

Students for Ed Reform



Mobilizing a new
generation of leaders

College 101 Toolkit

INDEX

Page 2	Narrative Profile
Page 3	Quotes from participants
Page 4	College 101: Princeton University's details
Page 7	Project Proposal Form from SFER Princeton's College 101
Page 9	Workplan
Page 12	Tips for putting on College 101
Page 13	Email Templates (to Schools and to SFER Members)
Page 17	Tour Guide Cheat Sheet
Page 20	Evaluation

NARRATIVE PROFILE

SFER Princeton's College 101 [Spring 2011]

The idea for College 101 came from the time SFER Princeton members spent visiting high-performing charter schools. Members wondered how they could do their part in helping to close the achievement gap and putting the amazing, hard-working students on the path to college. They realized that they, as undergraduates, could uniquely offer was a glimpse into the life of a college student, and all of the excitement and challenges that lay ahead of these students after they climbed the mountain to college. SFER members and other non-SFER volunteers rallied around the idea of the service they were providing and were energized by the student's arrival and excitement about college.

SFER Princeton created College 101 during the Spring 2011 semester and it was carried out May 23rd. Their program was organized and headed up by two members who planned the day, contacted the school, and trained the volunteers. Undergraduate volunteers were recruited and trained – for their implementation and any others, during the day of the visit the volunteers are the heart and soul the project's execution.

On the surface, bringing students to a college campus for a day-long visit would seem to be a service project, but the service provided to the visiting school and students is only one aspect of how College 101 is mission-aligned. In addition to forwarding SFER's mission of helping to close the college-awareness gap, the visit helps expose undergraduate members, volunteers, college professors, and the community to high-performing schools and the barriers that the visiting students face getting to and excelling at college. College 101 allows members to engage first hand with grade-school students that we so often discuss, and allows students whose college schedules make participating in school visits impossible, a first hand look at high-performing schools (abet outside of their environment).

SFER Princeton's version of College 101 played to the strengths of their campus and the different individuals throughout the university community who were willing to help them. Any SFER chapter's version of College 101 will be different, and the examples from SFER Princeton serve as a thorough template of the day, but the goal is to mold it to your university – what makes it great, and how you can use it to get students excited for college!



QUOTES

About the Science Lab Visit:

“It opened my mind more to science. I love chemistry, but now I lloovvee chemistry. This experiment didn't just changed me, it changed everyone.” – Kayla, 5th grade

Reflections of 5th grader participants:

“All of this inspires me to be a better student because I want to go to an awesome college like Princeton. To do all of this I will work even harder and I will try to get straight As to go to Princeton. “



“This experience will motivate me on the mountain to college, because I will not give up when the work is too hard or when I don't understand something [...] Going to Princeton made me realize what college I want to go to – Princeton!”

Email from a teacher chaperone:

“Thank you! There are not enough superlatives to describe how amazing our students’ experience at Princeton was today! From the nametags to the jam-packed schedule to the reflection activity at the end, you thought of everything! As I was sitting in the lecture hall, I could see it clearly: Kayla, Cheaka, and Julian in class at Princeton in the fall of 2018! And so many of them left the field trip with similar aspirations! The impact this trip will have on our students will be lasting – more than we can know – and it would not have had close to this impact without the care and thought you each – and the rest of the group – put into it! Best college visit ever? No doubt about it!”

COLLEGE 101 DETAILS

The schedule of the day was as follows:

8:00	Buses Leave Newark
9:15	Buses arrive at Princeton and 10-min bathroom break
9:30	Morning Circle in Nassau Hall with the Princeton Footnotes
10:00	Campus Tour
11:00	Lecture by Professor Joshua Guild, Assistant Professor of History and African American Studies, McCosh 50
11:45	Student Panel, Frist 302
12:15	Lunch (discussion session with athletes for interested students)
1:15	Group A – Studying the Humanities at the Museum Group B – Studying the Sciences at the Lab Group C – Student Life at a Dorm
1:55	Group A – Studying the Sciences at the Lab Group B – Student Life at a Dorm Group C – Studying the Humanities at the Museum
2:35	Group A – Student Life at a Dorm Group B – Studying the Humanities at the Museum Group C – Studying the Sciences at the Lab
3:15	Reflection, Whitman Courtyard
3:30	Departure

Each part of the day had a different goal and purpose that was thoroughly planned. Here are the different activities that were deemed necessary for explaining college.

Morning Circle is meant to emulate the way the visiting students start their day at school, to remind them that this is still part of their school's mission. SFER Princeton held it in the oldest and most physically imposing room on campus to impress on the students that the campus was to be respected. The two leaders ran the morning circle and chose to highlight the theme of community, which the school focuses on, and how college is composed of several communities (whether they are academic, social, residential or interest-based). SFER Princeton invited an acapella group to perform for the students to start the day off on a joyful note, but also to expose the students to a non-academic group of students following their passion.

Campus Tour introduces visiting students to the concepts of academic life at college, not to the specific college they were visiting. Concepts like liberal arts, pre-professional tracks, engineering, majors, minors, and course selection were covered. Emphasis is placed on how college is different from secondary school and what you should do while in middle/high school to prepare for the academic



Campus Tour

rigor of college. Add some fun facts about the campus and personal anecdotes to make the tour enjoyable. The Princeton tour was allotted an hour, but was often cut down to 40 minutes. *Do not use the official tour of campus as a substitute for this campus tour, for its purpose is to sell a specific college and not the concept of college.* Additionally, campus tour guides are not trained to differentiate information between 5th graders and 11th graders. However, you can ask a campus tour guide to help plan and draft your specific College 101 tour and to help train your volunteers.

*Page 17 of this toolkit is a cheat sheet for tour guides.

College Lecture highlights the differences between grade school and college that is discussed during the campus tour. Use a large impressive lecture hall, invite a professor whose topic is accessible for the students, and make students sit in the seats of college students taking notes for 30 minutes. The *real* college lecture demonstrates the academic rigor of college, and student independence of undergraduates. Having a PowerPoint as a visual can help the younger students who need a visual. Ending with a 10 minutes Q&A session is a nice way to get the students and the professor to interact.



Professor Fernandez-Kelly lectures to 90 5th graders.

Student Panel is yet another way to get visiting students to interact with undergraduates. One of the visiting schools had students prepare questions on note cards, which is nice for younger students. As the academic side of college life had been discussed earlier in the day, Princeton tried to focus the student panel on the social, time management and adjustment issues some students face. The panel is a nice way to involve volunteers who do not have the whole day to give. Include both male and female students!

Lunch can be extremely difficult. Half of Princeton's visiting schools brought lunch and half of their schools had students bring money. Think in detail through the logistics of lunch and how to most effectively get food to students, have students eat and dispose of their food. The Princeton varsity baseball team volunteered their time (perhaps after offering free lunch) and talked to some interested students about their experience as a college athlete. The time with the baseball players was short and unscheduled but, for a small group of students, primarily boys, it had a great impact.



Lunch with the varsity baseball team!

After lunch, the large group was split into three smaller groups and rotated between three

stations. This required communication via cell phone and sticking to assigned timing.

Art Museum Visit is a great example of utilizing your university's resources and an individual who is willing and able volunteer. One of the heads of Princeton's College 101 gave tours at the art museum and created a College 101 specific tour of the museum. She recruited and trained 3 other regular museum guides and highlighted a range of art including African, Roman and modern art. The tour was aimed at modeling how humanities majors think.

Science Lab Visit was the most popular part of the day at Princeton's College 101. There was a chemistry professor at Princeton who does science outreach for middle schoolers and she offered her services. She showed a lab, did a quick chemistry demonstration that involved bright flashes and large booms, and ran an experiment where the students compare the fog produced from dry ice when placed in hot water versus cold water. In response to their thank you email, which included a student's quote (see "Quotes" section, page 3), the chemistry professor said, "Thanks for the praise, the letter, and the gorgeous pictures. The North Star students were a joy, and I'm glad they enjoyed the visit. I remember Kayla. I was able to read her name tag to call on her in lab, and she answered a question"



Students in the chemistry lab.

Dorm Visit allows students a glimpse into what it looks like to live away from home. Make sure the dorm and dorm room you visit is clean and that some of the less savory reminders of college life are removed. The dorm visit is also nice down time to ask questions, sit down, use the bathroom (in a real college dormitory) and discuss living away from home. Have a stack of textbooks and assigned reading to give students a sense of what the workload looked like.

Reflection ends the day with a moment for students to compile their thoughts about college and allows you to collect some feedback from the day. Give each student a note card and ask them to take 5 minutes and write down what they learned and what about their College 101 experience inspired them to continue climbing the mountain to college. See the "Quotes" section for examples of reflections by 5th graders from North Star Academy in Newark, New Jersey.

College 101's success was determined by the high-quality of student reflections; the feedback received from schools and teacher chaperones, positive reactions from professors, the baseball team, art museum guides, acapella groups and the chemistry presenters; and by the expressed further commitment from SFER volunteers to closing the achievement gap.

PROJECT PROPOSAL AND EXECUTION FORM EXAMPLE

Date: February 2011 Name: Emily Myerson Position: Director of Human Capital (SFER Princeton) Project Title: College 101 Date(s) of Project: Week of May 23 rd Circle one: (Awareness/Public Opinion) Talent Development/Human Capital Advocacy
Proposal
Generally describe the proposed project: SFER Princeton will invite 3 North Star middle schools to campus for a campus visit where students will learn about college life. SFER members and non-members will volunteer for College 101 to make it a success.
Project Timeline
What will be the major milestones of the completion of this project, and how will you know you've reached them? <ol style="list-style-type: none"> 1. Get approval from Princeton University (timeline: February) 2. Recruit schools to participate (Timeline: March) 3. Create Curriculum (Timeline: April) 4. Recruit Volunteers (Timeline: April) 5. Execute College Day (Timeline: May)
Team
What kind of team will this project require? College Day will require a minimum of 13 people: 2 leaders, 10 volunteers, and 1 assistant (to act as a photographer and general helping hand).
Partnerships & Support
What other groups/organizations/administrators/resources will SFER require to execute this project? <ul style="list-style-type: none"> • Partner with North Star Academy • Partner with Acapella music groups • 3-4 professors will need to volunteer to give lectures • Gain financial support from the University (either PACE or ODUS)
Goals
Which principle(s) does this project address? (Circle one, and then describe below): <u>(1)</u> 2 <u>(3)</u> 4 <u>(5)</u> 6 7 <ol style="list-style-type: none"> 1. Introduce students from a high-performing school to college academics, the application process and college life. 2. Teach students how to visit and tour a college, and how to analyze whether a school is good fit for him or her. 3. Teach students college vocabulary (including dormitory, professor, semester, major, and SAT). 4. Explain how the college application process works.

Action Steps
<p>What tasks will need to be completed to execute these goals and to complete the project successfully?</p> <ol style="list-style-type: none"> 1. Get permission from Princeton University (timeline: February) <ol style="list-style-type: none"> a. Talk to Dean Dunne or other Administrator b. Get permission to use University space c. Discuss possibility of meal in dining hall (what would the cost be?) 2. Recruit Schools (Timeline: March) <ol style="list-style-type: none"> a. Show them the College 101 (rough) curriculum b. Get their input on the curriculum – what do they think would benefit their students? c. Plan pre-arrival activities (ice breakers, brain breakfast, joy, etc.) 3. Create Curriculum (Timeline: April) <ol style="list-style-type: none"> a. Discuss with past Princeton student visitors what they liked about college visits. b. Draft Curriculum (include a “rain plan”) c. Get feedback from schools d. Create Google feedback form e. Finalize curriculum (including the locations of activities) 4. Recruit Volunteers (Timeline: April) <ol style="list-style-type: none"> a. Poster campus b. Application and interview process c. Charter School visit d. Training
Evaluation
<p>What metrics will be used to determine the impact of the project, and its ability to execute on these principles?</p> <ul style="list-style-type: none"> - The number of volunteers recruited - The number of students who visit - Evaluations from teachers, visiting students, and volunteers
Targets
<p>What does success look like? Explain in terms of the aforementioned metrics.</p> <ul style="list-style-type: none"> - The metric will come from the number of returning volunteers we have for the next College 101. Volunteers will have a positive experience and better understanding how the achievement gap is a surmountable challenge. - 80 students per day for 3 days = 124 students total - Teachers’ Google evaluation form results - Students will be asked to reflect on what they learned at the end of the visit. We are looking for alignment between our curriculum and with what students write down.
Other
<p>Budget (Total = \$1,000) \$40 of office supplies (name tags, post-its, etc.) \$910 for meals (13 people x 14 meals x \$5/meal) \$50 for 13 tee-shirts</p>

EXAMPLE WORKPLAN

CATEGORY	TASK	TIME	OWNER	STATUS
Authorization from University	Confirm with Dean Dunne/PACE	T-2 months		
	Projects Board funding (\$300/school)	T-2 months		
	Parking	T-2 weeks		
Communication with School	Confirm Date	T-2 months		
	# and names of students	T-1 week		
	Check plans for lunch	T-2 weeks		
	Get cell phone contact #s	T-1 week		
	Check # chaperones	T-2 weeks		
Morning Meeting	Book meeting location	T-2 months		
	Joe Ramirez needs to come to Nassau Hall to oversee	T-2 weeks		
	Book Acapella group	T-2 weeks		
	Plan morning meeting	T-1 week		
Mini Lecture	Find professor	T-1 month		
	Reserve McCosh 50	T-1 month		
	Print materials for professor	T-2 days		
	Put folders on desk	Morning of		
Student Panel	Book Frist 302	T-1 month		
	Book microphones with media service	T-1 month		
	Confirm panelists	T-1 week		
Museum	Confirm dates with museums	T-1 month		
	Train guides	T-1 week		

Science Lab	Book Dr. Wagner	T-2 months		
	Pay for Science Kits	T-1 month		
	Check on Dr. Wagner # of volunteers	T-1 week		
Dorm Room	Clean/set up dorm room	T-1 day		
	Slip notes under neighbors door reminding to be appropriate, not walk in towels, not leave cans outside door, etc.	T-2 days		
	Check bathroom/hallway	Morning of		
Volunteers	Recruit	T-3 weeks		
	Train for campus tour	T-1 week		
	Email schedule	T-2 days		
	Get cell #s	T-1 week		
Supplies	Breakfast for volunteers	Night before		
	Folders (w/ brochure, note paper, lecture handout, schedule, campus map)	Order folder 1 month before		
	Name tags (pre-written names)	Write the night before		
	Admission brochures (in folder)	Pick up week of (very heavy)		
	Printed folder material (note page, lecture handout if requested, schedule, campus map)	Print out week before and assemble		
	Popsicles/treats	Buy week before		
	Note cards	Buy month before		
	Pens (1 per student)	Buy month before		

	Sharpies	Grab day of		
	Crates to carry folders	Grab day of		
	Crates for lunch (if bringing)	Grab day of		
	Lunch for volunteers	Order morning of		
	Camera	Grab day of		
	First aid kit	Grab day of		
	Tissues	Grab day of		
Afterwards	Thank you to professor via written note	T+1 day		
	Thank you to Acapella group via email (with photos)	T+1 day		
	Thank you to museum guides via email	T+1 day		
	Thank you email to Dr. Wagner (with photos)	T+1 day		
	Volunteer shout-out email	T+1 day		
	Teacher evaluation (Google form) sent out via email	T+1 day		
	Photos online	T+1 day		
	Blog post	T+1 day		

TIPS

Keep in contact and stay on schedule. Have all volunteers' cell phone numbers in your phone and ensure all volunteers have their phones on vibrate. Suggest wearing a watch and carrying the schedule to stay on time.

Have a point person. Their job can be making sure the day proceeds smoothly behind the scenes – setting up folders, moving lunch, taking pictures, and ordering lunch.

Make nametags before the students' arrival. Getting a list of students' names emailed to you and making the nametags before their arrival can make the morning move swifter and ensure neat, legible handwriting. Ask a teacher who knows the students' names to hand them out.

Bathroom breaks can drain time. You will need one when students get off the bus and close to the time when they get back on the bus to leave. Think about where the largest bathrooms are in proximity to the day's events and utilize them.

Think about how lunch will work. If students are bringing lunch, have a bin they can put them in as they exit the bus in the morning. Think about how it will effect retrieving lunches – will they all have the same lunch, or will their names be written on the lunches?

Students can sometimes be unaccustomed to walking long distances. Minimize the walking distances, build walking time into the schedule and suggest questions and topics for volunteers to entertain students while walking place to place.

If the school has a cheer or chant they use to start the day, it can be a good way to introduce a professor, student group or acapella group to the school by asking students to perform the chant.

COLLEGE 101 EMAIL TEMPLATES

TO SCHOOLS

Below are emails that were used to reach out to schools to coordinate a School Visit. Feel free to edit to your dates, schools, and intent, but make sure that a uniform language is used to describe SFER and the purpose and intention of your School Visit, and there is a consistent professional yet accessible tone to your emails.

Email to invite a school to participate in College 101

Hi _____,

My name is _____. I interned at VMS for December and January and with Paul Bambrick last summer. I am currently a Junior at Princeton University and am a member of Students for Education Reform (SFER), a student organization that works to inform college undergraduate about the problems within education, expose them to the many solutions and to empower them to become the next generation of leaders in education.

SFER has offered both Clinton Hill and Vailsburg the opportunity to bring some of their middle schoolers to visit Princeton and get some hands-on experience on a college campus, and I would like to invite all the North Star middle schools- we would LOVE to have your school join us, too. Annette told me you were the person to contact at the downtown campus.

Our vision for the day starts with your students coming to Princeton at 9am. They will get a tour of the campus (designed explicitly for middle schoolers new to visiting colleges and college-related concepts) and a mini-college lecture that will be a great way to expose students to what college is really like. Students would also get to see a dorm, see a science lab done by a professor, visit the art museum, and possibly meet with a admission counselor. For lunch Annette and I discussed trying to get access to one of the dining halls for students to eat their bagged lunches in and then having a treat provided from the dining hall, like fro-yo. SFER is willing to deal with all the details and execution of the day. We would tailor our curriculum and schedule to the grade you choose to bring, and to any requests you have. One of our biggest goals is to have your students interact with real, live college students as much as possible.

Logistically, the dates that we were looking at are after NJASK and after Princeton exams, May 23-26. VMS has snagged the 25th already. This program is funded through a grant from Princeton to host 4 schools over those days, and so we would cover all expenses but transportation to and from Princeton and lunch.

Please let me know if you are interested so that we can choose a date and start planning the day.

Best,

Signature

Email to University Parking

To Whom It May Concern,

My name is _____. On behalf of Students for Education Reform, I am arranging school visits for 3 middle schools to Princeton campus on May 24, 25, and 26. There will be two standard yellow school buses on each day.

On May 24 and 25, the students will arrive at 9:30 am. We would like for the buses to be able to drop the students off at Whig Hall. Can you please clarify where the buses should park after drop off until departure, around 3:30pm? If possible, we would like for the buses to be able to pick up the students from Frist at 3:30.

On May 26, the arrival and departure times change to 8:30-1:30.

Do the buses need a special permit? If so, how do I go about applying for or obtaining one?

Please let me know if there is any other information you need about the events on these days, or anything else about this type of procedure or policy that I should know.

Best,

Signature

Email to Professor asking to give lecture (without relationship)

Dear Professor _____,

My name is _____. I am a junior here at Princeton and a member of the Students for Education Reform. Students for Education Reform (SFER) is an organization that works to raise awareness on Princeton's campus about the inequalities in the American education system and in so doing mobilize the next generation of leaders in education. Kevin Kruse gave me your name as he thought you might be interested in helping us out.

Our main service project, College 101, brings middle schoolers from disadvantaged backgrounds to Princeton's campus in an effort to expose them to all aspects of college. The time on Princeton's campus will hopefully help level the college awareness gap between disadvantaged students and their more affluent peers by providing students with a first-hand experience with college.

Between May 24 and May 26, 240 middle schoolers from North Star Academy, a high-performing charter school in Newark, New Jersey and part of the Uncommon Schools network, will be visiting Princeton. The day consists of a campus tour, interactions with college students, a peek into a college science lab, a visit to the art museum, a visit to a dorm and mini college lecture. More about North Star Academy and their outstanding results in Newark can be

found [here](#).

The most important part of the visit is the mini college lecture because it provides the middle schoolers with a sense of the academic rigor of college and inspires them to continue with their hard work climbing the mountain to college. Last year when North Star's sister school from Troy, NY visited Professor Kruse gave an amazing abridged version of the lecture on Martin Luther King Jr. that he does in his history course. We are looking for a professor who would be willing to give one or more of the lectures this year.

Logistically the lecture would last around 30 minutes and would be followed by a 15 minute Q&A session with the students. The topic is completely up to the professor, but of course should be middle school appropriate. It would take place in McCosh 50. The times we are looking for are as follow:

- Tuesday, May 24th anytime between 10:00am-12:30 am, preferably at 11:00am (7th graders)
- Wednesday, May 25th anytime between 10:00am-12:30 am, preferably at 11:00am (7th graders)
- Thursday, May 26th anytime between 9:00am-11:15am, ideally at 10:00am (5th graders)

It would be wonderful if you could help us out and I know the middle schoolers and their teachers would get so much out of the experience. Let me know if you are interested or if you have any questions.

Best,

Signature

Email to Professor asking to give lecture (with relationship)

Professor _____,

First off, happy Friday!

Secondly, I remember from precept that you said you greatly enjoy speaking to student groups-
-so here's my request:

I'm a member of the Students For Education Reform (SFER) chapter at Princeton, and we will be hosting over 240 public school students from Newark, NJ on campus next week for a visit. All of these students attend North Star Academy, one of the highest-performing urban charter schools in the nation, and they are **incredible**. Emily Myerson '12, the amazing coordinator of this project, is still seeking a professor to speak to the students, and we would LOVE to host you

as the guest professor. The format would be a 30-minute mini lecture on a topic you choose followed by a 15-minute Q&A session. There are three possible times to speak:

- Tuesday, May 24th, 11:00am (7th graders)
- Wednesday, May 25th, 11:00am (7th graders)
- Thursday, May 26th, 10:00am (5th graders)

Please let me know if you would like to be our guest lecturer. The students would learn so much and I think you would love to meet them, too.

Best,

Signature

More About the College 101 Program: The goal of College 101 is to expose middle school students from disadvantaged backgrounds to all aspects of college. Spending time on Princeton's campus helps to level the college awareness gap between these students and their more affluent peers by providing them with first-hand experience on an elite college campus. Between May 24th and May 26th 2011, 240 students from North Star Academy, a high-performing charter school in Newark, New Jersey, will be visiting Princeton. Their visits will consist of a campus tour, interactions with college students, a peek into a college science lab, a visit to the art museum, a visit to a dorm and a college lecture. More about North Star Academy and their scholar's outstanding results can be found [here](#).

TOUR GUIDE CHEAT SHEET

Many of the details in this tour guide cheat sheet are specific to Princeton University. Edit and enhance with the correct information of your school.

- **Reversal in time:** In middle school you spend from 8 to 3 in class (7 hours) and then go home and do 2 or 3 hours. In college you take 4 classes and each class meets only 3-6 hours a week. So on a give day you might only have 3 hours of class, but you will have 5 hours of homework.
- **Budgeting study time vs. fun time:** In a one class you will have around 50-100 pages of reading a week, so in one week between your four classes you will have around 300 pages of reading to do and maybe a lab report or a paper. There are a lot of fun things to do in college so you don't want to be cramming reading and missing reading. You have to have the discipline to sit down every day and do some of your reading. For example, if you read 50 pages a day you would be able to read your 300 pages for the week in a much more manageable fashion.
- **Responsibility for learning:** In college the teachers do not check in on you to see if you have done your homework and you do not get in trouble if you don't do your homework. So it is easy to get by for a while not doing any work. But imagine you are coming up to the midterm and you have had 6 weeks of class and you have not done any of the reading for your class.

Q: How do you think you will do on the midterm?

A: Right, you would probably fail the midterm. As a college student you have to be responsible for budgeting your time and being self disciplined because your teachers won't do that for you.
- **Studying at College:** Talk about some of your study habits. Libraries are good places to focus because they are quiet.
- **Independent Research:**

Q: an anyone tell me what a thesis sentence is?

A: Every senior writes a research paper called a senior thesis, 100 pages, makes an argument, picks your own topic, work with a professor. In order to get ready for this Princeton requires every students in their 1st year to take a Freshman Writing Seminar. Writing at the college level is a little different than middle school, but you use all the skills and techniques that you learn from grade school to be an strong, effective writer.
- **You are still the same person at college you were at home:** For a lot of people going to college means going to a new place, but that doesn't mean that you change. If you are religious or go to church, you probably will want to continue when you go to college. Every college has an office that helps students find services and congregations in the area that fits their needs. Murray Dodge. Chapel. Non-denominational but used for Christian services.
- **Convocation to Graduation:** Your whole class meets together every morning, but my year at Princeton has over XX, XXX students so we can't meet every morning. We only come together as a class twice in our Princeton careers.

- Convocation is the ceremony at the beginning of our freshman year where students, faculty and the administration invite the new class year on to campus.
- Then the next time we come together as a class is 4-years later is the day before we graduate at a ceremony called baccalaureate.
- **Professors vs. Teachers:** In college we call teachers “professors”. In middle school you see your teachers all the time. But in college you only see your professors maybe once or twice a week in lecture or class. If you have a lot of students in your lecture there is a good chance that your professor won’t even know your name! Professors see learning as the responsibility of the undergraduate students. And if a student is having a problem or has a question the student needs to take initiative and seek out the professor’s help.
- **Different types of Class formats**
 - Class- less than 20 students, similar to middle school, discussion based, lead by professor
 - Seminar- 20 students or less, 3 hours once a week, in depth in a topic, a mixture of professor speaking and group discussion
 - Lecture- can be anywhere from 10 to 400 students. Meet twice a week for 50 minutes, professor speaks at students, students take notes but don’t get to discuss. Is often paired with precept or lab section.
- **Liberal Arts vs. pre-professional schools:**
 - Pre-professional schools prepare students to go directly into a career field. For example a nursing school teaches students all the skills and knowledge necessary to be a nurse. Ditto, business schools.
 - Liberal Arts schools want students to graduate with broad range of knowledge and the ability to think in many different ways.
 - This is similar to how middle school is structured because you take classes in several different subjects and use different ways of thinking in each class.
 - For example, in science lab you may use the scientific method to answer a question but in English class you may analyze a poem, these are different ways of thinking.
 - Liberal Arts schools generally require students to take a range of classes in different subjects in order to graduate.
- **School Engineering vs. School of Arts and Science:** Arts and Sciences, or the Bachelor of Arts degree, is any subject from math to French to physics to economics. Engineering, or a Bachelor of Science and Engineering degree, means you study math and science and apply them to building things. Engineers design car engines, design bridges using laws of physics, design electrical systems and circuits, or design computer and build better and faster computer chips.
- **Departments:** Princeton is split into departments. Departments are organized around subjects. Some of the subjects you already have in school like history, English, and math.
 - There is no science department, instead physics, biology, geosciences, etc.
 - Humanities department include subjects having to do with arts, language and literature. Ex. Chinese, French, Art History, Theater, English, and Dance

- Social Sciences are topics most schools don't offer but are very popular with students at Princeton
 - Economics: how governments, people and companies deal with money
 - Politics: What do governments do, how do they work and where do they come from
 - Sociology: The study of how individuals relate to their society.
- **Picking a Major:** you pick a major in your 2nd year, sophomore year, and that is what you focus.
 - Take 8 classes in the department
 - Do your independent work in the subject
 - My major is... I chose it because...
 - *Do any of you know what you might want to study?*
- **Living on Campus:** You live on campus, I don't need to explain this. Some ideas
 - Dorm amenities: post office, cafeterias, pool tables and TVs
 - What does it mean to live away from home: laundry, cleaning, calling home
- **Extracurriculars:** On campus you don't just take academic classes but you join clubs and take part in activities to have fun, learn skills, and make friends.
 - Newspapers and magazines
 - Dance and Step groups
 - Music groups, like the acapella group
 - Athletics – intramural, club, or varsity
- **Financial Aid:** College is expensive, but there are a lot of ways to help pay for it. You can win scholarships from organizations or the university you decide to attend can offer you a financial aid package, composed of grants, loans and scholarships.
 - Merit Scholarships: academic or athletic recognition and money
 - Need-based Scholarships: based on how much you and your family can contribute
 - Princeton has a need-blind admission (we don't consider a student's need for financial aid when reviewing their application) and we meet all need (whatever money your family needs, Princeton will provide)
 - This is special and a reason to work really hard in middle school and high school.

EVALUATION

Alter this evaluation to best suite the schools that participated and your own College 101 program. Have these printed out so the chaperoning teachers can fill out these evaluation forms while the students are filling out their note cards.

We hope you and your students enjoyed the College 101 program at _____. We would greatly appreciate your feedback about the day. Please take a few minutes to fill out this form and return it before you leave today.

1. Which campus are you from? Clinton Hill VMS Downtown

2. Please rate each part of the day on a scale from 1 to 5, with 5 as the most favorable rating.

Morning Circle

1 2 3 4 5 n/a

Tour of the Campus

1 2 3 4 5 n/a

Professor's Lecture

1 2 3 4 5 n/a

Student Panel

1 2 3 4 5 n/a

Lunch

1	2	3	4	5	n/a
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Museum Visit

1	2	3	4	5	n/a
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Laboratory Visit

1	2	3	4	5	n/a
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Dorm Visit

1	2	3	4	5	n/a
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2. What parts of the day were most valuable to the students in terms of developing a sense of college?

3. What can we improve for next year?

4. Please include any other comments you have about College 101.

Thank you for your time!

Students for Education Reform