

GATEWAY *to* COLLEGE



Activity

- PLEASE COPY 10 SETS (One set for each round table)
- Please copy on white paper

- Becoming college ready is a process. This process involves students developing attitudes, behaviors, and skills for college success, over-time. through thoughtful and intentional experiences that allow opportunities for practice and feedback.

- We use the term “college ready” to describe readiness for any post-secondary educational experience, including community college, university or vocational training, any setting where students can earn a degree, certificate, or license.

- Because we advocate a multi-dimensional construct for college readiness, we consider it critical to examine where students are on the continuum of college readiness rather than focus on a single snapshot that represents one particular point in their learning.

- College students, especially first generation college students, may not have a realistic understanding of what is necessary for success in college. Students need to recognize the attitudes, behaviors, and skills necessary to be successful in college; which of these skills they currently possess; and which they need to develop.

- Talk students through the College Readiness Rubric. Help students understand how this tool can assist them in self-evaluating their level of college readiness, identify strengths and areas of challenge, and help program staff confirm their readiness for more traditional college coursework .
- Review the readiness rubric-Yellow

- Talking students through the rubric should generate deep conversation and reflection on the part of students. This conversation will guide the completion of the goal sheet, which will serve as a roadmap for the contents of their portfolio. In addition, the rubric can serve as a means to help students self-evaluate and help programs affirm students' readiness for "traditional" college courses.

Activity: Read-Aloud

#7

- Use the growth mindset approach as the context for these conversations. This means working with students to raise their awareness about what they are already doing that might contribute to their success, clarifying their vision for the future, and helping them understand that with effort, consistency, and persistence, they can change any aspect of their current situation.

- Guide and talk students through the completion of the College Readiness Goal Setting Sheet. (The goal sheet is aligned with the rubric.) It can guide students in compiling artifacts for their portfolio. *(Show students an example of a portfolio and the tool that will be used to assess it.)*

- Review the goal setting sheet-Pink

- Over the course of the academic term, students compile a portfolio using the College Readiness Goal Sheet as a guide for some of the content. Assignments and requirements from the instructor will add to the content. Developing the portfolio is a collaborative effort between the instructor and the resource specialists. Although this is a collaborative effort, the resource specialists will shepherd this process through regular check-ins, feedback, and assistance. The ongoing support of both the instructor and the resource specialist will ensure a quality experience and outcome for students.
- Review portfolio reflection questions and assessment-Blue

- Review the Personal Goal Sheet and portfolio check-in process. Explain the regular and ongoing meetings that will take place to provide updates on their progress. (At this meeting, calendar the first portfolio check-in and identify what artifact(s) might be added to the portfolio by that date.)

- Ultimately, we must work collaboratively with students to support them in moving further on the continuum of college readiness.