

Steppingblocks

Leveraging Graduate Outcomes Data in Orientation and the First Year

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Steppingblocks: History and Introduction



**We live in a complex world of data,
and we love it.**

We believe in the power of a data-driven, science-based education and are obsessed with perfecting the art of delivering actionable insights, no matter the challenge. We are nerds, educators, and innovators.

Steppingblocks Digital Career Counselor

The screenshot displays the Steppingblocks Digital Career Counselor interface. On the left is a navigation sidebar for user Mary Lopez, with options: Admin Home, Home, Search360°, Tuition, Job Board, Outcomes, Personality, and Log Out. The main content area features search filters for 'Search by Career' and 'Search by Major'. A search for 'Data Analyst' has been performed, resulting in 74,398 matches. Below this, a 'Common Job Skills' section is active, showing a table of top skills for a Data Analyst. The table includes columns for Popularity, Relevance, and Salary, with progress bars for each skill.

	Popularity	Relevance	Salary
Tableau Software	Low	High	High
Data Analysis	Medium	High	High
R	Low	High	High
SQL	Medium	High	High
Sas (Software)	Low	High	High
Python	Low	Low	High
Data Mining	Low	Low	High
Data Visualization	Low	Low	High



Contextualizing the first-year experience: NODA Core Competencies

- Theoretical approaches to student transitions and institutional processes
- Collaborating with units on campus to maximize student success (in the first year and beyond)
- Developing content, curriculum, and sharing resources that aid the student on their journey

Understanding the importance of career exploration: NACE Core Competencies



- Scaling career & self-development resources across campus
- Facilitating career readiness conversations early and often to help students
- Equip students with the tools necessary to gain critical thinking skills and plan for the future

Contextualizing the first-year experience

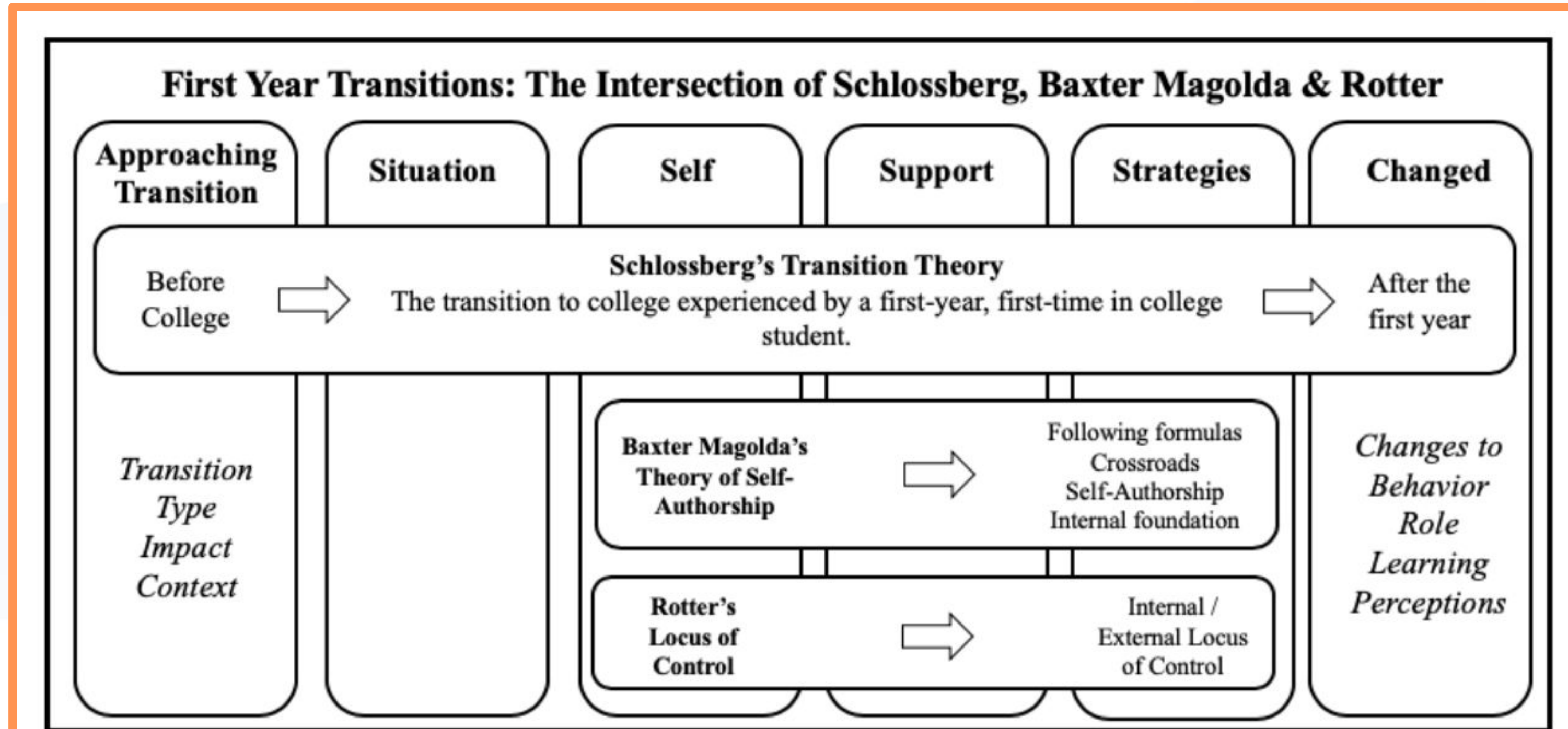


Figure 1: Conceptual Framework Map

Adapted from Schlossberg (1981), Baxter Magolda (2001), and Rotter (1966).

Contextualizing the first-year experience

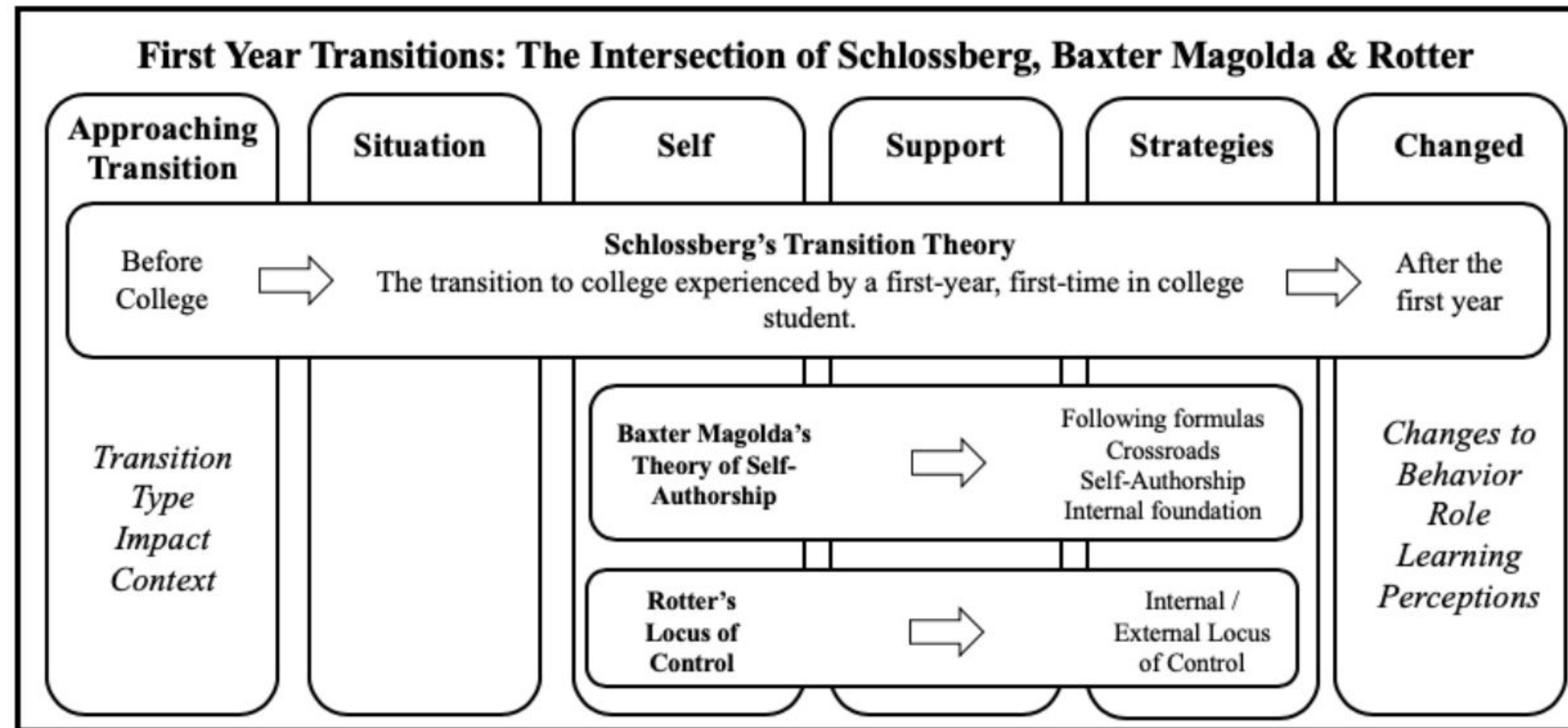


Figure 1: Conceptual Framework Map
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What factors of self, support, and strategies can we develop to assist students?

How can we structure our initiatives and engagements to support self-authorship?

How can we help students find an internal control for their career planning and pathways?

Aiding students through self, support, and strategies



- *Self*: Helping students develop self-authorship, internal locus of control, coping skills, etc.
- *Support*: Providing students with resources, environments, and tools to aid their journey
- *Strategies*: Giving students the necessary toolkit to craft their own path forward

Leveraging Steppingblocks



- Outcomes transparency by sharing the data (major pages or reports)
- Encouraging self-guided career exploration (coursework, online modules, orientation)
- Training student leaders, faculty, and staff to provide resources to students (coaching, training)

Outcomes Transparency: Generating visualizations



Your Degree at Work

WHO HIRES GEORGIA STATE UNIVERSITY ENGLISH MAJORS?

HERE ARE THE TOP FIVE EMPLOYMENT FIELDS OF GSU STUDENTS WITH AN ENGLISH DEGREE.

👉 Select an industry below to explore how English majors flourish

📖 Education

💻 Information Technology

📺 Media

👥 Hospitality

📈 Finance

INDUSTRY

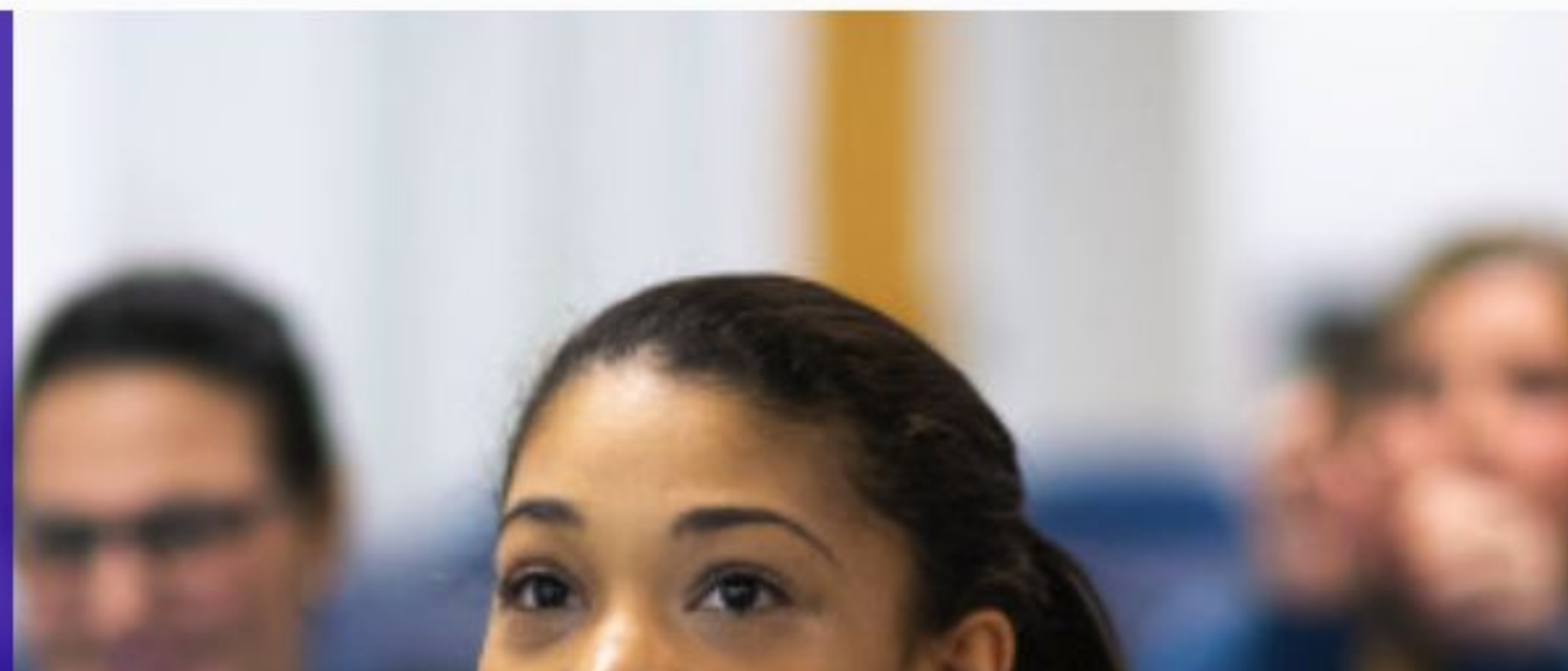
**INFORMATION
TECHNOLOGY**

AVG. SALARY

\$55,861

AVG. YEARS OF EXPERIENCE

9.23



Outcomes Transparency: Generating visualizations



- Craft web pages by major, department, or college to provide foundational information about post-graduate success for your programs
- Generate outcomes reports that can be shared with students and the campus community
- Incorporate these resources into advising, online resources, and courses

Outcomes Transparency: Generating visualizations



Incorporating family into the conversations:

- How are you engaging with the family members of your students?
- How can career outcomes be part of these conversations?

Encouraging Career Exploration



Steppingblocks

EXAMPLE COURSE ASSIGNMENTS

Steppingblocks Assignment #1

Login to Steppingblocks using your university single sign on information. Click on the Search360 tool on the left-hand navigation bar. Under "Search by Career" type in the name of an occupation you are interested in achieving in the future and choose one of the Job Titles provided. For the job title you chose, click on the "Career Paths" tab. Choose three different career paths and analyze the career progression. Answer the following questions:

1. What did you learn about the career paths of these individuals?
2. Would you say that their career paths were logical and linear, or did they have an indirect path?
3. What might be your first step in achieving a similar career path?

Steppingblocks Assignment #2

Login to Steppingblocks using your university single sign on information. Click on the Outcomes tool on the left-hand navigation bar. In the Outcomes tool, first start by selecting a major from the first column of the tool. Use the Outcomes tools to answer the following questions:

1. What is the average 5-year salary for the major that you chose?
2. What are the top three companies that hired our graduates in this major?
3. What are the top three skills that our graduates in this major report having?
4. What skills would you like to focus on in order to achieve a job in this major?

Encouraging Career Exploration



- Provide students with information and guidance so they can explore the future on their own
- Strengthen the culture around the major-to-career alignment throughout student services
- Scale infrastructure and communications to remind students of the importance of career exploration

Encouraging Career Exploration



The three questions each Student Affairs Professional should ask:

- What is your major?
- When are you going to graduate?
- What are you going to do after graduation?

Adding a fourth question: What can you do over the next X years to ensure your success after graduation?

Training the Campus Community



The Ultimate Faculty Training Guide

The screenshot shows a web browser window with the following elements:

- Browser tabs: "Steppingblocks" and "The Ultimate Steppingblo..."
- Address bar: `resources.steppingblocks.com/hubs/Website%20Assets/Sales%20Asset%20Library/Trn%20Ultimate%20Steppingblocks%20Faculty%20Guide.pdf`
- Video player title: **ARE NONLINEAR PATHS THE NORM?**
- Video player subtitle: "Everyone's journey is unique, and not always linear. Most of us end up working in fields we never expected to be in."
- Video player content: A dark scene with several round-bottom flasks on a lab bench. The faces of several people are visible through the glass of the flasks.
- Video player controls: A circular inset in the bottom-left corner shows a woman with blonde hair and glasses speaking.

Training the Campus Community



- Provide student leaders (peer mentor, orientation leaders, etc.) with the tools and resources to help students leverage Digital Career Counselor
- Train academic advisors and student affairs leaders to be familiar with resources as well as foster a greater emphasis on career development
- Collaborate with your faculty to encourage open communications around post-graduate success

Contextualizing the first-year experience

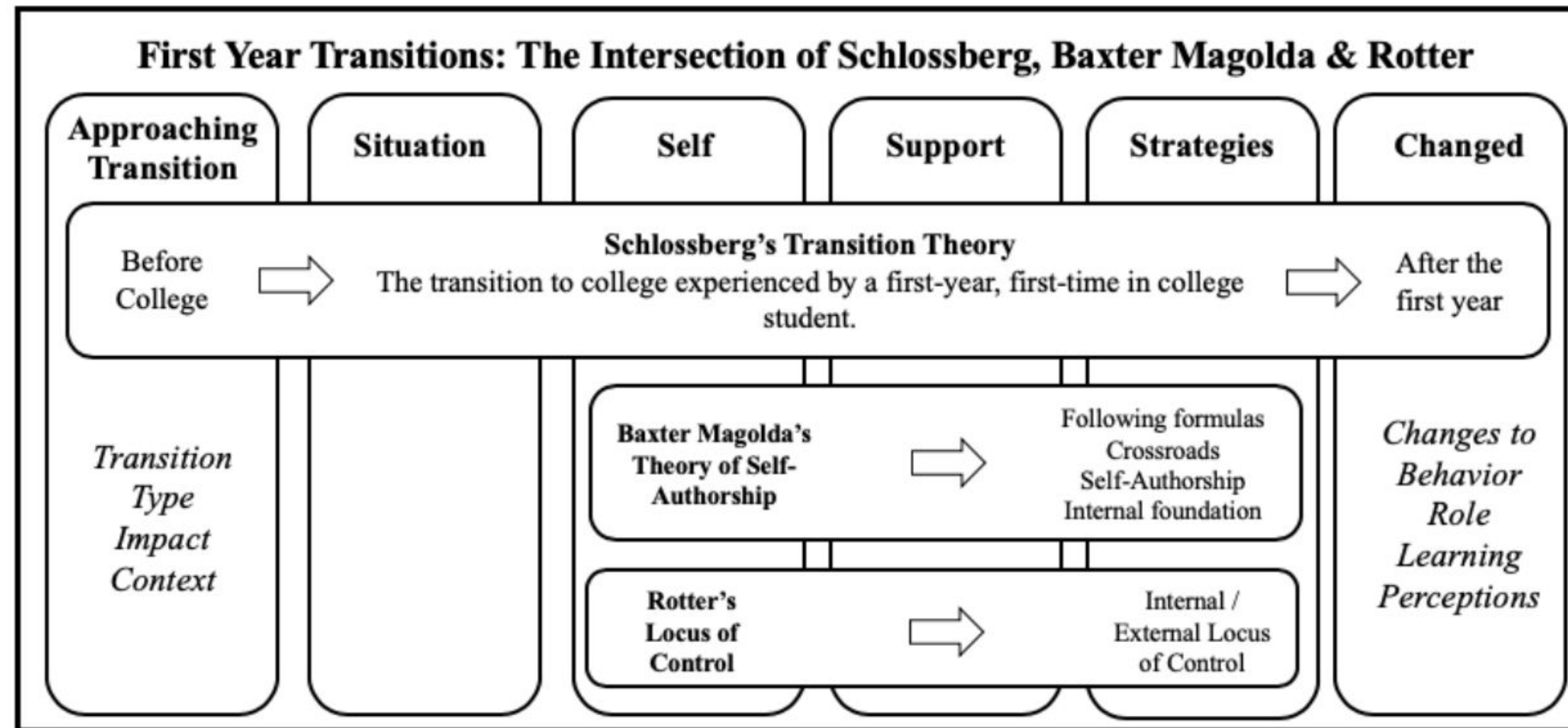


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Steppingblocks is here to help!



- Visit our [help center](#) for resources
- Review our [campus launch kit](#) to help you scale your outreach efforts
- Share [our](#) content directly with your students
- Reach out to us for help with training, onboarding, or to generate content

Thank You!



- A recording of this DataU Live will be available and sent to participants. Feel free to share with colleagues.
- For additional questions or information please feel free to reach out to your Steppingblocks contact or Jacob Bonne Jacob@steppingblocks.com.