

“What about us?”

Engaging Second-year Students

Lance Kennedy-Phillips, Ph.D., Director
Student Life Research and Assessment

Connie Boehm, Director
Student Wellness Center

Justin Moses, Assistant Director
Student Judicial Affairs

Christina Athas, Research Analyst
Student Life Research and Assessment

Road Map

- Why are we here?
- What do we know about second-year students?
- A study of second-year students at Ohio State University
- Second -Year programs at OSU
- Victory Exercise

Basic Assumptions

- Why are you here?
- Some Common Terms
 - Second-year student
 - Students in transition
 - ‘Sophomore Slump’
 - Through put



Background

- Developmental theory
 - Reflection of human growth and environmental influences (Evans et al., 1998; Chickering and Reisser, 1993; Rogers, 1990)
- Interaction between the student and the university environment cultivates integration into the social and academic context of the institution (Tinto, 1993).

Background contd.

- 3 major sources of student departure (Tinto, 1993)
 - Academic difficulties
 - Inability of individuals to resolve their educational and occupational goals
 - Failure to become or remain incorporated in the intellectual and social life of the institution

Background: issues identified

- Less literature focused on second-year experience
- Academic (Gardner, 2000; Juillerat, 2000)
- Career (Gahagan and Hunter, 2006; Schreiner and Pattengale, 2000)
- Financial (Gahagan and Hunter, 2006; Juillerat, 2000)
- Peer relationships (Gardner, 2000)

Assessment

- Some assessment on the sophomore/second-year experience
 - **Ball State University**
 - Institutional commitment; academic commitment; involvement: *mailed surveys* (Graunke and Woosley, 2005)
 - **John Jay College of Criminal Justice**
 - Program development and evaluation: sophomore peer counseling program (Sanchez-Leguinel, 2008)

OSU Study of second-year Students

Purpose

- This study was conducted to support a university-wide initiative in developing a comprehensive understanding of the second-year experience.

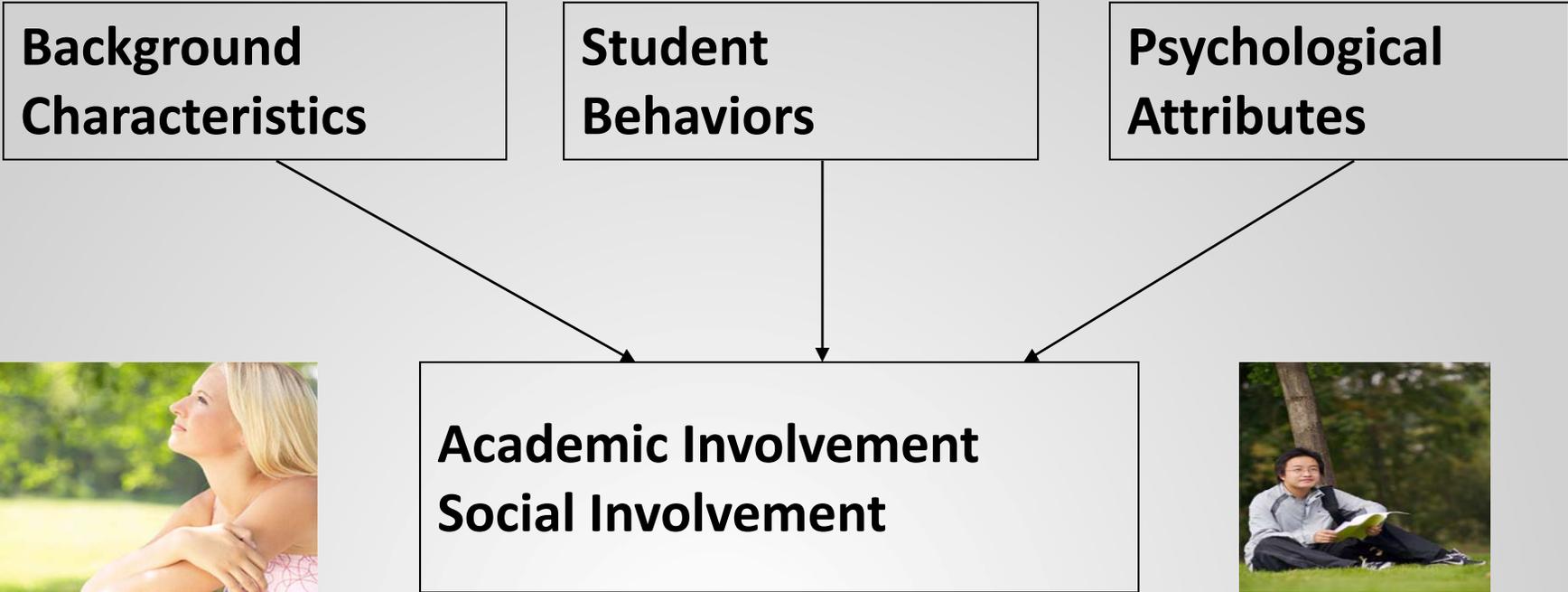
Research Question

- What are the factors associated with the social and academic involvement among second-year students ?

Survey Instrument and Sample

- The instrument includes general questions on student involvement, student attitudes towards, perceptions of, and satisfaction with various aspects of college life, and demographic information.
- Random sample of 10,000 in the winter quarter of 2009... Response rate of 20%.
- Retained only second-year students... Out of the 2,069 second-year students in the random sample, 402 (20%) completed the survey.
- Limitations... single institution, response bias, pre-college attributes and abilities

Conceptual Framework



Independent Variables

Back ground Measures

Gender

Race/Ethnicity

Transfer Status

First generation Status

International Status

Age

Student Behaviors

Work Hours

Living situation

Financial Dependence

Psychological Attributes

Institutional Commitment (.73)

Academic Self-Efficacy (.78)

Outcome Measures (Dependent Variables)

Academic Involvement

Classroom Engagement (.90)

Independent Learning (.73)

Academic-related Interaction (.75)

Social Involvement

Social Interaction with Peers (.80)

*Social Interaction with Faculty and
Academic Advisor (.78)*

Analytical Approaches

- Principal component analysis:
 - Institutional commitment and academic self-efficacy (predictor measures), and five outcome measures.
 - Cronbach's alpha values between .70 and .80
- OLS regression models to predict aspects of involvement.

Results

Descriptive Statistics (Independent Variables)

First generation college students	13.5%
International	3.2%
Transfer students	16.9%
Financially dependent	69.0%
Age	20.8 (2.17)
Work hours per week	11.2 (11.4)
GPA	3.07 (0.76)
Academic self-efficacy	4.5 (1.1)
Institutional commitment	5.0 (0.9)

Findings

- This study found that second-year students' psychological attributes, namely institutional commitment and academic self-efficacy, were consistent precursors to their subsequent involvement, both academically and socially.
 - The magnitude of the effects of the psychological attributes is larger than those of student background characteristics and student behaviors.
 - Institutional commitment has the largest predictive value on involvement.

Additional Findings

- The more you work the less likely you are to engage in significant peer interaction
- The older you are the more engaged you are in the classroom and academically
- First generation students are more likely to engage in independent learning
- African American students are more likely to have social interaction with faculty and academic advisors

Examples of Second Year Programs and Initiatives at The Ohio State University

- **1. Sophomore Celebration**

- A comprehensive program marketed to sophomores residing on and off campus

- Elements of program include:

- Distribution of promotional items;
- Guest Speakers;
- Information Resource Fair;
- Social and professional networking opportunities.



Examples (cont.)

- **Sophomore Celebration (cont.)**

- Presentations and information given by the following offices and programs:

- Career Connection
- The Multi-Cultural Center
- Office of Research and Planning
- Off Campus Student Services
- Student Housing Legal Clinic
- Study Abroad Program [Office of International Education]
- University Housing & Dining Services
- Walter E. Dennis Learning Center
- Younkin Success Center



Examples (cont.)

- **2. Sophomore Development Series**
 - Program designed to assist Residence Life Staff in engaging second-year residents in their residence halls
 - Resident advisors and hall directors can request program on topics pertaining to second-year students
 - 12 Different workshops offered during the academic year
 - Workshop topics include the following:
 - Career planning and professional development;
 - Choosing a major or academic concentration;
 - Professional Networking;
 - Sophomore Slump;
 - Research;
 - Resume writing.



Examples (cont.)

- **3. Sophomore Seminar Series**

- Program housed in a second-year *living-learning community*

- Weekly lectures and discussions on multiple topics including the following:

- Identity Development;
- Multiculturalism;
- Sophomore Slump;
- Student Development Theory.



- Programs and sessions on various topics including the following:
 - Ethical Decision Making;
 - Resume Development;
 - Social Networking.

- Participants complete e-portfolio project and related tasks

Examples (cont.)



- **4. Mount Leadership Society**

- Collaborative program managed by the Ohio Union (Leadership Development) and the Honors & Scholars department.
 - Participants attend annual conference focusing on leadership development
- As a requirement of membership, participants must complete a year long service project called the YEAR OF SERVICE

Examples (cont.)



- **Mount Leadership Society (cont.)**

- **YEAR OF SERVICE**

- Students focus their time on citizenship and devote their entire year to serving the community
- Program elements include the following:
 - First year members who are also involved in the Mount Leadership Society are mentored by second-year members.
 - Members spend a minimum of 75 hours working with a service agency of their choosing focusing on a social justice issue;
 - second-year members will serve as committee chairs and participate in a service learning course.
- Examples of service projects include the following:
 - Building homes with Habitat for Humanity;
 - Serving as a Best Buddy for a K-12 students;
 - Serving as a facilitator for retreats and camps.

Examples (cont.)

- **Mount Leadership Society (cont.)**

- Comments and feedback from students:



- “During my first year, Mount showed me the strength of friendship among like minded people. During my second, it showed me the necessity of friendship among different minded people” – Jared Staats (current 3rd Year OSU student)
- “One of the most enjoyable parts of the second-year was our second-year retreat to Camp Akita in Hocking Hills, OH. For this retreat there were numerous activities that we took part in that helped us to reflect on everything that we had done over the last two years. It really was an eye opening experience to realize how much you really have helped the world” – Adam Helbling (current 3rd Year OSU student)

Examples (cont.)

- **Mount Leadership Society (cont.)**

- Comments and feedback from students:

- This what keeps me here
- WE ARE FAMILY! – Even in the hallways of the residence halls, we are reinforced that we are a family by the positive examples that we see on the bulletin boards.



Victory Exercise

- Looking ahead five years, what would a victory look like in regards to second-year students on your campus?



A Victory on the OSU Campus

- More outreach activities/presentations targeting second-year students. [Second-Year Success Series]
- More residence halls allowing more second-year housing
- Increase in more focused career exploration
- Clear, thoughtful approach to working with second-year students across all of campus.

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Want more information?

Contact us!

- Lance Kennedy Phillips, Ph.D. (Director, Research and Assessment)
lkennedyphillips@studentlife.osu.edu
- Christina Athas (Research Analyst, Research and Assessment)
cathas@studentlife.osu.edu
- Connie Boehm (Director, Student Wellness Center)
cboehm@studentlife.osu.edu
- Justin Moses (Assistant Director, Student Judicial Affairs)
jmoses@studentlife.osu.edu