

# NISTS 2021

## NOT-SO-SECRET TRANSFER AGENTS FEBRUARY 23-25, 2021 | VIRTUAL CONFERENCE

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*Educational Partner*

### **New Trends and Issues in the Field of Student Transitions**

Partnerships and Collaboration, Transition Programs and Services

This presentation will draw from data generated by the National Resource Center's national surveys examining educational initiatives, co-curricular programs, and high-impact practices that support student learning, development, and achievement in the first-year experience, sophomore year, senior capstone experience, and other transition points. More specifically, this presentation will identify key research findings that represent both new trends and issues in the field of student transition and success and future directions for scholarship and practice.

**Dallin George Young**, *Assistant Director for Research and Grants*

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



**NATIONAL RESOURCE CENTER**

FIRST-YEAR EXPERIENCE® AND  
STUDENTS IN TRANSITION

UNIVERSITY OF SOUTH CAROLINA

# New Trends and Issues in the Field of Student Transitions

**Dallin George Young**  
**Assistant Director for Research and  
Grants**







# College Student Transitions





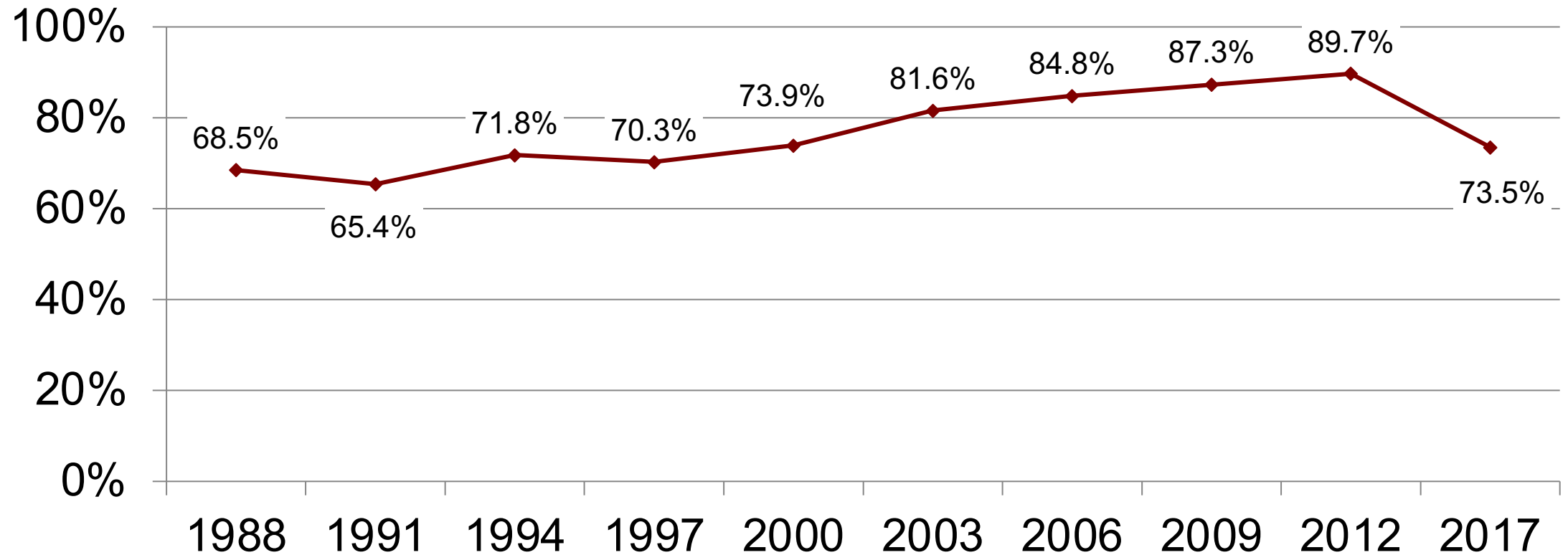


# Shifts in the First-Year Seminar

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# First-Year Seminar Prevalence

## Institutions Offering a First-Year Seminar





# First-Year Seminars

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- 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



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

Notes: n = 525.



Creating a “Constellation”  
of Student Success  
Programs

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# Coordination of FYE Programs

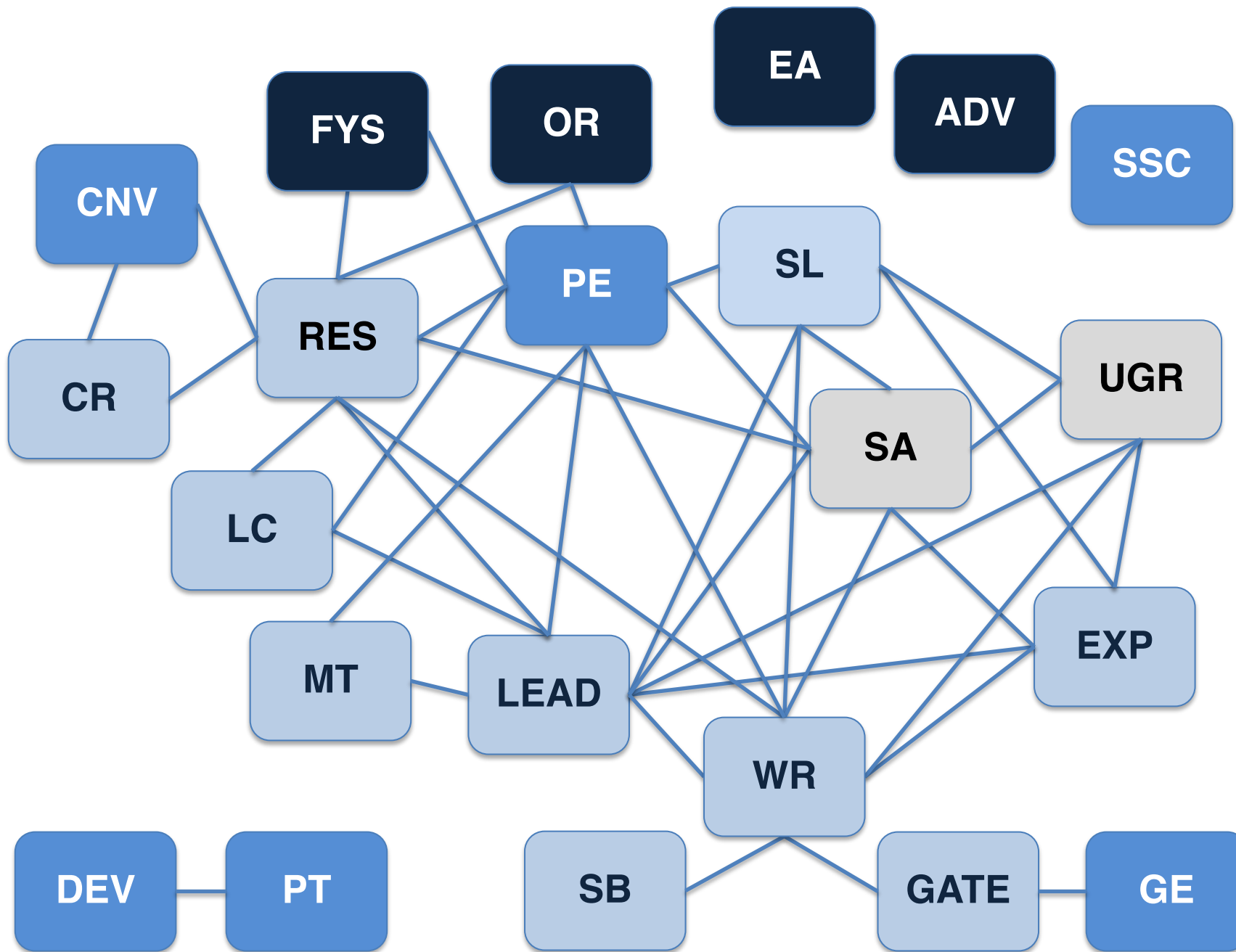
**“A true first-year experience includes more than just one ‘star’ program and, instead, represents a constellation of support programs.”**

*(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 =  $> 70\%$

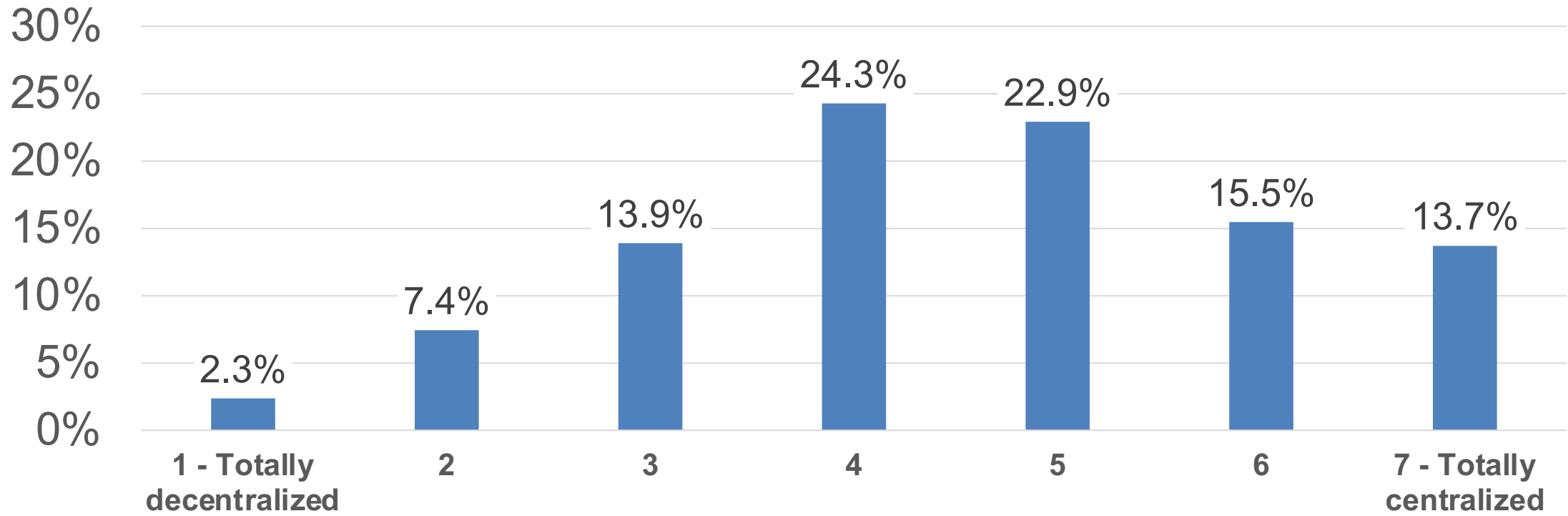
Royal Blue = 50-69%

Light Blue = 30-49%

Gray =  $< 30\%$

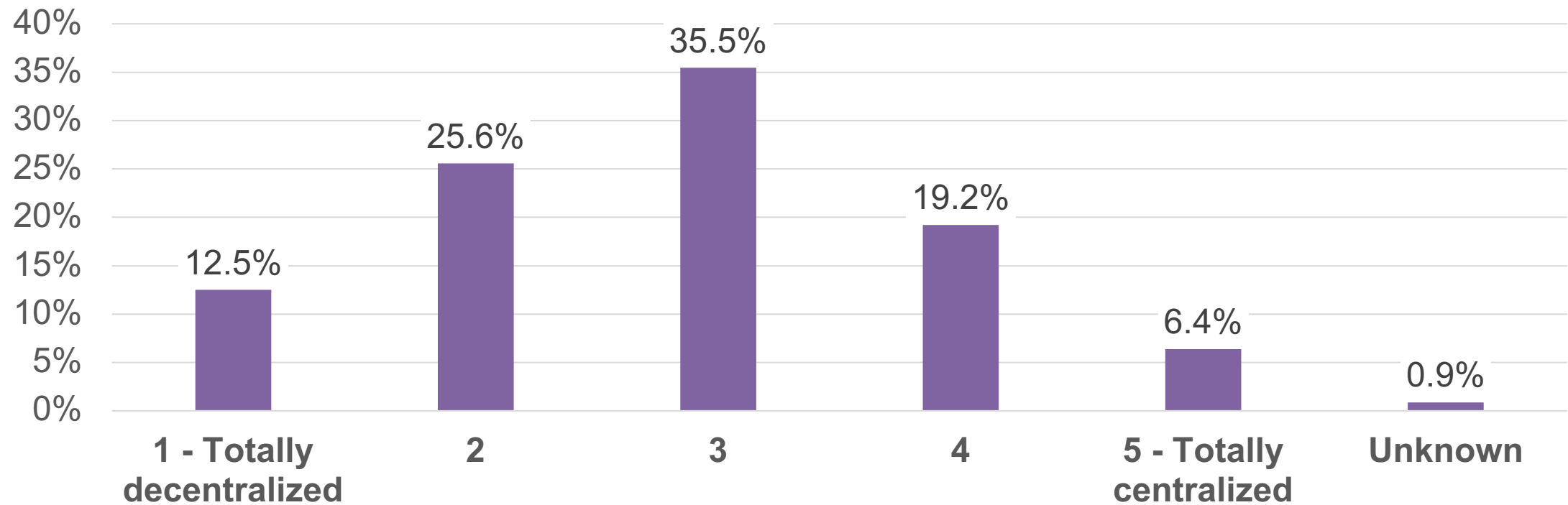
# Coordination of FYE Programs

How Coordinated are first-year programs on your campus?



# 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%



## 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](https://www.cas.edu/store_product.asp?prodid=153)

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### Framework Authors

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A woman with curly hair, wearing a white blazer over a blue top, is sitting at a table and talking to a student wearing a white sweater. The student is seen from the back, wearing a blue headscarf. The background shows a window with a view of a city and some green plants. The text "Importance of Advising in Student Support" is overlaid in the center in a white serif font.

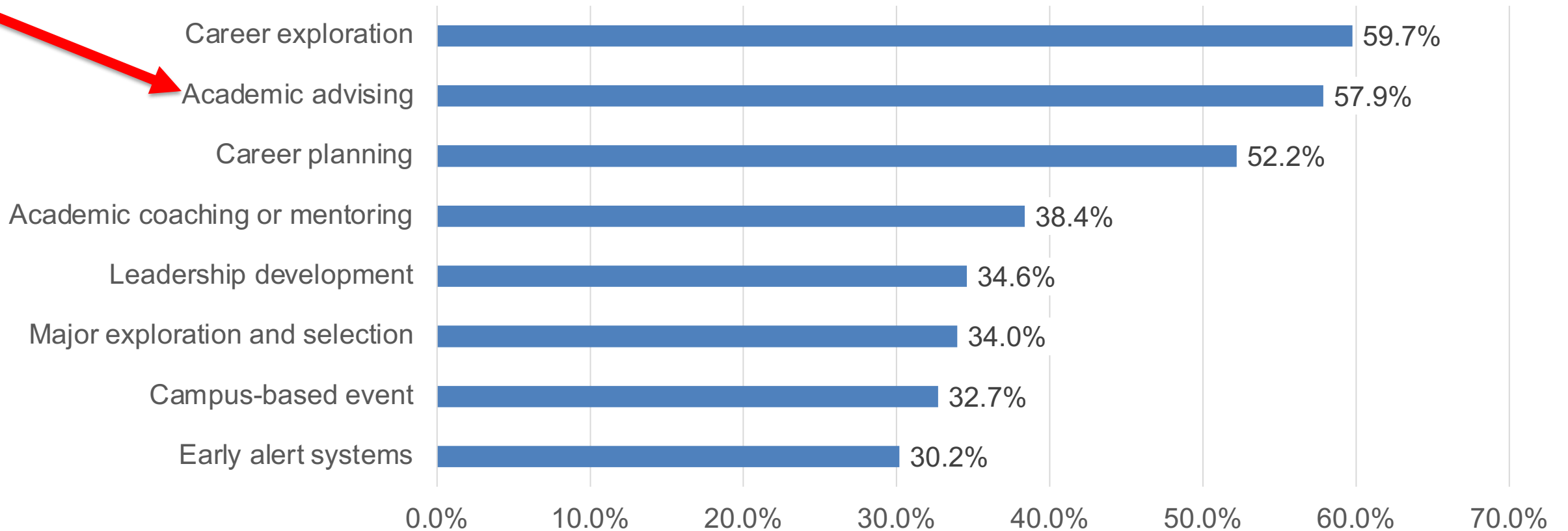
# Importance of Advising in Student Support

Most Common FYE Programs/Initiatives	Freq.	%
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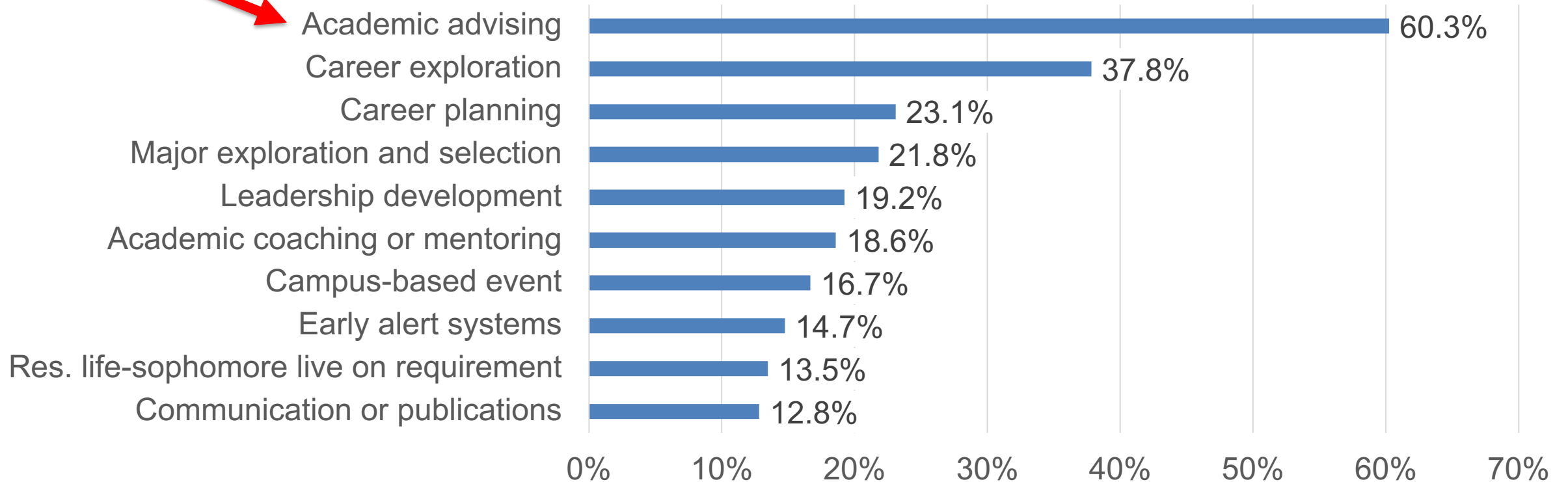
# Prevalence of Advising as a Sophomore-Year Initiative

## Institutional Initiatives on Sophomores



# Advising - Key Tool for Meeting Sophomore Objectives

Sophomore Initiatives Used to Reach Campuswide Objectives for Sophomores



# Sustained Support

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# 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.

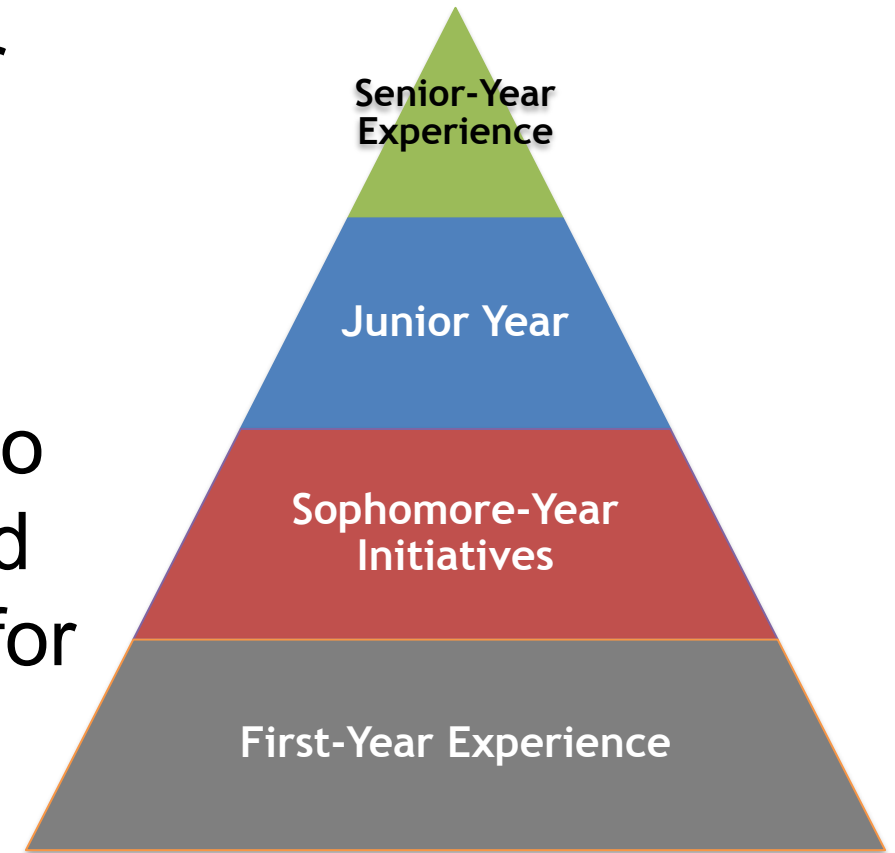
## Institutional Objectives Across the Undergraduate Experience

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%)

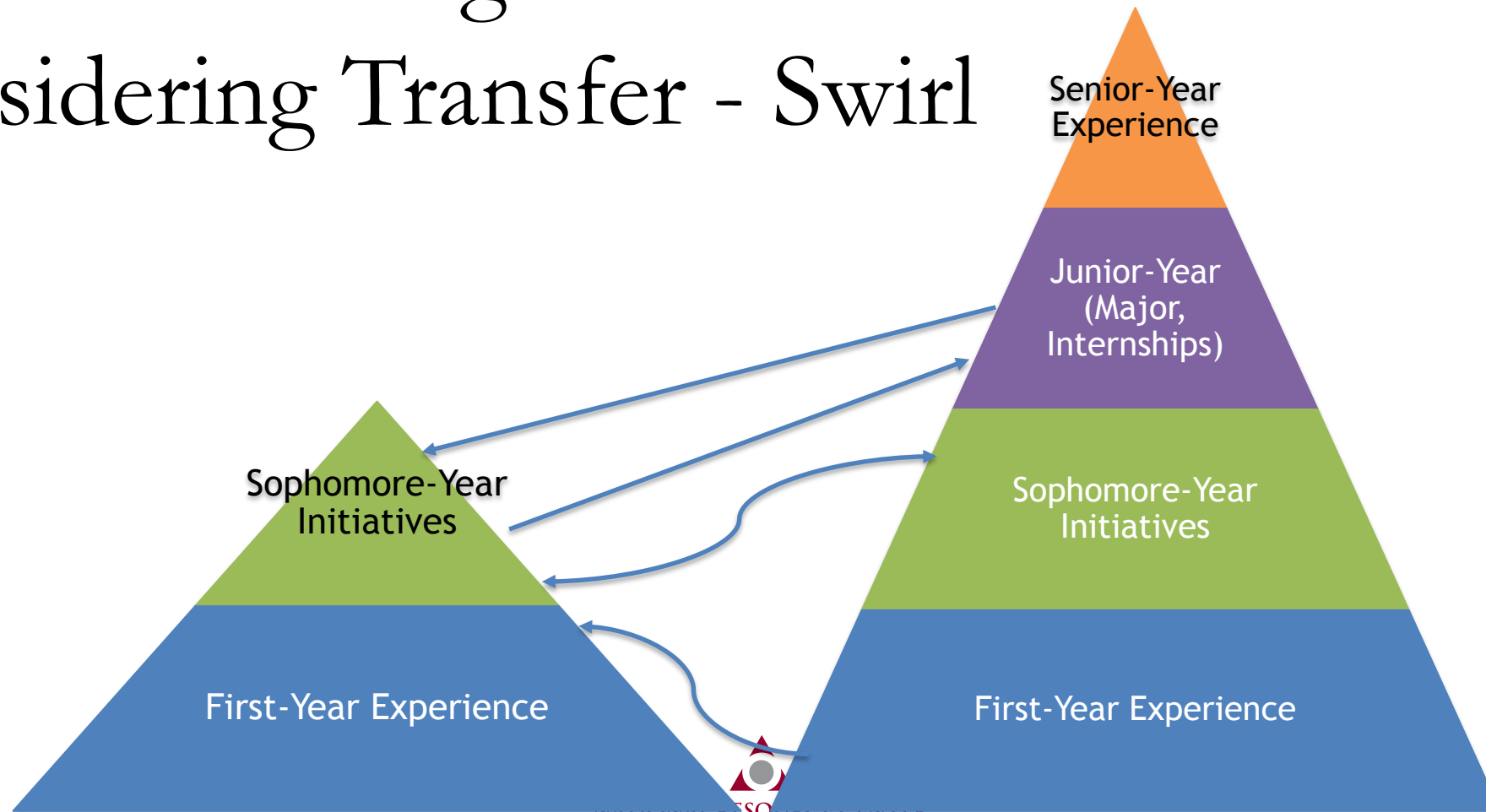


# Vertical Alignment for Sustained Support

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





Transition: It's about Participation and Community

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# Thinking about Transitions



Orientation



First-Year Seminars



General Education



Academic Advising



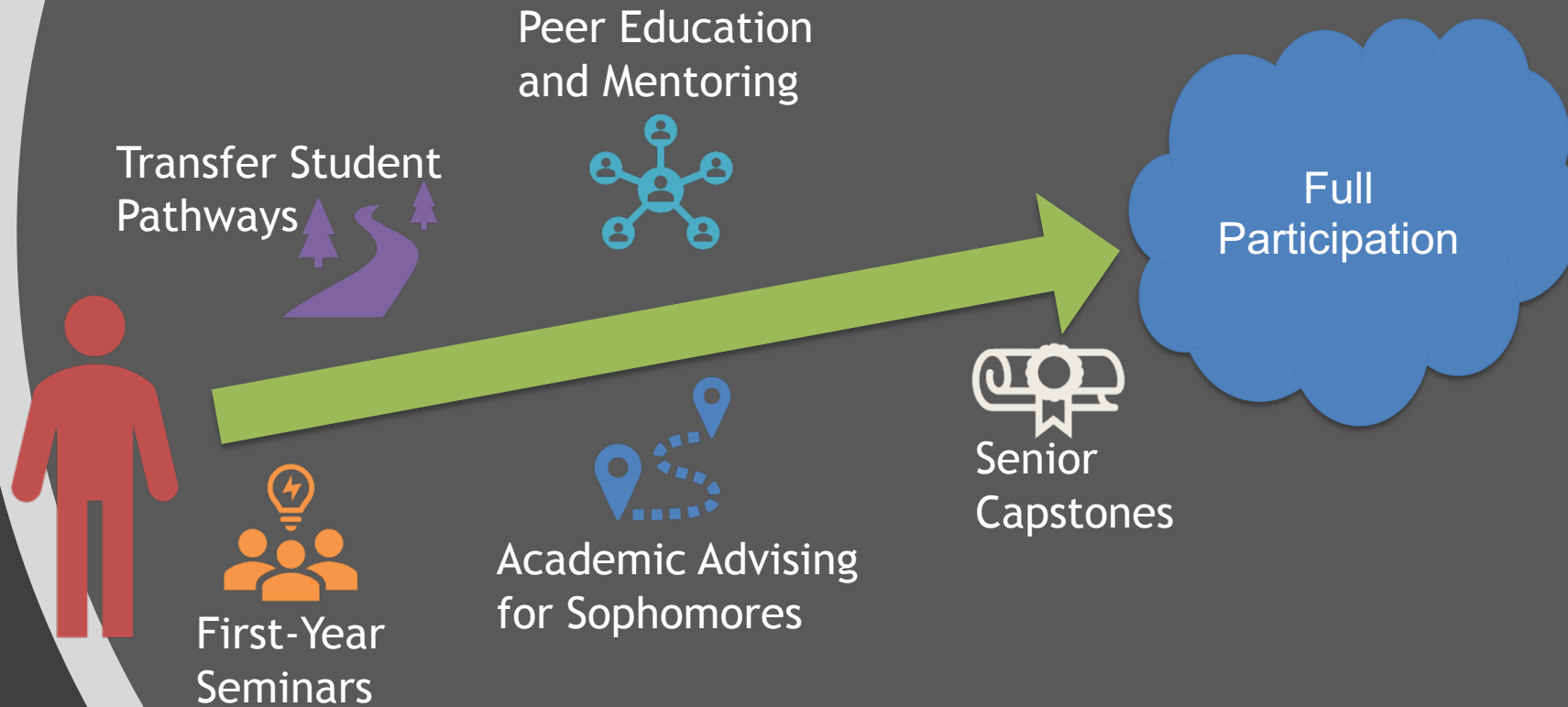
Peer Education

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

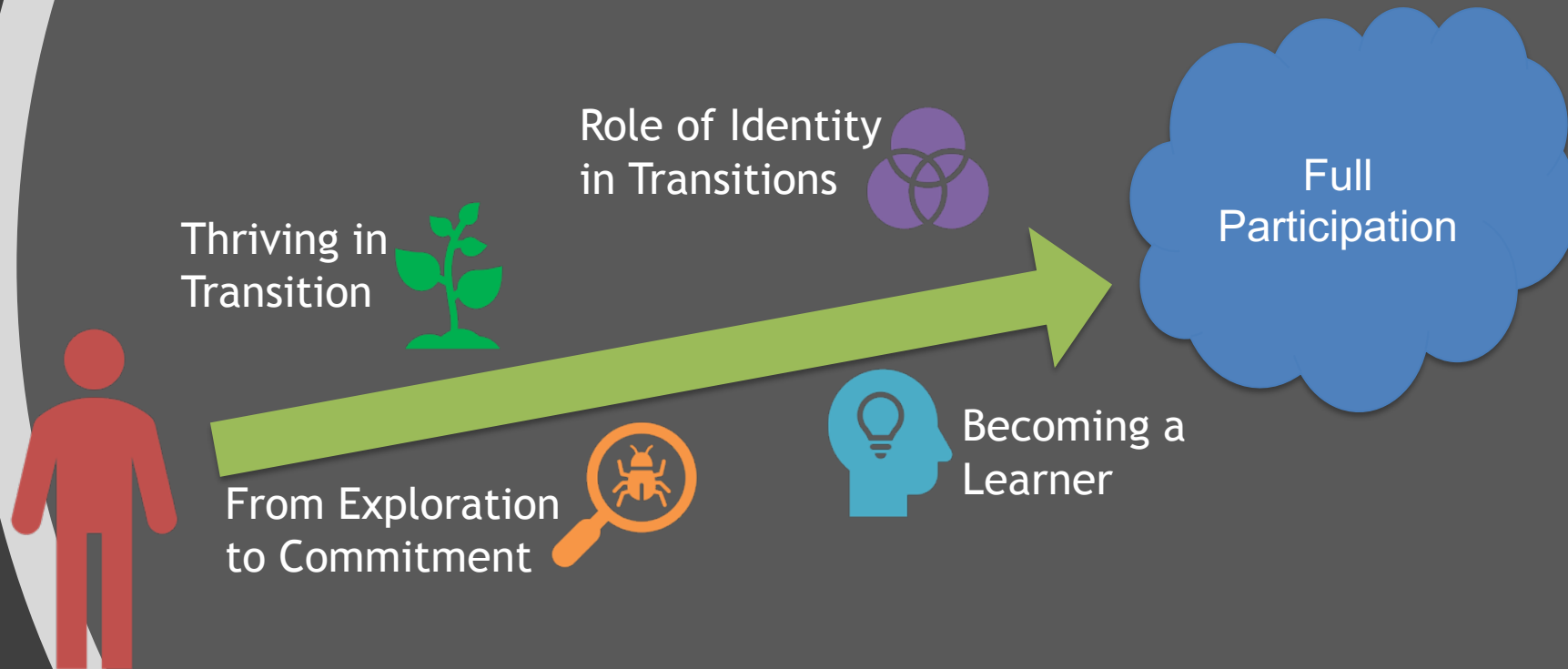




# Supporting Transitions



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

