



# **SPARTAN PATHWAYS & THE COLLEGE TRANSITION**

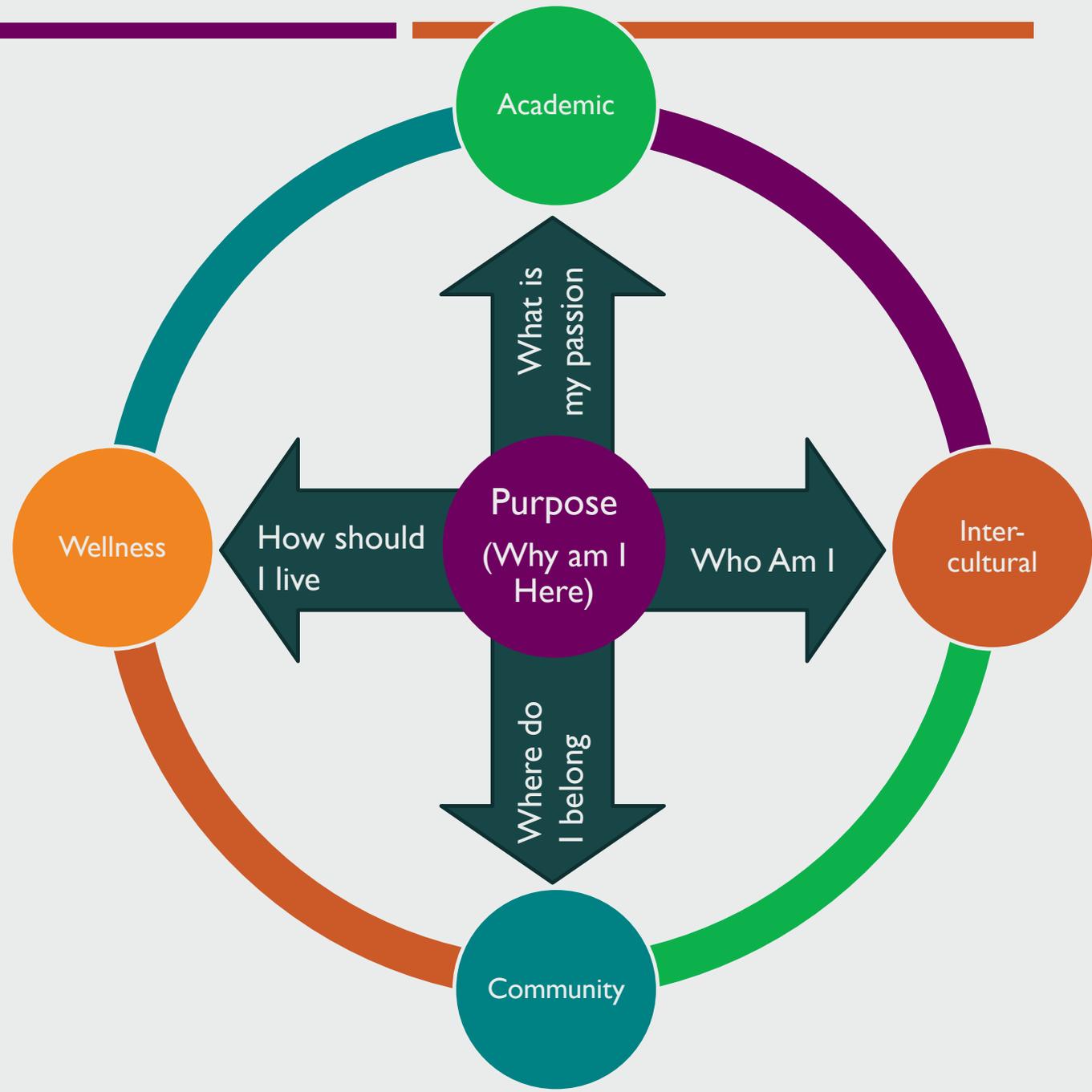
BACKGROUND PRESENTATION – DECEMBER 2017



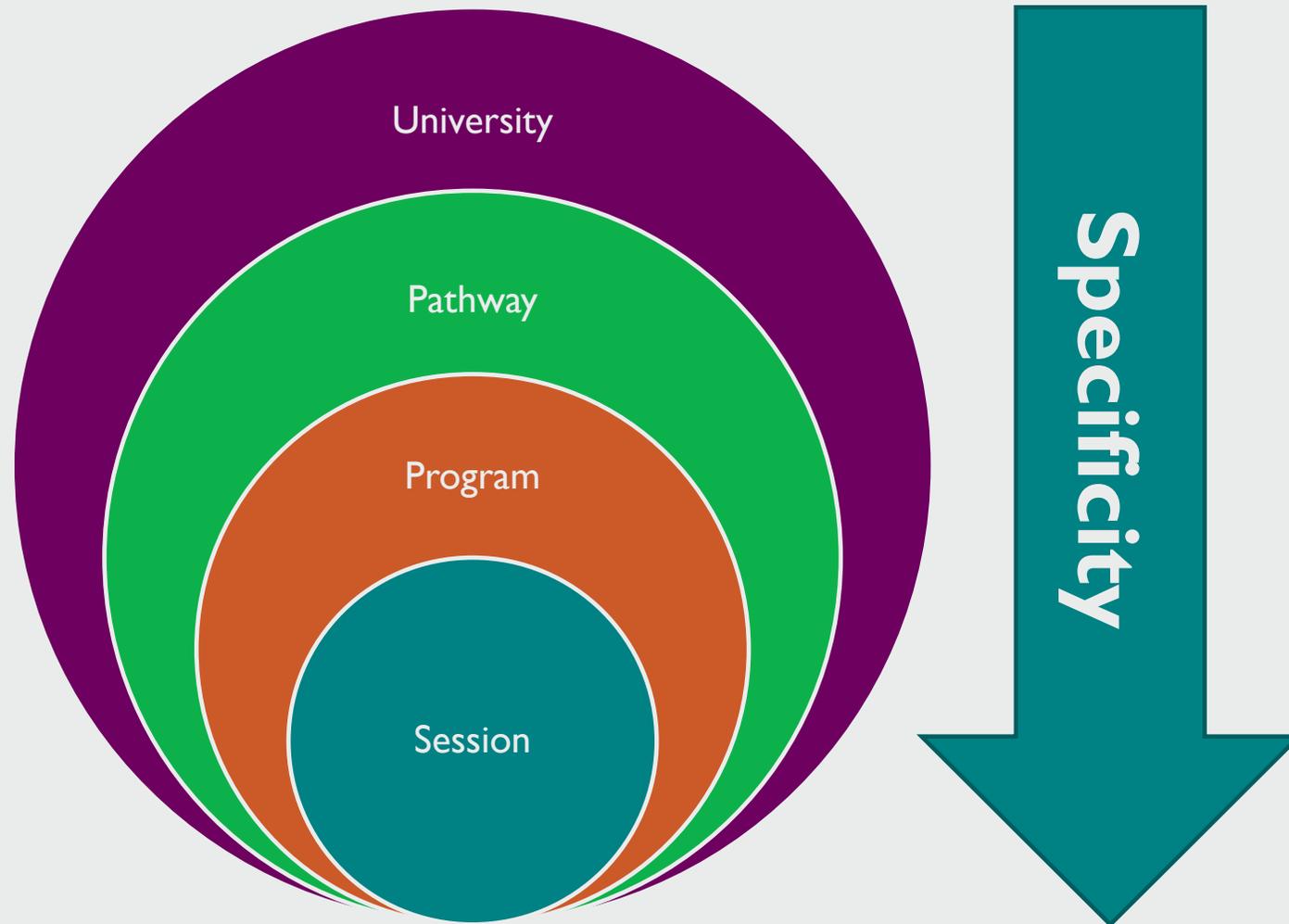
# SPARTAN PATHWAY INITIATIVE

- **Background** – Students transition to MSU in many different ways, some students have significant amounts of support and connection and others may lack a clear sense of programs and opportunities available to them.
- **Purpose:**
  - Documenting the various transition programs that support student success in the first two years of college
  - Connecting to institutional learning outcomes and building a cultural of assessment
  - Promoting best practices and collaboration amongst existing programs
  - Ensuring that all new Spartans have access to transition and support programs

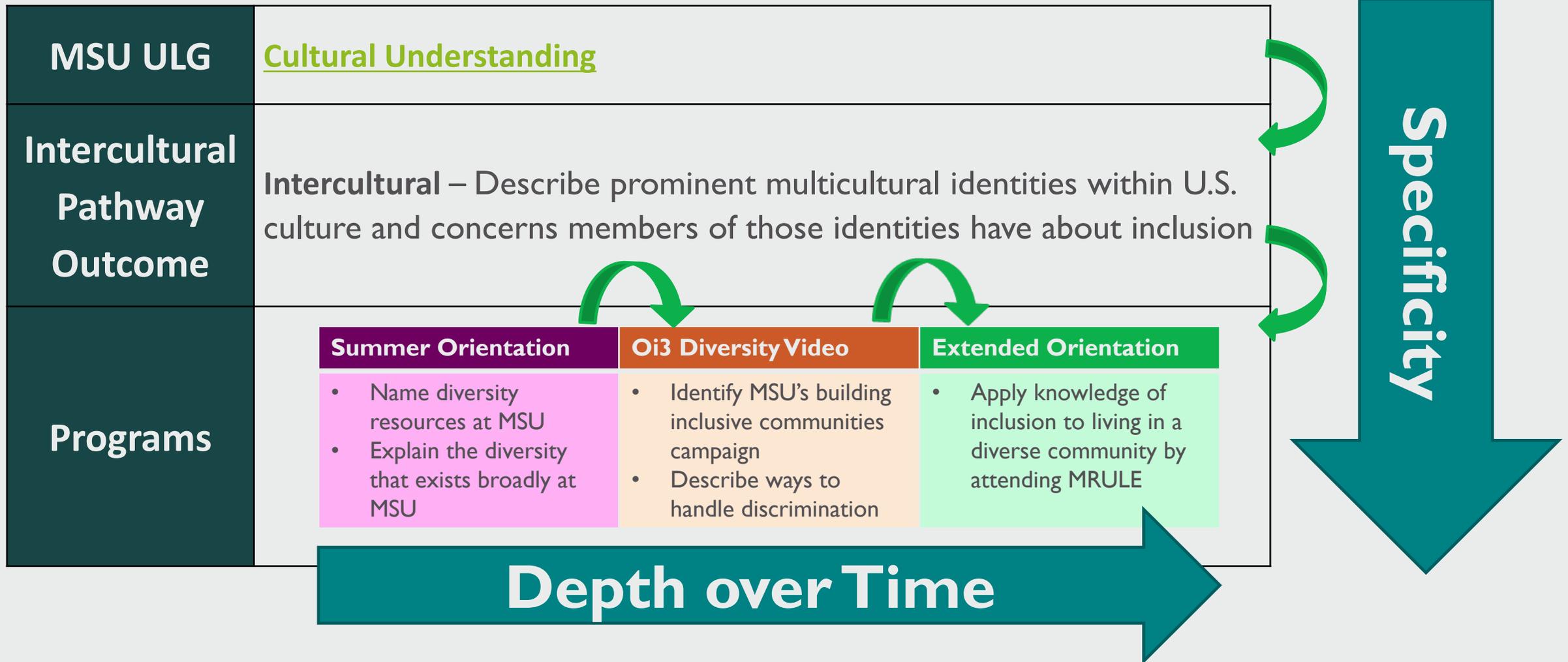
# Spartan Pathway Model



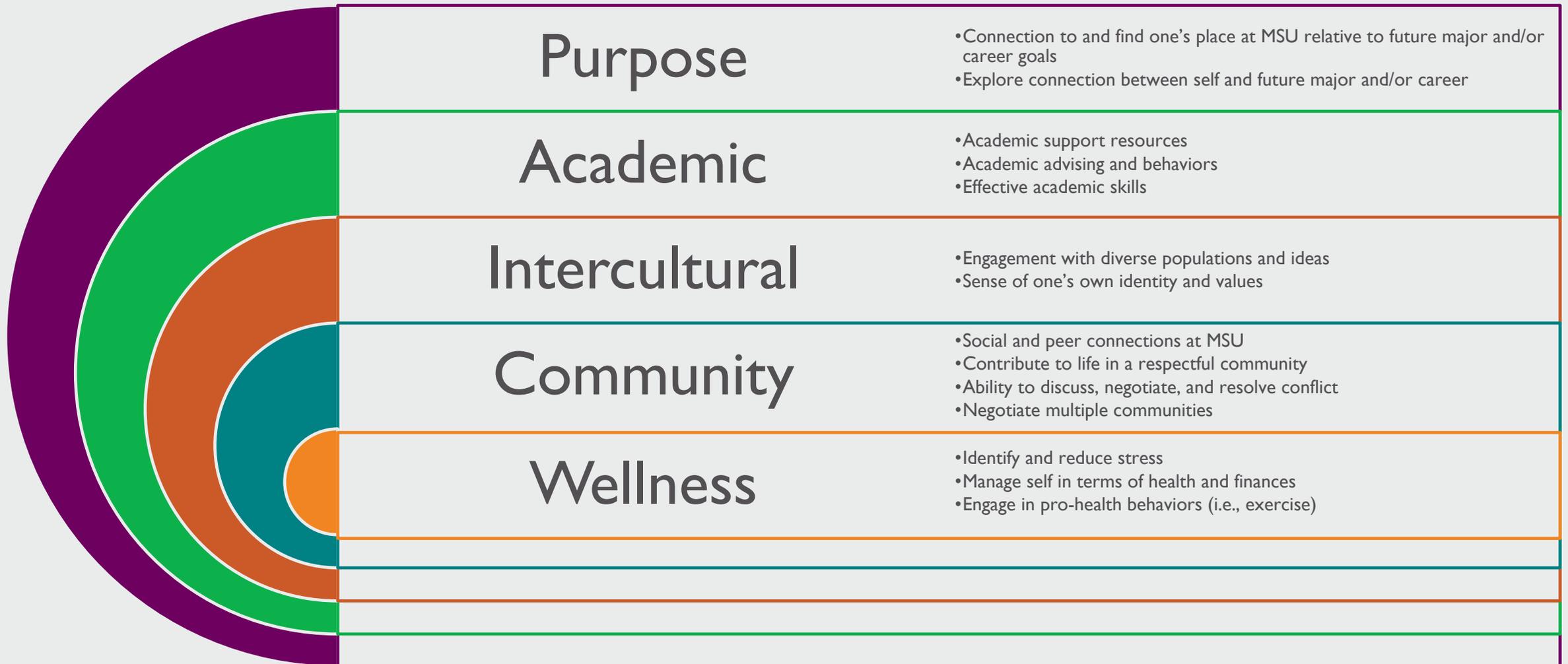
# NESTED NATURE OF LEARNING OUTCOMES



# EXAMPLE NESTED OUTCOME – INTERCULTURAL



# FIRST-YEAR PATHWAY PILLARS & OUTCOMES



# FIRST-YEAR PURPOSE MILESTONE OUTCOMES

	Level I – I will be able to	Level II – I will be able to
<b>Connection to MSU</b>	➤ Identify an MSU adult mentor who I trust and who knows me by name	➤ Activate my relationship with a trusted adult mentor to help me address a problem, opportunity, or question
	➤ Use at least three campus resources and that can help me identify my interests and/or grow my skills and abilities	➤ Develop an action plan with goals for graduation and experiences along the way.
	➤ Join co- and extra-curricular opportunities that fit my personal or professional interests	➤ Describe how participation in co- and extra-curricular activities fulfills my personal and professional goals, builds my skills, or clarifies my interests
<b>Vocation</b>	➤ Describe two to three potential academic programs that could further my professional interests and fit my skill sets	➤ Use evidence to explain connections between my interests, experiences, and strengths can translate into academic, personal, and/or professional opportunities

# FIRST-YEAR INTERCULTURAL MILESTONE OUTCOMES

	Level I – I will be able to:	Level II – I will be able to:
<b>Identity, Power, and Privilege</b>	➤ Describe aspects of my identities influence my thoughts and actions	➤ Engage in civil dialogue with diverse groups about complex race and social issues
	➤ Acknowledge that different identities have possess differing amounts of power and privilege within society	➤ Identify global patterns of privilege as they manifest historically and connect these patterns to current events
<b>National Diversity and Inclusion</b>	➤ Describe prominent multicultural identities within U.S. culture and concerns members of those identities have about inclusion	➤ Identify examples of bias and seeks to address them
<b>Global Diversity &amp; Inclusion</b>	➤ Describe how my action or in-action has an effect on people and places around the globe	➤ Identify global patterns of privilege as they manifest historically and connect these patterns to current events
<b>Intercultural Engagement</b>	➤ Respectfully participate in residential communities that foster social and academic growth	➤ Seek out opportunities to engage in on-going academic, research, or working relationships with a diverse individuals

# FIRST-YEAR ACADEMIC MILESTONE OUTCOMES

	Level I – I will be able to:	Level II – I will be able to:
<b>Resources</b>	<ul style="list-style-type: none"> <li>➤ View asking for help as a strength not a weakness.</li> <li>➤ Use MSU systems to look-up basic information about myself, my progress, and other important details (i.e., the name of my advisor)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Establish a relationship with an academic advisor with whom they track their academic programs each semester</li> <li>➤ Access the academic support services available on campus to resolve academic problems and questions.</li> </ul>
<b>Proactive Behaviors</b>	<ul style="list-style-type: none"> <li>➤ Respond to the contents of my MSU correspondence regularly</li> <li>➤ Able to calculate my GPA and course grades when asked.</li> <li>➤ Engage in a range of pro-academic behaviors (e.g., sit in the front of class, take notes, and introduce myself to my instructors and attend office hours so that my instructors know me by name, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Advocate for myself professionally in person and via writing</li> <li>➤ Proactively communicate my questions, concerns, and needs to academic staff, administrations, and instructors</li> </ul>
<b>Vision</b>	<ul style="list-style-type: none"> <li>➤ Approach my academic pursuits with openness and curiosity knowing that being well-rounded makes me a better citizen and professional</li> </ul>	<ul style="list-style-type: none"> <li>➤ Approach my academic efforts with a willingness to fail forward</li> <li>➤ Connect my passion to my actions and pursuit of my future professional and life goals</li> </ul>

# FIRST-YEAR **COMMUNITY** MILESTONE OUTCOMES

	Level I – I will be able to:	Level II – I will be able to:
Community Development	<ul style="list-style-type: none"> <li>➤ Identify and abide by rules governing a living community;</li> <li>➤ Manage my behavior to successfully live in a diverse, residential community</li> <li>➤ Name opportunities to engage with others as a means of developing friendships and potential professional networks</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop environments that foster positive behavior and social growth</li> <li>➤ Speak up about my needs and the needs of others within the community</li> <li>➤ Contribute to positive social change with the MSU and surrounding communities</li> </ul>
Support Networks	<ul style="list-style-type: none"> <li>➤ Identify individuals to whom I can turn for social support and companionship in the residential community</li> </ul>	<ul style="list-style-type: none"> <li>➤ Expand my support network to include individuals outside of my immediate living situation</li> </ul>
Navigating	<ul style="list-style-type: none"> <li>➤ Identify the various communities, both at MSU and outside of MSU, to which I belong</li> <li>➤ Address inter-personal and group conflicts through appropriate means using dialogue</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use two to three strategies to successfully navigate multiple communities successfully.</li> <li>➤ Proactively seek to prevent conflict by using active listening and dialogue skills</li> </ul>

# FIRST-YEAR WELLNESS MILESTONE OUTCOMES

	Level I – I will be able to:	Level II – I will be able to:
<b>Pro-Health Behavior</b>	➤ Describe good sleep hygiene/habits.	➤ Practice good sleep hygiene/habits.
	➤ Identify nutritional, hygiene, and exercise habits that contribute toward my wellness goals given my personal context	➤ Establish nutritional, hygiene and exercise goals for my health and make decisions that support these goals
	➤ Name mental and physical health resources available to me on campus that can support my personal wellness goals	➤ Use available wellness resources to achieve my personal wellness goals
<b>Stress &amp; Mental Health</b>	➤ Identify my personal causes, signs, and consequences of stress and anxiety	➤ Exhibit positive ways to manage stress and anxiety.
<b>Self-Care</b>	➤ Develop and maintains a calendar system that supports appropriate time for study, health behaviors, work, and socialization.	➤ Use my knowledge and resources to make decisions independently.
<b>Finances</b>	➤ Describe common financial risks, opportunities, and resources as related to college life.	➤ Set financial goals for the year.
	➤ Assess my financial situation as related to my personal needs, values, and available resources	➤ Create a personal budget that represents my goals and interests for the year.

# FIRST-YEAR PATHWAY MESSAGES

## Spartan Six

- Milestone language has been transformed into pithy slogans for the students.
- Featured on elements of the first-year pathway, from the AOT materials, first-year planner, arrival t-shirts, etc.
- Please contact MaryBeth Heeder to obtain a digital copy ([heeder@msu.edu](mailto:heeder@msu.edu))

