Write Down 20 Goals

- 10 Long Term (5, 10, 20 Years)
- 10 Short Term (today, this week, this month)

Specific – Measurable – Achievable – Relevant - Timely
Share 1 of your goals with a person next to you!

From Sophomore Slump to Sophomore Success:
Developing a Comprehensive Sophomore Student Seminar
Focused on Academic Planning & Career Exploration

Temple University
Alexandra Yanovski, Coordinator For Undergraduate Strategic Initiatives
Institutional Profile

- TEMPLE UNIVERSITY is a public, four-year research university and a national leader in education, research and healthcare.
- Founded by Dr. Russell H. Conwell in 1884.
- Temple is a vital institution in the Philadelphia region and commonwealth of Pennsylvania.
- Strong global reach, with long-standing and vibrant campuses in Tokyo and Rome, programs in London, Beijing and other locations worldwide, and nearly 300,000 alumni living around the world.
- Carnegie Classification: Research University w/ High Research Activity.
- President: Neil D. Theobald.
Theoretical Perspective:

Chickering & Reisser's Identity Development Theory

Sophomore Slump

Thanks for not pointing out which of Chickering's vectors I was in every time I cried in your office.

http://blogs.memphis.edu/dabureau/files/2012/09/Chickering-28g2za.png
**Temple University Seminars (UNVS) Program**

UNVS 1001. First Year Seminar I (1 cr.)
UNVS 1002. First Year Seminar II (1 cr.)
UNVS 1003. Academic Bridge for International Students (3 cr.)
UNVS 1004. President's Seminar I: Organizational Change at Temple University (1 cr.)
UNVS 1005. President's Seminar II: Organizational Change at Temple University (1 cr.)
UNVS 1006. Academic Success Strategies (1 cr.)

**UNVS 2001. Sophomore Seminar: Planning for Success (1 cr.)**
UNVS 2002. Transfer Seminar: Planning for Success (1 cr.)
UNVS 2003. Global Citizenship (1 cr.)
UNVS 2005. Writing About the Self: Exploring Opportunities and Communicating Strengths (1 cr.)
UNVS 3001. Junior Seminar: Pre-Professional Preparation (1 cr.)
UNVS 3002. Peer Mentor Development (1 cr.)
UNVS 3003. Resident Assistant Development Seminar (1 cr.)

http://bulletin.temple.edu/courses/unvs/

**Sophomore Seminar Course History**

- **Began in Fall 2008** after demand from UNVS 1001 Students
- Initially the course was designed as a 2-credit course where students met twice a week.
  - One meeting provided the instruction and the second provided the opportunity for hands-on work in the Career Center.
- The instructional team for the course included a Career Center professional, an academic advisor, and a peer instructor.
  - The peer instructor received a stipend ($300)
- The course structure was developed by the Senior Vice Provost Office for Undergraduate Studies (SVPUS) and Temple University Career Services Center.
## Sophomore Seminar Course History

<table>
<thead>
<tr>
<th>Fall 2008</th>
<th>Spring 2012</th>
<th>Spring 2014</th>
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<tbody>
<tr>
<td>UNVS 2001 Offered for the First Time</td>
<td>UNVS 2001 Restructured from 2 to 1 Credits</td>
<td>Large portion of class activities are now in Blackboard.</td>
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</tbody>
</table>

Most sophomores find out about the class through their academic advisor or from an e-mail sent by the SVPUS office one week before the start of the semester. Students Self Register for the Course.

Since its inception in 2008, more than 400 students have completed University Seminar 2001: Sophomore Seminar. The course is not required for any academic major and counts as a free elective or excess credit for most students.

## Course Learning Goals

**UNVS 2001 students:**

- Conduct **strengths exploration** focusing on personal values, interests and skills
- Engage in **academic planning** by connecting majors to occupations
- Get involved in **campus organizations**
- Begin **graduate/professional school preparation** or career transition preparation by exploring potential career paths, occupational clusters & job search techniques
- Explore **research and community service opportunities** at Temple and surrounding community
Course Learning Goals Cont.

Begin internship preparation if their major requires it
Start career planning process by building an academic and professional plan
Learn effective interviewing and networking strategies
Complete targeted resumes, cover letters or personal statements, professional portfolios
Increase and expand their Money Management skills through Financial Literacy Activities


- The class of 2012 student survey report. Career connection and appeal of the subject matter were the top two reasons students selected a specific academic discipline.
- 9.2% of students indicated they had used career services as a resource in selecting their major
- 42% of graduating seniors researched the job opportunities that related with their major
- 45% of the students chose their major based on the career path after graduation.
- 79% of seniors reported that they have used career services for job search and placement, but not until later in their academic career.

These statistics show that students do not start their career development process during first or second year; on the contrary, they seek career help only when looking for a job during their senior year.

Noel Levitz (2013).
The Attitudes of Second-Year College Students, Exploring the mindsets behind the "sophomore slump"

- 23% of the students who completed the survey admitted lack of energy or excitement for the ideas they were learning in their classrooms.
- 25% of the students admitted a lack of a social support network and an inability to make lasting friendships.
- 78% of students want help from their academic advisors identifying work experiences related to their major.
- 65% of students would like help exploring the advantages/disadvantages of their career choice, but not necessarily at the career center.

Course Structure

- 11-12 Weeks
- Blackboard
- Google Docs

Focus on Identity Development
Teaching Model

- Cross-Departmental Collaborations
  - Career Services
  - Office of Scholar Development & Fellowships Advising

Activities & Homework

Self Exploration

Major Exploration

Academic Planning

Career Exploration

Graduate School Exploration

Job Search
Syllabus

Visual/Google Docs

ACTION PLAN

- Sample Action Plan Assignment
Course Planning

Doodle

EVERNOTE

Blackboard

Lucidchart

* Weekly UNVS Teaching Team Meetings

Emphasis on Values & Ethical Decision Making

The emphasized values are:

- Active Listening
  Interviews, First Jobs & Early Career

- Vision
  Self Exploration

- Flexibility
  Launching an Employment Campaign

- Commitment and dedication
  It’s All Academic

- Honesty & integrity
  Resume & Cover Letters

- Patience
  Career Planning

- Gratitude
  Interviewing, Networking

- Optimism & Hope
  Self Exploration, Welcome

- Resilience
  It’s all Academic

- Courtesy & Caring
  Networking, Social Media, First Day on the Job

- Respect, Tolerance & Belief in others
  Social Media and First Day on the Job
Discussion Boards

- 20 Goals by 2020
- Dream Job
- Job Search
- Social Media
- Course Reflection

Discussion Board 1:

- It’s the year 2020 and you just received your invitation to attend Temple Homecoming. You think back fondly to your college days and remember all those amazing times. These highlights will be different for each student in the class and we want you to begin imagining and creating those memories today!

- Your first journal assignment is to write out a list of 20 things you want to experience in college.
- Tell us what you would like to try, see, do, accomplish?
- Where would you like to go?
- Who would you like to meet?

You can keep this list close by and begin checking things off one by one! Please use a list format (from 1 to 20) and feel free to add bullets or descriptive details under your selections.
Discussion Board 2:

For your dream life we want you to paint us a clear picture of your ideal life.

- Describe where you’ll be living, who will surround you, how will you be spending your free time?
- What will your priorities be, how will you meet your goals, and how will you leave your mark on our world?

**Now we want you to describe your dream job.**

- What type of work environment do you envision?
- Who are you working with?
- What type of work are you doing?
- What strengths are you able to use?
- How are you making a difference?

Course Effectiveness

We compared a variety of measures to test the difference between students who participated in the sophomore seminar against those who did not.

- **Data Review:** Student enrollments in UNVS 2001 from 2008 to 2014
- We analyzed the data for students who started at Temple during their first year, and excluded all transfer students.
- Students registered for UNVS 2001 were compared to their peers who started in the same catalog year and were retained into their sophomore year.
- Students who stopped out during their first year were not included in the comparison sample.
- We compared the UNVS 2001 students \( n = 153 \) to other similarly situated Temple students not enrolled in the UNVS seminars. The comparison sample consisted of 6,894 student records for students who started at Temple as freshmen either in 2009 or 2010, and were retained through their fourth semester \( n = 6894 \).
Findings

- The retention from sophomore year to junior year for the students enrolled in the UNVS 2001 (n=153) was 93 percent compared to 90 percent of students who did not take the seminar (n=6,894).
- Students enrolled in the UNVS 2001 had a four year graduate rate of 56%, compared 49% for the students who were not enrolled in the sophomore seminar.
- Student exit interviews showed increased understanding of academic and career expectations. Students were better aware of campus technology resources. Three students from the Spring 2013 cohort applied for study abroad programs in 2014, two became peer advisors through residence life and undergraduate studies office, and four obtained competitive internships during the 2014 summer term as a result of the UNVS 2001 preparation. Students commented on their improved resumes and cover letters, positive mock interview experiences, and confidence to network with professionals in their fields.
- Students overall felt better prepared to transition from college to a professional career.

Student Voices

- "I have learned and grown so much throughout this semester. This course gave me a chance to experience so many things for the first time in my life. For the first time, I actually bought professional clothes (suits, dress shirt, dress). I also got the chance to interview a teacher, learn about my summer job and be interviewed by others. This course gave me so many motivations to do to an internship and get involved in programs that can benefit me in the future. Not only that, this course helped me boost my confidence. I feel prepared for any kind of job interview that I will have later in life."

  – Ly (Class of 2013) is entering her junior year and will be a peer instructor for a first year seminar course in the fall of 2011
Student Voices

Discussion Board 5

Student Feedback

References


Student Voices

- Discussion Board 5

Student Feedback

Questions

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Next Steps?
Make a friend in Career Services
Make and review goals daily, weekly, yearly