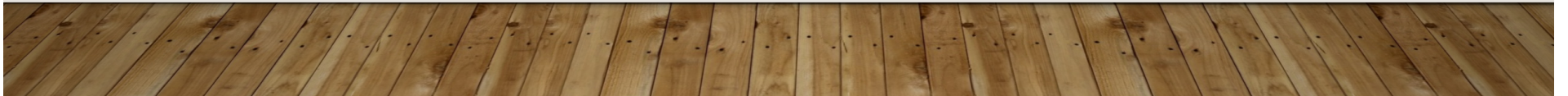


GUIDED PATHWAYS IN THE STUDENT SUCCESS COURSE

MARCI MACGREGOR AND MELISSA SANDE, UNION COUNTY COLLEGE

KATHRYN SUK AND SARAH DONNELLY, RARITAN VALLEY COMMUNITY COLLEGE

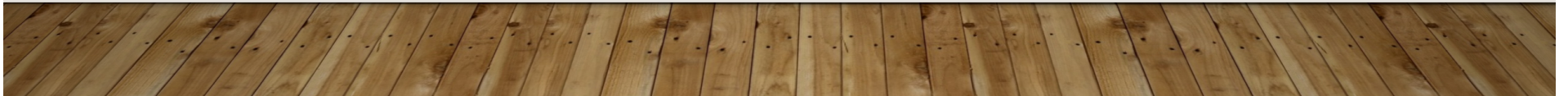


PRESENTATION FOCUS

- Revisions to the Student Success courses at UCC and RVCC
- Integration and alignment with the Guided Pathways Model
- The role of other college departments: Advising, Financial Aid, Career and Transfer Services, other college resources
- Improvement of student engagement and retention
- 21st century learners and their college experiences

FYS AT UNION: UCCI01

- Two-credit, single semester course for all first-time, full-time students (with some exceptions)
- Old course description: UCCI01 is a College Success course designed to help students adjust to college by giving them the information, support and strategies they need to feel secure in their college classes. It will help students clarify their goals, become familiar with the academic environment, and sharpen their ability to learn and think critically
- Revised course description as of fall 2016: UCCI01 is a College Success course designed to connect students to each other, their new college environment, and their future goals and careers. This course will teach students effective study skills and help them develop career plans. It will show students how to clarify their interests, prepare for job applications and interviews, and utilize all college resources to get them to graduation.



Old Learning Outcomes:

- Demonstrate self-motivation.
- Employ self-management, including essential academic skills and self-management strategies.
- Apply emotional intelligence in relationships.
- Demonstrate personal responsibility for outcomes and experiences created in both college and life.
- Develop and evaluate meaningful goals.
- Demonstrate self-awareness.
- Employ interdependence.
- Actively and critically read classroom materials.
- Apply effective test taking strategies.
- Apply effective note taking strategies.
- Complete research using Library resources and develop effective college-level writing skills.

New Learning Outcomes:

- *Apply effective study, note-taking, and college success skills to daily practices as a student*
- *Develop personal and professional goals and materials (i.e. resumes, e-portfolios) to use going forward*
- *Utilize college resources (library, Advising/Transfer services, ALC, etc.)*
- *Demonstrate effective interpersonal skills in student groups and connect these to work outside of the classroom.*
- *Complete college-level research that demonstrates competency in information literacy.*

A TEXT-LESS COURSE:

- Primarily a money-saving measure for our students
- Course is divided into content units and utilizes open resources for each one:
- College culture, policies, and procedures
- Time management, study skills, note-taking
- Learning styles
- Financial literacy
- Stress management
- Self-motivation and leadership
- Career exploration/inventories and inventories

OPEN RESOURCE TEACHING MATERIALS

▼ Syllabi/course introduction materials

- sample syllabus UCC101.docx
- UCC Scavenger Hunt.docx
- Icebreaker!.pptx
- UCC 101 Syllabus CR-Fall-2016.docx

▼ Career Inventories Unit

- Does a degree equal success? [↗](#)
- R-415 Typefocus Flyers (2).pdf
- Career LibGuide [↗](#)
- Focus2StudentPowerPoint-PPT.pptx
- Focus2StudentWorkbook-Word pdf.pdf

▼ Miscellaneous Readings

- Living Wisely -- New York Times [↗](#)
- Finding Your Dream Career [↗](#)
- The Art of Life -- NY Times [↗](#)
- Millennial Students [↗](#)
- Tips for Online Learning [↗](#)
- You're Meant to do What You're Good at [↗](#)
- 50 Most Asked Interview Questions

▼ Youtubes, Ted Talks, etc.

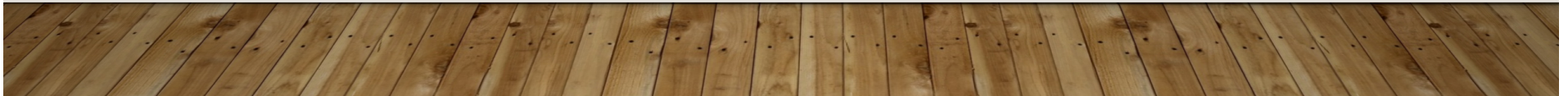
- Pinkcast [↗](#)
- Willpower Instinct [↗](#)
- Covey's four quadrants [↗](#)

CONNECTING ACROSS THE COLLEGE

- Academic maps → Student Planning Module
- Three visits from Advising; one from Career Services.
- Financial literacy workshops; visits to assist with FAFSA.
- Resume and career exploration workshops
- Experiential education requirement
- Transfer services
- Career fairs

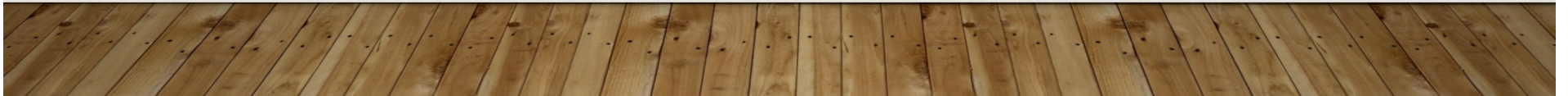
IN THE UCC 101 SUCCESS COURSE CLASSROOM

- In a Student Success Course, our goal is to engage students and help them navigate their way through the college environment by assisting them with their career goals and giving them the necessary skills that will help them succeed in their first year and beyond.
 - Individual
 - Study Skills, Note-Taking Strategies, and Research Techniques
 - Group work
 - Scavenger Hunts, Group Activities, Games, Mock Interviews, Discussion
 - College Resources
 - Library, ALC, Career Services and Advising
 - Career Path & Materials
 - Resume, Cover Letter



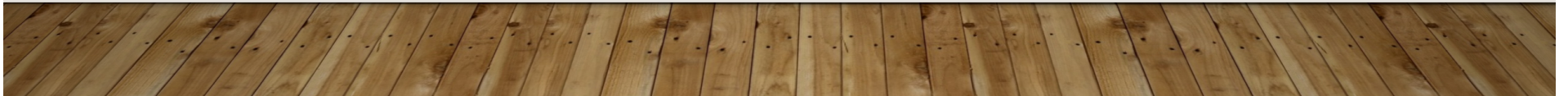
PART I BEING A STUDENT

- At the beginning of the semester, students focus on learning how to be college students. Students not only learn about the college environment and their classmates, they learn about themselves and their strengths and weaknesses. Students learn how to utilize college resources. They learn practical skills and strategies that will make them better students.
 - Myers-Briggs Personality Test
 - TypeFocus Career Aptitude & Personality Test
 - Academic Learning Center Visit
 - First Library Visit: Introduction and Library Resources
 - Note Taking Skills (previewing, annotating, summarizing texts) & Study Skills



PART II STUDENT GOALS & CAREER EXPLORATION

- At mid-semester, students' journals, assignments, research, and papers focus on developing goals and choosing a career path.
 - Become familiar with the college's course catalog and programs of study
 - Degrees and Transfer
 - Visit Career, Advising, and Transfer Services
 - TypeFocus Test 2 Majors and Careers
 - True Colors Tests
 - Second Library Visit: Careers Research
 - Ferguson's Career Research Center Database and other career orientated sources



PART III STUDENT GOES TO WORK

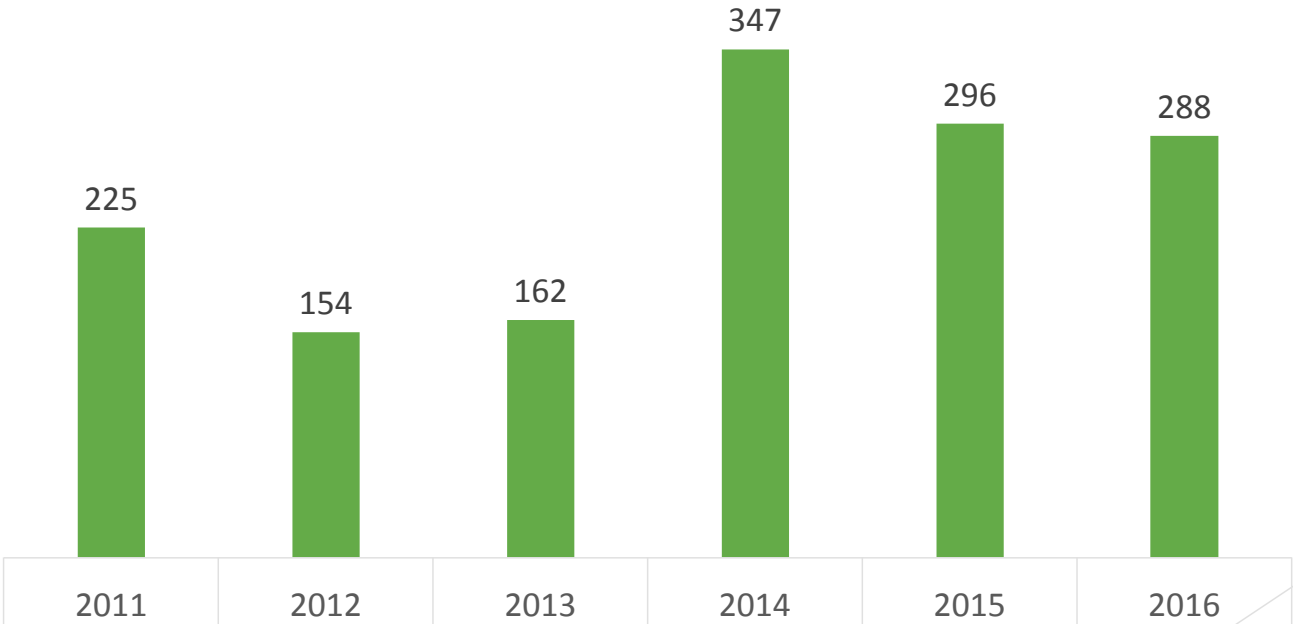
- By the end of the semester, students should have personal and professional goals in mind, a designated career path, and materials for future use.
 - Peer Mock Interview
 - Experiential Education Opportunity Project
 - Cover Letter
 - Resume
 - Presentation

Reimagining STDV 100 The College Experience

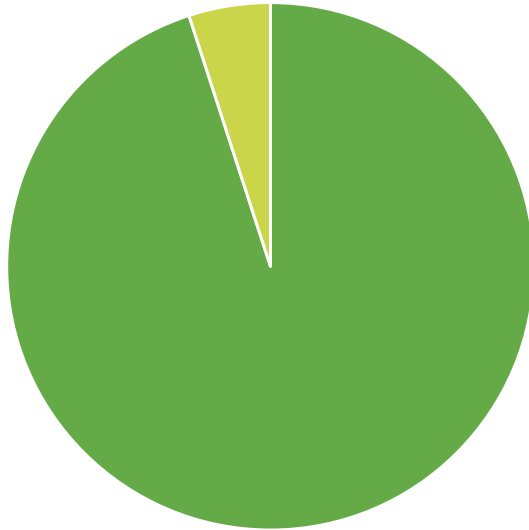
Who takes STDV 100?

- ▶ Developmental Math and English-
required
- ▶ Returning from Academic
Suspension- *option for STDV 013*
- ▶ EOF students- *required*
- ▶ Other students- *free elective*

STDV-100 Course Enrollment: Fall Semesters



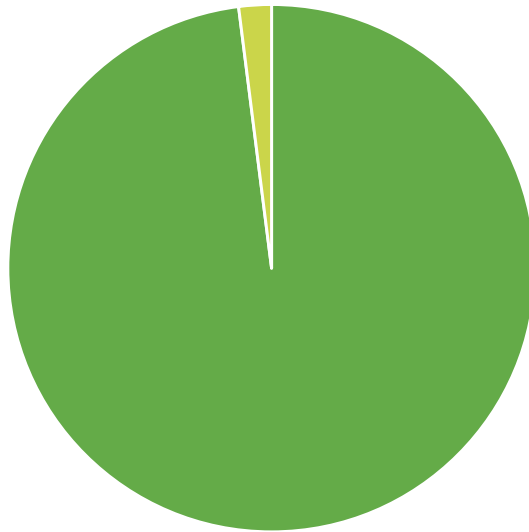
Students in the course are...



95%
Developmental
students

Based on data from Fall 2016.

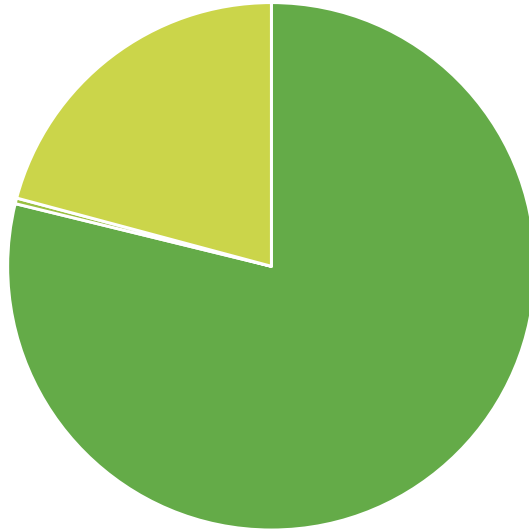
Students in the course are...



98%
Degree-seeking
students

Based on data from Fall 2016.

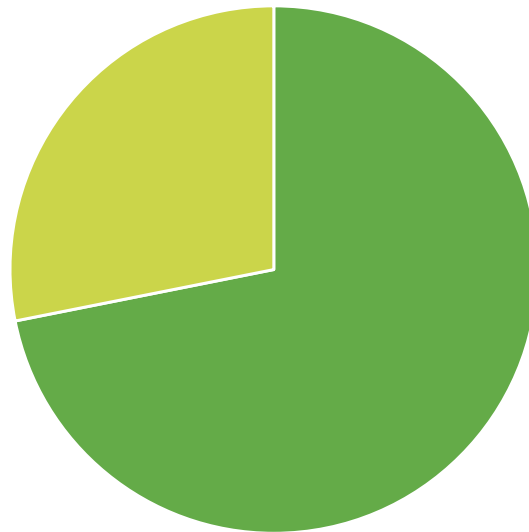
Students in the course are...



79%
First-time students

Based on data from Fall 2016.

Students in the course are...

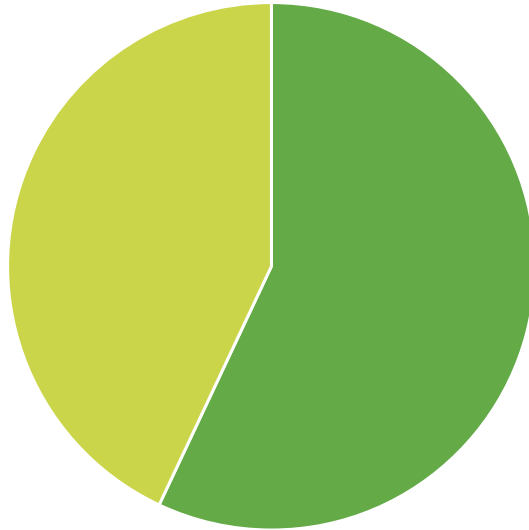


72%
Full-time students

Based on data from Fall 2016.

“Full-time” is defined as enrollment in 12 or more credits in the first semester.

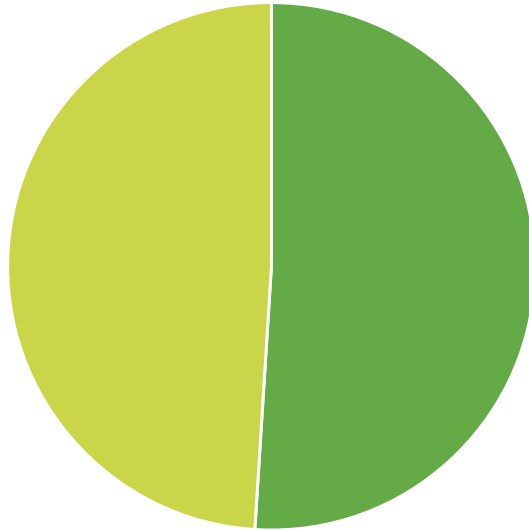
Students in the course are...



57%
Male

Based on data from Fall 2016.

Students in the course are...

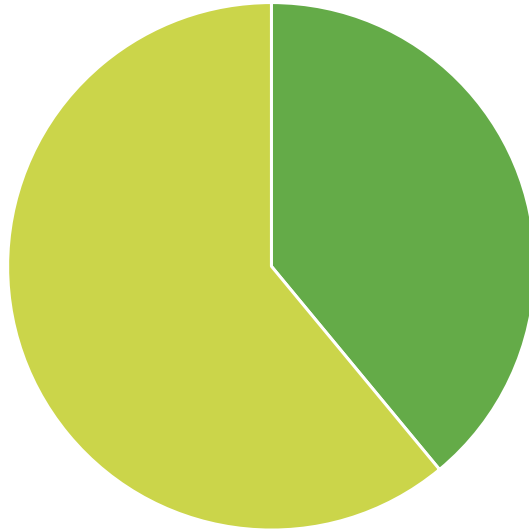


51%
Non-White

Based on data from Fall 2016.

“Non-White” includes Hispanic, Black, Asian, Native Hawaiian/Pacific Islander, and American Indian/Alaskan Native students.
“Others” includes White, Non-Resident Alien, and Unknown/Unreported students.

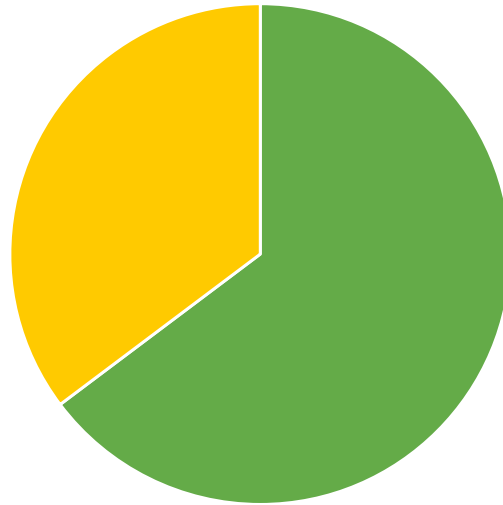
Students in the course are...



39%
Pell recipients

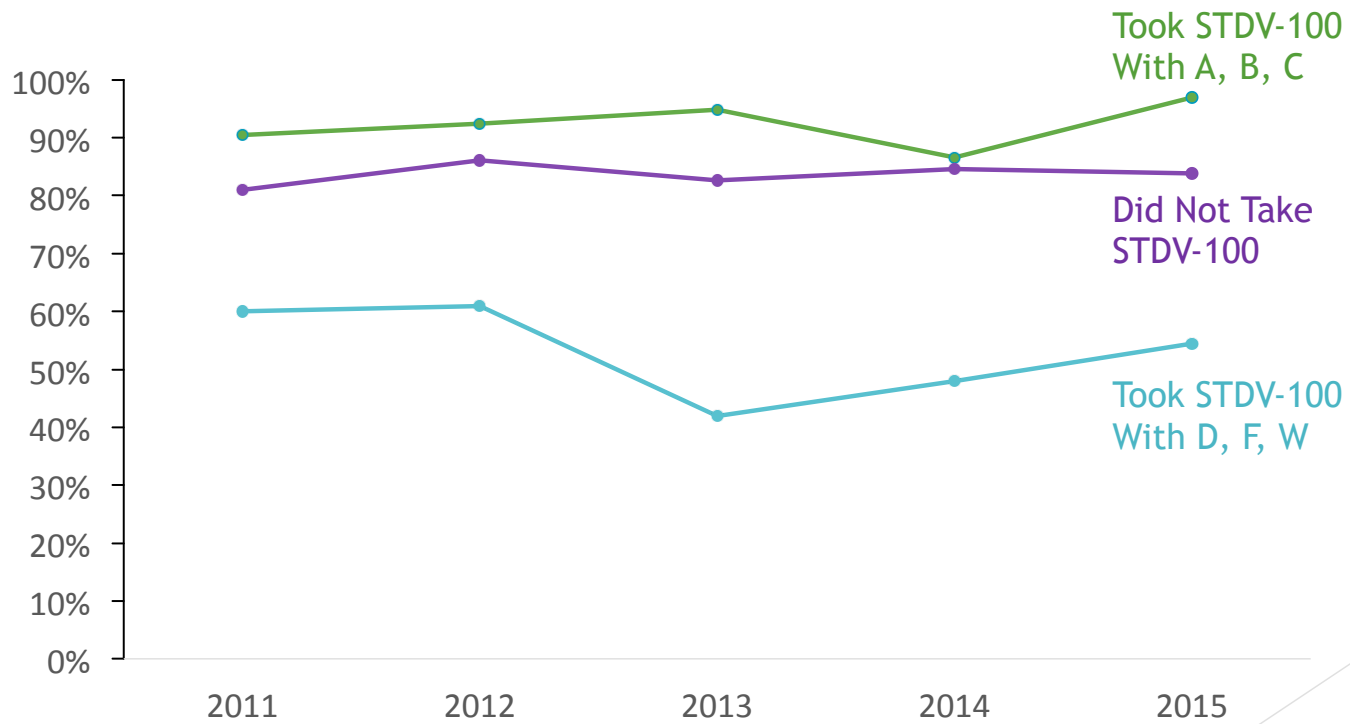
Based on data from Fall 2016.

2 out of **3** students pass the course.



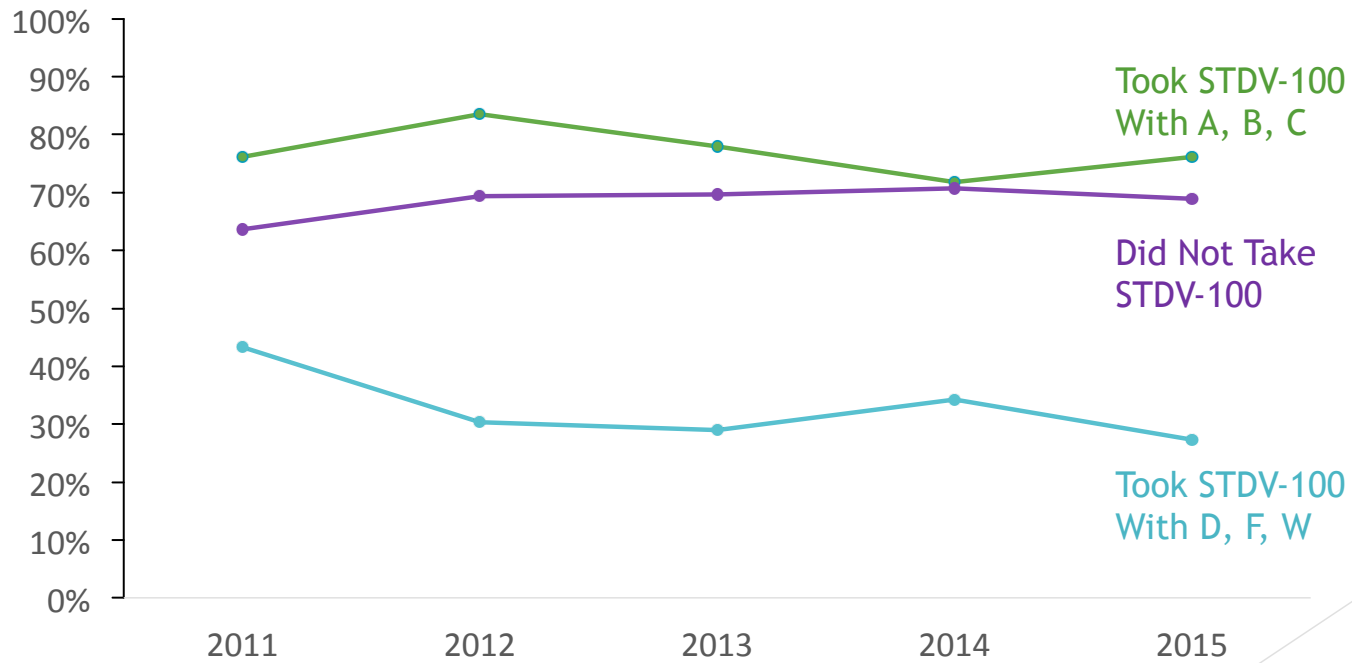
“Pass” includes grades of A, B, C.

Fall to Spring Retention Rate



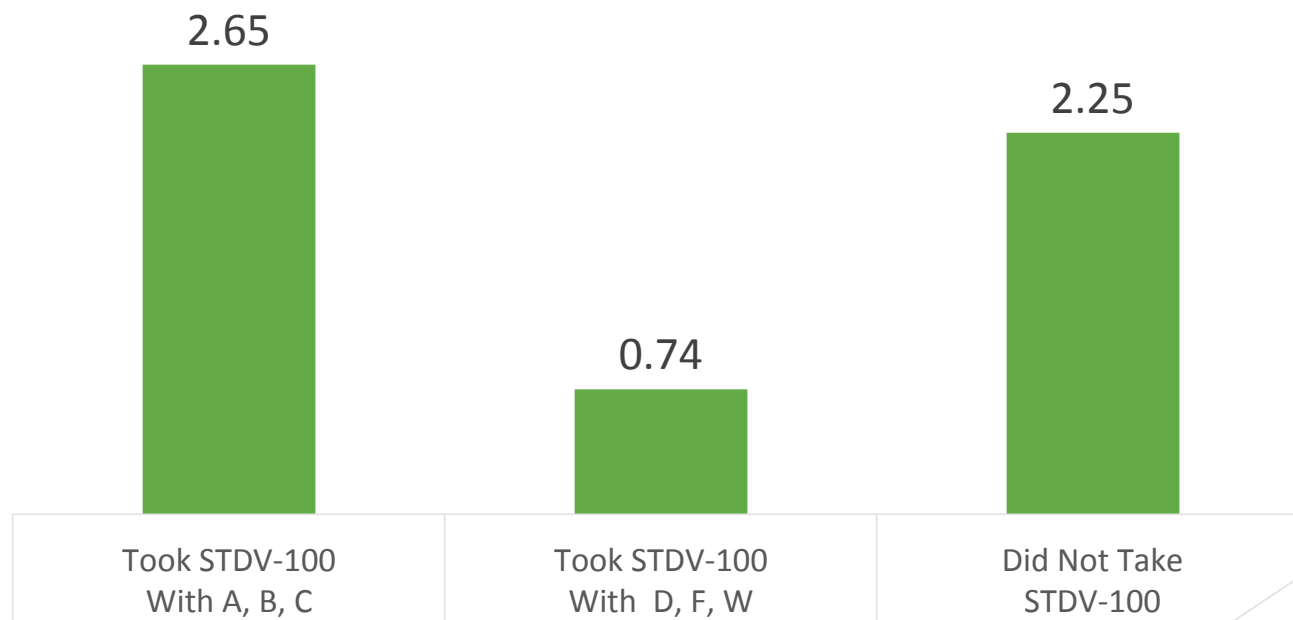
Includes first-time, full-time students only. Categories based on STDV-100 in 1st semester.

Fall to Fall Retention Rate



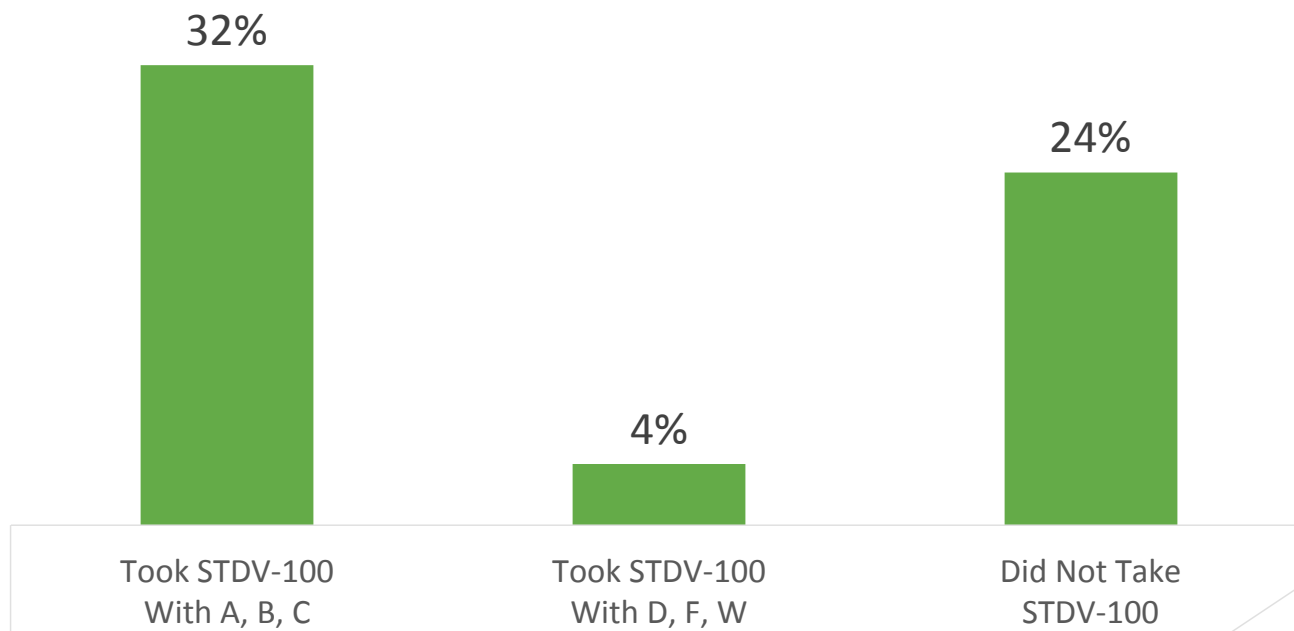
Includes first-time, full-time students only. Categories based on STDV-100 in 1st semester.

First Term GPA



Includes first-time, full-time students only. Categories based on STDV-100 in 1st semester.

3-Year Graduation Rates



Includes first-time, full-time students only. Categories based on STDV-100 in 1st semester.

Excellent results!!!

- ▶ Students who take the class and pass...
 - ▶ have a higher retention rate than students who don't.
 - ▶ have a higher GPA than students who don't.
 - ▶ have a higher graduation rate than students who don't.
 - ▶ **So, why reimagine?**

We must...

▶ **Accentuate the positive:**
keep doing what works!

▶ **Eliminate the negative:**
support the one-third who are not passing!

Reimagination as part of Guided Pathways

- ▶ Who are we?
- ▶ What did we do?
- ▶ Where are we now?

Who are we?

- ▶ Reimagineers
 - ▶ All volunteers
 - ▶ Faculty
 - ▶ Staff
 - ▶ Administrators
 - ▶ Students

What did we do?

- ▶ Revised the course outline

- ▶ New learning outcomes

- ▶ New language throughout

- ▶ Selected new materials

- ▶ Cost

- ▶ Accessibility and support for faculty and students

- ▶ Connection to learning outcomes

Learning Outcomes: Before

At the completion of the course, students will be able to:

- ❑ 1. Research and evaluate websites and utilize databases to locate information, evaluate data, and present their findings.
- ❑ 2. Provide a written report for given case studies/ journal entries based on topic.
- ❑ 3. Apply college success strategies to college coursework through creation of a master study plan.
- ❑ 4. Identify the benefits of living in a diverse, global society.
- ❑ 5. Distinguish effective college success strategies from ineffective strategies

Learning Outcomes: After

By the completion of this course, students will develop a greater sense of positive self-efficacy by:

- ❑ Demonstrating critical thinking, information literacy, and technological skills.**
- ❑ 2. Practicing interpersonal and leadership skills essential in a diverse, global society.**
- ❑ 3. Identifying and utilizing strategies and resources that promote academic success, personal growth, and resilience.**
- ❑ 4. Reflecting on values, goals, decisions, and actions in relation to their impact on self and others.**
- ❑ 5. Creating academic, career and financial plans.**

Where are we now?

- ▶ Continuing collaboration with others in NJCSS Student Success Coordinators group
- ▶ Curriculum Committee approvals
- ▶ Scheduled support for instructors
- ▶ Planning for next year...
 - ▶ Conversation around whether or not to require it of all students
 - ▶ Conversation around how many credits it should be

Questions?

Marci MacGregor, Union County College
macgregor@ucc.edu; 908-497-4391

Melissa Sande, Union County College
Melissa.sande@ucc.edu; 908-497-4227

Kathryn Suk, Raritan Valley Community College,
kathryn.suk@raritanval.edu; 908.526.1200 x8983

Sarah Donnelly, Raritan Valley Community College
sarah.donnelly@raritanval.edu; 908.526.1200 x8355

