



# FYS: Backwards Designed with General Education in Mind

Gayle Barrett, Mike Buccilli, Tamika Davis,  
Francine Rosselli, & Heidi Zenie

# The Connecticut Story

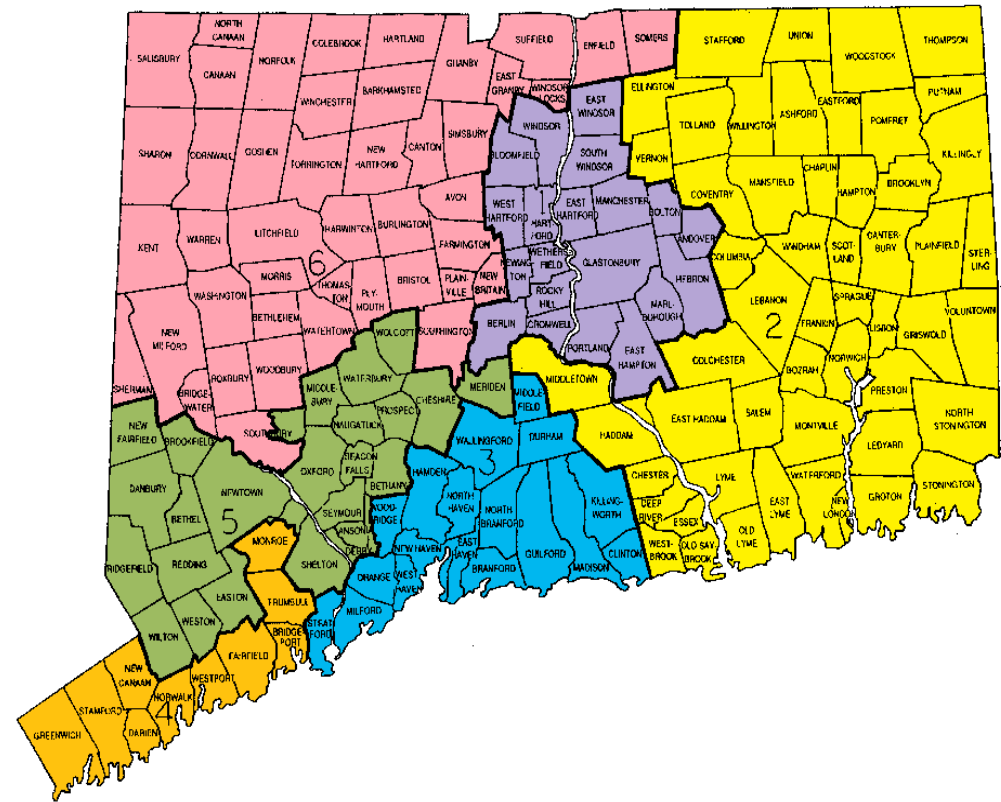
- **Connecticut Community College System (12 Colleges) and its challenges**

- Declining state support
- Declining enrollment
- Low Retention and Completion Rates
- KPIs

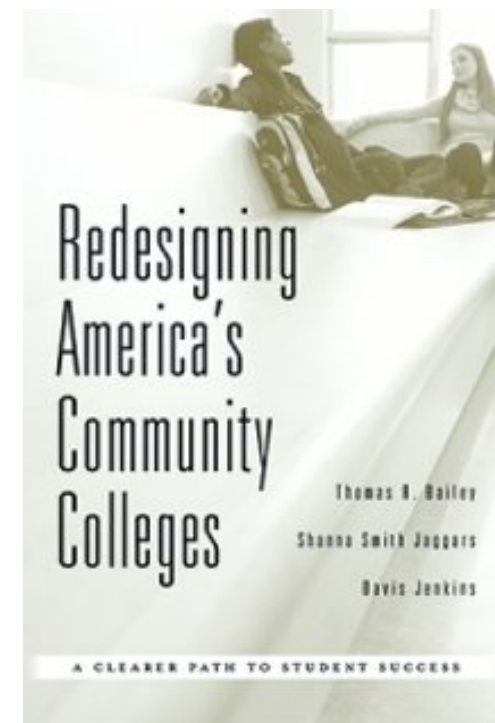
- **Guided Pathways**

- **“Students First” Consolidation**

- **“Nothing is pure”- the two initiatives are intertwined**



# Guided Pathways Overview



# Guided Pathways: A Student-Centered Approach

The Typical Community College	The Guided Pathways College
Paths to student goals not always clear	Clear roadmaps to student end goals
Too many choices	Simplify choice: organize programs into meta-majors
“Opt-in” career & college planning	Required academic and career plans created in first year experience course
Developmental education barriers	Embedded supports to help students complete college level math and English in the first year
Student progress not consistently monitored	Student progress closely tracked, regular feedback & support

Source: Jenkins, Davis and Johnstone, Rob. “Start with the End in Mind: Building Guided Pathways to Student Success.” Washington, DC: Presentation at Jobs for the Future’s Student Success Summit, September 2014.

# GP Teams & Workgroups

- **Representation from each campus**
  - Students - Student Advisory Council
  - Faculty - multiple disciplines, programs and committees
  - Professional Staff
  - Deans & college administration
- **System Office Personnel**
- **State Universities**
- **Content Experts (Expertise vs. Elections)**



# GP Teams & Workgroups

## GP Teams

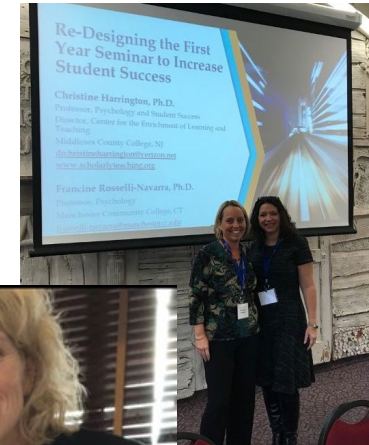
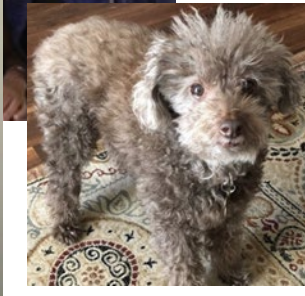
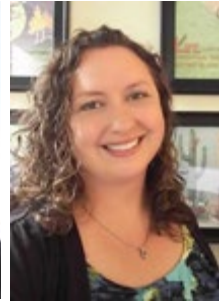
- Choice Architecture
- Recruitment Architecture
- Holistic Student Support Redesign

## GP Work Groups

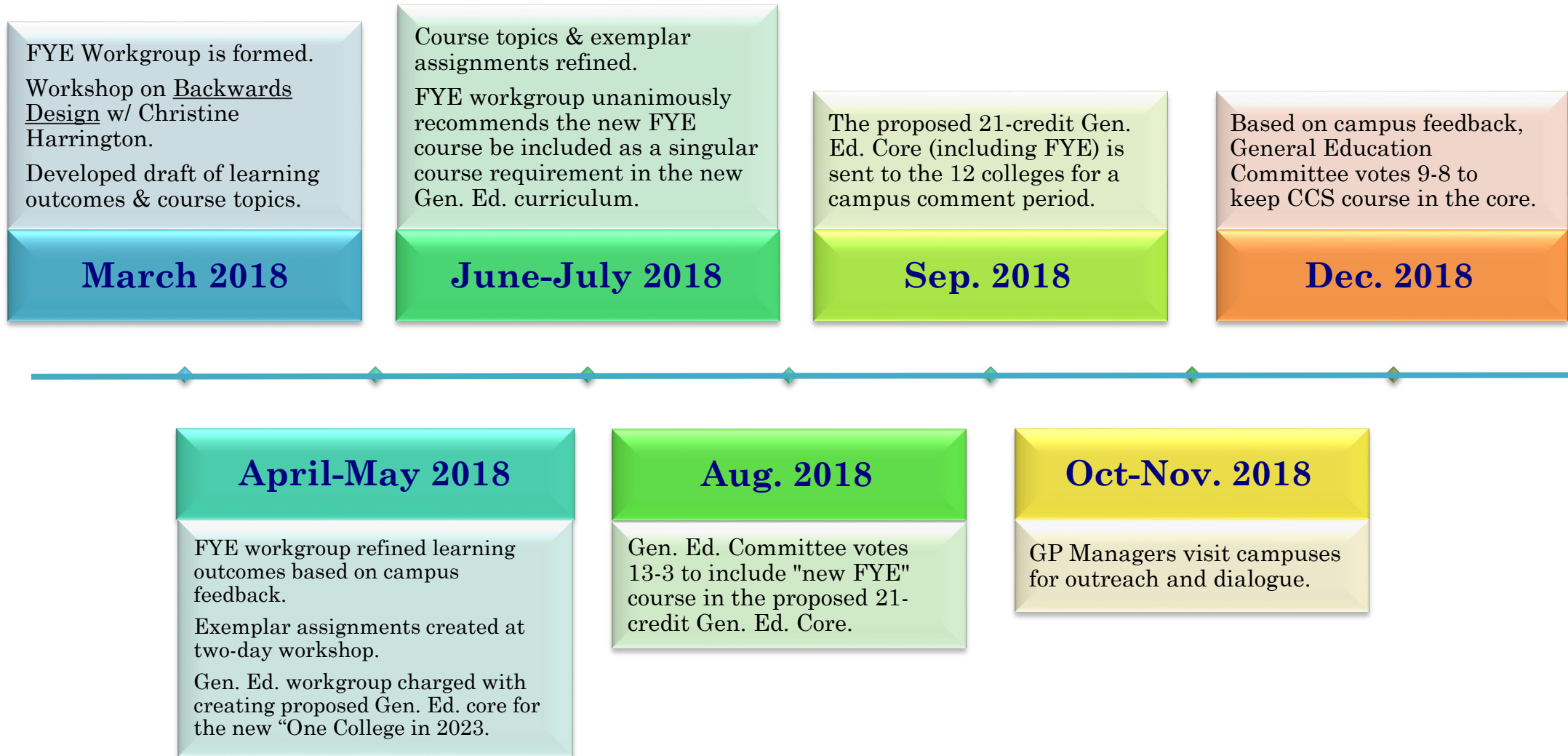
- Alignment and Completion of Math and English (ACME)
- Career & Transfer Readiness (CATR)
- First Year Experience (FYE)
- Maps & Plans
- Website and Streamlined Application (WASA)
- Wraparound Services
- Stay tuned...more to come!



# Our Team...



# Timeline: How did we get here?





# Creating the Playbook: Backward Design



## Learning Outcomes

- How can this course support program and institutional outcomes?
- What should students know, think or do as a result of taking this course?

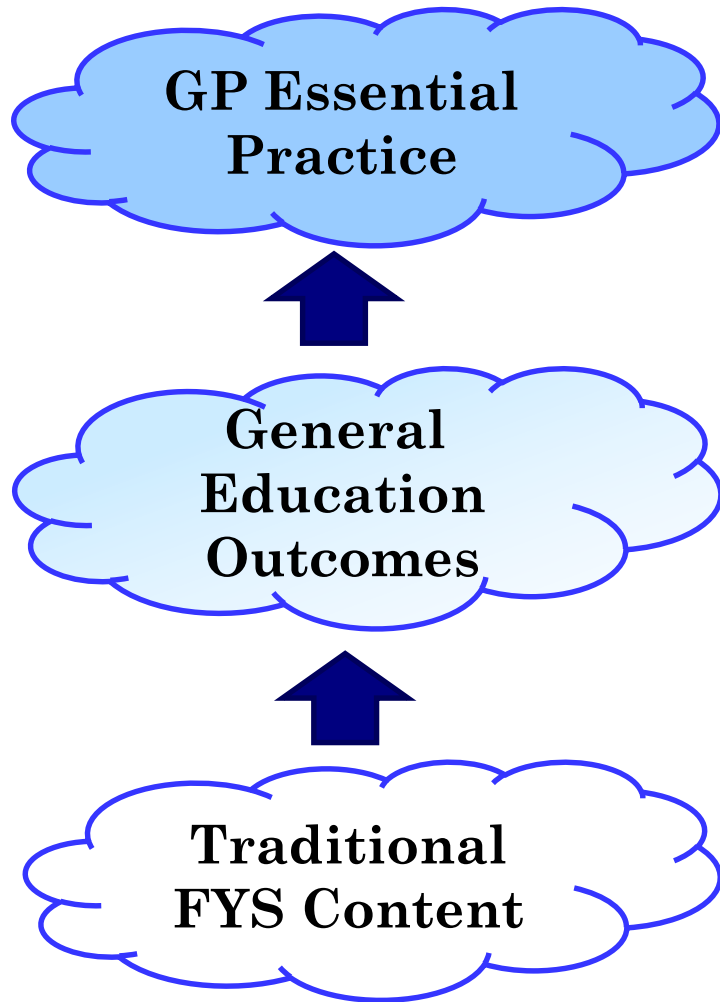
## Assessment of Learning

- What is the evidence that students achieved the outcomes?
- Summative vs. formative assessments

## Teaching Methods

- Instructional methods
- Learning experiences

# Creating the Playbook: Connect FYS to General Education Outcomes

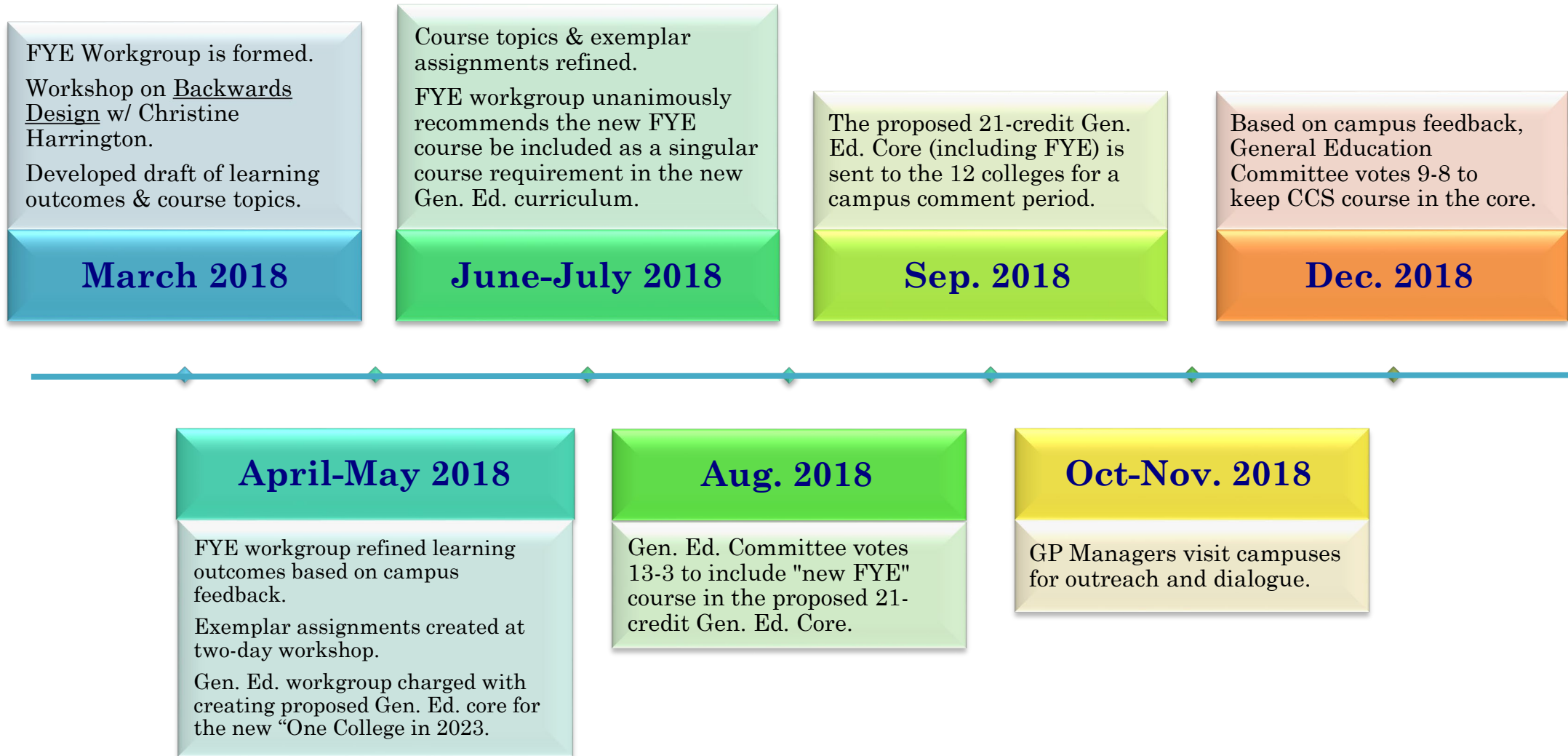


- Creating academic and career plans, including a financial component, and modifying as needed.

- Demonstrating information literacy, critical thinking, and effective communication skills.

- Identifying and using campus resources and engaging with the campus community.
- Defining and applying college success and resilience strategies.

# Timeline: How did we get here?



# Proposed General Education Core

## Fall 2018

<b>English 101: Composition</b>	<b>3 credits</b>
<b>Math 100 or higher (college level)</b>	<b>3-4 credits</b>
<b>Science</b>	<b>3-4 credits</b>
<b>Social / Behavioral Science</b>	<b>3 credits</b>
<b>College &amp; Career Success</b>	<b>3 credits</b>
<b>Choose one: Fine Arts, Oral Communication, or Written Communication</b>	<b>3 credits</b>
<b>Choose one: History or Humanities</b>	<b>3 credits</b>
<b>Total:</b>	<b>21-23 credits</b>



# Campus Resistance: Voices Against FYE as a Gen Ed. Course



"It will be difficult to bring this to scale".



"Our students don't need this course."



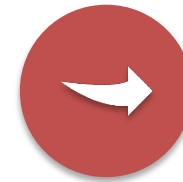
"I already teach this in my course."



"Shouldn't this be included in New Student Orientation?"



"Isn't this advising's problem?"



"This is a great course, but there isn't room for it in my program."



"Students need a more rigorous academic course instead."



"This course isn't 'academic' enough."



"Only traditional Gen Ed courses should be in the core."

# Creating the Playbook: Responding to Critics

**Why does every student need a Guided Pathways informed first-year seminar course?**

- ✓ Opportunity for career exploration.
- ✓ Build academic skills needed for success throughout the program of study.
- ✓ Positive impact on student retention & graduation rates
- ✓ Equity! Students who may benefit the most from an optional course are often the least likely to take advantage of it.

# Creating the Playbook: Responding to Critics

**Why cover this material in a course and not through a service like academic advising?**

- ✓ Limited number of advisors.
  - Average advising caseload is 300:1. Some institutions have ratios of 1000:1 or 2000:1.
  - 36% of institutions reported mandatory advising for all students (NACADA, 2011 survey)
- ✓ No structure to engage students in career exploration between advising sessions.

# Creating the Playbook: Responding to Critics

**Why should the Guided Pathways informed first-year seminar be 3 credits?**

- ✓ It's a rigorous, academic course.
- ✓ Students engage in activities that build foundational skills in:
  - Research & information literacy
  - Self-reflection
  - Critical thinking & communication
- ✓ Early engagement in the career exploration and decision-making process.



# Creating the Playbook: Responding to Critics

## **Why should we make space in the curriculum?**

- ✓ This course (required in all programs) supports efforts aimed at increasing student completion.
- ✓ Students will develop a personalized academic & career plan in their 1st semester.
- ✓ Students will develop essential academic skills that will help them perform well in the other courses in the curriculum.
- ✓ Learning outcomes can align to general education outcomes... and can be a gen. ed. requirement!

# Proposed General Education Core

## Spring 2019

1	English 101: Composition	3 credits
2	Math 100 or higher (college level)	3-4 credits
4	Humanities & Fine Arts	3 credits
3	Science	3-4 credits
5	Choose one: Social/Behavioral Science or History	3 credits
6	Choose one: Oral or Written Communication	3 credits
7	Choose one: Critical Thinking/Information Literacy, Second science class, or category not fulfilled above (Social/Behavioral Science, History, Oral Communication, Written Communication)	3 credits
	Total:	21-23 credits

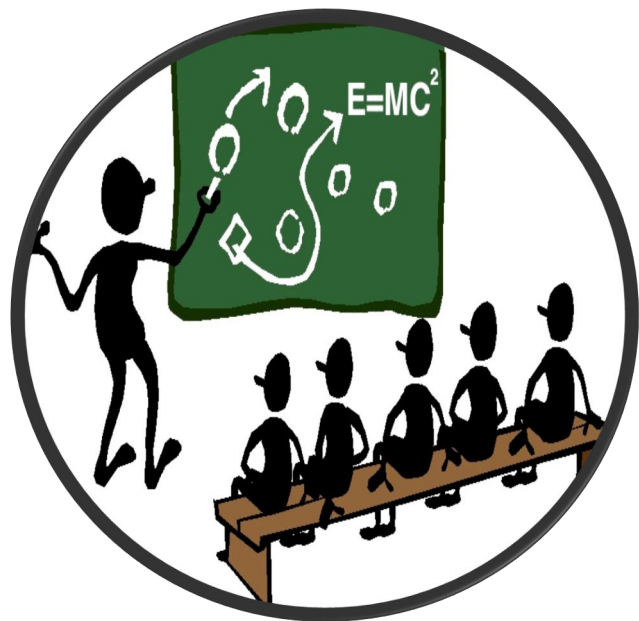
# The Path Forward: Jan 2019 to Present

## FYE as Policy: Early Discussions

- How do we ensure as many students as possible complete the course, and do so as early as possible?
- Should exceptions exist? What criteria do we use to decide exceptions?



# The Playbook: Lessons Learned



- Momentum Matters: Stage the work
- Quality Matters
- Communication is key!
  - Share data across campus
  - Provide tools to allies/sharing with campuses
  - Build a coalition of the willing
  - Don't underestimate groupthink
  - Negative narrative wins if there is no counterargument
  - Visit campuses/smaller group discussions
- Group Think: peer pressure from colleagues is real!
- Support needed from campus senior management
- Develop contingency plans & explore policy options



Please remember to submit your  
evaluation on Guidebook!

<https://guidebook.com/g/fye19/>



# **Making the Case for a Guided Pathways Informed First-Year Seminar: Frequently Encountered Questions and Concerns**

Christine Harrington, Sabrina Mathues, Michael Buccilli

The first-year seminar can be an essential part of Guided Pathways. Guided Pathways is a national movement aimed at improving student success outcomes (Bailey, Jaggars, & Jenkins, 2015). By requiring a 3-credit course of all students, colleges and universities can help students choose and stay on a path and close equity gaps. More specifically, within an intentionally structured course, students can engage in meaningful career exploration and academic and career planning and can also develop the academic and career skills needed for success. There is a significant body of research and assessment evidence that demonstrates the value of the course and its positive impact on student success outcome measures such as persistence and graduation rates (Harrington & Orosz, 2018). Requiring the course will ensure that all students will benefit, not just students who are more likely to take advantage of opportunities offered. It is hoped that this document will inform and support campus conversations about institutional reform practices related to student success.

## **What is a Guided Pathways informed first-year seminar course?**

It is important to note that the first-year seminar can vary significantly from institution to institution (Young & Hopp, 2014). It is also common for the focus of the course to vary over time at the same institution. Some first-year seminars have an extended orientation approach while others have a much more academically rigorous approach. A Guided Pathways informed first-year seminar is academically rigorous and has two primary goals:

1. Helping Students Choose a Path. Students will engage in career exploration, and decision-making. Students will also map out a plan that details the courses and actions they will need to take in order to successfully enter that career path. Through the creation of this plan, students will learn how to modify and redirect their path as needed: the planning process becomes a learned and transferable skill that extends beyond the drafting of a single document.

2. Helping Students Stay on a Path. Students will learn essential academic (i.e. learning strategies, information literacy, critical thinking) and personal skills (i.e. time and project management, reflection, resilience) necessary for success in college and careers.

## **Why does every student need a Guided Pathways informed first-year seminar course?**

Perhaps the most important reason that the first-year seminar course should be required of all students is equity. The unfortunate truth is that students who may benefit the most from an optional service or course are often the least likely to take advantage of it. This is true in many different areas. For example, ask any faculty member who is most likely to take advantage of an extra credit assignment and you will overwhelmingly hear that the high-achieving student is more likely to complete the extra credit activity. If there is strong evidence that a service or course is beneficial and will help students be successful, as is the case with the first-year seminar course, then it is

critical for the institution to require it of all students so that even those who lack the social capital to independently recognize its value will reap its benefits (Harrington & Orosz, 2018). Taking a first-year seminar is especially important for community college students who may be first-generation college students and who may not have the same level of social and cultural capital as their counterparts at universities. Although many colleges have only required this course of some students, research does not support this approach. For example, Permzadian and Crede (2016) found that first-year seminars that are only required of at-risk students are the least effective type of seminar. This is probably in part due to the lack of higher-level peers in the course. There is a body of literature that demonstrates the benefits of having high-functioning peer models in class (Yeung & Nguyen-Hoang, 2016). The other significant problem with a course that is only required of at-risk students is that students receive a message that they are not college-ready and this mindset can negatively impact their motivation and performance (Harrington & Orosz, 2018).

**High-Achieving and Transfer Students.** Some might argue that high-achieving students or transfer students with documented success may not need the first-year seminar, but the research does not support this argument. Researchers have consistently found that students of all ability levels benefit from a first-year seminar course (Harrington & Orosz, 2018). Interestingly, four-year colleges and universities, as compared to two-year community colleges, are more likely to offer and require the course (Young & Hopp, 2014). In fact, the course is often offered at very selective and prestigious universities. A Guided Pathways informed first-year seminar course is not a course designed for at-risk student but rather is a course that addresses career decision-making and academic and personal success skills that will benefit all students.

**Decided and Undecided Students.** Students often enter college undecided about a career path. For example, Albion and Fogarty (2002) found that up to 70% of entering college students reported being undecided about what career to pursue. One might be tempted to think that this course is then most needed by students who have not declared a major, but there are many students who have declared a major and thus appear on paper that they have decided, but may have made this decision hastily, without engaging in significant exploration (Cuseo, n.d.a). This is illustrated by the number of students with declared majors who change their mind. According to the US Department of Education (2017), approximately 1/3 of college students with a declared major in their first-year later changed their major. When students change their major, this can delay graduation and have significant financial implications. Even students who have a clearly defined career path can benefit from deeper exploration within that path.

**Academic Strategies Benefit All Students.** In addition to determining a career path, students also need to develop essential academic and personal skills to be successful on that path. Unfortunately, the national retention and graduation rates indicate that many students are not successfully navigating and completing curriculum. The 150% four-year graduation rate is 53.8% and it is 31.6% for community colleges (McFarland et al., 2017). Low completion rates are likely due in part to a lack of academic and personal skills. In the first-year seminar course, students can develop and practice essential academic and personal strategies and skills that have current and lifelong value. For example, students can gain information literacy and critical thinking skills by finding, evaluating, and interpreting research on success strategies. Research has shown that most students rely on academic strategies that do not work and thus need to learn and practice evidence-based strategies (Gurung, 2005). When students use effective strategies, they will be more likely to be successful. There is a significant body of research that demonstrates the connection between the first-year seminar and success outcomes such as retention and graduation (Harrington & Orosz, 2018). Given that student success is a priority at most institutions, the first-year seminar can be used to improve success outcomes.

## **Why cover this material in a course and not through a service like academic advising?**

Some might argue that career and academic planning are activities that should take place in advising. However, meaningful and ongoing conversations about careers are simply not possible with the limited number of advisors. According to the NACADA 2011 survey, the average caseload for an advisor is 300 and some institutions have

ratios of up to 1,000 – 2,000 to 1. Only 36.5% of the institutions reported advising being mandatory for all students. Even in colleges with more manageable caseloads, there is no structure to hold students accountable for truly engaging in career exploration activities between advising sessions and the number of meetings will not be enough to deeply engage in this process. Using the first-year seminar for this purpose enables students to focus on career exploration throughout an entire semester, graded assignments make this process a priority, and students can benefit from learning from peers. Students who are provided with time, space, and guidance to engage in thoughtful career exploration will be more likely to make better decisions. A core principle of the Guided Pathways framework is to ensure that every student has an individual academic and career plan and that their progress can be monitored to keep them on their path. The first-year seminar can be used as a vehicle for this purpose, ensuring all students, regardless of their academic preparation, have developed an academic and career plan.

## **Why does a Guided Pathways informed first-year seminar need to be required in all programs?**

When determining what courses should be included in a program, it is important to focus on the program and institutional goals. The learning outcomes of a Guided Pathways informed first-year seminar will likely align well to these goals. Since most colleges include student success as a major theme of institutional goals and priorities, this course can play a foundational role in setting the stage for students to achieve institutional goals.

**Space in the Curriculum.** One of the primary concerns with requiring the first-year seminar in all programs is finding space in the curriculum. It is true that space in a curriculum is limited. It is also unfortunately true that many community college students stop attending college before completing all of the program requirements. In other words, most students are not taking all of the courses in a program map. Given the evidence behind the first-year seminar and the opportunity it provides students to explore the purpose of education, to engage in career exploration and planning, and develop essential skills, making this course a requirement in all programs will support institutional reform efforts aimed at increasing student completion. By requiring this course in the first-semester, students will be able to develop a personalized academic and career plan that stems from the career exploration process. In addition to walking away with a plan, students will also develop academic skills that will help them perform well in their other courses. It is therefore essential for colleges to find a way to include the first-year seminar in all programs. Simply put, a student has a greater chance of finishing upper level coursework in a degree program if they start their path with a first-year seminar course.

**General Education.** One suggested approach would be to count the first-year seminar as a general education requirement. The focus on academic skill development in areas such as information literacy and critical thinking aligns well with general education outcomes. According to a national survey, “the majority of campuses applied first-year seminar credits toward general education requirements (58.6%)” (Young & Hopp, 2014, p. 19). This is the approach that is being taken at Valencia College where all incoming students are required to take the first-year seminar course and it counts as a general education requirement. Initial assessment data is very promising, showing the positive impact of this approach (Shugart, 2018).

**Infused versus Stand-Alone Course.** Sometimes others will suggest that the first-year seminar content be infused into other courses rather than being a standalone course but this approach will likely not produce the same positive outcomes. In order to engage in meaningful career exploration and skill development, a significant amount of time is needed. If incorporated into another course in the curriculum, it is not likely that enough time would be devoted to these topics and as a result, the learning outcomes would not be achieved. The other challenge with infusing career exploration and academic skill development into other courses is that most programs at the community college level are not overly prescribed, meaning students can choose from a variety of course options. Duplicative experiences may then be possible and the learning activities may be on a more superficial level because they are added onto an already packed curriculum. Similar to writing, having a stand-alone course that provides students with a foundational building block and then infusing supportive learning activities where students will have to use these skills in other courses will lead to the best outcomes.



**Meta-Major First-Year Seminars.** Some colleges are considering a meta-major approach to the course, offering specifically tailored sections of first-year seminars for different meta-majors or career pathways. The research does not indicate that a discipline-specific course is better than a general course. While this approach may work well, the logistics associated with this approach may be overwhelming. Since many students do switch majors outside of a meta-major (National Center for Educational Statistics, 2009), it may not be necessary to offer meta-major sections of the course.

**Transfer.** Sometimes a concern about transfer arises. Many states have legislation that require four-year colleges to accept all credits students taken as part of a degree program at a community college and some agreements stipulate that credits transfer as block even if there is not a direct transfer match. Since more four-year colleges and universities than community colleges offer and require the first-year seminar, there will likely be a course match at the four-year institution. If there is not a direct course match, students are often given elective credit for the course, which of course still counts toward graduation requirements.

**Financial Aid.** If the first-year seminar is not a general education or other program requirement, it is essentially an option. An optional approach can put some students at a disadvantage. One disadvantage is that if the first-year seminar is not in a program, then it will often not be covered by financial aid. Thus, offering the course as an elective could contribute to both social and financial inequities.

## **Why should the Guided Pathways informed first-year seminar be 3 credits?**

The Guided Pathways informed first-year seminar course is a rigorous, academic course. It requires students to engage in activities that build foundational skills in research and information literacy, self-reflection, critical thinking and communication and to also engage in the career exploration and decision-making process. Time is needed for students to develop these essential lifelong skills and achieve the course learning outcomes (Karp et al., 2012). Students and faculty alike devalue courses that are only one or two credits and, as a result, are less motivated and put forth less effort (Jessup-Anger, 2011). Research has demonstrated that both student motivation and retention were higher with a 4-credit versus 1-credit course (Du, 2016).

## **How would we find enough qualified instructors to teach Guided Pathways informed first-year seminars if we required it of all students?**

Scaling any program or initiative takes planning and some financial investments. The professor-student relationship is one of the best predictors of student success (Delaney, 2008). It is therefore critical that we recruit the best faculty to teach this course. Although there are graduate degrees in First-Year Studies, these programs are relatively new so it is not possible to require that instructors have this type of educational background.

**Faculty Qualifications.** Most colleges and universities require a minimum of a master's degree to teach the first-year seminar course. The obvious advantage of hiring full-time faculty is that these instructors are available to students outside of class, are knowledgeable about college resources, and will have a deep understanding of what is expected of students. This would also be the case for full-time employees who teach the course as an adjunct faculty member. In many cases, adjunct faculty will also need to be hired and they too can bring great talent and passion to the position.

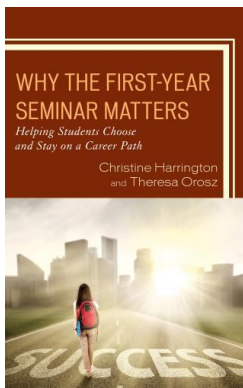
Educators with expertise in fields such as student affairs, psychology, and education obviously have strong expertise in the discipline of student success. However, educators in other fields can also be very effective if supported with professional development. It is critical that instructors teaching this course believe in their students and have a passion for assisting students with developing academic and career skills (Cuseo, n.d.b.).

**Professional Development.** Because many instructors teaching this course come from numerous different backgrounds, professional development is particularly important. Thus, to bring the first-year seminar to scale, it is

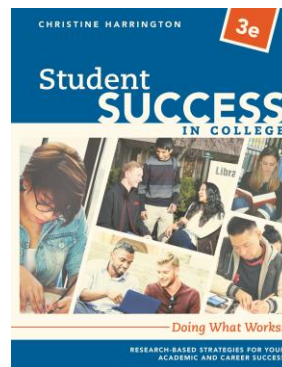
important to devote resources to a first-year seminar course coordinator and for faculty development. Partnering with Teaching and Learning Centers is recommended because helping instructors engage their students with effective pedagogical practices is critical. However, it is also important to recognize the need for discipline-specific training. For example, academic faculty from different fields may be able to easily assist students with the academic components of the course but may need training on career exploration. Instructors with a strong background in student services, on the other hand, might be skilled at assisting students with career exploration but need support in helping students develop academic skills.

**Financial Investment.** Scaling a first-year seminar program may require a modest budget for expenses such as a coordinator and professional development, but there is a strong likelihood of a good return on investment. NCII's Rob Johnstone has been providing return-on-investment (ROI) models to the field for 15 years. As is often the case, Rob suggests we not only consider the incremental costs of innovative approaches such as FYE programs, but also on their potential to create incremental revenue for colleges. If, as early evidence suggests, FYE programs can increase retention and downstream unit-taking as student's progress, Rob points out that it wouldn't take a huge average unit increase per student to pay for the usually modest incremental costs of coordinating FYE programs. To explore this in more depth, NCII's ROI model for guided pathways is available [here](#), and can be used to model the ROI of FYE programs.

## Resources



**[Why the First-Year Seminar Matters: Helping Students Choose and Stay on a Career Path](#)** (Harrington & Orosz, 2018) - a professional resource for course coordinators on re-imagining the course and making the case for the course. Publisher by Rowman and Littlefield.



**[Student Success in College: Doing What Works!](#)** (Harrington, 2019) - a research-based first-year seminar textbook aligned to Guided Pathways. Published by Cengage.

## Author Contact Information

### **Christine Harrington Ph.D.**

Professor of Psychology and Student Success and Director of the Center for the Enrichment of Learning and Teaching, Middlesex County College, NJ, [drchristineharrington@verizon.net](mailto:drchristineharrington@verizon.net), 732.690.2090

### **Sabrina Mathues M. Ed.**

Instructor and Department Chair, College Success, Brookdale Community College, NJ, [smathues@brookdalecc.edu](mailto:smathues@brookdalecc.edu), 732.224.2030

### **Michael Buccilli MSW**

Guided Pathways Manager, Connecticut State Colleges and Universities, [mbuccilli@gwcc.commnet.edu](mailto:mbuccilli@gwcc.commnet.edu), 860.723.0171

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## **Draft Proposal: College & Career Success**

### ***Background***

Faculty, staff, and coordinators involved in first year experience courses from the twelve community colleges developed a new College & Career Success course during the spring and summer of 2018. The course was informed by [Guided Pathways principles](#) and backward designed to ensure that every student develops the knowledge and skills to establish and achieve their academic and career goals. The course outcomes were also carefully crafted to serve as a foundation for students to begin to develop core general education competencies, such as critical thinking and information literacy.

This new course will play a vital role in the Guided Pathways work in Connecticut and serve as the primary vehicle to ensure that every student has a clear, well designed individual academic and career plan. The Community College Research Center (CCRC) has demonstrated that students with a clear academic plan are more likely to successfully achieve their educational and career goals ([Jenkins, Lahr, & Fink, 2017](#)). The creation of the individualized student plan also allows colleges to monitor student progress, provide appropriate interventions, and improve student outcomes.

In the Spring and Summer of 2018, the FYE work group developed the course description, course learning outcomes, and course topics below. Work on specific learning objectives and assessments is still in the draft stage and will continue in the 2018-2019 academic year.

### ***Course Description***

This course prepares students for success in college and beyond. Students will explore academic and career options, set informed academic and career goals, and develop essential skills such as information literacy, critical thinking, and effective communication. Students will also develop a personalized academic plan and learn academic behaviors and study strategies associated with success.

### ***Credits: 3***

### ***Learning Outcomes***

Over the course of the semester, you will develop self-efficacy as a college student by:

1. Creating academic and career plans, including a financial component, and modifying as needed.
2. Demonstrating information literacy, critical thinking, and effective communication skills.
3. Identifying and using campus resources and engaging with the campus community.
4. Defining and applying college success and resilience strategies.

### ***Course Topics***

In this course, we will discuss topics such as:

- Navigating college: Purpose, value, and expectations of higher education
- Exploring and choosing a path: Assessing personal strengths, interests, and values; Setting goals and creating individualized academic, career, and financial plans
- Developing strategies and skills for success: campus resources and engagement, time management, study skills, information literacy, and effective communication.
- Thriving: Motivation, well-being, and resiliency

### ***Course Topics w/possible learning objectives***

- Navigating college: Purpose, value, and expectations of higher education
  - ~ Describe the value of higher education, including the importance of General Education requirements and specific career-ready skills gained from higher education

- ~ Discuss the value of diversity and the college culture in terms of responsibilities to yourself, your professors, and the college community
- ~ Interact and communicate effectively with their professors (including in-class, through email, and during office hours)
- ~ Describe the value of engagement in college and extracurricular activities (student clubs, internship opportunities, volunteer opportunities, etc.)
- Exploring and choosing a path: Assessing personal strengths, interests, and values; Setting goals and creating individualized academic, career, and financial plans
  - ~ Use a variety of tools to assess personality strengths, career interests, and personal values. Describe and interpret results with respect to career options.
  - ~ Identify and use a variety of valid online and library resources to research and evaluate a profession or job. Describe the position title, duties and qualifications. Compare the position qualifications to your strengths and interests.
  - ~ Discuss appropriate job, scholarship, and transfer search strategies and application materials, such as resumes, cover letters, and personal statements.
  - ~ Identify job-specific, adaptive, and transferable skills attained through employment, education, or service activities.
  - ~ Select a specific academic degree program (if applicable).
  - ~ Use college tools to develop a course-by-course academic plan. Identify courses critical for success in your program and milestones to track your progress.
  - ~ Successfully navigate the advising and registration process by identifying your advisor and registering for the subsequent semester.
- Developing strategies and skills for success: campus resources and engagement, time management, study skills, information literacy, and effective communication.
  - ~ Prioritize activities (including personal, academic, and work responsibilities) using self- and time-management strategies.
  - ~ Practice active reading strategies for academic texts (e.g., previewing, annotating, and reviewing)
  - ~ Identify and apply note-taking strategies appropriate to context (while reading, preparing for assignments, and during class)
  - ~ Differentiate study techniques demonstrated to be effective (distributed practice, self-testing) from those not supported by evidence (highlighting, passive rereading) and practice the former
  - ~ Demonstrate interpersonal competence by effectively communicating and working with others
  - ~ Distinguish informal, academic, and professional writing
  - ~ Exhibit information literacy skills including identifying and citing sources, distinguishing scholarly from non-scholarly sources, evaluating the validity of different sources, and using sources effectively, correctly, and ethically.
  - ~ Identify and access campus resources and support services appropriate to needs
  - ~ Access and utilize relevant technological tools appropriate to needs
  - ~ Engage in campus events and/or activities that contribute to learning within and beyond the classroom
- Thriving: Motivation, well-being, and resiliency
  - ~ Identify personal traits and behavioral patterns that foster and/or impede academic success.
  - ~ Discuss aspects of physical and emotional well-being that contribute to academic success.
  - ~ Define resilience and describe ways in which students can practice resilient thoughts and behaviors.

**Sample Course Assignment/Assessment: The Career Portfolio** (meets learning outcomes 1 & 2)

## Design a Career Portfolio: Define Your Finish Line

The Career Portfolio includes a series of formative assignments, reflections, and activities all designed to support the creation of an individualized academic and career plan for every student. Plans will be created utilizing technology and will establish strategies for students to reach short and long term goals. Students will learn to create and modify plans-an essential skill in navigating the educational and career journey. The Portfolio will be completed in the steps outlined below. Your instructor will provide you with more specific details.

### Step 1. Career self-awareness: What are my strengths, values and interests?

*Typically, weeks 1-4*

To help you create your career and academic plan, you will complete a variety of surveys and assessments to identify your strengths, values, and interests. You will use the results from these surveys and self-assessments to create a summary (using multiple formats), describing what you are good at, what you value, and your interests and specifically how these findings connect to your chosen career path(s) or in some case how they do not relate.

#### *Instructor Notes:*

- Introduce career development theories including occupational assessments and inventories and their role in the process.
- Demonstrate technology needed to complete online assessments and utilize other career development tools
- Develop several reflection questions to use for the self-assessment summary assignment
- Materials available in online repository (i.e. blackboard shell, lib guide) for FYS instructors.
- If appropriate, students should consider what previous skills and experiences have been developed through past work, training or other professional experiences.

### Step 2. Career Exploration: What are some occupations that interest me?

*Typically, weeks 3-6*

Through the career exploration project, you will research occupations in your chosen career path(s), assessing alignment with strengths, values, and interests, comparing potential salaries and career options and answering reflective questions. Using this information, you will then select one specific job or career position for a more in-depth investigation. This might include researching the career using electronic resources, exploring entry-level versus advanced positions in the field, identifying the level of education required, conducting an informational interview with someone in your desired field, interviewing alumni from your program, or job shadowing a professional in the field.

#### *Instructor Notes:*

- Include library sessions on info literacy, credible sources, research strategies, etc.
- Develop several reflection questions to use for the career investigation assignment
- Provide examples of how to analyze labor and job information such as Department of Labor occupational outlook, employment data, job descriptions, postings, wages, and terminology of related to career.
- Include videos, ted talks, and other multi-media examples of individuals in occupations
- Include case studies
- Recommend career center visits
- Class visits from alumni or professionals in different fields

**Step 3a. Developing the Plan: How do I create my academic and career plan?**

***Completed prior to the start of registration for the upcoming term. Typically, weeks 7-10***

After exploring your strengths, values, and interests and their relationship to career options now it's time to create an academic and career plan. First, you will select or confirm your academic program of study based on your work in steps 1 & 2. Confirm that your program of study is aligned with the level of education needed to achieve your goals (some programs are designed for direct entry into the workforce whereas others are designed for seamless transfer to a four-year institution).

Next, locate the program map or curriculum sheet for the specific program. Work with your instructor and other college faculty or staff to identify and plan out the specific courses needed to complete your program of study.

In your plan, be sure to identify specifics, such as how many classes you will complete each semester, how long it will take you to finish your degree/credential, the order in which you will complete the required courses, whether you will take classes in summer or winter terms, etc. In addition, you will identify/contact the program coordinator and/or program advisors, include any special program requirements (e.g., internships, field placements, capstone courses, etc.), and identify milestones you can use to track your progress.

Your final product should be a detailed semester-by-semester plan.

*Instructor Notes:*

- Visits from the academic advising center
- Visits from the registrar to explain and demonstrate online tools for registration such as: myCommNet, Degree Works, etc.

**Step 3b. Putting the plan in action: Have you registered yet?**

***Typically, weeks 9-10***

Students will use technology to run degree evaluations, build course schedules, and register online (once priority registration opens).

**Step 3c. Financing the plan: How will you pay for your education?**

***Typically, weeks 9-10***

You will develop a financial plan to help you anticipate all the costs associated with your degree and consider how you can cover the costs (e.g., applying for financial aid or identifying scholarship opportunities). The financial piece of the plan should also take into account the cost for completion of a B.S. or B.A. degree if needed to achieve career goals. Additionally, information collected in step 2 on potential wages at varying degree levels should be considered by the student.

*Instructor Notes:*

- The FAFSA can be filed as early as October 1<sup>st</sup> for the upcoming academic year. Students should be required to complete the FAFSA (if applicable) and do searches for applicable scholarships or outside funding.
- Instructors should complete the College Affordability Academy (CAA) modules as part of their professional development/training.

**Step 4. Career Development: What resources will help me move forward?**

***Typically, weeks 10-14***



You will identify on and off-campus resources and develop a set of strategies to support you in reaching your career goals. Some resources might include exploring transfer options/requirements whereas others expose students to career development and experiential learning (networking, shadowing, internships, or job-related volunteer opportunities).

As you complete this work, you should make adjustments to your academic plan as needed (e.g., note the deadline to submit transfer application(s) or include time in your summer semester for volunteer activities). Finally, you will explore various campus and community resources (such as, the library, tutoring center, writing center, advising and counseling services, career services, etc.) that can help you be successful in achieving your career and academic goals.

*Instructor Notes:*

- Students should research potential transfer options including program availability, cost of attendance, etc.
- Students will draft a resume and cover letter
- Students will create a LinkedIn (or other online professional) profile

Step 5. Pulling it all together: What should be included in your portfolio?

***Last 2-3 weeks of the semester. Typically, weeks 14-16***

Reflect on your own progress throughout the course. Consider the following questions: Do you have a clear vision for your future? Reflect on the journey you have taken to define this career vision. What strategies can you use if your plan requires modifications in the future?

Students will submit the following:

- All reflection papers/assignments
- Completed academic and career plan

***Sample Course Assignment/Assessment: The Peer Manual (meets learning outcomes 2, 3, and 4)***

Throughout the semester, students will be exposed to instructional units and activities on the following main course topics:

- Navigating college: Purpose, value and expectations of higher education
- Developing strategies and skills for success: Time management, study skills, note-taking
- Campus resources and engagement
- Thriving: Motivation, well-being, and resiliency

For the peer manual project, small working groups will be assigned to one of the course topics and provide reflection and research-based advice to future students about the relationship between these course topics and student success. Each working group's section of the manual should include three key areas and address the following prompts:

Main Course Topic: \_\_\_\_\_

Key Area #1: \_\_\_\_\_

- Why is the key area important to student success? (Personal reflection)
- Why or why not is it relevant or useful for student to learn about this topic early in their academic journey? (What would you tell a future student?)
- What does research indicate about this key area's importance to student success? (Use library resources to find relevant research; critically evaluate research and validity of various sources)

- What additional resources are available to further inform students about this key area?
- Develop a hypothetical case study that demonstrates the significance and practical application of this key area.

Your group will need to thoroughly answer the questions and present this information along with visual aids to the class at the end of the semester, but groups must also submit the following assignments throughout the semester:

- Group Name and members with key areas (at least 3)
- Key areas and potential research sources
- List of campus resources and other additional resources relevant to each key area
- Sample case study to be shared and peer-reviewed with classmates

### ***Instructional Topics (related outcomes) relevant to Peer Manual***

College expectations vs. high school (2, 3, 4)

- understand academic terminology
- describe student responsibilities to themselves, professors and college community
- college etiquette and communication
- academic calendar / deadlines
- syllabus

Strengths Assessment (e.g., PEEK, BCC Strengths Assessment, Noel Levitz CSI) (2, 3, 4)

- describe behaviors and expectations for student success
- identify factors contributing to success in college and applicable resources

Campus Resources (3)

- what resources are available based on individual needs
- online/onground
- how to access

Community Building (2, 3, 4)

- network with classmates
- how to actively participate in class
- recognize importance of comfortable and respectful learning environment
- civil communication

Motivation / Locus of Control (4)

- locus of control theory
- value of internal and external locus of control
- positive thinking with end goal in mind

Resiliency Strategies (4)

- define fixed vs. growth mindset
- discuss consequences of each mindset and explain how a growth mindset can be nurtured
- identify support networks, including accountability partners and resources to help stay/get back on track
- identify non-academic obstacles to college success and strategies to overcome those obstacles

Goal-setting & Decision Making (3, 4)

- short, mid, long term goals

- effective strategies to set goals and achieve them
- choices and implications in short vs. long term
- understand how decisions affect goals
- effective strategies for good decision making

Self-advocacy (communicating with instructors, asking questions, dialoguing advisor, understanding program the study) (2, 3)

- seeking out resources, both in person and electronically
- effective communication strategies with instructors (email etiquette, office hours)

Information Literacy (2)

- accessing databases
- understanding reliable resources, evaluation of websites

Time Management (4)

- learn how to prioritize activities and allot appropriate time for homework/school projects
- effective time management strategies (using cell phone, planner, weekly schedule template)

Study Skills (4)

- active reading and listening strategies including effective note taking skills
- effective study skills including self-testing distributed practice, study groups, taking and reviewing notes, participating in class

Metacognition (4)

- analyze one's own learning/thinking process
- monitor and direct one's own academic performance (e.g., track use of various study strategies and adjust as necessary to achieve success)
- understand how to adapt to various teaching styles

Academic Integrity (4)

- define plagiarism
- cite sources appropriately
- research skills and resources to help avoid plagiarism

***Possible readings for Peer Manual assignment:***

- Buzinski, S.G., Clark, J., Cohen, M. Buck, B., Roberts, S.P. (2018). How pluralistic ignorance of studying behavior relates to exam performance. *Teaching of Psychology*, 45(4), 333-339.
- Celio, C.I., Durlak, J., Dymnicki, A. (2011). A meta-analysis of the impact of service-learning on students. *Journal of Experiential Education*, 34(2), 164-181.
- Clark, G., Marsden, R., Whyatt, J.D., Thompson, L., & Walker, M. (2015). 'It's everything else you do...': Alumni views on extracurricular activities and employability. *Active Learning in Higher Education*, 16(2), 133-147.
- Claro, S., Paunesku, D., Dweck, C.S. (2016). Growth mindset tempers the effects of poverty on academic achievement. *Proceedings of the National Academy of Sciences of the United States of America*, 113(31), 8664-8668.
- Coulter-Kern, R.G., Coulter-Kern, P.E., Schenkel, A.A., Walker, D.R., & Fogle, K.L. (2013). Improving student's understanding of career decision-making through service-learning. *College Student Journal*, 47(2), 306-311.

- Dunlosky, J., Rawson, K.A., Marsh, E.J., Nathan, M.J., & Willingham, D.T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, 14(1), 4-58. doi: 10.1177/1529100612453266
- Dunlosky, J., Rawson, K.A., Marsh, E.J., Nathan, M.J., & Willingham, D.T. (2013). How we learn: What works, what doesn't. *Scientific American Mind*, 24(4), 47-53.
- Fritson, K.K. (2008). Impact of journaling on students' self-efficacy and locus of control. *InSight: A Journal of Scholarly Teaching*, 3, 375-383.
- Iglesias, S.L., Azzara, S., Squillace, M., Jeifetz, M., Lores Arnais, M.R., Desimone, M.F., & Diaz, L.E. (2005). A study on the effectiveness of a stress management programme for college students. *Pharmacy Education*, 5(1), 27-31.
- Knoll, A.R., Otani, H., Skeel, R.L., Van Horn, K.R. (2017). Learning style, judgments of learning, and learning of verbal and visual information. *British Journal of Psychology*, 108(3), 544-563.
- May, C. (2018, May). The problem with learning styles. In *Behavior & Society blog*, *Scientific American*, <https://www.scientificamerican.com/article/the-problem-with-learning-styles/>.
- McDaniel, M.A., Howard, D.C., & Einstein, G.O. (2009). The read-recite-review study strategy: Effective and portable. *Psychological Science*, 20(4), 516-522.
- Morisano, D., Hirsh, J.B., Peterson, J.B., Pihl, R.O., & Shore, B.M. (2010). Setting, elaborating, and reflecting on personal goals improves academic performance. *Journal of Applied Psychology*, 95(2), 255-264.
- Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2008). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest*, 9(3), 105-119. doi: 10.1111/j.1539-6053.2009.01038.x.
- Paunesku, D., Walton, G.M., Romero, C., Smith, E.N., Yeager, D.S., Dweck, C.S. (2015). Mind-set interventions are a scalable treatment for academic underachievement. *Psychological Science*, 26(6), 784-793.
- Reiner, C., & Willingham, D. (2010). The myth of learning styles. *Change: The Magazine of Higher Learning*, 42(5), 32-35, doi: 10.1080/00091383.2010.503139.
- Rogowsky, B. A., Calhoun, B. M., & Tallal, P. (2014). Matching learning style to instructional method: Effects on comprehension. *Journal of Educational Psychology*, 107, 64–78. doi://10.1037/a0037478
- Rohrer, D., & Pashler, H. (2012). Learning styles: Where's the evidence? *Medical Education*, 46, 34-35.
- Romero, C., Master, A., Paunesku, D., Dweck, C.S., Gross, J. (2014). Academic and emotional functioning in middle school: The role of implicit theories. *Emotion*, 14(2), 227-234.
- Willingham, D. (n.d.). Learning styles FAQ. Retrieved from: <http://www.danielwillingham.com/learning-styles-faq.html>.
- Yeager, D.S., Johnson, R., Spitzer, B.J., Trzesniewski, K.H., Powers, J., Dweck, C.S. (2014). The far-reaching effects of believing people can change: Implicit theories of personality shape stress, health, and achievement during adolescence. *Journal of Personality and Social Psychology*, 106(6), 867-884.