THRIVE on Campus: Academic Resources

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Grade Level Secondary

Essential Question(s)

Summary

Post Secondary Institutes (PSI) have a variety of support services to assist you in succeeding in your courses and activities. These resources can include math tutoring, maker spaces, writing labs, library support, etc. The list goes on, but it is not uncommon for students not to use these resources because they may not know where to find them or they may not know what resources should be used for a specific project, or they may feel uncomfortable asking for assistance.

Learning Goals

Attachments

- Information Sheets—Academic Resources - Spanish.docx
- Information Sheets—Academic Resources - Spanish.pdf
- Information Sheets—Academic Resources.docx
- Information Sheets—Academic Resources.pdf
- My Academic Support—Academic Resources - Spanish.docx
- My Academic Support—Academic Resources - Spanish.pdf
- My Academic Support—Academic Resources.docx
- My Academic Support—Academic Resources.pdf
- Session Slides—Academic Resources.pptx

Materials

- Activity Slides (attached)
- My Academic Support handout (attached; one per student)
- Information Sheets handout (attached; one set)
- Pens/pencils

10 minutes

What Do You Know Already?

Facilitator Note: Using Slides

Although this resource includes a slide deck, the session can still be facilitated without it, if technology or space is limited.

Use the provided **Session Slides** to facilitate this session. Display **slide 1** and the title of this session. Move to **slide 2** and explain to students the importance of knowing about available academic resources on their campus. Academic resources are provided by the university to help students become better students and succeed. Students may have heard of available academic resources, but they may not know what resources they offer or how to use them. There is a misconception that academic resources are primarily for students struggling in classes. This is a big misconception. Academic resources are available for every student. They are designed to assist them in finding opportunities to enrich their learning.

Move to **slide 3** and pass out the **My Academic Support** handout to every student. Using a modified KWHL strategy, guide their exploration of academic resources by asking students: *What do you already know about resources offered by the university or community college connected to your course?* Have a brief discussion; then invite them to write down some of their answers in the space provided on the handout. Consider asking follow-up questions about how their experiences have gone so far.

Facilitator Note: Sample Follow-up Questions

- Do you know how to use the academic resources you mentioned?
- Do you know where the resources are located on campus?
- Which resources have you used?
- How did you use these resources?
- Did the resources help you with what you needed, or do you still need help?
- How easy or difficult was it to use the resource?
- If you do not know about any academic resources available, where do you think you can look or who do you think you can ask to find information?

15 minutes

What Do You Want to Know?

Display **slide 4** and invite students to write down in the "W" space what they want to know about academic resources on campus. Encourage them to brainstorm about struggles they may be having. If they identify their problems early, then they can more easily find the solution. If students are not struggling, have them think about how they might want to use academic resources to expand their skills and opportunities, such as improving study habits, test preparation, writing a research paper, or learning about internships.

Invite students to share their struggles or areas for improvement if they are comfortable talking about this topic. Sharing their struggles and their concerns enables other students to feel less alone if they are also experiencing the same challenges or looking for the same opportunities. For students who feel confident that they do not require assistance, ask them about classes where they might like to get ahead of the assignments or options to be more involved in their field of study.

Facilitator Note: Guiding the Activity

If students are hesitant to share struggles, consider reflecting and sharing your struggles, your concerns, and your experiences in college. This may prompt students to share.

25 minutes

Academic Resources Gallery Walk

After students have brainstormed about some of the academic struggles or interests in academic opportunities they are having, transition to **slide 5** and using the Gallery Walk strategy have students find the **Information Sheets** handout(s) they need. Invite them to turn their KWL handout over and fill out the details for at least three new resources they want to try. Allow students time to work. Consider walking around asking guiding questions or clearing up any misconceptions.

Facilitator Note: Guiding the Activity

As the facilitator, share your own experiences of how you used these resources or would have liked to use them as a college student. Also consider asking the following guiding questions:

- Why did you choose this specific resource?
- How do you think you can use this resource?
- Realistically, would using this resource be easy or difficult for you to use?
- Does using this resource require an appointment, or can you just drop in at the location/website?
- Is there more than one resource you can use for your specific issue?
- If you are already doing well in classes, how can you use these resources as an opportunity for learning and growth? Is it possible that you might become a tutor for an area where you excel?
- What are your next steps for using this resource?

10 minutes

What Did You Learn?

After students have made notes about their selected resources, move to **slide 6** and invite students to turn back to their KWL chart and use the "L" space to reflect on what they have learned about academic resources on campus.

Invite students to share information about one of the resources they want to try. Ask them to identify one step that they plan to take towards using that resource.

Move to **slide 7** and close the session by reminding students that it is okay for them to ask for help. These resources have been created and are available on campus to help them succeed. However, they have to be the one to take initiative and seek these resources. If they are doing well in class, these resources can help them improve their understanding and prepare them for opportunities such as graduate school applications, internships, or working as a tutor in some specific area.

Research Rationale

Various postsecondary institutions have structures in place to help first-generation college students build support and structures during the first year so that they can continue their education and complete their degrees. Research shows the largest factors that first-generation college students need are connections with peers and faculty (Hallett et al., 2020; Payne et al., 2023), a sense of belonging within a community (Hallett et al., 2020; Kulp et al., 2021; Pratt et al., 2019), an understanding of the resources available (Payne et al., 2023), and an understanding and mastery of time management (Bolkan et al., 2021), and an understanding of financial support (Demetriou et al., 2017). The goal of support structures at institutions "is to assist students in developing initial social connections that will help them feel a sense of belonging on campus" (Hallett et al., 2020, p. 236).

Resources

- Bolkan, S., Pedersen, W. C., Stormes, K. N., & Manke, B. (2021). Predicting 4-year graduation: Using social cognitive career theory to model the impact of prescriptive advising, unit load, and students' self-efficacy. *Journal of college student retention: research, theory & practice*, *22*(4), 655-675.
- Demetriou, C., Meece, J., Eaker-Rich, D., & Powell, C. (2017). The activities, roles, and relationships of successful first-generation college students. *Journal of college student development,* *58*(1), 19-36.
- Hallett, R. E., Kezar, A., Perez, R. J., & Kitchen, J. A. (2020). A typology of college transition and support programs: Situating a 2-year comprehensive college transition program within college access. *American behavioral scientist*, *64*(3), 230-252.
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- K20 Center. (n.d.). KWHL graphic organizer. Strategies. https://learn.k20center.ou.edu/strategy/127
- Kulp, A. M., Pascale, A. B., & Grandstaff, M. (2021). Types of extracurricular campus activities and first-year students' academic success. *Journal of college student retention: research, theory & practice*, *23*(3), 747-767.
- Payne, T., Muenks, K., & Aguayo, E. (2021). "Just because I am first gen doesn't mean I'm not asking for help": A thematic analysis of first-generation college students' academic help-seeking behaviors. *Journal of diversity in higher education*.
- Pratt, I. S., Harwood, H. B., Cavazos, J. T., & Ditzfeld, C. P. (2019). Should I stay or should I go? Retention in first-generation college students. *Journal of college student retention: research, theory & practice*, *21*(1), 105-118.