

HIGHER EDUCATION'S MIDDLE CHILD: THE UNIQUE CHALLENGES OF THE SOPHOMORE YEAR

Welcome!

Please sit with colleagues outside
your home department.

DESIRED OUTCOMES...

You will gain...

- ✘ A greater awareness of the challenges of the sophomore year
- ✘ An appreciation of why this focus is important for our campus
- ✘ Ways you and/or your department can contribute
- ✘ A few more connections with other colleagues and students

Our discussion will contribute to...

- ✘ Better understanding of what is working on our campus
- ✘ Better understanding of what isn't working
- ✘ Identification of questions and next steps

References and additional information available at:

www.d.umn.edu/goto/ImproveRetention

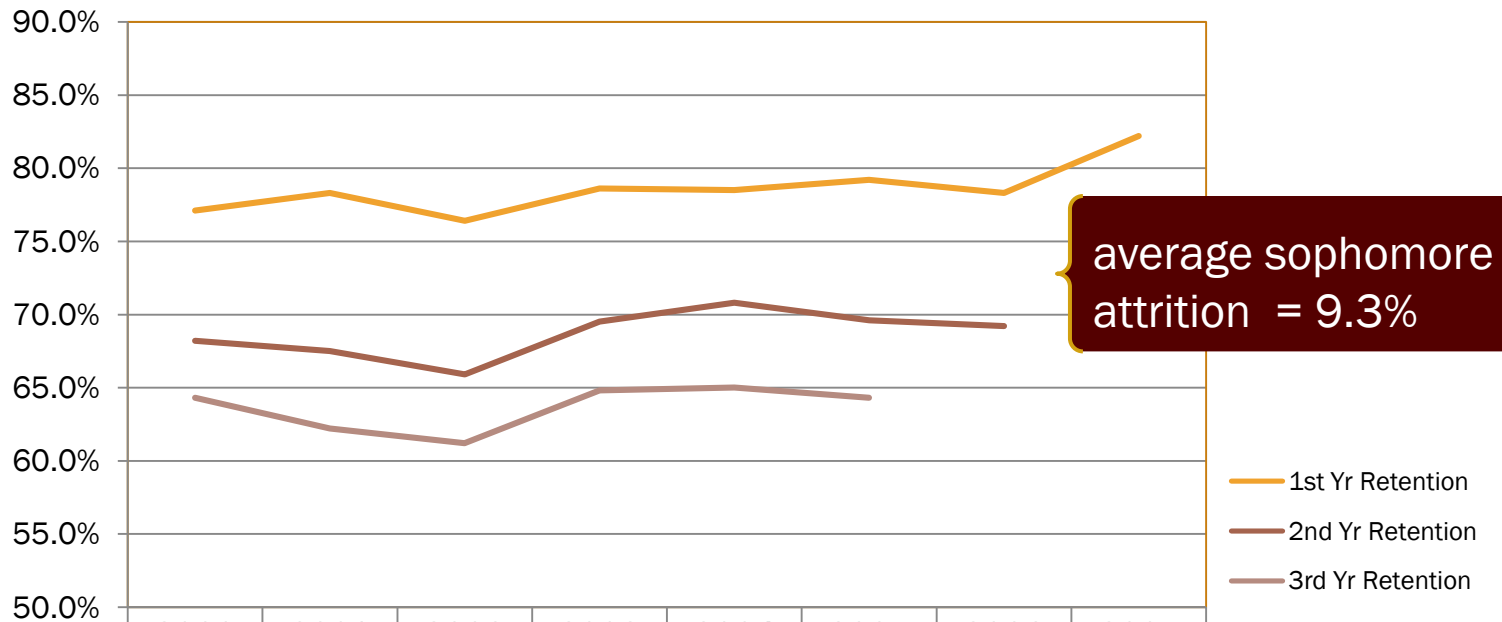
AT YOUR TABLE...

- ✘ Please introduce yourselves
- ✘ Faculty/staff: *What are the most common issues sophomores present in their interactions with you?*
- ✘ Students: *What differences have you noticed between your freshman and sophomore years?*

UMD *OFFICIAL* RETENTION RATES

STUDENTS RETAINED WITHIN THE U OF MN SYSTEM

Retention Rates - 1st, 2nd, & 3rd Year



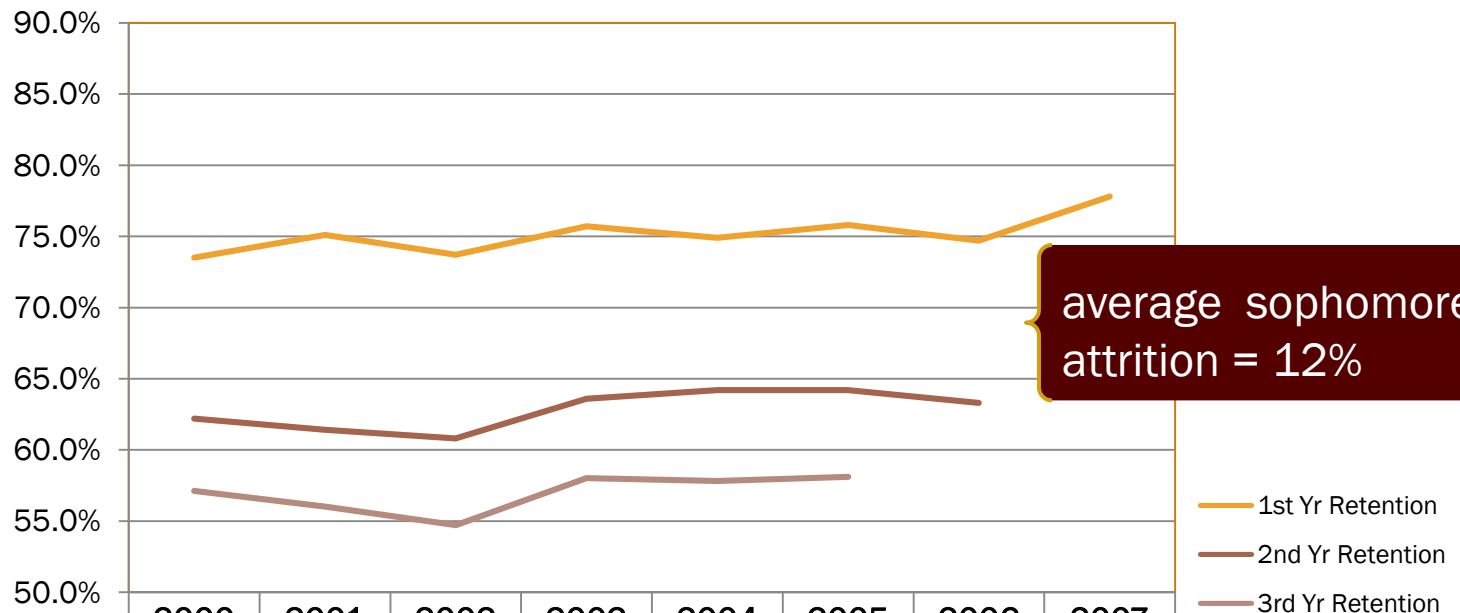
| | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
|------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1st Yr Retention | 77.1% | 78.3% | 76.4% | 78.6% | 78.5% | 79.2% | 78.3% | 82.2% |
| 2nd Yr Retention | 68.2% | 67.5% | 65.9% | 69.5% | 70.8% | 69.6% | 69.2% | |
| 3rd Yr Retention | 64.3% | 62.2% | 61.2% | 64.8% | 65.0% | 64.3% | | |

Cohort Entry Year

UMD RETENTION RATES

STUDENTS RETAINED AT UMD

Retention Rates - 1st, 2nd, & 3rd Year

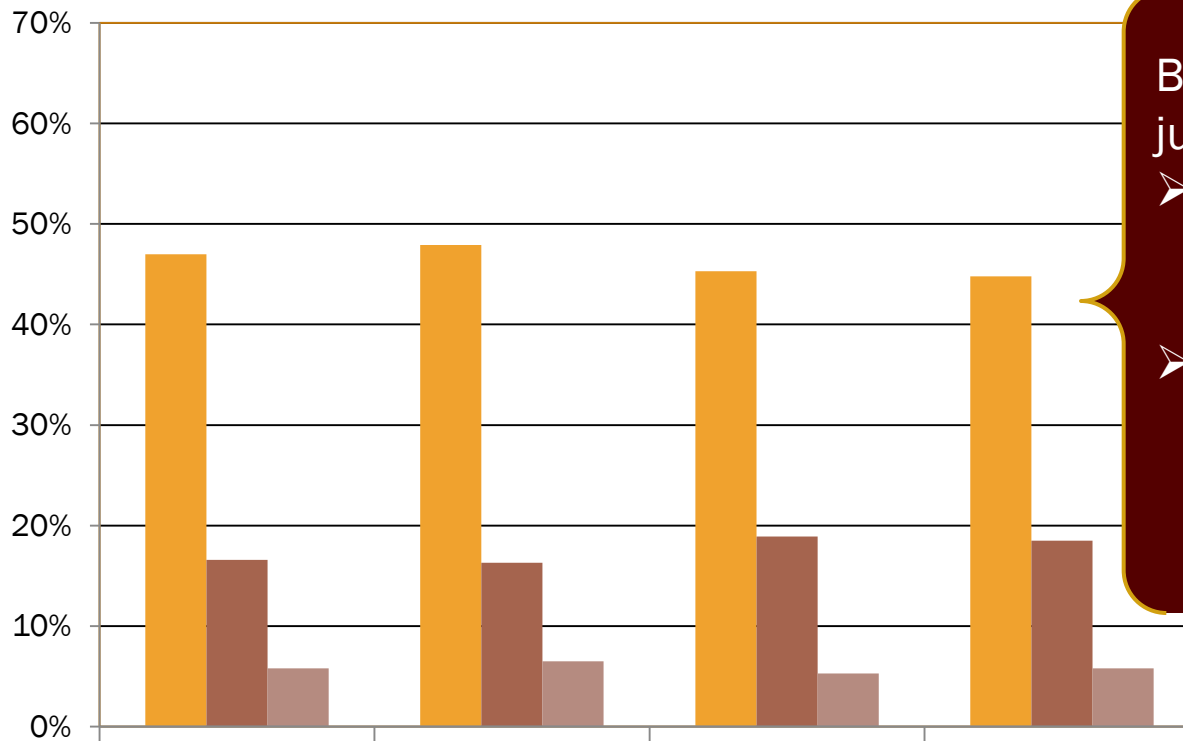


| | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 |
|------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1st Yr Retention | 73.5% | 75.1% | 73.7% | 75.7% | 74.9% | 75.8% | 74.7% | 77.8% |
| 2nd Yr Retention | 62.2% | 61.4% | 60.8% | 63.6% | 64.2% | 64.2% | 63.3% | |
| 3rd Yr Retention | 57.1% | 56.0% | 54.7% | 58.0% | 57.8% | 58.1% | | |

Cohort Entry Year

LOCATION OF ENROLLMENT

Location of Enrollment Two Years After Entry



By the start of the junior year:

- less than 50% are enrolled in their entry unit
- nearly 19% are enrolled in another UMD unit

| | 2003 | 2004 | 2005 | 2006 |
|--------------|-------|-------|-------|-------|
| Entry Unit | 47% | 47.9% | 45.3% | 44.8% |
| Other Unit | 16.6% | 16.3% | 18.9% | 18.5% |
| Other Campus | 5.8% | 6.5% | 5.3% | 5.8% |

■ Entry Unit
■ Other Unit
■ Other Campus

THE SOPHOMORE YEAR

Disclaimer

The characteristics and challenges we will be discussing today do not always happen during the sophomore year. Some students experience similar circumstances during the second half of their freshman year or during their junior or senior years. While some students will encounter significant difficulties, others will navigate these challenges with ease.

SOPHOMORE YEAR

- ✘ No longer the *new kids* – expected to know the system; no one is eagerly showing them how to do things; responsible for themselves
- ✘ Comforted but also confined by friends
- ✘ Living situation – selected roommates; living off campus with new responsibilities
- ✘ Looking for deeper meaning from classroom experiences
- ✘ Struggle with academic achievement in gateway courses
- ✘ Pressure to declare or confirm choice of academic major

SHREINER AND PATTENGALE'S FOUR VECTORS OF NAVIGATING THE SOPHOMORE YEAR

✘ **Achieving Competence**

“Crisis of Confidence” related to intellectual competence and interpersonal relationships

✘ **Developing Autonomy (& Interdependence)**

Expected to be less reliant on parental support

“Competence” as well as other developmental areas require support

✘ **Establishing Identity**

Identity formation, self-esteem, and self-concept

Importance of experimentation with various roles

✘ **Developing Purpose**

Search for direction and commitment – *a place in the world*

Refers to vocation, life goals, lifestyle choices, and recreational interests

KEY ISSUES– from lit review

- ✘ Uncertainty about major and/or career plans
- ✘ Understanding what is happening in the classroom and in life becomes important
- ✘ Meaningful social and academic interactions
- ✘ Support but not coddling

Motivation
Connection
Learning

UMD SOPHOMORES

Freshman NSSE results provide a context for understanding students' experiences as they enter their sophomore year.

- Academic Challenge
- Quality of Relationships with Faculty
- Quality of Relationships with Other Students
- Quality of Relationships with Administrative Personnel and Offices
- Supportive Campus Environment
- Student Satisfaction

NSSE = National Survey of Student Engagement

2007 NSSE RESULTS - of first-year students surveyed:

Academic Challenge:

- ◆ 43% indicated they often or very often worked harder than they thought they could to meet an instructor's standards or expectations
- ◆ 30% reported spending 16 or more hours per week preparing for class

Quality of Relationships:

- ◆ 63% indicated having positive relationships with faculty
- ◆ 79% indicated having positive relationships with other students
- ◆ 54% indicated having positive relationships with administrative personnel and offices
- ◆ 23% reported talking regularly with a faculty member or advisor about career plans

Supportive Campus Environment

- ◆ 69% indicated that UMD provides the support needed to succeed academically
- ◆ 43% reported that UMD provides the support needed to thrive socially

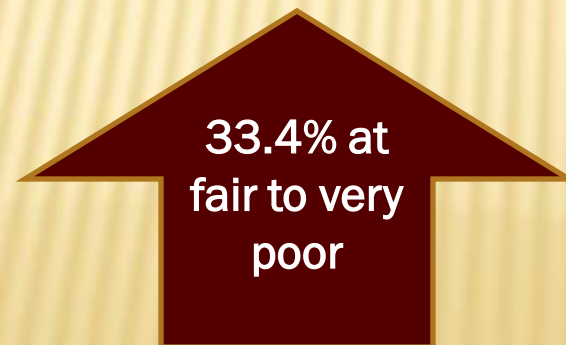
Student Satisfaction

- ◆ 83% described their entire educational experience at UMD as *good* or *excellent*
- ◆ 72% evaluated the quality of academic advising as *good* or *excellent*
- ◆ 79% indicated, if they could start over again, they would choose to attend UMD

2007 UMD STUDENT EXPERIENCE SURVEY

How would you rate your access to required courses?

| | All UMD Undergrads | Graduating Seniors |
|-----------|--------------------|--------------------|
| Excellent | 8.9% | 14.9% |
| Very good | 23.0% | 28.4% |
| Good | 34.4% | 29.2% |
| Fair | 22.0% | 18.2% |
| Poor | 9.1% | 7.2% |
| Very poor | 2.3% | 2.0% |



**33.4% at
fair to very
poor**

AT YOUR TABLE...

- ✘ Discuss initial reactions to the information presented...
 - + What relationships do you see between the data presented and sophomore student success at UMD?
 - + Students, How does this information relate to your own experiences?
 - + What is UMD doing well?
 - + Where is improvement needed?
 - + Record questions and ideas