

CT STATE COMMUNITY COLLEGE

Guided Pathways Advisor Training

CCS 1001: College & Career Success



CT STATE COMMUNITY COLLEGE

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Training Goals:

You will learn:

- ▶ **WHY** CCS 1001 is important to student success
- ▶ **WHAT** is CCS 1001
- ▶ **WHO** is required to take CCS 1001
 - ▶ Exemption and Substitution Process
- ▶ **WHEN** students should take CCS 1001
- ▶ **HOW** students can take this course
- ▶ **HOW** to handle a student scenario



WHY CCS 1001?

The research literature strongly suggests that student participation in a first-year experience course is associated with a range of **positive outcomes**. In studies of various two and four-year colleges across the nation, students who enrolled in an FYE course, as compared to similar peers who did not, were more likely to:

- ▶ stay in college longer (from one semester to multiple years longer)
- ▶ earn more college credits and higher grades in subsequent terms
- ▶ feel a greater sense of belonging
- ▶ feel better about the career decision-making process
- ▶ graduate in less time and with fewer credits

From CCS 101 policy page 7:

<https://www.ct.edu/files/policies/1.18%20CSCC%20College%20and%20Career%20Success%20101.pdf>

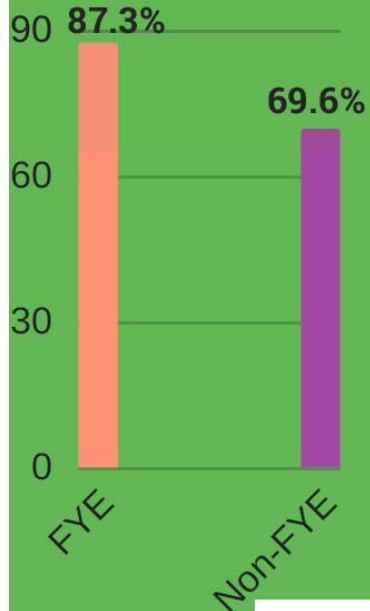


WHY CCS 1001?

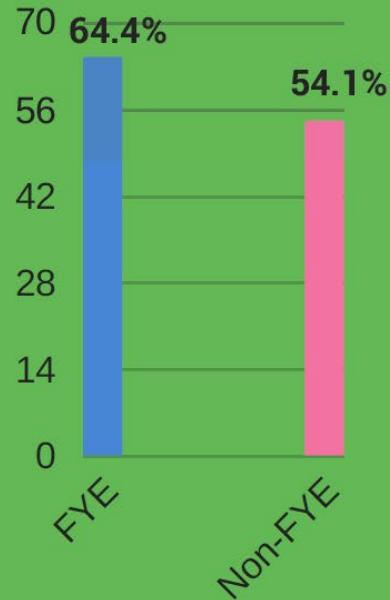
INCREASED RETENTION AND PERSISTENCE

Retention Rate from First to Second Year

Widener University
(Bushko, 1996)



Bronx Community College
(Karp et al, 2015)



“FYS participation has statistically significant and substantial positive effects on a student’s successful transition to college and the likelihood of persistence into the second year ”

Pascarella & Terenzini (2005)

All infographics from:

Harrington, Christine (n.d.) Increasing Student Success Through First Year Experience Courses.

https://www.scholarlyteaching.org/files/ugd/aa9d90_9eaf7aba8dc4488797d600878e4e6c67.pdf

Pascarella, Ernest & Terenzini, Patrick. (2005). How college affects students: A third decade of research.

WHY CCS 1001?

INCREASED GRADUATION RATES



Students who take FYE courses are
17 percent more likely to graduate
than those who have not taken the course and
11 percent more likely to graduate on time

Leeger (2012)

Across all ability levels

FYE courses contribute to a higher graduation rate

Miller & Lesik (2015)



Leeger, T. (2012). The Impact of First-Year Seminars on Student Outcomes.

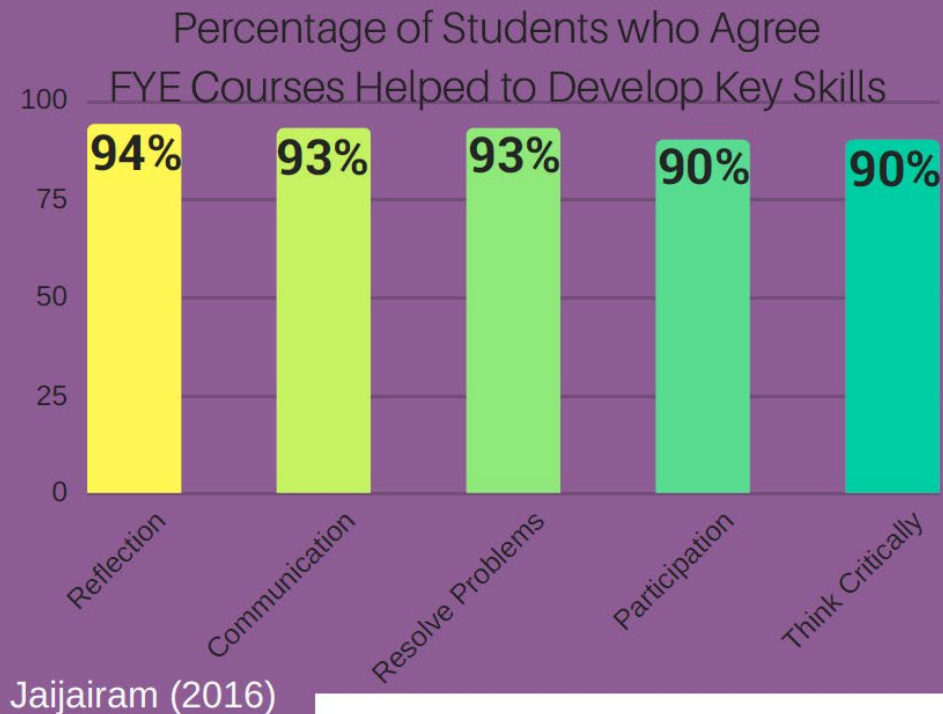
Miller, John & Lesik, Serhii. (2014). College Persistence Over Time and Participation in a First-Year Seminar. *Journal of College Student Retention: Research, Theory and Practice*;

WHY CCS 1001?

IMPROVED ACADEMIC EXPERIENCE

First-year students who take the FYE course and perform well are more likely to achieve better grades as sophomores or juniors.

Jaijairam (2016); Karp et al. (2015)



FYE students reported that they are more likely to engage in good classroom practices such as speaking up in class, collaborating with other students, and attending class regularly

Keup & Barefoot (2005)

Jaijairam, Paul. (2016). First-Year Seminar (FYS)—The Advantages That This Course Offers. *Journal of Education and Learning*.

Keup, Jennifer & Barefoot, B.O. (2005). Learning how to be a successful student: Exploring the impact of first-year seminars on student outcomes. *Journal of the First-Year Experience*.

WHY CCS 1001?

SENSE OF BELONGING



First-year seminar students reported that they are more engaged in the campus community and more likely to develop close friendships with other students, as well as to experience greater interaction with faculty

Keup & Barefoot (2005)



73%

Students agree that the FYE course enabled them to be **more involved** in campus activities



80%

Students agree that the FYE course enabled them to **expand their network** of friends

Jajairam (2016)

Jajairam, Paul. (2016). First-Year Seminar (FYS)—The Advantages That This Course Offers. *Journal of Education and Learning*.

Keup, Jennifer & Barefoot, B.O. (2005). Learning how to be a successful student: Exploring the impact of first-year seminars on student outcomes. *Journal of the First-Year Experience*.

WHY CCS 1001?

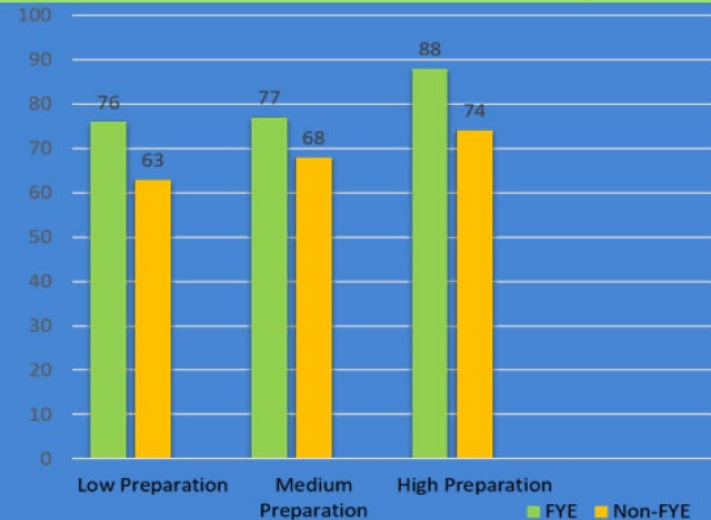
ALL STUDENTS BENEFIT FROM FYE COURSES

Students of *all* ability levels who take the FYE course benefit in ways such as increased confidence, study skills, and awareness of resources (Howard & Jones, 2000).

Students of ALL ability levels who take the FYE course are more likely to persist.

Retention Rate by Level of Academic Preparation

Miller, Janz, & Chen (2007)



HOWARD, HEATHER E., and W. PAUL JONES. "EFFECTIVENESS OF A FRESHMAN SEMINAR IN AN URBAN UNIVERSITY: MEASUREMENT OF SELECTED INDICATORS." College Student Journal, vol. 34, no. 4, Dec. 2000.

Miller, John & Janz, Jeff & Chen, Chunju. (2007). The Retention Impact of a First-Year Seminar on Students with Varying Pre-college Academic Performance. Journal of The First-Year Experience & Students in Transition. 19.

WHY CCS 1001?

FYE COURSE AND CAREER PLANNING



85%

Students taking an FYE Course reported having a better sense of career options

Jaijairam (2016)

WHO takes CCS 1001?

College & Career Success Policy
can be found on
www.ct.edu/ccs

Starting in Fall 2023...

- ▶ All degree-seeking students will be required to take CCS 1001.
- ▶ Exemptions only apply to “Legacy” students and “Transfer-In” students...



WHO takes CCS 1001?

STUDENT EXEMPTION PROCESS effective Fall 2023

Exemption ONLY applies to 2 student populations: LEGACY and TRANSFER-IN

- **LEGACY STUDENTS:**

- A “legacy student” is a student who did not complete a program at an individual CT community college prior to Fall 2023 and is now transitioning to the aligned CT State Community College degree program.

- **Exemption for Legacy Students:**

- If a student has completed 24 or more college-level credits and has not taken an equivalent course (outlined in the exemption), a student will be eligible* for a course substitution.
- If a student has completed any of the outlined 1 or 1.5 credit courses (as listed in the exemption) at the CT Community Colleges, the CCS 1001 requirement may be waived, and the student will be eligible* for a course substitution.
- If a student has completed CCS 101 College & Career Success at any of the colleges prior to Fall 2023, that course will fulfill the CCS 1001 requirement in CT State programs.

** eligibility does not require that a student substitute a course for CCS. In many cases, a student will benefit from taking this course and this option needs to be discussed through the advising process.*

WHO takes CCS 1001?

STUDENT EXEMPTION PROCESS effective Fall 2023

- “Transfer-in” students to CT State Aligned Programs
 - If a student has completed an equivalent 3 credit course at an accredited college or university with a C- or higher, that course will be transferred in and will fulfill the CCS 1001 requirement.
 - If a student has NOT completed an equivalent 3 credit course at an accredited college or university, but has 24 or more transferable credits with a C- or higher, the student will be eligible* for a course substitution of CCS 1001.

Aside from these two student populations, ALL new students will be required to take CCS 1001 starting in Fall 2023. Please see the exemption process for full details.

** eligibility does not require that a student substitute a course for CCS. In many cases, a student will benefit from taking this course and this option needs to be discussed through the advising process.*

WHO takes CCS 1001?

SUBSTITUTION PROCESS for CCS 1001 effective Fall 2023

Substitutions will be programmed in [Degree Works](#):

- If a student has taken a **1 or 1.5 credit equivalent course** (*as outlined in the Exemption Document*), Degree Works will automatically change their audit to show a general education elective choice in place of CCS 1001.
- If a student has **24 or more legacy credits** or has **24 or more transferable credits**, then one of the following courses will substitute:
 - A successfully completed 3-credit “legacy equivalent class” to CCS 1001
 - An approved general education elective

If the student doesn't meet any of the above criteria, CCS 1001 will show as a required course on the audit.

WHEN do students take CCS 1001?



It is best if students take CCS 1001 as soon as possible (within their first nine credits), but **no later than within the first 12 credits or first two semesters**, whichever occurs first.

WHAT is CCS 1001?



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.

*From the CCS course proposal approved
by the Aligned Program Review
Committee APRC 2/4/22*

WHAT is CCS 1001?



*From the CCS course proposal approved
by the Aligned Program Review
Committee APRC 2/4/22*

Course Outcomes

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

WHAT is CCS 1001?



CCS 1001 must also meet (per policy):

General Education Core Competency: Continuing Learning/Information Literacy

- Use current, relevant technologies to identify and solve problems, make informed decisions, communicate, or create information.
- Evaluate the authority, relevance, and accuracy of various sources of information to address issues that arise in academic, professional, or personal contexts.
- Identify ethical issues related to access or use of information, such as the impact on security, privacy, censorship, intellectual property, or the reliability of information.



WHAT is CCS 1001?



CCS 1001 must also meet (per policy):

Diversity Requirement:

CCS 1001 will meet the following two Diversity Outcomes

- **Cultural Self-Awareness:** Course promotes awareness of one's own cultural identities, assumptions, perspectives, biases, and/or behaviors that may affect one's world view.
- **Impact of Diversity:** Course provides an awareness of how and why systemic discrimination, prejudice, and stereotyping faced by marginalized and/or oppressed groups affects all members of a society.



WHAT is CCS 1001?



CCS 1001 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, mindset, 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)

WHAT is CCS 1001?



Current Prerequisite:

- *Must be eligible to take an intensive/developmental-level English class (ENG 096, 091, or 093) or higher.*

If transitional English is still offered and a student places in a transitional English class, the student must place into intensive/developmental English prior to enrolling in CCS.

Proposed Additional Prerequisite:

In consultation with the ESL Advisory Board, the CCS Advisory Council has proposed that a prerequisite is added to CCS 1001:

“ESOL 1302 or higher or recommendation of ESOL coordinator”

This will be presented to the shared governance bodies Spring 2023

HOW can students take this course?

This course will be offered at all campuses, state-wide beginning in Fall 2023

This course will be offered in a variety of instructional methods (TRAD, HYBR, ONLN, LRON, etc.)

- For online classes, it is highly recommended that students take an inventory such as the [Learning Online Readiness Inventory](#) to assess if asynchronous online is the best instructional method for them.

This course will be offered in a traditional semester timeframe (15 weeks) as well as accelerated timeframes (first half, second half, summer sessions, etc.)

- As with any accelerated class, it is highly recommended that students are made aware of the faster pace and more intense workload in a short period of time.

Student Scenario...



You may have students who will say, “Why do I need this course?” or “I don’t need this course” - *So, how do you handle this student scenario?*

- ▶ **READ** *the course description* - If the student has not yet read the course description, make sure they do so.
- ▶ **REITERATE** *that this is not just a study skills or career exploration class* - Even if a student thinks they know how to “do college” or thinks they know what they “want to do”, they will benefit from this course. Students often change their career goals or program of study after taking this class through a well-designed process of career research and planning. Also, remember that this course meets a Diversity Requirement as well as a General Education Core Requirement of Continued Learning/Information Literacy.
- ▶ **REMIND** *them of proven research* - This course is proven to help students be successful and there are positive outcomes regardless of achievement level. ***ALL STUDENTS BENEFIT FROM THIS COURSE.***

CCS 1001

**COLLEGE AND CAREER
SUCCESS**

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.

Prerequisite: Must be eligible to take intensive/developmental-level English class (ENG 0960, or ENG 0930) or higher. (3 credits)

COURSE OUTCOMES

Students will be able to:

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

"Legacy" and "transfer-in" students may be eligible for an exemption for CCS 1001 outlined by the exemption procedure found at www.ct.edu/ccs.

WHO TAKES CCS 1001?

Beginning in fall 2023, all degree-seeking students will be required to take CCS 1001.

WHY TAKE CCS 1001?

This kind of course is research-proven to help students:

- Stay in college longer.
- Earn more college credits with higher grades.
- Feel a greater sense of belonging.
- Feel better about the career decision-making process.
- Graduate in less time and with fewer credits.

WHEN DO STUDENTS TAKE CCS 1001?

- Students should take CCS 1001 within their first nine credits, but no later than within the first 12 credits or first two semesters, whichever occurs first.
- New, first time, full-time students should take CCS 1001 within the first semester.

▶ Coming soon
to a campus
near you...

▶ CCS 1001
flyers!



CCS 1001 will change lives!

- ▶ “During that first semester I was not feeling all that great about several different things, but your kindness and rapport with me is honestly something I will not forget! I was so nervous...but [this class] made me feel included!
- ▶ This class was also my first exposure to any college class. During this transformative time for me, I learned a lot about myself and how to essentially get to where I am today. I transferred to University of Hartford where I excelled in graphic design.
- ▶ If it weren't for this class, I know I wouldn't have researched anything on my own. Seriously, my desire to go to college was slim to none. It was quite honestly the push I needed to figure out what I wanted in a post community college life, and you certainly helped with that! I am so thankful for my time at ACC (and UHart)!”

Note: Chase Yurgaitis took First Year Experience (comparable to CCS 1001) at ACC in Fall 2015

Chase Yurgaitis, Graphic Designer & Brand Coordinator,
University of St. Joseph
B.F.A. Visual Communication Design, University of Hartford
A.A. Liberal Arts: Fine Arts, Asnuntuck Community College
<https://www.chaseyurgaitisdesign.com/>

Fall 2022 student quotes from teaching CCS 101 at MCC...

- ▶ *“I really enjoyed the course and learned a lot. I truly appreciate the time and effort you put into creating the course and it is going to help a lot of people. The Career Exploration project got me out of the path of nursing, which I discovered I really did not want to do, and into something I am more well suited for.”*
- ▶ *“I wanted to thank you so much for the amazing course! I learned so many valuable skills and lessons that I will continue to use! The topics that I enjoyed most were time-management and learning how to deal with stress because those are two topics that I had trouble dealing with before this course. Now I have a better understanding of how to manage my time and deal with stress thanks to this class!”*
- ▶ *“It is a helpful course in adjusting to college life and learning the skills to succeed. I most enjoyed learning about time management and developing effective study strategies because it helped me create a plan for myself and identify strategies and resources I could use to my advantage over the course of the semester.”*
- ▶ *I enjoyed the diversity topic. It was interesting to better understand my personal identity, hear about others' identities, and better understand how to appreciate and value diversity.”*



Thank you!

- ▶ If you have any questions, please contact:
 - ▶ Your campus CCS Coordinator
 - ▶ Jill Rushbrook, Interim Coordinator of College & Career Success
 - ▶ Or visit www.ct.edu/ccs for more information and resources!