

# Strategies for Developing, Managing, & Evaluating a Successful Career Course

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The  
**Career Center**  
*linking futures*

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# Course Context

- Division I Research University
- 41,000 students, 31,000+ undergraduates
- Comprehensive career center
- Masters/EdS program in career counseling and PhD in counseling psychology in College of Education

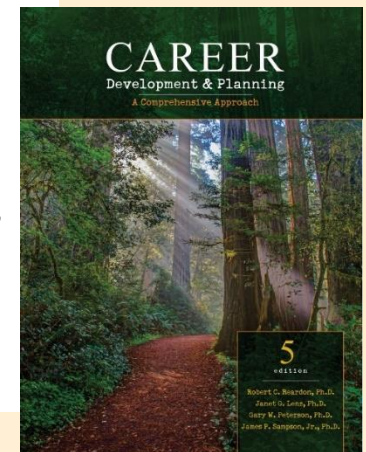


# Brief Course History

- Course originated with two business faculty in 1960s
- Counseling and career services staff helped revise the course
- Responsibility for course given to Student Affairs, 1973
- Cross listed with Business & College of Education

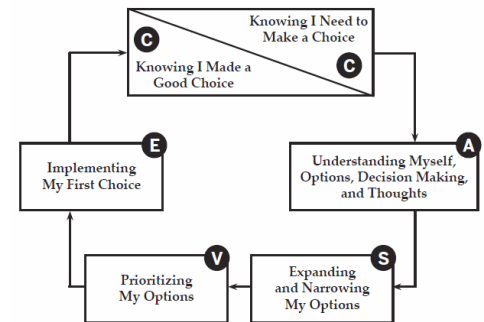
# Brief Course History

- 1984-1986—course content broadened to include individual, career, and family systems
- 1987—number of course sections expanded; College of Education became course “home”
- Originally a required course for rehab services major, but primarily an elective
- 1993-1999—introduction of new textbook, now in the 5<sup>th</sup> ed.



# Course Description

- Bridges academic and student affairs
- Theory-based—Cognitive Information Processing (CIP) &RIASEC
- 12 sections per year, approx. 375 students
- Uses classroom and meeting space in Career Center



# Course Learning Outcomes

- learning importance of being purposefully responsible and active in life/career planning process;
- understanding how personal characteristics, e.g., interests, skills, influence career development;
- becoming aware of the changing global economy and how it impacts individual and family career systems; and
- learning about and using job search strategies and skills.

# Course Description

- Class is team taught
- Course activities include self-directed study, written assignments and assessments, reading current literature on career planning and employment, small group discussions, individual instructor meeting
- More than 50 career interventions included in the three course units



# Course Description

- Jointly funded by College of Education and Career Center
- Major course expense--instructor stipends (graduate students)
- In-kind contributions from Career Center, e.g., paper, printing



# Designing & Developing a Course: Key Considerations

- Campus support & resources (e.g., funding space, staff, etc.)
- What other courses exist on campus?
- Need for specialized course? Targeted groups (e.g., at-risk populations)?
- Data that might inform course design & development
- Who will be in charge of developing/managing the course?
- Formats for delivering the course
- Connection with faculty with interest in this area

# Staffing & Managing a Career Course

- Individuals who can serve as instructors
- Number of instructors per section
- Availability of graduate students to team teach—supervised teaching & internship credit
- Institutional requirements regarding who can teach



# Staffing & Managing a Career Course

- Instructor training materials
  - Detailed course manual in print & e-formats
  - Standardizes course materials, PPTs, quizzes
  - Provides sample active learning resources
- Variable credit—1 to 3 credits
  - Provides option for students in different class levels
- Performance contract highlights assignment/attendance points & grade

# Staffing & Managing a Career Course

- Cost recovery
  - Lead instructor--\$1500, Co-instructor--\$750
  - Average stipend costs ranged from \$17,300 to \$21,000 over 3-year period
  - Student course registration & lab fees generate approx. \$413,437 per year
  - Depending on institutional formula, 1 full time faculty equivalent line (FTE) is generated from 250 student credit hours (SCH) in program courses
  - Money generated by course absorbed into University budget—does not come to Career Center!

# Career Course Research

- Research on course outcomes
- Use of archival database set up through Institutional Review Board
- Research can support both faculty and graduate student projects

# Evaluation

- Evaluation
  - **Outputs**--career decidedness, negative career thoughts, career decision self-efficacy, career maturity
  - **Outcomes**--graduation, personal adjustment, GPA
- Overwhelming evidence of positive effects of career courses (Reardon & Fiore, 2014)
- Effectiveness of career courses associated with 5 critical ingredients as described by Brown, et al. 2003

# Institutionalization

- Benchmarking—NACE data on commonness of career classes, 35.5% in 2017 survey
- Impact of career courses on retention and graduation
- Course enrollment--generating student credit hours & how this relates to institutional funding
- How course supports institutional mission with regard to teaching, research & service

JRE 32 FOR-CREDIT CAREER CLASSES, BY CARNEGIE CLASSIFICATION

	OVERALL	DOCTORAL			MASTER'S			BACCALAUREATE		ASSOCIATE'S
		R1	R2	R3	M1	M2	M3	A&S	DIVERSE	
Percentile 25	2	2	1	2	1	2	1	1	1	4
Mean	7	11	11	6	4	7	6	3	6	9
Median	3	4	4	3	3	3	3	2	2	7
Percentile 75	8	12	10	10	6	6	8	4	8	14
Respondents	215	45	24	16	44	17	6	17	13	12
Percentile 25	28	73	56	18	25	23	15	16	10	50
Mean	250	508	336	145	109	241	126	73	89	226
Median	79	184	100	80	60	55	57	30	50	184
Percentile 75	237	486	284	250	130	195	250	80	136	420
Respondents	211	44	24	16	46	16	6	17	13	10

# Questions?

- For more information
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- Visit [www.career.fsu.edu/Tech-Center](http://www.career.fsu.edu/Tech-Center)
- FSU course information can be found at:
  - <http://career.fsu.edu/students/plan-your-career/sds-3340-introduction-to-career-development>