
The Digital Career Counselor Campus Playbook

9 Ways to Embed Career Exploration Into the
Student Experience

Digital Career Counselor

Implementation toolkit for partner campuses

CONTENTS

What's inside

PART ONE · GETTING STARTED

- 00** **How to use this playbook** · Identify, embed, measure. Touchpoint worksheet, touchpoint map, and the four-year arc.
-

PART TWO · THE 9 STRATEGIES

- 01** **Orientation** · Make the first search happen before the first class
- 02** **First-year seminar** · Turn "what can I do with my major" into a graded assignment
- 03** **Academic advising** · Give advisors a better second question
- 04** **Gateway and major courses** · Add career exploration to a course that is not about careers
- 05** **Career advising** · Have every student build a Plan A, B and C
- 06** **Skills** · Teach students to name their skills, then close one gap
- 07** **Internship planning** · Move from "I need an internship" to a targeted search
- 08** **Senior year and graduate school** · Give seniors a reality check before they commit
- 09** **Campus-wide visibility** · Make DCC impossible to miss
-

PART THREE · WORKSHEETS AND LAUNCH KIT

- A** **Campus Champion Worksheet** · Name your owners and your gaps
- B** **Stakeholder Map** · Office by office status
- C** **The 30-Day Launch Plan** · Four weeks, four moves
- D** **Faculty and Staff Outreach Talking Points** · What to say, and what not to
- E** **DCC Conversation Cards** · Printable desk cards for advisors
- F** **My Plan A, B and C** · Student handout
- G** **Measurement Starter** · Two numbers per touchpoint
-

Access is not adoption.

Your campus already has the Digital Career Counselor (DCC). The question this playbook answers is narrower and harder: how do you get faculty, advisors, and students actually using it? Every partner that has moved from access to adoption did the same two things. They found the moments where students were already making decisions, and they put Digital Career Counselor (DCC) inside those moments instead of beside them.

This is a working document, not a reading document. Roughly 80 percent of what follows is templates, activities, prompts, worksheets, and launch plans you can copy into a syllabus, an advising script, or an email this week. Print it, mark it up, and hand pieces of it to the people who own each touchpoint.

1. Identify

Find where career conversations already happen and who is already having them.

2. Embed

Attach one Digital Career Counselor (DCC) activity to each of those moments. Try not to add a standalone resource.

3. Measure

Track two numbers for each touchpoint and share them with the people who own it. (Appendix G shows which numbers to track)

PHASE 1: IDENTIFY YOUR TOUCHPOINTS

Answer these five questions with the people in the room before you plan anything. Fifteen minutes, one whiteboard.

Who on this campus already works one-on-one with students?

Where do career conversations already happen, without us scheduling them?

Which three courses reach the largest number of students?

Which departments already have a career-readiness priority in writing?

Who could be a campus champion, and what would make it worth their time?

PHASE 2 MAP: DIGITAL CAREER COUNSELOR AT EVERY TOUCHPOINT

STUDENT TOUCHPOINT	WHAT DIGITAL CAREER COUNSELOR IS USED FOR	STRATEGY
Orientation	First guided search, one saved career	01
First-year seminar	Major and career exploration, graded reflection	02
Academic advising	Major to career conversations, change-of-major triage	03
Gateway and major courses	Career pathways inside the discipline	04
Career advising	Plan A, B and C research, decision support	05
Skills and professional development	Skills inventory, gap analysis	06
Internship planning	Roles, employers, target lists	07
Senior seminar and grad school advising	Outcomes, salary, further education return	08
Everywhere else on campus	Visibility, signage, peer coaching, portals	09

YEAR ONE

Explore

Personality
Interests
Majors
Career pathways

YEAR TWO

Connect

Skills
Employers
Career experiences
Internship search

YEAR THREE

Build

Target careers
Skill gaps
Networking
Experiences

YEAR FOUR

Launch

Outcomes
Employers
Job titles
Graduate school

PART TWO

The 9 Strategies

Each strategy follows the same six parts, so any staff member can pick one up and run it: the challenge, the DCC approach, try this, conversation prompts, a ready-to-use activity, and who to partner with.

Make the first search happen before the first class

THE CHALLENGE

Orientation is the most crowded hour of a student's year. Tools introduced by slide are forgotten by lunch. Students leave knowing the Digital Career Counselor (DCC) exists and never log in again.

THE DCC APPROACH

Replace the demo with a search. Give every student ten minutes, one prompt, and one thing to write down. A student who has seen real career paths for their own intended major has a reason to come back. A student who watched a tour of the platform does not.

TRY THIS

- ☐ Move DCC out of the resource-fair slide and into a ten-minute laptop or phone activity in an orientation breakout room.
- ☐ Give orientation leaders one script and one prompt, not a feature list.
- ☐ Put the DCC link in the orientation confirmation email, the orientation app, and the first-week checklist.
- ☐ Ask students to bring one saved career to their first advising appointment so they are prepared for the next step with their advisor.
- ☐ Repeat the same activity at transfer and family orientation. Families play an important role in reinforcing the value of the college.

CONVERSATION PROMPTS

OPENING

"Before we talk about requirements, let's look at what people who studied this actually do for a living."

FOLLOW-UP

"Which of these careers did you not know was possible with this major?"

CLOSE

"Save that one. Bring it to your next advising appointment and ask which course or academic experience could help you explore it further."

READY-TO-USE ACTIVITY

Endless Possibilities

AUDIENCE

Incoming students, students who are exploring their major options

TIME

10 to 15 minutes

DCC FOCUS

Major exploration, career pathways

THE STUDENT DOES

1. Complete the personality assessment.
2. Search one of the major suggestions using Search 360.
3. Write down the top three common jobs by volume.
4. Save it to "favorites" on their profile.

DEBRIEF IN PAIRS

- What surprised you?
- What is one question you now want to ask your advisor?

Deliverable: one saved career per student.

WHO TO PARTNER WITH

Orientation director

New student programs

Orientation leaders

First-year advising

The ask: ten minutes of an existing breakout session, and one line in the confirmation email. Nothing new on their calendar.

Turn "what can I do with my major" into a graded assignment

THE CHALLENGE

First-year students ask a shallow version of the right question: what job does this major give me? Without structure they answer it with one obvious title, then stop looking. Voluntary exploration reaches the students who were already exploring.

THE DCC APPROACH

The first-year seminar is the only course that reaches nearly every new student and often has room in the syllabus. One DCC assignment there converts exploration from an option into an expectation, and moves students from "what job" to "what experience should I pursue next."

TRY THIS

- ☐ Ask the seminar coordinator for one week of the common syllabus, not a new module.
- ☐ Supply the assignment, the rubric, and the Learning Management System text so instructors copy and paste rather than design.
- ☐ Score it for completion, not correctness. The goal is exposure and reflection.
- ☐ Have students bring the one-page output to their spring advising appointment.
- ☐ Pilot with one or two sections, collect the reflections, and use student quotes to recruit the rest.

CONVERSATION PROMPTS

IN CLASS

"Which career path aligns with your interests and excites you the most?"

PUSH DEEPER

"What experience could you get in the next twelve months that would tell you whether this path is right for you?"

FOR THE REFLECTION

"What did you find that you did not expect, and what does it change about your next semester?"

READY-TO-USE ACTIVITY

What Can I Do With My Major?

AUDIENCE

First-year students

TIME

30 to 45 minutes

DCC TOOLS

Outcomes Module

THE STUDENT DOES

1. Identify the top three employers for this major.
2. Identify one industry they had not previously considered.
3. Identify the top three skills for this major.
4. Write two sentences on how their coursework could prepare them for it.

DISCUSSION PROMPTS

- What surprised you?
- Which employer fits your interests?
- Which industry did you not expect?
- What experience could you pursue next?

Deliverable: a one-page exploration summary submitted in the Learning Management System.

WHO TO PARTNER WITH

First-year experience director

Seminar instructors

Student success

Teaching and learning center

The ask: one class session and one assignment

Give advisors a better second question

THE CHALLENGE

Advising appointments are short and registration-driven. When a student says "I am not sure this major is right for me," the fastest available answer is a degree audit. Advisors are not resisting career conversations. They often lack a tool that fits inside fifteen minutes.

THE DCC APPROACH

The Digital Career Counselor does not replace the advisor. It gives the advisor something concrete to put on the screen next to the audit: what graduates of this major actually do, where they work, and what they earn. The conversation moves from requirements to evidence in about ninety seconds.

TRY THIS: THE ADVISOR SWAP TABLE

WHEN A STUDENT SAYS	INSTEAD OF	TRY, WITH DCC OPEN
"I am not sure this major is right for me."	"Let's look at your degree requirements."	"Let's look at what graduates with this major actually do. Then tell me which of these interests you."
"My family wants me to switch to something practical."	"It's your decision."	"Let's pull the real outcomes for both majors and send them home with you."
"I only want this one specific job."	"Good, stay on track."	"Let's find two adjacent roles that use the same skills, so you have a Plan B."
"I have no idea what I want."	"Take some electives and see."	"Name three careers you are willing to research this month. Then pick the elective that tests one of them."

CONVERSATION PROMPTS

OPEN THE SCREEN

"Which of these careers sounds most interesting to you, and which one sounds worst? Both answers help."

CONVERT TO ACTION

"What is one course, internship, or student organization this semester that would test that interest?"

SET THE NEXT APPOINTMENT

"Come back in October with two careers you researched, and we will build your spring schedule around one of them."

READY-TO-USE ACTIVITY

The Five-Minute Advising Detour

AUDIENCE

Any advisee, any appointment

TIME

5 minutes inside an existing appointment

DCC TOOLS

Outcomes Module, Search 360

THE ADVISOR DOES

1. Share the screen and search the student's current or considered major.
2. Ask the student to name the three paths that stand out.
3. Name one experience that would test the top choice.
4. Log it in the advising note so the next advisor can pick it up.

NOTE TEMPLATE

Explored DCC pathways for [major]. Student interested in [career 1], [career 2]. Agreed next step: [course, internship, org]. Revisit: [date].

WHO TO PARTNER WITH

Advising director

Advising leads by college

Registrar liaison

Student success platform owner

The ask: twenty minutes at an advising staff meeting, plus a DCC link inside the advising note template.

Add career exploration to a course that is not about careers

THE CHALLENGE

Career Readiness can, at times, be interpreted as another thing added to a full syllabus. Meanwhile, the students who most need exploration are sitting in their gateway courses, choosing majors based on the one job title associated with the discipline.

THE DCC APPROACH

You are not asking faculty to teach career development. Give them one discipline-specific question and a fifteen-minute in-class exercise that makes their own subject look more valuable. Faculty adopt what makes their course better, not what makes your numbers better.

TRY THIS: FIVE PLUG-AND-PLAY PROMPTS BY DISCIPLINE

COURSE	ASSIGNMENT PROMPT, DROP INTO THE LMS AS WRITTEN
Business	"Using DCC, find the five most common careers among graduates of this degree. Which one is furthest from what you expected, and why?"
Biology	"If you did not want to work in a lab or go to medical school, what else could you do with this degree? Find three paths and the skills they share."
Psychology	"Explore five careers pursued by psychology graduates who did not become therapists. Which requires a graduate degree and which does not?"
History and humanities	"Identify two unexpected career pathways for this major and the employers hiring for them. What in this course is evidence for that work?"
Engineering and computing	"Compare the skills associated with three career paths in this field. Which skill do all three want that this program does not require?"

CONVERSATION PROMPTS

TO THE FACULTY MEMBER

"This is fifteen minutes of class time and no grading burden, and it answers the question your students ask you every semester."

TO THE CLASS

"What did people who took this exact course end up doing five years later?"

TIE BACK TO CONTENT

"Which unit of this course maps to a skill those employers are asking for?"

READY-TO-USE ACTIVITY

Careers of This Discipline

AUDIENCE

Any gateway or major course

TIME

15 to 20 minutes in class

DCC TOOLS

Outcomes Module, Search 360

RUN OF SHOW

1. Two minutes: instructor names the obvious career for this field.
2. Eight minutes: in pairs, students find three careers that are not that one.
3. Five minutes: each pair reports one path and one shared skill.
4. Instructor writes the shared skills on the board and connects them to the syllabus.

EXIT TICKET

One career, one employer, one skill, one sentence on why it is worth researching further.

Zero grading. Collect exit tickets as attendance.

WHO TO PARTNER WITH

Department chairs

Gateway course coordinators

Teaching and learning center

Faculty senate career-readiness committee

The ask: one prompt in one course. Start with the department that already has career readiness in its strategic plan.

Have every student build a Plan A, B and C

THE CHALLENGE

Most students hold exactly one plan, inherited rather than researched. When that plan fails, at a rejected application or a closed program, they have nothing to fall back on and often no one to talk to about it.

THE DCC APPROACH

Ask students to build three futures, then use DCC as the research engine behind each one. Plan A is the preferred path. Plan B is the alternative if Plan A does not happen. Plan C is what they would pursue if no barriers existed. Students present their three plans, and the presentation is where the shift happens.

TRY THIS

- ☐ Run it across three appointments or three class sessions: research, draft, present.
- ☐ Require the same nine research fields for all three plans, so comparison is possible.
- ☐ Insist Plan C be the one with no barriers. That is where students name what they actually want.
- ☐ End with one next step per plan, dated. A plan without a next step is a daydream.
- ☐ Use the student workbook in Appendix F as the handout. It is built for print or LMS upload.

CONVERSATION PROMPTS

PLAN A

"Where did this plan come from, and what have you actually verified about it?"

PLAN B

"If this door closed tomorrow, what other careers use the same strengths that drew you to it?"

PLAN C

"If money, time and family expectations were not factors, what would you research first?"

AFTER PRESENTING

"Which plan changed the most once you looked at real data?"

READY-TO-USE ACTIVITY

My Plan A, B and C

AUDIENCE

Sophomores through seniors

TIME

Three 45-minute sessions

DCC FOCUS

Careers, employers, skills, outcomes, education requirements

RESEARCH ALL NINE FIELDS, THREE TIMES

Major · Career · Job titles · Employers · Skills ·
Location · Education required · Salary and outcomes ·
Experiences needed

Then one dated next step per plan.

SESSION THREE

Five-minute student presentations. Peers ask one question each. Staff note the moment a student changes their mind, and use those quotes to recruit the next cohort.

WHO TO PARTNER WITH

Career services

Career course instructors

Exploratory advising

TRIO and support programs

The ask: replace one existing workshop with this three-session sequence and compare attendance.

Teach students to name their skills, then close one gap

THE CHALLENGE

Students learn about transferable skills in the abstract and cannot name their own. Employers ask for specifics. The gap between "I did a group project" and "I coordinated a four-person team on a six-week deliverable" costs students interviews.

THE DCC APPROACH

Put into action the "Five-Step Sequence": learn, explore, research, apply, act. Students learn the concept, find their own skills in DCC, research the careers that want them, then commit to one action that builds a missing skill. The output is a decision, not a worksheet.

THE FIVE-STEP SEQUENCE

Learn

What a transferable skill is

Explore

Identify their own in DCC

Research

Careers that require them

Apply

Informational interview

Act

Pick a course, organization or internship

CONVERSATION PROMPTS

FIND THE PATTERN

"Which skills appear again and again across the careers you are considering?"

EVIDENCE

"Where in your coursework, job or activities have you already done that? Say it in one sentence an employer would believe."

GAP

"Which required skill do you have no evidence for yet, and what could you join this semester to get some?"

READY-TO-USE ACTIVITY

My Skills Inventory

AUDIENCE

Sophomores and juniors

TIME

45 minutes

DCC TOOLS

Outcomes Module, Search 360

WORKSHEET GRID

SKILL FROM DCC	MY EVIDENCE	CAREERS THAT WANT IT	GAP OR HAVE IT

Close with one sentence: "This semester I will build [skill] by [action] before [date]."

WHO TO PARTNER WITH

Career services

Experiential learning office

Faculty teaching capstones

Student employment supervisors

The ask: student employment supervisors can run this in a staff meeting with their own student workers.

Move from "I need an internship" to a targeted search

THE CHALLENGE

Students often begin the internship search with a broad goal but little direction: they know they need an internship, but may not know which job titles to search, which employers to consider, or which skills they need to develop.

THE DCC APPROACH

Use DCC to help students connect their major to real graduate career paths before they begin their internship search. Students can explore related job titles, employers, and in-demand skills, then compare those skills with their own experience to identify a gap and determine a specific next step.

This shifts the conversation from "I need an internship" to "What careers can I pursue, what do employers look for, and what do I need to do next?"

TRY THIS

Have students search by major in the *Outcomes* module and then use *Search 360* for additional research. Ask them to explore:

- ☐ The Outcomes module and discover more about alumni with their major
- ☐ Career paths and job titles associated with graduates from their major
- ☐ Top employers connected to those careers
- ☐ Top skills by volume and salary

CONVERSATION PROMPTS

EXPLORE

"What industries are graduates from your institution with your major actually working in?"

WIDEN THE SEARCH

"What related job titles could you search for when looking for an internship?"

IDENTIFY THE GAP

"Which skills appear repeatedly, and which of those skills do you still need to develop?"

TAKE ACTION

"What is one thing you can do this semester to build that skill or get closer to an employer in this field?"

READY-TO-USE ACTIVITY

From Major to Internship: Explore, Identify, Act

AUDIENCE

Juniors and seniors exploring or seeking internships

TIME

20 to 30 minutes

DCC TOOLS

Major, institution, career paths, job titles, employers, skills

EXPLORE	RECORD
3 job titles that interest you	
3 employers you would consider	
2 skills associated with higher salaries that interest you	
IDENTIFY	ARTICULATE WITH EVIDENCE
2 skills you can already demonstrate	
1 skill you should strengthen and why you chose this skill	
ACT	NEXT STEPS
Identify two internships or jobs from the job board module that you want to explore.	
What is one way you will make your internship search more targeted?	

WHO TO PARTNER WITH

Career Center

Internship and co-op programs

Faculty

Employer relations

The ask: have students complete the *explore and identify* section of the activity before an advising or internship conversation, so the appointment can focus on interpreting what they found and identifying their next step.

Give seniors a reality check before they commit

THE CHALLENGE

Seniors make two expensive decisions in their final year: which job to take and whether to enroll in graduate school. Both are usually made without real data on salary, geography, or whether the degree is actually required for the work they want.

THE DCC APPROACH

Put outcomes data into the senior seminar and into graduate school advising. The question is not "should I go to graduate school." It is "do the people doing the work I want have this degree, and what did they earn."

TRY THIS

- ☐ Add a single DCC outcomes assignment to every capstone or senior seminar section.
- ☐ Ensure graduate program advisors access DCC to understand the outcomes for their own program.
- ☐ Use education data in the conversation. Many students plan a career without clarity on the need for an advanced degree.

CONVERSATION PROMPTS

DEGREE/CAREER ALIGNMENT

"What degree do those currently doing the job you want have? Did they get there another way?"

GRADUATE SCHOOL

"Do the majority of those in this field hold an advanced degree?"

OFFER DECISION

"Compared with typical outcomes for this role, what does this offer look like in three years, not just this year?"

READY-TO-USE ACTIVITY

Career Reality Check

AUDIENCE

Seniors and graduate school applicants

TIME

30 minutes

DCC TOOLS

Outcomes Module, Search 360, Job Board

CHECK	WHAT I FOUND IN DCC	WHAT IT CHANGES
Typical job titles		
Top employers for this degree/career		
Current average salary: Average 5-year salary:		
Education required		
Skills I still need		

Close with a decision sentence: "Based on this, my first move after graduation is ..."

WHO TO PARTNER WITH

Capstone faculty

Graduate program advisors

Institutional research

Pre-professional advising

The ask: one outcomes assignment in the capstone

Make the Digital Career Counselor impossible to miss

THE CHALLENGE

One launch email reaches the students who read email. Everything else depends on a student remembering the name of a tool they saw once. Adoption stalls not because students refuse, but because they never encounter it again.

THE DCC APPROACH

Aim for repeated, low-effort exposure in the places students already look. The campuses with the strongest engagement put DCC in various places and expanded from there.

TRY THIS: 15 PLACES TO PUT DCC, AUDIT AS YOU GO

PHYSICAL

- ☐ Orientation sessions
- ☐ Advising office signage
- ☐ Career center front desk
- ☐ Residence hall tabling
- ☐ Academic department bulletin boards or screens

DIGITAL

- ☐ LMS course shells
- ☐ Student portal tile
- ☐ Career services website
- ☐ Advising resource pages
- ☐ Digital signage and engagement app

PROGRAMMING

- ☐ First-year seminars
- ☐ Career fairs and workshops
- ☐ Faculty assignments
- ☐ Peer career coaches
- ☐ Student organizations and campus events

CONVERSATION PROMPTS

TO AN OFFICE YOU WANT IN

"You already talk with students about their future. We want to give you one link that makes that conversation easier."

TO PEER COACHES

"What is the first thing you would show a student who says they have no idea what to do?"

TO LEADERSHIP

"Here are the touchpoints already covered and the three that are not. Which do you want us to add this term?"

READY-TO-USE ACTIVITY

The 60-Minute Placement Audit

AUDIENCE

Your implementation team, not students

TIME

60 minutes, once per semester

OUTPUT

Three named owners and three dates

RUN OF SHOW

1. Check off the 15 places above that are already done.
2. Circle the three highest-traffic places that are not.
3. Name one owner per place, with a date.
4. Put the three items in your project tracker.

RULE OF THUMB

If a student can complete a semester without encountering DCC twice, you have a placement problem, not an engagement problem.

WHO TO PARTNER WITH

Marketing and communications

IT and portal owners

Housing and student life

Peer coaching program

The ask: one portal tile and one LMS placement. Those two reach more students than any campaign.

For additional information on Student Rollout & Promotion, visit our [Help Center](#).

PART THREE

Worksheets and Launch Kit

Print these. Appendices A through E are for your team. Appendix F is a student handout you can copy into the LMS as written.

APPENDIX A

Campus Champion Worksheet

Complete with your DCC owner. If a line has no name on it, that is your first gap.

Who owns DCC on this campus, by name and title?

Who currently has an account and does not use it?

Which three offices should have access and do not?

Which two courses reach the most students, and who teaches them?

Who is the one person whose endorsement would open doors fastest?

What is in it for that person, in their own terms?

APPENDIX B

Stakeholder Map

One row per office. Status options: using it, has access, needs access, not yet approached.

OFFICE	NAME AND ROLE	STATUS	THEIR REASON TO CARE
Career services			
Academic advising			
Faculty and departments			
First-year experience			
Student success and retention			
Enrollment and admissions			
Institutional research			
Academic leadership			

APPENDIX C

The 30-Day Launch Plan

One month, four moves, two use cases. Do not try to launch everywhere at once.

WEEK 1

Identify champions

Complete Appendices A and B. Confirm who owns DCC. Book one 30-minute conversation with each of the three highest-leverage offices.

OWNER AND DATE

WEEK 2

Train stakeholders

Run one 30-minute session per office using the advisor swap table from Strategy 03. Give every attendee one activity from this playbook and nothing else.

OWNER AND DATE

WEEK 3

Select one or two use cases

Pick the two touchpoints with the largest student volume and the most willing owner. Schedule them into the calendar with a named instructor or advisor.

OWNER AND DATE

WEEK 4

Launch and measure

Run both use cases. Capture two numbers and two student quotes. Send a one-paragraph result to every stakeholder from Appendix B, including the ones who said no.

OWNER AND DATE

APPENDIX D

Faculty and Staff Outreach Talking Points

Not an email template. These are lines for a champion to say in a hallway, a department meeting, or a five-minute agenda slot.

"Your students already ask you what they can do with this major. This answers it with real data on graduates from programs like ours."

"This is not one more thing to learn. It is fifteen minutes of class time and I will give you the assignment already written."

"I am not asking you to do career counseling. I am asking you to show your students what people who studied this actually do."

"Two sections tried it last term. Here is what the students said, and here is what changed in their advising appointments."

"If it does not fit your course, tell me where on campus it should live instead. I would rather place it well than place it everywhere."

THREE THINGS NOT TO SAY

"We just need everyone to log in." · "It only takes a few minutes to learn the platform." · "This is a campus-wide initiative."

APPENDIX E

DCC Conversation Cards

Print two-sided, cut along the card edges, and keep them at the advising desk. Organized by what the student says when they sit down.

"I'm undecided."

USE IN DCC

Personality Assessment, Search 360

ASK

"What are three careers you would be willing to research this month?"

LEAVE WITH

Three saved careers and one elective that tests one of them.

"I don't know what I can do with my major."

USE IN DCC

Outcomes, Search 360 (Career Pathways, Employment)

ASK

"What career did you find that you did not know was connected to your major?"

LEAVE WITH

Two employers to research.

"I didn't get into my program."

USE IN DCC

Outcomes, Search 360

ASK

"What other careers use the strengths that drew you to this field?"

LEAVE WITH

A Plan B with three researched roles, not a consolation prize.

"I need an internship."

USE IN DCC

Outcomes, Search 360, Job Board

ASK

"What are the top five employers of alumni with your degree?"

LEAVE WITH

An employer target list and one application deadline.

My Plan A, B and C

Three possible futures, researched with the same nine questions. Plan A is your preferred path. Plan B is what you would pursue if Plan A does not happen. Plan C is what you would pursue if nothing were standing in your way.

How to use this: open DCC and research all nine fields for each plan before you decide anything. Then write one dated next step per plan. You will present all three.

PLAN A

My preferred path

PLAN B

If Plan A does not happen

PLAN C

If there were no barriers

RESEARCH FIELD	PLAN A	PLAN B	PLAN C
Major			
Career			
Job titles			
Employers			
Skills required			
Education required			
Salary and outcomes			
Experiences needed			
My next step, with a date			

REFLECTION, BEFORE YOU PRESENT

Which plan changed the most once you looked at real data, and why?

What is one thing you found that you had never considered before?

APPENDIX G

Measurement Starter

Two numbers per touchpoint. Report them back to the office that owns the touchpoint, every term, whether the numbers are good or not.

TOUCHPOINT	COUNT THIS	AND THIS	THIS TERM
Orientation	Number of new accounts	Sessions that ran the activity	
First-year seminar	Sections with the assignment in the syllabus	Assignments submitted	
Academic / Career advising	Advisors who used DCC in an appointment	Notes logging a career next step	
Courses	Departments with at least one DCC prompt	Students reached	
Career advising	Plan A, B and C workbooks completed	Students who presented	
Internships	Target lists submitted before appointments	Employers new to your pipeline	
Visibility	Of the 15 placements, how many are live	Referral sources for logins	

WHERE TO START

Pick one strategy, one owner, and one date. Adoption is the accumulation of small placements, not one large launch.

Your Steppingblocks Partner Success team member can help you choose the first two touchpoints, adapt any activity in this playbook to your campus language, and build the data sheets for your departments. Bring your completed Appendix A to that conversation and it will only take a few minutes.