Welcome to our seventh Focusing on the First Year Conference.

Each summer when I address our new first-year students and their parents at Orientation, I always tell them to make the most of their time at the University of Minnesota because four years will go by in a snap. Of course, the students don’t believe it, but the parents nod in complete agreement as they try to figure out how the past 18 years could have gone by so quickly.

Our time as faculty, staff, and administrators at the University also goes by in a snap, although I know that there are some days that appear to drag on and on. It seems that it was just yesterday that I took on the position of Associate Vice Provost for First-year Programs. Time does indeed fly by as that was 15 years ago. As most of you know, last fall, I decided to leave that position and return to the College of Education and Human Development where I began as a graduate student in 1975, 40 years ago! Time does go by in a snap. I have truly enjoyed my time working with many of you over the years and know that in the past 15 years, the first year experience of our students has changed dramatically. It is no coincidence that so has our first-year retention rate!

The collective efforts of all have made an incredible difference and we have made the most of the last 15 years. Some of you are new to the University and only know the quality, depth, and breadth of our first year programs and initiatives. Others of your have been a part of this amazing transformation. However, we cannot rest on our past successes but need to look to the future. What is our vision for the students who enter in five or ten years? Remember how quickly the last 15 years have gone by, well, the next 15 years will go by even faster. If we don’t start to plan and make adjustments, our retention rates will stay flat.

How can we, as an institution, make the most of the next 15 years? What will our students be like in 15 years? What will the University be like in 15 years? I don’t think any of us imagined how much students changed in the past 15 years. Some students had flip phones, some had computers, and even some had film cameras. Today they have a single device – a smart phone. Think about the ways in which that one device has changed the world for students, and for us.

What device or tool will it be in 2030 that will alter how we teach, how students learn, and higher education in general?

In her keynote address today, Diane Dean, associate professor of higher education policy and administration at Illinois State University and co-author of the book, Generation on a Tightrope will help us more fully understand our students and the future they face. We are excited that she is able to join us and we look forward to hear her perspective on how we can serve them better in this constantly changing world so that in 15 years we will again be able to look back and see incredible progress.

Thank you all for coming today and for the great work on behalf of our students! Make the most of the conference, it will fly by!

Laura Coffin Koch is a Morse Alumni Distinguished Teaching Professor of Mathematics Senior Fellow, College of Education and Human Development

### Entering Cohort First to Second Year Retention Rate

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>83.3%</td>
</tr>
<tr>
<td>2005</td>
<td>86.3%</td>
</tr>
<tr>
<td>2010</td>
<td>90.5%</td>
</tr>
<tr>
<td>2013</td>
<td>92.6%</td>
</tr>
</tbody>
</table>
STUDENT-READINESS: OR WHAT TO EXPECT WHEN YOU’RE EXPECTING UNDERGRADUATES

Diane R. Dean

In summer 2014, I attended an orientation session for students on my campus. In break out groups the students introduced themselves, their interests, and why they were here at this particular university in a particular program. “I’m here to get my degree,” was the oft-repeated phrase, with variations such as “My sister (brother, cousin, parents) got a college degree and I want one too,” or “I need a degree to get a good job.” Several mentioned plans for a specific career goal.

I noted that in a room full of thirty students only one individual mentioned anything at all about studying or wanting to learn something. No one used the verb, “earn,” except in conjunction with future salaries.

Throughout the fall, I remained attuned to the “get your degree” mentality. Not only do many incoming students think this way about higher education, I noticed that colleges and universities market themselves with this phrase as well. I heard or saw “get your degree,” repeated in advertisements on websites, the radio, in print, and on television commercials and billboards. My institution invoked the phrase in its recruitment materials, as did many other colleges and universities in my region including public, private, and for-profit institutions alike.

In writing this piece for the Focusing Student-Readiness: Or What Expect When You’re Expecting Undergraduates – information literacy, higher. Yes, students overestimate their abilities. Yet the same skills that employers find deficient in our graduates – information literacy,
communication, critical and analytical thinking, applying knowledge and problem solving – are the same skills that are important to college success.

When students graduate underprepared for the modern workforce, this challenges us to think about our role in the equation.

Educating for the 21st Century.

College readiness asks, “Are students ready for college?” Yet we also should ask ourselves, “Are colleges ready for their students?”

In our aforementioned study, Arthur Levine and I found that our centuries old model of higher education has grown discordant with the needs and realities of the contemporary students we educate. Digital students and analog academicians differ on when, where and how learning could and should occur, and sometimes differ on the nature of learning itself.

Digital students come to campus with deficits, but they also come with strengths unique to their generation. They are different, and they need a different education to prepare them for a dramatically different world. Are colleges ready?

Maybe not. Many of our colleges and universities developed their present form in an industrial age. In contrast, our students were born into and will live in an information age.

Whereas professors’ comfort with students has decreased in the past ten years on half of the campuses in our study (49%), students have also grown frustrated, wishing their professors knew more about how to use technology effectively in their classrooms (78%).

Yet transforming the analog academy means more than just infusing more digital technology into the curriculum. It also means teaching students to be information and media literate, and to evaluate the content they encounter.

In Generation on a Tightrope, we noted that colleges and universities are educating students for jobs that may not yet exist, in a world headed toward a future we can only imagine. Our students will live in a time of profound economic, social and technological change, and some will have to help lead or shape those changes. They need an education that develops four specific types of skills: critical thinking, creativity, communication, and the habit of continual learning.

Our students also will live in a world that is increasingly shrinking. They need a college experience that develops their multicultural competencies and prepares them for civic engagement.

While much of this occurs in the coursework of academic majors and minors, that alone is not enough. It necessitates deep partnership with professionals in student success programs and curricula, and this must occur throughout a student’s college experience. All too often, students begin to think about life after college as they near graduation and the job market. This comes too little and too late.

Enter again the first-year experience program.

Although I am not aware of any research that assesses employers’ perceptions of college graduates that have benefitted from FYE programs (and if you are, please let me know), I would hypothesize an increase in employer satisfaction with skills and job readiness among those graduates who have been in FYE programs versus those who have not.

First-year programs challenge students to redirect their understanding of the college experience and their responsibility for self-agency within it. They instill and nurture the skills and dispositions needed for college success, which in turn are the same skills needed for job readiness. Thus, we might aptly attribute FYE programs with preparing students not only for the first year of college, but also for the first year of their adult lives.

Are colleges ready for their students? I believe that those with FYE programs are.

The first-year experience can move us beyond the transactional “get your degree” mantra. Their participants encounter far more: a transformational “get prepared for life” experience.

References:

http:/ /www1.crk.umn.edu/academics/online/


ENROLLMENT MANAGEMENT EXECUTIVE COMMITTEE REPORT ON FIRST-YEAR RETENTION

The Enrollment Management Executive Committee was created during the 2013-2014 academic year to lead the institution in developing and implementing an anticipatory, strategic enrollment management infrastructure that will enhance student success and help to ensure the long-term enrollment vitality of the University of Minnesota - Twin Cities campus. With student success defined broadly as increased retention, student persistence, and ultimately timely graduation, the Committee exists to help the institution realize this enrollment management vision.

Browse a college's or university's website, whether for a public or private institution, and you will quickly discover whether or not the freshman to sophomore retention rate measures at, or above, 90 percent. Campuses with such a rate publish it—everywhere. Campuses who don’t meet that threshold typically don’t call attention to their retention rate. Why? Freshman-to-sophomore retention rates have quickly become a surrogate for student experience, institutional value, and educational quality. But there is another, more important reason than positive publicity to focus on enhancing freshman-to-sophomore retention rates. Strong freshman-to-sophomore retention rates increase the likelihood of timely graduation. Supporting timely graduation is mutually beneficial to students and to the University. Students who graduate in a timely fashion save money; they take out fewer student loans and are able to move into the workforce more quickly.

With a focus on student success, Vice Provost and Dean of Undergraduate Education Robert McMaster charged the Committee to focus its inaugural year agenda on freshman-to-sophomore retention. The Committee’s charge was to review first-year retention and identify recommendations that the University could implement centrally to support student success. Although the University’s freshman-to-sophomore retention rate had been around 90 percent for about five years, in order to effectively serve students and meet the Board of Regents four- and six-year graduate rate goals, the University would need to achieve incremental increases in its students’ freshman-to-sophomore retention rates. With this idea in mind, the Committee engaged in a review of retention data, programs, and the University's placement relative to its peers. In an effort to bolster recent improvements in first-year retention, the Committee focused its work on identifying central efforts that would complement and connect, not supplant, the retention programs and initiatives underway in University colleges and departments. These efforts across the University have established a strong record for success that the campus community can continue to build upon, as first-year retention reached a record 92.6% for the fall semester 2013 entering freshman class.

The Committee’s analysis revealed that although the University’s first-year retention patterns were in line with what would be expected relative to our peers, several themes that emerged suggested opportunities for improvement. Specifically, the Committee concluded that although the University had strong and effective programs in place across colleges and departments, the University should focus additional central efforts and resources to support the retention and success of some student subgroups. These subgroups were composed of students who either were not retained at the same rate as their peers, or who expressed a lower sense of engagement with the University community than did their peers. While identifying interventions that might benefit these groups, the Committee was very deliberate in its recognition that students are individuals and that their needs vary.

Excerpt from report: “…Retention is comprised of a tapestry of interactions and factors, which are frequently interrelated, but are also specific to each individual student’s personal circumstances. When reviewing the factors and their interactions, we identified those factors that had the largest impact on the largest number of students and as such may have the greatest impact on overall retention rates.”

Committee analysis included:

• Peer analysis of retention rates compared to other major public research universities, controlling for institutional characteristics and student academic preparation

• Consultation with institutional experts with responsibility for first-year student data systems or support processes

• Analysis of student records to examine student characteristics or experiences associated with higher or lower expected retention rates

• Analysis of Student Experience in the Research University (SERU) survey results to complement the analysis of student records and gain deeper understanding of student experiences that relate to retention

• Literature review of student persistence and retention research

Summary of committee findings:

• The University’s first-year retention rate is in line with peers when controlling for institutional characteristics and student academic preparation.

• APLUS system a key conduit to connect early warning signals to adviser contact with students.

• An enhanced faculty role in observing and communicating early signs of potential retention difficulties is an important opportunity for improvement.
• Five groups of students were identified by the analysis of student records as potential beneficiaries of additional interventions.

• An initial inventory of programs in place to improve first-year retention found more than 120 initiatives in place, with further analysis and follow-up interviews planned to gather more detailed information.

• For some groups of students, a lower sense of belonging magnifies other challenges to retention, further reducing the probability of retention for those students.

Based on the analysis and findings, the Committee identified a set of initial central recommendations in fall semester 2014. The Committee is currently working with partners across campus on the implementation of some of the key recommendations. A new pilot communication effort targeted to the families of freshmen not living on campus was initiated over the 2014-2015 school year’s winter break. The Committee will continue to be focused on the implementation of the recommendations identified in the report and on work across campus that will help to support, not supplant, the many efforts underway to enhance student success.

Summary of committee recommendations:

• Implement all proposed components of the Retaining all Our Students (RaOS) initiative focusing on low-income students (specifically Pell grant recipients).

• Seek to raise funds for housing scholarships to assist students with demonstrated financial need who are living off-campus for financial reasons to afford on-campus housing.

• Expand communication to families of first-generation students and those not from the Twin Cities area who are living off-campus to inform and empower the families of students with information to support student persistence, including key student action dates and contact information for related student services offices and resources.

• Development and implementation of an engagement plan to enhance students’ sense of belonging and address student concerns raised in the SERU study.

• Expand research around the use of college-specific positive retention indicators (academic and personal characteristics of students that correlate with higher retention) in the admissions review process.

Rachelle Hernandez is the Associate Vice Provost for Enrollment Management and Director of Admissions, Office of Admissions

Peter Radcliffe is the Director of Undergraduate Analytics, Office of Undergraduate Education & Institutional Analysis

WHO ARE OUR TRANSFERS STUDENTS AT UMTC?

A Unique Population

Annually, over 3,000 undergraduate students transfer into the University of Minnesota-Twin Cities (UMTC) campus and represents roughly one-third of the total undergraduate population. This population is viewed as those students who transfer within the U of M system (i.e. Duluth, Morris, etc..), referred to as Intra-university (IUT), as well as those transferring from institutions external to the U of M, referred to as New Academic Standing (NAS) students. See Chart A.

A student is considered a “transfer student” if he or she is transferring more than one credit hour of coursework that was completed post high school graduation. This practice leads to much diversity within the label of ‘transfer student’. Certainly, our campus benefits from this diversity as part of the undergraduate student body; however, for the whole community to thrive, a greater understanding of this sizable population is needed to ensure undergraduate student success at UMTC. Consider the following an introduction to the variances within this population.

Public perceptions of the transfer process generally consider students who transfer progress by following a standard “2+2” format. Meaning, students may attend a 2-year institution or community college and complete their “general requirements” before arriving at their receiving institution to finish 2 years of major-specific coursework (Grites, 2013). Students at UMTC transfer a range of previous college credits that are evaluated individually to fulfill UMTC requirements for undergraduate degrees. Therefore, transfers’ time-to-graduation will vary among the transfer student population and story starts to become much more complex than “2+2”. See Chart B.

The diversity of student backgrounds and motivations for pursuing higher education, as well as their expectations of and experiences with institutions of higher education, adds to the unique needs of this population. As a percent of this student population, transfers have more first-generation college students, student veterans, international students, and part-time students than freshmen at UMTC. See Chart C.

Traditionally, the transfer student body has had a perception of being older students with more experience with higher education systems (Grites, 2013). However, we see a majority of this population has had a recent trend as students who are transferring to UMTC are closer to traditional age with over 80% of students entering Fall 2014 younger than 25 years old. See Chart D.

Additional factors of diversity within this population include the growing number of Students of Color (SOC) over the years. Fall 2014
saw an increase of the percentage of the population represented by SOC grow to 21%, which was equal to the freshmen class (Office of Undergraduate Education, 2014). See Chart E.

In considering our institutional assumptions about transfer students’ level of academic preparedness, it is important to understand the institution type from which a student is transferring (Grites, 2013). Transfers come from various institution types and locations but the majority, 48.7% (NAS+IUT for 2012-13 academic year), are transferring from a U of M system campus or an institution of the Minnesota State Colleges and Universities (MnSCU) system. The majority of this population transfers from our more local ‘feeder’ campuses. It is in the transfer student population that we can see our mission of service to the state of Minnesota by providing access to the state’s flagship institution, as Minnesota residents made up 67.7% of Fall 2014 transfers (Office of Undergraduate Education, 2014). See Charts F & G.

As highlighted above, the UMTC transfer student population is multifarious. Our continued commitment to serving this population will require that the UMTC campus have a greater understanding of transfer students. Through investigating the unique identities and experiences within the transfer student population, UMTC can better collaborate to identify services to target this population that will ensure, not only a successful transition to the institution, but progression towards timely graduation in a way that serves both the student and institution.

**The Transfer Student Initiative**

Over the past two years, the University of Minnesota-Twin Cities campus has begun investigating the unique needs of this population. The Transfer Student Initiative, led by the Office of Undergraduate Education, is a collaborative effort that is engaging stakeholders across campus to identify ways to enhance the experience of transfer students. The initiative is guided by the following vision and goals.

**Vision:**

To understand and improve the transfer student experience for all transfer students (NAS and IUT) at the University of Minnesota -- Twin Cities (UMTC)

**Goals:**

- Understand the transfer student experience at the UMTC
- Raise awareness of transfer students within the campus community.
- Work collaboratively across campus units to enhance the academic and social transition for transfer students.
- Increase transfer student satisfaction with their overall experience at the UMTC.
- Increase transfer student participation in high impact activities and engagement.
- Increase retention and graduation rates for transfer students.

**The current initiative includes:**

- a Transfer Experience website (transfer.umn.edu)
- Increased efforts by the Office of Admission to collaborate across colleges to serve prospective transfer students, such as hosting STEM Exploration Day.
- Transfer Welcome Days programming from Orientation & First-Year Programs
- Leaders in Transition Living Learning Community (LLC), specific to transfer students
- Recently expanded housing options for transfer students, including CFANS LLC for transfers and increased housing guarantees offered for first year transfers through Housing and Residential Life.
- The Transfer Student Network, peer mentoring program
- Tau Sigma-National Honors Society; UMTC chapter

Colby Heineman is Coordinator for Transfer Student Initiatives in Undergraduate Education.

**References:**

Previous College Credits 2012-2013
UMTC Transfers (NAS+ IUT)

CHART B

<table>
<thead>
<tr>
<th>Credits</th>
<th>% of Population</th>
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<tbody>
<tr>
<td>less than 30</td>
<td>19.2%</td>
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<tr>
<td>30 - 59</td>
<td>38.3%</td>
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<tr>
<td>60 - 89</td>
<td>30.7%</td>
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<tr>
<td>90+</td>
<td>11.4%</td>
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</table>

CHART C

<table>
<thead>
<tr>
<th>Fall 14 - Characteristics</th>
<th>NAS+ IUT</th>
<th>Freshmen</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Women</td>
<td>49%</td>
<td>53%</td>
</tr>
<tr>
<td>% Aged 25+</td>
<td>18%</td>
<td>0%</td>
</tr>
<tr>
<td>% 1st generation*</td>
<td>38%</td>
<td>24%</td>
</tr>
<tr>
<td>% Part-time**</td>
<td>5%</td>
<td>0.2%</td>
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</tbody>
</table>

*Neither parent has 4-yr college degree
**Taking fewer than 13 credits in 1st term

CHART D

<table>
<thead>
<tr>
<th>Fall 2014 NAS Age</th>
<th>%</th>
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<tbody>
<tr>
<td>&lt;= 18</td>
<td>1.5%</td>
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<tr>
<td>19 - 20</td>
<td>46.1%</td>
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<tr>
<td>21 - 24</td>
<td>33.7%</td>
<td>732</td>
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<tr>
<td>25 - 34</td>
<td>15.7%</td>
<td>341</td>
</tr>
<tr>
<td>&gt; + 35</td>
<td>2.9%</td>
<td>64</td>
</tr>
</tbody>
</table>

CHART E

CHART F: 2013-14 UMTC - Top Ten Feeder Schools (NAS Only)

<table>
<thead>
<tr>
<th>Previous School</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normandale Community College</td>
<td>325</td>
</tr>
<tr>
<td>Minneapolis Community &amp; Technical College</td>
<td>209</td>
</tr>
<tr>
<td>Anoka-Ramsey Community College</td>
<td>111</td>
</tr>
<tr>
<td>Century College</td>
<td>95</td>
</tr>
<tr>
<td>North Hennepin Community College</td>
<td>82</td>
</tr>
<tr>
<td>Inver Hills Community College</td>
<td>81</td>
</tr>
<tr>
<td>Saint Paul College</td>
<td>64</td>
</tr>
<tr>
<td>Rochester Community &amp; Technical College</td>
<td>49</td>
</tr>
<tr>
<td>University of Wisconsin - Eau Claire</td>
<td>47</td>
</tr>
<tr>
<td>Minnesota State University - Mankato</td>
<td>47</td>
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*Office of Undergraduate Education, 2015

CHART G: NAS+IUT Fall 14 Home Location

<table>
<thead>
<tr>
<th></th>
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<th>%</th>
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<tbody>
<tr>
<td>TC Metro</td>
<td>1186</td>
<td>54.5%</td>
</tr>
<tr>
<td>Greater MN</td>
<td>287</td>
<td>13.2%</td>
</tr>
<tr>
<td>Subtotal MN</td>
<td>1473</td>
<td>67.7%</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>131</td>
<td>6.0%</td>
</tr>
<tr>
<td>North Dakota</td>
<td>19</td>
<td>0.9%</td>
</tr>
<tr>
<td>South Dakota</td>
<td>20</td>
<td>0.9%</td>
</tr>
<tr>
<td>Subtotal Recip</td>
<td>170</td>
<td>7.8%</td>
</tr>
<tr>
<td>Other US</td>
<td>138</td>
<td>6.3%</td>
</tr>
<tr>
<td>Foreign</td>
<td>388</td>
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<tr>
<td>Unknown</td>
<td>6</td>
<td>0.3%</td>
</tr>
<tr>
<td>Total</td>
<td>2175</td>
<td>100%</td>
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FIRST-YEAR ASSESSMENT PLAN

The first-year assessment plan developed and implemented by Orientation & First-Year Programs is meant to be iterative - each step informing the next. Throughout the process data is analyzed, shared with stakeholders while making changes to content and or programs. Outcomes are often re-evaluated.

The intent of this process provides data on student behavior related to the matriculation process, student satisfaction, student success both personally and academically, as well as longitudinal data utilized to measure the impact on student retention and other programs. Although this plan arose out of the Welcome Week discussions in 2007, it has informed our work in many ways working with all of our programs and services and has allowed us to be data-driven in our decision-making.

Assessment Cycle

1. **“Tell Us About Yourself”** Pre-orientation survey - Survey is first done on the New Student Checklist prior to orientation. Collects common data as well as specific college data for an advisers.

2. **Student participation** Utilizing the OFYP Database to capture and track student attendance behavior from point of confirmation through first year programming.


4. **Welcome Week Program Evaluation** - create common questions/themes for welcome week evaluation process and obtain feedback for next year’s Welcome Week experience.

5. **Fall Check-In Survey** - Survey a sample of at least 500 students and carry through the common questions and themes.

6. **University Leaver’s Analysis** - Work with colleges to code reasons in APLUS as to why students who have not re-enrolled for next semester. Coding is evaluated and a report is generated and shared. (Fall to Spring)

7. **Spring Check-In Survey** - Survey a sample of at least 500 students and carry through the common questions and themes.

8. **University Leaver’s Analysis** - Repeated for next semester. (Fall to Fall)

9. **National Surveys** - For example, the Student Experience in the Research University (SERU) survey is leveraged to further analyze emerging themes and trends.

10. **Identify/Re-evaluate outcomes**
THE SECOND YEAR EXPERIENCE

Focusing on the first year and helping students navigate their experience inevitably leads to shaping their second year experience. It is during the first year that students make decisions about their living arrangements for the next year, register for fall classes, and apply for leadership opportunities, study abroad, or campus jobs. All of which lay an important foundation for a successful second year.

What makes the Second Year Unique?

During the first year, the college experience is new and exciting. Students are learning to adapt to their new environment, meet new people, and adjust to the rigor of college courses. The second year is less novel for students but offers them the opportunity for a fresh start and to be more intentional with their choices. With a year under their belt, students have a better sense of the college experience and their own skills, interests, and abilities. They may feel more confident about their path and are taking full advantage of all that the University has to offer.

Compared to their first year, students may feel less hopeful, less engaged, and perhaps less confident in their skills to be successful. Students experience increased pressure to figure out their major and career plans, and question what they want out of their overall college experience. For students who move out of university housing, there is also an added level of independence and responsibility related to living on their own that provides additional challenges.

Student Retention

The most recent data at the University of Minnesota, Twin Cities indicates an 85.49% retention rate for first year students into their third year.

Beyond the first year, the second year of college is a critical time when students experience barriers to retention and success. In a national study, Adelman (2006) found that 8% of students who enter college drop out of higher education during their second year, compared to 4.91% at the U of M, Twin Cities based on the 2012 freshmen cohort. Students whose GPA was 2.5 or lower their first semester, freshman year are only 40% likely to persist into their third year at the UMN (Office of Undergraduate Education, 2011). By the end of the second year, national research indicates that the biggest gaps between students who leave and stay for their third year are in areas of progress toward degree, academic performance (GPA), and curricular engagement (Hunter et al, 2010).

Sophomore Slump

In addition to retention, second year students nationally report lower levels of satisfaction with a range of college experiences compared to other class levels (Juillerat, 2000). The previous notion of a “sophomore slump” is now understood as a multidimensional phenomenon that may include academic deficiencies, academic disengagement, dissatisfaction with the collegiate experience, major and career indecision, and developmental confusion (Kennedy and Upcraft, 2010). Approximately 25% of second year students experience a slump academically, motivationally, or relationally (Schreiner, 2010). As for UMTC, data from the Student Experience in the Research Universities (SERU) Survey found that compared to first year students, second year students are more likely to go to class unprepared and with unfinished assignments (Office of Institutional Research, 2012).

Second Year Experience Initiative

Over the past two years, the University of Minnesota, Twin Cities campus has focused more attention on the experience of second year students. The Second Year Experience Initiative is a collaborative effort across campus led by the Office of Undergraduate Education. The goal of the initiative is to provide a more coordinated and intentional second year experience for students to enhance their overall success, retention, and ultimate graduation from the University of Minnesota.

The current initiative includes:

- a campus-wide committee
- building campus support and awareness
- communication tools such as
  > Second Year Experience webpage: www.secondyear.umn.edu
  > Regular e-newsletters to second year students
  > On Second Thought Tumblr blog: umnseconds.tumblr.com
  > A U of M Second Year Guide mobile app through Guidebook
  > The SYE Road Map highlighting monthly themes students may encounter
  > Topical guides including Strengths in the Second Year and Learning Abroad in the Second Year

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-to-Second Year Retention</td>
<td>90.43%</td>
<td>91.03%</td>
<td>90.40%</td>
<td>92.64%</td>
</tr>
<tr>
<td>Second-to-Third Year Retention</td>
<td>84.60%</td>
<td>86.60%</td>
<td>85.49%</td>
<td>-</td>
</tr>
</tbody>
</table>

Office of Undergraduate Education, 2015
• Residential Living Learning Communities including the Second Year Experience (SYE) House open to all students, the Honors SYE House, and the College of Science and Engineering SYE House

• Collegiate initiatives that include the CLA Second Year Success Series, a continuation of the Nature of Life class in CBS, and career courses in CSOM and CDes.

The SYE Initiative will continue to explore issues relating to the second year and work together to improve students’ overall experience on the Twin Cities campus.

For more information regarding the SYE Initiative, please contact LeeAnn Melin at melin002@umn.edu.

LeeAnn Melin is an Assistant Dean in the Office of Undergraduate Education.

References:


THE LIBRARIES AS AN INTEGRATED PART OF THE STUDENT EXPERIENCE

Remember those days and nights you spent hunched over your books in your college library? Perusing the stacks in hopes of discovering the perfect book to cite in your term paper? That feeling of accomplishment when you successfully navigated through the maze of journals to find just the article you needed?

The library experience has long been integral to the student experience. And in the past few years, University of Minnesota Libraries has worked with the Office of Institutional Research to show that first year students who use the library who are participating in the Retaining all Our Students (RaOS) initiative focusing on low-income students (specifically Pell grant recipients):

• Have higher GPAs

• Are more likely to be retained to their second semester as well as their second year

• Rate themselves as more academically engaged and scholarly (as measured by the SERU survey)

Not every student realizes what it means to have the resources of a major research university at their fingertips, along with dozens of professionals just waiting to teach them how to take advantage of those resources. We reach out to students in many ways, beginning with Welcome Week. We don’t know what causes an individual first year student to use library resources for the first time, but we do know that students who receive some sort of intentional instruction are much more likely to use our online databases, journals, and e-books or check out a physical item.

Our usage data show that we have about a 50/50 chance of connecting a student to our resources if they have not had any measurable
instruction. Our chances increase to about 90 percent if the student participates in an online or in person workshop, engages with one of our Peer Research Consultants, or asks a reference question online.

Note that we don’t currently swipe UCards for in person reference desk interactions, or at Libraries events such as those during Welcome Week or Finals Week.

Each Fall semester, about 60 percent of first year students use our resources. We want to increase that ratio and help set students up for success throughout their academic career. One way to do that is by informing Academic Advisers about what the Libraries offer, and providing an easy way to refer students to the Libraries through APLUS.

Advisers can now see on the APLUS Logged Contact notes whether a student has taken our premier workshop for first year students, Intro to Library Research. Many students take the course through the WRIT 1301 class, but the online version is available to anyone at z.umn.edu/itlr.

The tutorial takes about 20 to 40 minutes to complete, and includes an online worksheet students should complete based on their own research topics.

Beginning in January 2015, advisors have a new tool they can use: Advisors working with students who have a pressing need can refer a student to the Libraries through Characteristics | Add a tag | Referred for needs or services | Learning assistance | Library. This will trigger a message to us in the Libraries and we will follow up with students based on their needs. You might refer a student who is:

- Struggling academically or on probation and in a course that requires literature research or data for a paper, poster, or presentation.
- Unsure about an upcoming assignment or did not do well in the early stages of an assignment that requires journal articles or books
- Getting ready for a job interview. We can help the student find industry and company information using specialized business databases.

You can read more about the Library Data and Student Success project on our blog at z.umn.edu/ldss, or find our published work at z.umn.edu/ldsspubs.

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**Do Library Interventions Spur Library Actions for First Year Students?**

Student Count by Term, Intervention (Instruction or Reference), and Action (Digital or Circulation)

<table>
<thead>
<tr>
<th>Instruction (online or in person workshop, Peer Research Consultant, or online reference question)</th>
<th>Action (Digital or Circulation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9%</td>
<td>Did not use Library resources</td>
</tr>
<tr>
<td>91%</td>
<td>Used Library resources</td>
</tr>
<tr>
<td>49%</td>
<td>Did not use Library resources</td>
</tr>
<tr>
<td>51%</td>
<td>Used Library resources</td>
</tr>
</tbody>
</table>

Fall 2012
Survey Reporting Tool

The Office of Institutional Research compiles many publicly available reports which are pertinent to first-year programs. These reports are considered the official source for enrollment and student characteristics for the University. Our New Freshman Characteristics report contains freshman ACT, SAT, high school rank statistics as well as freshman only enrollment data broken by various demographics. The Fall Enrollment by Home Location Map matches up the University student’s home location with Google maps and provides a unique tool for viewing the U’s global population. Our office recently released a University-wide Student Aid Profile, which contains information regarding student financial aid including PELL grants, work study, and loans.

Visit www.oir.umn.edu/student, to see all of the student data we provide.