The Trusted Expert and Internationally Recognized Leader for all Postsecondary Student Transitions
Using First-Year Programs in the Community College to Support Ongoing Student Transitions

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

- Provide an overview of the two-year college’s role in supporting student transitions
- Describe how two-year colleges are supporting student transitions by their use of first-year seminars
- Describe how high-impact practices are being connected to first-year seminars at two-year colleges
- Discuss elements of high-impact practices in two-year colleges
- Discuss how to create vertically and horizontally integrated transition programs
The Times, They Are a Changin’

• Images of buildings of traditional higher education – sepia-toned
• High-res images of two-year colleges, modern, color
Attention to Student Transitions

• Image of plugging a leaky pipe
Student Transitions in Two-Year Colleges

• Revolving door
• Gif of someone stuck in a revolving door
• Gif of a person tripping over carpet
FYS in Two-Year Colleges

• Image of Lee College and current Hazard County Community College
## Two-Year FYS Objectives

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide orientation to campus resources and services</td>
<td>90</td>
<td>47.9</td>
</tr>
<tr>
<td>Develop study skills</td>
<td>84</td>
<td>44.7</td>
</tr>
<tr>
<td>Develop a connection with the institution</td>
<td>84</td>
<td>44.7</td>
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<td>Develop academic skills</td>
<td>71</td>
<td>37.8</td>
</tr>
<tr>
<td>Self-exploration or personal development</td>
<td>50</td>
<td>26.6</td>
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Two-Year FYS Course Topics

<table>
<thead>
<tr>
<th>Course Topics</th>
<th>Freq.</th>
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<tbody>
<tr>
<td>Study skills</td>
<td>95</td>
<td>50.5%</td>
</tr>
<tr>
<td>Campus resources</td>
<td>90</td>
<td>47.9%</td>
</tr>
<tr>
<td>Academic planning or advising</td>
<td>84</td>
<td>44.7%</td>
</tr>
<tr>
<td>Time management</td>
<td>63</td>
<td>33.5%</td>
</tr>
<tr>
<td>Career exploration or preparation</td>
<td>55</td>
<td>29.3%</td>
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Primary FYS on Campus

Percentage of Institutions

<table>
<thead>
<tr>
<th></th>
<th>Two-year</th>
<th>Four-year</th>
</tr>
</thead>
<tbody>
<tr>
<td>EO</td>
<td>54.0%</td>
<td>34.0%</td>
</tr>
<tr>
<td>A-UC</td>
<td>20.5%</td>
<td>18.4%</td>
</tr>
<tr>
<td>A-VT</td>
<td>3.0%</td>
<td>24.7%</td>
</tr>
<tr>
<td>PP-D</td>
<td>2.0%</td>
<td>4.4%</td>
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<tr>
<td>BSS</td>
<td>11.5%</td>
<td>1.4%</td>
</tr>
<tr>
<td>HY</td>
<td>8.5%</td>
<td>16.0%</td>
</tr>
<tr>
<td>Other</td>
<td>0.5%</td>
<td>1.0%</td>
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</table>
Two-Year FYS Class Size

Approximate Class Size for Each Section

<table>
<thead>
<tr>
<th>Class Size</th>
<th>Two-year</th>
<th>Four-year</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 10</td>
<td>0.5%</td>
<td>0.7%</td>
</tr>
<tr>
<td>10 - 14</td>
<td>6.5%</td>
<td>8.2%</td>
</tr>
<tr>
<td>15 - 19</td>
<td>21.1%</td>
<td>41.1%</td>
</tr>
<tr>
<td>20 - 24</td>
<td>41.7%</td>
<td>30.7%</td>
</tr>
<tr>
<td>25 - 29</td>
<td>20.1%</td>
<td>11.0%</td>
</tr>
<tr>
<td>30 or more</td>
<td>10.1%</td>
<td>8.4%</td>
</tr>
</tbody>
</table>

Percentage of Institutions

Two-year:
- < 10: 0.5%
- 10 - 14: 6.5%
- 15 - 19: 21.1%
- 20 - 24: 41.7%
- 25 - 29: 20.1%
- 30 or more: 10.1%

Four-year:
- < 10: 0.7%
- 10 - 14: 8.2%
- 15 - 19: 41.1%
- 20 - 24: 30.7%
- 25 - 29: 11.0%
- 30 or more: 8.4%
Online-only Sections of FYS

<table>
<thead>
<tr>
<th>Online-only sections</th>
<th>Institution Type</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>Two-year</td>
<td>Four-year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
</tr>
<tr>
<td>Yes</td>
<td>90</td>
<td>59.6</td>
<td>49</td>
</tr>
<tr>
<td>No</td>
<td>58</td>
<td>38.4</td>
<td>254</td>
</tr>
<tr>
<td>I don't know</td>
<td>3</td>
<td>2.0</td>
<td>1</td>
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## How FYS Credit is Applied

<table>
<thead>
<tr>
<th>How FYS credit is applied</th>
<th>Institution Type</th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Two-year</td>
<td>Freq.</td>
<td>%</td>
<td>Four-year</td>
<td>Freq.</td>
<td>%</td>
</tr>
<tr>
<td>As an elective</td>
<td></td>
<td>104</td>
<td>59.1%</td>
<td>59.1</td>
<td>31.1%</td>
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</tr>
<tr>
<td>Toward general education requirements</td>
<td></td>
<td>68</td>
<td>38.6%</td>
<td>38.6</td>
<td>65.1%</td>
<td></td>
</tr>
<tr>
<td>Toward major requirements</td>
<td></td>
<td>20</td>
<td>11.4%</td>
<td>11.4</td>
<td>7.5%</td>
<td></td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
<td>15</td>
<td>8.5%</td>
<td>8.5</td>
<td>11.9%</td>
<td></td>
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</table>
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 goal for learning communities is 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 capstone” 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.
High-Impact Practices

- The HIPs that were most frequently included or connected to the FYS in community colleges included
  - collaborative assignments and projects (70.2%),
  - diversity or global learning (46.8%), and
  - learning communities (32.8%).
- Writing-intensive (29.8%)
- Service-learning (16.1%)
- Common reading experience (14.5%)
- Undergraduate research (4.3%)
- HIPs were widely connected or integrated into FYS, as the average number of HIPs offered on two-year campuses was just over two (2.14).
- Moreover, 62.8% of community colleges reported having two or more HIPs intentionally connected to the FYS (see Figure 3).
- This indicates that if students engage in an FYS, on average, they have the opportunity to be exposed to three high-impact educational activities in the first year of college.
Elements of High-Impact Practice
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
Sophomore Student
(Unmotivationus Middlechildibus)
INTEGRATION ACROSS TRANSITIONS
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

Effectively evaluate & use information
Research Assignment in FYS
Pre/Posttest Assessment with ProjectSAILS

Source: Friedman (2012, pp. 50-51)
<table>
<thead>
<tr>
<th>NSFYS Objectives</th>
<th>Topics</th>
<th>Objectives Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connection with institution</td>
<td>Campus Resources</td>
<td></td>
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<tr>
<td>Campus resources</td>
<td>Academic Planning</td>
<td></td>
</tr>
<tr>
<td>Academic skills</td>
<td>Critical Thinking</td>
<td></td>
</tr>
<tr>
<td>Critical thinking skills</td>
<td>Study Skills</td>
<td></td>
</tr>
<tr>
<td>Common FYE</td>
<td>Campus Engagement</td>
<td></td>
</tr>
<tr>
<td>Study Skills</td>
<td>Time Management</td>
<td></td>
</tr>
<tr>
<td>Self-exploration</td>
<td>Writing Skills</td>
<td></td>
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<tr>
<td>Writing skills</td>
<td>Career Issues</td>
<td></td>
</tr>
<tr>
<td>Student-faculty interaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd-year retention</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For two-year colleges who named

**Orientation to campus resources** as an objective

These were the top 5 topics:

- **Campus Resources** – 63.3%
- **Study Skills** – 46.7%
- **Academic Planning or Advising** – 43.3%
- **Time Management** – 42.2%
- **College Policies and Procedures** – 25.6%

Evidence of horizontal alignment
For two-year colleges who named

Develop Study Skills as an objective

These were the top 5 topics

- Study Skills – 76.2%
- Campus Resources – 48.8%
- Academic Planning or Advising – 42.9%
- Time Management – 41.7%
- Career Exploration or Preparation – 31.0%

Evidence of horizontal alignment
For colleges and universities who named
these topics as an objective

Campus Resources – 54.8%
Academic Planning – 45.2%
Study Skills – 42.9%
Time Management – 33.3%
Campus Engagement – 31.0%

These were the top 5 topics

Strong evidence of horizontal alignment
For colleges and universities who named

Develop Academic Skills

as an objective

Study Skills – 70.4%
Academic Planning – 49.3%
Campus Resources – 42.3%
Career Exploration or Preparation – 26.8%
Time Management – 29.6%

These were the top 5 topics

Strong evidence of horizontal alignment
NSFYS Objectives

Topics

Objectives Assessed

For colleges and universities who named

Self-Exploration/Personal Development

These were the top 5 topics

Evidence of horizontal alignment

Campus Resources – 50.0%

Study Skills – 44.0%

Time Management – 40.0%

Academic Planning – 34.0%

Career Exploration – 30.0%
Strategies used to assess learning and achievement are based on what has been taught and on the learning objectives students are expected to meet.
## 5 Most Frequently Assessed Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>Achievement of course outcomes</td>
<td>65.6</td>
</tr>
<tr>
<td>Persistence to second year</td>
<td>62.2</td>
</tr>
<tr>
<td>Satisfaction with the seminar</td>
<td>62.2</td>
</tr>
<tr>
<td>Satisfaction with faculty</td>
<td>43.3</td>
</tr>
<tr>
<td>Self-reports of course impact</td>
<td>36.7</td>
</tr>
</tbody>
</table>
Achievement of Course Outcomes – 58.5%
Persistence to Second Year – 56.1%
Satisfaction with the seminar – 56.1%
Grade Point Average – 41.5%
Satisfaction with faculty – 39.0%

For colleges and universities who named Orientation to campus resources and services as an objective, these were the top 5 outcomes assessed.

Little evidence of horizontal alignment.
Achievement of Course Outcomes – 73.7%
Persistence to Second Year – 63.2%
Grade Point Average – 63.2%
Satisfaction with the seminar – 52.6%
Satisfaction with faculty – 44.0%

For two-year colleges who named as an objective

Develop Study Skills

These were the top 5 outcomes assessed

Info. Literacy – 10.5%, #16 most frequent assessed outcome
Writing Ability – 13.2%, #15
For two-year colleges who named as an objective

Develop a Connection with Institution

These were the top 5 outcomes assessed

Satisfaction with the seminar – 66.7%
Achievement of Course Outcomes – 63.6%
Persistence to Second Year – 48.5%
Grade Point Average – 48.5%
Satisfaction with faculty – 42.4%

Satisfaction with the institution – 24.2%, #13
Understand Institutional Identity and culture – 12.1%, #18

Little evidence of horizontal alignment
Academic Skills

For two-year colleges who named Academic Skills as an objective

These were the top 5 outcomes assessed:

- Achievement of Course Outcomes – 71.4%
- Persistence to Second Year – 68.6%
- Satisfaction with the seminar – 60.0%
- Grade Point Average – 57.1%
- Student self-reports of improvement – 34.3%, #7
- Writing Ability – 11.4%, #16

Evidence of horizontal alignment
Satisfaction with the seminar – 73.9%
Achievement of Course Outcomes – 69.6%
Persistence to Second Year – 56.5%
Grade Point Average – 56.5%
Satisfaction with faculty – 47.8%

Critical Thinking – 39.1%, #7
Student Self-Reports of Improvement – 26.1%, #10

For two-year colleges who named Self-Exploration/Personal Development as an objective, these were the top 5 outcomes assessed.

Little evidence of horizontal 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.
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.
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?
Questions and Answers

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Twitter: @DallinYoung