EXTENDED ORIENTATION FOR FIRST-GENERATION COLLEGE STUDENTS
AT BALL STATE UNIVERSITY

CREATIVE PROJECT
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BY
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ABSTRACT

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Higher education’s retention and graduation of students in the United States has been crucially examined over the last few years. Based on statistical data, and student responses, different programs like orientation, Summer Bridge, First Year Experience, and Residential Living-Learning communities have been established to assist first-year students in the transition between high school and college. These programs assist students in the academic, social, and life skills needed to succeed within the first year of college.

Through research, institutional benchmarking, communication, and a personal reflection, the program was designed to meet the needs of first-generation college students. The purpose of the Expanded Orientation Program at Ball State University would be to provide first-generation college students additional learning resources (i.e., seminars, speaker series, one-on-one meetings, and community engagement) needed to be successful during their collegiate years. By providing the opportunity for first-generation college students to receive the guidance needed to excel, they would have the chance to connect with campus educators who can help them learn how to be successful, while developing into educated persons throughout their journey.
<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRACT..............................................................2</td>
</tr>
<tr>
<td>TABLE OF CONTENTS..........................................................3</td>
</tr>
<tr>
<td>CHAPTER ONE – INTRODUCTION.................................5</td>
</tr>
<tr>
<td>Statement of Purpose..................................................6</td>
</tr>
<tr>
<td>Significance of the Study..............................................6</td>
</tr>
<tr>
<td>Scope and Limitations................................................7</td>
</tr>
<tr>
<td>Definition.................................................................7</td>
</tr>
<tr>
<td>Organization of Paper................................................7</td>
</tr>
<tr>
<td>CHAPTER TWO – REVIEW OF RELATED LITERATURE...................9</td>
</tr>
<tr>
<td>Summary of the Project................................................9</td>
</tr>
<tr>
<td>Experiential Education...............................................10</td>
</tr>
<tr>
<td>Defining the First-Generation College Student..................12</td>
</tr>
<tr>
<td>Supplemental Programs..............................................13</td>
</tr>
<tr>
<td>Summary.................................................................15</td>
</tr>
<tr>
<td>CHAPTER THREE – METHODOLOGY....................................17</td>
</tr>
<tr>
<td>Statement of Purpose..............................................17</td>
</tr>
<tr>
<td>Methodology...............................................................17</td>
</tr>
<tr>
<td>Design of the Project..............................................18</td>
</tr>
<tr>
<td>Summary.................................................................20</td>
</tr>
<tr>
<td>CHAPTER FOUR – EXTENDED ORIENTATION FOR FIRST GENERATION COLLEGE STUDENTS AT BALL STATE UNIVERSITY......................22</td>
</tr>
<tr>
<td>Outline of Curriculum...............................................22</td>
</tr>
</tbody>
</table>
CHAPTER ONE
INTRODUCTION

Attendance at higher education institutions in the United States has rapidly increased over the last decade. Among attendees, non-traditional, students of color, low-income, and first-generation college student enrollment have continued to decrease (Chen & Carroll, 2005). Due to the transition between high school and college, several of these student populations are not completing their undergraduate degrees. Moreover, students of such populations are not completing their postsecondary education due to the lack of academic preparedness and psychological readiness.

Institutions have developed programs to better serve new students during the transitional period. Programs like New Student Orientation, Summer Bridge, First Year Experience, and Residential Living-Learning communities are amongst the many. These programs are targeted to new students to help with the academic, social, and psychological changes that occur during college. What these programs lack are the specific characteristics, resources and learning outcomes that can be applied to first-generation college students.

By promoting transition programs for these students, first-generation students will receive the academic guidance needed to be successful during their undergraduate careers, they will also receive personal life skills earned during the program that will be used post graduation. The development during the program will contribute towards graduation for first-generation college students.
Statement of Purpose

Research demonstrates that programs like New Student Orientation, Summer Bridge, First Year Experience, and Residential Living-Learning communities positively influence first-year students. As a way to complement these programs, an additional program should be implemented to assist first-generation college student’s overall transition and increase retention numbers for this population. The purpose of the Expanded Orientation Program at Ball State University would be to provide first-generation college students additional learning resources (i.e., seminars, speaker series, one-on-one meetings, and community engagement) needed to be successful during their collegiate years. By providing the opportunity for first-generation college students to receive the guidance needed to excel, they would have the chance to connect with campus educators who can help them learn how to be successful, while developing into educated persons throughout their journey.

Significance of the Study

This creative project was developed to help first-generation college students succeed during their undergraduate careers. When it comes to the collegiate experience, first-generation college students are often confused and easily misguided. Many of these students need additional resources to guide and educate them throughout their college careers. Without this guidance, these students often misuse their opportunities to receive baccalaureate degrees. They are often unique because of their lack of readiness for college. These students often have financial obligations, demonstrate academic weaknesses, or have multiple external responsibilities to balance while attending school. Although these students struggle with the transitional aspect of college, they are often dedicated and hardworking. When receiving the
appropriate amount of guidance, they will work hard to receive the education they need to be successful in the workplace.

**Scope and Limitations**

The Extended Orientation Program for first-generation college students was created to provide opportunities for student success among first-generation students at Ball State University. This program was created to serve the population of first-generation college students before, during, and after their initial collegiate experiences. It educates them on the resources the campus and community has to offer, as well as challenges them to immerse themselves in the campus culture.

Due to the Extended Orientation Program not being a requirement at Ball State University for first-generation college students, the participation levels or interest levels could be low. However, the interest level amongst non-traditional students could also be high. Levels of participation might be determined based on the two-semester commitment portion of the program. Low participation would result in a smaller cohort experience amongst first-generation college students within the program. Without active group participation, the learning outcomes of the program would not be met.

**Definition**

First-generation college student: A student whose parents did not attend or receive a postsecondary degree. Often, first-generation college students are minorities, immigrants, student-parents, students with low-income, and/or non-traditional students.

**Organization of Paper**

This paper is organized into four chapters. Chapter one addresses the purpose statement, significance of the study, scope and limitations, and definition. Chapter two explores the
existing literature related to theories of first-generation college students, the history of student retention, a snapshot of first-generation college students, and additional programs in place to guide new students during the transitional time period between high school and college. The third chapter consists of a description of the methodology used throughout the creation of the Extended Orientation Program for first-generation college students. Chapter four will cover the details about how the Extended Orientation Program will be implemented on Ball State University’s campus.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

Summary of the Project

Many Americans today hold themselves to a higher expectation when it comes to participating in higher education. In today’s society, attending a college or university is more common, and highly encouraged in the job market. With the increase of attendance at four-year institutions, attendees are coming from all over the country, and in all ages to receive baccalaureate level degrees. Due to the increase in attendance, tuition has risen and scholarships have become more competitive. A large group of students that we see on-campus are first-generation college students. First-generation college students often get lost in the shuffle of new students on-campus. By developing an Extended Orientation Program for these students, we can better ensure that they receive the direct attention and advice needed to be successful during their undergraduate experiences. This program will allow them to meet individually with an advisor and professors, as well as attend planned events and socials to help get them acclimated to the campus environment. Additional seminars will be hosted for the Extended Orientation Program members where they can learn about from the basics of campus life, how to schedule for classes, and resources available like the career center, and writing center. Assisting the students in their future career paths and prepare for the job market through resume building, cover-letter preparation, and mock interview sessions. Since these students, and student’s families, are new to the college world, the Extended Orientation Program will be helpful for both the families and students throughout the collegiate experience.
Experiential Education

According to Tinto (2006-7), “Student retention is one of the most widely studied areas in higher education” (p. 1). It is widely studied because of the various reasons why students are unable to meet requirements for graduation. The lingering question by most collegiate professionals and researchers is, what can we do to further improve student retention and enhance institutional effectiveness?

The view on student retention began to change in the 1970’s (Tinto, 2006-7). The lens was shifted from individual demographic and academic readiness to more of the relationship between the student and the institution. “We learned that involvement matters and that it matters most during the critical first year of college” (p. 3). Institutional programs were implemented to help students develop relationships with other students and the institute. “It is one thing to identify effective action; it is another to implement it in ways that significantly enhance student retention over time” (p. 8). With continuation of research on retention, professionals and researchers were able to discover details about the lack of persistence in students, and implement programs and services to continuously improve student retention.

Pascarella, Terenzini, and Wolfe (1986) stated that many colleges and universities across the nation hold orientation programs, typically one or two-day sessions scheduled before classes commence.

The broad goals of such orientation programs are typically to acquaint students with the administrative regulations and expected behaviors of the institution, introduce them to student organizations and activities, acquaint them with available student services, help them design an academic program, and provide
opportunities to meet informally with the institution's faculty in nonclassroom settings. (p. 156)

Pascarella et al., assessed the benefits of orientation programs by surveying students on their overall experiences. He found that a continuous orientation program throughout a student’s first-year would reinforce the enhancement of students’ success with integration into campus academic and social systems. A continuous orientation program may influence the overall student persistence. “Extending the duration of carefully conceived orientation experience would both reinforce and magnify its influence on students” (p. 19).

Furthermore, when considering the retention and persistence rates for students from traditionally marginalized groups in higher education, such as of first-generation college students, the numbers were worse than overall rates (Falcone, 2011). Within a sample cohort between 2003-2004, 69% of students with at least one parent with a postsecondary education achieved a bachelor’s degree within five years (Radford, Berkner, Wheeless, & Shepherd, 2010). Only 40% of students whose parents only received a high school diploma attained a bachelor’s degree in five years.

First-generation college students face barriers in their academics, social integration, and cultural adaptability during their first years at higher educational institutions (Engle & Tinto, 2008). First-generation college students found that balancing between home, personal lives, and the newly developed college culture were straining and distracting. Some students admitted that the change in culture left them feeling unprepared and unsupported. By extending the orientation process it can assist and ease the transition between the different worlds.
Defining the First-Generation College Student

Approximately 24% of students enrolled in postsecondary education are first-generation students (Engle & Tinto, 2008). “Students who are first in their family to attend college are a diverse group who juggle numerous life roles and identities” (Jehangir, 2010, p.533). According to Chen (2005), first-generation college students are often students of color, immigrants, student-parents, low-income, and above the age of 24. Most often first-generation college students are first time attendees because of the financial responsibility related to the college experience (Jehangir, 2010). The fastest growing populations of students are first-generation college students. “Academic institutions and particularly large research institutions are unprepared for creating environments of success for these students” (p. 534).

Although there is a plethora of definitions of first-generation college students, the commonality between them are that their parents have not attended nor received a postsecondary degree (Jehangir, 2010). First-generation college students are, but not limited too, typically students with lower academic preparation, receive lower grade point averages, and have lower college entrance examination scores. Due to the lack in financial affordability, most first-generation college students normally reside off-campus and work part-time jobs.

Despite the student’s lack of academic preparedness, these students often face social barriers (Jehangir, 2010).

On-campus, first-generation students must try to make sense of the explicitly and implicitly expectations, rituals, and norms of the higher education culture — a process which can be simultaneously exhilarating, overwhelming, and alienating. (p. 536)
These students also find themselves struggling to balance the demands of work, family, and school. Due to their lack in self-competence, and institutional support, most first-generation college students terminate their college careers prior to graduation.

**Supplemental Programs**

Growing concerns for higher education resources, and student retention rates in postsecondary institutions’ continued to persist (Brown, 2012). Universities and colleges that have additional resources or programs to assist first-time college students through their transition into higher education were seeing drastic increase in student retention (Pascarella et al., 1986). Such supplemental programs consist of orientation, Summer Bridge, First-Year Experience, and Residential Living-Learning Communities.

Orientation programs have taken several forms, but possess the same goals (Vlamis, Bell, & Gass, 2011). Some orientation programs emphasize the social, and teamwork aspects rather than the academic qualities. By participating in a program like orientation, students developed a sense of community.

Overall goals for orientation programs are to academically prepare, personally adjust, and increase awareness of both the student and the family regarding the collegiate transition process (Hollins, 2009). These programs also allow students an overview of what the expectations are of college. Hollins explained that a new-student orientation program entitled Student Orientation, Advising, and Registration (SOAR) was designed to improve the advising and enrollment processes for institutions. These programs included group advising sessions, campus life meet-and-greets, tours of campus, overview of policies’ and introductions to student organizations. Academic performance,
social integration, and student graduation rates, are directly related to the attendance of programs like SOAR and other various orientation programs.

Summer Bridge programs are provided to help students acquire the knowledge and skills needed for college success prior to attending college (Barnett, Bork, Mayer, Pretlow, Wathington, & Weiss, 2012). “Summer Bridge programs have traditionally been one of the economical ways to increase access and retention of non-traditional, first-generation, or at-risk students” (McCurrie, 2009, p. 28). This particular program offers accelerated instruction in math, reading, and/or writing. The program also offers a new partnership between high schools and colleges, support during the transitional period, and academic assistance to students that needed it.

First Year Experience (FYE) programs have been implemented in universities and college across the nation (Schrader & Brown, 2008). These programs have been used to address the emergent needs of matriculating students. These programs are designed to supplement the necessary academic and life skills needed for success in college. The program varies depending on the institution, however commonalities include how to use campus resources, note-taking seminars, and how to navigate around campus effectively. Programs like FYE are continuously evolving to better serve their first-year students. “A principal goal of FYE programs was to establish a social cohort early in students’ academic careers and provide information about interactions with other individuals as well as various university systems” (p. 331).

Living-learning communities are designed to provide students a sense of community within their residence halls, whether it is categorized by gender, major, or involvement; living-learning communities are becoming more popular on-campus. In
partnership between student affairs and academic affairs, living-learning communities influence academic, social, and developmental outcomes for all aged college students (Brower & Inkelas, 2010).

Having co-curricular experiences like living-learning opportunities in the residence halls encourages civic engagement, character building, and citizenship development amongst students (Kerr & Tweedy, 2006). Student affairs professionals emphasize the importance of living-learning communities based on the external engagement and opportunities that are available to the residents. Participation in these communities has directly enhanced students’ involvement and indirectly promoted integration and institutional gains. Residence life programs and experiences are a combination of relationships, interactions, social development, and personal growth, while incorporating a combination of services, programs, mentoring, interventions, and opportunities (Oechler, 2007).

**Summary**

Higher education’s student retention in the United States has been crucially examined over the last few years. Based on statistical data, and student responses, different programs like New Student Orientation, Summer Bridge, First Year Experience, and Residential Living-Learning communities have been established to assist first-year students in the transition between high school and college. These programs assist students in the academic, social, and life skills needed to succeed within the first year of college.

First-generation college students are often classified as non-traditional, minority, or low-income. First-generation college students typically need extra assistance during their transition into higher education. Although these programs assist in the transition, there is not a program specifically geared towards their needs. Due to the lack in additional resources, some first-
generation college students do not finish their postsecondary education. It is important that both student affairs and academic affairs professionals are aware of first-generation college student needs in order to properly prepare, and retain during the collegiate experience.
CHAPTER THREE

METHODOLOGY

Statement of Purpose

Research demonstrates that programs like New Student Orientation, Summer Bridge, First Year Experience, and Residential Living-Learning communities positively influence first-year students. As a way to complement these programs, an additional program should be implemented to assist first-generation college student’s overall transition and increase retention numbers for this population. The purpose of the Expanded Orientation Program at Ball State University would be to provide first-generation college students additional learning resources (i.e., seminars, speaker series, one-on-one meetings, and community engagement) needed to be successful during their collegiate years. By providing the opportunity for first-generation college students to receive the guidance needed to excel, they would have the chance to connect with campus educators who can help them learn how to be successful, while developing into educated persons throughout their journey.

Methodology

A personal reflection was completed to better analyze the perspective of a first-generation college student’s journey through college. Further communication and research on other institution’s programs were conducted. Feedback was received from professionals at a variety of institutions. Websites of various institutions of higher education were reviewed to gain an insight of other programs and practices applicable to specific student demographics. A literature review was conducted to gain a better understanding of experiential learning, the first-generation college student behavior in post-secondary educational settings, and current programs in place to
assist the specific needs of first-generation college students. The literature review used journal articles, magazines, and reports written by student development theorists and authors knowledgeable about first-generation college students and their collegiate development in the United States.

**Design of the Project**

An Extended Orientation Program, specifically for first-generation college students transitioning into college, was created to supplement the new student orientation program already offered at Ball State University. The program was designed to assist first-generation college students through the transitional period between high school and college. The program allows the students to interact and connect with faculty, staff, and other first-generation college students. The Office of Orientation in collaboration with the Office of Student Life, Academic Advising, Career Center, Learning Center, and additional campus resources’ will administer the program. Due to the fact that this is the students transition into college, they will attend educational sessions, group activities, and participate in one-on-one advising. Making connections within this subpopulation allows students to create and sustain relationships together throughout their collegiate journey. The program takes place during two consecutive semesters during the first year of college. Activities, events, and sessions will be held a few times a month during the weekdays and on some alternative weekends. The program will be divided into three themes: Introduction to College, Leadership Development, and Personal Wellness and Safety. Students that persist throughout the program receive a scholarship for their sophomore year, and have the opportunity to serve as a Peer Mentor to the next set of attendees. Through an application process, three participants are eligible to receive a scholarship and an opportunity to
serve as a peer mentor the following year. Participants must attend 75% of the sessions as well as keep a journal of their first year of college in order to qualify for the $250 scholarship.

After the attendees arrive to the first session, icebreakers style games and activities will be conducted to help the participants get acclimated to the environment and get to know one another. The session will begin by mingling and getting to know one another, as well as a brief overview of the layout and expectations of the Expanded Orientation Program. Throughout the night the students will participate in an activity where they divide into groups and define “college;” this activity allows the first-generation college students to define their experiences, create personal mission statements, and identify individual goals. By participating in these activities the students will learn how others define the collegiate experience, and allow them to form relationships with their peers based on personal goals.

After the initial meeting, the students will enter the Introduction to College stage of the program. During the course of a few weeks, the students will attend sessions on how to maneuver through campus, seek advising, and schedule classes. Also, the students will attend seminars provided by the Learning Center on how to take notes, proper study habits, and academic integrity. The smaller group setting allows the students to interact with faculty and staff. It also gives them the chance to ask questions they might have never been able to get answers to before.

The program then enters the Leadership Development stage. These sessions are geared more towards the attendee’s leadership development. The students will be encouraged to join a student organization. They will learn how to get involved on campus, and how to be a leader. Students will also participate in leadership style quizzes and activities. These sessions will test
their leadership initiatives, as well as problem solving techniques. They will also work together on a community service project in the local community.

The final stage of the program is Personal Development. These sessions will address personal health and wellness. This section of the program will educate students on alcohol awareness, drug addiction studies, and mental health disorders. The students will participate in stress relieving activities, case study scenarios, and self-defense courses. Students will learn about healthy alternatives and drug and alcohol prevention.

Throughout the two-semester program, the first-generation college students will gain a support system, learn about academic resources, and obtain knowledge to make healthy decisions. They will not only receive the guidance and answers needed to be successful, but they will be challenged to become leaders of the community and how to persist to graduation. With dedication these students will be financially rewarded and receive an abundance of knowledge and support.

Summary

The Extended Orientation Program for first-generation college students at Ball State University is a resource offered to assist students in the acclimation process of college. The two semester program will help build connections between first-generation college students who are experiencing similar transitions, and allows them the opportunity to work together and support one another. This guidance program provided to first-generation college students contributes to their collegiate development through campus resources, one-on-one advising, and Career Center advising. The program provides answers to unanswered questions. This Extended Orientation Program will improve the overall retention of first-generation college students, as well as provide
the students the guidance they need to be successful during their collegiate experience and professional lives to come.
CHAPTER FOUR
EXTENDED ORIENTATION FOR FIRST GENERATION COLLEGE STUDENTS
AT BALL STATE UNIVERSITY

Outline of Curriculum

The Extended Orientation program for first-generation college students at Ball State University was designed to assist in the transition, development, and acclimation process of college. The two-semester program is targeted for first year first-generation college students. These students will attend sessions, seminars, and campus events to further their collegiate education and co-curricular experience.

Chapter four contains sessions within the Extended Orientation Program for first-generation college students. These sessions focus on student development through acclimating them to campus resources, in personal development through leadership initiatives and professional preparation topics. Skills gained by participants will contribute to their persistence towards graduation. They will be able to identify campus trends, leadership styles, and campus resources. There is no grading criterion because the program is not for an academic course and for non-credit, but students will have the opportunity to apply for a scholarship where their attendance during the program is reviewed.

The program is divided into eight sessions where the students will be introduced to topics related to the campus culture and strategies to be successful in college. The design of the curriculum is for eight one-hour in-classroom sessions. The sessions will be discussion based and the instructor will challenge the students to engage in dialog.
Session 1 – Introduction and Program Expectations (p. 25)

This session introduces the program. Participants will get to know one another by participating in activities to enhance their relationships. They will also have the opportunity to work collectively to establish program expectations and ideas. The instructor will ask the students to begin keeping a journal of their collegiate experiences, including their reflections of the program sessions. The session will conclude by discussion of the program overview, program events, and future session topics.

Session 2 – Introduction to College: Campus (p. 26)

This session begins by touring the campus. Discussions about buildings and resources available will be shared. This gives the participants the chance to physically see the layout of the campus and explore the campus resources. The session concludes with a participant question and answer period.

Session 3 – Introduction to College: Advising (p. 27)

The third session is designed around the importance of academic advising. The session begins by introducing Academic Advisors that are present. The Academic Advisors explain their role, how to schedule for classes, and how to plan out the four-year academic schedule. Students then have the opportunity to sit one-on-one with the advisors to discuss their academic plans.

Session 4 – Leadership Development: Styles (p. 28)

This session consists of acclimating the participants to campus leadership opportunities and styles. Students hear from a professional staff member from the Office of Student Life about their leadership initiatives and opportunities for involvement. Participants also participate in a leadership assessment and learn more about leadership styles.
**Session 5 – Leadership Development: Careers (p. 29)**

Session five educates the participants on their future career paths. The session consists of a presentation by Career Center including how to create a resume and cover letter, proper job interview etiquette, and available campus jobs. By planning ahead, the participants get to start thinking about their individual career paths.

**Session 6 – Personal Development: Campus Trends (p. 30)**

Session six educates participants on campus trends related to alcohol and drug abuse, sexual assault, and mental health. Participants learn about these trends through a presentation by the Counseling Center, and the Health, Alcohol and Drug Education office. Topics provoke conversation and discussion. The session concludes with questions and comments.

**Session 7 – Personal Development: Self-Defense (p. 31)**

The seventh session was designed to learn how to protect yourself with a self-defense course provided by the Campus Police department. This course includes active participation and a campus history lesson. Participant’s journals will be turned in the following session.

**Session 8 – Program Wrap-Up (p. 32)**

The final session will be used to acknowledge all program participants. The session includes a formal dinner and a reflection presentation produced by the participants. The audience has the opportunity to hear more about the program and the reflections of the participants. The announcement of the scholarship recipient dismisses the concluding session.
Session 1 – Introduction and Program Expectations

Learning Objective
To become familiar with the program expectations and create participant relationships.

Session Outline
15 minutes – Ice Breaker and Mingling Activity.
15 minutes – Program Expectations.
  • Program overview (Appendix 1).
  • Program journals.
  • Additional information.
10 minutes – Looking Ahead.
  • Introduction to college sessions – Come prepared with questions.
  • Planning your year and program activities.
5 mins – Questions, Comments, Concerns.

Lesson Detail
The instructor leads the session with an icebreaker activity in order for participants to get to know each other. After mingling, the session continues with an overview of the program, including expectations and future events (Appendix 1). The description of the program includes the explanation of the self-reflection journals and session topics. This gives the participants time to ask questions. Today’s session concludes with looking ahead to further program and campus events.
Session 2 – Introduction to College: Campus

Learning Objective

To become familiar with the physical layout and resources of the campus.

Session Outline

15 minutes – Tour around campus.

15 minutes – Program resources with brief explanation of each resource and where they are located.

- Career Center.
- Office of Student Life.
- Student Recreation & Wellness Center.
- Writing Center.
- Health Center.
- Learning Center.
- Counseling Center.

10 minutes – Looking Ahead.

- Introduction to college sessions – come prepared with questions.
- Planning out your year and program activities.

5 minutes – Questions, Comments, Concerns.

Lesson Detail

This session begins at the Student Center and travels around campus allowing for participants to physically get acclimated to campus. The students tour campus and see where campus resources are located. By showing the students where these resources are located they can identify their locations for further questions or appointments.
Session 3 – Introduction to College: Advising

Learning Objective

Meet and work with the academic advisors on student schedules.

Session Outline (Presented by Academic Advisors)

15 minutes – Ice Breaker and Meet the Advisors.

5 minutes – Academic Advising Overview.

• What the student can expect.

• How to schedule classes (Appendix 2).

• How to plan out four-year academic schedule.

25 minutes – 1:1 time with Academic Advisors.

• Developing an academic plan.

5 minutes – Questions, Comments, Concerns.

Lesson Detail

In this session the participants learn about academic plans and advisor roles. Academic Advisors will be present to explain their role and how to schedule for classes (Appendix 2). The participants then have time to meet one-on-one with the advisors to begin planning their schedules.
Session 4 – Leadership Development: Styles

Learning Objective

To become familiar with leadership opportunities on campus, as well as learn about leadership styles.

Session Outline

5 minutes – Ice Breaker Activity.

15 minutes – Leadership Styles.

- Leadership Survey (Appendix 3).
- Leadership Styles (Appendix 4).

15 minutes – Introduction to Office of Student Life.

- Excellence in Leadership.
- Multicultural Center.
- Multicultural Student Programs – Big 4.
- Greek Life.
- Student Voluntary Services.
- Summer Bridge Programs.

10 minutes – Looking Ahead.

5 minutes – Questions, Comments, Concerns.

Lesson Details

The session begins by participants taking a leadership survey (Appendix 3). Then participants learn about leadership styles (Appendix 4). The Office of Student Life presents on their leadership initiatives and opportunities, allowing for class participation and discussion.
Session 5 – Leadership Development: Careers

Learning Objective

To become familiar with the Career Center and what the future job process looks like.

Session Outline

5 minutes – Ice Breaker Activity.

40 minutes – Career Center presents.

- How to make a resume and cover letter (Appendix 5).
- Proper job interview etiquette (Appendix 6).
- Campus jobs (Appendix 7).

10 minutes – Wrap-up.

5 minutes – Questions, Comments, Concerns.

Lesson Details

Staff from the Career Center begins by educating the participants on how to create a resume and cover letter (Appendix 5). This allows for the participants to begin creating their own resume. The Career Center also discusses proper job interviewing etiquette and campus job opportunities (Appendix 6 and 7). The session concludes with questions and self-reflection.
Session 6 – Personal Development: Campus Trends

Learning Objective
To educate the participants on campus trends related to alcohol and drug abuse, sexual assault, and mental health.

Session Outline
5 minutes – Ice Breaker Activity.
45 minutes – Review campus trends associated to the topics listed (Presented by Counseling Center and Health, Alcohol, and Drug Education office).

- Alcohol & Drug Abuse (Appendix 8).
- Sexual Assault (Appendix 9).
- Mental Health (Appendix 10).

5 minutes – Questions, Comments, Concerns.

Lesson Details
This session begins by reviewing campus trends associated to alcohol and drug abuse, sexual assault, and mental health. With the collaboration of the Counseling Center and the Health, Alcohol, and Drug Education office, the participants learn about how to identify and assist someone struggling with drugs and alcohol (Appendix 8). The Counseling Center also talks about their campus resources for sexual assault victims and signs for mental health issues (Appendix 9 and 10).
Session 7 – Personal Development: Self-Defense

Learning Objective

To learn self-defensive actions.

Session Outline

5 minutes – Ice Breaker and Police officer introductions.

50 minutes – Self-Defense course provided by Campus Police (Appendix 11).

5 minutes – Questions, Comments, Concerns. Scholarship applications are distributed for submission next session (Appendix 12).

Lesson Details

Program participants participate in a self-defense course provided by the Campus Police Department (Appendix 11). Students also learn how to properly protect themselves on campus. To conclude the session, scholarship applications are distributed (Appendix 12) and reminding the participants the journals are due the following session.
Session 8 – Program Wrap-Up

Learning Objective
To acknowledge all of the program participants.

Session Outline

5 minutes – Participant Introductions.

35 minutes – Formal Dinner.

20 minutes – Participant Reflection.

- Four participants will be asked to present on their overall experiences throughout the program. Each presenter is allotted five minutes.

5 minutes – Closing and Scholarship recipient announced.

Lesson Details

In the concluding session participants will be recognized with a formal dinner and program reflection presentation provided by peer participants. The session will dismiss after the announcement of the scholarship recipient.


APPENDIX 1

PROGRAM OVERVIEW
Program Description

Many Americans today hold themselves to a higher expectation when it comes to participating in higher education. In today’s society, attending a college or university is more common, and highly encouraged in the job market. With the increase of attendance at four-year institutions, attendees are coming from all over the country, and in all ages to receive baccalaureate degrees. Due to the increase in college attendance, tuition has risen and scholarships have become more competitive. A large group of students that we see on-campus are first-generation college students. First-generation college students often get lost in the shuffle of new students on-campus. By developing an Extended Orientation Program for these students, we can better ensure that they receive the direct attention and advice needed to be successful during their undergraduate experiences. This program allows them to meet individually with an advisor and professors, as well as attend planned events and socials to help get them acclimated to the campus environment. Additional seminars will be hosted for the Extended Orientation Program members where they can learn about from the basics of campus life, how to schedule classes, and resources available like the Career Center, and Writing Center. Assisting the students in their future career paths and prepare for the job market through resume building, cover-letter preparation, and mock interview sessions. Since these students are new to the college world, the Extended Orientation Program will provide a support group for students throughout the collegiate experience.

Program Objectives

Participants will understand:

- The physical and academic layout of campus.
- The partnerships between the campus departments.
- Different leadership styles and identifies ways to work with people who have different styles.
- The organization of the job market process: interviews, resumes, cover letters.
- The empowerment to get involved with on campus student organizations.
Expectations

Attendance and Participation
Attendance and participation is a key component of this program. True change and improvement cannot occur unless the individuals involved participate in thought-provoking discussions with others. Missing more than three sessions without prior communication with the program coordinator will negatively affect the students’ overall completion of the program.

Personal Reflection – Journal/Blog
Participants will be responsible for keeping a personal journal/blog to reflect on the sessions and their program experiences. Special attention should be given to connecting session discussions to observations and experiences within their collegiate journey. The blog will be reviewed throughout the semester.

Points will not be collected, however journals will be reviewed on overall participation.

Mandatory Sessions
Program participants will attend monthly sessions scheduled by the program coordinator. Each session will involve group participation, discussion, and themed topics. The program was designed to assist the student on their transition into college, their leadership development, and their personal development.

Recommended Activities
Outside of the required sessions, the program participants are encouraged to attend or join an organization on campus. In addition participants are encouraged to attend at least four of the six campus activities listed below.

- Late Night.
- Excellence In Leadership Speakers.
- Student Voluntary Services events.
- Multicultural Center Programs.
- Greek Life activities.
- Any sports events.

In order to be eligible for the scholarship, attendance, participation, and a review of journals must be completed.
<table>
<thead>
<tr>
<th>Session</th>
<th>Discussion Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Introduction and Program Expectations.</td>
</tr>
<tr>
<td>Session 2</td>
<td>Introduction to College: Campus. This session will be spent learning the design of the campus. Additionally we will review the resources Ball State University offers to new students to better acquaint program participants.</td>
</tr>
<tr>
<td>Session 3</td>
<td>Introduction to College: Advising. This session will be spent meeting with academic advising representatives. They will educate the participants on how to schedule for classes and how to be academically successful.</td>
</tr>
<tr>
<td>Session 4</td>
<td>Leadership Development: Styles. This session will discuss the qualities it takes to be a leader. It will also address about different leadership styles and involvement opportunities. A representative from the Office of Student Life will share about involvement opportunities in that office.</td>
</tr>
<tr>
<td>Session 5</td>
<td>Leadership Development: Careers. A representative from the Career Center will discuss on how to properly create a resume, cover letter, discussing interview strategies and best practices.</td>
</tr>
<tr>
<td>Session 6</td>
<td>Personal Development: Campus Trends. Representatives from the Health Center, Student Recreation and Wellness Center, and Counseling Center will present on the resources their departments offer students. In addition, a discussion of campus trends with alcohol and drug violence, sexual assault, and mental health issues.</td>
</tr>
<tr>
<td>Session 7</td>
<td>Personal Development: Self-Defense. A representative from Campus Police will educate the class on self-defense and campus violence.</td>
</tr>
<tr>
<td>Session 8</td>
<td>Program Wrap-Up. We will recognize program participants with a formal dinner and awards. We will also get to hear from participant’s experiences throughout the program.</td>
</tr>
</tbody>
</table>
APPENDIX 2

HOW TO REGISTER FOR CLASSES
This document explains the registration process under “Self-Service Banner (SSB).” For more in-depth instructions, visit: http://elearning.bsu.edu/tutorials/pdf/STU_CourseCatalog.pdf

**Step 1: View Your Time Ticket and Check Your Registration Status and Curriculum Information**
- Visit http://my.bsu.edu and login with your BSU username and password.
- Click on “SSB-Self-Service Banner”.
- Click on the “Student” tab.
- Click on “Registration”.
- Click on “Registration Status”.
- Select the term and click “Submit”.
- You will see your time ticket. This is the day and time you can begin registering for next term’s classes.
- This screen also tells you if you have any holds that will prevent you from registering, your academic standing, and your student status. If all of the bullet points show green check marks, you will be ready to register for classes when your time ticket opens. If not, please resolve the issue(s) prior to registration.
- Under Curriculum Information check to make sure that your major and minor are listed correctly. If not, please contact your academic advisor immediately before you register for classes.

**Step 2: Search for Class Days and Times**
Make sure you complete this step PRIOR to your registration date. Please pay attention to a.m. and p.m. when searching for class days and times.
- Visit http://my.bsu.edu and login with your BSU username and password.
- Click on “SSB-Self-Service Banner”.
- Click on the “Student” tab.
- Click on “Registration”.
- Click on “Look Up Classes”.
- Select the term and click “Submit”.
- Click on “Advanced Search”.

**Step 3: Register for Classes (will start with your time ticket)**
- As soon as your time ticket opens, go to http://my.bsu.edu and login with your BSU username and password.
- Click on “SSB-Self-Service Banner”.
- Click on “Student” tab.
- Click on “Registration”.
- Click on “Course Add/Drop/Withdraw”.
- Select the term and click “Submit”.
- Enter ALL of your CRNs in the spaces under “Add Classes Worksheet” and click “Submit Changes”.
- You will find out immediately if you are registered for those courses or if there are any issues with the courses you selected. If there are issues, you can resolve them immediately.
- Once your schedule is complete, go to the “Student” tab, then click on “Registration” and click on “Week at a Glance” or “Quick Schedule” to view and print your schedule for the semester.

**MAKE SURE YOU LOGOUT COMPLETELY WHEN YOU’RE FINISHED!**

Belongs to Ball State University, retrieved from http://cms.bsu.edu/-/media/WWW/DepartmentalContent/Advising/registration_13.pdf
APPENDIX 3

LEADERSHIP STYLES SURVEY
3.1 Leadership Styles Questionnaire

Visit [www.sagepub.com/northhouseintro2e](http://www.sagepub.com/northhouseintro2e) for downloadable versions of these questionnaires.

**Purpose**
1. To identify your style of leadership
2. To examine how your leadership style relates to other styles of leadership

**Directions**
1. For each of the statements below, circle the number that indicates the degree to which you agree or disagree.
2. Give your immediate impressions. There are no right or wrong answers.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Employees need to be supervised closely, or they are not likely to do their work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Employees want to be a part of the decision-making process.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. In complex situations, leaders should let subordinates work problems out on their own.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. It is fair to say that most employees in the general population are lazy.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Providing guidance without pressure is the key to being a good leader.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Leadership requires staying out of the way of subordinates as they do their work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. As a rule, employees must be given rewards or punishments in order to motivate them to achieve organizational objectives.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Most workers want frequent and supportive communication from their leaders.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. As a rule, leaders should allow subordinates to appraise their own work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. Most employees feel insecure about their work and need direction.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. Leaders need to help subordinates accept responsibility for completing their work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. Leaders should give subordinates complete freedom to solve problems on their own.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. The leader is the chief judge of the achievements of the members of the group.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Statements</td>
<td>Strongly disagree</td>
<td>Disagree</td>
<td>Neutral</td>
<td>Agree</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>----------</td>
<td>---------</td>
<td>-------</td>
<td>---------------</td>
</tr>
<tr>
<td>14. It is the leader's job to help subordinates find their &quot;passion.&quot;</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. In most situations, workers prefer little input from the leader.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. Effective leaders give orders and clarify procedures.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. People are basically competent and if given a task will do a good job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18. In general, it is best to leave subordinates alone.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Scoring**

1. Sum the responses on items 1, 4, 7, 10, 13, and 16 (authoritarian leadership).
2. Sum the responses on items 2, 5, 8, 11, 14, and 17 (democratic leadership).
3. Sum the responses on items 3, 6, 9, 12, 15, and 18 (laissez-faire leadership).

**Total Scores**

Authoritarian Leadership ____

Democratic Leadership ____

Laissez-Faire Leadership ____

**Scoring Interpretation**

This questionnaire is designed to measure three common styles of leadership: authoritarian, democratic, and laissez-faire. By comparing your scores, you can determine which styles are most dominant and least dominant in your own style of leadership.

- If your score is 26–30, you are in the very high range.
- If your score is 21–25, you are in the high range.
- If your score is 16–20, you are in the moderate range.
- If your score is 11–15, you are in the low range.
- If your score is 6–10, you are in the very low range.
APPENDIX 4

LEADERSHIP STYLES
<table>
<thead>
<tr>
<th></th>
<th>Autocratic</th>
<th>Bureaucratic</th>
<th>Democratic</th>
<th>Laissez-Faire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sees themselves as sole decision maker</td>
<td>Strictly by the book</td>
<td>Almost a reversal of autocratic</td>
<td>Hands-off approach</td>
<td></td>
</tr>
<tr>
<td>Shows little concern about others’ opinion</td>
<td>Relies on rules and regulations</td>
<td>Wants to share responsibilities</td>
<td>Turns over control; delegates authority</td>
<td></td>
</tr>
<tr>
<td>Focuses on completing goals</td>
<td>Act like they are a police officer</td>
<td>Collaborates opinions when decision making</td>
<td>Works well when employees are self-motivated</td>
<td></td>
</tr>
<tr>
<td>Dictates tasks to be accomplished</td>
<td>Appropriate when employees are permitted no discretion</td>
<td>Is a concerned coach of the team</td>
<td>Little application in the hospitality industry</td>
<td></td>
</tr>
</tbody>
</table>
Belongs to Ball State University, retrieved from http://cms.bsu.edu//media/WWW/DepartmentalContent/CareerServices/PDFs/Publications%20and%20Other%20Docs/N4ResumesRemember.pdf
4321 W. Cross Avenue  
Fort Wayne, IN 46835  
February 8, 2013

Patricia Meier  
Manager  
Hilton Hotel  
804 East Ocean Boulevard  
Long Beach, CA 90831  

Dear Ms. Meier,

Please consider me for the position of meetings and convention services coordinator at the Hilton in Long Beach, California. I saw the position posting on www.careerbuilder.com on February 3, 2010. This position fits my education, experience, and career interests.  

I will be graduating from Ball State University in May with a bachelor’s degree in communication studies. As the Bed Race chairman for the Ball State University Homecoming Steering Committee, I coordinated all of the details for the event. The execution of chairman responsibilities such as organizing subcommittees and planning the minute-by-minute schedule for the event demonstrate my detail-oriented work ethic. Through the implementation of all aspects of organizing the Bed Race, I gained valuable communication and publicity experience that would be a great asset to this position at the Hilton.  

In addition to my organization and leadership experience, I am also fluent in Spanish. I studied at the University Pontificia of Salamanca in Spain for a semester. With the flexibility of being bilingual, I would be able to communicate effectively with Spanish-speaking clientele as well as English speakers.  

Please accept my enclosed résumé as my application for the meetings and convention services coordinator position. It provides you with more of my qualifications and experience. I will contact you early next week to discuss an interview. If you have any questions, please feel free to contact me at (765) 264-7453 or e-mail me at petersonsk@bsu.edu. Thank you for considering me for this position. I look forward to speaking with you about the possibility of joining the Hilton organization.  

Sincerely,

Sarah K. Petersen

enclosure
A résumé is a personal marketing tool. It is an essential part of the job-search campaign used in securing an interview, whether you are searching for a part-time job, an internship, or professional employment.

Did you know that the average employer will spend approximately 10-20 seconds reviewing your résumé the first time? That’s right. As such, your résumé must attract attention, create interest, and provoke action: an interview. Remember, only 10 seconds! Make them count!

**Essential Components**

**Identifying Information:** Include your name, address, city, state, ZIP code, and telephone number with area code. If you will be graduating, you should include both a permanent and a current address.

**Education:** List, from most recent to oldest, all college, university, and professional school information. Include the following for each institution: degree awarded; name of institution, city and state; major, minor, area of concentration; and graduation date (month and year).

**Experience:** Include information about part-time, full-time, volunteer, internship, and practicum experiences as they relate to the job you are seeking. Include the following information for each experience: title of position; name of organization; city and state; beginning and ending dates of employment (month and year); and job-description statements beginning with action verbs. Emphasize major responsibilities, accomplishments, and results. Quantify your experience with facts and figures wherever possible. Remember, this is your opportunity to persuade the employer to interview you.

**Optional Components**

Depending upon your background, you may include the following in your résumé: career objective; GPA; college courses; honors, awards, and scholarships; licenses and certificates; publications, presentations, and research; memberships and activities; and skills.

**Choosing a Résumé Style**

Choosing the best résumé format depends on your background and the requirements of the jobs for which you want to interview. There are three common résumé formats.

**Chronological:** The chronological résumé focuses on time and continuity. It is easy to organize, write, and read, and it is the most commonly use type of résumé. Present your most recent job and educational experience first, then trace backward in time. Describe your responsibilities and accomplishments under each listed experience.

**Functional:** The functional résumé focuses on professional skills, responsibilities, and accomplishments while it de-emphasizes dates and specific work experiences you have had. The functional résumé is organized by functional titles that explain general areas of expertise. Under each function heading is a brief description of your accomplishments in that area.

**Combination:** The combination résumé incorporates both the chronological and functional formats. Organize your descriptions of your responsibilities by skills and functions under each job title.

**Other Types of Résumés:** Some employers scan résumés into databases; others accept e-mailed résumés. Guidelines for creating these types of résumés are available online.

**Cardinal Career Link Résumé Builder**

Cardinal Career Link offers Résumé Builder to help you write your résumé. You may choose from options to create a new résumé or select one of the available résumé templates. To use Résumé Builder log into your Cardinal Career Link account. Click on Documents, then select Résumé Builder. Instructions for using Résumé Builder are available in the Document Library of Cardinal Career Link.

**Cardinal Career Link Résumé Books**

Cardinal Career Link offers you the advantage of being included in résumé books. Résumé books are online collections of résumés set up by the Career Center providing employers with real-time access to your résumé. As a result, you may receive direct contacts from employers who are searching for candidates with specific skills and experiences. There are two types of Cardinal Career Link résumé books: Opt-in or Customized Search. You must place yourself in Opt-in résumé books. To be included in Customized Search résumé books, make sure you have selected Yes to be included in résumé books under the Privacy Settings in your Profile and your résumé will be automatically selected for inclusion if you meet the employer’s selection criteria.
Résumé Do’s

- Make certain your résumé is well spaced and visually attractive.
- Make your résumé concise. If a second page is necessary put your name on it.
- Use action words and sentence fragments to describe your experiences. Quantify your experiences wherever possible.
- Be consistent in your use of dates, numbers, abbreviations, etc.
- Check and recheck your résumé for errors; have someone else critique your résumé.
- Select quality bond, white, ivory, cream, beige, buff, or light gray paper for your final copies.
- Use a letter-quality or laser printer and black type.
- Fold and mail your résumé in a matching envelope or mail it flat in a 9” x 12” white or manila envelope.

Résumé Don’ts

- Write lengthy prose.
- Use multiple fonts or other visual elements.
- Use personal pronouns (I, we, my).
- Include a photograph or mention personal data (e.g., height, weight, health, age or date of birth, marital status, race, religion, sex, etc.).

Resources

For more information about résumé writing or to see sample résumés, refer to these items in the Career Center in Lucina Hall 220.

- Adams Resume Almanac
- Best Résumés for College Students and New Grads
- Encyclopedia of Job-Winning Résumés
- Expert Resumes for Military-to-Civilian Transitions
- Gallery of Best Resumes
- The Global Resume and CV Guide
- Résumé Magic
- Résumés That Knock ‘Em Dead

Websites

- Links to résumé development sites on the World Wide Web: http://www.bsu.edu/careers/links
  (Scroll down and click Resumes, Portfolios, Curriculum Vitae, Letters.)
- Career Center publications: http://www.bsu.edu/careers/publications
- Cardinal Career Link: http://www.bsu.edu/careers/cardinal
- Quest: http://www.bsu.edu/careers/quest
- Career Management Action Plan (Career MAP): http://www.bsu.edu/careers/cmap
- Quintessential Careers Résumé Resources: http://www.quintcareers.com/resres.html

Belongs to Ball State University, retrieved from http://cms.bsu.edu/media/WWW/DepartmentalContent/CareerServices/PDFs/Publications%20and%20Other%20Docs/N4ResumesRemember.pdf
APPENDIX 6

INTERVIEW TIPS
Interviewing for Success
Career Center
Lucina Hall Room 220

Goals of the Interview
Today's employers are committing considerable time and resources to recruiting and interviewing. They need to quickly identify the knowledge, skills, and abilities candidates have to help them be successful on the job.

As a candidate, your goal is to demonstrate how your knowledge and experiences can benefit the employer. You can do so by describing times when you've been successful in using the knowledge, skills, or abilities required for the job. If you've been successful in using these skills in the past, you're likely to be successful in the future as well. Examples of past performance may come from work experience, internships, hobbies, volunteer work, family life, and other activities.

Typical Interview
Most one-on-one interviews follow a standard outline:

- Greeting and small talk to put you at ease and break the ice. (The interviewer may give you a preview of what will occur during the interview.)
- The employer may give you a brief overview of the position or additional information about the organization.
- You respond to questions. (If it's a good interview, this is the longest segment and you should do most of the talking.)
- You ask questions of the interviewer. Have at least five or ten questions prepared.
- The interviewer closes the interview and explains the next steps in the process. Be sure to thank the interviewer for his or her time and consideration.

What Employers Evaluate
Employers usually evaluate three skill sets:

- **Content skills** are related to performing a job in a particular field, profession, or occupation and are acquired through reading, specialized training, internships, academic degree, and on-the-job training. Examples include programming computers, word processing, teaching, and bookkeeping.

- **Functional skills** are characteristic ways of working with people, information (data), or things. They are often referred to as transferable skills. These skills are applicable to a wide variety of jobs or situations and may be acquired almost anywhere. Examples include managing, operating, calculating, coordinating, building, and reading.

- **Adaptive skills** are rooted in temperament and personality and are acquired during one's early years among family, friends, and peers. They're often referred to as self-management skills since they describe how you operate as a person. Examples include being assertive, careful, dependable, honest, introspective, industrious, open-minded, punctual, and tolerant.

Preparing for the Interview
- Analyze the type of positions for which you're applying. What skills are required by the employer?
- Analyze your own background. What skills do you have (content, functional, and adaptive) that relate to your job objective?
- Identify examples from your experience where you demonstrated these skills. What stories can you tell about your use of particular skills or knowledge?
- Whenever possible, quantify your results. Numbers illustrate your level of authority and responsibility.
- Before starting the interview process, identify two or three of your top selling points and determine how you can illustrate them during the interview.
- Think about how you can describe your experiences and skills to an employer in the form of a story. Explain the situation you were in (or the problem you were facing), tell what action you took, and list the results. Successful candidates can demonstrate "hands-on" action with results. Prepare three or four stories about how you've used each of the key skills you have identified. For example, if an employer asks about your marketing or promotional skills, you might say,
Advertising revenue was falling off for the student paper; many long-term advertisers were not renewing contracts. I designed a new promotional packet to go with the rate sheet comparing the benefits of the paper’s circulation with other ad media in the area. I also set up a training session for the account executives with a professor who discussed competitive selling strategies. We signed contracts with 15 former advertisers for daily ads and 5 for special supplements. We increased our new advertisers by 20 percent over the previous year.

Resources
For more information about the topic covered here, be sure to visit the Career Center in Lucina Hall 220. These are a few of the items available:

- 201 Best Questions to Ask on Your Interview
- Ace the Corporate Personality Test
- Employment Personality Tests Decoded
- The Essential Phone Interview Handbook
- How to Ace the Brainteaser Interview
- Nail the Job Interview!
- Next-Day Salary Negotiation
- Preparing for the Behavior-Based Interview
- The Quick Interview & Salary Negotiation Book
- Savvy Interviewing: The Nonverbal Advantage

Websites
- Career Center: http://www(bsu.edu/careers
- Great Links to Explore: http://www.pi.edu/careers/links (Scroll down the page and click the category Interviewing and Salary Negotiation.)
- Quest: http://www.pi.edu/careers/quest
- Career MAP (Career Management Action Plan): http://www.pi.edu/careers/cmap
- CollegeGrad.com: Interviewing Information http://www.collegegrad.com/intv

- Professional Image and Etiquette Handbook (Ball State University Career Center): http://www.pi.edu/careers/publications (Scroll down the screen and click Professional Image and Etiquette Handbook.)
- Quintessential Careers Job Interview Resources: http://www.piquerycareer.com/intvres.html

Belongs to Ball State University, retrieved from http://cms.pi.edu//media/WWW/DepartmentalContent/CareerServices/PDFs/Publications%20and%20Other%20Docs/N5Interviewing.pdf
APPENDIX 7

CARDINAL CAREER LINK
Career Center

Home » About » Administrative Offices » Career Center » Cardinal Career Link

Cardinal Career Link

Click below to get started.
Current Student Login
Alumni Login

Cardinal Career Link offers these features to students and graduates:

- Listings of all on-campus student jobs
- Full-time, off-campus part-time, and internship job postings
- Resume Books to add your resume to for employers to see
- Access to our on-campus interviewing program where employers come to campus to interview you for jobs and internships

Belongs to Ball State University, retrieved from http://cms.bsu.edu/about/administrativeoffices/careercenter/ccl
APPENDIX 8

ALCOHOL AND DRUG EDUCATION
Alcohol and Club Drugs

**ALCOHOL - How to drink and stay in control when you are 21 or older:**

1. Consider your limits before you begin drinking.
2. Abstain from drinking if you are under 21 or older.
3. Eat a full meal before you begin drinking; include dairy products.
4. Drink no more than 2 alcoholic beverages/day (men). Drink no more than 1 alcoholic beverage/day (women).
5. Be social—sip drinks slowly, rather than tossing them back.
6. Drink beer, wine and mixed drinks that are diluted, rather than taking "shots".
7. Space drinks over time.
8. Drink non-alcoholic drinks between alcoholic ones.
9. Avoid "spiked" drinks. Abstain from drinking alcohol when you are taking medication.
10. Keep your drink in full sight throughout the evening. Always know what you are drinking.
11. Have a plan for getting home safely before you begin drinking.
12. Drink for the taste and not for the purpose of getting drunk.

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**WHAT ARE CLUB DRUGS?**

**MDMA: methylenedioxymethamphetamine - Ecstasy, X, XTC, Adam**
A stimulant similar to methamphetamine, MDMA is usually taken orally as a tablet. It causes increased heart rate and blood pressure, and may lead to an elevation of body temperature that causes kidney and cardiovascular failure. When combined with alcohol, MDMA can be extremely dangerous, sometimes fatal. Chronic abuse of MDMA may produce long-lasting neurotoxic effects in the brain.

**GHB: gamma-hydroxybutyrate - Liquid Ecstasy, Georgia Home Boy, G**
A clear odorless liquid, GHB is a central nervous system depressant and has been associated with poisonings, overdoses, and date rape. GHB overdose can lead rapidly to loss of consciousness, coma, and death. The purity and strength of individual doses of the drug can vary greatly, making over doses likely.

**Ketamine - K, Special K, Vitamin K, Cat Valium**
Ketamine is a veterinary anesthetic that produces dissociative dream-like or hallucinatory effects. The drug is used as a liquid applied to marijuana or tobacco products or as a white powder that is snorted like cocaine. At high doses, ketamine produces delirium, amnesia, impaired motor function, and sometimes-fatal respiratory effects.

** Rohypnol: flunitrazepam - Raffles, Roofie, Roche, Forget-me**
A benzodiazepine sedative similar to Valium and Xanax, flunitrazepam is not approved for prescription use in the United States. The drug is taken orally in tablet form or dissolved in beverages. Because the drug is odorless and tasteless and produces amnesia, it can be administered to a person without his or her knowledge and has been associated with date rape and other sexual assaults.

**Methamphetamine - Meth, Speed, Ice, Glass, Crystal, Crank**
Methamphetamine, an odorless white crystalline powder, is highly addictive stimulant that can be snorted, smoked, injected, or taken orally. The drug produces increased levels of activity, excited speech, and decreased appetite. Methamphetamine is a neurotoxin associated with long-lasting effects on the dopamine transport system as well as with other dangerous health
Methamphetamine – Meth, Speed, Ice, Glass, Crystal, Crank

Methamphetamine, an odorless white crystalline powder, is a highly addictive stimulant that can be snorted, smoked, injected, or taken orally. The drug produces increased levels of activity, excitement, and decreased appetite. Methamphetamine is a neurotoxin associated with long-lasting effects on the dopamine transporter system as well as with other dangerous health effects including aggression, violence, memory loss, psychotic behavior, and cardiac damage.

LSD – Acid, Blotter, Cubes, Dots, L. Sugar

LSD is a powerful hallucinogen that is taken orally, usually on squares of blotter paper, sugar cubes, or pills that have absorbed the liquid drug. The drug produces profound abnormalities in sensory perception, including distortions of sound and sight, and emotional effects that create rapid mood swings ranging from intense fear to euphoria.

The above club drug information is taken from Volume 14, Number 6 NIDA NOTES

For further information:
www.bsu.edu/counselingcenter
www.NIDA.org
www.alcoholawareness.com

Alcohol and You

The Partnership For Drug Free America
Web Addictions

College Campus Statistics

Although you may think that drinking lots of alcohol is part of the college experience, most Ball State students don’t drink to excess at parties. In fact, nearly two-thirds of students tell us they consume zero to four drinks when they party, and 62 percent drink two times a month or less.

Consider these sobering statistics before you take that first sip:

• 1,700 college students (between ages of 18 and 24) die each year from alcohol-related causes.
• More than 97,000 students are victims of alcohol-related sexual assault or date rape annually.
• 400,000 students (ages 18-24) have unprotected sex under the influence of alcohol each year.
• 599,000 students are injured annually as a result of alcohol use.
• 696,000 students are assaulted each year by another student who has been drinking.
• 25 percent of college students report that their drinking caused them to fail behind in classes and receive lower grades overall.

Source: National Institute on Alcohol Abuse and Alcoholism (2007)
APPENDIX 9

SEXUAL ASSAULT AWARENESS
Sexual Assault and Rape

Unfortunately, sexual violence can come in many forms. The exact definition of “rape,” “sexual assault,” “sexual abuse” and similar terms differs by state. The wording can get confusing, since states often use different words to mean the same thing or use the same words to describe different things. The Indiana Criminal Code defines “rape” as a person person who knowingly or intentionally has sexual intercourse with a member of the opposite sex when: (1) the other person is compelled by force or imminent threat of force; (2) the other person is unaware that the sexual intercourse is occurring; or (3) the other person is so mentally disabled or deficient that consent to sexual intercourse cannot be given.

People under the influence of alcohol and/or drugs are absolutely incapable of giving sexual consent. Even if the person says “yes”, it is still rape if sexual activity continues while that person is under the influence of alcohol and/or drugs. Always communicate consent!

Every 2 minutes, someone in the U.S. is sexually assaulted. 1 out of every 6 American women has been the victim of an attempted or completed rape in her lifetime (14.8% attempted rape; 2.8% attempted rape). About 3% of American men — or 1 in 33 — have experienced an attempted or completed rape in their lifetime. Sexual assault is one of the most under reported crimes, with 60% of rapes/sexual assaults not being reported to the police.
APPENDIX 10

MENTAL HEALTH AND COUNSELING CENTER SERVICES
Home » Campus Life » Counseling Center

How Can We Help You?

Every year, hundreds of students, faculty, and staff members use the services of the Counseling Center. This comprehensive service office provides free and confidential psychological and career resources to students. The primary mission of the agency is to assist students in reaching their educational goals, as well as to improve their quality of life. The staff is diverse, professional, warm, and receptive to students who seek services. To make your first appointment with the Counseling Center, call our office at (765) 285-1736 or stop in to Lucina Hall, Room 320. Click here for additional information about our services.

Belongs to Ball State University, retrieved from http://cms.bsu.edu/campuslife/counselingcenter/
# Spring 2014 Groups

The BSU Counseling Center offers a variety of groups - FREE and OPEN to students at Ball State. Call **285-1736** or let your intake counselor know you are interested in a group.

<table>
<thead>
<tr>
<th>THERAPY GROUPS (require appointment at counseling center before joining)</th>
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<tbody>
<tr>
<td>UNDERSTANDING SELF &amp; OTHERS Group members explore patterns of relating to self and others by discovering understanding and acceptance of themselves and others. Discussions vary greatly from depression, anxiety, relationships, family concerns, eating issues, alcohol abuse and/or personal growth. The groups thrive on diversity as members discover the common bond through emotional experiences.</td>
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<tr>
<td>Mondays 3:00-4:30  Tuesday 1:00-2:30  Tuesday 3:00-4:30  Thursday 3:00-4:30 (women’s group)</td>
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<tr>
<td>JOURNEY TO WHOLENESS Safe, supportive place for survivors of sexual trauma to explore the meaning of their experiences and to explore effective ways of coping.</td>
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<td>Wednesday 2:00-3:30</td>
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<tr>
<td>WEIGHT NOT, WANT NOT Supportive group for women with eating disorders or body image struggles who want to explore effective ways of coping.</td>
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<tr>
<td>Fridays 2:00-3:00</td>
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<tr>
<td>CHOICES A group for students who are exploring making changes in their relationship with alcohol and other substances.</td>
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<tr>
<td>Mondays 3:00-4:30</td>
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<tr>
<td>SAFE HAVEN: GLBQ SUPPORT GROUP This therapy group provides a safe place for GLBQ students to explore and discuss patterns of relating to self and others by discovering understanding and acceptance of themselves and others. Topics of discussion vary greatly from coming out, finding support, relationships, family concerns, depression, anxiety, and/or personal growth.</td>
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<tr>
<td>Thursdays 3:30-4:30</td>
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<tr>
<td>MINDFULNESS GROUP Assists students in alleviating uncomfortable feelings, such as anxiety, stress, anger, and sadness. The group will practice and discuss relaxation and mindfulness techniques.</td>
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<tr>
<td>Thursdays 3:30-5:00</td>
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<tr>
<td>HEALING ART, HEALING TRAUMA This group is for adult survivors who would like to heal their sexual assault trauma and soul through expressive art experiential approaches. This group encourages self-expression, reflection, insight and awareness, problem solving skills, coping, regaining control in life, and establishing relationships and connections with others. We will use coloring, drawing, and collage, and experiential activities.</td>
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<td>Closed for Spring semester</td>
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<th>OUTREACH GROUPS (no counseling center appointment required before joining)</th>
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<tr>
<td>KALEIDOSCOPE: ETHNIC/RACIAL MINORITY SUPPORT GROUP Safe, supportive place for ethnic/racial minority students to explore and discuss two or more cultures. Topics may include discrimination, identity of self, family concerns, relationships, adjustment, academic concerns, and body image.</td>
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<tr>
<td>Mondays 4:00-5:30, Multicultural Center Library, starting 01/14</td>
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<tr>
<td>KISS: KNOWING INTERNATIONAL STUDENT STORIES This gathering is designed to provide support for international students by coming together and sharing cross-cultural stories. The topics include, but are not limited to, the first year experience of studying in the U.S., friendship, food, cultural holidays, driving experience, classroom culture, relationships with professors and classmates, survival skills (cooking, baking ...etc). Through sharing our stories, participants will find similarities and differences as well as gain support from each other. The leaders will also share their stories and encourage members’ sharing.</td>
</tr>
<tr>
<td>Mondays 2:30-4:00, Multicultural Center Library, starting 01/13/14</td>
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Belongs to Ball State University, retrieved from http://cms.bsu.edu/campuslife/counselingcenter/counselingservices/groupcounseling
APPENDIX 11

SELF-DEFENSE COURSE
University Police

Home » About » Administrative Offices » Police » Services » Rape Aggression Defense

Rape Aggression Defense

Ball State offers free classes in the Rape Aggression Defense System (R.A.D.), a comprehensive program of realistic, self-defense tactics and techniques for women.

R.A.D. is not a martial arts program. Rather than simply focusing on physical defense, the R.A.D. course begins with awareness, prevention, risk reduction, and avoidance, before progressing on to the basics of hands-on defense training.

R.A.D. courses are taught by Ball State police officers who are nationally certified R.A.D. instructors. Participants receive a workbook and reference manual.

The R.A.D. system is taught at many universities and colleges around the country. The widespread acceptance of this system is primarily due to the ease, simplicity, and effectiveness of the tactics, solid research, legal defensibility, and unique teaching methodology. R.A.D. teaches women defensive concepts and techniques against various types of assault by using easy, effective, and proven self-defense/martial arts tactics.

For more information, contact Kent Kurtz.

Belongs to Ball State University, retrieved from http://cms.bsu.edu/about/administrativeoffices/police/services/rapeaggressiondefense
APPENDIX 12

SCHOLARSHIP APPLICATION
THE EXTENDED ORIENTATION PROGRAM SCHOLARSHIP APPLICATION

Contact Information

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Education Information

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Attachments:

- Essay describing your experience throughout the Extended Orientation Program (500 words or less).
- Two reference letters.
- Copy of unofficial transcript.

Submit application packet to:

Graduate Student
Ball State University
133 Student Center
Muncie, IN 47306
Or via email to: EOP@bsu.edu