



COLLEGE FIT GAME

ABOUT COLLEGE FIT

Adapted from GEAR UP Oregon, the college fit game is a hands-on, role play activity designed to help students better understand the importance of considering “fit” when selecting a college. “College fit” refers to the degree to which a college meets a student’s academic, social, and financial needs, and research has shown that where students enroll in college can be just as important as if they enroll. Students who select a college that fits their academic, social, and financial needs are more likely to get in, enjoy college, and graduate.

In the college fit game, students will use role play to select one of seven colleges that will be a good “fit” for them based on several attributes and explain their reasons for choosing that particular college. Students will reflect on how this experience may help their own college search and selection process.

STEP ONE: INTRODUCE THE ACTIVITY.

Student Resources

Begin by introducing the concept of college fit to students and reviewing the provided “key terms” document to familiarize students with terminology found in the game. The following videos are available via the [Tennessee Student Success Course](#) to help students understand the importance of considering academic, social, and financial fit when selecting a college.

- [La’Ken and Jordan: Choosing the Right College](#)
Features two recent college students, La’Ken and Jordan, explaining how they chose their colleges.
- [Finding the Right College Fit](#)
Provides an overview of the basic concepts of college fit.
- [Academic Fit](#)
Outlines important factors when considering academic fit.
- [Social Fit](#)
Outlines important factors when considering social fit.
- [Financial Fit](#)
Outlines important factors when considering financial fit.

Discussion Questions

- **What does “college fit” mean to you?**
- **What are characteristics of colleges that might make it a good “fit” for a student?**
 - Some characteristics might be size, location, majors, diversity or the net price cost of attendance (tuition, housing, books, transportation and other costs minus financial aid)

Introduce the fictitious colleges that students will be selecting between by reading their profiles that are posted around the room. Remind students that there are 4,000+ colleges in the country and these are just a handful of archetypal examples. Therefore, there is no perfect fit – there will always be several options that will allow students to be happy and successful.

TIME: 30-45 MINUTES

SUPPLIES NEEDED

- College profiles printed and hung around the room
- Student attributes: for up to 10 players, print and cut 1 set; for 11-20 players, print 2 sets, etc.
- 4 containers for student attributes (bags, boxes, etc.)

Encourage students to “read between the lines” and describe what they can ascertain from a particular college based on the information provided (e.g. the type of degrees offered based on the name, whether a school is public or private). Encourage students to think about what type of student might be a good fit at each college.

STEP TWO: PLAY THE GAME.

Give the following instructions to students:

This is a role play game. You will receive several attributes (e.g. You played soccer all four years of high school) that will describe your role and using those attributes, you will make decisions about which college would be a good fit. There will be four rounds and you will draw one or two attributes each round which may change the college you choose. Some attributes are deliberately vague so you should interpret as you see fit.

Round 1: Choose 2 ACADEMIC student attributes (select 2 pieces of paper from a container). These may be information about how you learn best, what your interests are in and out of school or your academic preparation. Review the colleges and stand next to the one that you think would be the best fit based on the information. Be prepared to share your reasons with the group. Remind students that their academic interests and hobbies may be fulfilled through their major and/or student clubs and activities.

Round 2: Choose 1 SOCIAL student attribute. These may be your extracurricular activities at school, in the community or in your free time. Using both the academic attributes and the social attribute, review the colleges and stand next to the one that you think would be the best fit based on the information. Be prepared to share your reasons with the group. Remind students that their extracurricular interests may be fulfilled through their major and/or student clubs and activities.

Round 3: Choose 1 FINANCIAL student attribute. These may relate to your family situation, scholarship potential, or how prepared you are to pay for college. Using the academic, social and financial attributes, review the colleges and stand next to the one that you think would be the best fit based on the information. Be prepared to share your reasons with the group. Remind students to consider the net price of colleges, the average debt of graduates and the percentage of students graduating with debt.

Round 4: Choose 1 OTHER student attribute. These are family or personal circumstances that might influence your decision. Using all of the attributes selected, review the colleges and stand next to the one that you think would be the best fit based on the information. Be prepared to share your final choice with the group. Remind students to prioritize the circumstance relative to the other attributes. Encourage students to think about what additional information would be helpful for them to answer this question.

STEP THREE: REFLECT AND DISCUSS.

- **What were you thinking about when you made your decisions?**
- **How did it change with additional attributes and information? Did you end up selecting different schools each round based on new information?**
- **Were there other colleges that could have been a good fit?**
- **What other information would have been useful to make the decision in the game? What other information would be useful in real life?**
 - Remind students that “popular” majors don’t mean those are the only ones available. Also, at some schools, certain classes or activities might only be for students majoring in a particular subject (e.g. art or dance) whereas other colleges encourage or even require all students to participate in a wide variety of classes.
 - Encourage students to consider graduation rates, full-time v. part-time students, the percentage of students who take out loans and their default rate, the type of degrees offered and academic requirements (GPA, specific classes) to get in.
- **Connect this to your own experience – think about what academic, social, financial or other special circumstances are a priority for you.**