



## Integrating Career Readiness into Student Onboarding and Advising

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**COMPLETE  
COLLEGE  
AMERICA**



@Completercollege





# PURPOSE FIRST



# HOW ARE STUDENTS CHOOSING MAJORS?

## **#PurposeFirst**



Students, write your response!



# HOW ARE STUDENTS CHOOSING MAJORS?

## **#PurposeFirst**





**36% would  
choose a different  
major**

Strada-Gallup, 2017

# How many times have you changed majors during your undergraduate degree?

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Never changed

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Only once

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2-3 times

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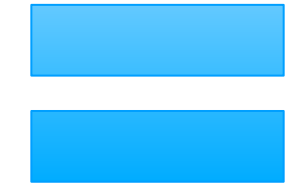
4-5 times

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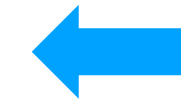
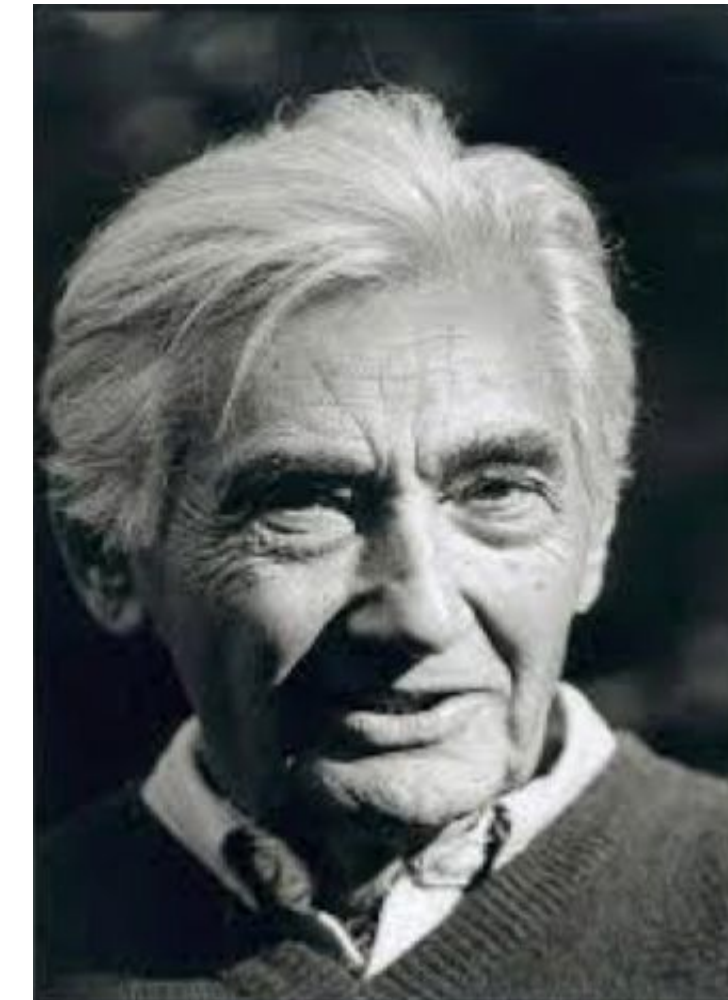
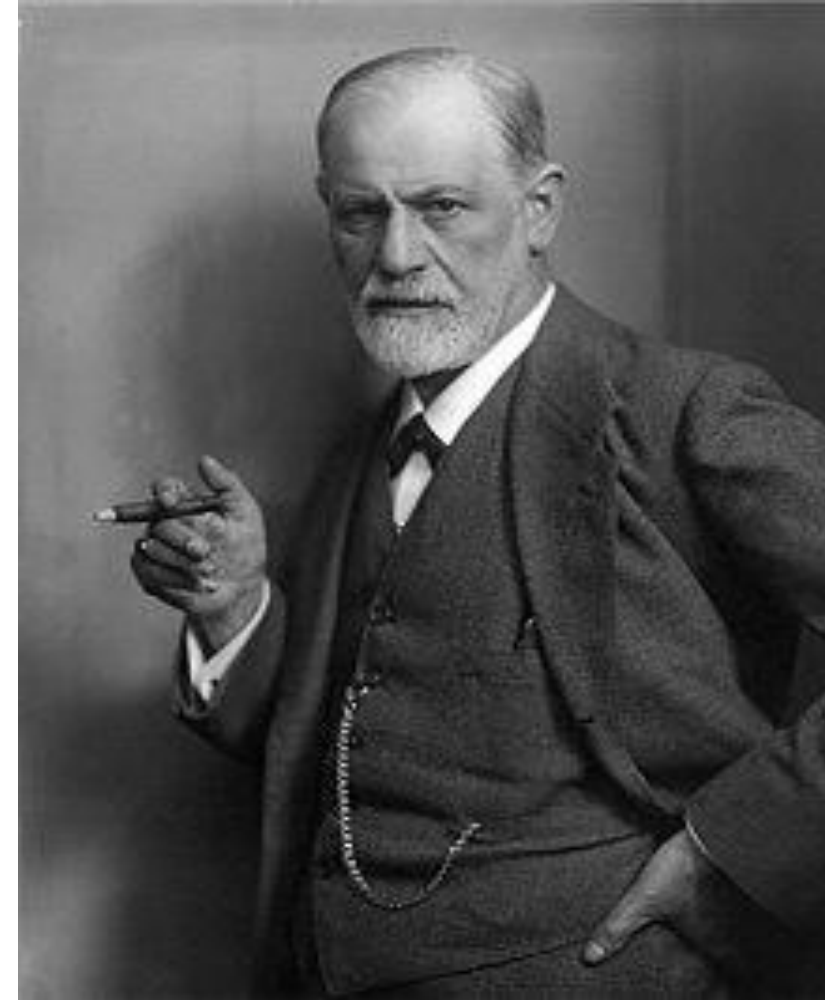
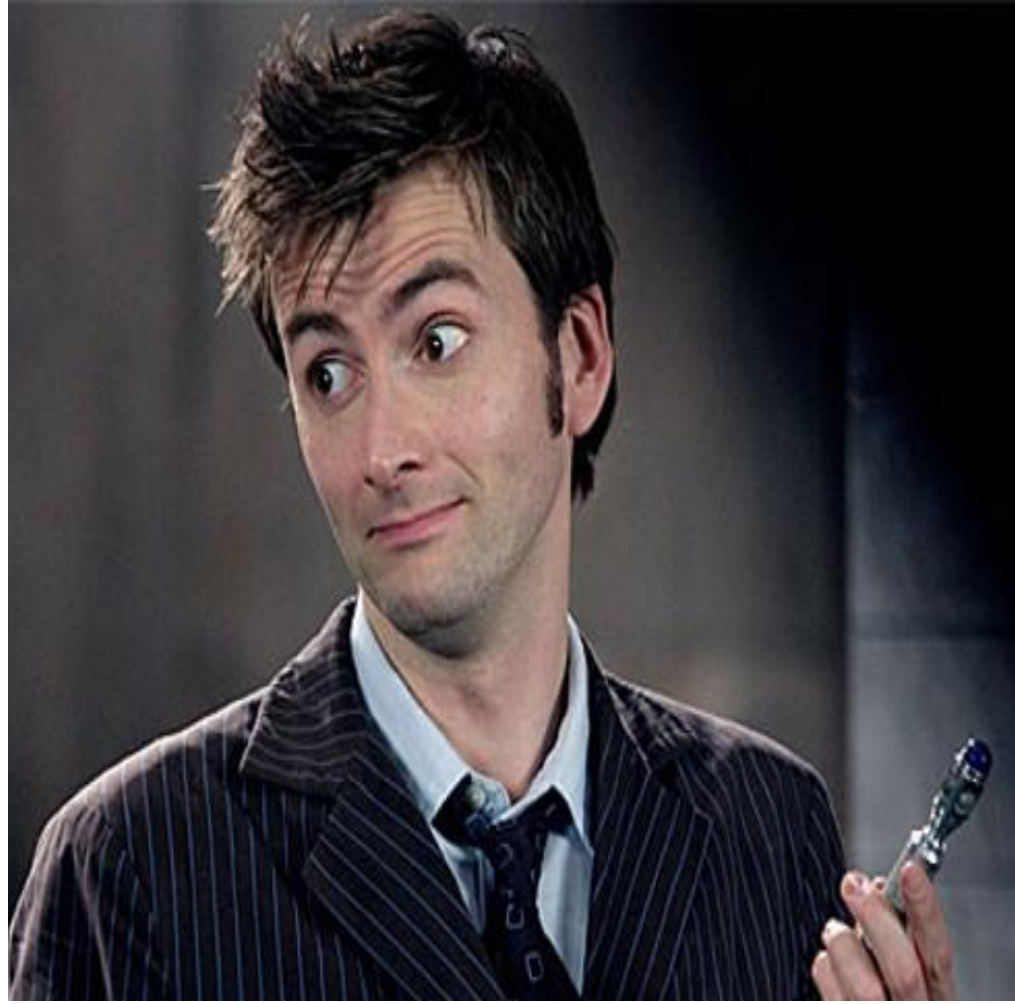
Different major every week











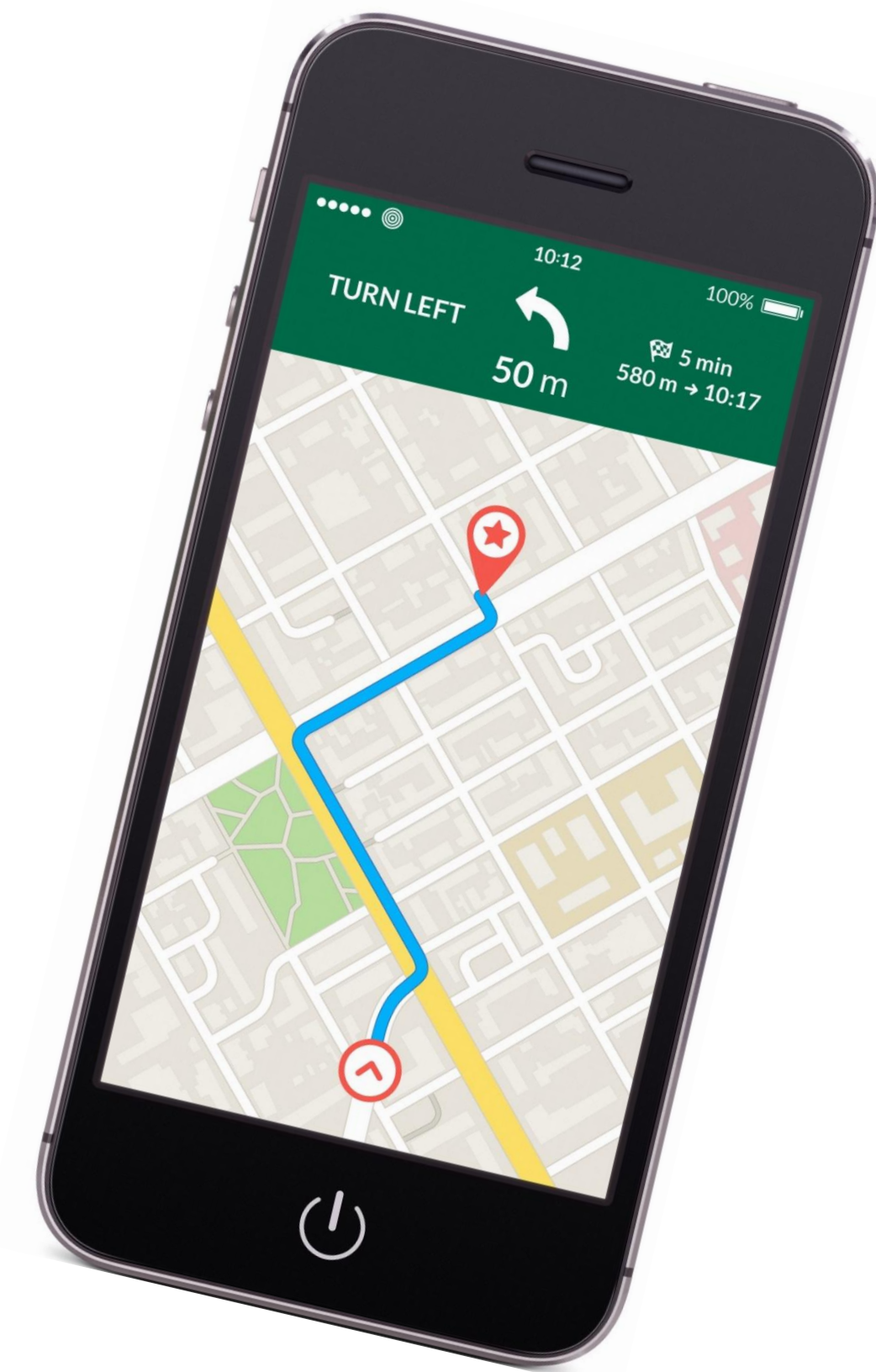
**Insert Picture  
of Famous  
Occupational  
Therapist Here**






# ACADEMIC MAPS AND GUIDED PATHWAYS ARE NOT ENOUGH

Having a direct route is important, but you first have to know where you are and where you want to go.





What information do students need to make informed decisions about their degrees/careers?



Students, write your response!



# PURPOSE MATTERS

Students thrive when their “why” is clear. Institutions must actively engage with students to define their clear purpose and align the college experience to each student's goals for the future.

Uninformed decisions about majors → major changes/dropouts

Imbalanced representation in majors → reinforce social inequities

Changing perception on value of college → for-profit or industry certificates

Uneven information about careers → under or insecure employment

Institutions cannot afford to leave students to their own devices and to undertake this exploration to chance.

# PURPOSE MATTERS

## Uninformed decisions about purpose...

- Too many major options
- Little alignment with interests and values
- Little understanding of career implications

## ...lead to significant negative impact on student outcomes

- Major-switching
- Excess credits
- Longer time-to-degree
- Extra costs
- “Some college, no degree”
- Unsuccessful career launch
- Persistent institutional performance gaps



# PURPOSE MATTERS

## More than 39 million

Americans have enrolled in college and left without receiving a degree or other credential over the last 20 years.

(NSC Research Center, 2022)

## 58%

of students say getting a good job is their primary motivation for pursuing an education.

(Gallup-Strada, 2018)

## Largest wage gaps

are between those employed in their field of study and those who were not.

(Research Institute Dallas College, 2022)

## 63%

More likely to value their education if they understand the relevance of their courses and degree to their career.

(National Association of Student Financial Aid Administrators, 2018)

## African Americans & Latinx are underrepresented

in the fastest-growing, highest-paying occupations: STEM, health, and business.

(Carnevale, Fasules, Porter, Landis-Santos, 2016 & Carnevale, Porter, Landis-Santos, 2015)

## 58%

of students believe colleges put their own interests before those of their students.

(New America, 2017)



# When & how does your institution introduce careers to students?



Students, write your response!





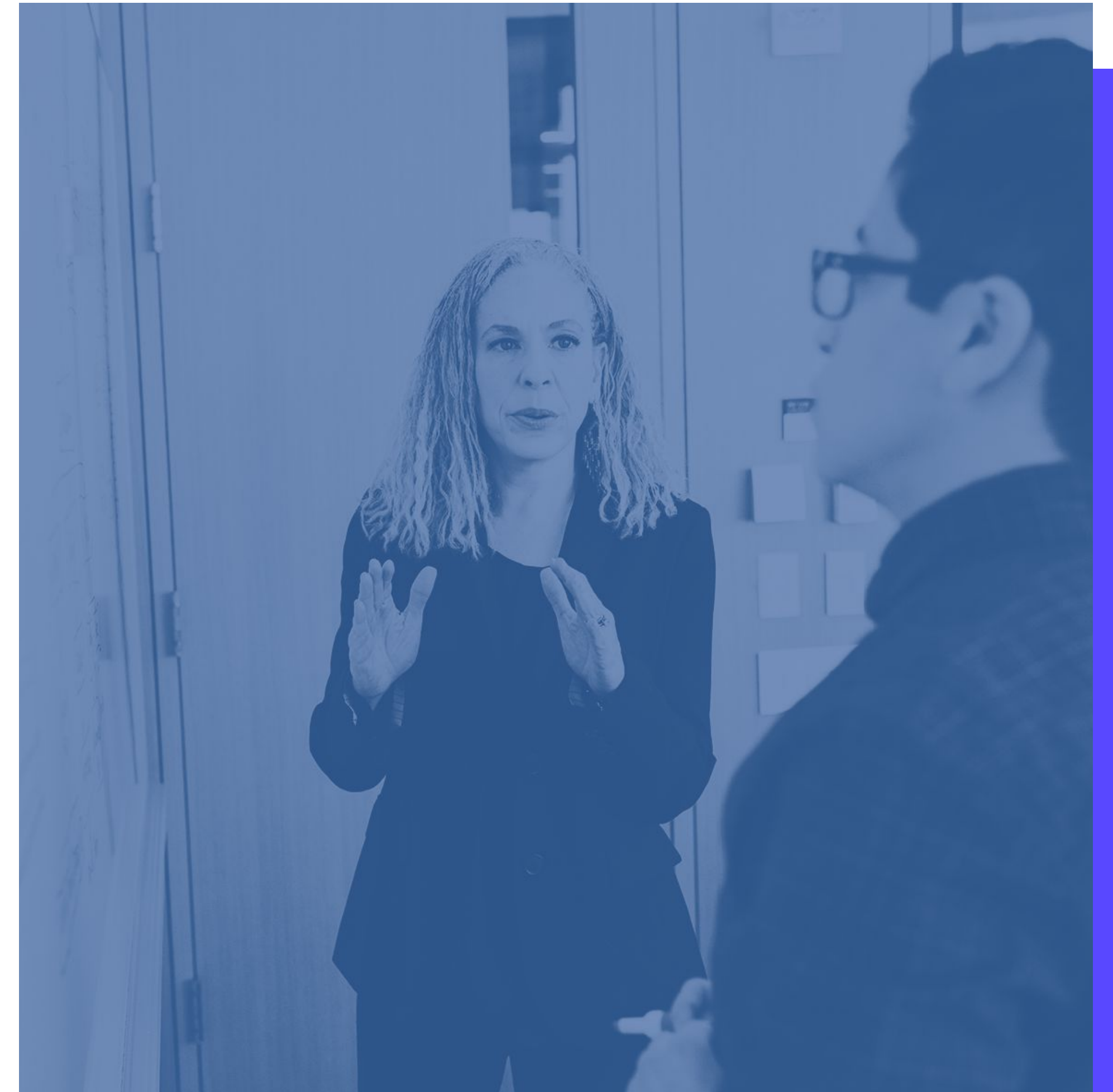
Supporting students in developing a sense of career purpose prior to making a significant decision about their major.



# STAKEHOLDERS

Successfully supporting students in developing a sense of career purpose requires commitment and collaboration from numerous stakeholders.

- ✓ K-12 Sector
- ✓ Admissions Officers
- ✓ Academic Advisors
- ✓ Student Affairs Professionals
- ✓ Career Services Professionals
- ✓ Faculty Members
- ✓ Enrollment Management
- ✓ Employers





# SHARED BELIEFS

**Higher education should be a launching pad** toward a meaningful career, empowering students with the knowledge to make informed choices, the structures to explore available opportunities, and the tools needed for success.

**Career exploration and planning** must be intentional and start early in the educational experience.

States, systems and institutions must **build a culture** of purpose across all tiers in higher education.



# COLLEGE, ON PURPOSE

**The evidence indicates that a sense of purpose is critical to ensuring that a credential pays dividends.** Institutions much provide opportunities and tools for students to examine their own interests, skills, and passions.

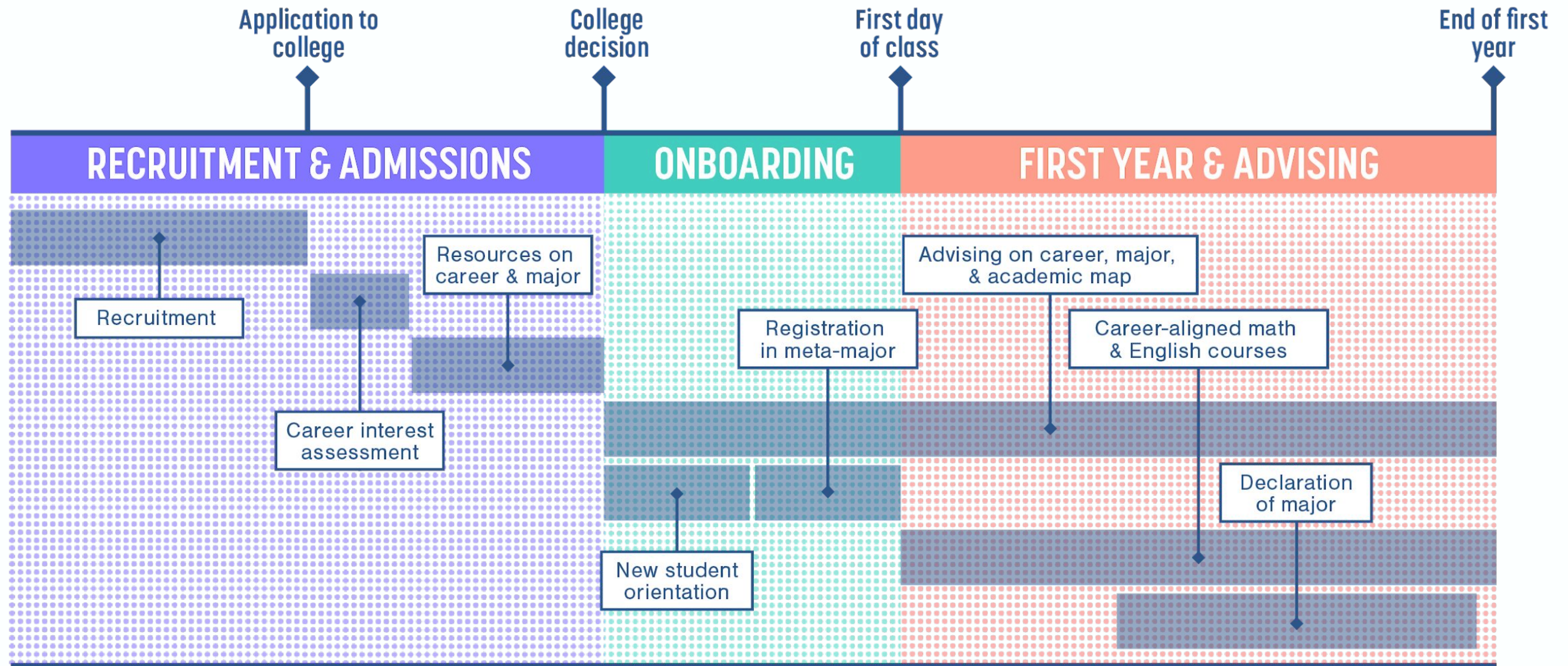
**Purpose First integrates best practices to create a seamless onboarding experience** designed to ensure students identify their interests, explore possible careers and understand important job market data that could impact their financial futures.

Successful implementation requires coordinated and intentional efforts across the institution and must take into consideration workforce demands.





# THE PURPOSE FIRST EXPERIENCE - ONBOARDING





# BEST PRACTICES (ONBOARDING - COLLEGE)

## INSTITUTIONAL CULTURE

- ✓ Collect data on undeclared majors and on the frequency and number of major changes
- ✓ Establish institution-wide working group focused on Purpose First (faculty, administration, student support professionals, and students)
- ✓ Encourage students to participate in campus activities that build skills and connect to future careers

## RECRUITING, ADMISSIONS & ONBOARDING

- ✓ Administer early interest assessments
- ✓ Integrate career exploration with orientation

## CAREER EXPLORATION

- ✓ Provide technology that empowers the process
- ✓ Provide labor-market data and in-depth career information
- ✓ Connect with regional employers to identify future high-demand jobs and skills

## ACADEMIC STRUCTURES

- ✓ Offer meta-majors
- ✓ Integrate experiential learning and co-curricular experiences in academic maps

## FIRST YEAR & BEYOND

- ✓ Require students to connect with academic and career advisors
- ✓ Include a career exploration assignment in required College Success course



# OUTCOMES

- ✓ Better understanding of career connection to major
- ✓ Earlier enrollment in program of study
- ✓ Greater credit completion in program of study
- ✓ Increased major stability
- ✓ Reduced opportunity gaps

Houston Community College saw a 542% increase in the number of career coach assessments and a resulting

82.8% decrease in undeclared majors

(from Spring 2018 to Spring 2019)

By incorporating career assessment tools prior to registration,

25% of incoming first-year students changed majors

(EAB)

By incorporating labor-market data and matching interests and ability, Baker College

dropped program changes by enrollment from 26.1% to 13.9%

(MyMajors)

# DEEPENING PRACTICE

Because equity is in the details

How might culture affect a student's beliefs about possible career opportunities?

What unique challenges do 1st generation students face when thinking about their career?

CAREER  
EXPLORATION

What barriers will students of color face in the job market?

How does college affordability affect ROI for low-income students?  
How do we address economic mobility?



# INSTITUTIONAL POLICY

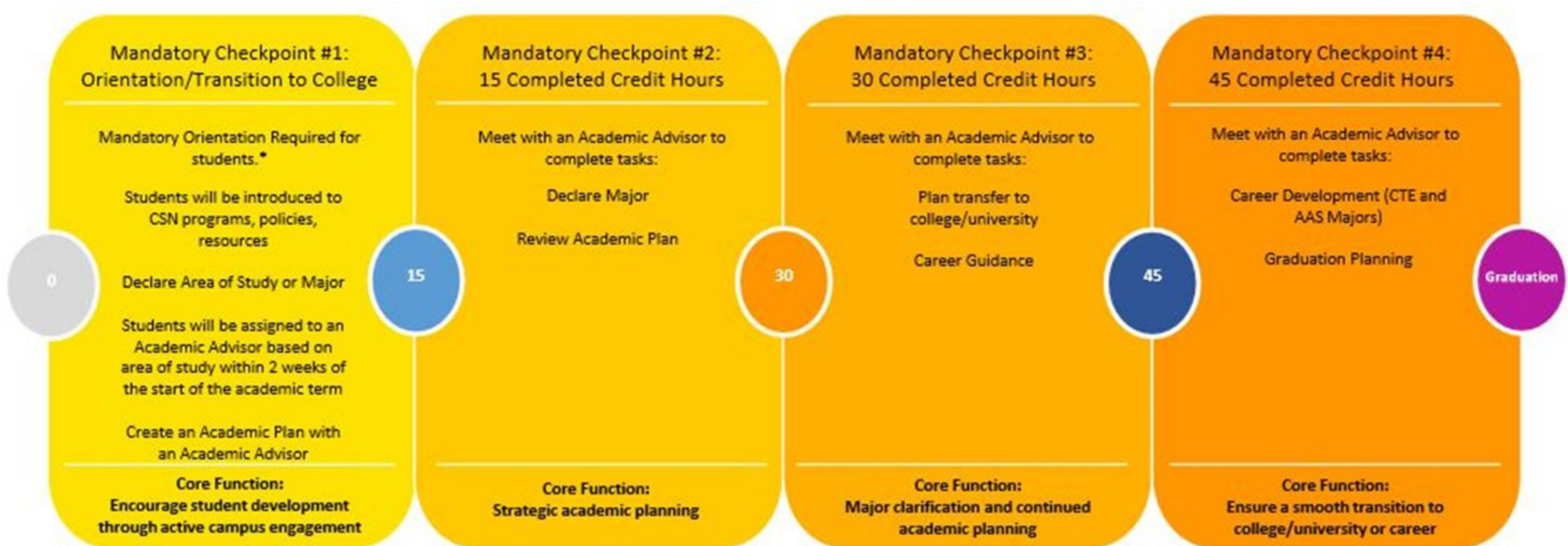


## III. PROCEDURE

- A. At time of admission, students who select "degree-seeking" on their application must choose their area of interest. Any new degree or program would be added into an existing meta-major category by the Curriculum committee in consultation with the relevant department chair. The Curriculum Committee will review the meta-major categories and structure upon request from department chairs or Faculty Senate.
- B. CSN will provide resources for students to explore their meta-major and identify their specific major.
- C. A registration hold is placed on a student's account for courses beyond the first fifteen college-level credit hours if a specific major has not been declared. To remove the hold the student has to declare a major.
- D. A student may change their major at any time. However, processed declaration of major changes become official and reflect on the student's record on the first day of the next semester following submission.



# NEW PROACTIVE ADVISING MODEL





# ONBOARDING PROCESS



## Starting on the Path

- Application Process
- Career Assessment
- New Student Orientation

## Integrating Career Advising in the Enrollment Process

- Identify Resources
- Identify Online Career Tool
- Integrating Career Placement with Academic Advising

## Experiential/ Workplace Learning

- Curriculum Integration

# FIRST-YEAR EXPERIENCE



- ✓ All FTIC students are required to enroll in FYE course
  - ✓ specific course for Health Sciences majors
- ✓ Course includes Experiential Learning Activity
  - ✓ Job shadowing
  - ✓ Career Fairs
  - ✓ Career Research
  - ✓ Service Learning
- ✓ Includes Career Assessment (Emsi's Career Coach)
- ✓ All students on a completion pathway by area of study







In UH's College Success course, we looked at data for all of the different degrees offered and their associated careers. It's nice to see what's most in demand now and what will be in demand in ten years. I realized accounting is what I want to do, and seeing the numbers helped me to know it's something I can do and that I'll be able to find a job.

**MONICA HERNANDEZ**

University of Houston ('19, Accounting and Finance)



# SUCCESS INFORMATION



2019 ▾ Bachelor's ▾ All Colleges ▾ Psychology BA ▾



of psychology graduates are employed or pursuing further education.

[See our data gathering method.](#)

Percentages may not add to the total due to rounding.

## CAREER OUTCOMES

108 out of 151 graduates (72% knowledge rate)

Employed	69%
Continuing Education	28%
Seeking Employment	2%
Seeking to Continue Education	2%
Not Seeking Employment/Education	0%

## SALARY

27 graduates

MEDIAN	MEAN
\$36,000	\$37,755
25th Percentile \$32,000	
75th Percentile \$42,000	

## TOP EMPLOYERS

- University of Delaware
  - A Step Up Academy
  - ADD Systems
  - AXA
  - Adrianna Papell
- [View More](#)

## TOP JOBS

- ABA Therapist
  - ABA Instructor
  - Academic Advising/Financial Aid Coordinator
  - Access Center Specialist
  - Adult Program Instructor
- [View More](#)

## TOP INSTITUTIONS

- University of Delaware
  - Rutgers University New Brunswick
  - Johns Hopkins University
  - New York University
  - American University
- [View More](#)

## TOP PROGRAMS

- Social Work - Master's
  - Law
  - Human Development & Family Sciences - Master's
  - Arts Management - Master's
  - Clinical & Counseling Psychology - Master's
- [View More](#)

## EMPLOYMENT

For-Profit	65%
Non-Profit	20%
K-12 Education	5%
Government	9%

## SALARY

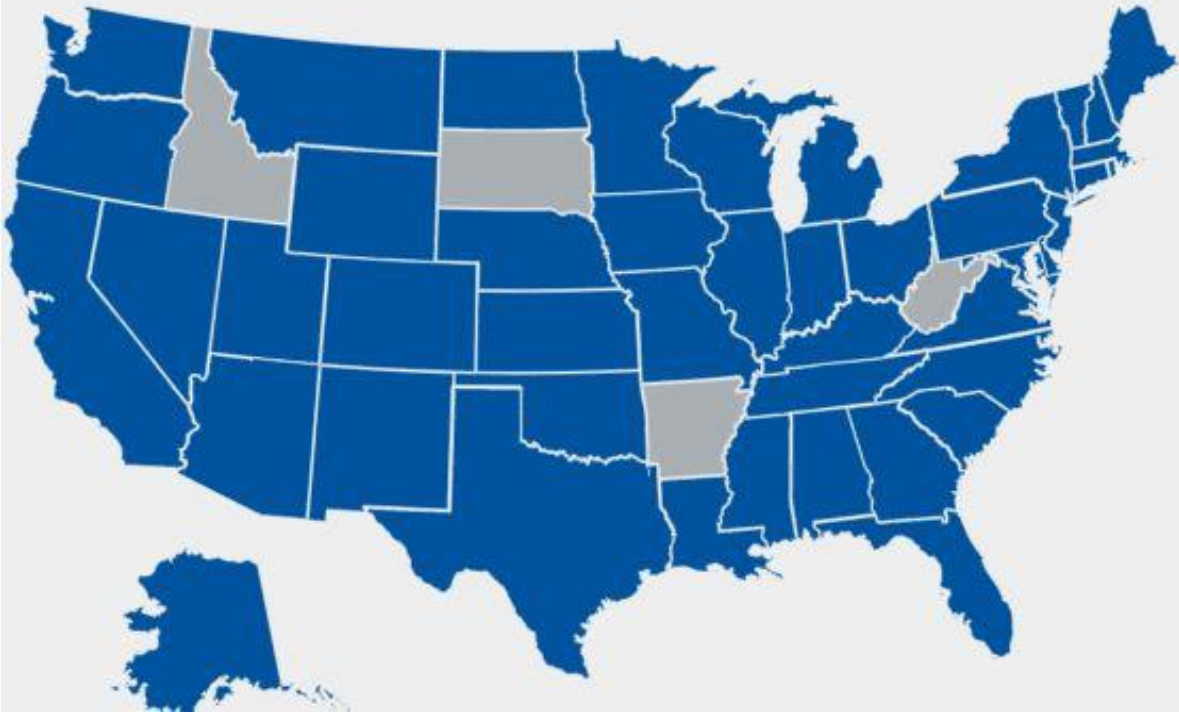
27 graduates

## CONTINUING EDUCATION

Master's Degree	70%
Doctoral Degree	3%
Professional Degree Law 80% Medicine 20%	17%
Non-Degree Certification Program	7%
Second Bachelor's Degree/Additional Coursework	3%

## EMPLOYMENT BY LOCATION

Graduates of 2019 are finding success in 46 states in the U.S. (and Washington, D.C.) and 45 other countries around the world.



Psychology BA graduates are commonly finding employment in these states and metro areas.

## TOP STATES

- DE (21)
- NJ (17)
- NY (11)
- PA (8)
- MA (4)
- MD (4)
- CT (2)
- GA (2)
- NC (1)
- WA (1)

## TOP METRO AREAS

- Wilmington, DE (18)
- New York, NY (15)
- Philadelphia, PA (5)
- Boston, MA (4)
- Washington, D.C. (3)
- Sussex County, DE (2)
- Atlanta, GA (2)
- Raleigh-Durham, NC (1)
- Seattle, WA (1)
- Tel Aviv, Israel (1)

<https://www.udel.edu/apply/career-outcomes/>



# COLLEGE to CAREER Skill Builder

## INFORMATION

Course/Program

Assignment/Activity

Author

Additional Text

## COMPETENCIES



Critical Thinking/Problem Solving



Oral/Written Communication



Teamwork/Collaboration



Digital Technology



Leadership



Professionalism/Work Ethic



Career Management



Global/Intercultural Fluency

## SKILLS

recognize, build, and appraise arguments

create and implement action plans

analyze visual data

conduct academic and archival research

mine and analyze data

create and implement solutions to crises/problems

identify errors in reasoning


provide useful summaries/precis

## APPLIED

Critical Thinking/Problem Solving Skill







How intentional are you in  
incorporating career discussions  
in advising?



Students, write your response!


# BEST PRACTICES (K12-COLLEGE)

- ✓ Institute Individual Career Academic Plan (ICAP) requirement for all students to engage in academic and career development activities <https://www.okedge.com/educators/implementing-the-icap/>
- ✓ Make FAFSA completion a high school graduation requirement
- ✓ Have regional colleges share dual enrollment/AP/IB course equivalencies and where these courses fit within programs of study
- ✓ Communicate with all regional high schools about meta-majors and math pathways
- ✓ Make interest and career assessments available to high school students
- ✓ Hold regular meetings between college and high school representatives to ensure constant communication about policy and practice changes



# BEST PRACTICES (COLLEGE-WORK)

- ✓ Connect with regional employers across disciplines and ask them to highlight desired competencies for their fields (share these findings with faculty and students)
- ✓ Integrate experiential learning in every major (preferably paid!)
- ✓ Include career competencies on syllabus
- ✓ Include career outcomes on academic maps + labor/market data on website
- ✓ Provide opportunities for regional employers to be involved: panels, apprenticeships, guest lectures, hosting classes on sites, instructors' externships, field trips
- ✓ Connect with alumni to share early career experiences/Mentoring opportunities
- ✓ Communicate clearly with employees around tuition assistance/reimbursement programs
- ✓ Showcase value proposition of equitable hiring and racial employment representation in statewide higher education agenda



In your area, what tangible action can  
you make to get started with Purpose  
First?



Students, write your response!



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## HIGHER EDUCATION HAS A CHOICE

We can either reflect the racial, social, and economic injustices of society—or we can be an engine of equity, prosperity, and hope. At CCA, we're building a new system that restores the promise of higher education.

**<20%**  
of community college  
students graduate in  
two years

**38%**  
of today's  
undergraduates are  
older than 25

**10%**  
increase in credentials  
and degrees awarded  
by the CCA Alliance  
since 2015

<http://completecollege.org>

# QUESTIONS

**@CompleteCollege**

<https://completecollege.org/purposefirst/>

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