

Syracuse University Project Advance

# Evaluation of Student's College Readiness

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# Introduction and Background

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## Syracuse University Project Advance

### Context

- High schools can offer qualified seniors the opportunity to enroll in SU courses for university credit.
- Teachers who have qualified through SUPA as SU adjunct instructors teach enhanced concurrent enrollment university courses in high schools during the school day.

# Purpose

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Project Advance (SUPA) ongoing mission has been stated as:

1. to offer innovative and challenging Syracuse University courses to qualified high school students at their local high schools, during their regularly scheduled high school day
2. to increase students' college readiness by providing college readiness tools, programs, and services
3. to provide continuous professional development for teachers and ongoing dialogue between the University faculty and the high school teachers
4. to conduct extensive ongoing research and evaluation in support of systemically improving instruction and smoothing the transition from high school to postsecondary education

To evaluate how long SUPA course taking students to take to graduate with a college degree

To evaluate how well SUPA courses helps to provide skills to students that are required for college

# Final Question & Methods

<b>Methods</b>	<b>Question 1</b> <b>Do students taking SUPA courses complete degrees faster?</b>	<b>Question 2</b> <b>Do SUPA courses provide the necessary skills to be college ready?</b>
<b>Questionnaire</b>		<b>×</b>
<b>Focus group</b>		<b>×</b>
<b>Collection of School Records (Extant Data)</b>	<b>×</b>	

# Instrumentation

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## Syracuse University

As a result of taking Syracuse University courses in High School through Project Advance:

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1. I came to college **more confident** about my ability to do college-level academic work.

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

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2. I am able to develop strategies and tools to **manage time** better.

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

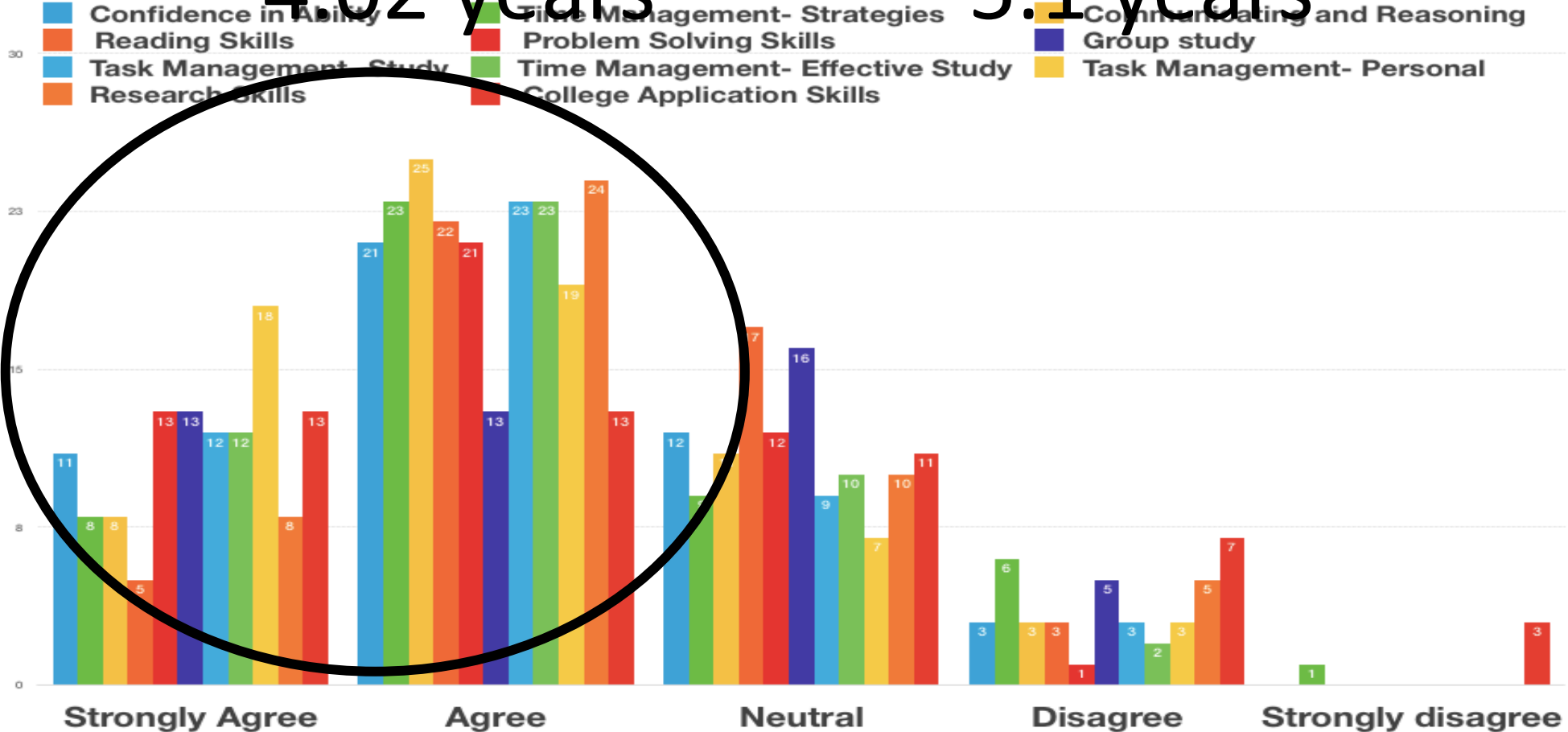
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# Results

	CONFIDENCE IN ABILITY	TIME MANAGEMENT - STRATEGIES	COMMUNICATING AND REASONING	READING SKILLS	PROBLEM SOLVING SKILLS	GROUP STUDY	TASK MANAGEMENT-STUDY	TIME MANAGEMENT-EFFECTIVE STUDY	TASK MANAGEMENT-PERSONAL	RESEARCH SKILLS	COLLEGE APPLICATION SKILLS
Strongly Agree	11	8	8	5	13	13	12	12	18	8	13
Agree	21	23	25	22	21	13	23	23	19	24	13
Neutral	12	9	11	17	12	16	9	10	7	10	11
Disagree	3	6	3	3	1	5	5	2	3	5	7
Strongly disagree	0	1	0	0	0	0	0	0	0	0	3

4.02 years

5.1 years



# Recommendations

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1. Create an internal database for SUPA students who go on to study at Syracuse University to track their academic progress
2. Undertake follow up studies in areas like how students perceive the difficulty of SUPA courses relative to college courses
3. Evaluation studies like this could be enhanced further if the backgrounds of the respondents could be obtained analyzed
4. Further studies and analysis could be made on the expectations about dual enrollment from the students as well as teachers perspective, in line with SUPA plans and constraints.
5. Manage more guided field trips to Syracuse University campus for SUPA taking high school students from neighboring school districts.

# Limitations

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- Due to the small numbers of the sample size, the results may not be representative
- Diverse interpretations of the term college readiness
- The extant data analysis has limitations in not all records are seen to go onto complete a degree and in that it may not include all post secondary students
- The time to conduct the program evaluation was short