Sophomore Advising: Using National Data to Inform your Practice

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United States Air Force Academy
Why did you choose to attend this session?

- Use the link in the chat box!
Why Did You Choose to Attend This Session?

1. I am leading a campus initiative to improve student thriving and academic advising, specifically the creation of an advising center.

2. Sophomores seem to be ignored in campus conversations about success and support.

3. Hoping to learn more about the sophomore survey. I also love data!

4. Molly is my hero. Julie is an all-star.

5. I am working on creating a second-year experience program at my institution and am always up to learn from Molly!

6. Because the transition work is so often focused on first years and seniors and sophomores often get left by the wayside! I want to know suggestions to better support them.

7. I know that sophomores are at risk of not being retained.

8. Recently transitioned into the Academic Advisor role. I work mostly with First Year Courses and that includes both FTIC (First Time in College) and Transfer students.

9. I work with advisors and always am wanting data to help support their efforts and would like to pay attention to the transition from the 2nd to 3rd semester and how to better help students at this stage.
Why Did You Choose to Attend This Session?

I am from a community college wanting to prepare students to transfer to a university.

I am going to try to create a transfer student advisory board, and I just want to gain some additional data to work toward this goal.

I am the SYE Coordinator and oversee this population.

Because I advise sophomore students/second-year, and undecided students.

To learn more how to best serve my second-year students.

How this translates to community college students in terms of preparing to transfer/solidifying a major or career path.

We are looking to expand our services to second and third year students and we are interested in learning about best practices for this population.

So much effort is put toward first years and seniors, but sophomores are at great risk of transferring or leaving for any number of reasons. I want to gain insight into new ways to support this population.

Lead sophomore business engagement

To improve effectiveness with sophomore student caseload
Objectives for this Session

• As a result of participating in this session, participants will be able to:
  • Understand key issues in the sophomore year
  • Consider national data about institutional approaches to advising in the sophomore year
  • Describe how their campuses can work to positively impact sophomore advising
BACKGROUND ON THE SOPHOMORE YEAR
Changes During the Sophomore Year

Academic Transitions

Relational Transitions

Identity/Personal Meaning and Purpose

Social Identity

Campus Structure
Findings from the Wabash National Study of Liberal Arts Education

Baxter Magolda, King, Taylor, & Wakefield, 2012
Findings from the Wabash National Study of Liberal Arts Education

Baxter Magolda, King, Taylor, & Wakefield, 2012

FIGURE 2. Distribution of Self Authorship Ratings, Year 1 and Year 2 (N = 228)
Findings from the Wabash National Study of Liberal Arts Education

Baxter Magolda, King, Taylor, & Wakefield, 2012

65% in 2nd year

Tension

Shortcomings

EXTERNAL
Ea: Consistently and unquestioningly rely on external sources without recognizing possible shortcomings of this approach.
Eb: Consistently rely on external sources, but experience tensions in doing so, particularly if external sources conflict.
Ec: Continue to rely on external sources but recognize shortcomings of this approach.

CROSSROADS
Predominantly External
E(I): Continue to rely on external sources despite awareness of the need for an internal voice. Realize the dilemma of external meaning making, yet are unsure how to proceed.
E-I: Begin to actively work on constructing a new way of making meaning yet "lean back" to earlier external positions.

Predominantly Internal
I-E: Begin to listen carefully to internal voice, which now edges out external sources. External sources still strong, making it hard to maintain the internal voice consistently.
I(I): Actively work to cultivate the internal voice, which mediates most external sources. Consiously work to not slip back into former tendency to allow others' points of view to subsume own point of view.

INTERNAL
Ia: Trust the internal voice sufficiently to refine beliefs, values, identities and relationships. Use internal voice to shape reactions and manage external sources.
Ib: Trust internal voice sufficiently to craft commitments into a philosophy of life to guide how to react to external sources.
Ic: Solidify philosophy of life as the core of one's being; living it becomes second nature.

FIGURE 2. Distribution of Self Authorship Ratings, Year 1 and Year 2 (N = 228)
Existential Questioning

What is the purpose of my life?

Why am I taking all these classes?

Practical Questioning

What should I major in?

What career should I choose?
Challenges Internal to Student

- Academic Struggles
- Lack Of Academic Motivation
- Identity Confusion
- Major And Career Indecision
- Difficulty Selecting Meaningful Campus Engagement Connected To Interests
External/Campus-Level Challenges

- Campus run-around and a lack of attention to service excellence that particularly impacts sophomores
- Difficulty connecting to faculty in meaningful ways
- Inadequate academic advising to address meaning and purpose, which is the major developmental issue of the sophomore year
- Campus systems and policies that hinder thriving among marginalized students, as well as among sophomores in general
- Removal of almost all forms of campus support from the first year
KEEP CALM AND SURVIVE SOPHOMORE YEAR
Issues in Sophomore Year

- Intentional Design of Sophomore Programs
- Advising
- Defining Sophomore Student Success
- Institutional Integrity
Issues in Sophomore Year

- Intentional Design of Sophomore Programs
- Advising
- Defining Sophomore Student Success
- Institutional Integrity
- What "Sophomore Issues" do you see on your campus?
Issues in Sophomore Year

- Intentional Design of Sophomore Programs
- Advising
- Defining Sophomore Student Success
- Institutional Integrity
ADVISING IN THE SOPHOMORE YEAR
Sophomores’ satisfaction with advising significantly predicts:

- Their overall satisfaction with their college experience
- Their satisfaction with faculty
- Their perception of tuition as a worthwhile investment

How does this shift and evolve during a pandemic?

Source: Sophomore Experiences Survey: Schreiner, 2014
Sophomore Initiatives: Advising

HOW OFTEN DID YOU MEET WITH YOUR ACADEMIC ADVISOR THIS YEAR?

- Somewhat often: 23%
- Frequently: 22%
- Regularly: 21%
- Occasionally: 17%
- Rarely: 12%
- Never: 5%

Source: Sophomore Experiences Survey: Schreiner, 2014
How Satisfied are Sophomores with Advising?

Source: Sophomore Experiences Survey: Schreiner, 2014
How Satisfied are Sophomores with Advising?

“In the two decades of data collected nationally on sophomores, the campus experience with which sophomores are least satisfied is advising.”

(Schreiner, 2018, p. 17)

Source: Sophomore Experiences Survey: Schreiner, 2014
2019 National Survey of Sophomore-Year Initiatives


N = 335
How Are Campuses Responding to the Second Year?

- Yes: 51.0%
- No: 43.9%
- I don't know: 5.1%

Institution Offers Sophomore Initiatives
What Sophomore Initiatives Are Frequently Offered?

Institutional Initiatives on Sophomores

- Career exploration: 59.7%
- Academic advising: 57.9%
- Career planning: 52.2%
- Academic coaching or mentoring: 38.4%
- Leadership development: 34.6%
- Major exploration and selection: 34.0%
- Campus-based event: 32.7%
- Early alert systems: 30.2%
Prevalence of Advising as a Sophomore-Year Initiative

Institutional Initiatives on Sophomores

- Career exploration: 59.7%
- Academic advising: 57.9%
- Career planning: 52.2%
- Academic coaching or mentoring: 38.4%
- Leadership development: 34.6%
- Major exploration and selection: 34.0%
- Campus-based event: 32.7%
- Early alert systems: 30.2%
## Advising Reaching High Proportion of Sophomores

### Sophomore Initiative Reaching Highest Proportion of Sophomores

<table>
<thead>
<tr>
<th>Activity</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising</td>
<td>40.5%</td>
</tr>
<tr>
<td>Res. life-sophomore live on requirement</td>
<td>6.3%</td>
</tr>
<tr>
<td>Career exploration</td>
<td>6.3%</td>
</tr>
<tr>
<td>Academic coaching or mentoring</td>
<td>5.7%</td>
</tr>
<tr>
<td>Early alert systems</td>
<td>3.8%</td>
</tr>
<tr>
<td>Credit-bearing course</td>
<td>3.8%</td>
</tr>
<tr>
<td>Communication or publications</td>
<td>3.8%</td>
</tr>
<tr>
<td>Campus-based event</td>
<td>3.8%</td>
</tr>
<tr>
<td>Leadership development</td>
<td>3.2%</td>
</tr>
<tr>
<td>Career planning</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

### Other Activities
- Academic coaching or mentoring
- Career exploration
- Communication or publications
- Credit-bearing course
- Campus-based event
- Leadership development
- Career planning
- Early alert systems
Advising Reaching High Proportion of Sophomores

Percentage of Sophomores Reached by Advising

- 10% or less: 0.0%
- 11-20%: 0.0%
- 21-30%: 0.0%
- 31-40%: 1.6%
- 41-50%: 1.6%
- 51-60%: 4.8%
- 61-70%: 4.8%
- 71-80%: 7.9%
- 81-90%: 9.5%
- 91-100%: 69.8%
Advising Reaching High Proportion of Sophomores

Percentage of Sophomores Required to Participate in Advising

- None: 14.4%
- < 10%: 0.7%
- 10-19%: 1.3%
- 20-29%: 3.9%
- 30-39%: 1.3%
- 40-49%: 3.3%
- 50-59%: 1.3%
- 60-69%: 2.6%
- 70-79%: 0.0%
- 80-89%: 2.0%
- 90-99%: 3.9%
- 100%: 65.4%
Advising - Key Tool for Meeting Sophomore Objectives

Sophomore Initiatives Used to Reach Campuswide Objectives for Sophomores

- Academic advising: 60.3%
- Career exploration: 37.8%
- Career planning: 23.1%
- Major exploration and selection: 21.8%
- Leadership development: 19.2%
- Academic coaching or mentoring: 18.6%
- Campus-based event: 16.7%
- Early alert systems: 14.7%
- Res. life-sophomore live on requirement: 13.5%
- Communication or publications: 12.8%
## Overall Sophomore Objectives

### Campus-wide Objectives for Sophomores

<table>
<thead>
<tr>
<th>Objective</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career exploration and/or preparation</td>
<td>48.3%</td>
</tr>
<tr>
<td>Academic planning</td>
<td>41.6%</td>
</tr>
<tr>
<td>Academic success strategies</td>
<td>35.6%</td>
</tr>
<tr>
<td>None</td>
<td>32.4%</td>
</tr>
<tr>
<td>Persistence, retention, or third-year return rates</td>
<td>30.5%</td>
</tr>
</tbody>
</table>
Objectives of Sophomore Advising

Objectives for Academic Advising in Sophomore Year

- Academic planning: 88.9%
- Career exploration and/or preparation: 34.9%
- Major exploration: 30.2%
- Academic success strategies: 30.2%
- Introduction to a major, discipline, or career path: 27.0%
- Persistence, retention, or third-year return rates: 17.5%
- Discipline-specific knowledge: 15.9%
- Knowledge of institution or campus resources and...: 12.7%
HIP Elements in Sophomore Advising

<table>
<thead>
<tr>
<th>Element is pervasive - 5</th>
<th>Element is partially present - 3</th>
<th>Element is present - 4</th>
<th>Element is not present - 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Expectations</td>
<td>16.4%</td>
<td>39.3%</td>
<td>11.5%</td>
</tr>
<tr>
<td>Time and effort</td>
<td>13.1%</td>
<td>45.9%</td>
<td>11.5%</td>
</tr>
<tr>
<td>Faculty Interactions</td>
<td>19.7%</td>
<td>41.0%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Experiences with Diversity</td>
<td>13.1%</td>
<td>34.4%</td>
<td>23.0%</td>
</tr>
<tr>
<td>Feedback</td>
<td>21.3%</td>
<td>37.7%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Reflect and Integrate</td>
<td>9.8%</td>
<td>39.3%</td>
<td>18.0%</td>
</tr>
<tr>
<td>Real-World Applications</td>
<td>9.8%</td>
<td>23.0%</td>
<td>21.3%</td>
</tr>
<tr>
<td>Demonstrate Competence</td>
<td>11.5%</td>
<td>27.9%</td>
<td>31.2%</td>
</tr>
</tbody>
</table>
USING STUDENT LEARNING OUTCOMES IN ADVISING

Molly Schaller and Julie Tetley
Conceptual Frameworks

- Student Learning (Hemwell & Trachte, 2005)
- CAS Standards and NACADA Learning Outcomes as Guides
- Sophomore Development (Schaller's Framework, 2005)
Stages of the Sophomore Year
Schaller (2005)

Stages have **tone** and **content**
Students may experience multiple stages at one time
Major content areas: Relationships, Self, Academics

- **Random Exploration**: exuberance, lack reflection
- **Focused Exploration**: frustration, reflection begins
- **Tentative Choices**: relief, some lingering anxiety – action begins
- **Commitment**: confidence
Starting with the END in mind...

• Organization's missions and goals
• Assess where students start
• Design to Explore and deepen
  – Sense of self
  – Connection to academic focus or major
  – Relationships with others
Language Moving Forward

**Learning Outcomes**

What we expect students to know, do, value as a result of the involvement in the academic advising experiences.

**Learning Experiences**

Intentionally designed experiences that promote students' achievement of the learning outcome.
## Promoting Second-Year Students Achievement of Important Learning Outcomes

Collaboration and partnership are key to sophomore experience program success. In this appendix, we provide a set of resources, assignments for students, and advising approaches any professional can use to support sophomore students. In addition, we encourage a review of opportunities on your campus and outreach to partners. You may want to begin this work with a campus inventory of current efforts or initiatives.

### Organizing Collaborations for the Second-Year Learning Outcomes

<table>
<thead>
<tr>
<th>Random Exploration Learning Outcomes</th>
<th>Random Exploration Learning Experiences</th>
<th>Current or Potential Initiatives</th>
<th>Current or Potential Key Collaborators and Campus Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will...</td>
<td>Conduct a process of self-assessment and analyze their options in order to bring focus to their choice of a) an academic major, b) future course selection, c) appropriate study strategies, and d) healthy social choices.</td>
<td>Use a variety of assessments to determine strengths, limitations, interests, passions, personal goals/aspirations, motivations, challenges, mindset.</td>
<td></td>
</tr>
<tr>
<td>L.O.1: demonstrate greater self-awareness.</td>
<td>Collect information about the learning environment: clubs, majors, courses.</td>
<td>Identify and located campus resources that may improve their success.</td>
<td></td>
</tr>
<tr>
<td>L.O.2: describe possible majors, courses, clubs/organizations, and other opportunities of interest to guide future exploration.</td>
<td>Engage in a process of reflection on pressures or perceived expectations held for them by others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.O.3: recognize pressures or perceived expectations held for them by others.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Download the word document from Google Docs.

https://drive.google.com/file/d/1-RfwNg6IkOceFUBna9oQnmLwAbHNimeD/view?usp=sharing
Random Exploration
Students will:

L.O.1: demonstrate greater self-awareness.

L.O.2: describe possible majors, courses, clubs/organizations, and other opportunities of interest to guide future exploration.

L.O.3: recognize pressures or perceived expectations held for them by others.
1. What type of tools do you use to engage students in a process of gaining greater self-awareness?

<table>
<thead>
<tr>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>We have a program called Major and a Missio in addition to our Sophomore success program. Focused in reflection and integration of academic and non-academic experiences supporting their career pathways.</td>
</tr>
<tr>
<td>Wellness wheel, encourage retreats, encourage career engagement office meeting</td>
</tr>
<tr>
<td>Guilford College has incorporated a new part of the curriculum called &quot;My Collaborative Quest&quot; in which all students take Reflection Seminars taught by professional advisors in the first year and collab between faculty and advisors in soph/junior years.</td>
</tr>
<tr>
<td>Coaching, connecting to resources, PowerPoint “maps” to use as a guide in exploration, talking through questions, encouraging research, intrusive form of advising</td>
</tr>
<tr>
<td>Required Coaching Sessions with advisors that highlight learning style, specific needs, and promote a sense of ownership in educational experience.</td>
</tr>
<tr>
<td>open-ended and strength-based questioning</td>
</tr>
<tr>
<td>Usually in freshman seminar, we have them write a letter at the beginning and end to reflect on the how their thoughts or goals have changed.</td>
</tr>
<tr>
<td>Students reflect on their identity using images that show a journey or obstacle they have overcome that has lead to who they are, a photo that represents an important identity to them, and a photo that represents a person or place that has impacted who they are.</td>
</tr>
</tbody>
</table>
Self-Awareness Learning Experiences: Gaining Knowledge of Self and Surroundings

- Conduct a process of self-assessment and analyze their options in order to bring focus to their choice of a) an academic major, b) future course selection, c) appropriate study strategies, and d) healthy social choices.

- Use a variety of assessments to determine strengths, limitations, interests, passions, personal goals/aspirations, motivations, challenges, mindset

- Collect information about the learning environment: clubs, majors, courses

- Identify and located campus resources that may improve their success

- Engage in a process of reflection on pressures or perceived expectations held for them by others
FOCUSED EXPLORATION
Focused Exploration Learning
Outcomes: Connection and Reflection

Students will:

L.O.1: make thoughtful decisions about
– an academic major
– future course selection
– practical work experiences
– appropriate learning strategies &
– healthier social choices based on greater self-awareness.

L.O.2: recognize the disconnect between their past choices and growing sense of self.

L.O.3: demonstrate greater meaning and purpose in their lives.

L.O.4: use a variety of campus resources and academic support services to assist them in achieving their academic and personal goals.
Identify and match fields of study/possible majors consistent with their strengths, abilities, goals.

Seek out opportunities for practical work experiences, internships, civic engagement, etc.

Reflect on previous choices and determine consistency with current self, eliminating options that don’t fit.

Gather and examine information about campus resources and determine which ones would contribute to their success.

Collect information about campus, community, societal needs that match their interests.

Examine and reflect on one’s gifts and personal strengths and explore how to live those out in the world.
1. What tools or processes help students to gain greater meaning and purpose in their lives.

<table>
<thead>
<tr>
<th>ID</th>
<th>Name</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>anonymous</td>
<td>course, Mapping your Mission, Designing Mission Quests for students, experiences like Strengths Camp and offering these reflective opportunities to develop those career pathways with self exploration</td>
</tr>
<tr>
<td>2</td>
<td>anonymous</td>
<td>Encourage personality assessment one-one-one meeting to discuss the strengths of who they are. Present in many English classes discussing their strengths and their need for others who are different from them and faculty have students write about this during the semester. Also teach a class called &quot;Do Who You Are&quot; to help them discover who they are and where they can do who they are.</td>
</tr>
<tr>
<td>3</td>
<td>anonymous</td>
<td>Students will be required to submit a Personal Mission Statement, and an Educational Plan. Also students will be coached through using S.M.A.R.T goals to help them in their sophomore year and beyond.</td>
</tr>
</tbody>
</table>
TENTATIVE CHOICES
Students will:

- L.O.1: defend their choice of an academic major, future course selection, appropriate learning strategies, & significant relationships.
- L.O.2: exhibit increasingly independent, future-oriented thinking
# Tentative Choice Learning Experiences: Ownership

<table>
<thead>
<tr>
<th>Test Out</th>
<th>Test out interest in possible majors, potential careers, via leadership, research, study abroad and other engaging opportunities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defend</td>
<td>Engage in role playing and other activities that help students defend how their choices match up with their sense of self.</td>
</tr>
<tr>
<td>Make Choices</td>
<td>Make choices for their future based on internally defined criteria rather than externally imposed beliefs.</td>
</tr>
</tbody>
</table>
1. How do you encourage students to become future-oriented in their thinking?

<table>
<thead>
<tr>
<th>ID</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>anonymous</td>
<td>By letting them know that this year they are continuing to build a strong foundation for success, and by setting a goal as an advisor that everything SYE students are doing is to prepare them for Junior year with a significant achievement.</td>
</tr>
</tbody>
</table>
COMMITMENT
Commitment Learning Outcomes

Students will:

• L.O.1: commit to an academic major, future course selection, appropriate learning strategies, & significant relationships.

• L.O.2: make decisions about other interests such as minors, areas of concentration, possible careers, involvement in community, leadership and service that best match their awareness of self.
Commitment Learning Experiences

Based on their recent commitments, challenge students to develop a plan that enables them to remain active as decision makers.

Connect students to mentors, wisdom figures, professionals in their field of interest.

Help students to actively decide how they want to live out their commitment and deepen their engagement.
Recommendations

• Identify students in Random Exploration and provide necessary supports
• Provide a roadmap for students and families so that they understand Focused Exploration
• When possible, engage peer mentors
• Engage partners from across campus increase intentional design to meet learning outcomes
• Utilize learning communities to support the exploration necessary
Tools
Tools

- Elements of High-Impact Practices: Connecting Sophomores to Social and Academic Community through Advising
  - Alignment: Vertical, Horizontal, and Cross-Functional
    - Vertical Alignment: Sustained Support for Sophomores
    - Horizontal Alignment: Connecting Objectives to Initiatives
    - Cross-Functional Alignment: Coordination and Collaboration
Coming Soon!

• *Promoting sophomore student success: The National Survey of Sophomore-Year Initiatives Survey*—2019
• Available mid-2021
• Stay tuned on [https://nrcfye.presswarehouse.com](https://nrcfye.presswarehouse.com)
• Check out Sophomore Institute – Coming Soon!