

HELPING STUDENTS CHOOSE A CAREER PATH: ENGAGING STUDENTS IN CAREER EXPLORATION



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Slides available at: www.scholarlyteaching.org

AGENDA

Current State of Affairs: Career Exploration

Need for Institutional Action

Advising and Classroom Strategies

CURRENT STATE OF AFFAIRS: CAREER EXPLORATION

WHAT PERCENTAGE OF STUDENTS ARE
COMPLETELY UNDECIDED ABOUT A MAJOR?

17% of Community College Students

That's almost 1 in 5 entering students!

Bailey, Smith Jaggars, and Jenkins (2015)

WHAT PERCENTAGE OF STUDENTS CHANGE THEIR MAJOR?

Up to 80%



Sources: Complete College America; National Center for Education Statistics; Community College Research Center

WHY DO STUDENTS CHANGE THEIR MAJOR?

Why? 30% developed new interests

23% dissatisfied with current major

14% current major too difficult

Drysdale, Frost, and McBeath (2015)

ARE STUDENTS ENGAGED IN CAREER EXPLORATION?



Not much, they take a "serial" approach to academics and careers, placing greater importance on assignments and current work

Greenbank and Hepworth (2008)

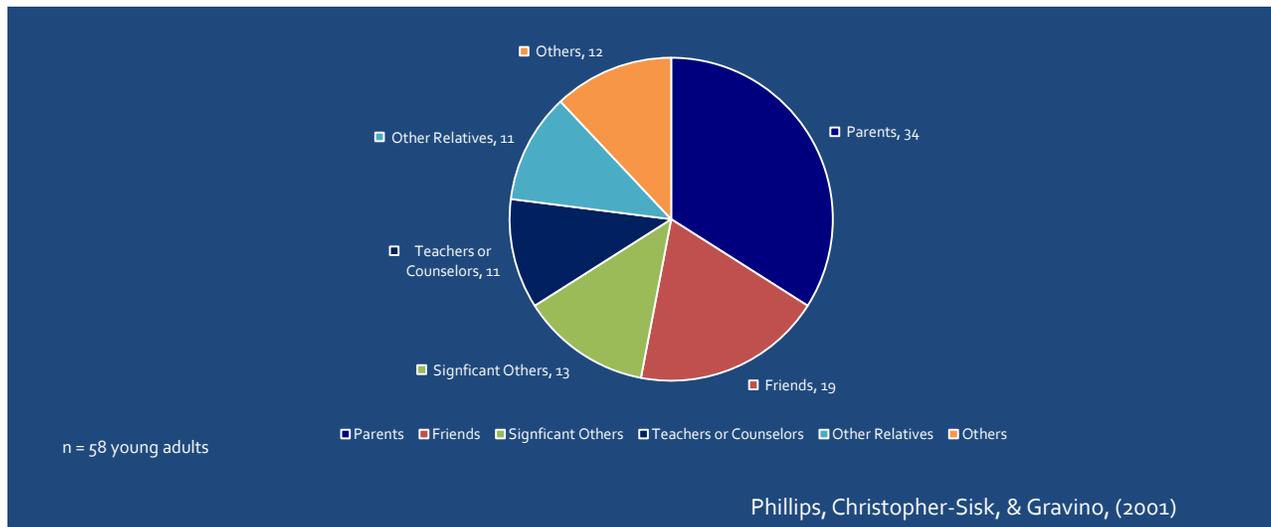
WHERE DO STUDENTS GET CAREER INFORMATION?

- Informally from friends and family
- Faculty rather than career counselor

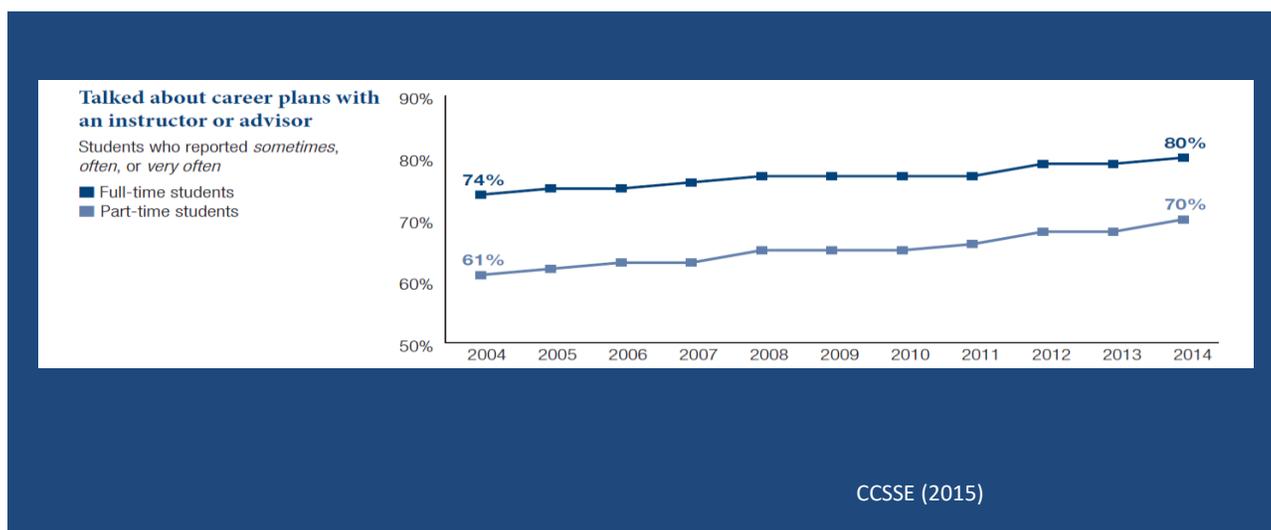


Greenbank, & Hepworth (2008)

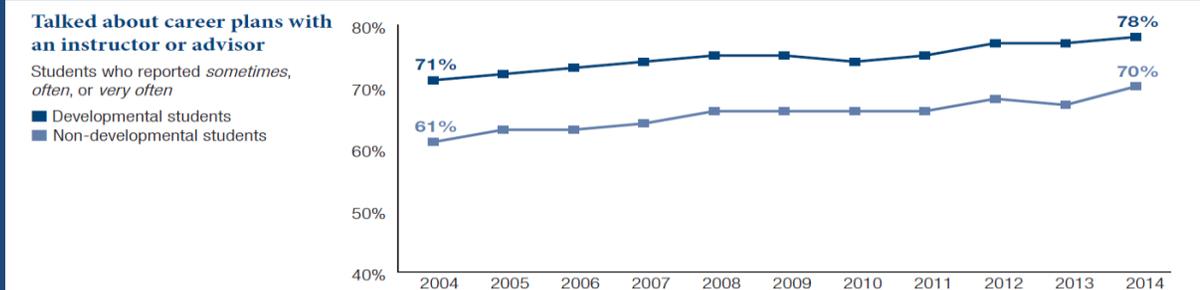
WHO INFLUENCES CAREER DECISIONS?



CAREER CONVERSATIONS



CAREER CONVERSATIONS



CCSSE (2015)

NEED FOR INSTITUTIONAL ACTION

CAREER EXPLORATION

Positive
Outcomes

Improved self-efficacy

Improved vocational identity

Career satisfaction

Taveira & Moreno (2003)

INTERVENTION OPTIONS

Career Counselors

Advising

First-Year Seminar

CAREER COUNSELING



Only 8%
of students reported
using Career Services

Vertsberger and Gati (2015)

ADVISING



- Only 36.5% reported advising was mandatory for all students
- Some Student: Advisor ratios can be up to 1000-2000:1 (average caseload is approximately 300)
- Only 54.1% indicated that professional advisors were assigned advisees
- Average number of professional advisors: 4 per institution

NACADA 2011 Survey

FIRST-YEAR SEMINARS



Although almost 90% of colleges and universities offer a first-year seminar, **only 42.5% require it of all students.**

Career exploration identified as an objective at only 12.8% of community colleges and 4.2% of 4-year colleges/universities

Young & Hopp (2014)

TRADITIONAL CAREER EXPLORATION PROCESS

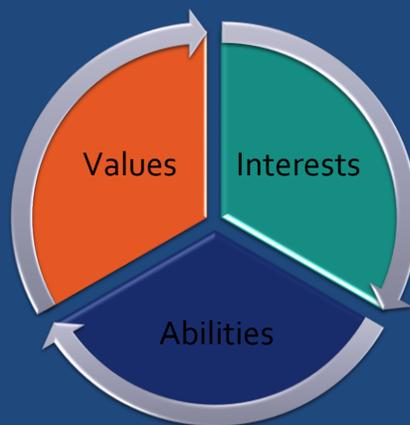
Self-Assessment

Career Information

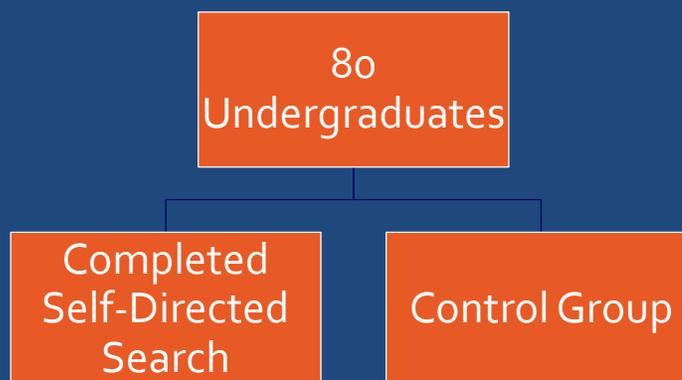
Taking Action

Parsons (1909)

SELF-ASSESSMENT



EXPLORING INTERESTS IS NOT ENOUGH



Behrens & Nauta (2013)

EXPLORING INTERESTS IS NOT ENOUGH

SDS group:

- Identified more career alternatives



But, NO differences on:

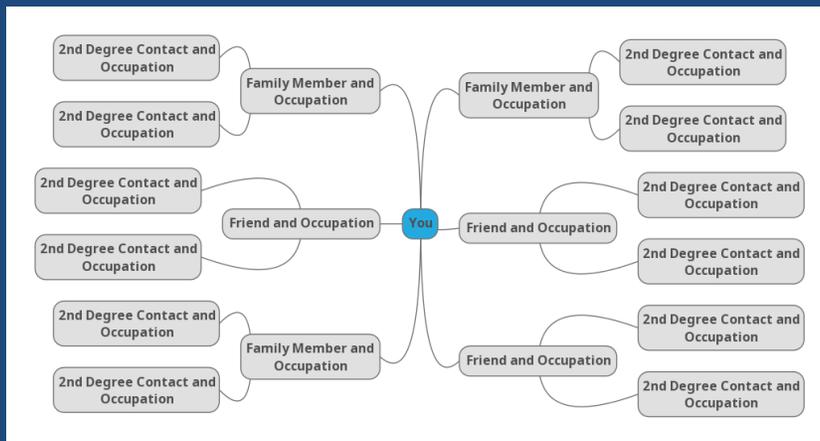
- Career exploration
- Decision making self-efficacy
- Career indecision
- Seeking career counseling

Behrens & Nauta (2013)

ABILITIES AND VALUES MATTER TOO



MAPPING OUT YOUR NETWORK



CAREER PROJECT

Formative

Career Information Worksheet

Networking Plan

Educational Map

Summative

Self-Assessment

Career Information

Networking Actions and Reflection

Educational and Financial Plan

CAREER INFORMATION WORKSHEET

Career Information Worksheet (Academic and Career Planning Project)

Type of Information	Career Specific Information	Source of Information
Job Title/Career		
Job Description		
Job Tasks		
Salary		
Job Outlook		
Work Environment		
Opportunities for Advancement		
Education and other requirements		
Factors that contribute to success in this field		

Personal Reaction/Reflection: After researching this career, how likely is it that you will want to further investigate this career option? Why?

NETWORKING ACTION PLAN

Networking Plan (Academic and Career Planning Project)

Goal:

Your Network

Steps: What do you need to do?	Plan/Action: How and when will you do it?	Benefit/Result: What was the outcome of this action?

Summary and Reflection:

EDUCATIONAL AND CAREER PLAN

Educational Map (Academic and Career Planning Project)			
Semester 1: Fall			
Course Title and Code	Credits	How does this course count?	Completed?
Course Title and Code	3		<input type="checkbox"/> Semester/Grade _____
Course Title and Code	3		<input type="checkbox"/> Semester/Grade _____
Course Title and Code	3		<input type="checkbox"/> Semester/Grade _____
Course Title and Code	3		<input type="checkbox"/> Semester/Grade _____
Course Title and Code	3		<input type="checkbox"/> Semester/Grade _____
Total: 15			
Semester 2: Spring			
Course Title and Code	Credits	How does this course count?	Completed?
Course Title and Code	3		<input type="checkbox"/> Semester/Grade _____
Course Title and Code	3		<input type="checkbox"/> Semester/Grade _____
Course Title and Code	3		<input type="checkbox"/> Semester/Grade _____
Course Title and Code	3		<input type="checkbox"/> Semester/Grade _____
Course Title and Code	3		<input type="checkbox"/> Semester/Grade _____
Total: 15			

NEED FOR INCREASED MODELS

- Campus connections
- Informational interviews
- Videos
- LinkedIn or other networking sites



INFORMATIONAL INTERVIEW

“An informational interview is a brief meeting between a person who wants to investigate a career and a person working in that career”
(Crosby, 2010, 22).



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MAKING CONNECTIONS AND DEVELOPING A PROFESSIONAL PROFILE



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THE EMPLOYER PERSPECTIVE: SOCIAL MEDIA PROFILES



NOW HIRING
Apply Today

ELEVATOR SPEECH



THANK YOU!

Questions?

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Donna Rogalski- drogalski@njccc.org

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Welcome to Pathways to Success!



FYS 100

This course is designed to help you explore career options, set meaningful academic and career goals, develop essential skills such as information literacy and critical thinking skills, and engage in academic behaviors and study strategies that will help you meet with success .

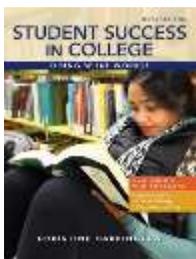


Please reach out to me!

You are on the road to success! I am here to support your journey. In addition to getting to know one another during class, we will also have individual meetings outside of class. Please visit me often ☺

Dr. Christine Harrington
charrington@njccc.org

What book and other materials do I need?



Texts: *Student Success in College: Doing What Works! 2nd edition*, Cengage Learning

Articles and Websites: Several additional resources will be used. These will be posted in the Learning Management System.

What is this course all about?

Learning Outcomes:

You will develop a higher sense of self-efficacy by:

1. Identifying and utilizing strategies and resources that promote academic success, personal growth, and resilience.
2. Demonstrating critical thinking, information literacy, and technological skills.
3. Practicing interpersonal and leadership skills essential in a diverse, global society.
4. Reflecting on values, goals, decisions, and actions in relation to their impact on self and others.
5. Creating academic, career and financial plans.

Course Content Areas

- Career exploration and academic planning
- Purpose and structure of higher education
- Goal setting
- Decision making, critical thinking and information literacy
- Grit and resilience
- Self-reflection
- Study strategies
- Financial literacy



What can I expect to happen during class?

In order to learn, you'll need to be actively involved and engaged with the course content so you can expect this semester to be filled with lively discussions, activities, and challenging assignments. Because we learn best when engaged with others, you will work with a partner or small group almost every class period.

Important Policy Information

If you need accommodations due to a disability, please reach out to a Disability Service Provider.

To foster a productive learning environment, the College requires that all students adhere to the Code of Student Conduct which is published in the college catalog and on the college's website.

Academic Integrity Policy: All Students are Expected to Engage in Academically Honest Work

Academic integrity benefits everyone in our community. It not only helps you reach the real goal of this class- learning, but also allows for the college and program to be perceived positively by others. When students are dishonest, they lose out on valuable learning that will help them perform well in their career. It can also negatively impact all of the students in the program and at the institution by creating negative mindsets which may result in fewer outside learning opportunities for students. Academic dishonesty is any attempt by a student to gain academic advantage through dishonest means or to assist another student with gaining an unfair advantage. Academic integrity is important regardless of whether the work is graded or ungraded, group or individual, written or oral. Dishonest acts can result in a failing grade on an assignment, a failing course grade and/or an official code of conduct charge being filed.

Late Work/Missed Exam Policy: All Students are Expected to Complete Learning Tasks on Schedule

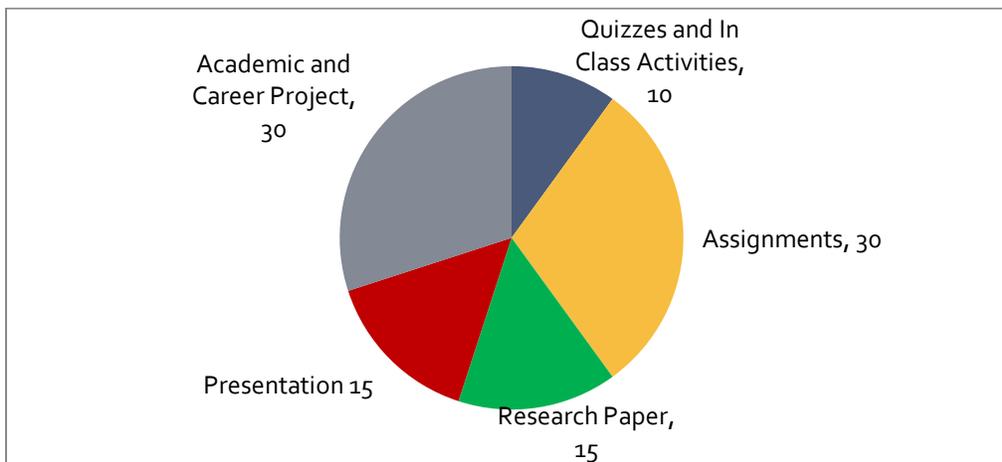
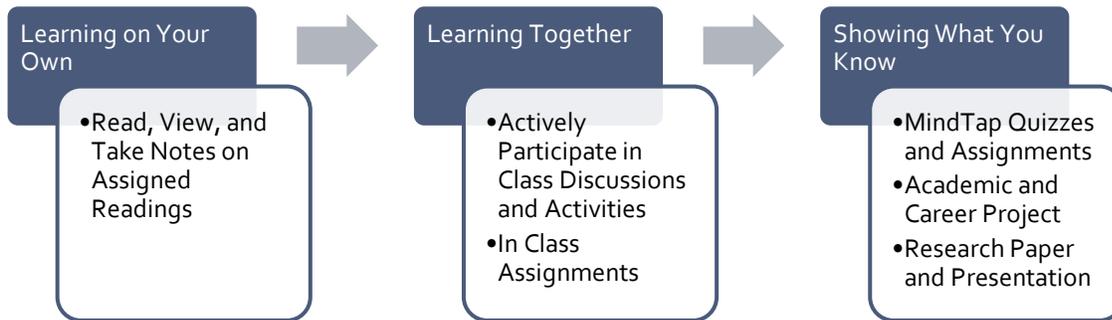
It is important to stay on track with your assignments- not only will this help you feel less stressed but it is also an important skill you will need in your career. Being able to meet deadlines and juggle many tasks is an important career and life skill. Thus, it is expected that you will complete all assignments according to the schedule. If you have a personal situation that prevents you from doing so, please discuss this with me prior to the due date so we can explore options. Assignments can be submitted via MindTap **PRIOR to a class** if you will be absent.

Available Help and Support:

Successful people access support from others as needed. The college has many supportive services that can help you achieve your goals. I encourage you to reach out to me or other professionals on campus. Here's some information about the resources available to you:

Your Professor	E-mail me at charrington@njccc.org or stop by my office.
Librarians	Assistance with finding and evaluating information.
Personal, Career, Transfer, and Disability Counselors	Confidential individual counseling and offers workshops throughout the semester. Click here for hours and location.
Tutors	Tutoring and writing assistance. Click here for hours and location
Academic Advisors	Academic and career planning. Click here for hours and location

What do I have to do and how will I be graded?



Grading Scheme:

A	= 93-100
A -	= 90-92
B+	= 87-89
B	= 83-86
B -	= 80-82
C+	= 77-79
C	= 70-76
D	= 65-69
F	= 0-64

Major Assignments	Formative Assessments Linked to Major Assignments
Academic/Career Project (30%)	Quizzes and In Class Activities (5%) Educational Map (5%) Career Information and Networking Action Plan (5%)
Research Paper and Presentation (30%; 15% each)	Quizzes and In Class Assignments (5%) Evaluating Sources Worksheet (5%) Exploring the Research in Summary Worksheet (5%) PowerPoint Draft (5%) Reflection Paper (5%)

Course Outline

Class Date	What is Due?	Topic, Activities, and Relevant Resources
Week 1		Welcome and Introduction Purpose and Structure of Higher Education
Week 2		Goal Setting, Time Management, and Academic Planning <ul style="list-style-type: none"> • Chapter 3: Setting Effective Goals and Making the Most of Your Time • Chapter 7: Making Good Academic, Career, and Financial Decisions
Week 3	Educational Map	Career Exploration and Networking and Self-Assessment <ul style="list-style-type: none"> • Chapter 7: Making Good Academic, Career, and Financial Decisions
Week 4	Career Information and Networking Action Plan Worksheet	Staying on Track: Studying and Test-Taking Strategies <ul style="list-style-type: none"> • Chapter 2: Skills You Need: Memory, Note-Taking, and Studying Techniques • Chapter 4: It's Show Time: Papers, Presentations, and Papers
Week 5	Quizzes- Chapters 3,7, 2, and 4	Financial Literacy <ul style="list-style-type: none"> • Chapter 7: Making Good Academic, Career, and Financial Decisions
Week 6		Decision Making and Critical Thinking <ul style="list-style-type: none"> • Chapter 1: College Expectations: Being a Critical Thinker • Chapter 7: Making Good Academic, Career, and Financial Decisions
Week 7	Academic and Career Project	Academic and Career Planning and Reflection
Week 8	Evaluating Sources Worksheet	Information Literacy; Teamwork Skills <ul style="list-style-type: none"> • Chapter 4: It's Show Time: Papers, Presentations, and Test
Week 9	Exploring the Research in Summary Worksheet	Reading and Critical Thinking; Note-Taking Skills <ul style="list-style-type: none"> • Chapter 1: College Expectations: Being a Critical Thinker • Chapter 2: Skills You Need: Memory, Note Taking, and Studying Techniques
Week 10		Reflection, Grit and Resilience <ul style="list-style-type: none"> • Chapter 5: Motivation, Resilience, and Stress Management: Strategies for When College and Life Get Challenging • Chapter 6: How Are You Doing? Maximizing Learning via Self-Reflection
Week 11	Research Paper	Using Feedback to Improve Learning <ul style="list-style-type: none"> • Chapter 6: How Are You Doing? Maximizing Learning via Self-Reflection
Week 12	Quizzes- Chapters 1, 5, 6	Project and Time Management <ul style="list-style-type: none"> • Chapter 3- Setting Effective Goals and Making the Most of Your Time
Week 13	PowerPoint Draft	Effective Teamwork and Use of Technology/Multi-Media <ul style="list-style-type: none"> • Chapter 4- It's Show Time: Papers, Presentations, and Tests
Week 14	Presentation	Presentations on Student Success Research
Week 15	Reflection Paper	Reflection and Action Plans

Assignments:

Quizzes and In Class Assignments (10%)

Successful students are engaged both in and out of the classroom. Because testing helps you learn, you will be take online quizzes (in MindTap) on chapters from the text. To help you maximize learning while reading, you will also have reading assignments. In addition, there will be a variety of in class and out of class assignments that align to the goal and topic of the day. Your active participation and successful completion of these tasks will help you be successful and will count toward your final grade.

Academic and Career Project (30% Final Project: 5% Career Information and Networking Action Plan Worksheet 5% Educational Map)

Choosing a career path is a big decision that takes much time and effort. Engaging in the career exploration process will help you make a good decision. Even if you have already decided on a career path, this assignment will help you learn more about the various options that exist within the career of interest. A template will be provided. The final project will be an 8-10-page paper (2-3 pages for each section below:

- **Self-Assessment:** Knowing about yourself is an important part of the career exploration process. After taking self-assessments in class and in MindTap, write a summary paper.
- **Career Information:** Gather information from a variety of sources such as websites, informational interviews, and social media on at least 3 career paths. Complete the [Career Information Worksheets](#) on each career and will then write a personal reflection summary, addressing how the career paths are or are not aligned to your values and interests. You'll want to find out the following information on each career:
 - Job description and job tasks
 - Job outlook and Salary
 - Work environment and Opportunities for Advancement
 - Education and other requirements
 - Factors that contribute to success in this field
 - Informational Interview data or information gathered via Social Media/Twitter
 - Must include citation/source and a paragraph explaining why you believe the sources are credible, noting any possible biases or limitations.
- **Career Networking Actions and Reflection:** One of the most important skills to develop when it comes to careers is networking and it is never too soon to start networking. You will develop a [Networking Plan](#) and then engage in at least 3 networking behaviors (i.e. meeting with a professional in the field, attending a professional meeting, etc.) and then write a summary of your experiences as well as a plan to continue developing your networking skills.
- **Educational and Financial Plan:** Choose one of the career paths and meet with an advisor to develop an educational and financial plan. The written plan should include:
 - Statement about why the selected major is aligned to your chosen career pathway.
 - An [Educational Map](#) of courses you need to take and when you plan to take these courses. Indicate how each course counts (general education, major, elective).
 - Transition plan. If you are planning to transfer, identify one or two transfer institutions. If you plan to go directly into the workforce, identify one or two jobs. Describe why these institutions or jobs will help you achieve your goal, noting how courses will transfer.
 - Financial plan. Determine cost of your education and the expected return on investment. Explain how you plan to pay for college. If you are planning to take out a loan, identify a repayment plan.

Research Paper and Presentation Assignment (15% Paper; 15% Presentation; 5% Exploring the Research in Summary Worksheet; 5% PowerPoint Draft):

There are 2 parts of the project: a 3-page paper and a 10-15-minute presentation. For this assignment, you will work with your group members to choose two peer-reviewed research articles on the same student success topic. Once I approve the articles, you will work ***independently*** to complete [Exploring the Research in Summary Worksheets](#) and write a paper summarizing the research studies. After you receive feedback on the paper, you will work with your group to develop a 10-15-minute presentation on the studies selected. You will need to ***independently*** create visually effective and informative slides that highlight how the study was conducted and the main findings (see Mayer’s multi-media principles on page 132). This will serve as your [Power Point Draft](#). You will then work with your group members to combine presentations to create an effective visual aid for your presentation. When presenting, use strategies to highlight important points during the presentation (see tips on page 129). The purpose of this assignment is to help you build skills such as collaboration, communication, critical thinking, and information literacy skills that will serve you well in college and in your career. *Note that you will be randomly assigned a part of the presentation to present on the day of the presentation. All group members need to know all of the content- view this as an independent project with a support team.*

Paper/Presentation Flow Chart

Find research articles- Share with group
Select article (get my approval)
Independently complete Exploring the Research in Summary worksheets and write a summary of the articles
Discuss to be sure everyone understands the article
Independently create Power Point slides
Share slides and create slides for presentation
Discuss how to best present the articles and practice!

Include the following information on each study:

- why the topic is important
- purpose of the study
- how the study was conducted (who participated and what did they have to do)
- the main findings or results of the study
- application of these findings (why college students should care and how they can put research into action)



Student Success Course/First-Year Seminar

This Student Success Course/First-Year Seminar resource packet provides course coordinators and instructors with sample assignments aligned to learning outcomes that were developed by course coordinators from across the state. Learning outcomes and assignments were developed to support Guided Pathways work being done at NJ community colleges.

Summative assessments include academic and career planning projects and assignments that will assist students in developing effective study and learning strategies. Each summative assignment has formative assignments that will help students meet with success on the final product.

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2. Demonstrating critical thinking, information literacy, and technological skills.
3. Practicing interpersonal and leadership skills essential in a diverse, global society.
4. Reflecting on values, goals, decisions, and actions in relation to their impact on self and others.
5. Creating academic, career and financial plans.

Summative Assignment: Academic and Career Planning Project

- Formative Assignment: Career Information Worksheet
- Formative Assignment: Networking Plan
- Formative Assignment: Educational Map

Summative Assignment: Academic and Career Planning Project

Link to Learning Outcomes: 1, 2, 4, 5

Choosing a career path is a big decision that takes much time and effort. Engaging in the career exploration process will help you make a good decision. Even if you have already decided on a career path, this assignment will help you learn more about the various options that exist within the career of interest. A template will be provided. The final project will be an 8-10-page paper (2-3 pages for each section below):

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 - Factors that contribute to success in this field
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 - Must include citation/source and a paragraph explaining why you believe the sources are credible, noting any possible biases or limitations.
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 - Transition plan. If you are planning to transfer, identify one or two transfer institutions. If you plan to go directly into the workforce, identify one or two jobs. Describe why these institutions or jobs will help you achieve your goal, noting how courses will transfer.
 - Financial plan. Determine cost of your education and the expected return on investment. Explain how you plan to pay for college. If you are planning to take out a loan, identify a repayment plan.

Career Information Worksheet (Academic and Career Planning Project)

Type of Information	Career Specific Information	Source of Information
Job Title/Career		
Job Description		
Job Tasks		
Salary		
Job Outlook		
Work Environment		
Opportunities for Advancement		
Education and other requirements		
Factors that contribute to success in this field		

Personal Reaction/Reflection: After researching this career, how likely is it that you will want to further investigate this career option? Why?

Networking Plan (Academic and Career Planning Project)

Goal:

Your Network

Steps: What do you need to do?	Plan/Action: How and when will you do it?	Benefit/Result: What was the outcome of this action?

Summary and Reflection:

Educational Map (Academic and Career Planning Project)

Semester 1- Fall

<i>Course Title and Code</i>	Credits	How does this course count?	Completed?
<i>Course Title and Code</i>	3		<input type="checkbox"/> Semester/Grade _____
<i>Course Title and Code</i>	3		<input type="checkbox"/> Semester/Grade _____
<i>Course Title and Code</i>	3		<input type="checkbox"/> Semester/Grade _____
<i>Course Title and Code</i>	3		<input type="checkbox"/> Semester/Grade _____
<i>Course Title and Code</i>	3		<input type="checkbox"/> Semester/Grade _____
	Total: 15		

Semester 2- Spring

<i>Course Title and Code</i>	Credits	How does this course count?	Completed?
<i>Course Title and Code</i>	3		<input type="checkbox"/> Semester/Grade _____
<i>Course Title and Code</i>	3		<input type="checkbox"/> Semester/Grade _____
<i>Course Title and Code</i>	3		<input type="checkbox"/> Semester/Grade _____
<i>Course Title and Code</i>	3		<input type="checkbox"/> Semester/Grade _____
<i>Course Title and Code</i>	3		<input type="checkbox"/> Semester/Grade _____
	Total: 15		

Semester 3- Fall

<i>Course Title and Code</i>	Credits	How does this course count?	Completed?
<i>Course Title and Code</i>	3		<input type="checkbox"/> Semester/Grade _____
<i>Course Title and Code</i>	3		<input type="checkbox"/> Semester/Grade _____
<i>Course Title and Code</i>	3		<input type="checkbox"/> Semester/Grade _____
<i>Course Title and Code</i>	3		<input type="checkbox"/> Semester/Grade _____
<i>Course Title and Code</i>	3		<input type="checkbox"/> Semester/Grade _____
	Total: 15		

Semester 4- Spring

<i>Course Title and Code</i>	Credits	How does this course count?	Completed?
<i>Course Title and Code</i>	3		<input type="checkbox"/> Semester/Grade _____
<i>Course Title and Code</i>	3		<input type="checkbox"/> Semester/Grade _____
<i>Course Title and Code</i>	3		<input type="checkbox"/> Semester/Grade _____
<i>Course Title and Code</i>	3		<input type="checkbox"/> Semester/Grade _____
<i>Course Title and Code</i>	3		<input type="checkbox"/> Semester/Grade _____
	Total: 15		

