

HELPING SOPHOMORES SUCCEED

*Understanding and
Improving the
Second-Year
Experience*

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Helping Sophomores Succeed Understanding And Improving The Second Year Experience

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Helping Sophomores Succeed Mary Stuart Hunter, Barbara F. Tobolowsky, John N. Gardner, Scott E. Evenbeck, Jerry A. Pattengale, Molly Schaller, Laurie A. Schreiner, 2009-11-02 *Helping Sophomores Succeed* offers an in depth comprehensive understanding of the common challenges that arise in a student's second year of college. Sponsored by the University of South Carolina's National Resource Center for The First Year Experience and Students in Transition, this groundbreaking book offers an examination of second year student success and satisfaction using both quantitative and qualitative measures from national research findings. *Helping Sophomores Succeed* serves as a foundation for designing programs and services for the second year student population that will help to promote retention, academic and career development, and personal transition and growth. Praise for *Helping Sophomores Succeed*: Lost, lonely, stressed, pressured, unsupported, frequently indecisive, and invisible, many sophomores fall off the radar of campus educators at a time when they may most be seeking purpose, meaning, direction, intellectual challenge, and intellectual capacity building. The fine scholars who focused educators on the first year and senior transitions have done it again: a magnificent book to focus on the sophomore year. Susan R. Komives, College Student Personnel Program, University of Maryland. For years, student-centered institutions have front loaded resources to promote student success in the first college year. This volume is rich with instructive ideas for how to sustain this important work in the second year of college. George D. Kuh, Chancellor's Professor and director, Indiana University Center for Postsecondary Research. A pioneering work, this brilliant text explores in practical and meaningful ways the all but neglected sophomore year experience when students face critical choices about their major, their profession, their life purpose. Betty L. Siegel, president emerita, Kennesaw State University. All members of the campus community—faculty, student affairs, educators, staff, and students—will benefit from learning about the unique challenges of the second college year. The book provides research and best practices to help educators and students craft an integrated, comprehensive approach to helping second year students succeed. Marcia Baxter Magolda, distinguished professor, Educational Leadership, Miami University. The National Resource Center for The First Year Experience and Students in Transition supports and advances efforts to improve student learning and transitions into and through higher education by providing opportunities for the exchange of practical, theory-based information and ideas. *Sustaining Support for Sophomore Students* Catherine Hartman, Dallin George Young, 2021-12-28 The sophomore year represents a critical transition for students. As institutions shift their attention from these students to the incoming class, sophomores can feel unsupported as they face increased academic challenges and explore major and career options. Sophomore dropout and disengagement has led administrators, faculty, and researchers to increase their attention to these students' unique needs. The 2019 National Survey of Sophomore Year Initiatives sought to explore institutional responses to and support for sophomore students. This new report reviews these findings, including institutional practices related to academic advising for sophomores. Additionally, the report offers

implications for research and practice by highlighting the ways in which institutional efforts and initiatives can be better designed for responsiveness based on differences in campus context student backgrounds and student needs Stepping up to the Second Year at University Clare Milsom, Martyn Stewart, Mantz Yorke, Elena Zaitseva, 2014-11-20 Programmes in higher education tend to focus attention on the student's first year because of concerns about student transition and retention and on their final year because of student exiting for their future careers The middle years of programmes receive relatively little attention which can often lead to a slump in student development at a crucial point in their studies Stepping up to the Second Year at University provides practical advice that can be implemented by staff throughout higher education institutions Rather than providing a set of prescriptions to be slavishly implemented it prompts practitioners to think constructively about curriculum design and delivery and about maximising student potential within the context of their particular institution Amongst the questions asked in this book are In what way do students' perceptions of their experience shift as they progress through the first two years of study How do psychological factors bear on student engagement and performance in the second year What in the second year curriculum might need greater attention How can the analysis of institutional data help This book builds on critiques existing international research on the mid years experience and also features evidence from a significant new research project from Liverpool John Moores University provides a number of starting points for institutions' enhancement activities as they seek to make the experience of their students as rewarding as possible It is a must read for institutional managers of higher academic programmes higher education practitioners and anyone interested in the development of teaching at higher education level **Improving the Student Experience**

Michelle Morgan, 2013-06-17 This book outlines a new student lifecycle framework for practitioners together with working solutions to real problems in the form of exemplar case studies from the UK and internationally Developing and Sustaining Successful First-Year Programs Gerald M. Greenfield, Jennifer R. Keup, John N. Gardner, 2013-07-29 Developing and Sustaining Successful First Year Programs First year programs and interventions have become critical launching pads for student success and retention in higher education However these programs often flounder not because of what they are trying to do but because of the ways in which they are implemented Developing and Sustaining Successful First Year Programs offers faculty academic administrators and student affairs professionals a comprehensive and practical resource that includes step by step guidance for developing new first year programs and enhancing existing programs The book explores the key elements that contribute to sustained student success and the programs that have the capacity to continue to meet student needs while making the most of scarce resources The authors show how to create and sustain critical partnerships put in place the needed organizational structures and include strategies for developing effective assessments and evaluations Developing and Sustaining Successful First Year Programs is filled with illustrative examples and profiles of successful programs from a range of institutions that vary in size type selectivity and culture Examples of common programs

and interventions include summer bridge programs student orientation first year seminars learning communities residential programs developmental education and many more Based in scholarly literature theory and practice the book highlights the initiatives that facilitate the transition learning development and success of new college students *Examining Student Retention and Engagement Strategies at Historically Black Colleges and Universities* Hinton, Samuel L., Woods, Antwon D., 2018-12-04 As higher educational learning enters a new age Historically Black Colleges and Universities HBCUs are seeking innovative ways to establish strategies to compete with other academic institutions As establishments that have played a pivotal role in transforming the landscape of higher education HBCUs are facing rapid transformation and various obstacles leading to questions regarding to the cost quality and sustainability of these institutions *Examining Student Retention and Engagement Strategies at Historically Black Colleges and Universities* is a pivotal reference source that provides vital research on the role of HBCUs in today's higher education and the various research methods addressing student retention rates success levels and engagement While highlighting topics such as enrollment management student engagement and online learning this publication explores successful engagement strategies that promote educational quality and equality as well as the methods of social integration and involvement for students This book is ideally designed for researchers academicians scholars educational administrators policymakers graduate students and curriculum designers

The SAGE Encyclopedia of Higher Education Miriam E. David, Marilyn J. Amey, 2020-05-21 Higher Education is in a state of ferment People are seriously discussing whether the medieval ideal of the university as being excellent in all areas makes sense today given the number of universities that we have in the world Student fees are changing the orientation of students to the system The high rate of non repayment of fees in the UK is provoking difficult questions about whether the current system of funding makes sense There are disputes about the ratio of research to teaching and further discussions about the international delivery of courses **The First-Year Seminar** Jennifer R. Keup, Joni Webb Petschauer, James E. Groccia, Mary Stuart Hunter, Brad Garner, Jennifer A. Latino, Michelle L. Ashcraft, Daniel B. Friedman, 2023-07-24 The First Year Seminar Designing Implementing and Assessing Courses to Support Student Learning and Success a five volume series is designed to assist educators who are interested in launching a first year seminar or revamping an existing program Each volume examines a different aspect of first year seminar design or administration and offers suggestions for practice grounded in research on the seminar the literature on teaching and learning and campus based examples Because national survey research suggests that the seminar exists in a variety of forms on college campuses and that some campuses combine one or more of these forms to create a hybrid seminar the series offers a framework for decision making rather than a blueprint for course design The series includes Volume I Designing and Administering the Course Volume II Instructor Training and Development Volume III Teaching in the First Year Seminar Volume IV Using Peers in the Classroom Volume V Assessing the First Year Seminar Editors Authors Volume I Jennifer R Keup Joni Webb Petschauer Volume II James E Groccia Mary Stuart

Hunter Volume III Brad Garner Volume IV Jennifer A Latino Michelle L Ashcraft Volume V Daniel B Friedman **Paths to Learning** Barbara F. Tobolowsky, 2014-09-17 Higher education institutions are more diverse than ever before as are the students they serve Because of this great diversity there is no silver bullet one approach that will work for teaching all students in all circumstances This book offers a succinct description of several pedagogical paths available to faculty that can actively engage all students In addition to providing the most recent information on learning and assessment individual chapters tackle different approaches including critical pedagogy contemplative pedagogy strengths based teaching and cooperative collaborative learning While the discussion is grounded in theory authors present examples of applying these approaches in physical and virtual learning environments Paths to Learning is a valuable overview of engaging pedagogies for educators seeking to sharpen their teaching skills which in turn will help students become more confident and successful learners **Transforming Students** Charity Johansson, Peter Felten, 2014-03-11 College has the power to transform students into intentional critical and engaged people The recent trend of trying to measure higher education's return on investment misses a fundamental point argue Charity Johansson and Peter Felten The central purpose of a college or university is to transform the lives of students not to merely change them or help them mature This transformation is an ongoing process of intentionally aligning one's behavior with one's core sense of personal identity It is the university's central role to lead students in this transformation a process that shapes students into intentional critical and engaged individuals Recognizing the remarkable influence of the college experience on people's lives the authors offer a guide to how colleges and universities can effectively lead students through this life-changing process Drawn from extensive interviews with students and graduates faculty and staff Transforming Students gathers diverse stories to show how students experience the transformation process which rarely follows a neat or linear path The interviews illustrate central themes from the literature on transformative learning and the undergraduate student experience A sequel of sorts to George Keller's classic Transforming a College which chronicled Elon University's metamorphosis from struggling college to a top regional university Transforming Students addresses the school's core educational mission to shape students into engaged adults who embrace learning as a lifelong endeavor Given this effect the college experience is much more than preparation for a career It is preparation for life Thriving in Transitions Denise D. Nelson, Laurie A. Schreiner, Michelle C. Louis, 2012-05-17 Thriving in Transitions A Research Based Approach to College Student Success represents a paradigm shift in the student success literature Grounded in positive psychology the thriving concept reframes the student success conversation by focusing on the characteristics amenable to change and that promote high levels of academic interpersonal and intrapersonal performance in the college environment The authors contend that a focus on remediating student characteristics or merely encouraging specific behaviors is inadequate to promote success in college and beyond The collection presents six research studies describing the characteristics that predict thriving in different groups of college students including first year students

transfer students high risk students students of color sophomores and seniors and offers recommendations for helping students thrive in college and life **Personal Librarians** Lynne Bisko, Heather Buchansky, Brian C. Gray, E. Gail Reese, 2019-05-17 Experienced authors describe all aspects of a personal librarian program including potential campus partners diverse student populations marketing approaches technology integration various assessment methods and common pitfalls and how to avoid them In order to get the most out of their research students need to understand the depth of resources and services available to them Personal librarian programs help students especially new ones to feel welcome in the library and comfortable asking for assistance They provide enhanced support and serve as students point of contact to help them build the information literacy skills necessary to successfully navigate their academic path Personal Librarians Building Relationships for Student Success focuses on specific ways to connect with and to engage first year and other new to campus students The authors provide concrete guidance informed by interviews with other librarians who have successfully implemented such programs for librarians wishing to begin or expand programs of their own Personal librarian programs provide opportunities for the proactive to build relationships that grow student confidence as future needs arise and the authors who coordinate personal librarian programs at their own institutions demonstrate how well they work

From Disability to Diversity Lynne C. Shea, Linda Hecker, Adam R. Lalor, 2019-02-25 Colleges and universities are seeing increasing numbers of students with a range of disabilities enrolling in postsecondary education Many of these disabilities are invisible and despite their potential for negative impact on students academic and social adjustment some students will choose not to identify as having a disability or request support Approaching disability from the perspective of difference the authors of this new volume offer guidance on creating more inclusive learning environments on campus so that all students whether or not they have a recognized disability have the opportunity to succeed Strategies for supporting students with specific learning disabilities attention deficit hyperactivity disorder autism spectrum disorder or who display learning and behavioral characteristics associated with these profiles are described A valuable resource for instructors advisors academic support personnel and others who work directly with college students **Prioritizing Skills Development for Student Employability** Christiansen, Bryan, Even, Angela M., 2024-02-27 In the throes of a global skills gap and relentless labor market disruptions organizations grapple with the pressing challenge of aligning workforce skills with the demands of a hypercompetitive economy Reports from influential entities like the World Economic Forum and McKinsey Company underscore the urgency for strategic interventions to bridge this divide Despite the pivotal role of higher education and corporate training recent findings from the Society for Human Resource Management SHRM reveal a persistent struggle in finding candidates equipped with the requisite skills for a multitude of available jobs The deficiencies span from foundational communication skills to complex problem solving abilities posing a formidable hurdle for organizations seeking qualified talent Prioritizing Skills Development for Student Employability emerges as a solution to the skills misalignment conundrum

by delving into the heart of the issue dissecting the intricacies of global workforce dynamics education industry collaborations and the evolving landscape of corporate training By exploring topics such as learning analytics educational artificial intelligence AI and effective leadership in the context of present day human resource management the book provides a comprehensive roadmap for both academic scholars and professionals to navigate the complex terrain of skills development

On the Fast Track: Understanding the Opportunities and Challenges of Dual Credit: ASHE Higher Education Report, Volume 42, Number 3 Barbara F. Tobolowsky, Taryn Ozuna Allen, 2016-03-29 The dual credit curricular initiative offers high school students the opportunity to earn college and high school credits simultaneously without taking a standardized test to acquire the credit The courses are purported to introduce students to a more rigorous curriculum in high school and save them time and money in their pursuit of college degrees Dual credit programs have grown rapidly and this monograph provides a synthesis of the scholarly literature on dual credit offered at high school and a variety of postsecondary settings underrepresented students experiences with the course s and suggestions for future research and drivers that will influence its development Originally these initiatives focused on high achieving students but additional models have emerged that expand the benefits to lower and middle achieving students as well This is the third issue of the 42nd volume of the Jossey Bass series ASHE Higher Education Report Each monograph is the definitive analysis of a tough higher education issue based on thorough research of pertinent literature and institutional experiences Topics are identified by a national survey Noted practitioners and scholars are then commissioned to write the reports with experts providing critical reviews of each manuscript before publication

Higher Education and First-Generation Students R. Jehangir, 2010-11-22 Offers readers a rich understanding of the experience of students who are first in their family to attend college This book is a theoretically informed study of the lived experience of FG students and draws on their voices to demonstrate how their insights interface with what we as educators think we know about them

Teaching the Whole Student David Schoem, Christine Modey, Edward P. St. John, 2023-07-03 Published in association with Teaching the Whole Student is a compendium of engaged teaching approaches by faculty across disciplines These inspiring authors offer models for instructors who care deeply about their students respect and recognize students social identities and lived experiences and are interested in creating community and environments of openness and trust to foster deep learning academic success and meaning making The authors in this volume stretch the boundaries of academic learning and the classroom experience by seeking to identify the space between subject matter and a student s core values and prior knowledge They work to find the interconnectedness of knowledge understanding meaning inquiry and truth They appreciate that students bring their full lives and experiences their heart and spirit into the classroom just as they bring their minds and intellectual inquiry These approaches contribute to student learning and the core academic purposes of higher education help students find meaning and purpose in their lives and help strengthen our diverse democracy through students active participation and leadership in

civic life They also have a demonstrated impact on critical and analytical thinking student retention and academic success personal well being commitments to civic engagement diversity and social justice Topics discussed Teacher student relationships and community building How teaching the whole student increases persistence and completion rates How an open learning environment fosters critical understanding Strategies for developing deep social and personal reflection in experiential education and service learning The authors of this book remind us in poignant and empirical ways of the importance of teaching the whole student as the book's title reflects Undergraduate Research for Student Engagement and Learning Joseph L. Murray, 2017-08-09 There is growing interest in undergraduate research given its benefits to students faculty members and the institution For higher education scholars faculty and administrators this book logically synthesizes the literature to demonstrate its impact on facilitation of learning and engagement and to chart a course for expanding and improving these opportunities This book provides a comprehensive overview of undergraduate research as a high impact practice in postsecondary education from its theoretical underpinnings and research base to student participation and faculty incentives This important resource offers analysis of the current state of undergraduate research explores challenges and unresolved questions affecting undergraduate research and provides implications for research and practice *Supporting Neurodiverse College Student Success* Elizabeth M.H. Coghill, Jeffrey G. Coghill, 2020-11-12 The basic premise of neurodiversity is that there is no normal baseline for brain processes but that all individual brains vary and therefore are diverse The CAST organization estimates that 11% of college students enrolling in post secondary campuses having a learning disability or learning difference As neurodiverse students enroll in post secondary education the environments within which these students learn can either support or impede their ability to succeed Simply put a neurodiverse campus population means that educators recognize that all students process and learn differently and must adapt our approaches and services in order to reach and support all students enrolled on our campuses Neurodiverse students are a growing population on today's college campus Their growing presence prompts new approaches to support their success and change traditional student services and collegiate experiences This practical guide Assists readers in better understanding neurodiverse students and the way campus services can create welcoming environments Explores the role Universal Design for Learning UDL and Executive Functioning EF plays in student success and Focuses on specific collegiate offices and services that effectively address the needs of neurodiverse learners Chapters cover tutoring learning supports academic coaching academic advising career services residential living and classroom experiences that impact and assist neurodiverse college students *Positive Psychology and Appreciative Inquiry in Higher Education* Peter C. Mather, Eileen Hulme, 2013-09-18 Given the shared interest between higher education and positive psychology in developing healthy and productive human beings this issue explores how this new subdiscipline of psychology can contribute to the mission of higher education It presents a variety of strategies for bolstering student learning and development The authors also draw from

appreciative inquiry which like positive psychology is based on studying strengths but focuses on organizational rather than individual performance During a time of daunting challenges positive psychology and appreciative inquiry can help to leverage higher education s many assets to optimize the potential of students faculty and staff This is the 143rd volume of this Jossey Bass higher education quarterly series An indispensable resource for vice presidents of student affairs deans of students student counselors and other student services professionals New Directions for Student Services offers guidelines and programs for aiding students in their total development emotional social physical and intellectual

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