

*Season's Greetings!*



Newsletter for NASPA SAPP Knowledge Community

# NASPA SYNERGY

Newsletter for NASPA SAPP Knowledge Community 2014



**NASPA**

Student Affairs Partnering  
with Academic Affairs KC

# SAPAA CO-CHAIRS WELCOME

SHANNON GARY & DAN STYPA



Greetings SAPAA KC Members!

As we approach the holiday season, we hope all is well with you, your family, and your friends. With the close of the fall semester, we want to thank you for your service and all you do for NASPA and SAPAA.

Our Research and Scholarship (R&S) Committee is once again recognizing Promising Practices. Under the leadership of Jemilia Davis and Leah Howell, the committee is in the process of reviewing submissions and will be presenting the 2015 awardees at the SAPAA Business meeting during the annual conference.

Plans are underway for the 2015 Annual Conference in New Orleans. Dr. William Franklin coordinated the review and selection process for 3 SAPAA sponsored educational programs. SAPAA is proud to sponsor these programs and hope that you will support the presenters by attending their presentations. You will be receiving information about these programs closer to the conference. In addition, we will host a Business Meeting where we discuss KC accomplishments and goals, as previously mentioned, present the Promising Practice Awards, as well as recognize members of the KC for their service. At this year's business meeting, each working group and committee within SAPAA will break out into individual team meetings for members and those who may be interested in joining a particular team. Please look out for more detailed information in our February issue. We look forward to all of you joining us this March!

In closing, we would like to thank all of the committees, working groups, and their respective committee members for all the hard work being done to make SAPAA one of the best KCs in NASPA (in our humble opinion). If you have an interest in volunteering for SAPAA, please contact us and we will be happy to get you connected to the appropriate opportunity.

All the best for a safe and enjoyable holiday season!

Join us for a

## SAPAA MEMBER FACILITATED PRE-CONFERENCES

Registration, including lodging selection, is available for the NASPA annual conference (March 22-25, 2015 in New Orleans, LA). As you begin planning your travel and registration, please consider attending the SAPAA Knowledge Community-sponsored Pre-Conference workshop, which will focus on building and sustaining effective partnerships.

### DAY 2: SUNDAY, MARCH 22, 2015

9AM-12PM

#### ESTABLISHING AND SUSTAINING ACADEMIC AND STUDENT AFFAIRS PARTNERSHIPS IN SUPPORT OF STUDENT LEARNING, DEVELOPMENT AND SUCCESS.

Establishing and sustaining academic and student affairs partnerships is imperative as higher education issues of affordability, access, accountability, changing student demographics escalate. When academic affairs and student affairs work together, opportunities to strengthen and enhance student learning, development and success are maximized. This workshop will focus on best practices concerning effective partnerships, and will provide hands-on opportunities for reflection and discussion. Participants will apply concepts to case studies and individual scenarios of their home campuses.

*Presenters/collaborators: Leanna Fenneberg, Marguerite Bonous-Hammarth, Lua Hancock, Susan Platt and Randall Brumfield.*

### DAY 2: SUNDAY, MARCH 22, 2015

9AM-12PM

#### ASSESSMENT-DRIVEN ORIENTATION: 5 KEY COMPONENTS FOR SUCCESS

The content for this pre-conference workshop addresses a significant institutional barrier (Redding & Dowling, 1992) negatively impacting student engagement, specifically student affairs programs based on assumptions of student needs rather than student-informed data. In response, the presenter will introduce a model of assessment-driven orientation programming. Participants will learn how student data was used to achieve increases in learning, motivation, retention, and enrollment via an assessment informed orientation model and how to achieve these results at their institution.

*Mitchell Levy, Vice President of Student Affairs.*

### DAY 2: SUNDAY, MARCH 22, 2015

1PM-4PM

#### L.E.A.D (LEADERSHIP, ACHIEVEMENT, & DEVELOPMENT) WITH COURAGE

Mentoring is a powerful form of self-development. At LIM College, we believe that mentoring improves the talent for management and as well as helps to shape future leaders. Somewhat like the faculty, students have control, or at least influence, on matters that directly affect their peers. The adjustment to college life is often associated with stress and anxiety. For some students this can reach such a high level in the early stages of semester that they decide to leave the institution. There are a number of reasons that may account for this stress and anxiety including, student perception of college life not really matching the reality, anxiety, over learning and engagement. The LIM College Student Mentors Programs aims to describe a process for supporting students in their transition to college through the use of our peer mentoring program. The Student Mentors Programs draws upon the experience of academics, administrative support staff, alumni and students at LIM College.

*Presenters/collaborators: Charles H. Pryor, II, and Mohanlall Teloki.*

## PRE-CONFERENCE WORKSHOPS

**THE HALF-DAY PRE-CONFERENCE WORKSHOP IS ONLY \$40 (EARLY-BIRD RATE) FOR NASPA MEMBERS.**

## **Regional Highlight: Region I**

### **CURRICULAR INFUSION OF CAREER DEVELOPMENT: A STUDENT AFFAIRS AND ACADEMIC AFFAIRS COLLABORATION**

By Jennie Buoy, Susan DePhilippis, Maryann Flemming-McCall, Michael Kammer, Dr. Mitchell Levy, Janet Marler and Judith Otterburn-Martinez

To support student success, the divisions of Student Affairs and Academic Affairs at Atlantic Cape Community College in New Jersey utilized a collaborative approach to promote earlier and more effective engagement in career pathways. Specifically, faculty and staff implemented a career development initiative employing curricular infusion methodology. Students were introduced to career development activities within their course requirements in ESL, developmental, and college-level English classes. Outcomes data indicate 95% of students (n=146) said they “learned something new about career planning” and 95% (n=146) said they “were motivated to take next steps to achieve their career goals.”

This research has been presented at the 2014 NASPA Region II, NJCCC Best Practices, and PENN TESOL conferences. In March 2015, this research will be presented at the NASPA Annual Conference and TESOL International Conference.

#### **Professor Buoy:**

In my college composition class, I incorporated a cover letter writing activity which aligned with the course learning objectives. Students composed a cover letter for their ideal position with little direction or assistance (Pre-Test). These initial letters had a mean score of 9.3 utilizing a cover letter rubric, which had a scale of effectiveness from 6.0 (lowest) to 18.0 (highest). Next, two Student Affairs administrators (Dr. Levy and Ms. Tammy Defranco) conducted a cover letter writing workshop, reviewing the initial letters the students wrote, offering guidance on how to improve them, and informing them of tutoring and career counseling resources on campus. Following the workshop, students were asked again to write a cover letter for an ideal job (Post-Test). This yielded a promising mean of 14.6, a 41% increase in performance. Additionally, all the students stated they benefited from the workshop, and several reported that they would utilize the learned skills in their professional

lives. I found this to be an academically successful project which could also encourage authentic application beyond the classroom.

#### **Associate Professor DePhilippis:**

First, I have my ESL students write one- or two-line responses to four questions, placed one per quadrant on the same page. For example, I ask “What was your favorite childhood hobby?” The other questions ask them to think about their skills and training as a teenager, a new immigrant to U.S., and for a future dream job. Students discuss answers in small groups which promotes language fluency. Then they form small groups based on similar career interests. Immediately following, the next assignment is to develop questions to ask a professor in their field of interest, the next action step. Other assignments include reading career blogs, role-playing workplace scenarios, and using the Occupational Outlook handbook online as an example of an authoritative website for researching a comparative essay about two possible jobs. This “opens up” a review rules for citation, too. In the end, I combine both environments, the “watercooler” and the ESL classroom, to achieve the larger goals of retaining and developing more confident, informed, skilled, English-speaking employees.

#### **Assistant Professor Flemming-McCall:**

I incorporated career planning into two developmental classes. One, ENGL070, is combined reading and writing for those students testing two levels below college-level ENGL. These students are very high risk for non-completion—often having had little or no history of academic success, minimal or no academic role models or support, and no clearly defined goals. After participating in the Values Auction activity led by Dr. Levy, the students wrote a reflection response and researched one career using the online resources that were introduced.

I also incorporated career planning in ENGL099, which is part of the Accelerated Learning Program (ALPS), which mainstreams ENGL080 developmental students in college-level ENGL101 with a support class. The career planning activities addressed numerous course objectives: develop computer and information literacy skills; choose a program of study based on informed decisions; and, become familiar with college culture and resources.

In both courses, students wrote an essay based on their research. The activities strengthened the relationships among the students and with me. They helped connect students to the institution, which retention research identifies as an important supportive factor, especially for ENGL070 students. Most important, exploring career goals helped the students to start connecting where they are now to where they want to be and to identify the steps necessary to get there.

#### **Associate Professor Kammer:**

The typical ESL class at Atlantic Cape Community College consists of students who speak at least 10 different native languages. Despite this diversity, the majority of students have a common goal of improving their “job situation.” In Advanced ESL I class, the curricular infusion activities included a job interview, role plays, a Values Auction presented by Dr. Levy, a career choice survey after using the Occupational Outlook Handbook, and a pre-/post- in class writing assignment. The class initially did the pre-writing to establish a baseline; then after all the activities, they did the post-writing. Topic questions asked students about their goals, interests, talents, and values, in regard to their career path, and how those factors affected them as they explored the Occupational Outlook Handbook; how certain job factors might affect their career choices; what they felt they needed to reach their goals; and how they think they’ve changed since completing these career activities.

Using the Assessment of Career Maturity Rubric (Levy, Romanello, & Robinson, 2009), which utilized three criteria across four levels, I evaluated the pre- and post- writings. Of the 17 students, 16 (94.1%) increased at least one level on the rubric. I was impressed by the positive and meaningful impact of substituting career-infused activities for prior

exercises. It was evident that the students enjoyed the activities and appreciated the time set aside in their busy lives to contemplate their future.

#### **Associate Dean Marler:**

When I taught an advanced composition course in the fall of 2013, I decided to focus on financial literacy as the assigned topic for a final research paper. Students were randomly assigned a financial literacy topic (pensions, 401(k) plans, student loans) on which to base their 8-10 page paper. The topic of student loans evolved into heated discussion; for example, the majority did not know that certain types of employment such as public service were eligible for federal loan forgiveness. None of the students had given much thought to the benefit packages related to their career choices. I provided supplemental materials in regard to investments, student loans, library resources, and online resources, such as the Occupational Outlook Handbook.

The oral presentations of their final paper were the highlight of the semester, leading to lively Q & A discussions. There was also a great deal of engagement in the optional cover letter they were invited to write. While my intent was to instill knowledge and intellectually empower them to better understand the continuing economic recession, an unexpected outcome was that they came to appreciate the monetary ramifications of their career decisions. I am still in touch with many of the students.

#### **Assistant Professor Otterburn-Martinez:**

Teaching ESL constantly drives me to find ways students can use the targeted language structures they are learning in interesting and useful ways that promote success. By infusing career development into my intermediate and advance classes, students learn about American academic culture, choose a career path, and improve the language skills they will need to be successful in that career.

Before a Student Affairs professional visits class, the students write about career goals, their education, and work experiences. After the session (e.g., Values Auction with Dr. Levy), in small groups they discuss what they have learned and something else they would like to learn; then they freewrite on these topics. Once they have performed career research, I have them write a descriptive or process essay. If I assign an oral presentation, I expect students to use PowerPoint or glogster to explain the career goal, why they chose it, and how they expect to reach the goal.

Regardless of the final project, I have found the students to be more focused and better prepared for academic work and to start their career in the U.S. Since I've started this research, students are thankful and more motivated to continue studying, as they know it will bring them closer to a better future.

**FOR MORE INFORMATION REGARDING THIS  
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## **SAPAA Career Services Work Group**

### **ENGAGING WITH FACULTY TO INCREASE YOUR IMPACT AS A STUDENT AFFAIRS PROFESSIONAL**



By Lisa D'Souza, Julia Fleming, Stephanie McWilliams, Mary Ann Triest and Rong (Lotus) Wang

Faculty engagement is an area of increasing interest as higher education institutions continue to integrate student and academic affairs into communities of practice. Data from the National Survey on Student Engagement (NSSE), and experiential data from the Career Services Working Group team indicates positive student and community impact as a result of engaging and partnering with faculty. Faculty engagement can be maximized through effective communication and intentional strategies for collaboration. In this article, we will discuss two types of strategies: 1) strategies for partnership between student affairs and academic affairs professionals, and 2) strategies for engaging faculty members directly with students. While it is important for us to educate faculty about career services, we must also learn about the academic offerings of our institutions, in order to work well together. This article will: 1) expand on the definition of what it means to engage with faculty, 2) discuss overlapping learning outcomes for student affairs staff and faculty, and 3) share best practices for creating effective communication and bonds with faculty members.

Each year, NSSE collects information from first-year and senior students at four-year institutions, regarding their participation in academic and co-curricular activities. Based on NSSE's findings, we believe there is ample opportunity to engage faculty members in supporting students' career development. Terenzini & Pascarella (1980) indicated that first-year students' achievement was influenced by the frequency of intellectual and career-related student-faculty interaction. According to NSSE 2013 Annual Results, only 32% of first-year students reported discussing career plans

with a faculty member "often" or "very often." Meanwhile, 41% of senior students reported career plan discussions with faculty "often" or "very often" (NSSE, 2013). The percentage was higher (first-year students: 39%; seniors: 56%) for students at institutions who scored in the top 50% of NSSE participating institutions. Students at NSSE top 10% institutions reported the highest frequency of career plan discussions with faculty (first-year students: 47%; seniors: 66%) (NSSE, 2013). Clearly faculty members influence students in their roles as teachers, academic advisors, and mentors. However, according to NSSE's findings, approximately 50% of students indicated that their advisors "substantially discussed their career interests or plans after college" (NSSE, 2013, p. 22). The insufficient involvement of faculty in supporting students' career development suggests the need for more collaboration with faculty members in career services.

Liaison relationships are one of many ways that student affairs professionals can engage faculty in students' career development. At the University of Florida's Career Resource Center, all full-time staff members on the Career Development and Employer Relations teams are assigned colleges to liaison with. Staff members are divided into groups who liaison with anywhere from two to five colleges. The staff members act as a united force to provide individualized programming to their respective colleges. Liaison activities include attending faculty/staff meetings to discuss partnerships, and providing tailored workshops for specific populations within the college. All liaison activities are documented in the Gator Careerlink system. A similar liaison model is found at Ohio University, where each staff member liaisons with a different

college. The staff member is the primary contact person for his/her respective college, and handles all related outreach. Outreach ranges from email communications regarding upcoming events, to career development classes for that specific college. Additionally, the Career and Leadership Development Center has a split position model where staff members spend half of their time in the Center, and the other half of their time in the college. This allows the staff member to focus more time on the specific needs of the college such as working with faculty members or employers. Any outcomes data/results reported? (none to report at this time)

In addition to having academic and student affairs professionals partner together, faculty members can also be engaged directly with students through mentorship programs. At Waukesha County Technical College (WCTC), a grant-funded mentor/mentee program assists multicultural students in adjusting academically and socially to the WCTC environment. The program provides opportunities for students (mentor and mentees) to connect, form strong academic relationships, share knowledge, and work together to succeed in college. Each mentor/mentee pair is also assigned a faculty or staff member to help foster the relationship with WCTC. The mentors and mentees must meet monthly with their assigned faculty member. This allows faculty to build relationships with the mentor and mentee, helping to promote their academic, personal and professional success. *The student mentors are provided with assigned students (mentees), who are usually entering the college the first year and the mentors assist with personalized and sensitive support for academic, personal and social development while enhancing their leadership, team building and communication skills. Student mentors maintain weekly contact with their assigned mentees. All student mentors must maintain a 2.5 GPA, attend 90% of their classes, complete a mid-year program evaluation and end of the year evaluation. The mentees must also attend 90% of their classes, be enrolled in 6 or more credits, submit monthly log sheets to the program coordinator, and meet with their assigned academic advisor.*

The minority mentor/mentee program continues to grow in student and faculty participation. During the 2013-2014 academic year, the program had 15

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Mary Ann Triest is a Career Advisor at UCLA's David Geffen School of Medicine, and provides targeted career services with an emphasis on medical student interest groups. Her career program development experience includes working at the City University of New York, New York University, and Columbia University. Before working in higher education, Mary Ann worked in financial services and healthcare administration. She holds a MA in Higher and Postsecondary Education from Teachers College, Columbia University and a BA degree in Asian Studies and Child Development from Tufts University. Author's email address: [mtriest@mednet.ucla.edu](mailto:mtriest@mednet.ucla.edu)

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**Stephanie McWilliams**, Technology Coordinator, SAPAA Career Services Working Group

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faculty, 15 student mentors, and 30 mentees participate. This year, the program consists of 20 faculty, 20 mentors, and 40 mentees, with the intent to grow each year and continue to foster the relationships with faculty and students. Any outcomes data/results reported?

The success rate for the mentor/mentee program last year was 87% with mentors having an average 2.95 cumulative GPA, three mentors obtained 4.0 GPAs. With the mentees, one mentee received a 4.0, nine mentees received between 3.0 - 3.7 GPA with an average of 2.61 overall. When mid-year evaluations were conducted, one mentor stated they felt like they were giving back to the school and how it helps keep students on track. A member from the institutional research stated - "You may find that the Mentor group was more likely to have graduated—this likely reflects the selection process for mentors. Most of the students that did graduate seemed to be CNAs (Certified Nursing Assistants)."

As this article demonstrates, opportunities abound for student affairs professionals to engage faculty members in students' career development. These opportunities will vary based on institution type, size and culture but communication is always the foundation. The authors hope that through the research and best practices presented here, academic and career development professionals gain insight into the need and opportunities for meaningful partnership. This collaboration can be the key to more effectively supporting career development, a critical learning outcome in higher education.

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## R & S Notable Readers Piece

# CAREER SERVICES FOR STEM STUDENTS: THE NEED FOR PARTNERSHIPS WITH ACADEMIC UNITS



By John Klatt and Megan O'Rourke

Efforts to attract more students to study, and eventually work, in science, technology, engineering, and mathematics (STEM) disciplines are common in higher education (Soldner, Rowan-Kenyon, Kurotsuchi, Garvey, & Robbins, 2012). Unfortunately, attrition in STEM majors remains high (National Center for Educational Statistics, 2013; Soldner et al., 2012) and many graduates of STEM programs are employed outside of STEM occupations (US Census Bureau, 2014). In this article we argue that partnerships between career services and academic units have an important role in university efforts to retain students in STEM disciplines and careers. We also provide two specific examples of these partnerships.

### STEM Trained Students

**Societal Need.** Many authors argue a societal need exists for increasing the number of college students pursuing STEM majors and related careers (e.g. Carnevale, Smith, & Melton, 2011; Heilbronner, 2011; Soldner et al., 2012). These arguments often focus on the economics of innovation and the need to address issues such as climate change and global food supply. Without addressing STEM education, the United States may lose its standing as a leader and may not be able to solve the immense global health and economic issues on the horizon (Rice, Barth, Guadagno, Smith, & McCallum, 2013). In the United States less than one in seven students earn baccalaureate degrees in science or engineering, while one of every two students in China earns a science or engineering degree (Soldner et al., 2012).

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The National Academies (2007) identified low degree production in STEM disciplines as a contributor to a "gathering storm" that could adversely affect the United States' ability to compete in a global economy and the economic prosperity of individual citizens.

**Industry Need.** During the next decade, STEM occupations are expected to grow faster than other occupations (Vilorio, 2014). The number of STEM jobs in the United States will grow from 6.8 million in 2008 to 8 million by 2018 (Carnevale et al., 2011). STEM will be the second-fastest growing occupational category, behind healthcare. Carnevale et al. (2011) note workers with basic STEM competencies are in demand across all industries, particularly manufacturing, mining, and transportation. Many employers seek employees with STEM skills and abilities which include: active learning, complex problem-solving, operations analysis, systems analysis, and deductive and inductive reasoning (Carnevale et al., 2011). The need for STEM trained professionals is particularly

acute at the post-baccalaureate level in disciplines such as plant sciences (Coalition for a Sustainable Agricultural Workforce, 2013). Wages in STEM careers are also strong. Workers with an undergraduate major in a STEM discipline earn approximately \$500,000 more over their lifetimes than workers with non-STEM majors (Carnevale et al., 2011).

**STEM Attrition.** Higher education is having difficulty producing STEM trained graduates. According to Carnevale et al. (2011) less than 25 percent of talented STEM students in K-12 enter STEM majors in college. In college, only 62% of students who start with a STEM major graduate with this degree and only 57% of STEM graduates work in STEM careers. Attrition is particularly high among women and under-represented minority students in STEM disciplines (Soldner et al., 2012). For example, women earn less than 25% of undergraduate degrees in engineering and computer science; and African-American and Hispanic students earn less than 5% of undergraduate degrees in physics (Soldner et al., 2012).

### **Social-Cognitive Variables Affecting Persistence in STEM Majors and Careers**

Social Cognitive Career Theory, (SCCT, Lent, Brown, & Hackett, 2000) is a unifying framework that helps explain and predict academic and career choice. This theory suggests that career goals are the result of academic or career related self-efficacy, interests, and outcome expectations. Researchers have demonstrated social cognitive factors do indeed affect persistence in STEM. For example, Heilbronner (2011) found belief in one's ability to achieve in STEM was associated with declaring a STEM major. Cole and Espinoza (2011) identified self-efficacy, outcome expectancies, and goals as important for the post-baccalaureate plans of women in STEM disciplines. Rice et al. (2013) investigated the role of social support on attitude and self-efficacy in math and science. They provide data points showing positive relationships among these variables. Buse (2013) reported women who persist in STEM had self-efficacy and described themselves in terms of their engineering identities. Soldner et al. (2012) used Social Cognitive Career Theory to test an intervention designed to improve persistence in STEM. In their study, STEM-focused

living-learning programs supported students' intentions to complete STEM degrees.

### **Career Services for STEM Students – Career Services and Academic Unit Partnerships**

Career services units, on-campus offices that provide direct career education to students, can support academic units in facilitating career development. Yet little has been published that explains ways in which career services can work with academic units to improve student retention in STEM majors and careers. We present two examples of how career services can partner with academic departments with the goal of affecting the social cognitive variables that predict STEM retention and pursuit of STEM careers. Both examples suggest associations between program components and SCCT variables; however program evaluations are needed to substantiate the theoretical outcomes.

One way to apply SCCT is to give students the opportunity to visualize themselves in a particular career field. Site visits with employers that include shadowing experiences and credit bearing internships allow students to engage with professionals in their work environment. According to SCCT, these interactions are valuable because they can promote interest in a field, help students develop self-efficacy, and help students develop positive outcome expectations. They can also allow students to develop relationships with professionals who will provide mentoring, guidance, and feedback.

An example of a career intervention that partners career services with an academic department at the University of Wisconsin-Madison is an annual site visit and shadowing experience for Food Science students. Students travel to a food manufacturer and not only participate in factory tours, but are also paired with professional food scientists for a full day of lab work. Students perform the same tasks of a professional in their field and receive feedback from professionals who earned the same degrees the students are pursuing. This process allows the students to directly visualize themselves as food scientists and develop self-efficacy beliefs and outcome expectations for their majors and careers. They are then able to make educated decisions about their career paths based on their level of work satisfaction while performing the daily tasks of a food

scientist. The experience also helps students expand their networks increasing the opportunity for professional mentoring relationships.

This program would not be possible without a strong partnership between a faculty member in the Food Science department and the career services staff. A faculty member has the relationship with the employer that allows students to access the manufacturers' laboratories. Faculty assist students to process the technical dimensions of the program by connecting the experience with curriculum. Career services staff members organize the logistics of the trip and help students reflect on the professional aspects of the experience.

Credit bearing internships are another example of how partnerships between career services and academic departments can affect social cognition related to students' career choices. Credit bearing internships are learning opportunities for students in which they work in a professional setting and receive university credit. These internships provide students a context to draw connections between their classroom education and their chosen career fields.

Internships allow students to experience a career before committing to it. Students can develop self-efficacy by reflecting on their ability to perform the technical and interpersonal tasks of the internship. They can also directly observe professionals in their fields and gauge their own ability to perform the jobs they see the professionals completing. Students also develop relationships with industry professionals and faculty members who can provide needed social support in the form of encouragement, references, and mentorship as the students encounter challenges in their professional pursuits.

Credit bearing internships would not be possible without partnerships between career service units and academic departments. Students work with departmental faculty members to develop intentional learning objectives, make connections to curriculum, and identify how they will demonstrate their learning. Students need to think about their career objectives, the skills they need to improve, and the ways in which the internship will help them. Career services provide needed assistance to students and faculty advisors in developing a good

internship plan. Career services also advise students through the internship search process.

Career services can have a role in retaining students to study and work in STEM fields. Conceptual and empirical work is needed that examines how university career services can best support STEM students. We believe collaborations between career services and academic departments can be particularly successful because they can have a positive effect on the social cognitive factors that predict STEM retention. As noted above, program evaluations are needed to validate these beliefs.

We would like to note, that the strategies described above have been implemented in a college of agriculture. Promoting retention in STEM through career interventions may be particularly valuable to colleges of agriculture where, in recent years, enrollments have grown substantially while instructional resources have declined (Biemiller, 2012). Important societal challenges such as climate change and global food security are scientific issues and are central to a college of agriculture. Strong partnerships between career units and academic departments might provide students with needed support and education of employment trends as they work toward STEM majors and careers related to food, energy, sustainable environments, and health.

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# Synergy Newsletter

## Article Submission

### Format Guidelines

Manuscripts must be clear and concise, with a well-organized presentation of ideas. The *Publication Manual of the American Psychological Association, Sixth Edition* (2009) should be followed for general style guidelines and reference formatting.

- 12 point font, 1 inch margins
- Single space with double space between paragraphs
- No more than 3-4 pages with references
- Please include author information
  - Name
  - Title
  - Institution
  - Email address
  - Phone
  - Head shots of the author(s)
  - A brief 2-3 sentence personal/professional bio
- Optional information
  - Other campus views/images

Please send photos and/or accompanying artwork for articles as high resolution .jpg files with suggested captions identifying relevant individuals, institutions and/or programs in attached WORD documents

- Authors are responsible for the accuracy of all references, quotations, tables, and figures. Please make every effort to ensure that such items are complete and correct.
- Material should be submitted electronically only by the due dates below to Editor, Mitchell Levy at [mlevy@atlantic.edu](mailto:mlevy@atlantic.edu).

January issue on Living/Learning text **due by Monday, January 12, 2015.**

# WHAT IS SAPAA

*The Student Affairs Partnering with Academic Affairs (SAPAA) Knowledge Community provides a forum for interaction among student affairs professionals serving in an academic unit within their institutions and/or those who are interested in the collaboration between student and academic affairs and how this collaboration can continue and thrive in the future. It also promotes the presentation of programs and workshops at regional and national conferences on issues related to the connection between student affairs and academic affairs. In doing so the SAPAA Knowledge Community serves to enhance the professional development of the person working in this area as well as to provide an opportunity for others to become aware of, and more familiar with, these issues. Finally, the SAPAA Knowledge Community encourages research and scholarly publication in the area of collaboration between academic and student affairs as well as promising practices at institutions.*

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