

Strategies for Championing a First Year Experience/Student Success Course at the College Level

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Focus on Freshmen
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Session Overview

- Welcome & Introductions
- What does the data say?
- Common Goals
- Opportunities & Available Resources
- Strategic Planning
- Q & A

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Introduction:

- Lauren Wintermeyer, M.A., Ed.D.
 - Academic Counselor, Ventura College
 - Instructor, Career Planning & Life Exploration, Ventura College
 - Former Director, Dual Enrollment Programs, Santa Barbara City College
- Background:
 - K-12 Educator
 - Counselor training
 - Leadership training
 - Co-Founder, *Get Focused...Stay Focused!* Initiative

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What does the data say and why does it matter?

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“...there is a difference between systematic exploration and the blind trial and error experienced by too many students.

Helping students make informed choices about their education is a critical strategy to help increase student success in the California Community Colleges.”

Advancing Student Success in the California Community Colleges
Recommendations of the California Community Colleges Student Success Task Force, p. 23

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What do we know?

For students pursuing a 4-year bachelor's degree:

Only 61% of full-time 4-year bachelor's students graduate within 8 years

Only 26% of part-time 4-year bachelor's students graduate within 8 years

For students pursuing a 2-year associate degree:

Only 19% of full-time 2-year associate students graduate within 4 years

Only 8% of part-time 2-year associate students graduate within 4 years

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Why do we need to reinvent the Freshman Year Experience?

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Top four responses in a survey of 444 people who graduated in the U.S. between 2006 and 2011:

Been more careful about selecting my major or chosen a different major



Done more internships or worked part time



Would have started looking for work much sooner while still in college



Would have taken more classes to prepare for a career



Source: John J. Heldrich Center for Workforce Development at Rutgers University
Reported in The Wall Street Journal, May 22, 2012
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Point to Ponder

How should we define and measure student success?

Evaluate this from the perspective of parents, students, and employers.

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In very simple terms...

Student Success = College Completion

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Student Success = Transition to employment commensurate with education and skills

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ABSTRACT:

Working Paper, Community College Research Center at Teachers College, Columbia University

“Using data from the Virginia Community College System and building upon prior Florida-based research, this study examines whether student success course enrollment has positive associations with shorter term student outcomes, including earning any college credits within the first year and persisting into the second year. The present study finds that **students who enrolled in a student success course in the first semester were more likely to earn college-level credits within the first year and were more likely to persist to the second year.** The study also finds that students who were referred to developmental education were more likely to earn college-level credits within the first year if they enrolled in a student success course in their first term.”

Cho, Sung-Woo and Melinda Mechur Karp, 2012. Student Success Courses and Educational Outcomes at Virginia Community Colleges, (CCRC Working Paper No. 40). New York: Community College Research Center, Teachers College, Columbia University

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RECOMMENDATION:

Guidance is Key to Student Success

“The current matriculation model assumes that students will clarify their educational objective in the course of meeting with a counselor. However many students never see a counselor.”



Advancing Student Success in the California Community Colleges
Recommendations of the California Community Colleges Student Success Task Force, pp. 22-23
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What if every first year college student developed a personalized **online 10-year plan** that could be used by counselors for advisement and instructors for academic coaching?

What are the Goals of Your Institution?

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Take two...

- Take one minute and write down what you consider the key goals of your institution
- Turn to a neighbor and take another minute to share your lists
- Note any common themes or significant differences in your lists

Common Goals

- Increase retention
- Increase completion of certificates, degrees and transfer
- Increase success for populations historically underserved by higher education
- Improve the quality of learning and student experience in the first year
- Improve student success
- Increase transition to employment post-completion
- Increase 4-year completion rates

Opportunities & Available Resources

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Resources

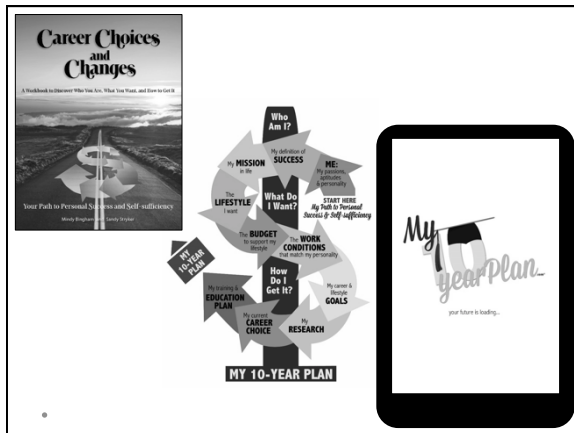
- Academic Innovations Higher Ed
- *Career Choices & Changes* Instructor Training & Online support Tools
- Sample Course Outline
- Sample Syllabus
- Instructional resources such as scoring rubrics, lesson plans, etc.
- Professional Development Options
- Initiatives on state and national levels (eg. 3SP, RFY, etc.)

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Curriculum Resources

- **Textbook**
 - *Career Choices and Changes: A Workbook to Discover Who You Are, What you Want, And How to get it. Your Path to Personal Success and Self Sufficiency*
 - 3-unit comprehensive guidance course ideal for First Year Experience but also applicable in 2+2, 3+1, dual enrollment
 - Unique to this course is a skills-based education plan that will lead to the highest possibility of employability upon college completion
 - Teaches a life-long decision making process
 - How many hours do your students spend with their counselor? 48 hours of classroom-based guidance vs 83 minutes (when/if students take advantage of seeing their counselor)

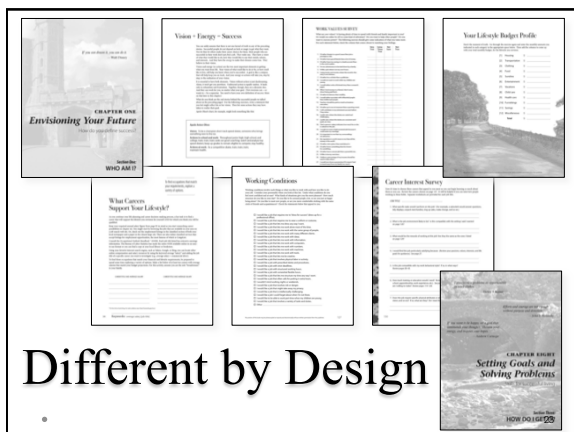
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A Life, Education, & Career Decision-making Process

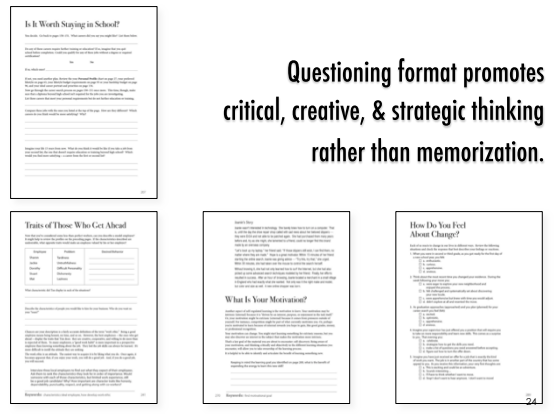
- Who Am I?
- What Do I Want?
- How Do I Get it?

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Different by Design

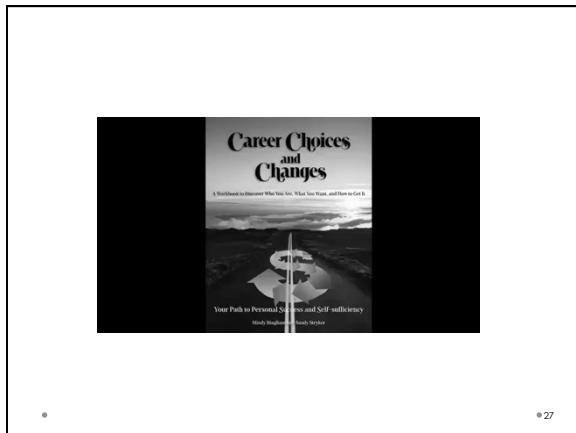
Questioning format promotes critical, creative, & strategic thinking rather than memorization.





PROGRESSIVE	TRADITIONAL
Student centered	Subject centered
Socratic method	Didactic
Cooperative learning	Lecture
Active learning	Passive listening
Project-based learning	Content learning
Higher-order thinking skill	Read and recall
Critical, creative and strategic thinking	Memorization

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- ## 10-year Plan Components
- Personalized definition of success
 - Articulated Goals
 - Personal Profile
 - Envisioned Lifestyle
 - Budget
 - Career Goals
 - Study Skills for the life long learner (chapter 12)
 - Action Plan
 - Education and training
 - Living arrangements
 - Employment
 - Finances
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Benefits and Outcomes

- **My10YearPlan.com app**
 - Student enters responses into the online platform and it translates automatically to the app
 - Students can access the app and make updates while on an internship, traveling abroad, or involved in another experience

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- ## Curriculum Support
- **Instructor Resource Center (IRC) and Professional Learning Community**
 - Once you adopt CC&C you are granted access to the IRC
 - Use the materials available here when you are designing your course and share your materials, lessons, and creative ideas in this space, on twitter, linked in and elsewhere to support colleagues around the country
 - Includes pre and post surveys to assess the impact of the program
 - Data is compiled for you so you can report to your strategic planning committee regarding the impact of the course on your students
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Reporting

There are currently 88 students of your grade (FYE) signed up within the system.

Support To Email: Returns a maximum of 50,000 students.

Student ID	Name	Class Period	Legis	Career Cluster(s)	Job Title(s)	
122	Quinn	1.11	Demco	2023-2024	40	Business, Management and Administration (Career Cluster) Director of Training and Development Specialist (Job Title)
123	Quinn	1.11	Demco	2023-2024	32	Law, Public Safety, Corrections and Security (Career Cluster) Police Officer (Job Title)
124	Quinn	1.11	Demco	2023-2024	32	Law, Public Safety, Corrections and Security (Career Cluster) Police Officer (Job Title)
125	Quinn	1.11	Demco	2023-2024	32	Law, Public Safety, Corrections and Security (Career Cluster) Police Officer (Job Title)
126	Quinn	1.11	Demco	2023-2024	32	Law, Public Safety, Corrections and Security (Career Cluster) Police Officer (Job Title)
127	Quinn	1.11	Demco	2023-2024	32	Law, Public Safety, Corrections and Security (Career Cluster) Police Officer (Job Title)
128	Quinn	1.11	Demco	2023-2024	41	Arts, Audio/Video Technology and Communications (Career Cluster) Sound Engineer (Job Title)

What does FYE look like if your schools have GFSF?

- How do your college counselors want to access students' 10-year Plans?
- Could you develop a .5 or 1-unit course that would follow-up on the work students did in GFSF so that all students could take the follow up and/or the 3-unit course if they didn't have GFSF in high school?
- Are you able to mandate courses through your FYE program?
- Is your FYE program equitable?

Strategic Planning

Assess Your Assets

- SWOT Analysis:
 - o Strengths
 - o Weaknesses
 - o Opportunities
 - o Threats
- What is currently in place at your institution?
 - o Is this effort reaching its target audience?
 - o Does it need to be improved in any way?
 - o Are there students who are not included who could be?
- What is your role?
 - o Are you in a position to be the "champion"?
 - o Are there other visionaries with whom you could connect?
 - o What is a reasonable first-step you can take this fall?

First Things First...

- Is a First Year Experience/Student Success Course something you want?
 - o For a portion of your population?
 - o For ALL students?
 - o What would your ideal FYE program look like?
- Is there an existing format for this course?
 - o Do you need to get a new course through the Curriculum Committee approval process?
 - o Do you need to revise an existing course?
- What "wrap around" services exist?
 - o How do/would Counselors integrate with cross-disciplinary instructors for your FYE program?
 - o What student support programs are in place to support your efforts?

Q & A Wrap Up

Thank you!

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