

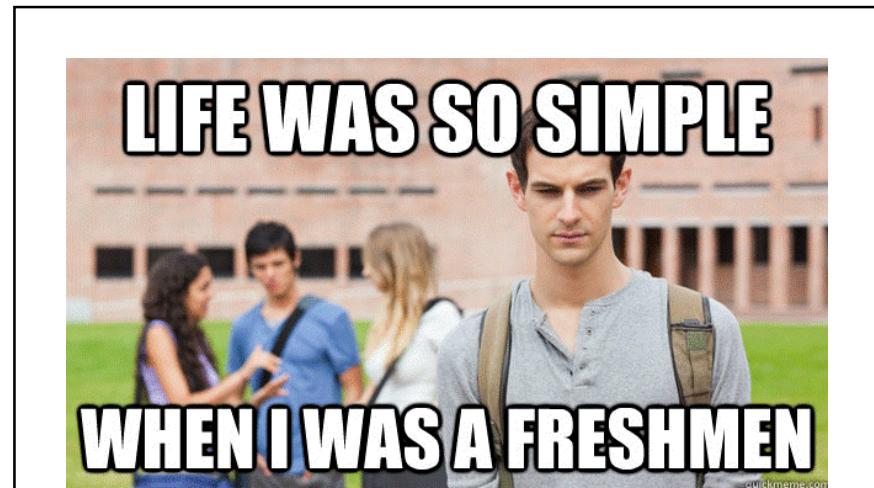
Overcoming the Sophomore Slump: Helping Sophomores Stay Engaged in the Career Development Process

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Freshman Year



Sophomore Year



LIFE WAS SO SIMPLE
WHEN I WAS A FRESHMEN



The Sophomore Slump!

Phrase first used by Freedman (1956) to describe lack of satisfaction and interest in the academic environment experienced during the second academic year

Relationship to Retention

Typically 85% of students attrition occurs during the first two years

- Retention Funnel

What is the “Sophomore Slump?

An identity crisis during the second academic year encompassing academic, social and personal self *Margolis(1976)*

Period of confusion and uncertainty during the second academic year *Furr and Gannaway (1982)*

A time when second year students become distant from the university due to lack of connection with academic major, limited leadership opportunities and lack of attention from faculty. *Graunke and Woosley (2005)*

Academic “middle children” who face uncertainty and thus disengage from the college community. *Lipka 2006*

Specific Issues Related to the Sophomore Slump- Schaller 2010

- Choosing a major
- Academic self-efficacy
- Academic engagement
- Faculty contact
- Student motivation
- Career development
- Financial issues
- Student values
- Social integration and involvement
- Overall satisfaction

Psychosocial Approach

Chickering's



Common Sophomore Programming Initiatives

- Engage academically even if undecided on major
- Build a sense of community and class identity
- Interact with faculty outside the classroom
- Conduct critical self-assessment
- Plan for their immediate and long-term future
- Explore potential majors and interests
- Interact socially with new groups of peers
- Become involved in campus activities and leadership development

Sophomore Retreat- LaGrange College

March 5-6, 2016
Historic Banning Mills
Whitesville, Ga

LaGrange College



Founded : 1831; the oldest private college in Georgia

Location : LaGrange, Georgia (pop. 30,000)— 60 miles SW of Atlanta on I-85

Affiliation : The United Methodist Church

Enrollment : More than 1,000 students, representing 21 states and 5 foreign countries

Student-Faculty Ratio : 12-1; classes average 12 students

Key Components of our Retreat

Ice Breaker/Team Building Activities

Self- Assessment

Strong Interest Inventory

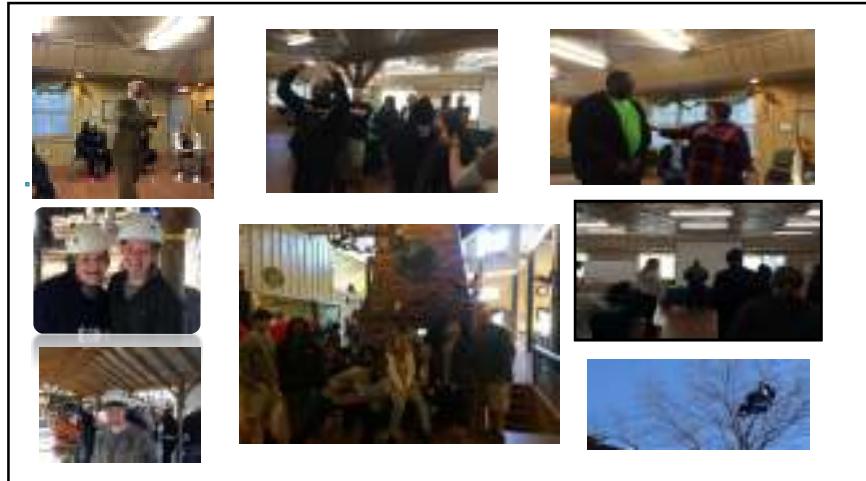
True Colors

Strengths Quest

Connect assessments and the world of work

Self-reflection activities

Zip Lining



Student Evaluations

What was your favorite part of the retreat?

True Colors/ learning about myself as a person.

Close, personal discussions because I made meaningful connections

Evaluating our results from strengths quest and strong interest inventory because I learned a lot about myself and assured my career choice.

Strong Interest survey because it exposed me to more careers I didn't know existed.

Zip lining because I have never done it and could do it all day

Student Evaluations: What did you learn about yourself

I'm an achiever. I have to achieve some goal everyday
I can take risks without dying (zip lining)
The direction I should be going in
I am more social than I thought
I chose the right career path
I am stronger than I thought I was

Our Retreat in Relation to Sophomore Issues

Academic engagement even if undecided on major

Build a sense of community and class identity

Interact with faculty outside the classroom

Conduct critical self-assessment

Plan for their immediate and long-term future

Explore potential majors and interests

Interact socially with new groups of peers

Become involved in campus activities and leadership development

Best Practices

Job Shadowing Opportunities
Sophomore Experience Class
Sophomore Learning Communities
Alumni/ Senior Speakers
Leadership Opportunities Specific to Sophomores

QUESTIONS?

