

# Consider a **STUDENT SUCCESS COURSE** to provide comprehensive guidance and support counseling and advisory goals

The course described in this outline could be the required student success course recommended by the American Association of Community Colleges in *Reclaiming the American Dream: A report from the 21st-Century Commission on the Future of Community Colleges* (April 2012).

*What might such a reimagined community college look like? ... All or most students would complete a student success course in their first term and enter a structured program of study as soon as possible.*

A **Student Success Course** like the one outlined here would be an appropriate first term course for all incoming students who **do not** have:

- a **researched and chosen** career path (program of study)
- an **informed** declared major
- and/or a **meaningful** education plan

A hybrid **Student Success Course** should provide a classroom-based, in-depth guidance experience that supports the one-to-one advisory functions of over-taxed counseling departments.

## **SAMPLE OUTLINE FOR A 3-UNIT STUDENT SUCCESS COURSE**

### **Catalog Course Description:**

This classroom-based, guidance experience teaches students a quantifiable decision-making process that will help them envision and plan for a future that is productive, achievable, and stimulating. The culmination of this process is the development of an online career and education 10-year plan that can be used for advisory and academic coaching purposes and updated as students grow, change, or face transitions. The *personalized* 10-year plan provides the focus and intrinsic motivation to succeed in college, at work, and in life.

*continued...*

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## SAMPLE COURSE OUTLINE

*(continued from front page)*

**Department:** Counseling

**Subject Area and Course Number:** Personal Development 101

**Course Title:** Student Success      **Discipline:** Interdisciplinary Studies

**Units:** 3      **Repeatability:** None

### **Description for Schedule of Classes:**

As students write their career and education 10-year plan, they learn the skills for goal setting, identity formation, decision making, budget projection, career research, skills identification, online research, lifelong learning skills, managing change, securing entry-level employment, and techniques for exploring the personal management and self-mastery strategies that act as a buffer when challenges arise.

**Lecture Hours/Week:** 3      **Laboratory Hours/Week:** None      **Plus Hours:** None

**Prerequisites:** None      **Co-requisites:** None

**Skills Advisories:** ENG 70 and ENG 80

**Course Advisories:** None      **Limitation on Enrollment:** None

### **Course Objectives:\***

To meet the requirements of the entering student who does not have a career path, declared major, and/or education plan, comprehensive guidance in the form of a freshman transition course must address a combination of personal/social, educational, career, and life skills.

### **The Student:**

- Learns to project into the future and understand the consequences of today's actions and choices
- Completes assessments/surveys to establish and consolidate identity, becoming "identity achieved"
- Analyzes the effect of personal interest and aptitudes on education and career planning
- Recognizes the impact of career choice on personal lifestyle
- Recognizes the impact their commitment to education has on future lifestyle and life satisfaction
- Demonstrates the skills to locate, analyze, and apply career information using online tools available through U.S. Department of Labor websites
- Knows the process for education and career planning
- Applies the skill sets required to succeed both in the classroom and the workforce
- Demonstrates the importance of productive work habits and attitudes
- Knows skills may be common to multiple careers and can be transferred from one to another
- Knows the process for locating and securing entry-level employment
- Understands the effect societal change can have on career opportunities

### **Methods of Instruction:**

Best taught in a hybrid-learning environment using a flipped classroom methodology where students complete online course work/activities prior to class. During class time, strategies include short lectures using the Socratic method, group discussions, project-based learning, group and individual exercises, and video presentations. This course also offers a distance learning opportunity using the recommended curriculum.

**Course Content and Scope:**

In the process of developing their comprehensive, personalized, online 10-year career and education plan, students learn:

**CAREER AND LIFE SKILLS**

- Techniques to help them envision—and then plan—for a productive future
- The consequences of quitting and not following through with their plans
- Quantitative goal setting leading to measurable action plans
- Career research strategies that go beyond traditional formats and include incorporating their envisioned lifestyle and personal definition of success
- Rubrics, prompts, and systems for making the best education, career, and life choices
- How to determine the budget of their envisioned lifestyle—a critical first step toward determining their career choice and education plan
- Employability strategies and techniques

**EDUCATIONAL ACHIEVEMENT**

- To identify the skills, aptitudes, and attitudes required in order to successfully transition through post-secondary education and into the workforce
- Study skills of the lifelong learner—for both school and workforce settings
- How to develop a quantitative skills inventory that is used to inform their education plan
- How to write a long-range education plan for both formal and informal educational opportunities—both in school and in the workplace

**PERSONAL SOCIAL DEVELOPMENT**

- The skills and process for becoming identity-achieved
- Strategies to handle potential stumbling blocks that could impede their success
- The attitudes and coping skills required for a productive transition into adulthood
- How attitude impacts performance and techniques for maintaining a positive attitude
- Strategies for making changes in life and work direction
- Self-mastery skills and resiliency strategies for developing anxiety tolerance, solving problems, and persevering to reach cherished goals
- The communication and interpersonal skills required for career and personal success

### Required Assignments:

- Read the text and selected articles.
- Write weekly, including 250-500 word essays and responses that make up their 10-year Plan and Portfolio report.
- Complete written activities and exercises from text each week and enter responses online.
- Refine a *mission statement* and *personal definition of success* over the course time frame.
- Complete a *Personal Profile* articulating passions, work values, strengths, skills, aptitudes, and roles.
- Complete a comprehensive *budget for the envisioned lifestyle*.
- Articulate the traits of an ideal career and then research at least three career options that match that description completing a *Career Interest Survey* for each.
- Complete an *online skills inventory* that details the skills they have and the skills they need to learn for their chosen career path.
- Develop a *skills-based, education plan* for their career path, using their skills inventory chart.
- Develop a *career backup plan*.
- Complete the *online 10-year Plan* and then meet with a counselor or academic advisor to formalize their education plan (to meet college reporting requirements).

### Methods of Evaluation:

- Completion of required assignments
- Attendance and participation in classroom and online discussions
- Completion of the 97 written activities that provides the data for the development of the online career and education 10-year plan
- Determination of a career choice/program of study, an *informed* declared major, and an education plan (which are incorporated in the 10-year plan)
- Final Project/Exam: The online 10-year Plan Summary and/or Portfolio report

### Recommended Curriculum:

- ✧ My10yearPlan.com® *Interactive*, Academic Innovations, 2012
- ✧ Mindy Bingham and Sandy Stryker, *Career Choices and Changes: A Workbook to Discover Who You Are, What You Want, and How to Get It*, Academic Innovations, 2012

### 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, as well as student and institutional characteristics, has positive associations with shorter term student outcomes, including earning any college credits within the first year and persistence 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 any 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 any 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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