



NATIONAL RESOURCE CENTER

FIRST-YEAR EXPERIENCE® AND
STUDENTS IN TRANSITION

UNIVERSITY OF SOUTH CAROLINA

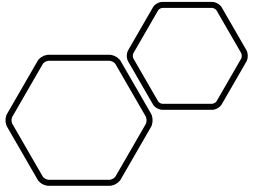
Sophomore Advising: Using National Data to Inform your Practice

Dallin George Young, Catherine Hartman
National Resource Center for FYE & SIT

Molly Schaller
Saint Louis University

Julie Tetley
United States Air Force Academy





Why did you choose to attend this session?

- Use the link in the chat box!

Why?

Why Did You Choose to Attend This Session?



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

Molly is my hero. Julie is an all star.

I know that sophomores are at risk of not being retained

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

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

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.

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

Because the transition work is so often focused on 1st years and seniors and sophomores often get left by the wayside I want to know suggestions to better support them.

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'm 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 pop.

leading campus initiatives.

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

History and Context

BACKGROUND ON THE SOPHOMORE YEAR



Changes During the Sophomore Year

Academic Transitions



Relational Transitions



Identity/Personal
Meaning and Purpose



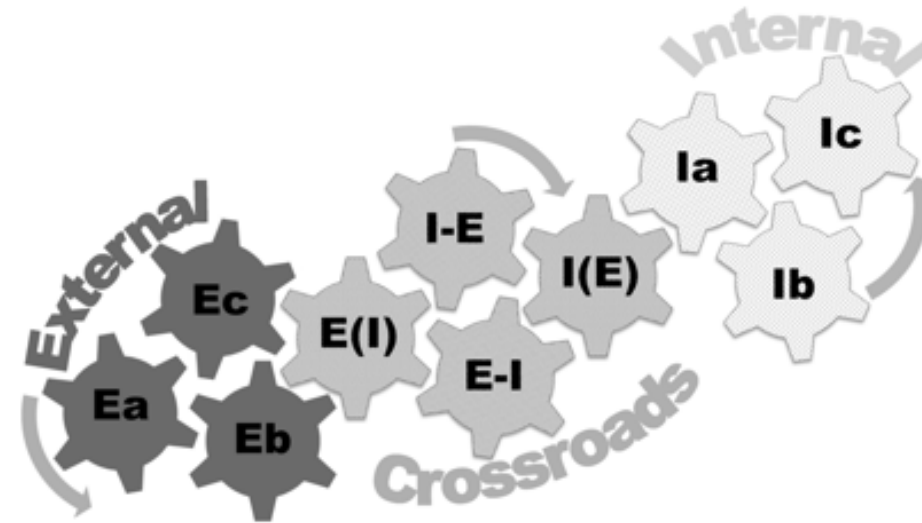
Social
Identity



Campus
Structure

Findings from the Wabash National Study of Liberal Arts Education

Baxter Magolda, King,
Taylor, & Wakefield, 2012



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(E): Actively work to *cultivate* the internal voice, which mediates most external sources. Consciously 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.

Findings from the Wabash National Study of Liberal Arts Education

Baxter Magolda, King,
Taylor, & Wakefield, 2012

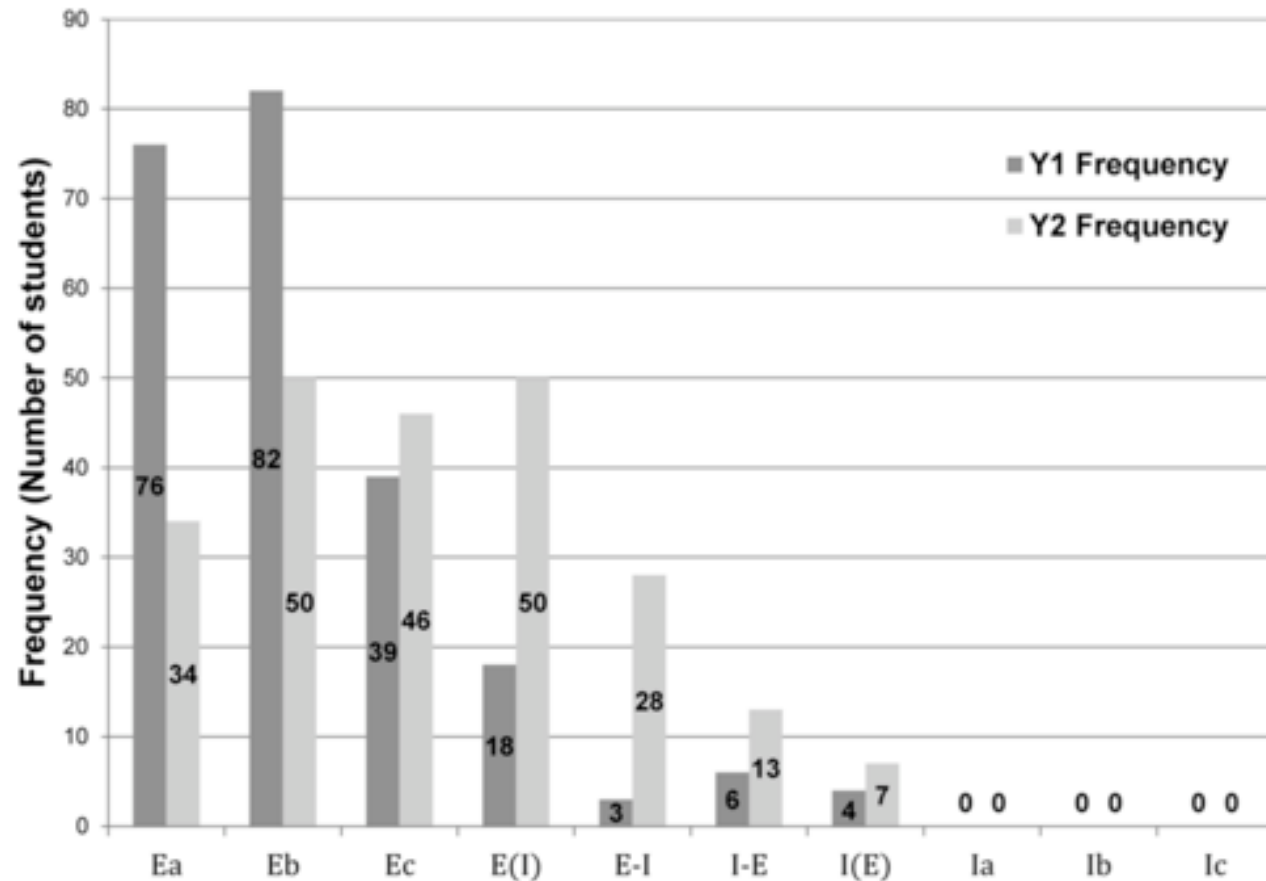
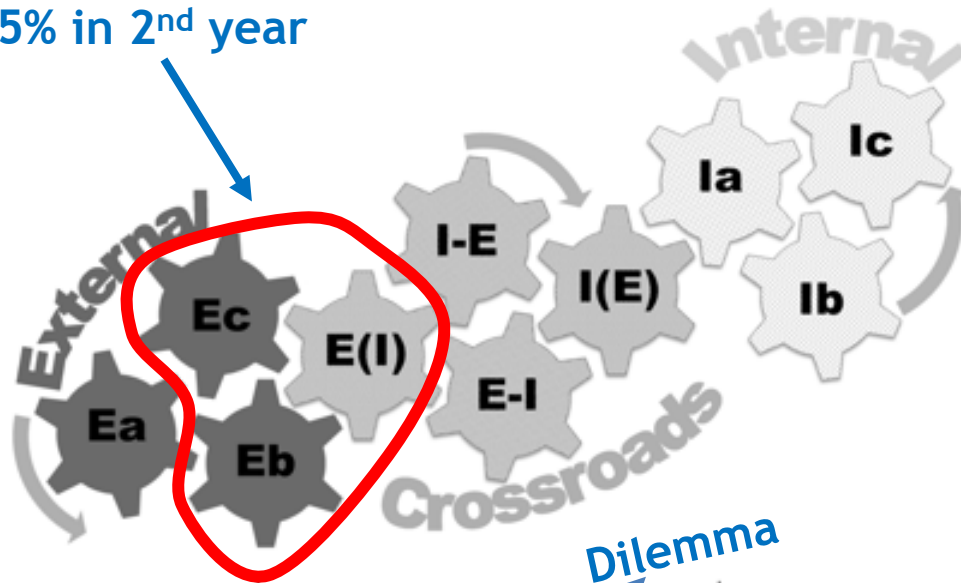


FIGURE 2. Distribution of Self Authorship Ratings, Year 1 and Year 2 ($N = 228$)

Findings from the Wabash National Study of Liberal Arts Education

65% in 2nd year



EXTERNAL

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Tension

Shortcomings

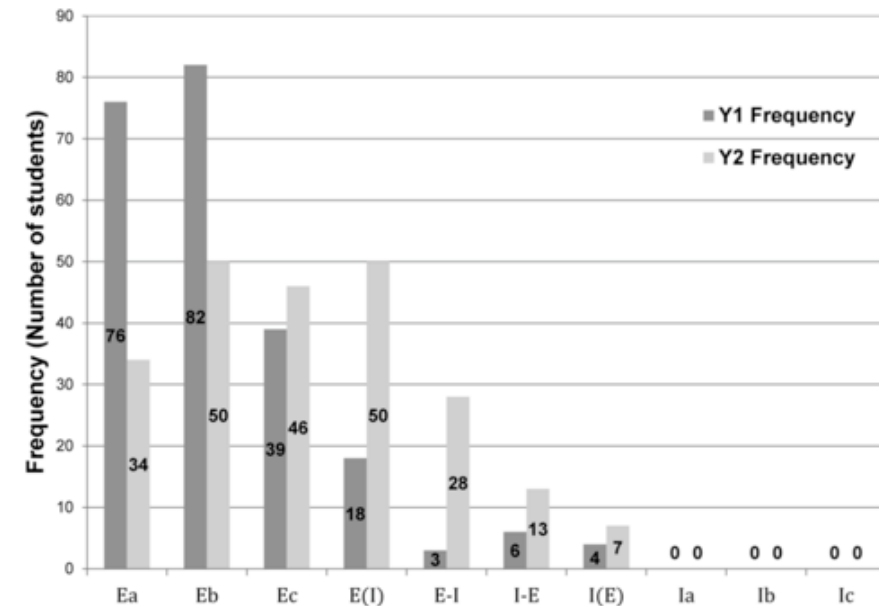


FIGURE 2. Distribution of Self Authorship Ratings, Year 1 and Year 2 (N = 228)

Baxter Magolda, King, Taylor, & Wakefield, 2012

A grayscale photograph of a rural landscape. A winding road curves through the scene, leading towards a large, leafless tree in the center-right. In the far distance, another smaller tree is visible on the left. The sky is overcast and the overall tone is somber and contemplative.

**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

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Institutional Integrity

What "Sophomore Issues" do you see on your campus?

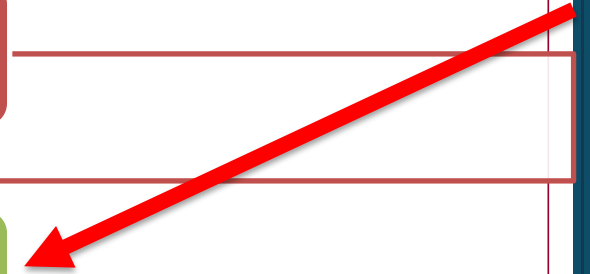
Issues in Sophomore Year

Intentional Design of Sophomore Programs

Advising

Defining Sophomore Student Success

Institutional Integrity



ADVISING IN THE SOPHOMORE YEAR



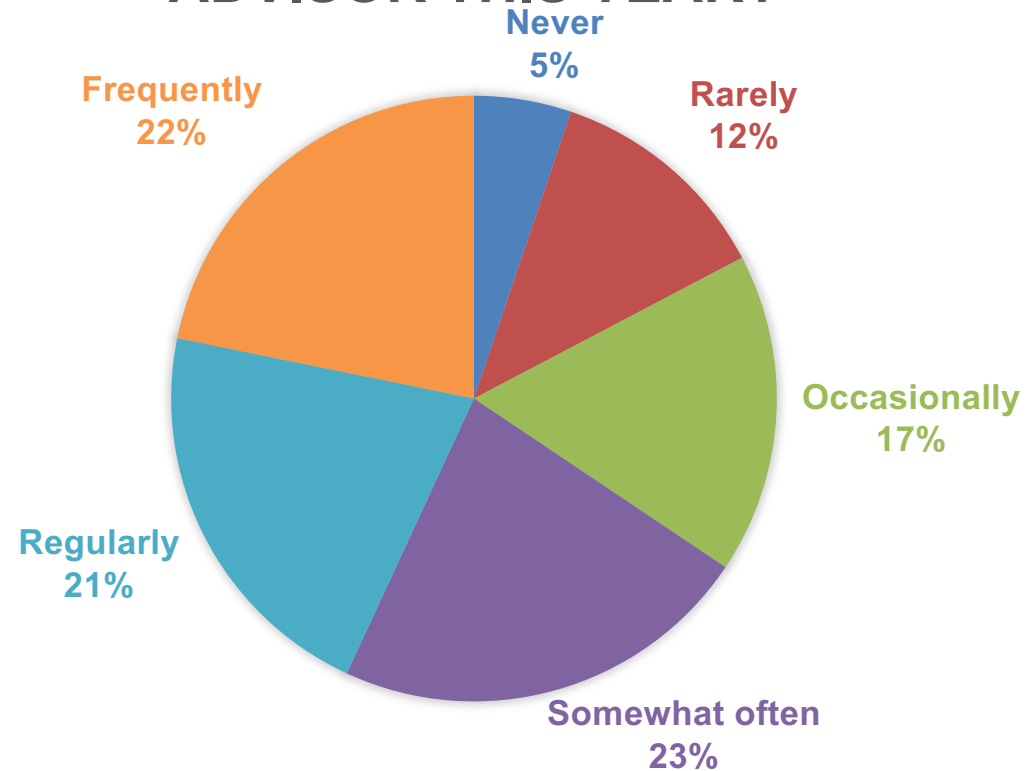
Sophomores' satisfaction with advising significantly predicts:

- ✓ 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?*

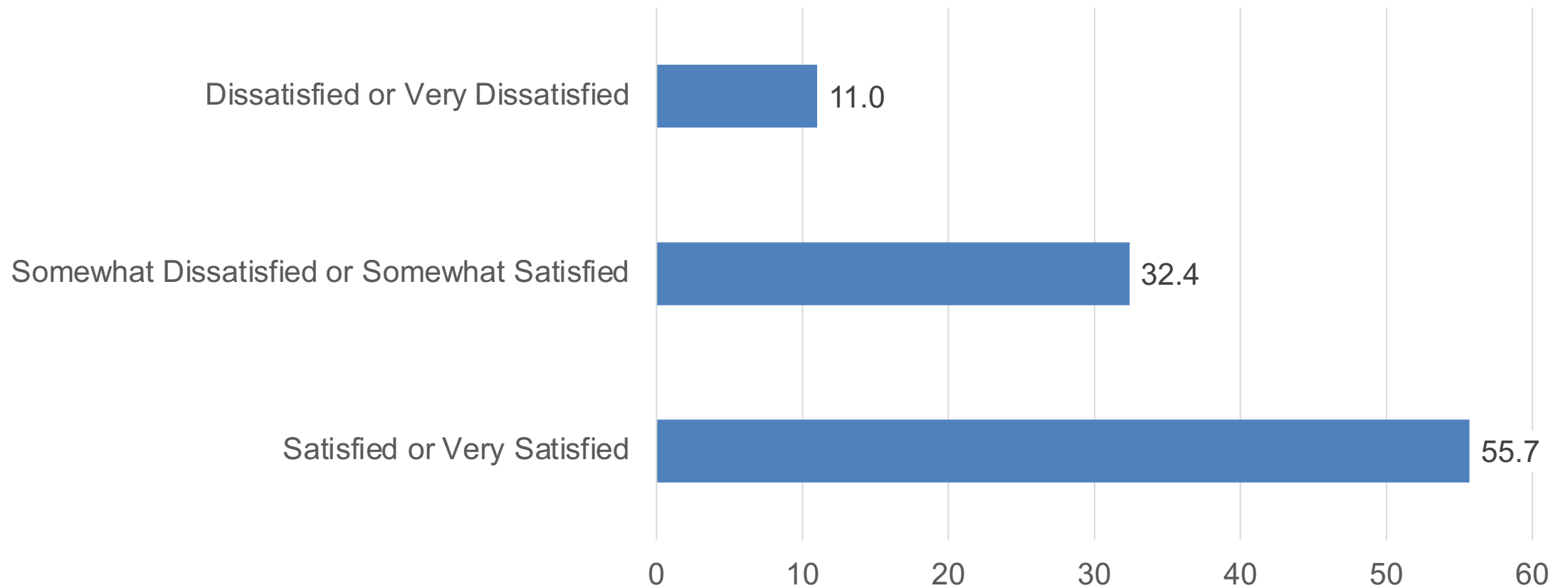


Sophomore Initiatives: Advising

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



How Satisfied are Sophomores with Advising?



How Satisfied are Sophomores with

“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)

Somewhat

4

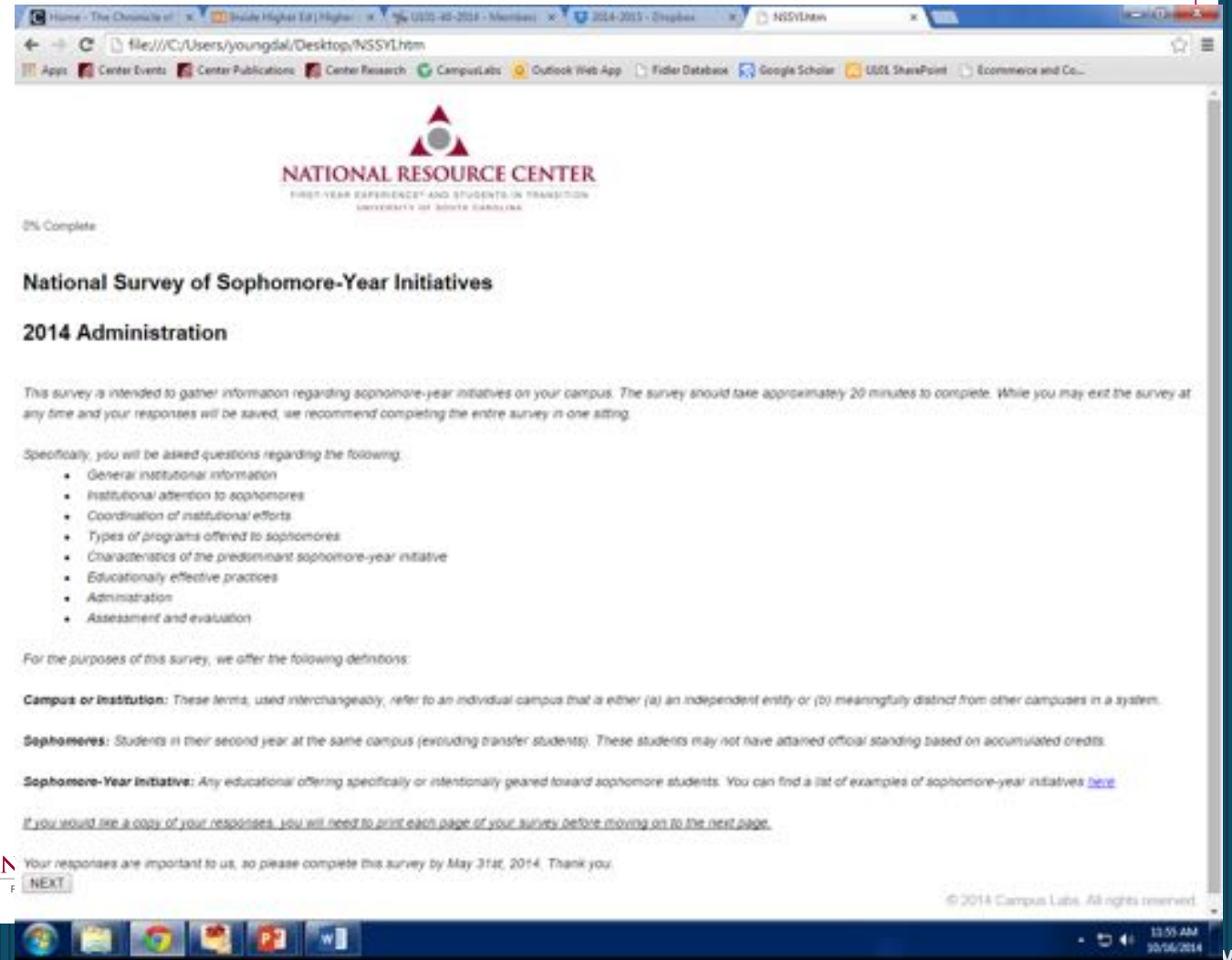
55.7

10 20 30 40 50 60

2019 National Survey of Sophomore-Year Initiatives

4th Administration
(2005, 2008, 2014,
2019)

N = 335



The screenshot shows a web browser window displaying the National Resource Center's survey page. The browser's address bar shows the file path: file:///C:/Users/youngdal/Desktop/NSSYL.htm. The page features the National Resource Center logo, which includes a stylized triangle and the text "NATIONAL RESOURCE CENTER" and "FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION UNIVERSITY OF SOUTH CAROLINA". Below the logo, the page is titled "National Survey of Sophomore-Year Initiatives" and "2014 Administration". The main text explains the survey's purpose and provides a list of topics to be covered, including general institutional information, attention to sophomores, coordination of efforts, types of programs, characteristics of initiatives, educational practices, administration, and assessment. Definitions for "Campus or Institution", "Sophomores", and "Sophomore-Year Initiative" are provided. A "NEXT" button is visible at the bottom left, and a copyright notice for 2014 Campus Labs is at the bottom right. The system tray at the bottom shows the date and time as 11:55 AM on 10/16/2014.

0% Complete

National Survey of Sophomore-Year Initiatives

2014 Administration

This survey is intended to gather information regarding sophomore-year initiatives on your campus. The survey should take approximately 20 minutes to complete. While you may exit the survey at any time and your responses will be saved, we recommend completing the entire survey in one sitting.

Specifically, you will be asked questions regarding the following:

- General institutional information
- Institutional attention to sophomores
- Coordination of institutional efforts
- Types of programs offered to sophomores
- Characteristics of the predominant sophomore-year initiative
- Educationally effective practices
- Administration
- Assessment and evaluation

For the purposes of this survey, we offer the following definitions:

Campus or Institution: These terms, used interchangeably, refer to an individual campus that is either (a) an independent entity or (b) meaningfully distinct from other campuses in a system.

Sophomores: Students in their second year at the same campus (excluding transfer students). These students may not have attained official standing based on accumulated credits.

Sophomore-Year Initiative: Any educational offering specifically or intentionally geared toward sophomore students. You can find a list of examples of sophomore-year initiatives [here](#).

If you would like a copy of your responses, you will need to print each page of your survey before moving on to the next page.

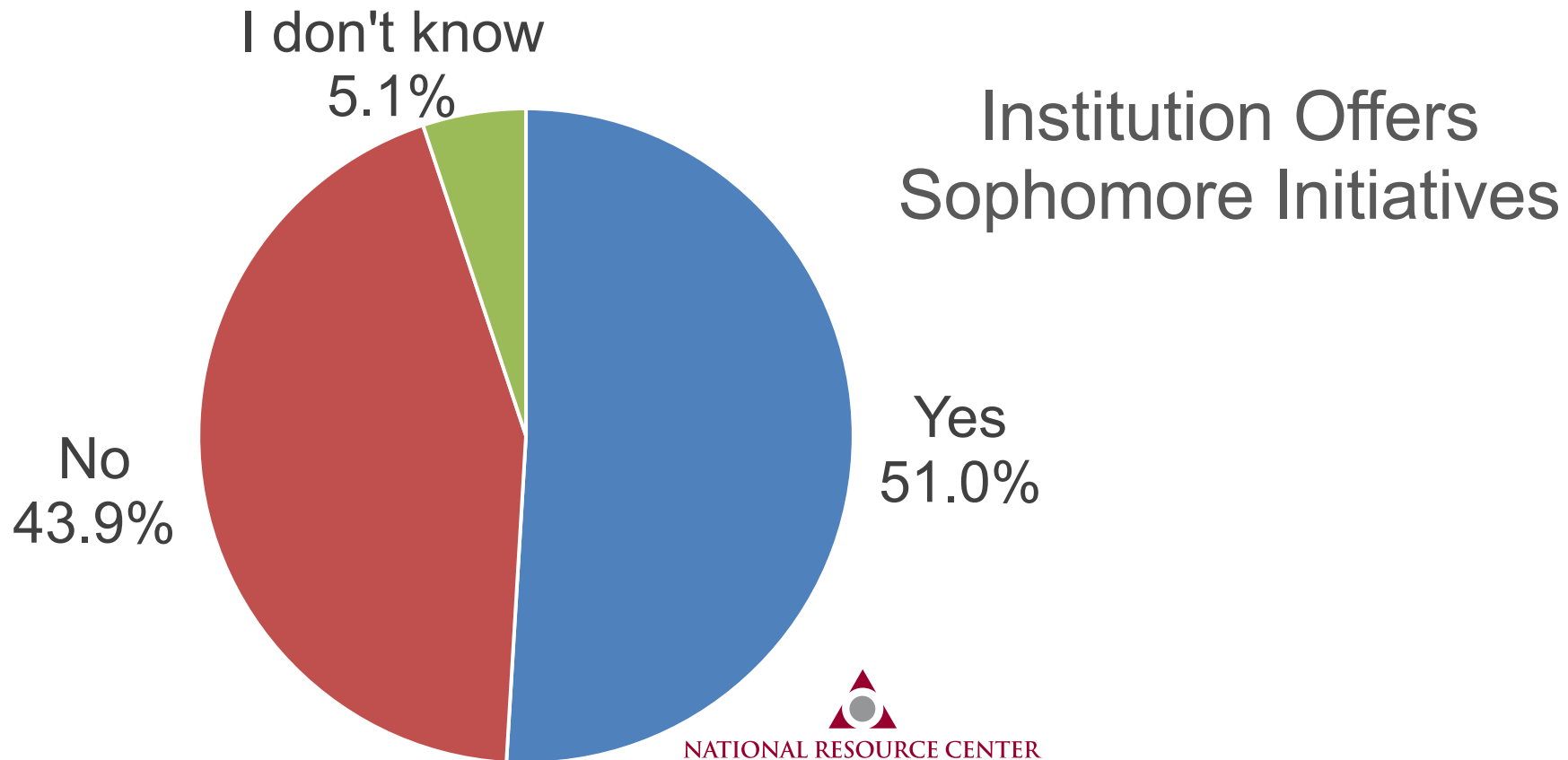
Your responses are important to us, so please complete this survey by May 31st, 2014. Thank you.

N
NEXT

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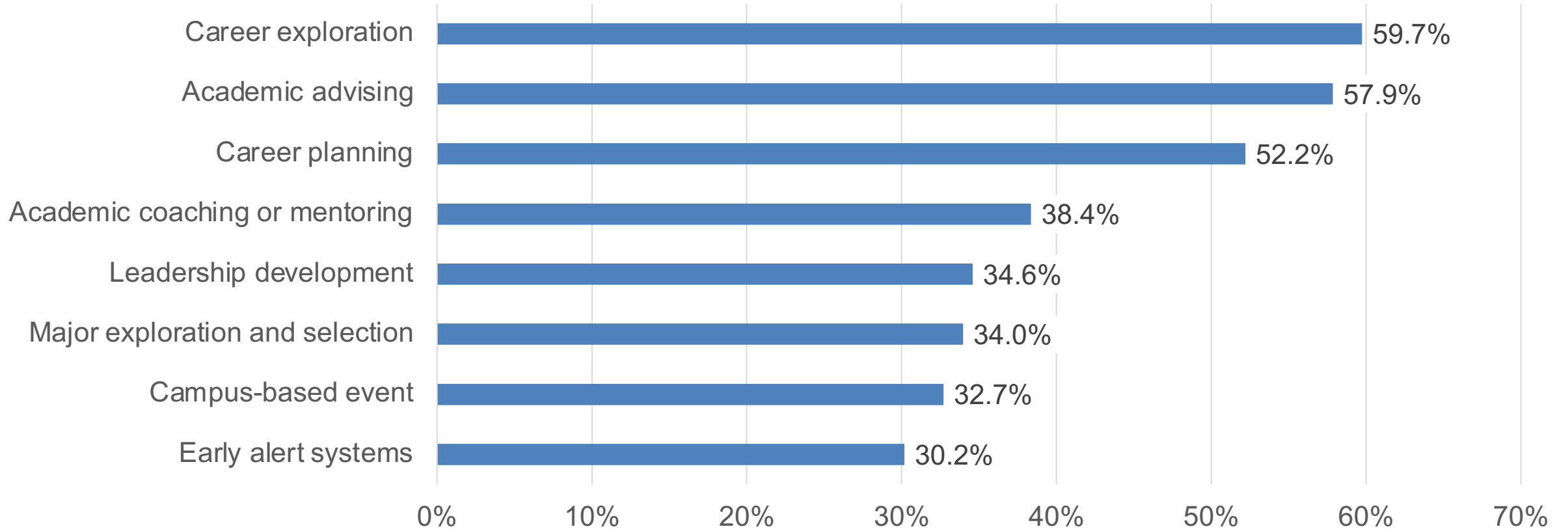
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How Are Campuses Responding to the Second Year?



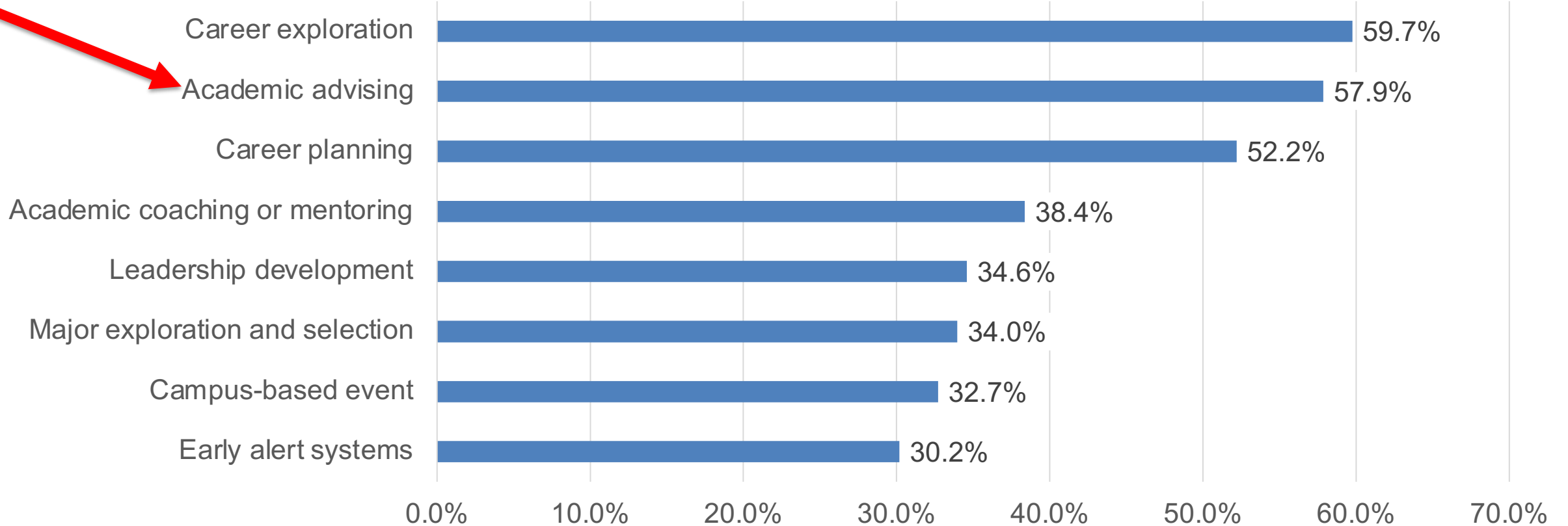
What Sophomore Initiatives Are Frequently Offered?

Institutional Initiatives on Sophomores



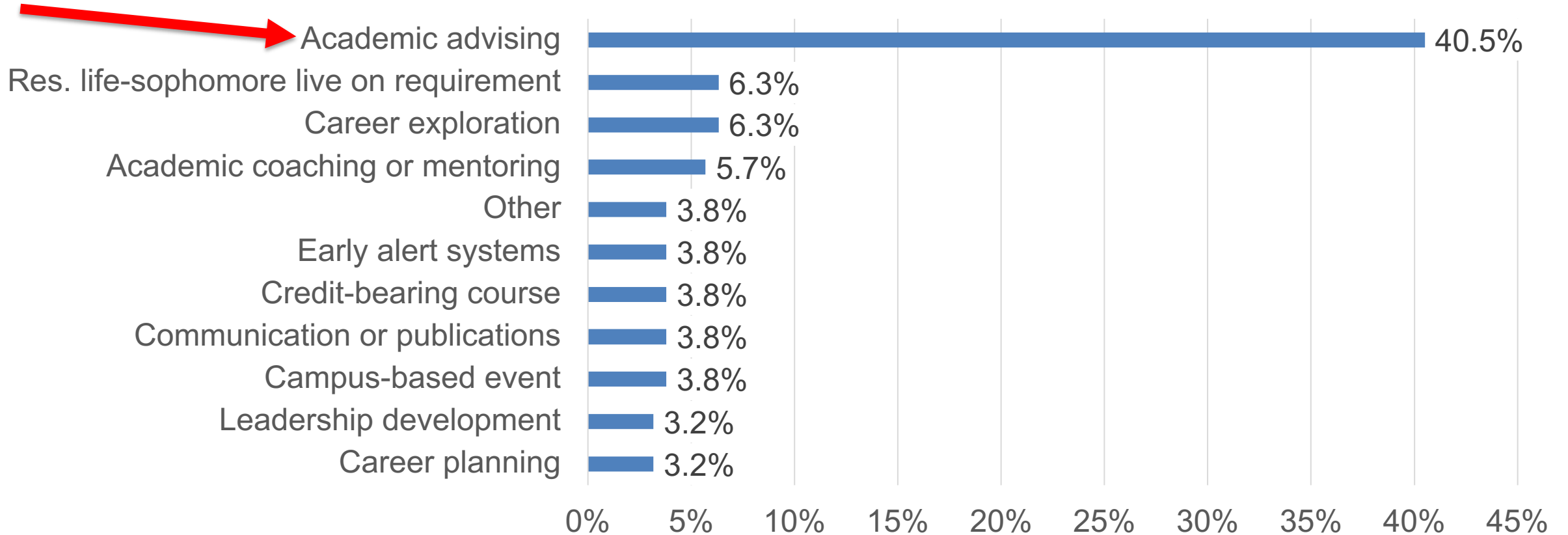
Prevalence of Advising as a Sophomore-Year Initiative

Institutional Initiatives on Sophomores



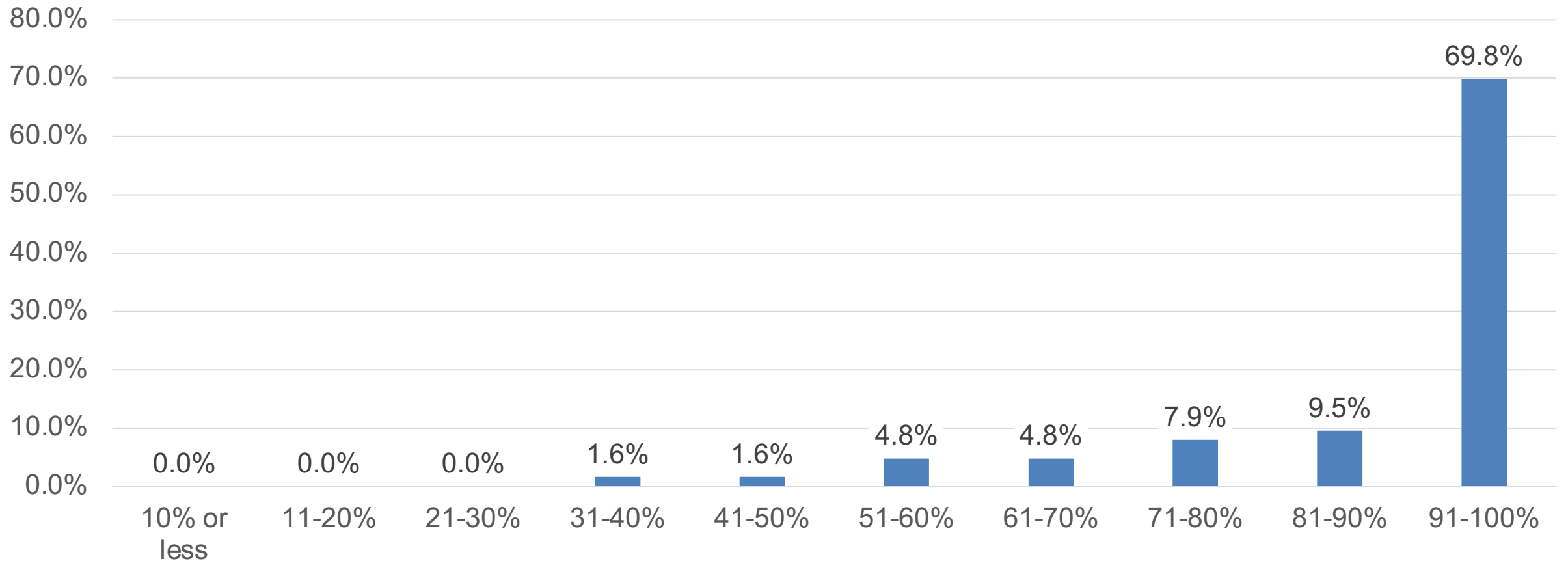
Advising Reaching High Proportion of Sophomores

Sophomore Initiative Reaching Highest Proportion of Sophomores



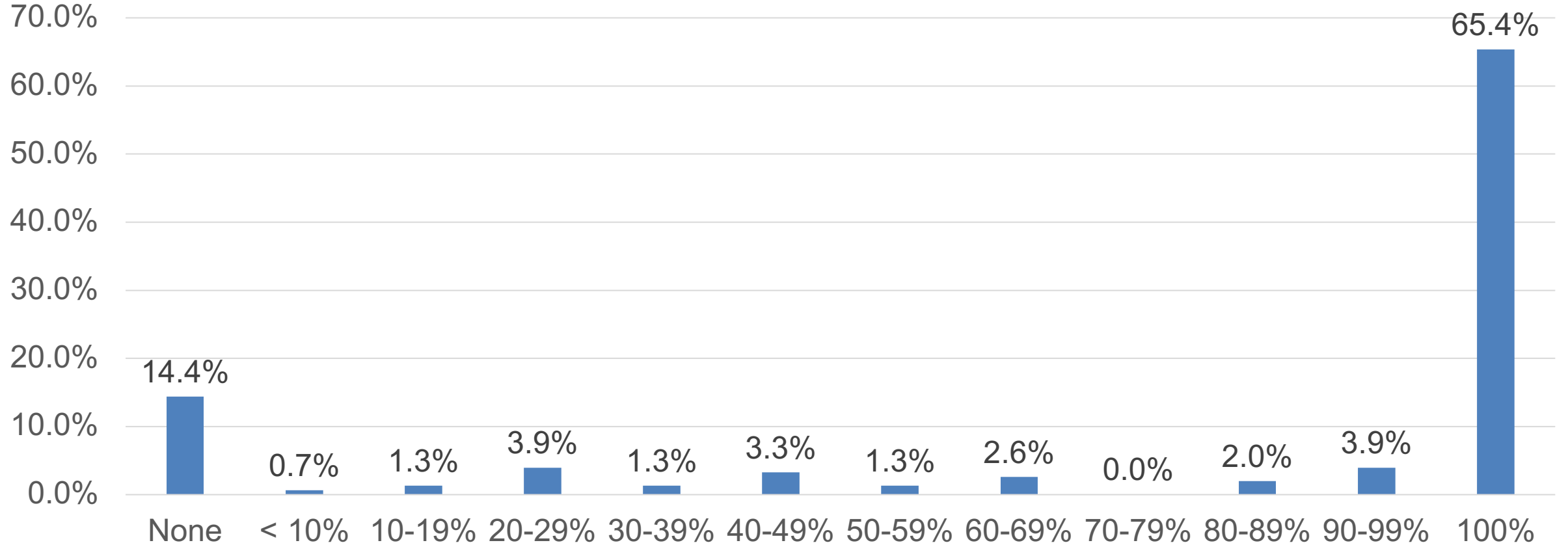
Advising Reaching High Proportion of Sophomores

Percentage of Sophomores Reached by Advising



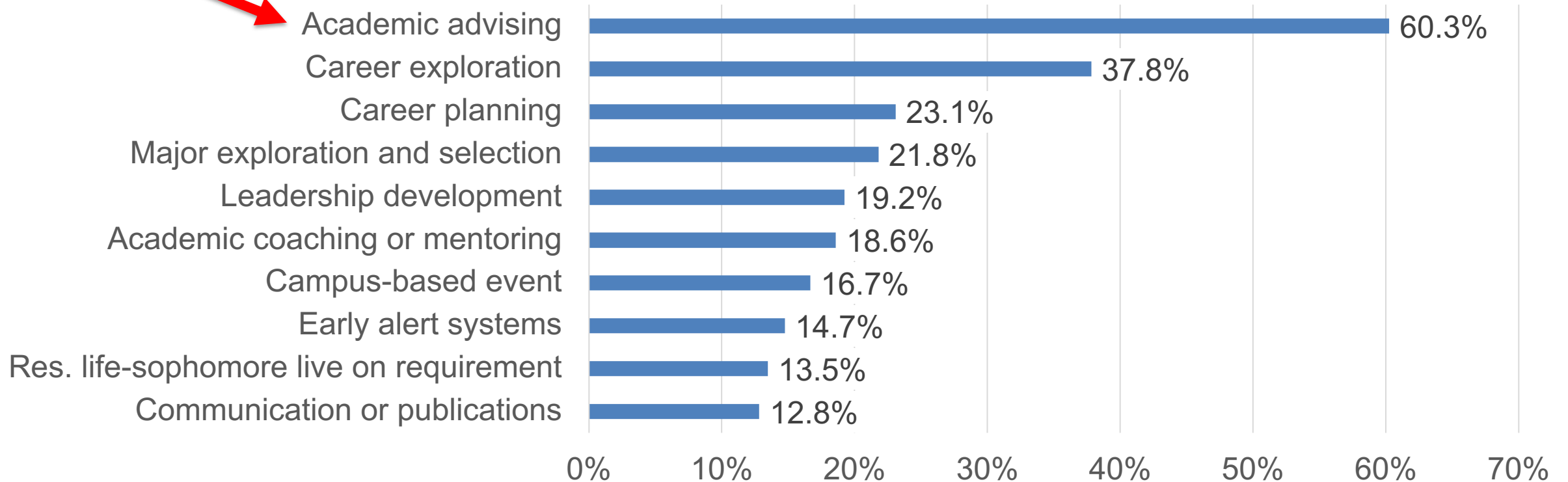
Advising Reaching High Proportion of Sophomores

Percentage of Sophomores Required to Participate in Advising



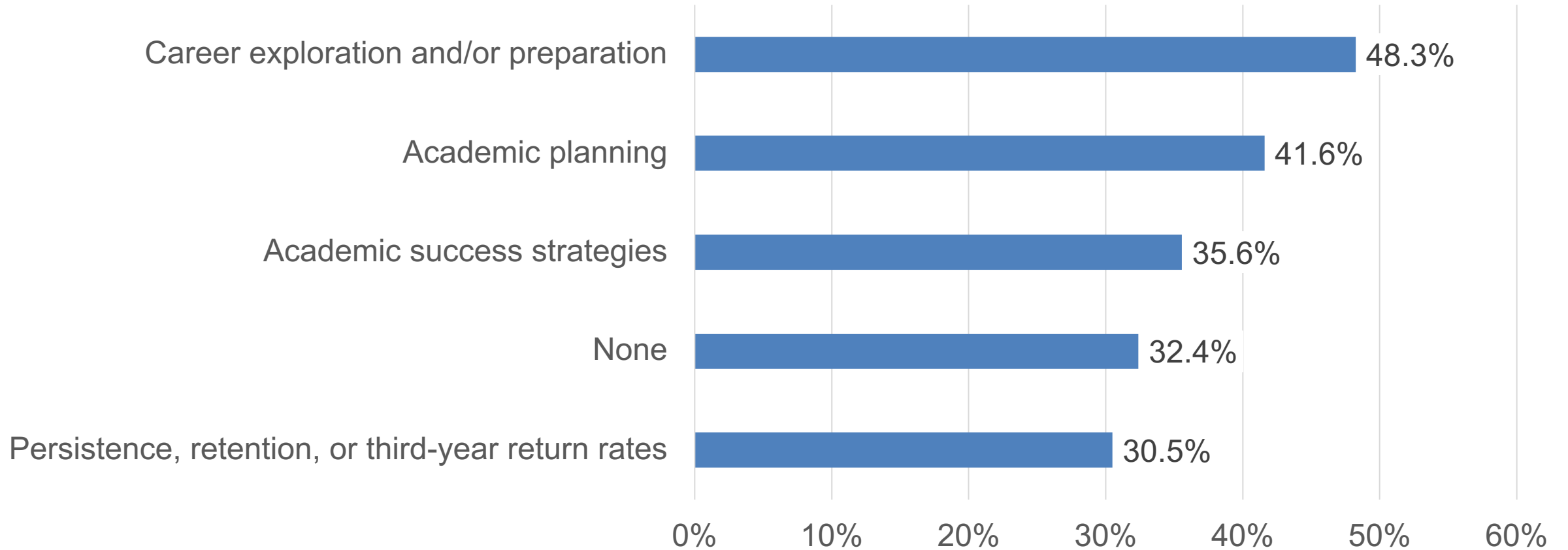
Advising - Key Tool for Meeting Sophomore Objectives

Sophomore Initiatives Used to Reach Campuswide Objectives for Sophomores



Overall Sophomore Objectives

Campus-wide Objectives for Sophomores

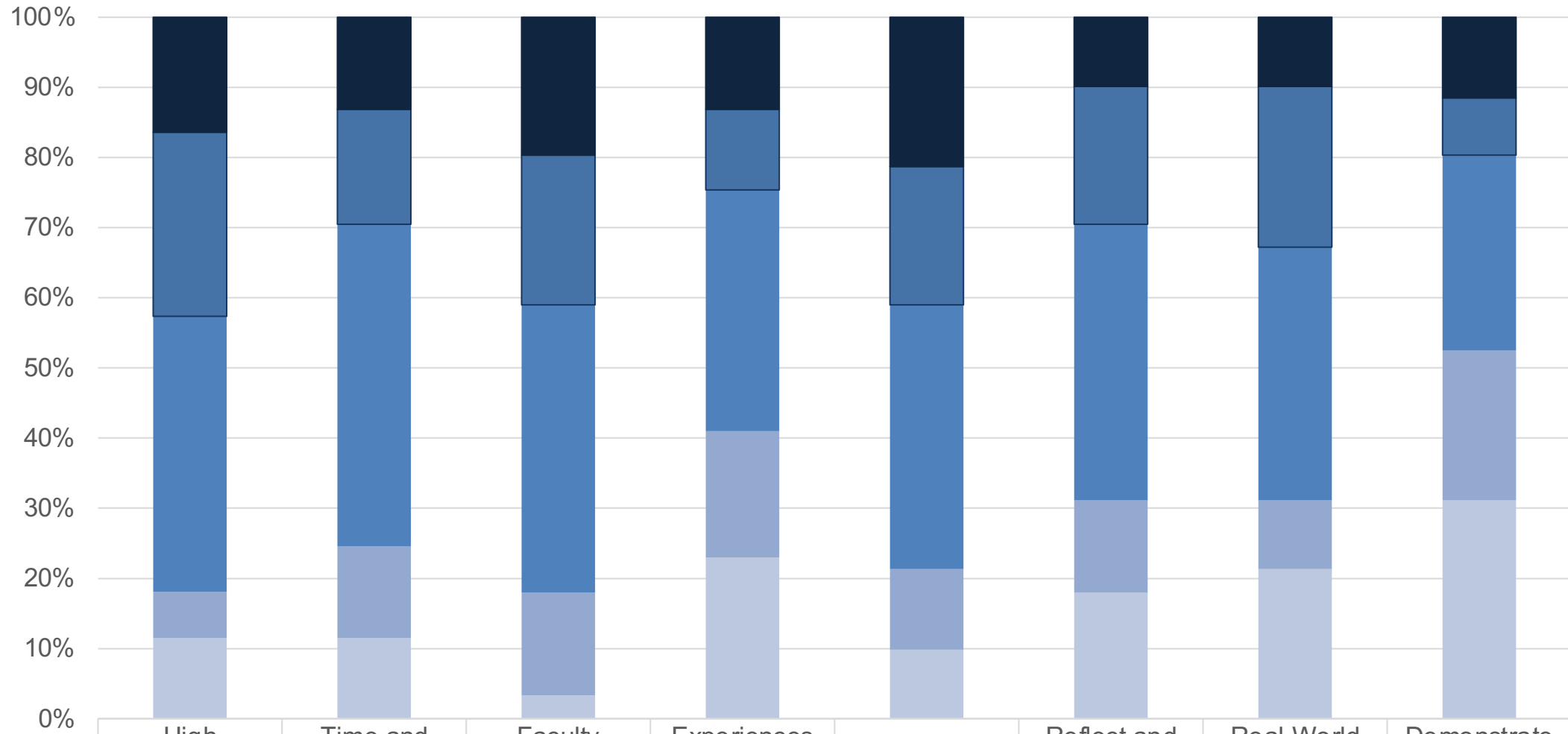


Objectives of Sophomore Advising

Objectives for Academic Advising in Sophomore Year



HIP Elements in Sophomore Advising



■ Element is pervasive - 5	16.4%	13.1%	19.7%	13.1%	21.3%	9.8%	9.8%	11.5%
■ 4	26.2%	16.4%	21.3%	11.5%	19.7%	19.7%	23.0%	8.2%
■ Element is partially present - 3	39.3%	45.9%	41.0%	34.4%	37.7%	39.3%	36.1%	27.9%
■ 2	6.6%	13.1%	14.8%	18.0%	11.5%	13.1%	9.8%	21.3%
■ Element is not present - 1	11.5%	11.5%	3.3%	23.0%	9.8%	18.0%	21.3%	31.2%

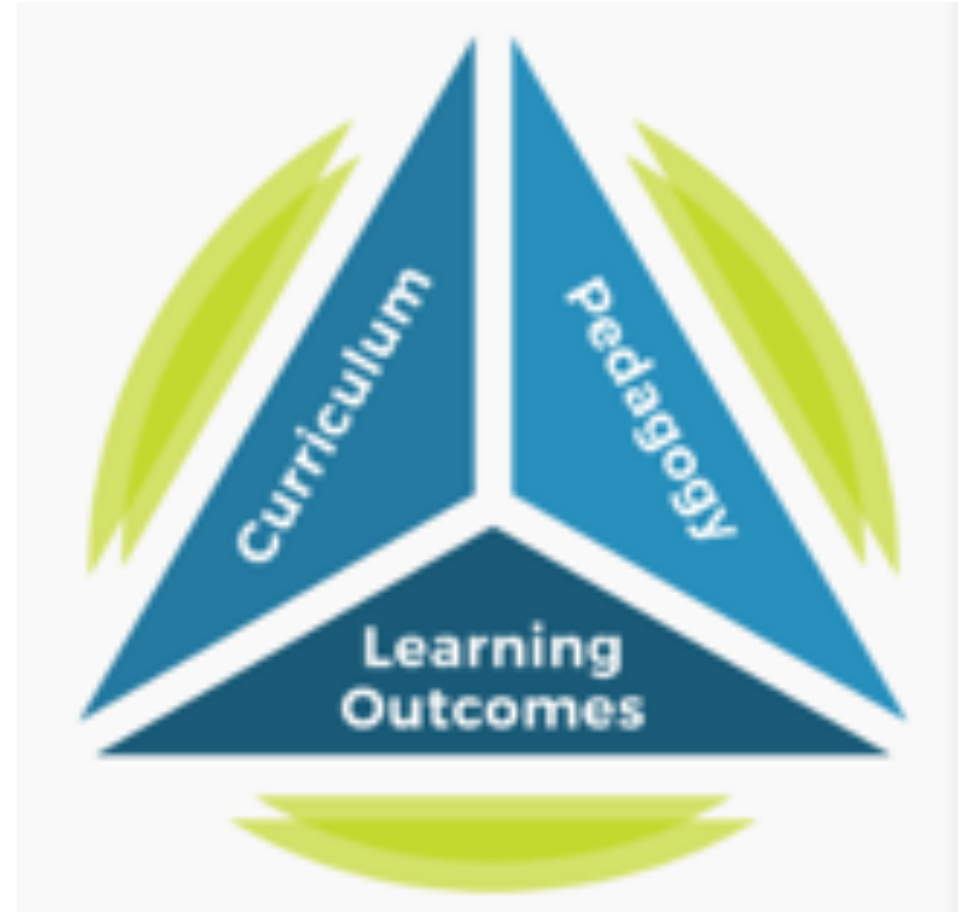


USING STUDENT LEARNING OUTCOMES IN ADVISING

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

Random Exploration Learning Outcomes	Random Exploration Learning Experiences	Current or Potential Initiatives	Current or Potential Key Collaborators and Campus Partners
<p>Students will...</p> <p>L.O.1: demonstrate greater self-awareness.</p> <p>L.O.2: describe possible majors, courses, clubs/organizations, and other opportunities of interest to guide future exploration.</p> <p>L.O.3: recognize pressures or perceived expectations held for them by others.</p>	<p>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.</p> <p>Use a variety of assessments to determine strengths, limitations, interests, passions, personal goals/aspirations, motivations, challenges, mindset.</p> <p>Collect information about the learning environment: clubs, majors, courses.</p> <p>Identify and located campus resources that may improve their success.</p> <p>Engage in a process of reflection on pressures or perceived expectations held for them by others.</p>		

Download the word document from Google Docs.

<https://drive.google.com/file/d/1-RfwNg6JkOceFUBna9oQnmLwAbHNimeD/view?usp=sharing>



Random Exploration

Random
Exploration
Learning
Outcomes:
Gaining
Knowledge of
Self and
Surroundings

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?

Responses

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.

Wellness wheel, encourage retreats, encourage career engagement office meeting

Guilford College has incorporated a new part of the curriculum called "My Collaborative Quest" 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.

Coaching, connecting to resources, PowerPoint "maps" to use as a guide in exploration, talking through questions, encouraging research, intrusive form of advising

Required Coaching Sessions with advisors that highlight learning style, specific needs, and promote a sense of ownership in educational experience.

open-ended and strength-based questioning

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.

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.

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

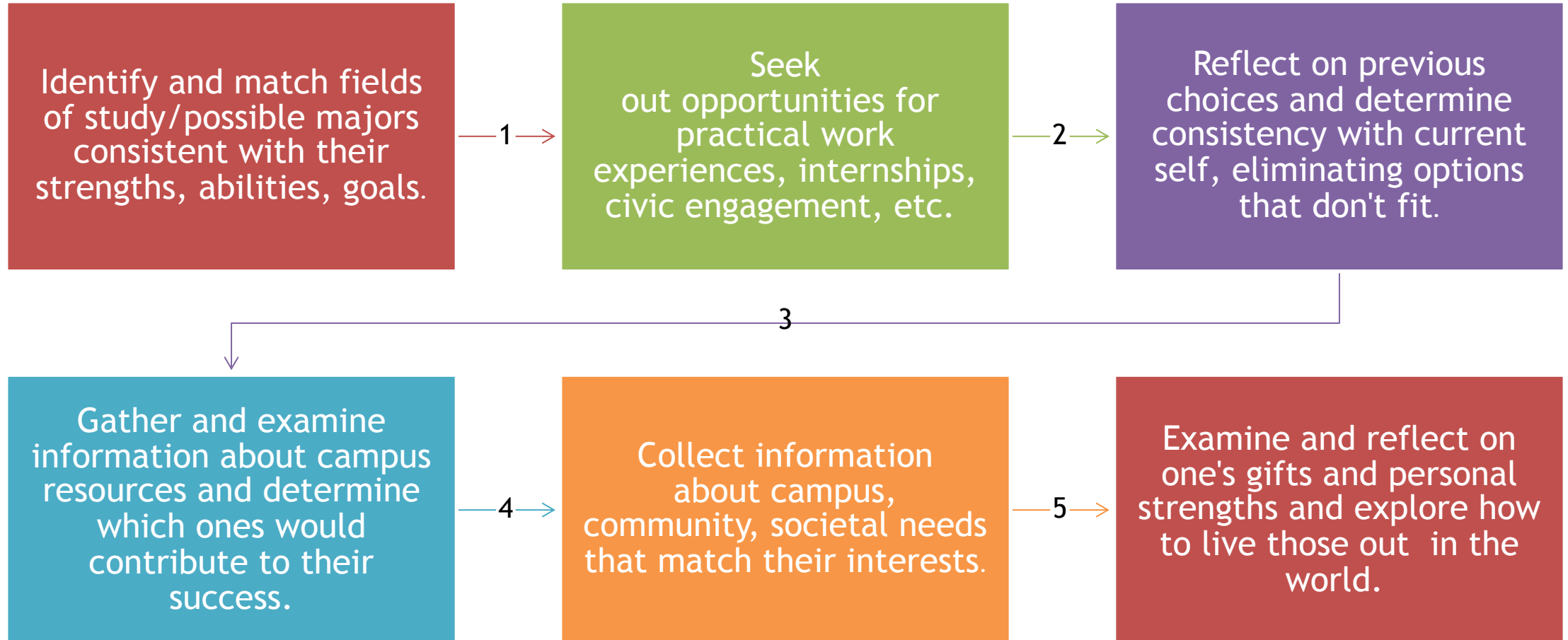
- an academic major
- future course selection
- practical work experiences
- appropriate learning strategies &
- healthier social choices based on greater self-awareness.

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.

Focused Exploration Learning Experiences: Connection and Reflection



1. What tools or processes help students to gain greater meaning and purpose in their lives.

3 Responses

ID ↑	Name	Responses
1	anonymous	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
2	anonymous	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 "Do Who You Are" to help them discover who they are and where they can do who they are.
3	anonymous	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.



TENTATIVE
CHOICES

Tentative
Choices
Learning
Outcomes:
Ownership

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

Test Out	Test out interest in possible majors, potential careers, via leadership, research, study abroad and other engaging opportunities.
Defend	Engage in role playing and other activities that help students defend how their choices match up with their sense of self.
Make Choices	Make choices for their future based on internally defined criteria rather than externally imposed beliefs.

1. How do you encourage students to become future-oriented in their thinking?

1 Responses

ID ↑	Name	Responses
1	anonymous	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.



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.



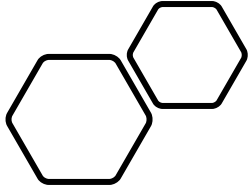


Recommendations

- 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>
- Check out Sophomore Institute – Coming Soon!