Thrilled to share with you our work at Ohio State in supporting second year students.
First our learning outcomes.
Much of this conference is about first-year students. In this session we will switch gears a bit and think about what follows in the second-year.

Learning Outcomes

1. Describe challenges facing second-year students in order to find library connections to meet those challenges
2. Articulate librarian’s role in campus-wide transformational educational experiences in order to influence programs on own campuses
3. Connect threshold concepts in Framework for Information Literacy to High Impact Educational practices
To put us into that frame of mind, I ask that you recall your own second year of college.

Did you make any big decisions? Change majors? Declare a major for the first time? Did you change friends?

Did you struggle during your second year? Experience a sophomore slump? Or did you come into your own in your second year? Finally feeling as though you belonged?

[If audience small ask for sharing with the larger group]
From an institutional metrics point of view, second-year is also critical for retention efforts. A study by Berkner, He and Forrest found that at least as many students leave after the second year as the first.

In exploring the reasons why, Dr. Molly Schaller, faculty at University of Dayton the opening keynote speaker at this conference in 2016, and others point out that second-year students are simultaneously experiencing increased pressure and reduced institutional support.

Dr. Schaller studies identify development (based on Perry ad Chickering’s theories of psychosocial and intellectual development) in college students and has focused on the second-year of traditionally aged students. In her chapter in Helping Sophomores Succeed, she suggests that “traditionally aged sophomores are in a period of transition similar to that which many experience at middle age”.

Her work describes 4 distinct stages beginning with random exploration in the first year, moving into focused exploration in the second year. The stage of focused exploration is an uncomfortable one as students become more conscious of their choices as they actively seek insight into relationships, future and self. They are aware that they are in between childhood and adulthood; they begin to question the choices they have made thus far. Generally, the longer a student stays here the deeper the exploration; if students leave this stage too quickly, their exploration can be too shallow and leave them vulnerable to external pressures on key upcoming life decisions.
Schaller’s third stage is tentative choices. This is things like major and romantic partners. There is still some doubt, self-reflection, and room for later change to these decisions; that’s why they are tentative. As they firm up, students move to the final, commitment stage. In this stage new beginnings emerge in all three areas of relationships, future and self.

How do institutions support students?
Higher education and student success research show us that we support students by encouraging engagement and transformational learning.

George Kuh in Student Success in College notes there are two factors contributing to student engagement.
1) Time and effort students put into their studies and other activities that lead to the outcomes tied to student success measures
2) Ways the institution allocates resources and organizes learning opportunities and services

Transformational Learning

Jack Mezirow developed transformative learning theory starting in 1978.[7] Since then, the theory has evolved "into a comprehensive and complex description of how learners construe, validate, and reformulate the meaning of their experience."[8] For learners to change their meaning schemes (specific beliefs, attitudes, and emotional reactions), "they must engage in critical reflection on their experiences, which in turn leads to a perspective transformation."[9] The meaning schemes that make up meaning structures may change as an individual adds to or integrates ideas within an existing scheme and, in fact, this transformation of meaning schemes occurs routinely through learning. (Wikipedia, https://en.wikipedia.org/wiki/Transformative_learning, retrieved 3/19/2018)
Transformative Learning Theory states, “An important part of transformative learning is for individuals to change their frames of reference by critically reflecting on their assumptions and beliefs and consciously making and implementing plans that bring about new ways of defining their worlds.” (from STEP mentor spring 2018 training manual)

A transformative learning environment is characterized by
1) Promoting character education
2) Balancing challenge and support in developmentally appropriate ways
3) Encouraging students to make connections and meaning
4) Providing accessible mentoring

(Jennifer Lindholm’s chapter in Helping sophomores succeed: understanding and improving the second-year experience / Mary Stuart Hunter ... [et al.], San Francisco : Jossey-Bass ; [Columbia, SC] : National Resource Center for The First-Year Experience & Students in Transition, University of South Carolina, c2010)
In a 2010 analysis of National Study of Student Engagement (NSSE) and Ohio State local research, Ohio State students who lived on campus for 2 years had higher graduation and retention rates.
Grad rate of 2005 cohort 88.2% to 76.5%
Retention rate of 2009 cohort 95.7% to 88.6%

In 2010 NSSE 50% of graduating seniors reported never interacting with faculty outside of coursework.

Ohio State President Gordon Gee encouraged Board of Trustees to enforce the 2nd year live on requirement.
Ohio State invested in massive building projects to have enough beds to accommodate Board of Trustees challenged institution to make it worth students’ while to live on campus a second year.

Infrastructure and enabling projects began in the summer of 2013. The new residence halls completed for use Fall Semester 2016.
Renovation of existing halls in the north residential district continue in 2018.

OSU fact sheet on North Residential District:
Construction: Autumn 2013 - Autumn 2016
About 3,200 net new bed spaces
New dining and recreational facilities, enhancing interaction within the community
Project Cost: $370 million
Demolishing 11 existing buildings - 4 residence halls, 4 Lane Ave. apartments, Jones Pool
Constructing 11 new buildings - 2 dining facilities, recreation center, retail pavilion at Lane Ave. and High St., 3 additions on the existing Drackett, Jones, and Taylor Towers
Adding major new campus green space
THREE broad learning goals:
1) Self-awareness: support for identity development
2) Access: connect to resources on campus
3) Community: peers and faculty mentorship

Transformational: includes the whole student; supports personalized identity formation, critical reflection and meaning making.

Pilots for first three years, now open to all second-year students
2013-14: 1000 students
2014-15: 1500 students
2015-16:

2016-17:
2017-18: almost 3000 students and 190 faculty
Year-long program
Discover self, Discover your future

Fall semester: learning together in cohorts
Spring semester: designing personalized signature project for junior year tied to 6 themes based on High Impact Practices

Connection to campus and access to resources through required participation in THREE professional development co-curricular programs total between September and March
These are aligned with the 10 high impact educational practices identified by George Kuh’s work and widely adopted. Do you recognize any of these as taking place on your campus?

Key elements in all of these are:
• Include affective, cognitive, and social aspects
• Demand considerable time and effort
• Require interaction with individuals who are different than selves
• Include reflection of some kind

HIP list:
First-Year Seminars and Experiences
Common Intellectual Experiences
Learning Communities
Writing-Intensive Courses
Collaborative Assignments and Projects
Undergraduate Research
Diversity/Global Learning
Service Learning, Community-Based Learning
Internships
Capstone Courses and Projects
2012-13 two committees designed the program; I served on one of them

1st pilot year (2013-14): libraries offered 13 sessions for co-curricular program portion
2nd year (2014-15): libraries offered 35 sessions
2015-16: 23 sessions
2016-17 and 2017-2018: ~30 sessions

We try to add a new one each year and cross-list some of the titles with other programs. This year we added one on data literacy called Be Data Viz Smart: Critique and Create Data Visualizations

Titles of sessions include:
Students as Creators, Consumers: Share your ideas, Know your rights
Guidelines for Keeping a Good Lab Notebook
Prepare, Present, and Preserve: Moving Your Research Posters from Physical to Digital
Seeking Multiple Stories: Information Skills for Global Citizenship
Join the Research Conversation
Fight the Fake: Combating Deceptive Media with a Fact-Checking Mindset
A+ Research: Where Do You Start?
A+ Research: Help for Your Writing Assignments
A+ Research: How Do You Find Sources?
A+ Research: Selecting the Right Resources without Having to Read All of Everything First
Connections between transformational learning and threshold concepts

- Once you grasp a threshold concept you are changed
- Looks at whole student: cognitive and affective; in IL framework identified as knowledge practices and dispositions
Internship with Authority: learning about context of authority in workplace, includes people and publications that might not be authoritative in academic work, such as reliance on trade journals instead of peer-reviewed journals.

Leadership and Research as Inquiry: in leading projects must articulate need, gather information, assess that information and synthesize to make decisions and find solutions.

Creative and Artistic Endeavors and Searching as Strategic Exploration: planning independent trip; must be strategic in searching for needed bits of information regarding travel and purpose of trip.

Our program is rare, but every institution has the high impact practices on which the STEP themes are based in some form.
Where are these programs on your campus?

Let’s explore the integration of these High Impact Practices and the IL frames together.
Using the slips provided [at seats or pass out], brainstorm with a partner ways in which students can experience or practice the identified IL frame through the identified project theme

After a while ask to share; can also pull up on Twitter if folks seem to be tweeting.
What can you do at your institution to support second-year students?
Thank you for your attention.
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