

Kaplan University Academic Readiness Assessment

The Problem of College ReadinessBecoming a Student-Ready CollegeCollege and Career ReadyCollege KnowledgeRamp-up to ReadinessThe Effect of the Enhanced Summer College Readiness Program on Academic Self-efficacyUniversity Access and SuccessInteractive Collaborative LearningEvidence-Based Outreach/Service-Learning to Improve Health-Related Self-Efficacy through STEMM EducationCommunity College Students' Perceptions of Academic ReadinessUniversities and Innovation EconomiesCareer and College Readiness Counseling in P-12 Schools, Second EditionHabits of MindDevelopmental Education and College Readiness at the University of Alaska. REL 2016-123Career and Personal Explorations (First Edition)Philosophies of Mississippi College Readiness ProgramsHow to Become a Successful College StudentHabits of MindSupporting the DreamCreate Your Own Success William G. Tierney Tia Brown McNair David T. Conley David T. Conley University of Minnesota. College Readiness Consortium Donna Gruber Merridy Wilson-Strydom Michael E. Auer Jonathan J. Wisco Bradbury Stewart Millar Peter Murphy Jennifer Curry William Allen Michelle Hodara Daniel Thompson Cory Ellis Bailey Scotty Dunlap William Barclay Allen Charis McGaughy Daniel Thompson The Problem of College Readiness Becoming a Student-Ready College College and Career Ready College Knowledge Ramp-up to Readiness The Effect of the Enhanced Summer College Readiness Program on Academic Self-efficacy University Access and Success Interactive Collaborative Learning Evidence-Based Outreach/Service-Learning to Improve Health-Related Self-Efficacy through STEMM Education Community College Students' Perceptions of Academic Readiness Universities and Innovation Economies Career and College Readiness Counseling in P-12 Schools, Second Edition Habits of Mind Developmental Education and College Readiness at the University of Alaska. REL 2016-123 Career and Personal Explorations (First Edition) Philosophies of Mississippi College Readiness Programs How to Become a Successful College Student Habits of Mind Supporting the Dream Create Your Own Success *William G. Tierney Tia Brown McNair David T. Conley David T. Conley University of Minnesota. College Readiness Consortium Donna Gruber Merridy Wilson-Strydom Michael E. Auer Jonathan J. Wisco Bradbury Stewart Millar Peter Murphy Jennifer Curry William Allen Michelle Hodara Daniel Thompson Cory Ellis Bailey Scotty Dunlap William Barclay Allen Charis McGaughy Daniel Thompson*

examines how states schools and postsecondary institutions might best help improve college readiness and completion though more students are entering college many drop out especially those who are low income and or of color to address this problem educational stakeholders have focused on the concept of college readiness or the preparation a student needs to succeed in college however what it means to be college ready and how to help more students become ready are questions without clear answers by way of historical and

contemporary analyses this book uses California as a case study to demonstrate how the state has endeavored to make postsecondary opportunity accessible for all students the contributors also explore the challenges that remain and address what states and schools can do to improve college readiness and completion this book adds important information to the debates and discussions around this critical topic Caroline Sotello Viernes Turner coeditor of *Understanding Minority Serving Institutions*

boost student success by reversing your perspective on college readiness the national conversation asking are students college ready concentrates on numerous factors that are beyond higher education's control becoming a student ready college flips the college readiness conversation to provide a new perspective on creating institutional value and facilitating student success instead of focusing on student preparedness for college or lack thereof this book asks the more pragmatic question of what are colleges and universities doing to prepare for the students who are entering their institutions what must change in an institution's policies practices and culture in order to be student ready clear and concise this book is packed with insightful discussion and practical strategies for achieving your ambitious student success goals these ideas for redesigning practices and policies provide more than food for thought they offer a real world framework for real institutional change you'll learn how educators can acknowledge their own biases and assumptions about underserved students in order to allow for change new ways to advance student learning and success how to develop and value student assets and social capital strategies and approaches for creating a new student focused culture of leadership at every level to truly become student ready educators must make difficult decisions face the pressures of accountability and address their preconceived notions about student success head on becoming a student ready college provides a reality check based on today's higher education environment

giving students the tools they need to succeed in college and work college and career ready offers educators a blueprint for improving high school so that more students are able to excel in freshman level college courses or entry level jobs laying a solid foundation for lifelong growth and success the book is filled with detailed practical guidelines and case descriptions of what the best high schools are doing includes clear guidelines for high school faculty to adapt their programs of instruction in the direction of enhanced college career readiness provides practical strategies for improving students content knowledge and academic behaviors offers examples of best practices and research based recommendations for change the book considers the impact of behavioral issues such as time management and study habits as well as academic skills on college readiness

although more and more students have the test scores and transcripts to get into college far too many are struggling once they get there these students are surprised to find that college coursework demands so much more of them than high school for the first time they are asked to think deeply write extensively document assertions solve non routine problems apply concepts and accept unvarnished critiques of their work college knowledge confronts this problem by looking at the disconnect between what high schools do and what colleges expect and proposes a solution by identifying what students need to know and be able to do in order

to succeed the book is based on an extensive three year project sponsored by the association of american universities in partnership with the pew charitable trusts this landmark research identified what it takes to succeed in entry level university courses based on the project s findings and interviews with students faculty and staff this groundbreaking book delineates the cognitive skills and subject area knowledge that college bound students need to master in order to succeed in today s colleges and universities these standards for success cover the major subject areas of english mathematics natural sciences social sciences second languages and the arts

ramp up to readiness is a school wide advisory program that features an engaging and interactive series of activities designed to help all students graduate from high school ready for postsecondary success ramp up goes beyond just college access it is a comprehensive advisory based program that addresses five essential areas of readiness academic admissions career financial and personal social readiness www.rampuptoreadiness.org

the problem of the lack of academic readiness of high school students for college is a critical one in today s economy it is becoming increasingly difficult to compete in the job market and positions that might have been given to people with little experience are being passed to those who hold college degrees the possession of a college degree communicates something to employers that may not be said for candidates who have not gone to college therefore being prepared for college is essential and a high school diploma does not guarantee that a student is prepared to undertake postsecondary level courses in fact many students are not prepared for college level work and are required to first complete remedial or developmental courses before starting to accumulate credits towards postsecondary degree the purpose of this study was to examine the effect of an enhanced summer college readiness program on students academic self efficacy scores the intended goal was to determine whether or not college readiness programs increase or improve high school juniors academic self efficacy two research questions were examined 1 was there was a difference between high school juniors that completed the new enhanced summer college readiness program and those who completed the regular summer college prep workshop in academic self efficacy scores and 2 if academic self efficacy scores were significantly different for students who participated in the new enhanced summer college readiness program to what extent this significance could be attributed to the program academic self efficacy data were gathered from high school juniors prior to participation in and again at the completion of the program the participants were high school juniors who had identified interest in a summer college readiness workshop at a private midwestern university the college academic self efficacy scale cases was the instrument used see appendix a the study used a solomon four group experimental design there were two experimental and two comparison groups one experimental and one comparison group were pre tested and all four groups were post tested the results from quantitative and qualitative data showed that the new enhanced summer college readiness program improved academic self efficacy better than the current summer college prep workshop

the challenge of widening access and participation in higher education in a manner that ensures students are

successful in their studies is a major issue globally and a significant research focus within higher education studies and higher education policy similarly the challenge of under preparedness of students entering higher education has become increasingly pertinent as universities in both developed and developing countries struggle to improve their throughput rates in a context in which schooling no longer seems to provide sufficient preparation for entering university in this book merridy wilson strydom applies the capabilities approach to better understand university access and participation and draws on a rich case study from south africa to critically and innovatively explore the complex and contradictory terrain of access with success the book integrates quantitative and qualitative research with theory and practical application to provide a new framework for considering and improving the transition from school to university university access and success will appeal to academics and researchers in the field of higher education internationally the book also contributes to the growing body of international and comparative scholarship on the capabilities approach in higher education and will therefore be of value to higher education practitioners such as those working in the promotion of teaching and learning higher education quality assurance institutional research and student affairs

this book presents the proceedings of the 19th international conference on interactive collaborative learning held 21 23 september 2016 at clayton hotel in belfast uk we are currently witnessing a significant transformation in the development of education the impact of globalisation on all areas of human life the exponential acceleration of developments in both technology and the global markets and the growing need for flexibility and agility are essential and challenging elements of this process that have to be addressed in general but especially in the context of engineering education to face these topical and very real challenges higher education is called upon to find innovative responses since being founded in 1998 this conference has consistently been devoted to finding new approaches to learning with a focus on collaborative learning today the icl conferences have established themselves as a vital forum for the exchange of information on key trends and findings and of practical lessons learned while developing and testing elements of new technologies and pedagogies in learning

outreach and service learning to elementary and secondary schools and community organizations that serve under represented groups urg and under represented minority urm demographics has long been a focus of pre clinical and clinical health professions education institutions to improve individual and health related self efficacy when health pre professional and professional students teach correct science technology engineering math and medicine stemm principles to youth they help to improve the health related self efficacy and cultural competency of individuals and the community service learning is an extension of outreach efforts defined broadly by different accreditation councils as educational experiences in which students purposefully prepare and provide service to the community followed by a reflection on the experience together outreach and service learning are excellent opportunities for professional pathway students to inspire the next generation of elementary and secondary school children to develop evidence based health related self efficacy and an interest in stemm careers

students drop out of universities in large numbers many graduate to jobs that do not require a degree and a large number learn little at university whilst graduate salaries have shrunk over time and student loan debt and default have grown university research achievements have declined while university administration has expanded massively the contemporary university is mired in auditing regulation waste and aimlessness and its contribution to serious social innovation has deteriorated markedly the miserable state of the universities reflects a larger social reality as bureaucratic capitalism has replaced creative capitalism universities and innovation economies examines the rise and fall of the mass university and post industrial society considering how we might revitalize economic and intellectual creativity looking to a much more inventive social and economic paradigm to drive long term growth the author argues for a smaller leaner more effective university model one capable of delivering a greater degree of high level discovery and creative power a potent critique of the post industrial mass university that urges a reimagination of universities as places of discovery and invention this book will appeal to readers interested in higher education creativity social theory the sociology of work and organisations political economy pedagogy and public policy

praise for the first edition serves as an excellent foundational text i am very thankful that the authors wrote this text it is written for school counselors by school counselor educators gene eakin phd school counseling program lead oregon state university the school counseling focus makes it unique this is a great improvement to other texts i ve used and i plan to continue using it dr carolyn berger chair department of counseling nova southeastern university fully updated to serve the needs of school counselors in training this remains the only text to present a comprehensive developmental and practical approach to preparing school counselors to conceptualize the career development and college readiness needs of p 12 students the second edition reflects the asca s new mindsets behaviors for student success which focuses on college and career readiness standards for all students 2016 cacrep standards and the 2015 every student succeeds act the text is uniquely grounded in developmental ecosystemic and career theories as a basis for career interventions considering the range of psychosocial cognitive and academic development spanning p 12 students the authors review relevant developmental and career theories as a foundation for the design of sequential and developmentally appropriate career and college readiness curricula and interventions the text provides school counselors and educators concrete examples of how to select implement and evaluate the outcomes of interventions grounded in various career counseling theories and addresses career development and college readiness needs by grade level also included is expanded information on diversity reflections and advice from actual school counselors updated statistics references and appendices and an updated instructor s manual test bank and powerpoint slides new to the second edition features a building a college going culture section that expands coverage on college readiness counseling reflects updated legislation and policy information including asca s new mindsets behaviors for student success 2016 cacrep standards every students succeeds act and the reach higher initiative completely new chapter on college and career decision making voices from the field highlighting experiences from actual school counselors enhanced instructor resources including instructor s guide test bank and powerpoint slides key features the only comprehensive text devoted to career and college counseling for school

counselors written by former school counselors disseminates current data and research focusing on college readiness needs of diverse populations includes interventions grounded in theory and connected to national standards

habits of mind maintains that the fact that almost everyone now goes to college need not be seen as an obstacle to excellence in education some critics have insisted that college is not for everyone but william b allen and carol allen assert that the college diploma has rightly become as much the norm in this century as the high school diploma was during the twentieth century accordingly it is essential that higher education remains true to its deepest purpose the cultivation of proficient humanity the authors see the key to this goal as the development of judgment or habits of mind habits of mind are far and away the most influential determinants of human conduct and nowhere are they more profoundly shaped than in institutions of higher education furthermore liberal education has proven most effective in this undertaking the authors elaborate on the purpose of higher education and identify the chief obstacles to achieving its aim they demonstrate the critical role of academic leaders in achieving the aim of higher education and posit that excellence in judgment is the primary characteristic of the academic leaders who fulfill this role they examine three aspects of access to higher education academic readiness the cost and funding of higher education and the capacity of the physical plant finally they use policies developed in virginia to demonstrate realistic approaches to achieving the aims of access and quality discussed throughout the book the authors draw on their years of experience as practitioners in both private and public institutions liberal arts colleges and research universities to develop their material this volume will be of interest to faculty and students in higher education programs nation and state public policymakers legislative and academic leaders and a general public concerned about the cost and value of a college education

this study explores developmental education placement rates and how well high school grade point average and exam performance predicted performance in college level courses among first time students who enrolled in the university of alaska system from fall 2008 to spring 2012 like other colleges and universities the university of alaska the state s public higher education system is reexamining its course placement policies with the goal of lowering its developmental education placement rate university of alaska 2013 the study draws on student data from the university of alaska and a qualitative review of university placement policies from each of the three universities in the university of alaska system for each year in the study the four key findings are 1 developmental education placement rates were higher in math than in english for students pursuing any type of degree developmental math placement rates increased as the time between students exiting high school and entering college increased 2 among bachelor s degree students developmental placement rates were highest for alaska native students from rural areas of the state in english and black students from urban areas in math compared with students of other racial ethnic groups and lowest for white students from rural or urban areas compared with other groups 3 among bachelor s degree students who enrolled in developmental education 47 percent eventually passed college english and 23 percent eventually passed college math in contrast more than

60 percent of students who were placed in developmental english or math but who instead enrolled directly in college english or math passed these courses 4 among students who enrolled directly in college level courses high school grade point average was a stronger predictor of performance in college english and math than were sat act or accuplacer scores this study informs high school and college stakeholders in alaska about which student groups at the university of alaska have the highest developmental education placement rates and suggests which students might benefit most from college readiness resources and programs at the high school or college level the study also shows that high school grades are better predictors of college academic performance than are standardized exams although this analysis is limited to students who enrolled directly in college level courses the findings may prompt conversations and further research among college stakeholders regarding the benefit of using additional measures to more accurately predict readiness for college coursework the following are appended 1 student assessment and placement process 2 data and methodology and 3 student characteristics and detailed study results

create your own success how to prepare for the education and career you want is a compilations of articles and readings that center around the topics typically discussed in general education academic readiness and career exploration courses particularly those in california state university programs the readings are organized into four units which cover academic success career exploration education plans and personal development engaging and focused on practical application the readings address topics such as learning styles study skills decision making goal setting understanding major requirements and stress management students also learn about effective reading creating a positive study environment the importance of identifying and assessing one's own interests traits skills and abilities and engaging with a diverse society and world each reading has been thoughtfully chosen with the goals of giving student readers the information and skill set they need to succeed in a college or university environment choose a course of study that supports their career goals and plan for a career that engages their interests and plays to their personal and educational strengths create your own success is ideal for courses in self integration and life long learning

college readiness has been a phrase discussed across higher education and the workforce in most recent years however the perception of college readiness has been debated throughout history as there is not a universal agreement on the philosophy of what it means to be college ready in mississippi the state has not even defined this phrase so there is not a way to measure the success of college readiness because of this lack of universal philosophy the purpose of this study is to understand the philosophy of college readiness programs in the state of mississippi the research question guiding this study will include how do different stakeholders assigned to align college readiness programs between p 12 and postsecondary systems understand the philosophy of college readiness moreover what influences the beliefs that shape philosophies about college readiness held by these stakeholders leaning on research from thelin 2004 conley 2007 and the ecological model of college readiness as designed by arnold et al 2012 the literature review synthesizes research on the history of college readiness in american higher education the definitions of college readiness and the most widely accepted conceptual

framework to explain the factors that influence college readiness among students the design of this study included a qualitative comparative analysis and used focus groups to collect data from the perspectives of 16 directors or coordinators who are responsible for organizing or implementing college readiness programs across the state of mississippi as a result the theme from the participant responses supported the consensus that college readiness is a complex and undefined phrase however each participant agreed that to be college ready students need to have more than academic readiness instead students must also have individual characteristics that yearn for a plan after high school another conclusion made was that college readiness is influenced by the students surroundings including people and politics while the most current conceptual framework helps identify factors that influence college readiness it does not precisely identify the relationships among the different layers or help explain when a student becomes college ready therefore additional research should be conducted to determine the stages by which students pass through to become college ready

this book is your one stop shop for the academic tools and habits needed to make your transition from high school to college a resounding success the shift from high school to college can be a challenge with many students finding the skills that had previously worked so well no longer seem to be enough how to become a successful college student outlines the strategies you need to level up your current processes in order to foster learning and retention of information in a new and rigorous environment while also addressing topics that affect your experience outside of the classroom such as financial literacy and career preparation learn how to pick a major the benefits of getting out of your comfort zone how and when to ask for help and much more each chapter ends with a reflective activity designed to assist in creating an overall strategy personalized to fit your specific higher education and career needs this guide is a must have resource for anyone who wants to maximize their higher education experience

a compelling synthesis that clears away much of the intellectual clutter in strategic planning and offers a creative if somewhat elitist theory that fuses the strengths of the university with the context and challenges of the 21st century choice habits of mind maintains that the fact that almost everyone now goes to college need not be seen as an obstacle to excellence in education some critics have insisted that college is not for everyone but william b allen and carol allen assert that the college diploma has rightly become as much the norm in this century as the high school diploma was during the twentieth century accordingly it is essential that higher education remains true to its deepest purpose the cultivation of proficient humanity the authors see the key to this goal as the development of judgment or habits of mind habits of mind are far and away the most influential determinants of human conduct and nowhere are they more profoundly shaped than in institutions of higher education furthermore liberal education has proven most effective in this undertaking the authors elaborate on the purpose of higher education and identify the chief obstacles to achieving its aim they demonstrate the critical role of academic leaders in achieving the aim of higher education and posit that excellence in judgment is the primary characteristic of the academic leaders who fulfill this role they examine three aspects of access to higher education academic readiness the cost and funding of higher education and

the capacity of the physical plant finally they use policies developed in virginia to demonstrate realistic approaches to achieving the aims of access and quality discussed throughout the book the authors draw on their years of experience as practitioners in both private and public institutions liberal arts colleges and research universities to develop their material this volume will be of interest to faculty and students in higher education programs nation and state public policymakers legislative and academic leaders and a general public concerned about the cost and value of a college education william b allen is professor of political science and director of the program in public policy and administration at michigan state university he is author of the federalist papers a commentary and let the advice be good a defense of madison s democratic nationalism carol m allen is a research specialist in the department of political science michigan state university and a free lance editor she has published articles on literacy cooperative collection development and library systems implementation the goal of higher education as described by allen and allen is based on a curriculum of study for a proficient humanity characterized by excellence in judgement the authors have presented a refreshing treatise on the values of education respect for working toward a more civilized society acknowledgement of human dignity and the need for more moral and fair treatment within our society higher education is positioned to contribute to these lofty ideals and is described very well in this book alton l taylor university of virginia

educational partnerships for postsecondary readiness your resource guide is here this step by step action plan from college and career readiness experts mcgaughy and venezia provides key research findings real world examples and reflections and templates to help guide and structure the work of local and regional education partnerships get actionable information and practical strategies to help you identify needs leverage existing relationships programs and resources build and sustain regional and local partnerships among individual school districts and postsecondary institutions communicate and work across partnerships to support student learning and successful transitions this guide supports the development of strong relationships aligned structures and comprehensive strategies to support student success

create your own success how to prepare for the education and career you want is a compilations of articles and readings that center around the topics typically discussed in general education academic readiness and career exploration courses particularly those in california state university programs the readings are organized into four units which cover academic success career exploration education plans and personal development engaging and focused on practical application the readings address topics such as learning styles study skills decision making goal setting understanding major requirements and stress management students also learn about effective reading creating a positive study environment the importance of identifying and assessing one s own interests traits skills and abilities and engaging with a diverse society and world each reading has been thoughtfully chosen with the goals of giving student readers the information and skill set they need to succeed in a college or university environment choose a course of study that supports their career goals and plan for a career that engages their interests and plays to their personal and educational strengths create your own

success is ideal for courses in self integration and life long learning daniel j thompson earned his master s degrees in educational administration at california state university fullerton and educational counseling at university of la verne currently a ph d candidate at claremont graduate university he is studying higher education with a focus on student development professor thompson is a lecturer in the department of advanced studies in education and counseling at california state university long beach where he teaches courses in career and personal explorations educational psychology and child and adolescent development

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