



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

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

Course Objectives	Freq.	%
Provide orientation to campus resources and services	90	47.9
Develop study skills	84	44.7
Develop a connection with the institution	84	44.7
Develop academic skills	71	37.8
Self-exploration or personal development	50	26.6

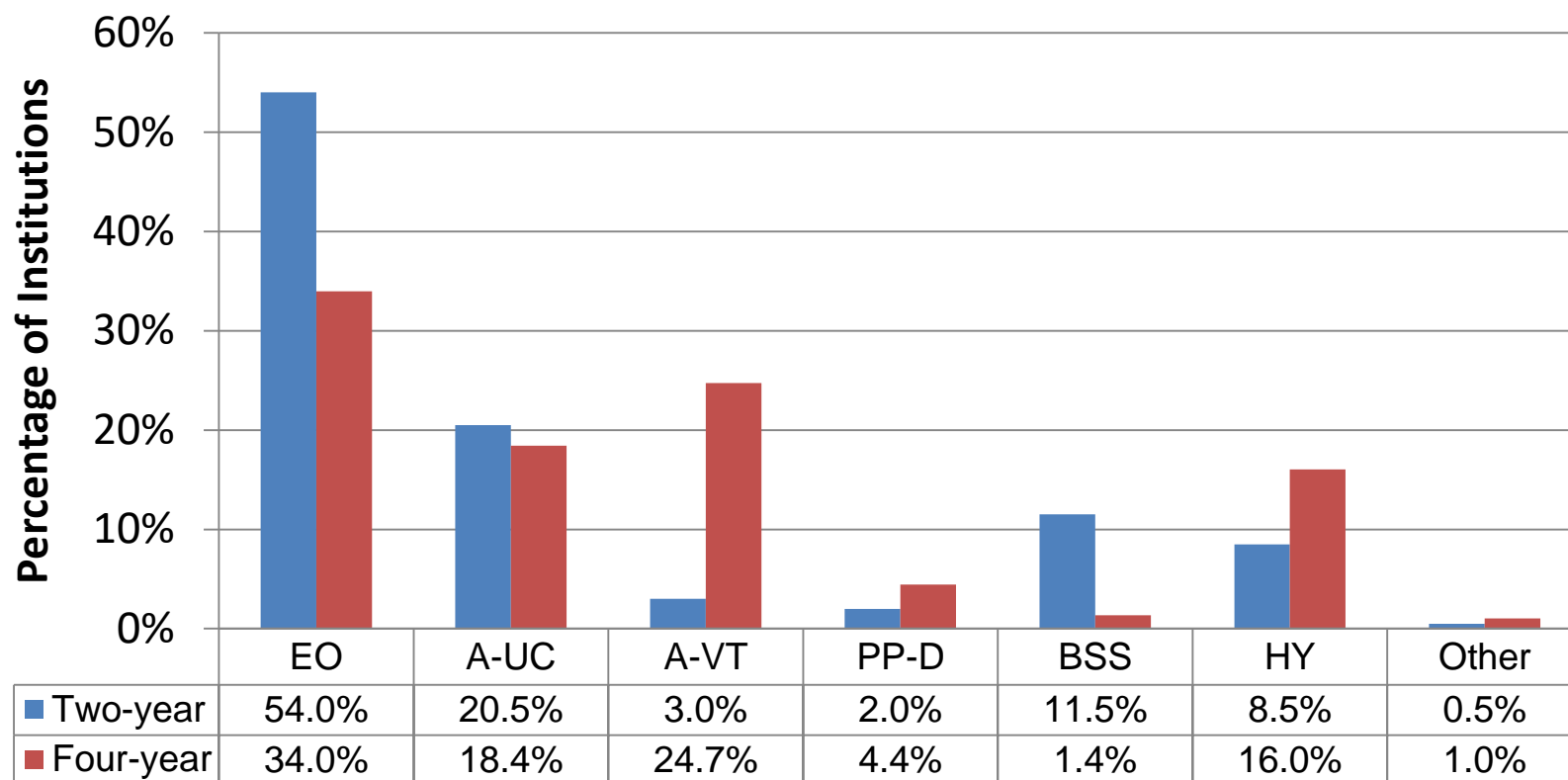


Two-Year FYS Course Topics

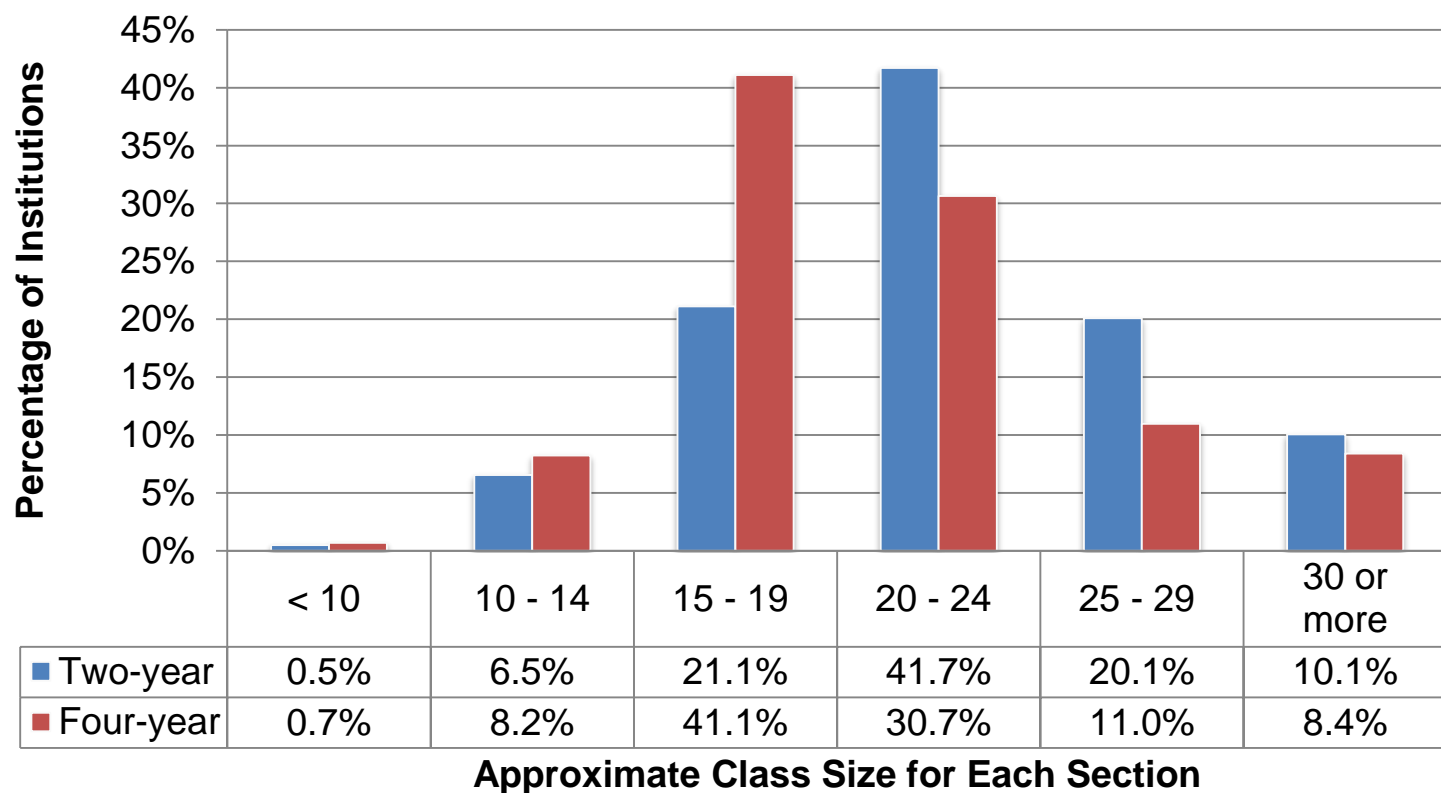
Course Topics	Freq.	%
Study skills	95	50.5%
Campus resources	90	47.9%
Academic planning or advising	84	44.7%
Time management	63	33.5%
Career exploration or preparation	55	29.3%



Primary FYS on Campus



Two-Year FYS Class Size



Online-only Sections of FYS

Online-only sections	Institution Type			
	Two-year		Four-year	
	Freq.	%	Freq.	%
Yes	90	59.6	49	16.1
No	58	38.4	254	83.6
I don't know	3	2.0	1	0.3



How FYS Credit is Applied

How FYS credit is applied	Institution Type			
	Two-year		Four-year	
	Freq.	%	Freq.	%
As an elective	104	59.1%	59.1	31.1%
Toward general education requirements	68	38.6%	38.6	65.1%
Toward major requirements	20	11.4%	11.4	7.5%
Other (please specify)	15	8.5%	8.5	11.9%



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

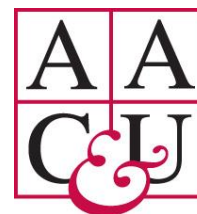
In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in 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



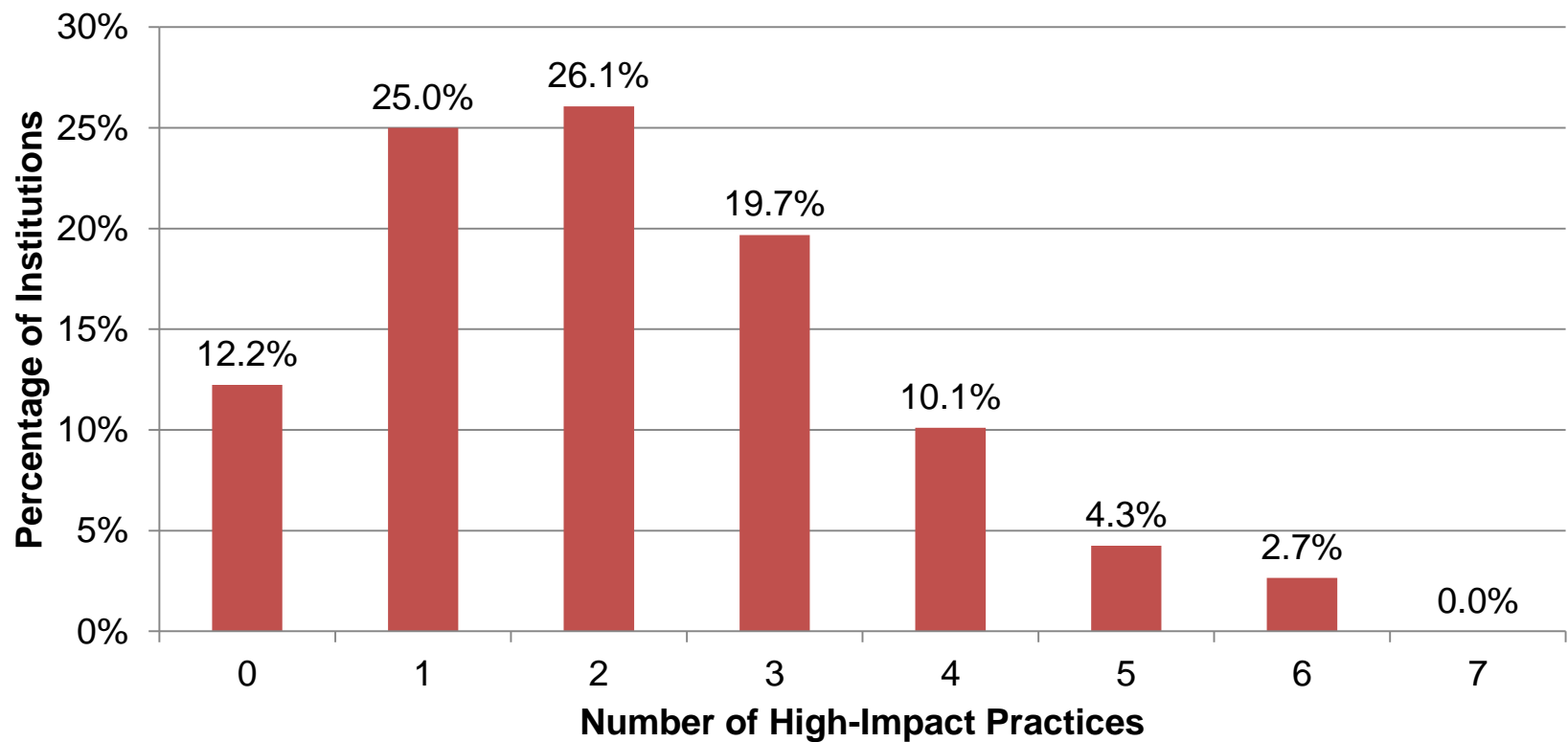
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POSITION

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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



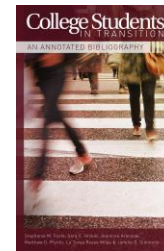
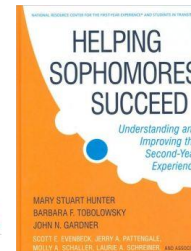
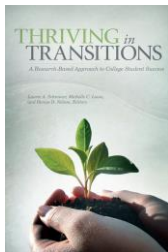
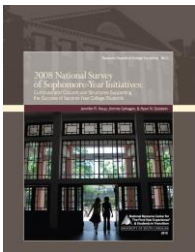
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Second Year: Developmental Milestone

- 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)



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INTEGRATION ACROSS TRANSITIONS



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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



Source: Friedman (2012, pp. 50-51)

NSFYS Objectives

Connection with institution

Campus resources

Academic skills

Critical thinking skills

Common FYE

Study Skills

Self-exploration

Writing skills

Student-faculty interaction

2nd-year retention

Topics

Campus Resources

Academic Planning

Critical Thinking

Study Skills

Campus Engagement

Time Management

Writing Skills

Career Issues

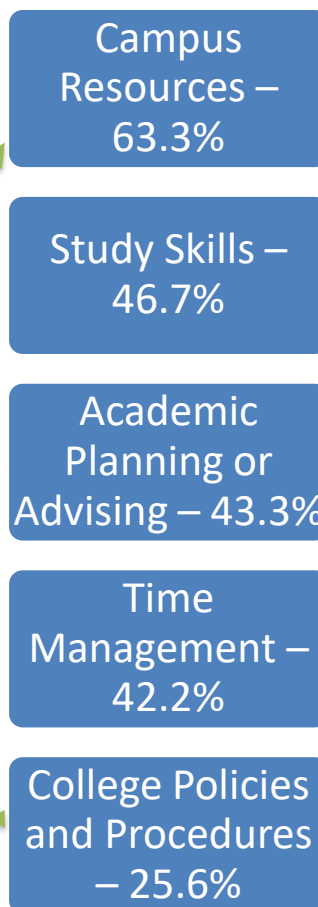
Objectives Assessed



For two-year colleges who named

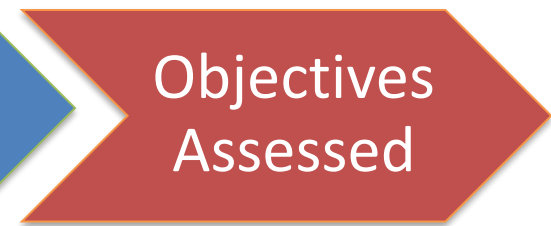
Orientation to campus resources

as an objective



These were the top 5 topics

Evidence of horizontal alignment



For two-year
colleges who
named

Develop
Study Skills
as an
objective

Study Skills –
76.2%

Campus Resources
– 48.8%

Academic Planning
or Advising –
42.9%

Time Management
– 41.7%

Career Exploration
or Preparation –
31.0%

These
were the
top 5 topics

Evidence of
horizontal
alignment



For colleges
and universities
who named

Connection to
the Institution

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

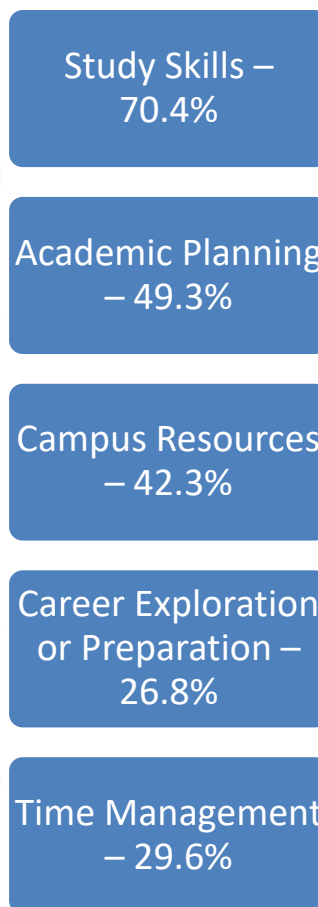
Strong evidence
of horizontal
alignment



For colleges
and universities
who named

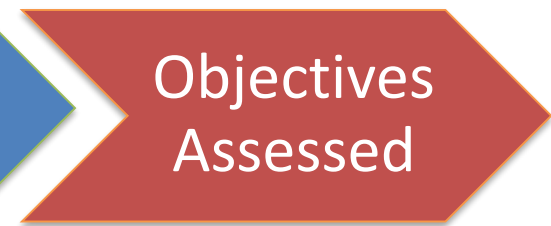
Develop
Academic
Skills

as an
objective



These
were the
top 5 topics

Strong evidence
of horizontal
alignment



For colleges
and universities
who named

Self-Exploration/
Personal
Development

as an
objective

Campus
Resources –
50.0%

Study Skills –
44.0%

Time
Management –
40.0%

Academic
Planning –
34.0%

Career
Exploration –
30.0%

These
were the
top 5 topics

Evidence of
horizontal
alignment

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.

5 Most Frequently Assessed Outcomes

Outcome	%
Achievement of course outcomes	65.6
Persistence to second year	62.2
Satisfaction with the seminar	62.2
Satisfaction with faculty	43.3
Self-reports of course impact	36.7

NSFYS
Objectives

Topics

Objectives
Assessed

For colleges
and universities
who named

Orientation to
campus resources
and services

as an
objective

These were
the top 5
outcomes
assessed

Achievement of
Course Outcomes
– 58.5%

Persistence to
Second Year –
56.1%

Satisfaction with
the seminar –
56.1%

Grade Point
Average – 41.5%

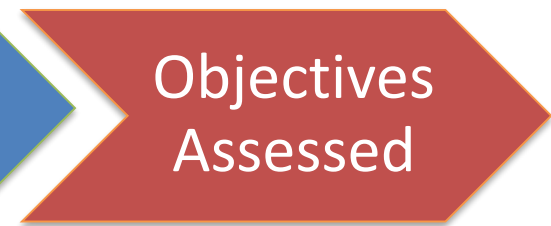
Satisfaction with
faculty – 39.0%

Use of
Campus
Services –
19.5%, #11

Participation
in Campus
Activities–
17.1%, #12

Satisfaction
with
Institution –
17.1%, #12

Little evidence
of horizontal
alignment



For two-year
colleges who
named

Develop
Study Skills

as an
objective

These were
the top 5
outcomes
assessed

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%

Info.
Literacy–
10.5%, #16
most
frequent
assessed
outcome

Writing
Ability –
13.2%, #15

Evidence of
horizontal
alignment

NSFYS
Objectives

Topics

Objectives
Assessed

For two-year
colleges who
named

Develop a
Connection
with Institution

as an
objective

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

NSFYS
Objectives

Topics

Objectives
Assessed

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%

Satisfaction with
Faculty– 37.1%

Student self-
reports of
improvement
– 34.3%, #7

Writing Ability
– 11.4%, #16

Evidence of
horizontal
alignment

NSFYS
Objectives

Topics

Objectives
Assessed

For two-year
colleges who
named

Self-Exploration/
Personal
Development

as an
objective

These were
the top 5
outcomes
assessed

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%

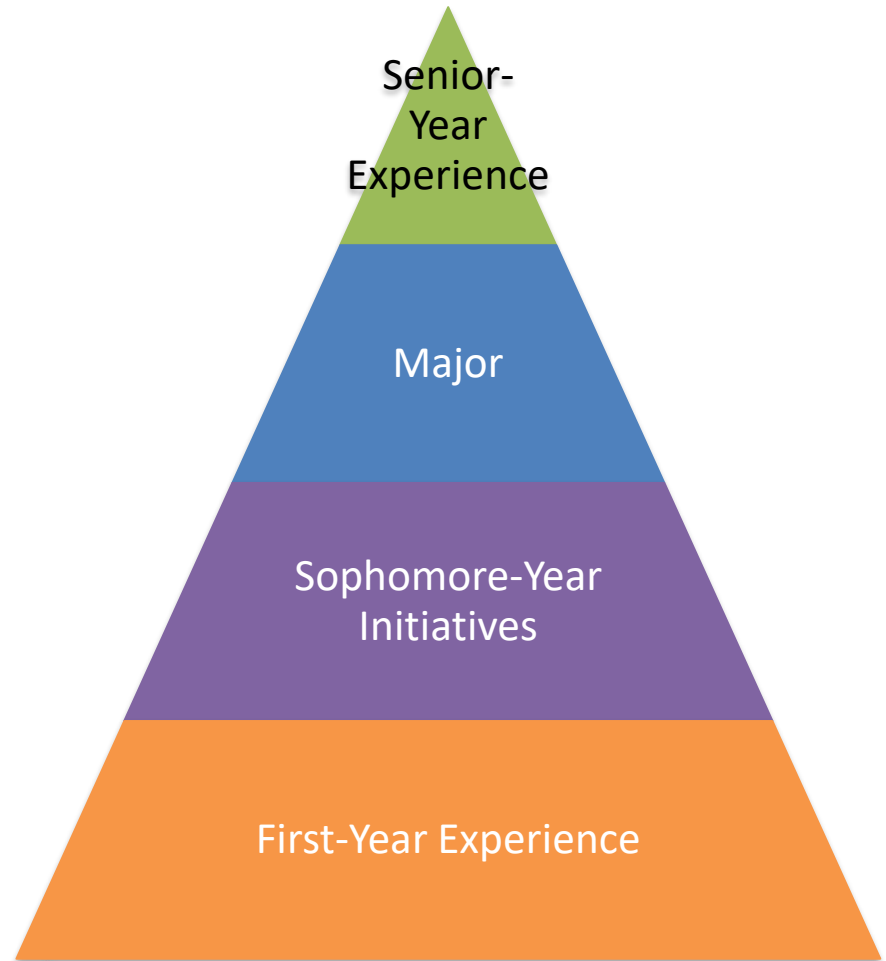
Critical
Thinking –
39.1%, #7

Student Self-
Reports of
Improvement
– 26.1%, #10

Little evidence
of horizontal
alignment

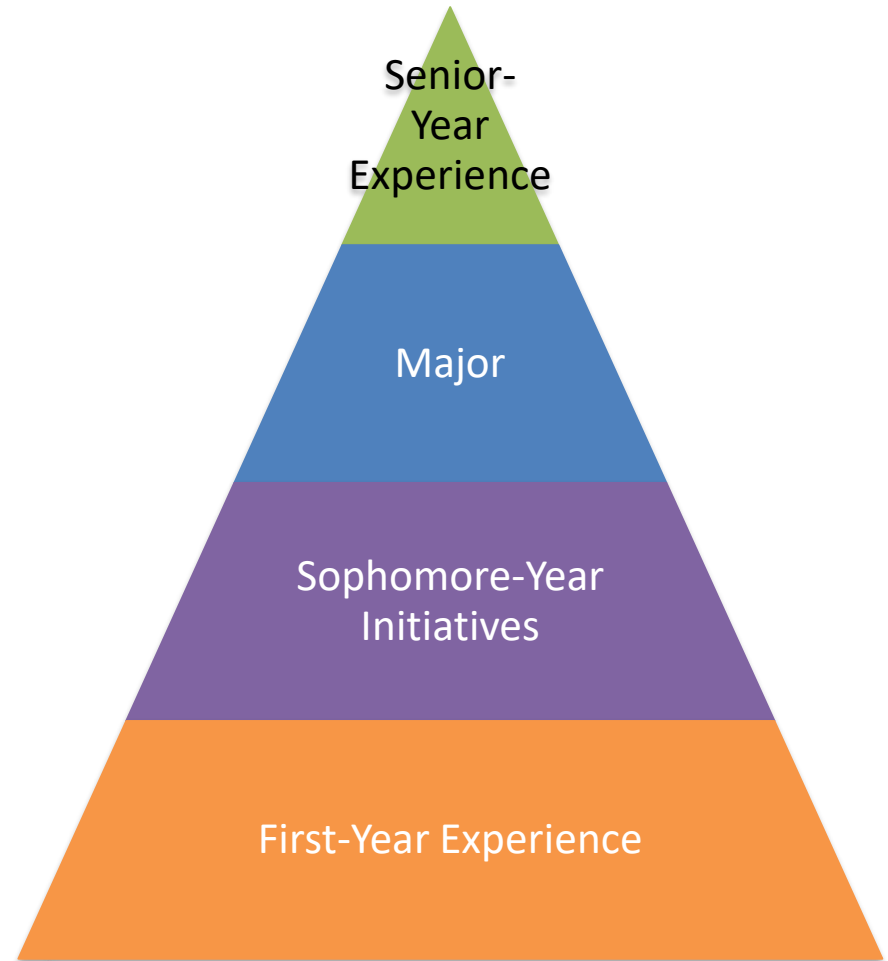
Vertical Alignment

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.

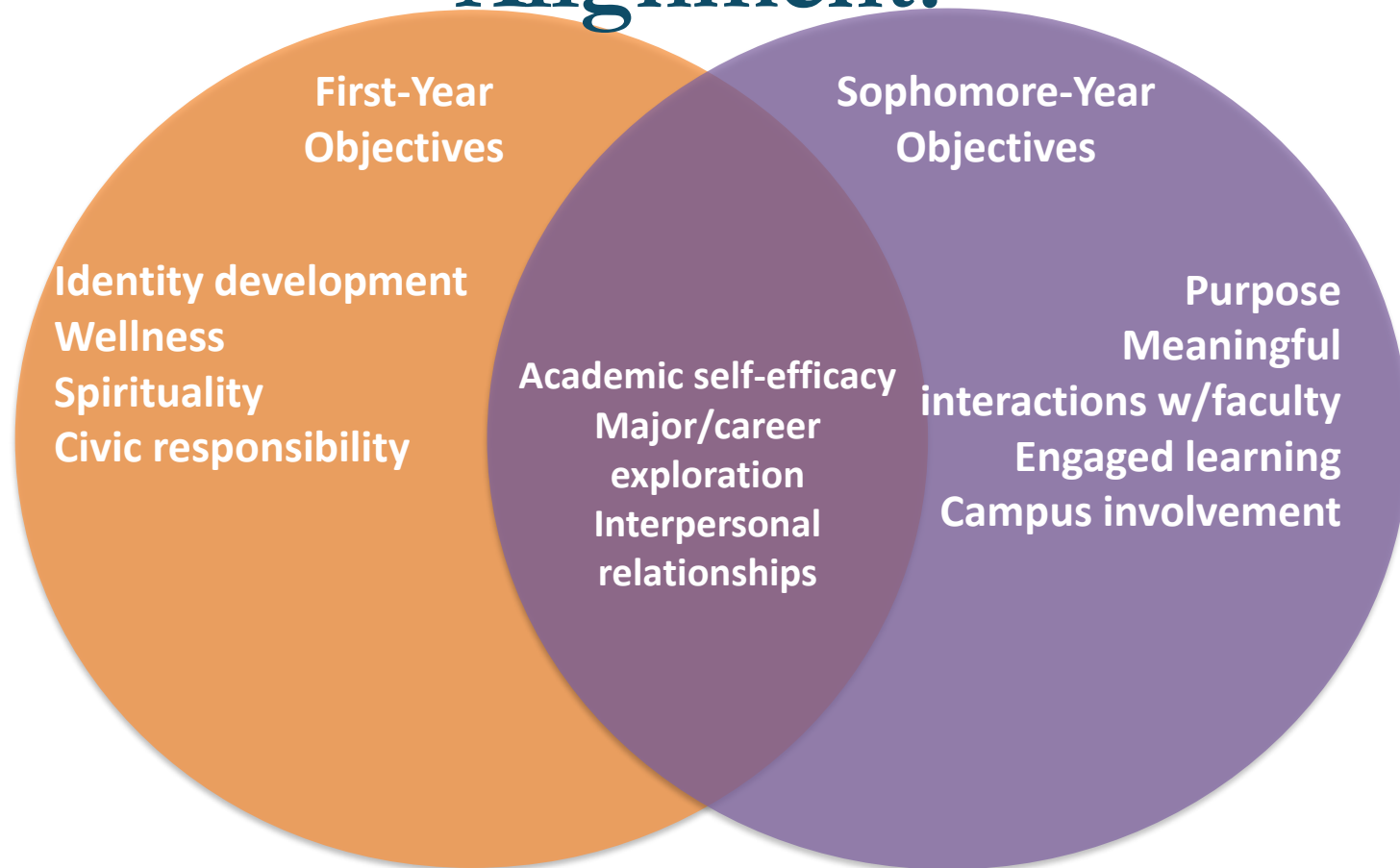


Vertical Alignment in Two-Year

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?



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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