



NATIONAL RESOURCE CENTER

FIRST-YEAR EXPERIENCE® AND
STUDENTS IN TRANSITION

UNIVERSITY OF SOUTH CAROLINA

Objectives for this Session

- As a result of participating in this session, participants will be able to:
 - Understand key issues in conversations about the sophomore year
 - Consider national data about institutional approaches to the sophomore year
 - Describe how their campuses can work to improve support for sophomores

Sustaining Support for Sophomore Students: Results from the 2019 NSSYI

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Transition



History and Context

BACKGROUND ON THE SOPHOMORE YEAR



Sophomore Year Matters

- Engagement
- Focus
- Sense of Direction
- Sense of Belonging
- Interactions with Faculty

- Lead to increases in motivation, academic success, self-authorship and thriving



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Challenges Internal to Student

Academic
Challenges

Academic Motivation

Identity Clarification

Major And Career
Uncertainty

Selecting Meaningful
Campus
Engagement
Connected To
Interests



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External/Campus-Level Challenges

Removal of almost all forms of campus support from the first year

Difficulty connecting to faculty in meaningful ways

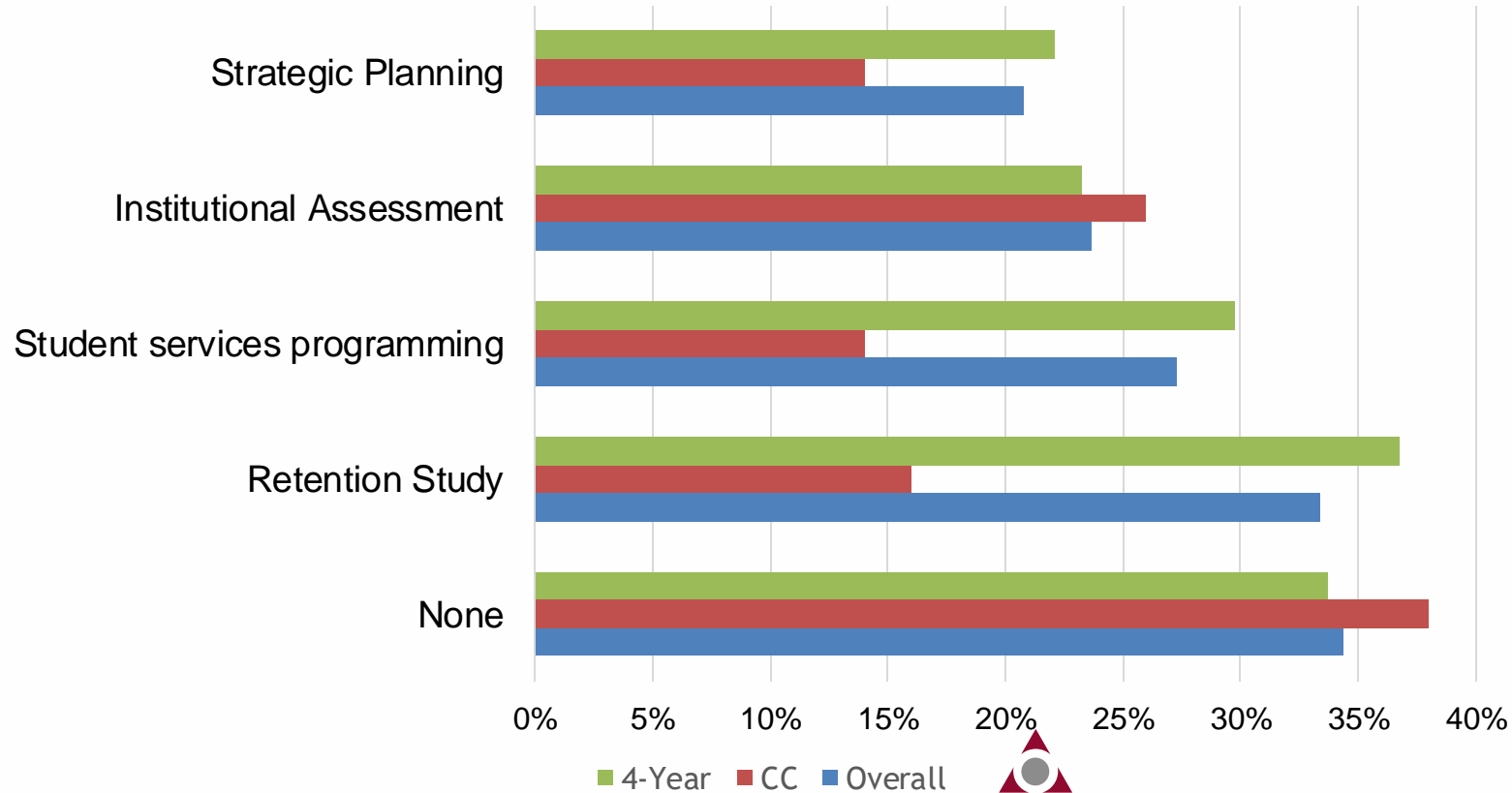
Inadequate academic advising to address meaning and purpose, which is a common major developmental issue of the sophomore year

Pause and Reflect

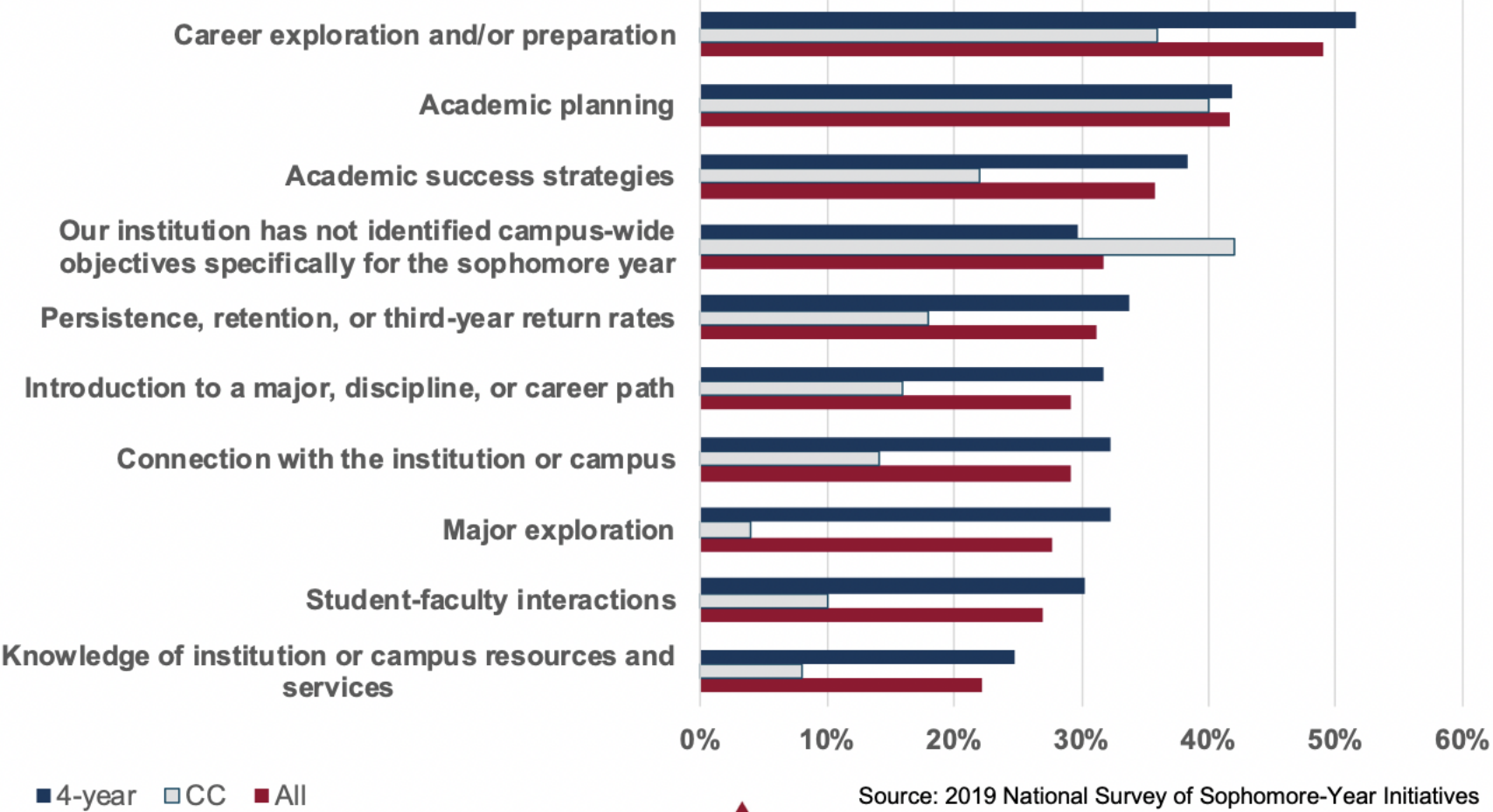
- Do you see these challenges on your campus?

How Are Campuses Responding to the Second Year?

Institutional Efforts with Specific Focus on Sophomores



Campus-wide Objectives for Sophomore Year



Source: 2019 National Survey of Sophomore-Year Initiatives

■ 4-year □ CC ■ All



Most Frequent Sophomore-Year Initiatives

Initiatives	CC	4-Year	Overall %
Career exploration	16.0	33.3	30.5
Academic advising	26.0	30.2	29.5
Career planning	24.0	27.1	26.6
Academic coaching or mentoring	16.0	20.5	19.8
Leadership development	12.0	18.6	17.5
Major exploration and selection	4.0	20.2	17.5
Campus-based event	4.0	19.0	16.6
Early alert systems	14.0	15.9	15.6
Back-to-school events (e.g., common reading, dinners, fairs)	2.0	15.9	13.6
Peer mentoring by sophomores	6.0	15.1	13.6

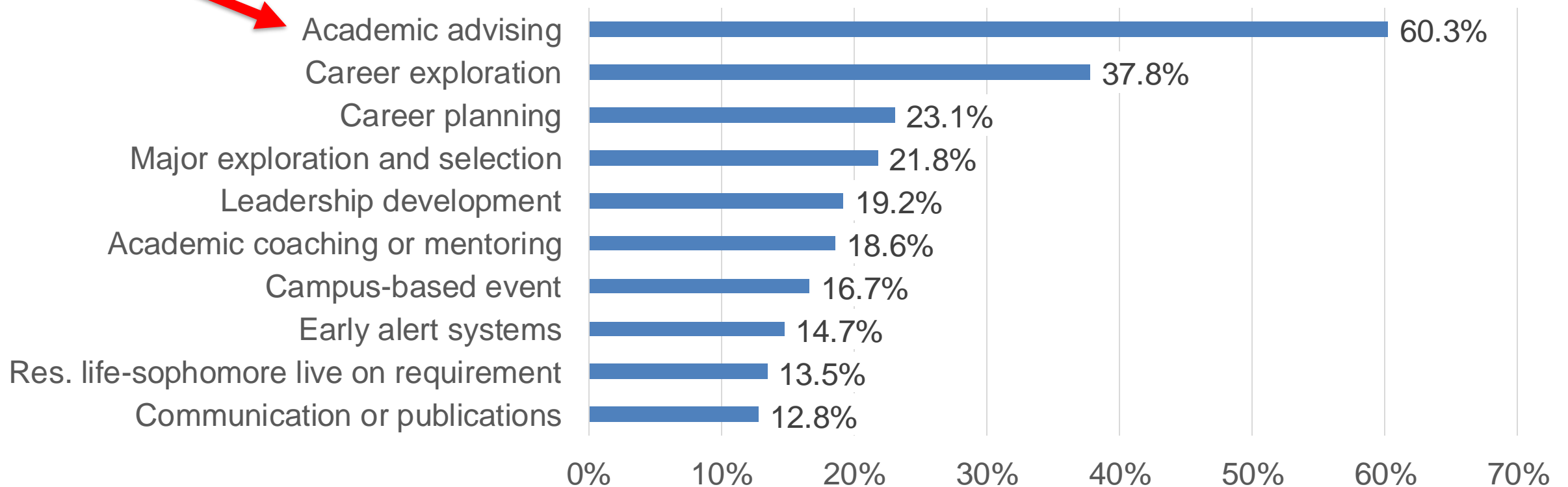
www.sc.edu/fye

Pause and Reflect

- What programs and/or services does your campus have for sophomore students?

Advising - Key Tool for Meeting Sophomore Objectives

Sophomore Initiatives Used to Reach Campuswide Objectives for Sophomores



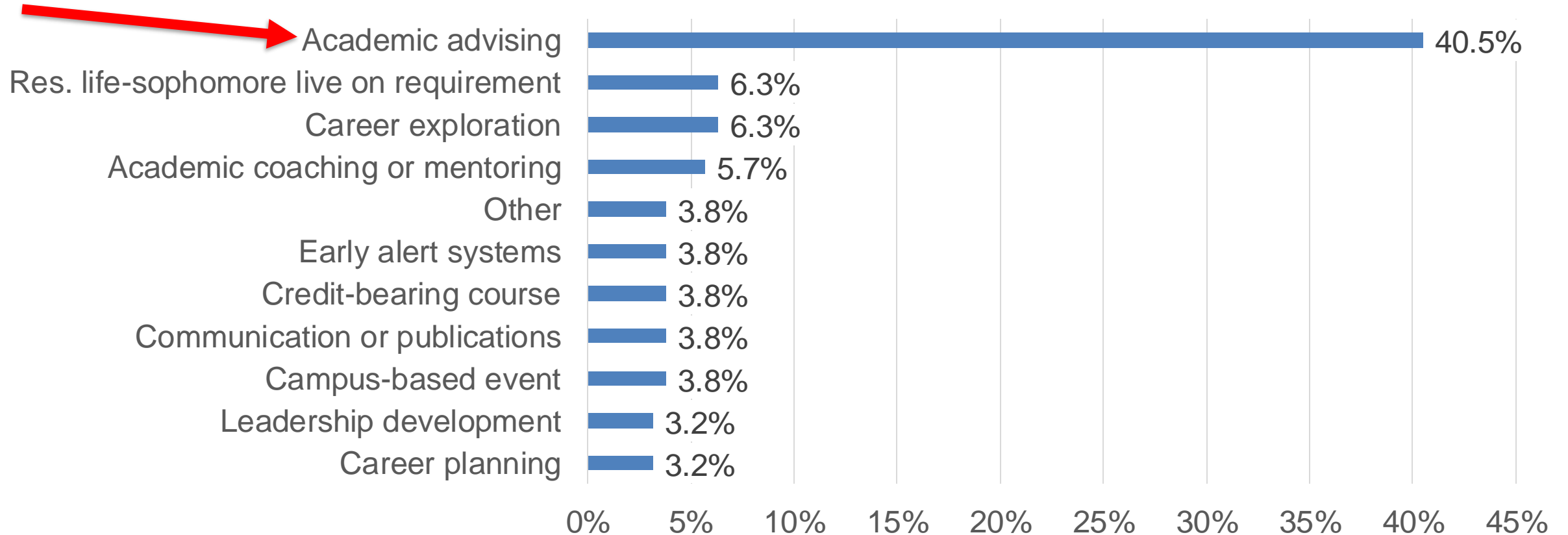
Objectives of Sophomore Advising

Objectives for Academic Advising in Sophomore Year



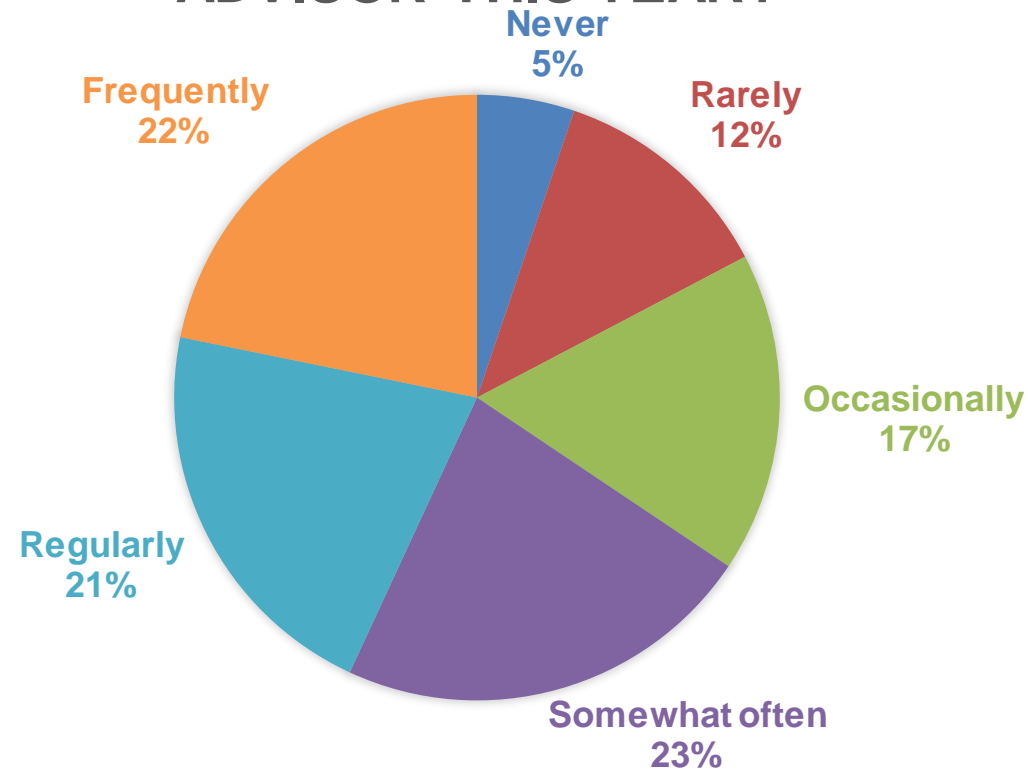
Advising Reaching High Proportion of Sophomores

Sophomore Initiative Reaching Highest Proportion of Sophomores

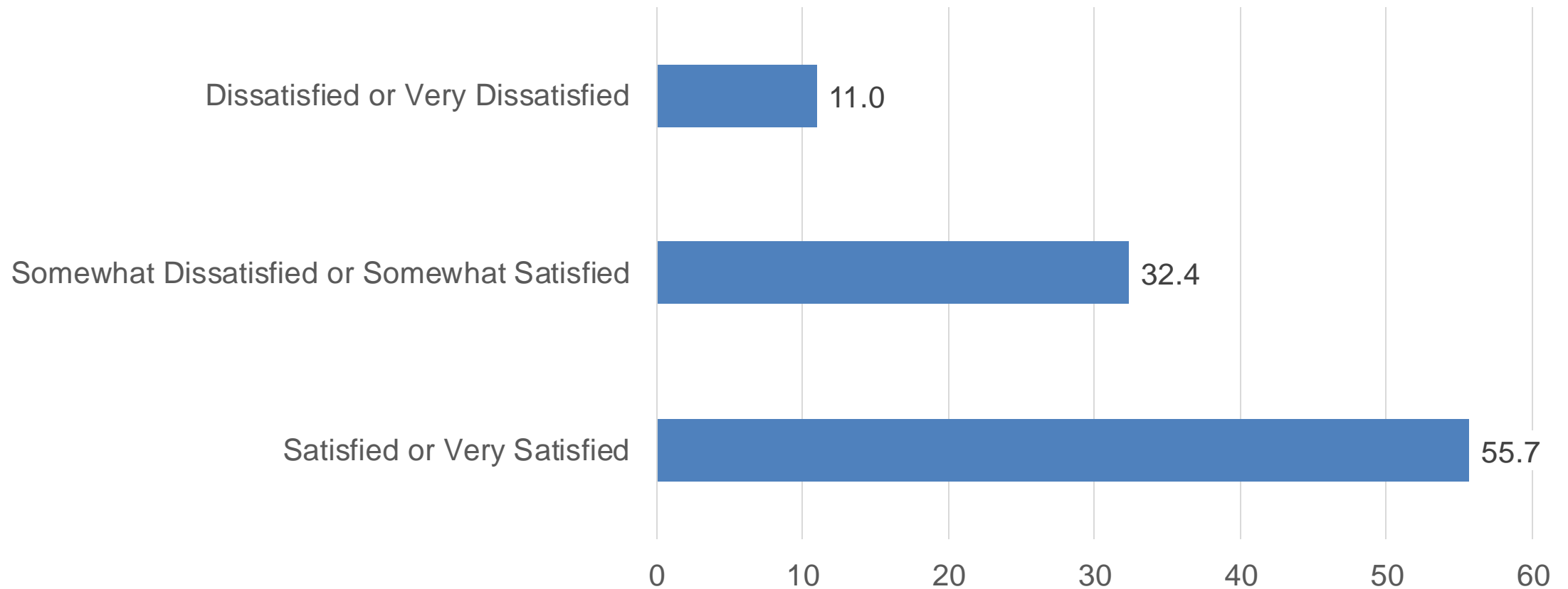


Sophomore Initiatives: Advising

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



How Satisfied are Sophomores with Advising?



How Satisfied are Sophomores with

A

“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

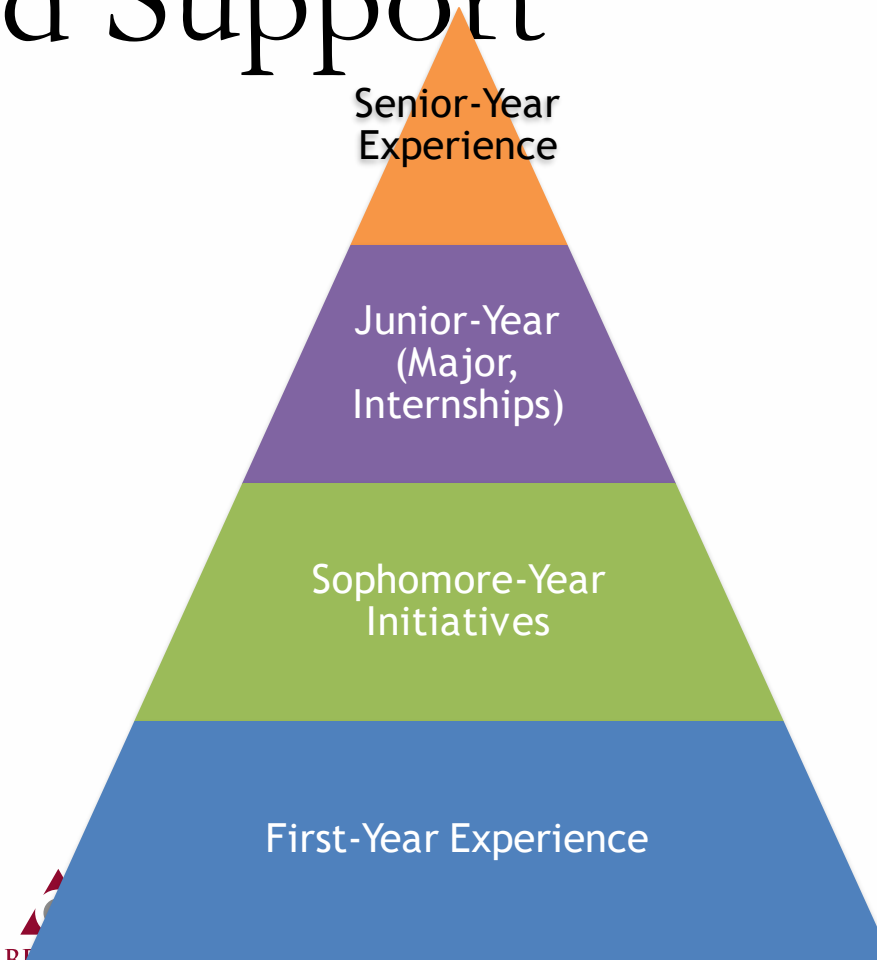
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Pause and Reflect

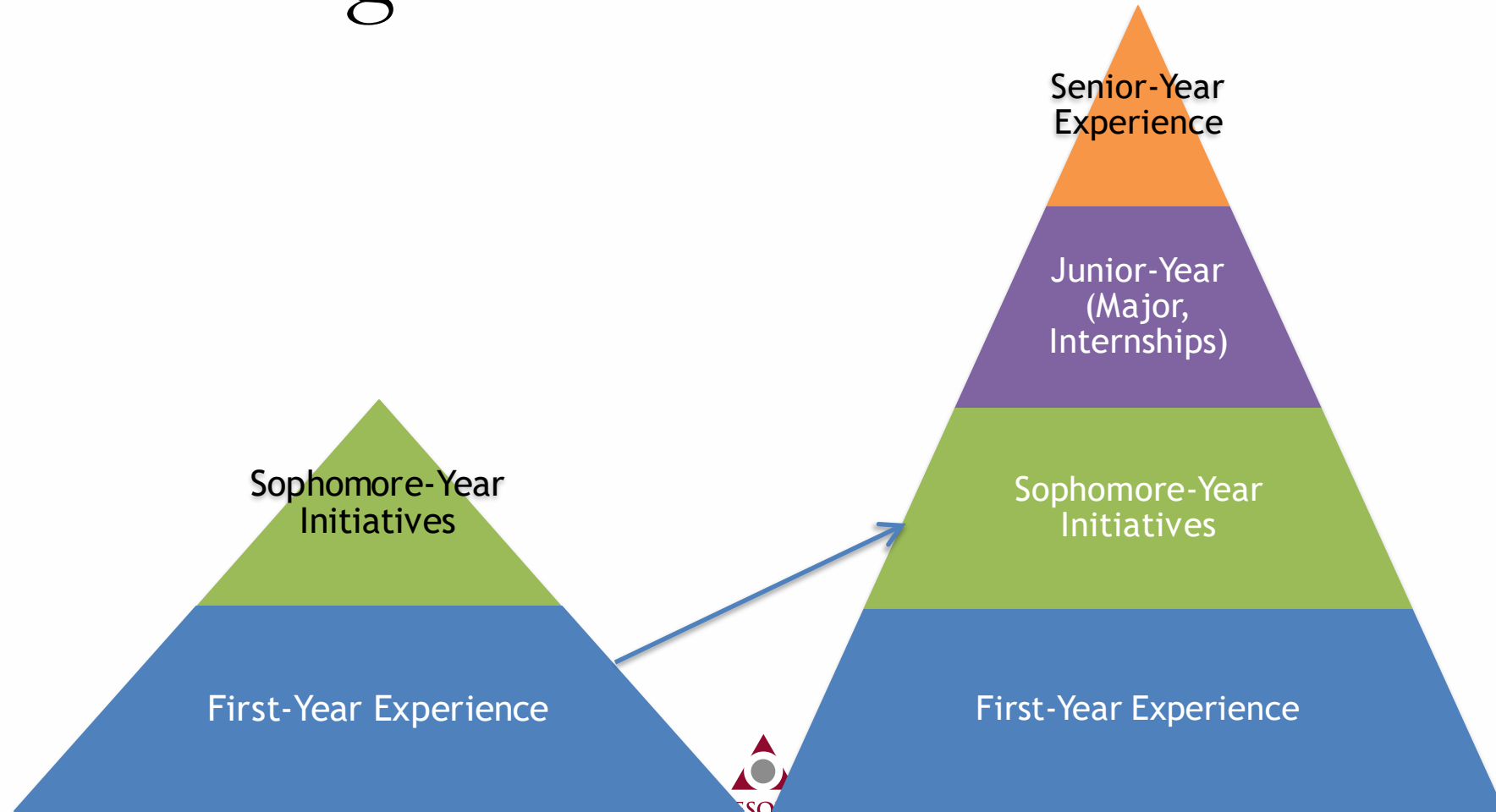
- How is your campus using academic advising to support sophomores on your campus?

Sustained Support

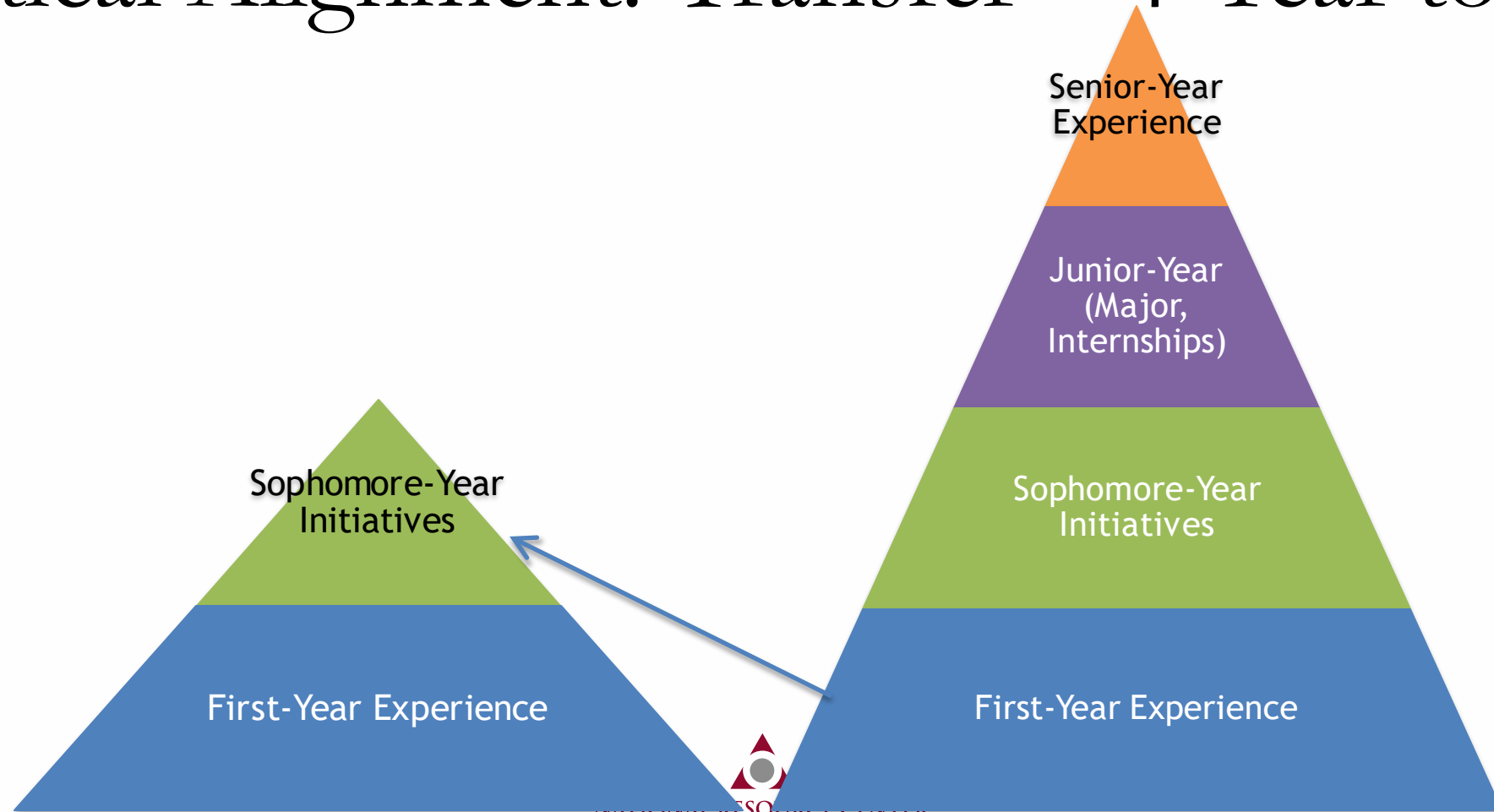
- Vertical alignment: What students learn in one lesson or course prepares them for the next lesson or course
- Educational experiences are purposefully structured and logically sequenced so that students gain the knowledge and skills to progressively prepare them for more challenging, higher-level work



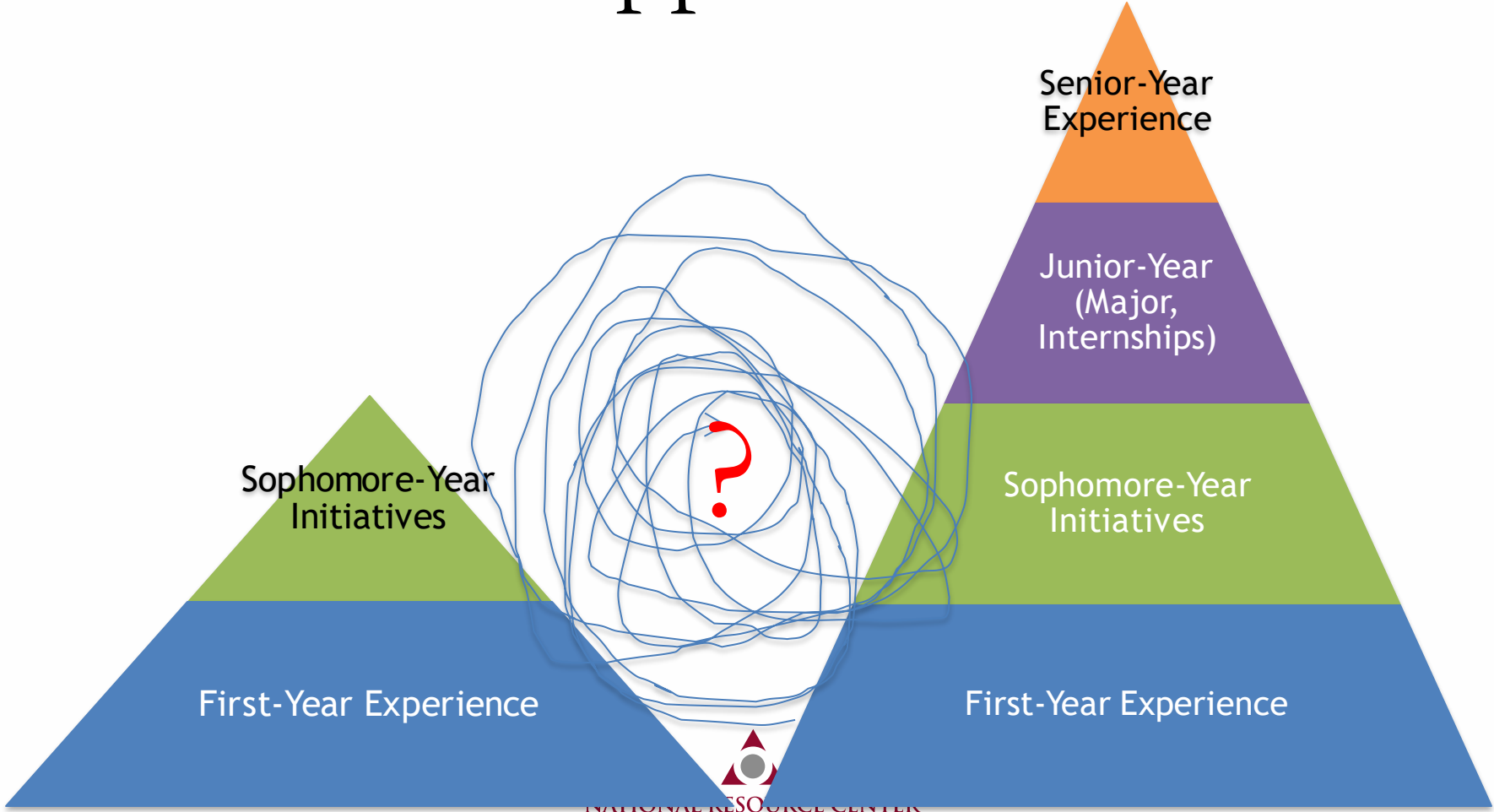
Vertical Alignment: Transfer CC to 4-Year



Vertical Alignment: Transfer – 4-Year to CC



Sustained Support and Transfer

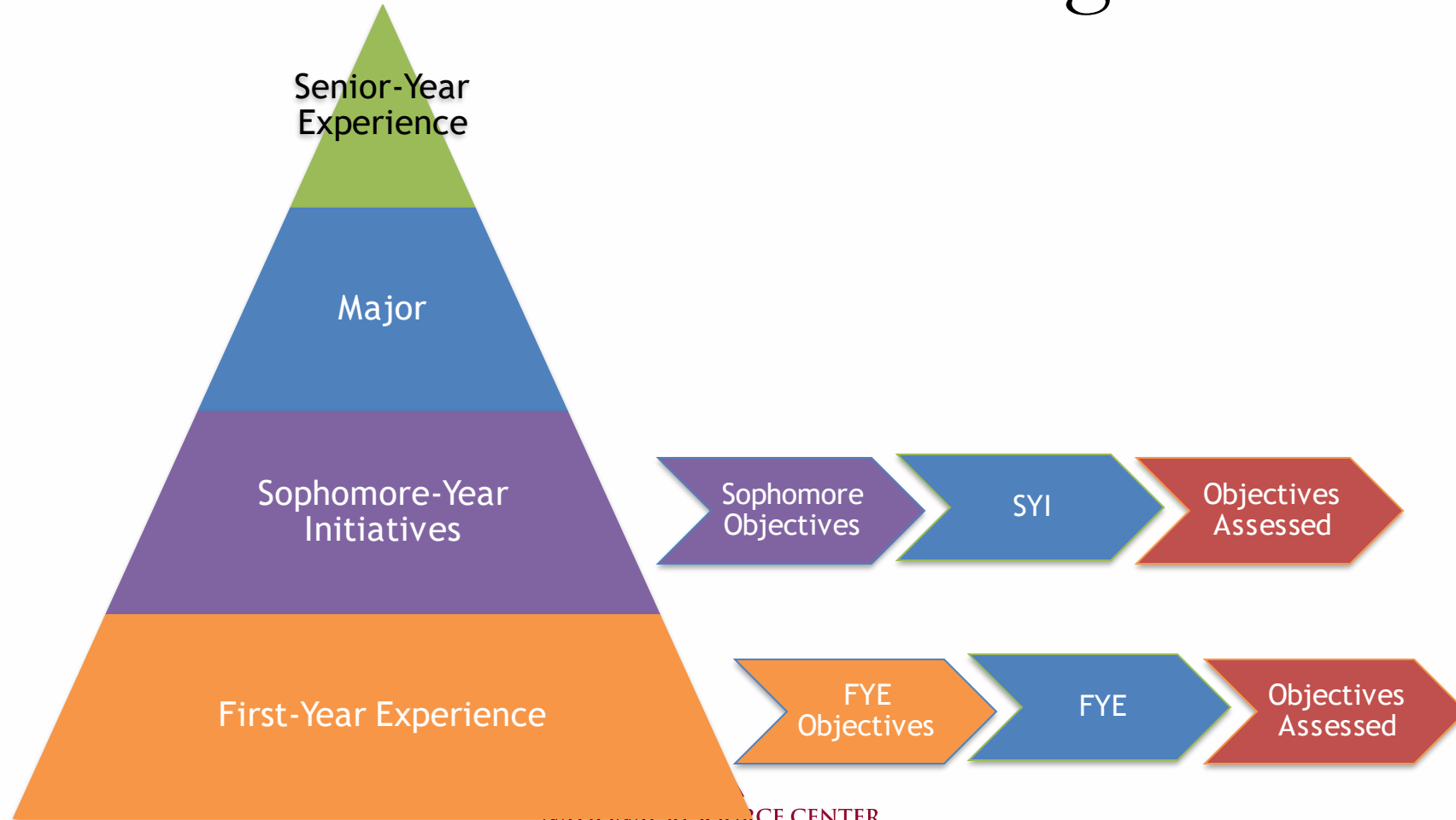


Horizontal Alignment



Strategies used to assess learning and achievement are based on what has been taught and on the learning objectives students are expected to meet.

Vertical and Horizontal Alignment



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Guided Dialogue

Sophomore-Year Objectives	Initiatives that Meet Objective

Questions for Consideration

- What is your institution trying to achieve with your sophomores?
- Which services are offered to the student population at large? How might you leverage them to have a sophomore-specific focus?
- How might the current sophomore programs, services, and initiatives be better coordinated across campus?
- How do we know that what we're doing to support sophomore student success works?

Thank You!

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