Advancing College-Going Culture Scavenger Hunt

Numbers refer to the Question/Segment in the Advancing College-Going Culture part of the web site. Complete five out of 11, or more…

1. Is college-going culture ONLY about going to a four-year college or university? Why or why not?

2. Give one resource that demonstrates California has a problem of unequal access to higher education.

3. Name one thing that Tennyson High School seniors asked their teachers to do to make sure they are prepared for college?

4. One reason you think the students in your school/district would give for NOT wanting to go to college?

5. Why do we need to impact the “culture” of the school/district?

6. What is the principle of college-going culture your school/district needs to work on the most? Why?

7. What is a “metaphor” that best describes your own educational journey? How might you integrate teachers’ educational journey’s into the college-going culture of your school/district?

8. What would be one goal you would like to achieve to increase college-going culture in your school/district by the end of this school year?

9. Go to Kindergarten to College web site, [http://outreach.berkeley.edu](http://outreach.berkeley.edu), what resource(s) look most interesting/helpful to you?

10. Which of these ideas/resources could you implement next week?

11. How could you better involve parents in the college-going conversation?
Increasing Access to “a-g” Scavenger Hunt

1. What is “a-g”?

2. Why should I analyze my school’s master schedule?

3. How many years of Language Other Than English (LOTE) does UC recommend for freshmen applicants?

4. Do your high school graduation requirements match the “a-g” requirements? Name the subject areas that DO NOT match.

5. Is your school’s “a-g” list updated for this year 2007-2008?

6. If your school does not have an “a-g” list, who do you contact and how?

7. Is updating your school’s “a-g” list important? Why or why not?

8. What documents would you need to do a master schedule analysis?

9. What is the estimated time for a master schedule analysis?

10. Is analyzing the master schedule, time well spent?

11. What is the recommended overall percentage of “a-g” course offerings available if a school is to provide access to the minimum number of “a-g” courses necessary for UC/CSU eligibility?

12. What should the student enrollment patterns look like in your AP classes? All classes?

13. What is the relationship of academy courses to “a-g”
Transcript Evaluation Service Scavenger Hunt

The numbers refer to the Page within the Transcript Evaluation Section of the web site. Complete at least five out of 11, or more…

1) Give one important use of a transcript.

2) Give an example of how a school used the Transcript Evaluation Service.

3) Indicate a piece of information included on a transcript.

4) Go to the Doorways website and find a high school you work with or your students attend or feed into.

5) Name one way to validate a high school “a-g” course.

6) What is the GPA that the UC system uses to determine UC eligibility?

7) What is the minimum GPA for UC? For CSU?

8) Name an untraditional high school experience.

9) Why do you think four-year plans are important or not important?

10) Go to the ASSIST website and use it to find a list of transferable courses from a community college to a UC or CSU.

11) Visit at least one online course provider.
SLC/ Career Academy Scavenger Hunt

For each of the following, give a brief answer and indicate the section number where you found it.

1. What is the essential difference between an SLC and a Career Academy?

2. What is integrated curriculum?

3. How might you evaluate the quality of an SLC or Academy?

4. What guide would you go to if you wanted to start a new Academy?

5. What is one good reason not to start an SLC or Academy?

6. Where does cohort scheduling rank in terms of typical problems encountered in forming an SLC or Academy (circle one): first third sixth

7. What guide might help with developing a sequence of CTE courses in an Academy?

8. Name one organization other than CASN that might help you with a Career Academy?

9. What does an SLC or Academy Advisory Board do?

10. What role does the Northwest Regional Education Laboratory (NWREL) play with respect to SLCs?
Symposium Evaluation Form

Name (Optional): ___________________________ Date: ____________

1. The website College Tools for Schools was designed to help high school teachers, counselors, and administrators learn how to better prepare their students for college. Do you feel it achieves this purpose?
   _____ Yes  _____ No

   Comments: _______________________________________________________

   _________________________________________________________________

   _________________________________________________________________

2. This symposium was designed to show school staff members what they can learn from College Tools for Schools and how to use this in their school. Do you feel it achieves this purpose?
   _____ Yes  _____ No

   Comments: _______________________________________________________

   _________________________________________________________________

   _________________________________________________________________

3. Please rate each of the following aspects of the symposium and website from 1 (worthless) to 5 (fabulous).

   _____ Logistics: invitation, directions, etc.
   _____ Facility
   _____ Introductory session
   _____ Breakout session(s)
   _____ Lunch (if applicable)
   _____ Design of the website: Ease of navigation, colors, icons, etc.
   _____ Content of the website: Clarity, length, comprehensiveness, etc.
   _____ Concepts: Whether you gained insight into the issue
   _____ Practicality; whether you got concrete ideas to help with the problem
   _____ Other: ______________________________________________________

(over)
4. Please comment on any of the above topics where you have specific criticisms or suggestions.

________________________________________________________________________
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5. What did you find most helpful about the website/ symposium?
   1. ____________________________________________
   2. ____________________________________________
   3. ____________________________________________

6. What did you find least helpful about the website/ symposium?
   1. ____________________________________________
   2. ____________________________________________
   3. ____________________________________________

7. Please offer any other insights, criticisms, suggestions, or thoughts that you feel would make either the website or symposium more useful.

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Thank you for participating and sharing your feedback!