

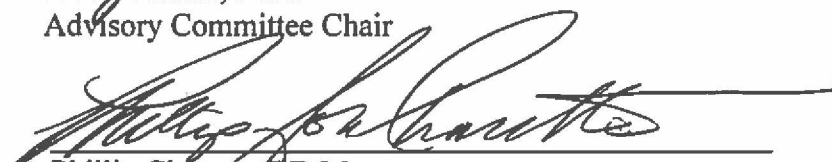
My Major Discovery Online Guide: A Retention Based Advising Tool Promoting Access and
Awareness of Resources Supporting UAA Prospective and Current Rural and Alaska Native
Students' Journey to Select a Major

By

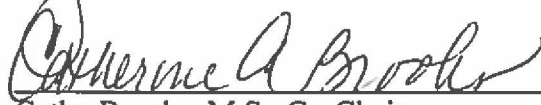
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4/19/2014
Date

My Major Discovery Online Guide: A Retention Based Advising Tool Promoting Access and
Awareness of Resources Supporting UAA Prospective and Current Rural and Alaska Native
Students' Journey to Select a Major

A
PROJECT

Presented to the
Faculty of the University of Alaska Fairbanks

in Partial Fulfillment of the Requirements
for the Degree of

MASTER OF ARTS

By

Joanne von Pronay, M.A.

Fairbanks, AK

May 2016

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My Major Discovery Online Guide: A Retention Based Advising Tool Promoting Access and Awareness of Resources Supporting UAA Prospective and Current Rural and Alaska Native Students' Journey to Select a Major

Over the past 25 years, there have been significant strides made by Alaska Native and American Indian students resulting in an increase of university enrollment and conferred degrees. Despite these gains, there are disparities between Alaska Native/American Indians and other racial and ethnic groups pertaining to key educational performance indicators. (National Center for Education Statistics). Unfortunately, degrees (Associate, Bachelor, Masters, First Professional, Doctoral) awarded to Alaska Native and American Indians between the years of 1998-1999 as well as 2008-2009 were reported as being lower than all U.S. citizens existing in other ethnic groups (National Center for Education Statistics). These trends are also apparent on a local level at the University of Alaska Anchorage where data reflects lower degree conferment rates for Alaska Native and American Indians compared to the overall student population.

Lack of student retention resulting in lower degree completion rates have wider implications impacting Alaska Native/American Indians' social and economic outcomes. For example, the benefits associated with higher education for all citizens promotes an individuals' ability to obtain higher pay and better employment opportunities. Statistics collected in 2007 reported that 12% of American Indian/Alaska Natives who were 16 years or older were unemployed and unemployment rates for these individuals ranked higher than for most other ethnicities (National Center for Education Statistics). Native leaders are aware of the importance and impact of higher education on the overall success of their communities. In fact, the National Congress of American Indians emphasize that "higher levels of education drive personal advancement, thereby improving social welfare and empowering communities-essential elements

for maintaining tribes' cultural vitality and protecting and advancing sovereignty" (National Congress of American Indians 2).

Understanding the factors supporting Alaska Native and rural students' retention within university settings is integral to promoting degree completion and in turn helping students meet their personal, career and community goals. For example, environments establishing opportunities to support cultural expression and maintain cultural identity have been shown to promote Native student retention (Guillory 15). Another key factor influencing Native American student success includes clear educational goals and personal motivation (Akweks, Bill, Seppanen, and Smith 12). Students' prolonged indecision pertaining to the selection of a major can contribute to their choice to leave the university prematurely which is evident for all student populations. In fact, Wycoff indicates that possibly the strongest factor associated with degree completion is students' commitment to educational and career goals (qtd. in Cueso). Furthermore, 30 years of retention research suggest that undecided students are attrition-prone (Gordon 45).

Rural and Alaska Native students face additional barriers that include a lack of awareness and access to tools, resources and guidance to assist them with making these important academic and career choices integral to their individual and communities' future. A critical question to investigate further is what initiative could promote awareness and access to resources supporting rural and Alaska Natives' discovery of a major? This question has been addressed through my Masters of Arts in Rural Development project entitled: "My Major Discovery Online Guide: A Retention Based Advising Tool Promoting Access and Awareness of Resources Supporting UAA Prospective and Current Rural and Alaska Native Students' Journey to Select a Major."

Personal Motivation

My personal motivation to develop the My Major Discovery Online Guide was influenced by the following factors: personal experiences and awareness of the challenges connected with selecting a major as a new college student; observing UAA rural and Alaska Native students' successes and barriers associated with making a decision about a program of study; awareness of retention research supporting the need to support students' educational and career decision-making; UAA Alaska Native and American Indian degree persistence data; and inspiration to promote rural and Alaska Native student success. My inspiration was based on having the privilege to guide rural and Alaska Native students' academic decisions through hearing their life stories and acknowledging the challenges, values and talents supporting the achievement of their life goals, educational and career aspirations.

Project Description

Project Goal & Benefits

My project consists of creating a retention based advising tool called the My Major Discovery Online Guide designed to promote access and awareness of resources to support UAA prospective and current rural and Alaska Native Students' journey to select a major. A substantial aspect of the project included collaborating with various Native program professionals to develop culturally relevant strategies to promote access and awareness of the online guide to students, high schools, employers and the community. The online guide can be found at: <https://www.uaa.alaska.edu/my-major-discovery/>. However, it should be noted that I am currently not working at the University of Alaska Anchorage and the guide is being maintained and updated by others. A letter of permission from UAA allowing me to use the online guide (website) as my M.A. project is included as Appendix A in this document.

The benefits of the project include: supporting students in selecting a compatible major; providing campus and community professionals a tool to guide students' major exploration and decision-making; promoting pathways to engagement with a supportive network of professionals (e.g., advisors, faculty, staff and the community) who can assist students with major and career exploration; and developing prospects to build partnerships between the office of Academic Advising & Career Development and UAA Native programs to support rural and Alaska Native students' selection of a major in culturally relevant ways.

Project Alignment with Alaska Native Student Success Factors & My Major Discovery Student Learning Outcomes

The online guide runs in parallel with UAA's My Major Discovery program student learning outcomes. Those outcomes include: identifying and accessing academic advisors who are uniquely trained and qualified to guide students in their major and/or career exploration and commitment processes; understanding and applying the My Major Discovery Steps to selecting an academic program; utilizing major and/or career exploration tools and resources to develop self-awareness of interests, abilities and values; identifying strategies to investigate majors and careers that align with personal interests, abilities, values and life goals; applying effective decision-making approaches relevant to the selection of a compatible major; completing the major declaration paperwork process.

The My Major Discovery Online Guide also aligns with research supporting Alaska Native and rural student success factors. The online guide supports those elements through providing access to: culturally sensitive academic and career advising; experiential career exploration opportunities; connections with academic advisors, faculty and employers; encouragement to engage with family and mentors regarding self-exploration; self-assessment

and decision-making activities that support personal motivation, values, strengths, accomplishments and aspirations; information pertaining to the connections between majors, careers, earnings and other pertinent occupational information; co-curricular activities promoting self-exploration, indigenous leadership and community engagement (e.g. Alaska Native Oratory Society, Native Student Council); and events promoting major and career exploration (e.g. Alaska Native Career and Internship Fair).

Methods & Evolution of Project

The methods and evolution of the project were based on extensive research, experience, observation and collaboration resulting in a four phase process. Phase one of the project included: identifying rural and Alaska Native students' retention and decision-making success factors; elements contributing to student persistence; and an investigation of current UAA tools supporting major declaration. The M.A. Rural Development courses in Management Strategies for Rural Development RD 651 and Community Research RD 650 opened the door to begin the research process and contribute to the vision for my project. The examination resulted in a collection of statistics and research substantiating the critical need to promote access and awareness of resources to support rural and Alaska Native students' discovery of a major.

Phase two of the project targeted: gaining permission to develop the tool; creating the content and completing the guide; and launching the initiative. The Director of Advising and Testing provided permission to utilize UAA resources to create the guide and use for my graduate project. The Director of Alaska Native Studies was very reassuring of the project and acknowledged the benefits to developing an online guide that could support rural and Alaska Native students' journey to select a major. A great deal of time was spent reviewing national websites to ensure the guide would be student friendly, developmental, simple, understandable

and helpful. In addition, measures were taken to include culturally sensitive elements within the guide to support rural and Alaska Native students as well as the general populations' exploration and selection of a major. The online guide was completed in Fall of 2013 and a campaign was spearheaded to promote awareness of a new program called My Major Discovery and launch the online guide. Special launch invitations were sent out to my MA Rural Development graduate committee, the UAA Director of Alaska Native Studies, Native program partners and university-wide student support staff employed with the University of Alaska Anchorage. The Launch resulted in two events and included a creative introduction to the online guide; faculty telling their amazing major and career discovery stories; and students asking questions about the guide as well as how to select a major. Seventy staff and students attended both events and the Vice Chancellor of Student Affairs congratulated our team's success of the launch.

Phase three of the project focused on promoting access and awareness of the online guide to current and prospective Alaska Native and rural students, Native program professionals and Native communities. A collaboration between UAA's Native Student Services, Rural Transition Outreach Specialist and I, kicked off the first event to promote the online guide and foster an understanding of how to select a major and access important exploration resources and guidance. Students were then provided an opportunity to engage with an Alaska Native student panel of role models who successfully selected their major and could share their connections to village life. In addition, the above Native program members and I submitted a proposal titled "Self-Pride, Native Pride, and College Pride: Sharing Education Success Stories" to gain acceptance to present at the AFN's Youth & Elders Conference and introduce the My Major Discovery Online Guide to a wider audience. This workshop was designed to inspire middle and high school students to engage in opportunities that would support their journey to explore educational and

career pathways prior to graduation while maintaining traditional value systems and their cultural heritage. The outcome of the submitted proposal resulted in our presentation and another university's presentation being accepted under the conditions that we merge both workshops. Our group felt there would not have been an effective way to fuse both workshops together and continue to uphold the strength of our important message to the youth, so we chose not to combine presentations.

The online guide was also introduced to students, employers and organizations at Rural and Alaska Native Internship and Scholarship Fairs. A presentation at the fair was provided to participating Native corporations and organizations resulting in a recommendation and eventual mailing of information packets to 297 high school principals introducing My Major Discovery and key contacts of rural and Alaska Native program student support staff. In addition, one of the Native program members offered to distribute My Major Discovery literature to nine rural villages in Southeast Alaska. The online guide was also introduced to the Alaska Federations of Natives conference attendees, UAA Creating Success in College (GUID A150) classrooms, UAA high school Preview Days, UAA Native programs, Anchorage College & Career Fairs and Educational Talent Search presentations and events.

The fourth and final phase of the project included assessment, feedback and addressing recommendations. A survey was created to target areas aligning with: access and awareness to programming that supports rural and Alaska Native students' selection of a major; recommendations to improve the guide; training or resource ideas to support professionals using the tool; cultural sensitivity feedback; and technical issues with the guide. Survey questions were accepted and distributed to the Native programs group. The responses resulted in a small sample size, however the feedback was valuable and contributed to supporting the project. The input

gained from the survey included: presenting My Major Discovery workshops and presentations to various Native program groups, classrooms, and bridging programs as well as strengthening the outreach campaign to high school counselors. Other ideas for improvement were also offered to better support students' cultural identity. A memo supported by UAA's Office of Academic Advising and Career Development was submitted to the Native programs group that provided some ideas for preliminary actions supporting the survey feedback. Some of those actions included: outreach to WWAMI Della Keats and ANSEP summer bridging programs to provide My Major Discovery presentations; providing My Major Discovery and Career Development Workshops to Alaska Native Programs; infusing examples that support diversity in the My Major Discovery Interest Exploratory Chart; outreach to Alaska high school counselors through an email to promote Alaska Native support programs and My Major Discovery; and encouraging referrals from Alaska Native and rural students to provide their major discovery stories for purposes of posting to the online guide in order to inspire other Native students' academic decision-making.

Challenges & Lessons Learned

The project has been an extremely beneficial learning experience that also involved some challenges. The obstacle associated with the project included the inability to fully incorporate content in the online guide to better support rural and Alaska Natives' cultural identity. This issue resulted from the need to create a guide that would serve all students at the University of Alaska Anchorage thereby limiting the liability of marginalizing or showing preference to any one group of students' specific needs. One of the main lessons learned was developing an understanding of the critical need to partner with Native program professionals in delivering initiatives that promote access and awareness of the My Major Discovery Online Guide in

culturally relevant ways to students. The knowledge that was shared by my Alaska Native partners and relevant research helped me understand the importance of infusing content within the guide that supports the values of our Alaska Native students as well as promoting a network of native program and community professionals available to help students make compatible academic and career choices.

Future Possibilities

As discussed, there are important culturally relevant elements to consider when developing tools supporting rural and Alaska Native students' journey to select a major and explore careers. It has been established that it was challenging to fully incorporate culturally relevant aspects of the My Major Discovery Online Guide that specifically targeted rural and Alaska Native students' academic and career decision-making needs. One important area to consider expanding upon, relates to implementing a way that helps Alaska Native students translate the value, commonality, applicability and transferability of their traditional education and skills in relation to their alignment with western academic disciplines and career opportunities in both rural and non-rural work environments. One purpose of the above initiative would aim to assist Native students in navigating their transition to the western higher education system and the world of work more successfully while maintaining their cultural identity. Another goal of the initiative includes providing a more targeted and culturally specific resource supporting rural and Alaska Native students' major and career discovery through promoting their sense of belonging, self-efficacy, confidence and cultural identity.

The vehicle to support this strategy would entail building a website that would illustrate a visually appealing conceptual framework reflecting the following: the commonality between traditional education and academic disciplines as well as both system's associated skills; the

relationship supporting how the commonality between knowledge and skills for both traditional and western worldviews provide opportunities to gain attributes and skills employers seek; the broad connection linking skills and attributes gained from the university and traditional education to national career clusters in order to reflect the relevance of a college education and various pathways to the world of work; and examples of occupations aligned with the career clusters that link to information which promotes career awareness. In addition, the website would identify and reflect examples of occupations available in the rural communities as well as high demand job areas and or employment significant to the corporations or tribes. One of the web pages would also include pathways to Alaska Native corporation's employment, education and training opportunities. A male and female role model who successfully navigated through the western educational system and workforce would be featured on the main web page to provide the opportunity for students to read about each of the graduates' stories of success in their endeavors to select a major and career.

My future projected plan includes personally leading the development of the initiative and website through pursuing financial backing from interested Alaska Native entities. The proposal would include recruiting Alaska Native partners and a UAF student to support and contribute to the initiative and possibly serve on a committee to ensure cultural relevance, usefulness and awareness of the website to state of Alaska users. The website would also be available through a well-known and respected Alaska Native organization that could provide access to all Alaska Native secondary as well as post-secondary prospective and current students. Access to this information would be available through various channels such as K-12 schools, universities and other relevant institutions. The plan would include sharing the link on the

resources page of the My Major Discovery Online Guide in order to better support UAA Alaska Native and rural students' quest to select a major and explore careers.

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my MAJOR DISCOVERY

Your Guide to Selecting a Major

[Collapse All](#) [Expand All](#)

My Major Discovery

[Exploratory Major \(FAQs\)](#)

[Steps in Selecting a Major](#)

[Self-Assessment Surveys](#)

[Introduction to Career Exploration Course](#)

[Events](#)

[Web Resources](#)

[Feedback](#)

Do you know what your future holds?



Deciding on a major is a critical step for staying on track, meeting your dreams and achieving your future career goals. You will find all the tools, services, and guidance at UAA's Advising and Testing Center to help navigate your journey in discovering a major that's right for you.

Did You Know?

It is common for many students entering college to be unsure about their major. Investing the time to explore yourself and the various academic options will be advantageous in helping you make the right decision which is essential to staying on track to graduation.

Students can choose exploratory/undeclared as their major and meet with an assigned Senior Professional Academic Advisor for guidance in choosing a major.

Keep in Mind...

Most majors could lead to many career fields and of course there are some careers which require specific training (e.g., engineering, nursing).

Remember, all majors prepare students with required skills and qualities wanted by employers such as:

- oral & written communication skills
- teamwork
- critical thinking
- problem solving skills
- ability to analyze
- research and organization skills

Begin Your Amazing Story Today... The Adventure Starts Here at UAA:

Complete

The My Major Discovery Needs Inventory to take the first step in selecting a major!

Contact

An Academic Advisor for Exploratory-Undeclared Majors at 907.736.6620 to review your needs inventory and guide you in selecting a major.

Access

The steps to selecting a major to help you navigate your way.

Enroll

In a COUN A131: Introduction to Career Exploration Course to learn how to choose a major and explore careers.

my MAJOR DISCOVERY

Needs Inventory

The purpose of this inventory is to identify the assistance you may need in selecting a major. Please answer all of the questions in regard to what you believe about yourself today. Contact the Advising and Testing Center at 907.786.4500 to schedule a meeting with a senior professional academic advisor to guide you in choosing a major with the best fit!

About You

Name _____ Student ID _____
 Preferred e-Mail _____ Phone _____

What is your current major? (Check one)

- ☐ Bachelor of Arts: Exploratory/Undeclared ☐ Associate of Arts: General Program
☐ Other: _____

Please identify your class standing. (Check one)

- ☐ First Year/Freshman (0-29 credits) ☐ Second Year/Sophomore (30-59 credits)
☐ Third Year/Junior (60-89 credits) ☐ Fourth Year/Senior (90+ credits)

How decided are you about a major? (Check one)

- ☐ I am completely undecided.
☐ I have several ideas but cannot decide on one.
☐ I am completely decided.

What may motivate you the most to select a certain major? (Check one)

- ☐ Your interests, values, abilities & personality ☐ Outside pressures from family & friends
☐ Good Job market ☐ High paying careers
☐ Other (please specify) _____

Please reflect upon the following. I am aware of my:

INTERESTS (Activities that you enjoy or topics you like to discuss, learn, or read about, e.g., hobbies, school subjects, social organizations or clubs etc.) ☐ Yes ☐ No ☐ Somewhat

VALUES (Important factors in your life, e.g., high salary, helping others, creativity) ☐ Yes ☐ No ☐ Somewhat

PERSONALITY TRAITS (Personality preferences e.g., social independent, spontaneous, organized, logical or sensitive etc.) ☐ Yes ☐ No ☐ Somewhat

STRENGTHS, SKILLS & ABILITIES (Talents, or subjects and activities you learn easily and do well in or find challenging) ☐ Yes ☐ No ☐ Somewhat

What kind of help would benefit you most in deciding on a major or career? (Check all that apply)

- ☐ Academic & career advising geared to helping you choose a major & explore careers
- ☐ An "Introduction to Career Exploration" course or "My Major Discovery" workshop
- ☐ An online guide to provide you with the steps and resources to help you select a major
- ☐ Self-exploratory assessments (e.g., Career Cluster Surveys, Strong Interest Inventory) to assist with identifying careers and majors of interest
- ☐ Online resources to explore and analyze occupational information (e.g., Alaska Career Information System, "What Can I Do with This Major," ONET)
- ☐ An Introductory course in a major or field of interest
- ☐ Meeting with an academic department (faculty member, department advisor) to explore a field of study
- ☐ An Information interview with a professional working in the career of interest
- ☐ A Career or job fair to collect information on various employment and career opportunities
- ☐ Experience in a field of interest through job shadowing, an internship, or volunteering, etc.
- ☐ Other: (Please specify) _____

What major/career fields would you like to explore further? (Please check no more than 3 areas)

- | | |
|--|---|
| <input type="checkbox"/> Arts, Audio-Video Technology & Communications | <input type="checkbox"/> Human Services |
| <input type="checkbox"/> Architecture & Construction | <input type="checkbox"/> Information Technology |
| <input type="checkbox"/> Business, Management & Administration | <input type="checkbox"/> Law, Government, & Public Safety |
| <input type="checkbox"/> Education & Training | <input type="checkbox"/> Natural Resources & Environmental Sciences |
| <input type="checkbox"/> Health Sciences | <input type="checkbox"/> Science, Mathematics, Engineering & Research |
| <input type="checkbox"/> Hospitality & Tourism | <input type="checkbox"/> Transportation, Distribution & Logistics |
| | <input type="checkbox"/> Other: _____ |

Additional Comments:

Official Office Use: Advisor Inventory Review

Circle One: "O"-Orientation, "A"-Appointment,

"G"- GUID150

Advisor _____ Date _____

Advisor _____ Date _____

my MAJOR DISCOVERY

Academic Advisors for Exploratory Majors

[Collapse All](#) [Expand All](#)

[My Major Discovery](#)

[Exploratory Major FAQs](#)

Exploratory Major Academic Advisors

[Steps to Selecting a
Major](#)

[Self-Assessment
Surveys](#)

[Introduction to Career
Exploration Course](#)

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Academic Advisors for Exploratory/Undeclared Majors

Rocky DeGarmo

Advisor for Students with A-D Last Names

Office: University Center 112

Phone: [\(907\) 786-4500](tel:(907)786-4500)

Email: wrdegarmo@uas.alaska.edu

Meredith McIntire

Advisor for Students with E-K Last Names

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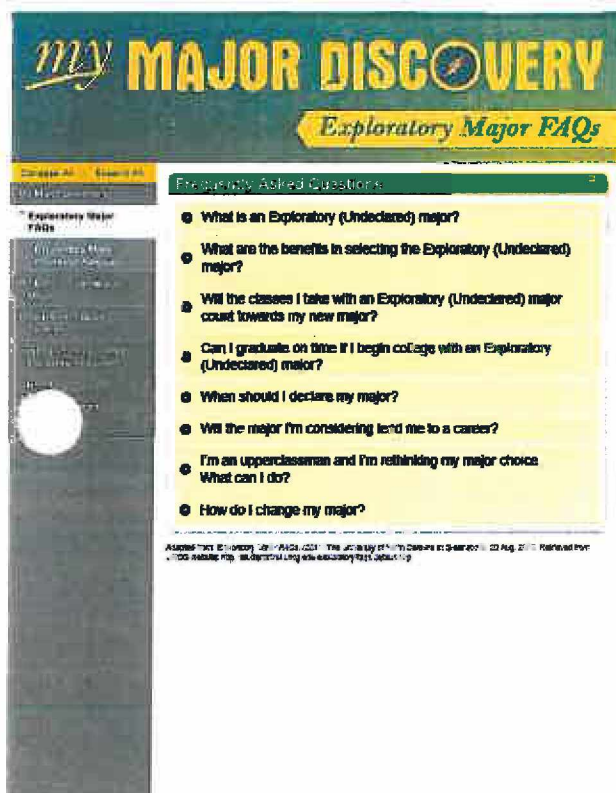
Kristin Bogue

Advisor for Students with S-Z Last Names

Office: University Center 112

Phone: [\(907\) 786-4500](tel:(907)786-4500)

Email: kmbogue@uas.alaska.edu



1 What is an Exploratory (Undeclared) major?

At UAA, undeclared students are recommended to select exploratory/undeclared as their major. It is a temporary major declare, an status which provides the opportunity to explore who you are, investigate academic programs, and examine the link between majors and careers with the support of a Senior Professional Adviser who has the experience in helping you choose the right major.

Note: It is not required to have a specific declared major to obtain federal financial aid.

2 What are the benefits in selecting the Exploratory (Undeclared) major?

- You will receive guidance and resources from skilled academic advisors who specialize in helping you select a major and explore careers.
- The selection of your major will be an informed decision based on your interests, values, personality, strengths and abilities.
- It is unlikely you will experience the frustration of frequently changing your major.
- You will learn the process of effective decision making which will also help you in other areas of your life.
- You will be encouraged to make connections to departmental advisors, faculty, internships, volunteering, and leadership opportunities to assist you in the exploration process.

3 Will the classes I take with an Exploratory (Undeclared) major count towards my new major?

Yes, UAA requires all undergraduate students to meet General Education Requirements (GERs) with any course designed to provide students with the foundation: critical thinking, writing, and various necessary to be critical and creative thinkers, effective oral/written communication, effective communication and collaborative and engaged global citizens.

We recommend students with Exploratory (Undeclared) majors enroll in GER courses as a way to "test drive" majors of interest to them. Often, courses that students take to meet GERs also fulfill requirements in certain majors.

4 Can I graduate on time if I begin college with an Exploratory (Undeclared) major?

Yes, it is possible to complete degree requirements in four years when partnering with your Senior Professional Adviser to Advise for Exploratory (Undeclared) majors to carefully select courses. Keep in mind, the time it takes you to complete your degree also depends on when you declare, what you declare and how much time and effort you put forth in selecting the right major.

5 When should I declare my major?

Each student is unique and explores their interests in different ways and within a timeframe that reflects their individual needs and responsibilities. UAA wants you to declare a major at a pace that is right for you. However, in order to promote timely degree completion, we encourage you to choose your major by the time you reach 45 credit hours for a bachelor's degree. Keep in mind, Associate degrees will require you to choose more quickly a new you typically only need 18 credit hours at UAA before launching into your major requirements.

It is also important to note, UAA's Financial Aid Office enforces maximum time limits for students to complete their degree and receive certain types of aid. Working with your academic advisor for exploratory/undeclared majors will help you stay on track.

6 Will the major I'm considering lead me to a career?

It is important to recognize that all majors prepare students with required skills and experiences that are valued by employers such as oral & written communication skills, teamwork, critical thinking, and the ability to problem solve, analyze, research and organize information.

Of course there are some careers which require specific educational training such as fields in engineering, nursing, UAA's Career Services Center, faculty & advisors are excellent resources that can help you clarify your career path for your desired degree.

7 I'm an upperclassman and I'm rethinking my major choice. What can I do?

Although changing your major later in your college career can be challenging, it is not impossible. It is important to acknowledge that your choice of a major should interest you and keep you engaged. Exploring your interests further is a great first step if you are in a career position. However, changing your major in your junior or senior year can delay your graduation and have added costs associated with it, such as additional semesters and living costs as well as financial aid implications.

Depending on how close to graduation you are, perhaps feasible or not might be to complete your current degree and declare your interests through a minor, a second undergraduate degree, or in a master's program. Our Academic Advisors are happy to meet with you to discuss these options.

8 How do I change my major?

Meet with a departmental academic advisor of your chosen major to make sure you meet program admission requirements and to clarify the process and paperwork required in declaring your major. Students wishing to change their degree from Baccalaureate to Associate, Baccalaureate to Baccalaureate or Associate to Associate, will use a **change of major form** to declare their request. When submitting a change of major form, complete the part of the form and submit it to the assessment advisor of your chosen major to ensure required departmental completion of part 2 of form. In most cases, the department will submit the authorized form to enrollment services on behalf of the student for processing however enrollment should gain clarification of submission process. Students wishing to change from an Associate to Baccalaureate degree must **submit for admission**. Be aware that changes to degree level may mean **tuition** at.

my MAJOR DISCOVERY

Steps to Selecting a Major

[Collapse All](#) [Expand All](#)

[My Major Discovery](#)

[Exploratory Major Map](#)

Steps to Selecting a Major

[Step One: Explore Self](#)

[Step Two: Investigate Options](#)

[Step Three: Make a Decision](#)

[Step Four: Take Action](#)

[Self Assessment Surveys](#)

[Web Resources](#)

[Feedback](#)

1. Explore Self



Begin understanding who you are in order to identify a suitable major by assessing your:

- Interests
- Values
- Personality Traits
- Strengths, Skills & Abilities
- Dreams, Realities & Experiences

2. Investigate Options



Gain valuable information from faculty, advisors, employers, internships & online resources in order to:

- Explore majors of interest
- Examine major and career relationships
- Investigate careers

3. Make a Decision



Learn to make an effective decision in helping you choose a compatible major through discovering how to:

- Overcome decision-making hurdles
- Synthesize your self-knowledge & research
- Analyze & prioritize your alternatives

4. Take Action



Move forward with your Major Discovery:

- Complete a change of major form
- Meet with your new academic advisor
- Develop & execute an academic plan
- Reflect on the outcome of your decision

Ready to get started?

[Step 1: Explore Self](#)

my MAJOR DISCOVERY

Step 1: Explore Self

[Collapse All](#) [Expand All](#)

[My Major Discovery](#)

[EXPLORE Major PAGE](#)

[Select Self-Reflection
Major](#)

Step One: Explore Self

[Select Your Interest
Inventory](#)

[Select Your Personality
Inventory](#)

[Select Your Reflection](#)

[Self-Assessment
Surveys](#)

[Web Resources](#)

[Contact Us](#)



Let's get started on this important journey! Take the time and effort to learn more about yourself through accessing the below resources to begin the process of identifying a major.

Meet with your Academic Advisor for Exploratory Majors

- Learn about the process of choosing a major
- Select the best ways for you to explore who you are
- Review your self-assessment survey results
- Discuss what may motivate you to select a certain major such as:
 - Your interests, abilities, values or personality traits
 - Outside pressures from family & friends
 - The job market
 - High paying careers

Speak with Family, Friends or Mentors

Seek out insight on your interests, talents, strengths and aspirations to help you explore and learn more about yourself.

Take Self-Assessment Surveys

- Complete Self Exploration Charts to identify & record your personal discoveries.
- Explore & understand who you are. Check out the following surveys:
 - Strong Interest Inventory
 - Career Exploration Inventory
 - Values Clarification Grid

Engage in Co- Curricular

Activities
Discover your passions, interests, & abilities.

- [Athletics](#)
- [Campus Clubs & Organizations](#)
- [Service Learning](#)
- [Student Leadership](#)
- [Study Abroad](#)
- [Undergraduate Research](#)
- [University Honors College](#)

Complete the Self-Reflection Summary

Access your Self-Exploration Charts and survey results to complete the **Self Reflection Summary** by recording the factors which are most important to you in choosing a major. Also, identify majors and careers you would like to further investigate.

[Steps to Selecting a Major](#)

[Step 2: Investigate Options](#)

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Step 2: Investigate Options

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My Major Discovery
 Step 1: Explore Self
 Step 2: Investigate Options
 Step 3: Make a Decision

Step Two: Investigate Options

My Major Discovery
 Step 1: Explore Self
 Step 2: Investigate Options
 Step 3: Make a Decision



Awesome! Now that you have identified your personal attributes as well as some possible majors and careers, you will want to investigate your options in more depth and take a closer look at the possibilities.

Explore Majors

- **ACCESS** UAA's [majors & degree types](#)
- **REVIEW** the [Quick Guide to Choosing a Major](#)
- **ACCESS** the [course catalog](#) to view undergraduate program degree requirements and course descriptions
- **LINK** into [DegreeWorks](#) to find out how your current credits align with majors of interest
- **REGISTER** for an introductory course in a major or a field of interest
- **MEET** with department faculty & academic advisors
 Complete the [Major Investigation Form](#) to seek information about a major you are considering and reflect upon whether it is an option you would like to strongly consider.

Examine Major & Career Relationships

- **DISCOVER** how majors can prepare you for many different careers
 - [What Can I Do With This Major?](#)
 - [CollegeBoard Major & Career Search](#)
- **SPEAK** to faculty to explore careers which are supported by your major of interest
- **ACCESS** [Career Connections](#)
 - View how UAA majors relate to various career clusters
 - Ask your advisor about Career Cluster Guidebooks
- **VIEW** [National Career Cluster information](#)
 Identify occupations related to career pathways of interest
- **DISCOVER** the workplace value of your [liberal arts degree](#)
- **FAMILIARIZE** yourself with relevant [terminology](#) useful in understanding degrees, majors, and the world of work

Investigate Careers

- **VISIT** UAA's [Career Services Center](#)
 - Check out: [internship](#), [job shadowing](#), [volunteer](#), [leadership](#) & [international opportunities](#)
 - Find out the [top attributes employers seek](#)
- **FILL OUT** an [Occupational Research Form](#)
 Investigate important occupational factors such as wages, employment outlooks, educational requirements. Click [here](#) to access website resources.
- **CONDUCT** an [information interview](#) and gain realistic information from a professional working in a career field of interest.
- **ATTEND** UAA Career Fairs or the [Alaska Department of Labor Job Fairs](#).
- **JOIN & PARTICIPATE** in [professional associations](#).
 Access the above link and select the major of interest. Scroll to the bottom of the page to view the professional associations which can provide you with the latest developments in the career field and networking possibilities.

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Step 3: Make a Decision

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▣ Steps to Selecting a Major

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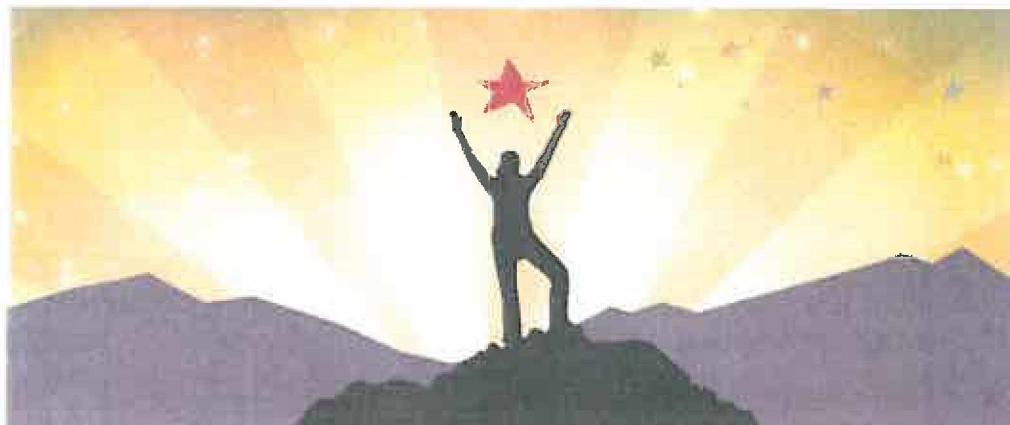
Step Three: Make a Decision

Step Four: Take Action

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Great job! You have traveled far. It's time to narrow down your options, prioritize your alternatives and make a decision about your major. Also pay attention to obstacles that may be blocking your path, and the ways you can successfully overcome them to reach your destination.

Review factors that impact your decision

Before choosing your major, become aware of issues that may impede your decision as well as styles that promote effective decision making.

Fill out the Major Decision Chart

Compile and synthesize your self-knowledge and major/career research in order to narrow down your options and make an effective decision regarding the right major for you.

Meet with your Academic Advisor for Exploratory Majors

Reflect upon these final questions to ensure that your decision is supported by key factors that will assist you in choosing the right major:

- Have you contacted department faculty or an academic advisor to review the requirements of the degree and inquire about key factors in being successful?
- Do you believe that you have the ability to be successful in the major you have selected?
- Do you believe your interests, values, strengths, and motivations support the major you have selected?
- Are you aware of the career opportunities that this major can prepare you for?

[Step 2: Investigate Options](#)

[Step 4: Take Action](#)

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Step 4: Take Action

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Congratulations! Now that you have made a decision about a major, you must walk forward and follow through with your plan. Keep in mind, as you travel down your new path, it is important to reflect upon your decision and know you can modify your plans if need be.

Submit a change of major

Give your change of major form to the advising center that houses your new major.

Meet your Academic Advisor

Make an appointment with the academic advisor of your chosen major. Develop an academic plan to stay on track with achieving your degree.

Execute your new plan

Execute your new academic plan and reflect on the outcome of your decision.

If you need to modify your decision, please contact an Academic Advisor for Exploratory Majors at 786-4500.

Step 3: Make a Decision

Congratulations!

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It is important to be aware of your unique views and personal attributes as well as understanding their relevance to you in choosing a major. Follow the below directions to get started on your exploration:

- Click on the below **assessment tools** to access surveys and other resources to explore who you are and target the most compatible majors and careers.
- Consider *speaking with your advisor* about your results.



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"Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails.

EXPLORE. DREAM. DISCOVER."

~ Mark Twain

Explore Interests

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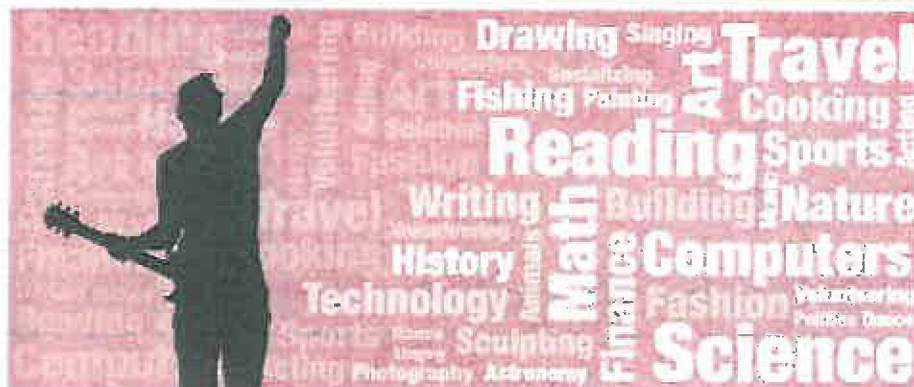
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Imagine choosing a major that you really enjoy and courses you do well in, or a career that offers you rewarding and positive experiences. Interests can play a major role in helping you make satisfying academic and career decisions. To be successful in a major or career, you will need to invest time and energy which is more likely to happen when you have a genuine interest in the field or discipline.

Follow the Steps Below:

1. Complete the Self Exploration Chart: Interests

Answer important questions to identify your interests in order to target majors and careers you would like to investigate further.

2. Take an interest inventory

IDENTIFY compatible majors and careers that support your interests. Speak with your Exploratory Major Academic Advisor to help access the best survey for you and review your results.

***Strong Interest Inventory (\$35)**

"One of the most widely used and reliable assessments used in the United States for nearly 80 years by educational settings, public institutions, and private organizations to help students discover satisfying majors and careers that they can be passionate about."

ONet Interest Profiler

A free online tool designed by the US Department of Labor to help you identify your interests and how they relate to careers that you may want to explore.

*Career Exploration Inventory or Career Cluster Interest Inventory

Guidance tools based on the U.S. Department of Education's Career Cluster model used to identify your top career and academic interests.

**This inventory is administered by UAA's Advising & Testing Center.*



Interests



Values



**Personality
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Explore Values

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Identifying your values will help you assess if a major or career interest aligns with what you think is important. Some individuals may value the ability to be creative; earn a big salary; or work in a flexible environment. Consider times in your life where you achieved a big accomplishment and think about which values seemed to rise to the top of your priorities.

Follow the Steps Below:

1. Complete the Self Exploration Chart: Values

Answer important questions to identify your values in order to target majors and careers you would like to investigate further.

2. Take an inventory to explore your values

Values Clarification Grid

A free inventory designed to help you gain an understanding of what is important to you in all aspects of your life and target values that are relevant to your decisions about a major or career.

Work Values

A tool to assist you in viewing careers that support values that are important to your job satisfaction.



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Explore Personality Traits

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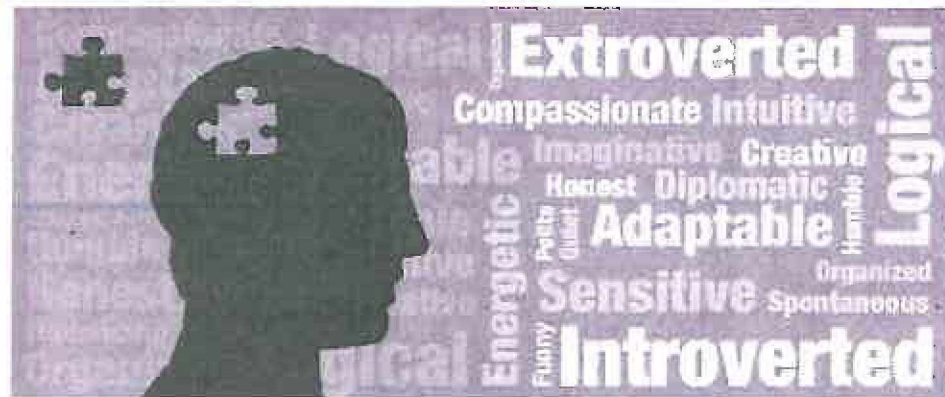
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Understanding your personality type provides you information about your natural tendencies and preferences in order to be aware of interactions and activities which may be more comfortable and satisfying. For example, you may find that choosing a major and career path that is compatible with your personality will make it easier for you to master the subjects and skills required.

Follow the Steps Below:

1. Complete the Self Exploration Chart: Personality Traits

Answer important questions to identify your personality traits in order to target majors and careers you would like to investigate further.

2. Take an inventory that explores your personality traits

*Strong Interest Inventory (\$35)

This instrument will help identify your preferences, personal styles and environments which support your personality type. Speak with your Academic Advisor for Exploratory Majors to review your survey results.

3. Learn about Personality Types

This introduction to Myers Briggs Type Indicator (MBTI) personality types will help you become aware of possible preferences that you may identify with in order to learn more about your personality. If you feel you would like to explore your personality type more deeply, consider taking the Myers Briggs Type Indicator (\$33).

*This inventory is administered by UAA's Advising & Testing Center.



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Choosing a major or career field that aligns with your strengths can be supported by talents, naturally occurring abilities or skills you have learned. Typically, employers seek two types of skill sets (soft & hard skills) which you will have the opportunity to use or develop during your college experience. Focusing on majors and careers that support your strengths, skills & abilities lays the foundation for your success.

Follow the Steps Below:

1. Complete the Self Exploration Chart: Strengths, Skills & Abilities

Answer important questions to identify your strengths, skills and abilities in order to target majors and careers you would like to investigate further.

2. Take an inventory that explores your strengths, skills & abilities

O*Net Skills Search

Identify your skill sets and target related careers.

O*Net Abilities Search

View careers that align with your strongest abilities.



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Visualizing your dreams, understanding your realities and surveying your experiences are key factors in helping you make a good decision about your major and career paths. Imagine having a family of five, taking amazing vacations, and gaining a satisfying high paying job. It is exciting to dream about the possibilities without restrictions. However, it is important to also consider your realities. Keep in mind, reflecting on your achievements and current experiences such as internships, jobs, & co-curricular involvement can also provide you with good insight to support your decisions.

Follow the Steps Below:

1. Complete the [Self Exploration Chart: Dreams, Realities & Experiences](#)

Answer important questions to identify your dreams, realities, and experiences in order to target majors and careers you would like to investigate further.

2. Take an inventory that explores your realities

[Alaska Career Information System \(AKCIS\) Reality Check](#)

A free inventory designed to help you identify a standard of living you wish to have (i.e., housing, food, clothing, and leisure) and connections to future majors and careers.

To access AKCIS Reality Check, enter Username: [uacareerctr](#) Password: [akcis02](#), scroll to Assessment Tools on lower left hand side of page.

3. Create a personal vision statement

Visualize your dreams and what you want your life to be in order to establish an academic and career path that leads you in the right direction.



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Introduction to Career Exploration (1 Credit)

COUN A101 (CRN: 31271, Sec: 601)
is offered:
Monday 5:00 pm - 8:30 pm
March 31 - May 3, 2014
@ the University Center Room 148

Class capacity is 20 students.

No textbooks required!

Click [here](#) for a print-out version of this page.

Course Highlights...

- Understand how your interests, values, strengths and personality types can help you select a compatible major and career!
- Learn about the labor market and the various ways to investigate careers and academic programs, i.e., internships, job shadowing, web resources.
- Discover how to make an effective decision about choosing a major and career.

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University of Alaska Anchorage Resources

Advising & Testing Center: 907.786.4600

- Academic & Career Advising: Exploratory/Undeclared and Associate of Arts students
- My Major Discovery Program: Online guide to help you choose a major.
 - Self-Assessment Tools: Strong Interest Inventory, Career Cluster Survey, etc.
 - What Can I Do With This Major: Website that connects majors to common career areas
- Courses: Introduction to Career Exploration (COUN410), Creating Success in College (GUID410)

Career Connections

- UAA Career Connections: Assist in connecting UAA majors with careers clusters
- To Access: Click on your degree program, i.e., undergraduate, graduate or UAA extended sites programs (MarSU, Kenai, Kodiak, Prince William Sound), and choose your academic degree program. See Career Connections located on bottom of first page of Educational Pathway Publications.

Career Services Center: 907.786.4513

- Students, Alumni, Community Members: Career fairs, counseling, career resource tools, internships, volunteering, leadership, international opportunities, career library, mock & virtual interviews, as well as resume assistance.

State of Alaska Resources

Alaska Career Information System

Username: uaacareer Password: akso02

- Occupations: General information such as occupational descriptions, future outlooks, wages, videos, interviews by professionals in field, career clusters, green jobs, military & civilian counterpart links
- Education & Training: Programs of study descriptions and apprenticeships
- Employment: Entrepreneurial and self-employment exploration tools, military jobs, and job search information
- Assessment Tools: Reality check, interest profiler, skills inventory, work importance locator
- My Portfolio: Personal portfolio to organize research and results

Alaska Department of Labor and Workforce Development

- Occupational Information: Alaska occupations, career ladders, gas-line, healthcare, green & STEM (Science, Technology, Engineering & Math) jobs, occupational forecasts, related "Trends" articles
- Industry Information: Industry forecasts, largest employers, mass layoff data, seafood industry
- Training Information: Alaska Training Clearinghouse: providers, programs & occupations

Alaska Job Center Network

- Main Menu: Labor market information, job training, Alaska job centers, job seeker resources
- Hot Topics: Apprenticeships, hot jobs in fields such as healthcare, oil, gas, mining, construction and transportation
- Quick Links: ALEKeys (Alaska's job bank), state govt contract jobs, job fairs calendar, etc.

National Resources

America's Career InfoNet

- Occupational Information: Profiles, fastest growing, most job openings, top wages, military to civilian occupational translator
- Industry Information: Industry profile by state, fastest growing & highest paying industries, largest & declining employment
- State Information: Profiles and labor market information by state
- Career Tools: Career resource library, education & training finder, salary information
- Career Videos: Cluster & career career videos in Spanish, skills & abilities, industry & work options

College Board Major & Career Search

- View: Major & career categories to help you explore academic and occupational opportunities as well as the link between majors and careers.

Occupational Outlook Handbook

- Occupation Groups: Detailed information on various occupations such as job summaries, median pay, educational requirements and future job projections.
- Additional Links: Career articles from the OOO (Occupational Outlook Quarterly) and employment projections

O*Net Online

- Find Occupations: Bright outlook careers, career clusters, green economy sector, in-demand industries, job zones (careers based on education preparation), STEM disciplines (science, technology, engineering, mathematics)
- Advanced Search: interests, skills, knowledge, abilities, tools & technology
- My Next Move: Your dream careers, interest profiler, careers aligned with military jobs

Career Technical Education (CTE)

- Career Clusters: Pathways and associated occupations

[For a non-cut version of these resources, see this PDF document.]

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My Major Discovery Guide Feedback:

If you would like to provide us with feedback regarding the My Major Discovery Guide to Selecting a Major, please submit your comments here.

Submit

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We're Hiring! Career Fair

Thursday, March 27: 10 am - 2 pm @ UAA Student Union

Join the Career Services Center in this career fair. Meet representatives from more than 20 companies who are hiring part-time, full-time, season, and internship positions. Come professionally dressed with copies of your resume!

For more information, contact [Career Services Center](#) at 907.786.4513.

Click [here](#) for a poster print-out for the event.

My Major Discovery Workshop: Finding Your Way

Tuesday, April 1: 1 pm @ Native Student Services, RH 108

You don't have to search for a major alone. Gain insight from a student panel on their major discovery. Learn about the various tools, services and experiences that will help you select a major that is right for you. Celebrate your next step in exploration... join us for pizza and beverages.

For more information, contact Casey Sifsos at 907.786.4006 or csifsos@uaa.alaska.edu or Snella Randazzo at 907.786.4008 or snrandazzo@uaa.alaska.edu.

Click [here](#) for a poster print-out for the event.

Etiquette Lunch

Friday, April 4: 11 am - 1 pm @ Lucy's Fine Dining in Cuddy Hall

This free three-course lunch is catered by the UAA Culinary Arts department and sponsored by the generosity of several corporations. This lunch will feature a presentation on professional etiquette tips and an opportunity to network with employers. Business casual attire and an RSVP by Monday, March 31 to 907.786.4513 or uaa_career@uaa.alaska.edu are required to attend.

For more information, contact [Career Services Center](#) at 907.786.4513.

Click [here](#) for a poster print-out for the event.

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Major Investigation

Ask department faculty or academic advisors to assist in your investigation of a degree program by answering the following questions in order to help you reflect upon your decision concerning this major.

1. State the major you are considering: _____
2. State contact information for department faculty or advisor i.e.: name, phone/email & location: _____

3. If there are any specialized admission requirements for this major, what are they?

4. Attach a copy of program and course requirements for this major.
5. Notate any concentration or emphasis areas.
6. How many credits are needed to complete the major?
 - Total Credits: _____
 - Required Credits: _____
 - Elective Credits: _____
7. What is an introductory course for major: _____
8. Is it necessary to pursue education beyond a bachelor's degree for certain opportunities within this major? If so, list the types of educational opportunities.

9. List three possible occupations of interest related to this major.

10. What kinds of skills may you develop through pursuing this major?
11. Where have graduates from this major secured a job?
12. List student organizations and experiential learning opportunities (internships, job shadowing etc.) related to this major.

13. What are some websites of professional organizations related to this major?

Self -Reflection

14. Do your strengths and interests support your success of graduation with this major?

15. Could you face any academic challenges while pursuing this major? If so what would they be?

16. Will you have the time and financial resources to complete this degree?

17. Why are you considering this major? Check the factors that apply to you.

- ☐ I find it interesting
- ☐ I am good at it
- ☐ Someone told me it would be a good major
- ☐ It represents something important to me
- ☐ I think I can get a good job with this major
- ☐ Other _____

18. How committed are you to this choice of major? Choose one.

- ☐ Very sure
- ☐ Pretty sure
- ☐ Average Certainty
- ☐ Unsure
- ☐ Not at all sure

19. Based on your investigation, does this major look like a good match for you? Why or why not?

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Occupational Research

Complete this Occupational Research form to help you investigate important factors related to your interest in a specific occupation.

What is the occupation of interest:

Why are you considering this occupation: Check all that apply

- ☐ It fits my major
- ☐ I can make a lot of money
- ☐ Someone told me it would be a good career choice
- ☐ I think I would enjoy doing it
- ☐ I think it is an occupation I could do well in
- ☐ Other

State duties & responsibilities of occupation:

Identify majors which could help you prepare for this occupation. State any additional educational or training requirements:

State skills required at entry into this occupation:

Identify values held by individuals in this field:

What are the working conditions for this occupation (hours of work, environment, physical demands, level of stress, etc.)? :

Clarify the salary range/compensation:

Identify the future occupational outlook:

State other related occupations:

Based on your discovery, does this occupation look like a good match for you? (yes or no)
Why or why not?

my MAJOR DISCOVERY

Quick Guide to Choosing a Major

If you are still exploring possible majors, we will suggest an effective way to narrow choices. First of all historically majors are simply a convenient way for colleges and universities to organize their courses of study. They were never primarily intended to help students make career choices. But most students assume that when they choose a major, they are also selecting a career. In some cases a major such as engineering leads to a job as an engineer. In contrast, most majors in the liberal arts i.e. History, English, Sociology etc. are areas of study that do not lead to a specific job unless you are willing to continue on for a graduate degree.

Let's try to clarify and simplify the process for deciding a major. We will focus on using three popular clusters of majors to use as examples. As we describe them, think about yourself and your academic strengths, preferences, interests and your emerging career choices and then decide what you can eliminate.

The first cluster is SCIENCE/TECHNOLOGY

Some of the most common majors in this grouping are biology, chemistry, geology, engineering, or computer science. What they all have in common is an emphasis on science and math courses, including calculus. In terms of careers, they have the closest on-to-one correlation to actual jobs. So, if you are a majoring in chemistry, you are eligible to obtain employment as a chemist. A computer science major often leads to careers in that field as well.

The second cluster is LIBERAL ARTS/EDUCATION

Some of the most common majors in this grouping are psychology, sociology, art, music, English, journalism, history, political science or education. What they all have in common is less emphasis on math and science and more emphasis on a broad spectrum of courses in other general education categories. In terms of careers, they have the least direct correlation between bachelors' degrees and entry level job titles. So, with a bachelor's degree, you will not get a job as a psychologist or a sociologist but you will be eligible for a variety of entry level professional positions requiring the skills normally obtained from your bachelor's degree. Some examples here would include working in politics or as a para-professional employee or as a management trainee. You can then decide to pursue your interest in a specific area in graduate school if you desire to be a professional in a particular specialty area, or you may be able to progress in your career without additional graduate level degrees through continued job experience.

The third cluster is BUSINESS/ECONOMICS

Some of the most common majors in this grouping are accounting, business management, finance, marketing or economics. What they all have in common is a required core of courses in preparation for majors that include a year of economics, a year of accounting, mathematics including calculus, and information technology courses. In terms of careers, these majors open doors to opportunities in the business world for accountants, financial analysts, and economists to list a few. However, a common misconception is that a business degree is required for entry into the business world. In fact, the vast majority of people in sales, advertising, public relations or corporate communications probably have a degree in one of the liberal arts majors and, perhaps, some coursework in business subjects related to their field.

Now that you have received these three clusters, is there one you can eliminate? Why? Which one seems most compatible with everything you know about yourself from the work you have completed regarding self exploration? As you continue with self exploration you will have more opportunities to do further research and refine your career choices in moving toward career goals. Below is an example of UAA's clusters of majors.

Quick Guide to Choosing a Major

Liberal Arts/Education

(minimal requirements in science and mathematics)

BA Anthropology
BA Art
BA Early Childhood Education
BA Elementary Education
BA English
BA History
BA Hospitality & Restaurant Management
BA Interdisciplinary Studies
BA International Studies
BA Journalism & Public Communications
BA Justice
BA Languages
BA Music
BA Philosophy
BA Political Science
BA Psychology
BA Sociology
BA Theatre
BFA Art
BHS Human Services
BLS Liberal Studies
BM Music Education Emphasis
BM Music Performance

Business

Lower division preparation classes for these majors may include:

- 1 year of Economics
- 1 year of Accounting
- Calculus
- Computer Information System Courses

BA Economics
BBA Accounting
BBA Economics
BBA Finance
BBA Global Logistics & Supply Chain Management
BBA Management
BBA Management Information Systems
BBA Marketing

(Most people who work in the business world do not have a business major.) Choose a major based on your academic strengths and your interests and passions, not because you think it will be "good" for you.)

Science/Technology

(maximum requirements in science and mathematics)

BS Biological Sciences
BA Biological Sciences
BS Computer Science
BA Computer Science
BS Environment & Society
BA Environment & Society
BS Mathematics
BA Mathematics
BS Anthropology
BS Aviation Technology
BS Chemistry
BS Civil Engineering
BS Construction Management
BS Engineering
BS Geological Sciences
BS Geomatics
BS Health Sciences
BS Interdisciplinary Studies
BS Medical Technology
BS Natural Sciences
BS Nursing Science
BS Nutrition
BS Physical Education
BS Sociology
BS Technology
BS Technology, Business Emphasis

Degree Guide:

BA – Bachelor of Art

BLS – Bachelor of Liberal Studies

BFA – Bachelor of Fine Arts

BHS – Bachelor of Human Services

BS – Bachelor of Science

BBA – Bachelor of Business Administration

BM – Bachelor of Music

my MAJOR DISCOVERY

Self Exploration Chart

Complete the Self Exploration Chart to explore who you are & help you identify factors that are important to your major & career decisions. Consider reviewing your assessment results with your advisor.

Explore Your Dreams, Realities, & Experiences

Think about how your dreams, realities and experiences may influence your major and career decisions.

Questions	Your Responses	Does any of your responses support or relate to what you want in a major or career? IF so, state which ones.
DREAMS		
When you fantasize about a career, what do you think you would enjoy doing or being?		
What would your ideal or dream life style look like?		
EXPERIENCES		
Are there any life experiences or accomplishments that have positively influenced you? If yes, what are they? (e.g.: Winning at sports? A specifically inspiring teacher? Travelling abroad? Leading a group?)		
Think about a job, internship, project or volunteer experience that impacted you positively. What was it that you liked about it and why?		
REALITIES		
Time: Do you have a particular time line to finish school or get a job? If so, when?	Yes or No	
Geography: Do you need or want to live in a certain area? If so, where?	Yes or No	
Financial: Will you need or require a certain salary range? If so, how much?	Yes or No	
Cultural: Are there any special cultural traditions that will influence your choice?	Yes or No	
Significant Others: Is there anyone else that you need to consider in making your decision?	Yes or No	

Questions	Your Responses	Does any of your responses support or relate to what you want in a major or career? IF so, state which ones.
Legal: Are there any legal issues affecting your options?	Yes or No	
Work Environment: Is there a specific physical setting you desire in your work? i.e.: outdoors, office, nautical, etc. If so, which ones?	Yes or No	
Academic/Career: Do your interests, abilities, values, personality, and motivations conflict or support your particular major and career interests?	Yes or No	
List any majors and or careers you are considering that are supported by your personal characteristics, dreams and realities?		

Adapted from: Arizona State University Career Services Career Guide. (2010). Arizona State University. 20. Aug. 2013. Retrieved from ASU website: <https://eoss.asu.edu/careerguide/majorsandcareers>.

my MAJOR DISCOVERY

Self Exploration Chart

Complete the Self Exploration Chart to explore who you are & help you identify factors that are important to your major & career decisions. Consider reviewing your assessment results with your advisor.

Explore Your Interests

Reflect upon the kinds of activities that you enjoy or topics you like to discuss, learn, or read about.

Questions	Your Responses	Does any of your responses support or relate to what you want in a major or career? If so, state which ones.
What activities do you participate in just for fun or find yourself actively pursuing?		
What do you enjoy reading, talking about, browsing on the internet or watching on TV?		
What school subjects or topics do you enjoy learning about? (e.g. High school & college)		
List any social or community groups you are involved in?		
Do you prefer outdoor activities or being indoors?		
What kinds of activities are you not interested in and why?		
What other things are you interested in? Consider taking an <i>interest inventory</i> to assist in clarifying your interests.		
Would you be interested in the requirements or work required of a particular major and or career you are considering? Which major(s) and or career(s)?		

my MAJOR DISCOVERY

Self Exploration Chart

Complete the Self Exploration Chart to explore who you are & help you identify factors that are important to your major & career decisions. Consider reviewing your assessment results with your advisor.

Explore Your Personality Traits

Reflect upon your emotions, behaviors and ways of thinking.

Questions	Your Responses	Does any of your responses support or relate to what you want in a major or career? If so, state which ones.
Are you more extroverted (i.e.: gain energy from activities, & other people) or introverted (i.e.: gain energy from ideas, imagination)? Assertive or Passive?		
Do you like being the center of attention or blending in with the crowd? Do you seek out excitement or peace and quiet?		
Do you prefer to work alone or with other people?		
Are you open to new experiences or do you avoid them?		
What motivates you? (i.e.: interests, abilities, values, family, money)		
Are you chronically late or always on time?		
Do you act impulsively or take your time when making decisions? Or are you apt to make a decision based more on logic or emotions?		
How would other people (family friends, teachers) describe you?		
How else would you describe your personality?		
What Myers Briggs personality type do you associate with the most? Consider completing a personality assessment to investigate your type.	1. Introverted or Extroverted 2. Sensing or Intuitive 3. Thinking or Feeling 4. Judging or Perceiving	
Does your personality support majors or careers you may be considering? If so which ones?		

my MAJOR DISCOVERY

Self Exploration Chart

Complete the Self Exploration Chart to explore who you are & help you identify factors that are important to your major & career decisions. Consider reviewing your assessment results with your advisor.

Explore Your Values

Think about what's really important to you and the principals that guide your life.

Questions	Your Responses	Does any of your responses support or relate to what you want in a major or career? If so, state which ones.
Are your decisions and choices influenced by certain moral, philosophical, religious, or ethical beliefs and teachings?	Yes or No	
Do you consider service to others to be an important part of your personal philosophy?	Yes or No	
Would a broad undergraduate education be more important to you than a more narrowly-focused program?		
Do you value financial security above all else?	Yes or No	
Where do you stand politically?		
What place does a family have in your future?		
Would you rather save the rain forests or cut them down?		
How would you summarize your personal values? Access the Value Clarification Grid to help you clarify your values.		
Which of the following work values are most important to you	<ul style="list-style-type: none"> • Achievement/accomplishment • Independence • Recognition • Service to others • Support from management • Job security • Good working conditions 	
Will the values important to you support the requirements and outcomes of a major or career you are considering? If so which major(s) and or career(s)?		

my MAJOR DISCOVERY

Self Exploration Chart

Complete the Self Exploration Chart to explore who you are & help you identify factors that are important to your major & career decisions. Consider reviewing your assessment results with your advisor.

Explore Your Strengths, Skills, & Abilities

Reflect upon your talents and subjects or activities that you achieve and perform well in.

Questions	Your Responses	Does any of your responses support or relate to what you want in a major or career? If so, state which ones.
Have you received academic honors, or awards for excellence in art, music, debate, sports, or other performance areas? If so which ones?		
Do you seem to have a natural talent for helping people, working with numbers, influencing others, solving problems, using your hands, organizing events, or other activities? If so, which ones?		
What other strengths, skills or abilities have you been told you have?		
Are there any subjects in school (HS, College) that have always come easy to you and you achieved well in? Or what areas seem to be overly challenging?		
Was poor past performance in a particular area based primarily on lack of aptitude or lack of effort? If lack of effort, will you have the time, money and motivation to develop the skills necessary for certain majors you are considering?		
Which of these soft skills are among your strengths? (Please circle all that apply)	<ul style="list-style-type: none"> • Communication skills (written and verbal) • Teamwork • Leadership • Initiative • Analytic thinking • Flexibility • Problem solving 	
What hard skills (easily measurable skills such as math, science, acting, operating lab or camera equipment, CPR, etc.) do you have? Consider accessing O*Net's Skills Search to help you clarify.		
Do you have the ability to be successful in the work required in particular major(s) or career(s) you may be considering? Which major(s) and or career(s)?		

my MAJOR DISCOVERY

Value Clarification Grid

What do you value?

Values are guiding principles that reflect what is important to you in life. **Rate each value on a scale from 0-10 with 10 being the strongest value to you. Ask yourself if the major or careers you are considering are supported by your top values.**

Value	Rate 0-10	Value	Rate 0-10
Accomplishment: Achievement/attain results		Humility/Modesty: Being humble	
Advancement: Opportunity for growth, moving up		Independence: Freedom, autonomy	
Aesthetics: Appreciation of beauty		Integrity: Displaying behavior consistent with beliefs	
Belonging: Affiliation, connection to others		Intellectual stimulation	
Challenge: Of self or others		Loyalty: Showing devotion to someone or something	
Creativity: Create new things or ideas		Multicultural or culture specific environment	
Cooperation: Living in harmony with others		Pleasure: Fun, joy	
Education: Appreciates learning		Power: Having influence and ability to act on it	
Environment: Preserving or protecting		Predictable Work Schedule	
Expertise/Authority: Being recognized for high levels of knowledge & skills		Prestige: Social status & recognition	
Family		Security: Long term stability, job security	
Leadership: Leading or taking Charge		Spirituality	
Health: Feeling a physical, emotional, & spiritual well-being		Risk: Excitement, adventure	
Helping others/Contributing to society		Travel	
Fulfill a purpose		Variety in work duties	

List your top 3-5 values (values with the highest rated numbers).

- 1.
- 2.
- 3.
- 4.
- 5.

Informational Interviewing:

The process of talking to people who do what you think you would like to do is called informational interviewing. It is a meeting to get advice and information only: it is not a way of getting in to see someone to ask for a job. The contacts you have met through informational interviewing may become helpful in your future job search, but keep in mind, informational interviewing is for advice and information which could be helpful when choosing your major and exploring different careers. **Utilize the below information to prepare and conduct an information interview.**

Prepare:

- Identify your skills.
- Consider where and how you would most like to use them.
- Learn as much as you can about the organization through research - look at brochures, annual reports, employee handbooks, etc.
- Have your questions written down.
- Learn about the career in general - look at salary, working conditions, promotional possibilities.

Find Someone to Interview From Examples Listed Below:

- | | |
|---|---|
| • Friends and family members | • Personnel directors |
| • College instructors | • People mentioned in newspapers, radio or TV |
| • Alumni | • Community service agency personnel |
| • Previous employers and or co-workers | • Corporate directories |
| • Speakers you have heard | • Public relations officials |
| • Individuals from religious or cultural affiliations | • People in the information business - librarians, resource centers |
| • Career advisors | • Phone book or yellow pages |
| • Chambers of commerce staff | • Trade or professional journals |
| • Officials of unions and professional organizations | |

Compile a List of Questions to Ask During an Informational Interview:

The applicability of these questions may vary from one occupation to another. Similarly, some of the items may be more important to you than others in your own career planning and decision-making.

- What are the major satisfactions the individual derives from working in this field?
- What are some of the frustrations that may characterize this type of work? Are there certain kinds of problems that recur?
- To what degree is there pressure on this job? How could that pressure be described?
- What advice would the individual offer someone planning on entering this career?
- To what extent does the individual feel her experiences are typical of others?

- If they were starting out again, what might the individual do differently?
- Could they give you names of other people who might be able to provide additional information? May you use their name as a referral?
- How long has the individual been employed by the organization and for what length of time has she/he held their current position?
- What was the career path of the individual from college to present?
- What are the major responsibilities of the position? What are the specific duties performed? How do they spend 80% of their work day?
- What do they look for in hiring an individual, i.e. - what skills, values, etc.?" Does the company have a 'profile' of the ideal employee?
- What are some of the different kinds of organizations that employ people in this occupation?
- What skills are most important for this kind of work? Are there other fields in which the same types of skills are used? What might be some related occupations?
- What are the educational requirements for this career? Would they recommend graduate or professional school training after college?
- Are college graduates with limited work experience employable in this field? If so, what types of positions would they most likely hold?
- What would be the expected progression of positions if one were to enter this field and make it a career?
- What might the accompanying salary scale be?
- Is it possible to project future needs for workers in this field? What factors might determine these needs?
- What are the criteria used to evaluate performance in this field?
- What is the typical "chain of command" in this field?
- What are the time demands that accompany this type of work?
- What abilities and personal qualities are of primary importance in this occupation?
- Would work in this field be likely to exert any impact on one's health?
- Is there a prevalent lifestyle among people engaged in this career? If so, how might it be described?
- Are there internships, part-time, and or volunteer work related to this position that they would recommend?
- Could they recommend sources for additional information such as special books, trade publications and professional journals?

Approaches to Arranging the Informational Interview:

There are 4 basic methods of making contact with prospective subjects for your interview: telephoning, writing an email or letter, drop-in and by referral. Whichever you choose, explain your purpose in requesting the interview. It is important that you are specific in your request. Give an estimate of the time you believe it will take to conduct the interview (usually 20 to 30 minutes)

Telephoning

Call a business and ask for the name of the person who works in the job or the department in which you might be interested. Tell that individual you are doing career research and need additional information in order to make a career decision. Make an appointment with that person during work hours, at the lunch hour, during a break, or during off-work hours. Informational interviewing is most successful when done in person rather than over the telephone. Be flexible, and be prepared for "no thank you".

Email and Letter Writing

Obtain the name of the person you wish to interview and write an email or letter that clearly states your reason for wanting to meet. A letter requesting an information interview should: name the person to whom you are writing. Identify why you are writing. Indicate that you are not looking for a job.

Drop-In

Depending on the type of career research, the “Drop -In” approach may or may not be an effective method of informational interviewing. For example, if you are researching the auto mechanics field, you may be welcome on a drop-in basis. On the other hand, most business professionals prefer appointments. Use your judgment.

Referral

Call someone you know, or someone who has been referred to you by a friend, and ask that individual for an appointment. (Often this is the most successful method).

Helpful Hints:

- If you have never done an informational interview before, practice with a friend.
- Write out a script for the initial phone contact.
- Always make an appointment and have your calendar handy. If possible, meet in person rather than interviewing by phone.
- When making an appointment, if you're a student, say so, and tell the person a variation of the following:
- “I am in the process of making some decisions about my career and want to learn more about opportunities in my field for someone with my skills and experience. I was told by _____ that you might be a good person to talk to. May I set up a time to meet with you at your convenience?”
- Be prepared for a response suggesting you talk with Personnel or Human Resources. Let the person know that you are looking for information about careers, not job vacancies.
- Be on time, prepared and dress professionally!

During the Interview:

Respect the person's time and be prepared to hold up your end of the interview.

It's OK to let your interviewee digress a bit, but make sure your questions are answered.

At the end of the interview, always thank the person for their time and always ask them if they know anyone else you could interview. This is the key to developing your network.

Follow Up After the Interview:

- Evaluate your style of interviewing after each meeting. What could you have done better?
- Consider the career information you received from your interviewee. What are your positive and negative impressions? Take notes during the interview and refer to them later on.
- Observe the job setting and general atmosphere. How did they match up to your expectations?
- Always write a thank-you letter. Refer to your conversation, mention what you learned, and who you are going to call or see at their suggestion. Make sure the letter is in business format. If you didn't leave a resume with them at the interview, feel free to include it with your letter.

- Keep the door open for further contacts. Call later to say how you are progressing.
- Keep records of who you interviewed. Note the name, address, telephone number, date you met, details of your conversation, who referred you to that person, and contacts that individual may have provided. The person may be helpful to you in the future.
- Remember - informational interviewing means gaining valuable knowledge, access, and referrals not only to individuals but to the industry. Effective informational interviewing requires more than just making contacts.
- The process involves leveraging those contacts so you can derive the full benefits of your networking as you begin your career search.

A Liberal Arts Degree Leads to a Career, Not Just a Job

Ellen McCulloch Lovell

President, Marlboro College

Posted: 04/10/2013 12:33 pm

Is a liberal arts degree worth it? It is a legitimate question that many prospective students and their parents are asking. Before we answer the question about the value of a degree, it's important to define what "liberal arts" actually means.

Simply said, "liberal arts" colleges intend to free the student to think beyond the confines of background or economic constraints. We teach from the world's storehouse of knowledge, thinking about what it means to be human, how we express our meaning, how we create ideas, actions, and art that never existed before. We ask students to understand the world deeply and to contribute to the common good. Does that kind of broad-ranging, historically conscious, inquiry-based study really lead to a job?

In our knowledge-based economy, the basic skill for everyone to learn is how to keep learning. Many of the good jobs of the future don't even exist yet. In this ever-changing, global economy, a liberal arts degree prepares students for the creative thinking that leads to innovation and problem solving.

It may be that employers are proving the case. This week, the American Association of Colleges & Universities released a survey that asked employers what skills employees need to be successful in their careers. It found:

- 93 percent of respondents reported "a demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than [a candidate's] undergraduate major."
- More than 9 in 10 stressed the importance of demonstrating ethical judgment and integrity, intercultural skills, and the capacity for continued new learning.
- Employers want more colleges to emphasize five key areas: critical thinking, complex problem solving, written and oral communication skills, and applied knowledge in real-world settings.
- Employers favor graduates who know how to conduct research using evidence-based analysis and to apply that learning in real-world settings.
- The majority of employers agree that having both field-specific knowledge and skills and a broad range of skills and knowledge is most important for recent college graduates to achieve long-term career success.

If you ask most liberal arts leaders what we teach, we will say some of the following: critical thinking, analyzing from multiple perspectives, creative problem solving, understanding the social and historical context of an idea, working with others different from yourself, expressing yourself clearly, using technology, acquiring ethical discernment, and asking better questions.

In his 2011 book, *New York Times* columnist Adam Bryant listed what he learned from interviewing CEOs. The qualities they look for are:

- passionate curiosity
- battle-hardened confidence
- team smarts
- a simple mind-set -- meaning the ability to focus and present concisely
- fearlessness.

Passionate curiosity is not only what you bring to college; it's what the college experience develops in you. Confidence is gained through learning how to write, present, and solve problems. You work with others in college -- your professors and your peers. Learning happens in the classroom and the library but also in the dance studio, the gallery, the theater, the dining hall, the dorm rooms, the ball field or the hiking trails. If you have encountered and mastered challenging new situations, you become more fearless.

I like to quote a Marlboro alumna who once declared to a group of parents: "Marlboro grads don't just take jobs, we create jobs!" While that may not be entirely reassuring to students who want certainty in an uncertain time, a liberal arts degree empowers graduates to create their own way.

Students should think about their whole lives, not only as employees but as members of the human family and as citizens. They will benefit greatly by committing themselves to the college years of curiosity, inquiry, and discovery. It will "pay off" to master research methods and new knowledge, and learn to think beyond disciplinary boundaries, developing capacities for creativity and written and oral expression.

What do you do with a liberal arts degree? You adapt to economic change, yes. You also live a richer life, full of creativity and commitment. You "do" a job; you also "become" a person engaged with the world: the kind of "educated citizenry" Thomas Jefferson knew would be needed to protect our democracy.

my MAJOR DISCOVERY

Examining My Decision Making

Learning how to make an effective decision is a skill that will help you choose the right major and navigate all of life's many uncertainties in order to accomplish your future goals. **Complete the exercises below to help you become aware of obstacles that may impact your choices and approaches which support effective decision making.**

1. Review the decision-making styles below. **Identify (by circling) the styles you are currently using to choose your major.** Most effective decisions rely on an individual's choice to balance both planning and intuitive approaches.

Impulsive: Little thought or examination, taking the first alternative, Not "looking before you leap."

Fatalistic: Letting the environment decide, leaving it up to fate, what will be will be, "it's in the cards."

Compliant: Letting someone else decide, following someone else's plan, "anything you say."

Delaying: Procrastination, avoiding or postponing thought & action, "I'll cross that bridge later."

Agonizing: Getting lost in all the data, getting overwhelmed with analyzing alternatives, "I don't know what to do."

Paralysis: Accepting responsibility but unable to approach it "can't face up to it."

Defaulting: Choosing the alternative with lowest risk, "playing it safe."

Intuition: Knowledge or conviction gained by intuition, "It feels right."

Planning: Considering values, goals, important information, alternatives & consequences, "Weighing the facts." Using a rational approach to obtain a balance between thinking & feeling.

2. List factors that currently may be hindering you in choosing a major (i.e.: lack of confidence or fear of failure, family expectations or cultural stereotypes, ineffective decision-making styles). Rate each factor from 1-5 (5 being the strongest factor impacting your decision)

• _____
• _____
• _____

• _____
• _____
• _____

3. Speak with your Senior Professional Academic Advisor for Exploratory Majors (786-4500) if you need assistance in overcoming any obstacles that are hindering your decision to choose a major.

Adapted from: Bendat, W., Raufman, L., & Sukiennik, D., (2013). The Career Fitness Program Exercising Your Options. Upper Saddle River, NJ: Pearson.

my MAJOR DISCOVERY

Decision Chart

Follow the below steps to evaluate which majors match best with the factors that are most important to you in order to help you choose a compatible major.

1. List all majors you are considering at this time in the left hand column.
2. Consider reviewing the **Self Reflection Summary** (located in Step One: Explore Self of this guide) to access the important factors impacting your choice of a major.
3. Place a check next to each important factor which supports the major you are considering.

Majors I Am Considering

Important Factors Impacting My Choice of a Major

Major: _____ Is it a match? →

- ☐ Interests
- ☐ Values
- ☐ Personality traits
- ☐ Strengths, Skills & Abilities
- ☐ Realities
- ☐ Careers of interest
- ☐ Other (i.e.: dreams, motivating experiences)

Major: _____ Is it a match? →

- ☐ Interests
- ☐ Values
- ☐ Personality traits
- ☐ Strengths, Skills & Abilities
- ☐ Realities
- ☐ Careers of interest
- ☐ Other (i.e.: dreams, motivating experiences)

Major: _____ Is it a match? →

- ☐ Interests
- ☐ Values
- ☐ Personality traits
- ☐ Strengths, Skills & Abilities
- ☐ Realities
- ☐ Careers of interest
- ☐ Other (i.e.: dreams, motivating experiences)

4. Ask yourself: Which major(s) are matching best with factors you consider are most important to you in choosing a major. Rank the above listed majors with "1" being the strongest match.
- 1.
 - 2.
 - 3.
5. Ask yourself if you are ready to make a decision? Consider speaking with your Academic Advisor for Exploratory Majors to discuss your below answers.
- If yes, state major _____
 - If no, why not? _____

RESOURCES FOR MAJOR & CAREER EXPLORATION

University of Alaska Anchorage Resources

Advising & Testing Center (UAA): 907-786-4500

Go to- www.uaa.alaska.edu/my-major-discovery

- **Academic & Career Advising:** Exploratory/Undeclared and Associate of Arts students
- **My Major Discovery Program:** Online guide to help you choose a major.
 - **Self- Assessment Tools:** Strong Interest Inventory /Career Cluster Survey etc.
 - **What Can I do With This Major:** Website that connects majors to common career areas
- **Courses:** Introduction to Career Exploration (COUN A101), Creating Success in College (GUID A150)

Career Connections

Go to-www.uaa.alaska.edu/pathways/career_connections.cfm

- **UAA Career Connections:** Assist in connecting UAA majors with careers clusters
- Click on degree program i.e., undergraduate, graduate or UAA extended sites programs (Matsu, Kenai, Kodiak, Prince William Sound) and choose your academic degree program. See **Career Connections** located on bottom of first page of Educational Pathway Publications.

Career Services (UAA)-907-786-4513

Go to -www.uaa.alaska.edu/careerservices/index.cfm

- **Students, Alumni, Community Members:** Career fairs/Counseling/Career resource tools/Internship, volunteering, leadership, & international opportunities/Career library/Mock & virtual Interviews/Resume assistance.

State of Alaska

Alaska Career Information System

Go to- <https://akcis.intocareers.org/> & fill in Username-uaacareerctr Password-akcis02

- **Occupations:** General information: i.e.: occupational descriptions & future outlooks, wages/ videos/ interviews by professionals in field/Career clusters/Green jobs/ Military & civilian counterpart links
- **Education & Training:** Programs of study descriptions/Apprenticeships
- **Employment:** Entrepreneurial & self -employment exploration tools/Military jobs /Job search information
- **Assessment Tools:** Reality Check/Interest Profiler/Skills Inventory/Work Importance Locator
- **My Portfolio:** Personal portfolio to organize research and results

Alaska Department of Labor and Workforce Development

Go to-<http://laborstats.alaska.gov/>

- **Occupational Information:** Alaska occupations/ Career ladders/Gas-line, Healthcare, Green & STEM (Science, Technology, Engineering & Math) jobs/Occupational forecasts/Related Trends articles
- **Industry Information:** Industry forecasts/Largest employers/Mass layoff data/Seafood industry
- **Training Information:** Alaska Training Clearinghouse: providers, programs & occupations

Alaska Job Center Network

Go to- <http://www.jobs.state.ak.us/>

- **Main Menu:** Labor market information/Job training/Alaska job centers/ Job seeker resources
- **Hot Topics:** Apprenticeships/ Hot jobs- i.e.: healthcare, oil, gas, mining, construction & transportation
- **Quick Links:** ALEXsys-Alaska's job bank/State government jobs/ Job fairs calendar etc.

National

America's Career InfoNet

Go to -<http://www.acinet.org>

- **Occupational Information:** Profiles /Fastest growing/ most job openings/Top wages/Military to civilian occupational translator
- **Industry Information:** Industry Profile by state/Fastest growing & highest paying industries/Largest & declining Employment
- **State Information:** Profiles/Labor market information by state
- **Career Tools:** Career resource library/Education & training finder/Salary Information
- **Career Videos:** Cluster & career/Career videos in Spanish/Skills & abilities/Industry/Work options

College Board Major & Career Search

Go to-<https://bigfuture.collegeboard.org/majors-careers>

- View major & career categories to help you explore academic and occupational opportunities as well as the link between majors and careers.

Occupational Outlook Handbook

Go to-<http://www.bls.gov/oco>

- **Occupation Groups:** Detailed information on various occupations- i.e.: job summaries, median pay, educational requirements/future job projections.
- **Additional Links:** Career articles from the OOQ (Occupational Outlook Quarterly)/Employment projections

O'NET Online

Go to-<http://www.online.onetcenter.org>

- **Find Occupations:** Bright outlook careers/Career clusters/ Green economy sector /In-demand industries / Job zones (careers based on education preparation)/ STEM disciplines (science, technology, engineering, mathematics)
- **Advanced Search:** Interests, skills, knowledge, abilities/Tools & technology
- **My Next Move:** Your dream careers/Interest profiler/Careers aligned with military jobs

Career Technical Education (CTE)

Go to - <http://www.careertech.org/career-clusters/resources/career-frames.html>

- **Career Clusters:** Pathways and associated occupations

my MAJOR DISCOVERY

*Learning About
Skill Types*

Soft Skills

Refer to a grouping of personal qualities, work habits, attitudes and sociability factors that enhance an employee's ability to interact positively in the workplace and increase their chances to obtain career prospects. Employers are interested in recruiting students with well-developed soft skills. "Some of the top soft skills that employers report they desire in employees include: communication skills (both verbal and written), teamwork orientation, leadership, initiative, analytical thinking, flexibility, adaptability, and problem solving."¹

Hard Skills

Relate to skills that are teachable, defined and measurable as well as have a direct relation to academic strengths. Keep in mind that you're major will allow you to develop specific hard skills. Examples include speaking a foreign language; acquiring math & science skill sets or computer programming.¹

1 Skills & Strengths. Arizona State University. 20 Aug 2013. Retrieved from ASU website, <https://eoss.asu.edu/careerguide/majorsandcareers/selfassessment/skillsandstrengths>



Information Technology
Services
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3211 Providence Drive
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March 21, 2016

Judith Ramos
Assistant Professor
Department of Alaska Native Studies & Rural Development

Phillip Charette
DANSRD Director
Department of Alaska Native Studies & Rural Development

Jennifer Carroll
Assistant Professor
Department of Alaska Native Studies & Rural Development

Subject: Joanne von Pronay: Permission Granted to Use My Major Discovery Website for UAF Graduate Project

Dear Judith, Phillip, and Jennifer:

The following correspondence will serve as documentation from the University of Alaska Anchorage to acknowledge that permission has been given to Joanne von Pronay (author) to use the My Major Discovery Online guide (website) for her UAF graduate project.

Should you have any questions, please do not hesitate to contact me at 907-786-4754 or pshier@uaa.alaska.edu.

Sincerely,

A handwritten signature in black ink, appearing to read 'P. Shier', is written over a light blue horizontal line.

Patrick Shier
CIO/Associate Vice Chancellor

cc: Dr. Helena Wisniewski, Vice Provost for Research of Academic Affairs and Dean of the Office of the Graduate School