FOSTERING THE INTELLECTUAL DEVELOPMENT OF SOPHOMORES THROUGH CURRICULAR AND CO-CURRICULAR INITIATIVES

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ABSTRACT

The sophomore year is a time of transition, with its own unique set of challenges. This session details the importance of intentionality in fostering sophomore students' intellectual development and success through a range of curricular and co-curricular initiatives. Presenters will discuss how key programs common to the first year can be continued into the second year, and offer additional recommendations for second-year programming that will enhance student success and engagement.

OUTLINE

- Intellectual Development
- A context for this work
  - IUPUI
  - University College
  - Sophomore Task Force
- Integration of Experiences that Support Student Learning in the Second Year
  - High Impact6 Educational Activities
  - Intentionally Structuring the FYE
- Recommendations (from the book)
- Discussion/Questions

CONTEXT FOR INTELLECTUAL DEVELOPMENT

INDIANA UNIVERSITY – PURDUE UNIVERSITY INDIANAPOLIS

IUPUI: PROFILE

- Downtown Indianapolis
- Public comprehensive four year institution
- Over 185 academic programs
- Doctoral/Research Intensive

Student Profile:

- 18,305 full-time students
- 11,549 part-time students
- 57.9% female; 42.1% male
- Students from 50 states; 122 countries; all 92 Indiana counties
- 53% under 25 years of age
- About 59% are first generation
- Around 70% work more than 30 hours a week

UNIVERSITY COLLEGE MISSION

University College is the academic unit at IUPUI that provides a common gateway to the academic programs available to entering students. University College coordinates existing university resources and develops new initiatives to promote academic excellence and enhance student persistence. It provides a setting where faculty, staff, and students share in the responsibility for making IUPUI a supportive and challenging environment for learning.

IUPUI COUNCIL ON RETENTION AND GRADUATION

- Work accomplished in Task Forces
  - Transfer students
  - Sophomores
  - Seniors
  - Metrics
  - Students who reflect diversity

THE SOPHOMORE TASK FORCE

- Benchmarking and best practices
- Institutional data
  - Understand *who* are sophomores at IUPUI
  - Examine retention of sophomore students
  - Explore the "sophomore experience" at IUPUI
    - Determine what programs and services sophomores were using, and which ones they were *not* using
    - Understand the challenges facing sophomores
    - Explore how individual schools work with sophomores

WHY FOCUS ON SOPHOMORES?

WHO ARE THE SOPHOMORES?

- Full-time bachelor's degree-seeking students who enter as upperclassmen are more likely to persist and graduate than those who began as freshmen and sophomores. Just over a third of the freshmen graduated within eight years. Sophomores fare better with 58% graduating. Over three-quarters (76% of juniors, 87% of seniors) graduated within eight years with most completing within four years.

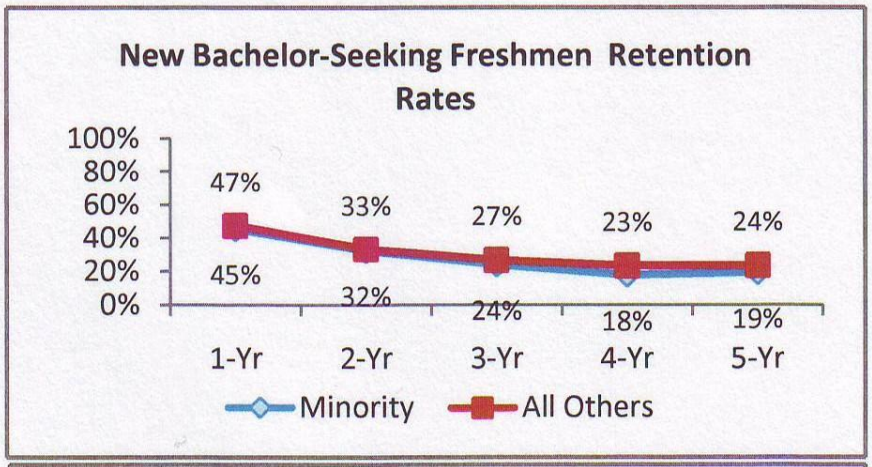
WHO ARE THE SOPHOMORES? – CONT'D.

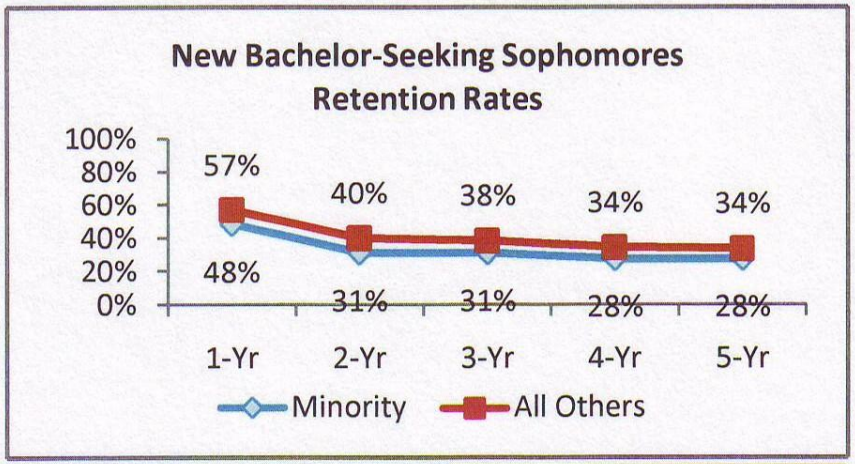
- Full-time students entering in certificate programs have high completion rates (91%). Associate degree seekers , particularly those who enter as freshmen, are less like to graduate. Only a third of the freshmen associate program students and 68% of those who entered as 2nd year students completed a degree within eight years.

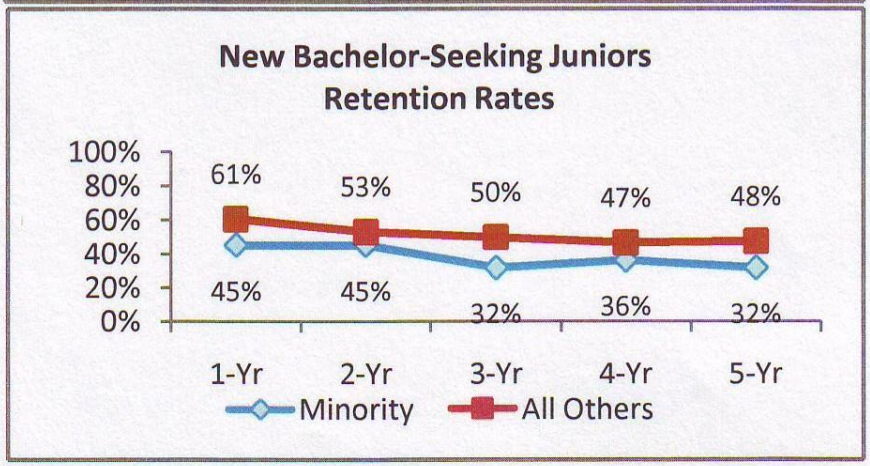
WHO ARE THE SOPHOMORES? – CONT'D.

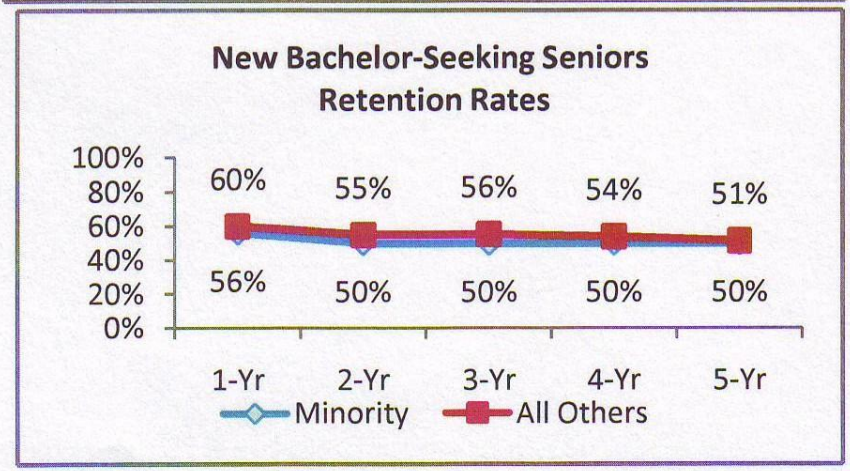
- Retention and graduation rates for part-time students are considerably lower than rates for their full-time counterparts.
- Retention and graduation rates for under-represented minority students are lower compared to all others students.

FALL 1998 – NEW TO IUPUI, PART-TIME STUDENTS: RETENTION THROUGH FIVE YEARS AND GRADUATION THROUGH TEN YEARS AFTER ENTRY









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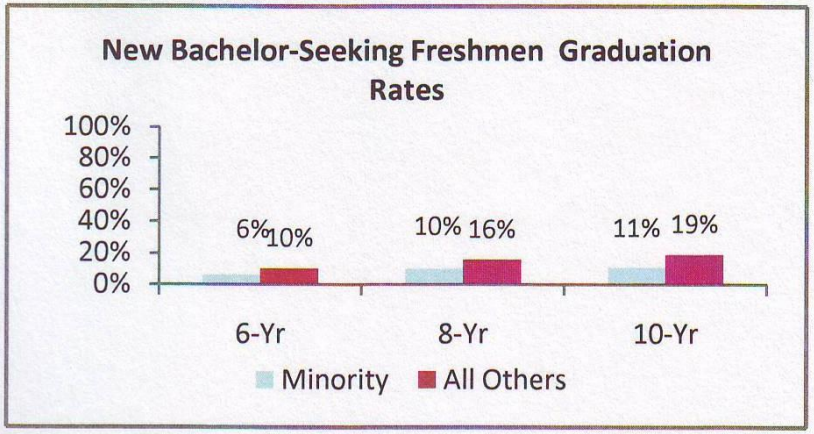
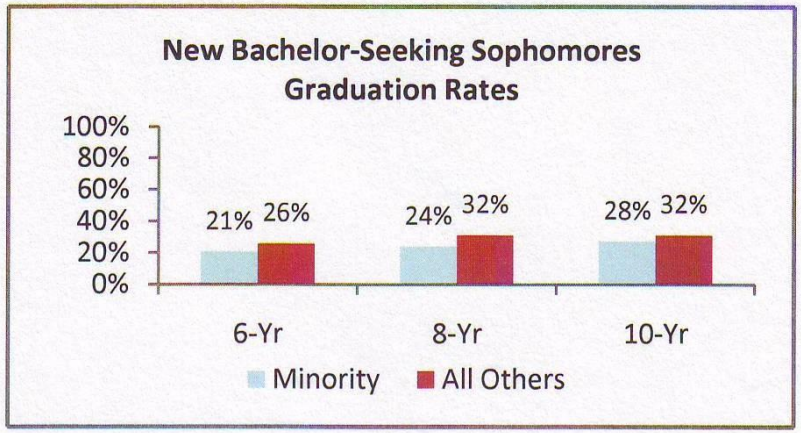
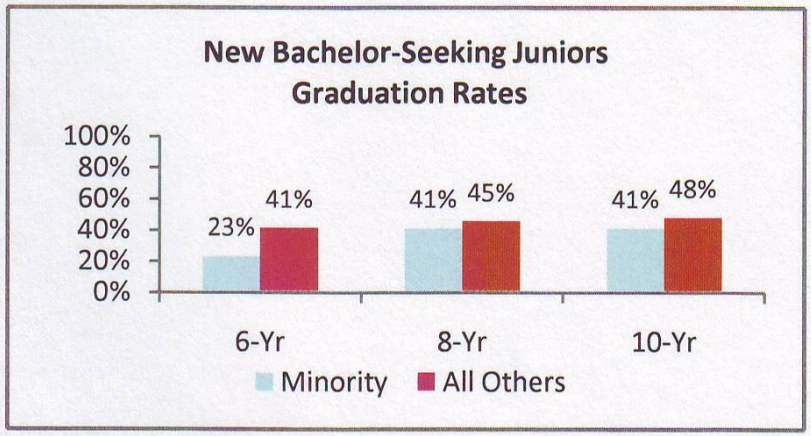
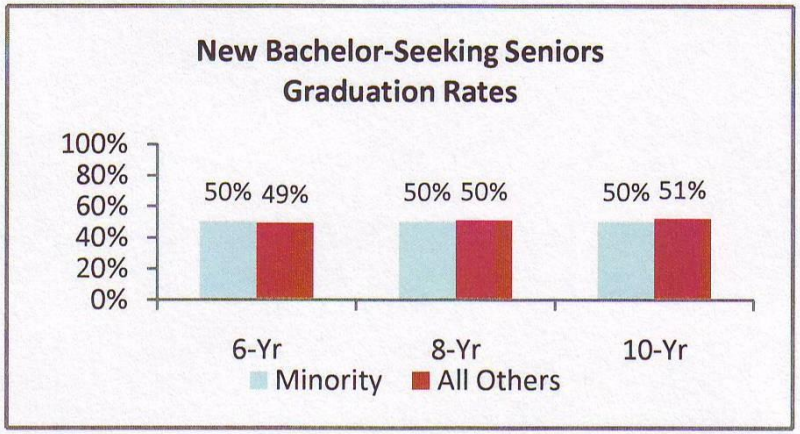
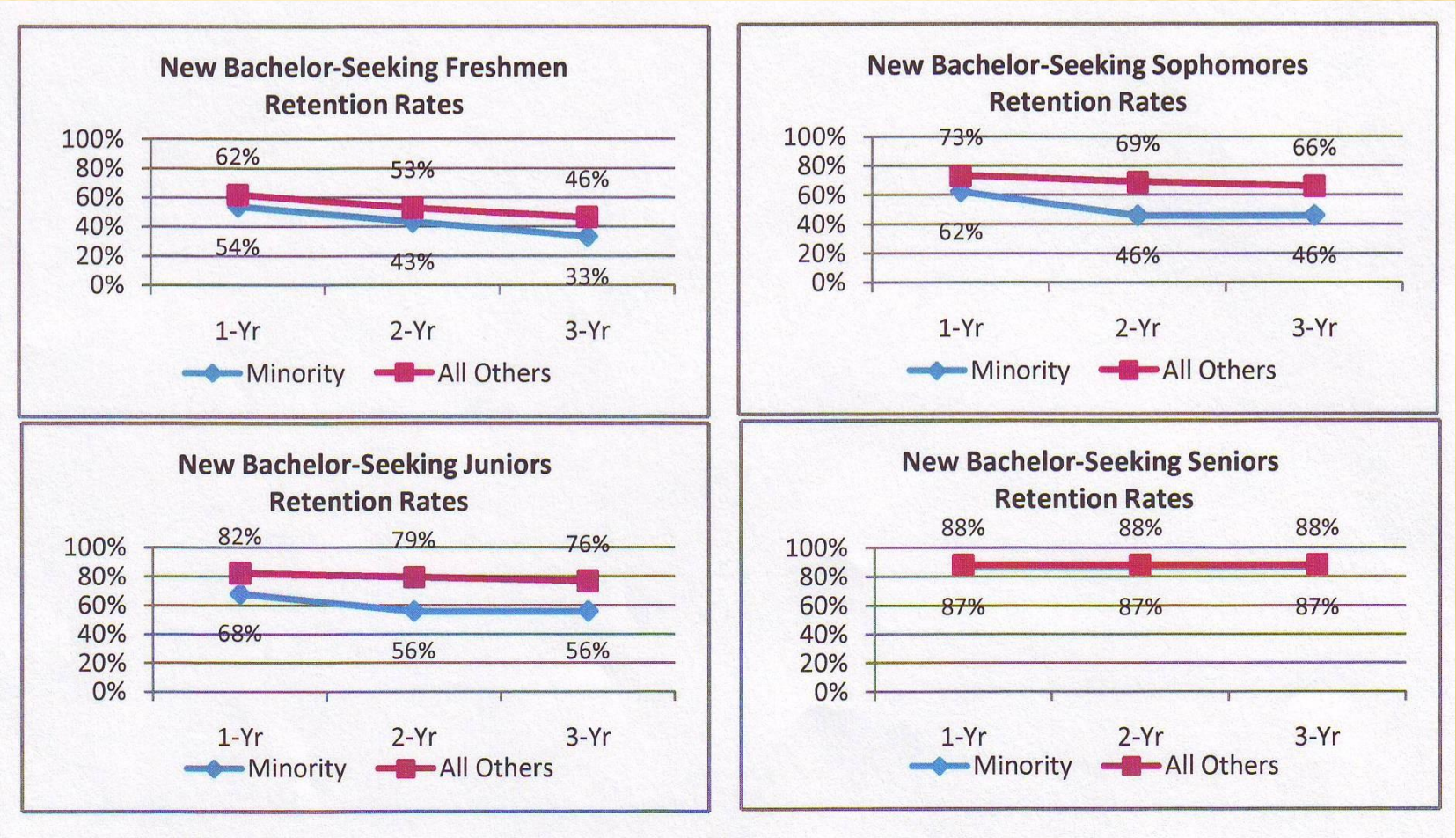








FALL 2000 – NEW TO IUPUI, FULL-TIME STUDENTS: RETENTION THROUGH THREE YEARS AND GRADUATION THROUGH EIGHT YEARS AFTER ENTRY



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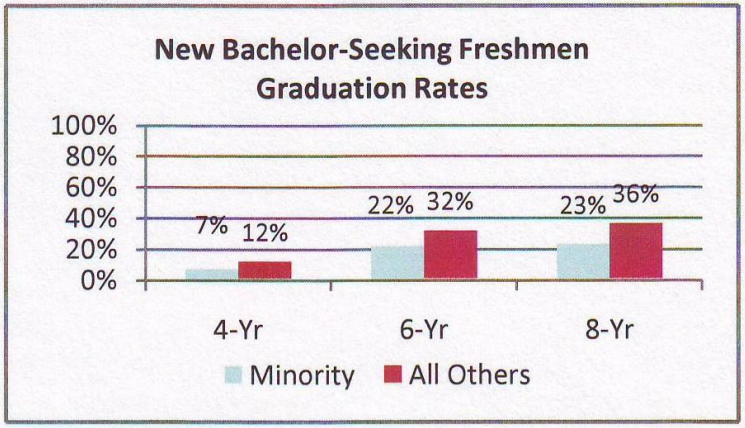
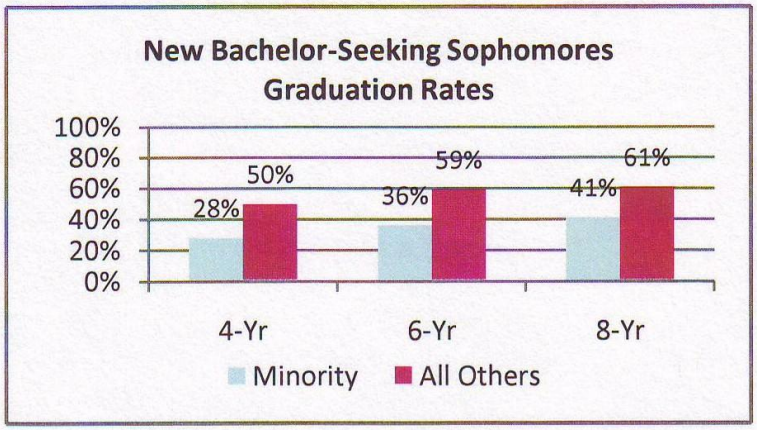
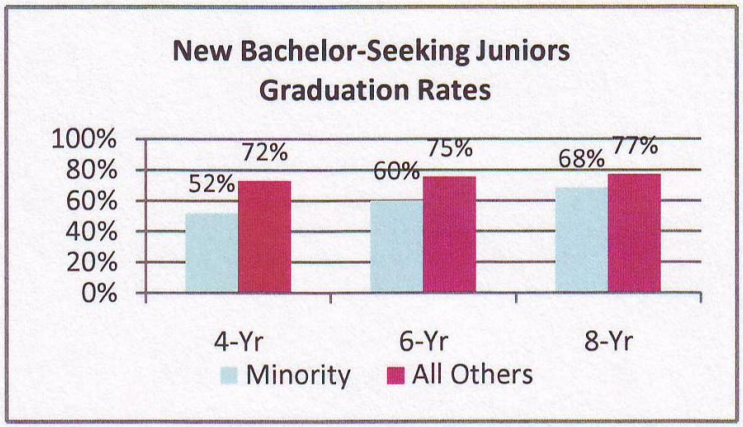
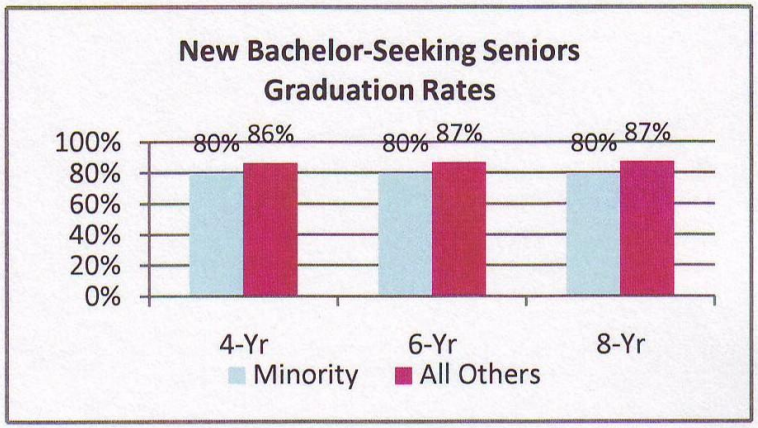








WHAT ARE OUR SCHOOLS DOING TO SUPPORT SOPHOMORE STUDENTS?

“SOPHOMORE SURVEY” QUESTIONS

1. How does your school define “sophomore” students?

2. What programs/ services does your school provide for:

   a. Sophomore students coming from University College?

   b. Sophomore students who transfer to IUPUI?

SURVEY QUESTIONS - CONT'D.

3. Does your school offer a course beyond a first-year seminar that serves as an introduction to majors in your school?

4. How does your school share information about major requirements with sophomore students, particularly those new to the major?

SURVEY QUESTIONS – CONT'D.

5. To what extent does your school encourage sophomore students to participate in:
   a. Study abroad
   b. Student organizations
   c. Undergraduate research
   d. Internships
   e. Campus activities
   f. Community service/ service learning
   g. Campus employment
   h. Academic support services (mentoring, writing center, math assistance center, etc)

BUILDING A FOUNDATION FOR STUDENT SUCCESS: HIGH IMPACT EDUCATIONAL ACTIVITIES IN THE FIRST AND SECOND COLLEGE YEARS

WHAT WE KNOW ABOUT STUDENT SUCCESS:

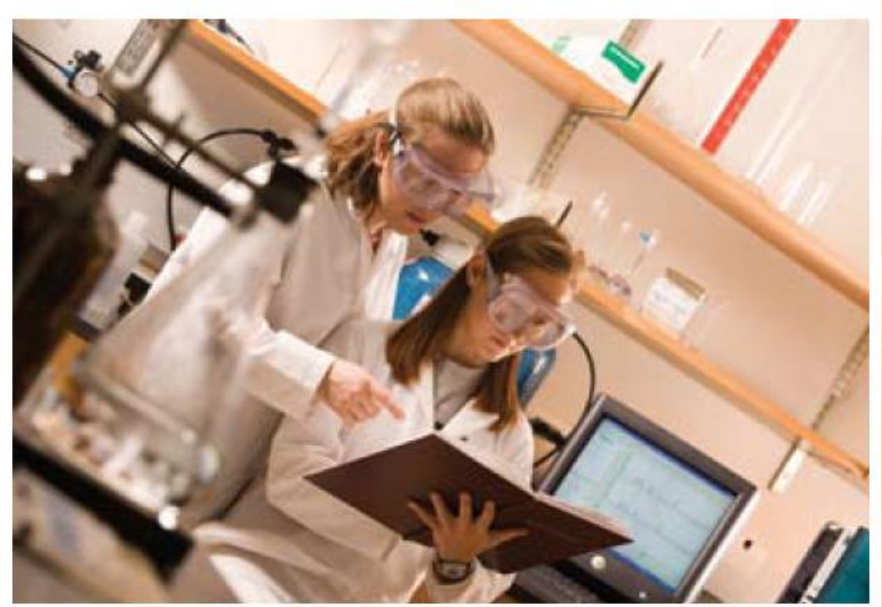
- Student success in college is no accident.
- Student engagement in intentionally designed educationally purposeful activities is necessary to achieve desirable learning outcomes.
- Institutions must deploy resources appropriately and provide students explicit messages about success-oriented behaviors.
- Institutions need information about how well they're doing & to use this information to enhance student engagement & success.

High Impact Activities

- ★ 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

Source: *Kinzie & Evenbeck, "Setting up Learning Communities That Connect with Other High Impact Practices," Washington Center, Learning Community Summer Institute.*

NSSE FINDING: VALUE OF HIGH-IMPACT PRACTICES



Students who took part in one or more "high-impact" practice such as a learning community, research with faculty, study abroad, and culminating senior experience reported greater levels of deep learning and greater gains in learning and personal development.

Source: *Kinzie & Evenbeck, "Setting up Learning Communities That Connect with Other High Impact Practices," Washington Center, Learning Community Summer Institute.*

Effects of Participating in High-Impact Practices on Deep/Integrative Learning and Gains

	Deep Learning	Gains General	Gains Personal	Gains Practical
	First-Year			
Learning Communities	+++	++	++	++
Service Learning	+++	++	+++	++
	Senior			
Study Abroad	++	+	++	
Student-Faculty Research	+++	++	++	++
Internship	++	++	++	++
Service Learning	+++	++	+++	++
Senior Culminating Experience	++	++	++	++

+ $p < .001$, ++ $p < .001$ & Unstd B > .10, +++ $p < .001$ & Unstd B > .30

Source: *Kinzie & Evenbeck, "Setting up Learning Communities That Connect with Other High Impact Practices," Washington Center, Learning Community Summer Institute.*

MARKED BY 6 CONDITIONS

1. Time on Task

- ✓ Activities demand students devote considerable time & effort to purposeful tasks.
- ✓ Most require daily decisions that deepen students' investment in the activity.

2. Faculty and Peer Interaction

- ✓ Nature of activities puts students in circumstances that essentially demand interaction with faculty and peers about substantive matters over a period of time.

Source: *Kinzie & Evenbeck, "Setting up Learning Communities That Connect with Other High Impact Practices," Washington Center, Learning Community Summer Institute.*

MARKED BY 6 CONDITIONS

3. Interaction with Diversity

- ✓ Participation increases the likelihood that students will experience diversity through interaction with people who are different from themselves. Students are challenged to develop new ways of thinking & responding to novel circumstances.

4. Frequent Feedback

- ✓ May be faculty, internship supervisors, peers, others. Close proximity may provide opportunities for nearly continuous feedback.

Source: *Kinzie & Evenbeck, "Setting up Learning Communities That Connect with Other High Impact Practices," Washington Center, Learning Community Summer Institute.*

MARKED BY 6 CONDITIONS

5. Connections between learning context and real-world settings

- ✓ Opportunities for students to see how what they are learning works in on and off campus settings.

6. Occur in context of Coherent, Academically Challenging Curriculum

- ✓ Infused with opportunities for active, collaborative learning. Students better understand themselves in relation to others and the larger world.

Source: *Kinzie & Evenbeck, "Setting up Learning Communities That Connect with Other High Impact Practices," Washington Center, Learning Community Summer Institute*.

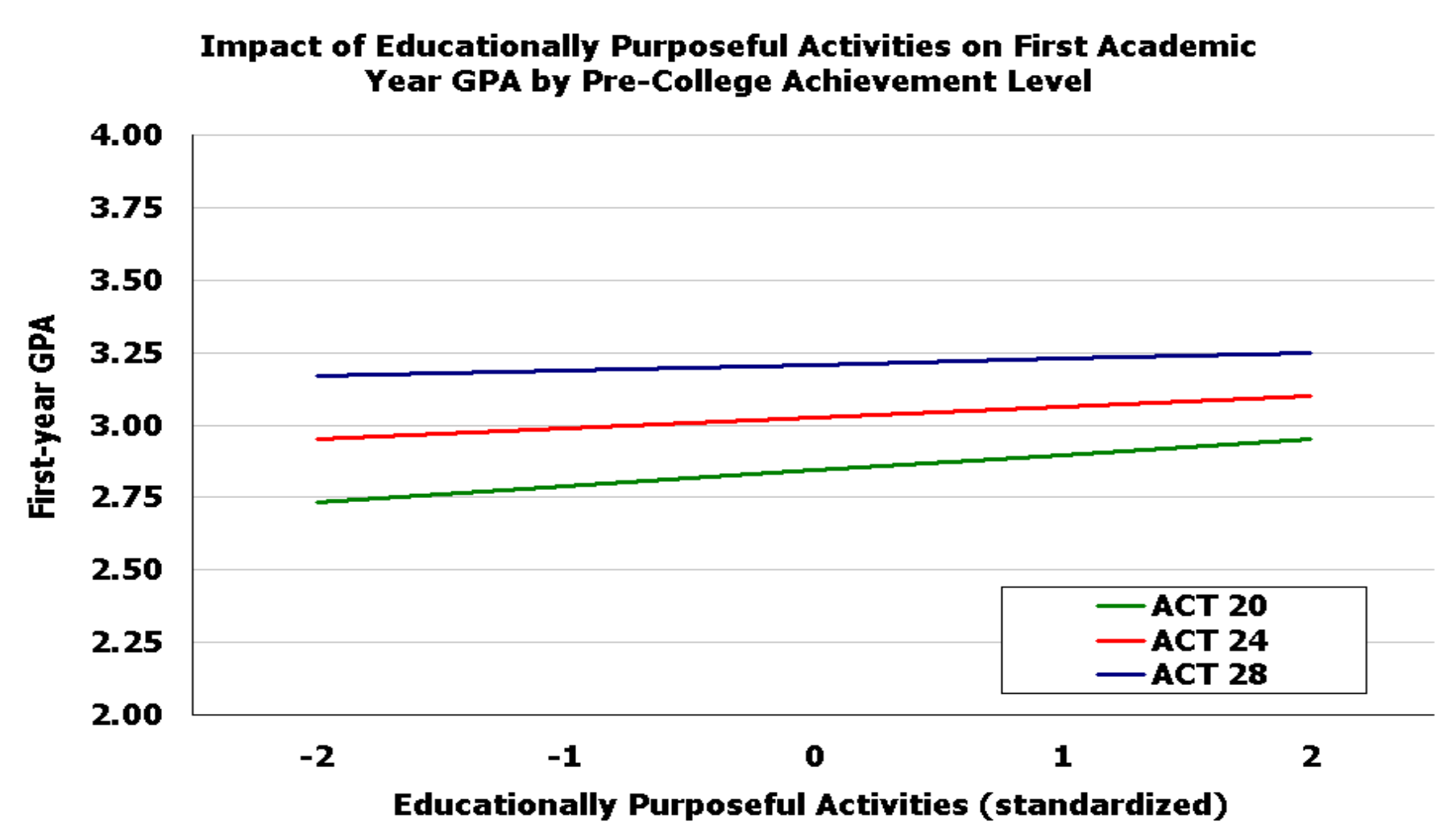
Results: Engagement & Retention

1. Engagement in the first year is essential to student persistence & success

2. Some students appear to benefit <u>more</u> than others from the same educational programs or practices

Source: *Kinzie & Evenbeck, "Setting up Learning Communities That Connect with Other High Impact Practices," Washington Center, Learning Community Summer Institute.*

Effect of Engagement on FY GPA by ACT Scores



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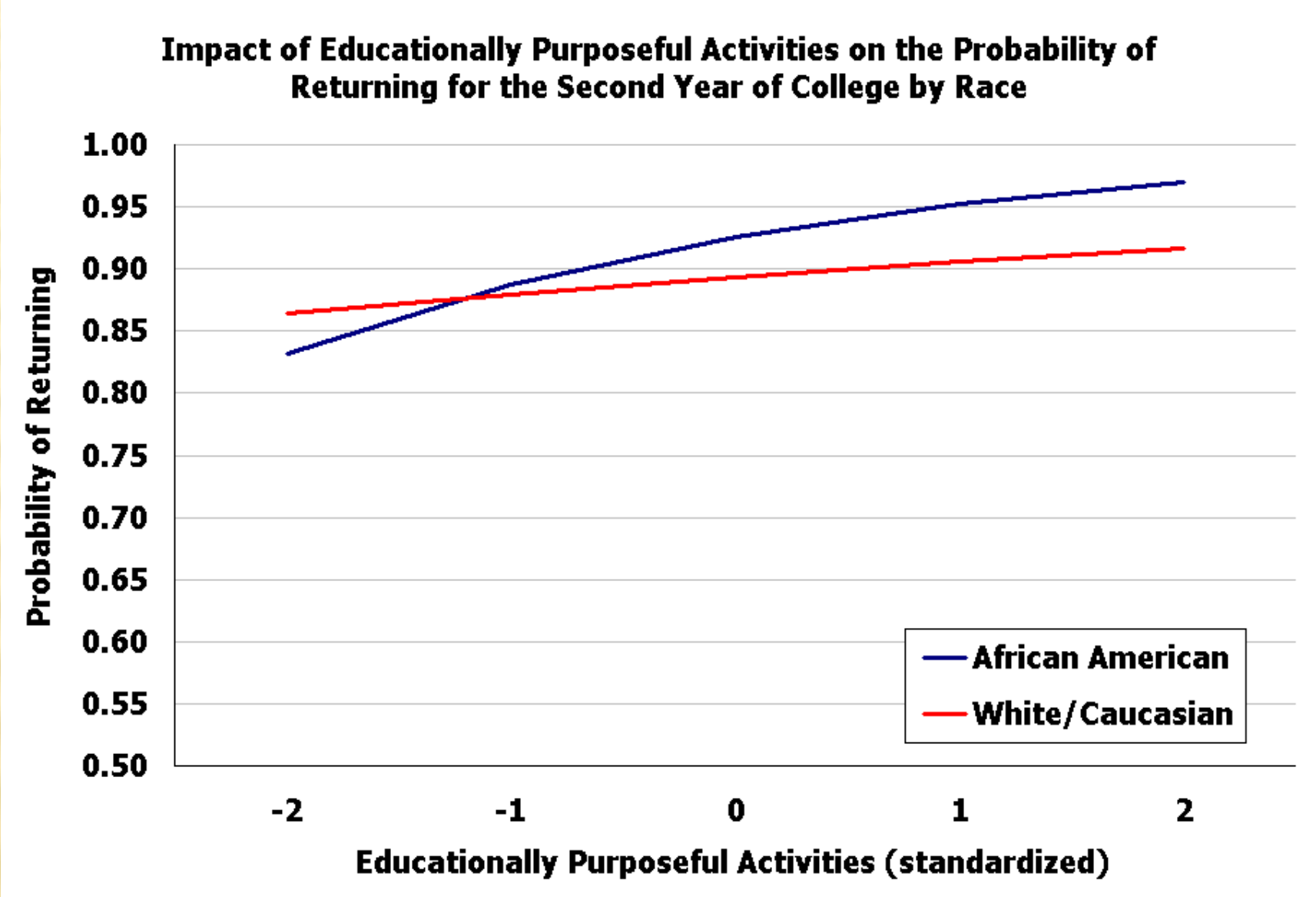

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BUILDING THE FOUNDATION FOR THE SOPHOMORE YEAR: INTENTIONALLY STRUCTURING THE FYE AT IUPUI

- RISE to the IUPUI Challenge
- Co-curriculum
- Personal Development Plans
- First Year Seminars
- Themed Learning Communities

RISE TO THE CHALLENGE

- IUPUI developed goals for excellence in:
  - Teaching and learning
  - Research, scholarship, and creative activity
  - Civic engagement

- Consistent with those goals, IUPUI is challenging each student to have at least two curricular learning experiences that augment the typical curriculum and that fall within the four areas of curricular excellence that are consistent with the mission of IUPUI.

RISE TO THE IUPUI CHALLENGE

- Research
- International Study Abroad
- Service Learning
- Experiential Learning

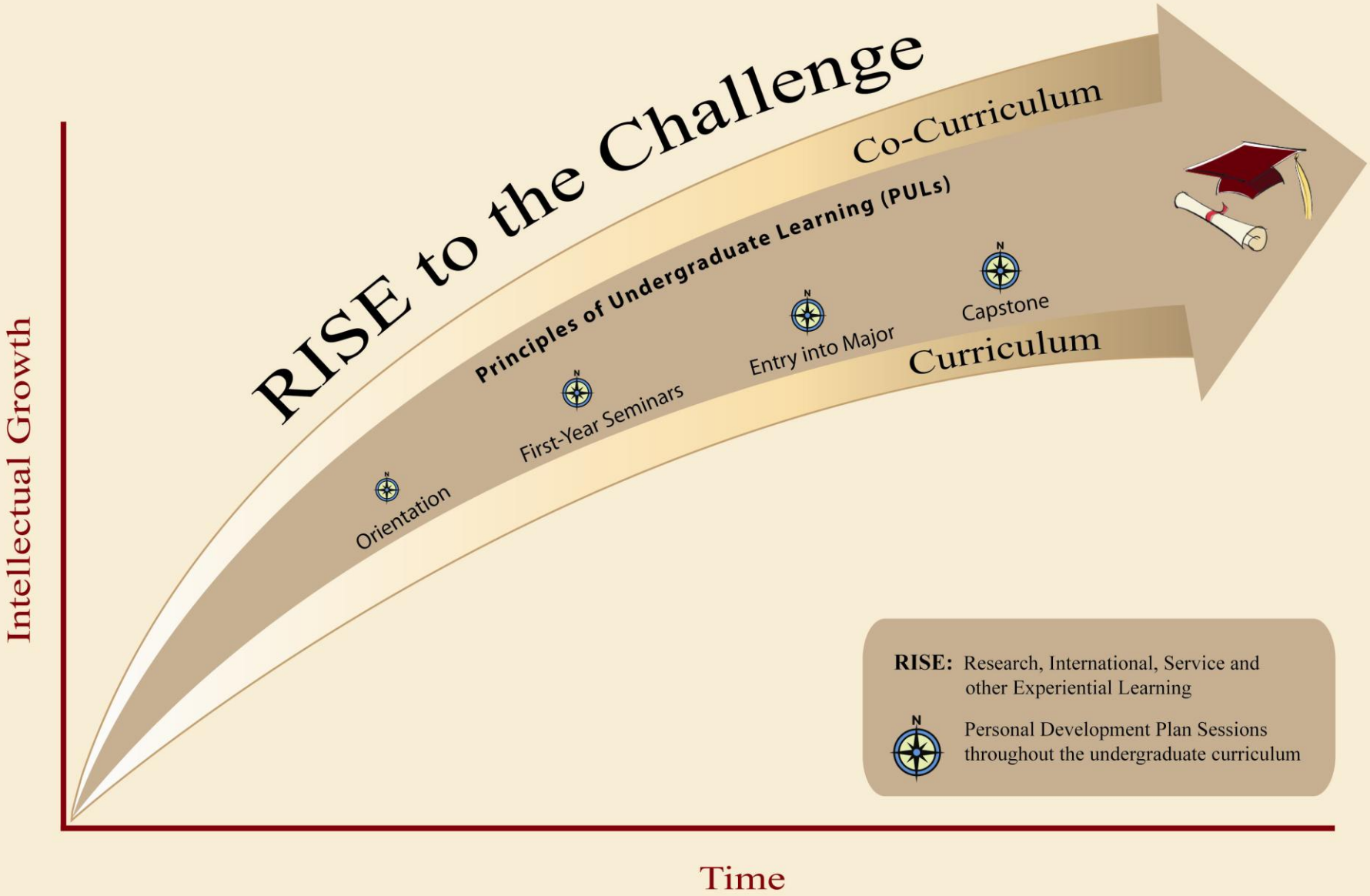
The challenge: Every student earning a bachelor's degree will complete at least two of the four types of educational experiences which qualify for appearing on the student's transcript.

WHY RISE?

- RISE emphasizes four critical dimensions of experiential learning that are the hallmarks of an IUPUI degree—integrating important **high impact programs** into the student experience in an intentional way.

- RISE will brand an IUPUI degree as unique and in touch with "Employer Identified Skills" for new graduates (AAC &U, 2007) and will be an integral part of "My IUPUI Experience."

My IUPUI Experience



INTEGRATING THE CO-CURRICULUM

- Intentional Programming
  - Personal and Social Responsibility
  - Welcome/Transition
- Leadership Development
  - Lead IUPUI
  - University College Student Council

pms201, pms1245, pms 346, black

IUPUI PERSONAL DEVELOPMENT PLAN (PDP)

Personal development planning is a process which will enable first year students at IUPUI to understand, implement, and mark progress toward a degree and career goal by creating and following a personalize plan that is open to revision and reevaluation every semester in collaboration with an academic advisor or faculty member.

THE PDP IS DESIGNED TO FOSTER:

1. Goal commitment (student commitment to earning a degree)
2. Academic achievement (through goal setting and planning)
3. Curricular coherence and meaning in the first-year seminar
4. Student development for students in the first year and beyond.

PDP COMPONENTS

Each PDP will have three components:

1. **Semester in Review** – reflection on individual strengths, goals, challenges and strategies for success

2. **Principles of Undergraduate Learning** – identification of how the PULs are connected to academic and career goals

3. **Peak Performance Plan** – A plan for specific action steps, courses, and experiential activities leading to the achievement of academic and career goals

FIRST YEAR SEMINARS AT IUPUI

- Facilitate student transition to college by introducing key information and skills needed to succeed and by offering opportunities to connect with faculty, staff, and other students.
- First year seminar is taught by an instructional team including a faculty member, academic advisor, librarian and student mentor
- Where first year students are introduced to the Personal Development Plans

IUPUI THEMED LEARNING COMMUNITIES (TLCS)

WHAT IS A THEMED LEARNING COMMUNITY (TLC)?

- 3 or more linked courses including an integrative first year seminar connected through an interdisciplinary theme.
- Faculty and instructional team members work together to integrate the curricula
- Involve exciting opportunities to integrate **high impact programs** in a meaningful way into the first-year curriculum.

PUTTING IT ALL TOGETHER: WHY IS THIS INTENTIONALLY IMPORTANT?

- Analysis from the 2007 Sophomore Experiences Survey tells us:
  - Second year students' satisfaction with their overall college experience was the strongest predictor of intent to reenroll and graduate.
  - Frequency of student-faculty interaction and students' satisfaction with that interaction were highly significant predictors of intent to reenroll and graduate.

MORE…

- Analysis from the 2007 Sophomore Experiences Survey tells us:
  - Peer satisfaction was the strongest contributor to overall student satisfaction.
  - Second year students who were involved in campus activities were most likely to report high levels of peer satisfaction.
  - Students who had participated in a 1st year learning community were more likely to report the sophomore year as better than the first year.
    - (Schreiner, 2010)

RECOMMENDATIONS FOR FOSTERING THE INTELLECTUAL DEVELOPMENT OF SOPHOMORES

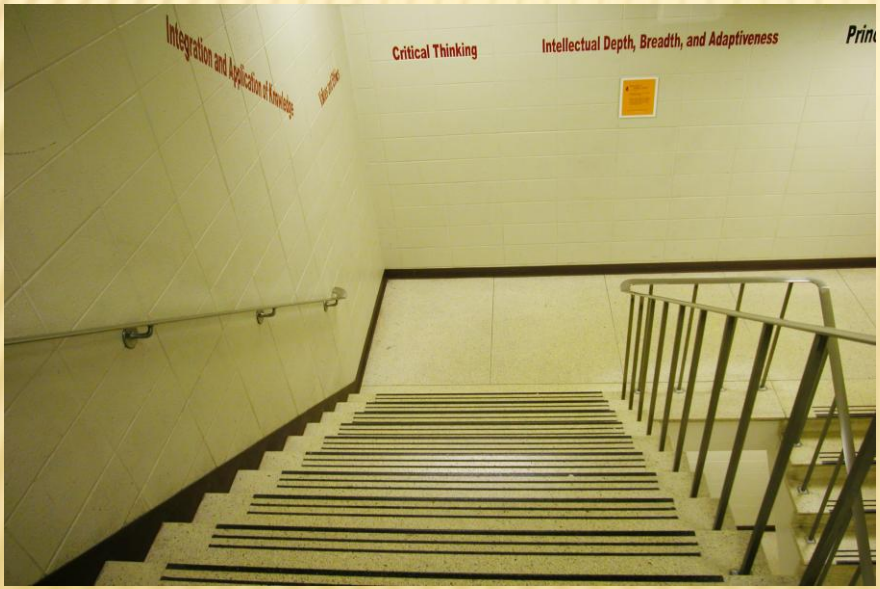
HELPING SOPHOMORES SUCCEED: UNDERSTANDING & IMPROVING THE SECOND-YEAR EXPERIENCE (2010)

RECOMMENDATIONS

(1) Focus On Student Learning.

RECOMMENDATIONS – CONT'D.

(2) Broaden The Definition Of Learning Outcomes.



RECOMMENDATIONS – CONT'D.

(3) Building On What Students Already Know and Are Able To Do.

RECOMMENDATIONS – CONT'D.

(4) Examine And Strengthen The Prerequisite Requirements.

RECOMMENDATIONS – CONT'D.

(5) Consider Thresholds For Certain Classes.

RECOMMENDATIONS – CONT'D.

(6) Provide More Flexibility In The Curriculum.

RECOMMENDATIONS – CONT'D.

(7) Link The Classroom And Out Of Classroom Experiences.

RECOMMENDATIONS – CONT'D.

(8) Put Students In Leadership Contexts.

RECOMMENDATIONS – CONT'D.

(9) Provide Mentors.

RECOMMENDATIONS – CONT'D.

(10) Focus On Careers;

RECOMMENDATIONS – CONT'D.

(11) Use Technology. And . . .

RECOMMENDATIONS – CONT'D.

(12) Help Students Consider Alternate Degree Programs.

DISCUSSION AND QUESTIONS