



# *Mindful Integration of Career and Academic Advising into the Classroom for First-Year Students*

## **Session Outcomes:**

- ✓ Learners will gain an overview of how career exploration and degree planning knowledge, skills, and abilities can be designed into student learning experiences
- ✓ Learners will explore how they can collaborate with instruction to design effective curriculum geared to meet first-year career and academic advising competencies



**Context:**

## Central Oregon Community College

- 5,700 FTE; 9,460 credit students (2015-2016)
- Main campus, branch campus, and two centers
- 132 full-time faculty; 47 adjunct; 211 part-time

## COCC Academic & Career Advising

- Advising is required before registration for new incoming students
- Academic advising is required; case load & assigned 4<sup>th</sup> week
- Advising model is a mix of professional advisors and faculty advisors
- Center houses 3.5 FT advisors + director + FT career coordinator
- Career Coordinator = individual appointments and classroom

## College Success – The course

- Optional; with exception of Oregon Promise
- Housed in the Social Science department under Human Development
- 100-level; 3 credits; f2f, hybrid, online delivery; On Course Skip Downing

## Me: Part-time Instructor & Administrator

- Past academic advisor
- Student success and retention programming – orientation & FYE
- Part time instructor 15+ years



## ***Why the Curriculum Changes?*** **‘Activating Events’**

### **Professionally:**

- **Master’s Degree course work changed my instruction**

### **Organizationally:**

- **Oregon Promise requirements challenged ‘guest lecture’ design in College Success courses**
- **Near-future FYE program causes curriculum redesign**



## Moving Career Development Guest Lecture to a Learning Activity

**Shawna:**

*“Tracy, I need a content expert to help me redesign the career-related content in College Success”*

**Tracy:**

*“Do we have one of those?”* (embellished for theatrical purposes)

**Shawna:**

*“Tracy, what do you want every new student to know, do, and feel about career development during their first term?”*

And the adventure began..... (outcomes, events of instruction, assessment, and revise)



## Example of Moving a Guest Lecture into a Learning Activity

College-to-Career lecture	College-to-Career 'week'
50 to 60 minute class lecture	Discussion thread (article)
	90 minute lab (class)
	KSA (knowledge, skills, and ability) exercise

Check out  
Blackboard!



## *Building Career Readiness as a Student*

Successful and meaningful completion of a degree’s foundational general education and discipline-specific courses are the development of the knowledge, skills, and abilities employers seek.

Brainstorm what you are learning right now in your basic/general education courses in the following table.

	Knowledge	Skills	Abilities
	What is the theory, practical understanding, or concepts of this subject?	What are the proficiencies or competencies developed through training or experience of this subject?	What are the qualities needed to support your knowledge and skill of the subject? Abilities tend to be more like the ability to prioritize, think critically, problem solve, etc.
Writing and Information Literacy			
Communication			
Math/ Computation			
Health			
Digital Literacy			
Human Relations (see catalog)			



## Moving Advising Guest Lecture to a Learning Activity

Academic Advising lecture	Degree Planning 'week'
50 to 60 minute class lecture	Discussion thread (which degree? Who is your advisor?)
Academic Advisor Appointment Reflection Questionnaire	90 minute lab (class)
	Degree Planning Project

Degree plan and capstone project goes to assigned advisor



# Moving this 'Show and Tell' into Bigger-picture Discussion

## Three Discussion Questions

- 1. How can career and academic advisors influence what is happening in FY seminar-type of classes?**
- 2. Given an information-focused lecture on a resource or services, convert it into a learning activity**
- 3. Given the attention on teaching/learning practices in advising, examine how an office appointment environment fits into the delivery of academic advising services.**





# THANK YOU!

**Shawna Elsberry, Director of Student Retention**  
**selsberry@cocc.edu**

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