

**How The Work I Executed Outside the Classroom Helped with My Learning Overall**

Kyle Hamlin

Administration, Rehabilitation, and Postsecondary Education: San Diego State University

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In my time outside the classroom, I worked a few jobs. One of these was as an Instructional Student Assistant where I worked with first-year students and teaching them good study habits and a “how-to” for how to be successful in college. During this time, I worked with a few other graduate students where we created a PDF Resource Guide where we inserted many of the on-campus resources such as identity centers, Career Services, ECRT, Housing, SLL, and more (*San Diego State University*, n.d.). This guide included physical location, contact information with virtual contact means if provided, a quick “About” section which gave a short description of the office, including their mission and value statements, and links to their website and social media accounts. This resource took time to compile all the information and design the PDF in a visually appealing manner so that students can find what they are looking for and how to get ahold of the resource they need.

Through creating this Resource Guide and working with the other grad students and my students in my classes, I learned how important these resources are to the success of the students, especially as they navigate university life in a world affected by COVID-19. As I worked on this project, I was able to apply Program Learning Outcomes (PLOs) 1, 4, and 7. Of these three, PLOs 4 and 7 apply the most to this project because it provided students with access to success areas in an equitable fashion (PLO4) and communicated the exact details needed to introduce to the students (PLO7). One goal I had set myself for this program that I was able to apply this project to was the goal to “leave a lasting impression or change in the SDSU community.” Through the creation of this resource guide, and my work with my students, I believe I made a lasting impression with the students, and with many faculty members and staff at San Diego State University.

In addition to this project, the work I did with my students, and my experience in working with other grad students, I learned that I have a lot of space left to grow in my leadership skills, and teaching abilities. I plan to look into working in this role again next fall, as I enjoyed my time with my students and the work I did for them. I plan to apply the learning I did on student success and equity to my future roles and engagement with students.

References

*PELSA Overview / ARPE & Interwork Institute*. (2014). Postsecondary Educational Leadership with a Specialization in Student Affairs.

[https://interwork.sdsu.edu/main/ma\\_student\\_affairs](https://interwork.sdsu.edu/main/ma_student_affairs)

*San Diego State University*. (n.d.). San Diego State University. Retrieved December 13, 2020, from <https://www.sdsu.edu/>