



College Readiness: Summer Edition

Just because it's summer, there's no reason for teens to take their eyes off the education prize. Summer youth programs have an opportunity to integrate College Readiness activities that will support middle and high school youth and continue their academic and college planning throughout the summer.



Learn how to make College Readiness a fun and challenging part of your summer program from Vicki Turner, Executive Director of UW-Milwaukee's COMPASS Guide program.

COMPASS Guide has tailored a comprehensive list of activities for summer programs that include:

- New college exploration tools
- Career assessments that do not require computers/classroom
- Hands-on resources/materials
- Recommended activities by grade level
- Best use of a college visits/field trips

Vicki will also discuss COMPASS Guide's "quick-read" packet of current research that provides professionals and front-line staff with an inside look at the biggest challenges facing low-income, minority and first-generation students in their quest to secure post-secondary education.

The workshop will be held:

Date: Thursday, April 29, 2010

Time: 10 a.m. – noon

Place: Washington Park Library

2121 N. Sherman Blvd.

The workshop is free but seating is limited.

Contact William J. Malone at 286-5894 or william.malone@milwaukee.gov to reserve a seat or get more information about this professional development opportunity.

All About Me

Curriculum Areas	
<input type="checkbox"/>	All subjects
<input type="checkbox"/>	Art/Music
<input type="checkbox"/>	Business/Marketing
<input type="checkbox"/>	Computer Science
<input type="checkbox"/>	Family/Consumer Education
<input type="checkbox"/>	Health/Physical Education
<input checked="" type="checkbox"/>	Language/Communication Arts
<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	Natural Resources/Agriculture
<input type="checkbox"/>	Science
<input type="checkbox"/>	Social Studies/Economics
<input type="checkbox"/>	Technical Education

Grade Level													
K	1	2	3	4	5	6	7	8	9	10	11	12	13+
				✓	✓	✓							

Activity Type	
<input checked="" type="checkbox"/>	Individual
<input type="checkbox"/>	Small Group
<input type="checkbox"/>	Whole Class
<input type="checkbox"/>	Outside of Class

Resource Type	
<input checked="" type="checkbox"/>	Books/Workbooks
<input type="checkbox"/>	Computers
<input type="checkbox"/>	Community/Businesses
<input type="checkbox"/>	Faculty/Staff
<input type="checkbox"/>	Games
<input type="checkbox"/>	Internet
<input type="checkbox"/>	Parents
<input type="checkbox"/>	Videos

Time (minutes)	
In-Class Time	30
Out-of-Class Time	0

INTRODUCTION

Students use the letters in their first names to select adjectives to describe themselves.

OBJECTIVE (student competency)

Use adjectives to create a word picture to describe yourself to your classmates.

MATERIALS AND PREPARATION

- *Words that Describe* student note
- dictionaries

TEACHER ACTIVITIES

1. Review adjectives and how to use the dictionary.
2. Show how adjectives, which are words that modify nouns, can be used to describe a person.
3. Encourage students to give examples of adjectives and list them on the board.
4. Using the adjectives that have been listed on the chalkboard, demonstrate how to create a word picture from the letters in a name. An example for Jane:
 - a) J olly
 - b) A thletic
 - c) N oisy
 - d) E nergetic
5. Pass out copies of the *Words That Describe* student note.
6. Ask students to choose an adjective for each letter in their own name. Encourage students to use dictionaries in addition to their *Words that Describe* student note.
7. Ask students to share their word pictures of themselves with the class.
8. Display word pictures in the classroom.

STUDENT ACTIVITIES

1. Review adjectives and how to use the dictionary.
2. Note how adjectives can be used to describe a person.
3. Offer examples of adjectives for the teacher to list on the board.
4. Look at the word picture that you can make with the letters in a name.
5. Look over the *Words that Describe* student note.
6. Choose an adjective for each letter in your name. You can find more adjectives in the dictionary.
7. Share your word picture of yourself with the class.

ASSESSMENT (student performance)

Use adjectives to create a word picture of yourself using the letters in your name.

RELATED AND/OR OUTSIDE ACTIVITIES

- Make a bulletin board to display the word pictures.
- Create word pictures of friends or relatives

RELATED STANDARDS**The National Standards for School Counseling Programs**

- Develop a broad range of interests and abilities
- Develop an awareness of personal abilities, skills, interests, and motivations
- Develop positive attitudes toward self as a unique and worthy person
- Identify personal preferences and interests influencing career choice and success
- Identify personal strengths and assets
- Identify values, attitudes, and beliefs
- Share knowledge
- Take pride in work and achievement

SCANS Secretary's Commission on Achieving Necessary Skills

- Interpret and communicate information
- Think creatively

Comprehensive School Counseling Model

- Demonstrate a knowledge of work values and needs.
- Demonstrate behavior and decisions that reflect interests, likes, and dislikes.
- Demonstrate individual abilities, strengths, skills, and talents.
- Demonstrate positive attitudes toward self as a unique and worthy person
- Give examples of positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).
- Show how beliefs, culture, work values, personal priorities, and knowledge of the broad range of career opportunities will influence career decisions.

Education for Employment

- Exhibit positive personal attributes and self-esteem
- Identify and develop personal interests
- Recognize personal capabilities
- Recognize the limitations of gender-role stereotyping

Name _____

Date _____



WORDS THAT DESCRIBE

A

active
affectionate
afraid
amiable
angry
anxious
artistic
athletic

B

bad
beautiful
bright
brave

C

calm
careful
cautious
charming
cheerful
clever
colorful
considerate
cool
creative
curious

D

dangerous
daring
deliberate
delightful
depressed
dull

E

eager
efficient
energetic
equal
exceptional
excitable
extraordinary

F

fabulous
fair
faithful
famous
fast
focused
forgetful
friendly
funny

G

gentle
gloomy
good-natured
grand
great
grouchy

H

handy
happy
healthy
helpful
honest
hopeful
hopeless
hungry

I

imaginative
important
innovative
intelligent
interesting
intuitive
inventive

J

jealous
jolly
joyful
jumpy

K

kind
knowing

L

lazy
likeable
lonely
lonesome
loud
lovable
loving
lucky

M

merry
messy
mighty
musical
mysterious

N

neat
nervous
noisy

O

obedient
observant
odd
old
original
outlandish

P

peppy
perfect
perceptive
playful
pleasant
polite
popular
private
proud

Q

questioning
quiet
quick

R

reflective
reliable
religious
remarkable
respectful
restless
romantic
rough

S

sad
selfish
sensitive
serious
shy
silly
skilled
sluggish
smart
stressed
strong
sweet

T

talented
thoughtful
tiny
tough
tricky
trustworthy

U

uncertain
understanding
unhappy
unique
upbeat
useful

V

vague
victorious

W

warm
weak
well
wild
wise
witty
wonderful
worried

X

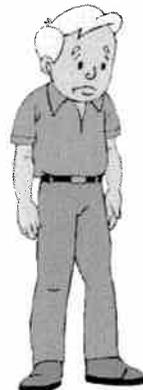
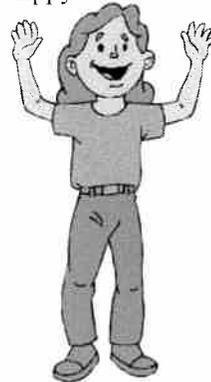
xenophilous

Y

young
youthful

Z

zany
zealous
zippy



Career Billboard

Curriculum Areas	
	All subjects
✓	Art/Music
✓	Business/Marketing
	Computer Science
	Family/Consumer Education
	Health/Physical Education
	Language/Communication Arts
	Mathematics
	Natural Resources/Agriculture
	Science
	Social Studies/Economics
	Technical Education

Grade Level													
K	1	2	3	4	5	6	7	8	9	10	11	12	13+
									✓	✓	✓	✓	

Activity Type	
✓	Individual
	Small Group
✓	Whole Class
	Outside of Class

Resource Type	
	Books/Workbooks
✓	Computers
	Community/Businesses
	Faculty/Staff
	Games
	Internet
	Parents
	Videos

Time (minutes)	
In-Class Time	120
Out-of-Class Time	0

INTRODUCTION

Students, working individually, will develop billboards (on a standard 8 ½ by 11" sheet of paper) reflecting what they would want a future employer to know about them. The billboard can contain both images and words, and students can either draw it by hand, use computers to create it, or both.

OBJECTIVE (student competency)

Students will develop billboards that succinctly describe what they would want a future employer to know about them. Students will present their billboards to their classmates, describing what they included on their billboards and why.

MATERIALS AND PREPARATION

- Scratch paper
- Paper (8 ½ inches by 11 inches) for the billboard
- Pencils and pens, paints, markers, and/or other artistic tools
- Computers (for students who wish to use them)

TEACHER ACTIVITIES	STUDENT ACTIVITIES
<ol style="list-style-type: none"> 1. Ask students if they are familiar with resumes. Most of them will likely have some idea of what a resume is. 2. Note that the main purpose of a resume is to succinctly tell a potential employer what a job applicant has to offer him/her. 3. Note that one of the most difficult parts of putting together a resume is deciding what information to include and what to leave out. It requires a person to think carefully about his/her skills, interests, values, and goals and to "package" them in a way that is clear and appealing to the potential employer. 4. Tell the students that they will be doing an activity in which they'll be packaging themselves not on a resume, but on a "billboard"—specifically, a piece of standard paper that is 8 ½ inches high by 11 inches wide. 5. Hand out scratch paper to each student. Ask the students to spend time thinking about what words and images they might want to include on their 	<ol style="list-style-type: none"> 1. Think about resumes. Offer your ideas on what the purpose of a resume is. 2. Note that the main purpose of a resume is to succinctly tell a potential employer what a job applicant has to offer him/her. 3. Note that one of the most difficult parts of putting together a resume is deciding what information to include and what to leave out. It forces a person to think carefully about his/her skills, interests, values, and goals and to "package" them in a way that is clear and appealing to the potential employer. 4. Prepare to do an activity in which you'll be packaging yourself not on a resume, but on a "billboard"—specifically, a standard piece of 8 ½ by 11" paper. 5. Spend some time thinking about what words and images you might want to include on your billboard. As ideas come to you, write them down on the scratch paper provided. For starters, write down your best skills, your most fascinating interests, your most cherished values, and your most prized

<p>billboards. For starters, tell them to write down, for example, their best skills, their most fascinating interests, their most cherished values, and their most prized goals. Have them consider the following question: "What will an employer need to see on your billboard to understand what you have to offer and to be convinced to hire you?"</p> <ol style="list-style-type: none"> 6. Once students have thought about what they might include on their billboards, give them the class period to develop their billboards. Be sure to stress that they can either hand-draw their billboards, use a computer, or both, and that their billboards should include both words and images. 7. Once students have completed their billboards, use the next class period to allow each student to present his/her billboard to the class. As students present, be sure that they stress not only what they included on their billboards and why, but what they weren't able to include. 	<p>goals. What will an employer need to see on your billboard to understand what you have to offer and to be convinced to hire you?</p> <ol style="list-style-type: none"> 6. Once you've thought about what you might include on your billboard, take the rest of the class period to develop your billboard. You can either hand-draw your billboard, use a computer, or both. Note that your billboard should include both words and images. 7. Be prepared to present your billboard to the class. As you present, be sure to stress not only what you included on your billboard and why, but what you weren't able to include.
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ASSESSMENT (student performance)
 Students develop billboards that succinctly describe what they would want a future employer to know about them. Students also present their billboards to their classmates, describing what they included and why.

RELATED AND/OR OUTSIDE ACTIVITIES

- Have students show their billboards to their parents and/or other significant adults in their lives (at least three people in all). Tell the students to carefully note how each person interprets the billboard. Students can then give a short presentation on how the different people who looked at the billboard may have interpreted it differently, just as resumes are interpreted differently.

RELATED STANDARDS	
<p>The National Standards for School Counseling Programs</p> <ul style="list-style-type: none"> ▪ Apply job readiness skills to seek employment opportunities ▪ Develop an awareness of personal abilities, skills, interests, and motivations ▪ Identify values, attitudes, and beliefs ▪ Learn how to write a resume ▪ Take pride in work and achievement ▪ Understand how school success and academic achievement enhance future career and vocational opportunities ▪ Understand the relationship between learning and work <p>SCANS Secretary's Commission on Achieving Necessary Skills</p> <ul style="list-style-type: none"> ▪ Allocate time wisely and efficiently ▪ Exhibit self-esteem ▪ Think creatively 	<p>Comprehensive School Counseling Model</p> <ul style="list-style-type: none"> ▪ Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking, problem solving, technology literacy, interpersonal skills, honesty, dependability, work-related communication, customer service skills, adaptability, punctuality, managing conflict, resiliency). ▪ Demonstrate behavior and decisions that reflect interests, likes, and dislikes. ▪ Demonstrate individual abilities, strengths, skills, and talents. ▪ Demonstrate job seeking skills, including the ability to create and adapt resumes and cover letters, complete a job application, interview for a job, and network to find and pursue employment leads. <p>Education for Employment</p> <ul style="list-style-type: none"> ▪ Acquire and use job-seeking skills ▪ Communicate with employer, co-workers and the public ▪ Exhibit positive personal attributes and self-esteem

Do You Know These Colleges?

University of Wisconsin-Milwaukee
Augustana College
Grinnell College
Marquette University
Western Illinois University
Dillard University
Carleton College
University of Iowa
Adelphi University
Ithaca College
Norfolk State University
University of Puget Sound
Carthage University
University of Texas-El Paso
Lafayette College
Augsburg College
Cardinal Stritch University
Assumption College
North Park University
Morehouse College
New College of Florida
University of the Pacific
Pitzer College
Occidental College
California State- San Bernardino
Bemidji State University
University of Wisconsin-Milwaukee
Prairie View A&M University
Whitman College
Furman University
College of Charleston
Case Western Reserve University
Goshen College
St. John's University
University of North Carolina - Asheville
St. Norbert College
Lewis and Clark College
Belmont University
Washington State University

University of Montana
Rider University
Fordham University
College of Wooster
DePaul University
Lawrence University
Ithaca College
Northeastern University
Lake Forest College
Syracuse University
Delaware State University
SUNY-New Paltz
University of Wisconsin-River Falls
Berea College
Wisconsin Lutheran College
California Lutheran College

Where is the college located?

Is it Private or Public?

How many students go there?

Do they have any famous alumni?

What's the mascot?

What are the school colors?

What's the most popular major?

What's the average ACT score?

A Unique Knowledge

Curriculum Areas	
	All subjects
	Art/Music
	Business/Marketing
	Computer Science
	Family/Consumer Education
	Health/Physical Education
✓	Language/Communication Arts
	Mathematics
	Natural Resources/Agriculture
	Science
✓	Social Studies/Economics
	Technical Education

Grade Level													
K	1	2	3	4	5	6	7	8	9	10	11	12	13+
						✓	✓	✓					

Activity Type	
✓	Individual
✓	Small Group
	Whole Class
	Outside of Class

Resource Type	
	Books/Workbooks
	Computers
	Community/Businesses
	Faculty/Staff
	Games
	Internet
	Parents
	Videos

Time (minutes)	
In-Class Time	60
Out-of-Class Time	0

INTRODUCTION

Students, working individually, will identify one unique knowledge they have and use that unique knowledge to answer the questions on the *A Unique Knowledge* worksheet. Students will also present their unique knowledge in small groups.

OBJECTIVE (student competency)

Students will be able to successfully identify a unique knowledge they have and use that unique knowledge to answer the questions on the *A Unique Knowledge* worksheet. Students will be able to give a short presentation in small groups, in which they describe their unique knowledge.

MATERIALS AND PREPARATION

- *A Unique Knowledge* worksheet
- Pencils or pens

TEACHER ACTIVITIES	STUDENT ACTIVITIES
<ol style="list-style-type: none"> 1. Ask students to consider the term “unique knowledge” and what it might mean. Tell them that a “unique knowledge” is simply a special skill one has that others may not have. Examples include someone’s ability to make a special dish from their ethnic heritage or skill in drawing certain things. 2. Tell the students about one unique knowledge you have. 3. Tell the students they will be doing an activity to help them identify a unique knowledge they have and describe it to their classmates. 4. Hand out the <i>A Unique Knowledge</i> worksheet. Read through the introduction and the directions with the students, and then ask them to answer the questions in the space provided. Be sure to tell the students that they will give a short presentation of their answers to a small group. 5. Give students 15 to 20 minutes to complete the worksheet. 6. Once students have finished the worksheet, place students in small groups to present their unique 	<ol style="list-style-type: none"> 1. Consider the term “unique knowledge.” It is simply a special skill one has that others may not have. Examples include making a special dish from your ethnic heritage or knowing how to draw something. 2. Prepare to do an activity that will help you identify a unique knowledge you have and describe it to the rest of the class. 3. Your teacher will give you a copy of the <i>A Unique Knowledge</i> worksheet. Read through the introduction and the directions, and then answer the questions in the space provided. Note that you will give a short presentation to a small group. 4. Once you have finished the worksheet, present your answers to your small group. Feel free to ask questions of other students about their unique knowledge. 5. Offer to share your knowledge with the whole class when the groups are finished. 6. Remember: identifying your unique knowledge, skills, and abilities can be important in selecting a rewarding and enjoyable future career.

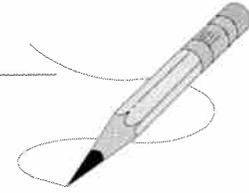
<p>knowledge to each other. Encourage students to take about five minutes each, including time for questions from group members.</p> <p>7. Once every student has presented on his/her unique knowledge, have a few volunteers offer their answers to the whole class.</p> <p>8. Wrap up by re-emphasizing the importance of identifying one's unique knowledge, skills, and abilities in selecting a rewarding and enjoyable future career.</p>	
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ASSESSMENT (student performance)
 Students identify a unique knowledge they have and use it to answer the questions on the *A Unique Knowledge* worksheet. Students give a short presentation in small groups in which they describe their unique knowledge.

- RELATED AND/OR OUTSIDE ACTIVITIES**
- Have students ask parents or other significant adults about their unique knowledge and how that knowledge relates to the occupations they're in now. Students can present their findings to the class.
 - Have students use the internet or print resources at your school's library or the local public library to identify some occupations in which they might apply their unique knowledge.

RELATED STANDARDS	
<p>The National Standards for School Counseling Programs</p> <ul style="list-style-type: none"> ▪ Demonstrate an understanding of the value of life-long learning as essential to seeking, obtaining, and maintaining life goals ▪ Develop an awareness of personal abilities, skills, interests, and motivations ▪ Identify personal skills, interests, and abilities and relate them to current career choice ▪ Recognize, accept, and appreciate ethnic and cultural diversity ▪ Recognize, accept, respect, and appreciate individual differences ▪ Share knowledge ▪ Take pride in work and achievement <p>SCANS Secretary's Commission on Achieving Necessary Skills</p> <ul style="list-style-type: none"> ▪ Exhibit self-esteem ▪ Speak clearly and coherently 	<p>Comprehensive School Counseling Model</p> <ul style="list-style-type: none"> ▪ Demonstrate behavior and decisions that reflect interests, likes, and dislikes. ▪ Demonstrate individual abilities, strengths, skills, and talents. ▪ Show how beliefs, culture, work values, personal priorities, and knowledge of the broad range of career opportunities will influence career decisions. <p>Education for Employment</p> <ul style="list-style-type: none"> ▪ Apply speaking and listening skills ▪ Exhibit positive personal attributes and self-esteem ▪ Recognize personal capabilities

Name _____ Date _____



A Unique Knowledge

Introduction: A “unique knowledge” is a special skill you have that others may not have. For example, one kind of unique knowledge is how to make a special dish from your ethnic heritage. Another is how to draw certain things. Everyone has their own unique knowledge, and this activity will help you focus on one of yours so that you can tell others in the class about it.

Directions: Think about your own unique knowledge. What unique skills or abilities do you have? Select one of those skills or abilities and use it to answer the questions that follow.

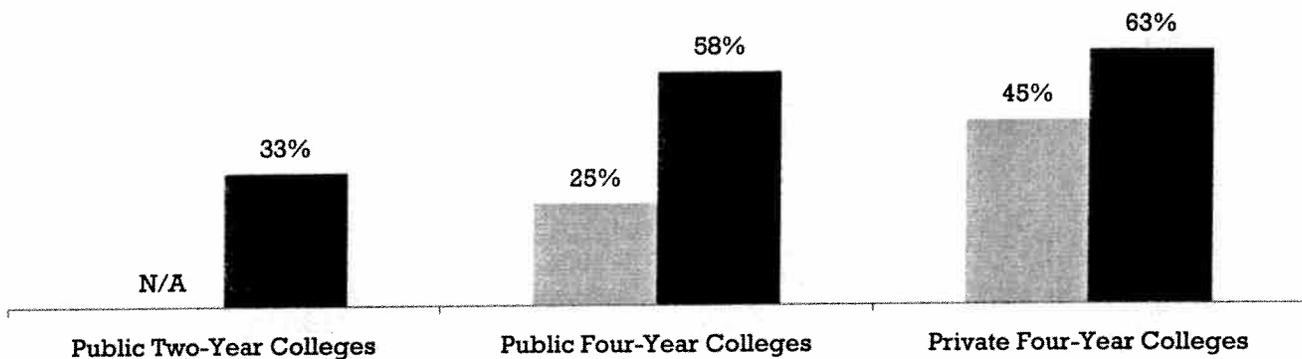
1. What is your unique knowledge? Give a short description of it.
2. How did you learn this unique knowledge, and why did you learn it?
3. When did you learn this unique knowledge, and how often have you used it since?
4. Do you enjoy using this unique knowledge? Why or why not?
5. What are some ways that you can learn more unique knowledge?
6. How might your unique knowledge relate to the career you pursue someday?

Wisconsin Graduation Rates

Wisconsin must raise completion rates overall and place extra focus on closing the college attainment gap for underrepresented students. ⁴

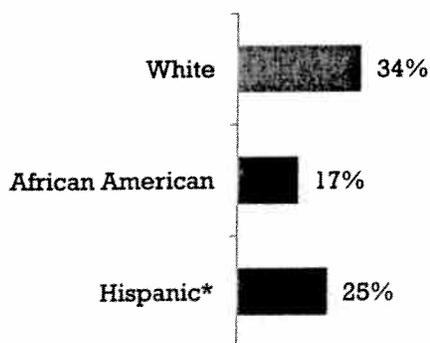
Graduation Rates by Institution Type

■ On-Time ■ Within 150% of time



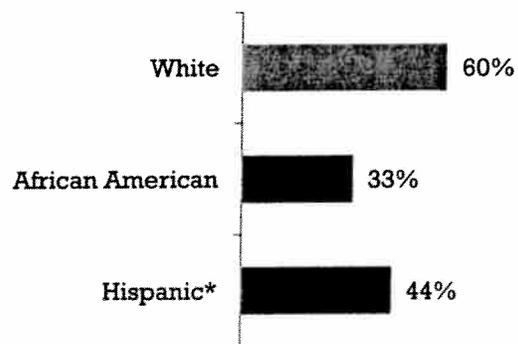
Graduation Rates by Race/Ethnicity: Public 2-Year Colleges

(150% time)



Graduation Rates by Race/Ethnicity: Public & Private 4-Year Colleges

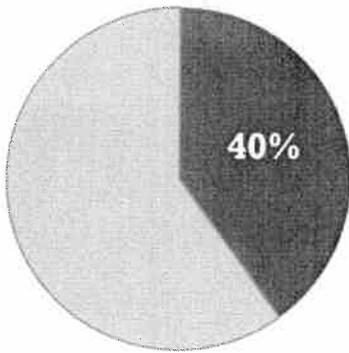
(150% time)



* less than 3% of entering cohort

Wisconsin

By the end of this decade, more than 60% of jobs will require college education.¹



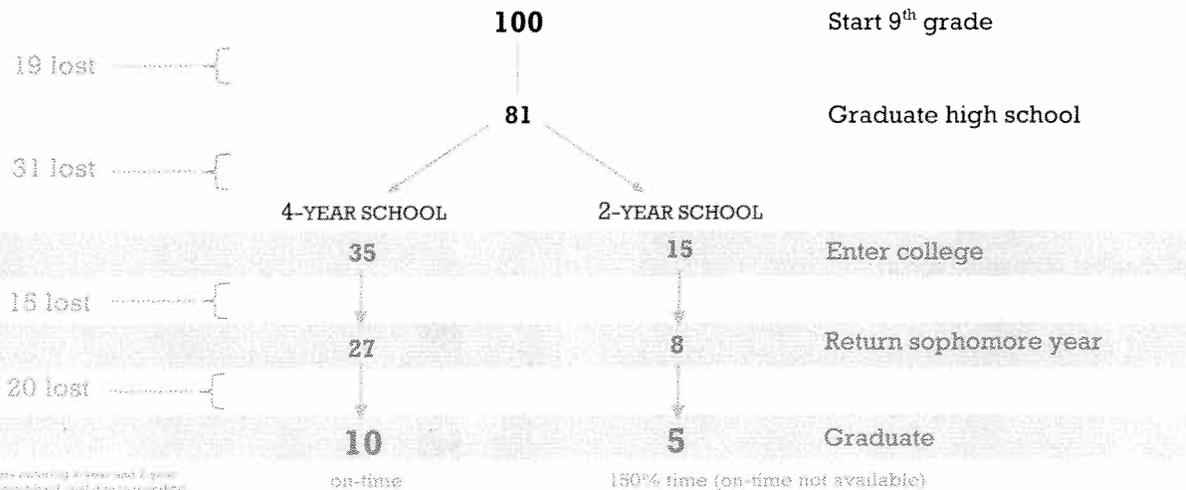
Today, 40% of Wisconsin's adults aged 25-34 have a college degree.²

Job growth across the U.S., 2010-2020:

High-growth jobs	Required education
Dental hygienist	Associate degree
Computer software engineer	Bachelor's degree
HVAC/refrigeration mechanic	Certificate
Physical therapist assistant	Associate degree
Network systems analyst	Bachelor's degree
Licensed practical nurse	Certificate

Too many students get lost along the way, hindering Wisconsin's economic growth.³

(This chart models how success rates at each stage impact overall educational attainment. It is not based on longitudinal data, but is an attempt—using a collection of available data—to illustrate the challenges states face.)

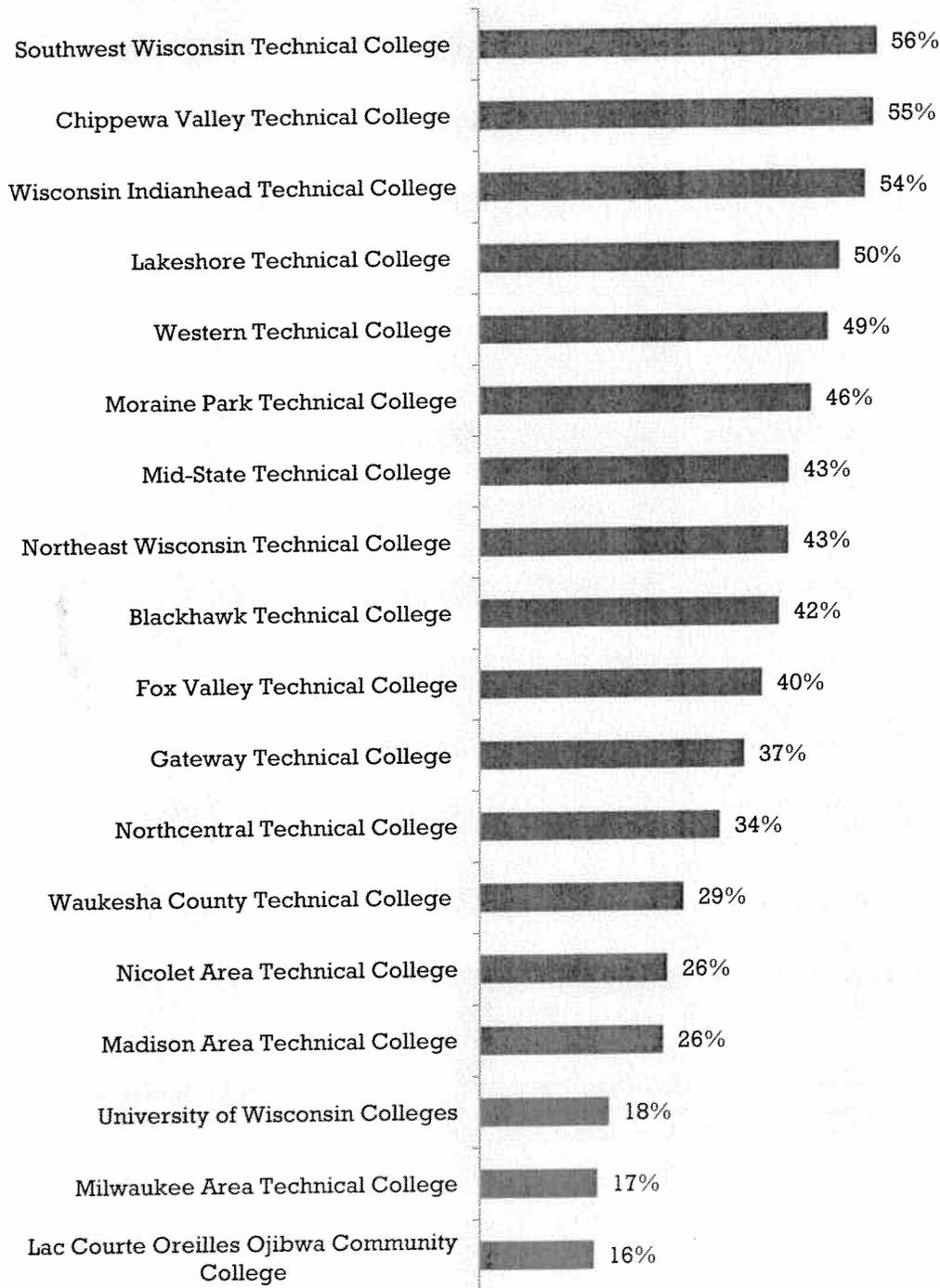


Note: None of the numbers entering 4-year and 2-year schools may have already attended school due to remedial.

COMPLETE COLLEGE AMERICA

Wisconsin Graduation Rates by Campus

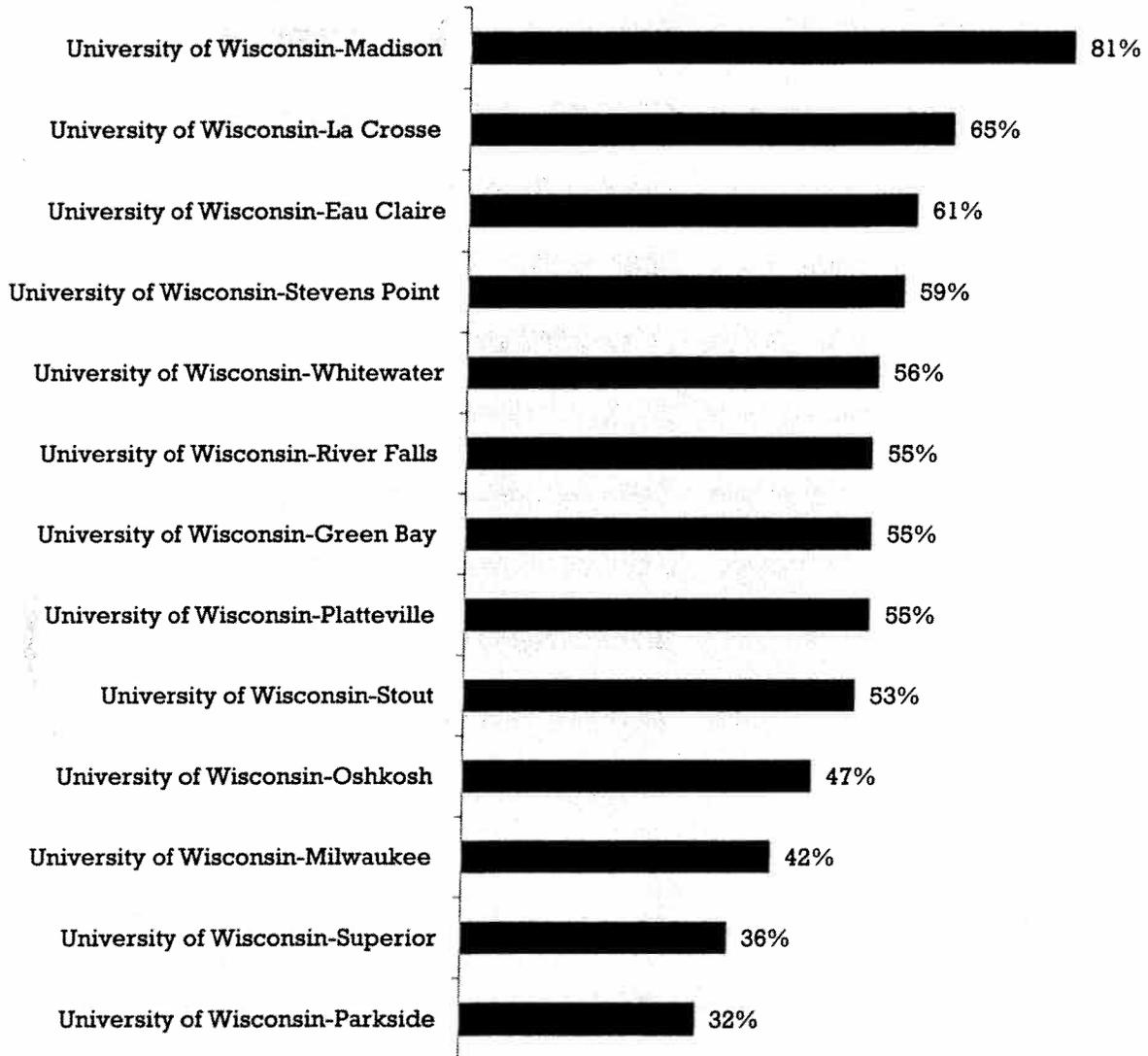
Public Two-Year Colleges (150% time)



Reported by institutions to NCES Integrated Postsecondary Education Data System (IPEDS). Graduation rates for two-year colleges are for first-time, full-time students completing certificate or degree within 150% of normal program time. Source: U.S. Department of Education, IPEDS 2007-08 Graduation Rate File; gr2008 Early Release Data File Downloaded 11-05-09; aggregated by NCHEMS.

Wisconsin Graduation Rates by Campus

Public Four-Year Colleges (150% time)

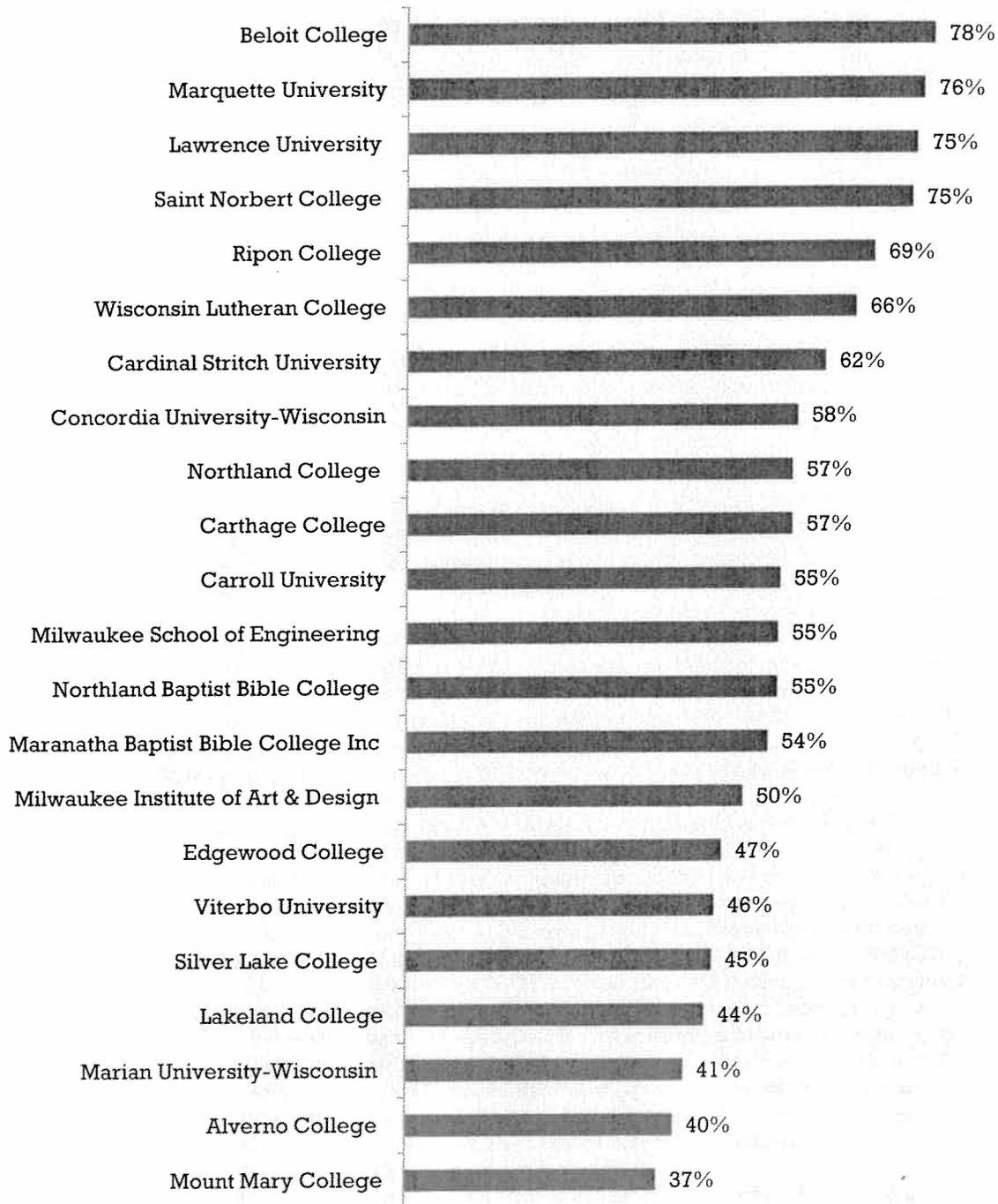


Reported by institutions to NCES Integrated Postsecondary Education Data System (IPEDS). Graduation rates are for first-time, full-time students completing a bachelor's or equivalent degree within six years. Source: U.S. Department of Education, IPEDS 2007-08 Graduation Rate File; gr2008 Early Release Data File Downloaded 11-05-09; aggregated by NCHEMS.

Wisconsin

Graduation Rates by Campus

Private Four-Year Colleges (150% time)



Reported by institutions to NCES Integrated Postsecondary Education Data System (IPEDS). Graduation rates are for first-time, full-time students completing a bachelor's or equivalent degree within six years. Source: U.S. Department of Education, IPEDS 2007-08 Graduation Rate File; gr2008 Early Release Data File Downloaded 11-05-09; aggregated by NCHEMS.

Wisconsin

A Note about Graduation Rates

The graduation rates presented here are based on data reported by institutions to the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). These rates reflect the percentage of first-time, full-time students who complete within 150% of normal program time. (Graduation rates for part-time students are typically much lower.) These data do not capture the graduation rates of transfer students—including those who begin at colleges with some credits already accumulated—or part-time students. Many states have or are developing longitudinal data systems that would be able to measure the graduation rates of all students, including part-time and transfer students.

The IPEDS data are presented here because they are the only nationally available and comparable graduation rates. Complete College America believes that states should make the improvement of data systems to more accurately measure completion rates—and the annual public reporting of those rates—a top priority.

ENDNOTES

¹ Carnevale, T., Georgetown University Center on Education and the Workforce, 2009. High-growth fields based on national projections of total new and replacement jobs. <http://cew.georgetown.edu/research/jobs/79012.html>

² "College degree" means an associate degree, bachelor's degree, or higher. National Center for Higher Education Management Systems (NCHEMS), 2008 (from U.S. Census Bureau, 2008 American Community Survey Public Use Microdata Sample File.) <http://www.higheredinfo.org/>

³ **The pipeline is a model for illustrative purposes and is not based on longitudinal data.** Pipeline data aggregated by NCHEMS: reflects high school graduation rates, college-going rates, college retention rates, and college graduation rates (using the most recent data available for each metric). For the high school graduation rate, NCHEMS uses NCES Common Core Data and divides high school graduates into 9th graders four years earlier. Future revisions will incorporate the cohort-based HS graduation rates that conform to the definitions of the NGA Graduation Compact (for states where those data are available), which are more accurate than the current ratio. The pipeline represents the number of students who graduate from high school within four years, enter college the immediate following fall, return for their sophomore year the following year, and graduate from college. Two-year college graduation rates reflect credentials earned within 150% of expected program time, and include certificates awarded for programs of less than two years; two years but less than four years; and associate degrees. Four-year graduation rates reflect **on-time completers** of bachelor's or equivalent degrees (**within four years**). The data do not account for transfers across institutions. <http://www.higheredinfo.org/dbrowser/index.php?measure=72>

⁴ Aggregated by NCHEMS from IPEDS 2007-08 Graduation Rate File; gr2008 Early Release Data File, downloaded 11-05-09. Graduation rates are reported by institutions to NCES based on adjusted cohort of first-time, full-time students. Two-year graduation rates include certificates completed within 150% of normal program time in addition to associate degrees completed within three years. IPEDS does not report two-year (or "on-time") completion rates for two-year colleges. Graduation rates by race aggregated by NCHEMS from IPEDS 2006-07 Graduation Rate File. Graduation rates for Asian/Pacific Islander and American Indian/Alaska Native students are included only if those populations represent greater than 5% of the adjusted cohort. Disaggregated graduation rates are excluded for populations with an adjusted revised cohort size of less than 30, even if that cohort represents greater than 5% of the total entering cohort. Note that 2008 overall graduation rates may be higher than rates reflected in the disaggregated data from 2007 based on differences in graduation rates between years. In each instance, "Private" refers to private not-for-profit institutions only. Graduation rates by campus are presented for Title IV, degree-granting institutions with an adjusted revised cohort greater than 30.

Total Students in Report: 46,658

Table 4.3. Students' Score Report Preferences at Time of Testing

Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
UNIV OF WISCONSIN-MADISON	Wisconsin	9,334	4,343	4,991	0	2	8	25	37	25	3
UNIV OF WISCONSIN-MILWAUKEE	Wisconsin	7,320	2,178	5,142	1	7	24	35	23	9	1
UNIV OF WISCONSIN-LA CROSSE	Wisconsin	5,684	1,315	4,369	0	2	13	37	35	12	0
UNIV OF WISCONSIN-EAU CLAIRE	Wisconsin	5,079	1,273	3,806	0	2	18	38	30	12	0
UNIV OF WISCONSIN-WHITEWATER	Wisconsin	5,002	1,444	3,558	1	6	26	38	22	6	0
UNIV OF WISCONSIN-OSHKOSH	Wisconsin	4,763	1,141	3,622	0	5	25	42	21	5	0
UNIVERSITY OF MINNESOTA-TWIN CITIES	Minnesota	4,680	1,138	3,542	0	1	8	27	37	24	2
UNIV OF WISCONSIN-STEVENS POINT	Wisconsin	4,393	1,142	3,251	0	4	23	40	25	7	0
MARQUETTE UNIVERSITY	Wisconsin	3,636	944	2,692	1	6	14	27	30	20	2
UNIV OF WISCONSIN-GREEN BAY	Wisconsin	3,440	786	2,654	0	5	24	42	23	6	0
UNIV OF WISCONSIN-PLATTEVILLE	Wisconsin	2,663	809	1,854	1	5	21	36	26	10	1
UNIV OF WISCONSIN-STOUT	Wisconsin	2,305	591	1,714	0	5	29	41	20	5	0
UNIV OF WISCONSIN-RIVER FALLS	Wisconsin	1,448	437	1,011	0	5	25	39	24	7	0
UNIV OF WISCONSIN-PARKSIDE	Wisconsin	1,352	396	956	2	13	32	35	13	3	0
WINONA STATE UNIVERSITY	Minnesota	1,293	329	964	0	2	22	43	25	7	0
MILWAUKEE SCH OF ENGINEERING	Wisconsin	1,264	373	891	1	5	12	28	30	22	3
MADISON AREA TECHNICAL COLLEGE	Wisconsin	1,025	383	642	1	11	34	36	14	3	0
CARROLL UNIVERSITY	Wisconsin	1,022	275	747	1	5	24	36	23	10	0
MILWAUKEE AREA TECHNICAL COLLEGE	Wisconsin	921	251	670	7	23	37	24	7	2	0
CARTHAGE COLLEGE	Wisconsin	792	216	576	1	5	22	34	26	12	1
SAINT NORBERT COLLEGE	Wisconsin	778	201	577	0	2	14	34	32	16	2
UNIVERSITY OF MINNESOTA-DULUTH	Minnesota	732	187	545	0	3	18	39	28	11	1
EDGEWOOD COLLEGE	Wisconsin	686	193	493	1	4	24	39	23	9	1
UNIV OF WISCONSIN-WAUKESHA	Wisconsin	652	155	497	1	7	35	35	17	4	0
CONCORDIA UNIVERSITY-WI	Wisconsin	614	191	423	2	8	21	38	21	10	0
FOX VALLEY TECHNICAL COLLEGE	Wisconsin	592	213	379	2	11	41	34	11	1	0
VITERBO UNIVERSITY	Wisconsin	539	116	423	1	4	23	38	28	7	0
ALVERNO COLLEGE	Wisconsin	529	190	339	6	24	35	24	8	3	0
CARDINAL STRITCH UNIVERSITY	Wisconsin	528	121	407	3	23	30	29	11	4	0
UNIV OF WISCONSIN-MARATHON COUNTY	Wisconsin	500	175	325	2	7	35	35	17	4	0
All Other Institutions		32,429	8,690	23,739	1	8	21	28	22	16	3
Total		105,995	30,196	75,799	1	6	20	33	26	13	2

Summer College Tours Tip Sheet

General Tips

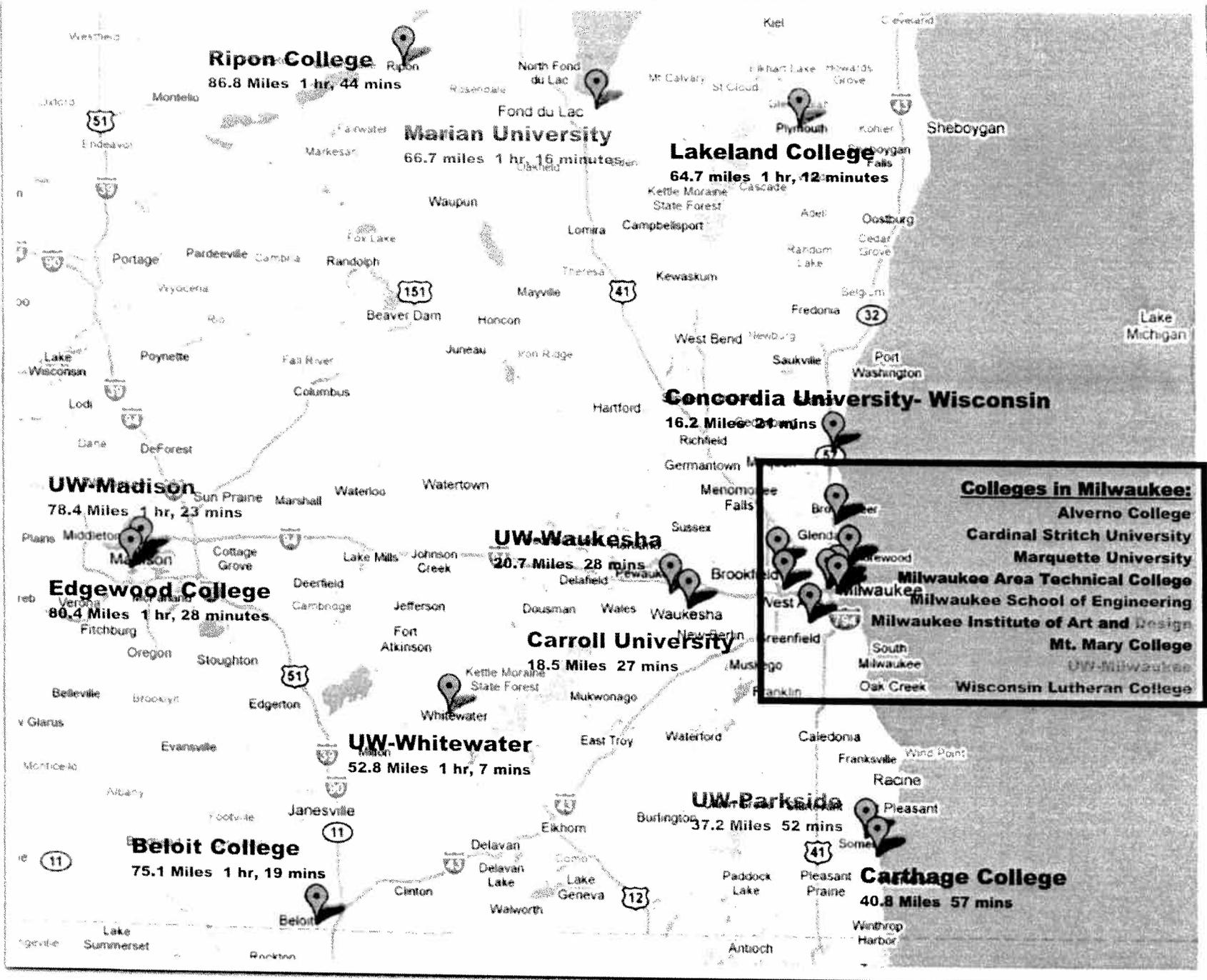
- Schedule a group tour at least 2-3 weeks in advance
- If traveling in a group, arrange for one adult chaperone for every 8-10 students
- Allow 1-3 hours per visit, plus time to explore the campus/town
- Prepare questions before your trip

School-Specific Tour Information

- **Alverno College** – 414.382.6100
- **Beloit College** – 608.363.2500 or 800.923.5648
 - Up to 40 students per group
- **Cardinal Stritch University** – 414.410.4040 or 800.347.8822
- **Carroll University** – 800.227.7655
- **Carthage College** – 800.357.4058
- **Concordia University-Wisconsin** – 262.628.9472 X4560
- **Edgewood College** – 608.663.2294
 - Contact Jenna Jacobson at the above number to schedule a visit
 - No groups larger than 30, and preferred tour days are Monday thru Thursday
- **Lakeland College** – 800.242.3347
- **Marian University** – 920.923.7650 or 800.262.7426 X7650
- **Marquette University** – 414.288.7302 or 800.222.6544
 - No tours offered in the month of July
 - Contact Leah Strong (leah.strong@marquette.edu)
- **Milwaukee Institute of Art and Design** – 888.749.6423
- **Milwaukee School of Engineering** – 800.332.6763
- **Mt. Mary College** – 800.321.6265
- **Ripon College** – 800.947.4766
- **UW-Milwaukee** – 414.229.6235 or 414.229.2222
 - Tours offered Monday thru Friday at 10 a.m. and 1 p.m. (MWF) and 3 p.m. (TR)
 - Group tours available for 50 at a time
- **UW-Madison** – 608.262.3318 or askbucky@admissions.wisc.edu
 - Offers the “traditional” walking tour in addition to specialized tours in topics like science, history, arts or nature
- **UW-Parkside** – 262.595.2355
- **UW-Waukesha** – 262.521.5040
- **UW-Whitewater** – 262.472.1440
- **Wisconsin Lutheran College** – 414.443.8811

See Back for Travel Times

Travel times and distances are estimated from downtown Milwaukee and may vary due to weather, traffic and/or road work.



Questions to Ask a College Rep

Here are some questions you would want to ask college representatives during a college fair, open house or campus visit. Feel free to add any questions to these lists! Use the back of this sheet to take notes and stay organized.

Academics • Does this school offer _____ as a major? • What are the school's strongest programs? • Are any nationally ranked? • Is there anything specific I would have to do to apply to _____ major? • Is it easy to switch majors? • Is it easy to double-major or minor? • What is the average class size? • How many classes are taught by TA's? • What is the average ACT/GPA/Class rank of the freshman class? • What is the acceptance rate? • How many freshmen return for a second year? • How many students graduate in four years? • How many graduate within six years? • What career placement services does this school offer? • What kinds of internships are available in the area? • Is there a tutoring service? • Does the school offer writing help?

Location • How large is the freshman class? • How large is the undergraduate population? • What is the area surrounding the campus like? • Is there a "campus," or is it just a collection of buildings? • Which do I prefer? • Is there green space on the campus? • What's the weather like? • How far is this school from home? • How far is this school from the nearest town/city? • What safety services does the school offer? • What kinds of health services are available?

Social Life • What kinds of social opportunities does this school offer? • Is there a "Greek" system? • What percent of students get involved in on-campus activities? • How does the college attempt to engage students? • Are there volunteer opportunities? Work opportunities? • Is there any kind of "Freshman Experience" program? • Is there any sort of support for the transition from high school to college? • How many students live on campus? • Are students required to live on campus? • How new are the residence halls? • How is the meal plan structured? • Are there intercollegiate sports teams? • Are there intramural rec leagues? • Is there a fitness center? • What percentage of the student body are men? • What percentage of the student body are women? • What percentage of the student body are my ethnicity? • How does the college attempt to embrace diversity?

Costs • How much is tuition for a full-time student? • What are the mandatory fees? • How much is a year's worth of room and board? • Is it cheaper to live off campus? • How does the college attempt to meet students' financial needs? • How much scholarship/grant money does the college give to incoming freshmen? • Are there other scholarship opportunities available to upperclassmen? • How much debt does the average graduate have? • How much does the average recent graduate in _____ major earn? • How much do things cost around campus?

Most Importantly

Do I See Myself at This College???



College name:

Notes:

College name:

Notes:

ACTIVITY 3

Campus Scavenger Hunt

After your student feels comfortable on a college campus, schedule dates to tour local colleges together. On each visit, look for the buildings you explored on KnowHow2GO-U. And bring this Campus Scavenger Hunt list with you (along with a camera or camera phone). It will ensure each visit is both productive and entertaining. Earn one point per item, unless otherwise noted!

-
- Ask the name of the mascot.
 - Find out where first-year students live.
 - Locate the public bus stop nearest to campus. Write down the cross streets.
 - Find the gymnasium and record its hours of operation.
 - Take a picture in the bookstore. Earn an extra point if you're wearing something with the school's colors.
 - Learn the name of a cultural organization or association on campus.
 - Find three faculty offices. Write down the professors' names and office hours. Earn a point for each pair.
 - Pick up a copy of a free campus newspaper.
 - Jot down the names of two campus cafeterias or food stands.
 - Take a picture of college students studying.
 - Talk to five students--write down their names, majors and hometowns. Each conversation is worth one point.
 - Explore the campus library. Ask the librarian how many volumes they have.
 - Take a picture in a computer lab.
 - Stop by the admissions office. Pick up a copy of the application.
 - Visit the financial aid office and collect a FAFSA form. Earn an extra point if you find information about a scholarship.

“Cool to Be Smart” Movies



Stand and Deliver (1988)

Teacher Jaime Escalante fights the administration and teaches AP Calculus to low-income Hispanic students in East LA. His students passed the AP Calculus exam at higher rates than their peers at “better” schools, and the majority goes off the college. Based on a true story.



October Sky (1999)

High schooler Homer Hickam wants to get out of his West Virginia mining town, and a rocket building competition would provide him with the scholarship he needs to go to college. Rated PG for language, brief teen sensuality and alcohol use, and for some thematic elements.



Finding Forrester (2000)

A teen in the Bronx tests into an elite prep school and befriends a reclusive novelist who teaches him a love for writing. Rated PG-13 for brief strong language and suggestive dialogue.



Freedom Writers (2007)

An unorthodox teacher inspires her students by having them keep diaries of their past, present and future. Based on a true story. Rated PG-13 for brief strong language and some sexual references.



The Great Debaters (2007)

Denzel Washington directed and starred in this mostly-true story about a debate team at a small all-black college in the Depression-era South. Critic Roger Ebert called it one of the Best Films of 2007. Rated PG-13 (for strong thematic material, including violence and disturbing images, and for language and brief sexuality).

The Washington Post

House approves huge changes to student loan program

By Daniel de Vise
Washington Post Staff Writer
Monday, March 22, 2010: A01

Legislation hailed by supporters as the most significant change to college student lending in a generation passed the House on Sunday night.

The student aid initiative, which House Democrats attached to their final amendments to the health-care bill, would overhaul the student loan industry, eliminating a \$60 billion program that supports private student loans with federal subsidies and replacing it with government lending to students. The House amendments will now go to the Senate.

By ending the subsidies and effectively eliminating the middleman, the student loan bill would generate \$61 billion in savings over 10 years, according to the nonpartisan Congressional Budget Office.

Most of those savings, \$36 billion, would go to Pell grants, funding an era of steady and predictable increases in the massive but underfunded federal aid program for needy students. Smaller portions would go toward reducing the deficit and to various Democratic priorities, including community colleges, historically black colleges and universities, and caps on loan payments.

The bill's greatest impact would fall on the more than 6 million students who rely on Pell grants to finance their education. Pell, launched in 1973, once covered more than two-thirds of total costs at a public university. It now covers about one-third.

The student aid measure was initially framed as a boost to the Pell program. Now it is seen as its salvation. Democratic leaders say that without a massive infusion of cash, the maximum grant could be scaled back by more than half to \$2,150 and at least 500,000 students could be dropped from the program.

"So if this legislation did not pass, you would see catastrophic cuts to the Pell grant program, effectively slamming the door shut for hundreds of thousands of students, if not millions, who rely on the Pell grant program to go to school," said Rich Williams, higher education associate for U.S. PIRG, the federation of state Public Interest Research Groups.

Late Sunday, Arne Duncan, the U.S. education secretary, said, "Tonight's vote in the House is a big victory for America's students."

Democratic leaders and student advocates hailed the aid package as simple, smart reform: Under the current Federal Family Education Loan program, the government effectively assumes the risk for loans issued by private lenders, who then pocket the subsidies.

"You're taking billions of dollars in wasteful subsidies to student lenders and banks, and you're recycling that money on behalf of families and students to help pay for their college education," said Rep. George Miller (D-Calif.), chairman of the House Education and Labor Committee.

House Republicans and lending industry lobbyists oppose the measure, calling it an unnecessary government takeover and envisioning a bumbling bureaucracy replacing efficient private-sector loan operations.

"Instead of making student loans more affordable or preserving choice, competition and

5/3/2010

House approves huge changes to stud...

innovation in the loan program, Democrats are taking money from struggling students' pockets to help pay for a government takeover of health care," said Rep. Brett Guthrie (Ky.), senior Republican on the House subcommittee that oversees higher education.

The federal government has subsidized private student lending since 1965 and began lending directly to students in the 1990s. The movement to end the subsidies is rooted partly in allegations of past corruption: In 2007, the private lending industry was assailed for overcharging the government and offering colleges incentives to steer students to their loans.

Although subsidized lending has faltered in the sour economy, the industry has fought eliminating the program, led by Reston-based SLM Corp., better known as Sallie Mae.

In a final push, the loan industry accused Democrats of taking money from students in the dual-purpose bill, which diverts \$9 billion in college aid funding toward overall deficit-reduction savings. Democrats said that money was offset by education investments authorized under health-care reform.

The higher-education industry has generally supported student lending reform. Any boost to the Pell program translates to more tuition dollars. The Washington Post Co. is a player in that industry as owner of Kaplan Inc., a for-profit higher-education provider.

In its first iteration in the summer, the student aid bill was a standalone measure that delivered a substantially larger savings -- \$87 billion -- for Pell and other Democratic education initiatives.

The figure dropped to \$61 billion, chiefly because colleges have begun switching to direct government lending, anticipating that the law will change. Some private loan companies have retreated from the program as well, both because of harsher lending conditions and the looming changes. The volume of subsidized loans shrank from \$61 billion in fiscal 2009 to \$50 billion in fiscal 2010, according to a preliminary industry estimate. But direct government lending rose from \$21 billion to \$30 billion. Some of the savings promised in the bill are, in effect, already realized.

Ambitions are diminished in the revised legislation, released last week.

The amount directed at Pell grants would drop from \$40 billion to \$36 billion, and a portion of the smaller amount would go toward closing an unexpected shortfall in the grant program, oversubscribed because of the recession. The annual Pell grant would rise to \$5,975 by 2017 from the current \$5,550, and for the first time, it would be linked to the consumer price index. In the original House bill, the Pell target was \$6,900.

Community colleges would get \$2 billion, down from \$10 billion in the original bill. More than \$20 billion in initiatives for early education, K-12 school modernization and student loan interest-rate reduction would be eliminated. But a \$2.6 billion investment in historically black colleges would survive. The new bill also includes a \$1.5 billion initiative that would cap a borrower's monthly loan payments at 10 percent of income, down from 15 percent.

Student loan and health-care retooling were combined in one bill after Democrats lost their filibuster-proof supermajority in the Senate. Democrats then steered both measures into the budget reconciliation process, which requires only a simple majority. Congressional rules allow only one reconciliation bill.

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