

Students can't be what they can't see: Making the most of Career Fairs

April 23, 2019



Welcome!



Kathy McDonald, MBA

Assistant Director for Network Partnerships

kmcdonald@FloridaCollegeAccess.org

Twitter: @kathy_mcdonald

Poll: What is the student grade level you serve?

Today's Guest Presenter



Anna Ryan, M.Ed.

Director of Programs

Junior Achievement of Tampa Bay

E-mail: anna.ryan@ja.org

JA Tampa Bay: www.jatampabay.org

JA USA: www.juniorachievement.org

Questions & Conversation

- Submit your questions in the chat box
- Share on social media
 - Twitter: @FLCollegeAccess
 - @JATampaBay
 - #FCAN
 - #CareerDiscoveries

This webinar is being recorded; all materials will be available within a week of recording

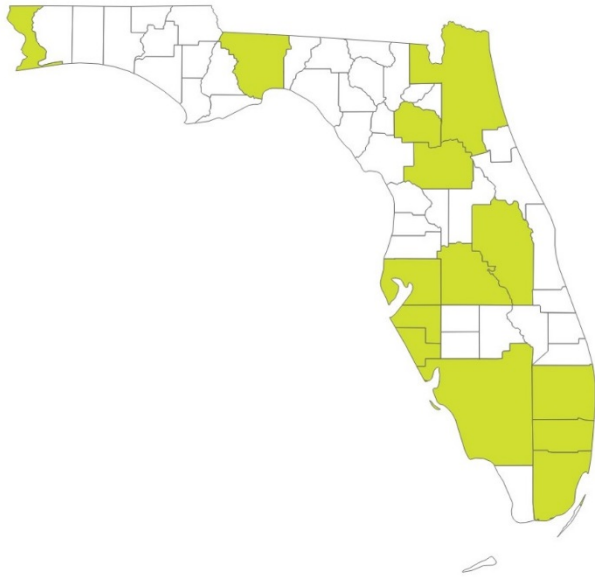


Florida College Access Network

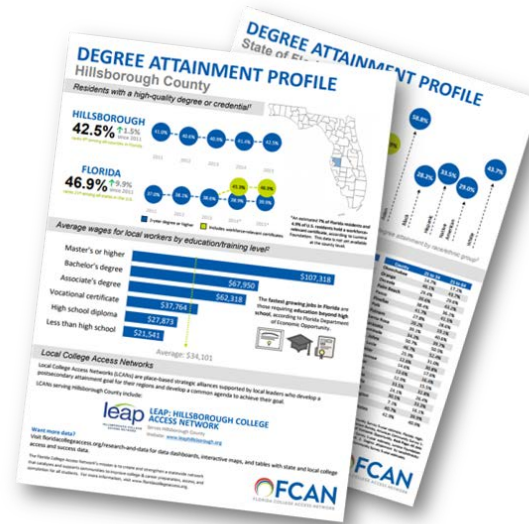
Our mission: To create and strengthen a statewide network that catalyzes and supports communities to improve college and career readiness, access, and completion for all students

Our vision: At least 60% of working-age Floridians will hold a high-quality postsecondary degree or credential by the year 2025

Our Work



Local College
Access Networks
(LCANs)



Research & Policy



**COLLEGE
READY
FLORIDA**



**APPLY
YOURSELF
FLORIDA**



**FLORIDA
FAFSA
CHALLENGE**



**FLORIDA
COLLEGE
DECISION DAY**



**PLAN IT
FLORIDA**

Statewide Initiatives

Poll: Have you organized a career fair or similar event in the past?

Introduction:



1/3 of college students change their majors

College year: 2011-2012	% who changed majors
Bachelor's degree seekers	33%
Associate degree seekers	28%

DATA POINT

U.S. DEPARTMENT OF EDUCATION
NCES 2018-434 DECEMBER 2017

Beginning College Students Who Change Their Majors Within 3 Years of Enrollment

This Data Point examines the extent to which first-time associate's and bachelor's degree students change their majors within 3 years of enrollment. Rates of change in major are shown for students by degree program and by original declared field of study.

Data in this report are from the 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14), a nationally representative study of about 25,000 students who enrolled in postsecondary education for the first time in the 2011–12 academic year. These analyses are restricted to students who had ever enrolled in an associate's or bachelor's degree program and declared a major within 3 years of initial enrollment. Students with declared majors represent a majority in both associate's (94 percent) and bachelor's (97 percent) degree programs (NCES 2017).

What percentage of students enrolled in associate's and bachelor's degree programs had changed their majors within 3 years of initial enrollment?

Within 3 years of initial enrollment, about 30 percent of undergraduates in associate's and bachelor's degree programs who had declared a major had changed their major at least once (figure 1).

About one-third of students enrolled in bachelor's degree programs changed majors, compared with 28 percent of those enrolled in associate's degree programs.

About 1 in 10 students changed majors more than once: 10 percent of associate's degree students and 9 percent of bachelor's degree students.

FIGURE 1. Percentage of 2011–12 beginning postsecondary students who ever changed majors and number of times students changed their major, by undergraduate degree program: 2014

Number of major changes	Total (%)	Associate's (%)	Bachelor's (%)
Ever changed major	30	28	33
One time	20	19	24
Two or more times	10	10	9

NOTE: The total percentage includes all students who had ever enrolled in either an associate's or a bachelor's degree program and declared a major. The associate's and bachelor's degree percentages are not mutually exclusive: the associate's percentage includes all students who had ever enrolled and declared a major in an associate's degree program, whereas the bachelor's percentage includes all students who had ever enrolled and declared a major in a bachelor's degree program. Students who had any enrollment in both degree programs within 3 years after initial enrollment, e.g., associate's-degree holders transferring into bachelor's degree programs, are therefore included in both percentages. Detail may not sum to totals because of rounding. Standard error tables are available at <https://nces.ed.gov/pubsearch/pubinfo.asp?pubid=2018434>. SOURCE: U.S. Department of Education, National Center for Education Statistics, 2012/14 Beginning Postsecondary Students Longitudinal Study (BPS:12/14).

To learn more about BPS:12/14, visit <https://nces.ed.gov/surveys/bps>. For questions about content or to view this report online, go to <https://nces.ed.gov/pubsearch/pubinfo.asp?pubid=2018434>.

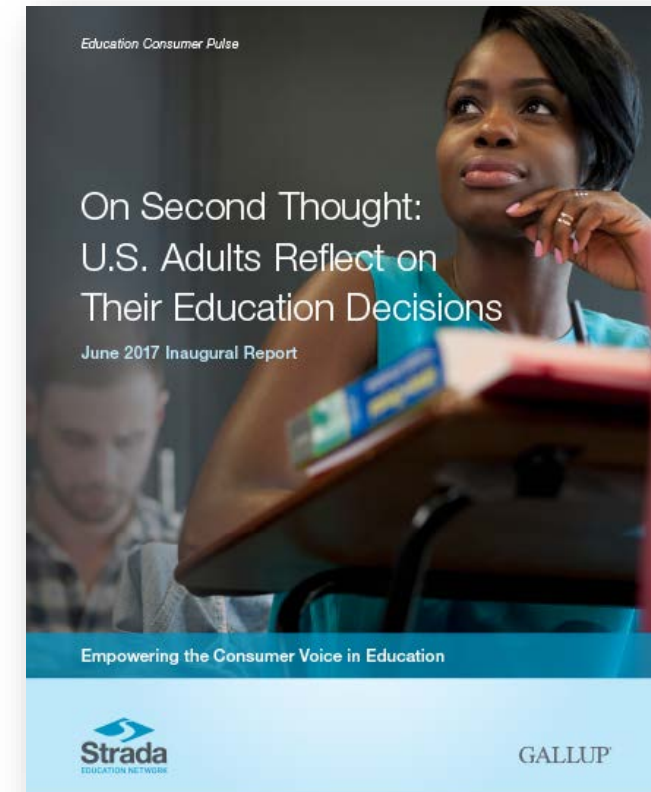
ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

Source: Beginning College Students Who Change Their Majors Within 3 Years of Enrollment, NCES, December 2017

Do overs – Gallup and Strada Education Network found:

51% of Americans would change at least one of their education decisions if they had to do it over again.

What Americans would redo about their education	%
Choose a different major	36%
Different institution	28%
Choose a different degree	12%



Source: On Second Thought: US Adults Reflect on Their Education Decisions, Gallup, June, 2017

Poll: What is your biggest challenge in exposing more students to career options?

JA Career Exploration Fair

JA Tampa Bay

The Junior Achievement Mission

▶ Our Mission

- ▶ Workforce Readiness, Entrepreneurship, Financial Literacy
- ▶ 100 years of experience
- ▶ Non profit

Our Current Programs

JA BizTown, 5th

JA Finance Park + JA Inspire Career Center, 8th

In class programs, K-12

Why/how is JA involved with Career Fairs ?

- ▶ The need
- ▶ Types of career fair events
 - ▶ JA Career Exploration Fair
 - ▶ JA Inspire
- ▶ Student preparation for and engagement at the events

Why JA Career Exploration Fair Curriculum?

Help students to connect what they are learning in the classroom to the real world.

Relate the impact of personal interests and abilities on career choices.

Examine how school skills apply to career paths.

Explain the importance of staying in school and graduating high school.

How Does The JA Curriculum help serve those objectives?

Pre Fair Activities:

- Self Knowledge Assessment: Abilities, Interests, Work Preferences, and Values
- Helpful Hints to make a great first impression

At The Fair:

- Suggested questions to ask guest speakers
- Tabling/Booth activities customized to meet event & student needs

After The Fair:

- Self Reflection
- Personal Career Action Plan
- JA Online Career Resources

JA Career Exploration Fair Serves Students K-12

- ▶ Elementary School
- ▶ Middle School
- ▶ High School

JA Career Exploration Fair Partnership

- ▶ Curriculum for students
- ▶ Volunteer Training and Recruitment
- ▶ Teacher Resources
- ▶ JA Mission Based Activities

Increased Student Engagement

The JA Career Fair model builds on the success of our Capstone programs, JA BizTown and JA Finance Park.

This is a model that utilizes a teacher led component, a volunteer component & simulation, and a post-simulation reflection.

The JA Career Exploration Fair curriculum recreates this model for Career Fair events.

The blending of teacher led sessions with the event experience creates a valuable combination of accountability and structured exploration.

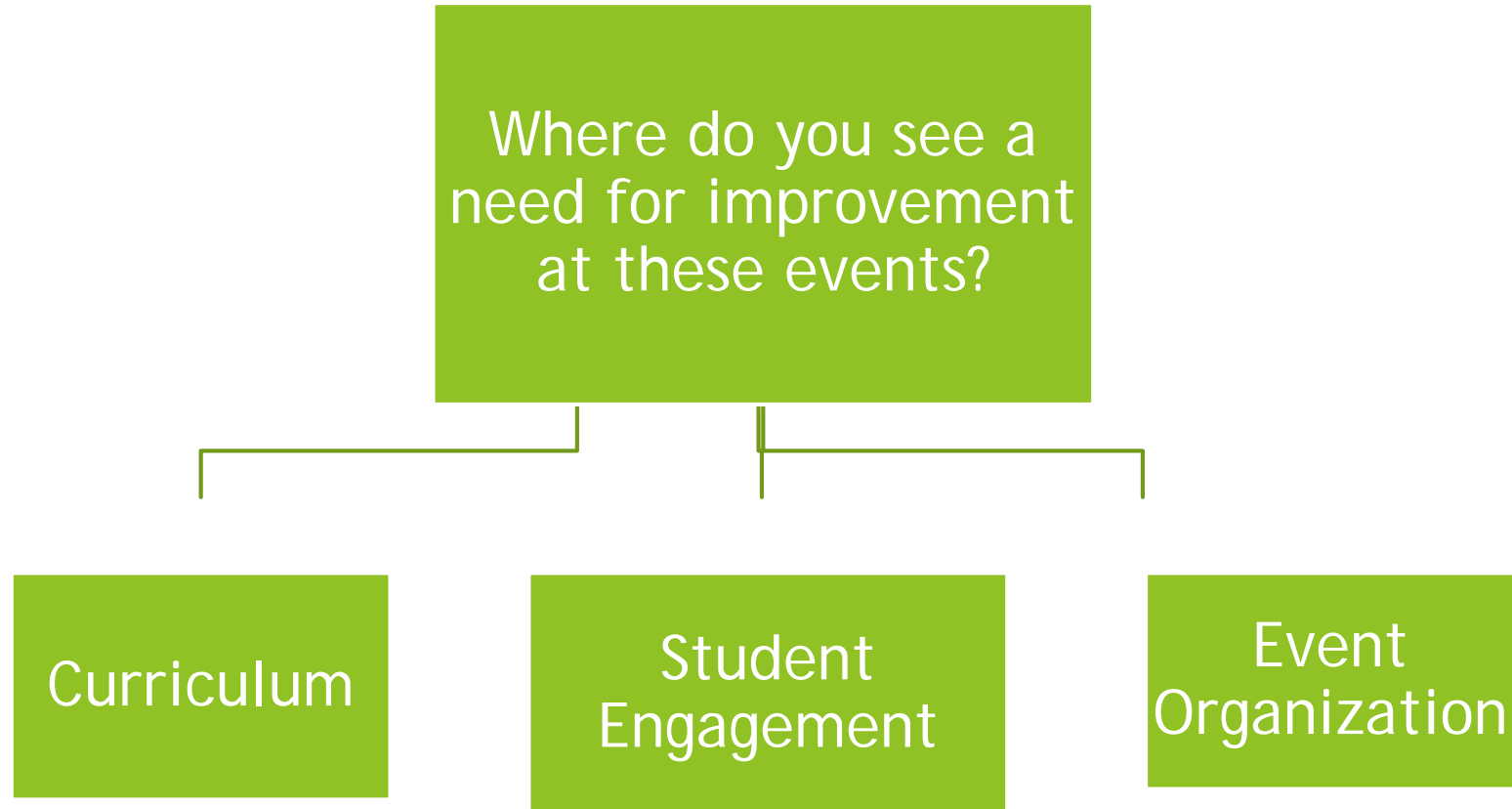
This model encourages students to be intentional at these events, and sets them up for success at establishing and achieving career goals.

Activities at the Event

JA Tampa Bay is working on developing mission based activities that will be hands on or technology based, to serve as a presenter at the event as well as a curriculum partner.

Junior Achievement is developing curriculum for students to use throughout the event to increase engagement.

Brainstorming Activity





Questions

- **Anna Ryan, M.Ed.**
- Director of Programs
- Junior Achievement of Tampa Bay

- E-mail: anna.ryan@ja.org
- (813) 631-1410 ext. 224

- JA Tampa Bay: www.jatampabay.org
- JA USA: www.juniorachievement.org

Don't miss out

FloridaCollegeAccess.org/subscribe

Register now for the FCAN summit:

www.FCANsummit.org

A promotional banner for the Florida College Access Network Summit. The banner features a blue background on the left with a white dotted pattern and a photograph of a woman smiling. On the right, there are three curved, overlapping bands in red, blue, and green. The text on the banner includes the event title, dates, location, and the FCAN logo.

**Florida College
Access Network
Summit**

May 7-8, 2019
Rosen Centre Orlando

**Candid
Conversations**

FLORIDA
COLLEGE ACCESS NETWORK