



Getting Ready for Campus Visits

TOOLKIT FOR PROVIDING CAMPUS VISITS FOR MIDDLE & HIGH SCHOOL STUDENTS

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INTRODUCTION

Campus visits can help students and families realize the possibilities beyond high school and their community. Research shows that students who attend at least one college visit are 1 ½ times more likely to enroll in college after high school graduation and even 3 times more likely if a parent attends the college visit with the student. (Tillery, 2013). These visits have the added benefit of easing students' and families' concerns and anxieties, especially for first-generation students and their parents.

GEAR UP students exposed to college campuses can begin seeing themselves there. However, many families lack the resources to make these visits independently. Most first-generation families do not know how to plan for a meaningful campus experience. Some students who go on to postsecondary school will limit their options to those closest to home rather than the one best aligned with their goals and aspirations. Campus visits provide meaningful opportunities for students and families to increase motivation, explore options, and familiarize themselves with postsecondary options.

Students have multiple opportunities to visit postsecondary campuses, beginning with a broad look at options in the middle school years and then targeted visits aligned with students' specific college and career interests in high school. These meaningful experiences allow students and their families to visit classrooms, meet instructors, and talk to current college students, including alumni from their schools and communities.

This toolkit is intended for use by GEAR UP school staff. It includes best practices and resources from various sources, including, but not limited to, GEAR UP programs across the nation, the College Board, the College Foundation of West Virginia, and the Washington State Office of Superintendent of Public Instruction. It is meant to be a working copy with replicable, customizable tools.

WHAT WE MEAN BY POST-HIGH SCHOOL PATHWAYS

Pathways include any postsecondary education or education and training beyond high school. That means students have many options when it comes to attending college, including:

- ✓ a two-year degree.
- ✓ a four-year degree.
- ✓ a skillset certificate.
- ✓ a career or technical program.
- ✓ an apprenticeship.
- ✓ military service.

TYPES OF COLLEGES

Four-Year Colleges or universities that issue a Bachelor of Arts or Science Degree upon completion of all required coursework for a major, usually requiring a four-year timeframe. These colleges and universities offer a comprehensive education focusing on a particular area and require general education courses to provide students with a well-rounded curriculum.

Two-Year Colleges that issue an Associate of Arts or Science Degree upon completion of all required coursework for a major, usually requiring a two-year timeframe. These colleges often include “community” or “junior” in their name. Two-year colleges also may offer technical programs for which diplomas or

certificates will be issued. Diploma and certificate programs usually require a shorter timeframe and often do not require much general education coursework.

Public – Colleges or universities that receive state-supported subsidies for residents of that state who enroll. Lower tuition costs are often associated with these colleges because state support allows institutions to reduce student fees.

Private – Colleges that are self-supporting and receive no direct subsidy from state funding. These colleges are often labeled as “independent” colleges as well. Higher tuition costs are frequently associated with these colleges based on their self-supporting status.

Proprietary – Privately owned colleges are poised to make a financial profit for their owners or shareholders. Many colleges/schools offer degrees/diplomas in technical career fields.

Very Selective/Highly Competitive – Colleges or universities that may receive as many as 10-15 applications for each admissions slot available. Applicants must demonstrate a solid, rigorous academic record and a comprehensive profile of other strengths, achievements, involvements, and honors to be admitted.

More Selective/Competitive – Colleges or universities that will receive more applications than they have slots available. Applicants usually will have some combination of high school grades, test scores, class rank, essays, recommendations, activities, honors, and achievements reviewed and rated to be admitted. Some applicants will usually be denied admission.

Less Selective – Colleges or universities that have minimum requirements for admission. All applicants who meet the requirements are usually admitted.

Open – Colleges or universities that may require only a high school diploma or GED for admission. Many community colleges fall into this category and may not even need any diploma or GED if they have an alternative entry option. There are usually no minimum academic standards required.

Liberal Arts – Colleges that usually offer broad classes in humanities, social sciences, and science. Many liberal arts colleges will be small, private, and primarily focused on undergraduate education. Degree programs at liberal arts colleges may often be inter- or cross-disciplinary.

Special Interests – Colleges or universities that have a dominant characteristic such as:

- **Historically Black** institutions are dedicated to serving African American students. These colleges were generally created at a time when minority students were being denied access to most colleges and universities.
- **Hispanic-Serving Institutions** – colleges/universities whose total undergraduate student enrollment consists of at least 25% students of Hispanic descent.
- **Tribal** colleges or universities whose enrollments primarily consist of students of Native American descent.
- **Religious Affiliations** – colleges or universities identified with certain religious denominations such as Lutheran, Catholic, Methodist, etc.

WASHINGTON STATE GEAR UP BASIC REQUIREMENTS

- Financial Aid, Admissions, Student Support Services, and current student perspective are the minimum requirements.
- Time in a college class or with a professor/instructor is optional but highly recommended.

DECIDE ON A PURPOSE.

Deciding on the purpose of the visit before planning will help clarify your next steps. Before planning the logistics, consider what you hope students achieve with their visit. A visit geared toward middle school students will have different needs than one intended for high school juniors and seniors.

Some additional options that go beyond the standard walking tour include:

- Relating class curriculum to current research or college courses.
- Exploring the history of the university.
- Connecting with college student mentors.
- Recognizing career options and majors.

DETERMINE COST AND FUNDING.

Since programming is generally free, campus visits can be affordable for field trips. Costs may include transportation, substitute teachers, food, and possibly lodging. Some colleges may have funds for special groups or events to help with transportation or meal costs.

DETERMINE WHEN TO VISIT.

Visiting a campus helps create a college-going culture in schools. It assists students in choosing a college or university. These visits are not just for juniors and seniors. Even middle school students can benefit from an on-campus experience.

The type of tours and activities will vary depending on the student's age and grade level. If the tour targets upper-level high school students, it is preferable to visit before application deadlines. Plan your visit in advance to ensure that classes will be in session so students can see and experience typical campus life.

How to Pick a Date

If you plan your visit, students and families are more likely to have an opportunity to see the essentials and meet with the appropriate people. Many institutions have academic calendars posted online. Below are some guidelines on when to visit.

Best Seasons

- *For middle school or younger high school students:* Timing is flexible since visits are usually more focused on on-campus experiences. Young students do not necessarily need to see the same things as upperclassmen.
- *For juniors:* If students have already researched colleges, the spring is a good time.
- *For seniors:* The late summer and early September are convenient times to visit since some colleges begin their fall quarter/semester as early as mid-August.
- *Some seniors* may wish to visit campuses after they have been accepted. Visits can help them make in-depth comparisons between the colleges that have accepted them.

When Not to Go

- Check specific dates with each institution so you don't arrive when the campus is deserted.

- Call or look on the website for the academic calendar to find out when breaks, reading periods, and exam periods are scheduled.

Typically, schools are not in session during the following:

- Thanksgiving weekend
- Certain holidays like Christmas
- Winter and spring breaks
- Summer sessions may vary.

Classes don't meet during:

- Reading periods (between the end of classes and before the final examination period)
- Exam weeks
- Saturdays and Sundays

The admission office may be closed to visitors at certain times. For example, admission officers may be too busy to meet with you in April and May when reviewing applications.

CONTACT THE COLLEGE.

Contact the college or university of your choice at least two weeks before your preferred visit (and preferably longer).

- The college you choose to visit may be based on your goals for the visit, geographic proximity, or date of availability.
- It may take several calls or emails to reach the right contact people who can organize the specific kind of trip that you want.
- You may wish to use the **Campus Logistic Visit Form** to clarify your preferences with the college. However, many schools now have their online form.
- In general, admissions offices will lead high school student groups on walking tours and offer presentations on financial aid and requirements to get into college.
- If you are taking middle school students, be specific with the admission office about the goals of the visit and what activities you'd like their assistance coordinating.
- If you want to do unique or custom activities, allow extra planning time to coordinate with campus staff.
- Consider offering **Campus Tour Tips for 7th-12th Graders** handouts to postsecondary staff who may be less familiar with working with middle or high school students.
- Be specific about any special arrangements you may want or need.

Be clear on what you'd like the students to see and do. Activities might include:

- Campus tours led by students.
- Student panels.
- Hands-on activities related to the class curriculum.
- Admissions/financial aid presentation.
- Visiting dorms or athletic facilities.
- Sitting in on a class.
- Time to talk to an instructor.
- Consider contacting alums from your town's high school who attend the university to serve as tour guides, mentors, and/or part of a student panel.

Be flexible!

- Have a range of dates that you will be available to visit.
- Consider bringing smaller groups on multiple days.
- Understand that all your requests might not be met due to staffing or time limitations.

Open House/Special Events Versus Traditional Campus Tours

One option is visiting a university or college during special events geared towards particular groups, such as the University of Washington's Engineering Discovery Days or [Washington State University's Future Cougar Day](#).

Pros

- More programming, special presentations, or tours are available.
- Information for specific target groups.
- May include lunch or transportation funding.

Cons

- Less opportunity for custom programs.
- Often takes place during breaks when college students aren't in class or on campus.
- Lumped in with other schools into larger groups.

PREPARE STUDENTS.

Once you have identified the visit's goals and set up the logistics, you can create and implement pre-visit activities. The activities should encourage students to consider and question what makes a college a good fit. Students will learn about options, identify preferences, and get engaged. Sample activities in the appendix get students to consider the following aspects and their preferences:

- Type (liberal arts, technical, professional).
- Academics (types of degrees and majors offered).
- Location (distance from home, online, rural, urban, etc.).
- Number of students (small, medium, or large).
- Student life (on-campus housing, extracurricular activities, sports teams, academic support).
- Student body diversity.
- Independent or religiously affiliated.
- Cost and financial aid availability.

Use the College Board's [Big Future College Search](#) tool, the College Board [Score Card](#), or the other college comparison tools in the appendix.

These pre-activities can be done in school, at home alone, or with family members before a campus visit. Ideas, many of which can be found in the appendix, include:

- Online Scavenger Hunt for interesting facts about the college.
- For a virtual tour, see the appendix for recommended websites.
- Budgeting/math activities on college tuition and fees.
- Language arts essay or history project about a college or a famous alumnus.
- General college prep curriculum, such as [College Board's CollegeEd](#).
- Administer a **Pre-Visit Survey** to assess student knowledge and aspirations about college.

PREPARE FAMILY MEMBERS.

Family members can also benefit from a campus visit. Engage families in pre-visit activities. Consider holding a Family/Parent Night before the visit to provide an overview of the importance of college, financial aid, and how they can help their student. Invite them to attend as chaperones. If any intend to serve as chaperones, you may wish to review expectations at that time.

LOGISTICS & ADMINISTRATIVE DETAILS.

As the coordinator, you will need to plan and manage all the necessary details required at your school to take a field trip, which may include:

- Getting approval from the school board and/or administration.
- Completing a Campus Visit Logistics form.
- Submitting a Field Trip form to the GEAR UP office for pre-approval.
- Requesting substitute teachers.
- Organizing bus transportation.
- Arranging for meals and snacks.
- Recruiting chaperones.
- Collecting permission slips.
- Creating nametags.
- Ensuring that GEAR UP Student Event and Family Event Participation Logs are accurately completed.
- Entering participant/event information in the GEAR UP Portal Database.

Chaperones are responsible for student behavior. Institutions are adamant that schools provide an adequate number of chaperones. Prepare chaperones before the visit. In addition to the **GEAR UP Chaperone Expectations Handout**, it is recommended that you clarify planned activities and roles/responsibilities. Provide them with the following:

- A list of the students for whom they will be responsible and any special needs they may have.
- Suggestions and procedures for managing student behavior.
- A schedule.
- A map.
- Contact numbers for the GEAR UP Coordinator and any other important contacts.
- An overview of emergency procedures.

Remember to check in periodically with your college campus contact. Logistical items to discuss with your contact may include:

- Assigning groups (consider small groups chaperoned by one adult to minimize behavior problems).
- Directions, maps, and parking information.
- Cell phone numbers for chaperones, staff, and bus drivers.
- Items that students should bring (or leave at home).
- Expectations or code of conduct for students and chaperones.
- Match paperwork.

SOCIAL MEDIA GUIDE

Social media is an excellent way to recognize your students and share your school's work with the community. You can also use social media to engage students and families and create excitement for campus visits.

Tips for maximizing your social media efforts:

Tag it! Just like an in-person conversation, it's hard to participate if you can't follow what's happening. Hashtags and mentions make it possible to find and follow posts from various sources and link together the conversation. For college access and success efforts, the following hashtags can be used:

- #ReachHigher: Former First Lady Michelle Obama uses this hashtag to promote higher education.

- **#CollegeBound:** Students nationwide use this hashtag to share their college-going plans.
- **#ArmyBound, #NavyBound, #AirforceBound (etc.):** As with **#CollegeBound**, students nationwide use these hashtags to share their pride in enlisting in the military.
- **@gearupwa:** Students can mention Washington State GEAR UP on Instagram, Twitter, and Facebook to share their stories with us. We'll retweet the best ones!

Encourage students, parents, and teachers to share:

- Ask students to post their postsecondary plans.
- Ask students to post pictures of their college visit.
- Ask students to share their favorite thing about the campus you're visiting.
- During the campus visit, remind students to share their photos and status updates using the hashtags above.

Washington State GEAR UP Social Media Channels

- facebook.com/gearupwa
- instagram.com/gearupwa
- YouTube: <http://bit.ly/gearupwa>

DURING THE VISIT.

On the day of the campus visit, the best advice is to be flexible since unexpected events almost always occur. Pre-visit preparation should minimize these issues, but keep these considerations in mind:

- Review expectations for students and chaperones while on the bus.
- Play **on the Bus Games** to reinforce pre-visit activities.
- Notify the campus contact if you will be early or late.
- Supervise students and monitor behavior.
- Wear comfortable shoes and dress appropriately for the weather (warn students to do the same, as most college visits require a lot of outdoor travel).
- Take photos and make it an exciting event for everyone involved.

AFTER THE VISIT.

A great post-visit follow-up activity is to assess the impact of a college visit on your students' interest in attending college. This step allows you to adjust and improve the experience for future years. Use a Post-Visit Survey like one of the samples in the appendix, or make your own.

It is also a great time to send thank-you notes written by you or the students to the college's staff or students who made the campus experience memorable. Maintain the enthusiasm of your students and parents after a college visit by trying the following activities:

- Administer a **Post-Visit Survey**.
- Have students complete reflection activities such as journaling or completing the **Campus Scorecard**.
- Post photos from the visit on the school website or a classroom bulletin board.
- Host additional Parent/Family Information Nights.

- Have a college t-shirt day or other traditions that reinforce the college-going culture of your school or class.
- Refer to information learned during the college visit.
- Start planning the next visit.

PLANNING CHECKLIST

Before

3-6 months
<input type="checkbox"/> Determine the purpose of the college visit.
<input type="checkbox"/> Secure funding and administrative support.
<input type="checkbox"/> If necessary, apply for grants or programs.
1-3 months
<input type="checkbox"/> Contact the university or college.
<input type="checkbox"/> Have several dates available.
<input type="checkbox"/> Be clear on the purpose of the visit.
<input type="checkbox"/> Prepare students and parents/family members.
<input type="checkbox"/> Parent/family college night (optional).
<input type="checkbox"/> Prepare curriculum.
<input type="checkbox"/> Administrative tasks for the school.
<input type="checkbox"/> Substitute requests.
<input type="checkbox"/> Bus transportation.
<input type="checkbox"/> Bagged lunches (if applicable).
2 weeks-1 month
<input type="checkbox"/> Handle permission slips.
<input type="checkbox"/> Recruit chaperones.
<input type="checkbox"/> Check in with the university or college contact.
<input type="checkbox"/> Connect with graduates of your school who are studying at the college.
<input type="checkbox"/> Present the related curriculum to students.
1 week
<input type="checkbox"/> Check in with the university contact.
<input type="checkbox"/> Confirm and orient chaperones.
<input type="checkbox"/> Assign groups of students to chaperones.
<input type="checkbox"/> Create name tags (optional).
<input type="checkbox"/> Present the related curriculum to students.
<input type="checkbox"/> Give a Pre-Visit Survey to students.
<input type="checkbox"/> Host a family/parent night (optional).
1 day
<input type="checkbox"/> Remind students and chaperones. Go over expectations.

☐ Be sure you have maps, directions, parking information, and phone numbers.

During

While on Campus
<input type="checkbox"/> Stay in touch with the college contact if you will be early or late.
<input type="checkbox"/> Go over expectations for students and chaperones.
<input type="checkbox"/> Take photos.
<input type="checkbox"/> Be flexible.
<input type="checkbox"/> Wear comfortable shoes and appropriate clothing for the weather.
<input type="checkbox"/> Supervise students.
<input type="checkbox"/> Have students complete a College Scorecard or a reflection-type activity.
<input type="checkbox"/> Have fun.

After

Back At School
<input type="checkbox"/> Administer a Post-Visit Survey.
<input type="checkbox"/> Complete College Comparison Scorecards.
<input type="checkbox"/> Send thank you notes or emails to students or staff who helped with your college visit.
<input type="checkbox"/> Post photos to the class website (photo release needed) or on a classroom bulletin board.
<input type="checkbox"/> Reinforce learning outcomes from campus visits during classes.
<input type="checkbox"/> Maintain the momentum of college visits with "College T-Shirt Fridays" or other traditions.
<input type="checkbox"/> Host an additional parent/family information night.
<input type="checkbox"/> Start planning the next campus visit.

CAMPUS VISIT LOGISTICS

Date pre-planning began: _____ (please allow at least four weeks for group tours)

Group Information

GEAR UP School: _____ GU Contact: _____

Mailing Address: _____
Address City State Zip

Phone Number _____ Alternate Phone Number _____

Email Address: _____

The number of students in each grade planning to attend the college visit***:

7th grade = _____; 8th grade = _____; 9th = _____; 10th = _____; 11th = _____; 12th = _____

Total number of students: _____ ***If possible, bring groups of similar grades.

of adult chaperones _____ Chaperones will be always with the group: ☐ Yes ☐ No

Is this an overnight trip? ☐ Yes ☐ No If yes, where will you be staying? _____

Pre-Visit Preparation: _____

Has this group visited this campus before? ☐ Yes ☐ No. If yes, date of visit: _____

Describe any accommodations needed for this group: _____

Expectations of the visit (what do you hope your students will learn/experience by visiting this campus?) _____

Requests for the Campus

College Name: _____ Location: _____

College Contact: _____ Phone Number: _____

Email Address: _____

Proposed date of visit: _____ Alternative date: _____

College Visit Components

Check all that apply, considering the time requirements for each activity. Times are approximate and will vary between campuses. Indicate special requests on the line below the activity.

☐ Tour of campus (1-2 hours) ☐ Visit with Admission (30 minutes) ☐ Financial Aid/Scholarships (30 min)

☐ Meet with a Professor (30 min) ☐ Attend a class* (1-1 ½ hours) ☐ Career presentation* (30-60 min.)

☐ Scavenger Hunt* (30 min) ☐ Student Panel* (45 min.–1.5 hours) ☐ Bookstore Tour (20 minutes)

☐ Residence Hall Tour* (30 min) ☐ Meals on Campus** (1 hour) ☐ other

*Activities may not be available ** Check with the college for meal prices.

Coordinators

Once you have completed the first page of the College Visit Logistics form, contact the college visit coordinator at the college you wish to visit. Discuss the information on the sheet. The campus contact may want you to fax them a copy of the completed form. Once the college has determined the details of the visit, the following information will be confirmed with you.

Confirmation

Date of Visit: _____ Time of Arrival: _____ Departure Time: _____

Meeting place: _____ Name of Greeter: _____

Person/Phone number to call if the group will be delayed: _____

Visit details confirmed: (date) _____ (to) _____ (by) _____

Schedule

Time	Activity	Contact

Comments/Directions

7TH GRADE VISIT BENCHMARKS & ACTIVITIES

Focus

Build College-Going Identity

Goal

- Introduction to college campuses.
- Demystify college.
- Make it welcoming.
- Allow students to see themselves as college material.
- Introduction and exposure to different types of colleges for students and families.

Pre-visit Activity

- Explain the agenda and expectations.
- Provide an overview of the institution.
- Ask each student to list **five things** they believe to be true about a college campus. Ask them to put their names on the lists and collect them before the visit.
- You can use the **True/False College Quiz** included in the following pages as a pre-test.

Campus Visit Could Include

- Tour with Student Ambassador
- Interactive, perhaps connected to STEM Careers and curriculum.
- Focus on college life: Dining hall, social aspects.
- Visit arenas and stadiums.
- Scavenger hunt, trivia games, or other fun activities.
- A typical college tour for a group of seventh-grade students.

Post-visit

- Either on the bus on the way home or in a classroom once you've returned, hand back to each student the list of **five things** they believed to be true about a college campus they made before the visit. Go over the list and discuss what they discovered was true or untrue about the college campus. Find out what they liked the most and if they have questions about their experience. Do your best to answer their questions or contact a campus staff member for help.
- Conduct the **True/False College Quiz** as a classroom discussion to assess students' learning (post-test).
- Ask students to write and send thank-you notes to your campus contacts and chaperones. Encourage them to include information about what they liked about campus, what they learned, or what made the visit memorable.

TRUE/FALSE COLLEGE QUIZ

1. **Ninety percent of teens want to go to college.**
☐ True ☐ False
2. **Some of the best colleges are ones you've never heard of.**
☐ True ☐ False
3. **The country has about 2,500 two- and four-year colleges and universities.**
☐ True ☐ False
4. **Washington State has over 60 two-year and four-year colleges and universities.**
☐ True ☐ False
5. **It's best to wait to visit colleges until after admission.**
☐ True ☐ False
6. **Colleges are concerned with more than just your academic development.**
☐ True ☐ False
7. **You won't get financial aid unless you are a straight-A student.**
☐ True ☐ False
8. **The college with the lowest price will be the most affordable for you.**
☐ True ☐ False
9. **In Washington, most jobs require a college certificate or degree.**
☐ True ☐ False
10. **A college degree takes four years to complete.**
☐ True ☐ False

TRUE/FALSE COLLEGE QUIZ: ANSWER KEY

1. **Ninety percent of teens want to go to college.**

TRUE: In national surveys, 90 percent of students aspire to attend college.

2. **Some of the best colleges are ones you've never heard of.**

TRUE: Some of the nation's finest colleges don't play big-time athletics, which is usually the most common source of name recognition. Students should do plenty of research outside of the sports roster.

3. **The country has about 2,500 two- and four-year colleges and universities.**

FALSE: There are more than 4,000. With this many options, students are bound to find a school or program that fits their needs and personality.

4. **Washington State has over 60 two-year and four-year colleges and universities.**

TRUE: Washington State offers various high-quality education options throughout all state regions.

5. **It's best to wait to visit colleges until after admission.**

FALSE: Students should visit colleges early and often to understand their options and apply to colleges where they could be happy attending.

6. **Colleges are concerned with more than your academic development.**

TRUE: Most colleges focus on developing the "whole person." That means they offer many experiences to engage and teach students outside the classroom. School clubs, free lectures or concerts, art shows, theatrical productions, student government organizations, and recreational opportunities can be essential to student learning and development.

7. **You won't get financial aid unless you are a straight-A student.**

FALSE: Much financial aid is based on financial need, not grades or academic achievement. Plus, many organizations and colleges offer scholarships for students with solid (but not perfect) grades or who excel in other areas.

8. **The college with the lowest price will be the most affordable for you.**

FALSE: Some schools with a higher sticker price offer more financial aid. Larger financial aid packages may lower the total cost for students.

9. **In Washington, most jobs require a college certificate or degree.**

TRUE: About 68% of jobs in Washington will require some postsecondary education.

10. **A college degree takes four years to complete.**

FALSE: Associate degrees usually take around two years, and certificates can be obtained in months.

8TH GRADE VISIT BENCHMARKS & ACTIVITIES

Focus

Build College-Going Identity

Goal

- Introduction to college campuses.
- Refine knowledge about college campuses.
- Debunk misconceptions.
- Introduction and exposure to different types of colleges for students and families.

Pre-visit Activity

- Have students complete a career inventory or learning style assessment.
- Use the **college knowledge rubric** in this toolkit to poll students and make a list of any prior knowledge they have about the college you will be visiting. Discuss the campus with them and clarify any misconceptions. Additionally, the rubric can poll students to learn what they'd like to know about the campus/institution.
- Lead a group discussion about what students think the college environment will be like. What do they expect the campus to look like? What will the size and layout of the classrooms be? What do they picture when considering interactions with professors? With other students? What do they imagine a residence hall is like? What activities outside the classroom do they imagine occur on a college campus?

Campus Visit Could Include

- Information Workshop: Differences between high school and college.
- Q&A with a college professor, staff members, and/or campus representatives.
- Connect your tour with student interests.
- Student panel.
- Multicultural affairs presentation on diversity in campus life.
- Use this opportunity to debunk common stereotypes — not all professors are Albert Einstein lookalikes, and not all college students are wealthy geniuses.

Post-visit

- Complete the third column of the **college knowledge rubric** within a few days of the visit. Consider making a copy of the completed rubric and giving it to students who could not participate in the campus visit. Be sure to make a copy for each student who participated for inclusion in their college-planning portfolio. You may also want to post a copy on a bulletin board to share information with other students.

- Ask students to write and send thank-you notes to your campus contacts and chaperones. Encourage them to include information about what they liked about campus, what they learned, or what made the visit memorable.

COLLEGE KNOWLEDGE RUBRIC

College Name:

What we already know about this college.	What we want to learn about this college.	What we learned about this college during our visit.

9TH GRADE VISIT BENCHMARKS & ACTIVITIES

Focus

Build College-Going Identity

Goal

- Exposure to different types of colleges.
- Expand understanding of college culture.
- Explore clubs, organizations, and student life.
- Introduction and exposure to different types of colleges for students and families.

Pre-visit Activity

- Overview of college options and requirements.
- Discuss with students the clubs and organizations they are currently involved in at school and within their community. Ask the students if they find themselves in leadership roles within their extracurricular work or during school.
- Ask students if they could see themselves being involved in extracurricular activities at the college level.
- Have students complete the first column of the Student Leadership Opportunities sheet.
- As a class, write down ten questions you would like to ask student leaders from the college you are visiting. Ensure the questions relate to learning experiences, scholarship dollars, leadership growth, and the college culture.

Campus Visit Could Include

- Admissions presentation.
- Ideal time to visit “reach” colleges/universities.
- Student Life (clubs, organizations)
- Interview with faculty member (s).
- When setting up your visit, ask the campus how you can set up a panel of student leaders from the Student Government Association, fraternity or sorority executive boards, athletic teams or clubs, religious clubs, and other social groups. The college students can present to the group, and your students can ask questions about college leadership.

Post-visit

- Have each student complete the **Student Leadership Opportunities** (see next page).
- Have students write down which clubs and organizations they may want to join in college and why.

- Ask students to write and send thank-you notes to your campus contacts and chaperones. Encourage them to include information about what they liked about campus, what they learned, or what made the visit memorable.

STUDENT LEADERSHIP OPPORTUNITIES

[illegible]

10TH GRADE VISIT BENCHMARKS & ACTIVITIES

Focus

College Exploration/Fit and Match

Goal

- Understand the relationship between college majors and careers.
- Exposure to different types of colleges for students and families.

Pre-visit Activity

- Overview of college options and financial aid.
- Virtual tours.
- Have students complete the free online career interest quiz, explore careers, view job trends, and find education programs or colleges using Career Bridge. They can also view apprenticeships, military options, and other career resources through Career Bridge. www.careerbridge.wa.gov
Students should write down five possible careers from the career clusters they would like to consider pursuing.

Campus Visit Could Include

- A focus on majors and careers.
- Visit with an Academic Advisor or the Career Center.
- Mock classroom experience with the professor.
- A presentation from the recruitment office staff about connecting majors to jobs. Students investigate whether the college has the major needed for the five careers they previously selected. If the college doesn't cover a career on a student's list, encourage him or her to ask the recruitment officer about available majors for that career cluster.

Post-visit

- Have students explore college options at <https://bigfuture.collegeboard.org/college-search>. Search by location, major, and much more.
- Ask students to write and send thank-you notes to your campus contacts and chaperones. Encourage them to include information about what they liked about campus, what they learned, or what made the visit memorable.

11TH GRADE VISIT BENCHMARKS & ACTIVITIES

Focus

College Exploration/Fit and Match

Goal

- Selection for the best match and fit.
- Preparation for transitions.
- Understanding of entrance requirements and institutional aid.
- Encourage families to participate in helping with college selection.

Pre-visit Activity

- Understanding entrance requirements and how to apply.
- Explain the various admission exams: PSAT, SAT, ACT, SAT Subject Tests, ACCUPLACER, or ASVAB. Tell students that no matter their chosen path, they will probably need to take at least one entrance exam. Those exams begin in the junior year. The SAT and ACT are the main entrance exams for a four-year college.
- Give an overview of the registration process and fee waiver options that they will need in the future.
- Provide an overview of test preparation resources and GEAR UP services and activities.

Campus Visit Could Include

- Ask for the admissions office to provide a complete walk-through tour of campus, an information session about the college or program, and an overview of entrance requirements and academic requirements for securing scholarships offered by the campus.
- Ask the admissions office to explain remedial education and provide strategies for students to avoid taking remedial classes. Provide information on transferring.

Post-visit

- Host a scholarship workshop.
- Remind students of the importance of taking the ACT/SAT early. They can take the tests more than once to improve their scores.
- Go over the requirements for obtaining the College Bound Scholarship.
- Ask students to write and send thank-you notes to your campus contacts and chaperones. Encourage them to include information about what they liked about campus, what they learned, or what made the visit memorable.

12TH GRADE VISIT BENCHMARKS & ACTIVITIES

Focus

College Exploration/Fit and Match

Goal

- Preparation for transitions.
- Learn how to apply for college.
- Determine which schools best suit your needs.

Pre-visit Activity

- Narrow down selection. Ask students to review their college visit note cards from previous visits. Discuss how their views have changed and identify their primary postsecondary wants and needs.
- Review the [12th Year Campaign Student Workbook](#) in detail with students. (Visit the education and outreach tab of readysetgrad.org to download the guide or request paper copies.)

Campus Visit Could Include

- Ask the admissions office to provide a complete campus tour, an information session about the college or program, and an overview of financial aid.
- Ask the college (in advance) if they offer an “apply on the spot” workshop, allowing students to submit applications to the college while on site.
- Ask the admissions office to provide a step-by-step overview of the steps to complete after applying to college.
- Ask for a tour of the residence halls if the institution offers them.

Post-visit

- Ask each student to provide you with a list of schools or programs they plan on applying to. Follow up throughout the next few weeks or months to ensure students are on track.
- Ensure that students who plan to attend a four-year college have taken the ACT or SAT. Assist students in preparing for the ACCUPLACER. Discuss the scores required for admission. If students need to take or retake the tests, encourage them to use the free test prep resources.
- Ask students to write and send thank-you notes to your campus contacts and chaperones.

Appendix

The appendix contains templates and planning tools, such as handouts, pre-visit activities, games, pre- and post-surveys, and additional resources. Customize these documents to fit your needs.

CAMPUS TOUR TIPS FOR 7th-12th GRADERS

Get Ready

- Work with the GEAR UP Coordinators to identify the needs/wants of the group.
- A minimum college visit for a GEAR UP group should include a campus tour, a meeting with an admissions representative, and a presentation on financial aid.
- A preferable campus visit includes hands-on components that allow students to engage directly with some aspect of the college experience (such as an experiment or small project).
- Set up the actual visit and communicate with all involved parties.
- Know your audience. Know how many students to expect, their ages/grades, the type of school, etc.
- Handouts or publications should be selected with the grade level in mind.

Meet and Greet

- Welcome the group.
 - Show that you are genuinely happy that the group is visiting your campus
 - Be confident and take charge of the group.
 - Tell the students, "Today you are college students, so please be respectful as we go through campus and classrooms." This statement reinforces what teachers and chaperones have already discussed. It reminds them that they are potential college students and must know how their actions will affect those around them.
- Identify the Chaperones.
 - Have them introduce themselves.
 - Let them know what you expect (i.e., "When we start the tour, at least two chaperones must be in each group").
 - Have a chaperone collect anything you think will become a problem (i.e., cell phones, iPods, etc.).
- Review the schedule and process.
 - Share information on what they will see and do while on campus.
 - Split into groups if necessary (due to size or perhaps interests).
 - Remind them of how happy you are that they are visiting your campus. Remind them that, as guests, they must be respectful and well-behaved.

Provide a meaningful experience.

- Keep the students engaged.
- Provide opportunities for students to ask and answer questions, engage in interactive activities, etc.
- Students are likelier to pay attention, ask questions, etc., if they connect with you. Ask each student to quickly state their name, grade, and other things (favorite color, sport, subject, etc.).
- Reward with praise or incentives. If you have cheap freebies (pens, pencils, candy, stickers, etc.), give them to participating students.
- Many colleges develop a 'signature' piece that is fun, interactive, and memorable for the students.
- Allow students to tour some buildings to understand college life. A tour consisting of pointing out buildings from the sidewalk does not capture students' attention or give them a good picture of campus life.
- If possible, use tour guides who are graduates of the touring school. This option will require additional coordination between campus staff and GEAR UP staff.
- Student panels are always a big hit.
- If possible, plan for students to eat on campus.

Complete "match" forms

- Washington State GEAR UP requires a 100% match for all federal funds used. This means that when you give a tour, you provide an 'in-kind' match to the GEAR UP program.

- GEAR UP Coordinators should request that you complete a match form to document your time, effort, materials used, etc.
- If you do not wish to provide your salary information, have the GEAR UP Coordinator use the federally approved match rate for a volunteer.

Send them on their way

- Depending on your college's mailing list policy, invite them to complete an interest card. They love to receive mail.
- Have them complete a post-visit survey and/or scorecard.
- Follow up by phone or email with the GEAR UP Coordinator.

Thank you for your time and commitment to student success, on behalf of the entire GEAR UP program!

GEAR UP CHAPERONE EXPECTATIONS

The Washington State GEAR UP program provides students with many opportunities to start seeing colleges in the future. One meaningful way we do this is by taking students to college campuses for visits. The colleges and GEAR UP require that groups are always well-supervised. We appreciate your willingness to serve as the GEAR UP chaperone. **Here is some information to help you understand your role as a chaperone:**

GEAR UP Chaperones will:

- Act as positive role models for the students (stay with the group, leave personal items on the bus, don't talk on cell phone, etc.).
- Be attentive and respectful to all speakers. Model the behavior that you expect from your students.
- Monitor the students' behavior. If there is a problem, talk to the school staff to determine the appropriate level of corrective action.
- Take responsibility for enforcing campus rules. Remember, campus officials are used to working with older students. They may not be as prepared as you are to engage younger students.
- If students are split into smaller groups, ensure that at least one chaperone goes with each group.
- If you think your students don't understand the information, ask appropriate questions of the tour guide or speakers.
- Collect anything from a student that is distracting.
- Feel appreciated for helping to make this college visit a success.
- Have a great time.
- Volunteer chaperones will complete a match form.

GEAR UP Chaperones will **not:**

- Rely on campus officials to enforce rules.
- Engage in conversations that will distract from the tour and campus visit.
- Complete a match form (if they are GEAR UP paid staff chaperones).

Thank you for your time and commitment to student success, on behalf of the entire GEAR UP program!

THINGS TO THINK ABOUT BEFORE VISITING CAMPUS

College visits are a great way to learn about campus life, get your questions answered, and get excited about attending college someday.

To get the most out of this trip, we ask that you please observe the following guidelines:

1. Be on time for all sessions.
2. Remain on campus during the entire program and attend all sessions unless otherwise pre-approved.
3. Ask questions so you can learn as much as possible.
4. Please wear name tags while visiting campus if they are provided.
5. Be respectful to workshop presenters, tour guides, and other campus members.
6. Keep all personal items (headphones, basketballs, backpacks, phones, electronic devices, etc.) on the bus.
7. Do not bring food or beverages to workshops, classrooms, or activities.
8. Enjoy the beautiful surroundings and what the campus offers you!
9. Remember that you are a guest while on campus. Please set a good example as your behavior will determine if your school and/or other schools can go on campus visits.

ONLINE SCAVENGER HUNT

Before our visit to: _____, you'll need to do some detective work. Start by going to the college's website and answering the questions below.

1. In what town is the main campus located? _____
2. How many students attend? _____
3. How much are tuition and fees for one year? _____
4. Do they have on-campus housing (dorms)? ☐ Yes ☐ No
5. If so, how much does it cost for the year? _____
6. What are the school colors? _____
7. What is the school mascot? _____
8. Names of two student clubs that I might be interested in joining:
 - _____
 - _____
9. Do they have fraternities and sororities? ☐ Yes ☐ No
10. What does it take to be admitted into this college?
11. What kinds of grades or GPA do I need to be admitted? _____
12. What classes do I need to take? _____
13. Do I need a standardized test like SAT or ACT? ☐ Yes ☐ No
14. If yes, which one(s) will the school accept? _____
15. Name three different majors offered at this college that are interesting:
 - _____
 - _____
 - _____
16. What types of support services are offered? _____
17. What kinds of degrees can you earn at this college? Check all that apply:
☐ Associate ☐ Bachelor's ☐ Master's ☐ Doctorate
18. Is there a career center at this college? ☐ Yes ☐ No
19. If so, what services do they offer students? _____

Now that you've researched, consider what you would like to gain from visiting the college. Give three answers for each question below.

What are some questions you'd like to ask students on campus?

1. _____
2. _____
3. _____

What are some questions you'd like to ask someone who works there?

1. _____
2. _____
3. _____

What parts of the campus would you most like to see and why?

1. _____
2. _____

WHY GO TO COLLEGE?

Complete this page using your school guidance center or the College Board's Explore Careers feature.

A career that interests me is (career name and reason):
To prepare for this career, my college major (or program) could be:
I would need the following degree:
One college I could attend for this major is (college name, location, reason):
High school courses I should take to prepare include:

TAKE A CLOSER LOOK: AT COMMUNITY & TECHNICAL COLLEGES

Go to [Check out a College](#), click “Find a College & Program,” and then “Search by College and Program.” Then, complete this page.

A community or technical college near my home (<i>list at least one</i>)
Programs offered by this college (<i>list at least three programs, then circle the one you will research</i>)
Classes included as part of this program (<i>list at least three classes required by the program</i>)
Type of degree or certificate offered by this program
Cost of this program (<i>list dollar amount and unit of measurement – for example, \$92/credit</i>)
Length of this program (<i>for example, 4 quarters</i>)

COLLEGE RESEARCH

Go to the [College Board](https://collegeboard.org) website. Click on “Students.” Then click “Find Colleges” and locate a college by typing in its name or completing the search process. Then complete this page.

Information to Research	Findings
A college I might like to attend	
Location	
Type of school (private/public)	
Degrees Offered	
Application deadline	
Financial aid deadline	
Percent of applicants admitted	
Middle 50% SAT Critical Reading scores	
Middle 50% SAT Math scores	
Middle 50% SAT Writing scores	
Middle 50% ACT Composite score	
In-state tuition and fees	
Out-of-state tuition and fees	
Most popular majors	
What interests me about this college	

GRADUATION REQUIREMENTS

What Is Required to Graduate from High School?

How is that different from what is required to be admitted to college?

Subject Area	WA High School Graduation Requirements	Minimum WA College Admission Requirements	My College Choice: _____
English	4 credits	4 credits	
Mathematics	3 credits	3 credits (incl math senior yr.)	
Science	3 credits (2 labs)	2 credits (2 labs)	
Social Studies	3 credits	3 credits	
Arts	2 credits	1 credit	
Health & Fitness	2 credits	-	
Career & Technical Education (CTE)	1 credit		
World Languages	2 credits	2 credits	
Electives	4 credits	-	

*Note: For more information about credit and non-credit requirements, please visit the State Board of Education at: www.sbe.wa.gov/graduation.php

CAMPUS VISIT CHECKLIST

How to Make the Most of Your Trip

Visiting a college campus helps you understand what a college — and life at that college — is like. This can help you decide whether the college is right for you.

When planning your campus visits, allow time to explore each college. While you're there, talk to as many people as possible, like college admissions staff, professors, and students. Below are some other things you can do while visiting. (Note: Some activities must be set up in advance.)

Gather Information Find out what you need to do to apply and see if the college's class and major offerings are what you want:	<input type="checkbox"/> Take part in a group information session at the admission office. <input type="checkbox"/> Interview with an admission officer. <input type="checkbox"/> Pick up financial aid forms. <input type="checkbox"/> Sit in on a class that interests you. If classes aren't in session, see the classroom settings. <input type="checkbox"/> Meet a professor who teaches a subject that interests you. <input type="checkbox"/> Talk to students about what they think of their classes and professors. <input type="checkbox"/> Get the names of the people you meet and their business cards so you can contact them later if you have questions or concerns.
Explore the Campus Get a feel for student life and see if this college is a place where you will do well:	<input type="checkbox"/> Take a campus tour. <input type="checkbox"/> Talk to current students about life on campus and in college. <input type="checkbox"/> Check out the freshmen dorms and stay overnight with a student if possible. <input type="checkbox"/> Visit main student buildings such as the dining hall, fitness center, library, career center, bookstore & other campus facilities. <input type="checkbox"/> Talk to the sports coaches for whom you may want to play. <input type="checkbox"/> Explore the community surrounding the campus.
Check Out Campus Media Tune in to learn what's happening on campus and what's on students' minds:	<input type="checkbox"/> Listen to the college radio station. <input type="checkbox"/> Read the student newspaper. <input type="checkbox"/> Read other student publications, such as department newsletters, alternative newspapers, and literary reviews. <input type="checkbox"/> Scan bulletin boards to see what daily student life is like. <input type="checkbox"/> Go to the career center and learn what services they offer. <input type="checkbox"/> Browse the school's website and any campus blogs.
Questions to Ask During Your Visit	<input type="checkbox"/> What are the best reasons to go to this college? <input type="checkbox"/> What's it like to go from high school to college?

<p>Here are some questions you may want to ask your tour guide or students you meet on campus:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> What do you do in your free time? On the weekends? <input type="checkbox"/> What do you love about this college? <input type="checkbox"/> What do you wish you could change about this college? <input type="checkbox"/> Why did you choose this college? <input type="checkbox"/> What is it like to live here?
<p>Get Ready Before your visit, you should get prepared: When you're ready to go, remember to do the following:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Explore the college's official website and review any materials the college has sent you. This will help you come up with questions specific to that college. <input type="checkbox"/> Make a list of questions to ask both staff and students. You can use the Campus Visit Checklist as a starting point. <input type="checkbox"/> Get a college campus map and check where the admission office is. This will help ensure that you're on time for your visit.
<p>When you're ready to go, remember to do the following:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Pack a notebook and a camera so you can record your impressions. After seeing a few colleges, you'd be surprised at how easy it is to forget details. <input type="checkbox"/> Make fair comparisons of the colleges you visit. Print out several copies of the Campus Visit Score Card.

COLLEGE COMPARISON SCORECARD

Compare colleges based on the characteristics that are most important to you. This scorecard helps you evaluate colleges side-by-side.

Step 1: Take the “What is my ideal college?” survey in the left column.

Step 2: Rank the colleges you visit in person or via virtual tour on a scale of 1 to 3 (3 is best!) based on how well they fit your criteria.

Step 3: Total the scores to see which college might be the best fit for you.

Ranking System (1-3):

3= It's a perfect match

2= It kind of meets these criteria

1=Nope, it doesn't have what I want.

What's my ideal college? Circle the answer or answers that apply to you.	College #1	College #2	College #3
I want a college that is located: a. Close to home b. As far away as possible c. Somewhere in between, so I can be back for weekends and holidays.			
I prefer a campus size that is: a. Small (under 5,000 students) b. Medium (5,000-15,000 students) c. Large (15,000+ students)			
I want my college to be in the: a. City b. Suburbs c. Country			
I want to be able to live: a. On campus, in a dorm or apartment b. Off-campus in an apartment or house c. At home			
I prefer a college that is: a. Private (not a public or state school) b. Single sex (only male or female) c. Religiously affiliated			

d. Known for serving ethnic minority populations (i.e., tribal colleges, historically black colleges, universities, etc.) e. None of these are essential to me.			
What's my ideal college? Circle the answer or answers that apply to you.	College #1	College #2	College #3
I want to complete my degree in: a. 2 years or less (AA) b. 4 years (BA, BS) c. More than four years (Master's, Doctorate, and Professional)			
My ideal college offers degrees in: a. Art and Design b. Sciences and Engineering c. Health fields d. Teaching and Counseling e. Business or Law f. Other:			
I want to be able to participate in the following activities: a. Sports (either Division I, Division II, Division III) b. Student government c. Community service d. Greek life e. Other clubs and/or activities:			
I want to be able to take advantage of the following student services: a. Tutoring/academic support b. Counseling and health services c. Study abroad d. Recreational sports and/or a gym e. Disability access f. Other:			

<p>I want a college that offers financial aid, including:</p> <ul style="list-style-type: none"> a. Scholarships b. Grants c. Loans d. Work-study programs e. This is not important to me 			
<p>I want a college where students receive an average of _____% of their financial need through financial aid. (Use the College Board search if you are unsure.)</p> <ul style="list-style-type: none"> a. 75-100% b. 50-74% c. 25-49% d. Less than 25% 			
Total			

CAMPUS VISIT CHECKLIST

When you visit a campus, you must ask the right types of questions:

Look at the Equipment and School Facilities

- ☐ Are the facilities and equipment up-to-date and operating?
- ☐ Is the equipment the same as what you will use on the job?
- ☐ Is the library suitable for studying and research?
- ☐ How large are the dorm rooms? What type of furniture is provided/allowed?
- ☐ Are the dorm rooms quiet enough for studying?
- ☐ What is the cafeteria like?
- ☐ Are there plenty of computer labs?
- ☐ Do students get free e-mail and Internet access?

Sit In on a Class or Two

- ☐ Do the instructors seem knowledgeable?
- ☐ Are the students participating in classroom activities?
- ☐ What kinds of work are the students doing?
- ☐ How large/small are the classes?

Talk with Current Students in the Program

- ☐ How long have they been in school?
- ☐ Are they learning what they need to know to get a job?
- ☐ What is their opinion of the instructors? Are instructors available outside of class?
- ☐ Do the instructors spend time with them to be sure they understand the material?
- ☐ How much time is needed for studying and other work outside class?
- ☐ Have they had problems with the school, the instructors, or the classes?
- ☐ What do they like most/least about the school/program?
- ☐ How do they spend their free time?
- ☐ What are the other students like?

Talk with Instructors in the Program

- ☐ What are the academic requirements in the program?
- ☐ What kinds of courses are offered? How often are they provided?
- ☐ How many students are in the program? How many are accepted into the program each year?
- ☐ How long does it take most students to complete the program?
- ☐ How long have they taught at the school? Do they teach full-time or part-time?
- ☐ What background do they have in the field? How does it relate to the courses they teach?
- ☐ What types of activities are they involved in that relate to the field of study?

Talk with an Admissions Counselor

- ☐ Has a recognized accrediting association accredited the institution and its programs?
- ☐ What are the admissions requirements for the college or a specific program?
- ☐ How do you apply, and which forms do you fill out?
- ☐ When are the critical deadlines for admissions?
- ☐ Will your family's ability to pay for college affect the admissions process?
- ☐ What are the housing requirements and parking rules?
- ☐ What types of extracurricular activities are available?
- ☐ Can credits be earned online or transferred from other colleges?
- ☐ What percentage of first-year students return the following year?
- ☐ What percentage of graduates is employed within one year?

Talk with a Financial Aid Counselor

- ☐ How much does it cost to attend the college (including tuition, room and board, fees, etc.)?

- ☐ What financial aid options are available?
- ☐ Does the school participate in federal and state aid programs? (Not all schools are eligible.)
- ☐ What percentage of undergraduates receive aid?
- ☐ How much do they receive on average?
- ☐ Which financial aid forms must you complete, and what are the deadlines?
- ☐ Does the college offer scholarships? Who is most likely to receive them? How do you apply?
- ☐ Will private/non-government scholarships reduce the amount of need-based aid you receive?
- ☐ How is financial aid paid out? When will you receive it?
- ☐ Where do most graduates find work?
- ☐ How much do graduates typically owe?

COLLEGE TOUR QUESTIONS

Of course, the questions will be different depending on the college you are visiting.

At the admissions building

- ☐ If I were to enroll here, what would be included in the cost of tuition?
- ☐ Where is the Financial Aid Office?
- ☐ Where and how do I pay my tuition and fees?
- ☐ Who is a good contact person to help me answer these questions?
- ☐ Are meals included in the tuition bill I receive?
- ☐ Is there an academic advisor assigned to new freshmen?
- ☐ What type of work study is available?
- ☐ How do students register for classes?
- ☐ What kind of tutoring and academic support is offered?
- ☐ Can you talk to the professors if you need help?
- ☐ How do I receive my grades?

At the university bookstore:

- ☐ How much do books cost?
- ☐ What other services are available at the bookstore other than books?
- ☐ Do they offer electronic books?

At the dorms:

- ☐ What happens if I don't get along with my roommate?
- ☐ Can freshmen live off campus?
- ☐ What exactly do the resident advisors do?
- ☐ Do a lot of students live on campus?
- ☐ Where do people hang out?
- ☐ Can I have a car on campus?
- ☐ Are there shuttles around campus or off-campus locations? What's the cost?
- ☐ What do students usually do on the weekend?
- ☐ What do I need to bring along for my dorm room?

At the university health clinic:

- ☐ What happens if I get sick at school?
- ☐ Are there extra costs to visit the clinic?
- ☐ How can I get health insurance?

At the library:

- ☐ What are the hours that the Library is open?
- ☐ Where are the study areas?
- ☐ Is there a Writing Center with tutors to help me refine my work?

At the fitness center/student athletic center:

- ☐ Do students have to pay extra to use the Fitness Center?
- ☐ What are the hours?
- ☐ Are there intramural sports or other athletic clubs?
- ☐ What kind of clubs and organizations are there on campus?
- ☐ Do students get football tickets? How?
- ☐ What are some major student events that happen on campus?

At the food court/cafeteria:

- ☐ How do I pay for my meals?

Here are the questions I would add to this list.

- 1.
- 2.
- 3.
- 4.
- 5.

Campus Visit Score Card

Copy 'n' carry
this score
card for each
college you
visit!

College Name: _____

Date of Visit: _____

Visit Checklist

Here are some ways to round out your visit.
The main thing is to explore and get a sense
of what it would be like to attend.

- ☐ Take a campus tour.
- ☐ Take pictures.
- ☐ Eat in the cafeteria.
- ☐ Pick up an application.
- ☐ Pick up financial aid forms.
- ☐ Look at bulletin boards for day-to-day life.
- ☐ Check out a real dorm room.
- ☐ Read student newspapers.
- ☐ Sit in on a class or two.
- ☐ Talk to a professor in a subject of interest.
- ☐ Talk to a coach in your sport.
- ☐ Walk around town.
- ☐ Go to a campus event—game, concert.
- ☐ Ask current students what they love/hate about the college.

Contacts

Write down the names of anyone you want
to remember or contact later—admissions
and financial aid staff, professors, coaches,
or students.

name: _____

contact: _____

name: _____

contact: _____

name: _____

contact: _____

name: _____

contact: _____

name: _____

contact: _____



College Search Online

- Get maps and directions.
- Create a college list and save these campus notes online.
- Look up the latest college info.
- See if you're on track to get in.
- Compare colleges side by side.
- Get deadline reminders.
- Find more college matches.

**www.collegeboard.com/
collegesearch**

Campus Ratings

Rate these areas from 1 (low) to 5 (high). Jot down your impressions—
things you like or don't like, things you want to remember.

Campus

① ② ③ ④ ⑤

Dorms

① ② ③ ④ ⑤

Classes/Academics

① ② ③ ④ ⑤

Library

① ② ③ ④ ⑤

Food

① ② ③ ④ ⑤

Fitness Center

① ② ③ ④ ⑤

Social Life

① ② ③ ④ ⑤

Overall Feel

① ② ③ ④ ⑤

Other Notes: Can you picture yourself here?

ON THE BUS GAMES FOR CAMPUS VISITS.

Use these games during the bus ride or as a fun pre-visit activity.

FAMILY FEUD

In this game, the two sides of the bus compete against each other as “families.” The coordinator or teacher serves as the game host.

To start the game, one person from each team is paired against each other for a speed question. For example, the host could ask: Name one of the fastest growing occupations in the United States; “Name one university in Washington and its mascot,” or “Name one of Washington’s private colleges.” Base your questions on whatever pre-visit materials you have covered with your students.

The first person to hit the buzzer (make a sound, clap, etc.) answers the question. If they are correct, the question goes to their team. The other team gets a shot if they get the answer wrong. Then, each person on the team provides an answer to the question. As each answer is given, the host says, “Survey says...” If the answer is correct, the team is awarded points (10 points per answer), and play continues. If the answer is incorrect, the team gets a strike. After three strikes, the play is passed to the other team.

The team continues to play with this question until all answers are given or a specific time has elapsed. At that point, the host reveals all the answers and tallies the points for that question.

Play resumes with another speed question—repeat the steps.

WASHINGTON STATE COLLEGE TABOO

This game is modeled after “Taboo” and is like the \$25,000 Pyramid TV game show.

The bus is split into two teams. The object of the game is to get through the most cards in one minute.

Each card has an answer at the top and 3-5 facts about the answer on the card.

One person from the team must give clues for the answer without saying any fact words on the bottom of the card. For example, a card might look like this:

UNIVERSITY OF WASHINGTON
Huskies
Seattle
Purple and Gold

In this case, the answer is UW, and the words that cannot be said are listed below. The person giving clues must come up with other facts about UW that can be used to guess the answer.

Once the team correctly guesses the answer, the clue giver moves on to the next card. The object is to get through as many cards as possible.

Each correctly answered card equals one point. Points can be awarded to the other team if one of the following occurs:

- The clue giver passes on the clue (either they can't think of anything, or they have given all their clues, and their team still hasn't guessed.)
- If the clue giver slips and accidentally says one of the "taboo" words on the bottom of the card.

20 QUESTIONS

The coordinator picks a college or university in Washington.

The students take turns asking questions about the school. They have up to twenty questions. For example:

- Is it a 4-year college?
- Does it have housing?
- Is it located in Eastern Washington?

The coordinator can answer either 'yes' or 'no' to each question.

When students think they have the answer, they can write it on paper and show it to the coordinator.

If the student is correct, they become the leader, pick the next institution, and the game restarts. If the answer is incorrect, play resumes.

WHERE AM I?

The coordinator picks a college and states three things about the school (e.g., I live on campus, I am in Ellensburg, and I am studying education).

Students write down their guesses.

Repeat 3-5 times using different colleges.

Determine the winner based on who had the most correct responses. Reward with a small prize. The winner picks the next college to use and asks the questions. Repeat.²⁰

KNOWHOW2GO CAMPUS SCAVENGER HUNT

What

The KnowHow2GO Scavenger Hunt is a fun and interactive way for students to tour a local university and become comfortable and familiar with the campus environment. The event requires students to form teams and find locations on a list provided to them within a set amount of time. The team that proves they've visited the most locations wins a prize.

Why

College campuses can be daunting for pre-college students, especially those who've never visited. The Scavenger Hunt is an entertaining way to introduce students to a college campus and let them explore it independently. Students can prepare for or recreate this experience at KnowHow2GO-U, an interactive virtual campus, at www.KnowHow2GO.org.

Who

The Scavenger Hunt is targeted at students in grades 8 – 10. However, the game is suitable for most middle and high school students, provided adult supervision exists.

Other Items Needed

- Campus maps for participants
- Copies of the scavenger hunt list
- Pens/pencils for each student/team
- A camera phone for each team leader
- Prize(s)

Basic Instructions

1. Identify a campus that will allow you to host the event. Then, reach out to the school's admissions director to ask for permission.
2. Once you secure a campus and a date, ask for a guided tour and suggestions for locations to include on your Scavenger Hunt list.
3. Finalize the scavenger hunt list using the List of Campus Locations/Actions provided. The list should include locations on the campus of choice that students can prove they've visited through photos or other tangible evidence.
4. Ask about security access issues (e.g., if buildings cannot be entered without student ID cards).
5. Require student teams to sign up before the event and set standards, such as having four students in grades 8 – 10. Each team should elect a team leader and finish the Scavenger Hunt within an agreed-upon time.
6. At the end of the time, compare findings and debrief the activity with students.

List of Campus Locations/Actions

The list you provide to students will depend on the campus. Ask your campus contact about possible security issues, rules, or guidance. They may have their prepared list. Use this list as a guide as you're planning your event:

Earn one point per item unless otherwise noted.

- Find out how many foreign language courses are offered.
- Find out the name of the university's mascot.
- Find out where first-year students live.
- Find the gymnasium and write down its hours of operation for the day.
- Find the name of the campus radio or TV station. Earn a bonus point for taking a picture at either location.
- Find three faculty offices. Write down the professors' names and office hours. Earn a point for each pair.
- Go to a fraternity or sorority house and ask for the president's name. You'll earn an extra point for taking a picture with them.
- Go to an art building and take a picture in front of a student display.
- Go to the English department and find the name of the chair.
- Grab a pamphlet about a student organization.
- Jot down the names of two campus cafeterias or food stands.
- Learn the name of a cultural organization or association on campus.
- Locate the public bus stop nearest to campus. Write down the cross streets.
- Pick up a copy of a free campus newspaper.
- Pick up a pamphlet from the health center.
- Pick up an informational brochure from a career center.
- Sketch a picture of a statue on campus.

- Take a picture in a computer lab.
- Take a picture in a science lab.
- Take a picture in or around the football stadium. You will earn an extra point for a photo on the football field.
- Take a picture in the university bookstore. Earn an extra point if everyone in your group wears something with the university colors.
- Take a picture of college students studying.
- Take a picture of a student wearing a university sweatshirt or t-shirt.
- Take pictures on a bench that's been dedicated to an alumnus.
- Talk to five students—write down their names, majors, and hometowns. Each conversation is worth one point.
- Visit a campus library and ask the librarian how many volumes they have.
- Visit the admission office and pick up an application. Earn an extra point for finding out the school's minimum ACT score.
- Visit the financial aid office and collect a FAFSA form. Earn an extra point if you find information about a scholarship.²¹

PRE-VISIT SURVEY

Have you been on a college campus before? ☐ Yes ☐ No

Select the answer that best applies.	Yes	No	Maybe
I think I will go to college.			
I can picture myself as a college student.			
I believe I can afford to go to college.			
I can name at least one college major that interests me and applies to my future career.			
I know about student support services like tutoring and counseling that colleges offer.			
I know about clubs, activities, sports, and other social groups on college campuses.			
I have talked to a current college student and asked them my questions about college.			
I have talked to someone who works at a college and asked them my questions about college.			

When I think of going to college, I think of:

Three questions I have for college students or staff while on a campus visit:

- 1.
- 2.
- 3.

Three things that I would like to learn while on the college visit:

- 1.
- 2.
- 3.

PRE/POST-VISIT SURVEY

What school do you attend? _____

What college campus did you visit? _____

What is the date of your college visit? _____

How helpful were each of the following activities for your college preparation? Please choose only one response to each activity.

Select the answer that best applies.	Very Helpful	Helpful	Somewhat Helpful	Not Helpful	Didn't Do It
Touring the campus					
Eating at the food services					
Attending a class					
Meeting with a professor					
Visiting a classroom or lab					
Visiting a dorm					
Talking to an admission counselor					
Learning the cost of attending					
Learning how to apply for admissions					
Learning about clubs, activities, and sports					
Other					

Approximately how long was your campus visit (hours spent on campus)? _____

How did you prepare for this college visit before coming to campus? Check all that apply.

- ☐ Preparing questions for the college visit
- ☐ Visiting the college website
- ☐ Playing "on-the-bus" or classroom games
- ☐ Group discussions about colleges and careers
- ☐ Information from the GEAR UP coordinator
- ☐ Other (specify): _____

Before this college visit, did you think you would attend college? ☐ Yes ☐ No ☐ Maybe

How much do you agree or disagree with the following statements regarding our college visit? Please choose only one response to each activity.

This college visit...	Strongly Agree	Agree	Unsure/Neutral	Disagree	Strongly Disagree
It has helped me make up my mind to go to college.					
It has helped me understand what college life looks like.					
It has helped me understand what I need to do academically for college.					
It has increased my confidence in going to college.					

Have you been on a college campus before? ☐ Yes ☐ No

If YES, did you go there? ☐ Individually? ☐ With a group?

What grade are you in: ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12?

Please list three significant things about this college that you have learned from this college visit:

- 1.
- 2.
- 3.

POST-VISIT SURVEY

Name of campus visited: _____

Select the answer that best applies.	Yes	No	Maybe
I think I will go to college.			
I can picture myself as a college student.			
I believe I can afford to go to college.			
I can name at least one college major that interests me and applies to my future career.			
I know about student support services like tutoring and counseling that colleges offer.			
I know about clubs, activities, sports, and other social groups on college campuses.			
I have talked to a current college student and asked them my questions about college.			
I have talked to someone who works at a college and asked them my questions about college.			

How did you prepare for this visit before coming to the campus?

(Select all that apply)

- ☐ Information from the counselor
- ☐ Visited the college website
- ☐ Class or homework assignment
- ☐ Nothing
- ☐ Other

1. When I think of going to college, I think of:

2. Questions that I still have about college that did not get answered?

3. Three things that I learned while on the college visit:

1.

2.

3.

NOTES

