



UNIVERSITY OF LA VERNE

Selecting a Major Handbook

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(Created: July 8, 2009. Modified: October 27, 2011)

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Introduction

Dear Student,

At the University of La Verne, there are about 54 majors and 35 minors, with options to create individualized minors in consultation with academic departments. With so many choices, the process of selecting a single major, let alone a double major, or a minor could be overwhelming. If you are undeclared or are reconsidering your chosen major, you are not alone! Being undeclared about a college major is not unusual; approximately 20 percent of students are admitted as undeclared. Nor is it unusual for students who have chosen a major to change their minds at least once. There are many other students who are going through the same process.

The process of choosing a major can often be an anxiety-filled experience but it can also be exciting if you choose a major that you are happy with. With the right guidance and resources that are available to you at the University of La Verne, deciding on a major should not be an anxiety-filled process. The key is to select a major wisely and to think about the timing of making a decision because timely graduation (within 4 years) becomes more difficult the more you delay in choosing a major and completing the subject requirements.

This handbook has information to help you with the process of selecting a major that you will be happy about. The handbook will briefly explain the process of selecting a major, it provides activities to assist you with major and career exploration, and it will identify resources on campus that can help you with this process.

Regards,



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Academic Majors and Career Myths



The number one rule in selecting a major is that there is no such thing as a “perfect” or “right” major. Rather, there is only a major that you are more satisfied in pursuing than another! There is no “wrong” major either, unless, of course, you select a major that does not fit your interests, abilities & skills, value in work (employment conditions and environment), and occupational plans.

What if we told you that you could attend medical school by majoring in English or French Literature? You might be thinking we were misinformed and were in need of reassessing our occupational sources. However, it is true; you can attend medical school *despite* majoring in English or French Literature. Although English or French Literature don’t typically or neatly fit the stereotypical majors that are associated with a medical career (Biology, Chemistry, or Neuroscience, for example) as long as you successfully complete the “pre-med” courses and your GPA shows high academic scholarship, you *can* attend medical school. You might not have known otherwise unless you educated yourself (and others in your life) about the admissions process for medical schools. It is no different for law school admission. Not everyone who attends law school majored in Philosophy or Political Science.

Medical schools want diversity and high scholarship from their students. By demonstrating diversity in your chosen major, along with academic excellence in “pre-med” courses and GMAT exam scores, you could have a competitive advantage over biology majors who might have suppressed GPA’s as a result of weak academic performance in their major courses even if their “pre-med” course GPA’s are above average.

Self-assessment Inventory

Consider why you selected “Undeclared” or your current college major. What is preventing you from making a decision to select a major or to select a different major? Here are some examples:

1. I don’t want to make the wrong choice.
2. I don’t know what I want to do with my life; I am not ready to make a decision.
3. I have so many interests...
4. I like my chosen major, but I am not entirely convinced it is the right choice.
5. I don’t know if my (potential) major will help or hinder my desired career.
6. My parents chose *my* college major! My parents want me to be... but...

Reflect on the following questions and answer them truthfully.

What are your reasons for not selecting a major or for selecting the major you have?

How did you arrive at this decision?

Are you feeling uncertain about the direction of your life and career? Explain.

What majors and careers have you considered and why?

Have you eliminated some majors and careers? Why?

Have you done any research on careers or talked to people who work in the field(s) you are interested in? If so, what did you learn? If not, what are the obstacles for not having done so?

What do you want out of your career? (Examples: money, prestige, security, helping others, creativity, entrepreneurship, professional status, something to get by, giving back to ____, ability to use my gifts).

Motivation and Values

“...if you’re motivated enough to go to the store to buy a motivation book, aren’t you motivated enough to do that? So, you don’t need the book. Put it back.”

-George Carlin

The motivation to accomplish academic and career goals requires a belief in yourself that you have the knowledge and skills to be successful (Ormrod, 2006). If you have high self-esteem, that is great, but you also need to consider whether you have *self-efficacy*. What’s the difference? Self-esteem is a general interpretation about how you feel about yourself, ie. “I am a good person... I feel good about myself...” However, self-efficacy is the belief that you have the knowledge, skills, and abilities to accomplish goals. Self-efficacy can be boosted by giving you reasons to believe you can be successful when you develop goals that are challenging, proximal, and achievable (Ormrod, 2006). Self-efficacy is also built over time, and practice, when you are engaged in activities that interest you and that you enjoy. Self-efficacy is reinforced when you engage in activities that reflect your personal values, personality traits, skills and abilities, and your goals. Effective mentorships, different types of success (personal, professional, or educational), knowledge (and access to information), and learning can also help to increase your motivation and self-efficacy. Focusing on your self-efficacy can help you to put the time and energy towards accomplishing your educational and career goals. When you select a college major that reflects your values, personal traits, skills and abilities, and interests, you are actively choosing a task that you are likely to be successful in, and thus positively impact your self-efficacy.

Personal Inventory

Your choice in a major should reflect your values, personal traits, skills and abilities, and interests because this decision will likely impact your self-efficacy and how successful you will be in accomplishing your educational and career goals. Reflect on the following questions and answer them truthfully.

What are your values?

What are the sources of these values?

Complete the following Values Sentences (Guyer-Wood, n.d.)

1. The greatest joy in my life is...
2. The biggest decision I ever made was...
3. As a child I dreamed of...
4. Education is...
5. I spend most of my time...
6. I would prefer to be...
7. My favorite kind of person is...
8. Work is...
9. Money is...
10. Prestige is...
11. Honor is...
12. Success is defined as...
13. Kids are...
14. Seniors are...
15. Family is...
16. Religion is...
17. My work ethic is...
18. I think of myself as...
19. Leadership is defined as...
20. The people I work with are...
21. The person who influenced me the most taught me to...
22. I daydream the most about...

What are your life values? Rank them in the order of most importance to you (1-20). Add other values if you need to (Guyer-Wood, n.d.)

- _____ Family
- _____ Prestige
- _____ Independence
- _____ Spirituality
- _____ Meaningful work
- _____ Helping others
- _____ Physical Health
- _____ Leisure
- _____ Financial security and wealth
- _____ Creativity
- _____ Occupational Success
- _____ Lifelong learning
- _____ Honesty
- _____ Friendships and social environment
- _____ Happiness
- _____
- _____
- _____
- _____
- _____

What are the top 5 values?

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

What are the last 5 values?

- 16.
- 17.
- 18.
- 19.
- 20.

How would you feel if you could just focus all of your energy, time, resources, and skills on these top five values for the rest of your life? Would there be something missing or would these still be the most important?


How would you feel if you could focus all of your energy, time, resources, and skills on the last five values for the rest of your life? Would there be something missing, or would these sum up what's most important to you?

Think about your top values and reconsider your last five values, would you rearrange your values or keep them the same? Make the changes now, if you need to. Ok, what themes keep recurring? How will these values impact your chosen major and career?

Transferable Applied Skills

It is important that you approach your selection of a major with the intent to learn the content and to earn good grades, but also with the attitude of learning *applied skills* (not always found in a syllabus or learning outcomes). Applied skills refer to such things as oral and written communication, critical thinking, time management, problem solving, personal accountability, teamwork, interpersonal and cultural skills, and strong work ethic. This list is not all-inclusive.

What is the difference between learning for content and learning applied skills? Learning for content refers to the process of retaining specific facts and information that pertain to the topic of the course(s). Thus, if you are taking a course on American government, then the content to be taught, learned, and graded will be about American government. However, the course may not be teaching you applied skills—research methods, public speaking, persuasive writing, or teamwork—but in most cases will have an important impact on your final grade. Recall how some instructors determine a grade for their students. Many expect a combination of tasks to determine a grade such as a term paper, a mid-term exam, a final exam, group or individual projects, and/or group or individual presentations. Think about the various skills you need to possess or to develop in order to accomplish each of these tasks to earn a high grade. *In most cases, instructors will assume that many of the applied skills needed to earn a high grade in a course have already been mastered by students elsewhere.*



“In most cases, instructors will assume that many of the applied skills that are needed to earn a high grade have already been mastered by students elsewhere”

According to Soares and Mazzeo (2008), nearly 40 percent of college graduates do not have the necessary applied skills to be successful in the job market. Despite the benefits and strengths that are associated with a university education, institutions of higher learning generally do not teach applied skills (DiMartino and Castaneda, 2007). Thus, it falls on you, the student, to consciously and purposefully learn and sharpen your applied skills in everything you do in college, *inside and outside* the classroom. The applied skills you learn over a lifetime and that you “carry” with you are considered *transferable skills*.

Transferable skills are the skills that you gather over the years through various personal, educational, and professional life experiences, technical skills, jobs, volunteer work, sports, hobbies, and work ethic. These same skills will be critical during your lifetime as you start a career and later change jobs or careers.

It is important to identify and to articulate what your skills are and how they have made you a stronger student and/or a stronger job candidate. Once you have developed a working knowledge and vocabulary about your applied skills, it is very important to begin applying this vocabulary in your discussions with peers, friends, faculty, employers, your written work, resumes, cover letters, and interviews. Thus, when you are able to fit your skills and knowledge to the specifics of a task or job, you will become more effective in showing and communicating to others that you have experience in specific areas.

Before graduating from University La Verne, you should have mastered certain applied skills and essential learning outcomes to be competitive in the job market. According to the American Association of Colleges and Universities (2007), university graduates will need:

- A broad base of knowledge across multiple disciplines,
- Intellectual and practical skills such as teamwork and problem-solving,
- A sense of personal and social responsibility, including ethical reasoning,
- Experience applying what they learn to real-world problems.

The report continues by arguing that applied skills need to be infused with broad understanding in the following areas:

Knowledge of Human Cultures and the Physical and Natural World

- Science and technology; Global issues; The role of the United States in the world; Cultural values and traditions (U.S./global)

Intellectual and Practical Skills

- Teamwork skills in diverse groups; Critical thinking and analytic reasoning; Written and oral communication; Public speaking; Information literacy; Creativity and innovation; Complex problem solving; Quantitative reasoning; Event planning; Attention to detail; Dealing with problems or obstacles; Time management; Research skills; Speaking/writing a foreign language; Computer skills; Leadership/management experience.

Personal and Social Responsibility

- Intercultural competence (teamwork in diverse groups); Intercultural knowledge (global issues); Ethics and values; Cultural values/traditions—U.S./global.

Integrative Learning

- Applied knowledge in real-world settings.

My Skills (Gayer-Wood, n.d)



And I am an expert in _____.

Was it difficult to fill in the blank? Why or why not?

How would you feel if you were at a networking event and you had to socialize with prospective employers or clients and you had to make an impression, but couldn't say the statement above with honesty and confidence?

What are your top 10 skills and how did you gain them? (Technology, people skills, writing, organization, adaptive, debate).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

How many of these skills are knowledge-based (requiring specialized training or education)?

How many of these skills are personality-based or conceptual? (Creativity, detailed oriented, management, research, helpful)? _____

What majors do you think would complement your current skill set?

Clustering your Skills by Area (Gayer-Wood, n.d.)

- O Circle the skills you think you already have
- * Place a star by the skills you would like to develop or improve
- √ Check mark the skills you enjoy using

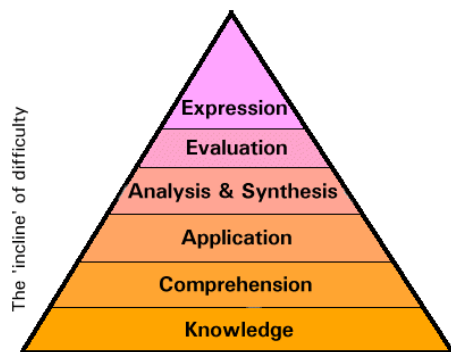
CREATIVE SKILLS:	TEACHING SKILLS:	DETAIL SKILLS:
Innovation Developing Creating Imagining Designing Planning Conceptualizing Synthesizing Integrating Abstraction Generating Perceiving Memorizing Discriminating Intuition Visualizing Sensitivity Humor Fashioning Shaping Writing Directing Painting Performing Acting Playing Sharing	Influencing Persuading Briefing Informing Encouraging Communicating Advising Guiding Coaching Instructing Explaining Enlightening Stimulating Inventing Enthusiasm Adapting Adopting Facilitating Coordinating Developing Enabling Clarifying Valuing Goal Setting Deciding Initiating	Approving Retaining Executing Dispatching Responding Following through Implementing Enforcing Responsibility Meeting Deadlines Arranging Time Management Routine Memory Judgment Collecting Compiling Purchasing Systematizing Tabulating Comparing Inspecting Organizing Classifying Operating Collating Copying Retrieving Recording Processing Facilitating

<p>MANAGEMENT SKILLS:</p> <ul style="list-style-type: none"> Developing Planning Organizing Executing Supervising Scheduling Assigning Directing Coordinating Analyzing Prioritizing Delegating Hiring Firing Recommending Evaluating Administering Contracting Producing Controlling Reviewing Trouble-shooting 	<p>COMMUNICATION SKILLS:</p> <ul style="list-style-type: none"> Influencing Persuading Helping Directing Leading Reasoning Selling Developing Recruiting Creating Negotiating Arbitrating Arranging Mediating Reconciling Merging Obtaining Writing Interpreting Enlisting Motivating Manipulating Reading Speaking 	<p>RESEARCH SKILLS:</p> <ul style="list-style-type: none"> Recognizing Problems Clarifying Surveying Interviewing Investigating Inspecting Gathering Synthesizing Examining Diagnosing Reviewing Organizing Evaluating Critiquing Perceiving Collecting Writing Interpreting Extrapolating Deciding
<p>FINANCIAL SKILLS:</p> <ul style="list-style-type: none"> Calculating Computing Planning Managing Budgeting Bookkeeping Accounting Auditing Appraising Researching Analyzing Record Keeping Detail Accuracy Speed Allocating Administering Finger Dexterity Developing Preparing Solving 	<p>MANUAL SKILLS:</p> <ul style="list-style-type: none"> Operating Tending Controlling Grinding Assembling Setting-up Feeding Cutting Binding Driving Moving Lifting Bending Pulling Shipping Handling Punching Drilling 	<p>HELPING SKILLS:</p> <ul style="list-style-type: none"> Relating Guiding Leading Adjusting Servicing Referring Rendering Attending Caring Sensitivity Listening Speaking Directing Perception Intuition Understanding Maturity Team work Mentoring

About.com (2008) has a simple self-assessment tool that can help you to identify applied and transferable skills and to assess your skill level using a Likert-type scale: 1=highly skilled, 2) moderately skilled; 3) needs improvement. Select the top 10 skills you selected in the “Clustering your Skills by Area” and rate yourself. Give it a try. (Use extra paper to expand the list):

My Skills*		
Skills	Tasks (Job or Activity)	Skill Level
Public speaking	Class presentation, “Drug abuse”	2

As you reflect on the various knowledge topics and applied skills that have been identified above, how have your life experiences and formal education (up to this point) informed the development of your applied/transferable skills? What areas can be sharpened or improved?



Source: www.bized.co.uk

The top four levels are considered “higher-order” skills. Employers will not consider candidates for employment or advancement who test at the two lower levels on the assumption that it is not possible for candidates to perform well in essay writing by rote learning (memorization) of notes. (bized.co.uk).

Do you have the necessary skills to succeed?

Setting and Achieving Academic and Career Goals

Selecting a major at University of La Verne might be viewed as an overwhelming process especially if you are asked to select a major because it leads to a specific career track or if you select a major in the absence of academic and/or career goals. Worse yet, if you are feeling “pressured” to select a major you might want to ask yourself whether the choice is yours alone or if it is being imposed on you by family, friends, or occupational expectations?

Selecting a college major must also be done in the context of developing academic and occupational goals. Setting and achieving academic and career goals is not “rocket science” but it does require serious thought and attention because your academic performance and investment in time and effort are closely associated with your selection of a college major. Think of the process of time invested and effort expended to complete a major as a motivational “road MAP.” According to Clark and Estes (2002), motivation is defined as the mental process that keeps us going, keeps us moving, and tells us how much effort to put to complete a task. Said differently, motivation is defined as mental effort, active choice, and persistence (ie. MAP)(Ormrod, 2006). These indices come into play when you are considering the amount of time, effort, and attention you give to accomplish a task. Thus, when you consider a major that you are engaged in and motivated about, you will be more successful because you will invest your time and effort to learn topics that you enjoy. If you select a major with clear goals, the process of completing a major becomes easier. Consider the following questions (Rueda, 2005):



1. Have you ever chosen (or failed to choose) to pursue a goal or to complete a task?
2. Have you ever had so many goals and distractions that you were tempted to not persist at a specific goal or task? (When we allow ourselves to “get off task” we are essentially choosing to be distracted by less important things).
3. Have you ever chosen a goal and have persisted to accomplish it in the face of distractions? Can you recall why you decided to invest the mental effort to achieve the goal, despite facing distractions?

It is sometimes said that “no one rises to low expectations,” so why would you ask any less of yourself? Succeeding in college and in life requires commitment to setting goals that are challenging and realistic, but achievable. When you select a college major that you enjoy and that reflects your interests and you have a clear plan for accomplishing your goals, you are more likely to follow a “road MAP” to success than if you chose a major that you were not interested in or were less committed to. It is important to consider how your choice of a major will impact your attitude toward that major and your motivation to invest the time, energy, and attention needed to do well in it. Your academic performance in your chosen major could have profound implications on your educational and/or occupational prospects beyond your baccalaureate career at the University of La Verne.

Setting Challenging, Achievable, and Realistic Goals



There is a method to choosing goals. The goals must be challenging, realistic, and achievable (Ormrod, 2006). Long-term (Global) goals might be challenging, but not realistic or achievable if you don't have a plan that is broken down to its smallest details. A goal *must* be viewed through the lenses of *performance goals* and *intermediate goals* that build toward the *global goal* (Rueda, 2005). The performance goals and intermediate goals are based on the accumulation of daily, weekly, and monthly tasks that are

accomplished consistently and progressively. Have you ever wondered why New Year's resolutions consistently fail? New Year's resolutions fail because global goals—"I will quit smoking; I will eat healthy; I will get out of debt..."—are not well planned, not planned at all, or daily routines are half-heartedly executed. Thus, when progress does not translate to "overnight" results, the person becomes discouraged, is easily distracted with less important tasks, and will abandon the resolution or the goal.

Global Goals

→ These reflect larger academic, personal, or occupational goals

Intermediate Goals

→ These reflect short term intermediate goals (Monthly/quarterly)

Performance, Learning, or Work goals

→ These are specific learning or performance goals (daily tasks/routines)

Citation: Rueda, 2005.

What is your academic goal (Global)? You might have many, but choose only one.

What is your occupational goal (Global)?

What do you think and write about that are related to your global goal?

What do you watch on television or read that are related to your global goal?

Where do you work/volunteer/intern that is related to your global goal?

What steps are you taking to achieve your global goal? Be specific! (Use extra sheets if needed).

Intermediate Goals	Are you doing these?	Performance Goals	Are you doing these?
	Yes / No		Yes / No
	Yes / No		Yes / No
	Yes / No		Yes / No
	Yes / No		Yes / No
	Yes / No		Yes / No
	Yes / No		Yes / No



Sources of Motivational Obstacles



Commitment

"Winning is not a sometimes thing; it's an all the time thing. You don't win once in a while; you don't do things right once in a while; you do them right all the time. Winning is a habit. Unfortunately, so is losing...But I firmly believe that any man's finest hour - his greatest fulfillment to all he holds dear - is that moment when he has to work his heart out in a good cause and he's exhausted on the field of battle - victorious."

-Vince Lombardi

What are the sources of motivational problems? According to Rueda (2005), we need to focus on mood, self-efficacy, self-efficacy controls, support structure, and knowledge and skills to find the possible sources for motivation.

Mood (Affect or Emotion): When positive emotions are connected to goal completion, active choice and persistence also increase. If you control your environment, you will control your mood.

Self Efficacy: the belief that you have the knowledge, skills, and abilities to accomplish a goal or task.

Am I able to achieve my academic/career goal(s)? Why or why not?

Self efficacy Controls

Attribute your successes, mistakes, or failures to effort. Remind yourself of past achievements that were similar to your current challenge. What did you achieve in the past that you were proud of? What attributed to your success? Can you duplicate these successes in other tasks?

Support Structure

Who can I count on to support me, to offer guidance, or advice? Why did you select this person?

Knowledge and Skills

Do I have the skills and knowledge to accomplish my goal(s)? (Review your answers from the Personal Inventory). If not, where do I get the skills and knowledge? What resources does the University of La Verne have to help me achieve my goal(s)?

Will I require a different knowledge set or skills to accomplish my goal(s)? What are these?

What are the most common “motivation killers” that discourage active choice, persistence, and mental effort? Think of examples that you might have experienced in school, home, or work:



***“Be Miserable. Or Motivate Yourself.
Whatever Has To Be Done, It’s Always Your Choice.”***
- Wayne Dyer

Effort Control: When a novel task overwhelms (Rueda, 2005):

- Break goals/tasks into smaller “chunks” (performance and intermediate goals).
- Use past examples of success to guide your task accomplishments.
- Ask for structure, strategy, and directions. In short, ask for help!
- Set personal deadlines and progress checks. Find partners to help you stay on task.
- Recognize when you are becoming distracted and take control of your environment by moving the sources of the distraction(s) or removing yourself from the distraction(s).
- Challenge yourself to rethink strategies and find a “better way” to handle or manage the task (especially if it is new to you).
- Is your inability to handle a task related to a *knowledge* problem or a *motivation* problem?
- If it is a knowledge problem, where and from whom can you find help, to seek advice, information, training, background knowledge, strategies, etc. to complete the task?
- If it is a motivation problem, what source(s) is the cause of the problem?
 - Active choice? (Did you decide not to complete a task?)
 - Persistence? (Did you start a task, but was distracted or lose interest?)
 - Mental effort? (Are you mentally prepared to “stay on task”)

According to Rueda (2005), to fix a motivation problem, you will need to address:

- Task value (value component) – Why am I doing this task? [Interest, importance, utility].
- Mood (affective component) – How do I feel about this task?
- Efficacy (expectancy component) – Can I do this task? If not, what do I need?

Motivational Diagnosis and Interventions (Rueda, 2005)

I. A problem with?

Indicators of problems

Active Choice

You chose solutions but did not implement them – You intended to do something, but did not act on it.

Persistence

You started a task but you were distracted and did not spend enough time at it. You were easily distracted by other things.

Mental effort

Are you using accurate information or the right skill set to complete a new task? If not, from what or whom can you get the right information or skills to complete the task? Could you be using familiar knowledge for unfamiliar tasks that might be contributing to your frustrations or the amount of effort you are putting into it?

II. Solutions for:

Methods

Active Choice

Try to find value, efficacy, and mood solutions focused on the type of problem. If you start doing a task for the first time, then make a persistence plan to stay on track. Seek help.

Persistence:

What is the biggest hindrance to your persistence issue? Revisit value, efficacy, and mood for the sources of your non-persistence. What control issues concern you? Are you overloaded (efficacy) by your task(s)? Are the distractions more attractive or beneficial (value)? Is your persistence impacted by your mood toward the task? Focus on the benefits of completing the task; control your environment by removing distractions or removing yourself from them; connect with others who can provide a strong support structure.

Mental effort:

Look at alternative solutions to the same problem to see which one works best as a way to focus your efficacy to achieve it.

Self Efficacy

What have you learned from past experiences to inform your self-efficacy? What observational learning models are available to you? Who/what can give you the knowledge/skills needed to accomplish a task.

Mood

What is your mood when accomplishing a task? Control your environment and you will control your mood. Look at the sources of your mood: task value, mood, and self-efficacy.

Resources to gain more self-knowledge and Information:

Publications:

- Gordon & Sears. (2004). *Selecting a college major: exploration and decision making*. (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Machado, J. (2002). *Fishing for a major*. New York, NY: Natavi Guides.
- University of La Verne Catalog: <http://www.laverne.edu/catalog/>: offers degree requirements, course numbers, and course titles. Course descriptions: <https://banweb.laverne.edu/>.

Personality Tests:

- The Keirsey Character Sorter: www.keirsey.com.
- The Myer-Briggs Test, offered by the La Verne Career Services Office: <http://www.humanmetrics.com/cgi-win/JTypes2.asp>.
- Strong Interest Inventory: <http://www.cacareerzone.org/graphic/index.html>. go to “Assess Yourself”, click on “Interest Profiler.”

Applied/Transferable Skills Assessments and Reports:

- About.com, Transferable Skills explanation and manual self-assessment (short): <http://careerplanning.about.com/od/careerchoicechan/a/transferable.htm>.
- Transferable skills survey: http://www.d.umn.edu/kmc/career_transfer_survey.html.
- Lifework Transitions, Applied and Transferable Skills self-assessment: <http://www.lifeworktransitions.com/exercises/part3ch2/functrans.html>.
- The National Leadership Council for Liberal Education and America’s Promise. American Association of Colleges and Universities, http://www.aacu.org/advocacy/leap/documents/GlobalCentury_final.pdf.

Occupational Research:

- U.S. Bureau of Labor Statistics, Occupational Labor Outlook Handbook. The Handbook will tell you the training and education needed for various occupations, including earnings; expected job prospects; what workers do on the job; and working conditions. <http://www.bls.gov/OCO/>.

Persons:

- Faculty advisors/instructors: these individuals are experts in their fields and, at times, are also practitioners who are great resources to ask about specific occupations, job leads and prospects, and information about graduate programs that fit your strengths and interests.
- Career Services: this office can help you with interview tips and practices, resume workshops, access to occupational resources, salary prospects, necessary skills, required minimum education, and personality tests.
- Family/Friends/Alumni: You might know people in your life who have been successful in school and in their chosen careers. Ask them how they got there, if like their chosen profession, the pros and cons of their careers, and what they would do differently if they could do it all over again! You might be surprised what you find out.

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Appendix A

University of La Verne 4-Year Academic Plan

Your Next Four Years: Semester by Semester Worksheet
Goal: 128 semester hours minimum (w/ completion of all GE, Major, and Electives)

Semester _____	Semester _____	Semester _____	Semester _____	Semester _____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
* Semester Hours:	Hours:	Hours:	Hours:	Hours:

Semester _____	Semester _____	Semester _____	Semester _____	Semester _____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
Hours:	Hours:	Hours:	Hours:	Hours:

*To be considered full-time, an undergraduate must enroll between 12-17 semester hours. Always consult with your advisor whenever you make changes to this plan.

Appendix B
The Path to Graduation



THE PATH TO GRADUATION

128 Semester Hours for a B.A. or B.S.

BREADTH REQUIREMENTS (TR- I)**

Critical Skills (1 course from each)

- Written Communication A (CSWA)*
- Written Communication B (CSWB)*
- Oral Communication (CSOC)
- Quantitative Reasoning (CSQR)*

Areas of Knowledge (5 Areas)

Humanities—3 courses from three different sub-areas

- History of Fine Arts (AHFA)
- Foreign Language (2nd semester college level (AHFL)*
- History (AHHT)
- Literature (AHLT)
- Mass Media (AHMM)
- Philosophy and Religion (AHPR)
- Inter-Area Humanities (AHIA)

Social and Behavioral Science

(2 courses from two different sub-areas)

- Behavioral Science (ASBH)
- Economics (ASEC)
- Political Science (ASPS)
- Inter-Area Social and Behavioral Science

The Natural World: 2 courses, one with a lab

- Life Science (ANSL)
- Physical Science (ANSP)

Creative and Artistic Expression (ACAE)*

Lifelong Fitness (AFFL)

1 Part GE
Approx 52 SH

1 Part Major
Approx 44 - 60 SH

1 Part Electives
Approx 16 - 32 SH

La Verne Core Classes

University Values Requirement

(Embedded in GE, major, minor, or electives)

- Values Orientation (UVVO)
- Community and Diversity (UVCD)
- Lifelong Learning (UVLL)
- Community Service

Interdisciplinary Requirement (INTD)

(Upper division, Embedded in GE, major, minor, or electives)

*May be fulfilled w/ certification which carries no course credit

**For Breadth Requirements, one course is defined as having a minimum of two semester hours.

(Adapted from: USC Office of College Advising “Path to Graduation”)