Getting to Second Base in College: Building Academic Planning skills via a course taught by Advisors

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Collaborators

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Rationale for Course

- Want to Create a culture of Completion:
  - “Get through in 4”
- Know from our data that we lose approximately 34% the following Fall
- What can we do to retain more students?
Rationale for Course

- Help Students to use the tools in place for Planning
- Current use of AAR shows lack of knowledge
- Takes a piece out of individual advising and puts it in a group setting with individualized relationship building
- Begin developing goal setting and understanding of General Education requirements in FYS but no time to teach AAR
- Students are ready to do more career planning after taking a FYS.
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

Key Topics covered:
- Finding your passion
- Exploring the majors and careers that interest you
- Academic planning
- Values & goals
Passion Finder & Mind Map Exercise

- Identifying passions
- Types of passions
- Rating those passions
- Connecting the dots
- Finding themes
Professional Event Reports

- Event related to career interests
- On campus or off campus
  - Club/organization meeting
  - Speaker
  - Job shadowing/interviewing
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.
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
- Discussed making small talk with Professionals
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.
Plan A & Plan B

- Reflection on class assignments and readings
- Identifying positives and negatives of major
- Connecting major to career
- Networking
- Having a back up plan
In Class Activities

Holland Code

Ted Talk Discussions

- Neil Gaiman Graduation Speech
  - [http://ed.ted.com/on/dGCy9qUt](http://ed.ted.com/on/dGCy9qUt)

- 8 Traits of Success

- Workafrolics

- Power of Passion
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>
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# Persistence Measures

<table>
<thead>
<tr>
<th></th>
<th>Returned Fall 2012</th>
<th>Returned Spring 2013</th>
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</thead>
<tbody>
<tr>
<td><strong>Spring 2012</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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>
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</tbody>
</table>
This class will help decision making seem less scary, and make you feel like you can get through college. This class also enlightens students to opportunities around them. I think every student should take this class.

96% of the students who take Pathways would recommend it to another student.
Rewards For Advisors

- $300 stipend for teaching each Pathways course
- Relationship building with students who are your advisees
- Intrinsic reward helping students
- Provides teaching experience in your specialty area
- Students are better prepared for advising
- Leads to deeper conversations
Conclusions

- 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.
Future Considerations

- Thematic Pathways are preferred by students
- Reward structure for Advisors
  - What % of job is it for Advisors?
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