



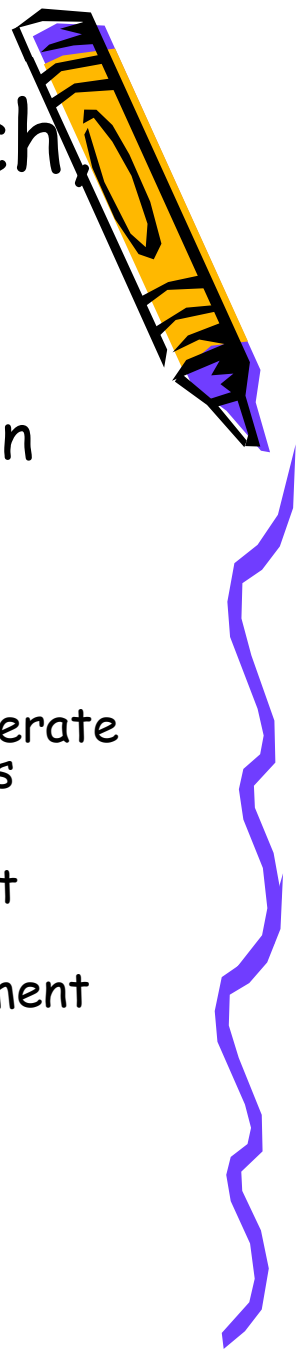
# The College Access and Success Assessment (CASA)

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Center for Enrollment Research, Policy, and Practice  
University of Southern California




Missouri Statewide Access Conference  
March 2, 2010  
Columbia, Missouri

# USC Center for Enrollment Research, Policy, and Practice




- Founded in 2007 at the University of Southern California
- Center Goals
  - Provide forums that allow scholars, practitioners, and policymakers to share their perspectives and further generate ideas that enhance our understanding of enrollment issues
  - Conduct and sponsor research
  - Enhance the level of professionalism within the enrollment management field
  - Serve as a national hub for information relating to enrollment issues



University of Southern California 

## CENTER FOR ENROLLMENT RESEARCH, POLICY, AND PRACTICE

Overview Goals Staff Board Members Contact February 8, 2010

 USC Center for Enrollment Research, Policy, and Practice presents:

**WHAT MATTERS NOW: College Access and Success in the Age of Obama** January 13-15, 2010 Los Angeles, CA


[CLICK HERE for the Conference Blog](#)

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





Podcast Series  
Enroll. Citation Clearinghouse  
Research CERPP Sponsored  
Presentations CERPP Other  
Publications  
Conferences and Symposia



**ENROLLMENT NEWS**  
CERPP has proposals accepted for 2010 AER conference in Chicago and NACAC conference in St. Louis  
Early College Proving Helpful for At-Risk High School Students  
Massachusetts Immigrant Tuition Bill Likely Dead  
"Add in an Age of Uncertainty" Symposium Proceedings **NOW AVAILABLE!**  
Commissioned Papers from the Center's Inaugural Conference **NOW AVAILABLE!**  
**Enrollment News Archives**  
2009 Research Grant Recipients

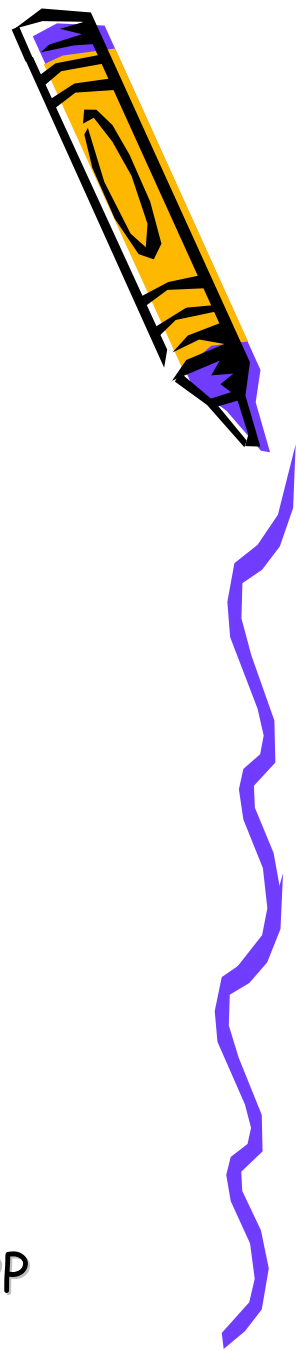
**CENTER CALENDAR**  
**February 2010**  
CERPP Research Grant Summary Reports Available  
**February 21-23, 2010**  
CERPP presentation at the College Board Midwestern Regional Forum in Chicago, IL  
**February 27-28, 2010**  
CERPP presentation at the College Board Western Regional Forum in San Diego, CA  
**March 2010**  
"What Matters Now: College Access and Success in the Age of Obama" Summary Proceedings Available  
**March 2, 2010**  
CERPP presentation at the 1st Annual Statewide College Access Conference in Columbia, MO

**PROFILE OF THE WEEK**  
  
**Name:** Meredith Kelley  
**Position:** Vice Provost for Enrollment Management  
**Institution:** California State University, Chico  
[more...](#)

**WEEKLY POLL QUESTION**  
**Is Obama's new vision for education on target?**  
 Absolutely  
 Probably  
 Not really  
 Absolutely not  
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[PollDaddy.com](http://PollDaddy.com)

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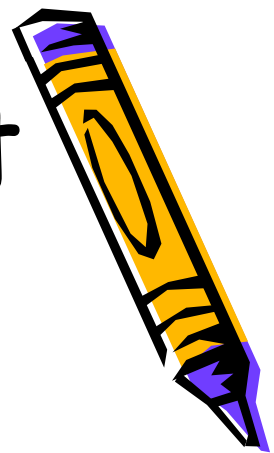
# Today's Current Context



- We know that college is important
  - Bachelor's degree holders earn approx. \$21,000 more annually than high school graduates and \$1 million more during their working careers
  - Eight in ten job openings in the U.S. over the next decade will require postsecondary education or training
  - Expectations of employers and colleges are converging
  - There are social benefits associated with educational attainment
- We know that President Obama has set the goal of making the U.S. the nation with the highest proportion of college graduates by 2020
- We know that Secretary Duncan believes schools should be held responsible for student outcomes



# Today's Current Context



- We know not enough students are enrolling in college
  - Over 30% of students who complete high school do not immediately enroll in a postsecondary institution
  - 48% of 18- to 24-year olds have no college education whatsoever
  - Gaps in the college enrollment rate continue to persist by race/ethnicity, family income, and parental education
- We know not enough students are completing college
  - 37% of students who immediately enroll in a four-year institution will not graduate within six years
  - Less than one-third of the U.S. population has completed a bachelor's degree
  - The bachelor's degree attainment gap between white and non-white students has widened in the last three decades

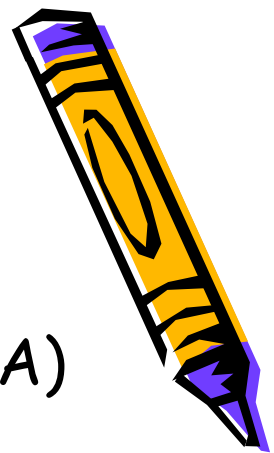


# The Problem

- America's high schools do not currently have a reliable method of evaluating and enhancing efforts to ensure students are encouraged and prepared for college and career success



# The Solution



- College Access and Success Assessment (CASA)
- CASA's foundation is built upon the following definition of college-going culture:
  - College-going culture is the environment, attitudes, and behaviors in schools and communities that support and encourage students and their families to obtain the information, tools, and perspectives to ensure access to and success in postsecondary education en route to productive and sustainable careers



# CASA

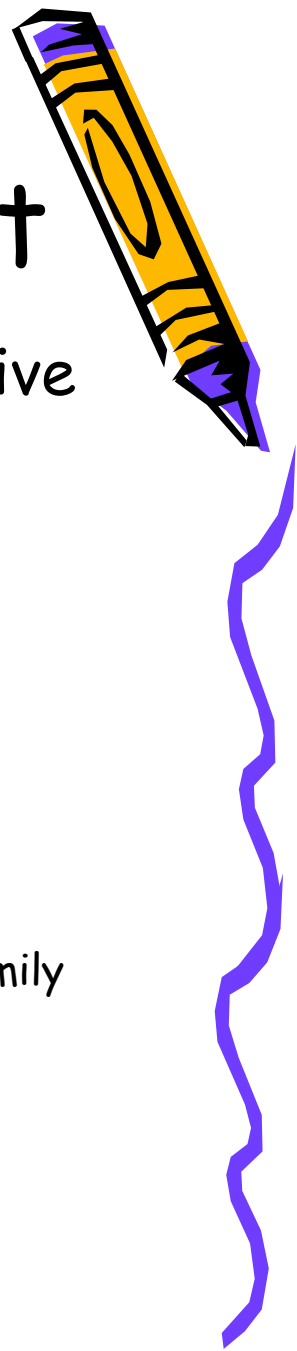


- A survey of approximately 150 questions/statements
- Survey 12<sup>th</sup> grade students within each school who have been enrolled from 9<sup>th</sup> through 12<sup>th</sup> grade
- Survey administered during one 45 minute class period
- Survey is comprised of three components:
  - Environmental
  - Attitudinal
  - Behavioral
- Uses National Student Clearinghouse data to determine predictive values of survey items on college attendance





# CASA: Environmental Component



- Measures the extent to which students perceive their schools help to foster a college-going culture
- Environmental Constructs
  - Accountability
  - Advising
  - Communication
  - School Facilities
  - Curriculum
  - Student Co-Curricular
  - School Requirements
  - Opportunities
  - Student Tracking/Use of Data
  - Support for Parents/Family
  - School Climate
  - Members
  - Student Support
  - Partnerships



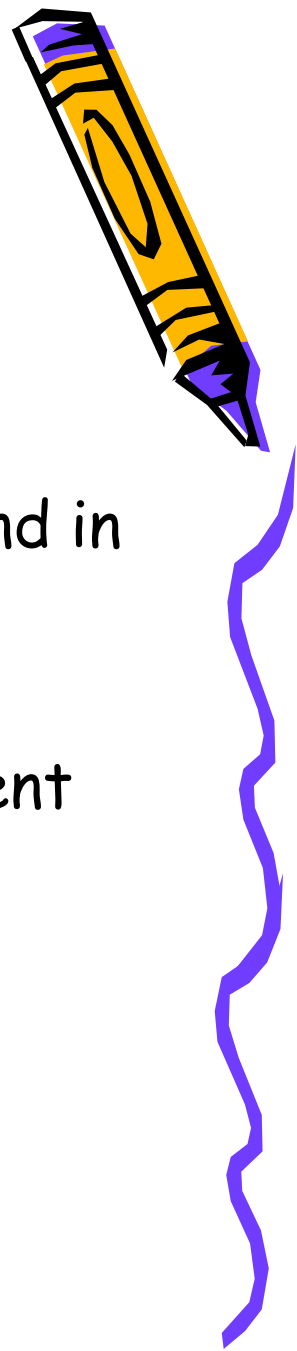
# CASA: Attitudinal Component



- Assesses student attitudes regarding the extent to which they value a college degree and their perceived capacity to pursue and complete a college degree
- Attitudinal Constructs
  - Perceived value of a college degree
  - College preparation
  - The college application process
  - The admissions process
  - The financial aid process/college costs
  - Enrollment in college
  - How college works
  - Expectations for college success



# CASA: Behavioral Component

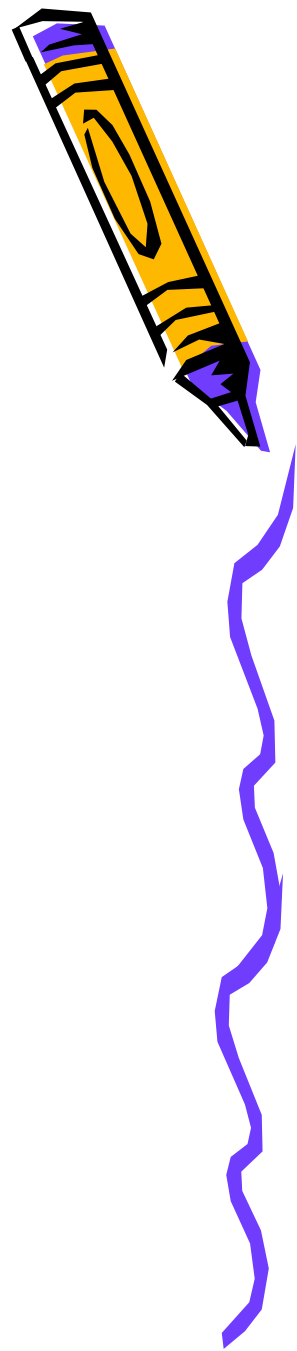


- Measures the extent to which students are behaving in ways conducive to college-going and in ways that reflect college readiness
- Constructs come from environmental component as well as other research

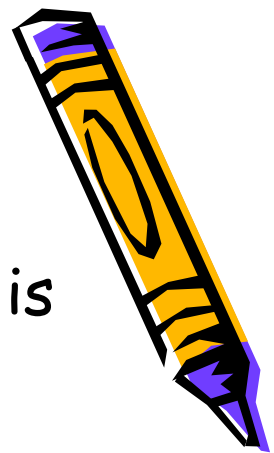


# Outcomes

- Predictability of survey items
- School reports
  - School *CASA* Total Score
  - School *CASA* Component Scores
    - Demographic subset reports
  - Overall *CASA* Total Score
    - Useful for benchmarking



# Benefits

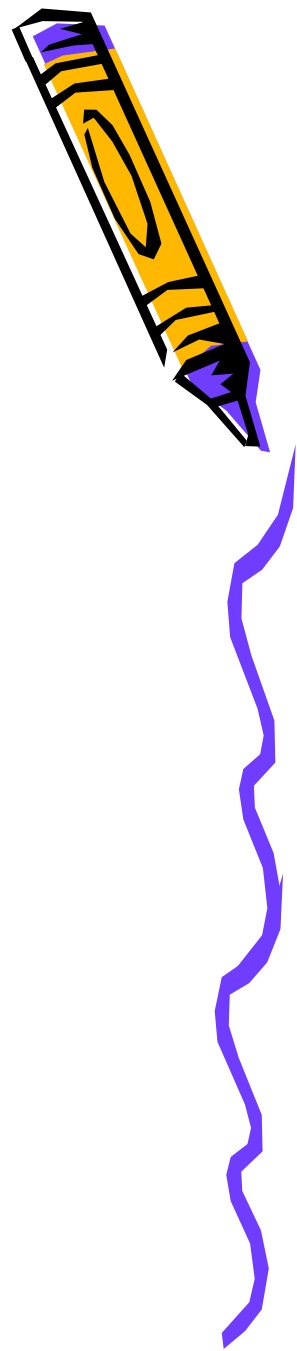


- Only one standard 40-50 minute class session is required
- Schools can identify short-term and long-term trends
- Schools can target resources in areas statistically shown to enhance college-going
- Simple and valid accountability
- Benchmarking

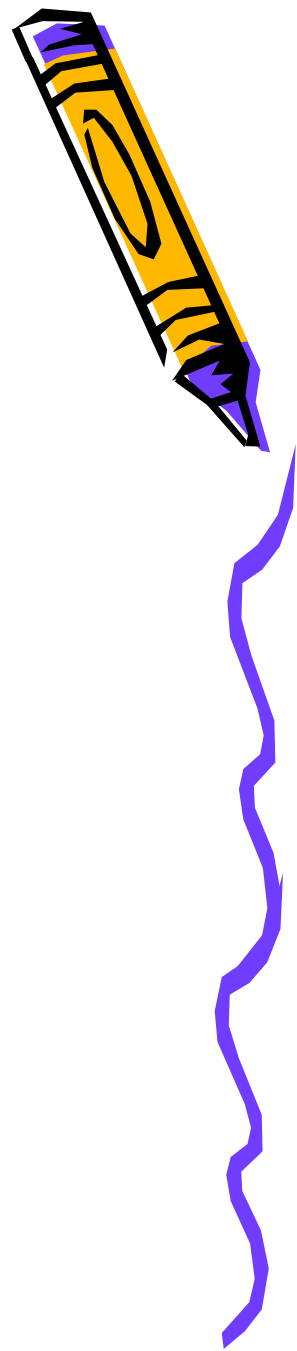


# Current Partners

- Fresno Unified School District (CA)
- Long Beach Unified School District (CA)



# Next Steps



- Pilot Study in April 2010
- Descriptive reports in July 2010
- 2011 survey recruits in Fall 2010
- Clearinghouse data released in January 2011
- Complete reports released in April 2011



# Questions and Feedback



Presentation will be available at:  
**<http://www.usc.edu/cerpp>**

Click on: CERPP Presentations

