

Guided Pathway Work Group Executive Summary- Intro to College

Charge:

Facilitate the group's work on inquiry and recommendation to the Academic Senate First-year Experience Courses and other 'college readiness' programs, making recommendations to the AS regarding the possible development of SRJC FYE course(s) and possible extension of the College's summer bridge programs.

Problems Identified:

1. How do we define "first-year student"?

For the purposes of our work, we determined that A 'first-year student' denotes students in their first year of study at Santa Rosa Junior College.

These students may matriculate straight from high school, straight from another college or university, from another college or university after some intervening time, or be returning to SRJC after a gap [...] in their educational path.

2. What does "First-Year Experience" mean at different institutions?

There are various models for FYE programs across institutions. While they differ greatly in detail, the overarching purpose of FYE initiatives is to create and coordinate structures of support for student success during the early stages of academic involvement. Welcoming students into an academic community fosters engagement and belonging that can carry through their subsequent scholastic career.

Some examples of high-impact FYE initiatives that exist include:

the creation of cohort groups; interdisciplinary first-year seminars/shared experiences; learning communities; broadening of academic supports; advising; orientation; early-alert systems; gateway/bridge courses; learning communities; supplemental instruction/tutoring, peer-connection programs.

3. How is our institution currently meeting the needs of first-year students? What are our existing strengths and weaknesses:

There are a number of existing initiatives designed to (at least in part) support incoming

and first-year students at SRJC, including (but not limited to) our *Jump Start bridge program, the Welcome and Connect Center, 'zero week,' peer success coaches, tutoring center/PALS embedded tutors, cohort model learning communities like Umoja, Puente, and EOPS, departmental mentorship, and counseling classes*).

Problems we've identified with respect to existing initiatives:

- *Existing initiatives are not thoroughly or uniformly accessible to all first-year students across the district.* For example, students (and faculty) may not *know of* existing supports; supports may be available only to a subset of first-year students, or supports may have more demand than existing budget/resources can satisfactorily address.
- *Existing initiatives have no overarching cohesion or synthesis* when it comes to the needs/interests of first-year students. Any first-year-experience program should welcome all students into our community in an integrated manner that empowers them to feel capable of navigating their academic journey. Currently, some first-year students may be falling through the cracks that exist in our piecemeal approach at support.
- *Existing initiatives are adapting to new mandates.* AB705 has impacted the way prereq's and co-req's function. The data is still being collected to see the success of each for SRJC students.

Sources & Data:

See *Supplemental Handout* for a list of guiding sources.

Recommendations:

Based on our current inquiry, the Intro to College workgroup makes the following recommendation: to analyze and gather data over Summer and Fall 2020 to produce tailored program recommendations regarding, but not limited to, the following FYE initiatives

- Summer programs/Zero-week events
- College-wide 'shared read' or other community intellectual experience
- Peer supports (both academic and non)
- Interdisciplinary seminar (possibly with co-curricular components)
- FYE infrastructure creating crossover between academics and student services

Supplemental Handout: Intro to College Resources

Books & Articles:

Ben-Avie, Michael et al. "First-Year Experience." *Journal of Assessment and Institutional Effectiveness* 2.2 (2012): n. pag. Web.

https://caccl-srjc.primo.exlibrisgroup.com/permalink/01CACCL_SRJC/1sstin7/crossref10.5325%2Fjasseinsteffe.2.2.0143

Brown, Thomas., King, Margaret C., and Stanley, Patricia. *Fulfilling the Promise of the Community College : Increasing First-Year Student Engagement and Success*. Columbia: National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina, 2011. Print.

https://caccl-srjc.primo.exlibrisgroup.com/permalink/01CACCL_SRJC/ifc9sq/alma992353563405271

Jehangir, Rashné Rustom. *An Exploration of Intersecting Identities of First-Generation, Low-Income College Students*. Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition, 2015. Print.

https://caccl-srjc.primo.exlibrisgroup.com/permalink/01CACCL_SRJC/ifc9sq/alma992546973405271

Mccluskey Trish, et. al. "Re-Building the First Year Experience, One Block at a Time." *Student Success* 10.1 (2019): 1–15. Web.

https://caccl-srjc.primo.exlibrisgroup.com/permalink/01CACCL_SRJC/1sstin7/doaj_soai_doaj_org_article_8155d8ccf5614f90ba672ec0f6dd6ff6

Pun, Raymond, and Houlihan, Meggan. *The First-Year Experience Cookbook*. Chicago: Association of College and Research Libraries, a division of the American Library Association, 2017. Print

https://caccl-srjc.primo.exlibrisgroup.com/permalink/01CACCL_SRJC/ifc9sq/alma992672103405271

Rendón, Laura I., García, Mildred., and Person, Dawn. *Transforming the First-Year of College for Students of Color*. Columbia: National Resource Center for the First-Year Experience and Students in Transition, University of South Carolina, 2004. Print.

https://caccl-srjc.primo.exlibrisgroup.com/permalink/01CACCL_SRJC/ifc9sq/alma991449043405271

Young, D.G. *National Survey on the First-Year Experience* Columbia, SC: University of South Carolina, National Resource Center for the First Year Experience & Student Transition (2019). Print.

Zepke, Nick. "Student Engagement: A Complex Business Supporting the First-Year Experience in Tertiary Education." *International Journal of the First Year in Higher Education* 4.2 (2013): 1–14. Web.

https://caccl-srjc.primo.exlibrisgroup.com/permalink/01CACCL_SRJC/1sstin7/doaj_soai_doaj_org_article_be618d530512414d8cd04e45ae03fc12

Websites:

Association of American Colleges & Universities

<https://www.aacu.org/publications-research/periodicals/fostering-student-learning-and-success-through-first-year-programs>

Columbia University

<https://ccrc.tc.columbia.edu/media/k2/attachments/preparate-redesigning-first-year-seminar.pdf>

US News & World Report

<https://www.usnews.com/best-colleges/rankings/first-year-experience-programs>

Inside Higher Ed

<https://www.insidehighered.com/news/2018/09/27/report-highlights-different-ways-community-colleges-help-first-year-students>

Ithaka S+R

<https://sr.ithaka.org/publications/the-first-year-experience-in-two-year-public-postsecondary-programs/>

Conferences:

National Resource Center for The First-Year Experience and Students in Transition

https://sc.edu/about/offices_and_divisions/national_resource_center/events/conferences/first-year_experience/

Videos:

Chabot College:

https://www.youtube.com/watch?time_continue=7&v=tjoUUPDRxml&feature=emb_logo