

“What’s Your Cauliflower?”



Helping Students Discover
Their Field of Interest

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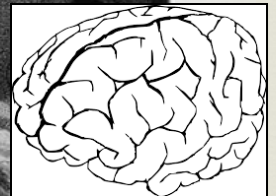
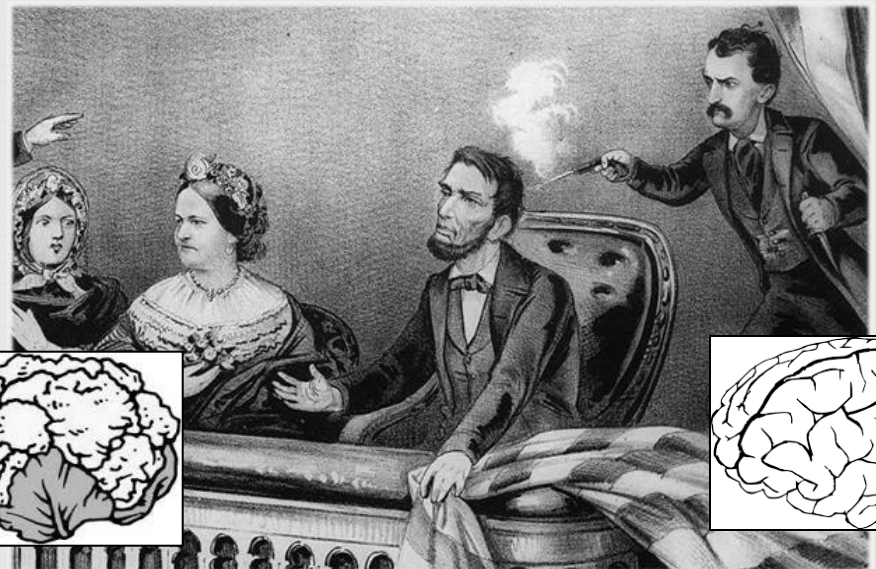


BACKGROUND



☞ “Joseph Finds His Cauliflower”

- ☞ History teacher
- ☞ Lincoln
- ☞ Cauliflower-Brain



ACTIVITY



ACTIVITY



❧ WHAT'S YOUR CAULIFLOWER STORY?

❧ **WHEN** did you know you'd be a teacher?

❧ **HOW** did you figure it out, did someone help you get there, what made it click?

❧ **HOW** did it make you **FEEL** to have figured it out?

❧ Or a **student's experience**, that you played a part in

THE PROBLEM



PROBLEM



Congratulations, Graduate!

*NOW- what are you going to
do for the rest of your life?!*



PROBLEM



- ❧ While some students (like Joseph) decide their major early on
- ❧ Most do not
- ❧ And require some form of assistance



PROBLEM



❧ Ineffective methods to choose a major:

- ❧ pick **just to pick something**
- ❧ pick what **parents or siblings** do
- ❧ pick what **parents pick for them**
- ❧ pick what is **popular** at the time
- ❧ pick what **friends** are going for
 - ❧ **premature, uninformed, unrealistic**
 - ❧ **unsuitable /inappropriate to them, incongruous to their personalities/temperaments**
 - ❧ **lack knowledge of themselves**
 - ❧ **lack knowledge of the profession**



PROBLEM



- ❧ an estimated **20-50%** enter college as “undecided”
(Gordon)
- ❧ only **8.7%** of U/D graduate in 150% of Normal Time
(LCCC)
- ❧ **50-80%** of students change majors *at least once*
 - ❧ most will change majors **at least 3 times** before they graduate (NCES)
- ❧ 1st year attrition rates = @ **50%** at 2yr. schools (Cuseo)



PROBLEM



- ❧ “*all* students are **likely underprepared when choosing a major**” (Freedman)
- ❧ “colleges and universities **assume** that students enter college prepared to make a decision regarding major and, ultimately, career path” (Freedman)
- ❧ “Little to no progress is made toward a choice, because **knowledge of one’s self and the professional world are needed but not yet understood**, [resulting from a lack of] a **structured period of self-reflection...**” (Freedman)



EFFECTS



WHAT'S AT STAKE



☞ FOR THE STUDENT:

- ☞ a lack of personal fulfillment in **academic, personal, career** lives
- ☞ less **engagement, learning, academic success & standing** (grades & GPA)
- ☞ longer **time to graduate, taking unnecessary classes, several major changes, more debt**
- ☞ lower **satisfaction with the school**
 - ☞ [*which has a direct effect on retention (NCES)]
- ☞ less satisfaction with school - **lifelong learning**

WHAT'S AT STAKE



❧ FOR THE INSTITUTION:

- ❧ lower **retention rates**, higher **attrition rates**
- ❧ less **retention-related funding** (based on ratings)
- ❧ less **engagement, learning**
- ❧ lower **academic standing**
- ❧ **diminished reputation**

OUR ROLE



OUR ROLE



**“Your work is to discover your work and
then with all your heart
to give yourself to it.” - *Buddha***



OUR ROLE



- ☞ that's the **STUDENT'S** work
- ☞ **BUT**
- ☞ they cannot effectively accomplish that task without significant instruction, guidance, or exploration
- ☞ **SO**
- ☞ then **OUR** work *as* **FACULTY & STAFF** is to help them discover that work



SOLUTIONS



SOLUTIONS



- ∞ “The foregoing research [...] suggests that historic interest in the question of *whether* students are decided or undecided about a major may be less important than questions about **WHEN and HOW** students decide on a major.” (Cuseo)
- ∞ to create “**structured means of self-reflection**” in the classroom
- ∞ to help students develop a “**viable plan**” to identify a career/major **best suited** to their **abilities, interests and values**
- ∞ to help students decide on an appropriate major **sooner**
- ∞ to help students decide on an appropriate major **effectively, efficiently, proficiently**

APPLICATION



APPLICATION:

In the Classroom



∞ Assignments **TEACHERS** can use in class to help students find their cauliflower

∞ ENGLISH

∞ Freshman Comp (1 &2)

- ∞ Interest Selfie (personal interest inventory)
- ∞ Description: job description, work conditions/environment, pay, retirement,...
- ∞ Narration: interview people on the job, "Eureka" story, day in the life
- ∞ Example/Illustration: jobs in a career/major, what to do with a degree
- ∞ Process: how to certain task (related to career)
- ∞ Classification: types of (subdivide a position), Holland's theory
- ∞ Compare/Contrast: 2 majors, 2 careers, 2 majors
- ∞ Analogy, Cause/Effect: issue in their field, choosing a major

APPLICATION:

In the Classroom



∞ Assignments **TEACHERS** can use in class to help students find their cauliflower

∞ ENGLISH

∞ Technical Communication

∞ Elevator Speech

∞ Interest Selfie (personal interest inventory)

∞ Job Portfolio (career research, *salary.com*, 5-year plan, laws & regulations report, interview of a professional in the field, resume, cover letter, tough questions answered)

∞ Keirsej-Sorter results report

APPLICATION:

In the Classroom



∞ Assignments **TEACHERS** can use in class to help students find their cauliflower

∞ ENGLISH

∞ Literature:

- ∞ Joseph's Cauliflower story
- ∞ Vitruvius' "Archimedes' Eureka!" story
- ∞ Sophocles' *Antigone*
- ∞ Updike's "A&P"
- ∞ "Job Seeker Success Story" (idealistcareers.com)
- ∞ "Getting a Job" story (@ vice.com) & other student stories

∞ Text Book:

- ∞ that relates to & gets them thinking about their interests, aspirations (cauliflower) - *Beyond the Blank Pages* by Samantha Bell
- ∞ any readings that do the same

APPLICATION:

In the Classroom



∞ Assignments **TEACHERS** can use in class to help students find their cauliflower

∞ FYE & PSYCHOLOGY

∞ Cauliflower Cookbook idea

∞ Heroes

∞ personality inventories

∞ types of learners

∞ John Holland's person-environment fit theory

∞ developmental theories

APPLICATION:

Outside the Classroom



∞ Assignments **school ADMINISTRATORS & academic ADVISORS** can do **PRIOR** to classes/during registration to help them find their cauliflower

∞ COUNSELING & ADVISING

∞ **Ferguson's Career Guidance Center database**

∞ Student Success Seminar Series (stress mgt., time mgt., money mgt., test anxiety, positive self-talk,career planning)

∞ **Gladeo's Career Quiz - gladeox.org**

∞ **Career Choices For Your Type - HumanMetrics**

∞ www.humanmetrics.com/personality/career-choices

∞ **Career Test - Free Personality Test by iPersonic**

∞ www.ipersonic.com/career/

APPLICATION:

Outside the Classroom



☞ Assignments **school ADMINISTRATORS & academic ADVISORS** can do **PRIOR** to classes/during registration to help them find their cauliflower

☞ COUNSELING & ADVISING

☞ **Free career choice tests - 123Test**

☞ <https://www.123test.com/free-career-choice-tests/>

☞ **Free career test online | 123test.com**

☞ <https://www.123test.com/career-test/>

☞ **Career Test Center - Discover your ideal career**

☞ www.careertest.net/

☞ **Career Quiz | The Princeton Review**

☞ www.princetonreview.com/quiz/career-quiz

☞ The Princeton Review

☞ ***part of Freshman Orientation or Registration**

APPLICATION:

Outside the Classroom



∞ Assignments **school ADMINISTRATORS & ORGANIZATIONS** can do outside of classes to help them find their cauliflower

∞ EXTRACURRICULAR OPPORTUNITIES

- ∞ Business Club: hold a “Career Planning” event to help with resume building, mock job interviews
- ∞ Writing Center: workshop for writing resumes & cover letters
- ∞ Honor Society: soft skill development tools (PTK’s Five Star Competitive Edge)

APPLICATION:

Outside the Classroom



- ∞ Assignments **school ADMINISTRATORS & academic ADVISORS** can do outside of classes to help them find their cauliflower
- ∞ EXTRACURRICULAR OPPORTUNITIES
 - ∞ **Library**: Ferguson's *Career Guidance Center* database (through *Infobase*) – career advice & insight blog, career Q&A videos, job search tips (resume, cover letter, interview), career profiles (at-a-glance), *Career Interest Assessment
 - ∞ **Career Services**: major choice, career field research, interview prep, guest speakers, involved in registration & orientation processes

ACTIVITY



ACTIVITY



☞ YOUR IDEAS:

- ☞ What ideas do you have from your own experiences as a professor or administrator to help improve this process?
- ☞ Ideas for assignments – related to your curriculum field.
- ☞ Ideas for the administrative side

END



END



END



THANK YOU!

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