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

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for all Postsecondary Student Transitions

# **The First-Year Experience: Lessons Learned and Emerging Issues**

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September 17, 2013

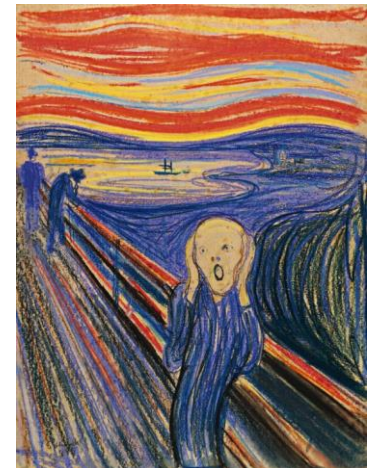
# Overview

Talk a bit about:

- Provide definitional parameters for FYE
- History of the first-year experience
- Lessons learned from the decades of work in the U.S.
- Current challenges & looking ahead in the U.S. context

Qualifications

- Time!!!
- Not necessarily new information



# Data Sources

- National Resource Center
  - 2012-2013 National Survey of First-Year Seminars
    - 2009 National Survey of First-Year Seminars
  - 2011 National Survey of Senior Capstone Experiences
  - 2009 Peer Leadership Survey
  - 2008 National Survey of Sophomore-Year Initiatives
  - *Journal of the First-Year Experience & Students in Transition*
- WNSLAE Data
- JNGI Student Success & Retention Survey
- AAC&U High Impact Practices
- ACT



# However, let's be sure to begin at the beginning...



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# Before we get too far down the path...

- When does “the first-year experience” begin?
- In the U.S., our answer is complicated by the highly integrated nature of the educational system.
  - Early outreach
  - Community relationships
  - Transfer students (lateral, reverse, “swirling”)
  - Dual enrollment programs
  - Admissions

# ...and for whom is FYE?

- Optimistic

- Millennial

- High

- Civic  
Minimalist

- Moral

- Entitled

- Tech-savvy

- Group-

- Entitled

- Followers

- Student

- Cultural

- Collectivist

- Non-political

- Conformist

- Programmed

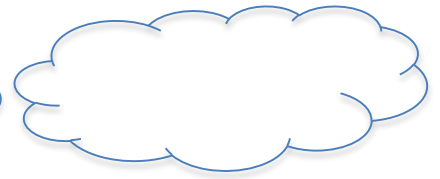
**What words would you  
use to describe your  
first-year students?**

# Not as Homogeneous as this Suggests

- 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?**



# Food for Thought ...



- “First-year experience 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



## ...and, finally...

- **What do we mean when we say “first-year experience”?**
  - Comprehensive
  - Intentional
  - Integrated
  - Flexible
  - Systemic
  - Organizationally horizontal
  - Student centered

# FYE: A Working Definition

**“The first-year experience is not a single program or initiative, but rather an intentional combination of academic and co-curricular efforts within and across postsecondary institutions.”**

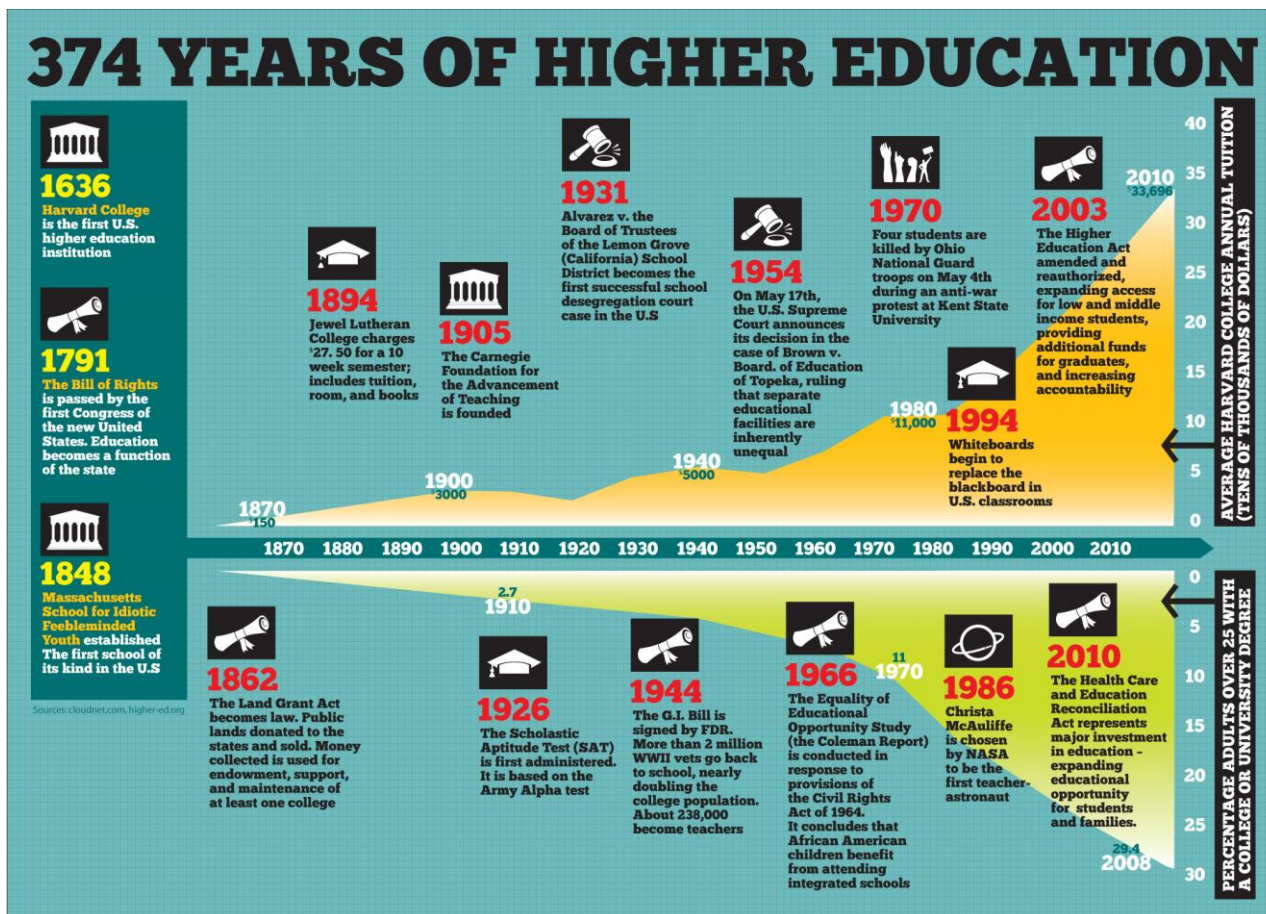
*(Koch & Gardner, 2006)*

# FYE: A Working Definition at UJ

**“The FYE has been conceptualized as a holistic initiative which encompasses all aspects of first year student experience in the context of an invitational and equitable institution. It comprises both curricular and extra-curricular initiatives, and is far more than a single event, programme or course. It attempts to establish an ethos and a way of life, through which all first year students will experience the transition into university life.”**

*(Van Zyl, 2011)*

# FYE: FOUNDATIONS AND BEGINNINGS

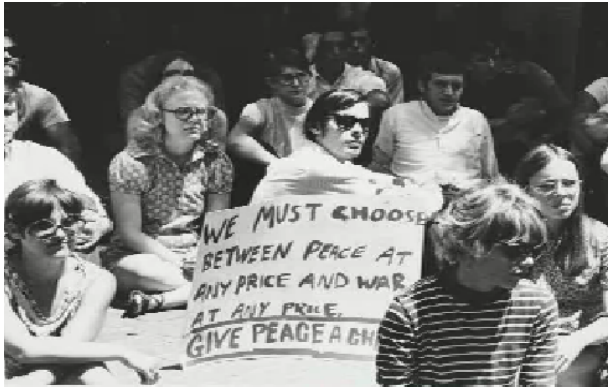


# FYE: Foundations and Beginnings

- Mass Higher Education Era in the U.S. (1945-1975)
  - WWII GIs: GI Bill and Baby Boom
  - Civil rights and desegregation led to greater access
  - Institutional expansion especially large public and CC
  - Increased financial aid (Higher Education Act)
- Access does not equal success
- “Rediscovery” of student support initiatives
  - Orientation
  - Learning communities
  - Service learning
  - First-year seminars



# FYE: Foundations and Beginnings



- Student activism and a riot at the University of South Carolina in Spring 1970
- University 101 was created by President Thomas Jones
- Strong social justice undertones
- Teach students to “love” the university



# FYE: A History

## National Resource Center Milestones of Development





# FYE: History

1997: Senior Year Experience listserv (SYE-List) established



1999: Transfer Year Experience listserv (TYE-List) established  
Center founder, John Gardner, retires and named Senior Fellow

Stuart Hunter becomes the second Director of the National Resource Center

2001: Joint international conference held with Pacific Rim Conference on the First Year in Higher Education

2004: Sophomore Year listserv (SOPH-List) established

2000

1995: First National Conference on Students in Transition  
Center name expanded to National Resource Center for The Freshman Year Experience & Students in Transition  
Assisted Queensland University of Technology in launching Pacific Rim Conference on the First Year in Higher Education

1998: Center name changes to National Resource Center for The First-Year Experience & Students in Transition

2000: First Year Assessment listserv (FYA-list) established

2003: Launch of an electronic newsletter, *E-Source for College Transitions*

2005: Establishment of Paul P. Fidler Research Grant  
First National Survey of Sophomore-Year Initiatives conducted



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# FYE: History

2006: 25th Annual Conference on The First-Year Experience



2008: 2nd National Survey of Sophomore-Year Initiatives conducted  
Jennifer R. Keup becomes the third Director of the National Resource Center  
National Resource Center receives 2008 ASHE Special Merit Award

2010: Launch of online courses  
National Award for Excellence in Teaching First-Year Seminars established  
National Resource Center awarded a Spencer grant to study the impact of first-year seminars on student outcomes

2012: 25th International Conference on The First-Year Experience  
Administration of the 9th National Survey of First-Year Seminars

2007: Annual First-Year Experience Conference Undergraduate Student Fellowships established  
Stuart Hunter named Executive Director of University 101 Programs and the National Resource Center

2009: Graduate Student Transitions listserv (GRAD-List) established  
*Helping Sophomores Succeed: Understanding and Improving the Second-Year Experience* published with Jossey-Bass  
Launch of *The Toolbox*, an online professional development newsletter

2011: 30th Annual Conference on The First-Year Experience

Release of the five-volume book series, *The First-Year Seminar: Designing, Implementing, and Assessing Courses to Support Student Learning and Success*



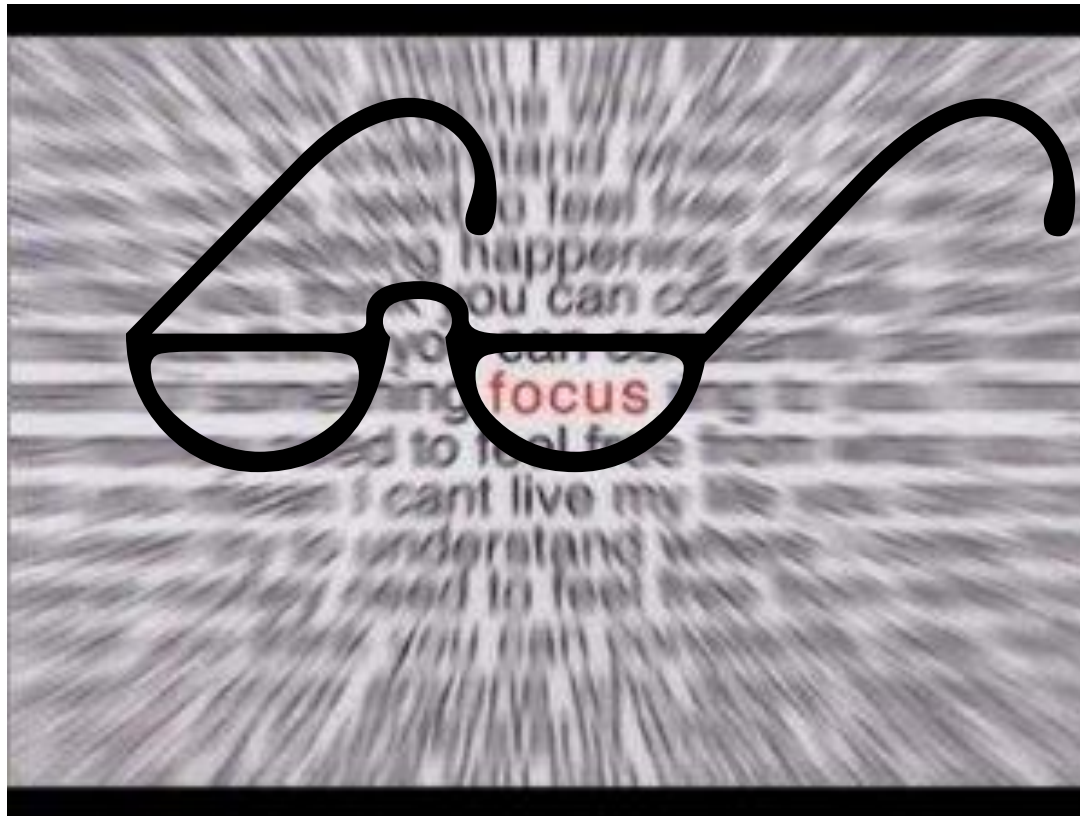
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# FYE: Yesterday, Today, and Tomorrow



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# FYE: Lessons Learned

- Connecting FYE to **RETENTION** and moving beyond
- Choosing **OUTCOMES** effectively
- Effective use and transferability of **HIGH-IMPACT PRACTICES** (HIPs)
- **ASSESSMENT**, accountability, and accreditation
- **INTEGRATION** across FYE programs



# RETENTION

“Look to your left, look to your right—  
one of you won’t be here next year.”



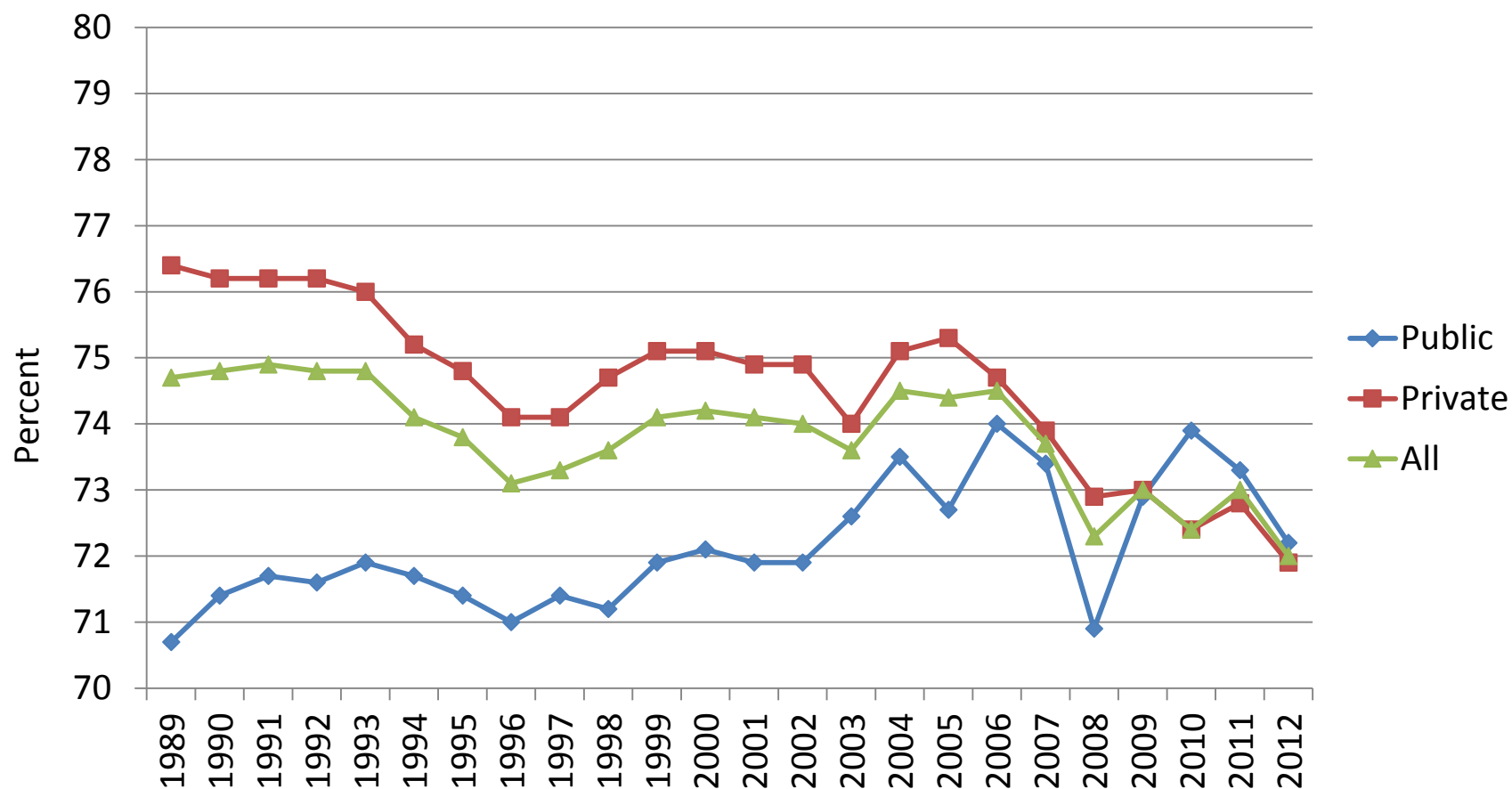
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# National First-to-Second-Year Retention Rates by Institutional Type

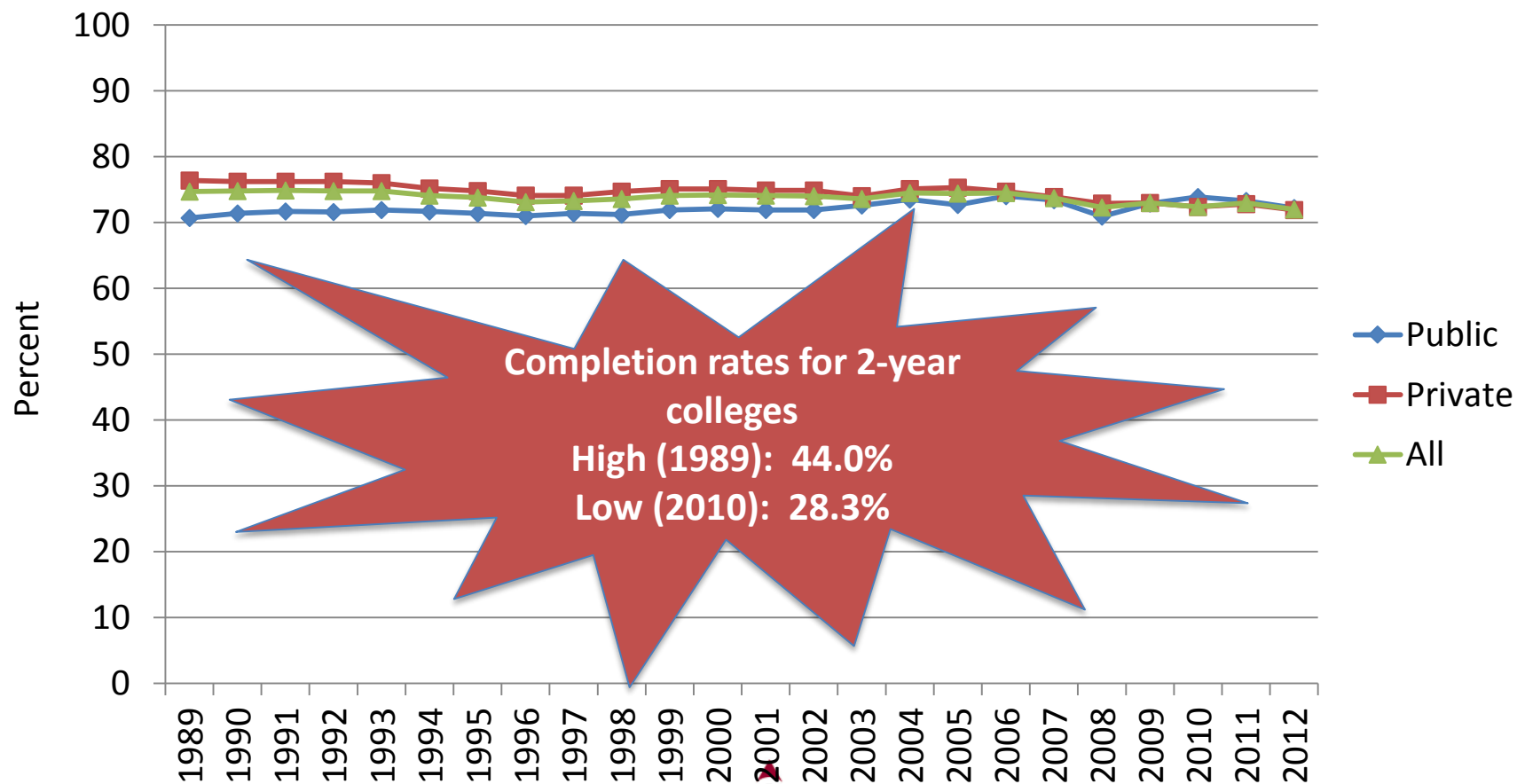
Degree Level/Control	N	SD*	Mean %
Two-Year Public	772	12.5	55.5
Two-Year Private	70	27.9	55.5
BA/BS Public	88	13.0	65.2
BA/BS Private	353	22.3	67.3
MA/First Professional Public	223	12.1	69.7
MA/First Professional Private	505	17.7	70.3
PhD Public	258	15.0	76.7
PhD Private	274	14.5	80.2
<b>Total</b>	<b>2,543</b>		<b>66.5</b>

# National First-to-Second-Year Retention Rates at Four-Year Colleges





# National First-to-Second-Year Retention Rates at Four-Year Colleges



*Retention was not the primary purpose for the renaissance of the first-year seminar and other student success initiatives for the first year.*



# And yet, we are still invested...

- The word “retention” was found **95** times in the program for the 32<sup>nd</sup> Annual Conference on The First-Year Experience
  - **59** times in the program for the 25<sup>th</sup> Annual International Conference on the First-Year Experience
- Metric that is required for reporting
- Goal to “**increase the proportion of Americans with high-quality degrees and credentials to 60% by the year 2025**” –*Lumina Foundation*
- Income and employment options are directly related to level of education

# Common Goal of Undergraduate Initiatives

Goal of “improved retention/graduation rates”	Percent
First-year seminars	89
Early alert warning systems	89
Learning communities	83
Orientation	82
Bridge programs	75
Undergraduate research	49
Service-learning	31

A National  
Study

Enhancing Student  
Success and Retention

Throughout  
Undergraduate  
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# So how do we address the “issue” of retention in the first year?

## **4 Ps of student retention** (*Kalsbeek, 2012*)

- Profile
- Progress
- Process
- Promise

# So how do we address the “issue” of retention in the first year?

## **4 Ps of student retention** (*Kalsbeek, 2012*)

- Profile-The strongest predictor of student retention and success is the **profile of the student and the institution.**
- Progress
- Process
- Promise

# So how do we address the “issue” of retention in the first year?

## 4 Ps of student retention *(Kalsbeek, 2012)*

- Profile
- Progress-Need to focus on students' **progress** toward a degree and not just their **presence**.
- Process
- Promise

# So how do we address the “issue” of retention in the first year?

## 4 Ps of student retention *(Kalsbeek, 2012)*

- Profile
- Progress
- Process-retention and success is contingent upon systematic attention to **processes that hinder and facilitate retention** rather than just at-risk students.
- Promise



# So how do we address the “issue” of retention in the first year?

## 4 Ps of student retention *(Kalsbeek, 2012)*

- Profile
- Progress
- Process
- Promise-“student attrition is a function of **unmet expectations...,unfulfilled promises,** and **unrealized experience** of the ‘brand’.”

# Beyond Retention: Theory



“While many [theories] have seen the role of first-year and transition programs as solely focused on retaining the student, these programs should have a greater influence on setting the tone for what it means to be an educated individual and the responsibilities that come with gaining a postsecondary education.”

*(Torres & LePeau, 2013)*



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# Beyond Retention: Methods

“Student persistence, or retention to the sophomore year, and academic achievement...are common measures [and] are of great importance as metrics for student success [but] learning outcomes desirable for all college students, such as written and oral communication, information literacy, problem solving, civic engagement, and intercultural and global understanding are also worthy of study.”  
*(Kinzie, 2013)*





# Beyond Retention: Practice

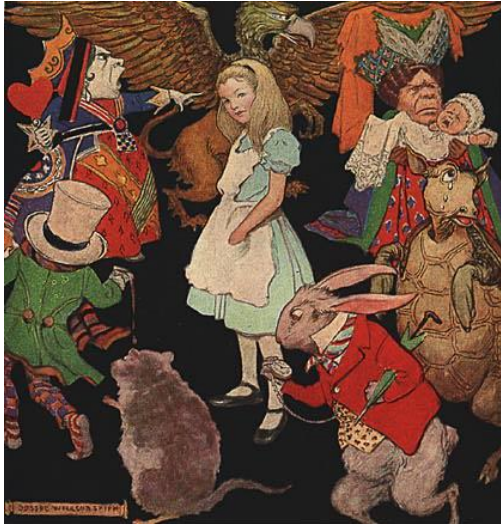
“The almost singular focus on retention and graduation rates as...student success is inadequate, [there must be] a revised definition grounded in student learning outcomes.”  
“Definitions of student success must include not only retention and graduation rates, but also a wide range of student learning and developmental outcomes.”  
*(Reason & Gansemer-Topf, 2013)*



# Persistence

- Persistence: [verb] “to continue steadfastly or firmly in some state, purpose, course of action, or the like, **especially in spite of opposition, remonstrance**, etc.”
- Questions:
  - Should this be the primary goal?
  - Does this actually measure progress?
  - Does it actually limit the scope of our thinking and work with the FYE?
  - Does it have a “shelf-life”?

# 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*





How would you know you were a  
“successful” educational institution  
if you had 100% retention?

What if all your students were  
also guaranteed jobs upon  
graduation?



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

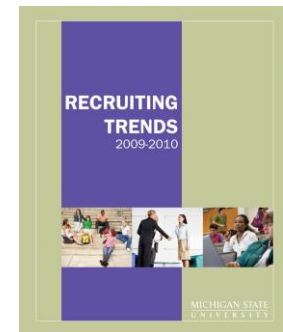
- Knowledge of human cultures and the physical and natural world
- Intellectual and practical skills
- Personal and social responsibility
- Integrative learning





# 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*

# Examples of FYE Outcomes

**Write down as many  
outcomes of the first-  
year experience as you  
can think of.**



# Domains for FYE Outcomes

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

# 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

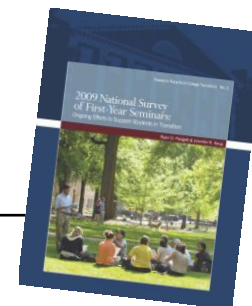


# Examples of FYE Outcomes

- 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 and 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
- Others?



<b>First-Year Seminar Objectives*</b>	<b>Percent</b>
Develop academic skills	54.6
Develop connection w/the institution	50.2
Provide orientation to campus resources & services	47.6
Self-exploration/personal development	28.5
Create common first-year experience	23.3
Develop support network/friendships	17.4
Increase student-faculty interaction	16.9
Improve sophomore return rates	15.5
Develop writing skills	11.9
Introduction to a discipline	7.0





<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



<b>Learning Community Goals &amp; Outcomes**</b>	<b>Percent</b>
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



# Effective Selection of Outcomes

- Communicate values and culture
- Help focus your efforts
- Identify institutional partners
- Create a “brand” identity for your program
- Indicate assessment methods and strategies
- Suggest specific interventions

# HIGH-IMPACT PRACTICES



What tools do  
we have to  
achieve these  
FYE  
outcomes?



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	No	Yes		Who's in charge?
Academic advising				
Bridge programs				
Career planning				
Class events				
Common reading program				
Community service/service learning				
Cultural programming				
Developmental education				
First-year seminars				
Guest lecturers				
Guest speakers				
Peer mentoring/leadership				
Print publications				
Probation interventions				
Residence life (e.g., first-year student arrangements)				
Retreats				
Supplemental instruction				
Undergraduate research				
Writing-intensive courses				

**In which of the following areas does your institution currently have initiatives for first-year students?**

# “High-Impact Practices...”

...are curricular and cocurricular structures that tend to **draw upon high-quality pedagogies and practices in pursuit of 21st century learning outcomes**; they are “teaching and learning practices that have been **widely tested and have been shown to be beneficial for college students**...,[toward] increase rates of retention and student engagement.”

*Kuh, 2008*



# Characteristics of High-Impact Practices

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

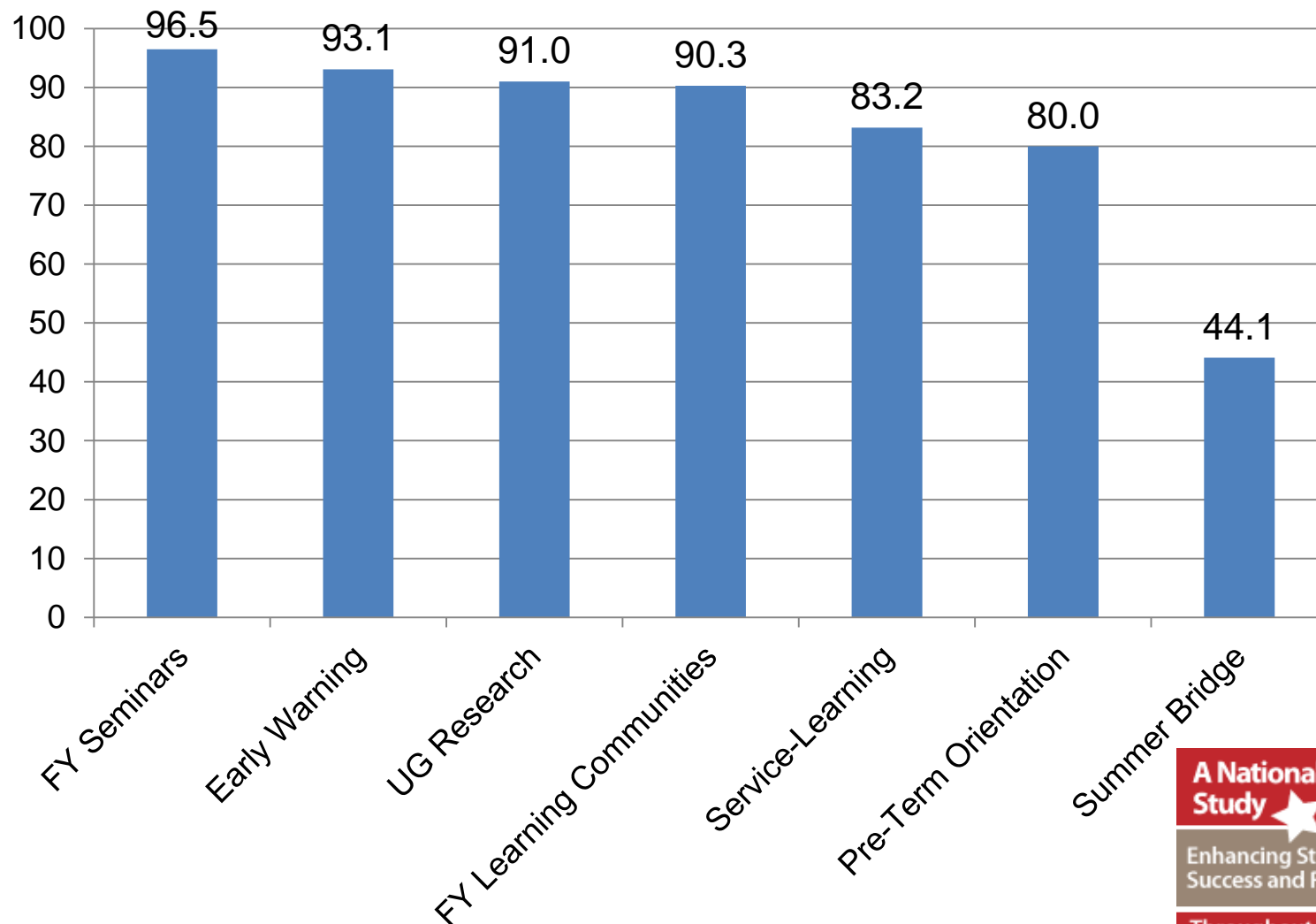




# High-Impact Practices

- ☒ First-Year Seminars and Experiences
- ☒ Common Intellectual Experiences
- ☒ Learning Communities
- ☒ Writing-Intensive Courses
- ☒ Collaborative Assignments & Projects
- ☒ Undergraduate Research
- ☒ Diversity/Global Learning
- ☒ Service Learning, Community-Based Learning
- ☒ Internships
- ☒ Capstone Courses & Projects





**A National Study**

Enhancing Student Success and Retention

Throughout Undergraduate Education



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# HIPs in Combination

**89.7% of campuses offered a First-Year Seminar**

<b>High-Impact Practice in the FYS</b>	<b>%</b>
Collaborative assignments & projects	<b>67.2</b>
Diversity/Global learning	<b>58.8</b>
Writing-intensive	<b>42.5</b>
Common reading experience	<b>38.1</b>
Learning community	<b>36.8</b>
Service-learning	<b>31.8</b>
Undergraduate research	<b>12.8</b>

# Evidence of Effectiveness?



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# Evidence of Effectiveness? **YES!**



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## However,....

- “High-impact practices...combine and concentrate **other empirically validated pedagogic approaches** into a single multidimensional activity that unfolds over a period of time.”
- “Only when they are **implemented well and continually evaluated...** will we realize their considerable potential.”

*Kuh, 2010*

# Selected Findings

- First-year seminars
  - More first-year seminars in CC and MSIs
  - 60% of are “extended orientation”
  - Class size of first-year seminars is drifting up (>21)
  - Changing patterns of requiring the course
  - 44% are offered for one credit
  - Traditional models of instructor compensation
  - 80% have a dean, director, or coordinator but >1/2 of these leaders serve this role in a part-time capacity



# Selected Findings (cont.)

- Service learning
  - Service is often of short duration (<less than 10 hours)
  - One-shot experience or service “plunge”
  - Some evidence of integration into the classroom and reflection
- Common reading
  - Often solely an orientation or welcome week activity
  - Occasional connection to FYS, freshman composition, or developmental English
- Learning Communities
  - Range from structurally-related to thematically integrated
  - Mostly co-enrollment

# Selected Findings (cont.)

- Online components
  - Reliance upon outdated technologies
  - Mostly used as a repository for course documents, assignment submission, and discussion boards
  - Low levels of social media use
- Student support tends to be heavily “book-ended” in first year and senior year
- Sophomore-year initiatives are still developing
  - Heavily connected to institutional type
  - Curricular opportunities underutilized
- Wide variation of use, type, and impact of HIP by major

# So, what's the grade?



# A Call for Innovative and Integrative Pedagogy in HIPs

Pedagogical “practices [*tend to*] be used in **more functional rather than novel approaches**. It seems that these course practices have great, albeit **currently unrealized, potential** for transformation into truly high-impact learning experiences for students [*and*] pillars in an integrated, intentional first-year experience.”

(Padgett & Keup, 2011)

# Emerging Evidence

- High-impact practices have **minor direct effects** on student learning

*Salisbury & Goodman (2009)*

- A more significant connection exists between **“good practices”** and student-learning outcomes

*Goodman, Baxter Magolda, Seifert, & King (2011)*

# What are Some Vetted “Good Practices”?

- Effective teaching
- A variety of teaching methods
- Teaching clarity and organization
- Active learning
- Cooperative learning
- High expectations
- Integrative learning
- Quality non-classroom interactions w/faculty
- Influential interactions with other students
- Academic rigor and challenge
- Diversity experiences
- Meaningful discussion and homework
- Productive use of class time



# Bottom Line

- We overemphasis the impact of **offering and participating** in HIPs on learning outcomes and retention
- It is what we are doing **within** the HIPs that is contributing to these outcomes
  - Innovative and integrative pedagogies
  - Vetted good practices
- Better understanding of the **processes**





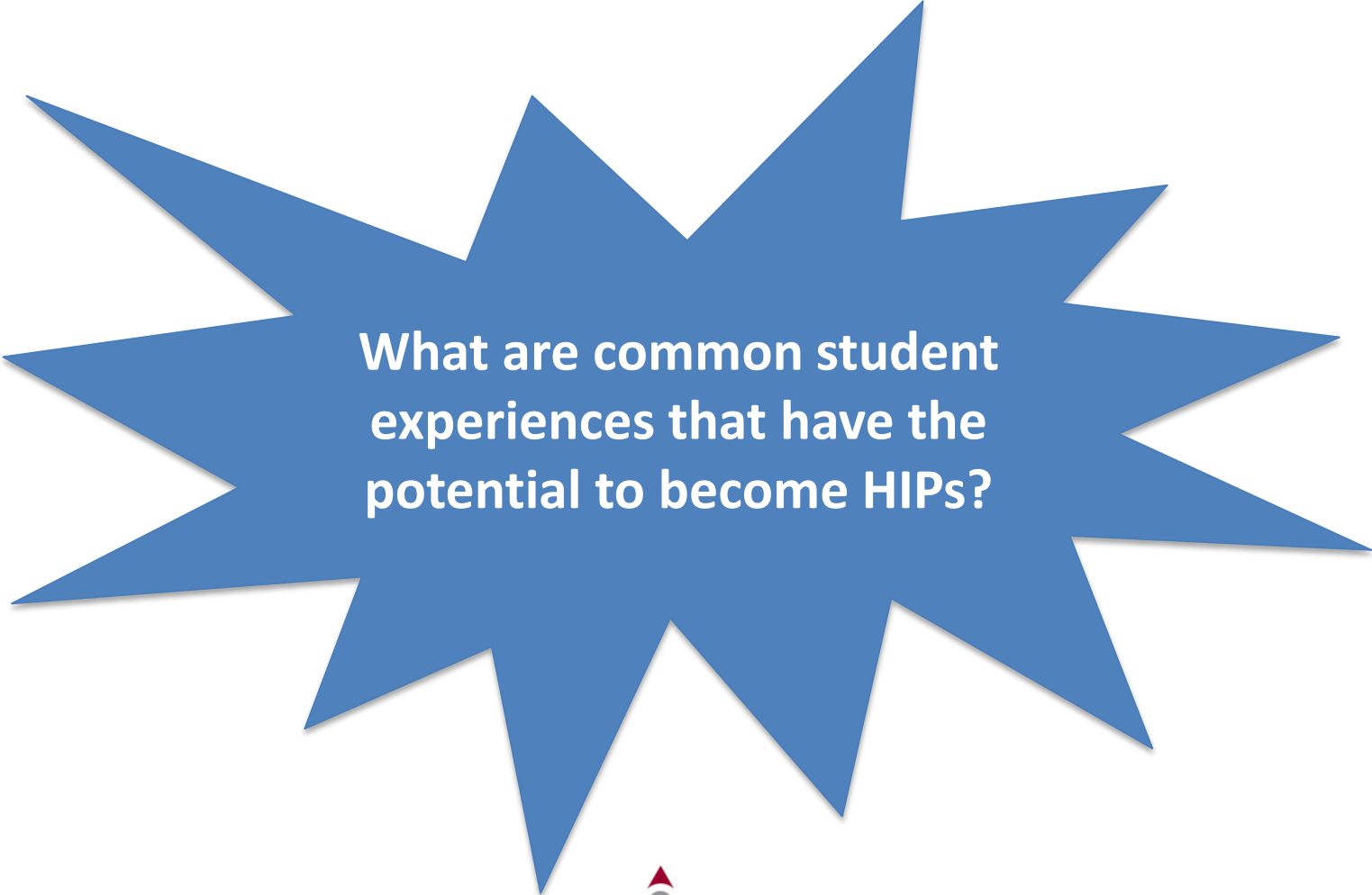
# Consider transferability

**“It stands to reason that *[HIP]* key conditions can be adapted and incorporated into any teaching and learning situation inside or outside the classroom to promote higher levels of student performance. There are doubtless other high-impact activities...in which large number of students participate.”**

*Kuh, 2010*



# Consider transferability



What are common student experiences that have the potential to become HIPs?



# Possibilities

- Employment
- Campus activities
- Student media
- Advising
- Athletics
- Physical fitness and wellness
- Portfolios and performance
- Transactional experiences
  - Course registration
  - Parking
  - Financial aid
- Peer leadership



# Characteristics of High-Impact Practices

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



# ASSESSMENT

Are FYE programs  
and HIPs being  
“continually  
evaluated?”



# Short Answer: “Not Enough!”

- 59% of respondents to the National Survey of First-Year Seminars say that they have assessed their seminar in the past three years.
- 58% of institutions responding to the National Survey of Sophomore Year Initiatives say that they have ever evaluated their second-year initiatives.
- 56% of institutions responding to the National Survey of Capstone Experiences indicate that they have assessed their seminar in the past three years.

# Assessment Strategies

FYS Assessment	Percent
Student course evaluation	86.9
Institutional data	71.2
Survey instrument	53.4
Direct assessment of student learning outcomes	52.9
Focus groups with instructors	35.4
Program review	33.3
Focus groups with students	30.6
Individual interviews with instructors	20.0
Individual interviews with students	12.4



# What is Being Measured?

<b>FYS Objective</b>	<b>Percent</b>
<b>Develop connection w/the institution</b>	<b>44.9</b>
<b>Provide orientation to campus resources &amp; services</b>	<b>37.8</b>
<b>Develop academic skills</b>	<b>36.3</b>
Develop critical thinking skills	23.3
Create common first-year experience	21.6
Self-exploration/personal development	17.0
Develop support network/friendships	14.5
Improve second-year return rates	15.5
Increase student-faculty interaction	12.4

<b>FYS Assessment Outcome</b>	<b>Percent</b>
Satisfaction with the seminar	75.9
Achievement of learning outcomes	68.9
Persistence to sophomore year	58.4
Satisfaction with faculty	52.7
Student self-report of course impact	49.3
Grade-point average	39.5
Critical thinking	36.6
Connections with peers	36.1
Participation in campus activities	34.8
Use of campus services	31.6
Out-of-class student/faculty interactions	25.0
Persistence to graduation	25.9

# Misalignment

**“Too often program objectives represent articulation of broad learning objectives but the assessment strategy relies upon transactional measures that do not adequately capture progress and achievement of student learning and program goals.”**

*Keup & Kilgo, forthcoming*

# FYE Assessment Considerations

- “Just Do It!”
- The methods and tools we use to assess the impact of FYE need to consider students’ self-selection
  - Who is taking advantage of FYE and HIPs?
  - Is it equally impactful for all students
- Need to maintain an institutional lens while considering national data
- Integrate longitudinal models
- Consider appropriate metrics: “expected retention”

# Criteria of FYE “Excellence”

- **“Evidence of** an intentional, comprehensive approach to **improving the first year** 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 first-year students,** including, but not limited to special student subpopulations.”
- “Strong administrative support for first-year initiatives, **evidence of institutionalization, and durability over time.”**
- “Involvement of a wide range of faculty, student affairs professionals, academic administrators, and other constituent groups.”

# INTEGRATION



# A “Constellation” of Support

**“Excellence [is] characterized by an approach to the first year that **spans the curricula and cocurriculum**. This approach is **central and systemic** rather than appended or patched to the core institutional mission.”**

*(Barefoot et al., 2005)*





# FYE: A Working Definition

**“The first-year experience is not a single program or initiative, but rather an intentional combination of academic and co-curricular efforts within and across postsecondary institutions.”**

*(Koch & Gardner, 2006)*

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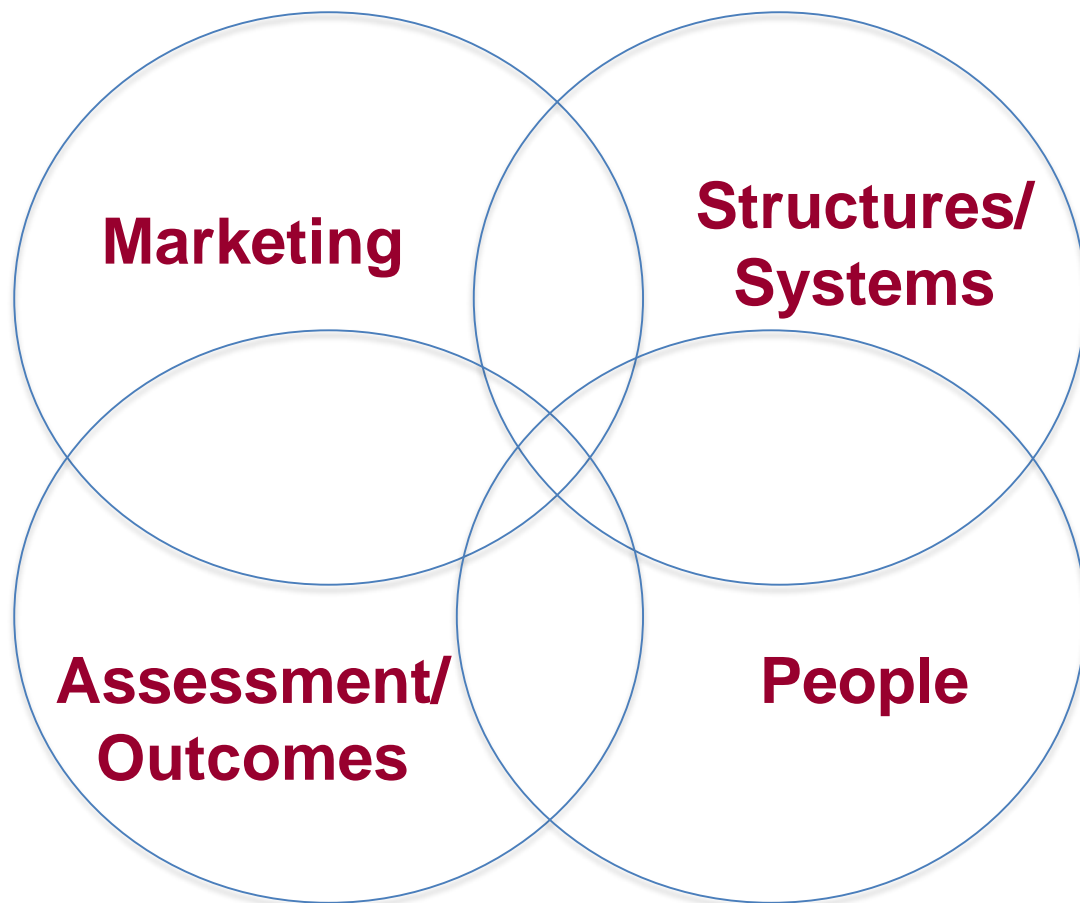
*(Koch & Gardner, 2006)*

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# Capitalizing upon Connections

- Program audit, including funding channels
- Branding
- Engaging campus advocates
  - Traditional partners
  - Emerging advocates
- Community partnerships, K-12 collaborations, other campuses
- Shared ownership but also accountability
- Turn existing programs into HIPs



# Marketing

- Logos
- Branding
  - Subsidiary of university branding
- Theme
  - Continuous
  - Annual
- Merchandise

# People

- Early champion
- Task Force/Advisory Board
- Leadership
  - Formal/appointed (e.g., Director)
  - Informal
- Ambassadors
- Student leaders
- Gatekeepers
- Objectors



**Cross-campus  
collaboration**



# Assessment/Outcomes

- Common learning outcomes
  - Related to branding
  - Appropriate to first year
- Omnibus surveys
- Longitudinal/comprehensive assessment strategy
- Linked to accreditation/self-studies

# Structures/Systems

- Shared technology and alert systems
- Common documentation
- Organizational structures
  - University College
  - FYE department
- Physical spaces
  - Student Success Centers
  - Living-Learning Environments in Residence Halls

# THE FUTURE: MEETING NEEDS, SETTING AGENDAS



# FYE: Current Challenges & Looking Ahead

- FYE maturing into a subspecialty of Higher Ed
- Moving beyond retention framework & employability
- Welcoming new voices in the field and preparing the next generation of leaders
- Advancing research and scholarship on student transition and success
- Growing presence of FYE in accreditation
- Internationalization of FYE
- Integration

# FYE: Current Challenges & Looking Ahead

- New learning tools: technology
- New issues in FYE
  - Peer leadership
  - Developmental education
- Engage new FYE advocates
  - K-12 sector
  - “Business” services
  - New institutional types
- Address new FYE constituents (e.g., parents, public)

# Need a Paradigm Shift?

<http://youtu.be/47rQkTPWW2I>



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

# Questions & Comments

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