

Transitions Beyond the First Year: Implications for Curriculum Design, Student Support, and Success

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INTRODUCTIONS

Group Activity 1

- At your table - Introduce yourself, country, institution, your job role and what you'd like from the session
- (5 min) Feedback to the group – one shared outcome you'd like from the session

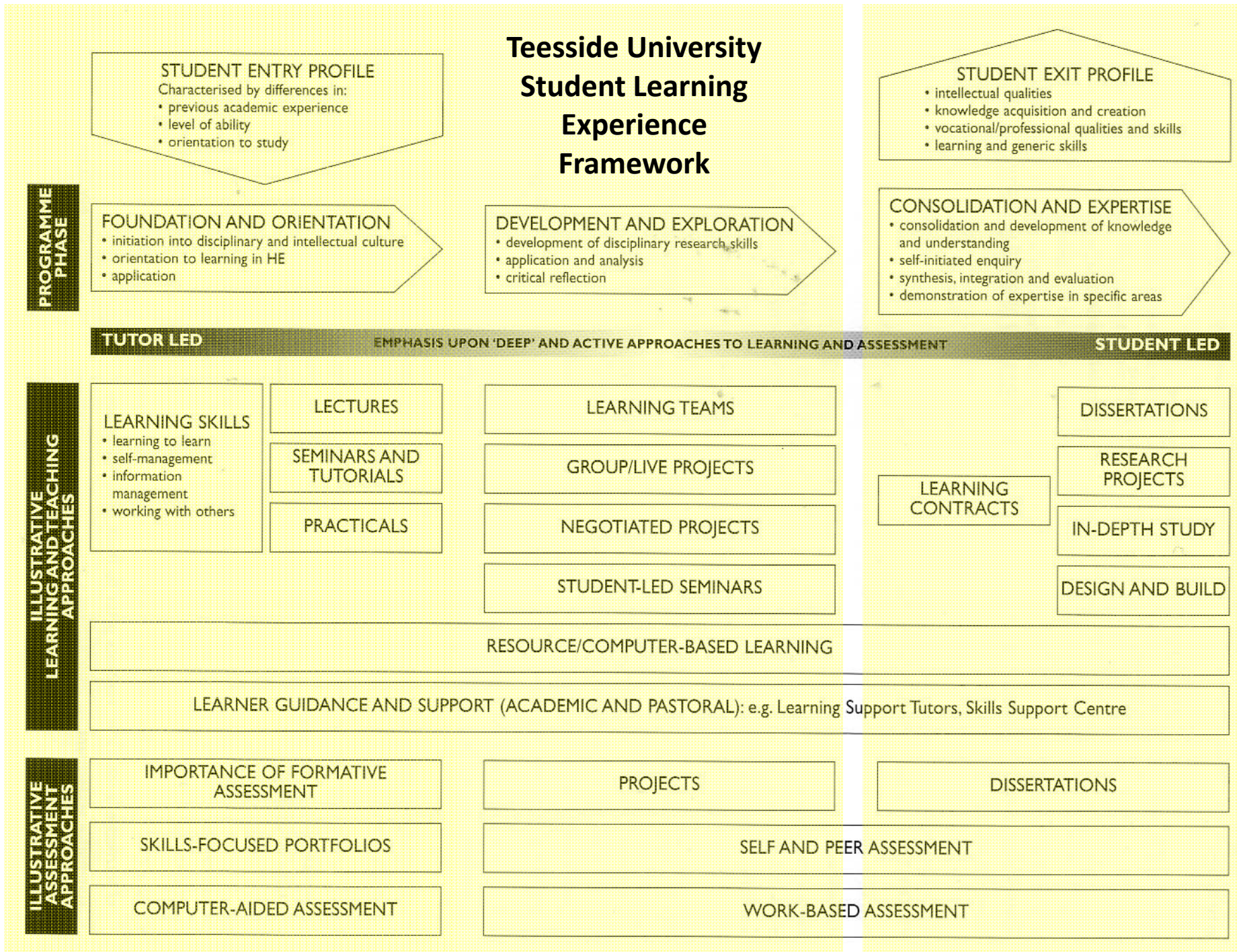
Group Activity 2

- Keywords on your table – what do they mean to you:
 - Transition
 - Academic advising/support
 - Second-year student
 - ‘Sophomore slump’
 - Student success
- 5 min discussion / 5 min feedback to group

Group Activity 3

- Round tables consider the issues and experiences a first year student encounters at different stages
 - Consider: pre-arrival/induction; 1st semester; 2nd semester; summer break, year two 1st semester; year 2nd semester
 - Changes in support; changes to themselves; institutional change; course changes
 - Is this the same internationally?
- Use flipchart paper (15 minutes in group)
- reading the other groups work and adding points (5 minutes)
- debrief and discussion (20 mins)

FIGURE 2: A Framework for Programme Design and Implementation
THE THESSIDE LEARNING EXPERIENCE



SHARING THE RESEARCH & EXISTING PRACTICES

Research from the United Kingdom



How do you feel about progressing?

- 86% respondents feel 'positive' about progressing to second year
- However.....

Support Accessed to Help Transition

Support mechanisms	Y1 (%)
Academic staff discussed in lectures/tutorials	23
Had an informal opportunity interact with 2nd/3rd year students	31
Had a formal opportunity to interact with 2nd/3rd year students	8
An introduction into 2nd Year session	0
Peer Learning Mentors	7
An essay or another form of assessment at 1st year level	8
Links to websites on critical analysis	7
None of the above	54

Blind optimism?

How do you feel about progressing?

- 62% Second year's were 'worried' about progressing to third year
- Having experienced a within University transition more realise 3rd year could be very different

Second Years' Reflections:

2nd year focus is
relentless lecturing
about portfolio
meeting assessments
remember much relaxation time

The transition between first and second year has not been easy as first and second year in an academic level are miles apart with some very large gaps which have not been easy to catch up to, because the knowledge has not been there from the first year.

The marking criteria certainly requires a step up from academic skills acceptable in the first year.

Students' Ideas to Help Transition

- Summer -assignment, reading and information
- Seminars with staff and higher level students
- Re-introduction sessions
- More peer support sessions
 - *“..most no longer experience the same level of support they received as freshmen. It is therefore critical that sophomores feel plugged in with their peers and to campus resources..”* (Peter Kraft)

Advice to Year One from Year Two

- Use central and local support available
- Work over the summer
- Read more before sessions
- Talk to your peers, they can help
- Get to know students from years' 2 and 3
- Ask for module guides and reading over summer

Research from the United States



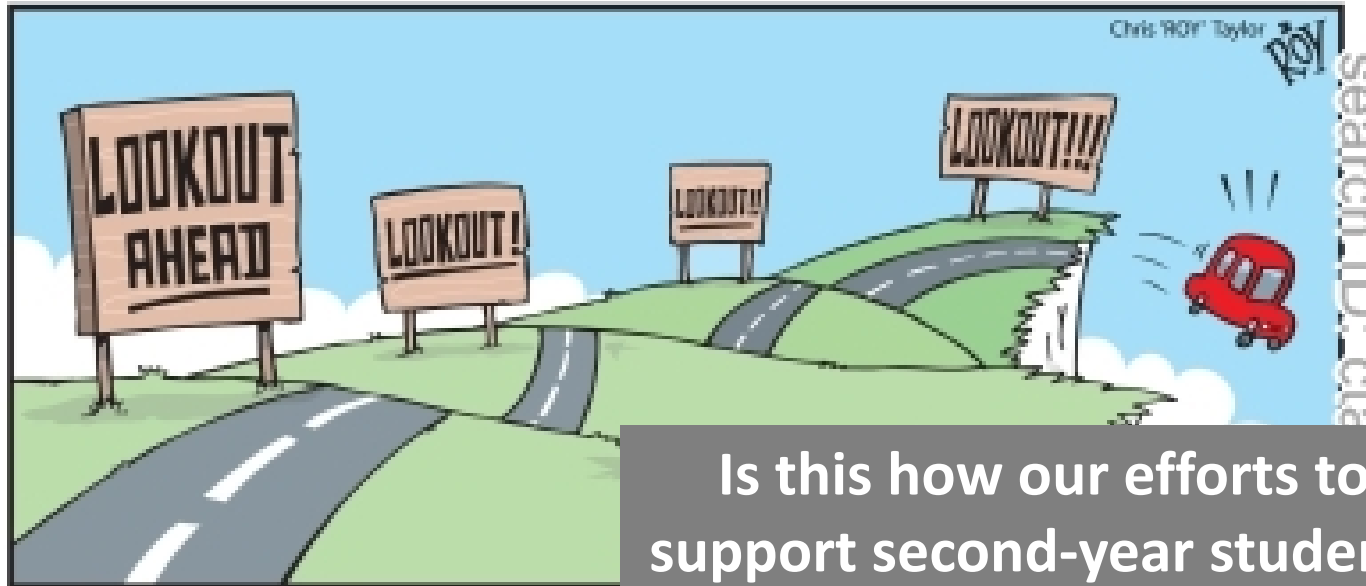
NATIONAL RESOURCE CENTER

FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA



**Teesside
University**

Primary Criticism of 2nd Year Support: “You’re just moving the cliff!”

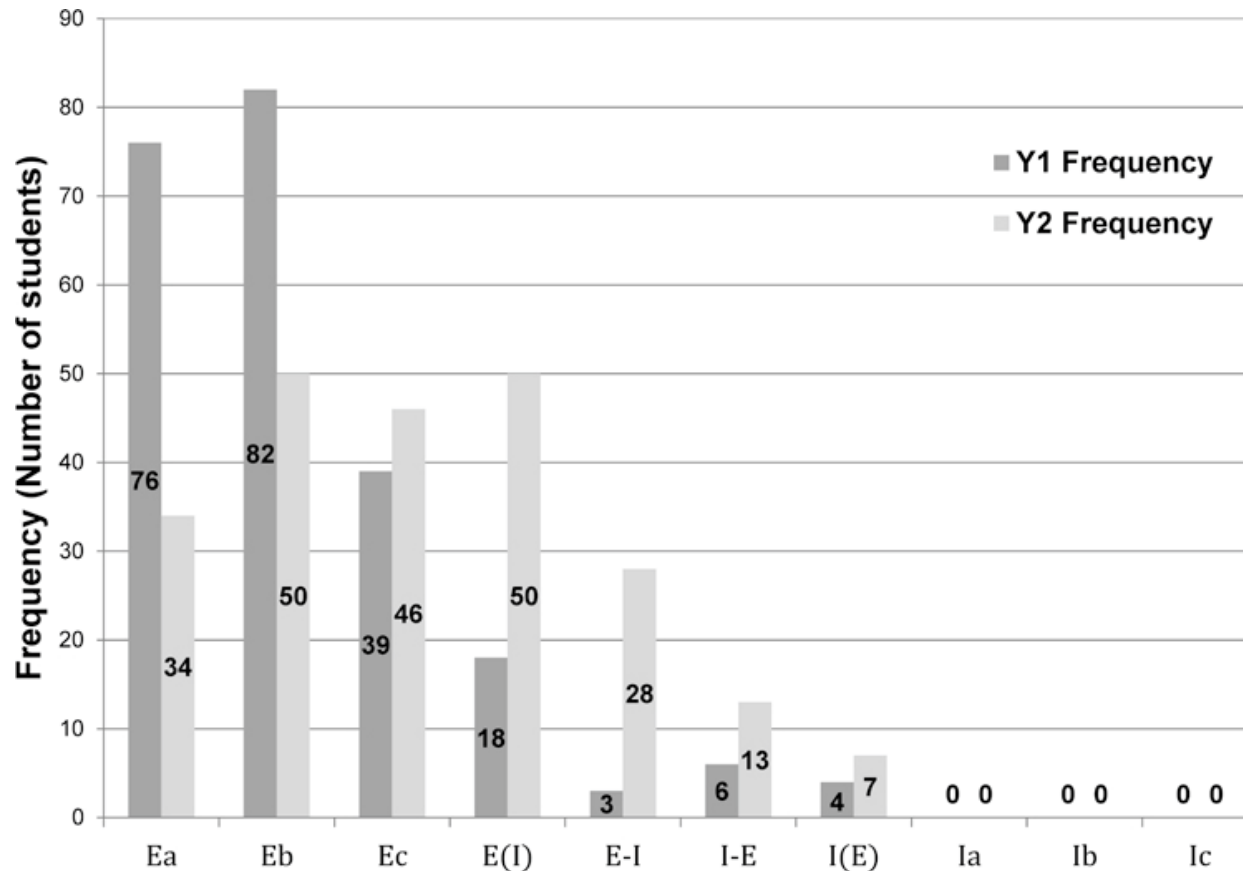


Is this how our efforts to support second-year students are perceived?

Second Year as a Developmental Milestone

- Critical juncture for students developmentally
 - Academic development
 - Connection to institution and place in the community
 - Career development
 - Personal identity issues
 - Examination of life purpose
- Increased capacity to make progress on important college outcomes

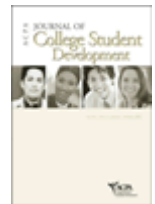
Second Year as a Developmental Milestone



Source of identity and meaning-making:

- Ea-External voice-unquestioning
- Eb-External voice-low tension
- Ec-External voice-high tension
- E(I)-External with awareness of internal
- I(E)-Internal with acknowledgement of external
- I(a-c): External

Baxter-Magolda, M.B., King, P.M., Taylor, K.B., & Wakefield, K.M. (2012). Decreasing authority dependence during the first year of college. *Journal of College Student Development*, 53(3), 481-435.



National Survey of Sophomore-Year Initiatives

- Purpose: “to get a better understanding of sophomore-specific efforts” on campuses across the country (*Keup, Gahagan, & Goodwin, 2010*)
- Administration period: March-June, 2014*
- Administration target: Institutional representatives that could respond on programmatic interventions
- Total number of respondents: 816 institutions
 - 46% (n = 355) reported having a sophomore-year initiative

Campus-Wide Efforts Focused on Sophomores

Campus-wide effort (n = 794)	Percent
Retention study	41.3
None	41.0
Institutional assessment	28.3
Strategic planning	26.8
Program self-study	16.5
Participation in a national survey	15.5
Accreditation	10.8
Grant-funded project	9.3

Objectives for Sophomore Success Initiative (n = 454)	Percent
Improve retention	61.9
Career exploration	53.5
Academic assistance	45.4
Selection of a major	45.4
Career preparation	45.2
Leadership opportunities	43.0
Connection with the institution	35.5
Academic skills	31.9
Graduation rates	31.5
Service learning	29.3
Student satisfaction	29.3
Student-faculty interaction	29.1
Self-exploration or personal development	26.7

Types of Sophomore Success Initiatives

Academic advising
Academic coaching or mentoring
Back-to-school events
Career exploration
Career planning
Class events
Common reading experience
Course-specific support for high-risk classes
Credit-bearing course
Cultural enrichment activities
Early alert systems
Faculty/staff mentors
Financial aid
Internships
Leadership development
Learning communities
Major exploration & selection

Online communication
Opportunities to co-teach or assist in teaching a class
Outdoor or wilderness adventure
Peer mentoring by sophomores
Peer mentoring for sophomores
Print publications
Residence life

- Sophomore live on-campus requirement
- Soph-specific living-learning community
- Soph-specific residential curriculum

Retreats
Service-learning/community service
Student government
Study abroad
Summer newsletters/communication
Undergraduate research

Most Common Sophomore Success Initiatives

Sophomore Initiative (n = 351)	Percent
Academic advising	57.8
Career exploration	53.0
Career planning	49.0
Early alert systems	42.5
Leadership development	41.0
Major exploration and selection	33.3
Academic coaching or mentoring	30.8
Peer mentoring by sophomores	28.5
Class events	28.2
Service learning/community service	26.8
Internships	26.8

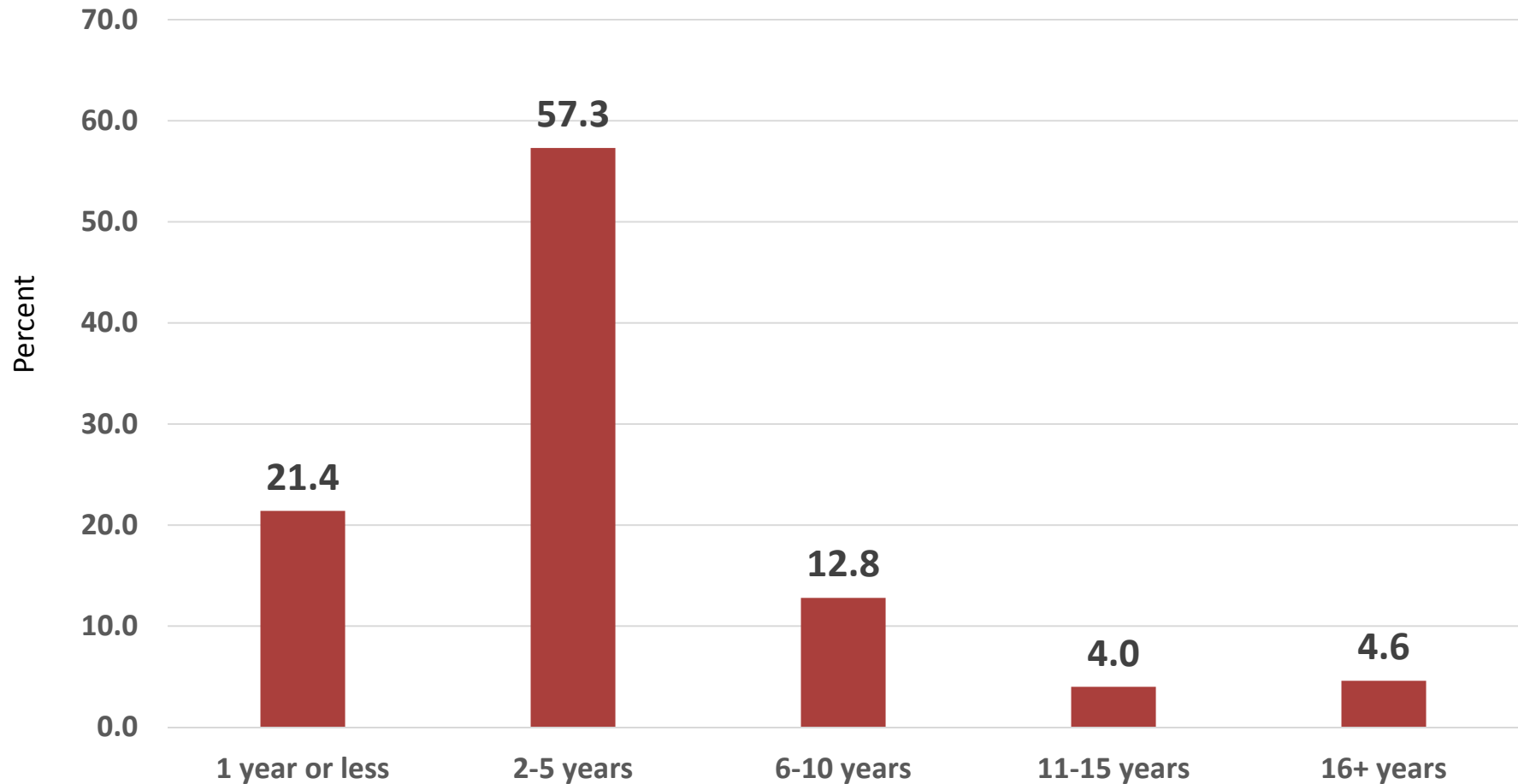
Less Common Sophomore Success Initiatives

- **20-25% of institutions reporting**: faculty/staff mentors, study abroad, residence life-sophomore required to live on-campus, online communication, student government
- **10-20% reporting**: undergraduate research, cultural enrichment activities, residence life-soph-specific living-learning communities, course-specific support, financial aid, learning communities, peer mentors for sophomores, credit-bearing course
- **5-10% reporting**: co-teach or assist in teaching a course, retreats, residence life-soph-specific residential curriculum, print publications, summer newsletters/communication, common reading experience
- **<5% reporting**: outdoor/wilderness adventure, summer bridge programs

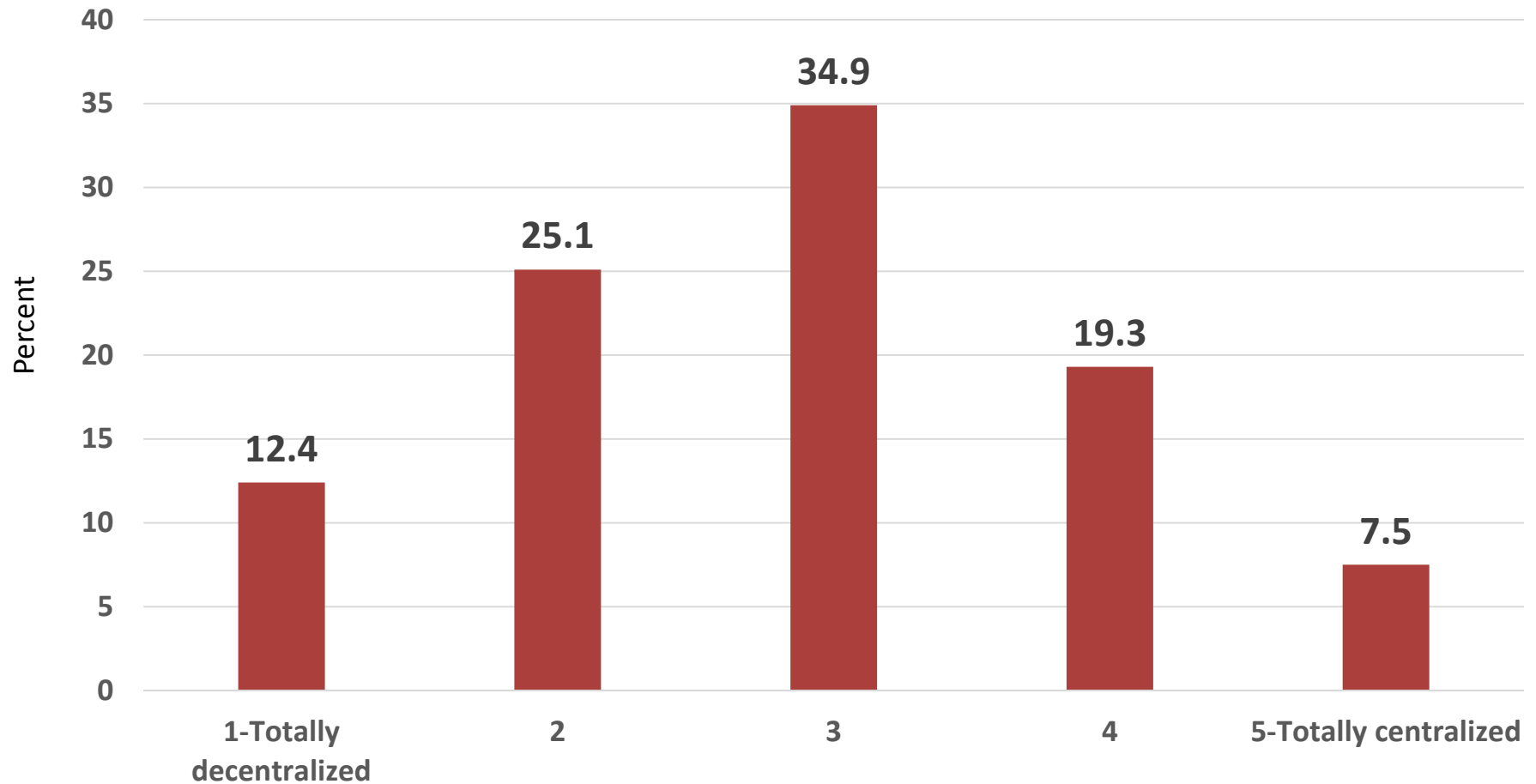
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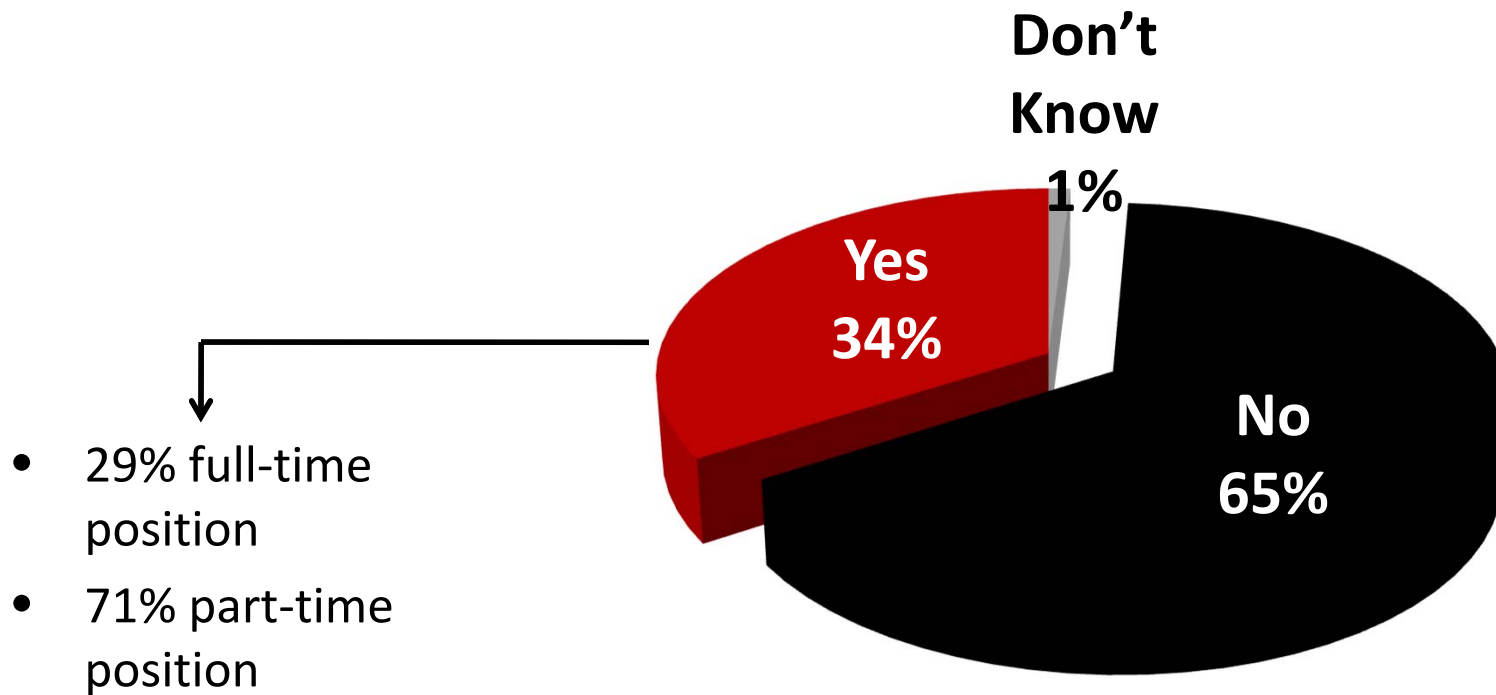
Duration of Sophomore Initiative



Coordination of Sophomore Initiative



Is someone in charge of Sophomore Success Initiatives?



Challenges

Reason for no sophomore initiative	Percent
Other*	41.7
Limited time	35.4
Not an institutional priority	35.1
Lack of funding	34.1
Lack of staff/faculty buy-in	18.5
Lack of expertise	12.2

*Other (2008):

- Focus on first-year students
- Lack of staff
- High retention
- No leadership/authority
- Definitional challenge (i.e., what is a “sophomore”)

Major Findings

- Common approaches to second year support
- Identify a range of options and opportunities for new programs
 - Curricular approaches & HIPs are underutilized
- Connection to outcomes
 - “There is a practically and statistically significant relationship between having sophomore success initiatives and persistence during the first two years of college”
(Keup, Gahagan, & Goodwin, 2010)
 - Expand student outcomes of second-year programming
- Uneven campus coordination

FYE Approaches

Transition pedagogy (Kift and Nelson, 2005)

- 1st Generation: Co-curricular support
 - Professionals on curriculum periphery
- 2nd Generation: Curriculum development
 - Faculty and professional partnerships
- 3rd Generation: Whole institution approach
 - Across all disciplines integration into L&T strategy of institution - Faculty and professional partnerships

Examples of Practice

- Teesside
 - TV production – assessment including Y1, Y2, Y3 students (2nd Gen)
 - History – end of year 1 seminars with Staff & 2nd year students (2nd Gen)
 - Sports Therapy – practice clinic (1st/ 2nd Gen)
 - Sport and Exercise – L&T strategy includes year 2 extended induction, staged assessment (2nd Gen)
 - E.G. early formative assessment and peer marking within S&C, critical analysis tasks, reflective activity

Year 2 Progression Data

- Uni average 79%
- Sport average 83%
 - Sport Therapy 85%
- History 85%
- TV production 91%
- Where interventions are considered above University mean
- Early curriculum interventions more successful

Integrating Personal Development and Employability into the Curriculum (3rd Generation)

- Many students study to start their career
- Help them to identify development needs and where this can be achieved
 - In & out of the curriculum
 - Allow space for this to be assessed
- Incorporate support staff in the teaching
- Several benefits for students
 - e.g. Promotes engagement, autonomy, motivation, assessment of 'hidden curriculum'

Group Activity 4

- Create and design the your ideal out of first year transition activity
- Choose one of the transition practices presented or come up with your own
- Where does it sit on the Kift & Nelson transition pedagogy model?
- What are strengths and limitations of this approach?
- How would you evolve the practice to improve it a to fit within your own institution context/s?
- 20 mins in group