
**The Sophomore Year Experience Final Report to
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Executive Summary and Recommendations

As part of the “Transforming the U” strategic positioning initiative in 2005, the University of Minnesota (the University) established a goal to “recruit, educate, challenge, and graduate outstanding students who become highly motivated lifelong learners, leaders, and global citizens.” Initiatives formed in support of this goal include the University Honors Program, Welcome Week, Founders Free Tuition Program, Baccalaureate Writing Initiative, expansion of the SMART Learning Commons and Undergraduate Research Program, and other smaller initiatives.

These initiatives have moved the University toward achieving a 60% four-year graduation rate. Rates have improved from 37% in 2005 to 50% in 2010. Part of this improvement is attributed to retaining 90% of students after their freshman year in 2008 compared with 83% of freshmen in 2000 (McMaster and Rinehart).

In conjunction with the President’s Emerging Leaders Program (PEL), a team was charged by the Office of Undergraduate Education to research the sophomore year and to determine if focused initiatives would positively impact four-year graduation rates and student retention. Over the past five months, we have researched sophomore year initiatives, reviewed the current literature, conducted stakeholder interviews, and held focus groups with sophomore students.

Based on the analysis, the project team identified areas where focused efforts may improve the sophomore student experience, retention, and graduation rates.

Recommendations

- Modify APAS (Academic Progress Audit System)
- Refine the “Wild Card Module for the University of Minnesota” in the SERU survey and, leverage existing SERU survey data
- Encourage colleges to conduct exit surveys
- Leverage Graduation Planner
- Continue the integration of APLUS across campus
- Clearly communicate goals and expectations to students and faculty
- Evaluate the Liberal Education Requirements
- Increase peer-mentoring opportunities
- Improve faculty-student interactions through learning abroad, the Undergraduate Research Opportunities Program, Living-Learning Communities, and similar programs.
- Expand career and academic planning courses for under-performing or undecided students
- Create college-specific curriculum cohorts, career courses, and seminars
- Incorporate collegiate sample plans in Graduation Planner
- Provide more events and communications targeted to sophomores
- Target online resources and conduct service-oriented study of advising on campus
- Leverage CAPE’s strategic position to coordinate efforts directed at sophomore year programming

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I. Introduction

A. Project Description and Background

Building on successful first-year experience programs, many colleges and universities look to identify strategies to address the needs of students during their sophomore year. The sophomore year is a time for students to develop a sense of purpose and self-efficacy related to their undergraduate educations. This takes the form of declaring a major, finding community, and developmentally exploring their places in the world. All of these issues affect retention, satisfaction, learning, and development. How can we better address the unique needs of sophomore students at the University?

This PEL project explores the sophomore year at the University and evaluates current thought and existing practices to determine if interest in pursuing a more coordinated and intentional effort for addressing the needs of sophomore students exists and to support the development of a shared vision across the University.

B. Scope Statement

The scope of this project is sophomore* students at the University. We consider all undergraduate colleges and selected programs or units where there is a known connection to the sophomore year experience on the Twin Cities campus. We will leverage existing research, data, and interviews where appropriate. The goal of this project is to make “quick win” and long-term recommendations to better address the needs of sophomores at the University. Recommendations will be informed by:

- an awareness of current barriers to retention from the sophomore to junior year;
- an evaluation of current stakeholder attitudes toward the sophomore year experience at the University;
- sensitivity to values and challenges presented by centralized and decentralized approaches;
- a focus on developing a proposal for actionable items and recommended strategies for creating a longer-term vision and implementation strategy.

*Sophomore – For the purposes of this report, a sophomore is a member of a cohort of new high school admits (NHS) who have completed one year of higher education at the University and are in their second year of undergraduate study.

II. Findings

When considering the possibility of pursuing a sophomore year experience at the University, one question consistently arises – why should the University focus on sophomores? One particularly important reason to attend to sophomores is that at least as many students drop out during or after their second year of college as do after the first year (Berkner et al., 2002, as cited in Hunter et al., 2010). Given that considerable effort has been made toward improving retention between the first and second years, attending to the sophomore year is a reasonable next step toward improving college retention and graduation rates.

In the following report, we first provide a summary of current retention and graduation rates at the University. We then review the literature to identify common challenges sophomores face and possible programming or

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policy changes to address these challenges. We then examine ways in which peer institutions are addressing the sophomore year and summarize what programs are offered at the University to help sophomore students. Following this, we offer findings from interviews with campus stakeholders and from focus groups with current sophomore students.

A. Retention at the University and at Peer Institutions

According to the “Transforming the U” strategic positioning initiative in 2005, the University seeks to have exceptional students. Moreover, the University hopes to achieve a 60% four-year graduation rate. Graduation rates have improved from 37% in 2005 to 50% in 2010. Part of this improvement is attributed to retaining 90% of students after their freshman year in 2008 compared with 83% of freshmen in 2000 (Office of Undergraduate Education, University of Minnesota, 2011).

Looking specifically at retention rates between the second year and the third year, the University of Minnesota Twin Cities campus has, until quite recently, lagged behind its peers (see Appendix 1 for a list of peer institutions) in the retention of students enrolled at the end of the second year (See Table 1).

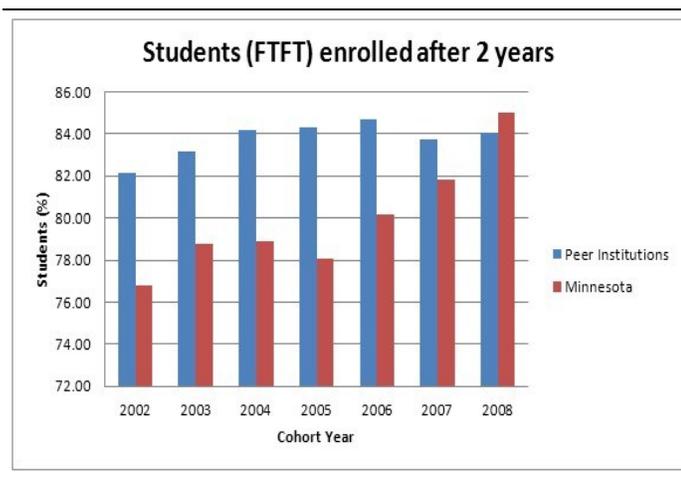


Table 1. Percent of First-time Full-time (FTFT) Students enrolled at end of Year 2 by cohort.

Who is leaving the University?

Looking at the retention of students from the second year to the third year at the University, we know that sophomore year drop-out rates are higher for students ranked below 50% in high school or scored below 24 on the ACT. Likewise, roughly 60% of students who earned a GPA below 2.50 during the first semester of the freshman year will not persist to the third year (Office of Undergraduate Education, University of Minnesota, 2011).

Despite higher admissions standards and first-year programming improvements, student attrition continues to affect the University. Students of color show notable decreased persistence into the third year. By the end of the sophomore year, and before junior year, for students admitted as freshmen in 2008, approximately 26% of 2008 African-American students, 25% of American Indian students, 17% of Asian Pacific students, 17% of Chicano-Latino students, and 20% of other students of color left the University, compared with 12% of all white students (Office of Undergraduate Education, University of Minnesota, 2011).

[R]oughly 60% of students who earned a GPA below 2.50 during the first semester of the freshman year will not persist to the third year

B. Challenges Faced by Sophomore Students According to the Research

While the University has realized great gains in retention in recent years, employing the same strategies used to improve retention into the sophomore year may not apply to a sophomore year experience. While sophomores share many of the same challenges as other undergraduates, sophomore students face unique challenges that, according to Pattengale (2000, as cited in Hunter et al., 2010), can be divided into three main categories: academic challenges, developmental challenges, and institutional challenges.

Academic Challenges

Academic Standing

The difference between students who persist to successfully graduate and those who do not can often be traced to credit accumulation, academic performance, and curricular participation. According to Adelman (2006, as cited in Hunter et al., 2010) one in six students are in poor academic standing upon entering the sophomore year. These students are at a greater risk for discontinuing their college education. For these students, the second year of college may be even more important because it affords them the opportunity to make up for a lack of academic progress made during the first year (Adelman, 2006 as cited in Hunter et al., 2010).

Major Decisions and Academic Self-Efficacy

One challenge facing many sophomore students is choosing and committing to a major degree program. At the University, students must declare a major by the time they complete 60 credits, typically by the end of the sophomore year. According to University student data, there are, on average, 2,500 undeclared sophomore students in week ten of the fall semester at the University. By week ten of the following spring, approximately 13% of the previously undeclared students have made an official declaration of major (unpublished institutional student data). Being decided about a major is important because students who are more certain about their academic plans often have higher GPAs and are more likely to persist beyond the second year of college (Hunter et al., 2010).

[O]n average, 2,500 undeclared sophomore students [exist] in week ten of the fall semester at the University

The process of choosing a major is closely related to academic self-efficacy, a student's perception of his or her ability to achieve academic success. Academic self-efficacy may become a concern during the second year, especially for students who underperform during the first year and those not accepted into first-choice programs. Likewise, students who are in the midst of changing degree programs, especially those who are enrolled in professional track programs, may find it difficult to change majors due to the accumulation of sequential credit hours.

Faculty Contact and Instructional Strategies

According to a study by Graunke and Woosley (2005, as cited in Hunter et al., 2010), quality faculty interactions are a predictor of sophomore success. Students who engage with faculty often have higher grades. Sophomore students may find it difficult to connect with faculty members because programs emphasize student-faculty contact in the junior and senior years. While great strides have been made to increase student-faculty engagement through freshman seminar programs across the country, sophomore students often complete general education requirements and pre-major survey courses in large classes with non-faculty and adjunct instructors.

Additionally, many sophomores report feeling that their learning styles are incompatible with the teaching methods used in class. Students may feel bored or disengaged in their classes, despite the instructor's sense of creating a student-centered classroom (Gardner, 2000 as cited in Hunter et al., 2010).

Developmental Challenges

Career Development

Often, the inability to commit to a major that relates to future career goals is tied to a student's autonomy. In this regard, developing self-awareness and autonomy, especially a separation from parents, is a particular concern at the sophomore level. While choosing a major and choosing a career path do not always go hand in hand, students who are prepared to make decisions about their future careers and choose an academic path in support of that career are often more likely to persist through their college experiences (Hunter et al., 2010).

Student Motivation

Students with undefined goals are less likely to remain motivated and persist through college, compared with their more goal-oriented counterparts. In general, students who are motivated by interests such as personal development, careerism, and humanitarianism, or those who wish to meet parental expectations often have

<i>Making social opportunities available for sophomores can help with persistence and student development.</i>	stronger college commitment than do students who pursue college to avoid a less desirable option.
	First-generation sophomore students are at an increased risk of attrition, especially if their parents have not established clear expectations that the student will successfully complete college. According to Ishitiani (2006, as cited in Hunter et al., 2010), sophomore students who are unclear about their educational goals are 1.3 times more likely to leave their first college during or after the second year than students who have clearly defined their educational goals.

Social Integration and Involvement

From housing to organizational fairs to extracurricular activities, freshman students are inundated with a vast number of resources and opportunities to become socially engaged on campus. These structured opportunities can help students feel that the institution has integrity and a commitment to student welfare, both of which help students feel committed to the institution, ultimately leading to persistence. However, emphasis on these types of social connections lacks in the sophomore year as more students move off campus and find themselves enrolled in larger classes. In a study by Foubert and Grainger, sophomores who were more socially involved often demonstrated greater academic autonomy and lifestyle planning than students who were less involved. For minority students in particular, participation in extracurricular activities reduces the risk of leaving college by as much as 83% (Fisher, 2007 as cited in Hunter et al. 2010). Making social opportunities available for sophomores can help with persistence and student development.

Institutional Challenges

Financial Issues

As with some of the other challenges associated with college persistence, there is little research to explain the effects of financial issues specific to the sophomore year. However, there is some research to suggest that students from lower socioeconomic backgrounds who wish to pursue advanced degrees may sporadically enroll in classes as a way to stretch out the cost of attendance, causing a disturbance in the total educational experience (Paulsen and St. John, 2002 as cited in Hunter et al., 2010). Other financial stressors to the college experience include losing scholarships and grants for any reason. Additionally, students experience confusion when taking out loans. Some question the financial return on investment. Despite the confusion and difficulty students have navigating financial aid, there is evidence that students who receive financial aid, especially

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higher proportions of grant aid, are more likely to persist to graduation than students who do not receive financial aid (Pascarella and Terenzini, 2005 as cited in Hunter et al., 2010).

Satisfaction

According to Hunter et al., “satisfaction indicates not that students are pleased with the amenities of the college setting, but that they are making academic progress and developing a sense of belonging and mastery over the environment.” In public institutions, approachable faculty, excellent instruction, ease of navigation, and responsiveness to students all lead to greater student satisfaction (Juillerat, 2000 as cited in Hunter et al., 2010).

C. Second Year Programs: Description and Realized Gains

Gains realized by initiatives focused on improving and enhancing the second year experience include increased retention, revenue, and student satisfaction. Second year programs are not necessarily new programs, but they reflect a repurposing of traditional pedagogical strategies. Research, study abroad, and residential learning-living communities are current practices in education that are being adapted to align with the sophomore experience to produce measurable gains. Participation in undergraduate research at the sophomore level elevates “degree aspirations and the likelihood of enrolling in graduate school” (Pascarella and Terenzini, 2005 as cited in Hunter et al., 2010).

Tobolowsky and Cox list study abroad as an educationally purposeful activity and cite evidence that “sophomores who study abroad have greater persistence toward graduation than other students” (Hunter et al., 2010). Additionally, study abroad experiences contribute to the personal growth and development of sophomore students. By shifting the traditional “junior year abroad” to the sophomore year, students explore their developing identities, identify meaning and purpose in their lives, and move toward a fully developed self-concept that prepares them for core studies in their declared major. The institutional gains related to student self-actualization manifest as increased student satisfaction with academic programs and faculty and contribute to the reputation of the University.

D. How We compare with Our Peer Institutions

Programs and Initiatives

The project group identified nineteen public universities as comparison institutions (see Appendix 1). Eighteen of these universities offer some type of programming specific to the sophomore year.

Lecture and seminar series are the most common programmatic activities directed at sophomores. They are managed within colleges and academic departments and require the investment of faculty and administration locally. Participants in stakeholder interviews cited sophomore seminars as one of the best tools for enhancing the sophomore year experience (see section *G. Stakeholder Interview Findings*, below). Second to seminar series is the concept of living-learning communities. The University currently supports one sophomore-focused living-learning community that houses approximately 30 students. A summary of programs is listed in Table 2.

Student Satisfaction

Student satisfaction is a significant factor in student success. The National Survey of Student Engagement (NSSE) measures five “Benchmarks of Effective Educational Practice.” In the 2009 Benchmark Comparisons report, first- and fourth-year University students responded to a survey that measured performance of our institution and compared it with selected peer institutions. Across the five areas—level of academic challenge; active and collaborative learning; student-faculty interaction; enriching educational experiences; and supportive campus environment—the University of Minnesota fell behind peer institutions identified as the top 50% and top 10% of all NSSE 2009 institutions with regard to student satisfaction.

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Table 2: Sophomore-Focused Activities Among Select Peer Institutions

	Sophomore Advising	Lecture/ Seminar Series	Sophomore Specific Events	On Campus Housing	Living Learning Community
A&M		✓	✓	✓	
Florida	✓	✓	✓	✓	✓
Illinois				✓	✓
Iowa		✓	✓	✓	
Minnesota				✓	✓
Ohio	✓	✓	✓	✓	✓
Oregon		✓	✓	✓	
Penn State				✓	✓
Texas		✓		✓	
U Michigan		✓		✓	✓
UNC	✓			✓	
Washington	✓	✓		✓	
Wisconsin		✓		✓	

A recurring theme from our stakeholder and focus group meetings was the importance of student-faculty interaction outside of the traditional classroom environment. For Satisfaction in Student-Faculty Interactions, the University ranked more than 17% below the top 10% of academic institutions and almost 12% below the top 50% of academic institutions.

E. Current Sophomore Year Programming at the University

The University currently offers some programs and resources dedicated to helping sophomore students succeed. Of particular benefit to students are the following college initiatives and advising resources that assist with degree declaration, faculty engagement, and student development.

Curricular and Collegiate Approaches

- **Carlson School of Management (CSOM)**
 - “The Challenge” advising sessions requires groups of students to meet with an adviser to make academic and career connections.
 - CSOM students are required to take a career skills course the sophomore year.
- **College of Science and Engineering (CSE)**
 - Require at least three advising meetings during the freshman and sophomore years.
 - Revised curriculum so students are admitted to programs by end of the first semester of the sophomore year versus the end of the second semester of the sophomore year.

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- Though not dedicated solely to sophomores, an internship coordinator helps connect students to internships from the end of the freshman year and beyond.
- **College of Education and Human Development (CEHD)**
 - Currently developing more 2000-level courses intended to be taken the second year.
- **College of Liberal Arts (CLA)**

Though not specific to the sophomore year, CLA lays the groundwork for a successful sophomore year during the freshman year through the following actions:

 - Incoming freshmen take an academic interest survey to identify their goals and interests
 - Students are placed in one of ten academic communities - seven of which are organized by program or academic interests and three of which are organized by multi-cultural mission.
 - Students meet with a college adviser three times during their first semester, freshman year.
 - Students are invited to attend a sophomore group planning meeting in the spring semester of the freshman year. Students participate in a curriculum centered on making progress in matching student goals and interests with the curriculum and academic programs available.

Advising Resources

The Center for Academic Planning and Exploration (CAPE) <http://cape.umn.edu/>

- Provides personalized one-to-one coaching to current undergraduate students from any college on the Twin Cities campus who are undecided on their majors.
- Students work to develop an action plan to aid in major and career decision-making processes.
- Most students served are students with 30 to 59 credit hours.
- Offers a one credit, online course: OUE 2100: Academic Planning and Exploration for degree-seeking undergraduate students who are strongly undecided about their academic major or those who need to consider a "Plan B" major.

Housing Resources

- Sophomore Year Experience Program, Housing and Residential Life <http://www.housing.umn.edu/programs/secondyear>
 - Helps sophomore residential students transition to making connections in the University community.
 - Focuses on six core developmental areas: career development; community service / service learning / civic engagement; leadership; life skills; academic skills; self reflection.

In addition to these programs, there are resources that are not dedicated specifically to sophomore students but can be beneficial to the sophomore year experience. Appendix 2 provides a comprehensive list of resources currently available at the University to aid students in their second year.

F. Expanding Upon the First Year Experience

In our conversations with Orientation and First Year Programs, we discussed opportunities for relating what we know about the first year and entering students to meeting the needs of sophomore students at the University of Minnesota. Human resources and capital are not readily available for implementation and maintenance of a new program; however, opportunities exist to leverage existing technologies and resources in favor of increasing student retention into the third year.

The first year program relies on timely, accurate, and applicable information communicated to students in the most effective and appropriate ways. Prior to arrival on campus, students and their parents are given access to a welcome portal. Information on this site is managed by Orientation and First Year Programs (OFYP). The portal provides information about new-student checklists, housing, class demographics, registration, and on-

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campus groups and activities in which incoming freshmen may be interested. Goals of these welcome sites are to create a sense of community, provide an entry point to the University for services and information, and facilitate the transition from high school to college. Each class is branded with their own “Class of 20xx” logo, which carries through when they’re transferred to the undergraduate portal on the first day of class. After students have migrated from the welcome portal to the undergraduate portal, they continue to receive specific information targeting their cohort. The content is provided by OFYP and addresses academic, financial, and developmental progress. Freshmen also receive the Freshman eNewsletter approximately seven times throughout the year. The newsletter provides content pertinent to the success and well-being of first year students.

The [welcome] portal and eNewsletter represent two easily modifiable existing technologies that have a significant impact on freshmen and can be leveraged for quick gains in engaging and educating sophomore students.

Faculty, staff, and students have expressed the view that the second year is very different from the first year. First year students are making the transition from high school to college and attending to the needs that come with that transition. Students in the second year face different challenges, including developing an identity, defining values, and determining a life course. Despite a significant divergence in student needs during the sophomore transition, several of the first year initiatives can provide a model for sophomore-directed interactions. The portal and eNewsletter models represent two easily modifiable existing technologies that have a significant impact on freshmen and can be leveraged for quick gains in engaging and educating sophomore students. An additional advantage to continuing these activities is brand familiarity. Sophomores recognize these two forms of communications as key pieces in their first year experience.

G. Stakeholder Interview Findings

Background and Purpose of Interviews

To gain an understanding of the University’s current thinking around sophomore students, key stakeholders from each of the freshman-admitting colleges and key student support departments were interviewed (See Appendix 3 for a list of stakeholders.) The purpose of the interviews was threefold. First, to bring a focused discussion to the topic of the student success in the sophomore year; second, to discover what ideas, attitudes, and practices colleges are currently using to impact the sophomore year experience; and third, to solicit input from key stakeholders about what value, if any, a coordinated approach to sophomore students may bring to the University, and its colleges and students.

“A successful sophomore year student is one who can articulate the reasons for the curricular and cocurricular choices in the context of advising and plans.”

The same set of prepared questions was posed to each of the 13 departments interviewed. A complete list of the questions is included in Appendix 4. The questions sought to elicit responses on three broad themes related to *alignment* of thinking about the sophomore year, *feasibility* of meaningfully improving the success of sophomore year students and important considerations when developing an *approach* for any coordinated effort. Below is a summary of our findings in each of the above mentioned areas—alignment, feasibility, and approach.

Individual comments have been aggregated unless we received expressed consent from an individual to include their remarks.

Alignment

The first portion of the interview dealt broadly with people’s thinking about the experience of sophomore students at the University. Interviewees were asked to react to the term “sophomore year experience,” and asked to describe what constitutes a successful sophomore year for students in their departments. Generally speaking, we found that stakeholders acknowledged the unique importance of the sophomore year and were very willing to engage in a discussion on the topic.

The term “sophomore year experience” has different meanings for different campus stakeholders; however, some common principles emerge. It is acknowledged that sophomore students face a unique juncture in their

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college experiences that requires they answer important questions about their degree plans and personal development, and that a degree of institutional integration is required for this to be done successfully.

Moreover, successful sophomore students must be intentional about their time at the University. As Chris Kearns, CLA, describes, “A successful sophomore year student is one who can articulate the reasons for the curricular and cocurricular choices in the context of advising and plans.”

[T]he current experience of sophomores [can be described as the]:
“sophomore slump,”
“orphan effect,”
“sophomore wasteland.”

Some stakeholders express that the sophomore year is the next place to focus energy in order to realize gains in student outcomes. Different terms describe the current experience of sophomores: “sophomore slump,” “orphan effect,” “sophomore wasteland.” These descriptions develop from observations that significant effort is placed on the first year and that sophomores sometimes feel abandoned in terms of programming and support at the University. Multiple stakeholders believe that focusing efforts on the sophomore year will lead to significant improvement in student retention. It should be stated here that one stakeholder disagrees with strategies targeting sophomore, and advocates focusing on seniors to improve the four-year graduation goal.

On the subject of using sophomore-to-junior retention rates as a measure of sophomore success, most stakeholders agree that it is *a* measure of outcomes; however, it is not the only measure, nor perhaps the most important measure of sophomore year outcomes. Stakeholders cited the following as important outcomes in measuring sophomore success:

- Engagement through connecting career and curriculum
- Student satisfaction
- Choosing a major and making degree progress
- Self-identity; finding out who you are
- Feeling a connection to a department and its faculty
- Access to financial aid

Some stakeholders pointed out that while retention is a factor, it is important to consider demographics when looking at retention outcomes. There is an achievement gap among students of color, some of whom drop out after their second or third year of college. According to Patrick Troup, Multicultural Center for Academic Excellence (MCAE), the overall lower retention rates of underrepresented populations at the University of Minnesota can be attributed to a variety of factors, including general dissatisfaction, challenges communicating with faculty, being the only minority in larger classes, and the general “climate” of the University, where students of color find difficulty in feeling a sense of place on campus.

Feasibility

Questions relating to feasibility sought to identify what mechanisms and resources currently target students in their second year and what types of additional supports could be valuable.

Stakeholders identified these specific programs and resources that currently exist to help students achieve a successful academic and self-actualized experience:

- Advising
 - require at least three meetings during the freshman and sophomore years (CSE)
 - “The Challenge”: requires groups of students to meet with an adviser to make academic and career connections (CSOM)
 - APlus: tracks all academic, career, departmental, and financial advising in one place; aims to help advisers provide consistent information to students (CLA)
 - Grad Planner: online program to track degree progress; not currently required by all majors
 - Academic Progress Audit System (APAS)

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- Internship Coordinator: dedicated staff person to help students make connections to internships, usually during the sophomore year (CSE)
- Center for Academic Planning and Exploration (CAPE): though available to all students, CAPE focuses most of its energy on undecided students with almost 60 credit hours
- Course development
 - development of 2000-level courses (CEHD)
 - required career skills class for sophomores (CSOM)
 - study abroad
 - transfer courses*: courses to help transfer students (many of whom are sophomores) successfully integrate into the University (MCAE)
 - seminars for students approaching academic probation* (MCAE)
- University Research Opportunities Program (UROP)
- Access to Success (ATS)

* These courses are still in the development phase and are not yet offered at the University.

Stakeholders suggest that the following support mechanisms may contribute to a better sophomore year experience:

- Career courses or seminar
- Career counseling
- Leadership development
- Increased advising
- Expanding on strengths development
- Peer mentoring; specifically, sophomores mentoring freshmen
- Increased faculty engagement
 - sophomore seminars
 - research experiences (such as the Undergraduate Research Opportunities Program, UROP)
 - smaller class sizes
- Increased exploratory major courses
- Cohorts within a college
- Ensuring that classes are available and track into majors

[T]he average number of credits required for specific majors is 128.6 and ranges from 65 for religious studies to 178 for geological engineering

Despite general consensus on what constitutes a successful sophomore year, the approaches colleges use to incorporate these principles into their programs vary significantly. The reasons for this variation can be attributed to factors such as the number of students attending each college, the degree to which major programs are sequential or not, and the fact that sophomore interests are more individualized than freshmen interests.

Related to the success of sophomore students pursuing specific majors is the degree to which liberal education requirements, when combined with degree requirements, act as a barrier. This is illustrated by the fact that the average number of credits required for specific majors is 128.6 and ranges from 65 for religious studies to 178 for geological engineering. The minimum number of credits required to graduate from the University is 120. Additional credit requirements lead to delayed degree progress, delayed graduation, and decreased satisfaction. This issue was also raised by students in the focus groups. There is a sense among those declared students that the robust nature of the liberal education requirements does not align with their academic interests.

Approach

Finally, questions related to approach asked stakeholders to identify potential barriers to implement a sophomore year experience as well as suggestions for strategies to implement a deliberate sophomore year experience. Given the current economic climate, it is not surprising that budget resources are the most common concern among all stakeholders. Stakeholders note that obtaining buy-in from faculty and staff is

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difficult because they are asked to do more with less. Moreover, with fewer financial resources, the prioritization of a sophomore year initiative needs to be carefully weighed against competing priorities. This challenge is also compounded by a decentralized college system that makes it difficult to coordinate progress toward shared goals. Despite the improvement over the last five years, the four-year graduation goal is offered as an example how difficult it can be for the University as a community to work together to achieve specific goals.

Most stakeholders feel that a centrally mandated initiative is less desirable than one planned in concert with the colleges, which are better equipped to meet the diverse needs of sophomore students. The stakeholders advocate for a multi-faceted approach to a sophomore year experience, with central unification and ample room for customization at the collegiate and departmental level.

Some stakeholders suggest that more data that demonstrates the efficacy of addressing the second year versus other classes is necessary. Contextualizing a sophomore year effort within a four-year plan could address this concern. Another common suggestion for securing buy-in is assurance that any initiative adds value from faculty, staff, and student perspectives. Stakeholders suggest that the University community work together to augment current resources and programs.

H. Focus Group Findings

To gain insights into the sophomore year experience directly from students themselves, focus groups were convened on March 8 and 9 of 2011. Each focus group met for 90 minutes, during which time information was collected using a written survey and a video recording of the discussions. Both the survey and the discussion were facilitated on site by consultants of the University's Usability Lab. The findings from these two focus groups have been combined and presented below. In presenting the results it is important to note the limitations. With twelve total participants these findings cannot be applied to the larger student population; nonetheless, the experiences shared by these students do offer a useful window into the sophomore year experience.

The stakeholders advocate for a multi-faceted approach to a sophomore year experience, with central unification and ample room for customization at the collegiate and departmental level.

Focus Group Composition

To create a broad view of the sophomore student body, organizers of the focus group sought to balance the participation of students based on GPA and college enrollment. Twelve of sixteen confirmed students attended the focus group meetings, with seven participants in Group 1 and five participants in Group 2. Based on the information stated in the written survey, the resulting participants represent five of the seven freshmen admitting colleges and a diversity of social experiences and demographic backgrounds.

Table 3. Composition of the Focus Groups (N=12)

GPA above 3.0	7
Declared major	11
College enrollment	CSOM, CLA, CEHD, CSE, CDES
First generation student	4
Employed while in school	7

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In addition to academic and demographic information, the survey asked twenty questions related to students' college experience. Survey questions were drawn from the 2007 Sophomore Experience Survey (SES) conducted by the National Resource Center for the First-Year Experience and Students in Transition. The SES survey is founded on the development psychology concept of *thriving* as a means to measure student satisfaction and intent to reenroll (Hunter et. al, 2010). The SES includes questions in the area of academic self-efficacy, hope, mindset, engaged learning, and meaning in life. A complete list of the survey questions answered by focus group participants is available in Appendix 5.

When comparing the responses of focus group participants with those of sophomore students nationally, University students appear to be less satisfied in areas of academic self-efficacy, mindset, and meaning in life than sophomore students nationally.

Student Responses

During the 90-minute focus group discussion, individuals responded to twelve questions related to their college experience as students at the University of Minnesota, Twin Cities (see Appendix 5). Each question asked students to describe the social, academic, and institutional issues that have impacted their college experiences and the sophomore year specifically. Students were asked to describe what a successful sophomore experience looks like. For our focus groups, a key component to being a successful sophomore is being able to balance the academic and social aspects of college life with an emphasis on charting a clear degree path.

When asked, "*What is a successful college experience?*" students list social and academic variables. They describe a transitional stage in life where they are left to meet their own immediate needs while also progressing toward goals. As one student explains, the "core of it is the social aspect. Getting involved [socially] will help you gain a better college experience and will allow you to learn more about what you're interested in and help you do well in school." Some students feel that expectations are created by family influence, but the majority of participants shaped their own expectations for the college experience with an emphasized reliance on peer networks.

When asked specifically about what makes for a successful *sophomore* year, degree progress and career planning emerged as important markers. As one student described the transition from the freshman to sophomore year, "it's like freshman year is about figuring out college life and the sophomore year is about figuring out your career and what you want to do for the next 10 years." Students described a sophomore year that is more challenging, but a college experience that improves due to a better, more focused academic experience. The impact of student engagement was evident in the student who stated that "classes are easier because they are more interesting." The point was also made that if a student does not graduate in four years it is probably because of something they didn't do in their sophomore year.

"[I]t's like freshman year is about figuring out college life and the sophomore year is about figuring out your career and what you want to do for the next 10 years"

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Table 4. Focus Group Survey Summary of Results

	Focus group Mean	National SES Mean
	(5 point scale)	(5 point scale)
I am learning a lot in most of my classes.-5PT	3.83	4.14
In the last week I found myself bored in class a lot of the time.	3.09	3.08
I can usually find ways of applying what I'm learning in class to something else in life.	3.67	3.67
I am satisfied with the academic advising I have experienced this year.	3	3.66
I am satisfied with my overall experience on campus this year.	3.67	4.02
I am satisfied with the contact that I've had with faculty this year.	3.17	3.88
I am satisfied with the experience with my peers on campus this year.	3.73	4.05
	(7 point scale)	(7 point scale)
I know how to schedule my time to accomplish tasks.	5.37	5.37
I know how to study to perform well on tests.	4.9	5.21
I usually do very well in school and at academic tasks-7PT	5.02	5.69
My life has a clear sense of purpose.	5.02	5.11
I am seeking a purpose or mission in life.	5.6	5.03
	(8 point scale)	(8 point scale)
I can think of many ways to get the things in life that are important to me. – 8PT	5.87	6.62
Even when others are discouraged, I know I can find a way to solve a problem.	5.6	6.33
I've been pretty successful in my life.	6.27	6.86
I meet the goals that I set for myself.	6	6.56
	(5 point scale)	
I am confident that the amount of money I'm paying for college is worth it in the long run.	3.08	n/a
I feel discourage about the amount of debt I'm incurring to pay my college bills.	3.82	n/a

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Both groups offered specific strategies to be academically successful in the sophomore year. Two strategies that emerged as particularly important were the value of *time management skills* that utilize tools like a “mini-calendar” to prioritize responsibilities and *peer study groups* as a critical resource for meeting academic as well as social needs. Specific peer study groups referenced include fraternities, mandatory and non-mandatory class groups, and the Smart Commons. Students say they feel less intimidated asking questions of these groups than they do engaging instructors and teaching assistants (TAs).

While students feel academic determinants of college success are key, they also identify non-academic determinants that affect success. These range from personal decisions like not drinking on weekdays to accessing other college resources.

Students identify variability in the quality of services received from central outlets as a non-academic roadblock to success. Students view Onestop as a key resource for addressing issues with financial aid, housing, registration, and other non-academic activities. They report a wide range of experiences. Some have experienced Onestop staff members that are very competent and useful in resolving issues. Others report that staff can be impatient or inconsiderate. Sophomore students express a preference for online resources, which may stem from negative experiences with University staff or the inconsistency of services received from central outlets.

Students acknowledge that they may be unaware of existing resources and cite the University’s online services as a means to identify other resources. They report that there is variability in the quality, usability, and usefulness of the University websites, similar to experiences with staff; however, online resources are still the preferred first stop when seeking university resources due to all-hours accessibility and usefulness.

[O]nline resources are still the preferred first stop when seeking university resources due to all-hours accessibility and usefulness.

Regarding faculty engagement, students describe challenging relationships with research-focused professors who do not seemingly care about teaching. Some students also express frustration with professors or teaching assistants who seem unwilling to learn English. Because of the challenges of interacting with faculty, students rely heavily on TAs.

Related to academic challenges and barriers in the curriculum, students share the sentiment that liberal education requirements, especially those that persist into the sophomore year, are onerous and postpone degree progress. Students share a preference for electives relevant to their field of study, which is undermined by the need to meet liberal educational requirements. Additionally, students cite the high number of course credits needed to transfer colleges or complete a double major as a barrier to success. These requirements, like the liberal education requirements, increase fiscal and time constraints, which compound the stress felt by students.

The final topic of discussion dealt with the question: “What’s one thing the University could do to help you?”

[S]tudents cite the high number of course credits needed to transfer colleges or complete a double major as a barrier to success. With regard to advising, students express a desire for advisers who are not related to a specific college and who can provide guidance regardless of college of enrollment. Sophomores suggest that a general adviser could be supplemented with mentors who serve as career advisers.

On the subject of faculty engagement, students identify the focus of faculty as a potential barrier to academic success. Many faculty at the University are research focused as opposed to teaching focused. Students seek out faculty who clearly enjoy teaching and show a willingness to reach out to them in academic and social settings. Students feel that the research-oriented focus limits their access to faculty. As a result, students contact TAs first for solutions to academic problems and feel that another approach would be more beneficial.

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Focus Group Summary

What defines a successful college experience:

- Establishing independence and setting goals
- Balancing social and academic lives
- Preparing for the future

Valuable components to student success in the sophomore year:

- Utilizing social and institutional networks to chart degree plan
- Peer learning groups
- Using time management skills

Recommended changes at the institutional, curricular, and academic levels:

- Relaxing of liberal education requirements in sophomore year to allow more major-focused electives
- Desire for more teaching-centered professors rather than research-centered faculty
- Creation of advising roles that allow third party advice supplemented by major specific mentors

III. Discussion and Recommendations

Based on the information gathered in the literature review, stakeholder interviews, focus groups, and other research, the project team developed a set of recommendations on how the University of Minnesota can improve the student experience during the sophomore year and improve student retention, graduation, and satisfaction rates. These recommendations were developed with the following principles in mind:

- The University is a large, diverse, and decentralized institution compared with our peers. Recommendations should be developed that work within our organizational culture.
- Any central initiative that affects units should focus more on developing standards, with the individual units responsible for designing programs that best serve the needs of their students based on these standards.
- Leverage existing resources and technology at the University where possible.

With these principles in mind, we developed two sets of recommendations. One set has “quick wins” that can be implemented in a limited time frame recognizing current budget difficulties and the other set is focused on longer-term items that can be implemented as resources are identified. Recommendations that we feel can be implemented in a limited time frame include:

- **Modify APAS (Academic Progress Audit System)**

Multiple stakeholders mentioned that students should be taking classes that count toward degree progress and where possible also serve to meet liberal education requirements. To provide students a better snapshot of how they are progressing towards their degree, we recommend that the progress-toward-degree information should be included on the APAS report for all students. Currently, this information is available only for student athletes.

The Athletic APAS reports the total hours required for completion of the degree program if every course taken meets only one requirement. The electives hours portion of the report indicates the total number of credits that are considered free electives to meet the degree credit requirement of 120 credits. The other elective area lists courses currently not applicable to a program. However, these courses may apply to another major or minor. By adding this information, students would know where their courses fall regarding a program and the University would be able to provide colleges with reporting information on the actual degree progress of their students. Since the Athletic APAS report has already been created, there is a framework in place that can be extended to all students. An example Athletic APAS report can be found in Appendix 7.

- **Leverage existing SERU survey data**

In an effort to better gauge student satisfaction with the University, we recommend that the University better leverage existing Student Experience in the Research University (SERU) survey data. The University received approximately 9,600 responses to the survey in 2010, which covered items such as satisfaction, career aspirations, professor rapport, and other measures. To leverage this data, the University should communicate data availability to the University community and expand the data shown at <https://www.oir.umn.edu/surveys/seru/public> to include breakdown by class (e.g., freshman, sophomore). This information should assist decision makers at the University in making data-driven decisions.

- **Refine the “Wild Card Module for the University of Minnesota” in the SERU survey**

The SERU survey offers the ability to include a module in addition to the core modules. It is recommended that the University work to refine the “Wild Card Module for the University of Minnesota”

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to include survey questions to measure the student experience in areas that aren't covered by the core modules. Areas that could be included in the module are technology use and availability, student affairs, and housing. The questions should be consistent from year to year to allow trendlines to be established.

- **Encourage colleges to conduct exit surveys**
When a student leaves the University to attend a different institution or transfer to another college within the University, there is an opportunity for the college to learn why the student left and ways the college could improve. We recommend that colleges be encouraged to conduct exit surveys for students who leave the University to attend a different institution or transfer to another college within the University. Standards should be established for how these exit surveys are developed and administered, with the focus being on how to improve the student experience. It would be preferred to have an anonymous online tool to collect survey information.
- **Leverage Graduation Planner**
The University has already invested resources in developing the Graduation Planner system (<https://onestop2.umn.edu/gradplanner/Initialize.do?campus=UMNTC>). We recommend increasing communications to students about its availability. In addition, the University should ensure that faculty advisers are aware of and properly trained in the system so that when students meet with faculty advisers they can take full advantage of the system.
- **Continue the integration of APLUS across campus**
By the end of June 2011, the APLUS program is slated to be available to advisers across campus, not just those in CLA where the tool was developed. Efforts should be made to make the tool available to career and faculty advisers as well.
- **Clearly communicate goals and expectations**
While the University has a goal to increase the four-year graduation rate to 60%, this goal is not clearly communicated to faculty and staff. In stakeholder interviews, some stakeholders felt that not all units were aligned in improving four-year graduation rates. In addition, in researching the University goals regarding graduation and retention rates, it was difficult to find these goals clearly communicated in course catalogs, college descriptions, college newsletters or other locations that state what is expected of students. Therefore we recommend that the University work to clearly communicate these goals to faculty, staff, and students. These goals should be placed on websites such as those of the Board of Regents, Office of the President, and Office of the Senior Vice President and Provost. Further, the University has made great strides in improving this important measure and can celebrate those achievements while stating the need for continual improvement.

Recommendations that we feel can be implemented in a longer time frame include:

- **Re-evaluate the Liberal Education Requirements**
Despite the value of liberal education requirements in creating a robust undergraduate learning experience, both students and administrators expressed frustrations regarding the total number of these credits required. Yet, liberal education requirements help provide students with transferable skills that will be necessary in an ever-changing work environment (Humphreys, 2006). Due to the critical role of these requirements in the four-year degree experience, we recommend forming a curriculum team to discuss how to make the goals of the liberal education requirements more accessible and meaningful to students.
- **Increase peer-mentoring opportunities**
Sophomores could benefit developmentally by increasing opportunities for peer-mentoring. One example of peer-mentoring could be as Welcome Week leaders. Sophomores are excellent candidates for Welcome Week leader positions. They can solidify their own knowledge of campus resources while helping to foster a more cohesive campus community by interacting with incoming freshmen students. The

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University could explore further peer-mentoring opportunities, either within colleges or units such as the Multicultural Center for Academic Excellence.

- **Improve faculty-student interactions**

Given the varied needs of sophomore students, we believe that a successful sophomore year initiative at the University of Minnesota will be best implemented when colleges and units are able to tailor programs to specific student populations. In particular, improving faculty-student interactions could help to improve sophomore student development and lead to greater student satisfaction and, ultimately, retention. While colleges and units can evaluate ways in which to improve these interactions specific to their needs, the following existing programs could be leveraged to focus on the unique needs of sophomore students while simultaneously improving faculty-student interactions.

- Learning Abroad
- Undergraduate Research Opportunities Program (UROP)
- Living-Learning Communities
- Sophomore Seminars, modeled after Freshman Seminars

- **Expand career and academic planning courses for under-performing or undecided students**

Establishing a connection between career goals and curriculum in the sophomore year is an important part of academic engagement and success (Hunter et. al, 2010). Efforts to help students who are at the greatest risk of dropping out of school (low GPAs, fewer than 30 credits entering sophomore year, students of color, out-of-state students, etc.) should target this type of support. In particular, we recommend that the University expand courses that help sophomores identify their academic and career goals, courses such as the LASK, offered by Student Academic Success Services, and courses currently in development by the Multicultural Center for Academic Success. The Center for Academic Planning and Exploration also offers career and advising courses. The courses offered in these centers provide excellent models for further expansion. Advisors should encourage students who might benefit from these courses to register.

- **Create College Specific Curriculum Cohorts**

We recommend that each college create a cohort model to increase academic engagement in the sophomore year. Patterned after the Immersion Core model required of CSOM sophomores, curriculum cohorts are a series of core requirements completed by a small “cohort” of students over the course of the sophomore year. Each individual college shall be able to decide how prescriptive each cohort class should be and whether it is structured around individual degrees, general areas (e.g., language), or college wide. This recommendation comes from the various comments heard that the sophomore year is more about connecting with classmates and faculty, versus freshman year, which is focused on connecting with people in the residence halls.

- **Create Career Courses/Seminars**

Standards and guidelines should be created for colleges to create career-planning courses. These standards and guidelines should be flexible to allow the colleges the ability to integrate these courses/seminars into their existing curriculum or to create a stand-alone course. Along with creating standards and guidelines, central administration should provide incentives, as legislative funding is available, to the colleges to create these courses/seminars.

- **Add Ability in Graduation Planner to Import Sample Plans**

Within the Graduation Planner system, add the capability to import the sample four-year graduation plans that currently exist within the catalogs. The four-year graduation plans are a great resource to encourage students to graduate within four years and these plans are hidden within the catalog system. In providing

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these plans within the Graduation Planner, this will allow students to create a four-year plan from an existing plan rather than starting a four-year plan from scratch.

- **Provide More Events and Communications Targeted to Sophomores**

Multiple stakeholders and students identified that a lot of effort was spent on freshmen, including Welcome Week, move-in day, and convocation. But after students complete their freshman year, it was felt that the number of events and communications targeted toward them dropped off significantly. We recommend that more events geared specifically toward sophomores be available during the academic year; for example, a dedicated sporting event or movie night.

- **Target Online Resources and Evaluate Usability**

In our focus groups, students indicated a preference to search online for solutions to their problems or questions before contacting a support office. It is recommended that the University ensure that resources for students are always available online. Additionally, online resources should be service-based rather than organization-based. Improvement in the University website search function will improve ease of finding appropriate resources.

- **Further Study of Advising on Campus**

A larger initiative that the University should study is how to increase the advising on campus for students that are undecided or over-decided. We recommend that the role of the Center for Academic Planning and Exploration (CAPE) be expanded as a neutral party for these students. In our research, there were concerns by both stakeholders and students that in cases where students were undecided, collegiate based advising, rather than have the best interest of the student in mind, might be more interested in retaining the student in the college. In studying how to expand the role of CAPE, it should be examined how the role of CAPE interacts with collegiate advisers so that advising resources are aligned, easy for students to use, and provide appropriate and consistent advice to students.

- **CAPE should serve as the central office for sophomore year efforts**

We recommend that any centralized sophomore year initiatives or coordination efforts be housed in CAPE. We feel that this is the best central office to lead these efforts and work with the departments and units that could be a part of a sophomore year experience.

IV. Conclusion

A greater focus on the second year experience is needed if colleges and the University are to sustain progress toward academic excellence and greater four-year graduation rates. After the freshman year, one-half of students that leave college leave at the end of their sophomore year. Significant gains can be realized in retention and four-year graduation rates by addressing the unique and divergent challenges faced by sophomore students. Both academic and personal transitions converge to make the sophomore year a pivotal period in a student's life, one that has disproportionate impacts on later success in college and timely graduation.

Despite the dynamic nature of the challenge, proven strategies have been employed at the University of Minnesota by individual colleges, and the University itself, to improve the success of sophomore students. New tools have been brought to bear on sophomore students, such as degree planning technology, curriculum cohorts, and sophomore career seminars, among others. Targeting the general sophomore student population and specific sub-populations, these tools and strategies combine to impact the entirety of the second year experience to cause improved institutional integration and student academic

Significant gains can be realized in retention and four-year graduation rates by addressing the unique and divergent challenges faced by sophomore students

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engagement. Many of these strategies and tools arose from within the separate colleges; other colleges should be provided these examples and encouraged to develop their own versions.

The decisions faced by the sophomore student are profound and strongly impact timely graduation as well as future career success. As described by a sophomore student, the freshman year is about adjusting to college life and the sophomore year is about planning your career and the next 10 years of your life. Enabling students to successfully navigate that process is a profound challenge and responsibility of the University but the ability of the University to do this will help distinguish it as an exceptional place of higher education.

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Appendix 1 – Peer Institutions

The project team identified the University of Minnesota Twin Cities campus’s primary comparison groups to evaluate both peer sophomore programs and student retention from year two to year three. Institutions selected by the University from a list of 2009 National Survey of Student Engagement (NSSE) participants make up the primary comparison group. A secondary comparison group comprises institutions identified in the 2006 Report of the Metrics and Measurements Task Force.

These universities reflect the size and scope of top research universities and were used to monitor progress toward becoming a top three public research university. The University’s 2010-11 comparison institutions are listed in Table 1. Table 2 compares the sophomore focused programming of the University to those of select peer groups.

Table 1 University of Minnesota – Twin Cities Campus Comparison Groups

NSSE Cohort	Metrics and Measurements Cohort
Indiana University – Bloomington	University of California – Berkeley
Iowa State University	University of California – Los Angeles
Texas A&M University	University of Florida
University of Arizona – Tucson	University of Illinois – Urbana-Champaign
University of Colorado at Boulder	University of Michigan – Ann Arbor*
University of Maryland – College Park	Ohio State University – Columbus
University of Michigan – Ann Arbor*	Pennsylvania State University – University Park Uni-
University of Missouri – Columbia	versity of Texas – Austin*
University of North Carolina at Chapel Hill	University of Washington – Seattle*
University of Oregon	University of Wisconsin – Madison
University of Texas at Austin*	
University of Washington – Seattle*	

* Appears on both lists

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Table 2 Sophomore-focused Activities

	Sophomore Advising	Lecture/ Seminar Series	Sophomore Specific Events	On Campus Housing	Living Learning Community
A&M		✓	✓	✓	
Arizona		✓		✓	
Colorado	✓			✓	✓
Florida	✓	✓	✓	✓	✓
Illinois				✓	✓
Indiana		✓	✓	✓	
Iowa		✓	✓	✓	
Minnesota				✓	✓
Missouri	✓	✓		✓	
Ohio	✓	✓	✓	✓	✓
Oregon		✓	✓	✓	
Penn State				✓	✓
Texas		✓		✓	
U Michigan		✓		✓	✓
UC – Berkeley		✓		✓	
UCLA		✓		✓	
UNC	✓			✓	
Washington	✓	✓		✓	
Wisconsin		✓		✓	

Appendix 2: Current Initiatives that Support or Could Support Sophomore Students at the University

College Initiatives

Carlson School of Management

- “The Challenge” advising sessions requires groups of students to meet with an adviser to make academic and career connections.
- CSOM students are required to take a career skills course the sophomore year.

College of Science and Engineering:

- Require at least three meetings during the freshman and sophomore years.
- Though not dedicated to solely to sophomores, an internship coordinator helps connect students to internships beginning the end of the freshman year and extending beyond.

College of Education and Human Development

- Currently developing more 2000-level courses intended to be taken the second year.

Advising Resources

The Center for Academic Planning and Exploration (CAPE) <http://cape.umn.edu/>

- Provides personalized one-to-one coaching to current undergraduate students from any college on the Twin Cities campus who are undecided on their majors.
- Students work to develop an action plan to aid in major and career decision-making process.
- Most students served are sophomores approaching 60 credit hours.
- Offers a 1-credit course: OUE 2100: Academic Planning and Exploration
 - 1-credit, online course with in-person meetings for degree-seeking undergraduate students who are strongly undecided about their academic major or those who need to consider a "Plan B" major. Students develop an Exploratory Action Plan to help them discover and declare a best-fit major that matches their interests, values and academic skills.

Graduation Planner (<http://plan.umn.edu>)

- Online tool for students to explore the requirements for majors and minors and identify when to take them.
- Advisors are able to review and comment on the plans students create.

APLUS

- Only available to advising staff.
- Developed by CLA, but being rolled out across campus, as a way to help advisers navigate the landscape of a large advisee population by supplying information about students' registration activity; mid-term alert status; GPA; and any missed advising appointments.
- APLUS notifies advisers of changes each morning, allowing them to prioritize student contacts.
- APLUS has already made a difference; since CLA implemented the system, the college has achieved its highest ever first-year retention rate: 89.22 % actual when compared with 87.58% predicted, based on student characteristics.

APAS - Academic Progress Audit System (and Student Course Report)

- Only available to advising staff and students
- A report that provides information about degree requirements, courses that fulfill those requirements, and how the courses students have taken satisfy degree requirements for particular programs.
- Each APAS report indicates how coursework applies to Liberal Education and degree requirements for a specific major or college.

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- A Student Course Report is a record that contains all transfer courses in addition to University of Minnesota courses. Transfer coursework is not listed on the University of Minnesota transcript. Total credits transferred and where they are transferring from replaces course listings.

Curriculum and Course Support

The following programs are not aimed specifically at sophomore students, but do include resources that could greatly benefit some sophomore students.

SASS Student Academic Success Services Courses:

- LASK 1001: Mastering Skills for College Success
- 2-credit class teaches students how to think critically, successfully manage time and stress, prepare for exams, and comprehend textbook material in an effort to improve academic and personal self-awareness
- LASK 1102: Academic Success
- 2-credit class helps students who are academically at risk build a plan for success. Students receive weekly instruction as well as the opportunity to meet with and discuss ideas with other students who are facing similar challenges.
 - LASK 1102 is especially helpful for students who are unhappy with the institution or degree program in which they are currently enrolled, students who are not really sure if they want to be in college, or students who encounter personal problems that impact their studies.
- LASK 1101: Academic Refresher
- 1-credit term-B course that begins mid-semester to offer assistance over the second half of the semester to students experiencing academic concerns. Similar to LASK 1102, students receive weekly instruction and the opportunity to consult with other students facing similar challenges.

Multicultural Center for Academic Excellence (MCAE) - courses specific to sophomore students are being planned. These courses would be geared toward students who are on or nearing academic probation.

Access to Success (ATS) <http://www.ats.class.umn.edu> <http://www.cehd.umn.edu/trio/ats/>

- Access to Success (ATS) Programs are student communities within CLA and CEHD.
- Serves students whose high school academic records suggest they would benefit from participation in a small learning community.
- ATS provides academic courses, tutoring support, and student-to-student mentoring to support a smooth and successful transition to college.

University Research Opportunities Program (UROP) <http://www.research.umn.edu/undergraduate/UROP/>

- Helps students become involved in research and creative activity to broaden perspectives, expand intellectual and social networking, and strengthen connections to the University of Minnesota community, as well as the research and creative communities nationally and throughout the world.
- Provides stipends of up to \$1,400 and research expenses of up to \$300 for undergraduate students working with a University of Minnesota faculty mentor.

Curriculum Integration: Learning Abroad <http://www.umabroad.umn.edu/ci/index.html>

- The University of Minnesota's learning abroad curriculum integration model is built upon a broad and deep collaboration with executive leadership, faculty, academic advisers, and study abroad professionals, as well as others who interface with students for admissions and financial aid. All have been partners with integrating study abroad into the undergraduate experience.

Liberal Education Requirements http://onestop.umn.edu/degree_planning/lib_ed/index.html

The Sophomore Year Experience

- Liberal Education (LE) is an essential part of undergraduate education at the University of Minnesota. LE courses help students investigate the world from new perspectives, learn ways of thinking that will be useful in many areas of life, and grow as an active citizen and lifelong learner.
 - Requirements for students admitted fall 2010 or later: http://onestop.umn.edu/degree_planning/lib_eds/fall_2010_requirements/index.html

ePortfolio <https://portfolio.umn.edu/>

- ePortfolio is a secure University of Minnesota website for entering, saving, organizing, viewing, and selectively sharing personal, professional, and educational records.

Assignment Calculator <http://tools.lib.umn.edu/ac> -

- Online scheduling and assignment tracker

Student Development

Engage Search <http://engage.umn.edu/>

- The Engage! search helps University of Minnesota undergraduates connect with meaningful experiences outside of the classroom that will help them pursue interests and aspirations that complement their academic experiences.

Related Efforts/Resources

Undergraduate Update - <http://undergrad.umn.edu/update/>

- An email is sent to all undergraduates on a bi-weekly basis to inform them of events, resources, and deadlines that they may not be aware of.

Other Resources:

- StrengthsQuest
 - <http://www.strengthsquest.com/home.aspx>

Appendix 3: Key Stakeholders

Carlson School of Management	Associate Dean Bob Ruekert Assistant Dean Jan O'Brien
College of Biological Sciences	Associate Dean Robin Wright Assistant Dean Nikki Letawski Shultz
College of Design	Associate Dean Lee Anderson Assistant Dean Kate Maple Director Mary Vincent Franco
College of Education and Human Development	Associate Dean Heidi Barajas Coordinator Emily Goff
College of Food, Agricultural and Natural Resource Sciences	Associate Dean Jay Bell Assistant Dean Bill Ganzlin
College of Liberal Arts	Associate Dean Jennifer Windsor Assistant Dean Chris Kearns
College of Science and Engineering	Associate Dean Paul Strykowski Assistant Dean Amy Gunter
Academic Support Resources (ASR)	Sue Van Vooris
Housing	Laurie McLaughlin
Multicultural Center for Academic Excellence (MCAE)	Patrick Troupe, Director
Office of Student Finance	Kris Wright, Director
Orientation and First-Year Programs	Beth Lingren Clark, Director
University Counseling and Consulting Services (UCCS)	Scott Slattery, Director

Appendix 4: Stakeholder Interview Protocol

Interview Agenda:

1. Introductions
2. Description and goals of the meeting:
 - o basic objective of Sophomore Year Experience Project
 - o central sponsor but strategies not identified and in exploratory mode;
 - o input from various areas of UofM critical due to diversity of SY challenges
3. Discuss why we decided to interview specific individuals, including that college
4. Interview protocol (how we will use the information shared today)
one hour to interview
 - o We are going to record for accuracy in our notetaking. Recordings will only be shared within our PEL group and will be destroyed.
 - Do you have any questions on how this information will be used?
 - No personal quotes, unless approved by the interviewee
 - If they say something that they want confidential, they need to inform us

Interview Questions for Academic Administrators
and
Interview Questions for Student Service Directors

0. Est. buy-in: (provide baseline research findings that create buy-in from interviewee?)
National trends and what a successful and focused SYE program looks like at peer institutions

Where the U of M stands

What's at stake/opportunity for U of M generally

I. Alignment (current thinking, common definitions, assess dept's focus for SY):
What is your reaction to the term "sophomore year experience"?

How would you characterize a successful sophomore year student? or What are the characteristics of a successful sophomore student?

Is retention a good measure of sophomore year outcomes? What other measures do you think are important, or does your college use, to measure the success of the sophomore year experience?

As a priority, where would you rank the retention of sophomore year students for most colleges?
How about for your college specifically?

II. Feasibility (resource allocation, preferred strategies):

If you were to think of all the key support mechanisms needed to support a sophomore in having a successful academic and self-actualized experience, what are the most important mechanisms and features of that support system?

The Sophomore Year Experience

In your college/department are there resources targeted toward the success of sophomore year students? (staff or other?)

What else could positively impact the sophomore year experience? (resources, policy?)

Are there any other successful university initiatives that could inform the SYE model?

III Approach (how to implement at college and University):

What are the greatest University-level barriers to creating a successful SYE initiative, or What would you see as the greatest University-level barrier(s) to getting from from where we are today to what you just described?

What would you see as the greatest college-level barrier(s) to getting from from where we are today to what you just described, or What are the greatest barriers to creating a successful SYE initiative?

clarifying/follow-up questions:

Do you see this as a campus-wide approach, a collegiate approach, or a mix?

Do you think there is currently enough interest to move a SYE effort forward at either level?

At your college, what would you say are the best strategies for securing buy-in and participation among departmental leaders in a coordinated sophomore year initiative?

What would you anticipate being the greatest concern from units within your college?

Is there anything else you'd like to share?

Appendix 5: Focus Group Questions and Survey

Purpose Statement: The purpose of this focus group is to learn from University students what factors contribute to a successful sophomore year experience and what challenges students face as they work toward college degree completion.

Goals of the Focus Groups

- To learn from U of M sophomore students what factors contribute to a successful college experience.
- To learn from U of M sophomore students what challenges they face as they work toward college completion, in particular during the sophomore year.

Who do we want to involve in Focus Groups?

- Two groups of sophomore students
 - Sophomore students representing each of the major “at risk” populations.
 - Sophomore students representing each of the successful populations.

Questions for the Focus Groups

Opening	1. Tell us your first name and your major.
Introduction	2. Thinking about everything from academics to social life, what is your definition of a successful college experience?
Transition	3. Compared to your freshman year, how is your sophomore year going?
Key	4. When you think of what it means to be a successful sophomore, what comes to mind?
Key	5. What helps sophomores be academically successful?
Key	6. What helps sophomores be successful in other aspects of their lives, such as in their relationships, career planning, finances, etc.?
Key	7. What role do other individuals or University services play in helping sophomores be academically, socially or financially successful?
Transition	8. As a sophomore at the University, what have been some of the greatest challenges or roadblocks you’ve faced this year?
Key	9. If you or your friends run into roadblocks or challenges, how do you usually go about addressing the problems?
Key	10. Are there certain people or places you turn to for help?
Ending	11. What’s one thing that the University could do to make it easier for you to be a successful sophomore?
Ending	12. Is there anything else that you’d like to share about what helps or hinders sophomore success at the University?

Survey Questions

- What is your major?
- What is your GPA?

The Sophomore Year Experience

- How many hours per week do you spend studying, on average? 0, 1 - 10, 10 - 20, 20 - 30, more than 30
- During the school year, how many hours per week do you work at a job, on average? 0, 1 - 10, 10 - 20, 20 - 30, more than 30
- During the school year, how many hours per week do you volunteer, on average? 0, 1 - 10, 10 - 20, 20 - 30, more than 30
- How many campus organizations or clubs are you involved in? 0, 1 - 2, 3 or more
- Did you live in a residence hall your freshman year? Yes No
- Did your parents graduate from a 4-year university?

Answer on a scale of 1 - 5: 1 = strongly disagree, 5 = strongly agree.

- I am learning a lot in most of my classes.
- In the last week, I found myself bored in class a lot of the time.
- I can usually find ways of applying what I'm learning in class to something else in my life.
- I know how to schedule my time to accomplish tasks.
- I know how to study to perform well on tests.
- I usually do very well in school and at academic tasks.
- I find many classes challenging and find it difficult to perform well.
- I have very clear goals.
- I can think of many ways to get the things in life that are most important to me.
- Even when others get discouraged, I know I can find a way to solve a problem.
- I've been pretty successful in life.
- I meet the goals that I set for myself.
- My life has a clear sense of purpose.
- I am seeking a purpose or mission in life.
- I am satisfied with the academic advising I have experienced this year.
- I am satisfied with my overall experience on campus this year.
- I am satisfied with the contact I've had with faculty this year.
- I am satisfied with the experiences with my peers on campus this year.
- I am confident that the amount of money I'm paying for college is worth it in the long run.
- I feel very discouraged about the amount of debt I'm incurring to pay my college bills.

Appendix 6: Athletic APAS History and Sample Report

History

- At issue –
 - The Undergraduate Degree Credit Policy allows all courses to count toward a degree program. The few exceptions were: credits over the 6 Credit Skills Policy (unless more were required by the major), or repeat courses that have not yet been bracketed. The Undergraduate Degree Credit Policy was created to standardize the application of the University’s D Grade Policy (that a C- or better must be earned in major coursework) across all colleges. It states that if less than a C- is earned in a major course it will count toward elective credit until it is repeated and a C- or higher is earned and can then count to meet the major requirement. The assumption that all degree programs are 120 credits (with a few exceptions like CSE programs that require up to 128 credits) – as advertised in the University Undergraduate Catalog.

Introduction of “Athletic APAS” (Spring 2006) –

- To address issue #1 (defining degree credit):
 - Identifies the exact degree requirements for each program - liberal education, major, and, if applicable, electives.
 - Identifies the courses that meet each degree requirement, and also:
 - ✦ Automatically brackets repeat courses.
 - ✦ University’s D Grade and 6 Credit skills policies, along with any intricate college, major, program policies/requirements, are encoded.
 - ✦ Does not allow requirements to be over-fulfilled, (ie, “countable” and “excess” electives are identified).
 - ✦ To address issue #2 (credit total for each degree program):
 - Calculates the actual number of credits needed to complete the degree if one course were used to meet one requirement, as opposed to the minimum credit total used in the Undergraduate Catalog (usually 120 credits).
 - ✦ Led to the discovery that approximately 2/3 of the University’s degree programs require more credits than the minimum printed in the Undergraduate Catalog if one course taken to meet each degree requirement (see attached). Data also showed student-athletes graduated from the University with an average of 10 to 45 more credits than the “required” 120 degree program total (depending on the college).
- Made it apparent that efficient degree planning by the student who takes one course to meet more than one degree requirement (aka double-dipping) brings the degree program total down and/or creates room for electives.

The Sophomore Year Experience

Sample Athletic APAS Report

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----- COLUMN 1 -----	----- COLUMN 2 -----
LAST ENROLLMENT: SUMMER I 2008	F 05 1MATS2001 4.0 C Mech. Prop.
LAST COLLEGE: 07UGR	F 05 1ME 2011 4.0 B- Intro Eng
CM ADVISER: Mechanical Engineering	SP06 1AEM 3031 3.0 C Deform. Body Mech.
CM ADVISER: M Gymnastics	SP06 1ENGL1001W 4.0 S Intro to Literature
ADVISER: Gunter, Amy Leigh	SP06 1ME 3331 0.0 W Thermal Sciences I
	SI06 1ME 3331 3.0 C Thermal Sciences I
	F 06 1IE 4521 4.0 C Stat Qual & Rel
	F 06 1ME 3221 4.0 C- D&M I, Eng Matls&Man
	SP07 1IE 5513 4.0 B Engr Safety
	SP07 1ME 3222 4.0 C Des & Mfg II
	SP07 1ME 3332 3.0 C Thermal Sciences II
	SP07 1ME 5341 4.0 A- Thermal Design
	SI07 1ME 3281 4.0 C Sys Dyn & Control
	F 07 1EE 3006 1.0 A Fund EE Lab
	F 07 1IE 5511 4.0 C Human Fact Work Ana
	F 07 1ME 3333 3.0 C- Thermal Sciences III
	F 07 1ME 4031W 4.0 C- Basic Measure Lab
	SP08 1IE 5541 4.0 C+ Project Mgmt
	SP08 1ME 4054W 4.0 C Design Projects
	SP08 1ME 4231 4.0 C Mot Cont Lab
	SI08 1EE 3005 4.0 C+ Fundamentals EE
SERVICE INDICATORS	
DS Mech Eng Mechanical Engineering	
ALL REQUIREMENTS IDENTIFIED BELOW HAVE BEEN MET 	

Undergraduate students must now apply for degrees online. If you've earned at least 90 credits you are eligible to apply. Go to onestop.umn.edu and click on the "Graduation" link.	

OK 127 CREDITS WITH A 2.00 GPA ARE REQUIRED FOR GRADUATION	
+ 1) 2.00 GPA	
2.494 GPA	
+ 2) 127 TOTAL CREDITS INCLUDING TRANSFER WORK	OK UNIVERSITY OF MINNESOTA GPA
143.00 CREDITS USED	2.0 REQUIRED FOR GRADUATION
F 03 1GC 1086 2.0 B+ Freshman Seminar	EARNED:143.00 CREDITS 2.494 GPA
F 03 1GC 1251 4.0 B Wrđ Hist: Since 1500	
F 03 1GC 1311 3.0 A General Art	* 1) GPA OF U OF M COURSEWORK
F 03 1GC 1421 3.0 B Basic Writing	2.00 REQUIRED FOR GRADUATION
F 03 1MATH1051 3.0 A- Precalculus I	142.00 CREDITS USED
SP04 1GC 1131 4.0 C+ Prin Biological Science	
SP04 1GC 1235W 4.0 C+ Law in Society	* 2) A MAXIMUM OF 6 HOURS OF PE, APPLIED MUSIC, AND STUDY
SP04 1GC 1422 3.0 C+ Writing Lab	SKILLS COURSES MAY COUNT TOWARDS THE 2.0 REQUIRED GPA
SP04 1MATH1151 3.0 B+ Precalculus II	1.00 CREDIT USED
SI04 1MATH1271 4.0 B+ Calculus I	
SI04 1SOC 1001 4.0 C Introduction to Sociology	-----
F 04 1CHEM1021 4.0 C Chem Prin I	INSTITUTE OF TECHNOLOGY TECHNICAL GRADE POINT AVERAGE
F 04 1MATH1272 4.0 B- Calculus II	SEE LIST OF COURSES IN 105 LIND HALL
F 04 1PHYS1301W 4.0 C+ Phys for Sci and Engr I	EARNED: 2.365 GPA
SP05 1AEM 2021 4.0 B+ Statics & Dynamics	-----
SP05 1MATH2263 4.0 B Multivariable Calc	HIGH SCHOOL PREPARATION REQUIREMENTS COMPLETED
SP05 1PE 1165 1.0 A IntermediateTumbling&Gymnastic	*****
SP05 1PHYS1302W 4.0 C+ Phys for Sci and Engr II	QUESTIONS REGARDING YOUR APAS REPORT SHOULD BE DIRECTED
F 05 1CSCI1113 4.0 B- Intro to C/C++	TO YOUR ADVISER IN M.E. 1120.
F 05 1MATH2243 4.0 C+ Lin Alg & Diff Eqs	*****
***** CONTINUED ON COLUMN 2 PAGE 1 *****	-----
*	WRITING INTENSIVE REQUIREMENT
*	FRESHMAN WRITING AND FOUR WRITING INTENSIVE COURSES REQUIRED
*	COURSES THAT FULFILL WRITING INTENSIVE CAN BE FOUND AT
* Gopher, Goldy	http://onestop.umn.edu/degree_planning/11b_ed.html
* 120 W 1500 S	*****
* Bountiful UT 84010	*****
-----	***** CONTINUED ON COLUMN 3 PAGE 2 *****

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----- COLUMN 3 -----

OK FRESHMAN WRITING
 + 1) FRESHMAN WRITING
 2 COURSES TAKEN
 F 03 1GC 1421 3.0 B Basic Writing
 SP04 1GC 1422 3.0 C+ Writing Lab

OK FOUR WRITING INTENSIVE COURSES
 AT LEAST TWO WI COURSES MUST BE UPPER DIVISION
 (COURSES MUST BE 3XXX OR ABOVE)
 AT LEAST ONE 3XXX - 5XXX COURSE MUST BE IN YOUR MAJOR
 EARNED: 4 COURSES

+ 1) UPPER DIVISION WRITING INTENSIVE
 2 COURSES TAKEN
 F 07 1MB 4031W 4.0 C- Basic Measure Lab
 SP08 1MB 4054W 4.0 C Design Projects

* 2) ADDITIONAL LOWER DIVISION WRITING INTENSIVE COURSES
 SP04 1GC 1235W 4.0 C+ Law in Society
 F 04 1PHYS1301W 4.0 C+ Phys for Sci and Engr I

 SEMESTER CURRICULUM LIBERAL EDUCATION REQUIREMENTS
 DIVERSIFIED CORE CURRICULUM
 DESIGNATED THEMES OF LIBERAL EDUCATION

 COMPLETE LISTS OF COURSES FOR CORE CURRICULUM AND DESIGNATED
 THEMES CAN BE FOUND ON THE WEB
http://onestop.umn.edu/degree_planning/lib_eds.html

 ALL LIBERAL EDUCATION (LE) COURSES FOR FALL 2010 AND LATER
 ARE UNDER REVIEW. NEW LE COURSES WILL BE POSTED ON THE
 ONE STOP AND IN GRADUATION PLANNER AS THEY ARE APPROVED.
 CHECK PERIODICALLY TO BE SURE THAT YOUR PLANNED COURSES
 WILL FULFILL THE REQUIREMENTS. THIS WILL NOT AFFECT
 COURSES TAKEN BEFORE FALL 2010.

OK DIVERSIFIED CORE - PHYSICAL AND BIOLOGICAL SCIENCES
 EARNED: 2 SUB-GROUPS

+ 1) BIOLOGICAL SCIENCES COURSES WITH LAB OR FIELD
 EXPERIENCE
 SP04 1GC 1131 4.0 C+ Prin Biological Science

+ 2) PHYSICAL SCIENCES COURSES WITH LAB OR FIELD EXPERIENCE
 F 04 1CHEM1021 4.0 C Chem Prin I

***** CONTINUED ON COLUMN 4 PAGE 2 *****

----- COLUMN 4 -----

OK DIVERSIFIED CORE - HISTORY AND SOCIAL SCIENCE
 EARNED: 2 SUB-GROUPS

+ 1) HISTORICAL PERSPECTIVE COURSES
 1 COURSE TAKEN
 F 03 1GC 1251 4.0 B Wrđ Hist: Since 1500

+ 2) SOCIAL SCIENCE COURSES
 2 COURSES TAKEN
 SP04 1GC 1235W 4.0 C+ Law in Society
 SI04 1SOC 1001 4.0 C Introduction to Sociology

OK DIVERSIFIED CORE - ARTS AND HUMANITIES
 EARNED: 2 COURSES 2 SUB-GROUPS

+ 1) LITERATURE
 1 COURSE TAKEN
 SP06 1ENGL1001W 4.0 S Intro to Literature

+ 2) ARTS & HUMANITIES/OTHER HUMANITIES
 1 COURSE TAKEN
 F 03 1GC 1311 3.0 A General Art

OK DIVERSIFIED CORE - MATHEMATICAL THINKING
 EARNED: 1 COURSE 1 SUB-GROUP

+ 1) MATHEMATICAL THINKING
 SP04 1MATH1151 3.0 B+ Precalculus II

OK DESIGNATED THEMES OF LIBERAL EDUCATION
 A MINIMUM OF FOUR COURSES
 ONE COURSE AND A MINIMUM OF THREE CREDITS
 IN EACH OF THE FOLLOWING FOUR THEMES
 EARNED: 4 SUB-GROUPS

+ 1) CITIZENSHIP AND PUBLIC ETHICS
 1 GROUP TAKEN
 SP04 1GC 1235W 4.0 C+ Law in Society

+ 2) CULTURAL DIVERSITY
 1 COURSE TAKEN
 SI04 1SOC 1001 4.0 C Introduction to Sociology

+ 3) ENVIRONMENT
 1 GROUP TAKEN
 F 04 1CHEM1021 4.0 C Chem Prin I

+ 4) INTERNATIONAL PERSPECTIVES
 1 COURSE TAKEN
 F 03 1GC 1251 4.0 B Wrđ Hist: Since 1500

***** CONTINUED ON COLUMN 5 PAGE 3 *****

Oversatisfied:
 Requirement is 1 course, 4 cr

Triple- and
 double-dipped
 courses

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----- COLUMN 5 -----	----- COLUMN 6 -----
OK MUST HAVE A MINIMUM OF 32 CREDITS OF REQUIRED MATHEMATICS AND BASIC SCIENCES EARNED: 36.00 CREDITS	OK STATISTICS, QUALITY AND RELIABILITY + 1) STATISTICS, QUALITY AND RELIABILITY F 06 1IE 4521 4.0 C Stat Qual & Rel
OK IT MATH REQUIREMENT COMPLETE SI04 1MATH1271 4.0 B+ Calculus I F 04 1MATH1272 4.0 B- Calculus II F 05 1MATH2243 4.0 C+ Lin Alg & Diff Eqs SP05 1MATH2263 4.0 B Multivariable Calc	OK MECHANICAL ENGINEERING LABS COMPLETE + 1) BASIC MEASUREMENT LAB F 07 1ME 4031W 4.0 C- Basic Measure Lab + 2) SENIOR LABS - 4 CREDITS OF SENIOR LAB REQUIRED SP08 1ME 4231 4.0 C Mot Cont Lab
OK GENERAL PHYSICS COURSES COMPLETE F 04 1PHYS1301W 4.0 C+ Phys for Sci and Engr I SP05 1PHYS1302W 4.0 C+ Phys for Sci and Engr II	OK SENIOR DESIGN + 1) SENIOR DESIGN SP08 1ME 4054W 4.0 C Design Projects
OK REQUIRED I.T. CHEMISTRY, NATURAL SCIENCE COURSE COMPLETE + 1) CHEMICAL PRINCIPLES 1 COURSE TAKEN F 04 1CHEM1021 4.0 C Chem Prin I + 2) REQUIRED NATURAL SCIENCE COURSE 1 COURSE TAKEN SP04 1GC 1131 4.0 C+ Prin Biological Science	OK TECHNICAL ELECTIVE PROGRAM COMPLETE EARNED: 16.00 CREDITS SP07 1IE 5513 4.0 B Engr Safety SP07 1ME 5341 4.0 A- Thermal Design F 07 1IE 5511 4.0 C Human Fact Work Ana SP08 1IE 5541 4.0 C+ Project Mgmt
OK REQUIRED MATERIALS SCIENCE COURSE F 05 1MATS2001 4.0 C Mech. Prop.	COURSES CURRENTLY NOT USED IN THIS PROGRAM
OK INTRODUCTION TO ENGINEERING + 1) INTRO TO ENGINEERING F 05 1ME 2011 4.0 B- Intro Eng + 2) INTRODUCTION TO COMPUTER APPLICATIONS F 05 1CSCI1113 4.0 B- Intro to C/C++	OK * 1) COURSES USED TO MEET DEGREE REQUIREMENTS  137.00 CREDITS USED F 03 1GC 1251 4.0 B Wrld Hist: Since 1500 F 03 1GC 1311 3.0 A General Art F 03 1GC 1421 3.0 B Basic Writing SP04 1GC 1131 4.0 C+ Prin Biological Science SP04 1GC 1235W 4.0 C+ Law in Society SP04 1GC 1422 3.0 C+ Writing Lab SP04 1MATH1151 3.0 B+ Precalculus II SI04 1MATH1271 4.0 B+ Calculus I SI04 1SOC 1001 4.0 C Introduction to Sociology F 04 1CHEM1021 4.0 C Chem Prin I F 04 1MATH1272 4.0 B- Calculus II F 04 1PHYS1301W 4.0 C+ Phys for Sci and Engr I SP05 1AEM 2021 4.0 B+ Statics & Dynamics SP05 1MATH2263 4.0 B Multivariable Calc SP05 1PHYS1302W 4.0 C+ Phys for Sci and Engr II F 05 1CSCI1113 4.0 B- Intro to C/C++ F 05 1MATH2243 4.0 C+ Lin Alg & Diff Eqs F 05 1MATS2001 4.0 C Mech. Prop. F 05 1ME 2011 4.0 B- Intro Eng SP06 1AEM 3031 3.0 C Deform. Body Mech. SP06 1ENGL1001W 4.0 S Intro to Literature SI06 1ME 3331 3.0 C Thermal Sciences I F 06 1IE 4521 4.0 C Stat Qual & Rel F 06 1ME 3221 4.0 C- D&M I, Eng Matl&Man SP07 1IE 5513 4.0 B Engr Safety
OK LOWER DIVISION ENGINEERING SCIENCE COMPLETE + 1) STATICS, DEFORMABLE BODY MECHANICS AND DYNAMICS SP05 1AEM 2021 4.0 B+ Statics & Dynamics SP06 1AEM 3031 3.0 C Deform. Body Mech.	
OK BASIC ENGINEERING PROGRAM COMPLETE + 1) MECHANICAL ENGINEERING SYSTEMS AND DESIGN F 06 1ME 3221 4.0 C- D&M I, Eng Matl&Man SP07 1ME 3222 4.0 C Des & Mfg II SI07 1ME 3281 4.0 C Sys Dyn & Control + 2) MECHANICAL ENGINEERING THERMAL SCIENCES SI06 1ME 3331 3.0 C Thermal Sciences I SP07 1ME 3332 3.0 C Thermal Sciences II F 07 1ME 3333 3.0 C- Thermal Sciences III	
OK FUNDAMENTALS OF ELECTRICAL ENGINEERING COMPLETE + 1) ELECTRONIC CIRCUITS & SYS / CIRCUITS & ELECTRONICS LAB SI08 1EE 3005 4.0 C+ Fundamentals EE F 07 1EE 3006 1.0 A Fund EE Lab	
***** CONTINUED ON COLUMN 6 PAGE 3 *****	***** CONTINUED ON COLUMN 7 PAGE 4 *****

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	COLUMN	7
SP07 1ME 3222	4.0 C	Des & Mfg II
SP07 1ME 3332	3.0 C	Thermal Sciences II
SP07 1ME 5341	4.0 A-	Thermal Design
SI07 1ME 3281	4.0 C	Sys Dyn & Control
F 07 1EE 3006	1.0 A	Fund EE Lab
F 07 1IE 5511	4.0 C	Human Fact Work Ana
F 07 1ME 3333	3.0 C-	Thermal Sciences III
F 07 1ME 4031W	4.0 C-	Basic Measure Lab
SP08 1IE 5541	4.0 C+	Project Mgmt
SP08 1ME 4054W	4.0 C	Design Projects
SP08 1ME 4231	4.0 C	Mot Cont Lab
SI08 1EE 3005	4.0 C+	Fundamentals EE

	COLUMN	8
COURSE TAKEN PRIOR TO THE START OF THE ATHLETE'S CLOCK DATE CANNOT BE USED TO DETERMINE SATISFACTORY PROGRESS		
F 03 1GC 1086	2.0 B+	Freshman Seminar
F 03 1GC 1251	4.0 B	Wrld Hist: Since 1500
F 03 1GC 1311	3.0 A	General Art
F 03 1GC 1421	3.0 B	Basic Writing
F 03 1MATH1051	3.0 A-	Precalculus I
SP04 1GC 1131	4.0 C+	Prin Biological Science
SP04 1GC 1235W	4.0 C	Law in Society
SP04 1GC 1422	3.0 C+	Writing Lab
SP04 1MATH1151	3.0 B+	Precalculus II
SI04 1MATH1271	4.0 B+	Calculus I
SI04 1SOC 1001	4.0 C	Introduction to Sociology

2) TOTAL HOURS REQUIRED FOR COMPLETION OF THIS DEGREE IF EVERY COURSE TAKEN MEETS ONLY ONE REQUIREMENT (WITH NO DOUBLE DIPPING)
 NEEDS: 137.00 CREDITS

UG Catalog states 128 credit minimum program

ELECTIVE HOURS

NCAA QUANTITATIVE MEASURE
 STUDENTS MUST ACHIEVE SATISFACTORY PROGRESS
 STUDENTS MUST COMPLETE 18 CREDITS IN TWO PRECEDING REGULAR ACADEMIC TERMS AND 6 CREDITS IN PRECEDING REGULAR ACADEMIC TERM. NO SUMMER WORK IS INCLUDED.

- + 1) TOTAL CREDITS THAT ARE CONSIDERED FREE ELECTIVE CREDITS NEEDED TO MEET THE MINIMUM DEGREE CREDIT REQUIREMENT
- 2) FREE ELECTIVE COURSES THAT ARE COUNTED TO MEET THE MINIMUM DEGREE CREDIT REQUIREMENT

- + 1) 18 SEMESTER HOURS OF ACADEMIC CREDIT IN TWO PRECEDING ACADEMIC TERMS. HOURS EARNED DURING THE SUMMER MAY NOT BE USED TO FULFILL THIS REQUIREMENT



- 3) ELECTIVE COURSES CURRENTLY NOT APPLICABLE TO THIS DEGREE PROGRAM
 6.00 CREDITS USED
 F 03 1GC 1086 2.0 B+ Freshman Seminar
 F 03 1MATH1051 3.0 A- Precalculus I
 SP05 1PE 1165 1.0 A IntermediateTumblingsGymnastic
 F 07 1EE 3005 0.0 D >D Fundamentals EE

Not Lib Ed or Major

Prerequisite

- 24.00 CREDITS USED
 F 07 1EE 3006 1.0 A Fund EE Lab
 F 07 1IE 5511 4.0 C Human Fact Work Ana
 F 07 1ME 3333 3.0 C- Thermal Sciences III
 F 07 1ME 4031W 4.0 C- Basic Measure Lab
 SP08 1IE 5541 4.0 C+ Project Mgmt
 SP08 1ME 4054W 4.0 C Design Projects
 SP08 1ME 4231 4.0 C Mot Cont Lab

NCAA 5TH YEAR REQUIREMENTS

Needs C- or better for Major

- + 2) SIX SEMESTER CREDITS MUST BE COMPLETED THE PRECEDING REGULAR ACADEMIC TERM.
 12.00 CREDITS USED
 SP08 1IE 5541 4.0 C+ Project Mgmt
 SP08 1ME 4054W 4.0 C Design Projects
 SP08 1ME 4231 4.0 C Mot Cont Lab

OK CUM GPA REQUIRED FOR ATHLETE - U of M
 2.0 MIN GPA BY THE START OF FIFTH YEAR
 EARNED:143.00 CREDITS 2.494 GPA

STUDENT-ATHLETE ACADEMIC PROGRESS REVIEW

OK NCAA QUALITATIVE MEASURE: AN ATHLETE ENTERING FIFTH YEAR MUST HAVE AT LEAST 80% OF COURSE REQUIREMENTS SUCCESSFULLY COMPLETED

NCAA Bylaw 14.4.3.1.4 Designation of Degree Program. A student-athlete shall designate a program of studies leading toward a specific baccalaureate degree at the certifying institution by the beginning of the third year of enrollment (fifth semester or seventh quarter) and thereafter shall make satisfactory progress towards that specific degree...

- + 1) AT LEAST 80% OF DEGREE REQUIRED COURSEWORK IS COMPLETE
 137.00 CREDITS USED

NCAA Bylaw 14.4.3.1.5 Hours Earned or Accepted for Degree Credit.

***** CONTINUED ON COLUMN 8 PAGE 4 *****

***** CONTINUED ON COLUMN 9 PAGE 5 *****

The Sophomore Year Experience

PREPARED: 09/22/08 - 16:53
PROGRAM: CDAR6.04
1234567
Gopher,Goldy

Institute of Technology
BACHELOR OF MECHANICAL ENGINEERING
UNSPECIFIED/SEMESTER CURRICULUM
University of Minnesota

ACADEMIC PROGRESS AUDIT REPORT
PROGRAM: 1052800222 PAGE 6
BULLETIN T/YR:F 2004

----- COLUMN 11 -----
IP -REQUIREMENT/SUB-REQUIREMENT| >D -DUPLICATE, COURSE TAKEN |
COMPLETED USING IN-PROGRESS| MULTIPLE TIMES COUNTS ONCE |
COURSEWORK | (THIS ONE DOESN'T COUNT) |
+ -SUBREQUIREMENT COMPLETE | IP -COURSE IN PROGRESS |
- -SUBREQUIREMENT NOT COMPLETE| >R -REPEATABLE COURSE, COUNTS |
* -SUB-REQUIREMENT COMPLETION | MORE THAN ONCE |
SYMBOL (+ OR -) NOT NEEDED | >S -CREDITS FOR THIS COURSE |
R -MANDATORY SUBREQUIREMENT | SPLIT BETWEEN REQUIREMENTS |
CW -COURSE WAIVED | RW -REQUIREMENT WAIVED |
EC -EVENT COMPLETION |
* * * * *
(R)-IN COURSE LIST, IDENTIFIES A REQUIRED COURSE

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CONSENT OF THE STUDENT

***** END OF REPORT *****

Appendix 7: NSSE Benchmark Comparisons 2009



University of Minnesota-Twin
Cities

Benchmark Comparisons
August 2009



Interpreting the Benchmark Comparisons Report

To focus discussions about the importance of student engagement and to guide institutional improvement efforts, NSSE created five Benchmarks of Effective Educational Practice: Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment. This Benchmark Comparisons Report compares the performance of your institution with your selected peers or consortium. In addition, page 9 provides two other comparisons between your school and (a) above-average institutions with benchmarks in the top 50% of all NSSE institutions and (b) high-performing institutions with benchmarks in the top 10% of all NSSE institutions. These displays allow you to determine if the engagement of your typical student differs in a statistically significant, meaningful way from the average student in these comparison groups. They also provide more insight into how the student experience varies on your campus and in comparison groups. More detailed information about how benchmarks are created can be found on the NSSE Web site at www.nsse.iub.edu/2009_Institutional_Report/.

Class and Sample

Means are reported for first-year students and seniors. Institution-reported class levels are used. All randomly selected students are included in these analyses. Students in targeted or locally administered oversamples are not included.

Mean

The mean is the weighted arithmetic average of the student level benchmark scores.

Benchmark Description & Survey Items

A description of the benchmark and the individual items used in its creation is provided.

Box and Whiskers Key

A box and whiskers chart is a concise way to summarize the variation of student benchmark scores. This display compares the distribution of scores at your institution, in percentile terms, with that of your comparison groups. The ends of the whiskers show the 5th and 95th percentile scores, while the box is bounded by the 25th and 75th percentiles. The bar inside the box indicates the median score, and the dot shows the mean score.

Statistical Significance

Benchmarks with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, denoting one of three significance levels ($p < .05$, $p < .01$, and $p < .001$). The smaller the significance level, the smaller the likelihood that the difference is due to chance. Please note that statistical significance does not guarantee that the result is substantive or important. Large sample sizes (as with the NSSE project) tend to produce more statistically significant results even though the magnitude of mean differences may be inconsequential. It is recommended to consult effect sizes to judge the practical meaning of the results.

Effect Size*

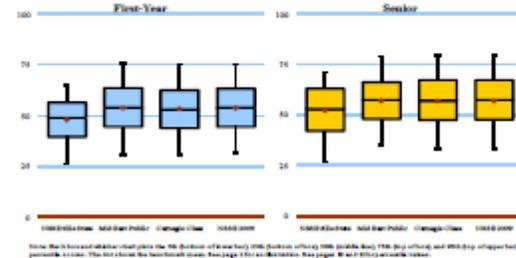
Effect size indicates the practical significance of the mean difference. It is calculated by dividing the mean difference by the pooled standard deviation. In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institution's mean is greater, thus showing an affirmative result for the institution. A negative sign indicates the institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention.

Level of Academic Challenge (LAC)

Mean Comparisons

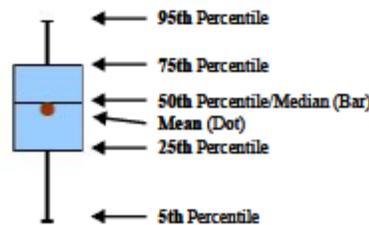
	NSSE 2009 State		Mid East Public		Carnegie Class		NSSE 2009	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
First-Year	47.9	53.8	44.1	53.1	44.4	53.7	44.1	53.8
Senior	52.2	57.4	48.6	56.9	48.1	57.6	48.1	57.6

Distributions of Student Benchmark Scores



Level of Academic Challenge (LAC) Items

- Challenging intellectual and creative work is central to student learning and intellectual quality. Colleges and universities promote a high level of academic achievement by emphasizing the importance of academic effort and setting high expectations for student performance.
- Preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)
- Number of assigned readings, books, or book-length parts of course readings
- Number of written papers or reports of assignments, number of written papers or reports of class assignments, and number of written papers or reports of class assignments
- Consistent emphasis: depth of the basic elements of an idea, experience or theory
- Consistent emphasis: Synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Consistent emphasis: Making judgments about the value of information, arguments, or methods
- Consistent emphasis: Applying theories or concepts to practical problems or to new situations
- Working harder than you thought you would to meet an instructor's standards or expectations
- Campus environment emphasis: Spending significant amount of time studying and on academic work



* See *Contextualizing NSSE Effect Sizes* at www.nsse.iub.edu/pdf/effect_size_guide.pdf for additional information.

The Sophomore Year Experience



National Survey
of Student Engagement

NSSE 2009 Benchmark Comparisons
University of Minnesota-Twin Cities

Level of Academic Challenge (LAC)

Mean Comparisons

University of Minnesota-Twin Cities compared with:

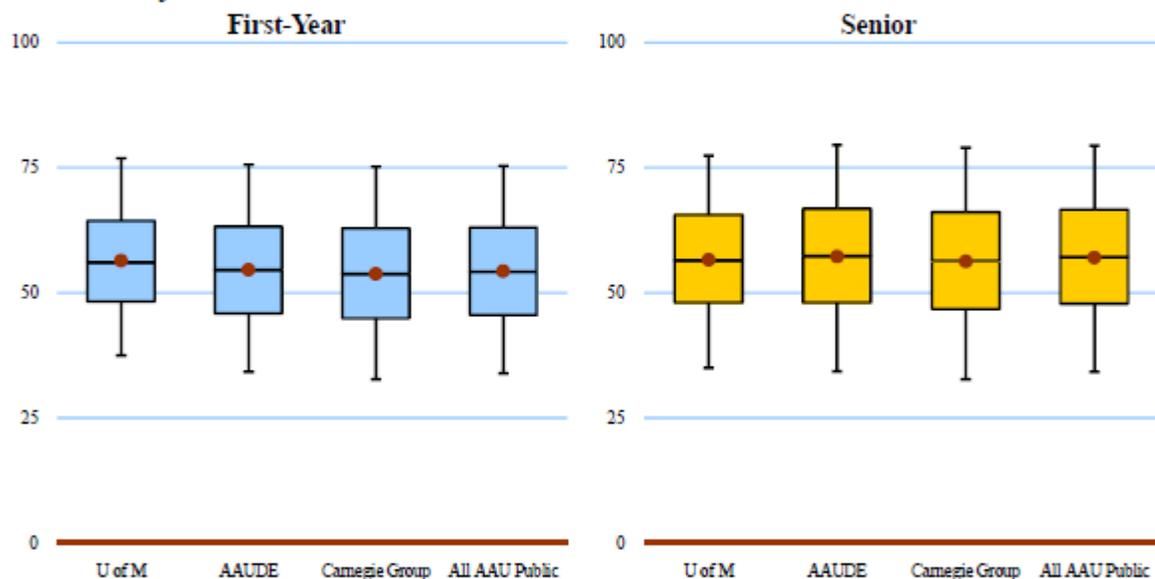
Class	U of M	AAUDE		Carnegie Group		All AAU Public		Effect Size ^a
	Mean ^a	Mean ^a	Sig ^b	Mean ^a	Sig ^b	Mean ^a	Sig ^b	
First-Year	56.4	54.6	***	53.8	***	54.4	***	.15
Senior	56.6	57.3		56.3		57.1		-.02

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^a Mean difference divided by the pooled standard deviation.

Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of **20 pages or more**; number of written papers or reports of **between 5 and 19 pages**; and number of written papers or reports of **fewer than 5 pages**
- Coursework emphasizes: **Analysis** of the basic elements of an idea, experience or theory
- Coursework emphasizes: **Synthesis** and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizes: **Making of judgments** about the value of information, arguments, or methods
- Coursework emphasizes: **Applying** theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizes: Spending significant amount of time studying and on academic work.



Active and Collaborative Learning (ACL)

Mean Comparisons

University of Minnesota-Twin Cities compared with:

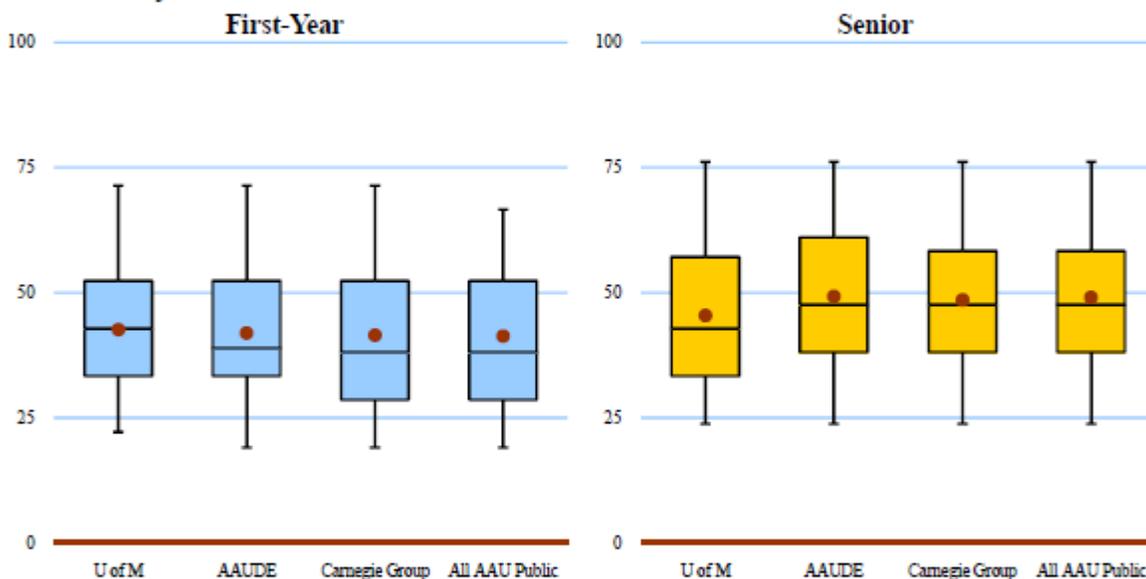
Class	U of M	AAUDE		Carnegie Group			All AAU Public			
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	42.6	41.9		.05	41.5	*	.07	41.3	**	.09
Senior	45.4	49.3	***	-.23	48.6	***	-.18	49.0	***	-.22

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Active and Collaborative Learning (ACL) Items

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects **during class**
- Worked with classmates **outside of class** to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project (e.g., service learning) as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

The Sophomore Year Experience



National Survey
of Student Engagement

NSSE 2009 Benchmark Comparisons
University of Minnesota-Twin Cities

Student-Faculty Interaction (SFI)

Mean Comparisons

University of Minnesota-Twin Cities compared with:

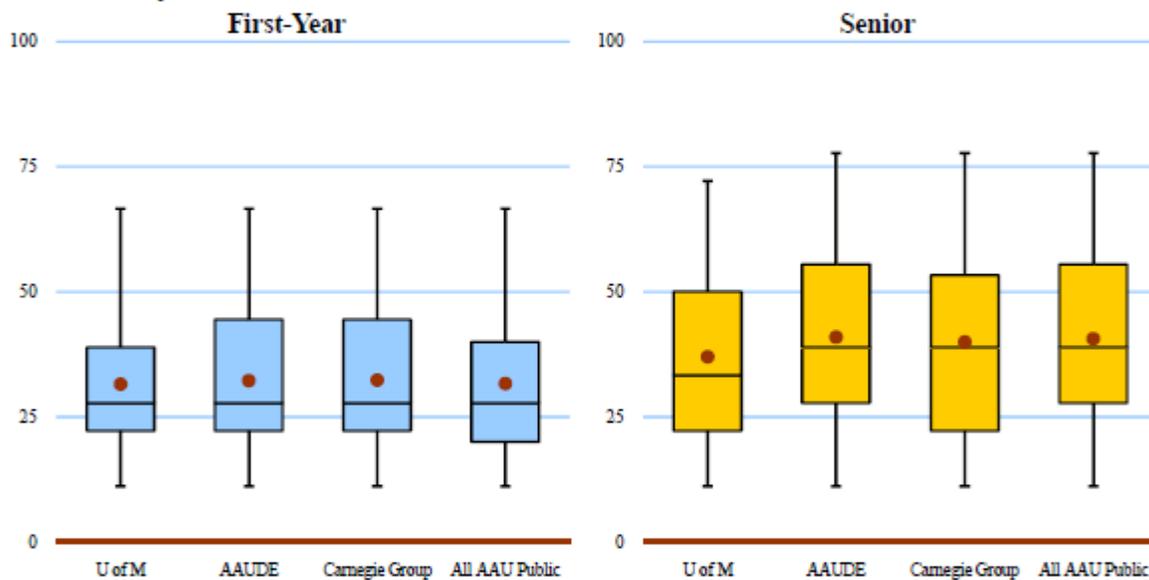
Class	U of M	AAUDE			Carnegie Group			All AAU Public		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	31.6	32.2		-.04	32.4		-.05	31.7		-.01
Senior	37.0	40.9	***	-.19	40.0	***	-.14	40.6	***	-.18

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Student-Faculty Interaction (SFI) Items

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt written or oral feedback from faculty on your academic performance
- Worked on a research project with a faculty member outside of course or program requirements

The Sophomore Year Experience



NSSE 2009 Benchmark Comparisons
University of Minnesota-Twin Cities

Enriching Educational Experiences (EEE)

Mean Comparisons

University of Minnesota-Twin Cities compared with:

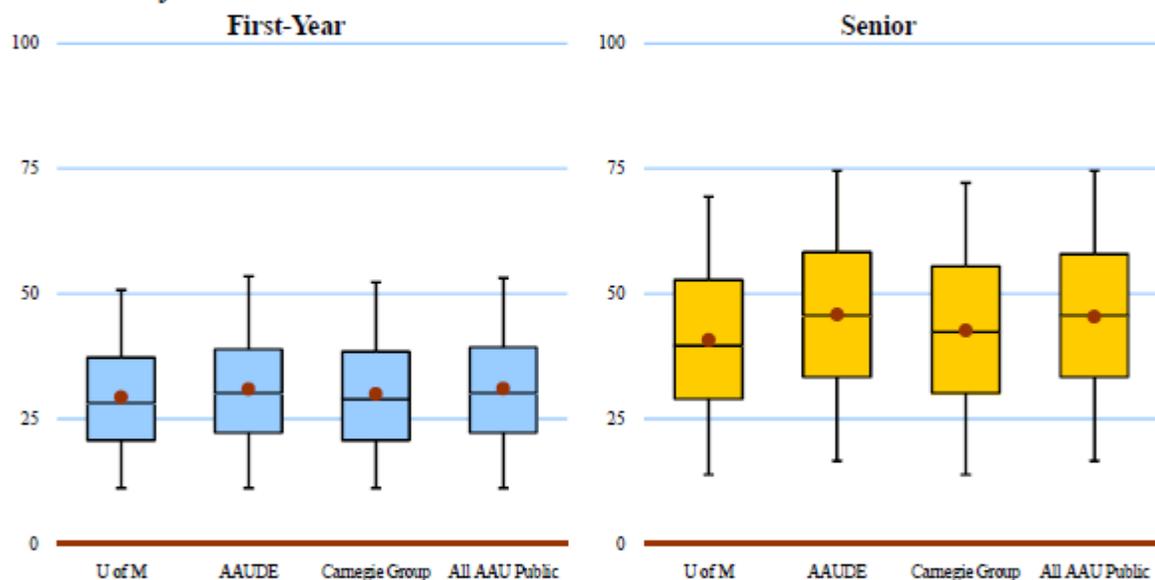
Class	U of M	AAUDE			Carnegie Group			All AAU Public		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	29.4	31.0	***	-.12	30.0		-.05	31.1	***	-.13
Senior	40.8	45.9	***	-.29	42.7	**	-.11	45.5	***	-.27

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Enriching Educational Experiences (EEE) Items

Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

- Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework / Study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity than your own
- Using electronic medium (e.g., listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

The Sophomore Year Experience



National Survey
of Student Engagement

NSSE 2009 Benchmark Comparisons
University of Minnesota-Twin Cities

Supportive Campus Environment (SCE)

Mean Comparisons

University of Minnesota-Twin Cities compared with:

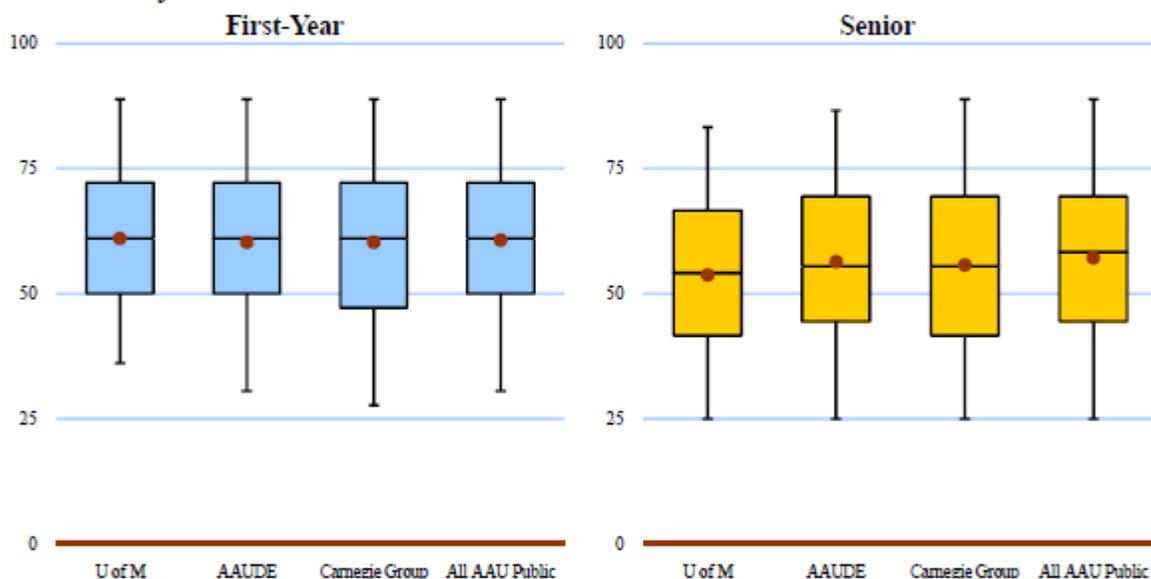
Class	U of M	AAUDE			Carnegie Group		All AAU Public			
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	61.0	60.3		.04	60.3		.04	60.7		.02
Senior	53.7	56.4	***	-.14	55.7	**	-.11	57.2	***	-.18

^a Weighted by gender, enrollment status, and institutional size.

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by the pooled standard deviation.

Distributions of Student Benchmark Scores



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Supportive Campus Environment (SCE) Items

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices



Interpreting the Top 10% and Top 50% Comparisons

This section of the NSSE Benchmark Comparisons report allows you to estimate the performance of your average student in relation to the average student attending two different institutional peer groups identified by NSSE for their high levels of student engagement: (a) those with benchmark scores placing them in the top 50% of all NSSE schools in 2009 and (b) those with benchmark scores in the top 10% for 2009.³ These comparisons allow an institution to determine if the engagement of their students differs in significant, meaningful ways from students in these high performing peer groups.

Example

NSSEville State compared with

	NSSEville State	NSSE 2009 Top 50%			NSSE 2009 Top 10%			
		Mean	Mean	Sig	Effect size	Mean	Sig	Effect size
First-Year	LAC	57.1	55.8	*	.10	60.5	***	-0.28
	ACL	50.3	45.8	***	.28	50.7		-0.02
	SFI	37.3	37.2		.01	42.0	***	-0.24
	EEE	21.8	30.0	***	-.63	34.4	***	-0.98
	SCE	60.9	64.7	***	-.21	69.7	***	-0.49

NSSEville State CAN conclude...

- ♦ The average score for NSSEville State first-year students is slightly above (i.e., small positive effect size) that of the average student attending NSSE 2009 schools that scored in the top 50% on Level of Academic Challenge (LAC).
- ♦ The average NSSEville State first-year student is as engaged (i.e., not significantly different) as the average student attending NSSE 2009 schools that scored in the top 10% on Active and Collaborative Learning (ACL).
- ♦ It is *likely* that NSSEville State is in the top 50% of all NSSE 2009 schools for first-year students on Level of Academic Challenge (LAC) and Active and Collaborative Learning (ACL).⁴

NSSEville State CANNOT conclude⁴...

- ♦ NSSEville State is in the top half of all schools on the Student-Faculty Interaction (SFI) benchmark for first-year students.⁴
- ♦ NSSEville State is a "top ten percent" institution on Active and Collaborative Learning (ACL) for first-year students.⁴

For additional information on how to understand and use the Top 50% and Top 10% section of the benchmark report, see www.nsse.iub.edu/2009_Institutional_Report/.

³ Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each benchmark, separately for first-year and senior students. Using this method, benchmark scores of institutions with relatively large standard errors are adjusted substantially toward the grand mean of all students, while those with smaller standard errors receive smaller corrections. Thus, schools with less stable data, though they may have high scores, may not be identified among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release individual school results and our policy against the ranking of institutions.

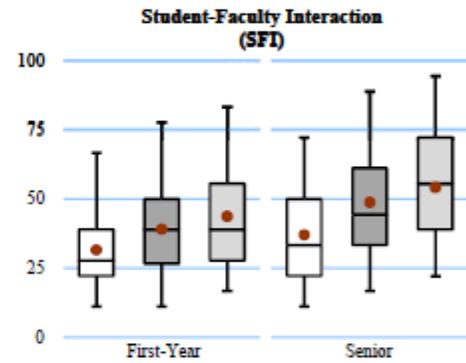
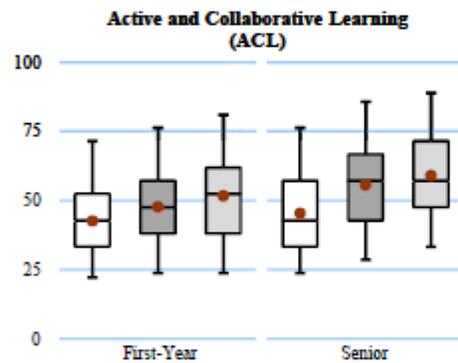
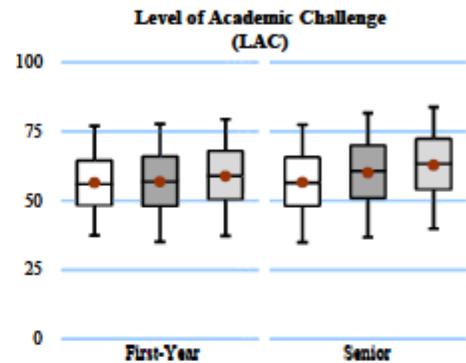
The Sophomore Year Experience



NSSE 2009 Benchmark Comparisons With Highly Engaging Institutions University of Minnesota-Twin Cities

U of M compared with

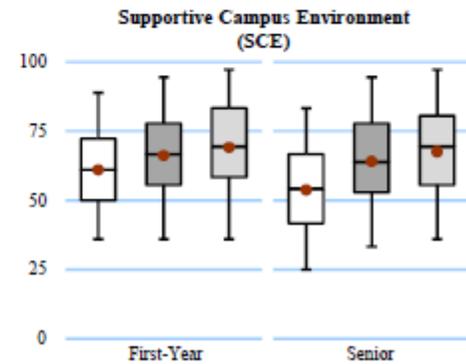
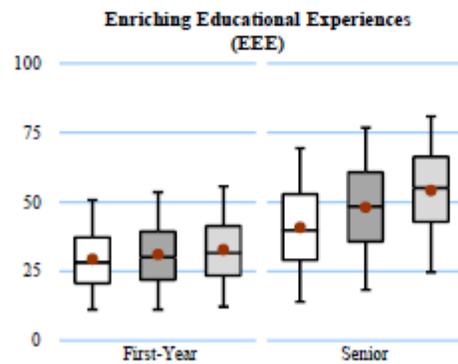
	U of M Mean ^a	NSSE 2009 Top 50%			NSSE 2009 Top 10%			
		Mean ^a	Sig ^b	Effect size ^c	Mean ^a	Sig ^b	Effect size ^c	
First-Year	LAC	56.4	56.8		-0.03	58.9	***	-0.19
	ACL	42.6	47.8	***	-0.31	51.7	***	-0.53
	SFI	31.6	39.1	***	-0.39	43.7	***	-0.60
	EEE	29.4	31.0	***	-0.12	32.8	***	-0.25
	SCE	61.0	66.2	***	-0.29	69.1	***	-0.45
Senior	LAC	56.6	60.1	***	-0.26	62.8	***	-0.47
	ACL	45.4	55.7	***	-0.61	59.1	***	-0.80
	SFI	37.0	48.8	***	-0.55	54.2	***	-0.80
	EEE	40.8	48.1	***	-0.41	54.2	***	-0.79
	SCE	53.7	64.1	***	-0.55	67.5	***	-0.75



Legend

- U of M
- Top 50%
- Top 10%

This display compares your students with those attending schools that scored in the top 50% and top 10% of all NSSE 2009 institutions on a particular benchmark.



Note: Each box and whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

^a Weighted by gender, enrollment status, and institutional size.
^b * p<.05 ** p<.01 ***p<.001 (2-tailed).
^c Mean difference divided by the pooled standard deviation.

The Sophomore Year Experience



NSSE 2009 Benchmark Comparisons Detailed Statistics and Effect Sizes ^a University of Minnesota-Twin Cities

First-Year Students

	Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
	Mean	SD ^b	SEM ^c	Percentiles ^d					Deg. of Freedom ^e	Mean Diff.	Sig. ^f	Effect size ^g
				5th	25th	50th	75th	95th				
LEVEL OF ACADEMIC CHALLENGE (LAC)												
U of M (N = 1010)	56.4	11.9	.4	37	48	56	64	77				
AAUDE	54.6	12.6	.1	34	46	55	63	76	1,210	1.8	.000	.15
Carnegie Group	53.8	13.0	.1	33	45	54	63	75	1,112	2.6	.000	.20
All AAU Public	54.4	12.7	.1	34	46	54	63	75	1,188	2.1	.000	.16
Top 50%	56.8	13.1	.1	35	48	57	66	78	1,058	-4	.326	-.03
Top 10%	58.9	12.9	.1	37	50	59	68	79	1,186	-2.4	.000	-.19
ACTIVE AND COLLABORATIVE LEARNING (ACL)												
U of M (N = 1048)	42.6	15.3	.5	22	33	43	52	71				
AAUDE	41.9	15.7	.1	19	33	39	52	71	14,123	.7	.156	.05
Carnegie Group	41.5	15.9	.1	19	29	38	52	71	1,136	1.2	.017	.07
All AAU Public	41.3	15.5	.1	19	29	38	52	67	15,903	1.3	.008	.09
Top 50%	47.8	16.6	.1	24	38	48	57	76	1,105	-5.1	.000	-.31
Top 10%	51.7	17.5	.2	24	38	52	62	81	1,368	-9.1	.000	-.53
STUDENT-FACULTY INTERACTION (SFI)												
U of M (N = 1010)	31.6	16.6	.5	11	22	28	39	67				
AAUDE	32.2	17.3	.2	11	22	28	44	67	13,037	-.7	.233	-.04
Carnegie Group	32.4	17.5	.1	11	22	28	44	67	1,102	-.8	.127	-.05
All AAU Public	31.7	17.2	.1	11	20	28	40	67	14,674	-1	.872	-.01
Top 50%	39.1	19.2	.1	11	27	39	50	78	1,077	-7.5	.000	-.39
Top 10%	43.7	20.6	.3	17	28	39	56	83	1,522	-12.1	.000	-.60
ENRICHING EDUCATIONAL EXPERIENCES (EEE)												
U of M (N = 996)	29.4	12.3	.4	11	21	28	37	51				
AAUDE	31.0	13.0	.1	11	22	30	39	54	12,630	-1.6	.000	-.12
Carnegie Group	30.0	13.1	.1	11	21	29	38	52	24,912	-.6	.140	-.05
All AAU Public	31.1	13.1	.1	11	22	30	39	53	14,216	-1.7	.000	-.13
Top 50%	31.0	13.4	.1	11	22	30	39	54	1,036	-1.7	.000	-.12
Top 10%	32.8	13.7	.1	12	23	32	41	56	1,130	-3.4	.000	-.25
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)												
U of M (N = 984)	61.0	16.9	.5	36	50	61	72	89				
AAUDE	60.3	17.9	.2	31	50	61	72	89	1,184	.7	.191	.04
Carnegie Group	60.3	18.3	.1	28	47	61	72	89	1,082	.8	.173	.04
All AAU Public	60.7	18.0	.2	31	50	61	72	89	1,159	.3	.563	.02
Top 50%	66.2	18.1	.1	36	56	67	78	94	1,037	-5.2	.000	-.29
Top 10%	69.1	18.3	.2	36	58	69	83	97	1,237	-8.1	.000	-.45

^a All statistics are weighted by gender, enrollment status, and institutional size.

^b Standard deviation is a measure of the average amount the individual scores deviate from the mean of all the scores in the distribution.

^c The 95% confidence interval for the population mean is equal to the sample mean plus/minus 1.96 times the standard error of the mean.

^d A percentile is the point in the distribution of student-level benchmark scores at or below which a given percentage of benchmark scores fall.

^e Degrees of freedom used to compute the t-test. Values vary for the total Ns due to weighting and the equal variance assumption.

^f Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

^g Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.

The Sophomore Year Experience



National Survey of Student Engagement

NSSE 2009 Benchmark Comparisons Detailed Statistics and Effect Sizes ^a University of Minnesota-Twin Cities

Seniors

	Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
	Mean	SD ^b	SEM ^c	5th	Percentiles ^d			95th	Deg. of Freedom ^e	Mean Diff.	Sig. ^f	Effect size ^g
LEVEL OF ACADEMIC CHALLENGE (LAC)												
U of M (N = 876)	56.6	12.9	.4	35	48	56	66	77				
AAUDE	57.3	13.9	.2	34	48	57	67	80	1,148	-.7	.146	-.05
Carnegie Group	56.3	14.1	.1	33	47	56	66	79	993	.3	.495	.02
All AAU Public	57.1	13.9	.2	34	48	57	67	79	1,114	-.5	.315	-.03
Top 50%	60.1	13.7	.1	37	51	61	70	82	945	-3.5	.000	-.26
Top 10%	62.8	13.3	.2	40	54	63	72	84	6,157	-6.2	.000	-.47
ACTIVE AND COLLABORATIVE LEARNING (ACL)												
U of M (N = 906)	45.4	15.9	.5	24	33	43	57	76				
AAUDE	49.3	16.6	.2	24	38	48	61	76	8,333	-3.8	.000	-.23
Carnegie Group	48.6	17.1	.1	24	38	48	58	76	1,020	-3.2	.000	-.18
All AAU Public	49.0	16.6	.2	24	38	48	58	76	9,310	-3.6	.000	-.22
Top 50%	55.7	16.9	.1	29	43	57	67	86	987	-10.3	.000	-.61
Top 10%	59.1	17.2	.2	33	48	57	71	89	1,330	-13.7	.000	-.80
STUDENT-FACULTY INTERACTION (SFI)												
U of M (N = 885)	37.0	19.5	.7	11	22	33	50	72				
AAUDE	40.9	20.3	.2	11	28	39	56	78	7,860	-3.9	.000	-.19
Carnegie Group	40.0	20.4	.2	11	22	39	53	78	16,982	-2.9	.000	-.14
All AAU Public	40.6	20.2	.2	11	28	39	56	78	8,773	-3.6	.000	-.18
Top 50%	48.8	21.3	.2	17	33	44	61	89	989	-11.8	.000	-.55
Top 10%	54.2	22.0	.4	22	39	56	72	94	1,613	-17.1	.000	-.80
ENRICHING EDUCATIONAL EXPERIENCES (EEE)												
U of M (N = 862)	40.8	16.7	.6	14	29	40	53	69				
AAUDE	45.9	17.6	.2	17	33	46	58	75	1,121	-5.1	.000	-.29
Carnegie Group	42.7	17.8	.1	14	30	42	56	72	973	-1.9	.001	-.11
All AAU Public	45.5	17.5	.2	17	33	46	58	75	1,086	-4.7	.000	-.27
Top 50%	48.1	17.8	.1	18	36	48	61	77	930	-7.3	.000	-.41
Top 10%	54.2	17.1	.2	25	43	55	66	81	6,055	-13.4	.000	-.79
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)												
U of M (N = 855)	53.7	17.6	.6	25	42	54	67	83				
AAUDE	56.4	18.5	.2	25	44	56	69	87	7,485	-2.6	.000	-.14
Carnegie Group	55.7	18.9	.2	25	42	56	69	89	16,215	-2.0	.002	-.11
All AAU Public	57.2	18.7	.2	25	44	58	69	89	8,378	-3.4	.000	-.18
Top 50%	64.1	18.8	.1	33	53	64	78	94	935	-10.3	.000	-.55
Top 10%	67.5	18.5	.3	36	56	69	81	97	5,992	-13.8	.000	-.75

^a All statistics are weighted by gender, enrollment status, and institutional size.

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^f Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

^g Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the pooled standard deviation.

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