**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

*Courtesy of the Evergreen State College GEAR UP*

*Instructions: Three staff members (two competitors and one emcee to read the questions) are need- ed to play the game. The emcee reads the question, and each competitor gives one of the two an- swers, 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.

1. 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.

1. 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?

1. 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...?

1. 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.

1. 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.

***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

Arizona State University Arizona Western College

Sun Devils 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

*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 re- veals 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 award- ed 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.

Before visiting , 9. List 3 majors offered at this college that are interesting:

please do some detective work. Visit the college’s website and answer the questions below.

1. In what town is the main campus located?

10. What types of support services are offered?

1. How many students attend?
2. How much are tuition and fees for one year?

Are there dorms on-campus?

* + Yes  No
1. If so, how much does housing cost for the year?
2. What are the school colors?
3. What is the school mascot?
4. 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
1. If so, what kinds of services do they offer to students?
2. Two student clubs I might want to join:

Do they have fraternities and sororities?

* + Yes  No
1. 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?*

### 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?

What questions do I have for people who work there?

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

*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 socia media? (Do they do a good job sharing fun/engaging things?) |

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

***Ranking System (1 - 3):***

3 = It's a perfect match.

2 = It kind of meets my criteria. 1 = Nope, iit's not a good fit.

**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.

|  |  |  |  |
| --- | --- | --- | --- |
| **What's my ideal college****Circle the answers that apply to you** | **College #1** | **College #2** | **College #3** |
| **I want a college located:**1. Close to home
2. As far away as possible
3. Somewhere in between so I can visit on weekends and holidays.
 |  |  |  |
| **I prefer a campus size that is:**a. Small (less than 5,000)b. Medium (5,000 – 15,000)c. Large (15,000+) |  |  |  |
| **I want my college to be in the:**1. City
2. Suburbs
3. Country
 |  |  |  |
| **I want to live:**1. On campus in a dorm or apartment
2. Off campus in an apartment or house
3. At home
 |  |  |  |
| **I prefer a college that is:**1. Private (not a public or state school)
2. Single-sex (only male or female)
3. Religious affiliated
4. Serve ethnic minority populations (tribal colleges, historically black)
 |  |  |  |
| **I want to complete my degree in:**1. 2 years or less (AA)
2. 4 years (BA, BS)
3. 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** |
| **My ideal college offers degrees in:**1. Art and design
2. Sciences and engineering
3. Health fields
4. Teaching and counseling
5. Business or law
6. Other:
 |  |  |  |
| **I want to participate in the following activities:**1. Sports (Division I, Division II, Division III)
2. Student government
3. Community service
4. Greek life
5. Other clubs/activities:
 |  |  |  |
| **I want to take advantage of the following student services:**1. Tutoring/academic support
2. Counseling and health services
3. Study abroad
4. Recreational sports and/or a gym
5. Disability access
6. Other:
 |  |  |  |
| **I want a college that offers financial aid including:**1. Scholarships
2. Grants
3. Loans
4. Work-study programs
5. Not important
 |  |  |  |
| **I want a college that provides % cost of attendance through financial aid: (Check College Board Search if you're unsure.)**a. 75 – 100%b. 50 – 74%c. 25 – 49%d. Less than 25% |  |  |  |
| *Total:* |  |  |  |

# Campus Visit Questions

***Courtesy of 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 thes 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 stu- dent 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 class- es.
* 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.

-

, \_ \_©&OOftllDJ® Wll@!l'ii' ®©&WOO®

--­

OStudtnt Union

OS!Ude

□O illlMI Ol'OCh«

O IT (ltf!W OSriorATM

□-­

0 Ac.cltn'k bYlkllnqs

cw

0 14'1'41',nol!iet

0 Adtninktr•UV• bYildif'\IQS

0 f'hanc:lelMl ottic,

O Olfb

* M there-.,ln5tllutlonal

$(hOWS/llps llelt?

* CtYQVWtuP.., int 'lfttll

,n ldmluionc0Ufl5ft)f?

* Ho- fflY h iC:10 l'fQ\lf'SI UC>PJ

ol ,,0,.,t:f Kflpt?

□

0 ,1..«\_lw t.h.tl.ls,

---

□- -

0 \Wll$nQ *ot* MOl'WIt,tl'ltt,

0 1.aor,torinorre

IM:IUIK

* + o- , - tl'lt
* .00..I.M..C,""-l.,$1""""i...,INCi!
* WI\II $l\dtnl-tac:taytHHl"<II o,p,­

PQ!'lunltif,$ IOI'unotrqr«ld

OUbr•ry

Comput a,t,

-·

□

Ol'flntnn

Q (;tOl,IO.,W, Mudy

* + WIIM kindOICullurll,iltlllSPl'dtt,SloNI

QfWl»hWfollffl"-7

* + 's llw socs.l vt. Wltonc
* Ho- M ll, ln ♦d t Kollr' ie:UW

"'"'"'"

0 Comfycl\alr's coutlle,$

* .W.h.,al - mi21:-n IINls
	+ Oot1 t,,\_ $(fl0Cljlll• •nilll♦t·

librlly1o1J1jll'OQt... ?

I ■II

......

* WIIM kindi ol l)lly1ie,II .-W:,

-

fflC'fllllllfflhS¥Vlct5-

* HowO>stuoent5tyolt-.-,Prt *tot*'lllftlnt$$ Cftlltt s«vlc.S "tl'Ntmtnt?

....,

. ...,. *tlff'f* strHS·tde-t wtiltM'1.

°""'"<11,,MQ .-ICI

1, •••••• •

II II II **,** I

II II II

••••••

**1,11**II I

**1**

II

I ■

\_,

OAudltor'.lmor

Ptrtorm,nc:1c1ntH

* Whal kindsOImo¥1H. con·

(lfl'h,.wldlK1111fl

""""''.....,

* litl"llttlflf'\MtfttltN OfdilCOllnt- --­

·-·

ekWuuattts?

* re-,partlc tln ,-odu(•

tionJfYtn*d*you •M"t#I .ts

O Clwlpl t,1or spirftuallifecenter

* 'Mltn"' HfYitt:S ol l fl'l'f'donc..mpus? b • ·

I ?

0 A.cJNtlol\ •l'ld RtMSSC:tf'lttr

O CMdio

0 WittQl,troom

0 8-s: lt.ll, , • IICI

ttfYlls«MJtb

□-• H\_o- ,POP,11.-ls ltltqYff\ ,n:l l.lteb k

* t -, tit""sol s•llt•

$Utt {l«1(,.WUflt,.ct.SSH, ftt.?

* A,.Cll.cttrdlM,\_illlt,Otttoll""?

80t'lustwtsl

OK .,.-,t,a cr.its

OS1•Mol I°""""" QC-.:,u,-,,Cl'Otf **QArt.-,**

0$cl\OOll!l,ftoOI;

O lmQti.nd

Count ' ffflu!p

ttowfNIIIY"•rourllld">llll)'vP

'IOUI"ctw<:kb3GMallCI5'\#e'Mth..i.!

lf#monTwll

* + tiltOOl)Othrillt$ tor !'lily
		- ot mk slont
* 'Ml.flothtt'ttil $N\_..,.,1!1ff¥t I. ,.?

Gooq-ll♦ .

## 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, universi- ties 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.**

**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-ar- range 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 class- rooms 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. |

**College Visit Itineray 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—in- clude 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)* Initial introduction/story, followed by interactive small group discussions
* Sponsored by the Office of Dr. Zah, Special Advisor to the President on American Indian Affairs
 |
| 12:45 p.m. | Walk to class in small groups from lunch w/ASU students/GU Grads |
| 1 p.m. | Classroom Experience (45 minutes)* Engineering, Humanities & Social Science Options (Note: these are special presenta- tions arranged for in advance, with each department, just for our students; not sitting in on actual college classes)
 |
| 2 p..m. | Walk to Athletic Center Tour (15 minutes) |
| 2:15 p.m. | Presentation by Admissions (10 min. + 10 min. for questions)* Interactive (sample essay review/personal transcript review)
 |
| 2:35 p.m. | Presentation by Financial Aid (10 min. + 10 min. for questions)* Interactive (complete part of FAFSA/review of sample Financial Aid package)
 |
| 2:55 p.m. | Back to bus |

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