

College and Career Success Course

Literature Review

Article Title	Reference Info	Summary/relevant points
<p>Best Laid Plans: How Community College Student Success Courses Work Community College</p>	<p>DOI: 10.1177/00915 52118760191</p>	<ul style="list-style-type: none"> • Many colleges implement courses designed to teach success skills for college going • Studies show participation in these courses improves persistence, academic and social engagement, and higher grades • Article outlines different success courses taught and approaches used. • Students in this study expressed doubts about ability to be successful in college due to academic struggles, getting “lost”, and inability to define specific goals
<p>The Role of Faculty, Counselors, and Support Programs on Latino/a Community College Students’ Success and Intent to Persist</p>	<p>DOI: 10.1177/00915 52114553788</p>	<ul style="list-style-type: none"> • Students who interact with faculty outside of class had a impact on GPA • Participating in support services with greater interactions with counselors positively influenced GPA and persistence • Establishing a good relationship with a program leader benefits ethnic minority students • Receiving transition assistance from the institution powerfully influences persistence and degree completion • Academic assistance is not enough, counselors/mentors need to systematically address psychosocial needs

Community College Student Success: The Role of Motivation and Self Empowerment	DOI: 10.1177/0091552114528972	<ul style="list-style-type: none"> • Low SES students lack know-how on college processes • community college students who graduate have clear goals. “Begin with the end in mind,” • Community college students are academically underprepared, what matters is how they manage and overcome difficulty • t having a well-defined college plan was the predictive factor in community college student success
Between a Ball and a Harsh Place: A Study of Black Male Community	DOI: 10.1177/0091552115578168	<ul style="list-style-type: none"> • making available academic support services such as tutoring and mentoring often enhances the performance of students, especially Black male student-athletes

College Student-Athletes and Academic Progress		<ul style="list-style-type: none"> • Institutions need to support athletes beyond financial incentives through workshops, career development, and experience (which would be covered the proposed class)
Navigating Challenges to Facilitate Success for College Students with Autism	https://doi.org/10.1080/00221546.2020.1798203	<ul style="list-style-type: none"> • Students diagnosed with autism benefit from a supportive, understanding mentor, who, by helping the student effectively navigate challenges encountered in college, helps the student build the confidence to address future challenges independently. • Students diagnosed with autism focus on the procedures and academics of higher education, rather than social aspects, due to fear. • The strength of institutional support systems (e.g., advising, housing, tutoring) impacts the ability of students with autism to navigate the higher education landscape, find a sense of belonging, and successfully graduate from the institution. • Students who felt most positive about their efforts to resolve any issues spoke of having an institutional agent whose personalized interactions supported the student’s pursuit of holistic well-being.

		<ul style="list-style-type: none"> . Students who made strong connections with a specific employee (typically an instructor or advisor) were often recipients of personalized adaptations — instances in which institutional resources, accommodations, or policies were adapted to meet unique student needs
Focus on the Front Door of the College	Sanford C. “Sandy” Shugart, Joyce C. Romano	<ul style="list-style-type: none"> • Students need to experience connection and direction through thoughtful systems of engagement immediately • Having students write down and understand a basic education plan significantly improved likelihood of graduating • Gradually transferring competence helps students succeed more • . Planning, scheduling, and discerning future educational and career opportunities; knowing one’s learning style; and applying this knowledge for one’s own learning success have become a part of the curriculum
		<ul style="list-style-type: none"> • College Transition (middle and high school to college decision making) • Introduction to College (0–15 credit hours) • Progression to Degree (16–44 credit hours) • Graduation Transition (45–60 credit hours) • Lifelong Learning (learning beyond a first degree) Details for the curriculum can be viewed online at http://valenciac.edu/lifemap/stages
Howard College, LEADS:	https://oertx.highered.texas.gov/courses/leads-learn-experience-achievedefined-success?_hub_id=19	
Tarleton, Applied Learning Experiences:	https://oertx.highered.texas.gov/courses/applied-learning-experiencesales?_hub_id=19	
TVCC Care Program:	https://oertx.highered.texas.gov/courses/care-program?_hub_id=19	