

# College Access and Success Assessment: A Conceptual Framework for Assessing High School College-Going Cultures

Marcela Cuellar, Ph.D.

Emily Chung

November 15, 2012  
ASHE, Las Vegas

# Background

- Inequitable postsecondary access for traditionally underrepresented students
- High schools need effective college-going cultures to foster postsecondary success for all students
- Lack of tools to assess college-going culture

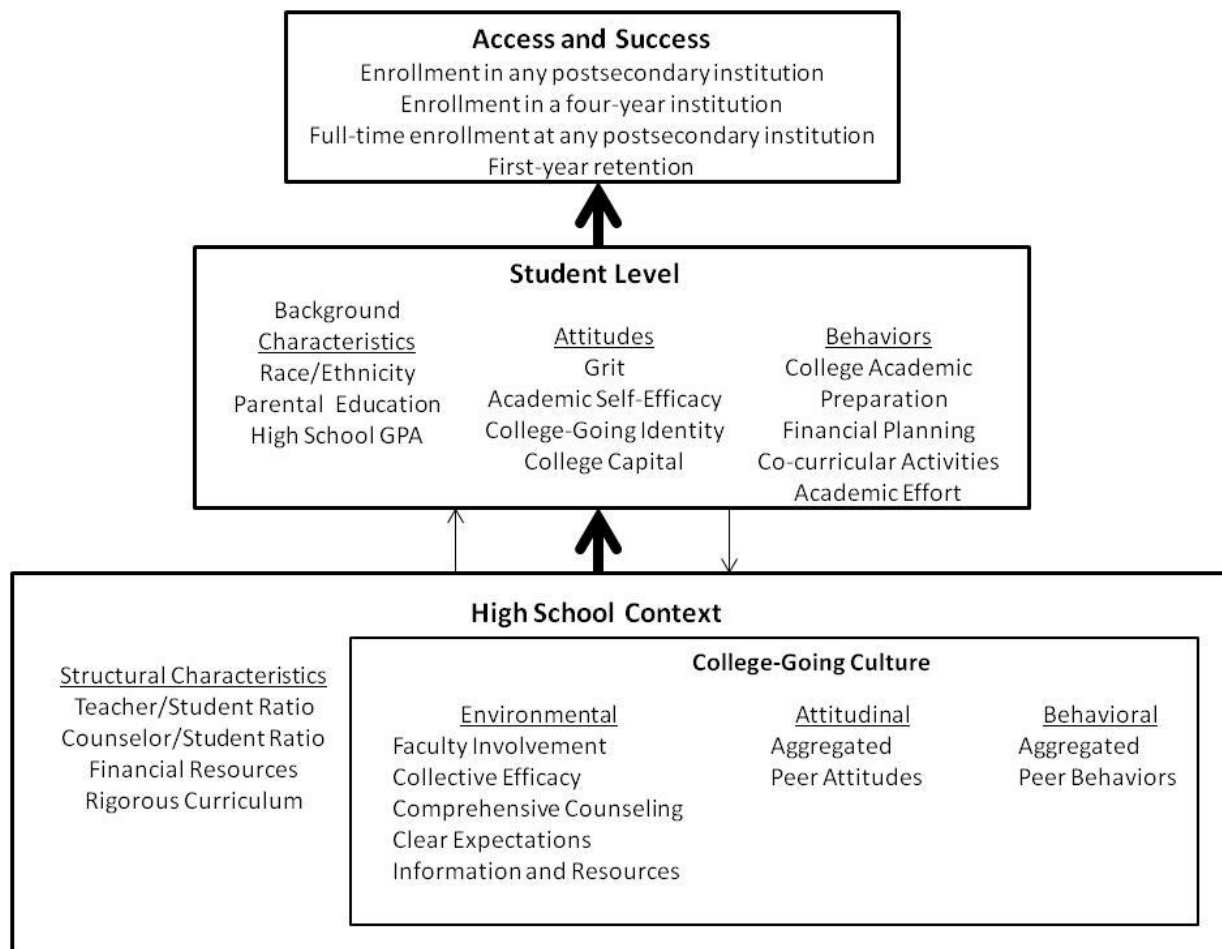
# Purpose

- Present the College Access and Success Assessment (CASA) conceptual framework to examine college-going culture within high schools
- Measure college-going culture by assessing perceptions of the high school environment, student attitudes, and student behaviors

# Current State of Assessments

- Recent growth of curricular assessments for college-readiness as a result of Common Core State Standards
- Limitations of tools assessing elements of college-going culture
  - Lack holistic assessment
  - Few links to postsecondary outcomes
  - Measure only student or teacher perspectives
  - Not widely available

# Conceptual Model



## Linking College-Going Culture to Postsecondary Access and Success

- Growing body of literature linking the high school context to postsecondary access
- Postsecondary access
  - Enrollment in any postsecondary institution and a four-year institution
- Postsecondary success
  - Full time enrollment at any postsecondary institution and retention after first year

# Student Level Factors

- Background characteristics
- Attitudes
  - Basic awareness of college information and valuation of a college degree
  - Self efficacy, grit, academic motivation
- Behaviors
  - Basic academic effort, college search preparation
  - Writing a statement of purpose, completing FAFSA, etc.

# School Level Factors: College-Going Culture

- Environmental
  - Perspectives from teachers and counselors
  - Student views
- Attitudinal
  - Aggregated measures from student attitudes
- Behavioral
  - Aggregated measures from student behaviors



# Implications for Research

- Guide the design of future research and assessments examining college-going culture
- Aid the development of additional measures that comprehensively and accurately evaluate college-going culture

# Implications for Practice

- Assist administrators in assessing current college-going culture
  - Creating benchmarks
  - Developing initiatives to improve environment and postsecondary outcomes
- Provides measures of accountability when outcomes are linked to college-going culture

# Contact Information

## Website

[www.usc.edu/cerpp](http://www.usc.edu/cerpp)

## Paper

[http://www.usc.edu/programs/cerpp/docs/CERPPASHE  
Paper Final.pdf](http://www.usc.edu/programs/cerpp/docs/CERPPASHE_Paper_Final.pdf)

Marcela Cuellar [marcelac@usc.edu](mailto:marcelac@usc.edu)

Emily Chung [emily.chung.1@usc.edu](mailto:emily.chung.1@usc.edu)