assessment of CCR Programs in Past Three Years

	Public	Private
■ Yes	30.1%	53.8%
■ No	37.6%	46.2%
■ Don't know	32.3%	0.0%

Institutional Control

Percentage of Respondents
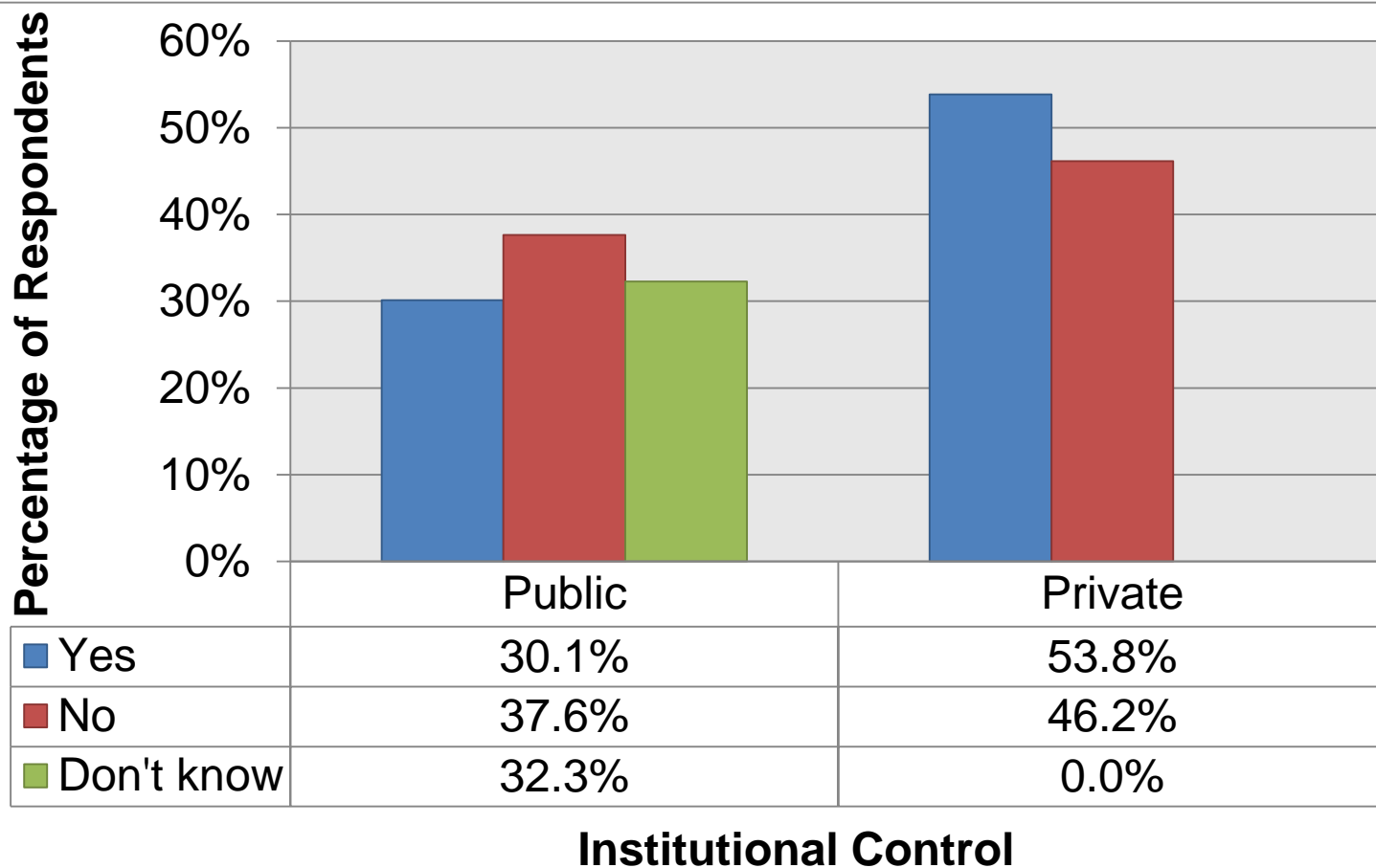
Conclusions

- 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

www.sc.edu/fye

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