

# **Thinking Outside the Books...**

Another Look at  
Career Texts and Courses

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# Overview

- **Background of Career Courses**
- **Effects of Career Courses**
- **Advocacy**
- **Choosing a Career Text**
- **Career Course Options**
- **Case Study**

# Background of Career Courses

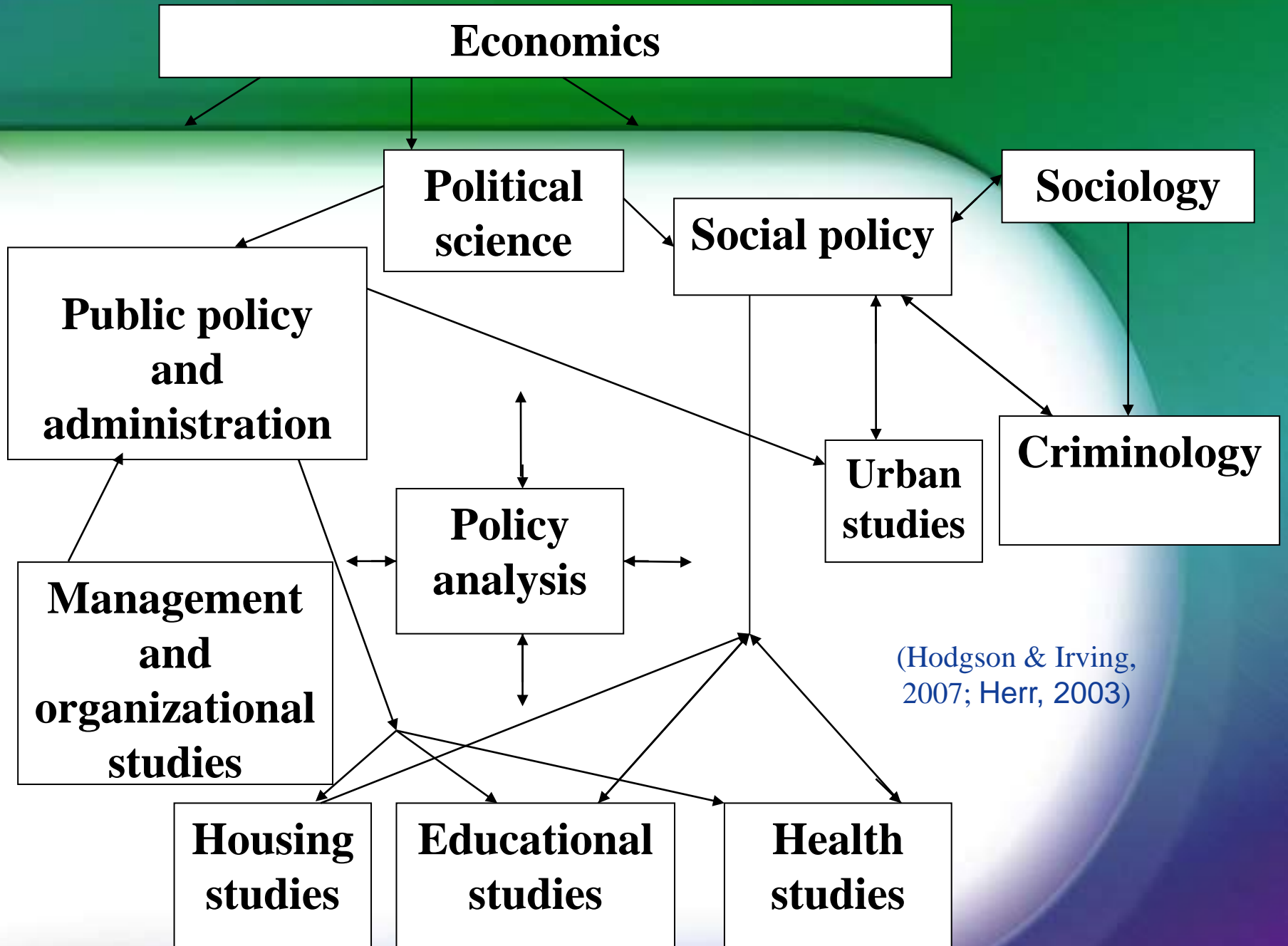


# Background of Career Courses

- **Gain in popularity**
- **Reduction of published research studies**
  - 1976-1989 - 31
  - 1990-1999 - 11
  - 2000-2005 - 6

(Folsom et al., 2005)
- **Examination of 47 studies**
  - **Classes were more effective than most interventions**

(Whiston et al., 1998)



**class size**

The New Global Economy

Retirement

**“The dual agenda”**

GPA cutoffs

**Employment security Academic**

Advising OHSA

***WARN***

Immigration

**SOCIAL SECURITY**

Overtime

**Housing Markets**

**COBRA**

Telecommuting

**Health Care**

Retention rates

Budget cuts

*Affirmative Action*

(Sweet & Meiksins, 2007)

# Effects of Career Courses



# Effects of Career Courses

**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**

(Brown & Krane, 2000)



# Effects of Career Courses



“In reviewing the research literature on the effects of career courses, an understanding of the distinction between ***outputs*** and ***outcomes*** is helpful in evaluating the studies”

(Folsom, Reardon, & Lee, 2005, p. 8)

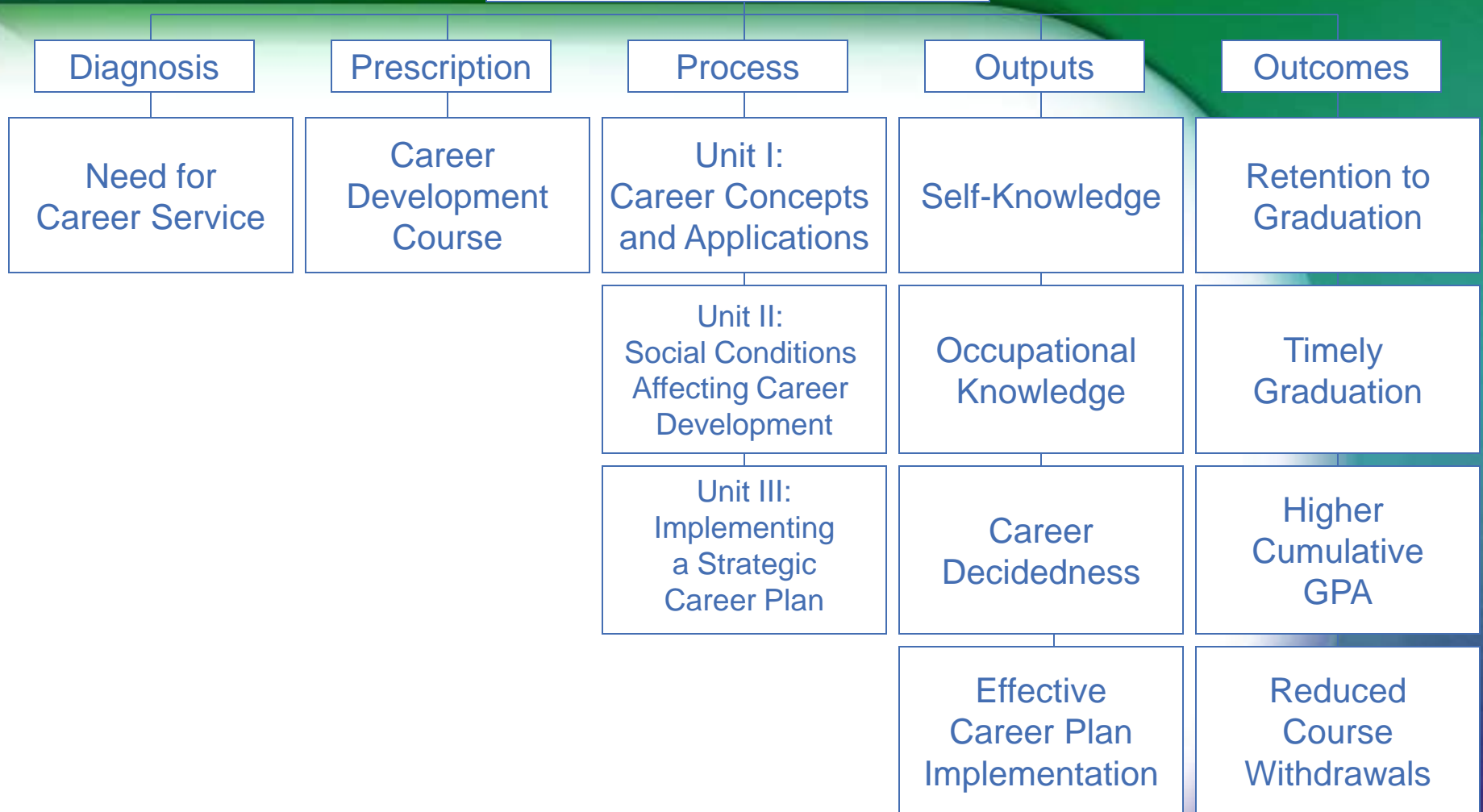
# Effects of Career Courses

- **Outputs:**  
**Skills, knowledge, and attitudes acquired by participants as the result of an intervention**
- **Outcomes:**  
**Resultant effects occurring at some later point in time**

(Peterson & Burck, 1982)

# Outputs Leading to Outcomes

## Effectiveness of Services



(Reardon et al., 2001; Peterson & Burck, 1982)

# Effects of Career Courses

## Output Findings

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

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**

(Folsom et al., 2005)

# Effects of Career Courses: Accountability

- **Accountability vs. Evaluation**  
(Peterson & Burck, 1982)
- **Factors to measure**
  - **Client satisfaction**
  - **Improved career decision making skills (output)**
  - **External indicators**
    - **# of jobs generated**
    - **# of successful transitions**
  - **Longitudinal studies**
  - **Process variables**
    - **# of clients served including demographic variables**
    - **# of assessments provided**

(Synthesis Report, 2003; OECD, 2004; Magnusson et al., 2005)



# **Advocacy**

# Expanding your Advocacy

- Identify issues
- Conduct research
- Identify and contact your senators and representatives
  - [www.house.gov](http://www.house.gov) or [www.senate.gov](http://www.senate.gov)
- Become part of the Legislative Listserv
  - [Ncdaleaders-request@acrna.net](mailto:Ncdaleaders-request@acrna.net)
- Act locally

(Jennings and Mazur, 2008)

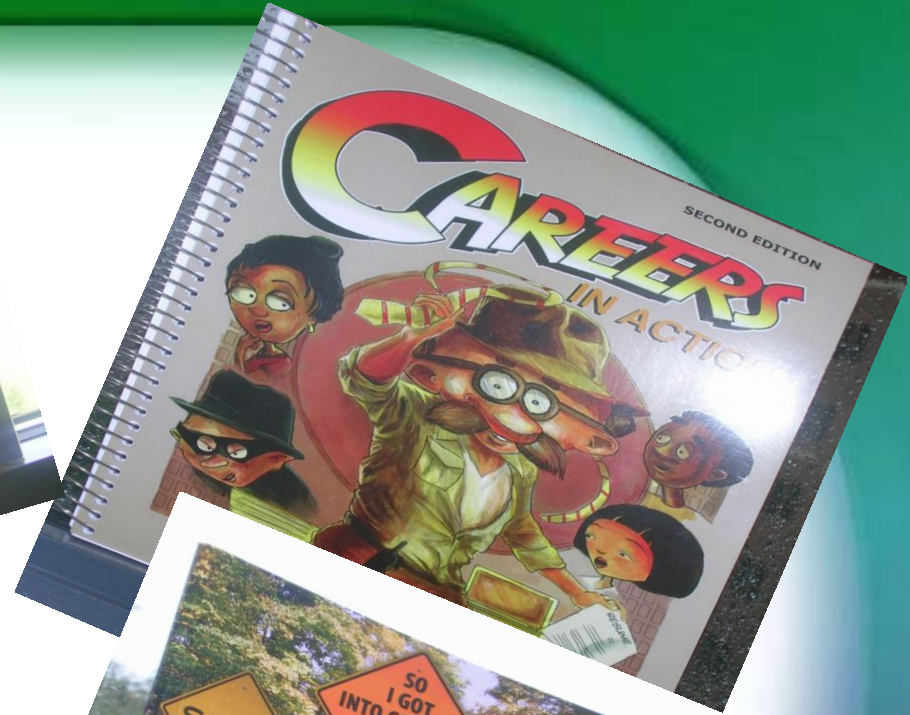
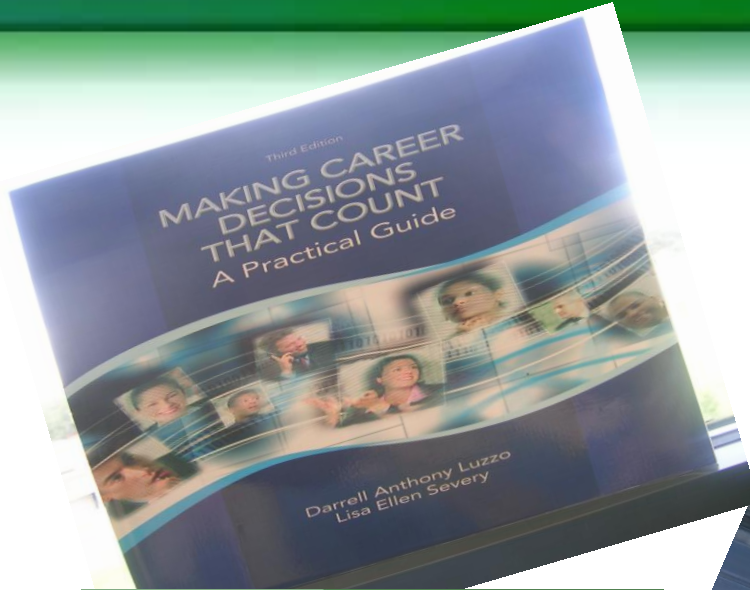
# Taking Action

- **Stay informed & communicate with peers in field**
- **Teach legislators**
  - Attend public forums/speak publicly
  - Write
- **Empower clients to be their own advocates**
- **Participate in professional associations**

(Brown, 2006; Jennings and Mazur, 2008)



# Choosing a Career Text



## CAREER DEVELOPMENT AND PLANNING A Comprehensive Approach

Third Edition

Robert C. Reardon, Ph.D.  
Janet G. Lenz, Ph.D.  
James P. Sampson, Jr., Ph.D.  
Gary W. Peterson, Ph.D.



# 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

- **Price**
  - Number printed
  - Permissions cleared
  - Color
  - Cover
  - Page count
- **Time**
  - 2- 3 ½ months



# **Career Course Options**

# Career Course Options

- **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**

(Folsom et al, 2005)

# Career Course Options

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

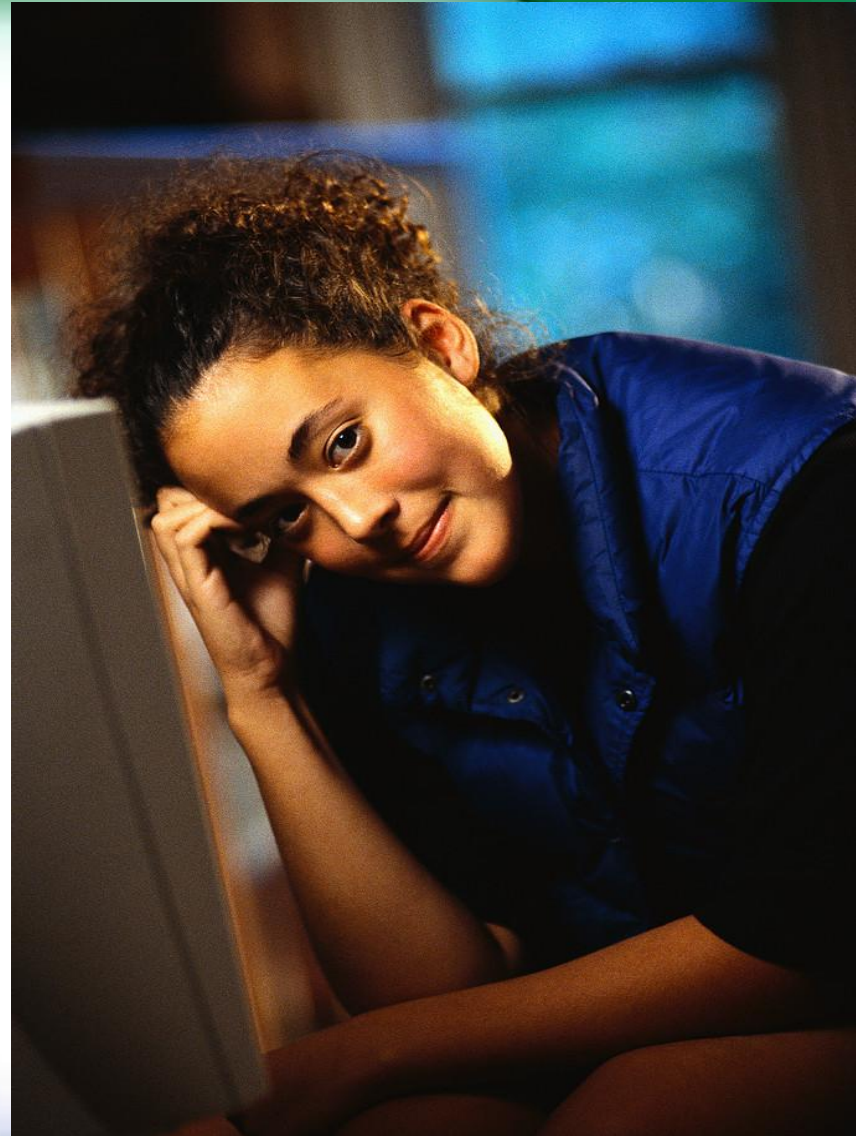


**Case Study**



# Students' Perspectives

Why are  
you taking  
this class?



# Case Study

- **Demographics of students**
- **Instructional design**
- **Activities and assignments**

# Demographics

## 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%

(January 2007)

# Students' Perspectives



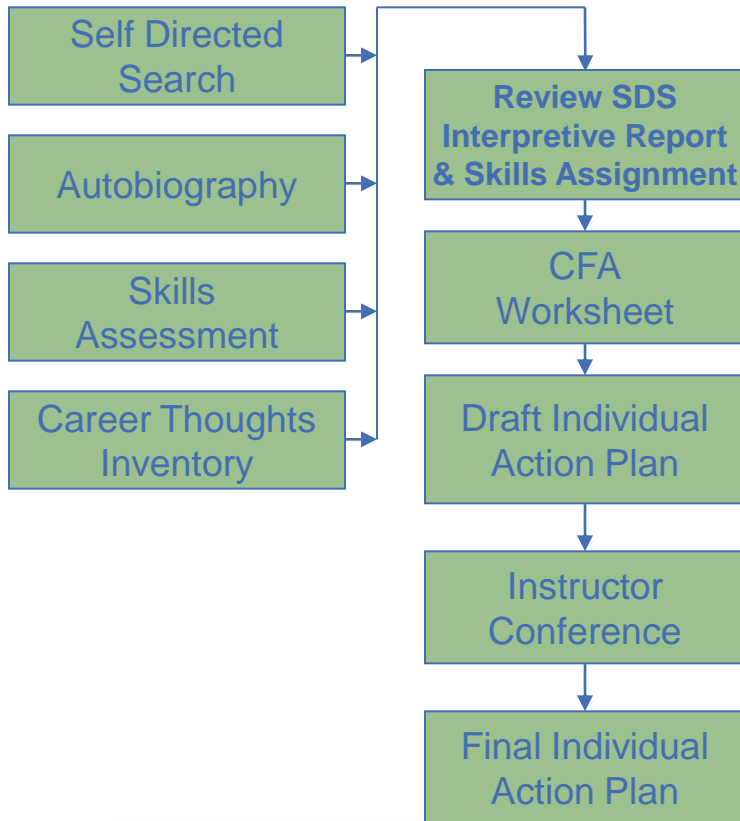
**What do you think about the way the class is designed?**

# Instructional Design

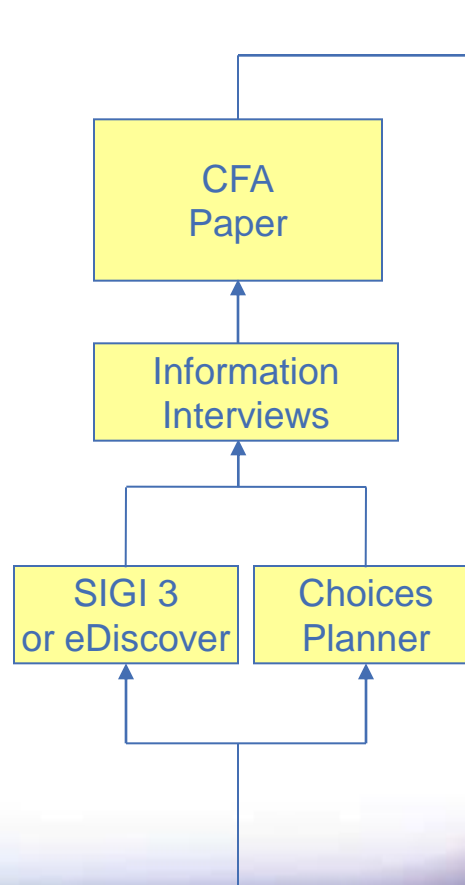
- **12 sections/yr (28-30 students/class)**
- **Variable credit**
- **Elective course**
- **Instructor-student ratio = 1:7-10**
- **Team-taught instruction model**
  - **Small groups, Individual conferences**
- **Career Center as course lab**
- **Comprehensive in scope**
- **Theory**

# Sequence of Assignments

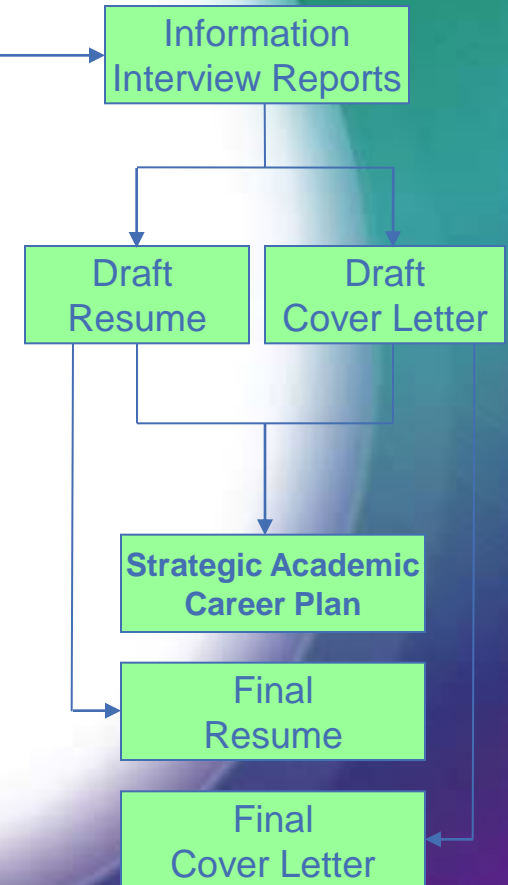
## Unit I



## Unit II



## Unit III



# 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  
this class?**



# **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 e-mail:**

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