

THE COMPLEXITY OF COLLEGE AND CAREER READINESS

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THE COMPLEXITY OF COLLEGE AND CAREER READINESS

- + *We are unclear what we mean* by the terms college and career ready.
- + College readiness and career readiness are *similar but not the same*.
- + Readiness can be thought of as the *alignment among student skills, interests, aspirations, and their postsecondary objectives*.
- + Success in postsecondary educational settings is a function of *readiness across multiple dimensions*.
- + Current measures may be *insufficient for determining this alignment*.
- + College and career readiness is *more than a score on an English and math test*.

WE FACE AN *ASPIRATIONS GAP*

- + We have gotten the message through to kids that they should *aspire to continue their education beyond high school.*
- + However the reality is that, for many students, *aspirations do not end up aligning with outcomes.*
- + The students most likely to experience the aspirations gap are those from groups *traditionally underrepresented in postsecondary education.*



Of 100 middle schoolers, **93** say they aspire to college, but only **26** *earn a college degree* within six years of enrolling.



DISTINGUISHING AMONG DIFFERENT TYPES OF READINESS

think:

*Problem Formulation
Research
Interpretation
Communication
Precision & Accuracy*

know:

*Structure of Knowledge
Challenge Level
Value
Attribution
Effort*

**Key
Cognitive
Strategies**

**Key
Content
Knowledge**

**Key
Transition
Knowledge
and Skills**

**Key
Learning
Skills and
Techniques**

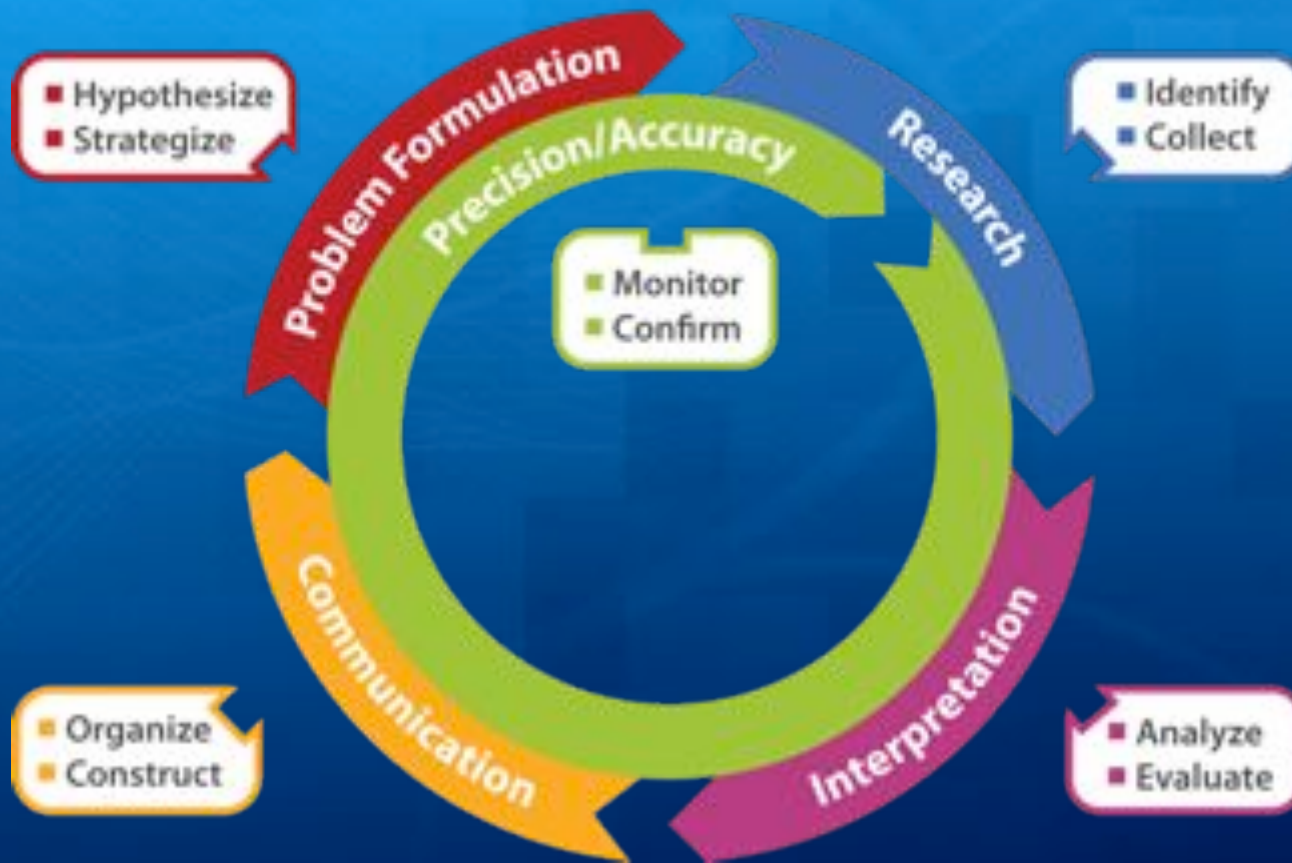
go:

*Postsecondary Awareness
Postsecondary Costs
Matriculation
Career Awareness
Role and Identity
Self-advocacy*

act:

*Ownership of Learning
Learning Techniques*

THE KEY COGNITIVE STRATEGIES



EXAMPLE OF A TASK REQUIRING KEY COGNITIVE STRATEGIES

Social Studies Task

Students study natural disasters, then choose one and write a policy paper (or an annotated outline for a policy paper) for the Conference on World Disaster Reduction.

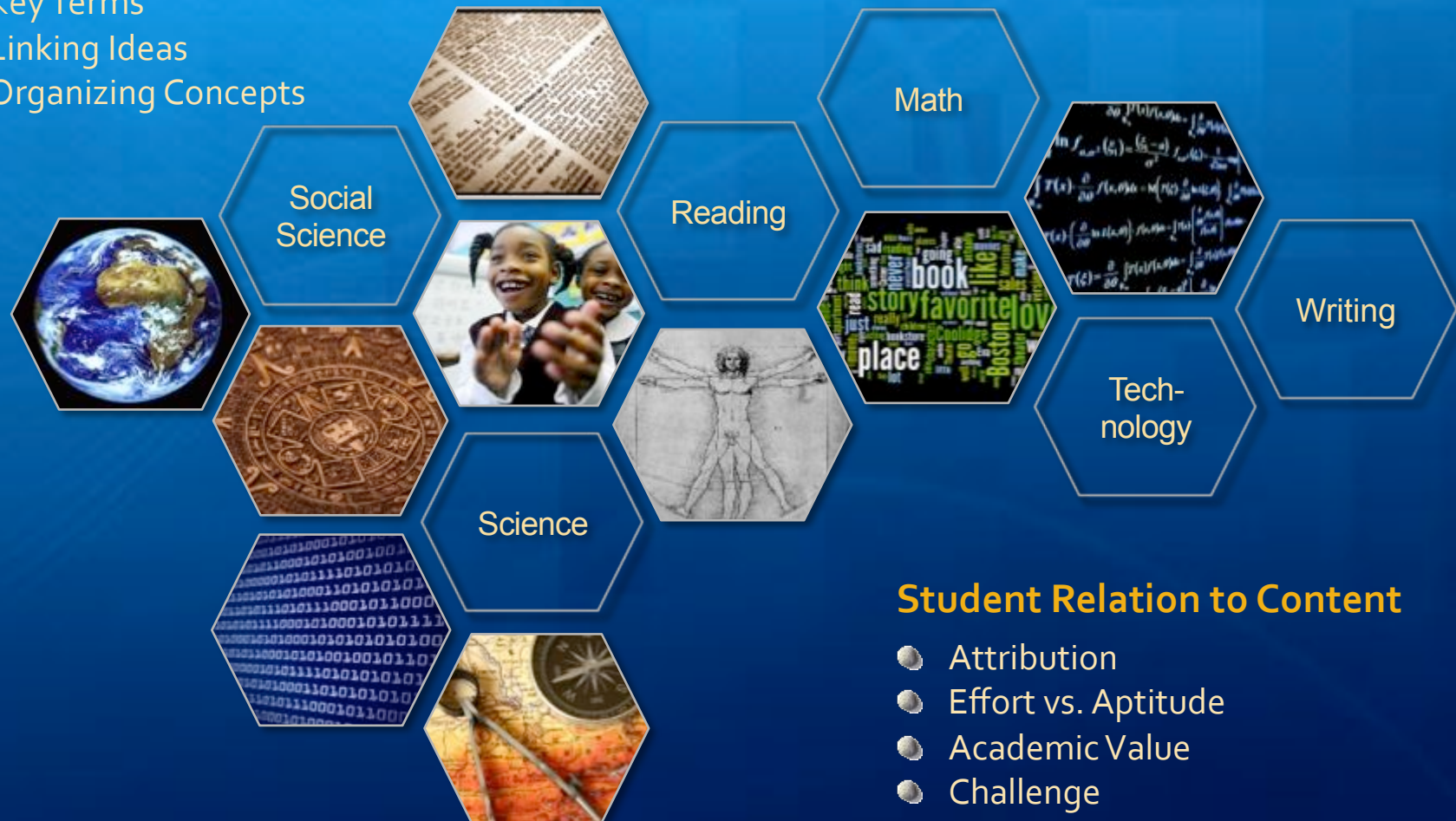
Students write paper or give an oral presentation that:

- + predicts reasons humans are affected by natural disasters
- + researches a type of natural disaster
- + outlines how to mitigate the impact of this type of disaster
- + discusses the trade-offs associated with different policies that might mitigate the impact

KEY CONTENT KNOWLEDGE

Structure of Knowledge

- Facts
- Key Terms
- Linking Ideas
- Organizing Concepts



Student Relation to Content

- Attribution
- Effort vs. Aptitude
- Academic Value
- Challenge

Ownership of Learning

Know Yourself

- **Be self-aware.** Find out your interests, passions, skills, and ambitions.

Set Goals

- **Know what you need to achieve** based on self-awareness.

Be Motivated

- **Have the mindset** to achieve your goals.

Persist

- **Don't give up**, especially when something does not come as easily to you.

Monitor Performance

- **Know how well you are really doing.** Gauge your true skill level.

Ask for Help

- **Know when you are stuck, then get help.** Don't view this as a weakness.

Show Self-Efficacy

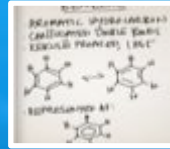
- **Learn how to control the things you can control.** Then, control them.

KEY LEARNING TECHNIQUES



Manage Time

Take Notes



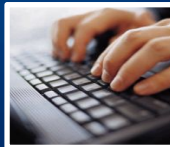
Study for Tests

Memorize



Read Strategically

Learn Collaboratively



Use Technology

KEY TRANSITION KNOWLEDGE & SKILLS



Postsecondary Awareness

Postsecondary Aspiration
Postsecondary Norms & Culture



Postsecondary Costs

Tuition Awareness
Financial Aid Awareness



Matriculation

Postsecondary Eligibility
Admissions Procedures
Program Selection



Career Awareness

Career Options
Career Requirements
Career Readiness



Role & Identity

Role Identity
Role Conflict
Role Models



Self-Advocacy

Resource Acquisition
Institutional Advocacy

College readiness is a *CONTINUUM.*

Not
Ready

Partially Ready

Ready

THE RANGE OF READINESS

What Is This Student Ready For?

Student #1	KCS	KCK	KLTS	KTKS
Work Ready	Y	Y	Y	N
Job Ready	Y	Y	Y	N
Career Ready	N	Y	Y	N
College Ready	N	Y	N	N
Life Ready	??	??	??	??

Based on content measures, this student is ready for college, but other indicators suggest reasons for concern

THE RANGE OF READINESS

What Is This Student Ready For?

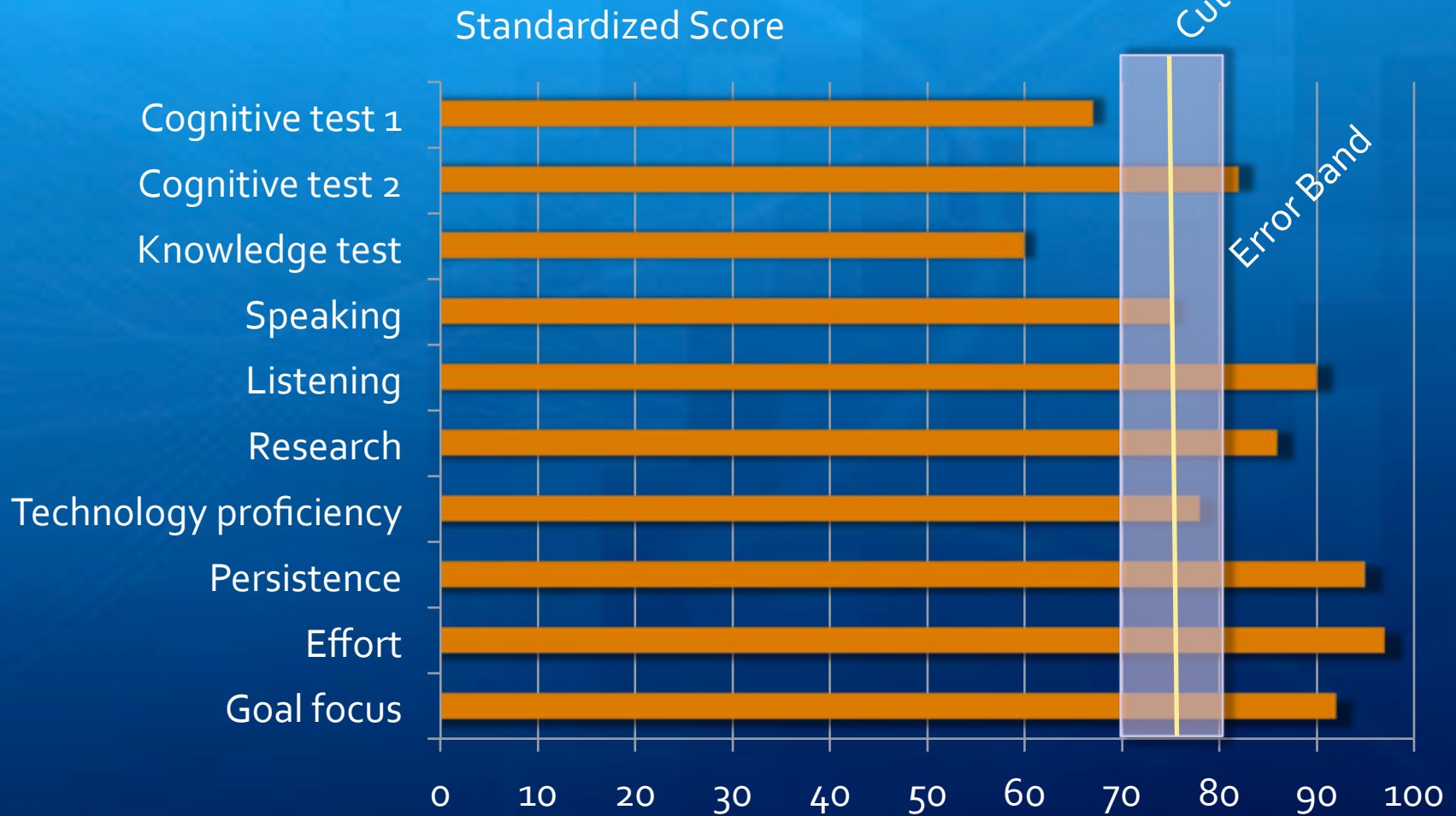
Student #2	KCS	KCK	KLTS	KTKS
Work Ready	Y	Y	Y	Y
Job Ready	Y	Y	Y	Y
Career Ready	Y	N	Y	Y
College Ready	Y	N	Y	Y
Life Ready	Y	N	Y	Y

This student has content deficiencies but strengths in all other areas. Depending on the student's interests, this student may still be college ready.

WHAT WOULD BE IN A PROFILE?

Type of Measure	Stakes	Way to Measure
Cognitive test	High	SAT, ACT
Cognitive test	Low	Complex classroom-administered performance task scored against Key Cognitive Strategies
Knowledge test	High	Consortia English and math tests
Speaking	Low	Oral presentation, scored discussion, fishbowl
Listening	Low	Note-taking, following directions, describing an event
Research	High	Classroom-administered research paper with external moderation of teacher scoring
Technology proficiency	Low	Specified tasks administered online, proctored at the school
Persistence	Low	Task requiring multiple strategies to complete
Effort	Low	Demonstrated effort to complete an activity
Goal focus	Low	Specified goal and actions consistent with goal

PROFILE WITH CUT POINT AT 75 SCALE POINTS



Given the complexity of college and career readiness, we should think in terms of *systems of assessment*, rather than one test or score that determines readiness.

- ✓ Grades, student self-reports, complex curriculum-embedded performance tasks, behavioral assessments, non-content-based measures

The result would be *profiles of readiness in relation to goals* and *recommendations on how to improve readiness* in relation to goals.

"Badge" systems are potentially a step in this direction.

THE CHALLENGE OF ASSESSING COLLEGE AND CAREER READINESS



College & Career Readiness 
a comprehensive approach

For more information and free reports and resources:
<http://www.epiconline.org>
contact@epiconline.org
877-766-2279