

Potential course components to support first-year student success:

Thoroughly review syllabus

- To learn how to read and interpret a syllabus
- To understand how to use the syllabus to plan for the term, especially in the context of the other courses/obligations
- Example: Encourage students to transfer test dates and due dates to a calendar or planner so that they can visualize how assignments overlap.

Require students to attend office hours, and help them understand what to expect/how to prepare

- To make office hours/one-on-one in-person communication with faculty less intimidating
- To teach students how to prepare for office hours (e.g., come with a list of questions/topics)
- To expose students to office hours before they are struggling

Require students to utilize the Red Room and/or other appropriate sources of academic support early in the term

- To reinforce the discussion of resources during orientation
- To expose students to sources of academic support before they are struggling

Provide feedback on an assignment early in the term and have students respond to it (e.g., second draft; reflection/self-assessment; quiz/exam correction/reflection)

- To normalize college-level feedback
- To be able to intervene as early as possible if a performance concern arises
- To help students learn to read and reflect on feedback to improve their learning

Have a group assignment

- To learn to collaborate and work productively with students who have different work/learning styles, backgrounds, beliefs, opinions, and experiences

Break down large assignments into smaller components with due dates

- To practice managing large projects/papers

Include assignments that facilitate reading for comprehension and give instruction/tips on reading in the discipline

- To learn how to tackle large chunks of text, pulling out key points

Have process for monitoring attendance and respond vigilantly

- To communicate to students that showing up is important
- To be able to intervene as early as possible if an attendance concern arises

Look for opportunities to model positive behaviors (time management, communication, share times you've struggled)

- To expose students to ways you engage in positive, proactive time management, communication, etc.
- To normalize struggle