

STDY 80: Studying & Learning
Campus Resources

Name: _____
Date: _____

Campus Resources Project

Point of the Assignment: 1) To give students an opportunity to develop teambuilding skills and group project completion. 2) To give students public presentation experience. 3) To all give students in class more exposure regarding resources available for students.

<p>Learning Assistance Center (LAC) *Tutorial Services *Testing Center *Learning Lab *Skills Lab *Courses Offered</p> <p>1. _____ 2. _____</p>	<p>Counseling Department & Programs * Academic Counseling * Career and Transfer Services *Career Placement *Assessment Center www.Assist.Org (<i>website</i>)</p> <p>1. _____ 2. _____</p>
<p>Academic Support Programs: The Writing Center Math Activities Resource Center WIN Program for Athletes (<i>Academic Support for Athletes</i>)</p> <p>1. _____ 2. _____</p>	<p>Special Programs: *Honors Program * Teacher Preparation Institute * ASPIRE * Bridge Program & Learning Communities</p> <p>1. _____ 2. _____</p>
<p>Student Life & Recreation * Associated Students (ASI) * Student clubs *Student Center *Performing Arts Programs *Athletic Events</p> <p>1. _____ 2. _____ 3. _____</p>	<p>Financial Aid & Support Programs * BOG, Grants, Loans, Scholarships <i>Note: FAFSA is NOT a program – it is an application!!!</i> * Work Study Program * Child Development Center</p> <p>1. _____ 2. _____</p>

<p>Special Student Populations: *EOPS * CARE *CalWORKS *Disabled Students (DSPS) *Veterans’ Affairs Office</p> <p>1. _____ 2. _____</p>	<p>Health & Safety Programs * Student Health Center * Wellness Center *Security & Escort Services</p> <p>1. _____ 2. _____</p>
<p>Non-Credit Students: *Continuing Education *ESL & Intercultural Programs *Language Learning Lab</p> <p>1. _____ 2. _____</p>	<p>Library & Learning Resources: *Library Services * Distance Learning – See: http://www.mtsac.edu/instruction/learning/distlearn/</p> <p>1. _____ 2. _____</p>

How much information to collect

It is easy to become overwhelmed by too much information to collect and report. Also, it is just as easy not to get enough information. So, you may be asking how much information you should be collecting. Part of learning how to think critically means you need to figure that out. But, here are some guidelines to help you. In order to figure out how much information you should collect, answer the following questions:

Who is my audience? _____

What does my audience care about? _____

Why have I been expected to do this assignment? _____

If someone were presenting this information to me, what information would I want him or her to give me? _____

Where to get information *(Use a minimum of three different sources)*

- Department/program’s official website
- Mt. SAC College catalog *(online or print version)*
- Literature provided by the department
- Walk through of the office
- Interviewing staff members*
- Interviewing students served by them*

**See “Informational Interviewing” Assignment if you need help with this.*

NOTES:

1. Photos: When you visit the office, and interview staff and students, take a camera. Take pictures of the place and people. Use these in your presentation.

2. Be sure to provide the audience with handouts or other materials that they can take with them. These materials should give them the fundamental information they need to know about this office. If they don't provide you with promotional literature you can give out, then create a PowerPoint Handout (from the "Print" Command within PowerPoint). Be sure to collect enough handouts for everyone in the audience (25 students and the teacher).

Questions to answer

As you collect information, take the time to answer the following questions. You are advised to do this process for each of the programs you are learning about separately. (*i.e. Answer these questions for each office: For Fitness Programs - Student Health Center and Fitness Lab*)

What office/program(s) are we presenting? _____

Why are they there? (Mission statement/purpose) _____

Who do they serve? (*What type of student?*) _____

Where are they located? _____

What hours are they open? _____

What services do they offer? _____

Why should a student seek their services? (*How does the student benefit from this?*) _____

What did you learn that was new or interesting to you personally? _____

Why were you interested in learning about this office? _____

Assemble the Information:

Once you have collected the information you need for each program office, you need to decide how you are going to present it. Do you want to present it office, by office? Or would it be better to organize the information from another perspective?

Presentation

Each team will have 10 minutes (max) to introduce their resources and inform their classmates about it. You may present the information any way you like, but it must also include a PowerPoint presentation, which highlights the main points of your presentation. However, you should consider your audience by imagining how you would want such information presented to you. Remember, you are the teachers for this assignment.

Grading based on the following:

- 1) Answered all the questions listed above
- 2) Thoroughness and care given to the project
- 3) Creativity in how you presented the information
- 4) PowerPoint presentation was professional, organized and free of errors.
- 5) Handouts were provided to every member of the audience. *(If you can't get enough handouts for every member in the audience, then print your PowerPoint file out in "Handout" mode [2-3 pages] and photocopy.)*
- 6) Dressed professionally. You should be dressed as if you are working in an office environment and not as if you are going to a night club.
- 7) Team member evaluations. This is your opportunity to let me know if a team member did not do their share. In order to receive full credit, your team members must indicate that you participated in the planning, preparation, and delivery of information. Information provided to the teacher will be held in confidence.

Tips for Working on a Team Project:

1. **Exchange contact information**

2. **Establish the ground rules for how the team will operate:**
 - a. Decide when and where and for how long you will meet. Make an effort to find a time and place that works for everyone.
 - b. Discuss what contributions each member can bring to the team (i.e. Assuming leadership, creating visual presentation materials, computer background research, writing and editing PowerPoint, meeting note taking, operating the computer equipment during presentation, public speaking, supporting wherever needed, etc.)

- c. Assign tasks to individuals. Try to avoid doing this too early, because sometimes the needs will not necessarily be known in the beginning. Note: it will work best if people are allowed to first volunteer for their preference. Delegate tasks only if no one volunteers.

3. Working with people:

- a. Clarify that everyone must have an opportunity to offer his or her input.
 - i. Draw out and seek the input from individuals who may be rather quiet.
 - ii. Do not allow one person to dominate or have everything their way – this is a group project – not an individual project.
- b. Allow the leader(s) to emerge as you begin the process. Instead of assigning this to someone who may not be ready to take on the responsibility, understand that usually, someone just tends to step into the role as the process progresses.
- c. Expect the likely possibility that one (or sometimes more than one) person will eventually prove to be unreliable, or may even drop the class in the middle of your project. If this happens, understand that it is rather typical – especially in community college classes. It will become apparent rather early to serious participants who those people may be. Make a private mental note of it. You may try to hold them accountable, but often this will not change their behavior. The best solution I have learned is to simply delegate to them tasks that are not critical if they don't follow through. If they are there to do it, great – if not, your project won't suffer. **Don't allow them to accept responsibility for critical tasks that could cause your group project to fail.** Remember that the group will have an opportunity to report on people who do not contribute their fair share to the final product. If all team members present similar evaluations, that individual's grades will reflect these evaluations. Please remember that your professors are fully well aware of the fact that many students want to take credit for work they did not do, and that they will grade accordingly. As a student, your job is simply to learn how to deal with this fact of life.

4. Collect information – conduct your research:

- a. Begin by first learning what you can from the Internet. You can find out where your office is, and answer some of your primary questions. Also use this information to determine when you can visit the office.
- b. Generate some questions that you want to have answered. **Note, do not be so basic as to simply ask what hours they are open.** – You can find that out on your own. These are going to be a set of interview questions to ask your host. These questions are to find out information that was NOT provided through literature or the website.
- c. Set an appointment to visit the office. First try to find a general time frame that will work with your group participants. Then have someone contact that office to tell them what you are doing, and ask to set an appointment with someone who can talk to you. Ask who will be speaking to you and what is their function in that office.
- d. Arrive at least 10 minutes early. Look around the place, and get a feel for what they are about. See if they have any literature you can take. (Keep in mind that

your host will possibly provide you with some information to take.) Get enough copies for all your classmates. Read any posters, or other visual information they have on the walls that may talk about what the office does.

- e. Allow your host to take you on a tour and to tell you about their services. Ask questions as they arise. Let them lead the presentation time, and then wait for them to ask you if you have any questions. This is the time to ask your interview questions. Do not ask questions they have already answered. Feel free to add questions that come up during your visit. **Pay attention to clues that they are ready to end the visit – they may be busy or have another appointment to get to.** As you leave, thank them for their time.
- f. Send a thank you follow up email to that person. Indicate that you appreciate them taking time out of their busy schedule to talk to you. Find something to compliment them, or something you appreciated learning through your visit.

5. Planning your presentation

- a. Arrange a meeting and discuss what you learned.
- b. Review your information and materials.
- c. Determine what information you will present.
- d. Plan a strategy of how you will present your information.*
- e. Plan the outline of what you will be presenting.*
- f. Identify who will be presenting what.
- g. Create your visual aids and handouts that you may be producing.
- h. Determine what handouts you have to provide to your audience.
- i. Conduct practice runs on your presentation.

6. *Planning your presentation

- a. Everyone must speak
- b. You have 10 minutes to present.
- c. Be sure to cover the information that is required in the presentation
- d. Be as creative as you can: use skits, role plays, appropriate humor, audience participation, visual aids, props and/or costumes, background music, kinesthetic activities. Q & A session, provide food, etc. – Realize how boring it can be to sit through an hour's worth of presentations where there is no creativity. When you are creative, people will remember what you have presented.
- e. Identify who will assume what role during the presentation (i.e. lead speaker, various roles in a skit, operate computer equipment, pass out handouts, etc.)

(Personal Reflection)

1. What Office did you present?

2. How much did you know about this office before starting this project?

3. What did you learn about this office as a result of this project?

4. What other offices presented that were new to you?

5. What did you learn about these other offices presented?

6. Based on what you learned through these presentations, which (if any) offices should you plan to visit because they might be able to assist you with a need you might have?

7. In general, what has these presentations taught you about how colleges strive to help their students succeed at their academic goals?

8. In general, how has this group project assignment helped prepare you to work on future team projects?

Test your understanding:

What is the main point of this assignment?

Why were you expected to do this exercise?

What type of person would need to do this exercise?

How well do you fit the profile of the person for whom this assignment was created?

Reflection: *(Write down your response after completing this assignment.)*

Team Member Evaluations

Note: Turn in after presentation

Team member submitting Evaluation: _____

Office Presented to class: _____

Criteria (Scale 1 to 5: 5 is the highest possible score)	Team Member #1 Self (Rate your own level of participation)	Team Member #2 <hr style="width: 50%; margin: 0 auto;"/> (Rate his/her level of participation)	Team Member #3 <hr style="width: 50%; margin: 0 auto;"/> (Rate his/her level of participation)	Team Member #3 <hr style="width: 50%; margin: 0 auto;"/> (Rate his/her level of participation)
Attended meetings				
Arrived on time to meetings				
Participated in meeting conversations				
Helped prepare questions				
Attended office visit				
Was punctual to office visit				
Helped put together the presentation				
Helped to present the information to the class				
Comments:				

Signature: _____