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Sy Bridenbaugh, Student

Dr. Kelly Bradley, Major Professor

Dr. Jane Jensen, Director of Graduate Studies

Utilizing a Theory of Change Process to Establish Framework for a Student Success
Course

DISSERTATION

A dissertation submitted in partial fulfillment of the
requirements for the degree of Doctor of Philosophy in the
College of Education
at the University of Kentucky

By
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Richmond, Kentucky
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Lexington, Kentucky
2021

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ABSTRACT OF DISSERTATION

Utilizing a Theory of Change Process to Establish Framework for a Student Success Course

The student success course has become a staple of the college experience. As the academic and social environment continues to shift with each new incoming cohort, having a designed and evaluated framework to utilize during student success course development can be a useful tool. Research surrounding student success in college is abundant. Having a framework that draws on this research for setting learning objectives and determining high impact practices for a student success course could assist in current and future curriculum development.

This study focuses on a student success course offered through the College of Education at the University of Kentucky. The course is titled (Educational Policy Studies and Evaluation) EPE 174: The College Student. Utilizing a theory of change approach, this project evaluates EPE 174 as a student success course in accordance with the established framework. As the higher education climate continues to change, having a tested framework for student success courses could be a useful tool for current and future educators who focus on development and success.

KEYWORDS: Student Development, Student Success Course, Theory of Change, Framework, Self-Efficacy, Learning Outcomes

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05/03/2021

Date

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DEDICATION

I dedicate this work to the future leaders who need a little extra support while navigating the wild ride that is college.

ACKNOWLEDGEMENTS

The support that I have received throughout this entire journey has been unparalleled. The unending encouragement and motivation kept me focused during the times of struggle. To all those who have given their time and dedication, thank you!

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I would like to thank the University of Kentucky, from my first semester on campus as an undergraduate to now completing this dissertation, the campus and community have become home.

To my wife, Sarah, with you standing strong beside me, I feel as though I can accomplish anything. Your energy and encouragement throughout this process have been more than refreshing. It has been a wonderful ride and I am grateful to have taken it with you.

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CHAPTER 1. INTRODUCTION

College has strong effects on the growth and development of students. Alexander Astin recognized three items when it comes the strongest impact on student success and satisfaction: 1) That being in a particular type of institution does not necessarily limit the effectiveness of under- graduate education, and that what really matters is the environment created by the faculty and students; 2) The kinds of colleges and college experiences that favorably affect the student's performance on standardized tests are quite different from those that enhance retention and other cognitive and affective outcomes; and 3) The single most important environmental influence on student development is the peer group (Astin, 1993, p. 75).

Over the past 40 years, student success courses have become a staple of the college freshman experience (Boudreau & Kromrey, 1994). A student success course allows students the opportunity to work closely with both a faculty member and their peer groups. Using what the literature says in regards to student success in conjunction with feedback from student survey results, educators can evaluate a student success course to assure learning objectives are being met and students are being prepared to be the best version of themselves. Student success research exists and it is suggested that student success courses in the early years play a major role in providing a solid academic and social foundation. Educators desire that foundation to be as concrete as possible moving forward throughout the college experience (Boudreau & Kromrey, 1994). By taking the existing research on student success and coupling that with research regarding theory of change processes, a student success course framework can be developed and evaluated.

Student-centered curriculum development was a main focus when building modules for EPE 174: The College Student. The course is for college students, about college students, and angled through the lens of the college student. A number of studies have found that enrolling in student success courses is positively associated with short-term outcomes, such as credit accumulation, grades, and persistence. For instance, a CCRC study of students in the Virginia Community College System found improvements in credit accumulation and persistence to the second year for students who enrolled in student success courses in their first semester (Community College Research Center – Columbia University, 2013).

It is important to understand the literature surrounding student success and development. The contemporary emphasis on increasing education attainment rates illustrates the most basic definition of student success; “enabling students to gain access to college and complete a certificate or degree. Increasing the rate of college survival, or what institutions outside the United States often refer to as throughput, is the basis of arguments that emphasize increasing access, enrollment, and persistence (Bowen et al., 2009; Hauptman, 2007). In this definition, student success is equated with graduation” (Schreiner, L. A., Louis, M. C., & Nelson, D. 2012). Along with the academic related factors that go into defining student success, the social aspect of the college experience plays a part as well. “Increased levels of academic and social integration are presumed to lead to the greater commitment to the institution and to the goal of graduation (Tinto, 1993). These commitments, in turn, increase the likelihood a student will persist to graduate” (Schreiner, L. A., Louis, M. C., & Nelson, D. 2012). Students who complete a bachelor’s degree earn 71 percent more over a lifetime, on average, than high school

graduates, while those with an associate degree earn 32 percent more (Carnevale, Rose, & Cheah, 2014). At the same time, the conversation continues in regards to what constitutes student success. I believe part of success involves not only completing a degree, but also growing as a future leader by embracing the entirety of the college experience. Each student must overcome unique and individualized hurdles throughout their educational journey. Determining how to motivate college students is a tough task. One motivational approach revolves around setting goals and looks to discover “whether goal setting can motivate college students to work harder and achieve better outcomes” (Clark, Gill, Prowse, & Rush, 2017).

Student development is defined as the way that a student grows, progresses, or increases their developmental capabilities as a result of enrollment in an institution of higher education (Evans, N., Forney, S., Guido-DiBrito, F., 1998). As the student population continues to change, coupled with the dynamic nature of campus environment and climate, it becomes even more important as educators to view the undergraduate experience through the lens of the student. As educators focusing on developing the next generation of leaders, it is important to adjust our views of student development within the field of higher education in accordance to the always-changing environment. Encouraging students to embrace the overall college experience will assist educators in better understanding the goals of their students. Because of the diversity among new cohorts, not all incoming freshmen will have the same reason for attending college. The “typical” college student of the past was 18-22 years old, lived on campus, attended college full-time, and enrolled in college directly from high school (Levine & Cureton, 1998). Incoming cohorts today do not normally fit that mold, and therefore the goals of

each student are not as easily determined as in the past. A survey from Higher Learning Advocates highlighted how college cohorts continue to change in several areas of interest. Sixty-two percent of respondents believed that most first-year students live on campus, although just thirteen percent of first-year students in fact do. Three in ten college students are the first in their family to attend a higher education institution. Twenty six percent of students have to balance parenthood with school or that of first year students have to find a way to commute to campus (Higher Learning Advocates, 2018). As the needs and responsibilities of incoming cohorts continue to change, evaluation of student success courses becomes even more vital.

A holistic theoretical perspective in relation to development that looks to enhance a student's growth plays a part in determining initiatives to be used in a success course. A holistic approach to development begins with "a gradual emergence of an internal voice to coordinate external influence and manage one's life. Before the cultivation of this internal voice, one's personal voice is an echo of the voice of external authority" (Baxter Magolda, M., 2009, p. 628). A student success course like EPE 174 is a space in which educators can move away from being an authoritative figure in regards to development and rather a guide that assists students in finding that internal voice. Holistically focusing on students and guiding them into understanding how their own experiences play a part in their development is a major aspect of the college experience (Baxter Magolda, M., 2009).

The student affairs profession began to explore the link between development and learning in the 1970's, although the profession embraces this relationship, the "learning" and "development" literatures are rarely integrated (Baxter Magolda, M., 2009, p. 621).

Thus, higher education in general lacks a holistic, theoretical perspective “to promote the learning and development of the whole student” (Baxter Magolda, M., 2009, p. 621).

This sentiment has also been expressed anecdotally while having conversations with students in EPE 174.

Development theory should respond to four questions (Knefelkamp, Widick, & Parker, 1978): 1. What interpersonal and intrapersonal changes occur while the student is in college? 2. What factors lead to this development? 3. What aspects of the college environment encourage or reward growth? 4. What developmental outcomes should we strive to achieve in college? I believe these inquiries still provide a solid foundation in regards to student development. But educators must now look further into the holistic approach in conjunction with the historical footing of student development theory. A college student success course taken during the freshman year can provide a framework on how to incorporate more holistic development based initiatives.

Just as there is intellectual knowledge to be gained and academic skills to be acquired in college, there is also knowledge about oneself to be learned and interpersonal skills to be developed (Astin, 1993). The idea of assisting students in developing interpersonal skills should be viewed as equally important as the development of academic abilities. In the 2010 book, *Not for Profit: Why Democracy needs the Humanities*, author Martha Nussbaum states that “nations and their systems of education, are heedlessly discarding skills that are needed to keep democracies alive. If this trend continues, nations all over the world will soon be producing generations of useful machines, rather than complete citizens who can think for themselves, criticize tradition, and understand the significance of another person’s sufferings and achievements”

(Nussbaum, M., 2010, p. 2). I believe a student success course, such as EPE 174, can be used as a platform to move the developmental needle towards the more holistic and interpersonal direction. Focusing on such interpersonal skills as self-confidence, self-efficacy, and rigorous critical thought can assist students in their transition to college while also positively preparing them to be active members of society.

This dissertation will take the literature and extensive research done on student success and provide a framework for EPE 174: The College Student. That framework for EPE 174 was developed utilizing a theory of change process, in conjunction with feedback from stakeholders. My motivation for this study derives from personal experience both as a student and college instructor. Determining if EPE 174 offers what is most needed in relation to student success in accordance to the literature on college student success and development. By using a theory of change process, we can ground the problem statement in science, while also utilizing anecdotal and personal experiences of the researcher and students who have completed the course EPE 174. The theory of change depicts a causal package of activities plus assumptions that together are expected—are sufficient—to contribute to the intended results” (Mayne, J., 2015, p. 127). This framework could be a way to set up student success courses in the future while also providing a form of assessment for existing courses; all in accordance with the ever-changing literature and environment. The framework can be viewed as cyclical when utilized in this manner. With each new incoming cohort, the theory of change framework can be revisited on an annual basis. A developed framework allows educators to determine goals and learning objectives of a course in conjunction with impactful practices related to college student success. The framework can provide educators with

readings, books, activities, assignments, and other tools that could be used to meet learning objectives. A framework revolving around developing a student success course can provide options for educators while assuring they are meeting the needs of students as outlined via existing literature and research on student development. Because the environment and climate are continually changing, having the framework could allow educators to update goals and objectives by adding or removing certain readings, assignments, activities, etc. to better meet needs.

CHAPTER 2. LITERATURE REVIEW

College student success courses are common; “a majority of colleges and universities have implemented first year college student success courses that aim to ease the student’s transition into the college community and to provide students with basic academic survival skills. The National Research Center for the First Year Experience surveyed 1,336 colleges and universities regarding their first year course programming in 1997 and found that 70.3% of the schools offered a special course for first year students. These courses attempt to increase the chances of success for both the traditional and nontraditional student through student-centered curricula” (Choate & Smith, 2003). First year student success courses typically focus on study skills, time management, note-taking strategies and other academic based survival skills. Some courses briefly focus on personal health and wellness for college students as well (Choate & Smith, 2003).

When determining what constitutes an efficacious college student success course, learning outcomes must be set and then activities must be developed that will assist students in meeting course goals. In relation with holistic student developing occurring in a student success course, there are several areas of the literature that focused on the development of interpersonal skills such as academic self-confidence, student self-perception, and self-efficacy. Literature on student development from a historical standpoint is an important aspect of developing and assessing general student success courses. Learning what has been successful in the past is as important as learning what did not work or the areas that may be lacking in regards to development. The framework development for EPE 174 comes from research and literature surrounding theories of change and stakeholder feedback. According to research, the number of students who are

academically and socially underprepared upon completion of high school continues to negatively affect overall levels of success in college (Conley, 2005). The relationship between high school curriculum and higher education expectations do not match and that leads to a greater number of students who are seeking strategies that will promote success and retention in college (Gabriel, 2008).

2.1.1 Academic Self-Concept

The formation of one's self-concept is engrained within the realm of social psychology, but the theories connected to the development of a positive sense of self can be viewed from an educationally based scope as well. Before discovering how the notion of self-concept can be utilized in relation to student development and student success courses, it is first important to comprehend how an individual views himself or herself from a psychological standpoint. The elements by which students define themselves are known as self-schemas, which are mental templates by which we organize our own understanding of the world around us (Myers, 2012). For example, self-concept is constructed of whether individuals view themselves as athletic, intelligent, physically attractive, emotionally stable, etc.

The culture in which we are immersed has a significant effect on developing our self-concept as well as organizing our schemas we utilize to recall experiences. Dr. David Myers explains, "For some people, especially those in industrialized Western cultures, individualism prevails. Identity is self-contained. Adolescence is a time of separating from parents, becoming self-reliant, and defining ones personal, independent self. Ones identity – as a unique individual with particular abilities, traits, values, and dreams

remains fairly constant” (Myers, p. 25, 2012). Myers states that in the field of social psychology, one’s identity builds throughout adolescence and then becomes more constant as approaches adulthood. There are certain aspects of the college experience that

can have an impact on identity. One specific impact is peer interaction and peer feedback. “Peer feedback engages students in their own learning process while taking both the roles of an examiner and examinee. Thus, this teaching method initiates an active and self-directed learning process, which includes social interaction and reciprocal teaching” (Flaig, M., Peiffer, H., Schneider, M., Simonsmeier, B., 2020). One’s self-concept remains mostly constant or unchanged, until affected by changing social and academic environments. It is important as educators to assist students early in their academic careers with understanding how interaction and feedback can shape one’s personal beliefs. Personal beliefs as a college student play a role in the continued development of their self-concept, specifically related to academic abilities. A self-concept schema, related to academic abilities, may be affected by changing personal beliefs driven by new experiences during the transition process from high school to college. While other aspects of a student’s self-concept may remain constant, certain schemas that make up the holistic concept can be affected by interactions and personal beliefs (Prince & Nurius, 2014).

A study conducted by Dana Prince and Paula Nurius (2014) states that a student’s self-concept is a reciprocal function in relation to the social environment. Young students, especially in elementary education, will use experiences as building blocks for their sense of self, or schemas. Interactions with teachers and peers, along with classroom setting or method of instruction can either positively or negatively affect a student’s self-

concept. If a student continually has negative experiences with education, for instance, continually failing a standardized test, then that aspect of the student's self-worth will be lower (Prince & Nurius, 2014, pg. 145). Astin (1993) states that two of the most influential factors in the college experience are interactions with faculty and peers.

Prior to the 1980's, there was not a fully developed way to measure levels of both academic and non-academic self-concept. The notion of self-concept was thought to be a unidimensional measure, but research from psychologists such as Marsh and Shavelson cite the fact that self-conceptions tend to be more differentiated and actually resemble a multidimensional construct. Marsh (1988) and other influential figures in the world of social psychology and education developed a hierarchical model that became the landmark for self-concept research. An individual adhered to a general idea of self-concept, and what goes into affecting self-concept could be broken into two main areas; academic and non-academic components. For example, faculty and peer interaction and feedback would be an academic component of self-identity. From this, further construct development occurred within the academic based facet of self-concept. Specifically speaking in terms of academic components, researchers discovered that even at a young age, students could differentiate between their mathematic and verbal self-concepts (Marsh, 2006).

It is important to understand the foundation of self-concept as a multidimensional construct. Subsequent research continues and has been very important in demonstrating both the complexity of self-concept as well as the levels of differentiation when analyzing the factors of the development of sense of self. The factor analyses that have been completed using Self-Description Questionnaires is not as imperative to this study

as the theoretical understanding of self-concept and its origin in the realm of academic achievement, thanks to the landmark research completed by Marsh and others (Green, Nelson, Martin & Marsh, 2006).

Academic self-concept can assist in explaining, as well as predicting, behavior among individuals of all ages. As human beings, we struggle with determining how to explain and predict our behaviors, as well as predicting our feelings; but these emotionally charged constructs can impact our daily activities. This is even more evident early on during our educational careers. Logically we search for plausible answers when we are asked why we felt or acted a certain way, but according to self-concept research, we may misattribute the causes of our behavior. For example, people may misattribute their rainy-day gloom to life's emptiness (Myers, 2012). Also, students may misattribute their lack of academic success because of low scores on a standardized test, when in reality they are facing much more serious issues surrounding non-cognitive factors, such as self-concept.

2.1.2 Student Self-Perception

Student self-perception is very similar to the notion of academic self-concept, both are embedded within social psychology but have a very applicable place in the world of education. According to Myers (2011), cognitive dissonance theory assumes that our need to maintain a consistent and positive self-image motivates us to adopt attitudes that justify our actions. Self-Perception theory further explains and relies on the idea of positive attitudes being a guiding force in our decision-making process, which then leads to positive predictive behavior. When our attitudes are unclear, we observe our

behaviors and the behaviors of those around us and then infer our attitudes from these observations.

Daryl Bem (1972) first introduced the notion of self-perception when attempting to explain human reaction when we are unsure about our attitudes and motives. We can use self-perception theory to assist in inferring our feelings about a certain person or subject. Bem uses the example of, if you lend a cup of sugar to a neighbor you neither like nor dislike, observing your own behavior can push you to have a positive attitude towards that neighbor. There is no empirical evidence backing up the claim that you now actually “like” your neighbor, but our own self-perception helps us infer our attitudes. The same is evident in the world of education, if the transition to college is difficult for a student, this may impact overall attitude towards higher education and that attitude can affect self-perception. Although schemas that build self-concept can be adjusted, a student’s self-perception is much more susceptible to change on a daily basis depending on interactions and experiences on campus. In a student success course, students have the chance to interact with faculty and focus on what areas of the transition process are proving problematic, in order to facilitate a positive attitude towards college.

Much of the academically based research in the field of self-perception is conducted at the elementary and secondary education levels. Attitudes about school are shaped from a very young age, and in theory, those attitudes are molded based upon our own behaviors and behaviors of those around us. If educators can determine what will positively affect young students’ self-perceptions, then those students are better set up for success and achievement in the future. A study was published in 1990 from the University of Michigan that set out to understand why so many students begin to fail

when transitioning into adolescence (Eccles & Midgley, 1990). The statistics are somewhat dated, but this research study provides a solid picture in regards to the importance of this transitional period within education. In the early 1990's, high school dropout rates hovered between 15 to 30 percent, so why was the failure rate so high among these particular aged students? Eccles and Midgley found that the unique developmental and transitional nature of adolescences paired with structural changes in the social environment, in particular within schools, played an important role in understanding academic self-perception.

Making a transition from junior high to high school can cause immense stress for young students and this stress tends to create a negative effect in regards to self-perception. Although the target population for this study are incoming college freshman, if the transition process is problematic from elementary to secondary school, students will perceive the existence of those same struggles when transitioning to higher education (Eccles & Midgley, 1990). This negative perception has an effect on academic motivation; when a student's motivation and self-perception are lacking, they are set up for failure (Eccles & Midgley, 1990). One of the main reasons academic self-perception has an effect on achievement is the connection to environmental and structural influences. The transition to college forces student's to confront a new environment and brand new social pressures that can impact self-perception.

2.1.3 Self-Efficacy

An individual who exhibits high levels of self-efficacy believes that they possess the abilities to succeed in certain situations, which has a direct effect on social self-regulation and performance (Bandura, 1986). The most important concept within the

theory of self-efficacy is the emphasis placed on certain and specific situations. This social cognitive theory is different from concepts of self-esteem and overall confidence because the focus of success is related to a particular experience or task. Albert Bandura is the foremost expert on the theory of self-efficacy; through research dating back to early the 1970's, Bandura has compiled data that suggests that an "optimistic belief in our own competence and effectiveness pays dividends" (Myers, p. 49, 2011; Bandura, 1999). Dr. David Myers also states that individuals with strong feelings of self-efficacy show higher levels of persistence, are less anxious and are more academically successful (Myers, 2011).

The theory of self-efficacy is directly tied to concepts such as self-regulation, motivation and goal attainment (Bandura, 1986). All of these notions can be related to the field of academics, specifically that of higher education. Due to the social nature of attending college, the field of social cognition plays a big part in student's lives, both inside and outside of the classroom. Most college students set goals on a daily basis, so according to Bandura's social cognitive perspective, self-efficacy will increase a person's reaction and success to specific performance outcomes (Bandura, 1986). For example, an incoming freshman might set a goal of attaining a certain grade in an introductory level biology course. If this student has high levels of self-efficacy (in relation to their knowledge of biology) then they will be more likely to achieve said goal. Outside of the classroom, the new social pressures that come along with the transition to college can also affect self-efficacy.

The locus of control is also directly related to differing levels of self-efficacy; Julian Rotter defines this concept as whether or not you are in charge of your own destiny

or just a victim of circumstance. Some people believe their successes stem from their own abilities and skills, while others think environmental factors govern achievement. Individuals who are more internally controlled are “more likely to do well in school” (Myers, p. 50, 2011).

Another aspect of self-efficacy theory that relates strongly to the idea of academic attainment in higher education is vicarious experience. If the student in the biology class sees that a neighboring student, one that is similar in abilities, is achieving a certain level of success, then the first student will also feel that they can be efficacious as well. Vicarious experience is one of the sources of self-efficacy as outlined by Bandura, other foundations include performance attainments, verbal persuasion and physiological states; all which will be discussed subsequently throughout this evaluation. Students realize that throughout their entire educational journey, they have been comparing themselves to their peers. Once students find that there is actually a term for this comparison, they better grasp how it affects self-efficacy. The cognitive ramifications of self-efficacy and social learning theory can have a great affect on academic achievement, especially for undergraduate students who struggle when it comes to self-perception and self-concept.

A study from Denise Gifford focused on academic achievement and retention among first year university students and the increasingly competitive environment. A study of more than 3,000 first year students analyzed ACT scores and locus of control as predictors for end of the first year cumulative GPA (Gifford, Briceno-Perriott, Mianzo, 2006). The reason this study is important in relation to self-efficacy is the locus of control assists in determining whether or not a student believes in their abilities or stresses environmental factors when it comes to success.

A sample of first year students was asked to take the Adult Nowicki-Strickland Internal External Control Scale (ANS-IE). This tool is an inventory of 40 yes/no assessments that determines whether a student is internally or externally controlled. It is important to note that the assessment items are worded so an individual with a fifth-grade reading level can comprehend what is being questioned, attempting to avoid any comprehension issues related to wording of the survey (Gifford, et al., 2006). The scale is scored so that the higher the score, the more external the locus of control. When analyzing the research findings, those who scored lower on the scale demonstrated a statistically higher GPA than those who obtained higher ANS-IE scores. Meaning, freshmen that are more internally controlled or motivated have a higher GPA than those who are more externally controlled (Gifford, et al., 2006). Therefore, going back to the definition from Rotter, students who are more internally controlled have higher levels of self-efficacy in accordance to academic achievement. Other interesting findings from this particular study were that males were more internally controlled in comparison to females, white freshmen were more internally motivated than minority students and that ACT scores and locus of control are significant indicators of academic success (Gifford, et al., 2006).

Another socially driven issue among college students is stress and anxiety; one article focused on academic self-efficacy and stress by surveying 107 nontraditional college freshmen from a large commuter institution. The sample was representative of the incoming cohort in regards to age, gender and race/ethnicity (Zajacova, Lynch, Espenshade, 2005). Students were asked to fill out a survey that contained a list of 27 tasks related to classroom experiences and assignments. The likert scale (0-10; 0 = not

stressful/not confident and 10 = extremely stressful/extremely confident) in which the students used in their responses focused on how stressful they found a certain task, and then a second scale honed in on how confident they were while completing said task (Zajacova, et al. 2005). The answers were then compared and would give a broad overview of whether or not stress and self-efficacy were linked to academic success.

Upon analysis, high levels of stress among first year minority students are negatively correlated with levels of self-efficacy. Those who experience high levels of stress throughout their first year of college are more likely to have low levels of self-efficacy, which can lead to diminished academic success. A second finding stated that high cumulative GPA and number of credits earned are positively correlated; but if high levels of stress are inputted into the equation, GPA can drop (Zajacova, et al., 2005). Lowering levels of stress among first year college students is a way to increase levels of self-efficacy, in certain circumstances, depending on other variables.

Other variables that can be both negatively and positively correlated with self-efficacy are goal setting and self-motivation. Bandura stated that self-motivated learners direct their attainments by setting challenging goals for themselves (Bandura, 1986). From many “path oriented” research findings, students who set higher personal goals exhibit higher levels of self-motivation and self-efficacy (Bandura, 1992). For example, we can analyze a student’s prior test scores, then determine a desired final grade in a specific course, a student who self-set’s a goal of an “A” in the class will exhibit higher levels of self-efficacy. This “path” can be followed and will help determine internal motivation and self-efficacy levels. Important to note; students who set higher goals in

specific classes can still have higher levels of self-efficacy in that course, even if it is not the same holistically.

Self-efficacy plays an important role within the world of social psychology and is also very applicable to educational models, specifically academic attainment for first and second-year undergraduate students. Barry Zimmerman states that self-efficacy is a highly effective predictor of students' motivation and learning. "Self-efficacy beliefs have been found to be sensitive to subtle changes in students' performance context, to interact with self-regulated learning processes, and to mediate students' academic achievement" (Zimmerman, p. 82, 2000).

Initially most research on self-efficacy ignored environmental factors and focused solely on how positive students felt about their abilities. Lack of self-efficacy can lead to anxiety and depression, so finding a way to define this concept and determine techniques to improve efficacy levels is an important aspect of academic achievement. "Self-efficacy beliefs have also shown convergent validity in influencing such key indices of academic motivation as choice of activities (goal setting), level of effort, persistence, and emotional reactions. There is evidence that self-efficacious students participate more readily, work harder, persist longer, and have fewer adverse emotional reactions when they encounter difficulties than do those who doubt their capabilities" (Zimmerman, p. 86, 2000). Self-efficacy within the field of higher education can assist in student success on many different personal and social levels. For example, Zimmerman speaks of the self-efficacious student as persisting longer, which can directly be tied to the research on retention. These students also have fewer adverse emotional reactions, so higher levels of self-efficacy in the classroom can decrease depression and anxiety. Internal motivational

strategies are also enhanced within these students; they choose more challenging activities and set higher goals.

Goal setting is a meaningful product of a higher belief in one's own capabilities, especially in a classroom setting where students are being "judged" based upon intellectual performance. There is evidence that the more capable students judge themselves to be, the more challenging the goals they embrace (Zimmerman, Bandura, & Martinez-Pons, 1992). For example, a student who is a member of an honors program will be more inclined to take higher-level mathematics courses even if those courses are not required. If a student exhibited low levels of mathematics self-efficacy, he or she would be more inclined to take the "easiest" course available and would only strive for merely a passing grade. This evidence shows that exhibiting higher levels of self-efficacy cause students to self-regulate in regards to setting high, yet achievable academic goals.

Upon entering college, students are unfairly judged by prior grades, test scores and even demographical information; these self-fulfilling prophecies are usually set by enrollment officials and even faculty members. "Teacher expectations. The term has been known to inspire righteous indignation for teachers' supposed role in creating inequalities. The key reason is the self-fulfilling prophecy (Merton, 1948)—erroneous teacher expectations may lead students to perform at levels consistent with those expectations" (Brophy & Good, 1974; Rosenthal & Jacobson, 1968). Evidence from Zimmerman and Bandura show that self-efficacy can be a better predictor of academic success in comparison to the aforementioned general measures of ability and background. Determining ways to increase self-efficacy in the classroom can come from ideas such as

mastery experiences. If a student masters a concept within a course, he or she will subsequently feel more confident about that subject moving forward.

Self-efficacy is a theory that plays an important role in the world of social psychology as well as important constructs that can be applied to the field of education in conjunction with success and achievement. Personal control, perceived competency and social structures are all-important building blocks in social psychology, and the theories of self-image are active participants within each of these areas. After reviewing the literature, it is evident that having high levels of self-efficacy is a good thing, and it can lead to favorable personal and social consequences (Gecas, 1989). The benefits of having high self-efficacy in an everyday setting are better physical and psychological health, cognitive flexibility and improved coping skills, among many others. It is also evident that self-concept and self-perception are difficult to assess, but are very beneficial in regards to academic achievement.

2.1.4 Holistic Student Development

Student development has always been a goal of educators, but the factors and initiatives that are utilized to achieve growth have been continually debated. Depending on the outlook of an educator, as well as taking into consideration their own positionality, what really constitutes development at the college level can be disputed (Evans, et al., 2010). Student development is universally seen as a positive aspect of college, but over the years when used in a student affairs context, it has become more of a catchphrase rather than a practice in student success (Evans, et al., 2010).

One factor that has been shown to play a role in a student's development is the role of the student/faculty interaction. "Faculty-student interactions could take on a more intense flavor in a tutorial-style classroom, where a faculty member may meet with two students at a time for an hour, eventually interacting closely with about five pairs of students per week (Smallwood, 2002). Such close, intense interaction seems to enhance student learning and intellectual stimulation, with both students and faculty valuing the opportunity to know each other at an informal and personal level" (Bhattacharya, G., Komarraju, M., Musulkin, S., 2010, p. 333).

Another aspect of holistic development for students transitioning to college is the method of goal setting. This method of motivation continues to be researched at the higher education level, specifically for the connection to student success courses. By setting goals, students can mitigate their lack of self-control in relation to their responsibilities as a college student; which falls within the umbrella of interpersonal skills. Students in general have used goal setting as both an academic and social tool to utilize as part of the transition process. "We focus on goal setting for three main reasons. First, in contrast to financial incentives, goal setting is low-cost, scalable and logistically simple. Second, students might lack self-control. In other words, although students might set out to exert their preferred level of effort, when the time comes to attend class or study, they might lack the self-control necessary to implement these plans. The educational psychology literature finds that self-control correlates positively with effort, which supports the idea that some students under-invest in effort because of low self-control (Duckworth and Seligman, 2005, and Duckworth et al., 2012). Third, the behavioral economics literature suggests that agents who lack self-control can use

commitment devices to self-regulate their behavior. Goal setting might act as an effective internal commitment device that allows students who lack self-control to increase their effort” (Clark, D., Gill, D., Prowse, V., Rush, M. 2017, p. 1).

Working the method of goal setting into the framework of a student success will assist students during their transition, while also better preparing them for upcoming academic challenges and subsequent classes. Making the connection between goal setting and self-control can illuminate a method of motivation that has practical significance in relation to student success. “American colleges already offer a panoply of academic advising services to students. These include counselors and mentors, campus centers that students can visit, and student success programs and courses that students are encouraged or required to follow (e.g., as part of academic remediation activities). Students in receipt of these services are often advised that goal setting is an essential study skill. These services include online resources that recommend that students’ implement five essential study strategies, one of which is to set goals (Clark, D., et al, 2017 p. 31). Utilizing goal setting and other methods that encourage student engagement plays an important role in a student success course. As mentioned above, there are many different stakeholders on college campuses that have a vested interest in student success. As part of the curriculum development and framework for a student success course, all the vested stakeholders can come together to determine what strategies will assist students in meeting learning outcomes.

Alexander Astin has provided numerous contributions to the literature surrounding success and the effects college has on students in relation to development. *What Matters in College* specifically illuminates how students change while in college

and also why those changes are relevant. *What Matters in College* was published in 1993 and although some of the data may be a bit dated, the theoretical platform is still relevant today because of the continually changing nature of the college climate and environment. Although some of the changes in college students may differ throughout the years, the main pillars of student success still stand strong today. “Although this book runs the risk of subjecting the reader to information overload, Astin's latest study reports what Pascarella and Terenzini (1991) concluded in their review of approximately 3,000 studies - college has strong effects on students. Students develop a greater sense of interpersonal and intellectual competence and a greater commitment to developing a meaningful philosophy of life. They report substantial increases in knowledge and skills, with the exception of mathematical or quantitative ability. College students tend to become less materialistic and more idealistic during the college years.” (Astin, A., 1993). Logically, for students to develop into a well-rounded member of society while in college, that journey must start with a solid foundation. For a student to be the best versions of themselves, they must first set individual goals that can lead to achievement and success both inside and outside of the classroom. From the literature on holistic development, a student success course provides the opportunity for students to learn ways of easing the navigation of the transition from high school to college.

CHAPTER 3. METHODOLOGY

This project examines the development and implementation of a student success course, EPE 174: The College Student, through the lens of a theory of change framework. By utilizing a theory of change model approach to developing a framework for a student success course, educators will have a scaffold to use for curriculum development. A theory of change process can be effective in both the development and evaluation of a student success course. Theory of change involves a causal relationship; it is a “rigorous yet participatory process whereby groups and stakeholders in a planning process articulate their long-term goals and identify the conditions they believe have to unfold for those goals to be met” (Clark, H. & Taplin, D., 2012, p.1). Having causal based framework assists in determining what initiatives can be implemented in the course in order to meet learning objectives. The theory of change process describes “interventions (a single program or coordinated initiative) that bring about the outcomes depicted in the outcomes framework map. Each intervention is tied to an outcome in the causal framework, revealing the often-complex web of activity required to bring about change” (Clark, H. & Taplin, D., 2012, p.1).

Such interventions or initiatives for a student success course would be the papers/projects/activities assigned as part of the course to assist students in meeting correlated learning outcomes. A student success course geared towards incoming freshman provides an atmosphere that presents students with the opportunity to directly interact with faculty and peers. As Astin found, the biggest impact on college comes from peers and faculty involvement (1993). While assisting in the development and

mapping of EPE 174: The College Student, learning outcomes were determined among interested stakeholders, while also matching interventions in the form of activities and assignments to those outcomes.

3.1.1 Theory of Change

“Theory of change can be both a planning and issue- framing tool and a monitoring and evaluation tool. In articulating long-term outcomes, preconditions, and interventions, ToC forms the basis of visioning papers, strategic and/or annual plans, and goal-setting processes. As an evaluation tool ToC identifies the specific goals of the program and ties those goals to particular interventions. Data can then be collected to evaluate progress toward the stated goals as well as the effectiveness of interventions in producing outcomes” (Clark, H., Taplin, D., 2012). Specifically related to designing a student success course, there are numerous stakeholders that have to buy-in when it comes to setting and achieving goals by identifying the interventions (i.e. readings, activities, classroom instruction tools, etc.) that stakeholders believe will assist in meeting learning outcomes.

The college environment and climate are continually changing, in order to best develop and evaluate a student success course; the initial framework must be flexible. That is specifically why utilizing a theory of change process works very well when it comes to developing the framework for EPE 174. “Theories of change represent how and why it is expected that an intervention will contribute to an intended result. But it is clear that rather more than the intervention activities are needed; also needed is the realization of the causal assumptions. The intervention activities are rarely the sole cause of a result.

The theory of change depicts a causal package of activities plus assumptions that together are expected—are sufficient—to contribute to the intended results” (Mayne, J., 2015, p.127). The causal relationship derived from utilizing a theory of change process is an important aspect of a student success course. The causal assumptions in regards to a student success course would include determining what activities could be used to meet learning outcomes. Upon developing learning outcomes for a student success course, assumptions amongst stakeholders are made in regards to the activities assigned to assist students in achieving each outcome. There are many outside factors that play a part in a student’s success. The interventions offered in a student success course are not the only factors causing change in a student while attending college. If a student does not meet a specific learning outcome, it may or may not be directly related to the intervention used to complete said goal. The theory of change process takes into consideration outside factors or assumptions that may have an effect on the causal relationship being built between activities and meeting course goals.

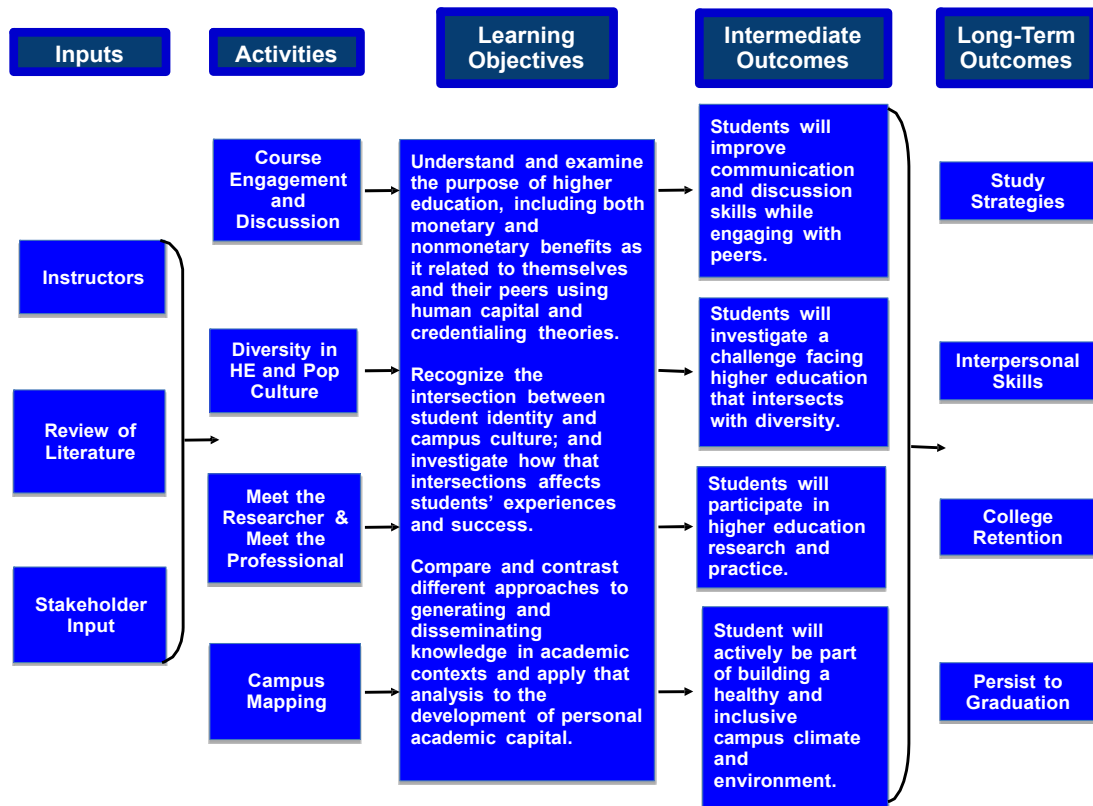
The development of a student success course incorporates the thorough analysis of literature surrounding student development, self-efficacy and self-concept, among other areas of interest. Specifically, for EPE 174: The College Student, in conjunction with the use of literature, the theory of change process was used in the development of the course framework. The existing literature points out what should be included in a first-year student success course, and then the theory of change process is used when determining what activities can be used to assist students in meeting learning objectives.

The first step of this project was remaining current on the research regarding what constitutes a successful college intro course, in accordance with the changing academic

environment. Utilizing the existing literature was the foundation of inquiry. Change is a constant in the field of higher education; just recently the sector has seen an increase in online offerings and e-learning tools (Aljawarneh, S. 2019). This is just one example of why a theory of change model is an effective form of development for a student success course. Due to the flexibility of the process while developing a framework, interventions can be adjusted, added or removed depending on the changing educational environment and research. By utilizing a theory of change process in developing the framework for RLINK "http researchers can adjust curriculum to best meet student's needs.

The theory of change process also allows educators to take into consideration the changing campus culture and climate while developing curriculum. Higher education researchers have assessed educational environments across all institutional contexts to better understand the influence campus cultures and climates have on student experiences. Students' perceptions of a supportive campus environment have been linked to desirable educational and social outcomes, including persistence, openness to diversity, and sense of belonging (Hurtado, 1992; Hurtado, Alvarez, Guillermo-Wann, Cuellar, & Arellano, 2012; Locks, Hurtado, Bowman, & Oseguera, 2008; Pewewardy & Frey, 2004; Rankin & Reason, 2005)" (Cain, E., Oxendine, S., Taub, D., 2020, p. 268). As the climate changes surrounding campus culture and diversity, which is a staple of the EPE 174 curriculum, educators can adjust interventions in a student success course to best meet student's needs. The flexibility of utilizing a theory of change process allows for the framework of EPE 174 to be fluid and can transform on a year-to-year basis.

EPE 174: The College Student Theory of Change



“Models depicting how interventions are meant to work are frequently discussed and used in evaluation. However, the terms used to describe these models vary widely and include program theory, logic model, theory of change, results chain, outcome pathway, action theory, implementation theory, and more, with no general agreement on terms or meaning” (Mayne, J., 2015, p.119). The framework for EPE 174: The College Student is grounded in the theory of change process, specifically focusing on outcome and impact pathways.

In conjunction with both stakeholder feedback and a literature analysis, a survey was given to students enrolled in EPE 174 during the 2019 fall semester. Information

from that survey was used to then look for further research and literature that directly applied to the responses of the survey. By applying the theory of change lens during the development and evaluation of EPE 174, along with analyzing results from the survey, I was able to formulate two inquiries that guided my research.

1. What should be included in a student success course, according to the literature?
2. What do students at this institution perceive to be critical components of a student success course?

When first developing the framework used to evaluate EPE 174: The College Student, it was important to gather as much information possible in relation to course description, learning objectives, key questions, foundations, materials, course requirements and assignments. Each of these are the driving elements of the theory of change utilized as a framework in preparation for evaluation. A theory of change process was used when developing the EPE 174 framework. “Theories of change have a wide range of possible uses in developing, managing, and evaluating interventions” (Mayne, 2015). Utilizing the theory of change literature when building the EPE 174 framework provides an outline for development by breaking up interventions into separate categories.

Designing/planning interventions

1. Designing interventions
2. Understanding and agreeing on interventions with stakeholders
3. Identifying and addressing equity, gender, and empowerment issues

4. Ex ante evaluation of proposed interventions

Managing interventions

5. Designing monitoring systems

6. Understanding implementation, managing adaptively, and learning

- Inputs, activities, outputs, outcomes, impacts, moderators

Assessing interventions

7. Designing evaluation questions, methods, and tools

8. Making causal claims about impact

9. Reporting performance

Scaling

10. Generalizing to the theory, to other locations and for scaling up and out.

3.1.2 Designing/Planning Interventions

The purpose of the course is to assist incoming freshman throughout the transition from high school to college. The outcome of this evaluation will be geared towards determining whether or not the course has better prepared students for their higher education experience. This course is all about the students, but from researching the importance of buy-in when it comes to determining stakeholders, there are many other investors that must be considered. There are many moving parts when it comes to development, funding, teaching, marketing, evaluating and filling sections with eager

students. The guiding questions/ utilized when determining stakeholders as part of the course framework development are as follows:

1. Who will be directly affected by the course?
2. Who will be involved in the development and implementation of the course, as well as those conducting evaluation?
3. Who will use the results of the evaluation in order to implement a student success course for incoming college freshmen?

An important aspect of program evaluation, related to stakeholders, is thinking broadly to include those who share interests and priorities in why EPE 174 is a necessary course, and those who do not. It is also important to include critics of the course, not only information from supporters.

EPE 174 Course Design

EPE 174 is intended to engage students in an interdisciplinary study of higher education from the student's point of view. During our examination of the college student, we will touch on the history of student culture, the organization and administration of campus, how to build successful academic habits, student life, and what it means to be a member of an inclusive campus. The inclusive nature of a campus assists students in developing a sense of belonging and involvement.

Learning Objectives: Through engagement with readings, discussion, inquiry, and conversation with college faculty, graduate students, and staff, students will:

- Understand and examine the purpose of higher education, including both monetary and nonmonetary benefits as it relates to themselves and their peers using human capital and credentialing theories.
- Recognize the intersection between student identity and campus culture; and investigate how that intersection affects students' experiences and success.
- Compare and contrast different approaches to generating and disseminating knowledge in academic contexts and apply that analysis to the development of personal academic capital.

Core Foundations: UK Core is the University of Kentucky's general education curriculum. This course meets the requirements for the foundations of inquiry in the social sciences but also serves as an introduction to the idea of a liberal education and why we have general education requirements in the first place. We will:

- “ask students to explore the nature of intellectual inquiry within the established, broad knowledge areas;”
- “bring students in contact with faculty, advanced graduate students and others who are engaged in the core activities of a research university;” and
- “establish a foundation for critical and thoughtful approaches to solving problems and promote intellectual development.”

3.1.3 Manage Interventions

Inputs: Inputs consist of resources required to complete certain activities, which are part of the program being evaluated. This theory of change approach may be useful in regards to the evaluation of a student success course. One of the most important inputs within the framework related to EPE 174 would be the overall buy-in of the stakeholders. In order

for a course to be put on the books and offered to students, there must be a need for such a course. Focusing on stakeholders' expectations is directly related to determining the activities that will yield the outlined goals of the course being evaluated.

I assisted in developing a survey for EPE 174 that was used as the main sources of future evaluation. Existing research and literature on student success was the main source of development. The survey portion of this evaluation focused on how to assist students in the transition from high school to college as incoming freshmen. I believe that to better understand what students need, the best way is to combine studying the current literature, and also adjusting with the changing academic environment by asking students what they expect during their first year on campus. Proactively seeking information from students allows educators to support students both inside and outside of the classroom. The input from the survey can be evaluated and plugged in to the framework when reevaluating the course at the end of the semester. Was there something that students really focused on that could be better covered for future cohorts? Utilizing this theory of change framework allows for curriculum adjustment.

Activities: The activities utilized as part of the implementation of a student success course come in the form of both in and out of class assignments, projects, presentations and group work. While developing the syllabus for EPE 174, the team taking the lead on the course decided that according to research, these "activities" would not only be beneficial for the students who take the course, but also for determining whether or not the class is meeting the learning objectives, and therefore assisting students with the transition to college.

Outcomes: The outcomes for this course are directly related to student success, as defined by the literature, and the transition from high school to college. So many students feel the pressure of the transition process because they believe that the rigors of high school and college are very different from one another. The output from the activities should demonstrate that students have shown the ability critically read, discuss and form opinions about the issues related to early college student success. In relation to the evaluation design, students are given a survey at the start of the semester, and then those results will be analyzed as part of this evaluation. There are specific inquiries that focus on what activities/assignments were most helpful in relation to meeting learning objectives. It is also very important to point out that the survey is also meant to focus on the individual feelings and expectations of each student. Focusing on the student's past experiences, both educationally and beyond, will yield better outcomes when it comes to how student success is defined. In addition to what research has shown, student success courses, specifically EPE 174, can also assist students in developing skills related to nonacademic behaviors and issues. Such as increasing a student's self-efficacy in a certain area, or working towards improving motivation, communication, and self-confidence. Long term, every incoming freshman student at the University of Kentucky would participate in EPE 174 as the required introductory level student success course.

Impacts: Long term outcomes and changes in regards to what are really necessary and worthwhile areas of focus within a student success course for incoming freshman.

According to a 2009 survey of more than 1,000 two- and four-year institutions, 87 percent of participating colleges offered a first-year student success course. A more recent survey of 288 community colleges found that 83 percent offered such a course.

(Community College Research Center – Columbia University, 2012). Research completed by the Community College Research Center within Columbia University states that “enrolling in student success courses is positively associated with short-term outcomes, such as credit accumulation, grades, and persistence” (CCRC 2012).

Moderators: Thinking broadly, there are several moderators that could impede the logical direction of the development and implementation of EPE 174. Environmental factors such as the current pandemic that is affecting students experiences on college campuses around the United States. This environmental moderator causes issues with the completion of certain activities within the course; for example, the campus mapping project. This project relies on the input of having access to college campus offices and spaces, and due to the social distancing requirements, that may impede completion of the activity. Economic moderators may also exist in the form of finding the necessary funding within the department to offer and teach the course. There may be the funding available in the fall semester, but economically that can change by the spring. Related to the current environmental climate, we have seen technology become much more important in regards to educational achievement. Depending on internet access and access to technology in general, this issue may impede completion of activities.

3.1.4 Scaling

The theory of change process was utilized to develop the course framework for EPE 174. The theory of change process provided a roadmap in relation to the development and assessment of a student success course. In relation to the theory of change literature, the framework was designed specifically for EPE 174, but as evaluation

continues, if this framework is helpful, it could be used to build other student success courses on other campuses.

3.1.5 Instrumentation: Survey Development and Sample

Due to the fact that this dissertation is an evaluation of a course, the only stipulation related to being in the sample and study was that a student must be admitted to the college of education as an incoming freshman. There were 7 sections of EPE 174 offered to incoming freshmen admitted to the college of education. Each section had a course cap of 25 seats, in order to maintain the close discussion aspect of the course. There were a total of 171 students enrolled throughout all of the sections. Out of the 171 students who received the survey, there were 147 responses utilized for analysis and evaluation. The majority of the questions asked on the survey were open-ended, in hopes of allowing students to critically think about their level of preparation before stepping onto a college campus. There are 13 total items on the survey, 10 of which are open-ended, and 3 that are likert scaled based (Strongly agree, Agree, Disagree, Strongly Disagree). The first two questions had students focus on their expectations for EPE 174: The College Student. Why are you taking this course? And, what are your overall expectations for this course?

The next group of questions focuses on their personal college experience, as well as the challenges they believe they will face transitioning into higher education. Rather than providing students with a list of the major issues freshmen encounter during their first semester, it is important for each student to focus on their own experiences when determining what will be most challenging, and exciting, for them personally. Students'

unique experiences with education will surely affect what parts of the transition seem the most daunting. Two survey questions addressing personal experience are; What do you believe will be the most difficult aspect of transitioning to college? And, what are you most excited about entering college?

The following three questions are more geared towards preparation for the overall college experience. Again, not all students have the same level of preparation in regards to transitioning to college, for example students who are first generation and/or international students face unique challenges. The questions on preparation would provide insight into the development of a student success course for all incoming freshmen. Preparation survey questions were as follows; Do you believe you are/were prepared for college after graduating high school? How did you personally prepare for your college experience? What would you have liked to know before starting college?

The next question takes a different angle and implores students to critically think about the role a professor/instructor may play in their overall experience. Some students will have experienced unique teaching styles, but others may have not. Gauging how students view the role of the professor will provide context related to stylization when developing teaching strategies for EPE 174. The survey questions addressing the role of an instructor is; What role do you believe your professors play in your college experience?

Research states that educators play a significant role when it comes to academic achievement. “Teachers have a significant part to play in the lives of their students inside the classrooms. Their job is not just to teach, but their teaching style is a reflection of the

actions and environment, they set in the classrooms. The students' success does not depend solely on the grades being achieved, but how the grades were achieved-whether students took interest or it was learnt just for the sake of it. Hence, the psychological sense of being with others in a comfortable environment is equally vital in the classroom” (Inayat & Ali, 2020). Teaching styles are significant environmental and social factors in satisfying the need of belongingness in classroom, which consequently influences motivation and performance (Gillet, Vallerand, Amoura, & Baldes, 2010).

The next two questions are based on a likert scale but also are related to the impact that a professor may or may not have on the overall experience of incoming freshmen. The two questions are; Instruction styles and methods utilized by my professors have an effect on my achievement. (Strongly Agree, Agree, Disagree, Strongly Disagree). Discussing career plans and ambitions with my professors outside of class is beneficial to my college experience. (Strongly Agree, Disagree, Strongly Disagree). Specifically utilizing feedback from students will assist in determining what instruction strategies will be most beneficial for students.

The final likert scale inquiry shifts focus from the connection with the professor, to the connection made with peers. The question is; Forming a connection with other students in my class is important to my experience. (Strongly Agree, Agree, Disagree, Strongly Disagree). Various theoretical models of college success have highlighted the benefits of student interactions with peers and professors about academics (Kuh, 1995; Pascarella & Terenzini, 2005). According to Pascarella and Terenzini (1991, p. 620), “[a] large part of the impact of college is determined by the extent and content of one’s interactions with major agents of socialization on campus, namely, faculty members and

student peers.” Tinto (1993) established that academic and social integration facilitate student persistence through college. Student involvement in the form of student-peer and student-faculty contacts improves student learning and academic performance (Astin, 1993; Kuh et al., 2010), and is most effective when it encompasses educationally purposeful activities (Anaya & Cole, 2001; Deil-Amen, 2011; Pascarella & Terenzini, 1991).

There are multiple factors that affect a students’ freshmen experience and transition, one such area examines the connection between the goals of the student and the goals set by professors and instructors. “Helping students take active responsibility for their education may depend on how well educators link their classroom goals with the goals students hold for themselves. Goals are not fixed, but change as individuals change. Helping students revise their goals and improve their control of behavior are valid educational goals. Most institutions collect information about broad student goals as they enter, but few measure how they change from entrance to graduation. Current efforts to measure student outcomes foster the connection of goals and outcomes at course and program levels. Research on student goals continues to have a psychological orientation. Recent research has identified goal attributes, such as specificity, clarity, source, commitment, and temporality” (Stark, Shaw & Lowther, 1989). The final question of the survey is based towards asking students about their goals for the course. Learning objectives are outlined on most all syllabi a student will receive, and students are expected to meet those objectives. It is also important to understand the personal goals of students in hopes of better understanding motivation.

Limitations

Limitations most certainly exist within this report, there were a limited number of students who took EPE 174 and completed the subsequent survey. The theory of change evaluation has been utilized while developing the course material, and also adjusting as needed at the end of each semester. Limitations also exist in regards to my own positionality. As previously discussed, my initial motivation for taking this idea and attempting to fill in gaps within the literature comes from anecdotal evidence derived from conversations with students as an instructor of EPE 174. I was able to understand and keep my own bias in check when working with other stakeholders in the development of both the course material and survey questions. As important as my assumptions are to this study, it was important to marry my preconceptions with what the literature says related to study success courses. I also kept my own biases in check by receiving feedback from stakeholders during the development phase of the survey.

3.1.6 Researcher Positionality

My motivation as a researcher came in the form of evidence from conversations had with students as an instructor of EPE 174. These conversations led to assumptions and preconceptions when it comes to what are the critical components of a student success course. The experiential nature of this study allowed me to utilize my own voice as an educator, while guarding against bias by anchoring learning outcomes in the literature. A preconception that arises from the position I have taken as a researcher can either be confirmed or contradicted when comparing the guiding assumptions with findings in the existing literature. “The term positionality both describes an individual’s

world view and the position they adopt about a research task and its social and political context (Foote & Bartell 2011, Savin-Baden & Major, 2013 and Rowe, 2014). The individual's world view or 'where the researcher is coming from' concerns ontological assumptions (an individual's beliefs about the nature of social reality and what is knowable about the world), epistemological assumptions (an individual's beliefs about the nature of knowledge) and assumptions about human nature and agency (individual's assumptions about the way we interact with our environment and relate to it)" (Sikes, 2004, Bahari, 2010, Scotland, 2012, Ormston, et al. 2014, Marsh, et al. 2018 and Grix, 2019). Positionality "reflects the position that the researcher has chosen to adopt within a given research study" (Holmes, A., 2020, p.2).

An important aspect of course development is to take into consideration one's own beliefs and worldview when conducting research. My positionality reflects the position I have adopted in relation to what are the critical components of a student success course. Providing students with a supportive environment while centering curriculum on interpersonal skills that both the literature and results from student feedback say are central to the transition process. Personal life history and experience shape aspects of positionality related to a specific study. A reflexive approach is most beneficial when analyzing positionality as a key component of researcher motivation. Identifying researcher preconceptions brought into this study is the main idea of reflexivity in relation to positionality. Some of those preconceptions were upheld following the analysis of the literature and student survey results, and other presumptions, such as the importance of faculty and student connection, were shown to not be as critical as expected. Research done mostly at the community college level focuses on the

importance of forming a relationship with faculty as a factor in student achievement; but survey results from students who completed EPE 174 at UK did not endorse such findings. Breaking student success courses down according to size of education institution would be a logical next step for this study.

3.1.7 Summary of Methods

This chapter focuses on how to better understand the needs of students in relation to the transition process from high school to college when it comes to student success. The survey is distributed before the start of the semester, and then the same post survey is given upon completion of the course. This survey digs into the personal experience of students and will assist faculty and others in developing and improving introductory student success courses. By utilizing mostly open-ended inquiries this will allow for a plethora of information that may assist when it comes to easing the transitional process for incoming freshmen. The data collected from this survey can be used to continue to improve the activities and instruction strategies within EPE 174 that will assist students in reaching their goals and improving their higher education experience.

CHAPTER 4. RESULTS

The purpose of this study was to develop a framework for a student success course, EPE 174: The College Student. Students enrolled in EPE 174: The College Student during the fall semester of 2019 were given a survey based on determining what students believe would be useful as part of a student success course. Out of the approximately 175 students who were enrolled in EPE 174 during the 2019 fall semester, 146 total responses were received. No demographic or identifying information was collected as this study was meant to determine what any college freshman might be expecting in regards to a student success course. The majority of the survey contains open-ended questions as this survey assisted in both the development and subsequent assessment of EPE 174. Three of the 13 total survey inquiries were based on a likert scale ranging from Strongly Agree to Strongly Disagree. Each of the survey inquiries are directly related to one of the three main questions utilized in the guidance of this project.

By developing the framework, it assists in development because educators can add or remove initiatives that match up to already developed learning outcomes. Information from students is pertinent because EPE 174 is a course built for students, about students and developed through a student-based perspective. Due to the national importance when it comes to first-year student success courses, having a framework to use for development can be advantageous. “Although far from a recent innovation in postsecondary education, first-year seminars have gained a strong foothold in American higher education over the past three decades and are now a commonly-used tool to enhance the transition and learning experience of new college students. National data indicated that 94% of accredited four-year colleges and universities in the United States

offer a first-year seminar to at least some students, and more than half offer a first-year seminar to 90% or more of their first-year students (Policy Center on the First-Year of College, 2002; Padgett & Keup, 2011). First-year student success courses are connected to inquiry, critical thinking and cognitive outcomes. Determining the importance of participation in first year student success courses was the main purpose of the study from Padgett, Pascarella and Keup.

The results of this study come from two areas of interest; 1. An analysis of the literature surrounding student success courses and theory of change and, 2. Results from the survey given to students enrolled in EPE 174 during the 2019 fall semester. As this study is developmental, the thorough review of the literature lead to the framework and curricular development of EPE 174: The College Student. “Among the reasons that first-year seminars offer significant learning opportunities are the structural and instructional characteristics that are not only common among these courses but that also set them apart from the rest of undergraduate classes. First-year seminars, more specifically, tend to be smaller in size than most other lower-division courses, which fosters student-faculty interaction and peer relationships; contain educationally purposeful curricular practices such as service learning, problem-based learning, interdisciplinary instruction, and experiential education”(Padgett, et al. 2013, p. 135).

4.1.1 Research Question One: What should be included in a student success course, according to the literature?

Student learning objectives were developed from an analysis of the literature on student success courses, as well as feedback from stakeholders. In order to determine what activities need would assist students in meeting outcomes, those objectives first

needed to be agreed upon. “According to the First Year Experience Survey, the three most frequently mentioned goals of success courses were to increase ease of transition to the college environment, to develop academic skills, and to provide an orientation to campus resources and facilities. The survey reported that the most common components of 1st-year success courses were time management, career planning, campus facilities and resources, academic skills, and diversity” (Choate, L., et al., p. 180, 2003). Although the learning outcomes for EPE 174 were unique to the course itself, the foundation for those outcomes were influenced by the three most frequently mentioned student success course goals. The development of learning objectives for EPE 174 came from what the literature suggests should be included.

Student Learning Objectives:

- Understand and examine the purpose of higher education as it relates to you and your cohort.
- Examine information and research on how organizational decisions are made that affect the structure of campus environments.
- Identify factors that affect pedagogy, and how those factors differ according to institutional type and impact.
- Recognize the intersection between student identity and campus culture; and learn how that intersection affects a student’s experience and success.
- Identify the interaction between different student populations and campus climate.
Gender roles in education, student activism and voice, equality and equity, college athletics.
- Examine the ever-changing characteristics and trends of today’s college student, as well as focus on how those trends affect success and development.
- Examine and understand the connection between popular culture in higher education and the diverse experiences of your peers.

After determining objectives, initiatives would need to be developed in order for students to meet learning outcomes. What academic practices and/or assignments will

assist students in understanding the importance of the overall college experience during their first semester on campus? “Though first-year seminars are often viewed as a way to increase faculty and peer interactions and academic engagement (see Hopkins, 1988; Keup & Barefoot, 2005; Kuh, 2005; Maisto & Tammi, 1991; Starke et al., 2001), these findings legitimize first-year seminars as a vehicle for enhancing students’ integration of ideas, information, and experiences as well as academic challenge and effort (Padgett, et al. 2013, p. 145). Utilizing existing research, as well as the feedback of stakeholders, several assignments and activities were developed as part of the EPE 174 curriculum in hopes of engaging students in campus life and becoming diversity competent. The areas of interest in conjunction with the assignments are diversity, academic capital, and campus culture. The intentionality of the course structure also plays an important role in assisting student with meeting learning objectives.

Diversity

As stated by Choate (2003), covering issues surrounding diversity on a college campus is one of the most common components of student success courses. “The United States’ population increased by 2.8 million between 2004 and 2005, and people of color accounted for 81 percent of the growth (U.S. Census Bureau, 2006). At this rate, one in every two U.S. residents will be a designated racial/ethnic “minority” by 2050 (U.S. Department of Labor, 2001). Yet, as we become an increasingly diverse nation and global society, neighborhoods and schools are paradoxically returning to levels of racial segregation not seen since the 1960s (Kozol, 2005; Orfield & Lee, 2006). What this means for higher education is that most incoming students have primarily been exposed to people of their same race prior to college entry. White students in particular tend to

have minimal interaction with people of other racial backgrounds before college (Orfield & Kurlaender, 2001)” (Jayakumar, U., 2008, p. 2.).

Diversity in Higher Education and Popular Culture Project: This assignment gives students a chance to investigate a problem or challenge facing higher education or society that intersects with diversity. Students should first select a challenge/problem they want to investigate. Examples of issues that can be selected include (but are not limited to):

- Increasing access to higher education for underrepresented groups
- Support for LGBTQ students on campus
- Diversifying the university faculty
- Free speech rights on campus
- Questions of body issues
- Etc.

The diversity related issue that each student recognizes, should be seen somewhere in popular culture. A movie, a Ted Talk, a YouTube video, a presentation – are just some examples. Students will analyze and breakdown the piece of media they choose, and relate that to our diversity-based class readings. Students then will create a “poster presentation”. More details will be discussed in class, as well as a rubric will be available via the class Canvas site.

Academic Capital

Continuing the development of the EPE 174 curriculum, the issue of faculty interaction and the important part it plays in student success also needed to be addressed. As Astin stated (1993) two of the biggest factors in student success is the connection an individual can make with both the faculty, as well as their peer groups. In order to address this subject, two other assignments were implemented to provide students with multiple opportunities to fill up their academic toolbox. Students would have a chance to work with a faculty researcher, as well as reach out to a professional in the field in which

they are interested. Giving students a glimpse into the work they want to do can be a very eye-opening experience.

Meet the Researcher Project: It is not always easy to understand the different types of higher education and some students do not comprehend what it means to attend a Research 1 university. How is knowledge produced in different fields? Within our college, our faculty represents a variety of disciplines and epistemological approaches. What does it mean to do “research” in the College of Education? Working in groups of 2-3 students, teams will read and develop a preliminary analysis of a research artifact (e.g. manuscript, grant proposal, or other scholarly product) produced by a College of Education faculty member. Using questions defined by that reading, the team will schedule an interview with the faculty researcher to discuss the manuscript. Following the interview, the team will produce a 2 page synopsis of the manuscript, share their experience with the class, and reflect on the relationship between this one piece of research and the larger scope of our general education curriculum.

Meet the Professional Project: Who is doing the work you want to do? As future professionals, it is wise to meet and get to know those who are working in the field in which you are interested. For this assignment, students will set up an interview with someone in the professional world. Someone who is doing the work in which you are interested! Students will develop interview questions and will then provide a short 2-page reflection. More details will be given in class.

Campus Culture

Fostering a feeling of belonging and sense of inclusive while on campus is important to the overall experience for incoming freshmen. But it can be difficult to guide students in looking deeper when it comes to inclusivity on campus. “Although the factors that institutions must address to foster an inclusive racial climate are relatively clear (see Hurtado et al., 1998, 1999), creating an inclusive racial climate on campus is a less than straightforward undertaking that requires different strategies from campus to campus (Richardson & Skinner, 1990). Given the ambiguous and intangible nature of racial climate or race relations on campus, quantitative scholars have measured it by attempting to capture how students of color feel on campus in one of two ways: through an institution-level measure of aggregated student responses (e.g., Chang et al., 2006) or

based on individual student perceptions (e.g., Hurtado, 1992; Hurtado, Engberg, & Ponjuan, 2003). Both strategies have unanimously yielded positive assessments of the value of a welcoming racial climate” (Jayakumar, U., 2008, p. 5). Another way of welcoming and appreciating campus inclusivity is to get out and explore spaces on campus that students have not previously frequented. An initiative to complete this objective came in the form of an individual student project.

Campus Mapping Project:As part of building a healthy and inclusive campus environment, it is important for students to know what is being offered across campus. It is also important to know how to locate certain offices and areas of interest on campus. This ties in to both the organizational and social aspects of campus environment. Students should be encouraged to reach outside of their comfort zone in order to gain a better respect and understanding of themselves, as well as other diverse student populations.

For this assignment, students will work in groups of 2-4, and each group will choose a place on campus they would like to visit and explore. The chosen area/office/social spot/etc. must be somewhere that the group does not normally frequent, or even better, choose a place that the group did not know even existed on campus. Then INDIVIDUALLY, students will develop a 3-4-page paper, as well as a class presentation. Specific details will be discussed in class and posted via the class Canvas site.

Classroom Structure

Beyond the assignments built into the EPE 174 curriculum; the course structure, including the intentionality of seating arrangements, plays a major role in providing students with the tools necessary to meet learning outcomes. Those tools are added to the students’ academic toolbox by engaging in activities and discussions that are purposely connected to EPE 174 learning outcomes. Students in EPE 174 are encouraged to employ a method of critical thinking that revolves around asking questions that stimulate conversations. Rather than provide students with predetermined discussion questions, the inquiries are first developed by the students and then broken down in class with the guidance of the instructor. In order to increase engagement and involvement with peers,

students will complete class projects and discussions in small groups before bringing their findings to the class as a whole. Those groups will also vary throughout the semester, so each student has a chance to get to know one another while enhancing teamwork and communication skills, part of the interpersonal skills that employers look for, and Magolda stated that are part of holistic development. Those interpersonal skills are continually built throughout the entire semester and each assignment or activity assists students in building and enhancing said skills and abilities.

4.1.2 Research Question Two: What do students at this institution perceive to be critical components of a student success course?

As part of this study, a theory of change process was utilized when developing and assessing EPE 174: The College student as a student success course for incoming freshman. “To understand how and if an intervention is working, we need to understand how the activities of the intervention are expected to lead to the desired results— both (a) the causal pathway from activities to outputs to a sequence of outcomes to impacts and (b) the causal assumptions showing why and under what conditions the various links in the causal pathway are expected to work” (Mayne, J., 2015, p. 121). I was able to match the causal pathways between activities used to complete certain goals and then determine if the initiative assisted students in meeting one or more of the learning outcomes.

The literature surrounding student development provides a solid foundation when it comes to understanding what should be included as part of a student success course curriculum. But because of the ever-changing academic environments and the plethora of issues that can affect a student’s experience, providing a survey to students who completed EPE 174 assisted in staying current on issues affecting college student

success. The survey consisted of thirteen inquiries, 10 of which are open-ended and three that are based on a likert scale. As previously mentioned, 146 students responded to the survey, and the majority of the survey was open-ended. I analyzed all responses and determined what areas of the curriculum should be evaluated further by what was mentioned most by respondents in accordance to each question. Each of the survey questions fit into specific areas of interest in relation to the college experience.

4.1.3 EPE 174 Specific

The first question on the survey is directly related to EPE 174: The College Student; it was important for students to take a vested interest in the courses they take, so students were asked, *Why are you taking this course?* As expected, responses varied widely among respondents. Some of the most frequent responses were geared toward fulfilling a certain degree requirement, or because an academic advisor suggested the course. There were other responses that were more in-line with the literature on student success courses and some that pointed out reasons that were not initially anticipated.

These are some of the more frequently mentioned responses:

“It was recommended by my academic advisor”

“To fill an elective requirement”

“If I'm being completely candid, I was looking for an "easy A" class to take. On the other hand, I feel like this class is going to be beneficial because there definitely is something to take away and use in the real world”

“To get a head start at a college experience and to be able to be a part of a brand new type of learning”

“To get a jump on my college courses, and to see how I will be able to adapt to the college "atmosphere”

“For college credit”

“I am taking this course to gain a better understanding of what it means to be an education major at The University of Kentucky”

The second questions related specifically to EPE 174 was, *What are your overall expectations for this course?* “Student expectations are a valuable source of information (Sander et al., 2000; Hill, 1995). New undergraduate students may have unrealistic expectations of the university experience and if higher education organizations have a good understanding of such students' expectations, they should be in a better position to both manage and bring them to a realistic level. Universities could for example inform students of what is realistic to expect from lecturers (Hill, 1995). The knowledge of student expectations can also help lecturers in the design of teaching programs (Sander et al., 2000). Hill (1995) finds that student expectations in general and the expectations of academic aspects of higher education services such as teaching quality, teaching methods, and course content in particular, are quite stable over time. Telford and Masson (2005) point out that the perceived quality of the educational service depends on students' expectations and values. They cite several studies that indicate the positive impact of expectations and values on variables such as student participation (Claycomb et al., 2001), role clarity, and motivation to participate in the service encounter (Lengnick-Hall et al., 2000; Rodie and Kleine, 2000). Such work clearly points to the importance of understanding expectations and values of students in higher education” (Gruber, T., Szmigin, I., Voss, R., 2006, p. 949-950). Understanding student expectations can provide a starting point for curriculum development as well as give educators an insight on how students view one of the first college courses they will take. Some of the more frequent responses could be broken down into themes, which can be analyzed further when

evaluating EPE 174 at the end of each semester. Some of the themes related to expectations that developed were geared towards understanding college life both inside and outside of the classroom.

“I’m expecting healthy controversial conversations that will open up my mind”

“I would like to be able to walk away with better knowledge of how to talk to people and not jump to stereotypes”

“To learn how to become a better researcher and understand more about the education system and college life”

“I honestly still don't know”

“I hope this course will give me an insight on what taking a college course truly feels like”

“To connect with the professor and my peers”

“I am hopeful and looking forward to seeing what I can take from this semester. I hope to get more comfortable with the university and better at public speaking”

“That it will help me get ahead of other freshmen in the way that I will have a better understanding of college life and what is going on around me behind the scenes”

“I expect to get a high grade”

These are two broad and open-ended inquiries, but allow students to critically examine what they thinking and/or feeling about this particular course before stepping into the classroom. Many students struggle with issues such as time management and stress derived from feeling overwhelmed. In an exploratory study completed by Terenzini, students indicated that the real learning of the transition process included “developing survival skill (i.e. money and time management skills, personal goal setting); developing the self-discipline to “just do it” when a task or obligation was recognized; taking responsibility for one’s physical, financial, and academic well-being; and developing a clearer understanding of oneself and one’s goals through interaction with

faculty and peers who held goals, attitudes, or values different from the student's” (Terenzini et al., 68).

4.1.4 College Transition

Transitioning to college can be a tough process for all students; the literature outlines specific areas that affect student success during their first semester. “Success for college freshmen is often defined in terms of making the transition to the college student role. Sociology-based theories identify multiple factors, both inside and outside of college, that may influence that process such as; students’ initial goals and commitments; their collegiate experiences, including their academic performance, extracurricular activities, and interactions with faculty, staff, and peer groups; their relationships with people and communities outside the college community, including parents, peers, employers, and community organizations; and their personal attributes and characteristics (Tinto, 1993; Weidman, 1989). While the theorists effectively capture the range of factors influencing students’ transitions, they fall short in addressing how students experience, perceive, and subsequently manage those various and varying influences” (Clark, M., 2005, p. 296). In order to take into consideration the students’ perception of a student success course, survey questions three, four, and five begin to address this issue. In relation to the student perception of success, asking what will be the most difficult aspect of transitioning to college affected initial assumptions within my theory of change.

What do you believe will be the most difficult aspect of transitioning to college?

“Time management is what will be the hardest for me”

“Practicing self-discipline”

“Getting situated with your classes, dorms, and shopping. As well as buying textbooks and other class materials”

“The social aspects”

“I feel like I have already transitioned”

“The style and cost. The shift from normal school to college classes, as college is mostly lectures and more difficult”

“The independence that comes with the courses. Also, managing my school work, social time and soccer (if I do end up getting the opportunity to play on the collegiate level)”

“I believe the most difficult thing for me will be time management, and doing my own laundry”

“Going from a small community to thousands of people”

“Switching my mindset from grade focused to learning focused”

“Teachers don't care about their students success”

What are you most excited about entering college?

“I'm really excited about starting this new chapter in my life. These next four years are going to be really important and form the foundation to my career. The friends, teachers, peers, etc. that I will make relationships along the way with are exciting too!”

“Making new friends and gaining knowledge of things I desire to know more about”

“The independence”

“Being able to handle the challenge it brings”

“Being able to explore what and who I want to be”

“Meeting new people”

“I'm excited to get somewhere in life, whether it be to get that successful job, or even make an impact on someone's life through the opportunity that college gives me”

What could be offered in a course that would make the transition to college easier?

“An adulting class: learning budgeting, how to do taxes, writing checks”

“I think the resources that they already offer in classes like SI sessions, TAs, Learning Interns, etc. are all great aids to students. They just have to learn to use them”

“Tips and advice from former students”

“Pointers on things to do on campus”

“I believe making this course as close to a real college class would benefit students the most. We would go into college knowing exactly what to expect in the classes”

“A course that teaches kids how to study and time management would be very beneficial for student transitioning to college”

“I think this course is the perfect course for transitioning because it allows you to work on skills that you need in college but may not have as much lenience with in the courses. It also provides a place where getting a good grade is not the number one priority, which really helps out with students juggling 12+ credit hours on top of other things”

“Adulting 101”

“How to maintain relationships while being far away”

“Just being able to talk without judgment and having understanding people surrounding you that are going through similar things as you”

4.1.5 Preparedness

When discussing preparedness with students transitioning from high school to college, the dialogue hovers around ideas related to things like grades, time management and workload. What isn't often discussed are some of the outside factors that affect feeling prepared as an incoming freshman. “Students starting college after the transition from high school may perceive their academic preparedness with feelings of confusion and insecurity (Boden, 2011). This sense of uncertainty is because undergraduate students enter the first-year of college at different levels of college readiness (DeAngelo & Franke, 2016). For instance, some students begin needing developmental education designed to minimize the gap in student learning from high school to college (Jeffcoat et al., 2014). Others enter feeling overwhelmed and susceptible to the pressures of newfound responsibilities and academic demands (Taylor, Doane, & Eisenberg, 2014). The complexity derives from a multifarious set of factors that inform a student's

readiness for college; the factors of college preparedness are (a) cognitive skills, (b) non-cognitive skills, (c) learning strategies, and (d) social capital attainment (Duncheon, 2015; Roderick, Nagaoka, & Coca, 2009)” (Florence, K., 2017). Survey questions six, seven, and eight focus on how students feel in regards to their level of preparedness before stepping onto a college campus.

Do you believe you are/were prepared for college after graduating high school?

“Absolutely not”

“Yes. My high school was a rich public school in the suburbs outside Chicago and I was basically forced to take all AP and honors level classes so if anything college feels like less work”

“Yes, my family and high school set me up for success”

“Yes and No. I believe that I'm ready but still have things to learn”

“After a little more time through this program I do believe I will be prepared for college”

“My dual credit classes helped to prepare me a little bit”

“yes academic wise, maturity wise no”

“I believe I will be partially prepared because you can never be completely ready for something”

“I believe I am prepared for the education part of college, but I am not yet prepared to live on my own”

How did you personally prepared for your college experience?

“I talked to as many people that I knew were in college as possible to get their perspective”

“I really like researching things that I'm interested in, whether it is a list of do's and don'ts when moving into the dorms or what notebooks are the best for certain classes. That being said, I did a lot of searching on all topics regarding being a new freshman and the overall college experience”

“I told myself that I would need to become organized to be able to stay on top of my work and not procrastinate”

“I looked a several site that talked about college and what its like to be a freshman”

“get a computer”

“Mentally telling myself that I am completely capable of doing this”

“I read through syllabus's before attending class, I went through lecture notes, and I began a routine for myself to get used to sleeping, eating, working, and studying on a schedule”

“I am a pretty positive and happy person so it prepared me well”

“Just tried to be open minded to new ideas and things as well as trying to be calm and collected when faced with lots of change”

“I didn't really prepare other than high school I guess. I was mentally prepared because I was so excited”

What would you have liked to know before starting college? “The amount of studying and teaching yourself you have to do” “how to get it the cheapest way possible”

“I wish I would've known about being more organized with scheduling classes. I thought that 9ams would be really easy due to my high school having a 7:20 start time. But, I was really wrong, it was difficult having energy and waking up in time for them last semester”

“Is it as hard as people make it out to be?”

“That it's not just about partying”

“I would have loved to have been informed that there are not as many grades taken as there are in high school so I would know that I can't slip up on an assignment”

“The easiest way to meet people”

“I would have liked to know how important it is to put yourself out there with people and new experiences because the experiences won't just come to you”

4.1.6 Faculty Connection and Instruction

The motivation behind this section of the survey initially started when recapping my own undergraduate experience. The classes I most recall and feel like I had taken something

away were the classes in which I made an effort to connect with my instructors. This is also a point of emphasis when speaking with as an instructor of EPE

174. Taking what I learned from the anecdotal evidence, I needed to anchor my assumptions in the literature. “Student-faculty interactions can be crucial in developing students’ academic self-concept and enhancing their motivation and achievement. Colleges and universities that actively foster close and frequent contact between their students and faculty members are more likely to reap a host of benefits from such initiatives. Faculty members taking an interest in their students’ academic progress could potentially make significant contributions in increasing their intellectual and professional development (Anaya & Cole, 2001; Chickering, 1969; Chickering & Reisser, 1993; Cokley, 2000; Terenzini & Pascarella, 1980). There is evidence that students successful in knowing even one faculty member closely are likely to feel more satisfied with their college life and aspire to go further in their careers (Rosenthal et al., 2000). Although most interactions with faculty tend to occur within the formal classroom setting, students who experience informal interactions tend to be more motivated, engaged, and actively involved in the learning process (Thompson, 2001; Woodside, Wong, & Weist, 1999)

(Bhattacharya, G., Komarraju, M., Musulkin, S. 2010, p. 332). Survey question nine is an open-ended questioning focusing on what role students believe faculty plays in their educational experience and attainment. Questions ten, eleven, and twelve also focus on faculty interactions and instruction styles but are based on a likert scale.

What role do you believe your professors play in your college experience?

“I feel like they play as a role model of sorts because students are striving to meet that level of knowledge and experience. I also think they can really make or break a college experience with workload amounts, exams, etc.”

“Helping me to pursue my career”

“I believe that making a personal connection with my professors is what will really make college the best experience it can be”

“They can make or break my entire college experience with the way they teach”

“a crucial one of maturing us into fully fledged responsible adults”

“The professor is there to teach us new content and assist us when we need help on assignments”

“I believe my professor plays a mentor-like role to me and my other fellow students”

“I believe they are there to offer us both academic and general advice about the campus and the world. They hold us accountable and give us insight, feedback, and constructive criticism”

“they can be a mentor or they can cause a lot of stress”

Figure 4-1: Question 10

Q10. Instruction styles and methods utilized by my professors have an effect on my achievement.

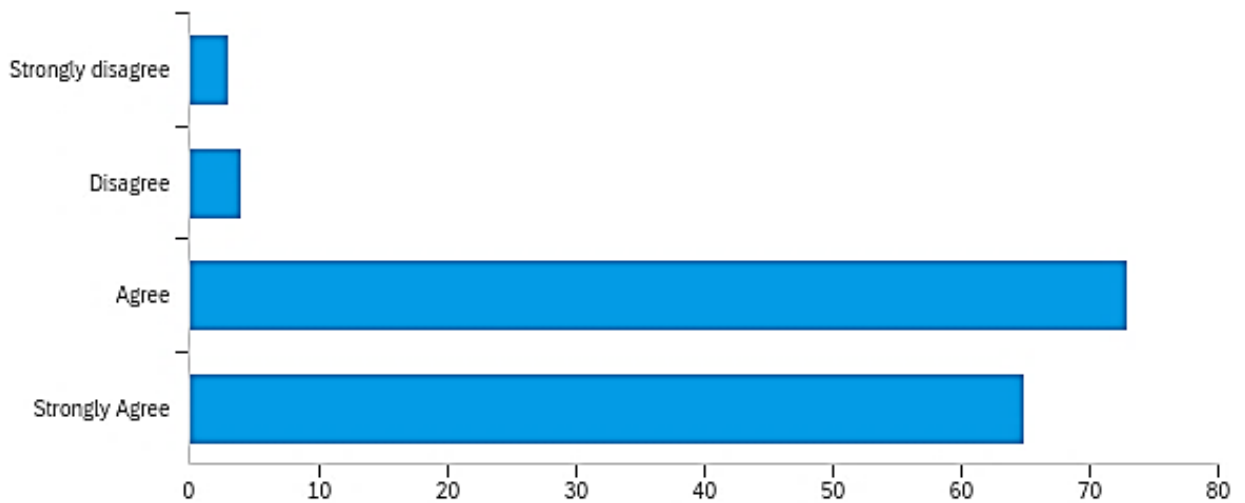


Figure 4-2: Question 11

Q11. Discussing career plans and ambitions with my professors outside of class is beneficial to my college experience.

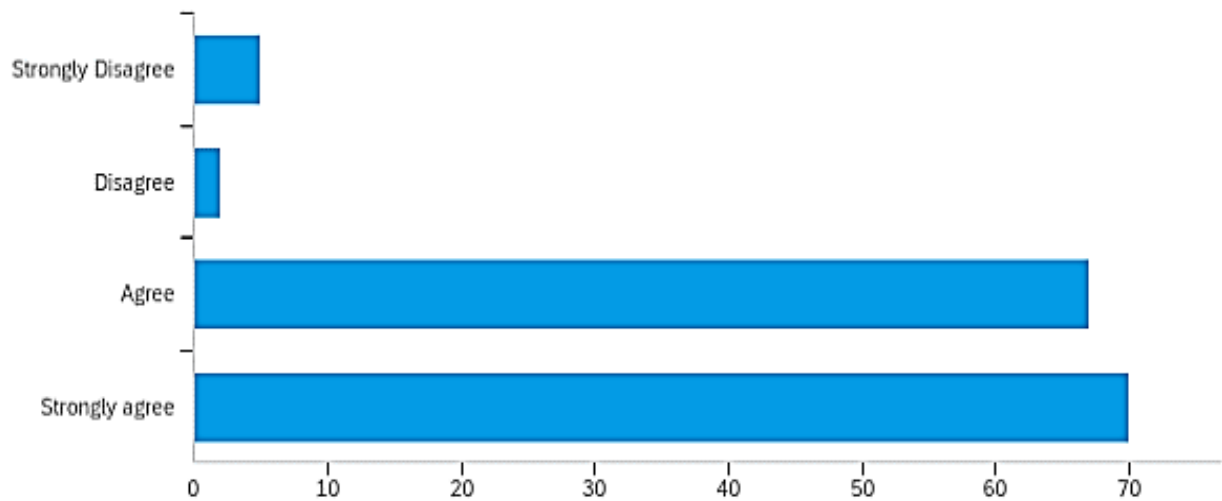
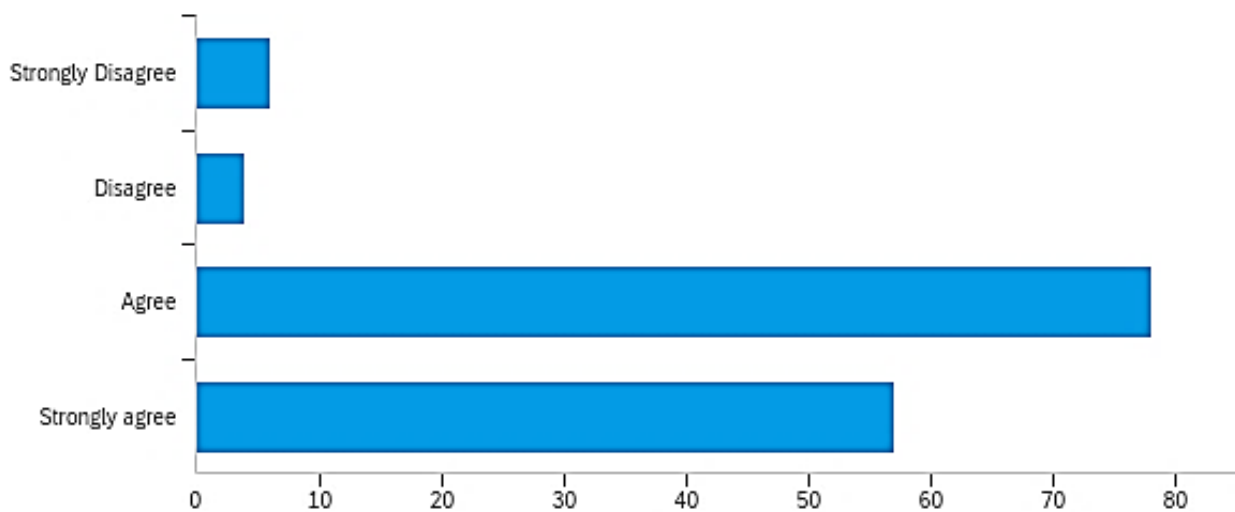


Figure 4-3: Question 12

Q12. Forming a connection with other students in my class is important to my experience.



In conjunction with literature that already exists in regards to the student and faculty connection, the results from the EPE 174 survey reiterate that most students feel that forming a connection with faculty would be beneficial to their college success. Forming those important connections is accomplished in EPE 174 through several of the intentionally build activities and assignments. The “Meet the Researcher” assignment allows students the opportunity to meet with a faculty member of the University of Kentucky. This assists students with learning to communicate and work with a faculty member at a major research university. The instructor of EPE 174 also provides students with the perfect “practice field” when it comes to communicating with faculty and administration. In EPE 174 students are given the opportunity to learn and improve without the stress of worrying about a grade or making a mistake. As part of the curriculum, students will work on crafting emails to faculty and then the EPE 174 instructor will provide feedback and allow for adjustments.

The relationship between student and faculty, especially in a student success course, can be beneficial both in social-emotional functioning and influence on academic self-concept and achievement. “Faculty member-student relations are a strong motivator and indicator of learning. In particular, Decker, Dona, and Christenson (2007) note that the student-faculty member relationship is more important in predicting students’ social-emotional functioning than their academic performance. This implies that there is a support-seeking dimension in student-faculty member relationships that can be carefully nurtured to shape positive outcomes for students” (Bhattacharya, G., Komarraju, M., Musulkin, S. 2010, p. 333). Studies have also shown that students who more frequently speak with faculty members are more likely to have higher levels of academic self-

concept and overall confidence. “In support of Chickering’s model (1969), recent data suggests that students engaging in meaningful interactions with faculty members are more likely to have a sense of purpose and competence for succeeding in college (Bhattacharya, G., Komarraju, M., Musulkin, S. 2010, p. 335).

4.1.7 Goal Setting

The final question of the survey was an open-ended inquiry regarding goal setting, specifically linked to the goals students want to set for EPE 174. “Morisano et al. (2010) find that struggling college students earn higher grades when they write about personal goals at the beginning of the school year: Students randomly assigned to complete a brief online goal-setting intervention experienced a large increase in Grade Point Average (GPA) relative to a control group, and a higher likelihood of maintaining a full course load. It is believed that salient goals affect action (Locke & Latham, 1990, 2002; Locke et al., 1981), and that goal-setting affects performance by improving focus, effort, enthusiasm, and persistence, while leading students to more efficient strategies for achieving desired outcomes (Locke & Latham, 2002)” (Dobronyi, C., Oreopoulos, P., Petronijevic, U., 2017).

What is your goal this semester for EPE 174?

“To not only pass, but feel more secure when I graduate”

“To get a good grade, and to discover new methods for success”

“To get that 4.0”

“To come out having more knowledge of college through experience and through this course”

“to be able to say college is the right path for me”

“Give full effort the whole semester to hopefully prepare myself for higher education”

“My goal is to finish this class with a better understanding of life as a college student, and to become a better student”

“My goal this semester is to interact and get to know other students all while growing a deeper understanding of the college experience”

4.1.8 Summary of Findings

This chapter consisted of a discussion of findings and results from an intensive literature review of student development and theory of change. Information was also collected from students who completed the EPE 174 survey. Through the evaluation of EPE 174: The College Student, many of what students want in a freshman student success course matches up with what the literature says is important in regards to achievement. As further research is needed because of the cyclical nature of the higher education environment, having a logic model based framework to utilize while developing and evaluating student success courses, such as EPE 174, will allow educators to stay current on issues that affect student’s college success. Educators can then adjust and change curriculum, as needed in accordance to new literature, as well as up to date student responses.

CHAPTER 5. DISCUSSION

There is an overwhelming amount of literature in support of the positive impact that first year student success courses have on achievement. Most of the research is focused on cognitive outcomes and study strategies needed to succeed in the first year. “Previous research has yielded almost universally positive findings for the impact of first-year seminars on student persistence, performance, and engagement outcomes (e.g., Barefoot et al., 1998; Fidler, 1991; Fidler & Moore, 1996; Starke, Harth, & Sirianni, 2001; Tinto, 1993) (Padget, et al., 2013). The feedback from the EPE 174 survey also shows that students look for more than just study skills when it comes to a first year success course. The interactions that take place amongst peers, as well as the connections made with faculty in a smaller, seminar-based course also play an important role in the college experience.

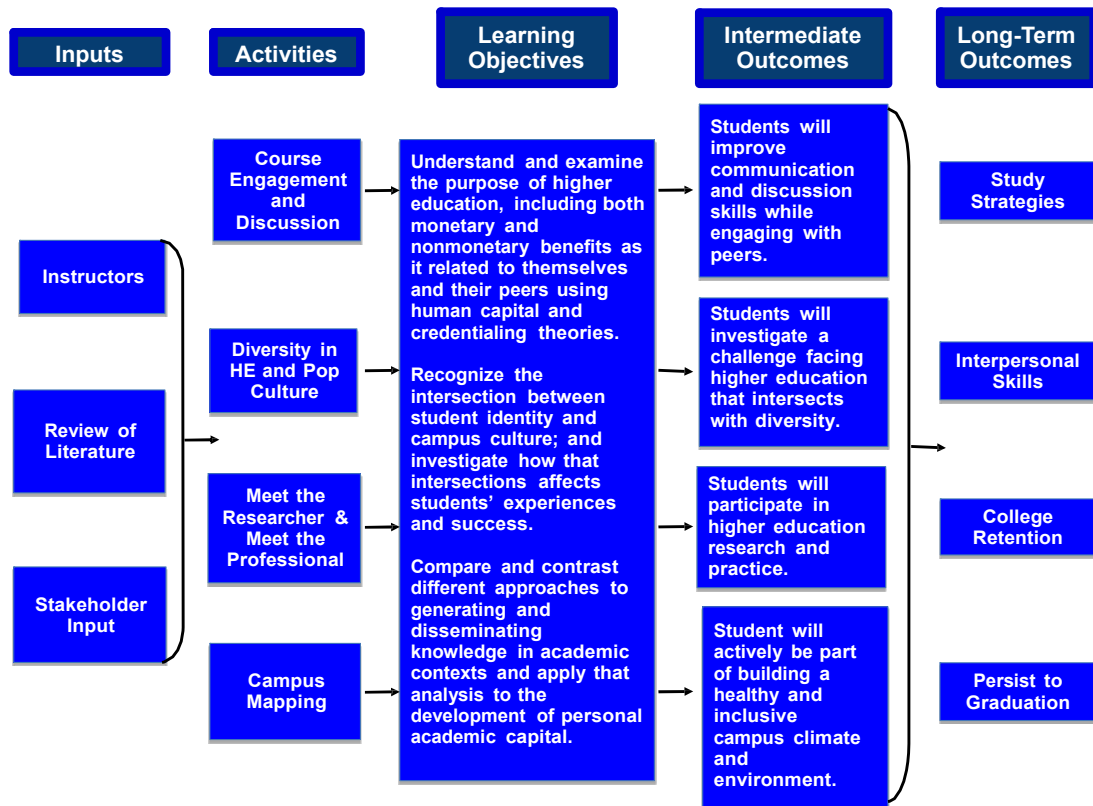
Over the past 40 years, student success courses have become a staple of the college freshman experience (Boudreau & Kromrey, 1994). A student success course allows students the opportunity to work closely with both a faculty member and their peer groups. Using what the literature says in regards to student success in conjunction with feedback from student survey results, we can evaluate a student success course to assure learning objectives are being met and students are being prepared to be the best version of themselves. Student success research exists and it is obvious that student success courses in the early years play a major role in providing a solid academic and social foundation (Boudreau & Kromrey, 1994).

Revisiting the initial questions that were the guiding inquiries for this research, I am able to unpack the feedback from students in combination with existing literature on student development and student success courses.

Question 1: What should be included in a student success course, according to the literature?

This aspect of the study is geared more towards the front end of the development process of EPE 174: The College Student. As this project is focusing on both the development and assessment of EPE 174, I utilized existing research on student development and student success courses to determine learning outcomes and initiatives needed to meet said outcomes. Following a theory of change process, used as a visual roadmap for development and assessment, I was able to engage stakeholders and receive feedback from invested parties in regards to pertinent research. According to research, student success courses have played a pertinent role in the transition to college for incoming freshman (Astin, 1993). Knowing the importance of the student success course in the overall higher education landscape was the first step, the second was to determine what outcomes needed to be met. After analyzing the research, there were several areas of emphasis that are important to the transition process but are not always covered in introductory courses. The main areas involved examining the purpose of higher education, affects of campus environment and culture, interactions between student populations, and the ever-changing characteristics and trends of today's college student. From these areas, several learning objectives were developed.

EPE 174: The College Student Theory of Change



Literature on the effects of diversity on a college transition experience is lacking in certain areas in relation to competency. But the literature that does exist clearly states the importance of understanding others experiences as part of your overall journey. “A review of the higher education literature suggests that racially and ethnically diverse student populations enable colleges to provide all of their students with skills and abilities that will presumably prepare them for future employment. Studies of college students have demonstrated a relationship between campus racial diversity and student growth, in both personal and academic spheres, during the college years (Antonio, 2001, 2004;

Antonio et al., 2004; Astin, 1993a, 1993b; Chang, 1996; Chang, Astin, & Kim, 2004; Engberg, 2007; Gurin, 1999; Gurin et al., 2002; Hurtado, 2001; Hurtado, Engberg, & Ponjuan, 2003; Milem, 1994; Pascarella, Bohr, Nora, & Terenzini, 1996). Scholars have outlined three types of diversity, all of which are interdependent: structural, interactional, and classroom (Gurin, 1999; Gurin et al., 2002)” (Jayakumar, U., 2009, p. 3).

To match up with the literature, the Diversity in Higher Education and Popular Culture activity was developed and implemented. In connection with student feedback, this initiative was one of the more favorable in regards to assignments and curriculum. As a lower-limb amputee and a student on a large college campus, I understood the challenges that specifically came along with being perceived as different or diverse. I see my difference as a strength, and by focusing on the idea of being diversity competent and appreciating the experiences of others, the Diversity in Higher Education and Popular Culture project both widens the horizons of students, as well as providing confidence for those who also are perceived as diverse.

The other assignments and initiatives outlined in the attached syllabus were also influenced by the literature on student success courses and development. The Meet the Researcher and Meet the Professional projects both played a pivotal role in the aspect of students forming connections with faculty and their peers as these were group projects (Astin, 1993). One issue in regards to development and the initiatives utilized to meet learning objectives, because of the changing academic and social environments, the Campus Mapping Project would need to be further investigated if more students move to an online format for classes. As part of building a healthy and inclusive campus environment, it is important for students to know what is being offered across campus. It

is also important to know how to locate certain offices and areas of interest on campus. This ties in to both the organizational and social aspects of campus environment. Students should be encouraged to reach outside of their comfort zone in order to gain a better respect and understanding of themselves, as well as other diverse student populations. If students cannot be on campus as frequent as in previous semesters, then alternative initiatives that focus on learning outcomes related to campus inclusivity and campus culture will have to be developed.

Question 2: What do students at this institution perceive to be critical components of a student success course?

The biggest advantage of utilizing a theory of change model for the development and evaluation of a student success course is the flexibility and innate use of such a process. “A theory of change describes the types of interventions (a single program or coordinated initiative) that bring about the outcomes depicted in the outcomes framework map. Each intervention is tied to an outcome in the causal framework, revealing the often-complex web of activity required to bring about change. The framework provides a working model against which to test hypotheses and assumptions about what actions will best produce the outcomes in the model. Adherence to the theory of change method keeps the processes of implementation and evaluation transparent so that everyone involved knows what is happening and why” (Clark, H., Taplin, D., 2012). Utilizing a theory of change process, as a framework for the development and evaluation of a student success course has shown to be beneficial after assessing EPE 174: The College Student. As previously mentioned, since the academic environment is fairly unstable at this time, having the scaffolding already in place makes the process of altering the course to best

meet the needs of students more efficient. We can engage stakeholders, since they have already been identified, and work as a unit to adjust curriculum if needed.

“For new students, college presents a foreign set of norms, traditions, and rituals, and a new language and environment... [Therefore,] making the transition from being a high school student to being a successful college student does not happen instantaneously, and it certainly does not occur by simple osmosis” (Hunter, M., 2006, p.

4). Providing students with a safe space to ask questions and be inquisitive about everything involved in the college experience will assist in providing a solid foundation for continued growth both inside and outside of the classroom. Beyond just offering this safe space for students, educators then have to listen to what students are saying and then continue to evaluate according to feedback Survey results highlight the areas in which students felt the strongest in regards to what should be included in a student success course. That feedback was then used in the assessment of EPE 174 in accordance to the uden 2019 semester.

A specific finding directly related to the changing academic and social environment in which we are currently experiencing, is that the outcomes and initiatives surrounding the importance of campus inclusivity will have to be revisited. To meet this course objective, students would complete the Campus Mapping project, but due to the fact that students will be taking advantage of online learning experiences for some of their earlier semesters in college, they will be unable to explore campus spaces. By utilizing the theory of change process to develop course framework, educators can go back and determine how to adjust initiatives in order to still meet the needs of students, despite the changing environment.

5.1.1 Future Implications

This study could have several implications for future research in the field of higher education, more specifically focusing on student success courses. The survey distributed to those enrolled in EPE 174 can recurrently be utilized as the academic environment continues to change. Gaining insight from students provides a broader view of what is changing in higher education that may not have been covered in literature as of yet; staying on the pulse. Upon further research related to utilizing a theory of change process to develop and evaluate a student success course could be expanded to include similar student success courses at other institutions.

“To get a comprehensive understanding of the impact first-year seminars are having on life- long orientation, practitioners must evaluate the seminar outside the normal metrics of student success (i.e., persistence, grades, and satisfaction) and consider a wider range of student development and learning outcomes” (Padget, et al., 2013, p. 147). The questions utilized in the EPE 174 survey focus on metrics of success that are outside what is normally seen as variables. Leaving the inquires as open-ended allows students to reflect upon their own experiences and expectations without following a predetermined prompt. Finally, this study utilizes a change of theory approach and provides a possible scaffold for the development and evaluation of current and future student success courses in higher education.

My main motivation for this particular research idea comes from evidence related to student needs based on conversations with students that were part of the EPE 174 cohort. What became evident was the need to utilize my own positionality while also grounding this idea in the research. The issue of positionality plays a major role in this

research and the development of the problem statement. As an educator, and one who has taught EPE 174, the student success course at the heart of this project, I am more than aware of my own bias and assumptions. To mitigate biases the literature was the driving force for the development of learning outcomes, rather than only my presumptions. My preconceptions played an important role because I took those notions and then made sure to check and see if what I thought matched what is evident in the literature. I still feel strongly about understanding each individual's personal experiences when beginning the higher education journey. From meeting and talking with students during my time as an instructor, I have a better understanding of what students want and need as the academic environment continues to change. I also take into consideration my own experiences when working with students. As an amputee, I have faced my share of distinctive challenges both as a college student and instructor. Overcoming unique hurdles is something that students struggle with while transitioning to college. By providing students with a safe space to ask questions, which are not normally covered in a textbook, regarding the college experience will lead to higher success both inside and outside of the classroom. I believe that a student success course such as EPE 174 is a perfect space to allow for exploration both as a student and individual member of campus.

The literature on student success in higher education provided the foundation for the theory of change framework used throughout the development of EPE 174: The College Student. This study takes the existing literature and meshes that with feedback from students who have completed EPE 174. This theory of change model then assists with taking into account the ever changing academic environment and the needs of incoming cohorts while developing a student success course. This study outlines how

educators in the field of student success and development, as well as other institutions of higher learning, can mesh what is known in the literature, contextualize that with the voices of those the course serves, and build a course that is intentionally designed to address both evidence-based practices and student needs. The theory of change provides the framework of development and also allows for student feedback to shape and adjust the framework as needed, again taking into consideration the changing academic environment. By following the theory of change framework for EPE 174, course developers are allotted a level of adaptability when it comes to curricular decisions. Again, related to the changing environment, as the college experience changes so do the needs of students. If instruction styles shift to more of an online format, then determining what students need when it comes to campus culture and campus mapping would need to be reevaluated. With the theory of change, each step in the framework can be adjusted. In regards to future research, taking into account institution size, as well as student expectations would provide an even clearer picture of what students find to be critical for their own success. Assumption and preconceptions related to student success may differ greatly in regards to the size of the institution. In the future, student expectations along with institution size can be taken into consideration as inputs within the theory of change and then subsequent curricular changes can be made due to the adaptability of the framework.

APPENDICES

Appendix A

Fall 2019 Survey Results

Default Report *EPE174 Fall*

2019 Assessment October 19, 2020 11:08 AM
MDT

Q1 -- Why are you taking this course?

as a first generation student i need guidance in many things that I have no knowledge. I wanted to

experience what it was like to take an online.

To gain an understanding on how to be a better student and learn how to approach. I also needed to fill a core credit. discussions

For the experience dual credit

It was recommended by my academic advisor

If I'm being completely candid, I was looking for an "easy A" class to take. On the other hand, I feel like this class is going to be beneficial because there definitely is something to take away and use in the real world.

My mom read the description and recommended it, and it seems like a good opportunity to take. To get myself

prepared for college and learn about college life

I was given the course to have a start in college classes, so I took it.

I'm taking the course to learn more about college and use it as a tool to help me succeed in college

To get a head start at a college experience and to be able to be a part of a brand new type of learning. as an elective

To fill an elective requirement. To fulfill a uk

core credit.

To learn how to be a better student

Other classes were full

It was recommended by my advisor

STEAM Academy

To fulfill an outside of major college elective

because I want to prepare myself for college

i wanted to take college courses at my high school so i took this course

To learn how to improve how I think and to help prepare me for college.

For college credit

To get a jump on my college courses, and to see how I will be able to adapt to the college "atmosphere".

To learn how to survive in college.

I am taking this course to start getting prepared for college early, and so I will have an idea of what to expect when I enter college.

To better prepare myself for college.

The opportunity was offered and I wanted to get ahead in college

I am taking this course to gain a better understanding of college and to learn skills that will help me become a better student.

to help better prepare myself for when I do attend college

I am taking this course because I wanted to experience what it is like to be a college student.

I am taking this course to grow in my understanding of the ins and outs of college and how to be a successful as a student.

To get a better feel for what college will be like.

I feel that it is important to analyze your reasoning and the cost factors for decisions such as attending college. I

am taking this course because I thought it would be a good opportunity for me to get a feel for college.

I want to grow as a college student and understand the processes of getting there through learning about the college system.

It was required.

I was interested in what it was.

Good course to take for my college/major.

I am taking this course because its more specialized in the education field rather than the UK 101.

It's required for EDLife

My Advisor suggested I take this course.

It is required

It was recommended to me when I was selecting my courses

required for my major

It was more credits than UK101 and covered a Uk core class

Cares requirement

Its required for my LLP

Requirement

My advisor suggested it because she thought it would be beneficial.

My advisor recommended it for me

KHP LLP requirement

Required for CARES

Required

by force

Because it is required

My LLP requires me to

I have to for my LLP

For a credit

My advisor told me to take the class.

My advisor put me in this class instead of UK 101.

I am a member of the KHP and Wellness LLP. We are required to take this class.

It is a requirement for the KHP LLP.

To learn about college theories of success.

I am taking it because my advisor recommended it.

Recommended by my academic advisor and it fulfilled a UK core requirement

because it's required

was told by my advisor that this course was required. I

was required to take this course.

Recommended to me.

Because I have to - It is a scholarship requirement

Because my advisor suggested it as a better alternative than UK 101, since it fits my major.

It was recommended with my major.

It was recommended by my academic advisor

I had to

I'm in the KHP LLP

I am required to

To learn about the basics and history of education.

I have to

Its required for my major

Required

Had to

It was recommended to any education major

because I had to

For my KHP/Wellness LLP.

I am interested in all aspects of college

Its a requirement

My advisor said it would be a good way to meet people within my major area.

i found this course to be useful, especially when transitioning to college. i wanted something more than the average UK 101 course.

Because its a requirement

I am taking this course to gain a better understanding of what it means to be an education major at The University of Kentucky

2 - What are your overall expectations for this course?

What are your overall expectations for this course?

I'm expecting healthy controversial conversations that will open up my

mind. I expect to learn new things about higher education.

I would like to be able to walk away with better knowledge of how to talk to people and not jump to

stereotypes. To take something away to help me with my college life and success

learning about college and skills for college

Learning new ways of thinking, and how college students learn

I'm sure that there will be a lot of information and knowledge given about being successful and how to be successful as a college student. Honestly, the course description covers my expectations.

To learn how to become a better researcher and understand more about the education system and college

life. To help me learn how college works and college life

I honestly still don't know.

I'm not sure what I'm expecting. I'm just learning as I go along the way

I hope this course will give me an insight on what taking a college course truly feels

like. to receive an A

To learn how to get through college more

eOciently. To learn more of how I as a student

learn.

To connect with the professor and my peers

Learn how to be a better student

To learn skills that I can use in my everyday life

I want to start college with confidence and low anxiety

Learn more about college and

life to learn a lot and enjoy this

course

nothing in particular which is nice, i like a challenge and surprises

What are your overall expectations for this course?

to help me open my eyes.

To help me learn what to expect for college and college life

I hope to learn a lot about myself and the way I learn best.

To get an insight into how college life might be and how to survive.

I think this course will challenge me to become a better student.

To learn what a college course will be like.

a difficult but rewarding class that will test my intelligence

I expect to grow as a student and learn about getting a higher education.

to learn in grow in several aspects from the studies of higher education to how to build healthy college habits

My overall expectation of this class is just to become an overall better student.

My overall expectations is for this class to challenge me and to get a deeper understanding of college.

To learn valuable information.

I am hopeful and looking forward to seeing what I can take from this semester. I hope to get more comfortable with the university and better at public speaking.

I have high expectations, I hope to learn lots of new things and meet new people.

To try and expand my knowledge of what it means to be a college student.

Learn a lot of beneficial information.

To be more informed

To learn more about things around campus.

My overall expectations for this course is to learn more about UK's resources as well as participate in discussions about educational issues and ideas.

That it will help me get ahead of other freshmen in the way that I will have a better understanding of college life and what is going on around me behind the scenes

To learn more about higher education.

To learn more about college life

To learn more about higher education what are your overall expectations for this course?

to help with my transition to college

Learn more about college and college students but also about teaching

Learn more about the university

To learn and study more about college life

To learn more about my education and the background of everything.

I expect to feel more adjusted to college life.

I think that the class is interesting and provides a lot of information for us to use in the real world

Learn how to be a successful college student

To learn more about navigating college life

None

To learn about college

I expect to get a high grade

I expect to learn about the described course material

To learn basic college skills

To have a better understanding of college

I plan to learn more about college life and expectations.

To learn about college.

More information and source for my future job and financial knowledge of college. I

wanted to gain knowledge that will overall make me a better college student.

My expectation of this course is to come out more prepared for the difficult move to college.

I expect to learn a lot about the different elements of education.

I would learn about resources on campus and more about UK as a college and how students learn and are taught in college

to learn about student related to this course

I expect to learn techniques to help me do well in many different aspects as I transition into college.

What are your overall expectations for this course?

I hope to learn more about why schools require more money for students that aren't from the state.

To learn about theories of college student success.

To have a good college foundation

To get an overall understanding of what education looks like at UK

To learn specifics within my designed major and college.

I'm honestly not sure

Learn about college

To learn more about UK and why college is important

learn something and apply it to daily life

Learn about the basics and history of education.

I don't have any

better study techniques and learn about the real deal when going to college

Learn

I'm not sure

To learn about basic resources that would be helpful for education majors at the university of Kentucky.

to learn more about college and how to be prepared

Learn more about my education and others.

to learn the ins and outs of the university

I will at least get something useful out of it

To learn more about what it means to be a college student.

i want to learn something new, and continue to be interested in learning, not because i have to.

To learn more about how college works

I expect to gain an insight into the financial, social, and academic responsibilities of a UK student.

What are your overall expectations for this course?

To teach me resources that I can use for the rest of my time in college.

to understand more about my college and university and how to better succeed

To learn how to better navigate college life

Developing college skills.

I did not really have an expectations coming into this course.

Test

Test

That I am able to gain skills to positively affect my experience here at UK

To learn something I would not have learned in any other course. I hope to have an open mind and broaden my horizon by listening to other peoples point of views.

To learn and understand more about my purpose and university

Learn more about campus and what it has to offer but also how certain things affect us everyday and why things on campus are implemented for specific reasons.

To learn about how to utilize my resources in college and to get prepared for my career

to help me with the transition of UK

To learn more about how to succeed in college.

To come into class with an open mind and apply what I learn in all aspects of my college career and afterwards

To learn how to be efficient

To learn about college

To teach me skills to help me through college

To figure out if I want to keep the same major.

To learn about education and better understand college and life after college.

Gain as much knowledge of college life, anything that will help me succeed in the next years to come.

To understand UK and the college better

To learn more about UK and college in general

What are your overall expectations for this course?

To show me the expectations of becoming an education teacher and working in the education world.

Learn basic information about college and my major specifically

to learn practical tools for college and career aspirations

Learning how to be a more successful college student.

Learn how to succeed in college and learn about modern issues with the education system

To get a better understanding of why we go to college, and how i can be successful in college.

I expect to become more comfortable with this new environment, and also learn what it means to be a student in the college of education. I

expect this course to be tough yet do-able.

I expect for this class to be more real life conversational than my other classes.

To be more comfortable and familiar with campus

Learn about the decisions I can make and how they will affect my future.

to gain more knowledge

To learn how to manage time and learn about skills we will need to obtain.

I want to learn successful strategies for college

I honestly don't even know why this class is required or what I'm supposed to get out of it.

To learn more about how college works and to meet other people with similar majors

To gain tips and learn how to become a successful college student

I hope to get more connected to the staff in the education department, really understand what college is going to do for me, and just feel more comfortable here at college

To have great discussions in order to be more knowledgeable about life

To go over things that will be very beneficial in the real world.

I want to learn more about the college of education and the University of Kentucky.

To learn helpful tips for succeeding in college

My expectations are to learn as much about college as possible.

What are your overall expectations for this course?

I hope to gain a better understanding of college life and the issues surrounding college such as tuition rates, the value of college in the real world, etc.

I have no expectations

low stress and help with understanding who I am

Learning the reasons for people going to college and how to be successful in college

This course will teach me things about college that I did not know.

To understand how to be successful in college

Q3 - What do you believe will be the most difficult aspect of transitioning to college?

What do you believe will be the most difficult aspect of transitioning to c...

Time management is what will be the hardest for me.

Time management.

Learning how to balance academics and free time.

School

finance

Managing my time between classwork and other activities

So far, the only thing I have struggled with is taking care of myself. I have GAD so pretty much everything in my life stresses me out. I got really sick at one point and lost about 15 pounds and was hardly eating or sleeping. I'm doing much better now though so don't worry!

Practicing self-discipline.

Learning to not procrastinate

Time Management

Getting situated with your classes, dorms, and shopping. As well as buying textbooks and other class materials

I believe that keeping up with our own work load will be a definite change.

time management

I feel like I have already transitioned.

The social aspects.

The freedom

Living away from home.

The independence

Anxiety

Making friends

being on your own and having to do things yourself

What do you believe will be the most difficult aspect of transitioning to c...

the atmosphere as well as new people

Managing my time well

The excessive work load most college students have

Dealing with everything that will be thrown at me at once.

I believe I will have a difficult time adjusting from not being at home. Also, I will have a hard time with balancing my school

work and social life. The independence that comes with the courses. Also, managing my school work, social time and soccer (if

I do end up getting the opportunity to play on the collegiate level).

The style and cost. the shift from normal school to college classes, as college is mostly lectures and more difficult. I

believe the most difficult thing for me will be time management, and

doing my own laundry. learning to live with a roommate

I feel like the work load will be a difficult aspect of transitioning from high school to college.

I believe the most difficult aspect of college will be leaving my parents and having to do everyday things, like

laundry, for myself. The workload

Getting used to college sizes and putting forth the extra effort to get to know

your professors. Honestly I think the most difficult aspect for myself will be

rationing my money in an effective way. Being independent and being the one to

make critical decisions.

Being so far away from home.

adjusting to life without family so close by

Time management

The most difficult aspect of transitioning into college is leaving all my friends and family. I

thought it would be finding a community, but in reality it has been the work load

The work load and having to push myself to

get my work done. Time management and

study skills

Managing my time/studying

time management

What do you believe will be the most difficult aspect of transitioning to find new friends

Going from a small community to thousands of people

Being able to manage studying, your social life, fitness, and mental health

Time management. Trying to fit everything into my schedule and still have time to socialize and spend time with friends

Switching my mindset from grade focused to learning focused

Being on your own and being responsible for everything. Also time management

Leaving home and being homesick. Also, having to figure out how to survive on my own.

Adjusting to being away from home

The workload

health

Just completely starting over away from home

Managing time

Leaving family and friends

Finding my way around

Teachers don't care about their students success

Teachers don't care about your success as much.

Time management is very difficult

Time management

Getting extra help in lecture hall classes.

I believe it will be the workload.

I miss my bed at home

being away from home

The overall change that comes with this new part of my life.

Being prepared mentally will be the most difficult.

What do you believe will be the most difficult aspect of transitioning to c...

Adjusting to your schedule.

Being away from my family and friends

Time management

Time management

The amount of accountability for assignments

Paying for things

Knowing to do things on my own.

managing your own time

Time management

Time management

the study habits

Learning

None so far

Being alone a lot of the time

handling my freedom and time management, studying

Staying on top of my work and managing my time.

living on my own

Time management

Finances

i think staying headstrong is what is most difficult. Staying positive when something doesn't go right or if you fail, try again.

Staying organized

I think leaving my family is the most difficult part about being at college.

Time management

What do you believe will be the most difficult aspect of transitioning to c...

finances

Leaving my family and making new friends.

Balancing the workload and planning ahead due to assignments being assigned far in advance

Leaving my family and having to grow up

Having to make all new friends again- it's exhausting.

Planning out my time.

Missing people from back home. (family, friends, etc)

Leaving home. I am a 12 hour drive away

Learning a new routine

I think the workload, preparing for tests, and managing my time with all the different due dates will be hard as the semester goes on.

learning how to use you effectively.

Time management

Studying.

Balancing new personal freedoms and schoolwork

Managing my own time

I think adjusting to teachers' expectations, as some are completely different than high school, will be hard

Time management & trying to make it your home

Managing my time.

So far, I think the most difficult aspect of transitioning to college has been making friends and the course load. Trying to balance having fun and studying has been difficult.

the work load

The most difficult aspect of transitioning to college personally is time and stress management, along with organizational skills.

Learning to function well on my own - specifically managing my time well.

I am a second year so I have already adjusted

leaving my parents

What do you believe will be the most difficult aspect of transitioning to c...

Being on my own and not having my parents to help with some everyday things.

Being homesick (missing my town, family, & friends)

Time management

Q4 -- What are you most excited about entering college?

being able to grow into my own person.

The athletics.

The freedom and being farther from home.

School

career path

Being on my own, and having so much freedom

I'm really excited about starting this new chapter in my life. These next four years are going to be really important and form the foundation to my career. The friends, teachers, peers, etc. that I will make relationships along the way with are exciting too!

Studying a field I'm actually interested in.

Being able to study and learn what I want to

Being able to see my friends again and gaining new experiences.

Learning and expanding my knowledge and start studying the career that I most enjoy.

I am most excited to say that I am involved in a great program through a great college that will hopefully teach me great things.

Meeting new people

My career and future fun times.

Making new friends and gaining knowledge of things I desire to know more about.

Learning and mastering a specific field

The independence

The independence

independence

Having my own time and schedule

being able to handle the challenge it brings

easily the different style of learning and using different resources, but also meeting new people

What are you most excited about entering college?

Learning

Transitioning into something new and getting to learn about the things I enjoy

The freedoms that are given to each student.

The experience of it all.

I am excited to meet new people and make new friends.

Making new friends, and setting up my future.

The opportunity here, and the ability to get ahead in my future

I'm excited to meet new people and to learn the skills I need to be successful at my job.

the experience of being on my own but not completely

I am most excited about meeting new students from another school, and share ideas with them.

I'm most excited about meeting new people, game days, and getting away from home.

The freedom and the academic challenge

I'm excited about getting involved in things that tend to my interests and meeting new people.

Meeting new people and getting a degree.

Being able to explore what and who I want to be.

Meeting new people and learning many new things.

meeting new people

Networking and meeting new people.

Im most excited about meeting new people and learning new things.

Making new friends and putting myself out there

To get involved and take classes within my major.

Meeting new people

Being in a new environment and living on my own

making friends

What are you most excited about entering college?

being far from home

Meeting new people

Meeting people and having new experiences everyday

Making new friends and connections.

I am excited about the relationships I will form with people, and I am excited to become a teacher.

Meeting new people and finding my passion

The freedom of being away from my parents.

I'm excited about all the events that are on campus.

The people

Taking classes I enjoy

Starting the rest of my life

Making new relationships

Meeting new people

The experiences and opportunities

Taking classes that interest me

Independence

Good communities, free times, and learning objects.

Meeting new people and finding new opportunities.

Getting the highest level of education possible.

I am most excited about making new friends and new experiences.

Meeting new people and living on my own

meeting new people

I am excited to meet so many new people and to prepare to become a teacher.

I'm mostly excited about this basketball season.

What are you most excited about entering college?

New chapter of life and having more freedom.

Being able to finally focus all of my academic attention on things I want to do and nothing I don't

Being on my own, and growing as an individual.

meeting new people

Being independent

sporting events and sorority

New memories and friendships.

meeting new friends

Living on my own

Building on old friendships while making new ones

meeting new friends and making new relationships

Freedom

Getting my degree

Freedom

meeting people

Working towards earning my degree.

independence

Starting my path to something I'm passionate about

Being alone

I'm excited to get somewhere in life, whether it be to get that successful job, or even make an impact on someone's life through the opportunity that college gives me.

Making new friends

I am most excited about starting my major courses because I think they will be the most interesting courses to me.

Meeting new people.

What are you most excited about entering college?

new friends and experiences in and out of the classroom

The freedom of being on my own

The new people I'll meet.

I am excited to meet people that I will know for the rest of my life.

Test

Test

meeting new people, and getting involved in campus orgs

meeting new people and hopefully getting accepted into the College of Education

To experience a new culture and way of life.

Meeting new people

Pursuing my dream career

meeting new people

Making friends and having more freedom

Making new friends and hopefully getting accepted into the College of Education and begin taking those classes

Meeting new people

The sports

Meeting new people

Preparing for my future.

Being able to make my own decisions.

Meeting both like and unlike minded people.

Learning how to be on my own and grow

Learning about what I want, taking classes I want to

Getting involved into new things.

Meeting new people

What are you most excited about entering college?

being independent and learning things that I choose

Meeting new people and starting over.

Meeting new people and becoming more independent

Being able to completely start over and be who i want to be without judgement

New opportunity, independence, new people.

Meeting new people.

Meeting new people and traveling towards my life goal.

I want to make new friends and learn independence

A new start with school and people

Im most excited to meet new people and the opportunities that will arise and taking classes that actually interest me.

The opportunities.

Finding my longtime friends

Graduation.

Getting to meet new people and having new experiences

Opportunity to learn a new skill set

I'm really excited to start getting more into doing what I love and trying new things

The free time & freedom

Meeting so many new people and eventually start classes that deal with my major.

I'm most excited to learn, but seeking out help has been quite difficult.

meeting new friends

I am most excited to meet new people and learn more about things that I am personally interested in.

Meeting new people and growing as a person into a real adult.

Graduating

What are you most excited about entering college?

Finally having a little bit of freedom

That I will figure out what I want to do for my career and learn how to live on my own. Being able

to make my own decisions on what i want to do for the rest of my life.

Q5 -- What could be offered in a course that would make the transition to college easier?

time management skills

A time management class.

An adulting class: learning budgeting, how to do taxes, writing checks

How to prepare and clubs to join

knowledge about scholarships etc.

A course that goes over normal Adult stuO that we could utilize

I think the resources that they already oOer in classes like SI sessions, TAs, Learning Interns, etc. are all great aids to students. They just have to learn to use them.

Life skills (transportation, financial management, self care, etc.)

This course

A segment that goes over budgeting as a college student and small part about student debt.

Syllabus or maps that tell me what I need for the class

Maybe a way to remind students when there are assignments due soon!

time management skills

College isn't hard but financial aid would be nice.

Tips and advice from former students.

Time management

Pointers on things to do on campus

Sounds cheesy, but ways to make friends

Real life college examples

Description of college life and opportunities

everything you need to know - strictly for freshman

a preparatory course over tips, tricks and advice on how to succeed well in college

What could be offered in a course that would make the transition to college...

how to cook

College life and campus

Basically an intro to college and showing how the following years will be,

Give me tips on how to deal with the stress of the work load.

I believe making this course as close to a real college class would benefit students the most. We would go into college knowing exactly what to expect in the classes.

How to have better time management with the college courses, and how to study for test/exams more efficiently.

More cost effective classes.

A course that teaches kids how to study and time management would be very beneficial for student transitioning to college.

pro tips on applying for scholarships

I think that a course about managing your money in college would make college easier.

A course that taught study "hacks" would be beneficial in the transition to college.

Adulting 101

I think this course is the perfect course for transitioning because it allows you to work on skills that you need in college but may not have as much lenience with in the courses. It also provides a place where getting a good grade is not the number one priority, which really helps out with students juggling 12+ credit hours on top of other things.

A study hall to help keep up with work.

Discussing how to make a successful transition to independence/adulthood

Studying tips.

This course is good because it is an intro into college

I don't really have any suggestions about this.

Some tips on the transition like how to make it more smooth

Maybe something at the very beginning that shows you how to manage your time. (I personally thought that I was really good at time management and didn't really listen when people told me I needed to find a new system)

Maybe a course focused on working on class work and making study guides for classes.

Study skill ideas

What could be offered in a course that would make the transition to college...

maybe one class a month being dedicated to catching up on work or studying

group work

A course dedicated to getting to know each other

Just tips on how to adjust easier to college life

Ways to go about life, like time management and scheduling.

This class has made my transition easier. It is not as intensive as my other classes and it provides information on the life of a college student.

Days to study or review notes instead of lecture everyday

How to maintain relationships while being far away.

Group work

teaching how to stay organized

Getting to know the campus

Not sure

Study groups

Basic life skills classes

Nothing

Tips and tricks

Course that includes introduction of college and all of the study communities.

Time management coaching skills

Tutoring sessions

A class that teaches you how to transition with study habits and warnings.

Nothing

how to manage time

Discussing finances and how to manage them on your own.

How to enjoy yourself and be on top of your work at the same time.

What could be offered in a course that would make the transition to college...

Having a course that focuses on time management.

Real, in depth ways and descriptions of who, what, when, where and why to get involved

time management 101

time management class

I'm not sure

figuring out how to pay for things

Learning how to do things on your own

cooking class

How to do your laundry

Time management

better study habits

PE

I think it's fine

Managing course loads and time

tips from former students

How to write specific styles of essays or research papers.

things i wish i knew as a incoming freshman

nothing

Free money

Just being able to talk without judgment and having understanding people surrounding you that are going through similar things as you.

Teaches you how to study and stay organized

A course on how to do adult tasks such as laundry and cooking.

A settling in phase so the grading isn't as strict in the beginning as it would be later.

What could be offered in a course that would make the transition to college...

expectations and/or outlines for assignments that professors know students never did in high school

Different exam options.

A core required course that teaches you about life necessities: taxes, loans, banking, investing, etc.

I think this class will make the transition much easier but I would like to take a class to teach me how to do taxes and stuff along those lines which could help me in the long run.

Test

Test

more studying skills for an incoming freshman

A how to lesson about how to study for college exams

EPE 174 has been great in my transition to college

I'm not sure

How to manage your time

just having a group of people to talk to if you were struggling

Something that tells how to take advantage of everything UK offers

A lesson on how to prepare for college exams

A lot of availability for office hours or time for students

How to succeed in college

Tips on time management

Dealing with financial situations in the future.

Learning to manage time

This class.

I think this course covers it all

Informing about upcoming events to be involved, how to be involved

Maybe a course that is more fun for students

What could be offered in a course that would make the transition to college...

study tips, how to get jobs, practical tips

How to get around such as how to use the busses and cabs.

College financials

Simple adult tips, like how to do the expected things that adults must do (taxes, etc.)

minimal homework/tests/quizzes, discussion based, focuses on developing small community bond in class

How to manage time.

Classes like EPE 174 and the UK 101 classes.

I wish we were learning more about UK rather than discussing articles about alternate options to college.

A course solely to teach time management and decision making

time management lessons and tips

An introduction for each class and the best ways to succeed in each class.

Resources for tutoring

A class about different studying/ test techniques. Maybe incorporate how to manage time.

How to get involved on campus more

Tips for study habits

I think a basic class that teaches what teachers really want, what kind of papers are expected, note taking, and how to handle the amount of homework

How to do simple things like taxes and budgeting & things that are honestly beneficial

A class about time management.

I think making the classes smaller would help, but I understand that at a big university there has to be some large classes due to the amount of people needing to take them.

resource for tutors for your classes

A course focused on homework and time management would be extremely helpful for my transition to college.

Time management skills!

Nothing

What could be offered in a course that would make the transition to college..

a course more about how to deal with being away from home for out of state students

Time management skills

Discussion about what everyone is struggling with.

Time management

Q6 -- Do you believe you are/were prepared for college after graduating high school?

dk yet

Yes.

Absolutely not

No

....

Yes, my family and high school set me up for success

Yes. My high school was a rich public school in the suburbs outside Chicago and I was basically forced to take all AP and honors level classes so if anything college feels like less work.

To an extent.

NA

I honestly don't know, like I am very interested in learning new things except for almost anything math related.

Yes and No. I believe that I'm ready but still have things to learn.

After a little more time through this program I do believe I will be prepared for college.

yes

Absolutely, I think that high school was harder.

Not completely.

No

I believe that I prepared

My dual credit classes helped to prepare me a little bit

somewhat

Yes

NA

i believe i am thanks to the guidance of a few select teachers of mine.

Do you believe you are/were prepared for college after graduating high school...

yes academic wise maturity wise no

Yes

I believe I will be partially prepared because you can never be completely ready for something.

Not yet.

Next year, I plan to take a few more college courses, so hopefully I will feel as prepared as possible going into college.

I believe that my teachers and school experiences have done an amazing job of preparing me for college and my future. The rest is up to me.

Im still in High school and I think im prepared for what im being told to do.

I believe I am prepared for the education part of college, but I am not yet prepared to live on my own.

yes

I like to think that I am prepared for college, but I honestly don't think I would know until I experience actual college.

I believe I am prepared in the "being on my own" aspect, but I don't believe high school has prepared me for the amount of studying involved with college.

I'm not sure

Yes, I had pretty okay study habits in high school. I feel like you cannot be 100% prepared no matter how hard you try because you just have to learn by experience and trial and error, but I was mentally prepared as much as possible.

yes

Somewhat.

I do not think I was prepared.

yes

Yes

Yes

Yes in terms of content, but no in terms of how much work I'm doing

No, I was never taught how to study.

I feel like I was prepared for some classes, but not others

Do you believe you are/were prepared for college after graduating high scho...

yes

mentally yes but i had no idea how stuO worked or how to do anything

Yes

Yes

I don't think anyone is fully ready because no one has been though it before, however I think I was the most prepared I could have been.

Yes

Yes

No not really.

Yes

Not really

Yes

Yes

Yes

yes

Somewhat

Yes

Not at all

Kid of.

No. We hardly did anything senior year.

YES

yes

In some ways, such as academics, yes. However, I believe now that in other ways, you actually have to go to college and experience it to be prepared.

Do you believe you are/were prepared for college after graduating high school...

Yes. No. Yes

I believe I was somewhat prepared for the work, but not for the class

sizes. yes

No Yes No

I don't believe I was prepared at all for college

Not at

all. Yes

kinda in some aspects

Yes

Yes

For the most part

not as much as I could have been but yes

For the most part yes, I think I could have had better studying.

skills no

no

I was prepared for the course load but I was not prepared for the financials or all the applications I have to fill out.

i do, but i made sure i was. i took dual credit classes my junior and senior year, knowing i would have to be paying for college myself. so i wanted to get a step ahead of everyone else to make sure if i do mess up, i have time to go back and fix it.

I am not prepared

I felt prepared to an extent. Academically I feel very prepared for college but my understanding of the financial obligations of a college student are lacking.

Do you believe you are/were prepared for college after graduating high scho...

Yes

No one is fully prepared but my transition from high school to college was smooth because of the family I have to support and help me. I

think so but also no because in just a few weeks I've had to adjust quickly

I think I'm mostly prepared

Yes.

I do just because I have taken college classes prior to coming to UK.

Test

Test

Yes, because my teachers always pushed me to be the best student in and outside of the classroom

Yes, for the most part

I do believe I was prepared for college after graduating high school.

I think so. Sometimes I do

Yes

yes

Yes

For the most part, yes.

Yes

Yes

Yeah somewhat

I think I was as prepared as I could be.

Yes

Yes, I am a very independent person.

Yes, for the most part

Yes

Do you believe you are/were prepared for college after graduating high school...

Yes. Yes

As of right now I feel pretty prepared but it is all new so there are obvious learning curves

I do believe I was ready for

college. Yes

Yes, my high school did a good job of preparing me with the college level classes that were

oOered. yes

Not exactly.

Somewhat, the adjustment to everything being online vs on paper is new to

me. I was prepared

Yes yes yes No Yes Yes

As of now, yes

I think I was prepared for the living on my own and being independent aspect of it but was nervous about the class and work part of it

I wasn't prepared for how hard it is to make friends

Slightly.

I believed I was, but after being here for almost a month, I'm not so sure. The professors just throw you into the deep-end, so to speak. It's definitely difficult to navigate.

I wish I was challenged with more reading in high school because college requires you to read multiple chapters a night and I wasn't used to that when I was first starting freshman year.

I believe I was prepared for college in some ways, but I feel as if I was hardly prepared at all in other ways.

Do you believe you are/were prepared for college after graduating high school...

Academically, yes, but I think I have not been prepared for some of the other aspects, especially being able to manage my own time and take care of myself adequately while also attending classes and keeping my grades up.

Yes yes

Somewhat

I believe I was mostly prepared for college after graduating high school.

Yes

Q7 -- How did you personally prepare for your college experience?

by mentally strengthening myself

Dual credit.

I talked to as many people that I knew were in college as possible to get their perspective.

I didnt

talk to adults about it

I tried my best in high school, took college visits, and applied to multiple Universities

I really like researching things that I'm interested in, whether it is a list of do's and don'ts when moving into the dorms or what notebooks are the best for certain classes. That being said, I did a lot of searching on all topics regarding being a new freshman and the overall college experience.

Taking more opportunities to get scholarships and improve my educational career.

Taking college level classes

I give myself an hour everyday to give myself peace of mind and get away from everything and do something I love so I don't feel as if I'm working and studying 24/7.

Scholarships, Looking into the classes and applying for tours.

I told myself that I would need to become organized to be able to stay on top of my work and not procrastinate.

Working hard in high school for scholarships

I had a plan to get involved.

I had to accept the many different views from my peers, but still be myself.

I tried my best to use a calendar

I looked at several sites that talked about college and what it's like to be a freshman

I tried taking dual credit classes my senior year

advice from anyone who is in or was in college

Researched roommates and possible clubs to join

NA

How did you personally prepare for your college experience?

asking around about what i should expect is all i really did.

get a computer

By taking dual credit classes

I was prepared to make sacrifices in my personal life to be able to stay on top of my work.

Doing this UK program.

I am preparing for college by taking college courses while I am still in high school.

Taking high school courses such as this one. Having to teach myself to get my school work done first, then I can have time to relax and do things I enjoy. Having to find the balance to not overwhelm myself.

Mentally telling myself that I am completely capable of doing this.

This is my first college class.

I applied for governor scholar program

This is my first college class so I don't have much experience in preparation for the college experience. I

prepared myself by making academics my number one priority.

I bought supplies I knew I would need.

I read through syllabus's before attending class, I went through lecture notes, and I began a routine for myself to get used to sleeping, eating, working, and studying on a schedule.

I have been keeping my grades up and have began volunteering in hopes of getting scholarships.

Just tried to be open minded to new ideas and things as well as trying to be calm and collected when faced with lots of change.

My brother goes to UK as well so I asked him how things work.

I am a pretty positive and happy person so it prepared me well

Prioritizing my school work.

I personally prepared by taking AP classes in high school.

I didn't really prepare other than high school I guess. I was mentally prepared because i was so excited

I did not

I reviewed content and studied a lot in high school

How did you personally prepare for your college experience?

I got advice from my older siblings

taking dual enrollment classes in high school

I started to do stuff on my own during high school so I knew how to do basic care things for myself

Enrolled in dual-credit college courses in high school

I did a lot of research on what to be prepared for and my high school teachers gave me advice

Talked to other people already in college and got their opinions and advice on everything. I

tried to create good study habits in high school.

Had good study habits in high school

Honestly, I didn't really prepare myself like I should have.

I always did my work during high school because my teachers always talked about how much work you have to do in college.

Managing my time

Taking college courses in high school

Just by learning how to manage my time

I got things for my room

I didn't really I kinda just freaked out

I did a lot of research and talks with others who are or have attended college

I did not do anything special to prepare

Look up tips on google.

The website called Coursera has bunch of free online classes. I took some of those over the summer.

I just kept myself disciplined.

No specific way

I did not prepare. I just tried to acquire a different mindset over the summer.

I did my own laundry and made my own food when I needed to, I learned how to budget and clean

sleep cause I know I wouldn't be getting a lot of sleep in college

How did you personally prepare for your college experience?

I have great parents and mentors to talk to and discuss any worries I had.

I disciplined myself and my mind during the summer.

Planned ways I could manage my time.

Took some college courses in high school

I took many AP classes in highschool.

I took advanced classes in high school

I didn't

I got all the supplies and items I needed

I took dual credits in high school

I didn't really prepare much

Time and money management skills

time management

High school

I went to a college prep HS

Applying to college and researching online about how to "survive" college

be mentally ready

By being comfortable asking for help and knowing what I need help in ahead of time.

talking to others about their college experience

I didn't

I asked my sister in law questions since she graduated from UK last year.

i prepared by improving my knowledge about college. like what to expect and how to manage money or fitting in. I

looked into the details about the courses i am taking

I made a list of goals that I would like to achieve and values I would like to uphold.

Coming in with open mind

How did you personally prepare for your college experience?

I asked my older sister a lot of questions and took college courses in high school.

I had two older brothers who were in college so I just asked questions

I didn't really prepare. I just jumped in.

I enjoyed the summer with my friends so that I'd have memories to look back on without feeling entirely homesick. I

took college classes for University of Hawaii which I feel got me ready for this year so far.

Test

Test

I learned to do things on my own

I bought myself a planner to keep up with all my assignments

I distanced myself from my family and city to gain more independence.

I don't

Taking college level courses and having a full time job over the summer

just tried to become familiar with what to expect

I took hard classes in high school

I bought an agenda to help me plan and organize my schoolwork and I bought just about everything I think I needed since I did not bring a car to school

I got a lot of advice from family and older friends

Just being myself

I focused and did well in high school

I realized how important college will be.

I had to manage my own time to get all my things done before coming to college

Having a job, and knowing who I am as a person. Both significantly helped me.

Researched what to expect and asked others

Working on time management and perseverance

I started doing things more on my own at home and didn't depend on my teachers that much my senior year.

How did you personally prepare for your college experience?

I feel as if I had been ready for awhile and was okay with being away from home

tried really hard in high school both academically and socially

I followed a lot of clubs on social media and asked upperclassmen about their experiences.

My high school prepared me for the workload, and I worked on study habits and balancing school and social life

Bought a planner to help me manage my time better

took rigorous classes in HS, grew my independence progressively through HS

By staying focused throughout my summer and learning to be disciplined.

I really didn't prepare that much.

I did well in high school and that prepared me

I knew what to expect and so I prepared myself mentally for it

I keep my calendar always organized and write everything I have to do down

By getting involved.

Anecdotes from friends in college

I'm not sure. Kinda just showed up. Just kinda rolling with the tide.

I worked very hard in high school

I tried to actually learn material when it was presented to me

I saved money so I would be able to travel and try new things and have new experiences (like concerts or my sports pass), I feel that I had a good mentality when it came to getting work done and using my time wisely

I've always been pretty independent so doing things by myself wasn't a big shock to me

Write in a planner all of my assignments so I am prepared.

I went to the Governor's Scholar Program last summer, and I think it prepared me for the social aspects of college. AP classes and Dual-Credit classes prepared me for the courses; however, that did not seem to be as challenging as I am finding this.

I prepared by keeping steady study techniques through out high school.

I personally prepared by taking college classes in high school and exposing myself to what college is like early on.

I talked with my mother a lot about what the college experience is like, what was hard for her, how she dealt with it, etc.

How did you personally prepare for your college experience?

I finished high school

Nothing really in particular

I personally prepared for college by paying attention in class at my high school and doing the work that I was given.

Throughout highschool i took multiple credit hours in dual credit classes at a local community college

Q8 -- What would you have liked to know before starting college?

im not in college yet

The amount of studying and teaching yourself you have to

do. How to study, I didn't have to in high school

Course work I would be taking

how to get it the cheapest way possible

Time management, and a better understanding of what to expect

I wish I would've known about being more organized with scheduling classes. I thought that 9ams would be really easy due to my high school having a 7:20 start time. But, I was really wrong, it was difficult having energy and waking up in time for them last semester.

Is it as hard as people make it out to

be? NA

How important it can be to look for my own information on the subject in

class. Financial Aid, jobs, and transportation.

I would have loved to have been informed that there are not as many grades taken as there are in high school so I would know that I can't slip up on an assignment.

The amount of work required for every class

Living away from home is

expensive. That it's not just about

partying.

How fast the classes move

N/A

How expensive it really

is how to pay for college

The easiest way to meet people

NA

What would you have liked to know before starting college?

can't rightly say just yet since I've barley started

how much

NA

How many hours are going to be required of me to pass

Inside tips on anything.

This is my first college class, so I'm not sure what to expect.

This is my first college class experience, so as of now nothing.

Course content, what I would have to do in my classes and what I'd have to learn.

This is my first college class.

N/A

I haven't started college yet so I don't know what to expect.

This is my first college class.

n/a

I would have liked to know how important it is to put yourself out there with people and new experiences because the experiences won't just come to you.

Where everything is.

That you have to put yourself out there and be a little vulnerable for big things to happen. I

would like to have known better studying habits.

you only have midterms and finals so you have to do good on them

How time consuming it really was.

I would have liked to know the actual work load

look at least a week ahead in upcoming assignments.

Lots of walking

What would you have liked to know before starting college?

how much time you spend doing homework

How to apply for loans, how important a credit score is, different types of bank accounts, how to cook, basically everything

To know more people before entering the college

I wish I knew more about the clubs that are offered

Classes are better than expected.

I wish I would have been aware of the different clubs available because it was a little overwhelming when they were presented to us.

Amount of Workload

How much work I would actually have to do to pass my classes.

I would have like to know about all the walking I would have to do.

Learn to manage your time before it's too late

You won't always be busy

that i would be busy all the time

You will have a lot of free time

The registration process

I would have liked to know about the work load

How much work it is.

How does everything works, and suggested course

Better study habits.

I would have liked to know some better studying tactics

Study habits

Nothing

nothing really I think I was very prepared

That I will have lots of extra time to study and do homework

I would've liked to know that certain classes aren't necessary.

What would you have liked to know before starting college?

You will stay up late every night.

How lonely it can be

You really do have to manage your time, and follow a set schedule.

Where to meet people like yourself

The reality of how much we're independent

How there are numerous ways to communicate with your professors

How much you would miss home cooked meals

the amount of homework I was going to receive daily

It's all on you

study way way way way way way in advance

Nothing

Ways to have more money

How much time I will spend alone and I would have liked to know how to effectively study for tests. How to write better papers

time management skills

boys have not grown up yet...

buy a good pair of walking shoes

Time management skills

How much money it was actually going to cost, not just an estimate.

i would have liked to have been educated about student loans specifically, especially for those who are paying for college themselves. coming in, i had no idea how to pay for it or manage money when it came to loans.

I would have liked to know more people

I would have liked to know how to better manage my time.

It's stressful

N/a

expectations

What would you have liked to know before starting college?

How much core requirements I needed

The registration process and offered courses prior to orientation.

I did not realize how tired I would always be so it would have been nice to know that before hand just to mentally prepare.

Test

Test

I expected the work load, but it did not hit until I got here

How to take notes in big lectures

I would liked to have known the trends for my future occupation in Lexington.

I am responsible for everything

How much money we would be spending on every single little thing

just the emotional stress that you may go through

classes assign more work than you think they will

How to take notes for my lectures

That I will have a lot of free time

How does college actually work?

I don't know i haven't learned anything I didn't know

I would've liked to know more about the stress that comes with it.

how to schedule classes

The amount of downtime you will have, possibly wanting to get some more hobbies.

It's not as scary as I thought it would be, you are independent but also there are plenty of resources and people available to help

More about transportation

The amount of walking I was going to have to do.

there wont be as much busy work to cushion your grade

I would of liked to know that I should of brought more comfy clothes.

What would you have liked to know before starting college?

That my idea of a short walk, is not what a short walk is in college

That I need to have a good sleep schedule because one class will wear me out.

A good understanding of student loans, tuition/fees

How to manage my time more efficiently.

The first 2 weeks weren't going to be easy.

I was going to be really homesick

How much freedom I was going to have

What life is like.

The workload for each class

Not to take 5 classes back to back. And allow time in between to get to classes.

How to balance school and life

The true cost of college

I wish someone would've told me how to approach teachers and make new friends. I am slowly becoming more comfortable with my teachers and can ask questions or get clarification. As for friends, I meet people in classes but I'm not good at going out and meeting up with them or doing things with them. Everyone tells you to make friends and join everything but nobody tells you how to do that or where to start which is overwhelming.

What the classes were like before I decided to take them

How to take better notes.

I would have liked to know how difficult it is to fit in sometimes. Go to events early, because that is when most people form relationships it seems.

What the work load for each course I was taking was like

Before starting college, I would have liked to learn how to better manage my time on my own.

How difficult it is to motivate yourself sometimes!

What I wanted to major in

to realize how time management is key

How far away my dorm is from my classes

I would have liked to know that it is sometimes difficult to find friends the first week of college.

What role do you believe your professors play in your college experience?

How to study more eOciently

Q9 -- What role do you believe your professors play in your college experience?

supportive

Information

loaders. Just to

teach us

A big part

help guiding success

They are the main source of learning, so it is important they do a good job

I feel like they play as a role model of sorts because students are striving to meet that level of knowledge and experience. I also think they can really make or break a college experience with work load amounts, exams, etc.

Guidance and teaching.

Helping me to pursue my career

I honestly still don't know

To teach you and help you understand/learn the topics.

I believe that making a personal connection with my professors is what will really make college the best experience it can be.

an extremely important role in shaping the education I receive

I haven't had any close relationships with professors but I have learned a lot.

To educate us.

They have a huge impact on the outlook a student has

Getting the information from the course out to you

What role do you believe your professors play in your college experience?

They can make or break my entire college experience with the way they

teach a huge role. they can make the experience good or bad.

Passing on knowledge for you to use in your future career people

you can always ask for help and can come to as a friend a

crucial one of maturing us into fully fledged responsible adults.

mentors

Helping me to achieve my career goal

They teach you the knowledge you will need to know for the real world

To teach me.

The professors play a big role in the college experience, they have to teach and help students to make sure they understand the content.

I'm not quite sure yet.

Teaching and helping to develop a deeper understanding of course content.

The professor is there to teach us new content and assist us when we need help on assignments.

N/A

I believe my professor plays a mentor-like role to me and my other fellow students.

Professors help you grow and question the way you think about things, but they are someone who are mostly always willing to help.

Instructor/Advisor

I believe they are there to offer us both academic and general advice about the campus and the world. They hold us accountable and give us insight, feedback, and constructive criticism.

I think that they are there to give you the information, getting the work done in time is on you.

I think their job is to try and bestow knowledge useful for life but I think it's special when you can make meaningful connections with them and almost gain a friendship.

They should be teaching us important things that play a role in the real world.

Large role

What role do you believe your professors play in your college experience?

Educators to help me towards my goals.

Mentors and educators

To help make sure you're successful in their class.

I feel like they help a lot with making sure material is understood

They want you to success but they also want to see you take accountability for your actions

they can be a mentor or they can cause a lot of stress

What role do you believe your professors play in your college experience?

They shape our education and if we actually learn things or not

An easier learning experience

A mentor and someone to fill us with new knowledge

They teach you a lot of good life lessons, and they are more real with you. They want me to

succeed and to teach me about life.

People that help me with material that I don't understand

I believe that they are important to help me learn the material needed for my classes. My professors

teach the course they are supposed to be teaching

They make the class enjoyable or miserable

Connections and guidance

By teaching what I need to know to pass the class

They serve as educators and people to assist us on becoming what we want to be

Giving us information, not necessarily teaching it

My guidance

There is a fix between making the University look good and trying to help their students learn. Helping the

university succeed.

Guide my 4years of college.

They teach me and bestow knowledge upon me.

They play a role in the part of transferring information to our brains and making sure we learn the material. make learning more

interesting and make lectures upbeat

He seems like a person I could go to if I needed questions answered about UK

a big in influencing who I become as a person

I believe they are there to help but it is up to us as the students to reach out if help is needed.

Somewhat of a big role because they give you your grade. For the most part you have to do everything on your own.

What role do you believe your professors play in your college experience?

Not too much of a role. Just there to teach.

Honestly, the greatest role. I like my professors a lot - especially in the classes that pertain to my major

They teach us.

They can help you after college.

A crucial part

The person who is willing to help when needed

They can make it or break it

yes

Mentor

Help me grow and learn in both subject areas and a member of society

teaching us new things

Important one

They teach me what I need to know to pass a class

They help you find your style of learning and navigate you towards your endgame after college

just teach us information we probably won't use

A huge role, we are learning from them

they decided if we are going to succeed in the course. A good professor can make the most impact to a willing student

guiders

Some of them teach you to use your knowledge for life skills, others just want you to go through their class and pass. i

believe they help set the pace for college.

They help you to either succeed or fail

I believe they play a key role in my success as a student because part of my ability to learn relies on their ability to teach.

Somewhat of a big role because they give you your grade. For the most part you have to do everything on your own.

What role do you believe your professors play in your college experience?

helping us adjust and being a helpful supporter instead of someone who wants us to fail

I think they should help us to pursue our desired major without jeopardizing us by making unnecessary courses unnecessarily difficult. A

huge role as they dictate my graduation and first impressions are key.

They can get me connections that I can use later on when getting a job.

Test

TEst

Giving me an education in subjects I am passionate about

A big role. Positivity and support goes a long way

A very important role. My professors will enhance my learning and knowledge.

There to educate

Preparing me for my career a

guide through college

They teach the students about their subject

I feel like they play a huge role and positivity and support goes a long way.

Vital because they relay the important information I need to know

They play a vital role

Helping us through the first year and giving us more knowledge

They play a role in preparing me for the real world.

they play a big role

I believe they play a role as you see fit. Some may prove to be great resources, or even motivators.

Making classes interesting and fun to come to, make us want to come to class

A small one

They can guide you to figure out if what you're studying is right for you or not.

Somewhat of a big role because they give you your grade. For the most part you have to do everything on your own.

What role do you believe your professors play in your college experience?

teaching me what I need to know to do well in their class and hopefully a little something about being an adult in the real world

The professors make or break how well you do in a class. For example me and my roommate are taking the same class but have different professors and my classes work load is way more than hers.

Resources for help and connections to real world

They determine your level of success.

not a teacher, but a guide for our own individual learning

A very important role.

A large part, I feel like if I didn't have the professors I do I wouldn't like it here as much.

They are mentors and they should be here to help and support students

They're our teachers and leaders but I think some can also be your friend and peer

I believe my professors play a huge role in my stress, participation, learning, and motivation level.

Teach us subjects that we may or may not know.

They discuss certain concepts that will be on exams but, normally we have to learn the content ourselves

I don't know any of them personally, I don't have time to talk, I get to classes right before they start then I leave before they end so. Can. Make it to my next class on time.

They are very helpful and they want you to succeed in life

A huge role. Keeping my interest or expanding my interests in a chosen field

I believe they play a huge role. I feel that I have much friendly and closer professors than some of the other students I have met. Mine are very approachable and truly care about my success which really helped me adjust.

Helping me learn the material so I don't have to teach myself & also being there to help with this big transition in life

To give you information that is needed.

They are the ones responsible for teaching students the material. They have office hours to help as well.

I believe they play a small role because I have been doing the majority of the work myself.

I believe that a good professor could make or break your college experience.

My professors have all been incredibly welcoming and kind, and I would not be afraid to ask them for help on both academic and personal issues. I'm very grateful for this.

They are here to help me complete my courses

Q13 -- What is your goal this semester for EPE 174?

growth

Learn something new.

Walk away a new person, more confident and with connections

To learn

to learn more about college

To get a good grade, and to discover new methods for success

I just want to "take something" away from the class and am excited to learn more about the dynamics involved in what makes up UK. To not only pass,

but feel more secure when I graduate.

To pass the class and take something away that will help me with transitioning into college

I honestly still don't have a specific goal for this class besides to pass the class. To learn as much

as I can from the class and pass with an A

To become aware of everything I will need to expect when I reach college. To receive an A

To get that 4.0.

To come out having more knowledge of college through experience and through this course. learn to better

manage my time

To get at least an A and learn more about how to be a better student. To pass with an A

learn everything I can

Get an A

to pass with an A

to be able to say college is the right path for me.

What is your goal this semester for EPE 174?

get a A

To learn and pass the class with an A
Somewhat of a big role because they give you your grade. For the most part you have to do everything on your own.

To understand what I am being taught.

To take in any and all information I can that will help for college.

My goal for EPE is to get an A in the class, and to challenge myself. I also want to prepare myself for a higher education.

Give full effort the whole semester to hopefully prepare myself for higher education.

To get ahead in school and understand my capabilities.

My goal is to finish this class with a better understanding of life as a college student, and to become a better student.

to keep good grades

My goal for the end of this semester for EPE 174 is to connect with other students and learn more about what to expect from college.

My goal this semester is to interact and get to know other students all while growing a deeper understanding of the college experience.

To make connections and learn valuable information.

To become more informed and familiar with getting connected, gaining resources, and networking with peers and adults.

To pass the class with an A and leave my teachers with a good impression.

To have everyone learn from one another and grow as individuals.

To learn life long things.

TO learn a lot and be more informed

Get an overall understanding of UK

Complete all the readings and activities as well as learn some helpful college tips

Learning behind the scenes info of colleges and how to succeed

To understand higher education

Learn more about what to expect in college

To get an A but also learn more about the higher ed system and what we can do to better it

to feel like I am better prepared for future college years

What is your goal this semester for EPE 174?

better understand college

Somewhat of a big role because they give you your grade. For the most part you have to do everything on your own.
To learn more about college life

To learn everything I need to know to be successful and safe in college

Learn the most I can.

I want to continue to learn about college life for an education major.

To gather information that prepares me for the rest of college and beyond

Pass the class and hopefully learn techniques to be successful.

To pass this class and learn more about college life.

Get an A

To get an A

To get a high grade

Walk away learning some important information

To get through it

To be comfortable in college and in life in general

Get an A in the class and learn about important aspects in college

Get an A and learn about college a little more.

Learning about college history and how to be a successful student in UK.

Network and meet people that can give me good opportunities.

Learn how to become a successful college student.

to finish with a good grade

To pass and find out where all the resources are on campus

to get an a

To feel prepared to go forward in my college experience.

Make all As

What is your goal this semester for EPE 174?

To get an A.

Somewhat of a big role because they give you your grade. For the most part you have to do everything on your own.
To do well in the class

Learn more about finances

Do understand the material and pass the course

to learn something useful and apply it to daily life

Maintain an and learn what not to do.

to learn a better transition from highschool to college

To learn about college

Get an A

A good grade and an understanding of how to be an efficient student at the university of Kentucky

to learn something useful

To know campus better

To be educated about the University Of Kentucky, and the people that make it up

Pass

To keep it my favorite class.

To come out of the course knowing something i never knew.

To past and learn how college works and how to succeed in it

I would like to gain an overall better understanding of how to succeed in college.

Learn about how to be successful as a student.

To smoothly pass the class and learn about resources.

to learn and use the things I'm taught to help me be more successful

What is your goal this semester for EPE 174?

my goal is to better understand college financials, diversity, and get an A.

To be honest my only goal is to develop habits for the rest of my collegiate career.

I want to keep a good grade in the class and learn a lot about college and what UK has to offer.

Test

Test

To gain access to helpful study skills, learn more about UK, and to build connections for the outside world

To keep an open mind and become more comfortable sharing my opinions with the students around me To

learn and understand more about my purpose and university

Learn a lot

to learn more about schooling and help with the transition into college

To learn more about UK

My goal is to get comfortable sharing my own opinions and to be open-minded when others share theirs.

To have a positive impact on the rest of my college experience

To get to learn about college

to help us adjust

My goal is to figure out if I want to keep the same major or change it to a kinesiology major.

to learn and get informed on all the things listed above

My goal is to gain knowledge of college life, and prepare as much as possible for the upcoming years ahead.

Meet people and effectively learn about everything taught to us

Having fun and gaining knowledge about the university and life itself

To maintain an A all semester and know more about the education careers.

Have a better grasp on basic college information

to learn a lot and grow as a new college student

Pass with an A!

Somewhat of a big role because they give you your grade. For the most part you have to do everything on your own.

What is your goal this semester for EPE 174?

Learn how to make connections with professors

To gain an education about how to be most successful in college and to earn an A.

Learn more about what it means to be a student at UK

Learn and earn a good grade.

Get closer to everyone in the class since we are all in the college of education.

I want to be able to know how to support myself here at UK with less reliance on my parents. I also want to be more familiar with the College of Education before I become more involved in it.

To be able to speak freely in class and become comfortable with my opinions and beliefs

To keep on top of my work and take advantage of everything we discuss.

Get study habits down.

I want to be successful in this class and learn about college

To get an a+

To learn more about our college as a whole

To learn how to become a better student

I hope to get out of my comfort zone and feel more confident as I go on with my college career. I also hope to build connects with those in the class and can have them to go to in the future if I needed and have them be able to come to me if they need anything.

To become more informed on my future career and to learn more about the world around me

To do well in the course and take away a lot of useful information.

I hope to make connections with my classmates and learn how to be successful in college.

To learn more about higher education and to hopefully make some friends in my major.

My goal this semester is to feel as prepared for college when leaving as possible.

To complete the course and learn important strategies for surviving college.

My goal is to pass this class

to make new friends and realize why I am here and if it's worth it

To learn more about why students go to college and how it affects them in long term

My goal is to work hard and figure out exactly why I am at UK and what I want to do with my major

in the future. To keep an A in the class and keep up my GPA

Appendix B

EPE 174: The College Student Syllabus

EPE 174 – Theories of College Student Success
“The College Student”
University of Kentucky
Section 002

Instructor: Sy Bridenbaugh

Email: ssbrid2@uky.edu

Office/Hours: TEB 144 / By Appointment

Time and Place

Tuesdays and Thursdays: 9:30am – 10:45am

Dickey Hall (DH) Rm. 131

*Subject to adjustments that best meet the needs of the students

Course Description:

What are the consequences of attending college? The characteristics of the college student continue to transform with each passing semester. The surrounding environmental factors that affect the overall campus experience are also changing. EPE 174 is intended to engage students in an interdisciplinary study of higher education from the student’s point of view. This intersection between changing cohort characteristics and campus climate can heavily influence a student’s experience, development and level of success. During our examination of college, we will touch on the history of student culture, the organization and administration of campus, student life, and current policy issues that impact today’s students. This course provides an undergraduate introduction to the material covered in Educational Policy Studies and Evaluation (EPE) graduate courses; and fulfills the UK Core Requirement for Inquiry in Social Sciences.

THIS COURSE IS ABOUT...YOU.

Key Questions for Students:

- What policy debates are taking place on today's campuses and how do these issues relate to the history of higher education?
- Who goes to college and who doesn't?
- What are the obstacles and opportunities that affect students' trajectories to and through college? How do different populations experience such obstacles and opportunities?
- What are the diverse institutional and environmental factors that influence higher education and what is the effect on students? How might this be different from the effect on faculty or the institution?
- How do diverse student populations view the current campus climate? How do those views affect students' experiences and successes/failures?

Student Learning Objectives:

- Understand and examine the purpose of higher education as it relates to you and your cohort.
- Examine information and research on how organizational decisions are made that affect the structure of campus environments.
- Identify factors that affect pedagogy, and how those factors differ according to institutional type and impact.
- Recognize the intersection between student identity and campus culture; and learn how that intersection affects a student's experience and success.
- Identify the interaction between different student populations and campus climate
 - Gender roles in education
 - Student activism and voice
 - Equality and equity
 - College athletics
 - Etc.
- Examine the ever-changing characteristics and trends of today's college student, as well as focus on how those trends affect success and development.
- Examine and understand the connection between popular culture in higher education and the diverse experiences of your peers.

UK CORE: Foundations of Inquiry in the Social Sciences UK Core is the University of Kentucky's general education curriculum. This course meets the requirements for the foundations of inquiry in the social sciences but also serves as an introduction to the idea of a liberal education and why we have general education requirements in the first place.

We will:

- “ask students to explore the nature of intellectual inquiry within the established, broad knowledge areas; bring students in contact with faculty, advanced graduate students and others who are engaged in the core activities of a research university;” and establish a foundation for critical and thoughtful approaches to solving problems and promote intellectual development.”

Required Materials & Tech:

Readings for this course will come from articles and chapters that can be accessed via the course Canvas site. Canvas will also house the YouTube videos, TED Talks, Discussion Boards and any other supplemental information that is pertinent to the course. The syllabus and course schedule will also be available on Canvas (In other words, make sure you can access Canvas ASAP).

Course Expectations:

EPE 174 is designed to prompt you to think critically and personally in relation to a plethora of current and past factors affecting the experiences and successes of the college student. Your participation is vital both for your own success and the overall success of our class conversations. Being engaged is something that must be learned, and EPE 174 allows for a safe and non-judgmental environment to cultivate the skill of having an informed opinion, as well as respectfully sharing that opinion with your peers. Along with sharing your ideas, it is important to also respect the ideas and opinions of others. If we all believed the same thing and thought the same way, we would never have the dissemination of information that leads to new and exciting advancements. In regards to mutual respect, as the instructor, I will never force you to answer a question but will require you to be prepared for class discussions each time we meet. To that end, if you are being hostile, disruptive, or otherwise disrespectful toward your classmates, you will be asked to excuse yourself for the remainder of the period. Our goal as a class is to create an environment where we can discuss the course material in a frank and honest way.

Course Policies:

- Be on time! Attendance is not only required, but it is essential to the success of the course. It will be difficult for any student to complete and/or succeed in accomplishing class requirements and personal goals without regularly attending class meetings. If a student has a university accepted reason for an absence (see <http://www.uky.edu/USC/agenda/20040209/5.2.4.2> Excused

[Absences.pdf](#)), the student must notify the course instructor *in advance*. Any absence not explained before class is unexcused (except in case of a life-threatening emergency). You are allotted **ONE** unexcused absence throughout the duration of the semester.

- Please keep cell phones and other devices turned down or off during class, if you have an emergency, please excuse yourself from class and take care of your business.
- Be cool. Respect is important in this world, and as a responsible adult, I ask you to please give your full attention to the instructor, guest speakers, and classmates at all times during class.
- Do the work. I ask you always to give your best effort when completing all assignments.
- I have an “open door” policy, if you need to talk or bounce ideas off of someone, whether related to class or life in general, just let me know and we will set up a time to chat.

Assignments:

During the semester, students' performance will be graded on class participation, projects, assignments, and reflections. Being present for all class activities is vital to student success.

Students are expected to:

- Turn in all assignments on time all assignments are due at the start of the class period
- Type all written assignments in the appropriate format as stated in assignment guidelines
- Cite sources, where appropriate, within written assignments and presentations

In general, extensions for assignments will **NOT** be given other than for *rare*, extenuating circumstances. However, for excused absences (as per UK policy), missed work may be made-up, as long as a student provides documentation of an acceptable excuse for the day(s) in question. The extension will equal the duration of time the student was absent (ex: if absent one day, then the extension is one day).

Assignments turned in late, that do not pertain to excused absences (as per UK policy) mentioned above, will be graded according to the grading guidelines for the assignment and students will receive 50% of that grade. Assignments will not be accepted more than one week from the original due date. Assignments are due at the beginning of the class period or at the equivalent time even if class is not meeting on that date.

Description of Assignments: (500 points total)

Participation and Engagement/Discussion Board (150 points) 30%

- Expect to work in small groups with fellow students during class and outside of class. It is possible to receive no credit for class attendance for the day (even when you are present) due to lack of participation.
- Active and relevant contributions to in-class discussions are expected.
- Completion of in-class assignments.
- Just reading the required pages is not enough. You must be able to demonstrate understanding of the material you read for the class. You should be able to identify key issues from the reading and summarize the author's perspectives. You should also be prepared to offer your own thoughts about the reading. This will be evaluated through your participation in class discussions, small group participation, and writing assignments.
- Participation in online discussion board.
- ****Hot Topics!**** - *For this section of your participation grade, each student will discover, read and analyze a news piece and then share it with the class. (Will be discussed in further detail during the first class meeting).* You must develop one question to pose to the course regarding your hot topic. You will also post your chosen news piece on the class Twitter account.
- **Reading Discussion Questions** - For several of the assigned readings, students will prepare discussion questions to be presented in class. The purpose of this assignment is for students to gain a deeper understanding of the assigned reading while improving upon critical reading strategies. Questions must be developed prior to class meeting and submitted on Canvas. Students will also need to bring a copy of their questions to class. Details are available on the Canvas site.

Diversity in Higher Education and Popular Culture (100 points) 20%

This assignment gives students a chance to investigate a problem or challenge facing higher education or society that intersects with diversity. Students should first select a challenge/problem they want to investigate. Examples of issues that can be selected include (but are not limited to):

- Increasing access to higher education for underrepresented groups
- Support for LGBTQ students on campus
- Diversifying the university faculty
- Free speech rights on campus
- Questions of body issues
- Etc.

The diversity related issue that each student recognizes, should be seen somewhere in popular culture. A movie, a Ted Talk, a YouTube video, a

presentation – are just some examples. Students will analyze and breakdown the piece of media they choose, and relate that to our diversity based class readings. Students then will create a “poster presentation”. More details will be discussed in class, as well as a rubric will be available via the class Canvas site.

Meet the Researcher (100 points) 20%

It is not always easy to understand the different types of higher education and some students do not comprehend what it means to attend a Research 1 university. How is knowledge produced in different fields? Within our college, our faculty represents a variety of disciplines and epistemological approaches. What does it mean to do “research” in the College of Education? Working in groups of 2-3 students, teams will read and develop a preliminary analysis of a research artifact (e.g. manuscript, grant proposal, or other scholarly product) produced by a College of Education faculty member. Using questions defined by that reading, the team will schedule an interview with the faculty researcher to discuss the manuscript. Following the interview, the team will produce a 2 page synopsis of the manuscript, share their experience with the class, and reflect on the relationship between this one piece of research and the larger scope of our general education curriculum.

Meet the Professional (50 points) 10%

Who is doing the work you want to do? As future professionals, it is wise to meet and get to know those who are working in the field in which you are interested. For this assignment, students will set up an interview with someone in the professional world. Someone who is doing the work in which you are interested! Students will develop interview questions and will then provide a short 2-page reflection. More details will be given in class.

Campus Mapping Project (100 points) 20%

As part of building a healthy and inclusive campus environment, it is important for students to know what is being offered across campus. It is also important to know how to locate certain offices and areas of interest on campus. This ties in to both the organizational and social aspects of campus environment. Students should be encouraged to reach outside of their comfort zone in order to gain a better respect and understanding of themselves, as well as other diverse student populations.

For this assignment, students will work in groups of 2-4, and each group will choose a place on campus they would like to visit and explore. The chosen area/office/social spot/etc. must be somewhere that the group does not normally frequent, or even better, choose a place that the group did not know even existed on campus. Then INDIVIDUALLY, students will develop a 3-4-page paper, as well as a class presentation. Specific details will be discussed in class and posted via the class Canvas site.

Grading Scale

This course is based on a 500-point scale. Letter grades will be assigned based on the scale below:

Grading:

90-100%--A

80-89% --B

70-79%--C

60-69%--D

<60% --E

Academic Integrity – Plagiarism (Senate Rules 6.3.1)

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the [Code of Student Rights and Responsibilities](#). Complete information can be found on the [Academic Ombud](#) page. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. Visit the [DRC website](#), [email the DRC](#), contact them by phone at (859) 257-2754, or visit their office on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407.

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VITA

Sy Bridenbaugh

EDUCATIONAL INSTITUTIONS & DEGREES AWARDED

University of Kentucky – Ph. D in Education Policy Studies and Evaluation – Studies in Higher Education

University of Kentucky – Master’s Degree in Sports Leadership – Kinesiology and Health Promotion

University of Kentucky – Bachelors of Arts in Integrated Strategic Communications – Public Relations

PROFESSIONAL POSITIONS HELD

EPE 174 Instructor – University of Kentucky

EPE 301 Instructor – University of Kentucky

Assistant Director for Curriculum and Instruction – University of Kentucky

Teaching Assistantship with Academic Enhancement – University of Kentucky

Graduate Assistantship with C.A.T.S. – University of Kentucky

Public Speaking/Advocacy – Ohio Willow Wood Prosthetics

SCHOLASTIC & PROFESSIONAL HONORS

2015 Recipient of CASHE “New Outstanding Professional Award” – University of Kentucky

2017 recipient of the Outstanding Teaching Award – University of Kentucky