2019

Perspectives of High School and Community College Instructors on College Readiness

Cynthia M. Scheuer
Walden University

Walden University

College of Education

This is to certify that the doctoral study by

Cynthia Scheuer

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Jennifer Mathes, Committee Chairperson, Education Faculty
Dr. Stacy Wahl, Committee Member, Education Faculty
Dr. Leslie Van Gelder, University Reviewer, Education Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2019

Abstract

Perspectives of High School Teachers and Community College Instructors on College

Readiness

by

Cynthia Scheuer

MS, Central Michigan University, 1999

BS, Oakland University, 1988

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

February 2019

Abstract

The preparation students need to complete college successfully is important to many stakeholders, including students, educators, and the community. Colleges struggle with enrollment and retention while high school teachers and community college instructors focus on the preparation of students to succeed in college. High school teachers and community college instructors are uniquely qualified to inform the determinants of college readiness across the continuum of education. This research study explored the perceptions of high school teachers and college instructors on the skills and behaviors required of students to be successful in college. This qualitative descriptive study was based on the conceptual framework of Conley's 4 keys to college readiness and used interviews from 4 high school teachers and 5 community college instructors to explore the research question. The data were open coded multiple times to construct categories that revealed 3 major themes of college readiness: preparation, engagement, and personal characteristics. High school teachers and college instructors identified similar skills and behaviors displayed by college ready students. The information gleaned from the interviews about college readiness informed the creation of a professional development project to provide college faculty with strategies to facilitate the skills and abilities needed for college success within the context of college courses. This research and project development are a move towards positive social change in improving student success in college. Given the need for college completion and the rising cost of education, the social impact of ongoing work to improve college readiness and college success is imperative for students, colleges, and teachers at all levels.

Perspectives of High School Teachers and Community College Instructors on College

Readiness

by

Cynthia Scheuer

MS, Central Michigan University, 1999

BS, Oakland University, 1988

Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

February 2019

Dedication

I would like to dedicate this to my family. My husband Mike has been my champion with his ongoing patience and support, for a long time, as I focused my attention on the completion of my degree, especially of this project study. He not only sacrificed his time but his office space for the past couple of years. I also dedicate this to my two sons, Ben and Alex, who were a part of the inspiration to pursue a doctoral degree. I hope to always inspire them to take on challenges and see them through. Finally, I want to dedicate this to my parents, Milt and Eileen Nolff, they have always believed in me and taught me that I can achieve anything, I know my Dad would have been proud of me.

Table of Contents

List of Tables

Section 1: The Problem

Introduction

High school teachers and community college instructors have a vested interest in student success in higher education and dedicate time for the preparation of students to navigate and succeed in college. College is different from high school in many important ways, and both types of institutions provide programming focused on college preparedness (Conley, 2008). In this study, I highlight a variety of programs and approaches to improving college readiness at both the high school and the community college level.

College readiness, or the preparation students need to successfully complete college-level coursework, is important to many stakeholders, including students, educators, and the community and is supported in the literature (Carnevale, Smith, & Strohl, 2010). In addition, national enrollment and persistence statistics have demonstrated room for significant improvement in college enrollment and retention (National Center for Education Statistics, 2018). In this study, I examined the perceptions high school teachers and college instructors on the comprehensive nature of college readiness.

The Local Problem

College readiness is a multifaceted concept that must be nurtured and learned well before entering the college experience and then applied and honed throughout the college experience. A gap was identified in the expectations and perceptions of what preparedness entails between secondary and postsecondary educators. The demand for

increased access to higher education and for college prepared employees is growing

(Reid & Moore, 2008; Tierney & Garcia, 2011). Those who graduate with a college

degree will earn about 1 million dollars more than high school graduates during their

work years (Hooker & Brand, 2010). Remedial, or developmental, education is on the

rise in institutions of higher education (Tierney & Garcia, 2011). In fact, 29% of 4-year

university students and 41% of 2-year college students require remedial coursework

(Chen & Simone, 2016). Low retention rates for first-year students in 2-year public

institutions in the Great Lakes region, specifically at 23.1%, highlight a gap in college-

ready expectations between high schools and colleges (National Center for Education

Statistics, 2018). The amount of remedial work is expensive and time consuming for the

students, the institutions, the government, and potential employers (Tierney & Garcia,

2011). Factors such as the demand for college educated employees, low college retention

rates, and the increase in remedial education all point to the need for an increased number

of college graduates.

Readiness not only includes academic preparation but also maturity and

knowledge of the college environment (Hooker & Brand, 2010) and the students' ability

to navigate the college culture (Byrd & MacDonald, 2005). Conley (2008) defined

college readiness as the amount of preparation a student needs to enroll and successfully

complete, without remediation, college-level coursework. Students need to understand

what is expected in all aspects of the college experience, including the coursework, the

culture, and the structure (Conley, 2008). Conley defined four facets of college readiness

to include "key cognitive strategies, academic knowledge and skills, academic behaviors,

and contextual skills and awareness" (p. 3). He concluded that when students are measured against these standards, far fewer are prepared than when using the traditional standardized assessment of college eligibility (Conley, 2008). In a student survey conducted by Lile, Ottusch, Jones, and Richards (2018) students reported that skills such as note taking and discussion participation were necessary for college and that engagement was more necessary in college than in high school. This more comprehensive model of college readiness illustrates the gap that exists between high school and college. By exploring the understanding of college readiness from the perspective of Conley's model may inform a plan of professional development to close the gap.

In a community college where I work in the Midwest, there is an early college and many dual-enrolled high school students. The early college is a 5-year program that is a combination of high school and college courses. This program allows students to earn a high school diploma and college credits up to an associate degree at the same time. For typical dual-enrolled students, there are no formal agreements pertaining to the required preparation of the students prior to attending college courses. The high school personnel determine the courses based upon listed prerequisites. Early college and dual enrollment programs have been in place for over 8 years, with no positive impact on the graduation rates of the overall college, as reported by the National Center for Educational Statistics (2018). They were 8% in 2010, 6% in 2012, and 6% through 2015 according to the college's website. Developmental education needs for students is high; 88% of students at this college required remedial math in 2010. In addition, there is little evidence at the

institution to suggest any ongoing communication between high school teachers and college faculty. This aligns with the literature underscoring a lack of communication between secondary and postsecondary educators (see Latterell & Frauenholtz, 2007).

Conley (2008) proposed that college students need to interpret, explain, analyze, and draw conclusions from a variety of sources on a given topic, which is often not required of high school students. Moreover, college students are expected to read and apply information from multiple sources for each course they are taking compared to the high school students who generally have limited sources interpreted by the teacher during class (Conley, 2008). In addition, college students are typically expected to write multiple research papers each semester compared to the expected one to two research papers that a high school student writes in 4 years (Conley, 2008). Furthermore, college students are expected to be self-directed and ask for help when needed (Conley, 2008). This expectation requires them to be self-reflective and understand the teacher and peer expectations in order to identify when they need help (Lile et al., 2018). Finally, college coursework is faster paced and more self-directed than high school coursework (Latterell & Frauenholtz, 2007). A major hurdle for new students entering college is the complexity of higher education (Lile et al., 2018).

Based on ACT score data, about 26% of students met the college readiness benchmarks in all academic areas in 2014, and 27% met the benchmarks in all four academic areas in 2018 (ACT, INC, 2018). The focus on testing as evidence of college readiness has created a culture of test-taking in the high school, as opposed preparing students for the college culture of problem-solving and critical thinking (Troilian &

Foust, 2011). In the Midwestern region of the United States, only 22% of students tested

met the college readiness benchmark in all four subject areas (ACT Research, 2014).

This statistic has remained flat over the past several years. The differences that exist in

the expectations and perceptions of high school teachers and college instructors is

reinforced by Conley's (2005) , who stated that the overall high school structure tends to

focus on the course and grade completion rather than on intellectual development and

self-directed learning. College readiness is a local problem as well as a statewide

problem, and the recent changes in the legislature regarding high school educational

requirements and the increase in early college and dual enrollment programs throughout

the state in the last 5 years complicate this problem even further (Michigan Department

of Education, 2015).

Colleges and high schools have a stake in the success of students in college

completion. There is a gap in the expectations and the perceptions of the complex

concept of college readiness between the secondary and postsecondary environment at

the local level, specifically between the community college and its feeder high schools.

There may be a need for improved communication between high school teachers and

community college faculty to determine those elements that may constitute college

readiness and, thus, provide a smoother transition process for students.

Rationale

College readiness not only includes academic preparation but maturity and

knowledge of the college environment (Hooker & Brand, 2010). Bauerlein (2009) noted

that high school teachers believe most students are prepared while college instructors

think most are underprepared. Conley (2005) stated that just completing high school and achieving the GPA needed for college admission does not ensure college readiness or success. Large numbers of students begin college underprepared to complete college level work each year (Chen & Simone, 2016). High schools work to improve the outcomes for students to obtain entry into college, and colleges provide programming to help the students get to the college level in the first year through an array of remediation programs, as evidenced by the amount of literature on high school programs. The expectations of college and high school are different, and for students to be college-ready, they need to be prepared more than academically.

Students must develop study habits and other behaviors, along with academic skills, to succeed in college (Kuh, 2007). Within this context, Kuh (2007) noted the difference in study time reported by students ranging from less than 3 hours weekly in high school to 13 or more needed for college. Kuh cited the High School Survey of Student Engagement survey data that suggested that students lack the habits to handle the more intellectually challenging tasks of college work. He provided examples of this, which included that nearly half of high school students reported studying 3 hours or less per week and that just less than half of the high school seniors put little effort into school, stating they were not challenged. Kuh noted that engagement in high school, in and out of class, is lowest during the senior year. Institutions of higher education need to emphasize those activities that are most critical to the students' success as well as identify the gaps and define expectations of student engagement in order to meet the needs of the students (Kuh, 2007).

Millar and Tanner (2011) examined college readiness from the student's perceptions related to studying. Their focus was on community colleges, especially the high attrition rate (Millar & Tanner, 2011). Millar and Tanner found that students perceived themselves as more prepared prior to beginning classes than after they were taking courses. Students saw themselves as inadequately prepared 5weeks into the semester in the following areas: "academic preparation, counselor assistance in college preparation, financing college, stress management skills, study skills, note-taking skills, test-taking skills, and paper writing skills" (p. 4).

According to Latterell and Frauenholtz (2007), curricula at the secondary and postsecondary levels are typically created independently, with the focus and expectations based on each institutional context. With an increase in options for attending high school, such as online instruction, charter schools, private schools, and schools of choice, the competition for students and the state funding for each student are increased among high schools. It is important for high schools to be considered high achieving to attract and retain students. Demonstrating positive data on the number of graduates accepted into college, the number of scholarships awarded, and high-test scores on national exams are important considerations when selecting a school to attend.

Definition of Terms

The following definitions serve to inform this study:

College readiness: A complex concept including knowledge and skills, behaviors, attitudes, and awareness of college processes (Conley, 2007).

Dual enrollment: Concurrent high school and college enrollment by taking a college class on the college campus to jointly fulfill a high school requirement (Hoffman, Vargus, & Santos, 2009; Howley, Howley, Howley, & Cuncan, 2013).

Early college high school: Small schools that have partnerships with colleges (Oliver, Richard, Witt, Alvarado, & Hill, 2010), located on a college campus. Students take a combination of high school and college classes. Early colleges are designed to support achieving a high school diploma and an associate degree. This achievement level is accomplished by using curricula and resources to combine both high school and college (McDonald & Farrell, 2012).

Graduation rate: The percentage of first-time, full-time undergraduate students who complete an associate degree in 3 years (National Center for Education Statistics, 2018).

Retention rate: The percentage of first-time, full-time undergraduate students who return to the same institution the following fall (National Center for Education Statistics, 2018).

Significance of the Study

Exploring perceptions of college readiness at both the high school and college levels may inform the process of implementing effective college readiness strategies, may inform the goals of a college readiness program, and may assist in defining assessment measures of college readiness. High school teachers and the college instructors are direct observers of classroom behaviors and assessors of academic skills. As such, the alignment of the understanding of college readiness from high school to college may

inform both the secondary and postsecondary educational systems of the student's abilities before entering college. This promotes positive social change by placing the college in a position to inform the admission process of the determinants of college readiness, provide the continuum of education, and assist students in the successful transition into and through college.

There is a growing demand in the workforce for college graduates. Currently, 62% of jobs in the United States require academic degrees beyond a high school diploma (Rothman, 2012). However, only 70% of students who graduate high school enroll in postsecondary education institutions, and of those enrolled, 54.9% graduate from a 4-year institution, and 32.8% graduate from a 2-year institution (National Center for Educationalk Statistics, 2018). College graduation and retention rates have not increased during the past 20 years (Caruth, 2018). Low graduation rates are costly to students in terms of lost educational attainment and lower future income potential. Low enrollment and low completion rates are very costly to the nation in terms of lost income and lost tax revenue (Leonard, 2013).

In the Midwest United States, the number of prepared employees is not in line with the workforce demand (Rothman, 2012). The *Common Core Standards* of readiness set the basic educational standards for all high school graduates. These standards outline clear expectations and are aligned closely with colleges' expectations for success (Rothman, 2012). College readiness is not a one-time event but continues to be developed before and in college as the student engages in academics and experiences different learning environments. By understanding the perceptions of high school

teachers and the college instructors in terms of what makes students ready for college, high school and community college administrators can be informed of the need for curricular efforts across and within high school and college to develop strategies to help the students prepare, adjust, and succeed in college.

Research Questions

The purpose of this study was to understand high school teacher and community college instructor perceptions about students' college readiness. A clear understanding of college readiness provides an opportunity for high school principals, teachers, and college faculty to work together to enhance the students' ability to meet college expectations (Haycock, 2010). With a common understanding of the needs of students and what college readiness involves, both institutions can provide consistent and continuous strategies and expectations for students. Cross-institutional teams can work together to review current curricula and develop connected expectations from high school to college (Conley, 2005), and colleges can build programs to bridge the remaining gaps from high school to college. The coordination of environment and curriculum can be established with a deeper, shared understanding of what is required to ensure college success.

The following overarching questions and sub questions guided this qualitative study:

Research Question (RQ) 1: What are high school teachers' perceptions about the skills and behaviors required for students to be college-ready?

- What skills do high school teachers perceive are provided for students to prepare them for college?

- What college-ready skills do high school teachers attribute to typical

  high school graduates?

- What college-ready behaviors do high school teachers observe in

  typical high school graduates?

RQ 2: What are community college instructors' perceptions about the

skills and behaviors required for students to be college-ready?

- What college-ready skills do college instructors state typical first year

  college students possess?

- What college-ready behaviors do college instructors observe in typical

  first year college students?

- What skills do college instructors teach to foster college readiness in

  the first year?

Review of the Literature

The search terms and phrases used for this literature review were *college*

readiness, college readiness programs, college preparation, college-ready, college

knowledge, college success, higher education preparation, high school to college

transition, early college, early college-high school, first-year experience, dual

enrollment, college retention, student retention, student persistence, college preparation

programs, college persistence program, improving college success, and *college transition*

programs. The search was conducted using the electronic library through Walden

University, using multiple educational databases as well as local websites. The current

research provides information on high school and college students' perceptions about

college readiness, the impact of student engagement, and programs enhancing college readiness from the secondary and postsecondary realm.

There is a readiness gap from high school to college, and high school and college educators need to be aware that the curriculum needs to be focused on the current needs of the learners to achieve college success. This gap is not only a student perception but may be attributed to the difference in perceptions between high school teachers and community college faculty regarding college readiness (Millar & Tanner, 2011). According to Hooker and Brand (2010), research on the construct of college readiness addresses academic performance without exploring other factors that may play a role in readiness (Conley, 2008; Kuh, 2007).

When looking at the academic achievement of college readiness by ACT testing, the national results showed that only 27% of high school graduates tested met the college readiness benchmark in all four subjects of English, mathematics, reading, and science (ACT Inc., 2018), and remedial coursework was necessary for over 50% of incoming freshman at community colleges (Harvey, Slate, Moore, Barnes, & Martinez-Garcia, 2013).

While college admission officers are focused on standardized testing and high school grades, college personnel have realized that there is wide variability among the states in expected standards of performance for students in high school (Rothman, 2012). In addition, college educators have realized that many of the standards are set too low for students to make the transition to academic rigor of college. These inconsistencies of standards in high school widen the gap between high school and college expectations.

The Common Core Standards for high school were released in 2010, and educators have agreed that the standards are more closely aligned with college expectations. Teaching practices across high schools in the United States continue to change to align with these standards, but the standards alone are not enough to prepare the students in areas such as reading (Rothman, 2012). To assist the students through the material to meet the new standard, high school teachers may simplify the text using PowerPoint presentations or may read to the students instead of teaching students how to explicate and interpret the text. While this method of teaching may meet the standard, it is not be conducive to creating a culture of college readiness.

College readiness is not easily observed using traditional factors such as GPA and standardized test scores, which are used for college admission. Other factors that contribute to college success and college readiness are the skills, traits, habits, and knowledge that students need (Arnold et al., 2012) such as economic availability, social readiness, and even access to higher education (Harvey et al., 2013) as well as social skills, academic perseverance, and learning strategies (Farruggia, Han, Watson, Moss, & Bottoms, 2018). While much focus is on academic preparation as the element of college readiness, academic habits and college knowledge are essential to the successful application of the academic preparation (Conley, 2008). The purpose of this study was to gain an understanding of the needs of the students, in terms of college readiness, from the high school teachers' and community college instructors' perspectives, which may inform interventions to close the gap.

Conceptual Framework

In a review of the literature on the topic of college readiness, I identified the work of Conley as the primary source of the conceptual framework. Conley's (2010) definition of college readiness framed this work. Conley, McGaughy, Kirtner, VanderValk, and Matinez-Wenzl (2010) provided an expanded definition of college readiness to begin bridging the gap between high schools and colleges. Conley (2010, 2012) described four keys to college readiness:

1. Key cognitive strategies: Key cognitive strategies are the ways of thinking that are necessary for college-level work. They include formulating hypotheses and developing problem-solving strategies, identifying sources and collecting information, analyzing and evaluating findings or conflicting viewpoints, organizing and constructing work products in a variety of formats, and monitoring and confirming the precision and accuracy of all work produced. (Conley, 2012, p. 2)

2. Key content knowledge: Key content knowledge refers to the key foundational content and "big ideas" from the core subjects that all students must know well and an understanding of the structure of knowledge in core subject areas, which enables students to gain insight into and retain what they are learning. Also included in this key are the technical knowledge and skills associated with career aspiration, the ways in which students interact with content knowledge, its perceived value to them and the effort they are willing to expend

to learn necessary content, and their explanations of why they succeed or fail in mastering this knowledge. (Conley, 2012, p. 2)

3. Key academic behaviors: Academic behaviors are self-management skills students must master to do well in any type of postsecondary learning environment. They include time management; study skills, including using study groups; goal setting; self-awareness of academic strengths and weaknesses; and persistence with challenging academic tasks. (Conley, 2010, p. 13)

4. College knowledge: College knowledge is the awareness that college is different from high school, that students must pay attention to numerous details and make many decisions in order to apply to, receive financial aid for, and be accepted by the right postsecondary institution. In short, college knowledge is access to all the "privileged knowledge" held by those who have easy access to college by virtue of their position in society but hidden from those who would be first in their families to attend a postsecondary program. (Conley, 2010, p. 13)

Given low retention and graduation rates of first-year students in community colleges and the growing need for remedial courses in college, there is a need to form a consensus on what college readiness means and to provide a more accurate measure of readiness. High school and college educators need to be aware that the curricula and behavioral expectations are not aligned as well as they need to be for student success (Conley, 2005). This definition and framework may provide a common building block to begin collaboration between secondary and postsecondary educators to bridge the readiness gap.

The Broader Problem

An examination of the literature has revealed the areas of student engagement, predictors of college success, factors influencing student success, programming in the high school, readiness and transition programs, programming in the college, collaborative programming, dual enrollment, and student perceptions as the significant themes relevant to the context of college readiness. Student engagement in the college environment and student activities were identified as significant components in college success (Caruth, 2018; DeAngelo & Franke, 2016; Hu, 2008; Kuh, 2007; Laird, Chen, & Kuh, 2008; Oliveri, Lawless, & Molloy, 2017). The research indicated the predictors of college success (Beattie, Laliberte, & Oreopoulos, 2018; Heller & Cassady, 2017; Mertes & Hoover, 2014; Sciarra, Seirup, & Sposato, 2016; Sperry, 2015; Venezia & Voloch, 2012; Watt, Huerta, & Alkan, 2011) and the factors influencing success (Carruthers & Fox, 2016; DeNicco, Harrington, & Fogg, 2015; Dika & D'Amico, 2016; Farruggia et al. 2018; Fong, Davis, Kim, Marriot, & Kim, 2017; Hongwei, 2015; Mendoza, 2012-2013; Nakajima, Dembo, & Mossler, 2012; Pluhta & Penny, 2013) are important to understand in planning college initiatives.

There was much research in the literature on the impact that college readiness and transition programs play on the success of students transitioning to college (Bobec & Nordgren, 2013; Boyer, 2015; Carson & Reed, 2015; Conley et al., 2010; Foster, 2010; Ganss & Baker, 2014; Gigliotti, 2012; Hafner, Joseph, & McCormick, 2010; Haycock, 2010; Leonard, 2013; Mellor, Brooks, Gray, & Jordan, 2015; Radcliffe & Bos, 2011; Rasinski et al., 2016; Sablan, 2013; Stephan & Rosenbaum, 2013; Stillisano, Brown,

Alford, & Waxman, 2013; Strayhorn, Brown, Alford, & Waxman, 2011; Townsley & Varga, 2018; Trivette, Wilson-Kearse, Dunst, & Hamby, 2012; Zelkowski, 2010). The research revealed that many colleges have created programming, especially during the first year, to increase student success and outcomes (Armstrong, Stahl, & Kantner, 2016; Baez, Rodriguez, & Suarez-Espinal, 2016; Barhoun, 2018; Capizzi, Hofstetter, Mena, Duckor, & Hu, 2017; Claybrooks & Taylor, 2016; Erickson & Stone, 2012; Evans &Ward, 2009; Flanders, 2015; Jamelske, 2009; Kemp, 2016; Mayhew, Wozniak, & Pascarella, 2008; Michael, Dickson, Ryan, & Koefer, 2010; Miller & Lesik, 2015; Nel, Troskie-de Bruin, & Bitzer, 2009; Purdie & Rosser, 2011; Ring, 2016; Schrader & Brown, 2008; Smith, Lim, & Bone, 2008; Wilson & Lowry, 2017; Windham, Williams, Pugh, & Tincher-Ladner, 2014). There have recently been efforts to create programming and dual enrollment opportunities that involve both high schools and the colleges to bridge the gap for students (An, 2013; D'Amico, Morgan, Robertson, & Rivers, 2013; Edmunds, 2012; Edmunds et al., 2017; Fowler & Luna, 2009; Hoffman et al., 2009; Howley et al., 2013; Hughes & Edwards, 2012; Jones, 2014; Kim & Bragg, 2008; Lerner & Brand, 2007; Luna & Fowler, 2011; McDonald & Farrell, 2012; Mechur-Karp, 2012; Oliver et al., 2010; Sloan, 2013; Thompson & Ongaga, 2011; Williams & Southers, 2010; Wozniak & Palmer, 2013). Finally, the literature revealed that student perception is important to the understanding of college readiness and the impact programs have on student success (Boden, 2011; Byrd & MacDonald, 2005; Hooker, 2010; Howard, Moret, Faulconer, Cannon, & Tomlin, 2018; McCormick & Hafner, 2017; Meyer, Spence, & French, 2009; Millar & Tanner, 2011; Reid & Moore, 2008).

Student engagement. One area of interest in promoting retention and enhancing student success in college is the amount and type of student engagement in the college environment (Hu, 2008; Kuh, 2007; Laird et al., 2008). The research suggested that early intervention to promote student engagement with a focus on inquiry and academics has a positive impact on retention and outcomes (Kuh, 2007). The promotion of this type of student engagement requires a campus-wide approach to create an involved and supportive environment. College administrators, faculty, and staff need to understand if they are meeting the needs of the students and how to assess student learning and engagement (Caruth, 2018). The collaboration of the academic and social systems in the college is important in the first year in order to engage the student in college life, provides connectedness, and increases persistence.

Exploring institutions with high retention rates compared to low retention rates, Laird et al. (2008) focused on how student engagement promoted persistence in college. First-year students were more successful at institutions with a high level of academic challenge that used active and collaborative learning strategies, had high faculty interaction, and had a supportive campus environment. Laird et al. suggested that success in college is more than a program or intervention, but an environment that blends support with high academic challenge.

DeAngelo and Franke (2016) examined the social implications impact on first-year student retention, based on college readiness. Low-income and underrepresented students were more likely to begin college underprepared and more likely to leave college. While factors related to socioeconomic status played a role in college retention,

they found that those students prepared for college were just as likely to complete despite the socioeconomic status. However, they found that underprepared students from low income families and first generation students were less likely to complete than higher income students (DeAngelo & Franke, 2016). They recommended that institutions recognize and develop processes and programs to support these students to develop their academic potential. This requires focused and purposeful faculty, staff, and administrative interactions with students.

Exploring the effect of student engagement from the student's point of view suggested that students' participation in inquiry-oriented activities had an overall positive effect on the college experience related to science, technology, intellectual development, and vocational preparation (Hu, 2008). However, it had an adverse impact on general education knowledge and personal development. In addition, inquiry-oriented activities influenced the outcomes of high performing students to a greater extent than the low performing students. The findings of Hu and Kuh (2008) illustrated the need to individualize the academic rigor and environment to maximize the learning potential for all students.

Kuh, Shoup, Kinzie, and Ganyea (2008) examined student engagement in postsecondary education and its link to academic achievement and persistence. They suggested that the impact of enhanced student engagement is highly beneficial to student persistence and the academic grades of at-risk students. Colleges can influence student engagement to positively affect students from a variety of diverse backgrounds. This can be accomplished by getting to know students to create meaningful learning experiences,

providing opportunities for quality engagement, group activities, and building a culture of inclusivity in the classroom and beyond. College personnel must understand the students they serve in order to develop effective engagement strategies as part of the culture throughout the institution (see Kuh, Shoup, Kinzie, & Ganyea, 2008).

Oliveri et al. (2017) identified that collaborative problem solving skills are important to aspects of daily life, work, and school. They identified that the four components of collaborative problem solving to be teamwork, communication, leadership, and problem solving. These components were identified as skills required for the workplace as well as college, and that these skills need to be developed in college. While instructors tend to focus on the subject matter of the course, students need to be engaged in teamwork, cross-curricular, and transferable skills to be successful graduates. Ongoing assessment of student perceptions of the learning, student self-assessment, and self-regulation throughout courses provides the instructors and the teachers information to enhance engagement in a meaningful way (Caruth, 2018). Student engagement in academic and educationally purposeful activities positively influenced student success in college (Hu & Kuh, 2008; Kuh et al., 2008). Enhancing their engagement throughout the students' academic career, not just in college, may have a long-term effect on their overall academic accomplishments throughout life.

Predictors. To prepare students, there must be a clear understanding of where students are and where they need guidance, intervention, and opportunities for development. Identifying those predictors of success is an important first step in the development of interventions and to target those students most at risk. According to

Watt, Huerta, and Alkan (2011), there are some predictors among students that participate in rigorous high school programs and advanced placement courses. Two college preparation achievements that were strong predicators of college success are meeting of certain knowledge tests in math and English and earning college credit while in high school (Watt, Huerta, & Alkan 2011).

Venezia and Voloch (2012) used standardized test scores and placement exams as predictors of college readiness and the need for early intervention. They looked at the California system focused on high school interventions, preparing students academically, and targeted advising (Venzia & Voloch, 2012). In addition, they examined the New York system of dual enrollment and specific courses meant to prepare students for placement exams. New York schools used a system of beginning high school and college together to help students understand the expectations of college along with a peer-coach during a summer bridge program. The authors advocated for clear college readiness standards that are student centered with clear communication to both institutions, students, and families (Venzia & Voloch, 2012). There are many programs aimed at college readiness and preparation of students. There is still a difference in high school and college expectations and many students do not successfully make the transition.

While test scores and grades are commonly used to predict success, the noncognitive factors may be more informative in developing predictions and where to target interventions. Beattie, Laliberte, and Oreopoulos (2018) looked at non-academic factors to improve college performance and college completion. They found that student who performed lower than anticipated, measures by their high school GPA and admission

test scores, were more likely to drop out. They found that these students lacked time management skills and tented to procrastinate both assignments and studying for exams. These students also tended to be more impatient and were discouraged easily by low grades. They also found the other extreme to be that students irrespective of traditional predictors who were willing to study more hours, able to set goals, and were purpose driven were more likely to succeed. Sperry's (2015) work was based on the work of Tinto (1975) that stated students persisted and are more successful in college if they were integrated into the institutional social and academic environment. Sperry examined pre-college variables to predict retention or probation in the first year of college. She used learning communities at the college over three years to collect data. She looked at three different types of learning communities and used a regression analysis model to predict the probability of retention or probation. The variables in the prediction of retention included SAT scores, high school ranking, Pell grant eligibility, days since admission, and days since orientation. The potential implications of this are that resources be directed toward the needs of the students early on to improve retention. The interventions can be targeted to the students more likely to be on probation within the specifics of each learning community (see Sperry, 2015).

Mertes and Hoover (2014) specifically looked at fall-to-fall retention at a community college. They examined two cohorts three years apart. The researchers found the grade earned in the introduction to information technology course was the most significant predictor of retention. They stated this course focused on the use of technology in the academic environment, not just the technology. They also found that

age in the community college setting was a predictor, younger students were more likely to persist. Focusing on the use of technology in the academic setting based on the specific needs of the student population, may have an impact on the success and persistence of students of different ages. This may be important to focus on assessing the use of technology in the academic setting, not only in a social or variable application. Perhaps early intervention for students with more life experiences and potentially more outside responsibilities, such as family or work, may be helpful in improving the persistence of returning or later in life students.

Heller and Cassady (2017) compared predicting success at a 4-year institution with a community college in the same geographic region. They found that environmental factors were the most significant predictor for the community college student and concluded that GPA was not predicted by behavioral and personal factors as in the university student. The authors concluded more research needs to look specifically at the community college students since the traditional models of predicting success are focused more on the traditional university students. They suggested that factors associated with the environmental and social conditions have more influence on the community college student (Heller & Cassady, 2017).

Factors influencing student success. The literature identified factors and variables that may serve to predict success or retention in college. These factors include high school measures and the influences in the college environment that may impact or increase the retention of students in college. Dika and D'Amico (2016) looked at persistence in the science, technology, engineering, and math (STEM) and non-STEM

majors and fields as related to pre-college personal and academic factors of first-generation students in an early college program. They found the first semester GPA to be a significant predictor of persistence for all students. Math success for most STEM students was a predictor, but not for the non-STEM students. They concluded that students in different majors vary in what level of social engagement served as an additional factor influencing persistence. They also suggested the interventions and counseling needed to be matched with each group of majors or even more specified to the discipline within a major.

DeNicco et al. (2015) looked at the common factors influencing persistence beyond freshman year in college to add to the understanding of retention. They noted that race and gender influenced retention, especially noted decreased for Hispanic students. The researchers looked at the characteristics of the sending high school and found test scores, graduation rate, proficiency in math, reading, and writing, and attendance rates influenced persistence beyond individual student characteristics. They also found that the performance in the first year, such as GPA and credits earned, to be significant influences of retention. They tracked students taking developmental courses and found no significant difference in the pass rate between students in developmental coursework and those not in developmental courses. However, the students in developmental courses earned fewer college credits which negatively impacted their persistence beyond the freshman year (DeNicco et al., 2015).

Stewart, Lim, and Kim (2015) looked at demographic variables as predictors of college persistence at a 4-year university of traditional first-time college students. They

found that students taking remedial courses were less likely to persist than students who met the academic preparations standards. They concluded that high school GPA and first-year college GPA were significant predictors of college persistence (Stewart et al., 2015). The implication of this study was to focus resources on retaining the students entering with lower academic preparation and to explore alternatives to non-credit remedial coursework that slows the progress to certificate and degree completion.

Hongwei (2015) examined some of the needs of community colleges. While community colleges have significantly more non-traditional and part-time students, retention is an important measure. He found some of the institutional characteristics of community colleges, such as size and type of student, impact retention. The larger the institution the lower the graduation rate, as well and the more female students the lower the graduation rate. He found academic and social integration played a significant role in the retention of community college students. However, he identified academic integration into the college environment had a more significant impact than the social integration. Academic integration was determined by contact with faculty, advisors, and participation in study groups. Faculty and advisors have a large impact and play an important role in student retention. Larger community colleges need to focus on this need to make students feel invested in the college (see Hongwei, 2015).

Persistence in community college was examined from a student perspective by Nakajima et al. (2012). They conducted a survey of students from 475 community colleges, looking at factors of academic integration, demographics, and psychosocial variables to explore the specific needs and issues related to persistence in community

colleges. They recognized community college students are different in many aspects from the university students and therefore the influencing factors and potential solutions to increase retention was going to have to be tailored to the institution. They looked at multiple variables and concluded that cumulative GPA is the strongest influence on persistence. In addition, consistent with other research they found students enrolled full time and those demonstrating proficiency in English were significantly more likely to persist. They noted the influence of psychosocial factors, demographics, and environmental variables played a role in why students were full or part-time and why GPA was higher or lower. These were unique to community colleges as they had many more part-time and not traditional students with a wider range of academic proficiency and experience. Resources for part time students should be designed to the individual and sensitive to the limited exposure to the college and the learning environment (see Nakajima et al., 2012).

Fong et al (2017) focused primarily on the psychosocial factors related to success of community college students. They conducted a meta-analysis looking at the correlation of community college persistence and a variety of psychosocial factors including motivation, academic integration, anxiety, and self-perception. They concluded that the two most influential factors for persistence were motivation and self-perception. While these two factors were the most influential, they were weak correlations. Farruggia et al. (2018) noted that students with a positive academic mindset had better academic performance in college and increased the likelihood of returning the second year. They described academic mindset as academic self-efficacy, belonging, and

academic motivation. The researchers felt it was significant for college administrators to understand the impact that an academic mindset, self-perception, and motivation have on persistence in order to identify at-risk students and intervene effectively or even use in the admission process.

Pluhta and Penny (2013) looked at the impact a promise scholarship had on the application, matriculation, and retention of low-income, inner-city students at a community college. Most of the students who used the scholarship were from under-represented groups in higher education and took a significant number of non-credit developmental courses. There was a significant increase in enrollment and semester-to-semester retention of the scholarship recipients. This program was relatively low cost to the college since they were able to use federal assistance programs and financial aid. The program provided incentives and motivation for these students to succeed and persist in college. The State of Oklahoma also provided a promise scholarship program. They found a positive impact in year-to-year retention of the promise recipients, with or without the combination of financial aid. The researchers identified those with Pell grants and promise scholarships had the greatest chance of success (Mendoza & Mendez, 2013). Providing programs to support students financially along with high levels of expected performance has a positive effect on persistence, retention, and success of underserved populations of students.

The state of Tennessee took a slightly different approach to the promise program through the Knox achiever program. They offered students college coaching and a simplified financial aid program (Carruther & Fox, 2016). Carruthers and Fox (2016)

compared the Knox achiever program recipients to school-wide outcomes. They found the program increased the enrollment into postsecondary educational institutions but did not show evidence in increased persistence. The authors noted that the original Knox program did not have any achievement expectations like many other promise programs. To enroll students successfully, this program provided messaging and coaching at the beginning, but did not continue nor was it monitored following enrollment in college. However, providing coaching on the college enrollment process were significant to improving success.

Programming in high school. High school graduation and achievements are criteria for college admission. The preparation provided by the high school curriculum and environment are critical for the successful transition to college. High school quality metrics include the number of college admissions and scholarships earned, making it necessary for the high school personnel to strive to meet the demand required for college preparation and success. Much of the literature focused on the academic standards and the developing of the Common Core Standards (Haycock, 2010). However, there has also been a focus in the research on how to prepare students based on the non-academic factors and skills such as professional work skills, study skills, and time management (Conley et al., 2010; Hafner et al., 2010). The research also explored the impact these non-academic skills had on the overall success of students' college transition. Many high school systems have developed programming or integrated training of the non-academic skills into the curriculum.

The process used to describe the Common Core Standards for college preparation in high schools was important to understand the impact that curriculum design had on high school teachers' instructional delivery and practices (Haycock, 2010). College success was examined by exploring a variety of delivery methods of mathematics education in secondary education through quantitative analysis utilizing standardized testing and college coursework (Zelkowski, 2010). The delivery of mathematics education was most successful when students were engaged all year long throughout all four years of high school. While specific to math skills, Zelkowski (2010) pointed out the need for continuous engagement for ongoing learning to take place.

GPA and standardized testing have traditionally been used as college-ready criteria. Townsley and Varga (2018) looked at high school grading and the impact it had on GPA and ACT test scores. They compared traditional grading and standards-based grading. Standards-based grading uses a student's demonstration of the learning of the standards outlined in the Common Core. Standards-based grading was intended to focus on the success of the student and not on the completion of tasks and directly linked to the learning goals. Students were permitted multiple opportunities to master the learning without fear of point reduction. They found that the standards-based grading had no significant impact on GPA but did have a negative impact on ACT test scores. They noted that there is inconsistent data regarding the impact of standards-based grading (Townsley & Varga, 2018). They did not look at college success of these students in the longer term.

Rasinski et al (2016) focused on reading as a predictor of ACT scores based on the concept that reading fluency in critical to college success, and that word recognition automaticity and rate of oral reading are measures of fluency. They correlated a fluency calculation to ACT scores and suggested that this should be monitored throughout middle and secondary education so that teachers can provide targeted interventions to students not at grade level. Reading for understanding is critical for college, especially as more information is being taught online (see Rasinski et al., 2016).

Providing professional development for high school teachers on expository reading and writing was the focus of the research by Hafner et al. (2010). The purpose of the training was to increase student motivation, reading, and writing skills to reduce the need for remedial college coursework (Hafner et al., 2010). They examined the impact the professional development had on student preparation for college. Results suggested a positive impact on student success in attitude, student perception of learning, and test scores (Hafner et al., 20110). However, the participation was low and budget restrictions limited the ongoing professional development efforts of the state.

Conley et al. (2010) presented a qualitative summary of 38 high schools' programs, attitudes, activities, practices, and cultures as related to college readiness. The researchers identified seven principles of college readiness:

1. Creating and maintaining a college-going culture in the school (Conley et al., 2010, p. 19)

2. Creating a core academic program that is aligned with and leads to college readiness by the end of 12th grade (Conley et al., 2010, p. 20)

3. Teach self-management skills and academic behaviors and expect students to use them (Conley et al., 2010, p. 20)

4. Make college and careers real by helping students manage the complexity of preparing for and applying to postsecondary education (Conley et al., 2010, p. 21)

5. Create assignments and grading policies that more clearly approximate college expectations each successive year of high school (Conley et al., 2010, p. 22)

6. Make the senior year meaningful and appropriately challenging (Conley et al., 2010, p. 22)

7. Build partnerships with and connections to postsecondary programs and institutions (Conley et al., 2010, p. 23)

The results of this research served to validate the operational definition of college readiness and the development of a web-based tool to provide data on a school or district's college readiness practices.

Mentoring has been explored as a method to prepare students for college. Radcliffe and Bos (2011) examined the effect of a comprehensive mentoring program throughout high school. The data was collected after five years of program implementaion (Radcliffe & Bos, 2011). This program included strategies and goals to support a college-going culture from sixth grade through high school graduation. The five goals were, understanding the nature of college, recognizing a college education's importance in future success, gaining an appreciation for college, academic preparation for college admission, and setting long and short-term goals. The mentoring program had

a positive influence in all the goal areas and improved perseverance throughout high school.

The academic progress and success of students involved parents throughout primary and secondary education. Trivette et al. (2012) studied the impact of high school academic support and parent related support, with a focus on low socioeconomic and first-generation college students. The findings supported the notion that increased academic support of high school students increases the college preparedness. The findings also suggested that by providing education and support to parents and increasing parental engagement in the college preparation process increased the level of student participation in college preparedness activities (Trivette et al., 2012).

The role of parental support to maximize college readiness was also explored by Leonard (2013). The researcher targeted middle level high school students in terms of academic performance. He used a three-year college readiness program that used concurrent enrollment and learning communities. His conclusions were that parents are important partners in the success of the students, but not in the traditional role defined by teachers. He described the most effective parental role was behind the scenes, in a supportive role consisting of ongoing conversations and collaborative decision making with students (Leonard, 2013).

College readiness programs and initiatives are integrated into high school curriculums. A large part of these programs is focused on the academics as measured by GPA and standardized testing. However, there is evidence in the research that non-academic skills play a significant role in student success and ease the transition to

college. The research pointed out the need for professional development for secondary and postsecondary educators and improved measures of the non-academic skills.

Readiness and transition programs. There are a range of programs through high school and into college that aimed to improve college success or prepare students for the college experience. Many of these have changed or enhanced the high school learning experience to be more college like. Boyer (2015) implemented a program with high school seniors with a focus on the process of writing and research instead of the product of a completed paper. This forced the students to look at the learning and not just the task to be completed. This type of learning was a shift in the teachers as well as the students from looking at what the student created to the critical thinking that was involved and the transferable skills that were applied (Boyer, 2015).

The use of many elements to address the problem of college under-preparedness, including the non-cognitive factors, supports the multifaceted nature of college readiness and the need to include these in the preparation intervention. The non-cognitive skills and abilities such as self-concept, long term goal setting, availability of a strong support system, and community involvement were used as determinants of college readiness by Bobec and Nordgren (2013). They used the premise that these are as important as the cognitive skills as a measure of college success. They used the cognitive and non-cognitive profile of each student to create individual profiles for each student and how to improve these factors and skills through curricular enhancements. They focused on the availability of a support person as an essential factor, especially since the population they were working with was minority students (Boboc & Nordgren, 2013). The researchers

stated this was a critical element for the success of students, especially minority students and used a year-long formal mentorship program and then expanded into the inclusion of the non-cognitive aspects throughout the high school experience.

Using a counseling model to address the issue of social resources as a barrier to college enrollment for disadvantaged students was the focus of the research by Stephan and Rosenbaum (2013). They recognized that social support in the enrollment process left out many low-income students and led to a decreased likelihood of college enrollment for them. Chicago schools implemented coaches for enrollment into college in addition to the traditional high school counselors at some of the high schools (Stephan & Rosenbaum, 2013). The results suggested an increased likelihood of college enrollment with the coaching. However, this study did not address college success and college retention. Stillisano et al, (2013) looked at increasing college participation rates in high schools with enhanced college access centers. They examined these centers to determine if they created a college-going culture within the high school. The response to the centers was positive in helping create a positive culture around the need for a college education (Stillisano et al., 2013). The effect on college enrollment and success was not identified but lessening the known gap in college enrollment is a step on the pathway to college success.

Strayhorn et al. (2011) continued the process of a college-going culture to a summer bridge program to assist preparation of students for success in the college environment. He examined academic, self-efficacy, sense of belonging, academic, and social skills. These areas were identified as positive predictors of first semester college

GPA. He concluded that summer bridge programs had a positive effect on college readiness, especially for underprepared students (Strayhorn et al., 2011). Most of the summer bridge programs at colleges and universities were aimed at the students who needed more support or those that were academically under prepared (Sablan, 2014). Sablan (2014) looked at several summer bridge programs in the literature and noted much of the research is descriptive. The programs varied based on the students and types of institutions involved. She concluded it was difficult to establish effective summer bridge program practices and it was difficult to determine outcome measures of the effectiveness of summer bridge programs.

Ganss and Baker (2014) looked at the college transition using a service learning approach to college readiness as part of the first week of the college experience. They found it had a positive impact on serving as an introduction to the college culture as well as enhancing the social engagement among new students (Ganss & Baker, 2014). Mellor et al. (2015) found the creation of a course for students with low GPA's in their first year had a significant positive impact on retention. The focus of the course was to increase student engagement, promote self-reflection, and enhance the sense of community. The goal was for the students to become aware of their own learning and take more control of it (Mellor et al., 2015). Culture and student engagement are important aspects of college readiness and success especially for students who struggled socially, academically, and those at risk for non-completion in college.

Rice University took an approach that reached out to the high school personnel and the students to increase college readiness (Gigliotti, 2012). They provided

professional development for the high school teachers and counselors on creating a college culture and navigation of the college admission process. They also provided high school students courses in communication, navigation of the college systems, career exploration, and enrollment into college-level courses at Rice University in the summer. Collaboration with the high school at all levels was key to easing the transition to college for students (Gigliotti, 2012).

Carson and Reed (2015) explored the impact of a pre-college career guidance program on persistence and performance. Those students who were provided a comprehensive program of career counseling and exploration in high school achieved higher GPAs in college and reported it was helpful in college decision making and planning. However, none of the career counseling programs had an impact on persistence. The effect of the counseling may not have been evident in the freshman to sophomore persistence at the same institution but may have been noted over the long term of a students' academic career, as students transfer from one institution to another.

Oklahoma State University implemented a program to address a statewide need for more associate degree graduates in technical fields (Foster, 2010). The Cooperative Alliance Program (CAP) was a program begun in high school and transitioned to finish at a community college. Foster (2010) compared the retention and completion rates of CAP students with non-CAP students. The students began courses on a technology campus for part of each day and then linked with advisors at a local community college to assist the students' transition to a degree program. Non-CAP students had a higher average ACT score but the CAP students outperformed with a higher college GPA, number of credit

hours completed, higher retention, and completion rates. The advisor's guidance through the transition, knowing the specific program of a student, from the high school to college was valuable. The exposure in high school to a career led to students' completion of a college degree. Along with many separate programs, a trend in education is dual enrollment and concurrent high school and college enrollment. This is another way to help bridge the high school to college gap and ease the transition for students (see Barhoum, 2018).

Programming in college. As a response to the increasing demand for a college education and the need for improvement in retention and graduation rates, many colleges provide programs to assist students with the transition from high school to college. The programs range from very structured with mandatory components to those where the students choose options as desired. The literature supports the positive impact of college programs intended to improve college readiness. The Literature indicated that engagement is important for success (Tierney & Garcia, 2011). The literature focused primarily on early interventions, lifelong learning, first-year experiences, and learning communities as strategies for student success.

California State University used the Early Assessment Program (EAP) that focused on the awareness of college readiness throughout high school (Tierney & Garcia, 2011). The intent of the program was for students to be aware of their level of college readiness prior to their senior year in high school, to motivate them, their parents and faculty to overcome deficiencies and lessen the need for remedial college courses. The outcomes of this program were examined using focus group interviews from one high

school, surveys from students attending another high school, and follow-up interviews with survey respondents. Tierney and Garcia (2011) used this approach to determine what the students knew about the EAP program and whether it influenced their behavior during the senior year in high school to address the students' academic deficiencies. Conclusions were that few students were aware of the program, what the results of the college readiness testing were, and that they even took the tests. In addition, those students that did know the results did not use the information to choose senior courses or did not have any options for courses. Providing information is not enough, support and interventions need to be in place as testing and data does not change the outcome or degree of college readiness (see Tierney & Garcia, 2011).

The large number of underprepared students entering college who needed developmental reading courses were often discouraged and leave due to college structural reasons, specifically long pathways of remedial work and non-specific supports (Barhoum, 2018). Barhoum (2018) conducted a nationwide survey of the most successful developmental writing faculty and determined the most promising techniques for increasing persistence of students in remedial writing was having a co-requisite support course, mandatory tutoring in a writing center, using computer lab work, small class sizes, and an accelerated pathway. These are strategies that can be taught and implemented in college classrooms or bridge programs to facilitate student to be prepared for college level writing.

Lifelong learning is a focus in many college missions. If strategies are specific to enhancing the student's likelihood of becoming a life-long learner, then this could affect

the secondary and postsecondary curriculum and pedagogical strategies for success (Mayhew et al., 2008). Mayhew et al. (2008) was able to identify specific pedagogical practices that had a positive impact on the student's orientation toward life-long learning such as perspective talking, active learning, and reflection. The benefits of these practices were irrespective of the diversity of the incoming level of college exposure and knowledge.

Programming for the enhanced retention of at-risk students at a Pennsylvania university, including summer programs, mentoring, tutoring, and counseling, was described by Michael et al. (2010). The program had mandatory requirements as part of financial incentives and was scaffolded throughout the completion of a bachelor's degree. This program was comprehensive and held the student accountable for the. Mentoring, coaching, and tutoring models can be viewed as best practices with positive student outcomes for student success. Norco College created a summer advantage program to reduce the number of students placed in developmental coursework in their first semester and to increase first-year retention (Ring, 2016). She reported the success of the program in achieving goals of increased retention and student success in college, compared to non-program students.

San Jose State University created an early intervention program to prepare first-generation, low-income students for college access and success (Capizzi et al., 2017). The GEAR UP program provided services from the seventh grade through high school graduation including counseling, mentoring, tutoring, and college field trips. All the services were designed to support the students and families academically and personally.

Capizzi et al. (2017) noted that the students stated the counseling mattered to them the most along with summer school, and field trips to colleges. Alumni of the program expressed that the program gave them confidence and the skills to navigate the challenges in college and in life. Having the support systems in high school made them more likely and confident in seeking out supports at the college. The alumni reported the sense of interpersonal relationships and connectedness to the counselors and the other participants inspired them to excel supporting the need for connectedness in college readiness planning and programming.

The opportunity for a university to intervene with students prior to admission to better prepare them for college level work was proposed by Nel et al. (2009). While this study was conducted in South Africa, the implications of under-preparedness, especially of the low-income student, are similar to those in the United States. The researchers proposed that the intervention be built in three phases; pre-entry, enrollment, and post entry, around the following themes: academic, social, financial, expectations, and cultural (Nel et al., 2009).

Academic preparation for college means the ability to read and comprehend college textbooks. Armstrong et al. (2016) looked to define college text readiness, and to understand if current developmental reading courses prepare students for college literacy demands and examined the text expectations in general education courses compared to developmental reading courses. They concluded that the developmental reading did not focus on the goals of increased literacy related to textbooks. As part of this study, the researchers surveyed students and used focus groups to gather the perceptions of college

instructors and made four recommendations. The first is that instructors be cautious in creating a work-around to supplement the fact that students do not read the text, and to maintain the focus on the learning objective. Second, it is necessary to clearly define text expectations among faculty and for students. Third, developmental faculty should collaborate with general education faculty for consistency and transfer of literacy from developmental courses to others. Lastly, to create developmental reading courses that scaffold text reading and expectations to prepare for general education courses (Armstrong et al., 2016). This demonstrates the need for communication with faculty and students for clarity and consistency of expectations.

Community colleges serve a population of underprepared students that would like to attend a 4-year institution but are not able. Wilson and Lowry (2017) reviewed a gateway program to prepare underprepared students for admission into a 4-year institution. The 4-year college collaborated with a community college to provide this program. The Tiger gateway program involved the completion of nine credits in an accelerated format taught by community college faculty. It also included non-credit remedial courses to support students, group sessions, and individual meetings with instructors. Wilson and Lowry reported that 23 of the 26 students completed the program and were on a pathway to admission to the 4-year university. The students attributed their achievements to the instructor and coaches (Wilson & Lowry, 2017). Collaboration using the strengths of both institutions to prepare the student to achieve their academic goals can be beneficial to the high school and the college (see Wilson & Lowry, 2017).

Learning communities have been used by institutions to engage students and as tools to improve academic performance. Evans and Ward (2009) used a mixed methods approach to gain a more in-depth understanding of how the freshman learning community (FLC) experience influenced academics from the students' perspective. They found that students involved in the FLC had improved academic performance measured by higher GPA over the first two years, increased retention rates, and faster academic progress toward a degree (Evans & Ward, 2009). Additionally, students were more comfortable at the university and more collaborative with professors and other students. This research on learning communities supports the work of Conley (2010) who argued college readiness and success are more than academic preparation.

First-year experiences. Most first-year experiences were designed to increase retention and graduation rates. They typically include several components and several people across the campus (Mayo, 2013). One key component is interaction, activities to engage student to student and faculty to student both, in and outside of the classroom. Another key component is to increase involvement with campus activities. This is more challenging with distance learning and at a community colleges. Adjustment into college is a time of tremendous growth and is filled with many challenges for students. Linking academic expectations with enhanced engagement helps students succeed in this endeavor. The impact of learning communities and first-year experience (FYE) courses on academic performance has also been looked at by Purdie and Rosser (2011). They studied one institution that developed a first-year experience course that covered topics to help freshman navigate the college experience successfully (Purdie & Rosser, 2011).

They examined two types of learning communities, academic theme floors and freshman interest groups. They found freshman interest groups had slightly higher GPAs in the first semester as well as an increased retention. Belonging to groups with similar interests has an impact on persistence in college beyond the influence of GPA (see Purdie & Rosser, 2011).

First-year experiences have been implemented at many higher education institutions with the intent to increase retention and successful completion of college. Smith et al. (2008) performed an assessment of a FYE course at a community college in terms of student GPA, retention to the second semester, and knowledge of the campus. They found that students enrolled in the FYE course had higher GPAs in the first semester and had a greater knowledge of campus resources, than students not enrolled in a FYE course (Smith, Lim, & Bone, 2008). This assessment is an example of the value of information and collaboration on the outcomes of new college students at community colleges.

The impact of a FYE course on the student outcomes, specifically retention, was the focus of a study by Erickson and Stone (2012). While they did not find that retention rates of the students in the FYE course to be significantly higher than those not in the FYE course, they did note interesting correlations on the survey within the FYE course. Students who stated the intent to return in the first semester of college were more likely to return the second year (Erickson & Stone, 2012). Students make decisions to return early in the college experience, reinforcing the concept of engagement in the first year as important in retention of students.

Student outcomes, including GPA and retention, were measured as a result of a FYE program that consisted of additional curricular and extracurricular components within core freshman courses (Jamelske, 2009). The researcher stated that the FYE program had a positive effect on GPA but not on retention for the group. Further examination revealed that the retention was positively impacted for below average students and that living on campus had a significant impact on retention. These findings suggested that lower performing students are more likely to benefit from the increased resources invested in the FYE program, therefore targeting the programs to different populations may be of greater value than general goals (see Jamelske, 2009).

The FYE and its impact on academic and life skills were evaluated by Schrader and Brown (2008). This research was based on the work of Tinto (as cited in Schrader & Brown, 2008) suggesting that students who have a positive social adjustment to college life and the necessary college and life skills will remain in college (Schrader & Brown, 2008). The results of the implementation of a FYE were an increase in the retention and graduation rate. Students enrolled in a FYE course were compared to students not enrolled. The researchers used a survey of knowledge, attitudes, and behaviors both pre and post-FYE course. The researchers concluded that students in the FYE demonstrated a greater knowledge of resources on campus and a more consistent rating of attitudes toward interaction than the non-FYE students. This research supports the need for intervention related to students' knowledge and integration of the college environment to increase retention rates and student persistence toward graduation (see Schrader & Brown, 2008).

Colleges and universities have invested efforts and resources in improving student outcomes, especially retention and graduation rates. Many of the programs and initiatives begin after graduation from high school as students enter colleges or universities. These include counseling initiatives, learning communities, and first-year experiences. Windham et al. (2014) looked at how participation in a study skills course affected retention at a community college. Students who successfully completed the course had the highest chance of fall-to-fall retention. Successful completion was the key, those that did not pass or withdrew were less likely to persist, even less than those who never enrolled in the course. Students who completed this course gained an understanding of the college experience, opportunities for engagement and knowledge of navigating the college system. This course encouraged connection with peers, faculty, and staff to enhance engagement in the college community (Winham et al., 2014).

Miller and Lesik (2015) researched many first time, full-time college students, and how the FYE course and academic level affected persistence and graduation. The FYE course consisted of study skills, faculty interaction, orientation to multiple aspects of the college system, and social issues. They found the students who participated were more likely to persist to the second year and more likely to graduate in four years with a higher GPA noted in the first year. What they were not able to determine is how much influence incoming academic preparation had. First-year grades and social integration affected the graduation rate (Miller & Lesik, 2015).

Kemp (2016) examined students' attitudes about a course designed to enhance the student's "academic self-confidence" and "academic related skills" (p. 135). Along with

the use of student tools, the intent was that if students are academically motivated and believe they can be successful they are more likely to persist and graduate. Following this program, students believed they had significantly greater knowledge and skills about the psychological and behavioral principles, as well as how to apply the skills to succeed in college. The students also had a significantly greater belief that they could get A's in college classes. What a student believes and perceives as useful information as well as what he/she finds applicable is as, or more, important than what college administrators believe are best strategies. It is important to look at the students understanding and of use of the tools, not just teaching the tools (see Kemp, 2016).

Flanders (2017) compared the first to second semester retention rate of students that participated in a gateway course in their major, to students that did not take a gateway course and to those that did not declare a major in the first semester. Gateway courses were those within a major that served as prerequisites to the next level courses of the major. This study used first-time full-time students. His findings showed students who successfully completed a gateway course in the major were significantly more likely than either of the other groups to re-enroll the following semester, including those that who attempted, but did not complete, the gateway course. This study supports the importance of grades in the first semester for retention and the need for academic engagement in the major of study (see Flanders, 2017).

Integration continues to be a theme of retention and college success. Claybrooks and Taylor (2016) looked at the use of a college success course as a tool to increase persistence. They studied two groups of students and their consecutive enrollment over

three semesters at a university. Students were exempted from the success course if they completed a similar course at another institution, had a prior college degree, or were enrolled in a diploma program. They found no significant difference between those that took the course and those who did not. This research shows that previous college success added to the retention more than a specific study skills course and reinforced that college engagement is important for retention and success of students (see Claybrooks & Taylor, 2016).

Baez et al. (2016) looked at high risk, first-year students in a community college for the impact of the college orientation program on retention. They also used the College Student Inventory Survey (CSI) to look at how predictive the Risk Index was on retention. The CSI collected information about the student's attitudes, coping skills, strengths, and background information about high school and work. Students all completed the CSI and reviewed it as part of the course with a counselor. The college program was then tailored to meet the needs of each of the students. The researchers found the rate of persistence was higher for this group than previous students and that the CSI was a valuable tool in determining the risk of each student for non-persistence. This gave counselors more information on how to assist the higher risk students to increase success.

Collaborative programming. There is a concern that appears in the literature about the gap between high school and college. Many high school personnel and college personnel have begun separate initiatives to bridge the gap for both social and academic college preparation of students either before or after they enter higher education

institutions. High school personnel are motivated by success in high school graduation, high scores on mandatory standardized testing, and acceptance into colleges and universities. College personnel are concerned with retention and persistence in college and academic success throughout college to the obtainment of a degree.

There have been several partnerships to combine high school and college credits to benefit both the goals of secondary and postsecondary educational institutions, as well as improve academic outcomes for students (Hoffman et al., 2009). These credit-based transition programs offer students college credit while still in high school (Fowler & Luna, 2009). This initiative began as accelerated programs for high achieving students to get a head start in college, but now has spread to reach a diverse population of students. Many programs were focused on providing opportunities for underserved and underrepresented students (Lerner & Brand, 2007). These programs fall into two major categories, dual enrollment, and early/middle college programs (Fowler & Luna, 2009; Hoffman et al., 2009). Dual enrollment programs are further divided into dual or concurrent enrollment programs and comprehensive or dual enrollment pathway programs.

Dual enrollment programs allow high school students the opportunity to earn college credits (Lerner & Brand, 2007). These consist of advanced placement (AP) courses at the high school, college level courses at the high school or on the college campus, international baccalaureate programs, and programs with preselected course such as tech prep programs (Fowler & Luna, 2009, Hoffman et al., 2009). Kim and Bragg (2008) examined the influence of dual enrollment programs at four different

community colleges on college outcomes. They looked at whether dual credit hours earned would predict placement into college-level coursework (Kim & Bragg, 2008). They used placement in college-level courses as determinants of college readiness in three subject areas, math, reading, and writing. There was a positive relationship between dual and articulated credits earned with college readiness in reading and writing. Math seemed to be less related to dual credit and more related to the level of math completed in high school. They also noted that the more AP math and English courses completed, the higher the level of college readiness in the subsequent areas. These research findings suggested that dual enrollment has a positive impact on academics.

Mechur-Karp (2012) looked at qualitative data from students involved in dual enrollment. She considered not only the academic impact but also, the social impact on college readiness (Mechur-Karp, 2012). She interviewed twenty-six high school students enrolled in dual enrollment courses exploring their perceptions of what it meant to be a college student. The courses in the study were located on a high school campus and the author noted that some more closely mirrored college courses, which she termed authentic courses. Based on the data gathered from the students she concluded that college readiness involves new behaviors, a change in ways of thinking, and different interactions with others. The author did state that the authentic courses required students to truly practice the role of a college student to meet the demands and expectations of college coursework. While dual enrollment is an opportunity for students to understand the expectations of college in a real setting, the author noted that more attention needs to be paid to the behavioral and attitudinal aspects and expectations of college readiness.

Students who participated in dual enrollment performed better in college courses as measured by GPA (An, 2013). The data reported by An (2013) revealed that students with college-educated parents participated in more dual enrollment courses than students whose parent had no college education. He concluded that involvement in dual enrollment had a positive influence on college success. However, access for low socioeconomic students or first-generation college students remains a concern for educators (see An, 2013).

Early college high schools are typically small schools that merge the high school and college experiences (Edmunds, 2012) to target underserved and underrepresented students who are less likely to attend or complete college. They are either 4- or 5-year programs that offer opportunities for students to complete high school and potentially a 2-year college degree or certificate. Most early colleges are high school and 2-year college partnerships and many of these programs are located on community college campuses, providing the students the opportunity to attend college courses with traditional students and fully integrate into the college culture. Edmunds (2012) conducted a qualitative longitudinal study within an early college. She noted that the expectation of the early college curriculum is more rigorous and integrated into the college campus. Her findings suggest that high school courses need to be taught differently with a focus on study skills and time management and college like behaviors.

Oliver et al. (2010) examined the similarities and differences in early college students and traditional first-year college students in terms of motivation related to academic success to help university advisors better meet the needs of the early college

students. The researchers found that there were differences in the perspectives of early

college students and the traditional students, which required advisors to reach out to the

early college students and solicit involvement (Oliver et al., 2010). Early college

students tended to think they were more prepared for college than they were. The

students tended to overestimate their own abilities and were less aware of the sacrifices

and skills to achieve the academic goals they set. Since this population of students was

typically an at-risk group of students, they may need a different set of supports than

traditional college students (see Oliver et al., 2010).

Examining three areas of readiness; academic, social, and personal through focus

group interviews with disadvantaged early college students revealed that students'

experiences in early college helped them to develop the skills needed for college success

(McDonald & Farrell, 2012). Students expressed that being in a college environment

promoted them to interact with college instructors and other students. At the social level

students stated that they learned and understood diversity and were required to behave in

a more mature and professional manner. They noted the older role models, friends in

classes, and social activities they were involved in made a difference. The students

expressed confidence in their social and academic abilities and expressed they felt it was

due to the early college experience, highlighting the importance of factors beyond

academics as being critical to the success in the college environment (see McDonald &

Farrell, 2012).

Additional information was gained from a case study based on an early college

experience to understand the teacher-student relationship and how it supported and

constrained learning (Thompson & Ongaga, 2011). The authors revealed the two themes

caring relationships and teacher constraints from interviews with teachers and students.

They noted that the relationships are personal, supportive, and provide students with a

sense of safety. Students felt as if the teachers knew them and cared about them as a

person. Students also felt that since it was a small school, they were more caring and

supportive of each other promoting a positive environment. The second theme came

primarily from the teachers' frustrations with the challenges of being a part of a new

concept in education. The teachers expressed concern over the high stakes testing

required of students and wanted to focus on teaching and not the test preparation. They

expressed concern about the bureaucratic constraints of the traditional high school

systems that govern them at a local and state level. The teachers felt that it was

challenging to be innovative when bound to traditional high school constructs(Thompson

& Ongaga, 2011). This study highlights the differences in the traditional high school and

the early college model and the gap in education academically and socially from high

school to college.

Early colleges were designed to create an environment that facilitates student

readiness for success in college (Edmunds et al., 2017). These types of programs use

specific strategies of academic preparation, access to college courses, supports for all

aspects of college and life, and assisting with navigation of college structures. They were

typically for first-generation and underrepresented students and combined high school

courses with college coursework. Edmunds et al. (2017) looked at the impact early

colleges had on academic readiness, the perceptions of readiness, and the strategies used

to support the students. They found that early college students took and completed college preparatory courses at a higher rate than traditional students. They also found that the perceptions of college instructors were that the early college students were prepared for college and demonstrated an interest in learning which in turn helping them to succeed. They identified instilling academic behaviors, guidance through the college processes, helping them own their learning, and setting life goals as positive practices. The early colleges they examined involved all the faculty and staff in the process giving the student a sense of personal support.

Dual enrollment and early college models show promise in closing the secondary to the postsecondary gap for students. However, they are not without challenges. Howley et al (2013) conducted a qualitative case study to gain an understanding of how educators involved in dual enrollment and early college programs viewed the implementation and outcomes (Howley et al., 2013). The researchers found the educators' attitudes toward the programs were mixed, but overall the educators were positive and confident that these programs would continue. There were significant concerns about the financial costs for at both the college and the high school. They noted that the college faculty were not all open to these programs, which can create issues with the collaborative effort put forth to run successful programs.

The effect on the adult learners in the classrooms is a potential concern for the culture of the college created by introducing early colleges to the campus (Williams & Southers, 2010). Adult learners were a significant population at community colleges and part of most community college missions. The researchers found that the majority of 24

community colleges CAOs stated that early colleges added to the mission. However, they did report concerns such as behavioral issues and a changed dynamic in the classroom. Some adult learners found it disruptive to the environment to place teenagers in the classroom. The researchers noted that college faculty were prepared to meet the needs of the adult learner and do not connect as well with the early college students. Early college students may not be as self-directed, suggesting they may not be ready for this learning environment. There is a need to collaborate and be open to seeing all the implications of the addition of early college (see Williams & Southers, 2010).

A survey of dual enrollment officers at 2-year and 4-year institutions in a Midwestern state identified barriers to the expansion of postsecondary options for high school students. The barriers were funding, student access, credit acceptance, student preparedness, and instructional skills (Wozniak & Palmer 2013). The issue of student preparedness was vastly different between the high school personnel, who did not see it as a concern, and the college personnel who viewed it as a significant barrier. This finding is significant since it illustrates the potentially different perceptions of what college readiness is at high schools and at colleges (see Wozniak & Palmer 2013).

The partnerships created to combine high school and college curriculums has increased over the past decade with the intent to improve student success and college outcomes. Most of these involve dual enrollment through a variety of models. These programs were the beginning of a shift in secondary education to create a smoother transition to college. However, the environment and expectations continue to differ from

high school classrooms to college classrooms. Communication between the high schools and the colleges needs to bridge the social and academic gap.

Dual enrollment. Dual enrollment programs are on the rise and many more high school students are on college campuses, especially in the community college setting. This is an opportunity for students to experience the college environment while still in the security of the high school. Dual enrollment is a positive strategy for the preparation of high school students for the rigors of college with potentially less risk. Hughes and Edwards (2012) examined action research projects using a variety of classroom learning strategies in dual enrollment classes to meet the needs of the high school students in the college environment. The strategies were aimed at not only the academic skills but also the affective behaviors and feelings needed to successfully adjust the college environment. Their conclusions were based on the positive effect that was sharing and collegial collaboration the college faculty and the high school teacher had when piloting several different classroom strategies (Hughes, 2012).

Luna and Fowler (2011) evaluated an achieving a college education (ACE) program. This program was designed to help at-risk students defined as those who were low income and first generation with middle to low achievement in school. This was a credit-based transition program where students earn college credits while still in high school. They looked at the high school retention rate, graduation rate, and college enrollment of the ACE students compared to non-ACE students. They concluded that ACE students were four to five times more likely to stay in high school, nearly three times more likely to graduate from high school, and more than three times more likely to

enroll in community college (Luna & Fowler, 2011). Jones (2014) found that participation in dual enrollment had a statistically significant impact on college GPA at both the community college and the university, and persistence rates at the university (Jones, 2014). This study did not look at the long-term completion or college graduation rate.

D'Amico et al. (2013) looked at several demographic and college policy variables involved in the dual enrollment programs and the significance in predicting college persistence once the student entered college. Demographics like gender and county of residence did not significantly predict persistence. The important finding was that dually enrolled students who took courses on the college campus were more likely to persist compared to those who took courses at the high school. They noted course type, transfer, or career course choice made a significant difference. Those taking career courses were more likely to persist. This informs community college personnel to engage and direct dual enrollment programs to enhance persistence once a student becomes a full-time college student (see D'Amico et al., 2013).

The challenges that students face transitioning from high school to college were multifaceted, including academic and many non-academic factors. Traditional age college students were under significant pressure when beginning the college journey (Sloan, 2013). The research implied that the need for transition assistance is important to increase the success of college completion. The impact and cost of under-preparedness are high for the institutions, the students, and the potential employers (see Sloan, 2013).

Student perception. Determinants of college readiness are multifaceted. Some of the researchers have explored how the concept of college readiness was perceived and defined by students. A variety of student groups have been included used various methodologies. Themes that persist throughout student perspectives are that there is an understanding that the academic rigor in college is greater than in high school (Meyer et al., 2009). However, there are many aspects beyond academic preparation and test scores that students, both high school and college level, determined as important for college success. Many of these factors involve study skills, work habits, and time management (Boden, 2011; Byrd & MacDonald, 2005). Other factors found to influence college readiness and success were exposure to college, awareness of expectations, and the opportunity for real experiences (Hooker & Brand, 2010).

Four themes emerged from the data that Boden (2011) collected regarding academic readiness for college of first-generation Latino high school seniors. Students saw the value of going to college to get a good career, students identified a person who assisted them in navigating high school and entrance into college, students valued study skills over test scores and grades, and they acknowledged academic preparedness involves hard work, independence, and determination. Boden's research implied that higher education institutions may need to look at additional information, beyond test scores, for determination of college readiness.

Students that do not possess good study skills are ill prepared for the college environment. Study skills are those that help students retain and understand information, and to transfer the knowledge or skills across content areas (Howard et al., 2018).

Howard et al. (2018) found that students perceived the college support course to be helpful in learning study skills and how to transfer the knowledge. In these courses the instructors intentionally promoted the transfer of knowledge by teaching the students strategies to make the connections to new information. They taught skills such as using resources, academic goal setting, and self-reflection. Students in the class stated that the reflection was key to helping them connect the learning and understand the material at a deeper level.

Reid and Moore (2008) conducted a qualitative study to examine the perceptions and attitudes of first-generation college students regarding high school preparation for college and to explore the strengths and weaknesses of their college preparation. The students identified what preparation improved college success and identified the skills that were lacking. Students viewed advanced placement and honors classes in high school as important for college preparation (Reid & Moore, 2008). Students noted the importance of a college preparation program and participation in extracurricular activities as helpful in preparing them for college. The deficiencies noted were some academic knowledge, study skills, and time management skills. Students stated that high school did not challenge them enough to develop the study skills required for college level work. The recommendations made by the researchers were for higher education to include academic and social support and for college educators to connect with secondary educators to create a seamless level of knowledge and rigor.

Byrd and MacDonald (2005) identified ten themes that fell into the categories of skills and abilities important to college readiness, life experience that contribute to

college readiness, and student self-concept (Byrd & MacDonald, 2005). Students identified non-academic skills such as time management, ability to set and focus on goals, and the ability to advocate for oneself as the most important for college success. Participants reported that life experiences such as family and work helped them to see the value of education and to set goals. Participants noted having personal support and understanding the college system were essential parts of college readiness. These research findings show the importance of non-academic skills and knowledge as aspects of college readiness (see Byrd & MacDonald, 2005).

Students need to be able to identify themselves as college students (Hooker & Brand, 2010) and college readiness is more than a focus on academic preparation. College readiness involves skills and abilities beyond academics, such as maturity, cultural awareness of college, and understanding of college expectations. This set of skills is termed college knowledge. Hooker and Brand (2010) illustrated the program review and program evaluation of two different types of programs designed to better prepare disengaged high school students for success in college. Hooker and Brand used an early college program and the evaluation of it as evidence that college readiness is about more than academic preparation.

Millar and Tanner (2011) looked at college readiness as it relates to the dropout rate at community colleges. The findings suggest that the students' perceptions of their own college preparedness decreased after they began college classes (Millar & Tanner, 2011). Millar and Tanner concluded that the inconsistency in expectations and perception of difficulty has a significant impact on community college retention rates.

These findings are significant since many of the less academically prepared and lower income students attend community colleges rather than the universities. Most college students entered college with the perception that the academics would be difficult and reported that college was less difficult than initially thought following the first year (Meyer et al., 2009). However, the researchers reported that the interviews for this case study were conducted during the first semester of coursework, therefore, potentially influencing the perception of rigor.

McCormick and Hafner (2017) looked specifically at the gap between high school and college and students' perceptions related to reading and writing. They noted that freshman entering college were not ready for college level work, especially in reading and writing. They looked at freshman views on their preparedness for college English classes and where they felt more preparation in high school would have been a benefit to them. The type of English class taken, along with the amount of writing done in high school, was reported to be a predictor of how prepared students felt (McCormick & Hafner, 2017). They concluded that students believe they would have been better prepared for college if they had been expected to do more writing in high school. Students also indicated that they were underprepared for the reading and writing expected in college.

Student's perceptions of college readiness before, during, and after college are essential for the creation of a plan for the successful transition to college. The research indicated that students were informed about the academic rigor in college. Many students report not needing to practice college skills in high school even when they were taught

them (Boden, 2011). Students were able to identify many skills, both academic and non-academic, as essential for successful preparation for college.

Implications

College readiness is the amount of preparation a student needs to enroll and successfully complete, without remediation, college-level coursework. Students need to be able to understand what is expected in all aspects of the college experience including the coursework, the culture, and the structure (Conley, 2008). The research indicated there is a gap between high school completion and college preparation. The research also implied that the expectations in college are different from those in high school, both academically and non-academically. There is a growing demand for college graduates (Rothman, 2012). The purpose of this study was to understand both high school teachers' and community college instructors' perceptions about college readiness. A clear understanding of college readiness provided an opportunity for high school principals, teachers, and college faculty to work together with students to meet the expectation of college (Haycock, 2010). Community college faculty can develop rigorous, robust curriculum for the success of students with a greater understanding of where they are and what strategies they need to be successful. With a common understanding of the needs of the students and what readiness involves both institutions can provide consistent and continuous strategies and expectations for students.

Information gleaned from this study informed the creation of a plan for professional development for college faculty to enhance engagement in the college process and to embed college-ready skills in the context of the course. This provides

students the opportunity to apply college-ready skills and see the benefit through successful completion of college level courses. Success in coursework may lead to retention from semester to semester and completion of a degree or certificate. For the college, this addresses the on-going issues of low retention and completion rates. For the students, the use of success strategies may lead to increased confidence in achieving their goals. Finally, this serves the greater community by potentially providing graduates with the necessary skills and knowledge to fill the workforce needs.

Summary

The need for closing the gap between high school and college was evident in the literature. This need was especially true at the community college level where access is not limited by admission standards and criteria (Spence, 2009). Findings from a plethora of research suggested that there may be different perceptions about the construct of college readiness between high school teachers and community college instructors. College success and preparation were viewed as important from personnel at both the secondary and postsecondary education institutions; however, the programs developed were different in focus and tended to be separate. The literature suggested that most of the high school focus is on academic preparation while the research on college retention and dropout rates was based on more than academic knowledge and skills (Conley, 2008). The need for integrated, cross-discipline implementation of college readiness initiatives is critical to guide students toward successful college completion. This research study explored high school teachers' and community college faculty members'

perceptions as to the comprehensive description of behaviors, attributes, and criteria meant to inform college readiness.

In Section 2, I describe the research methodology used for data collection. The description includes the participants, data collection methods, data analysis process, and the results of the data analysis. Section 3 is a description of the proposed project including the rationale, an evaluation of the project, and the implications of the project. Section 4 includes reflections and conclusions by me as the researcher and the project developer.

Section 2: The Methodology

Introduction

This research was a qualitative descriptive study from which I intended to gain additional understanding of the behaviors and attributes required for college success. I looked at college readiness from the perspective of both high school teachers and college instructors to provide insight into the commonalities and differences in the two academic settings. There were demands and expectations of faculty and students in each of the settings that are different from each other. Behaviors and attributes of college readiness need to be transferable and relevant to the environment in which they are required. This study provided insight as to the elements that contribute to the students' preparation for college and retention through college.

Research Design and Approach

To address the research question of what college readiness is, as perceived by high school teachers and community college instructors, I conducted a qualitative descriptive study. In this research study, I focused on the perceptions and meanings of the experiences high school teachers and community college instructors had as they interacted with students. This approach is rooted in interpretivist thinking, the attempt to gain insight or understanding of educational outcomes (Glesne, 2011; Merriam, 2009). Qualitative descriptive research is also referred to as basic or interpretive research, which is meant to provide a detailed description and interpretation of lived experiences and the meaning attributed to those experiences (Merriam, 2009; Sandelowski, 2000). My research addressed how high school teachers and the college instructors perceive the

construct of college readiness. Also, the goal of this study was to describe the behaviors and attributes college-ready students exhibit based on high school teachers' and community college instructors' experiences.

In qualitative research, the goal of the researcher is to understand the meaning and essence of a phenomenon and those who experience it (Bloomberg & Volpe, 2012; Merriam, 2009). Qualitative studies do not focus on investigating distributions to determine frequencies or other parametric measures but serve to explore the diversity of a topic within a population (Jansen, 2010). Neither survey nor experimental data could provide the in-depth understanding of the topic that interviewing provided (Merriam, 2009). Therefore, in this research, I used in-depth, open-ended interviews as the primary data collection tool.

Participants

In this study, I used purposeful sampling to select individuals who provided appropriate information in response to the research question (see Creswell, 2012). Volunteer participants were solicited from a local community college and two feeder high schools. These locations represented the demographics of the populations within the geographic region used for this study. Volunteers were four high school teachers who teach math and science in the 11th and 12th grades and five community college instructors who teach first-year students from a variety of disciplines, including business, math, energy technology, and computer information systems. Selecting an area community college with corresponding high schools allowed the data to inform the

project to be relevant to the improvement of the transition from high school to college in the respective locale.

A gatekeeper was identified at the public high school district and at the college who were willing to disseminate information regarding the proposed research through an electronic recruitment flyer. The flyer included the purpose of the study and the criteria for participation (see Appendix B). Individuals who were willing to participate contacted me directly to schedule a face-to-face interview. The recruitment flyer sent to the college faculty resulted in eight responses. Face-to-face interviews were scheduled and conducted with five college faculty who met the criteria. The flyer to the public high school district elicited one response. The flyer went out again and elicited three more responses. All the high school volunteers met the criteria and completed face-to-face interviews. The number of participants was determined by the number of volunteers, the time commitment, and by when no new information was forthcoming in the interviews (see Merriam, 2009).

To ensure privacy and maintain the confidentiality of the participants approval from the Institutional Review Board (IRB) at Walden University was obtained, IRB number 09-28-16-0275771. Approval of appropriate IRB at the community college and a letter of permission from the director of assessment, research, and evaluation of the public-school system was obtained prior to beginning and solicitation of volunteers or data collection (see Appendix C & D). Participants were provided an explanation of the research process verbally or through e-mail at the time the interview was scheduled. Informed consent was obtained, and a description of the research was provided to each

participant prior to the interview (see Appendix E). At the time of the interview,

participants were explained the research process, and how the information would be

recorded and stored to ensure their privacy and confidentiality. They were also provided

my contact information and an opportunity to ask questions throughout the interview and

any time afterward. Participants were informed that the interview was voluntary and that

they could stop at any time.

As the researcher, I conducted myself in a respectful and professional manner

throughout all interactions with the participants and the gatekeepers. Throughout the

interviews, I presented myself in a calm manner and remain unbiased in facial

expressions and body language as well as verbal communication. The interviews began

with a general question about the participant's role as an educator to establish trust and a

bond between the participant and myself (see Glesne, 2011). Being a college instructor

and working with early colleges as a member of the state early and middle college

consortium and as the liaison to the local early college made me familiar with the

environments of the participants. The interviews were conducted in a private office

without interruption to the participants' responses, allowing them time to answer fully

and comprehensively. Each interview was concluded with my appreciation for the

participant's time and input and a reiteration of contact information in case the

participants wanted to be removed from the study or if questions arose about the study.

Data Collection

Based on a comprehensive literature review, open-ended semistructured interview

questions were developed to serve as the interview protocol. Subquestions were used as

a follow-up to encourage participants to respond in more detail. The questions (see Appendix F) served as the interview protocol. I also manually recorded field notes of any observations throughout the interview (see Appendix G).

A gatekeeper was identified at the public high school district and the college both who disseminated the information and recruitment flyer. I created and distributed the recruitment flyer through the established gatekeepers. All interviews were conducted face-to-face and were digitally recorded. A professional transcriptionist transcribed each interview. I reviewed each of the transcripts with the recording for accuracy and to further familiarize myself with the responses. A research log was used to record notes, comments, expressions, and reactions during the interviews. Participants were assigned numerical and letter codes, and at no time were individual names used on the transcript or in the transcription process. Interview transcripts were kept separate from the recordings, and all documents are stored in a locked file cabinet in a private office. There were no risks associated with this research, and the potential benefits are that there may be an increased awareness of how college readiness is incorporated in the classroom or institution. No compensation was offered for participation. However, participants were offered a copy of the project upon completion.

In the role of the researcher, I was aware of my own opinions and perceptions about college readiness based on personal experiences. I was careful throughout the research process not to interject my own attitudes, beliefs, or perceptions during the interview process. I personally knew three of the college instructors from committees at the college, where I am an instructor. However, none of the college faculty worked in the

same division as me or teach the same subjects. I have not observed any of the college

instructors in a classroom or had any previous conversations about their perceptions of

college readiness prior to the interviews. I had no previous professional relationship with

any of the high school teachers.

Data Analysis

Qualitative research calls for the identification of the themes based on

participants' voices (Bloomberg & Volpe, 2012) whereas in quantitative research, the

aim is to maintain standards of reliability and validity and generalize findings. In

qualitative research, the focus is on trustworthiness through credibility, dependability,

and transferability to contexts that are similar. I clarified my personal biases to ensure

objectivity and maintain the trustworthiness of the study. To increase credibility and

clarity of the interview questions, the questions were peer reviewed by an educator

outside of my area (see Glesne, 2011).

A professional transcriptionist transcribed the interviews. However, I proofread

each of the transcripts while listening to the recording to ensure accuracy and to

familiarize myself with the interview content. I read each of the transcripts two

additional times prior to beginning the coding process. I e-mailed the transcripts to each

of the participants for verification and revision (see Appendix H) and received a response

from each of the participants with no additional information provided. The data from the

transcribed interviews and the research logs were coded through a multistep process of

sorting within each of the participant groups (see Creswell, 2012). The process began

with open coding to construct categories. Then I continued the process multiple times

until the data were reduced to major themes (see Merriman, 2009). The questions were divided as part of the coding process into three areas. Area 1, Questions 1 and 2, were general and demographic information questions to be able to describe the participants and their perspectives. Area 2, Questions 3, 4, and 5, described the characteristics of college readiness and not college readiness along with predictors of success. In the area of college readiness, three major themes were identified. Area 3, Question 6, was used to inform the professional development as part of the project. The groups, high school teachers and community college instructors, were compared for similarities and differences in the major themes. The findings did not reflect any discrepant cases, and all the participants indicated an interest in college readiness.

Credibility and trustworthiness of the themes were established, as well as monitoring the researchers' objectivity using peer reviews, triangulation, and member checking (see Glesne, 2011). Peer review was used to ensure the accuracy of the participants' voices, avoiding interpretation of the data based on my personal biases (see Bloomberg & Volpe, 2012). Triangulation of the data was accomplished with multiple teachers and instructors from a variety of subjects (see Glesne, 2011). In addition, the population of participants was reflective of the population of the school district and community college in the Midwestern region of the United States.

Limitations of this study were the small sample size from both the college and the high school participants. While the themes became evident in the analysis, there may have been more information gleaned to inform more specifics of the professional development plan. Other limitations were that the interviews were conducted within one

community college and one public school district. While much of the information was

consistent with the literature, the transferability would be greater with participants from a

broader group of schools.

Data Analysis Results

In addition to following methods approved by Walden University's IRB (09-28-16-

0275771), the research for this project was approved though the colleges IRB process and

the approval of the high school district's research department (see Appendix C and D). I

used a consistent interview protocol for all nine interviews. I had the interviews

professionally transcribed and I personally analyzed the interview transcripts to identify

common themes. To maintain confidentiality, I removed all identifying information

regarding the participant responses and will maintain all raw data on a secure server for

the requisite minimum of 5 years.

After conducting face-to-face interviews, participant responses were transcribed,

coded, and validated by the respondents through transcript review process to ensure

internal validity (Merriam, 2009). Any identifiers were removed from the data to protect

confidentiality. Participants were assigned numerical and letter codes and at no time

were names used in the transcript or during the transcription process.

The participant responses were divided as part of the coding process into three

areas. One looking at interview questions one and two provided general and

demographic information about the participants and giving them an opportunity to

describe their role and point of view. Two, analyzed interview questions three, four, and

five describing the characteristics and behaviors of college readiness and not college

readiness answering the two main research questions. RQ 1: What are high school teachers' perceptions about the skills and behaviors required for students to be ready for college? RQ2: What are community college instructors' perceptions about the skills and behaviors required for students to be ready for college? These responses also informed the sub-questions. From the data analysis, three major themes emerged identifying college readiness. The themes were preparation, engagement, and personal characteristics. The third area addressed interview question six was the responses to the needs for the teachers and instructors and informed the professional development project.

Participant Demographic and General Information

The group of participants consisted of four high school teachers and five college instructors. There were four male participants and five female participants. High school teachers taught a variety of subjects including math, science, and career and technical education. The college instructors taught a similar variety of courses including Math, computer information systems, energy technology, accounting, and pre-education.

At the beginning of the interview participants were asked to describe their role as it related to college readiness and students. Some of the high school teachers elaborated on their role as an educator. High school teacher one stated, "…to make sure that when they leave my classroom, I look back and think, well did they change in the sense of their character? Are they better students? Have I inspired them?" Another teacher commented, "I think my role as an educator is to connect with my students and to help them connect to the material that I'm communicating to them…providing a better environment for all of our students as a whole to be able to learn the material."

Additionally, one college instructor commented that her role was to advise students as they prepare to transition from the community college to a university. Both the high school teachers and the college instructors perceived their role as multifaceted and to connect and further the students' knowledge and skills to prepare them for the future.

The participants provided some background information on the awareness or involvement of high school to college articulation and transition programs. The high school teachers were less aware and less involved in any of the articulation or dual enrollment programs with the college. One was involved as part of the career and technical education programs and was familiar with some articulation agreements with a variety of colleges for students to be able to apply the technical courses to receive college credits. Another high school teacher stated she was aware of the early college and dual enrollment programs but just that they exist and not of any of the details.

The college instructors were more aware of a variety of articulations with the high schools. All the instructors were aware of early college and dual enrollment programs and four of the five stated having had dual enrollment students in their courses. One instructor stated that she was involved with the creation of the child development agreement. Another instructor spoke of the change in technical education articulation agreements over the past several years and that he has been involved in the development of some of them. Lastly, one of the math instructors had recently participated in the design of a math course for high school seniors who had not demonstrated college level proficiency. This program was a collaborative effort between the college instructors and

the high school math coordinators. It is in the development stages implementation will begin soon.

The participant group was representative of the college and the high school faculty and represent a variety of disciplines. It was noted that the college instructors had more awareness of articulations and dual enrollment programs than the high school teachers. This group of participants explained their roles and expressed a passion for teaching and being an educator in both the high school and the college level. They also expressed the importance of the transition between college and high school in the overall success of the student.

Research Question 1

In response to RQ1: What are high school teachers' perceptions about the skills and behaviors required for students to be ready for college? The high school teachers answered questions about their perception of college readiness in the classroom. Teachers were able to describe the attributes, behaviors, and skills that distinguished the college-ready student from students not prepared for college. They identified behaviors relating to as engagement. One teacher described engaged students as, "…doing their work and then are asking questions about it…" While another explained, "…they will actively engage themselves in the conversation and they will ask questions and be actively taking notes within their groups." Also, behaviors such as taking initiative and a desire to learn were identified as demonstrating college readiness. A teacher stated "…asking questions, like they learn to know how to do this. Instead of, okay can you show me everything and how to do it."

The teachers identified college-ready skills they see in some high school students as time management, reading ability, and note taking as well as completing assignments, and attending to the task or the teacher. Teachers commented on the maturity level of the students having an impact on the demonstration of college-ready behaviors. One teacher stated that the less mature students make excuses for not completing assignments or studying for tests. This high school teacher also commented that the less mature students are not able to self-direct or carry over study strategies that she had provided for them when preparing for subsequent tests. Another high school teacher stated that the level of maturity impacts the students' social abilities. She described this being displayed in the lack of ability to interact with the teachers effectively.

While teachers were able to identify those behaviors and skills that indicated readiness for college, they stated that they were not consistently demonstrated in high school students. The teachers commented that they expect students to pay attention and complete assignments in a timely manner but felt that the district or governmental policies made it difficult. Two of the teachers stated that students know how to work the system. One example that was stated was the students know they can retake tests and use this policy when not prepared. Other teachers commented on the challenges of expecting college-ready behaviors with the large range of abilities and maturity levels in the classroom. High school teachers identified the characteristics and behaviors of college-ready student in the themes of preparation, engagement, and personal characteristics.

These findings of the perceptions of high school teachers are consistent with much of the literature on college readiness. College readiness is more than content

knowledge. Factors such as habits, traits, skills, and social readiness contribute to student success (Arnold et al., 2012; Harvey et al., 2013). Fong et al. (2017) noted motivation and self-perception had an impact on college success. The teachers in this study similarly identified maturity and motivation as important aspects of college readiness. High school programs that used coaching to increase the understanding of college processes and to work on time management and study skills have shown success in college preparation (Carruthers & Fox, 2016). Other literature suggested that mentoring in the high school with a focus on the non-cognitive factors benefitted the students in college readiness (Radcliffe & Bos, 2011). The literature was consistent with the perceptions of the high school teachers in this research with respect to the skills and behaviors observed in college ready students.

Research Question 2

The responses of the college instructors to interview questions three, four, and five were analyzed to address RQ2: What are community college instructors' perceptions about the skills and behaviors required for students to be ready for college? The themes of the responses of what behaviors and skills college-ready students exhibit were like those of the high school teachers. They were among the themes of preparation, engagement, and personal characteristics. College instructors identified a wide range of students' abilities and preparedness in each class. One instructor stated that students who engaged in social or study groups were more successful. Four of the instructors commented that college-ready students have their books and supplies, come to class regularly, are timely for class, and submit assignments on time. The college instructors

identified that current students were distracted by outside issues and needed more guidance to be successful than previously. One instructor stated, "Our students are coming with different skills and they are coming without skills that we assumed that when we went to college…" A second teacher stated,

My teaching has changed dramatically in the last two years. … I summarize things, I put them on the board and stand back and I say copy what I have on the board, read through it again, make sure you understand it and then ask questions.

Another instructor stated, "Well it tells me that not just I have to change the way I teach, our colleagues have to change the way they teach." Three themes, preparedness, engagement, and personal characteristics emerged common to both high school teachers and college instructors when describing college readiness in terms of student behaviors and skills.

The college instructors also talked about the maturity of the students playing a role in college readiness. They describe student as being at a variety of maturity levels not always consistent with chronological ages. One instructor described maturity as "…a student who's got the self-discipline." Another instructor stated "By more mature, they've seen, they understand enough of life that you can't just breeze through life, that it will come easy. It comes easy because you do it repetitively and with consistent results of practice." Also, another instructor described the importance of students connecting with a college teacher to make the transition to college "…provide the guidance to help them mature, then they are more likely to develop and mature." Students mature at a

variety of ages with variety of life experiences, that are not completed by the time students enters college.

The literature suggested that non-cognitive abilities and social connections, or engagement are factors that play a significant role in college persistence (Boboc & Nordgren, 2013; Stephen & Rosenbaum, 2013). Many of the transition programs in the literature demonstrated an increase retention in college included student engagement activities (Mellor et al., 2015; Ganss & Baker, 2014). The community college instructors who I interviewed for this study stated that study skills and time management were important determinants of college readiness. Engagement, both socially and academically were factors cited in the literature as components of college success (McDonald & Farrell, 2012). The college instructors in this study stated that students who ask questions and complete assignments are more successful, even when they struggle with the content. Much of the college programming to increase persistence in college was focused on skills such as reading and study skills as well as engagement (Claybrooks & Taylor, 2016). Many first-year experience programs found in the literature focused on engagement and assisting the students in preparing for college courses along with preparing them for the college environment and culture. Preparation and engagement were two of the themes identified from the interviews of this study. Table 1 is a summary of the themes and research questions.

Table 1

Teacher's and Instructor's Perceptions About College Readiness-Findings

Research question	Subquestions	Themes	Subthemes
RQ 1. What are high school teachers' perceptions about the skills and behaviors required for students to be college-ready?	What college-ready skills do high school teachers attribute to typical high school graduates?	Preparation	Time management
			Materials necessary for class
			Notetaking skills
			Completing assignments
			Textbook reading
		Engagement	Communication with teacher
			Communication with students
			Social relationships in class on subject
			Attention during class
	What college-ready behaviors do high school teachers observe in typical high school graduates?	Personal characteristics	Appropriately handle situations
			Commitment to learning
			Pride in their work
			Prioritize school

(table continues)

Research question	Subquestions	Themes	Subthemes
	What skills do high school teachers perceive are provided for students to prepare them for college?	Preparation Engagement	Time management activities Notetaking assignments Ongoing reminders Talk about college requirements
RQ2. What are community college instructors' perceptions about the skills and behaviors required for students to be college-ready?	What college-ready skills do college instructors state typical first year college students possess?	Preparation Engagement	Materials Time management Note taking Assignment completion Utilizing resources Communication with teacher Communication with students Working collaboratively Attendance and attention during class

(table continues)

Research question	Subquestions	Themes	Subthemes
	What college-ready behaviors do college instructors observe in typical first year college students?	Personal characteristics	Attention to detail Independence Taking initiative
	What skills do college instructors teach to foster college readiness in the first year?	Engagement	Encourage use of office hours Group assignments

College Readiness Themes

After conducting the face-to-face interviews, the data was reviewed following a comprehensive process of analyzing and coding the responses. Three themes emerged from the analysis of the interview related to the perceptions of college readiness from both the high school teachers and the college instructors. The themes were narrowed to preparation, engagement, and personal characteristics. The data from the interviews support the theories of Conley (2010) and Tinto (1993) that factors beyond academic knowledge are key to college readiness and retention.

Theme 1: Preparation. The participants responded to the following questions: "Please describe the behaviors or characteristics which might indicate that students are prepared for college." "Please describe the behaviors or characteristics which might indicate that students are not prepared for college." "If you were to provide a model or framework that would serve to predict success in college for high school students, what would this look like?" All the participants spoke of preparation before and during class. Preparation included things as having appropriate materials for class, showing up for class on time, completing both homework and reading assignments on time and completely, and presenting themselves appropriately. This theme was consistent for both the high school teachers and the college instructors, but the college instructors did not allow work to be postponed due to absence as a rule like the high school teachers did.

One high school teacher commented that some of the students take advantage of high school rules that they do not have to turn in work if they are absent and that they can retake a test. She commented that the concept of test re-takes is a good one for those

students to use as a learning tool, too many students use it when they are just not prepared. This teacher also stated that students not college-ready either do not come prepared with their materials like pencils and paper, or do not take notes as needed. She stated that she tries to explain to students that these behaviors will not work in college, and those serious about college will work on these habits.

Another teacher commented on the follow through of the students that are prepared for college, "After I have done my part, I've lectured, given them notes and done examples with them, they have written it down in their notebook, they have gotten an assignment and use their notes to do the assignment." She added,

> My students that I feel are college-ready have their priorities straight. They know
> that when they go home, they set aside some time for TV, then set aside a lot of
> time for studying, and they accept that. They have accepted that there are more
> important things, and these are their priorities.

She stated these are the prepared students and they complete their work and can use their time efficiently.

The other two high school teachers commented on attendance, adhering to the dress code, and the students that are prepared complete the work and keeping track of their assignments. "The kids that are not successful and unprepared are the ones that I have to constantly follow up with, constantly go back and get them on track, and are constantly turning things in late." In contrast to

> In my students that I see who are ready for college, they are showing up prepared,
> they are showing up prepared to learn and that covers everything from having

their notes, having a pencil, to being in the right mindset to learn and interact in my classroom.

One teacher stated there should be an opportunity on a standardized form for all teachers to comment on such things that go on in the class as part of the college readiness assessment.

Preparedness was commented on by all the college instructors as well as the high school teachers as a factor in identifying college readiness. One of the college instructors stated that students that are college-ready "…do their work… they come in prepared for class." He noted this is evident in the lab setting and stated that "If they have not done the work before, they are kind of lost and have to make up the lab if they are unable to finish." Another instructor stated this about college-ready students. "They come with their book, they have a binder, they have paper, they are ready to learn… the homework is done and done in an appropriate manner and on time." One instructor commented that it would be nice to have more information than GPA from high school as "… GPA is not necessarily a predictor." All the college instructors commented on organizational skills as a predictor, along with being on time, prepared for class, and completing assignments. One instructor commented that he felt that students could change their habits to become successful even as they start college.

Another example of the emphasis on preparation as a factor of college readiness is in the statement by a college instructor. "You know when the student comes in, the student who comes in ready for class, they have questions ready…the students who sit there visiting and when I ask are there any questions they begin flipping through the book

or notes looking for something to ask, because they are not really prepared." Another instructor commented that the unprepared students "sit there and just kind of get in conversations with other students, not paying attention to anything going on." He also commented, along with one of the other college instructors, that the students that are not distracted by their phones are more prepared for college. It was noted by three of the college instructors that students are not always aware of the appropriate time and use of electronic devices. "The unprepared student is not attentive, they might be slouched in their seat, they are texting, leaving the classroom to answer phone calls." He stated that as an instructor he tries to emphasize the importance of completing the reading and the homework. He also commented that the students ready for college keep up with the homework regularly even if it is not a graded assignment.

Preparation prior to class and during class were found to be important factors in the perception of college readiness reported by both college instructors and high school teachers. Preparation includes having appropriate materials for class, attendance, and timeliness for class on time, completing both homework and reading assignments, awareness of the amount of work and keeping up, along with following rules and appropriate use of electronic devices.

Theme 2: Engagement. While participants responded to what characteristics or behaviors indicated college readiness or not, another theme that emerged was engagement, both social and academic engagement. This theme included engagement with peers as well as the instructor in and out of the classroom. All the participants

commented that engagement was one of the factors that guided them in the identification of a college-ready student, and that engagement is an important aspect of college success.

One high school teacher explained that she noticed students that are college-ready know how to deal with situations going on with other students or in the classroom, or even how to handle when they are behind and not understanding the material. "So, the kids that can access help or seek help when they need it or pinpoint that they need help…are ready to be in a collegiate environment." When asked about college-ready behaviors this teacher stated "Asking questions is a huge one. Alternatively, ask two additional follow-ups. The level of those questions could be indicative of are you ready to do college or not." She suggested that using interviews to assess a student college readiness would be beneficial not only to see communication skills but to determine appropriate engagement skills.

All of the college instructors talked about the importance of engagement with the instructor, other students, and the class material as important in the learning process and ultimately success in college. One instructor described predictors of success as

> … being engaged in the class work, … engagement with the instructor, a willingness to ask questions in class, a willingness to participate in class, seeking out an instructor's help even outside of class, and interaction with their peers, forming study groups.

Another instructor stated that prepared students are engaged in the course. "They are willing to ask questions. They seek me out in my office for help." An instructor described the less successful student as not only showing up late for class but, "They will

come in and just not say anything and sit down and kind of go to their phone or they look like they want to be any place but here." Another instructor tells his student right up front "If you are going to be successful in college, you need to take notes and find study partners." All of them expressed that work outside of the classroom is critical in learning the material, which may be different from what they experienced in high school.

Independence was mentioned several times throughout the high school interview as part of the students' ability to engage with resources, as part of learning. A teacher responded that college-ready students will take it upon themselves to look something up and go talk to the teacher or counselor when presented with a situation or question. Following up on the information, college-ready students say things like" I want to know for my own good." and "… like to learn to know how to do something." Another teacher stated the students that are college-ready "… are at least attempting to try it on their own" instead of expecting the teacher to do all the work and continuously repeat every example for the test. She stated that this progress of a student can be recorded over time as the student becomes more independent as an indicator of college success.

Another high school teacher stated that college-ready students are "…ones who are willing to help their peers, willing to engage the material, asking questions, doing their work, but not only doing their work to get it done, doing their work for a higher understanding." While describing college-ready students she also stated,

They will collaborate, and they will engage in the material rather than just sitting there and absorbing the material as we talk about it. They will actively engage

themselves in the conversation, and they will ask questions and be actively taking

notes within their groups.

Two of the teachers talked about how they assist in getting students more engaged by

doing group work or trying to make the material relevant to the future. One teacher

stated, referring to the importance of relevance to their future, when "… they are

interested in the program all of the sudden their math and reading and everything else

gets better because it matters." He also stated that career counseling and some real-life

experiences, in high school, are valuable in facilitating engagement in the learning for a

purpose.

Independence was spoken about throughout the college instructor interviews.

Many of the instructors mentioned that they do not seek out the students that are having

difficulties and call them to the office but expect the students to use the resources and

reach out to the instructor if they need to. One instructor stated that students not ready

for the challenges of college think that just showing up in class is enough and that they do

not have to engage in the material outside of class to be able to ask good questions or be

aware of what they do not know. This instructor explained that the attitude is "I come to

class and what I do is what I do in class, and I don't have to think of it outside of class."

Another college instructor talked about the behaviors that successful students

exhibit. "First of all, paying attention in class." "They have to understand the patterns…

to understand how it relates to the overall context…and relate it to real life." She also

stated, "I believe the more successful ones are the ones that develop their social groups

for their study groups early on." Both the college instructors and the high school teachers

expressed the importance of engagement with people, teachers, instructors, and peers, as a factor in a successful college experience. Additionally, engagement in the material and other resources was important along with the ability to take the initiative, ask questions, seek out additional assistance, and integrate the information for relevance.

Theme 3: Personal characteristics. Along with preparation and engagement, the analysis of the interviews and the field notes revealed one other theme from questions three, four, and five. The responses revealed a variety of personal characteristics that were evident in what high school teachers and college instructors perceived as college-ready. These characteristics included honesty and integrity, respect for themselves and others, hard work, self-discipline, pride in the quality of work, awareness of consequences, taking responsibility, and personal communication skills.

High school teachers talked about these characteristics in a variety of ways but, were able to give examples of when students did not possess them and how it interfered with their success. The teachers saw the lack of these characteristics as a demonstration of being ill-prepared for college. One teacher explained the attitude of college-ready and not college-ready like this:

> I can show up on time or I can get some kind of BS excuse note. I can study for the test or I can copy off my friend. Either kids are committed to doing it themselves, committed to the learning process and everything it entails, or not. They are either the whole package and ready to do the work themselves, and into the learning and engaged and enthusiastic, or everything is negotiable, there's no consequence. I'm just going to muddle through, D's are good enough.

He explained that he sees one or the other, one college-ready and one not. The teacher commented that the college-ready student takes school more seriously and is committed to doing the work with integrity, honesty, and pride. College-ready students have a "…cohesive vision of where they want to go…they place value on everything they do and they can see how things fit together."

Another teacher explained that students not college-ready do more complaining "coming up with some excuse and making a complaint" when they get a problem wrong. She stated she spends a lot of time trying to get them to understand to learn from mistakes not come up with excuses or blame others. She talked about the importance of perseverance and hard work, especially when a student is challenged to understand the material. She illustrated her point with an example of successful students. "So, all of the English Language Learners (ELL) students that come from different countries, well most of them, are my hardest workers and like, even though sometimes they don't understand, they work hard to understand it." She compared this to students that give up and do not persevere when the material is difficult and stated that the ELL student may struggle but have better college learning skills.

The college instructors found many of the same characteristics and important factors for college success. One instructor explained the students not prepared for college

> …need to be thinking about a career and their future rather than running around and distracted on their cell phones and such. They don't listen. They got other things on their mind and I always stop my lecture and tell them to look at me and take notes.

Another instructor explained that the students not prepared "seem to be more concerned about the social aspect than the academic aspect." A college instructor identified the students as college-ready by the quality and timeliness of homework assignments. "I've had students who have handed in work literally on a scrap of paper. That student is not ready to be a college student." She explained that the college-ready student will get homework done on time regularly and does not make excuses when it is late, nor do they ask for extensions. A college instructor stated,

> They've got to have the self-discipline to be able to take a task and see it through
> to completion and not just kind of look at it and say I can do that and not practice
> it. They need to be able to commit the necessary time to a task.

He stated that the students need to have the discipline to conduct themselves as an adult in the classroom, and not disrupt the class whenever they want.

These personal characteristics are not tested on standardized tests and are seen regularly by both the high schoolteachers and the college instructors. Some of the teachers stated that these characteristics will show up in the grades and the quality of work turned in. However, they identified that finding a way to assess these as part of college readiness would be valuable to the student development through high school and beginning of college. The responses of high school teachers and college instructors to questions about behaviors and characteristics of college-ready students and predictors of college success emerged in three basic themes of preparation, engagement, and personal characteristics. While the teachers and instructors valued the academic skills and test scores, they felt all the themes were large determining factors of college success.

Project Deliverable

During the interview the participants provided information about the potential professional development opportunities for high school teachers and college instructors to help them in preparing students for college success. This information was used to guide the project to meet the need of the students in preparing them for college. The responses from the high school teachers and the college instructors indicated that professional development would be highly beneficial at both the high school and community college level. The high school teachers valued professional development that would involve the teachers, not just attending a seminar. "Professional development is a chance for the teachers to have a voice and find some relevancy in what they are doing." This teacher stressed the need to be able to practice new ideas and for teachers to help each other in a non-threatening way. He stated that currently, teacher feedback is evaluative and that it should be informative and collaborative. Another teacher stated the concepts that she would like to see professional development in are how to teach study skills focused on the content, curriculum flexibility, and how to incorporate social skills in the classroom.

College instructors responded to the need for professional development. Two of them indicated that a collaboration with the high school teachers would be beneficial for creating a bridge from high school to college for consistency. However, as one instructor pointed out, the challenge in this is that the students come to college from so many backgrounds and high schools:

I don't think there is uniformity or consistency from high school to high school, maybe even within the same district, maybe even within the same building

regarding what expectations are for students. I think some students don't have a sense of coming out of high school what they need to be able to do.

College instructors, at the community college level, appreciated that not all students come ready for college and "as instructors at a community college, it is our responsibility to help those students make the transition from high school to college and that we need to be able to help those students be prepared."

College instructors identified some specific topics where professional development would be beneficial to help students succeed in college. One was to give the student a consistent expectation of how college students act. Study skills training and how to tailor the techniques to a specific course or topic was identified as a topic of interest for professional development, along with reading strategies applied to a given subject. How to give feedback in a positive, nurturing, not threatening way, but still be impactful to the student. One instructor stated that students have a fear of making mistakes, and of being wrong. He stated that he spends a lot of time coaching to get them to try and indicated strategies for positive reinforcement would be beneficial to instructors. Another instructor indicated that creating groups of students based on common academic interests might be beneficial in facilitating engagement in study groups. In addition to learning how to give timely effective feedback. "Instead of handing back an assignment with a poor score, talk about what are the expectations and provide models for those expectations."

Finally, one of the instructors emphasized the importance of connecting with the students, especially at a community college. She stated,

If they don't have a teacher who is welcoming, some students will be assertive enough to go and get that help, but many students aren't going to be assertive. They are not going to know how to do that and so, the nurturing teacher is going to help them learn how to do that.

She stated she has had to change the way she teaches over the years and we all need to do that to be more receptive to the current students. Professional development focused on the needs and skills that the students today are coming with would be valuable to facilitate a successful college student experience. The high school teachers and college instructors both identified that college and high school differ in many ways, the environment, the expectations of students. College success requires behaviors and non-cognitive qualities that may be nurtured and fostered over time. Both teachers and instructors acknowledge that these behaviors continue to develop in college, even with the skill preparation provided in high school.

Conclusion

The focus of this qualitative descriptive study was to gain further understanding of the perceptions of college readiness from high school teachers and college instructors perspectives. I conducted face to face interviews with both high school teachers and college instructors to gather data. The questions were about perceptions of college readiness and potential professional development opportunities to improve the transition to college and completion of college.

The finding of my research indicated that college readiness has multiple aspects beyond the content knowledge. College readiness was demonstrated by students in their

preparedness to be in a learning environment, including having appropriate materials for class, showing up for class on time, completing both homework and reading assignments efficiently and thoughtfully, and presenting themselves appropriately. College readiness also consisted of engagement in the learning environment, including peers as well as the instructor in and out of the classroom.

Teachers and instructors identified engagement with the material and other resources along with the ability to take the initiative, ask questions, seek out additional assistance, and integrate the information as important for college success. The participants identified personal characteristics that demonstrate whether a student is ready for college including integrity, respect, hard work, self-discipline, pride, awareness of consequences, taking responsibility, and personal communication skills. The teachers and instructors indicated that professional development would help facilitate college-ready skills and behaviors. The areas of professional development identified were study skills, timely and positive feedback, peer collaboration, social skill incorporation, expectations, facilitating student engagement, nurturing, reading, and writing strategies. These topics should be integrated into the course or area of study so that the student can apply them as he or she learns them. The participants indicated that peer collaboration and sharing of successes among faculty as necessary for effective, ongoing professional development.

Section 3 provides an overall description of the proposed project, with a detailed professional development program presented in Appendix A. Section 4 includes my reflections and conclusions as the researcher and designer of the project.

Section 3: The Project

Introduction

College readiness refers to the student's ability to successfully transition into college from high school and includes enrolling in a college or university, taking credit-bearing classes, earning passing grades, and persisting to meet their educational goals (Arnold et al., 2012). High school teachers provide opportunities and engage in strategies to prepare students for college, but success is dependent on students' maturity, self-discipline, and other noncognitive factors that continue to develop and need to be nurtured into their college years. Based on the information gathered through the interviews of the participants and the college readiness practices and strategies currently used, I developed a professional development plan to educate community college instructors to integrate college readiness skills and practice into first-year college courses.

Rationale

Given the decreasing enrollments in high school and community colleges (Mertes & Jankoviak, 2014) and the demand for more college graduates in the workplace (Tierney & Garcia, 2011), it is important to facilitate the learning and success of students to persist to completion. The results of my research support the evidence in the literature that college readiness entails more than academic skills and knowledge. Students need to develop cognitive strategies (Conley, 2010). The high school teachers in my study indicated that there are barriers, such as maturity, policy pressures, and curriculum, impeding the successful implementation of strategies to facilitate college-ready expectations and behaviors in the high school setting. I concluded from college instructor

responses and the body of literature that students would benefit from the instruction and implementation of these strategies within the context of a college subject. This will provide the students the opportunity to practice the strategies when they are needed and to appreciate the benefits of increased success in college courses. The interviews highlighted the skills required and the need for professional development on how to integrate these strategies.

Typically, college success is taught as a separate course by counselors at the college level and by high school teachers. Gateway and common freshmen courses are an opportune time to teach college success strategies. This gives the instructor and the students the opportunity to integrate strategies for enhancing college awareness, study skills, college-level reading, engagement with people and in the learning process, and social skills, within the context of the subject. By providing professional development to college instructors in a variety of course subjects the students will have the opportunity to use college success strategies in a variety of contexts, potentially carrying over from subject to subject, leading to degree or certificate completion.

Review of the Literature

The search terms and phrases used for this literature review were *professional development, effective professional development, college readiness, college readiness programs, college retention, student retention, student persistence, college preparation programs, college persistence program, improving college success,* and *college success.* The search was conducted through Walden University, using multiple educational databases as well as local websites. This search provided information regarding the types

of programming to use as a framework for college readiness (Conley, 2010; Barnes & Slate, 2013; Hazard, 2012; Jones & King, 2012; Lippman, Atienza, Rivers, & Keith, 2008; Wang, Cullen, Yao, & Li, 2013), college initiatives aimed at improving college success (Hatch & Garcia, 2017; Latz, 2015; Li, 2017; Lloyd & Eckhardt, 2010; Mahlberg, 2015; Perez, McShannon, & Hynes, 2012; Russo-Glucher, 2015; Winkelmes et al. 2016), and the use of professional development to increase integration of college readiness strategies in the college classroom (Abu-Tineh & Sidiq, 2018; Baird & Clark, 2018; Bayar, 2014; Holm & Kajander, 2015; Martin & Gonzalez, 2017; Stewart, 2014; Zengler, 2017).

Solutions as a Framework

After exploring the problem of college readiness, or the challenges that students face transitioning from high school to college, I began to explore the literature for solutions to college transition. The impact of under preparedness has significant implications for higher education. These include the effect of graduation rates, persistence, the cost to the institution and the student, and the loss of potential employees in the marketplace. Traditionally, high schools use standardized tests to determine college readiness (Conley, 2010). While many students did not meet the college readiness benchmarks on these tests, they did graduate from high school and moved on to colleges and universities (Conley, 2010). Colleges then use those same test scores or additional placement testing to provide remedial coursework or freshman seminars to prepare students for college success (Conley, 2010).

Conley (2010) spoke to the discontinuity between the high school and college expectations. He concluded that college readiness must include all four major components: "1) development of key cognitive strategies; 2) mastery of key content knowledge; 3) proficiency with a set of academic behaviors; and 4) a significant level of 'college knowledge'" (Conley, 2010, p. 12). Conley suggested a rich, comprehensive set of data collected in high school provides colleges with better information to meet the needs of the student to prepare for college at all levels and in all aspects of readiness, not just the academic content knowledge. These data include all components of college readiness and may use the common core standards as a foundation. Barnes and Slate (2013) stated that the framework established by the No Child Left Behind Act of standardized testing as a measure of high school achievement and college readiness does not work for all students. They suggested that the agenda move from one of advocacy that all students attend college to obtain a 4-year degree to a focus on career and college readiness options beginning in Grade 6 (Barnes & Slate, 2013). This type of thinking plan moves from trying to fit all students into the box to the creation of a box for each student.

Using the Common Core State Standards, there is an opportunity to connect the learning from high school to college (Jones, 2012). These standards were developed by the collaboration of primary and secondary educators, linking assessments with curriculum and outcomes. The implementation of these concepts must go beyond the primary and secondary school systems, with the use of standard test scoring as the measure, and move toward requiring collaboration with colleges and universities. Also,

there needs to be faculty involved in the implementation of curriculum from the high school to college as a spectrum, not a new start, to improve the success of the students.

Behaviors and qualities beyond academics are important for career and college success. Hazard (2012) suggested that colleges need to engage students early, even prior to beginning college classes, to begin conversations to assist new college students to develop habits of the mind. These personal qualities, such as knowing when to ask for help, a willingness to change, and effective time management, are important for all successful people for career and college (Hazard, 2012). Wang et al. (2013) identified proactive behaviors that are beneficial in successful college transition to be feedback seeking and socialization with peers and instructors. These factors were strong predictors of college GPA and engagement in college activities (Wang et al., 2013). Lippman et al. (2008) looked at youth development, college, and work readiness, noting the gaps and areas of focus for success including effective communication skills, social competence, being goal focused, as well as the need for critical thinking and problem-solving skills. Some of these cognitive skills are not fostered in the typical high school environment and coursework but are expected in the college curriculum (Lippman et al., 2008). By understanding the needs of the college environment and the workplace related to nonacademic skills and behaviors, along with the knowledge that these skills are not developed in high school, provides an opportunity for colleges to engage students to build these skills and better prepare them for success in college and beyond. Colleges have an obligation to develop the behaviors beyond content knowledge, and the skills needed for college readiness and the opportunity to shape the content for the professional

development provided to college faculty to facilitate the nonacademic skills along with the academic skills in college. Identifying how to integrate the use of note-taking and engagement early in the student college career may increase persistence in college. Providing professional development to help faculty facilitate the integration of college readiness strategies and skills such as time management and communication may enhance the college experience for the student.

College Initiatives

The number of high school graduate in the United States is declining (Mertes & Jankoviak, 2016). This is especially important for the community colleges as they have different goals than a university and have a more diverse student population. Community colleges will need to consider different factors concerning retention than traditional 4-year universities. Mertes and Jankoviak (2016) conducted a mixed-method approach to gathering information from students regarding the factors influencing retention at a community college. Their finding suggested that along with the concern for the cost of college, students were also concerned with their work and class schedule, life balance and family obligations, as well as the gap between college expectations and the reality of work required (see Mertes & Jankoviak, 2016).

Russo-Glucher (2015) examined retention from a college faculty perspective by conducting in-depth interviews to improve retention in online courses. She found four major themes; two involved providing students with a detailed online specific orientation and development of a screening process for students prior to allowing registration for online courses (Russo-Glucher, 2015). The other two themes dealt with faculty, one

providing more support to faculty teaching online. She also identified several areas in which online teachers needed more support, such as an awareness of the difference between online and face-to-face instruction. Furthermore, she identified the need for more communication with e-learning and the need for support resources in the e-learning center throughout the semester. The other main theme was that online faculty need to be more responsive to the needs of the students and act as facilitators. She noted that online faculty need to be available and have good organizational and time management skills (Russo-Glucher, 2015). The relevance of this study is that it emphasized the need for the faculty and the student to be engaged in the learning process. Faculty play a role in retention and it is the responsibility of each faculty member to be sure of the impact he or she has on the student is a positive one (see Russo-Glucher, 2015).

Li (2017) looked at the national agenda for community college access and affordability via the perspectives of the members of a community college through the Student Achievement Initiative (SAI). The SAI was established by the state of Washington to tie funding to performance or outcomes as an incentive to increase retention, graduation rate, and course completion. This concept is in place in many states in a variety of initiatives and programs. She used a case study in one community college to understand employee knowledge and attitudes, including administrators, faculty, and staff (Li, 2017). Li identified five themes surrounding the perceptions of the implementation of the SAI. Faculty and administrators understood the concept and premise of the initiative but found the details of the plan for measuring achievement and success to be confusing and inadequate (Li, 2017). The faculty specifically felt the

measures were based on year-to-year enrollments and not the tracking of students and had the potential to miss the actual achievement (Li, 2017). They felt it minimized the purpose of higher education (Li, 2017). A faculty theme was based on the faculty perception of personal responsibility for student success and resistance to change (Li, 2017). Faculty tended to feel as if they worked alone and seemed to be uncomfortable partnering with student support services and administrators on this initiative (Li, 2017). The faculty felt they already focused on student success and took actions to improve retention through advising and effective teaching (Li, 2017). The attempt to develop an initiative for faculty must involve faulty and be perceived by faculty to improve retention and achievement.

The impact of advising and engagement has been a topic of research. Hatch and Garcia (2017) looked at the advising and engagement factors to early retention intention, expressed by students. They found students' goals for education impacted their intent to persist significantly. They agreed with previous research that students who had educational goals and intent to persist would have a higher level of engagement, both academically and socially. Hatch and Garcia suggested early advising needs to be focused on the students with more uncertainty about their academic plan. They suggested that the advising should be individualized throughout the academic cycle, with more attention to the level of certainty of each student. Finally, they concluded that academic and social support networks were most consistently related to persistence intentions. Students reported being connected, even with faculty and other students, and identified themselves as having higher levels of intention to persist (Hatch and Garcia, 2017).

Lloyd and Ekhardt (2010) focused on student persistence and retention in science, technology, engineering, and math (STEM) programs at a community college. They implemented a program to increase the pass rates and grades in general chemistry using peer-led team learning strategies two times per week, daily drop-in tutoring, and group trips to service centers. Classes were like other chemistry sections in size and course objectives (Lloyd & Ekhardt, 2010). They found these strategies in the immersion courses was significantly beneficial, especially for students achieving a C or higher. Also, the average grade in the immersion sections were significantly higher despite the fact the numbers of A's were not significantly higher (Lloyd & Ekhardt, 2010). The researchers chose general chemistry since it is required for many STEM programs and for most transfer students and is frequently described by students as a difficult class with lower pass rates than other courses (Lloyd & Ekhardt, 2010). This research is important since these types of challenging courses, where students may not succeed, may lead to decreased persistence. This is especially true for students with financial aid since it is tied to course completion. Success in these difficult courses may have a positive impact on long-term persistence and degree or certificate completion (see Lloyd & Ekhardt, 2010).

Mahlberg (2015) examined a strategy to improve students' self-regulation to improve course completion and persistence. She examined a process of using self-assessment as part of the course and the grade. Mahlberg had several significant findings even though the assessment tools were different based on the instructor and the course content. She found students enrolled in the self-assessment sections reported using

significantly more self-regulated learning strategies than those in the other sections. The most significant was the reporting of using the adjusted reading strategies. Students in the self-assessment classes also reported using goal setting more often (Mahlberg, 2015). The retention in the self-assessment sections was significantly higher and those students registered for more credits the following semester, compared to the students in the non-self-assessment sections. Students using self-assessment practiced self-regulation processes, such as coming prepared to class, modifying study strategies, and setting goals are more successful (Mahlberg, 2015). This is a strategy that can be used by faculty in any classroom especially early in the college experience to enhance college success and increase engagement in the learning process. Students who are more successful early are more likely to persist, increasing the overall retention, graduation rate, and transfer rate (see Mahlberg, 2015).

Perez et al. (2012) looked at a faculty training program intended to enhance academic achievement and its impact on overall retention. The program was based on the premise that faculty are the most important influence on student success. The faculty development program, Gaining Retention and Achievement for Students Program (GRASP), was a semester-long and involved weekly teacher observations with discussions. The observer made suggestions for changes in teaching strategies. It was intended to shift focus from teacher and materials to student-centered learning and on increasing engagement with students (Perez et al., 2012). This included providing students the opportunities to interact in class using reflection. Students worked through content with questions and using office hours. They found significantly enhanced

retention and achievement in the GRASP courses compared to non-GRASP illustrating the impact that faculty have on the success of students and the positive impact engagement and student-centered learning has on the persistence of students (Perez et al., 2012).

Latz (2015) developed a new model to understand community college student persistence from a student perspective. She identified components to academic integration that students found important in enhancing or influencing persistence. Social integration, or making friends, was not a priority for community college students but students formed social relationships as a result of socializing for academic purposes (Latz, 2015). Academic validation in the form of grades and acceptance into desired program created proud moments and built confidence to persist toward completion. Students felt interactions with faculty and staff were significant in building academic integration, especially if they felt faculty and staff wanted them to succeed and showed an interest in their learning. The learning environment was important as well. Many students felt small class size and diversity created a sense of belonging. The students also expressed a desire to learn. Faculty can and do have an impact on persistence and how students academically engage in the community college environment (Latz, 2012). Winkelmes et al. (2016) trained teachers in primarily introductory courses to provide transparent problem centered assignments for the students and compared outcomes to typical assignments. Students receiving the transparent assignment stated they had a greater learning experience and reported greater academic confidence, sense of belonging and mastery of the skills as compared to the students completing the traditional

assignments (Winkelmes et al., 2016). Modifying classrooms to enhance the experience to increase academic integration will have a positive influence on the success and completion of the students (see Latz, 2015; Winkelmes et al., 2016).

The professional development training I developed as a college initiative included strategies to support faculty in increasing student success. These supports included integration into the college environment, enhanced communication strategies, student responsibility, and engagement with students. Strategies identified as important for students such as self-assessment and engagement are strategies that were integrated into the professional development for this project.

Professional Development

Based on the interviews conducted for this study, the themes identified as important aspects of college readiness were preparedness, engagement, and a variety of personal characteristics and skills. These skills and abilities are demonstrated in the classroom and professional development to enhance these skills in the context of the course is the plan for this project. Zengler (2017) implemented new professional development for teachers based on the on-going training model versus the one-and-done model of professional development. She found teachers used the information and strategies presented in the ongoing professional development more than the one-time experience. This information provides support for creating a project that spans throughout the semester (see Zengler, 2017).

Bayar (2014) stated high quality teachers are imperative to student success. This is not a static concept; the quality of teaching is a continuous learning process on the part

of the teacher to keep up with the changing students and society. Professional development is intended to increase the quality of the teachers, which in turn has a positive effect on the success of the student (Bayar, 2014). She concluded that from the teacher's perspective high quality and effective professional development needs to be relevant to the teacher and the school, provide opportunities for participation, and have long-term engagement (Bayar, 2014). This informs the duration of the professional development project over the semester as well as the utilization of online reflections and opportunities for the sharing of ideas and successes built into the project (see Bayar, 2014).

Professional development is supported as an effective medium to integrate the college success strategies by the work of Martin and Gonzalez (2017). They researched what teachers valued about professional development. Their findings suggested that time for collaboration and reflection were significant to the effectiveness of the professional development program (see Martin & Gonzalez, 2017). They also noted teachers used and valued professional development that was relevant to their curriculum and was conducted over time (Martin & Gonzalez, 2017). This informs the project in the use of professional development as a medium for integrating college readiness strategies into the context of the subject.

Stewart (2014) identified key features of professional learning activities and linked them to professional development approaches. She described professional development as utilizing multiple session workshops with the goal being a change in practice (Stewart, 2014). This is consistent with the intent of the professional

development project developed. The key features indicated for this type of professional development are content focused and active learning (see Stewart, 2014). This is important for the project since the strategies of college readiness are intended to be embedded into the course learning activities. Also, one of the topics for college strategies is to make the information meaningful to the learner. This will be practiced in the workshop as well as in the suggested strategies for implementation by the instructors (see Stewart, 2014).

Abu-Tineh and Sadiq (2018) studied perceptions of teachers regarding effective professional development models and concluded teachers perceived school-based professional development as highly effective. Providing professional support, workshops, and study groups helped to build a collaborative culture within the school (Abu-Tineh & Sadiq, 2018). Abu-Tineh & Sadiq stated that effective professional development is a continuous, ongoing experience for the teachers. This information supports the need for group activities and interaction among the cohort for the professional development over the course of at least one semester for the instructors to be able to reflect on the successes gained from the implementation of the strategies learned (see Abu-Tineh & Sadiq, 2018).

Project Description

The professional development program will be an interactive series of in-person workshops throughout the semester, open to any college instructor. The formal instruction time will be spent reviewing tools and strategies to improve college success to be implemented with students in the college course. The sessions will be spaced out over

the first nine weeks of the semester to allow instructors to implement strategies, review

the effect in the class and on student interaction, and provide time to reflect and share.

Each session has clear learning objectives and the detailed professional development

materials are detailed in Appendix A. The sessions will be one day each. Day one will

be at the beginning of the semester, day two will be in the fifth week of the semester, and

day three will be in the ninth week of the semester. Each session will contain specific

information about college readiness strategies and time within the workshop will be

devoted to develop implementation plans relevant to the context of the course. Then,

each session will have a discussion including reflection, lessons learned, and successful

implementation stories. The program will include an electronic discussion and reflection

for sharing throughout the semester and beyond.

The target instructors will be those teaching first-year students in either gateway

courses within a major, common undergraduate courses, and instructors who teach

developmental education. Strategies will include how to improve teacher-student

engagement, classroom engagement, textbook reading, the application of the knowledge

in the context of the course, study skills, time management, and relevance of the content

to the future. The specific goals of this program are as follows:

1. To increase instructor knowledge of college readiness skills

2. To increase instructor knowledge of strategies to improve college readiness in
   the college classroom

3. To increase instructor knowledge integrating college success strategies into the
   context of the specific coursework.

Potential Resources and Existing Supports

The college has a stake in the students being prepared as colleges are compared both locally and nationally by retention and graduation rates (National Center for Education Statistics, 2018). Financial aid is provided based on student successfully completing courses and programs. Therefore, the college administration and the college faculty are supports. The results of my study indicated the desire for college success implementation strategies for the college instructors. Potential resources are the Retention Advisory Committee, the First-year Experience Committee, the departments of Enrollment Development, and Teaching and Learning Services. The professional development will be advertised through the college communication and email. The workshops will take place in one of the conference rooms on campus equipped with a computer and projector system. Meals and refreshment will be provided by the college and arranged with the support of the academic affairs administrative assistant. I will serve as the facilitator of the workshops and provide the handouts and the presentation materials. I will also serve as the facilitator for the online discussion and reflection components.

Potential Barriers

Potential barriers to the implementation will be the typical logistical issues with space and timing to optimize faculty time. Teacher attitudes regarding why college readiness strategies in college and not in the high school may be a potential barrier. However, this may be mitigated with information and resources ahead of time. Doing this type of professional development in a series of workshops throughout the semester

will help to accommodate the variety of college instructors and schedules, as well provide

an opportunity to use information in the classroom in a timely manner. Reaching many

students through the implementation of college readiness strategies in the classroom may

be an issue since it is dependent on the instructors' willingness to participate in the

professional development training. Ideally, it may be best to identify the students at the

greatest risk or those recently out of high school and invite the faculty directly involved

with those students for the professional development training first. The target faculty will

be those who teach first-year courses but due to the diversity of students at the college

this will be difficult.

Implementation Timetable

The sessions will be for 1 day each. Day 1 will be at the beginning of the

semester, day 2 will be in the fifth week of the semester, and day 3 will be in the ninth

week of the semester. Each session will contain specific college readiness strategies that

instructors can implement along with the content of the course. Then each session will

have a discussion including reflection, lessons learned, and successful implementation

stories. Each session will contain workshop activities and time to develop the

implementation of college readiness strategies within the context of the specific college

course of the particpants. The program will include electronic discussion and reflection

prompts to be completed between and after the workshops.

Roles and Responsibilities

I will act as the primary planner and workshop facilitator. I will assume

responsibility for the design, planning, communication, and implementation of the

professional development program to integrate college readiness skills and strategies into the college classroom. Faculty participating in the workshop series are expected to engage in the sessions and respond to discussion and reflection prompts. As the facilitator, I will guide the discussions at each workshop and manage the electronic postings. I will provide the materials for the workshop, including electronic sources to save costs. I will act as a mentor for the initial group of instructors, and potentially recruit the initial group to remain involved by acting as mentors for other faculty.

Project Evaluation Plan

For the program to produce a long-lasting change, the evaluation and ongoing assessment of the project are critical. The evaluation plan will be to assess the short-term impact, using formative assessments throughout the professional development training. Also, the evaluation plan will examine the long-term impact of the professional development program, using summative assessment and outcome measures of retention and course success rates.

Formative Assessment

Formative assessment will be used throughout this professional development and feedback will be gathered at the end of each training session. The formative assessment will be used to assess the effectiveness of the workshop and to make adaptations to the program, based on what the participants are learning to enhance engagement and assure understanding of the strategies. Information will also be gathered each session in an informal way as part of the discussion on the use of the strategies from the last session. Formative assessment will provide the participants starting points for the workshop times

devoted to the development of specific implementation of the strategies into the context of their course. These assessments will provide the workshop facilitator feedback in order to adjust the instruction to maximize the benefits to the participants.

Summative Assessment

Formal evaluation of the program, in the form of summative assessment, will be conducted at the end of the semester from all the participants and the students impacted. Participant feedback will be done using a survey consisting of a series of items on a Likert scale, including the use of strategies in the classroom, the effectiveness of strategies used in the class, impact on the course, impact on the student grades, and impact on the student learning experience. There will be an opportunity for participants to respond to open-ended questions to gather more specific information on the implementation of the strategies and the overall impact on the course. Students in the participants' classrooms will be provided an electronic survey at the end of the course along with the course evaluation. These are anonymous since the survey will be sent through the student's email. The teacher will only encourage them to complete the survey on-line. This will be a survey with items on a Likert scale to assess the impact and effectiveness of the strategies from the perspective of the student.

Additionally, the discussion and reflection responses will serve as a further qualitative assessment of the usefulness and success of the implementation of the strategies. The purpose of the summative assessment plan is to gain an understanding of the overall effectiveness and value of the professional development. It will provide an assessment of the goals of the professional development, determine the level of new

knowledge acquired, and the impact of the strategies used in the classroom. The specific

surveys are included in Appendix A.

Outcomes Evaluation

Information will be gathered from the internal reports at the college on the

comparison of overall grades of the sections using the strategies to the college in general

and on the semester to semester enrollment trends. College retention and completion are

looked at as the benchmarks for comparison to other institutions as well as determinates

of quality instruction. Part of the purpose of this research and the professional

development was college success leading to increased completion and retention rates.

These are reflections of overall student success in college. This information, along with

the surveys, will be used to provide feedback on the impact of the program at the college

level.

Key Stakeholders

Data from the program will be compiled, summarized, and presented to be

available to the key stakeholders including the faculty, college administrators, and

students. This professional development plan serves to provide strategies to the college

faculty to apply, since they play a critical role in the success of the project. The faculty

will be the ones utilizing the strategies and seeing the impact on the student in the context

of the subject that they teach. The college administrators are also crucial, as they will

need to support the program and value the time faculty put into it. They will assist in

driving the initiative beyond the first cohort of faculty. Therefore, the evaluation of the

plan needs to be provided to adjust and show the effectiveness and the positive impact on

student success. Lastly, the students are vital stakeholders, as all of this is to improve success in the classroom and in college.

Project Implications

Improving college readiness at the beginning of the college experience through a professional development program to integrate college readiness strategies within the context of the course will serve to increase success within the course. Understanding the high school teachers' and college instructors' perceptions of college-ready behaviors guided the program to facilitate the behaviors needed for success. Students practicing the strategies in a real college environment within the context of a real course will build confidence that may potentially carryover in other college work. For the college, this will lead to increase transfer to the university from the community college, and improved college completion. However, more importantly for the student this professional development will provide an opportunity for successful college completion.

Conclusion

The results of my research support the evidence in the literature that college readiness is more than academic skills and knowledge. Students need to develop cognitive strategies (Conley, 2010). The high school teachers in this study indicated that there are barriers, such as maturity, policy pressures, and curriculum impeding the successful implementation of strategies to facilitate college-ready expectations and behaviors. Both the college instructors and high school teachers that were interviewed acknowledged that the high school environment is very different from the college environment. A college instructor stated that students do not come to college with "…the

discipline to conduct themselves as an adult in class….” The high school teachers stated they talk about college to students and what it takes, but some of them lack self-discipline or maturity to be able to apply the strategies provided to them.

I concluded from college instructor responses and the body of literature that students graduate from high school and begin college at may levels of preparedness for college success. I also concluded that college readiness and success is an on-going development of skills and abilities that may be best initiated in high school but continue to be nurtured, developed, and practiced in the college environment. This professional development training was developed based on the information gathered through the interviews of the participants and the college readiness practices and strategies currently used along with the increasing demand for college graduates (Tierney & Garcia, 2011), I developed a professional development plan to educate community college instructors on how to integrate college readiness skills into first-year college courses. By embedding these strategies in the context of the course students can practice and experience success, leading to the completion of a degree or certificate.

The details of the college success professional development program are included in Appendix A. The PowerPoint will serve as a visual agenda during the sessions and to facilitate discussion. Activities are described and include examples of resource documents. The program is designed as a comprehensive, collaborative training to foster the use of college success strategies in the context of first-year courses. Section 4 serves as a reflection on the project including strengths, limitations, alternatives, and insights of this scholarly pursuit.

Section 4: Reflections and Conclusions

Introduction

I was able to research and develop a project that was both meaningful to education and meaningful to me. Working with the development of an early college and being an instructor at a community college inspired me to look at the relationship between the high school and community college and to study the differences in perceptions of readiness. I examined the perceptions of college readiness from the perspective of the teachers and instructors of the two different but connected institutions to be able to develop strategies that can be applied in the first semester of college coursework. This work helped me to understand the value of the transition from high school to college and that college readiness is an ongoing process that needs to take place in college as well as in high school. This section provides an analysis of the research and project development process as well as the insights learned along the way. The analysis of the work demonstrates project strengths and limitations as well as the value of this work on scholarship and the social impact. The insights I gained in many aspects of the work are reflected in this section. The insights discussed in this section provide a foundation for future research and consideration of college readiness strategies.

Project Strengths and Limitations

The project was designed based on the information gathered from the interviews conducted with college instructors and high school teachers in a variety of subjects and the information from the literature on college success and readiness. I specifically looked at the perceptions of college readiness and created a professional development

opportunity for college instructors to implement in the first year of college intended to increase student success in a course and persistence through college. The project is supported by the literature that success in college-level courses in the first year will lead to success and persistence in college and increase the likelihood of completion of a certificate or degree (Conley, 2010; Hooker, 2010; Kuh, 2007). I found that the descriptors of student behaviors and habits of college-ready students, perceived by teachers in college and high school, were similar. The project was developed to increase college readiness through strategies in the college classroom and has several strengths. The strengths include that the strategies can be immediately applied in the classroom, there will be collaboration and reflection among faculty, the strategies presented are those found most relevant by the interviewees within the college, and the strategies focused on are reported in the literature.

The college readiness strategies are those that are to be implemented in the classroom in the context of the subject within the assignments and projects of the course. This will help students see the importance of the content in a bigger picture and build success. Strategies to enhance engagement will build confidence in the student work (Kuh et al., 2008). The strategies to be implemented in the course are not instructional in the traditional sense of lecture and handouts but are activities built into the course to engage the student in the subject and with peers and the instructor. The strategies are intended to give the student resources to use in future coursework and build successes along the way.

Another strength of the project will be the reflection and conversation among the faculty. There is a component both online and face-to-face to discuss best practices and unsuccessful strategies used throughout the semester. This will bring together faculty from a variety of disciplines to work collaboratively and learn from each other to build better relationships among faculty and experiences with students. The theory is based on sound research from the work of Conley (2008), and the strategies are from a variety of documented authors.

The scope of the project is limited to the implementation at one college. However, the potential students impacted come from a larger geographic region. The literature supported the problem as a nationwide issue, and the strategies used came from literature throughout the country. Also, the literature throughout community colleges nationwide identified many of the same issues (see National Center for Education Statistics, 2012). The information gathered during the data collection was used to design the implementation of the project, and further data will be gathered on the success of the students and the implementation of the strategies used to further strengthen the validity of the project. Ideally, these strategies can be implemented at the high school level to reinforce the use of college-ready behaviors early and carry on throughout college.

Using different success strategies in college created an additional challenge for students. While the academic environments in high school and college are different, there is still a need to meet the students at different maturity and academic abilities where they are. The implementation of common strategies progressively used across the secondary and postsecondary institutions, along with the academic materials, will help

the students make the transition. While this professional development is intended to help instructors use strategies to prepare students for college in the classroom, it may be difficult to assess how the strategy was implemented and to determine if students transfer the information to other courses. The impact of the strategies presented in this professional development may not be obvious in the immediate classroom, which in turn may result in instructors not continuing the use of them. These strategies may be more beneficial if they are replicated in the high school as well.

The other limitation to the project is that it will be implemented in a limited number of introductory courses at one college of instructors who register for the professional development. Professional development, in general, is not mandatory in the college environment, which could result in low participation. Also, the instructors registering may not be teaching those first semester courses. Potentially, as the number of courses employing the strategies increases, the implementation of variations of the strategies will increase retention and build a support system within the college environment.

Recommendations for Alternative Approaches

Alternative Approaches to the Project

In this study, I found that the skills and characteristics of college readiness were similar from the perspective of the high school teacher and the college instructor. High school teachers felt that while they try to implement college readiness strategies, the environment is very different from college, and many students do not use or need to use the strategies for success in high school.

One alternative approach to the project is to do a curricular and structural collaboration with high schools and colleges to make the final years in high school and the first year of college more similar regarding expectations, student responsibility, student independence, and rigor. This may mean that there is a transitional year. However, this does have complications at many levels, including political and regulatory.

Another approach may be to redesign the dual enrollment opportunities for students. The changes in dual enrollment would be to engage the high school teachers in the process of course selection, teaching, structure, and pedagogy. This approach would depend on the engagement and commitment of both institutions to collaborate at multiple administrative levels. Both would require a shift in thinking about educational processes.

Alternative Definitions of the Problem

The basis of this research and the development of this project was that many students do not come to college prepared for the structure and the expectations of college. The project was developed to provide college instructors with strategies to use in the classroom within the context of the subject to facilitate the skills for college success leading to increased retention. I have identified two alternative definitions of the problem:

1. The college processes beyond the classroom have become increasingly complex, and students get overwhelmed and give up.

2. The cost of college is such that students and/or families do not have access to funding, causing students to stop and potentially start later or go part-time, leading to a decrease in knowledge retention and persistence.

Both possible definitions lead to the need for greater engagement with the student. Engagement was one of the themes that came out of my research and is key early in the semester in order to facilitate classrooms focused on creating a positive college experience for the students.

Alternative Solutions to the Local Problem

With the possible alternate definitions, there could be alternative solutions to the problem. One would be the creation of a more comprehensive engagement plan with the students, starting at the end of high school. This could involve faculty at both the high school and the college as well as student support services and online tools and information for the students. This would require more research to understand the perspective of the student. Potentially, this could affect the cost of college if the engagement is meaningful in assisting the student in progressing efficiently. The issue of cost of higher education is beyond the scope of this research and project; however, additional understanding of why students do not persist can guide future projects.

Scholarship, Project Development, and Leadership and Change

Scholarship

My interest in this topic came as I was working with the early college program as well as teaching in college classes. I realized that students struggled with the transition for several reasons. While assisting in the development of a college readiness curriculum at the early college, I realized that college and high schools were dealing with potentially different issues. I also did a significant amount of reading on the work of David Conley. This led to my research questions about the similarity and/or differences of the perception

of college readiness between high school and college teachers. I reviewed the literature multiple times with many search terms, resulting in a significant amount of literature on the topic of college readiness and its relationship to retention and success.

Throughout the program at Walden University, I learned much about the research process and how to stay focused and disciplined to reach my goal. During the course on research design, I practiced the qualitative method. As a physical therapist, most of my research background is in quantitative methodologies, so venturing into qualitative was a challenge for me. I choose a topic more conducive to qualitative methodology to look at research and project development from a new perspective. I did most of the work throughout the program and on this project on my own, with feedback from various professors along the way. After finishing my coursework, I began the research project. I used the rubrics and exemplars as well as read previous student work to help guide the completion of the project.

Project Development

I have learned from developing this project that things change along the way based on the findings. I realized as I analyzed the data that they were not what I expected and that the professional development plan that I was considering was not consistent with my findings. Preconceived notions and ideas need to be checked when doing project development. Having an open mind and seeing the new ideas was a benefit in the development of the project for me. I was able to appreciate the importance of the process and following all the steps to get effective outcomes. I also appreciate the importance of the evaluation process of the project both formative and summative to understand the

impact of both immediate and long-term goals. Learning this process has served me in other aspects of decision making, not only in my professional life but in my personal life as well.

Leadership and Change

Over the course of the past few years I have learned a lot about leadership. I have learned that higher education is constantly changing and that effective leaders need to be ahead of the changes as well as responsive to them. Education is influenced by the world and local economics, technology, and the culture of a global society. I have learned that leadership is not only an outward facing responsibility but the ability to be introspective. I have learned about my strengths and challenges and to be aware of them as I move ahead. Successful organizations are not the result of the work of one person, but the work of effective teams with a common purpose. Effective leadership drives the purpose and direction. Leadership is not a solo activity but the work of many to collaborate and look forward. Effective leaders grow the work and grow with the work. I have learned that leadership is listening, learning, and supporting the work of others to drive the mission and vision of the institution. Through this process, I have done a lot of introspection into my own leadership style and now work to listen and support those around me to build success. Leading the professional development program that I have planned will result in the collaboration of many and will continue to grow because of the process itself and the people engaged in the process.

Reflection on the Importance of the Work

I began exploring the issue of perceptions of college readiness at both the high school and the college level with the assumption that it may inform the process of implementing effective college readiness strategies, inform the goals of a college readiness program, and assist in defining the assessment measures of college readiness. I interviewed high school teachers and the college instructors since they are direct observers of classroom behaviors and assessors of academic skills. I believed that the alignment of college readiness from high school to college may inform both the secondary and postsecondary educational systems of the students' abilities before entering college. What I learned is that college readiness strategies are strategies to be used throughout college and life. Students need to continuously develop and hone these skill and abilities along the way. The consistency of college readiness strategies carried into the college environment will put the college in a position to inform the admission process, provide the continuum of education, and assist students in the successful transition into and through college.

Self as a Scholar

I began this chapter of my scholarly journey with a previous doctorate of science degree where I completed some of the coursework toward a certificate in teaching and learning and then decided to change directions and pursue a doctorate of education with a focus on higher education. I researched and found Walden University as a good match to begin this endeavor. As I look back on my goal statement it still is true today that education for me is a lifelong process and this is the final formal part of the process. I

have learned much about myself, my strengths, and my challenges as a scholar along this journey. It has taken longer than I had originally intended or thought it would for a variety of reasons.

I have learned that time management can be both my friend and my foe. While participating in the coursework I found learning to be exhilarating and fascinating. I enjoyed all the readings and the conversations and perspectives of my classmates. However, when it came to the project, I found I did not reach out and maintain the same connections with classmates as during the courses. I was challenged to set my own timelines as life got in the way.

Throughout this process I had an increase in workload in my job, getting the Physical Therapist Assistant Program re-accredited, as well as getting a promotion last year. Also, while going through the final project phase of this degree I was experiencing a personal health issue and a family crisis with my son. Both distracted me, and I lost focus and lacked the persistence to finish. Then, most recently, my husband and my children pushed me to go on and I found the energy and passion for the project once again.

I realized throughout this process that I prefer to work in teams on large projects like this, as all those different voices add so much value. As I have pushed on, I found myself talking to others to keep me motivated and get new insight to the project along the way. I am now aware that I prefer to discuss ideas to help work out the details rather than to just complete things on my own. I have found that the product is more comprehensive and effective when it is explored through a variety of lenses. Lastly, I have found that I

am more organized than I thought I would be. I was able to organize and analyze the data effectively once I completed all the interviews. I really enjoyed the learning of information in both coursework and with the project and will continue to use literature to inform my decisions. There is great satisfaction in completing a project of this significance along with this degree.

Self as a Project Developer

From the beginning of the project, I was interested in producing a quality product. I had to work to not interject my perceptions into the data collection and to look at the results in an impartial manner. While I found this a challenge, I do think that I was able to interpret and summarize the data impartially which resulted in a project that will benefit the students and potential college retention. Even after I collected the data, I found myself going in a different direction than the data led me based on my own perceptions. I learned that I needed to continually talk with others about my findings and refer to the data throughout the development of the strategies. I found myself getting lost in a variety of classroom strategies that were beyond the scope of the project I was planning and had to bring myself back. This is one reason I took longer to develop it than intended.

I also learned that I needed to stop thinking and planning and begin creating the project. I realized that one component of the project will be a moving and growing process since it is the reflection and feedback from the participants as the strategies are used in different courses. I hope that this sharing will be a benefit to the project as it grows in the future. I realized that the growth and variability is what helps students be

successful is not only the challenging part but the intriguing part of education. This ongoing nature of the project is what will be the real success, it will grow and continually improve due to the participation of the instructors.

I learned that I like to be part of the implementation and the discussion to continue the ongoing development of the project. I realized that I get lost in the vast amount of information and have been challenged to reign it in to a manageably sized project. I relied on colleagues to help me to put limits on where to begin the project and realized that completing the details is important. I now appreciate why teamwork on large projects is such a benefit and am now more attentive to the strengths of team members and the creation of balanced teams in educational and project endeavors.

Self as a Practitioner

When I began this degree, I was the director of a healthcare program and since have moved into an administrative position as a faculty chair over several health career programs. I have learned a great deal through the process of both the program at Walden University and the additional work that I have done on the leadership role, through professional development, and introspection of my own leadership style. I learned that listening and organization are the keys to both innovation and problem-solving.

I realized that I was a person to just dive in and get things done. I learned through this process that planning, organization, and teamwork are effective tools in the smooth implementation of a project. I was challenged along the way by just wanting to get to the project part and not pay close attention to the details. By following the process, I was

able to get to a well thought out professional development project, which is not what I would have done in the beginning, based on my own perceptions.

Communication is vital to the learning process and to completing successful plans. By using a qualitative research process for this I had to really listen without interjecting my own perceptions. This took practice prior to conducting the interviews since I had ideas of what I thought college readiness was prior to the data gathering. I found out that the data did not reveal the differences between high school and college teachers like I thought it would. This took my professional development plan in a different direction. I have also learned to use more listening in my communication in my role as faculty chair as well. This has resulted in a comprehensive professional development project that has the potential to grow over time as well as the greater success for the team in my new role professionally.

Implications, Applications, and Directions for Future Research

There is a growing demand in the workforce for college graduates necessitating an increase in enrollment and completion in higher education (Arnold et al., 2012). Low graduation rates are very costly to students in terms of lost education and lost future income. Low enrollment and low completion rates are also very costly to the nation, in terms of lost income and lost tax revenue (Leonard, 2013). The Midwestern region of the United States is no exception to these statistics; the number of prepared employees is not in line with the workforce demand (Rothman, 2012). There is ongoing research into the need to close the gap from high school to college to address the enrollment and persistence in higher education. I continue to adhere to the notion that college readiness

needs to be a collaborative venture of secondary and postsecondary educators, especially at the level of those in the classrooms with the students.

The purpose of this study was to understand both high school teachers' and community college instructors' perceptions of college readiness. A clear understanding of college readiness may provide an opportunity for high school principals, teachers, and college faculty to work together to effectively prepare students for college and beyond (see Haycock, 2010). While I expected to see differences in the perceptions of the high school teachers and the college instructors, I did not. In fact, they identified many of the same factors and behaviors as being college-ready. I found that due to environmental and maturity factors the institutions need to be different. While high school teachers and college instructors do and need to continue to work together on curriculum and academic preparation, some of the college environmental factors need to be dealt within in the college classroom. Cross-institutional teams may work to review current curricula and develop connected expectations from high school to college (see Conley, 2005). Information gleaned from this study informed the development of a plan implementation of college readiness strategies in the college classroom at the time when students can use the strategies and understand the value.

Improving college readiness at the beginning of the college experience through a professional development program to integrate college readiness strategies within the context of the course will serve to increase success within the course. Students practicing the strategies in a real college environment within the context of a real course will build confidence and potential carryover in other college work. For the college, this may lead

to increased transfer to the university from the community college, and improved college completion of either a degree or certificate program. More importantly for the student, it will provide successful college completion. The potential for this project to expand through more courses is the real benefit as it grows and gets refined by the nature of the sharing among college faculty who participate.

College personnel will build programs to bridge the remaining gaps from high school to college, with a clear understanding of what they are. The coordination of environment and curriculum will be established with a deeper, shared understanding of what is required to ensure college success. Information gleaned from the ongoing implementation of this project will inform the growth of the plan for the integration of college readiness strategies into context for both the student and the faculty.

Implementation of this professional development program will begin with a small number of volunteer faculty in first semester courses. Then it may lead to further implementation and be a part of new probationary faculty development. The program will grow with input from the faculty and the student success throughout each successive semester of implementation. New strategies can be developed as a team of faculty continually develop the plan over time. There is also potential to work collaboratively with high school faculty to develop a plan to complement these strategies at the high school level within the high school curriculum.

There is potential for further research and program expansion as both qualitative and quantitative data is collected throughout each semester. Data can be gathered on the larger impact of the program on retention and college success, leading to a wider

initiative along with initiatives on cross-functional teaching strategies and learning communities. This initiative has the potential to be part of a comprehensive first-year initiative and collaboration among faculty.

Conclusion

I was able to research and develop a project that was both meaningful to the educational environment and meaningful to me. I examined the perceptions of college readiness from the perspective of the teachers and instructors of the two different but connected institutions to develop strategies that can be applied in the first semester of college coursework. This professional development program is an ongoing process to positively impact course and college retention. This work helped me to understand the value of the transition from high school to college and that college readiness is an ongoing process that needs to take place in college as well as in high school. This section provided an analysis of the research and project development process, as well as the insights learned along the way. The analysis of the work demonstrates project strengths and limitations as well as the value of this work on the scholarship and the social impact. The insights I gained about myself and the many aspects of this work may provide a foundation for future research and consideration of college readiness strategies. This research and project development are a move toward improving student success in college given the need for increasing college completion of degrees and certificates and the rising cost of education. Ongoing work in this area is imperative for the future students, colleges, employers, and teachers at all levels.

References

Abu-Tineh, A. M., & Sadiq, H. M. (2018). Characteristics and models of effective professional development: The case of school teachers in Qatar. *Professional Development in Education, 44*(2), 311-322, doi:10.1080/19415257.2017.1306788

ACT Inc. (2018). *The ACT Profile Report-National.* Retrieved from www.act.org/content/dam/act/unsecured/documents/cccr2018/P_99_999999_N_S _N00_ACT-GCPR_National.pdf

ACT Research. (2014). *The condition of college and career readiness 2014: Michigan.* ACT. Retrieved from www.act.org/readiness/2014

An, B. (2013). The influence of dual enrollment on academic performance and college readiness: Differences by socioeconomic status. *Research in Higher Education, 54*(4), 407-432. doi:10.1007/s11162-012-9278-z

Armstrong, S. S., Stahl, N. A., & Kantner, M. J. (2016). Building better bridges: Understanding academic text readiness at one community college. *Community College Journal of Research and Practice, 40*(11), 885-908. doi:10.1080/10668926.2015.1132644

Arnold, K., Lu, E., & Armstrong, K. (2012). The case for a comprehensive model of college readiness. *ASHE Higher Education Report, 38*(5), 1-10. https:/doi-org.ezp.waldenlibrary.org/10.1002/aeche.20005

Baez, A., Rodriquez, V., & Suarez-Espinal, C. (2016). College student inventory overall risk and persistence for first year students in college discovery program at Bronx Community College. *HETS Online Journal*, *7*, 2-0. Retrieved from

https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

direct=true&db=eue&AN=119730681&site=ehost-live&scope=site

Baird, T. J., & Clark, L. E. (2018). The 'look-ahead' professional development model: A

professional development model for implementing new curriculum with a focus

on instructional strategies. *Professional Development in Education, 44*(3), 326-

341. doi:10.1080/19415257.2017.1308424

Barhoum, S. (2018). Increasing student success: Structural recommendations for

community colleges. *Journal of Developmental Education, 41*(3), 18-25.

Retrieved from

https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

direct=true&db=a9h&AN=132280351&site=ehost-live&scope=site

Barnes, W., & Slate, J. (2013). College readiness is not one-size-fits-all. *Current Issues in*

educaion, 16(1), 1-12. Retrieved from

https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

direct=true&db=eue&AN=88843622&site=ehost-live&scope=site

Bauerlein, M. (2009). The climate outside the classroom earns a failing grade. *Phi Kappa*

Phi Forum, 89(3), 4-7. Retrieved from

https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

direct=true&db=eue&AN=44763074&site=ehost-live&scope=site

Bayer, A. A. (2014). The components of effective professional development activities in

terms of teachers' perspective. *International Online Journal of Educational*

Sciences, 6(2), 319-327. doi:10.15345/iojes.2014.02.006

Beattie, G., Laliberte, J. P., & Oreopoulos, P. (2018) Thrivers and divers: Using non-academic measures to predict college success and failure. *Economics of Educational Review 62*, 170-182.https;//doi.org/10.1016/j.econedurev.2017.09.008

Bloomberg, L., & Volpe, M. (2012). *Completing your qualitative dissertation: A road map from beginning to end.* Los Angeles, CA: Sage.

Boboc, M., & Nordgren, R. D. (2013). Improving urban students' college readiness as a driver of high school curriculum enhancement. *Brock Education, 23*(1), 43-57. Retrieved from https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1057463&site=ehost-live&scope=site

Boden, K. (2011). Perceived academic preparedness of first generation latino college students. *Journal of Hispanic Higher Education, 10*(2), 96-106. Retrieved from https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ925293&site=ehost-live&scope=site

Bosco, M. (n.d.). Improving retention rates: One college's stride toward improvement. *College and University*, *88*(1), 2-8. Retrieved from https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ995753&site=ehost-live&scope=site

Boyer, B. (2015). Collaborative instructional design for college readiness. *Knowledge Quest, 44*(2), 60-65. Retrieved from

https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?
direct=true&db=eric&AN=EJ1079784&site=ehost-live&scope=site

Byrd, K., & MacDonald, G. (2005). Defining college readiness from the inside out: First generation college student perspectives. *Community College Review, 33*(1), 22-37. https://doi-org.ezp.waldenulibrary.org/10.1177/009155210503300102

Capizzi, L. H., Hofstetter, C. H., Mena, D. D., Duckor, B., & Hu, X. (2017). Promoting low-income students' college readiness, well-being, and success: A GEAR UP counselng program study. *JSC Special Edition*, *15*(3), 1-26. Retrieved from https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?
direct=true&db=eric&AN=EJ1144755&site=ehost-live&scope=site

Carnevale, A., Smith, N., & Strohl, J. (2010). *Help wanted: Projections of jobs and education requirements through 2018.* Washington, DC: Georgetown University Center on Education and the Workforce.

Carruthers, C., & Fox, W. F. (2016). Aid for all: College coaching, financial aid, and postsecondary persistance in Tennessee. *Economics of Education Review*, *51*(2016), 97-112. http://dx.doi.org/10.1016/j.econedurev.2015.06.001

Carson, R., & Reed, P. A. (2015). Pre-college career guidance an student persistance and performance at a small private university. *Career and Technical Education Research, 40*(2), 99-112. doi:10.5328/cter40.2.99

Caruth, G. D. (2018) Student engagement, retention, and motivation: Assessing academic success in today's college students. *Participatory Educational Research, 5*(1), 17-30. Retrieved from http://www.perjournal.com

Chen, X., & Simone, S. (2016) *Remedial coursetaking at U.S. public 2- and 4- year institutions: Scope, experiences, and outcomes*. Retrieved from U.S. Department of Education, National Center for Educational Statistics website. Retrieved from https://nces.ed.gov/pubs2016/2016405.pdf

Claybrooks, S., & Taylor, F. P. (2016). Student persistence and use of a college sucess course in proprietary postsecondary education. *College Student Journal, 50*(2), 199-211. Retrieved from https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1104231&site=ehost-live&scope=site

Conley, D. (2005). Align high school with college for greater student success. *Education Digest: Essential Readings Condensed for Quick Review, 71*(2), 4-12. Retrieved from https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=504093893&site=ehost-live&scope=site

Conley, D. (2008). Rethinking college readiness. *New Directions for Higher Education*, *winter*(144), 3-13. doi:10.1002/he.321

Conley, D., McGaughy, C., Kirtner, J., VanderValk, A., & Martinez-Wenzl, M. (2010). College readiness practices at 38 high schools and the development of the College Career Ready School Diagnostic Tool. *Online Submission*, 1-34. Retrieved from https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED509644&site=ehost-live&scope=site

Conley, D. T. (2010). *An NCPR working paper: replacing remediation with readiness.* New York, NY: National Center for Postsecondary Research.

Conley, D. T. (2012). *A complete definition of college and career readiness.* Educational Policy Improvement Center. Retrieved from https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED537876&site=ehost-live&scope=site

Creswell, J. (2012). *Educational research:Planning, conducting and evaluating quantitative and qualitative research.* Boston, MA: Pearson Education, Inc.

D'Amico, M. M., Morgan, G. P., Roberton, S., & Rivers, H. E. (2013). Dual enrollment variables in college student persistence. *Community College Journal of Research and Practice, 37*(10), 769-779. doi:10.1080/10668921003723334.

Data on student preparation, college readiness, and achievement in college. (2007). *Peer Review, AAC&U, 9*(1), 24-25.

Darling-Hammond, L.W. (2014). Accountability for college and career readiness: Developing a new paradigm. *Education Policy Analysis Archives, 22*(86). Retrieved from https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1050070&site=ehost-live&scope=site

DeAngelo, L., & Franke, R. (2016). Social mobility and reproduction for whom? College readiness and first-year retention. *American Educational Research Journal, 53*(6), 1588-1625. doi:10.3102/0002831216674805

DeNicco, J. H., Harrington, P., & Fogg, N. (2015). Factors of one-year college retention in a public state college system. *Research in Higher Education Journal, 27*, 1-13. Retrieved from https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1056244&site=ehost-live&scope=site

Dika, S. L., & D'Amico, M. M. (2016). Early experiences and integration in the persistence of first-generation college students in STEM and non-STEM majors. *Journal of Research in Science Teaching, 53*(3), 368-383. doi:10.1002/tea.21301

Edmunds, J. (2012). Early colleges: A new model of schooling focusing on college readiness. *New Directions for Higher Education, 2012*(158)doi:10.1002/he.20017

Edmunds, J. A., Arshavsky, N., Lewis, K., Thrift, B., Unlu, F., & Furey, J. (2017). Preparing students for college: Lessons learned from the early college. *NASSP Bulletin, 10*(2), 117-141. doi:10.1177/0192636517713848

Erickson, S., & Stone, M. (2012). First year experience course: Insights from the first two years. *American Journal of Business Education, 5*(2), 139-148. Retrieved from https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1056234&site=ehost-live&scope=site

Evans, N., & Ward, T. (2009). The strength of mixed research methods for the assessment of learning communities. *About Campus*, (July-August), 25-28. doi:10.1002/abc.292

Flanders, G. R. (2017). The effect of gateway course completion on freshman college

    student retention. *Journal of College Student Retention, 19*(1), 2-24.

    doi:10.1177/1521025115611396

Farruggia, S. P., Han, C., Watson, L., Moss, T. P., & Bottoms, B. L. (2018).

    Noncognitive factors and college student success. *Journal of College Student*

    Retention, 20(3), 308-327. doi:10.117/152102516666539

Fong, C. D., Davis C. W., Kim Y. W., Marriot, L., & Kim, S. Y. (2017). Psychological

    factors in community college student success: A meta-analytic investigation.

    Review of Educational Research, 87(2), 388-424.

    doi:10.3102/0034654316653479

Foster, R. (2010). Cooperative and current enrollment and college retention. *Journal of*

    Career and Technical Education, 25(2), 38-45. Retrieved from

    https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

    direct=true&db=eric&AN=EJ931096&site=ehost-live&scope=site

Fowler, M., & Luna, G. (2009). High school and college partnerships: Credit-based

    transition programs. *American Secondary Education, 38*(1), 62-76. Retrieved

    from

    https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

    direct=true&db=eue&AN=508100130&site=ehost-live&scope=site

Ganss, K. M., & Baker, L. (2014). Utilizing critical service-learning to ease college

    transition. *Currents in Teaching and Learning, 7*(1), 131-142. Retrieved from

https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

direct=true&db=eue&AN=101595971&site=ehost-live&scope=site

Gigliotti, J. (2012). Rice University: Innovation to increase student college readiness.

Continuing Higher Education review, 76, 166-174. Retrieved from

https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

direct=true&db=eric&AN=EJ1000663&site=ehost-live&scope=site

Glesne, C. (2011). *Becoming Qualitative Researchers: An Introduction* (Foutth ed.).

Boston, MA: Pearson Education Inc.

Hafner, A., Joseph, R., & McCormick, J. (2010). College readiness for all: Assessing the

impact of english professional development on teaching practice and student

learning. *Journal of Urban Learning, Teaching, and Research*, 615-630.

Retrieved from

https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

direct=true&db=eric&AN=EJ943186&site=ehost-live&scope=site

Harvey, D. W., Slate, J., Moore, G., Barnes, W., & Martinez-Garcia, C. (2013). College

readiness gaps: A review of the literature. *Journal of Educational research, 7*(3),

181-204. Retrieved from

https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

direct=true&db=eue&AN=93735879&site=ehost-live&scope=site

Hatch, D., & Garcia, C. E. (2017). Academic advising and the persistence intentions of

community college students in their first weeks in college. *The Review of Higher

Education, 40*(3), 353-390. doi:10.1353/rhe.2017.0012

Haycock, K. (2010). Building common college-ready standards. *Change: The Magazine of Higher Education, 42*(4), 14-19. Retrieved from https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=504447959&site=ehost-live&scope=site

Hazard, L. (2012). Cultivating the habits of mind for student success and achievement. *Research & Teaching in Developmental Education, 29*(2), 45-48. Retrieved from https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1007213&site=ehost-live&scope=site

Heller, M., & Cassidy, J. E. (2017). redicting community college and university student success: A test of the triadic recipricol model for two populations. *Journal of College Student Retention, 18*(4), 431-456. doi:10.1177/1521025115611130

Henry Ford Community College - Office of Planning and Research. (2009). *Developmental Education Research Brief - number1.*

Henry Ford Community College - Office of Planning and Research. (2010). *Instructional methods counts fall 2006 and fall 2010.*

Henry Ford College. (2018). Graduation Data. Retrieved from *https://www.hfcc.edu/about-us/consumer/grad-transfer-rates.*

Hoffman, N., Vargus, J., & Santos, J. (2009). New directions for dual enrollment: Creating stronger pathways from high school through college. *New Directions for Community Colleges, 145*(spring), 43-58. doi:10.1002/cc.354

Hongwei, Y. (2015). Student retention at 2-year community colleges: A structural equation modeling approach. *International Journal of Continuing Education and*

Lifelong Learning, 8(1), 84-101. Retrieved from

https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

direct=true&db=eue&AN=111942747&site=ehost-live&scope=site

Hooker, S., & Brand, B. (2010). College knowledge: A critical component of college and

career readiness. *New Directions for Youth Development, 2010*(127), 75-85.

Retrieved from

https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

direct=true&db=eric&AN=EJ903048&site=ehost-live&scope=site

Howard, C. M., Moret, L., Faulconer, J., Cannon, T., & Tomlin, A. (2018). Preparing for

college success: Exploring undergraduate students' perceptions of the benefits of

a college reading ad study skills course through action research. *Networks: An*

Online Journal for Teacher Research, 20(1), article 4. doi:10.4148/2470-

6353.1258

Howley, A., Howley, M., Howley, C., & Cuncan, T. (2013). Early college and dual

enrollment challenges: Inroads and impediments to access. *Journal of Advanced*

Academics, 24(3), 77-107. doi:10.1177/1932202x13476289

Hu, S., & Kuh, G. (2008). The effects of engagement in inquiry-oriented activities on

student learning and personal development. *Innovative Higher Education, 33*(2),

71-81. doi:10.1007/s10755-009-9066-z

Hughes, K. L., & Edwards, L. (2012). Teaching and learning in the dual enrollment

classroom. *New Directions for Higher education, summer*(158), 29-37.

doi:10.1002/he20012

Jamelske, E. (2009). Measuring the impact of a university first-year experience program

on student GPA and retention. *Higher Education, 57*, 373-391.

doi:10.1007/s10734-008-9161-1

Jansen, H. (2010). The logic of qualitative survey research and its position in the field of

social research methods. *Forum: Qualitative Social Research, 11*(2), 1-21.

Retrieved from

https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

direct=true&db=eue&AN=58650744&site=ehost-live&scope=site

Jones, A. G., & King, J. L. (2012). The common core standards: A vital tool for higher

education. *Change, November/December*, 37-43. Retrieved from

https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

direct=true&db=eric&AN=EJ987811&site=ehost-live&scope=site

Jones, S. J. (2014). Student Participation in dual enrollment and college success.

Community College Journal of Research and Practice, 38(1), 24-37.

doi:10.1080/10668926.2010.532449

Kemp, A. D. (2016). The class action survey: An assessment instrument designed to

evaluate students' subjective attitudes regarding a course in college student

retention and persistence to graduation. *Education, 137*(2), 133-140. Retrieved

from

https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

direct=true&db=eric&AN=EJ1121508&site=ehost-live&scope=site

Kim, J., & Bragg, D. (2008). The impact of dual and articulated credit on college

    readiness and retention in four community colleges. *Career and Technical*

    Education Research, 33(2), 133-158. Retrieved from

    https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

    direct=true&db=eric&AN=EJ863489&site=ehost-live&scope=site

Kuh, G. (2007). What student engagement data tell us about college readiness. *Peer*

    Review by American Association of Colleges and Universities, *winter,* 4-8.

    Retrieved from

    https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

    direct=true&db=a9h&AN=24635868&site=ehost-live&scope=site

Kuh, G., Cruce, T., Shoup, R., Kinzie, J., & Ganyea, R. (2008). Unmasking the effects of

    student engagement on the first-year college grades and persistence. *Journal of*

    Higher Education, 79(5), 540-563. https://doi-

    org.ezp.waldenulibrary.org/10.1353/jhe.0.0019

Laird, T., Chen, D., & Kuh, G. (2008). Classroom practices at institutions with higher-

    than-expected persistence rates: What student engagement data tell us. *New*

    Directions For Teaching and Learning (115), 85-99. https://doi-

    org.ezp.waldenulibrary.org/10.1002/tl.327

Latterell, C., & Frauenholtz, T. (2007). Causes and possible solutions to the mathematics

    college readiness problem. *Research & Teaching in Developmental Education,*

    24(1), 8-16. Retrieved from

https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

direct=true&db=eue&AN=27689772&site=ehost-live&scope=site

Latz, A. (2015). Understanding community college student persistence through

photovoice: An emergent model. *Journal of College Student Retention, 16*(4),

487-509. doi:10.2190/CS16.4.b

Lerner, J. B., & Brand, B. (2007). The impact of secondary-postsecondary learning

options on college preparation. *American Association of Colleges and*

Universities Peer Review, *9*(1), 27-30. Retrieved from

https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

direct=true&db=a9h&AN=24635875&site=ehost-live&scope=site

Leonard, J. (2013). Maximizing college readiness for all through parental support. *School*

Community Journal, 23(1), 183-202. Retrieved from

https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

direct=true&db=eric&AN=EJ1004338&site=ehost-live&scope=site

Li, A. (2017). The point of the point: Washington's student achievement initiative

through the looking glass of a community college. *Community College Journal of*

Research and Practice, 41(3), 183-202. doi:10.1080/10668926.2016.1179601

Lile, J. R., Ottusch, T. M., Jones, T,., & Richards, L. N. (2018). Understanding college-

student roles: Perspectives of participants in a high school/community college

dual-enrollment program. *Community College Journal of Research and Practice,*

42(2), 95-111. doi: 10.1080/10668926.2016.1264899

Lippman, L. A., Atienza, A., Rivers, A., & Keith, J. (2008). *A developmental perspective on college and workplace readiness.* Washington DC: Child Trends and The Bill and Melinda Gates Foundation.

Lloyd, P., & Eckhardt, R. A. (2010). Strategies for improving retention of community college students in the sciences. *Science Educator, 19*(1), 33-41. Retrieved from https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ874152&site=ehost-live&scope=site

Luna, G., & Fowler, M. (2011). Evaluation of achieving a college education plus: A credit-based transition program. *Community College Journal of Research and Practice, 35*(9), 673-688. doi:10.1080/10668920903527050

Mahlberg, J. (2015). Formative self-assessment college classes improves self-regualtion and retention in first/second year community college students. *Community College Journal of Research and Practice, 39*(8), 772-783. doi:10.1080/10668926.2014.922134

Martin, T. S., & González, G. (2017) Paper presented at the annual meeting of the North American chapter of the International Group for the Psychology of Mathematics Education, *North American Chapter of the International Group for the Psychology of Mathematics Education*, (39th, Indianapolis, IN, Oct 5-8, 2017)

Mayhew, M., Wozniak, G., & Pascarella, E. (2008). How educational practices affect the development of life-long learning orientations in traditionally-aged undergraduate students. *Research in Higher Education, 48*(4), 333-356. doi:10.1007/s11162-007-9081-4

Mayo, T. (2013). First-year course requirements and retention for community colleges. *Community College Journal of Research and Practice, 37*(10), 764-768. doi:10.1080/10668921003723292

McCormick, J., & Hafner, A. (2017). University freshman evaluate college readiness: Implications for instruction that supports success. *The International Journal of Literacies, 24*(2), 17-31. Retrieved from https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=129509665&site=ehost-live&scope=site

McDonald, D., & Farrell, T. (2012). Out of the mouths of babes: Early college high school students' transformational learning experiences. *Journal of Advanced Academics, 23*(3), 217-248. doi:10.1177/1932202x12451440

Mechur-Karp, M. (2012). "I don't know, I've never been to college!" Dual enrollment as a college readiness strategy. *New Directions in Higher Education, Summer*(158), 21-28. https://doi-org.ezp.waldenulibrary.org/10.1002/he.20011

Mellor, D. T., Brooks, W. R., Gray, S. A., & Jordan, R. C. (2015). Troubled transitions into college and the effects of a small intervention course. *Journal of College Student Retention: Research Theory & Practice, 17*(1), 44-63. doi:10.1177/152102511571102

Mendoza, P., & Mendez, J. P. (2013). The Oklahoma's promise program: A national model to promote college persistence. *Journal of College Student Retention, 14*(3), 397-421. doi:10.2190/CS.14.3g

Merriam, S. (2009). *Qualitative Research: A Guide to Design and Implementation.* San Francisco, CA: Jossey-Bass.

Mertes, S. J., & Hoover, R. F. (2014). Predictors of first-year retention in a community college. *Community College Journal of Research and Practice, 38*(7), 651-660. doi:10.1080/10668926.2012.711143

Mertes, S. J., & Jankoviak, J. P. (2016). Creating a college-wide retention program: A mixed methods approach. *Community College Enterprise, Spring*, 9-27. doi:10.1080/10668926.2012.711143

Meyer, M., Spencer, M., & French, T. (2009). The identity of a "College Student": Perceptions of college academics and academic rigor among first-year students. *College Student Journal, 43*(4), 1-11. Retrieved from https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ872322&site=ehost-live&scope=site

Michael, A., Dickson, J., Ryan, B., & Kaefer, A. (2010). College prep blueprint for bridging and scaffolding incoming freshman: Practices that work. *College Student Journal, 44*(4), 969-978. Retrieved from https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=508198981&site=ehost-live&scope=site

Michigan Department of Education. (2015). Michigan Department of Education-Early/Middle College High School Opportunities. Retrieved from Michigan Department of Education: http://www.michigan.gov/mde/0,4615,7-140-43092_51178---,00.html

Millar, B., & Tanner, D. (2011). Student's perceptions of their readiness for community

    college study. *International Journal of Educational Leadership Preparation, 6*(4).

    Retrieved from

    https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

    direct=true&db=eric&AN=EJ974348&site=ehost-live&scope=site

Miller, J., & Lesik, S. S. (2015). College persistence over time and participation in a fisrt

    year seminar. *Journal of College Retention, 16*(3), 373-390.

    doi:10.2190/CS.16.3.d

Nakajima, M. D., Dembo, M., & Mossler, R. (2012). Student persistance in community

    college. *Community College Journal of Research and Practice, 36*(8), 591-613.

    doi:10.1080/10668920903054931

National Center for Education Statistics. (2018). Fast Facts. Washington DC: US

    Department of Education. Retrieved from

    http://nces.ed.gov/fastfacts/display.asp?id=51

National Center for Education Statistics. (2018). Trend Generator. Washington DC: US

    Department of Education. Retrieved from http://nces.ed.gov/ipeds/use the data

    and http://nces.ed.gov/ipeds/trendgenerator/#/answer/7/21

Nel, C., Troskie-de Bruin, C., & Bitzer, E. (2009). Students' transition from school to

    university: Possibilities for a pre-university intervention. *South African Journal of*

    Higher Education, 23(5), 974-991. Retrieved from

    https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

    direct=true&db=eric&AN=EJ935221&site=ehost-live&scope=site

Oliver, M., Richard, R., Witt, K., Alvarado, M., & Hill, P. (2010). Creating college advising connections: Comparing motivational beliefs of early college high school students to traditional first-year university students. *NACADA Journal, 30*(1), 14-22. Retrieved from https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ886806&site=ehost-live&scope=site

Oliveri, M. E., Lawless, R., & Molloy, H. (2017). *A literature review on collaborative problem solving for college and workforce readiness.* Princeton, NJ: GRE Board Report Series and ETS Research Report Series. doi:10.1002/ets2.12133

Perez, A. M., McShannon, J., & Hynes, P. (2012). Community college faculty development program and student achievement. *Community College Journal of Research and Practice, 36*(5), 379-385. doi:10.1080/10668920902813469

Pluhta, E. A., & Penny, G. R. (2013). The effect of a community college promise scholarship on access and success. *Community College Journal of Research and Practice, 37*(10), 723-734. doi:10.1080/10668926.2011.592412

Purdie, J., & Rosser, V. (2011). Examining the academic performance and retention of first year students in living-learning communities and first year experience courses. *College Student Affairs Journal, 29*(2), 95-112. Retrieved from https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ969828&site=ehost-live&scope=site

Radcliffe, R., & Bos, B. (2011). Mentoring approaches to create a college-going culture for at-risk secondary level students. *American Secondary Education, 39*(3), 86-

107. Retrieved from

https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

direct=true&db=eric&AN=EJ944163&site=ehost-live&scope=site

Rasinski, T. V., Chang, S., Edmondson, E., Nageldinger, J., Nigh, J., Remark, L....

Rupley, W. H. (2016). Reading fluency and college readiness. *Journal of*

Adolescent & Adult Literacy, 60(4), 453-460. doi:10.1002/jaal.559

Ring, A. (2016). Norco College's summer advantage program: Leading change to

increase college readiness. *Community College Journal of Research and Practice,*

40(7), 589-596. doi:10.1080/10668926.2016.1138905

Reid, M., & Moore, J. (2008). College readiness and academic preparation for

postsecondary education. *Urban Education, 43*(2), 240-261. https://doi-

org.ezp.waldenulibrary.org/10.1177/0042085907312346

Rogers, L. (2010). Gearing up for college. *Principal Leadership, 11*(4), 34-38. Retrieved

from

https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

direct=true&db=eue&AN=508200399&site=ehost-live&scope=site

Rothman, R. (2012). A common core of readiness. *Educational Leadership*, 10-15.

Retrieved from

https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

direct=true&db=eric&AN=EJ988712&site=ehost-live&scope=site

Russo-Gleicher, R. (2015). Improving student retention in online college classes: Qualitative insights from faculty. *Journal of College Student Retention, 16*(2), 239-260. doi:10.2190/CS.16.2

Sablan, J. R. (2014). The challenge of summer bridge programs. *American Behavioral Scientist, 58*(8), 1035-1050. doi:10.1177/0002764213515234

Sandelowski, M. (2000). Whatever happened to qualitative description?. *Research in Nursing & Health*, *23*(4)334-340. Retrieved from https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=mnh&AN=10940958&site=ehost-live&scope=site

Schrader, P., & Brown, S. (2008). Evaluating the first year experience: Students' knowledge, attitudes, and behaviors. *Journal of Advanced Academics, 19*(2), 310-343. Retrieved from https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ794107&site=ehost-live&scope=site

Sciarra, D. S., Sierup, H. J., & Sposta, E. (2016). High school predictors of college persistance: The significance of engagement and teacheer interation. *The Professional Counselor, 6*(2), 189-202. doi:10.15241/ds.6.2.189

Sloan, C. (2013). Teenagers in the ivory tower: Engaging and retaining traditional college students. *Change* (March/April), 35-39. Retrieved from https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1009893&site=ehost-live&scope=site

Smith, J., Lim, S., & Bone, S. (2008). Community college strategies: Assessing the

    impact of first-year experience course on student outcomes in a community

    college. *Assessment Update, 20*(3). doi:10.1002/au

Spence, D. (2009). State college readiness initiatives and community colleges. *New*

    Direction For Community Colleges, (145), 95-101. doi:10.1002/ee

Sperry, R. (2015). Predicting first-year student success in learning communities: The

    power of pre-college variables. *Learning Communities Research and Practice,*

    3(1), article 2. http://washingtoncenter.evergreen.edu/lcjournal/vo13/ss1/z

Stephan, J. L., & Rosenbaum, J. E. (2013). Can high schools reduce college enrollment

    gaps with a new counseling model? *Educational Evaluation and Policy Analysis,*

    35(2), 200-219. doi:10.3102/0162373712462624

Stewart, C. (2014). Transforming professional development to professional learning.

    Journal of Adult Education, 43(1), 28-33. Retrieved from

    https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

    direct=true&db=eric&AN=EJ1047338&site=ehost-live&scope=site

Stewart, S. L., Lim, D. H., & Kim, J. (2015). Factors influencing college persistence for

    first-time students. *Journal of Developmental Education, 38*(3), 12-20. Retrieved

    from

    https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

    direct=true&db=eric&AN=EJ1092649&site=ehost-live&scope=site

Stillisano, J. R., Brown, D. B., Alford, B.L., & Waxman, H.C. (2013). The effects of GO

    centers on creating a college culture in urban high schools in Texas. *High School*

Journal, 96(4), 283-301. Retrieved from

https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

direct=true&db=eric&AN=EJ1014014&site=ehost-live&scope=site

Strayhorn, T. L., Brown, D. B., Alford, B. L., & Waxman, H. C. (2011). Bridging the

pipeline: Increasing underrepresented students' preparation for a college through a

summer bridge program. *American Behavioral Scientist, 55*(2), 142-159.

doi:10.1177/0002764210381871

Thompson, C., & Ongaga, K. (2011). "Flying the plane while we build it": A case study

of an early college high school. *The University of North Carolina Press*, 43-57.

Retrieved from

https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

direct=true&db=eue&AN=508207147&site=ehost-live&scope=site

Tierney, W., & Garcia, L. (2011). Remediation in higher education: The role of

information. *American Behavioral Scientist, 55*(2), 102-120. https://doi-

org.ezp.waldenulibrary.org/10.1177/0002764210381869

Tinto, V. (1993). Leaving college: Rethinking the causes and cures of student attrition.

University of Chicago Press.

Townsley, M., & Varga, M. (2018). Getting high school students ready for college: A

qualitative study of standards-based grading practices. *Journal of Research*

Education, 28(1), 92-112. Retrieved from

https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

direct=true&db=eric&AN=EJ1168171&site=ehost-live&scope=site

Trivette, C., Wilson-Kearse, J., Dunst, C., & Hamby, D. (2012). Access to higher education among high school students: Challenges and solutions. *Journal of Social Sciences, 8*(2), 252-257.

Troilian, T., & Foust, K. (2011). No child left behind: Implications for college student learning. *About Campus, 16*(3), 2-7. doi:10.1002/abc.20061

Venzia, A., & Voloch, D. (2012). Using college placement exams as early signals of college readiness: An examination of California's early assessment program and New York's at home in college program. *New Directions for Higher Education, 158*(Summer), 71-79. doi:10.1002/he20016

Wang, X., & Wickersham, K. (2014). Poatsecondary co-enrollment and baccalureate comletion: A look at both beginning 4-year college students and baccalaureate aspirants beginning at community colleges. *Research in Higher Education, 55*, 166-195. doi:10.1007/s11162-013-9317-4

Wang, Y. C., Cullen, L., Yao, X., & Li, Y. (2013). Personality, freshman proactive social behavior, and college transition: Predictors beyond academic strategies. *Learning and Individual Differences, 23*, 205-212. hrrp://doi.org/10.1016/j.lindif.2012.09.010

Watt, K. M,. & Huerta, J. J. (2011). Indetifying predictors of college success through an examination of AVID graduates college preparatory achievements. *Journal of Hispanic Higher Education, 10*(2), 120-133. doi:10.1177/1538192711402353

Williams, M., & Southers, T. (2010). Blurring the lines between high school and college: Early colleges and the effect on adult learners. *Adult Learning*, 26-30. Retrieved

from

https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

direct=true&db=eue&AN=508202559&site=ehost-live&scope=site

Windham, M. R., Williams, C. R., Pugh, J. V., & Tincher-Ladner, L. (2014). Retention

of first-year community college students. *Community College Journal of*

Research and Practice, 38, 466-477. doi:10.1080/10668926.2012.743867

Winkelmes, M., Bernacki, M., Butler, J., Zochowski, M., Golanics, J., & Weavil, K. H.

(2016). A teaching intervention that increases underserved college students'

success. *Peer Review, AAC&U,* (winter/spring), 31-36. Retrieved from

https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

direct=true&db=eue&AN=116776213&site=ehost-live&scope=site

Woznaik, C., & Beirlien-Palmer, L. (2013). Stakeholder perceptions of barriers and

solutions to significant expansion of postsecondary enrollment options for high

school students. *International Journal of Education Policy & Leadership, 8*(2), 1-

16. Retrieved from

https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

direct=true&db=eric&AN=EJ1006557&site=ehost-live&scope=site

Zelkowski, J. (2010). Secondary mathematics: Four credits, block schedules, continuous

enrollment? What maximizes college readiness? *The Mathematics Educator,*

42(1), 8-12. Retrieved from

https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

direct=true&db=eric&AN=EJ892414&site=ehost-live&scope=site

Zengler, C. J. (2017). Standards and professional development. *Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education, 6*(1), 45-56. Retrieved from https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1141669&site=ehost-live&scope=site

Appendix A: The Project

Purpose

The results of this research support the evidence in the literature that college readiness is more than academic skills and knowledge. Students need to develop cognitive strategies (Conley, 2010). The high school teachers in this study indicated that there are barriers, such as maturity, policy pressures, and curriculum, impeding the successful implementation of strategies to facilitate college-ready expectations and behaviors in the high school setting. I concluded from college instructor responses and the body of literature that students would benefit from the instruction and implementation of these strategies within the context of a college subject. The behaviors and abilities needed for college success are developed over time and through experiences which are not available in the high school setting and can be best addressed in the college environment. Typically, college success is taught as a separate course by counselors at the college level and by high school teachers. Gateway and common freshmen courses are an opportune time to teach college success strategies. This gives the instructor and the students the opportunity to integrate strategies for enhancing college awareness, study skills, college level reading, engagement with people and in the learning process, and social skills, within the context of the subject. The purpose of this Professional development is to provide strategies for the development of college-ready behaviors to be integrated into the context of college courses in a variety of subjects focusing on the course in the first year of college. By imbedding these strategies in the context of the

course students can practice and experience success, likely to carryover to other courses, leading to degree or certificate completion.

Goals

The specific goals of this professional development program are:

1. To increase instructor knowledge of college readiness skills

2. To increase instructor knowledge of strategies to improve college readiness in the college classroom.

3. To increase instructor knowledge integrating college success strategies into the context of the specific coursework.

Learning Outcomes

Over the three-day professional development program, the participants will be able to meet the following learning outcomes:

Day 1: Learning Outcomes

1. Increase knowledge of academic and non-academic college readiness skills and behaviors.

2. Develop a deeper understanding of meeting the students where they are.

3. Develop a plan to integrate student engagement activities into the course content.

Day 2: Leaning Outcomes

1. Develop a plan to integrate student time management strategies into the course content.

2. Develop a plan to integrate student reading strategies into the course content.

3. Develop a plan to integrate student note taking strategies into the course content.

Day 3: Leaning Outcomes

1. Develop an understanding of the importance of feedback and self-reflection to student learning and strategies to encourage the use of feedback and self-reflection.

2. Develop a plan to expose students to campus resources and maximize the use of campus resources.

3. Reflect on successes.

Target Audience

The target audience are instructors teaching first year students in either gateway courses within a major, or common undergraduate courses. Also, the target audience will include instructors who teach developmental education.

Components

This professional development is organized into three days with topics specific to each day, to help the participants meet the learning outcomes of each of the sessions.

Day 1: Setting the stage and building a connection

Day 2: College success strategies

Day 3: More college success strategies and reflections

The plan for the professional development was based on the responses of the high school teachers and the college instructors during the interviews. The design was chosen based on the research suggesting that professional development should engage the

participants and be over a long period of time (Bayar, 2014; Zengler, 2017). The program will be a three-day interactive series of workshops throughout the semester. The formal instruction time will be spent reviewing tools and strategies to improve college success, to be implemented with students in the college course. The sessions will be spaced out over the first 8 weeks of the semester to allow instructors to implement strategies, review the effect in the class and on student interaction and time to reflect and share. Each session will have clear learning objectives and detailed professional development materials. The sessions will be one day each. Day one will be at the beginning of the semester, day two will be in the fourth week of the semester, and day three will be in the eighth week of the semester. Each session will contain specific college readiness strategies information and workshop time to develop implementation plans relevant to the context of the course. Then, each session will have a discussion including reflection, lessons learned, and successful implementation stories. The program will also include an electronic reflection and discussion board, using the college learning management system, for sharing throughout the semester. There will be discussion prompts between the sessions and after the completion of the three-day workshop. Participants will have access to all presentation materials and links to resources posted on the leaning management site. Below is the detailed hour by hour agenda for each of the three days, the reflection/discussion instructions and prompts, and the presentation slides for the workshop.

Day 1: Setting the Stage and Building a Connection

Time	Topic	Method
8:00-8:30	Breakfast and Sign-in	Sign-in
8:30-9:00	Introduction / Overview	PPT Presentation
9:00-9:15	Share Question	Table Talk
9:15-10:15	Preparing for College not High School	PPT Presentation
10:15-10:30	Break	
10:30-11:30	Setting Clear Expectations for Success	PPT Presentation / Activity
11:30-12:30	Lunch	On your own
12:30-2:00	Engaging student in Learning /Goal	PPT Presentation / Activity
2:00-3:00	Setting	Group Activity
3:00-3:15	Building a Plan for Student Engagement Assessment Question	Out the Door

Online discussion /reflection prompt 1:

What strategies did you implement to facilitate student engagement with faculty and/or other students? Describe the results of the implementation of the strategy.

HW: Read the following article to prepare for activity on Day 2:

Kerr, M.M., & Frese, K.M. (2017). Reading to learn or learning to read? Engaging

college students in course readings. *College Teaching, 65*(1), 28-31.

Day 2: College Strategies

Time	Topic	Method
8:00-8:30	Breakfast and Sign-in	Sign-in
8:30-8:45	Share Question	Table Talk
8:45-9:45	Time Management Strategies	PPT Presentation / Activity
9:45-10:00	Break	
10:00-10:45	Accountable Talk	Group Reading Activity
10:45-12:15	Text Reading Strategies	PPT Presentation / Activity
12:15-1:15	Lunch	On your own
1:15-2:00	Note Taking Strategies	PPT Presentation / Activity
2:00-3:00	Building a plan for Reading Strategies	Group Activity
3:00-3:15	Assessment Question	Out the Door

Online discussion /reflection prompt 2:

What strategies did you implement to facilitate student reading textbooks effectively?

Describe the results of the implementation of the strategy.

Day 3: More College Strategies and Reflection

Time	Topic	Method
8:00-8:30	Breakfast and Sign-in	Sign-in
8:30-9:30	Questions and Reflection	Large Group Discussion
9:30-10:45	Feedback / Self-Reflection	PPT Presentation / Activity
10:45-11:00	Break	
11:00-12:00	Using Campus Services	PPT Presentation / Activity
12:00-1:00	Lunch	On your own
1:00-2:30	Developing Integration Plans	Group Activity
2:30-3:00	Wrap-up / Assessment	Survey

Online discussion /reflection prompt 3:

What strategies did you implement to facilitate student writing effectively? Describe the results of the implementation of the strategy.

Online discussion /reflection prompt 4:

Describe the strategy you implemented to enhance college readiness had the greatest impact on student success.

Online discussion /reflection prompt 5:

Describe the strategy you implemented to enhance college readiness had the greatest

impact on you as an instructor.

Online Discussion and Reflection Instructions

As part of the workshop *Integrating College Readiness Strategies in College Classes,* participants are expected to contribute to the discussion and reflection in the online course set up in the learning management system at the college. Each participant is expected to post at least one time to each of the prompts and are encouraged to respond to any of the posts with probing questions or value-added comments. The facilitator of the workshop may also comment or question responses to the prompts.

The following timeline will be available on the site for the sequence of the workshop discussion prompts. You will be presented with approximately one prompt per month throughout the semester. Respond to each prompt online at your convenience and at a location of your choosing. There is not a correct or incorrect answer, and your responses should be based on your own opinion and experiences.

Online Discussion and Reflection Timeline

Week 1   Attend Day One of the Workshop

Week 3-4   Respond to Prompt 1:

What strategies did you implement to facilitate student engagement with

faculty and/or other students? Describe the results of the implementation

of the strategy.

Week 4   Read the following article to prepare for Day 2:

Reading to Learn or Learning to Read? Engaging College Students in

Course Readings by Kerr, M.M. and Frese, K.M.

Week 5   Attend Day Two of the Workshop

Week 7-8   Respond to Prompt 2:

What strategies did you implement to facilitate student reading textbooks

effectively? Describe the results of the implementation of the strategy.

Week 9   Attend Day Three of the Workshop

Week 11-12   Respond to Prompt 3:

What strategies did you implement to facilitate the use of student self-

reflection effectively? Describe the results of the implementation of the

strategy.

Week 13   Respond to Prompt 4:

Describe the strategy you implemented to enhance college readiness had

the greatest impact on student success.

Week 14   Respond to Prompt 5:

Describe the strategy you implemented to enhance college readiness had

the greatest impact on you as an instructor.

Facilitator/Presenter Notes for Day 1: Setting the Stage and Building Connections

College Readiness /Success Strategies in the College Course

The facilitator is to complete the following tasks before the start of the first session.

- Be sure all participants are placed into the LMS classroom

- Be sure all resource material is on the LMS.

- Organize the materials and arrange furniture to facilitate small group discussions.

- Check audio equipment and download PPT onto computer or USB thumb or flash drive.

- Place in the center of each table the materials for the day.

  – Pads of paper, sticky notes, and large pads with easel and markers

- Welcome participants as they arrive and have them sign-in to register for today's training.

Once Everyone is seated begin the Day

- Introduce yourself and give an overview of three-day (PD) program.

- Explain the program is designed to facilitate college instructors to help students use college success strategies in the college course. Also, to develop action plans to integrate the strategies at the end of each day

- Inform participants they are free to take care of personal needs as necessary throughout the day and point out facilities

Begin Session One

For Sessions 1-4 use the slide presentation as a guide for the activities for the day. The slide presentation will provide the training information.

- The slide presentation contains all the required information for the participants, along with the reference material on the LMS and the handouts for each session.

- An electronic copy of all materials will be available on the LMS site, be sure to give all participants the name of the course.

- Monitor participants' needs and engagement throughout the day and gauge their responses or actions. Provide additional breaks as needed.

- Instruct participants to place all completed assessments in the center of the table at the end of the day.

- Organize and clean-up the room at the end of the day.

The following are the Presentation slide shows for sessions 1-4

- Session 1: Welcome and Introduction

- Session 2: College Readiness and Success – What is it and why are they not ready?

- Session 3: Setting the Stage – Helping students prepare for success

- Session 4: Engagement – Building connections

Day 1 PowerPoint Presentation 1
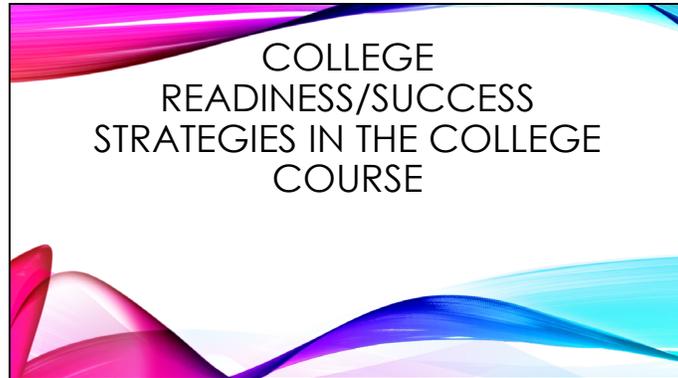
Slide 1

Slide 2
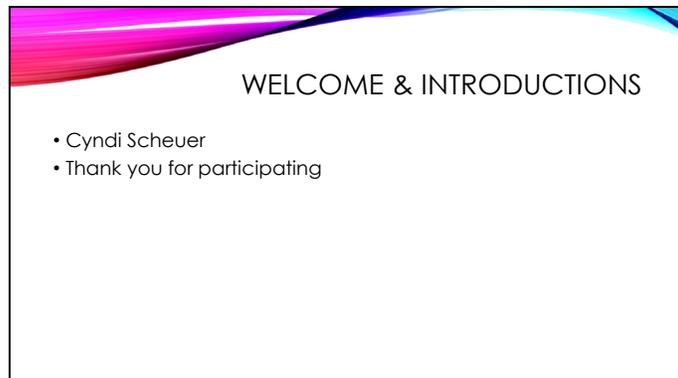
Slide 3

OVERVIEW

- Why was this PD designed?
  - Help students integrate learning strategies
  - Increase college course retention
  - Increase completion at the college

- Why at the college level?
  - To meet the students where they are

Slide 4

3-DAY AGENDA

- Day 1: Building Connections
  - High school vs college
  - Setting expectations
  - Engagement
- Day 2: College Success Strategies
  - Time management
  - Textbook reading
  - Note taking
- Day 3: More Success Strategies
  - Writing
  - Feedback and reflection
  - Relevance and Rubrics or Campus services

Slide 5

OVERALL PROGRAM PURPOSE

To increase your knowledge of strategies for college success hand how to integrate into the content of your college course.

Slide 6

PROGRAM GOALS

- 1. Increase instructor knowledge of college readiness skills

- 2. To increase instructor knowledge of strategies to improve college readiness in the college classroom.

- 3. Increase instructor knowledge integrating college success strategies into the context of the specific coursework.

Slide 7

THE PROBLEM THAT PROMPTED THE STUDY AND THE PROFESSIONAL DEVELOPMENT

- Increase demand for higher education in the workforce
- Low retention and completion of college
- High demand for developmental education
- Students not prepared for the college learning environment

Slide 8

FINDINGS

- High school teachers and college instructors identified the same behaviors and skills needed for college success

- Three main areas
  - **Preparation**
  - **Engagement**
  - **Personal characteristics and skills**

Slide 9

DAY ONE OBJECTIVES

- Increase knowledge of academic and non-academic college readiness skills and behaviors.

- Develop a deeper understanding of meeting the students where they are.

- Develop a plan to integrate student engagement activities into the course content.

Day 1 PowerPoint Presentation 2
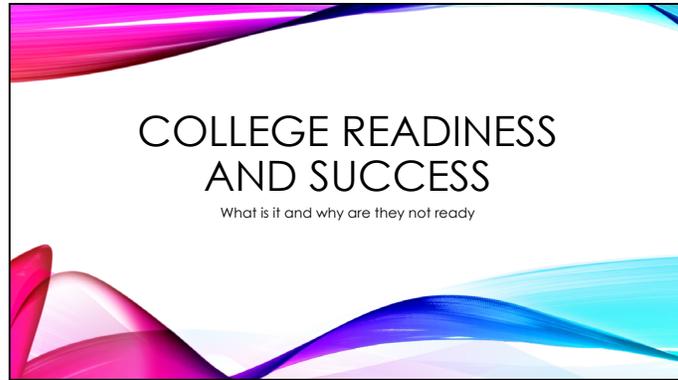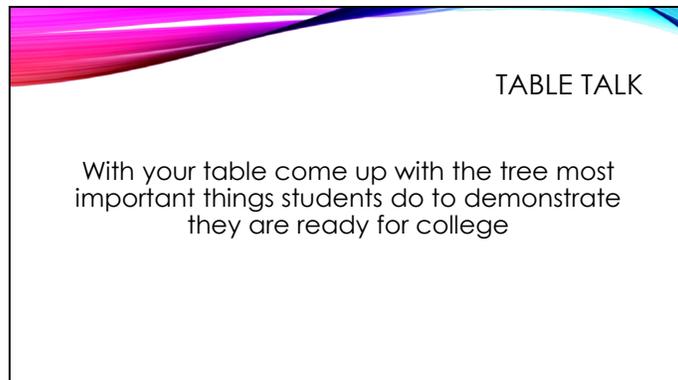
Slide 1

Slide 2

Slide 3

WHAT IS COLLEGE READINESS

- Academic readiness

- Non-academic readiness

- Defined by high school teachers

- Defined by community college instructors

- How college instructors can be facilitators of college success and readiness

Slide 4

HIGH SCHOOL VS COLLEGE

High School
- Engagement
  - Teacher forced
  - External reminders
- Exams
  - Cover small amount of material
  - Can typically repeat
- Reading
  - Teachers interpret
- Writing
  - 1-2 papers per semester
- Homework
  - Can hand in late if absent
- Behaviors
  - Mandatory attendance
  - Parents accountable

College
- Engagement
  - Student expected to initiate
- Exams
  - Cover large amounts of material
  - Cumulative
- Reading
  - On their own
- Writing
  - Multiple papers in each class
- Homework
  - Deadlines enforces
- Behaviors
  - Accountability on student
  - Parents only in background

Slide 5

HIGH SCHOOL

- Teaches study skills
- Teaches note taking skills
- Uses textbooks

- Limitations
  - Maturity of students
  - Standardized testing
  - Regulations

Day 1 PowerPoint Presentation 3

Slide 1

Slide 2

181
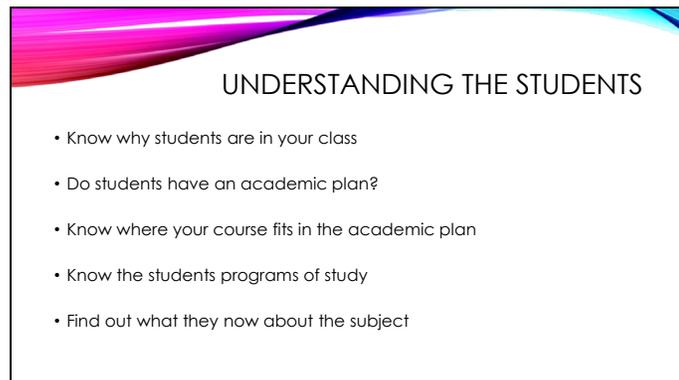
Slide 3

SET CLEAR EXPECTATIONS

- Clearly explain what you expect of them
  - On each assignment
  - In the classroom
  - Outside of the classroom

- Understand what they expect
  - Of the course
  - Of you
  - Of others in the class

Slide 4

SYLLABUS REVIEW

- Be Clear about:
  - How the grade is determined

  - How and when you use the book

  - The other resources needed or useful

  - Syllabus to be used throughout the course

Slide 5

SET CLEAR EXPECTATIONS

- Include Learning goals
  - Each class period
  - Each topic
  - Each assignment

- Use Blooms to progress learning outcomes within assignment or topic

Example
- Lesson Goal: Students will learn the scientific method
  - Learning outcomes:
    1. Define the steps of the scientific method
    2. Explain the purpose of each step of the scientific method
    3. Apply scientific method to a lab activity

Slide 6

CHECKLISTS

- Create detailed checklist to guide students through an activity or assignment

  - Include sequence of steps

  - Include resources as needed for each step

  - Provide feedback at designated points

Slide 7

RUBRICS

- Provide rubrics at beginning with istructions

- Include detailed descriptions of achievement

- Identify expectations for each level

- Be specific avoid general statements such as "most", 'some", or "generally"

Slide 8

INSTRUCTIONS

- Make instructions personal

- Make instructions motivating

- Make directions thought provoking, not just directive

- Include reflections on the information or class materials

Slide 9

GROUP DISCUSSION

As a group come up with three strategies that you currently use to clarify expectations to your students, and how you know they are effective. Use the following questions to guide your discussion.

• Am I clear about my expectations?
• How do I know that students understand?

Day 1 PowerPoint Presentation 4
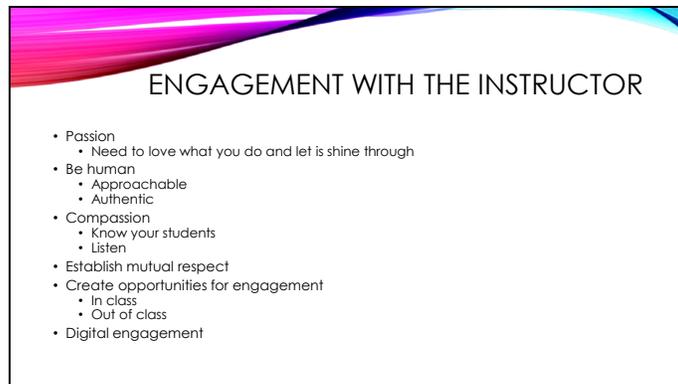
Slide 1

Slide 2

Slide 3

ENGAGEMENT WITH CONTENT

- Re-thinking face-to-face class time

- Content delivery or content understanding an application

- Use readily available resources they will

Slide 4

LECTURES

- Use lectures during class:
    - To inspire
    - To create insight
    - To open new doors

Slide 5

CLASS TIME

- Use face-to-face class time for active learning
    - Class writing
    - Role playing
    - Case scenarios
    - Think-pair –share

- Research the tools of active learning and plan carefully

Slide 6

ACTIVE LEARNING PRACTICE

- Be sure to explain process, rationale and expectations
- Make the task doable in the time frame
- Make it meaningful to the learning objectives
- Have student write report, summary or reflection to connect learning

Example
- Present a misconception and have them prove it using the knowledge and skills learned
- Work in groups
- Present out
- Each write a reflection

Slide 7

ENCOURAGEMENT AND PRAISE

- Be intentional
- Add into planning of content
- Be genuine
- Listen to the students

Slide 8

ENGAGEMENT WITH PEERS

- Active learning activities – typically collaborative
- Group assignments – allow them to give feedback
- Classroom discussion
    - Be clear on expectations
    - Give guidelines
    - Monitor discussions
    - Have student monitor small group discussions

Slide 9

GROUP DISCUSSION

As a group come up with three strategies that you currently use to engage your students, and how you know they are effective. Use the following questions to guide your discussion.

• Do I expect student engagement for the purpose of learning?
• How do I determine the effectiveness?

Day 1 PowerPoint Presentation 5

Slide 1

Slide 2

Slide 3

ACTIVITY

Use the next Hour to complete the planning tool found on the table to design the integration of engagement or preparation strategies into your course.

- Be sure to include how you will be clear with the student how to potentially use these independently

Slide 4

REFERENCES

Bowen, J.A. (2012). *Teaching naked: How moving technology out of your classroom will improve student learning.* San Francisco, CA: Jossey-Bass.

Bowen, J.A., & Watson, C.E. (2017). *Teaching naked techniques.* San Francisco, CA: Jossey-Bass.

Conley, D. (2008). Rethinking college readiness. *New Directions for Higher Education*, winter (144), 3-13.

Mangram, J.A., Haddix, M., Ochanji, M.K., & Masingila, J. (2015). Active strategies for complementing the lecture teaching methods in large classes in higher education. *Journal of Instructional Research, 4*, 57-68.

Staley, C. (2017). *Focus on community college success*. Boston, MA: Cengage Learning Inc.

Facilitator/Presenter Notes for Day 2: College success Strategies

College Readiness /Success Strategies in the College Course

The facilitator will complete the following tasks before the start of the second day.

- Be sure all participants are placed into the LMS classroom

- Review the postings from the discussion reflection to open with

- Organize the materials and arrange furniture to facilitate small group discussions.

- Check audio equipment and download PPT onto computer or USB thumb or flash drive.

- Place in the center of each table the materials for the day.

    – Pads of paper, sticky notes, and large pads with easel and markers

- Welcome participants as they arrive and have them sign-in to register for today's training.

Once Everyone is seated begin the Day

- Inform participants know they are free to take care of personal needs as necessary throughout the day and point out facilities

- Ask if there are any questions from the previous day, and address as appropriate.

Begin Session One

For Sessions 1-3 use the slide presentation as a guide for the activities for the day. The slide presentation will provide the training information.

- The slide presentation contains all the required information for the participants, along with the reference material on the LMS and the handouts for each session.

- An electronic copy of all materials will be available on the LMS site, be sure to give all participants the name of the course.

- Monitor participants' needs and engagement throughout the day and gauge their responses or actions. Provide additional breaks as needed.

- Instruct participants to place all completed assessments in the center of the table at the end of the day.

- Organize and clean-up the room at the end of the day.

The following are the Presentation slide shows for sessions 1-3

- Session 1: Time Management Strategies

- Session 2: Textbook Reading Strategies

- Session 3: Note Taking Strategies

Day 2 PowerPoint Presentation 1

Slide 1

Welcome Back to College Readiness/Success Strategies in the College Course

Slide 2

??Questions ??

Reflections
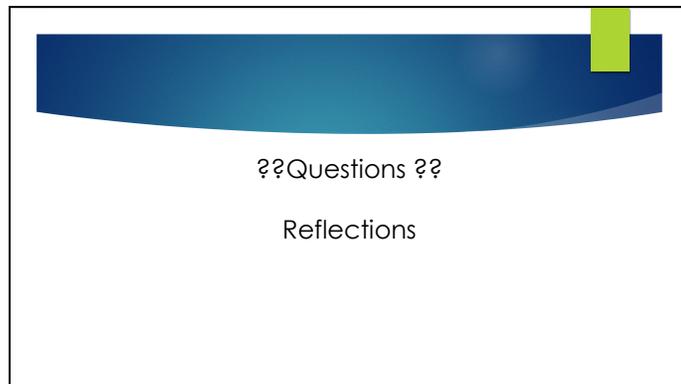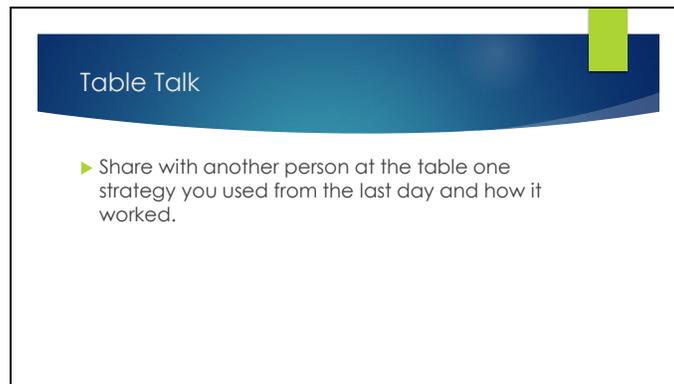
Slide 3

Table Talk

- Share with another person at the table one strategy you used from the last day and how it worked.

Slide 4
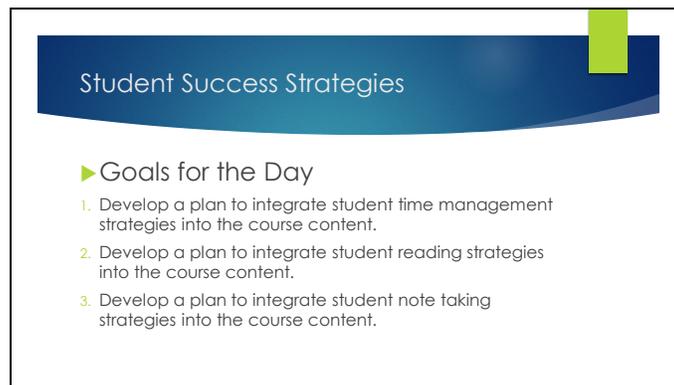
Student Success Strategies

- Goals for the Day
1. Develop a plan to integrate student time management strategies into the course content.
2. Develop a plan to integrate student reading strategies into the course content.
3. Develop a plan to integrate student note taking strategies into the course content.

Slide 5
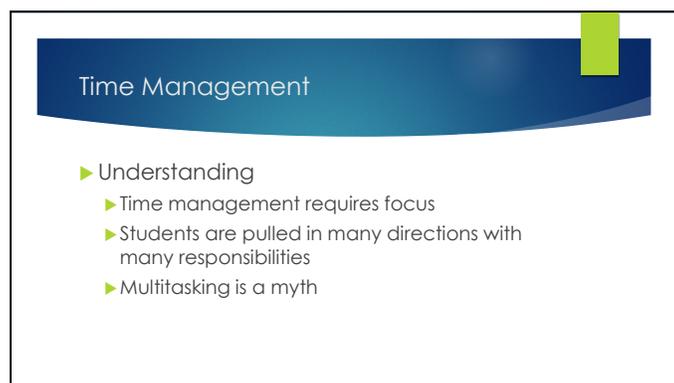
Time Management

- Understanding
  - Time management requires focus
  - Students are pulled in many directions with many responsibilities
  - Multitasking is a myth

Slide 6
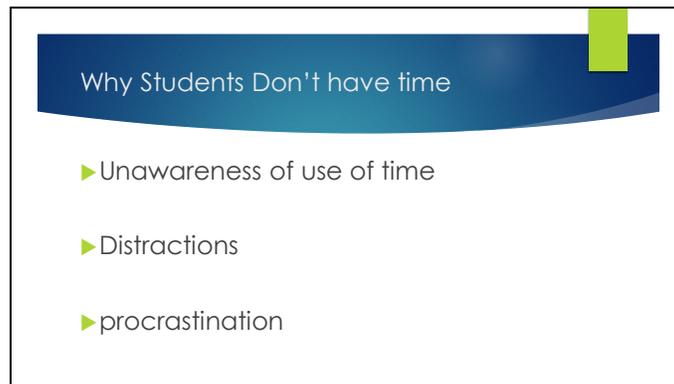
Why Students Don't have time

▶ Unawareness of use of time

▶ Distractions

▶ procrastination

Slide 7
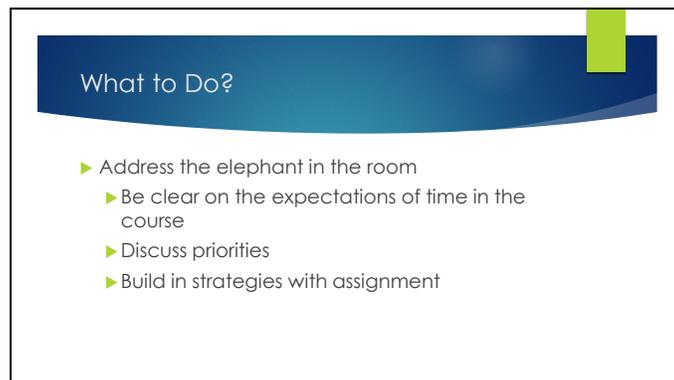
What to Do?

▶ Address the elephant in the room
  ▶ Be clear on the expectations of time in the course
  ▶ Discuss priorities
  ▶ Build in strategies with assignment

Slide 8
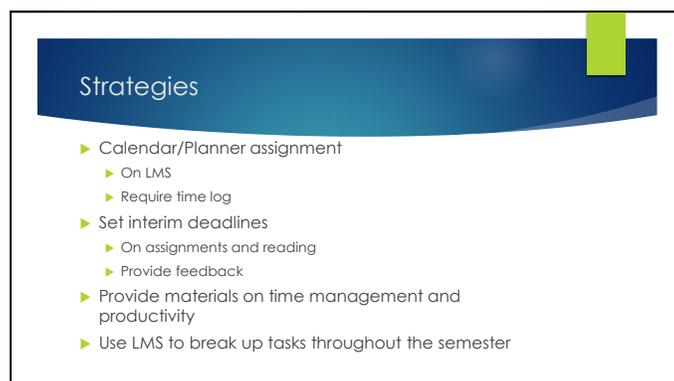
Strategies

▶ Calendar/Planner assignment
  ▶ On LMS
  ▶ Require time log
▶ Set interim deadlines
  ▶ On assignments and reading
  ▶ Provide feedback
▶ Provide materials on time management and productivity
▶ Use LMS to break up tasks throughout the semester

Slide 9

??Questions??

Day 2 PowerPoint Presentation 2

Slide 1

Slide 2

Slide 3

Reading Expectations

- Multiple texts in a given semester
- Complex/ long reading assignments
- Journal articles
- Frequently on students time
- Expected to integrate with lectures and class assignments independently

Slide 4

Set Them Up for Success

- Be strategic about reading assignments
- Do not expect students to determine what is most valuable
- Be clear about expectations of reading assignments
- State why students need to read
- Explain the detail needed to understand
- Explain how they can use the strategies independently in other courses

Slide 5

Strategies for Out of Class

- What and Why
  - For every section or paragraph
- Talk to the Author
  - Have conversations with the author
  - Ask questions
  - Explain concept
- Keep logs of the reading
- Create assignments to facilitate the class discussions
  - Concept maps
  - Case studies
  - Focus questions

Slide 6
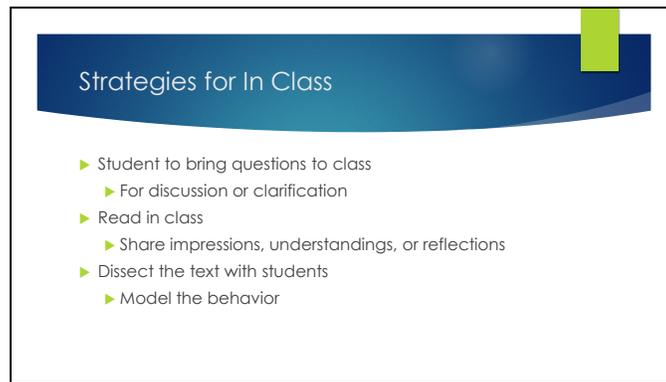
Slide 7

Day 2 PowerPoint Presentation 3
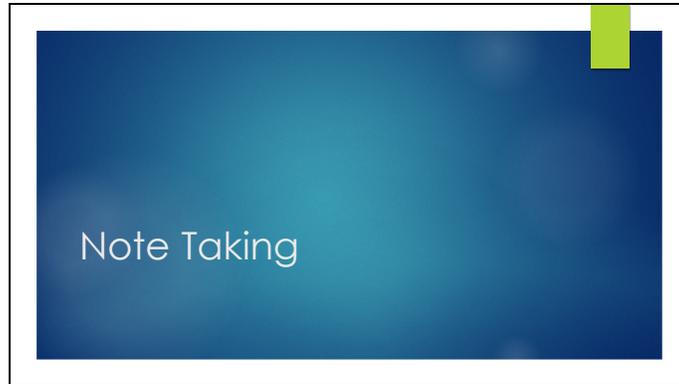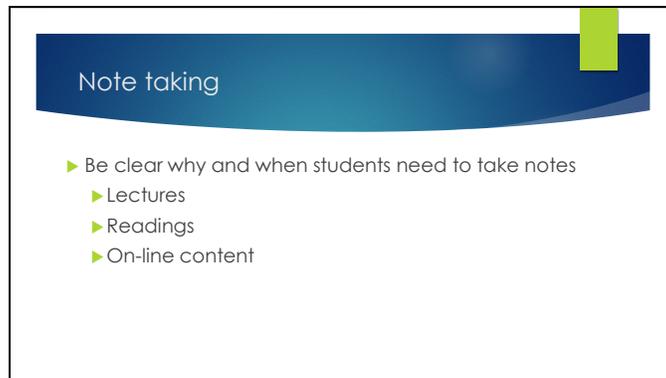
Slide 1

Slide 2

Slide 3
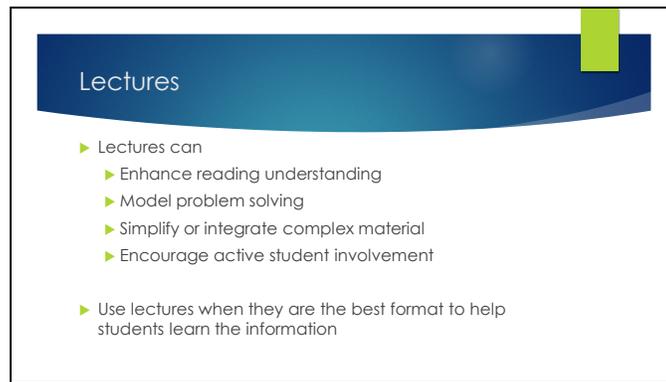
Lectures

- Lectures can
  - Enhance reading understanding
  - Model problem solving
  - Simplify or integrate complex material
  - Encourage active student involvement

- Use lectures when they are the best format to help students learn the information

Slide 4
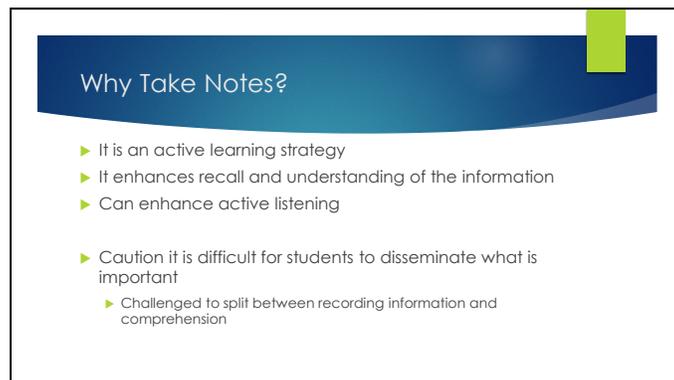
Why Take Notes?

- It is an active learning strategy
- It enhances recall and understanding of the information
- Can enhance active listening

- Caution it is difficult for students to disseminate what is important
  - Challenged to split between recording information and comprehension

Slide 5
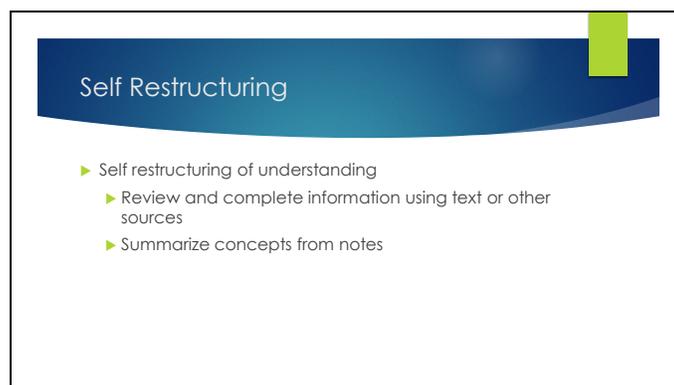
Self Restructuring

- Self restructuring of understanding
  - Review and complete information using text or other sources
  - Summarize concepts from notes

Slide 6

Guided Notes

- Provide students with partially completed notes
  - Provide framework or outline
- Reduce the amount of writing or recording needed
- Able to focus attention on comprehending the concepts

Slide 7

Integrate Notetaking into Homework

- Turn in summaries with notes
- Review main points beginning of each class
- Review main points or take always at the end of each class
- Use notes to facilitate class activity or discussion

Slide 8

Digital Notetaking

- Can be a source of distraction if students access on-line
- Students tend to write more verbatim, not summarize
- May be easier to manipulate for organization
- Recordings
  - Pro – may focus on lecture
  - Con – will they listen later?
- Apps
  - Translate notes - may reduce comprehension
  - May provide questions or prompt to study
  - Find out what they use

Slide 9
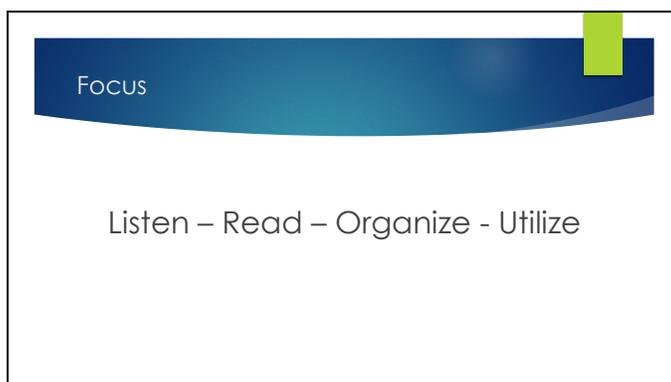
Focus

Listen – Read – Organize - Utilize

Slide 10

??Questions??

Day 2 PowerPoint Presentation 4

Slide 1

Slide 2

Slide 3

Activity

Use the next hour to complete the planning tool found on the table to design the integration of time management, textbook reading, or note taking strategies into your course.

▶ Be sure to include how you will be clear with the student how to potentially use these independently

Slide 4

References

Bowen, J.A., & Watson, C.E. (2017). *Teaching naked techniques*. San Francisco, CA: Jossey-Bass.

Cohen, D. D., Kim, E., Tan, J., & Winkelmes, M. (2013). A Note-Restructuring Intervention Increases Students' Exam Scores. College Teaching, 61(3), 95-99. doi:10.1080/87567555.2013.793168

Kerr, M.M., & Frese, K.M. (2017). Reading to learn or learning to read? Engaging college students in course readings. *College Teaching, 65*(1), 28-31.

Larwin, K. H., & Larwin, D. A. (2013). The Impact of Guided Notes on Post-Secondary Student Achievement: A Meta-Analysis. *International Journal of Teaching & Learning in Higher Education*, 25(1), 47-58.

Meyer, K.R., & Hunt, S.K. (2017). The lost art of lecturing: Cultivating student listening and notetaking. *Communication Education, 66*(2), 239-241.

Reed, D. K., Rimel, H., & Hallett, A. (2016). Note-Taking Interventions for College Students: A Synthesis and Meta-Analysis of the Literature. *Journal of Research on Educational Effectiveness*, 9(3), 307-333.

Schoenbach, R., Greenleaf, C., & Murphy, L. (2012). *Reading for Understanding: How reading apprenticeship improves disciplinary learning in secondary and college classrooms, second edition*. San Francisco, CA: Jossey-Bass.

Stacy, E. M., & Cain, J. j. (2015). Note-taking and Handouts in The Digital Age. *American Journal of Pharmaceutical Education*, 79(7), 1-6.
Staley, C. (2017). *Focus on community college success*. Boston, MA: Cengage Learning Inc.

Facilitator/Presenter Notes for Day 3: More College success Strategies

College Readiness /Success Strategies in the College Course

The facilitator will complete the following tasks before the start of the third day.

- Be sure all participants are placed into the LMS classroom

- Review the postings from the discussion reflection to open with

- Organize the materials and arrange furniture to facilitate small group discussions.

- Check audio equipment and download PPT onto computer or USB thumb or flash drive.

- Place in the center of each table the listed material for the day.

  – Pads of paper, sticky notes, and large pads with easel and markers

- Welcome participants as they arrive and have them sign-in to register for today's training.

Once Everyone is seated begin the Day

- Inform participants know they are free to take care of personal needs as necessary throughout the day and point out facilities

- Ask if there are any questions from the previous day, and address as appropriate.

Begin Session One

For Sessions 1-3 use the slide presentation as a guide for the activities for the day. The slide presentation will provide the training information.

- The slide presentation contains all the required information for the participants, along with the reference material on the LMS and the handouts for each session.

- An electronic copy of all materials will be available on the LMS site, be sure to give all participants the name of the course.

- Monitor participants' needs and engagement throughout the day and gauge their responses or actions. Provide additional breaks as needed.

- Instruct participants to place all completed assessments in the center of the table at the end of the day.

- Organize and clean-up the room at the end of the day.

The following are the Presentation slide shows for sessions 1-3

- Session 1: Questions and Reflections

- Session 2: Feedback and Self-Reflection Strategies

- Session 3: Using College Resources

- Preparing a Plan for Integrating College Success Strategies in the Course
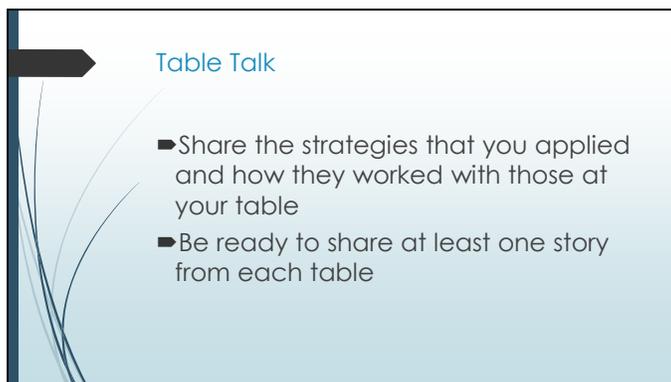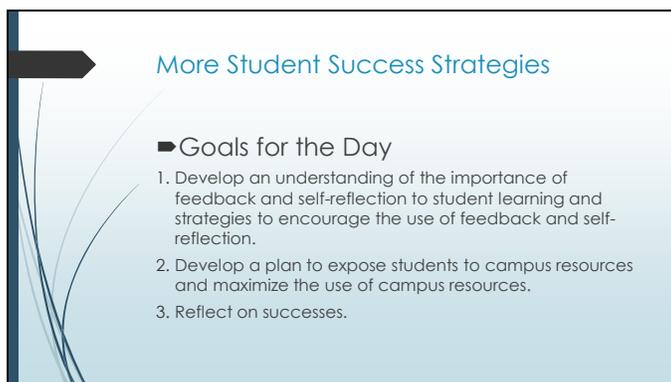
Day 3 PowerPoint Presentation 1

Slide 1

Welcome Back to College
Readiness/Success
Strategies in the College
Course

Slide 2

??Questions??

Reflections

Slide 3

Table Talk

- Share the strategies that you applied and how they worked with those at your table
- Be ready to share at least one story from each table

Slide 4

More Student Success Strategies

- Goals for the Day
1. Develop an understanding of the importance of feedback and self-reflection to student learning and strategies to encourage the use of feedback and self-reflection.
2. Develop a plan to expose students to campus resources and maximize the use of campus resources.
3. Reflect on successes.

Slide 5

Student Self-Reflection

- Benefits of self –reflection
  - Major component of critical thinking
  - Helps students find their own voice
  - Increases learning
  - Lifelong skill
  - Can improve study habits

Slide 6

Student Self-Reflection

- Challenges
  - Time consuming
  - Difficult at first
  - Objectivity
  - Need to model the behavior

Slide 7
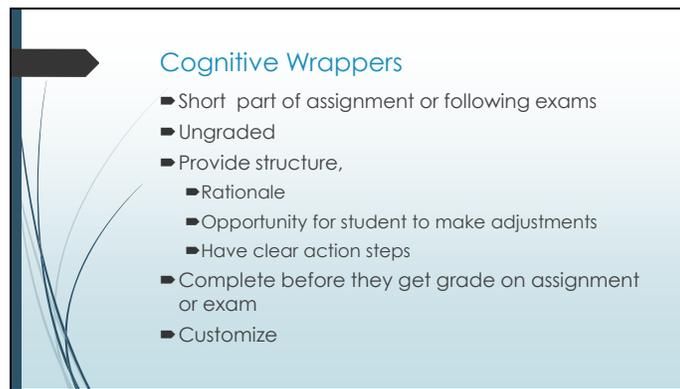
Cognitive Wrappers

- Short part of assignment or following exams
- Ungraded
- Provide structure,
  - Rationale
  - Opportunity for student to make adjustments
  - Have clear action steps
- Complete before they get grade on assignment or exam
- Customize

Slide 8

Feedback

- Essential for learning
- Can increase engagement
- Improves learning
- Reduces grade complaints
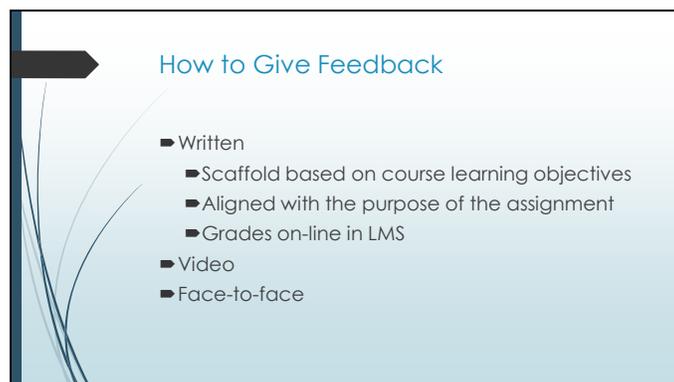- Not the same as grading

Slide 9

Quality Feedback

- Begins with a clear and specific rubric or set of expectations
- Given frequently
- Given in a timely manner
- Concise, specific and appropriate
- With compassion and caring
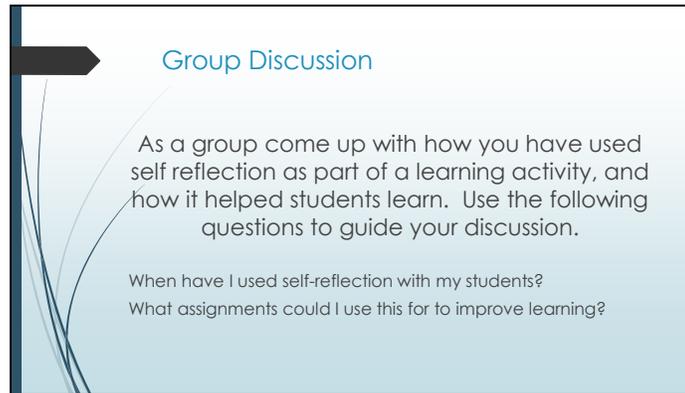
Slide 10

How to Give Feedback

- Written
  - Scaffold based on course learning objectives
  - Aligned with the purpose of the assignment
  - Grades on-line in LMS
- Video
- Face-to-face

Slide 11

??Questions??

Slide 12

Day 3 PowerPoint Presentation 2

Slide 1

Campus Services

Slide 2

What Resources?

- Go visit to understand
- Choose those specific for your class
- Can enhance college engagement
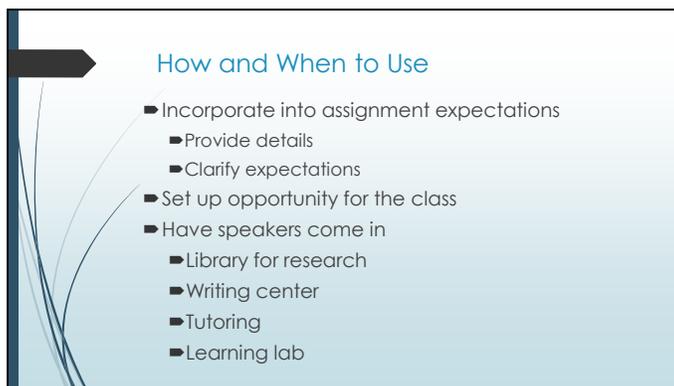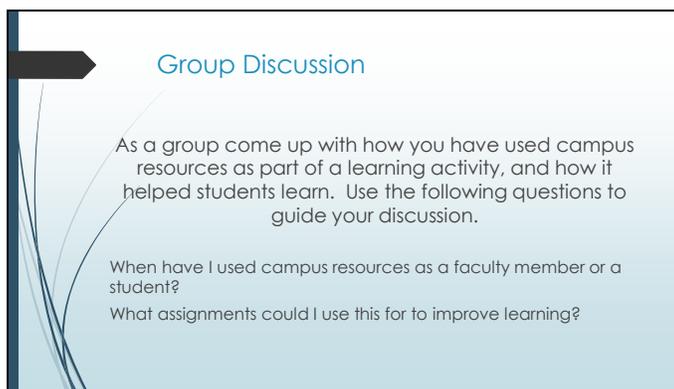
Slide 3

How and When to Use

- Incorporate into assignment expectations
  - Provide details
  - Clarify expectations
- Set up opportunity for the class
- Have speakers come in
  - Library for research
  - Writing center
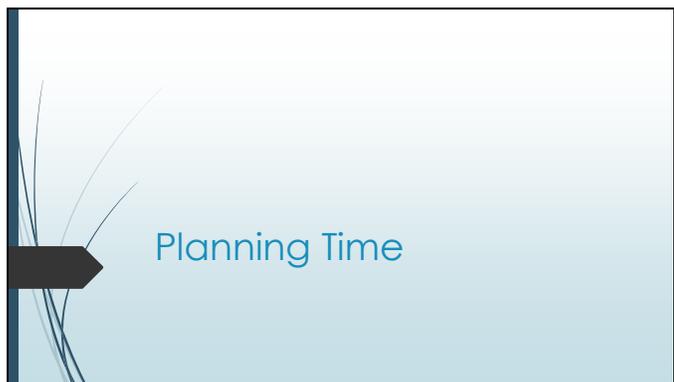 - Tutoring
  - Learning lab

Slide 4

Group Discussion

As a group come up with how you have used campus resources as part of a learning activity, and how it helped students learn. Use the following questions to guide your discussion.

When have I used campus resources as a faculty member or a student?
What assignments could I use this for to improve learning?

Slide 5

Planning Time

Slide 6

??Questions??

Slide 7

Activity

Use the next hour to complete the planning tool found on the table to design the integration of time management, textbook reading, or note taking strategies into your course.

Be sure to include how you will be clear with the student how to potentially use these independently

Slide 8

Final Assessment

➡ Please complete the final assessment of the workshop and leave in the box by the exit
➡ Please give your students the survey at the end of the semester

Thank you

Slide 9
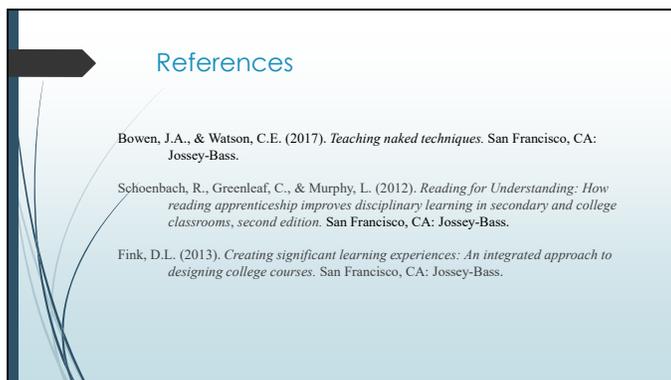
References

Bowen, J.A., & Watson, C.E. (2017). *Teaching naked techniques.* San Francisco, CA: Jossey-Bass.

Schoenbach, R., Greenleaf, C., & Murphy, L. (2012). *Reading for Understanding: How reading apprenticeship improves disciplinary learning in secondary and college classrooms, second edition.* San Francisco, CA: Jossey-Bass.

Fink, D.L. (2013). *Creating significant learning experiences: An integrated approach to designing college courses.* San Francisco, CA: Jossey-Bass.

Student Success Strategy Implementation Planning Tool

Topic	Course/sect	Strategy	Measure of effect
Preparation		Strategy:	
		What:	
		When:	
		Where:	
		How:	
Engagement		Strategy:	
		What:	
		When:	
		Where:	

		How:	
Time Management		Strategy:	
		What:	
		When:	
		Where:	
		How:	
Textbook Reading		Strategy:	
		What:	
		When:	

		Where:	
		How:	
Note-Taking		Strategy:	
		What:	
		When:	
		Where:	
		How:	
Self-Reflection		Strategy:	
		What:	

		When:	
		Where:	
		How:	
Campus Resources		Strategy:	
		What:	
		When:	
		Where:	
		How:	

Professional Development Summative Evaluation Survey

Please complete all the following questions.

1. The professional development goals and outcomes were clearly stated.

     a. not at all   b. mostly   c. completely

2. The professional development format was effective to achieve the goals and outcomes.

     a. not at all   b. mostly   c. completely

3. The facilitator of the professional development had sufficient knowledge of the content.

     a. not at all   b. mostly   c. completely

4. The strategies and resources are applicable to my teaching and learning

     a. not at all   b. mostly   c. completely

5. What was the best part of the professional development workshop?

6. What could be improved about the workshop?

7. What topics or categories of student success would you exclude?

8. What topics or categories of student success would you add?

Thank you for participating

Student Survey

Please answer the following questions

1. I learned how to engage more in class.

      a. none   b. little   c. some   d. a lot

2. I learned new time management skills.

      a. none   b. little   c. some   d. a lot

3. I learned how to read textbooks for a better understanding of the concepts for class.

      a. none   b. little   c. some   d. a lot

4. I learned new note taking skills.

      a. none   b. little   c. some   d. a lot

5. I learned to reflect on my own work to improve my learning.

      a. none   b. little   c. some   d. a lot

6. I have a better understanding of the campus resources available to me.

      a. none   b. little   c. some   d. a lot

7. I will apply the strategies I learned in future college courses (mark all that apply)

    ___ None

    ___ Engagement with the instructor

    ___ Time management

    ___ Reading for understanding

    ___ Note-taking skills

    ___ Self-reflection

    ___ Using campus resources

References for Project

Bowen, J.A. (2012). *Teaching naked: How moving technology out of your classroom will improve student learning.* San Francisco, CA: Jossey-Bass.

Bowen, J.A., & Watson, C.E. (2017). *Teaching naked techniques.* San Francisco, CA: Jossey-Bass.

Conley, D. (2008). Rethinking college readiness. *New Directions for Higher Education*, winter (144), 3-13. Doi:10.1002/he.321

Cohen, D. D., Kim, E., Tan, J., & Winkelmes, M. (2013). A Note-Restructuring Intervention Increases Students' Exam Scores. College Teaching, 61(3), 95-99. doi:10.1080/87567555.2013.793168

Fink, D.L. (2013). *Creating significant learning experiences: An integrated approach to designing college courses.* San Francisco, CA: Jossey-Bass.

Kerr, M.M., & Frese, K.M. (2017). Reading to learn or learning to read? Engaging college students in course readings. *College Teaching, 65*(1), 28-31. http://dx.doi.org/10.1080/87567555.2016.1222577

Larwin, K. H., & Larwin, D. A. (2013). The Impact of Guided Notes on Postsecondary Student Achievement: A Meta-Analysis. *International Journal of Teaching & Learning in Higher Education*, *25*(1), 47-58. Retrieved from https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1016535&site=ehost-live&scope=site

Meyer, K.R., & Hunt, S.K. (2017). The lost art of lecturing: Cultivating student listening and notetaking. *Communication Education, 66*(2), 239-241. Doi:10.1080/03634523.2016.1275719

Reed, D. K., Rimel, H., & Hallett, A. (2016). Note-Taking Interventions for College Students: A Synthesis and Meta-Analysis of the Literature. *Journal of Research on Educational Effectiveness*, *9*(3), 307-333. http://dx.doi.org/10.1080/19345747.2015.1105894

Schoenbach, R., Greenleaf, C., & Murphy, L. (2012). *Reading for Understanding: How reading apprenticeship improves disciplinary learning in secondary and college classrooms*, *second edition.* San Francisco, CA: Jossey-Bass.

Stacy, E. M., & Cain, J. J. (2015). Note-taking and Handouts in The Digital Age. *American Journal of Pharmaceutical Education*, *79*(7), 1-6. https://doi-org.ezp.waldenulibrary.org/10.5688/ajpe797107

Staley, C. (2017). *Focus on community college success*. Boston, MA: Cengage Learning Inc.

Appendix B: Recruitment Flyers

Dear College Instructors,

My name is Cyndi Scheuer and I am conducting research on the concept of college readiness as part of my Doctoral Project through Walden University. I am looking for College Instructors, who teach first year college students, willing to give their perspective on college readiness by participating in an interview of about one hour.

The project is exploring college readiness from the perspectives of high school teachers and community college instructors.   Community college instructors and high school teachers both spend a significant amount of time on the preparation of students for navigating and succeeding in college and are uniquely qualified to inform the determinants of college readiness across the continuum of education. The intent of this research is to gain understanding of the perceptions of high school teachers and college instructors about the skills and behaviors required for college readiness. The results of this research may inform the process of implementing effective college readiness strategies, with a focus on the communication between high schools and colleges. This research, may also, inform the goals of a college readiness program, and assist in defining effective measures of college readiness.

If you are interested in participating please contact me directly at
(313) 909-0168 or by e-mail at cynthia.scheuer@waldenu.edu

Thank you in advance for your valuable insight into this very important topic.
I look forward to hearing from you
Cyndi Scheuer

Dear High School Teachers,

My name is Cyndi Scheuer and I am conducting research on the concept of college readiness as part of my Doctoral Project through Walden University. I am looking for high school teachers, who teach 11th and/or 12th grade, willing to give their perspective on college readiness by participating in an interview of about one hour.

The project is exploring college readiness from the perspectives of high school teachers and community college instructors. High school teachers and community college instructors both spend a significant amount of time on the preparation of students for navigating and succeeding in college and are uniquely qualified to inform the determinants of college readiness across the continuum of education. The intent of this research is to gain understanding of the perceptions of high school teachers and college instructors about the skills and behaviors required for college readiness. The results of this research may inform the process of implementing effective college readiness strategies, with a focus on the communication between high schools and colleges. This research, may also, inform the goals of a college readiness program, and assist in defining effective measures of college readiness.

If you are interested in participating please contact me directly at
(313) 909-0168 or by e-mail at cynthia.scheuer@waldenu.edu

Thank you in advance for your valuable insight into this very important topic.

I look forward to hearing from you
Cyndi Scheuer

Appendix C: College IRB

**COLLEGE RESEARCH
PROJECT APPROVAL FORM**

The following guidelines apply to all external research projects involving ████████████████ College. An external research project is defined as any research project or study which is outside the normal day-do-day operations of ██████. A typical example of an external research project is one conducted by a masters or doctoral student who wishes to ask █████ students or employees to participate in a study. Examples of normal day-to-day operations include projects which are part of an ██████ course, program reviews, and assessment efforts.

1. Any individual, group or agency desiring to conduct research at ███████ must obtain the written permission of the Director of Institutional Research and at least one Vice President.

2. Before permission is granted, a written proposal must be submitted to the Institutional Research Office. The proposal will include brief summaries of the rationale for the study, the methodology to be used, and the expected outcomes (see attached).

3. Normally, ██████ cannot provide facilities of any type for external research projects.

4. Unless the College feels that participation in a particular project is both educationally valuable and a natural part of the course content, class time will not be used for any project. In any event, the faculty member's permission must be obtained before class time can be used.

5. Participation in any project must be voluntary and all participants should be informed as to the purpose of the project and the scope of their involvement.

6. As a condition of approval of the research study, it should be noted that ██████ students or employees involved in any research project will not be identified when the findings are published. The name of the College will not be identified in any publications without additional written permission from the Director of Institutional Research.

7. Approval of external research projects is based on many aspects including time involved and whether the project relates to the College's mission, vision, core values, and goals.

This *Research Project Approval Form* is to be completed and approval received before research begins. The completed form should be sent to the Institutional Research Office. The Director of Institutional Research will review the study, discuss changes/implications with the author and make final project recommendations to the appropriate Vice President. If the study is approved and the research conducted, a copy of the results must be sent to Institutional Research Office.

PROJECT INFORMATION	
Project Title:	College Readiness from the Perspectives of High School Teachers and Community College Instructors
Principal Investigator:	Cynthia Scheuer, PT, MS
Educational Institution:	Walden University
Mailing Address:	4 Ridgemont Ct. Dearborn MI 48124
Phone Number:	313-909-0168
Email:	cscheuer@███.edu
Faculty Advisor Name:	Jennifer Mathis PhD
Faculty Advisor Mailing Address:	NA
Faculty Advisor Phone Number:	(913) 226-4977
Faculty Advisor Email:	jennifer.mathes@waldenu.edu

1. **What is the rationale or purpose of the study?**

The purpose of this study is to understand both high school teachers' and community college instructors' perceptions about college readiness. A clear understanding of college readiness may provide an opportunity for high school principals, teachers, and college faculty to work together to meet the needs of students, and prepare them for college (Haycock, 2010). The high school teachers and community college faculty can work together to develop rigorous, robust curriculum for the success of students. Cross-institutional teams can work together to review current curricula and develop connected expectations from high school to college (Conley, 2005). Colleges can build programs to bridge the remaining gaps from high school to college, with a clear understanding of what they are. The coordination of environment and curriculum can be established with a deeper, shared understanding of what is required to ensure college success.

2. **What are the main goals or objectives or outcomes or research hypotheses of the study?**

The following overarching questions and sub-questions will guide this qualitative study:

-   What are high school teachers' perceptions of the skills and behaviors required for students to be college-ready?

    o   What skills do high school teachers perceive are provided for students to prepare them for college?

    o   What college-ready skills do high school teachers attribute to

typical high school graduates?

- o What college-ready behaviors do high school teachers

    observe in typical high school graduates?

- What are community college instructors' perceptions of the skills and

    behaviors required for students to be college-ready?

    - o What college-ready skills do college instructors states a typical

        first year college students possess?

    - o What college-ready behaviors do college instructors observe in

        typical first year college students?

    - o What skills do college instructors teach to foster college

        readiness in the first year?

3.   Why are you interested in using HFCC as a basis in your research?

The purpose of this study is to understand both high school teachers' and

community college instructors' perceptions of college readiness. A clear

understanding of college readiness may provide an opportunity for high school

principals, teachers, and college faculty to work together to effectively prepare

students for college (Haycock, 2010). The high school teachers and community

college faculty may work together to develop rigorous, robust curriculum for the

success of the student. Cross-institutional teams may work to review current

curricula and develop connected expectations from high school to college

(Conley, 2005). Colleges may build programs to bridge the remaining gaps from

high school to college, with a clear understanding of what they are. The coordination of environment and curriculum may be established with a deeper, shared understanding of what is required to ensure college success. Information gleaned from this study will inform the development of a plan for integrated, cross-institutional collaboration of college readiness initiatives.

4. **Who will be the subjects/participants? How many? Will they be compensated? If so, how?**

This study will utilize purposeful sampling to select individuals who will provide appropriate information to enhance the understanding of the research question (Creswell, 2012). I will solicit volunteer participants from one community college and one to two feeder high schools for that community college. These locations represent the demographics of the populations within geographic region that I am using for this study. Volunteers will be high school teachers who teach various subjects in the eleventh and twelfth grades and community college instructors from a variety of disciplines who teach first-year students. Selecting an area community college with corresponding high schools will allow the data to inform the project to be relevant to the improvement of the transition from high school to college in the respective locale.

I will identify a gatekeeper at each high school and the college and request that information regarding the proposed research be disseminated through an electronic recruitment flyer. The flyer will include the purpose of

the study and the criteria for participation. Those individuals who wish to

participate will contact me to schedule either a face-to-face or Skype interview.

It is expected that the first five to ten community college instructors and the

first five to ten high school teachers who agree to participate and meet the

definition of teacher or instructor will comprise the purposive sample. The

exact number of participants will be determined by not only the number of

volunteers but also by when no new information is forthcoming in the

interviews (Merriam, 2009).

      Participants will not be compensated.

5.   **Describe in detail all procedures to be performed with the participants (e.g., recruitment, surveying, debriefing).**

      I will identify a gatekeeper at each high school and the college and

request that information regarding the proposed research be disseminated

through an electronic recruitment flyer. The flyer will include the purpose of

the study and the criteria for participation. Those individuals who wish to

participate will contact me to schedule either a face-to-face or Skype interview.

It is expected that the first five to ten community college instructors and the

first five to ten high school teachers who agree to participate and meet the

definition of teacher or instructor will comprise the purposive sample. The

exact number of participants will be determined by not only the number of

volunteers but also by when no new information is forthcoming in the

interviews (Merriam, 2009).

6. **What assessment instrument(s) (e.g., survey, focus group) will be used?**

Based on a comprehensive literature review I developed open-ended semi-structured interview questions to serve as the interview protocol. Sub-questions may be used as follow-up to encourage participants to respond in more detail. The following questions will serve as an interview protocol.

1. Please describe your role as an educator.

2. Please describe any articulations between public high school teachers and community college instructors.

3. Please describe the behaviors or characteristics which might indicate that students are prepared for college.

4. Please describe the behaviors or characteristics which might indicate that students are not prepared for college.

5. If you were to provide a model or framework that would serve to predict success in college for high students, what would this model include?

6. What are your thoughts as to the professional development opportunities afforded to high school teachers as they prepare students for college?

7. **What are the potential risks to the participants?**

There are no risks to the participants.

8. **Describe how you will deal with confidentiality and anonymity.**

I am aware of my own opinions and perceptions about college readiness based on personal experiences. I will be careful throughout the research

process not to interject my attitudes, beliefs, or perceptions during the interview process.

My role as the researcher will be creating and distributing the recruitment flyer to the established gatekeepers. All interviews will be conducted and digitally recorded by myself and transcribed by a professional transcriptionist. I will also utilize a research log to record notes, comments, expressions, and reactions during the interviews. Participants will be assigned pseudonyms and at no time will individual names be used. Interview transcripts will be kept separately from the recordings, and all documents will be stored in a locked file cabinet in my office.

9. **How will you obtain informed consent? Please provide a copy of your informed consent form.**

To ensure privacy and maintain confidentiality of the participants I will complete the following processes. I will obtain approval from the Institutional Review Board (IRB) at Walden University. I will submit the appropriate IRB documents to the school districts and community colleges as required or obtain approval, in the form of a letter from the participant's school district or community college. Participants will be provided an explanation of the research process verbally or through e-mail at the time the interview is scheduled. Informed consent and a description of the research will be e-mailed to the participant prior to the interview. At the time of the interview participants will be given an explanation of the research process, how the

information will be recorded and stored, to ensure their privacy and

confidentiality. They will also be provided my contact information and an

opportunity to ask questions. I will also inform the participants that the

interview is voluntary and that they may stop at any time.

10. What are the suggested date(s) for the study?

Fall Semester of 2015 and Winter Semester of 2016

11. How will the data be used? How do you intend to disseminate the results of this research?

The data will be used to create a proposed project to close the gap between

High school and college regarding college readiness

12. If class or work time is needed, do you have an internal contact person who is already willing to comply? (Note: using class time is discouraged.)

   NA

13. Which classes will be used in the study? Have the faculty given permission for the study to be done in class?

   NA

Also include a HARD copy of your full proposal if it has received approval from your local Institutional Review Board (IRB). This copy should include both the signature page of approval from your IRB and all material reviewed by your IRB.

When the project is completed, a summary of the key findings should be sent to: Institutional Research Office, ███████████████ College
████████████████████████

SIGNATURE & DATE	APPROVAL/NOT
Director of Institutional Research *Chuck J. Chadwick* 1/11/16	ف (Approved) ف Not Approved
Reason:	
Vice President *Chuck J. Chadwick* 1/11/16	ف (Approved) ف Not Approved
Reason:	
Principal Investigator(s) Signature & Date 11-11-15	

Source: This was adapted from the Mt San Antonio College form.
ResearchProject-form
11/8/06

<center>Appendix D: Public Schools Letter of Agreement</center>

██████ Public Schools
Daniel Patterson, Ph.D.
Director | Assessment, Research & Evaluation
██████ Public Schools
██████████

Administrative Service Center
Dearborn, ██████

June 23, 2016

Dear Cynthia Scheuer,

Based on my review of your research proposal, I give permission for you to conduct the study entitled <u>College Readiness from the Perspectives of High School Teachers and Community College Instructors</u> within the ██████ Public Schools. As part of this study, I authorize you to solicit volunteer high school teachers for an interview about their perceptions of college readiness though an electronic flyer. I cannot guarantee the participation of any teachers that choose to participate in this study, their participation will be voluntary and at their own discretion. The data will be recorded and analyzed as part of the qualitative research study for the completion of my Doctoral Research Project through Walden University. The results will be used to design a project, and published through Walden University. ██████ Public Schools will not be named in this study

We understand that our organization's responsibilities include: dissemination of a recruitment flyer via e-mail to high school teachers in the ██████ Public School system. We reserve the right to withdraw from the study at any time if our circumstances change.

I confirm that I am authorized to approve research in this setting and that this plan complies with the organization's policies.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the student's supervising faculty/staff without permission from the Walden University IRB and ██████ Public Schools.

Sincerely,

Daniel Patterson, Ph.D.
Director | Assessment, Research & Evaluation
██████ Public Schools

Appendix E: Informed Consent Forms

CONSENT FORM

You are invited to take part in a research study of the perceptions of college readiness. The researcher is inviting community college instructors, who teach first year students, to be in the study. This information is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

The study is being conducted by a researcher named Cynthia Scheuer, who is a doctoral student at Walden University. You may already know the researcher as a faculty member, but this study is separate from that role.

Background Information:
The purpose of this study is to explore high school teachers and community college faculty members' perceptions as to the comprehensive description of behaviors, attributes, and criteria that may serve to inform what is meant by college readiness.

Procedures:
If you agree to be in this study, you will be asked to:
- Participate in a face to face interview that will take approximately one hour to complete, this interview will be audio recorded for accuracy.
- Possibly participate in follow up phone conversations or interviews, of 30 minutes or less, for clarification of your responses.

Voluntary Nature of the Study:
This study is voluntary. You are free to accept or turn down the invitation. No one at _____ College or _____ Public Schools will treat you differently if you decide not to be in the study. If you decide to be in the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study:
Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as sitting throughout the interview. Being in this study would not pose risk to your safety or wellbeing.

The social impact of exploring the perceptions of college readiness at the high school and the college level may inform the process of implementing effective college readiness strategies, with a focus on the communication between high schools and colleges. This research, may also, inform the goals of a college readiness program, and assist in defining effective measures of college readiness.

Payment:
There is no form of compensation for participating in this study.

Privacy:
Reports coming out of this study will not share the identities of individual participants. Details that might identify participants, such as the location of the study, also will not be

shared. Any information you provide will be kept confidential. Only the researcher will be aware of your responses as an individual. The researcher will not use your personal information for any purpose outside of this research project. Data will be kept secure by storing information in a locked file cabinet or password protected electronic files. Any names or identifying information will be stored separately from the interview recordings, transcriptions, and notes. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions:
You may ask any questions you have now. Or if you have questions later, you may contact the researcher via phone at (313)-909-0168 or email at cynthia.scheuer@waldenu.edu. If you want to talk privately about your rights as a participant, you can call the Research Participant Advocate at my university at 612-312-1210. Walden University's approval number for this study is **09-28-16-0275771 approval number here** and it expires on **September 27, 2017.**

The researcher will give you a copy of this form to keep.

Obtaining Your Consent:
If you feel you understand the study well enough to make a decision about it, please indicate your consent by signing below

Printed Name of Participant

Date of consent _____

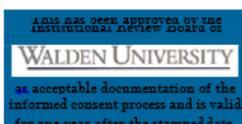Participant's Signature _____

Researcher's Signature _____

WALDEN UNIVERSITY

2016.09.2
8 17:40:09
-05'00'

CONSENT FORM

You are invited to take part in a research study of the perceptions of college readiness. The researcher is inviting High school teacher, who teach eleventh and/or twelfth grade students, to be in the study. This information is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

The study is being conducted by a researcher named Cynthia Scheuer, who is a doctoral student at Walden University. You may already know the researcher as a faculty member, but this study is separate from that role.

Background Information:
The purpose of this study is to explore high school teachers and community college faculty members' perceptions as to the comprehensive description of behaviors, attributes, and criteria that may serve to inform what is meant by college readiness.

Procedures:
If you agree to be in this study, you will be asked to:
- Participate in a face to face interview that will take approximately one hour to complete, this interview will be audio recorded for accuracy.
- Possibly participate in follow up phone conversations or interviews, of 30 minutes or less, for clarification of your responses.

Voluntary Nature of the Study:
This study is voluntary. You are free to accept or turn down the invitation. No one at ███████ College or ███████ Public Schools will treat you differently if you decide not to be in the study. If you decide to be in the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study:
Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as sitting throughout the interview. Being in this study would not pose risk to your safety or wellbeing.

The social impact of exploring the perceptions of college readiness at the high school and the college level may inform the process of implementing effective college readiness strategies, with a focus on the communication between high schools and colleges. This research, may also, inform the goals of a college readiness program, and assist in defining effective measures of college readiness.

Payment:
There is no form of compensation for participating in this study.

Privacy:

Reports coming out of this study will not share the identities of individual participants. Details that might identify participants, such as the location of the study, also will not be shared. Any information you provide will be kept confidential. Only the researcher will be aware of your responses as an individual. The researcher will not use your personal information for any purpose outside of this research project. Data will be kept secure by storing information in a locked file cabinet or password protected electronic files. Any names or identifying information will be stored separately from the interview recordings, transcriptions, and notes. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions:
You may ask any questions you have now. Or if you have questions later, you may contact the researcher via phone at (313)-909-0168 or email at cynthia.scheuer@waldenu.edu. If you want to talk privately about your rights as a participant, you can call the Research Participant Advocate at my university at 612-312-1210. Walden University's approval number for this study is **09-28-16-0275771 approval number here** and it expires on **September 27, 2017.**

The researcher will give you a copy of this form to keep.
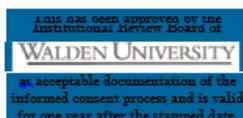
Obtaining Your Consent:
If you feel you understand the study well enough to make a decision about it, please indicate your consent by signing below

Printed Name of Participant

Date of consent _____

Participant's Signature _____

Researcher's Signature _____

Appendix F: Interview Protocol

Interview Questions

1. Please describe your role as an educator.

2. Please describe any articulations between public high school teachers and community college instructors.

3. Please describe the behaviors or characteristics which might indicate that students are prepared for college.

4. Please describe the behaviors or characteristics which might indicate that students are not prepared for college.

5. If you were to provide a model or framework that would serve to predict success in college for high students, what would this model include?

6. What are your thoughts as to the professional development opportunities afforded to high school teachers or college instructors as they prepare students for college?

Appendix G: Field Notes Form

Project Study Field Notes

	Observations	Comments
1. Please describe your role as an educator.		
2. Please describe any articulations between public high school teachers and community college instructors.		
3. Please describe the behaviors or characteristics which might indicate that students are prepared for college.		
4. Please describe the behaviors or characteristics which might indicate that students are not prepared for college.		
5. If you were to provide a model or framework that would serve to predict success in college for high students, what would this model include?		
6. What are your thoughts as to the professional development opportunities afforded to hs teachers/college instructors as they prepare students for college?		

Appendix G: Sample Member Check Response

From: ██████████
To: Cynthia Scheuer
Date: 11/21/2017 6:15 PM
Subject: Re: interview transcript review

Hi Cyndi,
I just reviewed the transcript. Everything looks correct.

Gook luck as you analyze data and write up your
conclusions. ██

██████████████,

Ph.D.
Mathematics
Instructor ███
███ College ███
████████████
██████████████
███████████
████ @ ███ .edu

>>> Cynthia Scheuer 11/15/2017 2:53 PM >>>
██,
I appreciate you taking the time to share your insights and
comments about college readiness, as I complete my Doctoral work. I know the interview was a while ago but,
I am reviewing the data again for accuracy.
Can you please review the attached transcript and let me know if there
are any revisions.
Thank you very much
Cyndi

Cynthia   Scheuer,
PT,   MS   PTA
Program Director
████████ College
██████████
cscheuer@ ███ .edu