

College Readiness Initiative

College/University

El Paso Community College [El Paso, TX] <http://www.epcc.edu>

Description

The College Readiness Initiative was undertaken in 2005 to address the need to increase the number of high school graduates who meet the Texas Success Initiative standards upon entry into college and who place into college level courses (avoiding the need for remediation). Research to date has revealed that the primary reason high school students do not place into college level courses upon entrance into higher education has more to do with a lack of understanding of the importance of and reason for the placement test (Accuplacer) and a lack of preparation for the test, than it does a lack of preparation through the high school curriculum. The College addresses college readiness from two perspectives: (1) while the student is still in high school, and (2) when the student arrives on one of our campuses.

Goals

The College Readiness Initiative was undertaken to address the need to increase the number of high school graduates who meet the Texas Success Initiative standards upon entry into college and who place into college level courses (avoiding the need for remediation).

Outcomes

From 2003 to 2009 there was a 4 percent increase in the number of students placing college ready in math. For reading, the increase in college ready placement was 13 percent. Finally, for writing, the percent increase in college ready placement was 27 percent. From 2003 to 2009, students placed into fewer developmental education areas. There was a reduction of 15 percent in the number of students placing into three areas of development education. In contrast, there was an increase in the number of students placing into only one developmental education area, from 17 percent to 29 percent. From 2003 to 2009 a greater percent of students were placing into the higher level of the developmental education course sequence. This is true in all three areas: math, reading and writing. From 2001 to 2010, the number of students graduating increased by 145 percent, while during this same time period the enrollment only increased by 62 percent.

Key Personnel

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