

Recruiting and Serving Students in the Academic Middle NACEP 2010

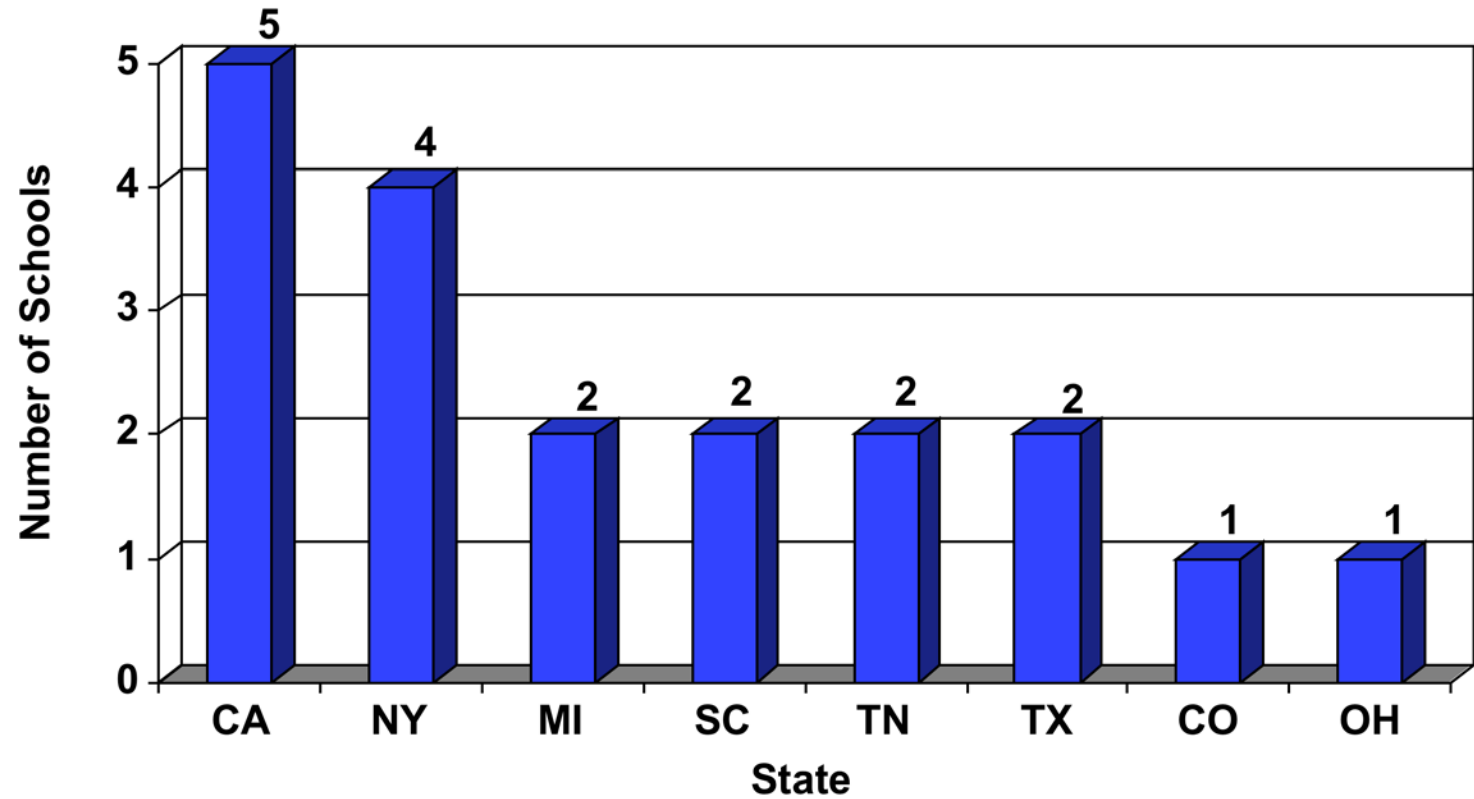


Elisabeth Barnett
NCREST - Teachers College
Columbia University
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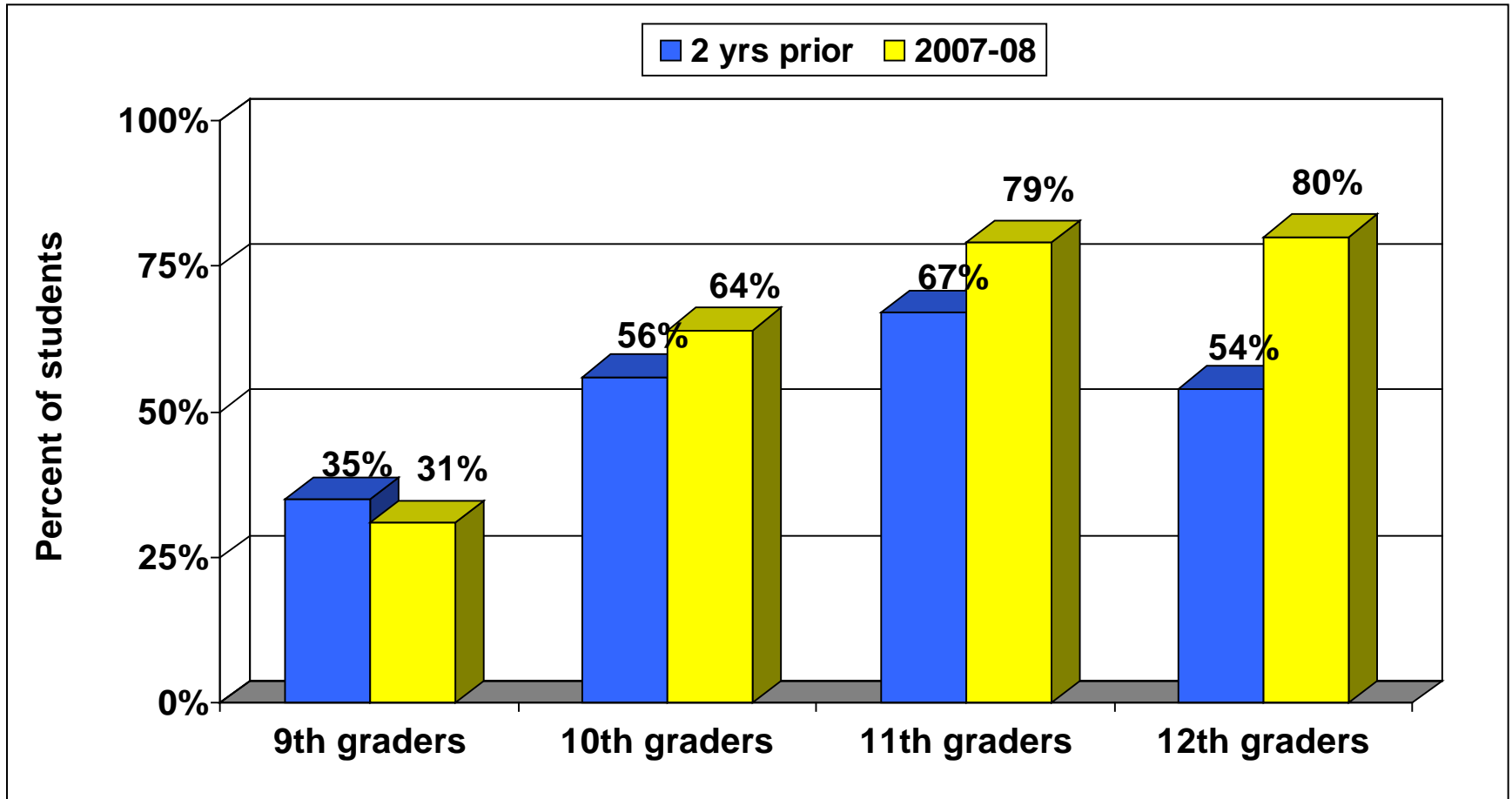
The Context

- Middle College National Consortium
- The “strategic partnership” with NCREST
- Ongoing data collection:
 - College enrollment and performance
 - Student perspectives
 - Prior preparation
 - Student supports
 - School design features and implementation

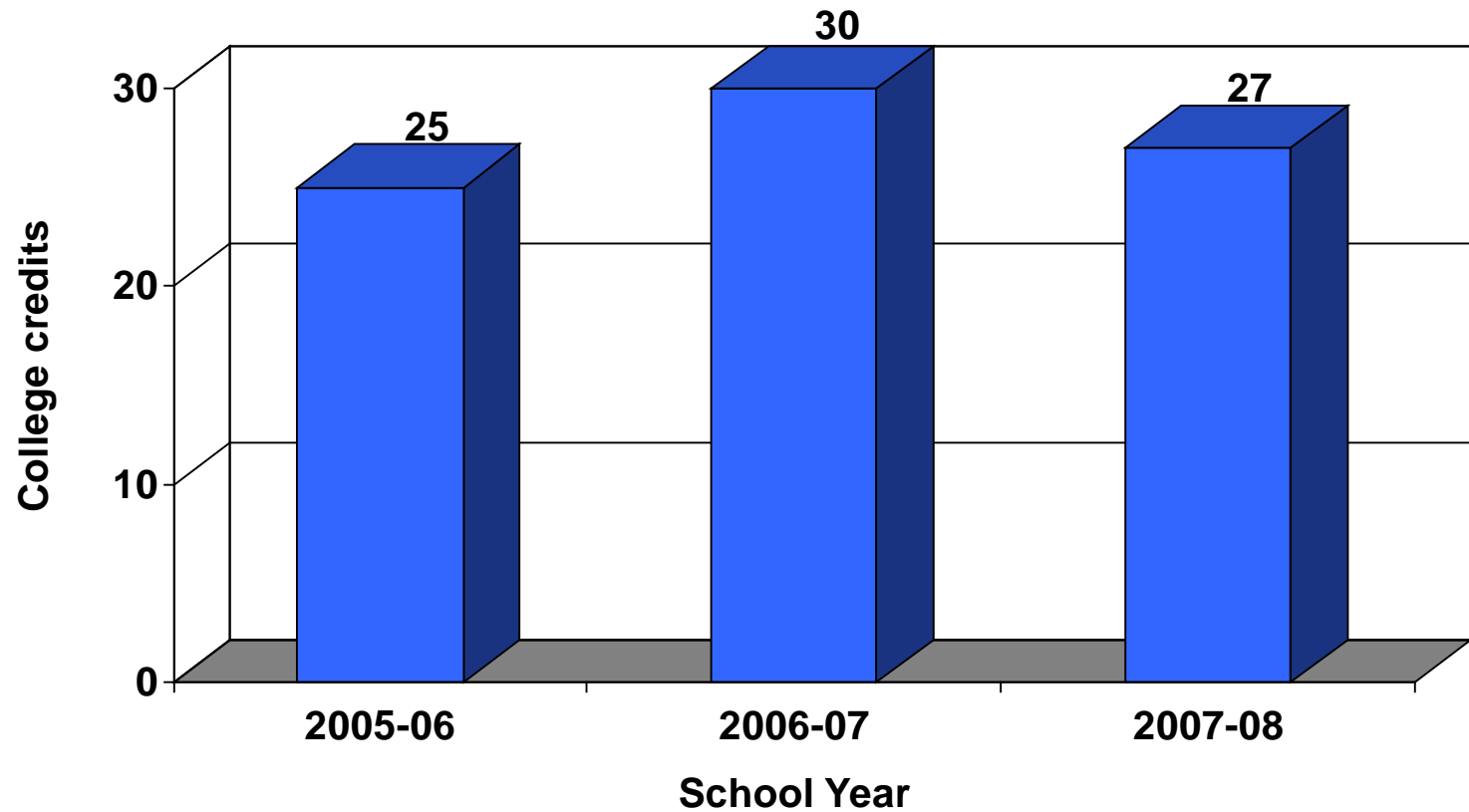
Location of MCNC Early Colleges



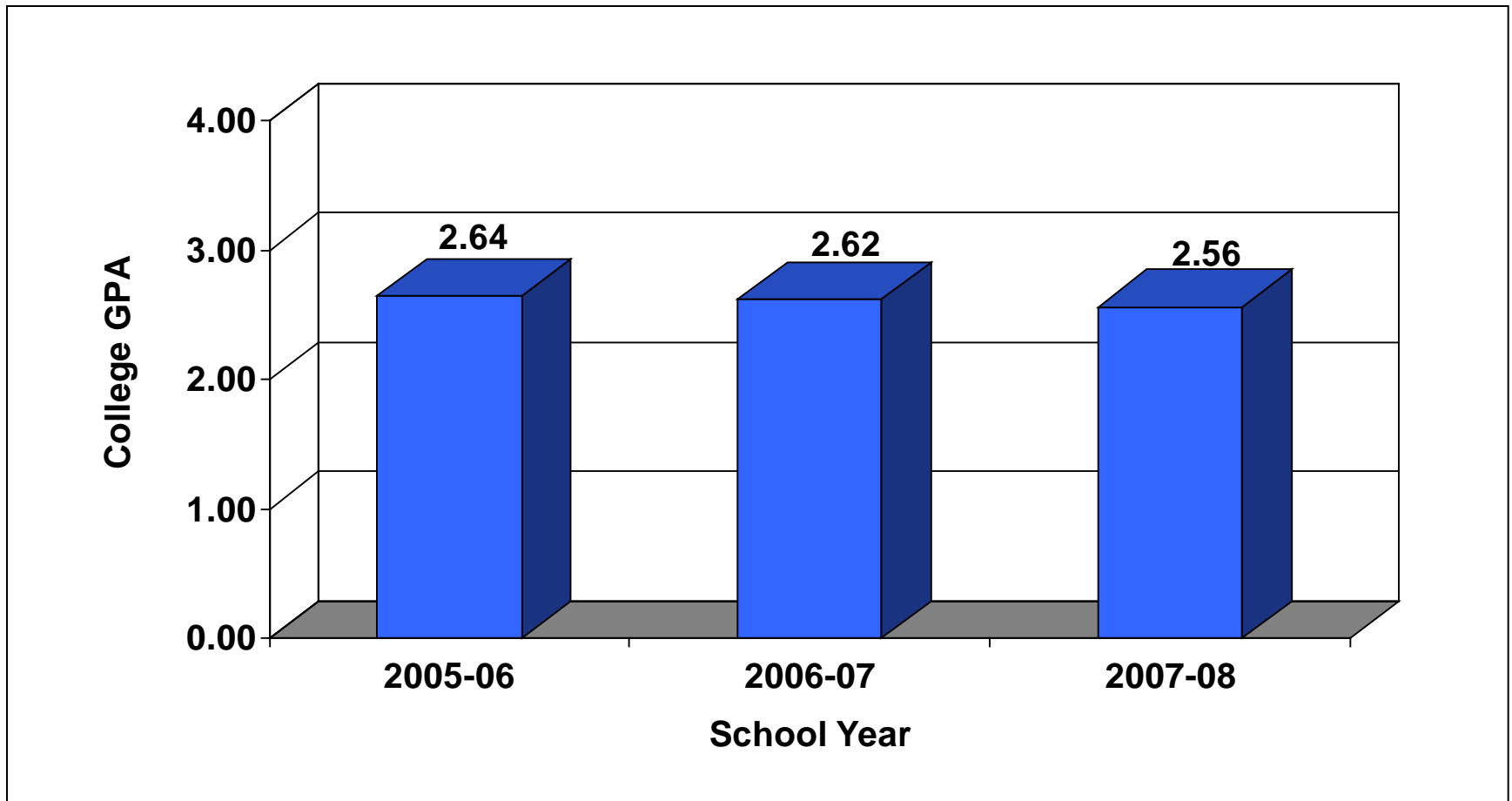
Growth in College Course Taking (all)



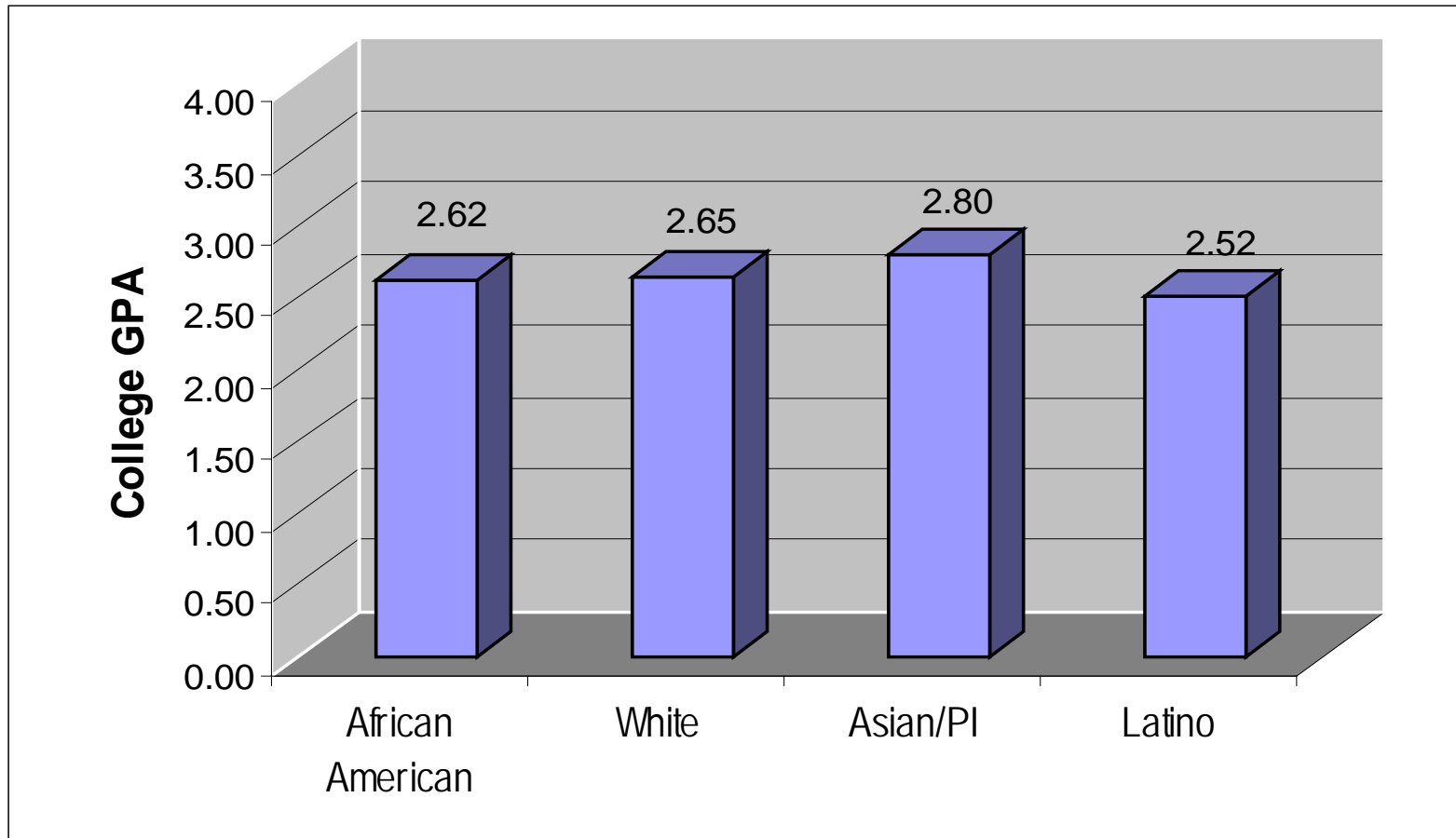
Credit Accrual: HS Seniors (all)



College GPA: HS Seniors (all)



Race/Ethnicity and College GPA (300)



Questions about College Performance

- What affects the college performance of students who were *less* prepared for high school?
- What affects the college performance of students who were *well* prepared for high school?

Research Methods

- ❑ 300 students: MCNC seniors in 2007-08
- ❑ Three data sources:
 - 8th grade test scores
 - Senior surveys
 - College transcript data
- ❑ Analyses of relationships between **school experiences** and **college GPA**, holding constant student background
- ❑ Separate analyses based on 8th grade achievement

Student Performance in College

- ❑ Did Not Meet 8th Grade State Standard (n=117)
 - 2.35 college GPA
 - 30 college credits earned

- ❑ Met or Exceeded 8th Grade State Standard (n=183)
 - 2.78 college GPA
 - 42 college credits earned

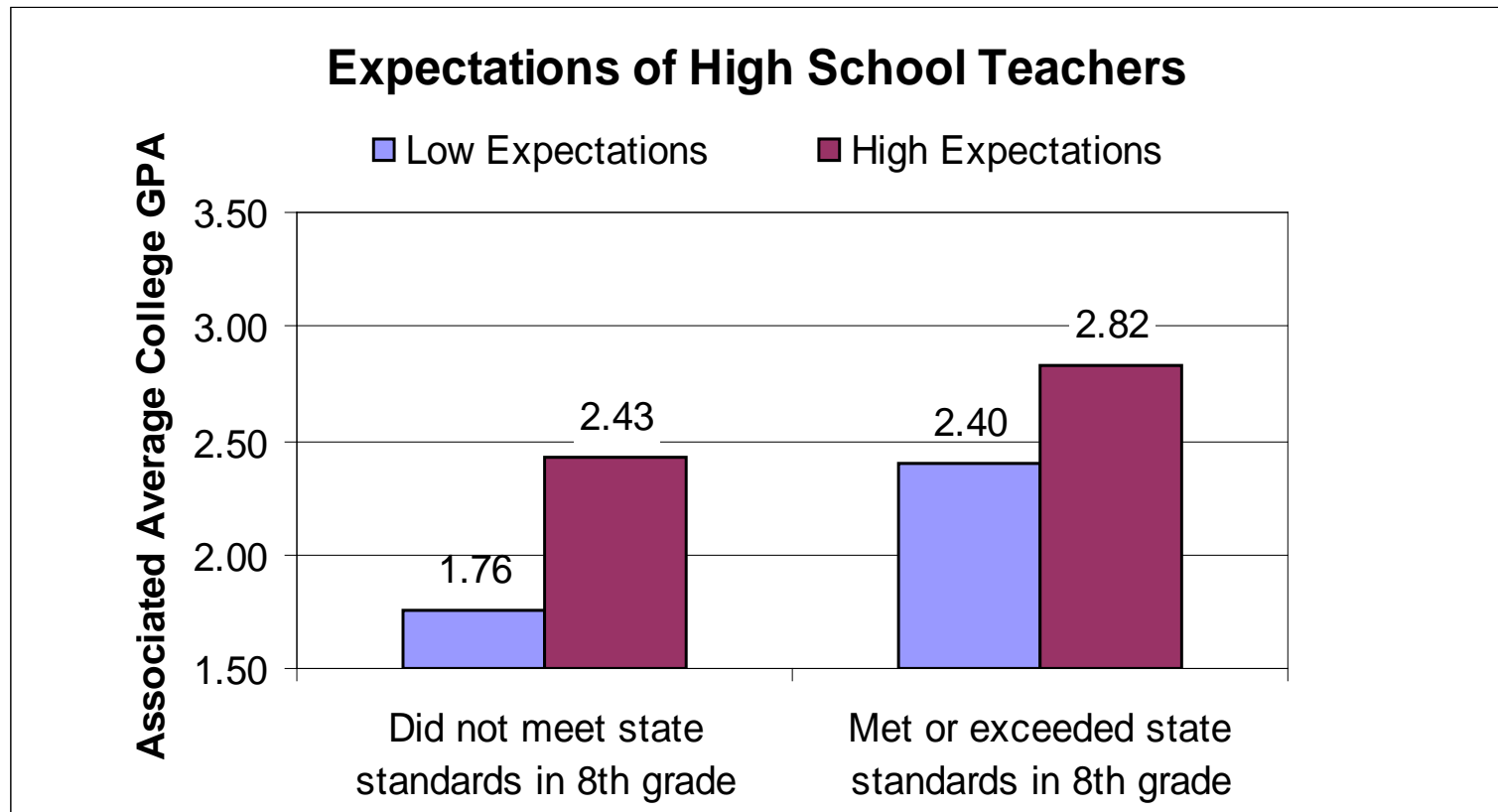
Which do you think were associated with college success?

- ❑ Instructional relevance in HS & college
- ❑ Personalization (adults who will help)
- ❑ High expectations of HS/college instructors
- ❑ Sense of belonging
- ❑ Self efficacy in math and writing
- ❑ Perceiving self as college ready
- ❑ Rigor in HS/college classes
- ❑ Perseverance/engagement in HS/college

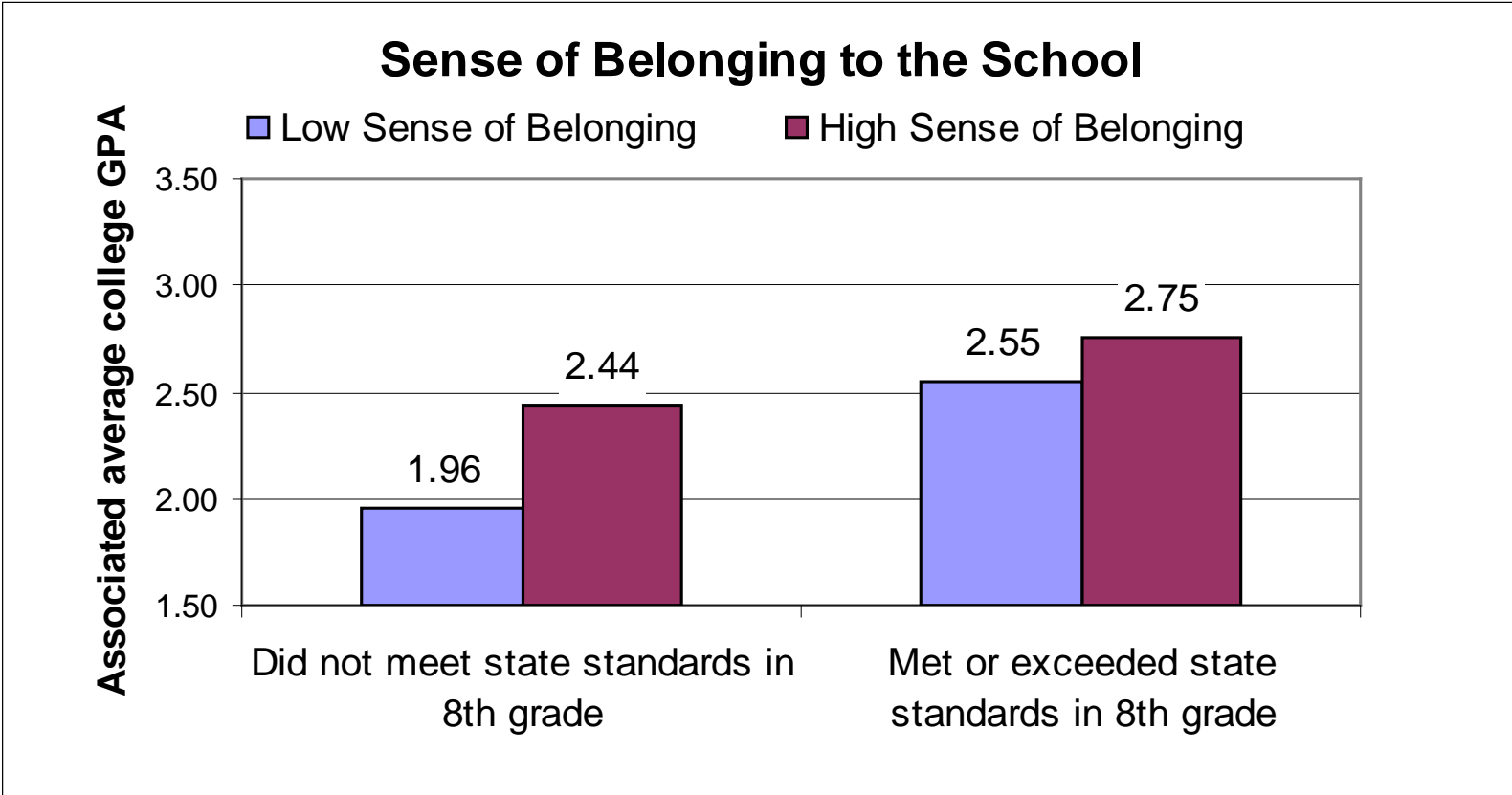
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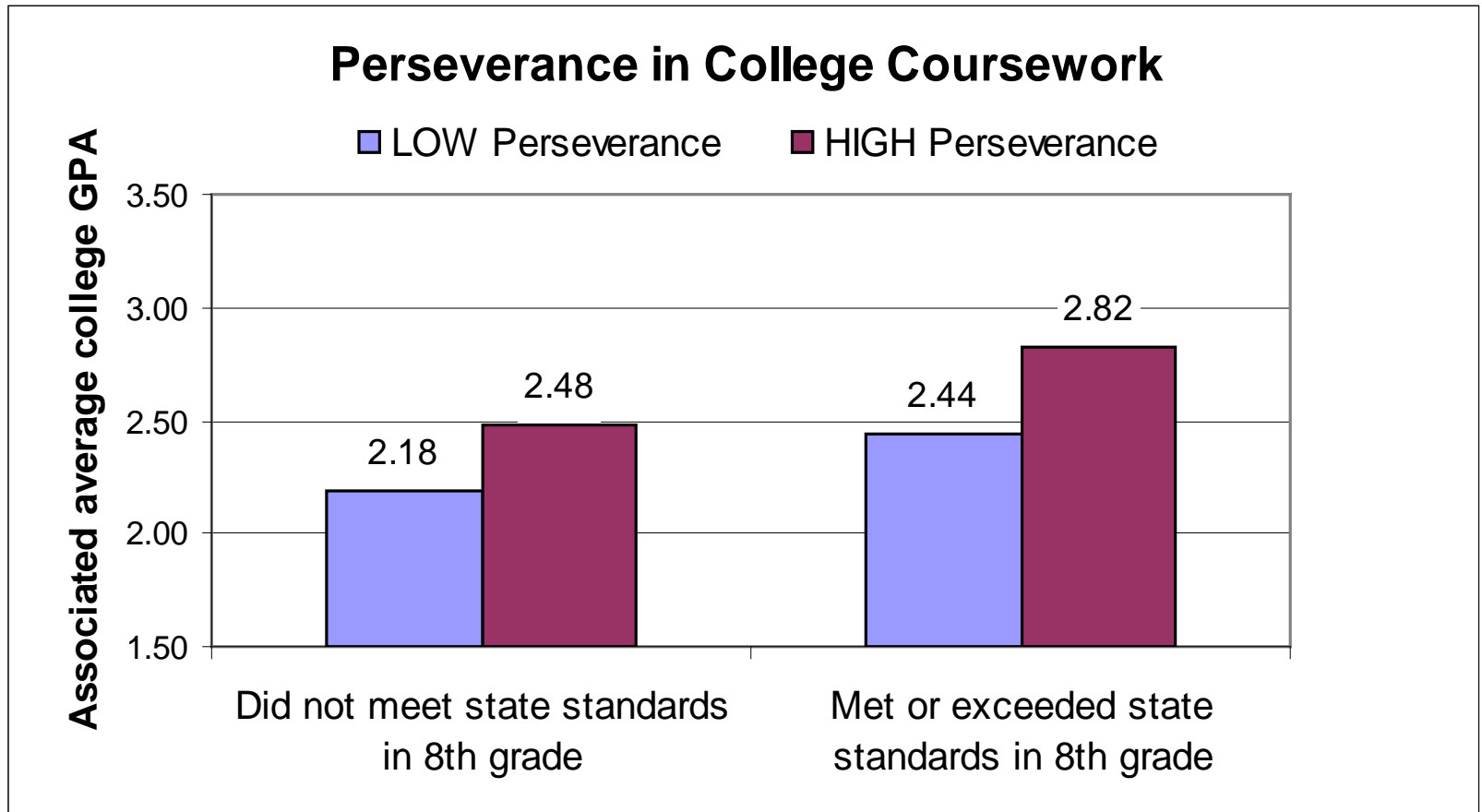
High Expectations of High School Teachers



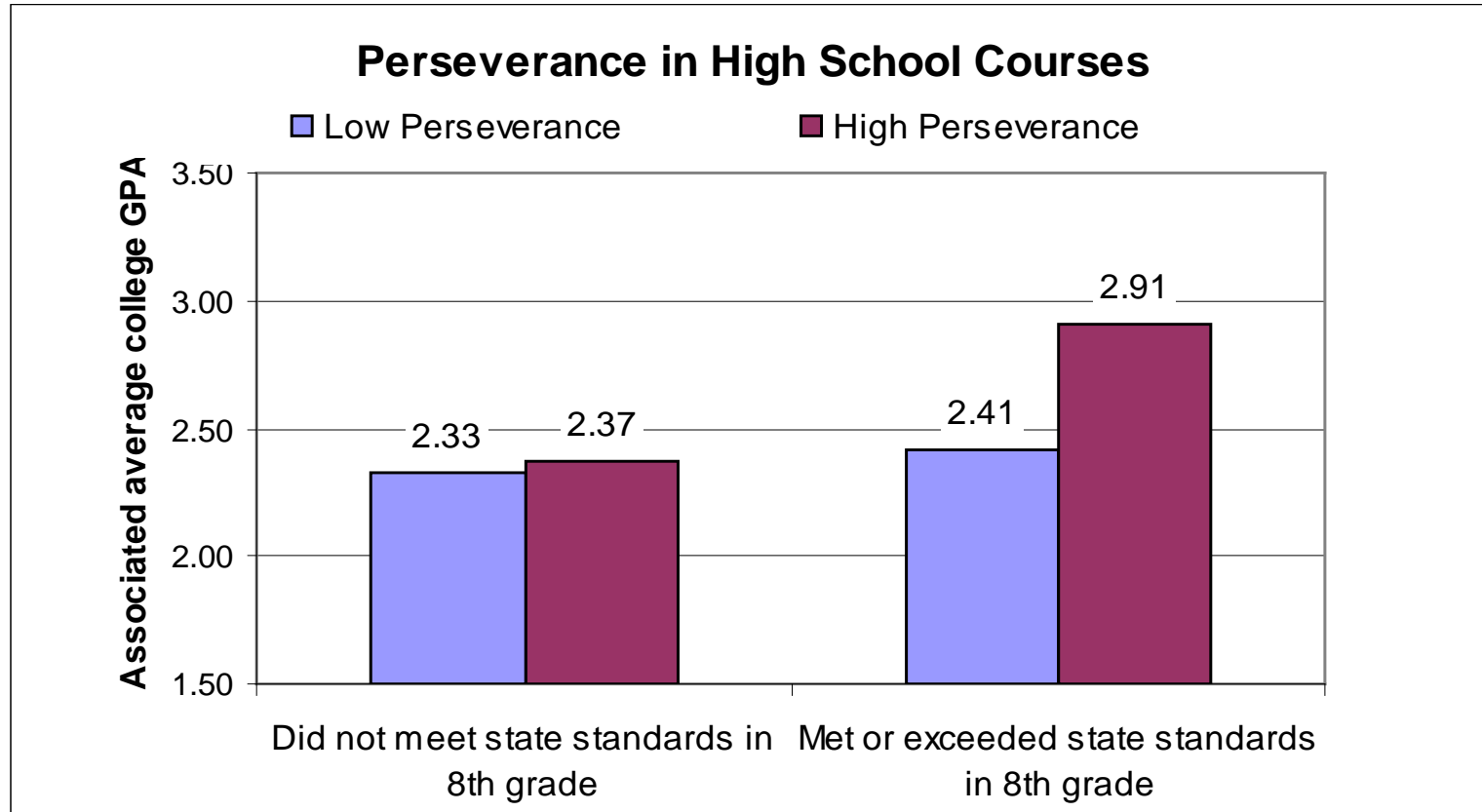
Sense of Belonging



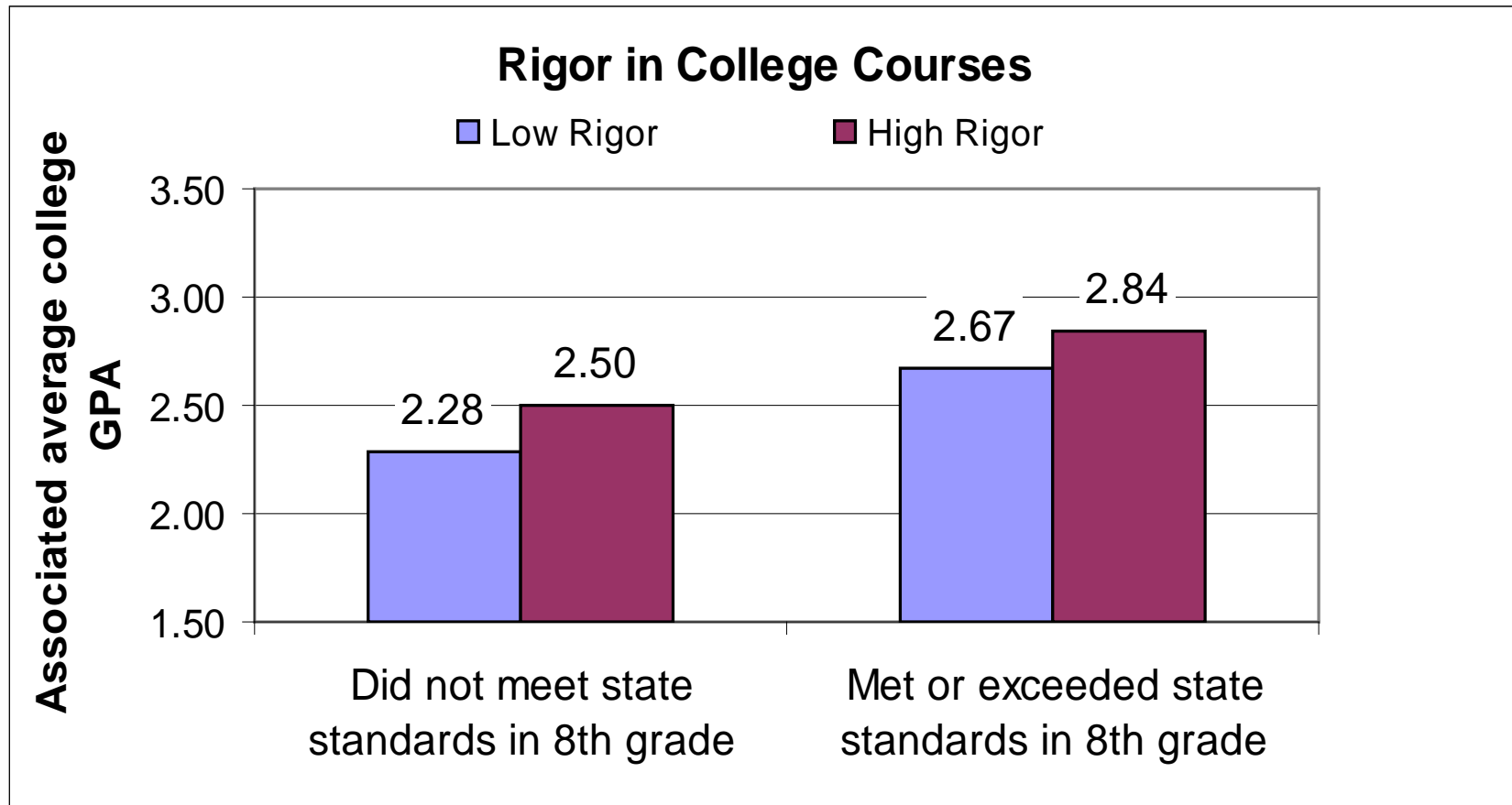
Perseverance in College



Perseverance in High School



Rigor in College Courses



A few thoughts

It is “safe” to enroll students with low prior performance in early college high schools.

A few thoughts

- Controlled by school/college
 - High expectations
 - Rigor

- Controlled by student, influenced by school/college
 - Perseverance
 - Sense of belonging

Contact information:

NCREST Early College Team – MCNC Partnership

- Elisabeth Barnett barnett@tc.edu
- Jenny Kim jek51@columbia.edu
- Claudia Hindo cmh2179@columbia.edu

NCREST, Teachers College, Columbia University

525 W. 125th Street, New York, NY 10027

212-678-3719