

BUILDING ALLIANCES FOR COLLEGE READINESS

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Wednesday, February 10, 2010

Wojcik Conference Center & Dining Room

Notes from Tabletop Report Out

What are the successes that institutions have experienced in preparing students to be ready for college?

At the Secondary Level:

- Effectiveness of Wheeling High Schools' AVID Program
- Successfully moving 75% of Reading Prep students into Intro to Literature after their freshman year
- Having Reading and English teachers co-teach Reading Prep
- Rearranging the student schedule to ensure yearlong English classes, rather than just one semester
- Using College Readiness Standards as defined by ACT

Helps to clearly define skills needed

Helps to encourage teachers to develop new ways to teach these skills

- Encouraging a College-Going Culture, regardless of previous academic performance
- Recognition that the demographic population of the students has changed significantly, and that strategies to reach students have also changed
- Bringing Financial Literacy to the high schools
- Offering Educational Sessions, including Motivational Speakers
- Providing seminar time that allows students to have extra time with counselors

At the Post-Secondary Level:

- Encouraging incoming Harper students to enroll in PSY106 (college study skills)
- Harper's involvement in *Achieving the Dream: Community Colleges Count*

Where are the areas that institutions should focus on now to prepare students for college?

- Make it a practice to share data on initial college placement and resultant academic performance between secondary and postsecondary institutions
- Intervene early when it comes to students at risk
- Mandate PSY106 for students at risk (Study Skills)

- Expand access to REACH Summer Bridge
- Encourage students to take a rigorous course load in high school
- Provide training for content area instructors in teaching effective reading strategies
- Tackle the issue of student need of instruction in non-narrative reading strategies with teachers' desire to provide instruction in the narrative and literature
- Develop a shared understanding of what it means to have a strong foundation in basic skills (Reading, Writing, Math)
- Ensure students have a solid understanding of the Scientific Method
- Use the Advanced Placement courses as a method to increase opportunities for access to college, not necessarily as a replacement for college.
- Fostering participation at Latino Parent Night Programs
- Start to evaluate transcripts earlier
- Improve articulation on curricula currently being taught at the high school through to college
- Communicate from college to high school faculty on the criteria used to evaluate college-level work
- Educate faculty at secondary and post-secondary level of the types of placement tests being used and the criteria for the placements
- Evaluate strategies to target and help underprepared, underrepresented populations
- Provide students with the vocabulary needed specific to career areas of interest before they get to college
- Take advantage of technology to provide alternative instructional delivery modalities
- Use more technology in the classroom and take advantage of electronic resources
- Provide instruction in information literacy and conducting effective research
- Increase the numbers of visits to college and conduct these visits earlier in a student's academic life
- Foster relationships between current college students and current high school students
- Provide clearer criteria on a students' English language competency

Specific to your table's disciplinary focus, what are some suggestions for future collaborations?

- Continue faculty-to-faculty discussions
- Foster a communication network from K-14
- Encourage student enrollment in Learning Communities
- Share examples of college-level writing
- Have all teachers take the COMPASS exam
- Conduct a survey of requirements for each Career Program
- Jointly develop College Readiness Expectations (to be shared between secondary and post-secondary)