



Pearson

Conley Readiness Index

What do new college students aspire to and are they ready to achieve their goals?

Conley Readiness Index (CRI) is the only readiness inventory based entirely on over a decade of research analyzing the content of entry-level college courses and the opinions of thousands of U.S. secondary and postsecondary students and instructors about what it takes to succeed in college.

According to CRI, students who are ready for college and careers can:

- Qualify for and succeed in entry-level, credit-bearing college courses leading to a baccalaureate, certificate career pathway-oriented training programs without the need for remedial or developmental coursework;
- Complete these foundational courses, enabling them to continue in their chosen major or program of study.

In constructing CRI, David T. Conley's research methods included comprehensive surveys, interviews, focus groups, longitudinal studies, statistical analyses, meta-analyses, comparisons of GPAs with SAT scores and college acceptance rates, and exhaustive literature reviews from a range of social science disciplines. From this base of data, the Conley Model describes 42 "actionable" objectives upon which educators and students can focus to improve readiness and prepare for college and career success. These objectives are organized into four broad dimensions, comprising a framework entitled the Four Keys to College and Career Readiness, which has been used by national organizations such as The College Board and the International Baccalaureate®, and by numerous states and school districts.

VALIDITY AND RELIABILITY

The validity and reliability of the Four Keys framework and Conley Readiness Index derive from:

- The exhaustive research done with high school and college students, teachers, and administrators, in which thousands of entry-level college courses were analyzed and an equal number of instructors queried about what it takes to succeed in their courses. This method ensures that the Four Keys framework reflects the actual content of and success criteria for college courses.
- Over 45,000 students have taken CampusReady, the secondary school version of CRI, and the results from these administrations have demonstrated the instrument's ability to identify students at risk of not graduating from high school and of not attending college.
- Almost 5,000 college students have used CRI, and instructors and students who have used CRI indicate it is one of the most powerful tools in college success courses. Students in particular have commented on the value of CRI in helping them to identify areas beyond basic content knowledge in need of improvement.
- Conley's decades-long experience researching college and career readiness and developing tools, techniques, and strategies to improve college success for all students. This experience includes developing a proficiency-based college admissions process for the Oregon University System, creating Standards for Success for the Association of American Universities (AAU), contributing substantially to the College Board Standards for College Success, facilitating the design and creation of the Texas College and Career Readiness Standards, co-chairing the Validation Committee for the Common Core State Standards, and creating other assessments of college readiness including ThinkReady, which gauges mastery of the Key Cognitive Strategies.

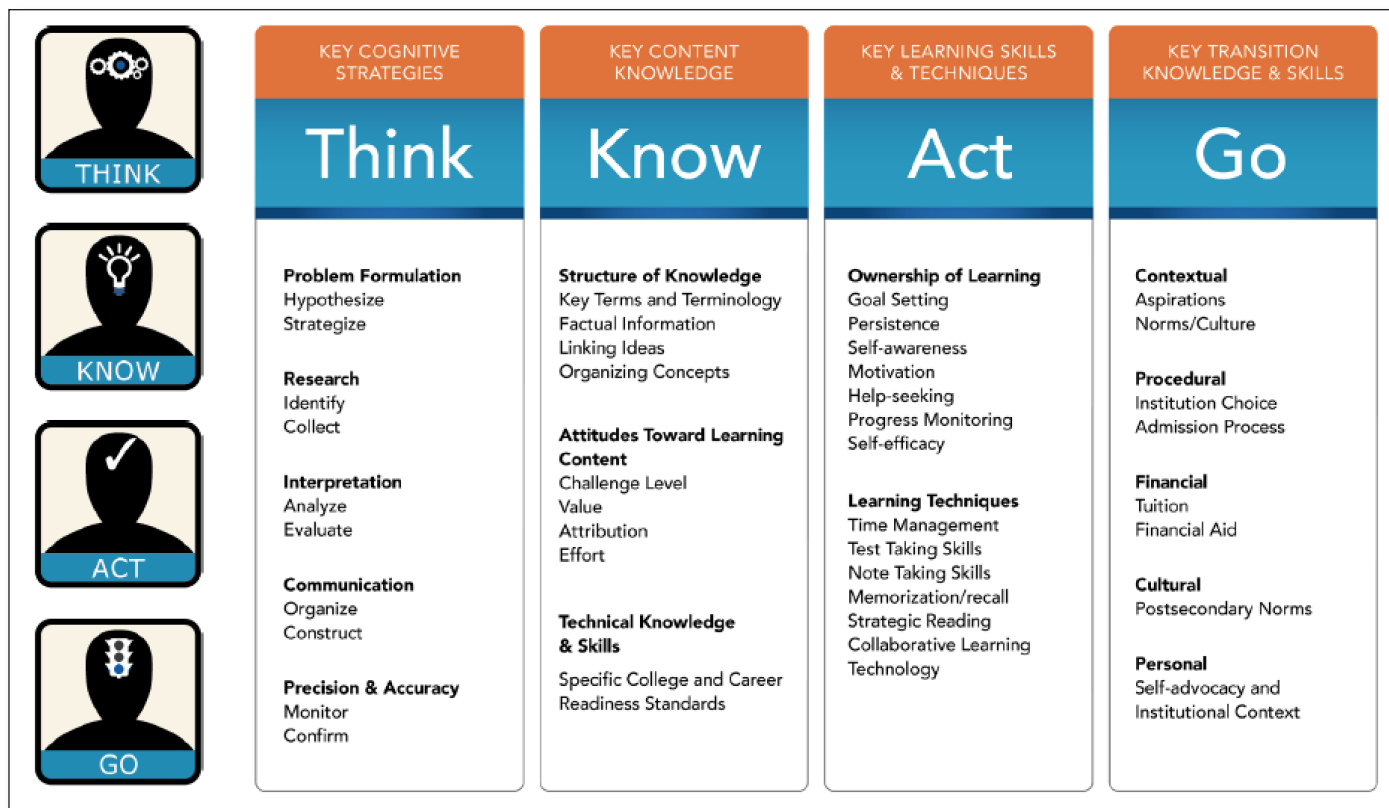


Figure 1. The Four Keys of College and Career Readiness

The Four Keys to College and Career Readiness

The Four Keys provide a valid framework for measuring college and career readiness, and research shows that students who indicate they have mastered more elements of The Four Keys are more likely to earn good grades and succeed in their college-level coursework.

The results of the CRI can also be interpreted in terms of sixteen distinct profiles, each having a set of recommended interventions or actions associated with it, yielding a personalized action program for each student. Profiles showing mastery of more Four Keys elements predict better academic performance.

The CRI also provides a holistic view of students' college and career readiness in relation to their aspirations and goals, which are critically important to understanding the specific knowledge and skills they need for their personal college and career paths. The instrument helps identify specific areas where gaps may exist between students' aspirations and their skills.

Gaining awareness of such gaps enables institutions to provide relevant supports and alerts students to their need to gain specific key knowledge and learning skills, as identified in The Four Keys: Think, Know, Act, Go (Figure 1).

The Four Keys reflects the actual content of success criteria for college courses.

“David Conley’s [Four Keys Framework] is breathtaking in its scope and depthIf his recommendations were to be implemented, it would constitute a true transformation of the current educational system.”

— *Educational researcher and thought leader, Robert J. Marzano, Marzano Research Laboratory*

For further information, click on this video link: youtu.be/wFxXZLJD-ok



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