

NATIONAL RESOURCE CENTER

FIRST-YEAR EXPERIENCE® AND
STUDENTS IN TRANSITION

UNIVERSITY OF SOUTH CAROLINA

Presenting Data from the 2017 National Survey of First-Year Experiences

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**National Resource Center for the First-Year Experience
and Students in Transition**



LAND ACKNOWLEDGEMENT

ACPA-College Student Educators International would like to acknowledge that the land we are meeting on today has long served as a site of meeting and exchange amongst a number of Indigenous peoples, specifically the Apache, Caddo, Comanche, Kiowa and Wichita nations.

Additionally, Texas is home to the Alabama-Coushatta Tribe of Texas, the Kickapoo Traditional Tribe of Texas, the Ysleta del Sur Pueblo, the Lipan Apache Tribe, and the Texas Band of Yaqui Indians.

ACPA-College Student Educators International honors and respects the diverse Indigenous peoples connected to this territory on which we gather.

INCLUSIVE LANGUAGE

#ACPA18 provides an opportunity to discuss concepts that span a variety of audiences and contexts in higher, post-secondary, and tertiary education. As such, we ask that session participants consider:

- Recognizing individual gender pronoun use
- Utilizing contemporary and relevant language around social identities
- Utilizing language that recognizes varying abilities and is not ableist
- Utilizing language inclusive of diverse global contexts
- Utilizing this space for developmental and educational support of attendees who may be unfamiliar with inclusive language practices

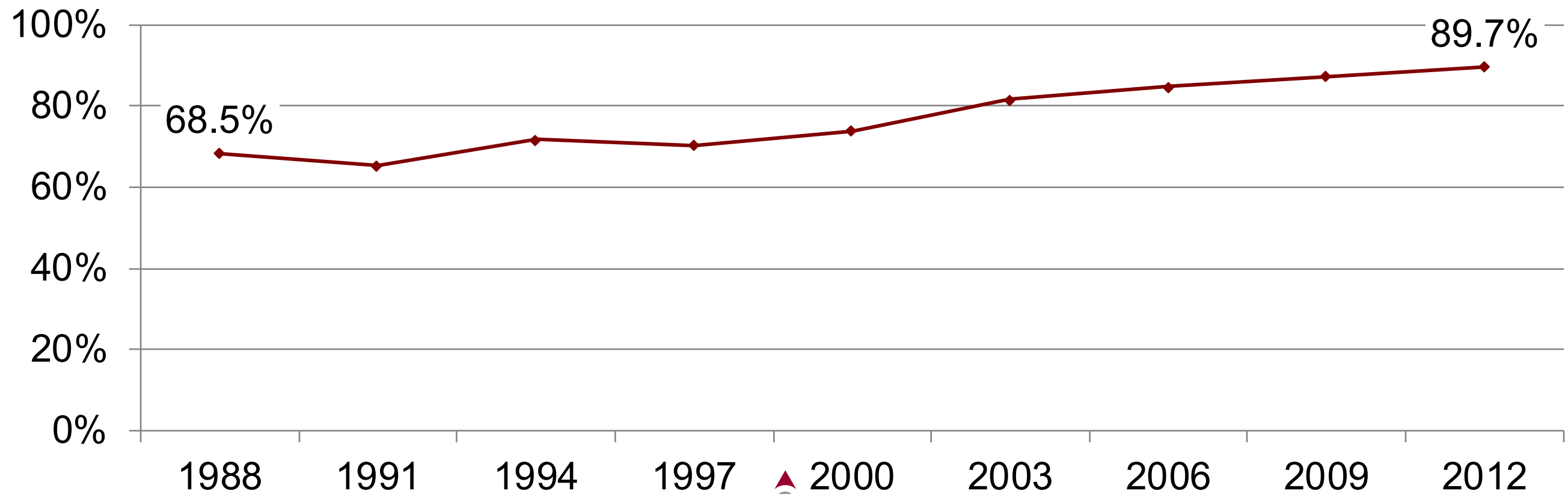
National Survey of First-Year Seminars

- Since 1988, the National Resource Center for The First-Year Experience and Students in Transition has triennially conducted a national survey of the features of first-year seminars
- Has provided the most comprehensive national picture of the practice related to curricular interventions to support students in the first college year



Why Continue to Study First-Year Programs?

Institutions Offering a First-Year Seminar



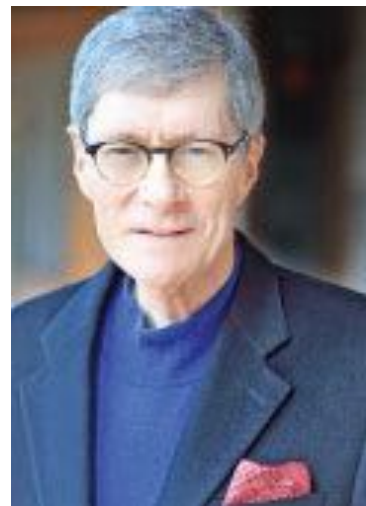
Victims of Our Own Success?



Victims of Our Own Success?

- Does conducting and reporting on a survey on only one FYE program contradict the messages by thought leaders in FYE movement?

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



“Because supporting first-year student success is a topic that is not easily localized or specific to one functional area, an effectual first-year experience (FYE) requires campus-wide coordination and cooperation.”

(Young & Keup, forthcoming).

“Excellent” FYE: A Working Definition

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

(Barefoot et al., 2005)



Victims of Our Own Success?

- “FYE Course”

Victims of Our Own Success?

- Singular program as "Campus FYE"

Time for a Change

- Reconsidered survey to include focus on FYS and on multiple FYE programs
- Similar to efforts previously undertaken by JNGI
 - Sought their partnership in this enterprise

2017 National Survey of First-Year Experiences

- Administered from March-July 2017
- 3,977 institutions were invited to participate
 - 4 waves: CAO, CEO, CSAO, 2012-13 NSFYS participants,
 - JNGI Process participants
- 537 campuses responded (13.5% response rate)
- All respondents reported offering at least one FYE program



2017 NSFYE Overview

- General information about institutional attention to the first year
- First-year seminars
- Pre-term orientation
- First-year academic advising
- First-year learning communities
- Residential programs/initiatives
- Early-alert systems
- Common reading programs

Presentation of Findings

- Overall Attention to the First-Year
- First-Year Seminars
- Orientation
- First-Year Advising
- Common Reading
- Comparisons

2017 NSFYE Findings

OVERALL ATTENTION TO THE FIRST YEAR



Institutional Objectives for the First Year:

Most Frequent

Institutional Objective	Freq.	%
Academic success strategies	432	80.4%
Academic planning or major exploration	407	75.8%
Knowledge of institution or campus resources and services	406	75.6%
Connection with the institution or campus	403	75.0%
Introduction to college-level academic expectations	375	69.8%
Retention or second-year return rates	337	62.8%
Common first-year experience	331	61.6%
Student-faculty interaction	328	61.1%
Career exploration and/or preparation	305	56.8%
Writing skills	276	51.4%

Institutional Objectives for the First Year:

Less Frequent

Institutional Objective	Freq.	%
Introduction to a major, discipline, or career path	265	49.3%
Analytical, critical-thinking, or problem-solving skills	264	49.2%
Personal exploration or development	264	49.2%
Social support networks	262	48.8%
Intercultural competence, diversity, or engaging w/ difference	254	47.3%
Developmental education, remediation and/or review	235	43.8%
Health and wellness	218	40.6%
Information literacy	218	40.6%
Introduction to the liberal arts	201	37.4%
Oral communication skills	182	33.9%

Institutional Objectives for the First Year: Least Frequent

Institutional Objective	Freq.	%
Civic engagement	178	33.1%
Integrative and applied learning	132	24.6%
Discipline-specific knowledge	122	22.7%
Project planning, teamwork, or management skills	120	22.3%
Digital literacy	113	21.0%
Other, please specify	59	11.0%
Graduate or professional school preparation	42	7.8%
Our institution has not identified campuswide objectives specifically for the first year	23	4.3%

Institutional Objectives for the First Year

Public

1. Academic success strategies
2. Academic planning or major exploration
3. Knowledge of institution or campus resources and services
4. Connection with the institution or campus
5. Introduction to college-level academic expectations
6. Retention or second-year return rates
7. Career exploration and/or preparation
8. Student-faculty interaction
9. Common first-year experience
10. Introduction to a major, discipline, or career path

Private, Not-for-profit

1. Academic success strategies
2. Connection with the institution or campus
3. Knowledge of institution or campus resources and services
4. Common first-year experience
5. Academic planning or major exploration
6. Introduction to college-level academic expectations
7. Student-faculty interaction
8. Retention or second-year return rates
9. Writing skills
10. Social support networks (e.g., friendships)

Institutional Objectives for the First Year

Two-Year

1. Academic planning or major exploration
2. Academic success strategies
3. Knowledge of institution or campus resources and services
4. Connection with the institution or campus
5. Introduction to college-level academic expectations
6. Developmental education, remediation
7. Career exploration and/or preparation
8. Student-faculty interaction
9. Introduction to a major, discipline, or career
10. Common first-year experience

Four-Year

1. Academic success strategies
2. Connection with the institution or campus
3. Knowledge of institution or campus resources
4. Academic planning or major exploration
5. Introduction to college-level academic expectations
6. Retention or second-year return rates
7. Common first-year experience
8. Student-faculty interaction
9. Writing skills
10. Career exploration and/or preparation

Most Common FYE Programs/Initiatives	Freq.	%
First-year academic advising (ADV)	422	80.4
Early alert systems (EA)	415	79.0
Pre-term orientation (OR)	396	75.4
First-year seminars (FYS)	386	73.5
Placement testing (PT)	346	65.9
Peer education (PE)	327	62.3
Student success center (SSC)	290	55.2
Developmental education (DEV)	286	54.5
General education (GE)	284	54.1
Convocation (CNV)	276	52.6

Notes: n = 525.

Less Common FYE Programs/Initiatives	Freq.	%
Residential programs (RES)	256	48.8
Learning communities (LC)	245	46.7
First-year gateway courses (GATE)	206	39.2
Common reading (CR)	201	38.3
Summer bridge (SB)	193	36.8
Leadership programs (LEAD)	186	35.4
Writing-intensive coursework (WR)	186	35.4
Service-learning (SL)	167	31.8
Mentor by campus professionals (MT)	166	31.6
Experiential learning or learning beyond the classroom (EXP)	163	31.0

Notes: n = 525.

Least Common FYE Programs/Initiatives	Freq.	%
Undergraduate research (UGR)	111	21.1
Study abroad (SA)	102	19.4
Other (OTH)	24	4.6
None	0	0.0

Notes: n = 525.

Common FYE Programs

Public

- First-year academic advising
- Early alert systems
- Pre-term orientation
- First-year seminars
- Placement testing
- Developmental or remedial education
- Student success center
- Learning communities
- General education
- Peer education

Private, Not-for-profit

- Peer education
- Early alert systems
- First-year academic advising
- Pre-term orientation
- First-year seminars
- Convocation
- Placement testing
- Residential programs or initiatives
- General education
- Student success center

Common FYE Programs

Two-Year

- First-year academic advising
- Placement testing
- Developmental or remedial education
- Early alert systems
- First-year seminars
- Pre-term orientation
- Student success center
- Peer education
- General education
- Learning communities

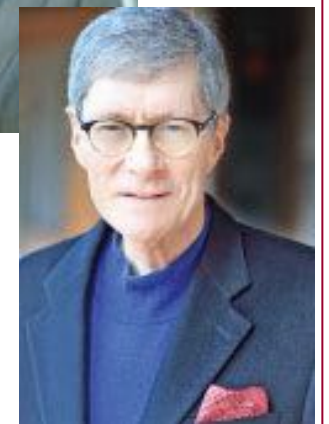
Four-Year

- Early alert systems
- First-year academic advising
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- Student success center

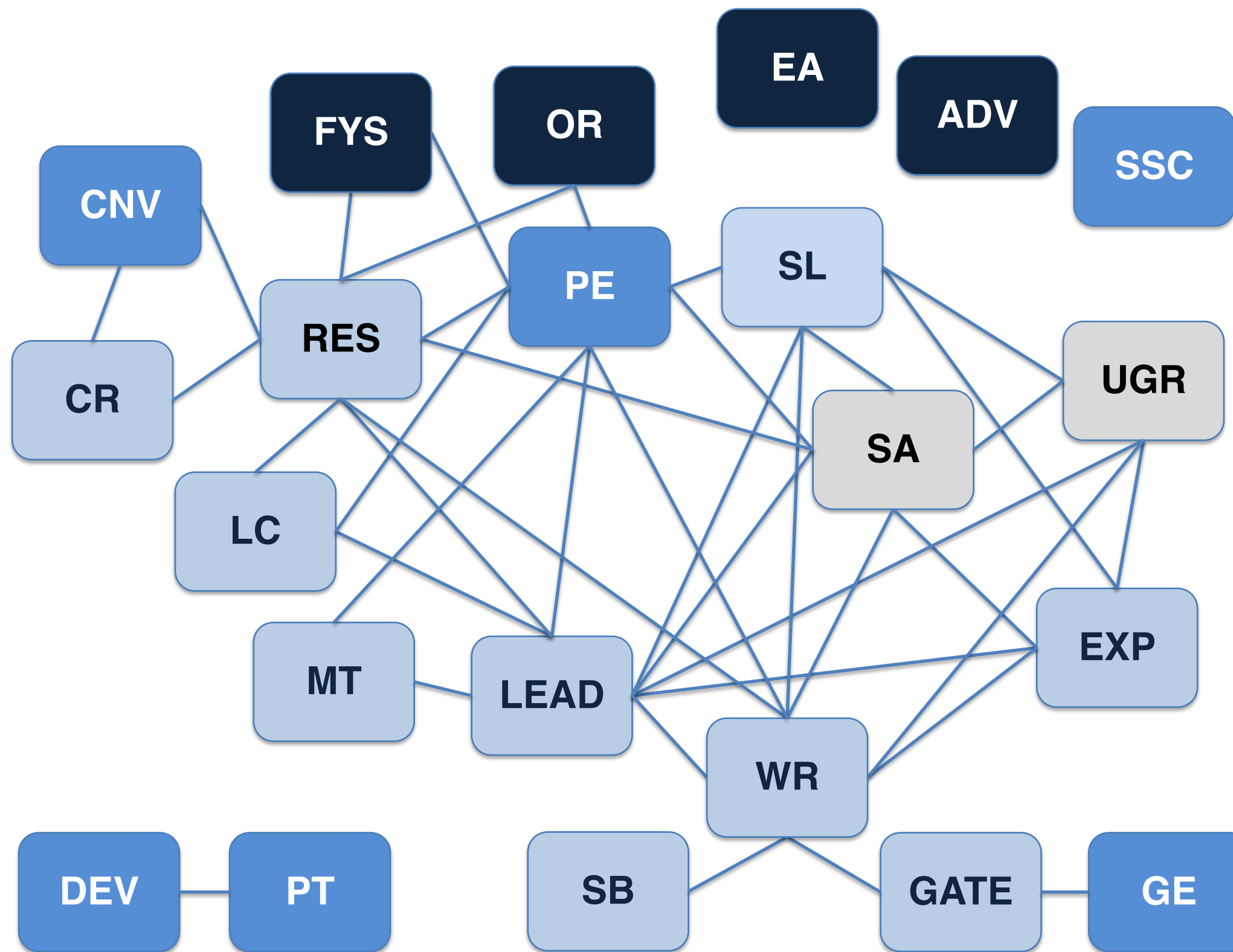
Coordination of FYE Programs

“A true first-year experience includes more than just one ‘star’ program and, instead, represents a constellation of support programs.”

(Greenfield, Keup, & Gardner, 2013)



A Constellation of FYE Programs



Legend:

- Lines represent correlations $\phi > .25$
- Colors of boxes represent percentage of institutions reporting FYE program offered.

Dark Blue = $> 70\%$

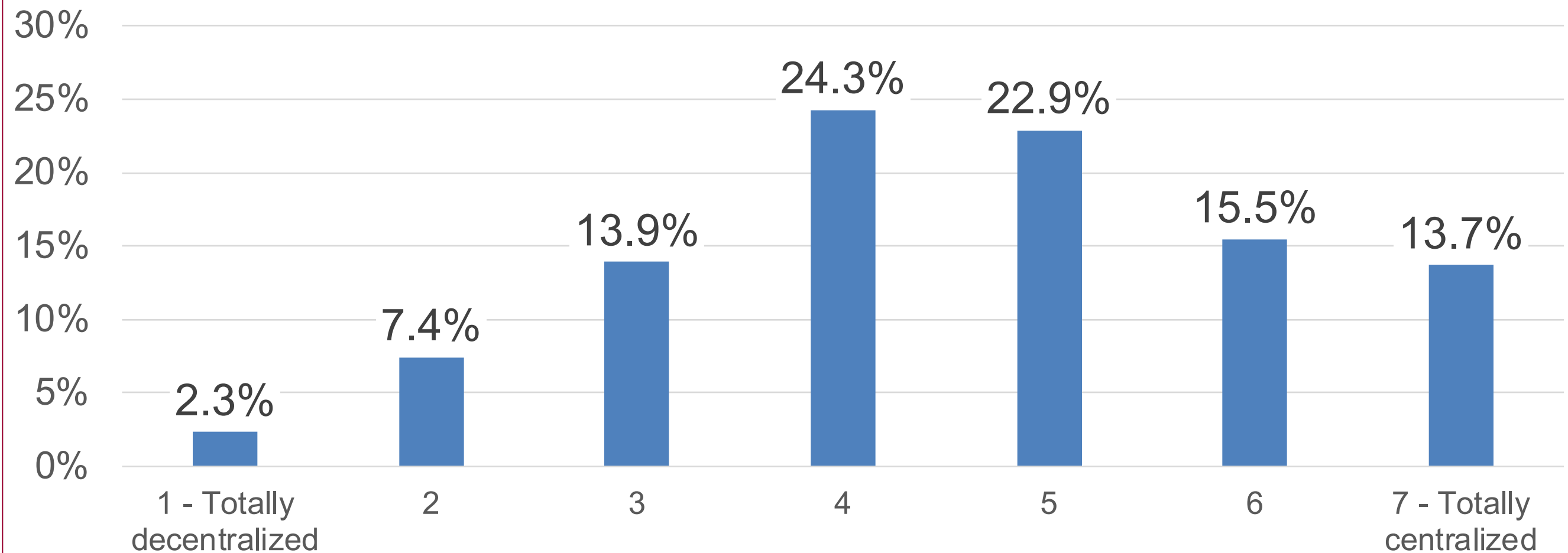
Royal Blue = 50-69%

Light Blue = 30-49%

Gray = $< 30\%$

Coordination of FYE Programs

How Coordinated are first-year programs on your campus?



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Coordination of FYE Programs

Does your institution have any of the following formal organizational structures to coordinate the first-year experience?	Freq.	%
First-year program office	164	40.0%
Cross-functional first-year team (e.g., team inclusive of curriculum and co-curriculum)	159	38.8%
First-year program committee, task force, or advisory board	158	38.5%
Other campuswide FYE coordination	127	31.0%
First-year curriculum committee	62	15.1%

2017 NSFYE Findings

FIRST-YEAR SEMINARS

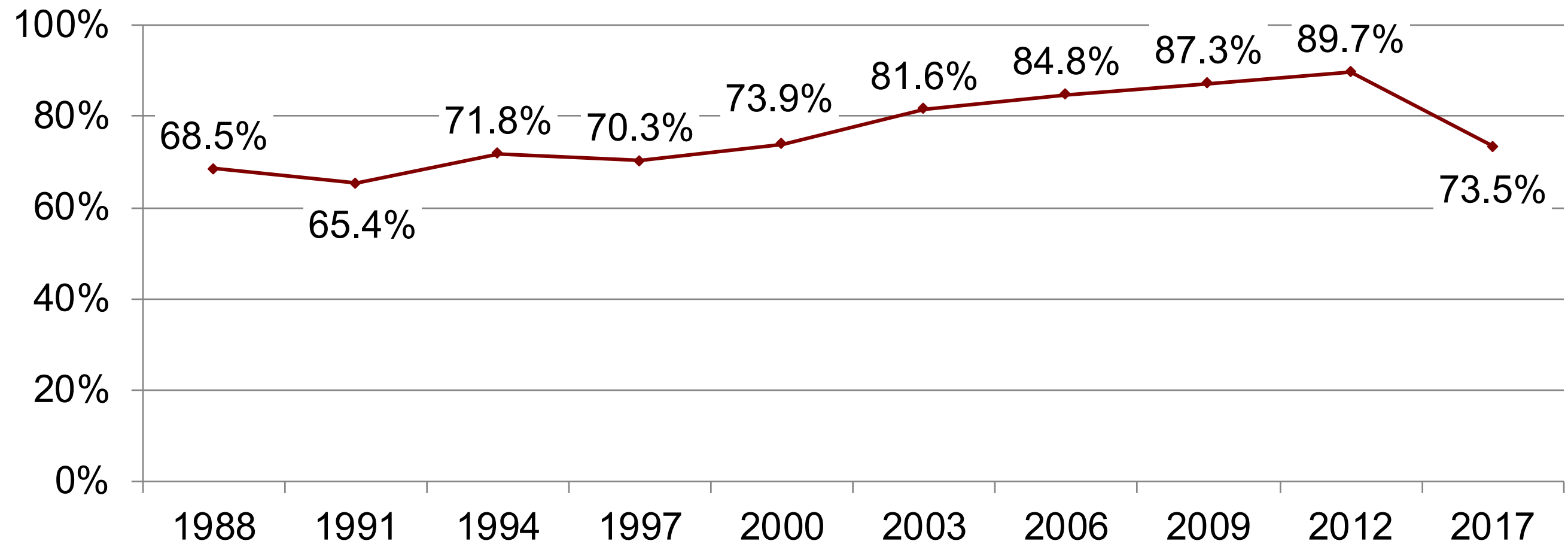


First-Year Seminars

- 73.5% of respondents reported offering a first-year seminar

First-Year Seminar Prevalence

Institutions Offering a First-Year Seminar



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My Initial Reaction



What I thought I had done



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First-Year Seminars

- 73.5% of respondents reported offering a first-year seminar
- Possible explanations:
 - Measurement/Researcher error
 - Previous overestimation from self-selection
 - Actual drop in prevalence

First-Year Seminars

- Previous overestimation from self-selection?
-or-
- Actual drop in prevalence?

First-Year Seminars

- 2009 NSFYS: 87.5%
 - 2009 NSFYS Respondents to 2017 NSFYE: 75.3%
- 2012 NSFYS: 89.7%
 - 2012 NSFYS Respondents to 2017 NSFYE: 79.8%
- 2017 NSFYE: 73.5%
 - Respondents to all three: 77.5%

(More detailed analysis
available in forthcoming
research report)

First-Year Seminars

- Previous overestimation from self-selection? -
or-
- Actual drop in prevalence?
- Probably a little of the former, mostly the latter
 - Analyses point to a drop in prevalence of about 13 percentage points

First-Year Seminar Prevalence

Two-Year

- 2012-13: 86.2%
- 2017: 58.5%

Four-Year

- 2012-13: 91.0%
- 2017: 78.1%

First-Year Seminar Prevalence

Public

- 2012-13: 90.3%
- 2017: 73.9%

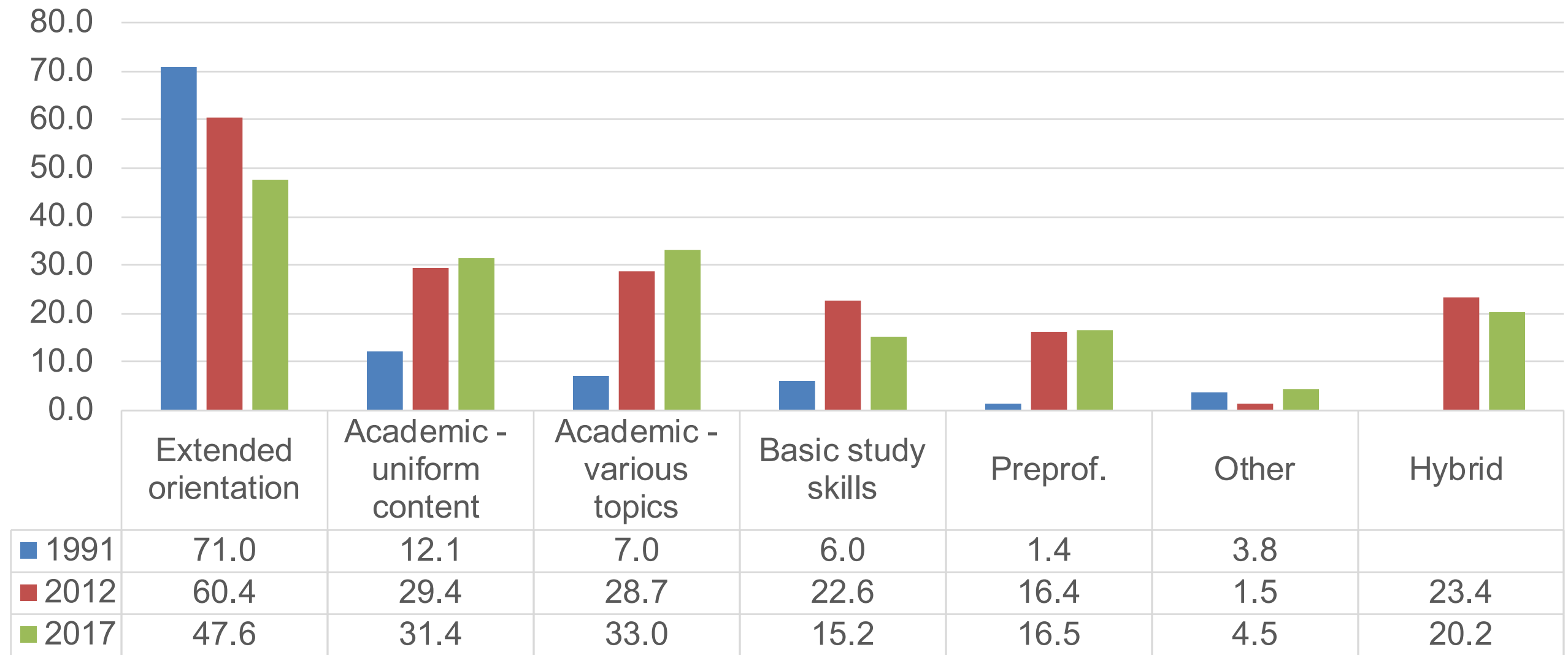
Private, Not-for-profit

- 2012-13: 89.1%
- 2017: 73.7%

Reasons for Decline?

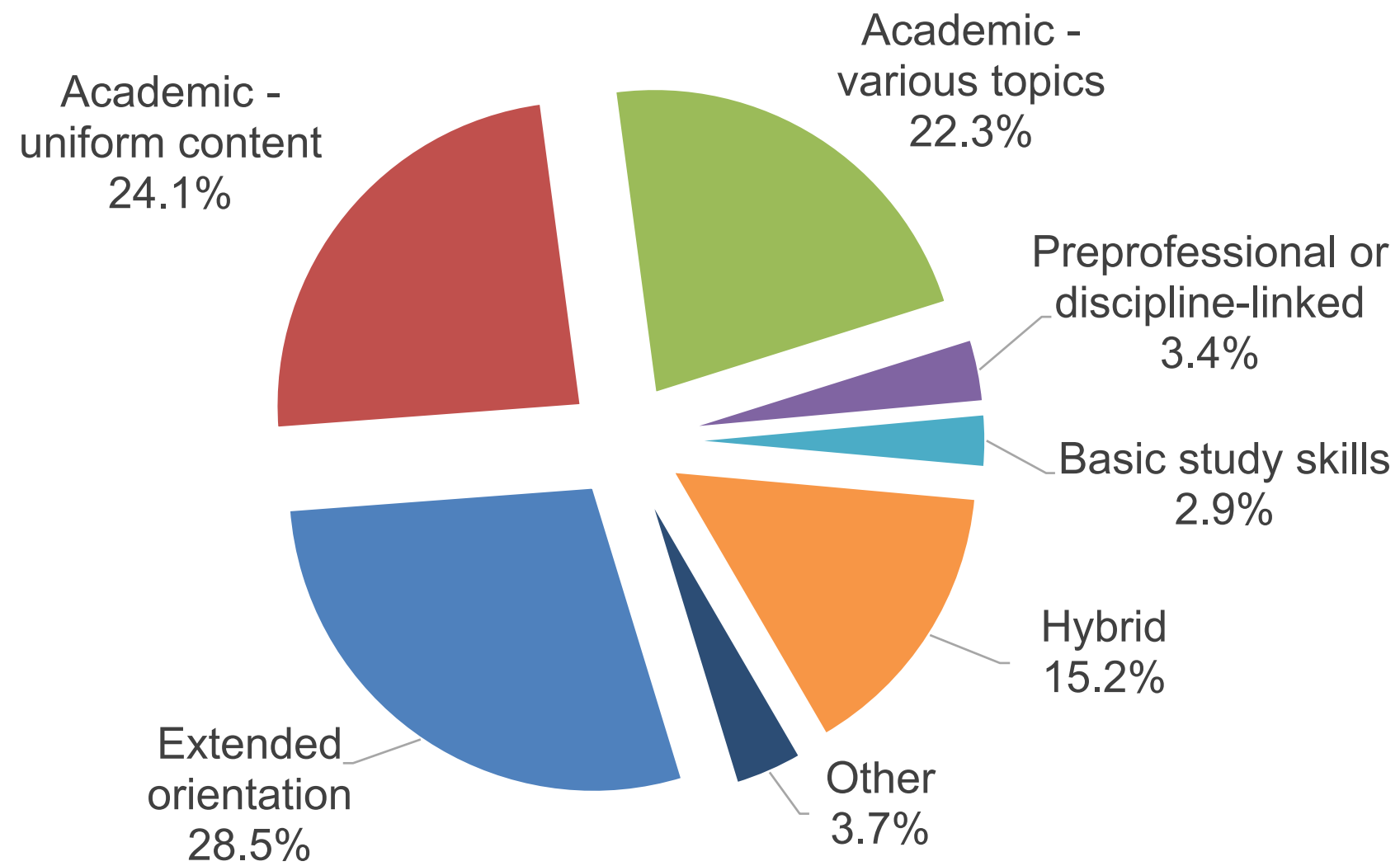
- 74% is still a lot!
- Less replacement of FYS?
- FYE efforts more diverse and widespread
- Assessment showing FYS doesn't have the impact it once did (on certain campuses)?
- Decrease in certain seminar types... (spoiler alert)
- Others?

Seminar Type Distribution



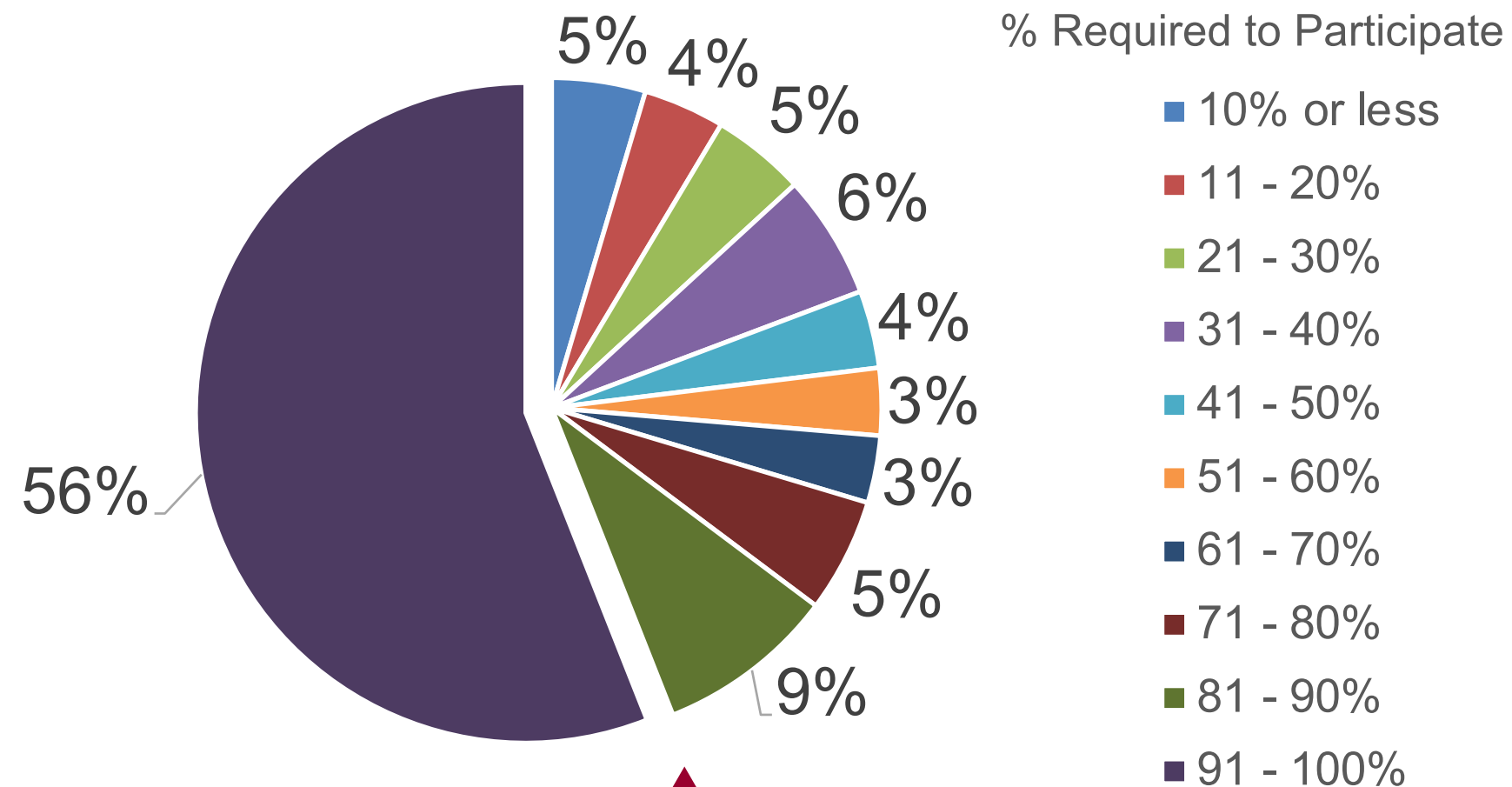
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Primary FYS

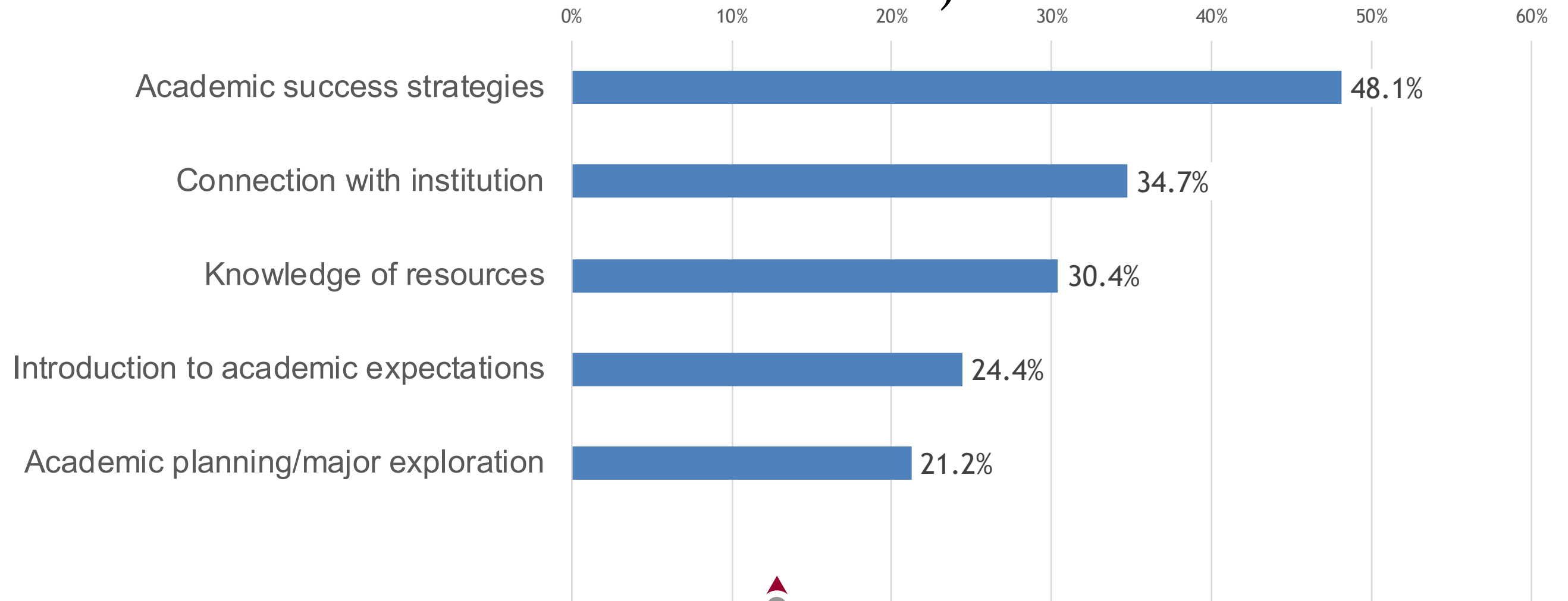


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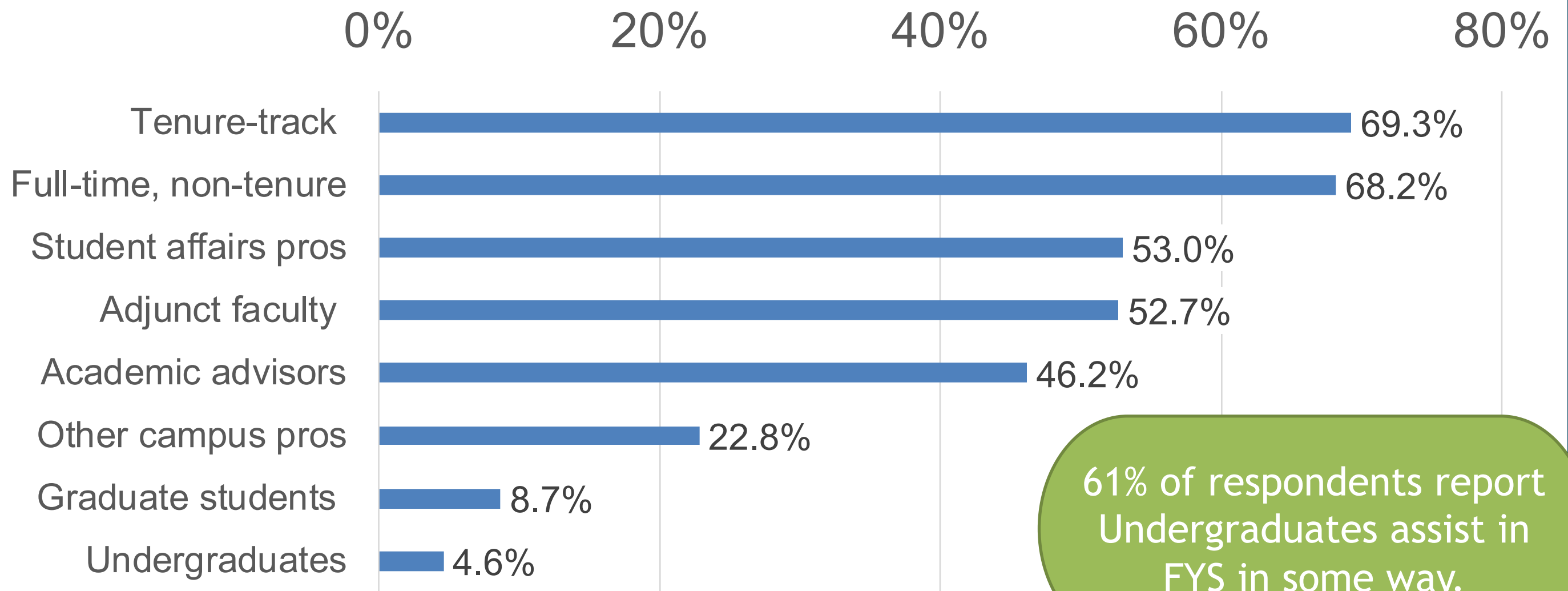
Access to First-Year Seminars



FY Seminar Objectives



Who's Teaching the FYS?



61% of respondents report Undergraduates assist in FYS in some way.

2017 NSFYE Findings

PRE-TERM ORIENTATION



“Pre-Term Orientation”

- Listed as being offered by 75.4% of respondents to NSFYE
 - 80.6% Four-Year
 - 58.5% Two-Year
- Lower than previous estimates:
 - 100% Four-Year (Barefoot, Griffin, & Koch, 2012)
 - 98.2% Two-Year (Koch, Griffin, & Barefoot, 2014)

“Pre-Term Orientation”

- Survey wording artifact?
- “Pre-Term” vs. “New-Student” or other terminology
- Used same terminology as JNGI survey, but different question method
- More research needed to understand lower percentage

Pre-Term Orientation Prevalence

Public

• 74.6%

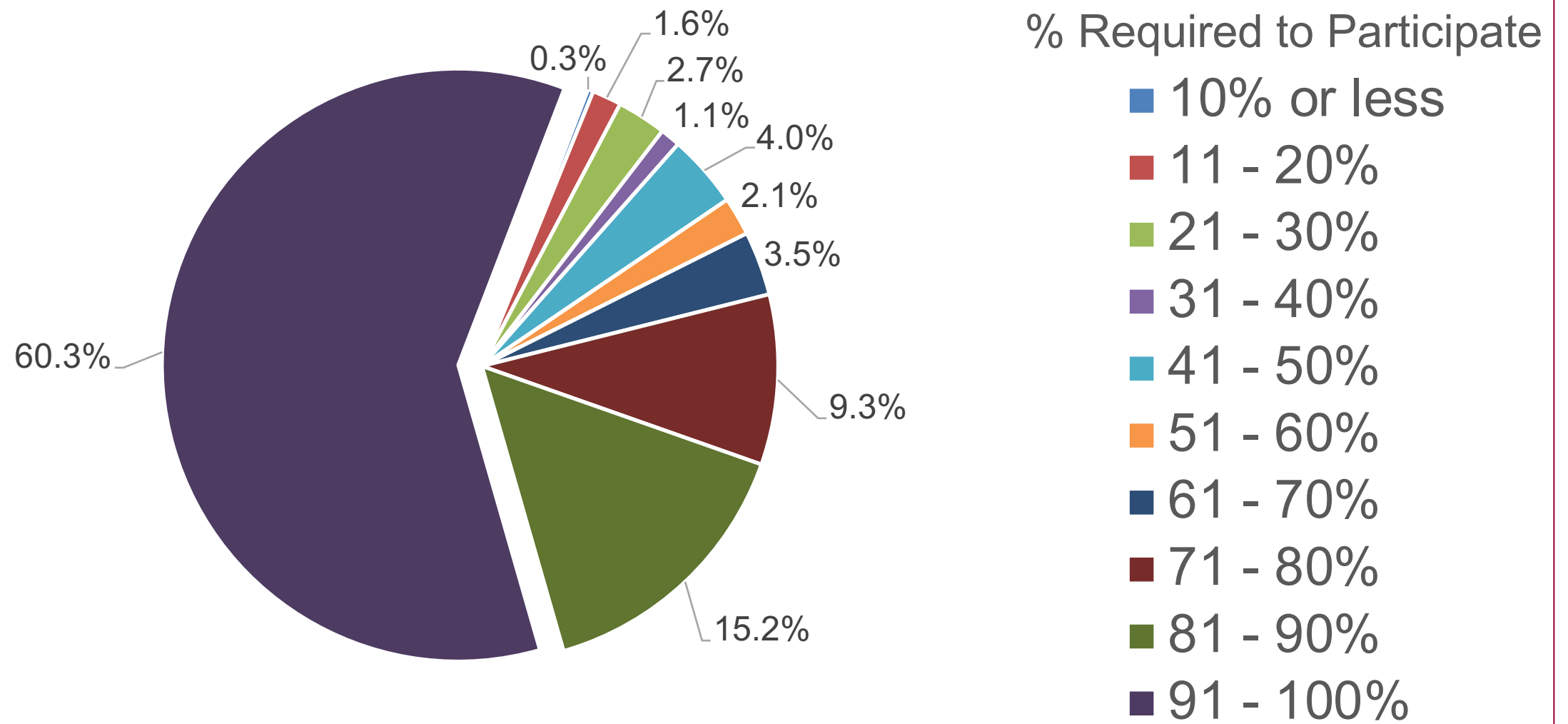
Private, Not-
for-profit

• 77.0%

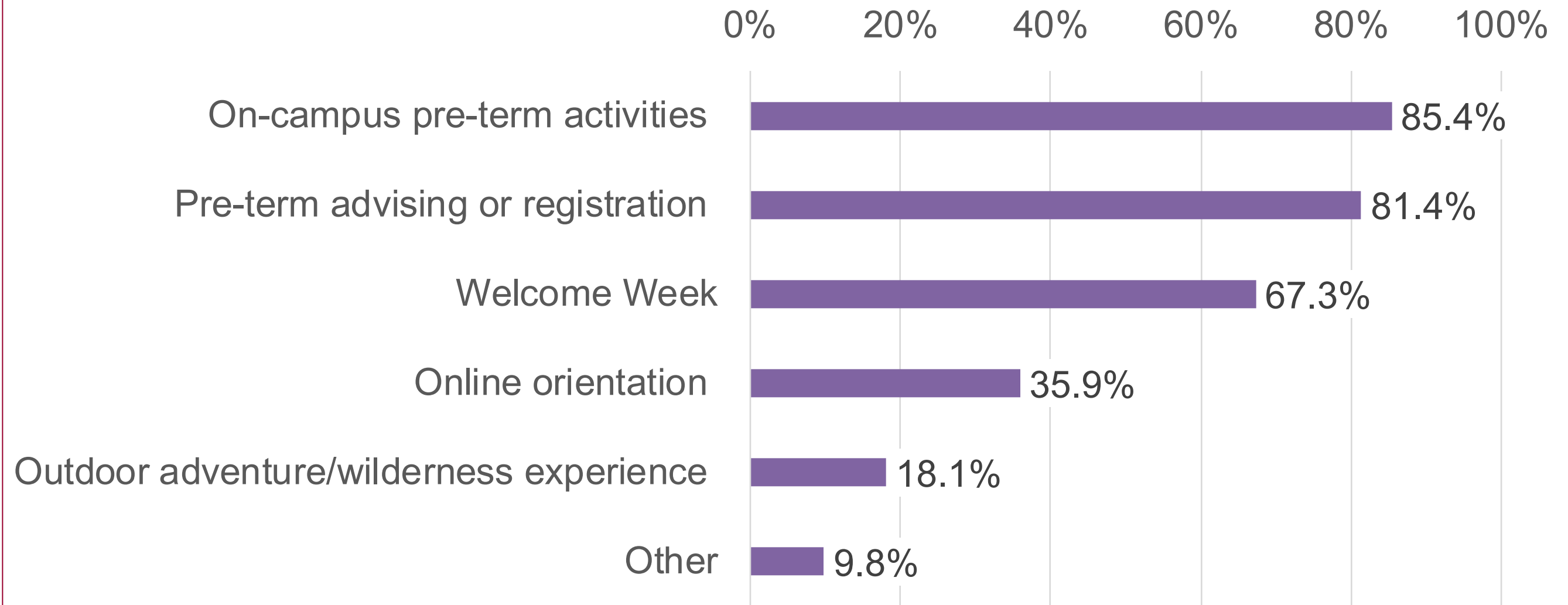


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Access to Pre-Term Orientation



Formats of Pre-Term Orientation



Formats of Pre-Term Orientation – Two-Year

Forms of Pre-term Orientation at Two-Year Institutions	2017 NSFYE	2014 JNGI
On-campus pre-term activities	79.1%	86.3%
Online orientation	59.7%	45.1%
Outdoor adventure/wilderness experience	6.0%	-
Pre-term advising or registration	74.6%	87.7%
Welcome Week (i.e., on-campus immediately preceding term)	43.3%	-
Other, please specify	9.0%	2.5%
Don't know	-	0.4%

Formats of Pre-Term Orientation – Four-Year

Forms of Pre-term Orientation at Four-Year Institutions	2017 NSFYE	2012 JNGI
On-campus pre-term activities	86.7%	80.5%
Online orientation	30.7%	18.4%
Outdoor adventure/wilderness experience	20.7%	21.5%
Pre-term advising or registration	82.8%	86.6%
Welcome Week (i.e., on-campus immediately preceding term)	72.5%	87.8%
Other, please specify	10.0%	-

Activities during Orientation

Orientation Activity	Total
Introduction to campus resources and services	94.9%
Introduction to campus facilities	87.8%
Academic advising	86.2%
Registration or course enrollment	80.9%
Sessions for family members	76.3%
Involvement opportunities	75.3%
Community building	71.0%
Discussions about health and wellness on campus	63.8%
Placement testing	62.2%
Structured interaction with faculty	58.0%

Activities during Orientation

Two-Year

1. Introduction to campus resources and services (98.5%)
2. Registration or course enrollment (82.1%)
3. Introduction to campus facilities (80.6%)
4. Academic advising (79.1%)
5. Placement testing (59.7%)
6. Involvement opportunities (52.2%)

Four-Year

1. Introduction to campus resources and services (94.2%)
2. Introduction to campus facilities (89.3%)
3. Academic advising (87.7%)
4. Sessions for family members (82.2%)
5. Registration or course enrollment (80.6%)
6. Involvement opportunities (80.3%)
7. Community building (79.9%)
8. Discussions about health and wellness on campus (71.5%)
9. Convocations or other celebratory activities (65.4%)
10. Structured interaction with faculty (64.1%)
11. Placement testing (62.8%)
12. Discussion of personal issues and challenges (57.3%)
13. Discussions about identity, diversity, or social justice (56.3%)

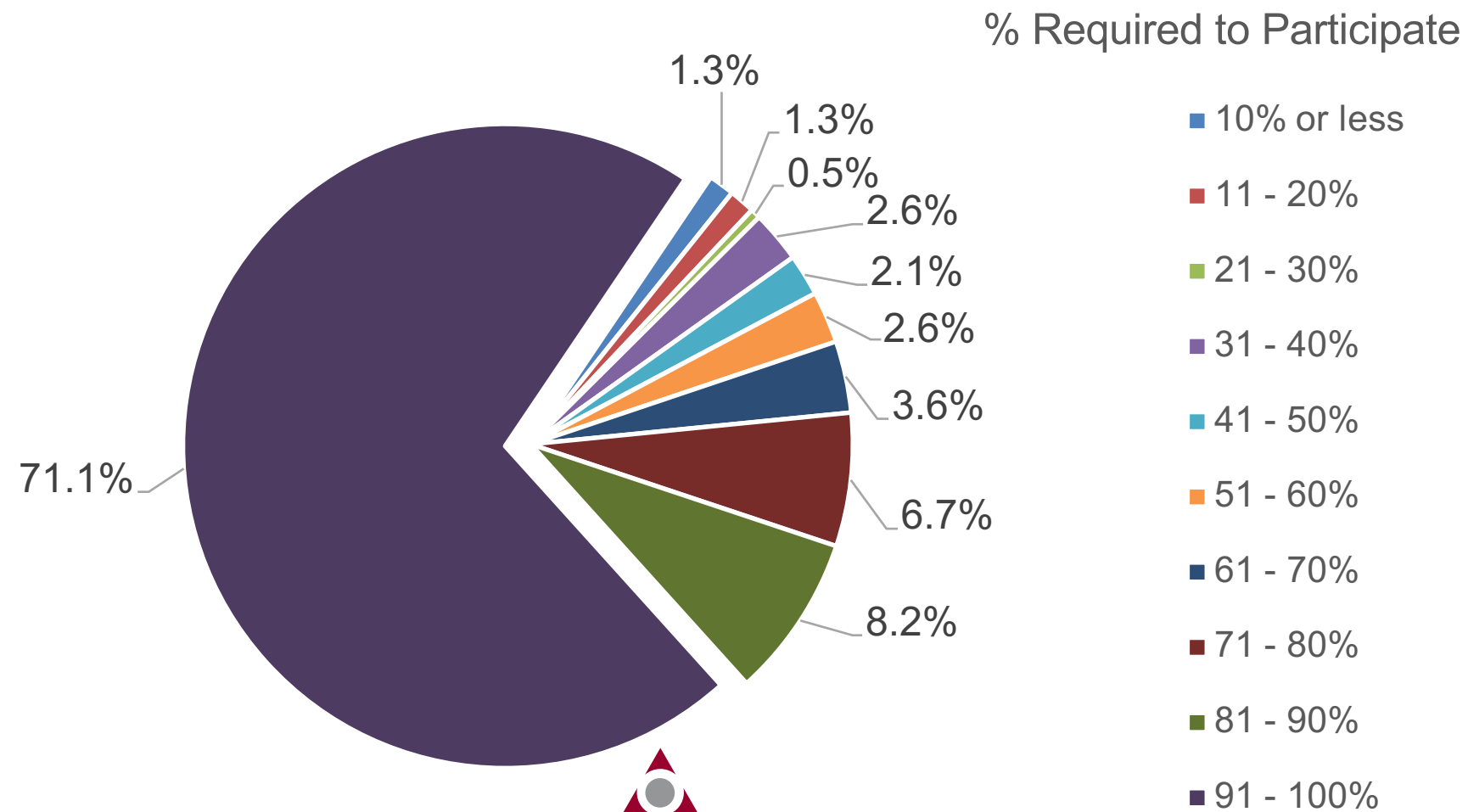
2017 NSFYE Findings

FIRST-YEAR ACADEMIC ADVISING

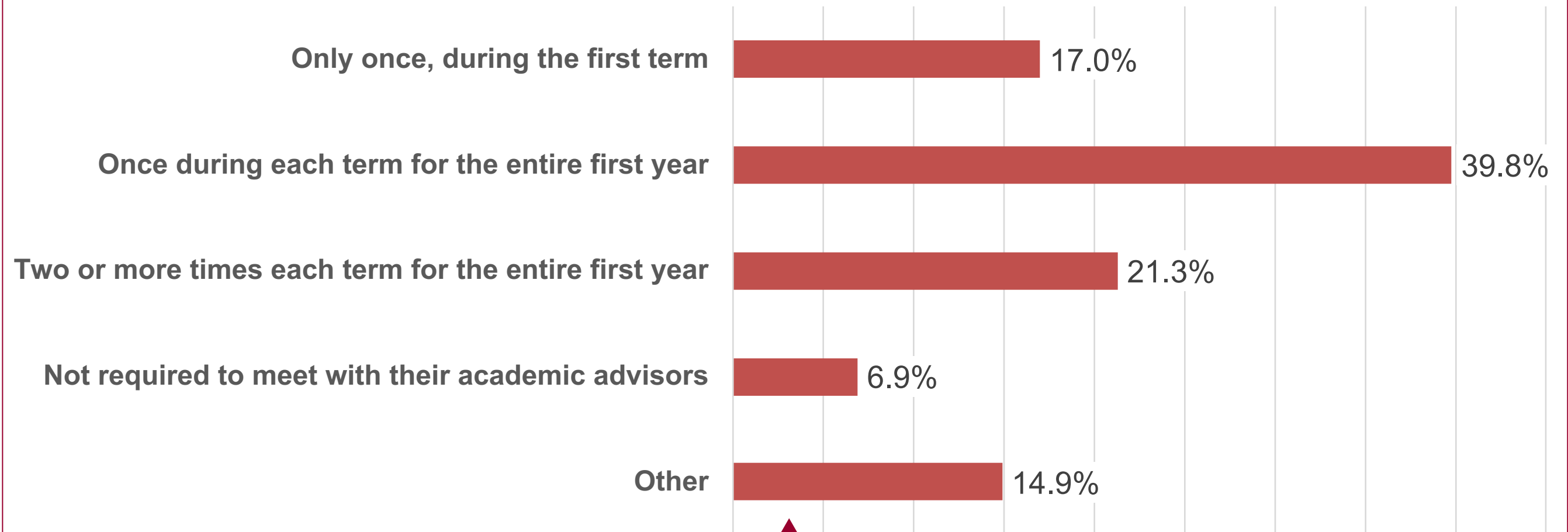


Access to Academic Advising

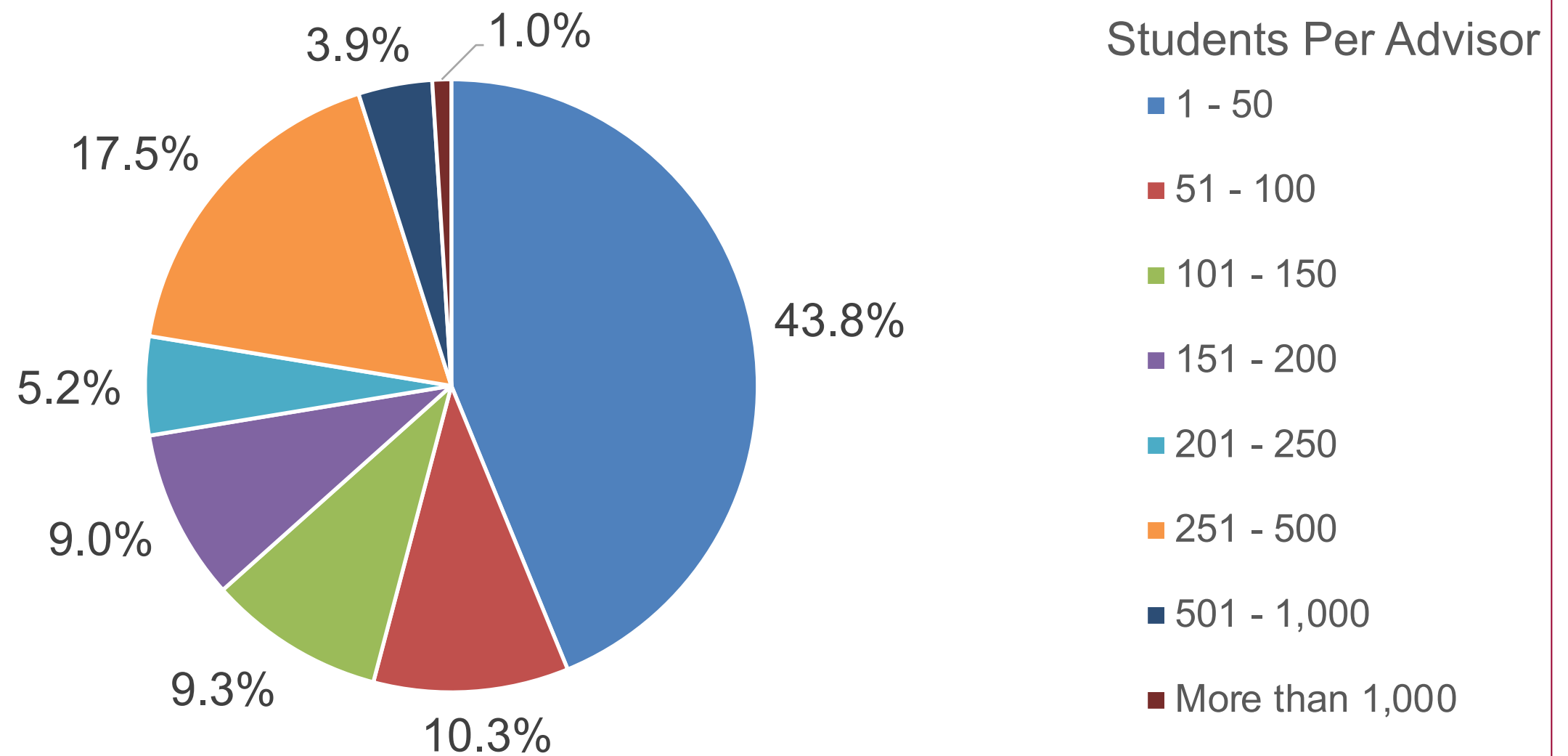
80.4% of responding institutions offer first-year academic advising



Contact with Advisors



Advising Load



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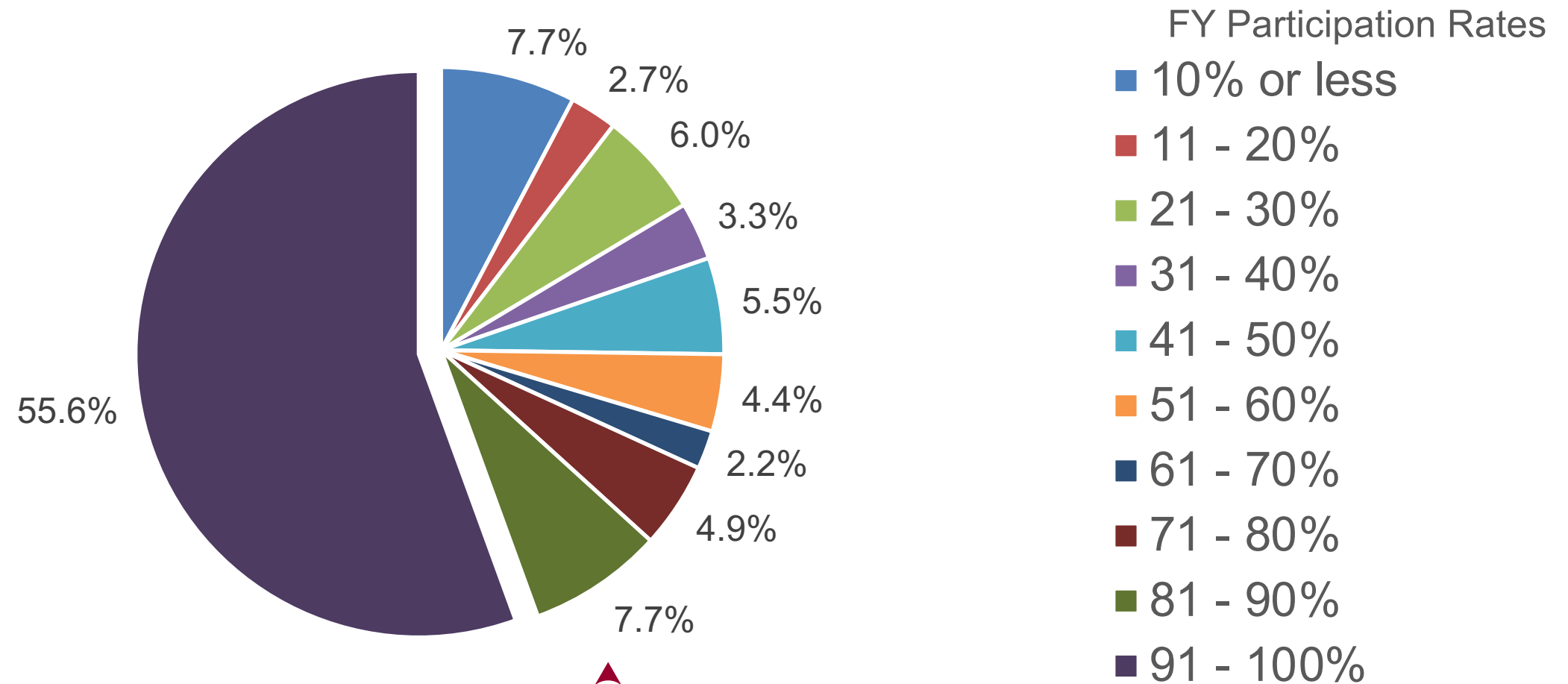
2017 NSFYE Findings

COMMON READING PROGRAMS



Access to Common Reading

38.3% of responding institutions offer common reading programs



Characteristics of Common Reading Programs

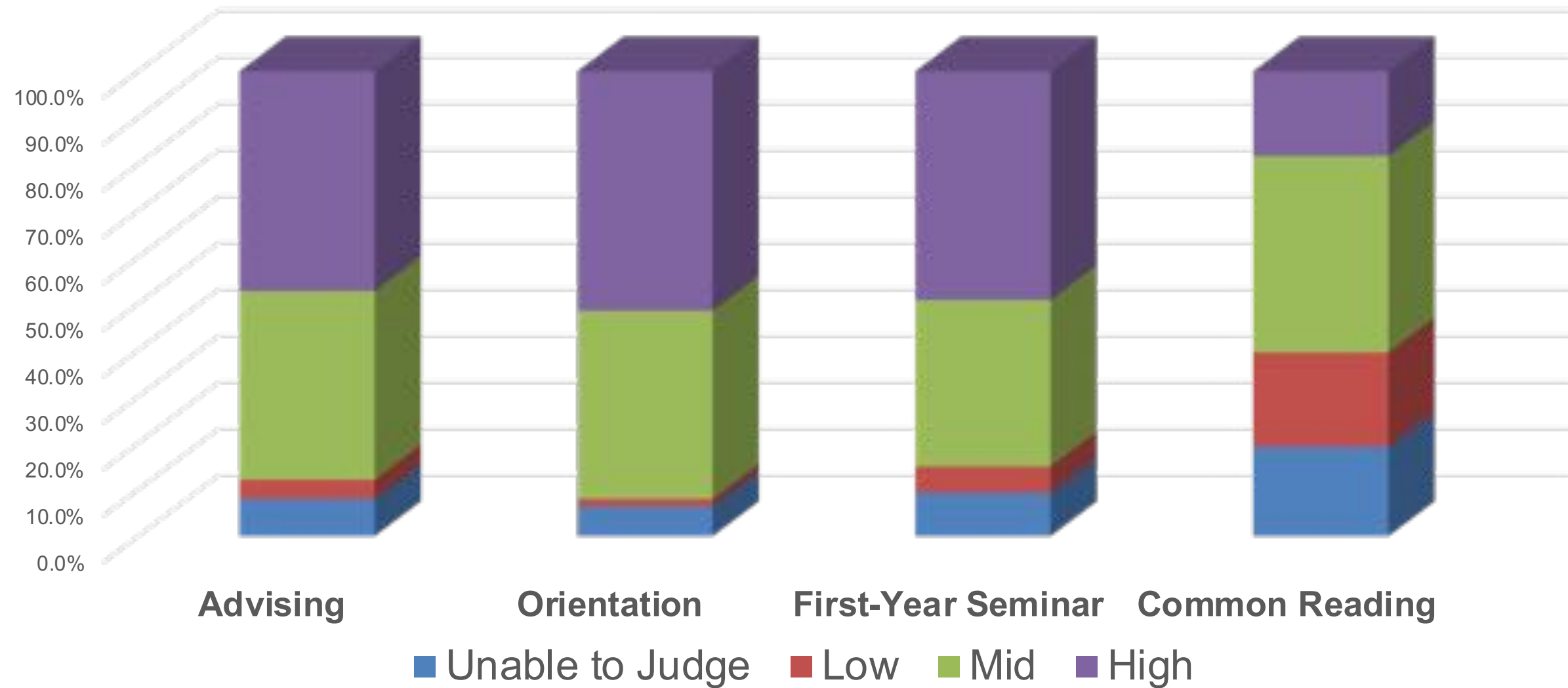
- On-campus speakers- 74.7%
- Discussion groups - 67.0%
- Incorporated in first-year seminar - 62.6%
- Campus programming throughout academic year – 50.0%
- Student-faculty interaction – 33.5%
- Films - 34.6%
- Incorporated in English/writing courses - 32.4%
- Campus-community engagement – 30.8%

2017 NSFYE Findings

FIRST-YEAR PROGRAM COMPARISONS

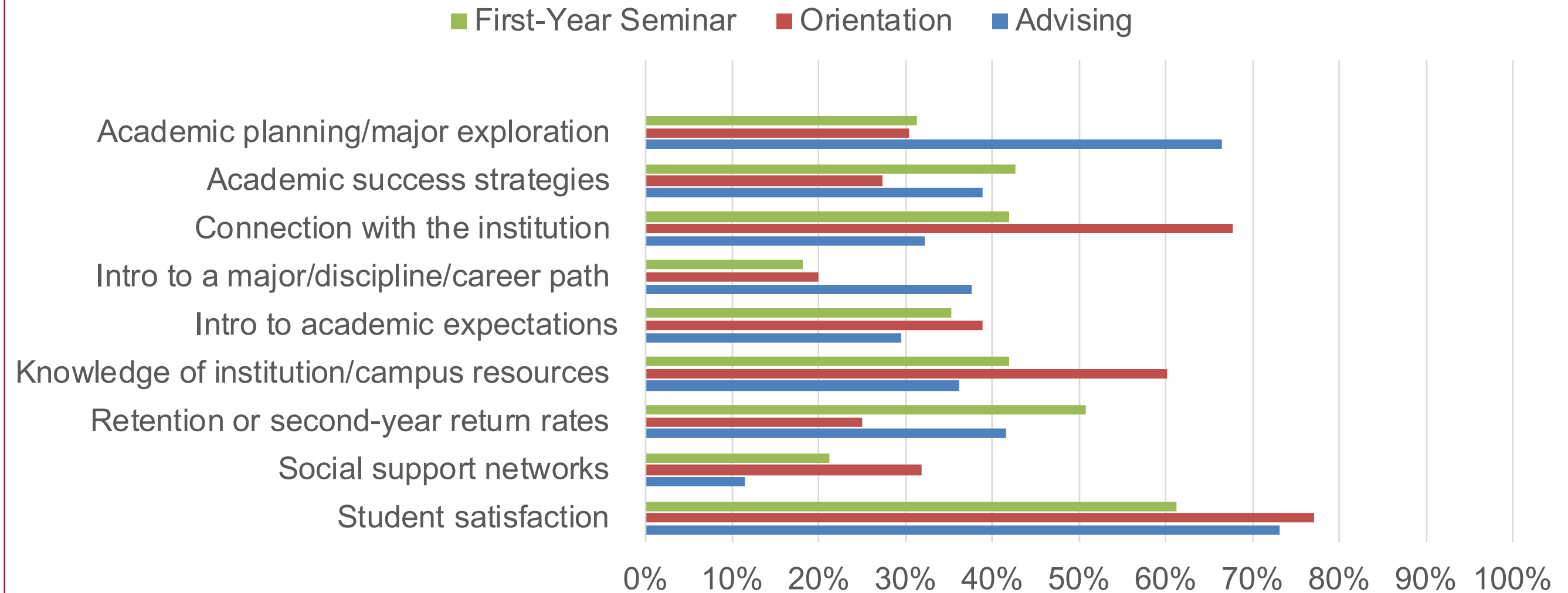


Return on Investment



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Assessed Outcomes – Selected Programs

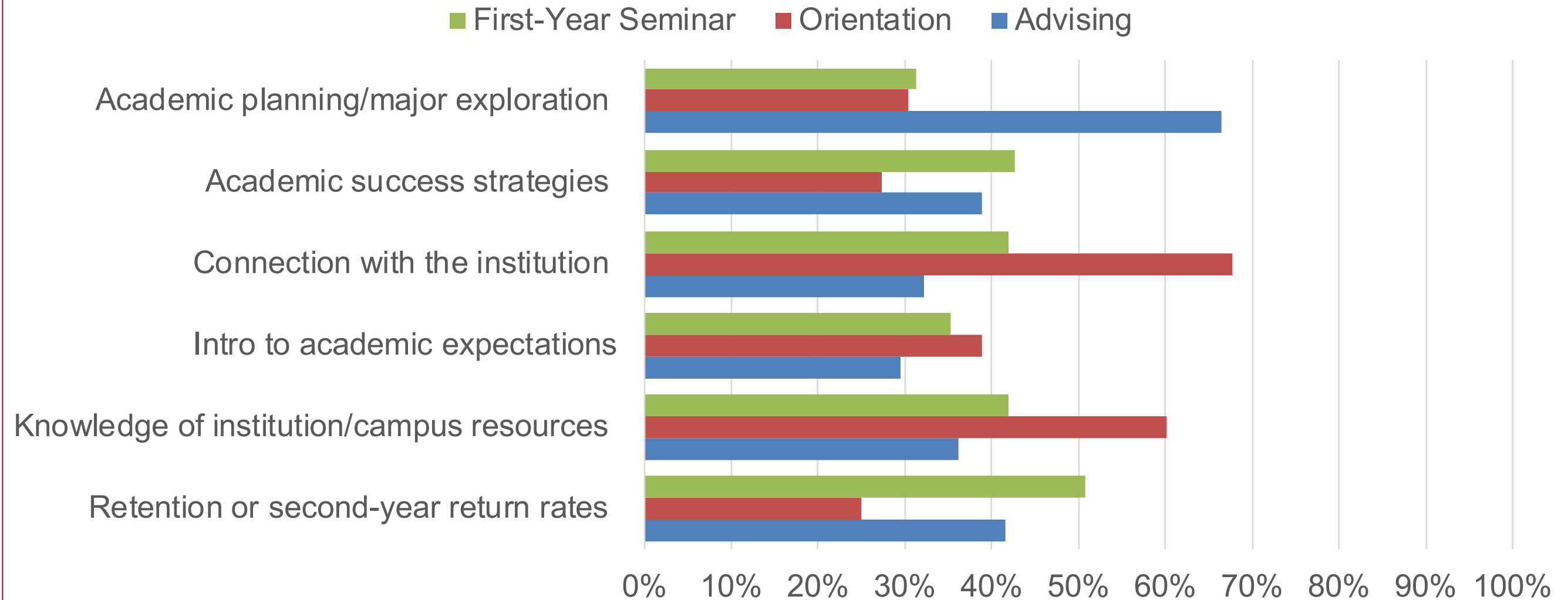


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Institutional Objectives for the First Year: Most Frequent

Institutional Objective	Freq.	%
Academic success strategies	432	80.4%
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Introduction to college-level academic expectations	375	69.8%
Retention or second-year return rates	337	62.8%

Assessed Outcomes & FY Objectives



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Questions and Conclusion

SESSION EVALUATION

Thank you for learning with us!

In order to provide feedback, please find this session in the ACPA18 Guidebook application and once there, click on the “ACPA18 Program Session Evaluation” and complete.

*Please take a few minutes right now
to complete the this evaluation.*

Your feedback is valuable to help ensure our curriculum is meeting the needs of attendees as well as helping presenters in their development.

Thank You!

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