

State Board of Community Colleges

NC Ready for Success

Executive Summary – Career and College Readiness Definition

Overview

North Carolina students who are ready for college and career will demonstrate the knowledge, skills, and habits of mind that are required to successfully complete entry-level, credit bearing college courses, participate in certificate or workplace training programs, and enter economically sustainable career pathways.¹ North Carolina’s Career and College Readiness Definition collects state policies into a framework that communicates what students and educators can expect in terms of preparation for post-secondary experiences. By gathering State Board of Education policies and placement requirements for North Carolina Community Colleges and public Universities in one place, the definition answers the question, “What do we in North Carolina mean by being career and college ready?”

How the Definition Came to Be

Cross-sector leaders from the Department of Public Instruction, Community College system, and public and independent colleges and universities began meeting as members of the NC Ready for Success Steering Committee in July 2012. A stated goal for their ongoing convening was to strengthen the alignment between sectors so that students experienced smoother transitions and were better prepared for post-secondary experiences. Toward this end, cross-sector leaders begin developing a definition in September 2012, with the goal of endorsement by the three public education system-wide governing boards in the state. Over the course of their work, representatives were added to the Steering Committee from the Governor’s office, North Carolina New Schools, and the North Carolina Chamber of Commerce. The process was a thoughtful one that resulted in 13 drafts of the definition and sharing with a variety of K-12 and higher education stakeholder groups via Steering Committee members and the NC Ready for Success’ website and convenings.

Why Now is the Time

Today’s knowledge-based, global economy requires more students to attain post-secondary education. According to *Jobs for the Future* by 2020, 68% of US jobs will require at least one post-secondary credential. We owe it to our students to do what we can to clarify expectations for what success looks like. The accompanying definition of college and career readiness does just that.

¹ Adapted from Massachusetts Definition of College and Career Readiness, March 12, 2013



Career and College Readiness Definition December 2014

<p>CAREER AND COLLEGE READINESS</p>	<p>We want all North Carolina students to graduate high school ready for the demands of future study; whether this is in a chosen career, college or other pathway to success.</p>
<p>WHY?</p>	<p>North Carolina must develop a clear, consistent and shared understanding of what it means to be career and college ready in order to ensure a competitive edge in today's global economy. With this in mind we must:</p> <ol style="list-style-type: none"> 1. Raise expectations for what students need to know and be able to do for success in life after high school through full and effective implementation of North Carolina's Career and College Readiness standards across all grades and districts. 2. Establish clear minimum performance standards that indicate whether a student is prepared to enter an institution of higher education without the need for remediation. While attaining these standards would not guarantee admission to all institutions, they would provide transparency to students, parents and K-12 educators about essential college ready performance expectations.
<p>This framework is intended as a tool for policy development and shared understanding about statewide goals for student success. These measures of readiness are only one element that programs of study, educational institutions, the military, or employers may use in making admission or hiring decisions.</p>	



<p>DEFINITION</p>	<p>In North Carolina, students are considered career and college ready when they have the knowledge and academic preparation needed to enroll and succeed, without the need for remediation, in introductory college credit-bearing courses in English Language Arts and Mathematics within an associate or baccalaureate degree program. These same attributes and levels of achievement are needed for entry into and success in postsecondary workforce education, the military or directly into a job that offers gainful employment and career advancement.</p>
<p>WHAT KNOWLEDGE?</p>	<p>To be considered career and college ready, students must demonstrate mastery of knowledge of the North Carolina’s Career and College Readiness Standards in English Language Arts and Mathematics. Students can demonstrate proficiency by achievement on multiple measures. These include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Achieving a passing-level score or satisfactory level¹ in reading, writing and mathematics on the SAT, ACT, NC Diagnostic Assessment & Placement (NCDAP), or an approved alternative. <ul style="list-style-type: none"> ➤ <i>Higher levels of demonstrated competence in mathematics, language arts, the natural sciences, and the social sciences increase the options available to a student (e.g., selective university enrollment, high-skill occupation) and the likelihood that a student will succeed in postsecondary education and the skilled workforce. These elevated levels of competency may be measured by higher cut scores on the SAT, ACT or some other measure².</i> ➤ <i>Students scoring below passing-level score in reading, writing and mathematics on the SAT, ACT, NCDAP, or an approved alternative, are required to enroll in and successfully complete developmental education (remedial) courses in the areas of their deficiencies prior to enrollment in postsecondary, General Education, college-credit courses.</i> <input type="checkbox"/> Achieving a passing-level score² on the ACT WorkKeys Career Readiness Assessment. <input type="checkbox"/> Attaining a high-school grade point average that meets institutional thresholds for college course placement. (Specific high school courses may also be required.) <p>¹See attached matrix for scores where applicable. ²Other measures might include NC Honors Scholars Program, Apprenticeship Programs, and/or earning postsecondary credits through AP, IB, Dual Enrollment, or AICE programs; or by earning state-approved industry certifications.</p>



<p>WHAT ACADEMIC PREPARATION?</p>	<p>To be considered career and college ready, students must have completed a course of academic preparation that reflects completion of the NC Standard Course of Study¹.</p> <ul style="list-style-type: none"> □ This means completion of the following requirements for a NC High School Diploma: 4 credits in English Language Arts, 4 credits in Social Studies, 4 credits in Mathematics (including Math I, II and III), 3 credits in Science, 1 credit in Health and Physical Education, and 6 elective credits. <ul style="list-style-type: none"> ➤ <i>When earned in addition to a NC High School diploma, any of the following NC High School Endorsements increase the options available to a student (e.g. selective university enrollment, high-skill occupation) and the likelihood that a student will succeed in postsecondary education and the workforce.</i> <ul style="list-style-type: none"> ○ A Career Ready Endorsement is earned by passing a 4th mathematics course aligned with post-secondary plans, passing four electives and successful completion of a CTE concentration, earning at least one industry credential (WorkKeys Career Readiness Certificate at Silver or above, or some other industry recognized credential) and a holding a cumulative un-weighted GPA of at least 2.6. ○ A College Ready Endorsement is earned by passing a 4th mathematics course aligned with post-secondary plans holding a cumulative un-weighted GPA of at least 2.6. ○ A College Ready-UNC Endorsement is earned by passing a 4th mathematics course from the list of approved mathematics courses for UNC system admission, passing a science that must include physics or chemistry, two electives of a second language and holding a cumulative weighted GPA of at least 2.5. <p>¹ Factors other than academic preparation are also significant to career and college readiness. Non-academic factors include but are not limited to having a productive disposition which is described as having self-efficacy/confidence, valuing and enjoying learning, a growth mindset, risk-taking, persistence, willingness to seek and give help (and constructive feedback) – see <i>Adding It Up: Helping Children Learn Mathematics</i> by Jeremy Kilpatrick, Jane Swafford, Bradford Findell, Editors; Mathematics Learning Study Committee; National Research Council, 2001.</p>
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REMEDIATION-FREE PLACEMENT

December 2014

<u>School</u>	<u>ENGLISH PLACEMENT¹</u>		<u>MATH PLACEMENT</u>
	<i>Elective Credits</i>	<i>First Credit-Bearing</i>	<i>First Credit-Bearing</i>
NC Community Colleges		<ul style="list-style-type: none"> Un-weighted GPA – 2.6 and 4 eligible high school English courses² ACTR – 22 ACTE – 18 SATW – 500 SATR – 500 PLACEMENT TEST³ 	<ul style="list-style-type: none"> Un-weighted GPA – 2.6 and four eligible high school math courses ACTM – 22 SATM – 500 PLACEMENT TEST
Appalachian State University		<ul style="list-style-type: none"> WRITING SELF INVENTORY online w/ course recommendation 	<ul style="list-style-type: none"> SATM – 520 ACTM - 22
East Carolina University		<ul style="list-style-type: none"> PLACED DIRECTLY into introductory English course 	<ul style="list-style-type: none"> ACCUPLACER – 75 SATM – 540 ACTM - 20 Math 1050 does not require placement scores

¹ Every attempt has been made to make this guide as comprehensive and organized as possible. Placement policies are grouped in “Elective” and “First Credit-Bearing” based on the lowest level class that a student may take once they meet the requirements.

² Colleges are not required to use high school GPA for placement until Fall 2015.

³ Colleges will continue to use Accuplacer, Asset, or COMPASS until the new NC Diagnostic Assessment & Placement test (NCDAP) is used by all NCCCS colleges.



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Elizabeth City State University		<ul style="list-style-type: none"> SATV - 500 V or SATW – 500 ACTE - 21 ACCUPLACER W- 5 and R – 60 	<ul style="list-style-type: none"> SATM – 500 ACTM - 20 ACCUPLACER – 70
Fayetteville State University		<ul style="list-style-type: none"> PLACED DIRECTLY into introductory English 	<ul style="list-style-type: none"> ACCUPLACER/COMPANION – 71 <i>or</i> SATM – 500
North Carolina Agricultural & Technical State University		<ul style="list-style-type: none"> PLACED DIRECTLY into introductory English course 	<ul style="list-style-type: none"> SATM– 440 ACTM - 16
North Carolina Central University		<ul style="list-style-type: none"> SATV – 530 ACTE - 22 ACCUPLACER – 67 	<ul style="list-style-type: none"> SATM – 480 ACTM - 20
North Carolina State University		<ul style="list-style-type: none"> DIRECTED SELF ASSESSMENT w/ course recommendation 	<ul style="list-style-type: none"> SAT MATH SUBJ. – 430 <i>or</i> Completion of the NCSU online Math Placement test
University of North Carolina – Asheville		<ul style="list-style-type: none"> PLACED DIRECTLY into an introductory English course 	<ul style="list-style-type: none"> ONLINE QUESTIONNAIRE w/ course recommendation



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<p>University of North Carolina – Chapel Hill</p>		<ul style="list-style-type: none"> Placed directly into ENGL 100: Basic Writing (for students not scoring at least SAT WR 470 or ACT E 20 or AP ENLA 3) or ENGL 105 or 105I (for all other students) 	<ul style="list-style-type: none"> PLACED DIRECTLY into either MATH 110 (for students not scoring at least SAT SUBJ M2 520 or ACT M 27 or AP AB CALC 2 or AP BC CALC 2 or IB HL Math 5) or Math 130 or 152 for all other students
<p>University of North Carolina – Charlotte</p>		<ul style="list-style-type: none"> SATCR – 500 ACTE - 20 	<ul style="list-style-type: none"> SATM - 480- 540 ACTM -18-22
<p>University of North Carolina - Greensboro</p>		<p>PLACED DIRECTLY into introductory English courses</p>	<ul style="list-style-type: none"> Placement into a general education course determine by advisor recommendations and major requirements
<p>University of North Carolina – Pembroke</p>		<ul style="list-style-type: none"> High school GPA – 3.0 SATV – 430 ACTE – 18 	<ul style="list-style-type: none"> Course recommendation at Orientation
<p>University of North Carolina School of the Arts</p>		<p>PLACED DIRECTLY into introductory English course</p>	<ul style="list-style-type: none"> STUDENT CHOICE



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University of North Carolina – Wilmington		<ul style="list-style-type: none"> • PLACED DIRECTLY into introductory English course 	<ul style="list-style-type: none"> • ACTM – 22 • PLACEMENT TEST
Western Carolina University		<ul style="list-style-type: none"> • PLACED DIRECTLY into introductory English course 	<ul style="list-style-type: none"> • STUDENT CHOICE
Winston-Salem State University		<ul style="list-style-type: none"> • SATCR - 470 • ACTR - 17 • ACCUPLACER – Reading 74 	<ul style="list-style-type: none"> • SATM – 510 • ACTM 21 • ACCUPLACER – 85