



PRESENTATION HANDOUT

2022 Ruffalo Noel-Levitz National Conference on Student Recruitment, Marketing, and Retention

The Sophomore Slump: Strategies for Supporting and Retaining Second-Year Students

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My Perspectives

- The United States Air Force Academy
 - Highly selective, ~4,500 cadets
 - Academic, Military, and Athletic Mission
 - Chief, Academic Advising and First-year Programs
 - Deputy Head
 - Asst Professor, Behavioral Sciences
- Colorado College
 - Small (~2000 students), highly selective, liberal arts
 - Faculty-based advising system
 - Supplementary advisor for first-and second-year students
- Doctoral Program
 - George Washington University
 - Dissertation: An Investigation of Self-Authorship, Hope, and Meaning in Life among Second-year College Students



The views expressed within are my own, and not those of USAFA, the Air Force or the United States Government.

Poll Everywhere

Which description best describes you and why you came to this session?

 Respond at **PollEv.com/tetley**  Text **TETLEY** to **37607** once to join, then **A, B, C, or D**

I don't know much about how best to support second-year students and I want to learn more

A

Our institution is talking about developing some second-year programs and I'm looking for resources

B

We have a second-year program but we are always looking for ways to improve

C

I'm tired of walking and this session was close to my last one.

D

https://www.polleverywhere.com/multiple_choice_polls/oupbeDsnmOOwU1l

Presentation Overview

- Second-year Characteristics and Challenges
- Research and Theory
- Building the Case: Sophomore Data Collection and Analysis
- Theory to Practice
- Program Models



sophomore
Learn MORE.
Achieve MORE.

The graphic features the word 'sophomore' in a large, hand-drawn, 3D-style font. The letters are white with black outlines and are set against a light yellow background with faint gear patterns. Below the word, the phrases 'Learn MORE.' and 'Achieve MORE.' are written in a similar hand-drawn style, with 'Learn' in green and 'Achieve' in red.

What Particular Challenges do Second-year College Students Face?

- Academic?
- Developmental?
- Institutional Structures?



Academic Challenges



- Feeling lost, academic deadzone, lack of motivation
- Struggling to identify and commit to a major and career
- More demanding courses, Intensified Curriculum
- Hit the buzz saw courses (Organic Chem), no parallel path (Plan B), destroys the dream!
- Poor study skills and bad habits catching up
- Many still relying on formulas for success; just tell me how to....
- May have lost scholarships or Fin Aid from first year



Developmental Challenges

- Who am I? Searching for sense of self, meaning & purpose, and questioning their identity
- How are my views different than my parents/family/authority figures?
- Transitioning from purely black and white answers
- Questioning relationships and social priorities; hesitant to break from negative relationships or peer groups
- Negative Behavior Patterns catching up
- Decreasing levels of Hope and Agency (Tetley, 2010)

Institutional Challenges



- Lack of support and attention—frontloading resources in the first year and last year; middle child syndrome
- Little or no intentional programs designed to encourage major exploration or reflection when they need it most!
- Registration structures—no priority placement into classes like during first year; not yet declared major
- Question their “fit” with institution; cost-benefit analysis
- Poor (or NO) handoff from undeclared to declared advisor
- Least desirable housing or no housing at all!
- Few leadership/research/study abroad/internship opportunities for second-year students
- No class identity, share little in common

Sophomore Slump?

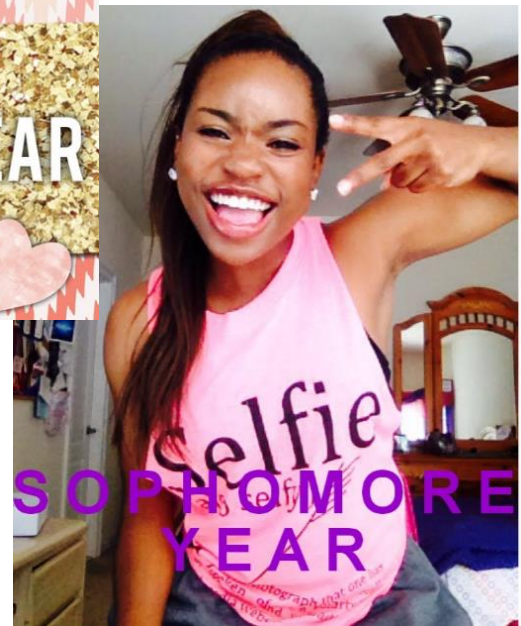
- Is it our students or our institutions that are slumping? (Gansemer-Topf, Stern, & Benjamin, 2007)



Sophomore Year Challenges: Evidence in Videos and Blogs!



My sophomore year reflection





10 AWESOME WAYS TO TURN YOUR SOPHOMORE SLUMP INTO THE SOPHOMORE PUMP

1. GET TO KNOW A PROFESSOR OUTSIDE OF CLASS (AND OFFICE HOURS).



ABOUTCAMPUS

ENRICHING THE STUDENT LEARNING EXPERIENCE



Research Article

Wandering and wondering: Traversing the uneven terrain of the second college year

Molly A. Schaller

Issue

Article first published online: 12 SEP 2005

DOI: 10.1002/abc.131

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About Campus

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Abstract

The academy's middle child, the sophomore, is beginning to earn the kind of attention that has been trained on first-year students for the past several decades. Molly Schaller shares insights on the stages she has found to exist in the sophomore year, arguably the rockiest of

Schaller's 2005 Findings

- Random Exploration to Focused Exploration to Tentative Choice
- **Focused Exploration**: spend a substantial amount of *time in self-reflection*
- Many second-year students discover career possibilities and gravitate towards specific majors or interests.
- Students use their self-reflective skills gained in focused exploration to make independent, responsible decisions about their future



In their own words...

“ Sophomore year you are developing and you are processing things around you differently; it's a learning experience, a kind of growing-up type of development. I learned a lot about myself and who I want to be and who I think I want to become and learn to be more confident in my academic work. I kind of matured. ”

“ First year you are welcomed with open arms; they made you feel like you made the best choice ever coming here. Then you get kicked to the side a little in your sophomore year. In the second year, they don't really tell you anything. ”



The Research Agenda | [Free Access](#)

Student Experiences in the Second Year: Advancing Strategies for Success Beyond the First Year of College

Althea J. Sterling

First published: 03 January 2018 | <https://doi.org/10.1002/sem3.20113>

The first step to getting help is...

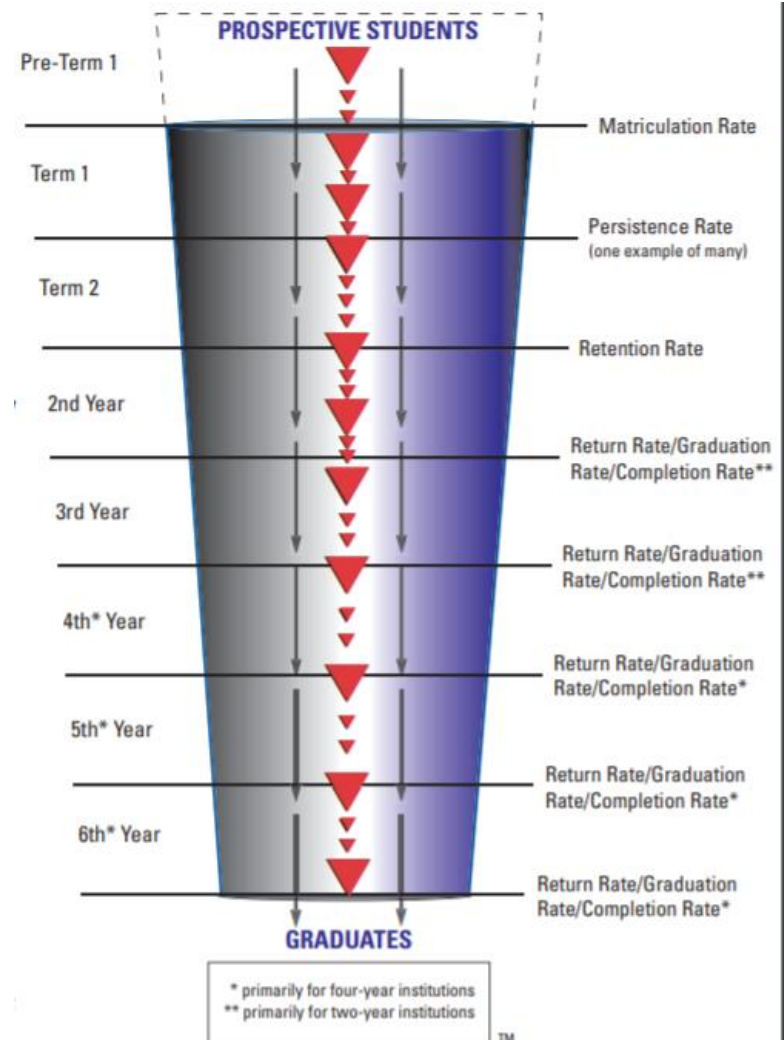
...recognizing and admitting you have a problem!



What tools could you use to identify the primary issues with your sophomores?

Are you Losing too many Sophomores!

- National Retention Studies
 - William Flanagan, Beloit/Associated Colleges of the Midwest Study
- The Colorado College
 - Second-to-third year attrition as high as first-to-second year
- Avg. 16-19% attrition across private and publics
- Have you done a retention study on your campus?



Building the Case: The Thriving Project

TQ™

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[TQ SURVEYS](#)

[THRIVING LITERATURE](#)

[ABOUT US](#)

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THE THRIVING PROJECT

A research initiative at Azusa Pacific University

Register Your Campus →

Build the Case: Quantitative Data

- Dr. Laurie Schriener, Azusa Pacific, Sophomore Experiences Survey: www.thrivingincollege.org
 - No cost to participate.
- Assesses students' levels of thriving
 - Engaged learning
 - Academic determination
 - Positive Perspective
 - Social Connectedness
 - Diverse Citizenship

Build the Case: Quantitative Data

- Dr. Laurie Schriener, Azusa Pacific, Sophomore Experiences Survey
- **Noel-Levitz Student Satisfaction Survey**

What do second-year students value most?

Jullierat (2000) Noel-Levitz Student Satisfaction Survey™

- **What do sophomores value most? What Makes Sophomore Unique?**
 - **Approachable and knowledgeable advisors**
 - Environment that promotes intellectual growth
 - Valuable course content and excellent classroom instruction
 - Knowledgeable, fair, and caring faculty

What are second-year students least satisfied about?

- Approachability and concern of their advisors
- Registration process being free of scheduling conflicts
- Receiving timely feedback from faculty
- Caring nature of faculty members

Performance Gap between what students value most and their levels of satisfaction!

Take a look at your advising practices.

(Jullierat, 2000)

Build the Case: Quantitative Data

- Dr. Laurie Schriener, Azusa Pacific, Sophomore Experiences Survey
- Ruffalo-Noel-Levitz Student Satisfaction Survey
- **Ruffalo-Noel-Levitz Second-Year Student Assessment**

SECOND-YEAR STUDENT ASSESSMENT™

Home › Enrollment › Student Success › RNL Retention Management Systems Plus™ › Second-Year Student Assessment

For students entering their second year at four-year and two-year colleges and universities

[Check prices and order](#)

Find out how to curb the “sophomore slump” on your campus, or assess the needs of transfer students

Ensuring the persistence of second-year students and transfer students is a continuing challenge for two-year and four-year colleges and universities. To retain these students, you must meet their specific needs and keep them engaged.

The online, 68-item Second-Year Student Assessment ([see sample](#)) carefully assesses the non-cognitive, motivational needs of second-year students, providing a wealth of data to guide student retention planning. The resulting data:

- Identifies the specific needs of at-risk, second-year students and transfer students, including their level of engagement, commitment to college, and receptivity to assistance from advisors, academic support offices, career counselors, and other campus services.

“The Second-Year Student Assessment (SYSA) has allowed us to identify the challenges facing our sophomore students and has provided us with information we can use to develop appropriate programs and resources for these students.”

—Ellen Nagy, Ph.D.,

Ruffalo-Noel-Levitz Second-Year Assessment Measures...

- Motivational Data
 - Academic Confidence
 - Commitment to College
 - Engaged Learning
 - Leadership
 - Transition
 - Family support
 - Support structures and Financial security
- Satisfaction with College Experience



All survey items— receptivity to assistance	Students at 4-year private institutions			Students at 4-year public institutions			Students at 2-year public institutions		
	Want help now (A)	Got help last year (B)	Difference (A-B)	Want help now (A)	Got help last year (B)	Difference (A-B)	Want help now (A)	Got help last year (B)	Difference (A-B)
Receptivity to academic assistance									
Find tutors in one or more of my courses.	42.5%	29.3%	13.2%	57.3%	35.4%	21.9%	50.1%	34.6%	15.5%
Get help with study skills (time management, taking notes, concentrating, exam skills, etc.).	39.7%	30.0%	9.7%	51.6%	34.9%	16.7%	50.5%	40.8%	9.7%
Receptivity to advising									
Figure out the impact of my grades on my desired major.	54.4%	33.3%	21.1%	66.8%	37.5%	29.3%	64.5%	43.6%	21.0%
Prepare a written academic plan for graduation.	54.3%	37.1%	17.2%	60.9%	29.6%	31.4%	61.8%	34.2%	27.6%
Select an academic program or major.	35.9%	56.3%	-20.3%	47.4%	58.6%	-11.1%	46.6%	63.1%	-16.5%
Discuss transfer questions and issues.	23.6%	18.6%	5.0%	38.7%	22.0%	16.8%	68.3%	38.6%	29.7%
Receptivity to career counseling									
Identify work experiences or internships related to my major.	77.5%	25.1%	52.4%	80.7%	26.0%	54.7%	69.5%	30.7%	38.8%
Define goals suited to my major or career interest(s).	64.8%	36.7%	28.2%	71.4%	36.9%	34.5%	66.1%	45.3%	20.8%

RNL Findings

Attitudes Behind the Sophomore Slump

Our latest study of second-year college students confirms that many students struggle to stay motivated in their second year of college.

Highlights from the findings



23%

were *unable* to affirm that they feel energized by the ideas they are learning in their classes

25%

were *unable* to affirm that they have made many friends at college and feel at home

Areas of lowest student satisfaction

(among 13 items measured)

Adequacy of the financial assistance available

Frequency of communication with academic advisors

Availability of work experiences associated with students' career interests

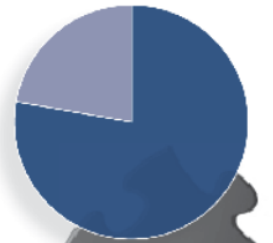
<https://www.ruffalonl.com/blog/student-success/5-factors-sophomore-slump-5-ways-intervene/>

RNL Findings

HOW YOU CAN HELP

<https://www.ruffalonl.com/blog/student-success/5-factors-sophomore-slump-5-ways-intervene/>

Five opportunities to help



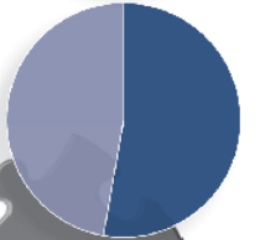
78%

would like help identifying work experiences related to their major



65%

would like help exploring the advantages/disadvantages of their career choice



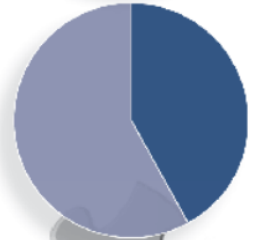
53%

would like to discuss options for financing their education



49%

would like to find tutors for one or more courses



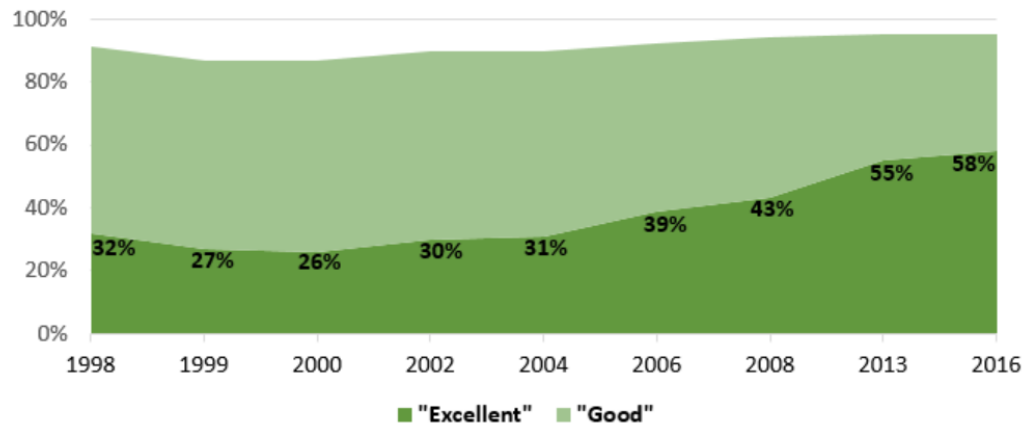
42%

would like help with balancing the demands of school with work

Build the Case: Quantitative Data

- Dr. Laurie Schriener, Azusa Pacific, Sophomore Experiences Survey
- Noel-Levitz Student Satisfaction Survey
- Noel-Levitz Second-Year Student Assessment
- **Institution Specific (Home Grown) Instruments**
 - <https://oirp.ncsu.edu/surveys/survey-reports/studentalumni-surveys/sophomore-survey>

More sophomores in 2016 rated their overall education at NC State as "Excellent" than ever before
(Sophomore Survey, 1998 - 2016)



Qualitative Data

- Focus Groups
 - Groups of 6-10 students
 - Recorded and Transcribed
- FYE Mentors—use them as an audience to gather data
- Structured Interviews; Advisors, Student Life Staff or Conduct Officers



We can Support Sophomores by...

- Showing them you care! Don't forget about them!
- Break down barriers at the institution
- Helping students to create short and long term goals
- Asking guided questions and letting them figure out the answers; allow them find their own voice & take ownership of decisions
- Assisting them in coping with difficult emotions or stressful situations; finding comfort amidst discomfort.

IT'S YOUR LIFE
©WIN IIT

We can Support Sophomores by...

Creating opportunities for second-year students to:

- Interact with students with similar interests; Learning Communities
- Engage in ongoing, structured exploration of themselves, majors, and careers; Assessments (TypeFocus™, MBTI, Holland Self-Directed Search™, StrengthsQuest™); Courses
- Mentor first-years and connect with their campus community

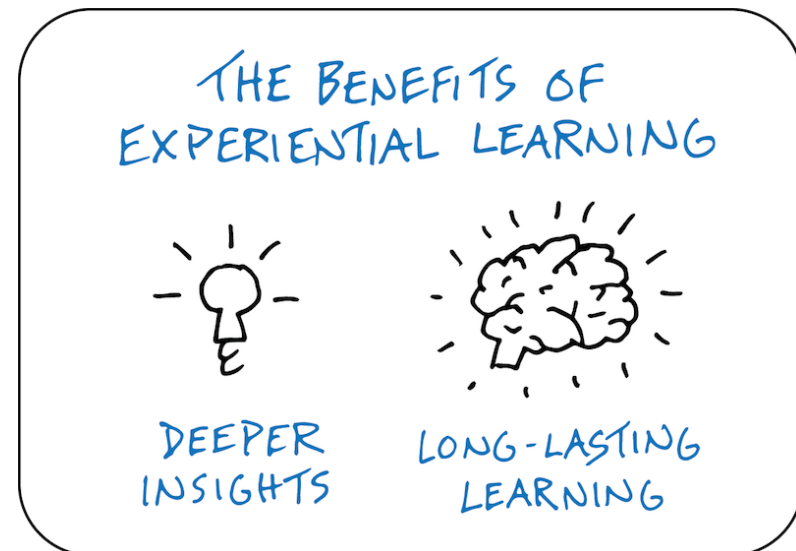
TypeFocus™



We can Support Sophomores by...

Creating opportunities for second-year students to:

- Learn by doing: Experiential learning, Community-based Research, Internships, Cross-cultural experiences and REFLECT on their experiences
- Interact in meaningful ways with faculty; research in desired areas of major



Seven Areas of Focus for Sophomore Program Development

1. Structured major/interest/career exploration
2. Critical self-assessment and reflection
3. Encouragement of forward thinking
4. Community building and class identity
5. Social networking
6. Active involvement and connection on campus/leadership opportunities
7. Interaction with faculty outside of class



Your Sophomore Year

Sophomore slump? Not in my neighborhood.

Sophomore year is the time for you to begin really homing in on what you love. What was it about your FYE that got you talking in class? Did you unexpectedly enjoy your lab credit? Start your year off with some soul-searching and remember: if you want to figure out what to do with your life, you must first figure out what you love to do.



These Chucks were made for walking... all over your sophomore year.

Be Active

Don't let what can be an amazing year of discovery and excitement pass you by. Have discussions with your [academic advisor](#) about your areas of interest and [major considerations](#). Your advisor is a great resource for filling you in on departmental and [All-College Requirements](#) and planning next year's [course schedule](#).

Use Your Resources

Located in Morreale House, the [CC Career Center](#) exists to help you with everything from resume editing to internships, plus discussion series on how your major can be applied to a [career field](#). Make an appointment, and the Career Center will be sure to point you in the right direction.

Live Somewhere New

Another exciting perk about sophomore year is the option to bid dorm life farewell and cater your residence to your lifestyle. As a sophomore, you've got access to the small houses, themed houses, living-learning communities, and language houses, as well as the choice to live in a traditional dorm again. Each of these can add something unique and wonderful to your second year at CC. Check out [Residential Life communities](#) for more information on your second-year housing options.

Break Out of the Bubble

Here's another exciting opportunity: [study abroad](#)! CC offers dozens of options for studying abroad, with coverage on everything from language study to globalization to ancient history. The [Associated Colleges of the Midwest](#) (ACM) offer CC students a range of accredited and approved programs across the globe.

THE CURRICULUM

[Requirements](#)[Course Catalog](#)[Your Sophomore Year](#)[Major Considerations](#)[Academic Calendar](#)

For sophomores (and future sophomores)

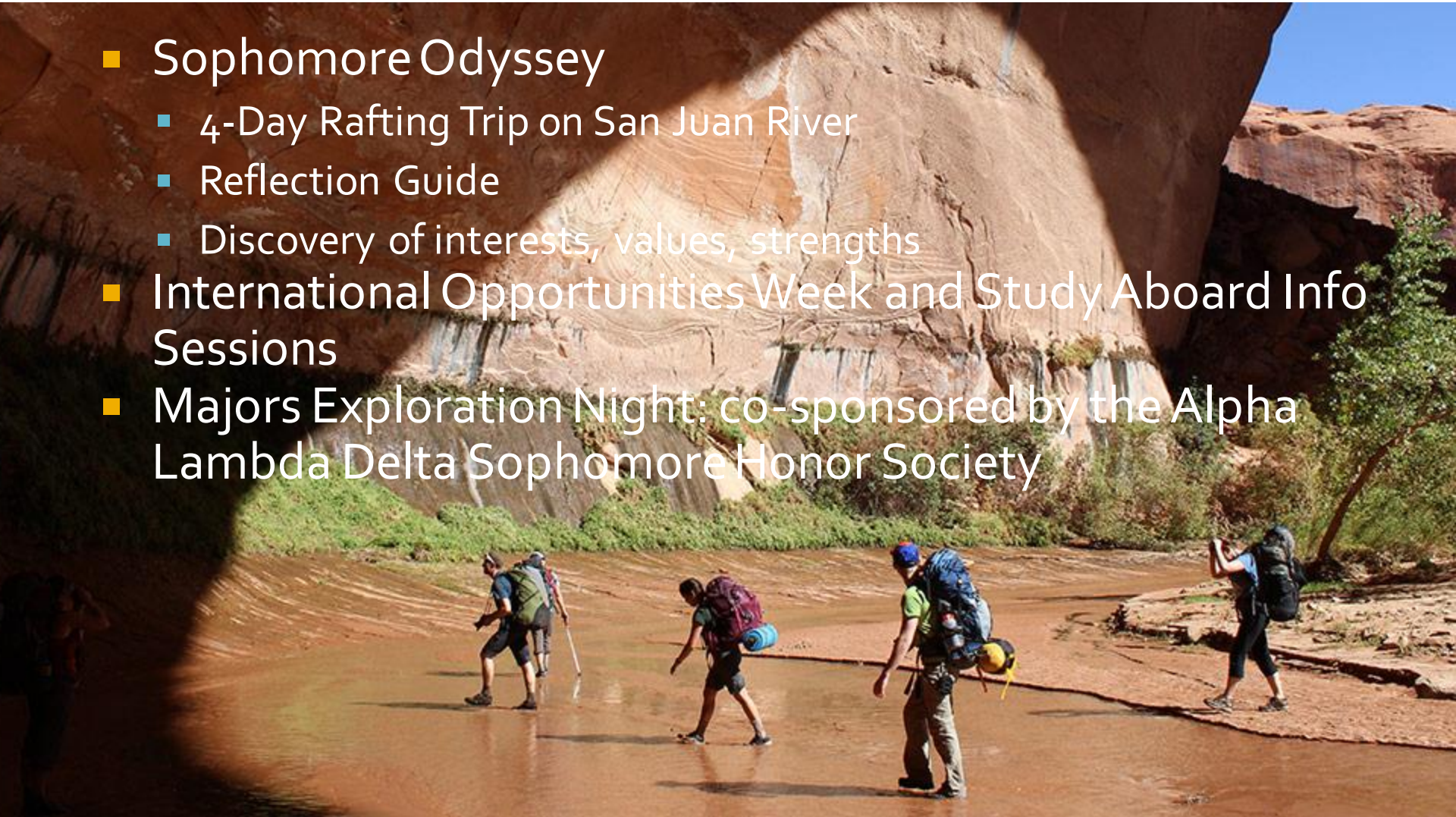
The Sophomore Jump provides all sophomore students at Colorado College with opportunities to grow and develop personally, academically, and socially throughout their sophomore year. [Find activities, events and more information here!](#)

The Original Colorado College Sophomore Jump Program

- Summer Welcome Back Postcard
- Sophomore Dinner Series
- Sophomore Class Listserv, specialized invites to events (Campus Activities Night, Fellowship Fair)
- Welcome Back Sophomore Luau
 - Invite first-year experience faculty from previous year
 - Class gift
 - Co-sponsored by the Sophomore Class Officers
- Career Center:
 - TypeFocus™ and Holland Appointment with Career Counselor
 - Handout with Majors coded to Holland Types
 - Internship Workshops

The CC Original Sophomore Jump Program

- Sophomore Odyssey
 - 4-Day Rafting Trip on San Juan River
 - Reflection Guide
 - Discovery of interests, values, strengths
- International Opportunities Week and Study Aboard Info Sessions
- Majors Exploration Night: co-sponsored by the Alpha Lambda Delta Sophomore Honor Society



National Resource Center for The First-Year Experience and Students in Transition

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Listservs

The National Resource Center hosts six listservs designed to bring together a broad cross-section of faculty and academic administrators to discuss college transitions, their impact on student success, and interventions designed to maximize student success. More than 7,000 educators participate in these listservs.

Subscribe to a Listserv

The First-Year Experience Listserv (FYE) »

Discuss college transitions, how they impact student success, and interventions designed to maximize student success.

The First-Year Assessment Listserv (FYA) »

Access brief essays on assessment topics applicable to first-year programs and student development.

The Graduate Year Experience Listserv (GRAD) »

Join the GRAD-list to become part of a growing national conversation about the transition issues of graduate students.

The Sophomore Year Listserv (SOPH) »

Learn about programs and tactics for helping second-year students adjust and succeed during their sophomore year.

The Senior Year Experience Listserv (SYE) »

Access information, research, and discussion about students who are embarking on their final year of school.

The Transfer Year Experience Listserv (TYE) »

Learn about the transfer student experience and how to make it as successful as possible for students.

NATIONAL RESOURCE CENTER FOR THE FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION

HELPING SOPHOMORES SUCCEED

*Understanding and
Improving the
Second-Year
Experience*

MARY STUART HUNTER
BARBARA F. TOBOLOWSKY
JOHN N. GARDNER

SCOTT E. EVENBECK, JERRY A. PATTENGALE,
MOLLY A. SCHALLER, LAURIE A. SCHREINER, AND ASSOCIATES

Stanford UNDERGRAD

Sophomore College

[SoCo 2019](#) [What is SoCo?](#) [Apply](#) [Contact Us](#) [Teach](#)



<https://undergrad.stanford.edu/programs/sophomore-college>

Find Your Community!

"My SoCo class was incredible. It was amazing how my class came together and created such a community in such a short time. Frosh should definitely apply to be a part of a SoCo!"

<https://undergrad.stanford.edu/programs/sophomore-college>

UPenn's Sophomore Surge



RODIN
COLLEGE HOUSE

Front Page > Get Involved!

Sophomore Surge



Welcome to ***Sophomore Surge*** at Rodin College House. As a sophomore living in our House this upcoming year, you are automatically enrolled in this new program designed to provide sophomores with social and academic activities that will enhance your second year at Penn.

<http://rodin.house.upenn.edu/surge>

- ▶ About Our House
- ▶ Residential Programs
- ▶ Signature Programs
- ▼ Get Involved!

Rodin Student Staff

Faculty Programs

#rodinCARES

Rodin United

Rodin House Council (RHC)

Class-Focused & Academic Programs

Propose an Event!

House Staff

Room Reservations

University of Alabama Birmingham

- SYE Street Team
- SYE Council
- SYE Global Learning Initiative
- SYE Mentoring Initiative





YEAR 2 @ CSU

YEAR 2 @ CSU NAVIGATION

[Welcome Back](#)[Alternative Spring Break](#)[Academic Transition Workshops](#)[Ram Alumni Stories Dinner](#)[Outdoor Experiences](#)[Lighting of the "A"](#)[Residential Community](#)[Halfway There Celebration](#)[LEAD Conference](#)[Second Year Student Event Calendar](#)[Resources](#)[Meet Your Year 2 @ CSU Board](#)

Year 2 @ CSU

Year 2 @ CSU supports second-year students and provides opportunities for students to enhance and maintain their connection to CSU!

For a full listing of events and details on campus important for second-year students, visit the [event calendar page!](#)

For more information on programs for second-year students, contact us at year2@colostate.edu, (970) 491-6011.

Meet your 2018-2019 Year 2 @ CSU Leadership Board!



STEP

SECOND-YEAR TRANSFORMATIONAL EXPERIENCE PROGRAM



Home

[Program Overview](#)[The Six STEP Experiences](#)[Faculty Engagement](#)[North Residential District
Transformation](#)[FAQs](#)[STEP Projects](#)[Co-Curricular Programs](#)[STEP Projects](#)

STEP up to your second year at Ohio State!

Ohio State has taken another "step" in the journey from excellence to eminence and launched a pilot of the Second-year Transformational Experience Program. There are over 1,000 student participants and 78 faculty members taking part in this innovative program in 2014-2015. Designed to enhance student success, STEP offers students the opportunity to form strong faculty connections, receive guided exploration of educational opportunities, and experience concentrated personal and professional development programs.

We encourage you to explore this site and learn more about this extraordinary opportunity!

THE OHIO STATE UNIVERSITY

© 2015 The Ohio State University – STEP: Second-year Transformational Experience Program

3034 Ohio Union, 1739 N. High Street, Columbus, OH 43210

Phone: 614-247-STEP (7837) | step@osu.edu

If you have trouble accessing this page, [request an alternate format](#).

<https://step.osu.edu/>

Resources and National Research

Two Monographs from University of South Carolina, National Resource Center for the First-year Experience and Students in Transition

- Schreiner and Pattengale (2000) *Visible solutions for invisible students: Helping sophomores succeed* (Monograph No. 31).
- Tobolowsky, B. F., & Cox, B. E. (2007). *Shedding light on sophomores: An exploration of the second college year* (Monograph No. 47).

Jossey-Bass Book

- Mary Stuart Hunter, Barbara F. Tobolowsky, John N. Gardner, Scott E. Evenbeck, Jerry A. Pattengale, Molly Schaller, Laurie A. Schreiner (2009). *Helping Sophomores Succeed: Understanding and Improving the Second-Year Experience*.

National Resource Center and SophListServ

- http://www.sc.edu/fye/resources/soph/research_publications.html

Resources and National Research

National Survey of Sophomore-Year Initiatives (2008)

https://sc.edu/about/offices_and_divisions/national_resource_center/research/research_findings/details.php?id=23

RNL Second-year Student Survey

<https://www.ruffalonl.com/complete-enrollment-management/student-success/rnl-retention-management-system-plus/second-year-student-assessment/>

RNL Second-year Student Attitudinal Report

http://learn.ruffalonl.com/WEB2015AttitudesofSecondYrStudentsReport_LandingPage.html

Open Discussion and Questions?

Please complete the evaluation

Julie Tetley

USAFA

julie.tetley@afacademy.af.edu