Connecting the Pipeline: Enhancing Preparation for College Success

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New Paths to Higher Education Diversity

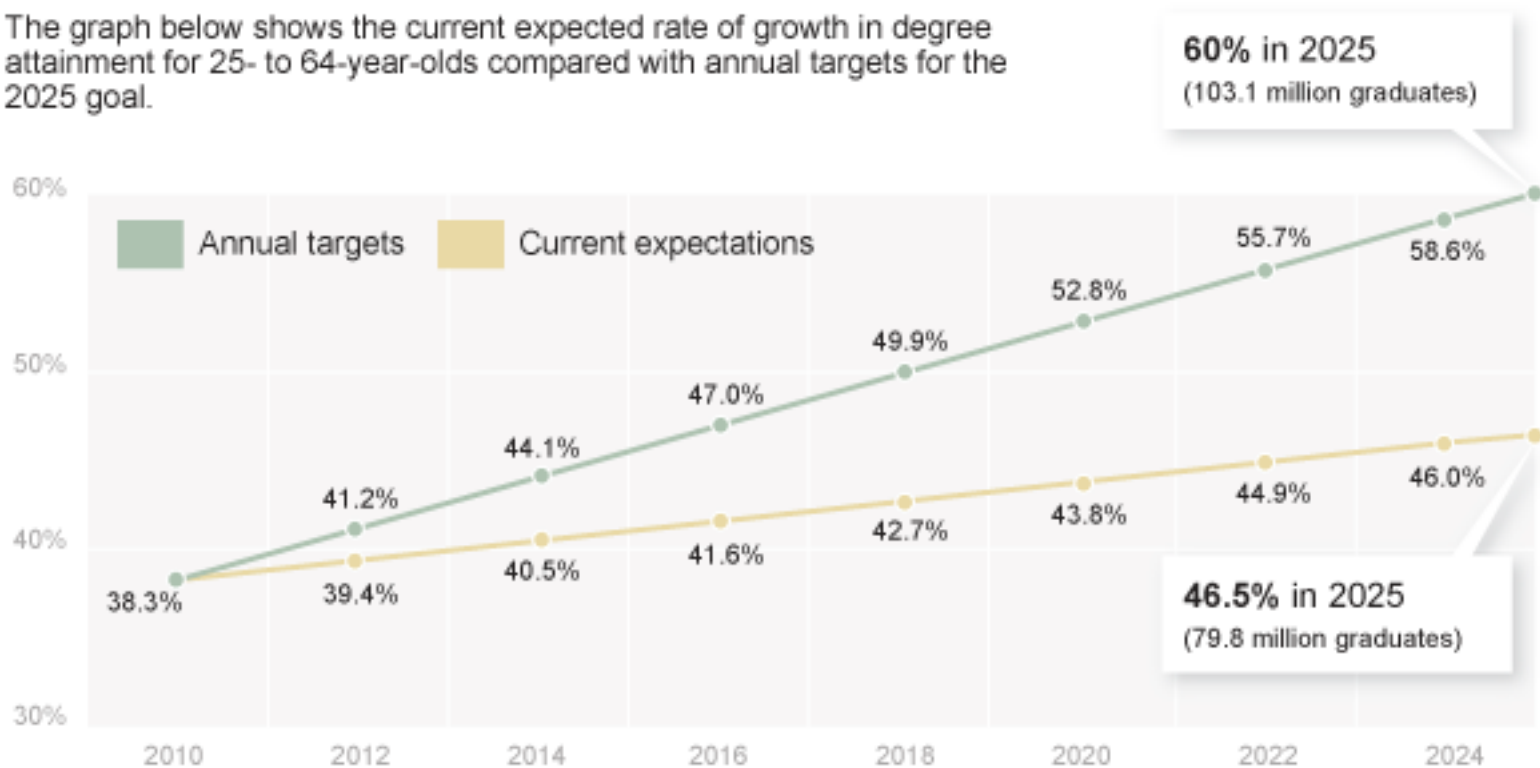*August 13-14, 2014 – Ann Arbor, MI*

Education Pipeline ?

To increase the proportion of
Americans with high-quality
degrees, certificates, and
other credentials to 60%
by the year 2025.

Goal: Degrees for 60% of U.S. Population by 2025

The graph below shows the current expected rate of growth in degree attainment for 25- to 64-year-olds compared with annual targets for the 2025 goal.

60% in 2025
(103.1 million graduates)

■ Annual targets   ■ Current expectations

60%		
50%		
40%		
30%		

Annual targets values: 38.3%, 41.2%, 44.1%, 47.0%, 49.9%, 52.8%, 55.7%, 58.6%

Current expectations values: 38.3%, 39.4%, 40.5%, 41.6%, 42.7%, 43.8%, 44.9%, 46.0%

46.5% in 2025
(79.8 million graduates)

Years: 2010, 2012, 2014, 2016, 2018, 2020, 2022, 2024

College Continuation Rates

	2013	Peak (year)
White	69.6%	72.8% (2005)
Black	59.3%	68.7% (2009)
Hispanic	59.9%	70.3% (2012)
Asian	79.1%	92.2% (2009)

Source: Postsecondary Education OPPORTUNITY, 2014

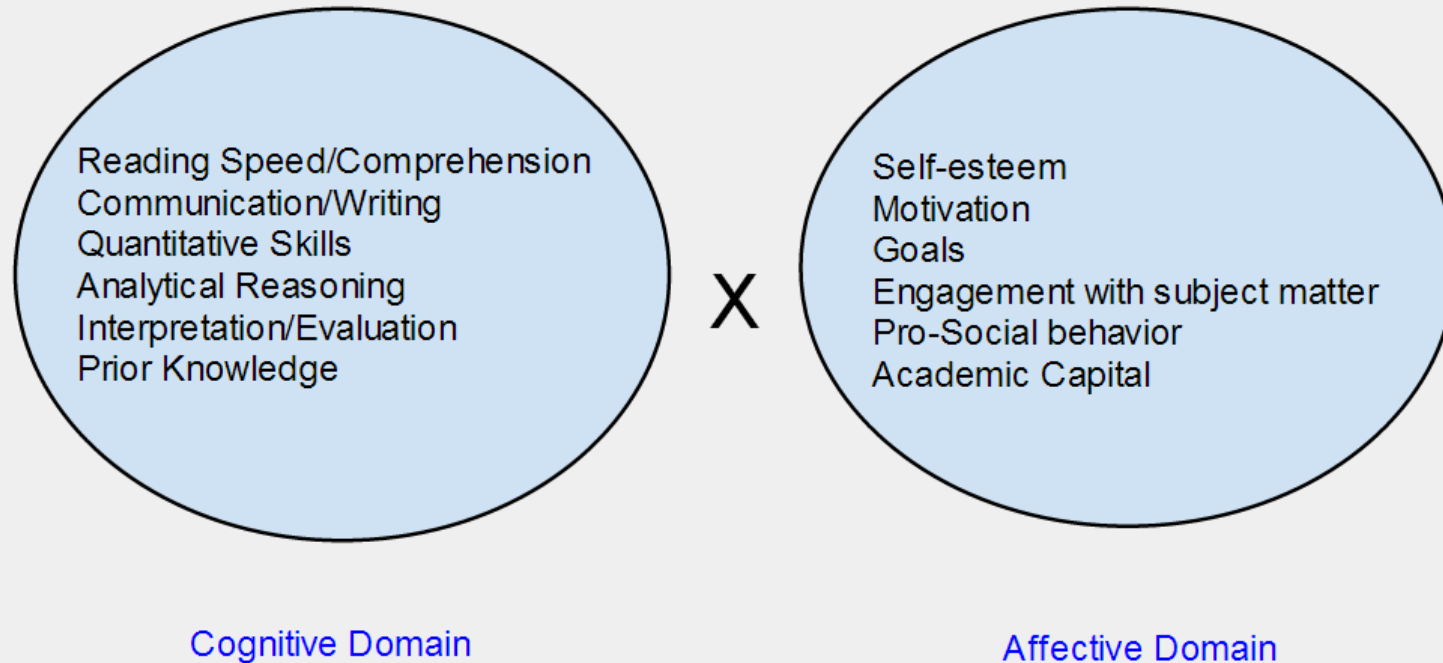# We need to start much sooner!!

- Cultivate College Going Aspirations

- Encourage Academic Preparation

- Develop Test Wise-ness Skills (Exams/SAT/ACT)

- Inform about College admissions process and Financial Aid Options

- Enrollment/Completion

Source: National Center for Education Statistics

What types of programs best ensure college success?

- Programs that address both the cognitive and the affective domains!

Behavioral Domains Impacting College Success

Reading Speed/Comprehension
Communication/Writing
Quantitative Skills
Analytical Reasoning
Interpretation/Evaluation
Prior Knowledge

X

Self-esteem
Motivation
Goals
Engagement with subject matter
Pro-Social behavior
Academic Capital

Cognitive Domain

Affective Domain

The Cognitive Domain and the "College Ready" Student

- Reading Skills (speed & comprehension)
- Communication Skills (writing)
- Quantitative Skills (algebra/problem-solving)
- Analytic Reasoning Skills
- Interpretation/Evaluation Skills

NB: Can lead to an emphasis on test scores as measures of academic achievement & ability.

Yet, academic achievement is mediated by a number of factors.

- Self-esteem
- Motivation
- Engagement with subject matter
- Pro-social behavior
- Academic Capital

The Affective Domain and the "College Ready" Student

- Goal Oriented/Motivated

- Conscientious

- Competent/Confidence (Self-efficacious)

- Good Time-Management Skills

- Independent

- Resilience (Grit!)

- Has a support network

Build Self-Efficacy

- Self-efficacy beliefs are individual's beliefs "about their capabilities to exercise control over events that affect their lives"(Bandura, 1989, p. 1175).

- "People's self-efficacy determines their level of motivation, as reflected in how much effort they will exert in an endeavor and how long they will persevere in the face of obstacles. The stronger the belief in their capabilities, the greater and more persistent are their efforts"(Bandura, 1989, p.1176).

"Ideal" Program Components

- Goal of academic skill competence/confidence
- Parent college awareness program
- Test Wise-ness
- Availability of Financial Aid
- Support network of both peers & mentors
- Opportunities for leadership
- Environment of inclusion to foster sense of belonging

Source: Perna, 2002; Sedlacek, 2004

Programs Promoting College Success

- Intentional Design
  - Develop competencies
  - Acquire knowledge
  - Cultivate habits of mind
  - Affirm credentialing for career entry
  - Income generation/support adult life
  - Promote Community Leadership

Specific Programs

- Summer Bridge
- Learning Communities
- Supplemental Instruction and study groups
- Collaborative Learning opportunities encourage sense of belonging & create support networks
- Course-based active learning exercises

In general, program activities that promote engagement with subject matter serve to enhance learning, memory and information retrieval.
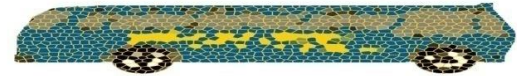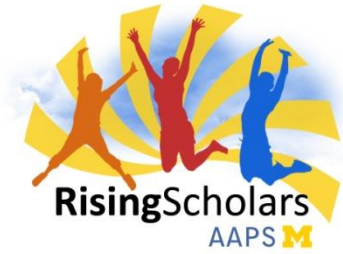
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GENESIS III PROJECT: PEER FACILITATED STUDY GROUPS

- College success requires competency in both the cognitive and affective domains.

- Schools should cultivate both facets of behavior.

- Colleges and universities should evaluate student competencies in both domains for purposes of admission and devise programs that complement and support both domains.

References

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