**Curriculum Learning Profile Analyze Strategize Succeed**

**Step 1: Curriculum Profile**

Many college/university academic programs build their plan of study around core competencies that will enable them to be successful in a professional field or industry. At times these are very specific (e.g., when working toward a teaching or nursing license), and others can be more generally applied to a wide variety of settings of disciplines. While faculty may be very intentional when *designing* programs of study to build toward these goals and competencies, those connections might not be readily apparent to students unless they look for them. Once students have selected a major, they can consult their advisors, faculty, and websites of professional organizations in their field to develop an understanding of the constructs, goals, and expectations of their major (and future professional field) and plan ahead for next steps after graduation.

Foundational questions to address within the curriculum component of CLASS are “What will be required to be successful in this academic program?” and “How can I ensure that I maximize opportunities while in college to round out the class curriculum with other experiences?”. Example factors to consider at this level of the CLASS framework include course load and curriculum requirements, experiential learning requirements, entry or exit exams or certifications, GPA requirements, upper divisions or interview requirements for declaration purposes, and any additional academic expectations outlined by the program.

Size up the Curriculum:

* Nature of the Curriculum

What parts of the curriculum (including courses, field experiences, labs, etc.) line up well with my strengths, and where might I need to build in more support?

What is the structure of curriculum (mostly taught face-face, virtual, hybrid)?

What is the sequence of the curriculum (prerequisites and suggested progression through courses)?

What is the minimum GPA for entrance and that needs to be maintained throughout enrollment?

What is the minimum GPA for core classes to progress?

* Nature of Content

What is your interest level in the core curriculum of the program?

What is your interest level in the professions associated with the academic program?

What is your familiarity with academic content?

How do the subject areas align with your strengths and courses for which you may need to build in more support?

* Resources Available through Program

What advisors are available (Faculty Advisor vs. Non-Faculty Advisor)?

Are there Academic Success Centers offered through the program?

Is there dedicated career services support?

Is there a computer lab available?

Does the college/program have IT or tech support available?

Is there dedicated tutoring/mentoring support?

What is the faculty availability?

Are there faculty members who have expertise or research agendas that interest you and that you want to learn more about?

Are there scholarships available?

**Step 2: Learning Profile**

Strategic students will develop a strong understanding of their learning profile and will continue to reassess this understanding as they learn and grow. This second step in the CLASS strategy encourages students to reflect on their learning preferences, strengths, and needs as it applies to the broader curriculum and learning opportunities. When considering the selection process for a curriculum or declaring a major these questions should now be viewed on a much broader scale and applied with a macro-level of questioning.

Articulate your learning style:

How do you best take in info?

How do you best interact with info?

How do you best express what you learn?

What are successful learning strategies you have used from your past? What new strategies could be applied?

What are some of the supports that have helped in the past?

**Step 3: Analyze**

This third step encourages the student to pull the information from the first two steps together and compare them to determine the level of match between the demands of the learning environment and their learning profile. This will not always be a perfect match and allows students to identify places where they will need to be very intentional with their approach to being successful within their chosen academic program (curriculum).

Compare the curriculum and your learning style:

What are the elements that are a good match between the curriculum and student learning profile?

What are the potential barriers that may be challenging for learners or prevent the learner from being successful?

What are the resources in the curriculum that are a good fit with their learning profile?

What are your strengths, growth-points, opportunities, and potential threats (things that you are unable to plan for or are uncontrollable)?

Some potential questions students should ask themselves related to each element of the curriculum:

Repeat analysis for each element of each component of the academic program/curriculum:

Has any of the classes required been a challenge for me in the past? Why?

Do I have what I need already in place to address a potential challenge?

**Step 4: Strategize**

During this step, students determine how they will engage with the different elements of their program of study in such a way that capitalizes on their strengths and either compensates for or facilitates growth in more challenging areas. On the class level, this might include choosing specific study habits, support resources, etc., and on the curriculum level, this might include intentionality in clustering courses taken, exploring extra experiential learning opportunities, aligning college employment with the ability to build certain skill sets, planning for graduate school, etc.

List of questions for curriculum that are flagged for consideration:

Do you need specific grades in certain classes for progression?

Is there an entrance exam or are there interviews required to progress through the program?

Is there an application process? If so, what does that entail?

Is an experiential learning requirement included in the curriculum?

If so, what are the parameters?

Do they need to be completed before graduation or as an externship?

Is there an internship coordinator? What opportunities are there through the program?

Is there a foreign language requirement?

Is a minor suggested or required?

If so, what are suggested minors to compliment the major?

Is this a program that typically requires a graduate degree to work in the field?

If so what is the typical program of study enrolled by students after graduation?

If not, would it benefit me professionally to do so?

Are there any students you know that are enrolled in the program or a similar program?

What are other options that can enhance your ability to master competencies of the major; volunteer/service opportunities, student organizations both educational and professional, leadership opportunities, research, career exploration?

Tools to utilize while creating a strategy:

Conduct an executive functioning self-analysis: Do I need to (add breaks throughout the day in between classes, create a visual guide for all coursework required for graduation, create a semester/academic year/academic program checklist)?

Create goals utilizing the SMART Goals or Locke and Latham’s Theory

**Step 5: Succeed**

The cyclical process instilled with CLASS includes steps focused on reflection and evaluation. As students’ progress throughout their curriculum and academic program, they will need to adapt and re-calibrate ongoing learning with selected strategies. Step 5 reminds students, now on a larger scale, to celebrate incremental successes while remaining committed to continued reflection and adjustment as needed.

Follow through and reassess:

Periodically monitor progress; weekly, monthly, at the end of a semester, at the end of an academic year (What has been working? What has not been working? Revisit your analysis and strategy.)

Give yourself a progress report (Have you been following through on your planning and strategy? Have you accessed and utilized the resource identified in the process?)