

Session Plan

Exploring College Campus Resources and Supports

Area: College and Career

Time: 30-45 Minutes

Standards: Seek Inspiration/Exploration (2): Students participate in opportunities that build on their interests, skills, and areas of growth.

Purpose/Goal: The goal of this workshop is to build students' awareness of college resources and supports available to them as they transition to, and begin, college. By "starting from where they are," the workshop encourages students to identify anxieties and issues related to college life, and then how they can resolve these issues using real-world campus resources and supports.

Materials Needed:

- Different colored Post-It Notes (enough for each student to have a stack of two colors)
- Two chart papers on the wall, one labeled "FEARS/ANXIETIES" and the other labeled "ISSUES"
- Colored markers
- "Resources" and "Issues" slips (pgs. 3-4, pgs. 5-7) (Cut each item into its own strip and separate into piles (one pile with "Issues" and the other with "Resources"))*
**2013 Options Institute™ Goddard Riverside Community Center*
- "Glossary of Campus Resources" – one copy for each student or group (pgs. 8-10)

Evidence of Growth:

Students will be able to identify the appropriate campus resources and supports for a variety of common challenges that first-year college students face.

AGENDA

Facilitator Talk:

Explain that everyone has fears and anxieties when thinking about going to college, but that colleges are equipped to handle students' concerns through various offices, resources, and supports. Explain that this activity will give students the chance to identify all the anxieties they might have, and then learn about the ways college campuses can help.

Activity #1: College Anxieties/Fears/Resources

1. Hand each student (or have on tables) two different colored sets of Post-It Notes and markers.
2. Ask students to use one color on which to record as many anxieties or fears they have about college (one per Post-It) as they can think of. (Ex., "First in family going to college" or "Girl/Boyfriend isn't coming with me" or "Worried about being homesick")
3. On a different color Post-It, have them write down the issues they imagine facing during their first year of college. Some of these may be similar to the anxieties, but try and encourage them to think about issues that might not surface until they're actually in

school. (Ex. “Failing my classes” or “Took on too many classes” or “My professor hates me”)

4. Give students about 10 minutes to write. As they finish, ask them to post their notes on the wall under the heading/chart paper labeled either “Anxieties/Fears” or “Issues.”
5. Once all students have posted their notes, discuss what they have written, beginning with the “Anxieties/Fears” section. What did they identify? Were there any similarities? Can they group the notes into key categories (such as “Financial” “Social” “Academic” etc.)?
6. Repeat with the “Issues.”

Activity #2: Issues and Resources

Now that students have had a chance to voice their anxieties and issues, they will learn what supports exist on college campuses to help.

1. Take the piles of slips for “Issues” and “Resources” and hand half the class one of the “Issues” slips, and the other half one of the “Resources” slips. (If there are more slips than students, you can repeat the activity a few times, but make sure you hand out matching slips each round or students might be left without a match!)
2. Ask the “Resources” students to stand up and spread out around the room with their resource slips. These students will remain in place.
3. Invite the “Issues” students to get up and find the “Resource” that matches or addresses their issue. When they find their match, they stand next to the person.
4. Once everyone has matched, ask for each group to share their “Issue” and “Resource” out loud. Repeat the activity until all slips have been used.
5. Direct students to their seats and debrief by asking them to look back at the “Anxieties” and “Issues” Post-Its from the previous activity. Did any of the “Resources” from this activity match up to the items on the Post-Its? Which ones? (As they identify resources, you might want to stick the “Resources” slip somewhere near the Post-It to illustrate the point that supports already exist for many of their anxieties.)
6. Hand out the “Glossary of Campus Resources” to groups of students. Give them a few minutes to review it and then ask for volunteers to name resources from the glossary that address the “Anxieties” or “Issues” from Activity #1 that are still unaddressed.

Closing Facilitator Talk:

There are various ways to close out the lesson:

- Students can create a checklist of services and supports on campus that are most important to them as they think about transitioning to college (Ex., The top three or four offices or resources they want to connect with during their first week.)
- Students can go online to college webpages and look up some of the resources and offices they learned about during the activities. This is particularly useful if the students have an idea of which college they want to attend.
- As a group or in pairs, students can brainstorm a list of action steps they might complete over the next few weeks in order to plan in advance for handling some of their anxieties. For example, if commuting is a concern, they might want to research Hopstop or bus routes so they have a sense of how long it will take them to get to campus. If they haven’t completed their FAFSA and are concerned about paying for college, they might schedule an appointment with their CCRC staff member to complete it.

“RESOURCES” Slips

Directions: Cut each of these into strips and keep them grouped together for the activity “Issues Resource Offices.” You will hand out one or two of these slips to each student.

Academic Advisor

**Affirmative Action/Multicultural Affairs
Office**

Bursar

Career Services

Educational Opportunity Program (EOP)

Ethnic/Cultural Clubs

Financial Aid Office

Health Services

Off-Campus Student Life Organization

Counseling/Mental Health Services

Registrar's Office

Residence Life

Sexual Health Program

Tutoring/Learning/Writing Center

Women's Center

Off-Campus Commuter Services

Religious Life Office

Office for Students with Disabilities

International Student Support Services

“ISSUES” Slips

Directions: Cut each of these into strips and keep them grouped together for the activity “Issues Resource Offices.” You will hand out one or two of these slips to each student.

I went to a class and the professor said I am not on the roster but I’m sure I registered.

I have a big term paper due but I am not confident that I really know how to approach it.

I am not getting along with my roommate. I have tried talking to her but she has her boyfriend stay over almost every night. It's really getting to me.

**I am having a hard time feeling part of the community at school because I commute.
What can I do?**

I am considering a major, but I am not sure it's right for me.

I got a letter saying that my school account had an overdue balance of \$2,500. I already applied for financial aid, why do I still owe money?

I have been really run down the last few weeks. I have been trying to get sleep but I feel constantly tense and under-the-weather.

In one of my classes a student made a comment that I thought was racist, but the professor didn't address it. It's really bothering me.

My intro science class is so huge that I can't really ask a lot of questions. I feel like I am falling behind.

My roommate thinks she might have a sexually transmitted disease. I want to help her get help.

I am a commuter student but I don't always have access to transportation.

I want to attend religious services but I don't know where the nearest church/temple/mosque is or how to get there.

In high school I had extra time to complete my exams. Will I have extra time here?

I moved from Haiti to go to college and am having trouble adjusting to life in the US.

Glossary of Campus Resources

ACADEMIC ADVISOR: Staff that assist students in course selection and defining educational objectives.

AFFIRMATIVE ACTION/MINORITY AFFAIRS OFFICE: Manages complaint processing system when cases of discrimination or sexual harassment are filed at the college. Also provides training and educational programs.

ALCOHOL/DRUG EDUCATION PROGRAM: Provides education and counseling related to alcohol and drug use and abuse.

BURSAR: Manages billing and payments. Your bills from the college are handled through this office.

CAMPUS MINISTRIES: Provides and organizes religious services and events on campus.

CAMPUS SECURITY/POLICE: Provides security to campus through activities such as campus patrol, safety programs, investigation and arrest.

CAREER SERVICES: Provides assistance with career searches including career assessment and research, résumé critique, mock job interviews and internship searches. Career services often facilitate alumni networking which can be a great job-finding resource.

CHILD CARE: Provides daycare for students with children. Usually a low fee and often partly staffed by students in early childhood education programs. These services are in high demand so sign up early.

COMPUTER LAB: Provides computers and printers for student use. They are open at specific hours and usually staffed by a student worker. Most schools provide access both to P.C.'s and Macs.

EDUCATIONAL OPPORTUNITY PROGRAMS (EOP, HEOP, SEEK, CD): Provide academic support as well as financial and personal counseling to students in the program.

ETHNIC AND CULTURE CLUBS: Provide their members with a community that is involved in activism, education and festivities related to the specific group. There are usually a great number of clubs that are focused on ethnic and cultural identity.

FINANCIAL AID OFFICE: Provides financial aid information and assistance. This office certifies a student's enrollment and cost of education, determines financial need and processes loans.

HEALTH SERVICES: Provides healthcare for students including: checkups, assessments, prescriptions and referrals.

LIBRARY: A place in which literary, musician, artistic, or reference materials (as books, manuscripts, recordings, or films) are kept for use but not for sale.

OFF-CAMPUS STUDENT ORGANIZATION: Organizes commuter students and provides them with information and assistance promoting being involved on campus.

OFFICE FOR STUDENTS WITH DISABILITIES: Provides assistance and advocates for students with differing abilities. This may include being a liaison between students and professors, assigning note-takers for students, educating students regarding differing abilities and providing assessments for learning disabilities.

PSYCHOLOGICAL COUNSELING/MENTAL HEALTH SERVICES: Provides a range of short-term counseling services both on an individual and group basis. Offers referrals for long-term counseling and medication.

REGISTRAR'S OFFICE: Processes class registration including adding and dropping classes. This will also be the place where you can copies of your transcript.

RESIDENCE LIFE: Manages all aspects of residence life including room assignments, hiring of Resident Assistants, student judicial procedures and building safety policies.

RESIDENT DIRECTOR – Head administrator in charge of specific residence hall(s). Supervises RAs, involved in administration of building and enforcement of policies and procedures.

RESIDENCE ASSISTANT – Student workers in residence halls. Provide information and security for students. RAs usually have some disciplinary function.

SEXUAL HEALTH PROGRAM: Provides literature and educational programs on sexuality and health.

STUDENT GOVERNMENT: Provides student representation to the college administration and board; often in charge of the student activities budget.

STUDENT LIFE/SERVICES: Oversees student activities and clubs.

TUTORING/LEARNING/WRITING CENTER: Provides subject-specific tutoring, basic skills help and writing criticism/assistance.