

Released: May 14, 2019

Exploring the Career and College Readiness of High School Students Serviced by RAMP and Non-RAMP School Counseling Programs in North Carolina

Researchers conducted a study to determine if differences existed in high school student college and career readiness between those enrolled at high schools with Recognized ASCA Model Programs (RAMP) and non-RAMP high schools. Results indicated that students who are serviced by RAMP school counseling programs had statistically significant higher SAT and ACT WorkKeys scores and college enrollment.

Researchers

Shenika Jones, Ph.D.; Jonathan Ricks, Ph.D.; Jeffrey Warren, Ph.D.; Gary Mauk, Ph.D.
University of North Carolina at Pembroke

Research Questions

Is there a difference in schoolwide college- and career-ready student outcomes between an experimental group of RAMP-designated schools and a sample of control schools without RAMP designation?

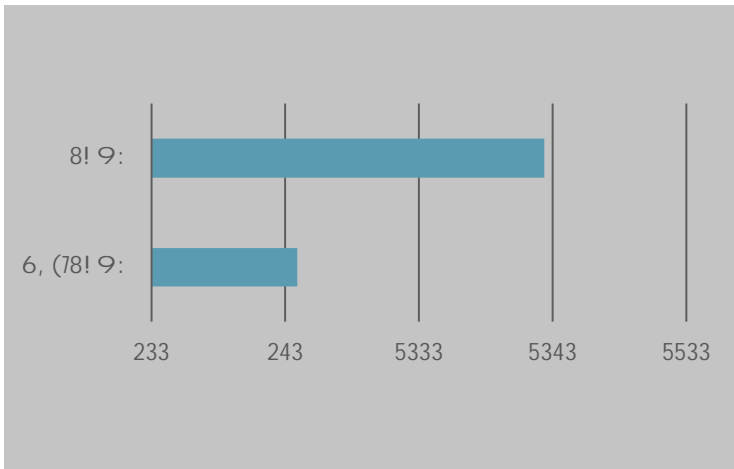
Is there a statistical difference in American College Testing (ACT) scores, Scholastic Aptitude Test (SAT) scores, ACT WorkKeys assessment scores and the number of graduates who enroll in college between the experimental group of RAMP designated

The ACT WorkKeys assessment consists of three subtests: Applied Math, Locating Information, and Reading for Information. Students can earn ACT's National Career Readiness Certificate (NCRC) after taking the ACT WorkKeys assessment. Certificates are awarded at the Platinum, Gold, Silver, and Bronze level. The data source used in this study was the percentage of students who achieved a minimum NCRC of Silver.

ACT is administered to students in grade 11. ACT consists of four subject tests: English, Reading, Math, and Science, and an additional Writing component. The four subject tests make up a composite score. The data source used in this study was the percentage of students meeting a minimum ACT Composite Score of 17. A Composite Score of 17 is the public University of North Carolina System's minimum admission requirement.

Students take End-of-Course assessments at the conclusion of three courses: English II, NC Math I, and Biology. Students' performances on NC End-of-Course assessments are reported in levels ranging from 1 to 5. Students who receive a minimum Achievement Level of 4 are considered on track to be career and college ready.

College and Career Variables: RAMP vs. Non-RAMP



)

A statistically significant difference was found between RAMP and non-RAMP schools on the measure of SAT scores. Students at RAMP high schools scored on average 92 points higher ($F=6.197$, $p=.017$, partial $n^2=.137$). The percent of high school graduates who enrolled in college were higher for RAMP schools than non-RAMP schools. The average percentage of st

References

O'Connor, P. J. (2018). How school counselors make a world of difference. *Phi Delta Kappan*, 99(7), 35–39.

Wilkerson, K., Perussé, R., & Hughes, A. (2013). Comprehensive school counseling programs and student achievement outcomes: A comparative analysis of RAMP versus non-RAMP schools. *Professional School Counseling*, 16(3), 172–184. doi: 10.5330/PSC.n.2013-16.172

About the ASCA Research Grants

The American School Counselor Association awards research grants for projects examining the effectiveness of comprehensive school counseling programs, particularly the ASCA National Model, in improving student outcomes; projects investigating the optimal school-counselor-to-student ratio(s); and other projects that advance school counseling practice. ACT has provided funding support for the grants. Learn more about ASCA at www.schoolcounselor.org.