

Applied learning opportunities outside the classroom (e.g. service-learning, community service, civic engagement)

1. Who plans and manages the outside relationships for these learning opportunities for each “career community”?

All three participants had similar experiences at their institutions. There is not a coordinated system-- it depends on the situation. For example, one institution’s Nursing department plans and manages the partnerships for their program, but Career Services handles partnerships for other departments, while some departments allow students to find opportunities for themselves. One participant noted that this feels unwieldy, and is interested in learning if (and how) other institutions manage this issue. Another participant mentioned that beyond the applied learning realm, it has been difficult for their department to keep track of who has contacted which partners about different opportunities. For example, an athletic department might contact a partner regarding sponsorship for an event, while an academic department reaches out regarding applied learning opportunities, and then the institutional advancement team reaches out regarding fundraising opportunities-- “it’s not a good look”. This issue is made even more convoluted by institutions that are spread out over more than one campus-- communication is very important.

2. How are these applied learning opportunities connected to the “career community” (e.g. job knowledge, skills, and competencies)?

One institution utilizes advisory committees based on programs. However, they noted that it is difficult to consistently hold advisory committee meetings. This leads to challenges in making sure partnerships are still active. One college has begun a restructuring with the creation of a Workforce Readiness program. They have also begun using software such as Handshake to help connect students with opportunities. The third college seems to struggle with creating a system of disseminating opportunities to the right students (finding a good fit). In addition, some of the institutions have students make connections between their academics and their work by having them reflect on how their experiences impact what they are learning in the classroom. This reflection sometimes helps students realize what lines

of work they may or may not be interested in pursuing in full-time employment after their program is finished.

3. How do you help students work these opportunities into their life and school schedules?

This area seemed to be the “next level” of support that has not yet been explored by the participating colleges-- “I hope this kind of support exists, but I’m not sure that it does on my campus”. One college does not hold classes on Friday afternoons. This set schedule provides an opportunity for students to interview for or work at jobs/internships without having to worry about missing class time. They try to establish an agreement (informal) with their partners that students’ classwork is the top priority in order ensure that they work around students’ schedules. In addition, if a student lives more than 10 miles away from their job/internship, the company must provide compensation for mileage. For the third institution, the onus is on the student to balance their life and school schedules, as there is no specific structure from the institution. However, advisors sometimes work as advocates and provide guidance to help students find opportunities that are a good fit for their particular situation.

“Career community” specific First Year Experience courses

1. Is this a required course and if so, how is that configured? (e.g. graduation requirement)

- Yes, grad. requirement
- No, only those testing into lowest level developmental required

Who teaches it? Faculty within each school teach the career community contextualized course.

2. What components of this course are specific to the “career community”?

What careers applicable to field, job outlook

Valued, relevant, i.e. create a resume in the career module

3. What is the career exploration in this class, and how does it address all students' needs?

All students take Focus 2 (students do it in class if they haven't done it prior), and it becomes a group exercise. They share with each other. Then they choose a program of study with more information.

Academic plan, career plan, and financial plan

Help students through paths of information: career paths, financial aid info., academic plan -throughout the semester, not all at once and just in time

4. How does this course serve to create community between students?

Smaller classes, common thread of interests, peer mentor (paid through Title V grant)-assists instructor (students often more student voice and engagement)

Health and wellness module, counselors come in and do a depression and anxiety screening and destigmatizing mental health issues

Career-focused transfer resources

1. How is transfer advising provided at your college?

Transfer fairs

Shared advising model, professional advisors (new student) and faculty advising (current). Faculty provide transfer advising but do have one transfer advisor in office. Had been a robust career center years ago. Not everyone has a level of knowledge regarding transfer which makes things different.

Faculty talk about where to go, goals, degree and coaches help with the application, deadlines, essay, do you know anything about town where transferring too? Learning curve for faculty who have not done these conversations in the past.



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Lacking strong systematic process. Designated transfer counselor at each campus. Need to be more robust.

Career services office is separate from advising and transfer. Also workforce development model now. How do we embed transfer and career into courses/programs?

Career services is offering programs on resumes, interviewing, transfer, and more likely activities done in groups. Career specialists in schools to help with internships and finding careers when finishing degree programs. Career exploration given over to coaches and transfer is split between faculty advisors and coaching staff. Have professional advisor (brand new), faculty advisor (current) and coaching then to the coach for major exploration, transfer planning, holistic approach to the whole student, etc. time management.(Case by case with student coaching).

2. How is the transfer advising conversation connected to career planning?

It sort of is connected, but also it is not connected. Integration needs attention. It is all one conversation depending on the pathway. If bio major you will talk about transfer and career planning.

You have to be careful with guided pathways model and losing staff. Are we appropriately staffed for what we want to do? The complex issues students present does not really allow for a one size fit model.

3. What events or programming do you offer for transfer?

Pre-Covid opportunity programs and honors programs would take students to visit transfer campuses.

Transfer fairs, advisors in residence from transfer schools (sometimes on regular basis or for the day, office hours on campus)

4. What resources are available to students, faculty, and staff to help with these conversations?

Web resources

Develop articulation agreements with detailed side by side courses so know what to take but also what will transfer.



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No one is using transfer finder that is within degree works.

Articulation agreements and confusion for students to understand; one school started to build a template for the students for what you need to take at the next school. Flipping it from the institutional level perspective to a student level and how it would make sense to them. Making articulation agreements student centered.

On-campus transfer partners

Note: Need to continually reiterate. And go through phases for improvements. Initiative fatigue is happening. Needs to have debriefing on how these initiatives go as well. Backend information is always important.

Connection with alumni and employers

1. Who plans and manages the relationships with program alumni for each "career community"?

Connections are informal and through instructors and/or advisory boards.

Alumni might be reached for marketing purposes. Might have them come talk to current students. More likely in AAS programs.

No formal connection to alumni through the schools. One person on campus manages the alumni network.

Nursing is great about staying connected. Others, not so much.

AAS have advisory boards.

Just starting to embed career & transfer into schools.

Alumni committee exists, but more for fundraising/donations.

Bulletin boards - "where are we now?"

2. Who plans and manages the relationships with employers for each "career community"?

Depends on which school. All AAS have advisory boards, so those connections exist. School specialists for each school reach out to related industries.

New position created to build these connections for all programs.

Research is happening....

Advisory board membership/attendance can be inconsistent. Working on "upgrading" them - more thoughtful about constructing the board makeup.

Workforce development office does a lot of the connecting with employers.

Career services office has been under transition. Moving career services staff into the schools. New director of career and transfer - comes from the recruiting side.

3. What are some of the ways that current students benefit from these relationships?

Students benefit from input from advisory boards. Curricula are kept current.

Our students get hired by the companies on our advisory boards, since the companies know what our students are learning.

Internships and field experiences are beneficial. Some originated based on those relationships.

Lots of placements are word of mouth - faculty hold those connections and direct students to the opportunities.

C-step, LSAMP are seeking these opportunities for students. Likewise with the EOP program. Students connected with such programs are made aware of opportunities.

Looking at "what works, and how can we scale it?"

Micro-credential development has been a benefit.

Faculty advising in “career communities”

1. How is advising professional development related to the “career community” developed and offered for faculty and professional advisors?

- training sessions “find their future” to help programs/faculty create their own webinars
- advising redesign underway, faculty full partners in the process, full faculty advising development program in development (faculty are often afraid to misadvise students)
- Cross training is difficult but very much needed when the faculty numbers do not align with student populations. Monroe tries to focus on idea that they may not have all of the answers, but know how to get the answers or verify what they work with students with experts in the advising area

2. What kinds of “career community” advising resources do faculty and/or professional advisors share?

- attributes assigned to students to help faculty and advisors guide exploration (area of interest also at other schools), can be assigned at application, when applying to competitive health program but not ready to enter yet, or when an area of interest is identified

3. How is career counseling integrated into the student advising experience (e.g. referral as needed, embedded into courses/programs, career counseling workshop presentations)?

- 5-minute videos exploring careers/programs
- Health Career Week (there is more than Nursing in health care!), integrated student services webinars into week’s programming
- career services visits classrooms, undecided counselors begin working with students as early as Senior year of HS, more than 1/3 of all applicants are undecided. Planning webinars for exploration in area high schools as they decide on college

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- embedded counselor in each career community, assigned as primary advisor for undeclared students identified in career communities, reach outs
 - new FYE course contextualized to career communities (homogeneous sections), course includes career and major exploration, shared activities and lesson plans between instructors and course includes connection to academic counselor in first term. One activity includes Degree Works review and full pathway planning (helps choose or confirm career community)
 - Also working to contextualize FYE courses, but scheduling is difficult and some career communities don't "make". Switching sections when path changes is challenging but try to offer multiple sections at the same times to facilitate changes
 - would like to contextualize more but pure numbers are a challenge
- 4. How are faculty included in the college's process to assist undecided students in choosing a path?**
- General Studies: started this online during pandemic, ~9000 students in GS, "find your future" webinars that helped students explore majors and programs. Faculty from disciplines presenting on their own academic and professional journey as well as the programs they teach in.
 - Counselors embedded in each career community, act as primary advisor for GS students, undecided students are assigned as primary advisors when students at least show interest in a field, counselors sit in on classes in different fields to gain knowledge about studying in a field
 - Realized many GS students are not undecided, but trying to build prereqs for health programs so created a health studies major program to guide students and "remove" from the undecided population (others also have developed or are developing health studies major)
 - new faculty mentor position just approved for working with undecided students, will be overload, duties under development but early ideas include a second-level success course focusing on career exploration questions

Notes:

- Need to make sure when we categorize/assign attributes to students, something happens as a result
- students invited to webinars through mass email, announcement in student success classes, homepage banner. Surveys show that mass email is most successful
- general studies (Liberal Arts) paths contextualized but challenged by student ideas that CC is for “getting gen ed/liberal arts courses out of the way”. Also challenged by student misunderstanding selecting a path within general studies as “changing their major” (seconded)

Events and programming (cohorts of students with common interests)

- **Do you offer student life programming based on “career communities”?**
 - Expected to provide programs; faculty lead and need ideas; difficulty in getting students engaged
 - Beyond “career communities;” career services mentoring program into the workforce; has events for schools (math; STEM - guest speakers/movies; career exploration for girls in science
 - CSTEP program has student support services; professional tutoring in STEM; research opportunities; internships; advising & career workshops (success in college, math, research etc); provide students technology, books and resources; research in summer; another program with similar services LSAMP
 - Career programming is campus-wide; cultural events
- **Who plans and manages events and programming for each “career community”?**
 - Various people on campuses
- **What types of events get the most student engagement?**
 - Formal programs help also ties to the classroom for professional development programming for extra credit
- **How do you gather feedback about student needs/wants and their satisfaction with programming?**
 - Survey students about what they want or need

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- **Other ideas:**
- Guest speakers available across college or in classrooms for extra credit/food
- STEM: Tutoring, research and providing technology support
- Embed student success support assistant in onboarding process and assigned to students; welcome & dashboard; mentoring programs (fac/staff and peer)
- Schools can be siloed so add transition points between programs; similar course for first 15 credits
- Everyone starts in a program of study; choose from six; helping with career onramps for undecided students
- Some students know the career they want but don't know what they will be doing; a career day can help where students can interact with professionals on a panel and then connect based on their career interests
- Web-based career coach provides information on careers, an assessment, and then also allows for students to sit with someone to talk through options

Highlighted connections between curriculum and careers in the classroom

1. How can applied learning/work-based learning experiences that connect concepts/theory to practical use be embedded into courses and/or programs?

Link workforce with credit under "schools"; requirement for every student to have practical experience to graduate (applied learning or internship)

Job shadows, interviewing local professionals

Should we be always trying to directly map our programs to careers?
(English example - critical thinking, interpretive/analytical abilities)

2. Where (in courses or other programming) can we include guest speakers? How would you coordinate this programming?



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Textbooks obsolete now (COVID) - use guest speakers, articles to bring currency to the classroom and how the industry will emerge

Peer teaching? Comp 2 students teaching Comp 1 student concept, for example; student to student sharing of experiences

3. Do you already include work-based learning/applied learning in transfer-minded degree programs? If not, how do you imagine you could include this?

CC faculty deferring connecting workforce outcomes to 4-year faculty (transfer programs); We should be talking directly with the employment sector

If it is not broke, don't fix it - problem with embedding careers into courses = disconnect (workforce/CE and credit on 'sides of the house"; break out of the mold of the "box of thinking")

We think we tell the business world what they want and need, but we don't always listen to them. (ie soft skills)

Credentials for faculty (master's required? Bachelor's with significant experience?)

Faculty and administrators: do we all have a different charge to embed or have guest speakers based upon the audience (transfer program vs. AAS?)
Focuses what students are coming to us for - collaboration across disciplines?

Advisors use narrow frame of reference; need professional development for advisors to give scope of career oppty for majors (ENG, sciences)

Role of students in these discussions: students trained to help faculty with tech in the classroom (Hy-Flex situation as an example); EDU students can help with English Skill Academy and help with some teaching; have students attend conferences and utilize organization and other soft skills

Obstacle to bringing credit free and credit together is faculty support of concept - a part of the decision making and they have to have a voice; take steps and build on successes as the campus "sees the need for it".

Build from ground up and it takes off rather than top down; need to not work in a silos



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Transfer programs - start career discussions: Focus on what all areas can contribute to what employers need (skills, competencies, 'critical habits of mind'; students change their minds before completion and now they have an interruption in career progression

Next steps: Professional development for advisors related to workforce more specifically and how to properly advise their students in their areas.

We do everything we can to support students to stay on the opath. If they can't, they have options (stackable credential) to get a job and then be able to use it when they come back towards the degree.

How do we get the students back (those without degree? PLA!)

Program advisory board for all programs - getting chairs to see the value in good representation of external board to inform future curricular development and provide oppty for applied learning

Notes on Q & A with presenters Lisa Borzewski and Kellie Ziemak

Kellie Ziemak: ziemak.kellie@spcollege.edu

Lisa Borzewski: borzewski.lisa@spcollege.edu

technology conversation - what is used for onboarding and tracking students

- PeopleSoft
- hubspot (CRM light) for tracking students and interactions with students prior to enrollment/application (students assigned to people for support)
 - inquiry to application
 - application to enrollment
- in-house developed advisor dashboard in MyCourses (desire2learn)
 - moved student learning plans into this system too (to minimize time spent talking through technology)
- WhosNext - queuing and notes tracking

Advisor Caseload

- approx 370 per advisor
 - we case manage students for the first 3 terms (FTIC) - this form of caseload is very small



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- our advisors are the point of contact for the larger group of students
- advising is not mandatory for students in good standing, but most students do engage with advising
- professional A&P advisors (no faculty advising)
 - students stay with the same prof adv. throughout their time at the college
 - only change if they change community or home campus
- advisor training every friday (mandatory)
 - close early to allow for this (except virtual)

student guidance toward class choice

- pop-up loaded in PeopleSoft warns students they are enrolling in a class that is not in their path ... this usually leads them to engage with advisors