

Unit 2



What About College?

Education after high school is critical as workers develop skills that will enhance their employment opportunities. Post-secondary education can be found at technical institutions, two-year (community or junior) colleges and four-year colleges and universities. In *Navigate*, these institutions are broadly referred to as “colleges.” A variety of traits and characteristics differentiate these colleges, including geographic setting, school size, course offerings, costs, student population and campus life.

Information about a variety of colleges can be found on a College Board website called Big Future (bigfuture.collegeboard.org). The information is self-reported by the schools to the College Board. The website’s standardized reporting format and easy search feature facilitate comparisons, and every college profile contains a link to the institution’s website, where more in-depth information can be found.

Lesson Overview

Students will learn basic terms used to describe colleges and will conduct research on different types of institutions. Research findings will be presented on posters, and students will participate in a gallery walk to analyze common characteristics of different colleges.

Instructional Objectives

- Use relevant terms when describing colleges.
- Compare the educational programs and related costs at various institutions.
- Use technology to find information about colleges.

Time Required

- 45 minutes for website overview and research
- In-class or out-of-class time to create poster
- 30–45 minutes for gallery walk and closure

Materials Required

For each student

- Student Workbook
- Large paper or poster boards
- Markers

For the classroom

- Computer lab access
- Classroom computer with Internet access and projector

Procedure

1. Remind students that in Unit 1: Exploring Careers, they researched various careers and identified the education required. This unit is about the types of schools where students can pursue education after they graduate from high school.
2. Tell students that they will be conducting research about a college. Have students turn to page 10 in the Student Workbook. Discuss each term and tell students that these are important words that will help them analyze college options.

- **My School**

The official name of the institution

- **Two-year or four-year**

Two-year schools offer associate degrees and workforce certification programs and are sometimes called junior or community colleges. Four-year schools offer bachelor's degrees, as well as graduate degrees in many cases.

- **Public or private**

Public schools are colleges or universities that are administered by a local or state government and receive funding from government sources. Private schools are administered by a private organization and receive the majority of their funding from tuition, fees and donations to the school.

- **Six-year graduation rate (only four-year schools)**

Most bachelor degrees are designed to be completed in four years of full-time studies. Since many students take more than four years to complete a bachelor's degree, the website offers a statistic that shows the percentage of students who complete a bachelor's degree within six years of enrollment.

- **Location**

The city where the campus is located

- **Commuter or residential**

A commuter school has a majority of students who live off-campus and travel to the school for courses and other activities. A residential school has a majority of students who live on-campus in dorms or other housing.

- **Team name (mascot)**

Most schools have a mascot or a team name.

- **Tuition and fees (in-state)**

An indicator of the cost of attending the school (Students will learn more about costs in Unit 4.)

- **Number of undergraduates**

The total size of the institution

- **Ethnic diversity**

The relative size of different ethnic groups enrolled at the school

- **Gender ratio**

A comparison of the number of males and females enrolled at the school

- **Student-faculty ratio**

The number of students per faculty member can be an indication of the average size of a class. Classes might be much larger or smaller than this ratio.

3. Display bigfuture.collegeboard.org. Demonstrate the website by entering the name of a college or university in the search bar and selecting the institution from the search results.

Note: Select a school that is familiar to students or choose the school that the teacher attended.

On the school profile, point out the tabs on the left side. Tell students that the information about the school that they will be researching can be found in one of these sections.

- At a Glance (name of school, private or public, two-year or four-year, location, six-year graduation rate)
 - Deadlines (not used in this research project)
 - Majors and Learning Environment (student-faculty ratio)
 - Campus Life (number of undergraduates, gender ratio, ethnic diversity, commuter vs. residential)
 - Applying (not used in this research project)
 - Paying (in-state tuition and fees)
4. Allow students to select a college to research or assign a school to each student. Tell students to write the information that they find for each category on page 10 in the Student Workbook.

Note: It is helpful if students select a variety of types of institutions, including private and public, two-year and four-year. If students have difficulty identifying colleges, the teacher could produce a list of schools and allow students to pick from the list. The search feature on the website allows the user to produce a list of all colleges in one or more states.
 5. Have students produce a poster to communicate information about the school they selected.
 6. Display posters in three groups—private four-year schools, public four-year schools and two-year schools.
 7. Group students in teams of two to four. Have groups conduct a gallery walk and compare the information about the various types of colleges. Have students record common characteristics of each type of college on the chart on page 11 of the Student Workbook.

Closure

8. Discuss student observations using the information below and student notes. Students should use the space on page 12 in the Student Workbook to take notes during the discussion.
9. Discuss the common characteristics of **private four-year colleges** discovered during the gallery walk. Have students brainstorm advantages and disadvantages to this type of school. Answers might include, but are not limited to:
 - Higher graduation rates
 - Smaller student-faculty ratio
 - Tuition and fees are higher

- 10.** Discuss the common characteristics of **public four-year colleges** discovered during the gallery walk. Have students brainstorm advantages and disadvantages to this type of school. Answers might include, but are not limited to:
- Larger campuses
 - Lower tuition and fees
 - More commuter students
- 11.** Discuss the common characteristics of **community colleges** discovered during the gallery walk. Have students brainstorm advantages and disadvantages to this type of school. Answers might include, but are not limited to:
- Much lower tuition and fees
 - Flexible schedules
 - Usually commuter campuses
 - Offer workforce certifications, such as technical studies, medicine and cosmetology

Assessment

- 12.** Assess student-created poster for accurate representation of data and neatness of student work. Use the rubric on page 13.

Extension Activity

Have students create a PowerPoint using information from research for presentation or electronic distribution.

Assessment Rubric

Student Name

	Included	Not Included
My School		
Two-year or four-year		
Public or private		
Six-year graduation rate (only four-year schools)		
Location		
Commuter or residential		
Team name (mascot)		
Tuition and fees (in-state)		
Ethnic diversity		
Number of undergraduates		
Gender ratio		
Student-faculty ratio		

Overall Presentation (including neatness and creativity) 1 2 3 4 5