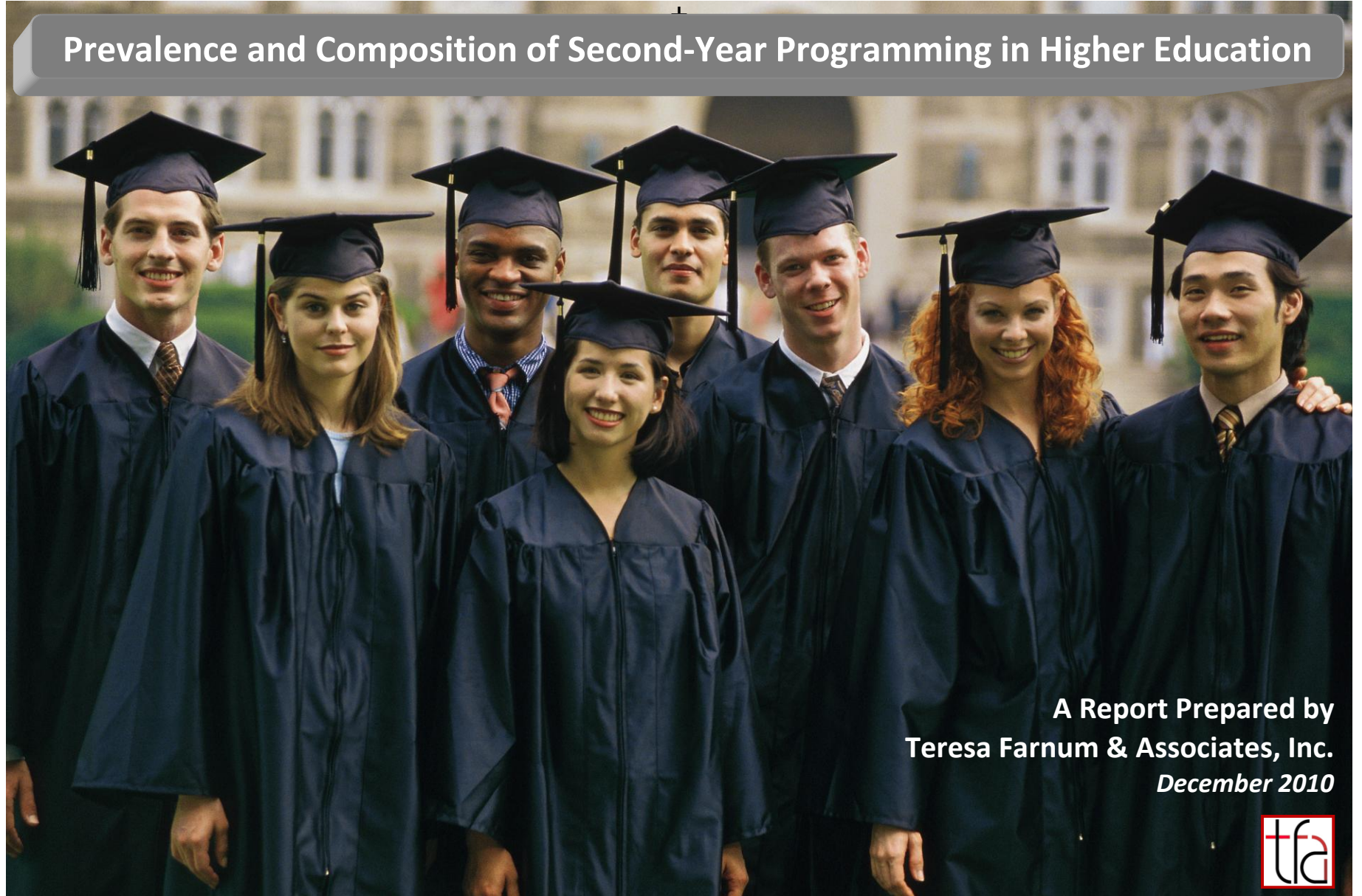


Prevalence and Composition of Second-Year Programming in Higher Education



A Report Prepared by
Teresa Farnum & Associates, Inc.
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PROJECT RATIONALE

When institutions contract with Teresa Farnum & Associates, Inc. (TFA), it is common to start the partnership with a detailed review of institutional data related to student retention. Those statistics and analyses are then used to develop goals, strategies, and implementation processes for student success initiatives. Increasingly, TFA has found that campuses' data reveal issues with engaging second-year students and addressing "sophomore slump"-type challenges. To better serve those campuses, TFA aimed to inventory clients' existing second-year programs with the goals of: 1) growing awareness of sophomore-specific concerns and interventions, 2) sharing best practices in sophomore programming, and 3) building a network among former, current, and prospective clients to promote information exchange.

As TFA began investigating second-year initiatives at client institutions, it became evident that there have been many recent changes in programming: Some institutions that had at one time offered programming had disbanded it; others had initiated novel, brand new programs; and still others had migrated away from a "sophomore" program per se but had used best practices gleaned from second-year programs to target specific student populations. Recognizing these many changes, TFA decided to expand program inventorying beyond its client base and into the larger academic community. Thus began the process of cataloguing known sophomore-focused programs nationwide and gathering an expansive overview of programming including descriptions, contact information, dates of origin, and assessment techniques utilized. Although this report does not purport to be an exhaustive listing of second-year programs, it does accurately reflect what is happening today at a great number of institutions that currently offer some degree of sophomore-focused services.

METHODS

In an effort to capture information about as many existing sophomore-year programs as possible, a variety of fact-gathering techniques were used. Specifically, notices were posted on both the National Resource Center's (NRC) Sophomore-Year Experience (SYE) and First-Year Experience (FYE) listservs. The NRC's existing database of sophomore-year programming was also consulted (<http://www.sc.edu/fye/resources/soph/school.html>). Similarly, information obtained from the National Association of Colleges and Employers (NACE) website (<http://www.nacweb.org/Home.aspx>, see the report titled: *Destination Unknown: Addressing the Sophomore Slump*¹) was integrated into the

¹ Lee, K. & Leonard, R. (2009). Addressing the sophomore slump. *NACE Journal*, Nov.1-31.

To better serve clients, TFA aimed to inventory their existing second-year programs with the goals of: 1) growing awareness of sophomore-specific concerns and interventions, 2) sharing best practices in sophomore programming, and 3) building a network among former, current, and prospective clients to promote information exchange.



final report. Additionally, search engine queries were performed using key phrases such as “sophomore-year experience” and “second year program college.” An investigation of the ERIC database also revealed institutions with published information on sophomore programs. Also, the book *Helping Sophomores Succeed: Understanding and Improving the Second Year Experience*² was vital in amalgamating this information. Lastly, programs were identified in a “snowball sampling”-type fashion; contacts at one institution would occasionally make referrals to other known programs. Drawing upon these methods, a total of 89 institutions were identified as potentially offering sophomore programming.³

TFA initiated communication with select representatives linked to these programs, sending each customized letters that:

1. Introduced TFA and the goals of the project;
2. Asked the representative to provide:
 - a. A short description of the program
 - b. Appropriate contact information for the person leading the sophomore-year efforts
 - c. A website address, if available
 - d. Program start date, and
 - e. Information about program evaluation or other assessment data;
3. Thanked contacts and offered to supply additional information about the project.

Institutions that did not respond to the initial request for information were contacted at least three additional times before being marked as “unresponsive.” Typically, both email and phone call attempts were made as part of this effort. As a result, nearly all institutions identified as potentially having sophomore programming provided current information about the status of their initiatives (81 of 89, or 91%). Of the 81 institutions TFA corresponded with, 64 (71%) reported information about existing programs, while 16 (19%) reported either suspending sophomore programming, otherwise absorbing it into different initiatives, or being poised to launch programs but were not yet implementing them.

Once program information was gathered, it was synthesized into the compendium that follows. Please note that the program descriptions outlined in this report were, in most cases, provided by institutional contacts (a list of contributors can be located at the conclusion of the report). TFA’s editing process included making grammatical corrections, clarifying content, neutralizing language (e.g., changing from first- to third-person, shifting from a student audience to an academic one), and integrating information from program websites into contributors’ summaries. Note, too, that TFA took an inclusive approach to the listing inasmuch as institutions did not have to meet any criteria to be included; if an institution reported having programming, it was added. As a result, program descriptions range from single courses to major university-wide initiatives. All institutions in this report have communicated with TFA directly and approved their listings.

² Hunter, M.S. et al. (2010). *Helping sophomores succeed: Understanding and improving the second-year experience*. San Francisco: Josey Bass.

³ Note that although some two year institutions have second-year programming, this report focuses on four-year institutions.

PROGRAM LISTING

Beloit College

Location: Beloit, Wisconsin

Program Description

Currently, Beloit College's sophomore-year program is being reworked to better integrate with its first-year program. As the institution moves in that direction, first- and second-year programs are considered one entity: the "Initiatives Program." Consequently, the activities and features listed below are targeted primarily toward students after their first semester/year.

1. Venture Grants—grants that support entrepreneurial, self-testing, or intellectually challenging projects—are offered to select students during the summer between their first year and sophomore year. These grants provide up to \$2000 for projects that students design.
2. Letters are sent to parents of rising sophomores during the summer between students' first- and second-years; the letters discuss developmental issues facing sophomores along with resources and activities related to those.
3. Sophomore advisors are made available to students. Advisors receive training on the developmental issues of second-year students, appropriate advising interventions, referral information, and available resources.
4. Similarly, to strengthen personal connections between students and advisors, advisors are asked to be the primary point of communication in connecting sophomore advisees with specific events appropriate to student needs (e.g., recommending attendance at the Study Abroad Fair).
5. A Welcome Back Dinner is held for sophomores with their First-Year Initiatives program advising classes/groups. Faculty attend, steering conversation towards plans and resources, particularly those around internships, study abroad, and figuring out a major.
6. During the 2010-2011 academic year, Beloit will not sponsor a full Sophomore Retreat (as it has in the past); however, some of the same sessions that traditionally have been offered as part of the retreat (e.g., Sophomore Slump to Sophomore Surge) will still be made available to students.

7. Beloit is adding “Transitions” courses (pilots beginning spring 2011) that will address typical sophomore developmental issues. Transitions courses will fall in one of two domains: Transformative Works or Enduring Questions, and can be counted toward students’ majors at the discretion of departments/programs.

Transformative Works

Second-semester students will be given preference in enrolling in these half-unit courses, which are only offered in the spring. Faculty lead discussion of one or two works (whether books or pieces of art, music, architecture, etc.) they have chosen as particularly significant in their own and others’ intellectual and personal development; some courses may be taught by pairs of faculty who want to bring a few works into conversation with one another. The courses will not include written components, and will be graded Credit/No Credit; expectations for credit are regular attendance and preparation, as well as active participation in discussion.

Enduring Questions

Third-semester students will be given preference in enrolling in these one-unit courses, which are only offered in the fall and address “big” questions. Multiple methods will be taken in developing course material and content, for example utilizing team-teaching approaches for courses based on matters of controversy (e.g., biology faculty and religious studies faculty have discussed offering a course on abortion). All courses will focus on why liberal arts are important in understanding complex issues.

8. In the near future, Beloit is hoping to implement a Four-Semester Advising Program, which will employ a seminar-/workshop-based format. Here is language from that proposal:

During the first semester, structured group activities take place in an advising seminar; during subsequent semesters, seminar leaders and student mentors hold workshops (two per semester, in most semesters) for members of the peer group. These workshops engage students in reflecting upon the skills and perspectives they should be developing as students of the liberal arts and members of local and global communities—and why those skills and perspectives matter and have practical value. They also prepare students to take advantage of opportunities for study abroad, community-based learning, Venture Grants, membership in clubs and organizations, etc. All students are expected to participate in the workshops; they also receive 0.5 credits for their active participation. Also, students would need to fully take part in the workshop to be eligible for Venture Grants in the summer of their sophomore year. Faculty will be compensated for teaching the workshops.

Additional Details			
Website	Contacts	Program Start Date	Assessment
http://www.beloit.edu/syi/	<ol style="list-style-type: none"> Joy de Leon, Assistant Dean of Students and Director of Learning Enrichment and Disability Services, deleonj@beloit.edu Natalie Gummer, Ph.D.; Faculty Director of the SYI Program; gummern@beloit.edu 	1990-1991	In past years, Beloit has conducted research indicating that students who attend the Sophomore Retreat persist and graduate at higher rates and with less academic difficulty than students who do not attend. However, whether "better" students self-select to go to the retreat has not been measured; thus, results are inconclusive.

Bridgewater State University

Location: Bridgewater, Massachusetts

Program Description
<p>Second-Year Seminars (SYS) are a part of Bridgewater State University's new core curriculum. Whereas the First-Year Seminars (FYS) introduce students to academic thought and discourse, the SYS engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share, and interpret knowledge.</p> <p>SYS are 3-credit, speaking-intensive (298) or writing-intensive (299), discipline-based topic courses that build on the academic skills and habits introduced in the First-Year Seminar (FYS). They must be completed prior to 54 earned credit hours. Transfer students who have earned 54 or more</p>

credit hours have this requirement waived.

Only one SYS course (either 298 or 299) may be taken for credit. The speaking-intensive SYS courses (298) have FYS, English 101, and a speaking skills course as prerequisites. The writing-intensive SYS courses (299) have FYS, English 101, and English 102 as prerequisites.

Additional Details

Website	Contact	Program Start Date	Assessment
http://www.bridgew.edu/SYS/	Catherine Womack, Ph.D.; Associate Professor of Philosophy and Second Year Seminar Coordinator; cwomack@bridgew.edu	2005	Currently, Bridgewater is not conducting assessment specifically of second-year seminars. As the program is only four years old, systematic evaluation of these offerings has not yet been completed.

Brown University

Location: Providence, Rhode Island

Program Description

Please note: Brown University's sophomore-oriented program is multi-faceted; for the purposes of this compilation, it is separated by: 1. University-wide sophomore programming and 2. An outdoor-leadership program that is sophomore-specific.

University-Wide Sophomore Programming

Brown has several broad types of services designed to meet the needs and considerations of sophomores. These include:

Faculty Advising

All sophomores have an academic advisor—generally the faculty or administrative staff person with whom they worked in the first year. In addition to these regular advisors, sophomores also have access to Randall advisors, a group of knowledgeable, caring faculty members who work exclusively with second-year students via regular drop-in hours and by appointment. Representing a range of academic disciplines at Brown, Randall advisors are able to discuss academic choices and challenges in light of students' extracurricular activities, proposed concentrations, and overall life plans.

Advising by Deans

Associate Deans Ann Gaylin and Carol Cohen are the deans for first-year and sophomore studies. Deans Gaylin and Cohen have advising expertise in issues pertaining to the sophomore year and hold open office hours every week. The deans are also available by appointment.

Fellowships

Sophomores at Brown are eligible for a number of fellowships for the first time. Three important Brown-sponsored fellowships—the Royce Fellowship, the CV Starr Fellowship, and Undergraduate Teaching and Research Awards (UTRA)—are available to sophomores to fund both traditional and non-traditional research projects.

Career Development

The Career Development Center (CDC) helps students in identifying internships, discovering academic pursuits, clarifying goals, and planning for life after college.

MAPS: Matched Advising for Sophomores

MAPS is a peer-based mentoring system developed in 2009 to pair seniors with sophomores to provide academic and co-curricular guidance and mentoring. MAPS employs an application process in which seniors are hand-matched to sophomores based on students' interests and academic backgrounds. Seventy second-year students are presently enrolled in the program.

BOLT: Brown Outdoor Leadership Training

Currently, BOLT is not formally tied to Brown's university-wide sophomore programming (as described above) although it receives informal support from the sophomore deans. Representatives from the two programs are in the process of determining where efforts to support sophomore

students coincide.

The BOLT program is designed to foster the exploration and practice of leadership while establishing a community of support for sophomore and new transfer students. The program begins with a shared wilderness experience and continues on campus with a variety of structured and informal activities.

Students apply to participate in BOLT during the second semester of their freshman year (transfer students are eligible to apply, too). Those accepted return to campus at the end of August to participate in a five-day backpacking trip in the White Mountains of New Hampshire. The participants are called BOLTers; they are divided into groups of ten with each group containing 7-8 sophomores/ transfers and 2-3 junior or senior leaders. Upon returning to campus, each group maintains social connection through frequent meetings as well as regular BOLT-sponsored events.

All sophomores and juniors—including previous program participants—are encouraged to apply to be BOLT leaders, which requires a semester of training. Leaders are encouraged to continue their connections to BOLT by either carrying on as leaders the following year or serving on the BOLT Steering Committee, which recruits and trains new leaders and participants, plans year-round events, and positively shapes the program in various ways. Student managers work closely with the program director to facilitate the steering committee and manage the overall program during the year.

Additional Details

Website	Contacts	Program Start Date	Assessment
University-Wide http://www.brown.edu/Administration/Dean_of_the_College/advising/sop	University-Wide 1. Carol Cohen, Associate Dean of the College for First-Year and Sophomore	Brown has offered some type of sophomore programming since the early 1970s. The more recent developments	University-Wide Although Brown has not done a great deal of formal assessment of its sophomore programming, broader assessments of advising across the four years are done

<p>h_reconnections.php</p> <p>BOLT www.brown.edu/BOLT</p>	<p>Studies, carol_cohen@brown.edu</p> <p>2. Ann Gaylin, Associate Dean of the College for First-Year and Sophomore Studies; ann_gaylin@brown.edu</p> <p>BOLT-Specific For 2010-2011, the BOLT managers are:</p> <ul style="list-style-type: none"> ▪ Haley Jordahl ▪ Cecily Barber ▪ Chloe Fandel ▪ Ben Winkler ▪ Jason Reeder ▪ Jenna Stark <p>Email: boltmanagers@gmail.com</p>	<p>are these:</p> <ol style="list-style-type: none"> 1) As of last year, <i>every</i> sophomore is now formally paired with an advisor; 2) As of two years ago, the Randall advisors are compensated and housed in a central advising locale. There are also more advisors who are drawn from across a greater variety of disciplines; and 3) MAPS was begun just last year. <p>BOLT was started in 1986 as an outdoor orientation trip specifically for incoming sophomores.</p>	<p>on a regular basis. In general, universities and colleges don't tend to "score" well on these, but Brown's numbers are somewhat higher than their peer comparison group. Similarly, last year a <i>Brown Daily Herald</i> poll revealed favorable trends in terms of student satisfaction with advising in the first two years. Also, the MAPS program conducted an internal assessment at the end of its first year (2009), and the feedback was overwhelmingly positive.</p> <p>BOLT This program is evaluated from a few different perspectives. Following trips, BOLT participants (incoming sophomores/transfers) and their leaders (juniors or seniors) provide in-depth qualitative information on their experiences and preparation for the trip. Feedback is incorporated and the program is improved accordingly each year. Also after trips, student managers assess the risk management process, evaluating both significant and minor incidents. The data from these assessments feeds into improvements to the risk management section of leader training. Additionally, throughout the spring semester, weekly meetings are held with BOLT leaders-in-training; at the end of each meeting, all participants fill out a qualitative feedback form.</p>
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Butler University

Location: Indianapolis, Indiana

Program Description

Butler University (BU) promotes intentional experiences on campus that assist sophomores in connecting with the university and gaining experiences that will help them later in life. The major elements of this program are:

- Brochures for sophomores that describe programs and resources on campus to help students get the most from their college experience (study abroad, internships, post graduate fellowships or graduate school, finding a mentor, etc.),
- Welcome Back Picnic for all sophomores at beginning of the sophomore year,
- Sophomore Conference On Real Experiences, and
- Faculty-In-Residence programs to introduce sophomores to the fine arts, other cultures, and experiential resources.

Additional Details

Website	Contacts	Program Start Date	Assessment
http://www.butler.edu/student-affairs/find-your-place/year-2-at-bu	<ol style="list-style-type: none">1. Irene Stevens, Dean of Student Life, istevens@butler.edu2. David McCullough, Director of Athletic Bands, dmccullo@butler.edu	Different aspects of the program were initiated at various points over the past several years. For example, the brochure was started in 2007 and the Sophomore Picnic was first offered in 2010.	Currently, BU is evaluating the conference event to determine if it should be repeated. The picnic is a success and students have responded positively to the sophomore brochure.

California Polytechnic State University, San Luis Obispo

Location: San Luis Obispo, California

Program Description

The Sophomore Success Program at Cal Poly, San Luis Obispo, is a residentially-based program intentionally designed to increase retention rates and academic competence by responding to the specific developmental needs of second-year students. Residents benefit from pre-established learning outcomes and programs/services that support and expand upon students' academic experiences.

The Sophomore Success Program addresses several main goals in light of heightened University expectations for sophomores. Goals and associated learning outcomes were strategically developed to promote the academic and personal success of students living and participating in the program:

- Goal 1, Academic Planning: To provide students with the skills and knowledge to create and/or renew their academic and career goals
- Goal 2, Community: To prepare students to become integrated members of the campus and local communities
- Goal 3, Autonomy: To engage students in the process of becoming effective self-advocates and independent adults with the ability to create change in their lives

Additional Details

Website	Contact	Program Start Date	Assessment
http://www.sophomore.success.calpoly.edu/	Emily T. Sandoval, Learning Community Coordinator, etsandov@calpoly.edu	Fall 2003	For the past few years, Cal Poly has been administering end-of- the-year surveys to its four learning communities. Last year was the first time that both a pre-test and a post-test were administered, a technique that will be used again during the upcoming year. Solid data on last year and the current year should be available by this summer (2011).

Carnegie Mellon University

Location: Pittsburgh, Pennsylvania

Program Description

Odyssey Program: Statement of Purpose

The goal of the Odyssey program at Carnegie Mellon University is to engage second-year students in self-reflective and self-directed intellectual journeys that stimulate introspection as well as conversations with others. The program aims to encourage students to think more deeply about why they are at Carnegie Mellon and to develop aptitudes and talents that will fundamentally shape their college and life journeys. The university also endeavors to promote skill development in areas often left unnoticed and underdeveloped, such as problem formulation, articulating an argument, and writing a proposal. Whether students go to graduate school, join the workforce, or compete for various scholarships/fellowships, the Carnegie Mellon sophomore experience is designed to provide students with the abilities, options, and skills to pursue the option of their choice.

Why Sophomores?

Although institutions frequently commit an enormous amount of resources to facilitating first-year students' adjustment to college, sophomores have not been granted the same level of attention. Carnegie Mellon's program provides some balance to that disequilibrium.

The sophomore year is early enough in the undergraduate experience to allow the institution opportunities to nurture student talents, apprise them of opportunities on and off campus, raise their cognizance of educational aspirations, and help them become more self-aware individuals.

How Does it Work and How are Students Selected?

The Odyssey program—with the help of advisors, student affairs leaders, athletic coaches, and faculty members—singles out students in their third semesters at Carnegie Mellon who have demonstrated potential as “intellectual seekers” and who have distinguished themselves through academics, campus activities, community service, and/or research. Students selected for the program tend to be: self-starters who show initiative in their studies and in campus activities; adventuresome and willing to experiment; smart and intellectually curious; in possession of a range of

interests; passionate; and full of personality, drive, and openness to learning. Alternatively, Odyssey students may be more subtly first rate—deep thinkers or “original” artists or scientists—who have demonstrated unique and special qualities. Traditionally, the Odyssey Program has been limited to 75 students; however, the goal is to expand the program to up to 200 students.

The January Three-Day Model

The Odyssey program consists of workshops designed to help students hone their academic skills, apply for internships and post-graduate work, become aware of national fellowship opportunities, and explore study abroad. These goals are achieved through discussion of research topics; participating in themed workshop sessions; and interacting with faculty, who are instrumental in creating a successful Odyssey experience.

The January three-day model is ideal because it occurs before spring semester and because it coincides with other pre-established student success programs such SUMMIT, Honors colleges, and leadership initiatives. Although a three-day program has limitations, it starts the process of identifying students who may be candidates for various opportunities and providing them with important skills for their future at Carnegie Mellon and afterwards. Odyssey is intended to be a multi-year program, starting in the sophomore year and culminating in the senior year, with participants from former years playing active roles in the facilitating events.

Additional Details

Website	Contact	Program Start Date	Assessment
No website at the present time.	Stephanie Wallach, Ph.D.; Assistant Vice Provost for Undergraduate Education; sw4s@andrew.cmu.edu	January 2008	Carnegie Mellon administers qualitative surveys through SurveyMonkey, the results of which are used internally to evaluate efforts and suggest changes to future programming.

Case Western Reserve University

Location: Cleveland, OH

Program Description

The Second Year Experience (SYE) at Case Western Reserve University falls at the middle level of a larger conceptual cohort model called the Undergraduate Experience. It is bounded on either side by the First-Year Experience (FYE) and the Upperclass/Graduating Senior Experience (UCE). Each Experience has themes (foci for growth, such as “developing a personal vision”) and a set of characteristics unique to that phase of the student experience, cutting across different parts of student affairs and the university. The Undergraduate Experience includes a residence element (first-year students live together on campus; sophomores live together on campus or in Greek houses; upperclass students may choose from a number of living options) and events (such as Alumni Mystery Bus Tour, activities hosted by Second-Year Institute, and the Second-Year Celebration) as well as alignments in other areas such as general education requirements, career center programs, leadership journeys, etc.

Additional Details

Website	Contact	Program Start Date	Assessment
<p>There is no centralized website that represents the totality of the program, but a few helpful pages are:</p> <ul style="list-style-type: none">▪ http://studentaffairs.case.edu/division/about/office.html▪ http://studentaffairs.case.edu/living/residencelife/secondyear/	<p>Sue Nickel-Schindewolf, Associate Vice President for Student Affairs for Campus Life, sgn@case.edu</p>	<p>The model was developed in the 2002-2003 academic year; different components were piloted or launched in 2003 and have been refined since that point.</p>	<p>Unknown.</p>

Colgate University

Location: Hamilton, New York

Program Description

Colgate University's Sophomore-Year Experience (SYE) program consists of a comprehensive set of offerings geared toward providing students with the information they need to make the most of their second year. This includes everything from information sessions on choosing a major and off-campus study opportunities to dinners with faculty and alumni to discuss the issues of the day. The most important partners of SYE are faculty, who co-lead trips to the United States Holocaust Memorial Museum and help in developing three spring immersion trips in the arts and culture (New York City), education (Boston), and civil society (Washington, D.C.). All initiatives are voluntary and selection for trips is need-blind.

The dean of the sophomore-year experience and the Sophomore Class Council work together to provide the following activities/initiatives:

- Learn more about choosing a major
- Network with alumni
- Get involved with the Sophomore Class Council
- Explore the "Arts of Democracy"
- Participate in the Resume Challenge
- Journey to the U.S. Memorial Holocaust Museum
- Research and think about a study abroad program
- Engage in community and service learning experiences
- Take part in a wide-array of financial education initiatives
- Gain insight on how to successfully manage one's time

Additionally, Colgate offers special interest housing for sophomores; sophomore students live together on campus and can choose from a variety of housing options such as wellness living and leadership. Each housing community is overseen by an assistant director; student resident advisors serve as mentors and resources.

Additional Details

Website	Contact	Program Start Date	Assessment
http://www.colgate.edu/studentlife/lifeatcolgate/residentialeducationprogram/sophomoreyearexperience	Kim Taylor, Dean of the Sophomore-Year Experience, ktaylor@mail.colgate.edu	The program was founded in fall 2003 with the generous support of the Mellon Foundation. It is now supported solely through institutional funds.	Colgate performs both qualitative and quantitative evaluations using SurveyMonkey’s long- and short-response forms. The institution does not have statistics available currently but it does have anecdotal data related to each program—data that inform procedures for the following year. In general, students seem to crave personal interaction with faculty and deep discussion in relatively informal settings. Consistently, many more women participate in the SYE program; similarly, students of color seem to respond well to initiatives around social justice, such as the trip to the U.S. Holocaust Memorial Museum.

College of the Holy Cross

Location: Worcester, Massachusetts

Program Description

The Second-Year Opportunities Program at College of the Holy Cross (dubbed “2YO”) began in response to faculty initiatives to enhance academic advising. Developed with support from the Lilly Vocation Discernment Initiative and sustained by the college, 2YO encourages students to discover their career calling and design academic plans to achieve those aspirations. Program events are tailored to each class of sophomores, but there are three standard events that take place on a recurring basis:

2YO officially begins in the fall term with individual advising sessions between sophomores and faculty. In these meetings, students reflect upon their academic experiences to date and discuss plans for the three years to come. Faculty advisors present students with specially-designed academic planners, which include information about curricular options including majors/minors, interdisciplinary programs, study abroad, internships, and distinguished fellowships open to sophomores.

The second 2YO event is the Academic Extravaganza held on the evening of the first day of classes. Sophomore transfer students join their class for a lively browsing session and “welcome back” celebration. Every academic program sends faculty representatives so that students can gather information and pose questions relevant to their academic goals.

The third and final event of 2YO is the Keynote Address to the Class, which is delivered by the author and/or subject of a book that all sophomores have been invited to read during the summer of their freshman year. The keynote address integrates themes such as: What am I passionate about—and how might I pursue my passion(s) through the curriculum? What if I pursue my dreams and meet frustrations or failure instead of success? How do I discern my roles and responsibilities in the world? This past year, 2YO was honored to have Greg Mortenson, author of *Three Cups of Tea*, deliver the Class of 2012 Keynote Address and inspire students with his story of promoting peace through education.

Additional Details

Website	Contact	Program Start Date	Assessment
N/A, although there are various news reports, for instance at: http://www.holycross.edu/departments/publicaffairs/hcm/fall05/news/news3.html	Ms. Tina Chen; Director, Academic Services and Learning Resources; cchen@holycross.edu	2004	Students complete evaluations following the Academic Extravaganza and Keynote Address. The comments are extremely positive about all aspects of the program: advising, the academic planner, the book assignment, and the Keynote Address. Nearly all students participate in the advising meeting and about 56% of sophomores (400 out of a class of 720) attend the Extravaganza, making 2YO a success.

Colorado College

Location: Colorado Springs, Colorado

Program Description

The Sophomore Jump Series at Colorado College is designed to help sophomore students learn more about themselves and then use this information to make good choices about academic majors and other opportunities. This is accomplished through locating in one place various activities appropriate for sophomores, activities planned regularly by offices such as the Career Center, Study Abroad, Student Life, etc. Also, a few events have recently been added to the Sophomore Jump Series by the former director (Julie Stockenberg/Tetley):

- Faculty dinners (20 sophomores and a faculty member discuss his or her own odyssey towards a major and taking questions)
- A sophomore fiesta or luau to kick off the year with a social gathering and a description of the year's plans
- Various other events such as Movie-on-the-Green night, etc.

Currently, Colorado College is working on a mix of academic-based support for identifying majors and creating social opportunities that help connect sophomores with each other and the institution.

Additional Details

Website	Contact	Program Start Date	Assessment
http://www.coloradocollege.edu/academics/sophomore/	Jeff Noblett, Ph.D.; Director, First-Year and Sophomore Studies and Advising; jnoblett@coloradocollege.edu	2005	Colorado College will be reviewing the Sophomore Jump Series (among other student success programs) during this academic year (2010-2011).

Colorado State University

Location: Fort Collins, Colorado

Program Description

Year 2 @ CSU is a program for second-year students that supports their continued academic and personal achievement through active engagement in the campus community and reinforces messages sent to students during their first year at Colorado State University (CSU). The program provides opportunities for second-year students to engage in offerings that encourage successful transitions from their second year to third years.

The *Year 2 @ CSU* initiative consists of promoting programs already happening across campus, repackaged and marketed to second-year students (career fairs, study abroad fairs, volunteer experiences) as well as newly-created programming coordinated by the *Year 2 @ CSU: Second-Year Programs Board*. This student-based board currently consists of four third-year students (two alternative spring break site leaders/event coordinators, an outreach and events coordinator, and an academic programming and assessment coordinator) and oversees programs such as the

Alternative Spring Break for Second-Year Students, the Academic Transition Workshop Series, the Faculty/Connection Dinner Series, and the Welcome Back Program. Similarly, each month sophomores receive e-mails from the *Year 2 @ CSU: Second-Year Programs Board* with links to videos and other helpful resources.

Year 2 @ CSU kicks off in the spring semester of students' first year through the *Getting to Year 2 @ CSU Conference*. This program is a one-day event with a lunch and keynote speaker where students are able to select breakout sessions to attend throughout the day on themes applicable to returning for a second year. Session topics include off-campus living, careers and major exploration, stress management, finding research opportunities, and more.

Additional Details

Website	Contact	Program Start Date	Assessment
http://www.otp.colostate.edu/sy-year2.aspx	Keith Lopez; Coordinator, First and Second Year Programs; keith.lopez@colostate.edu	<i>Year 2 @ CSU</i> was founded in 2008. <i>Year 2 @ CSU: Second Year Programs Board</i> was founded in 2010.	CSU is currently working to determine specific outcomes for assessment purposes for the overall <i>Year 2 @ CSU</i> program. Evaluation has already been performed on the <i>Getting to Year 2 @ CSU Conference</i> . For more information on this, please contact Mr. Lopez.

Drury University

Location: Springfield, Missouri

Program Description

The Sophomore Year Experience (SYE) at Drury University seeks to:

- Educate students, parents, faculty, and staff about the unique needs of sophomore students;
- Assist sophomores in making successful transitions from their first to second years;
- Help sophomores to make more informed and thoughtful decisions about their academic and professional futures; and
- Increase quality of life and academic satisfaction of all sophomore students.

The primary goal of the SYE program is to anticipate and mitigate the “sophomore slump,” or the time when a college student's first-year “high” wears off. Sophomores may begin to feel a loss of momentum, increased pressure from parental and academic figures, and become disengaged or anxious. To foster academic success, Drury provides assistance with advising and course selection for second-year students. Help is also available for declaring or changing majors and finding internships.

Additional Details

Website	Contact	Program Start Date	Assessment
www.drury.edu/SYE	Mr. Matt Battaglia, Residence Life Coordinator and Director of Second Year Experience, mbattaglia@drury.edu	2009	No formal evaluation has been performed yet, although the sophomore retention rate after the first year of the program was 90%.

Duke University

Location: Durham, North Carolina

Program Description

During the second year of college, students begin to take on added responsibilities and make decisions that affect the rest of their lives. Many sophomores struggle with major declaration, career indecision, and social acclimation. To counteract this, students at Duke University are encouraged to become involved in the Sophomore-Year Experience (SYE), which serves as a roadmap through sophomores' process of self-discovery. SYE provides programming and resources for second-year students aimed at encouraging community building, faculty engagement, career development, and strengthening relationships with and among sophomores. SYE strives to grant students easy access to relevant university resources; to help them achieve successful transitions throughout their sophomore year and beyond; and make them aware of the Study Away Program, civic engagement opportunities, organizational involvement, and class connections.

Additional Details

Website	Contact	Program Start Date	Assessment
http://www.studentaffairs.duke.edu/rlhs/programs-services/sye-0	Ms. Jenni Davidson, SYE Program Coordinator, jenica.davidson@duke.edu	Fall 2007	In 2010, Duke piloted a SYE survey aimed at better understanding the needs of the current sophomore class. This information sheds some light on specific areas on which to focus next year's planning (in addition to the programs typically run to support sophomores). More information will be gained by administering a follow-up survey at the end of the 2011 spring semester to better understand how students are being affected by services offered.

Eastern University

Location: Saint Davids, Pennsylvania

Program Description

Eastern University's Sophomore Experience was started ten years ago with a grant provided by the Fund for the Improvement of Postsecondary Education (FIPSE). Over this period, various program elements were evaluated; successful elements were then transferred to the Office of Careers and Calling where the program now resides. Currently, the Sophomore Experience has the following offerings:

Fall Semester

- Welcome Back Reception
- Meet Your Major Fair
- Sophomore Orientation
- Mid-semester notes of encouragement via campus mail
- Academic advising, career exploration and spiritual gifts workshops, resume assistance
- One-on-one career counseling sessions

Spring Semester

- Mid-semester notes of encouragement via campus mail
- Academic advising, career exploration and spiritual gifts workshops, resume assistance
- One-on-one career counseling sessions
- End-of-the-Semester Social

Additional Details

Website	Contact	Program Start Date	Assessment
http://www.eastern.edu/campus/career/overview.html	Ms. Jackie Irving; Career Counselor, Sophomore Year Programming; jirving@eastern.edu	2000	Evaluations are conducted; no further information is available.

Eastern Kentucky University

Richmond, Kentucky

Program Description

Eastern Kentucky University's (EKU) second-year program is called "Sophomore Overdrive" and is residentially-based. Sophomore students who are in their second year and who either qualify as freshmen or sophomores based on their credit hours can live on specially-designated, co-educational hall floors. The program is rooted in Chickering's Seven Vectors of Identity Development as well as observations that the institution has noted over the years in working with its sophomore students.

University housing services work closely with the Office of Career Services to develop programming for Sophomore Overdrive students. Staff from career services present a program for students each month, using the Sophomore Overdrive residence hall floor as a pilot group for their Career Connection Certificate Program, which aids students in identifying career directions; preparing for jobs; building resumes; and learning interviewing skills, business etiquette, and other important tips for finding, applying, and attaining a professional position.

Additional Details			
Website	Contact	Program Start Date	Assessment
<ul style="list-style-type: none"> ▪ http://housing.eku.edu ▪ http://housing.eku.edu/node/183 	Nickole Hale; Associate Director, Academic Initiatives, University Housing; Nickole.Hale@EKU.EDU	Sophomore Overdrive was started in 2004 as the “Thirty Something” community and was renamed in 2007.	To evaluate program effectiveness, ECU uses informal focus groups every year as well as a variety of formal assessments including GPA and retention rates, the National Study of Living Learning Programs (NSLLP) survey, and Educational Benchmarking, Inc.’s (EBI) Student Satisfaction Survey. This year, ECU is also using EBI’s MAP-Works for Sophomore Students. So far, assessment of the program shows that students participating in Sophomore Overdrive have consistently higher GPAs and retention rates than other sophomores both on- and off-campus.

Fairfield University

Location: Fairfield, Connecticut

Program Description
<p>At Fairfield University, sophomores can choose among five residential college experiences that examine the question of vocation from a variety of lenses. Each college provides:</p> <ul style="list-style-type: none"> ▪ An intentional living experience

- Specialized courses
- Integrative seminars
- Mentoring programs
- Retreats
- Related events

Although the components of the colleges have similarities, each college looks at life as a vocation through a specific angle. In this way, participating sophomores get both a common and unique experience. Below are descriptions of each residential college.

Creative Life Residential College

Creativity is a uniquely human trait that has been the wellspring of the great achievements of all time. Each of us has a creative impulse, which we express in numerous ways throughout our lifetimes. The Creative Life Residential College is a sophomore living and learning community that helps guide students to a greater awareness of themselves as creative individuals while exploring fundamental questions of identity, community, and vocation. Students from all schools and departments at the university are welcome. This residential experience encourages synergy among business, science, arts, engineering, humanities, and nursing students, providing a wonderful opportunity for people who have never considered their creative side. The following questions frame students' exploration:

- Who am I as a creative person?
- How can I contribute creatively to our world?
- How do I live a creative and examined life?

Environmental Life Residential College

Our natural environment supports and nurtures life on Earth. Protecting the environment so that it can help us meet the needs of current and future generations has never been more important or more challenging. The Environmental Life Residential College is a sophomore living and learning community where students explore important current environmental issues as well as their deeper links to the natural world, to other people, and to future generations.

Students in the college examine critical issues and delve into a varied array of career options, leadership roles, and participatory models. The college welcomes students with diverse interests and perspectives and from all schools, majors, and minors. Three questions frame students' exploration:

- Who am I in relation to the Earth, the world's people, and other living things?
- What is my environmental impact and responsibility?
- How can I live a sustainable life?

Ignatian Residential College

Sophomore year is a time of intentional exploration of the unique gifts and talents of each student. The Ignatian Residential College, now in its eighth year, has served as a second home for over 1500 sophomore students while offering them a perspective and a method for a lifetime of learning.

- *Ignatian*: Uses the renowned Ignatian model of reflection to discover the intellectual, social, and spiritual truths about ourselves and the world.
- *Residential*: An intentional living/learning community that fosters friendships of quality and depth, encourages learning from one another, and celebrates the diversity of its members.
- *College*: A unique educational experience where students, faculty, and staff engage in common pursuit of the meaning and purpose of our lives and of all of reality, sharing that conversation with the greater university community. The overarching key questions for this community are:
 - Who am I?
 - Whose am I?
 - Who am I called to be?

Leadership in the Ignatian Tradition Residential College

Leadership in the Ignatian Tradition (LIT) is a residential college that offers sophomores an opportunity to explore questions of identity, vocation, and calling through Ignatian leadership models. Within the structure of an organized program, alongside fellow students, and guided by mentors with personal leadership experience, this intentional community is framed around three overarching questions:

- Who am I?
- Whose am I?
- How am I called to lead?

Service for Justice Residential College

Now in its second year, the Service for Justice Residential College is a community based on exploring questions of diversity and social justice. Through conversations, reflection, and interaction of students, faculty, and mentors, the goal of this community is to appreciate the historical context of and passion for social justice, understand diversity and all its manifestations, communicate with others about and across differences, and take action and become change agents. In this way, all are able to construct and discern their own living and learning experiences. This community welcomes students of all interests, backgrounds, and perspectives. Three overarching questions guide this community:

- How can I make a difference here, now?
- How can I understand, appreciate and explore differences?
- How can I be me in this diverse world?

Additional Details

Website	Contact	Program Start Date	Assessment
http://www.fairfield.edu/ll/ll_residentialcolleges.html	Joseph DeFeo, Ph.D.; Director, Living and Learning, Dean Of Students' Development; JDeFeo@fairfield.edu	2002	Fairfield has undergone a great deal of assessment, particularly of its first residential college, Ignatian. Assessment has utilized both quantitative and qualitative approaches. Evaluation of specialized courses, overall experience, community life, mentoring programs, retreat programs, and special events has all been undertaken. The institution has also solicited suggestions for program improvement, looked at engagement and meaningfulness of program activities, examined student awareness of the vocational aspect of the program, and measured understanding of Ignatian values and pedagogy.

Georgetown University

Location: Washington, D.C.

Program Description

The Sophomore Year Experience at Georgetown University is a cross-campus working group that recognizes the sophomore year as a unique time for academic, social, and spiritual growth. Its members are dedicated to unifying and illuminating resources that enrich the sophomore-year experience.

Additional Details

Website	Contact	Program Start Date	Assessment
http://www12.georgetown.edu/student-affairs/sye/index.html	Bill Huff; Area Coordinator for Upper Class Residence Halls, Office of Residence Life; sye@georgetown.edu	Pilot year: 2009-10	Georgetown facilitated focus groups in spring 2010 and will do two more in the near future. There are plans to continue focus groups each semester and conduct a quantitative assessment in spring 2011.

Georgia Institute of Technology

Location: Atlanta, Georgia

Program Description

GT 2.0

GT 2.0 is a week of programming dedicated to sophomores that occurs early in the fall semester while events are taking place for first-year students.

In collaboration with campus departments and academic units, the Office of Success Programs offers services to support sophomore achievements and meet the unique needs of students during this critical academic transition. The overall goals of this program are to help sophomores in:

- Managing and succeeding with their courses,
- Moving from exploration to decision-making about majors and careers,
- Developing meaningful relationships on-campus and beyond,
- Pursuing involvement and leadership opportunities, and
- Creating a sophomore class identity.

ThinkBig@Tech

Sophomores are also encouraged to participate in “ThinkBig@Tech” living and learning communities, which are designed to bring exciting out-of-the-classroom experiences to students through fun and engaging VIP-style events, meaningful interactions with peers and professors, and a community where students are able to dive into a topic of their choice. Currently, these are the program’s attributes:

- Each sophomore living and learning community has approximately 30 members.
- Faculty visit the living and learning halls once per week for either a "coffee hour" visit or a program/activity.
- Residents live for both fall and spring semesters in the North Avenue Apartments, where most of the sophomore living and learning communities are housed.
- Residents form an advisory board that works with faculty members to tailor communities’ topics to growing and changing interests.
- Designed to appeal to many types of residents—including different majors, interests, and genders—the topics of the communities student select do not have to align with students’ major.
- There are monthly off-campus activities, which are VIP-type events and adventures to local venues, which are funded through the supplemental ThinkBig fee, which is \$150 per semester. This is an academic fee (not a housing charge) that allows for faculty compensation, off-campus events, and food.

Additional Details			
Websites	Contact	Program Start Date	Assessment
<ul style="list-style-type: none"> ▪ http://www.thinkbig.gatech.edu/ ▪ http://successprograms.gatech.edu/plugins/content/index.php?id=14 	<ol style="list-style-type: none"> 1. Ms. Gala Jackson, Coordinator of Academic Initiatives (ThinkBig), gala.jackson@housing.gatech.edu 2. Mr. Eric Tack, Assistant Director of Success Programs/Coordinator of Sophomore and Transition Programs (GT 2.0), eric.tack@vpss.gatech.edu 	2009	There exist basic assessment data for ThinkBig. The program is still in the early stages of development, but nonetheless there are program evaluations, focus group data, satisfaction surveys, reflection questions, and learning outcomes. The program involves assessing students, faculty, and hall directors in one or more of the methods mentioned above.

Hiram College

Location: Hiram, Ohio

Program Description
<p>Hiram College's sophomore year programming has changed forms over the years. Its original program was developed to address two important topics:</p> <ul style="list-style-type: none"> ▪ The special developmental needs of sophomores including clarifying identity, deepening relationships, and bringing career goals into focus ▪ Bridging first-year skills and the junior-senior year experience, at which time students are expected to understand the power of their liberal arts education and appreciate its relevance to their growth as scholars and citizens <p>Several years ago, there was grant funding that allowed for special sophomore programs such as a retreat, invited speakers, and social events;</p>

however, Hiram is not able to offer the these features at the same scale after funding expired. Without that funding, though, the college is still able to provide a one-credit seminar on topics related to sophomore development. Through coursework and classroom assignments, students:

- Plan their education intentionally;
- Reflect on their interests as they pertain to personal, academic, and career choices; and
- Become aware of the benefits of education.

Hiram has also instituted a Major Fair and several other “major choice” activities that are targeted toward sophomores. Additionally, the institution distributes a newsletter keyed to developmental issues facing second-year students.

Additional Details

Website	Contact	Program Start Date	Assessment
http://www.hiram.edu/current/campuslife/Sophomore2.html (Note that this site does not provide a current description of the program.)	Kathryn Craig, Ph.D.; Director of the Career Center; craigkm@hiram.edu	2004	Unknown

Iowa State University

Location: Ames, Iowa

Program Description

The Program for Women in Science and Engineering (WiSE) at Iowa State University (ISU) offers three different experiences oriented toward female sophomores:

1. University Studies 201 Seminar

The purpose of this seminar is to provide female undergraduate students in science, technology, engineering, and mathematics (STEM)

disciplines opportunities for professional development, connections with professionals to reaffirm career decisions, continued career exploration, and development of leadership skills. The seminar also encourages networking and social interactions among sophomore women in STEM fields.

2. Rockwell Collins Job Shadow Program

WiSE launched a new Job Shadow Program recently, which allows sophomore and transfer students to shadow women in careers of interest to them, participate in networking events, and develop career goals. This two-day program matches students with professionals outside of Ames, Iowa.

3. WiSE Learning Community Students Visit the Great Ape Trust of Iowa

WiSE second-year students have the chance to visit with scientists and apes at the Great Ape Trust and discuss research and opportunities as they explore careers in science.

The following is a list of learning outcomes and associated findings based on observations and results from pre- and post-program surveys, personal observations, and course and peer mentor evaluations:

- Build community/share common goals of scholarship and excellence: In the University 201 seminar, students are able to work with other women in STEM majors. Students report that they feel a greater sense of community in the seminar than in their major-related classes. They also collaborate on projects and in-class activities to develop the sense of classroom community.
- Increase comprehension of personal leadership styles/understand one's own style of leadership/take on leadership roles: These objectives are met through the seminar by discussing individual personality types, communication skills, professional development and ethics, and community service and engagement. Students are able to identify their strengths and see how they impact group dynamics. Pre-post tests show greatest growth in this area.
- Enhance students' capacities to succeed in diverse and challenging curricula: Evaluations do not show as much evidence of growth in this area, although students seem more confident and take advantage of peer mentors and tutoring resources.
- Enhance students' capacities to succeed in diverse and challenging workforce environments. Students demonstrate this understanding via

the Rockwell Collins Job Shadow Program. Pre- and post-program evaluations indicate that students progress from feeling unsure about their fits within workplaces to feeling more comfortable engaging with individuals different from themselves and in areas outside of their specialties.

- Develop a greater sense of personal well-being/have a greater understanding of one’s self in order to make informed choices. Self-reflections in class suggest that students have a better understanding of self as the semester progresses. Also, through programs such as Job Shadowing and the Mayo Medical School and Clinic visit, students identify a clearer sense of purpose and understanding of future goals.
- Reaffirm career decisions/translate college curricula into career possibilities. Through leadership interviews and professional career interview assignments, students develop an expanded idea of relevant career paths and demonstrate understanding of how to achieve their goals. Outside of the classroom, the Great Ape Trust, Mayo Medical School and Clinic, and Job Shadowing all increase participants' understanding of career goals and possibilities.

Additional Details

Website	Contact	Program Start Date	Assessment
http://www.pwse.iastate.edu/class201.htm	Lora Leigh Chrystal; On-Campus Coordinator, Program for Women in Science and Engineering; lchrysta@iastate.edu	Fall 2007	Contained within “Description” section above.

Long Island University-Brooklyn Campus

Location: Brooklyn, New York

Program Description

Sophomore-focused programs at Long Island University-Brooklyn include pre-professional program advising; undeclared major counseling; probationary student aid; major exploration workshops; personality, skills, interests, and values assessments; understanding the connection

between major selection and job possibilities; resume reviews; interviewing techniques; financial literacy workshops; the Scholarship Assistance Program; fostering student leadership potential; promoting student engagement in campus activities, clubs, and events; and providing opportunities for community service.

Additional Details

Website	Contact	Program Start Date	Assessment
Not yet published.	Mr. Tom Price, Director of Sophomore Year Programs, thomas.price@liu.edu	2010	2010 is the first year that the program has been implemented, so the institution does not yet have data available.

Loyola University Maryland

Location: Baltimore, Maryland

Program Description

The Office of Sophomore Initiatives at Loyola University Maryland offers a variety of programs to challenge, mentor, and guide students in developmental tasks and academic endeavors with a focus on vocational discernment. Programs integrate prayer, reflection, journaling, and the Examen, and also include social opportunities to help students develop healthy relationships and connect to the campus community. Examples of sophomore events include:

SophoMORE Week

A week of sophomore-targeted events developed to help students navigate through second-year experiences and challenges.

Sophomore Workshop Series

The Sophomore Workshop Series helps second-year students identify resources that are available for exploring academic, career, and personal decisions and in understanding some of the factors to consider in this process. Workshop sessions feature reflection, conversation, student panels, and presentations by campus administrators and faculty. The workshops are organized as a series to allow students to pick and choose the topics they are most interested in attending.

ROADTRIP

ROADTRIP is a fun and relaxing weekend away from campus at a resort in Lancaster, Pennsylvania. This experience helps sophomores discover their life purpose by discerning their sources of joy, their gifts and talents, and needs of their communities. ROADTRIP also provides sophomores with an opportunity to develop meaningful relationships with other sophomores, faculty, and administrators.

Best of Baltimore

Best of Baltimore is designed to introduce students to the area's finest cultural and sporting events. This is a great opportunity for sophomores to develop bonds with other members of the Loyola community.

Sophomore Adventures

In conjunction with the Office of Sophomore Initiatives, the Department of Recreational Sports/Outdoor Adventure Experience (OAE) offers Sophomore Adventures. Examples of activities showcased include caving, sea kayaking, and climbing.

Additional Details			
Website	Contact	Program Start Date	Assessment
http://www.loyola.edu/sophomoreinitiatives	Dr. Christina Spearman; Director, Crossroads Sophomore Initiative; cjspearman1@loyola.edu	2005	The Office of Sophomore Initiatives identified four major learning outcomes to guide its practices, outcomes designed to coincide with larger learning objectives based out of the Division of Student Development. In addition to the four major learning outcomes, additional targeted outcomes have been developed for each specific program. Programs are assessed quantitatively and qualitatively to determine whether outcomes have been achieved. Specifically, surveys with closed- and open-ended questions are distributed and focus groups are conducted. Focus groups are extended into the junior and senior years to determine the lasting effects of programs. The office and its evaluation processes are still relatively new, but data support that learning outcomes for each program are being met.

Macalester College

Location: St. Paul, Minnesota

Program Description
Macalaster College operates a sophomore living area in its residence halls. Programming is directed by Macalaster's Community Learning Model, which is an outcomes-based approach that focuses on learning objectives targeted to sophomore needs and experiences. In the residence halls, these objectives are promoted through bulletin boards, community forums, one-on-one meetings, and various programs and activities.

In addition to the residential component of programming, the Office of Student Affairs is also involved in sophomore success in following three areas: choosing a major, considering study abroad, and preparing for an internship. These areas are explored through Sophomore Class Night at the beginning of the year, major fairs, study abroad information sessions, and providing resources for internships. The college also has programming leading up to and after these events to support and encourage attendance and knowledge gain. As a campus community, Macalaster is discussing—but has not yet implemented—a sophomore class retreat.

Additional Details

Website	Contact	Program Start Date	Assessment
None currently.	Keith Edwards, Ph.D.; Director of Campus Life; kedward2@macalester.edu	2008	Macalaster conducts focus groups and direct assessment of second-year students. Thus far, the institution has not quantitatively evaluated the sophomore-specific programming element but has administered a learning outcomes survey to students that can be analyzed by academic class.

McPherson College

Location: McPherson, Kansas

Program Description

Sophomore Seminar is a course required for all students at McPherson College except those who have transferred in with an associates' degree from a community college or students who are coming back for a second degree. It is a one-semester, two-credit class that focuses on service learning and career selection. The class meets once a week for one hour and students are expected to spend at least one additional hour per week

outside of the classroom working on service projects. The seminar uses a textbook that focuses on civic engagement; through class discussion and reading, students talk about the different levels of civic engagement from volunteerism to advocacy. Also, the campus pastor works with non-profits in the community to set up service projects/opportunities for students. Students break into groups of 4-6 after picking an agency/project that they want to work on, and then throughout the semester they plan and implement an activity or project for their agency. Projects have included:

- Teaching music and dance as well as money counting to mentally disabled adults
- Designing holiday activities for residents of a nursing home
- Working with nursing home residents to make memory books to give to their families
- Surveying high school and college students on shopping in the downtown district
- Building a shed to accompany a new house for Habitat for Humanity
- Organizing a Christmas Party fundraiser for Big Brothers/Big Sisters
- Reconditioning a vehicle for a women's shelter and teaching the clients about basic car maintenance
- Creating a poster campaign to raise awareness about sexual assault/domestic violence
- Organizing a dodgeball tournament for the local YMCA

Students must spend 12-20 hours during the semester on planning and implementing projects. They also complete weekly personal journals about their experiences. Each team is responsible for submitting a monthly project management journal. At the end of the semester, teams make oral presentations to the class about their projects, and individuals turn in research papers about their agencies and overall experiences. Students also complete peer evaluations of their teams.

The other component of the seminar is a three-week unit about career exploration. Students take the StrengthsFinder, which is used to help students understand their natural talents and how those can be applied to their service projects. They also use the StrengthsFinder to identify work environments they would thrive in. By analyzing aptitudes, interests, work values, key motivators, and skills, students start to develop career plans by making long-, medium-, and short- range career goals. Steps they will take to achieve their goals are spelled out. The unit also includes a focus on job posting analysis, resume and cover letter writing, and interviewing skills. To integrate these domains, students' capstone experience is to find an internship and apply for it through a cover letter and resume.

Additional Details			
Website	Contact	Program Start Date	Assessment
None currently.	Mrs. Chris Wiens, Director of Career Counseling, wiensc@mcpherson.edu	2000	McPherson has been evaluating this course every semester. Overall, feedback is positive. The service learning curriculum has emerged as an area of focus as students need help understanding its relevance to their academic and personal lives.

Miami University

Location: Oxford, Ohio

Program Description
<p>The Office of Second-Year Programs at Miami University was created to prepare sophomores for continued success academically and personally, to help sophomore students better connect to Miami University, and to focus university resources on the needs of sophomore students.</p> <p>Miami University's second-year program is unique in that it is a residentially-based program that all sophomores have access to, which is rare for a large state university. Typically, second-year programs on sizeable campuses are offered through living and learning communities to only a small number of students. Because of the desire to include all Miami sophomores, though, a second-year residency requirement was created by the institution.</p> <p>The office partners with many different resources on campus in order to bring programming to students through three main avenues:</p> <ol style="list-style-type: none"> 1. The second-year residency requirement and residence life programming,

2. Programming within the fraternal community, and
3. Programming directly through the Office of Second-Year Programs or in collaboration with other resources on campus.

Programming is offered in four main thematic areas:

1. Career exploration and commitment to major,
2. Local and global citizenship,
3. Connecting academic experiences to other domains of college life/experiences, and
4. Health and well-being.

Additional Details

Website	Contact	Program Start Date	Assessment
www.muohio.edu/secondyear	Mike O'Neal, Ph.D.; Director, Second-Year Programs; secondyearprograms@muohio.edu	2008	MU has participated in the Sophomore Experience Survey for two years now. Additional assessment is planned.

Michigan State University

Location: East Lansing, Michigan

Program Description

According to the U.S. Department of Education, among all students who drop out of college approximately two-thirds as many drop out in their second year as in their first year. This is often precipitated by what is referred to as the “sophomore slump.” Michigan State University (MSU) helps

students to avoid the sophomore slump by offering a new program, the Second-Year Experience, housed in the newly-renovated Holden Hall. The Second-Year Experience helps students in choosing majors; identifying career possibilities that align with personal values, abilities and interests; and creating portfolios to show potential employers. Students in the program get in-hall access to ample resources, including career and academic advisors to boost their GPAs, develop leadership skills, and make the most of their time at MSU. There is also an open house event in Holden Hall for sophomores during which time they can enter to win prizes such as single-room upgrades, iPods, Spartan Cash, MSU t-shirts and sweatshirts, mini-laptops, and digital cameras.

Additional Details

Website	Contact	Program Start Date	Assessment
liveon.msu.edu	mailto:liveon@msu.edu	Fall 2010	2010 is the first year the program has been offered, so no data are available at this time.

New York University

Location: New York, New York

Program Description

Until last year (2009), there was a sophomore-focused program at New York University (NYU) that was very successful; in fact, its success led administration to apply the principle of class-based learning outcomes to all stages of the student experience. Thus, the concept of sophomore-programming has migrated to a more inclusive initiative that has specific targets for each stage of student development. The model takes a six-pronged approach; although the milestones are different by academic class, the six general standards of learning remain constant. The following is a list of the standards with associated sophomore-oriented milestones:

1. **Goal articulation:** Students need to demonstrate goal-orientation toward curricular goals in a tangible and developmentally-appropriate

fashion. These goals should also include co-curricular activities (for example, study abroad, community service, organizational memberships, etc.), which is achieved through strengthening connections to academic advising.

2. **Connectivity:** This refers to bolstering relationships within academic, residential, and other social communities.
3. **Responsibility:** For sophomores, focus on responsibility means ensuring that students are making appropriate choices about safety, nutrition, study skills, planning, drugs and alcohol, etc.
4. **Inclusivity:** This category assesses whether students are pushing their own boundaries in terms of reaching out to other students, including students of different backgrounds (“background” being a term that encompasses a broad suite of characteristics from more traditional conceptualizations such as ethnic affiliation to social groupings based on college or major).
5. **Critical thinking:** Are students able to develop classroom lessons and apply them to social, professional, and other “real life” settings?
6. **Reflective learning:** Are students taking advantage of various opportunities available to them and learning from these endeavors? Are they able to translate “lessons learned” into their fundamental approach to academics and other life pursuits?

Additional Details

Website	Contacts	Program Start Date	Assessment
http://www.nyu.edu/life/living-at-nyu/on-campus-living/get-involved/-more.html	<ol style="list-style-type: none"> 1. Ms. Elizabeth Kuzina, Chief of Staff, elizabeth.kuzina@nyu.edu 2. Marc Wais, Ph.D.; Vice President for Student Affairs; mw95@mail.nyu.edu 	<p>Since 2005, there has been an increased focus on cohort-specific programming (which started as sophomore-specific programming).</p>	<p>Gathering appropriate data on learning outcomes is a goal of this program; however, because programming has recently undergone a significant re-conceptualization (from sophomore-only to all academic classes), there isn't any available data at this time.</p>

Northeastern State University

Location: Tahlequah, Oklahoma

Program Description

Northeastern State University's sophomore program assists students during their sophomore year on several levels:

- First, students who are experiencing academic difficulty have a personal advisor and required monthly meetings designed to provide assistance.
- Second, students who need major and career advisement are contacted and given guidance and direction.
- Third, students who have general questions are encouraged to communicate with sophomore program advisors.

Additional Details

Website	Contact	Program Start Date	Assessment
None currently.	Mr. Brian Searcy, academic commitment specialist, searcy@nsuok.edu	2004	Northeastern State evaluates institutional data at the conclusion of every semester. Findings show that students who visit with advisors earn more credit hours and end the semester with higher GPAs than those who do not meet with advisors.

Northern Arizona University

Location: Flagstaff, Arizona

Program Description

Overview

The Sophomore-/Second-Year Experience (SYE) Program at Northern Arizona University (NAU) focuses on issues and needs specific to residential second-year students. Housed in an all-sophomore hall starting in fall 2010, NAU's SYE offers an ideal living and learning environment.

Mission

To provide a supportive living and learning environment for students in their second year of college through intentional programming efforts, student outreach, and connection to critical resources and educational information in areas directly related to sophomore-year needs.

Objective

To serve as a resource for sophomore students in their transition from the first year of college to successful completion of their second year. Plan and provide intentional programs for second-year students.

Hall staff are particularly focused on the first four weeks of the sophomore experience. Using the SYE grid listed on the following page and four selected student development theories as frameworks, resident assistants—with the supervision of the residence hall director—provide direction and guidance.

NAU's SYE Grid				
	Connecting to NAU	Academic/ Career Success	Personal Growth	Global Citizenship
<p>Conversation Starters</p> <p><i>(One-on-One)</i></p>	<ul style="list-style-type: none"> ▪ Hanging out ▪ “Let’s Do Lunch” program ▪ Making connections with students ▪ Ask about friends ▪ Favorites list ▪ Questions about how students are involved/ want to be involved ▪ Conversations about relationships 	<ul style="list-style-type: none"> ▪ Talk to students about their academics (classes, major choice, professors) ▪ RAs and Residents can study together ▪ Internship/Study Abroad opportunities ▪ Questions about career, goals, etc. ▪ Refer students to campus resources 	<ul style="list-style-type: none"> ▪ Managing stress ▪ Wellness, health, sleeping, nutrition ▪ Mental health ▪ Time management ▪ Balance ▪ Family ▪ “Deep” conversations about life, goals, etc. 	<ul style="list-style-type: none"> ▪ Questions about how students are involved in the community ▪ Ask about interest in studying abroad ▪ Ask about past travel experiences ▪ Ask international students about adjusting to U.S. culture
<p>Passive Programming/ Resources</p> <p><i>(i.e., bulletin boards, listserv, door hangers, newsletters, Facebook, personalized invitations, shower hangers, etc.)</i></p>	<ul style="list-style-type: none"> ▪ B-Board on ways to get involved (clubs, orgs., etc) ▪ Bathroom newsletter ▪ Facebook interaction ▪ B-Board on friendship ▪ What to do in Flagstaff ▪ Individual invitations to sophomores to related programs 	<ul style="list-style-type: none"> ▪ Stars for As ▪ B-boards about advising, study skills, registering for classes ▪ Fliers on doors ▪ Study bucks ▪ Study buddy ▪ Choosing a major ▪ Is your major right for you? ▪ Internship/study abroad opportunities ▪ Campus resources ▪ Rewards for residents discussing academics 	<ul style="list-style-type: none"> ▪ Shower hangers ▪ Bathroom newsletter (breast examination, health/wellness issues, depression, etc.) ▪ Diversity—learning about self and others ▪ Spirituality ▪ Tie-in with active programs 	<ul style="list-style-type: none"> ▪ B-board on study abroad opportunities ▪ Information on local, state, and global issues ▪ Resources on community organizations ▪ B-board on safe international travel ▪ Information on alternative spring break trips and/or relief work trips ▪ Information on Americorps and Peace Corp

<p>Intentional, Active Programs</p> <p><i>(throughout the year; intentional timing)</i></p>	<ul style="list-style-type: none"> ▪ Lunch ▪ BBQs ▪ Frisbee ▪ Carnivals ▪ Volunteer, service work ▪ Homecoming activities ▪ Food drive ▪ Sporting events 	<ul style="list-style-type: none"> ▪ Major fair with various academic colleges and Gateway Center ▪ Faculty dinners w/ sophomores (“favorite faculty” nominated/voted on by sophomores) ▪ Study halls ▪ Bring in academic advisors ▪ Finals week snack breaks ▪ Career counselors, SIGI+ ▪ Academic Outreach ▪ Gateway Center Programs 	<ul style="list-style-type: none"> ▪ Spa Night ▪ Mind, body, and soul ▪ Spirituality ▪ Self defense ▪ Nutrition ▪ Healthy exercising ▪ Stress/time management ▪ Community service ▪ Faculty involvement-program on relationships, wellness, sexuality, etc. ▪ Depression/cutting/mental health ▪ Bring in Recreation Center instructors 	<ul style="list-style-type: none"> ▪ Community service events with local organizations ▪ Fundraisers for charity events ▪ Participate in NAU charity/fundraising events ▪ Assembling supply kits for a specific need ▪ Bring in study abroad advisors ▪ Voter registration drive ▪ Info sessions on study abroad, student teaching abroad
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Additional Details			
Website	Contacts	Program Start Date	Assessment
<p>http://home.nau.edu/sye/lc.asp (Please note that this website needs to be updated to reflect the most current adjustments/changes made in the 2009-2010 academic year.)</p>	<p>Franklyn Taylor, Area Coordinator of Residence Life, franklyn.taylor@nau.edu</p>	<p>The program was initially started in 2004 and it is in continual development. Different aspects of programming have changed over the last five years.</p>	<p>At the start and end of every academic year—and at the beginning and end of specific programs—informal needs assessments and exit surveys are conducted. This upcoming March (2011) the assessments and surveys will be formally incorporated into a resident quality of life survey.</p>

Pace University

Location: New York, New York and Westchester, New York

Program Description

Inspired by both the work of Pace University's Comprehensive Freshman Advising Program and increasing national attention focused on services for sophomore students, members of the Pace community put together a bi-campus group (the Sophomore Experience Team, or SET) that explores ways of identifying needs and opportunities for second-year students. SET is a university-wide committee whose mission is to foster the development of an inclusive forum of faculty, staff, and students to enhance the sophomore-year experience and contribute to the university's second- to third-year retention rates. It is comprised of four subcommittees: sophomore advising; sophomore programming; surveys, benchmarking, and assessment; and faculty socialization and retention.

SET's goals for the fall 2009 semester were to:

- Review and adjust accordingly the organizational structure of SET,
- Pilot sophomore programming initiatives, and
- Establish a tracking protocol to begin compiling and preserving student attendance figures for sophomore events to assist in retention analysis.

After successfully meeting the goals listed above, Pace implemented a variety of initiatives for the 2010-2011 academic year including but not limited to:

- Sophomore Kick-Off/BBQ
- Sophomore Scoop Series (10 weekly information booths set up in the Student Center highlighting important university offices and services)
- Lambda Sigma chapter events on both campuses
- Collaboration with the Alumni Mentoring Program on both campuses
- Promoting the university-wide Partnership for the Advising Excellence Initiative

- Development and/or enhancement of communications and marketing including newsletters, e-blasts, and the sophomore website
- Spring Majors and Minors Fair from both campuses
- Sophomore Week in the spring to include a video contest, scavenger hunt, BBQ, and other events
- Active involvement of students on both campuses on a larger sophomore committee and smaller subcommittees
- Addition of more faculty and staff on both campuses

Additional Details			
Website	Contacts	Program Start Date	Assessment
www.pace.edu/sophomores	<ol style="list-style-type: none"> 1. Ms. Allyson King, Associate Director of Academic Resources, aking@pace.edu 2. Mr. Michael Rosenfeld, Director of the Center for Academic Excellence, mrosenfeld@pace.edu 	2003-2004	Pace performs a blend of quantitative and qualitative analyses to determine student participation in programs and events, gathering student feedback to inform future planning.

Point Park University

Location: Pittsburgh, Pennsylvania

Program Description

Administered by the Office of Campus Life, The Sophomore Experience (TSE) at Point Park University is a residentially-based program designed to increase overall retention and to assist in personal development during a student’s sophomore year. It provides a program structure that focuses on five vital areas: academics, personal, leadership/involvement, community, and social justice/diversity.

Additional Details			
Website	Contact	Program Start Date	Assessment
http://www.pointpark.edu/StudentLife/LivingonCampus/Residencehalls/SophomoreExperience	Katie Munsch, Community Director and Coordinator Of The Sophomore Experience, kmunsch@pointpark.edu	Fall 2008	No large-scale assessment of the program as a whole is in place. However, Point Park sophomores are surveyed once per year to determine needs and interests. Also, students who attend TSE events are asked to complete program evaluations.

Regis College

Weston, Massachusetts

Program Description
<p>Through the Second-Year Experience Program (SYE) at Regis College, sophomores build on personal, academic, and career foundations developed during the first year of college. Key to this process is the ongoing monitoring of students' academic progress by the sophomore class advisor in collaboration with faculty advisors. The SYE fosters academic curiosity by offering a variety of workshops that encourage further career exploration through The Career Experiential Learning Office.</p> <p>The purpose of the SYE is to help sophomores:</p> <ul style="list-style-type: none"> ▪ Learn more about themselves so that they can make purposeful and realistic choices about their field of study; ▪ Identify internship and summer work opportunities that will help them explore or strengthen their career options and build marketable skills; and

- Develop a stronger link between themselves and the advising teams.

SYE 2010-2011 Events

- Study Abroad Information Session
- Exploring opportunities within non-profit human services field using psychology or social work degrees
- Discovering scientific cancer research opportunities at the Dana Farber Cancer Institute
- Find Your Career Focus with FOCUS2 (an interactive career assessment tool)
- Looking at opportunities at Massachusetts General Hospital Institute of Health Professions (a graduate school)
- Getting Ready for Internships event
- Exploring The World of Insurances event

Additional Details

Website	Contact	Program Start Date	Assessment
http://www.regiscollege.edu/undergraduate_programs/second_year_experience.cfm	Sandra Dorsainvil, Sophomore Class Advisor/Student Disability Services Director, sandra.dorsainvil@regiscollege.edu	Circa 2006	Regis College is not currently undergoing any formal program evaluation. However, informal interviews and conversations are held with students following SYE events. Feedback received from these helps to inform future offerings and develop program modifications.

Rensselaer Polytechnic Institute

Location: Troy, New York

Program Description

The Sophomore-Year Experience program at Rensselaer Polytechnic Institute (RPI) builds upon the success of first-year initiatives by expanding opportunities for students and providing support in developmentally appropriate ways. Activities and programs for sophomores illustrate an orientation toward five thematic areas: personal development, professional development, leadership, electronic media and the arts, and communiversity (community and diversity initiatives). The experience is intended to facilitate student development in these areas and is characterized by a proactive approach to engaging sophomores and encouraging them to explore fully the opportunities available to them and to prepare them for experiential pursuits to come.

Through the Sophomore-Year Experience, students are introduced to topics such as study abroad, fellowships and the graduate school application process, undergraduate research opportunities, internships and co-ops, etc. In addition, a primary objective of the program is to enhance faculty-student interaction outside of the classroom. RPI also offers the Sophomore Career Experience, which has been in place for years and provides sophomores with a series of workshops focused on elements of professional development. This well-established program represents a major part of RPI's sophomore-year offerings.

Additional Details

Website	Contacts	Program Start Date	Assessment
The website for the larger SYE component is under development, but the career services element can be found at: http://rpi.edu/dept/cdc/sce/index.html .	Amy Pettengill, Sophomore Class Dean; pettea@rpi.edu	This is the first year (2010) of the Sophomore Year Experience; the Sophomore Career Experience is in its fifth year.	No data are currently available.

Rowan University

Location: Glassboro, New Jersey

Program Description

The program at Rowan University is titled House Calls. Faculty and staff are invited to visit sophomore students that live on campus and have informal dialogues with them about their impressions of Rowan, their experiences on campus, etc. Students are also given cookies and asked to write down any concerns or feedback they may have.

Note: Rowan may have additional sophomore programming but at the time of this release, TFA was unable to ascertain that information.

Additional Details

Website	Contacts	Program Start Date	Assessment
None currently.	<ol style="list-style-type: none">1. Annette McCully, Assistant Director For Residential Learning, mccully@rowan.edu2. Travis Douglas, Director For Residential Learning, douglast@rowan.edu	2008	The program was been evaluated in the past but not over the current academic year; prior evaluations were mostly positive.

Saint Louis University

Location: St. Louis, Missouri

Program Description

Saint Louis University (SLU) provides a joint experience for its sophomore and junior students called "The Sophomore/Junior-Year Experience." The reason behind creating a joint experience is that sophomores and juniors are in similar developmental stages and it can take more than a year to fully cultivate some of the ideas first presented during the sophomore year.

The Sophomore/Junior-Year Experience represents a collaborative effort among all departments in the Division of Student Development at SLU. It provides intentional and indirect programming to help students:

- Solidify their major and career choice,
- Understand the importance of a healthy lifestyle,
- Have chances to interact with and gain an appreciation for students who are different than themselves,
- Provide opportunities to give back to the community through leadership and service, and
- Explore their personal faith and values.

These programs include but are not limited to dinners, workshops, vidcasts, keynote speakers, diversity discussions, and social outings.

Additional Details

Website	Contact	Program Start Date	Assessment
http://www.slu.edu/x18240.xml	Amanda Lutjen; Coordinator, Sophomore/Junior Program; alutjen@slu.edu	SLU started its sophomore programming in fall 2005 with a residentially-focused model. In fall 2007, the university transitioned to the Sophomore/Junior-Year Experience.	SLU has not completed any formal assessment of the program as the program is in its infancy stages. On occasion, focus groups have been conducted to determine students need and whether those needs are being met by the program. This feedback was used to create the current Sophomore/Junior-Year Experience model.

Southern Arkansas University

Location: Magnolia, Arkansas

Program Description

Southern Arkansas University's sophomore-year program is referred to as Leadership College. The college is a living and learning option for both freshman and sophomore students that focuses on students' academic and personal success. Leadership College students are given the opportunity to interact directly with faculty both in classes and residence halls to enhance learning in courses. Aside from faculty involvement, the other component to the living and learning environment is social involvement. Students take active roles in planning and initiating activities on their floors and within the hall. They are also encouraged to participate in campus activities such as homecoming, intramural sports, campus organizations, and other programs that enrich the college experience.

Additional Details			
Website	Contacts	Program Start Date	Assessment
http://web.saumag.edu/housing/options/leadership-college/	Victor Duke, Assistant Director of Housing, viduke@saumag.edu	2000; used to be the Mule.org program.	No data are currently available.

Southern Illinois University Edwardsville

Location: Edwardsville, Illinois

Program Description
The Sophomore-Year Experience (SYE) program at SIUE encourages sophomore students to engage in endeavors known to be of interest and importance to second-year students. Students in the program are exposed to services provided by the Career Development Center such as interviewing skills and writing a resume, admittance into academic programs, study abroad opportunities, student organization involvement, community service, and developing personal and professional networks, etc.

Additional Details			
Website	Contacts	Program Start Date	Assessment
http://www.siue.edu/housing/livingandlearning/secondyearexperience.shtml	Vicky Dean, Assistant Director of Residential Education, vdean@siue.edu	2006	SYE is evaluated via focus groups every other year.

Southwestern University

Location: Georgetown, Texas

Program Description

The Sophomore Spotlight program at Southwestern University (SU) seeks to support sophomores by giving them:

- Important and timely information about issues that students typically face during their second year of college, and
- Helpful and enjoyable opportunities for personal development, social interaction, professional preparation, and academic engagement.

Sophomore Spotlight represents a joint effort by the offices of residence life, intramural and recreational activities, and student activities as well as the Center for Academic Success and Career Services. Collaboratively, these offices provide a variety of programs and resources such as help in choosing a major, information about studying abroad, a “Pros vs. Joes” competition (“pro” SU sports players go head-to-head with non-professional student players), job-shadowing, First-Year Seminar Reunion, Game Night, etc.

Additional Details

Website	Contacts	Program Start Date	Assessment
http://www.southwestern.edu/studentlife/sophomorespotlight/	Josh Walker, Assistant Director of Residence Life, walkerjd@southwestern.edu	2008	In addition to rolling evaluations of specific events, SU occasionally conducts informal interviews and focus groups for the purpose of evaluating strengths and weaknesses of the program. The Student Satisfaction Inventory was used to assess needs before the launch of the program and again to reevaluate those needs.

Stanford University

Location: Stanford, California

Program Description

The Sophomore College at Stanford University offers students the opportunity to study intensively with faculty and small groups of other Stanford sophomores before the beginning of autumn quarter. This is a three-week residential program during which time second-year students participate in seminars of 12-14 students, engage in intense academic exploration, and form a community of scholars with peers, upper-class assistants, and professors.

An important aspect of Sophomore College is that in addition to the two-hour daily scheduled class instruction, students are actively involved in their seminar topics and with their classmates throughout each day. Depending on the discipline and focus of the seminar, students may be conducting research, working in labs, engaging in close readings of texts, or developing presentation skills. Some seminars are held in part or entirely off campus. Advising workshops help reorient students as they begin planning their second-year internships and fellowship opportunities, major declaration, and overseas studies. All seminars engage students in the materials and methods of inquiry of a particular academic field. Students live on campus (with the other students in their course) before autumn quarter opens.

Participating students benefit from the following:

- Intense academic exploration of a single topic with an eminent senior faculty member,
- Immersion in and exploration of a field of interest,
- An opportunity to hone critical habits of mind,
- Training to become a more engaged and entrepreneurial learner, and
- Collaborating and forming relationships with faculty and peers.

Additional Details			
Website	Contact	Program Start Date	Assessment
http://ual.stanford.edu/OO/soph_college/SocoCurrent.html	sophcollege@stanford.edu	2008	Assessment information is unavailable.

Stonehill College

Location: Easton, Massachusetts

Program Description
<p>Stonehill College hosts an event called Sophomore Disorientation, which is an annual conference-style gathering held every January. It provides second-year students with the opportunity to “pause” and assess their undergraduate goals and collect the information they need to achieve those goals. Students customize their own schedules for the event, selecting three sessions among the following options: choosing the right major, summer research programs, internships, study abroad, on-campus leadership, opportunities for community service, and planning for graduate school. In addition to these sessions, each student leaves the conference with information about creating a resume and how to use the internship and career mentor database offered at Stonehill.</p>

Additional Details			
Website	Contact	Program Start Date	Assessment
http://www.stonehill.edu/x19150.xml	Darcy Lynch; Assistant Director, Office of Career Services; dlynch@stonehill.edu	January 2009	Stonehill’s program is evaluated every year. Students rate overall logistics and conference effectiveness on a scale of 1-5. Students also rate each breakout session on the same scale in

			terms of overall effectiveness, content of the material presented, and effectiveness of the speaker. Similarly, participants are asked if they would recommend the event to others: why or why not? Lastly, general comments are elicited.
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Stony Brook University

Location: Stony Brook, New York

Program Description

Stony Brook University's sophomore-gearred services lie in the academic advising realm. Specifically, the course Advising 101 is offered to sophomores and transfer students (juniors and seniors, to a lesser degree, are enrolled as well). In addition, Stony Brook offers:

- The MAJOR Event, an annual advising fair focused on undeclared students (mostly freshmen and sophomore attendees);
- A tracking committee, which manages various projects over the course of the year, including a full degree audit of every sophomore in October. Students not making adequate academic progress are contacted by advisors who help get them headed in the right direction; and
- A sophomore syllabus, which is distributed to all rising sophomores in May of their first year and prepares them for the dates, deadlines, and expectations of the sophomore year.

Additional Details

Website	Contact	Program Start Date	Assessment
www.stonybrook.edu/aadvising	Richard J. Gatteau, Ph.D.; Director, Academic and Pre-Professional Advising Center; richard.gatteau@stonybrook.edu	2002	Data are not currently available.

SUNY Oswego

Location: Oswego, New York

Program Description

SUNY Oswego's sophomore-year experience comes on the heels of an award-winning first-year program. After much research—both internal and external—the institution designed its program to respond to several major goals. Specifically, it encourages students to:

- Identify with their class and academic areas of interest;
- Participate in traditions, markers, and rites of passage developed to increase pride and commitment to SUNY Oswego and/or academic departments;
- Take ownership of their academic plans;
- Actively engage in the major and career exploration/confirmation process and declare a major by the end of the sophomore year;
- Become civically engaged in the community through service opportunities; and
- Continue to integrate self-knowledge and experience into academic, personal, and career planning.

These goals empower students to view academic, co-curricular, and career decision-making processes as chances for exploration and self-discovery rather than sources of stress. To reach these goals, the institution has:

- Developed a website;
- Hosted "Sophomore Service Day" for the past two years;
- Held an opening event in September, "S'mores with Sophomores," which features a bonfire next to Lake Ontario;
- Designed a conference specifically for sophomores focusing on issues such as financial stability, major/career exploration, internships, community service, leadership, studying abroad, and the institution's "myPlan" process. The conference offers food, prizes, etc.;
- Developed an on-campus job fair, "Job-A-Rama," to help students find positions on campus;
- Written and received local grants to fund projects;
- Initiated career exploration programs that take sophomores off campus (Test Drive Your Career) and bring professionals on campus (Pizza

with Professionals); and

- Developed and sent mailers home during the summer prior to students' second year.

Assumed Effects of the Program:

- Higher level of connection with and support for the campus and community
- Higher level of persistence to graduation
- Lower level of academic dismissal, withdrawal, suspension, and probation

Additional Details

Website	Contact	Program Start Date	Assessment
http://www.oswego.edu/soph	Gary Morris; Assistant Director, The Compass; gmorris@oswego.edu	2009	SUNY Oswego has participated in the Sophomore Experience Survey and gleaned a great deal of information from it. Also, the institution regularly conducts assessment of specific programs to inform future efforts. Results have been overwhelmingly positive in favor of continuing these endeavors.

Trinity University

Location: San Antonio, Texas

Program Description

Please note: Contacts and program elements change often so please communicate with Trinity directly for the most current details.

Trinity University's unique Sophomore College addresses specific developmental needs of sophomores while creating an exciting and fun living

environment in sophomore residence halls (Thomas, Prassel, and North). Resident assistants (RAs), composed of junior and senior students, live in the residence halls with sophomores to help build community, enforce policies, mentor, and generally contribute to programming. This is a required program for second-year students.

Trinity University created the Sophomore College after reviewing results from the Upper-Class Task Force Report, which suggested that programming efforts aim to:

- Ensure that sophomore students continue to engage in the Trinity community,
- Provide services that are specific to their developmental needs, and
- Increase retention between sophomore and junior years.

To these ends, Sophomore College initiatives are focused on the following categories: building social connections, service learning, participating in study abroad, developing social awareness, and selecting a major. Programs include small events on the floor as well as all-sophomore events with faculty, alumni, and other university offices. Through programming and hall activities, Sophomore College establishes a greater sense of supportiveness and class identity within this group of students.

Additional Details

Website	Contact	Program Start Date	Assessment
http://web.trinity.edu/x5986.xml	Mark Barker (contact may change periodically), Residential Life Coordinator for Sophomore College, mbarker@trinity.edu	In fall 2007, Trinity launched a pilot program, which was optional for students and located in a single residence hall. In fall 2008, however, Trinity made Sophomore College	Qualitative and quantitative data are collected, which aids student affairs in determining adjustments for the following year. Currently, Trinity is migrating its sophomore data to a unified student information web storage site housed by student affairs. When this migration is complete, a link will be posted on the residence life website. Until then, see the

		required for all second-year students and based it out of the three halls referenced above.	task force report at: http://www.trinity.edu/departments/student_affairs/dean_of_students/Upperclass%20Task%20Force%20Report%201.18.07.pdf .
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University of Central Arkansas

Location: Conway, Arkansas

Program Description

The Sophomore-Year Experience (SYE) is designed to meet the needs of University of Central Arkansas's (UCA) students by creating programs that deal directly with issues second-year students face: developing leadership skills, deciding on a major, creating a community, civic participation, and building life skills. UCA's Housing and Residence Life recognizes that sophomores can and want to make a difference. The SYE provides programs specifically designed to prepare sophomores to be leaders and active members of their communities in Baridon Hall (a sophomore residence) and campus-wide.

How Students Get into SYE

First priority is given to sophomores who lived in a residential college their freshman year, but the opportunity is open to all sophomores at UCA. Space is limited so students are encouraged to apply early.

What Are the Benefits?

The SYE program is designed to make students' sophomore years successful and rewarding. The following are features that entice students to join:

- Higher GPA: Sophomores who participate in SYE have an average GPA of 3.4 while non-SYE sophomores have an average GPA of 2.5 (Information gathered between 2004 and 2005).
- Exciting programs: The following are examples of programs that have been run in the past; each year the participants in SYE are encouraged

to dream up their own events:

- Fun student-lead initiatives such as games, camping and canoe trips, and talent shows
- Back-to-college socials to reconnect with old friends and make new ones in the fall
- Sophomore Orientation to learn how to select and change a major and the requirements to succeed
- Career resources for exploring different majors and building a winning resume
- Diversity programming to gain a better understanding of others and the world
- The chance to meet faculty and staff in social settings such as cookouts and receptions
- Community service leadership opportunities such as canned food drives and caring for animals in the Faulkner County Humane Shelter
- Dynamic speakers and presentations
- Strengthen connection to UCA and increase retention rates
- Strong support from staff to assist in the sophomore journey: SYE has one residence coordinator, five resident assistants, a faculty advisor, and peer mentors to help with academic and living needs. Whether students need personal support or tutors, the SYE staff helps.

Additional Details

Website	Contact	Program Start Date	Assessment
http://www.uca.edu/housing/lrc/SYE/index.php	<ol style="list-style-type: none"> 1. Mr. Rick McCollum, Interim Housing Director/Student Accounts Director, RickM@uca.edu 2. Ms. Stephanie McBryer; Associate Director, Housing and Residence Life; HaileyS@uca.edu 	2004	None currently available.

University of Central Florida

Location: Orlando, Florida

Program Description

The Sophomore and Second Year Center (SSYC) has a mission to retain sophomore and second-year students at the University of Central Florida (UCF) by providing academic advising and support services to targeted populations, developing and conducting programs that guide students towards declaration of a major, and to connect students to appropriate campus resources and services.

In 2009, the SSYC office:

- Supplied a variety of advising support services and programming to a total of 4,991 students;
- Provided major exploration services to 981 sophomore and second-year students, with 706 students (72%) deciding on and officially declaring a UCF major by the end of the year;
- Connected with 1,109 major-changing students to explore alternate major options and assist them in meeting with appropriate support staff;
- Facilitated proactive and intentional advising support to 260 undeclared students impacted by the UCF Undeclared Policy, with 180 students (69%) deciding on a major after advising contact with SSYC staff*;
- Offered individualized advising and transition-to-the-university support services to 351 accelerated, first-time-in-college students (those students who enter UCF directly from high school having completed 45 or more college credits from Advanced Placement (AP), International Baccalaureate (IB), College-Level Examination Program (CLEP) and/or dual enrollment coursework);
- Conducted a total of 36 advising, major exploration, and information outreach events, attended by a total of 1,321 students at various campus and off-campus locations;
- Collaborated with advising support offices for freshman- to sophomore-year transition services by coordinating campus-wide initiatives that attracted 852 students—Sophomore Advising Day (held in fall semester) and College Connections: Advisors on Location (held in spring semester);

- Provided general information assistance to 1,344 students via phone contact and/or student walk-in services;
- Connected to students via technology resources with a total of 30,004 hits to a redesigned SSYC website and a total of 32,821 e-mail communications disseminated during the year; and
- Distributed “The Sophomore Voice” newsletter (fall and spring) to 6,775 sophomore and second-year students, which included updates on advising services, registration information, and upcoming campus programs/events.

**Note: UCF’s Undeclared Policy reads: All students at the University of Central Florida are expected to officially declare a major prior to earning 45 college credit hours (this includes credits earned from CLEP, Dual Enrollment, AP and IB). An administrative hold to prevent future university registration will be placed on the records of all students that have not declared a major.*

Additional Details

Website	Contact	Program Start Date	Assessment
http://sophomore.sdes.ucf.edu/	Mr. Bob Snow; Director, Sophomore and Second Year Center; rsnow@mail.ucf.edu	2006	Contained within description above.

University of Cincinnati

Location: Cincinnati, Ohio

Program Description

The University of Cincinnati’s (UC) Sophomore Initiative (CSI) is the first among Ohio’s urban, public institutions to structure a comprehensive program that serves students in their sophomore year. The primary goal of CSI is to retain sophomore students at the university by providing intentional academic and career resources to prevent “sophomore slump,” the term used to describe students’ academic challenges, lack of

connection to the campus community, and uncertainties regarding major and career decisions during their second year. Although students have transitioned from high school to college successfully, they continue to grow personally and academically, though the focus is no longer on adjustment and acclimation to college life; rather, the new focus centers on self-development, the need for guidance, and decreasing the sense of uncertainty. The sophomore year is a time when more students begin to consider or re-consider their majors and careers while defining their personal goals.

To combat the sophomore slump, CSI encourages second-year students to become involved with leadership opportunities, achieve academic excellence, and continue the quest of self-exploration. The university is taking a proactive approach to sophomore success by providing support to retain second-year students through developing initiatives that support their unique needs. UC encourages students to become fully engaged in their academics (especially internships), co-operative learning, and volunteer opportunities to enhance educational experiences—turning sophomores into jubilant juniors, successful seniors, and ultimately, gracious graduates.

Opportunities available specifically to sophomores include:

- Sophomore learning communities
- Sophomore checklist
- Personal connection with alumni
- Internship, co-op, and research opportunities
- Leadership opportunities
- Resume writing
- Mock interviews
- Career exploration and academic advising

Additional Details

Website	Contact	Program Start Date	Assessment
http://www.uc.edu/csi/index.html	Carol Tonge Mack; Associate Academic Director, Center for Exploratory Studies; tongemcg@UCMAIL.UC.EDU	2007	The institution has not done a full-scale evaluation but they have looked at students who have utilized supplemental instruction in rigorous/academically challenging courses in the second year. A thorough evaluation is desirable.

University of Dallas

Location: Dallas, Texas

Program Description

For almost forty years, the University of Dallas's (UD) Rome Program has been delivering a superior curriculum of studies and educational travel to students who are seriously committed to the liberal arts, to the ideals of Western civilization, and to the Catholic intellectual tradition. This study abroad experience, geared toward UD's second-year students, is described as follows:

Prior to their Rome Semester, University of Dallas students have already read the masterful works of Homer, Plato, Aristotle, Virgil, Augustine, Aquinas, Dante, and others as part of the university's trademark core curriculum. Having this rich educational background makes their experience of the Rome Semester all the more intense and vivid.

Students read about Odysseus and Aeneas one day and find themselves in the actual physical setting of these heroic stories the next. They travel

across seas and journey through landscapes where major battles were decided. They recite and sing in the theaters where the great Greek tragedies were once performed. They come face-to-face with works of art and architecture that have inspired humankind for centuries. And they visit some of the holiest shrines and most beautiful monuments of the Roman Catholic Church. Informative and often dramatic experiences such as these bring their liberal education in the Western and Catholic tradition to life.

UD has a campus twelve miles outside of Rome, which offers many amenities and provides students with a comfortable and intentional residential community. Prior to and following their trips, students are offered a variety of materials and opportunities to ensure their experience abroad is maximized.

Additional Details

Website	Contact	Program Start Date	Assessment
http://www.udallas.edu/romeprogram	Rebecca Davies; Director, Rome and Summer Program; bdavies@udallas.edu	1970	University of Dallas gathers evaluations of the positive effects of Rome Program participation on retention and graduation rates. Data are also available in terms of measuring the program's ability to pull together the curriculum studied prior to, during, and after the Rome semester, and make it meaningful in students' academic, social, and spiritual development. Administrators are currently working on more extensive evaluation instruments. For examples of student comments about the Rome Program, see the last page of the following issue of The Forum Romanum newsletter: http://resource.udallas.edu/132/ForumRomanumFall2009.pdf .

University of Florida

Location: Gainesville, Florida

Program Description

Overview

The Returning Gators Program (RGP) is designed to address the specific needs and interests of second-year students at University of Florida (UF). It offers transitional programs and seminars beneficial for academic, career, community, and leadership development. A number of educational and social opportunities are available to help RGP students adjust to their second year at UF, prepare them for issues they will encounter, and help them succeed in this environment.

Program Goals

- Provide social opportunities for students to re-establish community connections from the previous year and form new connections;
- Provide high-quality residence life, student involvement, academic and career activities/workshops to help students successfully transition through their sophomore year and gain life skills in the areas of:
 - Independence (financial responsibility, cooking, problem solving, spirituality, politics, wellness, etc.),
 - Community (building pride/competition, reunions/new relationships, life-after-college preparation, floor community, and the community at large), and
 - Education (study abroad, leadership, career development, etc.);
- Provide professional and paraprofessional staff to address the specific needs of second-year students; and
- Develop a strong sense of unity and support where students feel comfortable interacting with each other and the university community.

Learning Outcomes

Students who participate in the Returning Gators Program (RGP) will be able to:

- Illustrate at least two daily behaviors they use for each of the following: safe food preparation, effective money management, and personal wellness;

- Describe their political and spiritual views;
- Participate in at least two social activities with people in the hall/area each semester;
- Explain at least three differences between healthy and unhealthy friendships/relationships;
- Identify at least two resources each for academic support, leadership/involvement, and career planning and development;
- Attend the Welcome Back Cookout.

Academic Courses

Residents are highly encouraged to take this optional class:

- Career Planning (SLS 2/301): This one-credit career planning class is designed to help students explore career interests and options and learn about academic majors, the world of work, and the job search process. Students also have the opportunity to take several career assessments, connect with professionals in their fields of interest, and listen to a variety of guest speakers.

Additional Details

Website	Contact	Program Start Date	Assessment
http://www.housing.ufl.edu/aie/murphree.php	<p><i>The creators of the program are:</i></p> <ol style="list-style-type: none"> 1. Dr. Diane Porter-Roberts, Assistant Director of Housing for Academic Initiatives and Student Personnel in Higher Education Graduate Program, dianep@housing.ufl.edu 2. Cliff Haynes, Academic Initiatives Specialist, cliffh@housing.ufl.edu 3. Ryan Winget; Assistant Director of Housing, East Campus; ryanw@housing.ufl.edu <p><i>The implementers of the program are:</i></p> <ol style="list-style-type: none"> 1. Mary C. Jordan, Coordinator of Academic Residential 	<p>August 2009</p>	<p>The program is very new and so has not yet been evaluated. The plan is to conduct evaluation in December of 2010 or in April/May of 2011 at the latest.</p>

	Programs, maryj@housing.ufl.edu 2. Matthew Scruggs; Residence Life Coordinator, Murphree Area; matthewS@housing.ufl.edu		
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University of Nevada, Las Vegas

Location: Las Vegas, Nevada

Program Description

The Sophomore-Year Experience at University of Nevada, Las Vegas (UNLV) is designed to support students in taking a proactive approach to their education. The sophomore year is a time for students to focus on identity development, create purposeful relationships, set appropriate goals that will lead to academic and personal success, become engaged with the campus community, and participate in self-reflection for continued growth. To this end, students are encouraged to both seek meaningful opportunities outside of the classroom that will complement their formal learning and engage in academic pursuits that will enhance learning at UNLV and continue to enrich their lives. UNLV's Sophomore-Year Experience motto reflects these ideals:

- MORE Involved
- MORE Engaged
- MORE Inspired
- Making the Most of Your Sophomore Experience

In fall 2010, academic advisors at UNLV hosted the institution's inaugural sophomore event. The event was dubbed the Sophomore Recognition Ceremony; all sophomore students were invited to attend the on-campus, three-hour event, which included a guest speaker, an academic advising panel (advisors answered questions that were submitted by students via the event's online event registration system), a pinning ceremony, and a campus connections segment (campus offices/departments set up tables in the ballroom for students to visit at the end of the event). During the ceremony, students participated in an ice breaker to get to know their fellow sophomores. In addition, there was a dessert buffet and numerous drawings for give-away items.

Additional Details			
Website	Contact	Program Start Date	Assessment
http://advising.unlv.edu/SophYrExp.html	Tricia Lozano, Academic Advising Administration Coordinator, patricia.lozano@unlv.edu	August 2010	Although this program is just getting started, there has already been some data collection. Specifically, at the end of the recognition ceremony students were asked to complete a survey. This survey included the items listed below, which students rated on an agree-disagree scale:
<ul style="list-style-type: none"> ▪ Promotion (email correspondence and mailed invite) of the sophomore event was effective. ▪ The sophomore event increased knowledge of campus resources. ▪ The sophomore event assisted with deepening sense of community and belonging at UNLV. ▪ The sophomore event promoted focused exploration about majors. ▪ The panel discussion was useful in transitioning into the sophomore year. ▪ The sophomore event was successful in connecting students to academic advising at UNLV. ▪ The sophomore event created a welcoming environment. ▪ The sophomore event promoted networking with other students. ▪ UNLV academic advisors are invested in students' academic progress. <p>The survey also asked:</p> <ul style="list-style-type: none"> ▪ How else would you have liked to receive information about the event? ▪ As a rising sophomore, what do you need to be successful? 			

University of Louisville

Location: Louisville, Kentucky

Program Description

Resources for Academic Achievement (REACH) refers to the centralized academic support services that exist for all undergraduate students at the University of Louisville. Its primary goals are to provide materials to assist students in enhancing or improving their academic performance, to help students transition to college life, and to support the university's student retention. Since REACH's creation in 2000, it has evolved into a large and complex academic support unit at the university. It offers study sessions and tutoring for 100-, 200-, and 300-level undergraduate courses; coaching for academic development; peer mentoring for first-year students; seminars on student success topics; seminars to instruct mathematics, computer science and digital media; and much more.

Within the REACH umbrella, the Ambassador Peer Mentoring Program and the Second-Year Connection Newsletter (sent online to all second-year students) are the two initiatives that are targeted specifically to sophomores. Only sophomores can become peer mentors, most of who are recruited from the Freshman LEAD Program (a program that instructs students about leadership). First-year students graduate from LEAD to become REACH Ambassadors, practicing leadership by providing services to first-year students as second-year peer mentors.

Additional Details

Websites	Contact	Program Start Date	Assessment
http://www.reach.louisville.edu/about/mission.html http://www.reach.louisville.edu/mentoring/ http://www.reach.louisville.edu/news/	Cathy Leist, Executive Director of REACH, cathy.leist@louisville.edu	2000	Many types of program evaluation data are collected, which are posted on an internal SharePoint; unfortunately, this information cannot be shared externally.

University of Minnesota Duluth

Location: Duluth, Minnesota

Program Description

Sophomore Year Initiative: 30-60-90 Roadmap

University of Minnesota Duluth (UMD) has a comprehensive sophomore-junior-senior student success program brought together under the 30-60-90 Roadmap program. Aligning with the credit goals of 30 (sophomore status), 60 (junior status), and 90 (senior status), the 30-60-90 Roadmap contains key strategies and activities to ensure the academic, co-curricular, and personal success of UMD students. These are the elements of the sophomore-based component of the Roadmap:

Vision

To bring together resources and information that will support sophomores as they strive to meet key benchmarks toward graduation and to further integrate into UMD's academic and social communities

Program Goal

To increase the percentage of UMD students retained between the second and third years

Program Objectives for Sophomores

- Sophomores will report high levels of satisfaction in key measures related to intent to re-enroll and graduate as well as their "fit" at UMD. Measures will assess student satisfaction with:
 - The amount they are learning in college,
 - Their overall experiences at UMD,
 - The quality of academic advising they receive during the sophomore year,
 - Their experiences with peers at UMD during the sophomore year, and
 - The quality of interaction with faculty during the sophomore year.
- Sophomores will report high levels of time spent/involvement with activities related to intent to re-enroll and graduate as well as their "fit"

at UMD. Activities measured will include:

- Studying for classes,
 - Involvement in student organizations on campus, and
 - Involvement in community service.
- Sophomores will report high levels of certainty in their choice of academic major.

Coordination

The project is spearheaded by the UMD coordinator of student success initiatives. Partnerships are sought across academic and student life units.

Sophomore Council

An important component of UMD's second-year programming is the Sophomore Council, which represents a collaborative effort spearheaded by the student success initiatives coordinator with assistance from UMD Housing, Student Activities, and Career Services. The council contains faculty, administrators, and students. Goals of the Sophomore Council include:

- Improving experiences with peers and increasing involvement in student organizations;
- Organizing and promoting resources and activities to support the success of sophomores;
- Aiding in the development of class identity; and
- Increasing awareness of the unique needs of students during the sophomore year.

Student Members of the Sophomore Council

- **Membership Criteria:** An interest in improving the student experience at UMD, a willingness to devote 3-6 hours per week to council activities, and demonstrated academic success.
- **Responsibilities:** Work with other members to develop goals and directions for the Sophomore Council; establish a community identity for second-year UMD students; increase awareness of campus involvement options through a variety of resources; represent peers in determining programming and informational needs and in identifying roadblocks to student progress; recommend programs and resources to support sophomore student success; attend biweekly meetings to plan and execute events; and maintain ongoing communication with the coordinator of student success initiatives.

Additional Details			
Websites	Contact	Program Start Date	Assessment
http://www.duluth.umn.edu/roadmap/sophomore.html	Mary Keenan; Coordinator, Student Success Initiatives, Office of the Vice Chancellor for Academic Administration; mkeenan@d.umn.edu	July 2006	<p>UMD will be assessing the success of the overall second-year initiative through retention data and the project objectives listed above. Baseline data were collected on these objectives in 2009 through a survey of second-year students. Surveys will be re-administered every two-three years. Results will be used iteratively to update program objectives; in fact, the 2009 objectives were based on survey data that revealed the important factors related to students' intent to return to and graduate from UMD. Survey items were formulated through national research on predictors of sophomore success.</p> <p>The Sophomore Council will be evaluated based on their outreach efforts and activities. The institution hopes to find higher levels of student satisfaction/involvement on those two factors (outreach/activities) the next time that second-year students are surveyed.</p>

University of New Haven

Location: West Haven, Connecticut

Program Description
The Sophomore Experience at University of New Haven (UNH) is designed to meet the needs of students making the transition into their second year of college. Students' sophomore years can be both challenging and anxiety-producing experiences while they start to think about their future

personal, academic, and career goals. This anxiety can lead to a slippery slope for students who have yet to determine a major or career aspiration. Sophomore Experience is a program that aims to help students learn more about themselves, enable self-discovery, and promote the many opportunities the university has to offer.

The purpose of the Sophomore Experience is to connect the sophomore class through programs and activities so that each student can learn from one another's experiences and grow as an individual. The idea is to provide opportunities to build upon the academic and social integration processes established in the First-Year Experience program and provide sophomores with an easy and successful transition into their career paths.

Additional Details

Website	Contact	Program Start Date	Assessment
http://www.newhaven.edu/student-life/22802/	Wanda D. Tyler; Director, Office of Intercultural Relations; wtyler@newhaven.edu	2008	UNH administers the Sophomore Experience Survey.

University of Richmond

Location: Richmond, Virginia

Program Description

Sophomore Scholars in Residence

Addressing the Challenges of the Sophomore Year

University of Richmond's Sophomore Scholars in Residence (SSIR) program supports students through their sophomore year with formal and informal opportunities to think critically about major/minor decisions, study abroad, careers and internships, diversity and inclusion, and citizenship.

As members of SSIR, sophomores with shared interests immerse themselves in an academic topic during a year in which they live, study, and travel together.

Community of Students

SSIR students are housed in a co-education living and learning community. By surrounding themselves with other SSIR participants and living and learning communities, residents have a multitude of opportunities to interact with students from differing background while having a shared, common experience.

Inside and Outside the Classroom

SSIR takes traditional coursework, reading, and research in class and adds experiential opportunities outside of class to further enhance learning. Students have a number of beyond-the-classroom experiences such as traveling together as a community, attending lectures and seminars, participating in service projects, meeting with leaders and experts in various areas, and interacting with alumni. During the fall semester, too, students conduct research that serves as the foundation for the capstone project they will later create and present to the campus community at the end of the spring semester.

Dedicated Faculty

SSIR courses are taught by dedicated and talented faculty members that serve as mentors to students within the SSIR community, guiding them in their research projects and academic pursuits. Faculty members prepare experiential learning components for students and travel with them over weekends and academic breaks on planned community trips. Although faculty members do not reside with the SSIR community, many hold office hours in the residence halls, teach in residence hall classrooms, and have meals with the students. In addition to the faculty, sophomores have the support of student development professionals from a variety of offices.

Additional Details

Website	Contact	Program Start Date	Assessment
http://www.richmond.edu/living-learning/ssir/index.html	Andy Gurka; Director, Living Learning and Roadmap Programs; agurka@richmond.edu	2009	See below. Please note that this excerpt is part of a much longer report on program components and vision; a copy can be obtained by contacting Mr. Gurka directly.

Recognizing consistent opportunities for improvement, the program will engage in systematic efforts to evaluate in objective ways the extent and quality of our impact and to gather both quantitative and qualitative outcome-measure-oriented data to make adjustments and improve future programming activities. The four major outcomes of the Sophomore Scholars-in-Residence program that will be evaluated short-term and long-term are: (1) student learning impacts, (2) student psychosocial impacts (3) faculty impacts and (4) institutional impacts. Internally within the University of Richmond, these efforts will include regular use of a wide range of mandated evaluation and assessment procedures, analysis of the resulting data, and implementation of adjustments in an effort to improve program performance. These procedures will include evaluating the effectiveness of program implementation (Process Evaluation), and looking at the impacts of the program with respect to both learning, psychosocial development, training and institutional impacts (Outcomes Evaluation).

I. Process Evaluation: Process evaluation will be conducted by periodic assessment of program and center documents including course syllabi as well as through interviews, surveys and focus groups with key stakeholders including:

- Student focus groups, course evaluations, sophomore workshop evaluations, and student debriefings;
- Program director's evaluation of courses and program as a whole;
- Faculty interviews and surveys including evaluation of the curriculum;
- Development Workshop;

- Program administration interviews; and
- University administration surveys.

II. Outcome Evaluation (Short-term and intermediate): Outcome evaluation will be conducted at the end of each semester, at the end of the year, and when students graduate.

A. Students: To assess the impact of the program on student learning, outcome measures will include:

- Classroom-embedded assessments: These will be used to assess whether student learning objectives 1 and 2 are met. Faculty will provide the created classroom assessment, an explanation of how items or tasks on the assessment are related to learning objectives, a submitted student example of what it means to be competent in the area, and a submitted rubric with student frequencies for the two core competencies. This will be conducted in the fall semester and will provide feedback to students, professors and program to be used to help improve student learning;
- Capstone project evaluations: Student learning objectives 1, 2, 3, and 6 will be assessed by faculty evaluations of students' end-of-year group projects according to a set of specified criteria;
- Student and faculty evaluations: Evaluations of group member performance and communication skills as specified by learning objectives 3, 5, and 6 will be made. These will use a standardized rubric;
- End-of-first semester group proposal evaluation: This evaluation will be based on a standardized rubric and graded by the supervising faculty member;
- Capstone presentation evaluation: This will adhere to the specifications of the defined rubric and graded by a faculty advisory committee attending the Annual Arts and Sciences Student Symposium based on learning objectives 1, 2, and 3;
- Indirect measures of student performance: These will include documentation of student attendance and participation at gallery exhibitions, performances and national conferences, and in publications and/or reports; and
- Indirect/External measures: These will include student data from the National Study of Living-Learning Programs (NSLLP), a psychometrically-sound instrument administered longitudinally and utilized by postsecondary institutions across the country to empirically demonstrate how participation in living-learning programs improves academic, social, and developmental outcomes for participants. NSLLP will also provide national benchmarks by drawing from the collective success of participating programs across the country.

To assess the impact of the program on students' psycho-social development, outcomes measures will include:

1. The Student Adaptation to College Questionnaire (SACQ), a 67-item, psychometrically-sound questionnaire designed to measure the effectiveness of student adjustment to college. This instrument will be administered to Quality Enhancement Plan (QEP) students and a voluntary control group of sophomore students with similar demographic backgrounds, not participating in the QEP program or in similar programs (Control-Comparison Group);
2. Survey instruments developed and psychometrically validated at the University of Richmond; and
3. A student graduation exit survey developed and psychometrically tested by the University of Richmond.

B. Faculty: To assess the impact of the program on faculty members, faculty outcomes will include:

1. Individual self-reflection reports;
2. A faculty questionnaire that will be developed and psychometrically validated at the University of Richmond that will be given to those participating in the Sophomore Scholars-in-Residence program as well as a voluntary control group of faculty members teaching sophomore courses (Control-Comparison Group);
3. Teaching portfolios with examples of student work produced throughout the two semesters, pedagogical techniques, and a summary of the student debriefing.

III. Outcome Evaluation (Long-term):

Beyond evaluation of process and of immediate and intermediate outcomes, procedures will be established for measuring and evaluating the long-term impact of Sophomore Scholars-in-Residence activities on the institution every two years. This will include changes in administrative support and university policy for programs of this type, as well as looking at the impact for participating students and faculty. These procedures will include:

- Tracking and evaluating new courses created as a result of SSIR courses and research projects;
- Monitoring faculty participation in teaching and advising students who participated in the Sophomore Scholars-in- Residence program;
- Tracking interdisciplinary research and teaching linkages between faculty members;
- Tracking extramural funding for research using learning communities as a strategy;
- Tracking institutional publications, presentations, exposition, performances as a result of the SSIR program;
- Measuring job placement and career success of graduating SSIR students;

- Tracking patterns of achievement, entry into certain majors, and graduation rates of minority groups; and
- Indirect/External measures will include data collected from the National Survey of Student Engagement (NSSE), a 48-item, psychometrically sound survey designed to assess student engagement in empirically-derived effective educational practices and their college experience given to students at the University of Richmond every other year. The instrument is composed of three subscales measuring college activities, educational and personal growth, and opinions about the school. This survey will be used to compare indirect measures of student learning for participants within the program to national benchmarks as well as to compare students within the institution participating in the Sophomore Scholars-in-Residence program with a carefully matched control comparison group within the university (i.e., student with similar demographic characteristics, not participating in the SSIR program or other living/learning programs on campus.)

Internal evaluation procedures will be conducted by the assessment specialist in the Office of Institutional Effectiveness and supplemented by a commissioned outside evaluation specialist. These evaluators' recommendations will be used in making programmatic decisions about improving the future direction of the Sophomore Scholars-in-Residence program. A goal-focused evaluation model will be used. This CIPP (or Context, Input, Process, and Product) evaluation model is designed around the four evaluation components that CIPP stands for. The context component will assess attitudes, values, and beliefs of professors, program heads, administration and students that impact or influence the program. Evaluation methods will include monitoring, documenting, and assessing program activities by surveys, key informant interviews, and student focus groups. In addition to an evaluation of the actual product (a sophomore living-learning program), product evaluation include:

1. Impact: the assessment of the program's reach to the target audience,
2. Effectiveness: the assessment of the quality and significance of the program's outcomes,
3. Sustainability: the assessment of the extent to which a program's contributions are successfully institutionalized and continued over time; and
4. Transportability: the assessment of the extent to which a program has (or could be) successfully adapted and applied elsewhere.

University of South Carolina

Location: Columbia, South Carolina

Program Description

The Sophomore Initiative (TSI) at the University of South Carolina (USC) is the combination of services, programs, and curricular and co-curricular activities that provides a gateway between students' college transitions and their future aspirations. TSI offers a foundation to explore the specific experiences and opportunities USC has to offer, especially those related to career development, high-impact learning, academic success, and connection to campus.

TSI Goals/Components:

- Career development
- Experiential education/high-impact learning
- Academic excellence/academic success
- Connection to campus

Additional Details

Website	Contact	Program Start Date	Assessment
http://www.housing.sc.edu/tsi/	Jimmie Gahagan, Ph.D.; Director for Student Engagement; gahagan@sc.edu	USC's program started in fall 2004 with a subcommittee/task force of the University Retention Committee that examined the sophomore-year experience in-depth. Programmatically, events began to	USC's work with second-year students is undergoing restructuring this year. Changes are anticipated in several initiatives in the upcoming months. A revised overview and new assessment data should be available by the end of this

		happen in fall 2005.	academic year (2010).
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University of Tennessee-Knoxville

Location: Knoxville, Tennessee

Program Description

"Learn More. Achieve More. sophoMORE" is the University of Tennessee-Knoxville's (UT-Knoxville) sophomore year experience initiative. This program has been in existence since fall 2009 and focuses on both curricular and co-curricular aspects of the second year.

Activities associated with sophomore programming tend to fall in one of four categories: academic objectives, career choices, civic engagement/service learning, and undergraduate research. Examples of second-year activities that UT-Knoxville promotes include: academic coaching, becoming a peer mentor, a Sophomore Seminar Series, Sophomore Welcome Week, and information sessions on study abroad, internships, and research opportunities. Additionally, a website is available for sophomores to help them productively address any issues they may experience (see below).

Additional Details

Website	Contact	Program Start Date	Assessment
http://studentsuccess.utk.edu/students/sophomores/	Dr. Ruth Darling, Assistant Provost for Student Success, darling@utk.edu	2009	Brief surveys were administered in fall 2009/spring 2010 but no comprehensive assessment has been completed.

University of San Diego

Location: San Diego, California

Program Description

The Second Year Experience (SYE) at University of San Diego (USD) strives to provide students with services, resources, and experiences that are tailored to the needs of sophomore students and focus on the importance of leadership skills, involvement in community, and independent living. Recognizing that sophomores require a different type of educational experience than first-year students or upperclassmen, the SYE program has developed a suite of opportunities designed to appeal to second-year students and facilitate their transition into the third year. The following are some of the features of USD's unique SYE program:

- The Alcalá Vista Apartments (a.k.a. the Vistas) are the home to the SYE, housing over 670 students that are primarily sophomores. The Vistas have one community director, one assistant community director, fifteen resident assistants, three resident ministers, two resident faculty, and a desk supervisor. The Vistas provide a different type of living experience than traditional residence halls in that they are full apartments complete with living rooms, kitchens, and bedrooms. At the Vistas, a variety of sophomore-focused activities are offered including:
 - The SYE Welcome Back BBQ: An event that celebrates the return of the sophomore class and that provides an opportunity for returning sophomores to reconnect with one another, faculty, and administrators. Free food, music, and door prizes are provided.
 - Vista's House Cup: This concept is loosely based on the Harry Potter/Hogwarts idea of house competitions. There are four residential buildings in the Vista Apartments and residents get points for attending various SYE events, community service opportunities, RA/RHA programs, and being involved in the area. Each of the four buildings has a mascot that exemplifies various aspects of Catholic Social Teaching and principles. For example, the Palomar house mascot is the "Polar Bears," which symbolizes the principle of dignity. The polar bear was chosen because it is viewed as the unrivaled predator of its habitat, but it only takes what it needs and roams the tundra with a solitary poise. As such, Palomar's values lie in carrying a quiet dignity within oneself and ensuring the dignity of others through just treatment.
 - Resident Assistant/Resident Hall Programs: These student organizations and staff host different social and educational programs throughout the year to help engage second-year students and build community. Examples of programs are ice cream socials, movie nights, pool parties at the Sports Center, and cookies and conversations.

- In addition to the activities based out of the Vistas, USD also offers the SYE Abroad: *Developing Global Citizenship Through the Core Curriculum*. This program is a very unique initiative that has been specifically designed for the Class of 2014. During the three-week intersession of their second year, students will have the opportunity to study abroad in one of three exceptional locations: Barcelona, Spain; Florence, Italy; or Oxford, England. This program offers students the chance to earn four units of core curriculum credit in a variety of disciplines including art history, economics, ethics, history, language, literature, political science and religious studies. Students participating in the SYE Abroad program have the option of living with their fellow classmates who are also studying abroad. Moreover, the program director will be accompanying students for the purposes of both enhancing the overall experience and intentionally working to apply the lessons learned in study abroad to students' academic and life pursuits at USD.

Other SYE programs include:

- 1st Connections programs: During the fall Semester of 2010, USD had three 1st Connections programs: the first was a Study Abroad Drop-in Advising Session, which was held after regular advising hours as an ice cream social; the second was a trip to a USD theater production; and the third was a night hike in Torrey Pines.
- Welcome back letter: All sophomores receive a "welcome back" letter prior to their arrival on campus, expressing administration's enthusiasm about their return and some suggested tips for making their second year productive and rewarding.

Additional Details

Website	Contact	Program Start Date	Assessment
http://www.sandiego.edu/sye/	Matt Kuder, Vistas Community Director/ SYE Coordinator, kuder@sandiego.edu	2007	USD completed a formal evaluation of its SYE program two years ago. This evaluation assessed which programs students were attending, the study abroad program, housing accommodations, etc. SYE constantly undergoes revisions based on input received from residents and other involved parties such as resident ministers and resident faculty that are connected with students. The tight-knit nature of the second-year community promotes exchange of ideas and feedback among students and program planners.

University of Vermont

Location: Burlington, Vermont

Program Description

The Honors College (HC) at University of Vermont (UVM) offers an intensely focused, academically challenging environment for some of the university's most outstanding undergraduate students. Within the HC, the sophomore experience is intentionally structured to combine curricular and residential components.

HC sophomores are of two origins: about half start the HC in their first year at UVM and continue as sophomores; the other half begin the HC in the sophomore year after having been accepted via an application process. Efforts with HC sophomores initially center on welcoming the new sophomores and facilitating their integration into the HC. To this end, a couple of social events (for all sophomores) are scheduled close to the start of the fall semester. Soon afterward, the HC holds advising sessions that focus on HC requirements, selecting a major, and co-curricular options such as undergraduate research and nationally competitive fellowships and scholarships. Similarly, sophomores are encouraged to pursue academic opportunities outside of the classroom and apply for undergraduate research grants; they are also informed about study-abroad programs and junior-year internship possibilities. Many sophomores live in University Heights North, but a number of them live elsewhere on campus, as HC students are not required to live in honors housing.

Each semester, HC sophomores take a three-credit honors seminar, choosing from an extensive slate of offerings created for HC students by schools and colleges throughout the university. Special topics vary from year-to-year and draw on the rich and diverse interests of the faculty who teach them. Sophomore seminar courses for 2010-2011 cover topics from sports nutrition to public health to the paranormal, from Shakespeare to ecosystems to human health. Honors faculty from numerous academic disciplines teach the seminars, allowing sophomores to meet scholars from a broad cross section of the university. The seminars are open only to Honors College students.

Additional Details			
Website	Contact	Program Start Date	Assessment
http://www.uvm.edu/~honcoll/?Page=sophomore.html&SM=currmenu.html	Abu Rizvi, Dean of the Honors College, abu.rizvi@uvm.edu	The UVM Honors College began in fall 2004.	Sophomore seminars undergo a standard course evaluation process. An end-of-year survey is sent to all HC students, including sophomores.

University of West Georgia

Location: Carrollton, Georgia

Program Description
<p>Mission:</p> <p>The Second-Year Program at the University of West Georgia (UWG) strives to assist second-year students in expanding academic success, engaging with an academic program and career choice, and increasing involvement in the vibrant life on UWG's campus and beyond. The fundamental components of this program are:</p> <ul style="list-style-type: none"> ▪ Academic success, ▪ Major/career choice, ▪ Connecting with campus through leadership and involvement, and ▪ Awareness of the interconnectedness of self with local, national, and international communities. <p>Activities in fall 2010 included:</p> <ul style="list-style-type: none"> ▪ I 2nd That! Welcome Celebration ▪ Student Organization Fair

- Community Project: Habitat for Humanity
- Volunteer Fair
- Conversation: Finding a Sense of Purpose
- Map an Academic Plan Program
- Conversation: Overcoming the Sophomore Slump
- Seminar: Choosing and Financing a Study Abroad
- Study Abroad Fair
- Conversation: Relationships to Support My Well-Being
- Seminar: “Undeclared? Let’s Find a Major!”
- Backpacking Adventure Trip

UWG encourages second-year students to keep running the race toward academic, personal, and professional success; to try again, if they have experienced failure; to spread their wings and fly to places (both literally and figuratively) never before imagined; to challenge comfort zones; to become aware of a vast world beyond college; and to revel in the fact that this is their moment to dance, sing, think, be, and become. As an assurance to the second year-student, UWG offers the Henrik Ibsen quote, “The spectacles of experience; through them you will see clearly a second time.”

Additional Details

Website	Contact	Program Start Date	Assessment
<ul style="list-style-type: none"> ▪ http://www.westga.edu/sye/ ▪ Also, please see: http://www.westga.edu/assetsDept/sye/EXCEL_soph_broch.pdf 	DeLandra Hunter, Associate Director of EXCEL Center for Academic Success, dhunter@westga.edu	2010	Program was recently initiated; no data are available at the present time.

Washington State University

Location: Pullman, Washington

Program Description

Washington State University (WSU) has found that the “sophomore slump” and the uncertainty that second-year students feel is related to a lack of direction and not knowing who to talk to; it is different than counseling per se and goes beyond advising. Thus, they developed a seminar for sophomore students as well as incoming transfer students with more than 30 credits. The seminar focuses on researching majors, careers, passions, interests, and values. The following is the current description of the sophomore course offered at WSU: *Seminar will introduce second/third-year students and transfer students to the campus and academic community in an informal and interactive environment. Students will explore various academic majors and careers through focused examination techniques guided by an experienced graduate facilitator. The seminar will help students in the process of forming meaningful contacts with university faculty, staff, departments and units, and employers. Through these interactions it is the intention of this seminar to aid students in the self-exploration process and better understand a "good fit" major and key resources to assist in that process.* For this course, students read *The Alchemist*; also, throughout the semester the curriculum employs an approach called Major in Success to ground students in thinking about their personal journeys, why they are in college, and help them consider what it is that they are passionate about. Students are actively encouraged to make connections with faculty across campus once they have identified what their interests are.

Additional Details

Website	Contact	Program Start Date	Assessment
http://universitycollege.wsu.edu/units/explore/	Selena M. Castro, Ph.D.; Director of Student Success and Retention Programs; scastro@wsu.edu	2008	The program has not been formally assessed yet; however, that is a step that will be taken next semester (spring 2011) now that there are two full years of data on students' persistence to graduation.

Washington University in St. Louis

Location: St. Louis, Missouri

Program Description

Washington University in St. Louis (WUSTL) offers a suite of sophomore-focused programs, including university- and college-wide initiatives. These are outlined in the sections below:

University-Wide Programming

A handful of signature programs sponsored by residential life are specifically targeted to sophomore students:

- *Sophomore Series*: A five-week seminar that utilizes Strengthsquest and requires students to engage in informational interviews, discuss finding a mentor, and work on leadership skills.
- *Sophomore Kick-Off*: This consists of two main events: 1. The Sophomore Resource Fair, which brings together offices across campus to tell sophomores about the programs geared toward them, and 2. The Sophomore Big Nite Out, which aids sophomores in getting off campus and exploring. For this event, the university selects a neighborhood near campus to rent out a movie theater or other venue and bring in comedians, mentalists, magicians, etc. WUSTL works with businesses in the neighborhood to give discounts and special promotions to students that evening, too. The Nite Out takes place before classes start as a welcome-back-to-campus offering.
- *Sophomore Scavenge*: This is a week-long scavenger hunt where groups of friends compete for prizes by finding different places and people on campus and in the city. The culmination of this event week occurs at a basketball game in February where food and door prizes are provided and winners of the scavenger hunt are announced.

College of Arts and Sciences (A & S)

Sophomore Group Advising Session

The Sophomore Group Advising Session takes place during the Sophomore Kickoff previously mentioned. At this session, A & S four-year advisors reconnect with sophomore students and discuss important decisions to be made during the year. This event is followed by a university-wide resource fair with representatives from campus partners, such as the Career Center, Office of Undergraduate Research, Study Abroad Program, and

the Community Service Office, among others.

Major-Minor Decision Workshop

Several times at the start of the year—and once again in January—the College of Arts & Sciences and the Career Center work together to hold workshops on choosing a major and/or minor.

Major-Minor Fair

This event is held annually in early October and provides students with information about various departments, allowing the departments and programs to present themselves to students.

Major Convocation and Welcome Sessions

The Major Convocation marks the deadline for choosing a major and celebrates students' entry into A & S majors. It is held in February and is followed by Welcome Sessions, where students meet with faculty in various departments of A & S.

School of Engineering & Applied Science

The school collaborates with the overall WUSTL sophomore experience by supporting campus programs and encouraging engineering sophomores to attend. There are also school-specific programs for sophomores, including:

- Engineering Student Organization Fair at the beginning of the year, which supports sophomores in exploring leadership opportunities;
- Sophomore lunch with deans from Engineering Student Services; and
- Undergraduate Research Fair: Faculty display upcoming summer undergraduate research opportunities for sophomores. This is held during "Engineering Week" in February.

Additional Details			
Website	Contact	Program Start Date	Assessment
<p>University-Wide: http://sophexperience.wustl.edu/</p> <p>Arts & Sciences: http://college.artsci.wustl.edu/sophomores</p> <p>Engineering: N/A</p>	<p>1. University-Wide: Mary Elliott, associate director of residence life, melliott@wustl.edu</p> <p>2. Arts & Sciences: Matt Devoll, Ph.D.; assistant dean, College of Arts and Sciences; mwdevoll@artsci.wustl.edu</p> <p>3. Engineering: Ron Laue, Ph.D.; assistant dean, School of Engineering and Applied Science; ron.laue@seas.wustl.edu</p>	<p>Ranges from 2006-2007</p>	<p>University-Wide: In the past, the program has been evaluated with a survey that the university has iteratively revised throughout the years. This year, they are also planning to run focus groups with sophomore students.</p> <p>Arts & Sciences: N/A</p> <p>Engineering: N/A</p>

Western Michigan University

Location: Kalamazoo, Michigan

Program Description
<p>The goal of the Second-Year Experience (SYE) at Western Michigan University (WMU) is to support students with traditional sophomore issues—especially career exploration—and to prepare them for next steps such as internships or studying abroad. Common second-year concerns are addressed on a monthly rotation via programs and bulletin boards. The big annual event is an alumni dinner series. During the series, sophomores are asked to participate in a small dinner (attendance is limited to 13) with an alumna from their college. Similarly, students with undeclared majors are invited to all the alumni dinners. This provides a great networking opportunity for students and a chance to learn about careers and application of classroom knowledge.</p>

French Hall houses the SYE program and is considered one of WMU's Special Interest Housing Programs. All students living in French Hall are part of the SYE; however, because many students choose French Hall due to its being an upper-level hall (versus being a residence venue for the SYE concept specifically), it is the only program where students are not necessarily selecting the program because of its orientation (as opposed to, for example, special interest housing focused on aviation, fine arts, etc.).

Additional Details

Website	Contact	Program Start Date	Assessment
http://www.wmich.edu/housing/special/sye.html	Laura Darrah; Assistant Director, Residence Life; Laura.Darrah@wmich.edu	2006	WMU has not conducted assessment specifically of students in the SYE compared to other upper-level halls. However, the university does administer a series of internal student perception and satisfaction surveys. Also, the institution participated in the 2007 National Study of Living Learning Programs survey; data was provided early in the program's development, though, so some information may not be current.

West Virginia University

Location: Morgantown, West Virginia

Program Description

West Virginia University (WVU) hosts a joint second-third year program called the Sophomore/Junior Year Experience (SJE). The SJE aims to determine the needs of sophomores and juniors and provide appropriate services and programs to ensure their success as they transition from their first or second year. Specifically, the objectives are to:

1. Show sophomores and juniors they are valued at WVU,
2. Assist students with the transition from one year to the next,
3. Provide mentoring to ease the difficulties associated with the middle years of college,
4. Help sophomores and juniors find ways to get involved with WVU, and
5. Aid sophomores and juniors in getting internships and jobs.

List of SJE Programs

Academic

1. **Sophomore Celebration:** At the end of each spring semester, SJE partners with residential education to provide a celebration for all rising sophomores. At this celebration, students begin the evening with a ceremony to mark their transition from freshmen to sophomores, enjoy entertainment, eat good food, and have a chance to win prizes.
2. **Council of Students:** Administrators from student affairs meet with a group of students on a regular basis to help guide programming for sophomores, juniors, and seniors.
3. **A Night out at the Tomchin Planetarium:** On a selected Friday evening during the spring semester, the dean escorts ten students to a show at the Planetarium and dinner in downtown Morgantown.
4. **Pierpont Hall:** This is an upper-class residence hall that welcomes sophomores, juniors, and seniors. It offers apartment-style living on campus; individually-keyed bedrooms; a prime location; spacious two-and three-bedroom floor plans; fully-equipped kitchens with dishwashers and microwaves; fully-furnished apartments (utilities included); free basic cable; high speed internet access; ample closet space; individual climate control for heat and air conditioning; and resident faculty leaders to provide academic and social support and overall guidance.
5. **Faculty Dinner Series:** This program began in fall 2006 and features three faculty dinner events during the fall semester. Each dinner has a theme based upon the expertise of the faculty member who is leading the dinner, and provides an opportunity for students to connect with faculty on more personal levels.
6. **Sophomore/Junior office hours:** Every Monday, walk-in office hours are available from 2:00-4:00 p.m. during which time students can meet with the special assistant to the vice president for student affairs (Sheila Powell).

7. SOAR Program (Sophomore Outdoor Adventure Reorientation): SOAR is an experiential education course that is now in its third year. Students travel for 15 days at the end of their first year and then meet in the fall to complete the course. The participants go canoeing and camping in the Rocky Mountains and explore the southwest desert. This course helps students reflect on their first year, learn about themselves, develop leadership and healthy living skills, discuss and prepare for sophomore-year expectations, and form lasting friendships with other students.
8. Sophomore Retreats: SJE is partners with the Mountaineer Adventure Program at WVU to hold retreats for sophomores and juniors. The retreats are being held at the new WVU Challenge Course. These full-day retreats provide students with a selection of classes in areas such as wellness, exercise, or personal reflection. Students have the opportunity to master a ropes course, make new friends, learn something novel, and enjoy a beautiful region of West Virginia.
9. Sophomore/Junior Fair: A fall event held for sophomores and juniors where they can explore study abroad, internships, career choices, etc.
10. Sophomore Survival Class: This class is currently in the planning stages. Beginning in the fall 2011 semester, it will feature topics such as “How to Live on Your Own” and “The Right Choices to Make for Your Career.”
11. Sophomore Teaching Assistants (TA) for the University 101 course: SJE and University 101 are planning to offer TA positions in U101 (first-year orientation class) for credit to sophomores. This will enable sophomores to mentor first-year students as well as alleviate the teaching load for residence hall assistants.
12. Welcome Week: SJE has partnered with the University 101 Program to welcome students back to campus. As the name suggests, Welcome Week is held the first week of classes. Folders outlining upcoming events and opportunities for sophomores and juniors are available for those who stop by. Free gifts are provided for all sophomores and juniors who visit the Experience WVU table during Welcome Week.
13. Tips for Success: A postcard with tips to help incoming sophomores and juniors succeed in their upcoming years is handed out at the Experience WVU table during Welcome Week. This postcard is also distributed to the many off-campus and on-campus housing complexes where sophomores and juniors live.
14. Orientation 151 for Freshmen/Sophomores: This two-credit, graded course is available in the classroom or on-line through the Career Services Center. The course is designed for freshman/sophomore undergraduate students who have not firmly committed to a major or a career. Students explore: skills, interests, and values; decision making; career resources on campus; employment outlook; and career options. All work is activity-based and there are no tests. Orientation 151 is offered in fall, spring, and summer semesters.
15. Orientation 252 for Juniors/Seniors: This two-credit, graded course is available in the classroom or on-line through the Career Services

Center. This course deals with the job search through the lenses of college majors and careers. Practical and proven strategies and exercises for establishing and succeeding in careers are emphasized. Skills and interest assessments are part of the course. Guidelines for successful job searches including researching prospective employers, resume and cover letter writing, effective interview techniques and procedures, as well as career development issues are covered. Critical thinking skills and internet research related to careers are also developed. All work is activity-based and there are no tests. Orientation 252 is offered fall, spring, and summer semesters.

16. MountaineerTrak Seminar Series: Geared toward juniors and seniors, the MountaineerTrak Seminar Series offers services such as: developing the job search process, resume writing, cover letters/thank you letters, how to look for a job/networking, interviewing questions/techniques, dressing/dining for an interview, and job offer/benefits review.

Cultural

17. New York City Trip: Every fall, fifty sophomore and junior students embark on a trip to New York where they will see a Broadway play, dine at fine restaurants, and explore the city.
18. Patagonia-Chile Trip: Students can experience international travel by electing to join the Adventure WV and Extension staff on an 18-day exploration of the Aysén region of Chile, beginning in December and returning in January. Participants earn six credits as they head to the opposite side of the world in the wild and mysterious area of the southern hemisphere known as Patagonia. This landscape is filled with endless glaciers, old-growth beech forests, and glittering lakes. Because it is the summer season, students will have opportunities to go fly fishing, sea kayaking, hiking glaciers, and trekking up mountains. They will be immersed in the unique traditions of life in Aysén, with plenty of chances for cultural exchange.
19. Washington, D.C. Trips: Every spring, SJE takes a group of sophomores and juniors to Washington, D.C. where they see a Shakespeare play and/or attend the symphony, have dinner at an upscale restaurant, and explore all that D.C. has to offer. Partnerships are formed with other programs on campus to include their students (such as the International House).
20. Pukyong Cultural Exchange Program: SJE, the Office of International Students and Scholars, and the Office of International Programs has partnered with Pukyong National University (PKNU) to offer WVU sophomores or juniors an opportunity to participate in a three-week study abroad trip to Busan, Korea. Students study for three weeks and enroll in a follow-up course at WVU in the semester after the trip.

Social

21. 3-on-3 Basketball Tournament: This fall event is co-sponsored with the Student Recreation Center and the Basketball Office, and is marketed to all sophomores. The tournament began in 2004 with twenty teams; over thirty teams signed up for fall 2008. Each participant receives a t-

shirt, and the winners of the tournament receive official WVU basketball sweat suits. Entry fees are collected and given as donations to the United Way.

22. E. Moore Hall Pre-Game Celebration: Experience WVU has joined efforts with other student services on campus to offer a pre-game celebration for students. This celebration boasts two hours of free games, prizes, entertainment, and food on a football game day.
23. Fright Farm Trip: Every fall, sophomores and juniors sign up for a trip to the “fright farm.” A VIP tent is catered with pizza and snacks and a bonfire is built to roast marshmallows and facilitate group interactions.
24. Ghost Stories: Every fall around Halloween, student affairs invites sophomores and juniors to Elizabeth Moore Hall to share tales about ghosts and goblins.
25. Love Poetry for Valentine’s Day: Each spring semester around Valentine’s Day, student affairs invites students to a reception and love poetry readings in Elizabeth Moore Hall. The poetry is read and presented by Dr. David Stewart, AVP for Student Affairs.
26. Ice Skating Pizza Party: Every spring, a bus of sophomores and juniors descend upon the Morgantown Ice Skating Rink for a fun night of skating and pizza.

Communication

27. SJE Newsletter: A monthly newsletter is sent to all sophomores and juniors. The newsletter features sections such as a message from student affairs administration, features on various programs, and upcoming events beneficial for sophomores and juniors.
28. SJE Website <http://sophomorejunioryear.experience.wvu.edu/>: This website was created to inform and update sophomores and juniors on everything from getting involved on campus to getting a job after college. The SJE website outlines programs, activities, and services that will help ensure that a student’s middle college years are successful.

Additional Details			
Website	Contact	Program Start Date	Assessment
http://sophomorejunioryear.experience.wvu.edu/	Sheila (Shyla) Powell, Special Assistant to the Vice President for Student Affairs; SJE@mail.wvu.edu	2006, though some elements existed prior to this time.	The SJE is evaluated consistently; feedback has been extremely positive. Assessment of the Faculty Dinner Series, for example, shows that students are learning new material and/or enhancing their prior knowledge of a subject.

William Jewell College

Location: Liberty, Missouri

Program Description
<p>Currently, sophomore programming at William Jewell College (WJC) is being redesigned. Part of that redesign comes from the desire to engage students and successfully garner a high degree of student involvement in academic and co-curricular activities. Although aware of the need to specifically target sophomores, the college has stopped billing events as “SYE-sponsored” to avoid stigmatizing the “sophomore” element. Rather, there has been direct marketing of events on campus to sophomores that are geared toward topics of interest to second-year students. Different strategies are being applied to increase attendance at these events.</p> <p>As opposed to large-scale sophomore initiatives, WJC has found that a more successful application of the sophomore-focused programming effort is to reach out to individual sophomores who are struggling academically, identifying their challenges, and working with the students to develop solutions and get them the appropriate assistance. Students seem to be more receptive to meet one-on-one to discuss their individual needs than they are to attending open events.</p>

Additional Details			
Website	Contact	Program Start Date	Assessment
Currently the sophomore year web page is undergoing edits and will be re-designed to reflect the college's new initiatives.	Mr. Ernie Stufflebean, Assistant Dean of Students and Director of Residence Life, stuffle@william.jewell.edu	2006	Several new approaches are being explored this year as far as programming. These efforts have not been assessed yet but there are plans to do so in the future.

Xavier University

Location: Cincinnati, Ohio

Program Description
<p>The primary objective of the Sophomore Discovery Program at Xavier University is to increase sophomore-to-junior retention. Program elements are intended to inform sophomore students of programs and opportunities; to promote a sense of community and fun; to encourage sophomores to reflect and engage in dialogue about relationships, identity, and diversity; and generally to support sophomores as they progress through the year.</p> <p>This program is a collaborative effort that has been led by Bethany Kilgore, assistant director career services; Angie Kneflin, assistant director, Office of Residence Life; and Molly Maher, assistant director of student success and retention. In 2009-2010, the Sophomore Discovery Program consisted of a website targeted toward sophomore students; a newsletter that was sent in the fall term to welcome students back and introduce the program; fall and spring Mystery Bus Trips (allowing students the opportunity to interact with fellow classmates off campus); Sophomore Discernment Dinners that incorporated the StrengthsFinder (guiding students toward becoming aware of their strengths and how they can apply them to their college experiences); Sophomore Koinonia (a group that meets on a weekly basis to share their life experiences, questions, and insights through the lens of spirituality); and promotion of the Off-Campus Living Program (educating students about finding off-campus housing and providing resources</p>

to do so), mentoring programs, and internship opportunities.

Xavier's program will again be offered in 2010-2011 and at this time it definitely will include the Mystery Bus Trips, raising awareness of off-campus living options, and promotion of internship and mentoring opportunities. The university is also working on offering a book club in the spring term, Discernment Dinners, and Sophomore Koinonia, but the details of these programs are still being determined.

Additional Details

Website	Contact	Program Start Date	Assessment
http://www.xavier.edu/sophomore/What-is-Sophomore-Discovery.cfm	Ms. Molly Maher; Associate Director, Office of Student Success and Retention; maher@xavier.edu	2009	In 2009, 86 students participated in some aspect of the Sophomore Discovery Program; of this group 80 (93%) are registered for fall 2010, putting them at a rate 17% higher than that of the sophomore cohort at large.

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Catherine Womack, Ph.D., Associate Professor of Philosophy and Second-Year Seminar Coordinator,
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CONTACT INFORMATION

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COMPANY OVERVIEW

Company Description: Teresa Farnum & Associates (TFA) provides consulting, research, and statistical services for institutions of higher education aiming to increase or shape student enrollment in both retention and recruitment initiatives. TFA prides itself on working collaboratively with schools to develop and implement customized, data-driven retention and enrollment plans at affordable rates. This is accomplished through a practiced belief in creating an institutional culture that values student-centeredness, research-based decisions, and realization of clear, targeted goals. Dedication to high quality work coupled with devotion to affordability makes TFA a recognized leader in change management solutions that produce measurable results.

Company President: After serving as vice president for retention services at Noel-Levitz for five years, Teresa Farnum founded TFA in 2004. Prior to her consulting career, Farnum held a variety of different academic positions including division director, natural sciences; professor of math; and assistant to the president.

Services: TFA offers a suite of change management services, all of which can be delivered as a single assessment or as part of a longer-term partnership with TFA:

- Student Retention
- Adult Learner Enrollment Management
- Predictive Modeling
- Student Profiles
- List Selection and Testing
- Student Recruitment
- Faculty Workshops Customer Service Workshops
- On-going Change Management Partnerships
- Customized Workshops for Faculty and/or Staff
- Specialized Services Available upon Request

Annual Workshops: Every summer, TFA hosts a series of interactive workshops in locations across the country. Workshop sessions focus on timely topics, related to the full spectrum of enrollment management issues. To ensure attendees are able to participate actively in the sessions, enrollment for each session is capped. Workshop format is varied, incorporating a mix of formal presentations, facilitated small group exercises, and structured networking opportunities, all of which are designed to directly engage participants.

Benefits: TFA provides superior services because of our:

- Broad spectrum of offerings, all of which facilitate the creation of comprehensive student retention and recruitment solutions designed to match institutions' unique circumstances
- Commitment to pairing consultants' expertise to the needs of the college or university
- Understanding of institutional challenges and solutions across a wide range of campus and population types
- Individualized attention to clients, including unlimited access to company resources and expertise, and the knowledge that TFA is personally invested in institutional success
- Acknowledgment that retention increases are the result of improving student learning, success, and satisfaction; and that improvements in enrollment involve streamlining processes and employing strategic use of resources
- Commitment to maintaining low fees while providing high quality services

Employees: TFA has 15 primary associates, all of whom have proven successes in retention and/or recruitment and have held or currently hold senior positions in higher education. In addition to the associates, TFA employs full-time staff who oversee marketing, research, and company operations.

Clients: Teresa Farnum has personally served more than 200 institutions of far-ranging size and characteristics; clients include large, public institutions; small, private institutions; faith-affiliated institutions; historically black colleges and universities; tribal colleges; community colleges of all sizes; proprietary institutions; and state systems across the world.

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