

Importance of College Fairs, Rep Visits, & College Tours

This lesson is designed to help students understand the benefits associated with college fairs, rep visits, and college tours and how they can be utilized in the college application process.

OBJECTIVES

Students will:

1. Learn about college fairs, rep visits, and college tours
2. Utilize MEFA Pathway's *Search Colleges* section to create a list of colleges in which they are interested
3. Take virtual tours and interact with college reps through colleges' webpages

ACTIVITIES

PART 1

Content Knowledge

College fairs, rep visits, and college tours serve as great resources for students to interact with colleges. Therefore, it is important for students to understand the purpose of each and be prepared prior to taking part in them.

Pre-reading for activity

Students should read MEFA's blog, [Why Demonstrated Interest in College Admissions Matters](#) to understand ways they can interact with colleges and how these interactions shape the college admissions process.

In-class activity

Have a short discussion with students on college fairs, rep visits, and college tours. Make sure to highlight the timeline of each. Use the information below to highlight how college fairs, rep visits, and college tours have changed during the COVID-19 pandemic:

- **College Fairs:** College fairs are currently being held virtually. Share any information you have with students on upcoming virtual college fair opportunities.
- **Rep Visits:** Many schools offer virtual visits to help students connect with a rep. Encourage students to utilize each college's admissions webpage and social media to find out how to sign up for a virtual rep visits.

Grade Level: 10 - 12

MEFA PATHWAY SECTIONS WITHIN THIS LESSON:

- Search Colleges
- Match Me
- My College List

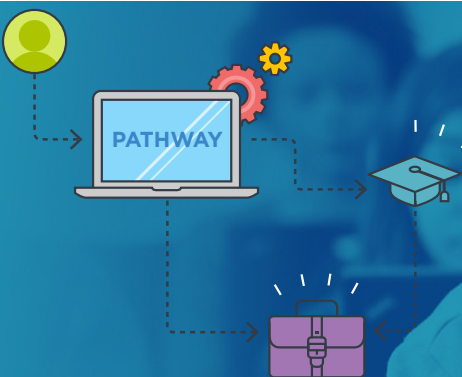
SUBJECT AREAS:

- College Fairs
- Rep Visits
- College Tours
- College Search

MATERIALS NEEDED:

- Internet connection to work with the MEFA Pathway website
- Blog: [Why Demonstrated Interest in College Admissions Matters](#)

Email any questions to:
info@mefapathway.org



LESSON PLAN

- **College Tours:** Many colleges are offering virtual (through their school website or YouTube channel) campus tours, which are a quick and safe way for students to tour colleges. Some colleges are doing in-person tours for students and their families with strict guidelines and limited amounts of people. Students should ask colleges about their options for college tours.

PART 2

Applying Information

Students should log in to MEFA Pathway and navigate to the *Search Colleges* tab to complete the following exercise:

Step 1: Students should click on the *Get Started with Match Me* box. This activity will ask students a series of common questions associated with the college research process to generate a list of colleges that best fit their preferences.

Step 2: From the list of colleges that students generate in Step 1, students should pick three schools that they want to explore.

PART 3

Evaluating Information

Students should explore the MEFA Pathway profile of the three colleges they selected in Part 2. Students should navigate to the *Contact* section at the bottom of the page and click on the link to each school's admissions website. On each school's website, students should take a virtual tour and, if possible, set up and participate in a rep visit with the school.

If students are attending a virtual college fair, they should make a note to connect with the three colleges they researched at the fair if those colleges are present.

PART 4

Critical Thinking/Creative Application

Students should prepare a 5–8-minute presentation that they will present to their class reflecting on their virtual tour and college rep experience. How did these two experiences shape their perspective on college admissions? How do they plan on using what they learned from this lesson in future college fairs, rep visits, and college tours?

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CATEGORY	EXCELLENT 4	GOOD 3	SATISFACTORY 2	NEEDS IMPROVEMENT 1
Content Accuracy	All content on the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that seems inaccurate.	The content is generally accurate, but one piece of information is clearly inaccurate.	The content is confusing or contains more than one factual error.
Sequencing of Information	The information is organized in a clear, logical way.	Most information is organized in a clear, logical way.	Some information is logically sequenced.	There is no clear plan for the organization of information.
Effectiveness	The presentation includes all material needed to give a good understanding of the topic.	The presentation is lacking one or two key elements.	The presentation is missing more than two key elements.	The presentation is lacking several key elements and has inaccuracies.
Use of Graphics	All graphics are attractive (size and colors) and support the topic of the presentation.	A few graphics are not attractive but all support the topic of the presentation.	All graphics are attractive but a few do not support the topic of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
Font Choice & Formatting	Font formats (size, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formats have been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Conventions. Student uses proper grammar, punctuation, and spelling.	The presentation has no misspellings or grammatical errors.	The presentation has 1- 2 misspellings, but no grammatical errors.	The presentation has 1- 2 grammatical errors but no misspellings.	The presentation has more than 2 grammatical and/or spelling errors.