

# Preparing Students for the Academic, Social, and Culture Challenge of College

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# Strategies

- Early Assessment (Rec. 2)
- Dual Enrollment (Rec. 2, 3)
- College Success Course (Rec. 2, 3 and 4, 5)
- Summer Bridge Programs (Rec. 3)



# Early Assessment

- College Now (CUNY)
- Early Assessment Program (CSU)\*
  - Reading remediation—6.2 percentage points less
  - Math remediation—4.3 percentage points less
- Need strategy to address assessed problems

\*Source: Howell, J., Kurlaender, M. & Grodsky, E. (2009). *Postsecondary preparation and remediation: Examining the effect of the early assessment program at California State University*. Sacramento, CA: California State University.



# Dual Enrollment

- *Allows high school students to enroll in college courses while still in high school*
- May or may not be for dual credit
- Broad participation (NCES, 2003) and growing rapidly:
  - At 71 percent of public high schools
  - 51 percent of colleges had high school students enrolled
  - Over 800,000 high school students took a college course
- Implementation questions—*are they really college level courses?*



# Potential Benefits

- Strengthen student preparation for college
- Expose students to college norms and expectations
- Increase students' comfort with the college environment
- Make the senior year meaningful/reduce senioritis
- Students enter college with credit already accumulated, saving time and money
- Strengthen linkages between colleges and high schools



# Measured Outcomes

- Florida Sample: Dual enrollment participation positively related to:
  - HS graduation, college enrollment, persistence, college GPA, credit accumulation
  - Particular benefits for men and low-income
- CUNY sample (CTE): Positively related to:
  - Pursuit of BA, 1<sup>st</sup> year GPA, credits earned

\* Source: Karp, M. M., Calcagno, J. C., Hughes, K. L., Jeong, D. W., Bailey, T. R. (2007). *The postsecondary achievement of participants in dual enrollment: An analysis of student outcomes in two states*. University of Minnesota: National Research Center for Career and Technical Education.



# College Success Courses

- Credit course in college, sometimes linked to remediation, growing use in HS (dual enrollment)
- What do they do?
  - Teaches students what is expected in college, how to study and manage time
  - Explores learning styles
  - Provides information
  - Helps students make plans



# Success Course Outcome

- Florida study\*
  - 8 percent more likely to earn a credential
  - 9 percent—not enrolled in remediation
  - 5 percent—enrolled in remediation
- On-going NCPR random assignment study\*
  - Learning community—remediation linked to a student success course

\*Source: Zeidenberg, M., Jenkins, D. & Calcagno, J. C. (2007). *Do student success courses actually help community college students succeed?* Community College Research Center Brief 36. New York: Teachers College, Columbia University.

\*Source: Visher, M. et. al. *The Learning Communities Demonstration: Rationale, Sites, and Research Design* (2007). National Center for Postsecondary Research. New York: Teachers College, Columbia University.



# Developmental Summer Bridge Program

- Academic support and counseling in post-HS summer for students who test into developmental education
- Sometimes includes a student success course



# Potential Benefits

- Strengthen student preparation for college
- Reduce the need for developmental education
- Expose students to college norms and expectations
- Increase students' comfort with the college environment
- Strengthen linkages between colleges and high schools



# Outcomes

- Descriptive assessment by Texas Higher Education Coordinating Board (2008)
  - Participants improved assessment scores in reading and math
  - Used new learning and study strategies.
- Ongoing NCPR RCT in Texas for summer of 2009—1300 students in 8 colleges
  - College enrollment, need for remediation, persistence, success in college level courses



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