



CALIFORNIA STATE UNIVERSITY  
**SAN BERNARDINO**





# *Partnerships that Work*

Collaborative Linking:  
Academic Advising and  
Career Center Services



CALIFORNIA STATE UNIVERSITY  
**SAN BERNARDINO**



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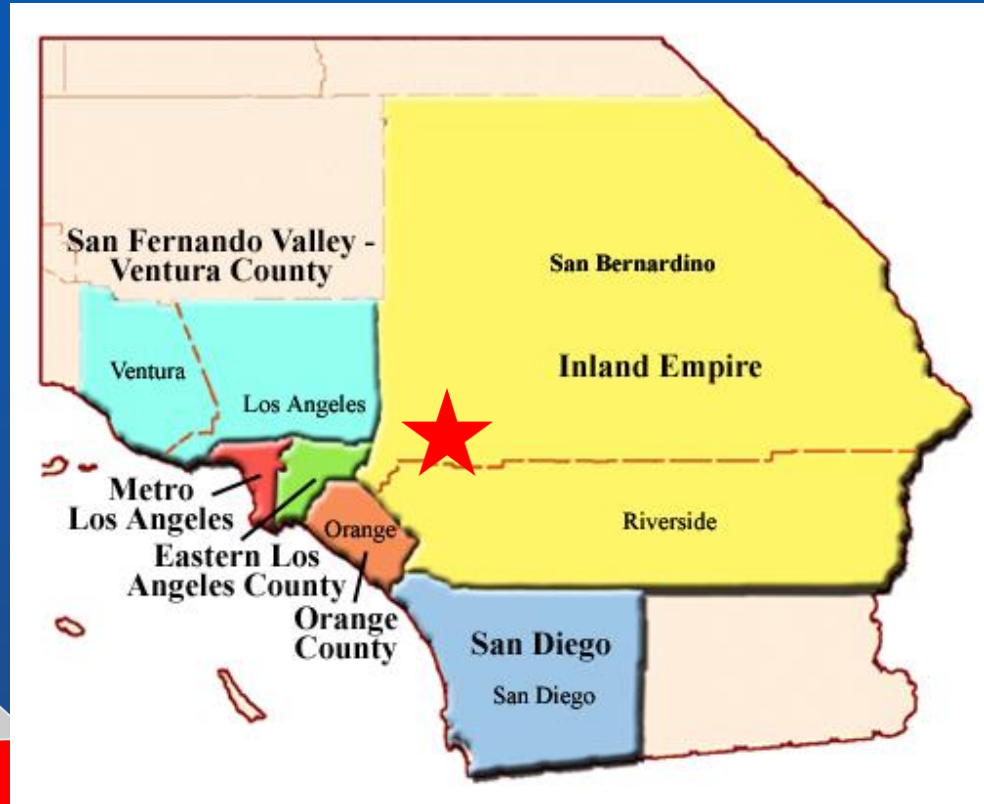
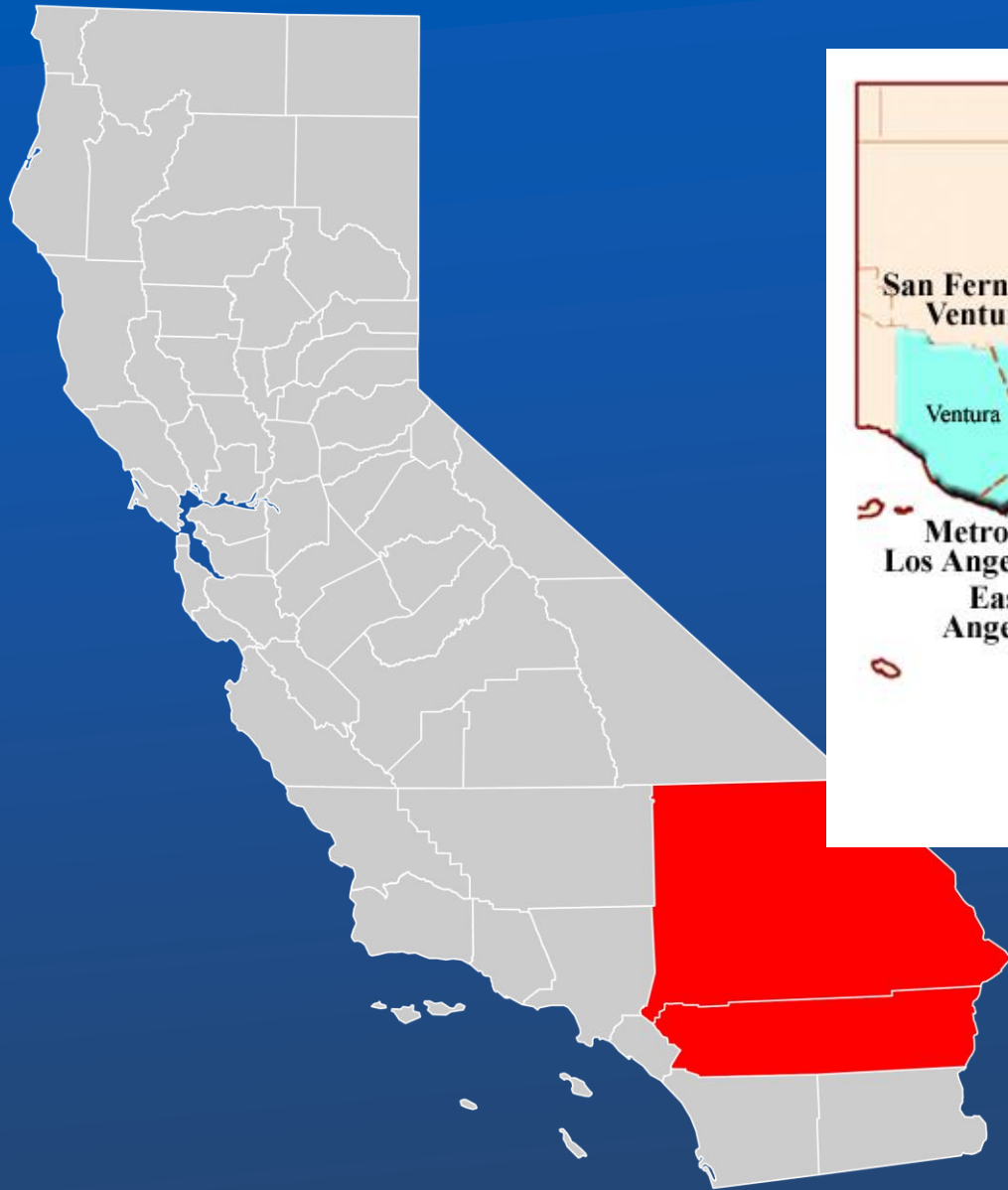
# AGENDA

- ❑ CSU San Bernardino
- ❑ Looking at undeclared students
- ❑ Challenges and opportunities
- ❑ Partnership: Academic Advising and Career Services
- ❑ Next Steps



- Established 1965
- Public four-year university and post-baccalaureate
- 1 of 23 campuses in the CSU system
- *Fall 2015 FTF cohort = 2972*
  - 55% (*Parents have no college*)
  - 80% (*Parents have no degree*)





# OUR STUDENTS

## Fall 2015 Undergraduate Enrollment

Total Students:	17,484
FTES:	15,710
<b>2015 FTF</b>	<b>2972</b>
Hispanic:	61%
White:	14%
African American:	6%
Asian American:	6%
Female:	61%
Male:	39%



# WELCOME!

How many of you were ever undeclared/undecided as an undergraduate student?

How many of you ever changed your major?

What finally helped you decide on your major?

What would you have done differently, if anything?

How many of you used Academic Advising and/or Career Services?





# UNDECLARED STUDENTS

- Students unwilling, unable, or unready to make educational and/or vocational choices
- Enter college with a tentative decision that changes
- Are not admitted to selective (impacted) programs

Source: Chuck Lepper Ph.D.



# WHY ARE THEY UNDECLARED?

- **Informational**

Lack of information about self, major/disciplines, and careers

- **Developmental**

Lack of knowledge regarding decision making processes; inability to make decision; or lack of vocational maturity or identity

- **Personal/Social**

Concerns about personal values; interest vs. ability conflict; and influence of others

Source: Chuck Lepper Ph.D.

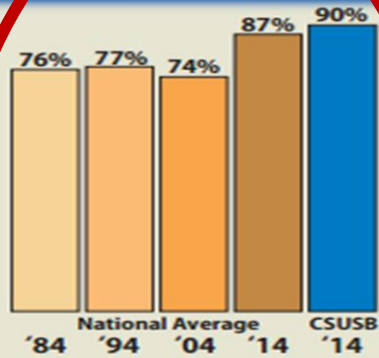


# ENROLLMENT OF UNDECLARED STUDENTS

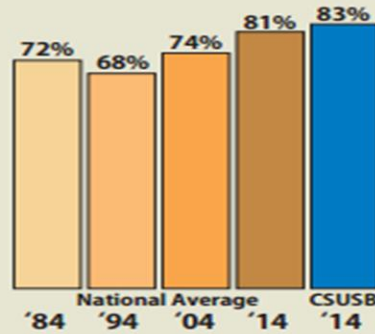
Term	Major	FTF	Fresh	Soph	Junior	Senior	Total
Fall 2011	UDCL (Undeclared)	250	103	67	30	4	454
Fall 2012	UDCL (Undeclared)	209	176	79	13	5	482
Fall 2013	UDCL (Undeclared)	181	113	79	14	1	388
Fall 2014	UDCL (Undeclared)	343	103	82	20	2	550



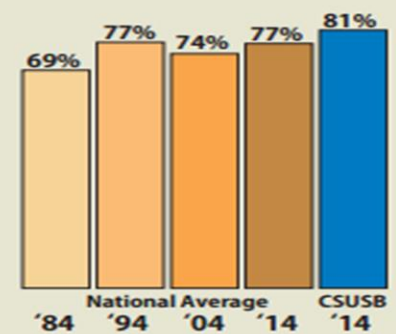
# CIRP FRESHMAN SURVEY



**Get a better job**

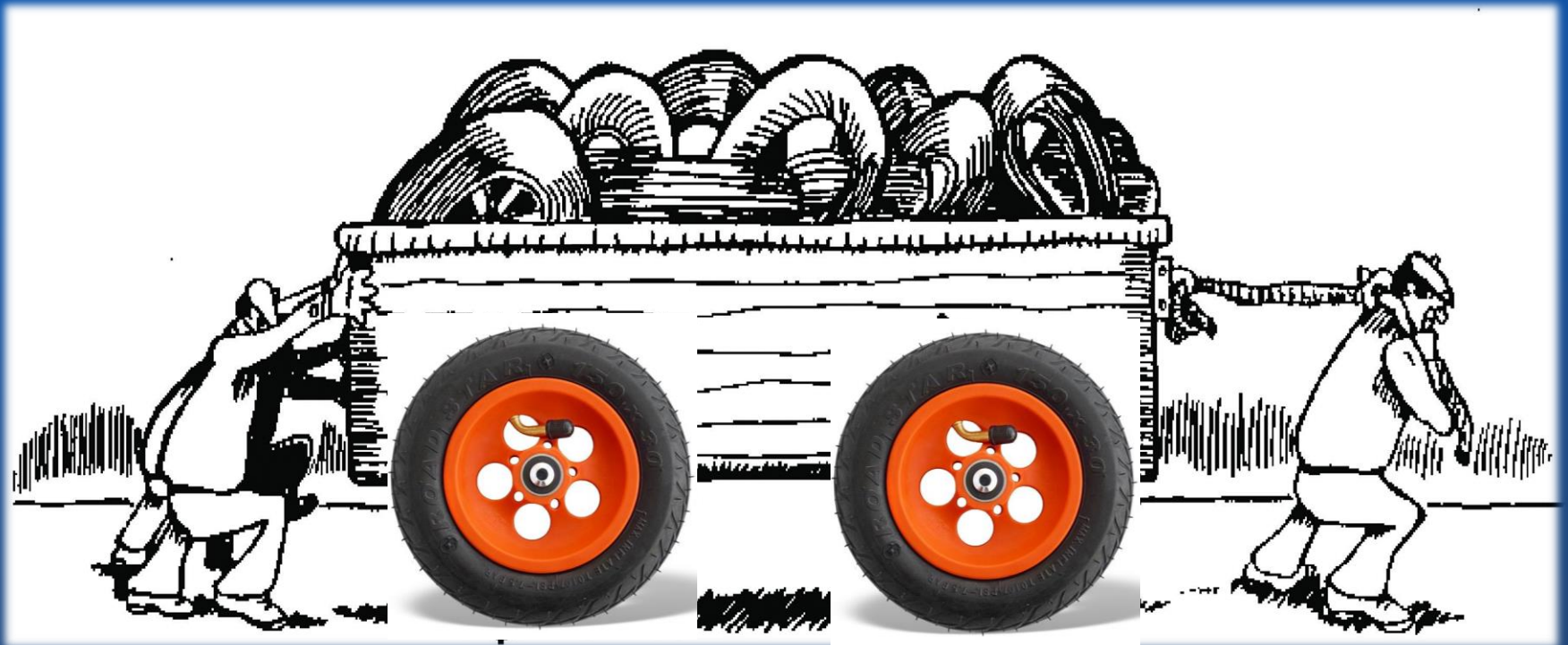


**Learn about interesting things**



**Make more money**

# CHALLENGES & OPPORTUNITIES

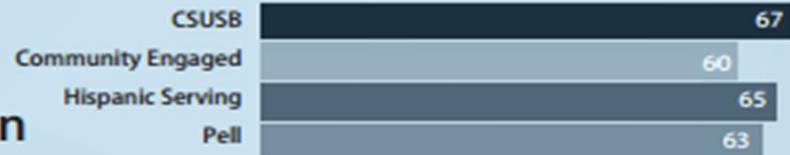


(Image source: "Square Wheels" Scott Simmerman )

# CHALLENGE



Analyzing numerical and statistical information



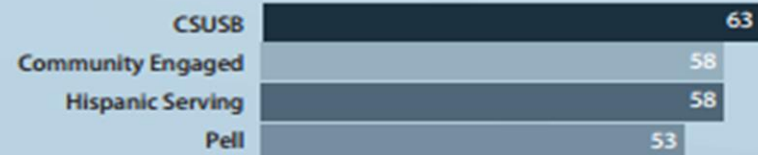
Acquiring job related knowledge and skills



Understanding people of other backgrounds



Being an informed and active citizen



# CHALLENGE

	Avg. Major Changes	Avg. Years to Degree
<b>Declared</b>	<b>1.0</b>	<b>5.2</b>
Fall 2007	1.0	5.5
Fall 2008	0.9	5.3
Fall 2009	1.0	5.1
<b>Undeclared</b>	<b>1.5</b>	<b>5.5</b>
Fall 2007	1.5	5.7
Fall 2008	1.4	5.3
Fall 2009	1.6	5.1

Major Group	First Term GPA	1st year GPA	1st year units
Undeclared	2.90	2.81	37.39
Declared Majors	2.97	2.87	41.10

Note: includes Fall 2013 FTF students retained for their second year only.

# RETENTION OF UNDECLARED STUDENTS

Retention Report by Year									
Term	Cohort Size	2nd yr HC	2nd yr %	3rd yr HC	3rd yr %	4th yr HC	4th yr %	Graduated Within 6 yrs	Graduated Within 6 yrs %
Fall 2005	204	163	80%	136	67%	125	61%	89	44%
Fall 2006	213	177	83%	142	67%	124	58%	90	42%
Fall 2007	285	217	76%	182	64%	156	55%	115	40%
Fall 2008	196	162	83%	127	65%	119	61%	81	41%
Fall 2009	180	151	84%	130	72%	124	69%	87	48%
Fall 2010	196	172	88%	151	77%	131	67%	71	36%
Fall 2011	251	224	89%	197	78%	177	71%	18	7%
Fall 2012	214	179	84%	157	73%				
Fall 2013	181	153	85%						
Fall 2014	343								



# OPPORTUNITY

Since student indecision as to major or career options is a primary factor in student persistence, advising programs should have strong links to the career services on campus as a part of any retention plan.

***Advising and career services*** should be, if possible, interrelated so that students see the connection between their academic planning and their career goals. (Charlie Nutt, NACADA Executive Director)



# NEED FOR CAREER CENTER SERVICES

All students need career advising, even those who enter college already decided on an academic major.

(Gordon, 2006, p. 5)



# CAREER CENTER SERVICES

## Individual Advising

- Choosing or changing majors
- Self-assessment tools
- Deciding on a career
- Planning a job or internship search
- Interviewing & negotiation
- Networking effectively
- Coping with career challenges and transition issues
- Applying to professional or graduate school



# NEED FOR ACADEMIC ADVISING

- Tinto (1987) indicates that the factors in students dropping or 'stopping' out include academic difficulty, adjustment problems, lack of clear academic and career goals, uncertainty, lack of commitment, poor integration with the college community, incongruence, and isolation.

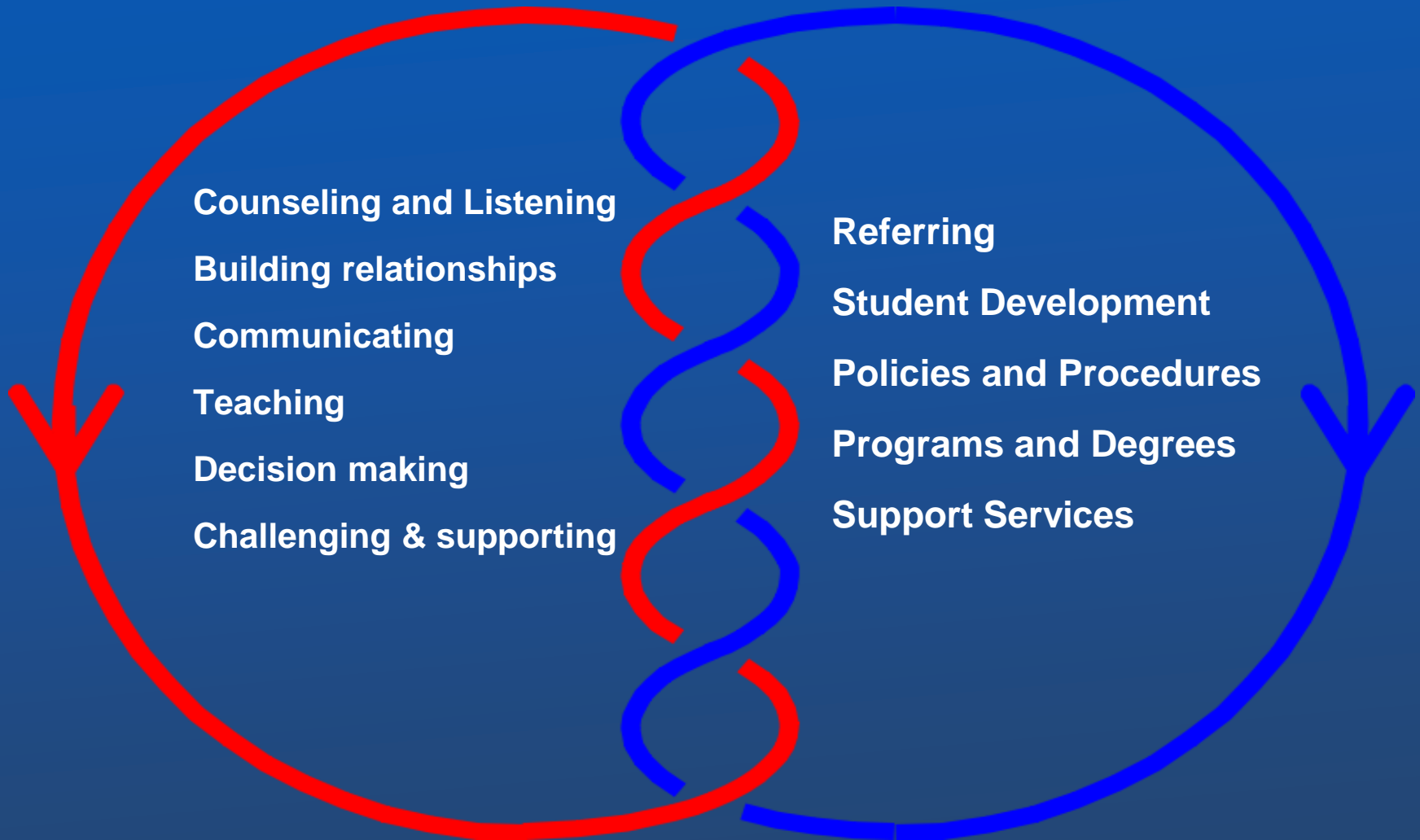


# ACADEMIC ADVISING SERVICES

- Understanding of interrelatedness of academic decisions and future life and career goals
- Helping students to increase awareness of who they are, where they want to go, and how to make decisions to get there
- Proactive Advising (Tinto)



# THE LINKS BETWEEN AA AND CCS



# COLLABORATIVE PRACTICES

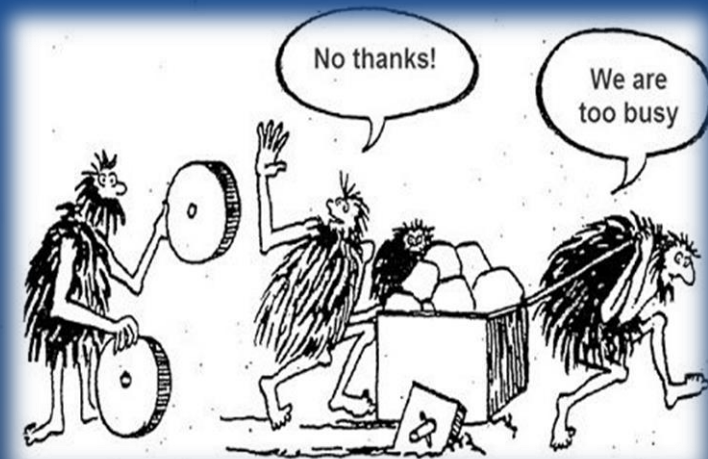
- **SOAR** (Student Orientation, Advising & Registration)
  - Co-facilitated presentation
- Advising holds
- MBTI assessment referrals
- Strong Interest inventory referrals
- “Coyote Success Week”



# PARTNERSHIPS THAT WORK: NEXT STEPS

## Recommendations:

- Start collaborating on various projects
- Create “buy-in”
- Develop relationship with your IR departments
- Create an advisory board
- Be at your students first orientation
- Start tracking data
- EAB







CSUSB

50  
YEARS