STUDENT SUCCESS
the significance of the Second Year

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Objectives
- Define retention (persistence/student success)
- Identify factors associated with student success and persistence to degree
- Identify unique challenges/opportunities
- Identify opportunities for engaging students in high impact practices at key points in their undergraduate education
- Identify the connection between high impact practices and student success
- Identify items for further consideration,
Retention

Rate at which students persist in their educational program at an institution.

Measured as percentage of first-time, first-year degree-seeking undergraduates from the previous fall who are enrolled for the current fall (15th day).

- major
- department
- college
- university/institution
- system-wide

Drop-outs ≠ Stop-outs ≠ Opt-outs ≠ Transfer-outs
Pre-enrollment attributes:
demographic characteristics of our students prior to enrolling at our institutions which may have an impact on student success, persistence and graduation.

List as many pre-enrollment attributes as possible that you believe have an impact on persistence?

Which pre-enrollment attributes are unique to CASNR and/or your department?

What is the impact (if any) on persistence/retention?
Retention related to Pre-Enrollment Attributes

- college-educated parents > first-generation students
- high income > low income
- Asian/Pacific Islander > White > Hispanic > Black

Completion Rate by Race/Ethnicity

- Private Not For Profit Four Year
- Public Four Year
- Private For Profit Four Year

CollegeBoard
Why Students Leave

- Academic difficulties; under-preparedness
- Inability to resolve educational and occupational goals
- Availability of major/program
- Failure to become or remain connected to the intellectual & social life of the university
- Satisfaction and/or institutional integrity
- Peer culture; social network
- Lack of a caring environment
- Financial challenges
- Health and/or family circumstances
- Job-related issues
Why Students Stay

- Competent and caring faculty & staff
- Student-faculty interaction inside and outside of the classroom
- Concerned & aware administration
- Institutional & academic support
- Clear expectations of success
- Quality academic advising
- Positive peer interpersonal interactions
- Programmatic peer interaction (learning communities, honors, scholars...)
- Involvement in co-curricular activities & engagement on campus.

Student Development

- Random Exploration
- Focused Exploration
- Tentative Choices
- Commitment

Sophomores

Freshman Students

Juniors & Seniors

Schaffer, 2005
Students in Transitions Conference
Student Development

Sophomores

Random Exploration | Focused Exploration | Tentative Choices | Commitment

Schallert, 2008
Students in Transitions Conference

Second-Year Success

- Self-awareness
- Guided exploration
- Develop a sense of direction and establish purpose
- Decision making (particularly as it pertains to choice of major)
- Identify and develop life-skills
- Encourage campus engagement & leadership opportunities
- Establish and strengthen sense of community
- Student-faculty interaction
- Required academic advising.
Student Development

Sophomores

Random Exploration  Focused Exploration  Tentative Choices  Commitment

First-Year Students  Juniors & Seniors

Schaller, 2006
Students in Transitions Conference

The Undergraduate Experience

Orientation  Summer Bridge Programs  Learning Communities
First Year Student  FYE Course  Sophomore Year
Welcome Week Activities  Student Support Services  Industry & Alumni Interaction

What are we doing for sophomores?  What are the unique needs?  How does it connect to the first-year experience?

How are we preparing students for future success?  What are the conversations we need to have?  How does this connect to experiences in the junior & senior years?
Sophomore Slump... the "now what?" Year (continued)

Relationships:
- increased desire for intimacy; defining "healthy relationships"
- weakening ties w/ high school friends; desire for belonging
- desire to find alternatives to spending breaks at home; parental pressures.

Areas of Sophomore Dissatisfaction

<table>
<thead>
<tr>
<th>Area of Dissatisfaction</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Advising</td>
<td>20.3%</td>
</tr>
<tr>
<td>Living Situation</td>
<td>20.3%</td>
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<tr>
<td>Grades</td>
<td>19.9%</td>
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<tr>
<td>Health/Wellness</td>
<td>18.4%</td>
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<tr>
<td>Amount Learned</td>
<td>14.1%</td>
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<tr>
<td>Student-Faculty Interaction</td>
<td>13.1%</td>
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<tr>
<td>Peer Relationships</td>
<td>12.8%</td>
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<tr>
<td>College Experience</td>
<td>12.3%</td>
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</table>
The Ohio State University.

Student Success of Opportunities

- Recruitment
- Financial Support
- Orientation
- Academic Advising
- Placement & Course Sequencing
- Teaching & Learning
- Academic Support
- Learning Communities
- Service Learning
- Co-curricular Engagement
- At-Risk Students
- Undecided Majors
- Early Alert
- FYE Programing
- Sophomore Programing
- Exit Interviews
- Recruiting Back
- Supportive Technology.

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Student Success

- Frequent interaction with faculty related more to satisfaction than any other type of involvement or characteristic of the student or institution. Astin
- Student satisfaction is one of the most important factors for retention; student satisfaction is closely associated with students' relationship with faculty. Winston et al.
- Frequent student-faculty contact in and out of the classroom is the most important factor in student motivation and involvement. Chickering &Gamson
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Predicators of Second-Year Student Success

- Interaction with faculty
- Living on campus*
- Participation in campus events
- Peer interaction
- Institutional commitment

* Beginning Autumn 2016, Ohio State initiated a second-year residency requirement
* Ohio State's North Residential District Transformation was initiated to support STEP

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Housing Transformation

Before:
3,159 residents
836,467 sq. ft. facilities
3.3 acres of greenspace
14 buildings

At Completion:
6,350 residents
1,767,288 sq. ft. facilities
8.5 acres of greenspace
20 buildings

Ground floor of each dedicated to programmatic spaces

Space available for
- meetings
- group work
- study space
- STEP meetings
Why STEP?

- Re-Defining the Sophomore Experience
- Education Beyond the Classroom
- Enhancing Student Engagement & Success
  Students living on campus are more engaged in campus activities than those living off-campus (62% vs 64% participation)
  Students living on campus for two years have higher 2-yr retention rates than those living off-campus (95.7% and 88.6%, respectively)
  Students living on campus for two years have higher graduation rates than those living off-campus (88.2% and 76.5%, respectively)

Why STEP?

- Building on Components Associated with Student Success
  Living on Campus
  Participation in Campus Events
  Peer Interaction
  Interaction with Faculty
  Institutional Commitment
- Opportunity for a Transformational Student Experience.
STEP Structure

- Student participation is optional
- Students are assigned (randomly) to cohorts of up to 20 students
- Meeting times and locations are assigned (appears on student's class schedule)
- One faculty member (Faculty Mentor) is randomly assigned to mentor each cohort
- Four cohorts are combined to form a "House"

STEP Structure (continued)

- A lead Faculty Mentor, "House Facilitator," coordinates communication within the House
- House Facilitators receive additional training
- Faculty Mentors work together as a House to coordinate programing and provide support to one another
- Faculty mentors guide students through an exploration of education-enhancing experiences, interact with students one-on-one and in groups, and provide guidance and mentoring.
Transformational Experience = STEP
Transformational Experience ≠ STEP Signature Project

STEP Overview

<table>
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<tr>
<th>Category</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
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<tr>
<td>Goal</td>
<td>1000</td>
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<td>1750</td>
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<tr>
<td>Students [pre-kickoff/post-kickoff]</td>
<td>997/915</td>
<td>1301/1273</td>
<td>1632/</td>
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<td>Financial Literacy</td>
<td>770</td>
<td>996</td>
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<td>Only one Co-Curricular</td>
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<td>25</td>
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<td>Only two Co-Curricular</td>
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<td>All three Co-Curricular</td>
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<td>Submitted STEP Signature Project Proposals</td>
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<td>915</td>
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<td>Students Receiving Funding</td>
<td>630</td>
<td>611 [to date]</td>
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<td>Faculty Mentors</td>
<td>53</td>
<td>78 [45]^2</td>
<td>107[57]^2</td>
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STEP Enrichments

- Expanded pool to include instructors, lecturers, clinical and emeriti faculty as well as Assistant, Associate & Full Professors
- Re-design of PDCs
- Flexibility beyond original six Signature Project areas
- Transformational across entire range of STEP
- Transcript Designation
- Theme-based Cohorts
- Development of potential “pre-packaged” STEP Signature Projects
- Cohorts nested w/in Scholars Programs
- Greek Life,

STEP Challenges

- Faculty Recruitment
- 100% participation of second-year students
- Reaching students who may not self-select to participate
- Funding/Student Fellowship Allocation
- Decoupling STEP and second-year residency requirement
- Regional Campuses & Campus Change
- Commuter students
- Full integration of students in Greek Life
- Participation of student-athletes,
Because of STEP...  
(students)

- "I had the opportunity to work full-time in a research lab learning advanced neuroimaging analysis."
- "I was able to grow as a performer and make connections with some of the most talented instrumentalists in the world by attending the Eastern Music Festival."
- "I am confident in the career path I want to take after college."
- "The trip changed my life and led me to discover what I wanted to do with the rest of my life."

Because of STEP...  
(students)

- "I learned that my passion for wildlife is what I need to pursue."
- "I was able to discover another culture and a new part of myself."
- "I got a taste of what I dream to do for the rest of my life, and now I want it even more."
- "...have been able to study abroad and have a life-changing experience."
- "I found my passion in life."
- "I see myself as a leader."
Because of STEP... (faculty)

- "I have a richer understanding of the student experience. For example, I am in parts of campus I had no reason to visit before, such as residence halls and dining locations. This makes me a better teacher, a better faculty committee member and a better Ohio State community citizen."
- "I have discovered an even greater respect and deeper appreciation for what I do and where I do it. There is no place like home. There is no place like Ohio State."

Because of STEP... (faculty)

- "I deeply admire the work of student life staff, the tremendous skills they bring to bear through their unique and varied educational backgrounds and their many contributions to our students' well-being, far beyond the walls of the classroom."
Lunch Discussion

Retention Strategies that are working for your students.

Next steps?

Reflection

What one thing discussed this morning (or over lunch) captured your attention and/or caused you to think more deeply about student success?