

Integrating Career Advising for Equitable Student Success

A Higher Education Landscape Analysis



Integrating Career Advising for Equitable Student Success

Brought to you by the: American Association of State Colleges and Universities (AASCU)

In partnership with the: National Association of Student Personnel Administrators (NASPA)

On Behalf of: The Advising Success Network (ASN)

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ABOUT THE ADVISING SUCCESS NETWORK

This report was commissioned on behalf of the Advising Success Network (ASN)— a dynamic network of five organizations who are partnering to support institutional change and improved student outcomes through a holistic approach to addressing the operational, programmatic, technological, and research needs of colleges and universities in direct support of a more equitable student experience. The ASN’s mission is to help institutions build a culture of student success, with a focus on students who are Black, Indigenous and Latinx and from low-income backgrounds by identifying, building, and scaling equitable and holistic advising solutions that support all facets of the student experience. To achieve its vision of a higher education landscape that has eliminated race and income as predictors of student success, the ASN believes that a reformed approach to advising will support all students through a seamless, personalized postsecondary experience that creates better personal, academic, and professional outcomes.

Holistic advising redesign is the process of identifying, implementing, and refining high-quality, effective institutional practices that support students as they work toward achieving their personal, academic, and career goals. Recognizing that changes in advising will impact other areas of an institution, this type of redesign typically requires cross-functional collaboration and a focus on people, processes and technology. Successful holistic advising redesign promotes an institutional culture of being student-ready.

Advising as defined by the ASN encompasses more than the student interaction, but also includes the structure and operations of academic advising; the roles and responsibilities of primary-role and faculty advisors; and advising pedagogies, approaches, and models. As such, this report seeks to inform institutional leaders, advisors, faculty, and staff how current institutional structures and processes need to change in order to better integrate academic and career advising practices. The authors and partners of this report believe that material and concepts captured can help to communicate and engage with a range of campus stakeholders positioned to help plan and implement holistic advising redesign.



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Can increasing career advising integration into other types of advising and student engagements across campus help to close equity gaps?

INTRODUCTION

Context and Goal

Today's higher education leaders face crucial decisions about how to craft the college experience to both focus on the connection between college and careers and to create a more equitable and just experience for every student. How is this done? Much has been written about how academic advising, mentoring, high impact learning, and course transformation has the potential to increase the likelihood of student success. A critical and often missing piece in the student success equation is career advising. Recent research has found that helpful career advising is one of the most likely practices to increase college student career mobility in the first ten years after graduation.¹ Problematically, most career advising is a stand-alone service passively offered to college students, but not required. As a result, career advising is relegated to an optional, often ignored variable in the college experience, calling into question what that means for first-generation college students or others less likely to have been shown how to maximize success during the college experience.

¹ National Alumni Career Mobility Survey, "Annual Benchmark Report: The High Impact Career Mobility Campus," 2020, https://ff5c3263-c3b4-4e75-8960-7b5994195822.filesusr.com/ugd/76c932_3cf50e4b6609413bada43fb677ada81f.pdf





Current and prospective students and parents are questioning the return on investment, social and career mobility, and promise of a better life touted by higher education.

Since the 2008 recession, calls for return on investment from a college degree have become increasingly loud. These concerns are particularly more acute for first-generation students, Black students, Hispanic/Latinx students, Indigenous students, and low-income students, who are among the highest percentage groups with student debt and are more likely to have difficulty with loan repayments;² are among the lowest groups to persist beyond the first year or graduate in four years;³ and are, in some cases, among the lowest users of campus career services.⁴

Furthermore, campuses have not historically organized their career services as integrated into various contexts for the purpose of equitable student success. This raises an important question: Can increasing career advising integration into other types of advising and student engagements across campus help to close these equity gaps? If so, to what degree, and how might that best be accomplished?

In light of the inequalities faced by minoritized and minoritized students in U.S. higher education institutions in the 21st century, this analysis provides a landscape review for higher education leaders about integrating career advising into other types of advising and student engagements to increase equitable student success.

2 Board of Governors of the Federal Reserve System, "Report on the Economic Well-Being of U.S. Households in 2018," 2019, <https://www.federalreserve.gov/publications/2019-economic-well-being-of-us-households-in-2018-student-loans-and-other-education-debt.htm>.

3 National Center for Education Statistics, "Status and Trends in the Education of Racial and Ethnic Groups," updated February 2019, https://nces.ed.gov/programs/raceindicators/indicator_red.asp.

4 Jeffrey L. Alston, "Racially minoritized students and their Usage of Career Services," Eastern Association of Colleges and Employers Research, July 12, 2017, https://eace.memberclicks.net/assets/docs/2016eace_research_grant_fina.pdf.

Executive Summary

Institutions of higher learning across the United States face a unique collision of emerging innovative practices, consumer angst, safety concerns, financial worry, and cries for equity that are stimulating change and continuous improvement in the college experience.

Current and prospective students are questioning the return on investment, social and career mobility, and promise of a better life touted by higher education. To sustain relevancy and increase effectiveness, successful higher education institutions must envision a new future and reimagine how the curricular and co-curricular practically connect to career relevance, and most critically, institute practices that support students, including but not limited to low-income students, first-generation students, Black students, Hispanic/Latinx students, and Indigenous students toward better college and career outcomes.

Insights from the literature and key findings will be embedded throughout this report to illuminate how and why campus leaders can act to provide students with a more robust future. The following findings frame career advising integration practices mentioned through this report that can move campuses toward equitable student success:

1. Integrating career advising into existing advising, learning, and student success practices has the potential to positively influence equitable student success when institutions are proactive about the needs of minoritized students, particularly first-generation students, low-income students, and racially minoritized students.
2. The integration of career development should result in career advising becoming an integral part of advising conversations, not an optional component.
3. Few two-year, four-year, public or private colleges are strategic and intentional about collecting, analyzing and using career advising data to discern equitable student success.
4. Most of the researched practices which are likely to increase equitable student success outcomes reach a small number of students leaving a need for structural and sustainable solutions that can be implemented at scale so that higher education can increase equitable student success on campuses for more students.



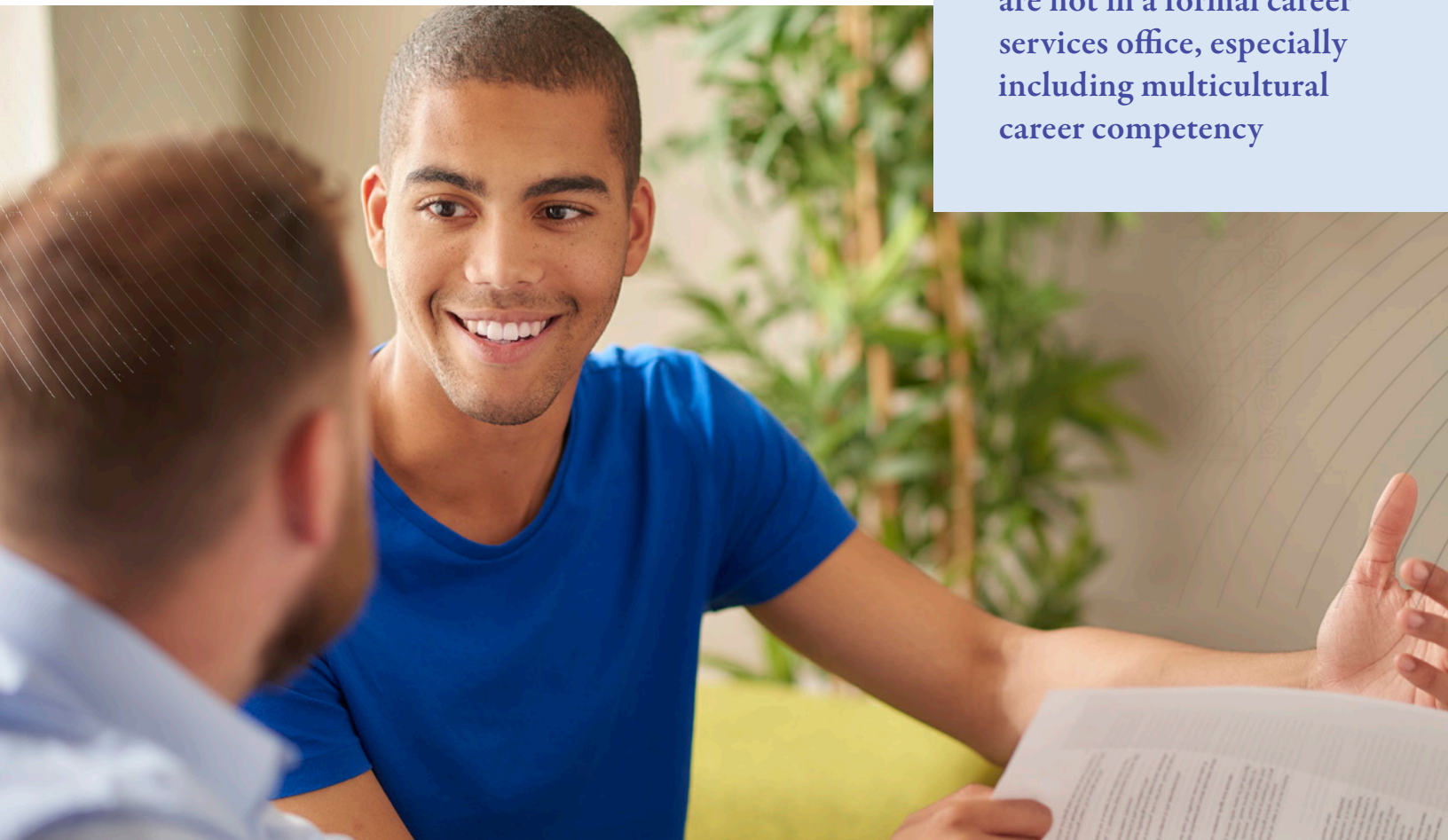
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by Getty Images

5. The most common structural career advising integration practices that can assist with improving equitable student outcomes involve strategically and thoughtfully embedding career advising into academic advising, instruction, curriculum, and co-curricular activities.
6. There is a growing need to provide professional development for faculty and campus staff who are not in a formal career services office, especially including multicultural career competency, in order to raise both quality and equity in career advising practices across campus.

To pursue this, it is recommended that campus leaders take the following steps:

1. Form a cross-functional working group of faculty and staff in order to develop campus-specific strategies for career advising integration toward student success.
2. Assess the current inequities in student success related to career engagement and create a strategic plan to integrate career advising across campus and work toward eliminating gaps.
3. Create a comprehensive, integrated professional development curriculum to assist faculty and non-career staff with embedding career reflection for diverse populations more deeply into their contexts.
4. Perform a technology audit toward developing an equitable student success data tracking process and dashboard.

There is a growing need to provide professional development for faculty and campus staff who are not in a formal career services office, especially including multicultural career competency



The Ideal Roadmap

The overall advising ecosystem and student lifecycle should be analyzed and mapped on each campus in order to understand how to best integrate career advising. Vincent Tinto, in his book “Completing College: Rethinking Institutional Action,” writes that, “**Too often, institutions invest in a laundry list of actions, one disconnected from another. The result is an uncoordinated patchwork of actions whose sum impact on student retention is less than it could or should be.**”⁵

While this report goes well beyond student retention, Tinto’s remarks ring true regarding the need for a more comprehensive and coordinated approach with career advising across campus. The below roadmap provides five critical integration components to consider when integrating career advising to increase equitable student success.

Roadmap Toward Career Advising Integration and Equitable Student Success

CRITICAL INTEGRATION COMPONENTS

- 1 Foundational Data**
Ensure ability to understand demographic data related to the influence of career advising practices on persistence, graduation, first job and alumni career success.
- 2 Topic, Timing & Teams**
Strategically integrate career development stages at appropriate times and with relevant advisors in the student experience.
- 3 Scalable Solutions**
Ensure career integrations reach maximum volume of underrepresented students.
- 4 Instruction & Curriculum**
Embed career development stages into current and new curricula and instructional activities.
- 5 Faculty & Staff Champions**
Formalize professional development for faculty and staff who act as career advising champions across campus.

⁵ Vincent Tinto, *Completing College: Rethinking Institutional Action*, (The University of Chicago Press, 2012).

Methodology

The analysis preceding this report took place in the summer of 2020. It is noted that the work was conducted during the COVID-19 crisis. It is unclear if and to what degree the crisis impacted the results of this report. The following analysis steps were taken in order to maximize understanding of the U.S. higher education landscape around integrating career advising toward equitable student success:

The Career Advising Integration Survey

A formal survey, The Career Advising Integration Survey, was conducted with responses from seventy-seven (77) two-year and four-year, public, private, Hispanic Serving, Historically Black, and Predominantly White colleges and universities about career interventions, career advising integrations, initiatives, and their results.

This original research sought to understand multiple dimensions associated with the practices of integrating career advising today, such as:

- Types, topics, and timing of career advising integrations
- Those who typically engage in career advising practices with students
- Volume and frequency of structural, organizational, and partnership changes made to accommodate career integration into other types of advising
- Data available regarding increased likelihood of student success, by demographic in relation to career advising across campus

Literature Review

A literature review of research reports, journal articles, online sources, and whitepapers was conducted. Insights from the literature will be embedded through the report.

Trends and Technology Review

A review of current practices, trends, and types of integrations with regard to career advising inside U.S. colleges and universities was conducted alongside a review of technologies currently being used to assist with equitable student success and career advising practices. Insights from the trends and technology review will be embedded through the report.

Focus Groups

Career advising integration focus groups with those pursuing career advising integrations were conducted with nineteen campus leaders in student affairs, student success, academic affairs, and career services from and in addition to the formal survey audience.

Individual Interviews

A series of one-on-one interviews and follow-up correspondence was conducted with thirty-two campus leaders from and in addition to the formal survey audience.

What to Expect in this Report?

This report considers the following key questions:

- **What would an ideal roadmap** for integrating career advising look like in order to increase equitable student success?
- **What are the most typical structural integrations** and mergers occurring on college campuses in order to discern implementation practices to help with student success?
- **Where is career advising integrated with other types of advising** or student engagements for equitable student success?
- **What does the literature and research say** about integrating career advising toward equitable student success?
- **How is career advising integration and engagement organized** in U.S. institutions?
- **How can career integration practices and their outcomes inform higher education** about equitable student success?

Audience

While many in and connected to higher education can benefit from the observations in this report, this work is particularly salient for the university divisions that provide oversight to career services offices and to those considering how to thoughtfully embed career learning into their sphere of influence. A diversity of public, private, two-year and four-year institutions were included in this analysis. Leaders from departments such as academic affairs, student affairs, enrollment management, student success, academic advising, institutional research, information technology, human resources and financial aid offices that oversee student employment, and career services will find implementable recommendations for practice.

Operational Definitions

It is important to clarify some key concepts found in this analysis. First, the concept of student success must be looked upon as multidimensional, including at minimum: student persistence to stay in college, learning retention, personal maturity, mental health, graduation, and career outcomes. Student success, as Student Affairs Administrators in Higher Education (NASPA) has stated, “is not just a buzz phrase...the systemic and institutional barriers to success are different for each student and living our mission of inclusion means a targeted focus on illuminating and dismantling the hurdles to student success for all students, and empowering and enabling students from historically minoritized and disenfranchised backgrounds to achieve their goals.”⁶

⁶ National Association of Student Personnel Administrators, “Student Success Website,” accessed Oct. 8, 2020, <https://naspa.org/focus-areas/student-success>.

In this report the phrase 'equitable student success' will be used to reinforce the idea that colleges and universities must be intentional about holistic success for minoritized populations such as first-generation students, low-income students, and racially minoritized students. This report and future analysis work is needed because equitable student success has no simple answer. It can be influenced by academic, financial, career, social, mental health and other types of development throughout the college experience.

Career advising, in practice, is commonly thought of as a one-on-one counseling experience between a trained career counselor and a student. This analysis looks at career advising more broadly, as career education practices that occur anywhere on campus, during one-on-one appointments, in groups, through courses, with technology, and in other mediums.

Typically, career advising encompasses a broad range of developmental areas such as self-efficacy, career path exploration, world-of-work knowledge, job competencies, professional development, and job search strategies.

Career outcomes are a part of equitable student success and must not be reduced to only the first job, or salary measurement, though both are important data points to consider. Career outcomes are more holistic and include items such as career mobility, career satisfaction, career preparedness, career opportunity, financial gain, and overall life fulfillment.



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THE CURRENT LANDSCAPE

Over the last five years, multiple efforts have been made to transform the future of career advising practices on colleges campuses, and in the last two years, integrating career advising into other advising contexts has emerged as a need.⁷ While deeper sophistication and understanding of how to integrate career advising is a recent trend, there is some historical precedence that can inform the future. Career advising and other types of student advising have traditionally sought to impact students from parallel advising relationships, whereby career advising happens in one office and other types of advising such as academic, financial, co-curricular or faculty advising happen separately, yet still experience career-related questions from students.

The more intentional the goal of equitable student success is at the outset of a career advising integration effort, then the greater the likelihood of increased outcomes to that end.

⁷ Farouk Dey, and Christine Y. Cruzvergara, "Five Future Directions in University Career Services," <https://www.linkedin.com/pulse/five-future-directions-university-career-services-farouk-dey/>

These interrelated efforts are often uncoordinated and asynchronous, leaving career development quality at lower levels and missing the opportunity to substantially transform student success. This analysis sought to understand why, where, how, and to what degree career advising integrations are taking place, along with available data related to their effectiveness on equitable student success across the diverse spectrum of college campuses. Insights from the literature and important findings from the Career Advising Integration Survey and subsequent focus-groups and interviews will be embedded throughout this current landscape section to show their relation to current pursuits and recommended practices.

A review of multiple studies and reports in the last two decades shows two primary narratives as relates to integrating career advising toward equitable student success. The first includes numerous studies about student success with a notable absence of career advising. Turn of the century resources about persistence⁸ and graduation rates framed a new student success equity paradigm and provided results for campus administrators that would shape student success practices.⁹ However, the research negates the importance of career advising. The absence of career advising in this research has shaped higher education in some cases, leaving career advising out of the equation for student success at many institutions. Yet other institutions, particularly community colleges, have increasingly begun to integrate career advising into student success practices.

This leads to the second observation where career advising integration seems to have more profound effects for minoritized students when introduced in the first year, deployed in tandem with academic advising and embedded in courses.

There is evidence showing how career learning can greatly influence retention among low-income students,¹⁰ and that nearly 50 percent of students who do not complete leave due to lack of course relevance to their lives or career aspirations.¹¹ There are also important career-related activities that influence student success during the college experience:

This analysis sought to understand why, where, how, and to what degree career advising integrations are taking place, along with available data related to their effectiveness.

8 Joseph B. Berger, "Understanding the Organizational Nature of Student Persistence," *Journal of College Student Retention*, (2001/2002): 3(1), 3.

9 John M. Braxton, and Meaghan E. Mundy, "Powerful Institutional Levers to Reduce College Student Departure," *Journal of College Student Retention*, (2001/2002): 3(1), 91.

10 Bill Milliken, *The Last Dropout* (Hay House, Inc., 2007) Appendix 1.

11 John M. Bridgeland, John J. Dilulio, Jr., Karen Burke Morison, "The Silent Epidemic," (March 2006). <https://docs.gatesfoundation.org/documents/thesilentepidemic3-06final.pdf>.

Literature Insights on Career-Related Activities that Influence Student Success



GOAL SETTING

- Career goal setting is particularly important for Hispanic/Latinx undergraduate students.¹²
- When students create career-related goals they are more likely to make positive persistence decisions than students who report having no job-related goals.¹³



CULTURALLY SENSITIVE COACHING

- Effective career coaching for first-generation Black male students demands that career advisors need to be able to 'capably administer culturally sensitive counseling strategies' and integrate student life experiences and community into the advising process to increase equitable success.¹⁴



ENGAGEMENT WITH MULTIPLE ADVISORS

- Career advising with industry help, embedded into the academic advisors' role has the potential to lead to increased retention and graduation rates as well as higher job satisfaction after graduation for all students.¹⁵
- When students speak often with staff about their career aspirations, they feel more prepared for the workforce.¹⁶

While these studies provide the field with a solid base of evidence to consider elevating career practices to improve equity, there is still a large need for continued and tailored studies on the confluence of career advising with other advising, curricular and student engagement interventions that gives specific attention to Black students, Hispanic/Latinx students, low-income students, Indigenous students, and first-generation students. There are studies on career needs, and vast research on inequity and access to education, but very little cross-functional research exists on the topic of career advising integration in order to increase equitable student success.

With this in mind, campuses should consider the following questions when approaching their practices, studies and efforts to integrate career advising in order to support equitable student success:

12 Martha Zurita, "Stopping Out and Persisting: Experiences of Hispanic/Latinx Undergraduates," *Journal of College Student Retention*, (2004/2005): 6(3) 301-324.

13 Elva Hull-Blanks, et al., "Career Goals and Retention-Related Factors Among College Freshmen," *Journal of Career Development*, 32(1), (2005): 16-30.

14 Delila Owens, Krim Lacey, Glinda Rawls, and JoAnne Holbert-Quince, "First-Generation Black Male College Students: Implications for Career Counselors," *The Career Development Quarterly*, (2011): 58(4), 291-300.

15 Thomas R. Tudor, "Fully Integrating Academic Advising with Career Coaching to Increase Student Retention, Graduation Rates and Future Job Satisfaction: An Industry Approach," *Industry and Higher Education Journal*, (2018): Vol 32, (2).

16 Strada-Gallup, "2017 College Student Survey," (2017), 2-3. <https://news.gallup.com/reports/225161/2017-strada-gallup-college-student-survey.aspx>.

KEY CAREER ADVISING INTEGRATION QUESTIONS

Clarity

- What stages of career development are important at the institution?
- Have stages of career development been defined for this institution and unique student populations?
- What areas of success has the institution already experienced in regard to equitable student success?

Process

- When do students currently engage in career development?
- How does a student's major, gender, ethnicity, age, and other identities impact their journey and roadblocks in career development?
- What are students' primary goals for attending this institution?

Connection

- Where should various stages of career development and career advising be integrated?
- How can career advising be made opt-out instead of opt-in?
- How might career advising be more universalized and integrated through a process that allows students to make meaning of, receive feedback on, curate, and share their experiences?

Assessment

- How do career integrations vary based on student demographics and identities?
- How will career integrations be assessed, evaluated, adjusted, and replicated across the institution?
- How might the campus move more toward common tracking systems for equitable success through career advising practices?

Given the observations on existing research and its associated limits, this report seeks to contribute a more holistic and targeted understanding of how institutions (both 2- and 4-year, public and private) are organizing around and integrating career advising into areas of the institution to lead to a more comprehensive student success strategy.

The focus group interviews conducted for this report revealed three purposes as to why campuses choose to integrate career advising into other areas of the campus: budget savings, process efficiency, and equitable student success.

It became clear throughout this analysis that the level of intentionality toward equity varied regarding career integrations, however the more intentional the goal of equitable student success is at the outset of a career advising integration effort, the greater the likelihood of increased outcomes to that end.

COMMON PURPOSES FOR INTEGRATING CAREER ADVISING ACROSS CAMPUS

1

Budget Savings

Some campus leaders reported that career advising was integrated with another department for the purpose of budget savings in the midst of a financial crisis. Recent studies have confirmed this with over 30% of campuses surveyed reporting a severe underfunding with regard to advising. In these scenarios there were often staff losses from both departments and a merger occurred to streamline resources, and as one staff mentioned, 'help each other make it work'. Very little benefit toward equitable student success was measured from those types of integrations; campus leaders usually shared how they simply believed equitable student success was probably occurring, with no evidence.

2

Process Efficiency

Some career advising integrations take place for the sake of efficiency; to decrease a high volume of redundancy and because integrating career advising can generally help the overall student advising experience. In these cases there were some potential benefits toward equitable student success, with campuses usually sharing anecdotal evidence.

3

Equitable Student Success

Finally, some campuses are intentionally integrating career advising for the purpose of increasing equitable student success outcomes. In these more intentionally structured scenarios, focus group insights showed campuses often have data or studies that show how their integrations are, or will soon make an impact on various aspects of student success.

Specifying Topics and Timing of Career Advising Integrations

Career advising is multi-faceted, involving various stages of student development. When considering integrations, campus leaders often have to make choices about what types of career advising initiatives should be included and to what degree. Most career activities are typically spaced throughout a student’s collegiate career. For example, full-time job search strategy advising most often happens near completion, with soon to be graduating or transferring students; internship advising most often happens during the progression years of an undergraduate experience; and career exploration most often happens in the first years of a student’s tenure on campus.

As institutions seek to integrate career development into formal and informal advising practices and structures on campus, they should take into account what they believe is important for their students’ career development in theory, practice, and timing. For much of the last four decades, career advising on college campuses has been influenced by the work of Donald Super and his theory and stages of career development.¹⁸ The Career Advising Integration Survey, focus groups, and reviews of institutional websites revealed most campuses use a framework of three or four stages of career development for enrolled students, mostly corresponding to Super’s stages of career development. A synthesis of results from the Career Advising Integration Survey and observed campus career engagement models aligns with existing research and reflects the following stages:

COMMON STAGES OF CAREER DEVELOPMENT



¹⁸ Paul R. Salomone, "Tracing Super's Theory of Vocational Development: A 40 Year Retrospective," *Journal of Career Development*, (1996): 22, 167-184.

Focus groups revealed that some campuses are choosing to strategically integrate specific stages into advising experiences. A number of institutions reported success in integrating elements of **Stage 1, Explore & Learn**, into the academic advising experience of first and second-year students to include inclusive career advising practices. This was consistent for both two and four-year institutions. Other institutions report integrating elements from **Stage 2, Plan & Experience**, into the co-curricular advising experience of students, with student employment, student organizations, or affinity groups such as multicultural organizations or mentoring programs. Some participants also reported integrating elements of **Stage 3, Launch & Establish**, mostly through instruction or curriculum integration, and in some cases through peer-to-peer mentoring. When integrating career advising happens strategically, each career development stage will look different for different students, even on the same campus. For example, the career development needs of first-generation students¹⁹ differ from those of adult learners²⁰ or others considered non-traditional. Additional consideration will need to be given regarding where to most effectively integrate each stage of career development into the student experience. Institutions should carefully consider which populations need assistance at each stage of career development, and create career advising integration strategies accordingly. Therefore, it is not always necessary or even effective to integrate all stages of career development into one advising office. A more effective approach is to strategically integrate certain elements from various stages of career development across different advising experiences.

Stage 1 Example

An example of a strategic approach in process at University of Alabama at Birmingham, a four-year public research university, involves a robust mentoring program, the BMEN Peer Mentoring Program, for Black male students through their Office of Student Multicultural & Diversity Programs. This program has positively impacted the retention of Black males at the institution, with 100% retention from the most recent cohort of freshman participants. The program has also assisted with an increased six-year graduation rate to 50%, up from 26% when the program was started. This is 10% higher than the most recent national Black male graduation rate for four-year colleges and universities. The next phase of this program is integrating career development into the mentoring experience. They foresee this new integration as positively impacting participant's abilities to connect their academic and career interests while in community, leading to higher graduation and career outcome rates.

Stage 2 Example

Drew University, a four year private institution, recently shifted their career office to report to the provost and developed an integrated Launch Center that includes the career center, the center for civic engagement, and the center for global education. They created their "Drew Launch" curriculum, through which purpose, identity, intercultural development, and career and community/world impact preparation are universalized as part of the college experience for all Drew students. This is operationalized through seven integrated high-impact practices that include:

- A required FY Launch course
- A Launch Plan ePortfolio
- Two required immersive experiences
- A focus on the development of transferable skills
- A network of mentors
- Participation in career + identity/affinity communities
- An integrated, curated Launchpad website

These practices and student supports are integrated in and through the Launch Plan ePortfolio.

Stage 3 Example

Sierra College (Calif.), a public community college and Hispanic Serving Institution, has mapped out suggestions for campus partners to integrate career activities across a student journey. First, they created a Career Development Continuum which gauges a student's certainty on their career goals. Next, they developed a Student Journey Map to guide activities, assignments, and conversations throughout a student's time at their institution. The final of four stages is titled "Celebrate and Launch," which focuses on Career Integration Goals of 1. Embedding career and transfer preparation activities into department/major coursework and 2. Cultivating peer-to-peer relationships so students nearing graduation can help guide new students in career and college planning. The next layer of "Celebrate and Launch" is Career Preparation, which seeks to ensure students complete academic goals in a timely manner and are prepared for entry into the workforce and/or transfer to four-year university. Because they are a community college, the program intentionally creates peer-to-peer relationships to support the transfer process to a four-year school.

19 Pamela Krieger Cohen and Ane Turner Johnson, "Diplomas with Direction: A Qualitative Study of Career Counseling Support for First-Generation College Students," *NACE Journal* (2018): <https://www.nacweb.org/career-development/special-populations/diplomas-with-direction-a-qualitative-study-of-career-counseling-support-for-first-generation-college-students/>.

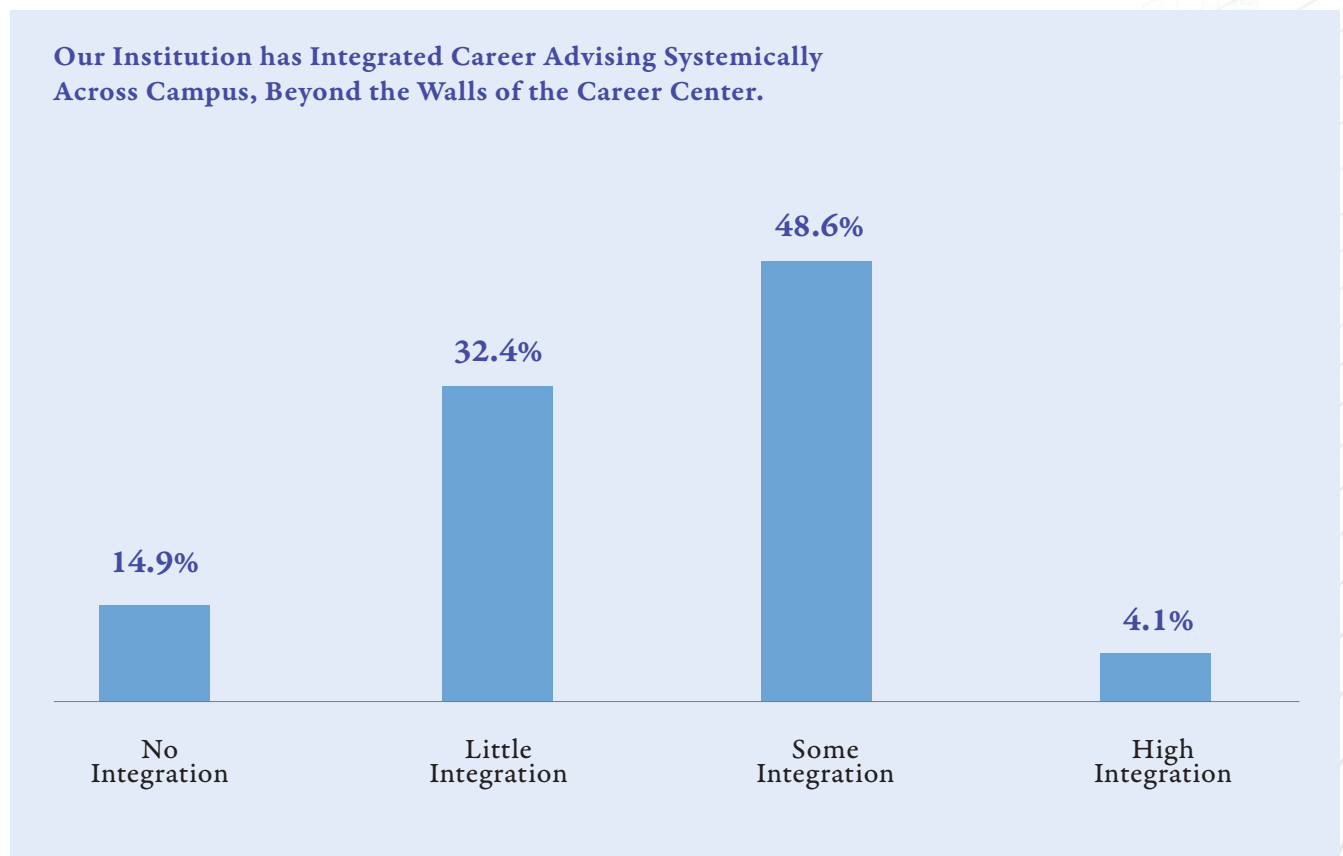
20 Mae Stephenson, "Listening to Their Voices: Career Development for Nontraditional Students," *The Vermont Connection*, (2012): Vol. 33, Article 13. <https://scholarworks.uvm.edu/tvc/vol33/iss1/13>.

Beyond the Career Office: Types of Integration

Both two-year and four-year institutions can intentionally deploy integrated career advising practices that impact the equity equation through various methods such as individual programs, strategic relationships, structural adaptations, or creative hybrid approaches. This analysis was careful to investigate the broad concept of career advising, not just that which takes place through career services offices.

Traditionally most career activities happen through the formal career services office on campus, however, it is commonly known that career advising occurs through various advising contexts, and to varying degrees of integration, both informally and formally. Yet how effective or equitable is that advising? It is also noted that 54% of institutions report collaborative efforts across departments to support student success.²¹

When asked in the Career Advising Integration Survey about the degree to which their institution has integrated career advising across campus and beyond the walls of the career center, approximately 50% of respondents reported some or a high amount of integration, and approximately 50% reported little or no integration.



Career Integration Advising Survey, 2020

²¹ Tyton Partners, "Driving Towards a Degree: The Evolution of Student Supports in Higher Education," (2020), drivetodegree.org.

When campuses were asked in the Career Advising Integration Survey to assess the integrations of the formal career office in regard to diversity, equity, and inclusion programming, strategies, or initiatives toward student success, campuses varied widely in their current practices with:



The Career Advising Integration Survey provided various examples of how campuses were pursuing equity-focused career advising integrations such as:

- Guided Pathways (see example).²²
- Every first-year student is assigned a career advisor who meets with them several times a year.
- The career office actively trains academic advisors, student affairs professionals, and faculty on career coaching theory, career advising techniques, and proper career resource referrals, and has a Competency Development Institute to help faculty integrate these concepts into their courses.
- The campus has a Career Influencer Network, with 250+ faculty/staff members, and is formally inserting career development content into success coach training
- Each academic college has a dedicated Student Success Team, composed of academic and career staff who help ensure that students are career ready and graduate in a timely manner.
- An increasing number of faculty members are requiring students to participate in a Career Ready Seminar Series among other career advising offerings.
- Coordinated student success programming between the career development office, transfer, first-generation, veterans, and first year experience programs.

²² Center for Community College Student Engagement, "Building Momentum: Using Guided Pathways to Redesign the Student Experience," (2020), <https://cccse.org/sites/default/files/BuildingMomentum.pdf>.

Guided Pathways: A Common Student Success Practice Involving Career Advising Integrations

The Career Advising Integration Survey and focus groups revealed that many community colleges have made greater strides toward equity-focused career advising integrations. This may be attributed to community colleges around the country viewing career advising as a responsibility beyond just one office, as part of a broader goal for equitable student success. This has been widely demonstrated through the **Guided Pathways Initiative, an effort led by the American Association of Community Colleges (AACC)**. According to the AACC's website as of August 1, 2020, the goal of Guided Pathways is, "to improve rates of college completion, transfer, and attainment of jobs with value in the labor market — and to achieve equity in those outcomes." From an implementation standpoint, Saddleback College, a public community college in Mission Viejo, California who has adopted AACC Guided Pathways, shared how the Guided Pathways program is integrated by nature, empowering cross-functional completion teams, term by term student career roadmaps, and intrusive academic and career advising, all with the goal of closing equity gaps. The results of Guided Pathways programs are being studied in more detail. For example, the 2020 Center for Community College Student Engagement survey of over 7,000 community college faculty shared perceptions on the effectiveness of implementing Guided Pathways and found **most faculty (over 60%) believe that the Guided Pathway programs are helping with key equitable student success issues.**

The same survey polled over 100,000 community college students engaged in Guided Pathways and found **68% reported they are required to meet with an advisor before registering for classes**, and 67% said they were required to follow an academic plan that specified the courses they needed to take. However, some growth areas emerged related to career advising integration. Only 44% of students reported that someone at their college had talked with them about the types of jobs related to their pathway of study, and only 41% noted that they used their college's website to explore career options. Overall, Guided Pathways programs are making a positive impact on equitable student outcomes by integrating aspects of career advising into the community college experience.

Most Common Structural Integrations and Mergers

Another dimension this analysis sought to understand was related to the most typical structural integrations and mergers occurring on college campuses in order to discern implementation practices that may help with equitable student success. According to the annual Career Services Benchmark Report by the National Association of College and Employers (NACE), **in 2008, 70% of career services offices reported to student affairs offices, yet by 2018, just 48.8% were in student affairs, with academic affairs as the second most popular at 22.7%**, and multiple other reporting lines such as enrollment management and advancement were mentioned between two and seven percent.²³ Integration beyond the reporting line is also occurring, with 40% reporting in the Career Advising Integration Survey that they have some type of integration with another office. Of the 40% responding, 46.8% reported that they share space, but have functionally separate services and staff, 28.1% report that some services and staff are combined, and 3.1% report that all services and staff are integrated. The offices most combined with career advising show 27.1% merged with student success related offices, 24.3% with academic advising, 4.3% with a counseling center. Many other mergers below 3% from offices such as leadership programs, transfer programs (mostly in community colleges) and civic and community engagement.

There are reasons for certain alignments, for example:

At California State University Fullerton, a four-year public university and a Hispanic Serving Institution, the Career Office reports to student affairs, but is also engaged in cross-functional Student Success Teams, an award-winning national model, which brings together wellness, academic advising, supplemental instruction, career advising, and other staff to collaboratively help all students succeed through advising teams.²⁴

The Career Center at DePaul University (Ill.), a four-year private university, reports to enrollment management, partnering with parents and families upon entry to the university in order to increase education about practical steps toward student success by providing first-year students with meaningful on-campus career and job skill development experiences. The DePaul University Education and Development Grant for Employability (EDGE) program was introduced in fall 2011 as an enrollment yield strategy, but has proven to assist with persistence, academic performance, and graduation rates, particularly among racially minoritized students and first-generation college students, showing increases of up to 25 percentage points on retention and graduation rates for these populations.²⁵

At University of Texas at San Antonio, a four-year public research university and a Hispanic Serving Institution, the Career Center reports to Academic Affairs, allowing for deeper collaborations with faculty on items such as their faculty-created Classroom to Career initiative, aimed at improving both student engagement and retention.²⁶

23 National Association of Colleges and Employers, "Annual Career Services Benchmark Report," (2018) <https://www.naceweb.org/uploadedfiles/files/2018/publication/executive-summary/2018-nace-career-services-benchmark-survey-executive-summary.pdf>.

24 "Student Success Teams and Resources," California State University-Fullerton, accessed July 16, 2020, http://www.fullerton.edu/ssc/success_programs/student_success_teams.php.

25 "The Education and Development Grant for Employability (EDGE) Program," DePaul University, accessed September 30, 2020, <https://offices.depaul.edu/enrollment-management/signature-initiatives/Pages/EDGE.aspx>.

26 "Classroom to Career Initiative," University of Texas San Antonio, accessed September 21, 2020, <https://www.utsa.edu/strategicplan/initiatives/academic/classroomtocareer/index.html>.

It is important for campus leaders to understand integration implementation difficulty levels prior to deciding on how they might go about equitable career advising integrations.

While more research is needed, focus groups and individual interviews pointed to the potential that the greater level of difficulty in implementation correlates to more positive results. The analysis found five types of integrations with varying levels of implementation difficulty, all of which assist with equitable student success. The following is in order from least to most difficult to implement.

- 1. Partnerships:** Close working relationships between colleagues whereby referrals, promotion, and regular connections are valued, assisting with student success. Helpful partnerships can be internal in nature with, for example, faculty members, or external in nature, with for example, alumni, employers, or community organizations.
- 2. Specific Programmatic Initiatives:** Signature events, programs, or services designed to facilitate career advising for the purpose of equitable student success.
- 3. Curriculum Integration:** When new courses emerge as part of a departmental curriculum or when career advising concepts are embedded into existing curricula.
- 4. Organizational Proximity:** When offices leading career initiatives are more closely aligned or connected through one or a combination of physical space, departmental oversight, and/or programs for the purpose of bolstering student success. Of those responding to the Career Advising Integration Survey, 46.8% report having shared space or merged offices, but services and staff that function separately.
- 5. Structural Mergers:** Similar to organizational proximity, but distinct in that job description changes, shared resources, and a common office leader all exist in order to increase student success.

All five types of integrations, and various hybrid models can be effectively utilized to achieve more equitable outcomes.

While more research is needed, focus groups and individual interviews pointed to the potential that the greater level of difficulty in implementation correlates to more positive results.

EXAMPLES OF CAREER ADVISING INTEGRATION BY TYPE

LEVEL
1

PARTNERSHIPS

The University of Redlands, a four-year private university and a Hispanic Serving Institution, created a Faculty Career Alliance initiative which involves a core working group of faculty who work to increase knowledge of career readiness trends and to help their faculty peers to “integrate career concepts into their curricula, and identify additional areas on campus where career and professional support could benefit students.”

LEVEL
2

SPECIFIC PROGRAMMATIC INITIATIVES

Ball State University, a four-year public research university, offers their KEY Careers Program for freshmen career exploration. Every freshman at Ball State participates in the program which provides a deep dive into careers tool used during freshman orientation, helping students to make connections between majors and their future career goals. They examined over 14,000 students engaged in the program from the 2011–2014 first-year fall cohorts and found a statistical increase on the significance of one-year retention and four-year graduation rates finding a statistically significant increase in both rates regardless of gender or race.

LEVEL
3

CURRICULAR INTEGRATIONS

The College of Liberal Arts Career Readiness Program at the University of Minnesota Twin Cities, a four-year public research university, seeks to transform how career development is integrated into the curriculum. With over 60 faculty members involved in co-creating a career readiness framework and career readiness learning outcomes, this initiative, which is rooted in inclusive excellence, has shaped a new liberal arts course experience at the college.

LEVEL
4&5

STRUCTURAL MERGERS

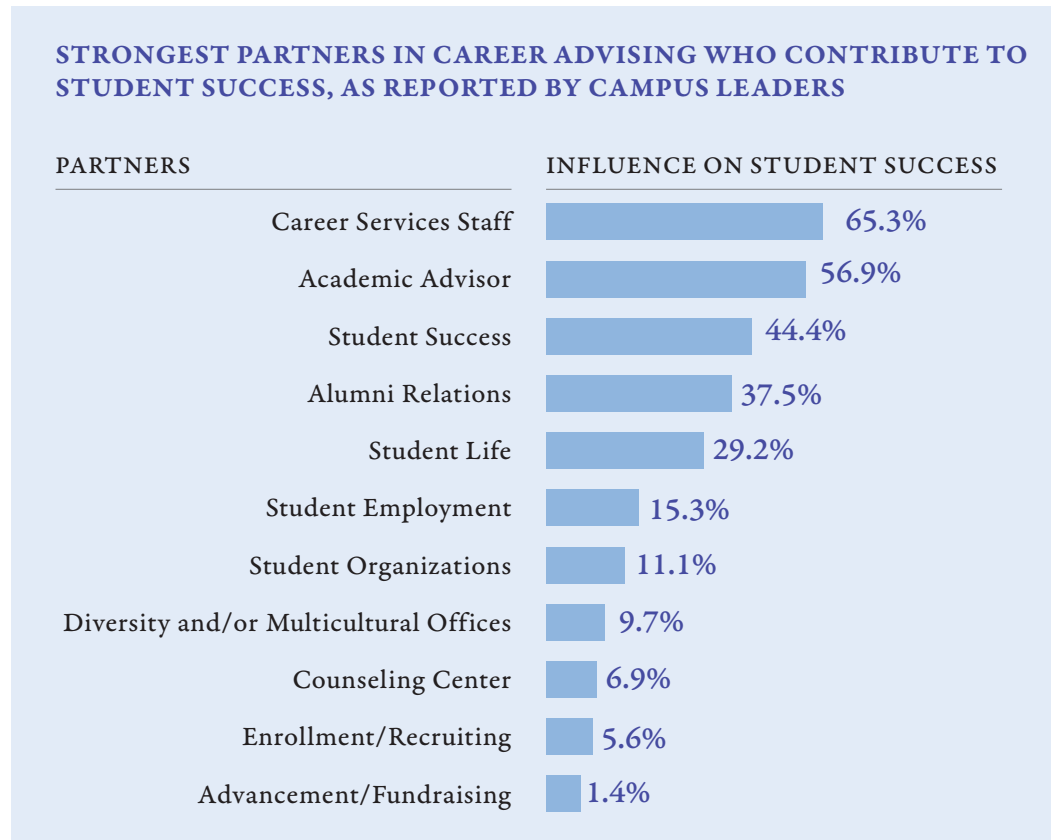
Humboldt State University (HSU), a four-year public research university and Hispanic Serving Institution, has a fully combined Academic and Career Advising Center (ACAC) where specific identity-based resources and services for Black Students, Hispanic/Latinx students, and LGBTQ students are featured, and a career curriculum developed from that office has been integrated into courses in 75% of HSU’s majors.

ORGANIZATIONAL PROXIMITY

At the University of Texas at Rio Grande Valley, a four-year public university and a Hispanic Serving Institution, the new Division of Student Success, academic advisors, career advisors, student success advisors, and mentoring programs all work for the same associate vice provost for student success and meet regularly about cross-functional goals.

Developing Staff and Faculty Competency

Integration of career advising into various aspects of the campus experience involves human competency needs, and those individuals most often involved are campus staff and faculty. In some cases, alumni and employers assist. Campus leaders who responded to the Career Advising Integration Survey reported the partners in career advising who contribute to student success:



Career Integration Advising Survey, 2020

This is concerning given the amount of time faculty spend connecting with students, which is estimated to be fifteen or more connection points in a semester compared to one or less connection points with academic or career advisors in a semester.²⁷ Yet quality and equity challenges exist. College alumni in their first ten years after graduation who responded to the National Alumni Career Mobility survey reported that faculty and classmates were the two groups from whom they most received career advice. However, faculty and classmates were found to be the least helpful among those alumni in the top 25% of on the Career Mobility Index.²⁸ Instead, Career Services Staff and Academic Advisors were the most helpful to alumni with the highest degree of career mobility.

²⁷ "Program Integrity Questions & Answers," U.S. Department of Education, accessed August 26, 2020, <https://www2.ed.gov/policy/highered/reg/hearulemaking/2009/credit.html>.

²⁸ National Alumni Career Mobility Survey, "Annual Benchmark Report: The High Impact Career Mobility Campus," (2020), https://ff5c3263-c3b4-4e75-8960-7b5994195822.filesusr.com/ugd/76c932_3cf50e4b6609413bada43fb677ada81f.pdf.

From an equity perspective, the overall percentage of alumni who reported they received career advice from faculty is 80%. In regard to specific populations, it is 78% for first-generation students, 75% for Hispanic/Latinx alumni, and 63% for Black alumni.²⁹ The latter disparity may be heightened by the low number of full-time Black faculty, which is 10 or fewer at 44% of four-year public institutions.³⁰

CAREER ADVICE INFLUENCERS ON CAREER MOBILITY

SOURCE OF ADVICE	INFLUENCE ON CAREER MOBILITY
Career Services Staff	2.20x
Academic Advisor	2.08x
Alumni	1.90x
Employer during Degree	1.68x
Classmates	1.52x
Faculty	1.48x

National Alumni Career Mobility Survey, 2020

This confluence of sources points toward a need to provide professional development for faculty about both multicultural career development and career advising quality. But what specifically should such professional development encompass? Focus groups and individual interviews pointed to the following **four most common career advising professional development topics delivered to faculty and staff:**

1. **Multicultural** career development knowledge
2. Embedding **career reflection activities** into the faculty or staff's primary context
3. Elements of a **quality career conversation** between students and staff/faculty
4. Overview of **career resources** on campus and in general

Campuses should consider why and how specifically to embed each of these topics into their professional development aims for faculty and staff. In doing so, there exists the potential to bring about broader implementation of career advising across campus and an overall increase in equitable student success.

29 National Alumni Career Mobility Survey, "Annual Benchmark Report: The High Impact Career Mobility Campus," (2020), https://ff5c3263-c3b4-4e75-8960-7b5994195822.filesusr.com/ugd/76c932_3cf50e4b6609413bada43fb677ada81f.pdf.

30 Black Students at Colleges and Universities: A 50 State Report Card, USC Race and Equity Center, 2019. <https://www.luminafoundation.org/wp-content/uploads/2018/09/black-students-at-public-colleges-and-universities.pdf>

Required Participation as an Equity Strategy

A key question that arose during research was: Is there an opportunity to increase equity in student success through career advising integrations by mandating career advising activities or by integrating career advising into activities that are already required?

As mentioned, most career advising services are an optional part of the campus experience, and there is a notably lower usage rate of career services among certain racially minoritized groups.³¹ Assuming the systems of outreach, access and desirability are the issue with low engagement, and not the student as the issue, might requiring services increase quality career development and career mobility? Recent data on young alumni from the National Alumni Career Mobility Survey shows a disparity in receiving helpful career advice among most minoritized groups. With the exception of Black students, alumni from minoritized groups report receiving significantly less helpful career advice, as noted below.

ALUMNI WHO RECEIVED HELPFUL CAREER ADVICE DURING THEIR UNDERGRADUATE DEGREE, BY DEMOGRAPHIC

DEMOGRAPHIC	RECEIVED HELPFUL CAREER ADVICE
Black/African American	62.3%
Male	60.5%
White	59.3%
Female	58.2%
Asian	57.2%
Native American	56.7%
First Generation Student	53.9%
Hispanic/Latinx	47.2%
Non-Traditional Aged Students	38.9%

National Alumni Career Mobility Survey, 2020

31 Jeffrey L. Alston, "Racially minoritized students and their Usage of Career Services," Eastern Association of Colleges and Employers Research, July 12, 2017, https://eace.memberclicks.net/assets/docs/2016eace_research_grant_fina.pdf.

Inquiry was made into the current frequency and potential for requiring career advising through integrated activities. Just over 25% of campus leaders surveyed in the Career Advising Integration Survey shared that they have some type of required career activities. Those requirements often came in the form of one academic department or specialized program, and many examples were from professional schools.

Examples of required activities include items such as:

- **First-year students required to complete a first-year experience course** with modules related to career exploration, job-shadowing, or informational interviews.
- Certain courses **require assignments** related to resume reviews, career research assignments, mock interviews, and/or attending career education or job search events.
- Students on academic probation are required to have a **one-time meeting with a career advisor**.
- Sophomore students are required to **watch a video on experiential learning and internships** prior to registering for second semester courses.
- Some academic colleges **require internships**.

Furthermore, focus groups revealed some colleges, such as Carthage College (Wi.) have received presidential-level mandates on career development activities with the purpose of ensuring student success. Additionally, academic departments at Kennesaw State University (Ga.) are now requiring career development programs to reduce the skills gap.³²

It is believed that stand alone career advising requirements or attaching aspects of career advising into existing required advisory activities will increase equity, simply due to increased engagement among students who have historically had more limited encouragement or access to engage in career advising. Requirements may ensure more access to career advising, but a focus on the development of multicultural career advising competencies is needed among those delivering services. Overall, requirements, when implemented strategically, are a step in the right direction.



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³² NACE Staff, "Required Career Development Program Targets Skills Gap," *NACE Spotlight*, May 3, 2017, <https://www.nacweb.org/career-development/organizational-structure/required-career-development-program-targets-skills-gaps/>.

Student Tracking, Systems, and Data Needs

In order to get to the heart of how career advising integrations can increase the likelihood of equitable student success, it is paramount to understand what data is being collected (or not collected), how it is being used, and how student success is or is not being tracked through career advising integrations.

Colleges and universities can become more strategic with regard to integrating and analyzing career advising data about equitable student success. Below are three major observations campuses shared in focus groups and in individual interviews regarding their data:

1. Most campuses believe **career advising integrations are helping** with equitable student success but have no data to support their claim.
2. Some campuses have **anecdotal testimonials** about how career advising integrations are helping with equitable student success.
3. Few campuses have taken the time to **specifically assess outcomes** related to career advising integrations.

The focus groups and individual interviews associated with this report showed that many campuses have the ability to combine career data with other data to discover more about equitable student success but have yet to do so.

Notable comments regarding lack of data synthesis

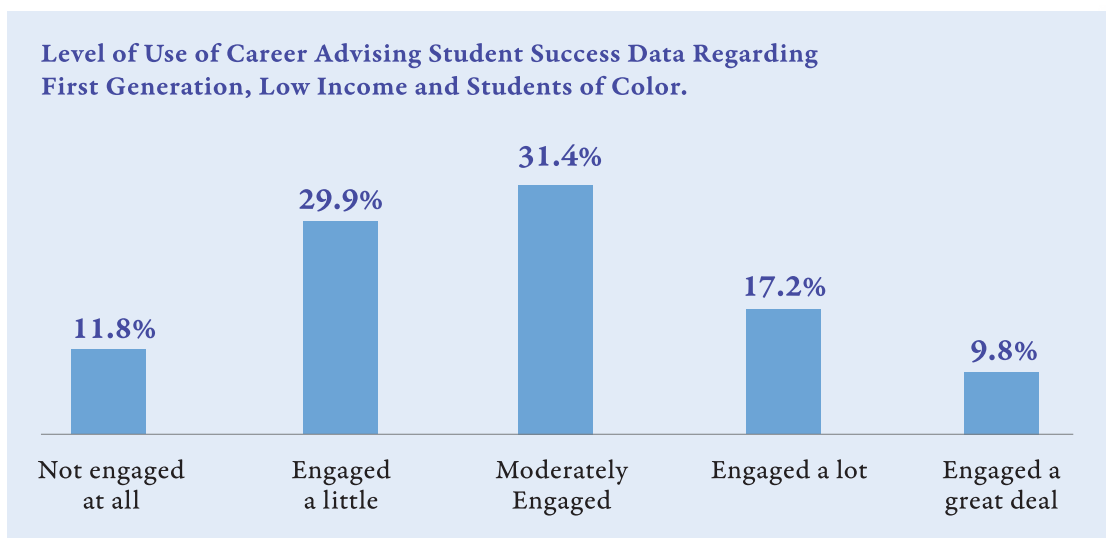
- “ Our office has quite a few partnerships or shared career programs that help minoritized groups...we tend to report on good things that happen during the programs, not on the outcomes.
- “ We have the ability to see how our career programming engagement data by demographics relates to items like persistence or graduation, but we have yet to take a look.
- “ Our campus leaders are more focused on basic career engagement data about racially minoritized students and first-generation students and have not requested other types of data.

Nearly 42% of campuses reported on the Career Advising Integration Survey that they agree or strongly agree that they are tracking students throughout their career development journey. Yet, most of the data collection regards inputs such as attendance at events and number of advising appointments, and the outcome of the first job. Only 15% of campuses are correlating career engagement data with retention rates and graduation rates. The formal career offices on college campuses are beginning to show more interest in data that supports equitable student success.

There were **27% of campuses** that noted they are 'engaged a lot' or 'engaged a great deal' in gathering and understanding related data, according to a poll of university career center staff members in August 2020, done by The Career Leadership Collective, and shown below.

Additionally, the technology systems used for collection and synthesis of data are spread across various other purposes. Formal career services offices use between five and fifteen different technology systems in order to accomplish their broad array of goals. In their April 2020 report, *Unlocking Career Potential: An Analysis of the Career Navigation & Guidance Product Landscape, Entangled Solutions* (now a part of Guild Education) detailed nearly 100 career-related technologies available for purchase in the field.³³ Further, retention and student success data are often separate from career advising data. The disadvantage to having so many disparate systems and technologies track engagement or career development related data makes the synthesis of data an increasingly manual process. Disparate tech systems, when duplicative, are also expensive. The advantage, however, is that various dimensions of data are collected from which schools can better discern equitable student success. Regardless, institutions must identify not only what data they need to synthesize, but from where they plan to pull the data, synthesize and house the data, and how they plan to visualize the data in order to educate their internal and external stakeholders.

It is believed that the most strategic data pursuits of career advising integration toward equitable student success involve understanding, by specific demographics, how career integration engagements, practices, and structures affect persistence, graduation rates, career self-efficacy, career decidedness, first-job outcomes, and career mobility over the first 10 years post-graduation.



Career Services Engagement Poll, Diversity, Equity, and Inclusion, 2020, The Career Leadership Collective

³³ Entangled Solutions Staff, "Unlocking Career Potential: An Analysis of the Career Navigation & Guidance Product Landscape," *Entangled Solutions*, April 28, 2020, <https://www.entangled.solutions/portfolio/unlocking-career-potential/>.



A CLOSER LOOK

In order to illuminate distinct integrations of career advising that are commonly deployed to increase equity in student success, below is a closer examination of three prevailing practices:

1. Integrating Career Advising with Academic Advising
2. Integrating Career Advising into Co-Curricular Activities
3. Integrating Career Advising with the Classroom and Curriculum

Closer Look 1

Integrating Career Advising with Academic Advising

As previously discussed, research and survey insights show that integrating career advising with academic and student success advising has the potential to lead to increased retention and graduation rates as well as higher job satisfaction after graduation.

The findings from the Career Advising Integration Survey and focus groups indicated a number of key variables which institutions should take into consideration when approaching this type of integration:

- 1. How is the academic role defined?** Some campuses have formal definitions and consistent standards for their advisors whereas some do not. The National Academic Advising Association (NACADA) has worked to bring consistency and career planning into their standards. One NACADA curated article describes an advisor as, “a facilitator of communication, a coordinator of learning experiences through course and career planning and academic progress review, and an agent of referral to other campus agencies as necessary.”³⁴ On some campuses, students were referred to student success advisors after a need arose, such as being on academic probation. Another campus stated that their student success advisors use data analytics to proactively reach out to students. The role of each advisor needs definition in relation to career advising responsibilities.
- 2. Who delivers academic advising?** Some institutions have professional academic advisors, some have faculty advisors, and others have hybrid approaches depending on academic departments. These variations can result in different experiences for students enrolled at the same institution and can negatively impact students if all advisors are not universally trained on culturally sensitive career advising approaches.³⁵
- 3. How closely connected are advising activities to the strategic plan of the institution?** Integration with academic advising and student success can be very effective when it aligns with the campus culture and overall strategic plan of the institution. Regardless of how career advising is integrated, an important element emerged from the focus groups: the integration of career development should result in career advising becoming an integral part of advising conversations, not an optional component.

³⁴ “Developmental Advising Definitions,” NACADA Clearinghouse, accessed September 8, 2020. <https://nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Developmental-advising-definitions.aspx>

³⁵ Eric G. Carnaje, “Advising Across Race: Providing Culturally-Sensitive Academic Advising at Predominantly White Institutions,” *The Vermont Connection*, Vol. 37, (2016): Article 4, <http://scholarworks.uvm.edu/tvc/vol37/iss1/4>



istock
by Getty Images

An example of this is the advising model at Waubonsee Community College in Illinois.³⁶

Waubonsee Community College, a public community college and Hispanic Serving Institution, is going through a multi-year transformation on how they educate, serve, and launch students into their futures. As part of this, career development and academic advising services were merged and strategically integrated to actively engage with students' career goals from the beginning to the end of their time at the institution. All professional and faculty advisors have now been trained on theory, practice, and tools for both career development and academic advising. The new training and advising model focuses on values, skills, and the decision-making process of academic study and career pathways. The campus leadership has recognized the need to create new tracking metrics and set new goals in order to measure the effectiveness of their efforts. The launch of measuring retention outcomes will begin in Spring 2021 and coincide with the institution's shift to enrolling students as degree or non-degree seeking status. Through this new model they anticipate students achieving higher rates of degree completion in a timelier manner. They predict this will also have an impact on student debt and overall economic mobility, which is particularly important for Waubonsee's high number of first-generation college students and Hispanic/Latinx students.

Through this new model they anticipate students achieving higher rates of degree completion in a timelier manner. They predict this will also have an impact on student debt and overall economic mobility.

Through the literature review, survey findings, and focus groups, four common career development integrations into academic advising and/or student success were observed:

1. Individual relationships and informal networks: Campuses which remain at this stage will have a limited impact on student success compared to those which further build upon integration. These relationships are often organic and most often limited to information sharing about services offered and referrals. Due to the informal nature, these relationships can lead to disparities in the student experience as minoritized students are less likely to have personal interactions with faculty.³⁷ In addition, tracking of data related to retention, persistence, and graduation often remains siloed at this stage of integration, if collected at all. Examples of integration at this stage from the Career Advising Integration Survey and focus groups include the following:

- Knowledge of the types of career development services offered on campus, including assessments, resume reviews, mock interviews, and other job search assistance
- An awareness of website resources, specifically the campus job posting system for internships and full-time employment
- Knowledge of appropriate channels for referring students to relevant offices to address career development needs
- Annual or bi-annual meetings between academic advisors, student success staff, and career development advisors

³⁶ "Academic and Career Advising," Waubonsee Community College, accessed July 27, 2020, <https://www.waubonsee.edu/student-experience/student-services/academic-and-career-advising>.

³⁷ Sylvia Hurtado, M. Kevin Eagan, Minh C. Tran, Christopher B. Newman, Mitchell J. Chang, and Paolo Velasco, "We Do Science Here: Minoritized Students' Interactions with Faculty in Different College Contexts," *Journal of Social Issues*, (September 2011): 553–579, <https://doi.org/10.1111/j.1540-4560.2011.01714.x>.

2. Cross-training of staff: Collaborative training of academic advising, student success, and career development staff to increase the knowledge of each discipline's area. If academic advisors and student success staff are to become proficient and effective in integrating career advising into their time with students, then decisions must be made as to what topics, skills, and resources should be covered during cross-training. Many campuses reported conducting cross-training with academic advising and/or student success advisors and other faculty and staff via formalized career advisor training programs led by career offices, often referred to as Career Champion Networks,³⁸ Career Success Partners, or Career Influencer Alliances. **Effective examples of cross training academic and student success advisors include the following:**

- **Training on career paths aligned with majors and areas of studies.** This was most effective when pathways were connected to the institution's First Destination survey, which tracks the employment and continuing education goals and activities of recent college graduates, and broader alumni career pathways data. This type of training allows staff to move beyond general statements, such as "psychology majors can be psychologists." An adult-learner studying psychology in rural Arizona would most likely have very different career pathways compared to a traditional age college student in New York City. By offering career advising tied to their institution's specific career outcomes, colleges can help students develop more accurate and specific career goals.
- **Training on career coaching theory, and techniques such as the 3-I Process,** which focuses on three areas of career concern: Information deficits; general indecision, and personal career concerns.³⁹

3. Strategic implementation partnerships: As institutions move further toward integrating career advising, individual relationships and informal networks give way to strategic implementation partnerships between academic advising, student success and career development across the campus. Examples of integration at this stage include the following:

- **Shared access to technology platforms** which manage student engagement such as case management software, student academic tracking systems, internships and job posting systems, and other relevant technology that tracks student advising engagement
- **Development and delivery of special programming** and/or classroom presentations on identity-based development, which combine academic advising and career development content
- **Development of shared advising resources** such as websites and handouts, which combine academic, personal, and career milestones relevant to students

38 Ashley Byrd-White, "Creating a Culture of Collaboration with Career Champions," *NACE Journal*, (August 2019), <https://www.naceweb.org/career-development/best-practices/creating-a-culture-of-collaboration-with-career-champions/>.

39 Virginia N. Gordon, "The 3-I Process: A Career-Advising Framework," *NACADA Journal*, (2019) 39 (2): 64–71, <https://doi.org/10.12930/NACADA-19-202>.

4. Varying levels of organizational realignment: While more studies are needed to show the effectiveness, when career advising integrations involve carefully planned structural staffing changes alongside academic and student success advising, campus leaders involved in the focus groups believe from anecdotal experience that there may be there is a higher potential for more equitable influence on student success, particularly if the integrations happen early in the student experience. This also more closely aligns with the AACC Guided Pathways program, which involves multiple campus partners and emphasizes choosing a career pathway early through required career exploration and detailed information on career outcomes in the first year.⁴⁰ The results of the Career Integration Survey showed that freshmen and sophomores sought out career advising at greater rates if career advising was merged with academic advising, student success, or both. An example of this is the Aspire Program at Carthage College (Wis.), a four-year private liberal arts college.⁴¹

The Carthage College Aspire Program engages every student in career, academic and life planning with a specific focus on retention and graduation rates for first-generation students and students with lower retention and graduation rates. The institution first conducted an internal assessment/survey of student needs and discovered belonging and connection were limited, but if students had academic homes and clear career direction they are more likely to persist and graduate.⁴² As a result, the college made the strategic decision to create an advising staff position that combines academic and career advising to serve undeclared and exploratory students. While the overall career and academic advising teams are still functionally separate, this position allows students to meet with a professional who has strong expertise in career and academic decision-making, understands academic policy, and is well-connected on campus. This role helps to prevent the referring of students back and forth between offices and advisors. Next steps in planning involves assessing the impact of this role on first-generation students and racially minoritized students toward retention, graduation, and career outcomes. Carthage College is also now a participant in the first regional consortium of higher education institutions to sign on to the "Moon Shot for Equity," which seeks to end equity gaps in higher education by 2030 by removing systemic barriers to success for students.⁴³

In summary, academic and student success advising can influence equitable student success when career advising integrations and mergers are strategically implemented with the greatest student needs in mind.



The Carthage College Aspire Program engages every student in career, academic and life planning with a specific focus on retention and graduation rates for first-generation students and students with lower retention and graduation rates.

40 American Association of Community Colleges, "Guided Pathways Graphic," (2019), <https://www.pathwaysresources.org/wp-content/uploads/2020/01/PathwaysGraphic-10-23-19.pdf>.

41 "Aspire Program", Carthage College, accessed September 22, 2020, <https://www.carthage.edu/aspire/>.

42 Lisa Hinkley, email message to Nick Cattin, September 23, 2020.

43 Education Advisory Board (EAB) Moon Shot for Equity website as of November 1, 2020: <https://eab.com/moon-shot-for-equity/>



Closer Look 2

Integrating Career Advising with Co-Curricular Experiences

Research has shown how co-curricular experiences, such as student organizations, athletics, professional associations, and on-campus employment, can contribute to improving the learning experience of students,⁴⁴ as well as persistence, graduation, and career outcomes. A notable example is the impact of holistic co-curricular engagement with minority students in STEM fields.⁴⁵ In addition, the Purdue Gallup Index shows that extracurriculars can play an integral role in a student's future success.⁴⁶ Many if not all of these co-curricular experiences have campus affiliated advisors who have the potential to help integrate career advising into these experiences.

The Career Advising Integration Survey responses and focus groups indicated a number of key questions which institutions should take into consideration prior to strategically integrating career advising into co-curricular advising.

- 1. What are the current co-curricular engagement patterns by specific demographics?** Before a campus can effectively integrate career advising into the co-curricular, they should examine engagement rates of co-curricular experiences. Particular attention should be given to where first-generation students, Black, Hispanic/Latinx, and Indigenous students do and do not engage. Many campuses are tracking the impact of co-curricular experiences through a co-curricular transcript as well as badging programs, a digital documentation of competencies and skills learned outside of the classroom.⁴⁷ This data can help an institution better understand the role of co-curricular experiences as related to the student experience, as well as track career milestones and skills which students are developing through their experiences. Such understanding and tracking also enables campuses to better assess gaps across student groups by co-curricular engagement patterns by demographics and other select disaggregated indicators.

44 Adam Peck and Michael Preston, "The Value of Engaged Students," August 1, 2017, <https://www.nacweb.org/career-readiness/competencies/the-value-of-engaged-students/>.

45 Mica Estrada, et al, "Improving Minoritized Minority Student Persistence in STEM, Life Sciences Education," *CBE Life Sciences Education*, October 13, 2017, <https://doi.org/10.1187/cbe.16-01-0038>.

46 Gallup-Purdue Index, "Great Jobs, Great Lives, Gallup-Purdue Index Inaugural National Report," 2014, Gallup, Inc., https://www.purdue.edu/newsroom/gallup/docs/GPI_overview.pdf.

47 Jesse Parrish, Jack Fryer and Rodney Parks, "Expanding the Academic Record: Revolutionizing Credentials," *NACE Journal*, February 1, 2017, <https://www.nacweb.org/job-market/trends-and-predictions/expanding-the-academic-record-revolutionizing-credentials/>.

2. Where are current successes in the co-curricular experience? What gaps exist within the co-curricular experience?

Successful areas of co-curricular activities can be leveraged to further integrate career advising. Successes can be replicated across other areas of campus, especially for first-generation students, Black, Hispanic/Latinx, and Indigenous students. The establishment of student professional associations for minority students, such as a student chapter of the National Association of Black Accountants or Women in Engineering can help to fill service gaps. These types of engagements also help students better apply classroom learning to real world experiences,⁴⁸ which can positively impact persistence, graduation, and career outcomes.

3. Where and how should the different stages of career development be integrated into the co-curricular experience?

The student co-curricular experience can play an important role in each of the career development stages, (Explore & Learn, Plan & Experience, Launch & Establish), which may not be integrated elsewhere into the campus. For some students, the co-curricular may provide the best opportunity to engage in all stages of career development. Focus groups and individual conversations for this report revealed that many campuses are integrating career development activities and advising into student organizations and athletics. Both student organizations and athletics often require programming and developmental activities for the members; stages of career development and key career advising activities can be integrated into such requirements. The University of Minnesota Twin Cities Athletics department has taken their efforts a step further by requiring all student athletes to develop a personalized career plan, as well as providing extensive career advising support through their athletic experience.⁴⁹ Intentional efforts like these can have a life-long impact on students' career mobility.⁵⁰ Additionally, there has been an increased focus on student employment as a key area in which to integrate career advising. An on-campus job does not automatically develop career awareness and skills; it takes intentionality to integrate career advising into student employment so that it becomes a transformative experience. Campuses should strive to “develop a vision and cultivate a culture for student employment that creates a meaningful work experience for students.” When done effectively, this type of integration can lead to the increased likelihood of persistence, further cultivate applied learning, and help in the development of transferable skills & career readiness competencies.⁵¹

In summary, the co-curricular experience of students can be an integral part of helping students further connect their career goals across their college experience. By intentionally integrating career advising into the co-curricular, institutions can further improve the learning experience of students, and positively impact persistence, graduation, and career outcomes for students.

48 National Alumni Career Mobility Survey, “Annual Benchmark Report: The High impact Career Mobility Campus,” 2020, https://ff5c3263-c3b4-4e75-8960-7b5994195822.filesusr.com/ugd/76c932_3cf50e4b6609413bada43fb677ada81f.pdf.

49 “University of Minnesota Athletics Career Center,” University of Minnesota, accessed July 29, 2020, <https://gophersports.com/sports/2018/5/21/sports-student-affairs-spec-rel-career-resources-html.aspx>.

50 Adam Peck and Michael Preston, “The Value of Engaged Students,” August 1, 2017, <https://www.naceweb.org/career-readiness/competencies/the-value-of-engaged-students/>.

51 “A Good Job: Campus Employment as a High-Impact Practice,” National Society for Experiential Education, accessed on August 26, 2020, <https://www.nsee.org/a-good-job-campus-employment-as-a-high-impact-practice>.



Closer Look 3

Integrating Career Advising into Instruction and Curriculum

Embedding career advising into instruction and curriculum is perhaps one of the most mentioned trends across focus groups, current literature, and individual interviews, however the focus on equity was less apparent than the basic purpose of more broadly embedding career development. Still, there is a growing body of evidence that has shown the potential for faculty, instruction and curriculum to have a substantial impact on the long-term wellbeing and career mobility of students and elevate equity. The Purdue Gallup Index reports on six dimensions of wellbeing related to how strongly alumni felt their colleges prepared them for life and work, with little to no variance by race or gender, and four of the dimensions were directly related to faculty or the classroom experience.⁵² However, there is variance in practice among two-year and four-year institutions. The Career Advising Integration survey showed that only 19% of respondents from four-year institutions agreed or strongly agreed that their campus had integrated career advising into the academic curriculum, while 62.5% from community colleges agreed or strongly agreed. This points to a vast difference in application of career advising into instruction and curriculum among two-year and four-year institutions.

Research, surveys, and focus groups found that integrations fell into one or more of the categories below.

1. Structured Career Faculty Networks: Since career advising already comes from faculty, campuses have sought to strengthen and improve the career advising students are receiving. This is being accomplished in a number of ways, through individual engagement with faculty, as well as broader training networks, such as Faculty Champions Groups and Career Influencers Networks. Examples of this include the following.

- » *George Mason University's Career Influencers Network.* The president and the provost at George Mason University, a four-year public research university, have made career readiness a top priority of their strategic plan and have given faculty, staff, and administrators the goal of producing 100,000+

⁵² Sean Seymour and Shane Lopez, "Big Six" College Experiences Linked to Life Preparedness," *Gallup*, April 8, 2015, <https://news.gallup.com/poll/182306/big-six-college-experiences-linked-life-preparedness.aspx>.

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career ready graduates by 2024. To help achieve this goal, the Career Influencers Network was developed to provide faculty and staff the opportunity to learn how to best support students in becoming career ready and achieving post graduate success. Over 250 faculty and staff volunteered and have been trained through this program in how to integrate career development into their context.⁵³

- » *Indiana State University's Career Readiness Faculty Champions.* Recognizing that faculty have more frequent and deeper engagement with students, this program at Indiana State, a four-year public university, seeks to help faculty integrate career readiness into various aspects of the faculty's connection with students, such as in class, advising, co-curricular activities, and others. The overall goal is that faculty would be able to proactively help students explore career options, network with professionals, apply to graduate school, prepare for job interviews, gain experience through internships, or engage in other supportive actions.⁵⁴

2. Engaging students within the classroom: In addition to equipping faculty to engage in career advising conversations and activities, efforts have been made to integrate career advising into the classroom experience as well. While there is at times resistance among liberal arts faculty to discuss “career” within their context, effective integrations have helped faculty connect skills to students’ futures, whether the next step is graduate school or a first job. These include the integration of skills and competencies identified as important for student success, such as the NACE Competencies⁵⁵ and World Economic Forum identified skills.⁵⁶ In addition, specific career advising interventions can be delivered via custom classes to help improve the persistence and career outcomes. These may be career development classes, or components of a course, such as a First Year Experience class. Again, while there is a rapid rise in instructional and curricular career advising integration, there is a need for campuses to measure their impact on equitable student success.

Specific examples of this include the following:

- » *The University of Wisconsin Milwaukee's class “Planning Your Major & Career.”*⁵⁷ Internal analysis at the University of Wisconsin Milwaukee, a four-year public research university, showed that students who dropped out or were at risk of dropping out often had low career certainty and were often undeclared in their major. To address this, the campus developed a career exploration class that is now required for students who are undeclared. They are beginning to track the impact of the class to see how it affects persistence, graduation, and career mobility for specific demographic indicators.
- » *Ball State University's Skills Infusion Program.*⁵⁸ In this program, faculty work with career advising staff, alumni, and employers to map competencies from NACE into their syllabus. Faculty are empowered to accomplish this work in a way that aligns with their learning outcomes, which increases buy-in and generates a larger impact for students. An extension of this program is the Faculty Externship experience. In this program,

⁵³ “Career Influencers Network,” George Mason University, accessed July 14, 2020, <https://careers.gmu.edu/faculty/career-influencers-network>.

⁵⁴ “Career Readiness Faculty Champions,” Indiana State University, accessed September 3, 2020, <https://www.indstate.edu/career-center/career-readiness-faculty-champions>.

⁵⁵ “Career Readiness Defined,” National Association of Colleges and Employers, accessed on May 11, 2020, <https://www.nacweb.org/career-readiness/competencies/career-readiness-defined/>.

⁵⁶ “Skills for Your Future,” World Economic Forum, accessed on May 1, 2020, <https://www.weforum.org/focus/skills-for-your-future>.

⁵⁷ “Career Planning and Resource Center,” University of Wisconsin Milwaukee, accessed on September 22, 2020, <https://uwm.edu/careerplan/>.

⁵⁸ “Skills Infusion Program,” Ball State University, accessed on September 28, 2020, <https://www.bsue.edu/about/administrativeoffices/careercenter/programs-services/skills-infusion-program>

faculty participate in a work-based experience for 40 hours in the summer; upon completion of the externship, they are better able to integrate career and skill information into their class. This information is also shared with other campuses constituents as the faculty present their findings to constituents on campus.

3. Engaging across the curriculum: In addition to integrating career advising through equipping individuals and specific classes, many campuses are assessing the larger curriculum to consider how a student moves through the career development process within their curriculum and, therefore, how they might increase career development equity. Instead of a student engaging in career advising by chance if they enroll in the right class, such an approach thoughtfully maps the student career-related learning experience throughout their curriculum.

Specific examples of this include the following:

- » *Georgia State University's College to Career program.*⁵⁹ This unique Quality Enhancement Plan is a campus-wide effort to get students to recognize the career competencies that they are acquiring through their curricular and co-curricular activities while at Georgia State, a four-year public research university. Faculty and departmental grants are awarded to encourage instructors to integrate assignments highlighting career competencies into both lower-level and capstone courses. This empowers faculty and administrators to better integrate career development into the curriculum, better serving students. Because of this effort and others, The Brookings Institute ranked Georgia State first in Georgia and 25th in the nation for social mobility in 2017 and a national leader in graduating Black students.⁶⁰
- » *Dean College, All College Learning Goals.* Dean College, a four-year private college, has systematically integrated career advising into their curriculum and co-curriculum.⁶¹ The campus recently re-envisioned their 'All College Learning Goals' to align with the needs and goals of their student population. This resulted in six core areas also aligned with the National Association of Colleges and Employers (NACE) Career Readiness Competencies:⁶²



59 "College to Career," Georgia State University, accessed on September 9, 2020, <https://success.gsu.edu/initiatives/college-to-careers/>

60 Richard Fausset, "Georgia State, Leading U.S. in Black Graduates, Is Engine of Social Mobility," New York Times, May 15, 2018, <https://www.nytimes.com/2018/05/15/us/georgia-state-african-americans.html>.

61 "Success and Career Advising," Dean College, accessed on October 6, 2020, <https://www.dean.edu/support-success/student-services-resources/advising/>.

62 "NACE Career Readiness Competencies," National Association of Colleges and Employers, accessed October 10, 2020, <https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>

Once the new All College Learning Goals were established, the president and campus leadership recognized the need to assess and transform the overall curriculum experience of students. They began by determining the desired contribution of each academic unit and co-curricular areas towards helping students in achieving the All College Learning Goals within each degree program. Under the guidance of academic leadership, each academic unit has mapped how their degree programs and classes contributed to the six core areas listed above, from foundational courses to capstone experiences. Evidence of how a goal was achieved was gathered from syllabi and assignments. This information was then systematically mapped across the student experience to identify where additional classes, assignments, or experiences should be refined or developed. The anticipated result is that all students will receive career advising throughout their experience at Dean College. From their first year until graduation, students will consistently engage with the All College Learning Goals in the classroom, co-curricular, and advising experience, helping them to achieve their academic and career goals and become lifelong learners.

By integrating career advising into the instruction and curriculum career development no longer has to be opt-in or by chance; it can be an integrated part of the university experience, ensuring that all students, regardless of race or socio-economic status, are prepared to pursue meaningful work upon graduation and beyond.



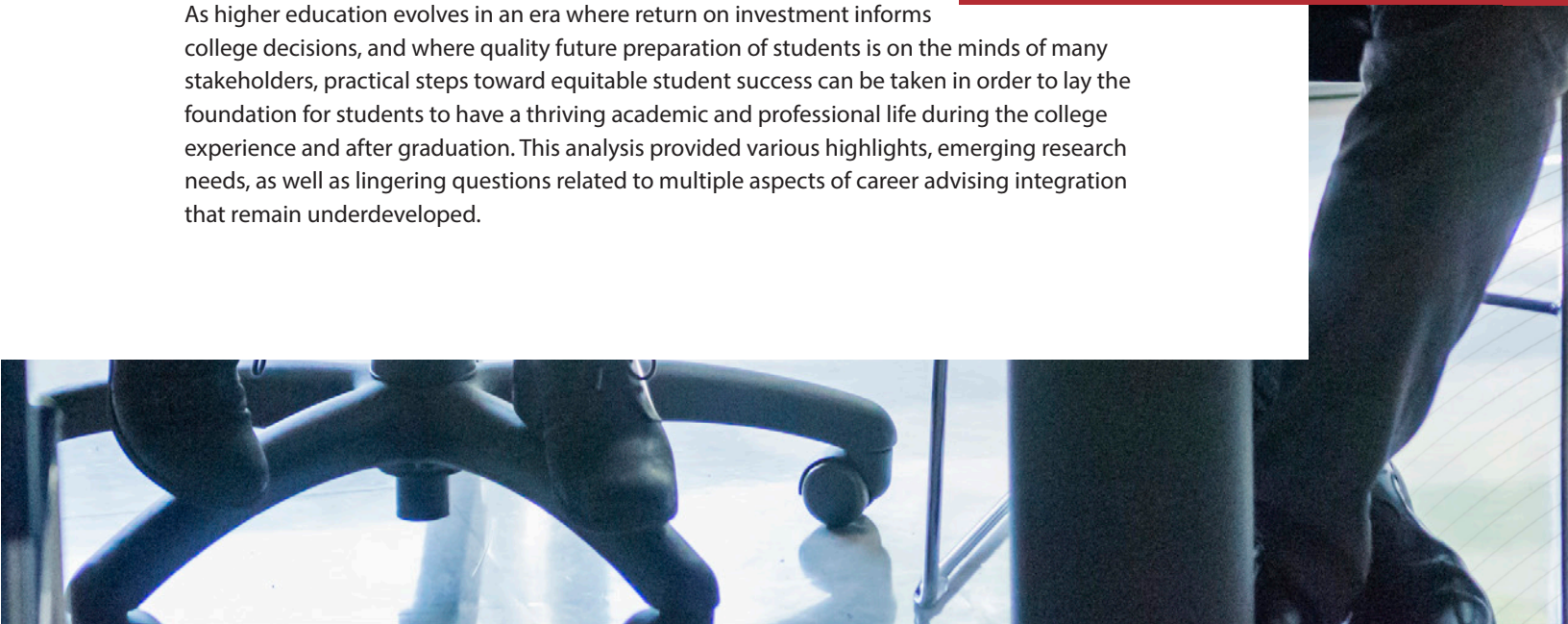


CONCLUSIONS

Recommendations for Higher Education

As higher education evolves in an era where return on investment informs college decisions, and where quality future preparation of students is on the minds of many stakeholders, practical steps toward equitable student success can be taken in order to lay the foundation for students to have a thriving academic and professional life during the college experience and after graduation. This analysis provided various highlights, emerging research needs, as well as lingering questions related to multiple aspects of career advising integration that remain underdeveloped.

This analysis provided various highlights, emerging research needs, as well as lingering questions related to multiple aspects of career advising integration that remain underdeveloped.



The following recommendations *invite further dialogue toward broadly advancing change:*

1 Elevate the importance of career development throughout the college experience among campus leadership.

Career development has increasingly become a top consideration of students pursuing higher education but is still not a priority in the student success equation on most campuses. Many campus leaders have verbalized the importance of career development yet have not invested the necessary resources to effectively integrate and transform the career advising experience of students.

Emerging Needs

- » What level of investment is needed to create the desired impact of career advising integrations?
- » How can leaders develop cohesive visions and resource effective strategies to transform how career development is thought of, discussed, and integrated across the campus experience?
- » How are divisions, units, departments, and individuals encouraged and incentivized to integrate career advising toward equitable student success?

2 Develop standardized metrics on how to track the influence of career advising on student success.

While some signature programs, cross-departmental efforts, and instructional integrations have shown promise and success, very few campuses have operationalized the ability to track data on how career advising impacts student success. There is a lack of consistency on how to gather and report on such data, nationally, regionally, and across campus departments.

Emerging Needs

- » How can predictive analytics determine effective career advising interventions which positively impact student outcomes?
- » How can institutions assess and compare their efforts to peer institutions, gauging the effectiveness of career advising interventions?
- » What methods and cycles of assessment are needed to develop a longitudinal body of data?

3 Pursue additional research *on the confluence of career advising integration partnerships, programs and models, and their impact on specific minoritized student populations.*

As noted in the literature review, there is a strong base of studies on equitable student success and the career needs of specific populations. However, as career integration models become more sophisticated and strategic, new research is needed about the outcomes of career engagements for specific populations, including but not limited to first-generation students, low-income students, Black, Hispanic/Latinx, and Indigenous students.

Emerging Needs

- » How do career engagements correlate with persistence, graduation rates, career outcomes and social mobility among specific populations?
- » For each demographic segment, what types of career advising interventions are the most effective?
- » What points of intersection within a campus are key in impacting equitable career success of specific populations?

4 Create and test comprehensive career advising integration models *that span the student lifecycle, and their impact on equitable student outcomes.*

Currently, there are multiple career integration strategies, yet few models were designed at the outset to increase the likelihood of equitable student success outcomes. The Guided Pathways initiative in community colleges is the most robust all-encompassing model noted, but also still has growth areas with regards to its career advising components. There exists an opportunity to develop and assess new comprehensive models with equitable success in mind at the outset.

Emerging Needs

- » At what points throughout the student-life are career integrations most effective?
- » How can outcomes of current and new integrations of career advising into instruction and curriculum be assessed?
- » To what degree are career advising integrations with academic advising and other advising engagements most likely to influence equitable student success?

5 Provide a range of professional development activities to equip faculty and staff on how to effectively integrate career advising in order to influence equitable student success.

Professional development has historically been siloed by job titles or disciplines across higher education. New and targeted professional development activities, gatherings, and training must be developed to effectively equip various campus constituents to effectively integrate career advising into their areas of work and influence.

Emerging Needs

- » How should professional development needs be tailored for constituents across campuses, particularly campus leadership?
- » How can existing professional associations and conferences embed equitable career advising integrations into their work and activities?
- » What professional development activities are needed which span across disciplines and siloes?

Furthermore, the following illuminates the ideal campus roadmap for career integration across campus.

Roadmap toward Career Advising Integration and Equitable Student Success

CRITICAL INTEGRATION COMPONENTS

1 Foundational Data
Ensure ability to understand demographic data related to the influence of career advising practices on persistence, graduation, first job and alumni career success.

2 Topic, Timing & Teams
Strategically integrate career development stages at appropriate times and with relevant advisors in the student experience.

3 Scalable Solutions
Ensure career integrations reach maximum volume of underrepresented students.

4 Instruction & Curriculum
Embed career development stages into current and new curricula and instructional activities.

5 Faculty & Staff Champions
Formalize professional development for faculty and staff who act as career advising champions across campus.

Recommendations for Campus Leaders

In addition to the broader recommendation for higher education, listed below are key action steps that campus leaders can take in order to thoughtfully and strategically increase the likelihood of equitable student success through career advising integrations on their campus.

- 1. Form a cross-functional working group of faculty and staff** in order to develop campus-specific strategies for career advising integration toward student success.

This group, which should be a charge from the provost or a vice president level executive staff member, is crucial for creating broad buy-in and long-term effectiveness. The group should be careful to consider their goals for career advising integration, provide an assessment of structural changes that may assist, discuss a customized roadmap of career integration activities, listen to the voices of students, and outline a plan for how to track success outcomes.

- 2. Assess the current inequities in student success** related to career engagement and create a strategic plan to integrate career advising across campus and work toward eliminating gaps.

Each campus should carefully consider the current gaps in student success among specific demographics of their student body. Following this gap analysis, a strategic plan for career advising integrations can be pursued to close inequity gaps. An important aspect of the strategic plan will be to create campus belief statements regarding the common stages of career development. If the gaps are known and it is believed, stated, and made known to the campus staff and faculty that, for example, every student should develop a plan for their future prior to graduation, or that every student should have a hands-on career experience prior to graduation, then staff and faculty can become more specific and intentional with tailored career advising integrations, increasing the potential for successful and equitable outcomes.



Athens State University (Ala.)

Each campus should carefully consider the current gaps in student success among specific demographics of their student body. Following this gap analysis, a strategic plan for career advising integrations can be pursued to close inequity gaps.



3. **Create a comprehensive, integrated professional development curriculum** to assist faculty and non-career staff with embedding career reflection for minoritized populations more deeply into their contexts.

To ensure quality and equity in the career advising conversations and activities happening both informally and formally across campus, it is recommended that the following broad themes become part of an overall professional development series:

- a. Multicultural career advising competencies
- b. Embedding career reflection in one's context
- c. Basic career advising conversation competencies
- d. Career resource awareness

This series of professional development activities could, as is the case on many campuses, manifest as a formal career success partners network, with ongoing dialogue, resource sharing, and regular tips for embedding thoughtful career reflection into their context that will help all students.

4. **Perform a technology audit** toward developing an equitable student success data tracking process and dashboard.

In order to be able to adequately assess the outcomes of integrating career advising toward student success on campus, having and sharing relevant data is paramount. Simple solutions such as tracking how existing career engagements correlate with retention and graduation rate should minimally be pursued regardless of future career advising integration activities across campus. A more extensive look at equitable student success related to career advising activities across campus should include assessment by specific demographics, how career integration engagements, practices, and structures affect persistence, graduation rates, career self-efficacy, career decidedness, first-job outcomes, and career mobility over the first ten years post-graduation.



FINAL THOUGHTS

Higher education leaders from multiple functional areas across two-year and four-year campuses have a responsibility to come together and thoughtfully consider potential programs, tracking needs, and outcomes that career integration efforts offer toward equitable student success.

To support this, the American Association of State Colleges and Universities will be encouraging additional research on the topic and will be developing a Career Advising Integration Toolkit, which will offer practical implementation guides, technical assistance, and ready to use approaches. Further, the Career Leadership Collective will offer campus consultations to assist with strategic planning toward career integrations.

As institutions plan for the future and assess the needs of their current and future students, there exists an incredible opportunity to bolster career advising solutions to achieve an increasing measure of equitable student success.

APPENDIX

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The Career Leadership Collective is a thought-partner and consulting group for colleges and universities that assists senior campus leaders and career services leaders with systemically weaving career and future preparation into the fabric of the campus experience. They have done business with over 1,000 colleges and universities since 2017 and provide strategic growth consulting, training, DEI analysis services, conferences, online content and education, and are the home of the National Alumni Career Mobility survey, one of the nation's leaders in alumni career data services.

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AASCU is the collective voice of nearly 400 public colleges, universities, and systems that hold students and community at the heart of their mission. The association works to expand student access, success and opportunity, promote world-class teaching and experiential learning tied to career advancement, and support applied research and service that advances economic development and quality of life in communities across the country.

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