| **INTAKE** |  |
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| **Discussion Question** | **Notes** |
| 1. What are the common elements of the intake process across the colleges?
 | * Involve outreach – on workforce development
* Intra college professional development
* Develop a workflow process the intake wrap around services
* Matriculation survey
* HS outreach initiative to local HS
* HS Counselors
* Application workshops
* Visit campus, application, orientation, assessment, student ed planning session, registration, campus resources
* Surveys after orientation and during campus tour
 |
| 1. Where are there significant differences?
 | * There is a career planning element in the intake survey from Wisconsin and not at Miramar
* No all outreach programs are the same
 |
| 1. Are there gaps? Is there anything missing?
 | * Yes, career planning needs to be embedded in student intake survey
* From the survey, a workflow is needed to meet the students’ needs, i.e., career counseling, career center referral, academic counseling, transfer center, discipline of study guidance
 |
| 1. Do the additional examples offer any new ideas?
 | *
 |
| 1. What are your recommendations for core elements of a common intake process across the colleges?
 | * Involve outreach in workforce development dialogue
* Implement a more career-centered intake survey
 |
| 1. What elements should allow for flexibility?
 | * Bandwidth of the director (differing pathways for students)
* Online intake and face to face intake
* See page 3 of Karl’s Miramar document
 |
| 1. What is needed to move forward?
 | * Professional development (intra college)
* Workflow with processing survey intake
 |
| 1. What 2-3 notes would you like to share with the full group?
 | * Involve outreach in terms of workforce development elementsembedded in intake process
* Intra-college professional development for all key players in the intake process
* Develop workflow after survey intake
 |

| **ORIENTATION** |  |
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| **Discussion Question** | **Notes** |
| 1. What are the common elements of the orientation process across the colleges?
 | * General topics:
	+ Campus overview, parking,etc
	+ Program specific, attendance
	+ Overview of student support services
* San diego continuing ed: mandatory orientation, 30-60 minutes, subject specific

 CE Group by class similar to higher education* Move toward mandatory
* Delivery of orientation (online and CE face to face)
* Weekends may be best times
* Follow up to students that don’t complete school
 |
| 1. Where are there significant differences?
 | * Subject specific
* Orientation location varies
* Mandatory

 If they drop a class, find out why* Maybe find out during probation workshop
* Use the information to inform orientation of incoming students (how to avoid pitfalls that may lead to dropping classes or dropping out)
 |
| 1. Are there gaps? Is there anything missing?
 | * Not enough counselors for one on one counseling
* No enforceable pre requisites to limit access with continuing education
* Career counseling for undecided/uncertain students
 |
| 1. Do the additional examples provided offer any new ideas?
 |  |
| 1. What are your recommendations for core elements of a common orientation process across the colleges?
 | * Must have all state mandated reg
* Need to get few more colleges to give input
 |
| 1. What elements should allow for flexibility?
 | * Online
* Face to face
* Length of orientation
* Req versus not required
* Start/stop over time
 |
| 1. What is needed to move forward?
 |  |
| 1. What 2-3 notes would you like to share with the full group?
 | * Follow up with students who drop out or stop out
* Reasons for stopping out
 |

| **CAREER BEFORE EDUCATION PLANNING** |
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| **Discussion Question** | **Notes** |
| 1. What are the implications for career planning to occur before education planning?
 | * Students who have career in mind it’s easier to start their educational planning, however we noticed that students may not surfaced different interest due to lack of exposure of different options.
* Students should be asked first when meeting with counselor or put in a class that gives them exposure.
* Give students a clear look at what they’d like to accomplish
* Counselors would have to put careers first – career coach
* Counselors would want professional development (example: you can’t say I don’t like doing education plans so you can’t say I don’t like doing career plans
* change in counselor’s roles: Open minded about what is career counseling, NOT MBTI, conversations t and worksheets work too
* Counselors to shift approaches, conduct assessments
* Change practices, will need access to information on how to advise them
* PD for the counselors, be a part of every one’s responsibility
* Shift in culture looking at needs realistically
* Help students and meet them where they are, the don’t need (not all) a comprehensive assessment
* Communication between depts need to include everyone beyond general counseling including categoricals, counseling liaisons
 |
| 1. What processes and practices need to change?
 | * Create or encourage students to take a course where they are exposed to different careers. (At IVC there is a COUN 100 course students have the option of taking)
* Encourage students to take a career assessment before meeting with counselor.
* In college catalogs, be more descriptive in the courses so students are able to understand course objective.
* Awareness of change cycle
* Have all colleges create or update their career services website and provide easy to access resources for the students.
* Part of a drop in situation as well as an appointment – what’s your career goal? (ex: career coach = 6 questions)
* Keep it as the first question and ask for an update
* It’s about planting the seed
* Assign homework – back of appt card has resources

 Counselors need to change their practice* Career coach (PD)
* Career is part of drop in counseling contact with students
* Include career research as part of the homework prior to returning for the appt with a counselor
* Ensure that ed planning tool includes question about career
* Steps for students to complete must include career
 |
| 1. What are your recommendations for core elements of a career before education planning approach?
 | * Have students get exposed to different careers
* Ask the following questions to students:
	+ -what salary are you thinking for career?
	+ -Do you have work experience in a career?
	+ -Time Frame (how long are you planning to be in college?)
	+ -Personal situation (do you want a full time career?)
* Every student is at a different point of career awareness and readiness – they do no all need all services
* Skilled counselor would find out where the student is and meet them where they are
* Students need multiple points of entry and varying levels of information
* Individual flexibility
* Matriculation survey: add two questions: major confidence survey prior to enrollment: 1. is it still your major? (yes/no) 2. How confident are you that you’ll continue with this major (likert)

 Every student is at a different point in their career process* Looking at jobs, salaries, what is needed
* Incorporate research in the process
* Individual and flexible
* Ask confirmation questions as part of matriculation survey prior to enrollment
 |
| 1. What is needed to move forward?
 | * Colleges should implement fast track programs (pilots)
* -if college does not have a fast track, recommend them to other colleges
* California Acceleration program
* Adopt and accept acceleration ideas
* How is the career planning before education planning going to have a higher rate of success for students?
* Internal campaign needed for counseling faculty, instructional faculty, and students
* Include research on goal success
* Opportunities for students to talk with ALL about the careers available related to their disciplines (ex: career and major fair for students talk to faculty and professionals in related careers

 Career planning needs to be individual and flexible* Faculty buy in to realize importance of career and how it ties in
* Marketing with our own people
* Students to get information about careers from various places making it repetitive and repetitive
* Career planning campaign for the whole campus
* Career and major fair – have our own faculty available to answer questions makes it a campus effort
 |
| 1. What 2-3 notes would you like to share with the full group?
 | * -Encourage students to take career assessment before career planning.
* -require new students to take course that will expose them to different careers.
* Create or update career services website and include easy to access resources for our students.
* Demystify career planning for the counselors, it’s not MBTI or other assessments – it’s a conversation and some homework for the students (to explore 1-2 particular resources assigned by the counselor for follow up)
* Need faculty buy-in
* Matriculation survey
* Majors fair- faculty inclusion
* In reach to the whole campus community (internal campaign include research)
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