



WISCAPE Conference: The Role of Pre-College Programs in Maximizing Access and Persistence

The K-16 Imperative: A High School Pre-College Program for All Students

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Proficiency-based Admission Standards System (PASS)

November 4, 2003



How could we define student success K-16?

The student is prepared, enters college, and is able to complete the postsecondary course of study that supports the attainment of her or his aspirations.



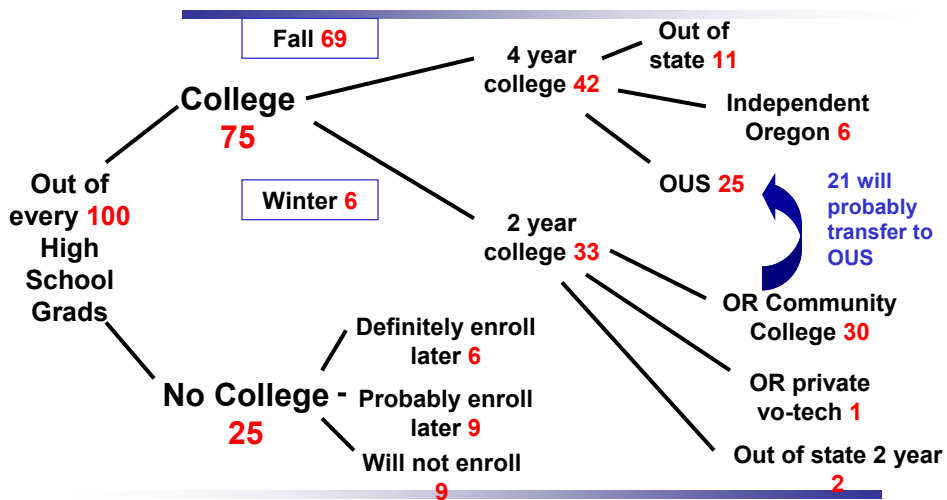
How can we create a K-16 system that acknowledges all students' college aspirations?

85% of our high school juniors indicate their intention to go on to college.

- OUS Post high School Plan Survey, 2001

3

Where do our high school students go upon graduation?



Source: OUS Institutional Research, *Where have all the Graduates Gone (2001)?*



How do postsecondary institutions currently contribute to K-12 student preparation?

- Partnerships with K-12 schools and districts

Faculty initiatives/centers play an active role in improving students' academic achievement, etc, across the range of school settings with various types of student populations.

- Teacher education programs

Education programs have been improved or created to support the training of professionals from classroom teachers to school and district leadership in areas ranging from technology to pedagogy.

- Faculty research and service

Faculty work with K-12 colleagues to design and document effective practice, programs, etc. At the state level, faculty work with state agencies to improve systems that deal with children, their families, communities and education systems.

...what else should we be doing?

5



Support all students' success in a K-16 system

- **Align**

Connect student learning as measured by the K-12 program and standards and assessments with expectations for college preparation and entry.

- **Advise**

Conduct research on impact of alignment and advise K-12 system on what works, what can be improved, and how students are performing.

- **Accelerate**

Embed alignment in policy, allow students to accelerate their movement through the K-16 system.

and....

6



Support all students' success in a K-16 system

- Account for Educational Attainment

Create an effective “pipeline” for educational attainment through an articulated system of schools and postsecondary institutions.

Track student success through successive transitions: 1) high school graduation, 2) college entry, 3) persistence, 4) completion, and 5) workforce entry.

Where possible, leverage policies at local and system level to improve transition rates at each stage of the pipeline

7



Align standards: Provide a continuous path for student learning

Example: Geometry

Grade 3

Sort, classify, and describe shapes.

Grade 5

Build, draw, measure, and compare shapes.

Grade 8

Identify, classify, draw, and describe geometric figures.

Grade 10

Interpret, draw, and describe two- and three-dimensional objects.

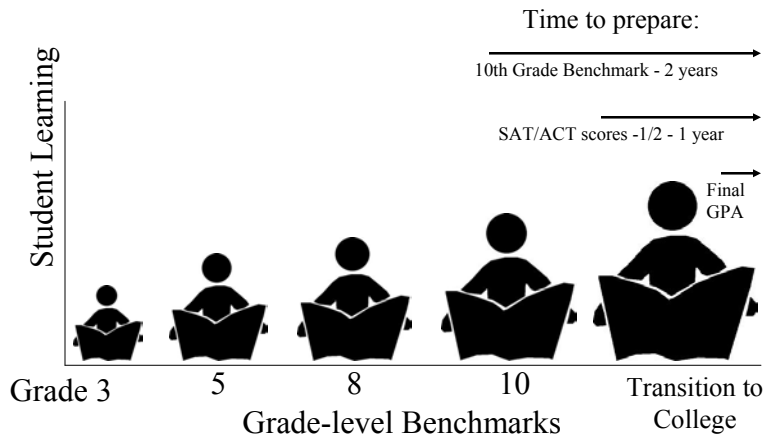
College admission (PASS standard)

Represent and analyze a wide variety of geometric figures and their properties using drawings, models, and the Cartesian coordinate system.

8



When standards are aligned, student learning can be improved in time to make a difference



9



Advise: What does research indicate about student success?

- Study: The First Year (OUS, 2003)

6,082 OUS and 12,519 community college students who met standards in high school were more likely to succeed in their first year of college than those who did not meet standards.

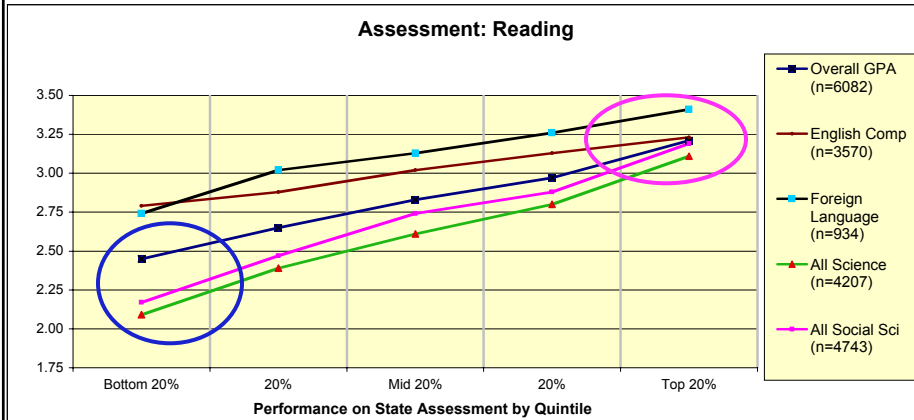
- Profile of Freshman Performance

Provides feedback to high schools on the performance of their graduates on the 10th grade benchmark assessments, their performance during their first year at OUS, and whether or not they returned for a second year.

10



Reading performance on state assessment and first year GPA in Oregon's Public Universities



Source: ODE, OUS, CCWD, The First Year Study, 2003

11



Performance on **reading** standard relates to first year college performance

6,028 freshmen entered in fall 2001

- 18% met high school GPA and subject-area course admission requirements BUT did not meet the state 10th grade benchmark standard in reading.
- They earned first-year college GPAs of 2.09 to 2.17 in their undergraduate science and social science classes
- 82% met or exceeded the benchmark standard and earned first-year college GPAs of 2.55 to 3.09.

12



Performance on **math** standard relates to first year college performance

6,028 freshmen entered in fall 2001

- 34% met high school GPA and subject-area course admission requirements BUT **did not meet** the state 10th grade benchmark standard in math.
 - This 34% earned first-year college GPAs of 2.12 to 2.36 in their undergraduate math, science, and social science classes
 - 66% met or exceeded the benchmark standard and earned first-year college GPAs of 2.60 to 3.14.
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13



What does first year college GPA indicate about student success in college?

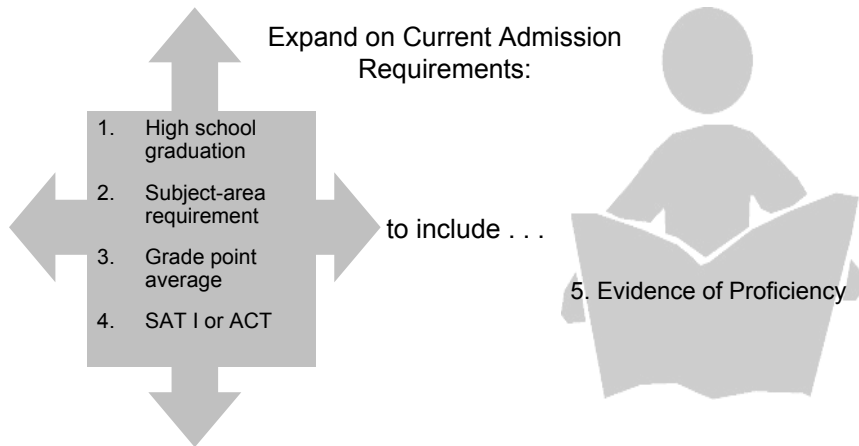
With a freshman year GPA of 2.5 in OUS, a student has a 40% probability of earning a degree in 6 years.

OUS Institutional Research Study, *Looking Back along the Long and Winding Road: Retention, Attrition, and Graduation of OUS Freshmen, Fall 1987 through Fall 1995 Cohorts*

14



How might postsecondary institutions support K-12 students' college preparation?



15



Expanded College Admission Requirements

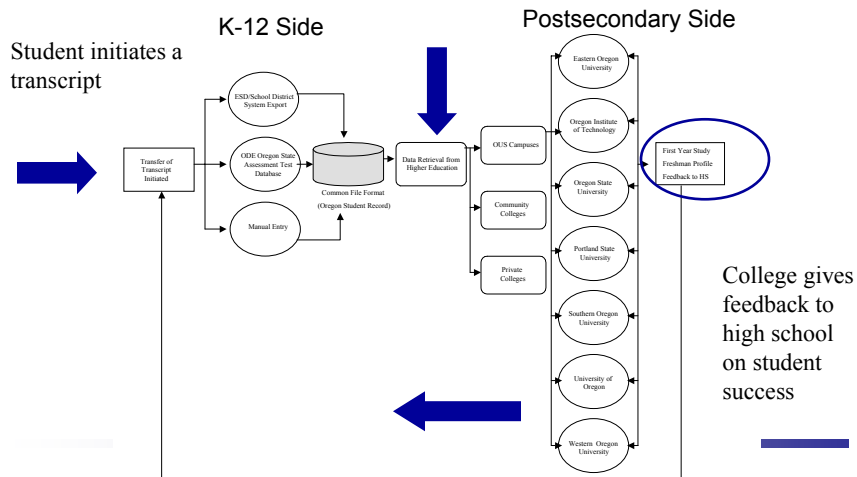
A Comprehensive Picture of Student Preparation

1. High school graduation or equivalent
2. Subject-area requirement
3. Grade point average
4. Admissions test requirement (SAT I or ACT)
5. Evidence of proficiency
 - Campus-based measures
(EOU Portfolio, OSU Insight Resume, UO Writing)
 - PASS
 - Scores on state high school assessments
 - Math knowledge & skills
 - Math problem solving
 - Reading
 - Writing
 - Science knowledge & skills
 - Scores on national assessments
(Advanced placement-AP, SAT II, International Baccalaureate-IB)
 - Teacher judgment
(Using standard criteria, e.g. Second Language Oral Proficiency)

16



Share data among high schools and colleges to improve student performance and programs K-16



If high schools are to serve as pre-college programs for all students, then we must . . .

- Guarantee that every high school student has a formal education plan to pursue postsecondary opportunities
- Create and maintain alignment to assure students are prepared to be successful in postsecondary education
- Guarantee access, quality, and affordability for all students who are prepared to pursue postsecondary opportunities
- Transfer data on student performance among high schools, postsecondary institutions, and state level education agencies for K-16 system improvement
- Provide continuous training opportunities for education professionals at all levels
- Engage 2 and 4 year campuses fully in creating a highly effective pipeline for educational attainment