

Planning Campus Visits - Counselor Academy

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Time Frame 60 minutes

Essential Question(s)

How do you plan a group campus visit?

Summary

The Planning Campus Visits session focuses on participants exploring how to plan and prepare for a group campus visit. Participants will explore pre-planning information for a campus visit, simulate planning a campus visit through a local PSI, and reflect on important information needed to plan for their school.

Learning Goals

- Brainstorm current understanding of planning a campus visit.
- Explore the process for planning a campus visit..
- Identify opportunities and barriers for planning a campus visit.

Attachments

- Campus Visit Considerations—Planning Campus Visits.docx
- Campus Visit Considerations—Planning Campus Visits.pdf
- Presentation Slides—Planning Campus Visits.pptx
- Scheduling a Campus Visit—Planning Campus Visits.docx
- Scheduling a Campus Visit—Planning Campus Visits.pdf

Materials

- Presentation Slides (attached)
- Scheduling a Campus Visit (attached; one per participant)
- Campus Visit Considerations (attached; one per participant)
- Campus Visit Collection on LEARN (7th-11th grade campus visit activities)
- printer paper
- color markers or pens

Engage

Presenter's Note: Preparation

Before beginning this session, each participant should receive a blank piece of printer paper and any color marker or pen. Participants can complete the activity in any form of seating (tables or desks).

Optional: Have an example of an acrostic completed in advance to help participants understand through a visual example.

Acrostic definition: a composition usually in verse in which sets of letters (such as the initial or final letters of the lines) taken in order form a word or phrase or a regular sequence of letters of the alphabet

Procedure:

1. Provide each participant with colored markers and one sheet of printer paper.
2. Display **slide 2** of the attached **Presentation Slides**.
3. Using the ABC Graffiti strategy, have participants write their first name vertically down the center of the paper.
4. Ask the question "Think back to the last campus visit you attended. Did you plan it? Did you just attend it?" (Things to think about include: items involved in a campus visit, the planning process, the visit itself, the reflection post visit, things that stood out, things that didn't go well).
5. Have them create an acrostic poem that includes items involved in planning a campus visit and activities and/or events that stood out to them.
6. Start the K20 5-minute timer.
7. When the timer reaches 1 minute, ask the participants if they need more time to explore. If needed, give them additional time.
8. Call time.
9. Have participants share out as a whole group, individually with an elbow partner, or as a table group.

Display **slide 3.** Read the essential question.

Display **slide 4.** Go over the objectives for the learning experience.

Explore

Pass out the attached **Scheduling a Campus Visit** handout.

Display **slide 5**.

Ask participants to consider items that are involved in the initial planning of a campus visit. Use the handout as a guide to consider what items are needed to plan a campus visit (i.e., location, PSI type, dates, number of students, etc.).

Display **slide 6.**

With a partner or in a small group, pick one of the scenarios on slide 6. Use the Scheduling a Campus Visit handout to work through the process of scheduling a campus visit based on the needs and locations of the assigned scenario. Participants can use the Needs, Notes, and Action columns to identify key elements of the planning process for their scenario.

Each scenario has a different barrier that must be worked through while scheduling the campus visit.

Start the 15-minute timer and begin scheduling a campus visit.

25 minutes

Explain

After 15 minutes, bring everyone back and discuss each scenario, focusing on Needs, Notes, and Actions.

Procedure:

1. Show **slide 7** (Whole Group Discussion) and ask the following questions:
    - Q1: What is something you discovered that could be a potential barrier?
    - Q2: What is something you discovered that could be a potential opportunity at this location?
    - Q3: What additional resources would be helpful to have?
2. Encourage participants to volunteer their discoveries.

Extend

Pass out the **Campus Visit Considerations** handout (attached). Display **slide 8**. Divide the participants into small groups of 2-3 people per group. Using the Jigsaw strategy, have the groups look at two different resources: Group 1 will explore the Campus Visit Collection on LEARN. Group 2 will explore the Campus Visit Considerations checklist on the handout. Participants will focus on the overall support, opportunities, and barriers that the resources provide. Set an 8-minute timer for groups to explore.

When the timer reaches 1 minute, ask the participants if they need more time to explore. If needed, give them additional time.

After the timer finishes, display **slide 9**. Within their table groups, have participants share. Have Group 1 share for 2 minutes about the Campus Visit Collection on LEARN. After 2 minutes, have Group 2 share for 2 minutes about the Campus Visit Considerations checklist.

Once each group has shared within their table group, have participants share as a whole group something they found interesting about the resources.

Evaluate

Presenter's Note: Hidden Slides

The Presentation Slides include an overview of the collections in Counselor Academy, so not all slides are used. Those slides are hidden, and only slides 1-9 and 20 are used for this session.

Display **slide 20** and ask participants to reflect on the session and pinpoint any barriers and opportunities. Ask the question, "What is one key takeaway from today's session?" Have a few volunteers share their thoughts, either as a whole group or with an elbow partner.

Research Rationale

The impact of visiting postsecondary campuses is an ongoing area of interest for research into increasing postsecondary enrollment and college-going behaviors. Recent work continues to validate the efficacy of these experiences for students despite challenges. A study of the impact of a variety of specific GEAR UP services found campus visits to be one of the most impactful services, with campus visit participants “approximately 9 percentage points more likely to enroll in college within a year and within 2 years of high school graduation, and they were almost 13 percentage points more likely to persist in college compared with college enrollees who did not participate in such visits” (Kim et al, 2021). A study of students participating in campus visits found participants were more likely to enroll in postsecondary education regardless of when students first experienced a campus visit (Smith et al, 2022). Students who participated in multiple campus visits experienced a compounding effect, with a higher number of visits correlated with an increase in a student's likelihood of postsecondary enrollment (Smith et al, 2022).

Resources

- K20 Center. (n.d.). 5-minute timer [Video]. YouTube. https://www.youtube.com/watch?v=EVS_yYQoLJg
- K20 Center. (n.d.). 8-minute timer [Video]. YouTube. https://www.youtube.com/watch?v=R-21YM7Ey7k
- K20 Center. (n.d.). 15-minute timer [Video]. YouTube. https://www.youtube.com/watch?v=m3zT2IxZQaw
- K20 Center. (n.d.). ABC graffiti. Strategies. https://learn.k20center.ou.edu/strategy/96
- K20 Center. (n.d.). Jigsaw. Strategies. https://learn.k20center.ou.edu/strategy/179
- Kim, S., Bowman, N. A., Ingleby, L., Ford, D. C., & Sibaouih, C. (2021). Promoting educational success: Which GEAR UP services lead to postsecondary enrollment and persistence?. *Educational Policy*, 35(1), 101-130.
- Smith, M. C.; Gosky, Ross M.; and Li, Jui-Teng. (2022). Campus visits as predictors of postsecondary enrollment in low-income, rural school districts. *Journal of College Access* 7 (1), Article 10.