

# Expanding Definitions of Student Success: Career Development Strategies for Major Switching and Timely Graduation

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## 2018-2019 Research Questions

- Career Advising and Major Switching**
- Can we identify **career pathways** to assist students navigating the degree options in CHHS?
  - How can we use career pathways to **assist students who switch majors**? More specifically, how can we use career pathways to assist students who encounter involuntary major changes?
  - How can we make career pathways **easily accessible** to our large student population?
  - At **what point is it most critical** for students who switch majors to receive career advising?

## Introduction

CHHS is comprised of 11 different departments and schools with 23 different program options for undergraduate students to choose from. Of these, four are highly impacted and extremely competitive. Many majors in CHHS are also highly sequenced, meaning a missed MSDR or prerequisite may delay graduation by a semester or more. These combined factors result in many CHHS students switching majors, whether voluntarily or involuntarily. This impacts time to degree, personal satisfaction and engagement, and overall student success.

Expanding the definition of student success to include choices about careers and personal motivation should assist students in making informed choices at CSULB and to prepare them for the appropriate career once they leave CHHS.

## Methods

**Fall 2017:** Qualitative and Quantitative online survey of students on advising needs, demographics, definitions of Student Success, and barriers to timely graduation, n = 2,015 (response rate 30.15%). Bivariate and multivariate data analysis on demographic and institutional barriers conducted at the college and department levels.

**Spring 2018:** Qualitative interviews on the process of major switching Pre- Nursing to Health Science and quantitative analysis of Tableau Data (SSD 2.0 and IR website) on major switching Pre-Nursing to other CHHS majors.

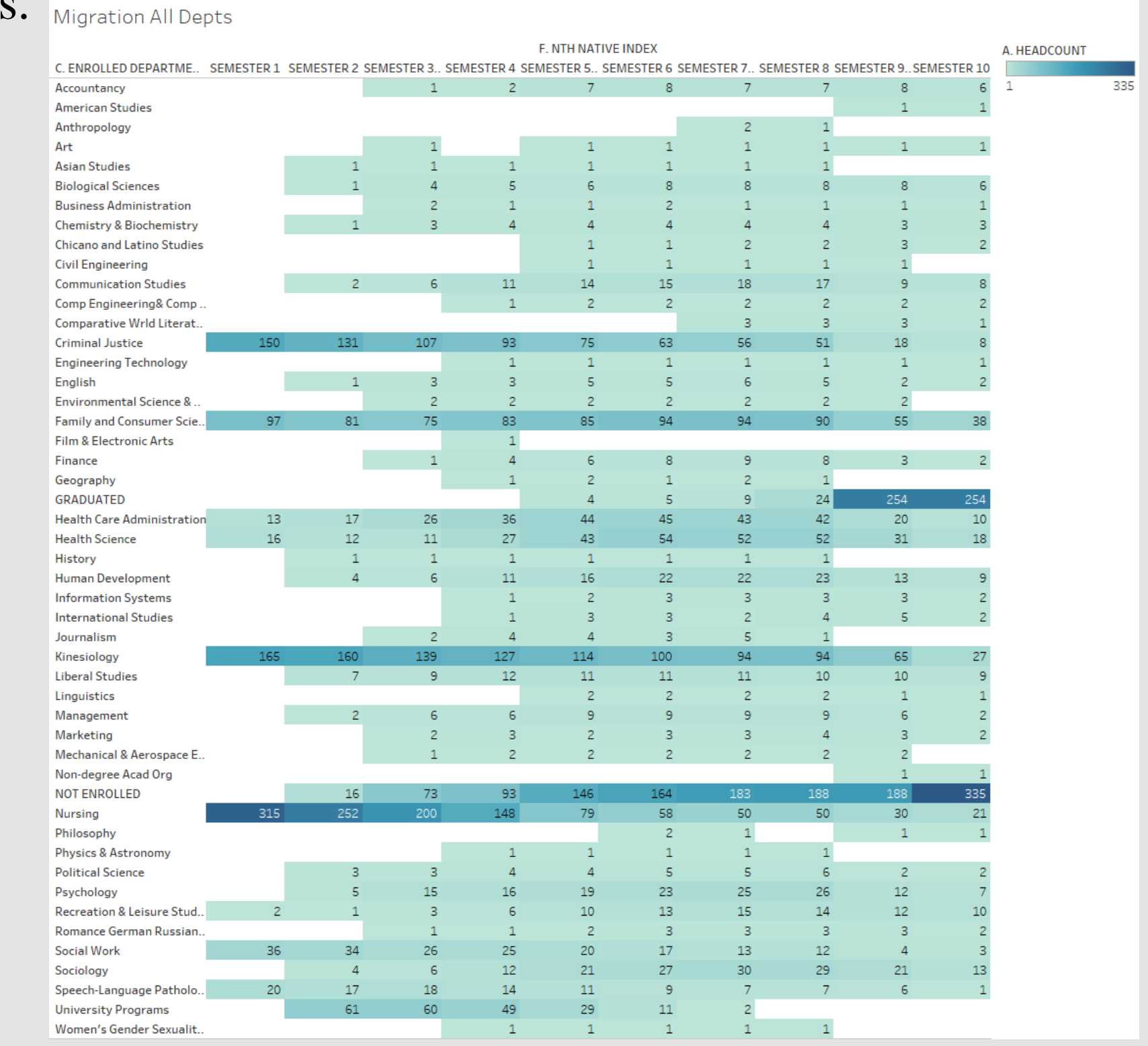
**Fall 2018:** Online Department Chair Survey and interviews on career services needs and timing.

**Spring 2019:** Secondary data analysis of Tableau SSD 2.0 and CSU Chancellor's dashboard of student major migration patterns including timing and direction of major changes and the creation of migration dashboards.

## Results

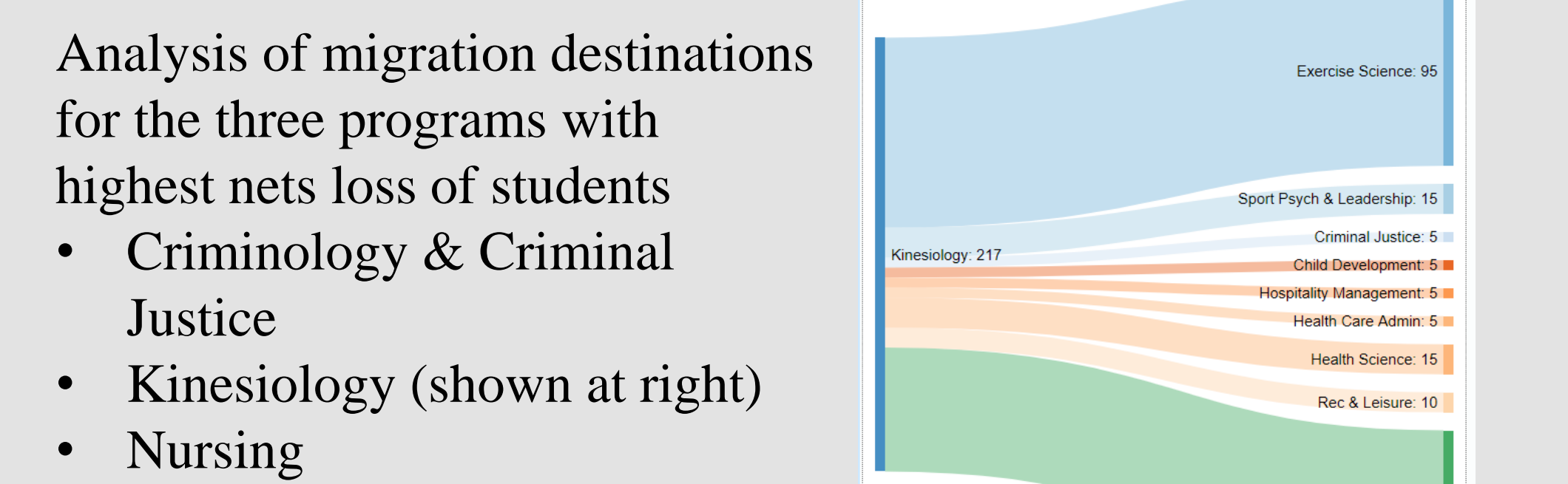
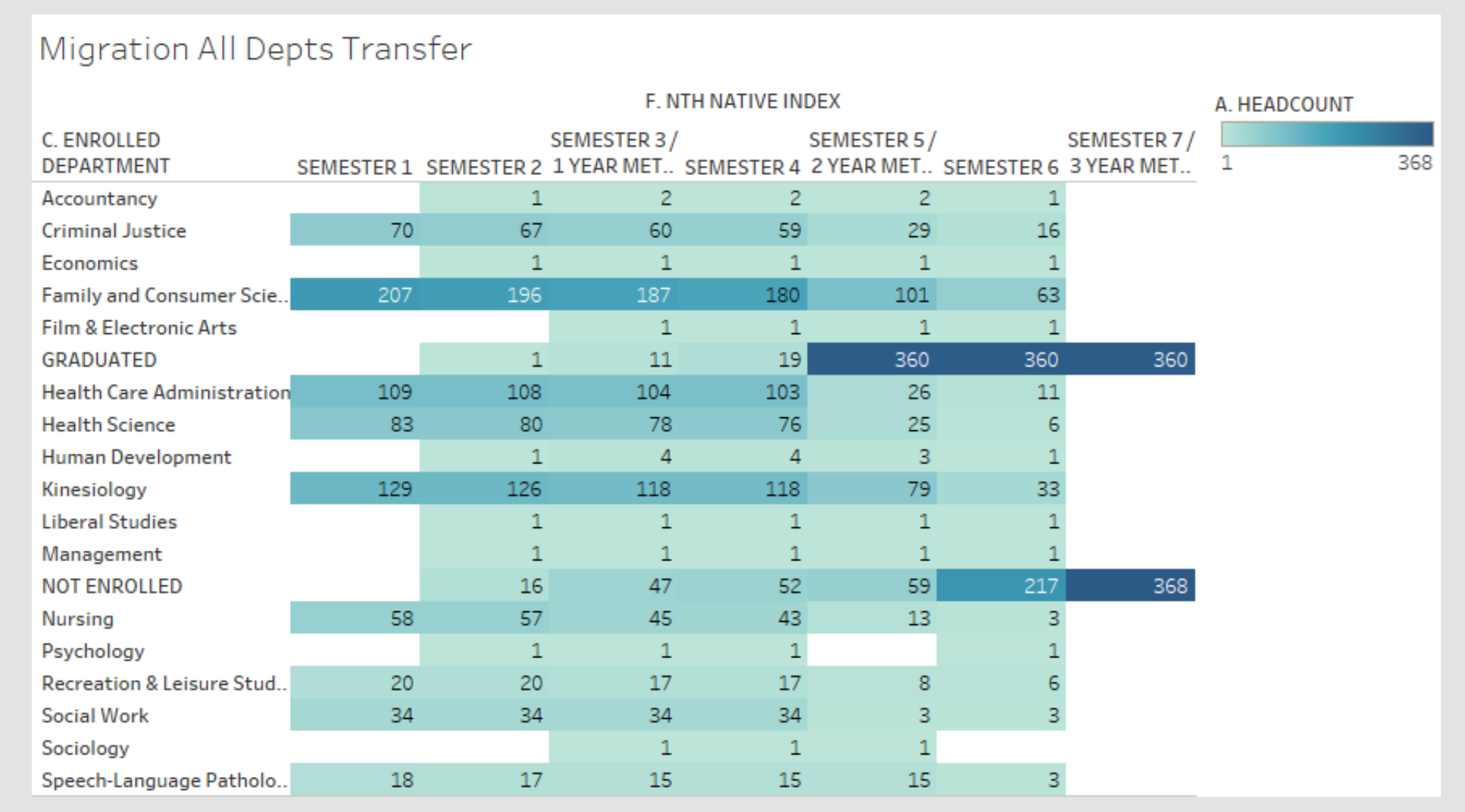
### CHHS Migration Patterns

For many CHHS students, the path from major selection to graduation and then on to a career is not linear. In order to understand how CHHS students migrate from one (or two) major(s) to another, analysis of overall college net migration patterns for first-time freshman (FTF) and for transfer students was conducted, followed by analysis of the three programs with the largest outflow of students.



Analysis of the Fall 2013 FTF and the Fall 2015 Transfer cohorts by headcount demonstrated the programs with a net loss of students and those with a net gain.

- For FTF, by semester 9 (the 4 year metric), students typically begin graduating. Pre-majors are included in these statistics.
- For Transfers, by semester 5 (the 2 year metric) students typically begin graduating. Almost all transfers are fully declared upon matriculation to CSULB.



### Understanding CHHS Student Needs

The top five perceived **barriers** to timely graduation were:

1. A heavy course load
2. Family or personal responsibilities
3. Financial concerns
4. Courses not being offered every semester
5. Unable to get into a course

The top five perceived services to **facilitating** timely graduation were:

1. Advising by the department
2. Having enough courses offered each semester
3. Career and professional advising
4. Quality teaching
5. Advising from CHHS advising center

Qualitative data revealed that students wanted more **advising** support for:

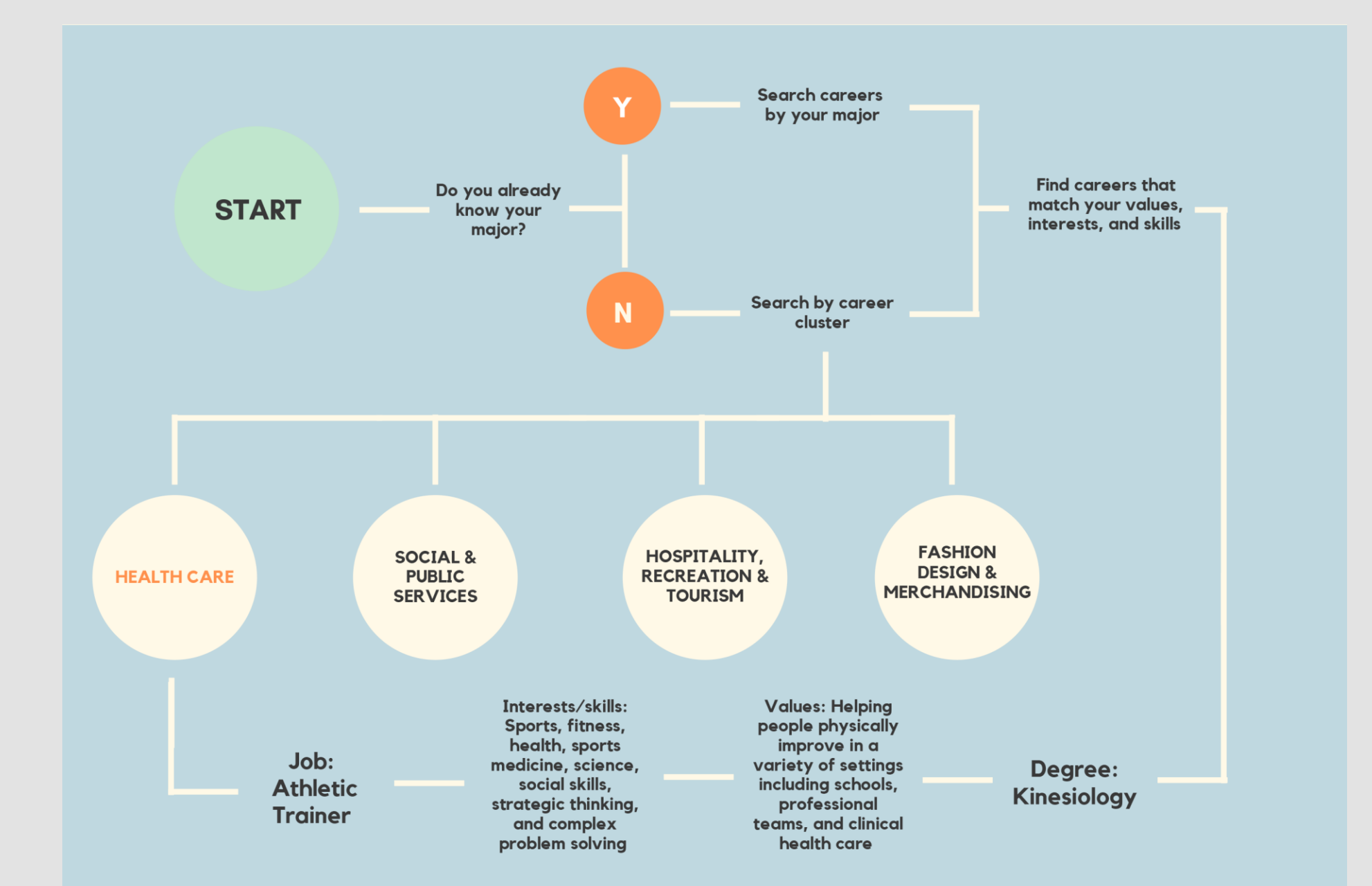
1. Course selection
2. Major Selection
3. Ongoing 4-year plan
4. Post-graduate Planning

### Career Needs Survey Spring 2019

The CHHS Department Chairs/School Directors were asked to identify their top priorities for the new Career Coordinator position in an online survey.

	Most				Least
<b>Who in your student population needs these career services the most?</b>					
Pre-Major Students	50%	25%	13%	13%	-
First-Time Freshmen	38%	-	38%	25%	-
Graduating Seniors	13%	-	38%	50%	-
Sophomores and Juniors	-	75%	13%	13%	-
<b>Please rank the following services from most to least important.</b>					
Job and Internship Fairs	44%	11%	-	11%	-
CareerLink Website and Resources	22%	44%	22%	-	-
Individual Career Counseling Appts.	22%	33%	11%	-	11%
Career Development Class Presentations	11%	-	-	33%	11%
Career Development Webinars	-	-	22%	11%	33%
Special Event Conferences	-	-	-	11%	11%
Employer Events	-	11%	11%	33%	33%

### The CHHS Career Website User Experience



## Conclusion / Discussion

- Migration of CHHS students, both within college and without, occurs in general in any given semester of a students. Therefore, these data do not show a specific semester that is critical in understanding major switching for CHHS programs.
- Select programs in CHHS have distinct migration patterns as indicated in both Cohort Fall 2013 and 2012. The programs with the highest net outflow were Criminology & Criminal Justice, Kinesiology, and Nursing. These programs may need the most career advising resources and programming.
- The data also indicates the CHHS programs with the highest net inflows are Health Care Administration & Health Science, indicating another need for advising.
- The migration patterns indicate what majors students move between during their career in CHHS, but they do not tell us in what careers the students eventually land after graduation. Further data is needed to assess how well students are prepared for their careers.
- Students requested more advising resources directly. In response to what we learned regarding how many of our students migrate between majors, positions were created to develop career development services and a career-focused website to assist students in exploring and choosing a major that leads them to their ultimate career goals.

## Implications for Action

- Results of the 2017-2018 student survey were used to justify the creation of two positions in CHHS: a Career Coordinator and a Student Success Communications Coordinator.
- Results from the Fall 2018 Career Needs Assessment Survey are being implemented in the design career workshop topics and programming, launching Fall 2019. Also informing at what point in the students' degree progress will career advising be the most impactful.
- Results from the migration analysis might drive further research and implementation of a "meta major" framework for advising in which advisors create worksheets outlining multiple possible paths based on a students' completed prerequisites and academic/career interests.
- Results from the 2017-18 and 2018-19 migration analyses are driving the creation and organization of the new CHHS career website that focuses on career objectives rather than current major.

## Next Steps / Future Directions

1. Develop and conduct a suite of student surveys at the college level (entry, exit, first destination, & alumni) in collaboration with campus-wide efforts.
2. Create Chair Focused dashboards to help create a more data-driven decision making process within CHHS.
3. Research the efficacy of a true Meta-Major for CHHS health related majors.
4. Evaluate impact of changes in advising on Student Success outcome measures.