Sophomore Success Elevated: Helping Students Transition into Their Academic Program

Session C019
Session Objectives

- Direct focus on the sophomore transition.
- Provide supportive strategies for academic advisors and other practitioners.
- Share a supportive and engaging model impacting the sophomore transition.
Focus on the Sophomore Transition

Fad or Trend?
Why is the sophomore transition so important?

- Warrants further investigation.
- Realize the impact of the first-year initiative.
- Greater focus on student retention.
- Privatization of American higher education.
- Performance-based funding.
How Do We Define Sophomores?

- Credit hour threshold?
- Second year regardless of credit hours?
- Native versus transfer?
- First-generation?
- Dual-enrollment/Advanced Placement?
Schlossberg’s Transition Model

A transition is defined as an event or nonevent resulting in changed relationships, routines, assumptions, and/or roles.

Situation/Self/Support/Strategies

Sophomore Psychosocial and Academic Challenges

- Feelings of invisibility.
- Sense of abandonment.
- Deficit in sense of community.
- Motivation is challenged.
- Pressure increases.
- Development of academic self-efficacy.
- Quality/quantity of interaction with faculty.
- Self-exploration. Who am I?
Sophomore Developmental Factors

- In the midst of Establishing Identity and Developing Purpose (Chickering’s Seven Vectors).
- Often in a position of Multiplicity (Perry’s Theory of Intellectual and Ethical Development).
- Exhibiting transitional knowing (Baxter’s Model of Epistemological Knowing).

Establishing Identity

- Comfort with one’s body, gender, sexual orientation, social and cultural heritage.
- Clear self-concept and secure sense of self in light of feedback from others.
- Personal stability and integration.

Developing Purpose

- Clear vocational goals.
- Meaningful commitments to personal interests and activities.
- Strong interpersonal commitments.
- Intentional decision-making.

Multiplicity

- Honoring diverse views when answers not yet known.
- All opinions are equally valid.
- Peers are a legitimate source of knowledge in addition to authority.

Transitional Knowing

- Acceptance that some knowledge is uncertain.
- Movement away from authority as the holder of all knowledge.
- Expect delivery of knowledge to be applied in a way that is understandable.

How do we help students move through the sophomore transition and flourish?
Facilitating Self-Authorship

The capacity to define one’s beliefs, identity, and social relations.

Hodge, Baxter Magolda, & Hayes (2009, p. 16) maintain “a carefully sequenced and developmentally appropriate curriculum can help students develop self-authorship”.
Facilitating Self-Authorship

- Guide students to find their own voice.
- Engage students in the search for new knowledge.
- Create a community through curricular and co-curricular opportunities.

Optimal Learning for Sophomores

- Give students responsibility for learning.
- Require reflection.
- Expect new relationship building.
- Provide opportunities for exploration.
- Provide support.

Sophomore Initiatives

- Class identity and second year traditions.
- Social engagement with peers.
- Student-faculty interaction.
- Major and career exploration.
- Academic engagement and leadership.

Sophomore Programming

- Sophomore Seminars
- Sophomore Orientations
- Residence Hall Programs
- Career Programming
- Sophomore Website

Thriving Students

“Thriving students feel they belong and are fully engaged intellectually, socially, and emotionally” (Schreiner et al., 2012, p. 141).
Advisor Strategies for Helping Students Thrive

- Become an advocate for sophomores.
- Move students toward self-authorship.
- Develop advisor training resources focused on sophomores.
- Develop strategic co-curricular programming to celebrate sophomores.
- Stay current in student development theory and advising best practices.
Southern Illinois University
Edwardsville

Carnegie Classification: Master’s L

Master’s College and Universities (larger programs)

Balanced art & sciences/professions; high graduate coexistence; Post-Baccalaureate comprehensive; High Undergraduate, Full-time four-year; selective, higher transfer-in; Large four-year, primarily residential

http://www.siue.edu/inrs/factbook/pdf/FbCurrent.pdf
Fall 2012 Undergraduate Student Enrollment

Headcount: 11,341  FTE: 10,096

Freshman 27.2%  (71.8% new lived on campus)
Sophomore 19.7%
Junior 21.5%
Senior 31.1%
Unclassified 0.4%

http://www.siue.edu/inrs/factbook/pdf/FbCurrent.pdf
Fall 2012 Undergraduate Gender/Age

11,341

- 53% Female
- 47% Male

- 33% 19 Years Old or Less
- 52% 20 to 24 Years Old
- 15% 25 Years or More

Note: Mean Age 22.0

http://www.siue.edu/inrs/factbook/pdf/FbCurrent.pdf
Fall 2012 Undergraduate Race/Ethnicity

11,341

- White 8,444 74.5%
- Black 1,648 14.5%
- Hispanic 408 3.6%
- 2 or more Races 314 2.8%
- Unknown 207 1.8%
- Asian 159 1.4%
- Non-Resident Alien 122 1.1%
- American Indian/ Alaskan Native 29 0.3%
- Hawaiian Pacific Islander 10 0.1%

http://www.siue.edu/inrs/factbook/pdf/FbCurrent.pdf
School of Business SIUE

- AACSB Accredited
- Enrollment
- Programs Offered
- Entry to Undergraduate Programs
  - Pre-business Status
  - Supplemental Application Process
School of Business Orientation – Fall 2006

- Academic Success
  - Formal Presentation
  - School of Business Information (AACSB, programs)
  - Being an Engaged Learner/Student
  - Co-Curricular Opportunities/International Program Opportunities
  - Advice from Current Students

- Code of Professionalism (CoP)
  - Group Exercise
  - CoP applies to students
  - CoP as preparation for next step in life
GBA 301 Business Transitions I - Fall 2012

- Transition into the School of Business;
- Professional skills and orientation;
- Collecting business knowledge;
- Interpersonal skills;
- Integration of knowledge and skills; and
- Participate in co-curricular activities required.
GBA 301- Content

- Successful Transitions
  - Welcome by Dean and Advisory Board Member
  - Business Disciplines and Integration
  - Academic Programs
  - Academic Success
    Being an Engaged Learner/Co-Curricular Opportunities/Advice from Current Students/Code of Professionalism

- Learning Goals (faculty participation)
  - Group Exercise
  - What they expect to learn
  - What they would like to learn
GBA 301- Content

- Mentoring Opportunity
  - Lunch with Faculty

- Thinking about Ethics
  - Faculty Participation (IS 401 Faculty)
  - Theoretical (Pink Book – name)
  - Personal/Everyday Examples
  - Business Operation and Practice
GBA 301- Content

- Thinking Globally
  - Faculty Participation (Travel Study Faculty/Students)
  - Importance of International Experience/Perspectives
  - Travel Study Opportunities (short-term and semester-long)

- Thinking about Careers
  - Career Development Center Staff
  - Services Provided
  - Creating a Resume
  - Do What You Are (interpretation and group activity)
GBA 301- Content

- Networking Opportunity
  - Local Etiquette Professional
  - Mock Networking
  - Behavior and dress
  - “Back of Hand” Approach
Financial Times Assignment
Career Interest and Skills Assessment
CDC Activities (Resume Review, Cougar Jobline and Online “Orientation”)
Interpersonal Skills Activity/Event
Community Involvement Activity/Event
Deliverables – Five Reflection Papers
Being accepted into the School of Business at SIUE gave me a sense of accomplishment that I had not experienced before. I was extremely excited. At the same time though I was nervous, nervous because I wasn’t sure what I needed to do next. The orientation was very helpful in informing me what my next steps are and how to act in a professional setting.
Although I was not looking forward to this event, I am glad that I went. The School of Business Orientation opened my eyes to so many different aspects of life, especially the importance of cultural diversity. I also received some detailed information on the great services that the Career Development Center has to offer. This course has definitely provided me with the tools needed in order to prepare myself for the professional and competitive business world.
Having attended the orientation, I feel as though I have been put on a pathway to success. Prior to the first day orientation, I have to admit, I hadn’t really thought in great detail about my career, other than, “I need to take these classes and pass them,” but after having gone through the experience, I feel as though I have more direction than before.
GBA 301- Impact: In their words….

Reflection Paper Comments

This was a very beneficial day that every student should have to go through. Every student in the college of business, nursing and engineering should be required to attend a day like the one I attended. It was not just helpful in my certain field of interest but instead it could be beneficial to everyone at SIUE. I found this one day was more informative than Springboard to Success when I was an incoming freshman because I was already used to college life…
GBA 301- Impact: In their words....

Reflection Paper Comments

You can’t please everyone...

When coming into the orientation, I had heard a lot about how long and boring this was going to be. And the people were right. Even though this was the longest time I ever had to sit and listen to people, it did help me understand a lot, and also I was glad that I just got it all done in one day.

To begin, I feel as if honesty is the best policy, so here is the truth. In my opinion, the orientation was a misuse of school funds, time, and effort.
GBA 301- Impact: In their words…. Reflection Paper Comments

Orientation was a great way to introduce us to the School of Business. I personally had a great time. It was fun to dress nice as well as get to meet a ton of peers that are going through the same process as me.
References


