



**THE OHIO STATE UNIVERSITY**

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OFFICE OF STUDENT LIFE

Building the bridge between the first  
and second year experience: A  
collaborative approach to student  
learning and development



# Introductions





## Agenda for Today

- Share research and theory that shapes first and second year programs
- Differentiate programs, interventions, and support that should be targeted at first year students, second year students, or both
- Think about your own department and how to work differently with first and second-year students
- Review structure of FYE and STEP at Ohio State and where your office can support existing efforts



## Learning Outcomes

- Participants will reflect on and articulate what services, resources, and programming currently exist in their department for first and/or second year students.
- Participants will articulate the key salient needs and developmental milestones that often distinguish the second year experience from the first.
- Participants will be able to utilize at least one strategy for curriculum differentiation that will contribute to a more seamless experiences for students between their first and second year.



# **Foundational Research that Informs FYE and STEP**



# Developmental Readiness and Sequencing

- Developmental Readiness: “The ability and motivation to attend to, make meaning of, and appropriate new knowledge into one’s long term memory structures” (Hannah & Lester, 2009).
- Sequencing: The order and structure in which people learn new skill sets (Hannah & Avolio, 2010).
- Scaffolding: Support given during the learning process which is tailored to the needs of an individual student (Sawyer, 2006).



# Developmental Readiness and Sequencing

- Not one size fits all learning
- Time on task does not always equate to learning
- Some topics might be too complex, or too simplistic
- Students tune out

Hannah & Avolio, 2010



## First Year Literature

- The student experience during the first six weeks and first year is critical for persistence to graduation (Levitz and Noel, 1989)
- Effective retention programs share three principles: principle of community, commitment to students, and commitment to education (Tinto, 1990)
- First year students will navigate their transition differently based on a number of factors including situation, self, support, and strategies (Schlosberg et al., 1995).





## First Year Literature

Upcraft, Gardner, & Barefoot (2004) and Collier (forthcoming) say first year transition issues include:

- Academic preparation and competence
- Establishing and maintaining interpersonal relationships, sense of belonging
- Finding campus resources
- Physical and emotional well being
- Gaining multicultural awareness, exploring identity
- Understanding culture of higher education
- Managing independence/time management



# Characteristics of the Sophomore Slump

- Novelty, mystery and excitement of freshman year dissipates
- Special attention and support received as first year students is now directed toward the new first year class
- Increased pressure, but decreased support
- General enthusiasm about college might diminish
- Friendships shift – how will they be sustained?
- Residential adjustment – broader housing options more spread out across campus



## Second Year Literature

These are areas where 2<sup>nd</sup> year students need assistance:

- **Academic** – explore/declare major/minor, begin connecting with faculty, explore academic and study abroad options, see interconnectedness with classes
- **Extracurricular Involvement** – sometimes instant leaders of student groups, try a new group or step into leadership role
- **Connections/Community** – “real” friends begin to show themselves, traditional residence halls foster community building
- **Career Planning** – explore internships/careers, identify career options based on skills and interests/major



# Chickering's Vectors and 2<sup>nd</sup> Year Students

Laurie A. Schreiner and Jerry Pattengale identified 4 vectors specific to 2<sup>nd</sup> year development:

1. Achieving Competence
2. Developing Autonomy
3. Establishing Identity
4. Developing Purpose





# Cognitive Development in the Second Year

## William Perry

*Second-year students typically land in between or  
On the stages of dualism and multiplicity.*



### Dualism/Received Knowledge:

There are right and wrong answers, engraved on golden tablets in the sky, known to authority.

Basic Dualism, Full Dualism

### Multiplicity/Subjective Knowledge:

There are conflicting answers; therefore, students must trust their “inner voices”, not external authority.

Early Multiplicity, Late Multiplicity



# Cognitive Development in the Second Year

## Marcia Baxter Magolda's Ways of Knowing

1. ABSOLUTE (46% of Second Year Students)
  - Knowledge is certain and there are always answers
  - Uncertainty exists when learners don't know answers
  - Learner believes teacher is expert
  - Peers help to make the atmosphere relaxed and to ask questions of authority figure
  - Focus is on absorbing knowledge and assessment of what knowledge has been acquired.
2. TRANSITIONAL (53% of Second Year Students)
  - Some knowledge can be questioned
  - Some uncertainty and doubts are accepted by the learner
  - Focus is on needing to understand in order to make judgements
  - Teachers facilitate understanding and application of knowledge
  - Peers provide exposure to new views



# Schaller's Four Stages of Sophomore Development

1. Random Exploration
2. Focused Exploration
3. Tentative Choices
4. Commitment





## Second Year Literature

### Needs

- Academic
- Extracurricular Involvement
- Connections and Community
- Career Planning

### Pathways

- Faculty Interaction
- Campus Involvement
- Building Community
- Focused Career Advising
- Finding Purpose and Spirituality





## Overview of FYE

- Office and ethos
- Peer Leaders who guide new students through outreach and relationship building
- Programmatic support that include orientation, summer bridge programs, welcome week, common reading, and university 101 course.
- Retention and success focus on targeted student populations that include students of color, commuters, out of state students, first generation students, low income students, international students, and transfer students.



## Overview of STEP

- Weekly interaction with faculty outside the classroom
- Engagement with co-curricular programs across campus
- Completion of financial literacy online module and in-person coaching session with trained peer facilitator
- Exploration of six categories of transformational experiences including study abroad, internships, community service, undergraduate research, leadership, and creative and artistic endeavors
- Creation of written proposal for how they will utilize up to \$2,000 in STEP fellowship to support their experience



## The “T” in STEP Transformational Learning

“Learning that is understood as the process of using a prior interpretation to construe a new or revised interpretation of the meaning of one’s experience in order to guide future action.”

(Mezirow 1996)

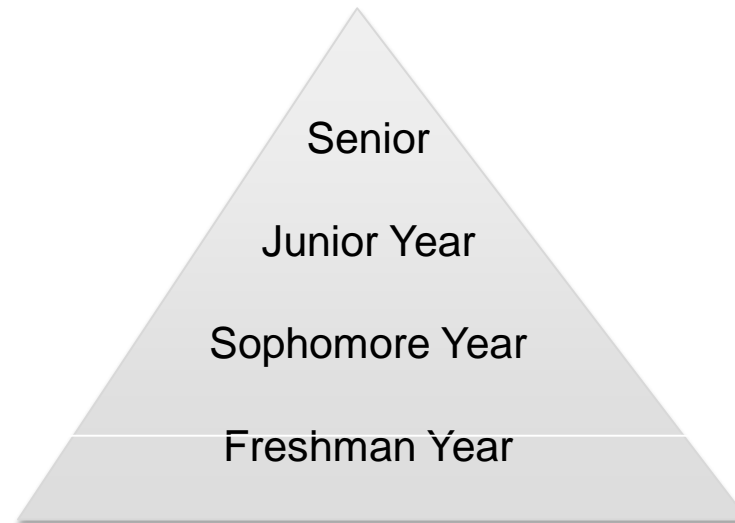


# **First and Second Year Learning: Horizontal and Vertical Alignment**



## First and Second Year Learning

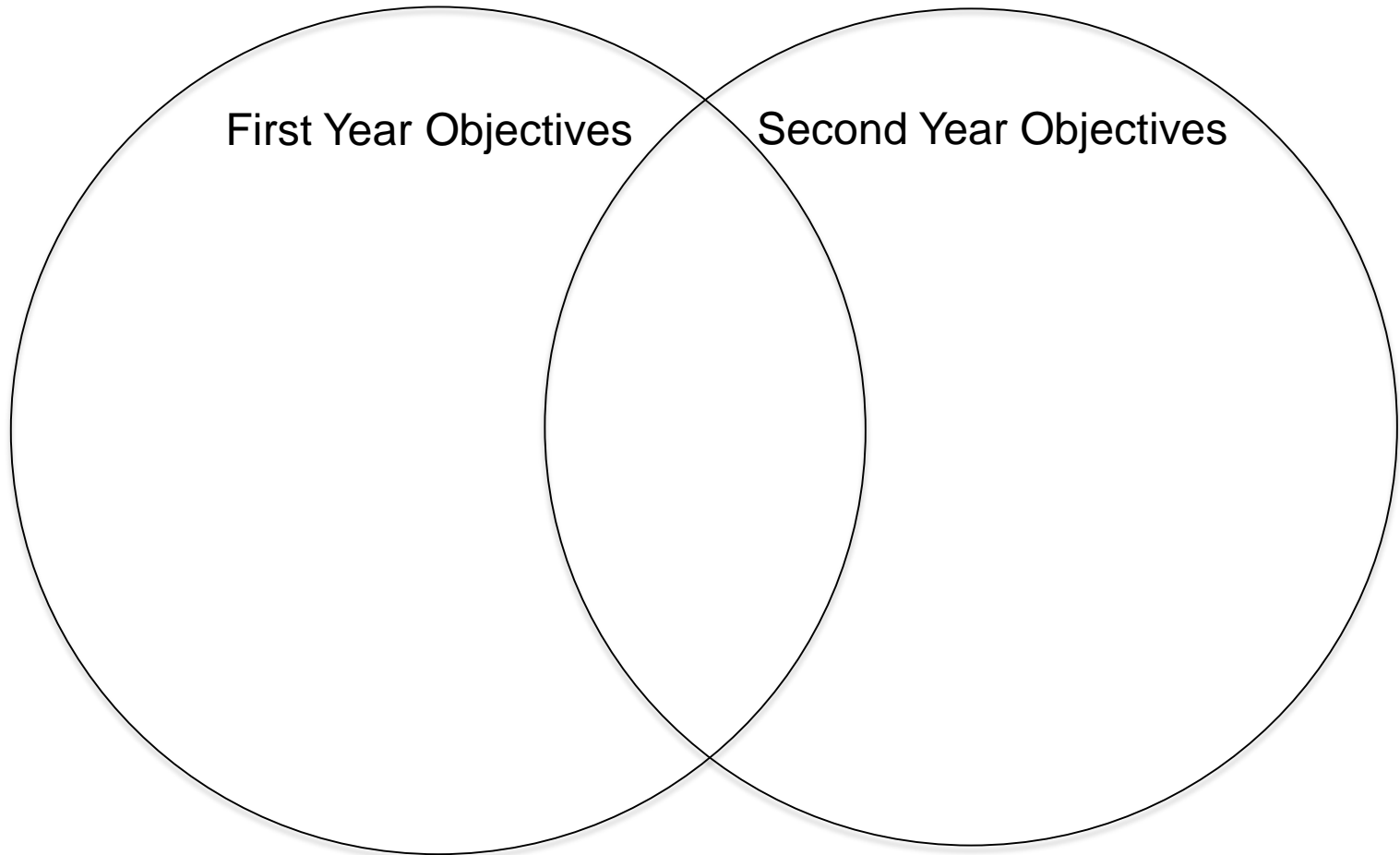
- While we know sophomores have unique needs, colleges front load and end load support. See more FYE and Senior YE programs.
- Call to integrate strategies for learning and assessment across the first two years of college.
- Horizontal Alignment: LO → Curriculum → Assessment
- Vertical Alignment:



(Young and Keup, 2015)

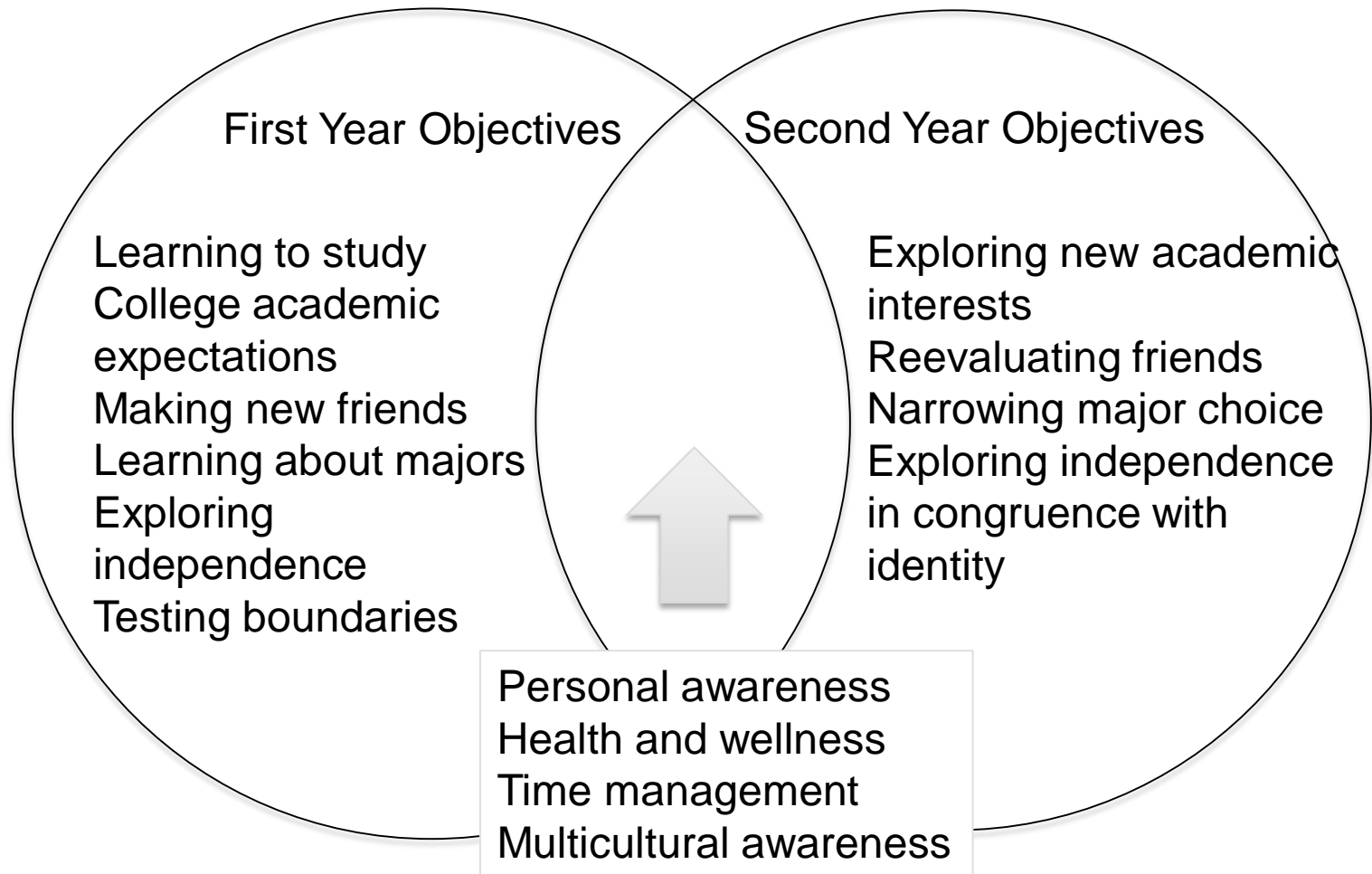


# Vertical Alignment in First and Second Year



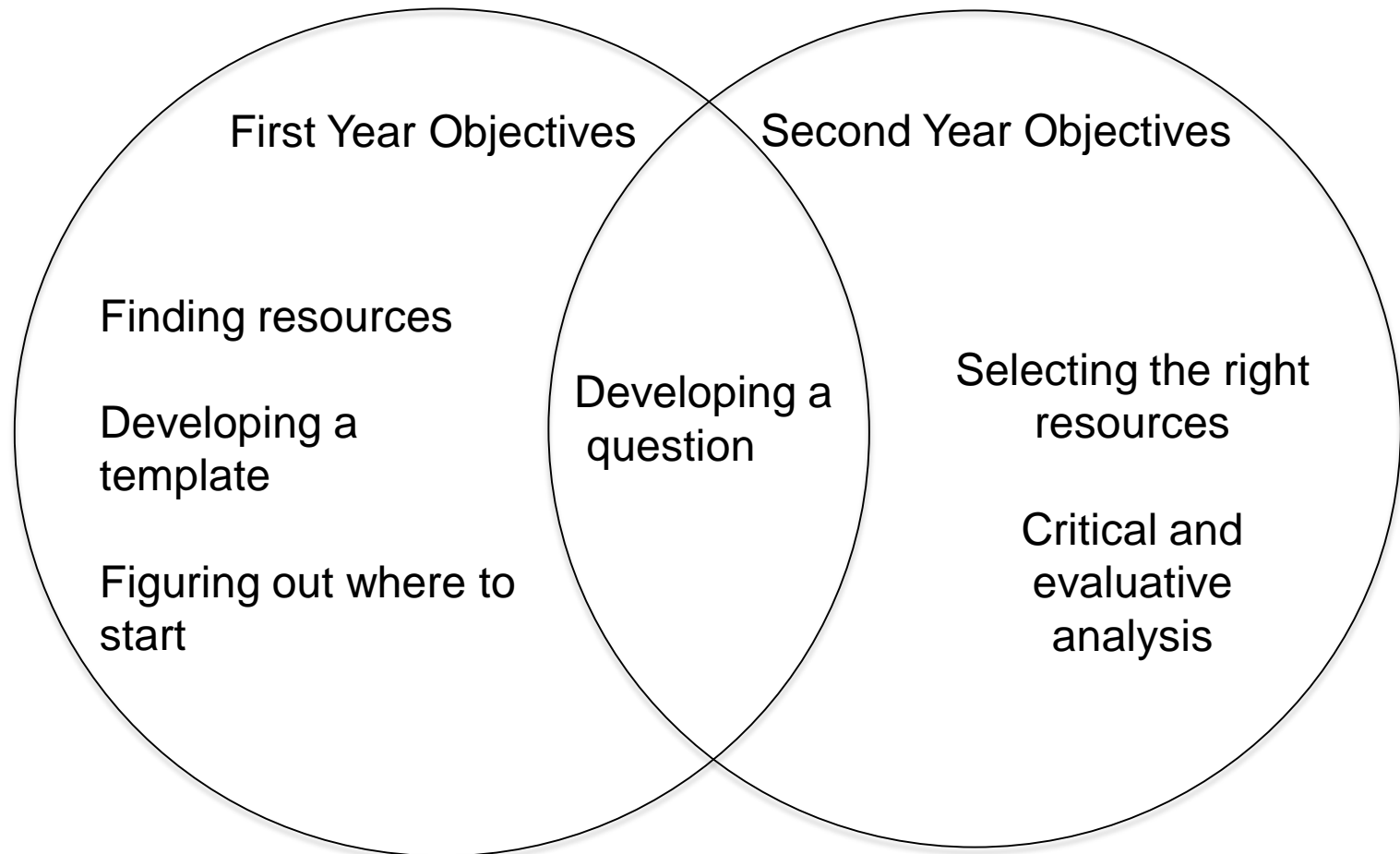


# Vertical Alignment in First and Second Year





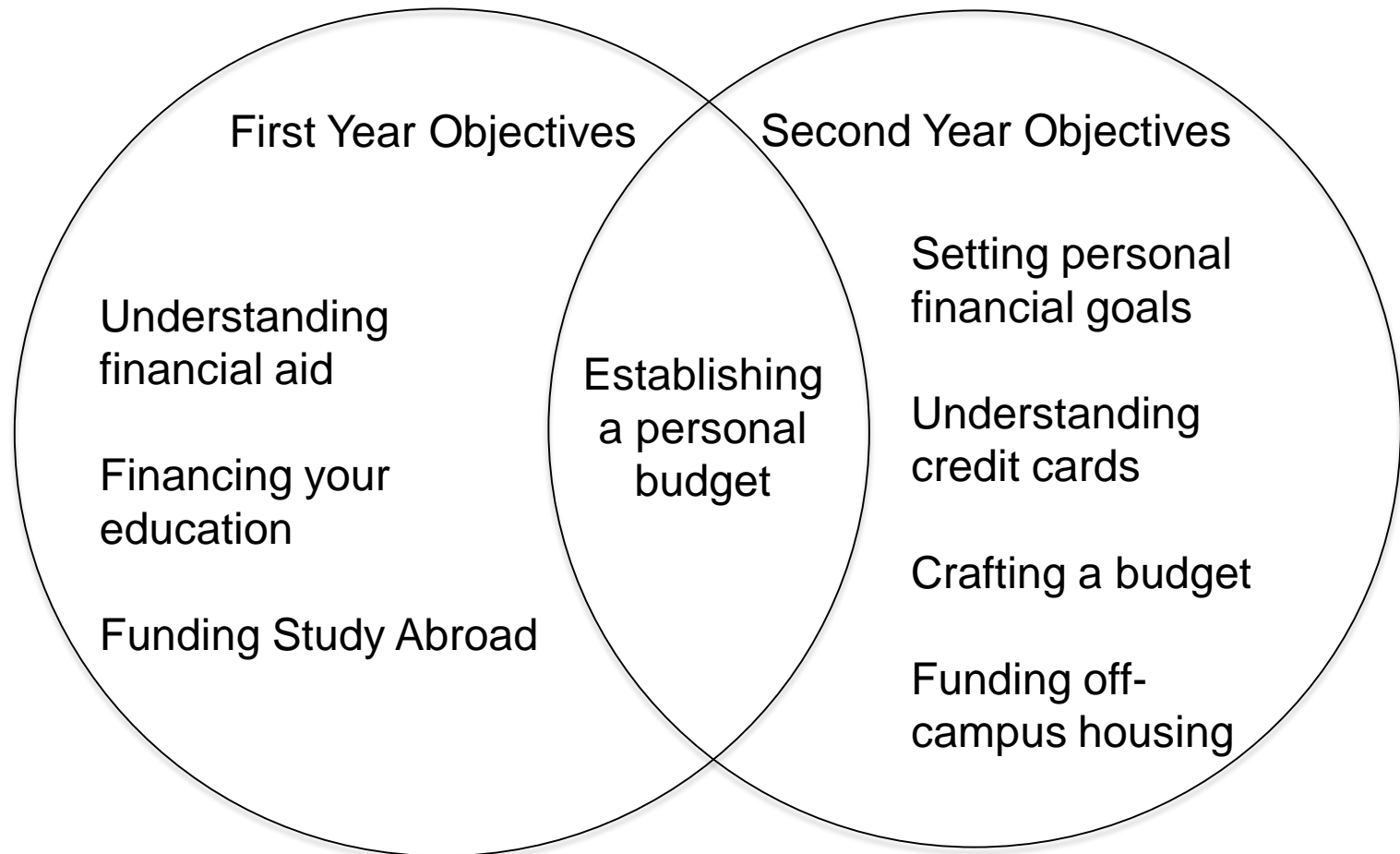
# Vertical Alignment: University Libraries







# Vertical Alignment: Financial Wellness





# **Vertical Alignment in FYE and STEP**



## Vertical Alignment FYSS and PDCs

- **First Year Success Series (FYSS)**
  - Over 500 autumn semester workshops focused on student transition content. Student required to attend through survey.
  - Theme areas include academic and career exploration; diversity and global awareness; finances; health and wellness; and leadership and civic engagement
- **Professional Development Co-Curriculars (PDC)**
  - Required two part financial literacy program. Additional xx session requirement.
  - Themes include community engagement/global citizenship; career preparation; information literacy/academic success; wellness; leadership development; discovery themes.
  - Skills include communication, critical thinking, self-awareness, ethical decision making, interpersonal engagement, and global citizenship.



## *FYSS and PDCs: What's the Same and What's Different?*

### **SAME**

- Students come with varied levels of abilities, experiences and skills
- Students need to hear directly from presenters about what they will learn and why it's important to their future success
- Both should be engaging and interactive



## *FYSS and PDCs: What's the Same and What's Different?*

### **SAME**

- Both require presenters to engage students who may be there to simply fulfill a requirement
- Some content may be overlapping (i.e. resume development or developing strategies for stress management)
- Outcome is not completing an assignment or checking the box—it is learning



# Areas of Difference

## **FYSS**

Students all new to campus

Ends with structured reflection

Resources for college transition

Connecting to community

## **STEP**

Students have lived experiences

Can begin with structured reflection

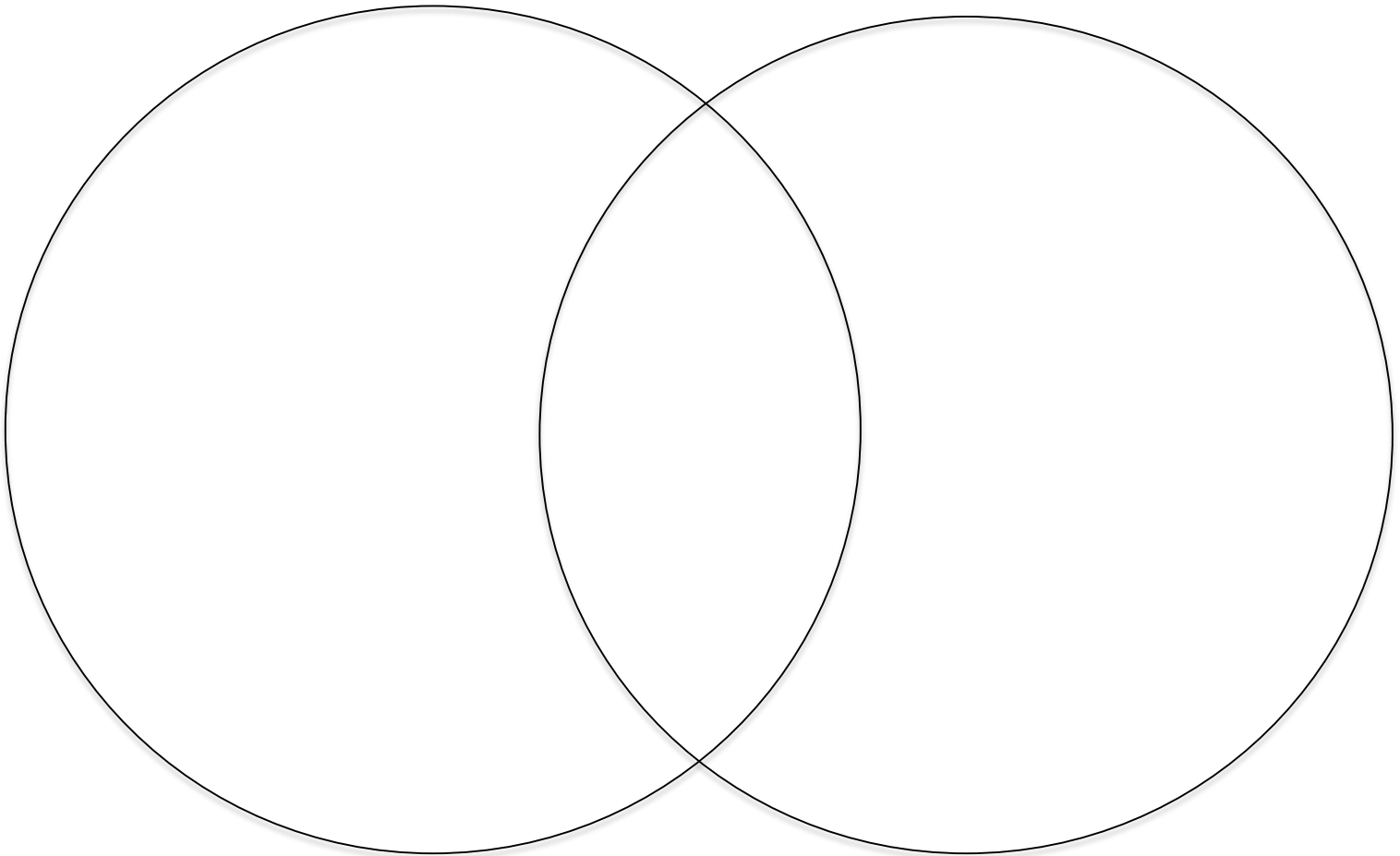
Resources for college and beyond

Connecting to self

Transformational learning



# First and Second Year Learning





# Next Steps





## Continued FYE and STEP Collaboration

- Collaborate to train campus partners
- Regular meetings and communication
- Common assessment measures



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*Thanks for coming*

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