Career Development Needs of the Non Traditional Student

Strategies for Success

Dionna Jones

Director, Center for Experiential Learning
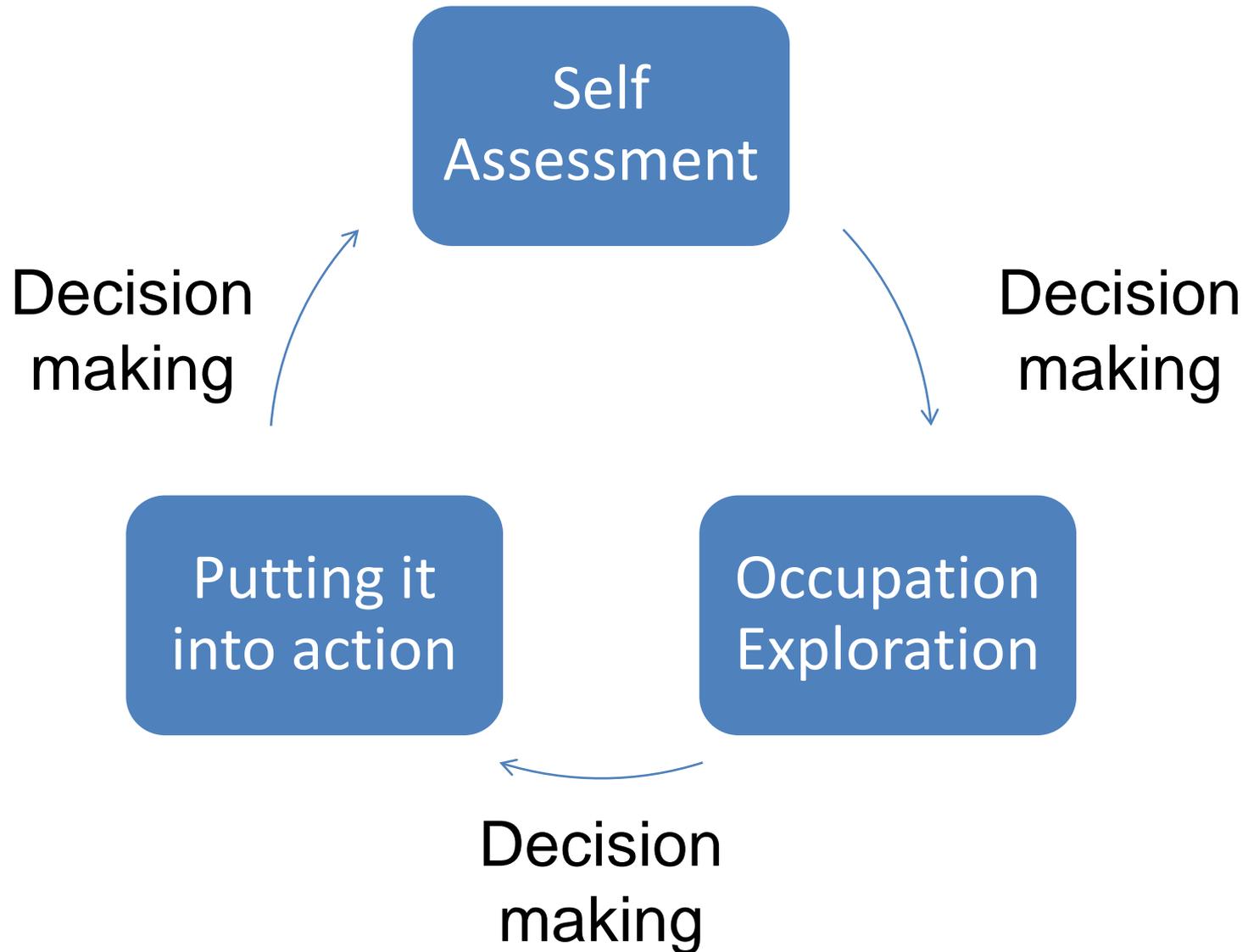
Inver Hills Community College
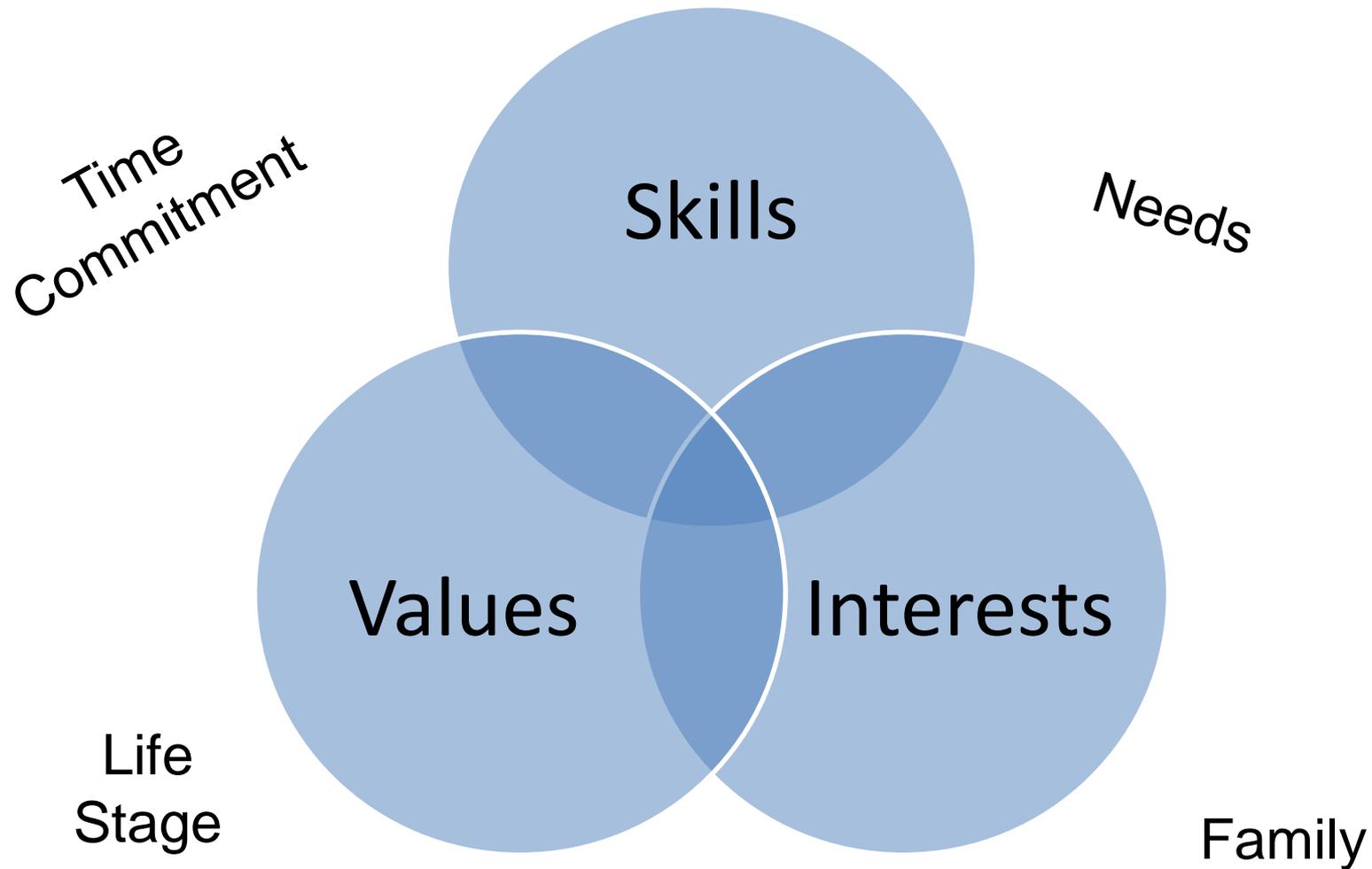
Agenda

I. Career Development
   I. What is it?
   II. Why students coming?
II. Barriers
III. Needs
IV. What we Can do

Career Development Process

Self Assessment

Why Are They Coming?

- 87.9% - To be able to get a better job
  - 67.8 percent in 1976.
- 82.8% - To learn about things that interest me
- 77.6% - To get training for a specific career
- 74.6% - The ability "to make more money"
- 72.4% - To gain a general education and appreciation of ideas

Job Market Realities

STAR TRIBUNE CagleCartoons.com
SACK

MASSIVE TARGET LAYOFFS
STOCK RISES

'YOU KNOW iT'S GOiNG TO BE BAD
WHEN WALL STREET iS HAPPY..'

- Corporate downsizing
- Technology impact on process and roles
- Demand to do more with less
- Perform multiple roles
- Uncertainty, volatility in work environments
- "Now hiring" - Increase in low wage jobs without benefits

If you had to make a career change and go back to school?

- What interest would you pursue?
- What talent would you want to be using?
- What Work value would you need?
- What barriers would you need to address?
- What other variables would you need to consider, family, time, money, life stage, etc.?
- What would you want from a college to achieve this?

Non – Traditional Students Barriers

- Multiple life roles
- Childcare, elder care
- Pursuing non traditional careers - women
- Working – SWW, EWS, Finances
- Dealing with loss and change– disabled, laid off, divorced, retired, etc.
- More aware of barriers than traditional age student
- Ageism (perceived)

©http://emofreetherapy.com

Career Development Needs

What can I do with this major?
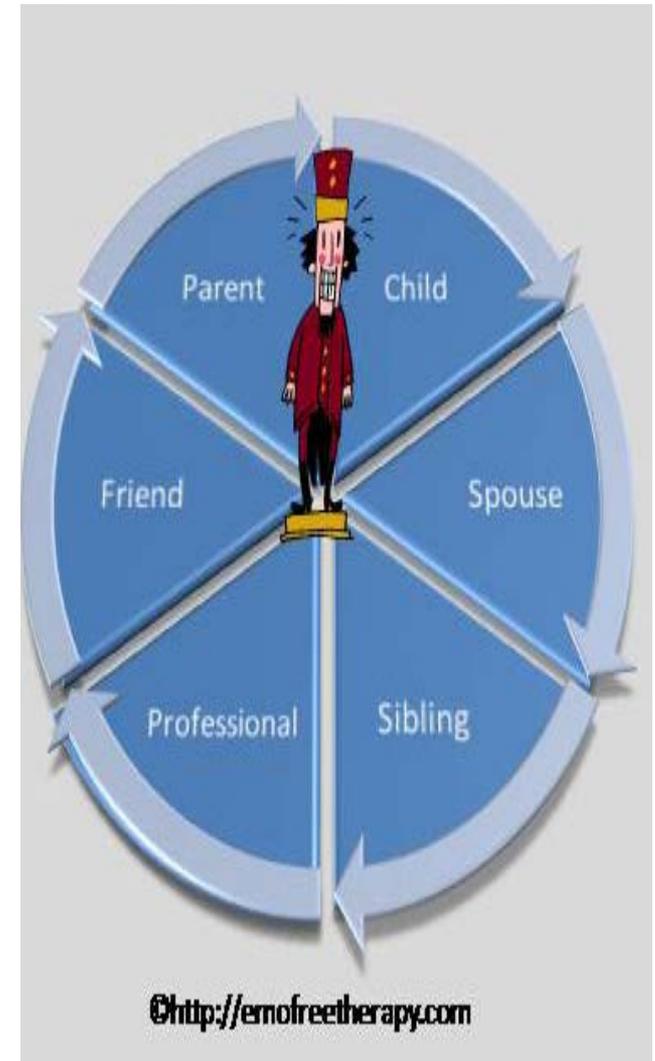
- Career Development - process

- Decision making help

- Higher order needs – exposure and experience

- Knowledge of degree utility

- Adult learner-career minded environment

- Upfront and integrated services

Career Services Reality

- MNSCU – One career staff per college
  - 0 - 10,000+ to 1
  - National average is 2600 to 1

Who I work with

Mary – Early 30's, returning adult, prior degree, divorced, single mother, depends on family member for housing support, works part time, pursing non traditional career for women (career changer)

Bob – Early 30's, returning adult, works full time, diagnosed with ADHD, undecided (career advancer)

Mike – Early 50's, dislocated worker, divorced, single dad, recent loss of child, working with vocational rehab for physical disability, works two jobs (career changer)

Kay – 40's, married, stay at home parent, school aged kids, volunteers (career launcher)

Who we work with

- Perceived barriers?

- Actual barriers?

- Needs?

- Sources of support?

- What could we do to help them persist/succeed?

What can we do?

What Can we Do?

- Holistic view – other life roles
- Move beyond career assessment and a resume – career counsel to career coach
- Embed career into curriculum and student process
- Integrate experiential learning into curriculum

Integrate/Align Work?

- On campus employment – align with career/major

- Services to align current work with career/major

- Incorporate learning on job into learning in classroom or credits
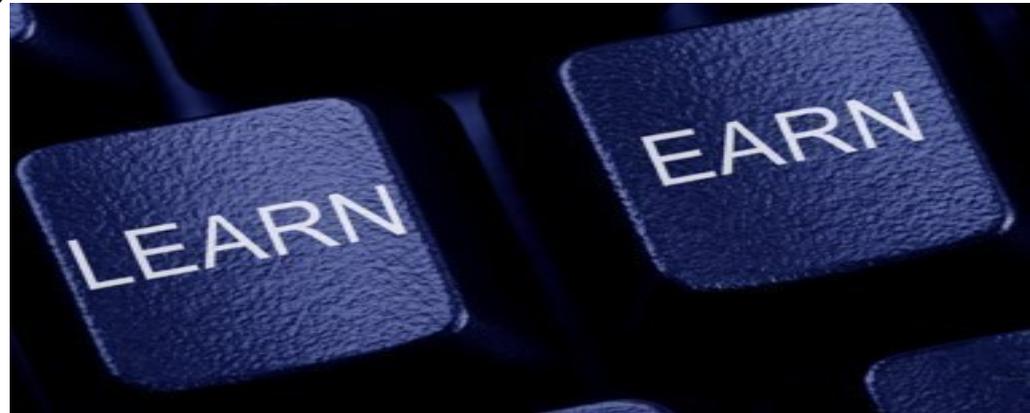
Service Model

- Technology that allows for one on one
  - Online information, tools, services, workshops
- Phone/email, evening/weekend appointments
- Space for children
- Integration of services– career and advising, financial aid, student life, etc.
- Faculty partnerships – in class

Connections to others and career and industry

- Networking opportunities

- Faculty mentor

- Affinity groups

- Alumni

- Panels, shadows, tours

- College job posting system – awareness

- Employer development - PARTNERS

Value Skills

- Skill assessment, development, articulation and application

- Reflection on history – skills and accomplishments

- Validate the past – exposing ways they can use past to their benefit

- Application of skills in experiential settings – internships, service learning, volunteer

- Application of skills to goals

WHAT CAN YOU DO?

What is one thing you can commit to, to address the reason why adult learners are coming to college?