SOAR - Soaring into Success Fall 2021

Executive Summary:

The Oregon Institute of Technology had the opportunity to develop a pre-orientation bridge program that focused on the integration of incoming students to our campus. When applying for the grant we had initially wanted to focus on 100 low-income, first-time, first-year students due to our efforts to help close the opportunity gap. Understanding that Oregon "12% of low-income students receive a post-secondary credential by the age of 25." As we began planning the program, we shifted to 25 students, having 21 go completely through the program.

From the assessment results that we collected we were able to see the impact that our program had on our students: Below are some data points that we found exciting to see:

- 42% are first-year students living off-campus; 58% living in on-campus housing
- 57% Oregon residents; 43% out-of-state residents
- 52% historically underrepresented racial/ethnic identity (students of color)
- 81% of our students are concerned about course load and assignment before coming to Oregon Tech
- Our results end in a 95% retention rate from the fall to winter term

As we continue through the results, we were given data that not only proves that our students were meeting the objectives of our program but meeting our overarching goals as well. We were also able to obtain feedback on how students felt the program could be improved or what they would like to see. I believe that this is important info, that as we move forward, we know we want to focus on the academic success of our students, and to do that we want to make sure that the conversation extends beyond the student affairs division. As the university begins to integrate academic and student affairs, we can create co-curricular programs that help the student not only gain transferable skills but developed them into well-round individuals in the field.

*Abstract:*

The department of Student involvement and Belonging had the opportunity to host an Oregon Community Foundation grant-funded bridge program for qualified applicants. As the beginning of the term approached, we had to sit down and decide the best way to create our bridge program and decided that our first change would be going from "Oregon Tech Connect" to "SOAR-ing into Success." It was here that we were able to establish our overarching program outcomes and goals. In table 1.1 and 1.2 you can see that the outcomes relate to the meaning of SOAR and the program goals we worked to help students develop.

Table 1.1: Program Goals

| Find **S**upport | Sense of Belonging and Resources |
|---|---|
| Explore **O**pportunities | Student Involvement and Career Exploration |
| Achieve **A**cademic Success | Skills & Strategies |
| Build **R**esiliency | Continuing to SOAR at Oregon Tech |

For each goal, we identified objectives based on which Oregon Tech campus this program would be held on, specifically our main Klamath Falls campus. We also looked at the population that we were going to be serving based on the grant. We targeted the first-year, first-time students that lived on or off-campus. As we developed the outcomes for this program, we wanted to make sure that new students were provided the tools to be successful.

Table 1.2: Program Outcomes

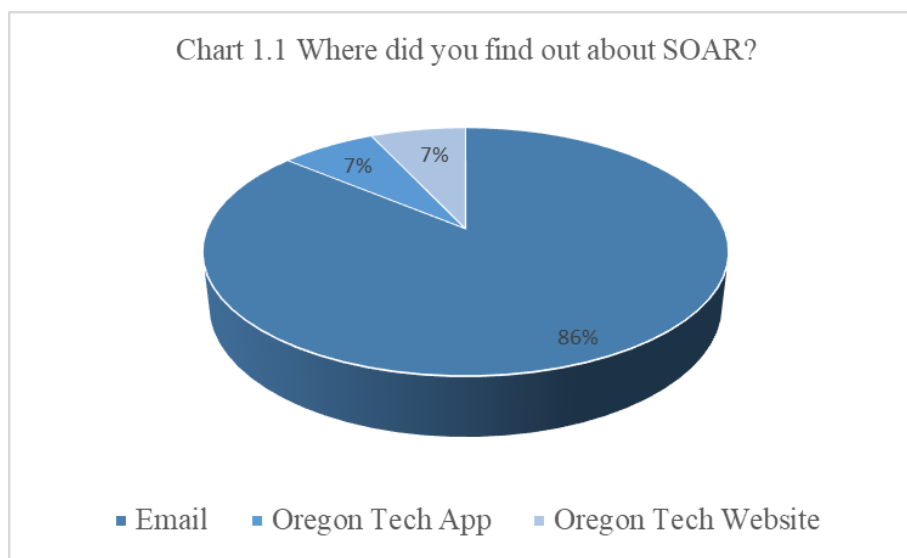| Everyone's an OWL | Develop a positive Oregon Tech student identity. |
|---|---|
| Parliament Power | Unite with peer OWLs through small group shared experiences. |
| Know the Nest | Build campus ownership and familiarity. |
| There's room in the Nest | Engage community conversations about diversity, equity, and inclusion to further develop personal and collective belonging. |
| OWLs take Flight | Learn strengths-based social and academic success strategies from peer coaches. |
| Extended OWL Family (Family Engagement) | Connect holistic support networks to optimize success. |
| OWLs Create their Future | Participate in a strengths-based Career Development course during the fall term. |

*Assessment Results:*

SOAR-ing into Success was created in the hopes of helping 25 students navigate their first term of college. Twenty-one students were able to participate in our SOAR pre-orientation program with the added value of having fourteen Flight School students participate as well. In

the results throughout this report, we will strictly be focusing on the impact this program had on our SOAR students. Our demographic report of our 21 SOAR students shows:
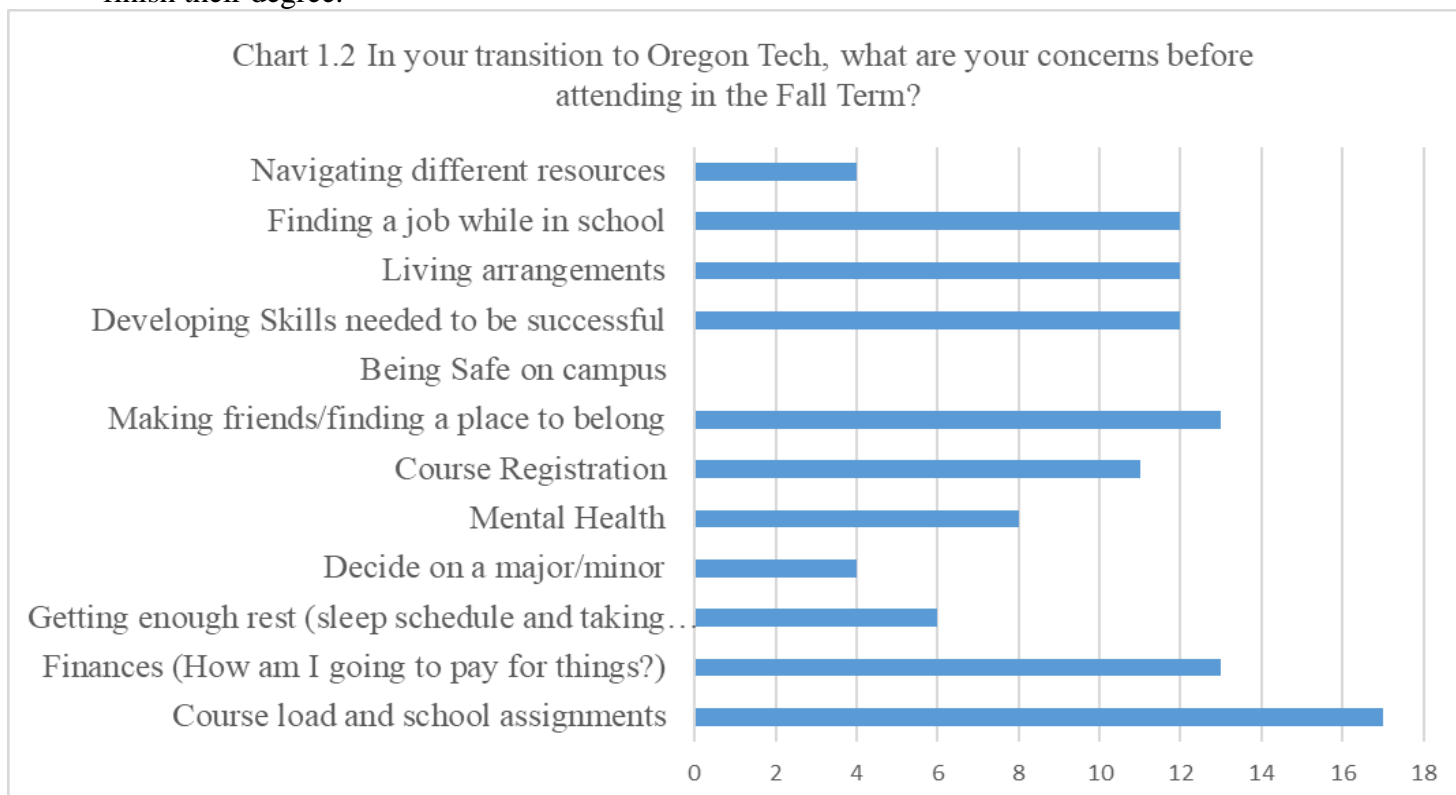
- 42% are first-year students living off-campus; 58% living in on-campus housing
- 57% Oregon residents; 43% out-of-state residents
- 52% historically underrepresented racial/ethnic identity (students of color)
- 23% Pell-eligible students
- 28% first-generation college students
- 23% in Oregon Tech honors program students
- 57% College of Engineering, Technology, and Management; 43% College of Health, Arts, and Sciences – students' areas of study

When our students were looking into Oregon Tech, 46% of them decided on our university because of the major they picked and 42% came with the hopes of being able to obtain a degree to earn more money. We know that our students who graduate from our institution tend to be paid on the higher end due to the prestige of our programs. We also found that because our students are first-year students most (75%) believe that they will graduate in four years.

Knowing we were creating a program for first-year students; we knew we had to be creative when it came to making sure students knew about the opportunity. With our connections in admissions, we worked to obtain student emails and created targeted marketing to help gain interest in the program. We offered not only the opportunity to participate in the bridge program and course but we're also going to receive a $500 award to the bookstore, a tuition waiver for the success course, and some different swag items. Our first opportunity to interact with the student was to introduce the program as a whole and see who would apply. Of the 36 applications that were submitted, we selected 25 students with 21 students that went through the complete bridge program.   We learned that most of the students that went through our program learned about the opportunity through the emails that were sent, letting us know that our targeted emails worked.



Chart 1.1 Where did you find out about SOAR?
7%  7%  86%
■ Email  ■ Oregon Tech App  ■ Oregon Tech Website

As professionals we knew to help this group of students start on the right foot, we needed to know what concerns they had in their transition to Oregon Tech. In chart 1.2 students were able to select the topics of concern, this helped shape the course and how we helped our students through their first term. This was important considering that most of our students were intending to spend at least the next four years at the institution or that's how long it would take for them to finish their degree.

Chart 1.2 In your transition to Oregon Tech, what are your concerns before attending in the Fall Term?

| Concern | Value |
|---|---|
| Navigating different resources | 4 |
| Finding a job while in school | 12 |
| Living arrangements | 12 |
| Developing Skills needed to be successful | 12 |
| Being Safe on campus | 0 |
| Making friends/finding a place to belong | 13 |
| Course Registration | 11 |
| Mental Health | 8 |
| Decide on a major/minor | 4 |
| Getting enough rest (sleep schedule and taking… | 6 |
| Finances (How am I going to pay for things?) | 13 |
| Course load and school assignments | 17 |

From the information provided in the survey, we found that there was a high number of students that had concerns about the course load and school assignments. This led us to focus on helping students understand the importance of knowing how to be good learners. With the fall term course, we decided that we would use the book "Teach Yourself How to Learn: strategies you can use to ace any course at any level" by Saundra Yancy McGuire and Stephanie McGuire. This book was divided into ten easy-to-read chapters that helped students understand how they can actively learn how to use the material their learning versus just memorizing the information enough to get through a test or assignment.

Another set of data that we were able to collect is how much students felt the program related to the program outcomes and goals. Looking at chart 1.3 SOAR pre-orientation program, we could see that a lot of our students felt that they either somewhat or strongly agreed with each statement. Remembering that this is how much students felt that the pre-orientation bridge program impacted their view of the outcomes. This data will be useful in the planning of future programming as we know that students were able to reach/gain the skills we were trying to help them achieve through our outcomes. In Appendix 1.1 you can see the full schedule of events for that week, and in Appendix 1.2 you will see the different planning objectives that went into each meaning of the word SOAR.

Chart 1.3: By participating in S.O.A.R. Pre- Orientation Program:
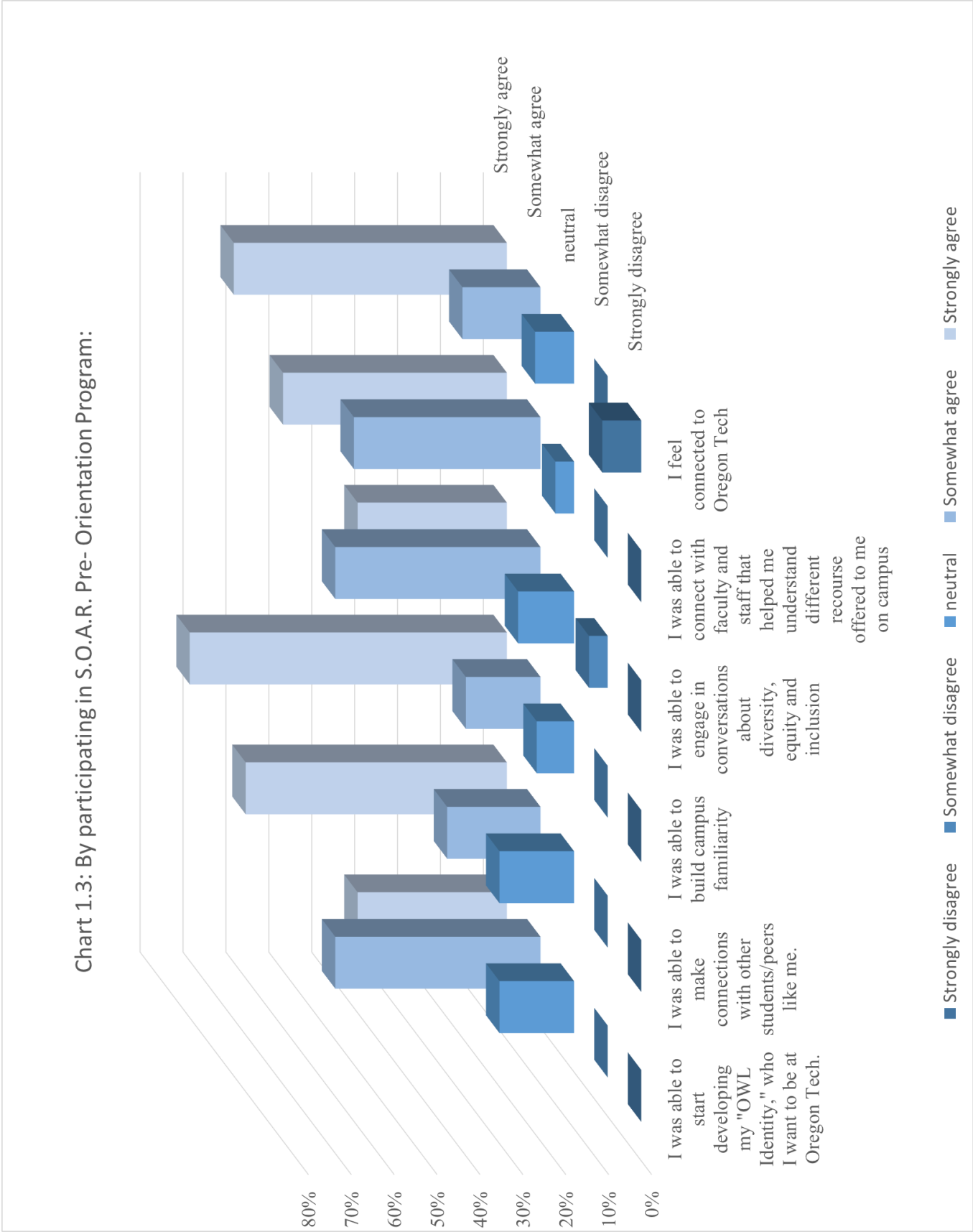
As a department, Student involvement and Belonging wanted to make sure that the students were going to get the most from this program. That is why their program was also extended to include a first-year seminar course known as ACAD 107, that held a 1 credit value on their transcripts. In the Oregon Tech catalog, ACAD is known as academic success courses for the institution, and we name the course "SOAR-ing into Success" to carry on the theme that we created for pre-orientation. In Appendix 1.3, you can see the course syllabus that was distributed on the first day of class. We knew that from what the attendees told us, is that they were concerned about course load and assignments, finance, making friends/finding a place to belong, along developing the skills needed to be successful. S.O.A.R.-ing into Success started with the opportunity for students to participate in "Strengths Quest," where they were all assigned a code where they took the online quiz to find out their top 5 strengths.

From their strengths, we jumped not the assigned text "Teach Yourself How to Learn: strategies you can use to ace any course at any level" by Saundra Yancy McGuire and Stephanie McGuire. We decided on this book particularly due to not only the ease of reading but the context that would help students become better learners. The book contained different exercises that would help students evaluate their learning procedures. As they navigated through the book, we used the 50 min a week class to discuss what they learned and apply it to an exercise in class.

In chart 1.4 we asked students how they felt the course helped them achieve the outcomes of our program and we are excited to see that there were no disagrees in the results and that agree and strongly agreed were the main outcomes.



Chart 1.4: By participating in the S.O.A.R.-ing into Success Course:
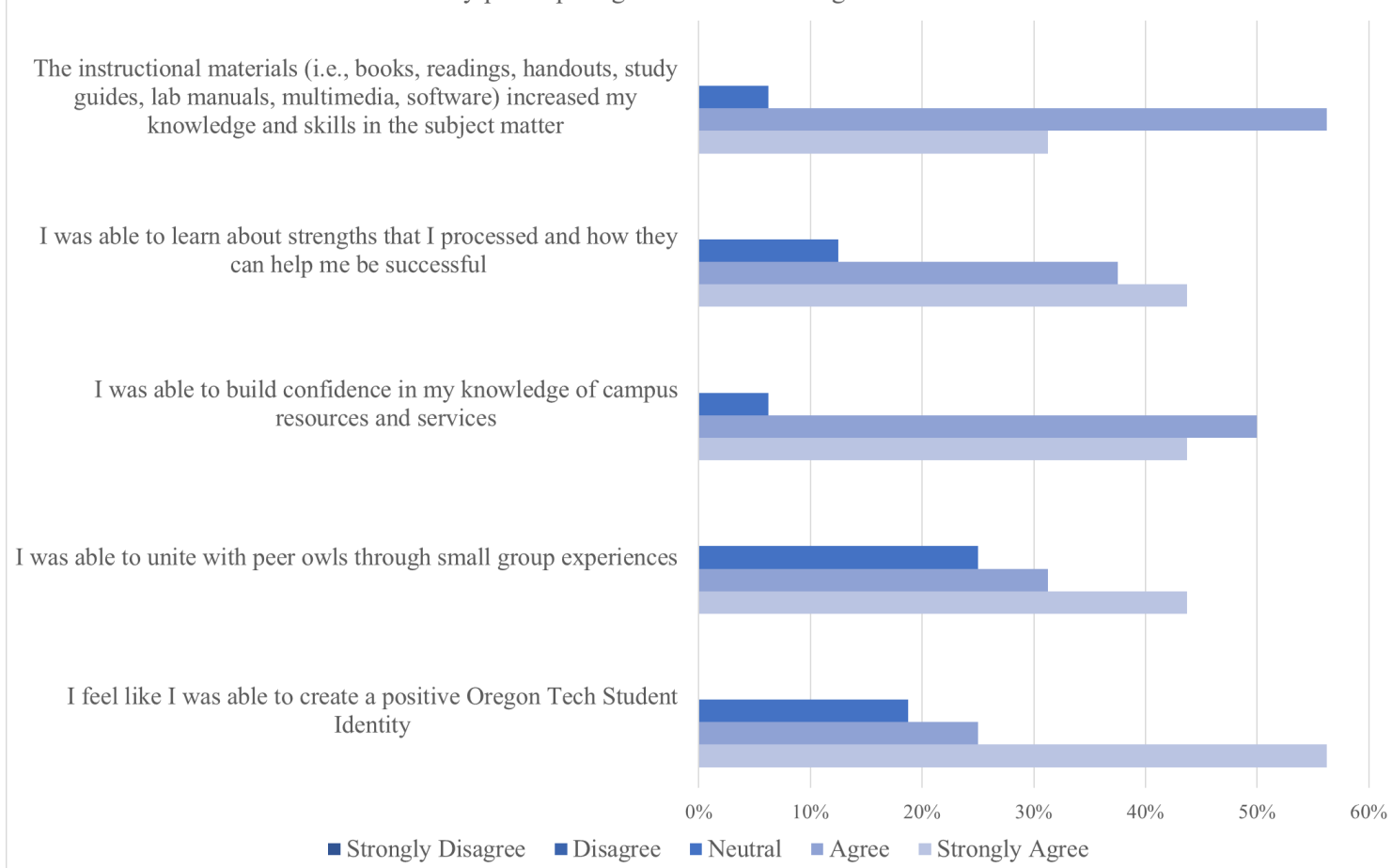
From the results that we collected, we are impressed to see that the students gained valuable skills and assets from the pre-orientation program and the fall term course. We asked students if they were to tell another student about the opportunity to be involved in soar what would you say, and below are some of the results.

- "It is helpful and can help to bring you close to others and being yourself. It helps to get on top of assignments"
- "You get to learn more about yourself, the resources that the school provides, and can get acclimated to school a week early"
- "DO IT! It helped so much and helped gain a sense of identity and find a community"
- "It offers so much help while also being non-pressuring and not a stressful introduction to college."

With this group of students, we knew that our target audience was first-time university students. We understand as a division the importance of the first six weeks of that transition period that can make or break a student's higher education experience. We took 21 students and allowed them to learn about what makes them uniquely them and gave them the introduction they needed to our resources to be successful. Of the 21 students, we have had 20 of the students enroll in classes for the winter term with one student transferring to a community college closer to home. Our results end in a 95% retention rate from the fall to winter term and as the year continues, we will continue to engage with our students and track their retention.

*Improvements:*

There is a lot of things that we believe can be improved on this program. To list a couple, we will discuss the peer mentor portion of this program, the pitfalls in the pre-course portion, and the course. All though can be fixed and can help improve the overall success of the program. The peer mentors for our program were supposed to be current students that were to be used to help the incoming students transition into the university. We went from three to two mentors and then towards the end of the semester, our mentors teetered off and lost communication with the coordinator. The peer mentors were to attend the lecture to understand what was going on in the course, hold study hours at least once a week, then keep in communication with their group of students.

We ran into problems with the mentors taking on the position not realizing the amount of work they would need to put in with the students in the course. We found that some of our mentors we not being timely in their communication efforts with the class, leading the coordinator to have to mediate the lack of communication. We know that the peer mentor part of this program was not given the attention it deserves causing it to have the problems it did. In the pre-orientation portion of the program, the students were able to give feedback on what they wished was better. Students mentioned that they wish there were more do activities that allowed them to build repour with a current student on campus. This makes sense in knowing that we were not able to get the peer mentors to be hired early enough for this process and we relied on

the RA in Housing to help us. The RA did amazing, but we asked a lot of them to think on their feet, and to our knowledge, they did the best with what they were given.

Lastly, we think about the improvement that could be made to the course. The problem that the coordinator ran into was the lack of knowledge about teaching such a course. They did what they could and learned as much as possible but after some review of the organization of the course, we believe that if we're given more time, maybe making the course two days during the week, the outcomes could be better. With this being the first year we know that there is always room for improvements but believe that the overall program was a huge success.

*Conclusion:*

S.O.A.R-ing into Success was a program that was created to help integrate the first-year student into the Oregon Institute of Technology. The program was designed to welcome students to our campus before the first week of school, introduce them to resources and services before others, and then help build skills and healthy learning habits to help them be successful while attending school. From all the information we gathered to form this program we can conclude that our students were able to find support, explore opportunities, achieve academic success, and build resiliency. From an interview with the student that transferred to a community college, we found that they were only able to make that decision because of the S.O.A.R program. They mentioned that because of the support that this program offered they were able to conclude that they needed the close support of their family and decided that living closer would be better for them in the long run.

Student Involvement and Belonging believe that this a program that provides success in not only retention but the empowerment that it provides our students will drive them to graduation. Knowing that the first six weeks of an incoming student's experience can affect the student's entire duration of university, it's important that we offer such support, and knowing that the rigorous course work can be overwhelming for a student. As a department, we believe that this program would better house in an academic setting with the help of student affairs to build the co-curricular collaboration and integration that makes of the university experience. We believe that academic and student affairs can build a program that not only can help students learn about what Oregon Tech has to offer but makes sure that we as a university uphold our end of helping low-income students rise above that 12% number of low-income students that hold a degree. Together as Oregon Tech, we can raise that number one Hustlin' Owl at a time.

*Appendix:*

1.1 SOAR-ing into Success Pre-Orientation Schedule

| | SOAR/ Flight School Schedule 2021 | | |
|---|---|---|---|
| | Time | session | Location |
| Sunday, September 19, 2021 | | | |
| | 10:00 am - 4:00 pm | Pre-Orientation programs move in (TOP's Bridge, HRL's First Year Experience, SIB's new program) | |
| | 4:30 pm- 5:00 pm | Meet up/welcome/check-in | Mazama/Scott |
| | 5:30 pm – 7:30 pm | Family dinner: Breakout sessions New students: Connect & FYE Families & Supporters | Mazama/Scott |
| Monday, September 20, 2021 | | | |
| | 8:30am – 9:00am | Continental Breakfast & Connect | |
| | 9:00 am -9:30 am 9:30 am - 10:00 am 10:00 am - 10:30 am | Intro to Program & Social (Take Off) | CU: Auditorium |
| | 10:30 am - 11:00 am | Financial Aid: Jake Coatney | CU: Auditorium |
| | 11:00 am - 11:30 am | Integrated Student Heath Center: Gaylyn Maurer | CU: Auditorium |
| | 11:30 am -12:00 pm | Campus Safety: Officer Bowman | CU: Auditorium |
| | 12:00 pm – 01:00 pm | Lunch: pork loin | CU: Market Place |
| | 1:00 pm- 1:30 pm | Honors Program: Dr. Christopher Syrnyk | CU: Auditorium |
| | 1:30 pm- 2:00 pm | TOP: Zach Jones | CU: Auditorium |
| | 2:00 pm -2:30 pm | CARES: Shaundrea Hirengen | CU: Auditorium |
| | 2:30 pm - 5:00 pm | Scavenger Hunt with the RA's | Various locations |
| | 5:30 pm – 07:30pm | Dinner: Chicken cascara | CU: Market Place |
| | 8:00 pm – 10:00 pm | Late-night activity with the RA's | |

| | | | |
|---|---|---|---|
| Tuesday, September 21. 2021 | 08:30am – 09:00am | Continental Breakfast & Connect | |
| | 9:00 am -9:30 am | Unlearn Session (Diversity, Equity, & Inclusion) | CU: Bailey/ Thielsen and Sunset |
| | 9:30 am - 10:00 am | | |
| | 10:00 am - 10:30 am | | |
| | 10:30 am - 11:00 am | Unlearn Debrief/ travel back to auditorium/ Intro to opportunities | |
| | 11:00 am - 11:30 am | | |
| | 11:30am - 12:00 pm | Career services | CU: Auditorium |
| | 12:00pm – 01:00pm | Lunch: Chicken Jambalaya | CU: Market Place |
| | 1:00 pm- 1:30 pm | O – Explore Opportunities – Student Involvement & Career Exploration: Bailey Nickle | CU: Auditorium |
| | 1:30 pm- 2:00 pm | | |
| | 2:00 pm -2:30 pm | | |
| | 2:30 pm - 3:00 pm | | |
| | 3:00 pm - 4:00 pm | Katie and Poch: Tree House | CU: Tree House |
| | 4:00 pm – 05:00pm | Peer Mentor Breakout | |
| | 05:30pm – 06:30 pm | Dinner: Salisbury Steak | CU: Market Place |
| | 7:00 pm - 9:00 pm | Late-night activity with the RA's | Unknown |
| Wednesday, September 22, 2021 | | | |
| | 08:30 am – 9:00 am | Continental Breakfast & Connect | |
| | 9:00 am - 9:30 am | A – Achieve Academic Success – Skills & Strategies | Led by Zoe |
| | 9:30 am - 10:00 am | Natural Science: Dr. Tanya McVay | CU: Auditorium |
| | 10:00 am - 10:30 am | Physics and University advice: Dr. Yuehai Yang- | CU: Auditorium |
| | 10:30 am - 11:00 am | English: Dr. Franny Howes | CU: Auditorium |
| | 11:00 am - 11:30 am | Math: Dr. Randal Paul | CU: Auditorium |
| | 11:30am – 01:00pm | Lunch | CU: Market Place |
| | 1:00 pm- 1:30 pm | R – Build Resiliency – Continuing to SOAR at Oregon Tech: Bailey Nickle | CU: Auditorium |
| | 1:30 pm- 2:00 pm | | |
| | 2:15 pm -2:30 pm | R – Build Resiliency w/ Dr. Foley | CU: Auditorium |
| | 2:30 pm - 3:15 pm | | |
| | 3:15 pm - 4:00 pm | Tour campus and Find your classes | Various location |
| | 4:00 pm – 05:00pm | | |

| | | | |
|---|---|---|---|
| | 5:30 pm -6:30 pm | Dinner: Pulled Pork | CU: Market Place |
| | 7:00 pm - 9:00 pm | Late Night Activity | Epicenter Bowling |
| Thursday, September 23, 2021 | | | |
| | 08:30am – 09:00am | Continental Breakfast & Connect | |
| | 9:00 am -9:15 am | auditorium opens | CU: Auditorium |
| | 9:15 am - 10:15 am | Covid 19 presentation with Dr. Foley | |
| | 10:15 am - 10:45 am | Explain the adventure day | CU: Auditorium |
| | 12:00 pm - 1:00 pm | Group 1 | Various Locations |
| | 1:00 pm - 2:00 pm | Group 2 | Various Locations |
| | 2:00 pm -3:00 pm | Group 3 | Various Locations |
| | 3:00 pm - 4:00 pm | Group 4 | Various Locations |
| | 12:00 pm -3:00 pm | Meal opportunities | Jalapenos, Thai Orchid chafe, etc. |
| Friday September 24, 2021 | 8:30-10:00 am | Breakfast of Champions | |

Appendix 1.2: S.O.A.R. meaning:

**Intro:**

**While attending SOAR, students will have the opportunity to build an owl identity through selective programming aimed at student success. Over the course of four days students will be able to find support, explore opportunities, discover skills and strategies to achieve academic success, and build resilience to help them navigate their time at Oregon Tech!**

Everyone is an owl building an identity and building a shared experience

S- unite with peer and build a shared experience, Know the nest

O- know the nest, there is room in the nest, extended owl family

A- Owls take flight and know the nest

R-Owls create their future- Extended owl family

Learning Outcomes:

1. By attending SOAR students will be able to add to their university network and make connections with other off campus students

2. Students will be able to name 3 fellow SOAR peers from their time in the program

**Support:**

**The transition into university can be challenging but Oregon Tech has plenty of resources to support you while you are here. During this session you will have the opportunity to learn about the resources that Oregon tech has to offer while building a sense of belonging with your cohort.**

Partners to Invite:

- Integrated Student Health center,

- ACES,

- TOP,

- Academic advising

- Overview of the App and Tec web (how they can use it to their advantage)

- Financial aid office

Learning Outcomes:

1. Students will be able to identify 3 resources that will help them throughout their university career

2.   Students who attend SOAR will have the opportunity to understand transitional issues (social and academic) they may encounter during their time at university and how to manage them.

**Opportunity:**

**The collegiate experience is all about growth and development and the best way to ensure that is to seek out new opportunities that the university and community has to offer. This session will take the time to overview many of the opportunities available to students like student clubs/programs, career exploration, and community engagement.**

Partners to Invite:

- SIB,

o Talk about student clubs and programs

▪ Maybe have program advisors or officers come in and talk about the different student programs week have like VSP, outdoor program, CAB, Gaming

▪ We could also just do an overview of each program, but I think it would be nice for student to be able to put a name to a face

o Presence introduction

o Ways to find events on campus

▪ Oregon Tech app

o Talk about what our office and the different opportunities we have for students

- Career services,

o Handshake

o Career exploration

o Different resources the department offers to students like resume review, mock interviews, etc.

- Community engagement

o Different organizations to get involved with in the community of Klamath Falls

o Ask josie for recommendations

Learning Outcomes:

1. Students will be able to identify opportunities available to them during their time here at Oregon Tech that will support their holistic development.

2. By attending this SOAR session, students will be able to describe the importance of seeking out new opportunities while attending college.

**Academics:**

**Dinner with faculty or an opportunity to bring faculty into this session (volunteering, help bridge the gap between academics and co-curricular involvement**

**As a student your number one priority is obtaining a degree, and to do that this session will focus on creating transferable skills to help you throughout your university experience. Meeting with different academic coaches will help build on your skillset to make you a successful student at Oregon Tech.**

Resources to Invite: CARES (Center for Academic Resources and Engagement Services), TOP, MATH, Academic advisors, Peer mentors, Library

Learning Outcomes:

1. Students will be able to understand how to connect and receive service from university resources to help with their academic career.

2. Students will develop transferable skills that can be used throughout their academic and cocurricular activities.

**Resilience**:

**University is HARD, but that is all a part of the process. While you are here you will learn how to navigate obstacles you may have never encountered, and we will focus on building resilience's through activities and identify YOUR purpose for attending Oregon Tech.  "Why" are you here?**

Resources to Invite:

• Recruit someone to give a speech about resilience and how to overcome failure

Quotes we liked to build off:

• "Persistence and resilience only come from having been given the chance to work through difficult problems."
  **— Gever Tulley**

• "A good half of the art of living is resilience."
  **— Alain de Botton**

Learning Outcomes:

1. Students will develop their "why" for coming to Oregon Tech and what motivates them to be in school.

2. Students will identify at least one coping skill they plan to utilize to overcome adversity.


Appendix 1.3: Course Syllabus

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**ACAD 107: SOAR-ing into Success**

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Zoé Smiley, M.A.                                                Fall 2021
zoe.smiley@oit.edu                                         Tuesday
Office line: (541) 885- 0177                            2:00–2:50 PM
Office hours: Monday 3:00 PM – 4:00 pm or by appt.     1 credit

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**REQUIRED READING:** "Teach Yourself How to Learn: strategies you can use to ace any course at any level" by Saundra Yancy McGuire and Stephanie McGuire. ISBN-13: 978-1-62036-756-8. (Book will be provided to you)

**COURSE DESCRIPTION:** This course is designed to help a select cohort of incoming students identify and develop transferable skills to help them be successful while attending and once they leave Oregon Tech. Our university is dedicated to student success, and SOAR-ing into Success ACAD 107 is designed to support participants in becoming active participants in the university community through exposure to co-curricular opportunities aside from their academic responsibilities, goal setting, access to peer mentors, and added support while navigating university life.

**COURSE LEARNING OBJECTIVES:**

- Find Support - Sense of Belonging and Resources
- Explore Opportunities - Student Involvement and Career Exploration
- Achieve Academic Success - Skills & Strategies
- Build Resiliency - Continuing to SOAR at Oregon Tech

**COURSE GOALS:** As a result of participating in this course, students will be able to:

1. Develop a positive Oregon Tech Student identity
2. Unite with peer owls through small group shared experiences
3. Build campus ownership and familiarity
4. Learn strength-based social and academic success strategies from professors and peer mentors,
5. Gain transferable skills that will help students be successful during their time at Oregon Tech and Beyond.

**ACCOMMODATIONS:** Accommodation Policies Disability Services (DS) aims to ensure access and services for students with disabilities. The DS coordinator will work with each student to make sure that they have an equal opportunity to participate in Oregon Tech's programs and services. Accommodation requests must be made promptly. Students who are requesting accommodations are required to meet with the DS coordinator, or the appropriate appointee, to discuss the request. Each student knows how their disability affects them; therefore, it is important that you meet with the DS coordinator to discuss your needs and how they relate to you as a student in the classroom or beyond.

To receive accommodations:

- Each student needs to make an appointment to meet with the DS coordinator at the beginning of each term to discuss accommodation needs and how they relate to each course the student is registered for.

  - Accommodation and services are determined per individual student, on a course-by-course basis. Therefore, students are encouraged to meet with the DS coordinator before the start of or at the beginning of each term. This meeting will allow the DS coordinator and the student to determine the appropriate accommodations for each class.

- Once accommodations have been established, an accommodation letter will be generated for each class where accommodations are needed.

- If a student has not met with the DS coordinator to discuss accommodations and/or has not returned a signed accommodation letter from the instructor, the student may not receive their accommodations. Please visit with the DS coordinator if you have any questions or concerns.

**NONDISCRIMINATION:** Oregon Institute of Technology holds that all persons shall be treated equally and fairly, and an environment free of illegal discrimination and harassment shall be maintained. The university prohibits discrimination on any consideration not directly and substantively related to effective performance. Complaints, grievances, or inquiries regarding the ACAD 107 or the university's discrimination and equity programs and policies should be directed to the Oregon Tech, Human Resources Director, at 541-885-1108.

**ACADEMIC MISCONDUCT POLICY:** Oregon Tech places a high value upon the integrity of its students. Any student found guilty of an act of academic misconduct or dishonesty (including, but not limited to cheating, unauthorized collaboration, fabrication, facilitation, plagiarism, or tampering) may be subject to a failing grade for the assignment or the course, loss of participation points, being placed on probation or suspension from the university, or a combination of these actions per the Oregon Tech policies regarding academic integrity. The Oregon Tech Student Code of Conduct and Student Handbook is at www.oit.edu/student-handbook for more information. It is every student's responsibility to know, understand, and comply with the Code of Conduct. For additional questions about academic misconduct or the Conduct Code, please see the Oregon Tech Dean of Students.

**ATTENDANCE AND CLASS PARTICIPATION:** Attendance is important regardless of the class that you're in. That is why it is a component of your final grade in this class. So, I expect that you'll attend class. Life does happen, and that's alright too. Please let me know as soon as possible if you will miss a class; we will work out an arrangement for you to make up the material and/or review the content. If the campus is closed, I'll send materials via email along with instructions for what to do with said material. As is the case with all classes, check your email for updates; that is where I'll send communications.

This course is designed to help build a sense of community with added values in shared learning and intellectual growth. As a student in this course, you are expected to come to class prepared to contribute to the day's activity and since participation is a key component for this course, regular attendance, participation in activities/discussions, and active listening all apply. To perform well in the class, you must not only show up but also be "present" in what is happening.

**TECHNOLOGY POLICY:** My perspective is that if the technology you are using helps aid you in taking the course i.e., a laptop to take notes on. Please use it. I will trust that when you are using your technology it is to aid you in the course work. If you choose to use technology in a way that hinders your attention to the class, that is on you. If it's an emergency, please take the liberty of stepping outside and handling whatever may arise.

**GRADING RUBRIC**

| Criteria | Worth | Total Possible Points |
|---|---|---|
| **Class Attendance & Participation** | 10 points each x 9 classes | 90 Points |
| **Homework** | 10 points each x 7 assignments | 70 Points |
| **Final essay** | 40 points | 40 Points |

| | |
|---|---|
| **180-200** | **A** |
| **160-179** | **B** |
| **140-159** | **C** |
| **120-139** | **D** |
| **0 - 119** | **F** |

**LATE WORK POLICY:** Assignments are due by the stated due date in the course syllabus. For each day that the assignment is late, I will dock 25 percent of the points off the assignment. So, the latest I will take something is three days late and the minimum point I'll give is 25 percent credit.

**EXTENUATING CIRCUMSTANCES**: Life happens. So, if you need an extension or believe that you'll miss a deadline, contact me! I'm a reasonable person and would much rather have high-quality work that is negotiated to a later date than an assignment turned in on time that gets no points because it didn't meet the agreed-upon objectives that we set for it. Remember, we hold this class in pursuit of furthering knowledge of "the self;" if the quality of the work will be diminished because of a deadline, let's revise the assignment and negotiate something that still meets that baseline pursuit.

**COURSE OUTLINE:**

| Week and Date | Description | Assignments Due |
|---|---|---|
| **1: 10/5** | ***Topic:*** *SOAR-ing through college and beyond*<br>- Syllabus<br>- Peer mentors<br>- Strengths Finder<br>*Homework:* Take online Strength Finder assessment<br>- Code is given in class<br>- Print out your strength's insight report | Next Class |
| **2: 10/12** | ***Topic:*** *Strengths Finder part 1: Review your results with Thomas Arce*<br>*Homework:* Strengths Finder discussion post posted online | Next Class |
| **3: 10/19** | ***Topic:*** *Strengths Finder part 2 with Thomas Arce*<br>*Homework:* Self Reflection #1 assignment online & Read chapter 1-3 "Teach Yourself How to Learn" | Next Class |
| **4: 10/26** | ***Topic:*** *Learning in College: Teach Yourself how to learn: Chapter 1-3*<br>**Homework:** Discussion post online (Respond to two classmates) & Read chapters 4-5 "Teach Yourself How to Learn" | Next Class |
| **6: 11/2** | ***Topic:*** *Academic Transition: Teach Yourself how to learn: Chapter 4-5*<br>**Homework:** Self Reflection #2 Read chapter 6-7 "Teach Yourself How to Learn" | Next Class |
| **7: 11/9** | ***Topic:*** *Growth Mindset and Goal Setting: Teach Yourself how to learn: Chapter 6-7*<br>*Homework:* Self-reflection #3 & Read chapter 8-9"Teach Yourself How to Learn" | Next Class |
| **8: 11/16** | ***Topic:*** *Time Management and Self-Motivation & "Teach Yourself how to learn": Chapter 8-9*<br>*Homework:* Time Management assignment & College engagement discussion posted online | 11/30 |
| **9: 11/23** | **Thanksgiving Break: No class** | *No Homework* |
| **10: 11/30** | ***Topic:*** *Beyond the classroom: Career Exploration*<br>*Homework:* Final Essay: SOAR-ing through College upload to online drobox | 12/10 |
| **11: 12/7** | TBA: Last class of the term (will discuss as it gets closer) | N/A |
| **12:12/17** | **No Class Finals Week** | |