

Surveying Statewide College and Career Readiness Programs in South Carolina



NATIONAL RESOURCE CENTER
FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA

www.sc.edu/fye

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National Resource Center



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FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA

The Trusted Expert and Internationally Recognized Leader
for all Postsecondary Student Transitions



center of
EXCELLENCE
College and Career Readiness
at Francis Marion University

What is the Center of Excellence?

Supported by a grant from the South Carolina Commission on Higher Education under the auspices of the EIA Teacher Education Centers of Excellence Grant Program.

Goals of the Center

- To serve as a statewide resource for P-20 initiatives
- To develop and implement best practices for promoting college and career readiness
- To provide opportunities for South Carolina teachers and students to learn more about
 - Cognitive strategies
 - Content knowledge
 - Learning skills and techniques
 - Transition knowledge and skills

Meeting our Goals with The National Resource Center

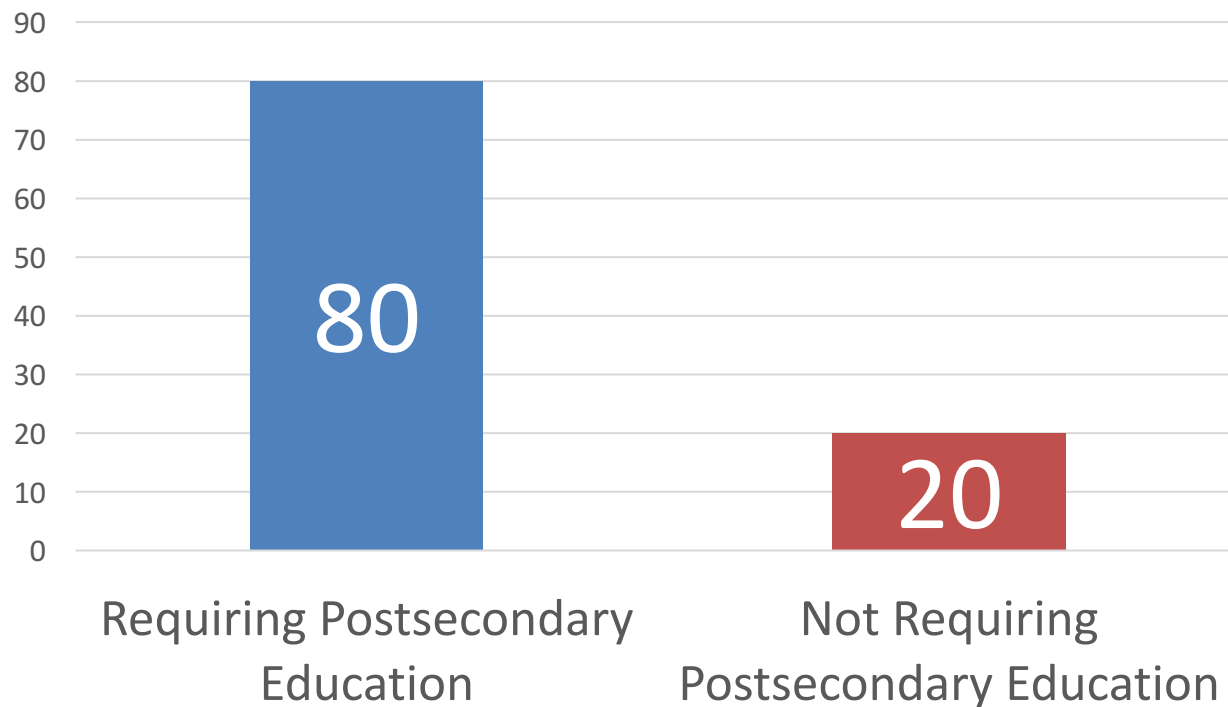
- Investigating local readiness cultures
- Researching initiatives in the state
- Educating colleagues
- Facilitating conversations

The Context of College and Career Readiness Nationally and in South Carolina



The Context of College and Career Readiness Nationally

% OF JOBS IN US BY YEAR 2020



(Achieve, 2012)

The Context of College and Career Readiness Nationally



63% of students are prepared for college-level coursework

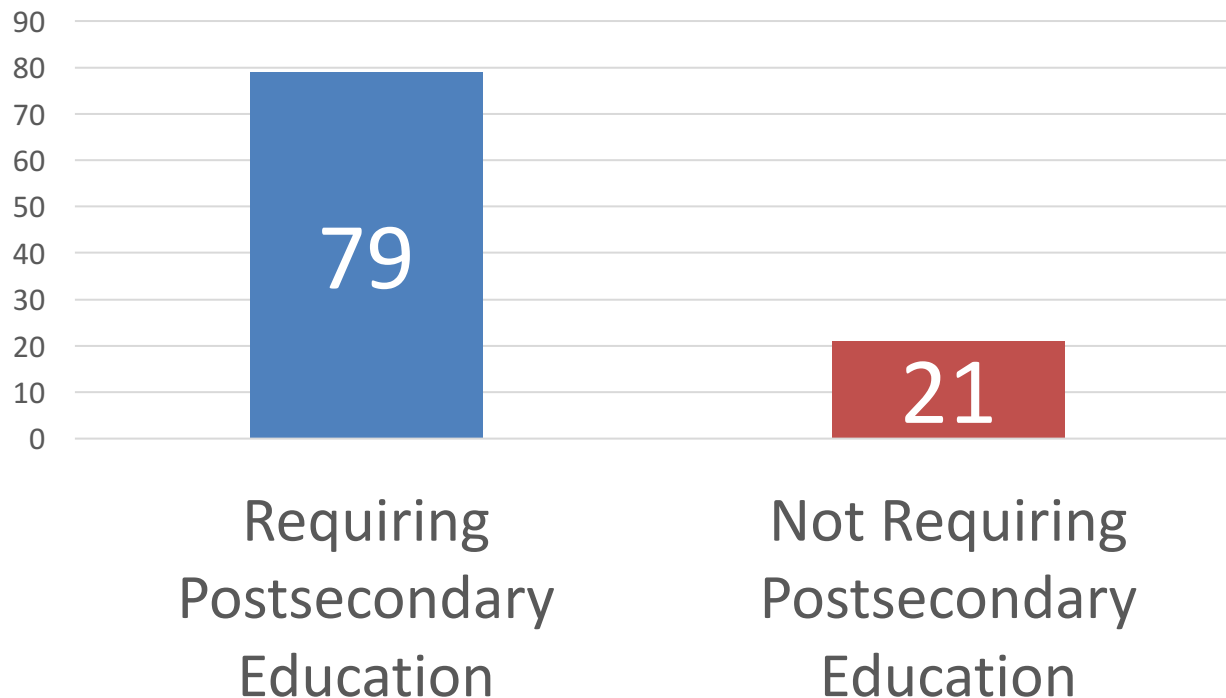
51% of students will graduate from college



40% of students attain an associates degree or higher

The Context of College and Career Readiness in South Carolina

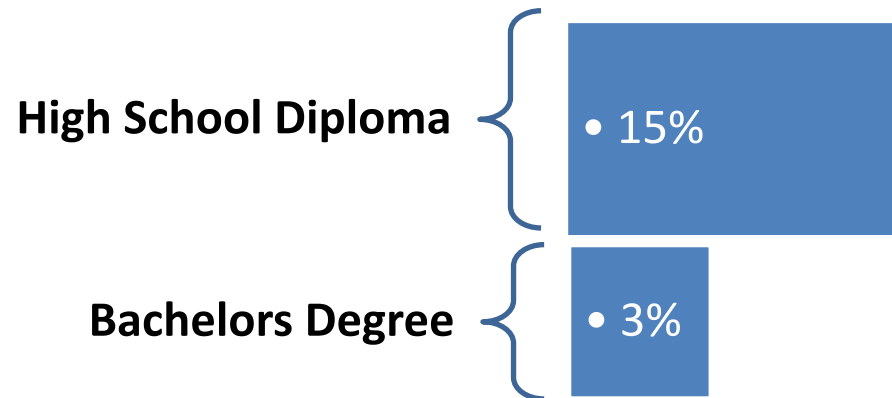
% OF JOBS IN SC



(Achieve, 2012)

The Context of College and Career Readiness in South Carolina

Unemployment rates by level of education:



(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



PROFILE OF THE SOUTH CAROLINA GRADUATE



WORLD CLASS KNOWLEDGE

Rigorous standards
in language arts
and math
for career and
college readiness

Multiple languages,
science,
technology,
engineering,
mathematics
(STEM), arts and
social sciences

WORLD CLASS SKILLS

Creativity and
innovation

Critical thinking and
problem solving

Collaboration
and teamwork

Communication,
information, media
and technology

Knowing how
to learn

LIFE AND CAREER CHARACTERISTICS

Integrity

Self-direction

Global Perspective

Perseverance

Work Ethic

Interpersonal Skills



© SCASA Superintendents' Roundtable.

Adopted by: SC Arts in Basic Curriculum Steering Committee, SC Chamber of Commerce, SC Council on Competitiveness,
SC Education Oversight Committee, SC State Board of Education, SC Department of Education, TransformSC Schools & Districts

Profile of the South Carolina Graduate

“World Class Skills”

- 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

“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%)
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- College application assistance, workshops for students (76.5%)
 - College application assistance, literature (76.5%)
 - Sat or ACT test preparation classes (76.5%)

Age of CCR Programs

Career Readiness Initiatives

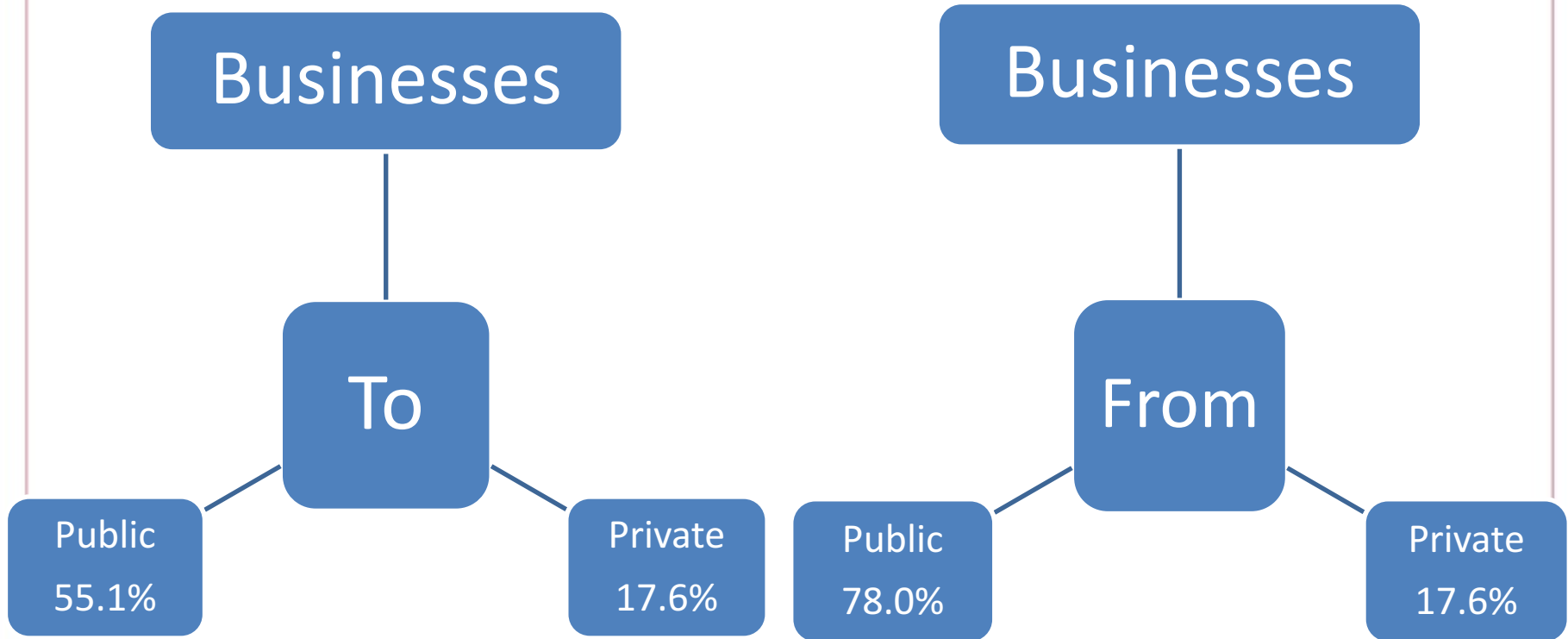
Objective	Median Age
Student organizations, focused on careers	More than 10 years
Career exploration resources	6 to 10 years
Career exploration course(s)	6 to 10 years
Career fairs	6 to 10 years
Job shadowing programs	6 to 10 years
Résumé preparation workshops	4 to 5 years
Visits to and from business or industry representatives	4 to 5 years
Apprenticeship programs	2 to 3 years
Job application assistance, workshops for parents or family	2 to 3 years
ACT WorkKeys preparation classes or workshops	1 year or less

Reach of CCR Programs

Career Readiness Initiatives

Objective	Reach %
Career explorations resources	81-90%
Career fairs	81-90%
Career exploration workshops	71-80%
Visits from businesses	51-60%
Job shadowing programs	41-50%
Visits to businesses	31-40%
Co-op programs	21-40%
Internship programs	11-20%
Job application workshops for family	11-20%
Apprenticeship programs	<10%

Reach of CCR Programs



Age of CCR Programs

College Readiness Initiatives

Objective	Median Age
AP Courses	More than 10 years
IB Courses	More than 10 years
Academic Skills Development Resources	6 to 10 years
Assistance Applying for Financial Aid and Scholarships	6 to 10 years
College Fairs	6 to 10 years
SAT or ACT Test Preparation Classes	6 to 10 years
Visits from College Representatives	6 to 10 years
College application assistance, workshops for parents or family	4 to 5 years
College application assistance, workshops for students	4 to 5 years
Visits to Colleges and/or Universities	4 to 5 years

Reach of CCR Programs

College Readiness Initiatives

Objective	Reach %
Writing Skills Resources	71-80%
Academic Skills Resources	61-70%
Visits from College Representatives	61-70%
College Fairs	51-60%
College Application Literature	41-50%
SAT or ACT Preparation classes (provided by school or district staff)	31-40%
Assistance Applying for Scholarships	31-40%
Visits to Colleges and/or Universities	31-40%
AP Courses	11-20%
IB Courses	11-20%

Age of CCR Programs

Third Party Initiatives

Partnerships with Businesses

- Inform students about internships
- Offer students internships
- Describe the work they do
- Explain how to begin a career in their field
- Bring students in to see the company



Age of CCR Programs

Third Party Initiatives



Partnerships with Institutions

- Visit from campus representatives
- Apply for financial aid
- Give tours
- Offer shared curricular opportunities

Age of CCR Programs

Third Party Initiatives

Partnerships with the Community

- Mentoring programs
- Visits from community leaders
- Exchanges with community service organizations



Age of CCR Programs

Third Party Initiatives

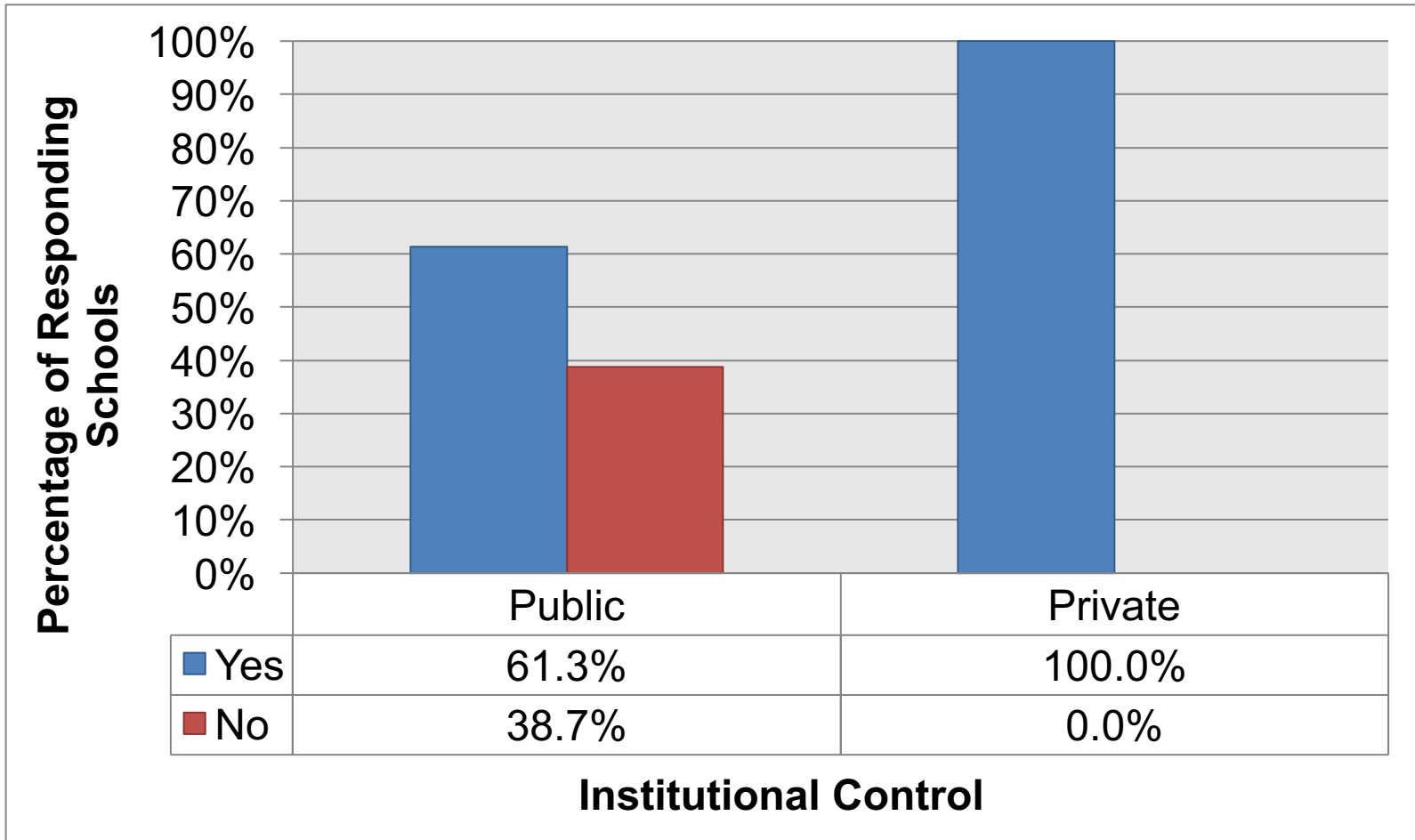
Objective	Median Age
Contracting paid job application consultants to meet with students	More than 10 years
Partnership with business or industry	6 to 10 years
Partnership with college or university	6 to 10 years
Providing access to college information publications	6 to 10 years
Connecting students with online sources of information	4 to 5 years
Résumé preparation workshops by third-party providers	4 to 5 years
SAT or ACT test preparation classes (provided by a business or nonprofit group)	4 to 5 years
Contracting paid college choice or application consultants to meet with students	2 to 3 years
Providing space and/or time for paid college choice or application consultants to meet with students	2 to 3 years
Providing space and/or time for paid job application consultants to meet with students	1 year or less

Age of CCR Programs

Third Party Initiatives

Objective	Reach %
Connecting students with online sources of information	61-70%
Contracting paid job application consultants to meet with students	51-60%
Partnership with business or industry	41-50%
Partnership with college or university	51-60%
Partnership with community	31-40%
Providing access to college information publications	31-40%
Résumé preparation workshops by third-party providers	21-30%
SAT or ACT test preparation classes (provided by a business or nonprofit group)	21-30%
Contracting paid college choice or application consultants	21-30%
Providing space and/or time for paid job application consultants	11-20%

Percentage of Schools Reporting Teacher/Staff Member with College and Career Readiness Primary Responsibility



Percentage of Schools Reporting the Number of School Counselors

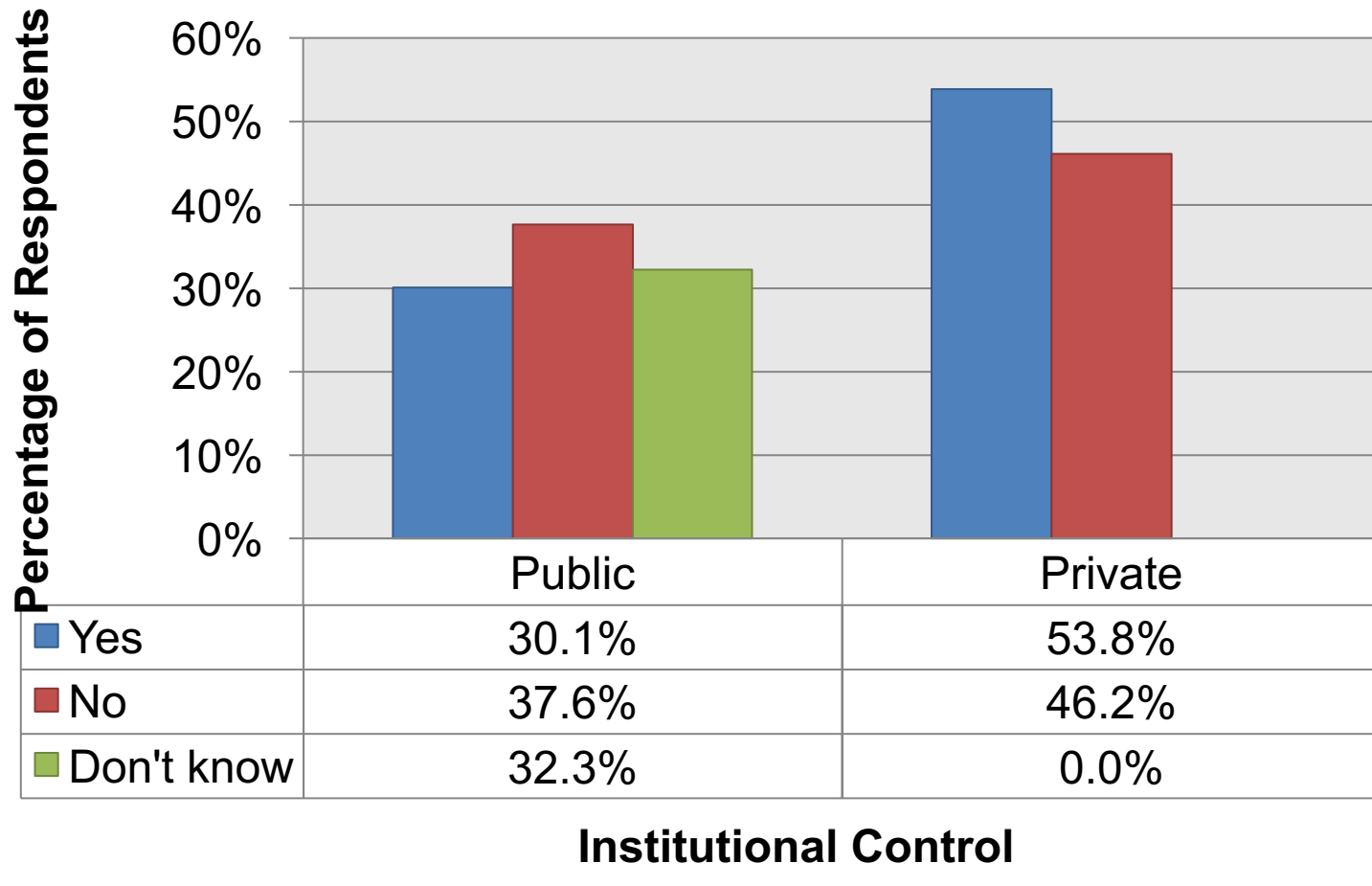
	Student Enrollment			
	300 or less	301-500	501-1000	1000 or more
Median number of school counselors	1	2	3	4

Full distribution is shown in the (forthcoming) report on survey results, 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



Institutional Control

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
 - Public schools using career-readiness as a pathway to post-secondary education
 - Private schools more focused on individualized attention

Discussion

- Our findings show varied focuses in terms of prioritizing college or career readiness. How does a school's focus affect a student's first-year experience in college?
 - What does college readiness mean to you?
 - What specific skillsets do students need to succeed in the first year?

Discussion

- What can middle and high schools do to lessen remediation in the first year of college?
- What advice would you give middle and high school counselors and teachers as they prepare their students for the first year of college?
- How does the increase in student loan debt and the number of students working during college affect the first-year experience?

Questions to Consider

- What additional information about high school CCR practices would be helpful for FYE programs?
- What gaps do you see in college preparedness that high schools might address?
- What innovative practices or partnerships are happening in your areas?