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FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION

UNIVERSITY OF SOUTH CAROLINA

The Trusted Expert and Internationally Recognized Leader
for all Postsecondary Student Transitions

Conferences and Continuing Education | Research and Assessment | Publications

Speak Up!
Using First-Year Assessment as a Platform for Change

Jennifer R. Keup, Director

@jrkeup; @nrcfyesit

2017 NACA® NATIONAL CONVENTION || BALTIMORE, MD

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

February 19, 3017
Baltimore, MD

www.sc.edu/fye

Session Learning Outcomes

As a result of this session, participants will be able to:

- Draw from national data and theory to describe trends related to the needs, characteristics, and developmental position of first-year students.

- Identify talent development models and approaches to guide first-year assessment strategies.

- Establish meaningful learning and development outcomes.

- Use assessment and data to impact decisions.

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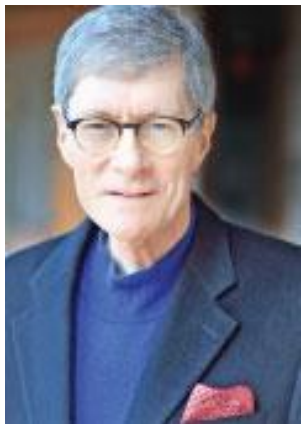FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA

Section 1:

INTRODUCTION: FYE & ASSESSMENT

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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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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."

ACHIEVING and SUSTAINING
INSTITUTIONAL
EXCELLENCE
for the FIRST YEAR OF COLLEGE

Betsy O. Barefoot
John N. Gardner
Marc Cutright
Libby V. Morris
Charles C. Schroeder
Stephen W. Schwartz
Michael J. Siegel
Randy L. Swing

Discussion

- Does campus activities have a shared definition of FYE?

- How do your current activities stand up to the criteria for FYE excellence?

- What can you do today that would help you advance your progress toward the criteria for FYE &HIP excellence?

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Section 2:

"MEETING THEM WHERE THEY ARE"

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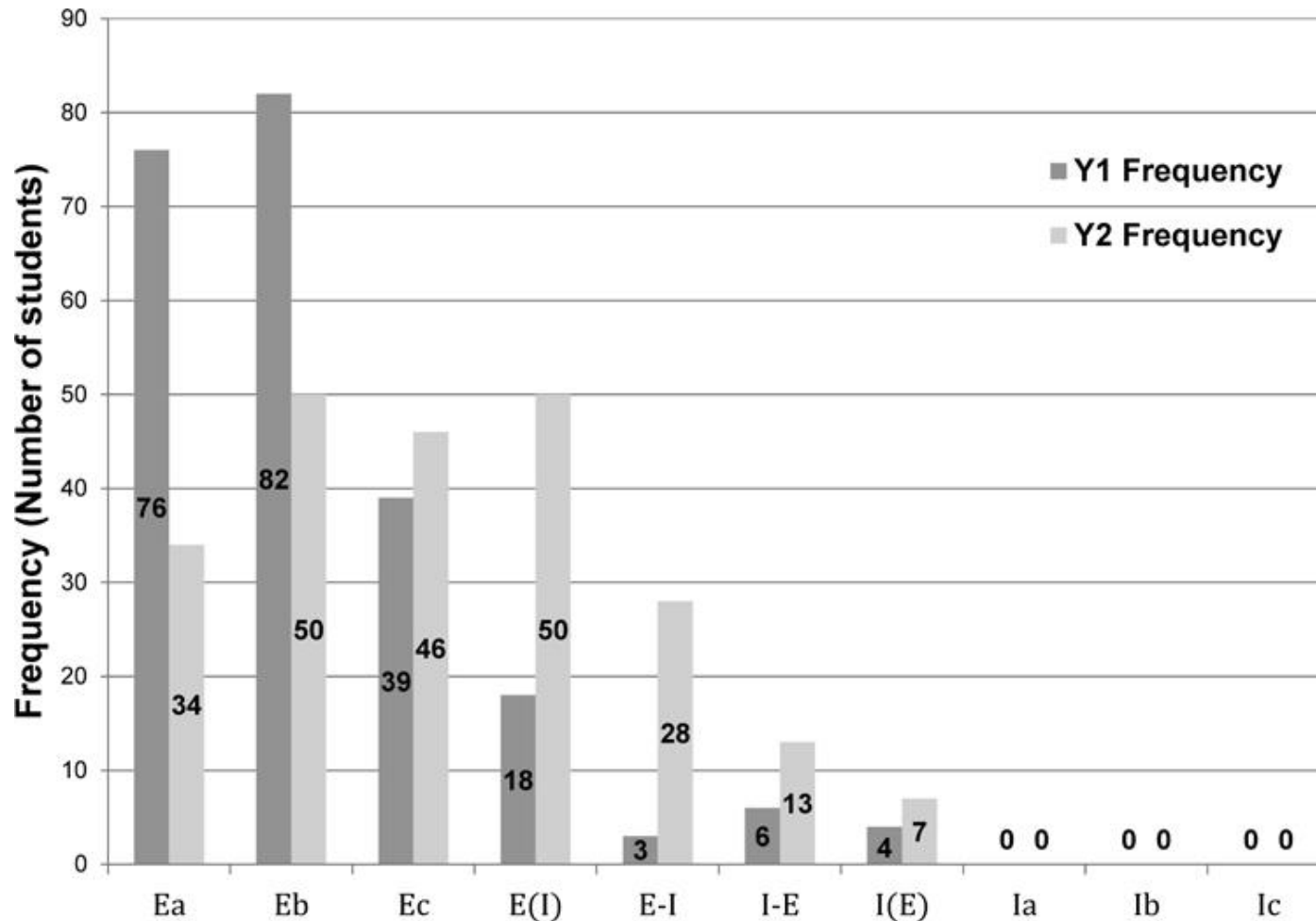FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
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Activity

What does "meeting students where they are" mean to you?

Nevitt Sanford
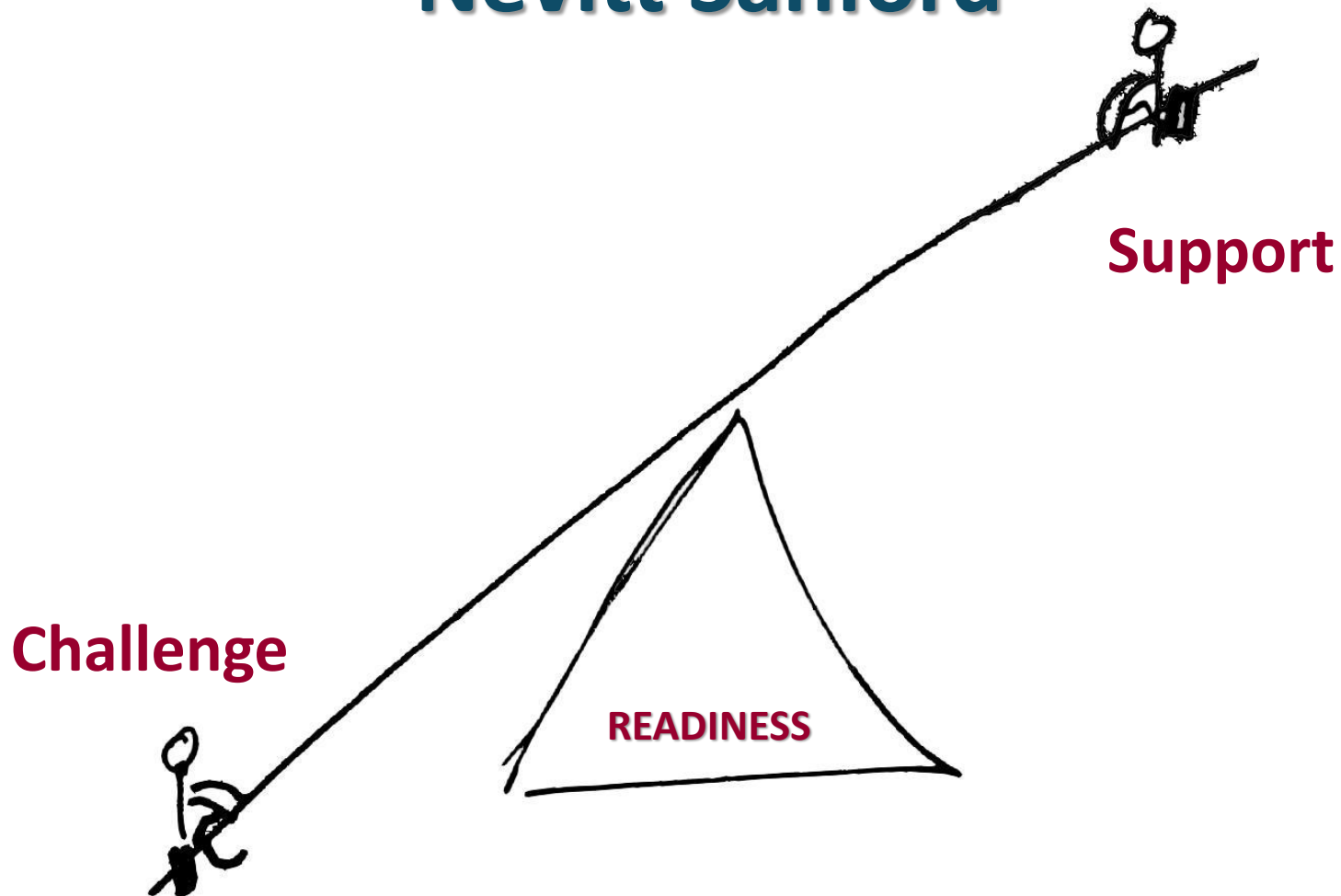
Support

Challenge

READINESS

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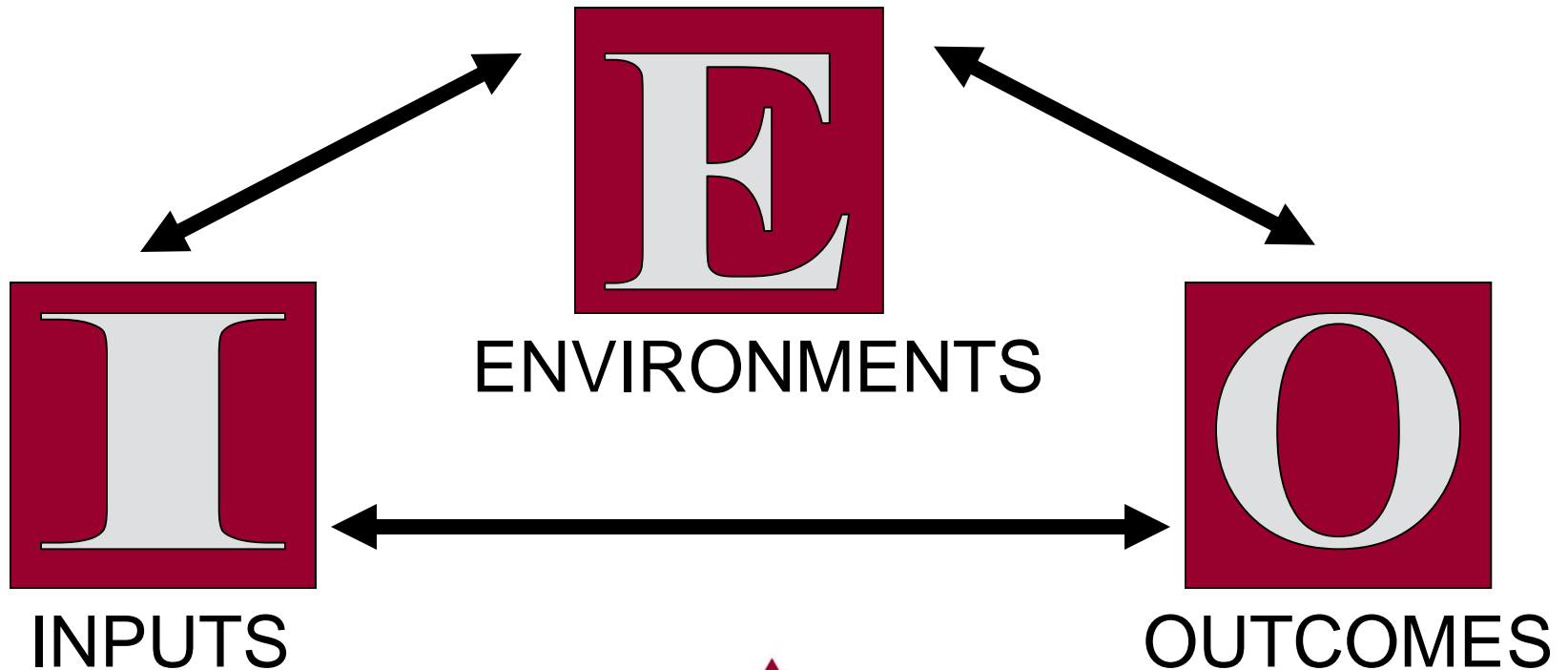
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First-Year Developmental Readiness

Source of identity and meaning-making:

Ea-External voice-unquestioning
Eb-External voice-low tension
Ec-External voice-high tension
E(I)-External with awareness of internal
E-I or I-E: Balanced
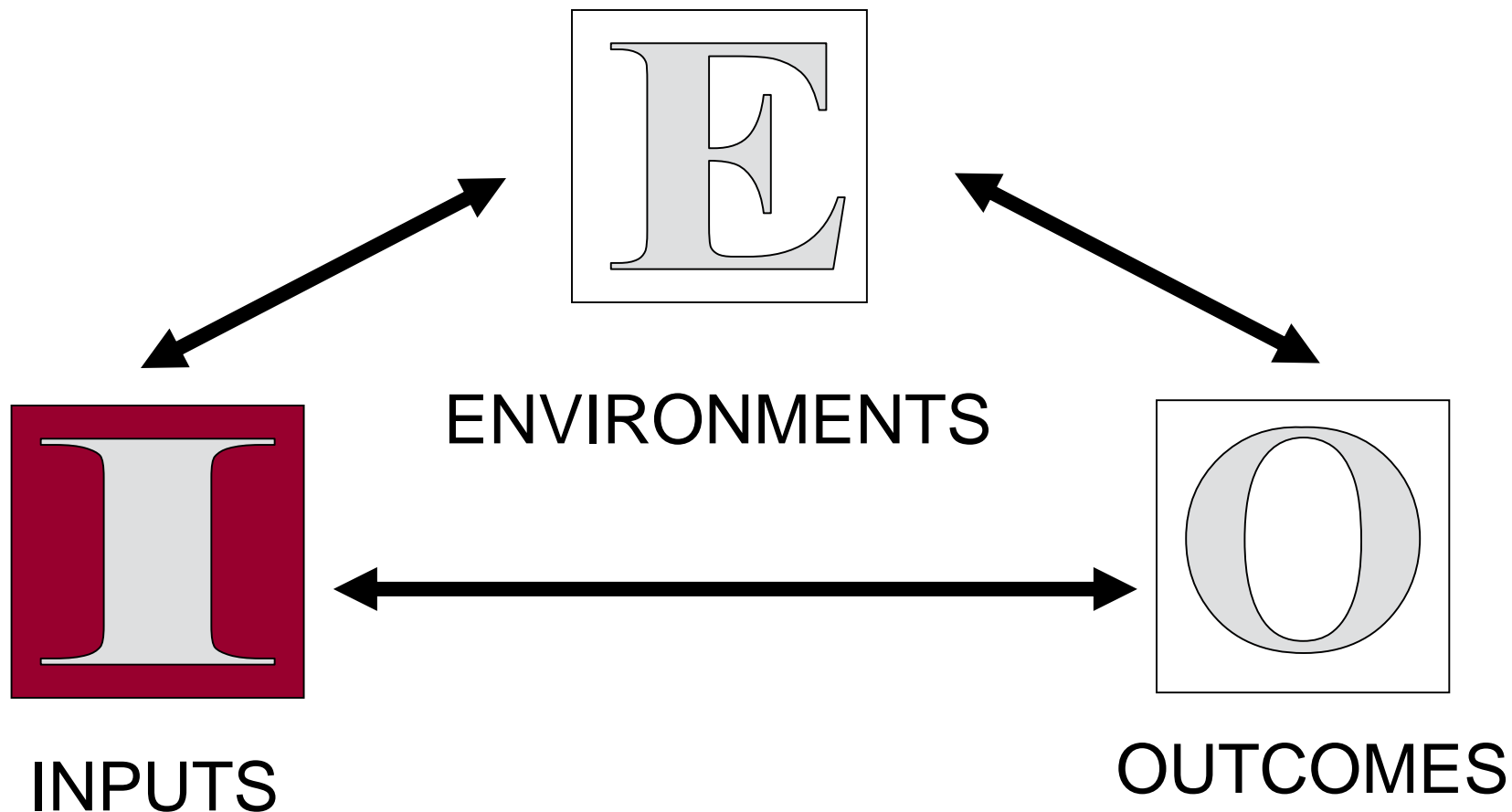I(E)-Internal with acknowledgement of external
I(a-c): External

Baxter-Magolda, M.B., King, P.M., Taylor, K.B., & Wakefield, K.M. (2012). Decreasing authority dependence during the first year of college. *Journal of College Student Development, 53*(3), 481-435.
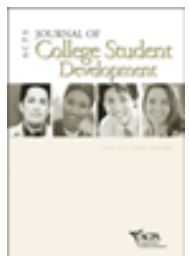
Theoretical Grounding:
Astin's I-E-O Model

E ENVIRONMENTS

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O OUTCOMES

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ENVIRONMENTS

INPUTS

OUTCOMES

Section 3:

WHO ARE OUR STUDENTS?

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WHAT ARE WORDS YOU WOULD USE TO DESCRIBE TODAY'S COLLEGE STUDENTS?

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- Optimistic
- Millennials
- High achieving
- Civic-minded
- Moral
- Tech-savvy
- Group-oriented

Obama's New Boss McCain vs. Brzezinski

TIME

THE
ME ME ME
GENERATION

Millennials are lazy, entitled narcissists who still live with their parents

Why they'll save us all

BY JOEL STEIN

- Followers
- Dependent
- Multicultural
- Collectivist
- Non-political
- Conformist
- Entitled
- Over-programmed

THE HUFFINGTON POST

"Millenials are lazy and self-absorbed, often found taking selfies, telling the world every detail of what they're doing and feelings, hyper-aware of Facebook 'likes', and piling up hashtags in tweets. In short, they're obsessed. With themselves.

At least that's how the stereotypes go; these behaviors have been detailed, chronicled, and parsed for accuracy across many marketing plans. **But we need to look beyond popular convention, and for this group that is no easy task. While brands and advertisers are racing to market to this particular generation, we have yet to truly look at the facts**." *September 30, 2013*

What Do We Really Know?

Changing Demographics

- **Fewer U.S. high school graduates overall**
- Non-traditional → **"new traditional"** (hidden minorities)
- **Women will outpace men** in enrollment, persistence, and educational aspirations
- Projection that 45% of the nation's **public HS graduates will be non-White** by 2019-20
- The % of K-12 students who **speak a language other than English at home** has increased over 10%-points in 25 years
- Projections show that **multiracial individuals** will comprise 21% of the population by 2050
- 40% of all undergrads in the US are from **low-income** families

What special populations of first-year students occupy your consciousness?

# Changing Transition Experiences

Changing Transition Experiences

- **Diverse interactions** and self-rated **diversity** skills are up among undergraduates

- Reasons for attending college have shifted from interest in the liberal arts, to financial concern, to **era of preparation**

- Receipt of **financial assistance, cost of college, and employment outcomes** are all of increasing importance in college choice models

- More students are **working during college**

- Self-rated **emotional and physical health are decreasing** and today's students report feeling overwhelmed

- Draw **most upon peer networks** followed by family; draw least upon faculty/staff

Food for Thought
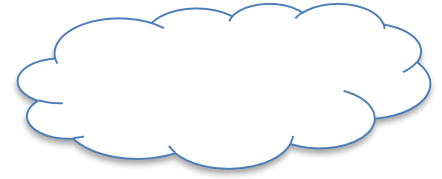
- Need to consider the sources of your information about first-year students
- Balance between acknowledging the individual student and forging a community culture
- Flexibility for personality profile of next generation
- Consider the measurement of progression (talent development model)
- **How does data lead to action?**

Discussion

- What are the sources of your information about your students? How reliable are these sources?

- Have you considered how student characteristics affect their engagement and learning during the undergraduate experience?

- If we are educating the "whole student" how do these factors affect the educational experience?

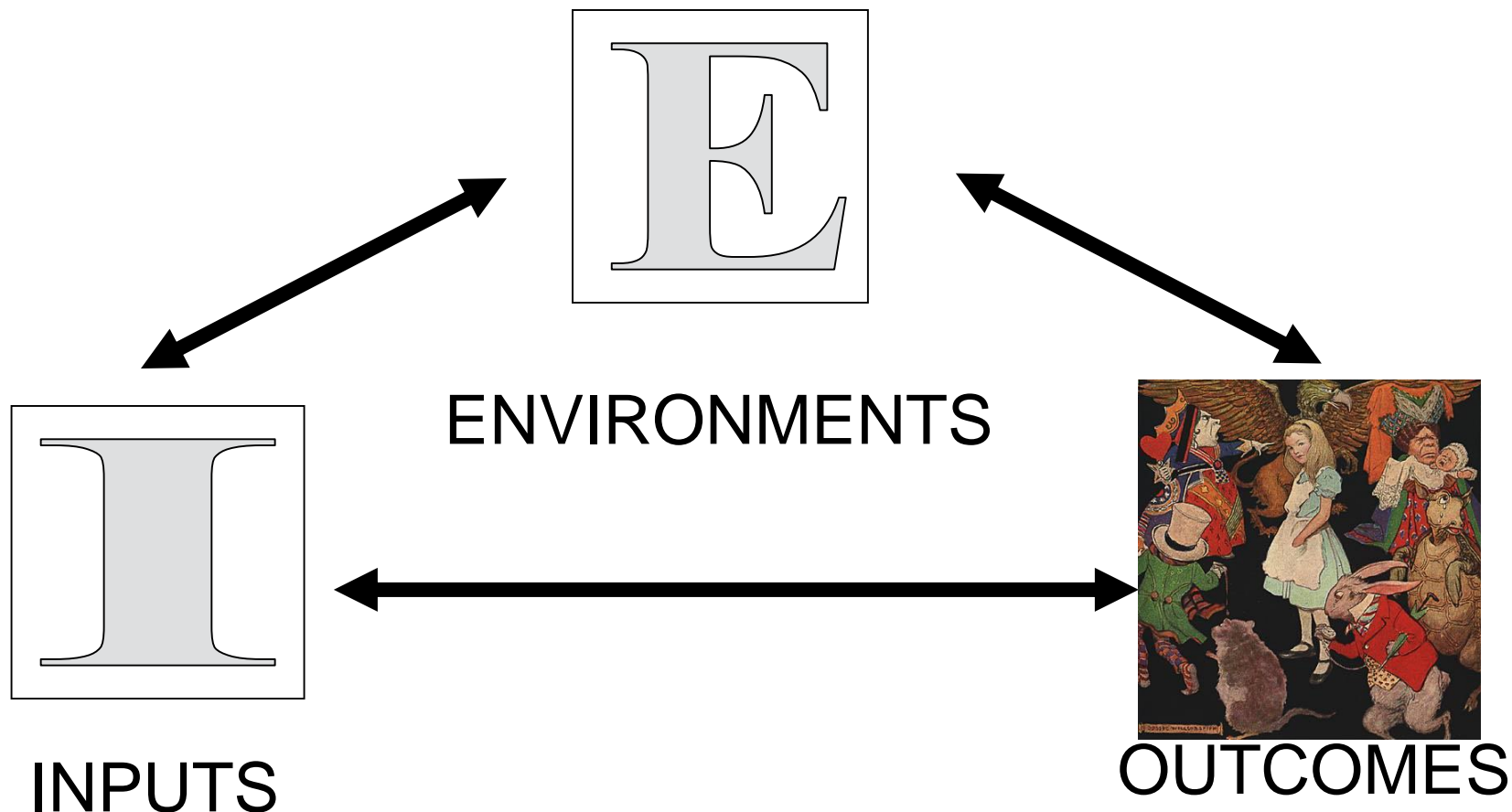- How do we take information about our students and make it actionable?
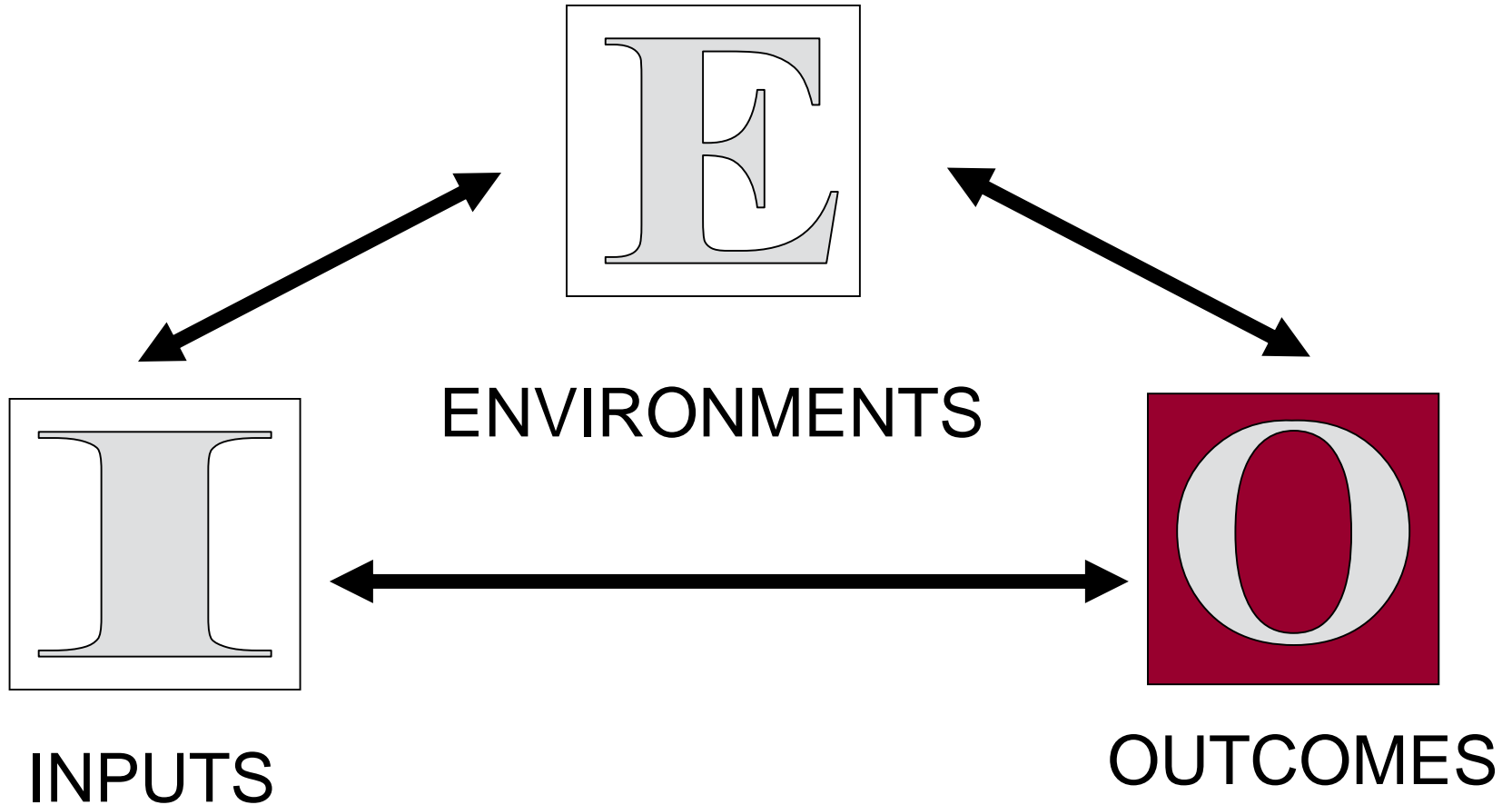
ENVIRONMENTS

INPUTS

OUTCOMES

Section 4:

READINESS FOR WHAT? OUTCOMES

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ENVIRONMENTS

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Section 4:

READINESS FOR WHAT? OUTCOMES

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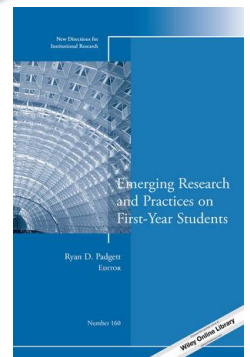UNIVERSITY OF SOUTH CAROLINA

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Consideration of Assessment

"**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, 2014)

Common Goals 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

Thriving or Surviving?

Beyond Transactional Metrics

"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)

What **SHOULD** be Measured?

How would you know you were a "successful" if your institution had 100% retention?

What if all your students were <u>also</u> completely satisfied and guaranteed jobs upon graduation?
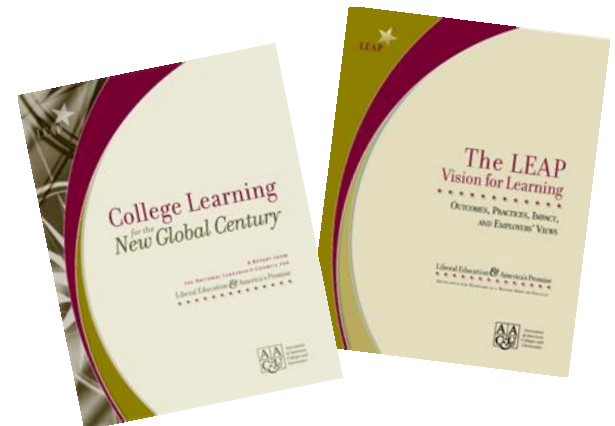
21ˢᵗ Century Learning Outcomes

- Knowledge of human cultures and the physical and natural world

- Intellectual and practical skills

- Personal and social responsibility

- Integrative learning

A|A
C|U
Association of American Colleges and Universities

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College Learning for the New Global Century

The LEAP Vision for Learning
OUTCOMES, PRACTICES, IMPACT, AND EMPLOYERS' VIEWS

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Employment Metacompetencies

- Multicultural competence
- Civic engagement/development as citizens
- Ability to identify, seek, and utilize organizational resources and student programs
- Leadership skills
- Moral and ethical development
- Project management
- Information literacy
- Quantitative literacy

Domains for FYE Outcomes

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

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 w/student experience
- Interpersonal skills
  - Conflict resolution
  - Written & oral communication skills
  - Develop social support network
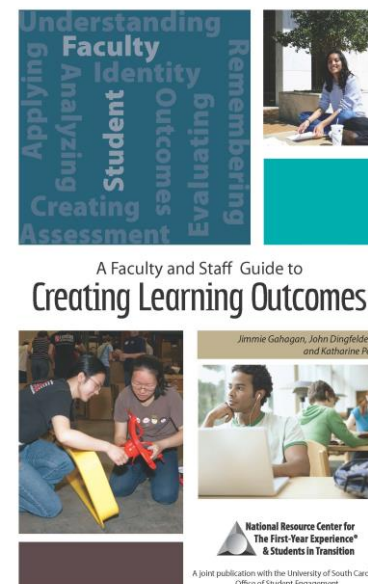 - Multicultural competence

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
  - Creation of new knowledge
  - Providing direction through interpersonal persuasion
  - Integration of ideas & 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

Characteristics of Outcomes

- Express what the student will be able to know or do
- Focuses on product rather than process
- Must be <u>MEASURABLE</u>
- Detailed and specific
- Include action verbs
- Developmentally appropriate
- Manageable
- Meaningful
- Balance achievable with aspirational

A Faculty and Staff Guide to
Creating Learning Outcomes

Jimmie Gahagan, John Dingfelder, and Katharine Pei

National Resource Center for
The First-Year Experience®
& Students in Transition

A joint publication with the University of South Carolina
Office of Student Engagement

Steps to Creating a Learning Outcome

1. Determine the purpose of the program, event, or initiative

2. Reflect on your target population and your venue

3. Decided what kind of knowledge you want the student to gain

4. Decide on the level of cognitive process

5. Write the outcome, with subject, object, and verb

6. Evaluate the outcome:

    *   Is it measureable?

    *   Is it meaningful?

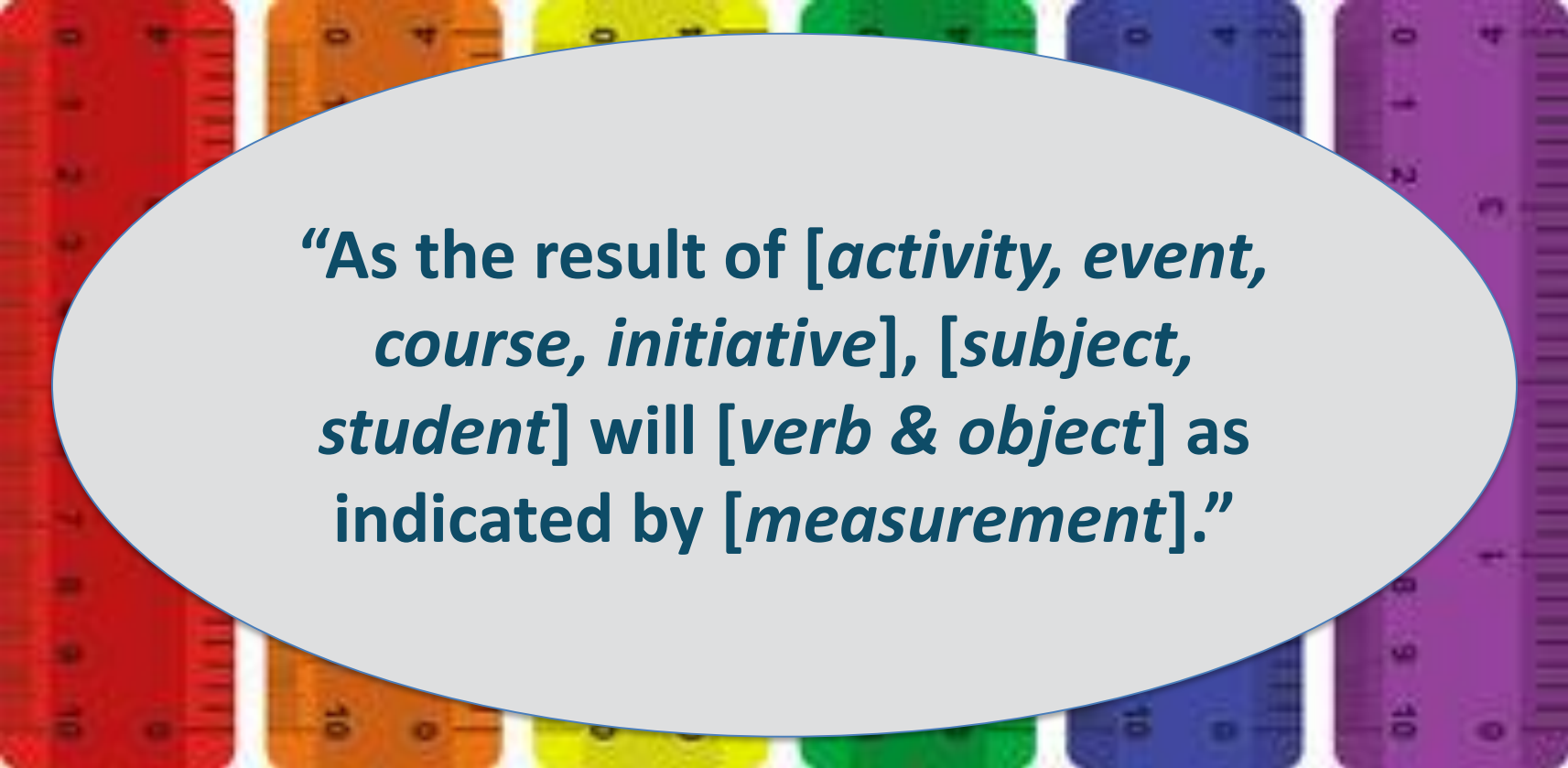   *   Is it manageable?

    *   Etc.

Activity: Write a Learning Outcome
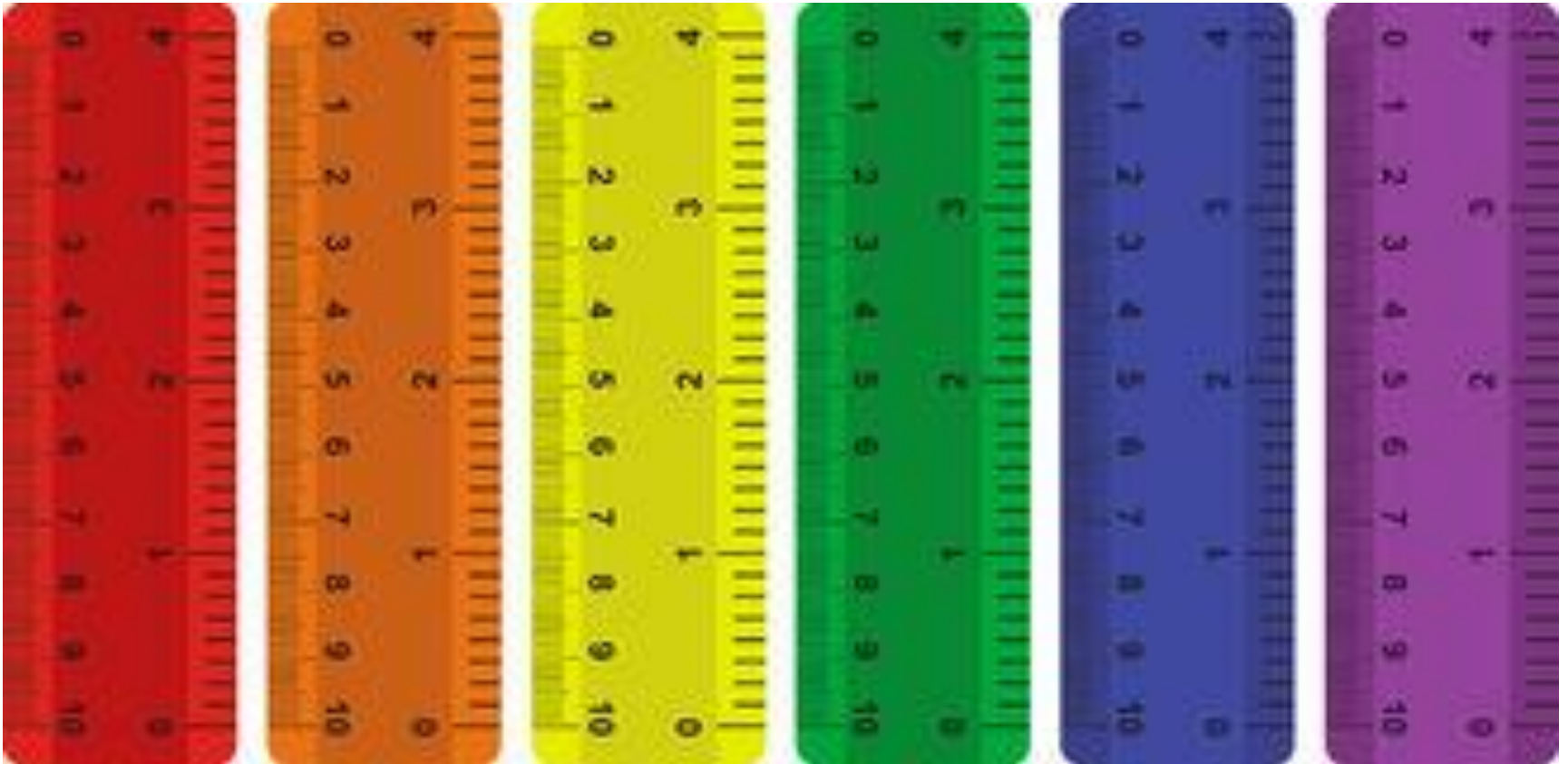
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Activity: Write a Learning Outcome

"As the result of [*activity, event, course, initiative*], [*subject, student*] will [*verb & object*] as indicated by [*measurement*]."

ENVIRONMENTS

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OUTCOMES

Section 5:

CAMPUS ACTIVITIES AS HIPS

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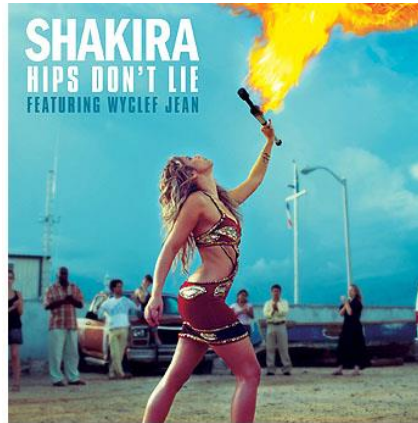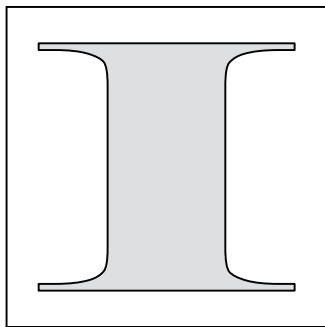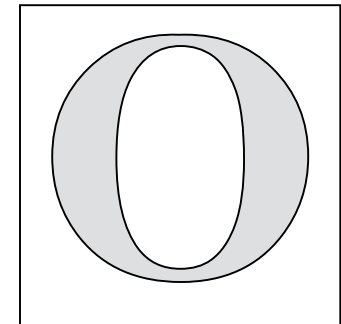UNIVERSITY OF SOUTH CAROLINA

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"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

High-Impact Educational Practices

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.

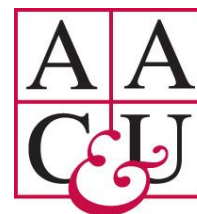## Service Learning, Community-Based Learning

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.

LEAP

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High-Impact Educational Practices
WHAT THEY ARE, WHO HAS ACCESS TO THEM, AND WHY THEY MATTER

Five High-Impact PRACTICES

Ensuring Quality & Taking High-Impact Practices to Scale

"So, today when I am asked, what one thing can we do to enhance student engagement and increase student success? I now have an answer: make it possible for every student to participate in *at least two high-impact activities* during his or her undergraduate program, one in the first year, and one taken later."
(Kuh, 2008)

Consider Adaptability of HIPs

"[*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 in Brownell & Swaner, 2010

Characteristics of HIPs

- 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
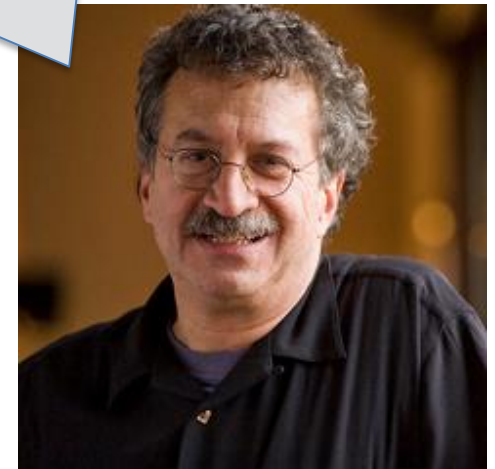- Demands reflection and integrated learning
- Accountability

LEAP

Ensuring Quality &
Taking High-Impact
Practices to Scale

* * * * * * * * * * * * *

AAC&U

High-Impact Practices

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

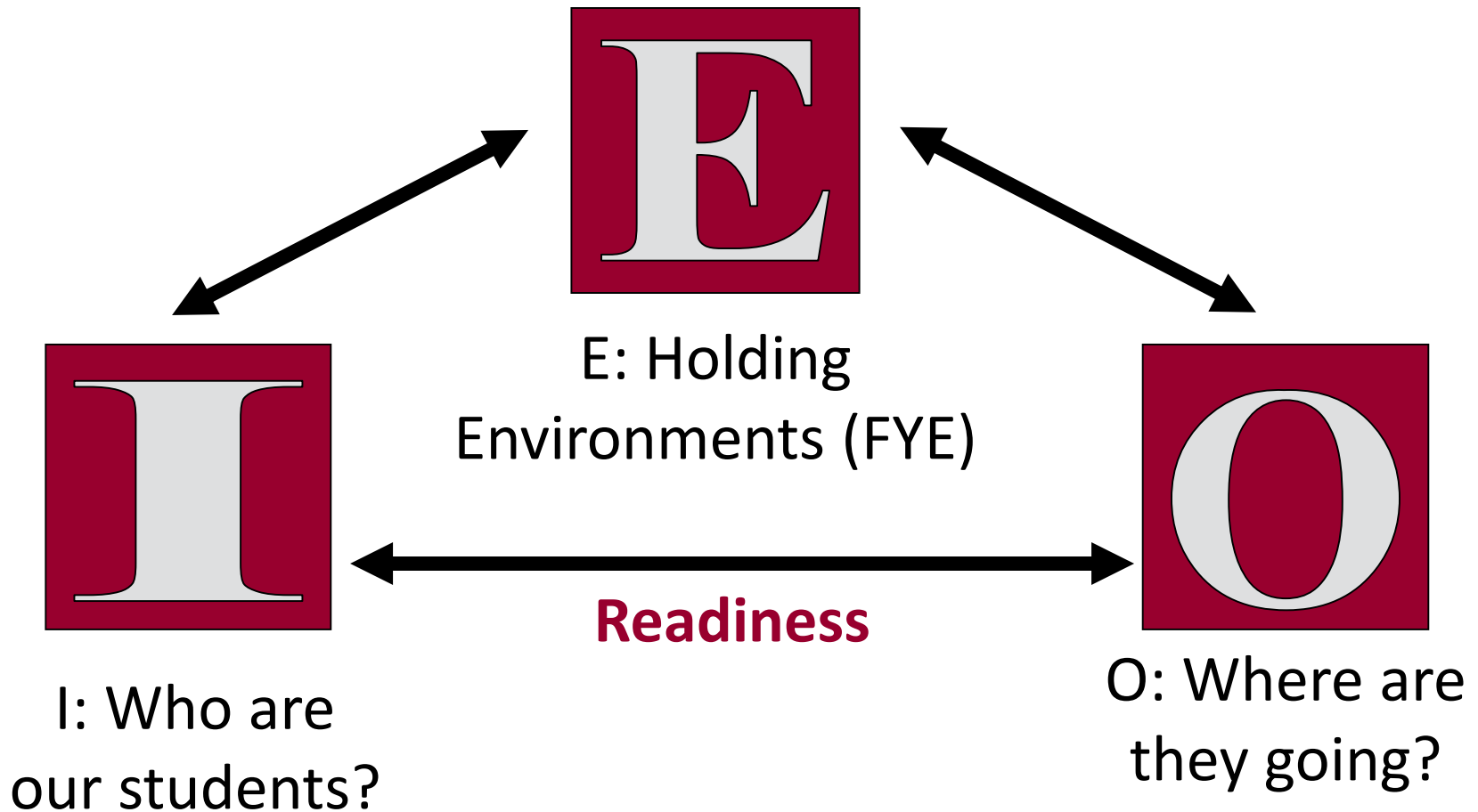"The 'holding environment' has two functions: supporting individuals in their current stage of development and encouraging movement to the next evolutionary truce. [*It is*] an 'evolutionary bridge' a context for crossing over from one order of consciousness to the next, more developed order." *(Kegan, 1994)*

E

E: Holding
Environments (FYE)

I

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Readiness

I: Who are
our students?

O: Where are
they going?

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Thought is action in rehearsal.
Sigmund Freud

Section 5:

CONCLUSIONS & TAKEAWAYS

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Parting Thoughts

As a re... this ...**able to:**

- Draw fr... ...ribe
- Ident... ...es
- Establish ... ...n ... dev... ent outcome...
- Use assessment a... data to im...act decisions.

The intersection of FYE/Campus Activities, assessment, & readiness has enormous potential for student development, learning, transition, and success.

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