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# Understanding the First Year Experience: An Avenue to Explore Trends in Higher Education (Keynote)

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# Understanding the First Year Experience: An Avenue to Explore Trends in Higher Education

Colleen Boff, Bowling Green State University  
Keynote at the 2014 Annual Conference of the  
Eastern New York ACRL Chapter

# Where are we heading for the next hour?

## Terminology

First Year Experience

First Year Profile

Why this topic matters: The 4 R's

Top 10 List of Action To Take!

# First Year Experience

- \* Programs and initiatives that take place within a student's first year of higher education
- \* Address issues of transition
- \* Curricular and co-curricular experiences

# First Year Student Profile

The screenshot shows the Beloit College website with a dark blue header. The word "Beloit" is centered in a large, white, serif font. To the left of "Beloit" are the words "ACADEMICS" and "ADMISSIONS" in a smaller, yellow, sans-serif font. To the right are "THE TERRARIUM" and "ATHLETICS" in the same yellow font. Above "Beloit" are the words "alumni", "contact", and "about" in a small, white, sans-serif font. To the right of these words is a search bar with a magnifying glass icon and a small globe icon. Below the header, the main content area is white. On the left, there is an article titled "The Mindset List for the Class of 2017" in bold black text. Below the title is a paragraph of text, followed by a numbered list of 19 items. On the right side of the page, there is a vertical sidebar with a light gray background. It features a large image of a wooden wheel at the top. Below the image is the text "The Guides" in bold blue font, followed by "For using the Mindset List" in a smaller black font. Below this is another image of a building with a blue and yellow facade. Below the image is the text "Learn More" in bold blue font, followed by "About Beloit College" in a smaller black font.

alumni contact about

ACADEMICS ADMISSIONS

**Beloit**

THE TERRARIUM ATHLETICS

**The Mindset List for the Class of 2017**

For this generation of entering college students, born in 1995, Dean Martin, Mickey Mantle, and Jerry Garcia have always been dead.

1. Eminem and LL Cool J could show up at parents' weekend.
2. They are the sharing generation, having shown tendencies to share everything, including possessions, no matter how personal.
3. GM means food that is Genetically Modified.
4. As they started to crawl, so did the news across the bottom of the television screen.
5. "Dude" has never had a negative tone.
6. As their parents held them as infants, they may have wondered whether it was the baby or Windows 95 that had them more excited.
7. As kids they may well have seen Chicken Run but probably never got chicken pox.
8. Having a chat has seldom involved talking.
9. Gaga has never been baby talk.
10. They could always get rid of their outdated toys on eBay.
11. They have known only two presidents.
12. Their TV screens keep getting smaller as their parents' screens grow ever larger.
13. PayPal has replaced a pen pal as a best friend on line.
14. Rites of passage have more to do with having their own cell phone and Skype accounts than with getting a driver's license and car.
15. The U.S. has always been trying to figure out which side to back in Middle East conflicts.
16. A tablet is no longer something you take in the morning.
17. Threatening to shut down the government during Federal budget negotiations has always been an anticipated tactic.
18. Growing up with the family dog, one of them has worn an electronic collar, while the other has toted an electronic lifeline.
19. Plasma has never been just a bodily fluid.

**The Guides**  
For using the Mindset List

**Learn More**  
About Beloit College

# First Year Student Profile

- \* Traditional first year students (18-21)
- \* Non-traditional (over 21)
- \* First Generation
- \* Distance Students
- \* Military/veterans

# Why does this topic matter?

- \* The 4 R's:
  - \* Resources invested
  - \* Recruitment
  - \* Retention
  - \* Research in the area

# Retention

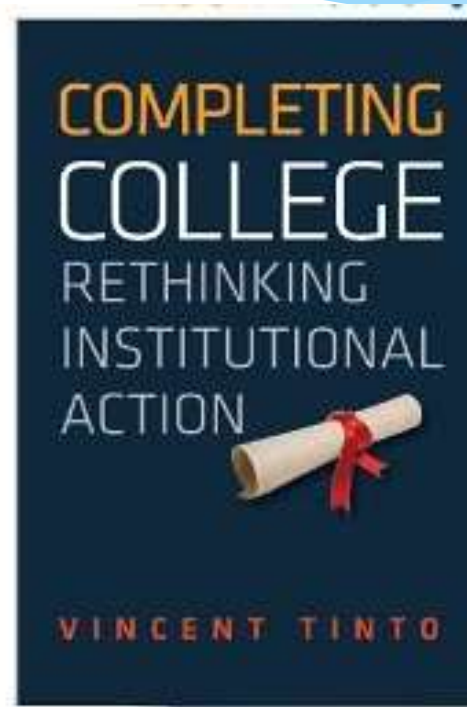
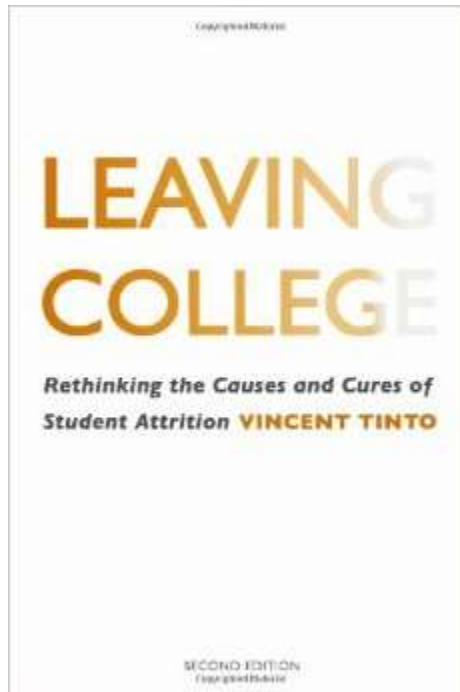
- \* Access [to higher education] has more than doubled from nearly 9 million students in 1980 to almost 20 million in 2011, overall college completion rates have increased only slightly, if at all (Tinto, 2012, p. 2)
- \* For four-year colleges and universities, whether public or private, 38% of those who leave will do so in their first year, and 29% in their second year. (Tinto, 2012, p. 3)



# Research

- \* Research in higher education about student success
- \* Research in the education field
- \* Research in our own field

# Research in Higher Education about Student Success



# Tinto-Completing College

- \* Expectations
  - \* Support
  - \* Assessment & Feedback
  - \* Involvement
- \* Administrative Action!

# Research in Higher Education about Student Success



0% Complete

During the current school year, about how often have you done the following?

	Very often	Often	Sometimes	Never
Asked questions or contributed to course discussions in other ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared two or more drafts of a paper or assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Come to class without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended an art exhibit, play, or other arts performance (dance, music, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked another student to help you understand course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained course material to one or more students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared for exams by discussing or working through course material with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other students on course projects or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gave a course presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Information Literacy Module



## Topical Module: Experiences with Information Literacy

*Developed in collaboration with college and university librarians, this module asks students about their use of information and how much their instructors emphasized the proper use of information sources. This module complements questions on the core survey about higher-order learning and how much writing students do.*

### 1. During the current school year, about how often have you done the following?

	Very often	Often	Sometimes	Never
a. Completed an assignment that used an information source (book, article, Web site, etc.) other than required course readings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Worked on a paper or project that had multiple smaller assignments such as an outline, annotated bibliography, rough draft, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Received feedback from an instructor that improved your use of information resources (source selection, proper citation, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Completed an assignment that used the library's electronic collection of articles, books, and journals (JSTOR, EBSCO, LexisNexis, ProQuest, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Decided not to use an information source in a course assignment due to its questionable quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Changed the focus of a paper or project based on information you found while researching the topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Looked for a reference that was cited in something you read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Identified how a book, article, or creative work has contributed to a field of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Research in Higher Education about Student Success



# High Impact Practices

- \* First year seminars and experiences\*
- \* Common intellectual experiences\*
- \* Learning Communities\*
- \* Writing-intensive courses\*
- \* Collaborative assignments and projects\*
- \* Undergraduate research\*
- \* Diversity / global learning
- \* Service learning, community based learning\*
- \* Internships
- \* Capstone courses and projects

# Research in Higher Education about Student Success

\* <http://www.sc.edu/fye/>

The image shows a screenshot of the National Resource Center website. At the top, there is a dark red header with the University of South Carolina logo on the left and the National Resource Center logo on the right. Below the header is a navigation bar with links for 'ABOUT THE CENTER', 'LISTSERVS', 'VISITORS', and 'UNIVERSITY 101'. On the left side, there is a vertical menu with links for 'HOME', 'EVENTS', 'PUBLICATIONS', 'RESEARCH', 'RESOURCES', 'AWARDS AND RECOGNITION', and 'CONTACT INFORMATION'. The main content area features a large graphic with the text 'Online Course' in a large, bold, blue font. To the right of this text is a stack of books and a computer mouse. Below the graphic, the text reads 'on The First-Year Experience\* and Students in Transition' and 'Convenient Professional Development!'.

UNIVERSITY OF SOUTH CAROLINA

NATIONAL RESOURCE CENTER  
FIRST-YEAR EXPERIENCE\* AND STUDENTS IN TRANSITION

ABOUT THE CENTER    LISTSERVS    VISITORS    UNIVERSITY 101

HOME  
EVENTS  
PUBLICATIONS  
RESEARCH  
RESOURCES  
AWARDS AND RECOGNITION  
CONTACT INFORMATION

**Online Course**  
on The First-Year Experience\*  
and Students in Transition

**Convenient Professional Development!**

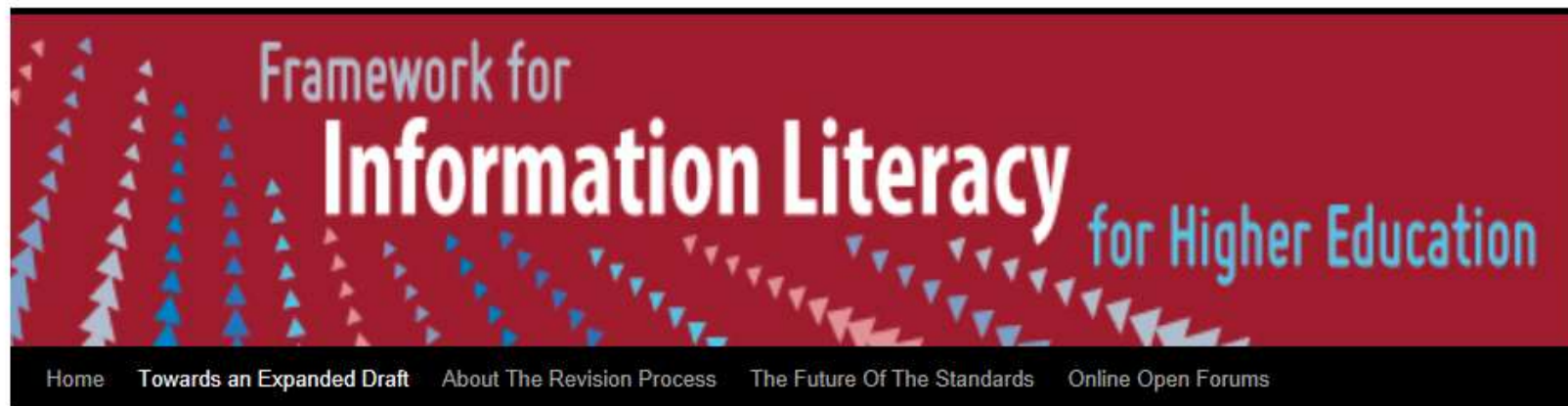


# Research in Education

- \* Andragogy-Adult Learning Theory by Malcolm Knowles
  - \* Adults need to be involved in the planning and evaluation of their instruction.
  - \* Experience (including mistakes) provides the basis for learning activities.
  - \* Adults are most interested in learning subjects that have immediate relevance to their job or personal life.
  - \* Adult learning is problem-centered rather than content-oriented.
- \* <http://www.instructionaldesign.org/theories/andragogy.html>



# Research in Library Field



## Towards an Expanded Draft

April 22, 2014

We released the [first part](#) of the initial draft of the *Framework for Information Literacy for Higher Education* on February 20. It included:

- Introduction
- Three Threshold Concepts
- Glossary
- Bibliography

## Towards an Expanded Draft

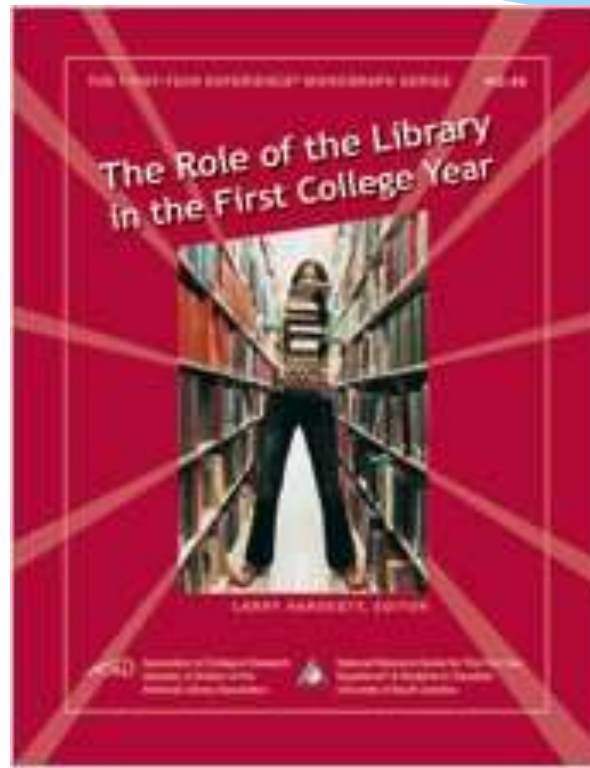
The initial draft *Framework* is out and the comment period has passed. Listen to a recorded [online open forum](#) and stay tuned in early June for a revised, expanded second draft.

## Resources

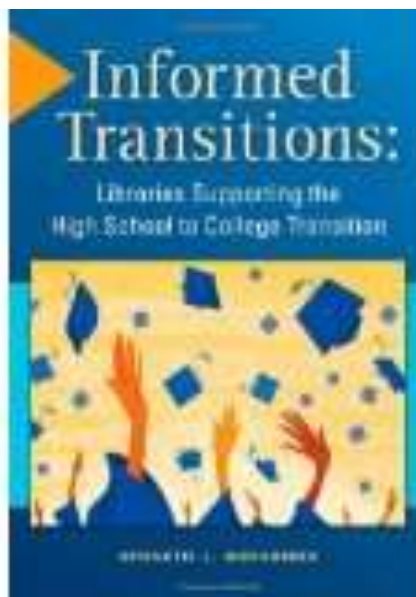
[2000 Information Literacy Competency Standards for Higher Education](#)

[Rethinking ACRL's Information Literacy Standards: The Process Begins by 2012-13 ACRL President Steven J. Ball \(ACRL Insider post\)](#)

# Research in Library Field



# Research in Library Field





# Top 10 List of Action to Take

1. Read the Beloit list (ask someone to distribute it to your entire staff as a reminder)
2. Volunteer for at least one initiative related to first year students on your campus
3. Talk to a staff member who has a first year student and ask them if they have a first impression of the library
4. Talk to a first year student about their first impression of the library
5. What is the enrollment number for first year students for the year?

# Top 10 List of Action to Take

6. What percentage of students were retained from first to second year on your campus?
7. Think of one idea that the library could pursue to help a first year student be successful. Tell someone!
8. What unique first year population do you have on campus?
9. Suggest that someone from the first year programs office talk to library staff about the first year student profile and what the library could do to help first year students.
10. Walk in the shoes of a first year student/first time user of your library.



# References

- \* ACRL. (2014). Framework for information literacy for higher education. [http://acrl.ala.org/ilstandards/?page\\_id=133](http://acrl.ala.org/ilstandards/?page_id=133) .
- \* Burhanna, K. (2012). Informed transitions: Libraries supporting the high school to college transition. Santa Barbara, CA: ABC-CLIO, Libraries Unlimited.
- \* Hardesty, L. (2007). The role of the library in the first college year. (Monograph No. 45). Columbia, SC: University of South Carolina, National Resource Center for the First Year Experience and Students in Transition.
- \* Hinchliffe, L. J., Mark, B. L. and Merz, L.H. (2003). Bridging the gap between information literacy and campus curricula: Using curriculum mapping to achieve a holistic information literacy program. Conference paper, WILU 2003, University of Windsor.
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- \* Kuh, G. (2009). High-Impact educational practices: What they are, who has access to them, and why they matter. Washington, DC: Association of American Colleges and Universities.
- \* National Resource Center for the First Year Experience and Students in Transition. <http://www.sc.edu/fye/> .
- \* National Survey of Student Engagement. <http://nsse.iub.edu/> .
- \* Nief, R. and McBride, T. The mindset list. <http://www.beloit.edu/mindset/> .
- \* Tinto, V. (2012). Completing college. Chicago, IL: University of Chicago Press.
- \* Tinto, V. (1994). Leaving college: Rethinking the causes and cures of college attrition. Chicago, IL: University of Chicago Press.