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

The Trusted Expert and Internationally Recognized Leader  
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# Student Needs and Institutional Opportunities Across Transition Points

Jennifer R. Keup  
October 20-23, 2013  
Columbia, SC



# Goals for Today

- Define and discuss student transitions
  - First-year, sophomores, juniors, & seniors
  - Issues
    - Identify student needs
    - common interventions
    - learning outcomes
    - potential educational partners
- Use these issues as points of discussion for maximizing impact of residential curriculum

# Let's begin at the beginning...



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**What words you would  
use to describe today's  
college students?**



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- Optimistic
- Millennials
- High achieving
- Civic-minded
- Moral
- Tech-savvy
- Group-oriented



- Followers
- Dependent
- Multicultural
- Collectivist
- Non-political
- Conformist
- Entitled
- Over-programmed

# But Not So Homogeneous....

- Adult learners
- Veterans
- Transfers and “swirlers”
- Diversity along race, ethnicity, national origin, and first-language
- Working and financially needy students
- Physical, emotional, and learning ability levels
- Gender balance
- Academic preparation
- **Others?**



“No Child Left Behind went into effect for the 2002-03 academic year, which means that America’s public schools have been operating under the pressures and constrictions imposed by that law for a decade. Since the testing requirements were imposed beginning in third grade, the students arriving in your institution have been subject to the full extent of the law’s requirements.”





# Legacy of “No Child Left Behind”

- Students arrive to HS with **little instruction in subjects** that aren’t tested
- “Most tests being used consist primarily or solely of **multiple choice** items.” Thus students arriving in HS **lack “experience and knowledge about how to do the kinds of writing** that are expected at higher levels of education.”
- Grading rubrics are often concerned with **content and not argument**, which “works against development of the kinds of writing that would be expected in a true college-level course.”



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# THE HUFFINGTON POST

“Millenials are lazy and self-absorbed, often found taking selfies, telling the world every detail of what they’re doing and feelings, hyper-aware of Facebook ‘likes’, and piling up hashtags in tweets. In short, they’re obsessed. With themselves.

At least that’s how the stereotypes go; these behaviors have been detailed, chronicled, and parsed for accuracy across many marketing plans. But **we need to look beyond popular convention, and for this group that is no easy task. While brands and advertisers are racing to marker this particular generation, we have yet to truly look at the facts.”**

*September 30, 2013*

# Food for Thought



- “Educators need to identify how their programs, policies, and pedagogies capitalize on the multiple perspectives that...college students bring with them—perspectives that contribute to the total campus environment.” *(Keup, 2008)*
- Balance between acknowledging the individual student and forging a community culture
- How to remain flexible for personality profile of the next generation
- Consider progression

# Students in Transition



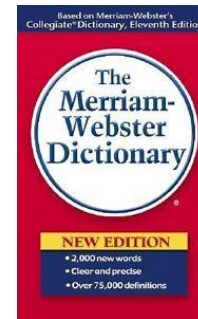
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# Definition of Transition

**tran·si·tion**

[tran-zish-uhn, -sish-] *Noun*



movement, passage, or change from one position, state, stage, subject, concept, etc., to another; change: the transition from adolescence to adulthood.

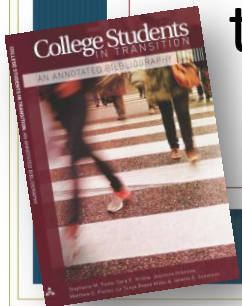


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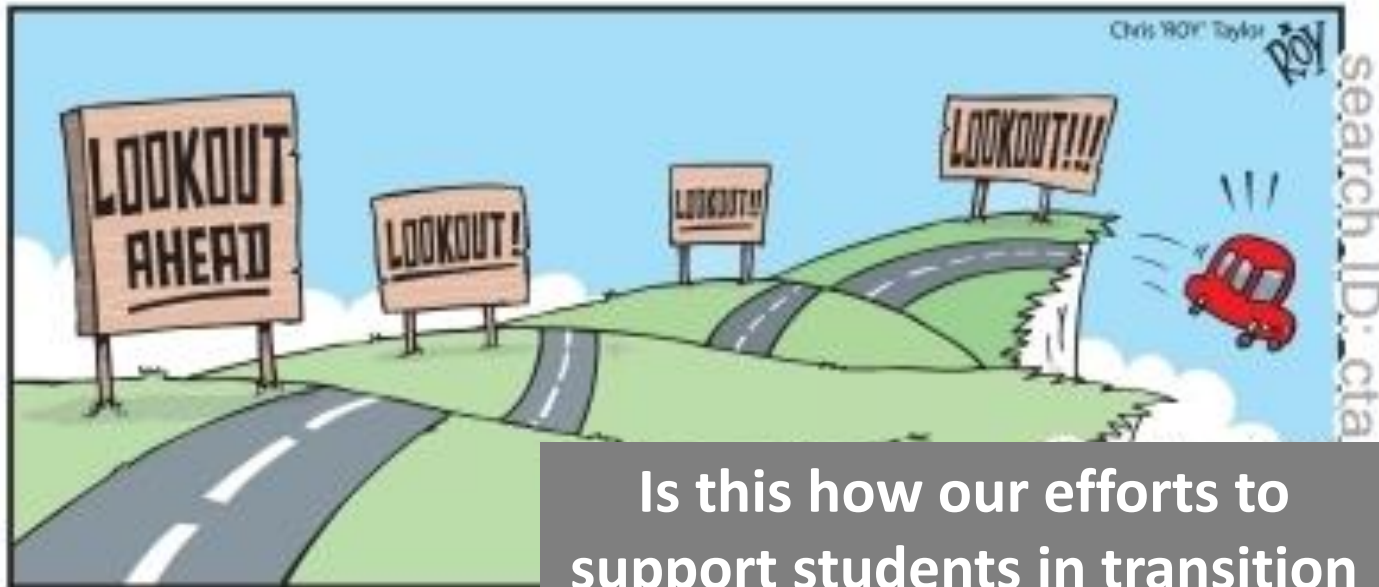
# Definition of Transition

- 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”



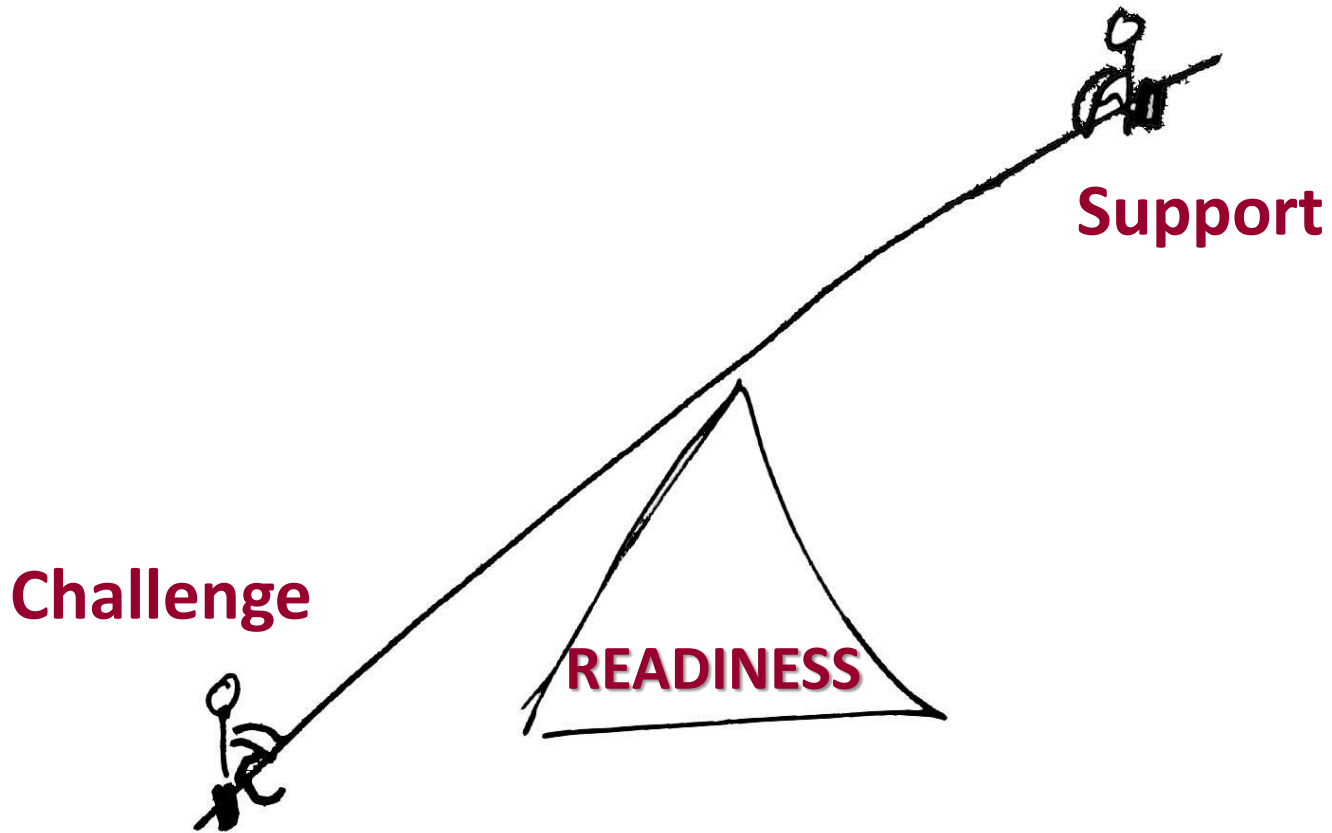
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# Criteria for “Excellence”

- “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.**”

# Nevitt Sanford



# First-Year Students

The class of 2017 was mostly born in 1995, and “they have grown up with e-mail, cell phones and Starbucks. Most were in [*grade school*] on Sept. 11, so they are accustomed to heavy security and trusting adults in positions of authority. Their academic successes have been measured in standardized test scores, and their social ones are documented in Facebook newsfeeds.”

**The Washington Post**



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# Beloit College Mindset

- “They are the sharing generation, having shown tendencies to share everything.”
- “Having a ‘chat’ has seldom involved talking.”
- “Thanks to Megan’s Law and Amber Alerts, parents have always had community support in keeping children safe.”
- “With GPS, they have never needed directions to get someplace, just an address.”
- “They have never really needed to go to their friend’s house so they could study together.”
- “Their parents’ car CD player is so embarrassing.”



# Beloit College Mindset

- “Rites of passage have more to do with having their own cell phone and Skype accounts than with getting a driver’s license and car.”
- “Threatening to shut down the government during Federal budget negotiations has always been an anticipated tactic.”
- In their first 18 years they have watched the rise and fall of Tiger Woods and Alex Rodriguez.”
- They have always known that there are ‘five hundred, twenty five thousand, six hundred minutes’ in a year.”

# Changing Demographics: Gender

	1993	2001	2009	2017*
Women	6,840,000 (55%)	7,711,000 (56%)	8,954,000 (57%)	9,741,000 (57%)
Men	5,484,000 (45%)	6,004,000 (44%)	6,816,000 (43%)	7,281,000 (43%)

- Women will continue to outpace men in enrollment, numbers, and persistence
- Women are making gains in educational aspirations
- More women are pursuing traditionally “male” fields

# Changing Demographics: Race & Ethnicity

- White, Non-Hispanic students represented 90% of new students in 1969
- Projection that 45% of the nation's public HS graduates will be non-White by 2019-20
  - 41% more Hispanic graduates
  - 30% more Asian/Pacific Islander graduates
  - 2% more American Indian/Alaska Native graduates
  - 9% fewer Black, non-Hispanic graduates
  - 12% fewer White, non-Hispanic graduates

# Changing Demographics: Multiculturalism

- 7% of undergraduates are not US citizens (5% are permanent residents and 2% are foreign)
- 1 in 10 college students are from families in which at least 1 parent was born outside the US
- The proportion of K-12 students who speak a language other than English in the home has increased over 10 percentage-points in 25 years
- Projections show that multiracial individuals will comprise 21% of the population by 2050

# Reasons for Attending College

Reasons in 2012	%
To be able to get a better job	88
To learn things that interest me	83
To be able to make more money	75
To gain a general education and appreciation of ideas	73
To prepare for graduate/ professional school	62
To be a more cultured person	51



# Reasons for Attending College

Reasons	1982	1992	2002	2012	Diff
To prepare for graduate/ professional school	48%	56%	58%	62%	14
To be able to get a better job	75%	76%	72%	88%	13
To be a more cultured person	38%	43%	42%	51%	13
To learn things that interest me	75%	75%	78%	83%	8
To be able to make more money	68%	70%	71%	75%	7
To gain a general education and appreciation of ideas	70%	65%	66%	73%	3





# Physical Health & Wellness

- HS drinking among new students is decreasing
  - Drinking goes up 10-12% during the first year
  - 42% of male & 30% of female colleges students regularly binge drink
  - Students with learning disabilities, ADHD, & psychological disorders report higher rates of drinking
- First-year students experience a decline in HPW spent on exercising or sports & leisure activities
- 40% of undergraduates reported getting enough sleep to feel rested 2 or fewer days per week

# Emotional Health & Wellness

- The number of student self-injury cases is rising
- Significant increases in students who enter college already on psychotropic medication
- Directors of campus counseling centers report:
  - 39% of clients have “severe psychological problems”
  - 6% have impairments such that they cannot remain in school or do so with extensive psychological or psychiatric help
- Few first-year students reported at least “occasionally” using student psychological services (17%) or the disability resource center (10%)

# HS Preparation: The Good...

Activities in the last year of HS (“Frequently”)	%
Support your opinions with logical argument	60
Ask questions in class	57
Accept mistakes as part of the learning process	56
Integrate skills & knowledge from different sources & experiences	55
Seek solutions to problems & explain them to others	55
Work with other students on group projects	51
Revise your papers to improve your writing	51
Seek feedback on academic work	50

# HS Preparation...the Bad & the Ugly

Activities in the last year of HS	%
Came late to class	54
Failed to complete homework on time	52
Fell asleep in class	47
Was bored in class	38
Skipped school/class	27



# FY Intellectual Practices



<b>FY Intellectual Activities (“Often” of “Very Often”)</b>	<b>%</b>
Connected ideas from your courses to your prior experience & knowledge	77
Learned something that changed the way you understand an issue or concept	63
Tried to understand someone else’s views or perspective	63
Examined the strengths & weaknesses of your views	60
Combined ideas from different courses in assignments	56
Connected your learning to societal problems/issues	51
Included diverse perspectives in course work	46

# Challenges During the First-Year\*

## *% of students reporting that they “frequently” or “occasionally” felt:*

Lonely or homesick	65
Isolated from campus life	50
Had difficulty getting along with roommate(s)	49
Worried about their health	46
Unsafe on campus	20

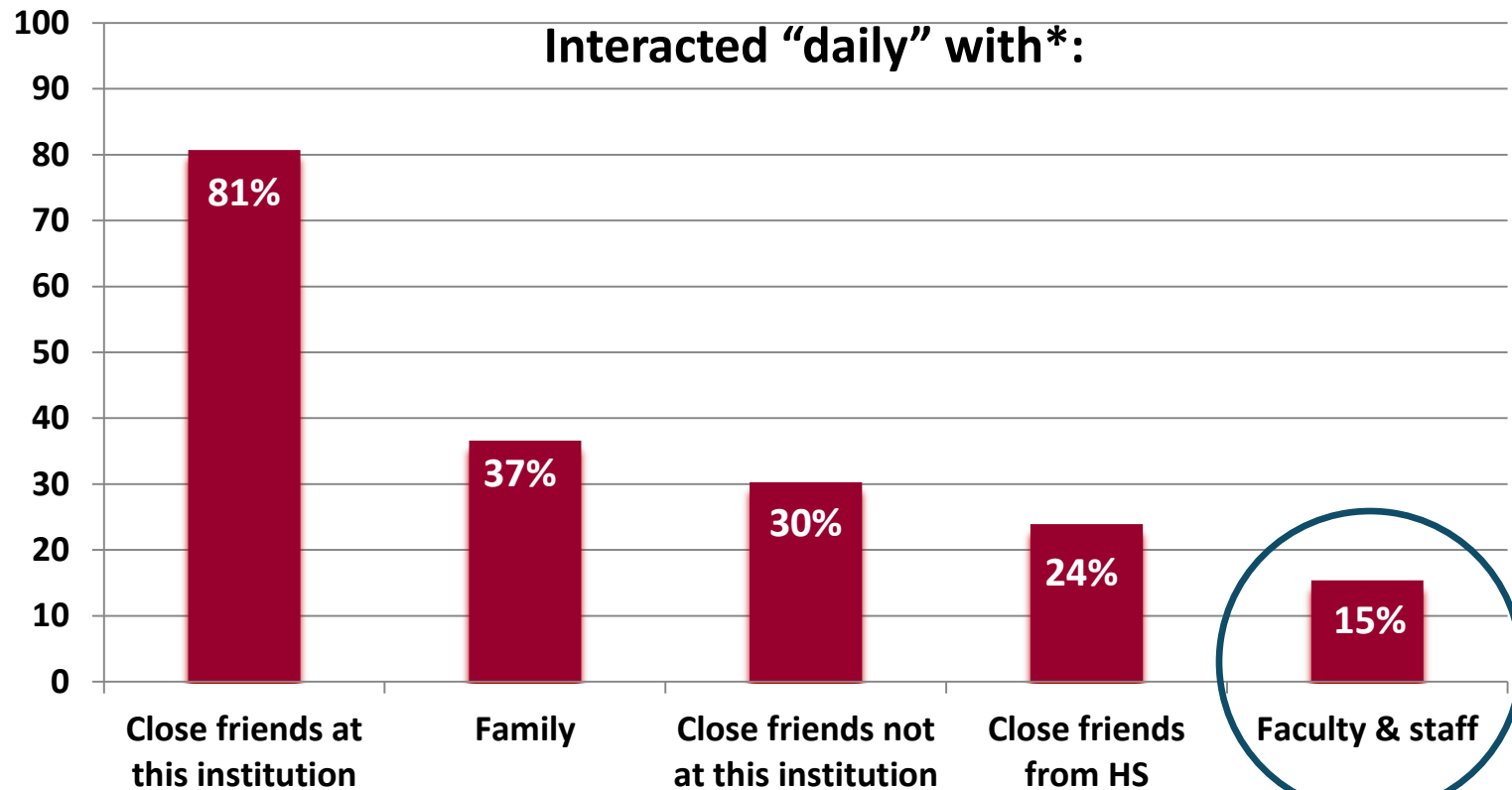
## *% of students reporting that they “frequently” felt:*

Overwhelmed by all you had to do	41
Depressed	12



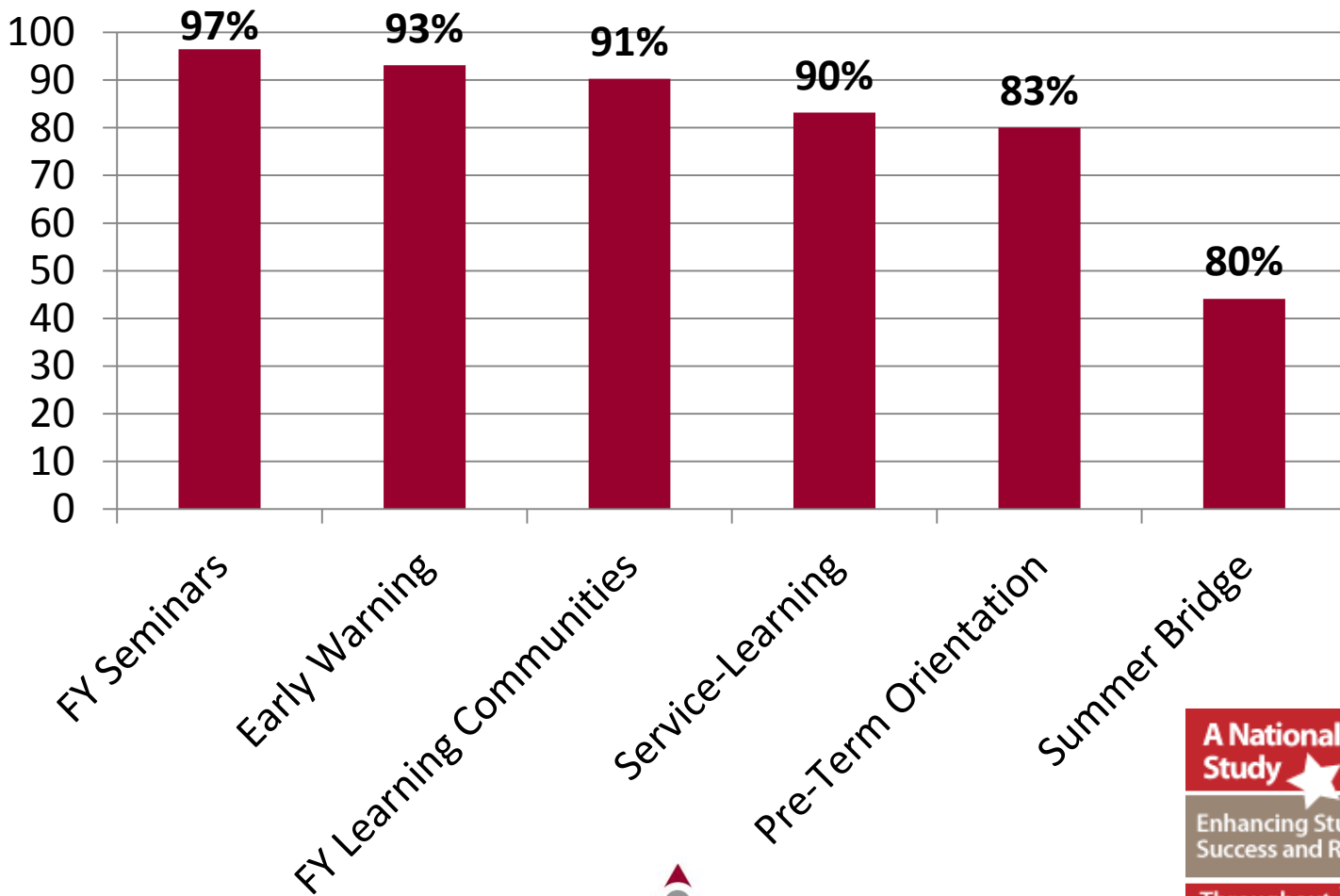


# Support Networks in the First Year



# Who are our campus partners in the first-year experience?

- Historic
  - Orientation
  - Advising
  - Faculty
  - Multicultural affairs
  - Wellness & recreation
  - Community
  - Admissions
- Emergent
  - Librarians
  - Counselors
  - Career Center
  - Judicial affairs
- Future
  - Financial Aid
  - Bursar
  - Registrar
  - K-12



**A National Study** ★  
Enhancing Student Success and Retention  
**Throughout Undergraduate Education** ★

# To what end? Outcomes



“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*



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# Domains for FYE Outcomes

- Retention
- Academic skills/experiences
- Campus connection
- Interpersonal skills
- Personal development
- Civic engagement/democratic citizenship
- Employability



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# Examples of FYE Outcomes

- **Retention**
  - Persistence to the second year
  - Graduation rates
- **Academic skills/experiences**
  - Analytical & critical thinking skills
  - Development of educational & career goals
  - Declaring a major
  - Knowledge integration & application
  - Academic engagement
  - Academic achievement
  - Cognitive complexity
  - Study skills
  - Introduction to a discipline
- **Campus connection**
  - Knowledge of university requirements
  - Ability to identify, seek, & use organizational resources
  - Connection to campus community
  - Understanding history & traditions
  - Involvement in cocurricular activities
  - Satisfaction with student experience
- **Interpersonal skills**
  - Conflict resolution
  - Written & oral communication skills
  - Development of a social support network
  - Multicultural competence



# Examples of FYE Outcomes

- **Personal development**

- Time management
- Identity exploration & development
- Values clarification
- Practical competence
- Life management skills
- Physical health
- Emotional wellness
- Moral and ethical development
- Leadership skills

- **Civic engagement/democratic citizenship**

- Participation in service
- Engagement in philanthropy
- Political awareness/engagement
- Political activism/social advocacy
- Community involvement

- **Employability**

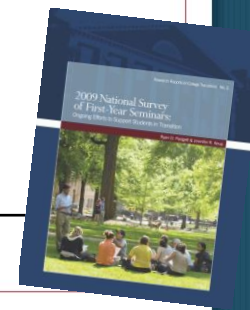
- Analyzing a problem from various sources
- Innovation/creation of new knowledge
- Providing direction through interpersonal persuasion
- Ability to integrate ideas and information
- Applying knowledge to a real-world setting
- Ability to coach and mentor others
- Project planning and management
- Engage in continuous learning
- Desirability as a candidate
- Initiative
- Ethical decision-making
- Professionalism
- Ability to build a team



<b>First-Year Seminar Objectives*</b>	<b>Percent</b>
Develop academic skills	55
Develop connection w/the institution	50
Provide orientation to campus resources & services	48
Self-exploration/personal development	29
Create common first-year experience	23
Develop support network/friendships	17
Increase student-faculty interaction	17
Improve sophomore return rates	16
Develop writing skills	12
Introduction to a discipline	7



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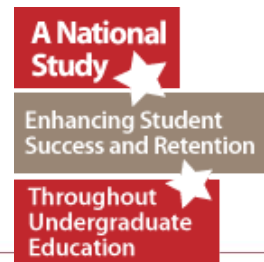


\* “Select the three most important course objectives”

[www.sc.edu/fye](http://www.sc.edu/fye)



<b>Orientation Goals**</b>	<b>Percent</b>
Introduction to the institution/facilities	98
Building connections with students, faculty, & staff	93
Celebrating arrival of new students	90
Advising	87
Improving retention/graduation rates	82
Course registration	81
Placement testing	66



\*\* “Select all that apply”

[www.sc.edu/fye](http://www.sc.edu/fye)

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**Learning Community Goals & Outcomes\*\***

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**Percent**

Student-to-student interaction	86
Higher levels of academic achievement	85
Improved retention and/or graduation rates	83
Faculty-to-student interaction	81
Linkages between different disciplinary perspectives	62
Improved critical thinking	60
Faculty-to-to faculty collaboration	41

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**A National Study** 

Enhancing Student Success and Retention

Throughout Undergraduate Education 

\*\* "Select all that apply"

[www.sc.edu/fye](http://www.sc.edu/fye)

# Discussion Questions

- How do students' personal and background characteristics factor into the development of the residential curriculum?
- How do you construct meaningful outcomes of the RC for first-years?
- What does readiness look like for your first-year students?
- Who are your campus partners?



# Sophomore Students

Sophomores are “stranded in no-man’s land; the novelty of college associated with being a freshman has worn off, and often sophomores are not far enough along in their academic program to assess accurately or feel a part of their major field.”



# Why all this Interest in Sophomores/Second-Years?

- Outgrowth first-year experience movement
  - True model of student transition and success
- Evidence that sophomores are at times the least satisfied of all students
- Emerging research and assessment on the second college year
- Recognition that second-year students have needs & face challenges

# Sophomore “Slump”

- Characterized by academic disengagement and a generalized dissatisfaction with one’s college experience. (*Freedman, 1956*)
- A multi-dimensional phenomenon including one or more of the following
  - Academic deficiencies
  - Academic disengagement
  - Dissatisfaction with the collegiate experience
  - Major and career indecision
  - Developmental confusion (*Kennedy & Upcraft, 2010*)

# Issues in the Second Year

## Academic

- Course of study/majors
- Academic self-efficacy
- Curriculum and academic progression
- Academic engagement
- Interaction with professors and instructional staff
- Career development

## Non-Academic

- Satisfaction
- Motivation
- Social integration and involvement
- Financial issues
- Lifestyle decisions
- Redefining values
- Finding life purpose



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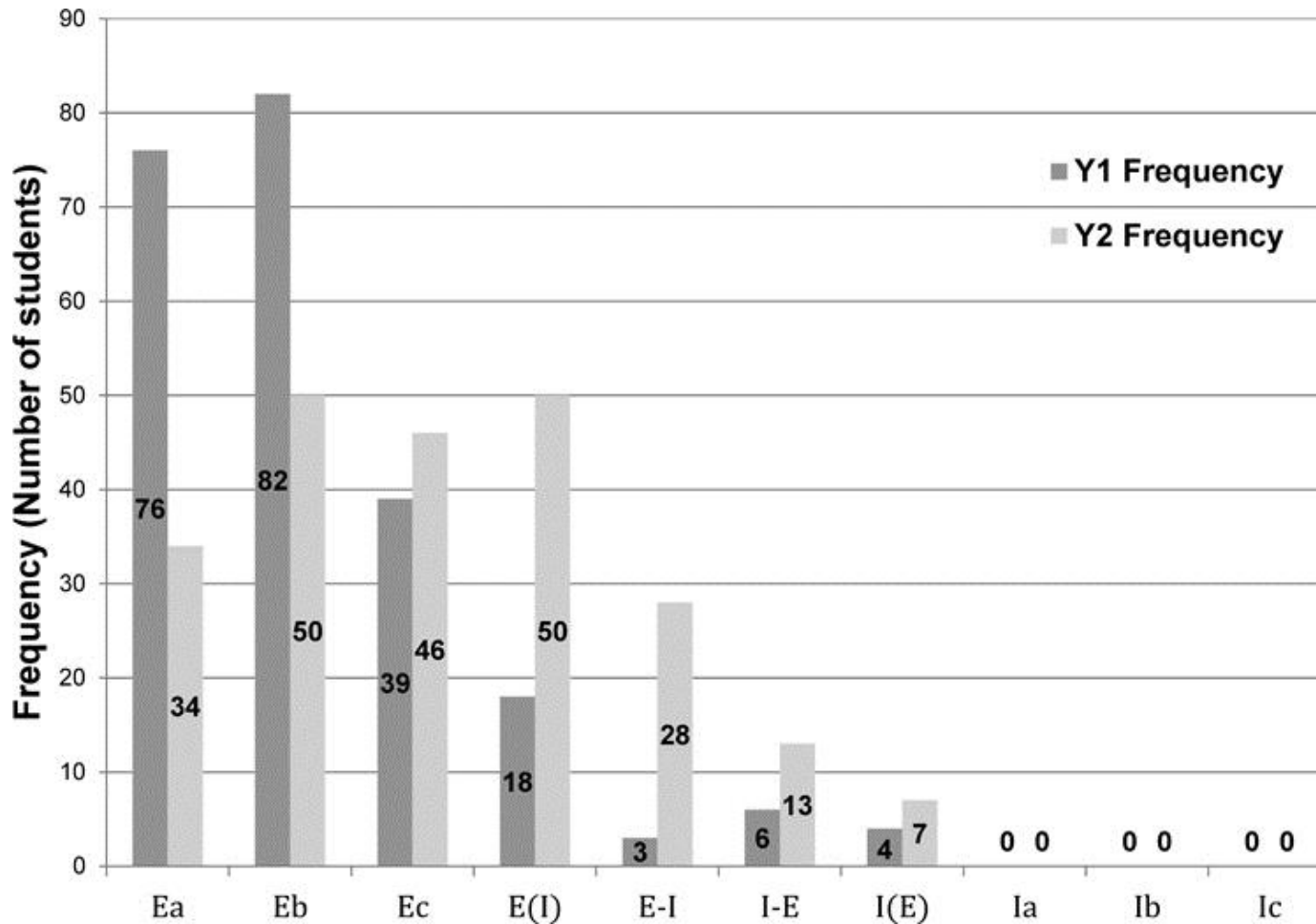
# Second Year as a Developmental Milestone

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

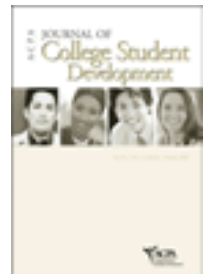


**Source of identity and meaning-making:**

- Ea: External voice-unquestioning
- Eb: External voice-low tension
- Ec: External voice-high tension
- E(I): External with awareness of internal
- E-I: Work on constructing internal way but external is still in the foreground
- I-E: Internal is in the foreground and begins to edge out external
- I(E): Internal with acknowledgement of external
- I(a-c): External



Baxter-Magolda, M.B., King, P.M., Taylor, K.B., & Wakefield, K.M. (2012). Decreasing authority dependence during the first year of college. *Journal of College Student Development*, 53(3), 481-435.



# Sophomore Transition Issues

	%
I feel comfortable with the changes in life style that occur in college	85
It has been easy for me to adapt to my college living arrangements	83
I feel good about how I have adapted to the college social environment	81
I have many friends and feel at home here	75
It has been easy for me to make friends in college	74

# Sophomore Satisfaction Levels

	Mean*
Degree of academic challenge in my classes here	5.77
My overall experience as a student at this institution	5.76
Level of interaction with other students	5.53
Social life (both on and off campus)	5.52
Sense of belonging to the college community	5.43
Frequency of interactions with my faculty	5.27
Leadership opportunities	5.19
Availability of service-learning, internships, and/or other work experiences related to my career interests	5.01
Frequency of communication with my academic advisor	4.94

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\*7-point scale with 7 high

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# Sophomore Success Initiatives

Most Common Sophomore Initiative	%
Career planning	77
Leadership development	59
Academic advising	57
Class events	51
Online resources	43
Peer mentoring <u>by</u> sophomores	39
<b>Residence life</b>	<b>38</b>
Study abroad	36
Community service/Service learning	33
Faculty/staff mentors	32



# Sophomore Success Initiatives

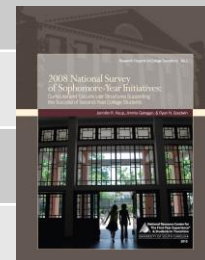
Least Common Sophomore Initiative	%
Student government	32
Print publications	31
Undergraduate research	27
Cultural enrichment activities	25
Retreats	20
<b>Opportunities to co-teach a class/TA</b>	<b>17</b>
<b>Financial aid</b>	<b>17</b>
<b>Peer mentoring <u>for</u> sophomores</b>	<b>17</b>
<b>Curricular learning communities</b>	<b>16</b>
<b>Credit-bearing course</b>	<b>15</b>



**FUTURE  
PARTNERS?**



Reasons for Establishing Sophomore Success Initiative	%
Improve retention	66
Improve student satisfaction	65
Improve student engagement	63
Career preparation	50
Assist in selection of a major	49
Provide opportunities for career exploration	49
Develop student-institutional connection	49
Develop connection to professors/staff	45
Promote self awareness	40
Provide leadership opportunities	38
Develop class cohort/peer relationships	36
Provide institutional resources & information	33
Provide academic assistance	31
Promote critical thinking	30
Develop civic responsibility	23
Encourage alumni giving	3



# Discussion Questions

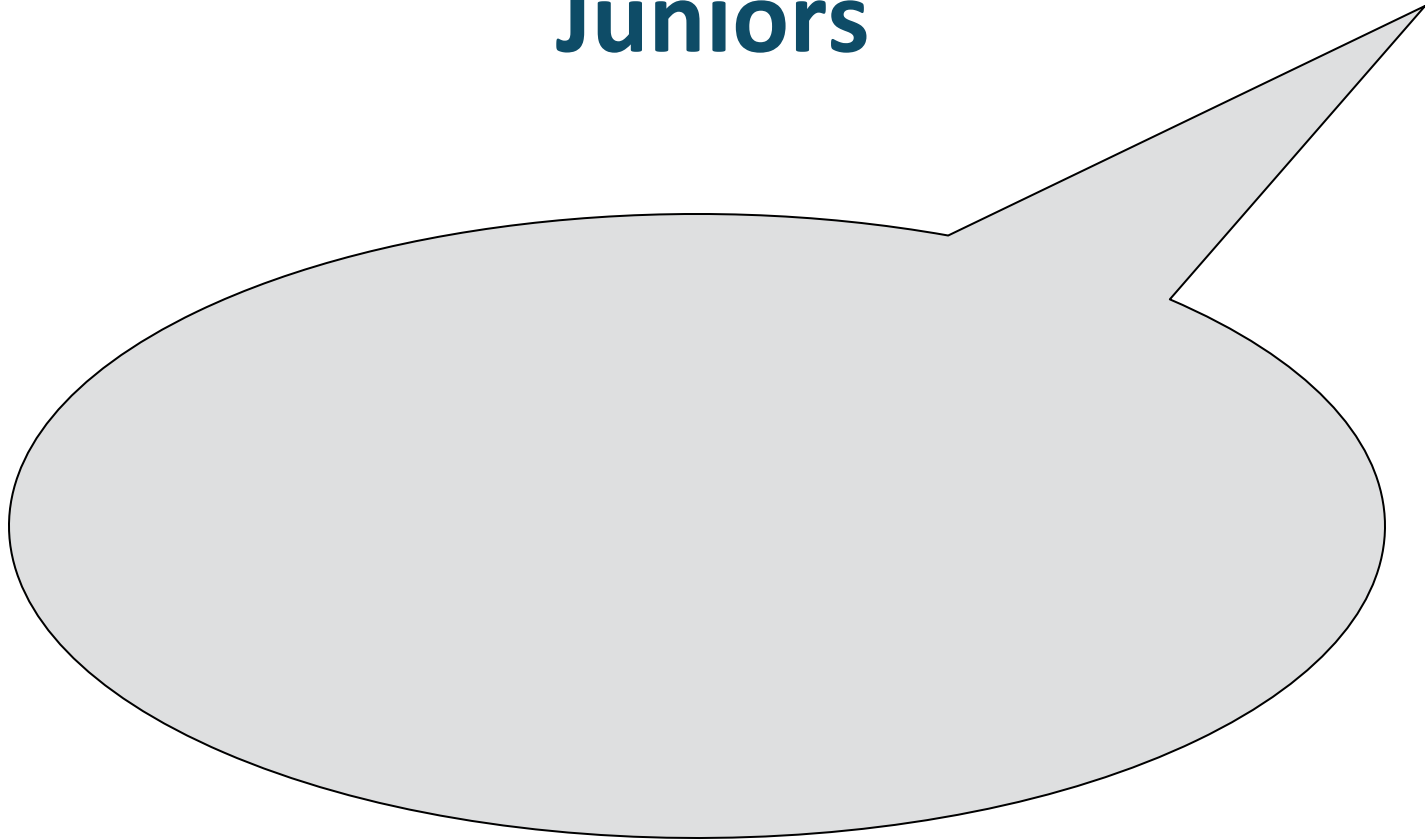
- How do we capitalize on the developmental milestones of the second year in the residential curriculum?
- How do we nurture current campus partners and develop future ones?



- Which student issues can reasonably be addressed by the residential curriculum?

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# Juniors



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# A Look to the Literature: Peers

**Peers play a large role in college student success  
& can positively affect:**

- Satisfaction with college (*Astin, 1993; Coffman & Gilligan, 2002*)
- Learning & academic performance (*Astin, 1993; Donahue, 2004; Kuh, Kinzie, Schuh, Whitt & Associates, 1991; Terenzini, Pascarella, & Blimling, 1996*)
- Persistence & retention (*Bean, 1985; Braxton, 2002; Potts, Schultz & Foust, 2003-4; Thomas, 2000; Tinto, 1993*)



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“The student’s peer group is the **single most potent source of influence** on growth and development during the undergraduate years” *(Astin, 1993, p. 398)*

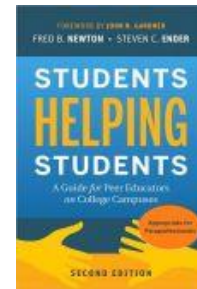
“**Students’ interactions with their peers also have a strong influence on many aspects of change during college**, [including] intellectual development and orientation; political, social, and religious values, academic and social self-concept; intellectual orientation; interpersonal skills; moral development; general maturity and personal development”  
*(Pascarella and Terenzini, 1991, pp. 620-621)*



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# Peer Leadership: A Definition

“Students who have been **selected and trained** to offer educational services to their peers. These services are **intentionally designed** to assist in the adjustment, satisfaction, and persistence of students toward attainment of their educational goals, Students performing in [*these*] paraprofessional roles **are usually compensated** in some manner for their services and are **supervised by qualified professionals.**” (Newton & Ender, 2010)



# NSPL: Training and Compensation

- 83.6% of PLs report receiving training
  - Moving toward longer training modules, course-based models, and supervision
- Compensation
  - Most often monetary (65%), volunteer (50%), and course credit (22%)
  - Students most often mention intrinsic rewards in their narratives
  - Meaning-making



# NSPL: General Results

- 43.6% report holding more than one peer leader position “currently”
- 7.9% hold four or more peer leader positions “currently”
- Most have held several peer leader positions throughout college (mean = 2.67)
- 97.8% would recommend being a peer leader to other students



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# Most Common Sponsors of PLE

Campus-Based Organization	Percent
Academic*	59
Orientation	32
<b>Residence Halls</b>	<b>30</b>
Community Service	25
Other**	15
Student Government	12

# Self-Rated Change in Skills

<b>Skill</b>	<b>% Saying “Stronger” or “Much Stronger”</b>
Interpersonal communication	94
Organization	81
Time management	80
Presentation	79
Written communication	61
Academic	51



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# Self-Rated Impact on Undergraduate Experience

Experience	% "Increased"
Knowledge of campus resources	91
Meaningful interaction with peers	89
Meaningful interaction with staff	86
Meaningful interaction with faculty	83
Feeling of belonging at institution	81
Understanding of diverse people	79
Interaction with diverse people	78
Desire to persist	71



# **Self-Rated Impact on Undergraduate Experience**

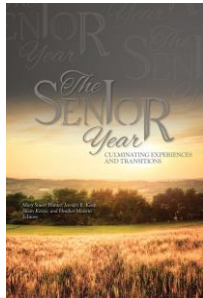
**“When I first got the job I was shy and unsure of myself a lot of the times but over the past almost two years I have grown and become more confident. I have learned to communicate effectively with people from different backgrounds. I have also had the opportunity to become close to faculty and staff that I work with. I feel more connected to campus and have enjoyed being there for freshmen students that are struggling with the college transition.”**

# Thoughts and Opportunities

- Prominent and emergent areas of PL
  - Ongoing leadership from field of residence life
  - Academics and community service are growing areas
- Challenge of over-involved peer leaders
- Longer & ongoing training modules
- Context
- Opportunities to highlight the intrinsic rewards
- PL perceive that it has positive outcomes
  - Academics outcomes

# Seniors

**“There are many parallels between the entering and departing experiences: both are critically important, both are times of stress and transition,...and both transitions could be improved through intentional partnerships among faculty, academic, and student affairs administrators.”**



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# Why Examine the Senior Year?

- They have invested time and effort and are a captive and deserving audience
- They have unique transition issues and needs
- It is the last chance to instill the competencies that the institution hopes that they achieve
- Important and, often, final assessment point
- They are on course to be the next cohort of alumni (*Gardner & Van der Veer, 1998; Kinzie, 2012*)
- **Why is it important to Residential Curriculum?**

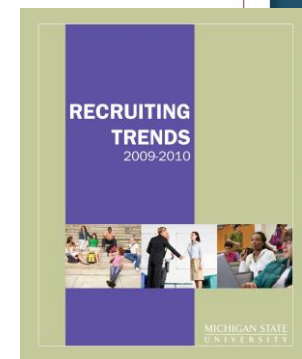
# 21<sup>st</sup> Century Learning Outcomes

- Knowledge of human cultures and the physical and natural world
- Intellectual and practical skills
- Personal and social responsibility
- Integrative learning



# Metacompetencies for Employability

- Build & sustain working professional relationships
- Analyze, evaluate, and interpret data from various sources
- Engage in continuous learning
- Oral communication and persuasion
- Project planning and management



*(Gardner, 2009)*

# Metacompetencies for Employability

- Ability to create new knowledge
- Understand the impact of company practices in a global setting
- Build a successful team
- Coach, mentor, & develop others
- Initiative



(Gardner, 2010)

# Defining Senior Capstone

“The senior capstone experience is defined as a culminating course or project that is discipline-based or interdisciplinary; the course and/or experience concludes during the final year of study and is reserved for senior students (senior status is typically defined by credit-hours obtained).”

*(National Survey of Senior Capstone Experiences, 2011)*





# Types of Capstone Experiences

- “**Discipline-based capstone courses** enroll seniors from the same discipline/major”
- “**Interdisciplinary capstone courses** are not dependent on a specific discipline and are inclusive of more than one discipline/major”
- “**Project-based experiences** are not dependent on a specific discipline or course and typically have a primary project as an end-product to the experience (e.g., internship, senior thesis, etc.)”



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# All Types of Capstones Offered

Capstone Experience	Percentage
Discipline-based course	85
Thesis/research paper	65
Exhibition of perform, music, art	58
Internship	47
Interdisciplinary course	33
Comprehensive exam	20
Other	7

# Primary Capstone Offered

Capstone Experience	Percentage
Discipline-based course	60
Interdisciplinary course	13
Thesis/research paper	13
Other	7
Internship	4
Comprehensive exam	2
Exhibition of perform, music, art	1

# Campus Unit

Administered by	Percentage
Academic department	69
Academic affairs	16
College or school	11
Other	3
Career center	.5
Senior program office	.5

Who "owns"  
the senior  
year?



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# Most Important Capstone Topics

Topic	Percentage
Critical thinking/analytical skills	52
Discipline-specific topic	43
Conduct scholarly research	27
Writing skills	21
Teamwork/group work	17
Career development	16
Ethical issues	11

# Incorporating Good Practices

<b>Good Practice</b>	<b>Percentage</b>
Integrative learning	60
Communication of high expectations	57
Course is academically challenging	55
Encouragement of active learning	45
Cooperative learning	38
Positive peer interactions	33
Higher-order exams and assignments	30
Time on task/submitting work	28

# Assessment Outcomes

Outcome	Percentage
Critical thinking/analytical skills	71
Written communication	45
Connection to the discipline(s)	38
Oral communication	28
Satisfaction with instructor	14
Satisfaction with institution	9

# Discussion Questions

- How does the residential curriculum prepare students for their senior year, culminating/capstone experiences, and life after college?
- How does residential life make itself a viable partner to the senior-year experience?
- What outcomes of the RC are meaningful to students throughout their entire undergraduate career?



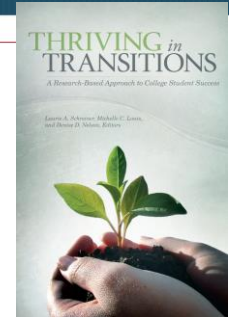
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Educational efforts and programmatic interventions + no thoughtfulness about sequencing or transitions =  
**STUDENT SURVIVAL**

Educational efforts and programmatic interventions + challenge + support + readiness + campus partners + appropriate outcomes =  
**STUDENT THRIVING**

# Thriving



“The construct of *thriving* as an expanded vision of student success provides a framework for conceptualizing new ways of helping students reap the full benefits of higher education. The very word thriving implies that success involves more than surviving a four-year academic obstacle course. Students who thrive are vitally engaged in the college endeavor—intellectually, socially, and emotionally. They experience what Tagg (2003) calls *deep learning*; they are investing effort within the classroom and managing their lives well beyond it.” (Shreiner, Louis, & Nelson, 2012)

# Reflection for the Road

**How does your residential curriculum capitalize on readiness, developmental milestones, appropriate outcomes, and campus collaboration, to facilitate a seamless undergraduate experience and thriving in college and beyond?**



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**QUESTIONS?**

**THANK YOU!**

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