

College-Going Culture Rubric

Building a College-Going Culture (for principals, administrators and teachers)

School: _____ Date: _____

Please evaluate your school for each element of a college-going culture, using these values. Total your scores and divide by nine to determine your college-going-culture baseline.

1) Our school hasn't started work in this area.	2) Plans are in place to implement this at our school.	3) This is in place, and we have evidence that it occurs.	4) This is our routine, it works and we model it for others.
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_____ **COLLEGE TALK** is part of each student's experience. The entire school staff and community members share their own experiences about their college pathways and/or create new experiences that impart their confidence that this option is open to all students. Messages about college as an attainable pathway for students are communicated visually (posters, pennants) and orally in our school.

_____ **CLEAR EXPECTATIONS** ensure that all students are prepared for a full range of postsecondary options. The goals of what it takes to be prepared are explicitly defined, communicated and part of daily school culture so that students, families, teachers, administrators and staff recognize the role that each plays in preparing students for college.

_____ **INFORMATION AND RESOURCES** are regularly updated and readily available in centralized places such as the media center, lunchroom, Career/College Center, main office, library, and/or College Corners in classrooms. These areas are accessible to students, families, faculty, and community members.

_____ **TESTING AND CURRICULUM** development and practices are geared for every student to have college options. All students know about PSAT, SAT, ACT and SAT II testing dates and have the opportunity to take the tests regardless of cost. Student access to college-prep coursework is standard.

_____ **FACULTY INVOLVEMENT** is constant and maintains the college-going culture at

the school. The faculty is up to date on important “college knowledge” and participates in ongoing professional development to help actively prepare students for college. This also includes integrating college information and the very idea of college into regular classroom activities.

_____ **FAMILY INVOLVEMENT** is active and regular. Families are informed partners in the process of supporting students through the college pathway. They have opportunities to gain knowledge about the college process and become aware that the college option is open to everyone. The school staff is available to answer questions and help make decisions about students’ academic futures.

_____ **COMPREHENSIVE COUNSELING** for the college pathway is available for every student, primarily from counselors, and supported by outreach staff, teachers and resource personnel. All advisers are informed and have access to college training. Decisions about coursework and career options are made with all postsecondary opportunities in mind.

_____ **COLLEGE PARTNERSHIPS** are strong, facilitating college-related activities (e.g., field trips to college campuses and fairs, academic enrichment programs) and raising awareness of and aspirations for college.

_____ **ARTICULATION** between elementary, middle and high schools is seamless. The college message is constant as students move through their educational journey. Work being done at each school coordinates with activities at other levels and sites.

_____ **COLLEGE-GOING CULTURE BASELINE (TOTAL DIVIDED BY NINE)**

Center for Educational Outreach at UC Berkley. (n.d.). College-going culture rubric: The 9 elements to support and encourage a college-going culture. Retrieved from http://www.sjsu.edu/counselored/docs/9_Steps_to_Building_a_College_Culture.pdf