

CCS*101: College & Career Success Course Proposal

Background

Faculty, staff, and coordinators involved in first year experience courses from the twelve CT community colleges developed a new College & Career Success course during the period of Spring 2018 to Fall 2019. The course was informed by Guided Pathways principles and backward designed to ensure that students develop the knowledge and skills to establish and achieve their academic and career goals. The course outcomes were carefully crafted to serve as a foundation for students to begin to develop core general education competencies, such as critical thinking and information literacy. In addition to emphasizing the development of essential success skills and strategies, the course includes a focus on career exploration culminating in the creation of an academic and career plan. The FYE work group completed the design of the three credit College and Career Success course (CCS 101) for CT State Community College in Fall 2019. The FYE work group then developed and submitted a statement in support of the CCS 101 course recommending the following:

- FYE/Student Success departments and faculty move the course through their campus curriculum approval process and begin teaching this course at their respective colleges.
- Academic administrators support the scheduling and staffing of the course.
- Academic programs include this course in their newly aligned curriculum for the one college.

The recommendations of the FYE work group were affirmed by the Choice Architecture and Holistic Student Support Redesign teams. The work and recommendations from the FYE work group provided the foundation for the College and Career Success (CCS 101) policy recommendation. The policy recommendations, supported by the staff report, were approved by the BOR in June 2020 ([see CSCC College & Career Success 101 Policy](#)).

The policy requires that all CT State Community College programs include the three credit CCS 101 course and that all degree-seeking students enroll in CCS 101 within the first nine credits. Additionally, policy requires that CCS 101 1) includes a component that meets the general education core diversity requirement, with the acknowledgement that diversity topics should ideally be embedded throughout the General Education core and across the curriculum and 2) fulfills one of the general education core competencies. There must also be administrative oversight to ensure consistency of delivery and outcomes. An Interim Coordinator of CCS 101: College & Career Success was hired in July 2021 and a CCS 101 Advisory Council was formed in Fall 2021 with representation from each of the twelve campuses. Council voting members included coordinators and instructors of First Year/College Success courses along with non-voting members from Diversity/Equity/Inclusion, Professional Development, and Institutional Research. This council met during Fall 2021 to incorporate the General Education Core Competency of Continued Learning Information Literacy as well as the Diversity Requirement into the course outcomes, description, and topics outline. This new course will play a vital role in the Guided Pathways work in Connecticut, and beginning in Fall 2023, will serve as the primary vehicle in CT State Community College degree programs to ensure that every student has the strategies and skills to succeed in college, an introduction to diversity, and a clear, well designed individual academic and career plan.

Course Description

This course prepares students for success in college and beyond. Students will develop self-awareness and an understanding of how to navigate college, value diversity, develop skills and strategies for success, and explore career options. Essential academic skills including information literacy, critical thinking, and effective communication will be addressed. By the end of this course, students will create a personalized academic and career success plan.

Learning Outcomes

Over the course of the semester, students will develop self-efficacy as a college student and will be able to:

1. Identify campus resources and engage with the campus community.
2. Recognize cultural identity and value of diversity.
3. Define and apply college success and resilience strategies.
4. Demonstrate information literacy including how to access, evaluate, and ethically use information.
5. Create academic and career plans including financial and success strategies for goal attainment.

CCS*101: College & Career Success Course Proposal

Course Topics Include:

- **Navigating college:** Purpose, value, expectations of higher education and importance of engaging in and utilizing resources for success (Outcomes 1, 3, 5)
- **Valuing diversity:** Identifying own identity, gaining an awareness and appreciation of differences, valuing differing experiences and perspectives; Defining equity, inclusion, and empathy practices. (Outcome 2)
- **Developing strategies and skills for success:** campus resources and engagement, time management, study skills, information literacy, effective communication. (Outcomes 1, 3, 4)
- **Thriving and practicing resiliency:** Motivation, mind-set, decision-making, well-being, stress management. (Outcome 3)
- **Exploring and choosing a path:** Assessing self including personal strengths, interests, values, and skills to identify and then research career options and relevant academic paths; Setting short- and long-term goals and creating academic and career plans with financial and success strategies to attain goals. (Outcomes 4, 5)

Course Topics with Detailed Learning Objectives:

- **Navigating college**
 - Describe the value of higher education, including the importance of General Education requirements and specific knowledge and skills gained from higher education; explain accreditation.
 - Explain economic impact of earning credentials in higher education (employability and earnings).
 - Outline college expectations versus high school, share strategies and characteristics of a successful college student.
 - Evaluate student needs and identify resources relevant for individual success.
 - Describe the value of engagement in college and extracurricular activities (student clubs, internship opportunities, volunteer opportunities, etc.)
 - Demonstrate how to interact and communicate effectively with professors (including in-class, through email, and during office hours).
 - Access and utilize relevant and essential college technological tools such as the learning management system (Blackboard), myCommNet, etc. and review how to use them effectively.
- **Valuing diversity**
 - Develop self-awareness through examination of identity, personal biases, and assumptions; identify ways diversity exists.
 - Describe definitions, practices, and behaviors to manage diversity which may include inclusion, empathy, and equity.
 - Share differences and discuss importance of diversity in college community, chosen career, and larger world context.
 - Describe importance of valuing different perspectives and relation to critical thought and intellectual open-mindedness in college and beyond, which may include conversation on civil discourse.
- **Developing strategies and skills for success**
 - Prioritize activities (including personal, academic, and work responsibilities) using self- and time-management strategies. Explain strategies to avoid procrastination and effective planning tools to optimize time for success.
 - 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 including professors and career professionals.

CCS*101: College & Career Success Course Proposal

- Distinguish informal, academic, and professional writing.
 - Exhibit information literacy skills which may include distinguishing scholarly from non-scholarly sources, evaluating the validity of different sources, and using sources effectively and ethically. Explain plagiarism and how to avoid it by identifying and citing sources correctly.
 - Identify and access campus resources and support services appropriate to individual needs.
 - Engage in campus events and/or activities that contribute to learning within and beyond the classroom.
- **Thriving and practicing resiliency**
 - Define resilience and describe ways in which students can practice resilient thoughts and behaviors including describing mindset and motivation practices
 - Identify characteristics and behaviors that foster and/or impede academic success including decision making strategies
 - Discuss stress management techniques
 - Discuss aspects of physical and emotional well-being that contribute to academic success
 - Identify and utilize self-care strategies including resource identification, help seeking, and self-advocacy
 - **Exploring and choosing a path**
 - Use a variety of tools to assess personality strengths, career interests, personal values, skills, etc. to identify career options.
 - Identify and use a variety of valid online and library resources to research potential career option(s). Evaluate the career(s) and identify duties, skills, education requirements, job outlook and describe how career(s) matches with interest.
 - Select a specific academic degree program and outline coursework at campus by using college tools to develop a semester-by-semester academic plan. Identify courses critical for success in program.
 - If applicable, outline future academic path including transfer options, required years to reach highest level of education required, and strategies to gain ultimate employment.
 - Successfully navigate the advising and registration process by identifying your advisor and creating a plan for registering for the subsequent semester.

Course Details:

- **Credits:** 3
- **Prerequisite:** Must be eligible to take intensive/developmental-level English class (ENG 096, 091, or 093) or higher.
- **Terms Offered:** Fall, Winter, Spring, Summer (TBD by campus)
- **Recommended Enrollment:** 20-22
- **Delivery Mode:** On ground, hybrid, online
- **Recommended Texts/Materials:** TBD by campus (will develop system-wide repository of texts and materials)
- **Facilities/Other resources:** TBD by campus