Integrating Career Advising throughout the Student Experience

Wednesday, February 15th, 2023
Agenda

- Welcome & Introducing the Panel (5 mins)
- About the Advising Success Network (5 mins)
- Integrating Career Advising for Equitable Student Success: A Higher Education Landscape Analysis Key Findings (15 mins)
- Promising Practices in Career Advising Case-Studies (15 mins)
- How to use the Integrating Career Advising Toolkit & Activity (15 mins)
- Q & A (5 mins)
Introductions
Panelist - Michelle Foley (she/her/hers)

Associate Director of Strategic Partnerships, Advising Success Network (ASN)

In my work with the Advising Success Network, a grant-funded initiative of the Bill & Melinda Gates Foundation, I support the development, marketing, and delivery of technical assistance to support colleges in redesigning their advising policies and practices to address the racial and socioeconomic equity gaps in student experiences and outcomes that hinder the promise of higher education.

I'm originally from Istanbul, Turkey, and prior to joining the ASN, my work in international education catalyzed my commitment to advancing access to education in pursuit of economic justice.

I hold a Bachelor of Arts. in Political Science from McGill University and a Master of Education Policy from the Harvard Graduate School of Education.
Panelist - Jenna Seabold (she/her/hers)

Research and Grants Coordinator, National Resource Center for The First-Year Experience and Students in Transition (The Center)

I serve as a project manager for the Center’s Advising Success Network projects. Prior to this role, I served as the Director of Academic Advising and Retention Services at Front Range Community College – Westminster Campus just outside Denver, Colorado. I was also an academic advisor at Bowling Green State University and the Coordinator of the Purdue Promise Program, an access and support program for 600 low-income and first-generation college students at Purdue University.

I hold a Master of Arts, College Student Personnel, and Bachelor of Science, Business Administration from Bowling Green State University.
Panelist - Lynn Brabender (she/her/hers)

Director, Student Success and Service Provision
The American Association of State Colleges and Universities (AASCU)

I provide leadership and coaching to AASCU institutions seeking to transform policies and practices to support equitable student success and build and manage partnerships with content experts in the field of student success and equity.

Prior to this role, I spent 6 years working for the Association of Public and Land-grant Universities and became passionate about the role of advising in student success while managing the development of an online course on advising redesign grounded in interviews with leaders from 2-and 4-year public colleges and universities. My career in higher education began at the Charles A. Dana Center, working with community colleges to redesign developmental education sequences and implement math pathways.

I hold a Master of Public Affair from the LBJ School at the University of Texas at Austin and a Bachelors of Arts in Philosophy from the University of Colorado at Boulder.
The Advising Success Network (ASN)
What is the Advising Success Network?

Our Mission

To help institutions build a culture of student success, with a focus on poverty-affected students and Black, Latino/a, Indigenous, Asian, and Pacific Islander students, by identifying, building, and scaling equitable and holistic advising solutions that support all facets of the student experience.

Our Vision

A higher education landscape that has eliminated race and income as predictors of student success through a reformed approach to advising, in which all students are supported through a seamless, personalized postsecondary experience that creates better personal, academic, and professional outcomes.
Role in the Network: NASPA serves as coordinator and convenor for the ASN. In this role, NASPA facilitates the ASN’s collaborative development of research and technical assistance, plays a quality assurance role for all services and publications, and promotes the ASN’s voice in the field.

Open-access resources developed for the field:

- (Mis)Understanding Students: Approaches to Affirming Student Identities
Role in the Network: The Center brings their thought leadership in student transitions and cross-functional collaboration to network resources and services. The Center offers 4 unique services through the ASN that focus on mapping student supports and student transition points.

Open-access resources developed for the field:

- [The Elevation of Advising as a Promising Practice, New Directions in Higher Education](#)
- Career Advising as a Tool for Student Success and Educational Equity: Case Study Collection
- [Academic Advising as a Tool for Student Success and Educational Equity: Case Study Collection](#)
- Advising at HBCUs: A Resource Collection
Role in the Network: AASCU brings their thought leadership in institutional transformation and leadership engagement to network resources and services. AASCU offers 4 unique services through the ASN for senior leaders.

Open-access resources developed for the field:

- [Integrating Career Advising for Equitable Student Success: A Higher Education Landscape Analysis](#)
- [Integrating Career Advising for Equitable Student Success: A Toolkit](#)
- [Senior Leadership Guidebook for Holistic Advising Redesign](#)
Role in the Network: Achieving the Dream brings their thought leadership in holistic student supports, community colleges, and racial and socioeconomic equity to network resources and services. ATD offers 11 unique services through the ASN that support cross-functional institutional teams in centering student voice in policy and process redesign.

Open-access resources developed for the field:

- Knowing Our Students: Understanding & Designing for Success, A Guidebook for Institutional Leaders
Integrating Career Advising Across the Student Journey
Career advising is often missing in the discussion of student success:

- Career advising is one of the **most likely practices to increase college student career mobility in the first 10 years** after graduation.
- **Integrating career advising** into existing advising, learning, and student success practices can positively influence equitable student success when institutions are proactive about the needs of first-generation, low-income and racially minoritized students.
How does your institution approach career advising?

Where does career advising occur on your campus?

Does your institution define and measure student career success?

Does your institution analyze disparities faced by different groups of students that could impact students’ career outcomes?
Integrating Career Advising for Equitable Student Success: A Landscape Analysis

Principal Researchers and Authors: The Career Leadership Collective

Key questions: Where does career advising currently take place? How are institutions approaching integration of career advising to support equitable student success? What are the most effective practices?

Methodology:

- Literature Review
- Trends and Technology Review
- Career Advising Integration Survey: Conducted with 2-year, 4-year, public and private, HSI and HBCUs (77 responses)
- Focus Groups: 19 campus leaders seeking to integrate career advising
- Individual Interviews: 32 campus leaders
Integrating Career Advising for Equitable Student Success: Key Findings

- Effective career advising practices often only reach a small number of students, are episodic, are not required, and are not integrated strategically into the student experience.

- Few 2-year, 4-year public or private colleges are strategic and intentional about collecting, analyzing and using career advising data to discern equitable student success.

Level of Use of Career Advising Student Success Data Regarding First Generation, Low Income and Students of Color.

<table>
<thead>
<tr>
<th>Level of Engagement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Not engaged at all</td>
<td>11.8%</td>
</tr>
<tr>
<td>Engaged a little</td>
<td>29.9%</td>
</tr>
<tr>
<td>Moderately engaged</td>
<td>31.4%</td>
</tr>
<tr>
<td>Engaged a lot</td>
<td>17.2%</td>
</tr>
<tr>
<td>Engaged a great deal</td>
<td>9.8%</td>
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To improve equitable student outcomes, institutions should strategically and thoughtfully embed career advising into academic advising, instruction, curriculum and co-curricular activities.

- Foundational Data
- Topic, Timing & Teams
- Scalable Solutions
- Instruction & Curriculum
- Faculty & Staff Champions
Case Study Collection: Development

- Open call for case studies of career advising initiatives
- Written by practitioners at the institution

Case studies describe:
- Brief Institutional Profile
- Program/Initiative Overview
- Assessment Methods & Design
- Assessment Findings
- Implications for practice

- Includes 11 case studies
Case Study Collection: Institutions

Institutions:

● Four-Year Private
  ○ Augustana University, Sioux Falls, SD
  ○ Gustavus Adolphus College, St. Peter, MN
  ○ Regis College, Weston, MA
  ○ Rice University, Houston, TX

● Four-Year Public
  ○ George Mason University, Fairfax, VA
  ○ SUNY Old Westbury College, Long Island, NY (MSI)
  ○ University of South Carolina, Columbia, SC
  ○ University of Fraser Valley, Abbotsford, BC, Canada

● Community College/Two-Year
  ○ Bakersfield College, Bakersfield, CA (HSI)
  ○ Lorain County Community College, Elyria, OH
  ○ Norco College, Norco, CA (HSI)
## Case Study Collection: Trends & Highlights

<table>
<thead>
<tr>
<th>Where do we see career advising?</th>
<th>Mode of delivery</th>
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<tbody>
<tr>
<td>Pre-term</td>
<td>Upward Bound/Summer bridge</td>
</tr>
<tr>
<td>FYE/SYE Courses</td>
<td>Included in existing course curriculum</td>
</tr>
<tr>
<td>Career Exploration Courses</td>
<td>Spring semester, J-Term, asynchronous</td>
</tr>
<tr>
<td>Guided Pathways</td>
<td>New technology platforms</td>
</tr>
<tr>
<td>For transfer students</td>
<td>Seminars in College of Science</td>
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<tr>
<td>Capstone courses</td>
<td>Capstone for Bachelor of Arts</td>
</tr>
<tr>
<td></td>
<td>Doctoral programs</td>
</tr>
<tr>
<td>Campus-wide (not one department or program)</td>
<td>Train-the-trainer/cross functional</td>
</tr>
</tbody>
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#ATDDREAM
Norco College: Guided Onboarding

Norco College

- Public, open-access, community college, Hispanic Serving Institution in Norco, California.
- Serving 16,000 students annually, with about 8,000 FTE.
- 16% Pell Grant recipients, 57% receive the California College Promise Grant (tuition fee-waiver)
- 31% first-generation

Guided Onboarding

- Early career exploration to supplement Guided Pathways and academic, career, and financial success.
- Meet the goal of helping every student develop an individualized education plan by the end of their first term.
- Implemented in six-week summer Upward Board program & first-term career planning course.
Norco College: Guided Onboarding

Norco College Career Decision-Making Wheelz

1. Start with “Why?”
2. Self-assessment
3. Explore Careers
4. Evaluate Options
5. Decide!
6. Make Plans
7. Success!

DECIDED
(Steps 6 – 7)
Need to make career, education, and financial plans to achieve the goal

UNDECIDED
(Steps 1 – 3)
Need to assess values, consider preferences, and explore careers

SOMewhat DECIDED
(Steps 4 – 5)
Need to critically evaluate options and make a decision


#ATDDREAM
Norco College: Guided Onboarding

Pre/Post Test Results: Six-week Summer Intervention

Norco College: Guided Onboarding

Pre/Post Test Results: Career Planning Course Intervention

<table>
<thead>
<tr>
<th>Category</th>
<th>Before Intervention</th>
<th>After Intervention</th>
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<tbody>
<tr>
<td>Undecided</td>
<td>26</td>
<td>4</td>
</tr>
<tr>
<td>Somewhat Decided</td>
<td>30</td>
<td>56</td>
</tr>
<tr>
<td>Decided</td>
<td>17</td>
<td>65</td>
</tr>
</tbody>
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University of South Carolina, Columbia Campus

- Public, four-year research university in Columbia, South Carolina
- 2020-2021 full-time undergraduate students was 27,162
- 19% Pell Grant recipients
- 19% first-generation

Career Champions

- Students organically build relationships beyond the walls of the Career Center.
- Created to educate and empower faculty and staff on best practices so they can have informed career conversations with students.
- Goals include scalability/service extension and consistent messaging to students.
University of South Carolina: Career Champions

Three Levels of Training. 2-3 hours each. Offered asynchronously.

- **Level One**: Basics of career development theory, goal setting, basic helping skills, effective referrals to Career Center; NACE professional and ethical guidelines

- **Level Two**: Experiential education, where to find available opportunities, encouraging reflection during and after, how to handle concerns during

- **Level Three**: Career readiness, transferable skills, NACE core competencies
Integrating Career Advising for Equitable Student Success: A Toolkit

What does the toolkit include?

- Research insights, goals, campus examples, exercises, worksheets, suggested action steps for each focus area
- Guidance on developing a cross-functional team and working groups of faculty and staff to implement this work

Who should use the toolkit?

- Senior leaders in departments such as academic affairs, student affairs, enrollment management, student success, academic advising, institutional research IT, HR, financial aid, career services.
Toolkit Activity: Self-Assessment
(found on page 27 of the Toolkit)

Integrating Career Advising in Academic Advising Approach Review

- Take 5 minutes to complete the self assessment, answering the “does your campus...” questions

Share with the group: What did this assessment elevate to you about current landscape of integration of career advising on your campus?
Questions?
Thank You.