Career Everywhere: How Community Colleges Address Equity

Emerging Practices and Challenges of Career Development

Practice Brief

Across the nation, workplaces and educational institutions are wrestling with policies designed to level the playing field within a broader historical set of systems that are not yet equitable. Many marginalized people are left out from the kinds of educational and economic opportunities that offer prospects of improved livelihoods and financial security. In the workforce, equity gaps in career opportunities and earnings persist based on race, ethnicity, gender, and class. And we know from research that earning potential increases with higher educational attainment, but that labor market discrimination has a "powerful impact" on inequity.[1]

The San Diego and Imperial Counties community colleges and Regional Consortium are committed to ensuring that its region's students, particularly disproportionately impacted (DI) students, are afforded ongoing career development opportunities. Such career-focused experiences span a continuum from exploration and career relevance in course content to work-based learning, plus additional support to increase employment opportunities. The charge of the region is for students attending local community colleges to experience "career everywhere" and to reach their full potential.

Career development offers students direction, resources, and social capital necessary for career success. Career development, combined with San Diego and Imperial Counties' strong career and academic programs and workforce partnerships, can produce positive outcomes: 1) Students, especially DI students, acquire in-demand skills and knowledge to attain rewarding careers and upward mobility. 2) Colleges see increased enrollment, persistence, completion, and employment rates, while building capacity to prepare more students for career success — thus, strengthening the region with a diverse and highly skilled workforce ready to contribute to the region's economic growth. 3) Employers benefit from the diverse, skilled workforce which supports their own growth and innovation.

Introduction

In the San Diego and Imperial Counties community colleges, changemakers are striving to strengthen career development and success for students. These changemakers — career services staff, career counselors, and deans — recently shared updates and perspectives on the headway they're making and the challenges they face. During spring 2023, 29 individuals from across the region's community colleges engaged with WestEd in one of ten conversations, in which, a clear, palpable theme rose to the surface: A deep passion and commitment to the importance of embedding career development in meaningful ways, including integrated career and education planning, into the student experience to maximize impact.

These community college changemakers believe that "all counselors are genuinely committed to helping students find their *why*." At the same time, these individuals want to change the narrative about career services and make known that "our goal is to make career planning inescapable." They plan to "bring career focus to the forefront and expose students to career development every step in their journey," rather than leave it to students to seek services and resources because, generally, students don't.

> "[B]ring career focus to the forefront and expose students to career development every step in their journey"

[1] Carnevale, A. P. et al. (2021). *The Cost of Economic and Racial Injustice in Postsecondary Education*. Georgetown University Center on Education and the Workforce.

For these changemakers, the call to action is equity driven: To improve the socioeconomic mobility of DI students, who may not have access to the advantages that can pave the way to higher education and well-paying careers and to equip students with career-focused experiences and information to become agents — empowered to successfully navigate their career journey through college and beyond.

This practice brief focuses on career development in the San Diego and Imperial Counties community colleges and may be of interest to counselors, practitioners, and deans.[2] It shares emerging and promising practices in career development underway at the colleges at a time when cross-department teams are considering *What if?* to advance efforts.[3] With support of the Regional Consortium's Career Navigation grants, the colleges are just beginning to embed career focus into spaces beyond the walls of career centers, while envisioning how to share collective responsibility for career development. The practices described by the colleges are organized into five themes, followed by the barriers they face and calls to action.

Emerging and Promising Practices

- Career Awareness during Outreach and Orientation
- Career Focus Integrated into Academic Pathways and Programs
- Collaborative Strategies that Broaden Career Services Reach
- Technology and Career Exploration Courses
- Professional Development

Barriers

- Understaffed Career Services
- Resistance to Career Integration
- Absence of Policy for Institutionalizing Career Development

Calls to Action

- Invest in career services.
- Build community across student services and departments.
- Develop institutional capacity in career development to increase student success.
- Engage institutional leadership to bolster and champion collaborative, cross-department work focused on career development for sustained, systemic change that benefits students.

Emerging and Promising Practices
Career Awareness during Outreach and Orientation

Career-awareness engagement with high school students

Infuse career awareness during pre-enrollment engagement. College career counselors build interest in career awareness during multiple visits to feeder high schools each year, while contributing to college recruitment efforts as they connect student interests to college programs.

- San Diego City, Miramar, and San Diego Continuing College of Education (SDCCE), utilize their outreach teams, including career and peer ambassadors, to visit local high schools, talk about career education (CE) programs, and introduce career exploration tools and resources. San Diego City facilitates hands-on Workforce Wednesdays, providing career exposure. Miramar invites high school students to attend career-focused events, "Discover Your Passion" and "Signing Day," participate in workshops, tour CE program facilities, and engage in career activities. SDCCE invites students and counselors to visit CE classes, meet faculty, and learn about CE pathways. Colleges are intentional in reaching students who indicate no interest in attending college or are undecided about their future.

- Career counselors engage prospective students in career awareness activities and workshops to introduce the breadth of career services, involve students in digital career exploration tools and interest surveys, show the relationship between education and career earnings, and describe CE and other offerings at their respective colleges. (Imperial Valley College, Mesa, Miramar, SDCCE) While visiting high schools, for example, Mesa counselors or staff distribute iPads for students to engage with the new interactive *Mesa College Viewbook* and explore Mesa's 15 different CE and academic pathways, Career Compass, REISEC codes, and how students' strengths relate to careers.

- Miramar offers a credit-bearing class to high school students to familiarize students with career exploration and programs at Miramar College.

Build engaging onboarding experiences with a career focus.
As students complete their online, self-paced orientation to learn about general campus information, they also engage in career reflection, are introduced to Academic and Career Pathways (ACPs), and ideally, are encouraged to follow up with a counselor to make their comprehensive education plan. Colleges are adopting new online platforms and redesigning existing platforms to enable this experience. With the wealth of career-related information offered, career services would like to see the online orientations required for all matriculating students. (Cuyamaca, Mesa, MiraCosta, Miramar, Southwestern)

Involve faculty in onboarding experiences. MiraCosta leverages its new in-person orientation component, Student Seminar, as an extended opportunity to onboard students into an ACP or area of interest. At the seminar, students learn about connections between majors, degrees, and careers related to an ACP and meet faculty from the ACPs, who conduct a career-related exercise or talk about their own careers. Students also meet with a career counselor. Miramar hosts a similar orientation event, Jumpstart, that also involves career counselors, tutors, career peer ambassadors, and faculty participation. Such strategies are intended to provide important early conversations about career and education planning and put students on track for continued career development. Faculty report valuing the chance to meet students prior to the start of class. Such positive win-win engagements are resulting in new cross-department collaboration between faculty and student services. These kinds of collaboration demonstrate a growing interest and shift in sharing the responsibility of career development.

Career Focus Integrated into Academic Pathways and Programs

Counselors with ACP specialty

Affiliate counselors or staff with ACPs or program areas of study. One new model has counseling faculty specializing in selected ACPs or program areas of study to foster stronger relationships with students and ensure consistent information is communicated (Southwestern). A related model is Miramar's career center affiliating its career ambassadors with ACPs, providing peer mentoring and guidance on career research and career preparation.

Build career relevance into popular introductory courses.
"Light the Fire" courses are designed to excite and engage students by connecting course content to career. Colleges have identified the three most frequently taken courses within each ACP and amend them as "Light the Fire" courses, aimed at helping students see career relevance in their studies, whether they plan to work towards a certificate or transfer. Colleges also view these courses as a persistence and completion strategy. Faculty who teach "Light the Fire" courses participate in professional development (PD) to learn how to embed career into their courses. (MiraCosta, Miramar)

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Develop new courses for new CE certificated programs.
Imperial Valley College (IVC) has developed new CE-focused chemistry classes and biology classes that prepare students to earn industry-recognized certificates for work in the lithium or geo-thermal industries. Through several collaborative meetings between IVC's dean of workforce development, industry, and academic departments, faculty began to understand the value of developing these new CE courses. In fall 2023, the plant operator program launched as a day-time program and an evening program serving 60 students, while the instrumentation technician program and the chemical lab technician program will follow. Regional industries will be ready to hire students after they complete the short-term certificate programs. Miramar is in the process of developing its first stackable credentials — a set of four credentials in leadership and communication skills.

Support faculty to embed career focus into courses.
MiraCosta assigns an instructional faculty liaison (IFL) to each ACP to support faculty on strategic ways to integrate career conversations and cultural relevance in the classroom. The support is offered to all faculty on a voluntary basis.

Emphasize connections between career and ACPs. At Cuyamaca, students use Canvas to connect to career center resources within each ACP, including videos, faculty (via LinkedIn profiles), and professionals in the field. Grossmont students can explore its ACP webpages as a bridge between instruction and counseling to gain information about areas of study and certificates and degrees, as well as to complete a career survey on Career Coach before planning to meet with a career counselor. At Miramar's newly designed ACP webpages, students can utilize the career tool, Program Maps, to learn about certificates and degrees within an ACP and see related labor market information, including salaries. Miramar students can also join ACP Canvas groups to connect to faculty, career exploration resources, career opportunities, and more.

Collaborative Strategies that Broaden Career Services Reach

Career services partnerships with Career Education and academic departments

Serve as a bridge between English as a Second Language (ESL) department and CE. At SDCCE, career services intentionally acts as a bridge between the ESL department and CE to support English learner (EL) students on their journey and to increase enrollment. SDCCE's career counselor is a frequent presence at the satellite campuses and is a familiar point of contact for students enrolled in ESL courses. SDCCE strategizes to engage EL students in career planning before education planning and introduce CE, so that they become interested in CE prior to reaching language proficiency. Ideally, students are motivated by career preparation and cross over from their ESL program to CE, supporting their persistence and continued enrollment at SDCCE.

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Customize career resources for English learners. At IVC, where Spanish-speaking ELs constitute a significant portion of students, career services staff are bilingual speakers to ensure that students feel important and heard. Marketing career services involves vetting its social media campaigns with bilingual students to ensure authenticity and relevance to IVC's student population. At SDCCE, career services strategizes with the ESL dean to create new opportunities for EL students: career workshops on video translated into Spanish, Job Placement Specialist on campuses twice a week to meet with EL students, and employment events designed for EL students.

Partner with instructional faculty. Career services seek opportunities to immerse career-focused events into academic departments and CE programs.

- The English department at Grossmont has been especially supportive of the career center, inviting career counselors into classrooms to describe career services, resources, and opportunities to students as well as introduce the virtual tool, Career Coach, with which students quickly answer six key questions to trigger a future conversation with a career counselor.

- At SDCCE, the career counselor visits CE classrooms regularly to familiarize students with career services. IVC faculty in CE and other academic departments regularly invite career services staff to classrooms to talk about internship opportunities and career services.

- San Diego City career counselors "flip it," inviting faculty to bring their classes to the career center and to career workshops, especially its equity-oriented workshops such as Blacks in Tech and Changing the Workforce to Include Latinas.

- Cuyamaca career counselors are seeing some early progress in collaborating with interested instructional faculty as they are beginning to understand how and where they can support career development through their curriculum.

Cross-sector advisory team meetings with industry and academic departments

Make connections between industry and faculty. For years, IVC's career services staff has been hosting advisory team meetings involving representatives from industry and faculty to increase engagement and build connections between the workforce and academics. The fostering of relationships has paid off with employers providing on-site tours, career-focus presentations, internships, and job placement opportunities for students. Career services maintains their relationships with employers through recognition and appreciation events.

Access to students beyond the classroom

Leverage learning communities and student services. A few career centers leverage on-campus learning communities, such

as race-based affinity groups or first-year-experience cohorts, to reach more students with career exploration presentations. (Grossmont, San Diego City, Southwestern)

Like San Diego City's equity-oriented workshops previously described, Grossmont organizes panels of professionals, who represent underrepresented populations such as women or people of color in selected industries to share their education and career journeys with affinity groups on campus.

> With virtual headsets, students participate in a realistic experience of working in CE-related fields such as construction, culinary, mechanics, early childhood, HVAC, and more.

Career services at both IVC and Southwestern host a big Career Expo for the community, offering resume workshops, career panels, and engagement with employers. Both colleges also have an active social media presence, such as Southwestern's YouTube channel hosting tutorials for exploring career tools and preparing for job searches.

IVC's outreach includes participating in campus events and leveraging student services, such as housing and childcare, to ensure that all students are aware of career services. With its bilingual-speaking staff, IVC career services wants its students to know that all are welcome and invited to take full advantage of career services.

Technology and Career Exploration Courses

Technology

Leverage emerging technology. SDCCE career services embraces virtual headsets and artificial intelligence (AI) to excite students. With virtual headsets, students participate in a realistic experience of working in CE-related fields such as construction, culinary, mechanics, early childhood, HVAC, and more. The virtual experience is informative and fun — luring students to the career centers, where they connect with career services and realize the array of resources and services available. SDCCE career services also uses AI technology for students to practice mock interviews with people in industry, while developing self-advocacy skills.

Embed career exploration software. Colleges utilize software and platforms for students to explore strengths, interests, and careers to inform their education goals with follow-up

opportunities to meet with a counselor. Often accessed through ACP webpages, the career center, and student portals, colleges are embedding these types of career exploration software or technology:

- 16 Personalities
- Career Coach
- Choices 360
- Comevo
- COPSystem VIA
- Myers-Briggs Type Indicator
- O*NET Online
- Program Mapper
- SkillScan Drive
- Strong Interest Inventory
- What Can I Do with This Major?
- Work Values Inventory
- Virtual reality headsets and AI technology

A few colleges are in the process of adopting a CRM tool to facilitate the connection of the career software and their assessment results. (MiraCosta, Miramar, Southwestern)

Career Exploration Courses

Develop supports for undecided students. Colleges are testing a variety of strategies to provide early and extra support for undecided students:

- In 2023, Miramar enrolled 200 undecided students into an online Canvas course to engage in self-paced, career exploration modules, while counselors reached out to students 1:1 via multiple communication methods to help them choose an ACP by the end of the semester.

- Southwestern, Palomar, and Miramar offer a one-unit, transferable course for exploring and selecting a major and career; Miramar's course also focuses on career transitions and career-life planning. Grossmont offers career and major exploration workshops, resulting in a 1:1 session with a career counselor to interpret career assessment results, introduce career exploration tools, and discuss career options.

- Grossmont offers predetermined sets of course clusters, such as a STEM cluster, for undecided students to take in their first and second semesters that include UC/CSU transferable courses.

Professional Development

Build capacity in career development. In addition to PD for counselors and faculty affiliated with ACPs (discussed

previously), a few colleges lead training for other faculty and staff to implement career-focus approaches.

- San Diego City College was the pilot for the region's new Counselor Institute, where 25 counselors participated and increased their capacity in using labor market information (LMI). Counselors, for example, learned how to connect LMI with interest assessment results in their career conversations with students and practiced mock conversations.

- MiraCosta cross-trains faculty, counselors, student services and classified staff to offer base-level information and career conversations so that students engage with knowledgeable trained adults wherever they are on campus. The training has already engaged 60 faculty and staff all over campus with evidence of embedded career conversations.

- Similarly, Southwestern career counselors and academic counselors cross-train so that all counselors can support students with basic counseling in career and transfer, lessening the burden for students to find the help they need. Career counselors developed a toolkit to support academic counselors with career conversations and a referral system for knowing when to refer students to career services.

- Palomar cross-trains counselors, instructional faculty, and other student-facing staff across the campus in Type Focus, a career aptitude/personality type assessment, modified with additional survey questions, to understand student needs, sense of belonging, and motivation. Palomar employees appreciate how Type Focus works with students at different places in their career readiness, and counselors are excited about access to student data.

Barriers

According to the changemakers focused on career development implementation, three significant challenge areas are limiting their efforts to improving the outcomes of students achieving their career and education goals.

Understaffed Career Services

Career services needs more capacity. Career centers are challenged by having just one, or in some cases, no full-time counselor, limiting their ability to provide students with the full array of career development services that students need — this, while providing other non-career-oriented responsibilities. The lack of investment in additional career counselors or staff is a critical barrier. Without the capacity, implementing and

institutionalizing career planning in a meaningful way and conducting the important work of engaging students in the continuum of career development is very difficult. Because career centers are motivated to improve and provide career services, they lean heavily on part-time career center staff, if any, and peer ambassadors to conduct outreach (to prospective students), help with events (for current students), and support employment preparation (for outgoing students and alumni).

Resistance to Career Integration

Career services needs collaborators. Definitively, the lack of buy-in from academic counseling and faculty, who have yet to value career planning and career relevance, obstructs the ability of career services to collaborate and advance change. Career services staff acknowledge that integrating career into areas that historically have never addressed career development requires a big cultural shift. When faculty do understand the value of career planning and development, the behavioral shifts are difficult without support and PD, or as one individual said, "There may be shifts in heart and mind, but not behavior." Since mindset shifts take time, they want to begin planting the seeds of change now.

Absence of Policy for Institutionalizing Career Development

Career services needs leadership to institutionalize career development so that it is embedded throughout the student experience and helps level the playing field for DI students. Without leadership support for policy, a systemic approach to ensure that students, especially DI students, experience the full range of career development opportunities toward achieving their education and career goals will never happen. Career services will continue to champion a cause in isolation with limited resources, limited access to centralized data culled from multiple systems, and few, if any, avenues for enacting the kinds of meaningful change that are needed to connect learning to career.

Calls to Action

1. **Invest in career services.**

   Recruit and hire career counselors and staff, who reflect the demographics of students, to partner across academic departments and with industry for increasing

integrated career development learning opportunities. Invest in their professional growth with PD.

2. **Build community across student services and departments.**

   Plan intentional community- and trust-building activities to foster familiarity, conversation, and collaboration. Facilitation might involve examining similarities and differences between student services and academic departments, unpacking and acknowledging cultural differences, making visible the codified language and practices of each, and reflecting on shared goals to support students' long-term flourishing.

3. **Develop institutional capacity in career development to increase student success.**

   Invest in building knowledge from research and the field on why career development matters to increase the socioeconomic mobility of individuals and on how embedding career development into the student journey ensures that students benefit from the advantages and opportunities it affords (see Resources).

   Incentivize faculty to participate in PD to build knowledge about the benefits of career development and career planning for every student, particularly DI students, who often do not seek services on their own and have the most to gain. Provide training on evidence-based practices for conducting career conversations and embedding career into curriculum. Support faculty in non-CE fields, such as social sciences and liberal arts, in translating how their course content helps develop critical thinking skills necessary for advancing students' socioeconomic mobility.

4. **Engage institutional leadership to bolster and champion collaborative, cross-department work focused on career development for sustained, systemic change that benefits students.**

   Ensure that leadership supports shared responsibility among career services, instructional faculty, and counseling faculty, and that it makes space for innovating and implementing new career navigation strategies.

Looking Forward

With the San Diego and Imperial Counties community colleges having successfully realized a strong guided pathway model for the region's students — involving tremendous collaboration— they now are ready to take on the next challenge. The region's new focus on career everywhere aims to ensure equitable access to career mobility by implementing innovative and intentional strategies that integrate on-going career development, including WBL, into the student-centered journey, while strengthening employer engagement to increase career opportunities. Career development is already gaining traction whether colleges are in the planning stage, early implementation stage, or somewhere in between. The changemakers are ready, sharing aspirations that include "implementing the student experience with a more robust career lens," "seeing ACPs (Academic and Career Pathways) not as programs but the fabric in how academics and career are intertwined," and "an institutional message that career guides students' decisions." However, the success of career development as an equity-centered approach that ensures DI students equal access to career opportunities throughout their journey depends on leadership to voice its commitment by investing in time, staff, and resources.

> The region's new focus on career everywhere aims to ensure equitable access to career mobility by implementing innovative and intentional strategies that integrate on-going career development.

Resources

Following is an annotated bibliography of nine selected studies on the intersections of equity, career development, community college students, faculty, and mindset shifts. It is intended as a helpful resource to planning teams or individuals engaged in this work.

Developed in partnership with WestEd, this practice brief is part of a series on career navigation practices in the San Diego and Imperial community colleges. For more information, visit https://myworkforceconnection.org/

Annotated Bibliography of Equity-Centered Career Development Practices

Brook, T. and Slater, D. (Eds). (2021). Building and sequencing student support services in *Strategies for Improving Postsecondary Credential Attainment Among Black, Hispanic, and Native American Adults*. Community College Research Center. Teachers College, Columbia University.

> In the second of three studies (pp 16–28) in this report, authors Kalamkarian, Salazar, and Lizarraga offer two promising practices for re-designing the delivery of advising and support services to improve how students get the advising and support they need to achieve their education and career goals, especially for racially minoritized students. The two institution-level strategies are *bundling* academic and non-academic supports, and *sequencing* student supports to align with each stage of their college journey. The authors draw from three models (including Guided Pathways) and offer examples of how colleges are implementing practices in innovative ways. Considerations acknowledged are getting buy-in and covering costs.

Cadenas, G. A., Lynn, N., Li, K. M., Liu, L., Cantu, E.A. Ruth, A., Carroll, S., Kulp, S., and Spence, T. (2019). Racial/ethnic minority community college students' critical consciousness and social cognitive career outcomes. *The Career Development Quarterly*. *12*(68). 302–317.

> "The results supported the notion that higher levels of critical consciousness (i.e., action, reflection, and agency) are linked to higher career decision self-efficacy and outcome expectations among community college students" (p 311). Students of marginalized groups may consider "systemic challenges that may impede their career progress" (p. 311). Implications for practice include infusing critical consciousness development into career programs and address a) understanding the systemic barriers that students of color encounter, b) performing analyses of the benefits and drawbacks of pursuing an associate's degree, c) confronting immediate societal pressures (e.g., cultural biases, financial constraints, family values), d) creating a career development action plan that may include pursuit of an associate's degree, and e) including financial aid and work-study options. Collaboratively, community college leaders, counselors, and faculty design policies and practices that reinforce the link between critical consciousness and career decision self-efficacy. For example, practices may include adding career-related content to course curricula *and* making space for discussing cultural factors, as well as engaging with employers to expose students to professionals/workers of color in the field of interest.

Carnevale, A. P., Campbell, K. P., Cheah, B., Fasules, M. L., Gulish, A., Quinn, M. C., Sablan, J. R., Smith, N., Strohl, J., & Barrese, S. (2021). The Cost of Economic and Racial Injustice in Postsecondary Education. Georgetown University Center on Education and the Workforce.

> In this report, the authors make the case that "the US loses more by not achieving equal educational outcomes than it would spend by investing in educational equality." Their analysis shows that colleges are in a position to help close racial/ethnic and gender gaps in degree attainment and earnings by influencing (through counseling, advising, and guided career pathways) the distribution of fields of study (p 23–24).

Dalporto, H. & Tessler, B. (2020). *Voices from the Field: How Community Colleges are Advancing Equity in Career and Technical Education*. MDRC.

> This brief presents key findings from a scan of 17 community college CTE programs involving interviews and site visits. The researchers found that as the colleges were focused on addressing skill gaps in the labor market, they were also making a difference in reducing equity gaps in economic mobility. The brief describes promising practices and strategies from the colleges to increase access and enrollment of underrepresented students, improve persistence and completion, and sustain career support through employment. Sustained funding and data are two requirements to effectively implementing these practices.

Fink, J. & Jenkins, D. (2020). Unpacking Program Enrollments and Completions with Equity in Mind. *CCRC Analytics*. Community College Research Center, Teachers College, Columbia University.

The authors recommend that colleges undertake a series of data exercises and reflective discussions to understand representation of historically marginalized groups in programs, the opportunities that lead to job prospects or more advanced workforce credentials, and student representation in higher-opportunity programs. The authors show how to unpack program enrollments and completions with equity in mind and provide questions for college teams to discuss as they conduct the data exercise.

FrameWorks Institute. (2020). *Mindset shifts: What are they? Why do they matter? How do they happen? (A FrameWorks Strategic Report)*. FrameWorks Institute.
> This report explores best practices and effective strategies for shifting mindsets. It begins with 12 key takeaways learned from its research and offers four recommendations for those engaging in the work of shifting mindsets.

Jehangir, R. R., Telles, A. B., & Deenanath, V. (2020). Using Photovoice to Bring Career into a New Focus for First-Generation College Students. *Journal of Career Development*, 47(1), 59–79.
> From a study involving 28 first-generation, low-income students enrolled in a one-credit course (TRIO: Identity, Culture, and College Success), the authors analyzed unique data: student photos captured to represent aspects of their vocational identity and accompanying reflective narrative text to unpack the meaning or metaphor of their photographs. Through qualitative methods, four themes emerged about their career aspirations and journey: 1) extrinsic and intrinsic motivators influencing their career- and major-related choices, 2) struggles, often related to contextual factors, 3) agents of change, including balancing their personal choices with their community expectations, and 4) envisioning the future – a sense that their career journey has room for ambiguity. The authors suggest the power of incorporating identity into the career development journey of first-generation students.

Schlesinger, J., O'Shea, C., & Blesso, J. (2021). Undergraduate student career development and career center services: faculty perspectives. *The Career Development Quarterly. 6*(69), 145–157.
> This qualitative study examined the perspectives of instructional faculty members about their college's career center service. Following are selected takeaways: Faculty are supportive of the career center, but lack knowledge about the services, guidance, and career development opportunities that the center provides students. Faculty believe that career development should be a shared responsibility but recognize that they don't feel equipped to provide career advice about their discipline outside of academia and that students would benefit from meeting professionals from the field to learn about a range of careers. Implications: 1) Engage faculty as a distinct group, as partners. 2) Educate faculty on the role of career development in students' success. 3) Support faculty in how to have career conversations with students.

Witenstein, M. A., Davila, N., Karikari, L., Wright, C. (2022). Conceptualizing a proposed model for re-orienting career centers for immigrant college students. *Journal of Career Development 0*(0) 1–15.
> With students of color representing a significant population of community college students, the authors acknowledge that postsecondary education as a system is designed for dominant cultural norms, and thereby creates barriers for anyone not of the dominant culture. The authors use a theory-to-practice approach to propose that career centers can re-orient their mindset to embrace the unique context that immigrant and historically marginalized students bring to their student experiences and shift practices that apply this asset-based approach to supporting students on their career development journey. Four guiding principles are 1) redefine the career center space so that it is inclusive of cultural languages, artifacts, and art of many identities, and with seating and spaces to cluster in small groups; 2) position the role of career-center staff as institutional agents, who are skilled at engaging students about their career aspirations and family context to provide meaningful feedback about career opportunities and providing advocacy and support for other non-academic needs; 3) build cultural competency capacity of career center staff through professional development; and 4) employ collaborative/participatory practices that enhance involvement in the career center experience for marginalized studies, such as creating career advisory boards with representation from across the college, hosting listening sessions, and reaching out to students who are missing at the career center.