

# Integrating Career Advising for Equitable Student Success

A Higher Education Toolkit



## **Integrating Career Advising For Equitable Student Success Toolkit**

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

In partnership with Student Affairs Administrators in Higher Education (NASPA)

On Behalf of The Advising Success Network (ASN)

Written by The Career Leadership Collective

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## About the Toolkit

This publication 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 institutions in direct support of a more equitable student experience. As such, this resource seeks to assist institutional leaders, advisors, faculty, and staff in changing current institutional structures and processes in order to better integrate academic and career advising practices. The authors and partners of this report believe that material and activities captured can help to communicate and engage with a range of campus stakeholders positioned to help plan and implement holistic advising redesign.

To learn more about this project, please see the companion report to this document: Integrating Career Advising for Equitable Student Success, which can be found at <https://www.aascu.org/AIT/Publications/>

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## Introduction

*Halfway through the fall semester*, a faculty member who also performs academic advising hears a voice from the hallway: “Professor, do you have a minute?” Looking up, the faculty member sees Kayla, a student who was recently in for advising. The professor knows that Kayla is a African American and Native American female, a first generation college student, and that she is interested in biology and chemistry. After ushering Kayla in for a chat, the student states that while she enjoys her classes, she isn’t sure what to do with her major. She says, “After all, what can you actually do with this major after you graduate, other than go to graduate school? And what about a student like me? What successes have other students like me had after they graduate?”



The professor pauses. Typically a website that explores what-you-can-do-with-this-major is their go-to resource. But the professor knows it is generalized, and not specific to Kayla. The professor was at a loss for words about the specific questions Kayla was asking, and for the first time, felt the general resource was not adequate.

What if this professor and academic advisor had been equipped to be able to navigate questions such as this? Furthermore, what if the campus ecosystem was developed in a way that ensured this specific student, and students from a multitude of backgrounds, were set up for career success?

This toolkit builds upon the idea that career advising can be meaningfully integrated throughout an institution to create systemic opportunities, life-long economic mobility, and career satisfaction, all positively impacting equitable student success. More specifically, this toolkit assists individual campuses to facilitate discussions about how such career advising integrations could be accomplished on their campus.

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.

## *Why integrate career advising?*

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. In the past, career advising was 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 career success during the college experience.

Yet, 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.<sup>1</sup> As outlined in the companion report to this document, *Integrating Career Advising for Equitable Student Success*, increasing career advising integration into other types of advising and student engagements across campus has significant potential to help close equity gaps. By using this toolkit, campuses will be able to meaningfully integrate career advising with the expanded definition of holistic student support, helping more students reach their career goals.

<sup>1</sup> 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](https://ff5c3263-c3b4-4e75-8960-7b5994195822.filesusr.com/ugd/76c932_3cf50e4b6609413bada43fb677ada81f.pdf)

## Overview of Findings From Associated Landscape Analysis Report

The *Integrating Career Advising for Equitable Student Success* landscape analysis report provided a number of key findings that support the decision to embed career advising throughout the student experience.

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 all students, especially for racially minoritized students.
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<sup>2</sup>, in order to raise both quality and equity in career advising practices across campus.

Overall research from the report pointed to campus practices that form a foundation of five critical integration components related to integrating career advising across campus.

### 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.

<sup>2</sup> "Minimum Competencies for Multicultural Career Counseling and Development". National Career Development Association(2009), accessed on May 14, 2021. [https://www.ncda.org/aws/NCDA/asset\\_manager/get\\_file/26627](https://www.ncda.org/aws/NCDA/asset_manager/get_file/26627)

## *What is Career Advising?*

Career advising is commonly looked at across three stages of student career development:

### COMMON STAGES OF CAREER DEVELOPMENT

1

#### Explore & Learn

- Self exploration and assessment of values, interests, identity, personality, and skills
- Awareness of potential majors, certifications, and career pathways
- Connection with relevant individuals, mentors, and organizations as a source of information and guidance
- Development of decision-making skills, including the selection of a major or field of study and the interaction of self exploration and knowledge of majors and career pathways

2

#### Plan & Experience

- Development of skills and abilities related to their field of study and potential career pathways
- Gain relevant experiential learning roles, including but not limited to, student research projects, internships, externships, field placements, job shadows, summer research experiences, on-campus student employment, relevant course projects, and senior capstones
- Development of relevant career management skills, such as networking, resume writing, graduate school personal statement writing, interviewing skills, and job search strategies

3

#### Launch & Establish

- Implementation of career management skills to search for and obtain desired career pathway, such as a full-time job, graduate school, volunteer service program, transferring to a four-year institution, or other vocational goal
- Successful completion of relevant licensures such as teaching certification, accounting certification, or board examinations
- Connecting with relevant professional networks





## *Who Is This Toolkit For?*

A diversity of public, private, two-year and four-year institutions were included in this project<sup>3</sup> and are the intended audience. At the campus level, senior administrators who are considering how to thoughtfully embed career advising into their spheres of influence are the audience. 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 also find implementable action steps throughout this guide.

Tiers of constituent engagement exist to differentiate the level of involvement and ownership that constituent groups will have with regards to the integration of career advising. For example, an Assistant Vice President for Career Development will have a higher level of involvement and ownership than an Assistant Vice President for Human Resources. The tiers of constituent engagement include:

1. Campus champion towards career integration
2. Leaders or Co-Leaders for each section of the toolkit areas
3. Suggested constituents to be engaged are listed within each section

University and college divisions that provide oversight to career services offices will be key strategic partners, yet efforts will need buy-in from across divisions if meaningful change and success are to be achieved. This toolkit provides evidence-based insights, questions, and action steps for senior administrators to build a cross-functional effort of campus champions towards the integration of career advising. The end result will positively impact equitable career success and overall student success.

## *How To Best Use This Toolkit?*

Each section of this toolkit provides goals, research insights, campus examples, and exercises with action steps. The exercises and action steps will serve as a platform for campuses to strategically integrate career advising throughout the fabric of the student experience. As such, campus leaders are encouraged to gather relevant working groups to operationalize each of the sections of this report. Within each section, there is a list of recommended stakeholders to include in these working groups. The chairs or leaders of these working groups will ideally work in concert with one another, most likely on a super-committee of leaders, to cohesively integrate career advising in a thoughtful and strategic manner. The success of these groups, individually and collectively, will be dependent on their ability to thoughtfully weave their work together, creating the desired systemic integration of career advising across the campus ecosystem. The end result will positively impact equitable career success for students, contributing to their success not only during their college years, but throughout their lifetimes.



This toolkit provides evidence-based insights, questions, and action steps for senior administrators to build a cross-functional effort of campus champions towards the integration of career advising.

<sup>3</sup> "Integrating Career Advising for Equitable Student Success" (2021), accessed May 10, 2021. <https://www.aascu.org/AIT/Publications/>

## Introduction

Campuses committed to this transformational work should develop a core set of goals, metrics, and timelines for implementation for each corresponding area.

Progress towards these efforts should be tracked, assessed, and revisited on an annual basis. Successful outcomes of the work should be readily shared within the campus community as well as with key external stakeholders, whether prospective students, alumni, boards, employers, or potential donors in support of this work. The end result will create systemic change and has the potential to impact enrollment, retention, graduation rates, and career outcomes of all students.

As your campus begins, consider the following questions:

- » Does your institution use a clear, consistent shared definition of career success?
- » Has your institution established shared definitions of the disparities faced by different groups of students that can impact those students' career outcomes?
- » Are potential committee members composed of individuals who represent the students you are serving (considering, race, ethnicity, socio-economic background or education experience) and is this representation seen as a key for promoting student career success?



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# Foundational Data, Assessment, and Reporting

## *Section Goals*

1. Ensure ability to understand demographic data (examples are listed in the exercise below) related to the influence of career advising practices on persistence, graduation, first job, and alumni career success.
2. Define the scope of demographic data collection and how it will be measured, with attention to populations in need of additional support for student success.
3. Create a plan for data collection, synthesis, and visualization on campus related to the influence of career advising practices to maximize equitable student success.

## Research Insights

In order to get to the heart of how career advising integrations can increase the likelihood of equitable student success, it is paramount to first understand what data is being collected on campus. While 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, most of the data collection regards inputs such as attendance at events and the number of advising appointments. Only 15% of campuses surveyed are correlating career engagement data with retention rates and graduation rates. 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. Colleges and universities can become more strategic with regard to integrating and analyzing career advising data about equitable student success. It is believed that the most strategic data pursuits of career advising integration toward equitable student success involves 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 outcomes are a part of equitable student success and must not be reduced to only the first job, or salary measurement. Career outcomes are more holistic and include items such as career mobility, career satisfaction, career preparedness, career opportunity, financial gain, and over life fulfillment.

## Campus Practice Examples

**Ball State University (Ind.)**, a four-year public research university, offers their KEY Careers Program for freshmen career exploration. Every freshman at Ball State University participates in the program which provides a deep dive into a 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.

**Virginia Commonwealth University (VCU)**, a four-year public research university, has developed a robust system for synthesizing and visualizing career data and pathways for their students via Major Maps and Transfer Maps. Using university datasets, the institution developed Major Maps, which combines “academic-planning and strategic career-planning to allow students to create individualized success plans so that they can achieve their professional and academic goals upon graduation.” The Major Maps intersects with Transfer Maps, which are Major Maps for students who plan on transferring into VCU from one of Virginia’s community colleges. In addition to helping transfer students plan for their future after college, the Transfer Maps assist students in graduating on time, minimizing debt and loss of transfer credits.



## *Exercise & Action Steps*

The following activities are designed to ensure a strong understanding of data collection and needs on your campus, and to create a plan to streamline data collection and processes. As you evaluate current processes and strategize changes going forward, it is important to be mindful and inclusive of the relevant stakeholders on campus.

Suggested stakeholders for this section include, but are not limited to:

### KEY STAKEHOLDERS

To determine the makeup of this working group, assess which of the following stakeholders has the potential to impact the goals of this section. Who will be most effective at integrating career advising across your campus? Asterisked stakeholders are most likely of key importance, but may not be on your campus. Suggested group size is 6-8 representatives.

Institutional Research\*

Alumni Office\*

Student Success/Academic Advising\*

Student involvement office (leadership and student organizations)

Faculty (capstone projects)

Multicultural offices

First generation office

Career center\*

Experiential learning programs and coordinators: internships, co-op, study abroad, undergraduate research

Information Technology

Finance and Business Services

## Understanding Data on Your Campus

### What data do you currently have on campus? (Check all that apply)

- Data Categories
- Career Advising Data
- Institutional Data
- Multicultural/Identity Advising Data
- First Destination Career Outcome Data
- Student Engagement Data (leadership, student organizations and clubs)
- Experiential Learning Data (internships, study abroad, capstone coursework)
- Broader Alumni Career Data (i.e. 5-year or 10-year data)

### Of the categories above, which additional data do you need to collect at this time? (Check all that apply)

- Data Categories
- Career Advising Data
- Institutional Data
- Multi-cultural/Identity Advising Data
- First Destination Career Outcome Data
- Student Engagement Data (leadership, student organizations and clubs)
- Experiential Learning Data (internships, study abroad, capstone coursework)
- Broader Alumni Career Data (i.e. 5-year or 10-year data)

Of the data that you currently have available on campus, how many categories are broken down into demographic categories and identity groups? Which demographic categories are available?

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**Of the data you currently have available on campus, has the data been analyzed and synthesized to support campus priorities?**

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**What technology systems are used for data collection and synthesis on campus? If you have indicated a lack of data in the question above, can any of your systems be re-designed to collect what is missing?**

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**What story has the data told as it pertains to career development or career success on campus? What critical insights were found? Were inequities highlighted? If so, what were they?**

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# Integrating Career Advising into Academic Advising

## *Section Goals*

1. Understand the evidence-based insights and best practices on integrating career advising into academic advising.
2. Explore which elements of career advising would be strategic to integrate into the academic advising experience on your campus.
3. Create a plan to integrate career advising into academic advising on campus to maximize equitable student success.

## Research Insights

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 advising, happen separately, they still experience career-related questions from students. These interrelated efforts are often uncoordinated and asynchronous, leaving career development quality at lower levels and missing the opportunity to substantially transform student success. A review of multiple reports in the last two decades shows an absence of career advising in the equation for student success at many institutions. Further, 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.<sup>4</sup>

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. For example, 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.<sup>5</sup> Further, the Career Mobility Index showed that Career Services staff and Academic Advisors were the most helpful to alumni with the highest degree of career mobility<sup>6</sup>. Given the lower usage rate of career services by certain racially minoritized groups described above, integrating career advising into existing advising, learning, and student success practices also has the potential to positively influence equitable student success when institutions are proactive about the needs of minoritized students, particularly first-generation, low-income, and racially minoritized students. Institutions should carefully consider which populations need assistance at each stage of career development, and create career advising integration strategies accordingly. For example, 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.<sup>7</sup>

**Regardless of how career advising is integrated, an important finding emerged from focus group research: the integration of career development should result in career advising becoming an integral part of advising conversations, not an optional component. Academic and student success advising can influence equitable student success when career advising integrations are strategically implemented with the greatest student needs in mind.**

“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”<sup>8</sup>

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](https://eace.memberclicks.net/assets/docs/2016eace_research_grant_fina.pdf)

5 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](https://ff5c3263-c3b4-4e75-8960-7b5994195822.filesusr.com/ugd/76c932_3cf50e4b6609413bada43fb677ada81f.pdf)

6 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](https://ff5c3263-c3b4-4e75-8960-7b5994195822.filesusr.com/ugd/76c932_3cf50e4b6609413bada43fb677ada81f.pdf)

7 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.

8 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).

## Campus Practice Examples

**Carthage College (Wisc.)** includes an Aspire Program which 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. 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, a four year private liberal arts 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.

**Waubonsee Community College (Ill.)**, 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 more timely 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.

**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 embedding career and transfer preparation activities into department/major coursework and 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 a 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.

## *Exercise & Action Steps*

To explore integration of career advising in academic advising, there needs to be a clear understanding of the role of the academic advising staff on campus. While some campuses have formal definitions and consistent standards for their advisors, some do not. As such, it is important to first take an assessment of academic advising on your campus. In doing so, it is important to include relevant stakeholders, including, but not limited to, the following:

### **KEY STAKEHOLDERS:**

To determine the makeup of this working group, assess which of the following stakeholders has the potential to impact the goals of this section. Who will be most effective at integrating career advising across your campus? Asterisked stakeholders are most likely of key importance, but may not be on your campus. Suggested group size is 4-6 representatives.

Academic Deans and Associate Deans

Career Center\*

Faculty and Instructors\*

Office of Teaching Excellence

Academic Advisors\*

Student Life and Residence Life

Multicultural Offices

Information Technology

First Generation Office



## *Academic Advising Assessment*

**How is the role of the academic advisor defined and structured on your campus? Who delivers academic advising on campus? Does it include career advising? In what mode(s) is academic advising delivered? (i.e. one to one, peer advising, classroom presentations)**

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**How are advising activities currently connected to the strategic plan of the institution and broader student success efforts? What current barriers exist in achieving advising goals for student success?**

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**Are academic advisors trained on culturally sensitive career advising approaches?**

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**What training and professional development opportunities are currently provided to academic advisors related to career advising?**

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**How often are students meeting with academic advisors? What are the current assessments in place to evaluate the effectiveness of academic advising on campus?**

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**Is there shared access to technology platforms for student advising management so that career advisors and academic advisors can share notes?**

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**How do career advising staff and academic advising staff collaborate on advising, programming, and resource development?**

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## *Academic Advising Assessment*

Through the literature review, survey findings, and focus groups, four common career development integrations into academic advising and/or student success were observed. It is important to note that this process is **not linear**, and every campus will need to tailor and customize which integration(s) works best for its student population. Various possibilities exist with respect to integration which may or may not require organizational realignments.

The checklist below is given to offer best practices for those campuses practicing the following common career development integrations. There is also an option for a campus that may be choosing multiple integration options to demonstrate that the process should be customized to meet strategic priorities and student needs.

### **Individual relationships and informal networks**

This integration is based on individual relationships and informal networks between students, faculty, academic advisors, and staff. 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.<sup>9</sup>

### **Cross-training of staff**

This integration involves 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,<sup>10</sup> Career Success Partners, or Career Influencer Alliances.

### **Strategic implementation of partnerships**

This integration leverages the individual relationships and informal networks to create strategic implementation partnerships between academic advising, student success and career development across the campus. For example, this integration prioritizes shared access to technology platforms, or customized special programming that combines academic advising and career development content.

### **Varying levels of organizational realignment**

This integration involves intentional structural changes with multiple campus partners, and alignment to emphasize early career exploration. An example would be merging career advising with academic advising and student success teams. 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.

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9 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>.

10 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/>.

<p><b>Integrating Career Advising in Academic Advising Approach Review</b></p> <p>As you review this checklist, please note these questions are designed to help you identify what current practices your campus is partaking in that works towards integrating career advising in academic advising. Some of these questions you may be able to answer right away, and others you may need to connect with various campus partners to better understand campus wide efforts.</p>	<input checked="" type="checkbox"/>
<p><b>CHECK THE FOLLOWING QUESTIONS, “DOES YOUR CAMPUS...”</b></p>	
<p>Share knowledge with students on the types of career development services offered on campus, including assessments, resume reviews, mock interviews, and other job search assistance</p>	<input type="checkbox"/>
<p>Ensure that students and staff have an awareness of website resources, specifically the campus job posting system for internships and full-time employment</p>	<input type="checkbox"/>
<p>Highlight appropriate channels to staff and faculty for referring students to relevant offices to address career development needs</p>	<input type="checkbox"/>
<p>Host annual or bi-annual meetings between academic advisors, student success staff, and career development advisors</p>	<input type="checkbox"/>
<p>Track these connections using a technology platform accessible to all academic advising and career advising staff</p>	<input type="checkbox"/>
<p>Train staff on career paths aligned with majors and areas of studies</p>	<input type="checkbox"/>
<p>Train staff on career coaching theory, and techniques such as the 3-I process, which is based on decision making frameworks and focuses on three areas of career concern: Information deficits, general inclusion, and personal career concerns<sup>11</sup></p>	<input type="checkbox"/>
<p>Develop and deliver special programming that combines academic advising and career development content (i.e. classroom presentations on identity-based development)</p>	<input type="checkbox"/>
<p>Develop shared advising resources (i.e. websites, handouts, virtual modules) which combine academic, personal, and career milestones relevant to students</p>	<input type="checkbox"/>
<p>Have the career center and academic advising office positioned under the same portfolio with the same reporting line</p>	<input type="checkbox"/>
<p>Have strategic priority alignment between academic advising and career advising on campus</p>	<input type="checkbox"/>
<p>Have a position created to focus and promote strategic alignment between the academic advising and career advising offices</p>	<input type="checkbox"/>
<p>Use shared access to a technology platform to manage student engagement</p>	<input type="checkbox"/>
<p>Leverage cross-trained staff to develop pathways resources related to First Destination (post-graduate plans for students, including but not limited to full-time jobs, graduate school, gap years)</p>	<input type="checkbox"/>

11 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>.



## 0-5 Checkmarks

### *Phase 1. Starting Out*

*Your campus is taking the first steps* towards integrating career advising into academic advising. What are three items on the above checklist that your campus can explore implementing? Set your goals according to appropriate timelines and planning cycles for your institution. The suggested timeline is to move into phase 2 within one year and phase 3 within three years.

## 6-10 Checkmarks

### *Phase 2. Making Progress*

*Your campus has laid a foundation* for integrating career advising into academic advising. What are key items on the above checklist that can help you move into phase 3? Consider items which build upon your existing successes. Set your goals according to appropriate timelines and planning cycles for your institution. Depending on the number of additional steps you may need to take, the suggested timeline is 6 months to 2 years to move into phase 3.

## 11-14 Checkmarks

### *Phase 3. On Your Way*

*Your campus is already a pioneer* in integrating career advising into academic advising. Yet pioneers still have work to do to ensure their momentum is maintained. What items from the above list have you not checked? What barriers exist from implementing additional items? What new initiatives are not on the above list that could further your goals toward implementation?

Regardless of your campus' current career advising integration level, remember to ensure underserved students' needs are being met in your current model and use data and assessment to inform if your current work is successful and where gaps can be addressed. Success will only become transformative once it is systematized and institutionalized to ensure it continues to impact students.

After completing the previous activities, what practices for integrating career advising into academic advising are priorities for your campus? What next steps will you take to lay the foundation for this work?

**NEXT STEPS:**

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# First Year Interventions

## *Section Goals*

1. Understand the evidence based insights and promising practices on first year interventions in career advising.
2. Identify and assess opportunities to design strategic first year interventions in career advising on your campus.
3. Create a plan to integrate first year interventions in career advising on campus to maximize equitable student success.

## Research Insights

*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. An early and consistent introduction to career advising can result in greater confidence for students as research shows that “when students speak often with staff about their career aspirations, they feel more prepared for the workforce”<sup>12</sup>. This can be especially effective as “when students create career-related goals they are more likely to make positive persistence decisions than students who report having no job related goals.”<sup>13</sup> For these reasons, first year interventions serve as a critical tool in the integration of career advising for equitable student success.

The Career Advising Integration Survey provided various examples of how campuses were pursuing equity-focused career advising integrations, including the following first year interventions: every first-year student is assigned a career advisor who meets with them several times a year and coordinates student success programming between the career development office, transfer, first-generation, veterans, and first year experience programs.

Further, first year interventions serve as an important tool to address the issue of equity as career advising integration seems to have more profound effects for underrepresented students when introduced in the first year, deployed in tandem with academic advising and embedded in course. An early introduction to career learning can also address the issue of retention among underrepresented students as “evidence shows that career learning can greatly influence retention among low-income students, and that nearly 50% of students who do not complete leave due to lack of course relevance to their lives or career aspirations.”<sup>14</sup>



Athens State University (Ala.)

A student's “first year” experience looks different on every campus, depending on the institution and student population, including traditional four year residential students, community college students, transfer students, or returning learners. Yet all students still have a “first year”. Your campus may have three to four different “first year” experiences depending on your student populations. Identifying the first year experience for your campus is key in order to develop successful strategies for integration.

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

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



Dixie State University (Utah)

## Campus Practice Examples

*The Career Center at DePaul University (Ill.)*, a four-year private university, reports to enrollment management and partners 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.

*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.

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.

## Exercise & Action Steps

As you evaluate potential first-year interventions for career advising on your campus, consider the following questions. If your institution does not currently have a first year experience, or if it is not a requirement, are you considering developing one? If not, then develop a working group to create career development milestones that all students should experience during their first year, regardless of having a formal FYE. This working group should include key stakeholders. This includes, but is not limited to:

### KEY STAKEHOLDERS:

To determine the makeup of this working group, assess which of the following stakeholders has the potential to impact the goals of this section. Who will be most effective at integrating career advising across your campus? Asterisked stakeholders are most likely of key importance, but may not be on your campus. Suggested group size is 7-9 representatives.

Academic Deans and Associate Deans	Orientation*
Faculty and Instructors	Career Center*
Academic Advisors*	Student Life and Residence Life*
Faculty	Student representatives including those from minoritized groups*
Multicultural Office	Student Activities
First Year Experience Program (if applicable)*	

**From admissions to orientation, what programs, education, and activities do you offer to support the career development of students before they begin?**

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**Is every new student offered support to explore career options and practice career goal setting?  
Is comprehensive support provided for students that come from less prepared backgrounds?**

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**Are minoritized student populations lived experiences, prior to college, understood? Is that  
information used to design intentional first year programs that supports the needs of those groups?**

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**What are the current first year development programs or relevant courses offered to all students?  
Who owns these programs? Are the goals clearly defined and measurable for these programs?  
What data is collected to assess these programs? What assessment(s) are used to evaluate the  
effectiveness of these programs/courses?**

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**If you have a first year experience, is there a mentorship component involved? Are students required to meet with either academic or career advisors in this program? How do these programs support minoritized student populations?**

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**Have the milestones of career development been defined for first year students? Do the first year programs introduce career advising, or the career development process (specifically, career exploration)? If not, when is the first introduction to career development for students?**

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**What structural changes or partnerships would need to take place to ensure appropriate stakeholders are involved?**

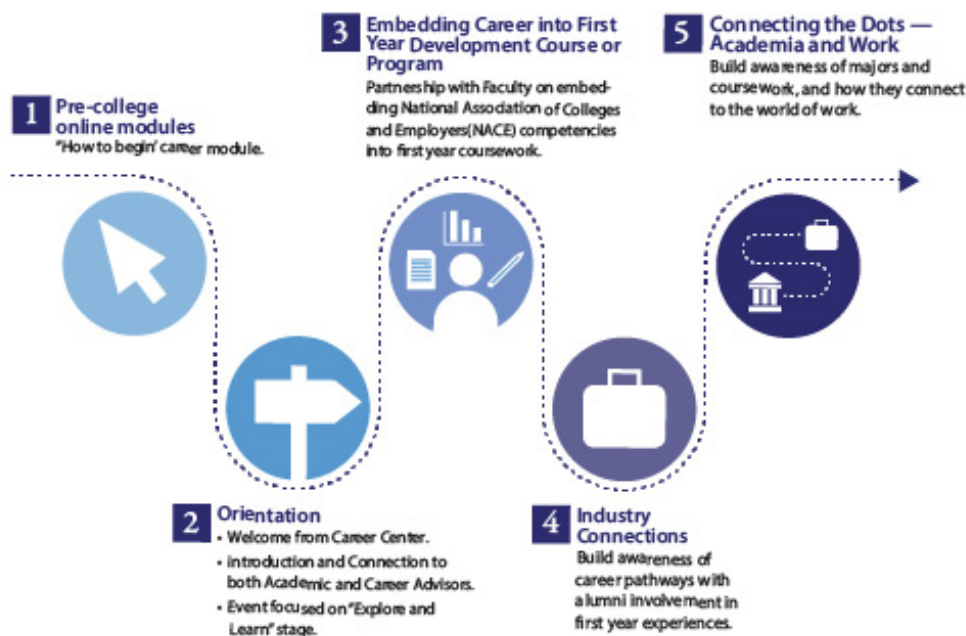
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Answers to the previous questions will give you insights into the opportunities on your campus for first year interventions as it relates to career advising. The roadmap below highlights milestones that are suggested strategic points of implementation of career advising integrations during a student’s first year.

### First Year Experience



### No First Year Experience





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# Integrating Career Advising into Instruction and Curriculum

## *Section Goals*

1. Understand the evidence-based insights and campus practices on integrating career advising into instruction and curriculum.
2. Assess career-related learning outcomes and identify opportunities in the curriculum for integrating career advising on your campus.
3. Create a plan to convene leadership, faculty and key stakeholders to integrate career advising into instruction and curriculum to increase equitable student success.

## Research Insights

Integrating career advising into the classroom (e.g., instruction and curriculum) ensures that 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. This is especially important in increasing the likelihood for equitable student access as there is notably lower usage rates of career services among certain racially minoritized groups.<sup>15</sup> Further, 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 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 the classroom experience.<sup>16</sup> Focus group and individual interview analysis has found that creating new courses as part of a department curriculum or the embedding of career advising concepts into existing curricula assists with equitable student success.

In addition, the Career Advising Integration Survey provided various examples of how campuses have pursued equity-focused career advising integration in the curriculum, including: (1) The career center office actively trains academic advisors, student affair 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, (2) 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, and (3) an increasing number of faculty members are requiring students to participate in a Career Ready Seminar Series among other career advising offerings.<sup>17</sup>

Further, to successfully integrate career advising into instruction and curriculum, it is important to develop a plan to support faculty through this process. Faculty experiences vary greatly, including but not limited to liberal arts academic backgrounds to licensed practitioners. Ball State University's Skills Infusion Program serves as an example of supporting faculty through this process. In this program, faculty work with career advising staff, alumni, and employers to map competencies from National Association of Colleges and Employers (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, 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 campus constituents as the faculty present their findings to constituents on campus.

As you assess viable solutions for integrating career advising into instruction and curriculum, it is important to consider the following:

**How can you develop a cohesive vision and resource effective strategies to transform how career development is thought of, discussed, and integrated across the curriculum?**

“The overall goal of Indiana State University’s Career Readiness Faculty Champions network 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.”<sup>18</sup>

15 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](https://eace.memberclicks.net/assets/docs/2016eace_research_grant_fina.pdf).

16 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>.

17 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>.

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

## Campus Practice Examples:

Research, surveys, and focus groups found that current career advising integrations into instruction and curriculum typically fell into one or more of the categories below:

### Structured Career Faculty Networks

Given that 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, including through individual engagement with faculty as well as broad training networks, such as Faculty Champions Groups and Career Influence Networks.

### Engaging Across the Curriculum

Many campuses are assessing the larger curriculum and campus wide integration to consider how a student moves through the career development process within their curriculum, and therefore, how they might increase career development equity. This approach maps the student career-related learning experience throughout their curriculum.

### 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. These include the integration of skills and competencies identified as important for student success, such as the NACE Competencies<sup>19</sup> and the World Economic Forum identified skills.<sup>20</sup> Further specific career advising integrations include career development course, and instructional and curricular career advising.

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.

#### Structured Career Faculty Networks

#### *George Mason University (Va.) 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+ career ready graduates by 2024.<sup>21</sup> 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.<sup>22</sup>

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

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

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

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

<p><b>Engaging across the curriculum</b></p>	<p><i>Georgia State University College to Career program</i><sup>23</sup>                  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. 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.<sup>24</sup></p> <p><i>Dean College (Mass.), All College Learning Goals.</i> Dean College, a four-year private college, has systematically integrated career advising into their curriculum and co-curriculum.<sup>25</sup> The campus recently re-envisioned their 'All College Learning Goals' to align with the needs and goals of their student population.</p>
<p><b>Engaging students within the classroom</b></p>	<p><i>The University of Wisconsin Milwaukee's class "Planning Your Major &amp; Career."</i><sup>26</sup> 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.</p>

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

24 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>.

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

26 "Career Planning and Resource Center," University of Wisconsin Milwaukee, accessed on September 22, 2020, <https://uwvm.edu/careerplan/>.



## *Guided Pathways: A Common Student Success Practice Involving Career Advising Integrations in Community Colleges*

*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.

### **Exercise & Action Steps:**

*Integrating career advising into instruction and curriculum will vary greatly by institution* and the readiness of leadership and faculty to implement changes into instruction and curriculum. The following exercises are shared to allow you to (1) assess your campus' readiness for this integration and (2) to help you create a space to begin these conversations on your campus with key stakeholders.

Consider the following key questions for assessment of your campus. The rubric below is provided to serve as an additional tool to assess where your campus is in this process.

- » What is the desired *impact* of career advising integration into instruction and curriculum at your institution?
  
  
  
  
  
  
  
  
  
  
- » What level of investment is needed to *create the desired impact* of career advising integration?

Career Advising Integration into Instruction and Curriculum Readiness Rubric	Commitment Level			
	POINTS TO ALLOCATE	LOW COMMITMENT	MEDIUM COMMITMENT	HIGH COMMITMENT
Defined learning outcomes related to career advising and development	25	10-12	13-15	20-25
Faculty buy-in to embedding career advising into instruction and curriculum	25	10-12	13-15	20-25
Outlined desired commitments and expectations from each academic unit	10	3-5	6-8	9-10
Ability to offer financial resources and support to faculty (i.e. grants) to integrate assignments highlighting career competencies	15	7-9	10-12	13-15
Ability to assess effectiveness of career advising integration into instruction and curriculum (both general population and demographic segments)	25	10-12	13-15	20-25
<b>Total</b>	<b>100</b>	<b>40-50</b>	<b>55-65</b>	<b>82-100</b>

The answers to the above exercises will guide how you approach assessing the level and type of career advising integration into instruction and curriculum for your campus. To create a space to begin these conversations:

*Convene an instruction and curriculum committee to address the following key areas and to move towards integration of career advising in instruction and curriculum.* This committee would conduct an assessment of the current student experience, and identify opportunities and make recommendations for integration. It would also serve to support faculty and instructors in this process. This committee should include representation from all key stakeholders on this topic. Suggested stakeholders include, but are not limited to:

### KEY STAKEHOLDERS:

To determine the makeup of this working group, assess which of the following stakeholders has the potential to impact the goals of this section. Who will be most effective at integrating career advising across your campus? Asterisked stakeholders are most likely of key importance, but may not be on your campus. Suggested group size is 6-8 representatives.

Academic Deans and Associate Deans\*

Faculty\*

Academic Advisors\*

Multicultural Offices

First Generation Office

Career Center\*

Offices of Teaching Excellence or Faculty Professional Development

General Education Committee\*

Alumni within 10 years of graduation

## Committee Goals

### Identification of opportunities for integration throughout the student experience

- » When do students currently engage in career development during their time at the institution? (e.g, first year, second year, etc.)
- » When should they ideally engage in career development?
- » What stages of career development are important at the institution?
  - What experiences (experiential learning, internships, capstone coursework) are offered on campus that align with career development?
  - Where do students engage in internships or experiential learning off campus?
  - What is understood about the career readiness skills that students bring to internships, and jobs after graduation? What are areas of opportunity?
- » How does a student's major, gender, ethnicity, age, and other identities impact their journey and roadblocks in career development on campus?

### Faculty Support & Resource Development

- » Do career reflection have a presence in the classrooms?
- » Are faculty communicating career-related student trends and information on a regular basis? (i.e. high interest industry areas and desired employers)
- » What do faculty on campus understand about career development? Do they have access to training and resources to support this integration?
- » What opportunities are there to support faculty professional development with regards to careers (i.e new faculty orientation)
- » Do faculty have an understanding of the NACE career readiness competencies, or other career-related content to embed this effectively in their courses and programs?
- » What do current relationships with faculty and staff around career advising look like on campus? Is there alignment? How does it vary based on area of study and department?
- » Do faculty have access to your institution's alumni career pathways? Do they have access to First Destination and 5 and 10 year alumni data?
- » Do faculty have regular feedback from alumni and potential employers and/or organizations? (i.e. skill development and curriculum innovations)

“

How can faculty be equipped to understand what their students actually know...is the campus equipping faculty with data to understand the career pathways of actual alumni of their institution?

—<https://datausa.io/profile/cip/biology>



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# Integrating Career Advising into Co-Curricular Experiences

## *Section Goals*

1. Understand research insights and best practices on co-curricular integration of career advising.
2. Assess strategic opportunities on your campus for co-curricular integration of career advising.
3. Create a plan for how to integrate career advising practices into co-curricular experience across campus in order to maximize equitable student success.



## Research Insights

*Co-curricular experiences are especially valuable spaces* to provide career development support for underserved populations.<sup>27</sup> Research has shown how co-curricular experiences, including but not limited to student organizations, athletics, professional associations, and on-campus employment can contribute to the learning experience of students as well as persistence, graduation, and career outcomes.<sup>28</sup> Furthermore, the Purdue Gallup Index demonstrates that extracurriculars can play an integral role in a student's future career success.<sup>29</sup> For some students, the co-curricular experience may be their most engaged opportunity for career learning. As such, a campus can integrate career advising into co-curricular experiences so that they serve as natural opportunities for students to engage in career exploration, build career readiness competencies, and gain practical experiences that shape their future.

Specific types of co-curricular activities can be identified and leveraged to further integrate career advising assistance. In regards to student organizations campuses can, for example, establish a student professional association such as the National Association of Black Accountants. Integrating career development into student organizations has the potential to bridge equity gaps for minoritized students, and allow students to connect the world of work with their interests, identities, and life experiences. Many campuses have also identified student employment as a key co-curricular 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. For example, infusing professional development, mentorship, and reflection opportunities throughout the time the student is employed in the on-campus job elevates the experience and supports career awareness and exploration. In 2018, the percentage of full-time undergraduate students who were employed during their degree was 43%, and the percentage of part-time undergraduates who were employed during their degree was 81%.<sup>30</sup> 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.<sup>31</sup>

**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.**

Intentional efforts such as integrating career development activities and advising into student organizations and athletics can have life-long impacts on students' career mobility.<sup>32</sup>

27 Sylvia Hurtado, Marcela Cuellar, Chelsea Guillermo-Wann, "Quantitative Measures of Students' Sense of Validation: Advancing the Study of Diverse Learning Environments," *Enrollment Management Journal*, Summer 2011, 66-67

28 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/>.

29 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](https://www.purdue.edu/newsroom/gallup/docs/GPI_overview.pdf).

30 "U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS)," October, 2000, 2010, and 2018. See *Digest of Education Statistics* 2019, table 503.40.

31 "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>.

32 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/>.



## Campus Practice Examples

*The University of Minnesota Twin Cities'* athletics department has required that all student athletes develop a personalized career plan, as well as providing extensive career advising support through their athletic experience.

*Drew University (N.J.), a four year private institution,* created their "Drew Launch" curriculum, through which purpose, identity, intercultural development, and career community/world impact preparation are universalized as the college experience for all Drew students. This is operationalized through seven integrated high-impact practices, including co-curricular experiences as participation in career and identity/affinity communities one of these practices.

*The National Intramural-Recreational Sports Association (NIRSA) and National Association for Campus Activities (NACA)* partnered to "study how the skills gained through participation and employment in co-curricular experiences helps to prepare students" for their future and careers. Their work sought to identify how participation and employment in co-curricular opportunities may influence the 10 skills and competencies that are most important to employers, as identified by the National Association of Colleges and Employers. The resulting whitepaper provides a framework from which campuses can map, track, and assess the co-curricular activities and employment of students to work based competencies and skills.

All co-curricular experiences must add measurable value to a student's educational experience, which includes the development of skills requested by future employers.



The resulting whitepaper provides a framework from which campuses can map, track, and assess the co-curricular activities and employment of students to work based competencies and skills.

## Exercises & Action Steps:

*The following exercises serve as a guide to give a deeper look into co-curricular engagement* on your campus and the action items needed to move toward career advising integration in this space. As you assess student and institution needs, it is important to identify the key stakeholders, as career advising integration into the co-curricular experience requires strong collaboration and partnerships across campus. Suggested stakeholders on career advising in co-curricular experiences include but are not limited to:

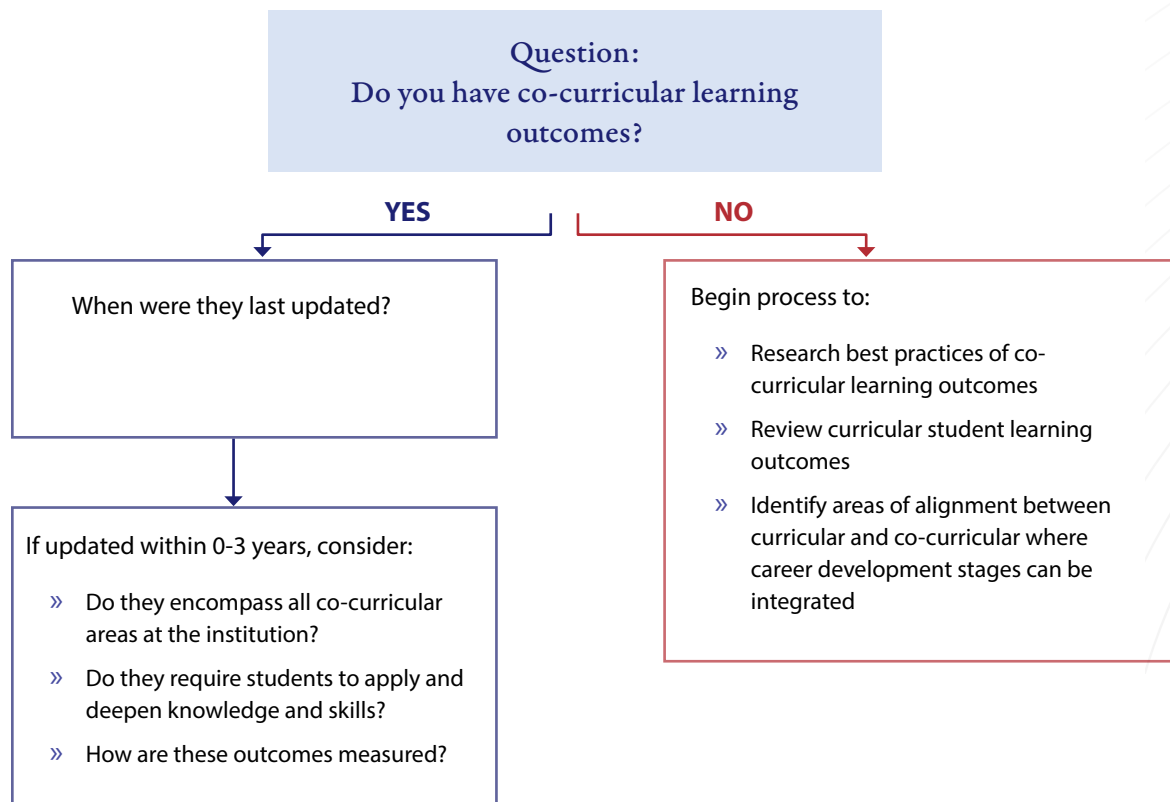
### KEY STAKEHOLDERS

To determine the makeup of this working group, assess which of the following stakeholders has the potential to impact the goals of this section. Who will be most effective at integrating career advising across your campus? Asterisked stakeholders are most likely of key importance, but may not be on your campus. Suggested group size is 8-10 representatives.

Student Involvement Office (leadership and student organizations)*	Multicultural Offices*	Student Government
Athletics	First generation Office	Student representatives including those from minoritized groups*
Residence Life	Academic advisors	Transfer student group
Student Life*	Career Center*	Commuter student group
	On-campus Employment Office*	Veterans student group

### Step 1: Assessment

#### UNDERSTANDING CO-CURRICULAR LEARNING OUTCOMES



## Step 2: Stakeholder Feedback

### FEEDBACK FROM STAKEHOLDERS

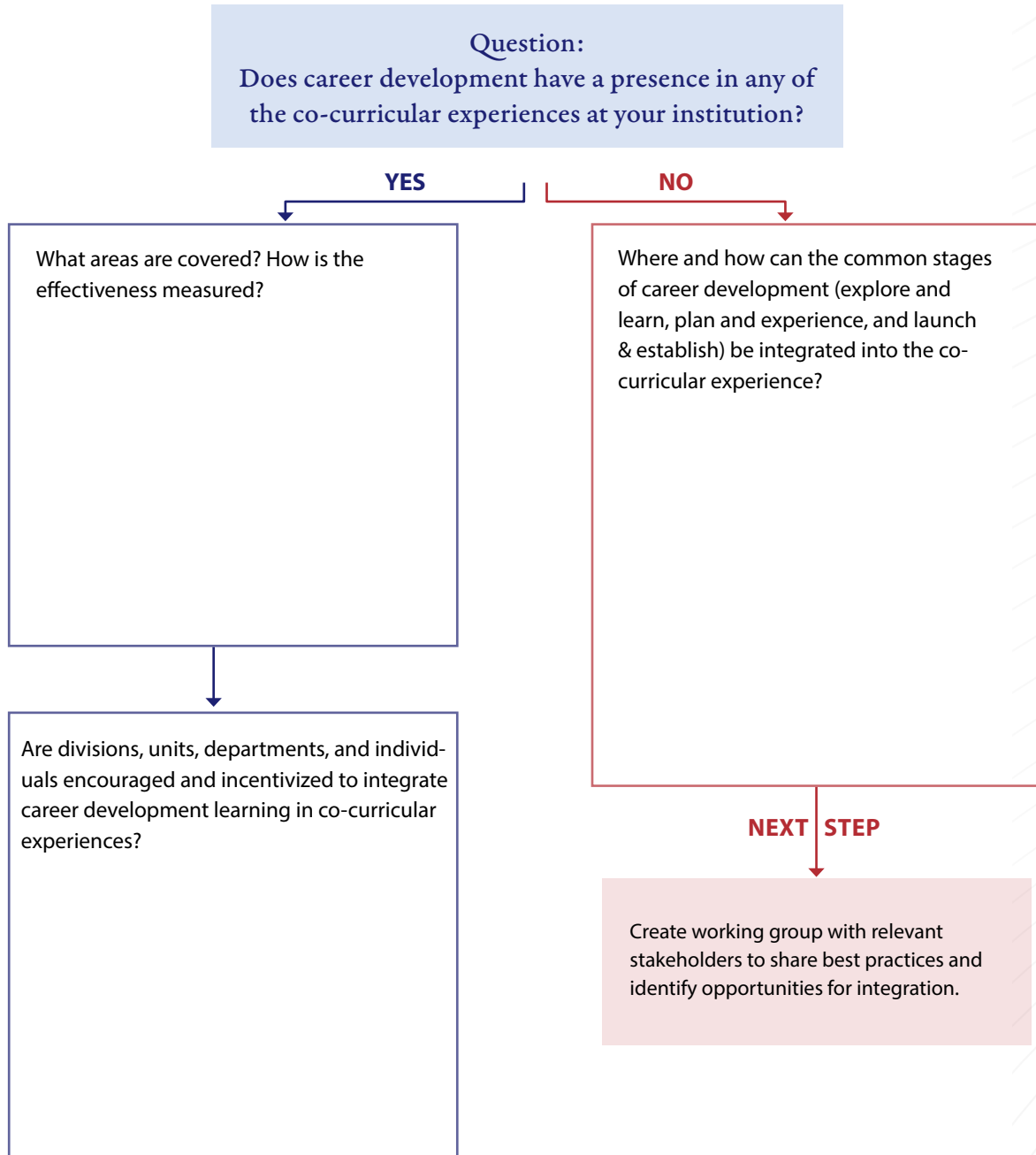
These questions should be posed to stakeholders from the following groups:

- (1) **CAMPUS**: overall co-curricular environment on campus
- (2) **SPECIFIC**: each co-curricular area
- (3) **ALL**: everyone

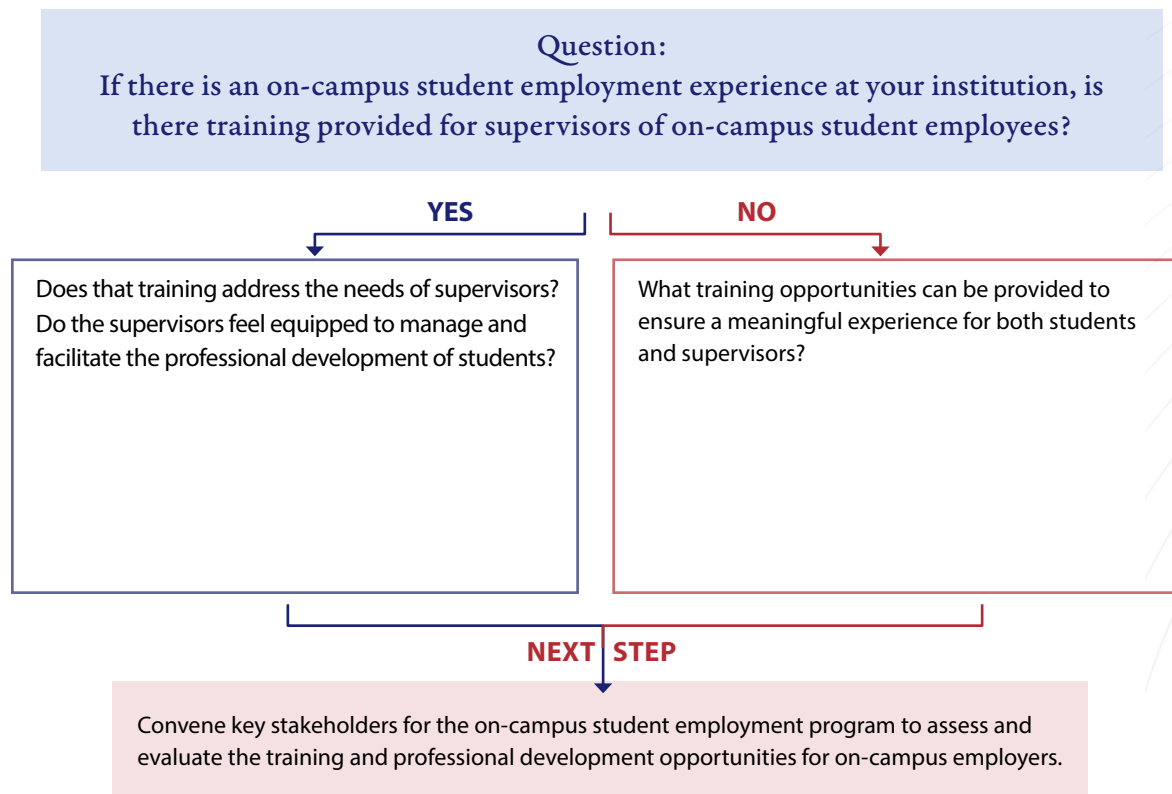
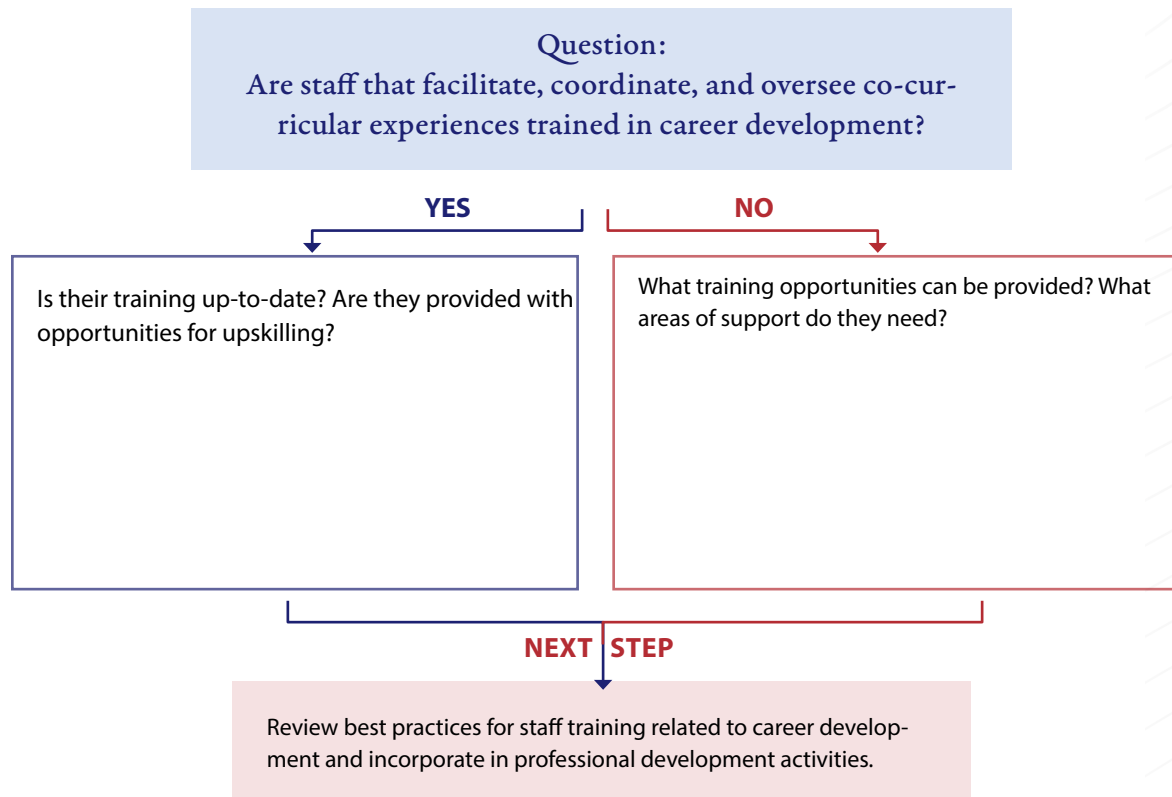
Questions are categorized for each population below.

<p><b>ALL</b>: Are stakeholders aware of the co-curricular learning outcomes?</p>	<p><b>ALL</b>: Are there co-curricular areas that are underserved on campus?</p> <p><b>SPECIFIC</b>: How does engagement look by demographic populations for your co-curricular area?</p>	<p><b>SPECIFIC</b>: Which areas of their work do stakeholders see as promising for career advising integration?</p>
<p><b>CAMPUS</b>: How do students learn of co-curricular opportunities on your campus?</p> <p><b>SPECIFIC</b>: How do students learn of co-curricular opportunities for your area?</p>	<p><b>ALL</b>: Is there a diverse offering of co-curricular areas to meet student career interests and goals for their future? Do you collect student feedback to assess if student interests and needs are met in your area?</p>	<p><b>CAMPUS</b>: How do various populations engage in your co-curricular environment? For example, commuter students; returning learnings; full-time working students; adult learners</p>
<p><b>ALL</b>: How is co-curricular student engagement tracked within your area and throughout the institution? Is co-curricular engagement data consistent and combined across the institution? If not, where and how is data being tracked or not tracked?</p>	<p><b>ALL</b>: What are the current successes of the co-curricular experience?</p> <p><b>SPECIFIC</b>: Can you implement those successes in highlighted gap areas or for underserved groups in your area?</p>	<p><b>ALL</b>: What gaps or opportunities exist within co-curricular engagement? Is there opportunity for collaboration between co-curricular areas to address these gaps?</p> <p><b>SPECIFIC</b>: What gaps are present for your co-curricular area? What has been done to address these gaps?</p>

ROLE OF CAREER DEVELOPMENT IN CO-CURRICULAR ENGAGEMENT:



**ROLE OF STAFF IN CO-CURRICULAR ENGAGEMENT:**



## Campus Example







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## Concluding Thoughts

*It is the second semester*, a week before spring break, when a faculty member hears a familiar voice:

"Professor, do you have a minute?" Looking up, the faculty member sees Kayla, the student they spoke with in the fall. "I just wanted to stop by and thank you for your help last semester. Our conversation helped me understand all the pathways that are available to me. I had been considering taking the spring semester off because I was so uncertain of my future. But after we talked, I took your suggestion to use our campus's new Alumni Connections program and spoke with three different young alumni from my major. One of them had even worked at the campus rec center like I do. I learned so much from them and one even offered me a research experience at the museum she works at for this summer. I can't wait to apply what I've learned in your class at the museum."

## Concluding Thoughts

A campus who thoughtfully considers, implements, and resources the work of this Toolkit has the potential to transform the conversations on their campus and truly impact equitable student success and alumni career mobility. Yet, the success of any initiative is dependent on providing a clear vision, allocating appropriate resources, and measuring the effectiveness of individual and overall efforts. To that end, campuses which engage in the previous activities should consider the following if their efforts are to be successful.

- » ***Scale best practices:*** For a campus to truly impact equitable student success, they must design programs and activities which can be scaled to meet the needs of not only a few, but the many. A successful campus will be able to scale best practices after making an initial investment, thus delivering a higher Return-On-Investment. Successful interventions and activities should be easily replicated across the institution. For example, the challenges of the Covid-19 Pandemic led many campuses to leverage technology and create 24/7 access to relevant career curriculum. A similar scalable solution would be to develop a comprehensive career education curriculum which allows students to guide themselves through the campus ecosystem asynchronously.
- » ***Commit to necessary structural changes and appropriate resource allocation:*** Just as many campuses have resourced new student success and retention efforts, so should career integration activities be resourced to ensure they create the systemic change desired across campus. This may also necessitate moving or restructuring existing offices of career development, mentoring, or advising; in addition, larger scale efforts may necessitate the creation of a new office or hire a campus leader to lead the new campus vision for career integration.
- » ***Ensure action and ongoing assessment:*** A committee that results in no action steps or assessment of their work will guarantee that *nothing will change*. For career integration to truly impact student success, measurable action steps must be established, measured, and assessed. These should be measured throughout the student lifecycle and combine data from other advising activities to gauge the effectiveness of new efforts.

Higher education leaders who commit to and resource a strong vision of career integration will be able to transform their institutions and significantly impact the lifelong success and satisfaction of their graduates. Whether from public or private, two-year or four-year institutions, all leaders, advisors, faculty, and staff have a responsibility to transform their work towards increased career integration across their ecosystem to positively impact equitable student success.

To support this, AASCU will be encouraging additional research on the above topics. Further, the Career Leadership Collective will offer campus consultations to assist with strategic planning toward career integrations.

Campuses which have made progress on impacting equitable student success through career advising are encouraged to connect with the authors of the toolkit so that further research insights and examples may be integrated into this Career Advising Integration Toolkit. Please reach out to [services@careerleadershipcollective.com](mailto:services@careerleadershipcollective.com).

The Leadership Career Integration Checklist included below is designed to support the execution and implementation of a career advising integration on campus. It identifies key buckets for a successful integration: prioritization, communication, data and assessment, and celebration of accomplishments.

<b>Leadership Career Integration Checklist</b>	<input checked="" type="checkbox"/>
<b>PRIORITIZATION</b>	
Is integrating career advising for equitable student success a priority for your campus?	<input type="checkbox"/>
Is there a designated working group (or colleagues assigned) to ensure strategic prioritization, implementation, and reporting of the integration efforts across campus?	<input type="checkbox"/>
Have there been strategic initiatives launched on campus that demonstrate the commitment to integration of career advising for equitable student success?	<input type="checkbox"/>
<b>COMMUNICATION</b>	
Has this priority been clearly communicated to leadership and stakeholders across campus?	<input type="checkbox"/>
Do stakeholders understand the goal(s) and how it will impact student success?	<input type="checkbox"/>
Is there data, context, and background readily available to address any resistance to this priority?	<input type="checkbox"/>
Are departmental leaders and stakeholders equipped with the information to motivate and inspire faculty and staff to implement changes to increase the likelihood of successful career advising integration for equitable student success?	<input type="checkbox"/>
Are departmental leaders and stakeholders supported in making modifications to their integration approaches as learnings may suggest shifts?	<input type="checkbox"/>
<b>DATA &amp; ASSESSMENT</b>	
Is there a plan set forth for how this priority will be tracked and assessed?	<input type="checkbox"/>
Has the method of information gathering been determined?	<input type="checkbox"/>
Do stakeholders understand their role in data collection and ownership for this process?	<input type="checkbox"/>
Is there a timeline determined that provides consistent and continuous checkpoints for assessment?	<input type="checkbox"/>
<b>CELEBRATION OF ACCOMPLISHMENTS</b>	
Is there a plan set forth to celebrate accomplishments of increasing equitable student success through career advising integration?	<input type="checkbox"/>
Does this plan contain milestones to continue momentum and give stakeholders to work towards in integrating career advising for equitable student success?	<input type="checkbox"/>
Are there incentives created to strengthen participation and demonstrate ongoing commitment to this priority?	<input type="checkbox"/>

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# Appendix

## *Contributors*

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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.

[careerleadershipcollective.com](http://careerleadershipcollective.com)



### **Project Coordinator: American Association of State Colleges and Universities (AASCU)**

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.

[AASCU.org](http://AASCU.org)