



NATIONAL RESOURCE CENTER

FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA

The Trusted Expert and Internationally Recognized Leader
for all Postsecondary Student Transitions

Building Coherence Through Vertical Integration of High-Impact Practices Across the Undergraduate Curriculum

Kevin Eagan

Higher Education Research Institute

Jillian Kinzie

IU Center for Postsecondary Research

Tia McNair

Association of American Colleges and Universities

Jennifer Keup

Dallin George Young

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

ASHE Annual Conference

Columbus, OH | November 11, 2016



NATIONAL RESOURCE CENTER

FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA

www.sc.edu/fye

INTRODUCTION

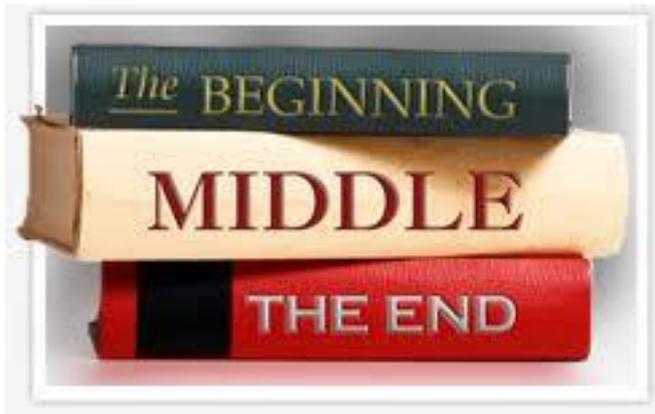


NATIONAL RESOURCE CENTER

FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA

www.sc.edu/fye

Students think
about
undergraduate
experience in 3
phases:



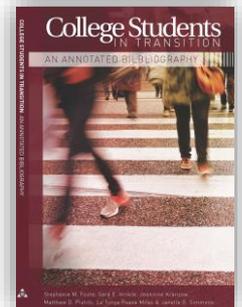
- Entering
- Middle
- Exiting

Lane (2014)



Definition of Transition

- A transition is “a point or period in which a student encounters an event or non-event that may impact his or her progression toward educational and personal goals.” (*Goodman, Schlossberg, & Anderson, 2006*)
- A student in transition (or students in transition) refers to any student involved in a transition that impacts his or her progression toward educational or personal goals.



Challenge in Student Support in Transitions: “The relay”



NATIONAL RESOURCE CENTER
FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA

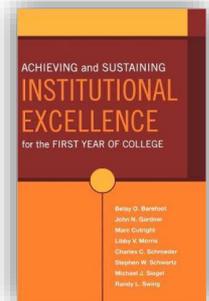
www.sc.edu/fye

Criteria for “Excellence”

- “Evidence of an **intentional, comprehensive approach** to improving ... that is appropriate to an institution’s type and mission.”
- “**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.**”



NATIONAL RESOURCE CENTER
FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA



www.sc.edu/fye

First-Year Transition

Issues

- Sense of belonging
- Academic preparation
- Time management
- Finding campus resources
- Financial issues
- Physical/emotional well being
- Understanding culture of higher education
- Dialectics of emotion

(Collier, forthcoming; Scott, 2013)

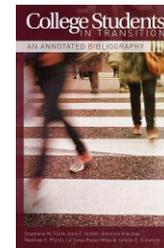
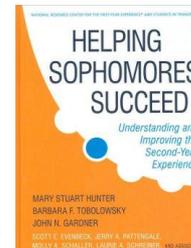
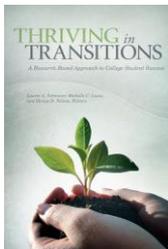
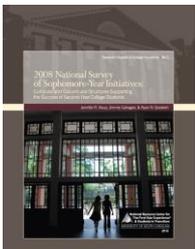
Students

- Racially/ethnically diverse
- Multicultural
- “New-traditional” (first-gen, int’l, veterans)
- Concerned about \$
- Service-oriented
- Connected
- Academically “trained” under NCLB culture



Second Year: Developmental Milestone

- Critical juncture for students developmentally
 - Academic development
 - Connection to institution and place in the community
 - Career development
 - Personal identity issues
 - Examination of life purpose
- Increased capacity to make progress on important college outcomes



Senior year represents the final opportunity to serve students to prepare them to face the demands that lie ahead.



(Chickering & Schlossberg, 1998; Cuseo, 1998; Gardner, Van der Veer, & Associates, 1998).

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.



Association
of American
Colleges and
Universities



ENTER
POSITION

www.sc.edu/fye

Campus Response to Student Success?

First-Year

Orientation

Common
Reading
Programs

First-Year
Seminars

Student
Engagement

Learning
Communities



Senior Year

Capstone
Experiences

Job Fairs

Professional
Licensing

Graduate and
Professional
School
Applications

Junior Year Internships
Study Abroad
Peer
Leadership



NATIONAL RESOURCE CENTER
FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA

www.sc.edu/fye



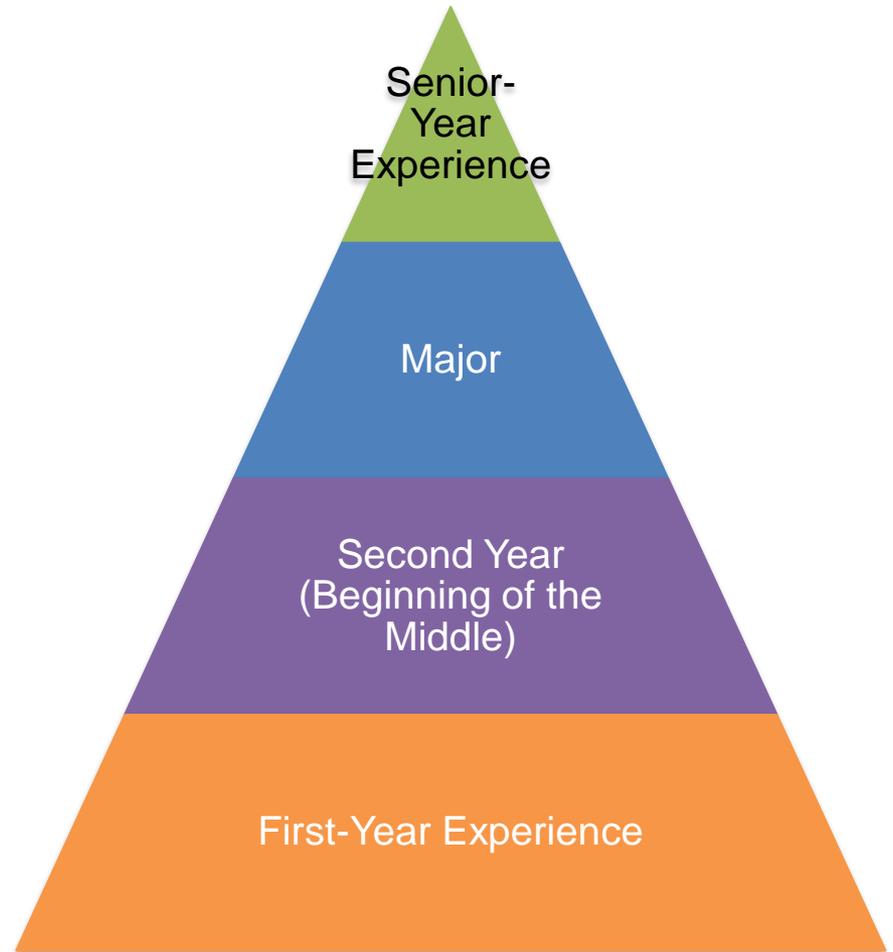
Sophomore Student
(Unmotivationus Middlechildibus)



**KEEP
CALM
AND
SURVIVE
SOPHOMORE YEAR**

Vertical Alignment

What students learn in one lesson or course prepares them for the next lesson or course. Educational experiences are purposefully structured and logically sequenced so that students gain the knowledge and skills to progressively prepare them for more challenging, higher-level work.



Vertical Horizon



VERTICAL HORIZON

www.verticalhorizon.com



NATIONAL RESOURCE CENTER

FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA

www.sc.edu/fye

Order of Operations

- Does vertical integration of programs even exist?
 - Jennifer Keup
- Are there benefits of sustained exposure to HIPs?
 - Kevin Eagan
- Yeah, and are we paying enough attention to the “how” and the “who”?
 - Jillian Kinzie



Questions

- Theoretical Concerns
 - HIPs and their “guts”?
 - Normative/Mimetic Isomorphism
- Practical Concerns
 - What does this look like where it exists, if it exists?
 - Resources, Implementation fidelity
- Equity Concerns
 - Vertically integrated for whom?
- Research Concerns
 - What are the potential directions for future studies based on what you have presented today?

