



# 9th Grade Campus Visit: Steps to Success



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## Essential Question(s)

- What steps do I need to take to reach my future goals?
- How can I fund my postsecondary education goals?

## Summary

This 9th Grade Campus Visit Activity focuses on increasing students' postsecondary education (PSE) awareness and preparation. Participants will recognize the factors that influence the accessibility of PSE options, identify solutions for funding PSE, and create actionable steps for increasing their chances of success in pursuing PSE.

## Learning Goals

- Students will be able to recognize the factors that influence students' ability to gain acceptance to the PSE option of their choice.
- Students will be able to identify at least one solution to fund their postsecondary education.
- Students will be able to create one actionable step they can take to increase their chances of success in pursuing postsecondary education.

## Attachments

- [Additional-Resources-Steps-to-Success.docx](#)
- [Additional-Resources-Steps-to-Success.pdf](#)
- [Distance-Learning-Modification-Activities-Steps-to-Success-Spanish.docx](#)
- [Distance-Learning-Modification-Activities-Steps-to-Success-Spanish.pdf](#)
- [Distance-Learning-Modification-Activities-Steps-to-Success.docx](#)
- [Distance-Learning-Modification-Activities-Steps-to-Success.pdf](#)
- [Distance-Learning-Modification-College-Knowledge-Terms-Steps-to-Success.docx](#)
- [Distance-Learning-Modification-College-Knowledge-Terms-Steps-to-Success.pdf](#)
- [GPA-Game-Materials-Volunteer-Participation-Steps-to-Success.docx](#)
- [GPA-Game-Materials-Volunteer-Participation-Steps-to-Success.pdf](#)
- [GPA-Game-Materials-Whole-Class-Participation-Steps-to-Success.docx](#)
- [GPA-Game-Materials-Whole-Class-Participation-Steps-to-Success.pdf](#)
- [Let-s-Get-Smart-About-Goals-Steps-to-Success.docx](#)
- [Let-s-Get-Smart-About-Goals-Steps-to-Success.pdf](#)
- [Presentation-Slides-Steps-to-Success.pptx](#)

## Materials

- Presentation Slides (attached)
- Additional Resources handout (attached, 1 per student)
- Distance Learning Modification Activities (optional; attached, 1 digital or physical copy per student)
- Distance Learning Modification College Knowledge Terms (optional; attached, 1 digital or physical copy per student)
- Presentation Slides (attached)
- GPA Game Materials (Volunteer Participation) (optional; attached)
- GPA Game Materials (Whole-Class Participation) (optional; attached)
- Let's Get Smart about Goals handout (attached, one per student)
- Poster and sticky notes (optional)
- Student devices with Internet access (optional)

# Engage

## Optional Modification for Distance Learning

To make this activity accessible for distance learners, a document titled **Distance Learning Modification Activities** is included in both English and Spanish versions in the attachments. Additionally, the **Distance Learning Modification College Knowledge Terms** is included for students without Internet access. Students can engage in this activity from anywhere if they do not have to opportunity to attend a face-to-face campus visit. Share it via e-mail or your learning management system, such as Canvas or Google Classroom.

Use the attached **Presentation Slides** to guide with the activities. Begin with **slide 2** to introduce this activity to students. Welcome students and let them know that today presents an exciting opportunity to visit a college campus and gain valuable insights about the various degrees and career goals, and the types and levels of postsecondary education they might require.

Transition to **slide 3**, titled "Housekeeping: Norms," and discuss the list of expectations for the visit with students (feel free to add or delete expectations as needed):

- Keep cell phones on silent.
- Stay engaged in all activities.
- Ask related questions.
- Follow all instructions.

Transition to **slide 4** and briefly discuss the student-friendly objectives for today's visit. Additionally, take this opportunity to address the essential questions: *"What steps do I need to take to reach my future goals? How can I fund my postsecondary education goals?"* If you plan to complete an in-person campus visit with students, you may wish to list that in the objectives.

Go to **slide 5**. Ask students "What are some things you can do that would increase your chances of getting into college?" Invite students to "popcorn" to share their answers.

## Optional: Ranking Factors

If you wish to provide more guidance to students during this activity, consider allowing students to rank the importance of the following factors in college acceptance: advanced coursework, attendance, college entrance exam scores, extracurricular activities, and GPA. If you wish to embed technology in this portion of the activity, consider creating a multiple-choice [Mentimeter](#) with the aforementioned factors as pre-populated options. This allows students to vote and create a bar graph as a class. If you do so, be sure to add your Mentimeter code to slide 5 before facilitating the activity. If your access to technology doesn't allow for the Mentimeter option, try preparing a [Sticky Bars](#) poster with each factor written under the x-axis. Allow each student to place a sticky note above the factor that is most important, creating a class bar graph.

### **Sample Student Responses**

If you allow students to "popcorn" share their answers, they may offer responses like "getting good grades," "being involved in clubs at school," "volunteering," etc. The point of this activity is not to identify a single factor that is most important for getting into college; instead, students should know that each of the factors addressed in the activity is important. The aim of this activity is simply to expose students to even more ways to prepare themselves for successful entrance into the PSE option of their choice.

# Explore

## Presenter's Note: GPA Game

Below are three options for facilitating the GPA Game with your students. It is suggested that you read through each option and choose the method that best suits your classroom. Once you decide on a method, be sure to prepare the handouts and slides you need as detailed in each option's description. Keep in mind that you can hide slides you won't use by navigating to the editing view; then, in the left-hand column, right-click on the slide(s) you wish to hide and deselect "Hide Slide" in the menu.

## Option 1: GPA Game Video

Use the following instructions if you choose to show students a video of other students playing the GPA Game. This option is ideal if you need to facilitate the activity in a short amount of time. Use **slides 6–7** for this option.

Go to **slide 6**. Watch the video on the slide. Do so by sharing the URL (<https://k20center.ou.edu/h5p/thegpagame/>) with students so they can access the video on their devices.

Go to **slide 7**. Introduce students to the [I Notice, I Wonder](#) strategy. Then, ask guiding questions to debrief the game, including those on the slide: *What did you notice? Are you surprised by where the students ended up in the line? Is there anything you wonder about after viewing the video?* Solicit a few answers from the group for each question.

## Sample Student Responses

There is a host of information for students to bring up as "I Notice" and "I Wonder" statements after viewing the video. They should bring up the fact that, although GPA is important, other factors can help or hurt a student's chances for admission.

## Option 2: Whole-Class Participation

Use the following instructions and **slides 8–12** to guide your full class in playing the GPA Game. This option is ideal for allowing every student to participate while also allowing for social distancing. From the attached **GPA Game Materials (Whole-Class Participation)**, print out one card per student (pages 6–13). Additionally, print out a copy of the scorekeeper on page 3 (if you want students to have the directional statements in front of them) or the half-page scorekeeper on page 4 (if you feel students can keep up without the statements) for each student. If using the half-page scorekeeper, cut out a half-sheet for each student.

Pass out one of the prepared scorekeepers and game cards to each student. Move to **slide 8** and display the game's instructions. Ask students to play by first taking into account the starting GPA on their card. Their GPA determines the number of points they start with (2.7-2.9 = 0 points; 3.0-3.9 = 1 point; 4.0-4.2 = 2 points). Students should record their starting points on their scorekeepers. Invite students to listen as you read each statement and add or subtract points to their totals based on each statement, keeping track of their scores on their scorekeepers. When students are ready to begin, read the statements on page 2 of the GPA Game Materials handout one by one.

After you have read every statement and students have completed their calculations, move to **slide 9** to reveal that students who ended the game with four points or more are accepted. You may choose to have students stand up when the slide with their admission decision is being shown to visually represent this information to the class. Move to **slide 10** to show that students who ended the game with 1-3 points are waitlisted. Move to **slide 11** and show that students who ended the game with 0 points are rejected.

Move to slide 12. Ask guiding questions to debrief the game, including those on the slide: *If you were accepted, what were your applicant's strengths? If you were waitlisted or rejected, what were your applicant's weaknesses? What could students who were waitlisted or rejected do to increase their chances of being admitted?* Consider also asking students the following: *What did you notice? Are you surprised by how the applicants ended up?* Solicit a few answers from the group for each question.

### Sample Student Responses

Students should note that GPA is important because those with a high starting GPA tended to end with a higher score, with just a few exceptions. Students should also note, however, that the game shows other factors with the ability to help or hurt a student's chances for admission. Students may bring up questions about legacy students and name recognition, first-generation college students, and plagiarism. This is a great time to discuss networking, building relationships, communicating with others, knowing when and how to ask for help in life, and navigating the college system. Students may also have questions about what it means to be waitlisted, so this is a good time to also discuss how colleges sometimes request final grades to help them make a decision.

### Option 3: Volunteer Participation

Use the following instructions if you would like to have eight volunteers from the class play the game at the front of the class. This option is only safe when there is not a need to practice social distancing. From the attached **GPA Game Materials (Volunteer Participation)**, print out the GPA cards on pages 4-11. Print one of each. Fold each card along the horizontal line. Note that the rules for this version of the game differ from option 2—instead of adding and subtracting points like in Option 2, students should move forward or backward a given number of spaces in line based on each statement read. Use **slides 13-14** for this option.

Go to **slide 13**. Invite eight student volunteers to play the game at the front of the class. Hand each of these students a different Game Card. Start the game by lining the students up from the highest GPA to the lowest, noting to students in the audience that the highest GPA is the front of the line and the lowest GPA is the back of the line, and that they will move forward or backward in the line based on each statement read versus the statements on their cards. Briefly introduce students to the [I Notice, I Wonder](#) strategy, and ask the students in the audience to pay attention to what they notice and wonder about the applicants who are playing the game. Begin the game when students are ready by reading each statement on page two of the GPA Game Materials packet. Have students move forward or backward in line based on each statement you read versus the statements on their cards.

After you have read every statement, move to slide 14. Ask guiding questions to debrief the game, including those on the slide: *What did you notice? Are you surprised by where the students ended up in the line? Is there anything you wonder about after watching or playing the game?*

### **Sample Student Responses**

Students should note that GPA is important because those with a high starting GPA tended to end with a higher score, with just a few exceptions. Students should also note, however, that the game shows other factors with the ability to help or hurt a student's chances for admission. Students may bring up questions about legacy students and name recognition, first-generation college students, and plagiarism. This is a great time to discuss networking, building relationships, communicating with others, knowing when and how to ask for help in life, and navigating the college system. Students may also have questions about what it means to be waitlisted, so this is a good time to also discuss how colleges sometimes request final grades to help them make a decision.

# Explain

## Presenter's Note: Infographic

Below are two options for facilitating the infographic activity with your students. It is suggested that you read through both options and choose the method that best suits your classroom. Once you decide on a method, be sure to prepare the handouts and slides you need, as detailed in each option's description. Use **slide 15** for the first option and **slide 16** for the second option. Use **slide 17** to debrief after either option. Keep in mind that you can hide slides you won't use by navigating to the editing view; then, in the left-hand column, right-click on the slide(s) you wish to hide and deselect "Hide Slide" in the menu.

## Option 1: Drag-And-Drop Activity

Use this option to engage students in a more interactive method for familiarizing themselves with different college admissions factors.

Go to **slide 15**. Share the URL on the slide (<https://k20center.ou.edu/h5p/collegeadmissionfactors/>) with students and invite them to access the drag-and-drop activity on their own devices. Ask students to drag and drop the answers to fit the correct college admission factor box.

## Tech Modification for Option 1

If you prefer to do this activity as a whole class with an interactive whiteboard such as a SMARTboard, click on the link on the slide to access the activity and invite student volunteers to the board to take turns dragging and dropping. If you need to accommodate for social distancing, you can also ask for volunteers to guide you as you drag and drop the answers.

## Option 2: Discussion Activity

If you or your students have limited access to technology, you may choose to lead a whole-class discussion for this activity.

Go to **slide 16** to display the infographic that asks questions related to Advanced Coursework, Attendance, College Entrance Exam Scores, Extracurricular Activities, and GPA. Call on student volunteers to provide answers to the questions about each of the five factors.



### Sample Student Responses

GPA stands for grade point average. Examples of advanced coursework might include Advanced Placement (AP) and Pre-AP courses, concurrent enrollment courses, honors courses, and college-prep courses. Examples of extracurricular activities might include fine arts, athletics, clubs, organizations, volunteering, and community service. Ways students can keep up with their classwork might include attending class as often as possible, being on time, and keeping up with missed assignments. The two college entrance exams that most colleges require are the ACT and the SAT.

Go to **slide 17**. Use this opportunity to share with students what each of the five factors entails. Answer any questions students bring up about this information. Use the following questions to guide the discussion:

- Which of these factors are you familiar with? Which are you unfamiliar with?
- What opportunities are available in your school or community that contribute to PSE acceptance?

## Extend

Go to **slide 18**. Ask students to brainstorm how they might pay for a career tech or college.

### Sample Student Responses

Students might say they would get a job, apply for scholarships and grants, seek financial aid, take out student loans, or apply for Oklahoma's Promise.

Go to **slide 19**. Ask students how they would like to receive up to \$30,000 to go to college. Explain that they can—Oklahoma's Promise is a scholarship that would pay that much to go to school. However, this can only happen if a guardian fills out the application.

### Presenter's Note: Upcoming Change

This activity was developed in the summer of 2020, before the anticipated income change associated with the requirements for Oklahoma's Promise. Be sure to update this information if you are presenting at a later date.

Go to **slide 20**. Share with students the requirements for applying and what they need to do to apply. Encourage them to talk to their parent or guardian about this as soon as possible.

# Evaluate

Go to **slide 21**. To transition into the Evaluate phase of this activity, tell students that they are 42% more likely to achieve their goal if they write it down (they'll do this momentarily).

Go to **slide 22**. Tell students that now that they have evaluated students for admission using the GPA Game, talked about what factors matter for getting admitted to college, and considered different ways to fund a postsecondary education, it's their turn. Ask which one of the admission factors is most important for them to focus on as they consider their own PSE goals. Solicit a few answers from the class if anyone wishes to share an area they could work on.

Give each student a copy of the Let's Get Smart About Goals! handout. Invite students to identify a goal, a deadline for reaching that goal (by the end of the school year at the latest), practical steps to take to achieve that goal, and a person who can help them reach their goal. Share the following sample goal with students to help them get started: *"My goal is to increase my GPA to 3.25 from 3.5. I will reach this goal by the end of this school year. To reach my goal, I will have no missing assignments, attend tutoring once a week for help, and study 20 minutes a day. My mom will help me keep on track with this goal."*

Additionally, invite students to talk to a parent or guardian about completing the Oklahoma's Promise application as a potential option for funding their postsecondary education. Encourage students to post their handouts somewhere they will see it every day.

Go to **slide 23** and share the additional resources listed with your students to support them on their journey to postsecondary education. It may be helpful to give each student a copy of the attached Additional Resources handout so they can keep track of this information. You may also wish to add these links to Canvas, Google Classroom, or email these resources to students so are easily accessible.

Lastly, thank students for coming!

# Research Rationale

College can be a life-altering experience for students, and not only academically. Here are just a few of the ways in which college can change students' lives for the better: Earning a bachelor's degree will allow students to earn, on average, \$1 million more than high school graduates over the course of their careers (Abel & Deitz, 2014). College offers students an opportunity to build relationships with mentors and peers that will benefit them throughout their careers (Campbell, Smith, Dugan, & Komives, 2012). College graduates tend to have more job satisfaction, jobs that offer a greater sense of accomplishment, more independence and opportunities for creativity, and more social interactions in their jobs than noncollege graduates (Oreopoulos & Petronijevic, 2013). College graduates increase their chance of employment. Over the last 20 years, the unemployment rate for college graduates has been approximately half that of high school graduates (Bureau of Labor Statistics, 2018). College helps students develop skills that prepare them for careers in the tech-driven economy, including nonroutine, abstract skills that aid in problem solving, multitasking, and creativity (Oreopoulos & Petronijevic, 2013).

## Resources

- Abel, J. R., & Deitz, R. (2014). Do the Benefits of College Still Outweigh the Costs? *Current Issues in Economics and Finance*, 20(3).
- Bureau of Labor Statistics, (2018). Labor force statistics from the current population survey. Retrieved from <https://www.bls.gov/cps/cpsaat07.htm>
- Campbell, C. M., Smith, M., Dugan, J. P., & Komives, S. R. (2012). Mentors and college student leadership outcomes: The importance of position and process. *The Review of Higher Education*, 35(4), 595-625.
- K20 Center. (n.d.) I notice, I wonder. Strategies. <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f507d1a7>
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- Leslie Keller. (2014, May 23). College Admissions Game Video [Video]. YouTube. <https://www.youtube.com/watch?v=PSLfe6ld5dU>
- Oreopoulos, P. & Petronijevic, U. (2013). Making college worth it: A review of the returns to higher education. *The Future of Children*, 23(1), 41-65).