



# College Campus Visit Toolkit 2023-2024



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## Introduction

Campus visits are a required component for all GEAR UP high school students. Campus visits can help students and families realize the possibilities that exist beyond high school and their community. These visits have the added benefit of easing the concerns and anxieties of both students and families, especially for first-generation students and their parents.

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 provide students and their families with opportunities to visit classrooms, meet instructors, and talk to current college students, including alumni from their own schools and communities.

This guidebook is intended for use by GEAR UP Specialists and College Coordinators. It includes best practices and resources from a variety of sources, which includes GEAR UP programs from across the nation, the College Board, the Utah Department of Education, and the Utah System of Higher Education. It is meant to be a working copy with replicable, customizable tools. It will be updated with resources and lessons learned from our own GEAR UP UTAH schools.

# Get Ready for a Campus Visit

## Decide on a Purpose

GEAR UP students who are exposed to college campuses can begin to see themselves there. However, many families lack the resources to make these visits on their own. Most first-generation families do not know how to plan for a meaningful campus experience. Some students that 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. Deciding on the purpose of the visit before planning will help clarify your next steps.

Before you begin planning the logistics, consider what it is you hope students will achieve with their visit. A visit that is geared for middle school students will have different needs than one intended for high school juniors and seniors. Some options that go beyond the standard walking tour include:

- Relating class curriculum to current research or college courses
- Exploring the history of the university
- Discovering support services available to students
- Understanding financial aid and admissions
- Connecting with college student mentors
- Recognizing career options and college majors

## Determine Costs and Funding

Because programming is generally offered free of charge, campus visits can be a very affordable field trip. Costs may include transportation, substitute teachers, food, and possible lodging. Some colleges may have funds for special groups or events to help with transportation or meal costs. Check with an administrator at the college for further information.

## Determine When to Visit

Visiting a campus helps create a college-going culture in schools. They assist 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.

Types of tours and activities will vary depending on the age and grade level of participating students. If the tour is targeting high school upperclassmen, then it is preferable for them to

visit a college prior to application deadlines. Plan your visit in advance in order to ensure that classes will be in session, so students have the opportunity to see and experience typical campus life.

## How to Pick a Date

If you plan your visit well in advance, students and families are more likely to have an opportunity to see the essentials and meet with the appropriate college staff. 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 because visits are usually more focused as 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 because 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 that 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,  
colleges/universities are  
not in session during:**

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

**Classes don't usually  
meet during:**

- **Reading periods** (between the end of classes and before the final exam period)
- **Exam weeks**
- **Winter and spring breaks**
- **Saturdays and Sundays** (some campuses limit Friday classes)

**The Admissions Office may be closed to visitors at certain times.** For example, admissions officers may be too busy to meet with you in April or May – that’s when they’re reviewing applications. On some campuses there are few classes held on Fridays so make sure you are familiar with the best days to plan a campus visit.

### **Contacting the College or University**

- Use your GEAR UP and NSHE as a resource for planning your college visit
- Contact the college or university of your choice at least one month ahead (preferably longer) of your preferred visit
  - 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 person(s) that can organize the specific kind of trip you want
- You may wish to use the **Campus Visit Logistics** form (see Appendix) to clarify your preferences with the college. However, many schools now have their own online form
- If you are taking middle school students, be specific with admissions office about the goals of the visit and what activities you’d like their assistance in coordinating
- In general, admissions offices will lead student groups on walking tours and offer presentations on financial aid and college entrance requirements
- If you want to do special or custom activities, allow extra planning time to coordinate with campus staff
- Consider offering **Campus Tour Tips for 7<sup>th</sup>–12<sup>th</sup> Graders** handout (see Appendix) to postsecondary staff that 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 class curriculum
- Admissions/financial aid presentations
- Visiting dorms or athletic facilities
- Eating at the campus dining facility
- Sitting in on a class
- Times to talk with an instructor
- Consider contacting alumni 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 of your requests might not be met due to staffing or time limitations

## Open House/Special Events versus Traditional Campus Tours

One option is to visit a university or college during their special events days that are geared toward particular groups.

### Pros

- More programming and 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 with other schools into larger groups

## Prepare Students

Once you have identified the goals of the visit and set up the logistics, you can create and implement pre-visit activities for your students. The activities should encourage students to think about and question the different aspects of what makes a good college fit. Students will learn about options, identify preferences, and get engaged. Sample activities found in the Appendix are designed to get students to consider the following aspects, and their preferences:

- Type of institution (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 found in the Appendix.

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

- Online Scavenger Hunt for interesting facts about the college
- Virtual Tour (see Appendix for a list of recommended websites)
- Budgeting/math activities on college tuition and fees
- Language arts essays or history project about college or famous alumni
- General college prep curriculum such as NELA's "I'm Going to College", College Board's "CollegeEd" or NACAC's "Guiding the Way to Higher Education", available in English and Spanish
- Administer a **Pre-Visit Survey** (see Appendix) to assess student knowledge and aspirations about college, or use information from the GEAR UP survey

## Prepare Parents/Family Members

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

## Logistics and Administrative Details

As the GEAR UP Staff or College Coordinator, you will need to plan ahead and manage all the necessary details required at your school in order to take a field trip, which may include:

- Getting approval from school board and/or administration
- Completing a **Campus Logistics** form
- Submitting a field trip form to the GEAR UP office for prior approval
- Requesting substitute teachers
- Organizing bus transportation
- Arranging for meals and snacks
- Recruiting chaperones
- Collecting permission slips
- Creating nametags



- Ensuring that **GEARUP Student Event and Family Event Participation Logs** are accurately completed
- Entering service and participation in the GEARS Database

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

- In accordance with FERPA, if possible, 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 Specialist/College 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 students should bring (or leave home)
- Expectations or code of conduct for students and chaperones
- In-Kind/Match paperwork

# During and After the Campus Visit

## During the Visit

On the day of the campus visit, the best advice is to be flexible because 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 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 all involved

## After the Visit

A great post-visit follow up activity is to assess the impact that the college visit had on your student's interests in attending college. This step allows you to adjust and improve the experience for future years. Use a **Post-Visit Survey**, found in the Appendix.

- It is also a great time to send thank-you notes, written by you or your students to the college's staff or students that made the campus experience memorable. Maintain the enthusiasm of your students and parents after a college visit by trying the following: Administer a Post-Visit Survey (mandatory)
- Have students complete reflection activities such as journaling or completing the **CampusScorecard**
- Post photos from the visit on the school website, Facebook, or on classroom bulletin board. **Note: students must have a signed Media Release on file at the school**
- 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 back to information learned during the college visit
- Start planning the next visit.

## APPENDIX

This Appendix contains sample handouts, pre-visit activities, games, pre- and post-surveys, and additional resources. Customize these documents to fit your needs. Please share your own resources/best practices by sending them to [Contact us at GEAR UP UTAH](#).

# PRE-VISIT LOGISTICS



## College Visit Planning Checklist

<b>BEFORE</b>	<input type="checkbox"/> Create student nametags (optional)
<b>3-6 Months Out</b>	<input type="checkbox"/> Prepare nametags for students
<input type="checkbox"/> Determine purpose of the college visit	<input type="checkbox"/> Administer Pre-Visit Survey to students
<input type="checkbox"/> Secure funding and administrative support	<input type="checkbox"/> Host a Parent/family night ( optional)
<b>1-3 Months Out</b>	<b>DURING</b>
<input type="checkbox"/> Contact college or university tact	<b>While on Campus</b>
<input type="checkbox"/> Have several dates available for the visit	<input type="checkbox"/> Keep college contact apprised of your arrival
<input type="checkbox"/> Prepare students/parents	<input type="checkbox"/> Go over expectations with students chaperones
<input type="checkbox"/> Be clear on your purpose for the visit	<input type="checkbox"/> Distribute and hand out flyers
<input type="checkbox"/> Substitute Request	<input type="checkbox"/> Be flexible
<input type="checkbox"/> Administrative tasks for school	<input type="checkbox"/> Wear comfortable shoes and appropriate clothing for the weather
<input type="checkbox"/> Parent and family college night ( optional)	<input type="checkbox"/> Have students complete a College Scorecard or reflection-type activity
Recruit Chaperones	<input type="checkbox"/> Take Photos
Arrange bus transportation	<b>AFTER</b>
<b>2 Weeks - 1 Month Out</b>	<b>Back at School</b>
<input type="checkbox"/> Distribute and collect permission slips	<input type="checkbox"/> Administer student post-visit College Survey
<input type="checkbox"/> Check with College or University	<input type="checkbox"/> Reinforce learning outcomes
<input type="checkbox"/> Contact college or university alumni	<input type="checkbox"/> Send thank you notes to staff and students that assisted with your college visit
<input type="checkbox"/> Present related curriculum to students	<input type="checkbox"/> Post photos to class website and e-mail to GEAR UP Communication Specialist
<b>1 Week Out</b>	<input type="checkbox"/> Complete College Comparison Scorecard
<input type="checkbox"/> Check with college or university contact	<input type="checkbox"/> Host additional Parent nights (optional)
<input type="checkbox"/> Familiarize yourself with the layout of the campus by visiting on-line campus maps, parking facilities, and where to meet the campus contact	<input type="checkbox"/> Maintain momentum from college visits with "College T-Shirts Fridays" or similar events
<input type="checkbox"/> Confirm with chaperones	<input type="checkbox"/> Start planning your next college visit
<input type="checkbox"/> Assign student groups to chaperones	

## Sample College Visit Itinerary 1

College Visit Itinerary for \_\_\_\_\_University

Date of Trip: \_\_\_\_\_

8:00am	Meet in front of school for attendance check and bus loading
8:15am-9:15am	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.
9:15am	Arrive On Campus
9:15am -11:15am	Tour Campus 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, described later in this toolkit). If you can pre-arrange to have a representative from each building you stop at talk to your students about what they do and why students need to know about their services and location, that would be ideal for 8th graders)
11:15-11:30	Walk to Dining Hall/Restrooms
11:30am-12:30pm	Lunch in Dining Hall
12:30pm-1:30pm	Classroom Observation or Activity (if you can arrange ahead of time for an engaging (energetic) professor to set up an activity for your students, that would be ideal for 8th graders; otherwise, try to arrange to stop into a classroom for 15 minutes or so, a lab for 15 minutes and a PE class for 15 minutes. 8th graders are too young to be expected to sit in a lecture hall for a full 50 minutes or an hour.
1:30pm-2:00pm	Interact with current college students (A panel of students - perhaps alumni from your area; GEAR UP Graduates who served as Guides, etc.
2:00pm	Load Buses for trip home
2:15pm- 3:30pm	Bus ride home - fill out post trip survey. Use the time to debrief with students.

## Sample Parent Letter 1

**Purpose: to increase a parent's understanding of the importance of postsecondary education, to obtain permission for their child to participate in a college visit, and to invite the parent to the visit.**

Dear Parent,

On [ **Date** ], we will be taking a group of 8th grade students to visit the campus of \_\_\_\_\_ **University / College**. We are excited to be able to provide this opportunity. Our hope is that 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 them begin to 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 will 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** ] to allow your child to 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 Coordinator

- Attachments:
  - **Permission Form** including information re: allergies, health needs, medications or accommodations
  - **Photo Release**

## Sample Parent Letter 2

**Purpose:** to provide parents with the logistical details of the College Visit their student in which their child is participating.

Dear Parent,

On **date** we will be taking a trip to \_\_\_\_\_**College**. We will be leaving school at **departure time** and are expected to return to school at about **return time**. We cannot guarantee our arrival time so please be aware that it might change. Students will be able to call when we are nearing 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 **hat/sunscreen or jacket**
- Please make sure your child is dressed in casual and comfortable clothing with comfortable walking shoes and that they follow the school dress code
- 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 Discover Guide, 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 the success of this trip and appreciate your support and cooperation.

Thank you,

GEAR UP Coordinator





## Campus Visit Logistics

Date pre-planning began: \_\_\_\_\_ (please allow at least 4 weeks for group tours)

### Group Information

GEAR UP School: \_\_\_\_\_ GU Contact: \_\_\_\_\_

Mailing Address: \_\_\_\_\_  
*Address City State Zip*

Main Phone # \_\_\_\_\_ Alternate # \_\_\_\_\_

Email Address: \_\_\_\_\_

Number of students in each grade planning to attend the college visit\*\*\*:

7th grade \_\_\_\_\_ 8th grade \_\_\_\_\_ 9th grade \_\_\_\_\_ 10th grade \_\_\_\_\_ 11th grade \_\_\_\_\_ 12th grade \_\_\_\_\_

Total number of students: \_\_\_\_\_ \*\*If possible, bring groups of similar grades. Number of

Adult Chaperones: \_\_\_\_\_

Names and Cell Phone Numbers of Chaperones: \_\_\_\_\_

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

Pre-Visit Preparation: \_\_\_\_\_

Describe any accommodations needed for this group: \_\_\_\_\_



## College Visit Request Details

College Name: \_\_\_\_\_ Location: \_\_\_\_\_

College Contact(s): \_\_\_\_\_ Phone \_\_\_\_\_

\_\_\_\_\_ Number(s): \_\_\_\_\_

Email Address(s): \_\_\_\_\_

Proposed Date of Visit: \_\_\_\_\_ Alternate Date: \_\_\_\_\_

### College Visit Components:

Check all that apply keeping in mind 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 min)    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 min)

Residence Hall Tour\* (30 min)    Meals on Campus\*\* (1 hour)    Other \_\_\_\_\_

\*Activities may not be available on all campuses    \*\* Check with the college for meal prices.

### GEAR UP Specialist or College Coordinator:

*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. Provide the information on the sheet. The campus contact may want you to fax a copy of the completed form to them. Once the details of the visit have been determined by the college, the following information will be confirmed with you.*

### Confirmation:

College Name: \_\_\_\_\_ Date(s) of Visit: \_\_\_\_\_

Arrival Time: \_\_\_\_\_ Departure Time: \_\_\_\_\_

Meeting place: \_\_\_\_\_

Name of College Contact/ \_\_\_\_\_ Phone: \_\_\_\_\_

Greeter: Confirmed Dates: \_\_\_\_\_ (to) \_\_\_\_\_

Confirmed by (name): \_\_\_\_\_



## College Visit Schedule

Date	Start Time	End Time	Activity	Location	Contact

**Comments/Directions:**


## *Pre-Visit*

### *Students - Staff - Chaperones*



## Tips from College Advisors GEAR UP 7<sup>th</sup> – 12<sup>th</sup> Graders



### 1. Get Ready for a Campus Visit

- Work with the GEAR UP First Year Advisor and /or College Coordinator to identify the needs/wants of the group.
- A minimum college visit for a GEAR UP school should include: a campus tour; a meeting with an Admissions representative; and a presentation on Financial Aid.
- A preferable college 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. Make sure you know how many students to expect, ages, grades, type of school, etc.
- Handouts or publications should be selected with the grade level in mind.

### 2. 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 therefore must be aware of 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 2 chaperones must be in each group).
  - Have a chaperone collect anything you think will become a problem (i.e. cell phones, 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 interests).
  - Remind them how happy you are that they are visiting your campus.
  - Remind them that as guests they must be respectful and well-behaved

### 3. Provide a Meaningful Experience

- Keep the students engaged.
- Provide opportunities for students to ask and answer questions; engage in interactive activities, etc.
- Students are more likely to pay attention, ask questions, etc. if they connect with you. Ask each student to quickly state their name, grade, and one thing (favorite color, sport, subject, etc.)
- Reward with praise or incentives. If you have college swag (pens, pencils, stickers, etc.), give them to students who participate.
- Many colleges come up with a “signature” component that is fun, interactive, and memorable for the students.
- Allow students to tour inside of some buildings so they get a sense of college life. A tour consisting of pointing out buildings from the sidewalk does not capture student’s attention or really give them a good picture of campus life.
- If possible, use guides that are graduates from 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, make arrangements for students to eat on campus.

### 4. Send Them on Their Way

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

**On behalf of GEAR UP UTAH Program, thank you for your time and for your commitment to student success!**



## Expectations for GEAR UP Chaperones

PRE-VISIT  
CHAPERONES

The GEAR UP Utah program provides students with many opportunities to start seeing college in their futures.

One important way we do this is by taking students to college campuses for visits. The colleges and GEAR UP require that student groups are well-supervised at all times. We appreciate your willingness to serve as a GEAR UP chaperone. Here is some information to help you understand your role as a chaperone:

### GEAR UP Chaperones will:

- Act as a positive role model for the students (stay with the group, leave personal items at home or 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 behavior of the students. If there is a problem, talk to the school staff to determine the appropriate level of corrective action needed.
- 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, make sure that at least one chaperone goes with each group.
- Ask appropriate questions of the tour guide/speakers if you don't think your students understand the information.
- Collect anything from a student that is distracting (i.e. cell phones, iPod, ear buds, etc.).
- Feel appreciated for helping make this college visit a success.
- Have a great time

### GEAR UP Chaperones will not:

- Rely on campus officials to enforce the rules.
- Engage in conversations that will distract from the tour and campus visit.



## Things to Think About Before Visiting Campus

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

**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 your name tag while visiting the campus.
5. Be respectful to workshop presenters, tour guides, chaperones, and other campus staff.
6. Keep all personal items (ear buds, backpacks, phones, etc.) at home or on the bus.
7. Do not bring food or drinks to workshops, classrooms, or activities.
8. Enjoy the beautiful surroundings and what the campus has to offer 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 will be invited for campus visits in the future.
10. Have fun!





## 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’s My Ideal College?” survey in the left column.

**Step 2:** Rank the colleges that you visit in person or on a virtual tour on a scale of 1 to 3, based on how well they fit your criteria.

**Step 3:** Total up 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 kinda meets my criteria**  
**1 = Nope, it doesn’t have what I want**

What’s my ideal college? Circle one or more answers that apply to you.	College #1	College #2	College #3
<b>I want a college that is located:</b> a) Close to home b) As far away as possible c) Somewhat in between so I can go back for weekends and holidays			
<b>I prefer a campus size that is:</b> a) Small (under 5,000 students) b) Medium (5,000 - 15,000 students) c) Large (15,000+ students)			
<b>I want my college to be in:</b> a) City b) Suburbs c) Country			
<b>I want to be able 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) Religiously affiliated d) Known for serving ethnic minority populations (i.e. tribal colleges, historically black colleges and universities, etc.) e) None of these are that important to me			

What's my ideal college? Circle one or more answers that apply to you.	College #1	College #2	College #3
<b>I want to complete my degree in:</b> a) 2 years or less (AA) b) 4 years (BA or BS) c) More than 4 years (Master's, Doctorate, and Professional)			
<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 be able to participate in the following activities:</b> a) Sports (either Division I, Division II, Division III) b) Student government c) Community service d) Greek life (fraternities and/or sororities) e) Other clubs and/or activities:			
<b>I want to be able 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) This is not important to me			
<b>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):</b> a) 75 - 100% b) 50 - 74% c) 25 - 49% d) Less than 25%			
<b>TOTAL</b>			



## College Comparison Worksheet



This pre/post-visit activity requires you to investigate various aspects of particular postsecondary institutions. Evaluate each college in the areas listed below and then compare your evaluations.

Campus Environment	College #1	College #2	College #3
Campus facilities, equipment, and services			
Computers and internet/wi-fi access			
Food service (cafeteria)			
Health care			
Housing			
Library			
Recreational			
Transportation (parking, buses, etc.)			
Campus safety			
Campus location (urban, suburban, small town, rural)			
Geographic location (distance from home)			
Religious affiliation			
Student Body	College #1	College #2	College #3
Number of undergraduates enrolled			
% of full-time students			
% of men - % of women			
% of students 25 or older			
% of minority students			
% of students from out-of-state			
% of international students			
% of students who live on campus			
% of students who return the following year			
% of students who graduate			
% of students employed within one year of graduation			
Costs	College #1	College #2	College #3
Application fee			
Fee waiver available?			
Amount of deposit (after acceptance)			
Total annual cost of attendance			
Tuition and fees			
Room and board			
Other required expenses (books, supplies)			

<b>Financial Aid</b>	<b>College #1</b>	<b>College #2</b>	<b>College #3</b>
Financial aid availability			
Grants ( participates in federal and/or state grant programs)			
Scholarships			
Work-study			
Loans			
Financial aid deadline			
Financial aid forms (FAFSA, PROFILE, institution)			
% of undergraduates receiving financial aid			
Average amount of financial aid awarded to undergraduates			
<b>Student Activities/Enrichment</b>	<b>College #1</b>	<b>College #2</b>	<b>College #3</b>
Athletic offerings (sports: collegiate and intramural)			
Fraternities, sororities, social and academic clubs			
Extracurricular organizations and events			
Music, fine arts, performing arts			
Internships, community service, study abroad			
<b>Student Support Services</b>	<b>College #1</b>	<b>College #2</b>	<b>College #3</b>
Counseling, mentoring, or tutoring services			
Support for physical challenges and learning disabilities			
Student groups for women, students of color, LGBTQ students			
Career, internship, employment assistance, job placement			
<b>Other Considerations</b>	<b>College #1</b>	<b>College #2</b>	<b>College #3</b>
Financial standing			
School accreditation			
Other:			



## Pre/Post Campus Visit Surveys



Please complete the Pre-Survey before you tour the college campus:

Date: \_\_\_\_\_ Student Name: \_\_\_\_\_ School: \_\_\_\_\_

University\_\_\_\_\_

### Pre- Survey

**Directions:** Please circle the number that best describes your college visit experience.

1. Strongly Agree      2. Agree      3. Neutral      4. Strongly Disagree      5. Disagree

1. Do you believe you are adequately prepared for this campus visit?	1	2	3	4	5
2. Do I really need to go on a college/university tour?	1	2	3	4	5
3. Were you provided with any information that pertains to this campus tour prior to your departure?	1	2	3	4	5
4. Were you provided an opportunity to discuss your areas of interest before this campus tour?	1	2	3	4	5
5. Were you provided any prerequisites that you need in order to get accepted into college?	1	2	3	4	5
6. Do you know what you need to be successful in college once you have been accepted?	1	2	3	4	5
7. Do you have information about financial aid to help you pay for college?	1	2	3	4	5

Please complete the Post-Survey after you tour the college campus:

### Post-Survey

**Directions:** Please circle Yes or No.

1. Did you gain valuable information about college life and admissions?	Yes	No
2. Do you feel more knowledgeable about the college/university you visited?	Yes	No
3. Did this campus influence your decision to attend college?	Yes	No
4. Did the college/university staff answer all your questions?	Yes	No
5. Did you feel welcomed on campus?	Yes	No
6. Does the college/university feel like a good fit for you?	Yes	No
7. Would you consider attending this college/university after high school?	Yes	No

**Directions:** Please provide an answer to the following short-answer questions:

8. What questions do you still have about going to college?

---

---

---

9. What part of the tour did you enjoy the most?

---

---

---

10. What subject would you like to major in?

---

11. What career would you like to have once you graduate college?

---

---

---

12. Which of the following areas of the college did you visit? (Check all that apply)

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Library                       | <input type="checkbox"/> Dining Hall         | <input type="checkbox"/> Various Classrooms |
| <input type="checkbox"/> Student Union                 | <input type="checkbox"/> Computer Lab        | <input type="checkbox"/> Recreation Center  |
| <input type="checkbox"/> Residence Hall                | <input type="checkbox"/> Athletic Facilities |   |
| <input type="checkbox"/> Other: (please specify) _____ |  |   |



## Online Scavenger Hunt



Before our visit to \_\_\_\_\_, you'll need to do some detective work. Start out 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 this college? \_\_\_\_\_
3. How much 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:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
9. Do they have fraternities and sororities?  Yes  No
10. What does it take to be admitted to this college?  
What kinds of grades or GPA do I need to be admitted? \_\_\_\_\_  
What classes do I need to take in high school? \_\_\_\_\_  
Do I need to take standardized tests like the SAT or ACT?  Yes  No  
If yes, which one(s) will the college accept? \_\_\_\_\_
11. Name three different majors offered at this college that are interesting:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_

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

13. What kinds of degrees can you earn at this college? Check all that apply.  
 Certificate  Associate  Bachelor's  Master's  Doctorate

14. Is there a career center at this college?  Yes  No

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

**Now that you've done your research, think about what you would like to gain from your visit to the college. Give three answers for each question below.**

16. What are some questions you'd like to ask students on campus?  
A \_\_\_\_\_  
B \_\_\_\_\_  
C \_\_\_\_\_

117. What are some questions you'd like to ask someone that works there?  
A \_\_\_\_\_  
B \_\_\_\_\_  
C \_\_\_\_\_

118. What parts of the campus would you most like to see and why?  
A \_\_\_\_\_  
B \_\_\_\_\_  
C \_\_\_\_\_





## Why Go to College?



Use your school guidance center or the "College Board's Explore Careers" feature online to complete this page.

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



## Take a Closer Look at Community and Technical Colleges An Affordable Option

**PRE-VISIT  
STUDENTS**

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

<b>A community or technical college near my home (list at least one):</b>
<b>Programs offered by this college (list at least 3 programs), then circle the one you will research:</b>
<b>Classes included as part of this program (list at least 3 required classes):</b>
<b>Type of degree or certificate offered by this program:</b>
<b>Cost of this program (example: \$92/per credit):</b>
<b>Length of this program (example: 4 quarters):</b>



# College Research



Have you been to a college campus before?    Y        N

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 is applicable to my future career.			
I know about student support services like tutoring and counseling that the 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 him/her questions I have about college.			

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

Three questions I have for college students or staffs while on campus are:

- 1.
- 2.
- 3.

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

- 1.
- 2.
- 3.



## On-the-Bus Games for College Campus Visits

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

### Family Feud

In this game, the two sides of the bus would compete against each other as “families”. The GEAR UP Specialist or College Coordinator would serve as the game host.

To start the game, one person from each team is paired against another for a speed question. For example, the host could ask:

- Name one of the fastest growing occupations in the United States
- Name one Utah university mascot

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 he/she is correct, the question goes to his/her team. If he/she gets the answer wrong, the other team gets a shot at the question. Then, each person on the team provides an answer for that 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, play is passed to the other team.

The team continues play with its question until all answers are given or a certain amount of time has passed. At that point, the host reveals all of the answers and tallies the points for that question.

Play resumes with another speed question, and so on.

### 20 Questions

The GEAR UP Specialist or College Coordinator picks the name of a college or university.

The students take turns asking questions about the school. They can ask up to 20 questions as they try to guess the answer. For example:

- It is a four-year college?
- Does it have housing?
- Is it located in northern Utah?

The GEAR UP Specialist or College Coordinator can only answer “yes” or “no” to each question. When a student thinks he/she has the answer, he/she can write it on a piece of paper and show it to the Specialist or Coordinator. If the student is correct, he/she becomes the leader of the game and picks the next institution and the game starts again. If the answer is incorrect, play resumes.

### **Where Am I?**

The GEAR UP Specialist or College Coordinator picks a college and states three things about themselves and the school, for example:

- I am living on campus
- I am studying nursing
- My college’s colors are purple and yellow

Students write down their guesses.

Repeat, several times using different colleges. The winner is determined based on the most correct answers. The winner picks the next college to use and asks the questions. Repeat.

## UTAH STATE COLLEGE TABOO

This game is modeled after the game "Taboo" and is also 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 is required to give clues for the answer without saying any of the fact words on the bottom of the card. For example, a card might look like this:

Utah State  
University Aggie  
Logan  
Blue and white

In this case, the answer is Utah State and the words that cannot be said are listed below it. The person giving clues must come up with other facts

about Utah State 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 cards 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 he or she can't think of anything or he or she has given 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.

# **On-Campus-Visit**

## **Students**



## Campus Visit Checklist

ON-CAMPUS  
STUDENTS

When you visit a campus, it's important that you ask the right types of questions: Look at Equipment and School Facilities

- Are the facilities and equipment up-to-date and operating?
- Is the equipment similar to what you will be using on the job?
- Is the library good for studying and research?
- How large are the dorm rooms? What type of furniture is provided or allowed?
- Are the dorm rooms quiet enough for studying?
- What is the cafeteria like?
- Are there plenty of computer labs?
- Do students get free email and internet/wi-fi access?

### Sit In on a Class or Two

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

### Talk with Current Students in the Class or Program

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

### Talk with Instructors in the Program

- What are the prerequisite or academic requirements for the program?
- What kinds of courses are offered? How often do they meet?
- How many students are in the program? How many are accepted each year?
- How long does it take most students to complete the program?
- How long have they been teaching at the college? Do they teach full- or part-time?
- What is their background 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 the institution and its programs been accredited by a recognized accrediting association?
- What are the admissions requirements in the college for a specific program of study?
- How do you apply, and which forms do you need to fill out?
- When are the important deadlines for admissions?
- Will your family's ability to pay for college be a factor in 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 or to other colleges?
- What percentage of first-year students return the following year?
- What percentage of graduates is employed within one year?
- What kind of intramural sports or athletic clubs are there?
- What kind of clubs or organizations are there on campus?

**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 institution participate in federal and state aid programs? (Not all schools are eligible)
- What percentage of undergraduates receives financial aid?
- How much do students receive on average?
- Which financial aid forms do you need to fill out and what are the deadlines?
- Does the college offer scholarships? Who is most likely to receive them? How do students apply?
- Will private/non-government scholarships reduce the amount of need-based aid a student can receive?
- How is financial aid paid out? When will I receive it?
- How do I pay for my meals?
- Where do most graduates find work?
- How much do graduates typically owe in student loans and other debt?

**Additional Questions I would add to the list:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



## College Research

**ON-CAMPUS  
STUDENTS**

Go to [Check out a College](#) then click on "Find a College & Program" and then "Search by College and Program." 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	
% 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	
Most Popular Majors	
What interests me about this college	



## Campus Visit Checklist for Students



### How to Make the Most of Your Trip

Visiting a college campus helps you get a sense of 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, make sure to 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 will need to be set up in advance.**

<p><u>Gather Information</u> Find out what you need to do to apply and see if the college's classes and major offerings are what you want:</p>	<p>Take part in a group information session at the admissions office. Interview with an admissions officer. Pick up financial aid forms. Sit in on a class that interests you. If classes aren't in session, just see what the classroom settings are like. Meet a professor who teaches a subject that interests you. Talk to students about what they think of their classes and professors. Get the names of the people you meet and their business cards so you can contact them later if you have questions or concerns.</p>
<p><u>Get Ready</u> Before your visit, you should get prepared. When you're ready to go, remember to do the following:</p>	<p>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. Make a list of questions to ask both staff and students. You can use the <b>Campus Visit Checklist</b> as a starting point. Get a map of the college campus and check where the admissions office is. This will help ensure that you're on time for your visit. Pack a notebook and a camera so you can record your impressions. You'd be surprised at how easy it is to forget details after you've seen a few colleges. Make fair comparisons of the colleges you visit. Print out several copies of the <b>Campus Visit Score Card</b>.</p>
<p><u>Explore the Campus</u> Get a feel for student life and see if this college is the place where you will do well:</p>	<p>Take a campus tour. Talk to current students about life on campus and the college. If possible, check out the freshmen dorms and stay overnight with a parent or student. Visit main student buildings such as the dining hall, fitness center, library, career center, bookstore, and other campus facilities. Talk to the coaches of sports that you may want to play. Explore the community surrounding the campus.</p>

<p><u>Check Out Campus Media</u> Tune in to learn what's happening on campus and what's on students' minds:</p>	<p>Listen to college radio station. Read the student newspaper. Read other student publications, such as department newsletters, alternative papers, and literary reviews. Scan bulletin boards to see what daily student life is like. Go to the career center and learn what services they offer. Browse the school's website and any campus blogs.</p>
<p><u>Questions to Ask During Your Visit</u> Here are some questions you may want to ask your tour guide or students you meet on campus:</p>	<p>What are the best reasons to go to this college? What's it like to go from high school to college? What do you do in your free time? On the weekends? What do you love about this college? What do you wish you could change about the college? Why did you choose this college? What is it like to live here?</p>



## KnowHow2GO Campus Scavenger Hunt

### What

The KnowHow2GO Scavenger Hunt is a fun and interactive way to get students to participate in the tour of their local college or university, and become comfortable and familiar with a campus environment. The game requires student to form teams and find locations or participate in actions on a list provided them within a set amount of time. The team that proves they've visited the most locations wins a small prize.

### Why

College campuses can be a daunting place for pre-college students, especially for first-time visitors. The Scavenger Hunt is an entertaining and interactive way to introduce students to a college campus – and let them explore it (supervised, of course!). Students can prepare for, or recreate this experience at KnowHow2Go-U, an interactive virtual campus, at [KnowHow2GO-U](#).

### 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 there is adult supervision.

### Items Needed

- Campus maps for participants and adult team leaders
- Copies of Scavenger Hunt list
- Pens/pencils for each student or team
- Camera or camera phone for each team leader
- Prize(s)

### What

- Choose a campus that will allow you to host the event, and then **reach out to the college's admissions director to ask permission.**
- Once you secure a campus and visit date, ask for a guided tour and for suggestions for scavenger hunt locations to include on your Scavenger Hunt list.

- Finalize the Scavenger Hunt list using the **Sample 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 traceable evidence.
- Ask about any security access issues (if buildings cannot be entered without student ID cards, etc.)
- Require student teams to sign up in advance of the event and set standards, such as: Teams must have five students from two or more grades (8-12) and one adult. Each team should appoint a team leader and finish the Scavenger Hunt at an agreed-upon time.
- At the end of the time period, compare finds and debrief the activity with the students.

### Sample List of Campus Locations/Actions

The list you provide to students will depend on the campus. **Remember to ask your campus contact about any possible security issues, rules, or guidance.** They may have their own prepared list. Use the suggested list below 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 college or university's mascot.
- Find out where first-year students live on campus.
- Find the gymnasium and write down their 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 professor's names and office hours. Earn a point for each pair.
- Go to a fraternity or sorority house and ask for the name of its president. Earn an extra point for taking a picture with him/her.
- Go to an arts 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 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 statute 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. Earn an extra point for a picture taken on the football field.
- Take a picture in the college/university bookstore. Earn an extra point if everyone in your group is wearing something with university colors.
- Take a picture of college students studying.
- Take a picture with a student wearing a college/university sweatshirt or t-shirt.
- Take a picture on a bench that's been dedicated to an alumnus.
- Talk to five students and 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 admissions office and pick up an application. Earn an extra point for finding out the school's minimum ACT score requirement.
- Visit the financial aid office and college a FAFSA form. Earn an extra point if you find information about scholarships.

## Sample On-Campus Activity

Give students a list of questions, such as those on the next page, to get answers to as they tour the campus. Consider giving items from that college, such as a t-shirt, a pennant, a cap, etc. for the students who get the most answers right. This will get students to truly engage (ask questions and listen to answers throughout the tour). Of course, you must modify the questions based on the college you are visiting.



# FIND ANSWERS TO ALL YOUR COLLEGE QUESTIONS



## At the University Health Clinic:

What happens if I get sick at school?  
What does it cost to visit the clinic?

## At the Library:

What are the hours that the library is open?  
Where are the study areas?



## 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 different clubs and organizations are there on campus?  
Do students get football tickets? How?  
What are some major student events that happen on campus?

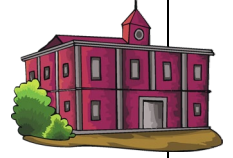


## At the Food Court/Cafeteria:

How do I pay for my meals?

## At the Admissions Building:

If I were to enroll here, what exactly is included in the cost of tuition?  
Where and how do I pay my tuition and fees?  
How do students register for classes?  
What kind of tutoring and academic support is offered?  
Can students talk to the professors if they need help?  
How do I receive my grades?



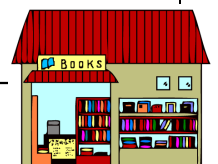
## At the dorms:

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 to off-campus locations? \_\_\_\_\_What's the cost?  
What do students usually do on the weekend?  
What do I need to bring for my dorm room?



## 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?



## MY CAMPUS SCORE CARD

**Instructions:** As you tour the college campus, figure out 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?**  
        *When you talk with college staff, are they cheerful and helpful or rude and impatient? Do you get the feeling they are interested in you or couldn't care less? Would you really want to deal with these people on a regular basis?*
- Yes    No    **Is the campus the right size for you?**  
        *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?**  
        *How extensive are the resources in the library, student center or 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 the students feel right for you?**  
        *What are the students like? Do they seem happy, bored, or stressed? Where do they come from? Are they diverse or all the same? What are they talking about? Do they care more about school or sports? Do you want to hang out with these people for four years?*
- Yes    No    **Are the campus activities a good fit for you?**  
        *The school newspaper, along with flyers posted around campus and in the student center, will tell you what these students focus on, what activities exist outside class, and which are most popular. Are you OK with the number and variety of activities? Do you see things you would like to do?*
- Yes    No    **Is the surrounding community a good fit for you?**  
        *What are the people like in the town? Is it too small or too large? What activities are available there (food, movies, malls, concerts, bowling, skiing, etc.)? Would you really like to live in a place like this?*

## KNOWHOW2GO CAMPUS SCAVENGER HUNT

### What

The KnowHow2GO Scavenger Hunt is a fun and interactive way to get students to tour a local university and become comfortable and familiar with a 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 a daunting place 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 on their own. Students can prepare for or re-create this experience at KnowHow2GO-U, an interactive virtual campus, at [www.KnowHow2GO.org](http://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 there is adult supervision.

### Other Items Needed

- Campus maps for participants
- Copies of the scavenger hunt list
- Pens/pencils for each student/team
- Camera phone or 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 schools' admissions director to ask 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 any security access issues (if buildings cannot be entered without student ID cards, etc.)
5. Require student teams to sign up in advance of the event and set standards, such as: teams must have 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 finds and debrief activity with students.

## On Campus Scavenger Hunt

Get to know the college campus you visit with this fun scavenger hunt!

- **Do not run in the hallway**
- **Do not scream when classes are in session**
- **Be RESPECTFUL - say thank you and please**
- **If a college student is in a hurry-let them go, there are more students to take pictures with or ask questions**
- **If you need help finding a building, politely ask an adult or student to guide you**

### Instructions:

When visiting each of these places during the scavenger hunt, take pictures either in front of the building or the person you talked with.

Remember to be respectful, have fun, and learn lots!  
Now ready, set, go!

- A place where you can enjoy variety of food, three times a day- **Dining Hall**
- A place where you can find jobs that fit your career interest- **Career Center**
- A picture with a student (be sure to ask them about their experience at the school)
- A place where books are housed
- Something that made you think, like a quote etched on a building
- A bulletin board with flyers (use this to remember what types of activities are offered)
- Something fun to do on campus, like a game room or indoor rock wall
- Where experts on how to pay for college work **Financial Aid Office**
- A place where you can schedule a campus visit when you are looking at different colleges.  
This can be a group picture of everyone as most tours end where they started, at the **Admissions Office.**

# POST-COLLEGE VISIT

## Students



## 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’s My Ideal College?” survey in the left column.

**Step 2:** Rank the colleges that you visit in person or on a virtual tour on a scale of 1 to 3, based on how well they fit your criteria.

**Step 3:** Total up 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 kinda meets my criteria  
 1 = Nope, it doesn’t have what I want

What’s my ideal college? Circle one or more answers that apply to you.	Colleae #1	Colleae #2	Colleae #3
I want a college that is located: a) Close to home b) As far away as possible c) Somewhat in between so I can go 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: 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 and universities, etc.) e) None of these are that important to me			

What's my ideal college? Circle one or more answers that apply to you.	College #1	College #2	College #3
<b>I want to complete my degree in:</b> d) 2 years or less (AA) e) 4 years (BA or BS) f) More than 4 years (Master's, Doctorate, and Professional)			
<b>My ideal college offers degrees in:</b> g) Art and Design h) Sciences and Engineering i) Health fields j) Teaching and Counseling k) Business or Law l) Other:			
<b>I want to be able to participate in the following activities:</b> f) Sports (either Division I, Division II, Division III) g) Student government h) Community service i) Greek life (fraternities and/or sororities) j) Other clubs and/or activities:			
<b>I want to be able to take advantage of the following student services:</b> g) Tutoring/academic support h) Counseling and health services i) Study abroad j) Recreational sports and/or a gym k) Disability access l) Other:			
<b>I want a college that offers financial aid including:</b> f) Scholarships g) Grants h) Loans i) Work-study programs j) This is not important to me			
<b>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):</b> e) 75 - 100% f) 50 - 74% g) 25 - 49% h) Less than 25%			
<b>TOTAL</b>			

# Campus Visit Score Card

**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?**





## College Comparison Worksheet



This pre/post-visit activity requires you to investigate various aspects of particular postsecondary institutions. Evaluate each college in the areas listed below and then compare your evaluations.

Campus Environment	College #1	College #2	College #3
Campus facilities, equipment, and services			
Computers and internet/wi-fi access			
Food service (cafeteria)			
Health care			
Housing			
Library			
Recreational			
Transportation (parking, buses, etc.)			
Campus safety			
Campus location (urban, suburban, small town, rural)			
Geographic location (distance from home)			
Religious affiliation			
Student Body	College #1	College #2	College #3
Number of undergraduates enrolled			
% of full-time students			
% of men - % of women			
% of students 25 or older			
% of minority students			
% of students from out-of-state			
% of international students			
% of students who live on campus			
% of students who return the following year			
% of students who graduate			
% of students employed within one year of graduation			
Costs	College #1	College #2	College #3
Application fee			
Fee waiver available?			
Amount of deposit (after acceptance)			
Total annual cost of attendance			
Tuition and fees			
Room and board			
Other required expenses (books, supplies)			

<b>Financial Aid</b>	<b>College #1</b>	<b>College #2</b>	<b>College #3</b>
Financial aid availability			
Grants ( participates in federal and/or state grant programs)			
Scholarships			
Work-study			
Loans			
Financial aid deadline			
Financial aid forms (FAFSA, PROFILE, institution)			
% of undergraduates receiving financial aid			
Average amount of financial aid awarded to undergraduates			
<b>Student Activities/Enrichment</b>	<b>College #1</b>	<b>College #2</b>	<b>College #3</b>
Athletic offerings (sports: collegiate and intramural)			
Fraternities, sororities, social and academic clubs			
Extracurricular organizations and events			
Music, fine arts, performing arts			
Internships, community service, study abroad			
<b>Student Support Services</b>	<b>College #1</b>	<b>College #2</b>	<b>College #3</b>
Counseling, mentoring, or tutoring services			
Support for physical challenges and learning disabilities			
Student groups for women, students of color, LGBTQ students			
Career, internship, employment assistance, job placement			
<b>Other Considerations</b>	<b>College #1</b>	<b>College #2</b>	<b>College #3</b>
Financial standing			
School accreditation			
Other:			



## Pre/Post Campus Visit Survey



Please complete the Pre-Survey before you tour the college campus:

Date: \_\_\_\_\_ Student Name: \_\_\_\_\_ School: \_\_\_\_\_

### Pre-Survey

**Directions:** Please circle the number that best describes your college visit experience.

1. Strongly Agree      2. Agree      3. Neutral      4. Strongly Disagree      5. Disagree

1. Do you believe you are adequately prepared for this campus visit?	1	2	3	4	5
2. Do I really need to go on a college/university tour?	1	2	3	4	5
3. Were you provided with any information that pertains to this campus tour prior to your departure?	1	2	3	4	5
4. Were you provided an opportunity to discuss your areas of interest before this campus tour?	1	2	3	4	5
5. Were you provided any prerequisites that you need in order to get accepted into college?	1	2	3	4	5
6. Do you know what you need to be successful in college once you have been accepted?	1	2	3	4	5
7. Do you have information about financial aid to help you pay for college?	1	2	3	4	5

Please complete the Post-Survey after you tour the college campus:

### Post-Survey

**Directions:** Please circle Yes or No.

1. Did you gain valuable information about college life and admissions?	Yes	No
2. Do you feel more knowledgeable about the college/university you visited?	Yes	No
3. Did this campus influence your decision to attend college?	Yes	No
4. Did the college/university staff answer all your questions?	Yes	No
5. Did you feel welcomed on campus?	Yes	No
6. Does the college/university feel like a good fit for you?	Yes	No
7. Would you consider attending this college/university after high school?	Yes	No

**Directions:** Please provide an answer to the following short-answer questions:

8. What questions do you still have about going to college?

---

---

---

9. What part of the tour did you enjoy the most?

---

---

---

10. What subject would you like to major in?

---

---

---

11. What career would you like to have once you graduate college?

---

---

---

12. Which of the following areas of the college did you visit? (Check all that apply)

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Library        | <input type="checkbox"/> Dining Hall         | <input type="checkbox"/> Various Classrooms |
| <input type="checkbox"/> Student Union  | <input type="checkbox"/> Computer Lab        | <input type="checkbox"/> Recreation Center  |
| <input type="checkbox"/> Residence Hall | <input type="checkbox"/> Athletic Facilities |   |

Other: (please specify) \_\_\_\_\_



## College Post-Visit Survey



What school do currently attend? \_\_\_\_\_  
 Which college campus did you visit? \_\_\_\_\_  
 What was the date of your college visit? \_\_\_\_\_

How helpful for your college preparation were each of the following activities? (please choose only one response for 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 Admissions 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 GEAR UP Specialist or GEAR UP College Coordinator
- Other (specify):

Before this college visit, did you think that you would go to college?  
 Y      N      a be

How much do you agree or disagree with the following statements regarding your college visit? (please choose only one response for each activity)

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

Have you ever been on a college campus before?  Yes  No Y N

What grade are you in? 10 11 12

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

- 1.
- 2.
- 3.



# College Post-Visit Survey



Date: \_\_\_\_\_ Student Name: \_\_\_\_\_ School: \_\_\_\_\_

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 is applicable 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 him/her questions I have about college.			
I have talked to someone who works at a college and asked him/her questions I have about college.			

How did you prepare for this visit before coming to the campus? (Select all that apply)

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

A. When I think of college, I think of:

B. Questions that I still have about college that did not get answered:

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

- 1.
- 2.
- 3.

# ADDITIONAL RESOURCES

The following resources are helpful for middle and high school students, as well as for families who are new to the college admissions process:

**Adventures in Education:** College planning resources, financial aid information, career guidance, and money management tips to help families and students achieve their education goals. [Adventures in Education](#)

**College Board:** Career/major search, exam prep and registration, financial aid info, and college search to determine admission requirements for college choice. [College Board](#)

**College Navigator:** School search/Virtual Tour/College Comparison. [College Navigator](#)


**eCampus Tours:** Virtual college tours of different schools. [eCampus Tours](#)

**Education Planner:** One-stop career and college planning website for middle and high school students. [Education Planner](#)

**First in the Family:** College preparation and access resources targeting low-income and first-in-the-family students. [First in the Family](#)

**Know How 2 Go:** College preparation and access resources targeting low-income and first-in-the-family students. [Know How 2 Go](#)

**Mapping Your Future:** Free resources for career, college, financial aid, and money management information. [Mapping Your Future](#)

**Northwest Education Loan Association:** "I'm going to College" curriculum gives students basic information about college, financial aid, and careers." ["I'm Going to College" Activity Book](#) 

**Sparking the Future:** This curriculum is designed for students, grades 7-12 who are the first in their family to attend college. "[Sparking the Future Curriculum](#)".



## GEAR UP College Visit Lectures and Small Group Topics

### Lecture Examples:

- "Toto, I Don't Think We're in Kansas Anymore: Sea Monsters of the Niobrara Sea" Amy Cook, Ph.D.,\* Biological Sciences
- "Why is it So Hard to Get a War to End?" Helena Meyer-Knapp, Ph.D., Interdisciplinary Political Studies
- "What **Krispy Kremes** & Government Have in Common (And Why You Should Care)" Cheryl Simrell King, Ph.D., Public Administration
- "Dance as Sustainability" – Kabby Mitchell III, M.F.A., Dance
- "Who Rules: Friends, Family, Teachers, MTV?" – Sonja Wiedenhaupt, Ph.D., Psychology
- "How the Banjo Became White" – Sean Williams, Ph.D., Ethnomusicology
- "Relics and Reliquaries" – Lisa Sweet, M.F.A., Printmaking
- "My Free Speech or Yours?" – José Gómez, J.D., Law
- "Playing With Germs That Kill Germs: Using Bacteriophage As Antibiotics" Betty Kutter, Ph.D., Biophysics
- "Matters Close to the Heart: Native Women, the Pen, and the Power of Voice" Frances Rain, Ph.D., Curriculum & Instruction/Curriculum Theory/Multicultural Education – Elementary Education

### Small Group, Interactive Session Examples:

- "Rainforest Insects: The Little Things That Run the World" – Jack Longino, Ph.D., Zoology
- "And the Password is...Word Fun" – Sandy Yannone, Ph.D., English
- "Fun With Science" – Dharshi Bopegedera, Ph.D., Physical Chemistry
- "Dance Me A Story" – Ratna Roy, Ph.D., English
- "1, 4, 5: Fundamentals of Music & Life" – Les Purce, Ed.D., Counselor Education
- "Fitness for Everyone" – John Barbee, B.S., Human Service Studies
- "What Goes Up, Must Come Down" – Vauhn Wittman-Grahler, M.S., Mathematics
- "Medieval High Tech: Inventions from the Middle Ages" – Susan Preciso, M.A., English
- "Paper, Candy & Firecrackers: Who Gave Them to Europe?" – Steve Niva, Ph.D., Political Science
- "What Do You Know About the Food that You Eat?" – Lori Blewett, Ph.D., Speech Comm.
- "Animation Before Movies" – Ruth Hayes, M.F.A., Experimental Animation
- "So You Think You Speak English? English From The Middle Ages" – Magda Costantino, Ph.D., Curriculum and Instruction
- "To Write Right, Write Right!" – Emily Decker Lardner, Ph.D., English
- "Stinging Cells" – Erik Thuesen, Ph.D., Biological Sciences
- "Skeletons in the Closet" – Nancy Cordell, Ph.D., Anthropology
- "HISTORY, HERstory, or WHOSE Story?" – Gery Gerst, M.Ed., Education
- "The Mind's Eye: Making Images and Words" – Rita Pougiales, Ph.D., Anthropology
- "Right in Front of Your Nose: Looking up Close" – Paul Przybylowicz, Ph.D., Plant Pathology

***\*Academic credentials were deliberately included in the agendas to help teach students about baccalaureate, master's and doctoral degrees.***

## Additional Resources

**The following resources are helpful for middle school and early high school students, as well as for families who are new to the college admissions process.**

**Sparking the Future:** Curriculum designed for students who are the first in their family to attend college. Lessons supplement Navigation 101 by providing extra help for students in grades 7–12.

<https://slideplayer.com/slide/1547823/>

**Adventures in Education:** College planning resources, financial aid information, career guidance, and money management tips to help families and students achieve their goals

<http://www.aie.org/finding-a-career/>

**College Board:** College search, career/major search, exam prep and registration, financial aid info College search to determine admission requirements for college of choice

[www.CollegeBoard.org](http://www.CollegeBoard.org)

**College Navigator:** Find the right college for you. School Search/Virtual Tour/College Comparison

<http://nces.ed.gov/collegenavigator/>

Spanish Version of College Navigator: <http://nces.ed.gov/collegenavigator/?md=1>

**eCampus Tours:** Virtual college tours of different schools

[www.eCampusTours.com](http://www.eCampusTours.com)

**Education Planner:** One-stop career and college planning website for middle and high school students

[www.educationplanner.org](http://www.educationplanner.org)

**First in the Family:** College preparation and access resources. Targets low-income and first in the family.

[www.firstinthefamily.org](http://www.firstinthefamily.org)

**Know How 2 Go:** College preparation and access resources. Targets low-income and first in the family.

[www.knowhow2go.org](http://www.knowhow2go.org)

**Mapping your Future:** Free resource for career, college, financial aid, and money management information.

[www.mappingyourfuture.org](http://www.mappingyourfuture.org)

## References

1. Adapted from [Planning a Successful College Visit](#) by Oregon GEAR UP
2. Adapted from [Campus Visits and College Interviews](#) by Zola Dincin Schneider and from [Big Future](#) by the College Board
3. Adapted from [Planning a Successful College Visit](#) by Oregon GEAR UP
4. Adapted from [Planning a Successful College Visit](#) by Oregon GEAR UP
5. Adapted from [Planning a Successful College Visit](#) by Oregon GEAR UP
6. Adapted from [Montana GEAR UP](#)
7. Adapted from [Planning a Successful College Visit](#) by Oregon GEAR UP
8. Adapted from [Planning a Successful College Visit](#) by Oregon GEAR UP
9. Adapted from [Montana GEAR UP](#)
10. Adapted from [Planning a Successful College Visit](#) by Oregon GEAR UP
11. Based on materials from [Sparking the Future, Lesson 3 for Grades 9-10](#)
12. Based on materials from [Sparking the Future, Lesson 4 for Grades 9-10](#)
13. Based on materials from [Sparking the Future, Lesson 5 for Grades 9-10](#)
14. Based on materials from [Sparking the Future, Lesson 7 for Grades 9-10](#)
15. Adapted from [Campus Visits and College Interviews](#) by Zola Dincin Schneider and from [Big Future](#) by the College Board.
16. Adapted from [Planning a Successful College Visit](#) by Oregon GEAR UP
17. Based on [MOHE Get Ready for College's College Comparison Worksheet](#)
18. Based on MOHE [Getting Ready for College's Campus Visit Checklist](#)
19. Based on Texas GEAR UP's Own Your Own Future [College Tour Questions](#)
20. Adapted from [Planning a Successful College Visit](#) by Oregon GEAR UP and from Montana GEAR UP adapted from [KnowHow2Go's Mentor Workbook](#)
21. Adapted from [Planning a Successful College Visit](#) by Oregon GEAR UP
22. Adapted from [Montana GEAR UP](#)
23. Based on [Mississippi Campus Tour Student Survey](#)
24. Adapted from [Planning a Successful College Visit](#) by Oregon GEAR UP

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