New Trends and Issues in the Field of Student Transitions

Dallin George Young
Assistant Director for Research and Grants
College Student Transitions
Shifts in the First-Year Seminar
First-Year Seminar Prevalence

Insitutions Offering a First-Year Seminar

- 1988: 65.4%
- 1991: 68.5%
- 1994: 71.8%
- 1997: 70.3%
- 2000: 73.9%
- 2003: 81.6%
- 2006: 84.8%
- 2009: 87.3%
- 2012: 89.7%
- 2017: 73.5%
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
<table>
<thead>
<tr>
<th>Most Common FYE Programs/Initiatives</th>
<th>Freq.</th>
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<tr>
<td>First-year academic advising (ADV)</td>
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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?

1 - Totally decentralized  2  3  4  5  6  7 - Totally centralized

2.3%  7.4%  13.9%  24.3%  22.9%  15.5%  13.7%
Coordination of Soph Programs

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

- 1 - Totally decentralized: 12.5%
- 2: 25.6%
- 3: 35.5%
- 4: 19.2%
- 5 - Totally centralized: 6.4%
- Unknown: 0.9%
## Coordination of FYE Programs

Does your institution have any of the following formal organizational structures to coordinate the first-year experience?

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<th>Structure</th>
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<td>First-year program office</td>
<td>164</td>
<td>40.0%</td>
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<tr>
<td>Cross-functional first-year team (e.g., team inclusive of curriculum and co-curriculum)</td>
<td>159</td>
<td>38.8%</td>
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<tr>
<td>First-year program committee, task force, or advisory board</td>
<td>158</td>
<td>38.5%</td>
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<tr>
<td>Other campuswide FYE coordination</td>
<td>127</td>
<td>31.0%</td>
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<tr>
<td>First-year curriculum committee</td>
<td>62</td>
<td>15.1%</td>
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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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Jennifer R. Keup, Executive Director
National Resource Center for The First-Year Experience and Students in Transition
Importance of Advising in Student Support
### Most Common FYE Programs/Initiatives

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Prevalence of Advising as a Sophomore-Year Initiative

Institutional Initiatives on Sophomores

- Career exploration: 59.7%
- Academic advising: 57.9%
- Career planning: 52.2%
- Academic coaching or mentoring: 38.4%
- Leadership development: 34.6%
- Major exploration and selection: 34.0%
- Campus-based event: 32.7%
- Early alert systems: 30.2%
Advising - Key Tool for Meeting Sophomore Objectives

Sophomore Initiatives Used to Reach Campuswide Objectives for Sophomores

- Academic advising: 60.3%
- Career exploration: 37.8%
- Career planning: 23.1%
- Major exploration and selection: 21.8%
- Leadership development: 19.2%
- Academic coaching or mentoring: 18.6%
- Campus-based event: 16.7%
- Early alert systems: 14.7%
- Res. life-sophomore live on requirement: 13.5%
- Communication or publications: 12.8%
Sustained Support
Sources for the table include the following:
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

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

- Senior-Year Experience
- Junior-Year (Major, Internships)
- Sophomore-Year Initiatives
- First-Year Experience

- Sophomore-Year Initiatives
- First-Year Experience

- First-Year Experience
Transition: It’s about Participation and Community
Thinking about Transitions

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

- Orientation
- First-Year Seminars
- General Education
- Academic Advising
- Peer Education
Supporting Transitions

- Transfer Student Pathways
- First-Year Seminars
- Peer Education and Mentoring
- Academic Advising for Sophomores
- Senior Capstones

Full Participation
The Process of Transition

Other perspectives help illuminate Students in Transition

- Thriving in Transition
- From Exploration to Commitment
- Role of Identity in Transitions
- Becoming a Learner
- Full Participation
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”
Upcoming Events

• Online Courses:
  – Proving and Improving: Foundations of First-Year Assessment (4/26-5/21)
  – Understanding and Supporting Student Transfer Success (6/7-7/2)
  – Creating a Comprehensive, Connected, and Coordinated First-Year Experience (7/5-7/30)

• Conferences
  – National Conference on Students in Transition
    • Jacksonville, FL, October 2-4 2021
  – Annual Conference on the First-Year Experience
    • Orlando, FL, February 12-15, 2022
Recent Publications

• Thriving in Transitions: A Research-Based Approach to College Student Success (2nd ed.)
  – Laurie A. Schreiner, Michelle C. Louis and Denise D. Nelson

• Supporting Success for LGBTQ+ Students: Tools for Inclusive Campus Practice
  – Cindy Ann Kilgo

• Promoting Belonging, Growth Mindset, and Resilience to Foster Student Success
  – Amy Baldwin, Bryce Bunting, Doug Daugherty, Latoya Lewis and Tim Steenbergh
For More Information

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