Creating Pathways to Career Success for 1st Generation College Students

George J. Sanchez
2019 High Impact Practices Institute - Villanova University
June 19, 2019
My Entry Into Careers & 1st Gen Students

- 1st Gen myself: Immigrant Parents, No Knowledge of College
- 30 Years in Classroom at 3 Universities, Connected to Undergrads
- Many Successful 1st Gen Students came to me as Seniors, Not Knowing what they wanted to do next, Running Out of Time
- Looked at Career Services at USC, “Spoiled Children”
- Not prepared for 3,500 1st Gen Students, 10 Career Advisors
- Started Elective Class: “Pathways to Career Success for 1st Generation College Students”
Who Are YOUR 1\textsuperscript{st} Gen College Students?

• How MANY do you have?: Both % of Total & Total Numbers
• Who are they?: How do they break down in race/ethnicity?
  • Other relevant backgrounds? Gender, Age, In-state
• Where are they?: How do they distribute themselves in majors?
• How do they do in school?
  • Graduation rates/Persistence rates/ HIPs rate by HIP
• What do you know about their career outcomes?
  • Most difficult: Why?
1st Gen: Strengths & Weaknesses

• Look at UC Riverside Students:
  • https://www.youtube.com/embed/rrgTm8GT04g?fbclid=IwAR0J-WKbYvhuz-kpq-z8edV-iHABwXlM9Gku8fxaViz6O1BcmKgjhnBcQJo

• What are their strengths as college students?
• What are their weaknesses as college students?
Identity as 1st Gen: Does It Matter?

• Few students enter with self-awareness as 1st Gen

• Why does it matter?
  • Open to bad, generic advice from peers
  • Need to get feedback and guidance from prepared mentors

• Promoting Self-Awareness
  • Sonia Sotomayor
  • Michelle Obama
  • The Privileged Poor vs. Doubly Disadvantaged

• Use videos of past students to generate discussion
Choosing Majors/Decoupling with Careers

• How do 1st Gen Students choose their majors?
  • Parents, Peers, Pressures, Courses (failures & connections)
• MOST MAJORS DO NOT LEAD TO SPECIFIC CAREERS
• Key Questions to Ask
  • What makes you happy?
  • What are you good at?
• Focus on Skill-building towards careers
• Importance of high impact practices in & out of majors
  • Research as skill-building
  • Service-Learning as real-world application of theory & methods
Confronting the Role of Families

- Most delicate of issues/Must have strong mentorship relationships
- “Bad” practices of some 1st Gen Students
  - Sending financial aid home
  - Translation services for parents from afar
  - Working for job survival/No time for career building
- Advocating Smart Resilience/No Easy Answers
  - Maximizing Time & Money
  - Window into Post-School Futures
- Financial Literacy for 1st Gen Students
- Creating Future Plans Today
SSEM 200: Pathways to Career Success

FINAL ASSIGNMENT: A PLAN TO MOVE FORWARD

This final assignment for this course is intended to allow you to create a plan (or plan) of action for yourself to move forward in the rest of your undergraduate career towards a specific career goal. The task is to delineate specific action items you will do each semester and summer until your college graduation (and maybe beyond) so you can reach the career goal you desire. In order to do this, the plan of action you create must start with this information:

Name, USC Email Address, Current Major(s) & Minors, Intended Date of Graduation

Specific Career Goal, % Likelihood this is where you will end up, Depends on what events?, Any Possible Alternatives?

Now comes the major part! You need to list every semester and summer you have left until graduation and fill it with individual things you plan to do that will help you decide on this career goal and/or prepare for success towards this career path. I will generate a list of all the things we talked about in this class, but you should feel free to add and improvise other items that you think would prove useful.

Here is a mini-example of what your list may look like if you are currently a sophomore with an interest in social work as a career:

SPRING 2016
- Visit Sociology faculty member (Possible future recommender)
SUMMER 2016
- Apply to Gateway Internship Program in Dornsife
FALL 2016
- Take MDA 250 with internship working with Foster Care youth
- Take English 305 (Non-fiction writing) to improve my writing ability
SPRING 2017
- Study Abroad in Spain to work on Spanish language ability
SUMMER 2017
- Do paid internship at previous site/or in new area of social work
FALL 2017
- Participate in 1st Gen Mentorship program in Career Services
- Apply to 5 different Schools of Social Work
SPRING 2018
- May: Undergraduate Graduation!
FALL 2018
- Start Masters program in Social Work w/ Placement in Industry

Again, try to be as complete as possible to work out your career planning with the same efficiency as preparing for college. Include options that let you explore different areas, and change directions if you need to. Remember:

THIS IS FOR YOUR FUTURE!
Exposure to Career Trajectories

• Utilizing 1st Gen Alumni Creatively & Productively
  • Keeping track of them (course speakers)
  • Within disciplines and Career Centers

• Exposure to best practices from those that lived it
  • Mitzi Gaitan ‘16

• Trajectories taken seriously
  • Start early
  • Get HIP experiences
  • Apply it to school work & course selection
  • Take skill-building courses as transitions to post-grad realities

• STUDENTS LISTEN TO STUDENTS/RECENT ALUMS MORE THAN US!
Understanding Internships

• **WHAT IS THE DIFFERENCE BETWEEN AN INTERNSHIP AND A JOB?**
• What is available in disciplines? More generically?
  • Exposing students to internships in a course
  • Working with Career Center & Alums on day visits
  • Face-to-face contact versus On-line systems
• Paid vs. Unpaid Internships
• Testing the Real World & Making Adjustments
• Integrating Internships into Course work/Majors
  • Establishing Reflection as Regular Practice
Courses for Internships

2012 - 2013

These listings provide information to start looking for internship credit. Please go directly to the department for more information.

American (AMST) 365 Leadership in the Community B-10 hours per week in a community-based internship plus 2 hour class discussion. Theoretical and practical issues associated with community leadership. (4 units, F,Sp,Sem)

Art History (AHIS) 400x Undergraduate Apprenticeship Independent work in art museums, galleries or art history related institutes supervised by on-site professionals and USC faculty. Available to upper-division Art History majors only. (2 units, max 4, F,Sp,Sem)

Business Administration (BUAD) 495 Practicum in Business Issues (Internship) Combined classroom discussion and structured, supervised field application of business theories and practices within a part-time employment context. Open only to: Freshman, Sophomore, Junior, Senior (Fall and Spring). (Graduate C/WNC)

Cinematic Arts Production (CTFT) 495 Internship in Cinematic Arts On-the-job film, television, or interactive industry experience in the areas of interest of the individual student. Requires departmental approval. (1.0-4.0 units, max 4, FaSp,Sem)

Communication (COMM) 205 Communication Practicum Students address communication issues in a field setting. They will evaluate communication practices using interview methodology. Projects are jointly evaluated by internship supervisor and professor. Sophomore standing. Open to Communication majors only. Graded C/WNC. Prerequisite: COMM 200. (2 units, max 4, FaSp)

Engineering (ENGR) 295 Cooperative Education Work Experience Summer work experience in a professional environment related to specific degree program, academic level, and career objective. Acceptance into Cooperative Education Program required. Graded P or C/WNC. Degree credit by departmental approval. For undergraduate, Engineering Co-op students only. (2 units FaSp, 1 unit Sm, max 5)

Engineering (ENGR) 596 Internship in Engineering Part-time or full-time, practical work experience in the student's field of study. The internship must be located at an off-campus facility. Students are individually supervised by faculty. May not be taken until the student has completed at least one semester of enrollment in the graduate program. Graduate standing. Graded C/WNC. Registration open to the following classes: Master Student, Doctoral Student (1.0 units, max 3)

Fine Arts (FA) 419 Professional Internship in the Arts An experiential/academic opportunity in a museum, gallery, community cultural center, or related facility. Lectures, seminars, written analysis, and working internship. Open to Junior and Senior Fine Arts and Studio Arts majors. (2 units, FaSp,Sem)

Gender Studies (SWAM) 311 Gender Studies and the Community (Internship) A combination of internships in the community and an intensive seminar on the relationship of the students in the academic community with the larger urban community of which it is a part. (4 units, FaSp)

Geography (GEOG) 397 Geography Internship Intensive experience in local public agency, private firm, or nonprofit agency engaged in applied geographic work. Graded C/WNC. (2-4 units, max 4, Sp)

Graduate Studies (GRSC) 596 Internship for Curriculum Practical Training Part-time or full-time, practical work experience in the student's field of study. The internship must be located at an off-campus facility. Students are individually supervised by faculty. May not be taken until the student has completed at least one semester of enrollment in the graduate program. Open to: International Graduate Students (Master/Doctoral) only. Graded C/WNC. (1-3 units, max 3, FaSp,Sem)

Interdisciplinary Major Program (INDS) 302 Field Study In-service experience in a variety of off-campus institutions under the supervision of an IAS Faculty Associate. (1-4 units, max 18, FaSp)

International Relations (IR) 401x Field Study Local, national, and international internships. Not available for graduate credit. (1-8 units, max 8, FaSp,Sem)

Multidisciplinary Activities (MDA) 250 Internship for Liberal Arts: Work and Career—Theory and Practice Students explore different understandings of work and career in American society while testing theories in an actual work setting. All majors. Prerequisite: departmental approval. (2 units FaSp, 1 unit Sm, max 4)

Music Industry (MU/IR) 450 Practicum in Music Industry Issues (Internship) Field application of music industry theories and practices. Part-time employment. Project jointly defined by student, employer, professor, and Junior or Senior standing. Graded C/WNC. Prerequisite: 1 from MUNI-360 or MUNI-3729. (2-4 units, max 8, FaSp,Sem)

Policy, Planning, and Development (PPO) 301 Public Policy: Management, and Planning Practices (Internship Seminar) Policy planning, and development skills for practice: internship; seminar; leadership, group dynamics and presentation skills; application of management; organizational diversity, reflection on experiences. Credits earned in the former PPO 401. (2 units, FaSp,Sem)

Political Science (POSC) 355 Directed Governmental and Political Leadership Internship Internship experience in governmental and political offices. Minimum time requirement: evaluation by office and intern report required. (2-4 units, max 8, FaSp,Sem)

Psychology (PSYC) 391 Directed Field Experience in Psychology Individual field experience and independent study supervised by faculty on off-campus professional and USC faculty sponsors. Recommended preparation: Minimum of 3 courses completed in Psychology. Prerequisite: PSYCH 100. Open to Psychology majors only. (1-4 units, max 4, FaSp,Sem)

Theatre (THTR) 489 Theatre Internship Practical experience in the entertainment industry. Open to all Sophomores, Juniors, Seniors, and Graduate Students. Must get approval from the School of Theatre. (2-6 units, max 12, FaSp,Sem)
Making Campus Work High Impact

- Reality that most 1st Gen Students HAVE TO work
- Pushing Campus Jobs to be High Impact
  - Establish network of Campus Employers
  - Importance of Work-Study Funds & Culture
  - Providing Career Guidance through High Impact Skill-Building
- Building Relationships with Off-campus Employers
  - Generating more paid internships/part-time jobs
  - Links between departments/schools and employers
  - UTEP as example
Transitions Through Capstone Experiences

• Where do your department’s students go after graduation?
• Capstone experiences that can include job guidance
  • Beyond senior honors thesis & final requirements
  • Disciplinary research as transition to on-the-job training
  • Civic engagement as applying discipline to problem solving
• Tracking your Majors
  • Start with surveys of graduating seniors
  • Getting one year out/5 year out/10 year out surveys
  • Bringing alums back to talk to current majors
Questions?

- Powerpoint will be available at on-line HIPS institute site
- Applying career awareness for 1st Gen Students to your campus