

Transition courses: Preparing students for college courses

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Community College Research Center

Areas of research include:

- High school to college transitions
- Dual enrollment
- Developmental education & adult basic skills
- Student services
- Online learning
- Career and workforce education
- Student persistence, completion, and transfer



National Center for Restructuring Education, Schools and Teaching

Areas of interest

- Middle and early college high schools
- Dual enrollment
- Support for high school reform
- International education
- Data use and decision making



Reshaping the College Transition Research

Early college readiness assessments: Assessments administered no later than the 11th grade that measure students' readiness to successfully perform entry-level, credit-bearing postsecondary work.

Transition curricula: Courses, learning modules, or online tutorials developed jointly by secondary and postsecondary faculty and offered no later than 12th grade to students at risk of being placed into remedial math or English in college.

Potential of early college readiness assessments

Theory:

Knowledge is power. Students and schools can take action to help students become college ready by graduation.

Evidence:

Participation in California's early assessment (EAP) reduced students' probability of taking remedial courses in college by 6.1 percent in English and by 4.3 percent in math.

Howell, Kurlaender, and Grodsky (2010)

Potential of transition courses

Theory:

A full year course in math or English can be offered to students in the 12th grade...

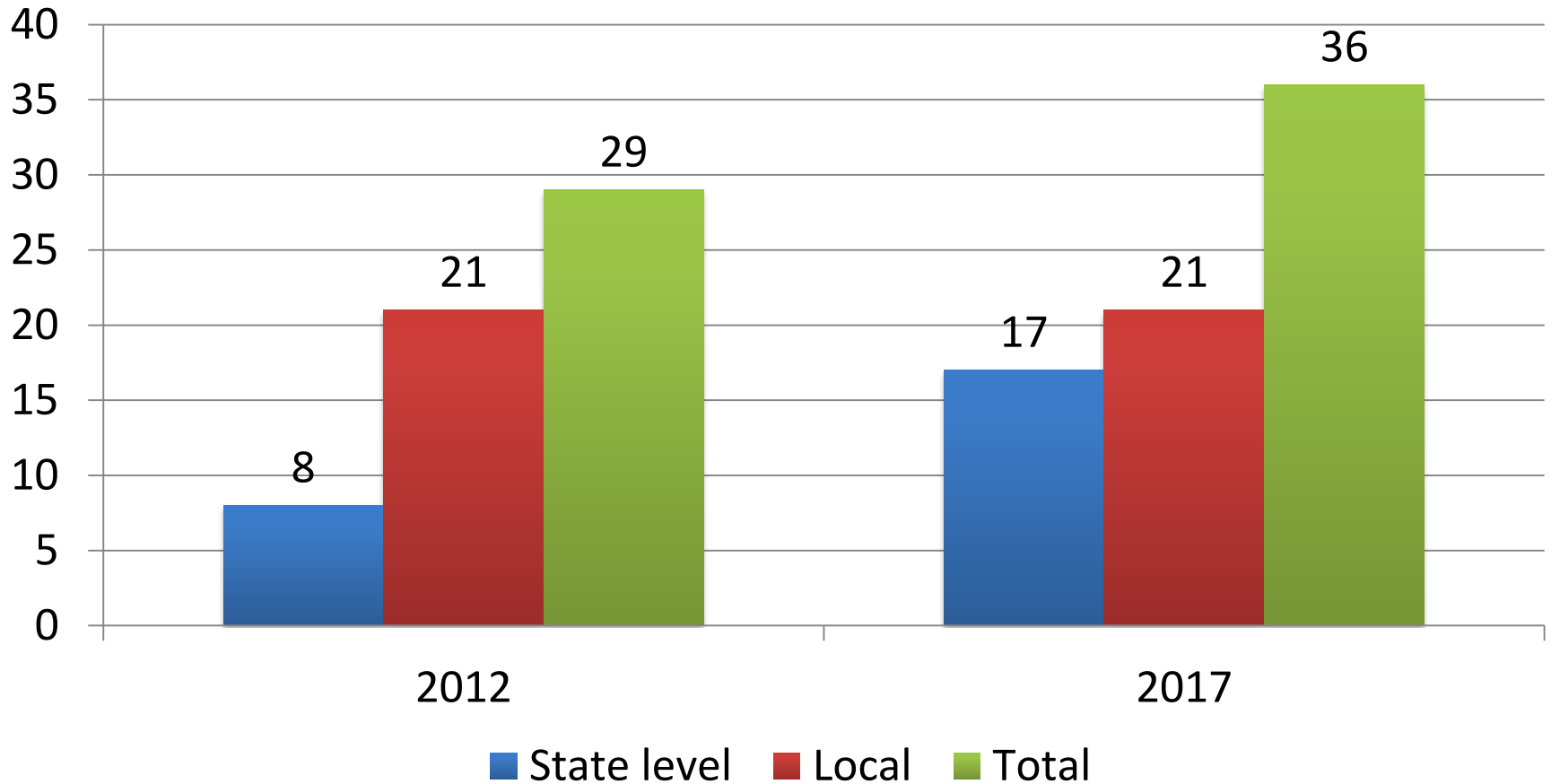
- At no extra cost
- Offering high school credit
- Meeting colleges' criteria for college readiness.
- And some include a mechanism for placing out of developmental education.

Evidence:

Promising descriptive results from high schools and colleges.

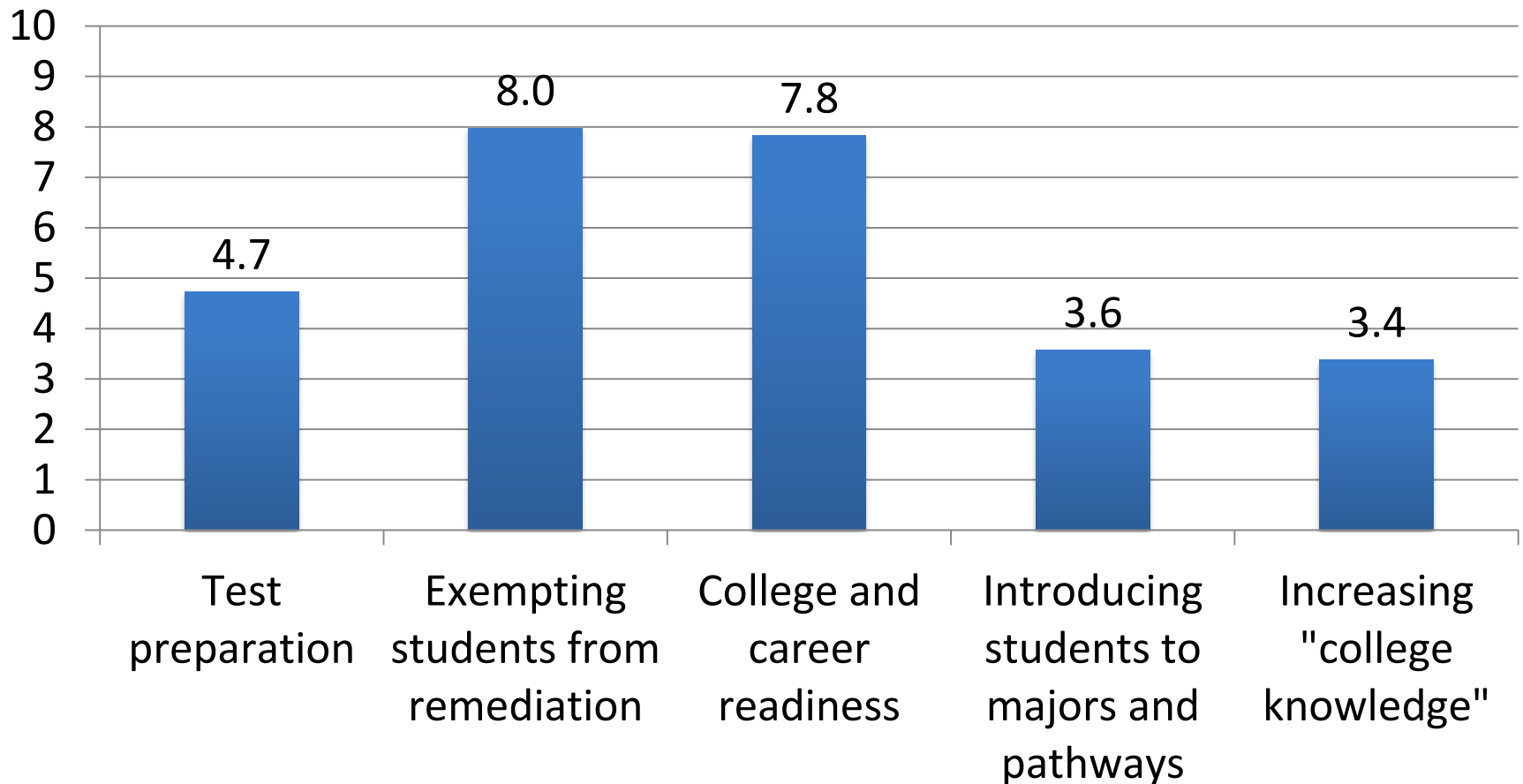
Emerging more rigorous research results.

Prevalence of Transition Courses (# of states)



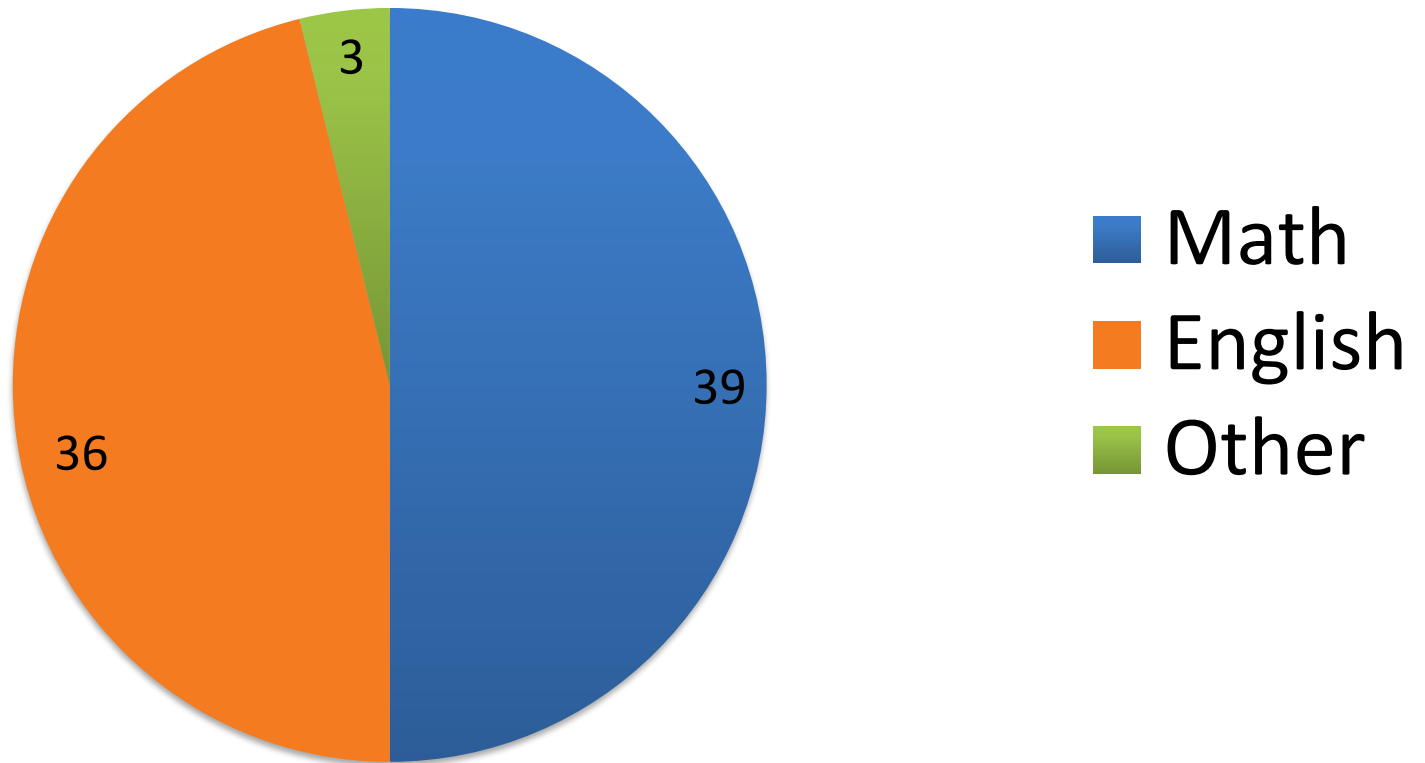
Transition Course Goals

(importance on a 1 to 10 scale)

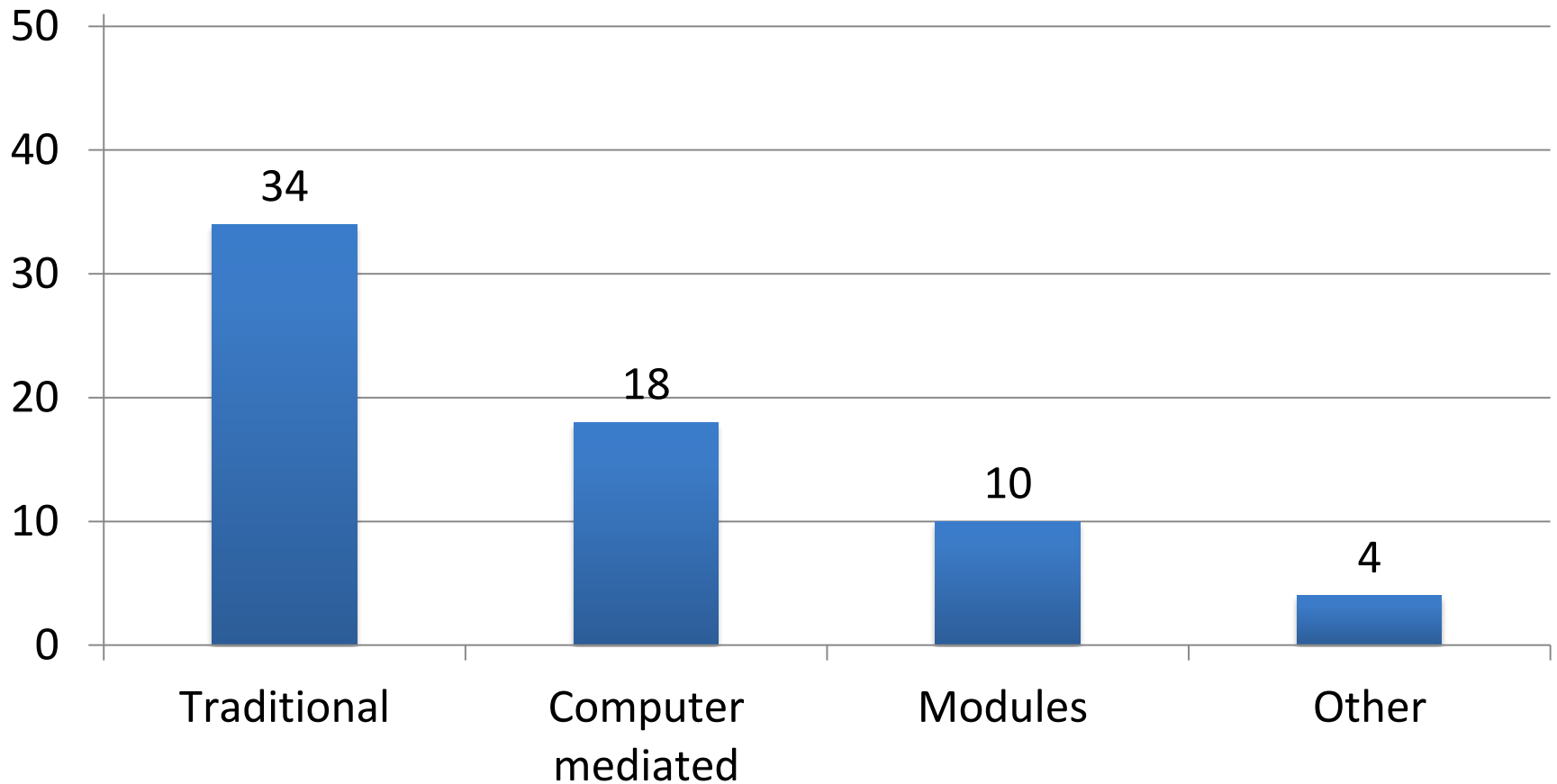


Note: These and the data on the following slides were calculated from interviews and document reviews associated with a national scan of transition curricula conducted in 2016-2017 by CCRC.

Subjects taught (# of states)



Instructional approach used (# of states)



Course design options (Barnett, 2018)

Purpose, Content, and Delivery	Structure, Organization, and Context
• Course goals • Course creation • Key topics • Instructional approach • Student engagement • College exposure	• High school credit • College placement • Student selection • Teacher selection and support • Costs and sustainability • Assessing effectiveness

New York



At Home in College (AHC):

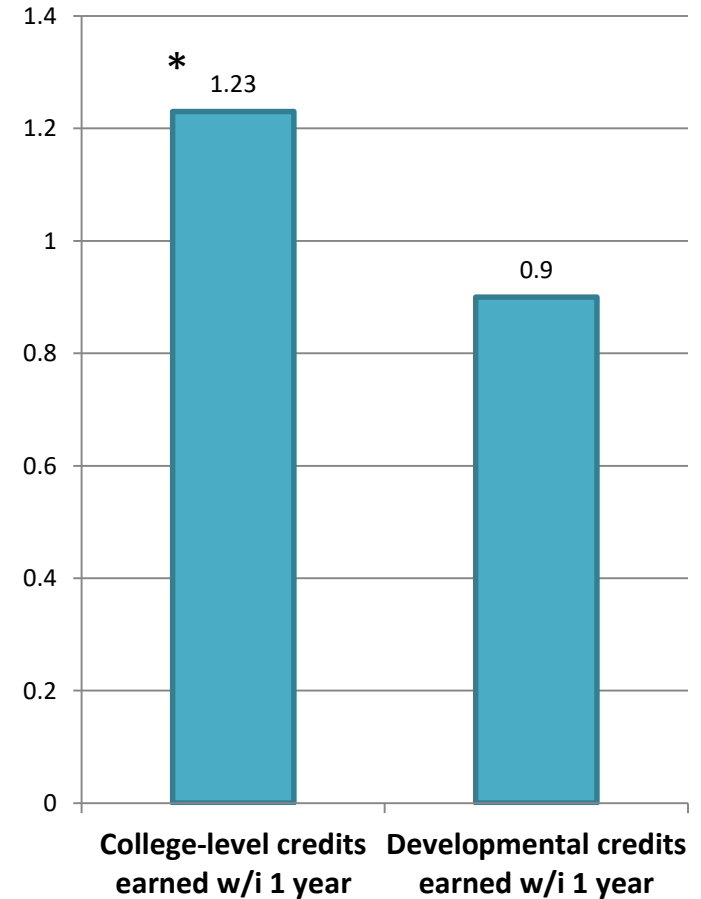
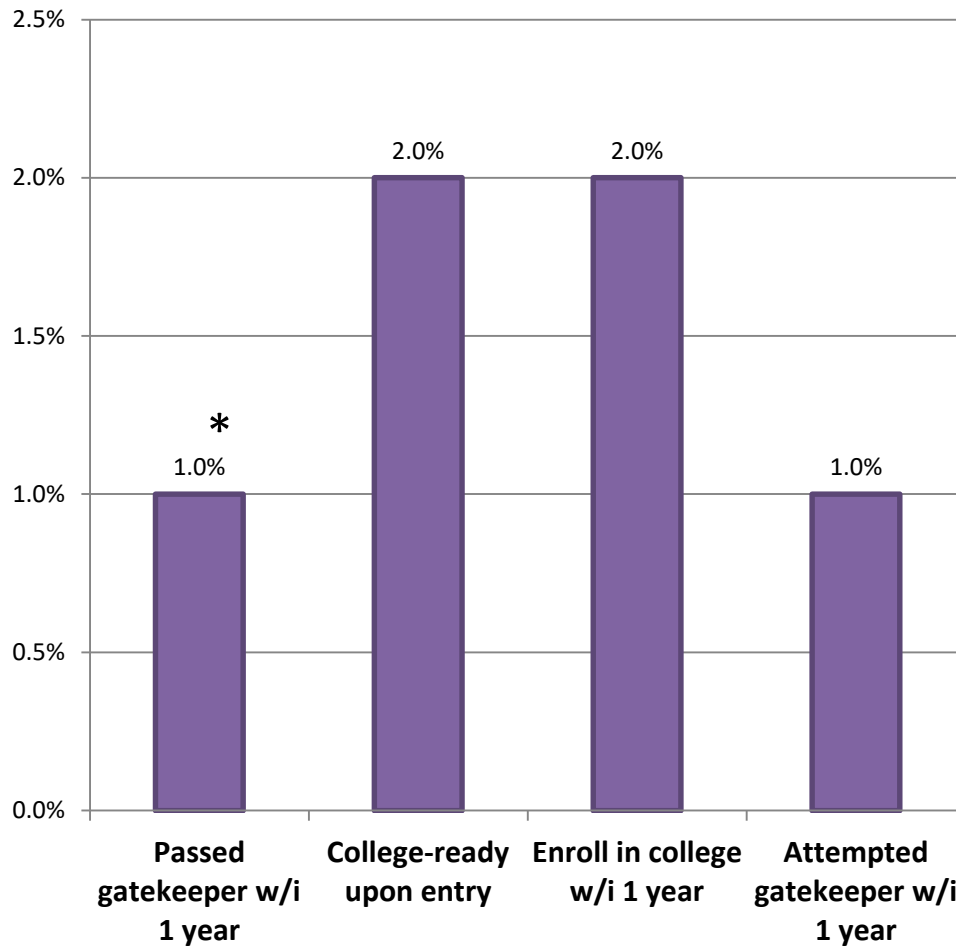
- ◆ Designed and administered by CUNY's Collaborative Programs
- ◆ Early assessment: Regents exams
- ◆ Transition courses in English and math, with College Knowledge component
- ◆ 62 participating high schools (1,903 students)

Difference In Differences Design Outcomes Estimated:

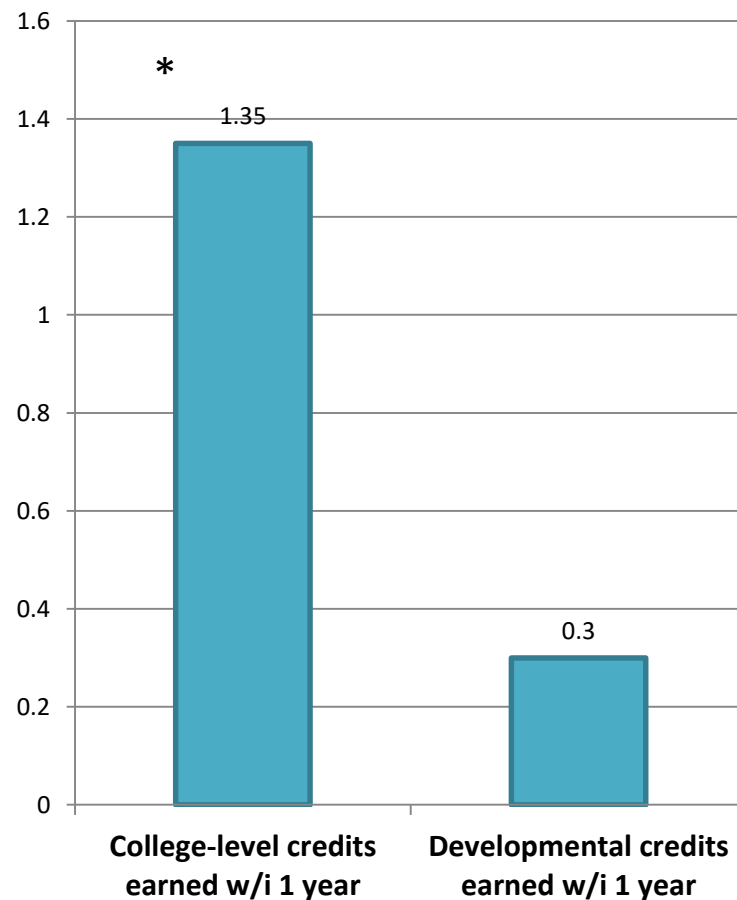
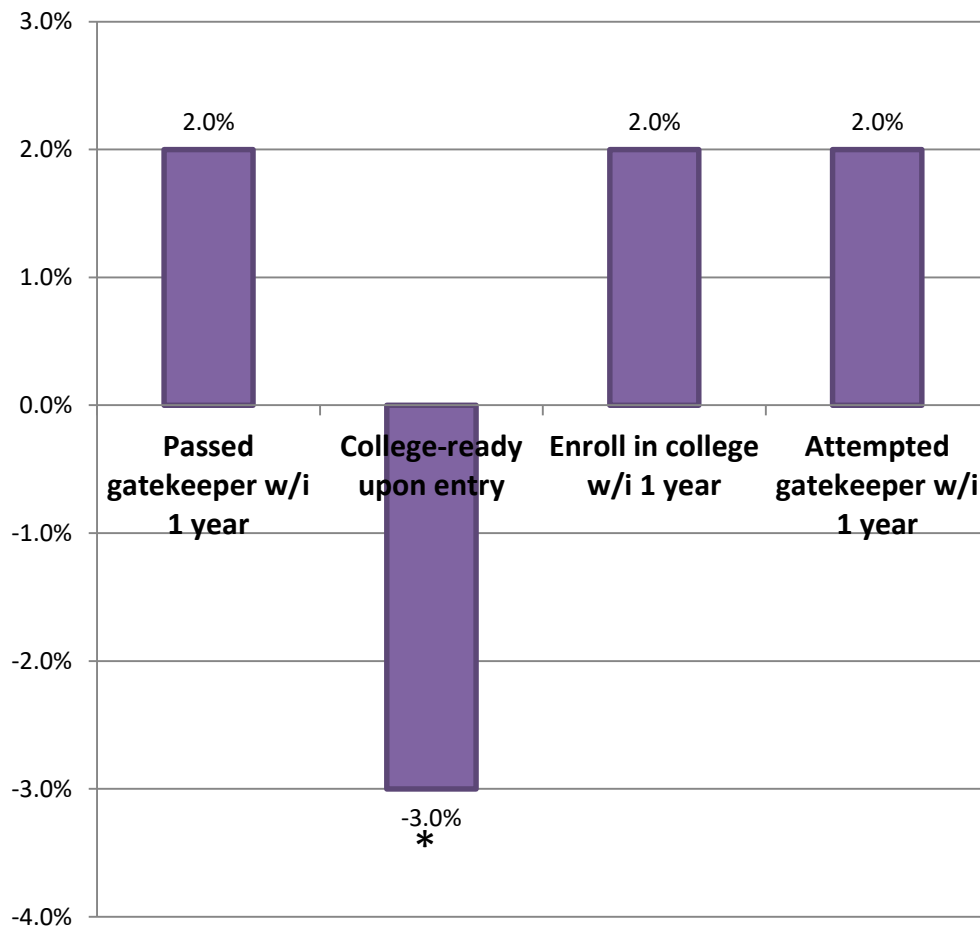
Primary (all within one year)
• College readiness at college entry in math/English • Passing gatekeeper course in math/English

Secondary (all within one year)
• College enrollment • College credits earned • Developmental education credits earned • Attempted a gatekeeper course in math/English

Impact of At Home in College - Math



Impact of At Home in College - English



Tennessee



Seamless Alignment and Integrated Learning Support (SAILS):

- ◆ Community college initiated and supported; state funded
- ◆ Student placement based on ACT score in 11th grade
- ◆ 5 online math modules that mirror the community college curriculum
- ◆ Completers place out of college deved; some take dual credit math

SAILS - results

From Fay, 2016

Study of SAILS schools where high school and college students used the same curriculum:

- ◆ College students completers: 47- 65%
- ◆ High school completers: 79 – 97%

From Kane et al, 2018

- ◆ Participating in the SAILS program positively impacted:
 - ◆ Enrollment in college.
 - ◆ Enrollment in college level math (in the past)
 - ◆ Student appreciation of math
- ◆ It did not affect math knowledge.

Thoughts on transition courses

- ◆ The results so far are positive but under-whelming.
- ◆ Courses are informed by diverse views of college readiness.
- ◆ Courses are “owned” to different degrees by K-12 and higher education.
- ◆ Mechanisms that place students as college ready on course completion are helpful.

For more information

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