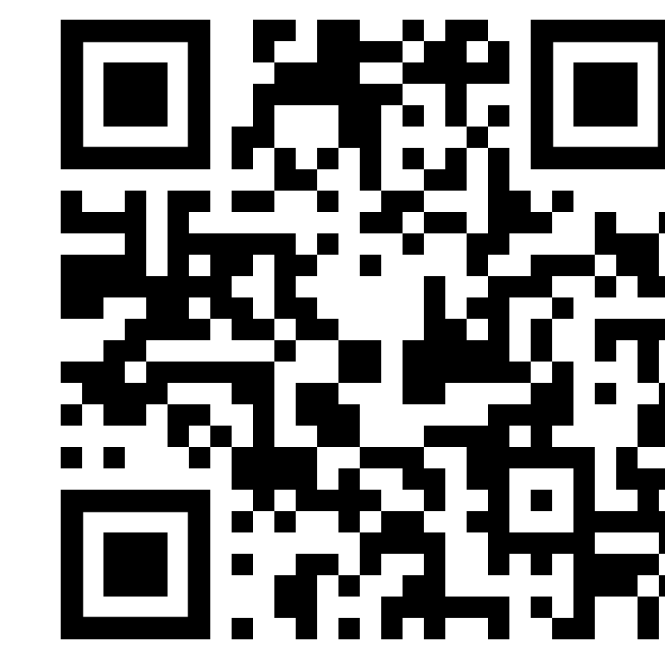


Student Career Management Needs

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Scan the QR code on your mobile device to access more information on the Data Fellow's program.

1. Open your camera app on your mobile device.
2. Hold your device over the QR code so that it is clearly visible.
3. Open the website when it pops up on your screen.

Research Questions

Topic: Why and how students currently utilize/don't utilize career services and other career support resources?

Research Questions:

RQ 1: What are the students' perceptions of the usefulness of Career Development Center services?

RQ 2: What are students' perception of their ability to manage their career?

RQ 3: Are students confident in their career management?

RQ 4: What career/job search resources do students utilize? How are they utilized?

RQ 5: What are students seeking for career management support?

Introduction

Over 80% of college freshman enter the university for improved job opportunities, yet according to Gallup and Strata Education Network's 2018 study after students update or create their resume with the help of the career center, a much smaller percentage of undergraduates reach out for advice on finding jobs or finding and applying to graduate school. This study shows that while 39% of students have never visited their school's career services office, career services resources are rated as very helpful among underrepresented and underserved student population. According to the U.S. Bureau of Labor Statistics 2019-2020 unemployment rates among Black/ African American, Hispanic/Latino, and Asian households is at a higher rate than their White counterparts. Salary disparities among women and in particular women of color range from 54% to 90% of white non-Hispanic men's earnings (AAUW, *The Simple Truth about the Gender Pay Gap*, 2019). Due to these consistent findings, career services must address these disparities by providing equitable career services that support improved career outcomes for all students.

The first component of this journey explored student utilization of CSULB career services. In 2020-2021 the Career Development Center Data Fellows team merged CareerLINK user data with SSD 2.0 Fall 2015 cohort data to discover if the usage of CDC services varied as a function of student demographics: first generation student status, Pell eligibility, class level, sex, race/ethnicity. The results of the study showed CDC users mirrored the campus population for first generation and Pell eligible students. Female students attended career counseling and education events in higher numbers than male students. Male students attended on-campus recruiting more than female students. Freshmen and seniors used CDC services more often than sophomores and juniors. Asian, Black and Hispanic students utilized CDC services at similar rates while White students and students identifying as two or more races utilized services at slightly lower rates. The next component of this journey is discovering why and how students utilize career services and resources, barriers to services, and student confidence in their career management.

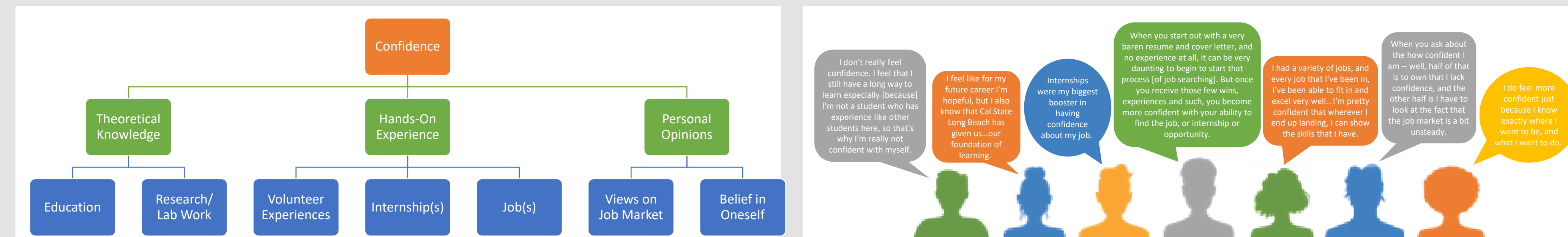
Alignment with Beach 2030: Be a Student-Ready University: Connect Learning to the future of work by guaranteeing high-impact practices for every student (internships, study abroad, service-learning, research, proactive advising). Build an Equitable and Empowering Culture: Remove barriers to success for all students.

Methods

- Focus Groups for each Academic College
 - 35 students participated in focus group from all majors and class levels
 - 1.5 hour virtual focus groups with 17 questions
 - Incentive: CSULB T-shirts
 - Outreach: campus signage, faculty/staff partnerships in college/CareerLINK emails
- Qualitative Data Analysis
 - Manual coding process – thematic analysis from transcribed interviews
 - Inductive Coding – themes emerged from the text
 - Compared themes and codes with research team including student researcher.
 - Tallied and categorized career tools and services mentioned by students
 - Averaged perceived confidence in career development and career management per college

Results

Confidence in Managing Career Goals: Linked to Theoretical Knowledge, Hands on Experience, Personal Opinions/Outlook (RQ 2, RQ3)

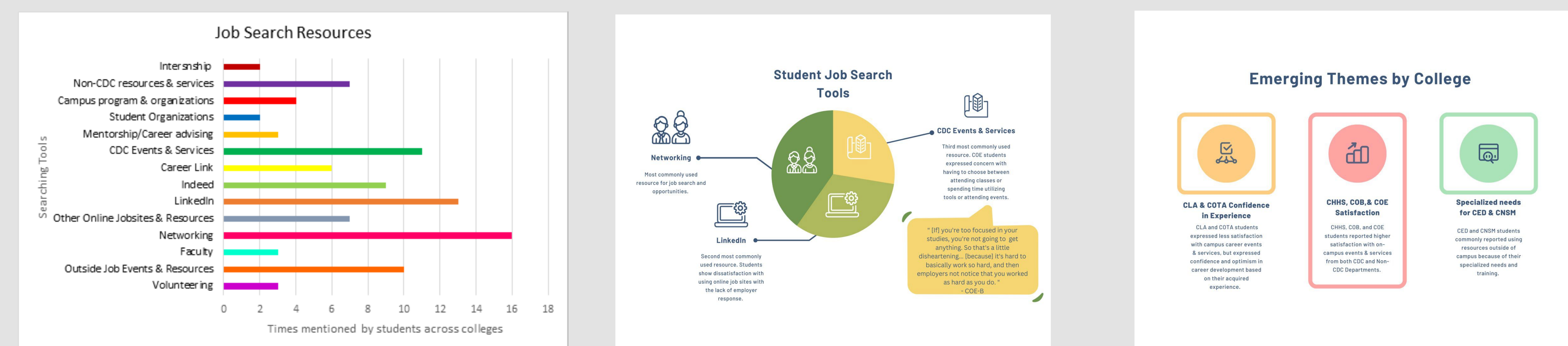


Post-Grad Plans & Confidence in Getting There:

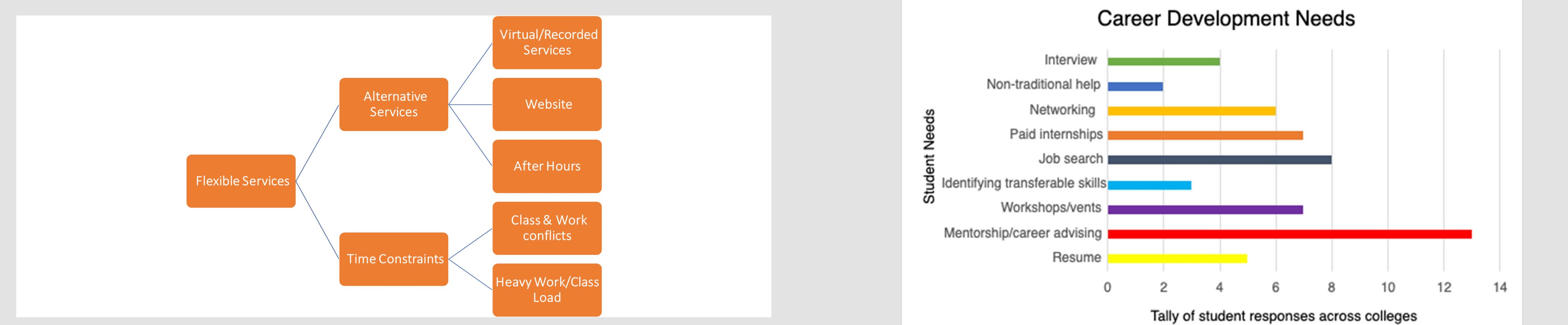
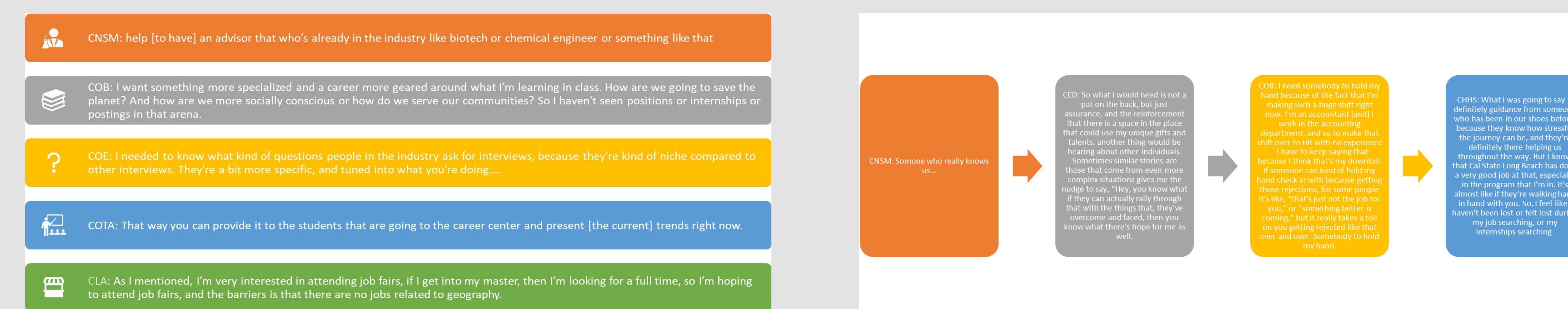
Difference in confidence level between students pursuing graduate school versus student pursuing post-undergraduate employment. Many students chose not to respond to the question about their confidence in post-grad plans. (RQ 2, RQ3)



Student Toolkit for Job Search: Networking, LinkedIn, Career Development Center Events & Services (RQ 1, RQ 4)



Career Management Support: Specialized Services by Industry, Personalized Support, Flexible Services, Career Needs (RQ 5)



Conclusion / Discussion

Career Services

- All colleges except for CLA mentioned limited time to utilize services and a desire for flexible services
- Students from COE, CLA, CNSM, COTA, COB expressed interest in industry specific services
- Students from CLA, COE, CHHS, CNSM expressed interest in personalized guidance and support

Job Search

- COTA, CLA, CED and CNSM students turn to academic faculty and external resources to find internship opportunities
- CHHS, COB, & COE reported higher satisfaction with on-campus events & services
- Translating Skills from Education to Workforce:
- COTA and CLA student expressed challenge in translating skills to work

Post Grad Plans:

- Majority of students considering graduate school but varied by college on when they would attend
- Students expressed a need for paid-related experiences that would make them stronger graduate school and full-time employment candidates
- Students expressed a need for career management both before and after their career decision has been made

Managing Career & Motivation

- Students' confidence in their ability to manage their career was impacted by three main factors:
 1. **Theoretical knowledge** obtained from their education, research, and/or lab work
 2. Previous **hands-on experience** from volunteering, internship(s), and/or job(s)
 3. **Personal opinions** on their own capabilities and the job market.
- A prominent positive correlation was seen between students' confidence levels, theoretical knowledge, and previous hands-on experience. Particularly prominent was the correlation between internship(s)/job(s) and confidence level.

Implications for Action

- Explore industry specific approach in delivery of career content
- Continue to expand on demand career services (online, virtual, recorded services)
- Non-traditional students' pathways and targeted services
- Internships and experiential learning expansion
- Integration of career education into all programs, not as an additional/optional services
- CDC continue to provide faculty and staff resources, e.g., content to share in class or during office hours
- Personalized career support needed and can be provided through career programming, mentors, advisors
- More job search support for majors where CSULB college recruiting partnerships are not as high
- Partnerships with faculty/staff that are looking for expansion of career opportunities for their students

Next Steps / Future Directions

- Finalize larger report, solidifying themes and learnings
- Survey students to reach a broader percentage of the population and gain further clarity on student needs
- Adapt career services to address students' expressed career management needs
- Disseminate findings to career advisors across campus and academic advisors/programs that provide career support
- Combine learning with existing CSULB research on internships and HIPs