



Purpose First: Student Onboarding Towards Career Pathways

**COMPLETE
COLLEGE
AMERICA**

COMPLETE COLLEGE AMERICA



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GAME CHANGERS

Administration
& Advising



Faculty



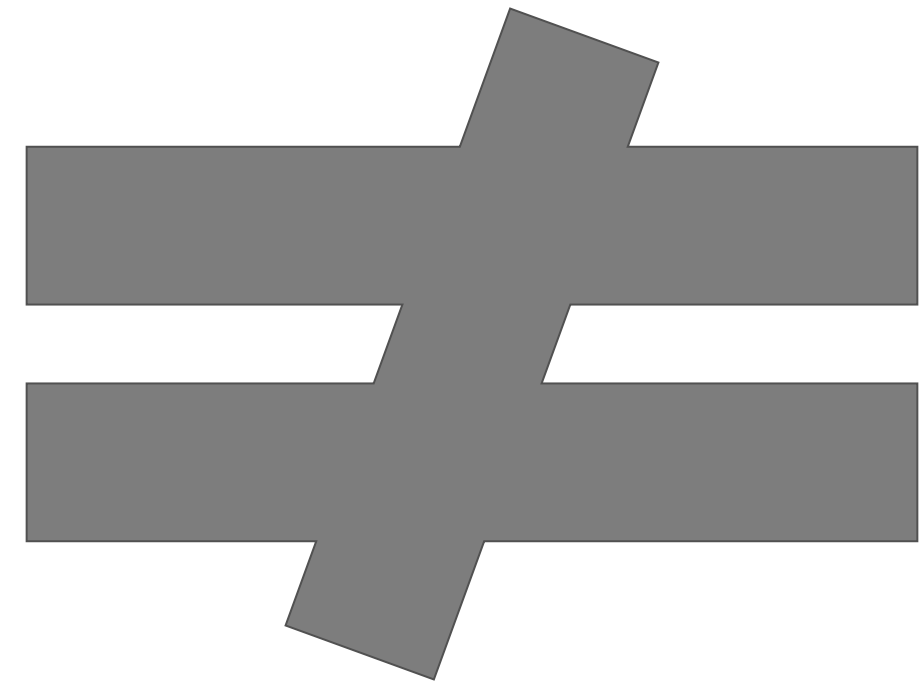
Advising/Administrator-Based Strategies

15 TO FINISH

#15toFinish

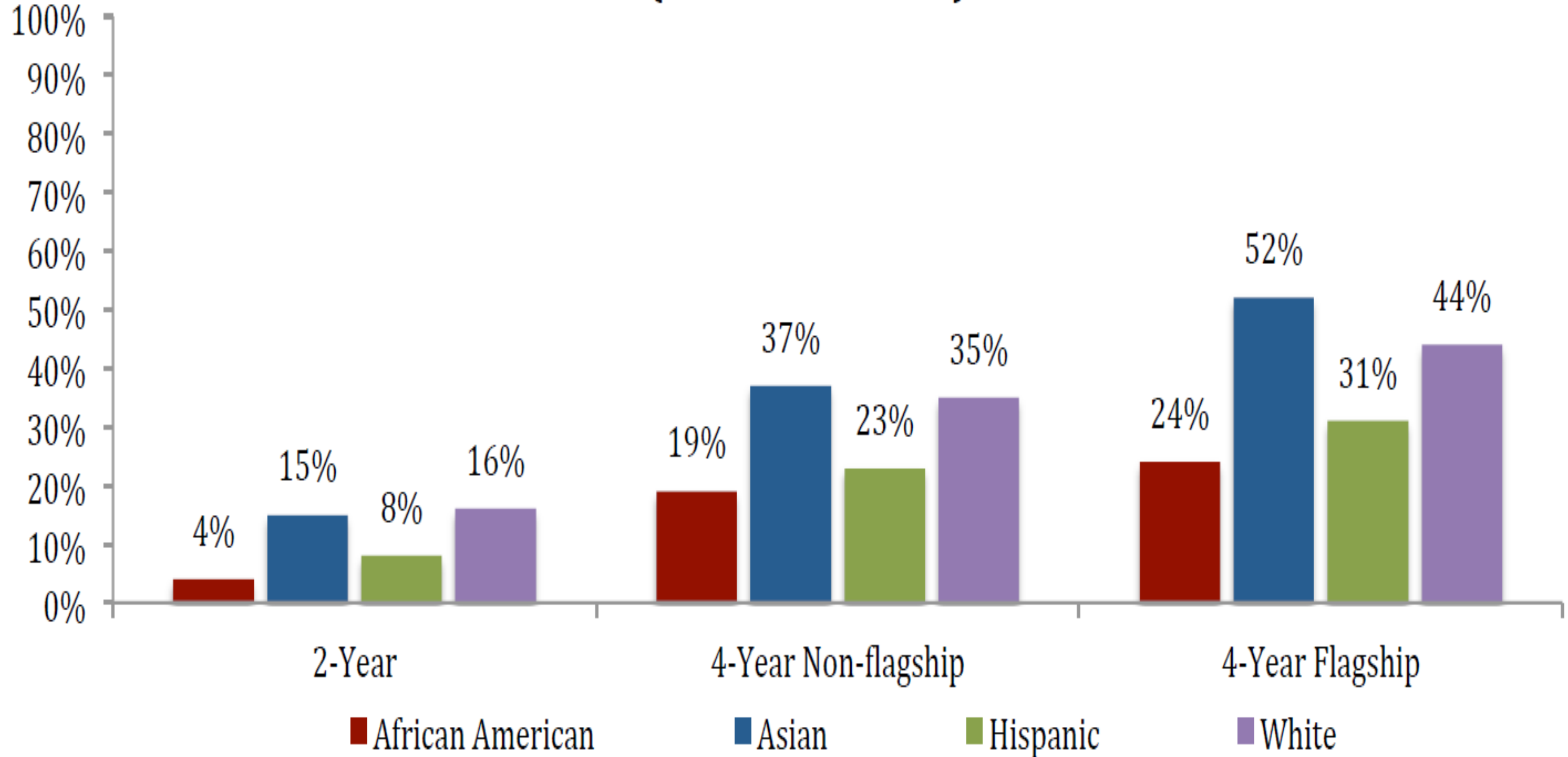


FULL-TIME

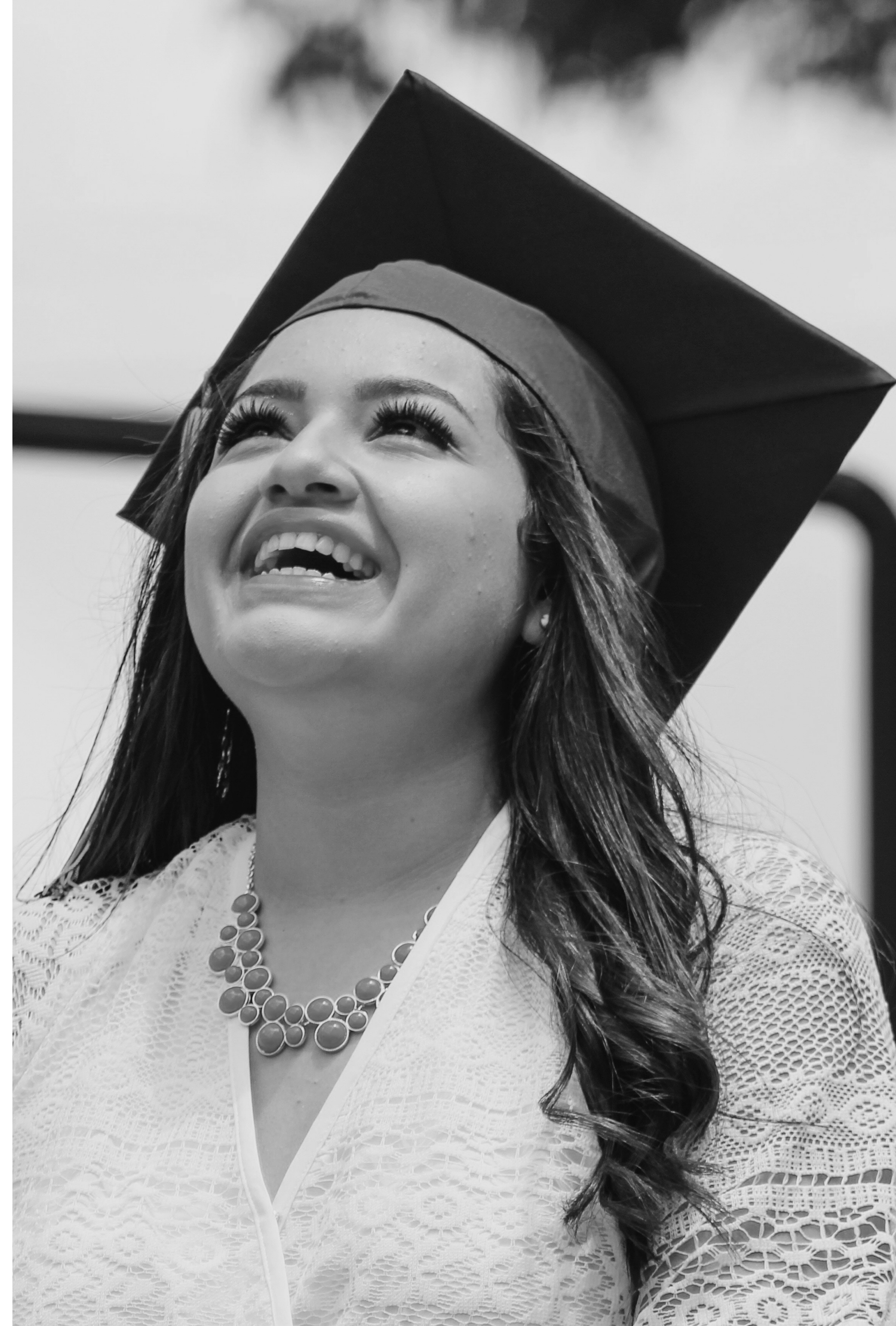


ON-TIME

Percent of Students Completing 30 Credits Per Year (*On-Time* Students)



ACADEMIC MAPS & PROACTIVE ADVISING





Pathways to Achievement, Completion, Career & Transfer

ACADEMIC MAP



715

Business Accounting Associate in Science

START here

1

SEMESTER 1 – FALL

| | CREDITS | MILESTONE | COMPLETED |
|---|---------|-----------|--------------------------|
| ENG 101 – English Composition I | 3 | | <input type="checkbox"/> |
| BUS 110 – Introduction to Business | 3 | | <input type="checkbox"/> |
| CAP 101 – Computer Applications | 3 | | <input type="checkbox"/> |
| Behavioral Science elective – Recommended: PSY 101– Intro to Psychology | 3 | | <input type="checkbox"/> |
| MAT 120, MAT 177, MAT 182 –or– higher level math | 3 | | <input type="checkbox"/> |
| IDS 101 – First Year Experience | 1 | | <input type="checkbox"/> |

TOTAL CREDITS 16

2

SEMESTER 2 – SPRING

CREDITS MILESTONE COMPLETED

Milestone Courses should be taken in the order shown. This will help you stay on track and graduate on time.

Make Your Summer Matter. Summer is a great time to take some elective courses and get ahead.

THE IMPORTANCE OF MOMENTUM

In the first year of enrollment, students who...

- ✓ Earn 30 credits in first year
- ✓ Complete math and English gateway courses
- ✓ Enter a program of study
- ✓ Complete nine program credits

...are far more likely to graduate.



DEEP DIVE: META-MAJORS & ACADEMIC MAPS

WHAT:

- Meta-Majors: Collection of academic majors with related courses and career opportunities
- Academic Maps: Highly structured semester-by-semester plan for on-time completion

WHY:

- Maintain momentum toward completion while narrowing down choice in major
- Align majors with potential careers



Economic Modeling, Inc. Analyst sourced the employment information, 2014

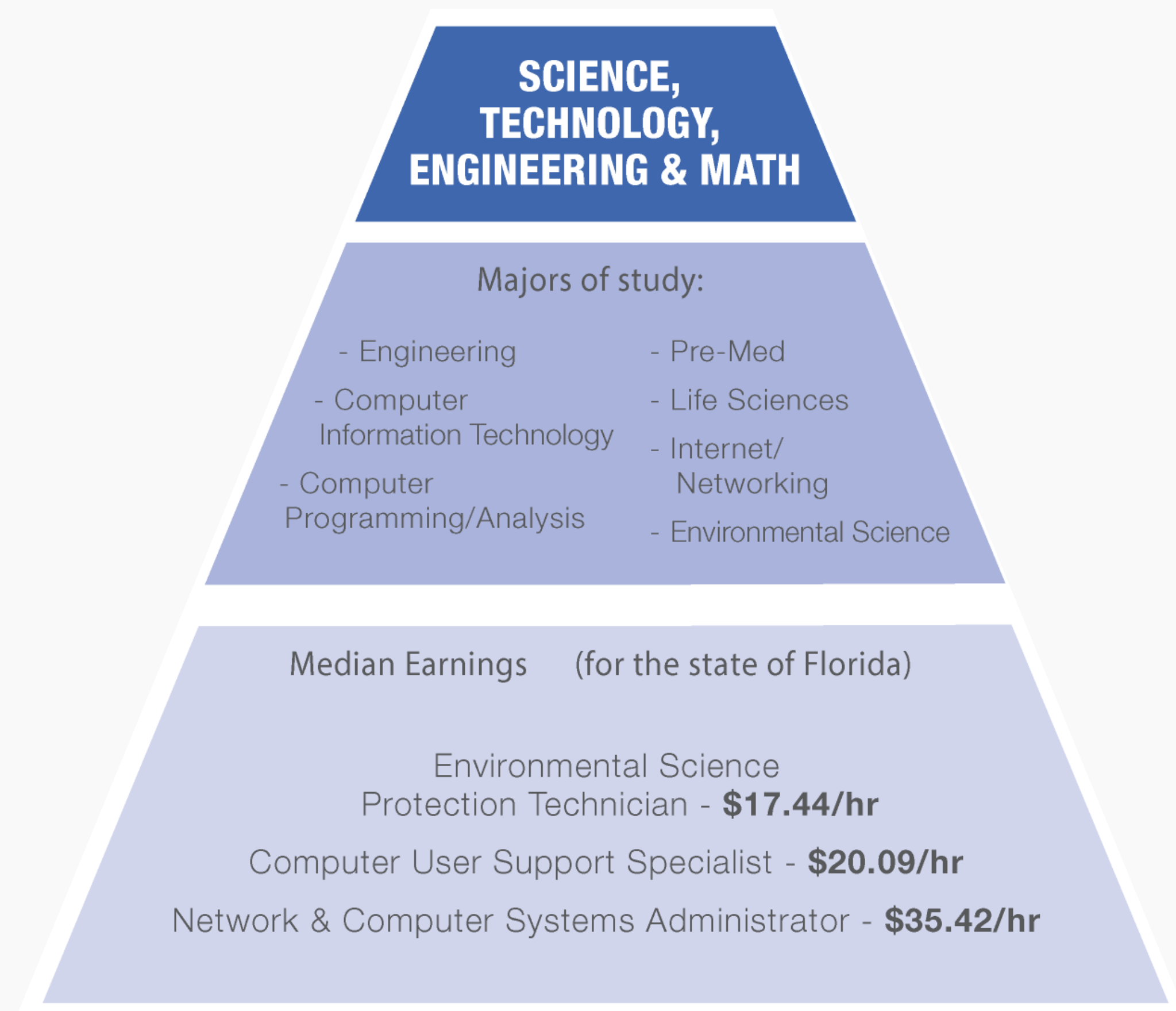
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A blue-tinted photograph of a man in a meeting room gesturing while speaking to a woman. The text "PURPOSE FIRST" is overlaid in white.

PURPOSE FIRST

GAME CHANGERS

Administration
& Advising



Faculty



GAME CHANGERS

Administration
& Advising

Purpose First

15 to Finish

Momentum
Year

Academic Maps
w/ Proactive
Advising

Faculty

Corequisite Support

Math Pathways

A Better Deal for Returning Adults

HOW ARE STUDENTS CHOOSING MAJORS?

#PurposeFirst



that
sounds
cool!







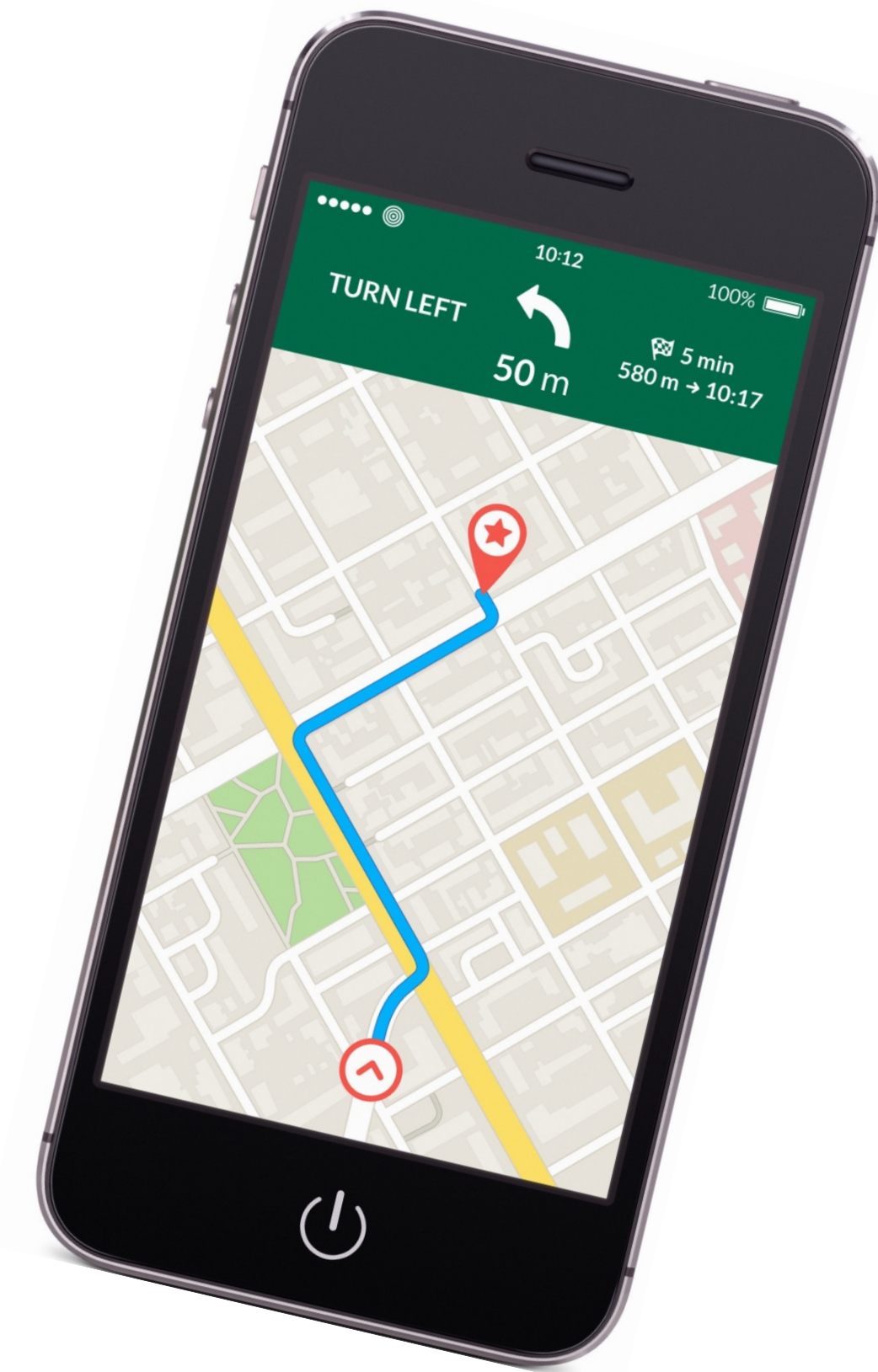
I didn't really know what I wanted to do. My brothers told me they thought I should go into law. I thought that's great, but I wanted to find out what I liked to do. I work part-time as a waitress, so there isn't much time to explore career options outside of school.

HANNA CROCE

Nashua Community College Graduate

ACADEMIC MAPS ARE NOT ENOUGH

Having a direct route is important, but you first have to know where you are going.



PURPOSE MATTERS

Uninformed decisions about purpose...

- Too many major options
- Little alignment with interests and values
- Little understanding of career implications

...lead to significant negative impact on student outcomes

- Major-switching
- Excess credits
- Longer time-to-degree
- Extra costs
- “Some college, no degree”
- Unsuccessful career launch
- Persistent achievement gaps

PURPOSE MATTERS

More than 31 million

Americans have enrolled in college and left without receiving a degree or other credential over the last 20 years.

(NSC Research Center, 2014)

43%

of college grads are underemployed in their first job.

(Korn, Wall Street Journal, 2018)

36%

of graduates would choose a different major.

(Gallup-Strada, 2017)

African Americans & Hispanics are underrepresented

in the fastest-growing, highest-paying occupations: STEM, health, and business.


(Carnevale, Fasules, Porter, Landis-Santos, 2016 & Carnevale, Porter, Landis-Santos, 2015)



PURPOSE FIRST

Supporting students in developing a sense of career purpose prior to making a significant decision about their major.





DEMONSTRATION PROJECT

PARTICIPANTS

HAWAI'I

University Hawaii System

NEW HAMPSHIRE

Community College System
of New Hampshire

HOUSTON

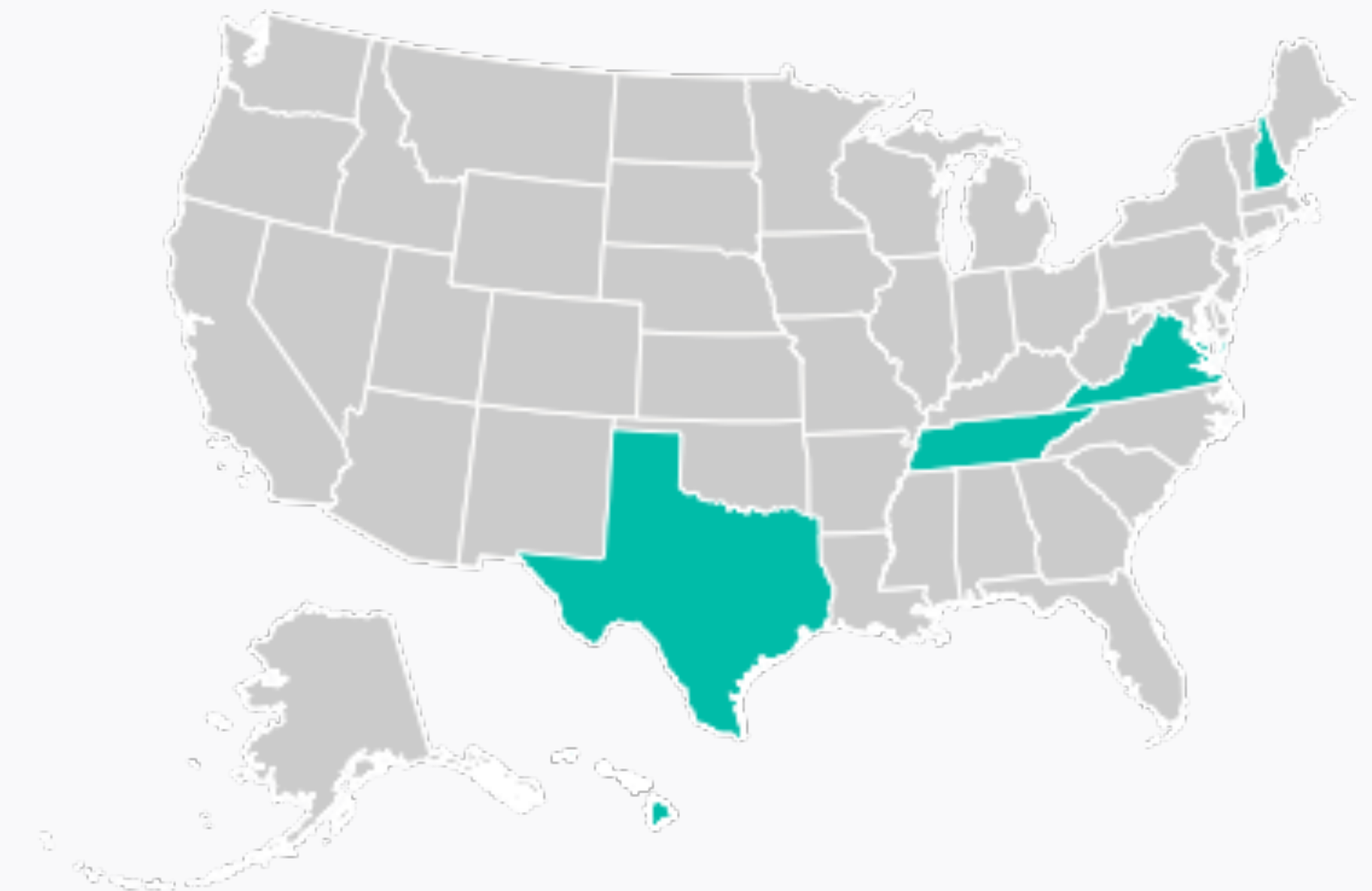
Houston Community College
UH System
San Jacinto College
Wharton County Junior College

TENNESSEE

Walters State Community College
University of Memphis
Austin Peay State University
Pellissippi State Community College
East Tennessee State University

VIRGINIA

Virginia Community College System
Richard Bland College
University of Mary Washington



OUR PARTNERS

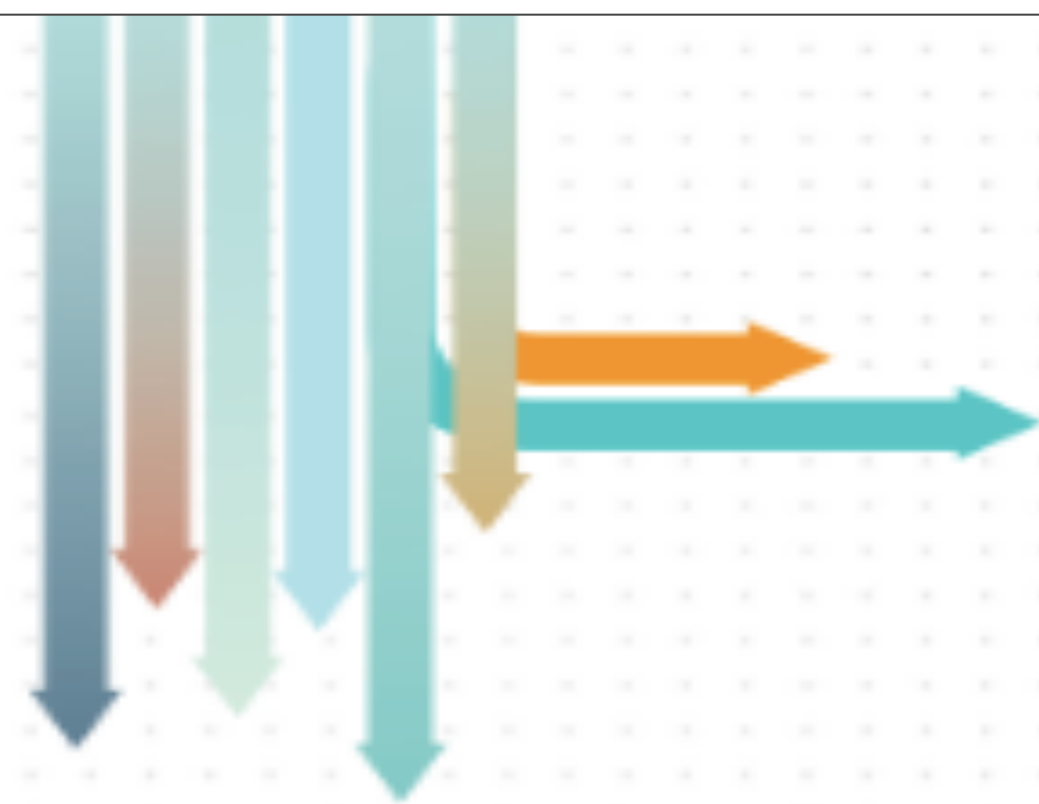


STAKEHOLDERS

Successfully supporting students in developing a sense of career purpose requires commitment and collaboration from numerous stakeholders.

- ✓ Registrars
- ✓ Admissions Officers
- ✓ Academic Advisors
- ✓ Student Affairs Professionals
- ✓ Career Services Professionals
- ✓ Faculty Members
- ✓ Employers





SHARED BELIEFS AND PRACTICES FOR PUTTING PURPOSE FIRST IN AMERICAN HIGHER EDUCATION



SHARED BELIEFS

Higher education should be a launching pad toward a meaningful career, empowering students with the knowledge to make informed choices, the structures to explore available opportunities, and the tools needed for success.

Career exploration and planning must be intentional and start early in the educational experience.

States, systems and institutions must **build a culture** of purpose across all tiers in higher education.



OUTCOMES

- ✓ Better understanding of career connection to major
- ✓ Earlier enrollment in program of study
- ✓ Greater credit completion in program of study
- ✓ Increased major stability
- ✓ Reduced opportunity gaps

Houston Community College saw a 542% increase in the number of career coach assessments and a resulting **82.8% decrease in undeclared majors.**

(from Spring 2016 to Spring 2017)

By incorporating career assessment tools prior to registration, **25% of incoming first-year students changed majors.**

(EAB)

By incorporating labor-market data and matching interests and ability, Baker College **dropped program changes by enrollment from 26.1% to 13.9%.**

(MyMajors)

A group of people are sitting on the floor, some using laptops. The image is overlaid with a semi-transparent orange color. The text "BEST PRACTICES" is written in white, bold, uppercase letters across the center of the image.

BEST PRACTICES

BEST PRACTICES

INSTITUTIONAL CULTURE

- ✓ Create a shared vision for success
- ✓ Customize plans by institution

STUDENT OWNERSHIP

- ✓ Help students become self-advocates
- ✓ Show students that higher education is not simply a box to be checked

INFORMED CHOICE

- ✓ Administer early interest assessments
- ✓ Provide labor-market data and in-depth career information

CAREER EXPLORATION

- ✓ Provide technology that empowers the process
- ✓ Integrate career exploration with orientation

ACADEMIC STRUCTURES

- ✓ Offer meta-majors
- ✓ Offer a First-Year Experience

ADVISING & NETWORKING

- ✓ Require students to connect with academic and career advisors
- ✓ Create and activate social capital



In UH's College Success course, we looked at data for all of the different degrees offered and their associated careers. It's nice to see what's most in demand now and what will be in demand in ten years. I realized accounting is what I want to do, and seeing the numbers helped me to know it's something I can do and that I'll be able to find a job.

MONICA HERNANDEZ

University of Houston ('19, Accounting and Finance)

DEEP DIVE: TECHNOLOGY

- ✓ Facilitate interest assessments and career exploration
- ✓ Proactive advising
- ✓ Informed choice of meta-major and major
- ✓ Default students onto their chosen academic map
- ✓ Easy integration of the registration process and software
- ✓ Mechanisms for ongoing monitoring and reporting for when students get off track





MEASUREMENT & EVALUATION

QUANTITATIVE OUTCOMES

For Each Meta Major Category

- ✓ Number of students enrolled in a major or meta-major within 1 year
- ✓ Number of students who complete 30+ credits within 1 year
- ✓ Number of students with at least 9 credits associated with program of study after 1 year
- ✓ Number of students who change their major at the end of the 1st year
- ✓ GPA or Level of Academic Standing by meta-major in the first year

Broken out by: race/ethnicity, age, gender, pell status, remedial status



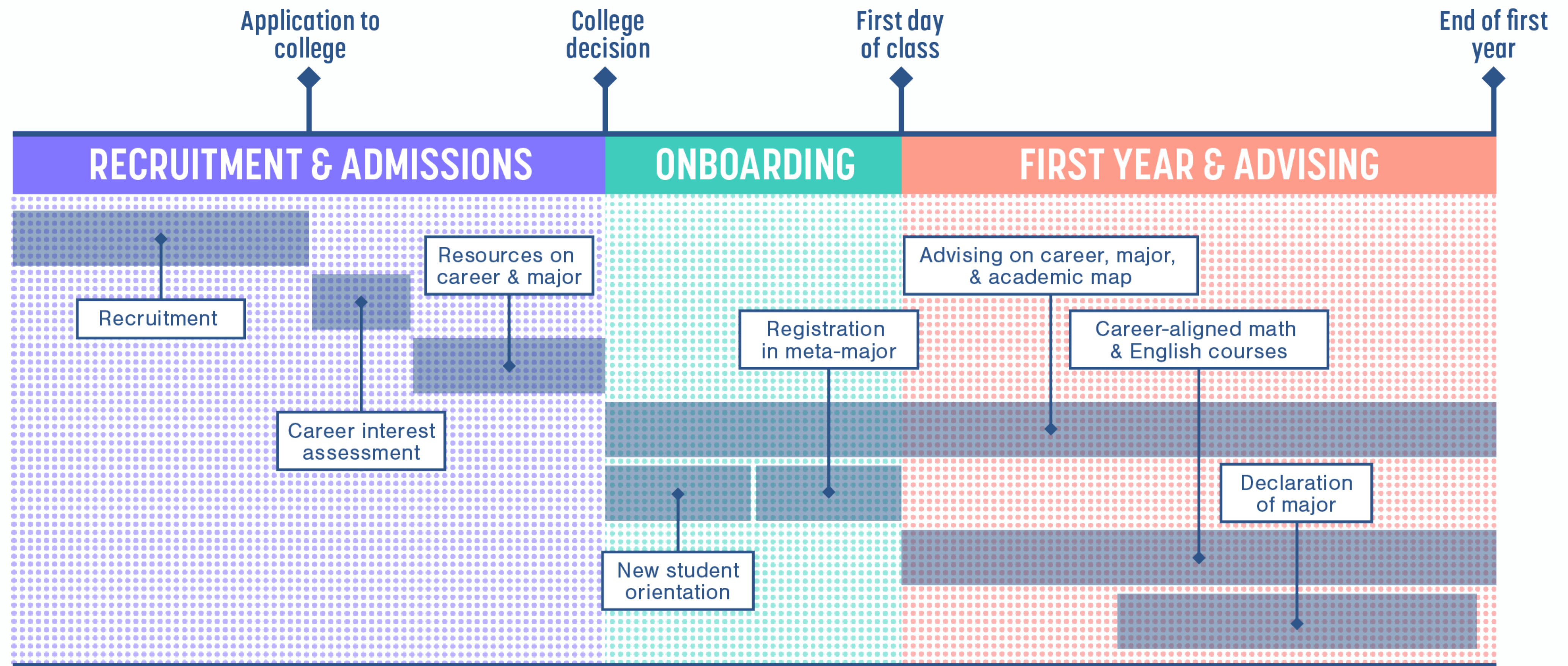
QUALITATIVE OUTCOMES

Survey of Student Participants

- ✓ Have an increased understanding of careers connected to majors
- ✓ Have meaningful exposure to career and labor market data
- ✓ Feel career and labor market data helps inform their major choice
- ✓ Feel their advisors incorporated career and labor market data into discussion regarding major choice
- ✓ Feel like first year courses are applicable to career



THE PURPOSE FIRST EXPERIENCE



QUESTIONS?

COMMENTS?

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