Institutional Strategies for Career Planning: Guided Pathways in Action

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Annual Conference on the First-Year Experience

Pre-Conference Session

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Sabrina Mathues is an Instructor and Department Chair for College Success at Brookdale Community College in Lincroft, New Jersey. She has previously served as Acting Dean of Academic Services and Director of Off-Campus Programs at Ocean County College, Coordinator of Academic Progress and Academic Advisor at Montclair State University, and Undergraduate Program Coordinator and Academic Advisor at Arizona State University. Her leadership roles have included terms as Arizona and New Jersey state liaison to NACADA (The Global Community for Academic Advising). In addition to full-time teaching, her current work includes curriculum development and program review consulting, as well as Guided Pathways coaching in partnership with Jobs for the Future. She holds a Master of Education degree in Higher and Postsecondary Education from Arizona State University and is a doctoral candidate in Educational Leadership at Rowan University.

Institutional Strategies for Career Planning: Guided Pathways in Action

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Workshop participants will/will be able to:

1. Summarize national data that led to the Guided Pathways movement and describe how First-Year Experience programs play an integral role in helping students choose and stay on a career path.
2. Utilize backward design to develop first-year seminar courses and/or student services such as advising that target career exploration and planning.
3. Re-imagine and re-design first-year seminars to better support students with career exploration and planning.
4. Re-imagine and re-design advising as an intentional learning activity focused on career exploration, academic and career planning, and continual progress monitoring.
5. Develop a plan to engage faculty and staff in re-imagining institutional practices to better assist students with career exploration and planning.

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Guided Pathways

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College Completion Rates

What percentage of first time community college students graduate within 3 years?

31.6%

What percentage of first time bachelor degree seeking college students graduate within 6 years?

53.8%

Fall 2012 Cohort Data Used
Sources: McFarland et al. (2017)

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Credits Earned

What is the average number of credits an associate degree-seeking student accumulates by the time he/she completes? (60 is typically required)

82

What is the average number of credits an bachelor degree-seeking student accumulates by the time he/she completes? (120 is typically required)

135

Source: Complete College America (2018)

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Changing Majors

What percentage of student enter college undecided about what career to pursue?

For students who declared their major as a first-year student, what percentage changed their major?

What percentage of students change from STEM to non-STEM?

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Changing Majors

Up to 65-70% students enter college undecided about what career to pursue

- Albion & Fogarty (2002)

For students who declared their major as a first-year student, about 1/3 changed their major (10% doing so more than once)

- US Department of Education (2017)

Sometimes these changes are within the same career path, but sometimes they are not (i.e. 36% changed from STEM to non-STEM)

- Colorado State University (2011)
- National Center for Education Statistics (2009)

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Guided Pathways

Improving Student Experiences and Increasing Student Completion

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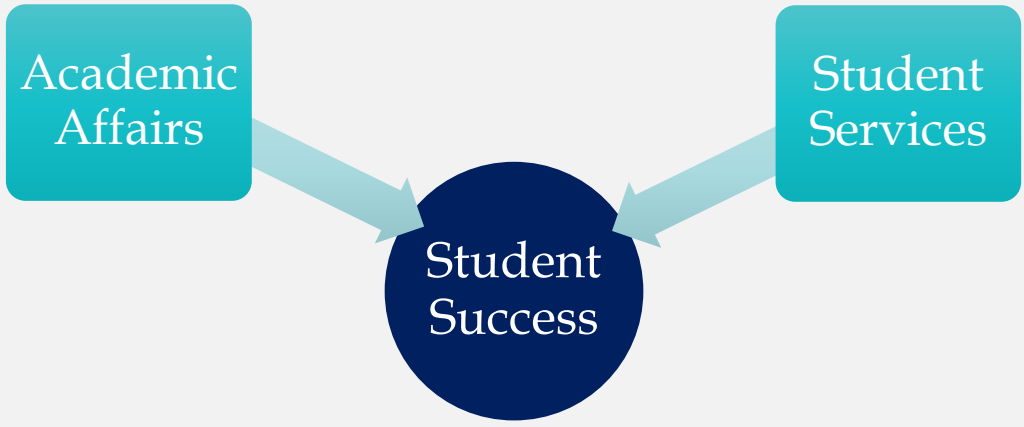
Guided Pathways: A Collaborative, Institutional Effort



Sounds like FYE!

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Essential Practices

Establishing Pathways

- Defining Programs and Paths
- Creating Meaningful Learning Experiences

Navigating Pathways

- Helping Students Choose a Pathway
- Helping Students Stay on a Pathway

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Turn and Talk

- Where do students get career information?
- How engaged are students in the career exploration process?

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Where Do Students Get Career Information?

- Informally from friends and family
- Faculty rather than career counselor

Greenbank, & Hepworth (2008)

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Are Students Engaged in Career Exploration?

Not much. They take a "serial" approach to academics and careers, placing greater importance on assignments and current work.

Greenbank and Hepworth (2008)

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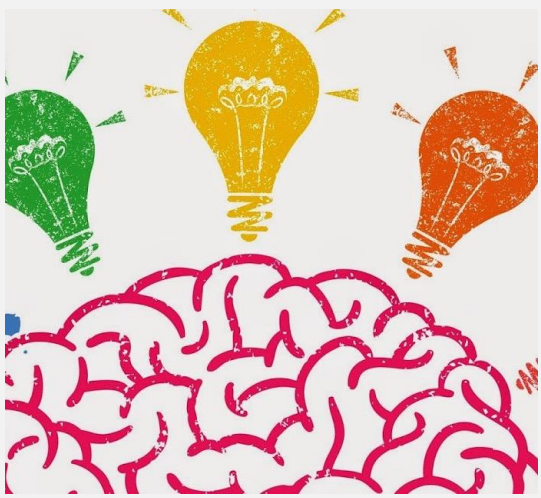
BRAIN-WRITING EXERCISE: THROUGH WHAT INTERACTIONS AT YOUR INSTITUTION, DO STUDENTS CURRENTLY ENGAGE IN CAREER EXPLORATION AND WITH WHOM?



1. Write down one way students currently engage in career exploration and with whom.
2. Pass the card to the right.
3. Read what you is listed on the card you receive. Write down another way (it can NOT be one you already wrote down or one you read already).
4. Repeat until we stay "stop".

Institutional Actions

First-Year Seminar

Advising

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One Solution: The FYE Course

"Student success courses are an important element of the guided pathways model, as they represent a cost-effective method of providing students assistance in goal formation and program planning"

(Bailey, Smith Jaggars, & Jenkins, 2015, p. 69).

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Benefits of Career Exploration in the First-Year Seminar Course

- 15 weeks for students to engage in self-assessment, research careers, and engage in networking
- Increase exposure to options and learn from peers
- Develops information literacy, critical thinking, and communication skills
- Makes career exploration a priority!
- All students can develop a comprehensive academic, career, and financial plan.

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Academic Skills Matter Too!

"What is required of students **in their first semester** appears to play a **strong role in shaping** the time investments made in academic work by students **in their last semester** of their senior year."

(Schilling & Schilling, 2006, 8)

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Information Literacy Skills

"It is evident that students can find information, but have great difficulty interacting with and understanding what they are reading."

(Ludovico & Wittig, 2015, p 37)

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Information Literacy and Critical Thinking

Need to be explicitly taught- must carefully craft our assignments and not leave it to chance.

(Hayes-Bohanan & Spievak, 2008)

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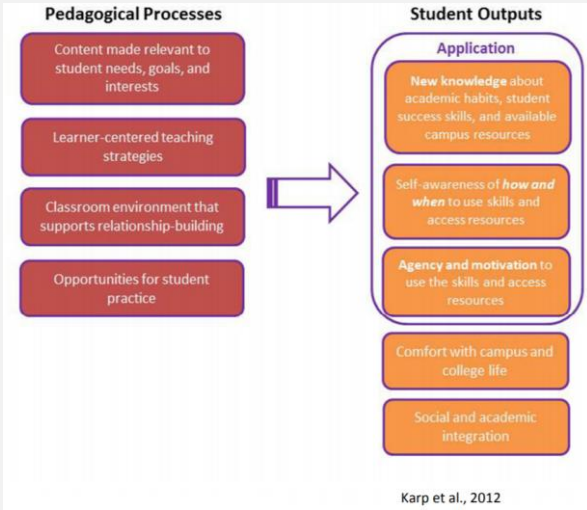
Embedding Skills in Career Context



Success course best practices indicate that applying skills and content lead to increased retention of knowledge.

What affective and non-affective FYS content can be applied to career exploration and planning?

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Another Solution: Re-designing Advising

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Advising Statistics

- Some Student: Advisor ratios can be up to 1000-2000:1 (average caseload is approximately 300)
- Only 36.5% reported advising was mandatory for all students
- Only 54.1% indicated that professional advisors were assigned advisees
- Average number of professional advisors: 4 per institution

NACADA 2011 Survey

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Getting Students on the Right Path

- "One result of the limited availability of advising services is that undecided students are encouraged to enroll in a general studies track, because of its flexibility."
- "Overall, during the orientation and registration process, colleges learn little about entering students […]. Meanwhile, students learn little about their college's available program offerings and related opportunities for transfer or a career."

(Bailey, Jaggars, & Jenkins, 2015)

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Keeping Students on the Path

- Teaching goal-setting, problem solving, and decision making
- Case Management: Value of sustained relationships over placement inventories
- Connecting to relevant information and services

(Bailey, Jaggars, & Jenkins, 2015; Karp, 2013)

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Advising Redesign Areas of Focus

Structures	Focus on enrollment and registration	→	Policies and procedures that support SSIPP advising
Processes	Advisors as registration clerks	→	Advisors as teachers
Attitudes	Norms of efficiency and nonintegrated support	→	Broad ownership of student support, iPASS, and SSIPP advising

SSIPP (sustained, strategic, integrated, proactive, personalized)

iPASS (integrated planning and advising for student success)

(CCRC, Transformative Change, February 2017)

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Backwards Design

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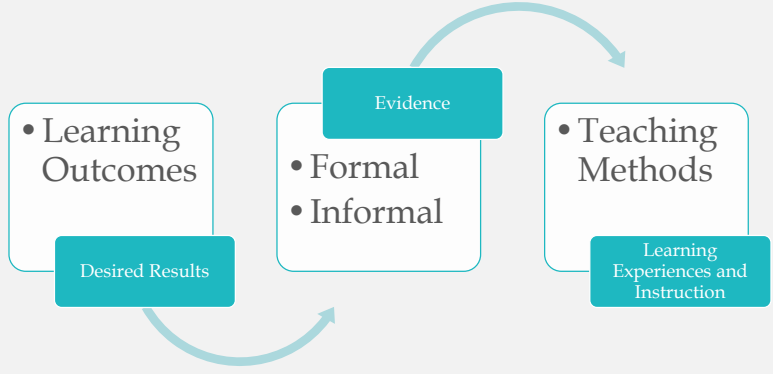
Course Re-Design: Backward Design



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The First-Year Seminar

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The First-Year Seminar

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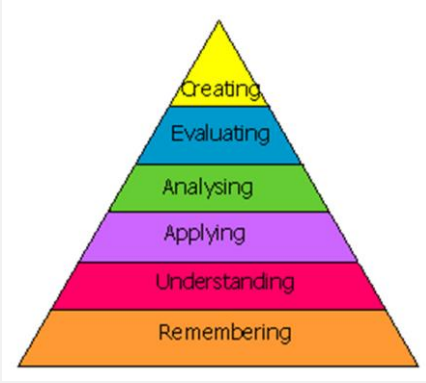
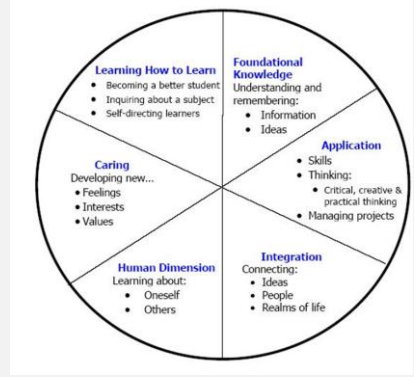
Learning Outcomes

Bloom's Taxonomy



Fink's Taxonomy



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Shifting…

From

Content-Based or Activity-Based Design

To

Backward Design

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Shifting…

From

Minimal Career Exploration

To

Academic and Career Planning being a Major Focus/Theme

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Shifting…

From

Extended Orientation Approach

To

More Academically Rigorous Course with Focus on Information Literacy and Critical Thinking

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Step 1: Learning Outcomes

How can this course support program and institutional outcomes?

What do you want students to know, think or do as a result of taking this course?

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Your Task: Learning Outcomes

Identify approximately 3- 5 learning outcomes for a Guided Pathways informed first-year seminar: What will students know, think, or be able to do as a result of successfully completing the FYS course?

Tips

- Overarching concepts and skills
- Measurable
- Simple language
- Active verbs- Bloom's taxonomy

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Sample Learning Outcomes

You will develop a higher sense of self-efficacy by:

1. Engaging in career exploration and determining a career pathway.
2. Mapping out an educational plan based on identified career pathway.
3. Utilizing interpersonal and networking skills in a diverse, global society.
4. Identifying and utilizing evidence-based strategies that promote academic, personal, and professional success.
5. Demonstrating critical thinking, information literacy, and technological skills.

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Shifting away from everything but the kitchen sink…

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Essential Elements

Career Exploration and Planning

Christopher Futcher/E+/Getty Images

Academic Skills and Resilience

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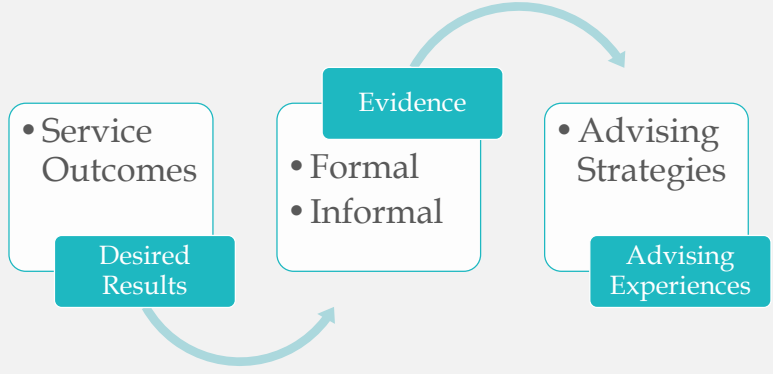
Advising Re-Design: Backward Design



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The Advising Syllabus

- **Purpose:**
  - Defines relationship,
  - Frames advisors' work, and
  - Guides students' expectations

- **Challenges:**
  - Lack of consequences for not "upholding the bargain."
  - Helps assess advisors' work, but less so, the students'.

(Trabant, 2006)

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Advising Syllabus Elements

1. Should be relevant to the campus advising philosophy
2. Syllabus should be a recognizable tool in a consistent format
3. Should define advising or the mission of the advising office
4. Should include
   1. contact information (personalized when possible)
   2. student expectations or responsibilities
   3. expectations for advisors (example – communication response time)
   4. expectations for advising that demonstrate impact on students' lives/success
   5. tools, resources, and/or recommendations such as calendars, appointment times, website guides, etc.

(Trabant, 2006)

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Advising Syllabus that Includes Career: Philosophy

- Does your institution have an advising philosophy statement? Does it include a career focus?

Image from https://www.allegany.edu/x87.xml

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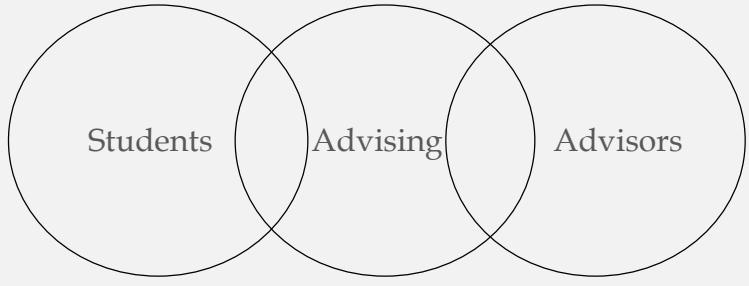
Advising Syllabus: Expectations (Learning Outcomes)



What elements of career exploration and planning should be expected:

- Of the advising process?
- Of students? and
- Of advisors?

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Your task: Advising Syllabus Design

- Using your notes and template provided, develop an advising syllabus that embeds a career focus

Sample syllabi: https://www.nacada.ksu.edu/esources/Clearinghouse/View-Articles/Advising-Syllabi-Resource-Links.aspx

Advising Syllabus Template

College Name:
Contact Information:
Advising Mission:
Definition: Academic Advising is...
Outcomes: Students who participate in academic advising will be able to...

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Backwards Design in Action: Determining Summative and Formative Assessments

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Formative and Summative Assessment

Formative	Summative
• Given before or during learning • Purpose is to guide teaching	• Given at the end of units of learning • Purpose is to find out what was learned

Consider UDL Principles

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Step 2: Evidence that Learning Outcomes were Achieved

What are approximately 2 summative assessments that would show whether or not students achieved the learning outcomes?

What formative assessments would help students know if they are on track to successfully perform on the summative assessments?

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Summative Assessments

What type of assessment would show you that students successfully achieved the learning outcome? Would different modalities accomplish the same goal?

- Would a student be able to do well on this assessment but not achieve the learning outcome?
- Would a student be able to do poorly on this assessment but still have achieved the learning outcome?

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Types of Evidence

Career and Academic Planning

Academic Skills

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Evidence

Traditional Career Project

- Self-Assessment
- Career Information

More In-Depth Actions

- Networking Actions
- Plans or Maps that include coursework and outside of class activities

Research shows we must go BEYOND interest inventories and include activities that build **career-decision making self-efficacy** and other important self-assessment factors such as **values**

(Gore, 2002)

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Formative Assessments

What type of assessments would provide evidence that students are on track to successfully achieve the learning outcome?

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Formative Assessments

Will these assessments provide evidence related to whether or not a student is on track to perform well on the summative assessment?

- Would a student be able to do well on these assessments but not on the summative assessment?
- Would a student be able to do poorly on these assessments but still do well on the summative assessment?

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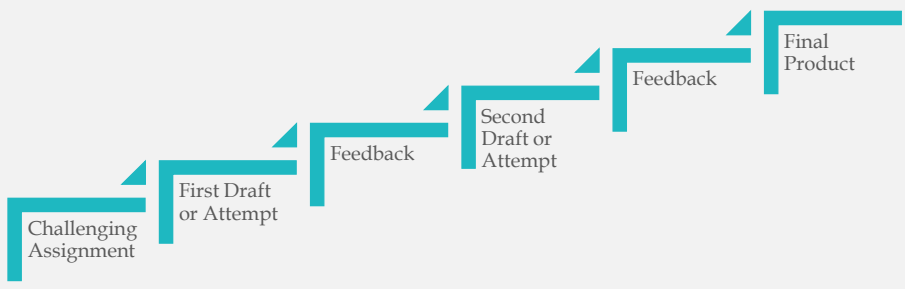
Re-thinking Assignments: An Equity Issue (Taras, 2006)



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Types of Feedback

Cognitive Feedback

- During homework or studying process

Outcome Feedback

- After grade is received

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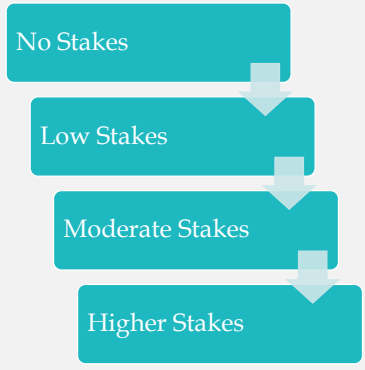
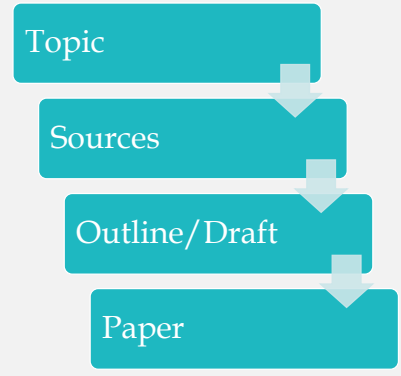
Scaffolding Assignments

Low-High Stakes to Build Self-Efficacy



Breaking Down Assignments to Benefit from Feedback



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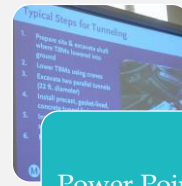
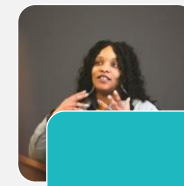
Feedback: Linking Assignments?

Rough Draft

Individual Paper



Power Point Slides



Presentation

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Linking Summative and Formative Assessments

Summative Assessment

- Formative Assessment
- Formative Assessment
- Formative Assessment

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Aligning Assignments to Learning Outcomes

Mapping Assessment/Assignments to Course Learning Outcomes

	Course Learning Outcomes	Summative Assessment (Use arrows to indicate which learning outcomes this assessment aligns to)	Formative Assessment	Formative Assessment	Formative Assessment
1.					
2.					
3.					
4.					
5.					

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Your Task: Determining Summative and Formative Assessments

1. Identify two summative assessments that would show evidence of the learning outcomes you just created.
2. Identify formative assessments that will help you and students know if they are on track to successfully complete the summative assessments.

Tips

- Consider one career and one academic focused summative assessment
- Check alignment to outcomes
- Check alignment between formative and summative assessments

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Checking Alignment

Matrix:

Are Learning Outcomes and Course Topics Aligned with Summative Assessments?

SUMMATIVE ASSESSMENT:

Learning Outcome	Not at all	Minimally Connected	Moderately Connected	Highly Connected
1.				
2.				
3.				
4.				
5				

Topics/Course Content	Not at all	Minimally Connected	Moderately Connected	Highly Connected
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

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Aligning Advising Activities and Assessments to Learning Outcomes

Mapping Activities/Assessments to Advising Learning Outcomes

Advising Activities (Use arrows to indicate which learning outcomes this assessment aligns to)		Advising Learning Outcomes	Advising Assessments (Use arrows to indicate which learning outcomes this assessment aligns to)
	1.		
	2.		
	3.		
	4.		
	5.		

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Addressing Challenges: A Jigsaw Activity

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Brainstorm Potential Challenges

- Examples may include:
  - FYE- students "don't do optional"
  - FYE- faculty training
  - Advising- lack of staff
  - Advising- advising training

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Jigsaw Classroom (Aronson et al., 1978)

HOME BASE GROUP:
3-5 students

EXPERT GROUP:
Work together to learn the topic and be ready to teach your home base group members

HOME BASE GROUP:
Teach each other

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Your Task:

Decide on "experts":

List topics here

In "expert" groups:

- Discuss the topic
- Determine 2-3 most important points
- Be prepared to "teach" your home base group members- they are depending on you!

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Take-Aways and Action Plan

Take-Aways

- What are the key ideas you can take back to your campus?

Action Plan

- Who can you partner with and what initial steps can you take?

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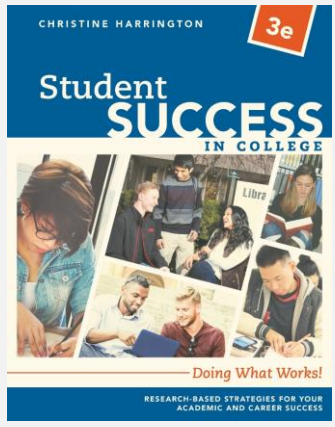
Resources

Uses a Guided Pathways Framework

Ask Cengage for a FREE Instructor Copy



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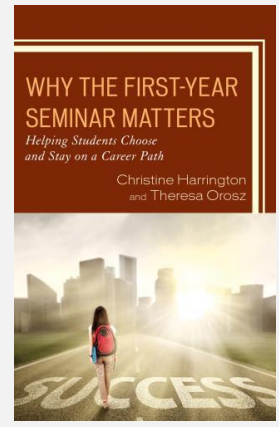

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Making the Case for a Guided Pathways Informed First-Year Seminar: Frequently Encountered Questions and Concerns

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 overwhelming 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 gradation (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.

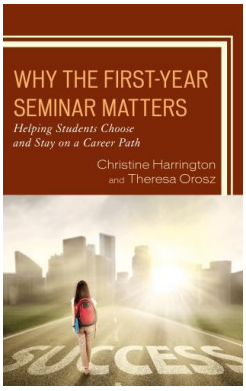
Educators with expertise in fields such as student affairs, psychology, and education obviously have strong expertise in the discipline of student success. However, educators in other fields can also be very effective if supported with professional development. It is critical that instructors teaching 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

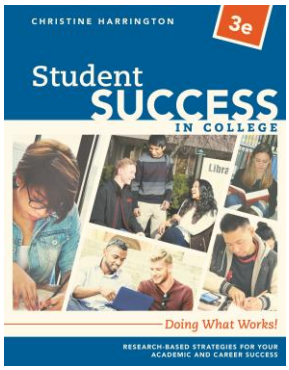
important to devote resources to a first-year seminar course coordinator and for faculty development. Partnering with Teaching and Learning Centers is recommended because helping instructors engage their students with effective pedagogical practices is critical. However, it is also important to recognize 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 alignd to Guided Pathways. Published by Cengage.

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Mapping Assessment/Assignments to Course Learning Outcomes

	Course Learning Outcomes	Summative Assessment (Use arrows to indicate which learning outcomes this assessment aligns to)	Formative Assessment	Formative Assessment	Formative Assessment
1.					
2.					
3.					
4.					
5.					

Matrix:

Are Learning Outcomes and Course Topics Aligned with Summative Assessments?

SUMMATIVE ASSESSMENT:

Learning Outcome	Not at all	Minimally Connected	Moderately Connected	Highly Connected
1.				
2.				
3.				
4.				
5				

Topics/Course Content	Not at all	Minimally Connected	Moderately Connected	Highly Connected
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

SUMMATIVE ASSESSMENT:

Learning Outcome	Not at all	Minimally Connected	Moderately Connected	Highly Connected
1.				
2.				
3.				
4.				
5				

Topics/Course Content	Not at all	Minimally Connected	Moderately Connected	Highly Connected
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Mapping Activities/Assessments to Advising Learning Outcomes

Advising Activities (Use arrows to indicate which learning outcomes this assessment aligns to)		Advising Learning Outcomes	Advising Assessments (Use arrows to indicate which learning outcomes this assessment aligns to)
	1.		
	2.		
	3.		
	4.		
	5.		

Advising Syllabus Template

College Name:
Contact Information:
Advising Mission:
Definition: Academic Advising is…
Outcomes: Students who participate in academic advising will be able to…
Expectations for Students: As a student, you are expected to…
Expectations for Advisors: Your academic advisor will…
Notes (for additional items to be added such as resources or a checklist):

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- Sample syllabi available here: https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-Syllabi-Resource-Links.aspx