Subcommittee on Sophomore (2nd year) Students

November 5, 2015
Subcommittee formed after CRG fall retreat 2012

- Gwen Chastain
- Andrea Engler
- Yvonne Fitzgerald
- Carly Grennes
- Amy Jones Richardson
- Sandra Lemons
- Janna McDonald
- Mark Minglin
- Sarah Montminy
- James Rota-Autry
- Matt Rust
- David Sabol
- Jennifer Schott
- Khalilah Shabazz
- Pamela Shaw
- Diana Sims-Harris
- Terri Talbert-Hatch
- Regina Turner
- Allison Wheeler
- Amy Wylie
2025 Goals and Objectives submitted January 14, 2013

- Development and implementation of an intentional communication plan targeting 2\textsuperscript{nd} semester freshmen, sophomores, and their families.
- Expanded peer student mentoring to 2\textsuperscript{nd} semester freshmen, sophomores, and increased faculty engagement as students transition to sophomore year.
2025 Goals and Objectives submitted January 14, 2013

• 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 advisor
  – Few instructors are native speakers of English than what they experienced first semester
  – Financial – finding part-time employment, finding housing
  – 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 would you advise new students to do to be successful?
  – Ask questions, use resources, don’t wait to get help
  – Take advantage of faculty office hours
  – Time management, don’t go home, be organized, keep lists
  – Form and use study groups
  – Go to class everyday
  – Read assigned chapters before they are discussed in class
  – Stay on top of your work and get it done as soon as possible
### 2013 Pulse Survey Results

<table>
<thead>
<tr>
<th>Questions/Concerns</th>
<th>All</th>
<th>On-Campus</th>
<th>Off-Campus</th>
<th>African-Americans</th>
<th>Latinos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compared to your first year of college this year has been? Worse or Much Worse</td>
<td>9.9%</td>
<td>7.7%</td>
<td>10.3%</td>
<td>12.8%</td>
<td>20%</td>
</tr>
<tr>
<td>The amount of information I receive about what’s happening on campus is Too Little</td>
<td>25.1%</td>
<td>26.9%</td>
<td>24.9%</td>
<td>14.3%</td>
<td>30%</td>
</tr>
<tr>
<td>How satisfied are you with the amount of interaction you have had with faculty advisors or other staff on campus? Dissatisfied</td>
<td>16.8%</td>
<td>7.9%</td>
<td>17.9%</td>
<td>21.4%</td>
<td>23.3%</td>
</tr>
<tr>
<td>I feel like I belong here (disagree)</td>
<td>19.4%</td>
<td>9.5%</td>
<td>20.5%</td>
<td>17.8%</td>
<td>16.6%</td>
</tr>
<tr>
<td>I am good at managing my time so that I can fit in everything that needs to be done (disagree)</td>
<td>18.6%</td>
<td>15.4%</td>
<td>19.2%</td>
<td>16.5%</td>
<td>40%</td>
</tr>
</tbody>
</table>
## 2013 Pulse Survey Results

<table>
<thead>
<tr>
<th>Questions/Positive</th>
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<th>African Americans</th>
<th>Latinos</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know where to go for academic advising</td>
<td>92.4%</td>
<td>94.3%</td>
<td>92.1%</td>
<td>94.7%</td>
<td>86.7%</td>
</tr>
<tr>
<td>I know how to apply my strengths to achieve academic success</td>
<td>90.9%</td>
<td>94.2%</td>
<td>90.5%</td>
<td>96.5%</td>
<td>86.6%</td>
</tr>
<tr>
<td>How certain are you of your major</td>
<td>93%</td>
<td>92.3%</td>
<td>93%</td>
<td>94.7%</td>
<td>86.7%</td>
</tr>
</tbody>
</table>
Survey Results from IUPUI

- Surveys Completed
  - School of Science
  - School of Medicine
  - School of Engineering & Technology
  - TECM
  - University Library
  - Diversity Enrichment and Achievement Program (DEAP)

- Areas of Support for 2\textsuperscript{nd} Year Students
  - Mentoring
  - Academic Advising
  - Student Organization Participation
Best Practices from IUPUI Campus

• PETM (Amanda Cecil)
  – Student Organizations
    • Faculty advisors encourage students to become involved in their first year to help support them in their second.
  – Office of Student Success
    • Employees three full time advisors to work with freshmen and sophomores
    • Faculty advisors work with juniors and seniors (focus on career)
    • Possible Mid-year advising check for second year students (focus on four-year plan)
  – Faculty
    • All first-year experiences are staffed with faculty if possible.
    • Faculty have open-door policy and conversation revolve around work-life balance
  – Housing
    • The department has a floor in the Tower to help with campus connections
  – Study Abroad Experiences
    • The department gives out some study abroad grants
  – New Director of Communications
    • Position focus is strictly on communications with students (newsletters & social media)
Best Practices from IUPUI Campus

• School of Science (Diana Sims-Harris)
  – Main Areas Addressing 2nd Year Experiences
    • Life & Health Sciences Grant (~60 sophomore/junior internships)
    • CRL Undergraduate Research Programs
    • Peer mentoring for sophomore classes
      – Organic Chemistry and Chemistry (PLTL)
      – Intro. to Biology (Bepko Learning Center)
      – Physics Learning Lab
      – Mathematic Assistance Center
      – Psychology Resource Center
    • PREPS – one credit hour – career focused
    • Leadership Positions (mentors and resident assistants)
    • Science Ambassadors
    • Science Honors Program
    • Coaching/Support for Probationary Students
    • Residential-based Learning Communities
School of Engr & Tech

• CLEAR Scholars program
• Developing a better/positive hand-off to program based advisors (typically 2\textsuperscript{nd} year)
• Piloting PLTL in a 2\textsuperscript{nd} year BME course this spring
• Developing 2-semester course in conjunction with FYS for students living on the STEM floor.
Office of Educational Partnerships & Student Advocacy – Student Affairs

- Bi-weekly posts to the IUPUI Class of 2018 Facebook page.
- Planning for the near future – targeting 2nd year student living in housing and some living off campus.
- Would be interested in helping with a sophomore year newsletter
Best Practices from External Colleges

• National Conference on Students in Transition
  – University of San Diego
  – Washington University in St. Louis
  – University of Minnesota
Best Practices from External Colleges

• University of San Diego
  – Student Abroad Experiences for Sophomore Students
    • Collaborate with the Study Abroad Office – 3-week experience during their January Term
    • Identify courses sophomore students need
      – Work with Faculty to apply for a partnership from the office
        » In charge of the curriculum
      – Engage Experiential Learning Professionals (ELP - staff)
        » In charge of student development and cultural experience
    • Program has existed for 6 years (Barcelona, Florence, Morocco, China and London)
    • 10-12% of Sophomores are involved in the experience. They wanted to engage a small population of 2nd year students.
Best Practices from External Colleges

• Washington University in St. Louis
  – Process
    • 2\textsuperscript{nd} Year Rates were concerning them
    • Conducted an audit of the 2\textsuperscript{nd} Year experience
    • Common experiences for 2\textsuperscript{nd} Year students
      – Declaring majors
      – Study abroad
      – Internships
  – Newsletter developed
    • Send out monthly through Constant Contact
    • Chronicles activities for 2\textsuperscript{nd} Year students
    • One unit coordinates the newsletter uses its network for information for newsletter
Best Practices from External Colleges

• University of Minnesota
  – They had a good handle on the first-year experience, but needed to be focused on 2\textsuperscript{nd} Year students
  – Audit Conducted
    • Committee spent one year meeting with offices to determine touchpoints those offices make with 2\textsuperscript{nd} Year students
    • Conducted a Student Satisfaction Survey for 2\textsuperscript{nd} Year students
      – Students were spending more time commuting and less time studying
      – 2\textsuperscript{nd} Year students were spending more time doing community service and service-learning
      – Student who had less than a 2.5 GPA had a 40% chance of surviving to their junior year
  – Developed a 2\textsuperscript{nd} Year Roadmap of touchpoints for students to use
IUPUI’s Strategic Plan

• Build on the success of our first-year experience programs by creating a campus-level position to provide strategic oversight for the sophomore year. Responsibilities will include enhancing communication with 2nd semester freshmen, sophomores, and families to connect them with targeted programming and support; creating peer mentoring programs for 2nd semester freshmen and all sophomores; and developing extended (two-semester) first year seminars.