CREATING A PRE-COLLEGE/INTERVENTION PROGRAM
AT BALL STATE UNIVERSITY
FOR AFRICAN AMERICAN HIGH SCHOOL STUDENTS
A CREATIVE PROJECT
SUBMITTED TO THE GRADUATE SCHOOL
IN PARTIAL FULLFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE
MASTER OF ARTS
IN
STUDENT AFFAIRS ADMINISTRATION IN HIGHER EDUCATION
BY
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ABSTRACT

TITLE: Creating a Pre-college/Intervention Program at Ball State University for African American High School Students

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COLLEGE: Teachers College

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The purpose of this creative project was to design a pre-college/intervention program in the form of a leadership conference at Ball State University for African American sophomore and junior high school students within a lower socio-economic class. The pre-college/intervention program will serve as an introduction to the collegiate setting that will motivate participants to not only graduate from high school, but also apply to and attend college. Participants will also have an opportunity to engage with current college students of color who will serve as mentors. The mentee/mentor relationship will be established as the participants explore a “typical” day in the life of a college student through a shadow experience.
# TABLE OF CONTENTS

ABSTRACT .................................................................................................................................................. 2

TABLE OF CONTENTS .......................................................................................................................... 3

CHAPTER ONE: INTRODUCTION ........................................................................................................... 5

Statement of Purpose ............................................................................................................................... 5

Significance of Study ............................................................................................................................... 5

Scope and Limitations ............................................................................................................................. 6

Organization of Paper ............................................................................................................................. 6

CHAPTER TWO: REVIEW OF RELATED LITERATURE ............................................................................ 7

Summary .................................................................................................................................................. 7

The Underrepresentation of African Americans in Higher Education ................................................. 7

Lack of Campus Diversity ....................................................................................................................... 9

Financial Aid ......................................................................................................................................... 10

TRIO Programs ..................................................................................................................................... 11

GEAR UP Program ............................................................................................................................... 12

21st Century Scholars Program ............................................................................................................ 12

Institutionally Based Programs ............................................................................................................ 13

Summary .................................................................................................................................................. 14

CHAPTER THREE: METHODOLOGY .................................................................................................... 15

Statement of Purpose ............................................................................................................................. 15

Methodology .......................................................................................................................................... 15

Conference Vision ................................................................................................................................. 17

Summary .................................................................................................................................................. 18
CHAPTER FOUR: CREATING A PRE-COLLEGE/INTERVENTION PROGRAM ........... 20

Project Summary .......................................................................................................................... 20

List of Things to do .......................................................................................................................... 22

Important Contacts ......................................................................................................................... 24

Call for Mentors Email Template .................................................................................................... 25

Schedule of Events .......................................................................................................................... 26

Application ....................................................................................................................................... 28

Example of Email to be sent to Housing and Residence Life ......................................................... 31

Example of Email to be sent to Career Center .................................................................................. 32

Example of Email to be sent to the office of Scholarships and Financial Aid............................... 33

Donation Letter .................................................................................................................................. 34

Suggested Logo for Conference ......................................................................................................... 35

REFERENCES .................................................................................................................................... 36
CHAPTER ONE
INTRODUCTION

Adjusting to college life is challenging for many students. Minority students, African Americans in particular, may find it even harder to adjust. However, many institutions have attempted to “develop a range of strategies, including establishing multicultural centers and offering summer transition programs, to create a more welcoming environment for minorities and increase their chances of academic success” (Marklein, 2014, para. 11). Although these developments are happening, the enrollment of African Americans versus their White counterparts is significantly less. A pre-college/intervention program in the form of a leadership conference is suggested to help introduce high school students to the possibility of college and hopefully motivate them to graduate high school, apply to and attend college.

Statement of Purpose

The purpose of this creative project was to design a pre-college/intervention program in the form of a leadership conference at Ball State University for African American sophomore and junior high school students within a lower socio-economic class. The pre-college/intervention program will serve as an introduction to the collegiate setting that will motivate participants to not only graduate from high school, but also apply to and attend college. Participants will also have an opportunity to engage with current college students of color who will serve as mentors. The mentee/mentor relationship will be established as the participants explore a “typical” day in the life of a college student through a shadow experience.

Significance of Study

Research has shown that minorities face many difficult challenges while trying to attain a post-secondary education. The pre-college/intervention program will be designed as a leadership
opportunity for current students and assist high school participants with the familiarization and utilization of various campus offices/services such as Admissions, Financial Aid, Multicultural Center, Student and Residence Life. The program will include breakout sessions covering topics focusing on the African-American experience at a Predominately White Institution.

**Scope and Limitations**

One limitation is that the program will only be offered at Ball State University. A goal for the program is to provide this resource to participants free of charge. A pre-college/intervention program of this caliber would require financial resources that are currently not provided. If the targeted population does not have the means to meet the financial requirements to execute the program, a formal request will be made for the institution to absorb the cost.

**Organization of Paper**

This paper is organized into four chapters. The first chapter addresses the statement of purpose, the significance of the study, the scope and limitations of this study, and the organization of the paper. The second chapter reviews the existing literature related to the underrepresentation of minority students in higher education, potential challenges that minority students face that may have negative impacts on their persistence in college, and pre-college programs serving as early intervention in hopes of helping to increase the enrollment of minority college students. Chapter three examines the methodology used to create the pre-college/intervention program. Chapter four provides the outreach, publicity, and itinerary of the three-day event.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

Summary

Minority students have been historically underrepresented in higher education (Swail, Redd, & Perna, 2003). The college enrollment of African American students has been significantly lower than their White counterparts. However, pre-college/intervention programs play a role in helping combat this issue to help close this gap. This chapter examines the higher education sector as it relates to the underrepresentation of minorities. More specifically, this chapter explores higher education and government responsibilities to create avenues of access to post-secondary education for minority populations. This chapter also scans the minority culture, using historical context to determine possible explanations as to why there is a deficit of minority students in higher education. Although it is apparent that there has to be a partnership between higher education institutions and individual responsibility in order for access to be achieved, the intent of this paper is to provide higher education scholars and administrators with background knowledge and information to better understand minority demographics.

The Underrepresentation of African Americans in Higher Education

In 1969, 200 City University of New York, City College students, locked themselves inside the school’s gates protesting for two weeks demanding the college admit more minority students (Ferguson, 2012). That protest lead to City College’s open enrollment policy, which turned the university to a more diverse population. “By the early 1970s, most public universities in states with large black populations were admitting significant numbers of black students” (Willie, 2003, p. 18). The drive for more inclusivity has been documented in history causing other colleges and universities to create more diversity campuses in the United States. Why were
minorities just starting to pursue post-secondary education? African-Americans’ participation in post-secondary education in the United States is significantly lower than that of other races (Jones & West, 2002). The presumption as to why African Americans are significantly underrepresented in higher education is most often attributed to the lack of academic ability, K-12 systems woefully underpreparing students, and institutions not accepting “enough” students of color.

However, Cook and Cordova (2007) pointed out that from the years 1994 to 2004 minority students enrollment in college made a substantial increase by 49 percent. The number of minority students was still trailing their White counterparts despite the push for a more diverse environment in higher education. “Many schools profess a desire for a diverse student body, with the expectation that members of the campus community could thus have opportunities to interact and learn from each other culturally as well as intellectually” (Cuyjet, 2006, p. 11). The importance of diversity has been long discussed in the world of higher education. Perna and Titus (2005) suggested, “groups that are disadvantaged relative to other groups in terms of their social position (e.g., African Americans and Hispanics relative to Whites) may also be disadvantaged in terms of their access to valued resources” (p. 491). In conjunction with historical inequality, these marginalize groups of students have issues in their homes, communities, and schools that prohibit them from obtaining access to the resources that are needed to become successful recipients of college degrees (Gullatt & Jan, 2003).

Before matriculation into college, family support, or lack thereof, significantly influences whether students enroll in college. This is more prevalent in first-generation college students. Haas and Phinney (2003) pointed out that “students who are the first in their family to attend college may also face a lack of support from family members who have not experienced and [sic]
so do not understand the problems that the students experience” (p. 709). Parents of first-generation college students may not understand the collegiate experience, therefore creating more stress for students. If parents and/or guardians lack this ability, how could they pass on to their kids the survival skills needed in college? Students sometimes feel obligated to both their family and academics, which sometimes furthermore contributes to the pressure on the student. “Many ethnic minority students are from immigrant backgrounds and from cultures that place a central value on the family and family obligations” (Haas & Phinney, 2003, p. 70), thus, stress caused by family obligations is sometimes unintentional. Students may not know how to handle and/or deal with this specific type of stressor causing them to try and juggle it along with academics.

**Lack of Campus Diversity**

Diversity is an essential component at many colleges and universities. However, “lack of diversity in the student population, faculty, staff, and curriculum often restrict the nature and quality of minority student’s interactions within and out of the classroom, threatening their academic performance and social experiences” (Swail et al., 2012, p. 8). Challenges completely unrelated to academics can play a part in negatively affecting the collegiate experience of students of color. The racial make-up of a campus can sometimes lead minority students to experience culture shock negatively affecting their decision to continue to pursue a college degree. Colleges and universities are starting to realize that lack of diversity is a real problem for college students. In early 2013, students and faculty alike spoke out against the lack of racial diversity on campuses like UCLA, protesting and demanding more racial diversity from their home institution (Otani, 2013).
“A national longitudinal study of 25,000 undergraduates at 217 four-year colleges and universities showed that institutional policies fostering diversity of the campus community had positive effects on students’ cognitive development, satisfaction with the college experience, and leadership abilities” (Fine & Handelsman, 2010, Benefits for Students section, para. 2). It is important for students of color to see students that look like them. In a study done by Solorzano, Ceja and Yosso (2000) about the experiences of African American college students, results showed the importance of students of color having other African American students in their classes to combat personal anxiety and fear of confirming stereotypes about their race due to lack of representation in class.

Financial Aid

A college education is increasingly becoming more expensive. Being able to afford a post-secondary education is progressively becoming even more of a challenge for minorities due to lack of resources.

Financial aid is central to the successful enrollment and retention of low-income students. For the majority of these students (90 percent), receiving financial assistance is critical in paying for college. Moreover, the availability of funds to meet tuition and other college-going costs not only impacts students decisions on whether to attend college, but it also greatly influences their choice of college. (Nora, 2001, p. 1)

Without access to financial resources to fund their college education, coupled with lower socio-economic family homes, low high school completion can deter minority youth from college attendance. While the price of a college education steadily increases, salaries and college government aid students use to fund their education struggle to keep up (Coleman, 2011). According to Snyder and Dillow (2012) “between 2000–01 and 2010–11, prices for
undergraduate tuition, room, and board at public institutions rose 42 percent, and prices at private not-for-profit institutions rose 31 percent, after adjustment for inflation” (p. 4). Financial aid, or lack thereof, is becoming more and more of a determining factor whether students of color are on colleges campus (Swail et al., 2002). Students, minorities in particular, are applying for and will have to pay back more loans to fund their college education.

Most scholarships are merit based leaving students who do not meet the grade point requirement to take more loans which ultimately, causes a gap in assess as it relates to higher education (Hellen & Marin, 2002). Moreover, the availability of funds to meet tuition and other college-going costs not only influences students’ decisions on whether to attend college, but it also greatly influences their choice of college. As students determine which school is going to be a good fit for them they want to know that there are going to be resources available to them that will help them persist (Nora, 2001).

**TRIO Programs**

As a result of the number of minorities who had started to enroll in colleges and/or universities, institutions and government agencies responded. How would students of color be supported on campuses? The government created a series of pre-college programs. “The TRIO programs were the first national college access and retention programs to address the serious social and cultural barriers to education in America” (Council for Opportunity in Education, 2014, para. 2). Federally funded pre-college programs exist to combat challenges that students from certain demographics may face in pursuit of a college education (e.g., socio-economic disadvantages, college preparedness shortcomings, etc.), may face in pursuit of a college education. For example, “the Federal TRIO Programs (TRIO) are Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged
backgrounds” (U.S. Department of Education, 2013, para. 1.). The TRIO program is an umbrella that houses several other programs under it that provides students with preparatory measures and tools to gain access to higher education. The programs also offer access to technology at no to little cost when admitted into college, extra on-campus support, college mentors, academic advising, and career workshops.

**GEAR UP Program**

According to the National Council for Community and Education Partnerships (2014), Gear UP (i.e., Gaining Early Awareness and Readiness for Undergraduate Programs) was “authorized by Title IV of the 1998 Amendments to the Higher Education Act of 1965 (HEA) and was signed into public law (P.L.105-244) on September 29, 1998 by President Clinton” (para. 2). These programs were designed to combat some of the pressures that students with at-risk demographics were facing by providing them with the resources, skills, and extra attention needed. Each state utilizes the program differently to fit the needs of the students in their state. The objectives of this specific program in the state of Washington are to “increase academic performance and preparation for postsecondary education; increase high school graduation and postsecondary participation rates; increase students’ and their families’ knowledge of postsecondary options, preparation, and finances” (Gear Up Washington State, 2014). Through this program, the state of Washington provided over 7,000 students from high-poverty areas with services that include college information sessions, exam preparations, and college visits.

**21st Century Scholars Program**

The 21st Century Scholars Program was designed and implemented by the Indiana Commission for Higher Education and founded in 1990 (Student Success at Purdue, 2014). This program was designed to give low-income families access to affordable college education for
their children. The program only admits Indiana residents, who are in the seventh or eighth grade of a school under the Indiana Department of Education umbrella (i.e., public, chartered, or freeways school; 21st Century Scholars, 2014). The program promises the admitted youth up to four years of college if the student pledge to:

(a) graduate with at least a Core 40 Diploma from a high school accredited by the Indiana Department of Education; (b) participate in the Scholar Success Program to help plan, prepare and pay for college success; (c) achieve a cumulative high school GPA of at least 2.5 on a 4.0 scale; (d) not use illegal drugs or alcohol, or commit a crime or delinquent act; (e) apply for admission to an eligible Indiana college, university or proprietary institution as a high school senior; (f) apply on time for state and federal student financial aid (by March 10 of their senior year of high school). (para. 1).

These accountability measures are used to help students honor their commitment to academic success. Upon the completion of the initial pledge, it is then refined and extended through college. Students are then expected to complete a different set of expectations that are more congruent with that of the collegiate level. If a student does not complete the commitment outlined in the pledge, the student’s participation enters a probationary period. If the student continues not to honor the commitment, the student’s participation is terminated.

**Institutionally Based Programs**

Most pre-college/intervention programs on college campuses were typically born out of the aforementioned government-sponsored programs. However, individual institutions also created their own pre-college programs due to the growing concern for at-risk students. These programs are designed to provide skills, tools, and knowledge to help students persist through the collegiate experience. For instance, Eastern Illinois University has an “Access Granted”
program in which they invite admitted minority students to preview the campus for a weekend (Rodgers, 2011). Morgan State University also has Academic Champions of Excellence (ACE) and Head Start programs, which targets disadvantaged youth by providing them with resources, which helps them in reaching post-secondary education (Morgan State University, 2014). The ACE and Head Start Program partners with local and surrounding elementary and high schools in order to reach, teach, and motivate the Baltimore area youth.

Summary

The disparity in academic achievement of African American students versus their White counterparts at the college level is an ever-growing issue. Higher education is becoming more necessary in order to be a competitive candidate in the job market. Some argue that the Bachelor’s degree is the new high school diploma. Rampell (2013) noted that a college degree is now becoming the standard prerequisite for many jobs across the country such as file clerks and rental car agents. With higher education in maximum demand, it is imperative that colleges and universities take the necessary steps to prepare all students to be productive members of society. However, in order for the workforce to reflect diversity, the colleges and university must also be diverse. The U.S. Department of Education (2001) noted that “access to a college education has clear implications for the country’s economic well-being. Beyond the pecuniary benefits of a college education are numerous social benefits to increasing the education levels of underrepresented groups” (para. 1). The lack of preparedness, family involvement, and financial ability of underprivileged groups is staggering. However, pre-college/intervention programs are helping to providing these groups of people with the necessary resources needed to compete.
CHAPTER THREE

METHODOLOGY

Statement of Purpose

The purpose of this creative project was to design a pre-college/intervention program in the form of a leadership conference at Ball State University for African American sophomore and junior high school students within a lower socio-economic class. The pre-college/intervention program will serve as an introduction to the collegiate setting that will motivate participants to not only graduate from high school, but also apply to and attend college. Participants will also have an opportunity to engage with current college students of color who will serve as mentors. The mentee/mentor relationship will be established as the participants explore a “typical” day in the life of a college student through a shadow experience.

Methodology

A review of the literature was done in order to gain more knowledge on what pre-college/intervention programs are and to provide historical context. The literature reviewed was mostly in the form of journal articles that examined the specific demographic discussed in this paper (i.e., African American students), more specifically, as it related to the underrepresentation of this group in higher education. These articles also provided explanations of the importance that pre-college/intervention programs have as it relates to barriers and access to post-secondary education. Next, university and college websites were examined to provide evidence of current programs that are utilized across the U.S. higher education landscape. Lastly, a college administrator from Eastern Illinois University was interviewed to gain more knowledge about their Access Granted pre-college program. This interviewee was the architect of the program and provided helpful tips and a detailed description about creating this type of program on a college
campus. In addition, the interviewee electronically sent documents specific to the planning of the Access Granted program to expand the understanding of creating pre-college programs. The program documents were then examined and studied to help frame and shape this pre-college/intervention program in the form of a leadership conference.

**Who:** The High School 2 College Leadership Conference (H2CLC) will be hosted by a student organization(s) at Ball State University (i.e., The Big Four Organizations: Latino Student Union, Asian American Student Association, Black Student Association, and Spectrum) in conjunction with the Offices of Student Life, Admissions, Housing and Residential Life, and the Multicultural Center. This conference will focus on preparing underrepresented high school sophomores and juniors for college. It will provide them an opportunity to preview the campus and get connected to campus resources.

**What:** The H2CLC will be designed to resemble summer bridge programs. However, it will take place in the spring semester giving the high school participants an opportunity to witness first-hand what it is like to be in college. The idea behind this conference is to connect high school students to the idea of college earlier in the high school years, to provide Ball State University students leadership opportunities through presenting on college-related topics, and to aid Ball State University in the recruitment process.

**Where:** The target audience will be students in Muncie high schools and surrounding cities (e.g., Indianapolis and Kokomo) that identify as an ethnic minority and/or have low socio-economic status. The conference will be hosted at Ball State University.

**When:** This will be a weekend event (three days, Thursday evening to mid-day Sunday) taking place during the spring academic semester. It will be important to identify and get connected with the high schools that would like to be involved early on in the process. Spring
semester will be ideal; the organizations that will be hosting the conference will be fully operational and sustainable as opposed to the Fall semester.

**Why:** The conference could be instrumental in the institutional recruitment process. However, it would also expose high school students to the collegiate setting earlier than their senior year. This will hopefully allow for more motivation to complete, apply, and attend college.

**Conference Vision**

- The high school students will arrive Thursday evening during which they will have a small social gathering in the student center. This will give them a chance to build social capital with their peers, “break-the-ice,” and hopefully start to development alliances and friendships amongst the group.

- The students will then be paired with a college student that would be their “mentor” for the weekend. This allows them to build a relationship with a college student and hopefully ease any anxieties that they may have about what it is like to be a college student.

- The student will shadow their mentors on Friday (classes, meetings, studying, lunch, etc.). They will also be instructed to keep a notepad to take notes and reflect upon their experiences shadowing their mentors. By shadowing a student in their classes, the participant will experience the classroom setting and preview what it is like to be in the academic setting. They will also learn to navigate the campus, allowing them to become familiar with Ball State University resources.

- On Friday evening, all of the participants and their mentors will eat dinner together at an identified location. During dinner, participants will be able to reflect, debrief, and ask
questions concerning their experiences. The information provided to the mentors at this
time will become feedback used within the program assessment report. The participants
will then attend two evening session. The session topics will be selected by the planning
committee

• On Saturday, participants will be engaged in sessions that will focus on college readiness,
the admissions/financial aid process, and student expectation directly related to college
persistence. The sponsoring student organizations, graduate assistants and professional
staff members will lead these sessions.

• On Sunday, the final day of the conference, a keynote speaker will close out the
conference. This speaker will be a dynamic, engaging speaker that will leave the students
motivated and excited to attend college. The conference will end with another social
activity and reflection period allowing for them to spend their final moments with their
peers and mentors. Participants will take a short survey to assess their experience during
the conference.

Summary

This pre-college/intervention program in the form of a three-day conference will provide
students with invaluable early access to college resources and a comprehensive pre-college
experience. This will also help them establish and create early partnerships with offices and
students on campus. The hope of this program is to improve the overall experience of minority
students by reinforcing the importance of graduating from high school and early introduction to
the collegiate setting. The student organizations and offices involved will help the high school
students strategically enhance their own experiences by identifying resources. The H2CLC will
serve as a catalyst for improving the overall college experience of minority students at Ball State University and retention efforts as it relates to students with similar demographics.
CHAPTER FOUR
CREATING A PRE-COLLEGE/INTERVENTION PROGRAM
AT BALL STATE UNIVERSITY
FOR AFRICAN AMERICAN HIGH SCHOOL STUDENTS

Project Summary

Adjusting to college life is challenging for many students. Minority students, African Americans in particular, may find it even harder to adjust. However, many institutions have attempted to “develop a range of strategies, including establishing multicultural centers and offering summer transition programs, to create a more welcoming environment for minorities and increase their chances of academic success” (Marklein, 2014, para. 11). Although these programs and developments are happening, the enrollment of African Americans versus their White counterparts is significantly less. A pre-college/intervention program in the form of a leadership conference is suggested to help introduce high school students to the possibility of college and hopefully motivate them to graduate high school, apply to and attend college.

The project contains the following items:

• List of Things to do, p. 23
• Important Contacts, p. 25.
• Call for Mentors Email Template, p. 26.
• Schedule of Events, p. 27.
• Application, p. 28.
• Example of Email to be sent to Housing and Residence Life, p. 31
• Example of Email to be sent to Career Center, p. 32.
• Example of Email to be sent to the office of Scholarships and Financial Aid, p. 33.

• Donation Letter, p. 34.

• Suggested Logo for Conference, p. 35.
List of Things to do

Phase One
Form a conference committee.

- This committee should consist of professional staff, graduate and undergraduate students. Assign tasks to specific people (i.e., marketing, keynote speaker, logistics, etc.).

Identify possible dates.

- These dates should avoid major Ball State University events (Homecoming, Greek Week, etc.) and should be compared against the Office of Student Life Priority Dates Calendar.

Create a budget.

- This budget should take into account printing costs, food, travel (if students are being bused to the university), and keynote speakers’ cost.

Once dates have been finalized, reserve Student Center rooms.

- Do this by contacting Charlie Scofield.

Secure co-sponsorship with other student organizations and offices on campus.

- For example, Student Government, Alumni Relations, Office of Institutional Diversity, etc.

Compile a list of high schools that will be sent the interest letter.

- Refer to template on p. 25.

Compile list of potential keynote speakers within the determined budget.

Phase Two
Send out Save the Date.

- Be sure to send this to the offices of Dr. Kay Bales and Dr. Thomas Gibson along with the rest of the campus and offices involved.

Finalize keynote speakers and moderators for workshops.

- Request Biographies from everyone.

Create a website and other social media (twitter, facebook, etc.) for the conference.

Create catering order.

Send out printed material (interest letters, brochures, applications, etc.) to schools on the compiled list.

- Keep a running list of students who have registered.
**Phase Three**

Double check that all rooms have been reserved, set-up, and have computer access.

Finalize catering order.

Create email to be sent to all registered high school students and parents/guardians.
  * Prepare to call if emails are unavailable.

Finalize conference schedule.
  * Meet with committee to make sure everyone is on one accord.

Finalize keynote speaker.
  * May need to make arrangements for him/her to be picked up from hotel/airport.

Make sure nametags have been printed.

Make sure emails have been sent to all mentors and student organizations involved.

Print signs for registration table.

**Day of Event**

Arrive at least 3 hours before event.
  * Do a walk-through of all rooms being used. Make sure all the doors are unlocked, have computer access, and set-up as requested.

Gather all materials for conference.
  * This should include programs, printed nametags, registration table signs, and sign-in sheets.

Make sure registration tables are staffed at all times.
Important Contacts

Office of Student Life
765-285-2621
studentlife@bsu.edu

Office of Financial Aid and Scholarship
765-285-5600
finaid@bsu.edu

The Career Center
765-285-1522
careercenter@bsu.edu

The Multicultural Center
765-285-1344
mc2@bsu.edu

Charlie Scofield, Facilities Assignment Coordinator
765-285-1926
cscolfiel@bsu.edu

University Catering
765-285-3500
bkimes@bsu.edu
Call for Mentors Email Template

Ball State University is pleased to announce the inaugural “High School 2 College Leadership Conference” (H2CLC). The conference is geared towards minority students and was created to give students an opportunity to preview “the life of a college student.”

We are looking for energetic undergraduate students (sophomore-senior status) who would like to be a mentor for this event. The event includes seven FREE meals for the weekend (Thursday-Sunday) and an opportunity to inspire, motivate, and mentor a high school student. This experience is an awesome resume builder.

This is a FREE three-day leadership conference where students will attend different workshops on subjects such as: college readiness, the admissions/financial aid process, and student expectations directly related to college persistence. High school students (sophomore and junior status) will also have the opportunity to stay in the residence halls of the university and be paired with a student leader on campus who will act as a mentor for the duration of the conference.

If you are interested, please respond to this email with your name, year in school, and contact information.
# Schedule of Events

## Thursday

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:00 pm</td>
<td>5:00 pm</td>
<td>Registration for high school students</td>
</tr>
<tr>
<td>6:00 pm</td>
<td>7:00 pm</td>
<td>Dinner/High School Student Social and Mentor Meet Up</td>
</tr>
<tr>
<td>6:00 pm</td>
<td>8:00 pm</td>
<td>Welcome Reception (Program begins at 7:00pm.)</td>
</tr>
<tr>
<td>8:00 pm</td>
<td>10:00 pm</td>
<td><strong>Student Center Ballroom</strong>: Parking available in University Center Garage.</td>
</tr>
</tbody>
</table>

## Friday

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am</td>
<td>12:00 pm</td>
<td>Breakfast with Mentor</td>
</tr>
<tr>
<td>12:00 pm</td>
<td>5:00 pm</td>
<td>Life as a College Student (time with mentor)</td>
</tr>
<tr>
<td>5:00 pm</td>
<td>6:45 pm</td>
<td>Dinner/College Workshop</td>
</tr>
<tr>
<td>4:00 pm</td>
<td>5:30 pm</td>
<td>Workshop Session 1: What Do You Want to Be When You Grow Up: Career Development</td>
</tr>
<tr>
<td>7:00 pm</td>
<td>10:30 pm</td>
<td>Late Night Event</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Music by: DJ Mass Appeal</strong></td>
</tr>
</tbody>
</table>

## Saturday

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am</td>
<td>9:00 am</td>
<td>Continental Breakfast</td>
</tr>
<tr>
<td>9:00 am</td>
<td>10:30 am</td>
<td>Campus Tours</td>
</tr>
<tr>
<td>10:30 am</td>
<td>11:15 am</td>
<td>Workshop Session 2: Life as a College Student <em>(Undergraduate Student Panel)</em></td>
</tr>
<tr>
<td>11:45 am</td>
<td>12:45 am</td>
<td>Workshop Session 3: Money and More: Financial Aid Scholarships and Financial Aid Office</td>
</tr>
<tr>
<td>1:15 pm</td>
<td>2:15 pm</td>
<td>Lunch and Keynote</td>
</tr>
<tr>
<td>2:30 pm</td>
<td>4:00 pm</td>
<td>Workshop Session 4: Professional Development, Being a Minority at a PWI Multicultural Center</td>
</tr>
<tr>
<td>4:00 pm</td>
<td>5:00 pm</td>
<td>“Ice Breaker” Breaks <em>(led by college students)</em></td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>5:30 pm</td>
<td>Workshop Session 5: Is College for me?</td>
<td></td>
</tr>
<tr>
<td>6:30 pm</td>
<td>Graduate and Undergraduate Students</td>
<td></td>
</tr>
<tr>
<td>6:30 pm</td>
<td>Social hosted by the Big Four</td>
<td></td>
</tr>
</tbody>
</table>

**Sunday**

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 am</td>
<td>11:00 am</td>
<td>Closing Keynote Speaker/Depart from campus</td>
</tr>
</tbody>
</table>
To Whom It May Concern,

Ball State University is pleased to announce the inaugural “High School 2 College Leadership Conference” (H2CLC). The conference is geared towards minority students and was created to give students an opportunity to preview “the life of a college student.”

This is a FREE three-day leadership conference where students will attend different workshops on subjects such as: college readiness, the admissions/financial aid process, and student expectations directly related to college persistence. High school students (sophomore and junior status) will also have the opportunity to stay in the residence halls of the university and be paired with a student leader on campus who will act as a mentor for the duration of the conference.

Not only is this an awesome opportunity for students to be personally developed, but it is a chance to be a college student for a day. **Important information is listed below.**

**Date:** Thursday, April 2, 2015- Sunday, April 5, 2015  
**Where:** Ball State University  
2000 W University Avenue  
Muncie, IN 47306

**Requirements:**  
High School Sophomore or Junior status  
Identify as a low socio-economic status  
Identify as a minority

For more information please contact Khelan Todd, conference coordinator at Ball State University at 708-925-6381.

Sincerely,

Khelan Todd  
H2CLC Program Coordinator  
Ball State University
Application

August 30th and 31st, 2014
Student Application Form

For Priority Consideration Deadline: December 1, 2014
Registration Deadline: January 31, 2015
Please send this application to ktodd2@bsu.edu or mail this form to:

Khelan Todd
Ball State University
Office of Student Life
Student Center 133
Muncie, IN 47306

If you have any questions or concerns about the conference please contact Khelan Todd, Conference Coordinator at 708-925-6381 or ktodd2@bsu.edu.
(Please write legibly & fill out the complete application! Applicants who do not complete section two will not be considered).

Section 1

Name (Print): _________________________________________________
Mailing Address: _______________________________________________
City: _________________________ Zip: _____________
Phone: ( )
Male_____ Female____
Email (if available): __________________________________________
School: ______________________________________________________
School Phone: ( )
School Counselor/Advisor: _______________________________________
Grade Level: __________________________
Expected graduation date: ________________
Dietary Restrictions: _____________________ Medications: ________________________
Do you need any special accommodations (allergies, disability)?
________________________

Do you have a family member that currently attends or has attended a university or college?

________________________

Have your parents attended a university or college, if so how many years?

Please list your top three interests for a potential major/degree, (the first being your top choice).

________________________

If you are undecided check here: □
Section 2
Please write an essay addressing the questions below in a minimum of 500 words:

1. Why is a college education important? Why do you think the conference will be a good experience for you?
2. How can you use higher education to improve your life and your community?
3. What barriers or obstacles have you experienced that have impacted your life?

Please attach the typed essay to the application via electronic mail or as a hard copy.

Section 3

Emergency Contact Information

________________________________________
Parent and/or Guardian name (Print)

________________________________________
Phone number

________________________________________
Applicant Signature
Date:

Due to administration policies, we are requiring that applicants obtain the signature and contact information of an academic counselor. This requirement is to affirm that the school is informed that students from their school are applying to this conference.

________________________________________
Counselor Name (Print):
Date:

________________________________________
Counselor Phone Number
Dear Housing and Residence Life,

Ball State University is pleased to announce the inaugural “High School 2 College Leadership Conference” (H2CLC). The conference is geared towards minority students and was created to give students an opportunity to preview “the life of a college student.”

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This is a perfect opportunity for your department to get involved with this program. As a part of providing students an opportunity to preview the campus, students will stay overnight for three (3) nights (Thursday-Saturday) in a residence hall. This is an awesome opportunity for the students involved and without the help of your department this conference may not be possible.

I would like to set up a meeting to discuss possible involvement. Can you let me know your availability?

Thank you so much and I look forward to hearing from you soon.

Khelan Todd
H2CLC Program Coordinator
Ball State University
Ktodd2@bsu.edu
708.925.6381

Office of Student Life
Student Center 133
Muncie, Indiana 47306
Dear Career Center,

Ball State University is pleased to announce the inaugural “High School 2 College Leadership Conference” (H2CLC). The conference is geared towards minority students and was created to give students an opportunity to preview “the life of a college student.”

This is a FREE three-day leadership conference where students will attend different workshops on subjects such as: college readiness, the admissions/financial aid process, and student expectations directly related to college persistence. High school students (sophomore and junior status) will also have the opportunity to stay in the residence halls of the university and be paired with a student leader on campus who will act as a mentor for the duration of the conference.

This is a perfect opportunity for your office to get involved with this program. We are asking for your help in delivering a workshop on career development. This presentation has time slot of 90 minutes. It would be helpful if this presentation included some sort of “career exploration” quizzes and/or test to get students think about future professions. I’ve attached the tentative schedule of events to this email for you to review.

If your office is interested, please reply to this email no later than INSERT DATE.

Thank you so much and I look forward to hearing from you soon.

Khelan Todd
H2CLC Program Coordinator
Ball State University
Ktodd2@bsu.edu
708.925.6381

Office of Student Life
Student Center 133
Muncie, Indiana 47306
Dear Scholarships and Financial Aid Office,

Ball State University is pleased to announce the inaugural “High School 2 College Leadership Conference” (H2CLC). The conference is geared towards minority students and was created to give students an opportunity to preview “the life of a college student.”

This is a FREE three-day leadership conference where students will attend different workshops on subjects such as: college readiness, the admissions/financial aid process, and student expectations directly related to college persistence. High school students (sophomore and junior status) will also have the opportunity to stay in the residence halls of the university and be paired with a student leader on campus who will act as a mentor for the duration of the conference.

This is a perfect opportunity for your office to get involved with this program. We are asking for your help in delivering a workshop on the financial aid process (this should include a “Dos and Don’ts List”). This presentation has a time slot of 90 minutes. It would be helpful if this presentation included handouts for them to review and something for them to take home to their parents and/or guardians (since most of them will be claimed on their parent’s taxes) to get students think about the financial process or familiar with it. I’ve attached the tentative schedule of events to this email for you to review.

If your office is interested please reply to this email no later than INSERT DATE.

Thank you so much and I look forward to hearing from you soon.

Khelan Todd
H2CLC Program Coordinator
Ball State University
Ktodd2@bsu.edu
708.925.6381

Office of Student Life
Student Center 133
Muncie, Indiana 47306
Ball State University Official Bookstore  
1101 N McKinley Ave  
Muncie, IN 47306

To Whom It May Concern,

Ball State University is pleased to announce the inaugural “High School 2 College Leadership Conference” (H2CLC). The conference is geared towards minority students and was created to give students an opportunity to preview “the life of a college student.”

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This is a perfect opportunity for the book store to get involved with this program. The Office of Student Life is seeking a donation from the University Bookstore for our High School 2 College Leadership Conference (H2CLC) that will be given as prizes throughout the event. We are requesting a donation of 25 Ball State t-shirts in various sizes (medium-XXL). Any other Ball State affiliated items (pencils, car stickers, etc.) will also be welcomed and appreciated. Your donation would allow us to give Ball State apparel to potential Ball State University students as an incentive to attend BSU.

On behalf of the Office of Student Life, we hope you will consider donating to our 1st Annual High School 2 College Leadership Conference. If you have any questions, please contact me via the contact information listed below.

Best,
Khelan Todd  
H2CLC Program Coordinator  
Ball State University  
kto2@bsu.edu  
708.925.6381
Suggested Logo for Conference

HICLC
The High School to College Leadership Conference
REFERENCES


