Thinking Outside the Books…
A Second Look at Career Texts and Courses

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Overview

- Why is this Important?
- Effects of Career Courses
- Choosing a Career Text
- Population Specific Career Courses
- Case Study
Background
History of Career Courses

- Many career development courses covered three major areas: (Devlin, 1974)
  - Career choice factors
  - Career information
  - Job-seeking techniques

- Research of outcomes and outputs (Folsom et al, 2005)
  - Scarce until the 1970’s and early 1980’s
Why is this Important?

- Email survey using listservs (Halasz & Kempton, 2000)
  - 70% (28 of 40) institutions reported having a career course

- Examination of 47 studies (Whiston et al., 1998)
  - Classes were more effective than most interventions
Effects of Career Courses

Education=future
Outputs & Outcomes Defined

(Peterson & Burck, 1982)

- Outputs:
  Skills, knowledge, and attitudes acquired by participants as the result of an intervention

- Outcomes:
  Resultant effects occurring at some later point in time
Outputs Leading to Outcomes (Reardon et al, 2001)

Effectiveness of Services

Diagnosis
- Need for Career Service

Prescription
- Career Development Course

Process
- Unit I: Career Concepts and Applications
  - Unit II: Social Conditions Affecting Career Development
  - Unit III: Implementing a Strategic Career Plan

Outputs
- Self-Knowledge
- Occupational Knowledge
- Career Decidedness
- Effective Career Plan Implementation

Outcomes
- Retention to Graduation
- Less Time Taken to Graduate
- Less Credits Taken to Graduate
- Higher Cumulative GPA
- Reduced Course Withdrawals
Output Findings (Folsom et al, 2005)

40 studies (1970’s to 2005)
- 90% (36) reported positive gain
  - More positive career planning thoughts
  - Increased career decidedness
  - Higher vocational identity
  - Internal locus-of-control
  - Career maturity
- 10% (4) reported no changes
16 studies (1970’s to 2005)
- 88% (14) reported positive gains
  - Job satisfaction
  - Job performance ratings
  - Course satisfaction
  - Level of personal adjustment
  - Deciding on a major
  - Timely graduation from college
  - Cumulative GPA
- 12% (2) reported no changes
Career Course Effectiveness

(Brown & Krane, 2000)

Effective career courses provide. . .

- Opportunity to clarify goals in writing
- Individualized interpretations & feedback
- Information about risks & rewards of career fields & occupations
- Study of models/mentors who exhibit effective career behavior
- Assistance in developing support networks
Choosing a Career Text
Analysis of Career Texts

- Price
- Purpose
- Topics covered
- Theory/conceptual base
- Instructional support
Custom Publishing

Options
- Rebinds
- Take chapters from various texts
- Write a specialized book
- Course pack of articles
- eBook/downloadable texts

Benefits
- Specific to your objectives
- Less expensive
- Royalties
Custom Publishing (continued)

Price
- Number printed
- Permissions cleared
- Color
- Cover
- Page count

Time
- 2-3 ½ months
Career Course Options

- Credit vs. No credit
- 1st year vs. Upper division
- Elective vs. Required course
- Registration open vs. Deadline
- Career counseling staff vs. Faculty
- Distance vs. Face-to-face
- Text vs. No text
Career Course Options  (Continued)

- Structured vs. Open-ended format
- Career planning vs. Job search focus
- Stand-alone vs. Fully integrated format
- Population specific vs. Nonspecific
Population Specific Career Courses

- Disability
- International students
- Certain fields/majors
  - Business
  - Communication
  - Psychology
  - Public Service
  - Social Service
“I like the fact that this class is designed for anyone looking for a career.” “I wouldn’t change anything about the course.” “Great course—GREAT INSTRUCTOR” “I liked that we got into small groups and that we had a lot of activities.” “Very helpful tips on decision-making & seeking/ preparing for employment” “I had to actually examine the state of my life and really contemplate my future . . . it was not the most pleasant experience but necessary.” “I value everything I learned . . .”
Students’ Perspectives

Why are you taking this class?
Case Study

- Demographics of students
- Instructional design
- Activities and assignments
Demographics (January 2007)

Gender
- Female 51%
- Male 49%

Ethnicity
- African American 21.4%
- American Indian 0.7%
- Asian American 0%
- Hispanic American 5.5%
- Caucasian 71%
- “Other” 1.4%

Age
- 18-36
- Mean: 21.81, SD: 2.767

Class
- Freshmen 4.8%
- Sophomores 16.6%
- Juniors 15.9%
- Seniors 62.1%
- Nontraditional 0.7%

Disability
- 3 students, .02%

Athletes
- 12 students, .08%
Students’ Perspectives

What do you think about the way the class is designed?
Instructional Design

- 12 sections/yr (28-30 students/class)
- Variable credit
- Elective course
- Instructor-student ratio = 1:7-10
- Team-taught instruction model
  - Small groups, Individual conferences
- Career Center as course lab
- Comprehensive in scope
- Theory
Students’ Perspectives

Tell us what you thought about the assignments.
Sequence of Assignments

**Unit I**
- Self Directed Search
- Autobiography
- Skills Assessment
- Career Thoughts Inventory
- Review SDS Interpretive Report & Skills Assignment
- CFA Worksheet
- Draft Individual Action Plan
- Instructor Conference
- Final Individual Action Plan

**Unit II**
- CFA Paper
- Information Interviews
- SIGI 3 or eDiscover
- Choices Planner

**Unit III**
- Information Interview Reports
- Draft Resume
- Draft Cover Letter
- Strategic Academic Career Plan
- Final Resume
- Final Cover Letter
Activities

- Values Auction
- Scavenger Hunt
- Holland Party Game
- Portfolio Assignment
- Internet Job Search
- Employer Panels
- Analyze CASVE
- Organizational Culture Simulation
- Reframe Negative Thoughts
Students’ Perspectives

What did you get out of taking this class?
Students’ Perspectives

What personal challenges did you face regarding your career decision and how did this class help?
Discussion and Questions
For More Information . . .

- **Syllabus:**
  http://www.career.fsu.edu/student/current/choose_a_major/sds_3340/syllabus.html

- **Copy of presentation materials:**
  http://www.career.fsu.edu/techcenter

- **Call (850-644-6431) or email:**
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References


References


