The Trusted Expert and Internationally Recognized Leader for all Postsecondary Student Transitions
An evidence-based discussion of integrating high-impact transition programs in the first and second college years

Dallin George Young (@DallinYoung)  
National Resource Center for The First-Year Experience and Students in Transition

Gateway Course Experience Conference  
Atlanta, GA | April 4, 2016
Session Goals

• As the result of this session, participants will:
  – Gain a greater understanding of the purpose, organization, and outcomes associated with (high-impact) first-year seminars and sophomore-year initiatives
  – Have the opportunity to contextualize their institutional approaches to a national empirical profile
  – Increase their awareness of how integrated approaches may be constructed to assist students in their success and development during the first two years of college.
INTRODUCTION
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 Perception of SIT Support: “Moving the cliff!”

Is this how our efforts to support students in transition are perceived?
Challenge in Execution of SIT Support: “The relay”
Criteria for “Excellence”

• “Evidence of an intentional, comprehensive approach to improving ... 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.”
NATIONAL SURVEYS
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

*(Collier, forthcoming)*

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

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 freshman year. 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” 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 benefits 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.
National Survey of First-Year Seminars

- 2012-2013 Administration
  - 3,753 institutions were invited to participate
  - 896 campuses responded (23.9% response rate)
  - 804 (89.7% of sample) indicated that they had one or more FYS

- Online instrument collected data on:
  - Seminar features (structural and instructional)
  - Characteristics of students in FYS
  - Administration
  - Assessment
  - Module on HIPs
2012-2013 NSFYS: Participants

<table>
<thead>
<tr>
<th>Institution type</th>
<th>All $(N = 896)$</th>
<th>With seminar $(N = 804)$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-year</td>
<td>26.7%</td>
<td>25.6%</td>
</tr>
<tr>
<td>Four-year</td>
<td>73.3%</td>
<td>74.4%</td>
</tr>
<tr>
<td>Public</td>
<td>54.1%</td>
<td>54.4%</td>
</tr>
<tr>
<td>Private, not-for-profit</td>
<td>42.9%</td>
<td>42.8%</td>
</tr>
<tr>
<td>Private, for-profit</td>
<td>3.0%</td>
<td>2.7%</td>
</tr>
</tbody>
</table>
### 2012-2013 NSFYS: Participants

<table>
<thead>
<tr>
<th>Size of First-Year Class</th>
<th>All $(N = 896)$</th>
<th>With seminar $(N = 804)$</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 500</td>
<td>29.8%</td>
<td>29.5%</td>
</tr>
<tr>
<td>501 – 1,000</td>
<td>22.8%</td>
<td>22.6%</td>
</tr>
<tr>
<td>1,001 – 1500</td>
<td>11.8%</td>
<td>11.9%</td>
</tr>
<tr>
<td>1,501 – 2,000</td>
<td>7.6%</td>
<td>7.5%</td>
</tr>
<tr>
<td>2,001 – 2,500</td>
<td>6.6%</td>
<td>6.8%</td>
</tr>
<tr>
<td>2,501 – 3,000</td>
<td>2.9%</td>
<td>2.9%</td>
</tr>
<tr>
<td>3,001 – 3,500</td>
<td>4.1%</td>
<td>4.5%</td>
</tr>
<tr>
<td>3,500 – 4,000</td>
<td>2.5%</td>
<td>2.2%</td>
</tr>
<tr>
<td>4,001 – 5,000</td>
<td>3.6%</td>
<td>3.7%</td>
</tr>
<tr>
<td>&gt; 5,000</td>
<td>8.4%</td>
<td>8.3%</td>
</tr>
</tbody>
</table>
## FYS: Most Important Objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a connection with the institution</td>
<td>44.9</td>
</tr>
<tr>
<td>Provide orientation to campus resources &amp; services</td>
<td>37.8</td>
</tr>
<tr>
<td>Develop academic skills</td>
<td>36.3</td>
</tr>
<tr>
<td>Develop critical thinking skills</td>
<td>23.3</td>
</tr>
<tr>
<td>Create common first-year experience</td>
<td>21.6</td>
</tr>
<tr>
<td>Develop study skills</td>
<td>20.0</td>
</tr>
<tr>
<td>Self-exploration or personal development</td>
<td>17.0</td>
</tr>
<tr>
<td>Develop support network or friendships</td>
<td>14.5</td>
</tr>
<tr>
<td>Improve second-year return rates</td>
<td>14.5</td>
</tr>
<tr>
<td>Increase student-faculty interaction</td>
<td>12.4</td>
</tr>
<tr>
<td>Develop writing skills</td>
<td>11.6</td>
</tr>
</tbody>
</table>
## Types of Seminars

<table>
<thead>
<tr>
<th>Seminar Type</th>
<th>All Seminars ((N = 788))</th>
<th>Primary Type ((N = 786))</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended Orientation &lt; Two-Year &lt; Public</td>
<td>60.4%</td>
<td>39.1%</td>
</tr>
<tr>
<td>Academic Uniform Content</td>
<td>29.4%</td>
<td>19.0%</td>
</tr>
<tr>
<td>Academic Variable Content &lt; Four-Year &lt; Private</td>
<td>28.7%</td>
<td>19.2%</td>
</tr>
<tr>
<td>Basic Study Skills &lt; Two-Year</td>
<td>22.6%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Pre-professional/Discipline-linked</td>
<td>16.4%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Hybrid &lt; Four-Year &lt; Private</td>
<td>23.4%</td>
<td>14.1%</td>
</tr>
<tr>
<td>Other</td>
<td>1.5%</td>
<td>0.9%</td>
</tr>
</tbody>
</table>
HIPs and First-Year Seminars

Number of HIPs Offered in the FYS

Percent of institutions

0  5  10  15  20  25

0  1  2  3  4  5  6  7

- 6.7
- 16.8
- 22.2
- 18.3
- 17.9
- 10.8
- 5.8
- 1.4

www.sc.edu/fye
## HIPs and First-Year Seminars

<table>
<thead>
<tr>
<th>High-Impact Practice</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce and revise various forms of writing</td>
<td>42.5</td>
</tr>
<tr>
<td>Collaboration and teamwork</td>
<td>67.2</td>
</tr>
<tr>
<td>Diversity or global learning</td>
<td>58.5</td>
</tr>
<tr>
<td>Service-learning</td>
<td>31.8</td>
</tr>
<tr>
<td>Learning community</td>
<td>36.8</td>
</tr>
<tr>
<td>Common reading experience</td>
<td>38.1</td>
</tr>
<tr>
<td>Undergraduate research</td>
<td>12.8</td>
</tr>
</tbody>
</table>
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
Campus Response to Sophomores?

First-Year

- Orientation
- Common Reading Programs
- First-Year Seminars
- Student Engagement

Junior Year

- Internships
- Study Abroad
- Peer Leadership

Senior Year

- Capstone Experiences
- Job Fairs
- Professional Licensing
- Graduate and Professional School Applications

www.sc.edu/fye
Sophomore Student
(Unmotivationus Middlechildibus)
KEEP CALM AND SURVIVE SOPHOMORE YEAR
Existential Questioning
What is the purpose of my life?
Why am I taking all these classes?

Practical Questioning
What should I major in?
What career should I choose?
Sophomore Year Matters

• Engagement
• Focus
• Sense of Direction
• Sense of Belonging
• Interactions with Faculty

• Lead to increases in motivation, academic success, self-authorship and thriving
National Survey of Sophomore-Year Initiatives

• Designed to identify sophomore-specific practices and programs and characteristics of those initiatives

• 2014 Administration
  – Online survey
  – 3,722 institutions were invited to participate
  – 778 responded (20.9% response rate)
  – 349 (46% of sample) currently offered at least one sophomore-specific initiative
### 2014 NSSYI: Participants

<table>
<thead>
<tr>
<th>Institution type</th>
<th>All  ($N = 778$)</th>
<th>With initiative ($N = 349$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-year</td>
<td>22.9%</td>
<td>35.1%</td>
</tr>
<tr>
<td>Four-year</td>
<td>77.1%</td>
<td>49.4%</td>
</tr>
<tr>
<td>Public</td>
<td>54.1%</td>
<td>42.5%</td>
</tr>
<tr>
<td>Private, not-for-profit</td>
<td>42.9%</td>
<td>50.3%</td>
</tr>
</tbody>
</table>
### 2014 NSSYI: Participants

<table>
<thead>
<tr>
<th>Number of Undergraduates</th>
<th>All ($N = 778$)</th>
<th>With initiative ($N = 349$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$&lt; 500$</td>
<td>6.2%</td>
<td>38.3%</td>
</tr>
<tr>
<td>501 – 1,000</td>
<td>7.4%</td>
<td>46.3%</td>
</tr>
<tr>
<td>1,001 – 1,500</td>
<td>8.6%</td>
<td>45.3%</td>
</tr>
<tr>
<td>1,501 – 3,000</td>
<td>25.0%</td>
<td>45.0%</td>
</tr>
<tr>
<td>3,001 – 5,000</td>
<td>12.6%</td>
<td>48.9%</td>
</tr>
<tr>
<td>5,001 – 10,000</td>
<td>17.3%</td>
<td>53.4%</td>
</tr>
<tr>
<td>10,001 – 15,000</td>
<td>8.9%</td>
<td>37.9%</td>
</tr>
<tr>
<td>15,001 – 20,000</td>
<td>6.1%</td>
<td>47.8%</td>
</tr>
<tr>
<td>$&gt; 20,000$</td>
<td>7.9%</td>
<td>47.4%</td>
</tr>
</tbody>
</table>

Source: 2013-2014 NSSYI
Institutional Efforts with a Specific Focus on Sophomores

- Retention Study < Four Year
- Institutional Assessment
- Strategic Planning
- Program Self-Study
- National Survey < Four Year
- Accreditation < Two Year
- Grant-Funded Project

- 42% Reported “None of These”
Nearly 80% of institutional efforts that include an intentional focus on the Sophomore Year are less than 5 years old.
<table>
<thead>
<tr>
<th>Objective</th>
<th>% of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention</td>
<td>62.1%</td>
</tr>
<tr>
<td>Career Exploration</td>
<td>53.5%</td>
</tr>
<tr>
<td>Career Preparation &lt; Two Year</td>
<td>45.4%</td>
</tr>
<tr>
<td>Academic Assistance</td>
<td>45.1%</td>
</tr>
<tr>
<td>Selection of a major &lt; Four Year</td>
<td>44.9%</td>
</tr>
<tr>
<td>Leadership Opportunities</td>
<td>43.5%</td>
</tr>
<tr>
<td>Student Engagement</td>
<td>43.1%</td>
</tr>
<tr>
<td>Connection with institution &lt; Four &lt; Private</td>
<td>34.5%</td>
</tr>
<tr>
<td>Academic Skills</td>
<td>31.7%</td>
</tr>
<tr>
<td>Graduation Rates &lt; Two Year &lt; Public</td>
<td>31.3%</td>
</tr>
</tbody>
</table>
46% of Institutions report offering at least one initiative specifically geared toward sophomores.
Duration of Sophomore Initiative

- 2 years or less: 26.0%
- 3-5 years: 23.1%
- 6-10 years: 18.6%
- 11-15 years: 6.6%
- 16-20 years: 4.2%
- More than 20 years: 21.6%
Coordination of Sophomore Initiative

- 1-Totally decentralized: 12.5%
- 2: 25.6%
- 3: 35.5%
- 4: 19.2%
- 5-Totally centralized: 6.4%
## NSSYI: Most Important Objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve retention</td>
<td>62.1</td>
</tr>
<tr>
<td>Career exploration</td>
<td>53.5</td>
</tr>
<tr>
<td>Career preparation (&lt; 2-year)</td>
<td>45.4</td>
</tr>
<tr>
<td>Academic assistance</td>
<td>45.1</td>
</tr>
<tr>
<td>Selection of a major (&lt; 4-year)</td>
<td>44.9</td>
</tr>
<tr>
<td>Leadership opportunities</td>
<td>43.5</td>
</tr>
<tr>
<td>Student engagement</td>
<td>43.1</td>
</tr>
<tr>
<td>Connection with the institution (&lt; 4-year; &lt; Private)</td>
<td>34.5</td>
</tr>
<tr>
<td>Academic skills</td>
<td>31.7</td>
</tr>
<tr>
<td>Graduation rates (&lt; 2-year; &lt; Public)</td>
<td>31.7</td>
</tr>
</tbody>
</table>
Common Sophomore-Year Initiatives

- Academic Advising: 57.6%
- Career exploration: 52.7%
- Career planning: 48.7%
- Early alert systems: 42.7%
- Leadership development: 40.3%
- Major exploration and selection: 33.1%
- Academic coaching or mentoring: 30.3%
- Peer mentoring by sophomores: 29.1%
- Class events: 28.2%
- Internships: 27.1%

Source: 2013-2014 NSSYI
Primary Sophomore-Year Initiatives

- Academic Advising: 45.7%
- Live-on Requirement: 8.2%
- Early Alert: 4.7%
- Other: 4.1%
- Credit-Bearing Course: 3.8%
- Academic Coaching: 3.2%
- Class Events: 2.9%
- Sophomore LLC: 2.9%
- Career Exploration: 2.3%
- Major Exploration: 2.1%

Source: 2013-2014 NSSYI
Most Important Objectives for Primary Initiative: Academic Advising

• Academic Assistance
• Retention
• Selection of a Major
• Graduation
• Student-Faculty Interaction
Most Important Objectives for Primary Initiative: Residential Initiatives

- Connection with Institution
- Student Engagement
- Retention
- Support Network
- Self-Exploration
Most Important Objectives for Primary Initiative: High-Impact Practices

- Student Engagement
- Intercultural Competence
- Civic Responsibility
- Leadership Opportunities
- Career Preparation and Exploration
- Critical-thinking Skills
Most Important Objectives for Primary Initiative: Major and Career-Focused

- Career Exploration
- Career Preparation
- Selection of a Major
- Retention
- Graduation
Characteristics of High-Impact Practices

• Creates an investment of time and energy
• Includes interaction with faculty and peers about substantive matters
• Real-world applications
• High expectations
• Includes frequent feedback
• Exposure to diverse perspectives
• Demands reflection and integrated learning
• Demonstration of competence/Accountability

(Kuh & O’Donnell, 2013)
HIP Criteria in Sophomore Initiatives: Performance Expectations at Appropriately High Levels

Not Present
1 2 3 4 5
Present Throughout

High-Impact Practices
Academic Advising
Residential Initiatives
Major and Career-Focused
HIP Criteria in Sophomore Initiatives: Significant Investment of Time and Effort by Students

1. High-Impact Practices
2. Residential Initiatives
3. Academic Advising
4. Major and Career-Focused

Not Present
Present Throughout
HIP Criteria in Sophomore Initiatives: Interactions with Faculty and Peers about Substantive Matters

- High-Impact Practices: Present Throughout
- Academic Advising: Present Throughout
- Major and Career-Focused: Present Throughout
- Residential Initiatives: Present Throughout
HIP Criteria in Sophomore Initiatives: Frequent, Timely, & Constructive Feedback

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-Impact Practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Advising</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major and Career-Focused</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residential Initiatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Present Throughout

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

www.sc.edu/fye
# HIP Criteria in Sophomore Initiatives: Experiences with Diversity

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Not Present</th>
<th>Present Throughout</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residential Initiatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High-Impact Practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Advising</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major and Career-Focused</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INTEGRATION ACROSS TRANSITIONS
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.
Calls to integrate undergraduate experience

• Achieving and Sustaining Institutional Excellence in the First Year of College (Barefoot, et al., 2005)
  – Criterion 1: An intentional, comprehensive approach to improving the first year
  – Description of Criterion 1 suggests an overall integrated approach to student success

• Boyer Commission - Reinventing Undergraduate Education (1998)
  – First-year seminars and programs form bridge from HS on one end to “more open and more independent world of the …university on the other”
Calls to integrate undergraduate experience

• Helping Sophomores Succeed (Gardner, et al., 2010)
  – A need to create a “seamless approach” to the administration of support initiatives across the undergraduate experience

• Scott (2012) – Supporting Student Success in South Africa
  – Initiatives should be like the Janus face, looking forward and backward simultaneously
  – Programmes supporting students in transition should be a special but not discrete part of the educational process.
Horizontal Alignment

Strategies used to assess learning and achievement are based on what has been taught and on the learning objectives students are expected to meet.
Opportunities for Vertical Alignment?

First-Year Objectives
- Identity development
- Wellness
- Spirituality
- Civic responsibility
- Academic self-efficacy
- Major/career exploration
- Interpersonal relationships

Sophomore-Year Objectives
- Purpose
- Meaningful interactions w/faculty
- Engaged learning
- Campus involvement

Opportunities for Vertical Alignment?
## Vertical Alignment

<table>
<thead>
<tr>
<th>Objective</th>
<th>First-Year Seminar</th>
<th>Second-Year</th>
<th>$p$</th>
<th>Direction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic self-efficacy</strong></td>
<td>Connection with the institution</td>
<td>Academic skills</td>
<td>*</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Critical thinking skills</td>
<td>Critical-thinking skills</td>
<td>*</td>
<td>+</td>
</tr>
<tr>
<td></td>
<td>Writing skills</td>
<td>Critical-thinking skills</td>
<td>*</td>
<td>+</td>
</tr>
<tr>
<td></td>
<td>Writing skills</td>
<td>Retention</td>
<td>**</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Preprofessional preparation</td>
<td>Retention</td>
<td>*</td>
<td>+</td>
</tr>
<tr>
<td><strong>Major/career exploration</strong></td>
<td>Critical thinking skills</td>
<td>Career exploration$^a$</td>
<td>*</td>
<td>+</td>
</tr>
<tr>
<td></td>
<td>Critical thinking skills</td>
<td>Selection of a major</td>
<td>*</td>
<td>+</td>
</tr>
<tr>
<td></td>
<td>Writing skills</td>
<td>Career exploration$^a$</td>
<td>*</td>
<td>+</td>
</tr>
<tr>
<td></td>
<td>Writing skills</td>
<td>Career preparation$^a$</td>
<td>**</td>
<td>+</td>
</tr>
<tr>
<td></td>
<td>Writing skills</td>
<td>Selection of a major$^b$</td>
<td>***</td>
<td>+</td>
</tr>
<tr>
<td><strong>Interpersonal relationships</strong></td>
<td>Connection with the institution</td>
<td>Student engagement</td>
<td>*</td>
<td>+</td>
</tr>
<tr>
<td></td>
<td>Common first-year experience</td>
<td>Student-faculty interaction</td>
<td>*</td>
<td>+</td>
</tr>
</tbody>
</table>

$^a$ = Second-year institutional objective, $^b$ = both institutional and SYI objective. All other second-year objectives are from initiatives.
Opportunities for Vertical Alignment?

• What initiatives do you have in first year that focus on these outcomes?
  – Academic self-efficacy
  – Major/career exploration
  – Interpersonal relationships

• How are they (or how might they) lay the groundwork for initiatives in the sophomore year?

• In what ways are your sophomore initiatives intentionally building on the work of the first year?

• How can you build in assessment of outcomes from the first year to support second-year success?
  – Likewise from second year on?
More information available

2012-2013 National Survey of First-Year Seminars: Exploring High-Impact Practices in the First College Year
Dallin George Young and Jessica M. Hopp

Dallin George Young, Laurie A. Schreiner, and Eric J. McIntosh

Available Now!
www.nrcpubs.com