

2022 NASPA ANNUAL CONFERENCE
March 19-23 • Baltimore, MD

Choose Your Own Career Adventure: An Academic Affairs and Student Life Professional Planning Intervention for First-Year, First-Gen College Students

Tuesday, March 22, 2022 | 3:00 – 3:50 p.m.

#NASPA22



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Presenter

Michelle Lovasz
Interim Executive Director, Career Center
California State University, Los Angeles
Certified Career Services Provider

#NASPA22

California State University, Los Angeles



With great respect, Cal State LA acknowledges the Tongva people as the traditional caretakers of Tovaangar (TOE-von-gar) – the Tongva world, including the Los Angeles Basin, South Channel Islands, San Gabriel and Pomona Valleys, and portions of Orange, San Bernardino, and Riverside Counties. Cal State LA is located within these lands. As an institution located on unceded Tongva land, we pay our respects to the ancestors, elders, and our relatives/relations, past, present, and emerging.

About Cal State LA



Cal State LA continues to rank number one in the U.S. based on the upward economic mobility of its students.

First study by The Equality of Opportunity Project, which examined the role of colleges and universities in helping individuals climb the income ladder. Cal State LA has propelled a higher percentage of students from the bottom fifth of income into the top fifth of U.S. earners, the study found. Records from more than 2,000 colleges and universities were studied following 30 million students from 1999 to 2013.

Student Affairs Partnering with Academic Affairs

Career Center

Services

- Career advising
- Student employee HRM
- Academic internships
- Employer relations

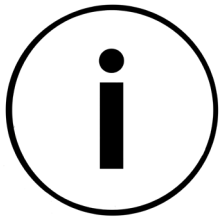
Staff (in fall 2020)

- 3 career advisors
- 2 experiential learning coordinators
- 1 student relations specialist
- 1 administrative support coordinator
- 2 managers

Rongxiang Xu College of Health and Human Services: Introduction to Higher Ed. Course

Students Served (in fall 2020)

- **1,091 students initially enrolled in IHE**
- 987 IHE First-Year Students Completed the Pre-Semester Survey
- **76% Female** 24% Male <1% Non-Binary
- **Average Age=17.83**
- **80% Hispanic** 12% Asian/Pacific Islander
- **80% First-Generation College Students**
- 97% Living with Family
- **868 Completed IHE Pre- & Post-Semester Surveys**

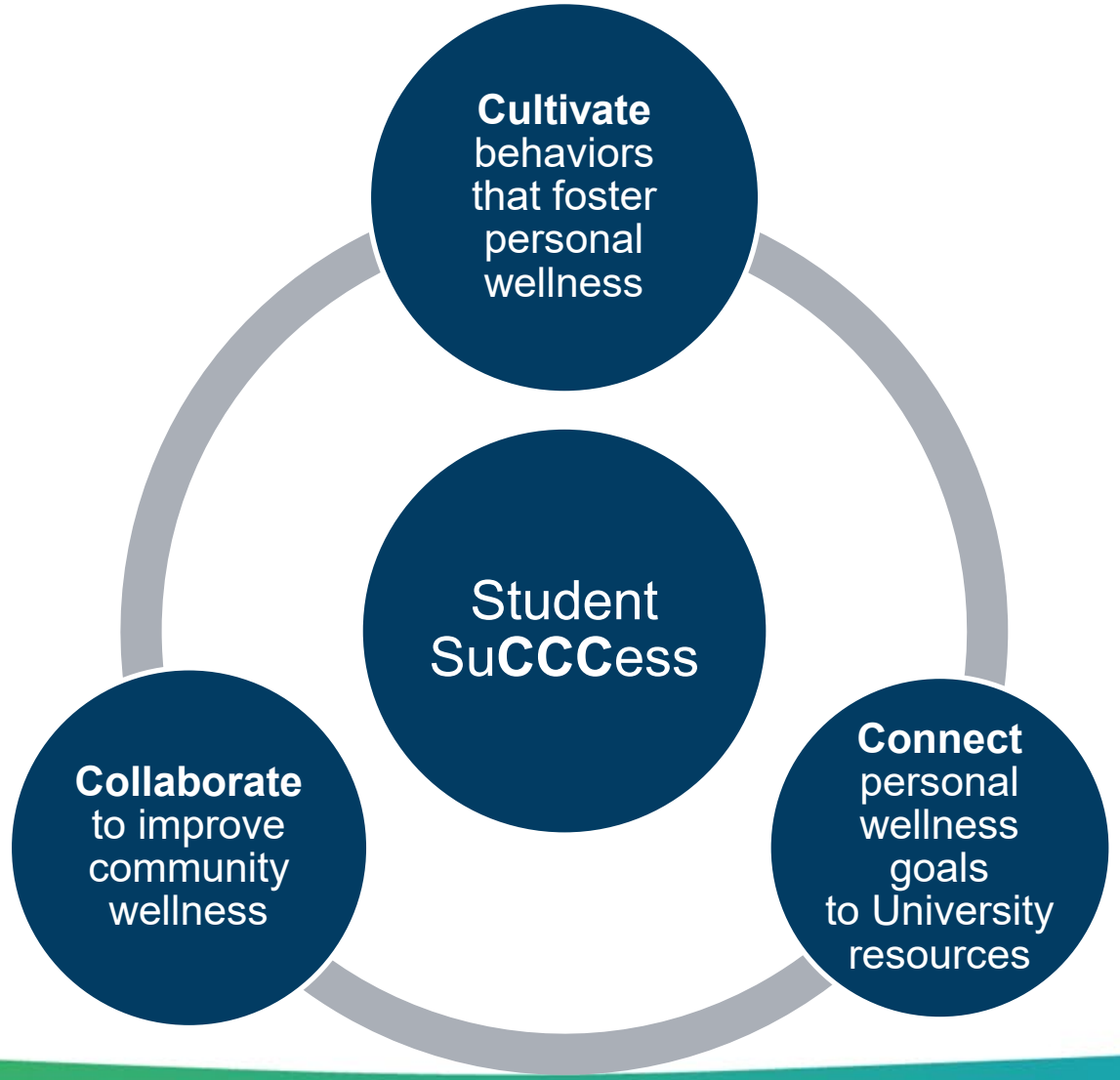


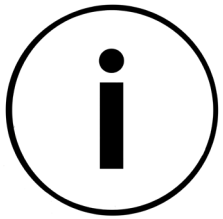
HHS Intro to Higher Ed (IHE)

This course aims to develop confident and competent students who create success by optimizing personal wellness, utilizing University resources to foster personal wellness, and collaboratively designing ways to improve community wellness.

KNOWLEDEGE PILLAR I PERSONAL WELLNESS	KNOWLEDGE PILLAR II ACADEMIC/CAREER SUCCESS	KNOWLEDGE PILLAR III CIVIC LEARNING
Optimal life quality is founded upon physical, social, emotional, intellectual, occupational, spiritual, economic, and environmental wellness. The extent of one's wellness stems from the intersection of lifestyle choices respective of these dimensions. This pillar delivers the knowledge and skills that cultivate healthful choices and build habits to enhance life quality.	The extent to which one is successful academically, depends on knowledge of resources, degree programs, and degree planning tools. Additionally, career success begins with aligning a professional development plan with a degree plan. This pillar integrates degree and career plans to support on-going learning and seamless entry into the professional world upon graduation.	Individual wellness and success are related to one's ability to realize the empowerment of collaboration and change-agency at the community level, especially when expressed from a problem-solving perspective. This pillar focuses on problem-solving principles and provides students with the opportunity to use these principles to improve the wellness of the University community.

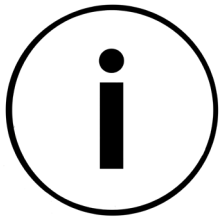
Student Learning Outcomes





Anchor Experience (AX) Events

AX Activity		Brief Description	Assessments
AX1	Achieving Personal Wellness	Students are guided through a process to identify a personal goal and build a step-by-step personal action plan to achieve it by the end of this semester.	Personal Action Plan
AX2	Connecting to Campus in a Virtual Environment	Students are introduced to key resources on campus related to wellness dimensions and related to their own personal action plans.	Personal Acton Plan
AX3	Building an Academic Plan	Students learn about degree planning tools from the Advising Center and hear presentations about HHS majors, career paths, and student organizations.	Degree Plan
AX4	Designing a Professional Plan	**Students connect their degree and career plan to professional opportunities on campus** such as **study abroad**, **Educational Participation in the Communities** (EPIC), **internships**, and résumé building (Career Center).	Professional Plan
AX5	Building Community Wellness	Students apply civic engagement and wellness dimensions to identify and develop innovative ways to improve wellness in their communities.	Problem-Solving Project



AX4 Designing a Professional Plan

- SLO 3: Students will connect personal wellness goals to University resources.
- Students will engage in developing the following skills:
  - MLO 3.1: Compare personal wellness to features of wellness dimensions.
  - MLO 3.2: Associate University resources with wellness dimensions.
  - MLO 3.4: Choose resources directly related to personal success.
  - MLO 3.5: Utilize the resources to support personal success.
- **The assignments will help students connect all of the following**:
  - Develop a Personal Mission Statement to affirm your life purpose.
  - Develop a Professional Brand to activate your Personal Mission Statement (AX1) and achieve occupational wellness.
  - Develop a Professional Development Plan to cultivate your Professional Brand.



“Professional Brand” Development

aka Personal Brand

Observations

Students often articulate a basic understanding of: 1) the influences on their career decision-making; 2) how they can contribute to the world of work; 3) the needs of their future profession; and 4) whom they can serve as a professional.

Components

1) My expertise; 2) My contribution; and 3) My uniqueness

Connection to Obtaining Employment

Knowing and articulating the above are essential skills for an effective employment search strategy (e.g., target roles, résumé, interview).



"Professional Brand" Development (cont.)

Approaches Potentially Aligning with the Idea of a "Professional Brand"

- Career Self-Authorship (Laughlin & Creamer, from Baxter Magolda)
- Narrative Career Counseling
  - Systems Theory Framework (Patton & McMahon)
  - Career Construction (Savickas)
- Social Cognitive Model of Career Self-Management (Lent, Brown, & Hackett)
- "Intelligent Career" Navigation (Arthur)
- Life Designing Model for Career Intervention (Savickas, et al.)

Mindsets for Success in the World of Work

- Growth Mindset (Dweck)
- Career Adaptability (Super & Knasel; Savickas)



Relation to Campus Experiences

Observations: 1) Students who apply for internships and jobs seldomly include their experiences on campus as evidence of career readiness for their future career. 2) Students often do not understand how a Bachelor or Master degree prepares for the job market leading to upward economic mobility.

Approaches to Career Decision-Making and Meaning-Making of the College Experience

- Planned Happenstance Learning Theory (Krumboltz)
- Wise Wandering System (Brooks)

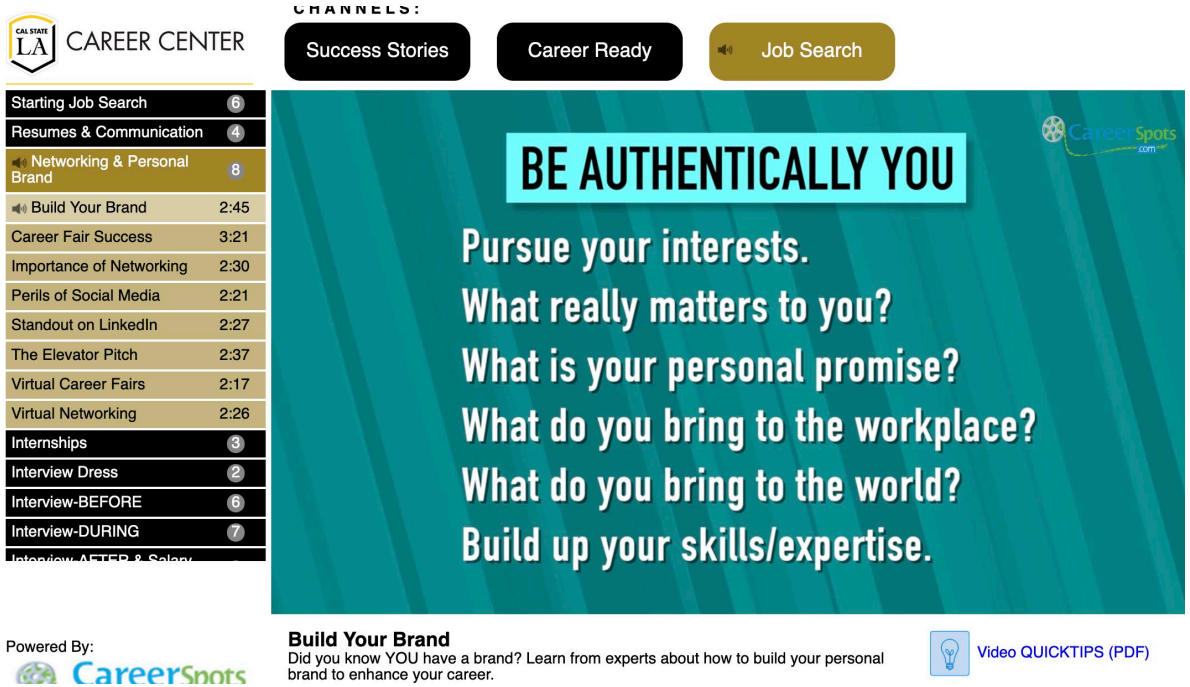
Articulating Value to Employers

- Career Readiness Competencies (NACE)
- Engagement and Employability (NASPA)
- Career Capital and Yosso's Community Cultural Wealth

Pre-AX4 Assignment: Professional Brand

Purpose

On the Road to YOUR Best Life, and using your Personal Mission Statement as the foundation, complete the following worksheet to develop your Professional Brand. Think of your Professional Brand as a way to activate your Personal Mission Statement. Meaning, a way to bring your Personal Mission Statement to “life” and in a way that meshes your Professional Brand with your Personal Mission Statement.



Professional Brand Worksheet

My Expertise

What's your major (write in the left box) and which classes do you enjoy in your field (include three in the box on the right)? If you haven't chosen a major, which subjects or activities interest you?

My Contribution

Who can you help in this field? (Narrow it down. E.g. What kind of company? What kind of customer/client?)

What can you help them with? Help them do what? (Be as specific as possible. You can include several ways.)

My Uniqueness

List your strongest skills. What are your strengths and passions, career-wise? What makes you memorable and special? (Check the word bank on the next page for ideas.)

My Professional Brand in Summary

- Using the attached worksheet with examples of professional brand summaries, craft a summary of your professional brand. Consider which problems you want to solve, how you do it uniquely, and for whom you do this. You should customize the samples to your own style, voice, and goals.

Elevator Pitch samples

- When we meet new people, at a career fair for example, we generally introduce ourselves. The Elevator Pitch is that 30-60 second moment when you talk about who you are and what your goals are.

Online Profile Summary (e.g. LinkedIn) sample

- Social networks online typically have an About or Summary section on the profile page. …

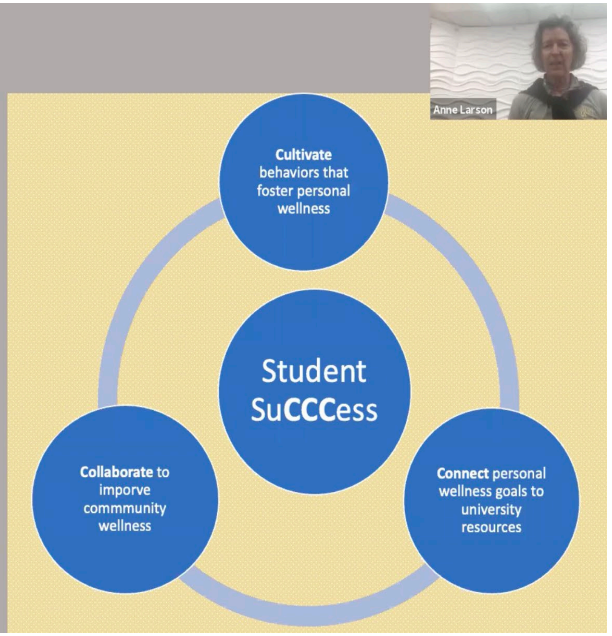
Webinar

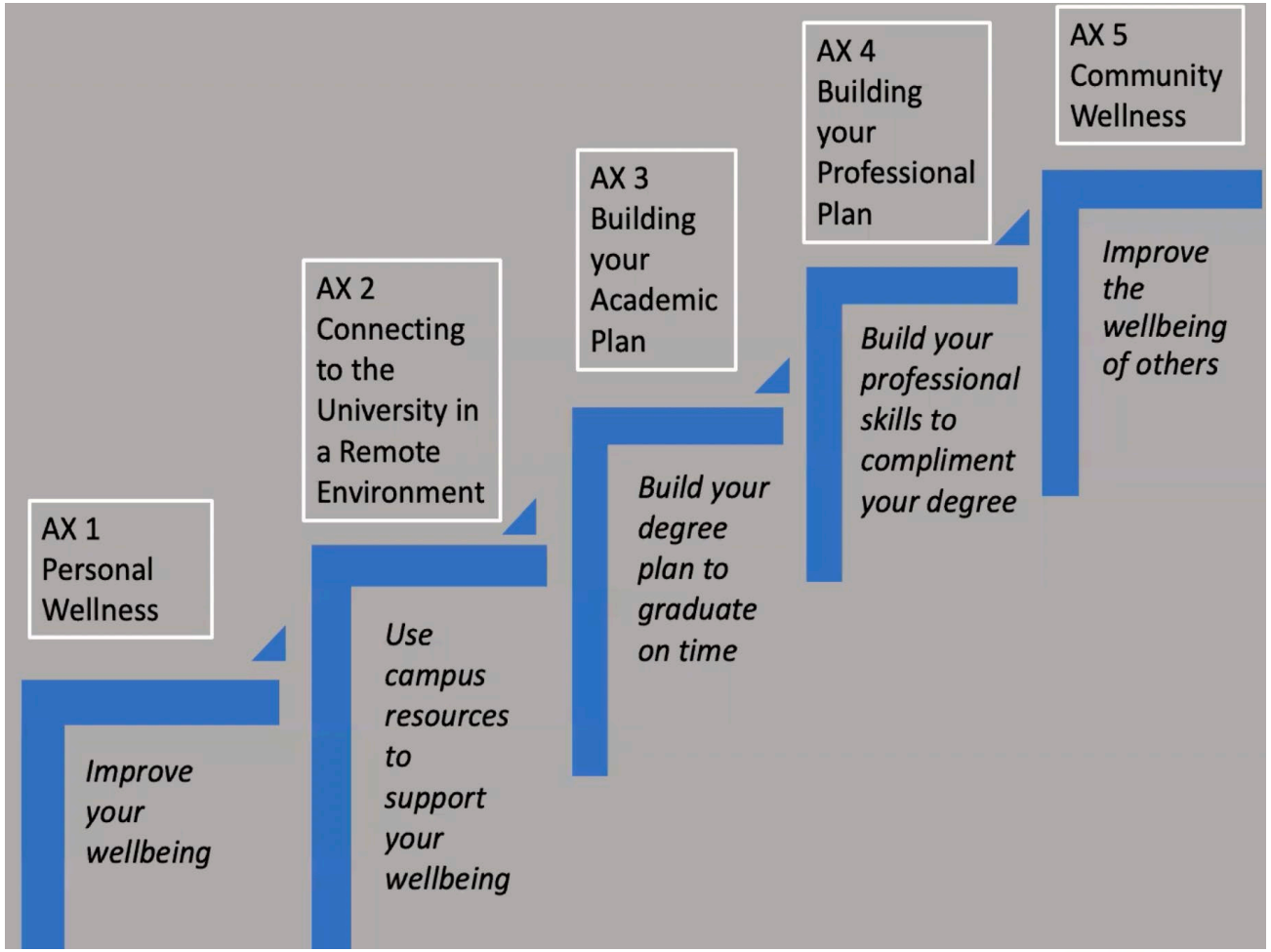
This class is about YOU –

your success now – and after you graduate...

IT'S ABOUT YOU BUILDING YOUR BEST LIFE...

Each of our five Anchor X adds a different piece to the build!





PROFESSIONAL BRAND

Writing your Professional Story at Cal State LA (in progress)

It's about:

- Being authentically you.
- Thinking like a detective.
- Exploring your interests and values.
- Discovering the needs of your field.
- Activating your strengths.
- Contributing to your field.
- Building connections with future colleagues.
- Reflecting upon your experiences.
- Sharing your story with others.

The chapters:

- Classroom experiences
- Student involvement
- Field experiences

THE VALUE OF CAMPUS EXPERIENCES



CLASSROOM EXPERIENCES

- Oral/Written Communication
- Critical Thinking/Problem Solving
- Research/Analysis/Synthesis
- Content/Applied Knowledge
- Digital Technology
- Diversity/Inclusion
- Teamwork/Collaboration
- Time Management



STUDENT INVOLVEMENT

- Leadership
- Teamwork/Collaboration
- Conflict Management
- Social Responsibility
- Emotional Intelligence
- Adaptability/Flexibility
- Global/Intercultural Fluency
- Networking



FIELD EXPERIENCES

- Practical Knowledge
- Professional Growth
- Effective Work Habits
- Professional Work Image
- Planning/Prioritizing
- Business Communication
- Digital Technology
- Professional Networking

SHARING YOUR PROFESSIONAL STORY



Projects

- Class reports/presentations
- Independent/competitions
- Research Assistance



Relevant Experiences

- Internships
- Study Abroad
- Volunteering



Organizations

- Student Clubs
- Professional Associations



Conferences/Seminars

- Student Professional Track
- Poster Presentations
- Paper Presentations



Relevant Courses

- General Education
- Electives
- Courses Specific to Field/Certificates



Skills

- Digital Technology
- Practical Skills in Field
- Language Abilities

DEVELOPING A PROFESSIONAL PLAN



Student and Recent Graduate Panel



What is an internship?

An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting.

College students start their internships at different points. Some start when they've been in an academic program for a few years and others start early in the academic program.





What is the Purpose of an Internship?

- **For Employers**: To obtain better knowledge of the student as a potential future employee, gain brand recognition and improve community relationships, and to improve diversity efforts.

- **For You**: To gain real-world view inside a particular industry or job and make informed career choices, to build a network of professional contacts, and to become a competitive job candidate.

START HERE!

SAMPLE INTERNSHIP TIMELINE

SEPTEMBER – DECEMBER

Apply!

Employers recruit interns in the fall semester.

Deadlines are often in November and December.

Network with employers to identify internship opportunities that best align with your career interests.

JANUARY – MARCH

Under Review

Applicants receive notice from employer to interview.

Start a conversation with faculty and the Career Center if you seek academic credit.

Employers open second recruitment for unfilled positions.

APRIL – MAY

Status

Applicant receives notice of hire, denial notice or no notice.

Accept offer letter if hired.

Inform faculty and Career Center if you seek academic credit.

Work with organization to complete academic documents.

Get faculty course permit and any required insurance, and enroll in course.

JUNE – AUGUST

Internship!

Attend orientation.

Begin summer internship or entry-level job.

Build a portfolio of your work.

Network with professionals.

Obtain recommendation letters.

Make future plans.



SUCCESS DOESN'T JUST COME AND FIND YOU...
YOU HAVE TO GO GET IT!

Post-AX4 Assignment

On the Road to YOUR Best Life, and using your Personal Mission Statement and your Professional Brand as the foundation, complete the following worksheet to develop your *Professional Development Plan.* Think of your *Professional Development Plan* as a way to cultivate your Professional Brand. Meaning, an intentional plan to grow your professional brand so that you can gain the experiences and skills you need to lead YOUR best life.

My personal mission statement is:

My personal brand is:

Develop a professional and career plan by identifying at least three things you want to do professionally by the time you graduate from Cal State LA. **Some of the things you can plan for include:** Participating in service learning/volunteer work, having an internship, studying abroad, joining a professional organization, joining your major's student club, looking for opportunities to work with faculty on research, attending career fairs, putting together and updating your resume, and so on

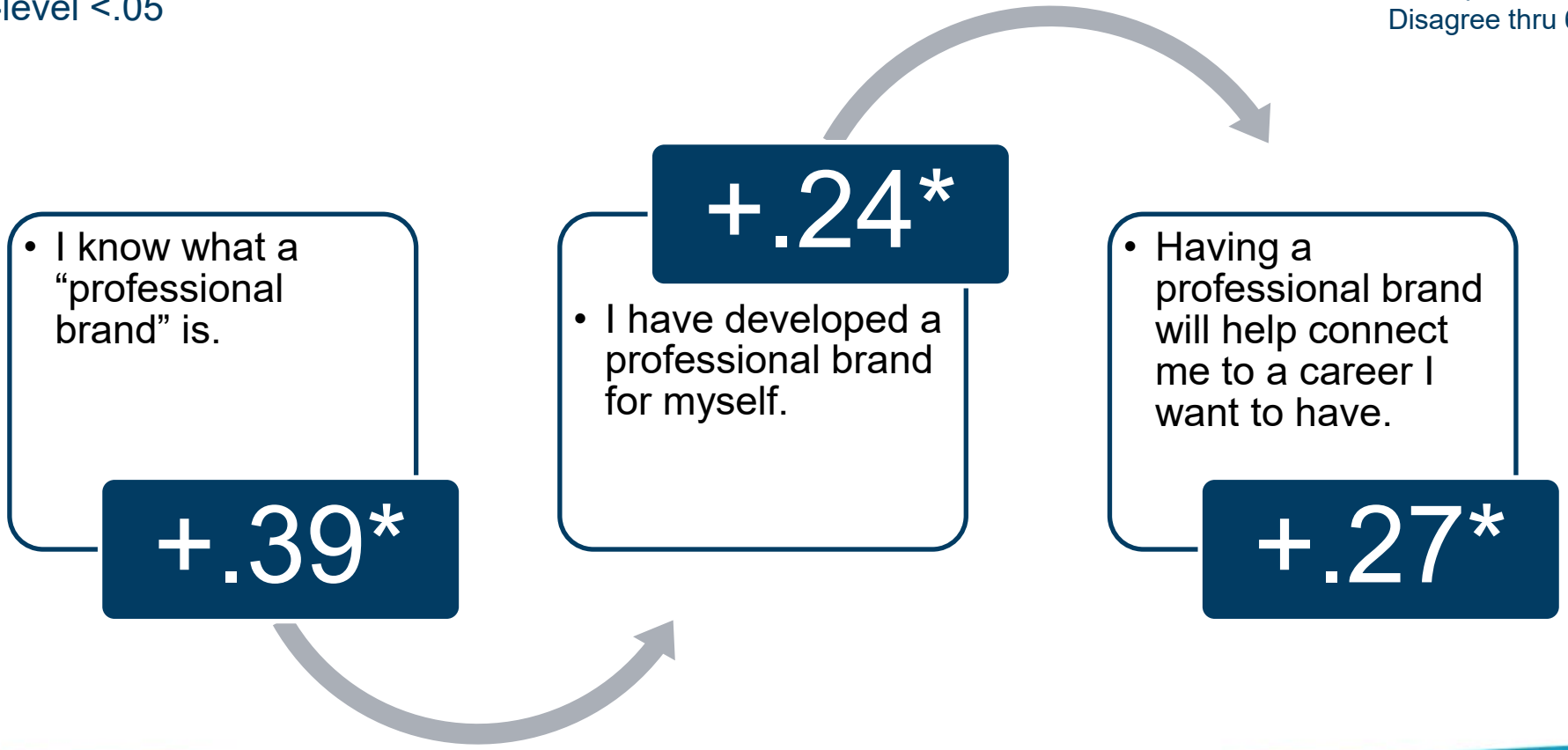
By Fall 2021	By Fall 2022	By Fall 2023	By Graduation
EXAMPLE:			
▪ *Explore Study Abroad options and ways to finance* ▪ *Apply to major [name]* ▪ *Join my major's club [name]*	▪ *Apply for a study abroad program* *Join a professional organization for my major [name]*	▪ *Participate in a study abroad program* ▪ *Apply for an internship*	▪ *Participate in a professional internship*
YOUR PLAN:			
▪	▪	▪	▪

Impact of AX4 on Professional Brand Awareness

Mean Change from Pre-AX4 to Post-AX4

* t-test p-level <.05

Response Range: 1=Strongly Disagree thru 6=Strongly Agree

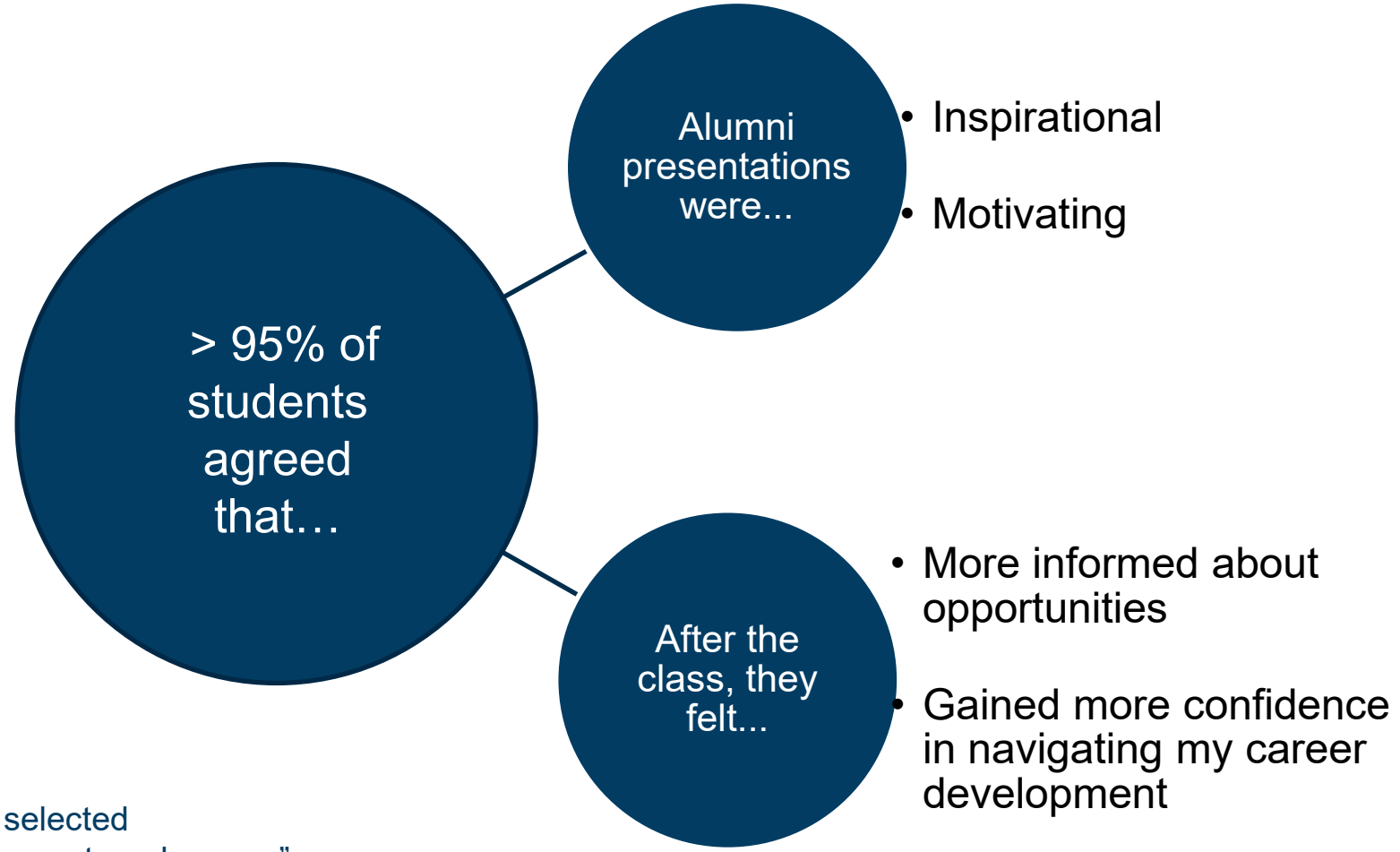


Impact of AX4 on "Knowledge of and Interest in" Professional Opportunities

* t-test p-level <.05

	Mean Change in Knowledge from Pre-AX4 to Post-AX4 Response Range: 1=Strongly Disagree thru 6=Strongly Agree	Mean Change in Interest from Pre-Semester to Post-AX4 Response Range: 0=Not at all Interested thru 10= Very Interested
Volunteering	How: +.29*	+.10*
Doing an Internship	What: +.27* How: +.52*	+.46* out of 10
Study Abroad	What: +.38* How: +.77*	No Change

Perceptions of AX4 at Post-AX4 Survey



"Agreed"=Students who selected
"Somewhat agree, agree, or strongly agree"

What's Next: Honors College Declaration (Sophomores, in progress)

- Week 1 – The Future of Work (e.g., talent shift; agile and growth mindsets)
- Week 2 – Career Influences (e.g., career capital; community cultural wealth)
- **Week 3 – Professional Brand**
- Week 4 – Personal Statement
- Week 5 – Networking and Letters of Recommendation
- **Week 6 – Professional Experiences While in College**
- **Week 7 – Internship and Fellowship Search Strategies**
- Week 8 – Post-Graduation: Graduate School and Job Search Strategies
- Week 9 – Résumé and CV
- Week 10 – Cover Letters
- Week 11 to 15 – Leadership Development



1. How does your department help students develop their “professional brand”?
2. Who can you connect with on your campus to integrate “professional brand” development across the academic experience? And, how?



Resources Possibly Relevant to the "Professional Brand"

Brooks, K. (2017). *You majored in what?* (1st ed.) Plume Press.

Johnston, C. S. (2018). A systematic review of career adaptability literature and future outlook. *Journal of Career Assessment, 26*(1), 3-30. DOI: 10.1177/1069072716679921

Krumboltz, J. D. (2009). The happenstance learning theory. *Journal of Career Assessment, 17*(2), 135-154. DOI: 10.1177/1069072708328861

Laughlin, A. & Creamer, E. G. (2007). Engaging differences: Self-authorship and the decision-making process. *New Directions for Teaching and Learning, 109*, 43-51. DOI: 10.1002/tl.264

Lent, R. W. & Brown, S.D. (2013). Social cognitive model of career self-management: Toward a unifying view of adaptive career behavior across the life span. *Journal of Counseling Psychology, 60*(4), 557-568. DOI: 10.1037/a0033446

McIlveen, P. & Patton, W. (2007). Narrative career counselling: Theory and exemplars of practice. *Australian Psychologist, 42*(3), 226-235. DOI: 10.1080/00050060701405592

McMahon, M. & Watson, M. (2013). Story telling: Crafting identities. *British Journal of Guidance & Counseling, 41*(3), 277-286. http://dx.doi.org/10.1080/03069885.2013.789824

Poulsen, K. M. & Arthur, M. B. (2005). Intelligent Career Navigation. *T&D, 59*(5), 77-79. https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=16961210&site=ehost-live&scope=site

Savickas, M. L., Nota, L., Rossier, J., Dauwalder, J., Duarte, M. E., Guichard, J., Soresi, S., Van Esbroeck, R., & van Vianen, A. E.M. (2009). Life designing: A paradigm for career construction in the 21st century. *Journal of Vocational Behavior, 75*, 239-250. DOI:10.1016/j.jvb.2009.04.004



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Thank You

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