What College Factors Are Important to You?

This lesson is designed to help students think about and assess factors that are most important to them as they start to build out their college list. Students will explore and discover what matters to them most, identify preferences, and apply them to their search.

Grade Level: 9-11

OBJECTIVES

Students will:

1. Identify college factors to consider

2. Explore and discover factors that are important

3. Search for colleges based upon preferences

4. Save colleges to *My College List* to research further

MEFA PATHWAY SECTIONS WITHIN THIS LESSON
- College Search
- My College List

ACTIVITIES

SUBJECT AREAS:
- Social Studies
- College Prep

PART 1

Content Knowledge

Pre-reading activity

Students should read the article, *Factors to Consider When Choosing a College or University* before class. As they read, students should highlight or underline information that is new to them and mark any terms they need to understand better. Students should be prepared to discuss the article and their college preferences in class.

Important factors for students to discuss and consider when looking at colleges:

- The size of the school

- Their academic standing and how it fits within the requirements of the school

- Whether the school is public or private

- The programs and majors offered

- The location of the school (small town, city, rural area, etc.)

- If test scores are optional, and if not, what the average is

MATERIALS NEEDED:

- Internet connection to work with the MEFA Pathway website

- Computer program to create a presentation

- Webinar: *Search for Colleges and Build a College List with MEFA Pathway*

Email any questions to:
info@mefapathway.org

PART 2

Applying Information

In MEFA Pathway, students should navigate to the *College Search* page under the *Search Colleges* tab and select their determined preferences. Once results populate, students should investigate at least three of the colleges listed. Students should click on each college's name, which will bring them to a details page from which they can learn further information such as programs offered, acceptance rate, tuition, athletics, and admissions difficulty. Students can save colleges of interest to their *My College List* to keep track of colleges they may want to apply to.

PART 3

Evaluating Information

In-class activity

In response to the article and using one (or more) of the recommended ways to determine factors that are important to them when exploring colleges, students should decide on the factors that matter the most to them. Students should then get into small discussion groups and answer the following questions:

1. What factors are important to you that you did not expect? (list at least 3)

2. What are important things to know about yourself that apply to those factors? (list at least 3)

3. How might knowing your specific criteria influence your college search?

After the discussion, student groups can share what they discovered to the class.

PART 4

Critical Thinking/Creative Application

Combining the information collected during exploration, along with the results of their MEFA Pathway college search, students should create a PowerPoint presentation that includes the following aspects:

- A title slide
- At least 3-4 images or pictures
- A slide that gives examples of what they discovered about their college preferences
- At least 3 slides that each list a college that was in the results of the search and the reasons why or why not the student thinks the college is a good "fit"
- A concluding slide about the most significant thing the student learned

mefa
pathway YOUR PLAN
FOR THE FUTURE®

What College Factors Are Important to You?

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.