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Career Planning and Curriculum Integration: millennials on the 'lost' coast¹

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Abstract

Career preparation during college is increasingly an area of interest and concern not only for the parents, family and friends of prospective students, but administrators, politicians, and even the average taxpayer. As costs continue to rise, the 'value' of higher education is no longer based primarily on the preparation of a future generation to participate in, and to lead a democratic civil society, but on how competitive students will be in the global marketplace as a result. Humboldt State University is located approximately 300 miles north of San Francisco in a relatively isolated region known as the 'lost coast', famous for old growth redwoods and dramatic coastline. Over the past five years, it has taken seriously the challenge of connecting the ideals of a relatively small, liberal arts school to the changing goals and aspirations of an increasingly diverse student body in the context of an ever more connected world.

This paper seeks to do two things. First, to briefly outline current questions in the field of career development with a view to a better understanding of how the stated goals of the millennial generation affect their ideas of 'career' and 'success'. Second, to offer Humboldt State University as a case study by examining the way these issues have influenced the development of career education in the HSU's College of Arts, Humanities and Social Sciences (CAHSS), specifically the International Studies Program.

The argument is that while the overarching goals of millennials are not so very unusual or different from their predecessors, career education does need to adapt to meet specific needs of our students. Further, that this is best done through a strategy that combines traditional 'user activated' services with intentional 'scaffolding' designed by each college – or ideally by each department or program. The objective is to offer other and/or similar institutions a framework that includes a range of approaches to embedding career education into the academic curriculum in a way that not only meets the range of needs of our students, but also connects the liberal arts education campus to the classroom of the world.

Introduction

The résumé session was well underway and students were brainstorming headings that could or should be included, while raising formatting questions for the final product. The class, part of a pilot workshop taught by the International Studies Program with the support of the Career Center, was just one of the curricular experiments being explored on the northernmost campus of the California State system at Humboldt State University. Many of the ideas used in the class were based on those collected and generated by a college-wide committee charged with building beginning, intermediate, and advanced modules of career curriculum for the College of Arts, Humanities and Social Sciences. The resulting

¹With heartfelt thanks to Ken Ayoob, retired Dean of the College of Arts, Humanities and Social Sciences, whose dedication to student success and to the idea of career education and development at HSU, in countless ways and throughout his tenure as Dean, ensured the space to try new things and create change. Thanks too, to the members of the CAHSS Curriculum Committee – Sara Hart, Kathleen Lee, Michele McCall-Wallace, Deidre Pike, Sarah Jaquette Ray and David Stacey – who put the 'commit' into committee work (and made it more fun than should be allowed).

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website² is now a living repository of both initial ideas and best practices: it illustrates the constant learning curve as well as the integration of activities that have been either hits or misses with the students, and those that faculty have developed or been willing to experiment with in their classrooms.

On this occasion, one of the students seemed particularly unengaged with the process. When asked, they sighed, “You just don’t *get* it. I don’t *want* a ‘*career*’” (emphasis and air quotes included). When pressed, they struggled, and were clearly making an effort to explain something that seemed so obvious, they simply couldn’t understand why it was being missed by the instructors. In the end they offered, “All this professional, ‘career stuff’ (again with the air quotes) just isn’t for me. Maybe it worked for my parents, but the idea that what you do at *work* is *all* you do, isn’t what I want. I just want to get a job, help people, and have a good life.” In many ways, the student was right, and in more ways than they might have appreciated at the time. This generation of students has a different perspective on what they see as the trajectory of their parents’ job histories, not only in terms of what they feel constitutes a career, but also in terms of how opportunities are spotted and achieved and what their own prospects might be in that world. To them, the class’s design in terms of researching various fields, finding specific openings, and ‘marketing’ themselves towards those options, doubtless feels as if it works against their idea of life after college because it appears to privilege certain choices, over-professionalizing the process of finding one’s way in the world.

Many students in this generation are attempting to reconcile their own critical assessment of ‘the market’ with the need to engage with that world on some level so as to create the positive projection of self that enables them to achieve their larger goals. As career staff and faculty attempt to guide students through that process, these questions often surface in stark and potentially painful ways as students try to deal, not only their own expectations, but also with those of their parents and peers. The task of those who would help students on this journey is to understand that, for the time being at least, some things are changing, but even more remain the same. Potential employers, regardless of sector or field, continue to look for many elements that some would call ‘traditional’. At the same time, generational differences and social trends are altering the way we *all* define ‘career’ or pursue our ‘professional’ goals in the constantly shifting social context.

As Dries, Pepermans and De Kerpel recognize, a generation is defined as “an identifiable group that share birth year, age, location, and significant life events at critical development stages divided by 5-7 years into the first wave, core group, and last wave.” Crucially, they go on to point out that it was “...beginning with the Silent generation, which entered the workforce in the post- World War II era...[that] the notion of ‘career’ was forged.”³ In other words, no one is immune from the constant change in the way we define and re-define the role of work in our lives, but ‘careers’ are a relatively recent phenomenon.

Closely related to basic ideas as to what constitutes a career, are the shifting definitions of ‘success.’ Indeed, the goal of the work by Dries et al. used above, was to explore the implications of the fact that “traditional public symbols of career (i.e. job titles referring to hierarchical positions, continuity and pace of promotions, salary) are losing relevance in the post-modern world of work, however, reference points

² HSU Academic and Career Advising Center. <http://www2.humboldt.edu/acac/curriculum>

³ Dries, Nicky. Roland Pepermans and Evelien De Kerpel (2008) “Exploring four Generational’ beliefs about career is “satisfied” the new “successful?” *Journal of Managerial Psychology*. Vol 23, No 8. 2008. p. 909.

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for career success evaluation are disappearing, and it seems that a comprehensive understanding of what ‘career’ and ‘career success’ mean is no longer self-evident.”⁴

Thus, this student’s observation encapsulated many of the uncertainties, not only of their world, but also in the world of those seeking to connect the content and skills of higher education to the individual aspirations of millennial students. This is particularly true when we recall that the moniker of ‘millennial’ now encompasses many different groups in terms of actual age as millennials shift from generation Y to generation Z and increasingly encompass other characteristics of students entering higher education, specifically underrepresented minorities (URMs) and first generation students (FGCS).

Humboldt State University (HSU) is a relatively small, rural campus in Arcata, CA, an area many consider to be an idyllic part of the far north of California. As such, it can be all too easy to ‘lose track’ of the outside world, though faculty try to be conscious of that trend by carefully monitoring how we serve our progressively more diverse student population. For its part, the International Studies Program is an interdisciplinary major started in 1999 that requires not only core content in the drivers of globalization – e.g. politics, economics and culture – but also proficiency in a second language and at least one semester of study abroad (one of the only universities in the CSU system to require both). Given this determinedly outward-looking perspective, it is perhaps not surprising that the International Studies Program is one of the only majors in CAHSS to include a Student Learning Outcome (SLO) that explicitly names career preparedness as integral to its role in the shared HSU mission to “Prepare students to be socially and environmentally responsible leaders in a diverse and globalized world.”⁵

This paper will briefly offer some general trends in the development of career curriculum before turning to the way these debates have been reflected over the past five years at HSU. The work underway across campus through the Academic Advising and Career Center and the College of Arts Humanities and Social Sciences (CAHSS) career curriculum committee - as well as specifically in the International Studies Program - will provide a case study for the various models of integration of career education into the broader curriculum, as well as one way an interdisciplinary academic program can scaffold career programming throughout a student’s college experience.

Broader Context: Politics of Career Development

Returning to the classroom and that student’s sense of the term ‘career’, it is interesting to remember that career preparation, counseling and vocational guidance are, arguably, only now coming of age. Most programs of this kind, at least in terms of public school education, began in the early 1900s in cities as diverse as San Francisco and Detroit.⁶ Often in the context of freshmen orientation programs, ‘vocational education’ could be found in colleges and universities in the United States as early as 1911. Interestingly, specific courses for women were available as early as 1921 at Barnard College, Columbia University under the title of ‘Professional Occupations: Their Scope, Functions and Newer Developments’.⁷ By the 1930s, Hoppock and the National Vocational Guidance Association identified 18 college career courses in many different types of locations including 2-year, liberal arts and professional colleges though, for perhaps understandable social/economic reasons, these did not expand

⁴ *Ibid.* p. 908

⁵ Humboldt State University Strategic Plan 2015-2020. <https://strategicplan.humboldt.edu/>

⁶ Durodoye, Beth and Gabrielle Bodley (1997) “Career Development issues for ethnic minority college students”. *College Student Journal*. March. Vol 31 (1). p. 28.

⁷ Folsom, Byron and Robert Reardon (2003) “College Career Courses: Design and Accountability”. *Journal of Career Assessment*. November. Vol 11 (4). p. 421.

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tremendously in the next decade or so: the 1952 American Council on Education identified career courses at 11 institutions taught by a range of 'placement officers,' professors and a 'dean of women.'⁸ Edgar Wiley is often credited with the first career course, due to his inclusion of a unit on occupations in a contemporary civilization class in 1923 (an interesting example of embedding careers in the curriculum discussed below), but the honor of the first 'comprehensive course' is generally deemed to be a class at the University of Minnesota that had the title of 'Vocational Planning'.⁹ From these early beginnings through the 1960s the growth was slow but steady, while a proliferation of courses in the 1970s is generally attributed to the tight job market and the desire on the part of higher education to support students more 'holistically.' The next two decades, from the early 80s through the late 90s, returned to a pattern of slow but consistent development in the field, with the number of schools reporting career courses holding fairly steady. Thus, from the turn of the century, rapid industrialization, World War I and professional bodies such as the National Conference on Vocational Guidance created a "broadening in the scope and depth of career development. This traditional belief of one career for life has given way to a more realistic view encompassing an ongoing process of occupational development".¹⁰ In terms of content, most of these courses were, according to Devlin, designed to address three specific areas: 1) career choice factors; 2) career information; and, 3) job-seeking techniques.¹¹ Arguably, little has changed.

Thus, while a range of global, social, political and historical events have influenced the development of career education in nations across the world, the needs they sought to address have been relatively consistent and almost parallel in development in many similarly advanced countries. For example, the United Kingdom has been working on what is termed the 'employability agenda,' "conceptualised as a set of largely practical and behavioural graduate attributes, with academics under compulsion to find ways of embedding skills learning and career-orientated teaching into the curriculum."¹² Such initiatives had their 'genesis' in the *1997 Dearing Report (National Committee of Enquiry into Higher Education)*, which outlined what it called the "'core skills' of communication, numeracy, information technology and reflective learning."¹³ This approach to accountability was later updated by the *2006 Leitch Review of Skills* where there was even more focus on the idea of "employability" and building what the report called the "high skills" required by global business in order to compete.¹⁴

These efforts in the UK also form a part of a much wider policy push across the European Union (EU) where the employability agenda was a key aspect of the *2007 Bologna Process-European Higher Education Area* and the 2008 European Commission 'New Skills for New Jobs' initiative.¹⁵ Through these policies, the EU outlined what it saw as the need for universities to take the career prospects of its graduates more seriously.

⁸ *Ibid.* p. 422.

⁹ *Ibid.* p. 423.

¹⁰ *Ibid.*

¹¹ Devlin, T. (1974) Career Development Courses: An important part of the counselor's repertoire". *Journal of College Placement*. 34 (4), pp. 62-68.

¹² Lee, Donna, Emma Foster and Holly Snaith (2016) "Implementing the Employability Agenda: A Critical review of Curriculum Developments in Political Science and International relations in English Universities". *Politics*. Vol 26 (1). p. 96.

¹³ *Ibid.*

¹⁴ *Ibid.*

¹⁵ *Ibid.* p. 97

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The British government then took further action, and in 2010 required all universities to outline their strategies for delivering high skill graduates, a step that was followed in 2012 by the requirement of universities to build 'key information sets' (KIS) for each undergraduate program, including the average graduate earnings and common job types in the six months following graduation.¹⁶ Given that scholars such as Lee, Foster and Snaith have found that some of the "lowest levels of graduate employability across university campuses" arise from the "non-vocational nature of most politics/International Relations (IR) undergraduate programmes,"¹⁷ it is clear that many programs – and this discipline in particular – face a huge challenge.

These policies may seem more prescriptive than is the more typical debate in the United States. However, given the similar questions in terms of the global economy, democratic values and the broadly shared foundation of educational achievement, these directives could also be seen as harbingers of what is to come. Such approaches may take more time to develop in the context of the decentralized system found in the United States, but the pressure to show that students are prepared for the job market upon graduation – as demonstrated through employment statistics – is on the rise, as illustrated by the College Measures debate currently going on in various US states and the question of how we use salary statistics one year or six years out to determine the value of higher education.¹⁸

For better or for worse in terms of outcomes and 'accountability,' the delivery mechanism for career learning outcomes in the US is commonly deemed to be the career centers and the professional staff who are often left largely on their own to uphold this aspect of the institution's objectives. The argument posed here is that, while perhaps not as widely used, other models are available for career education and, further, that such trends should be embraced by disciplinary faculty who, by embedding career curriculum in a specific major or program and more overtly connecting college skill development to post-college career planning, can also support student recruitment, retention and success and life-long learning – in college and beyond.

Human Context: Millennials – Generations Y and Z

Higher education is not alone in considering the implications of the shift in attitudes and values of what is generally known as the millennial generation, but there are some indications that the divide between student expectations and reality is widening, in terms of language if not aspiration. Students' attitudes are therefore crucial as we consider how best to prepare them for their lives after college and their career options.

Born in 1981 or later, the first-wave millennials are now in their mid-30s and are beginning to influence the workplace in their own right. The second wave is now preparing to embark on their first jobs after college while the nascent third wave is now working their way through college (See Chart 1). As Ng, Schweitzer and Lyons have observed, organizations are now in "crisis...as they strive to recruit and retain

¹⁶ *Ibid.*

¹⁷ Lee, Donna, Emma Foster and Holly Snaith (2016) "Implementing the Employability Agenda: A Critical review of Curriculum Developments in Political Science and International relations in English Universities". *Politics*. Vol 26 (1) 95-111. p. 95.

¹⁸ Bennett, Dan (2012) "All About the Money: What if lawmakers and students used starting salaries to evaluate colleges and their programs?". *Chronicle of Higher Education*. 18 September. <http://chronicle.com/article/All-About-the-Money/134422>. See also <http://www.collegemeasures.org/>.

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the millennial generation, who purportedly hold values, attitudes and expectations that are significantly different from those of the generations of workers that preceded them.”¹⁹

Chart 1: General summary of Generational Traits – specific dates, events and values do vary

		Birth Years	Events	Values
Silent Generation		1925-1945	Great Depression, WWII	Conformism, Loyalty, Obligation
Baby Boomers		1946-1964	Kennedy/King assassinations, moon landing, Viet Nam, 1960s social revolution	Idealism, creativity, tolerance, challenge, workaholism, criticism
Generation X		1965-1980	Aids, oral contraceptives, 1973 oil crisis, Cold War	Individualism, skepticism, free agency, learning
Millennials	Generation Y	1981-1994	Fall of Berlin wall, MTV, globalization	balance, collectivism, passion, security (not stability)
	Generation Z	1995-2007	social media, 9/11 War on Terror	Risk-adverse, loyal, compassionate, open-minded, new 'silent generation'

The authors go on to suggest that this latest millennial wave places the greatest emphasis on the “individualistic aspects of a job. They had realistic expectations of their first job and salary, but were seeking rapid advancement and the development of new skills, while also ensuring meaningful and satisfying life outside work.”²⁰ The authors identified five themes important to this group: work/life balance, good pay and benefits, opportunities for advancement, meaningful work experiences, and a nurturing work environment.²¹

This research ties neatly back our student’s question about ‘careers’ as well the research done by Dries, Peperman and De Kerpel who attempted to understand the perspectives of different generations in terms of what constituted ‘success.’ They found that careers had changed significantly over the past few decades in the face of economic globalization and an increase in service sector employment. As a result, they suggest that career patterns have moved from a traditional or linear trajectory based on “progressive steps upwards in an organizational hierarchy to positions of greater authority” towards the idea of a “boundary-less” or a “post-modern” career. However, and significantly, this shift was not necessarily the norm nor was it deemed to be a ‘success’ by the participants.²² In their research, Dries et al. created the six categories of:

1. *Bounded* (traditional - working for only 1 or 2 organizations over their career);
2. *Staying* (moving between jobs, but actually longing for stability and security and expecting that their current job will work out so they can stay);
3. *Homeless* (moving around, but longing for stability even while expecting their current employer will not work out);
4. *Trapped* (working for same organization for a long time and wanting change, but unable to get out, often for home or other reasons);

¹⁹ Ng, Eddy S. W., Linda Schweitzer, Sean Lyons (2010) “New Generational, Great Expectations: A Field Study of the Millennial Generation”. *Journal of Business Psychology*. 25:281-292. p. 281.

²⁰ *Ibid.*

²¹ *Ibid.* p. 282.

²² Dries, Nicky. Roland Pepermans and Evelien De Kerpel. Exploring four Generational’ beliefs about career Is “satisfied” the new “successful”? *Journal of Managerial Psychology*. Vol 23, No 8 2008 pp 907-928. pp. 907-908.

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5. *Released* (working for same organization and wanting change, but expecting to be able to get out and away from current employer);
6. *Boundary-less* (having multiple, transferable skills and able to manage their own careers as a portfolio).

They then used these categories to explore three questions:

1. Do people from different generations have different job types?
2. Does the importance attached to organizational security differ between people from different generations?
3. Do people from different generations evaluate career success differently?

What they found seems important to understanding the best way to approach current students about to enter the workforce as they try to assess what they judge to be success. Broadly speaking, these scholars concluded that, while the different generations do tend to take different types of jobs, the majority of participants still had relatively 'traditional' careers, though younger generations felt a larger disconnect between their job goals or preferences and their current career situation. Further, even those who were "boundary-less", still wanted some form of security. Specifically, organizational security was deemed important by the Silent Generation, but Generation Y also scored significantly higher in this concern than did the other generations, leading us to consider the possibility that a sense of security is not only generational, but may also be cyclical.

Overall, the researchers found that the "satisfaction" expressed by people about their *own* careers was enough for others to deem them to be "successful" as well, even though the traditional markers of success were not necessarily present. Yet, there were no significant differences between generations in terms of what they felt to be the reliability of self-reporting and the ability to achieve a work-life balance as the most important aspect of career success.²³

Looking at the current teaching of career preparation and career curriculum, there seems to be clear indication that helping students think critically about what constitutes their own definition of success and perhaps, more importantly, the consequences of their decisions in terms of how they move through these categories across the span of the career options, will be crucial.

Context of Identity: One Size fits all?

Given the research devoted to millennials and generational learning overall, it is interesting that there has been relatively little consideration of career development within two specific areas of growing concern in higher education: ethnic minorities or Underrepresented Minorities (URMs) and first generation college students (FGCS). This is arguably due to two features of most career curricula. First, a career curriculum, as organized by a Career Center, provides information as to what the employers 'out there' will expect of their applicants. Framed in this way, the task can therefore seem to be an exercise that is more about how to shape the students to fill templates set by the outside world than about helping students identify their own strengths and passions and matching that to the world of work. As an approach, this clearly oversimplifies both the student and the employer, but the 'one size fits all' notion does have the benefit that **finely tailored** materials, training, special sessions etc. can all be avoided – along with the cost they would entail. The second factor, and one that we will return to when we examine HSU and International Studies specifically, is that career curriculum is also considered to be external to the core of the university, in that faculty are often not engaged with the development of the

²³*ibid.*

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materials or the exercises and simulations used in the career context. The resulting generic nature of the offering not only puts the burden on students to seek out career center support, it also relies on non-academic advisers who may not be familiar with every program or able to ‘convert’ a specific major’s skillset to life after college. This process effectively hollows out the disciplinary content and makes career planning less effective in areas that could benefit exponentially from discipline-specific knowledge such as emerging fields and issues or building professional networks. This approach is also likely to have a particularly negative impact on specific groups of students, as we shall see.

This all leads to the most significant issue in terms of the ‘one size fits all’ approach, which is whether or not a universalist, user-activated model for career planning is best suited to serving different populations. For example, Durodoye and Bodley suggest there has been a “lack of research on factors that influence career choices of ethnic minorities”²⁴. In their view, this presents itself in the first stage as students research career options, while heavily influenced by “perception of opportunity, career planning and academic preparation and interest patterns”.²⁵ The result, in their view, is that many ethnic minority students limit themselves even before they begin the search. The process of encouraging and guiding students to explore their goals and aspirations is delicate at the best of times. As Durodoye and Bodley point out, it involves “person’s values, abilities, interests and achievements into priorities and goals set for career choice” yet “Many African Americans and Hispanics may believe that they have little choice in their career development...[and]... may need to be made aware of alternative careers” especially as many have “Parents, who may also lack information...and limit the options even more.”²⁶ If as educators we are determined to close the ‘achievement gap,’ we have a responsibility to extend that determination to helping those students who may lack ‘traditional’ support to connect those achievements with their pursuits after college. Alternative approaches to career education, such as embedding discipline-specific career curriculum within courses ensures that these students have access to the knowledge and skills needed to choose and enter their profession, or professions, of choice.

The sensitivity required is also relevant to first generation college students where, again, there seems to be little in the way of research connecting the career agenda to the issues of this growing constituency on college campuses. Joann Olson suggests that most of the work to date has focused on early adolescence and college *entry* – rather than career preparation or *post-college* experience.²⁷ Her findings are particularly interesting in that, in some ways, they clearly overlap with the findings on ethnic minority students as first generation students who express “high level of self-efficacy in one area (e.g. academic achievement) but may not feel confident that this success will transfer to another domain (e.g. success on the job).”²⁸ However, it should be pointed out that this may also reflect differences between generations Y and Z. As indicated above, Y feels anxiety about organizational security and needs more on-the-job reassurance, whereas there is some anecdotal evidence to suggest that Z is not quite so ‘needy’. Still, for many, college was *the milestone* they had to achieve, while the prospect of life beyond their primary and often sole focus in life, leaves them doubtful and uncertain. This intersection between URM and FGCS students and different waves of generational cohort may therefore produce a

²⁴Durodoye, Beth and Gabrielle Bodley (1997) “Career Development issues for ethnic minority college students”. *College Student Journal*. March. Vol 31 Issue 1 27-32. p. 28

²⁵ *Ibid.* p. 30.

²⁶ *Ibid.*

²⁷ Olson, Joann (2014) “Opportunities, Obstacles and Options: First-Generation College Graduate and Social Cognitive Career Theory”. *Journal of Career Development*. Vol 41 (3) 199-217.

²⁸ *Ibid.* p. 205.

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variety of issues in terms of career guidance and choice. As Olson goes on to suggest, it is important for counsellors to be aware of the tendency of some FGCS to have different areas of strength and weakness and again through a lack of information or background, and to limit their choices from the outset.

Tate et al. have also looked specifically at the issues related to FGCSs as they agreed there was a “lack of empirical knowledge” in this area.²⁹ Their research focused on what they called the internal and external influences in terms of the career development process for first-generation students, and they found three general domains:

- 1) External influences that include family, lack of a professional network and support programs;
- 2) Understanding of the career process;
- 3) Self-concept as an FCGS

Interestingly, some of these overlapped directly with URM students, e.g. the influence of the family. Indeed, family played such a significant role that the researchers developed several sub-categories to capture areas such as: family support for their college experience, providing a role model for their siblings, financial issues, knowledge about college and career options, and messages about entitlement vs. earning their own way.³⁰

Understanding the career process was also considered important in that some students felt themselves to be especially unprepared in specific areas, yet were aware that professional networks were a significant tool in almost any career choice. Fortunately, it was in this area where career education or support programs can make the most impact – and where they are especially enhanced with more faculty input.

This final area is interesting in that, for many career professionals and faculty, so much time is spent emphasizing the *needs* of FGCS, that many overlook their *strengths*. The idea that every student is a ‘special snowflake’ or needs constant reassurance, was not part of the findings of this research as many FGCS, perhaps counter-intuitively, actually feel more self-sufficient than their peers. The researchers characterize them as “Appreciative and not entitled...self-reliant and responsible...adaptable”³¹ and suggest that more be done to reframe the discussion around FGCS to focus not only on areas where they are “deficient,” but on their assets as well.

CASE STUDY: HSU and its student body

Humboldt State was founded in 1913 as a teacher’s college and is now a public institution that is part of the 23-campus California State University system. In Fall, AY 2015-16, there were 8,790 students primarily made up of undergraduates (8,242) leaving graduate students in the distinct minority (550), all taught by approximately 570 faculty creating a 22:1 student-faculty ratio. Students are spread across 48 academic majors, 69 minors and 12 graduate programs in the three Colleges: College of Arts, Humanities and Social Sciences (2,116), College of Professional Studies (2,475) and the College of Natural Resources and Sciences (3,321).

The University has been growing over the past five years and intentionally working to diversify the student body. The success of that recruitment effort has resulted in the fact that, for the last three years in a row, the university has had the ‘largest ever’ incoming class and was granted the status of being an

²⁹ Tate, Kevin, William Caperton, Dakota Kaiser, Nathan Pruitt, Heather White and Eric Hall (2015) “An Exploration of First Generational College Students’ Career Development Beliefs and Experiences”. *Journal of Career Development*. Vol 42 (4) 292-310. p. 295.

³⁰ *Ibid.*

³¹ *Ibid.* p. 303-304.

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HSI (Hispanic Serving Institution) in 2013. First-generation college students now make up nearly 60% of the in-coming class, followed by low-income students at 55% (the two categories largely overlapping) (See Chart 2).

CHART 2: Fall 2015 – First Time Undergraduate Ethnicity and in-coming status³²

Undergraduate Ethnicity				
	Female	Male	Total#	Total%
American Indian	11	2	13	1.0%
Asian	24	16	40	2.8%
Black	24	24	48	3.4%
Hispanic/Latino	412	207	619	43.6%
Non Resident Alien	6	13	19	1.3%
Pacific Islander	1	1	2	0.1%
Two or more	59	40	99	7.0%
Unknown	36	22	58	4.0%
White	306	216	522	36.8%
Totals	879	541	1420	100.0%
Other Status				
First Generation	62.3%	49.9%		57.6%
Low Income	59.4%	46.6%		54.5%

Contrary to some expectations, most students are not local or even from northern California and/or the coast, but predominantly from Los Angeles (See Chart 3).

CHART 3: Fall 2015 – First Time Undergraduates: Origin, First Generation and Low Income³³

Undergraduate Origin			
	Female	Male	Total%
Local	6.3%	7.4%	6.7%
Northern California	8.2%	7.9%	8.1%
San Francisco Bay Area	12.7%	17.0%	14.4%
Sacramento	3.9%	2.9%	3.5%
Coast	3.5%	3.5%	3.5%
Central California	8.1%	8.7%	8.3%
Los Angeles	41.1%	34.4%	38.5%
San Diego	8.0%	8.0%	8.0%
WUE State	6.1%	4.8%	5.6%
Other State	1.7%	3.7%	2.5%
Foreign	0.3%	1.7%	0.8%
Unknown	0.1%	0.0%	0.1%

³² HSU Website. Institutional Research. http://www2.humboldt.edu/irp/fast_facts.html

³³ HSU Website. Institutional Research. http://www2.humboldt.edu/irp/Dashboards/Enrollment_University.html

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CASE STUDY: *Career Development at HSU*

The general campus climate for career education has been an ‘all hands on deck’ approach in that there are a range of activities in many different areas, but relatively little coordination between staff and faculty (though this has been improving in recent times). There has also been a strong move to develop initiatives to support inclusivity and close the achievement gap between different groups of students as well as efforts to support retention and time to graduation. However, there has not been much coordination between these ‘success’ efforts and post-college career planning. The work of the Academic and Career Advising Center and the College of Arts, Humanities, and Social Sciences is beginning to address this issue in an innovative and seemingly effective way. The Academic and Career Advising Center at HSU has effectively operated a career curriculum pyramid, including five different levels or models of engaging both students and faculty (See Chart 4).



Chart 4: Five Models of Career Curriculum at HSU = Scaffolding

The first level, as indicated above, is the most common and the most basic and simply promotes the Academic and Career Advising Center as a student resource. With materials and different tools available in the office and online, the center offers drop-in sessions, one-to-one advising, résumé support and mock interview practice. This full-service office is supplemented with job fairs of various kinds throughout the year and other outreach to colleges, majors, student centers and the library that all goes to promote campus awareness. In efforts to connect with students (and faculty) ‘where they are.’ Across many campuses, this is often where access and incorporation of career services begin and end.

If that is the most basic, cross-campus effort, the second level or model relies on using career services as a classroom resource and support system. These sessions include both general and specific exercises on résumés, cover letters, internships and other campus opportunities as well as more general career exploration. Up until five years ago, HSU occupied this second level of integration.

The third level steps up the faculty involvement in that it engages in-class assignments that connect professional development to a specific course. This can be as general as making it clear to students that research and writing skills, as learned in the classroom, are valued and have relevant workplace features, or as specific as conducting an informational interview with someone in a specific discipline or job.

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The fourth model moves towards the standard traditional approach in that it involves the inclusion of career content in a program's senior seminar or capstone – despite the fact this is often too late for graduate school applications and certainly too late to gain any skills or opportunities and experiences that might have been possible during college had the student considered their post-college plans sooner.

The fifth level is the notion of a discipline-related/program-led workshop. These can vary in length and HSU has experimented with short 'skill shop' workshops through the library, run by career staff; three hour workshops that are 'clipped on' to a specific course; 1-unit weekend workshops (split over two weeks to give time to do some homework); and the more common 1-unit workshop across the first seven weeks of a semester. The benefit of this approach is the involvement of faculty who not only understand the skills students have been developing in their major, but who also often have experience of the field and an awareness of networks and connections to opportunities in that area and/or to alums who have graduated and have already found jobs in the field. The more practical and direct these connections are, evidence suggests the more beneficial students feel they are.

The final option, and HSU's strategy as it has evolved over the past five years, is ideally to support and coordinate efforts on all five levels and take an 'all the above' approach with three goals in mind:

- 1) to ensure that all students have the opportunity to gain at least some of the skills **needed transition from college to career**. This means continuing to support the broadest interpretation of the career center, as a center that can be both more 'universalist' in offering a university-wide service net, and more 'specialist' as career center staff are asked to use their expertise to support specific groups. This becomes more feasible as they become more confident that some of the discipline/major-specific work is being supported in the departments;
- 2) to introduce career planning early in a student's tenure in college so that they are better able to take advantage of the opportunities that are often only available in a campus setting, e.g. student organizations, campus internships, study abroad etc., gaining valuable skills and networking with faculty and in the community;
- 3) to develop complementary activities to be used by faculty so that students see the relevance of their coursework to their future plans (thus supporting retention). We are less concerned with students repeating the work than with ensuring that all students have the opportunity to experience career planning; we see the skills as cumulative, with repetition only serving to improve performance.

CASE STUDY: *International Studies at HSU*

Founded in AY 1999/2000 as Interdisciplinary Studies: International Studies Option, the Program evolved largely on the basis of faculty expertise and student interest as reflected through a combination of the Humanities and Social Sciences.

The INTL Committee, composed of faculty from languages and across the social sciences (Political Science, Geography, Anthropology, Economics and History) built the Program on four pillars: a core curriculum; a regional expertise; language proficiency; and a residency abroad. These pillars continue to guide the Program as the structure offers a strong and increasingly useful interdisciplinary approach to the global issues of interest to our students.

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As recently as 2013, the Committee examined its curricular goals and determined that while the basic building blocks were sound, some consolidation would provide more value and clarity to students. To that end, the core has been expanded from 4 to 6 courses so as to give students an interdisciplinary framework for understanding the cultural, political and economic forces behind the processes of globalization; offer a stronger methodological base, including the building of their interdisciplinary analytical skills through a revised and upgraded upper division course; and enable students to bring their experiences together more coherently through a new senior Capstone.

The Concentrations were limited to 3 regional areas: China, Latin America and Europe (France, Germany, Spain), and 2 'issue'-based areas: Global Culture and Third World Development, all designed to ensure students have a focus of study as well as a demonstrable expertise. The result is a hybrid that reflects the new direction of an ambitious Program while building on the strengths of the existing faculty and the University. The Program has recently been recognized system-wide, as the CSU Chancellor promoted the International Studies Program to a full and free-standing major as of 2015, a major which is reflective of our overall student population **large percentages of URM and** FGCS (See Chart 5), and thus serves well as a case-study for implementing a career curriculum.

Chart 5: International Studies 2015 Fall Class	Total %
URM	56%
Non URM	33%
Unknown	11%
First Generation	56%
Low Income	56%
Unknown	22%

The key part of the program in the career context is the sense that the scaffolding of skills is a constant concern and goal. By allowing and even encouraging students to get most of their degree units outside the major – and often outside the country – there is a keen sense that any course that carries the INTL moniker must be used clearly and consistently to support students as they develop the skills listed in the program's student learning outcomes:

The International Studies Option will offer you:

- the ability to analyze regional and global issues from economic, political, and cultural perspectives;
- linguistic competency in a second language;
- cultural competency in diverse international environments;
- the ability to gather information and use interdisciplinary analysis skills to critically evaluate regional and global issues;
- proficiency in formal written and oral communication;
- the skills you need to build an international career.³⁴

³⁴ HSU Website. http://www2.humboldt.edu/internationalstudies/about_the_major.html

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Given the potential for a lack of community or sense of class cohort in a program where students are rarely together and a world of career options stands in front of them, it became clear through advising (and if we were to deliver on the career SLO) that students needed specific support in this area. Therefore, as early as 2012, the International Studies Program has been involved in, and even leading, the campus effort on career education and continues to strive to scaffold career education throughout the program. This begins with the introductory/lower division coursework focusing on basic exploration and skills, and has included the development of a career page via our Library Research Guide (maintained by INTL faculty) as an ongoing INTL-targeted resource that students can refer to throughout their time in the Program,³⁵ and a culminating experience in the INTL Capstone. In terms of career education, this began with a workshop which was designed as a seven-week, 1-unit, credit/no credit course. This was first offered as a co-listed pilot (with Sociology) in Spring 2013 and then moved from a pilot to a permanent course number in 2015. By 2017 this will be a required core course for the major.

CASE STUDY: Scaffolding in INTL

Returning to the specifics of the International Studies Program, after the pilot career workshop, at least two things became clear. Students were ill prepared even for the workshop in terms of basic career/job search skills – some painfully so. Many had asserted, presumably to their parents, friends and family, that their intention was to become an ‘x’ after college, but had never examined the requirements for such a position or graduate/professional school option. There was more than one student whose world seemed to crumble when they realized that they did not have the coursework, experience or GPA to go into the field they had thought was ‘for them.’

That experience more than suggested that a senior/spring semester course was useful, but far too late to fill gaps or reconsider options that were no longer interesting or viable. Career education had to come earlier in the curriculum, to allow for real preparation and because increasing numbers of students want and need jobs while they are in college. This means that résumés and cover letters, for both cost-covering jobs and professional development internships, are a short-term necessity, not only a post-college goal. Considering again that many of these demands may place a greater pressure on URM and FGCS to draw on a support and background information that they may not be readily available to them and building the relevant knowledge base and skills should begin as early in their college careers as possible.

Introductory level: In-class assignments

The place to begin was the Introduction to International Studies course. Designed to introduce students to the major, this lower division class covers 5 disciplines, 5 regions of the world and 3 current debates that highlight the issues of interdisciplinarity. The course involves a major research project, a policy paper and various other exercises such as map quizzes, locating articles on current affairs, and writing response papers to guest lectures. This range of activities made it relatively easy to incorporate career exploration and some basic job-relevant research skills. The assignment, placed relatively early in the course so that it might spark interest in an organization or issue that might be useful for their research and policy assignments as well, required students to create a ‘wandering map’ in class to explore their passions and interests. This open-ended/creative session was followed with one on the basics of résumés/cover letters (templates of these were also provided on the INTL Library Research Guide page).

Students were then asked to create a ‘RIP’ file – so called for the low-tech version of literally tearing job ads from newspapers or magazines – of 5 jobs that interested them. These could be ‘now’ jobs or ‘later’

³⁵ HSU Website. Library Research Guide: <http://libguides.humboldt.edu/content.php?pid=242211&sid=3720811>

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jobs, or even graduate school options, but they could not use Craigslist or Google jobs and sources could only be used once. They then had to create a summary sheet including the basic information for each job (requirements, location, title etc.) and a résumé and a cover letter for one of the jobs listed. This was handed in for review by the instructor (See Appendix 1). At some point in this process, the Academic and Career Advising Center, was usually asked to lead a class session on résumés or good ways to find job postings, but their presence in the class was mainly to give students a face in the career center and enable them to feel more comfortable seeking those resources. RIP files were returned and discussed in class. Students then revised their résumés and cover letters and handed them in a second time, together with 5 more jobs. The work does not take much time in class, but in course evaluations and in later classes, many students have reported that this exercise, and especially the repetition of the exercise, helped them to improve their materials. More importantly, they reported that it made them think about types of jobs to apply for, volunteering opportunities on and off campus and course options early in their college tenure.

Introductory level alternative: short workshop with Academic and Career Advising Center Collaboration
In addition to the RIP file, INTL has experimented with a longer career session, but still attached to the introductory course. This exercise has been done both as a requirement for the course (with an alternative assignment for those who could not make the session outside class time) and as an option for extra credit. These sessions were also valuable in that they were run in conjunction with an introductory course in the Political Science Department and therefore students could see how careers and majors interacted and overlapped in terms of the skills gained in their coursework. This arrangement also meant that faculty and staff could cover two departments with a single workshop. The name, 'clip-on', is intended to suggest that this kind of assignment/workshop could be incorporated into many different types of classes in a range of departments as much of the work took place outside regular class time. That said, it was clear from the feedback that the overall usefulness to students was enhanced by discussing the activities in the classroom setting and by connecting two majors that have related employment areas. The first clip-on workshop was offered in Spring 2013 with the goal of adding more career tools without taking any more time from class content. Preparation for both classes began with a discussion about the purpose of the career assignment on the first day of class as part of the overall discussion of the course structure and continued to be raised throughout the semester.

The career exercise has two options (Option A being the workshop and Option B for those who could not attend an outside session), but both had the common initial assignment of a basic résumé and 3 job descriptions. This first assignment was discussed a week prior to its due date, the career page was reviewed again and more attention brought to the templates and guides, and links to the Academic and Career Advising Center were pointed out, where students could get extra help outside class.

These materials were handed in the day before the Workshop so clean copies could be made, the materials could be reviewed by the instructor and a career adviser, and the types of careers students were interested in could be gauged so as to tailor the conversation to their interests. Between the two classes, 40 signed in on the day of the workshop, and while some had to arrive late/leave early for various reasons, many stayed to the end and beyond. The workshop ended with an employer/guest panel and many students stayed until well after 7:00 p.m., while the final students had to be shooed out at nearly 8:00 p.m. – despite having been there since 2:00 in the afternoon (See Appendix 2 for the full agenda).

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According to the anonymous post-workshop survey, the breakdown by major was this: 22 International Studies, 9 Political Science, 1 Economics and 1 Environmental Science Major (most of those not attending for reasons of class, work, sports events etc. were PSCI Majors), for a total of 33 responses.

The difference between sign-in and survey response is attributed to absent students on the day of the survey (which happened in class a week or so later), and to the fact the survey was optional and some students reported that they felt they had little to offer given they had not stayed the whole time. Despite being a 200 level class, the largest group was Juniors, there were as many Seniors as Sophomores, and very few Freshmen. In other words, we connected with exactly the profile of student that career education can help the most in terms of having a sense of what they want to do, but still having time to make changes or engage in new or different courses and activities.

At the first class session after the workshop, we spent time discussing the experience and any overall questions and comments. They were also asked at that point if they would like comments on their initial résumé, or if they would like to create a revised version. Both classes voted to revise their résumés and were given approximately 1 week to hand in a revised résumé. These were returned 1 week later (the timing was slightly different between the two classes as they both had intervening mid-terms). The feedback/evaluation form was given to them when their revised résumés and RIP files were handed back. These revised documents were the basis of another class discussion and general points and questions.

There are a number of general conclusions or observations as to the workshop's usefulness and effectiveness (See Appendix 3 for the feedback form), though three stood out at the time as important to the future of that type of event and to the process of scaffolding in the Program.

1. The staff/faculty combination added significantly to student confidence not only that they had first-hand knowledge of what was useful in their field of choice, but also that there was professional support on campus in terms of other tools, databases, guides and templates they could call on.
2. The embedded nature of the workshop within a specific class meant that there was the opportunity for both pre- and post- workshop activities that extended the life of the workshop and required students to think about their materials before the event and enabled further discussion of any questions that arose as a result of the event.
3. There are benefits and challenges in attempting to cover this much ground in a single session, but if it is to be 'clipped on' to a course, the benefits seemed to outweigh the problems. Getting students to commit to a single afternoon seems less of a logistical nightmare than many other options, and the session could not be any shorter and still hope to achieve its goals.

A year later, the possibility of repeating the INTL/PSCI 'clip-on' workshop presented itself, so in Fall of 2014 a slightly revised version was rolled out. Perhaps the biggest difference was that, in this instance, the workshop was not required, but made entirely optional. This saved some organizational time and yet the sign-up remained positive (30 of a possible 49 – 4 students were in both classes) and even though the actual attendance on the day was lower (23), it was encouraging to see how many from both classes took a Friday afternoon to be present at an entirely optional event and how many completed the feedback form (19). Other than making the session optional, we did try to hold the essentials of the

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assignments to be the same, though there was no employer panel as funding was scarce and it was decided that a panel in the Spring in conjunction with the regular Career workshop would be sufficient.

According to the sign-in sheet and the anonymous post-workshop survey, the breakdown of attendees by major was this: 12 International Studies, 10 Politics and 1 foreign exchange student for a total of 23 while the respondents were 10 IS, 8 PSCI and 1 foreign exchange for a total of 19, while the class standing was more spread with only 2 seniors, 7 juniors, 6 sophomores and still only a few freshmen.

In terms of conclusions from this second experience there were no new observations, only additions to those made the previous year (added in italics to the previous year's conclusion):

1. The staff/faculty combination added significantly to student confidence – *though we would add that, since that last workshop it has been the experience that this 'face-time' with career staff has a noticeable impact on student willingness to take advantages of services they might not otherwise know about or pursue.*
2. The embedded nature of the workshop within a specific class meant that there was the opportunity for both pre- and post- workshop activity that extended the life of the workshop - *we would add that the optional vs. required nature of the workshop may have dropped the numbers by a marginal number, but the overall benefits seem to remain.*
3. There are benefits and challenges to attempting to cover this much ground in a single session - *time was again a challenge this year, but there seems to be limited alternatives.*

Intermediate to Advanced Level: 1 unit workshop

In terms of the goals of a 1-unit workshop, it's clear that it enables more in-depth student support/faculty partnership and can be built directly into a student's major plan. Students are also able to choose when to take such a workshop, which, particularly for INTL students who are required to go abroad, can be very useful in the sense they can do it before they go away if they are interested in pursuing career options in that other country, or upon their return when they often feel more ready to plan for life after college. Some students have taken it twice, once to prepare for going away and again when they are on the verge of graduating.

The first INTL workshop was organized not only with Sociology, but also with active involvement and support from career services. This initial class had 12 INTL students, ran for 7 weeks and concluded with an employer panel/reception. Over the course of the workshop, it became abundantly clear that despite being nearly at the point of graduation, many students had had very little guidance as to basic job search skills; neither had many reviewed their résumé and cover letter with any of the available professionals on campus. They also seemed unfamiliar with, and unable to navigate, issues of professional etiquette and were unaware of various professional networking avenues open to them while still students or even the most basic requirements of the positions they claimed they had 'always' wanted to pursue. Perhaps the best example of this is the number of INTL students who were interested in the Peace Corps (INTL is a large feeder major into the Peace Corps – in fact, for our size, HSU is regularly in the top ten, if not top five such schools with INTL providing a significant number to that group), but had little or no relevant volunteer experience – a basic requirement.

The 1-unit workshop is also a good way to make the materials and exercises directly relevant to the major and to the interest to the student. International Studies students tend to divide fairly evenly into

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thirds in terms of those interested in the Peace Corps, USAID, teaching English overseas, or NGO work; those wanting to pursue graduate school; or those who wish to look into more traditional government work (State Department) or to opportunities in the private sector. This means the workshop gives us time to explore all three (and some end up changing their direction as a result of learning more/discovering misconceptions/redirecting their aspirations higher), including time-consuming activities such as mock interviews for every student or individual editing of letters and statements.

Advanced level: Capstone

Generally speaking the capstone would be a logical place for many aspects of career education. It offers a way to have a final check on student readiness, and it also offers support for the actual application planning and processing, and relevant professional networking. For majors with a high unit count or no other space in the program for an additional unit, this may be ideal. However, given the needs of various student constituencies and the overall perspective of millennials generally, this may be far too late. For the International Studies Program, the capstone class is designed to be the course where majors bring all the elements of the program together through the creation of a career portfolio, an academic portfolio and the exploration of leadership skills and styles so they can devise their own 'leadership pledge' for the future. However, the real core of the class is a project they design themselves that either consolidates work they have already done or positions them in relation to their post-college plans. When the career workshop was only a pilot or just an elective, the capstone course provided the only way to ensure that all majors had a résumé, cover letter, some job research skills and the opportunity to do a mock interview. In practice, it meant that students who had not done the workshop were effectively rushed through the career aspects of the class, given that it is not intended to be the main work or focus of the class, but rather a stock-taking of work already done.

Evaluations from the workshop and steady enrollment suggested that the bespoke workshop was becoming an important part of the program. Therefore, in 2016, the faculty made the decision to put the workshop into the core, where it will be required as of 2017. It is hoped that this will enable the capstone to take advantage of being an advanced course and spend more time on the issues identified in terms of efficacy and self-confidence for URM, FGCS and generations Y and Z, rather than only hoping to cover the basic skills before students leave campus.

Conclusion: Scaffolding – a little bit of everything

Over the course of the past five years, career education has grown relatively quickly and organically at HSU. Initiatives in one area spread – often through advising staff or faculty word of mouth – to other areas. This evolved into the development of a college committee given the remit to create and gather templates for college/discipline/major-specific content. These modules were then slowly rolled out via different campus channels and career center staff leading the charge – but also through meetings of department chairs, the library, and faculty development programs (called the Institute for Student Success) that takes place each semester. Throughout the process, both 'sides' i.e. the advising staff and the faculty, felt there was a better way to help students make the bridge from the academic departments to the career center, and worked diligently to speak the language of the other.

The HSU experience, gleaned perhaps more from common sense and trial and error than from in-depth prior research, falls broadly in line with much of the scholarly work in this area (Johnson and Smouse 1993 and Folsom and Reardon 2003 among many others) in that we have concluded the career course is more effective than other types of intervention.

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We have not experimented with a three-unit course, but the results and satisfaction achieved via the 1-unit option tallies directly with the work of Osborn, Howard and Lierer (2007) who also found that, in their case, a 6 week/1 unit option had the power to help students achieve more confidence and maturity in student career decision-making. Our sense that URM and FGCS were well served by such interventions seems to confirm the findings of Reed, Reardon, Lenz and Leierer (2001) though we would further argue that one important aspect of this latest wave of millennials indicates that they *all* need early and consistent, as well as persistent intervention, so as to encourage them to not close any option too early and to take advantage of all the opportunities a college campus has to offer. Even as the focus now inevitably turns to assessment, the goal remains the same in that we seek to connect students not simply with a job, but to enable them to make a living while pursuing their passion.

To answer that student's concern, the goal is not to create cookie-cutter employees, or force them down the path their parents followed, but to empower them, **with equitability across a diverse student body**, to develop the skills they need to pursue a 'career' in any field that they define for themselves. Millennials, in all their different forms and with all the different issues and challenges they face, want to *do* something with their lives. What these students often do not yet recognize, though, is that however 'success' is defined, it retains many of those 'old fashioned' features in terms of how you get there. By planting the seeds that enable them to connect student life to their professional identity, the hope is they will continue to find an organic way to grow their careers to suit their own aspirations long after they leave the place we fondly call the 'lost coast'.

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Appendix 1.

'RIP' file & Career Portfolio Assignment (x2)

Back in the day, people literally ripped job ads out of newspapers or magazines and ended up with a pile of jobs that all needed to be followed up - usually by phone or a formal letter. That's no longer the way it's done, but in some ways the Internet has made this process both easier and more difficult.

This assignment will get you started on a career portfolio including a résumé and a cover letter as well as starting a 'RIP file' of jobs that you may want to add to and build throughout college.

This assignment is done twice during the semester so we can discuss them in class and you can revise your materials as well as gather more material. The 3 goals for the assignment are to help you:

- 1) start researching the thousands of sites out there so you can set up alerts, join associations and start to network (even if virtually) RIGHT NOW;
- 2) learn how to read and decipher job descriptions; and perhaps most important,
- 3) plan various elements of your degree and even tailor your coursework/extra-curricular activity etc with specific career goals in mind.

Your career search should NOT begin the semester you are due to graduate!

Due dates work well if they are either side of the midway point in the semester – but that may depend on whether there is a 'clip-on' workshop as well a single assignment.

Portfolio and 'RIP' file - 4 Sections (stapled in this order)

I. **Draft résumé.** This should be in the form you would give it to a potential employer. *Templates and guides are available.*

II. **'RIP' file summary cover sheet listing no fewer than 5 jobs.** This should be separate and you must include the following information for **each job**:

- a) The job's title - or name of school/degree/program if relevant;
- b) Where you found the posting (website, paper, word of mouth)
- c) Location of the job;
- d) Basic requirements (education, skills, certificates, years of experience);
- e) WHY you chose it (1 paragraph).

III. **Draft cover letter.** This must be for one of the jobs listed in the file. *Templates and guides are available.*

IV. **Hard copy of the job descriptions you list.** These should be attached in the order listed them in the summary cover sheet. You may use current affairs magazines, the career office and professional body websites and websites for organizations you would like to work for some day

eg The Peace Corps or Greenpeace. You may NOT Craigslist or Google jobs and you can only use each site once.

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Appendix 2:

Agenda 'Cip-On' Career Workshop PSCI 240 & INTL 210

2:00		Timing
I.	Introduction	10
II.	Wandering Map	20
III.	Résumé	10
IV.	Swap/flip/discuss	15
V.	Regroup	5

Break

3:00		
I.	Themes	20
II.	Networking/ technology/ getting to the interview	15
III.	Cover Letter	15
IV.	Internships, study abroad summer jobs	10

Break

4:00		
I.	Possible Lives	20
II.	Job descriptions and how to read them	15
III.	Mock Interview (Pre-arranged student example)	15
IV.	Elevator pitch	10

Finish

5:30 Employer Panel and Reception

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Appendix 3: Results of Career Workshop Feedback

1 = low 2 = mod-low 3 = average 4 = mod-high 5 = high	1	2	3	4	5
How would you rate your confidence in relation to planning your remaining time at HSU towards your career goals?	<input type="checkbox"/>	<input type="checkbox"/>	6	17	9
How likely is it that you will use the HSU Career Center resources as a result of the workshop?	<input type="checkbox"/>	1	9	15	8
How likely is it that you would recommend this kind of workshop to a friend if it were offered again?	<input type="checkbox"/>	<input type="checkbox"/>	1	14	18
RIP File/Career Assignments					
-Did the pre-assignments help you prepare for the Workshop?	YES	29	NO	4	
-Was the Career Page on the Library Guide useful in the process?	YES	25	NO	4	
-Did you make significant changes to your material as a result of what you learned at the workshop?	YES	29	NO	4	
-Were the discussions in class before and after the workshop useful?	YES	30	NO	3	
The Workshop Structure					
Please Rate each section of the Workshop:					
1 = low 2 = mod-low 3 = average 4 = mod-high 5 = high					
Wandering Map/Career Themes/Possible Lives Exercise					
	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	14	9	8
Résumé					
	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	2	13	18
Career Themes exercise					
	1	2	3	4	5
	<input type="checkbox"/>	1	11	12	7
Networking					
	1	2	3	4	5
	<input type="checkbox"/>	1	7	11	13
Cover Letter					
	1	2	3	4	5
	<input type="checkbox"/>	1	7	9	12

Appendix U -Career Scaffolding F 2016

Mock Interview

1 2 3 4 5
 4 6 8 10

Employer Panel

1 2 3 4 5 6
 11 12 1

Thinking about this assignment as a whole - please comment on your experience, what worked well, what should we do again?

The Résumé and panel had the most comments in terms of what should be done again - often calling them a 'must'. The reviews of the mock interview were a bit more mixed and while the vast majority of students appreciated the airplane, wandering map and related exercises, there were some who felt it uncomfortable or not useful in some way.

There were some specific comments about the handouts and a personal comment that the different backgrounds of the two facilitators worked well and were 'valuable to learn from'.

Other specific comments:

'I like that it was worked into the semester coursework'

'Great exercise. I really enjoyed going over our own personal career options.'

'Amazing.'

'Really informative.'

'Panel awesome.'

'This workshop was extremely helpful. Everything was put in perspective and made me realize how fast the real work is approaching.' This final comment is particularly interesting as it is from a Freshman.

Likewise, please comment on anything you felt didn't work well or you felt should not be repeated.

In terms of what students felt didn't work as well, the mock interviews had mixed comments - though most of the negative feeling seemed to come from the sense that they missed out. The suggestions ranged from everyone getting one - to more realistic options of having a few more and spending more time discussing the 'hard' questions.

There was also some sense that swapping résumés was not productive because they felt the student looking at theirs didn't know enough to be helpful. There were various suggestions about how to re-structure the wandering map/themes/possible lives exercises - but many of these comments were really about the lack of time for them, then the exercise itself.

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Do you have any final comments about the assignment, the workshop format, the employer panel - or anything else you can think of that you would change to make this kind of project more effective or useful to students?

Many of the 'final comments' were essentially re-stating some of the various points above - either in terms of its usefulness or suggestions in various areas. One interesting and relevant comment was that 'it helped me think about how my experience look on paper' and both of the Freshmen made final comments worthy of note:

'It should be mandatory to go - especially the panel.'

'Make this a REQUIREMENT (their caps) I feel like the workshop opened up new perspectives. Not only career choices, but furthering my education.'