

Riverside City College

# Linking Career to the Classroom and the Pathways

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# Agenda

- 1. Welcome and Presenter Introductions**
- 2. Career Outlook and Survey Data**
- 3. Career Development Resources from  
the Career Center**
- 4. Career Integration at the College Level**
- 5. Career Integration in the Classroom**
- 6. Closing and Questions**

## Career Outlook...

## Uncertain!

65%

of school age students today will likely work in jobs that do not yet exist

47%

of total US employment is at high risk for replacement by computerized automation by 2033

27%

of college graduates work in the field of their major

1.3 - 2.8

the number of years Americans ages 20 - 35 stay with any one employer

43%

of businesses indicate they are set to reduce their workforce due to technology integration by 2025

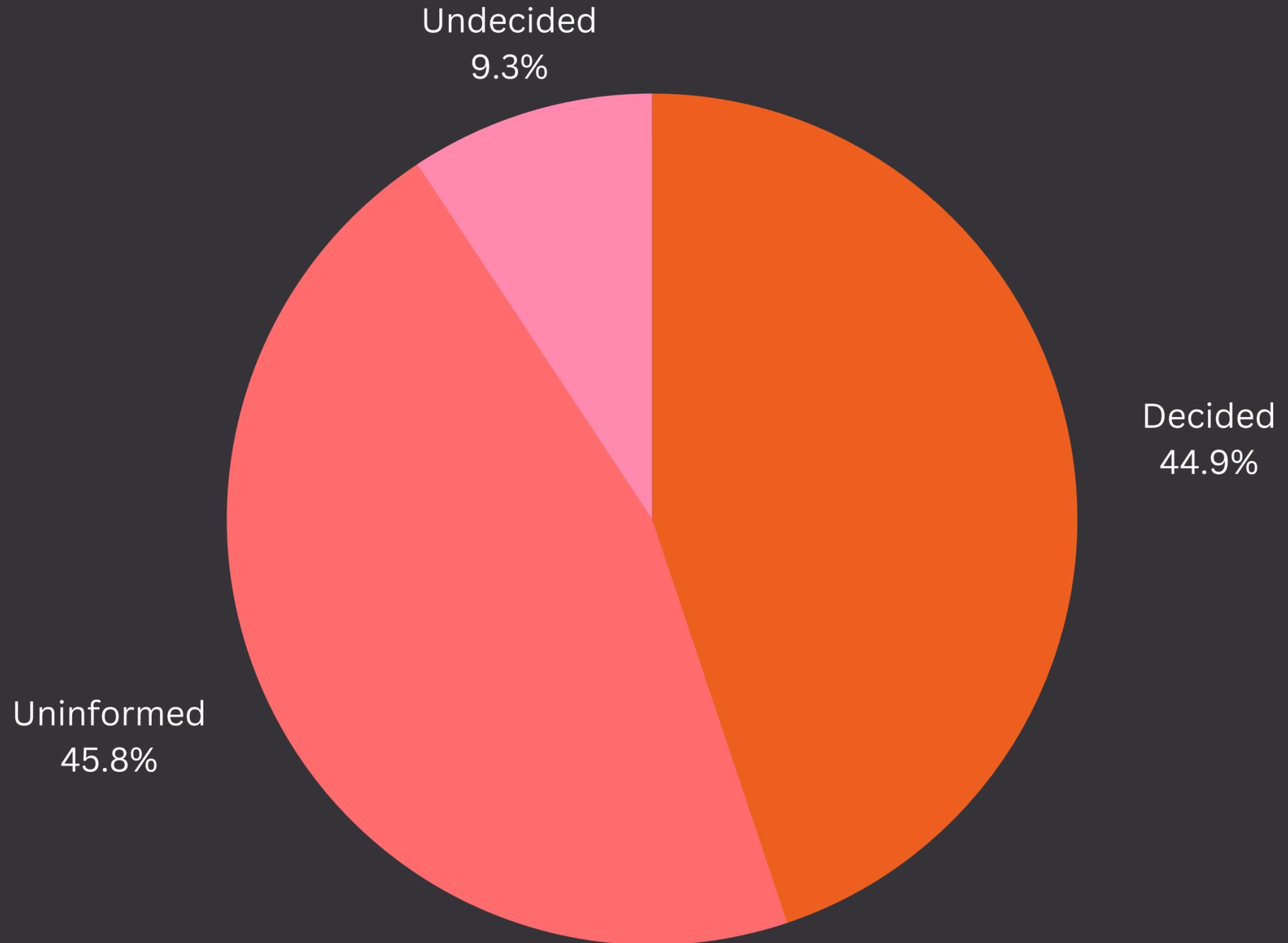
40%

of the core skills workers need at their job will change by 2025, and 50% of all employees will need reskilling

# Career Planning Survey Results

**Total of 7,081 career planning surveys during the New Student Orientation since April 2023**

**55.1% of incoming RCC students were Undecided/Uninformed on their major (3,905 of 7,081 students)**



# Fall 2021 to Fall 2022 Enrolled and in Same Instructional Pathway

Students still enrolled 1 yr. later may change majors, but tend to stay within pathway majors/programs

Does not indicate why unenrolled students left

Instructional Pathway	Percentage in Pathway 1 yr. later
Advanced Technical Arts & Trades	76.3%
Business, Information Systems, & Technology	83.7%
Education & Teacher Preparation	72.5%
Health-Related Sciences	84.2%
Languages & Humanities	66.2%
Social & Behavioral Sciences	73.2%
STEM	68.7%
Visual, Performing, & Creative Arts	79.2%



## **Activity #1: Personal Career Stories**

Reflect on your career and educational journey in small groups.



**Identify and share a moment/event that sparked your interest in your career path. How did that event influence you overall?**



**What decision-making process did you use to select your major and career path?**



**What factors encouraged your choice to pursue a career in higher education? When did you "officially" decide to go down this path?**

# Career Development Resources from the Career Center



# Career Center Website & Canvas Modules



## Career Center Website

- Career Workshops and Events
- Advising and Counseling
- Major and Career Assessments
- Career Research and Skill Building
- Employment Opportunities and Resources
- Recruiters and Employers

[www.rcc.edu/careercenter](http://www.rcc.edu/careercenter)



## Career Center Online in Canvas

- Presentations, Workshops, and Events
- Major and Career Assessments
- Major and Career Research
- Labor Market Research
- Employment, Internship, and Skill Building Resources
- Identity-Based and DEIA Career Resources

<https://rccd.instructure.com/courses/31777>

# Career Integration at RCC as part of Guided Pathways



# Career Integration College - Wide

- Career Focus – means we want all of our students to reach their career goals, no matter their pathway
  - Livable wage is key!
  - How do we support the student from the time they apply to the time they graduate?
  - How do we ensure career information is integrated and available in every discipline?
  - Career not just a job.



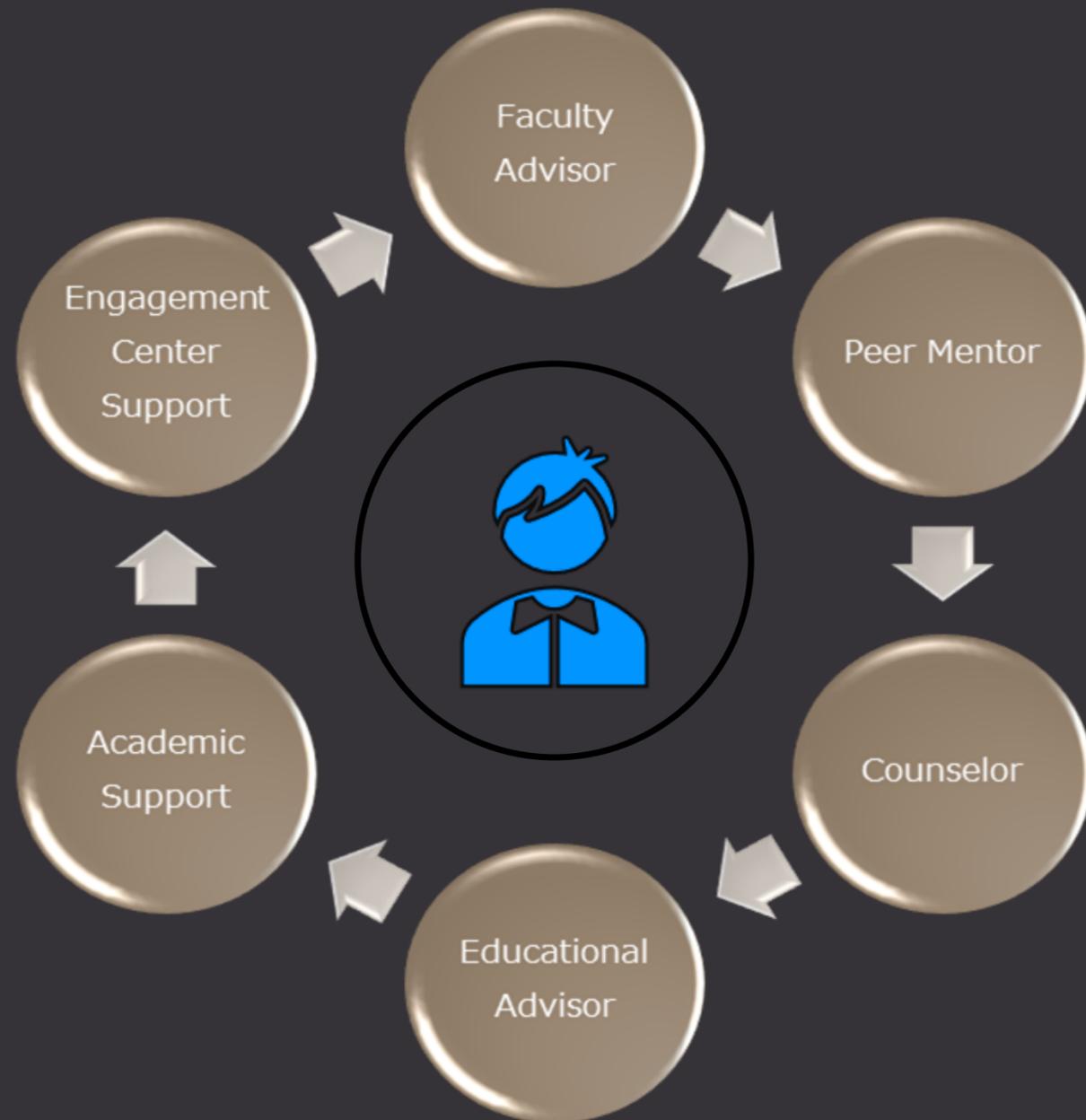
[Livable Wage by State 2023  
\(worldpopulationreview.com\)](https://www.worldpopulationreview.com)

## California

- **Living Wage, Individual:** \$19.41
- **Living Wage, Family of 4:** \$27.42
- **Minimum Wage:** \$15.00

California's living wage is \$19.41, or \$40,371 a year for an individual. A family of four requires \$27.42, or \$101,378 a year. Childcare costs will cost a family with two working adults \$22,259 a year, slightly more than the \$24,682 they can expect to spend on housing.

# Career Integration College - Wide



- Developed communities of practice – focus on Culture of Care – across the college
  - Staff Directory changes include best practices happening in English and Communications.
  - Our students need to be able to connect with each of us – and find those who share the same career goals to be mentors.
  - Each of us bring expertise and passion we can share with our students.
- Worked to streamline engagement activities and events to increase participation and awareness of careers in each pathway.
- Career Center functionality will be present in each Engagement Center – bringing the careers to where the students are.
- We are all in this together!



# **Career Integration in the Classroom**

# Importance of Career Integration

Student needs related to career exploration and readiness:

## Access to Knowledge

Provide access to labor market knowledge and know how.

## Differentiated Career Guidance

Offer career guidance and exploration opportunities that provide support and growth along their pathway.

## Guidance in the Classroom

Provide career guidance that extends into the classroom and is contextualized in disciplinary learning.

## Opportunities to Explore

Give students opportunities to cultivate and explore their sociopolitical development across career fields.



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- Rose, S., Colina Neri, R., & Rios-Aguilar, C. (2019). (Re) Contextualizing guided pathways to provide equitable supports for community college students. *Journal of applied research in the community college*, 26(2), 63-74.

# Designing Approach: What Should I Keep in Mind?



## How does the content or activity...

- relate to students' lives?
- get students to consider career discourse from multiple angles?
- reflect intentionality and purpose?

## Adult Learning Needs to Be:



Experiential



Constructivist &  
Inquiry Driven



Exchange of  
Perspectives



Reflective



Examine Power &  
Privilege

# Formal Writing Assignments

## OPTION 1: (Examining Concepts)

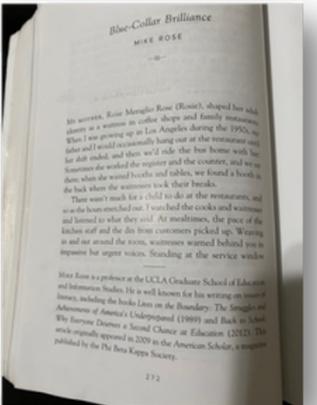
Mike Rose's article "Blue-Collar Brilliance," discusses how "generalizations about intelligence, work, and social class deeply affect our assumptions about ourselves and each other" (34). This can be true specifically when we discuss the career we are in or are pursuing. One may say that happiness in a job or career is relative.

However, American culture definitely posits certain "standards" that might determine a "good career," even though depending on the perspective, these standards may vary drastically! **How should one define a "good career"? Make sure to justify your definition choice and explain why other definitions did not make your criteria and/or why other definitions may be problematic.**

## OPTION 2: (Examining Norms)

In the same article as listed above, Mike Rose further states that when it comes to the working class, "our cultural iconography promotes the muscled arm, sleeve rolled tight against the biceps, but no brightness behind the eye, no image that links hand and brain" (43). **Consider the relationship between blue- and white-collar work. Contrast the particular rules and norms that teach us how to think about each of these two categories.** How is each type of work typically defined? What tasks, skills, or abilities are we told each conventionally involves? And, perhaps most important, how are we taught to value these types of work differently? Are these distinctions fair? Accurate? How or how not?

- Experiential
- **Constructivist & Inquiry-driven**
- Exchange of perspectives
- **Reflective**
- **Examine power & Privilege**



# Formal Writing Assignments



## OPTION 3: (Examining Career & Positionality)

**Directions:** Think about how bell hooks discusses the intersections of race and class in her text “Learning in the Shadow of Race and Class.” Consider the title of her piece. **What are the “shadows” that, according to hooks, most directly affect or shape one’s experiences of school and career path?** To what extent do these “shadows” impact a person’s life as powerful, unspoken scripts, drawing the lines around particular roles that people in culture are allowed (or not allowed) to play?

- **Experiential**
- **Constructivist & Inquiry-driven**
- Exchange of perspectives
- **Reflective**
- **Examine power & privilege**

# Share/Storytelling Activity



**Directions:** Write about (or discuss) a memorable event in your life dealing with a job that you have had or an incident that sparked your interest in a particular career path. What did you learn from that event? How did that event influence your views of that career?

- **Experiential**
- **Constructivist & Inquiry-driven**
- **Exchange of perspectives**
- **Reflective**
- Examine power & Privilege

# Discussion/Community Building



**Directions: Consider the two articles you read by Sullivan and Crawford about work culture in the United States. Make sure to use evidence from the text to support your discussion.**

1. What makes a job “worthwhile”? What kinds of benefits should one expect from work?
2. How important is money in your consideration? What makes it either more or less important to you?
3. Can you think of any priorities that should rank more highly? For what reasons?
4. There is a dichotomy in American working culture: career “importance” vs. personal contentment. Which one do you think is more important?

- **Experiential**
- **Constructivist & Inquiry-driven**
- **Exchange of perspectives**
- **Reflective**
- **Examine power & Privilege**

# Example Career Assignments & Activities for the Classroom

Goal:

RCC faculty can alter and use these career assignments and activities in their courses.

These assignments can help faculty incorporate equity-minded career research, career readiness, and life-planning activities into their courses to help students make informed career and educational decisions as they pursue career and educational goals at RCC.

01

**TEDTalk Reflections**

02

**Introductory Career Research (Options 1 & 2)**

03

**Job Search Assignment**

04

**Informational Interviews - Building Your Network**

05

**Reality Check & Collage Presentation**

# Activity #2: Brainstorm/Create a Career Assignment for your class or discipline

- ✓ Brainstorm assignment ideas that can be used in one of your classes or in a counseling/advising environment
- ✓ If you currently assign a career-related activity to students, share what you do with the group to help spark ideas

## Adult Learning Needs to Be:

- ✓ Experiential
- ✓ Constructivist & Inquiry Driven
- ✓ Exchange of Perspectives
- ✓ Reflective
- ✓ Examine Power & Privilege

# Thank You!

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