When does Academic Advising End and Career Advising Begin? A Case Study Review

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Presentation Outline

- Introductions
- Why is this important?
- Year by Year Career Advising Curriculum for Academic Advisors
- Toolkit
- Case Studies
- Questions
What is Career Advising?

Virginia Gordon (2006) describes career advising as a dynamic, interactive, process that “helps students understand how their personal interests, abilities, and values might predict success in the academic and career fields that are considering and how to form their academic and career goals accordingly.”
What is Academic Advising?

Kunh (2008) stated **academic advising** takes place in "situations in which an institutional representative gives insight or direction to a college student about an academic, social, or personal matter. The nature of this direction might be to inform, suggest, counsel, discipline, coach, mentor, or even teach."
Why do students come to college?
Why is this important?

- Students express the number one reason for entering college as being better job prospects.
- Three out of four students entering the university for the first time have no clear career and occupational goals.
- 8% of declared students have a clear understanding of their majors.
Why is this important?

- Per a 2007 NACADA survey
  - 74% of the advisors who responded agreed that helping students make career decisions was important to their role
  - 79% wanted to know more about how to effectively help students make career decisions.
“Academic advising is the only *structured activity* on the college campus in which all students have the opportunity for *one-on-one* interaction with a *concerned representative* of the institution”
Do you think Academic Advisors should...
ALL OF THE ABOVE!

- Know occupational options associated with major/field in which they advise
- Know typical employers of those occupations
- Know skills and qualities necessary for employment in those occupations
- Help students seek/connect with early experiences and part-time employment in field
- Know when to refer students
- All of the above!
Freshman Year: Self-Discovery

- Academic Advisors should encourage students to:
  - Take a variety of courses to explore majors
  - Attend office hours to build relationships with faculty
  - Attend study skills and time management workshops
  - Create a lose 4-year academic plan
  - Explore undergraduate research opportunities
  - Solid GPA foundation
Freshman Year: Self-Discovery

● Extracurricular
  ○ Get involved in residence hall activities, student organizations or community service
  ○ Apply for peer advisor, RA, or student assistant position for next academic year
Sophomore Year: Expand Your Career Horizons

● Academic Advisors should encourage students to:
  ○ Clarify and understand their major choice
  ○ Process the chosen major curriculum: what can they expect in each quarter/semester, what classes will help define their major/career choice
  ○ Explore study abroad or domestic study away programs
Sophomore Year: Expand Your Career Horizons

- Extracurricular
  - Emphasize involvement in organization or club, volunteer
  - “Assign” students one informational interview over a school break
  - Emphasize summer experience that will help explore interest and gain transferable skills
Junior Year: Try Out Your Options

- Academic Advisors should encourage students to:
  - Supplement major courses with practical skills courses (writing, public speaking, statistics)
  - Foster relationships with professors in major-specific courses, attend office hours, ask a professor to serve as faculty advisor/mentor and meet monthly
  - Research graduate or professional schools and begin requesting references
  - Connect internship experience with academic credit options
Junior Year: Try Out Your Options

● Extracurricular
  ○ Apply to internships/summer jobs that align with discovered interests/goals
  ○ Invest in business attire for interviewing
  ○ Continue involvement in organizations and other activities to build communication and leadership
Senior Year: Make Decisions

- Academic Advisors should encourage students to:
  - Conduct a research project
  - Apply to graduate or professional school
  - Finalize degree requirements
  - Be positive and look forward to an exciting future
Senior Year: Make Decisions

● Extracurricular
  ○ See Career Center advisor at start of final year
  ○ Attend Career fairs and on-campus info sessions
  ○ Join a professional organization
  ○ Prepare for lifelong learning opportunities
Toolkit
Holland Party Game

**Realistic**
We like to be physically active, and we like working outdoors with tools and objects. We'd rather be doing than talking.

**Enterprising**
We enjoy coming up with new ideas and creating original work. We'd rather take risks and not have to follow instruction.

**Artistic**
We like building relationships and helping others solve problems. We'd rather work in groups or work with people.

**Social**
We like to organize things and like practical tasks dealing with numbers or words. We'd rather stay inside.

**Conventional**
We like to observe, learn, analyze, and solve problems. We'd rather work alone to figure things out.

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<th>Enterprising Majors (Doers)</th>
<th>Social Majors (Organizers)</th>
<th>Investigative Majors (Creators)</th>
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Before deciding on your major/career, consider these questions:
- Does this major require an internship?
- Do I need to take any prerequisites before declaring a major? If so, how many?
- When is it necessary to declare my major?
- What is the process of declaring my major?
- Why do students typically select this major?
- Is this major designed to prepare students for an advanced degree?
- What jobs do students who graduate with this major typically pursue?
- What skills will this major help me develop?
O*Net Online

Search Holland Code theme by following these instructions:

1. Go to onetonline.org.
2. Choose Advanced Search
3. Select “Interests” in the drop-down menu.
4. Choose your first (or main) Holland theme.
5. Choose your second/third Holland theme.
6. Choose 1 career to explore; answer the following questions.

[Image of O*Net Online interface]
Lifeline

- The line below represents a time continuum from birth to present time.
- On top of the line, map out what jobs you have held (paid or unpaid) from as far back as you can remember to now.
- Below the line, map out what types of careers (no matter how silly they might have been) you have dreamed about since you were a small child to now.

- What themes do you notice?
Case Studies
Case study 1

- Are there any immediate concerns you have about the student?
- What are the career issues? What are the academic issues?
- Are they related? If so, what activities would you use from the toolkit to address their concerns?
- Would you refer them to your University Career Center?
- What, if any, questions do you have after discussing this case?
Case study 2

- Are there any immediate concerns you have about the student?
- What are the career issues? What are the academic issues?
- Are they related? If so, what activities would you use from the toolkit to address their concerns?
- Would you refer them to your University Career Center?
- What, if any, questions do you have after discussing this case?
Case study 3

- Are there any immediate concerns you have about the student?
- What are the career issues? What are the academic issues?
- Are they related? If so, what activities would you use from the toolkit to address their concerns?
- Would you refer them to your University Career Center?
- What, if any, questions do you have after discussing this case?
Questions?
References


References


No Author (2016) Adviser Tool Kit for Career Discussion, Internship & Career Center UC Davis