



## 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

# **SA FYE SUMMIT:**

## **The Role of the National Resource Center in the FYE Movement**

Jennifer R. Keup

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May 21, 2015

@jrkeup



jenrkeup

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

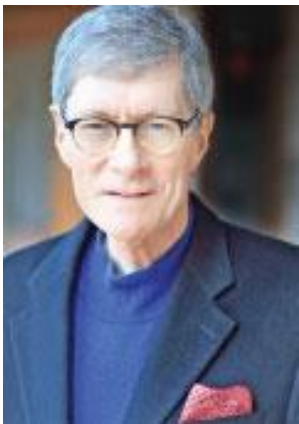
# Let's be sure to begin at the beginning...



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# 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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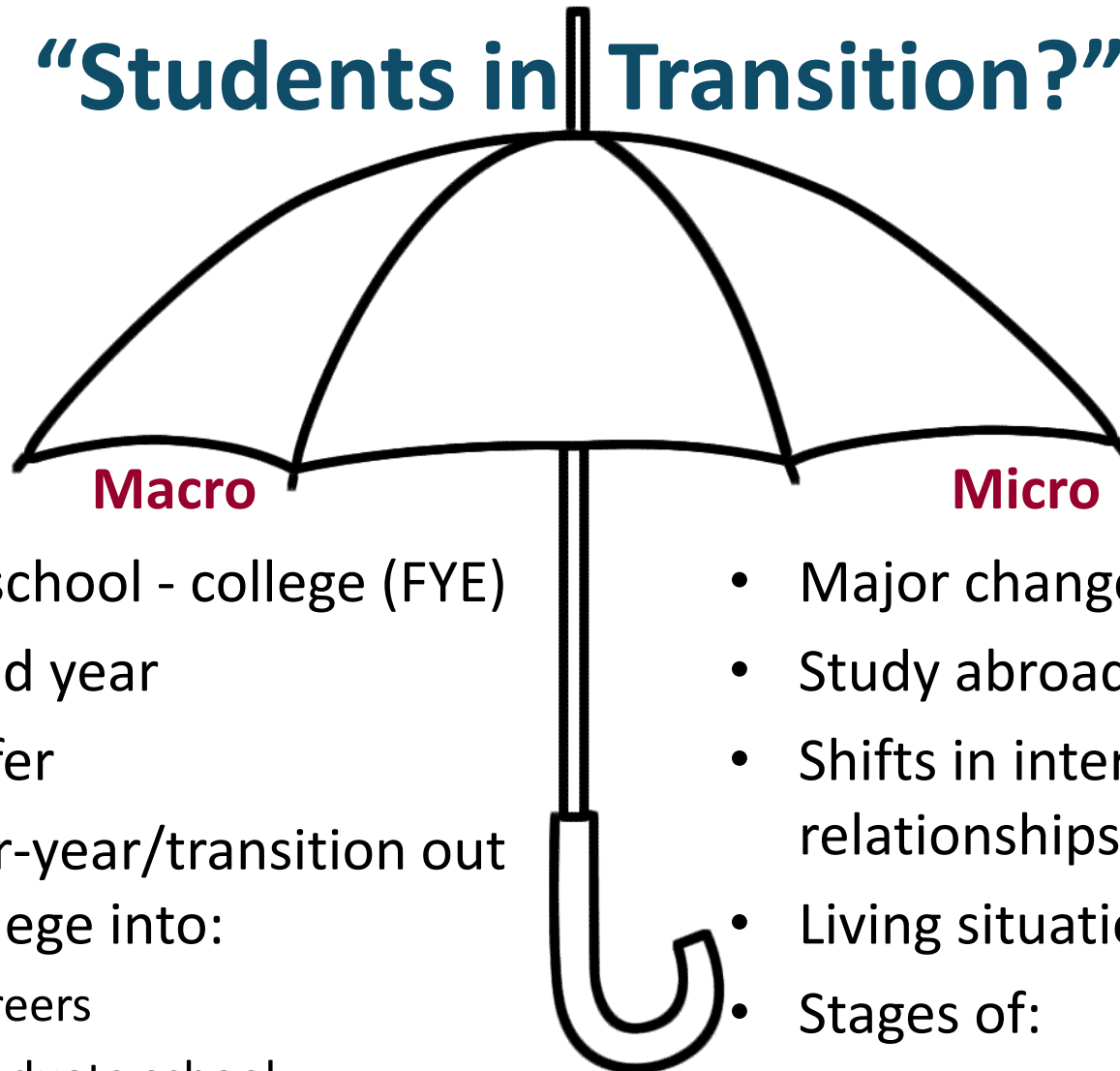
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# Criteria for FYE “Excellence”

- “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.”

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

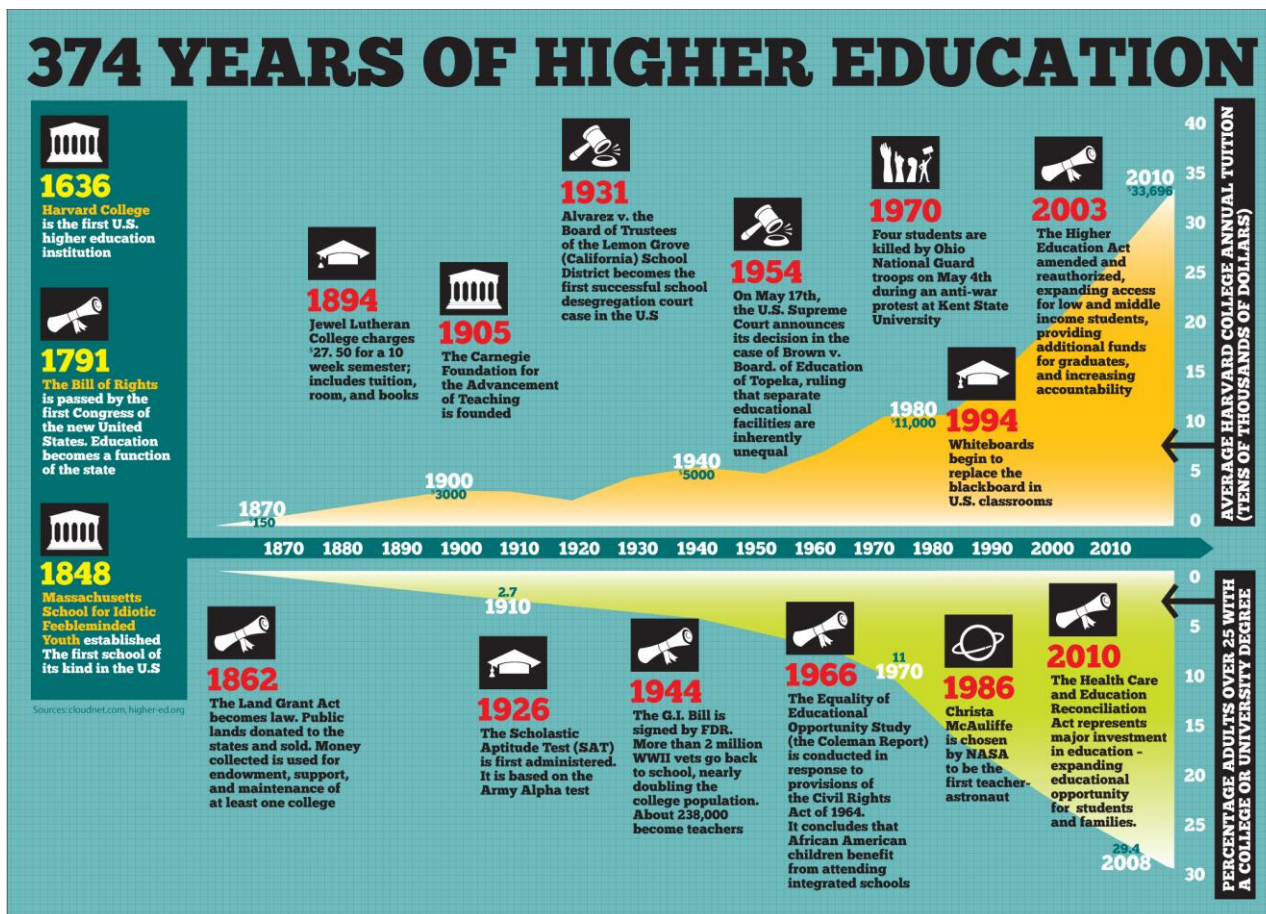
# “Students in Transition?”



- High school - college (FYE)
- Second year
- Transfer
- Senior-year/transition out of college into:
  - Careers
  - Graduate school

- Major change
- Study abroad/study away
- Shifts in interpersonal relationships
- Living situation
- Stages of:
  - Skill development
  - Identity

# 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: A History

1982: First "National Conference on the Freshman Seminar/Freshman Orientation Course Concept" held at USC



1986 -1999: John N. Gardner, served as executive director of the National Resource Center

1989: *Journal of The Freshman Year Experience* introduced

1991: Center name changed to the National Resource Center for The Freshman Year Experience

1980

1983: Annual conference series on The Freshman Year Experience begins

1986: National Center for the Study of The Freshman Year Experience established

First "International Conference on The First-Year Experience" held in the UK

1988: First monograph and FYE newsletter published

First National Survey on Freshman Seminar Programs conducted

First Canadian-American Conference on The First-Year Experience held in Toronto

1990

1990: National campaign to recognize Outstanding Freshman Advocates begins

1994: First-Year Experience listserv (FYE-List) established



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# FYE: History

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

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

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

2004: Sophomore Year listserv (SOPH-List) established

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

2000

1995: First National Conference on 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



**2008:** 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

**2013:** Administration of the 2nd National Survey of Peer Leaders

25th volume of the *Journal of the First-Year Experience & Student in Transition* published

*Developing and Sustaining Successful First-Year Programs* published with Jossey-Bass

2010

2015

**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

**2012:** Administration of the 9th National Survey of First-Year Seminars

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

**2014:** Administration of the 3rd National Survey of Sophomore-Year Initiatives

National award for Institutional Excellence for Students in Transition established



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# International Movement

- 1986-2013: **International Conferences** on the First-Year Experience (cohosted with Teesside University in the **United Kingdom**)
- 1988, 1990, 1992, & 1995: Convening **Canadian**-American Conferences
- 1995: Assist Queensland University of Technology in launching the **Pacific Rim** Conference on the FYE
- 1997: Publish *From Best Intentions to Best Practices: The First-Year Experience in **Canadian** Postsecondary Education*
- 2009: Publish ***International Perspectives on The First-Year Experience in Higher Education***



# International Movement

- 2010: Participate in 3+3+4 Symposium in **Hong Kong**
- 2011 & 2014: Collaborate with **European** FYE Network to host international conference
- 2013: Keynote the Teaching & Learning FYE Conference in **South Africa**
- 2014-2015: Administer the “International Survey of Peer Leaders” with **Australia, Canada, New Zealand, South Africa**, and the **UK**
- 2015: **17 countries** send delegates to the 34<sup>th</sup> Annual Conference on The First-Year Experience
- 2015: Keynote address at the First National Conference on Prep Year in **Saudi Arabia**

# National FYE Center



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Conferences and Continuing Education | Research and Assessment | Publications

# Mission

“Building upon its history of excellence as the founder and leader of the first-year experience movement, the National Resource Center for The First-Year Experience and Students in Transition serves education professionals by supporting and advancing efforts to improve student learning and transitions into and through higher education.”

# Core Commitments

- **STUDENT TRANSITIONS** are critical junctures in the educational pipeline & unique opportunities for postsecondary student learning & development
- The Center advances & supports the **CONNECTION BETWEEN RESEARCH AND PRACTICE**
- **COLLABORATION** draws from the interdisciplinary nature of higher education, communicates a commitment to **INCLUSION**, and enhances the success of our efforts to support student transitions
- All educators are dedicated to **LIFELONG LEARNING** and engage in an ongoing process of inquiry, exploration, and discovery.

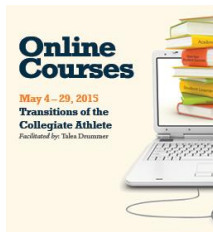
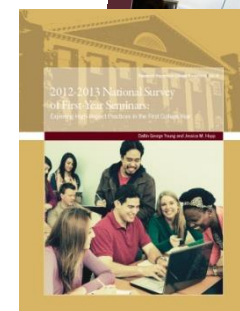
# Who Do We Serve?

- **Constituents/Clients:** Educators from all sectors of the institution and beyond
  - FYE is a very horizontal structure (*Keeling, 2007*)
  - Inclusive of external partners (parents, companies, other associations, policy makers)
- **Beneficiaries:** Students
- Ultimately, we are in service to the **national and international movement**

# Functional Areas

- Conferences & Continuing Education
- Publications
- Online Resources
- Research, Grants, and Assessment

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# What we provide

- Leadership
  - Responsiveness to a constituency
  - Charting a path (Thought Leader)
- Resources for decision making (practice and policy)
- A research agenda to inform practice and scholarship
- Connection and collaboration
- Advocacy
- Recognition

# What we DON'T provide

- Regulation, accountability, or accreditation
- A “one-size-fits-all” approach
- Endorsement
- Membership
- Limited provision of
  - Institutional-level support or evaluation
  - Consultancy
  - Financial support

# 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

# Directions for Future Research

1. Quality of data
2. Replicating findings
3. Expand the notion of diversity
4. Conditional effects
5. Systemic inquiry to higher education “myths”
6. Inquiry on previously ignored students & institutions
7. Information technology
8. Uncover the “why” of an intervention’s impact
9. Life after college
10. Revisit research literature for future directions

## How College Affects Students: Ten Directions for Future Research

Ernest T. Pascarella

*The research literature on how college affects students is expanding at an exponential rate. This paper identifies and discusses ten directions for future research on college impact that have the potential to enhance the quality and importance of the evidence produced.*

As a total body of evidence, research on college students is perhaps the single largest area of inquiry in the field of higher education. Over the past 50 years, thousands, perhaps even tens of thousands, of studies have been conducted with college student samples. Only a subset of this massive body of scholarship is actually concerned with estimating the net or unique impact of the postsecondary experience on students. This subset of studies is distinguishable from the larger body of research primarily by its specific concern with identifying causal linkages between various aspects of the postsecondary experience and different dimensions of student development (Pascarella & Terenzini, 1991, 2005).

Yet, even if one considers only the research on college impact on students, he or she confronts a huge and complex body of literature that is expanding at an accelerated rate. Based on the number of studies cited in the four most comprehensive reviews conducted to date (Bowen, 1977; Feldman & Newcomb, 1969; Pascarella & Terenzini, 1991, 2005), and allowing for some overlap, it would not be an exaggeration to estimate that somewhere between 6,000 and 7,000 studies of college impact have been conducted. This

estimate may actually be conservative in that it is nearly impossible for any review of such a large body of evidence to be absolutely encyclopedic. Thus, an unknown, though hopefully small, percentage of the evidence is likely to have been missed in existing reviews. Furthermore, the volume of research produced for any given time period is increasing at a dramatic rate. For example, the pioneering review of Feldman and Newcomb, published in 1969, reviewed approximately 1,500 studies covering a 40-year period. This translates into an average of roughly 375 studies per decade. Pascarella and Terenzini’s 1991 synthesis covered the 20 years of research after 1969 and reviewed about 2,600 studies—roughly 1,300 studies per decade; and the 2005 synthesis published by Pascarella and Terenzini reviewed approximately 2,400 studies produced primarily in a single decade, the 1990s.

Should this current trend of a dramatically increasing volume of research continue, and there is no obvious reason to suspect that it will not, we can anticipate that an enormous number of studies of college impact, perhaps 5,000 to 10,000, may be produced in the next 20 years. In short, the next two decades may be a time of unprecedented advances in our understanding of how college affects students. In this paper, I discuss a number of recommendations and directions for future inquiry on college impact that I believe have the potential to enhance the quality and importance of the evidence produced. These recommendations and directions deal with both the

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# FYE: Current Challenges & Looking Ahead

- Continuing to define and advance best practice
- 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)

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# Future Directions for Practice

- Attend to issues of quality
- Broaden reach
- Identify potential and emergent HIPs
- Effective “bundling” an sequence of HIPs
- Advance equity
- Greater impact on historically underserved students
- May be able to “compensate for shortcomings in academic preparation”
- Have the potential to shape campus culture

# Qualities of High-Impact Practice

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



# Questions & Comments



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