The Career Compass
and UM Achieve

Mapping an Exceptional Student Experience

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Introductions

- First Name
- Department/Faculty
- Role
- Why did you choose this session?
Today’s objectives

• Overview of resources (UM Achieve & Career Compass)
• Understand and discuss ways to integrate these resources into academic and career interactions, student engagement
Introduction

Advisors create academic and career connections by understanding a student’s developmental academic progression in an advising cycle. (Walters, 2016)

The Career Compass and UM Achieve are resources that will engage students in making informed intentional decisions related to academic and career planning.
Developmental Advising

Principals of developmental advising:

• A developmental view with implied growth as an outcome;

• Academic advising as teaching that articulates the learning process in which students and advisors become engaged; and

• Prescriptive (proactive) advising.

Grites, 2013
Career and Academic Advising

Plan

- Set and achieve goals

Goal setting

- Deepen understanding

Increase competency

- Learning process
Impact of Advising

- Encourage reflection
- Self-assessment
- Focus learning on the student
UM Achieve – Degree Audit Implementation Team

• Academic Advisors, including advisors from pilot groups (consulted across the University)
• Career Consultant
• Project Manager, IST, Change Management (HR)
• Encoding Team (RO)
• Senior Leadership Team
Compass Steering Committee

- Career Services
- Advising Services Coordinator
- Student Recruitment
- University 1
- Registrar’s Office
- Indigenous Student Centre
- Student Life
Compass Consulted the following:

- Academic Advisors
- Faculty members
- Departments
- International Centre
- Accessibility Services
- Alumni Relations
- Marketing & Communications Office
UM Achieve Demo

- First Look
- How to Read an Audit
- What If
- Program Matcher
Career Compass Online
Activity

• How will you / do you include these resources into your daily processes in your role.

• 5 minutes to discuss at table
• 3 minutes to put top ideas on flipchart paper
Top Ten Reasons for Applying to PSE: University

- To prepare to enter my chosen career: 77%
- For personal and intellectual growth: 75%
- To increase my knowledge and understanding of an academic field: 73%
- To explore options for my future: 70%
- To pursue future graduate or professional study: 65%
- To increase my earning potential: 63%
- To meet new people: 55%
- My parents/friends/teachers expected or encouraged me to go: 45%
- To improve my leadership skills: 42%
- To become actively involved in student life and campus activities: 41%

Source: [https://forum.academica.ca/forum/a-new-paradigm-for-education-and-career-development](https://forum.academica.ca/forum/a-new-paradigm-for-education-and-career-development)
Concurs with U of M stats

Table 1: *Single most important reasons for attending university*

<table>
<thead>
<tr>
<th>Reason</th>
<th>National (n = 14,001)</th>
<th>Comparable institutions (n = 4,689)</th>
<th>University of Manitoba 2016 (n = 885)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare for a specific career or job</td>
<td>44%</td>
<td>42%</td>
<td>53%</td>
</tr>
<tr>
<td>Apply what I learn to make a positive difference in society or my community</td>
<td>11%</td>
<td>12%</td>
<td>8%</td>
</tr>
<tr>
<td>More likely to get a job with a degree</td>
<td>11%</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>Get more fulfilling job</td>
<td>9%</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>Earn more money</td>
<td>6%</td>
<td>5%</td>
<td>8%</td>
</tr>
</tbody>
</table>
"What's the craziest thing you've done for money?"
Me:

https://www.pinterest.com/explore/graduation-meme/
Purpose of the Compass & UM Achieve

• Provides professionals with a single window resource to use with students (CC)
• Provide students with clear information about their progression (UMAchieve)
• Provide fair and transparent path to degree completion (UMAchieve)
• Consistent information across the institution.
Implement UM Achieve and Career Compass into student interactions

Meet the student where they are at:

• Formal and informal interactions
• May not know your influence
• Students needs first
• Assist self-directed students;
• Engage the “murky middle”;
• Retain the “I have no clue” students.
Conclusion

• A living process.
• Will continually be updated according to curriculum changes, etc.
• Most up-to-date curriculum will always be online
  – UM Achieve by catalog/calendar year
  – Career Compasses date stamped
Questions?
Discussion?