

Transitions Also Happen in Year 2

A National Portrait of How Institutions
Shape the Beginning College Experience

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Orlando, Florida



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Session Overview

- What do we hope students achieve during their first two years in college?
- What initiatives have we put in place to help students achieve those goals?
- How well do those initiatives align with the goals we have our students?



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How do you define success?

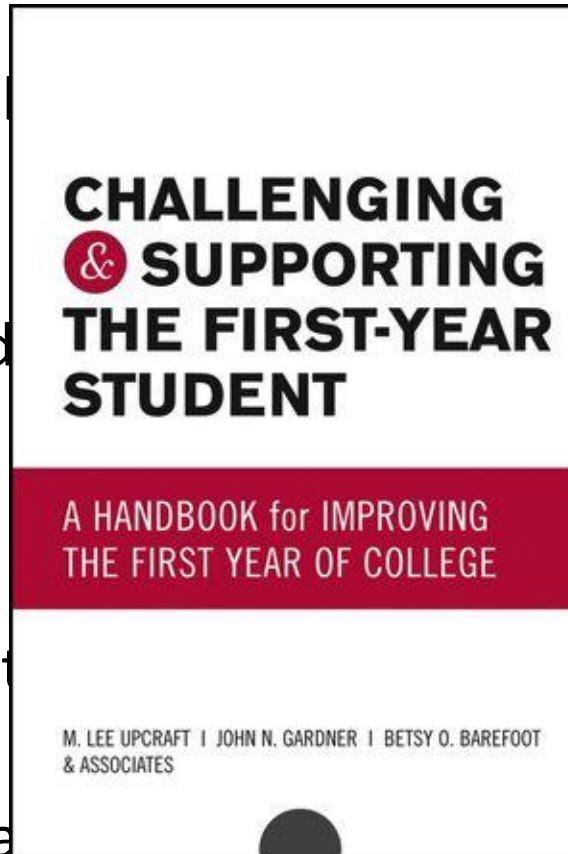


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What does success look like in the first year?

- Developing intellectual and academic competence
- Establishing and maintaining interpersonal relationships
- Exploring identity development
- Deciding on a career



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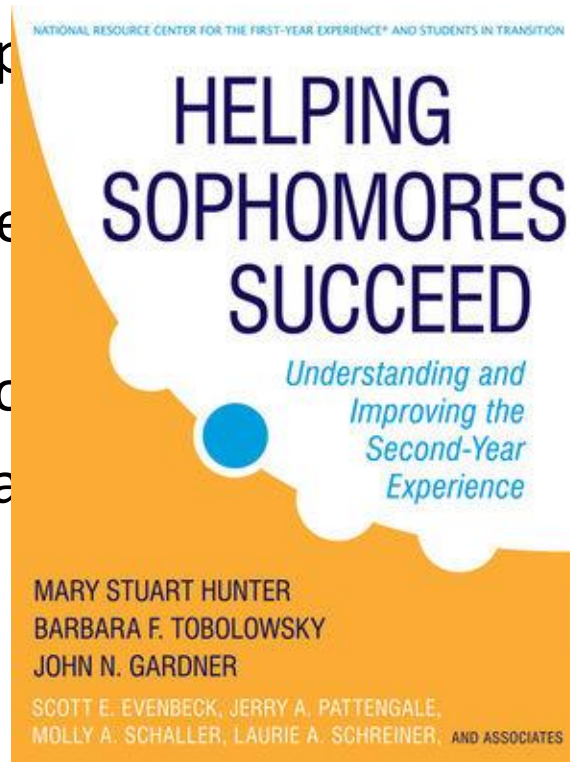
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What does success look like in the sophomore year?

- Developing purpose
- Gaining a sense of self and strengths (academic, personal, social, etc.)
- Choosing a major
- Deciding on a career path



Working with faculty in a personally meaningful way
Being engaged with the learning process
Connecting with peers
Being involved on campus



Source: Hunter, Tobolowsky, Gardner, et al.(2010)

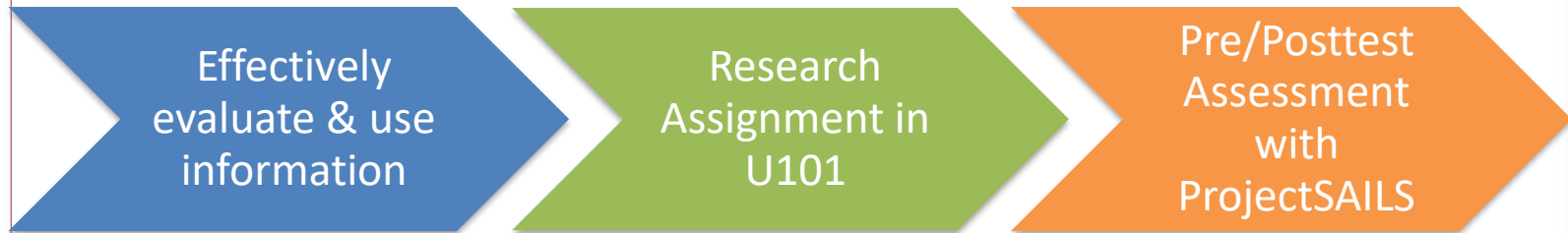
www.sc.edu/fye

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.

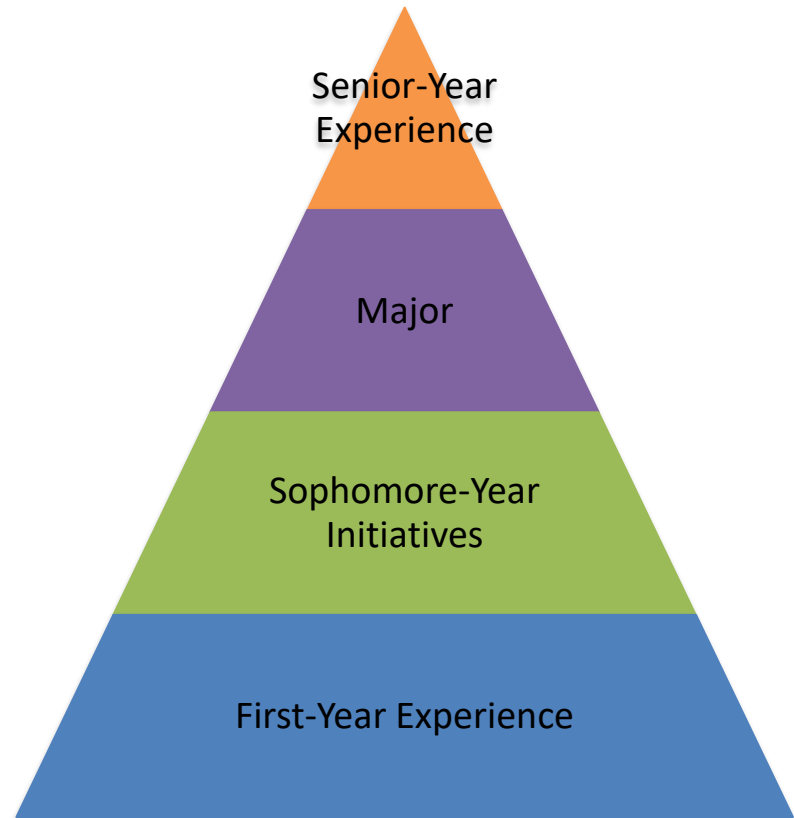


Horizontal Alignment



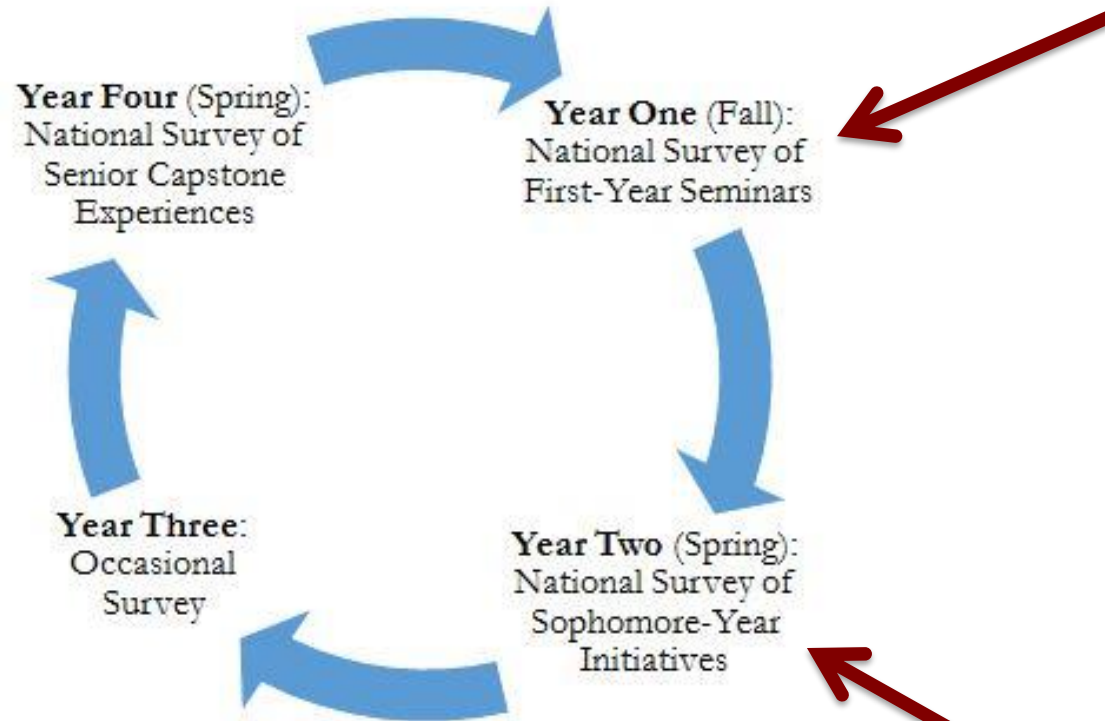
Vertical Alignment

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.



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Vertical Alignment



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National Survey of First-Year Seminars

Purpose

- Administered triennially over past 25 years
- Types of first-year seminars
- Seminar features
- Student characteristics
- Instructional characteristics
- Administration
- Assessment
- Module on HIPs

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



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Participants

Institution type	All (<i>N</i> = 896)	With seminar (<i>N</i> = 804)
Two-year	26.7%	25.6%
Four-year	73.3%	74.4%
Public	54.1%	54.4%
Private, not-for-profit	42.9%	42.8%
Private, for-profit	3.0%	2.7%



Participants

Size of First-Year Class	All (<i>N</i> = 896)	With seminar (<i>N</i> = 804)
< 500	29.8%	29.5%
501 – 1,000	22.8%	22.6%
1,001 – 1500	11.8%	11.9%
1,501 – 2,000	7.6%	7.5%
2,001 – 2,500	6.6%	6.8%
2,501 – 3,000	2.9%	2.9%
3,001 – 3,500	4.1%	4.5%
3,500 – 4,000	2.5%	2.2%
4,001 – 5,000	3.6%	3.7%
> 5,000	8.4%	8.3%

Types of Seminars Across All Institutions

	All Seminars (N = 788)	Primary Type (N = 786)
Extended Orientation < Two-Year < Public	60.4%	39.1%
Academic Uniform Content	29.4%	19.0%
Academic Variable Content < Four-Year < Private	28.7%	19.2%
Basic Study Skills < Two-Year	22.6%	3.9%
Pre-professional/Discipline-linked	16.4%	3.8%
Hybrid < Four-Year < Private	23.4%	14.1%
Other	1.5%	0.9%



Top 5 Seminar Goals

Most Important Course Goals	Percentage
Develop a connection with the institution	44.9
Orientation to campus resources < Two-Year	37.8
Develop academic skills	36.3
Develop critical thinking skills < Four-Year	23.3
Create common first-year experience < Four-Year	21.6



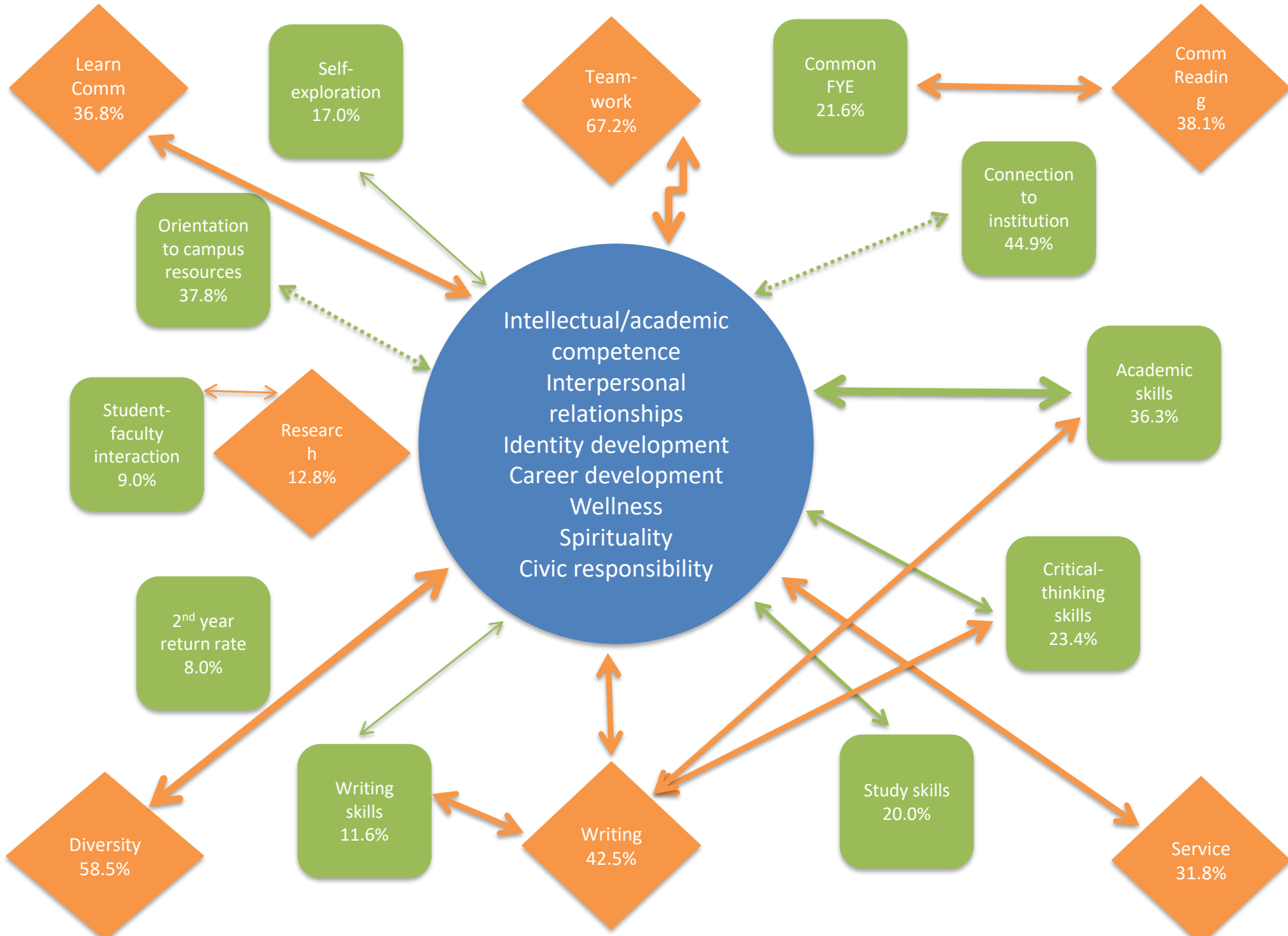
HIPs and First-Year Seminars

High-Impact Practice	Percentage
Produce and revise various forms of writing < Four-Year < Private	42.5
Collaboration and teamwork < Public	67.2
Diversity or global learning < Four-Year	58.5
Service-learning < Four-Year < Private	31.8
Learning community < Public	36.8
Common reading experience < Four-Year < Private	38.1
Undergraduate research < Four-Year	12.8

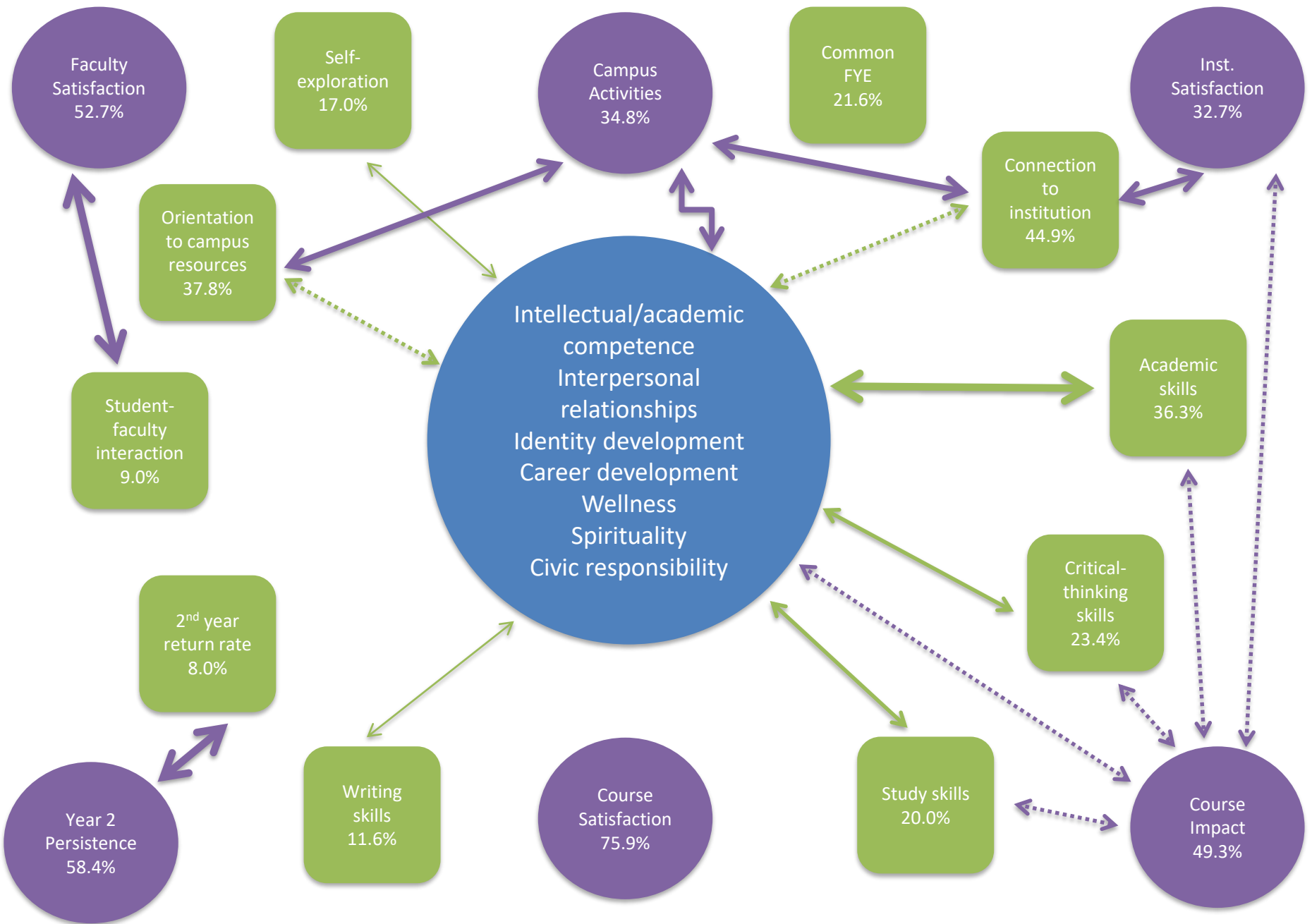


5 Most Frequently Assessed Outcomes

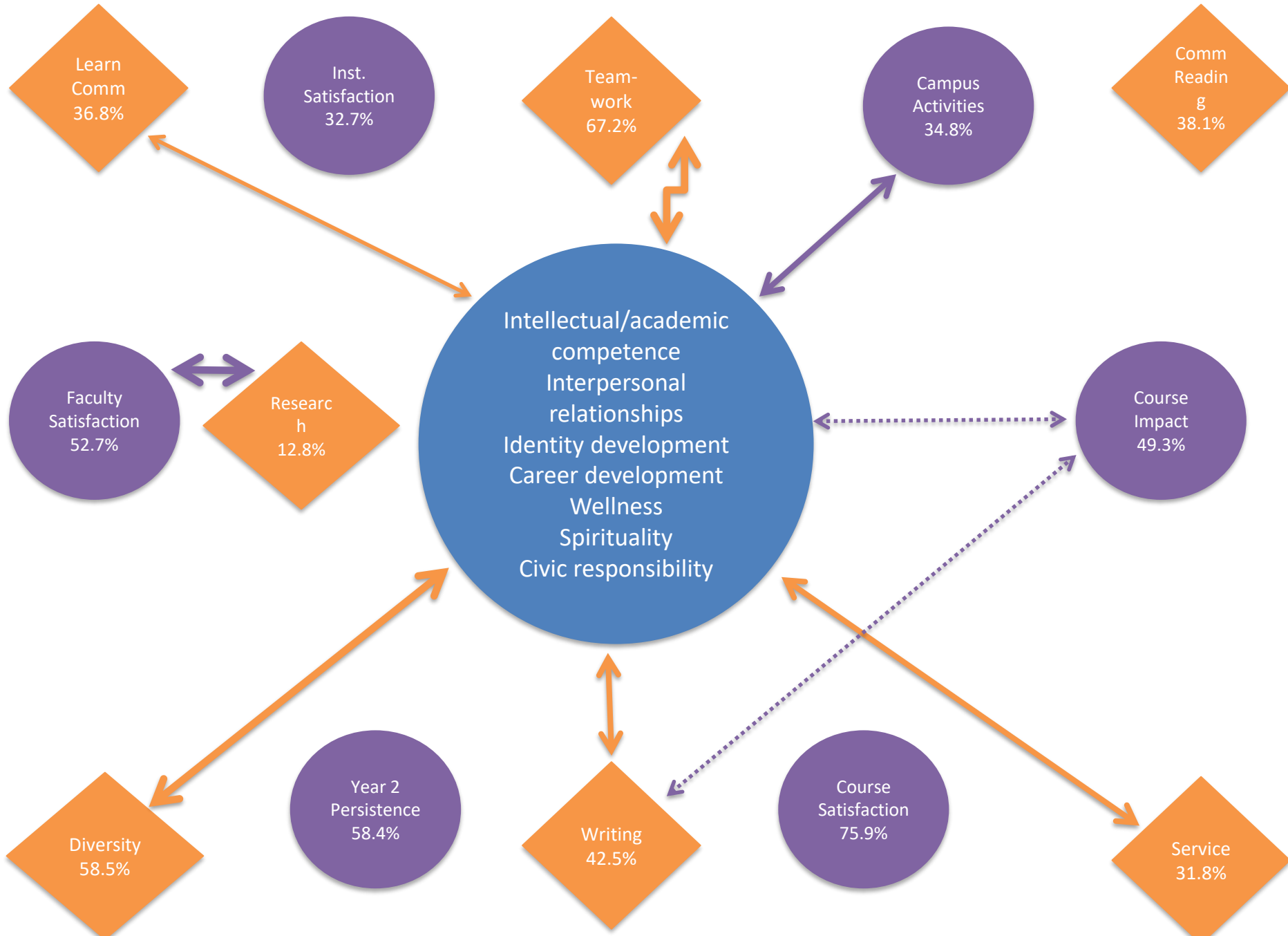
Outcome	Percentage
Satisfaction with the seminar	75.9%
Persistence to second year	58.4%
Satisfaction with faculty	52.7%
Student self-reports of course impact	49.3%
Participation in campus activities	34.8%



Alignment between first-year outcomes, seminar goals, and experiences.



Alignment between first-year outcomes, seminar goals, and assessed outcomes.



Alignment between first-year outcomes, experiences, and assessed outcomes.

National Survey of Sophomore-Year Initiatives

Purpose

- Third administration; previously in 2005 and 2008
- Designed to identify sophomore-specific practices and programs and characteristics of those initiatives

2013-2014 Administration

- 3,722 institutions invited to participate
- 778 responses from unique institutions (20.9% response rate)
- 349 currently offered at least one sophomore-specific initiative (46% of sample)



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Participants

Institution type	All (<i>N</i> = 778)	With initiative (<i>N</i> = 349)
Two-year	22.9%	35.1%
Four-year	77.1%	49.4%
Public	54.1%	42.5%
Private, not-for-profit	42.9%	50.3%



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Participants

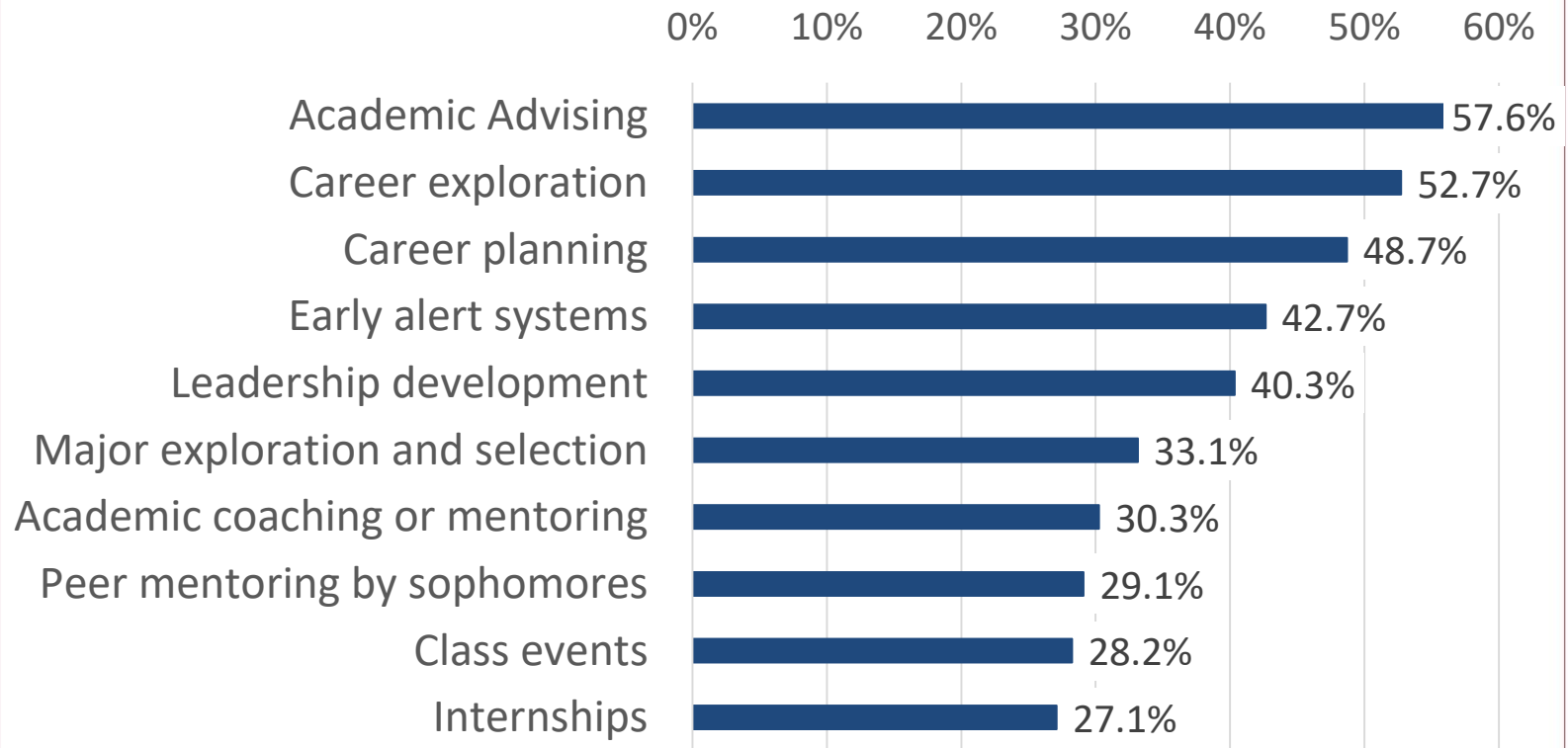
Number of Undergraduates	All (N = 778)	With initiative (N = 349)
< 500	6.2%	38.3%
501 – 1,000	7.4%	46.3%
1,001 – 1500	8.6%	45.3%
1,501 – 3,000	25.0%	45.0%
3,001 – 5,000	12.6%	48.9%
5,001 – 10,000	17.3%	53.4%
10,001 – 15,000	8.9%	37.9%
15,001 – 20,000	6.1%	47.8%
> 20,000	7.9%	47.4%

Objectives for the Sophomore Year

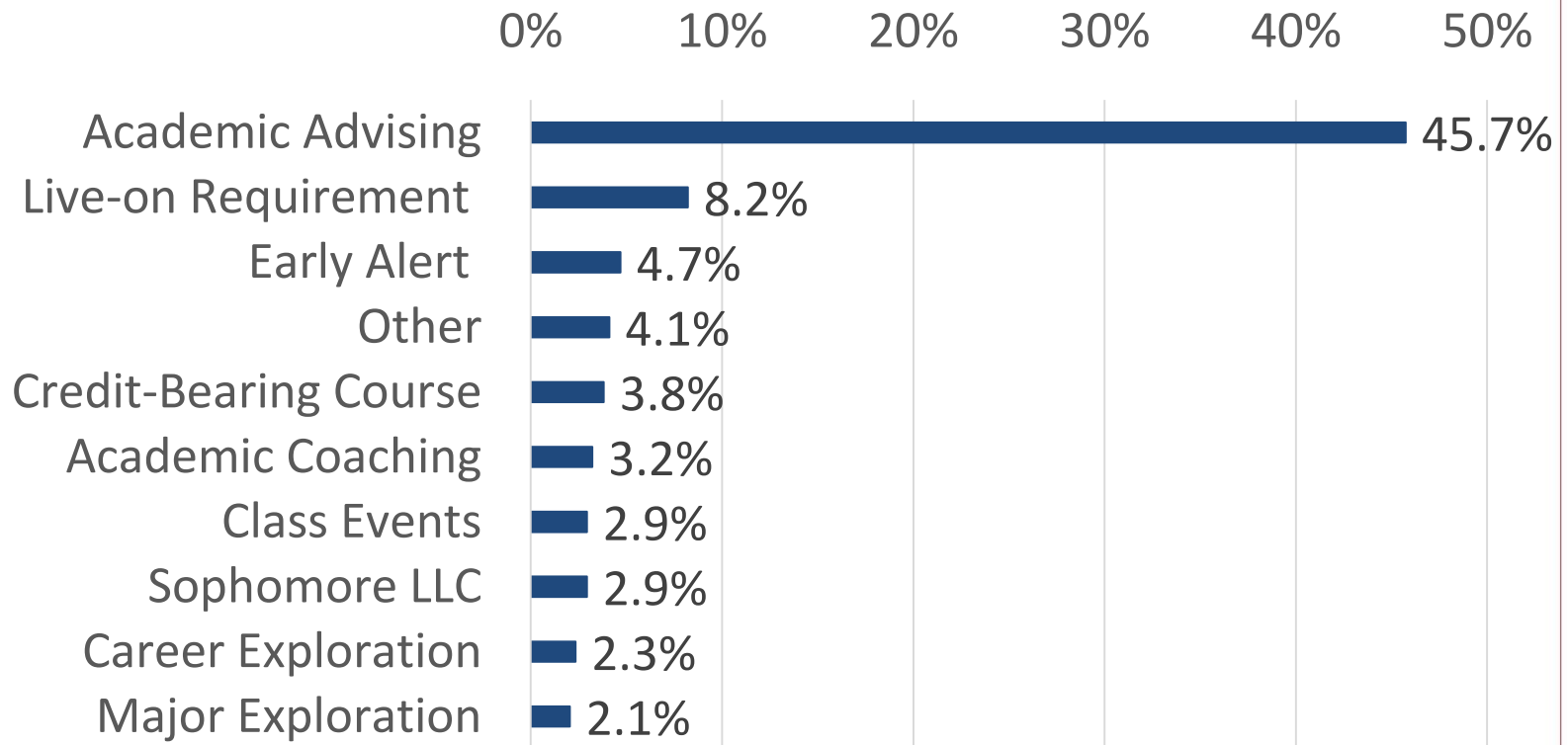
Objective	Percentage
Retention	62.1 %
Career exploration	53.5%
Career preparation < Two-Year	45.4%
Academic assistance	45.1%
Selection of a major < Four-Year	44.9%
Leadership opportunities	43.5%
Student engagement	43.1%
Connection with institution < Four-Year < Private	34.5%
Academic skills	31.7%
Graduation rates < Two-Year < Public	31.3%



Most Common Sophomore-Year Initiatives



Primary Sophomore-Year Initiatives



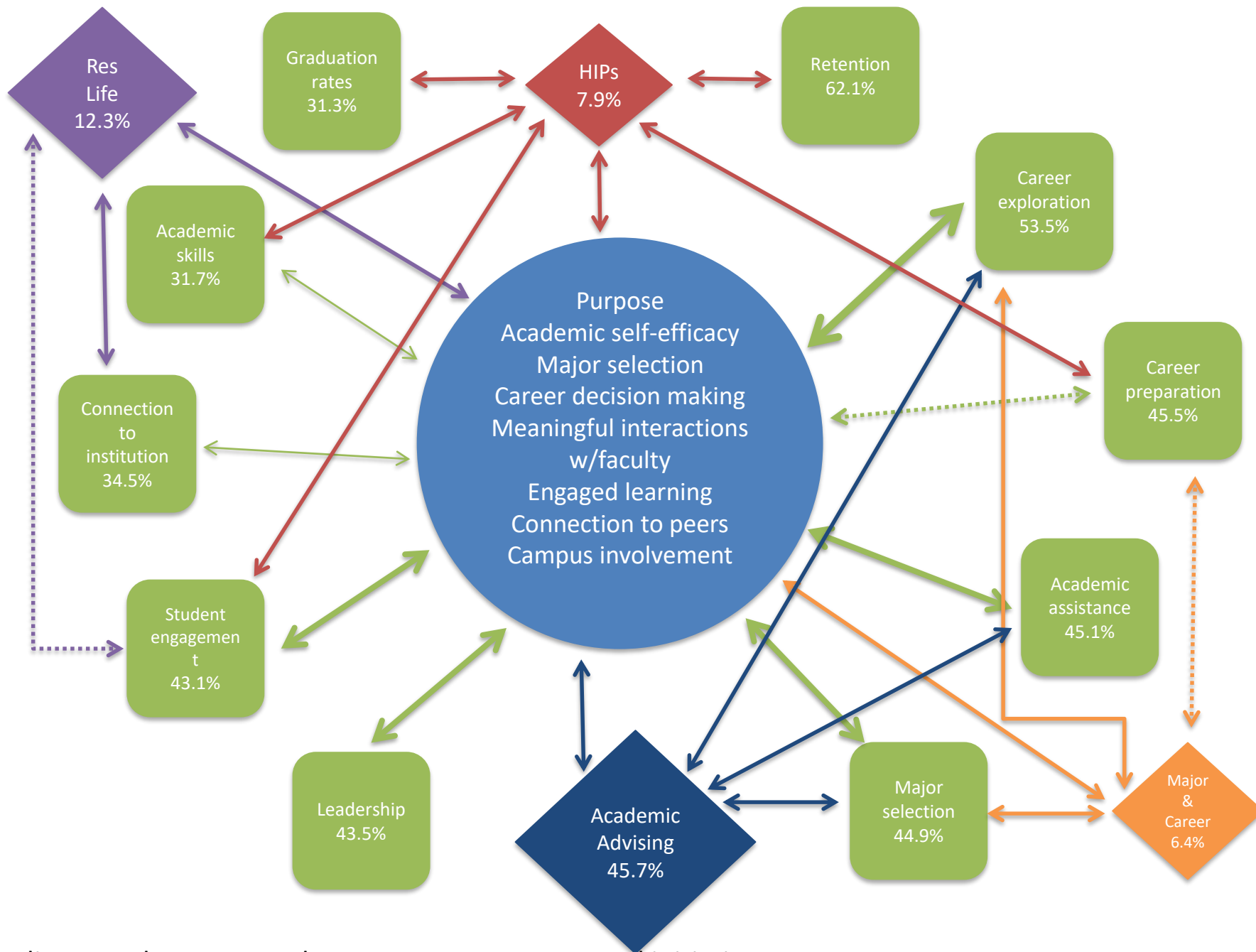
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Primary Sophomore-Year Initiative: Categories

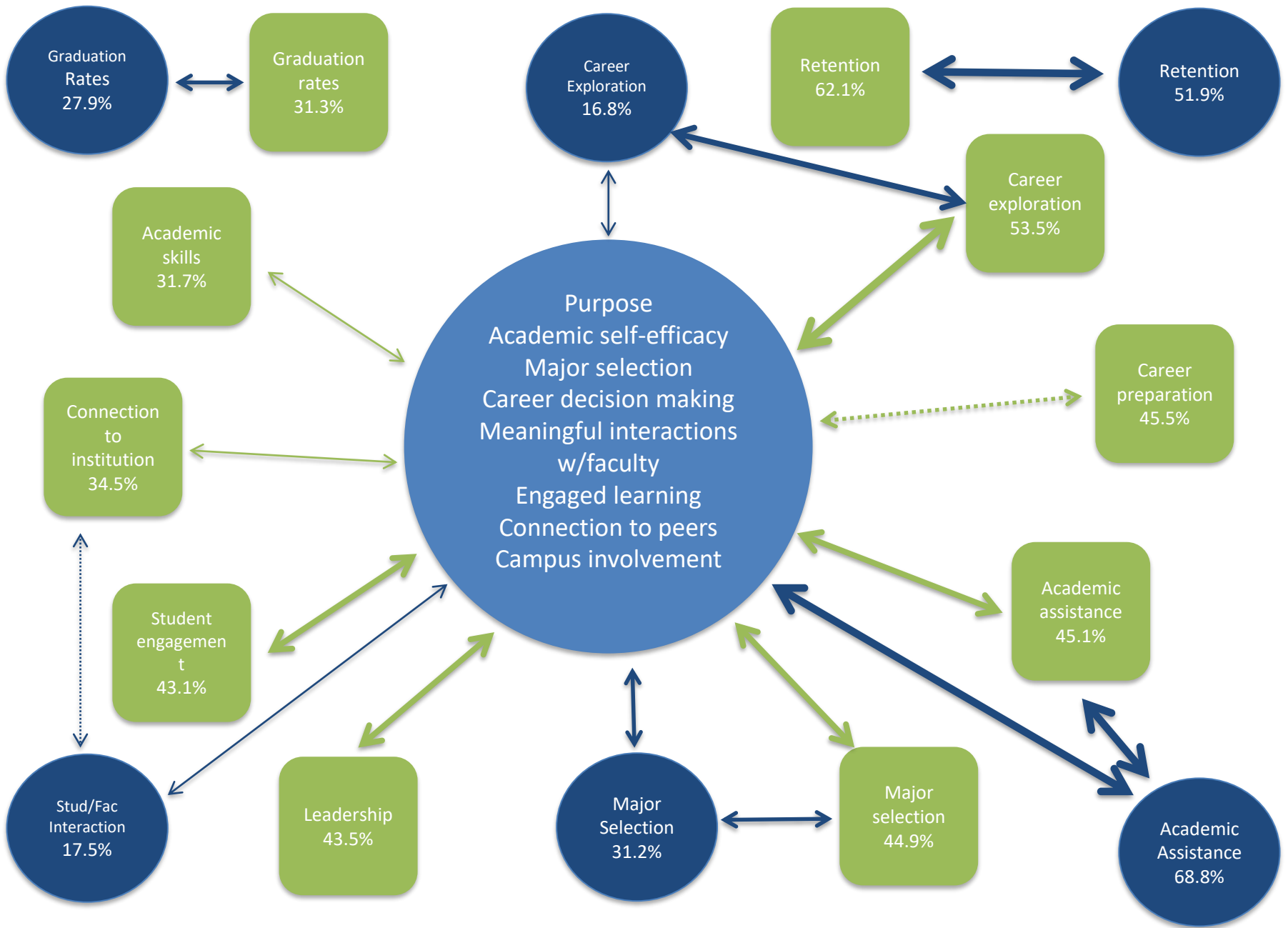
- Academic Advising (45.7%)
- Residential Initiatives (12.3%)
- High-Impact Practices (7.9%)
- Major and Career-Focused Initiatives (6.4%)
- Academic Support
- Curriculum or Course-Based
- Communication to Sophomores
- Campus-Based Events
- Away-from-Campus Events
- Transition-Focused Initiatives
- Financial Aid & Scholarships
- Leadership Development
- Comprehensive Sophomore-Year
- Early Alert



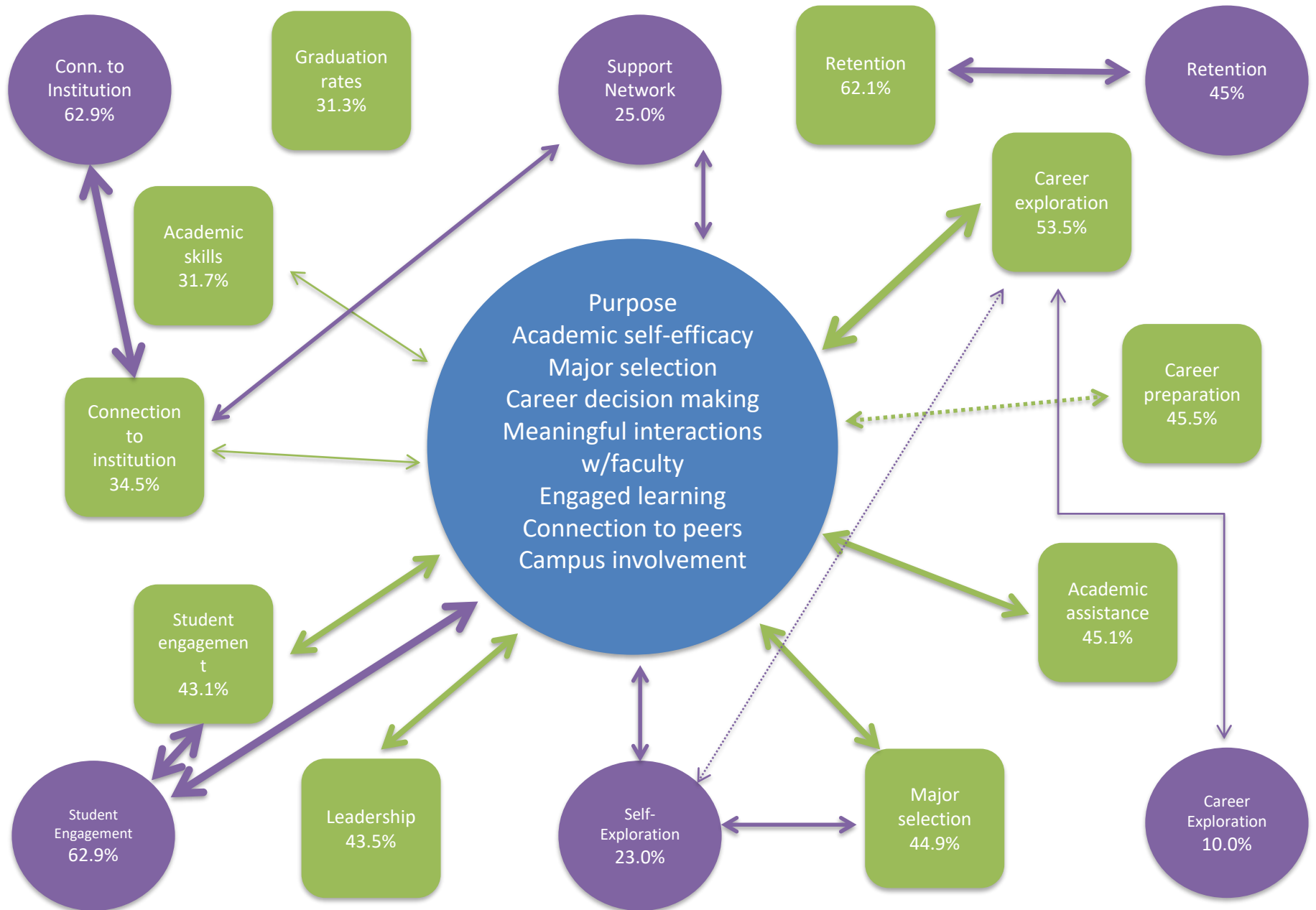
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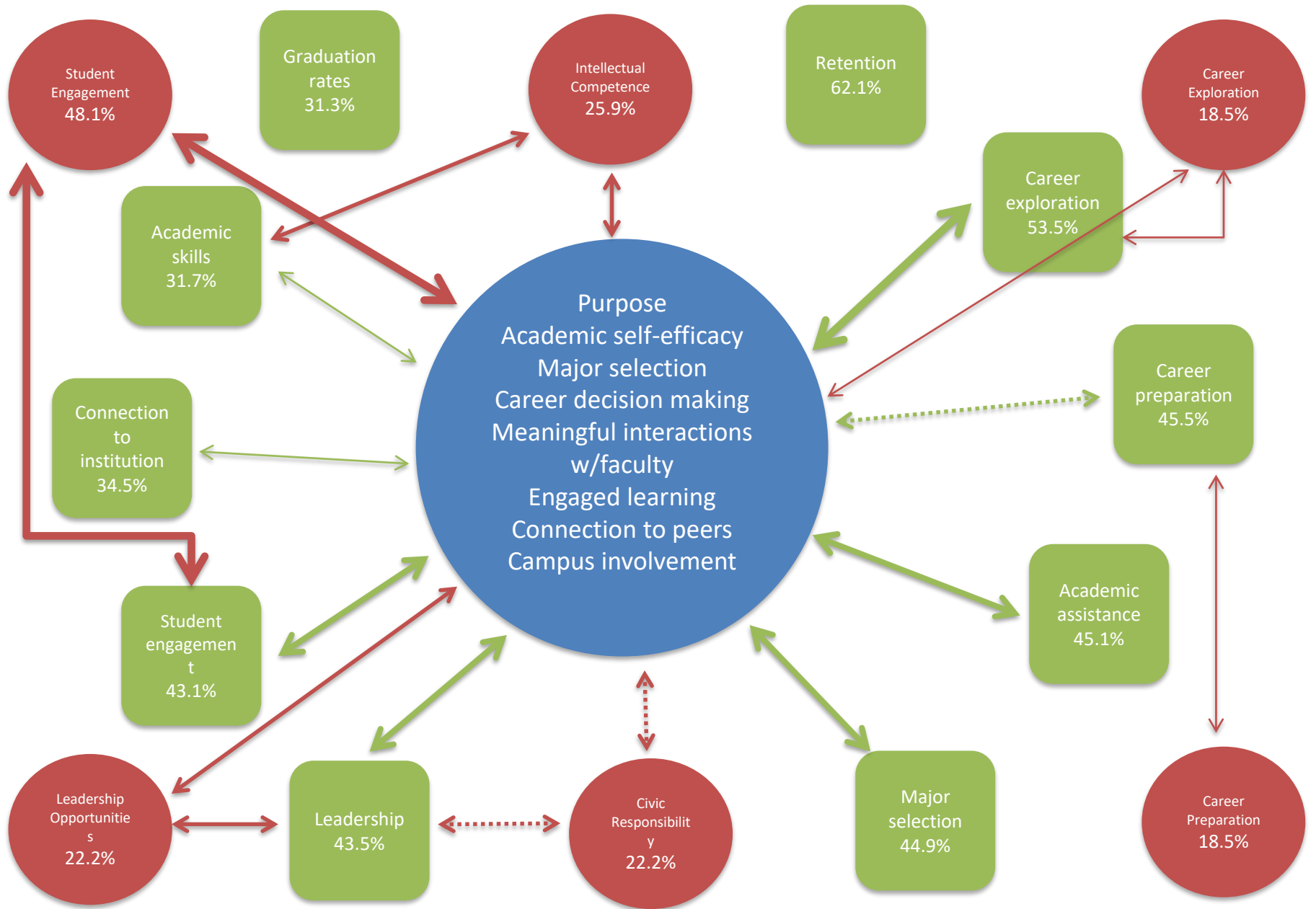
Alignment between sophomore-year outcomes and initiatives.



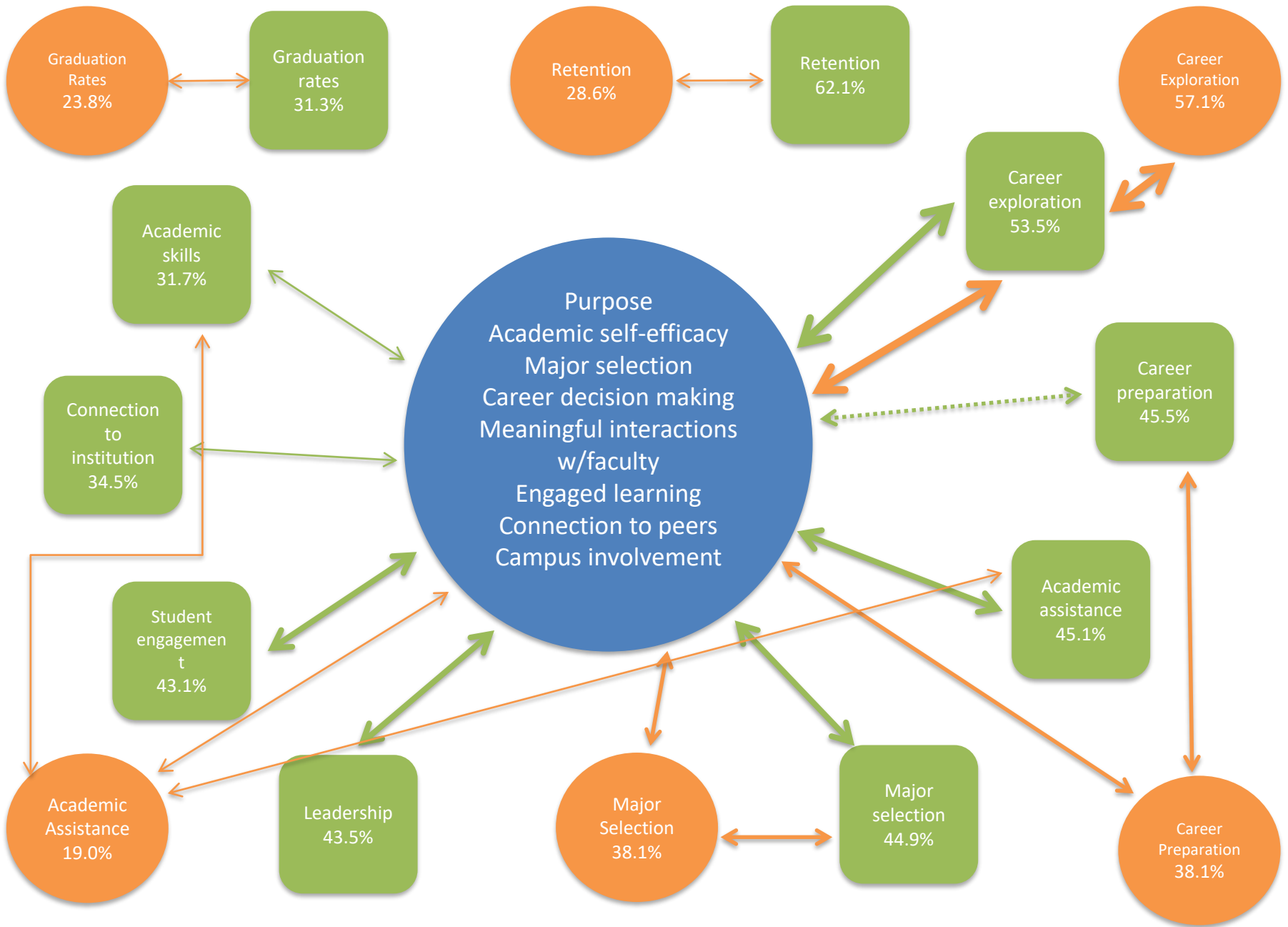
Alignment between sophomore-year outcomes, academic advising, and initiative objectives.



Alignment between sophomore-year outcomes, res life initiatives, and initiative objectives.

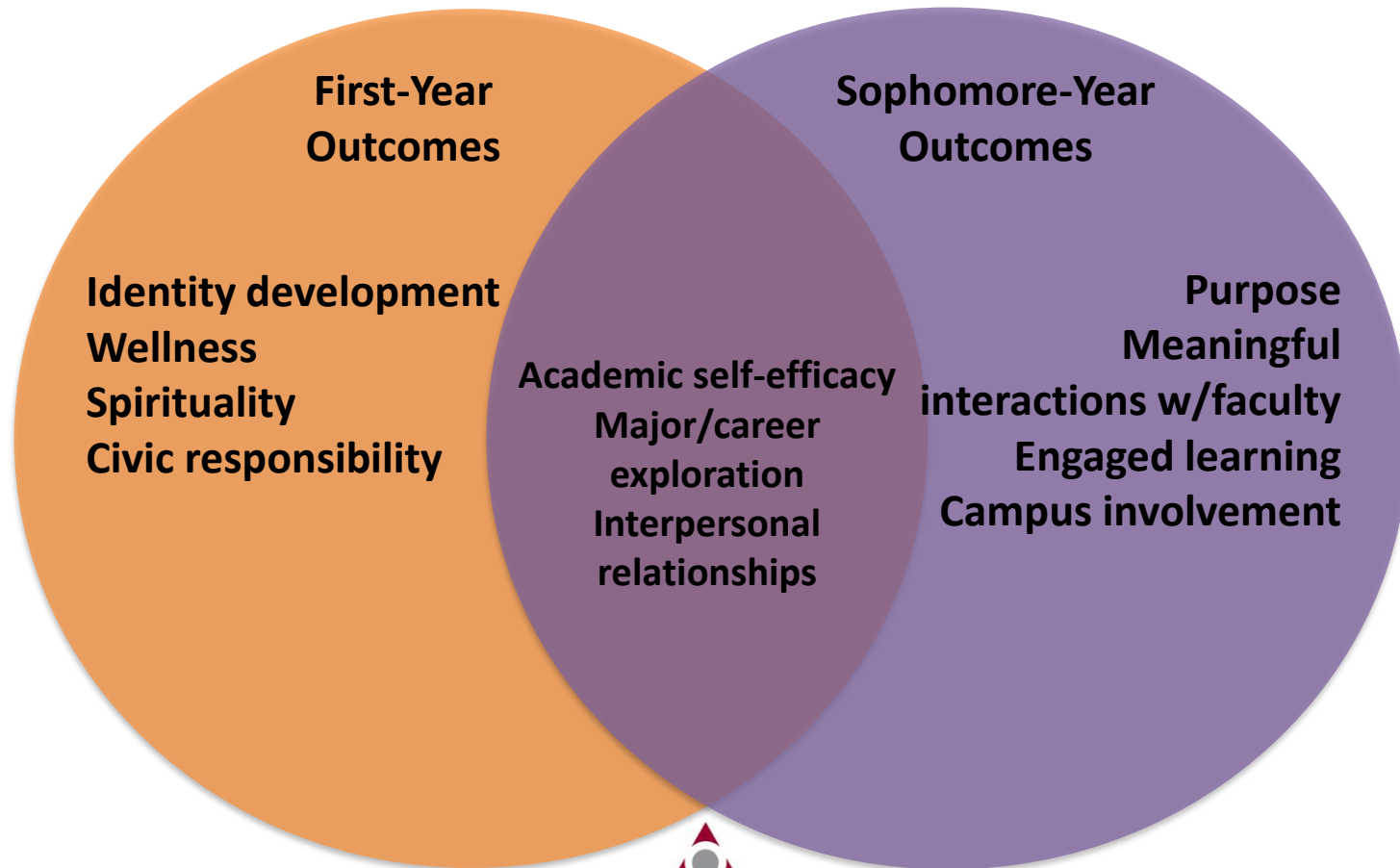


Alignment between sophomore-year outcomes, HIPs, and initiative objectives.



Alignment between sophomore-year outcomes, major/career initiatives, and initiative objectives.

Opportunities for Vertical Alignment?



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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?

Please complete an evaluation of this session in Guidebook by clicking the link after the session description.



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Thank You!

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Data Sources

- 2012-2013 National Survey of First-Year Seminars (2012-2013 NSFYS)
- 2014 National Survey of Sophomore-Year Initiatives (2014 NSSYI)



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