SUBCOMMITTEE ON SOPHOMORE STUDENTS

MAY 2, 2013
SUBCOMMITTEE MEMBERS

- Yvonne Fitzgerald
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- Amy Jones Richardson
- Sandra Lemons
- Janna McDonald
- Sandra Miles
- Matt Rust
- David Sabol
- Jennifer Schott
- Khalilah Shabazz
- Pam Shaw
- Diana Sims-Harris
- Terri Talbert-Hatch
- Regina Tumer
- Amy Wylie
2025 GOALS AND OBJECTIVES

- Development and implementation of an intentional communication plan targeting 2nd semester freshmen, sophomores, and their families.

- Peer student mentoring to 2nd semester freshmen, sophomores, and increased faculty engagement as students transition to sophomore year.

- Expand academic and career advising in the curriculum to increase retention and on-time degree completion.

- Utilization of student life programming and student organizations to enhance student engagement.
FOCUS GROUPS/SURVEYS
2ND SEMESTER/2ND YEAR STUDENTS

• **Stress & Concerns**
  • Not knowing who an advisor is
  • Fewer instructors are native speakers of English than what they experienced first semester
  • Financial – finding part-time employment, finding housing for summer and next year, “I get caught up in either job or school an want to just quit one and only have one responsibility, but I have to pay my bills.”
  • Struggle with more writing
  • Concerns about instructors with an appearance of not being approachable
  • Work/Life balance
FOCUS GROUPS/SURVEYS
2ND SEMESTER/2ND YEAR STUDENTS

• What resources have students used
  • MAC, Chemistry & Physics tutoring (need more tutors in each), Career Services, speaker’s & writer’s labs, CAPS (only science students mentioned this), academic advisors, Bepko Learning Center
What would you advise new students to do to be successful?

• Ask questions, seek all help as possible, use resources
• Take advantage of faculty office hours
• Time management, don’t go home, be organized, keep lists
• Don’t wait to get help if you are struggling, don’t procrastinate
• Read assigned chapters before they are discussed in class (especially if instructor is non-native English speaker)
• Stay on top of your work and get it done as soon as possible
• Form and use study groups
• Don’t forget to keep up on online work and announcements on Oncourse
• Go to class every day, keep in mind how many hours a lab takes on top of the hours you spend in class
INSTITUTE ON SOPHOMORE STUDENT SUCCESS

- **Three subcommittee members attended**
  - Need students at the table
  - Learning outcomes/assessment
  - Welcome back letter/postcard to 2nd year students, sophomore checklist
  - Career focus
  - Sophomore student survey
  - Take a professor to lunch
  - Campus pride gift (i.e. keys – key to success, tassles)
WHAT'S CURRENTLY HAPPENING?

• **Kelley School of Business**
  - Two oncourse sites set up each year for new students – one for direct admits and one for UC admits. Send out all messages via Oncourse and refer students to the Kelley Oncourse tab. Focuses on year in school and not class standing.
  - Implementing a required career planning class sophomore year

• **STEM bridge** (and possibly others in ET & Science) will extend class sessions into spring semester

• **School of E&T** – NSF S-Stem Grant for sophomore students
RECOMMENDATIONS/SUGGESTIONS BY SUBCOMMITTEE

• Welcome back letter/postcard
• Spring semester involvement fair
• Schools – open house receptions for 2nd semester, 2nd year students
• Sophomore (2nd year) convocation
  • Campus pride gift
• Lunch with a Dean (or faculty)
• Continue LC peer mentors to 2nd semester
• Make sure students know their advisors
RECOMMENDATIONS/SUGGESTIONS
BY SUBCOMMITTEE

• Develop a more intentional 2nd semester first year experience (advising/support) to increase retention and success during the entire first year experience.
• Career Week – repackage and target sophomores
• Develop calendar of events for 1st year and 2nd year students, website, handbook
• Create and promote scholarships for 2nd year students
NEXT STEPS

• Continue the subcommittee
• Audit campus to learn about all activities, events, programming for 1\textsuperscript{st} and 2\textsuperscript{nd} year students
• Develop some pulse survey questions specific to 2\textsuperscript{nd} semester, 2\textsuperscript{nd} year students
• Develop a tool that can be used to assess programming for 2\textsuperscript{nd} semester, 2\textsuperscript{nd} year students