

Understanding Sophomores

An Updated Presentation

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Presentation Overview

- Why focus on Sophomores?
- Are their needs different?
- What are the characteristics, needs of, and academic success outcomes for Sophomores at IUPUI?
- What are predictors of successful completion of Sophomore year?
- What are some implications for practice?

Why Focus on Sophomores?

- *"For years, student-centered institutions have front-loaded resources to promote student success in the first college year."*
George D. Kuh
- **How** can we and **why** should we sustain this important work in the second year of college?

Sophomore Challenges

- Second year of college critical period of transition, adjustment, and potential confusion
- Potential confusion as leave “the safety and security” of very structured and directed first-year programs
- May feel disconnected and overwhelmed with their new reality
- Feel increased pressure, especially to declare or commit to a major, and decreased support.
- Reduced motivation when taking General Education courses

Sources: 2011 Noel-Levitz, Inc. 2011 National Pilot Study/Research Report—The Attitudes of Second-Year College Students

Schreiner, Miller, Pullins, & Seppelt, 2012

Sophomore Needs

- Meaning in the selection of a major
- New friendships
- A career of interest
- Financial solutions for their educational and living expenses and debt.

2011 Noel-Levitz, Inc. • 2011 National Pilot Study/Research Report—The Attitudes of Second-Year College Students

Interventions for Second Year Student Success and Thriving May Focus On...

- Academic concerns
- Leadership
- Majors and careers
- Community service
- Improved faculty-student interactions
- Finances and financial literacy
- Social and personal relationships

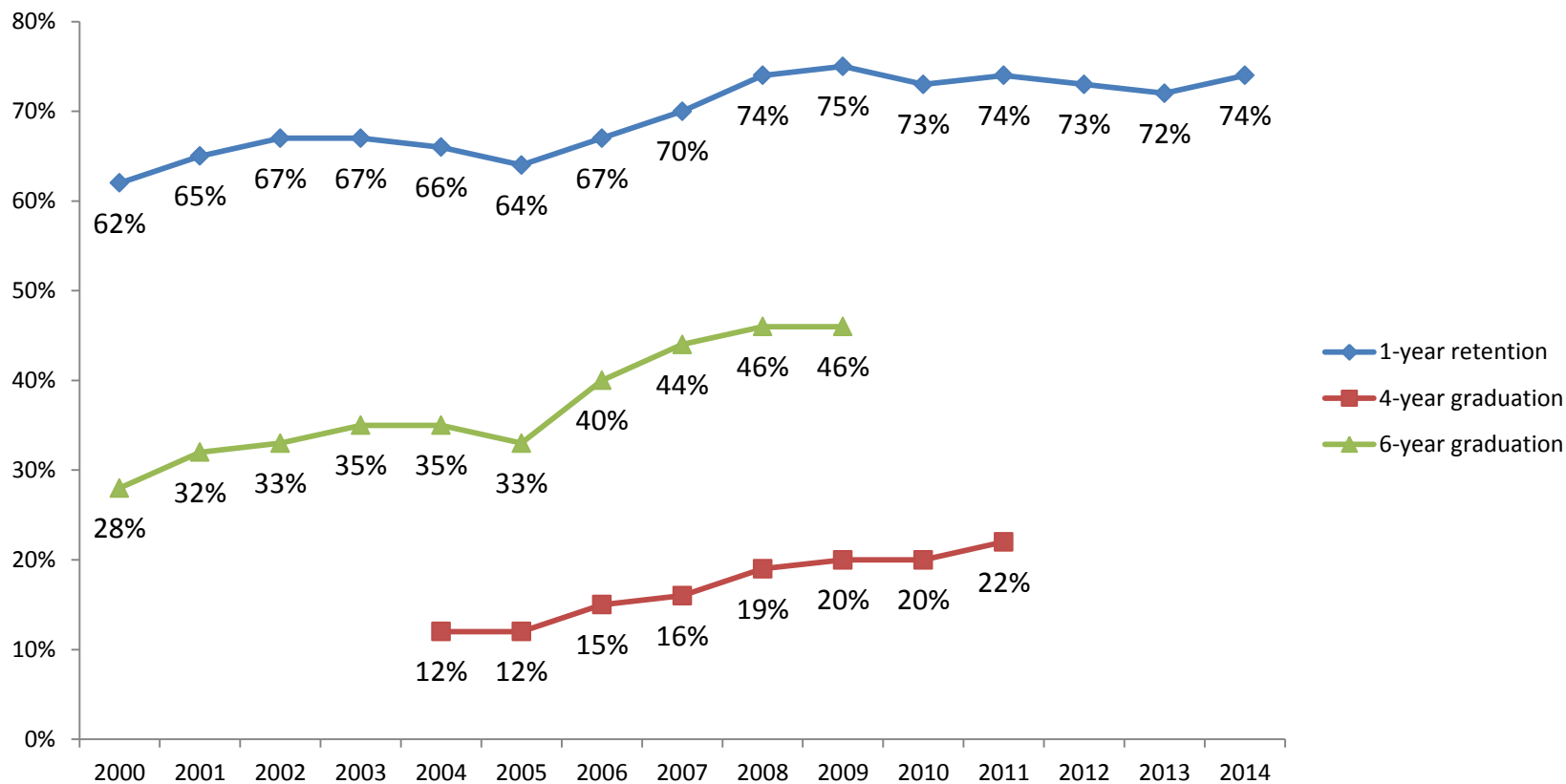
2011 Noel-Levitz, Inc. • 2011 National Pilot Study/Research Report—The Attitudes of Second-Year College Students

Thriving Sophomores

- High sense of community on campus
- Positive interactions with faculty members
- Being certain or confident about one's major
- Not overwhelmed by college debt
- High levels of effort and motivation
- Being a transfer student

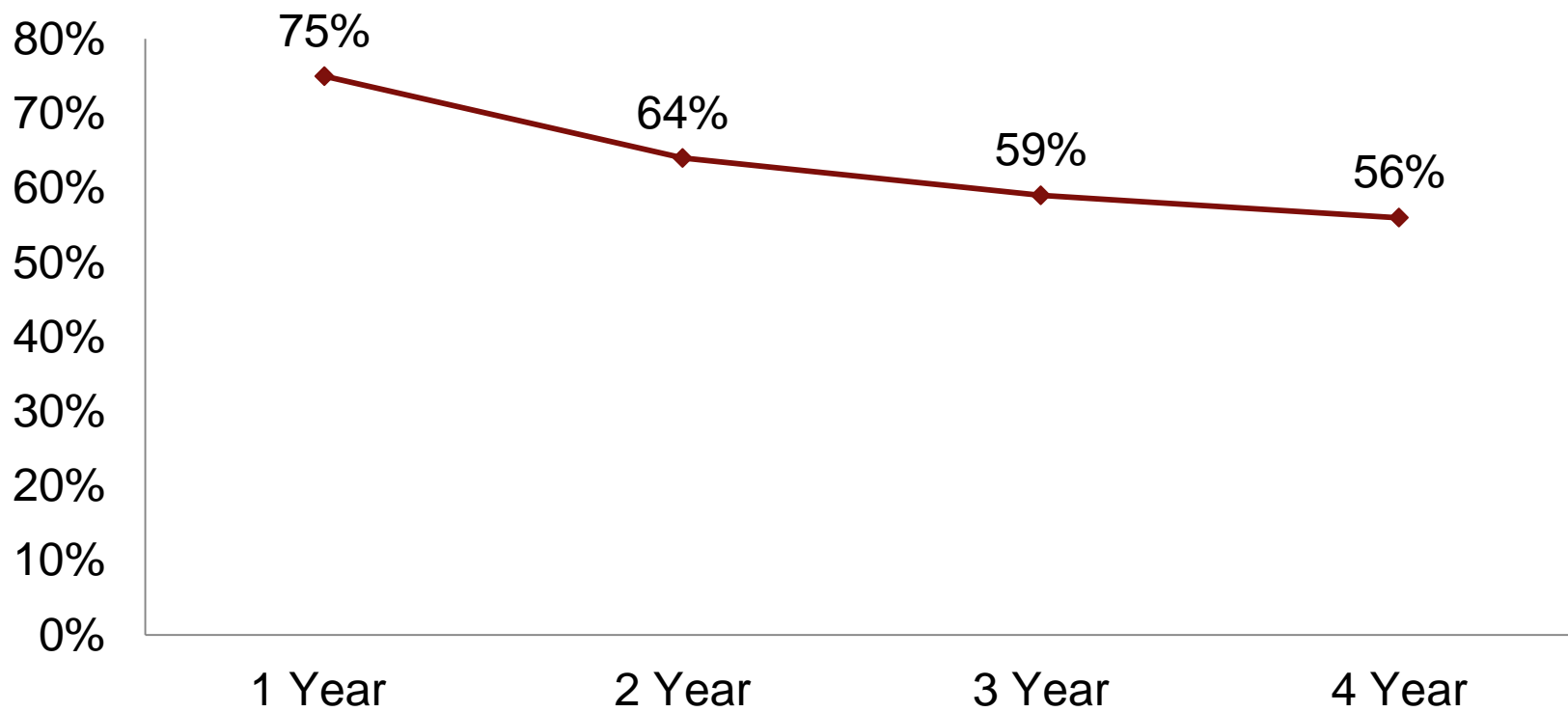
Schreiner, Miller, Pullins, & Seppelt, 2012

Indianapolis Only FT, FT Cohort Retention and Graduation Rates (Bachelor, Associate, and Certificate)



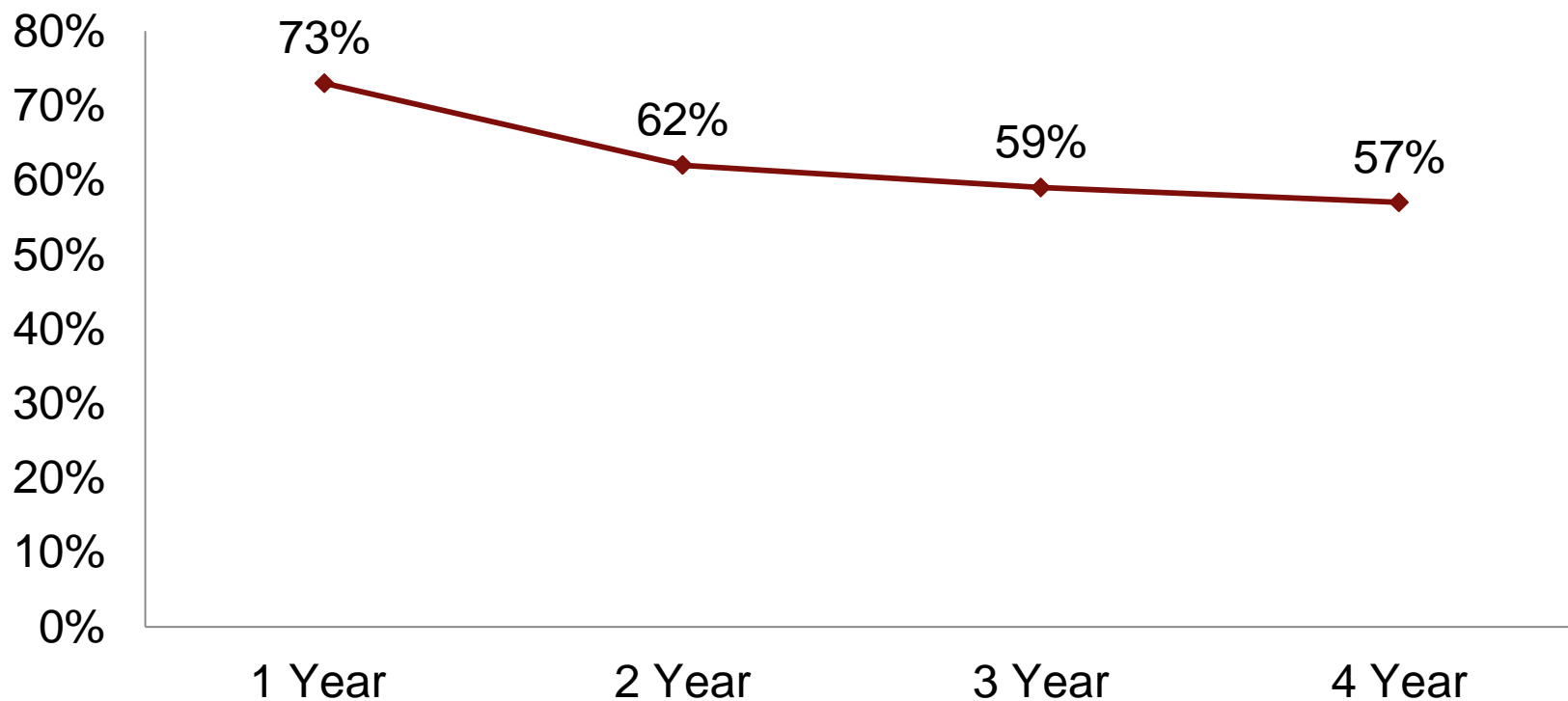
Fall 2009 FT, FT Indianapolis Only

Fall-to-Fall Retention Rates



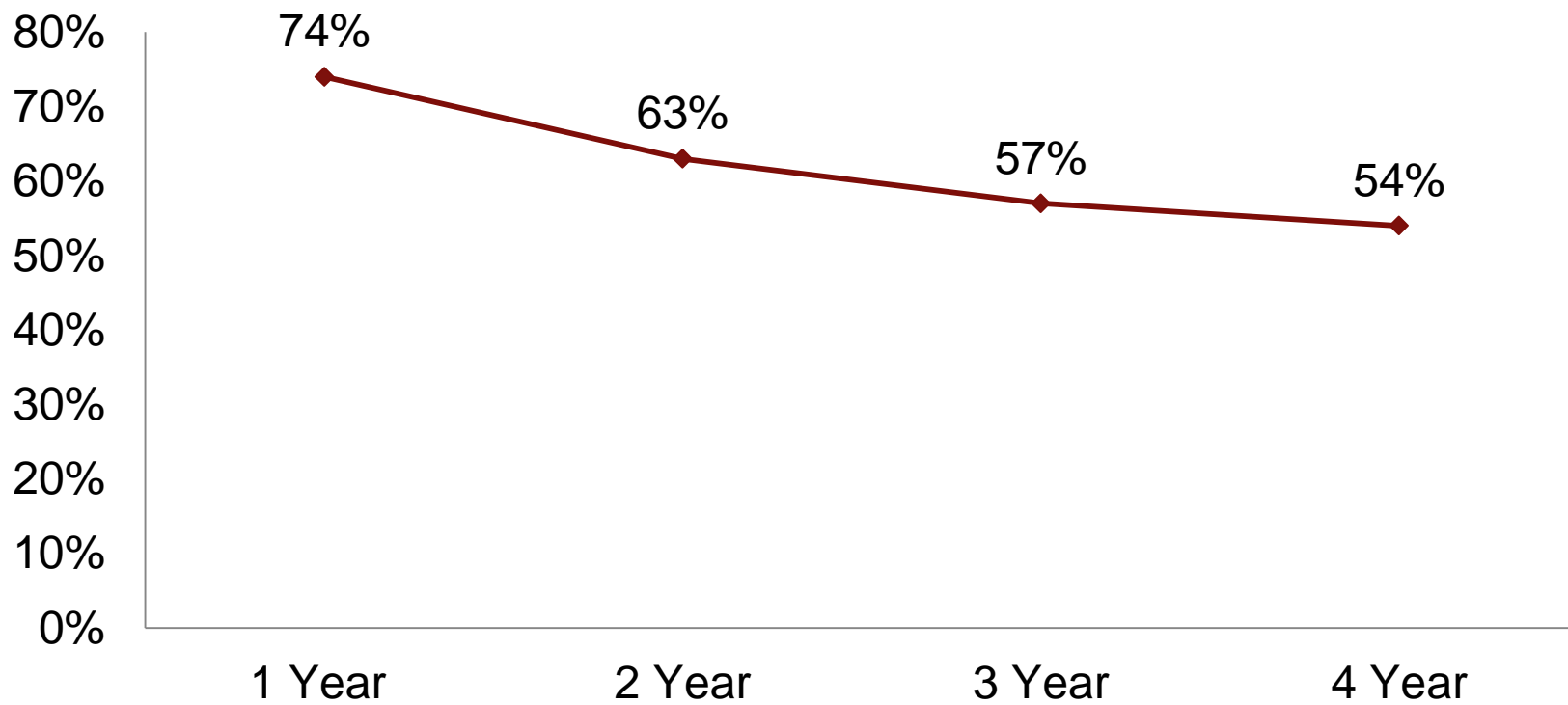
Fall 2010 FT, FT Indianapolis Only

Fall-to-Fall Retention Rates



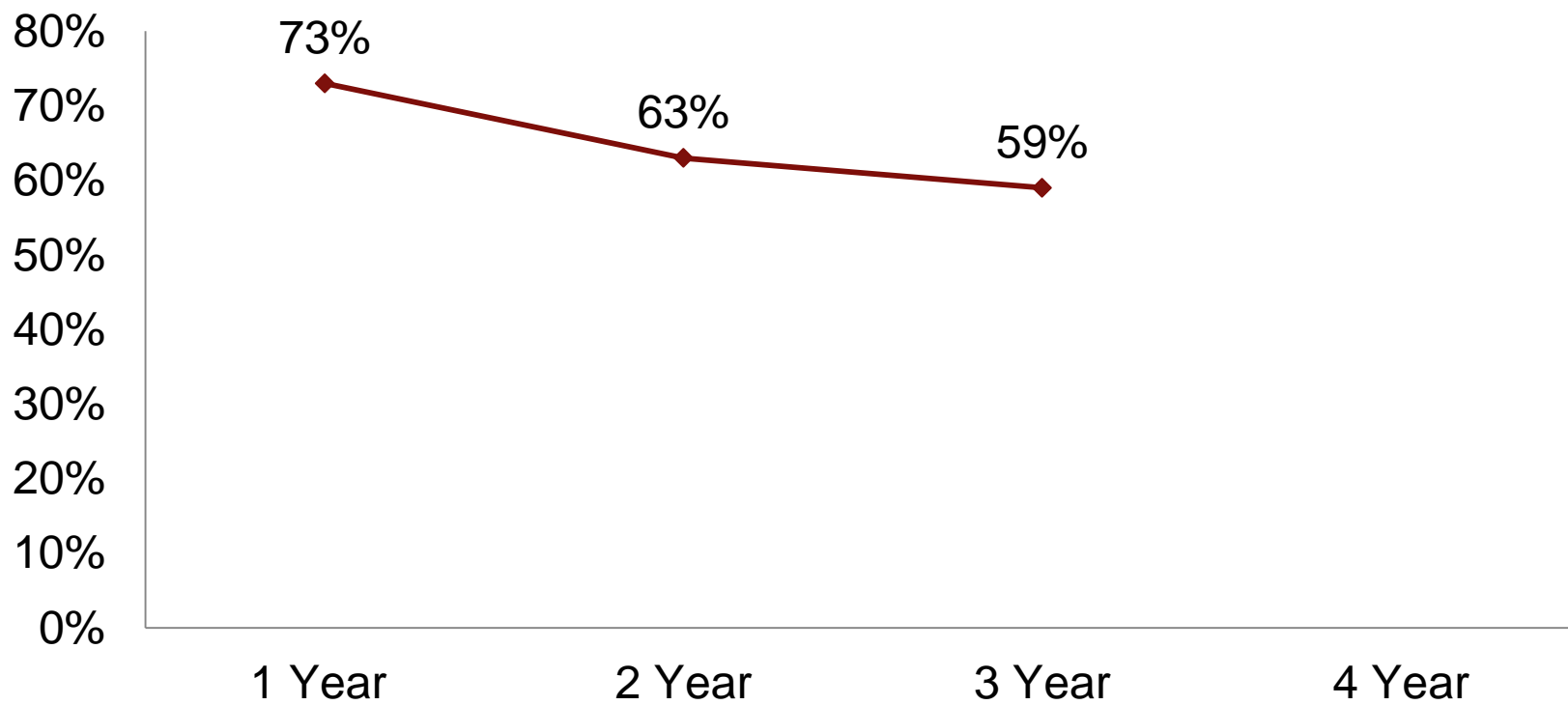
Fall 2011 FT, FT Indianapolis Only

Fall-to-Fall Retention Rates



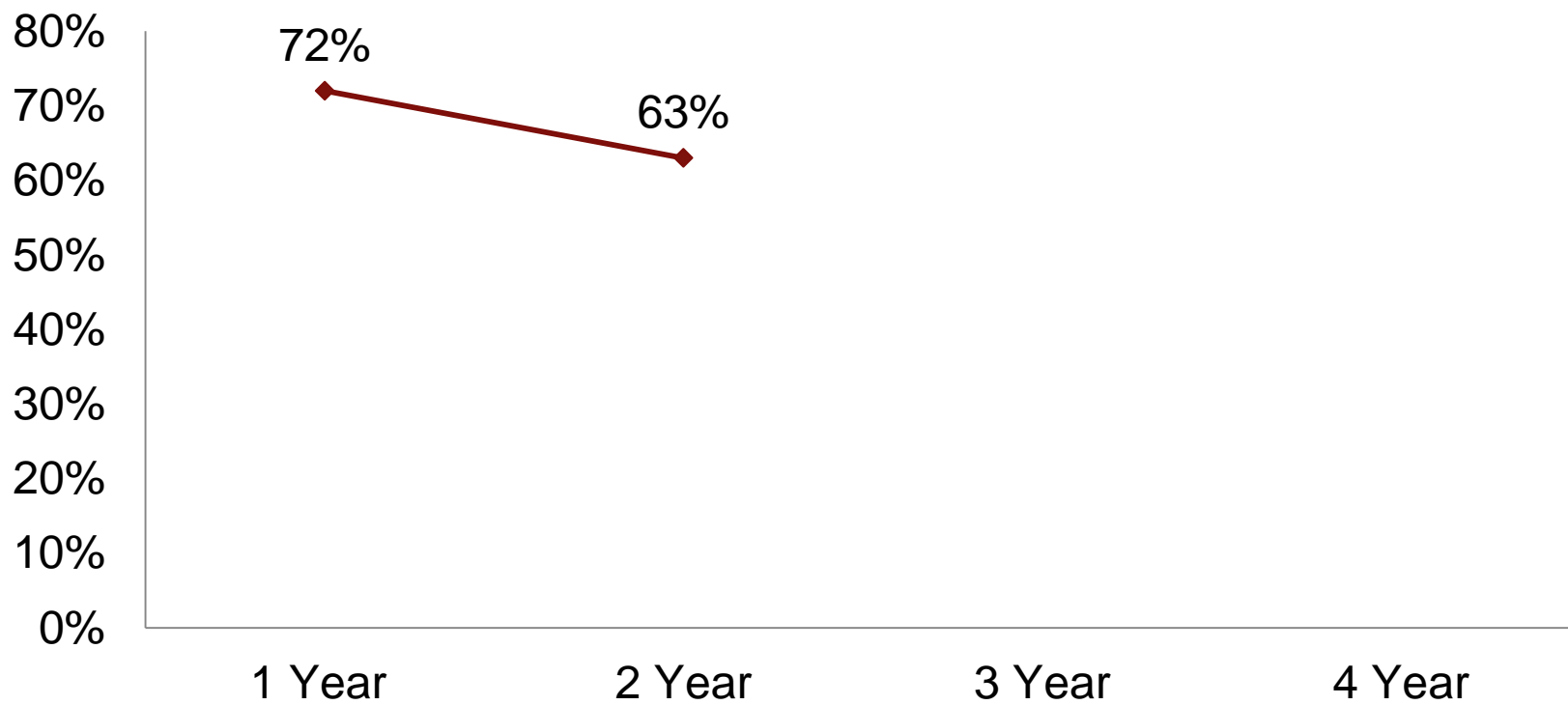
Fall 2012 FT, FT Indianapolis Only

Fall-to-Fall Retention Rates



Fall 2013 FT, FT Indianapolis Only

Fall-to-Fall Retention Rates



The Pipeline to Degree Completion

- We lose the most students during first year (about 25%)
- We lose a substantial number of students after the first year (another ~10%)

Understanding Why Sophomores Do Not Persist Beyond the First Year

- There were 1590 First-Time, Full-Time 2013 students who attained Sophomore Status that were retained at IUPUI IN after one year (85%) of the 1874 Sophomores.
- Of the 1590, 190 or 12% did not return after being retained after one-year.
- Therefore, we lose about 12% of students who successfully reach Sophomore status and persist to their second year of classes. These students did not return for Fall 2015.

Understanding Why Sophomores Do Not Persist Beyond the First Year

- The 190 2013 Sophomores who did not return to IUPUI IN in Fall 2015 (compared to those who did return) significantly:
 - More likely to be first generation college students
 - More likely be low income (higher levels of unmet needs and more likely to receive a Federal Pell Grant)
 - More likely to express concerns about ability to finance college (Entering Student Survey results)
 - More likely to earn GPAs below a 2.0 and be placed on probation first year.
 - Lower levels of academic preparation (High School GPAs and SAT scores)
 - More likely to register late for classes first semester
 - More likely to be University College admits rather than Direct/Dual Admits
 - More likely to test into remedial math
 - Less likely to earn AP credit (15% compared to 25%)

Understanding Why Sophomores Do Not Persist Beyond the First Year

- The 169 2013 Sophomores and Were in good academic standing (earned GPAs Above 2.0) who did not return to IUPUI IN in Fall 2015 (compared to those who did return) significantly:
 - More likely to be first generation college students
 - More likely be low income (higher levels of unmet needs and more likely to receive a Federal Pell Grant)
 - More likely to express concerns about ability to finance college (Entering Student Survey results)
 - Lower levels of academic preparation (High School GPAs and SAT scores)
 - More likely to register late for classes first semester
 - More likely to be University College admits rather than Direct/Dual Admits
 - More likely to test into remedial math
 - Less likely to earn AP credit

Top Majors of Sophomores Who Did Not Persist Beyond the First Year (N=190)

Major	Number	Percent
Pre Nursing BSN	42	22%
Exploratory Baccalaureate	21	11%
Pre Clinical Lab Science BS	7	4%
Pre Dental Hygiene AS	7	4%
Biology BS	5	3%
For & Invest Sci BS PU	5	3%
Pre Biology BS PU	4	2%
Pre Business BSB	4	2%
Pre Radiography AS	4	2%

Top Majors of Sophomores Who Did Persist Beyond the First Year (N=1399)

Major	Number	Percent
Pre Nursing BSN	154	11%
Exploratory Baccalaureate	135	10%
Pre-Fine Arts-Herron	62	4%
Biology BS	58	4%
Exercise Science BSK	41	3%
Mech Engr-Bs-Pu-Fresh	38	3%
Pre Dental Hygiene AS	34	2%
Pre Management BSB	29	2%
Chemistry A.C.S. Cert. BSCH	26	2%
Elementary Education BSED	25	2%
Pre Mechanical Engr BSME	25	2%

Definitions of Class Standing

- **Freshman 0 - 29 credit hours earned**
- **Sophomore 30 - 59 credit hours earned**
- **Junior 60 - 89 hours credit hours earned**
- **Senior 90 or more hours credit hours earned**

Current Sophomores at IUPUI Fall 2015

- Fall 2015 Sophomore Profile
- All IUPUI Indianapolis Only Undergraduates With 30 to 59 Credit Hours Earned Toward Their First Baccalaureate or Lower Degree
- Handout Provided

Current Sophomores at IUPUI Fall 2015 Highlights

- 4232 Total Students
- Transfer Undergraduate (28%)
- Majority Female (54%)
- Majority 22 years of age or under (83%)
- 25 years of age or older (11%)
- African American (10%) and Latino (7%)
- First Generation (32%)
- High School GPA 3.5 or higher (26%)
- Currently Earning GPAs less than 2.5 (24%)

*Approximately 11% have no GPA on file (transfer students or beginning freshmen with 30+ hours of pre-college credit)

Current Sophomores at IUPUI Fall 2015 School

- University College (43%)
- Engineering and Technology (12%)
- Science (11%)
- Liberal Arts (7%)
- Education (4%)
- Business (4%)

Some Facts About Most Recent Cohort (FT, FT 2014 Indianapolis Only N=3450)

- 1979 (57%) Attained Sophomore Status after their first year
- 1807 (52%) Students Attained Sophomore Status after their first year and were retained at IUPUI IN.
- The one-year retention rate of students who attained at least 30 credits after first year was 85% (IUPUI IN).
- 150 (4%) Attained Junior Status or Senior Status after 1 year

Students Who Attained Sophomore and Not Retained IUPUI IN

Variable	Sophomore Retained (1807)	Sophomore Not Retained (322)
Avg. H.S. GPA	3.52	3.40
Avg. SAT Score	1016	1072
Avg. Earned Dual Credit	6.24	6.40
% Earned Dual Credit	54%	58%
% H.S. Honors Diploma	70%	73%
% Earned AP Credit	22%	13%
% African American	6%	7%
% Pell Grant	38%	48%
% FY GPA Below 2.0.	2%	11%
Level of Unmet Need	\$2,745	\$3,896
% Enrolling in 15 Credits Hours First Semester	68%	55%

Bolded items are significantly different based on independent samples t-test or chi-square test results ($p < .01$)

Understanding Transitions: Most Recent IUPUI Indianapolis Only Cohort

- Fall 2014 FT, FT One-Year Retention One = 2566 (74%)
- Academically Dismissed 328 (10%)
- Examination of students who successfully became Sophomores (earned 30 or more credit hours after their first year and enrolled in fall 2015 or were retained).

Most Recent Students Who Attained Sophomore or Junior Status by End of First Year

Total Number = 2129 (61% of 2014 FT, FT Beginners earned enough credits to be Sophomores or Juniors by Fall census 2015)

Average credit hours earned	40.5
Range of credit hours earned	28 - 106
Average credit hours earned from dual enrollment (excluding AP and SPAN)	6.26
% of students earning dual credit (excluding AP and SPAN)	54%
% students earning test credit (e.g., AP)	21%
Average pre-college credit hours earned (Dual and AP)	8.26

Comparing Students Attained Sophomore or Higher Status to Those Who Did Not By End of First Year

Variable	Sophomore or Higher (30 or more credits) N = 2129	Not Sophomore (under 30 credits) N = 1321
Avg. H.S. GPA	3.51	3.20
Avg. SAT Score	1064	986
Avg. Earned Dual Credit and AP Credit	8.26	1.51
% Earned Dual Credit	54%	19%
% Earned AP Credit	21%	6%
% H.S. Honors Diploma	71%	44%
Avg. Units of H.S. Math	7.65	7.10
Avg. FY GPA	3.17	1.99
% Enrolling in 15 Credits Hours First Semester	68%	55%
One-Year Retention Rate (IUPUI IN)	85%	43%
One-Year Retention Rate (Any IU)	92%	47%

Bolded items are significantly different based on independent samples t-test or chi-square test results (p<.01)

Comparing Students Attained Sophomore Status to Those Who Did Not By End of First Year

Variable	Sophomore (30 or more credits)	Not Sophomore (under 30 credits)
% Female	61%	55%
% African American	2%	10%
% Latino (a)	3%	5%
% 25 or older	1%	1%
% Pell Grant Received	39%	49%
% Campus Housing	44%	25%

Bolded items are significantly different based on independent samples t-test or chi-square test results ($p < .01$)

Commitments, Attitudes, and Academic Hope

Variable	Sophomore or Junior (30 or more credits)	Not Sophomore (under 30 credits)
Percentage of students planning to work more than 20 hours a week off-campus	11%	21%
It is important for me to graduate from IUPUI (strongly or moderately agree)	65%	64%
I intend to transfer (strongly or moderately agree)	10%	15%
There is no or very little chance that I would change my major	69%	64%
Average Academic Hope	6.90	6.77
Average Sense of Belonging	5.52	5.45
Average Positive Institutional Commitment	5.96	5.92

Bolded items are significantly different based on independent samples t-test or chi-square test results ($p < .01$)

Self-Efficacy

Variable	Sophomore or Junior (30 or more credits)	Not Sophomore (under 30 credits)
Confidence in academic ability	3.86	3.59
Confidence in writing ability	3.46	3.36
Confidence in math ability	3.49	3.25
Confidence in ability to manage finances	3.57	3.42
Confidence in ability to seek appropriate academic help	3.41	3.60
Drive to succeed	4.10	3.89

Response Scale: 1 = "Lowest 10%" 2 = "Below Average" 3 = "Average" 4 = "Above Average" 5 = "Highest 10%"

Bolded means are significantly different based on independent samples t-test ($p < .01$)

Past Behaviors and Grit (high level of commitment to goals, and persistence)

Variable	Sophomore or Junior (30 or more credits)	Not Sophomore (under 30 credits)
Come to class late during high school ¹	1.42	1.55
Wait until last minute to do assignments ¹	2.05	2.13
I am very committed to my educational goals ²	7.24	7.00
I have a lot of will power ²	6.85	6.72
I usually keep track of my progress toward my goals ²	6.73	6.48

¹Response Scale: 1 = "Never" 2 = "Sometimes" 3 = "Often" 4 = "Very Often"

²Response Scale 1 = "Definitely False" to 8 = "Definitely True"

Bolded means are significantly different based on independent samples t-test (p<.01)

Planned Engagement and Participation in High Impact Practices

Variable	Sophomore or Junior (30 or more credits)	Not Sophomore (under 30 credits)
Participate in student clubs/groups	3.31	3.11
Participate in events or activities on campus	3.34	3.17
Participate in service learning or community service	3.17	2.93
Work on a research project with a professor	3.04	2.96
Participate in study abroad or international travel related to school	2.70	2.57
Enroll in courses during the summer	2.77	2.69

Response Scale: 1 = “No Chance” 2 = “Very Little Chance” 3 = “Some Chance” 4 = “Very Good Chance”

Bolded means are significantly different based on independent samples t-test ($p < .01$)

Intended Major School of Students Not Attaining Sophomore Status (N = 1321)

School of Intended Major	N	%
Science	245	19%
Business	175	13%
University College	171	13%
Nursing	133	10%
Engineering	132	10%
Medicine	68	5%
Technology	64	5%
Physical Education	54	4%
Dentistry	48	4%
Education	47	4%

Note: Intended major is as of census of fall 2014

Intended Majors of Students Not Attaining Sophomore Status (N = 1321)

Intended Major	N	%
Exploratory Baccalaureate	171	13%
Pre Nursing BSN	133	10%
Pre Biology BS PU	48	4%
Pre Management BSB	46	3%
Pre Dental Hygiene AS	41	3%
Pre Business BSB	39	3%
Pre-Fine Arts - Herron	37	3%
Pre Accounting BSB	30	2%

Note: Intended major is as of census of fall 2014

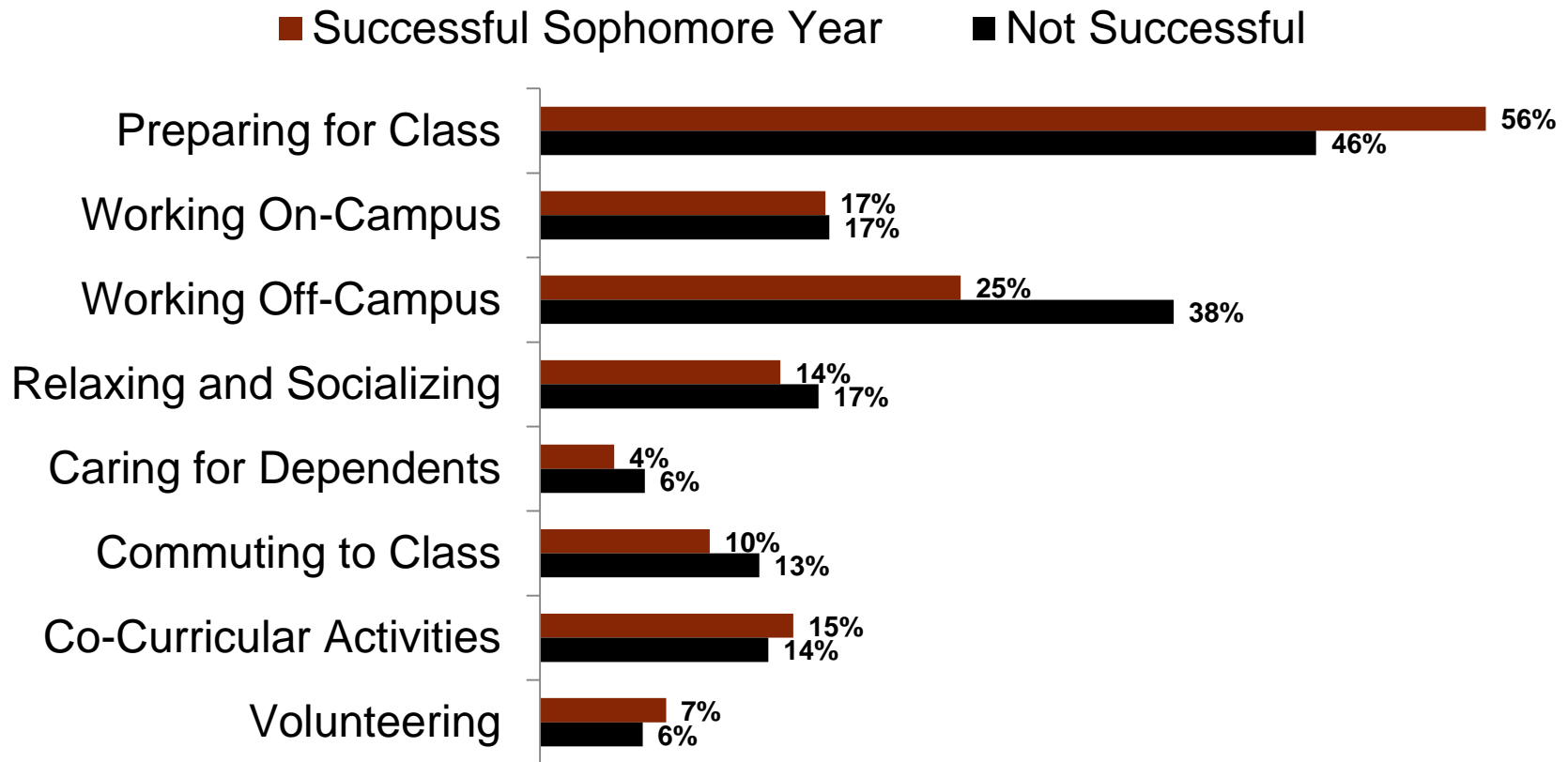
Predictors of Successful Completion of “Sophomore Year” (Thriving)

- Being Academically Prepared (Higher H.S. GPAs, SAT Scores, Proportion Earning Honors Diplomas, Dual and AP Credit)
- Performing Well Academically the First Year of College
- Higher Levels of Academic Hope at Entry (At the present time, I am energetically pursuing my academic goals).
- More likely to Understand Importance of Interacting with Faculty Members Outside of Class at Entry
- Being Careful in Completing High School Assignments and Completing Them On-Time (proxy for motivation and persistence)

Risk Factors Associated with Not Completing Sophomore Year

- Being Low Income (more likely to receive Pell Grant and Higher Levels of Unmet Financial Need)
- Being First Generation
- Being Male
- Living Off-Campus First Year
- Being in Underrepresented Minority Group
- Spending Significant Time Engaged in External Commitments (e.g., working for pay off campus)

Planned Time Commitments (Expects to spend 20 or more hours per week)



Intended Major School of Fall 2013 FTFT Beginners Not Completing Sophomore Year (N = 1842)

School of Intended Major	N	%
University College	259	14%
Science	252	14%
Business	228	12%
Nursing	220	12%
Engineering	215	12%
Medicine	109	6%
Technology	92	5%
Dentistry	76	4%
Education	62	3%

Note: Includes all first-time, full-time beginners in fall 2013 who had not completed 60 hours by census of fall 2015. Intended major is as of census of fall 2013.

Intended Majors of Students Not Completing Sophomore Year (N = 1842)

Intended Major	N	%
Exploratory Baccalaureate	259	14%
Pre Nursing BSN	220	12%
Pre Dental Hygiene AS	71	4%
Pre Management BSB	60	3%
Pre Mechanical Engineering BSME	57	3%
Pre-Fine Arts – Herron	53	3%
Pre Business BSB	48	3%
Pre Accounting BSB	47	3%
Pre Biology BS PU	39	2%

Note: Includes all first-time, full-time beginners in fall 2013 who had not completed 60 hours by census of fall 2015. Intended major is as of census of fall 2013.

Where Are They Now? Top Schools Successful Completers of Sophomore Year (N= 1255)

Current School of Enrollment	N	%
Science	250	20%
Business	144	11%
Engineering	101	8%
Liberal Arts	99	8%
Nursing	73	6%
Herron School of Art	69	5%
Education	69	5%
Public & Environmental Affairs	60	5%
Technology	59	5%

Note: Includes all first-time, full-time beginners in fall 2013 who had completed at least 90 hours by census of fall 2015 and were retained on an IU campus at census of fall 2015. Intended major is as of census of fall 2015.

Some Implications for Practice - What We Can Provide to Facilitate Thriving (Some Thoughts to Guide Discussion)

- Support and advising for students struggling to get into competitive majors
- Career and Major Planning
- Financial Literacy
- Peer mentoring and relationship building
- Student organizations
- Opportunities for building campus community and sense of belonging
- Opportunities for increased faculty-student interactions
- Help students set motivating goals and generate alternative pathways when face difficulties (academic hope)
- Facilitate supportive environment in second year
- Opportunities to participate in high impact practices (research, service, study abroad)