



## 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

# To Help Students Succeed, We Need Organizations that Learn



**Jennifer R. Keup**  
Executive Director

**December 7, 2020**

# Session Goals

- Introduction to the National Resource Center for The First-Year Experience and Students in Transition
- FYE at American universities
  - FYE measures taken at American universities
  - Objectives and effects of FYE in the United States
- Background and experiences FYE professionals in the United States
- FYE research in the field
- Hot topics

# Session Qualifications





Section 1.

# THE NATIONAL RESOURCE CENTER FOR FYE AND STUDENTS IN TRANSITION

**Mission:** The Center serves education professionals by supporting and advancing efforts to improve student learning and transitions into and through higher education

### **Core Commitments**

- Student transitions
- Connection between research and practice
- Collaboration
- Inclusion
- Lifelong learning

### **Areas of Activity**

- Conferences and continuing education
- Publications
- Research Grants and Assessment
- Communication and partnerships



# Longstanding History

1982: First “National Conference on the Freshman Seminar/ Freshman Orientation Course Concept” held at UofSC



1986 -1999:  
John N. Gardner serves 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

1995: First National Conference on Students in Transition

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

1988: First monograph and FYE newsletter published  
First National Survey on Freshman Seminar Programs conducted

1990

1990: National campaign to recognize Outstanding Freshman Advocates begins

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



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

# Milestones of Development

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

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



2003: Launch of an electronic newsletter, *E-Source for College Transitions*

2005: Paul P. Fidler Research Grant established



2008: Jennifer R. Keup becomes the third director of the National Resource Center

National Resource Center receives 2008 ASHE Special Merit Award



2000

1998: Center name changes to National Resource Center for The First-Year Experience & Students in Transition

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

2004: Sophomore Year listserv (SOPH-List) established

2007: Annual First-Year Experience Conference Undergraduate Student Fellowships established



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# Continued Activity



# Global Network



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# FYE



# FIRST YEAR EXPERIENCE

Section 2.

## FIRST YEAR EXPERIENCE AT AMERICAN UNIVERSITIES

# What: “First-Year Experience”



“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)*



# Why: Beyond Retention

“The almost singular focus on retention and graduation rates as...student success is inadequate, [there must be] a revised definition grounded in student learning outcomes.” **“Definitions of student success must include not only retention and graduation rates, but also a wide range of student learning and developmental outcomes.”**

*(Reason & Gansemer-Topf, 2013)*



# Why: FYE Objectives

Most Frequent Institutional FYE Objectives (2017 NSFYE)	%
Academic success strategies	80.4
Academic planning or major exploration	75.8
Knowledge of institution or campus resources & services	75.6
Connection with the institution or campus	75.0
Introduction to college-level academic expectations	69.8
<b>Retention or second-year return rates</b>	<b>62.8</b>
Common first-year experience	61.6
Student-faculty interaction	61.1
Career exploration and/or preparation	56.8
Writing skills	51.4

N = 525 institutions

# Why: FYE Objectives

Less Frequent Institutional FYE Objectives (2017 NSFYE)	%
Introduction to a major, discipline, or career path	49.3
Analytical, critical-thinking, or problem-solving skills	49.2
Personal exploration or development	49.2
Social support networks	48.8
Intercultural competence, diversity, or engaging w/ difference	47.3
Developmental education, remediation and/or review	43.8
Health and wellness	40.6
Information literacy	40.6
Introduction to the liberal arts	37.4
Oral communication skills	33.9

N = 525 institutions

# Why: FYE Objectives

Least Frequent Institutional FYE Objectives (2017 NSFYE)	%
Civic engagement	33.1
Integrative and applied learning	24.6
Discipline-specific knowledge	22.7
Project planning, teamwork, or management skills	22.3
Digital literacy	21.0
Other, please specify	11.0
Graduate or professional school preparation	7.8
Our institution has not identified campuswide objectives specifically for the first year	4.3

N = 525 institutions



# Why: FYE in the U.S.

“While many [theories] have seen the role of FYE and transition programs as solely focused on retaining the student, **these programs should have a greater influence on setting the tone for what it means to be an educated individual and the responsibilities that come with gaining a postsecondary education.**”

*(Torres & LePeau, 2013)*



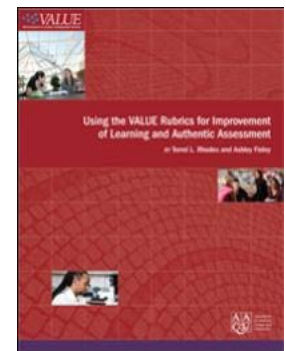
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[www.sc.edu/fye](http://www.sc.edu/fye)

# Why: 21<sup>st</sup> Century Learning Outcomes

- Inquiry & analysis
- Critical thinking
- Creative thinking
- Written communication
- Oral communication
- Reading
- Quantitative literacy
- Information literacy
- Teamwork
- Problem solving
- Civic engagement
- Intercultural knowledge and competence
- Ethical reasoning
- Foundations and skills for lifelong learning
- Integrative learning



# Why: Employment Competencies

- 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



Collegiate  
Employment  
Research  
Institute

# How: FYE Initiatives

FYE Initiative (2017 NSFYE)	%
First-year academic advising (ADV)	80.4
Early alert systems (EA)	79.0
Pre-term orientation (OR)	75.4
First-year seminars (FYS)	73.5
Placement testing (PT)	65.9
Peer education (PE)	62.3
Student success center (SSC)	55.2
Developmental/remedial education (DEV)	54.5
General education (GE)	54.1
Convocation	52.6

N = 525 institutions

FYE Initiative (2017 NSFYE)	%
Residential programs or initiatives (RES)	48.8
Learning communities (LC)	46.7
First-year gateway courses (GATE)	39.2
Common reading (CR)	38.3
Summer bridge (SB)	36.8
Writing-intensive coursework (WR)	35.4
Leadership programs (LEAD)	35.4
Service learning (SL)	31.8
Mentoring by campus professionals (MT)	31.6
Experiential learning/learning beyond the classroom (EXP)	31.0
Undergraduate research (UGR)	21.1
Study abroad	19.4

N = 525 institutions

# How: FYE Approach and Implementation

It isn't what you do, but  
how you do it.

John Wooden



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# How: A Coordinated Approach

**“Because supporting first-year student success is a topic that is not easily localized or specific to one functional area, an effectual first-year experience (FYE) requires campus-wide coordination and cooperation.”**

*(Young & Keup, 2019)*

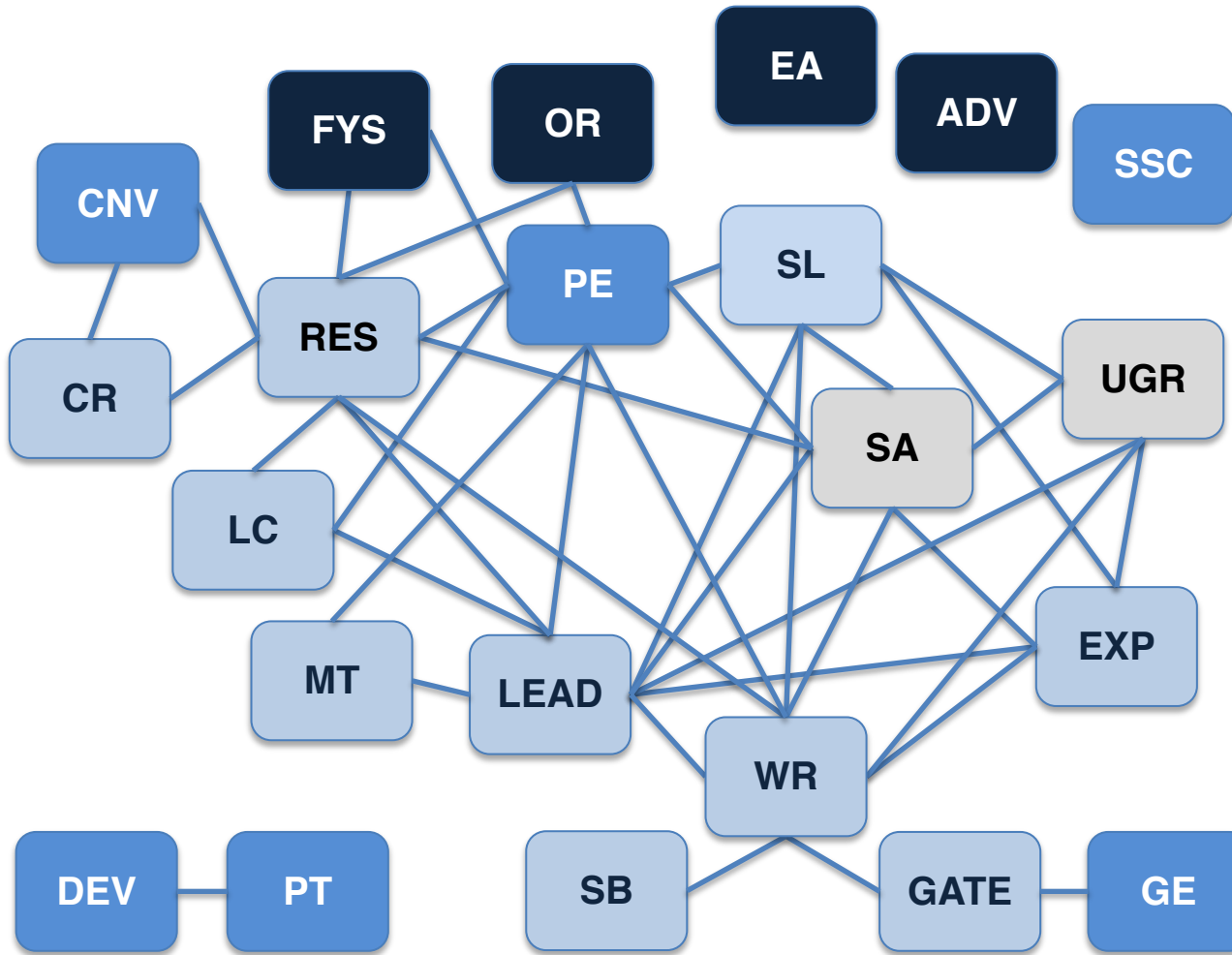


# How: A Constellation of FYE Support





# A Constellation of FYE Programs



## Legend:

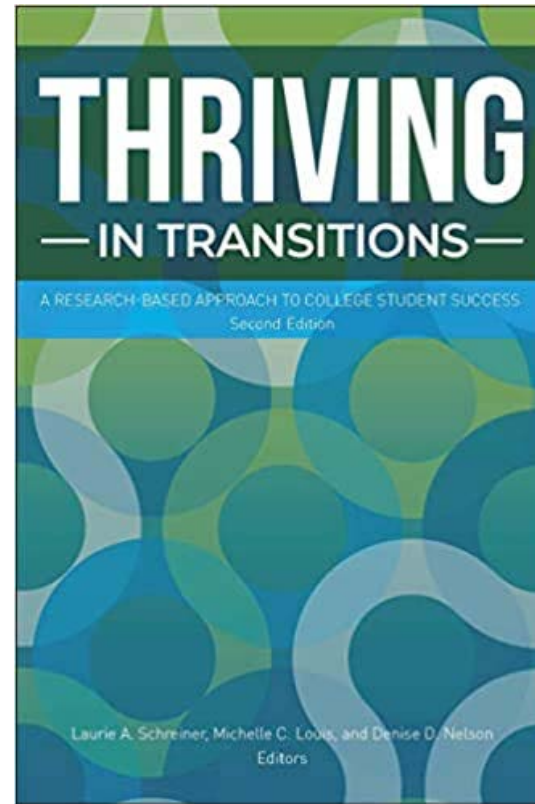
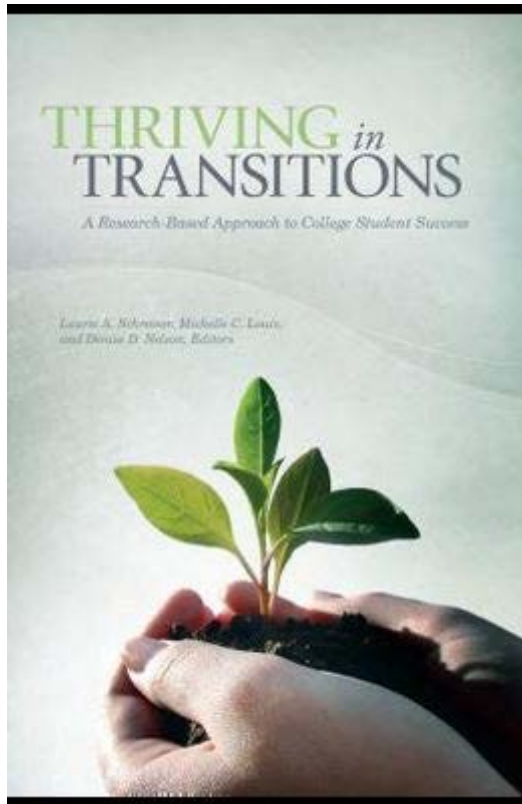
- Lines represent correlations  $\phi > .25$
- Colors of boxes represent percentage of institutions reporting FYE program offered.

Dark Blue = > 70%

Royal Blue = 50-69%

Light Blue = 30-49%

Gray = < 30%



Section 3.

# OUTCOMES OF FYE

# Effects of Student Success Initiatives

	Cognition		Literacy		Global		Civic		Leadership	
	FY	SR	FY	SR	FY	SR	FY	SR	FY	SR
First-Year Seminar			+	++	+		+			
Learning Community		++			++					
Service Learning		+				++	++	++		++
Undergrad Research		++		++	+		++		++	++

# Effects of Student Success Initiatives

	Deep Learning		General Gains		Personal Gains		Practical Gains	
	FY	SR	FY	SR	FY	SR	FY	SR
Learning Community	+++		++		++		++	
Service Learning	+++	++	++	+++	+++	+++	++	++
Study Abroad		++		+		++		
Undergrad Research		+++		++		++		++

# Effects of Student Success Initiatives

	Academic Challenge		Collaborative Learning		Stu-Fac Interaction		Supportive Campus Env	
	FY	SR	FY	SR	FY	SR	FY	SR
Learning Community	++		+++		+++		++	
Service Learning	++	++	+++	+++	+++	+++	++	++
Study Abroad		++		++		++		+
Undergrad Research		+++		+++		+++		++

*But Wait...*  
**There's  
MORE!**

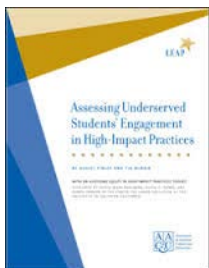


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# Equity Implications of FYE

**“The most valuable finding [*is*] the ‘equity effects’ that appear in students’ report of their learning as their success is boosted by HIPs (including FYE); the equity-minded perspective that educators can nurture; the principles of inclusive excellence that can guide colleges and universities...that offers not only equitable access, but also equitable achievement of outcomes.”**  
(Schneider & Albertine, 2013)





Success has many fathers,  
while failure is an orphan.

Section 4.

# FYE PROFESSIONALS AND PARTNERS



**Mission:** The Center serves education professionals by supporting and advancing efforts to improve student learning and transitions into and through higher education

### **Core Commitments**

- Student transitions
- Connection between research and practice

#### ➤ **Collaboration**

#### ➤ **Inclusion**

- Lifelong learning

### **Areas of Activity**

- Conferences and continuing education
- Publications
- Research Grants and Assessment
- Communication and partnerships



# Who: FYE Professionals

## Longstanding partners

- Orientation
- Advising
- First-year seminar instructors
- Professors in the disciplines
- Student success center staff
- Peer leaders

## Current collaborators

- Librarians
- Career Center staff
- Mental health care counselors
- Judicial affairs/behavioral intervention
- Admissions and enrollment management

**Who are our future affiliates?**

# Who: FYE Professionals

## Longstanding partners

- Orientation
- Advising
- First-year success
- Professors
- Student organizations
- Peer leaders

## Current collaborators

- Librarians
- Career center
- Behavioral
- Enrollment management

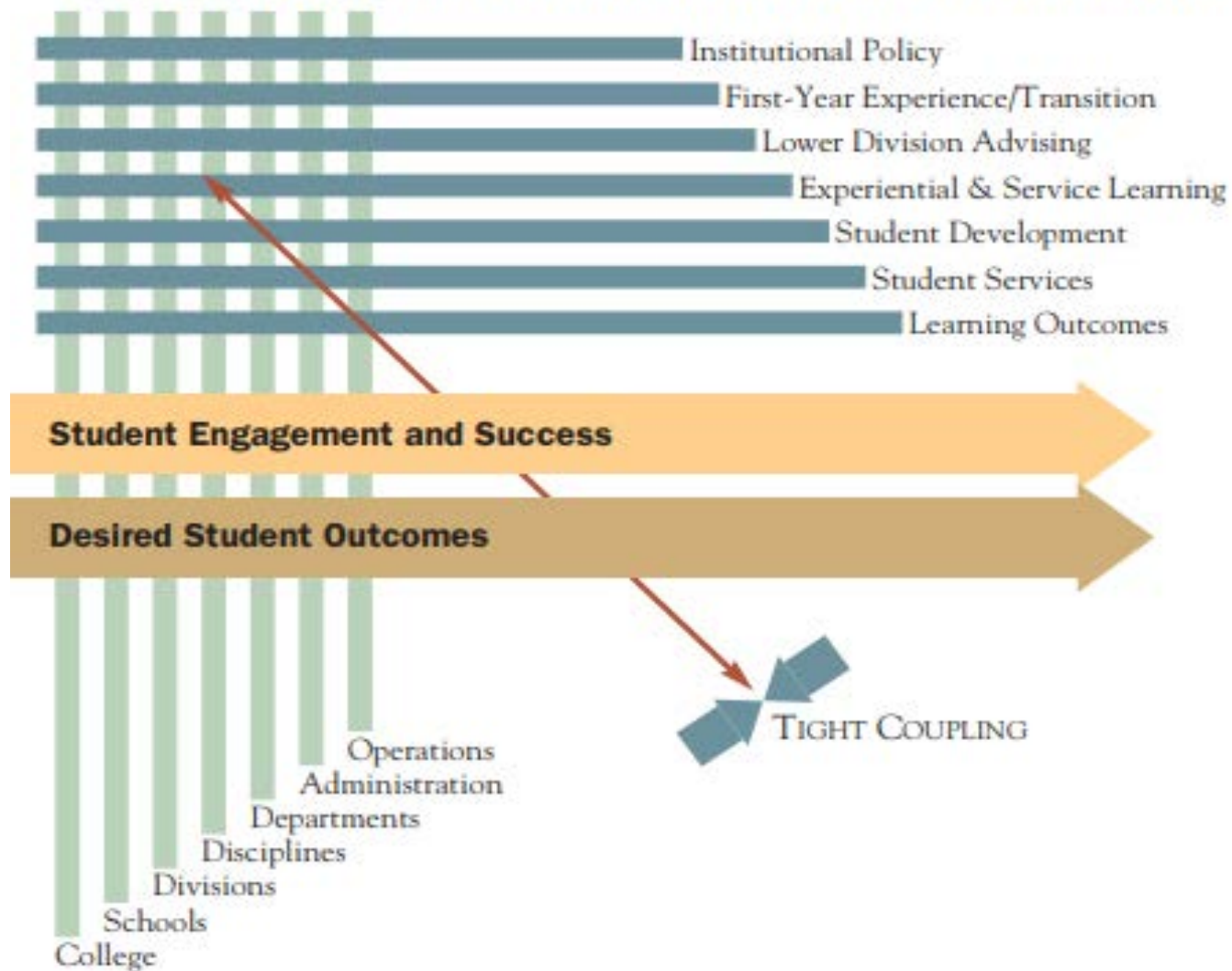
**FYE is an interdisciplinary field with a wide array of credentials and experience**

**Who are our future affiliates?**



# FYE as a “Horizontal” Structure

Figure 1. **Horizontal and Vertical Structures in Higher Education**





Section 4.

# CURRENT RESEARCH AND HOT TOPICS

# Journal

OF THE FIRST-YEAR EXPERIENCE & STUDENTS IN TRANSITION

## Most Viewed Articles

- [\*What Helps and What Hinders? Exploring Lantix Students' Adjustment to College\*](#) . 32(1), 10-27
- [\*Ascending Toward New Heights: Building Navigational Capital for Latinx Community College Students\*](#) . 32(1), 29-41.
- [\*Challenge and Support for the 21st Century: A Mixed-Methods Study of College Student Success\*](#) . 28(2), 33-51.
- [\*Faculty Attitudes and Behaviors That Contribute to Thriving in First-Year Students of Color.\*](#) 38(1), 9-28.
- [\*Anticipating College Graduation: The Concerns and Coping Methods of College Seniors\*](#) . 32(1), 79-95.
- [\*Helping First-Year Students Get Grit: The Impact of Intentional Assignments on the Development of Grit, Tenacity, and Perseverance\*](#) . 29(1), 99-118.
- [\*"They Don't Care About You": First-Year Chinese International Students' Experiences With Neo-racism and Othering on a U.S. Campus\*](#) . 30(1), 87-101.
- [\*Identifying the Camouflage: Uncovering and Supporting the Transition Experiences of Military and Veteran Students\*](#) . 29(1), 83-98.
- [\*Risk and Protective Factors Explaining First-Year College Adjustment\*](#) . 31(1), 29-50.
- [\*The Impact of Key Factors on the Transition From High School to College Among First- and Second-Generation Students\*](#) . 22(2), 49-70.



OF THE FIRST-YEAR EXPERIENCE & STUDENTS IN TRANSITION

Volume 25, Number 1

25  
YEARS



# COVID-19 as a Crisis and as a Catalyst for Change

Vol. 18  
No. 1  
SEPT. 2020



## From the Editor

Upside down, chaos, unprecedented and unparalleled have all been used to describe the situation that COVID-19 has thrown the world into. Leaving no one unaffected, higher education has been forced to respond.

E-Source for College Transitions is an online publication with a mission to provide practitioner-based ideas and solutions for student success challenges. Thus, we took this moment in time to ask our colleagues about the solutions that were born out of the pandemic and how their experiences and lessons learned through pivoting to remote delivery would be leveraged post-pandemic.

A call for proposals was posted, and colleagues across the country responded by describing how, in what felt like the blink of an eye, they transitioned their resources and services for remote delivery. In many ways, this was no surprise, as our fellow directors, program coordinators, advisors, and postsecondary professionals have long been expected to provide resources and services on shoe-string budgets, without physical or technological infrastructures, and skeleton crews.

However, in other ways, their experiences were surprising as the rich descriptions contained innovations, creativity, practicality, and resourcefulness that seem unimaginable to conceive of in the chaos of COVID-19. Rightly so, the responses expressed tremendous pride in their solutions, their staff, and their students.

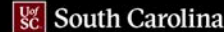
In this issue, we are so very pleased to share these accounts. Where possible, their stories were combined thematically based on the types of resources and services that shifted to remote delivery and synthesized into a single narrative by a member of the editorial review board. During the development of this issue, we were frequently struck by the expressions of hope and ingenuity. We hope you find similar inspiration as well as some of the practical solutions that E-Source is known for.



Dr. Rebecca Campbell

## TABLE OF CONTENTS

- 1 From the Editor**  
**First-Year Seminar and Faculty Pivot to Remote Teaching**  
Faculty and staff at four higher education institutions quickly transition to remote teaching.
- 2 Access and the Online Academic Success Center**  
The academic success centers at Arizona State and Texas A&M find viable ways to offer services online and effectively communicate the new means of access to their campus communities.
- 5 Central Michigan Orientation Goes Online**  
Central Michigan develops an online new student orientation for entering students, with synchronous and asynchronous options.
- 7 Supplemental Instruction in a Time of COVID-19: Challenges and Solutions**  
Three higher education institutions quickly shift to remote supplemental instruction and discover solutions that will strengthen their programs in the future.
- 9 The Setbacks and Successes of Remote Tutoring**  
With COVID-19 placing traditional, in-person tutoring on hold, a community college, regional HBCU, and private research university share their experiences migrating tutoring online.
- 10 Transitioning to Online Mentoring and Online Mentor Selection**  
Utah Valley University adapts its Mentor Program to a remote format and retools its mentor selection process to address this new model.



GATEWAYS FOR: STUDENTS FACULTY & STAFF ALUMNI PARENTS CALENDAR MAP DIRECTORY GIVE

SEARCH SC.EDU

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

- National Resource Center
- About Us
- Events
- Publications
- Research
  - Research Findings
  - Data Access and Research Services
  - COVID-19 Resources for Educators
- Award and Recognition Programs
- Connect with Us

### COVID-19 Resources for Educators

During this unprecedented time as our nation and world respond to the COVID-19 pandemic, educators have faced challenges on campuses across the world as our learning spaces have shifted. This page contains resources that you might find helpful in moving forward with decisions and actions that will best position your students for success.

### Community Building in an Online First-Year Seminar Webinar Series

Community building is viewed as one of the most critical aspects of a first-year seminar. Creating a classroom community that promotes a sense of belonging has the power to positively impact student learning, success, and persistence to the second year and beyond.

This FREE, three-part webinar series shares practices to best serve your students in the event that you are teaching all or part of your first-year seminar online.

Session 1: Laying the Foundation

Expand all

Session 2: Group Work and Assignments

Session 3: Active Learning Strategies

### COVID-19 Related Resources

See below links to free resources from National Resource Center related to managing various aspects of higher education student transitions in settings impacted by COVID-19.

Active Learning/Instruction

Expand all

Engaging Families of Students

First-Year Advising

First-Year Seminars

Fostering Campus Community and Sense of Belonging

Orientation

### Contact Us

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# Teaching and Learning Principles and Practices

**PART 2: CONNECT DIGITAL MEDIA IN CLASSROOMS WORTH 10**

**VOLUME FOUR CONTENTS**

**WE** live and teach in a media-rich world. Exchanges you undoubtedly will find from their favorite TV and movie channels, their influence in deciding when, where, and how to watch the sheer breadth of digital media offers a student's learning. *Bluestone* (2000) articulates selected feature films integrated as lifelong learning. Feature film body. The more realistic, intimate, and apply concepts. Film analysis, only increase(s) students' engagement experiences and critical thinking skills. We will now explore a variety of strategies.

**FINDING AND USING ELECTRIC**

In recent years, the advent of YouTube, i... remarkably simple to access a multitude. Despite the quick and easy availability of... pursuit to the Copyright Royalty and Dis... areas, including digital audio recording... the classroom without a license. These reg...

- during one-on-one instruction betw...
- in a classroom or other setting dev...
- under the auspices of a nonprofit or...



**TOOLBOX COLLECTION**  
VOLUME 4: DIGITAL LEARNING

Editor  
Brad Garner

**DIGITAL LEARNING**

**IT FOR DIGITAL LEARNING TOOLS: CHOOSE OR USE WISELY**

hottest things going in higher education. These amazing online content digitally and interact and collaborate with others (as only passive content as sources of information). Web 2.0 tools...

...sources such as a digital map with interactive links

...content collaboratively with others;

...page 6 for a list of the most popular, and new and exciting classroom can dramatically impact any higher education the way they think about teaching and learning. Given the applications actively in the classroom must assess them

**TOOLS**

available is to think of how they might use them in a program. Flickr, YouTube), and (c) social networking. I can decide what they hope to accomplish during late learning outcomes. For example, if the goal is actions for student performance as expressed in a... opportunities.

pective Web 2.0 tools in relation to synchronicity. t time (i.e., synchronous) or at times convenient Web 2.0 tools can be used in the classroom... ed gaming strategies or virtual environments... to work on their own schedule to develop... serve and respond to one another using web...

**QUINCY, VOLOGY**

**The number one benefit of information technology is that it empowers people to do at they want do. ... It lets people learn things they didn't think they could**





# “New-Traditional” Students and Invisible Populations

- Religious minorities
- LGBTQ+ students
- Students on the spectrum
- Learning disabilities/ differences
- International Adult and returning
- Veterans/Gis
- Indigenous
- Immigrant
- Undocumented
- Students w/mental and emotional health issues
- Food and housing insecure
- Foster alumni



# Mental and Emotional Health

active minds

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## SUPPORTING THE WHOLE STUDENT

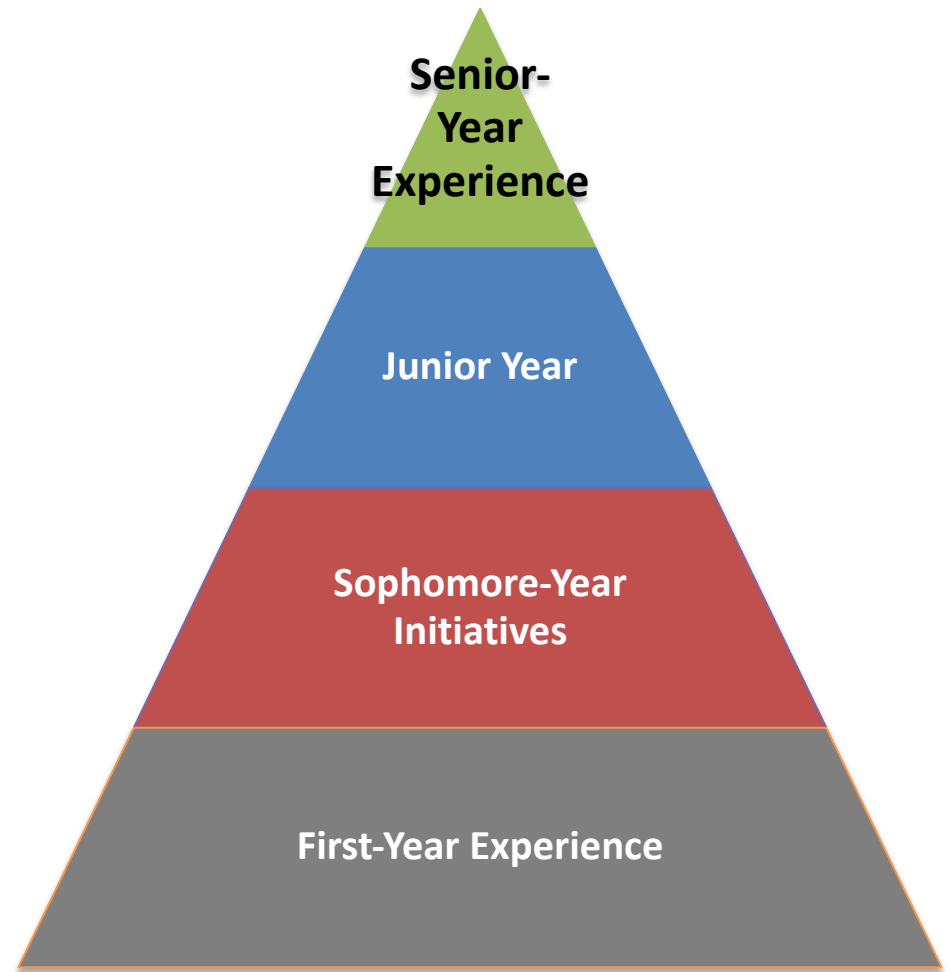
Promising Practices for College and University Staff to Integrate Mental Health Promotion in the First College Year

# A Systematic, Systemic & Strategic Approach to the First-Year Experience



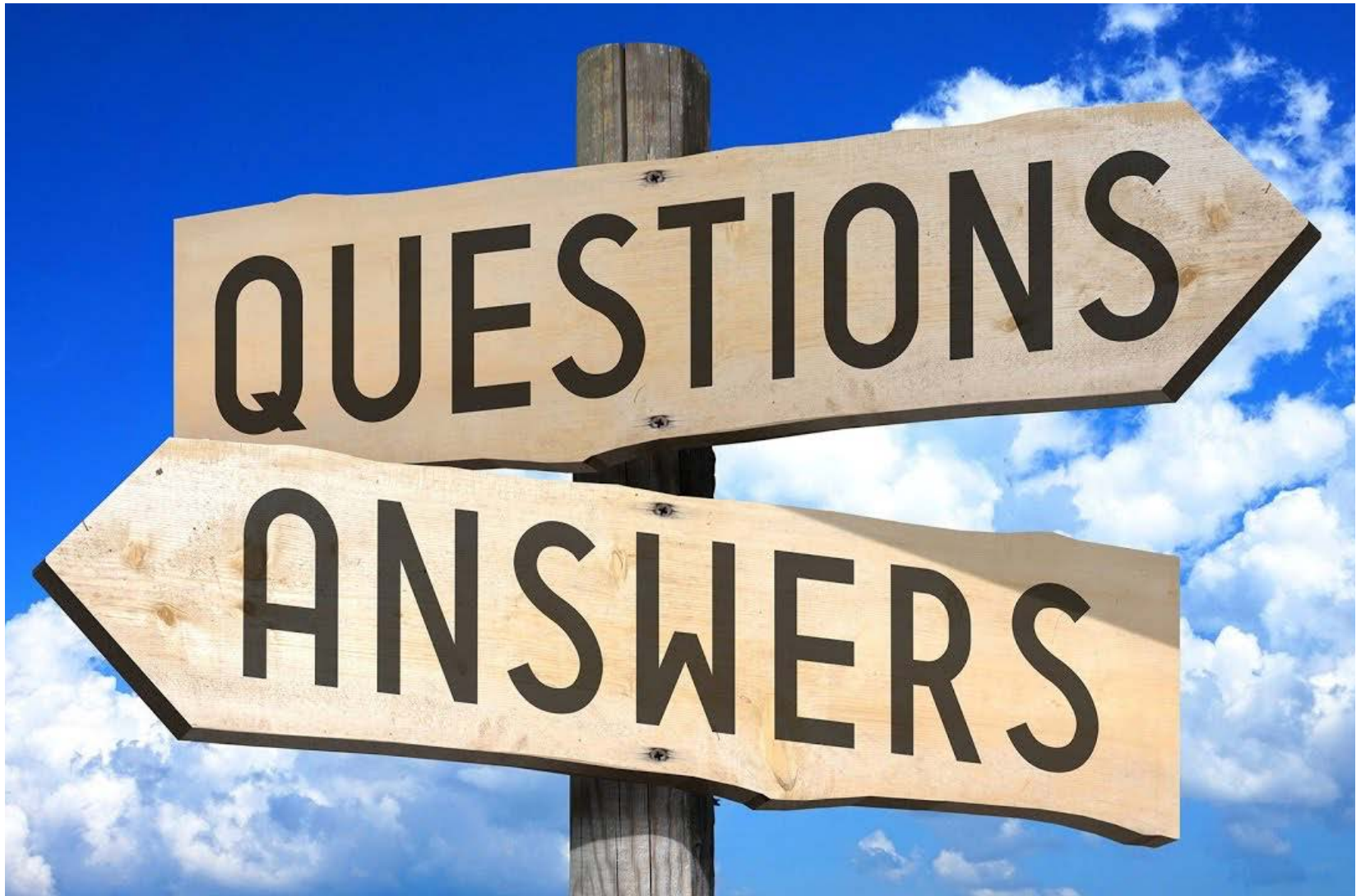
# FYE as part of SIT

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.



# Other FYE Interests & Topics

- COVID-19 as crisis and catalyst for change
- A systemic and strategic approach to FYE
- Teaching and learning principles and practices
- Serving new student populations that often represent “hidden” identities
- Mental and emotional health
- FYE as part of a larger trajectory of student transitions
- **Others?**



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# Thank you!!!



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