

Transition to College

This lesson is designed to help students learn about steps and responsibilities after deciding on post-graduation plans.

OBJECTIVES

Students will...

1. Learn what to do when preparing for the transition to college
2. Create a system to organize and manage deadlines
3. Identify resources that can help support a successful transition to college

ACTIVITIES

PART 1

Content Knowledge

Begin with a class discussion. Ask students to think back to their major transitions in school. Students may reflect on transitions from elementary to middle school or middle school to high school. Explain to students that the transition to life after high school is very different.

Review MassEdCO's [Ultimate College Checklist](#), with a focus on the *Transition to College* section. Using the *Transition to College Checklist*, students will learn next steps after making the final college decision. Students should identify steps and components applicable to their transition to college. Students should identify an organizational system that they can use to manage deadlines, such as an online calendar or agenda notebook. Have students mark their organizational system with upcoming dates and deadlines related to their post-secondary pathway.

PART 2

Applying Information

Have students read MEFA's blog post, [Surviving the Transition from High School to College](#). After reading the blog post, have students review their potential college's website and make a list of resources the school offers to help them transition to college. Have students log in to their MEFA Pathway account and create a journal entry by navigating to *My Journal* under the *Create Profile* tab. Students should reflect on the following:

- What were the major themes addressed in the blog post?
- How do you feel about making the transition? Scared, confident, excited?
- What available resources are on your campus to help support your transition? (Clubs, Activities, Health Center, Advisor, Disability Services, Tutoring etc.)

Grade Level: 12

MEFA PATHWAY SECTIONS WITHIN THIS LESSON:

- Goals & Strategies

DOMAIN:

- College & Career Exploration
- Social Emotional Learning

TIME:

- 60 minutes

MATERIALS NEEDED:

- Internet connection to work with the MEFA Pathway website
- MassEdCO's [Ultimate College Checklist](#)
- MEFA's blog post, [Surviving the Transition from High School to College](#)

FUTURE READY SKILLS:

- Self-Management
- Problem Solving
- Time Management
- Growth Mindset

VOCABULARY:

- Transition
- Independent
- Roommate
- Semester
- Master Promissory Note (MPN)
- Entrance Counseling
- Payment Plan

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LESSON PLAN

Evaluating Information

Students should log in to their MEFA Pathway account and open the *Goals & Strategies* page under the *Build Career Plan* tab to create a new personal goal based on their transition to college. Students should list at least two strategies to support their goal.

An example may be:

Goal: I want to join a club in college

Strategy: Attend a club fair

Strategy: Attend a club meeting to learn more and see if it is a good fit

Email any questions to:
info@mefapathway.org

Transition to College Grading Rubric

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CATEGORY	EXCELLENT 4	GOOD 3	SATISFACTORY 2	NEEDS IMPROVEMENT 1
Sequencing of Information	The information is organized in a clear, logical way.	Most information is organized in a clear, logical way.	Some information is logically sequenced.	There is no clear plan for the organization of information.
Effectiveness	The entry includes all material needed to give a good understanding of the topic.	The entry is lacking one or two key elements.	The entry is missing more than two key elements.	The entry is lacking several key elements and has inaccuracies.
Font Choice & Formatting	Font formats (size, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formats have been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Conventions. Student uses proper grammar, punctuation, and spelling.	The entry has no misspellings or grammatical errors.	The entry has 1- 2 misspellings, but no grammatical errors.	The entry has 1- 2 grammatical errors but no misspellings.	The entry has more than 2 grammatical and/or spelling errors.