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## College Visits

### *Toolkit*



*"Education is the most powerful weapon which you  
can use to change the world."*

— Nelson Mandela

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*Arizona GEAR UP created the College Visits Toolkit to provide information and resources for GEAR UP Coaches, teachers, administrators, and other college access professionals. The Toolkit provides suggestions, timelines, agendas, and student activities to create an engaging and effective college visit.*

*Direct any questions to [GEAR.UP@nau.edu](mailto:GEAR.UP@nau.edu). You can also find additional resources at [www.nau.edu/GEARUP](http://www.nau.edu/GEARUP).*

# College Tour Prep List

## *One to Six Months Prior*

### **Review work plan, budget, and Minimum Standards for College Visits.**

Make sure plan meets or exceeds the standards. Your plan should include participant numbers for each tour this year and any plans to target certain students for particular trips. Consider visiting classes to discuss upcoming trips, or partner with a teacher who can help promote trips and review goals, so students understand expectations beforehand. A teacher may even collect permission forms for you.

### **Review this Toolkit for inspiration.**

### **Call the college you plan to visit.**

Ask about procedures to set up a tour/visit, which include date/time options for the student grade level, staff-to-student ratios, dining choices, and payment options for food. If you would like something beyond the standard tour, ask if they can accommodate your requests. (See Supporting Documents for sample tour agendas.)

### **Meet with your principal/supervisor.**

Review work plan/district policies and discuss plans. Consider district approval, trip requests and POs, student permission forms/medical release forms, bus reservation procedures, rules for separating students on the bus, chaperone involvement, payments for meals (some colleges provide free lunch), parent participation, student academic performance requirements for participation. (See Supporting Documents.)

### **Ensure Equal and Equitable Access**

Work plans and budgets should outline expected participant numbers. Ensure your methods for selection of students and parents are transparent. If this isn't your first trip, review participation data. First, target students who haven't gone on a visit. Tip: If you have strict grade requirements for participation, and you have flexibility, consider scheduling the trip early in the quarter when students will likely be eligible.

### **Set the date.**

Review school and other calendars to select a date that doesn't conflict with holidays, religious observances, or major school events (athletics, drama, clubs, etc.). Add to school calendar. Confirm with college & complete their paperwork.

### **Reserve school bus(es) per district policy.**

Typically, buses fit about 45 passengers; however, confirm with transportation department.

### **Complete and submit all district paperwork.**

### **Make arrangements for meals, if needed.**

Maximum allowable = \$8/student for lunch; some colleges provide a free lunch. Depending on length of trip, make water and healthy snacks available for participants. Save receipts.

### **Select chaperones who support GEAR UP goals.**

### **Ask Task Force members to attend if available.**

Supportive GEAR UP volunteer parents are invaluable. If you know alumni who attend the college, consider asking them to join you.

### **Submit event notification form.**

State Office needs your event form at least one month prior.





## *One Month Prior to Visit*

### **Inform parents.**

Share the purpose, logistics, and expectations for student behavior. Invite parent. (See Supporting Documents.)

## *One to Two Weeks Prior*

### **Confirm participation list.**

Collect permission slips and make arrangements for any special needs, like student medications or dietary or accessibility needs. Inform interested parties.

### **Finalize logistics with school/district personnel.**

Submit a list of participants; also include the transportation department. Confirm bus reservations and logistics. Confirm the number of lunches/snacks needed with the cafeteria.

### **Confirm visit with college.**

Ask about bus entrance, parking options, and parking passes. Complete any documents, and/or confirming catering.

### **Create and/or make copies.**

Don't forget sign-in sheets, surveys, scorecards, permission slips, and emergency contact information.

### **Meet with participants.**

Whether you meet one on one or in groups, review the agenda, expectations. Have students complete Pre-College Visit Survey. (See Supporting Documents.)

### **Facilitate activities.**

Provide age-appropriate information about colleges and degrees. Depending on the length of trip, this can be done on the bus ride.

## *After the Visit*

### **Complete post-college visit survey.**

You may have students complete surveys on the bus if there's time. (See Supporting Documents.)

### **Submit sign-in sheet, pre/post surveys to State Office.**



# Involve Administration

## Agenda Topics

- Review College Visit Work Plan and Minimum Standards with the principal.
- Discuss visit date options and policies (e.g., student to staff ratio).
- Review student participation requirements, per GEAR UP Minimum Standards, which state each student should make one university trip and one community college trip. All GEAR UP students need to participate in two college visits.
- Discuss school policies and paperwork regarding participation in field trips (e.g., signed parent permission slips; eligibility requirements, which include teacher permission and satisfactory grades, separating students on the bus, placement of chaperones). Schools with strict grade requirements should consider planning one college visit very early in the quarter when more students meet grade requirements.
- Select a date and add to the school calendar.
- Discuss parent participation and chaperones. Consider Task Force members or other family members supportive of GEAR UP. School staff who are alumni of the college are also good chaperone options. Review necessary paperwork for chaperones.
- Review the process to reserve school buses.
- Discuss family communications, which could be included with permission forms. (See samples in Supporting Documents.)
- Plan trip announcements for students. Use several formats to ensure high participation and fairness. Discuss text messages, class presentations, school announcements, fliers, all-calls, social media, etc.
- Establish fair, clear, and transparent methods of student and chaperone selection in case more people apply than what you have room for.
- Decide whether additional meetings are needed and set deadline necessary deadlines.





# Create Engaging Visits

College visits help students develop a college-going identity, help them become comfortable on campus, and gain a sense they're welcome and belong on a college campus. GEAR UP College visit standards require all students participate in at least one college visit during their time with GEAR UP. The goal is to provide an opportunity for students to envision themselves as potential college students.

## *Ideas and Tips*

- Review student pre-visit surveys before you've finalized visit details and read post-visit surveys from prior college visits if available. The survey results offer a lot of insight and can provide framework to guide your visit.
- Encourage school staff to promote the trip and connect it to their class curriculum where possible.
- Review college vocabulary terms with students such as admission, financial aid, credit hours, majors, minors, and Greek life. If your bus ride to the college is long, you can do some of this on the way. The glossary in the Senior Launch Guide is a great resource.
- Have students write down one goal or question they have for the trip. This helps them think about the trip ahead of time, and helps you make sure their questions are answered. Pre-Visit Surveys cover this. Throughout the visit, prompt students to ask their questions.
- Arrange to talk to current college students on your visit. Student panels and eating lunch with current students are great options. Try to find students who "look" like your students. Including former GEAR UP students or alumni are great ways for them to give back.
- When possible, arrange for students to observe an engaging college class, and/or participate in a professor-led hands-on activity, to help your students see college is interesting and college professors are approachable (and even fun!)
- Tour a dorm room, student union, athletic facilities and/or dining hall—there is something for everyone!
- Visit the Financial Aid Office to discuss the FAFSA, and let students know there are lots of ways to pay for college. Learn about the types of scholarships—academic/merit, athletic, talent, competition. This can help students understand college can be affordable.
- Take pictures and use social media to increase excitement about your trip! Make sure to get student photo release permission. (See Supporting Documents.)
- As much as possible include something for everyone. Show a variety of majors, include rigorous academic options, trade programs, and art majors. If the school has ROTC opportunities, include that as part of your tour for interested students.



# Supporting Documents

On the following pages, you'll find extra resources and sample documents to help you to plan and implement successful college visits.

Don't hesitate to contact the Arizona GEAR UP office if you have any questions. Schools Coordinator Rebecca McIlvaine can be reached at (602) 776-4639 or [Rebecca.McIlvaine@nau.edu](mailto:Rebecca.McIlvaine@nau.edu). Other resources can also be found at [www.NAU.edu/GEARUP](http://www.NAU.edu/GEARUP).



# Sample Parent Letter: Visit Announcement (English)

Purpose: increase family understanding of the importance of postsecondary education, to obtain permission for their child to participate in a college visit, and to invite family members to join the visit.

Dear Parent,

On **Date**, we will take a group of students to visit the campus of \_\_\_\_\_ **University/College**. We're excited to provide this opportunity thanks to Arizona GEAR UP. Over 70% of jobs require some sort of post-high school degree or certificate. Our hope is this visit will allow students to experience various aspects of a college campus, learn the types of careers for which a college education is needed, and help students imagine themselves going to college after high school. The tour will touch on many aspects of college life, including those listed below.

- Residence life—students will tour a dorm room and hear from a current student about the positive aspects of dorm life.
- College Academics—students will get to observe a variety of college classroom settings – large lecture halls, smaller classrooms, laboratories and athletic facilities.
- Dining Experience—we will eat lunch on campus, alongside college students.
- Financial Aid—representatives from the Financial Aid Office will talk about how much college costs, the types of aid available to pay for it, and how to access that aid.

Please complete and return the attached permission slip no later than **Date**, so your child can participate in this important event. It can be very powerful for students to have their parents tour the campus with them. If you are interested in attending this trip with your child, please indicate that on the permission form, so we can reserve a seat on the bus for you.

We will send another letter closer to the trip date to provide specific details. In the meantime, please don't hesitate to contact me if you have any questions or concerns.

Thank you,

GEAR UP Coach

Attachments:

- Permission Form including information re: allergies, health needs, medications or accommodations)
  - Photo Release
- (See Supporting Documents: Permission Form, Photo Release)



# Sample Parent Letter: Visit Announcement (Spanish)

Purpose: increase family understanding of the importance of postsecondary education, to obtain permission for their child to participate in a college visit, and to invite family members to join the visit.

Estimado Padre de Familia,

El día [Date], llevaremos a un grupo de estudiantes a visitar el campus de \_\_\_\_\_ [University / College name]. Estamos muy emocionados de poder brindar esta oportunidad gracias a Arizona GEAR UP. Más del 70% de los empleos requieren algún tipo de título o certificado de educación superior. Esperamos que esta visita les permita a los estudiantes experimentar los diversos aspectos de un plantel universitario, conocer las carreras para las que se necesita una educación universitaria y ayudar a los estudiantes a imaginarse que asisten a la universidad. El recorrido incluirá muchos aspectos de la vida universitaria, tales como los que se muestran a continuación.

Vida como Residente Universitario - los estudiantes recorrerán un dormitorio y aprenderán sobre los aspectos positivos de vivir en la escuela de parte de un estudiante actual.

Aspecto Académico Universitario - los estudiantes podrán observar una variedad de entornos universitarios: amplias salas de conferencia, aulas pequeñas, laboratorios e instalaciones deportivas.

Experiencia Gastronómica - almorzaremos dentro del plantel junto con otros estudiantes universitarios.

Ayuda Financiera - los representantes de la oficina de ayuda financiera hablarán sobre cuánto cuesta la universidad, los tipos de asistencia disponibles para pagarla y cómo obtener acceso a esa ayuda.

Complete y devuelva el formulario de permiso adjunto a más tardar para el [Date], para que su hijo pueda participar en este importante evento. Puede ser muy poderoso para los estudiantes que sus padres recorran el plantel con ellos. Si usted está interesado en asistir a este paseo con su hijo, indíquelo en el formulario de permiso para que podamos reservarle un asiento en el autobús.

Enviaremos otra carta al aproximarse la fecha del viaje para proporcionar detalles específicos. Mientras tanto, no dude en comunicarse conmigo si tiene alguna pregunta o inquietud.

Gracias,

Entrenador GEAR UP

Adjunto:

Formulario de permiso que incluye información sobre: alergias, necesidades de salud, medicamentos o adaptaciones

Formulario de autorización para publicar fotografías [See Supporting Documents: Permission Form, Photo Release]

## Sample Parent Letter: Trip Details (English)

Purpose: provide parents trip details for the college visit.

Dear Parent,

On **date** we will take a trip to \_\_\_\_\_ **College/University**. We will leave school at **departure time** and are expected to return to school at about **(return time)**. We can't guarantee our arrival time, so please be aware that it might change. Students will call when we are near campus to arrange for pick up. Please make pick up arrangements for your child. Please be aware of the following:

- It will be **hot/cold** so make sure your child has any needed items, such as, **hat, sunscreen, or jacket**.
- Please make sure your child follows the school dress code and is dressed in casual and comfortable clothing with comfortable walking shoes.
- Lunch will be provided. Your child may bring snacks and a water bottle.
- **Address anything that students need to bring or leave behind – e.g., please bring only a small bag with daily essentials, no heavy backpacks as there will not be room on the bus, and we will be walking. Or, students must bring the Launch Guide (for seniors), writing utensil, water bottle, and snacks for the bus.**

Please feel free to call if you have any questions or concerns. We are looking forward to a successful trip and appreciate your support and cooperation.

Thank you,

GEAR UP Coach

## Sample Parent Letter: Trip Details (Spanish)

Purpose: provide parents trip details for the college visit.

Dear Parent,

El día Date, llevaremos a un grupo de estudiantes a visitar el campus de \_\_\_\_\_ [University / College]. Saldremos de la escuela a las Departure Time y se espera que regresemos a la escuela aproximadamente a las [Return Time]. No podemos garantizar esta hora de llegada, así que tenga en cuenta que podría variar. Los estudiantes les llamarán por teléfono cuando estemos cerca para hacer arreglos para que los recojan. Favor de hacer los arreglos necesarios. Tenga en cuenta lo siguiente:

- Hará frío/calor, así que asegúrese de que su hijo tenga los artículos necesarios, tales como sombrero, protector solar o chaqueta.
- Por favor asegúrese de que su hijo siga el código de vestimenta de la escuela y que esté vestido con ropa informal y cómoda con zapatos cómodos para caminar.
- Se proporcionará el almuerzo. Su hijo puede traer bocadillos y una botella de agua.
- Address anything that students need to bring or leave behind – e.g., please bring only a small bag with daily essentials, no heavy backpacks as there will not be room on the bus, and we will be walking. Or, students must bring the Launch Guide (for seniors), writing utensil, water bottle, and snacks for the bus.

No dude en comunicarse si tiene alguna pregunta o inquietud. Esperamos poder tener un paseo exitoso y agradecemos su apoyo y cooperación.

Gracias,

Entrenador GEAR UP



# Photography Release Form (English)

Program Name or School Name  
Address, phone number, email, website

## Photography Release Form

I hereby give irrevocable permission for photographs and/or videos of my child, \_\_\_\_\_

Child's Full Name \_\_\_\_\_

to be used by their school, **the name of program**, Arizona GEAR UP, or their legal representatives, now and in the future. I further authorize **program name** to use my child's likeness, name, and personal information (limited to age, school, and city of residence) in publications and reproductions (including the program's official website and social media sites), as well as for editorial, trade, and advertising purposes. I understand that I will not receive any compensation, now or in the future, for the use of my child's likeness. I grant the Photographer the right to alter and copyright the photographs, and I release the Photographer and their legal representatives and assign from all claims and liability relating to them.

Parent/Guardian Name (Print) \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

# Photography Release Form (Spanish)

Program Name or School Name  
Address, phone number, email, website

## Formulario de Autorización para Publicar Fotografías

Por este medio, otorgo el permiso irrevocable para que las fotografías o videos de mi hijo,

Child's Full Name \_\_\_\_\_

sean utilizados por su escuela, the name of program, Arizona GEAR UP, o sus representantes legales, ahora y en el futuro.

Además, autorizo a [name of program] a usar la imagen, el nombre y la información personal de mi hijo (limitándose a la edad, la escuela y la ciudad de residencia) en publicaciones y reproducciones (incluyendo el sitio web oficial del programa y los sitios de redes sociales), así como para fines editoriales, comerciales y publicitarios. Entiendo que no recibiré ninguna compensación, ahora o en el futuro, por el uso de la imagen de mi hijo. Le otorgo al Fotógrafo el derecho de alterar y registrar los derechos de autor de las fotografías, y libero al Fotógrafo y a sus representantes legales y cedo todos los reclamos y responsabilidades relacionados con ellos.

Nombre del padre o tutor legal (Letra de imprenta) \_\_\_\_\_ Fecha \_\_\_\_\_

Firma del padre o tutor legal \_\_\_\_\_



# AZ GEAR UP College Visit Survey: Pre-Visit

Student Name \_\_\_\_\_ Date \_\_\_\_\_

College you will visit today: \_\_\_\_\_

Circle one: In-person visit Virtual Visit

**1. Have you been on a college campus before?** \_\_\_\_\_ yes \_\_\_\_\_ no

If yes, how many colleges have you visited? \_\_\_\_\_1 \_\_\_\_\_2 \_\_\_\_\_3 \_\_\_\_\_4 \_\_\_\_\_5 or more

**2. Did your mother graduate from college?** \_\_\_\_\_ yes \_\_\_\_\_ no \_\_\_\_\_ don't know

**Did your father graduate from college?** \_\_\_\_\_ yes \_\_\_\_\_ no \_\_\_\_\_ don't know

**3. How do you feel about going to college?**

\_\_\_\_\_ I expect to go to college.

\_\_\_\_\_ I would like to go to college, but don't know if I will be able to.

\_\_\_\_\_ I don't know how I feel about it.

\_\_\_\_\_ I do not want to go to college, but I probably will anyway.

\_\_\_\_\_ I do not want to go to college, and I do not expect to go.

**4. Write down three questions you have about college that you want answered today:**





## AZ GEAR UP College Visit Survey: Post-Visit

Student Name \_\_\_\_\_ Date \_\_\_\_\_

College you visited today: \_\_\_\_\_

Circle one: In-person visit                      Virtual visit

**1. After graduation from high school, would you consider attending this college?**

Circle one: Yes              No

Why or Why not?

**2. What colleges have you thought about attending?**

**3. What additional information do you need about getting into college?**

**4. Did you get answers to the questions you had about college that you wanted answered today?**

Circle one: Yes              No

If yes, what were the answers?

**5. What remaining questions do you have about attending college?**



# Sample Agenda: Pre-Visit Student Preparation

**The goals of meeting with the students prior to a college campus visit are to:**

1. Generate interest and anticipation for the college visit.
2. Create a context for the visit to a college campus.
3. Clarify expectations for the visit.
4. Establish a connection between the students and staff they would see on campus.
5. Assess attitudes about college learning.

## **Pre-Visit Preparation Agenda**

### **Overview of campus visit**

- Schedule for the day—what will happen
- What to wear
- What to bring or leave at home
- Expectations for behavior
- Explain College Score Card or other on-campus activities students will participate in the day of tour

### **Play a game or two:**

- College Knowledge
- College Mascot Matchup
- Family Feud
- College Taboo
- 20 Questions
- Where am I?

### **Distribute “pre-visit” assignment if applicable**

### **Administer Pre-Visit Survey**

# College Knowledge Game

*Courtesy of the Evergreen State College GEAR UP*

*Instructions: Three staff members (two competitors and one emcee to read the questions) are needed to play the game. The emcee reads the question, and each competitor gives one of the two answers, hamming it up to try to get the students to vote for them, and to make it more fun. Students vote on which staff member they think gave the correct answer.*

1. You will experience a lecture-style class when you visit campus. What can you expect to happen?  
Correct: A professor explains a topic and expects students to listen, take notes, and ask questions.  
Incorrect: A college professor scolds a student for not turning in their homework.
2. When you arrive on campus, you will see undergraduates going to class. What is an undergraduate?  
Correct: A college student who has not yet earned a college degree.  
Incorrect: A college student who has graduated but is still attending classes.
3. Undergraduates study for a degree that's earned in four or five years from a college or university. What's the name of that degree?  
Correct: Bachelor's degree.  
Incorrect: Associate degree.
4. Well, that's nice, but what's a degree?  
Correct: An academic title earned by a college student who has completed a course of study.  
Incorrect: A unit of measurement telling you how hot or cold it's going to be. Or, an academic title given to a student who has done something wrong. Haven't you heard of getting the third degree?
5. Many (but not all) college professors have earned Ph.D.s. What is a Ph.D?  
Correct: A college degree called a Doctor of Philosophy  
Incorrect: A degree called Doctor of Phundamentals, Doctor of Phenomenology, Physics degree, or...?
6. What is the proper way to address a college professor?  
Correct: If you know they have a Ph.D., then you should call them Dr. \_\_\_\_\_(their last name).  
Also correct: Call them Professor. That works whether or not they have a Ph.D.  
Also correct: Call them what they ask you to call them. Some professors prefer first names.
7. You will probably see a residence hall on campus. What's a residence hall?  
Correct: A building that houses students who choose to live on campus in rooms or apartments.  
Incorrect: A building on a college campus where faculty or staff live as artists-in-residence.



# College Mascot Match Up

*A fun bus activity*

**Draw lines to connect each school to its mascot/team.**

Arizona State University	Aztecs
Arizona Western College	Bears
Central Arizona College	Cougars
Chandler-Gilbert Community College	Coyotes
Eastern Arizona College	Fighting Artichokes
Gateway Community College	Geckos
Northern Arizona University	Gila Monsters
Phoenix College	Lumberjacks
Pima Community College	Matadors
Scottsdale Community College	Roughriders
South Mountain Community College	Sun Devils
University of Arizona	Vaqueros/Vaqueras
Yavapai College	Wildcats

## College Mascot Match Up—Answer Key

Arizona State University	Sun Devils
Arizona Western College	Matadors
Central Arizona College	The Vaqueros/Vaqueras
Chandler-Gilbert Community College	Coyotes
Eastern Arizona College	Gila Monsters
Gateway Community College	Geckos
Northern Arizona University	Lumberjacks
Phoenix College	Bears
Pima Community College	Aztecs
Scottsdale Community College	Fighting Artichokes
South Mountain Community College	Cougars
University of Arizona	Wildcats
Yavapai College	Roughriders

# More Games for the Bus

*Adapted from Washington GEAR UP*

*Play these games during the bus ride to campus or as a fun pre-visit activity.*

## Family Feud

Each side of the bus is a team and competes as a "family." The coach/teacher serves as the game host.

Begin with one person from each team paired against each other for a question. For example, the host asks: Name one of the fastest growing occupations in the United States, Name one university in Arizona and its mascot, or Name one Arizona private college. Base your questions on whatever pre-visit materials you've covered with your students.

The first person to hit the buzzer (make a sound, clap, etc.) answers. If they're correct, the question goes to their team. If they're incorrect, the other team goes. 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 3 strikes, play is passed to the other team.

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

Play resumes with another speed question. Repeat steps.

## Arizona State College Taboo

This game is modeled after the game "Taboo" and is also similar to the \$25,000 Pyramid TV game show.

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

Each card contains the answer and 3-5 facts.

One person from the team gives clues without using any of the fact words on the card. For example:

- UNIVERSITY OF ARIZONA
- Wildcats
- Tucson
- Cardinal and Navy

In this case, the answer is UA, and the words that can't be said are listed below the answer. The person giving clues must use other facts that will help contestants answer.

Once the team correctly answers, the clue giver moves to the next card.

Each correct answer 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 clues, or they've used all their clues and their team still hasn't guessed.)
- If clue giver slips and accidentally says one of the "taboo" words on the bottom of the card.

## 20 Questions

The coach picks a college or university in Arizona.

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 Arizona?

The coach can answer either only 'yes' or 'no'.

If a student knows the answer, they write it down and show the coach. If correct, they become the leader and choose a university, and the game restarts. If incorrect, play resumes.

## Where Am I?

The coach picks a college and gives 3 facts about the school (i.e., I live in Tucson, on campus, and study journalism.)

Students write down their guesses.

Repeat 3-5 times using different colleges.

The winner is the person with the most correct responses. Reward with a small prize. The winner picks the next college to use and asks the questions. Repeat.



# Sample Online Scavenger Hunt

*Adapted from Washington GEAR UP*

Before visiting \_\_\_\_\_ ,  
please do some detective work. Visit the college's website  
and answer 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? \_\_\_\_\_

Are there dorms on-campus?

☐ Yes ☐ No

4. If so, how much does housing cost for the year?  
\_\_\_\_\_
5. What are the school colors? \_\_\_\_\_
6. What is the school mascot? \_\_\_\_\_
7. Two student clubs I might want to join:  
\_\_\_\_\_  
\_\_\_\_\_

Do they have fraternities and sororities?

☐ Yes ☐ No

8. What does it take to be admitted into this college?  
*What grades or GPA do I need for admission?*

*What classes do I need to take in high school?*

*Do I need a standardized test like SAT or ACT?*

☐ Yes ☐ No

*If yes, which one(s) will the school accept?*

9. List 3 majors offered at this college that are interesting:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. What types of support services are offered? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. What kinds of degrees can you earn at this college?

Check all that apply:

☐ Associate

☐ Bachelor's

☐ Master's

☐ Doctorate

Is there a career center at this college?

☐ Yes ☐ No

12. If so, what kinds of services do they offer to students?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Now you've finished your research, think about what  
you want from this visit. Give three answers for each:**

What are questions do I have for current college students?

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What questions do I have for people who work there?

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What parts of campus do I want to see and why?

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# My Campus Scorecard

*Adapted from Washington GEAR UP*

*Instructions: As you tour the college campus, circle your answers to the following questions, through observing, interacting, and asking questions.*

Any campus with 3 or more “No” scores probably isn’t a good fit for you.

**Name of College:** \_\_\_\_\_

- |     |    |   |
|-----|----|---|
| Yes | No | Is the staff friendly?  |
| Yes | No | When you talk with college staff, are they cheerful/helpful? Do you feel they're interested in you? Would you want to deal with them on a regular basis?  |
| Yes | No | Is the campus the right size for you?   |
| Yes | No | Do you like the size of the campus? (How do you feel about the number of students—too many, too few, or just right? Do you feel energized, lost in space, crowded, or cozy?)                                      |
| Yes | No | Does the campus feel right for you?   |
| Yes | No | How extensive are the resources in the library, student center, student union, bookstore, health center, gym, and career placement center? Check out the classrooms. Would you enjoy being on a campus like this? |
| Yes | No | Do you get good feelings about the students?  |
| Yes | No | Do you want to hang out with these people for four years? (Are students happy, bored, or stressed? Are they diverse or all the same? What are they talking about? Do they care more about school or sports?)      |
| Yes | No | Are the campus activities a good fit for you?   |
| Yes | No | Are you OK with the number and variety of activities? Do you see things you would like to do (The school newspaper, flyers around campus and in the student center)?  |
| Yes | No | Is the surrounding community a good fit for you?  |
| Yes | No | Would you like to live in a town/city like this (too small or too large, available activities malls, concerts, skiing, etc.)?   |
| Yes | No | Have you checked out the university's social media? (Do they do a good job sharing fun/engaging things?)  |

# My Campus Scorecard

Adapted from Washington GEAR UP

**Compare colleges based on the characteristics 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 that you visited in person or on a 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 up to see what college might be the best fit for you.

## Ranking System (1 - 3):

3 = It's a perfect match.

2 = It kind of meets my criteria.

1 = Nope, it's not a good fit.

What's my ideal college Circle the answers that apply to you	College #1	College #2	College #3
<b>I want a college located:</b> a. Close to home b. As far away as possible c. Somewhere in between so I can visit on weekends and holidays.			
<b>I prefer a campus size that is:</b> a. Small (less than 5,000) b. Medium (5,000 – 15,000) c. Large (15,000+)			
<b>I want my college to be in the:</b> a. City b. Suburbs c. Country			
<b>I want to live:</b> a. On campus in a dorm or apartment b. Off campus in an apartment or house c. At home			
<b>I prefer a college that is:</b> a. Private (not a public or state school) b. Single-sex (only male or female) c. Religious affiliated d. Serve ethnic minority populations (tribal colleges, historically black)			
<b>I want to complete my degree in:</b> a. 2 years or less (AA) b. 4 years (BA, BS) c. More than 4 years (Master's, Doctorate, or Professional)			

What's my ideal college Circle the answers that apply to you	College #1	College #2	College #3
<b>My ideal college offers degrees in:</b> a. Art and design b. Sciences and engineering c. Health fields d. Teaching and counseling e. Business or law f. Other:			
<b>I want to participate in the following activities:</b> a. Sports (Division I, Division II, Division III) b. Student government c. Community service d. Greek life e. Other clubs/activities:			
<b>I want to take advantage of the following student services:</b> a. Tutoring/academic support b. Counseling and health services c. Study abroad d. Recreational sports and/or a gym e. Disability access f. Other:			
<b>I want a college that offers financial aid including:</b> a. Scholarships b. Grants c. Loans d. Work-study programs e. Not important			
<b>I want a college that provides ____% cost of attendance through financial aid: (Check College Board Search if you're unsure.)</b> a. 75 – 100% b. 50 – 74% c. 25 – 49% d. Less than 25%			
<i>Total:</i>			

# Campus Visit Questions

*Courtesy of [educationquest.org](http://educationquest.org)*

*To find the right college, visit places that interest you, and ask LOTS of questions.*

## Ask the admissions representative:

- What are admission requirements and deadlines?
- What is the cost of tuition, fees, room & board, and books?
- What are housing options? Will I be required to live on campus? Is there a waitlist?
- Are meal plans required?
- What is the average class size? Are classes taught by professors or graduate assistants?
- I don't know what I plan to study yet; how easy is it to change majors?
- What are "general education" requirements?
- How easy is it to transfer credits from a community college?
- Is there an honors program, and how do you qualify?
- Is there a campus career center? Are internships available? Job placement services?
- Are there study-abroad opportunities?
- What percentage of students return after their first year?
- What percentage of students graduate and what is the average length of study?
- How diverse is the student population?
- What percentage of students are commuters?
- What is the student-to-faculty ratio?
- What kind of tutoring/support systems does the college have?
- If you have a disability, ask to meet with the school's disability services coordinator.

## Questions about student safety:

- Is there an on-campus health clinic? (Tip: Ask your insurance provider if the campus clinic is "in-network.")
- Where do you refer students who have a serious medical issue?
- How safe is the campus, and what security systems are in place?

## Ask the financial aid counselor:

- What applications are required for scholarships and financial aid, and what are the deadlines?
- Are academic and departmental scholarships available?
- Will scholarships from other donors affect the amount of aid I receive from the college?
- What types of payment plans does the college offer?
- Can I get a refund if I have to drop a class or drop out suddenly?



**Ask your student tour guide or a current student:**

- Why did you select this school?
- Are the professors accessible?
- How easy or hard was it to get the classes you wanted?
- How many hours a day or week do you study?
- What kind of tutoring/support systems does the college have?

**Campus life:**

- What is the Greek system like?
- Where have you lived on campus?
- Can first-year students have cars on campus? What is the fee for parking on campus?
- How easy is it to get around on campus? Can I walk anywhere I want to go?
- Is there a free campus shuttle?
- What do students do on weekends? What did you do last weekend?
- What are the big campus traditions? Do a lot of students go to athletic events?
- What kinds of activities, intramural sports, or clubs are popular on campus?
- Is there a campus recreation center for students?
- How is the food in the dining halls? What are the hours?

**Life off campus:**

- How easy is it to get to places if you don't have a car? Are bikes a good option?
- Is there a grocery store nearby?

**Ask YOURSELF after your campus visit:**

- Was the campus a good size for me?
- How were the residence halls? Too loud or too quiet? How large were the rooms?
- Was I comfortable with the level of security?
- Is there enough to do on and off campus?

**Additional questions for a visit to a community college:**

- Will I be required to take placement exams? If so, what are they?
- What is the two-year graduation rate?
- Tell me about your academic transfer program.
- Do you have student housing? Is there a waitlist?

# Campus Scavenger Hunt

*Educators: Before the campus visit, create a Google doc for students to upload campus visit pictures and captions, or students can create a collage with the different photos. Bonus: Students will have something to discuss with their families when they get home. You can also post these photos on your school social media accounts with #GEARUPworks.*

*Students: When visiting each of these places during the scavenger hunt, take pictures either in front of the building or the person you talk to. Remember, we want you to learn campus, so ask for hints if you need them. Enjoy!*

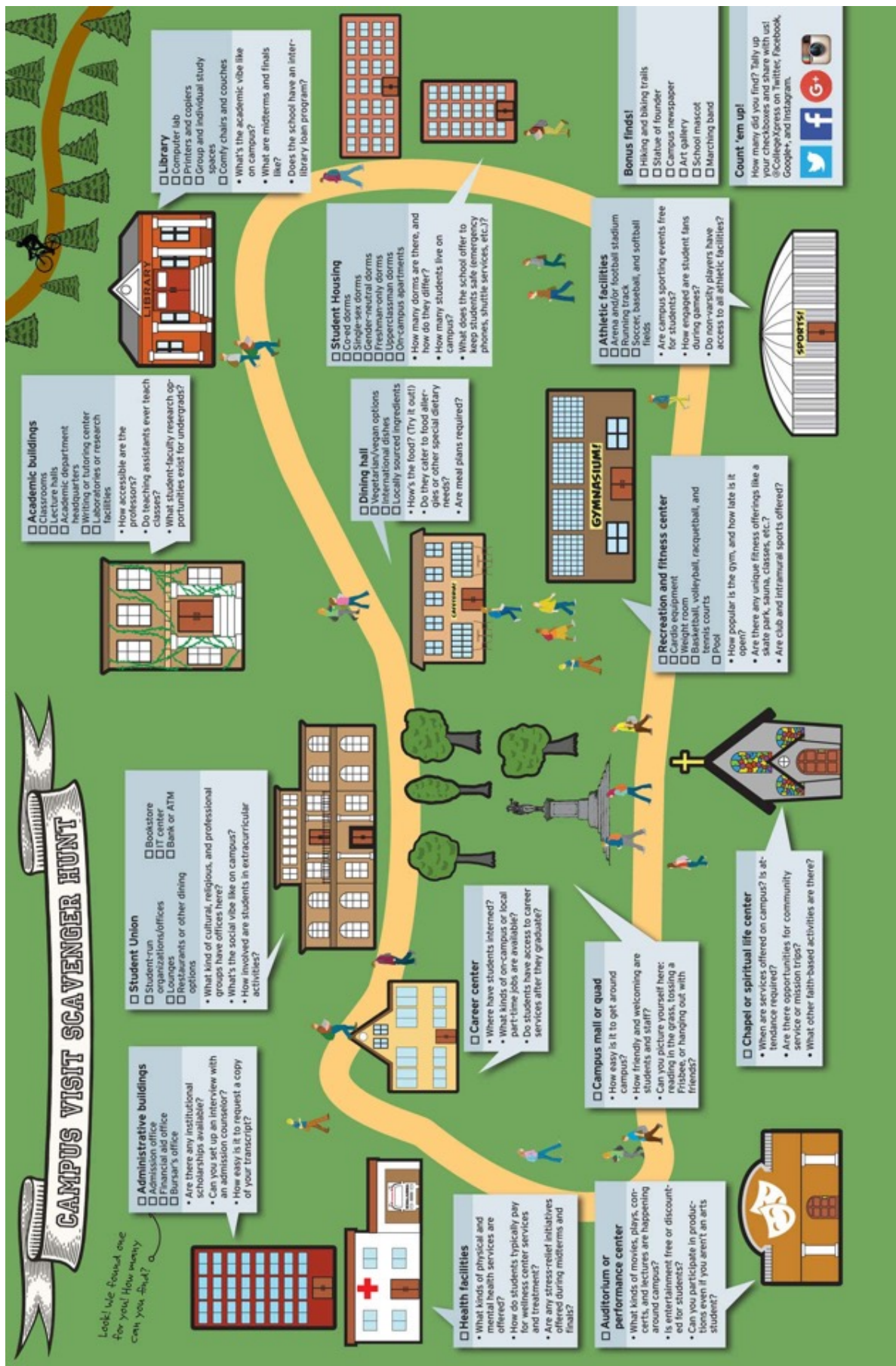
## Get ready!

**You've now got your official Campus Visit Scavenger Hunt map. Okay, we know your college campuses won't look exactly like this, but the buildings and landmarks listed can be found at practically every college—and they're all places you should try to see during your visits.**

**Take the map along on your campus visit and check off all the stuff you find.**

## Important stops

- Student union: The hub of campus life. Could also be called a hall, center, or commons.
- Library: Students may be busy here, so be sure to respect the quiet.
- Dining hall: Depending on the size of the school, there could be one dining hall or several. Try to have at least one meal on your visit!
- Dorms: They're sometimes scattered all over campus, so focus on where you'll be living as a first-year student if you're in a time crunch.
- Academic buildings: May also be all over campus, so center your attention on your future major department's headquarters if you have a program of interest.
- Athletic facilities: If there's a game going on while you're visiting, go!
- Recreation and fitness center: See if there are some classes, rec clubs, or exercise equipment you enjoy, since most gym memberships are included in your tuition and fees.
- Administrative offices: You don't have to visit all these buildings, but you should try to meet with an admission counselor, so they'll have a face to associate with your application.
- Health facilities: Hopefully you won't be spending a lot of time here, but it's important to know where they are just in case.
- Career center: Not just for seniors! You should make this office one of your first stops when you start classes.
- Auditorium or performance center: Check out all those flyers at the student union to see if there's a concert, lecture, or student production going on while you're visiting.
- Campus mall or quad: There will be plenty of students hanging out here if you visit during the school year, so don't be shy—introduce yourself and ask them a few questions!
- Bonus finds: See the map for details. You won't find these on every campus, but we'll give you extra points if you do.



# Student De-Briefing Agenda

## The goal of debriefing with the students after a college campus visit:

- ✓ Maximize what students “take away” from the tour.
- ✓ Reinforce students’ enthusiasm for college.
- ✓ Address concerns students might have about colleges.
- ✓ Assess attitudes about college for future use during PEPS.

## Post-Visit Debriefing Agenda

### Recognize students for behavior during visit.

#### Follow-up Facts

- *Don't worry if this university didn't fit for you, there are many more options. There are thousands of colleges, universities and trade schools across the US, and I'm here to help you find the right fit.*
- *High School GPA matters for admission and scholarships.*
- *Attendance matters and can affect your GPA.*
- *If you want to attend an AZ university, take the Sweet 16.*
- *Get involved in HS to find out what you like and where you excel. It will help with making college decisions and your future career.*
- *Not sure whether college is right for you? Talk to me and your counselors about all your options.*

### Facilitate discussion of students’ observations and impressions. Suggestions include:

- What did you like best?
- What surprised you?
- What did you think when the student on the panel said X?
- What did you think of the dorm room?
- Can you imagine walking from class to class across campus like that?
- What do you think of needing to consider the time it takes to get across campus when scheduling classes?
- What did you think of the lab we observed?
- Were the professors we met what you thought professors would be like?
- Did you notice anything about the college students walking around and sitting around campus? Did they seem happy? Stressed? Did they look friendly?
- Do you have any other questions that maybe I can help with?

### Facilitate discussion of students’ College Score Card results.

### Administer Post-Visit Surveys.

# Sample College Visit Itinerary 1

College Visit Itinerary for \_\_\_\_\_ University

Date of trip: \_\_\_\_\_

8 a.m.	Meet in front of school for attendance check and bus loading
8:15 – 9:15 a.m.	Travel Time—If you have a long ride, use the time to review expectations for behavior, schedule for the day, and remind students of the questions they want answered based on their pre-visit surveys.
9:15 a.m.	Arrive on campus
9:15 – 11:15 a.m.	Campus Tour including all major buildings—library, dorm room, student union, financial aid office, admissions, multicultural /first-gen/student services center, athletics, and academic departments (Consider “Scavenger Hunt” format, See Supporting Documents). Try to pre-arrange to meet a representative from each building where you stop to talk with students about what they do and why students need to know about their services and location.)
11:15 – 11:30 a.m.	Walk to dining hall/restrooms
11:30 a.m. — 12:30 p.m.	Lunch in dining hall
12:30 – 1:30 p.m.	Classroom Observation or Activity—try to arrange ahead of time for an engaging professor to set up an activity for your students; otherwise, try to arrange to stop into a few classrooms for 15 minutes or so, or a lab for 15 minutes.
1:30 – 2 p.m.	Interact with current college students (A panel of students—perhaps alumni from your area; GEAR UP Graduates who served as Guides, etc.)
2 p.m.	Load buses for trip home
2:15 – 3:30 p.m.	Bus ride home fill out post-trip survey. Use time to debrief with students.



# Sample University Itinerary

## College Visit Itinerary for University

Date of trip: \_\_\_\_\_

8:15 a.m.	Depart School
11 a.m.	Multicultural Center Welcome (15 minutes) What resources do they offer? Why should GEAR UP students come here?
11:15 a.m.	Center of Campus Tour led by Phi Sigma Nu members, a Native American Fraternity—include Memorial Union & Library (30 minutes)
11:45 a.m.	Visit a Dormitory with Mary C. (CHHS GEAR UP Grad) (15 min.)
12 p.m.	Lunch with GEAR UP Grads attending ASU (45 minutes) <ul style="list-style-type: none"> <li>Initial introduction/story, followed by interactive small group discussions</li> <li>Sponsored by the Office of Dr. Zah, Special Advisor to the President on American Indian Affairs</li> </ul>
12:45 p.m.	Walk to class in small groups from lunch w/ASU students/GU Grads
1 p.m.	Classroom Experience (45 minutes) <ul style="list-style-type: none"> <li>Engineering, Humanities &amp; Social Science Options (Note: these are special presentations arranged for in advance, with each department, just for our students; not sitting in on actual college classes)</li> </ul>
2 p.m.	Walk to Athletic Center Tour (15 minutes)
2:15 p.m.	Presentation by Admissions (10 min. + 10 min. for questions) <ul style="list-style-type: none"> <li>Interactive (sample essay review/personal transcript review)</li> </ul>
2:35 p.m.	Presentation by Financial Aid (10 min. + 10 min. for questions) <ul style="list-style-type: none"> <li>Interactive (complete part of FAFSA/review of sample Financial Aid package)</li> </ul>
2:55 p.m.	Back to bus

\* This itinerary was used for an AZ GEAR UP school serving primarily Native American students.