



# **Transitioning from College to Careers**

## **Dr. Marsha Fralick**

# Ice Breaker

Find a partner

Introduce yourself

Where do you work?

What career did you get? Does it match your personality type, interests or values?



# Overview

- ❖ The problem
- ❖ The research
- ❖ Critical elements of career development
- ❖ Some practical tools
- ❖ What students can do
- ❖ A call to action



# Resources and References

❖ Handout

❖ [www.collegesuccess1.com](http://www.collegesuccess1.com)

Click on Conferences

❖ [marsha@marshafralick.com](mailto:marsha@marshafralick.com)

PowerPoint

Research Articles

Assessments

Career Resources



**The most important reason students go to college is to find a satisfying career.**

“I am in the New Millennial generation. We want to go to school to get an education and have a nice career at the end.”



# The Problem

Students are graduating and having a difficult time finding a career.

Some lose motivation because they have not chosen a major and drop out of college.





Student loan debt averages \$31,000 for a BA.  
9 percent of recent grads are unemployed.







HALLOWEEN 2014

A  
NIGHT  
OF  
THE  
LIVING  
DEBT...

JOIN THE  
PROCESSION  
OCTOBER 31st, 7pm  
HOLLYWOOD CA

STUDENT  
LOAN  
DEBT



#GOWS

"THE GHOSTS OF  
WALL STREET"

# **The Solution**

**What can faculty do?**

**What can students do?**



# **The Research:**

## **Benefits of Career Development**

Folsom and Reardon examined research on college career development from 1920-2003 based on 17,600 students.



# Obvious Benefits

- Increases knowledge of career information
- Helps students choose a major and career
- Helps students with decision-making

Students like taking career courses.





# Career Development Increases:

- Intrinsic motivation
- Internal locus of control
- Self-knowledge
- Cognitive development
- Retention
- Graduation rates!



# Graduation Rates

- 4 Year colleges

On average, only 40% graduate in 6 years

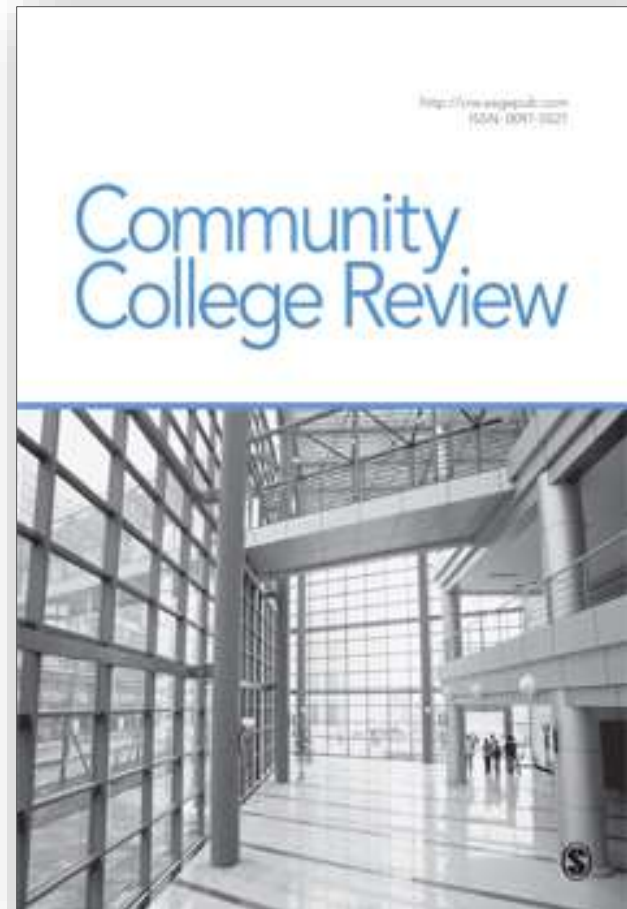
- Community colleges

On average, only 20% graduate in 3 years



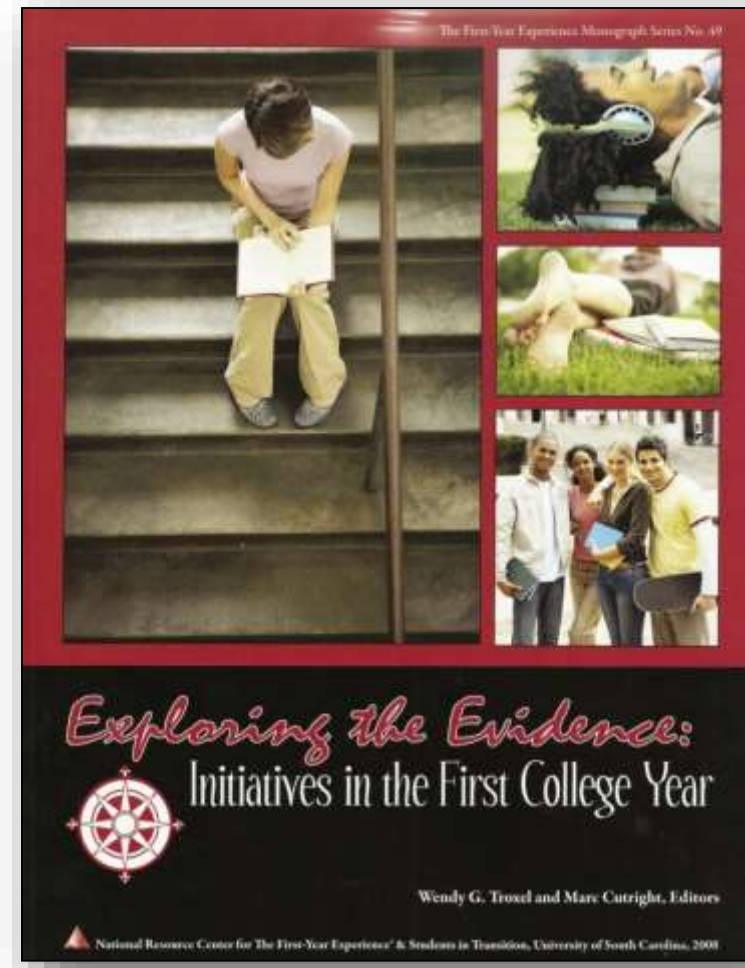
# College Success: A Study of Positive and Negative Attrition

- The successful student had a definite goal or college major.
- Based on this research, a career development component was added to our college success course.



# Noteworthy Results

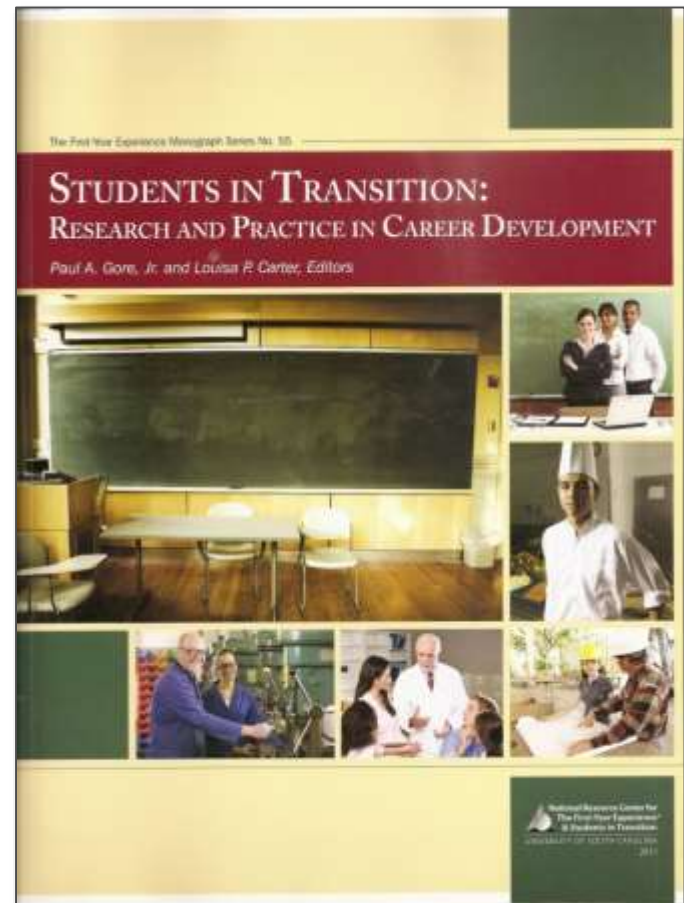
- 87% of students had chosen a major by the end of the course
- 62% of students reported more confidence in their academic skills
- 88% of students rated the course as good or very good





# Critical Elements of Career Development

- Career assessments with individual interpretation and feedback
- Current and reliable career info
- Written exercises to engage students



# Some Practical Tools



# Personality Assessment



- Valid
- Reliable
- Based on college scenarios that are easy to read and understand
- Personality types (I-E, S-N, T-F, J-P)

# Self Discovery Assessment

## Part 4 - continued

### Instructions:

Read the following paragraphs that describe some ways that Kim and Anita are different from one another. Indicate which one you are more like - even if it is just *a little bit more*.

**Kim and Anita worked together on a project and had to present their findings to the members of their department. They divided up the presentation, agreeing to take turns presenting different parts. But before the presentation even began, it was clear how differently Kim and Anita approached this task.**

### Kim

Kim was extremely prepared. She:

- Had neatly printed detailed notes and had prepared an excellent Power Point presentation
- Had practiced and timed her part and knew how long it would take
- Prepared handouts for her co-workers
- Wanted to start on time, even though some members were late
- Asked people to save questions until the end
- Was a little annoyed when Anita went over her allotted time

### Anita

Anita was much more casual. She:

- Knew the material so she only wrote an outline
- Wanted to wait for the late members saying "five-minutes is no big deal."
- Didn't time or practice her part figuring she could "wing it."
- Had prepared some graphics but didn't get around to making handouts for everyone
- Encouraged people to ask questions when they wanted to
- Was annoyed by how rigid Kim seemed

☐ If I were in a similar situation, I would probably act *more like Kim.*

☐ If I were in a similar situation, I would probably act *more like Anita.*



# **Critical Element: Current and Reliable Career Information**



# Career Information

Both the personality and multiple intelligences assessments connect to the O\*Net database of careers



**O\*NET OnLine**

A proud partner of the **americanjobcenter**® network

## POTENTIAL CAREERS AND MAJORS FOR ALEXIS

The careers listed below are all linked to Alexis's personality type and are organized by career cluster, from "most interested" to "least interested", based on what she has indicated. While there is never a guarantee, people of Alexis's type have indicated job satisfaction with these careers.

Search job openings with Jobs by  **SimplyHired**. Click "Find a job" next to career title.

### Health Services

(Very Interested)

Rating	Career Title	Field of Study/Major
	<a href="#"><u>Dental Laboratory Technicians</u></a> -  <a href="#">Find a job</a>	<ul style="list-style-type: none"><li>Dental Laboratory Technician</li></ul>
	<a href="#"><u>Dentists, All Other Specialists</u></a> -  <a href="#">Find a job</a>	<ul style="list-style-type: none"><li>Pre-dentistry Studies</li></ul>
	<a href="#"><u>Emergency Medical Technicians and Paramedics</u></a> -  <a href="#">Find a job</a>	<ul style="list-style-type: none"><li>Emergency Medical Technology/Technician</li><li>Pre-medicine Studies</li></ul>
	<a href="#"><u>Family and General Practitioners</u></a> -  <a href="#">Find a job</a>	<ul style="list-style-type: none"><li>Pre-medicine Studies</li></ul>
	<a href="#"><u>Health and Safety Engineers, Except Mining Safety Engineers and Inspectors</u></a> -  <a href="#">Find a job</a>	<ul style="list-style-type: none"><li>Business Administration and Management, General</li><li>Health System/Health Services Administration</li></ul>

[Overview](#)[Knowledge & Skills](#)[Tasks & Activities](#)[Wages](#)

### Job Description

Assess patient health problems and needs, develop and implement nursing care plans, and maintain medical records. Administer nursing care to ill, injured, convalescent, or disabled patients. May advise patients on health maintenance and disease prevention or provide case management. Licensing or registration required. Includes advance practice nurses such as: nurse practitioners, clinical nurse specialists, certified nurse midwives, and certified registered nurse anesthetists. Advanced practice nursing is practiced by RNs who have specialized formal, post-basic education and who function in highly autonomous and specialized roles.

### Interests

**Social**

Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.

**Investigative**

Investigative occupations frequently involve working with ideas, and require an extensive amount of thinking. These occupations can involve searching for facts and figuring out problems mentally.

**Conventional**

Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.

### Video

[Watch Video](#)[Download Player](#)

### Related Occupations

[Chiropractors](#)[Medical Assistants](#)[Nursing Instructors and Teachers, Postsecondary](#)[Podiatrists](#)[Surgeons](#)[Nursing Instructors and Teachers, Postsecondary](#)[Chiropractors](#)[Surgeons](#)[Podiatrists](#)[Psychiatric Aides](#)[Medical Assistants](#)

### Related College Majors

[Nursing \(R.N. Training\)](#)[Nursing Science \(Post-R.N.\)](#)[Nursing, Adult Health \(Post-R.N.\)](#)[Nursing, Family Practice \(Post-R.N.\)](#)[Nursing, Maternal/Child Health \(Post-R.N.\)](#)[Nursing, Pediatric \(Post-R.N.\)](#)[Nursing, Surgical \(Post-R.N.\)](#)



**Follow the directions on the  
handout to take the **Do What You  
Are** personality assessment**












# Multiple Intelligences



- Based on Howard Gardner's theory of multiple intelligences
- Definition: The human ability to solve problems or design or compose something valued in at least one culture
- Helps students think positively about their talents
- **Connects multiple intelligences to careers**

# Sample Profile














Intelligence	Score		
	Low	Mid-Range	High
Interpersonal			
Musical			
Logical-Mathematical			
Bodily-Kinesthetic			
Intrapersonal			
Spatial			
Naturalist			
Linguistic			
Existential			

## Her Top Careers

Based on her intelligence profile

[See all Careers By Intelligence](#)

Search job openings with  SimplyHired. Click "Find a job" next to career title.

Her Top 52 Careers			
	Rating	Career Title	Degree of Match
		<a href="#">City and Regional Planning Aides</a> -  <a href="#">Find a job</a>	<div><div></div></div>
		<a href="#">Police and Sheriff's Patrol Officers</a> -  <a href="#">Find a job</a>	<div><div></div></div>
		<a href="#">Police Patrol Officers</a> -  <a href="#">Find a job</a>	<div><div></div></div>
	★ ★ ★ ★	<a href="#">Registered Nurses</a> -  <a href="#">Find a job</a>	<div><div></div></div>
		<a href="#">Emergency Management Specialists</a> -  <a href="#">Find a job</a>	<div><div></div></div>
		<a href="#">Probation Officers and Correctional Treatment Specialists</a> -  <a href="#">Find a job</a>	<div><div></div></div>
		<a href="#">Dental Assistants</a> -  <a href="#">Find a job</a>	<div><div></div></div>
		<a href="#">Singers</a> -  <a href="#">Find a job</a>	<div><div></div></div>
		<a href="#">Construction Managers</a> -  <a href="#">Find a job</a>	<div><div></div></div>
		<a href="#">Coaches and Scouts</a> -  <a href="#">Find a job</a>	<div><div></div></div>
		<a href="#">Producers and Directors</a> -  <a href="#">Find a job</a>	<div><div></div></div>
		<a href="#">Umpires, Referees, and Other Sports Officials</a> -  <a href="#">Find a job</a>	<div><div></div></div>
		<a href="#">Dental Hygienists</a> -  <a href="#">Find a job</a>	<div><div></div></div>

# **Critical Element: Written Exercises to Engage Students**





# Journal Entries

## Introvert or Extravert

Write a paragraph about this preference. Think about your results from Do What You Are and the statements in the table above. Describe your type, the degree to which you show a preference, and how it affects your thoughts and actions in various situations. Give examples from your social life, school, or work.

Completed: 2012-01-16 09:08:00

1. I think there are influences of being an extrovert or introvert in different stages in my life. When I was in high school, I put more importance on being social and interacting with many people. After I went to college, I found that many of the friendships that I considered permanent, weren't. I began to rely more on myself and less on others. I wanted to be successful for myself. I guess over the years I have been more comfortable with myself and have become more of an introvert. However, I am not a person who shys away from people. I like meeting new people and do like to be social but have fewer close friends rather than lots of acquaintances.

# Student Portfolio

## Student Portfolio

### Sample Student

[Add](#) Add this student to "My Students".

This student is not flagged. [ [Flag](#) ]

**Student ID:** 074144

**Email:** [mfralic100@san.rr.com](mailto:mfralic100@san.rr.com)

**Gender:** Female

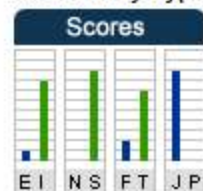
**Graduation Year:** Adult Learner

**Major:** Undeclared [ [Edit](#) ]

#### Do What You Are

**Completed:** December 27, 2013

**Personality Type:** ISTJ



She rated her personality profile as *Very Accurate* (85% or more).

[View Report](#)

#### MI Advantage

**Completed:** December 27, 2013

[View Report](#)

- [Her Chapters](#)
- [Her DWYA Report](#)
- [Her MI Advantage Report](#)
- [Careers Matched To Her](#)
- [All Careers](#)
- [Set Password](#)
- [Delete Student](#)
- [Student Messages](#)
- [My Students](#)
- [Search Results](#)
- [Search Students](#)
- [All Students](#)
- [Archived Students](#)
- [Home Page](#)

# Students add careers to their online portfolio

## Her Saved Careers

★★★ Very Interested   ★★☆☆ Interested   ★☆☆☆ Somewhat Interested

Career	Field of Study/Major
★★★ Athletic Trainers	<ul style="list-style-type: none"><li>• Athletic Training and Sports Medicine</li><li>• Physical Education Teaching and Coaching</li><li>• Physical Therapy</li></ul>
★★★ Forest and Conservation Technicians	<ul style="list-style-type: none"><li>• Forest Harvesting and Production Technology/Technician</li><li>• Forestry Sciences</li></ul>
★★★ Nursery and Greenhouse Managers	<ul style="list-style-type: none"><li>• Agricultural Business and Management, General</li><li>• Agricultural Production Workers and Managers, General</li><li>• Botany, General</li><li>• Crop Production Operations and Management</li><li>• Farm and Ranch Management</li><li>• Greenhouse Operations and Management</li><li>• Horticulture Science</li><li>• Horticulture Services Operations and Management, General</li><li>• Nursery Operations and Management</li><li>• Ornamental Horticulture Operations and Management</li><li>• Turf Management</li></ul>
★★★ Social and Human Service Assistants	<ul style="list-style-type: none"><li>• Social Work</li></ul>
★★★ Veterinarians	<ul style="list-style-type: none"><li>• Pre-veterinary Studies</li><li>• Veterinary Sciences</li></ul>

# Personal Feedback

## Send Message

To send a message to **Janine Woolard**, please write the message in the field below.

Then click the "Send" button.

Great work on the journal entries and the quizzes too. I noticed that you are unsure about your career plans. We will work on this in this course.

Send



# What can students do to improve their career prospects after college?

**Think**  
**Pair**  
**Share**

**2 minutes**





# The Research

## Rutgers University

- 40% of students reported that they should have been more careful about choosing a major.
- They would have done more to prepare for careers
  - **Internships**
  - **Part time work**
  - **More courses to prepare for a career**



**My blog has current issues and teaching tips.**

## College and Career Success

Tuesday, October 7, 2014

### Excerpts from "Chasing the American Dream: Recent College Graduates and the Great Recession"

How are recent graduates faring in the workplace in current economic conditions? How can we better help students in their transition from college to careers? Some answers are suggested by the Work Trends report, "Chasing the American Dream: Recent Graduates and the Great Recession" by Charley Stone, Carl Van Horn and Cliff Zukin of the John J. Heldrich Center for Workforce Development of Rutgers University. Their research is based on a nationally representative sample of 444 college graduates from 2006-2011.

**[www.collegesuccess-fralick.blogspot.com](http://www.collegesuccess-fralick.blogspot.com)**

# **What can students do to prepare for careers after graduation?**

**Think  
Pair  
Share**

**2 minutes**



# What Students Can Do

- Use Career Services
- Volunteer
- Internships
- Part time work
- Informational interviewing
- Use online tools
  - LinkedIn
  - Facebook
- Establish personal brand online





- Incorporates knowledge of self and how personal strengths can be used in the workplace
- Manage online presence



# Manage Online Presence



- Photos or references to drug or alcohol use or abuse
- Discriminatory comments on race, religion or gender
- Negative comments about previous employers
- Poor communication skills

# Set up a nameplate website

About.me

Take control of your online presence.

Include:

Resume

Samples of work

Website



# Marsha Fralick

Educational Consultant, Author, College and Career Success



 San Diego, California



Follow

Add App

# CALL TO ACTION

## **Goal**

**-An aim or desired result**





# A Job, A Career or a Calling?

By Martin Seligman author of *Character Strengths and Virtues*





# A Job

What you do for a paycheck



# A Career

- ❖ Has deeper personal meaning
- ❖ Involves achievement, prestige and power



# A Calling

- ❖ A passionate commitment to a job for it's own sake
- ❖ A complete absorption in an activity whose challenges match perfectly with your abilities.



**Comments or Questions?**

