



Tennessee Student Success Course Resource Guide

**Developed by:
Tennessee Higher Education Commission
Tennessee College Access and Success Network**

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..... M O D U L E 1

College 101

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COLLEGE 101 ACTIVITIES

Activity Name: Resource Guide for Module 1

Expected Time to Complete: n/a

Type: Hands on • Discussion • Handout • Group work

Objectives/Goal of Activity: Use the resource guide to help with other activities throughout Module 1.

Materials Needed: Computer

Student Success Course Placement: Module 1, Section 1

Topics Covered: Why college, types of degrees and colleges, and choosing the best college fit

Resources

www.CollegeforTN.org

CollegeforTN.org is State of Tennessee's online, one-stop shop for career, high school, college, and financial aid exploration and planning. By creating a free account on CollegeforTN.org, students can create academic plans, take career assessments, explore Tennessee postsecondary institutions, and research financial aid opportunities.

www.free-4u.com/Colleges/Tennessee-Colleges.html

Website that breaks down in state and out of state tuition and also has a link to colleges/universities. You can also search what colleges/universities are in each city.

www.a2zcolleges.com/undergrad/tennessee.html

Website that lists each college/university in Tennessee with a direct link to the institutions webpage.

www.collegesimply.com/colleges/tennessee/

Website on colleges in Tennessee. You can view an overview, price, admission requirements, and reviews.

<https://bigfuture.collegeboard.org/>

Find colleges, paying for colleges and making a plan

tncollegeaccess.org/sites/default/files/GPA%20Game%20NACAC.pdf

GPA Game

www.ecmc.org/plan-for-college/documents/realizingthecollegedream.pdf

Realizing the College Dream (several activities that can be used for this course)

COLLEGE 101 ACTIVITIES

Activity Name: You Can Go

Expected Time to Complete: 1 hour

Type: Hands on • Discussion

Objectives/Goal of Activity: For students to visit to website and hear student stories

Materials Needed: Computer

Student Success Course Placement: Module 1, Section 1

Topics Covered: Why college

youcango.collegeboard.org

This website can be used to present real students' stories about the challenges they faced as they worked toward going to college. Go to "Student Stories" and choose a few stories that you feel would resonate with your class.

You can also take students through the "Your College Options" section and then show them a nearby college's information page.

Finally, show students the "Next Steps" section that will outline what they can be doing to increase their chances of attending college. It is separated by grade level.

These are just a few ideas on how to use this great web resource. Enjoy!

COLLEGE 101 ACTIVITIES

Activity Name: Thoughts on College

Expected Time to Complete: 1 hour

Type: Discussion • Handout

Objectives/Goal of Activity: For students to think about what college means to them

Materials Needed: Pen, paper

Student Success Course Placement: Module 1, Section 1

Topics Covered: Why college

Have students complete this activity at the beginning of the class and collect. Then when the class is over have them complete it again. Hand back their original and see if their thoughts have changed at all. Students should write at least one paragraph to answer the following questions:

Attending a post-secondary institution is usually the next step after graduating from high school. What are your thoughts on college? Good and/or bad.

Why do you, or don't you, plan on attending a post-secondary institution?

There are many different post-secondary options out there. Think about what you already know and describe your perfect college. Be sure to think about if you want to attend a big/small school, same gender/co-ed, and private/public.

COLLEGE 101 ACTIVITIES

Activity Name: What It Takes to Graduate from High School

Expected Time to Complete: 1 hour

Type: Hands on • Discussion • Handout

Objectives/Goal of Activity: For students to understand what they need in order to graduate from high school and move to a post-secondary option.

Materials Needed: Handout, transcript

Student Success Course Placement: Module 1, Section 1

Topics Covered: High School graduation requirements

To complete this activity, you will need to request student transcripts ahead of time. Make sure you give your school counselor plenty of time to print them off for you. This would also be a great time to see if the school counselor would like to review graduation requirements with your students.

Ask student's to complete questions 1-11 of the worksheet on their own and then go over as a group.

Students will individually fill out the graduation requirements section using their transcript.

When the students are finished, ask them to make an appointment with their school counselor to go over their credits and ask any questions. They also need to go over it with their parent/guardian.

DO YOU KNOW WHAT IT TAKES TO GRADUATE FROM HIGH SCHOOL?

1. How many credits are needed to graduate from your high school?
2. How many MATH credits are needed?
3. How many ENGLISH credits are needed?
4. How many SCIENCE credits are needed?
5. How many SOCIAL STUDIES credits are needed?
6. How many FINE ART credits are needed?
7. How many PHYSICAL EDUCATION credits are needed?
8. How many WELLNESS/HEALTH credits are needed?
9. How many FOREIGN LANGUAGE credits are needed?
10. How many FOCUS ELECTIVE credits are needed?
11. Is there anything else needed for graduation?
12. Use the worksheet and your transcript on the following page to see where you are and what you need.

GRADUATION REQUIREMENTS

LAST NAME _____ FIRST NAME _____

• TOTAL NUMBER OF CREDITS EARNED EACH YEAR:

9th GRADE:____ 10th GRADE:____ 11th GRADE:____ 12th GRADE:____ TOTAL CREDITS:____

• TOTAL NUMBER OF CREDITS NEEDED FOR GRADUATION:____

• CREDITS IN PROGRESS:____

<u>4 ENGLISH</u>	<u>FALL</u>	<u>SPRING</u>	<u>HONORS</u>	<u>ADDTL' COURSES</u>	<u>FALL</u>	<u>SPRING</u>
ENGLISH I				PHYSICAL EDUCATION		
ENGLISH II				WELLNESS/HEALTH		
ENGLISH III				FINE ART		
ENGLISH IV				FOREIGN LANGUAGE		
				FOREIGN LANGUAGE		
<u>4 MATH</u>	<u>FALL</u>	<u>SPRING</u>	<u>HONORS</u>	<u>ELECTIVE FOCUS</u>	<u>FALL</u>	<u>SPRING</u>
ALGEBRA I				1.		
GEOMETRY				2.		
ALGEBRA II				3.		
4TH MATH				4.		
				5.		
				6.		

COLLEGE 101 ACTIVITIES

Activity Name: What Do I Say????

Expected Time to Complete: A few hours

Type: Hands on • Discussion

Objectives/Goal of Activity: For students to think about questions to ask a college representative.

Materials Needed: Handout

Student Success Course Placement: Module 1, Section 1

Topics Covered: Questions to ask a college representative

Ask students to either call a school and ask the questions or schedule a campus visit and ask the questions found on the handout.

Once they have the answers, have students to share as a group.

What questions do they wish they would have asked? Make a list and hand out to the class.

A FEW FACTORS TO CONSIDER WHEN SELECTING A COLLEGE

- Geographic Location
- Enrollment/Size
- Campus Setting
- Campus Safety
- Public vs. Private
- Religious vs. Non-Denominational
- Single-sex vs. Coed
- Academic Focus
- Sports: Division I, II, or III
- Admissions Requirements

QUESTIONS TO ASK COLLEGE REPS

1. What are the admission requirements (GPA, ACT/SAT scores, essay, letters of recommendation, etc.)?
2. What are the application deadlines for admission and financial aid?
3. What is the current tuition per year?
4. What is the estimated total cost of the first year – including tuition, books, room and board, etc.?
5. How do I arrange a campus visit and tour? Do you have special visitation days?
6. What is the average size of the classes I'll be taking as a freshman?
7. What percent of incoming freshmen return for their second year?
8. What is the average time for a student to complete a bachelor's degree at your institution?
9. What academic support services are offered to all students?
10. What extracurricular activities and sports are available at your campus?
11. Are all students required to live on campus freshman year? All years?
12. What housing options are available?

Think of three additional questions you would like to ask and write them on the back of this sheet. (Make sure you get an answer for your questions as well.)

COLLEGE 101 ACTIVITIES

Activity Name: Parent Letter

Expected Time to Complete: 1 hour

Type: Discussion • Handout

Objectives/Goal of Activity: Allow students to have a conversation around college with their parent/guardian.

Materials Needed: Pencil/pen, parent letter

Student Success Course Placement: Pre-Course Activity and Module 1, Sections 1 and 2

Topics Covered: Why college, types of degrees, types of colleges

This activity is to encourage students to take to their parent/guardian about college. Pass out the parent letter and have students go over types of degrees and types of colleges with their parent/guardian. After they have had the conversation, there is an interview the student needs to conduct with their parent/guardian.

The following day, have a group discussion where students can share out what they learned about their parents after they graduated high school. See if what their parent/guardian experienced has any effect on what they want to go after high school.

Resources

- Why College. mycollegeoptions.org. Retrieved from: <https://www.mycollegeoptions.org/content/resources/whycollege.aspx>
- Types of colleges: The Basics. CollegeBoard.com. Retrieved from: <https://bigfuture.collegeboard.org/find-colleges/college-101/types-of-colleges-the-basics>
- Employment Projections. Bls.gov. Retrieved from: http://www.bls.gov/emp/ep_table_001.htm
- Matching Careers to Degrees. CollegeBoard.com. Retrieved from: <https://bigfuture.collegeboard.org/explore-careers/careers/matching-careers-to-degrees>

Dear Parent/Guardian:

As you may be aware, your son/daughter is participating in the College Success Class. Module 1: College 101 covers the following sections:

- Why College?
- Types of degrees and colleges
- Choosing the best college fit

I encourage you to keep the college conversation going at home. The article below was taken from <https://www.mycollegeoptions.org/content/resources/whycollege.aspx> and could be a great starting point.

After you and your student read through this information, there is an activity for the two of you to complete together.

Why College?

Going to college is an option that every student should consider.

Who goes to college?

There are so many types of colleges and college level programs available, including opportunities that will suit nearly every need or interest and the various talents and abilities found among individual high school students.

People from every background go to college—every nationality, ethnic group, religion, socio-economic class, age group, etc. In fact, most American colleges and universities seek diversity among their applicants.

Going to college may be an expectation or a dream that has been expressed in your household since childhood. However, the reasons for going to college are, perhaps, as varied as the personalities of college students themselves.

We can, then, answer the question, “Who goes to college?” by looking at the general benefits of a college education. Because there are educational, financial, and social benefits related to earning a college degree, we might say that those who go to college are individuals who:

- Wish to pursue academic studies in an intellectual environment beyond the high school level;
- Plan to pursue a career or employment opportunity that requires college-level training and skill development;
- Want to increase their earning potential;
- Seek a higher quality of life for themselves and their families;
- Wish to meet new people, explore new interests, and experience success in a college setting; and/or
- Desire the social and/or career status and mobility often associated with a college education.

College and Earning Potential

Earnings and unemployment rates by educational attainment

Education Attained	Unemployment rate in 2014 (Percent)	Median weekly earnings in 2014
Doctoral degree	2.1	\$1,591
Professional degree	1.9	1,639
Master's degree	2.8	1,326
Bachelor's degree	3.5	1,101
Associate's degree	4.5	792
Some college, no degree	6.0	741
High school diploma	6.0	668
Less than a high school diploma	9.0	488
All workers	5.0	839

Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

Source: Current Population Survey, U.S. Department of Labor, U.S. Bureau of Labor Statistics

The Lifestyle of College Graduates

Numerous studies have shown that college graduates enjoy many benefits that enhance the quality of their lives, long term.

Research findings indicate that college graduates have:

- Better employment and promotion opportunities
- Better housing options
- Greater access to quality health care and medical facilities
- More disposable income to spend for hobbies, leisure time activities, and vacations

College and Earning Potential

Certificate:

A certificate demonstrates that a student has earned knowledge in a very specific area of study often focused on a vocational or professional subject. Typically does not involve taking general education courses and usually can be completed in days, weeks, or months, rather than years. The Tennessee Colleges of Applied Technology (TCATs) and Tennessee's community colleges both offer a number of certificate programs. In Tennessee's public colleges, certificates are awarded to students who successfully demonstrate competencies for a proficiency level in occupational programs less than one year in length.

Diploma:

A diploma is awarded to students who complete an academic program, typically a program that is longer than a certificate program. At the TCATs, a diploma is awarded to a student who successfully completes an occupational program, which is at least one year in length.

Associate's Degree:

An associate degree is typically a two-year degree program requiring students to earn approximately 60 hours of college credit; often awarded through community and technical or junior colleges. Many public and private four-year universities in Tennessee also offer associate degrees. At Tennessee's community colleges, different types of associate degrees are offered, such as an Associate of Applied Science (A.A.S.), which is considered a degree for going directly into a career, an Associate of Arts (A.A.) or an Associate of Science (A.S.), which can be used to either go into a career or can be applied toward a bachelor's degree at a Tennessee public university

Bachelor's Degree:

Traditionally a four-year degree program requiring students to earn approximately 120 hours of college credit; also known as a baccalaureate or undergraduate degree. Many of Tennessee's public universities and many private colleges in Tennessee offer bachelor's degrees. For students who earn an associate degree, they can often apply those credits toward a bachelor's degree to earn that bachelor's degree in as little as two years after earning their associate degree.

Graduate Degree:

Graduate degrees are advanced degrees pursued after earning a bachelor's degree. Examples are a Master of Arts (M.A.) or Master of Science (M.S.) degree. Students generally can earn a master's degree after two years of study. A doctoral degree (for example, a Ph.D.) requires four or more years of study.

Professional Degree:

Students earn professional degrees to become licensed to work in professions like medicine or law. The M.D. degree is an example. Professional programs generally require a college degree before you start them and then at least three years of study to complete.

Types of Colleges

Public Career and Technical Schools

Career and technical schools offer training to help you develop skills that are in-demand in the workforce. In Tennessee, these are the Tennessee Colleges of Applied Technology (TCATs), which are funded, in part, by money from the State of Tennessee. Students often can complete these programs within four months to two years. Graduates of these programs can receive either a certificate that documents their knowledge or skills in a particular area or they can receive a diploma from the institution. The TCATs offer both full-time day enrollment or evening enrollment and the TCATs offer 60 occupational programs statewide.

Public Two-Year Colleges

Tennessee's public two-year colleges are known as Tennessee's community colleges. These colleges offer associate degree programs, which usually take two years to complete. Many also offer certificate programs. Like the TCATs, the community colleges are funded partly by the State of Tennessee, so tuition and fees are often very competitive. There are 13 community colleges across the state that with over 480 academic programs. You can also participate in the Tennessee Transfer Pathways programs, which will allow you to transfer the credits from your associate degree to a public four-year college and have those credits count toward a bachelor's degree.

Public Four-Year Colleges

Like public two-year colleges, public four-year colleges are funded, in part, by the State of Tennessee. These colleges offer bachelor's degree programs, which usually take four years to complete, although some offer two-year associate degree programs, too. Many also offer graduate programs, such as master's degree programs and doctoral degree programs. Because they receive government funds, tuition and fees usually are lower at public colleges and universities.

For Profit Schools

For-profit colleges and universities are businesses. They are managed primarily by shareholders and owners. For-profit colleges may offer programs in convenient time frames or formats, but their tuition and fees are sometimes higher. As with any institution, students will want to check and ensure that the credits they've earned at the institution will be recognized by other colleges if they choose to transfer to another institution.

Non-Profit Private Colleges and Universities

Non-profit colleges and universities are funded, in part, by private donations. These colleges and universities are managed primarily by boards of governors made up of community members. There are many types of non-profit colleges and universities offering a wide variety of degrees and programs, including two-year and four-year degrees. Although tuition and fees are sometimes higher at non-profit colleges and universities, many are able to offer large scholarships through funds provided by their donors.

Liberal Arts Colleges

These colleges offer a broad base of courses in the liberal arts, which includes areas such as literature, history, languages, mathematics and life sciences. Most are private and offer four-year programs that lead to a bachelor's degree. These colleges can prepare you for a variety of careers or for graduate study.

PARENT ACTIVITY

Ask your parent/guardian the following questions and record their answers below.

1. What does college mean to you?
2. Did you attend college? Why did you or why didn't you?
3. What are some things you hope I learn while taking this class?
4. If you went to a post-secondary school what is some advice you could tell me?

What was your experience like?

Where did you attend school and how/why did you chose the school?

5. If you didn't attend a post-secondary school what advice can you tell me about your decision?

What was your experience like once you were out of high school?

6. Anything else you would like to share with me?

COLLEGE 101 ACTIVITIES

Activity Name: Term Matching

Expected Time to Complete: 30 minutes

Type: Handout

Objectives/Goal of Activity: Check students understanding of degrees and types of schools.

Materials Needed: Handout

Student Success Course Placement: Module 1, Section 2

Topics Covered: Types of degrees and schools

Have students complete the worksheet and then discuss as a group.

Resources

- Tennessee Colleges. Collegesimply.com. Retrieved from: <http://www.collegesimply.com/colleges/tennessee/>

MATCH THE COLLEGE TERMS AND DEFINITIONS

1. _____ Graduate Degree	A. A record of a student's college grades
2. _____ Diploma or Certificate	B. Grade Point Average
3. _____ Associate Degree	C. A 2-year degree. Community colleges and some four-year colleges offer these degrees.
4. _____ Bachelor Degree	D. This degree requires completing a four- or five-year college program.
5. _____ Professional Degree	E. This is advanced degrees pursued after earning a bachelor's degree
6. _____ For Profit School	F. These generally require a college degree before you start them and then at least three years of study to complete.
7. _____ GPA	G. Types of programs available at TCATs
8. _____ Liberal Arts School	H. Rely mainly on tuition, fees and private sources of funding
9. _____ Transcript	I. funded by local and state governments and usually offer competitive tuition rates
10. _____ Public school	J. Offer four-year programs that lead to a bachelor's degree.
11. _____ Universities	K. These are businesses that offer a variety of degree programs which typically prepare students for a specific career.
12. _____ Community College	L. Offer specialized training in a particular industry or career
13. _____ Tennessee College of Applied Technology (TCAT)	M. These colleges offer a broad base of courses, which includes areas such as literature, history, languages, mathematics and life sciences.
14. _____ Private College	N. Offer programs that last up to two years that lead to a certificate or an associate degree

COLLEGE 101 ACTIVITIES

Activity Name: What's the Difference?

Expected Time to Complete: 1 hour

Type: Discussion • Handout

Objectives/Goal of Activity: Resource for looking at different types of schools.

Materials Needed: Handout

Student Success Course Placement: Module 1, Section 2

Topics Covered: Types of colleges

Have students review the handout and discuss as a group.

WHAT'S THE DIFFERENCE?

Understanding “The Language” of College

Public vs private

Public colleges and universities are funded by local and state governments and usually offer lower tuition rates than private colleges, especially for students who are residents of the state where a college is located.

Private colleges and universities rely mainly on tuition, fees and private sources of funding. Private donations can sometimes provide generous financial aid packages for students.

Examples:	<u>Public</u>	<u>Private</u>
	University of Tennessee	Vanderbilt University
	University of Memphis	Lipscomb University
	Middle TN State University	Maryville College

Four-year vs Two-year

Four-year colleges offer four-year programs that lead to a Bachelor’s degree. These include universities and liberal arts colleges.

Two-year colleges offer programs that last up to two years that lead to a certificate or an Associate’s degree. These include community colleges, vocational-technical colleges and career colleges.

In-State vs Out-of-State Tuition

Tuition refers to fees charged by universities and colleges for courses. In-state refers to people who live in the state; out-of-state refers to those who do not.

For public colleges and universities, in-state tuition is generally lower because residents of the state pay taxes which are given to the school to operate.

Example:	2012-13 Tuition; University of Tennessee at Knoxville:	
	<u>In-State</u>	<u>Out-of-State</u>
	\$9,092	\$27,582

Universities

Universities often are larger and offer more majors and degree options—Bachelor’s, Master’s and Doctoral degrees—than colleges. Most universities contain several smaller colleges, such as colleges of liberal arts, engineering or health sciences. These colleges can prepare you for a variety of careers or for graduate study.

Liberal Arts Colleges

These colleges offer a broad base of courses in the liberal arts, which includes areas such as literature, history, languages, mathematics and life sciences. Most are private and offer four-year programs that lead to a Bachelor’s degree. These colleges can prepare you for a variety of careers or for graduate study.

Examples: University of the South, Carson-Newman College, Belmont University

Community colleges

Community colleges offer two-year Associate's degrees that prepare you to transfer to a four-year college to earn a Bachelor's degree. They also offer other associate's degrees and certificates that focus on preparing you for a certain career.

Examples: Nashville State Community College, Volunteer State Community College, Motlow State Community College

Arts colleges

Art colleges and conservatories focus on the arts. In addition to regular course work, these colleges provide training in areas such as photography, music, theater or fashion design. Most of these colleges offer associate or bachelor's degrees in the fine arts or a specialized field.

Examples: Watkins College of Art, Design & Film, The Art Institute of Tennessee, Nossi College of Art

Specialized-mission colleges

Historically black colleges and universities (HBCUs) focus on educating African American students. Hispanic-serving institutions (HSIs) are colleges where at least 25 percent of the full-time undergraduate students are Hispanic. HBCUs and HSIs may offer programs, services and activities targeted to the underrepresented students they serve, but all students are welcome to attend.

Examples: Tennessee State University, Fisk University, Lane College

Religiously affiliated colleges

Some private colleges are connected to a religious faith. The connection may be historic only, or it may affect day-to-day student life.

Examples: Belmont University, Lee University, Trevecca Nazarene University

Single-sex colleges

All four-year public colleges, and most private colleges, are coed. But there are some private colleges that are specifically for men or for women.

Examples: Morehouse College, Atlanta (men), Spelman College, Atlanta (women)

For Profit Colleges

For-profit colleges and universities are businesses. They are managed primarily by shareholders and owners. For-profit colleges may offer programs in convenient time frames or formats, but their tuition and fees are sometimes higher. As with any institution, students will want to check and ensure that the credits they've earned at the institution will be recognized by other colleges if they choose to transfer to another institution.

Examples: ITT Technical Institute, Remington College, International Academy of Design and Technology

COLLEGE 101 ACTIVITIES

Activity Name: CollegeforTN.org

Expected Time to Complete: A few hours

Type: Hands on • Discussion

Objectives/Goal of Activity: For students to research colleges and careers.

Materials Needed: Computer

Student Success Course Placement: Module 1, Sections 1 and 3

Topics Covered: Colleges

This website is a great resource for researching colleges and careers. This lesson will work best if students explore on their own.

1. Navigate students to: www.CollegeforTN.org
2. Ask students to record this web address for future use (have them put it in their phones!!)
3. Encourage them to create a student account (if they don't already have one). Signing up for an account should only take a few minutes.
4. Take them through parts of the College Planning section that you feel would help them the most (you can look up college profiles with info on tuition, admission, size..)
4. Show them the Career Planning section and how to search for careers
5. Show them the career profiles and ask for a sample career (that requires a 2 or 4 year degree) to explore.

Resources Similar to CollegeforTN.org:

- www.myplan.com
- www.bigfuture.org

COLLEGE 101 ACTIVITIES

Activity Name: I Need WHAT to Get Accepted?

Expected Time to Complete: 1 hour

Type: Discussion • Handout

Objectives/Goal of Activity: For students to understand what ACT score and GPA is needed for different schools.

Materials Needed: Handout, computer

Student Success Course Placement: Module 1, Section 3

Topics Covered: ACT score, GPA

Have students use the website provided to research what ACT score and GPA is required at the schools listed. (Feel free to change the schools to whatever meets your student's needs)

Using the data collected, they have four questions to answer. Use class time to discuss their findings and to deliberate on why GPA and ACT scores are important.

Resources

- Tennessee Colleges. Collegesimply.com. Retrieved from: <http://www.collegesimply.com/colleges/tennessee/>

ACT/GPA REQUIREMENTS

Use <http://www.collegesimply.com/colleges/tennessee/> to find out what the ACT and GPA admission requirements are. Use the low average numbers listed on the website.

SCHOOL	ACT	GPA
UTK	_____	_____
TN Tech	_____	_____
TN Wesleyan	_____	_____
APSU	_____	_____
Belmont	_____	_____
Vanderbilt	_____	_____
Vol State CC	_____	_____
Your choice	_____	_____ School _____

Use the information from above to answer the following scenarios. List all schools that apply.

1. Angie has a 1.98 GPA and a 16 on the ACT. What schools would she be able to apply to?
2. Donte has a 3.0 GPA and a 19 on the ACT. What schools would he be able to apply to?
3. Kayla has a 4.0 GPA and a 31 on the ACT. What schools would she be able to apply to?
4. Greg has a 3.0 GPA and a 21 on the ACT. What schools would he be able to apply to?

COLLEGE 101 ACTIVITIES

Activity Name: Right or Wrong School, What's for You?

Expected Time to Complete: 1 hour

Type: Hands on • Discussion • Handout

Objectives/Goal of Activity: For students to see the difference between 3 types of schools

Materials Needed: Handout, computer

Student Success Course Placement: Module 1, Section 3

Topics Covered: Differences between types of institutions

Have students find a 4-year institution, 2-year institution and a TCAT. Once they identify their three schools, have them research and fill in the worksheet.

Websites on the resource page can help with this activity.

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CHOOSING THE RIGHT SCHOOL

Mandy is just starting her senior year of high school. Her counselor came to her class the other day and did a presentation on getting ready for college. Her counselor said she should already have five schools in mind and should apply to at least three of them by the end of October.

Mandy is having a hard time deciding what type of school she would like to attend. Use the space below to compare three different types of schools in Tennessee. Find and compare a 4-year school, Tennessee College of Applied Technology and a 2-year community college.

	4-Year	TCAT	2-Year
Name of school:	_____	_____	_____
GPA/ACT Requirement:	_____	_____	_____
Cost of Tuition	_____	_____	_____
Cost of Room and Board:	_____	_____	_____
Work Study:	_____	_____	_____
Size of school:	_____	_____	_____
Private or Public:	_____	_____	_____
Can you live on campus:	_____	_____	_____
Scholarships Available:	_____	_____	_____

Based on the information you just found, what school would you chose and why?

COLLEGE 101 ACTIVITIES

Activity Name: College Comparison

Expected Time to Complete: 1-2 hours

Type: Hands on • Discussion • Handout

Objectives/Goal of Activity: For students to research three different schools and compare them

Materials Needed: Handout, computer

Student Success Course Placement: Module 1, Section 3

Topics Covered: Types of Institutions

Ask students to think about three schools they would like to attend.

After they have selected their schools, ask them to research the schools and fill in the worksheet below.

Encourage students to choose at least one 4-year and at least one 2-year school to compare.

When they are finished, have a discussion on what their best fit would be and why.

COLLEGE COMPARISON WORKSHEET

Below are a few important points to consider in the admissions process.

Choose 3 colleges that interest you. Gather as much information as you can about each school. Complete the chart below to help you compare what each school offers and how each might meet your needs.

College Name	1.	2.	3.
Enrollment - # of students on campus? - Is this a small, mid-size, or large school?			
Major - Does the school offer your major area of study?			
Admissions Requirements - Deadlines - Tests required - Average test scores, GPA, rank			
Expenses - Tuition, room & board - Estimated total cost - Application fee - Deposits required			
Financial Aid - Deadlines - What percentage of students receive financial aid?			
Activities - Clubs, organizations - Greek life - Athletics			
Campus visits - How to arrange? - Open houses?			

COLLEGE 101 ACTIVITIES

Activity Name: College Fair

Expected Time to Complete: 3-4 days

Type: Hands on • Group work

Objectives/Goal of Activity: For students to research a college and then hold a college fair for their classmates.

Materials Needed: Handout, computer, poster board, markers

Student Success Course Placement: Module 1, Section 3

Topics Covered: Knowledge of colleges

Have students pair up and decide what college they would like to represent. Make sure no two pairs have the same college.

Students will be the admissions rep for the college they choose. They must research about the school. Answer questions on the worksheet and design a poster for their college fair. You can also encourage them to reach out to the school for some swag to display or to pass out.

Once everyone is prepared, hold a college fair. You can do this by dividing the class in half and one day one group are the college reps and everyone else in the class are visitors or have the whole class set up and invite a group of sophomores to come to the college fair.

The students need to make sure they are prepared and can answer questions about their school. They are the experts.

Resources:

Students can visit www.CollegeforTN.org for a list of institutions:
https://secure.collegefortn.org/College_Planning/Explore_Schools/Explore_Schools.aspx

CHOOSING THE RIGHT SCHOOL

Once you pick your college and it is approved, find the following information to help you become an expert and design your poster for the college fair.

- 1.** The university/college name
- 2.** At least ONE image to represent the college
- 3.** Location
- 4.** School colors
- 5.** Mascot
- 6.** Enrollment—how many students attend
- 7.** Admissions requirements (GPA, SAT/ACT scores)
- 8.** Tuition (in-state AND out-of-state costs)
- 9.** Nearby cities/attractions
- 10.** Degrees offered
- 11.** Extracurricular activities offered
- 12.** Sororities/Fraternities; Clubs offered on campus
- 13.** Description of campus life
- 14.** Description of the dorms and dorm life
- 15.** Sports
- 16.** Website to visit for more information
- 17.** FIVE other interesting facts you can find about the college / university

COLLEGE 101 ACTIVITIES

Activity Name: What are YOU doing?

Expected Time to Complete: 2 hours

Type: Discussion • Handout

Objectives/Goal of Activity: For students to think about what actions related to getting accepted their school of choice.

Materials Needed: Handout

Student Success Course Placement: Module 1, Section 3

Topics Covered: Personal college readiness

Have students spend some time thinking about the questions and then answer them.

Once everyone is finished, spend some time discussing their answers.

4. What are some things you know you still need to do in order to be accepted to your school of choice? How are you going to get these item done, what are your next steps?

5. You just found out you were denied to your school of choice, what is your backup plan and what do you need to do in order to be successful?

COLLEGE 101 ACTIVITIES

Activity Name: Perfect Fit or Dream School

Expected Time to Complete: 1 hour

Type: Hands on • Discussion • Handout

Objectives/Goal of Activity: For students to see if they are considering a school because it is a perfect fit for them or if they are choosing the school because it is a school they have always dreamed of attending.

Materials Needed: Computer, handout

Student Success Course Placement: Module 1, Section 3

Topics Covered: Knowledge of colleges

Most students have a school in mind that they have always dreamed of attending. What they don't understand is that what they consider to be a perfect fit for them might not be their dream school.

Have students complete the worksheet and answer the questions that follow.

As a group have students discuss their findings. How many students' dream school would actually be a perfect fit for them? Did any change their mind on where they want to attend or are they adapting to fit their dream school?

ARE YOU LOOKING FOR YOUR PERFECT FIT OR YOUR DREAM SCHOOL?

Use the word bank below to fill in the answer choices to each question. Make sure the answers you assign to each question are related. For example: you would assign “In-State” and “Out-of-State” together. You would not place “In-State” and “Public” together. Once you have used all of the words in the bank and your answers go with each question, circle the best answer for you and explain why you picked that answer.

City	Professional on campus	Suburban
Out Of State	5,000-15,000	Bachelors
4-Year	15,000 plus	In-State
Close to home	Rural	2 plus hours from home
Less than 5,000	Public	Live at home
TCAT	Apartment	2-Year
Graduate	Non-Profit	Private
1-2 hours from home	Associate Degree	Liberal Arts

1. I would like to attend this type of school

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Why? _____

2. I would like to attend a school that is (*Think Cost*)

- a. _____
- b. _____

Why? _____

3. I would like to attend a school that is (*Think Location*)

- a. _____
- b. _____

Why? _____

4. I would like to receive this type of degree

- a. _____
- b. _____
- c. _____

Why? _____

.....

5. I would like to attend a school that is located in

- a. _____
- b. _____
- c. _____

Why? _____

6. The size of school I would like to attend is

- a. _____
- b. _____
- c. _____

Why? _____

7. When I attend college, I would like to live

- a. _____
- b. _____
- c. _____

Why? _____

8. I would like for my school to be the following distance from my home town

- a. _____
- b. _____
- c. _____

Why? _____

9. Using everything you just learned, use the words above to describe the perfect school for you?

10. Now think about your dream school. Research the school to see if it meets the description you listed in #9 as the perfect school for you. What is your dream school?

11. Does your dream school match your perfect school? Why or Why not? If it doesn't find a school that does match your perfect school.

12. What would you have to change about your dream school so it would match your perfect school? Would you be willing to make those changes?

..... M O D U L E 2

Getting In

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GETTING IN ACTIVITIES

Activity Name: The Admissions Process

Expected Time to Complete: 45 minutes

Type: Discussion • Handout

Objectives/Goal of Activity: The students will learn admissions requirements for one to two selected colleges and gain awareness of the minimum course requirements.

Materials Needed: Handouts, computer, printer, pencil, paper

Student Success Course Placement: Module 2, Section 1

Topics Covered: Admissions requirements, minimum course requirements, and application fee

1. Share with students that the majority of the post-secondary educational institutions admissions' requirements are as follows:
 - Submit application & Application Fee
 - Submit official ACT/SAT test score
 - Submit high school transcript
 - Submit the required recommendation letters
 - Submit Admission Response Form
 - Complete and Submit Financial Aid Information (FAFSA - Free Application for Federal Student Aid - online at www.fafsa.ed.gov).
 - Review my financial aid award
 - Submit my financial aid response.
 - Apply as early as possible

Senior school counselor/college admissions representatives are excellent sources for sharing this information.

2. Secure the senior counselor or college admissions representative to share admissions requirements/policies.
3. Distribute handout to students. Students and teacher will read and discuss handout information.
4. Allow students to search the Internet for a post-secondary institution of their choice for admissions information/policies.

PAYING FOR COLLEGE ACTIVITIES

Activity Name: Tennessee Promise Quick Facts

Expected Time to Complete: n/a

Type: Handout

Objectives/Goal of Activity: For students to familiarize themselves with the Tennessee Promise scholarship program.

Materials Needed: Handout

Student Success Course Placement: Module 2, Section 2

Topics Covered: Tennessee Promise

TENNESSEE PROMISE QUICK FACTS

What is Tennessee Promise?

Tennessee Promise is a financial aid program offering two years of tuition-free community or technical college to Tennessee high school graduates beginning with the Class of 2015. The program provides eligible students with a last-dollar scholarship, meaning the scholarship will cover tuition and fees not covered by the Pell grant, the HOPE scholarship, or TSAA. While removing students' financial burden is key, a critical component of Tennessee Promise is the individual guidance each participant will receive from a mentor who will provide guidance and assistance as the student enters higher education. Mentors are provided by each county's local partnering organization.

Student Eligibility

To be eligible to receive a Tennessee Promise Scholarship, a student must:

- Be a Tennessee resident.
- Graduate from an eligible Tennessee high school, complete a Tennessee home school program, or obtain a GED or HiSET diploma prior to reaching 19 years of age.
- Enroll in a community or technical college the fall after graduation (students attending a TCAT may enroll the summer following their high school graduation).
- Complete the Tennessee Promise application at www.TNPromise.gov.
- Meet all deadlines and requirements before enrolling.

Program Requirements

In order for students to participate in the program, they must meet several requirements and deadlines:

- November 1: Apply to the Tennessee Promise program at www.TNPromise.gov
- February 15: Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov
- By March 1: Attend first mandatory meeting coordinated by a partnering organization
- By May 31: Attend second mandatory meeting coordinated by partnering organization
- In the spring: Apply to and enroll in a community or technical college (TCAT)
- August 1: Complete FAFSA verification
- Before start of term: Complete first 8 hours of community service by the first day of class

For more information on Tennessee Promise, visit www.TNPromise.gov.



PAYING FOR COLLEGE ACTIVITIES

Activity Name: Decoding Financial Aid Letters

Expected Time to Complete: 45 minutes over the course of two days

Type: Discussion • Handout

Objectives/Goal of Activity: To ensure that students and parents understand the financial aid award letter and how much it will actually cost them after the aid is obtained.

Materials Needed: Copies of two dummy financial award letters (see next two pages)

Student Success Course Placement: Pre-Course Activity and Module 2, Section 2

Topics Covered: Financial aid award letter

Facilitator will go over a dummy financial award letter (see samples below) in class with students in order to help them understand the difference in and terminology of the various types of financial aid awarded to incoming students.

Facilitator will then provide students with a second dummy financial aid award letter and instruct them to go over the letter with their parents. Students should be able to clearly explain to parents how much gift and self-help aid they are receiving and how much they need to come up with on their own.

Students should write down any questions from parents that they cannot answer themselves to class the next day.

Facilitator will then debrief with the entire class and go over any parent questions.

SAMPLE FINANCIAL AID LETTER - A

March 25, 2015

Financial Aid Award Letter for 2015-2016 Academic Year

Jane Doe
15 Main Street
Edinburg, TN

Dear Jane,

The Flagship University is pleased to offer you the following financial aid package for the 2015-2016 academic year. As an applicant for financial aid, you were considered for federal, state and institutional funds. You must accept or decline your award(s) online at aid.flagship.edu.

	Fall 2015	Spring 2016	Total
University Grant	\$2,550	\$2,550	\$5,100
Stafford-Sub. Loan	\$1,750	\$1,750	\$3,500
President's Scholarship	\$3,500	\$3,500	\$7,000
Pell Grant	\$1,290	\$1,290	\$2,580
TN HOPE	\$1750	\$1750	\$3500
Stafford-Unsub. Loan	\$1,000	\$1,000	\$2,000
Work-Study	\$1,000	\$1,000	\$2,000
Direct PLUS Loan	\$11,870	\$11,870	\$23,740
Total Financial Aid Offer	\$24,710	\$24,710	\$49,420

We estimate your cost of attendance for the coming academic year at \$52, 920, including tuition, fees, books, supplies, transportation, room and board, and personal expenses. Your financial aid package includes Gift Aid and Self-Help options.

If you have any questions about your financial aid award letter, please contact the office. Please read the following student affidavit on the next page, which includes important information on your financial aid offer. Acceptance of your award(s) online certifies that you have carefully read and understand all information pertaining to this award letter.

Sincerely

Fred Franklin
Executive Director, Student Financial Services

SAMPLE FINANCIAL AID LETTER - B

March 26, 2015

Financial Aid Award Letter for 2015-2016

John Doe
78 Main Street
Gallatin, TN

Dear John,

State University is pleased to offer you the following financial aid package for the 2015-2016 academic year. As an applicant for financial aid, you were considered for federal, state and institutional funds. You must accept or decline your award(s) online at aid.state.edu.

	Fall 2015	Spring 2016	Total
University Grant	\$3,750	\$3,750	\$7,500
Stafford-Sub. Loan	\$1,750	\$1,750	\$3,500
President’s Scholarship	\$2,500	\$2,500	\$5,000
Pell Grant	\$1,290	\$1,290	\$2,580
TN HOPE	\$1750	\$1750	\$3500
Stafford-Unsub. Loan	\$1,000	\$1,000	\$2,000
Work-Study	\$1,000	\$1,000	\$2,000
Total Financial Aid Offer	\$13,040	\$13,040	\$26,080

We estimate your cost of attendance for the coming academic year at \$39, 920, including tuition, fees, books, supplies, transportation, room and board, and personal expenses. Your financial aid package includes Gift Aid and Self-Help options.

If you have any questions about your financial aid award letter, please contact the office. Please read the following student affidavit on the next page, which includes important information on your financial aid offer. Acceptance of your award(s) online certifies that you have carefully read and understand all information pertaining to this award letter.

Sincerely,

Sheila Simmons
Executive Director, Student Financial Aid Services

PAYING FOR COLLEGE ACTIVITIES

Activity Name: Understanding the Different Types of Financial Aid

Expected Time to Complete: 45 minutes total (5 minutes to explain activity, 15 minutes for students to conduct research and create presentation, ~5 minutes each to present and 5 minutes to discuss as a group)

Type: Discussion • Group work

Objectives/Goal of Activity: For all students to be aware of and understand the various types of financial aid that are offered to help cover the cost of college attendance.

Materials Needed: Internet access

Student Success Course Placement: Module 2, Section 2

Topics Covered: Types of financial aid

After going through Module 2, Section 2 – “General Financial Aid Information,” students will be broken into four groups to do research on and present to the class the various types of financial aid available (Federal; state, including Tennessee Promise and HOPE; & private).

Students will use the Student Success Course, CollegeforTN.org, collegeboard.org and other external resources to do additional research on their specified type of financial aid.

Students should explain the various types of their specified aid and share with class on how much students can receive and where they can apply to receive it.

Students can create short skits, slide show presentations, create a game show or create other means to share their information with the class.

Facilitator should wrap up the class with a ~5 minute discussion on how all of these types of aid combine to create the final financial aid package.

PAYING FOR COLLEGE ACTIVITIES

Activity Name: FAFSA Preparation

Expected Time to Complete: 30-45 minutes

Type: Hands on • Group work

Objectives/Goal of Activity: To provide students with a guided tour and exposure to the FAFSA application

Materials Needed: Internet access, projector, and projector screen

Student Success Course Placement: Module 2, Section 2

Topics Covered: How to complete a FAFSA

Using a fictional student's information, complete the FAFSA together as a class to help students gain an understanding of what information and knowledge is needed to submit the form correctly.

Have students submit their answers to questions before providing the correct (for the fictional student) answers.

Although the new year's FAFSA is not available to access until January of that year, students should know how to be prepared to complete it and have done the prerequisites necessary (i.e. apply for FAFSA ID number)

PAYING FOR COLLEGE ACTIVITIES

Activity Name: How to Cover Miscellaneous Costs

Expected Time to Complete: 45 minutes

Type: Hands on • Discussion

Objectives/Goal of Activity: Students will learn how to search for scholarships and grants that will cover the costs of their books and other miscellaneous costs of college attendance.

Materials Needed: Internet access

Student Success Course Placement: Module 2, Section 2

Topics Covered: Miscellaneous Costs

Facilitator should meet with Personal Finance instructor to obtain advice and information on saving money for additional costs in college to relay the information to the students.

Students will be assigned a US region and they will be instructed to find a book or transportation grant offered by an institution in that region.

Student will utilize CollegeforTN.org, College Pays TN, scholarship websites, and institutional websites to find which schools offer grants and scholarships for miscellaneous costs to students in need.

Students will have 15-20 min to search online on their own and then, students will share their findings for 10-15 minutes.

Facilitator will then share some additional scholarships and grants (preferably TN based) to help students cover these unforeseen costs of college.

..... M O D U L E 3

Navigating the College Campus

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NAVIGATING THE COLLEGE CAMPUS

Activity Name: The Difference between High School and College

Expected Time to Complete: 10 minutes

Type: Handout • Group work

Objectives/Goal of Activity: The student will distinguish the many differences that occur when transitioning from high school to college.

Materials Needed: Pen and/or partner

Student Success Course Placement: Module 3, Section 1

Topics Covered: How College Differs from High School

Have students partner up to discuss and complete the worksheet or have students complete the worksheet individually.

THE DIFFERENCE BETWEEN HIGH SCHOOL AND COLLEGE

Read the following statements and determine whether it pertains to high school (HS) or college (C).

1. _____ Is voluntary.
2. _____ You manage your own time.
3. _____ You need money for special purchases or events.
4. _____ You will be faced with a large number of moral and ethical decisions.
5. _____ Most of your classes are arranged.
6. _____ Teachers carefully monitor your attendance.
7. _____ Graduation requirements are complex and differ for different majors. You are expected to know what applies to you.
8. _____ You arrange your own schedule with your advisor.
9. _____ Teachers check your homework and remind you of incomplete work.
10. _____ Teachers are available before, during, and after class.
11. _____ Teachers have been trained as experts in their particular area of research.
12. _____ Teachers may not follow the textbook and may lecture nonstop, expecting you to identify important points in your own notes.
13. _____ You may need to study at least 2-3 hours outside of class for each hour in class.
14. _____ You often need to read or hear presentations only once to learn what is needed.
15. _____ Testing is frequent and covers small amounts of material.
16. _____ Testing is infrequent and may be cumulative, covering large amounts of material.
17. _____ Mastery is often seen as the ability to apply what you've learned to new situations or to solve new problems.
18. _____ Teachers frequently conduct review sessions, pointing out the most important concepts.
19. _____ Extra credit projects are often available.
20. _____ Grades on tests and major papers usually provide most of the course grade.

NAVIGATING THE COLLEGE CAMPUS

Activity Name: Transitioning from High School to College

Expected Time to Complete: n/a

Type: Handout

Objectives/Goal of Activity: The student will gain a small insight of what to expect when transitioning from high school to college.

Materials Needed: Handout

Student Success Course Placement: Module 3, Section 1

Topics Covered: Transitioning from high school to college

Provide the handout to students.

TRANSITIONING FROM HIGH SCHOOL TO COLLEGE

Even if you were at the top of your class in high school, you might be in for a shock after your first college exam. At the university level, there are fewer assignments, so every grade counts. But by following a few pointers, you can smoothly make the transition to college-level work.

Scheduling

For starters, create a schedule that sets you up for success. That means that if you're not a morning person, avoid those 8 a.m. classes. It also means striking a balance between work- or reading-intensive courses and lighter, less time-consuming ones.

Success in the Classroom

Go to class. Every day. It sounds like common sense, but when mom's not there to wake you up, and the professor doesn't bother taking attendance (many don't), the temptation to skip class is great. But showing up enables you to make sense of the material and to learn what your professor considers most important. Take thorough notes, but also identify a reliable classmate whose notes you can copy in case you're ever absent.

Studying

Plan on doing the bulk of work outside of class. Unlike high school teachers, most college professors don't check homework. Still, they'll assume that you've been following the syllabus and doing the assignments. Stay on top of all reading assignments and review for exams by taking the self-test at the end of each chapter. Many textbooks also come with a CD-ROM or Web address, providing access to chapter outlines and practice tests.

Take studying seriously. In high school homework and participation points alone may have counted for a significant portion of your grade, but in most college classes, exams or writing assignments comprise the bulk of your grade. In some cases, your grade may consist of only one or two tests. Bottom line: plan on studying. It's best to head to the library because dorms are notoriously full of distractions.

Getting the Help You Need

If you find yourself struggling in a class, ask for help immediately. Each professor holds office hours, a block of time set aside for addressing student concerns. Many colleges also offer free tutoring, editing, and study-skills workshops. If you require any accommodations, reach out to your academic advisor or professor to ensure you have the tools to be successful.

What can students do when they're on campus to make the first few weeks easier?

Meet the people on your floor. This is the best place to start meeting people you might later hang out with. After all, you will be living in close quarters with them so you might as well start a good relationship with each other. Start talking to your hallmates about what classes they're taking. You might find yourself a study buddy. It's also important to meet people through other activities and your classes.

NAVIGATING THE COLLEGE CAMPUS

Activity Name: Academic Progress

Expected Time to Complete: 15 minutes

Type: Hands on • Discussion

Objectives/Goal of Activity: The student will define in his/her own words what is academic progress, why it is important, and why so many students struggle completing college on time.

Materials Needed: Pen and paper

Student Success Course Placement: Module 3, Section 1

Topics Covered: Summary of Academic Progress

After students have viewed the presentation of academic progress, ask them to write a short summary of **what academic progress is, why it is important, why students aren't finishing school on time, and how they can make sure they complete on time.** Ask them to write at least one full (5-6 sentences) paragraph per topic. They should have at least four paragraphs when finished with this assignment.

NAVIGATING THE COLLEGE CAMPUS

Activity Name: Preparing for Life After High School

Expected Time to Complete: n/a

Type: Handout

Objectives/Goal of Activity: The student will gain an understanding for the soft skills needed to be successful in college and career

Materials Needed: Handout

Student Success Course Placement: Module 3, Section 1

Topics Covered: Transitioning from high school to college

Provide the following three handouts to students to review and complete.

**ARE YOU 100% READY FOR LIFE AFTER HIGH SCHOOL?
WHAT HAVE YOU DONE TO GET READY FOR LIFE?**

1. Do you have a financial budget?
2. Do you keep an agenda or planner?
3. Have you written a “thank you” note in the past year?
4. Have you spent at least 20 minutes talking with an adult in the past month?
5. Are you able to speak for five minutes without saying: ah, um, you know, I need you to understand, or the way it is?
6. Do you have a resume? Has someone critiqued it?
7. Do you launder your own clothes?
8. Can you purchase a healthy meal in a grocery store for under \$10.00?
9. Do you eat breakfast?
10. Do you have a savings account?
11. Have you attended a job fair?
12. Have you attended a college fair?
13. Can you give a proper hand shake?
14. Do you wake yourself up in the morning?
15. Do you have a set place to study?
16. Do your friends think your e-mail address is way cool?
17. Does your voice-mail greeting last more than 5 seconds?

MY PERSONAL EFFECTIVENESS MISSION STATEMENT

Every successful enterprise has a well-defined mission statement that guides their actions. Take a moment and think about yourself, your life, your family and your place in the world. Why do you exist? Fast-forward your life, you are now 80. What do you hope to have accomplished in your life and how do you want to be remembered?

In twenty five words or less write your personal mission statement:

Now, use this mission statement to define your life's goals.

Five years from now I will have:

Ten years from now I will have:

Thirty years from now I want to have:

When I retire I want to:

NAVIGATING THE COLLEGE CAMPUS ACTIVITIES

Activity Name: Questions for the Financial Aid Office

Expected Time to Complete: n/a

Type: Handout

Objectives/Goal of Activity: The student will familiarize him/herself with questions to ask their college's financial aid office

Materials Needed: n/a

Student Success Course Placement: Module 3, Section 1

Topics Covered: Financial aid

WHAT QUESTIONS SHOULD YOU ASK THE FINANCIAL AID OFFICE?

1. What types of financial aid do you offer? What are the requirements for need-based aid and for merit-based aid?
2. How much debt do students have when they graduate? What percentage of students graduate with debt?
3. If I get a work-study job, how many hours will I be required to work per week? Are part-time jobs available to students who don't qualify for a work-study job?
4. Do you offer a tuition payment plan that lets me pay the college bills in monthly installments over the academic year? If so, what fees do you charge for this service?
5. Does your college practice need-blind admissions? Or will applying for financial aid hurt my chances of being admitted? Do you consider financial need when deciding whether to accept students off of the waiting list?
6. If I don't apply for financial aid this year, will that affect my eligibility for financial aid in subsequent years?
7. Does your college meet my full demonstrated financial need? Will you meet my full financial need for all four years of college?
8. Do you practice front-loading of grants? Or can I expect to receive a similar financial aid package all four years, assuming my financial circumstances do not change by much?
9. If I win a scholarship, do you reduce my financial aid package? If so, does the scholarship replace loans or grants?
10. How do I apply for financial aid? Which application forms are required to apply for financial aid? Does the college require the CSS Financial Aid PROFILE or its own forms in addition the Free Application for Federal Student Aid (FAFSA)?
11. What are the deadlines for applying for financial aid?
12. How does the financial aid application process differ for early admission students?
13. When will I receive my financial aid award letter?
14. If the financial aid is insufficient or my circumstances have changed, how do I appeal for more financial aid?
15. Where can I find information about other sources of financial aid, such as state grant programs and scholarships?
16. What do I need to do to finalize my award?
17. What academic requirements do I need to maintain in order to receive financial aid?
18. What are the terms of any loans offered?
19. Where can I find a work-study job?
20. How and when will I receive my financial aid payments?
21. What are your financial aid deadlines?
22. What is your cost of attendance (COA) for the current year?

Don't forget to ask about special circumstances that are specific to your situation, such as divorce/separation or financial aid for study abroad.

NAVIGATING THE COLLEGE CAMPUS ACTIVITIES

Activity Name: Higher Education Vocabulary Terms

Expected Time to Complete: n/a

Type: Handout

Objectives/Goal of Activity: The student will become more aware of commonly used higher education terms.

Materials Needed: n/a

Student Success Course Placement: Module 3, Section 1

Topics Covered: Vocabulary terms

GLOSSARY: COMMON TERMS IN HIGHER EDUCATION

Academic Standing: A student's academic standing is determined by the Grade Point Average (or Quality Point Average) earned each semester in relation to their cumulative attempted Quality Hours. Students who do not meet the minimum GPA requires will see a decline in their academic standing.

Advanced Placement (AP) test: Advanced placement tests are examinations offered by the College Board to high school students who have completed the AP curricula in order to demonstrate college- level knowledge in subject areas. Students must receive a minimum score, determined by the institution of their choice, in order to receive college level credit for the AP course.

Articulation Agreement: This is an agreement between higher education institutions, especially community colleges, that outlines which credits are transferable and how credits will transfer.

Audit: To audit a class, students are enrolled in the course but do not receive academic credit and are not required to complete assignments or tests. Students are still required to register for the class (an Audit Permit form is required) and may be required to pay full tuition and/or a fee for an audited class. An audited course will appear on the academic transcript with a grade of "AU" which is not calculated in the GPA.

Board of Trustees: The policy making and governing body of a college.

Bursar: The person or office who manages the finances at a college. Students pay the bursar for room, board, tuition and fees.

Classification: Classification refers to an undergraduate student's rank based on the number of earned credit hours. One example: freshman (0 – 29.99 credits), sophomore (30 – 59.99 credits), junior (60 – 89.99 credits) or senior (90 credits or higher).

College Level Examination Program (CLEP) test: These examinations allow students to demonstrate competencies in required coursework instead of taking classes. Students who earn the required minimum grade or higher on a CLEP exam receive a grade of "S" for the equivalent course which they are no longer required to enroll in.

Computer Adaptive Placement Assessment and Support System (COMPASS) test: These exams are part of a comprehensive software package developed by ACT to help postsecondary institutions determine readiness for college-level courses and to place students into appropriate course levels for Writing, Reading and Math. Students take the test if they wish to challenge their ACT placement in a course or do not have Math/English courses to measure readiness.

Concentration: A concentration is an area of emphasis within a major. Concentrations do not appear on diplomas, but are printed on the academic transcripts.

Co-requisite: Co-requisite courses are two classes that must be registered for and taken during the same semester, i.e., PHYS 2110 and PHYS 2111 lab must be completed in the same term.

Credit: How schools measure a student's progress towards a degree or certificate. Credit hours are assigned to a course based on how often the class meets. Credits can also just be called hours.

Credit by Examination: Students earn college credit for demonstrating competencies through the testing such as ACT/SAT scores, AP exams, CLEP test and/or International Baccalaureate courses. Each college or university will have their own minimum score requirements for awarding college credit.

Dual Enrollment: College-level courses that students complete for college credit while still enrolled in high school. These courses appear on the academic transcript as credit earned from the higher education institution offering the dual enrollment and not from the high school.

Family Education Rights and Privacy Act (FERPA): A federal policy that prevents any administrative department and all university personnel from discussing a student's confidential information (academic, financial or otherwise) without first receiving permission from that student.

Full-Time: A student who carries at least a minimum number of credits in a term. On a semester calendar, full-time undergraduate enrollment is often considered 12 credit hours during the Fall and Spring semesters. The number of credits necessary for a student to be full time varies by institution. General Education Requirements (aka Gen Ed): The general education curriculum is included in all 4 year degree programs and many associates degree programs to provide a common intellectual foundation within communications, math, humanities, natural sciences and social sciences.

Grade Point Average (aka GPA or Quality Point Average or QPA): An average academic score based on a 4-point scale of points earned by the letter grade received (A=4; B=3; C=2; D=1) and the total number of credit hours attempted.

Independent Study: Studying a subject for credit without traditional classroom instruction.

Interdisciplinary: Programs or courses that span two or more academic areas.

Major: A focused area of study. Students have specialized knowledge of their major topic and earn a degree in that area if they are earning an associates or bachelors degree.

Matriculate: To register or enroll in college.

Minor: a declared secondary course of study. Requires fewer classes than a major. While students pursuing an associates or bachelors degree are required to declare a major, declaring a minor is optional.

Orientation: Programs that help new students become familiar with a school before classes begin. Prerequisite: A prerequisite course is a class that must be completed and passed before enrolling in other courses, i.e., ENGL 1010 must be completed before registering for ENGL 1020.

Provost: A college's chief academic officer.

Quality Point Average (QPA): See definition under "Grade Point Average"

R: R on a college schedule typically means that a class is taking place on a Thursday. Monday, M; Tuesday, T; Wednesday, W; Thursday, R; Friday, F.

Satisfactory Academic Progress (SAP): This is a requirement used by Financial Aid to determine that students are making reasonable academic progress each semester towards completing a degree program. The criteria include GPA, pace (which outlines a minimum completion percentage of hours attempted) and limits to the maximum time frame for enrollment. Each college may have their own SAP criteria.

Section Number: A class or course section number is used to distinguish the same class taught on different days, times, locations and/or instructors which provides more opportunities to take the same class. For example, ENGL 1010 section 001 is offered on MWF at 9 am and ENGL 1010 section 005 is offered on TR at 1:30 pm. This number can also delineate various course delivery methods such as iLearn, RODP, or off-campus locations.

Semester: Calendar system used by some schools. Often, the school year is divided into two terms, each lasting approximately 16 weeks.

Support Services: Services on a college campus designed to help students. Often colleges have support services in various areas including: academics, health, social, financial aid and career services.

Tennessee Transfer Pathways (aka TTP): Degree and course information designed to help community college students plan for transferring to a Tennessee public university to complete their baccalaureate degree. The TTPs also constitute an agreement between community colleges and universities confirming that community college courses meet major preparation requirements at four-year institutions. For more information, see <http://www.tntransferpathway.org/>.

Transfer Student: Any student who switches colleges.

Trimester: A calendar system used by some colleges that divides the school into three 10-12 week terms.

NAVIGATING THE COLLEGE CAMPUS ACTIVITIES

Activity Name: Higher Education Vocabulary Terms - Student Definitions

Expected Time to Complete: 15 minutes

Type: Discussion • Handout • Group work

Objectives/Goal of Activity: The student will give his/her own definition of what each term means to him/her.

Materials Needed: Pen and/or partner

Student Success Course Placement: Module 3, Section 1

Topics Covered: Vocabulary terms

Have students work individually or together to provide definitions for the vocabulary terms.

GLOSSARY: COMMON TERMS IN HIGHER EDUCATION

Academic Standing:

Advanced Placement (AP) test:

Articulation Agreement:

Audit:

Board of Trustees:

Classification:

College Level Examination Program (CLEP) test:

Computer Adaptive Placement Assessment and Support System (COMPASS) test:

Concentration:

Co-requisite:

Credit:

Credit by Examination:

Dual Enrollment:

Family Education Rights and Privacy Act (FERPA):

Full-Time:

Grade Point Average (aka GPA or Quality Point Average or QPA):

Independent Study:

Major:

Matriculate:

Minor:

Orientation:

Provost:

R:

Satisfactory Academic Progress (SAP):

Section Number:

Semester:

Support Services:

Tennessee Transfer Pathways (aka TTP):

Transfer Student:

NAVIGATING THE COLLEGE CAMPUS

Activity Name: Career Research Paper

Expected Time to Complete: 3-4 hours

Type: Hands on • Handout

Objectives/Goal of Activity: The student will define in his/her own words what is academic progress, why it is important, and why so many students struggle completing college on time.

Materials Needed: Pen, paper, computer

Student Success Course Placement: Module 3, Section 2

Topics Covered: Career Research Paper

Students will use the prompt on the following page to develop a career research paper.

CAREER RESEARCH PAPER

Using two Internet resources, you will gather information about a career that you are interested in pursuing. Try to address as many of the following outline points as possible, at the end of your paper, include a reference to the sources you used in correct MLA format.

- I. Name of Career Field and reasons for studying this particular career.
- II. History of the career
- III. People in this career
 - a. Approximately how many people are now employed in this career field?
 - b. Briefly discuss current employment trends relating to this career.
 - c. Where are jobs related to this career most often found? Why?
- IV. Duties of this career
 - a. General Duties
 - b. Specific Duties
 - c. Hours of work ordinarily required
 - d. Is there anything unusual about the number of hours or nature of the work schedule which might relate to this job field? (Seasonal fluctuations, days, nights, split shifts etc..)
- V. Qualifications of workers in this field.
 - a. Age
 - b. Health and physical
 - c. Personality
 - d. Experience
 - e. Aptitude
 - f. Education (general level and type required)
 - g. Other
 - h. What are the most common methods of entry into this career?
 - i. Which one would you choose? Why
- VI. Earnings
 - a. How much can you expect to make from this career?
 - i. Beginning salary?
 - ii. Average Salary?
 - iii. Exceptional Salary?
 - b. What expenses might you have to meet in following this career?
- VII. Nature of the Job
 - a. List some benefits, other than salary, that you would expect to gain from this career.
 - b. What hazards can you anticipate in this job field?
- XIII. Reflection - After studying this career in depth, state why you would or would not be interested in making this your own career objective.

NAVIGATING THE COLLEGE CAMPUS

Activity Name: College Student Case Study

Expected Time to Complete: 45 minutes

Type: Hands on • Discussion

Objectives/Goal of Activity: The student will gain an understanding of connections between a college major and career options.

Materials Needed: Handout

Student Success Course Placement: Module 3, Section 2

Topics Covered: Picking a major, career options

Ask students review the case study of Eric and then fill out the following worksheets. The students can work individually or in a group to complete the exercise.

CASE STUDY: PICKING THE RIGHT MAJOR

Meet Eric: Eric is a freshman in college. He really doesn't know why he is going to college.

Eric tells the college advisor, *"I'm confused. Everyone I know has a different reason for why I am in college. My parents want me to get a good education, whatever that means. My high school counselor told me I can't get a good job without a degree. My girlfriend tells me we need to party more, that's why I'm not enjoying college"*.

Eric really wants to go to work instead. In high school, he never settled on a favorite subject, though he did briefly consider becoming a private investigator after reading a detective novel. Eric prefers a hands-on approach to learning, and he finds it difficult to concentrate while studying or listening to a lecture. However, he enjoys the outdoors and is creative. Once he gets involved in a project he finds interesting, he is very committed.

At the end of his first semester, Eric stops attending classes and finds a job.

Factoid: Between 30 to 50 percent of all college freshmen never graduate.

Eric took the only job he could find. He became a security officer. He feels more comfortable in the job than he did in school. He enjoys the freedom the job offers and likes what he's doing. He's even gotten married.

Eric realizes that the pay isn't what he wants and in order to advance in life, he needs to continue his education. He is considering returning to college and studying to become a police officer. However, he is concerned about balancing his work, school, and family life. He does admit that he did not excel in subjects he was less interested in. Eric never learned effective study habits but realizes that he must be disciplined when returning to college.

What can students like Eric do to better plan their future while they are still in high school?

What resources are available to high school students?

What additional ideas do you have for things that can be done to help students like Eric while they are still in high school?

AFTER GRADUATION PERSONAL INVENTORY

Some of Eric's options upon high school graduation are listed below. Imagine you were a friend of his in high school. What could you have suggested to help him make better decisions about his future after high school? Use the inventory below to fill in your thoughts.

Educational Options

Stop after high school

Pros:

Cons:

Vocational/technical school

Pros:

Cons:

Apprenticeship program

Pros:

Cons:

Community college

Pros:

Cons:

List items Eric would need to consider before making his decision (academic performance, educational interests, etc.).

List actions Eric should have taken prior to graduating from high school.

Personal Options

Get married

Pros:

Cons:

Have a child

Pros:

Cons:

List items Eric would need to consider before making his decision.

List actions Eric should have taken prior to graduating from high school.

Work Options

Work part-time

Pros:

Cons:

Work full-time

Pros:

Cons:

Military

Pros:

Cons:

Not work - live at home, depend on mom and dad

Pros:

Cons:

List items Eric would need to consider before making his decision (skills, education, earnings, etc.).

List actions Eric should have taken prior to graduating from high school.

What options would you have recommended for Eric? Why?

Similar to Eric:

1.

2.

3.

Different than Eric:

1.

2.

3.

Recommendations for your career and educational planning:

NAVIGATING THE COLLEGE CAMPUS ACTIVITIES

Activity Name: My College Choice Poster Project

Expected Time to Complete: 2 Hours

Type: Hands on • Discussion • Handout

Objectives/Goal of Activity: The student will research a college of his/her interest and complete the list. When completed, the student will create a poster with the majority of the researched information and present it to the class.

Materials Needed: Pen, paper, computer, poster board, markers/colored pencils/colored printouts.

Student Success Course Placement: Module 3, Section 2

Topics Covered: College choices

Provide the students with the following handout and ask them to research a college or university that interests them, then complete the list of questions. Students will then create a poster board to display the information and then present it to the class.

MY COLLEGE CHOICE

Using a college or university that has interested you in the past, answer the following questions and then present your information on a poster board.

1. What is the college name?
2. What type of college is it?
3. What is the enrollment?
4. Is it urban or rural?
5. What are the admission requirements?
6. What are the tuition costs?
7. What type of major might you pursue at this college?
8. What is a description of this major?
9. What skills are necessary to be successful in this major?
10. What (if any) high school courses are needed for this major?
11. What courses does one take at college to fulfill this major? (List program requirements)
12. What is the study/workload like for this major?
13. What career might one go into with this major?
14. What other majors relate to this major?

..... M O D U L E 4

College Success

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COLLEGE SUCCESS ACTIVITIES

Activity Name: Where Does the Time Go?

Expected Time to Complete: 15 to 30 minutes

Type: Hands on • Discussion

Objectives/Goal of Activity: For students to increase their understanding of time management as it relates to scheduling sufficient study time in college.

Materials Needed: Link to the Virginia Tech activity

Student Success Course Placement: Module 4, Section 2

Topics Covered: Time management, study skills

Introduce the activity. Talk about the importance of developing sufficient study and organizational skills for college.

Give the VA Tech weblink to students: http://www.ucc.vt.edu/academic_support_students/study_skills_information/where_does_time_go/index.html (or a shorter bitly link is: <http://bit.ly/1OPDTmp>)

Direct them to spend 10-15 minutes and record their honest answers to the survey questions.

Open it up for discussion about how their thoughts on time management and how developing a proper amount of time to study will benefit their college/post-secondary experience.

Resource

- Virginia Tech University Cook Counseling Center website: <http://www.ucc.vt.edu/>
- *Note: this website has a wealth of information on managing stress, study skills, time management, etc.*

COLLEGE SUCCESS ACTIVITIES

Activity Name: Syllabus Speed Dating

Expected Time to Complete: 25 to 50 minutes

Type: Hands on • Discussion • Group work

Objectives/Goal of Activity: For students to increase their understanding of time management as it relates to scheduling sufficient study time in college.

Materials Needed: Sample college syllabus found via internet search

Student Success Course Placement: Module 4, Section 2 & 3

Topics Covered: Study skills, time management and organization, effective communication

Introduce the activity. Talk about the importance of reading and understanding a college syllabus. Include a discussion about the importance of transferring key course dates into their personal calendar.

Provide students with the same college course syllabus and give them 10 minutes to review the syllabus.

Examples: <http://www.apsu.edu/fungs/psy-1010-general-psychology/syllabus>
<https://www.tntech.edu/cas/wgsm/syllabus>

Ask students to organize chairs in rows of two chairs facing each other (multiple rows of two can be used). Direct students to sit across from each other, each with the syllabus that they've briefly reviewed.

Ask two questions: one about something in the syllabus and one of a more personal nature. The pair has a short period of time to answer both questions.

Check to make sure the syllabus question has been answered correctly (if not, redirect).

Instruct students in one of the rows to move down one seat. Ask the new pair two different questions.

Sample syllabus questions may include (using the TN Tech syllabus example):

The cumulative final project is worth how many points?

Journals, small projects and quizzes are worth how many points?

When will quizzes be given?

What information will the quizzes be on?

Your participation grade is made of?

Explain the Cumulative final project. How will this be graded?

What do you do if you know you will have to miss a class?

What does behaving in a professional manner in this class look like?

What will happen if you cheat on a quiz?

What happens on week three (3) instead of regular class lecture?

Resource: This activity was designed by Karen Eifler, an education professor at the University of Portland and was posted at: <http://www.facultyfocus.com/articles/teaching-professor-blog/first-day-of-class-activities-that-create-a-climate-for-learning/>

COLLEGE SUCCESS ACTIVITIES

Activity Name: Self-Assessment for Parents

Expected Time to Complete: 5 to 50 minutes

Type: Hands on • Discussion • Handout • Group work

Objectives/Goal of Activity: For families to self-assess their expectations of college and gain an understanding of each other's perspective

Materials Needed: Copies of the handout • Meeting space (if held as a group activity)

Student Success Course Placement: Module 4, Section 3

Topics Covered: College expectations, parents, enhanced communication, letting go

This assessment may be delivered in a variety of venues (college information night, individual meetings, group exercise). This activity could be used as a homework activity for parents or as a group activity for parents.

As a “homework” activity for parents:

Introduce the activity. Talk about the importance of open communication between parents and students and transition of developing an adult relationship between parents and child. This activity can lead to some productive conversations and possibly lead to the development of a more adult relationship between parent and child.

Give the Self-Assessment Question handout to parents. Direct them to spend 20-40 minutes per week to reflect on the questions and write some responses. After answering the questions honestly, share your “findings” with your spouse and son or daughter.

As a “group activity” for parents: (50 minutes)

Introduce the activity. Talk about the importance of open communication between parents and students and transition of developing an adult relationship between parents and child. This activity can lead to some productive conversations and possibly lead to the development of a more adult relationship between parent and child.

Give the Self-Assessment Question handout to parents 2-3 weeks prior to a scheduled group activity. Direct them to spend 20-40 minutes per week to reflect on the questions and write their responses. Bring the answered assessment to the group meeting.

Conduct the group meeting in a book club format, soliciting honest discussions from volunteers to share their responses before the group.

Optional: A companion book may be some selected chapters from “Letting Go” by Karen Levin Coburn and Madge Lawrence Treeger.

SELF-ASSESSMENT QUESTIONS FOR PARENTS

1. What are your primary goals for your child with regard to college or a post-secondary experience?
2. Why do you want him/her to go to college or gain further education/training in the first place?
3. How would you describe your child's learning style?
4. What types of colleges or post-secondary programs do you think would be appropriate given that style?
5. What do you think of your child's judgment?
6. If, for some reason, your child did not attend college or a post-secondary program immediately after high school, what would that mean to you?
7. What do you see as your role in your child's process of selecting a college or post-secondary program?
8. What factors are important to you in selecting a college or post-secondary program?
 - a. How do these compare with your child's criteria?
9. How would you define a "good college or post-secondary program" for your child?
10. What are your greatest fears or apprehensions concerning the college/post-secondary selection process? How do these compare with your child's fears/apprehensions?
11. What are your greatest fears or apprehensions concerning your child beginning a post-secondary program?

Resource

- <http://www.nacacnet.org/research/KnowledgeCenter/Documents/ParentAssessment.pdf>
 - This questionnaire is an edited version originally devised by Bill McMurray of Wheaton College.
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COLLEGE SUCCESS ACTIVITIES

Activity Name: Self-Assessment for Students

Expected Time to Complete: 5 to 50 minutes

Type: Hands on • Discussion • Handout • Group work

Objectives/Goal of Activity: For families to self-assess their expectations of college and gain an understanding of each other's perspective

Materials Needed: Copies of the handout • Meeting space (if held as a group activity)

Student Success Course Placement: Module 4, Section 3

Topics Covered: College expectations, parents, enhanced communication, letting go

This assessment may be delivered in a variety of venues (college information night, individual meetings, group exercise). This activity could be used as a homework activity for students or as a group activity for parents & students.

As a “homework” activity for students:

Introduce the activity. Talk about the importance of open communication between parents and students and transition of developing an adult relationship between parents and child. This activity can lead to some productive conversations and possibly lead to the development of a more adult relationship between parent and child.

Give the Self-Assessment Question handout to students. Direct them to spend 15-20 minutes per week to reflect on the questions and write some responses. After answering the questions honestly, share your “findings” with your parents.

As a “group activity” for families: (50 minutes)

Introduce the activity. Talk about the importance of open communication between parents and students and transition of developing an adult relationship between parents and child. This activity can lead to some productive conversations and possibly lead to the development of a more adult relationship between parent and child.

Give the Self-Assessment Question handout to students 2-3 weeks prior to a scheduled group activity. Direct them to spend 20-40 minutes per week to reflect on the questions and write their responses. Bring the answered assessment to the group meeting.

Conduct the group meeting in a book club format, soliciting honest discussions from volunteers to share their responses before the group.

SELF-ASSESSMENT QUESTIONS FOR STUDENTS

1. What are your primary goals with regard to a college or a post-secondary experience?
2. Why do you want to go to college or gain further education/training?
3. How would you describe your learning style?
4. What types of colleges or post-secondary programs do you think would be appropriate given that style?
5. What do you think of your judgment?
6. If, for some reason, you did not attend college or a post-secondary program immediately after high school, what would that mean to you? What would that mean to your parent or guardian?
7. What do you see as your role in the process of selecting a college or post-secondary program? What do you see as your parent/guardian's role?
8. What factors are important to you in selecting a college or post-secondary program?
 - a. How do these compare with your parent's criteria?
9. How would you define a "good college or post-secondary program" for you?
10. What are your greatest fears or apprehensions concerning the college/post-secondary selection process? How do these compare with your parent's fears/apprehensions?
11. What are your greatest fears or apprehensions concerning beginning a post-secondary program?

Resource:

- <http://www.nacacnet.org/research/KnowledgeCenter/Documents/ParentAssessment.pdf>
 - This questionnaire is an edited version devised for parents originally devised by Bill McMurray of Wheaton College.
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COLLEGE SUCCESS ACTIVITIES

Activity Name: Thoughts On College

Expected Time to Complete: 20 to 30 minutes

Type: Hands on • Discussion • Handout • Group work

Objectives/Goal of Activity: For students to reflect on the meaning of the college-going experience.

Materials Needed: Copies of the essay prompt

Student Success Course Placement: Pre-Course Activity and Module 4, Section 4

Topics Covered: College expectations, parents

Pre-course: Introduce the activity.

Talk about the importance of developing purpose, meaning, and relevancy about the college-going experience.

Give the Thoughts On College essay prompt to students. Direct them to spend 20-30 minutes and record their first thoughts to the prompt. Emphasize that this is not an English assignment where spelling, grammar and punctuation are important. Rather, this is a responsive writing activity where students should write freely based on their current thinking of the prompt.

Collect the essays. Encourage continued self-reflection on the meaning of furthering their education and/or training as they move through the course.

End-course: (for use in Module 4, Section 4)

Return the Thoughts on College essay to students. Direct them to spend 20-30 minutes and record any differences they may now have on their “Thoughts On College.” Alternately, have students read their beginning-of-course Thoughts on College essay quietly to themselves. Open it up for discussion about how their thoughts on college are the same or different at this point in the course.

Optional: Keep copies of both essays and send to students during the fall term of their post-secondary experience.

THOUGHTS ON COLLEGE ESSAY

Why further your education or training?

What are your thoughts on how a post-secondary experience will mean for you?

Look into the future. Describe a typical day in the life of your post-high school education or training experience. What are you learning? How are you a different student than you are right now in high school?

What obstacles will you face? How will you seek help and work through these obstacles?

..... A D D I T I O N A L

Resources

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NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



Eligibility Center

NCAA Division I Initial-Eligibility Requirements

Core Courses: (16)

- **Initial full-time collegiate enrollment *before* August 1, 2016:**
 - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
 - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
 - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
 - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
 - *Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).*

Test Scores: (ACT/SAT)

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
 - **SAT:** critical reading and math sections.
 - Best subscore from each section is used to determine the SAT *combined* score for initial eligibility.
 - **ACT:** English, math, reading and science sections.
 - Best subscore from each section is used to determine the ACT *sum* score for initial eligibility.
- All ACT and SAT attempts *before* initial full-time collegiate enrollment may be used for initial eligibility.
- **Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. *Test scores on transcripts will not be used.***

Core Grade-Point Average:

- Only *core courses* that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org) will be used to calculate your core-course GPA. Use this list as a guide.
- **Initial full-time collegiate enrollment *before* August 1, 2016:**
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
 - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
 - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
 - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

DIVISION I

Core-Course Requirement (16)

- 4 years of English
- 3 years of math (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered)
- 1 year of additional English, math or natural/physical science
- 2 years of social science
- 4 years of additional courses (any area above, foreign language or comparative religion/philosophy)

DIVISION I – 2016

Qualifier Requirements

**Athletics aid, practice, and competition*

- 16 core courses
 - Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science.
 - "Locked in" for core-course GPA calculation.
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
- Graduate from high school.

DIVISION I – 2016

Academic Redshirt Requirements

**Athletics aid and practice (no competition)*

- 16 core courses
 - No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility).
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2).
- Graduate from high school.

Sliding Scale A		
<i>Use for Division I prior to August 1, 2016</i>		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT	ACT Sum
	Verbal and Math ONLY	
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

Sliding Scale B		
<i>Use for Division I beginning August 1, 2016</i>		
NCAA DIVISION I SLIDING SCALE		
Core GPA	SAT	ACT Sum
	Verbal and Math ONLY	
3.550	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	60
2.700	740	61
2.675	750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840	70
2.425	850	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.299	910	76
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	81
2.125	970	82
2.100	980	83
2.075	990	84
2.050	1000	85
2.025	1010	86
2.000	1020	86

For more information, visit www.eligibilitycenter.org or www.2point3.org.

NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



Division II Initial-Eligibility Requirements

Core Courses

- **Division II currently requires 16 core courses.** See the chart below.
- **Beginning August 1, 2018,** to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

Test Scores

- **Division II** currently requires a minimum SAT score of 820 or an ACT sum score of 68. **Beginning August 1, 2018,** Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current **Division II** core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for competition on or after August 1, 2018, is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- The minimum **Division II** core GPA required to receive athletics aid and practice as a partial qualifier on or after August 1, 2018, is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

DIVISION II 16 Core Courses

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

DIVISION II COMPETITION SLIDING SCALE		
<i>Use for Division II beginning August 1, 2018</i>		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.300 & above	400	37
3.275	410	38
3.250	420	39
3.225	430	40
3.200	440	41
3.175	450	41
3.150	460	42
3.125	470	42
3.100	480	43
3.075	490	44
3.050	500	44
3.025	510	45
3.000	520	46
2.975	530	46
2.950	540	47
2.925	550	47
2.900	560	48
2.875	570	49
2.850	580	49
2.825	590	50
2.800	600	50
2.775	610	51
2.750	620	52
2.725	630	52
2.700	640	53
2.675	650	53
2.650	660	54
2.625	670	55
2.600	680	56
2.575	690	56
2.550	700	57
2.525	710	58
2.500	720	59
2.475	730	60
2.450	740	61
2.425	750	61
2.400	760	62
2.375	770	63
2.350	780	64
2.325	790	65
2.300	800	66
2.275	810	67
2.250	820	68
2.225	830	69
2.200	840 & above	70 & above

DIVISION II PARTIAL QUALIFIER SLIDING SCALE		
<i>Use for Division II beginning August 1, 2018</i>		
Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.050 & above	400	37
3.025	410	38
3.000	420	39
2.975	430	40
2.950	440	41
2.925	450	41
2.900	460	42
2.875	470	42
2.850	480	43
2.825	490	44
2.800	500	44
2.775	510	45
2.750	520	46
2.725	530	46
2.700	540	47
2.675	550	47
2.650	560	48
2.625	570	49
2.600	580	49
2.575	590	50
2.550	600	50
2.525	610	51
2.500	620	52
2.475	630	52
2.450	640	53
2.425	650	53
2.400	660	54
2.375	670	55
2.350	680	56
2.325	690	56
2.300	700	57
2.275	710	58
2.250	720	59
2.225	730	60
2.200	740	61
2.175	750	61
2.150	760	62
2.125	770	63
2.100	780	64
2.075	790	65
2.050	800	66
2.025	810	67
2.000	820 & above	68 & above

For more information, visit the NCAA Eligibility Center website at www.eligibilitycenter.org.