



ACCREDITATION EVIDENCE

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First Year Success

Why You're Here

WHAT IS FYS ?

- FYS helps you with academic and social development as well as your transition into college. [1] There's a big emphasis on how to exchange ideas and on building a community with the other scholars in your classes.
- FYS is primarily designed for students with "little or no prior college experience". [2] FYS is also ideal for students re-entering college after many years.
- You may cover a selection of similar content in other classes and you may already know a thing or two, but - the elements in this course are deemed so essential to your overall success that they're covered at length in FYS. After successfully completing this class, you'll have the ability to more confidently engage in meaningful discussions as well as advocate for yourself throughout your education and career.

How FYS Benefits Students



Information Literacy

Information literacy is increasingly important in the contemporary environment of rapid technological change and proliferating information resources. Because of the escalating **complexity** of this environment, [you] are faced with diverse, abundant **information choices**-in [your] **academic studies**, in the **workplace**, and in [your] **personal lives**. [4] The FYS curriculum is specifically designed to assist you in developing these important information literacy competencies.

College & Career Preparation

Fewer than 60 percent of students graduate within six years of beginning a four-year degree program. Students' level of college preparation, or "college readiness," is a major factor in **college entry and success** [5]. The content in FYS helps ensure you're one of the students who will graduate!

Career identity development is a 3 part, **commitment-focused** process consisting of: "(a) **career decision making** (making an informed decision based on knowledge of one's career options and the self), (b) **career confidence** (having confidence to achieve one's career goals), and (c) **career planning** (developing strategies for achieving one's career goals)". FYS helps you develop the skills necessary to tackle your career planning head-on! [6]

Week by Week

Each week you'll cover content related to college & career development, common reading, and/or information literacy. Sometimes you'll see obvious connections between the various content, other times you won't.

If you engage with all of the content, participate in discussions, and complete assignments--you will develop skills relevant to academic success, personal and social responsibility, and self-awareness. You'll also become an advocate for yourself as you become more adept at utilizing the resources available to you here at WWCC.

Common Reading

The motive in selecting a common reader is to increase your awareness of important topics of national and/or global significance. [7] This, in turn, facilitates meaningful discussion which helps us build a **scholarly community** here at WWCC. Engaged discussion on the reading will also contribute to **self-awareness**, and/or **personal and social responsibility**.

Sources:

[1] Al-Sheikh, B., Abdulwahed, M. S., & Abdel, M. H. (2018). Impact of First-year seminar on student engagement, awareness, and general attitudes toward higher education. *Journal of Applied Research in Higher Education*, 10(1), 15-30. doi:<http://dx.doi.org/10.1108/JARHE-01-2017-0006>

[2] Ibid.

[3] Ibid., 17.

[4] Association of College and Research Libraries. 2001. Information literacy competency standards for higher education. Chicago, IL: Association of College and Research Libraries.

[5] Robbins, Jane, and Robbins, "College Preparation," in *The Praeger Handbook of American High Schools*, edited by Kathryn M. Borman, Spencer E. Cahill, and Bridget A. Cohen. Praeger, 2007. https://search.proquest.com/libraries/topic/college_preparation

[6] Stringer, K., Karpelman, J., & Seckman, V. (2012). A longitudinal examination of career preparation and adjustment during the transition from high school. *Developmental Psychology*, 48(3), 1343-1354. doi:<http://dx.doi.org/10.1037/a0027226>

[7] Drumheller, K., Carlich, B. H., & Mallard, J. (2012). First-Year Experience and the Common Reader: An Examination of Change in Student Ethnocentrism Resulting from Reading a Book. Paper presented at the . 90(1) 278-290. Retrieved from <https://search.proquest.com/libraries/docview/144314384?accountid=10293>

