

Summary Report
Understanding the Sophomore Year Experience

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Introduction

Grounded in the recent successes of first-year experience initiatives across the country, a new focus upon the needs of students during their second year of college is now growing. Between 2000 and 2007 alone, the number of institutions reporting they had created programs specifically designed for second-year students increased from 40 to 130 (Tobolowsky & Cox, 2007). This national focus on the second year, coupled with the current success of first year initiatives, is now prompting the University of Washington to explore whether there is an opportunity to bring an intentional focus to second year students on this campus.

The purposes cited for creating second year initiatives vary. According to the most recent (2008) National Survey of Sophomore-Year Initiatives, respondents said the primary reason they established a sophomore initiative on their campus was to improve retention (65.7%), improve student satisfaction (64.9%), improve student engagement (62.9%), prepare [students] for career (e.g., internships) (49.8%), and to assist [students] in the selection of a major (49.3%).

Retention has long been considered a primary driver for orientation and first year experience programming around the country, closely tied to student engagement and student satisfaction. Certainly the increased attention paid to the first year of college has proven its effectiveness nationally, but with these gains can come an unexpected consequence. Some students experience feelings of abandonment during the second year as the support initiatives start to disappear (Hunter, Tobolowsky, Gardner, Evenbeck, Pattengale, Schaller, & Schreinder, 2010). Further, the authors point out that these critical issues do not disappear during the second year. “There is no reason to believe that students who survive the first year of college are suddenly successful in the second year” (Hunter et al., 2010, p. 15).

In addition, the focus on major and career preparation aligns with the primary developmental tasks cited for students during the second year: developing purpose and selecting an appropriate major and career path (Hunter et al., 2010). While these have long been focus areas for students during the second year of college, the 2008 recession has ratcheted up the pressure for students to quickly identify a viable major and career path.

Today college is increasingly viewed by many as a key to prosperity. As a result of this shift, student expectations for their undergraduate experience are rising as quickly as tuition rates. Increased cost of attendance poses real challenges for students and their families. Student indebtedness for those who borrow for college has grown to \$26,600 for the 2011 graduating class, according to the Institute for College Access & Success' Project on Student Debt. The time is ripe for a critical examination of the ways that institutions support students as they try to navigate this changing landscape – including their experiences during the second year of college.

Purpose and outline of this report

This report will evaluate recent literature and leading practices on the experiences of students during the second year of college. The report will begin with a definition of the sophomore year and then describe the key developmental tasks for students during this critical year according to the research. Next, the report will explore the challenges unique to second year students – academic, developmental and institutional. National trends in addressing the sophomore year experience will be discussed followed by a review of current practices at peer institutions. Finally, recommendations will be offered for next steps.

Defining and understanding the second year

For the purpose of this report, a sophomore student is defined as **an undergraduate student who is in their second year of college** – regardless of where they completed their first year. This definition is in alignment with most of the literature on sophomore year experience work, grounded in the belief that there are certain academic and developmental challenges that are unique to students during their second year of college.

This means that some second year students may hold junior standing or above if they entered college with significant numbers of Advanced Placement or International Baccalaureate credits. It also means that some second-year students may be in their first year at the University of Washington, having transferred from a community college or different university where they may have completed their first year.

Understanding the second year

A helpful framework for understanding the second year comes from Schaller's (2005) series of stages common to students in their middle college years (as cited in Ellis, 2010). Schaller's stages are: random exploration, focused exploration, tentative choices, and commitment.

During the second year, students move from the random exploration of the first year into more focused exploration. Schaller (2005, as cited in Ellis, 2010) states that in this stage students spend a substantial amount of time in self-reflection which is ultimately critical to their success going forward:

“As students move into their second year, they experience focused exploration. Students in this stage spend a substantial amount of time in self-reflection (Schaller, 2005). In focused exploration, many second-year students discover career possibilities and gravitate towards specific majors or interests (Schaller, 2005).

During their second year, students often move through focused exploration into tentative choices. In this stage, students use their self-reflective skills gained in focused exploration to make independent, responsible decisions about their future (Schaller, 2005).

Schaller's final stage, commitment, is characterized by a student possessing clear plans for the future and working toward those plans. Few second-year students are in the commitment stage. As students self-reflect and narrow future interests and aspirations, they move into commitment (p. 52)”

These stages offer a helpful way to understand the transitions students move through beginning with their first year and into the second year of college.

Reframing the “sophomore slump”

To understand the second year, it is also important to address the term “sophomore slump,” which is sometimes used during conversations about second year students and the second year of college. While Hunter et al. (2010) mention that the term is somewhat absent from the literature, it is used often enough that it needs to be addressed in a report like this one.

What exactly is meant by the term “slump” in this phrase? Certainly we know that second year students can be dissatisfied and tend to spend less time on task in terms of academics than freshmen, sophomores, or seniors. Richmond (1987), as cited in Hunter et al. (2010) describes the sophomore slump as “a period of developmental confusion” (p. 38).

It may look like a slump on the surface because some students may lack motivation or appear to be struggling academically, but the authors write, “It is evident that the so-called sophomore slump is *not* a regression from the first-year academic and personal development” (Hunter et al., 2010, p. 39). They go on to suggest that the “sophomore slump” may need to be redefined to be a “multidimensional phenomenon” which includes one or more of the following:

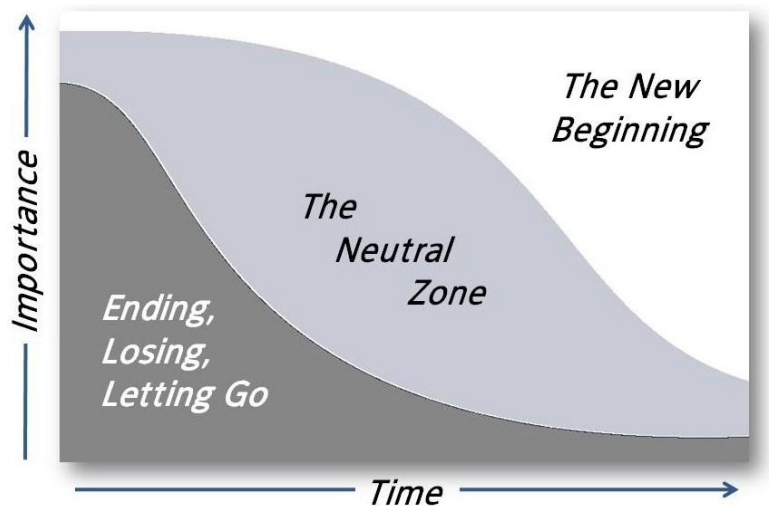
- Academic deficiencies,
- Academic disengagement,
- Dissatisfaction with the collegiate experience,
- Major and career indecision, and;
- Developmental confusion.

During this time students are often actively wrestling with questions about their sense of purpose and what gives them meaning in their life. This time can involve grieving, as students let go of early ideas about how they viewed themselves and their lives, and refocus on new ideas about what they hope their lives will be.

Managing transitions in the second year

Bridges’ (2003) transition theory (as cited in Hunter et al., 2010) offers one framework that can help us understand how students experience their transition to college and their movement into their second year. While this theory is often used in change management applications, it is also relevant in this context.

Counter to our traditional thinking that students arrive on campus ready to *start* their college career, this theory suggests that the beginning is actual a time of *ending*, or loss of the life they once had prior to college. From there students move into a neutral



Bridges’ (2003) Transition Theory (from *Managing Transitions*).

zone and only later does a new beginning emerge.

To best support our second year students, it can be helpful to consider the ways in which students experience a loss associated with endings during their first year as they move through to a new beginning, only to recycle back through the ending phase again at the start of their second year when they begin to reevaluate their priorities as they relate to their own sense of purpose.

Hunter et al. (2010) suggest that identity development occurs during the first year as students let go of their old selves and move into a time of random exploration as they enjoy new freedom and a chance to self-define their world. During the transition to the second year of college, the authors suggest that students need time to make meaning of their first year and prepare for the tasks associated with the second year of college (primarily defining major and career). “Students end the first year with new sources of information and then must integrate that knowledge and understanding of the world into a new sense of self, eventually concluding the *ending process*” (Hunter et al., 2010, p. 69). Following this, is the second year and another neutral zone that students must manage.

Additional research is needed to verify this application of Bridges’ (2003) theory, yet this framework can prove helpful in offering a new way to interpret the less obvious developmental experiences our second year students move through during this critical year.

Key developmental tasks during the second year

While a range of factors can impact student success in the second year, including loss of scholarships that are typically available to first-year students, or general levels of satisfaction students experience as they begin to develop mastery over their environment and achieve a sense of belonging (Hunter et al., 2010), three key developmental tasks emerge. They are:

1. Developing purpose
2. Selecting an appropriate major and making career decisions
3. Redefining social engagement on campus

Developing purpose

“The sophomore year of college is a time of transition. Frequently, students start the year without a clear academic focus, but by the end of the year most are required to select a major. Consequently, it is often seen as a time for career exploration and decision making. The year is also a time of making sense of who one is in the college environment, in contrast to who one was prior to college. Identity development, therefore, is the major question of the year for many students” (Hunter et al., 2010, p. 67).

During the second year the primary focus for most college students moves beyond managing the transition to college and mastering their new environment as students begin to focus their developmental energy on clarifying their sense of purpose. For many students, this is fueled by the push to declare a major and develop clear career goals.

For many students, at the heart of the question – what major is right for me – lies the question, who am I and what do I want my life to be? Caught in the *neutral zone* (Bridges, 2003), students may struggle to see their new self emerging. Hunter et al. (2010) suggest that students have gathered useful information about themselves during their first year, but now need to make sense of it all and evaluate what it means to them. In this time, “students become self-evaluative, self-critical, responsible, and differentiated” (p. 70).

Compared to their first year, during the second year students move through more focused exploration (Schaller, 2005, as cited in Ellis, 2010), actively seeking insight into relationships, future, and self (Hunter et al., 2010). Grotevant (as cited in Hunter et al., 2010) suggested that the work of identity formation is found in this exploration process:

“If students are able to examine their developing self, assess the influences that others have had upon them, and evaluate their past choices, this is a sign that students are moving on from an externally defined self. The challenge is that this is a long process, requiring tremendous energy and an ability to remain in the search” (p. 73).

As student affairs professionals, we can support students by creating opportunities for them to reflect on their developing selves so that they feel prepared to move towards making tentative choices. “If students are going to make internally directed decisions about the future, then tentative choices need to involve either (a) significant personal exploration and decision making or (b) decision making that allows for later change” (Hunter et al., 2010, p. 75). Key during this time is providing students with ample opportunities for reflection and mentoring so they can make meaning during this time.

Selecting an appropriate major and making career decisions

In most universities, students are required to declare a major by the beginning of their junior year. As a result, selecting and declaring an appropriate major is one of the key tasks on the minds of many second year students. This decision weighs heavy. In the past, perhaps students were more likely to view college as a time for personal development and exploration. Now in light of recent shifts in the economy, students and their families are becoming more focused on the college degree being a key to economic security.

As a result of these shifts, decisions about majors are becoming more and more entwined with decisions about career and life. As Hunter et al. (2010) argue: “these selections of majors are bound up with students’ agonizing about deciding on a career, and these decisions lead students to an investigation of purpose” as they consider what their lives will be about” (p. 8).

To support students through these decisions it is important to understand their values and motivations. Four types of values drive motivation at this point: “intrinsic, social, extrinsic, and prestige-oriented values” (Hunter et al., 2010, p. 21). By understanding and helping our students to understand how these values influence their motivation for making academic and career decisions, we can help students successfully move through this challenging time.

The decisions students must make in the second year are critical to their future success and they are weighty. In her research on programs to support second year students, Ellis (2010)

suggests that “professionals in career services, major exploration, and academic advising may need to develop new approaches in order to help second-year students through their decision-making process” (p. 54).

As Ellis (2010) writes, “to meet the needs of second-year students who require extra support in decision-making about careers and majors (Tobolowsky, 2008), providing major and career exploration should be a significant part of second-year programs” (p. 55). Ellis goes on to state that of those institutions who offer some kind of second-year programming, more than 70% offer support in either career, major, or academic advising, according to Ellis (2009) who references the National Resource Center (2008, p. 55). This kind of focused academic and career advising support is critical for second year students.

Supporting undecided students

This is especially the case when working with students who are undecided about major or career. Hunter et al. (2010) suggest that there are two types undecided students – developmentally undecided students and chronically undecided students. By identifying how each student is experiencing their “undecidedness,” academic and career advisors can tailor their support as students grow in self awareness and build decision-making skills over time.

In addition, some researchers are beginning to look at the unique needs of undecided students. For example, Reynolds, Gross, Millard and Pattengale (2010) completed a longitudinal mixed-methods study to look at the impact that completing a course on “calling” had on student persistence among undeclared first-year students at a religiously-affiliated Midwestern institution and found that participation in the class had a “strong, statistically significant effect on persistence” (p. 59).

Types of undecided students	Definition
Developmentally undecided students	Status as undecided will shift as they become more self-aware and develop a sense of purpose and life direction.
Chronically undecided students	Do not seem to improve their career or major decision-making skills.
<i>Source: Hunter et al. (2010), p. 19.</i>	

While the results of this study are not immediately generalizable to the student population at the University of Washington, these findings do suggest that it may be worthwhile to explore whether focused academic and professional exploration programs may also be beneficial for undecided students at the University of Washington.

Redefining social engagement on campus

While developing purpose and deciding on major and career are certainly key developmental tasks during the second year of college, it is also important to discuss the ways students redefine their social engagement during this year. In the first year of college, students are presented with an array of opportunities for social engagement and opportunities to get involved on campus. As a result, students tend to get involved in several activities and work hard to make friends with many people on campus, even those they may not have a lot in common with (such as people they meet in the residence halls or through orientation and welcome events).

During the second year students start to reevaluate their sometimes haphazard friendships and involvement on campus to become more focused as they gain clarity about their sense of purpose and their academic and professional goals. The importance of getting involved on campus is well developed in the literature, from Astin's (1984) Theory of Involvement to George Kuh's research on student engagement in college.

On most college campuses there is a keen focus on facilitating this sort of connection for first year students, and yet the need for continuing to define and redefine one's social engagement on campus persists well into the second year and beyond. Even within the context of academic and career advising settings, we can continue to support students by asking them about their social and extracurricular involvement on campus, and helping them make new or deeper connections throughout their academic career.

Challenges unique to sophomores

In recent decades there has been an emergence of programs designed to support students as they make the transition to college. First-year experience programs are widely accepted as helpful both to students and in helping institutions achieve their own persistence and retention goals. As a result, new student welcome programs and orientation programs are now standard in most colleges and universities.

New research is now emerging on the challenges unique to sophomores, largely arising as an outgrowth from the success of first-year experience programs across the nation and yet an "empirically based understanding of the second year college year remains elusive" (Hunter et al., p. 14). There is much we do not know about sophomores and how they experience college, and yet some clear challenges are starting to emerge in the literature. According to Hunter et al. (2010), student challenges fall into three broad categories: academic issues, developmental issues, and institutional issues. Some of these include:

Academic challenges

- Low levels of academic engagement (Gardner, Pattengale, & Schreiner, 2000)
- Issues making satisfactory progress coming in to the second year
- Research indicates sophomore study the least out of all students (Gardner, 2000)

Developmental challenges

- Prolonged indecisiveness (Gardner, Pattengale, & Schreiner, 2000)
- Behavioral problems (Gardner, Pattengale, & Schreiner, 2000)
- Lemons & Richmond (1987) state that developing purpose as the major task of college sophomores (citing Chickering's (1969) Theory of Identity Development).

Institutional challenges

- Poor academic course selection (Gardner, Pattengale, & Schreiner, 2000)
- Increased time to degree completion (Gardner, Pattengale, & Schreiner, 2000)
- Some issues with student learning style and instruction style (Gardner, 2000)

Getting a clear picture on retention during the second year

There is still much to learn about the factors that impact academic performance and persistence in the second year of college. According to Hunter et al., (2010) the most credible study of sophomore academic performance was done by Adelman (2006), who followed students and their attendance patterns from high school to college without regard for institution. This study found that only eight percent of students actually leave college during their sophomore year, a net total after factoring out the number of students who re-enroll in other institutions (p. 34). Yet for an institution like the University of Washington, it may matter where they go.

A study by Pascarella and Terenzini (2005, as cited in Hunter et al., 2010) suggested that college grades may be the single best predictor of sophomore academic performance and degree completion (p. 34). Hunter et al. (2010) also reference a 2004 study by Robbins and others who conducted a meta analysis of research on four-year college student performance and persistence and found that three factors had the most salient impact on student performance once they started attending college: “academic self-efficacy, academic goals, and academic skills” (p. 16-17).

In one recent (2011) study that took place in Australia, the authors found that confidence building and skill building may be the most important retention strategies. They also found career identification and support to be critical, and emphasized the importance for institutions to set clear expectations for students about how the year will be different and help students build the time management skills required to succeed (Willcoxson, Cotter, & Joy).

While additional research is needed to better understand who second year students are and how they are experiencing college, existing research suggests that individual institutions may be able to gain valuable insights into the experiences of second year students by carefully examining connections between entering student characteristics (such as high school GPAs), along with early performance indicators such as first-quarter grades during the freshman year or student engagement data, as these relate to persistence and retention trends, to better understand how students experience their second year of college and to identify any particular populations of students who are disproportionately challenged during the second year.

Some factors that impact student success, (where student success is defined as “students earn grades sufficient to meet graduation requirements”) in the second year (as cited in Hunter et al., 2010) include:

Drivers for student success in the second year	Factors that negatively impact success
Attending a four-year institution	Being male
Attending a single-sex institution	Being a racial or ethnic minority (except Asian)
Attending a predominantly Black institution	Older students
Financial aid – although type of aid matters	Abusing alcohol and other drugs
Institutional fit (supportive environment and student is involved)	Interrupting enrollment (stopping out)
Interaction with faculty	Transferring vertically (2-year to 4-year)
Develop supportive interpersonal relationships	Transferring horizontally (4-year to 4-year)
Participating in extracurricular activities	Reverse transferring (4-year to 2-year)
Working part-time	Working full-time
Enrolling full-time	Enrolling part-time
Perceiving high satisfaction	Participating in Greek Life
Perceiving a supportive campus climate	
Participating in service-learning	
Using student support services (especially academic advising and counseling)	
Participating in intercollegiate athletics	

National trends in supporting sophomores

Although there has been an increased focus on the needs of second year students in the last decade, our field is still trying to understand national trends related to supporting sophomore student success and satisfaction. In 2007 “The Sophomore Experience Survey” was sent to members of the National Resource Center for The First-Year Experience and Students in Transition listerv to better understand sophomore programs at a range of colleges and universities. As a result of this survey, Hunter et al. (2010) state that five recommendations for sophomore programs emerged:

1. *Connect students to faculty and engage them in the learning process*
2. *Focus sophomore advising on connecting present and future identities*
3. *Build purpose and peer satisfaction through selective involvement on campus*
4. *Empower students to navigate the institution’s systems*
5. *Help sophomores connect their strengths to academic success (pp. 56-63).*

These recommendations align nicely with other research on leading practices for building student engagement and success in college. In addition, Hunter et al. (2010) noted that brand new programs are not needed to achieve good outcomes for students. For example, training advisors to help sophomores connect present to future may be adequate to create positive outcomes. In addition, the authors cited institutional interventions that can be used to promote student success,

such as providing academically related experiences and collaborative learning, tailoring academic advising to meet student developmental needs, and providing students with opportunities to participate in undergraduate research (p. 39).

While these practices make sense in terms of what the literature tells us about student success, by taking them together and focusing squarely on how to move the mark for second-year students may prove to be more effective than trying to incorporate these components in isolation. Some institutions across the country are starting to explore and develop tailored initiatives specifically designed to address the unique needs of second year students, including some of the University of Washington's peer institutions.

Review of University of Washington peer institutions

To better understand the context for any work related to the sophomore year experience at the University of Washington, an analysis of peer institutions was completed using a list of the 24 institutions that comprise the Higher Education Coordinating Board Peer Group (HECB Peer Group), according to the UW Office of Planning and Budgeting (Institutional Research & Data Management).

Of the 24 institutions reviewed, only four did not have at least some kind of program designed specifically for sophomores. These programs ranged from special writing programs for second year students, to unique honors programs during the sophomore year, to more comprehensive sophomore year experience initiatives that were on par with first-year experience or orientation programs that have become commonplace in the first year of college. Examples follow. For a full list of the programs that exist at the 24 peer institutions see Appendix A.

- **Eight institutions (33%) offer second year experience residence life programming:** Michigan State University, Ohio State University, University of Cincinnati, University of Florida, University of Michigan – Ann Arbor, University of Minnesota – Twin Cities, University of New Mexico, and the University of North Carolina – Chapel Hill.
- **Ohio State University** stands out among the others on the list for its comprehensive approach towards second-year experience initiatives and the institutional commitment towards supporting this group of students. Their efforts involve a \$396 million

List of HECB Peer Group institutions:

1. Cornell University, Contract Colleges
2. Michigan State University
3. Ohio State University
4. Texas A&M University, College Station
5. University of Arizona
6. University of California, Davis
7. University of California, Irvine
8. University of California, Los Angeles
9. University of California, San Diego
10. University of Cincinnati
11. University of Florida
12. University of Hawaii
13. University of Illinois, Chicago
14. University of Iowa
15. University of Kentucky
16. University of Michigan, Ann Arbor
17. University of Minnesota, Twin Cities
18. University of Missouri, Columbia
19. University of New Mexico
20. University of North Carolina, Chapel Hill
21. University of Pittsburgh
22. University of Virginia
23. University of Wisconsin, Madison
24. University of Utah

investment in building a housing community for second year students to support a broader program for second year students which will include making involvement grants to students so that they may participate in research, internships, learning abroad, and other campus involvement activities.

- **Four institutions (17%) offer an orientation/conference style program** to help students understand expectations for the second year of college and connect to campus resources (University of California – Los Angeles, University of Hawaii, University of Kentucky, and the University of New Mexico). Some are more transition focused and some are more leadership focused, but they key elements include explaining how the second year may be similar or different than the first year and helping students connect with key resources. It was noted that while some may have heard about these resources at freshman orientation, only now are students ready to start utilizing them.
- **Eight institutions (33%) have an integrated academic and career plan for at least some groups of students** (or provide some kind of integrated support services). These institutions are: Cornell University, Michigan State University, University of Arizona, University of California – Irvine, University of California – Los Angeles, University of Cincinnati, University of Kentucky, University of Minnesota – Twin Cities. These services or four-year integrated academic plans are sometimes available to all students, and other times are tailored for particular populations such as undecided students or students in TRIO or are from underrepresented populations.

Conclusion

Building upon the success of first-year programs across the nation, colleges and universities are beginning to explore whether it is worthwhile to bring a more dedicated focus to the experiences of students during their second year of college. In the last decade the number of institutions that are starting to offer second-year experience programming has grown rapidly. Research on the needs and experiences of second year students is growing.

To provide foundational information that institutions can use to design new programs for second year students, the University of South Carolina's National Resource Center for The First-Year Experience and Students in Transition sponsored the development of the groundbreaking (2010) text, *Helping sophomores succeed: Understanding and improving the second-year experience*, which was cited heavily in this report. Evidence of this momentum is growing.

In light of the 2008 economic recession, with tuition rates rising across the nation, so too are student and family expectations for the college experience. Taken together, these shifts make it a good time for the University of Washington to explore whether there is an opportunity – or a need – to bring a more intentional focus to second year students on this campus. Yet there are still many questions to be answered before such a decision can be made.

Is an intervention needed at the University of Washington? Perhaps.

This report sought to outline some of the key research on the subject, paying careful attention to the academic, developmental, and institutional challenges that second year students experience. At the heart of the second year lie questions of purpose – who am I? Which major

suits me? What kind of career and professional life do I desire? What are my values? Are my friendships and connections with others all that I hope they will be? How will I make decisions about my future? Will I be able to decide in time?

The literature points to evidence that there are unique experiences students must move through during the second year of college to prepare them for the remaining college years and life after the university. A scan of current practices at peer institutions shows that 83% of University of Washington peer institutions offer some kind of dedicated programming for second year students. Some, like Ohio State University, are leading the way in making investments in the undergraduate experience, with a particular focus on second year students. Others are offering targeted programs designed to meet the unique needs of special populations.

While all of this suggests there is a compelling opportunity to do more for our students generally, we currently do not have adequate evidence on the actual experience of students at the University of Washington to suggest there should be an intervention at this time. Additional research must be done to better understand the experiences of current students as they relate to the goals of the institution.

Recommendations and next steps

Understand the current state

1. Analyze institutional data, including the National Survey of Student Engagement (NSSE) results to better understand the current situation for second-year students at the UW.
2. Determine whether there are populations of students who experience challenges during the second year at rates disproportionate to the general second year student population.
3. Evaluate current program offerings designed to meet the needs of second year students.

Evaluate fit with institutional strategic priorities

4. Explore the degree to which changes to the second year experience at UW may help to further the institution-wide strategic priorities.
5. Assess the degree to which a more intentional focus upon the second year experience might support the work of existing initiatives, such as integrated learning.

Gather insight from students and campus colleagues

6. Interview campus stakeholders (staff, administrators, faculty) to understand their current perceptions of the second year experience at the University of Washington, any areas of concern in their minds, and any areas of great opportunity they see.
7. Conduct focus groups with second year students to better understand their experiences and hear their suggestions for how the University could better support them.

Evaluate how we define student success

8. Understand how the University defines student success and, using insights gained from the steps above, assess the degree to which the University of Washington is meeting this definition for second year students. Is there adequate evidence to suggest the University is meeting their definition of student success or is there a new commitment that needs to be made to support second year students?

As a result of the efforts outlined above, the University will be in a better position to clearly articulate what the current experience is for second year students on this campus. From there, the University will be equipped to explain why or why not take action to change or enhance the second year experience for students. Perhaps such research will reveal there is much to celebrate about the experiences of second year students at the University of Washington. If so, it could be a great opportunity for the University to define this space as an emerging area of strength amongst peer institutions.

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Appendix A: Peer Institution Summary

Peer Institution	In South Carolina's database?	Significant Sophomore Year Initiatives?	Integrated Career and Academic Advising? Integrated learning?
Cornell University, Contract Colleges <i>(College of Agriculture and Life Sciences, College of Human Ecology, School of Industrial and Labor Relations, College of Veterinary Medicine)</i>	No	<ul style="list-style-type: none"> • Sophomore writing programs • Sophomore orientation program 	<ul style="list-style-type: none"> • CALS has a four-year integrated academic and career plan
Michigan State University	No	<ul style="list-style-type: none"> • Have one residence hall with a Second Year Experience Program (Holden Hall) 	<ul style="list-style-type: none"> • Broad College (business school) webpage gives impression of integrated academic and career advising, however further research indicates there are still separate career centers and advisors on campus. Below are two mentions from MSU websites: • Academic advisors in the Broad College are coordinators of your undergraduate experience. They provide critical information about academic programs and degree requirements, study abroad and leadership development, major choices and career options, policies and procedures, and campus resources. Advisors teach freshman seminars, advise student organizations, administer the junior admissions process, coordinate special programs and events, serve as a reference if they know you well, certify your graduation, and work with university administrators on your behalf. We look forward to serving you and getting to know you during your college career! • Bethany Rigg is an associate director in the Broad College

			<p>who's bio mentions integrating academic and career advising there: http://broad.msu.edu/facultystaff/rigg/</p> <ul style="list-style-type: none"> • The Career Services Network is a seamless connection of career service professionals located in college-based and centralized career centers across campus. We serve students from freshman year through graduation and beyond. Whether you are interested in selecting the right major, exploring career options, looking for a part-time job or internship, or preparing for an interview, our team is here to help you. (from: http://careernetwork.msu.edu/who-we-are) • Looks like the Smith Center, for athletes, provides integrated advising. • James Madison College (within MSU) is an interdisciplinary college with a public affairs focus. They post an advising syllabus online that integrates career components and refers students to career advisors at key points in their academic experience: http://jmc.msu.edu/current-students/advising-syllabus.php • Also have the Office of Supportive Services (OSS) in the Office of Undergraduate Education. The mission of OSS is to provide comprehensive services to first-generation, low income college students and those who may have a disability. Mentioned that OSS also provides motivation, academic advising, social counseling, personal planning, career guidance and skill enrichment seminars. This is a TRIO program.
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			http://undergrad.msu.edu/program/s/oss or http://oss.msu.edu/
Ohio State University	No	<ul style="list-style-type: none"> • Significant energy around the second year and making substantial investments towards a program called Second-year Transformational Experience Program (STEP), a two year on-campus residency requirement coupled with programming for first and second year students. This is a central feature in the strategic priorities for both Academic Affairs and Student Life. • One of the Office of Academic Affairs priorities for 2012-13 is: Fully develop the structure for enhanced freshman and sophomore student experiences with initial implementation in fall, 2013. http://oaa.osu.edu/priorities.html • Also a central feature in the Student Life Strategic Plan (2012-16): http://oaa.osu.edu/assets/files/strategicPlanning/2012-Strategic-Plans/Support%20Unit/StudentLife.pdf 	<ul style="list-style-type: none"> • Enhancing career services and “Expand technological support for student academic advising and career counseling” are stated priorities from the Office of Academic Affairs: http://oaa.osu.edu/priorities_archives.html • No comprehensive models of integrated advising could be found, although it does look like career advisors are embedded in the colleges and they speak about academic advisors being able to support career needs of students in the context of academic advising, although separate career advisors still exist. • In the “Transformational Residential Experience” (the new two-year initiative that combines a two-year on-campus residency requirement with programming) – a stated priority in the second year is “Career development through preparation for and participation in internships” and it is noted that there are stipends available as part of this program to support students with experiential pieces, which could include internships. • Student Life strategic plan mentions creation of “Buckeye Careers, an initiative that will promote a stronger centralized career services presence while maintaining the strengths of the decentralized model.” In my view this looks like centralizing career services across campus, not necessarily integrating these with academic advising.

Texas A&M University, College Station	No	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • Nothing specific, although did find survey results from a student government survey that indicated 58% of respondents said their academic advisor made them aware of career services resources and 53% made them aware of internship opportunities. See: http://studentlifestudies.tamu.edu/sites/studentlifestudies.tamu.edu/files/results/full/168-full.pdf
University of Arizona	No	<ul style="list-style-type: none"> • There is a • About the Arizona Assurance Scholars Program: offers academic, financial and social support for low-income Arizona residents as a way to ensure success, retention and graduation from the University of Arizona. Within this program there is a Sophomore Scholars program for second-year students, and involves three components: exploring personal and career interests, identifying and accessing experience opportunities and creating a resume for jobs, internships, volunteer work, graduate school, etc. http://assurance.arizona.edu/sophomore-scholars-second-year 	<ul style="list-style-type: none"> • Some integration between academic and career advising for the Sophomore Scholars program (part of Arizona Assurance Scholars Program – see column at left). • Honors program has a focus on first-year program but then builds to “Getting more engaged” (research, prof dev/internships, study abroad, civic engagement, leadership): http://www.honors.arizona.edu/students/Engaged.html
University of California, Davis	No	<ul style="list-style-type: none"> • Davis Honors Challenge program has separate expectations for each year of school, including the second year: http://dhc.ucdavis.edu/second-year.html 	<ul style="list-style-type: none"> • The Davis Honors Challenge program is an entrance-by-application, four-year, campus-wide honors program for high-achieving, highly motivated students who want more challenging course work, closer contacts with faculty and dynamic interactions with similarly motivated peers http://dhc.ucdavis.edu/ • Note that this program is one of three honors type programs at the school. See:

			<p>http://honors.ucdavis.edu/programs-2.html</p> <ul style="list-style-type: none"> • Student Professional Development Program (offered through Leadership): http://cll.ucdavis.edu/programs/student_employment_certificate • Biology Undergraduate Scholars Program (BUSP) has career/internship integrated with academics: http://biosci.ucdavis.edu/outreach_and_international/BUSP.html
University of California, Irvine	No	<ul style="list-style-type: none"> • Assessment did survey to explore if a sophomore slump exists: http://www.assessment.uci.edu/undergraduate/documents/SophomoreSlumpPowerpoint.pdf 	<ul style="list-style-type: none"> • Have dedicated advising program for undeclared students (undeclared advising likely uses a more holistic approach): http://www.due.uci.edu/uu/
University of California, Los Angeles	No	<ul style="list-style-type: none"> • Comprehensive parent/family page with tips for how to support their sophomore students: http://parents.ucla.edu/support/secondyear • Bruin Next Steps is an evening program providing students with the resources needed to successfully transition to their second year at UCLA. See: http://www.newstudents.ucla.edu/transitionprograms.htm#bruin_next_steps 	<ul style="list-style-type: none"> • Academic Advancement Program (self-defined multiracial program on campus): http://aap.ucla.edu/#/about-aap/overview
University of California, San Diego	No	<ul style="list-style-type: none"> • Sophomore honors project for students in the honors program of the Eleanor Roosevelt College at UCSD: http://roosevelt.ucsd.edu/academics/honors.html 	<ul style="list-style-type: none"> • Have an academic internship program • Internship Supersite: http://career.ucsd.edu/undergraduates/gain-experience/internship-information/index.html
University of Cincinnati	No	<ul style="list-style-type: none"> • Have sophomore learning communities (see: http://www.uc.edu/fye/learning_communities/sophomore.html) 	<ul style="list-style-type: none"> • Integrated Core Learning (see: http://www.uc.edu/provost/offices/undergraduate-affairs/icl.html) part of the Great Beginnings Initiative:

			http://www.uc.edu/content/dam/uc/fye/docs/Great_Beginnings_Statement.pdf - a first-year initiative that includes integrated learning around academic and professional themes.
University of Florida	YES	<p><i>From SC website:</i></p> <ul style="list-style-type: none"> The Returning Gators Program (RGP) – an LLC – is designed to address the specific needs and interests of second-year students at the University of Florida. It offers transitional programs and seminars beneficial for academic, career, community and leadership development. A number of educational and social opportunities are available to help RGP students adjust to their second year at the University of Florida, prepare them for the transitional issues they will encounter and then to help them succeed in this environment. See: http://www.housing.ufl.edu/media/pages/Returning_Gators_Sophomore_Program_LLC.pdf 	<ul style="list-style-type: none"> Integrative Learning VALUE rubric from AACU. See: http://manoa.hawaii.edu/assessment/resources/rubrics/IntegrativeLearning_value.pdf
University of Hawaii	Yes, University of Hawaii, Manoa	<p><i>From SC website:</i></p> <p>Created in part to support of the University of Hawaii at Manoa’s policy of requiring declaration of a major by the junior year and to improve persistence and graduation rates, the goal of The Sophomore Experience is to increase the academic and campus engagement of students. In working toward this objective, sophomore students, or students entering their third full time semester who are undeclared will be offered</p>	<ul style="list-style-type: none"> Integrative Learning VALUE rubric from AACU. See: http://manoa.hawaii.edu/assessment/resources/rubrics/IntegrativeLearning_value.pdf

		<p>programming which will increase their engagement on campus. The outcomes sought include declaration of a major, commitment to that major, increased productivity and classroom performance once a major is declared, and eventual graduation from the University with approximately 124 credits.</p> <p><i>Common themes addressed in this program:</i> Campus engagement, academic engagement, declaration of major.</p> <p><i>Other sophomore initiatives?</i></p> <p>Specific academic advising sessions for 2nd semester freshmen to help inform them about the challenges and requirements they'll have to meet during the sophomore year. Specific semester focused academic advising for pre professions majors and honors tailored to the needs of students in the 2nd semester of the freshman year, the 1st semester and 2nd semesters of the sophomore year.</p> <p>In Fall 2010, we will initiate training for the RA's in the dorms re: the special challenges of sophomores. A leadership class exists which sophomore will be encouraged to take with the hope that they'll get involved in campus leadership activities.</p> <p>Have an entire site dedicated to the sophomore year and related programming:</p> <p>http://manoa.hawaii.edu/secondyear/</p>	
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		Hosted first Passport to Sophomore Success Conference in March 2011: http://www.hawaii.edu/calendar/manoa/2011/03/02/14618.html	
University of Illinois, Chicago	No	<ul style="list-style-type: none"> Some second year students mentor first-year students (ex in Business) 	NA
University of Iowa	No	NA	NA
University of Kentucky	No	<ul style="list-style-type: none"> Host a sophomore leadership fair (message is that it is never too late to get involved) Office for Institutional Diversity Student Success Services has page with tips for sophomores, includes programs like the Major Talk Series: http://www.uky.edu/Diversity/SSS/career.html 	<ul style="list-style-type: none"> Career Center has an integrated 4-year plan: http://www.uky.edu/careercenter/students/career-planning-timeline Mentioned integrative learning in context of revamping the general ed requirements: http://www.uky.edu/gera/readings.htm
University of Michigan, Ann Arbor	No	<ul style="list-style-type: none"> Yes, through housing: http://www.housing.umich.edu/SYE or https://sites.google.com/site/livinginsye/ College of Literature, Arts & Sciences offers a Sophomore Initiative: http://www.lsa.umich.edu/students/sophomoreinitiative Sophomore initiative includes classes – both general and also college success and sophomore seminar type classes. Also have similar program for students in Honors: http://www.lsa.umich.edu/honors/currentstudents/sophomorestudents 	<ul style="list-style-type: none"> Portfolio process: http://mportfolio.umich.edu/about.html Integrative learning is one of the Division of Student Affairs goals: http://studentaffairs.umich.edu/about/goals Dissertation on the subject: http://deepblue.lib.umich.edu/bitstream/2027.42/62211/1/jpbarber_1.pdf
University of Minnesota, Twin Cities	No	<ul style="list-style-type: none"> Sophomore Year Experience & Retention Initiative research: http://www1.umn.edu/ohr/pel/projects/sophyear/ - final report to the Associate Vice 	<ul style="list-style-type: none"> Integrative community engagement project: http://www.servicelearning.umn.edu/Scholars_ICEPs/integrative_community_engagement_project_icep_planning_workshop9.html

		<p>Provost located here: http://www1.umn.edu/ohr/prod/groups/ohr/@pub/@ohr/documents/asset/ohr_asset_360919.pdf</p> <ul style="list-style-type: none"> As a result of this research, formed a Second Year Experience committee within the Office of Undergraduate Education: http://undergrad.umn.edu/curriculum.html Second Year Experience housing LLC: http://www.housing.umn.edu/programs/secondyear/overview/ 	<ul style="list-style-type: none"> Integrated career/academic advising for undecided students through the Center for Academic Planning & Exploration (CAPE): http://www.cape.umn.edu/
University of Missouri, Columbia	No	NA	<ul style="list-style-type: none"> Have a Center for Integrated Learning: http://education.missouri.edu/orgs/lewis_and_clark_center/index.php
University of New Mexico	No	<ul style="list-style-type: none"> Offer sophomore seminars, including one on career awareness Second-year experience housing: http://housing.unm.edu/commUNITY-living/special-living-communities/second-year.html 	NA
University of North Carolina, Chapel Hill	No	<ul style="list-style-type: none"> LLC called SYNC (sophomore year navigating Carolina) – involves career exploration, academic enrichment, and leadership development. 	
University of Pittsburgh	No	NA	NA
University of Virginia	No	<ul style="list-style-type: none"> Blueprint Emerging Leaders Program for first and second-year students: http://www.virginia.edu/deanofstudents/programsandservices/leadership.html 	NA

University of Wisconsin, Madison	No	<ul style="list-style-type: none"> • Summer sophomore research grants: http://www.honors.ls.wisc.edu/SiteContent.aspx?prev=1&id=48 • Business Career Center runs a summer sophomore job shadow program: http://www.honors.ls.wisc.edu/SiteContent.aspx?prev=1&id=48 	NA
University of Utah	No	<ul style="list-style-type: none"> • Mandatory academic advising for second year students: http://advising.utah.edu/mandatory-advising/second-year.php • New U Student Experience is a big deal, includes four-year plans and seems to connect curricular with co-curricular http://ugs.utah.edu/new-u 	<ul style="list-style-type: none"> • New U Student Experience may have some integration between curricular with co-curricular http://ugs.utah.edu/new-u

**Full list of programs in database from the National Resource Center for the First-Year Experience and Students in Transition. University of South Carolina.
See: http://tech.sa.sc.edu/fye/resources/soph/program_list.php?goto=1*

Sophomore Year Programs listed in the University of South Carolina Database

Institution	Program name
Purdue University	EMV Sophomore Leadership Development Conference
Beloit College	Sophomore-Year Initiatives Program
Miami University	Second Year Programs
College of Saint Benedict	Sophomore Year Experience
The University Of Texas at Dallas	Sophomore Year Experience
University of Tennessee, Knoxville	Learn More. Achieve More. sophoMORE!
University of Florida	Returning Gators Program

Bard College	Sophomore Year Experience
University of Hawaii, Manoa	The Sophomore Experience
California Polytechnic University, San Luis Obispo	Sophomore Success Program
University of West Florida	Oracle
Sweet Briar College	Sophomore Year Experience
University of South Carolina	The Sophomore Initiative
Washington University in St. Louis	Arts & Sciences sophomore programs
University of West Georgia	Sophomore Year Experience
Georgia Institute of Technology	Sophomore Programs
Duke University	Sophomore Year Experience
Trinity University	Sophomore College
State University of New York at Oswego	Sophomore Year Experience
University of South Carolina	The Sophomore Initiative
The College at Brockport	Second Year Experience
Saint Louis University	Sophomore/Junior Year Experience
Purchase College, State University of New York	EOP Sophomore Summer Program
Miami University	Second Year Programs
College of Charleston; Higdon Student Leadership Center	LeadMORE
Belmont University	The Sophomore Year Experience/GPS - Growth & Purpose for Sophomores

