

#NISTS2019 CONFERENCE

WORKING TOGETHER TO SIMPLIFY TRANSFER

FEBRUARY 13-15, 2019 • ATLANTA, GEORGIA

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Context and Connection: How do the Constellations of First-Year Programming Differ by Institutional Type
Transition Programs & Services, Matriculation Trends and Issues - Research Spotlight, Sponsor

The first-year experience is defined as “an intentional combination of academic and cocurricular efforts within and across postsecondary institutions.” As such, it is important to understand how FYE is structured at all institutional types and the implications for transfer students as they navigate across and between campuses. This session features evidence from the 2017 National Survey of The First-Year Experience to examine common FYE initiatives at both 2-year and 4-year institutions and highlights how these structural and instructional features facilitate or inhibit the success of transfer students.

Jennifer Keup, Director

National Resource Center for The First-Year Experience and Students in Transition

Context and Connection: How do the Constellations of First-Year Programming Differ by Institutional Type

Jennifer R. Keup



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February 13, 2019



www.sc.edu/fye

Session Learning Objectives

As the result of attending this sessions, participants will:

- Gain a greater understanding of first-year seminars and high-impact educational practices.
- Have the opportunity to compare their institutional approaches to other transition programs using national data and to consider innovations or refinements, particularly for supporting transfers.
- Have increased awareness of how integrated approaches may be constructed to assist students in their success and development during transfer



Section 1:

DEFINITION AND SIGNIFICANCE OF FYE & HIPS

WHAT? A Working Definition of FYE

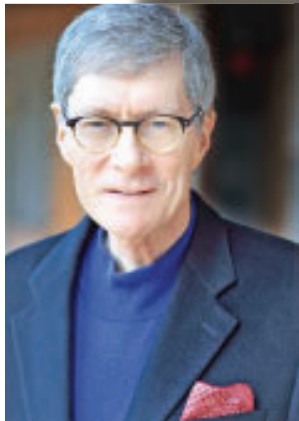


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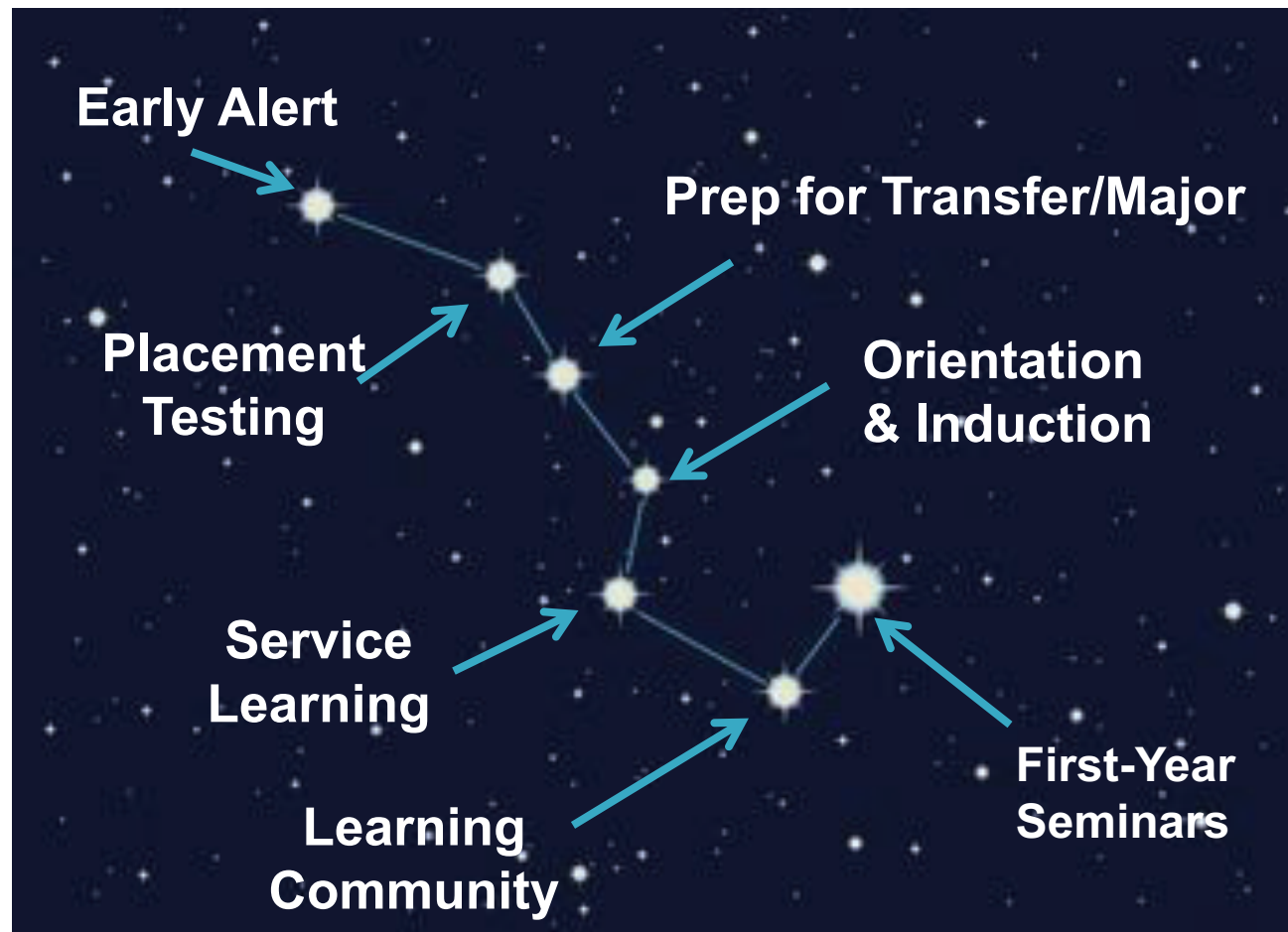
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WHAT? A Working Definition of FYE



“The first-year experience is not a single program or initiative, but rather an **intentional combination of academic and co-curricular efforts** within and across postsecondary institutions.”
(Koch & Gardner, 2006)

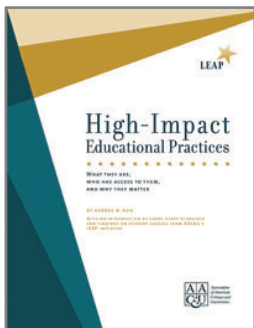
FYE: A Constellation of Support



“High-Impact Practices...”

...are **curricular and cocurricular structures** that tend to draw upon high-quality pedagogies and practices **in pursuit of 21st century learning outcomes**; they are “teaching and learning practices that have been **widely tested and have been shown to be beneficial for college students**..,[toward] increase rates of retention and student engagement.”

Kuh, 2008



High-Impact Educational Practices



First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies.

First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

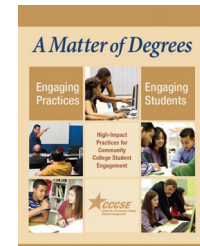
Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.



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Universities



HIPs for CC Student Engagement

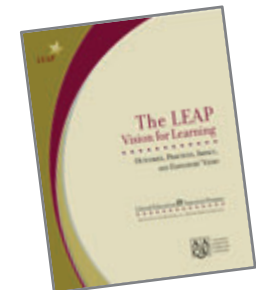
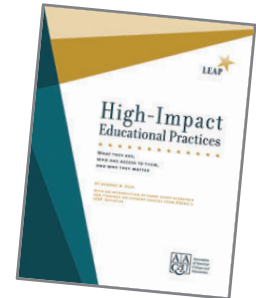


- Assessment & Placement
- Orientation
- Academic Goal Setting & Planning
- Timely Registration
- Accelerated or Fast-Track Developmental Ed
- First-Year Experience*
- Student Success Course
- Learning Community
- Class Attendance
- Alert & Intervention
- Experiential Education Beyond the Classroom
- Tutoring
- Supplemental Instruction

FYS as High-Impact Practice

First-Year Seminars and Experiences

“Many schools now build into the curriculum first-year seminars or other programs that bring **small groups of students** together **with faculty or staff** on a **regular basis**. The highest-quality first-year experiences **place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students’ intellectual and practical competencies**. First-year seminars can also involve students with **cutting-edge questions in scholarship** and with faculty members’ own research.”



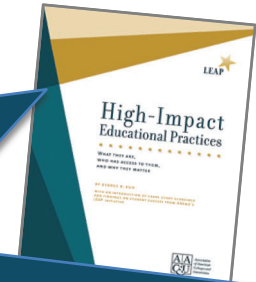
FYS as High-Impact Practice

First-Year Seminars and Experiences

“In schools now, into the curriculum first-year seminars of **groups of** on

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students with **cutting** the **quest** on **scholarship**
and with faculty members' own research.”



College as Wonderland



“Excuse me,” said Alice, “how do I get out of here?”

“That depends a great deal on where you want to end up” said the cat.

“I don’t care where I end up,” said Alice, “I just want out!”

“Well,” said the cat, “if it doesn’t matter where you end up, it doesn’t matter which road you take.”

Carroll, 1865

Outcomes of FYE



“First-year and transition programs...should have a greater influence on **setting the tone for what it means to be an educated individual and the responsibilities that come with gaining a postsecondary education.**”

(Torres & LePeau, 2013)





Outcomes of FYE

“Student persistence, or retention to the sophomore year, and academic achievement...are common measures [and] are of great importance as metrics for student success [but] learning outcomes desirable for all college students, such as **written and oral communication, information literacy, problem solving, civic engagement, and intercultural and global understanding** are also worthy of study.”

(Kinzie, 2013)





Outcomes of FYE

“The almost singular focus on retention and graduation rates as...student success is inadequate, [there must be] a revised definition grounded in student learning outcomes.”

“Definitions of student success must include not only retention and graduation rates, but also **a wide range of student learning and developmental outcomes.**”

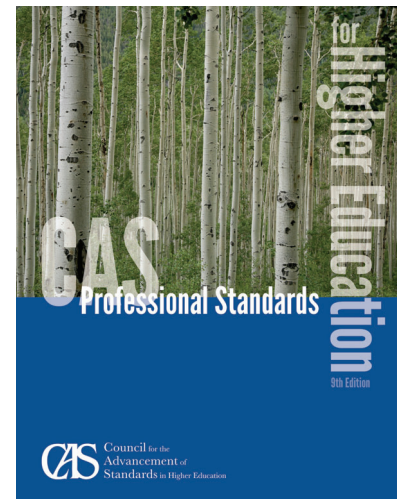
(Reason & Gansemer-Topf, 2013)



Guidelines for Excellence in FYE

Young & Keup (2018) CAS First-Year Experience Cross-Functional Team Framework

- Is guided by goals related to institutional mission
- Includes more than one and preferably many elements of the curriculum and cocurriculum
- Focuses on the success of a large number of first-year students, including those from special populations
- Has strong administrative supporting leading to institutionalization, resource allocation, and sustainability
- Built on assessment activity leading to constant improvement





Section 2:

2017 NATIONAL SURVEY OF THE FIRST-YEAR EXPERIENCE (NSFYE)

Overview of the 2017 NSFYE: Content

- Adaptation of the National Survey of First-Year Seminars offered 9 times from 1988-2013
- Institution-/program-level survey
- Online instrument
 - General info about institutional attention to the first year
 - Extended modules on first-year seminars, pre-term orientation, and first-year academic advising
 - Other modules on first-year learning communities, residential programs/initiatives, early-alert systems, and common reading programs

Overview of the 2017 NSFYE: Sample

- 3,977 two- and four-year institutions across the United States were invited to participate
- 537 campuses responded (13% response rate)
 - Two-year institutions underrepresented
 - Public institutions overrepresented
 - Very small institutions (≤ 500 first-year students) seem to be underrepresented
- 525 institutions reported offering at least one FYE program

Overview of the 2017 NSFYE: Sample

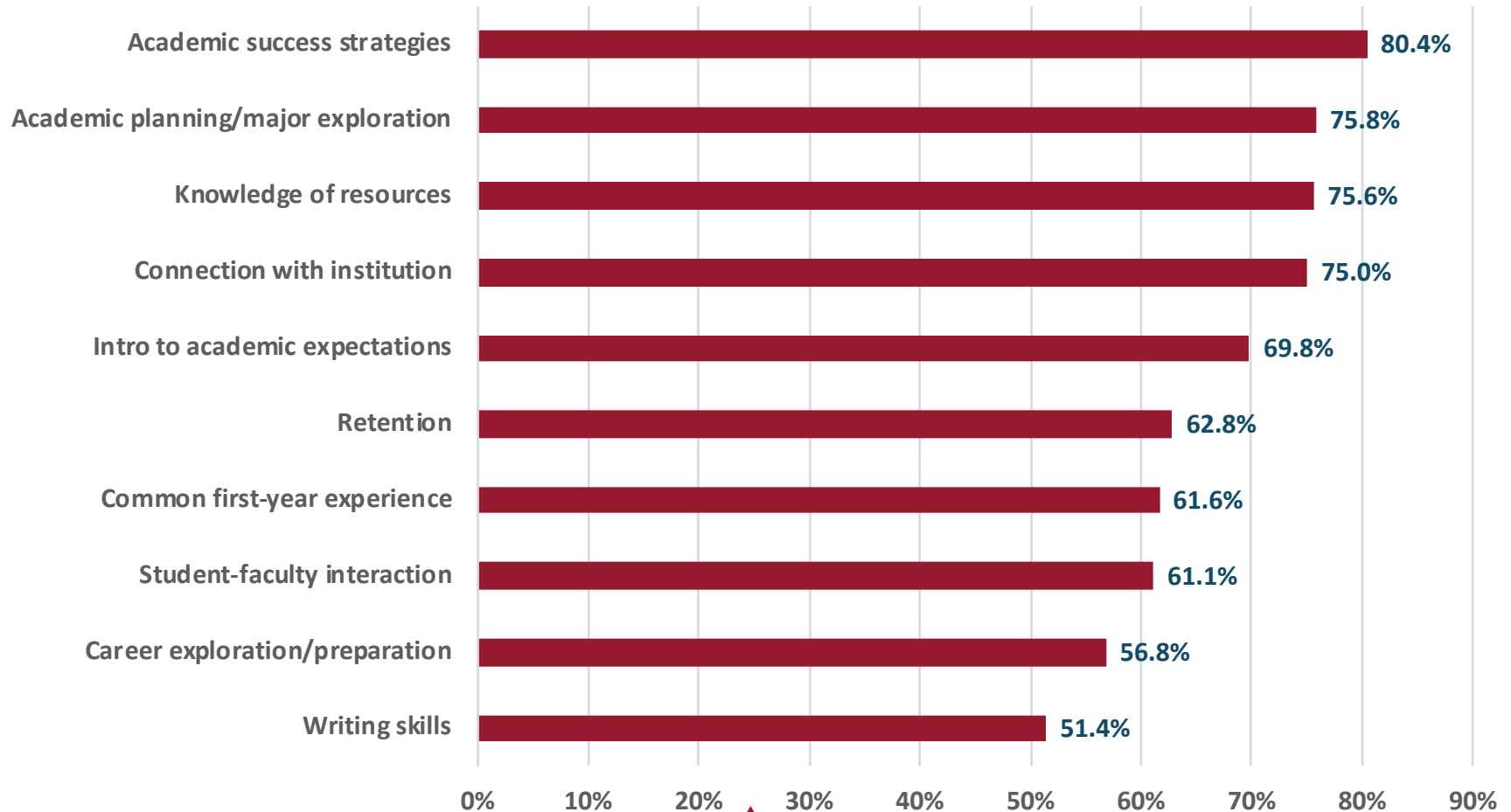
Institutional Characteristic	National Representation		NSFYE Respondents	
	Frequency	%	Frequency	%
<i>Level of institution</i>				
Four or more years	2,963	65.2	410	76.4
At least 2 but less than 4 years	1,582	34.8	127	23.6
<i>Control of institution</i>				
Public	1,714	37.7	312	58.1
Private not-for-profit	1,743	38.3	219	40.8
Private for-profit	1,088	23.9	6	1.1
<i>First-year enrollment</i>				
500 or less	2,962	66.9	224	41.7
501-1,000	615	13.9	103	19.2
1,001-2,000	465	10.5	105	19.6
2,0001-4,000	266	6.0	60	11.2
4,001 or more	119	2.7	45	8.4



Section 3:

NATIONAL TRENDS & ISSUES FOR THE FIRST-YEAR EXPERIENCE

Campus-Wide Objectives for FYE



127 2-year campuses surveyed,
top eight answers on the board.

**Name the most important objectives
for a first-year experience program
at two-year campuses.**



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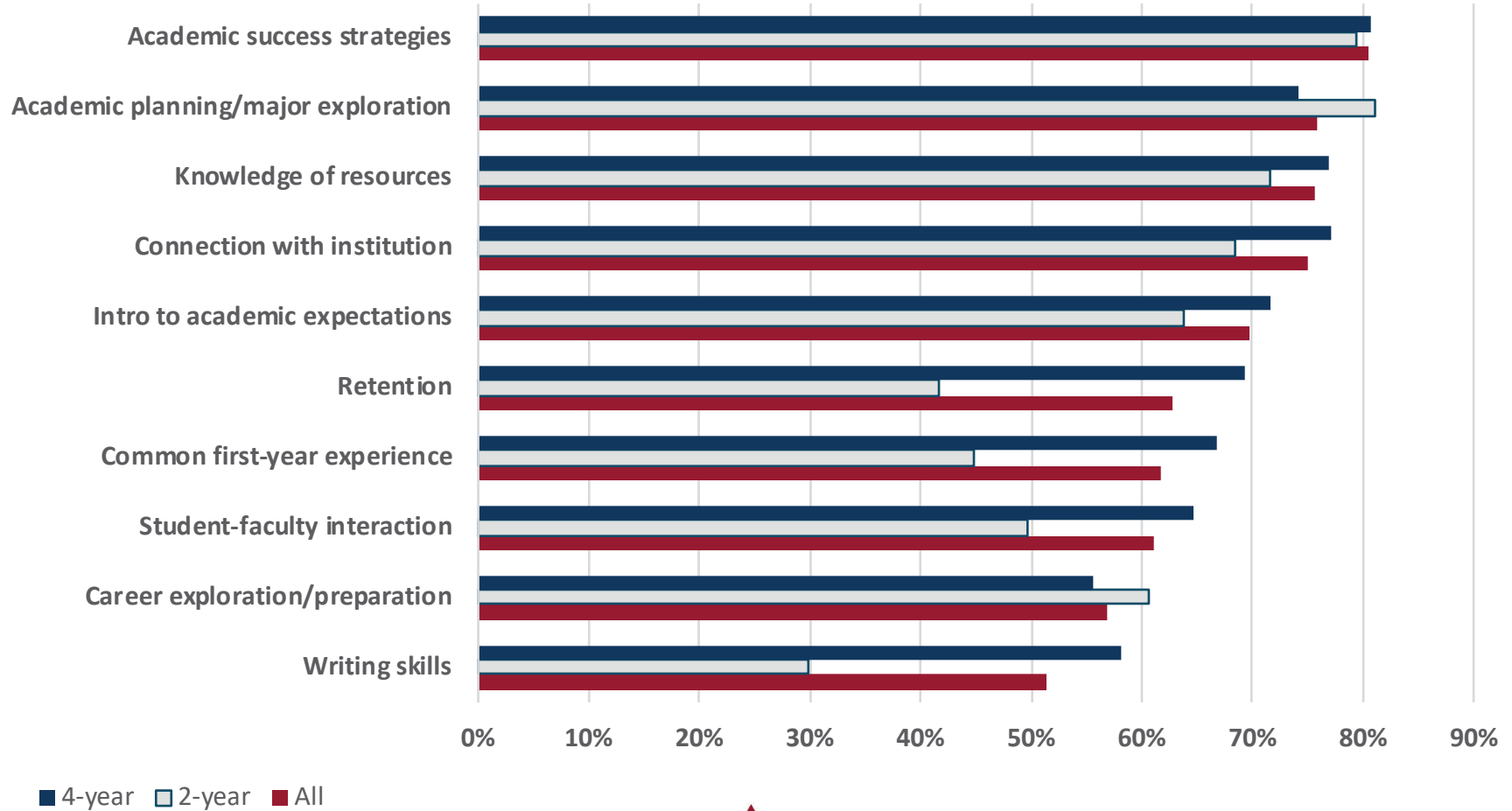
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Acad planning/explore major [81]

- Integrative and applied learning [17]
- Introduction to the liberal arts [16]
- Discipline-specific knowledge [15]
- **Civic engagement [14]**

Campus-wide Objectives for FYE



Assessed Outcomes of FYS

Outcomes Measured at 2-year Institutions	%
Student satisfaction	64.0
Retention or second-year return rates	47.2
Student-faculty interaction	41.6
Connection with the institution or campus	40.4
Analytical, critical thinking, or problem-solving skills	39.3
Writing skills	39.3
Knowledge of institution or campus resources and services	39.3
Common first-year experience	33.7
Introduction to college-level academic expectations	33.7
Academic success strategies	32.6

WHAT can
we do?



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Does your institution offer any of the following first-year student success programs, initiatives, or courses specifically or intentionally geared toward first-year students?

- Common reading
- Convocation
- Developmental or remedial education
- Early alert systems
- Experiential learning or learning beyond the classroom
- First-year academic advising
- First-year gateway courses
- First-year seminars
- General education
- Leadership programs
- Learning communities
- Mentoring by campus professionals
- Peer education (e.g., SI, tutoring, PLTL)
- Placement testing
- Pre-term orientation
- Residential programs or initiatives
- Service-learning
- Student success center
- Study abroad
- Summer bridge
- Undergraduate research
- Writing-intensive coursework
- Other



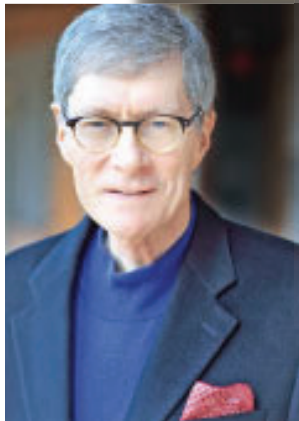
Most Common FYE Initiatives

FYE Initiatives	%
First-year academic advising (ADV)	78.7
Pre-term orientation (OR)	74.0
Early alert systems (EA)	72.3
First-year seminars (FYS)	71.6
Placement testing (PT)	65.0
Peer education (PE)	59.9
Developmental/remedial education (DEV)	54.8
Student success center (SSC)	54.4
General education (GE)	52.8
Convocation (CNV)	52.3

Less Common FYE Initiatives

FYE Initiative	%
Residential programs or initiatives (RES)	47.2
Learning communities (LC)	45.4
First-year gateway courses (GATE)	39.5
Common reading (CR)	37.0
Summer bridge (SB)	35.8
Leadership programs (LEAD)	35.4
Writing-intensive coursework (WR)	34.8
Service learning (SL)	32.1
Experiential learning/learning beyond the classroom (EXP)	31.3
Mentoring by campus professionals (MT)	30.9
Undergraduate Research (UGR)	21.3
Study Abroad (SA)	18.6

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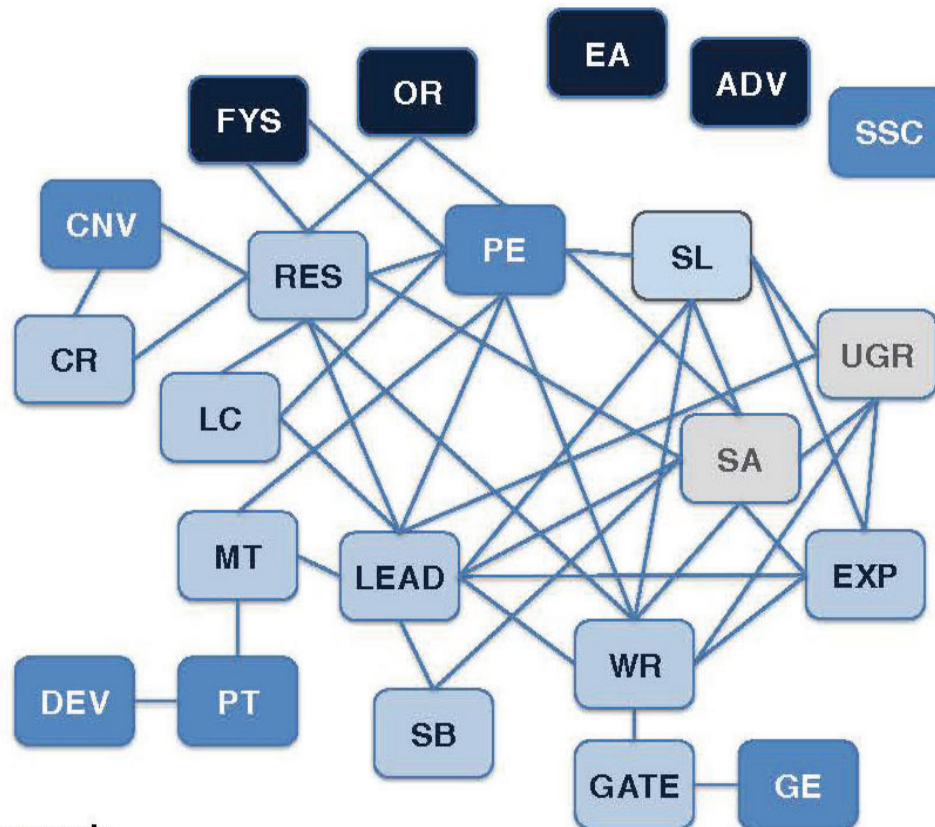


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Which FYE programs are individual stars and which form a constellation?



Legend:

Lines represent correlations $\phi > .25$

Colors of boxes represent percentage of institutions reporting FYE program offered.

Dark Blue = $> 70\%$

Royal Blue = 50-69%

Light Blue = 30-49%

Gray = $< 30\%$



Section 4:

DIFFERENCES IN FYE AND HIPS BY INSTITUTIONAL TYPE

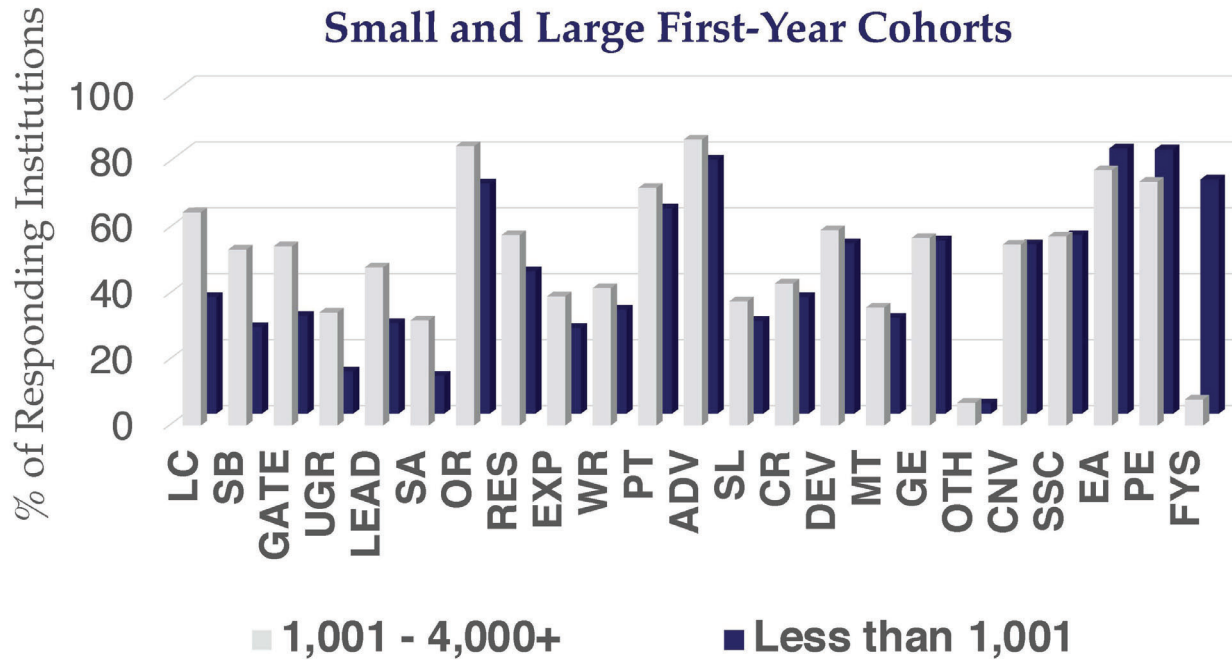
Data Interpretation: Please accept my invitation to the “nerd herd”



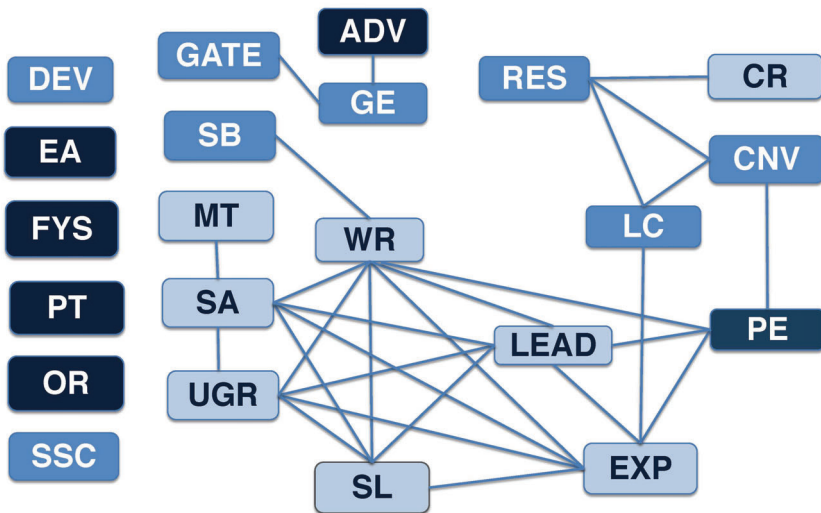
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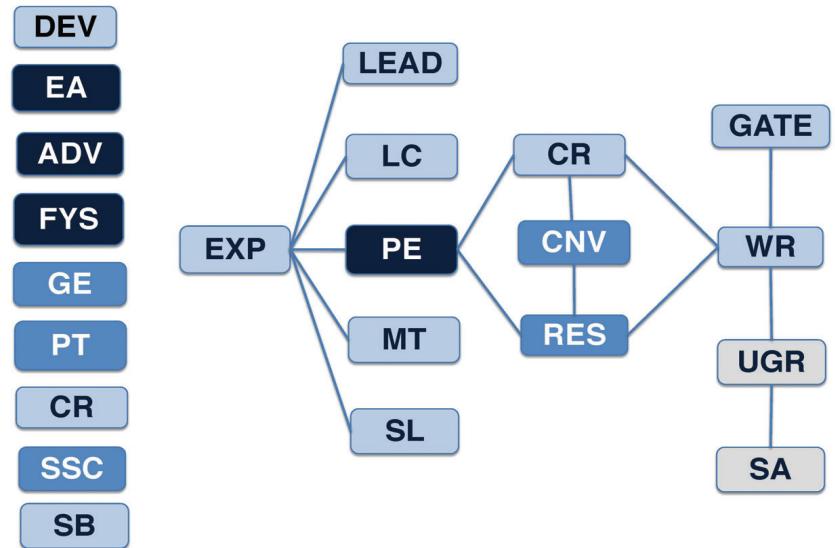
VARIATION BY INSTITUTIONAL SIZE Small and Large First-Year Cohorts



LARGE FIRST-YEAR COHORT (1,001 - 4,000+)



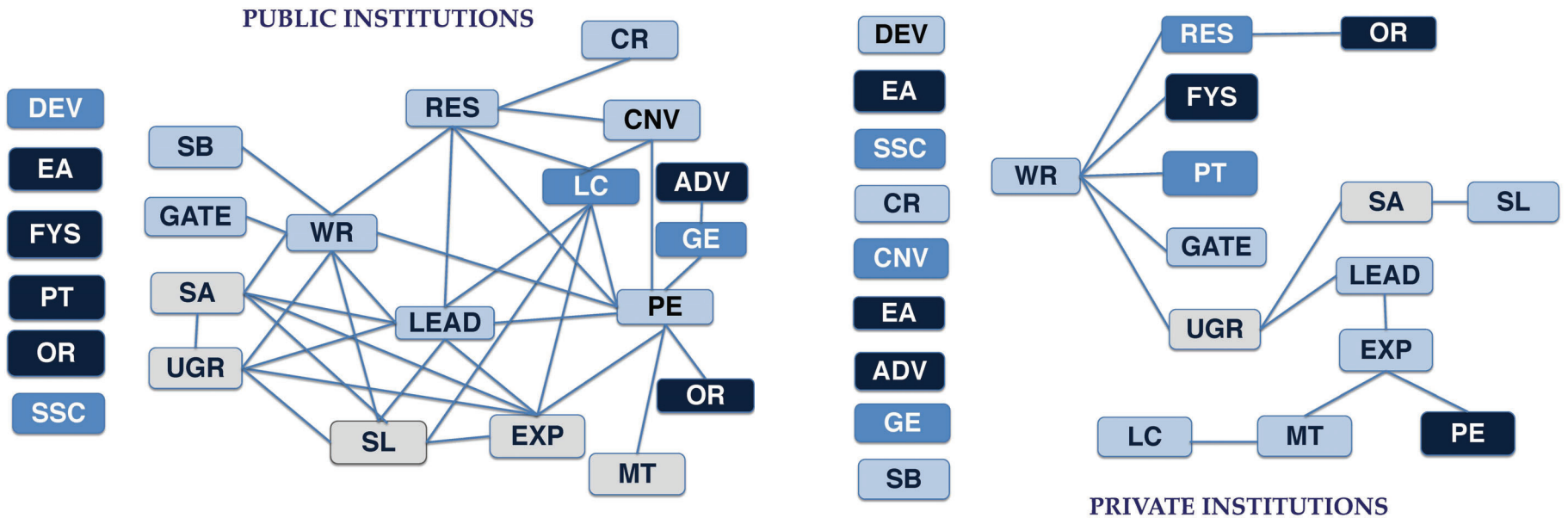
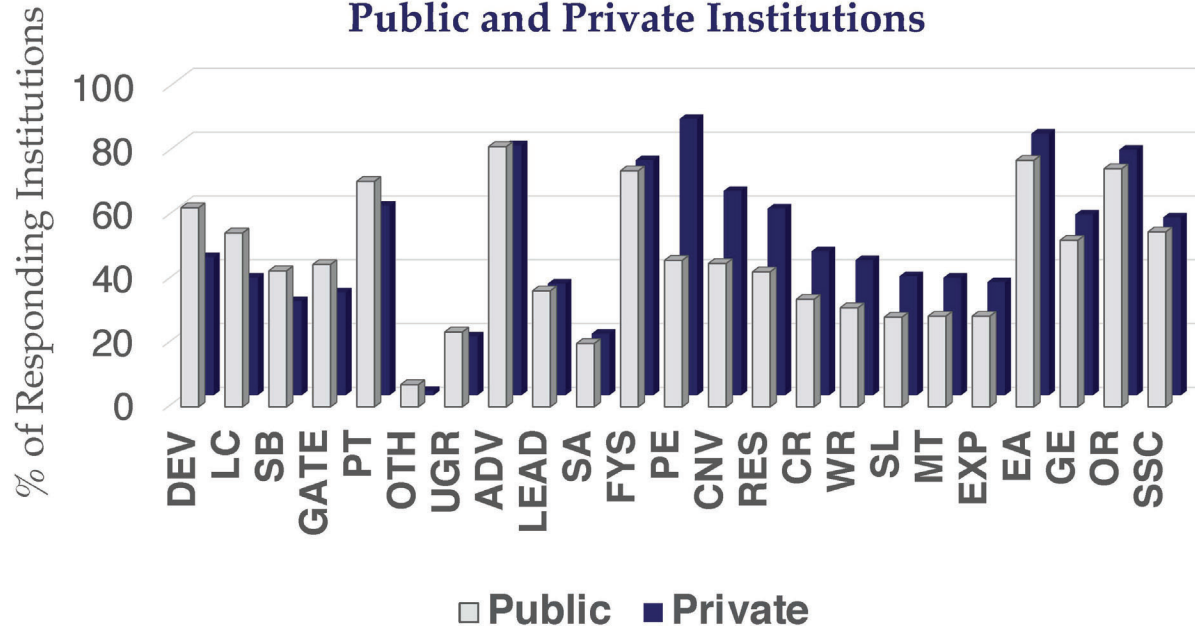
SMALL FIRST-YEAR COHORT (Less than 1,001)



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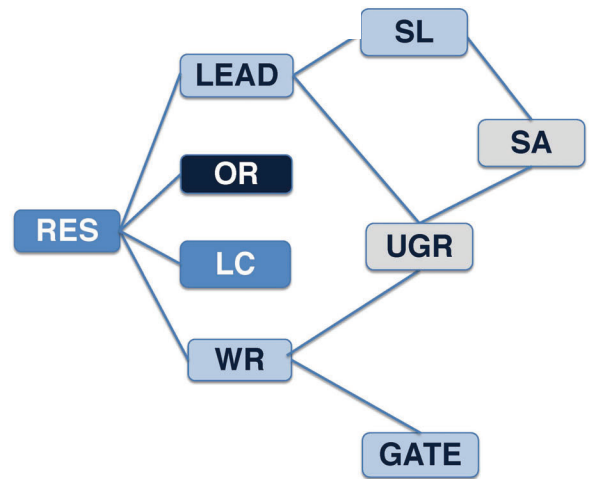
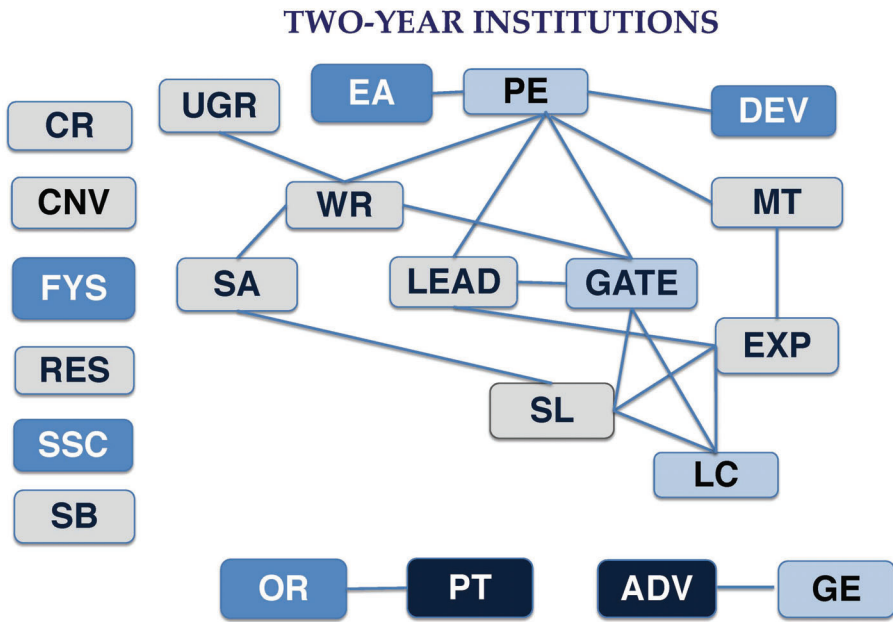
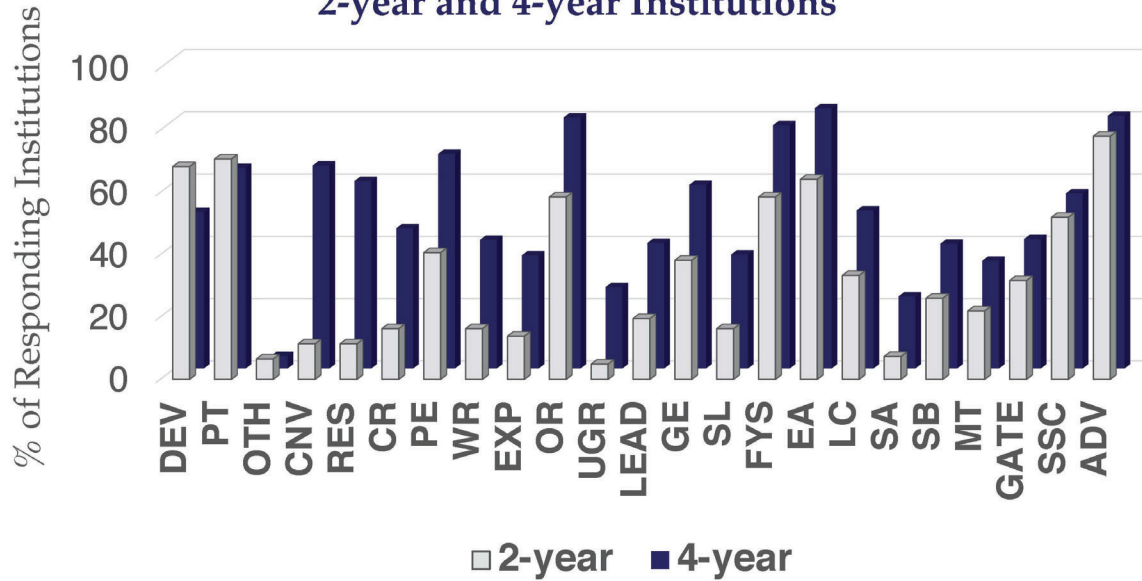
VARIATION BY INSTITUTIONAL Control Public and Private Institutions



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VARIATION BY INSTITUTIONAL TYPE 2-year and 4-year Institutions



FOUR-YEAR INSTITUTIONS

**What are our assumptions about
FYE and how might transfers have
a different FYE than their peers
who started at the institution or
who had other transfer
pathways?**

What Would Your FYE Constellation Look Like?



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Thought is action in rehearsal.
Sigmund Freud

QUESTIONS, CONCLUDING THOUGHTS & TAKEAWAYS

What Does It All Mean?

- “Success has many parents; disaster is an orphan”
 - Cross and between campus partnerships
 - FYE is an integrated collection of HIPs
 - Do you have “star” programs or a FYE “constellation”?
- FYE is an inter-campus endeavor
- There is not such thing as “THE” first-year experience
- How to maintain FYE quality but allow for transferability?
- Think beyond the laundry list of HIPs
- Other?

Reflections and Action Items for FYE

- What are three things you will **take away** from today's presentation?
- What are three things you are going to **start doing** as the result of today's presentation?
- What are three things you are going to **improve** as the result of today's presentation?
- What are three things you are going to **stop doing** as the result of today's presentation?

Questions & Comments



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Criteria for FYE Excellence

- “Evidence of an intentional, comprehensive approach to [*improvement*]...that is appropriate to an institution’s type and mission.”
- “Evidence of assessment of the various initiatives that constitute this approach.”
- “Broad impact on significant numbers of...students, including, but not limited to special student subpopulations.”
- “Strong administrative support for...initiatives, evidence of institutionalization, and durability over time.”
- “Involvement of a wide range of faculty, student affairs professionals, academic administrators, and other constituent groups.”

