### ROSE STATE COLLEGE

# Every Student is Undecided:

Helping Students Navigate College and How to Choose a Major



Travis Lightsey, Director of Career Development

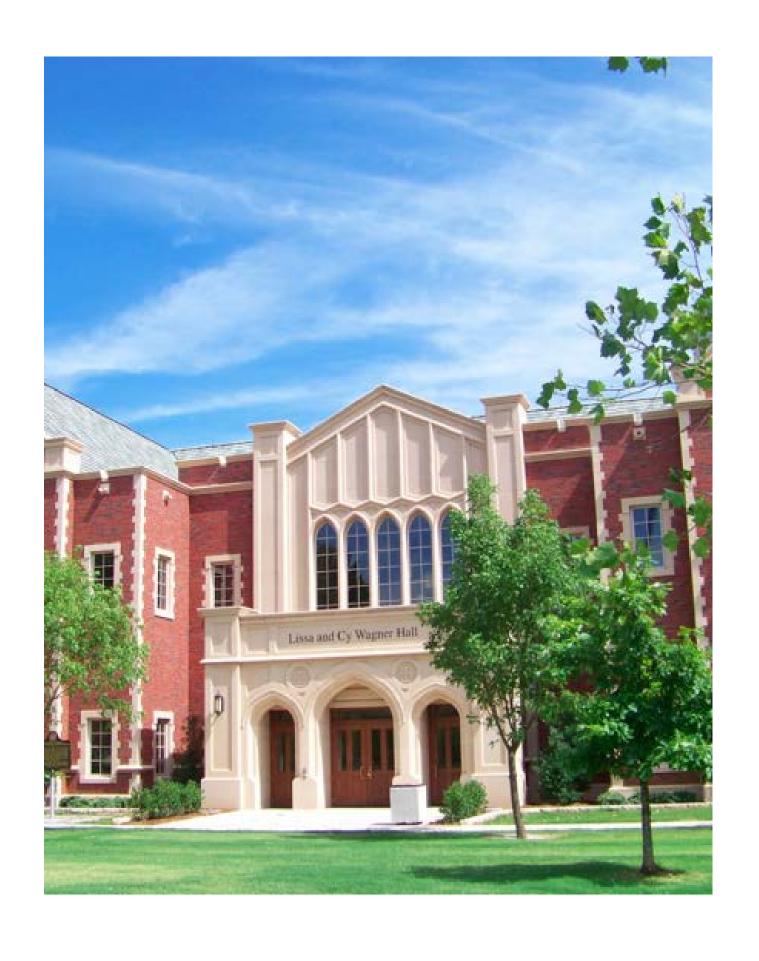
### Learning Objectives

### What We'll Cover:

- The work we do with students.
- Research and theory on indecision among college students.
- The decision-making process.
- How to utilize this information with your students.

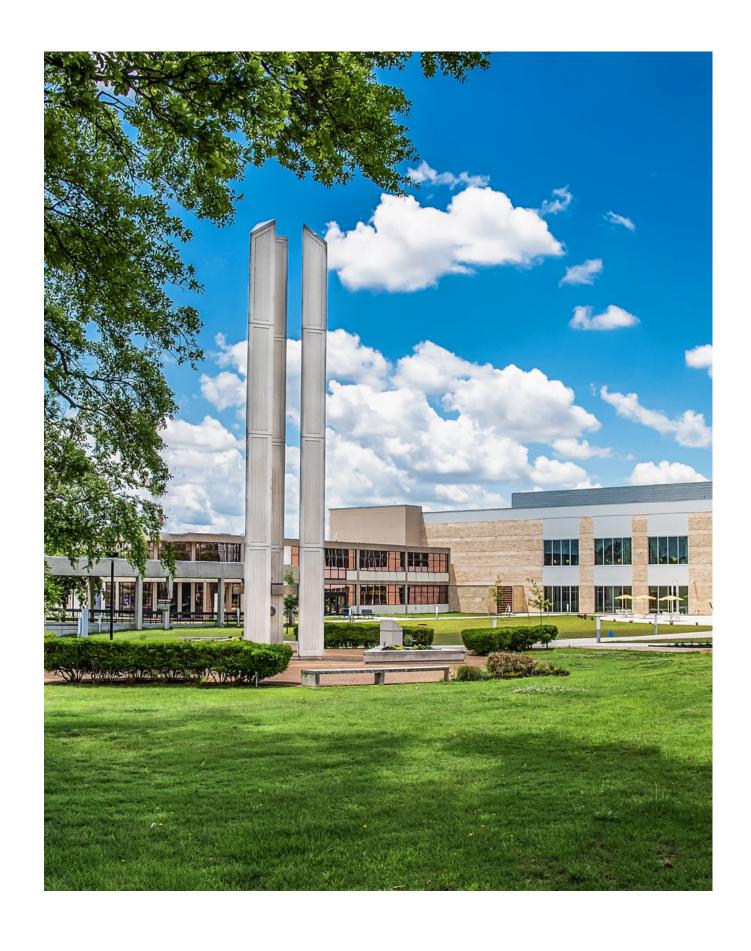


RAIDEES



### Mission at OU

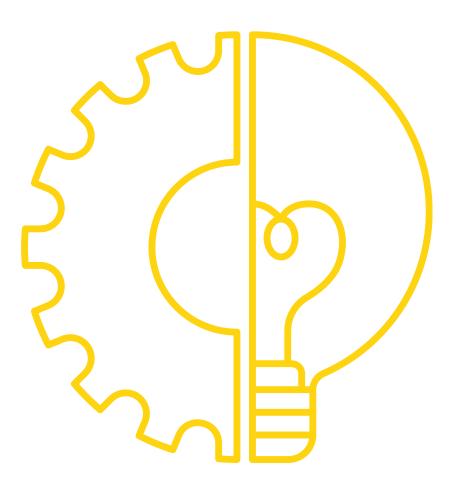
**The Center for Major & Career Exploration serves as the University's** central unit in helping students gain academic clarity about their major and/or initial career options. Our mission is to empower students to attain purpose through self-knowledge, provide resources for students to be confident in their decision making, and create a foundation for their academic and professional success



### Mission of Rose

The mission of Rose State College Career Services is to help students achieve their career goals. This may start with personal self-discovery, addressing "What might I want to do?" Often it involves exploring career options, connecting interests with the world of work, prototyping careers, and creating career goals that provide focus and purpose. We help with all aspects of your job search as well!

# Transactional Transformational



# OUR DROCESS

### UNDERSTANDING SELF

Students learn about their values, interests, skills, and personality. They also identify their source of indecision.

## EXPLORATION OF & NARROWING DOWN OPTIONS

Students learn more about majors, career paths through the use of resources.

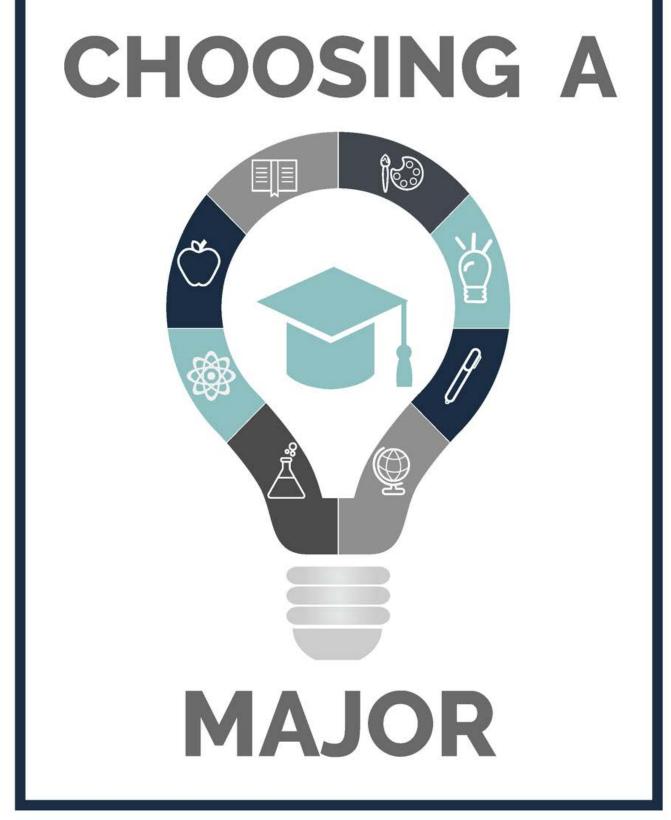
### TAKING ACTION

Students are equipped to make a decision about a major or career.

# Exploration Workbook

Used in tandem with first year success courses or alone as an independent, self-paced tool.

Entire process of understanding self, decisionmaking, exploring options, narrowing down options, and creating an action plan.





UNDERSTANDING SELF

**Exploration** of Options

**Narrowing Down Options**  **Taking** Action

Students understand their values, interests, skills, personalities, and abilities

post-secondary options and their connection to occupations and career fields

Students understand Students understand how to identify and utilize credible resources for career selection

Students identify appropriate action steps for selecting and affirming career path

### **Common Decision-Making Strategies**

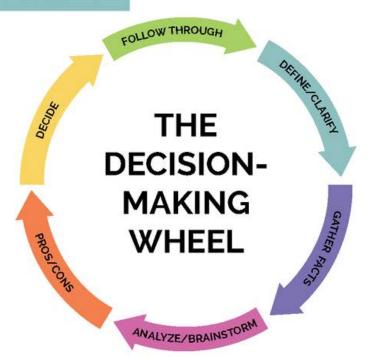
While the ability to make decisions is an important skill to have, perhaps even more important is the way that you approach a decision. Below you will find types of decision-making strategies that people may use. (Dinklage, 1967). As you read below, think about the type of decision-making strategy that you tend to utilize the most.

- Impulsive: Do you tend to put little thought or examination into your decision? Do you choose the first option without considering alternatives?
- Fatalistic: Do you allow your environment or situation to determine your decision? Do you leave decisions up to fate?
- Compliant: Do you allow someone else to decide? Do you follow someone else's idea of the best alternative for your future?
- Delaying: Do you tend to declare a standstill, postponing all thought and action, until you decide to implement your decision?
- Agonizing: Do you get lost in the factual information and get overwhelmed with analyzing alternatives?
- Intuitive: Do you make a choice based on a "gut" feeling about the best alternative?
- Paralysis: Do you accept a need to choose but cannot seem to approach your decision?
- Planning: Do you weigh the facts and choose the result that will be the most satisfying? Do you embark on a rational process, balancing cognitive and emotional needs?

### **How to Combat Indecision**

Figure 1.1 (below) is the **Decision-Making Process**. By utilizing the steps in this wheel, you can work through the decision of choosing your major. You can also apply this wheel to other big decisions that you will need to make while in college. If you struggle with one of the types of indecision that we just covered, you will more than likely find this process to be quite helpful.

### FIGURE 1.1



### 1. DEFINE/CLARIFY:

What is the problem? What questions are you trying to answer? Example: What should my major be?

This is information that you need to help you make your decision. For example, what majors are offered at OU? What are your interests, values, and skills? What are your goals?

### 3. ANALYZE AND BRAINSTORM:

Use the data you've collected to narrow down your choices. Are there any options that you can immediately cross of your list? Example: Do the majors you're considering support the type of lifestyle you wish to lead?

### 4. WEIGH THE PROS AND CONS:

What are the benefits and negatives to the options you've narrowed down? For example: time to degree completion, course requirements, flexibility of degree.

### 5. DECIDE AND FOLLOW THROUGH:

Make the choice, and take actionable steps towards your decision. For example, declare a major with your advisor and get advised for the next semester.

### Activity 1.1

### **The Decision-Making Process**

Instructions: Think about an upcoming decision that you need to make. This decision doesn't necessarily have to be about choosing a major, it can be anything! Using the steps described in Figure 1.1, outline the process you would take for making your decision.

### 1. DEFINE/CLARIFY What is the problem? What questions are you trying to answer? Example: What should my major be? 2. GATHER FACTS This is information that you need to help you make your decision. For example, what majors are offered at OU? What are your interests, values, and skills? What are your goals? 3. ANALYZE AND BRAINSTORM Use the data you've collected to narrow down your choices. Are there any options that you can immediately cross of your list? Example: Do the majors you're considering support the type of lifestyle you wish to lead? 4. WEIGH THE PROS AND CONS What are the benefits and negatives to the options you've narrowed down? For example: time to degree completion, course requirements, flexibility of degree. 5. DECIDE AND **FOLLOW** THROUGH Make the choice, and take actionable steps towards your decision. For example, declare a major with your advisor and get advised for the next semester.

### FIGURE 2.3

### **OU Major Map: Career Fields, Cluster, and Majors**

### ■ MARKETING **■ FINANCE** ■ AGRICULTURE, FOOD, AND NATURAL RESOURCES ■ ARTS, AUDIO/VIDEO TECHNOLOGY, AND COMMUNICATIONS > Marketing > Architecture > Theatre-Acting, Design > Accounting > Environmental Sustainability > Advertising > Finance > Interior Design Dramaturgy, Science > Environmental Studies > Public Relations > Risk Management > Environmental Engineering > English-Literary & Cultural Studies Technology, and Stage > Information Studies > Economics (BBA) > Environmental Science > Enalish-Writina Management > Communications > Film & Media Studies > Creative Media Production > Biology > Public Relations > Chemistry > Art ■ BUSINESS, MANAGEMENT. > Art History > Art. Technology & Culture > Microbiology AND ADMINISTRATION > Plant Biology > Art-Studio Art > Ballet Pedagogy > General Management > Paleontology > Ballet Performance > Sports Management > Modern Dance Performance > International Business CAREER FIELD > Music, BA > Human Relations > Music, BMA > Management Information Systems Agriculture, Food > Music Theatre > Aviation Management-Non-Flying Natural Resources > Economics (BA) > Supply Chain Management **■ MARKETING** ■ INFORMATION TECHNOLOGY > Art-Visual Communications > Communications > Human Relations > Information Studies **■ HOSPITALITY AND TOURISM** > Planned Program-Social Sciences > Marketing **FOUNDATION** > Planned Program-Social Sciences and Organizational Studies & Organizational Studies > Advertising > Public and Nonprofit Administration KNOWLEDGE & SKILLS > Sports Management > Air Traffic Management > Public Relations Problem Solving · Critical Thinking > Aviation Management > Aviation-Professional Pilot reer Development • Integrity • Teamworl egal Responsibilities · Academic Foundation **SCIENCE.** ■ TRANSPORTATION, HUMAN SERVICES LAW. PUBLIC SAFETY. afety · Health & Environment · Leadership DISTRIBUTION, AND LOGISTICS TECHNOLOGY. CORRECTIONS, AND SECURITY > African & African echnical Literacy · Cultural Competence **ENGINEERING, AND** American Studies > Anthropology CAREER > Aerospace Engineering **MATHEMATICS** > Economics (BA) > Classics-Classical Languages > Civil Engineering > Environmental Studies Classical Studies, Latin > Electrical Engineering > Astronomy Creativity · Innovation > History of Science, Tech. > Ethics & Religion > Astrophysics > Industrial Engineering & Medicine > Biochemistry > History > Industrial & Systems Engineering > Biology > Human Relations > Letters > Mechanical Engineering > Chemical Biosciences > Linguistics > Letters, Constitutional Studies > Environmental Sustainability-> Chemistry Health Science > Religious Studies > Political Science Planning & Management > Health & Exercise Science > Social Work > Philosophy > Geographic Info Systems > Mathematics Technology > Sociology > Sociology-Criminology > Mathematics-Biostatistics > Geography > International Security Studies > Women & Gender Studies > Microbiology > Management Information Systems CAREER FIELD > Microbiology-Biotechnology ■ GOVERNMENT AND PUBLIC ■ EDUCATION AND TRAINING ■ ARCHITECTURE AND > Physics > Early Childhood Education **ADMINISTRATION** ■ HEALTH SCIENCE CONSTRUCTION > Environmental Sustainability-> Elementary Education > Communication Science & Disorders Science & Natural Resources > Architecture > Political Science > Language Arts Education > Chiropractic > Meteorology > Architectural Engineering > Political Science- Elections & > Mathematics Education > Dental Hygiene > Geology > Construction Science Campaign Management > Geology-Petroleum Geology > Environmental Design > Science Education-Biological > Dentistry > Public & Nonprofit Administration > Medical Imaging & Radiation Sciences > Geophysics Sciences, Chemistry, Earth > Environmental Sustainability-> Interior Design > Pre-Medicine > Physical Therapy > Petroleum Engineering Science, Physics Culture and Society > Nursing > Occupational Therapy > Biomedical Engineering > Social Science Education ■ MANUFACTURING > Geography-Geohumanities > Optometry > Physician's Associate > Chemical Engineering > Special Education > Supply Chain Management > Pharmacy > Geography-Physical & Social > Electrical Engineering > World Language > Environmental Sustainability > Mechanical Engineering Sciences > Industrial & Systems Engineering Education > Computer Engineering > Economics (BBA) Learn about OU Programs of Study Legend: > Chemical Engineering > Ballet Pedagogy > Computer Science > International Business http://www.ou.edu/admissions/academics/find-your-major Career Cluster > Engineering Physics > Mechanical Engineering > Piano Pedagogy > Global Energy, Environmental > Industrial & Systems Engineering > Music Ed-> - Academic Major > International Development > Mechanical Engineering Instrumental. Meet with a Major Exploration Coach > International Studies

Explanation provided on reverse side

http://www.ou.edu/univcoll/about/majors

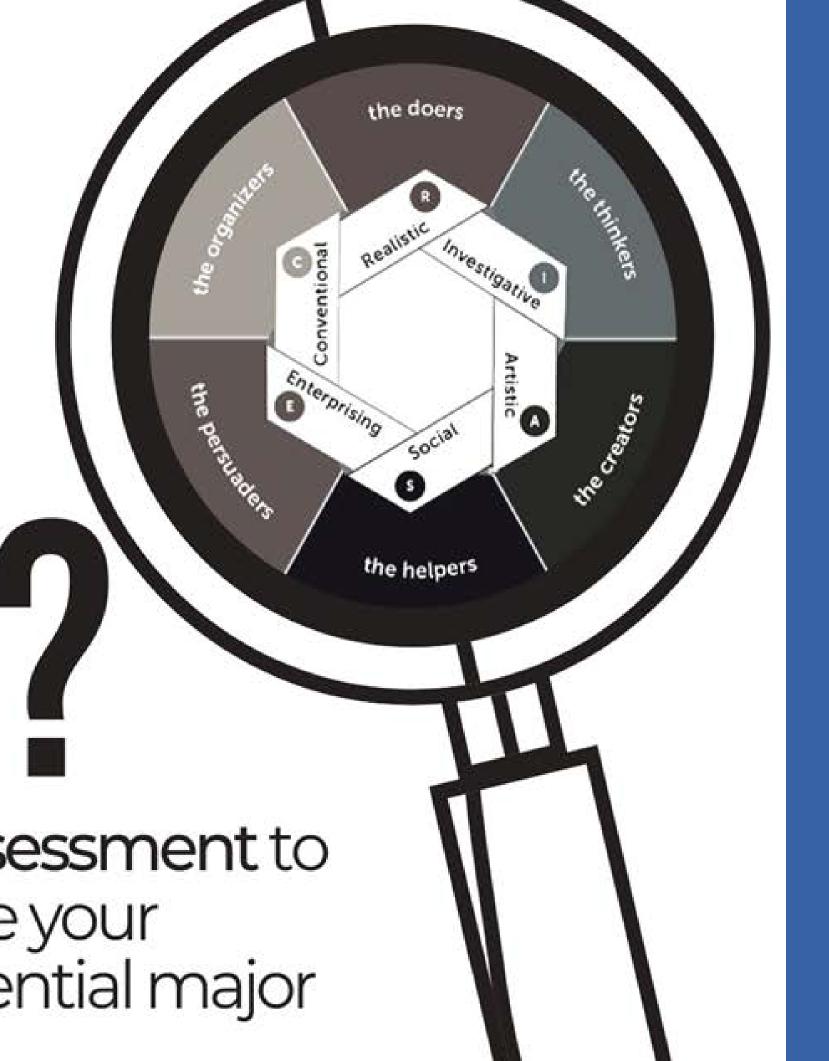
Vocal

Realistic - (R) practical, using tools, building, providing security, hands-on	Investigative – (I) analyzing, research, curiosity, intellectual, explorative, problem-solving	Artistic – (A) creativity, expression, originality, imagination	Social - (S) cooperation, listening, understanding, helping	Enterprising – (E) selling, persuading, managing, marketing, competition	Conventional – (C) accuracy, stability, efficiency, data management, organization
Aerospace Engineering (I,E) Architectural Engineering (I,A) Aviation - Pilot (I,C) Aviation - Air Traffic Management (E,C) Civil Engineering (I,E) Computer Engineering (C) Construction Science (E,C) Electrical Engineering (I,C) Engineering Physics (I,C) Environmental Engineering (I) Environmental Geology (I) Environmental Science (I) Geology (I) Geophysics (I) Mechanical Engineering (I,C) Nuclear Medicine (I,S) Petroleum Engineering (I,E) Radiography (I,S)	Anthropology (A,S) Astronomy (R) Astrophysics (R) Biochemistry (R) Biology (R) Biomedical Engineering (R) Chemical Biosciences (R) Chemical Engineering (R) Chemistry (R) Community Health (C,RS) Economics – A&S (A,S) Environmental Studies (R,S) Environmental Sustainability (R,S) Film and Media Studies (A,E) Geographic Information Science (R,E) Geography (R,E) Health, Medicine and Society (S) Human Health and Biology (R, S) Information Science and Technology (R, C) International Security Studies (S,R) Letters: Constitutional Studies (E,S) Mathematics (R,E) Microbiology (R) Paleontology (R) Physics (R) Plant Biology (R) Pre-Dentistry (R,S) Pre-Medicine (S,R) Pre-Pharmacy (S,C) Pre-Physician's Associate (S,R) Pre-Veterinary Medicine (R,S) Psychology (S,E) Public Health (C,R,S) Sociology: General (S,E) Criminology (S,R)	Arabic (I,S) Architecture (I,R) Art (R) Art: Art, Technology, & Culture (R,I,E) Art: Studio Art (R,I,E) Art: Visual Communication (R,I,E) Art: Art History (I,E) Chinese (I,S) Classics: Classical Languages (I,S) Classics: Classical Studies (I) Creative Media Production (R,S,E) Dance (R,E) Drama (E,S) English: Literary & Cultural Studies (S, I) English: Writing (I,E) Environmental Design (I,R) Ethics and Religion (I,S) French (I,S) German (I,S) Interior Design (R,S) Italian (I,S) Japanese (I,S) Journalism (I,S) Letters (I) Linguistics (I,S) Music (I,R) Musical Theatre (E,S) Professional Writing (I,S) Russian (I,S) Spanish (I,S)	African and African-American Studies (I,A) Communication (I,E,A) Communication Disorders: Speech Pathology; Audiology (I,A) Dental Hygiene (R) Early Childhood Education (A,E) Elementary Education (A,E) Health and Exercise Science (R, I) History (I,E) History of Science (I) Human Relations (E,I) International and Area Studies: Asian, European, Latin American, Middle Eastern (A,I) Judaic Studies (I,A) Language Arts Education (A,I) Latinx Studies (I, A) Mathematics Education (A,I) Music Education (A,I) Nursing (I,R,E) Pre-Occupation Therapy (R,I) Pre-Physical Therapy (R,I) Religious Studies (A,E) Science Education (I,R) Social Studies Education (A,I) Social Studies Education (A,I) Special Education (I,A) Women's and Gender Studies (I,E) World Language Education (A,I)	Advertising (A,S) Aviation Management (C,R) Economics – Business (C,S) Energy Management (C,R) Entrepreneurship and Venture Management (S,C) International Business (S,I) Management (C,S) Marketing (S,C) Political Science (I,S) Public & Nonprofit Administration (S,C) Public Relations (A,S) Sports Management (S,R) Supply Chain Management (R,C)	Accounting (R,I) Computer Science (I,R) Finance (E,I) Industrial Engineering (I, E) Information Studies (I,E) Management Information Systems (E,I) Meteorology (E,S) Risk Management (E,S)

Is your future career plan

# SUPER STRONG

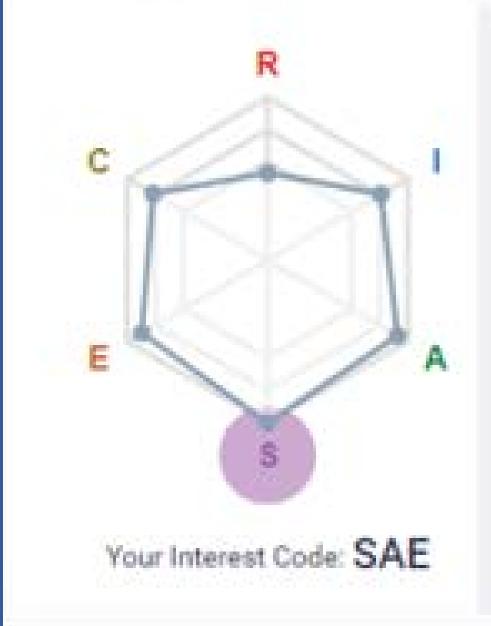
Take the SuperStrong® assessment to help you understand where your interests intersect with potential major and career pathways!



The SuperStrong helps students identify their interests and extends their understanding of how interests can support academic and career success with up-to-date data from the Bureau of Labor Statistics (BLS), and Occupational Information Network (O\*NET).

### YOUR SUPERSTRONG INSIGHTS

Click on R-I-A-S-E-C



### SOCIAL

People who enjoy helping others, teaching, and providing care or advice for others. They are often cooperative, generous, and understand the point of view of others. They value social interaction and relationship building.

OF COLLEGE STUDENTS CHANGE
THEIR MAJOR DURING THEIR FIRST
YEAR OF COLLEGE

OF ADULTS ARE IN A CAREER NOT
DIRECTLY RELATED TO THEIR
BACHELOR'S DEGREE

(Copelin, 2012)

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## CRITICAL DECISIONS ARE BEING MADE AT ALL STAGES OF LIFE

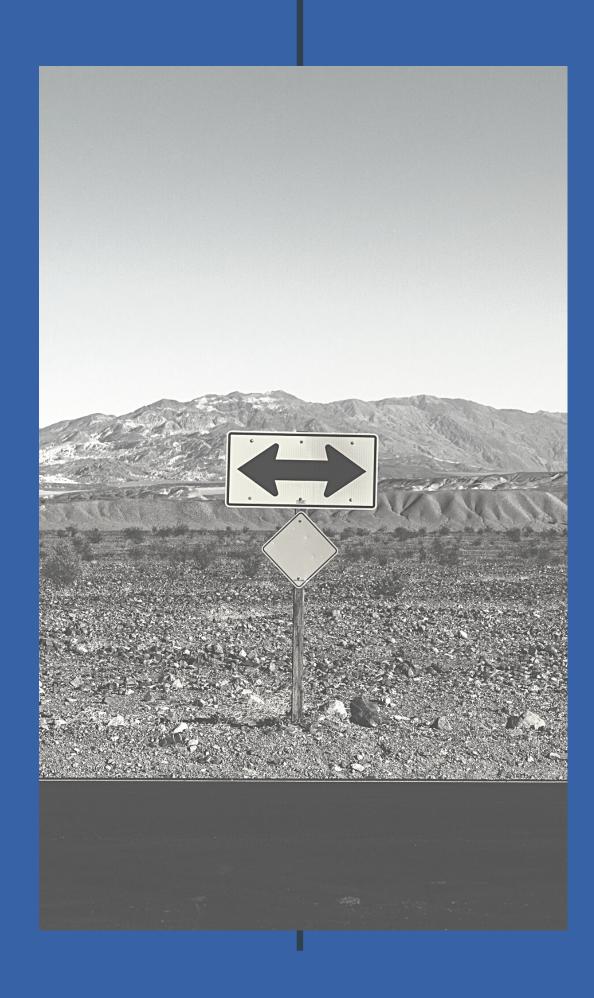
**ROSE STATE COLLEGE** 

# Decision-Making is one of the most important skills to learn.



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FOR US, EVERY STUDENT IS UNDECIDED.



GORDAN & KINE, 1989

Students view their personal decisions as a reflection of their identity.

The choices they make in college will influence the person they hope to become in the future.



GORDAN & KINE, 1989

Students view their personal decisions as a reflection of their identity.

The choices they make in college will influence the person they hope to become in the future.

This causes a LOT OF STRESS AND ANXIETY.



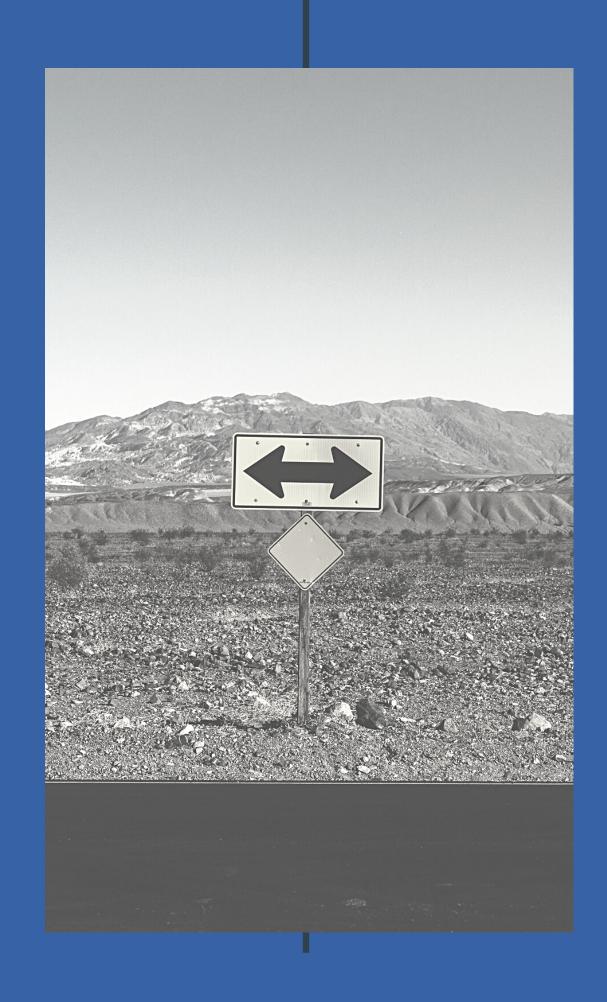
GALOTTI, TANDLER, & WIENER, 2014

Students tend to consider more than one option at a time, but didn't do enough research on the options because they were overwhelmed.

This lead to superficial decision-making.

Study showed the more time and dedication a student gave towards considering their options, they became more likely to narrow down the number of options they were considering, and became more confident with their choice.

**ROSE STATE COLLEGE** 



### LILLIAN DINKLAGE'S (1968) TAXONOMIES

Dinklage found that people tend to develop "trait-like" differences, or decision-making styles, in how they approach the process of making decisions.

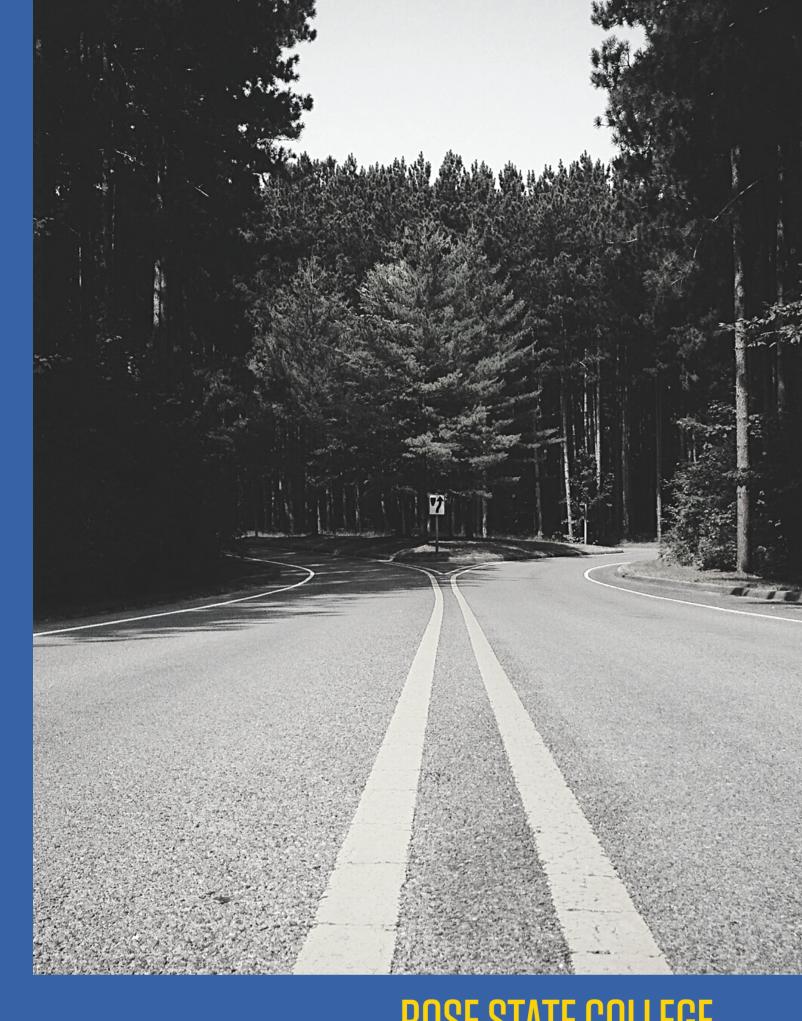
Decision-making styles stay consisent through different types of decisions being made.

# What types of decisions do your students tend to struggle with?



What types of decisions do your students tend to struggle with?

Share out!



### Decision-Making

# WHAT'S THE HARDEST DECISION YOU'VE MADE TODAY?















BACON & EGGS

MORNING

LIKED

LOW-PAYING JOB YOU LOVE



PANCAKES

NIGHT

RESPECTED

HIGH-PAYING JOB YOU DISLIKE



BACON & EGGS

MORNING

LIKED

LOW-PAYING JOB YOU LOVE FOLLOW YOUR PASSION



NIGHT

RESPECTED

HIGH-PAYING JOB YOU DISLIKE FOLLOW SUCCESS

### **DECISION-MAKING STYLES**

### DINKLAGE, 1968

### **PLANNING**

Do you weight the facts and choose the result that will be the most satisfying?

Do you embark on a rational process, balancing cognitive and emotional needs?

### AGONIZING

Do you get lost in the factual information and get overwhelmed with analyzing alternatives?

### **IMPULSIVE**

Do you tend to put little thought or examination into your decision? Do you choose the first option without considering alternatives?

### **FATALISTIC**

Do you allow your environment or situation determine your decision? Do you leave decisions up to fate?

### **PARALYSIS**

Do you accept a need to choose but cannot seem to approach your decision?

### INTUITIVE

Do you make a choice based on a "gut" feeling about the best alternative?

### COMPLIANT

Do you allow someone else to decide? Do you follow someone else's idea of the best alternative for your future?

### **DELAYING**

Do you tend to declare a moratorium, postponing all thought and action, until you decide to implement your decision?



## How To Utilize With Your Students

### UNDERSTANDING

What is the choice to be made?
What is the cause/root of indecision?

Help student address their indecision and where it's stemming from.

What decision-making style are they utilizing?

### COACHING

Walk students through decision-making process by empowering them to seek out answers, and offering support when needed.

### PROVIDING RESOURCES

- Establishment of Goals
- Identification of Action Steps
- Additional Research
- Provide Connections or Networking



### Conclusion

### WHAT WE COVERED TODAY:

- The work we do with students.
- Research and theory on indecision among college students.
- The decision-making process.
- How to utilize this information with your students.



### QUESTIONS? COMMENTS?

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