

How Clear Is Their Path?

Guided Career Pathways and Community College Students

Faculty & Staff Discussion Guides

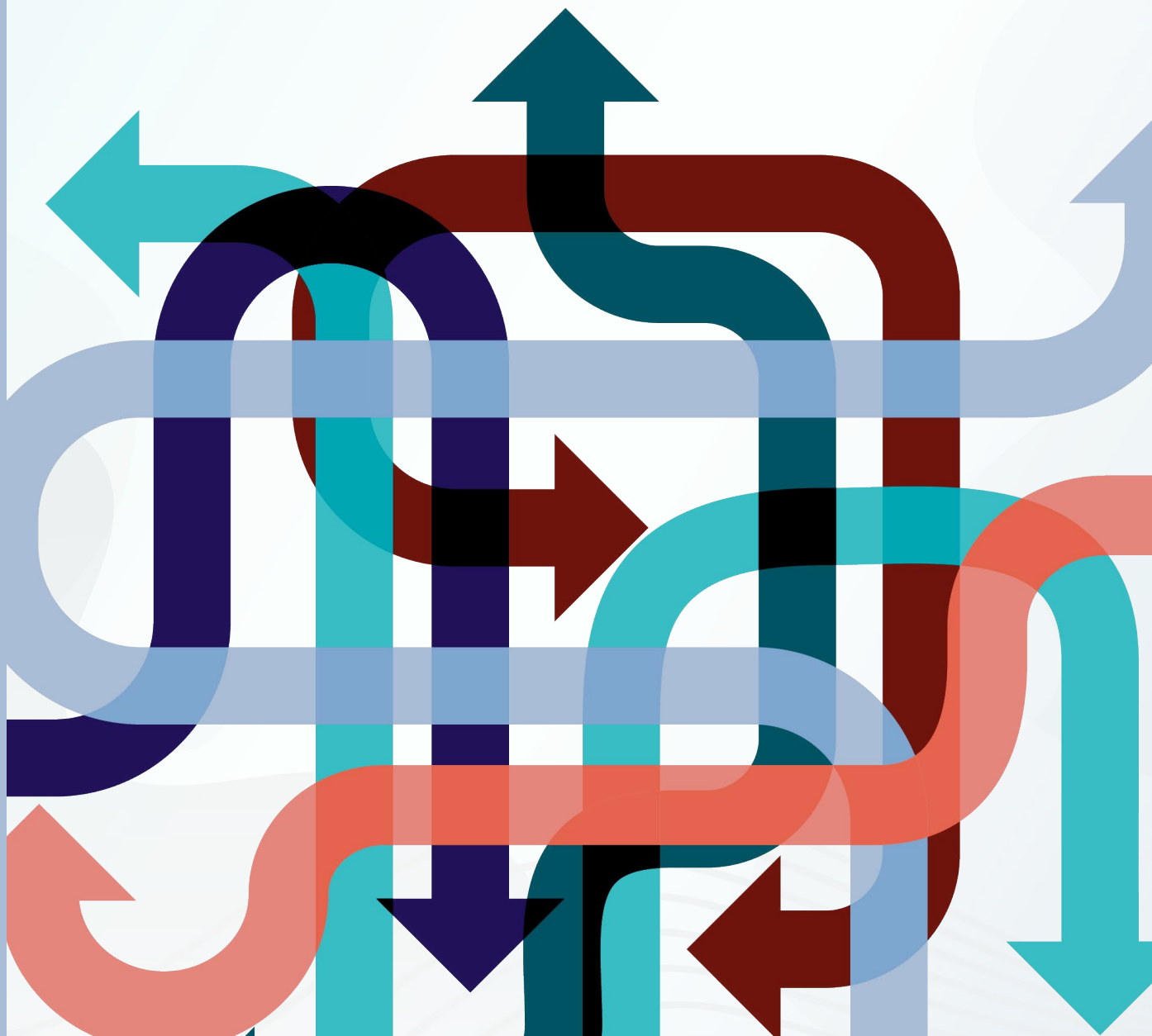


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INTRODUCTION

What follows is a discussion guide that can be used to facilitate conversations with faculty and staff about their experiences with guided career pathways.

For supporting focus group materials such as recruitment tips, invitation email templates, consent forms, sample intake surveys, and a comprehensive planning manual that outlines focus group staff roles and order of operations, visit <https://www.ccsse.org/focusgrouptoolkit>.

FACULTY DISCUSSION GUIDE




1. In your estimation, how is the college encouraging and supporting career exploration?
2. If you are aware, how has the college integrated feedback from employers to improve outcomes for graduates?
3. If you are aware, how has the college used program maps to work with regional employers on alignment with jobs and careers?
4. Consider the different support services for students both before they begin classes and while they are attending the college—specifically, career exploration and counseling and transfer advising.
 - a. Do you send students to these services based on your interactions with them in the classroom and/or during conversations with them?
5. Have you taken any steps to build and strengthen partnerships with K-12, universities, and/or area employers so that student pathways connect across educational sectors and to jobs/careers?
6. In what ways do you stay informed about current trends and developments in the industries relevant to your field, and how does this inform your approach to discussing potential careers with students?
7. Do you invite career services personnel into your classes to discuss how career services at the college can benefit students?
 - a. At what point(s) in the academic term do you do this?
8. Do you require career-focused activities in your courses to encourage use of career advising and planning?
 - a. Can you describe such an activity?
9. To what extent have you integrated active and applied learning experiences (e.g., apprenticeships, internships, field work, group projects, clinical placements, service learning, etc.) into your courses?
 - a. Why did you decide to include these experiences in your courses?
 - b. How did you learn about how to incorporate these experiences into your courses?
 - c. How did you identify community partners to implement these applied learning activities?

- d. How did your students respond to these experiences?
- e. How do you know that these experiences were effective? (Data or success stories?)
- f. Did you notice a difference in student learning compared to other classes where these types of experiences were not integrated?

STAFF DISCUSSION GUIDE

1. At this college, how do students develop a plan and pathway for achieving their goals?
 - a. When does this happen?
 - b. What does the planning process look like?
 - c. How often are students required or encouraged to meet with an advisor/counselor?
2. What kinds of career exploration does the college offer students?
 - a. When does career exploration initially happen? Describe what the exploration entails.
3. Do all students participate in career exploration, even those already working in the field of their program area?
 - a. What does career exploration look like for these students?
4. Do you (or does anyone) talk to students about their current jobs and the soft skills and transferable skills they are gaining through them?
 - a. If so, when and how do these conversations happen?
5. Do you work with faculty to connect students with local employers for internships and other applied learning experiences?
 - a. How are community partners and employers identified for these experiences?
6. How do students become aware of the types of jobs and corresponding salaries to which their program areas will lead?
 - a. Is this type of information shared through an online career exploration tool or in another way?
7. What career services does the college offer to connect students with jobs within their program areas, both while they are in college and after they graduate?
 - a. How are employers identified for these connections to be made?



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