**“Research-a-Resource”**

*Showing up to class and putting forth effort are keys to success in college. However, you will inevitably run into a challenge that requires help from others. It’s important that you’re able to not only acknowledge when those times arise, but to identify the right steps to take. This exercise is designed to help you identify and understand some of the resources at your disposal.*

*Choose a resource, office, or activity from the list below. [****Insert a list of resources based on those that you think are most relevant to student success, or those that perhaps have agree to participate in this activity.****] Once you’ve identified one, take steps to find out more about it. If available, visit their website. Visit their physical office and talk with the staff there. You could also talk to students who have worked with them to find out what their experience was like.*

Once you’ve gone through a thorough process of researching the resource, write a 1–2-page summary of your findings. Address questions such as:

* What are the main goals of this resource?
* Why was the resource created?
* How many staff work there? What are the primary functions of those staff?
* Where is the office located? Does the office also offer other means of connecting with students, such as phone calls, social media, or a website?
* How is this resource designed to support students?
* What could you gain from engaging with this resource?

At the completion of your summary, include a brief statement about what you learned from this research process.

***Rubric***

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| **1 – Develop** | **2 – Refine** | **3 - Succeed** |
| * Student omits key facts
* Student conveys incorrect information, such as the location or purpose of the office
* Student conveys negative attitudes about using formal resources (e.g., “I’d just rather ask my friends or do it myself”), or executive help-seeking attitudes (“The staff just did my homework for me”)
 | * Student addresses key information accurately
* Student addresses all informational components
* Response lacks any reflection of attitudes toward help-seeking (focuses on information)
* Student doesn’t articulate the relationship between the resource and student success
 | * All key areas of information are included and factually correct
* Student demonstrates positive attitude toward use of resource and help-seeking behavior in general
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