

Identity- and Asset-based Approaches to Career Exploration



CLP

Career
Ladders
Project



About CLP

Career Ladders Project promotes equity-minded community college redesign.

We collaborate with colleges and their partners to discover, develop, and disseminate effective practices.

Our policy work, research, and direct efforts with colleges lead to system change—and enable more students to attain certificates, degrees, transfers, and career advancement.

Career Workshop Outcomes

1. Explore key considerations for preparing students and working with employers in the changing economy
2. Consider racial and gender disparities in program and career choice
3. Learn what colleges can and are doing to disrupt structural disparities in program and career choice as they pivot in this moment of economic flux and racial reckoning



Presenters



Shelagh Rose
PCC



Myriam Altounji
PCC



Cecilia Rios-Aguilar
UCLA



STOP ASKING WHAT AND START ASKING WHY?

WHAT DO YOU WANT TO BE WHEN YOU GROW UP?
WHAT IS YOUR MAJOR? WHAT DO YOU DO?

- 65% OF STUDENTS WILL WORK IN JOBS THAT DON'T EXIST YET
- 47% OF THOSE JOBS WILL BE AUTOMATED BY 2033
- 27% OF STUDENTS WORK IN THEIR UNDERGRADUATE MAJOR
- 17 JOBS IN 5 INDUSTRIES

Source: Heather McGowan (<https://www.heathermcgowan.com/>)

Student Voices

"I think faculty members, they can help a lot by sitting down with students and going through the whole process with the students. Like me, they could help me with, "Okay, your classes, then maybe if you wanted to volunteer at this hospital," they can help you with that. And then just learning more about what you really want to do and if that's really your career". [Tanya Clark, African American, Pre-Nursing, 18]





Student Voices

"When I was working, I just craved for more knowledge. I wanted to be more competent in my skills and be unique and not really a replaceable labor worker. So that's what made me come back to school. A lot of people say cliché stuff like, 'Oh, you need to get your education.'" "If you get this degree, you're going to get a good job and you're going to make decent money so you can live a stable life.' That I heard ever since I was a kid, but ... I realized that I felt like an easily replaceable worker. Which I hated. And I was working really hard to be competent at my job so that I'll be outstanding...I need to ensure my place and make sure that I have job stability". (Ki-nam, 2ndYear Student)

Lessons: What do students need?

- (a) access to labor market knowledge and knowhow
- (b) differentiated career guidance and career exploration opportunities
- (c) career guidance that extends into the classroom and is contextualized in disciplinary learning
- (d) opportunities to explore and cultivate their sociopolitical development *across career fields*
- (e) career guidance focused on developing their career adaptability
- (f) emotional and psychological support to navigate the stress, anxiety, and uncertainty they report feeling throughout their career development and decision-making processes.





PCC – UCLA Research-to-Practice Partnership

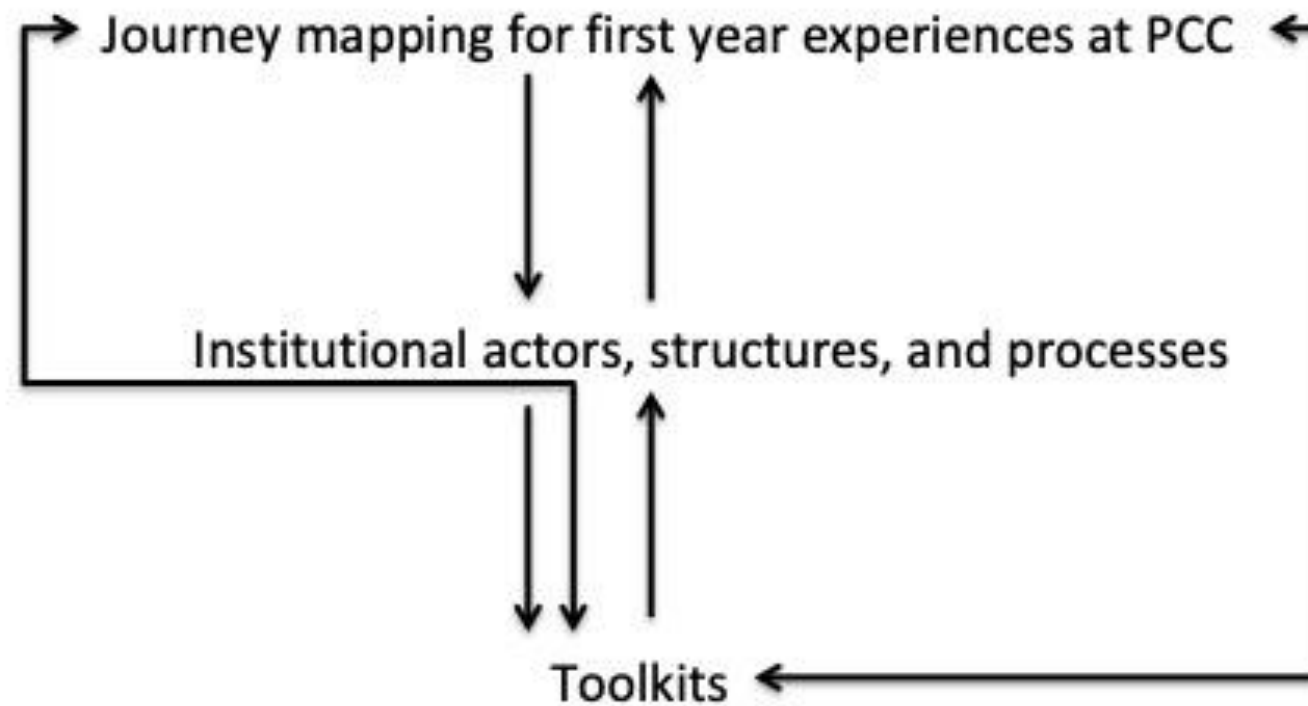
a. Journey map – First-year at PCC

- Students thoughts and feelings
- Students' actions and decisions
- Touchpoints
- People and networks
- Breakdowns
- Opportunities

b. Data-informed decisions

c. Breaking silos

Racial Identity and Asset-based Frameworks





PCC-UCLA RPP

The power of partnership:

- Access to our data
 - Student voice – qualitative
 - Where to focus – gatekeepers
 - Supported inquiry
- Engaged Inquiry
 - Sustained/scaffolded conversations
 - Informed efforts
 - Career Communities
 - Cross-campus partnerships
- Challenges
 - Getting the right people in the room
 - Priorities and Focus
 - Opportunities to share

Thank You

For all you do for students.

