

Executive Summary

GUILFORD TECHNICAL COMMUNITY COLLEGE

GTCC

presents the
**SUMMIT
ON
COLLEGE READINESS**
March 10, 2010

8:00 a.m. - 4:30 p.m. • Koury Auditorium • GTCC Jamestown Campus • 601 High Point Road



**Many Thanks to Our Educational
Partners!**



What was the purpose of the Summit on College Readiness?

The purpose of the Summit was to provide an opportunity for higher education, public schools, the business community and community leaders to align the strengths of their respective organizations and work collaboratively to improve the college readiness of all high school graduates.

WHAT HAPPENED DURING THE SUMMIT?

Video Presentation – “America’s Perfect Storm.”

The United States is in the midst of three converging factors that are greatly impacting our nation’s economic, social and political systems.

These forces include:

- Disparity in literacy and numeracy skills among our school-age and adult populations.
- Shifts in our economy due technological innovation and globalization.
- Diversity abounds. The U.S. population is becoming increasingly older and more diverse, significantly impacting the workforce.¹

The Global Perspective – Dr. Donald Cameron

According to information presented:

- Educated and skilled workers are retiring. From 2008 to 2018, about 34 million workers will retire and/or change occupations.
- Two-thirds of jobs do not require an advanced education, but are applicants qualified? Nine percent of 16 to 24-year-olds do not get a high school diploma or GED and 3 out of 10 high schoolers drop out.
- Workforce is changing - In eight years our workforce will change dramatically. Hispanics will be 18% of the labor force and African Americans will comprise 12% of the workforce.²
- The United States lags significantly behind other advanced nations in educational performance and is slipping further behind on some important measures, particularly math and science.³

The Global Perspective – Dr. Donald Cameron (continued)

- 64% of the 2008 NC high school graduates who enrolled at community colleges took at least one remedial (i.e., developmental) course⁴
- One of the primary reasons that community college students withdraw is lack of academic preparedness⁵

College Readiness – A National Perspective – Dr. John Roueche

Dr. Roueche, a professor and director of the community college leadership program at the University of Texas at Austin is considered the top expert in the country on community colleges. He has authored 35 books and more than 150 articles on leadership, teaching and learning. According to Dr. Roueche, “In almost every state, the state mandated exit exam for high school graduation is simply not consistent with the skills and competencies required for successful entry into the required common core courses, i.e.. Freshman English, world history, biology, algebra, and the like.”

Dr. Roueche noted the following:

- Many students require 2 – 3 courses in foundation subjects before being ready to successfully complete their college core curriculum.
- So much emphasis and priority has been given to “high stakes” testing that school systems and the teachers that work there are more and more focused on getting students ready for objective tests - multiple choice, fill in the blank, and the like.
- Most of these “objective tests” are simply at the lowest level of human learning, namely memory and recall. Rarely do they require students to reason, problem solve, use skills of analysis and evaluation. It is why students are perplexed with case studies, word problems in math, science and technology courses, etc.
- It is not unusual to find recent high school graduates unable to write a coherent paragraph after 12 years of language study.

**Education Matters in Guilford County –
Dr. Margaret Arbuckle**

Guilford County Facts⁶:

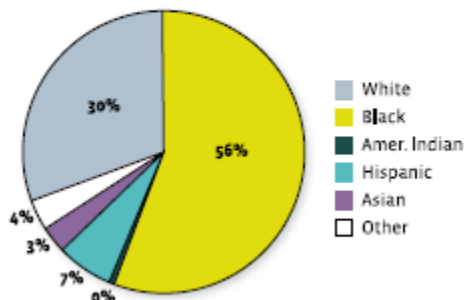
Population Total	472,216
White	60.0%
Black	31.5%
Hispanic	6.4%
American Indian	.5%
Asian	3.4%
Multi-racial	1.3%
Other	3.3%

Education Levels - 25 years and older⁷:

- Less than high school	12.9%
- High school diploma	26.7%
- Some college – no degree	21.7%
- Associate’s degree	6.7%
- Bachelor’s degree	22.1%
- Grad/professional degree	10.0%

Note: Less than 39% of citizens have a degree beyond high school

Percentage of GCS Drop-Outs by Race/Ethnicity for 2007-08⁸⁷



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Summary/Conclusions:

- Funding schools is an investment in our future.
- Gaps between races/ethnic groups remain too large.
- College and job readiness is critical for the future economy.
- There must be more citizens with higher levels of education to support economic change for the future.

College Readiness: The State of North Carolina – Mr. Erskine Bowles, President, UNC

The University of North Carolina Tomorrow initiative was implemented to determine how the University of North Carolina can respond more directly and proactively to the 21st century challenges facing North Carolina.

Findings and Recommendations:

- UNC should educate its students to be personally and professionally successful in the 21st century and should enhance the global competitiveness of its institutions and their graduates.
- UNC should increase access to higher education for all North Carolinians, particularly for underserved regions, underrepresented populations, and non-traditional students.
- UNC should continue ongoing efforts with the North Carolina Community College system to strengthen and streamline articulation between the two systems to develop a more seamless relationship.
- UNC should strengthen efforts, in cooperation with the North Carolina State Board of Community Colleges and the Community College System, the North Carolina State Board of Education, and the North Carolina Department of Public Instruction, to enhance the teaching skills of public school faculty and the leadership skills of public school administrators.
- UNC should strengthen partnerships with the State Board of Education, the North Carolina Department of Public Instruction, the North Carolina Community College System, and our state’s Independent Colleges and Universities to develop a seamless educational continuum from pre-K through higher education (“Birth 20”).

Work Group Sessions:

Social and Psychological Readiness

Increasingly we see a number of students who are not adequately prepared for college in terms of their social skills and maturity level. *What can we work on together over the next few months to positively impact this?*

- Provide and expand on-site services for students in partnership with health departments and other social service organizations.
- Provide training and awareness workshops so that high school and college/university personnel are more aware and knowledgeable of warning signs of mental illness.
- Provide students (high school and college) with more information on globalization and the competitive nature of the workforce.
- Offer a multi-module course for high school students entitled, “Preparing for College.” High school, college and university. Personnel can jointly provide this service and offer on both high school and college campuses.
- Integrate developing positive relationships and social skills into the curriculum.
- Allow college and university faculty/personnel and student ambassadors to visit high schools periodically and share information about college life.
- Require students (high school and college) to engage in mandatory service learning projects prior to graduation.

Academic Advising

Many students enter college without knowing what their career goals are or the field of study they should focus. *What can we do to enhance their academic experience in terms of career goals and aspirations?*

- Community colleges and universities could develop mutually-benefitting academic advising partnerships with middle and high school guidance counselors.

Academic Advising (continued)

- Provide training for academic advisors across all three environments – high schools, community colleges, universities. Provide opportunities for high school counselors to become better acquainted with college and university requirements.
 - Offer workshops in the high school environment on career development, academic advising and financial aid prior to the senior year.
 - Implement earlier (prior to 11th or 12th grade) recruitment efforts by colleges and university personnel to high school students.
 - Guide students appropriately – discourage them from taking more hours than what is reasonable, encourage them to take courses that will help them achieve results and not just accumulate hours.
 - Offer academic advising during the recruitment period conducted in high schools.
 - Offer program-specific advising to students as they enter the senior year of high school.
 - Work with faculty, staff, instructors, students and parents to help them understand the goal of placement tests and the implications (financially and academically) for students.
 - Offer placement testing orientation and review for high school students; begin remediation process during high school (summer prior to senior year and summer prior to entering college).
 - Share job statistics and outlook during high school years and assist students in developing realistic career goals.
 - Provide summer camps regarding college and university orientation and placement testing.
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Financial Aid Literacy

Many students and parents are unaware of the financial opportunities available and how academic failure impacts financial aid. *What can we do to better provide financial literacy for students and parents?*

- Offer FAFSA Days – Colleges and Universities should hold financial aid fair days where subject matter experts can assist parents and students complete FAFSA forms. Offer these on-site within Guilford County Schools as well as the colleges and universities.
- Offer topics such as “How to Search for Scholarship Funds” and “Tips and Resources for Financial Aid” at career fairs for high school students.
- During high school outreach, share information on eligibility guidelines, funding available and important dates and deadlines.

College Success/Employability Skills

Success in college leads to success in the workplace. *How can we adequately prepare our students for success in college and the workplace?*

- All faculty and administrators should clearly communicate expectations of college and follow policies and procedures.
- Be clear about what behaviors will not be tolerated (i.e., profanity, attire, smoking, etc). Connect behavior at school with that of the workplace.
- Allow opportunities for faculty/staff to network with first year college students periodically throughout the year.
- Provide resources in both academic and student services to reinforce expectations of successful college experience.
- Enhance first year programs and involve peer counselors and peer mentors.
- Provide mandatory advising workshops.
- Implement high contact therapy – call, email, text - keep in touch with first year students on a frequent basis.
- Surround students with positive leaders/role models early in first year.
- Encourage everyone to commit to getting to know the students – from custodian to president.

College Success/Employability Skills (continued)

- Provide adequate resources and offer tutoring sessions at convenient times for students.
- Provide online resources - tutoring, coaching, and mentoring.
- Enhance alignment between high schools, community colleges and universities in terms of academic advising model.
- Enhance alignment between high schools, community colleges and universities in terms of course requirements.
- Plan a conference for high school, community college and university counselors and advisors so that they can align their efforts and strategic plans.
- Implement a county-wide career fair for middle and high schools students to generate interest in the pursuit of career goals.
- Provide mandatory Freshmen Orientation classes to help students identify strengths and opportunities for improvement.
- Engage high school, college and university faculty and administrators in activities that help them to become more experienced with the use of electronic and/or social media in ways that can contribute to the students’ learning.
- Provide opportunities for local businesses to offer job shadowing and internships so that students become more aware of the world of work.
- Model professional behavior at every level in the organization.

¹ This report was written by: Irwin Kirsch, Henry Braun, and Kentaro Yamamoto of ETS, and Andrew Sum of Northeastern University. Copyright © 2007 by Educational Testing Service.

² *The Kiplinger Letter*, Kiplinger Washington Editors, Inc. and Dow Jones Reuters Business Interactive LLC. 2009, Vol. 86, No 51.

³ The Organisation for Economic Co-operation and Development (OECD). 2006.

⁴ North Carolina Community College System 2008.

⁵ Community College Student Engagement Survey, University of Texas, 2006.

⁶ U.S. Census Bureau 2008 American community Surveys downloaded from <http://factfinder.census.gov>.

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<http://www.publicschools.org/docs/research/dropout/reports/200708report.pdf>.

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