

# **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



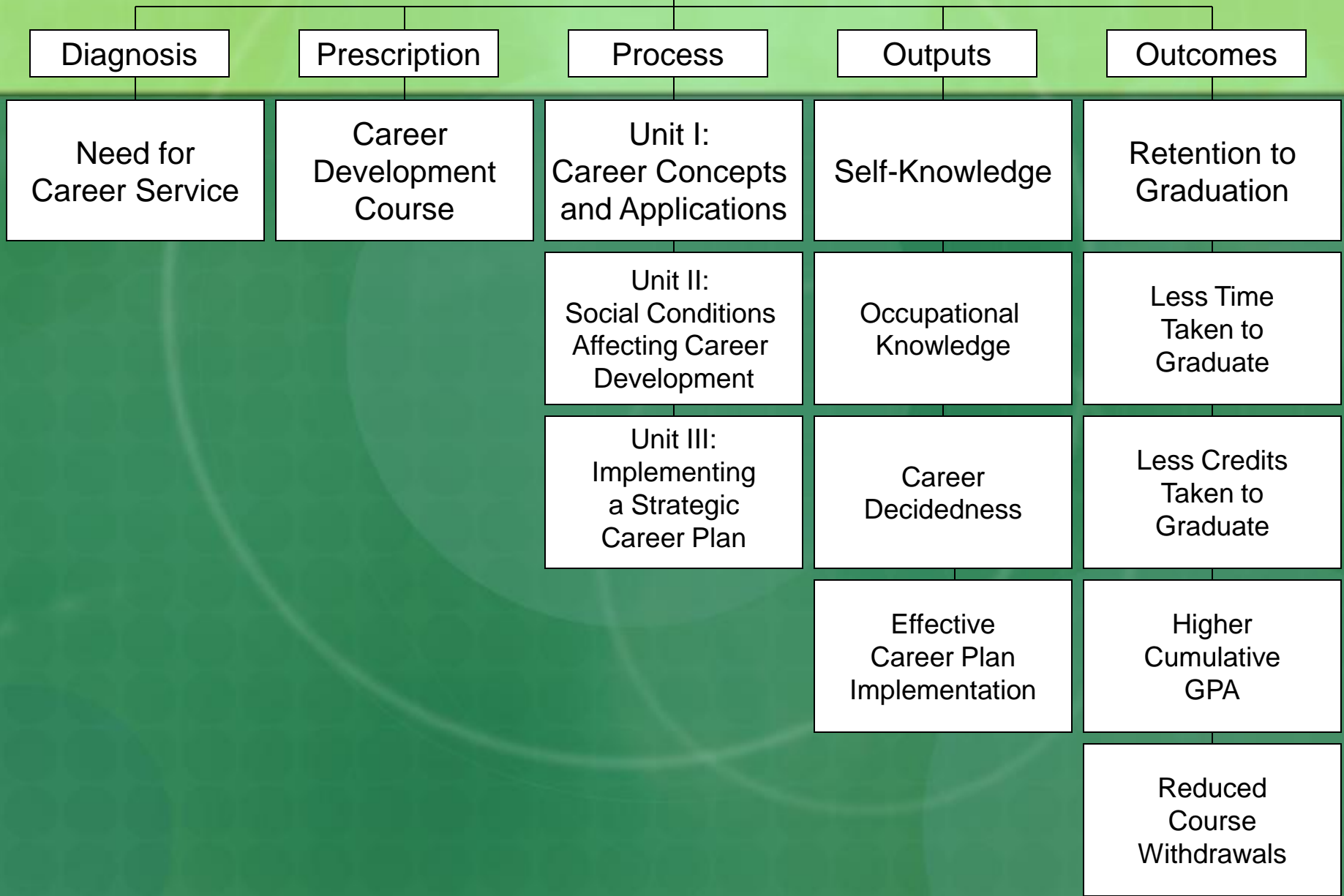
# Outputs & Outcomes Defined

(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





# 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**

# Outcome Findings (Folsom et al, 2005)

**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**

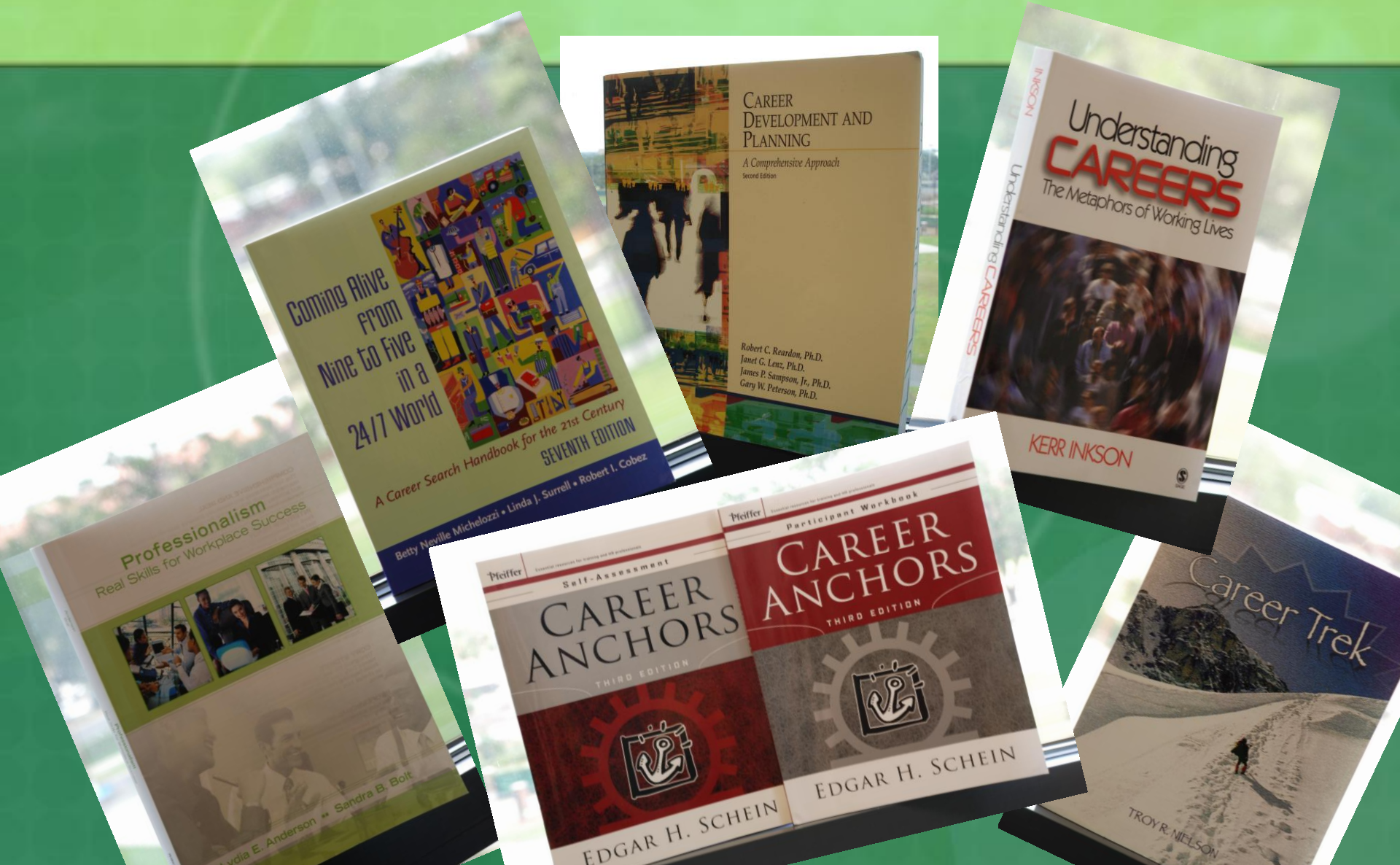
# Career Course Effectiveness

(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 (Folsom et al, 2005)

- Credit vs. No credit
- 1<sup>st</sup> 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

# Case Study

“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

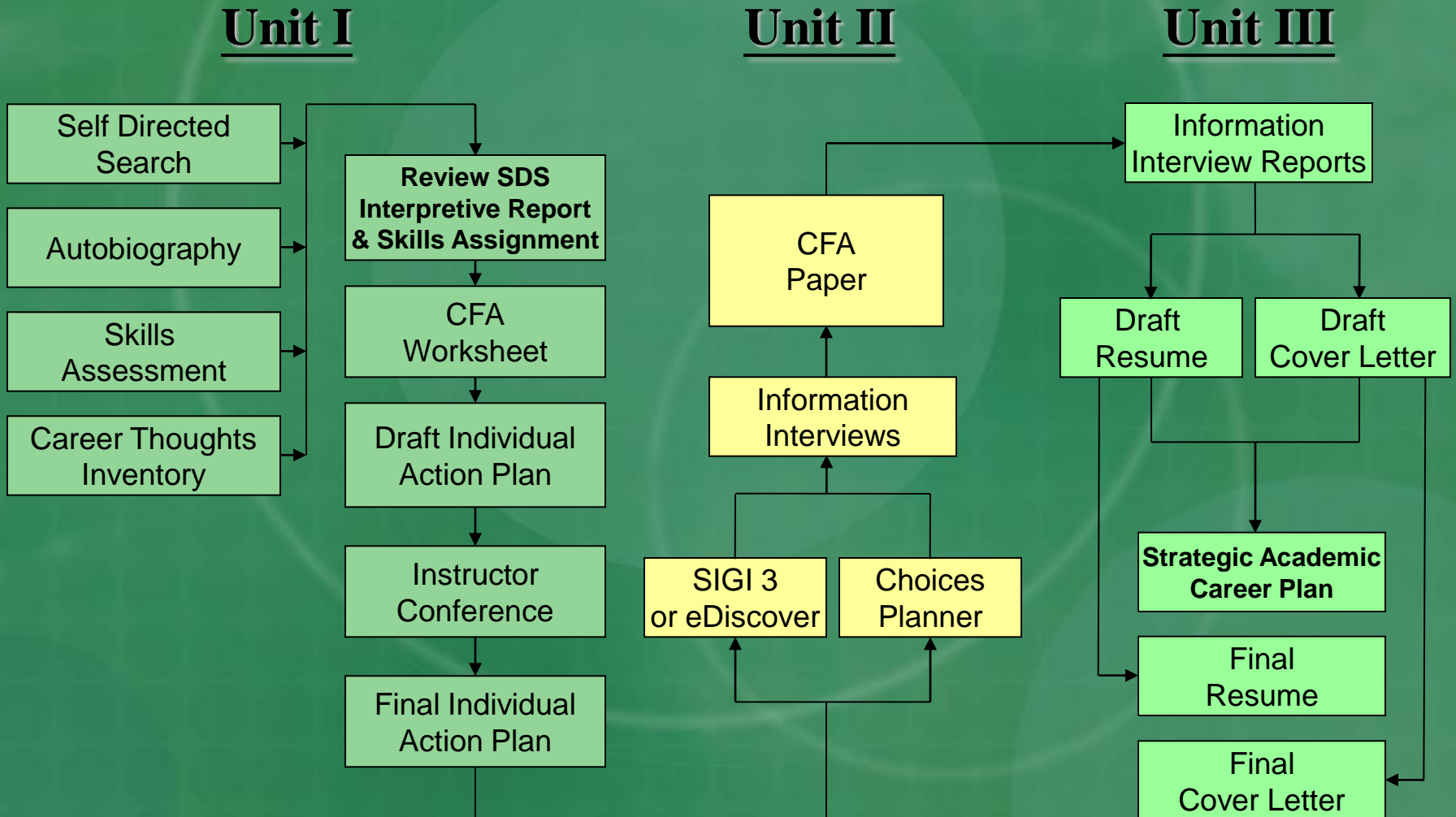


# Students' Perspectives

**Tell us what  
you thought  
about the  
assignments.**



# Sequence of Assignments



# 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?**

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# **Discussion and Questions**

# For More Information . . .

- **Syllabus:**

[http://www.career.fsu.edu/student/current/choose\\_a\\_major/sds\\_3340/syllabus.html](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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