

# TICKET OUT THE DOOR

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## TICKET OUT

Name: \_\_\_\_\_ Date: \_\_\_\_\_

I am or am not on track to graduate (circle one).

One thing I realized or am wondering...

One thing I can do to stay on track or get back on track is...

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# EXTRACURRICULAR RÉSUMÉ

## Template

Full Name:  
 Home Address:  
 Phone Number:  
 E-mail Address:

### Academic Honors and Recognitions

### Extracurricular and Personal Activities

Activity	Position/Role	Grade Levels	Time Spent	
			Hrs/Wk	Wk/Yr

### Volunteer Work

Organization/Group	Position/Role	Grade Levels	Time Spent		Description of Activity
			Hrs/Wk	Wk/Yr	

### Work Experience

Organization/Group	Position/Role	Date Range		Hours/Week
		From	To	



## RED ALERT! COLLEGE IS NOW

### Action Items

Setting up e-mail accounts and IM names that are appropriate

Raising GPA

- Students should aim for 85 and above (3.0 GPA) in general to be competitive.
- Educational Opportunity Programs (EOP) require 82–88 minimum GPA.

Preparing for and taking the SAT

- Students should aim for at least 500 in each of the three sections.

Enrolling in college-prep courses in high school

- Students should take the most rigorous courses available (Advanced Placement and/or Honors classes). Participating in and sticking with extracurricular activities
- Students should participate in activities outside of the classroom and demonstrate that they persevered.

Planning for teacher recommendations

- Students must identify teachers, ask for recommendations in a timely manner and make sure they are competitive candidates.

Planning the summer before the senior year

- Students should think about work or activities that can help them prepare for the responsibility of college.

Work experience

- Get to know the college counselor.
- Students should make themselves known or seek a relationship with the college counselor if they haven't already done so.

Preparing for the college essay

- Students should start thinking about essay topics and about who could help them work on their essays.



## COLLEGE SEARCH

My Recommended Matches at <https://bigfuture.collegeboard.org/college-search>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. According to College Search, the following schools are a good fit for me and I would like to learn more about them:

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

2. The two most important criteria (size, location, etc.) that I used in researching colleges are:

a. \_\_\_\_\_

b. \_\_\_\_\_

3. One college I researched is \_\_\_\_\_

4. Two things I found out about this college are:

a. \_\_\_\_\_

b. \_\_\_\_\_

## Advisory Goal 4:

Grade:

To provide advisees with the resources and information necessary to make thoughtful decisions about the future

**11<sup>th</sup>**

**Gathering:** Go-Round (an activity in which students take turns responding to a question or prompt; see Glossary)  
10 MINUTES

**Activity/Topic:** Your College MATCH (Part One of Two)

30 MINUTES

**Closing:** Ticket Out the Door (a closing activity in which students reflect on their experience in the advisory session; see Glossary)  
5 MINUTES

**Materials:** College MATCH acronym and explanation written on board or chart paper (see Activity/Topic #2 below), College MATCH Terms (one per group), College MATCH Reference Sheet, chart paper (five pieces), markers

**Grouping:** Whole group, small groups

### Session Goal:

Students will gain an understanding of criteria they can use in the search for colleges or universities that are a good fit.

**Gathering:** Go-Round

If your college search were an animal, what animal would it be?

**NOTE:** *This is a **suggested** gathering connected to the activity. You may want to substitute a gathering you do routinely in your advisory that is unconnected to the activity.*

**Activity/Topic:** Your College MATCH (Part One of Two)

1. Explain to the group that today they will explore a term called the College MATCH. It will help them understand the variety of criteria they can use to evaluate whether a particular college is a good fit.
2. Draw students' attention to the College MATCH acronym and its explanation written on the board or chart paper:  
MATCH: **M** = Major (the area of study a student will specialize in)  
**A** = Academics (the criteria a school uses to accept students as well as what types of learning opportunities are offered)  
**T** = Territory (where the college is located and how far it is from home)  
**C** = Cost (cost of attending)  
**H** = Help (support available to students).
3. Divide the students into five small groups and assign each group one of the letter elements in the acronym.

4. Give each group a sheet of College MATCH Terms. Tell each group to decide which words connect to the College MATCH element they were assigned and circle these. Circulate and help as needed.
5. After a few minutes, ask each group to create a poster advertising the importance of this element in terms of finding a school that is a good fit. Each poster must prominently display the LETTER of their element (M, A, T, C, H) and include any words, pictures, symbols or slogans, etc., that will communicate why this is one of the important criteria in choosing colleges to apply to. Give students approximately 15 minutes to complete their posters.
6. Ask each group to share their work in order to inform the whole advisory about all the elements of College MATCH.

**Debriefing:**

- What did you like or dislike about today's activity?
- What do you consider to be the most important element of the College MATCH?
- Are there other criteria to consider in choosing a college?

**Closing:** Ticket Out the Door

The element of the College MATCH that is most important to me is ... because ...

**NOTE:** *Collect the Tickets Out the Door and put them in students' advisory portfolios for reference during the college search process.*

## COLLEGE MATCH TERMS

**Directions:** Highlight or circle the words, phrases, and examples that apply to your group's element of the College MATCH.

**NOTE:** Some terms may be used for more than one element.

<b>M</b>	<p><b>MAJOR</b> the area of study a student will specialize in</p>
<b>A</b>	<p><b>ACADEMICS</b> the criteria a school uses to accept students as well as what types of learning opportunities are offered</p>
<b>T</b>	<p><b>TERRITORY</b> where the college is located and how far it is from home</p>
<b>C</b>	<p><b>COST</b> cost of attending</p>
<b>H</b>	<p><b>HELP</b> support available to students</p>

**Terms:**

Suburban (outside of a city)  
 Nursing  
 Prestige (competitiveness of admission)  
 Internships  
 GPA  
 Counseling center  
 Study abroad (in a foreign country)  
 African American Studies  
 Room and board (housing and food)  
 Career Services  
 SAT score  
 Rural (in the country)  
 Cost per credit hour  
 Financial aid  
 Tutoring center  
 Travel/Tourism Management  
 Urban (city environment)  
 Transportation expense  
 Accounting  
 Electrical Engineering

# COLLEGE MATCH REFERENCE SHEET

<b>M</b>	<b>MAJOR</b>	<ul style="list-style-type: none"> <li>• Nursing</li> <li>• African American Studies</li> <li>• Travel/Tourism Management</li> <li>• Electrical Engineering</li> <li>• Accounting</li> </ul>
<b>A</b>	<b>ACADEMICS</b>	<ul style="list-style-type: none"> <li>• Internships</li> <li>• GPA</li> <li>• SAT score</li> <li>• Study abroad</li> </ul>
<b>T</b>	<b>TERRITORY</b>	<ul style="list-style-type: none"> <li>• Suburban</li> <li>• Rural</li> <li>• Urban</li> </ul>
<b>C</b>	<b>COST</b>	<ul style="list-style-type: none"> <li>• Financial aid</li> <li>• Room and board</li> <li>• Cost per credit hour</li> <li>• Prestige</li> <li>• Transportation expense</li> </ul>
<b>H</b>	<b>HELP</b>	<ul style="list-style-type: none"> <li>• Counseling center</li> <li>• Career services</li> <li>• Financial aid</li> <li>• Tutoring center</li> </ul>

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# ● MY COLLEGE MATCH .....

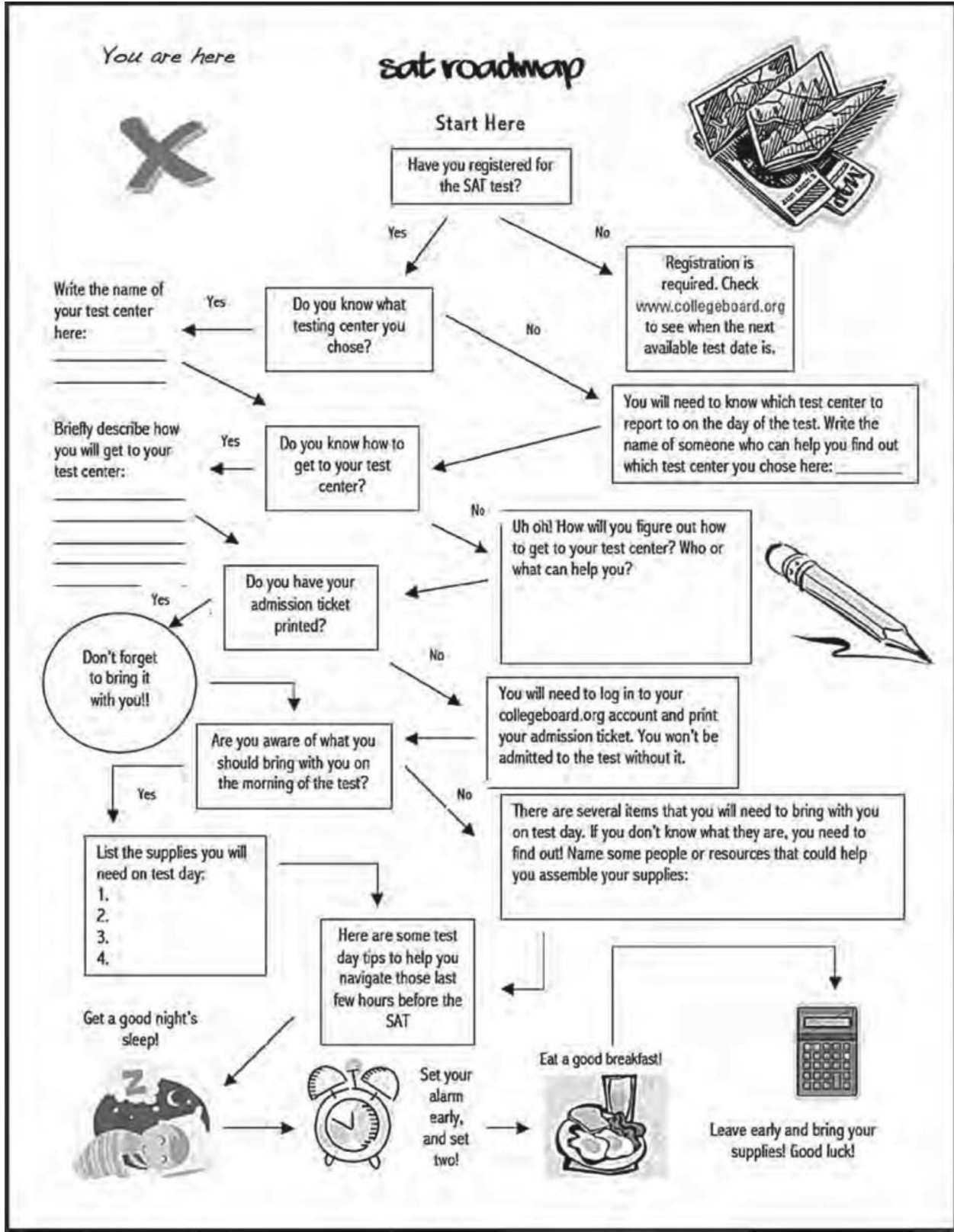
Name \_\_\_\_\_ Date \_\_\_\_\_

Use the chart below to take notes as you research colleges and universities.

	College #1 _____	College #2 _____	College #3 _____
<b>M</b> MAJOR			
<b>A</b> ACADEMICS			
<b>T</b> TERRITORY			
<b>C</b> COST			
<b>H</b> HELP			

Based upon your research, which college seems to be the best match for you? Why?

What would you like to learn more about based upon your research?



### 1. How much time should I give my teachers to write letters of recommendation for me?

Make sure to give your references at least one month before your earliest deadline to complete and send your letters. The earlier you ask, the better. Remember that some teachers will be writing whole stacks of letters, which takes time. Your teachers will do a better job on your letter if they don't have to rush.

### 2. What is the Common Application? Should I use it?

The Common Application is a standardized application used by more than 450 colleges. Instead of filling out eight different applications, you can simply fill out one and submit it to each college. They all agree to accept this application in place of their own (although some require you submit additional documents along with the Common Application).

### 3. How many times should I take the SAT® tests?

Studies show that taking tests multiple times won't significantly improve your score. But if you feel you didn't do your best, you have the option of learning from your score and taking the test a second time. Taking the SAT in the spring of your junior year gives you the flexibility to choose whether or not to retake the SAT in the fall of your senior year and can help you start on your college list and visits.

### 4. My SAT scores are very low and my grades are very high. Will this affect my chances of admission?

Jeff Brenzel, Dean of Undergraduate Admissions, Yale University:

"... we often play a little kind of quiz show game with students, asking what they think is the most important part of the application. Many, many students respond, 'Well, the testing must be the most important.' It's actually one of the less important elements in the file. The testing can give you a sense of what schools are within your range, and it gives the school a sense of what students in the applicant pool are within their range. The most important part of your application — bar none, no question, any college — is your high school transcript. Probably the next most important are your teacher recommendations, particularly if you're applying to any kind of selective college or university."

### 5. My parents don't make a lot of money — will colleges hold this against me?

Some colleges declare that they have a “need-blind” admission policy. That means they never consider ability to pay as an admission criterion. Other schools, which are “need-conscious,” may consider ability to pay, but only for a very small portion of applicants. The advice of most counselors: Don't worry about this.

What do College Directors of Financial Aid say?

“You should certainly talk to the financial aid office.”

“People always worry about talking to financial aid offices.”

“We promise we won't laugh at you.”

“People in financial aid are there because they want to help students go to college.”

“Don't come with the myth that, I can't go because there is no money out there. There are funds available.”

*Statements by: William M. Schilling, University Director of Student Financial Aid, University of Pennsylvania; Carolyn Lindley, University Director of Financial Aid, Northwestern University; Mary Nucciarone, Associate Director of Financial Aid, University of Notre Dame*

### 6. Do colleges really care about your senior year grades?

Absolutely! Colleges care most about the work you've done in high school. They look for students who have earned strong grades in challenging courses. They also try to learn about your character by looking at what you do outside the classroom. Many colleges will not make a decision until receiving midyear senior grades. Colleges also ask for a final transcript at the end of the senior year. Admission letters often contain something like, “Your admission is contingent upon your continued successful performance.” It is not uncommon for a college to withdraw an offer of admission when grades drop significantly over the course of the senior year.

Staying focused can be a challenge, but making the year meaningful has its rewards. How are other students getting the most out of their senior year?

- “I have picked up the pace by taking a more rigorous curriculum than in my junior year.”  
—David
- “For electives, ... I'm currently taking Modern America and Photography. ... I want my senior year to be fun and I want to stave off senioritis, so I took those elective classes because they're in areas I love.” —Sarah
- “Currently, I am taking two courses at a local college. ... After getting a little taste of college life, I'm hooked! I love the challenges as well as the freedom.” —Kayla
- “Track and field has been the highlight of my year and has gotten me through so many monotonous days that could have led to senioritis.” —Tahlia

# COLLEGE CAMPUS VISIT JOURNAL

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Name \_\_\_\_\_

College:		Date of Visit:
Location:		
Who I Went With:		
Weather That Day:		How I Traveled There:
	What I like	What I Don't Like
Campus		
Dorms		
Dining areas/food		
Activities available		
Academic offerings		
Academic facilities		
Fitness/recreational facilities		
Neighboring area		
Other		
People I met:		
Name:	E-mail:	
Name:	E-mail:	
Name:	E-mail:	
What the students are like:		
What impressed me the most:		
Should I go there?		



# COLLEGE CAMPUS VISIT QUESTIONS



Name \_\_\_\_\_

Date \_\_\_\_\_

Academics

Admission Criteria

Athletics and Extracurricular Activities

Career Services

Social Life

Student Support Services

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## REPORT CARD REFLECTION

Name \_\_\_\_\_ Adviser \_\_\_\_\_ Marking Period \_\_\_\_\_ Date \_\_\_\_\_

You will need a copy of your report card. Please refer to your report card and answer the following questions to the best of your ability.

Course Title	List the grade you earned this marking period.	Share why you were successful or why the subject needs more attention.	What was your most important learning experience in this course? Why?	What was your proudest accomplishment in this course?	What was most difficult for you in this course?

Course Title	List the grade you earned this marking period.	Share why you were successful or why the subject needs more attention.	What was your most important learning experience in this course? Why?	What was your proudest accomplishment in this course?	What was most difficult for you in this course?

**Summary and Reflection:**

1. Overall, in which course do you feel you made the *most progress or improvement*?

\_\_\_\_\_

How do you know this? \_\_\_\_\_

2. Overall, is there any course in which you made a greater effort? \_\_\_\_\_

If yes, what is the course and what did you do? \_\_\_\_\_

\_\_\_\_\_

3. Based upon your review of your report card, what is one course for which you will set a S.M.A.R.T. goal this marking period?

Course: \_\_\_\_\_

Use the S.M.A.R.T. Goal Worksheet to create this goal now.



# END OF MARKING PERIOD SELF-REFLECTION

Name \_\_\_\_\_ Adviser \_\_\_\_\_ Marking Period \_\_\_\_\_ Date \_\_\_\_\_

Please answer the following questions to the best of your ability.

Course Title	Three things I've learned, completed or achieved this marking period that make me feel proud:	Biggest challenge, difficulty or frustration in this course:	What did I need to do differently, revise or complete to be more successful?
	1. 2. 3.	<input type="checkbox"/> This material is too difficult. <input type="checkbox"/> The teacher moves too fast. <input type="checkbox"/> I don't like to read. <input type="checkbox"/> I don't like to write. <input type="checkbox"/> I don't have time to do the homework. <input type="checkbox"/> I get distracted easily. <input type="checkbox"/> Other: _____	<input type="checkbox"/> Tests <input type="checkbox"/> Quizzes <input type="checkbox"/> Homework <input type="checkbox"/> Labs <input type="checkbox"/> Class Notes <input type="checkbox"/> Projects <input type="checkbox"/> I do not attend regularly. <input type="checkbox"/> I am late for class. <input type="checkbox"/> Other: _____
	1. 2. 3.	<input type="checkbox"/> This material is too difficult. <input type="checkbox"/> The teacher moves too fast. <input type="checkbox"/> I don't like to read. <input type="checkbox"/> I don't like to write. <input type="checkbox"/> I don't have time to do the homework. <input type="checkbox"/> I get distracted easily. <input type="checkbox"/> Other: _____	<input type="checkbox"/> Tests <input type="checkbox"/> Quizzes <input type="checkbox"/> Homework <input type="checkbox"/> Labs <input type="checkbox"/> Class Notes <input type="checkbox"/> Projects <input type="checkbox"/> I do not attend regularly. <input type="checkbox"/> I am late for class. <input type="checkbox"/> Other: _____

Course Title	Three things I've learned, completed or achieved this marking period that make me feel proud:	Biggest challenge, difficulty or frustration in this course:	What did I need to do differently, revise or complete to be more successful?
	1. 2. 3.	<input type="checkbox"/> This material is too difficult. <input type="checkbox"/> The teacher moves too fast. <input type="checkbox"/> I don't like to read. <input type="checkbox"/> I don't like to write. <input type="checkbox"/> I don't have time to do the homework. <input type="checkbox"/> I get distracted easily. <input type="checkbox"/> Other: _____	<input type="checkbox"/> Tests <input type="checkbox"/> Quizzes <input type="checkbox"/> Homework <input type="checkbox"/> Labs <input type="checkbox"/> Class Notes <input type="checkbox"/> Projects <input type="checkbox"/> I do not attend regularly. <input type="checkbox"/> I am late for class. <input type="checkbox"/> Other: _____
	1. 2. 3.	<input type="checkbox"/> This material is too difficult. <input type="checkbox"/> The teacher moves too fast. <input type="checkbox"/> I don't like to read. <input type="checkbox"/> I don't like to write. <input type="checkbox"/> I don't have time to do the homework. <input type="checkbox"/> I get distracted easily. <input type="checkbox"/> Other: _____	<input type="checkbox"/> Tests <input type="checkbox"/> Quizzes <input type="checkbox"/> Homework <input type="checkbox"/> Labs <input type="checkbox"/> Class Notes <input type="checkbox"/> Projects <input type="checkbox"/> I do not attend regularly. <input type="checkbox"/> I am late for class. <input type="checkbox"/> Other: _____
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Based upon your end-of-marking period self-reflection, what is one course for which you will set a S.M.A.R.T. goal?

Course: \_\_\_\_\_

Use the S.M.A.R.T. Goal Worksheet to create this goal now.

# ● MY POLITICAL SURVIVAL GUIDE

Name \_\_\_\_\_ Adviser \_\_\_\_\_ Marking Period \_\_\_\_\_ Date \_\_\_\_\_

Teachers have different expectations for their students. It is important to be aware of these different expectations in order to be successful in each class. For example, Mr. Brown expects students to put homework in the "IN" folder, while Ms. Smith has a student homework helper who collects homework each day.

**This list will help you remember things that will lead to more success in each class.**

	Course Title:	Course Title:	Course Title:	Course Title:	Course Title:
Class rule to remember					
Class rule to remember					
Homework hint					

	Course Title:	Course Title:	Course Title:	Course Title:	Course Title:
Homework hint					
How to get extra credit #1					
How to get extra credit #2					
How to get on the "good side" of this teacher					
How to get on the "good side" of this teacher					

Based on your Political Survival Guide review, what is one course in which you will set a S.M.A.R.T. goal?

Course: \_\_\_\_\_

Use the S.M.A.R.T. Goal Worksheet to create this goal now.

# WORK HABITS QUESTIONNAIRE

Name \_\_\_\_\_ Date \_\_\_\_\_

Adviser \_\_\_\_\_ Marking Period \_\_\_\_\_

**How much time do you spend each night on homework or school-related assignments?**

Course:	Course:	Course:	Course:	Course:	Course:
Time:	Time:	Time:	Time:	Time:	Time:

**In each of your courses, do you take advantage of additional help?**

Course:	Course:	Course:	Course:	Course:	Course:
With whom?	With whom?	With whom?	With whom?	With whom?	With whom?
How often?	How often?	How often?	How often?	How often?	How often?

What is one course you are feeling most proud of?

---

What work habits helped you to be successful in this course?

- |   |   |
|---|---|
| <input type="checkbox"/> keeping track of and completing homework                 | <input type="checkbox"/> staying on task during independent work                            |
| <input type="checkbox"/> bringing necessary materials to class                    | <input type="checkbox"/> following classroom procedures and guidelines                      |
| <input type="checkbox"/> proofing, correcting, revising, editing, completing work | <input type="checkbox"/> following directions and asking questions when I didn't understand |
|   | <input type="checkbox"/> other: _____   |

What is one course you would like to make a greater effort in?

---

What work habits could you strengthen in this course?

- |   |  |
|---|--|
| <input type="checkbox"/> handing in homework                                      | <input type="checkbox"/> staying on task during independent work                           |
| <input type="checkbox"/> bringing necessary materials to class                    | <input type="checkbox"/> following classroom procedures and guidelines                     |
| <input type="checkbox"/> proofing, correcting, revising, editing, completing work | <input type="checkbox"/> following directions and asking questions when I don't understand |
|   | <input type="checkbox"/> other: _____  |

What is a S.M.A.R.T. goal you can set for this course? Use the S.M.A.R.T. Goal Worksheet to create a goal for this course now.

# S.M.A.R.T. GOAL WORKSHEET

## EXAMPLE

Name: Sally Sunshine Date: October 10, 2011

Course Science

My goal is: Study for my science unit test

Now turn it into a S.M.A.R.T. goal by answering the following questions:

- **Specific:** What is my goal in detail?  
review my science notes
- **Measurable:** How much or how many times will I do this?  
five nights a week
- **Action-bound:** What action will I take?  
highlight my notes for important definitions, facts, concepts
- **Realistic:** How can I make this happen?  
write a reminder in my assignment book each day
- **Time-bound:** When is my due date?  
the science unit test on October 25th

Now you have a S.M.A.R.T. goal. Congratulations! Write it below:

I will... study for my science unit test on October 25th by reviewing my science notes and highlighting important definitions, facts and concepts in them five nights a week. I will write a reminder in my assignment book each day so I don't forget to do this.

And just to be sure you stay on track, answer these questions:

What obstacle or barrier might I run into?	What strategy will I use to overcome this obstacle?	Who can support me to reach this goal? How can they support me?
<i>I'll get tired after doing my other homework and not want to review my notes.</i>	<i>I'll review my notes before doing my other homework.</i>	<i>My adviser can check my science notes to see if they are highlighted.</i>

Goal Review: \_\_\_\_\_ Date: \_\_\_\_\_

- Did I achieve this goal?  Yes, I did.  No, I did not.
- Did I experience any obstacles that got in my way?  Yes, I did.  No, I did not.
- If yes, what I did to overcome the obstacle(s) was: \_\_\_\_\_
- If I didn't achieve my goal this time, what I can do next time to overcome the obstacle(s) is: \_\_\_\_\_

# S.M.A.R.T. GOAL WORKSHEET

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

Course \_\_\_\_\_

My goal is: \_\_\_\_\_

Now turn it into a S.M.A.R.T. goal by answering the following questions:

- **Specific:** What is my goal in detail?  
\_\_\_\_\_
- **Measurable:** How much or how many times will I do this?  
\_\_\_\_\_
- **Action-bound:** What action will I take?  
\_\_\_\_\_
- **Realistic:** How can I make this happen?  
\_\_\_\_\_
- **Time-bound:** When is my due date?  
\_\_\_\_\_

Now you have a S.M.A.R.T. goal. Congratulations! Write it below:

I will...  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

And just to be sure you stay on track, answer these questions:

What obstacle or barrier might I run into?	What strategy will I use to overcome this obstacle?	Who can support me to reach this goal? How can they support me?

Goal Review: \_\_\_\_\_ Date: \_\_\_\_\_

- Did I achieve this goal?  Yes, I did.  No, I did not.
- Did I experience any obstacles that got in my way?  Yes, I did.  No, I did not.
- If yes, what I did to overcome the obstacle(s) was: \_\_\_\_\_
- If I didn't achieve my goal this time, what I can do next time to overcome the obstacle(s) is:  
\_\_\_\_\_



## ROTATING INTERVIEWER QUESTIONS

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If you could invite any two people in the world (dead or alive) to dinner, who would they be and why?

---

What three things would you take with you to a desert island?

---

What are your favorite groups/musicians?

---

What is the last movie you saw and liked?

---

Where do you see yourself in 10 years?

---

If you could travel anywhere in the world, where would it be? Why?

---

What are three words that best describe you?

---

What's the most exciting thing you've done?

---

What's the most scared you've been?

---

Do you believe in ghosts or aliens? Why or why not?

---

Do you have a secret talent or skill? What is it?

---

If you could snap your fingers and make one thing better in the world, what would it be?

---

What's your favorite thing to do on a hot day?

---

What is the word you use the most?

---

What is your favorite time of day and why?

---



# ● GROUP RÉSUMÉ TEMPLATE

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**The Students of \_\_\_\_\_'s Advisory**

High School Name: \_\_\_\_\_

High School Address: \_\_\_\_\_

High School City, State & Zipcode: \_\_\_\_\_

## **OBJECTIVES**

- 
- 
- 
- 

## **EDUCATION**

- 
- 
- 
- 

## **EMPLOYMENT HISTORY**

- 
- 
- 
- 

## **ACHIEVEMENTS**

- 
- 
- 
- 

## **PERSONAL EXPERIENCES AND SPECIAL SKILLS**

- 
- 
- 
- 

## **REFERENCES**

- 
- 
- 
-

# COLLEGE DOOR RESEARCH

Name \_\_\_\_\_ College \_\_\_\_\_

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TOPIC	NOTES
<p><b>1. Admission Criteria</b></p> <ul style="list-style-type: none"> <li>• What is the average GPA (grade point average) of students accepted to this college?</li> <li>• What is the average SAT® score?</li> <li>• What is the average class rank?</li> </ul>	
<p><b>2. Academics</b></p> <ul style="list-style-type: none"> <li>• Are there required courses (a core curriculum) that all students must take? If yes, what are three of these courses?</li> <li>• What are three majors (subjects that you can specialize in) that this school offers?</li> </ul>	
<p><b>3. Location</b></p> <ul style="list-style-type: none"> <li>• How far is the college from your hometown?</li> <li>• Where is the college located? (In an urban area? Suburban? Rural?)</li> </ul>	
<p><b>4. Athletics</b></p> <ul style="list-style-type: none"> <li>• What are the college's colors?</li> <li>• What is the mascot?</li> <li>• What sports teams does the college have?</li> <li>• To what division does the college belong?</li> </ul>	
<p><b>5. Extracurricular Activities</b></p> <ul style="list-style-type: none"> <li>• What clubs are there on campus?</li> <li>• What sororities or fraternities, if any, are on campus?</li> </ul>	

TOPIC	NOTES
<p><b>6. Student Body</b></p> <ul style="list-style-type: none"> <li>• How many undergraduate students (students getting a four-year bachelor's degree) are there? What is the average class size?</li> <li>• What is the racial/ethnic makeup of the student body?</li> <li>• What percentage of the student body is male? Female?</li> <li>• How many students receive financial aid?</li> </ul>	
<p><b>7. Housing Options</b></p> <ul style="list-style-type: none"> <li>• What housing options are available?</li> <li>• Who is eligible for on-campus housing?</li> <li>• What types of dorms are available? Single rooms? Shared rooms? Suites?</li> <li>• What percentage of students live on campus?</li> </ul>	
<p><b>8. Supports</b></p> <ul style="list-style-type: none"> <li>• What academic support is available?</li> <li>• What internships are available?</li> <li>• What career counseling services are available?</li> </ul>	
<p><b>Other:</b></p>	

**Scenario #1: Eric**

My great-aunt called me and said, "I'm really worried about you. As much as I want to tell you to do this, do that, and believe in this, believe in that, I'm going to try to tell you to believe in yourself, and do things that you feel are important for you to do. So, Eric, what's the best thing for you to do?"

- I was like, "I'm going to college."
- And she's like, "Well, how are you going to go to college?"
- "I guess by getting good grades."
- "But *how* are you going to get good grades?"
- "By working for them!"
- "Oh! So if you work for it and you get good grades and you do what you're supposed to be doing, and graduate, that's your ticket to get out of here!"
- I just started laughing because she basically broke it down.
- "Well, how are you going to do that?" *Everything started to change from that moment on. I was going to be me. — Eric*

**Scenario #2: Stephen**

Coaches definitely helped out a lot. You could talk to them as people; they worked with you; they knew about your family; you could call them on the phone. In my small town, the coaches would give you a ride home if you needed it.

*My power lifting coach was actually my algebra teacher, so he always pushed me to do good: "Make sure you get your homework in, make sure you do all these great things." He expected a lot of his students, but nothing that couldn't be accomplished. He would get up in your face if he had to: "Darn son, I'm not asking you to nail Jello to a tree!" He would tell you how it is. But when you went home at night you'd know he loved you and wanted the best for you. — Stephen*

**Scenario #3: Aileen**

I started working here around the end of September of my senior year. I really trusted my employer, Anna. When I was telling her what was going on in school, the first question she asked me was, "What college are you applying to?" That's when I really started to think about college, because here, they were not happy to think that I was not going to college. They really pushed me, like, "You're going to college, apply to colleges!" They all gave me different ideas of what I could do, and they asked me what the one thing that I wanted to do was. I said I wanted to be a lawyer. They said, "You could do it, you just have to go to school for it!" That's when I started thinking about the options I had, and I started researching college. *My "mothers" at work helped me with the whole application process. I consider them my parents in a way, 'cause I can't go to my actual parents and talk about it. When I have a problem and I come to them, they understand me, and they help me fix it. — Aileen*

**Scenario #4: Ellen**

*It's good to have somebody that you know you could go to, no matter what, with any type of question. Just somebody you trust that you could talk to. There are some places, like community centers, that have a lot of mentors. Or maybe your friend has a mother that goes to college, and she won't mind if you ask a question. Or a family friend that's been to college and knows a couple of things. — Ellen*

# STUDENT SUPPORT SCENARIOS

## Discussion Questions

Scenario #1 Eric	Scenario #2 Stephen
<ol style="list-style-type: none"> <li>1. Who supported Eric in going to college?</li> <li>2. How? What did she or he do or say?</li> <li>3. Has anyone done this for you? Who could do this for you? How might you reach out for this type of support?</li> </ol>	<ol style="list-style-type: none"> <li>1. Who supported Stephen in going to college?</li> <li>2. How? What did she or he do or say?</li> <li>3. Has anyone done this for you? Who could do this for you? How might you reach out for this type of support?</li> </ol>
Scenario #3 Aileen	Scenario #4 Ellen
<ol style="list-style-type: none"> <li>1. Who supported Aileen in going to college?</li> <li>2. How? What did she or he do or say?</li> <li>3. Has anyone done this for you? Who could do this for you? How might you reach out for this type of support?</li> </ol>	<ol style="list-style-type: none"> <li>1. Who does Ellen recommend getting support from?</li> <li>2. Is there an adult outside of school who has served as mentor to you?</li> <li>3. Is there a community center in your neighborhood that might provide mentors?</li> </ol>