Academic Affairs

Advising & Career Services

Academic Home for Exploring Students

Project Artifacts

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Academic Home for Exploring Students - Project Artifacts

Led by Becki Ingersoll, Associate Director, Advising & Career Services
Upon completion of the Exploratory Studies Program, students will be able to:

**Discover**
- Identify their values, skills, and interests using career and personality assessments (e.g. StrengthsQuest, Strong Interest Inventory, MBTI)
- Reflect on past experiences and identify your preferred learning style

**Explore**
- Navigate career and advising resources in Banweb and the PSU website
- Compare a multitude of major options offered at PSU and distinguish between various degree requirements
- Recognize how one major can lead to multiple careers

**Plan / Create**
- Develop short-term and long-term professional and academic goals
- Determine next steps necessary for professional and academic success and create an action plan

**Articulate**
- Discuss why they have chosen their particular major area of study
- Affirm and describe their top strengths and past achievements
- Explain the PSU degree requirements

**Apply / Achieve**
- Create an ePortfolio of accomplishments
- Commit to a major area of study
Exploratory Studies and the FRINQ Curriculum

Advising & Career Services
Every year, the Higher Education Research Institute (HERI) administers the Cooperative Institutional Research Program (CIRP) survey of first year students. The CIRP has been administered to over 400,000 entering students at 700 two year and four year colleges and universities. When asked the reasons for going to college, they have consistently ranked following reasons as “very important”:

- To be able to make more money
- To learn about the things of interest
- To be able to get a better job
- To gain a general education and appreciation of ideas
- To get training for a specific career
- To prepare for graduate or professional school

Four of the six reasons for going to college related to professional preparation and earning power, thus indicating that current college students perceive a strong link between education and career.
John Krumboltz, a career theorist, developed a theory that states how unpredictable social factors, chance events, and environmental factors are important influences on students' lives.

Faculty and staff can play an important role in framing students’ experiences to help them develop the following qualities:

- curiosity to explore learning opportunities
- persistence to deal with obstacles
- flexibility to address a variety of circumstances and events
- optimism to maximize benefits from unplanned events.

Krumboltz states that people with these qualities are more likely to maximize chance encounters and turn them into opportunities.
The **Exploratory Studies Program** was developed to create an Academic Home for students who were exploring or undecided. The program will provide multiple ways where students can find a community, connect with staff and one another, and obtain essential information and resources.

A project team with representatives from University Studies and Advising & Career Services was formed to create the Exploratory Program.

The program will focus on Freshman in the Freshman Inquiry courses since most freshman are essentially exploring. It will help promote processes that would allow students to assess and articulate who they are in order to promote more informed goal setting in their academic and career development.
In its first phase, the Exploratory Studies program will include 3 major components: Academic Advising and Career Counseling, the Hub, and the FRINQ Curriculum.

**Academic Advising and Career Counseling:** An exploratory student will meet with an assigned Academic Advisor, who will build a supportive relationship with the student and discuss academic and career goals. The student will also be encouraged to meet with a Career Counselor for a more in-depth discussion of career goals.

**The Hub:** Education and social programming, academic advising, and student services will be provided in a centralized location in Cramer Hall 169, which is easily accessible to students.

**FRINQ Curriculum:** Career development curriculum will be introduced into the classroom or Mentored Inquiry session to help engage students in critical thinking about their skills, interests, and values as well as their academic and career goals.
The *Exploratory Studies Learning Outcomes* were developed to help ensure the program’s goals were in line with the goals of University Studies and PSU. Below are the PSU Learning Outcomes:
Exploratory Studies Processes

Below are the Exploratory Studies processes that will support students both in and out of the FRINQ classroom to meet University Studies Learning Outcomes.

UNIVERSITY STUDIES LEARNING OUTCOMES

COMMUNICATION

INQUIRY & CRITICAL THINKING

THE DIVERSITY OF THE HUMAN EXPERIENCE

ETHICS & SOCIAL RESPONSIBILITY
To help meet these outcomes, a curriculum along with a suite of activities was developed to correlate with each of the learning outcomes. The curriculum is meant to be flexible and will be catered to the FRINQ themes and the interests of FRINQ faculty.

At this time, a curriculum and activities were developed for 1st three learning outcomes since our goal is to have freshmen achieve the 1st three learning outcomes with a combination of in-class curriculum, Hub activities, and meetings with academic advisors and career counselors.
FRINQ Curriculum: DISCOVER

A plan for the classroom presentation for the 1st learning outcome Discover has been fully developed, but can be catered to the FRINQ theme.

This presentation and corresponding activities were introduced to some FRINQ classes and Mentored Inquiry sessions in Winter and Spring 2015.
FRINQ Curriculum: EXPLORE and PLAN

For the Explore and Plan Learning Outcomes, presentations as well as activities and reflections will be made available as resources in D2L that students can complete.

Advisers can work with faculty to cater the presentations and activities that would best fit the needs of each FRINQ theme.
FRINQ Curriculum: ARTICULATE and APPLY

The last two Learning Outcome themes: Articulate and Apply will be covered in the Sophomore Inquiry sessions. Reflection activities can be utilized and incorporated as part of students’ ePortfolios.
ONGOING DEVELOPMENT

These processes are in a circle because students will demonstrate these processes throughout their academic experience.

Through the classroom curriculum, Hub Activities, and meetings with UNST faculty and academic and career staff, students will experience these processes within a supportive community where students can help meet key University Studies outcomes while connecting to vital opportunities for their holistic academic and career development.
FRINQ Curriculum Presentation Guidelines

To help meet Exploratory Studies Learning Outcomes, a curriculum along with a suite of activities was developed to correlate with each of the learning outcomes. The curriculum is meant to be flexible and can be catered to the FRINQ themes and the interests of FRINQ faculty.

For freshmen, the goal is to achieve the first three learning outcomes through a combination of in-class curriculum, Hub activities, and meetings with academic advisors and career counselors.

A plan for the classroom presentation for the first learning outcome Discover has been fully developed, but can be catered to the FRINQ theme. Other learning outcomes have been brainstormed, but not fully developed.

Exploratory Studies Learning Outcome: Discover - FALL or WINTER TERM
Identify your skills, interests, and values to develop self-awareness

Curriculum Objective:
Identify and articulate skills, interests, and values

Presentation Components

I. Presentation Outline and PowerPoint
   ● FRINQ Main Class Presentation Outline
     ○ FRINQ Main Class PowerPoint Presentation
   ● FRINQ Mentored Inquiry Presentation Outline
     ○ FRINQ Mentored Inquiry PowerPoint Presentation

II. Activities
   ● Interests and Vocational Timeline
   ● True Colors Personality Quiz
   ● Clarifying Your Work Values
   ● Additional Work Values Worksheet
   ● Transferable Skills Worksheet
   ● RIASEC Hexagon (For Party Game and the Strong Interest Inventory RIASEC Worksheet)

III. Resources Presented in Class
   ● Career and Major Exploration Resources
   ● Advising Referrals
   ● SINQs, Clusters, Minors Resource

Exploratory Studies Learning Outcome: Explore - WINTER or SPRING term
Examine possible majors and co-curricular activities offered at PSU to understand how a major contributes to a variety of career paths and opportunities
Curriculum Objective:
Describe ways to explore different majors and careers
Locate resources on the PSU website to assist them in researching the world of work
Recognize how one major can lead to multiple careers

Presentation Components
I. Presentation Outline and PowerPoint
   To be developed

II. Activities
   ● Explore PSU Majors Reflection (to accompany attending Explore PSU Majors event in February 2016)
   ● Exploratory Course Evaluation (reflection after taking courses to explore majors)

Exploratory Studies Learning Outcome: Plan - SPRING TERM (in-class or with academic advisor)
Create academic and professional goals

Curriculum Objective:
Create an academic plan for their major or aligned with the exploration process
Identify who is their academic adviser
Familiarize themselves and be able to utilize the career planning process

Presentation Components
I. Presentation Outline and PowerPoint
   To be developed

II. Activities
   ● Academic Plan
   ● Career Summary Sheet (Fillable PDF)

The last two Learning Outcome themes: Articulate and Apply will be covered in the Sophomore Inquiry sessions. Activities for these themes will include reflections that can be part of students’ ePortfolio components.

Also see Annie Thompson’s original Draft Proposal for Career Development in FRINQ 2014 document.
Main Class FRINQ Presentation Outline

PowerPoint Presentation

1. Introduce Myself

2. Chicken or Egg video

3. Career Development sheet

4. Career Development Process
   Self-Assessment – touch on with this presentation
   Favorite classes in high school/parts of job you enjoyed
   Career Exploration
   Job Give-away Game
   Decision Making
   Insurance job (Annie’s story about her experience working in insurance)
   Career Transition
   Internships/Job Shadowing

5. Skills, Interests, Values
   A. Interests-Our interests can come from many places; our family, school-work, volunteer work, and sometimes even play.
      Vocational Timeline Worksheet– 10 minutes to fill out & 10 minutes to talk to a partner.
      What did you find out when you were talking about your interests?
   B. Values – Values are different for everyone. One person may want fame and wealth (which there is nothing wrong with that) while someone else may want flexible hours and work/life balance for family.
      Values Worksheet – where do you think your values come from? (Sheet 1 and Sheet 2)
      Liane’s lawyer story

6. Major Myth Slides

7. Top 10 qualities slides
   You are developing many transferable skills as a student at PSU. See how what you do as a student translates into the workplace – Slide
   Hand out transferrable skills sheet

8. Strong Interest Inventory Activity – HEXAGON
   A. Pass out Hexagon – Party Game
   B. Choose top two Interests areas
   C. Groups – discuss how that looks in your life today

9. Online Resources – Handout Resource Sheet

10. ACS handouts – remind students of Freshman registration hold – Handout Referral Sheets

11. Evaluation
Main FRINQ class Materials List

☐ Outline
☐ Career Development brochures
☐ Job Give-away
☐ Vocational Timeline
☐ Values Checklist
☐ Skills Checklist
☐ RIASEC Hexagons Sheets
☐ Online Resources List
☐ Adviser Referral Sheets
☐ Evaluations
☐ Folders
☐ Candy!
FRINQ Mentored Presentation Outline

**PowerPoint Presentation**

1. **Introduce Myself**

2. **Chicken or Egg video**

3. **First Slide (Astronauts) - Introductions & first memory of what you wanted to be**

4. **Career Development**
   - Self-Assessment – touch on with this presentation
   - **Favorite classes in high school/parts of job you enjoyed**
   - Career Exploration
     - **Job Give-away**
     - Decision Making
   - **Insurance job (Annie’s story about her experience working in insurance)**
   - Career Transition
   - Internships/Job Shadowing

5. **Decision-Making Slide – MBTI**

6. **Career Transition Slide**
   - A. Internships

7. **Skills, Interests, Values**
   - A. Interests-**Party Game**
   - B. Hand out **RIASEC Hexagon** and have them record their top 2 areas.
     - **What did you find out when you were talking about your interests?**
   - C. Values – Values are different for everyone. One person may want fame and wealth (which there is nothing wrong with that) where someone else may want flexible hours and work/life balance for family.
     - **Values Worksheet – where do you think your values come from? (Sheet 1 and Sheet 2)**
     - Liane’s lawyer story

8. **Major Myth Slides**

9. **Top 10 qualities slides**
   - You are developing many transferable skills as a student at PSU. **See how what you do as a student translates into the workplace – Slide**

10. **Online Resources** – **Handout Resource Sheet**

11. **ACS handouts** – remind students of Freshman registration hold –**Handout Referral Sheets**

12. **Evaluations**
Mentored Session Materials List

☐ Outline
☐ Party Game Cards
☐ Career Development brochures
☐ Job Give-away
☐ Values Checklist
☐ Skills Checklist
☐ RIASEC Hexagons Sheets
☐ Online Resources List
☐ Adviser Referral Sheets
☐ Evaluations
☐ Folders
☐ Candy!
EXPLORATORY BOOK CHAT: “WHAT NOW?”

**TUESDAY, SEPTEMBER 22**
**1:00-2:30 PM**
**CRAMER HALL, ROOM 169**
Over the summer we read Ann Patchett’s essay “What Now?” that addresses how to face a major change with humor and guts. Join your fellow students and share your thoughts on your upcoming year. The discussion will be casual and be a great opportunity to meet with peers and peer mentors from your Freshman Inquiry class. Snacks will be provided.

EXPLORATORY STUDIES ICE CREAM SOCIAL

**THURSDAY, SEPTEMBER 24**
**2:00-4:00 PM**
**CRAMER HALL, ROOM 169**
Show us your sundae-building skills while you meet with staff, faculty, and Peer Mentors within Exploratory Studies. Open to Exploratory / Undeclared Students.

CARNIVAL DREAMS: ACS OPEN HOUSE

FOR ALL STUDENTS

**WEDNESDAY, SEPTEMBER 23**
**2:00-4:00 PM**
**ADVISING & CAREER SERVICES,**
**UNIVERSITY SERVICES BUILDING ROOM 402**
Step right up! Play games and find pathways towards your dream job while winning awesome prizes and enjoying delicious treats. Meet our staff and get tips on exploring majors, careers, and job / internship search. See you there!
Welcome to our inaugural issue of Explore Smart! Each month we’ll send this newsletter to highlight upcoming events, activities, and opportunities for you to explore the variety of majors, organizations, and workshops available in the Hub, on campus, and around town.

The Hub and Exploratory Studies program are for you and we want to hear your ideas about activities and programs that will support and enhance your journey through college. Please feel free to contact me at estesjr@pdx.edu or drop by the Hub in 169 Cramer Hall on Mondays from 12:30-1:30 for “FRINQ: The Facts.” It’s a great time to meet other students, grab a snack, and to ask those questions you don’t want to ask your professor.

See you soon!

Professor Estes  
Director, Freshmen Year Experience  
University Studies  

VIKING DAYS FUN  
We were excited to share food and fun with Exploratory Students during Viking Days. A special shout out to our Carnival donors, the Kappa Delta Chi (KDChi), the PSU Student Ambassadors for donating their resources and time for our events. Here are some moments from those events. We are looking forward to seeing you this term!
THE HUB AND EVENTS TO EXPLORE AT PSU

We are proud to open the Hub in Cramer Hall 169! The Hub is a one-stop shop where students can obtain information and resources as well as attend workshops on a variety of topics important to students. At the Hub, there will be representatives from Advising & Career Services, Financial Aid, and SHAC just to name a few.

In addition, there is so much happening on campus where you can experience and explore new things and meet new people.

Visit the Hub calendar at the bottom of the Exploratory Studies page to stay up to date on upcoming events and workshops!

CAREER FAIR TIPS

There are three career fairs coming up in October and November!
You may be wondering, “Why should I attend? I am not graduating and haven’t chosen a major yet?” Well, this is a good opportunity to check out the different opportunities available to you after graduation. It may even introduce you to career ideas that you didn’t even know existed.

Here are some quick tips to make the most out of a career fair:

1. Research the employers who will be at the career fair. You can check out the list of participating employers on our site. At the top of the page, you will find a link on how to research employers using CareerConnect.

2. Prepare a brief introduction of who you are, which can include your interests, skills, and experience.

3. Generate a list of questions based on your information needs. Here are some questions you may want to ask employers:

   - I am interested in doing ______________, which opportunities in your organization would be a good fit with this/these interest(s)?
   - What is a typical day like for you in the organization?
   - What are things that you like best about your organization?
   - What are the skills/qualities that are important to be successful in your
4. If you are currently seeking a position or internship, be sure to bring your resume. For assistance in developing your resume, attend a resume writing workshop and schedule an appointment to have your resume critiqued by an Advising & Career Services staff member.

5. If you would like to maintain contact with the employer, obtain a business card or ask for their name and contact information.

6. Take notes about your experiences. How does the organization fit in with your interests, skills, and values. Here is a worksheet where you can record some of your thoughts.

7. Follow up with the employer within 24 hours. If you would like to learn more about the employer, consider scheduling an informational interview.
Exploratory Viking Days Events

Exploratory Book Chat: “What Now?”
Tuesday, September 22
1:00 - 3:00 PM
Cramer Hall, Room 169

Over the summer we read Ann Patchett’s essay “What Now?” that addresses how to face a major change with humor and guts. Join your fellow students and share your thoughts on your upcoming year. The discussion will be casual and be a great opportunity to meet with peers and peer mentors from your Freshman Inquiry class. Snacks will be provided.

Get updates and share this event with your friends on Facebook! (https://www.facebook.com/events/872931899454856/)

Exploratory Studies Ice Cream Social
Thursday, September 24
2:00 - 4:00 PM
Cramer Hall, Room 169

Show us your sundae-building skills while you meet with staff, faculty, and Peer Mentors within Exploratory Studies. Open to Exploratory / Undeclared Students.

Get updates and share this event with your friends on Facebook!
Carnival Dreams: ACS Open House

OPEN TO ALL STUDENTS
Wednesday, September 23
2:00 - 4:00 PM
Advising & Career Services
University Services Building, 402

Step right up! Play games and find pathways towards your dream job while winning awesome prizes and enjoying delicious treats. Meet our advisers and get tips on exploring majors, careers, and job / internship search. See you there!

Get updates and share this event with your friends on Facebook!

A standard question at college parties is “what’s your major?” But for many students, the answer is “I don’t have one. I’m undeclared.”

Those are the students PSU is targeting with a new program called Exploratory Studies. The program, started in fall 2015, provides counseling and assessments to undeclared majors to help them decide on an academic path that fits their interests.
The program’s main audience is Freshman Inquiry students, who will receive career counseling and assessment as part of their normal curriculum. But any student with an undeclared major, including students in the Honors College, is eligible to take part.

“With this new program, all Exploratory Studies students are getting a deeper dive with their advisors to complement their classroom activities,” says Dan Fortmiller, associate vice provost for advising and career services.

“It’s OK to be an undeclared student, but we found that if students choose a major going into their sophomore year, they’re more likely to graduate than if they choose later or if they choose too early,” he adds.

So how do you know if you’re eligible? If your major is recorded as Exploratory/Undeclared, you are in the Exploratory Studies program. You can participate in as many activities as you wish, and your adviser will work with you to identify which opportunities might be best suited for you. Advising is also available at the University Studies Student Success Hub at 169 Cramer Hall.

Check out the Exploratory Studies website (http://www.pdx.edu/advising-career-services/introduction-to-the-exploratory-studies-program) for more information, including a calendar of advising and career counseling events for the rest of the academic year. Also attend the “Explore PSU Majors!” (http://www.pdx.edu/advising-career-services/explore-psu-majors) event Feb. 23 from noon to 3 p.m. It’s designed to help you learn about majors prior to Spring registration and discover related academic and career options.

— John Kirkland
Hello! Exploratory Studies advisers work with students who are undecided about their major to explore the many majors available at PSU based on their skills, interests, values and academic and career goals. We are excited to meet you at Orientation soon!

Please visit our website: http://bit.ly/introexplore for information about:
* what is Exploratory Studies?
* steps to prepare for orientation (including placement tests)
* self-assessment tools to guide your exploration.

Don't forget to bring a laptop or tablet if you can, and check your pdx.edu email account regularly for updates!

We have a great year ahead of us full of learning and discovering!

Advising & Career Services
askacs@pdx.edu

WEBSITE:

Introduction to Exploratory Studies Program (what it is)
Advising & Career Services believes that students can benefit from exploring their academic major options early in their college career. The Exploratory Studies program, launched in fall 2015, provides pathways to guide you through this process and help you make an informed decision. If your major is “undeclared” or you are “undecided,” we will help you focus more on the positive elements of exploration being open to multiple ideas and options. ACS staff also work closely with Freshman Inquiry and Urban Honors instructors to assure that students are better informed about the process of exploring majors and careers within the required freshman curriculum.

What are the Benefits of the Exploratory Studies:

- Academic and career advisers who are connected with your freshman courses (Freshman Inquiry or Urban Honors) which will help you navigate the university and identify helpful resources;
- Individualized support from your adviser to assist you as you investigate majors and careers;
● Workshops and career assessments which will guide you in understanding more about yourself what matters to you, and what you are good at doing;
● Access to exploratory activities to provide you with guided exploration as you discover your skills, values, interests, and strengths;
● Invitations to fun and educational events throughout the school year.

How Do I Participate in the Exploratory Studies Program?
If your major is recorded as Exploratory/ Undeclared, you are in the Exploratory Studies program! You can participate in as many activities as you wish, and your adviser will work with you to identify which opportunities might be best suited for you. If you have a declared major, but wish to participate, change your major to Exploratory/Undeclared so that you will receive information from ACS.

*THIS SECTION REMOVED AFTER ORIENTATION
What Do I Need to Do to Prepare for Orientation?
● Bring laptop or tablet, if possible, to making registering side-by-side with your adviser easier;
● Review this pre-orientation advice online;
● Take the placement tests for math, chemistry, writing, and foreign language, where applicable. You will likely take either a math or foreign language course in your first term, and you may not be able to register for certain courses without the appropriate placement test;
● Freshmen: Review descriptions for Freshman Inquiry (FRINQ). This is a yearlong course required for freshmen who are not in the Honors College; choosing ahead of time will allow you more time to create an ideal schedule. If you are in a Living, Learning Community through Housing, you may already be assigned a FRINQ;
● Transfer students: Review your transfer evaluation and information about Sophomore Inquiry and Upper Division Clusters;
● Fill out this quick self-assessment to help you and your adviser know more information.

Exploratory Events
As part of the partnership with University Studies, exploratory advisers will be available in the University Studies Student Success "Hub" in 169 Cramer Hall, near the University Studies office to answer questions and offer advice. In addition, other events on campus might help you to explore different careers and majors. Events below may take place in a variety of locations, so please pay attention to the calendar location. (HUB CALENDAR INCLUDED ON WEBSITE)
**Exploratory Program Objective:**

**Discover**
Identify your skills, interests, and values to develop self-awareness

**Curriculum Objective:**
Identify and articulate skills, interests, and values

### Activities

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<thead>
<tr>
<th>Programming</th>
<th>Curriculum</th>
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<tbody>
<tr>
<td><strong>D2L documents:</strong></td>
<td>Skills activities</td>
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<tr>
<td>● <strong>Major Exploration Worksheet</strong> (broken into smaller pieces based on skills, values, interests)</td>
<td>Values activities/card sort/KVS</td>
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<tr>
<td>● Action Plan (p 9 - will be on separate page).</td>
<td>RIASEC/interests activity</td>
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<td><strong>Expectations for meeting with assigned adviser:</strong></td>
<td>Vocational Timeline</td>
</tr>
<tr>
<td>-First appointment: adviser introduces what it means to be Exploratory and discusses <strong>Major Exploration Worksheet</strong> a few activities to be done before followup.</td>
<td>UNST goal reflection</td>
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<tr>
<td>-Followup appointment: with student having done activities and develop action plan</td>
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Other activities students can do:
Potential followup activities: Career Assessments: StrengthsQuest, SII, MBTI
Workshops related to skills, interests, and values
Complete Orientation Self-Intake Form (We want to get to know you form)
Meet with a career counselor
Exploratory Program Objective:
Explore
Examine possible majors and co-curricular activities offered at PSU to understand how a major contributes to a variety of career paths and opportunities

Curriculum Objective:
Describe ways to explore different majors and careers
Locate resources on the PSU website to assist them in researching the world of work
Recognize how one major can lead to multiple careers

Activities

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<td><strong>D2L documents:</strong></td>
<td></td>
</tr>
<tr>
<td>● Explore PSU Majors event assignment</td>
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<tr>
<td>● Exploratory courses reflection</td>
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Other activities brainstormed:
Attend career fair
Take Career Exploration class
Participate in assessment workshops
Conduct Informational Interviews
Meet with peers/faculty/advisers from various majors
Volunteering
Job shadowing
Researching internships
Part-time employment
WCIDWADI workshops

Covered in FRINQ curriculum - used in reflections
Covered in D2L module - used in reflections
e-portfolio reflection
Exploratory Program Objective:
Plan
Create academic and professional goals

Curriculum Objective:
Create an academic plan for their major or aligned with the exploration process
Identify who is their academic adviser
Familiarize themselves and be able to utilize the career planning process

Activities

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<tr>
<td><strong>D2L Documents:</strong></td>
<td>Create academic plan with D2L module</td>
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<tr>
<td>● Academic Plan (1, 2, or 4 year)</td>
<td>e-portfolio reflection</td>
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<tr>
<td>● Career research summary sheet</td>
<td>D2L module reflections</td>
</tr>
<tr>
<td>Other activities brainstormed:</td>
<td>FRINQ reflections</td>
</tr>
<tr>
<td>Meet with academic adviser</td>
<td>Complete career summary sheet based on</td>
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<tr>
<td>Meet with career counselor</td>
<td>career research</td>
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<td>Develop short-term and long-term</td>
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<td>professional and academic goals</td>
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<tr>
<td>Create action plan for goals</td>
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<tr>
<td>Something around WCIDWADI pages?</td>
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<td>How to run/read a DARS workshops</td>
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<td>Vocational biographies</td>
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Exploratory Program Objective:  
Articulate  
Describe who you are and what you intend to achieve during your time at PSU

Curriculum Objective:  
Identify and articulate their personal interests, skills, and values  
Evaluate whether their chosen major and career fit with their interests, skills, and values.

## Activities

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| **D2L Documents:**  
  - Possible knowledge checks (D2L or captivate?) in online career guide  
  - Construct a resume, cover letter | e-portfolio reflections  
  D2L module reflections  
  FRINQ reflections  
  e-portfolio goal-setting |
| Meet with a career counselor  
Meet with academic adviser  
Mock interview  
Attend career fair  
Attend networking activity  
Create LinkedIn Profile  
Explain DARS |
**Exploratory Program Objective:**

**Apply**
Evaluate what you have learned about yourself, academics, and the world of work in order to refine your academic and career goals

**Curriculum Objective:**

Evaluate whether their chosen major and career fit with their interests, skills, and values.

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<tr>
<td>- Survey upon Major declaration</td>
<td>D2L module reflections</td>
</tr>
<tr>
<td>Co-curricular programming - Join a student group</td>
<td>FRINQ reflections</td>
</tr>
<tr>
<td>Volunteer on or off-campus</td>
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<tr>
<td>Internship</td>
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<tr>
<td>Relevant on-campus/off-campus job</td>
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<td>Informational interviewing</td>
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<td>Join professional association</td>
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<td>Take on leadership role in organization/start an organization</td>
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<tr>
<td>Attend networking activity</td>
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<tr>
<td>Attend on-campus employer panel</td>
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</table>
Fwd: Fall Meeting Agenda
1 message

J.R. "Jones" Estes, Ph.D. <estesjr@pdx.edu>
To: Brandi Bergkvist <brandi.bergkvist@pdx.edu>
Sat, Sep 19, 2015 at 6:23 PM

All FRINQ Faculty
Fall Meeting

Monday, September 21, 2015

FOCUS: Connecting
This Fall's meeting focuses on ways to enhance your students' ability to
connect and integrate their experience in your class with their goals. Please
bring a hard copy of your favorite assignment.

Exploratory Studies
We frequently see students entering PSU in the fall believing that their
college degree is in itself the ticket to their success (a.k.a., career)
after college. The Exploratory Studies activities developed by ACS (Advising & Career Services) and UNST faculty are designed to refocus students on their role as learners by providing our freshmen opportunities to start learning about themselves.

With the guiding objective of relevance to the student within the context of a Freshman Inquiry course, there are numerous ways to integrate an activity into your class in collaboration with an ACS liaison. For example, you’re going to be doing a unit on the politics of education, your ACS liaison will work with you to design and conduct a lesson plan that allows students to examine the politics of choosing a major and explore its impact on them.

The method of delivery is also up to the faculty--from an ACS Liaison conducting a workshop in the main class or in mentor session, to providing you materials and resources to present yourself. There are also soon to be online components in D2L facilitated by an ACS liaison or that can be conducted in preparation for an in-class or mentor session activity.

Several of your fellow faculty worked the past two years with ACS liaisons to pilot, revise, and refine these lesson plans so that all of the activities facilitate critical self-reflection and integrate well with the four University Studies goals without creating additional work for faculty. That said, this is an evolving project, and if you have an idea/lesson that you would like to develop/share, please let me know.

AGENDA

Cramer Hall, Room 101
8:30 Coffee and sweet breads
9:00-10:00 Introductions & the year ahead
10:00-10:30 Exploratory Studies overview
10:30-11:50 Customizing Exploratory Studies
Noon-1:00 Working lunch (provided)
1:00-2:00 Financial literacy that matters
2:00-2:50 Critical thinking rubric theme working session
3:00-4:00 Working meeting with your peer mentor

PLEASE RSVP by Thursday, 9/17
https://docs.google.com/a/pdx.edu/forms/d/1spLJKMhLpIsPm2zeUrSBZRsZBlCd5b4gu8PWNDyT5U/viewform

Contact: J.R. "Jones" Estes at estesjr@pdx.edu
This report examines the activities of the Exploratory Studies Program which was established during Fall 2015. There were 240 Exploratory (undeclared students) during Fall 2015, 188 of whom were enrolled in FRINQ. However, because we believe that all freshmen can benefit from Exploratory curriculum, Advising and Career Services partnered with UNST to deliver decision making and career curriculum in all FRINQ courses, potentially reaching ~1400 students.

**Student Profile**

There are not many differences across the various demographic data for Exploratory Studies students. While the percentage of female Exploratory students is slightly more than the percentage of male Exploratory students, the difference is consistent with the overall PSU population and therefore not significant. There were also no differences based on first-generation college status or language status.

**Exploratory Studies Program**

Across all Exploratory Studies Program activities, detailed below, 166 Exploratory students were engaged and an additional 419 students either participated in a curricular activity or dropped in at the HUB.

**Curriculum**

As of the Fall 2015 term there are nine Freshman Inquiry themes. Themes include: Portland, Design and Society, Globalization, Health, Happiness and Human Rights, Power and Imagination, Race and Social Justice, Sustainability, Ways of Knowing, and Work of Art. We reached 8 of the 9 Freshman Inquiry themes within the Exploratory Studies Program, totaling of 13 out of 40 courses. Through the above mentioned themes 429 FRINQ students were reached through presentations that occurred in either a main class or mentor session setting. 62 students were Exploratory students. About half of the presentations were delivered in mentor session and half were delivered in main session.

**Advising and Career Services**

During the Fall 2015 term, a total of 140 Exploratory students were advised at least once through Advising and Career Services. Two students were seen multiple times.

**Student Services Hub**

Throughout the Fall 2015 term there were 100 visits to the Student Services Hub. While some students dropped in more than once, 48 Freshman, 5 Sophomores, 11 Juniors, and 11 Seniors dropped in at least once. Additionally, 4 drop ins were comprised of Post-Bac students, Graduate students, and Alumni. Six of the drop in students were Exploratory students. Though
far fewer students dropped in more than once (9 students), data indicates they consistently met with the same adviser. This further suggests that students are establishing relationships with a specific adviser in the Student Services Hub.

The Student Services Hub made two separate workshops available to PSU students during the Fall 2015 term: Internships 101 and Scholarships 101. There were 2 Senior students that attended the Internships 101 workshop and 1 Freshman Exploratory Studies student that attended the Scholarships 101 workshop through the Student Services Hub.

<table>
<thead>
<tr>
<th></th>
<th>Total Students</th>
<th>Exploratory</th>
<th>Other Freshmen (FRINQ)</th>
<th>Other</th>
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<tbody>
<tr>
<td><strong>N</strong></td>
<td></td>
<td>240</td>
<td>1171</td>
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<td><strong>Total Served</strong></td>
<td>564</td>
<td>166</td>
<td>367</td>
<td>31</td>
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<td><strong>FRINQ Course visit</strong></td>
<td>429</td>
<td>62</td>
<td>367</td>
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**Moving Forward**

As we review this data and consider the Exploratory Studies program during fall term, there are a few considerations we want to keep in mind as we move forward.

**ACS Work**

- Advisers who were scheduled in the HUB kept the same schedule each week of the term. This means that a student who dropped in on a Tuesday afternoon would always see the same adviser. We want to keep this practice in place in order to facilitate student connections with individual advisers.
- We are still weighing whether it makes sense to deliver curriculum in main or mentor sessions. Advisers believe the small group setting of the mentor session is more conducive to conversation and connection with students. However, that is triple the time commitment of content delivery in main session. Particularly as we look forward to a roll out in SINQ courses, we have to keep this in mind.

**Hub Operations**
• Although signage for and construction on the HUB was unfinished during fall term, students still found it.
• We are disappointed in student participation rates for workshops. However, we anticipate that when construction is completed in the HUB that a regular schedule of workshops will roll out so that students can count on activities on certain days.

**Student Outreach**

• We were able to reach more than half of exploratory freshmen in fall term alone. We also reached 367 other freshmen.
• Many fewer sophomores dropped into the HUB than freshmen. As we move forward, we need to think about outreach to Exploratory and other sophomores and new transfer students who might benefit from the easy access to an adviser that they would find in the HUB.
FRINQ Classroom Presentation Summary (Fall and Winter term)

Below is a summary of the type of presentations made in FRINQ classes during fall 2015 and winter 2016:

- Race & Social Justice: 15 (35.7%)
- Portland: 3 (7.1%)
- Ways of Knowing: 4 (9.5%)
- Design & Society: 3 (7.1%)
- Sustainability: 2 (4.8%)
- Work of Art: 4 (9.5%)
- Globalization: 5 (11.9%)
- Power & Imagination: 2 (4.8%)
- Health, Happiness & Human Rights: 4 (9.5%)

Main Class or Mentor Session

- Main Class: 22 (52.4%)
- Mentor Session: 20 (47.6%)

What activities?

- Career Development sheet: 3 (7.1%)
- Career Planning Process Overview: 27 (64.3%)
- Job Give-Away Game: 14 (33.3%)
- Vocational Timeline: 2 (4.8%)
- Values Worksheet: 2 (4.8%)
- Transferable Skills: 17 (40.5%)
- Party Game: 12 (28.6%)
- Values Card Sort: 1 (2.4%)
- Other: 25 (59.5%)
A further breakdown of each theme shows whether a presentation was made in each section or not, and if so, whether it was made in the main class or mentor session. More presentations were made in winter term (21 out of 44 sections) than in fall term (13 out of 40 sections). This was to be expected for two reasons: the timing of the presentation to FRINQ faculty introducing the curriculum the week prior to fall term meant many may have already set their syllabus for the term; and the establishment of the learning outcomes may have been more suited for a winter term presentation.

<table>
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<tr>
<th>Theme/Class</th>
<th>Fall</th>
<th>Winter</th>
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