Getting Students to Plan Academically: The Path to Graduation

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Collaborators

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Pathways S 154

- 1 credit hour 7 week course
- Taught by Advisors and Professional Staff
- Uniform Syllabi and Assignments
- Eligible students have an area of interest for their Major
- Student targeted in the Spring semester of 1st year after they have taken their First Year Seminar
Main Course Components

- Academic Advising Report (AAR)
  - Ensure they understand their degree requirements
  - Enhance their ability to pick classes to fulfill their requirements
  - Learn to use the organizer to plan semester by semester
  - Final product using this tool is a 4 or 5 year plan.

- The Career Analysis Project
  - Students research Career Interests and Identify skills to develop during college creating a written report.
  - Identify opportunities that will help to obtain dream career.

- Networking skills
  - In class discussions about appropriate professional behaviors
  - Attend Networking event to meet professionals working in their field of choice.
  - Identify professional organizations in their career choice areas
Assessment

- 30 students in Spring 2012
- 64 students in Spring 2013

- Students completed a pre/post inventory designed to measure career decidedness, college involvement, college attachment, and networking skills.

- Students’ Retention to following semesters was also tracked.
## Results

<table>
<thead>
<tr>
<th>Significant Increase</th>
<th>Beginning</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Decidedness</td>
<td>73.0</td>
<td>80.5</td>
</tr>
<tr>
<td>College Involvement</td>
<td>52.0</td>
<td>58.0</td>
</tr>
<tr>
<td>Networking and Socialization Skills</td>
<td>72.1</td>
<td>81.9</td>
</tr>
<tr>
<td><strong>No difference across time</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Attachment/Commitment</td>
<td>87.4</td>
<td>89.4</td>
</tr>
</tbody>
</table>
## Persistence Measures

<table>
<thead>
<tr>
<th></th>
<th>Returned Fall 2012</th>
<th>Returned Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring 2012</strong>&lt;br&gt;FYS then Pathways</td>
<td>77%</td>
<td>67%</td>
</tr>
<tr>
<td>FYS No Pathways</td>
<td>64%</td>
<td>56%</td>
</tr>
<tr>
<td>No FYS/ No Pathways</td>
<td>56%</td>
<td>48%</td>
</tr>
<tr>
<td><strong>Spring 2013</strong>&lt;br&gt;FYS then Pathways</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>FYS No Pathways</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>No FYS/ No Pathways</td>
<td>?</td>
<td>?</td>
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</tbody>
</table>
Continuing the Pathways course to enhance Academic planning has a positive impact on retention.

Continued assessment must be completed to determine if effect continues with larger numbers of students.