Pocket Guide to College Success 2nd edition Shushan Solutions Manual

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2 Finding Support on Campus

Chapter Takeaways

Chapter 2 helps students create a college network by encouraging mentor and peer connections, as well as introducing important offices students should become familiar with during their first year on campus. Students are also reminded that getting to know their instructors can be quite rewarding and useful, especially when faced with challenging course work. This essential information encourages students to build a college support system early on so that they recognize the importance of asking questions and getting the help they will need to succeed.

Features and How to Use Them

***Checklist*:** The checklist in Chapter 2 lists important resources students should locate and visit during their first year. The following are some ideas for using this feature in your class.

- Hand out a campus map to each student (or call up a campus map online) and point out important offices and other special locations in and around campus, including those on the checklist—Academic Advising Office, First-Year Programs Office, specific academic departments, Academic Support and Tutoring Office, writing and math centers, counseling centers, Financial Aid Office, Career Services Office, Student Employment Office, Student Services Center, Library, Disability Services Office, diversity center—as well as others, such as gym/recreation facilities and town/city areas.

- While pointing out important locations, talk about why students would visit this location, when students might visit (at what point in the term/year/future years), and whether there are any special instructions about setting up appointments, preparing for meetings, and so on.

- Discuss transportation options for getting around campus and the town/city.

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***Quick Tips*:** Chapter 2 has two Quick Tips.

1. "Be Vulnerable" reminds students that if they truly open up about what's happening in their lives, their meetings with mentors will be more productive and conversations with peers more meaningful.

    - Highlight this Quick Tip within a broader discussion of when/why you might meet with a mentor and how you could bring up difficult issues or challenges during a discussion. Similarly, discuss opportunities for creating peer connections and how to open up conversations with experienced students. Find out whether any students have already begun developing mentor/peer/experienced student connections, ask them to share their experience, and brainstorm how they can sustain their new relationships in the long term.

2. "Identify the Problem" asks students to reflect deeply on why they might be having difficulty in a class and then to share this with the instructor.

    - A few weeks into the term, ask students to consider where they are having difficulty in their classes. Have them answer the questions in this Quick Tip in their paper or online journals.
        - In small or large groups, have students share their academic challenges with others and discuss facing up to academic struggles.
        - Then ask students to come up with a plan of action to address the academic challenge—for example, setting up a meeting with an instructor or advisor; visiting an academic support office or writing center; and focusing on the college studying and test-taking strategies in *A Pocket Guide to College Success.*

***Visual Walkthrough*:** This section discusses the vast array of information on your college's Web site, highlighting important campus resources.

- Ask students to look up the campus resources on the "Campus Resources Checklist" provided in the chapter. Have them bookmark/save the Web sites for future reference.

- Put students into groups and assign one campus resource per group. Ask each group to research the campus resource and answer one or more of the following questions: Where is it located? Why does it exist, and what should students know about the services it offers? How can students benefit from the services offered? Should students visit? If so, when and how? Has anyone in the group already visited the campus resource, or does anyone in the group have some familiarity with it? How do you learn more? If you visit the campus resource, whom will you meet with?

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- Challenge students to make one appointment with a campus office within the month. In a subsequent class, follow up by discussing their experiences.
  - Find out which resource is most relevant/interesting for each student and ask the student to visit that resource. Or create groups and have each group visit a particular resource.
  - Ask students to brainstorm the questions they might ask when visiting, and have them make the appointment during class.

***Five Ways List*:** This list highlights how to make connections with others early in college.

- Use this list as talking points when discussing the importance of authentic peer connections, and share your own experience as you developed a peer network when you were in college (or have experienced students who have taken the class before share their relevant stories).

- Use this list to encourage students to experiment with different ways of interacting with peers to open up as many connections as possible. As an assignment, ask students to try each approach within the next month. Then revisit the importance of peer connections a month later (during class or in an advising meeting). Have student volunteers share their experience and what they learned, or provide a chance for students to reflect on why they may be having difficulty developing meaningful peer relationships. Have students make a plan for how they will build their connections throughout the year.

***Five Questions List*:** This list provides five questions that can help students communicate meaningfully during office hour meetings with instructors.

- Use this list to emphasize the importance of preparation before attending instructor office hours. Remind students that instructors want to be helpful, but are also very busy, so they want students' interactions to be as efficient and impactful as possible.

- Ask students to read through the five questions offered and, for each class they are taking, circle the questions that would be most relevant if they attended instructor office hours. Then, encourage students to attend office hours at least 1–2 times for each class and have them schedule a specific time they will attend office hours for a class they are struggling in.

***Case Study*:** This case study acknowledges the reality that not all advising relationships work out and encourages students to advocate for themselves and seek out additional advising resources when needed.

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- Read the case study aloud in class; then ask students to answer the Questions for Reflection in a paper or online journal. Divide the class into groups or ask students to partner and share their reflection. Then compile a list from the group that highlights the alternative advising resources available on your campus. Ask those students who need additional advising to make an appointment or to seek out the necessary resources before the next class. (And then follow up with an e-mail or in future classes to determine if they were able to get the help they were looking for.)

***Cartoons*:** The first cartoon reminds students that mentors can be an invaluable source of guidance as they navigate the ins and out of college.

- Have experienced students share stories about the different ways mentors have helped them through the many facets of college life—academically, socially, and personally.

The second cartoon reminds students that a college campus can be difficult to navigate, especially as a first-year student.

- Ask if anyone has a funny story to share about not being able to find something on campus or getting lost on campus. Use that story as a way of highlighting how normal it is for first-year students to feel lost, in many senses of the word. Reassure your students that time and assistance from others will help.

- Ask if students have questions about the locations of offices or where to find specific resources. Answer the questions, making sure all the essential campus resources and important locations are highlighted during the Q&A session.

Additional Lecture Ideas and Activities

Lecture Discussion Topics

- Your college network:
  - What connections are important to build and foster throughout college?
  - Why is a college network helpful now and in the future?
  - What resources are available if you struggle to build a college network?

- Interaction with mentors, peers, and experienced students:
  - What makes the relationships important?
  - How do you build these connections?
  - How do you sustain the connections over time?

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- Visiting campus resources:
  - Which ones are helpful and why?
  - When should you visit?
  - How do you make an appointment? Online? By phone? In person?

- Instructor office hours:
  - Why should you attend and how often?
  - How should you prepare?
  - What if you don't get the answers you're looking for?

- Academic challenges:
  - What do you do when you struggle in a class?
  - What happens if you get bad grades or start to fail?
  - How do you get assistance? When should you reach out?

Guest Speakers

- A staff member from any of the campus resource offices on your campus, such as the First-Year Programs Office, Academic Support and Tutoring, Counseling Center, Financial Aid Office, Career Services Office, Student Services Center, Library, Disability Services Office, and Diversity Center. Putting an actual face to a campus resource may make it more likely that students will visit.

- Other students who can speak about their experience building a college network, finding mentors, connecting with peers, using campus resources, visiting instructor office hours, and managing academic difficulties. Peer-to-peer conversations have tremendous power because students often listen more intently, can relate more meaningfully, and may ask more personal questions, allowing them to get the answers they need.

Journal Reflections

Ask students to answer one or more of the following reflection questions in their journals.

- Have you been able to find a mentor yet? If so, what do you hope to talk about the next time you meet? Have you set up a time to get together in the next month or so? If you haven't found a mentor, what type of person do you think you might connect with? Consider your background, academic interests, passions, and future goals when answering these questions.

- How do you plan to build connections with your peers? Have you interacted with any experienced students yet? If so, did you gain any insight that could help you as you navigate your college path?

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- Are there any academic departments or on-campus offices you might be able to visit to get to know someone? Or have you worked with any instructors who have made a powerful impression on you?

- Are there opportunities to speak with your instructors before or after class? When can you visit their office hours in the next two to three weeks? Are you feeling nervous about meeting with your instructors? If so, what might help you overcome your hesitation?

- Have you been struggling in any way—academically, socially, or personally—since you've been on campus? If so, have you considered getting help from one of the many campus resources available? If you're hesitant to get help, what do you think is holding you back? Is there anything that might encourage you to get the help you deserve (for example, visiting an office with a friend, talking to an advisor or a mentor about your struggles, finding out more about the services that are offered on campus?)

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