

## COLLEGES

The Colleges module is not just for juniors and seniors. You can use MyRoad to introduce younger students to the world of postsecondary education and start them thinking about their options, in addition to using the site with more senior students to help them choose and apply to colleges. For more information on college visits, see lesson plan MA-4, “Using Majors to Explore Colleges.”

### Lesson Plans:

- CO1: In “Characterizing Campuses,” students learn important research skills as they find out about colleges by using consistent criteria, such as size, location, and athletics, to compare a school they know with one they don’t.
- CO2: In “Colleges: Planning Ahead,” students use the ORA Personality Profiler® to help them think about what type of college is most suitable to their goals and to plan their high-school curriculum and schedule standardized tests accordingly.
- CO3: In “Choosing a College,” students evaluate several colleges with varying degrees of selectivity and decide if those schools are a good match with their preferences.
- CO4: In “Mapping Out the Application Process,” students role-play as an admission committee member and assess their own qualifications and chances for admission. They will also set up application cover sheets to help them keep on track during the application process.

### Overall Objectives:

- Students will use what they learn about themselves and their academic and career interests to decide what factors are important to consider when choosing a college.
- Students will learn how to research colleges and use consistent criteria to compare them.
- Students will develop tools that help them through the college application process.

### Lesson CO1: Characterizing Campuses

|   |  |
|---|--|
| <b>Goals</b>                                | This lesson will help students to learn important research skills as they find out about colleges by using consistent criteria, such as size, location, and athletics, to compare a school they know with one they don't.  |
| <b>Suggested Grade Level</b>                | 9th or 10th  |
| <b>Student Objectives</b>                   | <ul style="list-style-type: none"> <li>• Learn about the variety of colleges available and ways to use MyRoad to research specific colleges.</li> <li>• Use consistent criteria to compare 2 colleges.</li> </ul>  |
| <b>Counselor Objectives</b>                 | <ul style="list-style-type: none"> <li>• Learn about how students feel about postsecondary options.</li> </ul>   |
| <b>Resources</b>                            | <ul style="list-style-type: none"> <li>• Find a College</li> <li>• School Comparison Part I (Worksheet CO1-A)</li> <li>• School Comparison Part II (Worksheet CO1-B)</li> </ul>  |
| <b>Student Assignment</b><br>(30 minutes)   | <p>Students complete the School Comparison Part I worksheet. At this stage, they will use MyRoad's Find a College feature to learn more about a school with which they are already somewhat familiar.</p> <p>Students will need access to MyRoad.</p> <p><i>If it's not possible for students to complete the worksheet before the class, they can complete it during the class as part of your discussion.</i></p>  |
| <b>Classroom Discussion</b><br>(15 minutes) | <p>1. Discuss the schools that students chose for the School Comparison worksheet. If students have not yet finished, then have them do so during the class.</p> <ul style="list-style-type: none"> <li>• Why did your students choose the schools they chose? What did they know about the schools before they chose them? What new things did they learn about the schools?</li> <li>• Now that they've looked into their schools further, can they imagine themselves attending these schools? Why or why not?</li> </ul> |

**Lesson CO1: Characterizing Campuses (continued)**

2. Discuss the other choices that students made while completing the worksheet.

- Why did your students choose the particular student organizations they chose? Are the organizations related to any of their academic, extracurricular, or career interests? If not, is there something like these organizations that they can try now?
- Why did they choose these particular student services? How will the services help your students once they go to college? How important do your students think the services will be to them?
- Are athletics important to your students? Do they want to compete against other colleges? Is an athletic scholarship a possibility?
- Which of these majors interest your students the most? Do the colleges they chose offer all of the majors they looked for? If not, did they find ones that might be similar?

*This is a good opportunity to check in with students about their performance in particular classes.*

3. Explain the School Comparison Part II worksheet and help students choose the criteria they'll use to search for a second school.

- What would your students like to change about the first school? Why do they want to go to a big school or a small school? Why do they want to study far away from or close to home?
- What kind of school do they imagine themselves attending? What would be their ideal schools?

4. Show students how to use the criteria they've selected to restrict their search for a college on MyRoad.

**After Class**  
(30 minutes)

Students complete the School Comparison Part II worksheet.

They will need access to MyRoad.

**Lesson CO1: Characterizing Campuses (continued)****Optional**

If possible, use a follow-up class to discuss students' work on the School Comparison Part II worksheet.

- What considerations do your students think will be important to them when it comes time to choose a college?
- Of the two schools they investigated, which is their favorite? Why?
- Can they imagine someone who would choose the other school as his or her favorite? Ask your students to describe that person and explain why his or her choice would be different from their own.
- Write a paragraph comparing and contrasting the two schools they investigated.

## Lesson CO2: Colleges - Planning Ahead

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|--|--|
| <b>Goals</b>                                   | For this lesson, students will use the ORA Personality Profiler® to help them think about what type of college is most suitable to their goals and to plan their high-school curriculum and schedule standardized tests accordingly.   |
| <b>Suggested Grade Level</b>                   | 9 <sup>th</sup> or 10 <sup>th</sup>  |
| <b>Student Objectives</b>                      | <ul style="list-style-type: none"> <li>• Evaluate college types that fit with their personality, interests, and goals.</li> <li>• Write a plan for high-school courses and activities in light of their college goals.</li> </ul>  |
| <b>Counselor Objectives</b>                    | <ul style="list-style-type: none"> <li>• Check that students have realistic college goals.</li> <li>• Learn about students' academic and extracurricular interests.</li> </ul>   |
| <b>Resources</b>                               | <ul style="list-style-type: none"> <li>• My Plan</li> <li>• Why College? (Worksheet CO2-A)</li> <li>• College Preparedness (Worksheet CO2-B)</li> </ul>  |
| <b>Student Assignment</b><br>(20–60 minutes)   | <ol style="list-style-type: none"> <li>1. If students have not yet taken the ORA Personality Profiler®, they should do so now. This will require an additional 45 minutes.</li> <li>2. Students complete the Why College? worksheet.</li> <li>3. Students explore the Find a College section.</li> </ol> <p><i>If it's not possible for students to explore Find a College before the class, they can begin their exploration with you as part of the discussion.</i></p>  |
| <b>Classroom Discussion</b><br>(15–45 minutes) | <ol style="list-style-type: none"> <li>1. Discuss the students' responses to the Why College? Worksheet. You might consider the following questions as well: <ul style="list-style-type: none"> <li>• What do your students feel are the benefits of a college education?</li> <li>• What are their current academic interests and career goals?</li> <li>• Are they confident in expressing their ideas and opinions? How do they think this will affect their success in college?</li> <li>• Which study skills do they think are necessary for success in college?</li> </ul> </li> </ol> |

**Lesson CO2: Colleges: Planning Ahead (continued)**

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|--|--|
|  | <p>2. Discuss different types of colleges and universities.</p> <ul style="list-style-type: none"> <li>• Have your students looked into two-year schools versus four-year schools? Public schools versus private schools? Small schools versus large schools? In-state schools versus out-of-state schools? Any other school types that might be of interest to them (e.g., women’s colleges, Black colleges and universities, conservatories)?</li> <li>• Do they have a sense of what type of college might be a good match for them?</li> <li>• Do the results of the ORA Personality Profiler® suggest that the types of schools your students are interested in are good matches for their personalities, interests, and strengths?</li> </ul> <p>3. Discuss the Find a College/Advanced Search categories as they pertain to students’ college goals and plans.</p> <ul style="list-style-type: none"> <li>• What factors (e.g., location, size, selectivity, sports teams, clubs, majors) are most important to them in selecting a college or university?</li> <li>• Are these criteria met at lots of schools or only a few?</li> </ul> <p>4. Explain the College Preparedness worksheet and help students decide what courses, activities, and tests are important to include.</p> <p><i>If students are at risk in any of their classes, this is a good opportunity to discuss the issues involved.</i></p> |
| <p><b>After Class</b><br/>(1 hour)</p> | <p>1. Students complete the College Preparedness worksheet.</p> <p>2. Students may want to complete or expand their goal statements in My Plan based on the class discussion. They can also refer to and add to My Plan course information and activity information while completing the worksheet.</p> <p><i>The College Preparedness worksheet is something that students can refer to when signing up for courses each semester and registering for tests.</i></p>  |
| <p><b>Optional</b></p>                 | <p>If possible, use a follow-up class to discuss the students’ completed College Preparedness worksheets. The discussion can focus on the details of planning the rest of the high-school experience so that they can best prepare for acceptance to a particular type of college or university.</p> <ul style="list-style-type: none"> <li>• Do your students have a particular academic interest? If so, which classes can they take to expand their knowledge in that area?</li> <li>• Are they involved in clubs and extracurricular activities, and if so, which ones? If there isn’t a forum for one of these activities, have they thought about starting a club?</li> <li>• What tests (e.g., SAT, SAT II, APs) do they need to take to get into the colleges that interest them, and when are they planning on taking them?</li> </ul> <p><i>You may want to suggest that students update their goals in My Plan based on what they’ve learned through completing the College Preparedness worksheet.</i></p>   |

**Lesson CO3: Choosing a College**

|  |   |
|--|---|
| <b>Goals</b>                                   | Within this lesson, students evaluate several colleges with varying degrees of selectivity and decide if those schools are a good match with their preferences.   |
| <b>Suggested Grade Level</b>                   | 11 <sup>th</sup> or 12 <sup>th</sup>  |
| <b>Student Objectives</b>                      | <ul style="list-style-type: none"> <li>• Consider whether or not an institution is well suited to their personalities.</li> <li>• Learn to evaluate themselves as prospective applicants and make a realistic list of institutions to which they will apply.</li> </ul>   |
| <b>Counselor Objectives</b>                    | <ul style="list-style-type: none"> <li>• Get to know students' preferences and be better able to advise them on realistic college options.</li> </ul>   |
| <b>Resources</b>                               | <ul style="list-style-type: none"> <li>• I.D. Me</li> <li>• Find a College</li> <li>• Possibilities (Worksheet CO3-A)</li> <li>• Investigating College Options (Worksheet CO3-B)</li> </ul>   |
| <b>Student Assignment</b><br>(30 minutes)      | <p><i>If students have not already taken the ORA Personality Profiler® and the Majors and Colleges QuickStarts, they should do so now. Allow 60 additional minutes.</i></p> <ol style="list-style-type: none"> <li>1. Students read the Resource Library article "Selecting the 'Right' School."</li> <li>2. Students complete the Possibilities worksheet. They will need access to MyRoad.</li> </ol> <p><i>If it's not possible for students to complete the Possibilities worksheet before the class, they can do so during the class as part of your discussion.</i></p> |
| <b>Classroom Discussion</b><br>(15–20 minutes) | <ol style="list-style-type: none"> <li>1. Discuss the best uses of the Find a College section and the completed Possibilities worksheet. <ul style="list-style-type: none"> <li>• What are the most important factors to consider when choosing which institutions to apply to?</li> <li>• What other resources might your students use to find information about a specific college (e.g., contacting the admissions office or searching the Internet)?</li> </ul> </li> </ol>   |

**Lesson CO3: Choosing a College (continued)**

|                                    |  |
|------------------------------------|--|
|                                    | <ol style="list-style-type: none"> <li>2. Discuss the concept of a campus “culture,” and consider how this is an important factor when looking for a college. <ul style="list-style-type: none"> <li>• Every school has a culture. How would your students describe the culture of their high-school campus? Do they feel others would describe it in the same way?</li> <li>• How can they find out more about the culture of a campus? What resources might they investigate (e.g., calling the school’s alumni office to speak with alumni near them)? What facts might imply a certain culture? Do they know how to use MyRoad to find those facts?</li> </ul> </li> <li>3. Help students think about why certain colleges may be more suitable than others. <ul style="list-style-type: none"> <li>• What do they think are the most important qualities in an institution? What are the least important qualities? Why do they feel that these institutions are a good fit for them?</li> </ul> </li> <li>4. Discuss ways in which students can use their ORA Personality Profiler® results to help them choose a college and help them get started on the Investigating College Options worksheet. <ul style="list-style-type: none"> <li>• Which statements about your students’ learning styles do they most agree with? Which items are important to think about when selecting a college? What characteristics in a college would be most suitable to their learning styles?</li> <li>• Which items in the section on maximizing potential do they feel they need to develop? What kinds of colleges would help them improve in those areas?</li> <li>• In what type of social setting do they feel most comfortable? For example, a large school may be more suitable for an extraverting type and a small school for an introverting type.</li> </ul> </li> </ol> |
| <b>After Class</b><br>(45 minutes) | <p>Students complete the Investigating College Options worksheet.</p> <p>They will need access to MyRoad.</p>  |
| <b>Optional</b>                    | <p>If possible, arrange a follow-up class to discuss the completed Investigating College Options worksheet and to suggest additional options, if necessary.</p>  |

### Lesson CO4: Mapping out the Application Process

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|---|--|
| <b>Goals</b>                              | For this lesson, students role-play as admission committee members and assess their own qualifications and chances for admission. They will also set up application cover sheets to help them keep on track during the application process.  |
| <b>Suggested Grade Level</b>              | 11 <sup>th</sup> or 12 <sup>th</sup>   |
| <b>Student Objectives</b>                 | <ul style="list-style-type: none"> <li>• Learn to navigate the admission process and to meet personal and application deadlines.</li> <li>• Begin to think about what may be required in a statement of purpose for a college application.</li> </ul>  |
| <b>Counselor Objectives</b>               | <ul style="list-style-type: none"> <li>• Learn about the academic and personal motivations of students and be better able to evaluate them in letters of recommendation</li> <li>• Help students navigate the admission process and complete applications in a timely and accurate manner</li> </ul>   |
| <b>Resources</b>                          | <ul style="list-style-type: none"> <li>• My Plan</li> <li>• Admission Committee 101 (Worksheet CO4-A)</li> <li>• Application Cover Sheet (Worksheet CO4-B)</li> </ul>  |
| <b>Student Assignment</b><br>(40 minutes) | <ol style="list-style-type: none"> <li>1. If students have not already generated a list of potential colleges by using the My Colleges feature in My Plan, they will need to do so before getting started. Allow 30–60 additional minutes.</li> <li>2. Students complete the Admission Committee 101 worksheet. They'll need to choose one campus from their My Colleges work list and imagine themselves as members of an admission committee evaluating their own applications.</li> </ol> <p><i>If it's not possible for students to complete the worksheet before the class, they can complete it during the class as part of your discussion.</i></p> |

**Lesson CO4: Mapping out the Application Process (continued)**

|   |  |
|---|--|
| <b>Classroom Discussion</b><br>(20 minutes) | <ol style="list-style-type: none"> <li>1. Discuss students' completed Admission Committee 101 worksheets.           <ul style="list-style-type: none"> <li>• What do your students think admission officers look for in an applicant? Are there specific qualities that the school they chose might look for?</li> <li>• Which of their qualities did they choose to highlight? Why? Are there any hobbies or interests that they have not mentioned which might be of interest to the committee?</li> <li>• Do they feel they are a strong applicant for this school? Why or why not? If not, can they think of some ways they might improve their chances for admission?</li> <li>• Do they feel that they need to know more about this specific university or college? How can they get the information they need?</li> </ul> </li> <br/> <li>2. Discuss the application process with students.           <ul style="list-style-type: none"> <li>• What concerns do your students have about applying to college? Have they sent for applications yet? Can they list all of the components that are part of an application?</li> <li>• Are there any tests that they still need to take? Have they signed up for them?</li> <li>• Have they thought about letters of recommendation yet? Which teachers do they feel most comfortable approaching?</li> <li>• Have they started thinking about their application essay yet? What kinds of questions do the colleges ask?</li> </ul> </li> <br/> <li>3. Give students a copy of the Application Cover Sheet for each college to which they are applying. Together with students, fill out as much of the form as is appropriate and as you have time for.</li> </ol> |
| <b>After Class</b>                          | Students fill out an Application Cover Sheet for each institution to which they plan to apply and attach it to the outside of a file folder. In this way, they can track the progress of each application.   |
| <b>Optional</b>                             | If possible, plan a follow-up class to review students' progress on requesting and completing applications.  |

### School Comparison Part I

1. Choose five majors and two sports in which you are interested. Write them in the left-hand column.
2. Log on to MyRoad and click on the Find a College tab.
3. Using the College QuickFinder, enter the name of a school with which you're familiar, and hit search.
4. Write in the school name in the first row of the chart. Click on the school name to get more information about the school.
5. Explore all of the MyRoad pages about the school you've selected to complete the chart. If necessary, or if you'd like to investigate further, jump to the school's Web site.

| School Name   |  |
|---|--|
| Criteria  | Notes  |
| List majors from at least three different disciplines.  | Does the school have these majors?   |
| 1.  |  |
| 2.  |  |
| 3.  |  |
| 4.  |  |
| 5.  |  |
| List two different sports if they are important to you.   | Does the school have these sports? Consider such factors as men's or women's teams, intramural and/or intercollegiate leagues, conference, and scholarship availability. |
| 1.  |  |
| 2.  |  |
| Is the school a university, college, or two-year institution?   |  |
| How many students attend?   |  |
| Who studies there? Consider race and gender.  |  |
| Does the school have a religious affiliation?   |  |
| Where is the school located? Consider climate, distance from home, and setting.   |  |
| List a student organization that you would consider joining.  |  |
| List a student service or special program, such as tutoring, an honors' program, or counseling, that you might make use of. |  |
| What types of student housing are available?  |  |

### School Comparison Part II

Once you've completed School Comparison Part I, use this worksheet to investigate a school that contrasts with the previous school you've researched. This time, when you go to the Advanced Search, use some different criteria to guide the filtering process. For example, if the school you researched in the previous worksheet has more than 5,000 students and is located in suburban California, specify a smaller school located in an urban setting.

1. Copy the same five majors and two sports from School Comparison Part I onto this worksheet.
2. Log on to MyRoad and click on the Find a College tab.
3. Use the Advanced Search to narrow your search.
4. View the results that fit your criteria.
5. Select a school from the list, and explore all of the MyRoad pages about the school to complete the chart. If necessary, or if you'd like to investigate further, jump to the school's Web site.
6. Compare the results from Parts I and II.

| School Name   |                                    |
|---|------------------------------------|
| Criteria  | Notes                              |
| List majors from at least three different disciplines.  | Does the school have these majors? |
| 1.  |                                    |
| 2.  |                                    |
| 3.  |                                    |
| 4.  |                                    |
| 5.  |                                    |
| List two different sports if they are important to you.   | Does the school have these sports? |
| 1.  |                                    |
| 2.  |                                    |
| Is the school a university, college, or two-year institution?   |                                    |
| How many students attend?   |                                    |
| Who studies there? Consider race and gender.  |                                    |
| Does the school have a religious affiliation?   |                                    |
| Where is the school located? Consider climate, distance from home, and setting.   |                                    |
| List a student organization that you would consider joining.  |                                    |
| List a student service or special program, such as tutoring, an honors' program, or counseling, that you might make use of. |                                    |
| What types of student housing are available?  |                                    |

### Why College?

My primary goals in going to college are the following:

- 1.
- 2.
- 3.

When in college, I am most looking forward to the following:

- 1.
- 2.
- 3.

I hope to use my college education to achieve the following goals:

- 1.
- 2.
- 3.

If I were assigned a long paper to research and write over the course of a number of weeks, I would go about it in the following way:

I divide my time between homework, activities, and socializing in the following way:

**College Preparedness**

**Part I:** Complete the chart by describing how you are preparing for each of your college goals. College goals can include majors of interest and activities of interest.

| College goal | Courses you have taken that will prepare you for goal | Courses you plan to take that will prepare you for goal | Activities you have participated in that will prepare you for goal | Activities you plan to participate in that will prepare you for goal |
|--------------|---|---|--|--|
|              |   |   |  |  |
|              |   |   |  |  |
|              |   |   |  |  |
|              |   |   |  |  |

**College Preparedness (continued)**

**Part II:** Consult the Find a College section and talk to your counselor for help with completing this table. In the left-hand column, enter the names of colleges you would like to attend. In the middle column, fill in the names of tests required for admission to each college. In the final column, note when you plan to take the tests. Ask your counselor if you're not sure when certain tests are offered.

| College of interest | Tests needed for admission | Test dates |
|---------------------|----------------------------|------------|
|                     | 1.                         | 1.         |
|                     | 2.                         | 2.         |
|                     | 3.                         | 3.         |
|                     | 4.                         | 4.         |
|                     | 1.                         | 1.         |
|                     | 2.                         | 2.         |
|                     | 3.                         | 3.         |
|                     | 4.                         | 4.         |
|                     | 1.                         | 1.         |
|                     | 2.                         | 2.         |
|                     | 3.                         | 3.         |
|                     | 4.                         | 4.         |
|                     | 1.                         | 1.         |
|                     | 2.                         | 2.         |
|                     | 3.                         | 3.         |
|                     | 4.                         | 4.         |

**Possibilities**

1. For advice on sifting through the thousands of postsecondary options, log on to MyRoad and check out the Resource Library article “Selecting the ‘Right’ School.”
2. Click on the Find a College tab. If you have a My Colleges list, begin researching the schools listed on it. If not, use Advanced Find a College Search to generate a list of colleges you’d like to research further.
3. Take a quick look at the MyRoad pages on each school on your list. If you’re still interested in a particular school, list it in the left-hand column. Use the middle column to note your reasons. Use the right-hand column to estimate your chances of admission. Try to list at least one school that may be difficult for you to get into, one that you have a strong chance of being admitted to, and one that you have a nearly sure chance of getting into.

| Colleges and universities | Why I’m interested | My chances of getting in |
|---------------------------|--------------------|--------------------------|
|                           |                    |                          |
|                           |                    |                          |
|                           |                    |                          |
|                           |                    |                          |
|                           |                    |                          |
|                           |                    |                          |

**Possibilities (continued)**

1. Log on to MyRoad, click on the I.D. Me tab, and view your ORA Personality Profiler® results.
2. Choose an item from each of the lists “You Learn Best When Dealing With ...” and “In Order to Maximize Your Potential ...” and write them in column two.
3. Choose at least three institutions from your Possibilities worksheet and list them in row one. (Ask your counselor for extra copies of the worksheet so you can investigate more schools.)
4. Click on the Find a College tab and use the search field to find each college you listed in row one. Click on the school's name and then the Admissions button to find information to complete rows two through four.
5. For rows five and six, investigate MyRoad's material on each school more closely and try visiting each college's Web site to get a sense of its campus culture. Consider, too, such factual information as size, student-faculty ratio, and student-body statistics that may imply a certain culture. Use the table to note whether or not the school is a good match with each of the personal traits you listed.

| Name of institution:   |  | “Reach” school: | Strong chance of admission: | Back-up school: |
|--|--|-----------------|-----------------------------|-----------------|
| What does the school look for in an applicant?   | Test scores                                    |                 |                             |                 |
|  | Class rank                                     |                 |                             |                 |
|  | Have I taken the required high-school classes? |                 |                             |                 |
| Use your ORA Personality Profiler® results to test the campus culture against your own traits. | I learn best when dealing with ...             |                 |                             |                 |
|  | In order to maximize my potential ...          |                 |                             |                 |

### Admission Committee 101

1. Complete the form that appears below. If you don't have all of your test scores yet, make them up or leave them blank.

Name  Proposed major

High school  GPA

|     |               |     |                |    |                |    |                |
|-----|---------------|-----|----------------|----|----------------|----|----------------|
| SAT |               | SAT |                | AP |                | AP |                |
| I   | Math: _____   | II  | Subject: _____ |    | Subject: _____ |    | Subject: _____ |
|     | Verbal: _____ |     | Score: _____   |    | Score: _____   |    | Score: _____   |
| ACT | Comp: _____   | SAT | Subject: _____ |    |                |    |                |
|     |               | II  | Score: _____   |    |                |    |                |

Extracurricular activities, awards, honors, accomplishments:

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1. Log on to MyRoad and click the Colleges button under Interests to Pursue in My Plan.
2. Choose a school from your work list and imagine that you're on the admission committee there.
3. Write a brief report evaluating your own application. Use the space below to address the following:
  - What is most interesting and attractive about the applicant?
  - How will the applicant be an asset to the campus community?
  - How will the applicant take advantage of the school's specific programs and qualities?

Recommendation to committee:

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