



NATIONAL RESOURCE CENTER

FIRST-YEAR EXPERIENCE® AND
STUDENTS IN TRANSITION

UNIVERSITY OF SOUTH CAROLINA

New Trends and Issues in the Field of Student Transitions

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Grants**





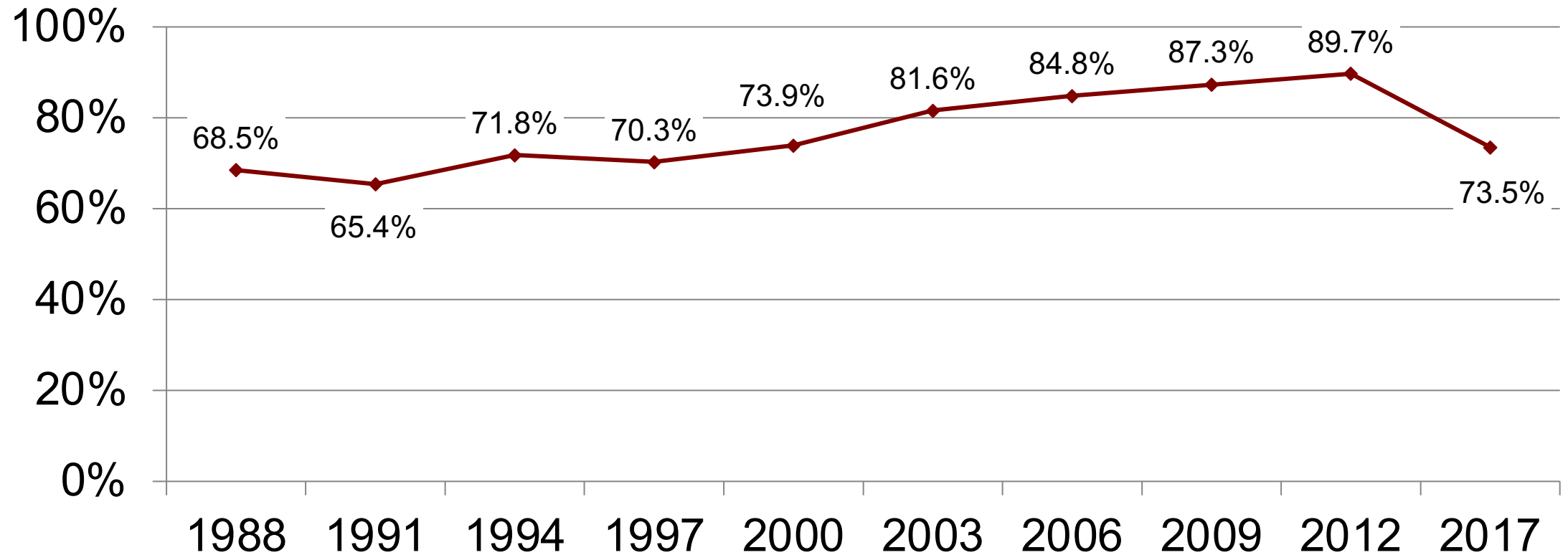
College Student Transitions



Shifts in the First-Year Seminar

First-Year Seminar Prevalence

Institutions Offering a First-Year Seminar





First-Year Seminars

- Previous overestimation from self-selection?
- Actual drop in prevalence?
- Probably a little of the former, mostly the latter
 - Analyses point to a drop in prevalence of about 10 percentage points

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.

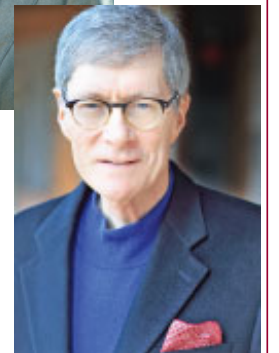
Creating a “Constellation” of Student Success Programs



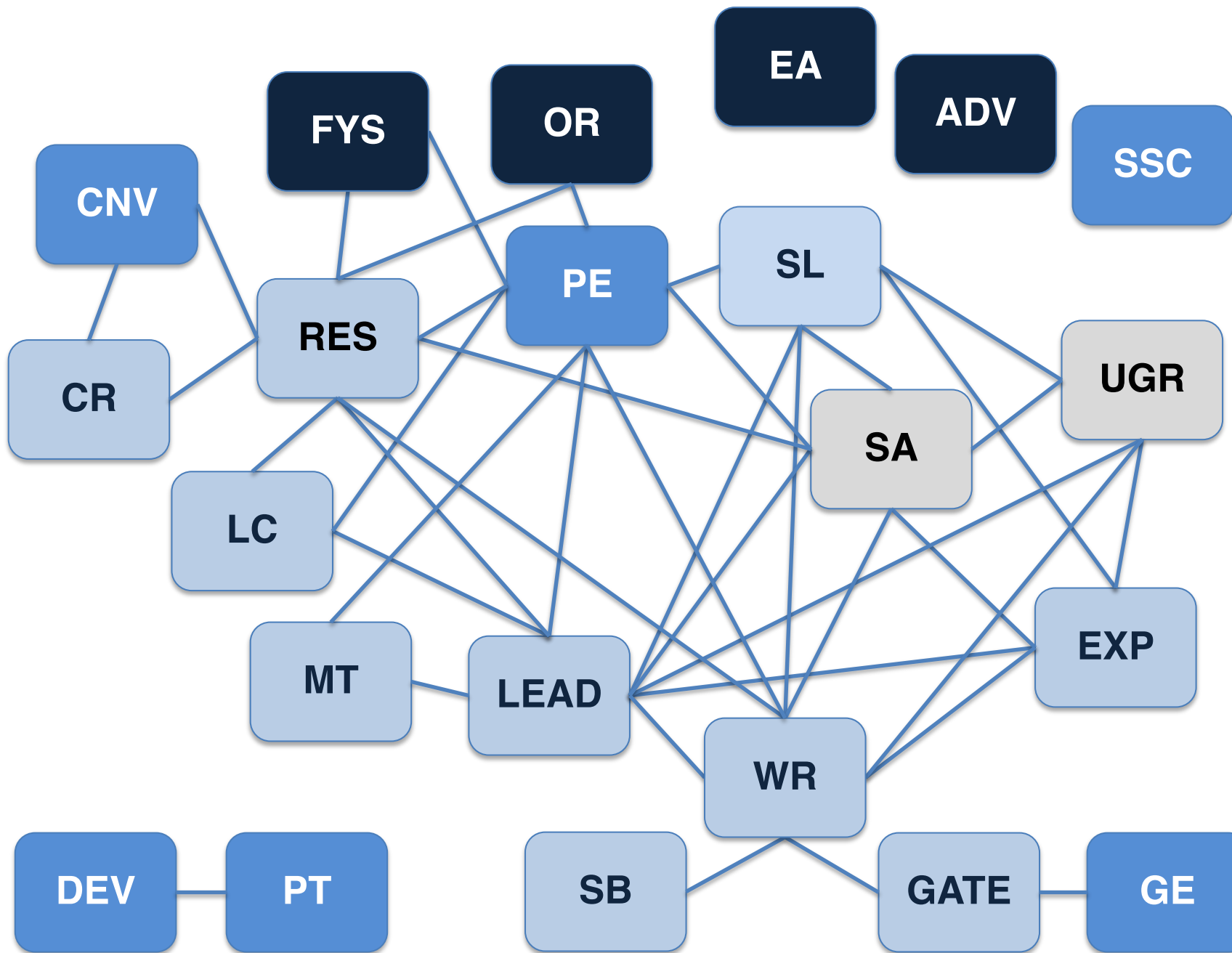
Coordination of FYE Programs

“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 = $> 70\%$

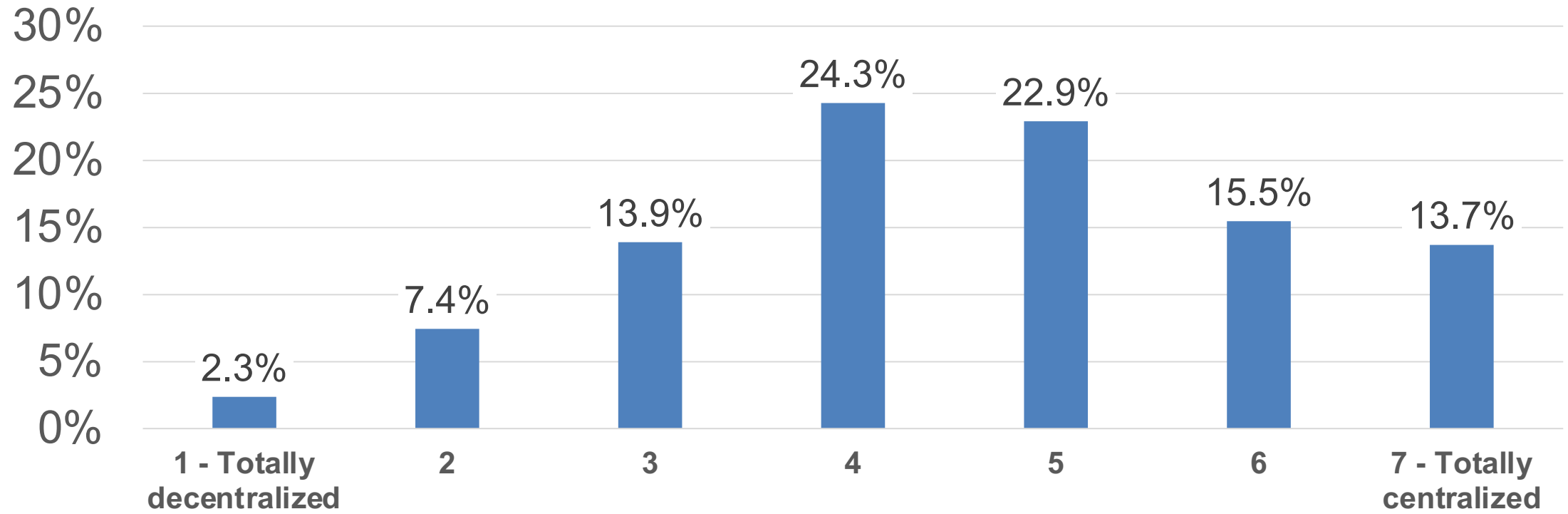
Royal Blue = 50-69%

Light Blue = 30-49%

Gray = $< 30\%$

Coordination of FYE Programs

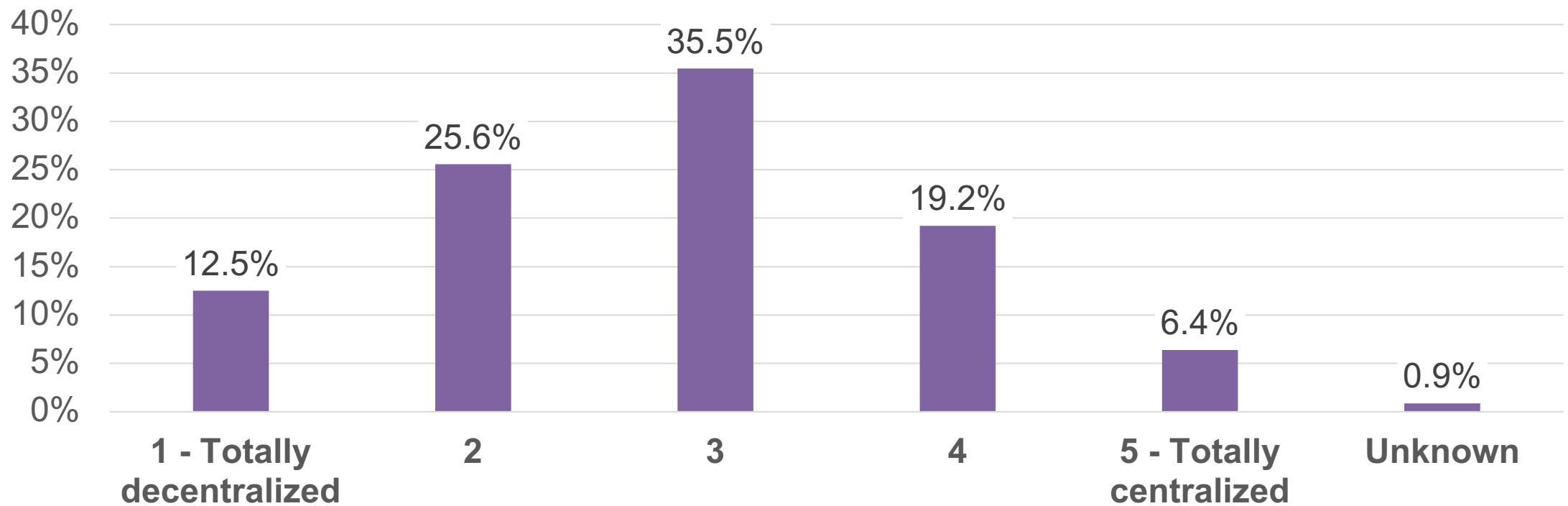
How Coordinated are first-year programs on your campus?



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Coordination of Soph Programs

On your campus, how coordinated are sophomore-year initiatives?



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%



Council for the
Advancement of
Standards in Higher Education

First-Year Experience

Cross-Functional Framework
2018

Produced by CAS, in partnership with National Resource Center. Lays out standards, guidelines, and enhanced practices for campus-wide team efforts to support first-year student success.

Available for purchase at https://www.cas.edu/store_product.asp?prodid=153

Framework Authors

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

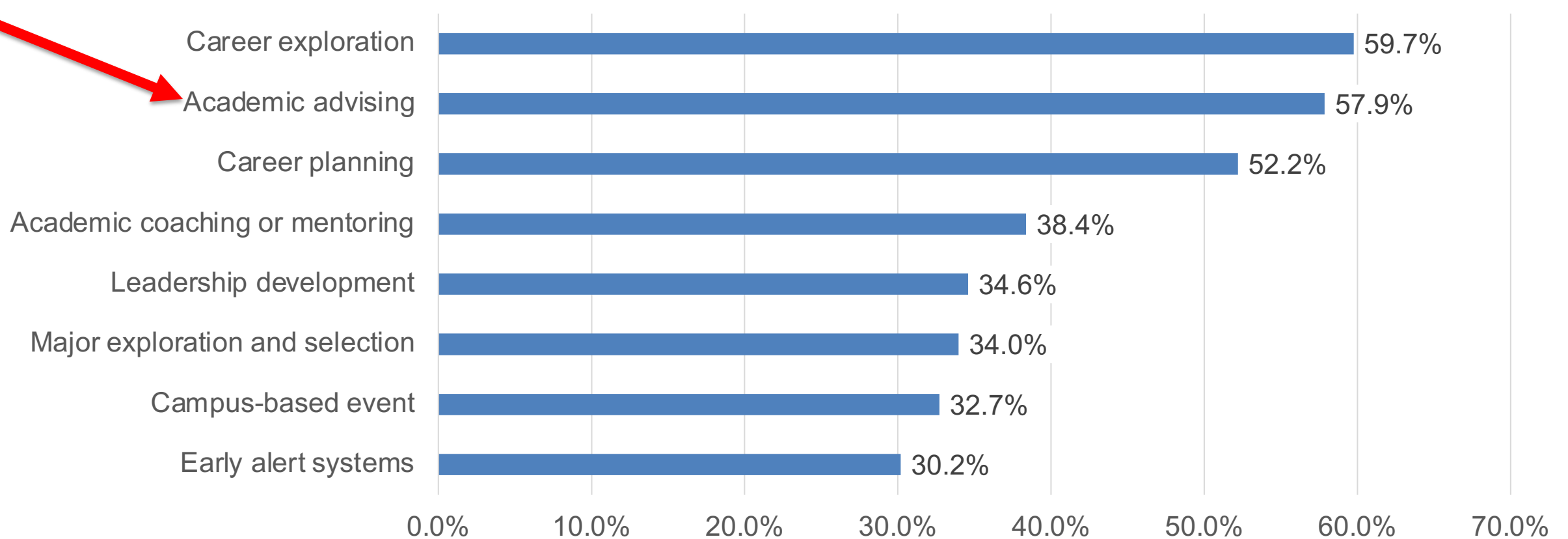
A woman with curly hair, wearing a light blue blazer over a blue top, is sitting at a desk and talking to a student. The student is seen from the back, wearing a white sweater. The background shows a window with a view of trees and a plant on the desk.

Importance of Advising in Student Support

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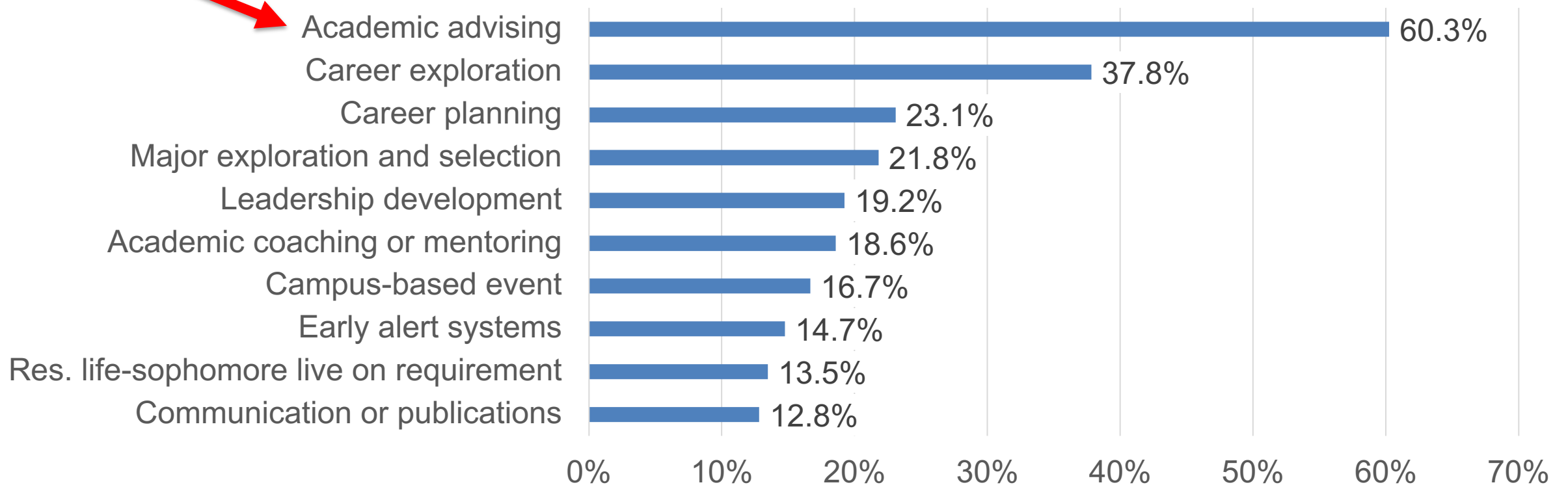
Prevalence of Advising as a Sophomore-Year Initiative

Institutional Initiatives on Sophomores



Advising - Key Tool for Meeting Sophomore Objectives

Sophomore Initiatives Used to Reach Campuswide Objectives for Sophomores



Sustained Support



Sustained Support: Objectives

Sources for the table include the following:

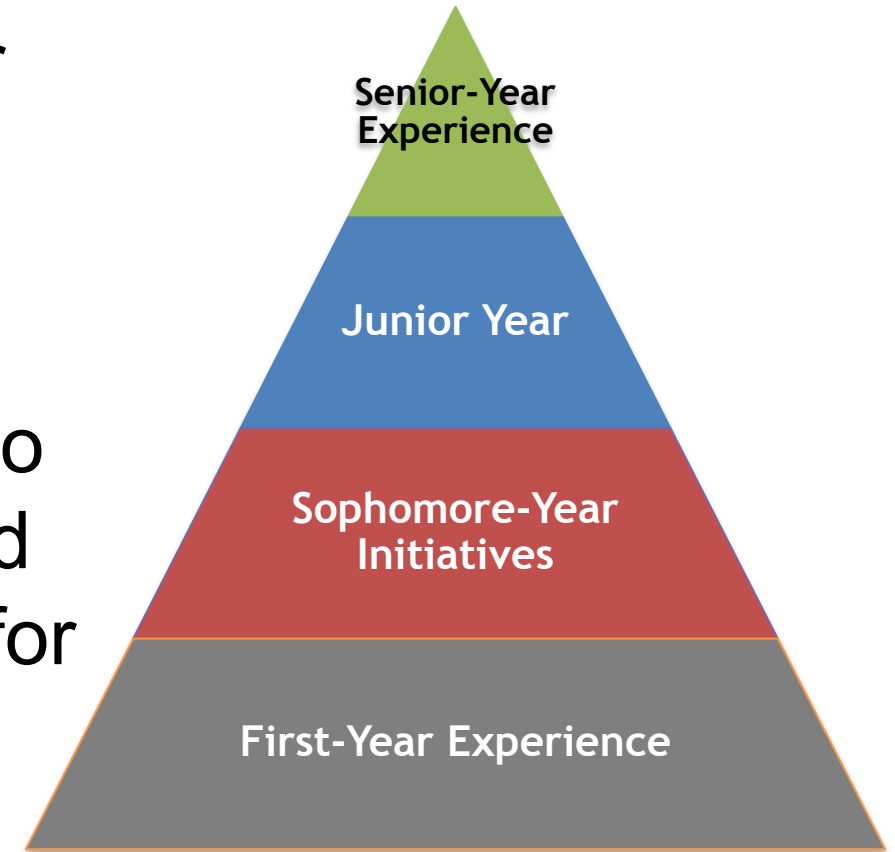
National Resource Center for The First-Year Experience & Students in Transition (2019), 2017 National Survey on the First-Year Experience
Young et al. (2015), 2014 National Survey of Sophomore-Year Initiatives
Young, Chung, Hoffman, and Bronkema (2017), 2016 National Survey of Senior Capstone Experiences.

Institutional Objectives Across the Undergraduate Experience

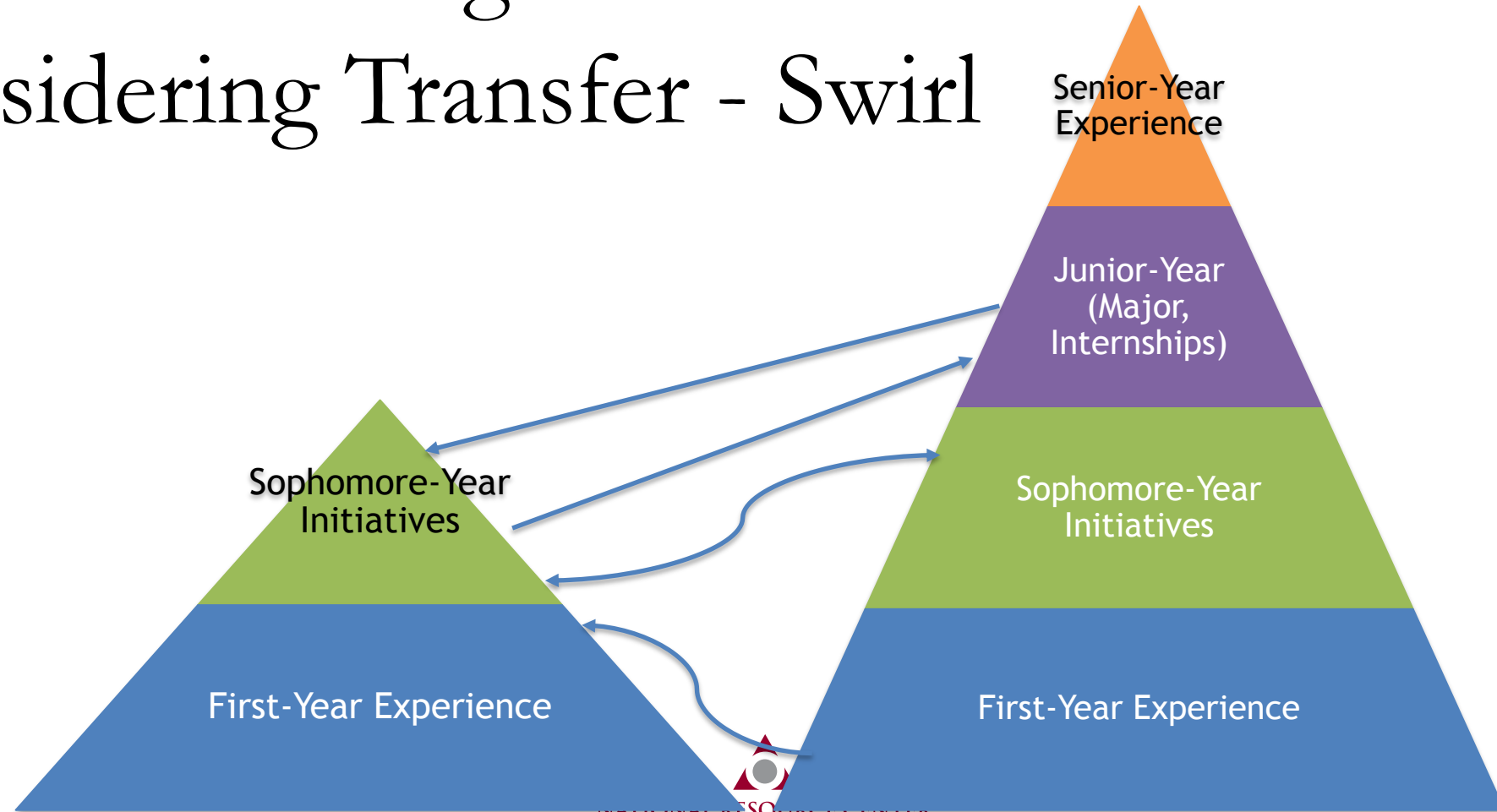
Rank	First year (2017 NSFYE)	Sophomore Year (2014 NSSYI)	Senior Year (2016 NSSCE)
1	Academic success strategies (80.4%)	Retention (62.0%)	Career preparation (71.2%)
2	Academic planning/major exploration (75.8%)	Career exploration (53.8%)	Employment or job placement (62.6%)
3	Knowledge of institution/campus resources (75.6%)	Career preparation (45.1%)	Graduation (61.3%)
4	Connection with the institution or campus (75.0%)	Academic assistance (44.9%)	Graduate/professional school enrollment (50.5%)
5	Introduction to college-level academic expectations (69.8%)	Selection of a major (44.9%)	Critical-thinking skills (43.3%)
6	Retention or second-year return rate (62.8%)	Leadership opportunities (43.7%)	Preparation for graduate school (39.7%)
7	Common first-year experience (61.6%)	Student engagement (43.0%)	Writing skills (37.0%)
8	Student–faculty interaction (61.1%)	Connection with the institution (34.4%)	Alumni/ae support (36.4%)
9	Career exploration and/or preparation (56.8%)	Academic skills (31.8%)	Leadership development (35.1%)
10	Writing skills (51.4%)	Graduation rates (30.9%)	Student satisfaction (34.8%)

Vertical Alignment for Sustained Support

What students learn in one lesson or course prepares them for the next lesson or course. Educational experiences are purposefully structured and logically sequenced so that students gain the knowledge and skills to progressively prepare them for more challenging, higher-level work.



Vertical Alignment: Considering Transfer - Swirl



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Transition: It's about Participation and Community

Thinking about Transitions



Orientation



First-Year Seminars



General Education



Academic Advising

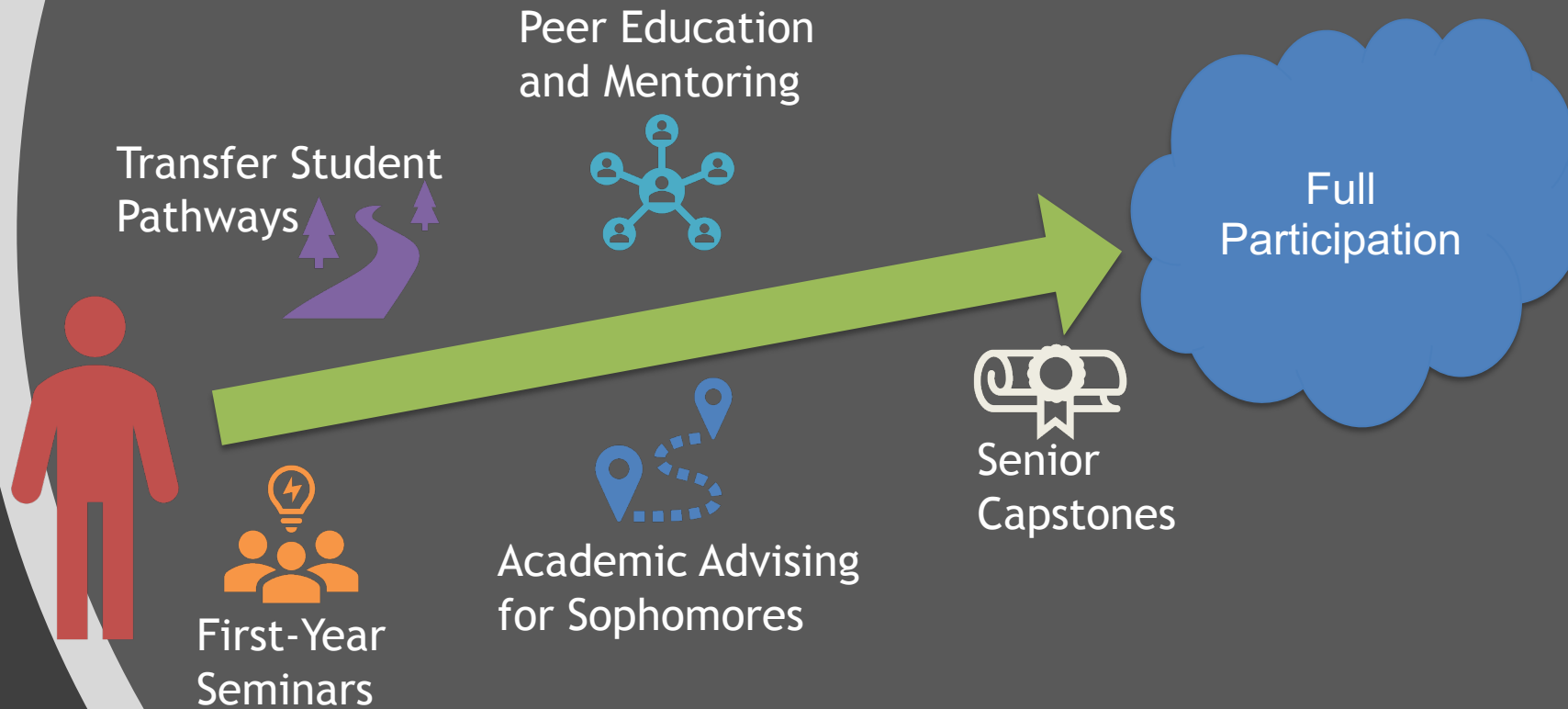


Peer Education

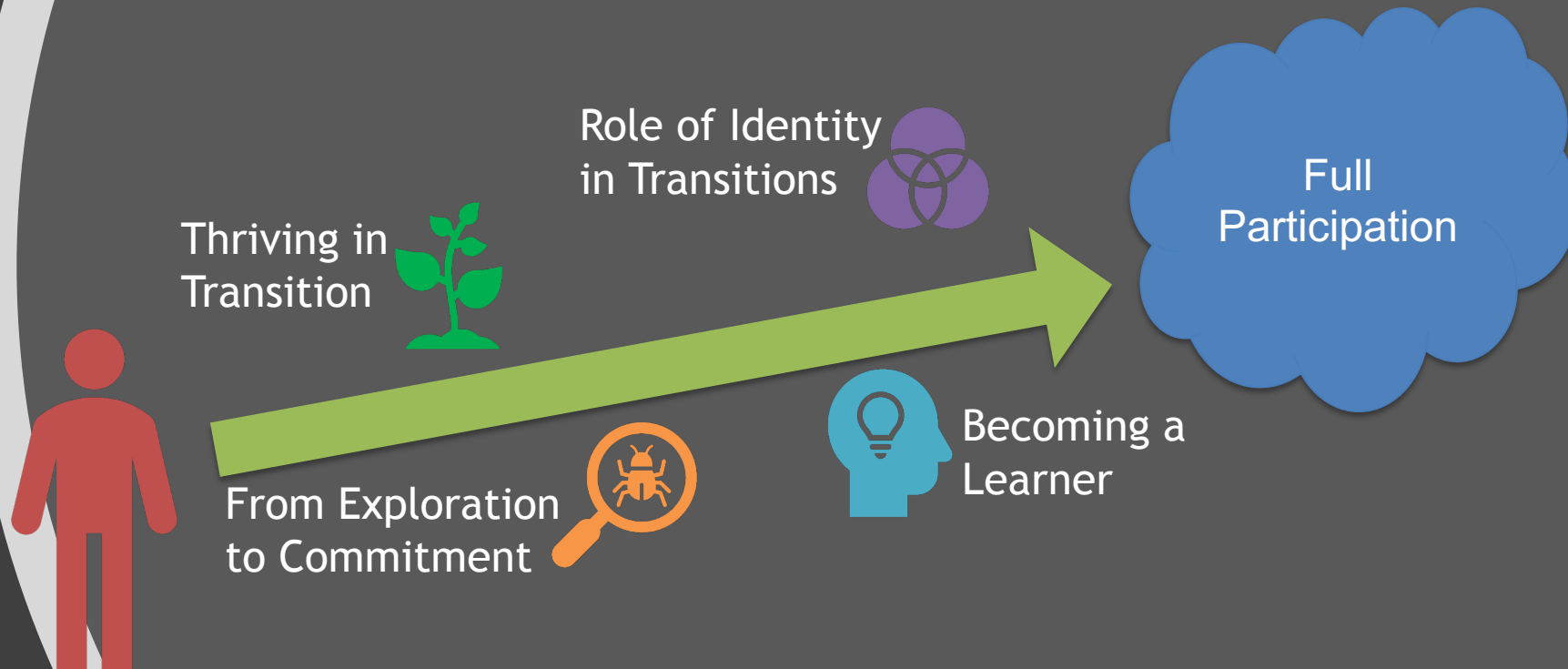
Concerned higher education professionals do many things to help students more fully participate in this new academic community



Supporting Transitions



The Process of Transition



Other perspectives help illuminate Students in Transition

Future Center Research

- National Survey on Transfer Student Experiences (2021)
- Peer Leadership
- National Survey on The First-Year Experience (2022)
- Role of Advising in Holistic Support of Student Success
- Bite-sized Research Reports - “Lunchable Research”

For More Information

Visit www.sc.edu/fye

