

What College Factors are Important to You


Grade Level:

 9, 11

Domain:

 College & Career Exploration

TIME:

 45 Minutes

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.

Objectives

Students will:

1. Identify college factors to consider.
2. Search for colleges based on their preferences.
3. Save colleges to their My Colleges list to research further.

MEFA Pathway Activities

- College Search
- My Colleges

Materials Needed

- Internet connection
- MEFA's webinar, [Search for Colleges and Build a College List with MEFA Pathway](#)
- Education Corner's article, [Factors to Consider when Choosing a College or University](#)

LESSON PREREQUISITE

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.

Vocabulary

- Self-Reflection
- Accreditation

Future Ready Skills

- Time Management
- Evaluating
- Growth Mindset

PART 1

CONTENT KNOWLEDGE

These are some important factors for students to consider when looking at colleges:

- Size
- Location (small town, city, rural area, etc.)
- Public or private
- Programs and majors offered
- Average GPA of admitted students
- Average standardized test score of admitted students and the college's test-optional status (for standardized testing)

PART 2

APPLYING INFORMATION

Have students click on **College Search** under the *Explore Colleges* tab in MEFA Pathway and select their determined preferences in the left sidebar. Once results populate, students should select at least three colleges to learn more about.

Students should click on each college's name, which will bring them to a details page on which they can learn further information such as degrees offered, acceptance rate, tuition, athletics, and student body makeup.

Students can click *SAVE TO LIST* in the green box to save colleges of interest to their **My Colleges** list in order to keep track of colleges they may want to apply to.

PART 3

EVALUATING INFORMATION

In response to the article they read 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. After the discussion, student groups can share what they discovered with the class.

1. What factors are important to you in a college that you did not expect? List at least three.
2. What are the important things to know about yourself that apply to those factors? List at least three.
3. How might knowing your specific criteria influence your college search?

PART 4

CRITICAL THINKING/CREATIVE APPLICATION

Combining the information they learned in this lesson, 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 three slides that each list a college that was in the results of their college 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 from this lesson

GRADING RUBRIC FOR PRESENTATIONS

CATEGORY	EXCELLENT	GOOD	SATISFACTORY	NEEDS IMPROVEMENT
	4	3	2	1
Content Accuracy	All content in 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 the material needed to give a good understanding of the topic.	The presentation lacks one or two key elements.	The presentation is missing more than two key elements.	The presentation lacks 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. The 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.