

# College and Career Readiness - Innovative HS Preparation Models

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## Introduction

Policy makers and college administrators are increasingly concerned about a perceived lack of college readiness as demonstrated by over \$2Billion spent on remediation courses yearly.

1. Pre-100 level courses are taught within the high school curriculum
2. Higher Ed institutions have a vested interest in preparing students for 100 level learning
3. Common Core Standards project's outcome goal is to prepare all students to enter PSE without the need for remediation
4. Pre-100 level classes provide exposure to college knowledge, skills and behaviors
5. High Schools face personnel, curricular, testing and communication challenges to implementing pre-100 level classes

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## Research Model/Questions

Case Study of 227 students; 5 years of data, English and Math Courses

1. Improvement in Competencies Required for 100 Level Courses
2. Commitment to Enter Post-Secondary Education
3. Increase in Positive Affect towards Readiness for PSE
4. Purposeful Alignment of Pre-100 Courses with Courses at Community College

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## Findings and Implications

1. No statistically significant relationship between participation in Math or English classes and achieving 100 status on the COMPASS. 34% of sample met standard
2. Students who met ACT Benchmarks in Math (37%  $p < .01$ ), English (41%  $p < .01$ ) are more likely to meet the 100 standard on the COMPASS
3. Greater likelihood (18%,  $p < .05$ ) of entering PSE if students participated in Math courses
4. Greater likelihood (21%  $p < .05$ ) of entering PSE if English students met the ACT Benchmark in Reading
5. 78% of the sampled students entered some type of PSE
6. 38% of students entering 2 or 4 year colleges met 100+ level standard on COMPASS
7. Consistency in instructional personnel promotes deeper student knowledge of college skills
8. The small sample size implies generalizability of the results is a limitation of the research.