

The College at Brockport: State University of New York

Digital Commons @Brockport

Counselor Education Master's Theses

Counselor Education

2006

Where do we go from here? A workshop about career and college choices.

Jessica M. Briggs

The College at Brockport

Follow this and additional works at: https://digitalcommons.brockport.edu/edc_theses



Part of the [Student Counseling and Personnel Services Commons](#)

Repository Citation

Briggs, Jessica M., "Where do we go from here? A workshop about career and college choices." (2006).

Counselor Education Master's Theses. 12.

https://digitalcommons.brockport.edu/edc_theses/12

This Thesis is brought to you for free and open access by the Counselor Education at Digital Commons @Brockport. It has been accepted for inclusion in Counselor Education Master's Theses by an authorized administrator of Digital Commons @Brockport. For more information, please contact digitalcommons@brockport.edu.

Running head: WHERE DO WE GO

Where do we go from here? A workshop about career and college choices.

Jessica M Briggs

State University of New York College at Brockport

Acknowledgements

The process of this masters thesis has taken many leaps and bounds. If it were not for my professors/supervisors, family and friends this thesis would not have developed into what it is. I would like to thank the following people; My professor Tom Hernandez for meeting with me weekly for a steady two months and helping me make sense out of my writing. Its been a long road “ I can see the light!”, My onsite supervisor for helping out with the title and just listening to me when I would babble on about my topics., My Fiancé for standing by my side and understanding that I had to be alone during our weekend time. It helped so much!, My family for calling and checking on me to see how “the thesis” was going. And of course my friends for listening to me read my paragraphs over and over again on the phone. “Can I just read you something quick?” Thank you all so very much I would not have been able to do this without you all.

Table of Contents

Introduction7

Review of the Literature.....7-17

The focus (high school juniors).....8

An analogy of career development.....9

The effects of career choice.....10

Career stages.....11-12

Growth stage (Ages 4-13).....11

Exploration stage (Ages 14 to 24).....12

Transition.....12

Support systems.....13

Decision making process.....14

Influences on career decisions.....14

High school to college transition.....15

Literature conclusion16

Goals of research17

Method18-23

The setting.....18-20

Ethnic background.....18

District need19

Career programs.....19

Graduate earnings.....19

Profile of the average student.....20

<i>Participants</i>	20
<i>The questionnaires</i>	20-21
<i>Students surveys</i>	21
<i>Parent surveys</i>	21
<i>Procedure</i>	22-23
<i>Student workshop outline</i>	22
<i>Parent workshop outline</i>	23
<i>Results</i>	24-31
<i>Pre student survey results</i>	24
<i>Table and chart 1</i>	24-25
<i>Post student survey results</i>	25
<i>Table and chart 2</i>	26
<i>Pre and post student comparison</i>	27
<i>Table and chart 5-6</i>	30-31
<i>Pre parent survey results</i>	27
<i>Table and chart 3</i>	27-28
<i>Post parent survey results</i>	28
<i>Table and chart 4</i>	29
<i>Pre and post parent comparison</i>	29
<i>Table and chart 5-6</i>	30-31
<i>Discussion</i>	32-41
<i>Awareness of interests and goals</i>	33
<i>Awareness of requirements, demands and other options</i>	34

<i>Student awareness and explanation</i>	34
<i>Parent awareness and explanation</i>	35
<i>Preparedness for college</i>	36
<i>Results of the student and parent questions</i>	37
<i>Other limitations</i>	38
<i>Recommendations</i>	39
<i>Implications</i>	40
<i>Overall Conclusion</i>	41
References.....	43-46
Appendices A, A1, B, B1, C, D, E, F, G,	47-68

Abstract

A graduate student's final thesis project was presented. The inspirations of this researcher to create a workshop that would help parents and students work together to make decisions about their future and help to increase their awareness of career and college choices was explored and defined. The focus on Junior's in high school and their parents was explained and presented through topics such as the effects of career choice, career stages, transition periods in high school and beyond, support systems and the decision making process. The sample size for this research was $n=3$ for the parents and $n=4$ for the students. The thesis presented was gathered through journals, books and individual research.

Where do we go from here? A workshop about career and college choices

Introduction

Throughout an internship experience this author observed parent teacher conferences and helped conduct four year plans. Through participating in these meetings this author studied the interactions among school counselors, parents and students. Through these relationships it was observed that some parents would ask questions about financial aid, colleges, and loans while, the students just listened and agreed with their parent. For instance a parent stated “‘Johnny’ likes his science classes and is interested in working in a field where he can use his love for science. What types of colleges are available for him? And can we afford it? Isn’t that right Johnny?” Johnny remains looking at the floor, shakes his head yes and does not look up.

Because of observations such as these this researcher put herself in the position of the parent and the student. This outlook helped to imagine the possible difficulties that parents and students face when deciding their future goals. During these observations, it seemed that students were not active participants of the conversation, would let their parents speak for them and have choices made that were not their own. Therefore this researcher was inspired to create a workshop that would help parents and students work together to make decisions about their future and increase their awareness of career and college choices.

Review of the Literature

After an exhaustive literature review information was found on how counselors can impact students in their college and career choices. Drawing from many different aspects of career development this literature review will concentrate on; The reasoning

behind the focus on high school juniors, the effects of career choice, career stages, transition, support systems, a student's involvement of their decision making process, influences on career decisions, and the factors that play a role in a high school to college transition.

The focus (high school juniors)

High school is a transitional period from childhood to adulthood. Throughout a student's high school career they are being asked to make decisions about who they are, what they want to do with the rest of their life, along with identifying their strengths, skills and abilities (American School Counseling Association [ASCA], 2005). The high school years become a critical time in a student's life. For instance during a student's junior year they are being asked to make important decisions regarding their future (ASCA, 2005).

There are factors that contributed to making important decisions. First, students may not be mature enough or have enough information from counselors to make educated decisions about what they want to do. According to Seligman and Axelsen (1994) career maturity in adolescence will increase systematically with age; however students must be aware of the possible career choices available to them in order to mature (Seligman & Axelsen, 1994). Second, students may not be developmentally capable to make such decisions yet (Niles & Harris-Bowlsbey, 2002). For instance in high school some students may be in Super, Crites, Hummel, Moser, Overstreet, Warnath's (1957) growth stage of development longer (~4yr - ~13yr) where they develop a sense of self and the world of work. While others are fully immersed in Super, Crites, Hummel et. al.'s (1957) exploratory stage of development (~13yr - ~15yr) where awareness of self and the

world of work increases. They support this by stating that career development is on a continuum (Super, Crites, Hummel et. al., 1957) and we continue to grow and develop along our own paths, no single person will follow the same route.

An adolescents' developmental process depends on the information that they receive about career, their level of maturity and the developmental stage that they are in (Niles & Harris-Bowlsbey, 2002; Seligman & Axelsen, 1994; Super, Crites, Hummel et. al., 1957 and Super, 1990). Reviewing the growth and exploratory stages shows that students during their junior year whose ages range from 13 to 16 fell into this transitional spot. Therefore it would be important for counselors to educate students about career and college choices during their junior year to help them mature and make proper decisions for themselves (Seligman & Axelsen, 1994).

An analogy of career development

Career development is like a spider web. Each strand leads to a different path. When looking at the web from a distance the ability to notice all the intricate paths is easier, however, when up close only one path can be seen. The different paths are always there, however, each individual chooses what path they want to take. Each strand of the web is a life trail. An individual may choose to go in one direction not really sure where it will lead. Over time individuals will work towards their goals by striving for what feels right. They look for what job fits their values, beliefs, and traits (Ostroff & Rothausen, 1997). Eventually this work will help them find their way through the trails ending up where they want to be. Super (1980) supports this idea by explaining the life plans of a few individuals. He states that while one individual plans on attending college for 4 years, they attend college for 3 years and then spent 3 years in industry, while another

individual explores for 1 year and decides what they want to do with their life. Each individual has their own path and plan. While one individual follows his original plan and continues down one path the other does not and creates a new path for themselves.

Parents and students have to be willing to dive into the unknown. They may set goals for what they want out of a career; however things may change and they may have to alter their goals (Herr, Good, McCloskey, Weitz, 1982).

The effects of career choice

According to Niles and Harris-Bowlsbey (2002); Ostroff and Rothausen (1997); Noeth, Egen and Noeth (1984) career choice affects development, values, beliefs, traits and expectations. Career is a major part of an individual's life and is developed through a lifelong process (Niles & Harris-Bowlsbey, 2002). This process is developed through a sequence of stages and career choice is affected by these stages. As students grow and mature their career decisions grow and mature (Gati & Saka, 2001; Niles & Harris-Bowlsbey, 2002; Pyne, Bernes, Magnusson & Poulsen, 2002; Kleiman, Gati, Peterson, Sampson, Reardon & Lenz, 2004). This process follows individuals throughout their life (Super, 1990). When they transition from one stage to another the amount of time it takes to get from one point to another is unique to the individual. Some may transition from Super, Crites, Hummel et. al.'s (1957, 1990) Growth stage to the Exploration stage at 14 years old while others may transition younger or older. Because of the possible fluctuation in the transition process Super's Growth (childhood 4-13) and Exploration (adolescents 14-24) stages will be focused on for the purpose of this study (Super, Crites, Hummel et. al., 1957).

Career stages

Growth stage

Ages 4-13

During the growth stage children begin to develop a sense of self and the world of work. A student's sense of self develops through identifying with important individuals in their lives such as a family (Super, Crites, Hummel's et. al., 1957), friends, teachers and counselors (Jackson, 2002; Ketterson & Blustein, 1997). Also during this stage career maturity is developed. Which means a student is ready to begin the career decision making process (Niles & Harris-Bowlsbey, 2002). This is age related and most school age children (8th grade and on) are required to make decisions such as what subjects to take when they get to high school. Niles and Harris-Bowlsbey (2002) and Gati and Saka (2001) also support this idea, finding that students are unsure what classes to take. For instance 46% of the students had concerns about choosing high school electives courses. Students are not only transitioning grade levels in school but developmental levels also. The Growth and Exploration stages of development occur during the high school years. As a student becomes more aware of their career decisions through the 'Growth' process they begin to develop questions that will help them to understand situations and come up with possible outcomes through the 'Exploration' process (Super, 1980).

Exploration stage

Ages 14 to 24

Students begin to look at themselves in a different way; they try on different roles and begin to explore occupations (Super, Crites, Hummel et. al., 1957). During this time awareness of self and the world of work increases (Seligman & Axelsen, 1994).

Gottfredson's (1981) theory of circumscription and compromise also support this. During her fourth stage, the internal and unique self, adolescents begin to internalize goals and self concepts, and begin to identify options that are preferred and exceptional to them. Adolescents' own values and beliefs are used to internalize their goals and self concepts (Gottfredson, 1981). As students become more mature they begin to think about career and occupation in a much richer way (Kleiman et. al., 2004; Pyne et. al., 2002). For instance, if students are in their senior year of high school choices are not as difficult as they are when they are in younger grades (Kleiman et. al., 2004). Pyne et. al. (2002) found that students in the higher grades show an increase in the concept of career. The older the students, the more aware they are that people usually do not remain in one occupation throughout their life time. They also explain that an individual normally will have a variety of occupations and that all the occupations held define a career (Pyne et. al., 2002).

Transition

As a student transitions through the stages of development, the people that they interact with along with their individual personalities help to mold their career connections. A Career Patterns Study shows that the experiences high school students acquire during their school age years and in later development are associated with positive career connections throughout adolescence and adulthood (Bregman & Killen, 1999; Seligman, 1994). Students personality characteristics may also impact their career desires. For example a student may search for environments which support their personality traits. These traits can influence the courses that they take, the after school activities that they are interested in and even the future jobs that they may want (Niles &

Harris-Bowlsbey, 2002). Ostroff and Rothausen (1997) study shows that traits have an effect on an individual's choice of college or career placements and the institutions themselves. People are attracted to colleges or career placements that fit their personality traits, while the organizations are attracted to people who fit their criteria through particular attributes and competencies. Through this study it can be seen that individual and personal characteristics may influence a student throughout their career development years (Ostroff & Rothausen, 1997).

Support systems

Courage, strength, awareness of self and environment are a necessity along with friends, family, counselors and teachers to help influence how students view vocational development (Bregman & Killen, 1999; Hanson, 2001). There are many different types of social support that individuals can receive from the people around them. Some examples of support are; 1) family support for academics: parents telling their child that they need to do their homework, 2) positive role modeling: a parent getting involved in the community to help other students with school work, 3) positive family role models: family teaching a adolescent how to over come bad influences, 4) a friend: students having someone to turn to when they need it, 5) cultural support: a religious background teaching a student self discipline and motivation 6) school community support: feeling supported by teachers and other school officials needing help (Jackson, 2002; Ketterson & Blustein,1997). Bregman and Killen (1999) state that career choices and education are intertwined. If career choices are influenced by the students social support systems, then trying to separate family career values from a students career values may be a difficult thing to do.

If students receive help from family, friends and/or community there are options. When students feel support from parents and family members they feel more confident in exploring career choices. Bregman and Killen (1999) explain that parents who use motivation techniques have positive influences on career exploration in their adolescents.

Decision making process

If students participate in the decision making process of their education their motivation increases. In the research by Pyne et. al.'s (2002) they discuss topics at career workshops which are developed by adults. They recognize that adults are not the best judges of content for adolescent career workshops and have begun including adolescences in their assessments. They state that by involving the students in the assessment process it increases their participation in the career workshops. They suggest that by obtaining students input their program design is more effective. They agree that even though focusing on adults for information is beneficial, a students perspective makes for a better overall career planning program. Therefore by including the students in this process their development will benefit both teachers and students (Pyne et. al., 2002).

Influences on career decisions

An adolescent's experiences and family have an impact on their career decisions. According to Ketterson and Blustein (1997) if students have secure attachment relationships with their support system, they will engage in challenging interpersonal and environmental experiences that may help them to form their future career decisions. Moogan and Baron (2003) explain that parental impact is a factor that contributes to career and college choice. Parental concerns have a strong impact on the school and

employment choices a student makes. They state that this is especially true if the parent is paying for future education. According to these researchers parents are more likely to be affluent and emotional in making decisions for their child's future. Parents need to be aware of how influential they may be because their influences may possibly alter their child's career path (Moogan & Baron, 2003).

High school to college transition

Transition from high school to college is not as easy as some students may think. There are factors that contribute to the transitional process; family values, attitude towards higher education, family support, family influences on decision making, and financial support contribute to a positive transition (Chen, 1999). Students may pursue higher education to fulfill career goals according to Alexitch, Kobussen and Stookey (2004). When students attend their first years at a higher education institution, their transition factors may still influence their education. Although according to Chen (1999) and Pancer et. al., (2004) some of the issues students face when adjusting to college life is social support, self - understanding and expectations. Going to college means developing a new identity from an independent young adult's perspective (Chen, 1999). Chen (1999) states that social support is considered one of the key factors which contributes to a positive transition in college. The more satisfied a student is in their social support system, the more confident they will be and the better they are at coping with the transition (Chen, 1999; Pancer et. al., 2004). Through Chen's (1999) study it is that family and relationship demands are more important than academic demands when in comparison with coping. Over all these factors contribute to a positive transition.

Some students are not making it through their first year of college. According to

Alexitch et. al. (2004) less than half of the students that enter a college obtain a degree, and about one third of first year students do not re-enroll in the second year. They state that vague goals and interests, and being unprepared contribute to these rates. A students support system has an effect on their vocational development, which impacts the career and college process (Bregman & Killen, 1999). Therefore, helping these students and their parents to work together during their junior year to make important decisions (ASCA, 2005), through educational workshops which devote time to expectations, goals, interests, along with getting students' opinions about what should be discussed in workshops may benefit them both (Pyne et. al., 2002).

Literature conclusion

Career education and counseling during school development is important because career counselors can educate students in the awareness of how development, environment, values, beliefs, and traits connect and effect career choice (Chen, 1999). They give students the information they need to make better decisions with their career choices. Courage, strength or knowledge is needed along with friends, family, counselors and teachers to help influence how students look at career (Hanson, 2001). There are many ways a student can receive help from family, friends and community (Bregman & Killen, 1999; Jackson, 2002; Ketterson & Blustein, 1997). If a student receives the support of their family and social system they cope better with the difficulties of career and college (Chen, 1999; Pancer et. al., 2004).

Goals of research

The first part of this research is to help students understand their own developmental process and help them to be prepared for college and career. Through this process, they will be able to focus on what they want out of their career and college choice and what their expectations and goals are of college. This intern will help them to feel more ready for the future (Alexitch et. al., 2004; Pyne et. al., 2002). The second part of this research is to help parents and other social support systems understand how they influence a students vocational development process and their future endeavors (Alexitch et. al., 2004; Bregman & Killen, 1999; Hanson, 2001; Moogan & Baron, 2003).

According to Alexitch et. al.'s (2004) study, parents and friends are more positively influential than teachers and counselors. This alone puts into perspective how important family and social support is for a student. If a student does not have the support that they need in college they may have difficulties succeeding and/or graduating (Alexitch et. al., 2004; Chen, 1999; Pancer, Pratt, Hunsberger & Alisat, 2004). Educating parents through techniques can help their adolescents make the right choice for themselves. Overall this program may educate parents and students and help them to work together to make more effective career choices.

Many things can contribute to what a students path may be. The purpose of this research is to educate students and their parents, help increase their awareness of career and college choices, help them to be more aware of the demands of college and open themselves to other career options. Through their awareness these individuals may make better career and college choices (Hawley, Rasheed & Crothers, 2000; Taylor, 1997; Taylor & Davis, 2005).

Method

Parents and students were offered two separate workshops. One workshop was devoted just to students and the other to parents. Consent forms and checklists were sent to the homes of juniors and their parents in their 5 week reports (see Appendices G and H). These checklists indicated the possible topics that would be discussed at the workshops and gave the parents and students the opportunity to participate in the topic choices. Returning the forms to the folder in the counseling office indicated the students and / or parents participation in the workshops this researcher developed an ad for the district wide paper to publicize the workshop date, time and topics covered. The Friday before the workshop and the Monday of the workshop reminders were made for the students during the school day. The workshops were conducted on Monday January 9th, 2006. The student workshop was run in the high school library during their 2:30pm to 3:30pm after school time and refreshments were provided. The parent workshop was run that same evening at 6 pm in the high school library where refreshments were also provided.

The setting

Ethnic background

According to School Matters in 2004, 97% of high school students were White, 1.2% Black, .9% Hispanic, .6% Asian, and .2% American Indian . During the 2002-2003 school year 95.2% of students attended school while 5.3% of the students were suspended (New York State Education Department [NYSED], 2004). When attendance from the 2002-2003 school year was compared to 2004-2005 school year it increased .4% (Pescrillo, 2006).

District need

When evaluating the over all financial and socioeconomic need's of this school district it was found that during the 2003-2004 school year 5.9% of students received reduced lunch (NYSED,2004). When compared to the 2004-2005 school year, 13.3% students received free or reduced lunch (Pescrillo, 2006). Also 11-20% of the students who attend this school are members of families whose support comes from a public welfare program.

Career programs

When reviewing the career programs of the school this school was in need of a career planning program for the year. According to NYSED (2004) during the 2002-2003 school year 76% of students in 9th through 12th grade had developed career plans. Then In the 2003-2004 school year the percentage dropped to 7. During the 2004-2005 school year 0% of students developed individual career plans (Pescrillo, 2006).

Graduation earnings

Of the students in this district 57% of 100 students received a Regents Diploma in the 2003-2004 school year. The field of choice after high school was as followed; 32% went to a four year college, 47% went to a two year college, 2% choose trade school, 2% went into the military, 11% choose employment right away and 6% choose other (NYSED, 2004). There were a percentage of students who did not complete their high school careers; 1.4% of enrolled students dropped out, .7% entered a GED program and 2.1% did not complete school (NYSED, 2004).

Profile of the average student

The average student in this district was white. They regularly attended school and do not receive a free or reduced priced meal. A majority of the students in this district were not involved in a career program. 50% of the students who graduated from this district received Regents Diplomas, while 50% received a GED or Local Diploma, went to work or dropped out.

Participants

Initially this researcher expected approximately 40 participants to be involved in this study however only 7 actually participated. This will be further examined in the discussion. The sample size of this study consisted of 4 students and 3 parents. The students were high school juniors, ranging in age from 14 to 17. All students were White, middle class Americans. 50% of the students participating in this study were female and 50% were male. The parents ages ranged from early 30's to early 40's. All parents were White, middle class Americans who ran single and two parent households. 75% of the parents participating were female and 25% were male.

The questionnaires

This researcher created and developed the surveys used to conduct this study. No reliability or validity data was available. These structured surveys were administered to measure awareness of interests and goals, requirements and demands of college, other career options and preparedness for future. Pre and post surveys were given to the participants at the beginning and the end of the workshops. The surveys for students and parents were slightly different. The student survey contained statements that were devoted to the students, while the statements within the parent survey focused on how

aware the parents were of their child (see Appendices A, A1, B and B1).

Students surveys

The students pre survey contained 5 statements; 1) I am aware of my interests and goals, 2) I am aware of the requirements of college, 3) I am aware of the demands of college, 4) I am aware of the other options available to me if I choose not to go to college, and 5) I feel that I am prepared to pursue a path after high school. Under each statement there was a Likert Type Scale ranging from 1 strongly disagree to 5 strongly agree (see Appendix A). The student post survey contained the same 5 statements and sliding scale along with 3 questions; 6) Now that you have completed this workshop if you had the opportunity to meet with your counselor to discuss future plans how often would you like to meet with him or her, 7) How did this workshop help you, 8) How could this workshop help you even more / what further questions do you have (see Appendix A1).

Parent surveys

The parent pre survey also contained 5 statements; 1) I am aware of my child's interests and goals, 2) I am aware of the requirements of college, 3) I am aware of the demands of college, 4) I am aware of the other options available to my child if they choose not to attend a college, and 5) I feel that we are prepared to pursue a path after high school (see Appendix B). The parent post survey contained the 5 statements above along with two questions; 6) How did this workshop help you, 7) How could this workshop help you even more / what further questions do you have? The parent pre and post surveys also used a Likert Type Scale ranging from 1 strongly disagree to 5 strongly agree (see Appendix B1).

Procedure

This researcher conducted the two workshops in the high school library in January, 2006. The student workshop was held first, after school from 2:30pm to 3:30pm, while the parent workshop was held later that evening around 6:30 pm. While the participants trickled in for the workshops this researcher told them to gather their handouts and pre survey. During this time any questions that were asked, were answered. The participants were told they had about 5 minutes to complete the surveys and hand it in at the front of the room. After all the pre surveys were completed the workshops began. At the end of the workshops any questions were answered and the post survey's were completed and handed in.

Student workshop outline

There were 9 topics discussed during the workshop; A) 1. Getting started - take a career assessment, a couple of examples, 2. Get networked- talk to people 3. Making contact - go to job sites and talk to people. 4. Classifieds- there are jobs, brows papers in different towns when on vacation (JobStar Central, 2006). B) 1. College is possible- there are scholarships, grants, loans and aid that can get you into a college (American Counsel on Education, 2006). 2. What is available when choosing a college? - State schools universities community colleges, career colleges, technical schools, apprenticing. Examples of each are described, along with the requirements of each school (American Educational Guidance Center, 2006). C) Further questions 1) Requirements of college. 2) Majors available 3. Am I stuck with the major if I choose it? No you have options. Some examples are given (see Appendix C) The students were given an outline of the workshop and also the following handouts; A) Career assessment Do's and Don'ts (Quintessential

Careers, 2006), B) Types of college majors, C) The requirements needed to get into college (see Appendices E and F).

Parent workshop outline

The plan for the parent workshop was similar. There were a variety of topics discussed through out the workshop; A) 1. Parent involvement - communication is the key. 2. Work and family- more complex than ever. 3. Support and promote education- be involved and increase your child's readiness. B) 1. Getting your child ready- career assessments, what can they do to help? And some examples of what they can do. 2. Get networked- talk to people 3. Making contact - go to job sites and talk to people. 4. Classifieds- there are jobs, brows papers in different towns when on vacation (JobStar Central, 2006). C) 1. College is possible- there are scholarships, grants, loans and aid that can get your child into a college (American Counsel on Education, 2006). 2. What is available to my child when choosing a college? - State schools universities community colleges, career colleges, technical schools, apprenticing. Examples of each are described, along with the requirements of each school (American Educational Guidance Center, 2006). D) Further questions 1) Requirements of college. 2) Majors available 3. Will my child be stuck with the major? No, they have options. Some examples are given (see Appendix D). Parents were given an outline of the workshop and also the following handouts; A) Career assessment Do's and Don'ts (Quintessential Careers, 2006); B) Types of college majors, C) The requirements needed to get into college (see Appendices E and F).

Results

When the data were analyzed from the Likert Type Scale ranging from 1 strongly disagree to 5 strongly agree the following information was available (see Appendices A, A1, B, B1 and Tables 1, 2, 3, 4).

Pre student survey results

For the Pre Student Survey on statements 1 through 5 the means were 3.75, 3, 3.25, 2.75 and 3.5, the modes were 4, 2, 2, 2, and 3. The students answered the 5 statements in the following order, Student A, 3, 2, 2, 2, 3, Student B, 4, 3, 4, 3, 4, Student C, 4, 5, 5, 4, 4, and Student D, 4, 2, 2, 2, 3 (see Table and Chart 1).

Pre Student Survey					
	Question 1	Question 2	Question 3	Question 4	Question 5
A	3	2	2	2	3
B	4	3	4	3	4
C	4	5	5	4	4
D	4	2	2	2	3
Mean	3.75	3	3.25	2.75	3.5
Mode	4	2	2	2	3

Table 1

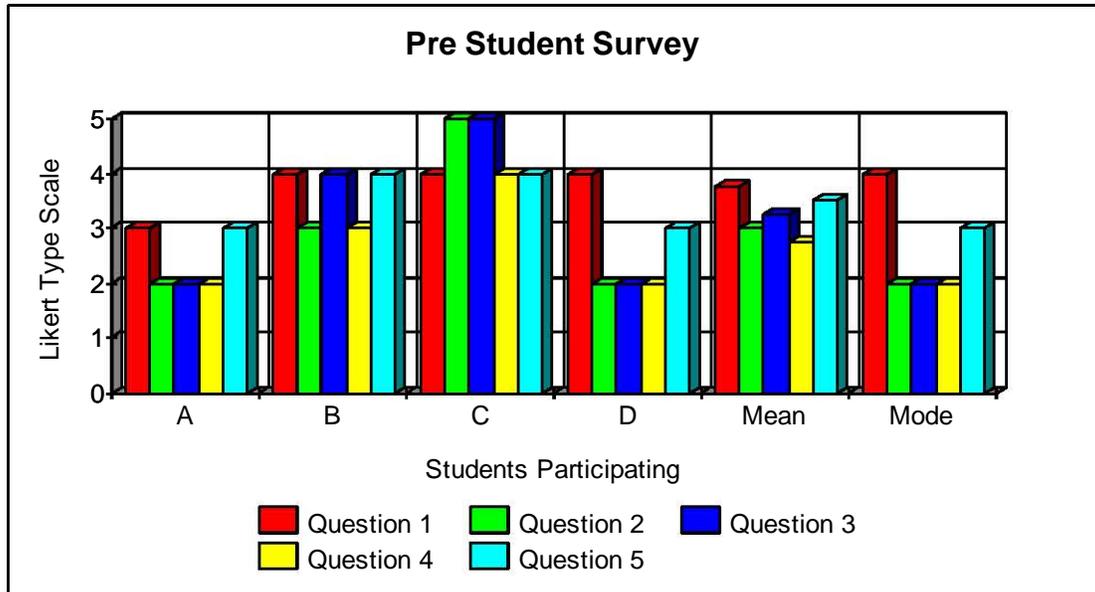


Chart 1

Post student survey results

The Post Student Survey, the means were 4.25, 4.25, 3.25, 3.25, and 3.75. The modes were 4, 5, 4, 4, and 3. For statements 1 through 5 students answered in the following order, Student E, 4, 5, 3, 4, 3, Student F, 4, 3, 2, 2, 3, Student G, 4, 4, 4, 3, 4, and Student H, 5, 5, 4, 4, 5 (see Table and Chart 2). For question 6 through 8, 75% of the students answered that they would like to meet with their counselor to discuss future plans once a month. 25% of the students would like to see their counselor once a week. The students answers varied for questions 7 and 8. Student D stated “(The workshop).....helped me focus on how to start getting ready for college.” for question 7 and question 8 “ What courses are most helpful for me?”, Student E responded to question 7 however not question 8. They explained “(I)...understand things more clearly about college.”, Student F expressed “it made me think more” for question 7 and this student stated “Still, where do I start? Where do I go from here?” for question 8. Student

G explained for question 7 that he/ she realized options for colleges and majors. For question 8 the workshop would have helped he/she more if they could have done a career assessment.

Post Student Survey					
	Question1	Question 2	Question 3	Question 4	Question 5
E	4	5	3	4	3
F	4	3	2	2	3
G	4	4	4	3	4
H	5	5	4	4	5
Mean	4.25	4.25	3.25	3.25	3.75
Mode	4	5	4	4	3

Table 2

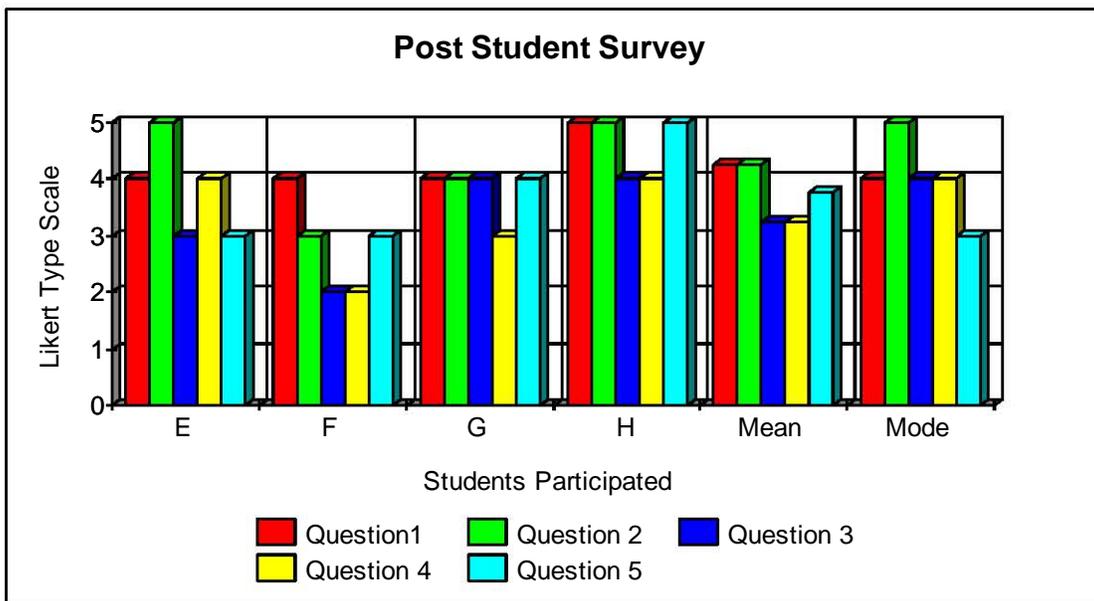


Chart 2

Pre and post student comparison

When the pre and post student surveys were compared there were differences found through out the data. By evaluating the means it was found that for question 1 the average increased .5, question 2 the average increased 1.25, question 3 it remained the same, question 4 it increased by .5, question 5 the average increased .25. When the modes were compared it was found that question 2 increased by 3 and question 3 and 4 both increased by 2 (see Tables and Charts 5-6).

Pre parent survey results

The Pre Parent Survey the means were 3.3, 4.7, 4.7, 3, 3.3. The modes were 3, 5, 5, 3, and 3. For statements 1 through 5 parents answered in the following order, Parent A, 4, 4, 4, 3, 4, Parent B, 3, 5, 5, 3, 3, and Parent C, 3, 5, 5, 3, 3 (see Table and Chart 3).

Pre Parent Survey					
	Question 1	Question 2	Question 3	Question 4	Question 5
A	4	4	4	3	4
B	3	5	5	3	3
C	3	5	5	3	3
Mean	3.333333333	4.666666667	4.666666667	3	3.333333333
Mode	3	5	5	3	3

Table 3

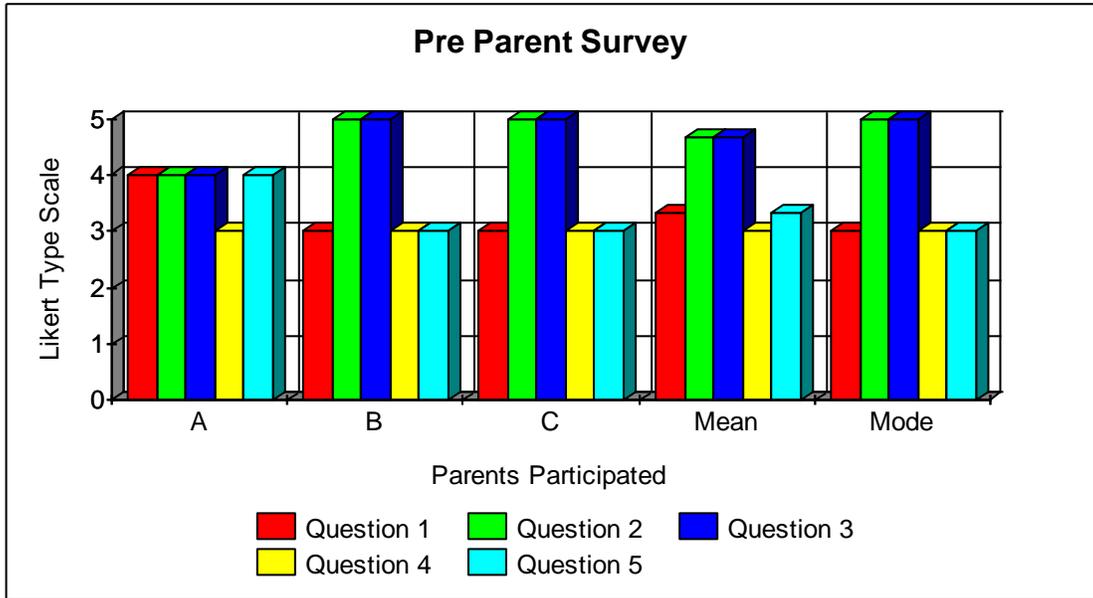


Chart 3

Post parent survey results

The Post Parent Survey the means were 3.3, 4.7, 4.7, 3.7, 3.7. The modes were 3, 5, 5, 3, and 4. For statements 1 through 5 parents answered in the following order, Parent D, 4, 4, 4, 5, 4, Parent E, 3, 5, 5, 3, 3, and Parent F, 3, 5, 5, 3, 4 (see Table and Chart 4). The parents responded to question 6 however not to question 7 this will be addressed in the discussion. Parent D stated "... good, lots of websites to check into for help and all my questions were answered." Parent E explained that the workshop was informative. Parent F expressed "(I)... learned about a few different places to look for information."

Post Parent Survey					
	Question 1	Question 2	Question 3	Question 4	Question 5
D	3	5	5	3	4
E	3	5	5	3	3
F	4	4	4	5	4
Mean	3.333333333	4.666666667	4.666666667	3.666666667	3.666666667
Mode	3	5	5	3	4

Table 4

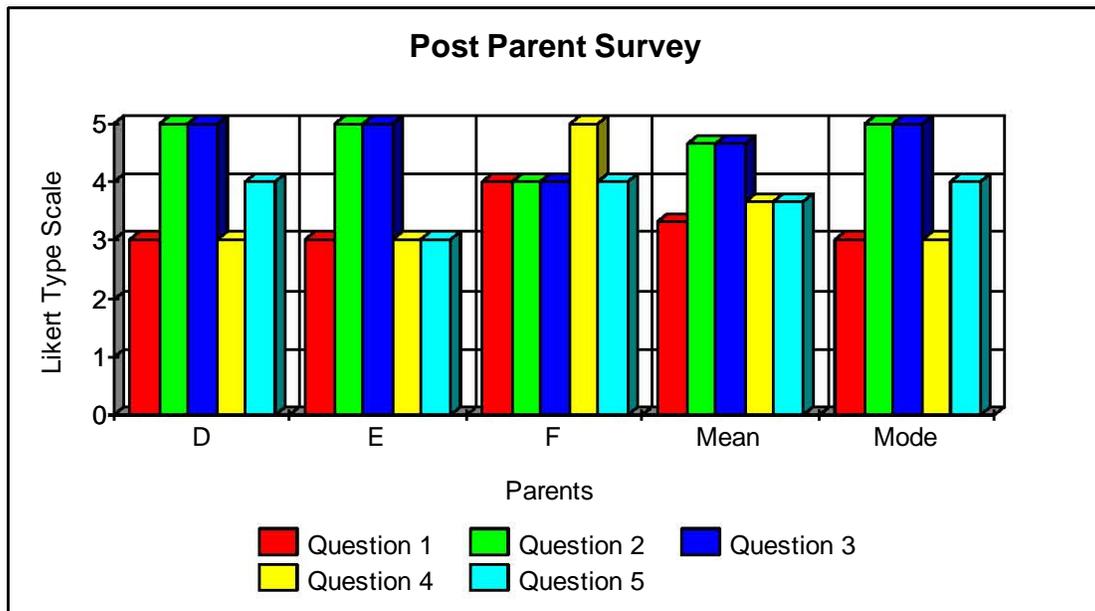


Chart 4

Pre and post parent comparison

Through the assessment of the pre and post parent survey's there were differences found however they were not as significant as the data found from the student survey's. When evaluating the mean scores for questions 4 and 5. There was an increase of .7 for question 4 and an increase of .3 for question 5. Also the only difference found in the

mode scores was an increase of 1 for question 5. For the results of these surveys the letters A through G are used to represent the participant's in the pre and post surveys. This researcher chose to use the letters at random for both the parent and student surveys and they are not comparable in anyway to each other (see Tables and Charts 5 - 6).

Pre and Post Parent and Student Mean's					
	Question 1	Question 2	Question 3	Question 4	Question 5
Pre Mean Parent	3.33	4.66	4.66	3	3.33
Post Mean Parent	3.33	4.66	4.66	3.66	3.66
Pre Mean Student	3.75	3	3.25	2.75	3.5
Post Mean Student	4.25	4.25	3.25	3.25	3.75

Table5

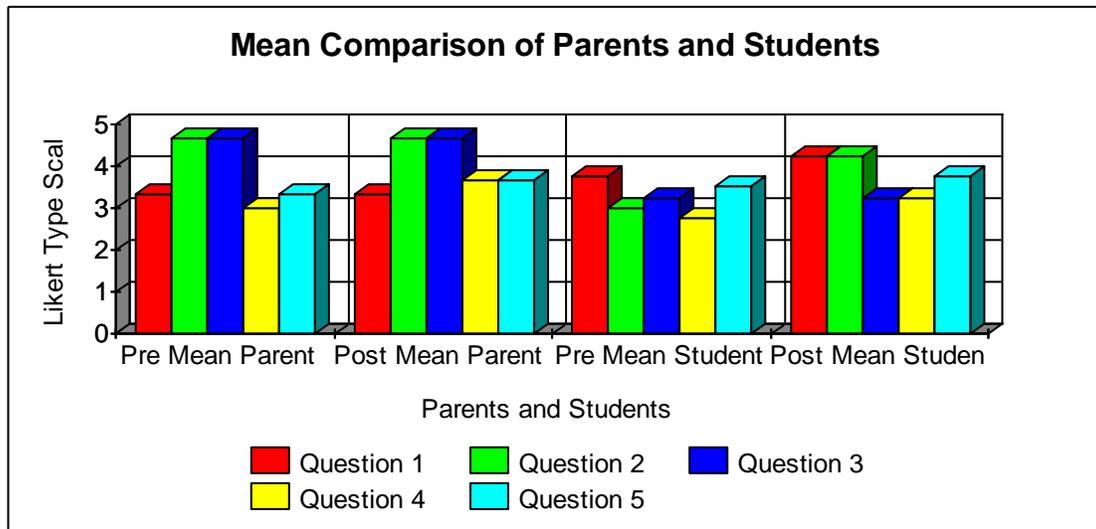


Chart 5

Pre and Post Mode Parents and Students

	Question1	Question 2	Question 3	Question 4	Question 5
Pre Parent Mode	3	5	5	3	3
Post Parent Mode	3	5	5	3	4
Pre Student Mode	4	2	2	2	3
Post Student Mode	4	5	4	4	3

Table 6

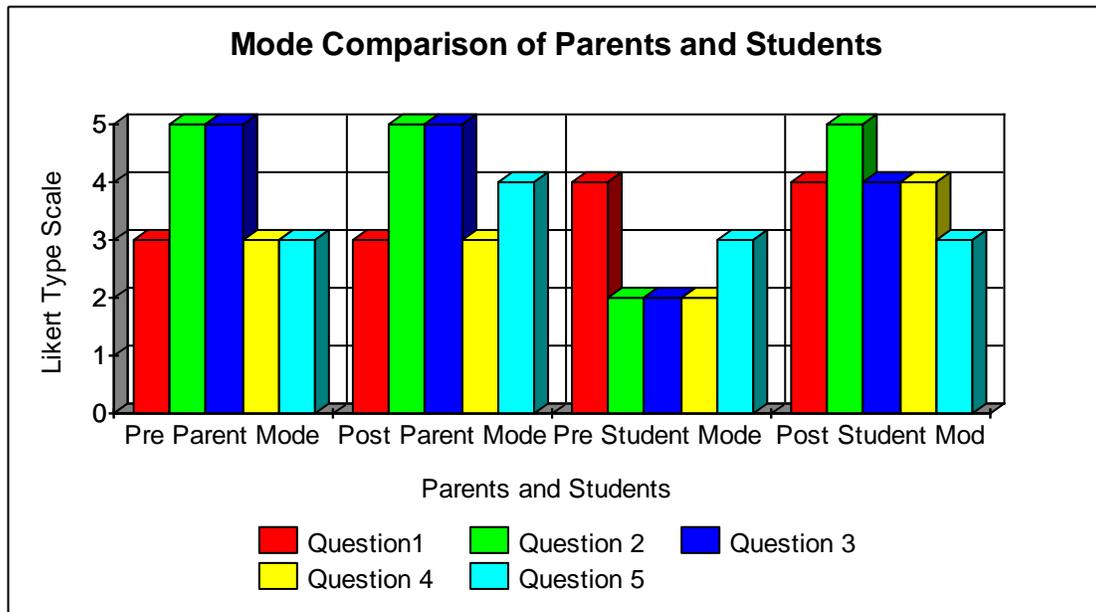


Chart 6

Discussion

The data gathered for this research provides information which supports the need to have career programs available in schools (Alexitch, Kobussen & Stookey, 2004; Kelly & Lee, 2002). The results showed that when information was provided to the students and their parents they were more aware of all options available to them. This can be seen through the tables and charts provided (Tables and Charts 1-6). When the degree of change was compared among the parents and students the most change was found for the students. It can be seen in the Student Mode Likert Scale (Chart 6). Ranges change from 2-4 to 3-5. The students who changed the most affected their developmental process in a positive way (Niles & Harris-Bowlsbey, 2002; Seligman & Axelsen, 1994, 1994; Super, Crites, Hummel et. al., 1957 and Super, 1990). For instance, if the students were able to increase their awareness then their developmental transition may have been smoother. The students increase in agreeableness is consistent with the work conducted by Kleiman et. al. (2004) and Pyne et. al. (2002). They believed that throughout this developmental stage adolescents think about career more and in a much richer way. The research conducted by Super, Crites, Hummel et. al.'s (1957) and Super's (1990) supports the degree of change found for the parents in this study. These individuals have already experienced the exploration stage of development and have delved into their career and college choice process.

A goal of this research was to help parents and students work together to come up with solutions about career and college choices. According to Bregman and Killen (1999) and Hanson (2001) families help influence how students view vocational development. When students feel supported by parents and family members they feel more confident in

exploring career choices. Though the workshops that were provided this researcher discussed how communication and a positive attitude help to attain these goals. However because there was only one workshop conducted at this time this researcher cannot evaluate whether the students and parents were able to work together after the workshop.

Awareness of interests and goals

One of the topics covered on the survey was awareness of interests and goals (see Appendices A, A1, B and B1). When students were aware of their interests and goals they made better choices (Pyne et. al., 2002). Part of what influenced these choices was their families according to Alexitch et. al. (2004). When their parents supported them they were able to transition better from high school to college (Chen, 1999). Therefore the workshop incorporated skills that would help the parents and students work together throughout their career and college journey (see Appendices C and D). While reviewing the modes of interests and goals, both parent and student scores did not change from pre to post (table 6, chart 6). The parents' scores remained a 3 and the students' scores remained a 4.

The limitations for this portion of the research were based on the results of the parents and students scores above. 1) The workshops may not have covered enough information on interests and goals. The time allotted for the workshop was not sufficient (this will be addressed further in the discussion). The participants needed specific information covered in order to make the workshop worthwhile for them. Therefore topics such as interests and goals may not have been covered as thoroughly as this researcher would have liked. 2) The students could have just begun internalizing their goals and self concepts according to Niles and Harris-Bowlsbey (2002). Because they

may not fully know what their future goals and interests are and may need time to process this with the information that was given during the workshop. Therefore seeing significant change in one session may not occur. 4) A majority of the workshop was psycho-educational where the parents and students were given ideas to take with them and use at home (see Appendices C and D). Therefore using statement 1 regarding values and goals (Appendices, A, A1, B, B1) in the survey within the barriers of one session may not have had a positive influence the workshop.

Awareness of requirements, demands, and other options

According to Alexitch, Kobussen and Stookey (2004) students pursued higher education to fulfill career goals however the transition may still be difficult. These researchers stated that though students were seeking out information from their counselors regarding education and academics they were also receiving information about career preparation and opportunities from other school personnel. According to this research the students were receiving information regarding career from a variety of sources. Therefore part of the research was devoted to giving the students reliable and consistent information.

Student awareness and explanation

While reviewing the results it was found that the students modes for this section fluctuated. For the Requirements and Demands statements on the pre-survey the students responded with 2's. For the post survey the students responded with a 5 for the requirements statement, a 4 for the demands statement, and a 4 for the other options statement (See chart 6). The increase in agreeableness from the pre to post surveys can be viewed in a few ways. 1) A goal of the research was to increase the students awareness of

college and career options, while looking at these statements it can be said that there was an overall increase in awareness from the pre to post survey. 2) The students may have attained more information from the requirements topic over the demands and other options topics. This may have been because more information was given to the students regarding the requirements of college. A majority of the colleges found had the same overall requirements for enrolment. This researcher wanted make sure that the students were comfortable with the information and were aware of what they needed to get into a college. 3) The ability to make sure all information was covered was a struggle. As stated in the methods section the workshops were conducted on the same day however at different times. The time frame for the student workshop was limited to one hour, which made it difficult to discuss all topics in the length that they deserved. This will be discussed further in the recommendations section.

Parent awareness and explanation

While reviewing the results it was found that the parent modes for this section were consistent. For the Requirements and Demands statements on the pre and post survey the parents responded with a 5 or strongly agree, while on the Other Options statement they responded with a 3 (See chart 6). This can be explained in a few ways 1) the information that was given to the parents was seen as consistent with information that they have received before. The parents who attended the workshop had other children who had been through the college process before where they received similar information from parent and information nights at adjoining schools. These results support the work conducted by Alexitch, Kobussen and Stookey (2004) and this researcher's goal for consistency. If the information was not new did the parents truly benefit from this portion

of the workshop? This will be addressed in the recommendations section. 2) The uniformity in the responses of the pre and post survey could be due to the demographics of the sample. The sample size of the parent workshop was a total of 3 parents. 2 of the 3 parents were married to each other and they responded to these statements with the same answers which affected the results. 3) If the size of the sample were larger than the results may be seen as more significant. If the sample consisted of parents with different demographics the results may have been more significant. However this could also be looked at as positive. The parents results could mean that they both have awareness of career and college and together they can work with their child in a consistent manor and give their child the opportunity to make more hole-hearted career decisions. Without further discussing the responses with the parents themselves there was not a right or wrong answer.

Preparedness for college

The results of this study provided evidence which supported Alexitch, Kobussen and Stookey (2004); Chen (1999) and Pancer et. al's., (2004) works. According to Pancer et. al., (2004) students were unprepared for university life and high school settings were only partially preparing them. They argued that a students expectations and social support system contributed to how a student transitions into college. Alexitch, Kobussen and Stookey (2004); Chen (1999) and Pancer et. al., (2004) suggest that the setting of social support systems such as family and friends also impacts the students through giving them a sense of belonging and emotional support. Through this researchers study it was found that parents pre and post modes for pursuing a path consisted of a 3 for pre and a 4 for post (chart 6), while the students responded with a 3 pre and post (chart 6). All the

participants started with a mode of a 3 the parents increased by 1. There were a few responses to this section of the research 1) as stated previously the parents may have been through this process before and they may not have any reservations about the future, while for the students this was their first time going through the career and college choice process. 2) Through this workshop the parents were able to gain information and intern increase their confidence in pursuing a path with their child. If the family support system had such an impact (Bregman & Killen, 1999; Hanson, 2001) and the parents had the confidence, than they may be able to instill the same confidence into their children and increase their readiness for college or career.

Results of the student and parent questions

The student responses to the questions fulfilled the goals this researcher. The students were able to focus on how to get ready for college. They could understand the college process more clearly and they were able to recognize the other options that were available to them. A few questions arose; for instance one student asked “What courses are helpful to me”? This workshop did not focus on specific individuals however the students had the opportunity to ask questions such as these after the workshop was complete. Also students were able to discuss any questions they had at their junior review a few weeks after the workshop. Some students wanted to do a Career Assessment. This researcher did not have enough time to conduct one (this will be addressed in the recommendations). A few students still seemed confused on were to start. This is consistent with the work of Gottfredson (1981). She stated that students may just be beginning their journey of circumscription and compromise. Adolescents during this stage have begun to internalize goals and self concepts, and begun to identify options that

were preferred and exceptional to them.

The parents responded to the questions with positive feedback. They liked the websites about college and career information and they learned about a few new resources. The parents did not respond to question 7 (see Appendix B1). Some of the possible reasons could have been 1) as stated previously in the discussion the parents could have been through this process before which could have influenced the amount of question they had. 2) They could have been already aware of what information was out there through their previous experiences. 3) The questions that they had were answered during the workshop.

Other limitations

The workshop was focused on the junior class. It consisted of both students and their parents. These individuals received information about the workshop and possible topics. An advertisement was created for the school paper and announcements were made reminding students about the workshop. All the information given to the junior class was received each week for 3 weeks. The sample size of the two workshops was small it consisted of, 3 parents and 4 students.

Some of the possible reasons could have been, 1) having both workshops on the same day. The parents might not have been able to get someone to take care of their other children two times in one day. 2) The time of day. For some of the students they may have had other obligations such as sports practices, games, or club meetings. For the parents the issue of finding a babysitter, not out of work yet, the time could have been too late. 3) Having the workshop 2 weeks before exams. The students might be getting together after school with their teachers or peers to get ready for their exams. 4) Some of

the parents at the workshop had heard the information before however for part of the recruiting process, as stated above, the check off lists were sent out with the possible topics on them. They knew the topics that were being addressed at the workshop and they still attended. This will be addressed further in recommendations. For the students who attended the workshop they did not respond to the checklists sent home. Therefore this study's results do not support Pyne et. al.'s, 2002 research where they found that if students were involved in assessments their participation increased.

Recommendations

If this workshop were to be conducted again there would be a few recommendations. 1) There was a tremendous amount of information out there regarding career and college. Knowing what your facility wants and needs will help to narrow the search. 2) There was a limited amount of time available to run this workshop for the students, therefore this researcher would have expanded the workshop to 2 to 3 days in order to cover more material and spread out the information. 3) For future research if a follow up survey was conducted for both parents and students, the researchers may be able to evaluate a) If the change that occurred would fluctuate after some time and b) If awareness of interests and goals and readiness to pursue a path would increase over time. 4) There were questions that came up for the students when reviewing the surveys. Some brought their questions to their junior reviews while others did not. Having a sign up sheet available at the workshop for students who wanted to meet individually may have helped these students more. 5) Scheduling the workshop a few weeks before the students junior reviews that way if they have any questions they can be answered during their review. 6) The sample size outcome for the students may have been different if the

workshop was conducted during the school day, possibly during lunch or study hall. If the workshops were offered during parent night the sample size for the parents could have been larger. Also advertising refreshments given, prizes and other attention getters may have increased the sample size of both workshops. 7) Because some of the parents at the workshop had heard the information before having a back up plan with some extra information might help. 8) Students did not participate in using the check off lists for this research study. It may have been that they forgot about them. Therefore introducing the topics lists in a study hall and having the teacher collect them at the end of class may have increased the use of the lists.

Implications

It has been stated throughout this research that support systems influence how students perceive their future choices (Bregman & Killen, 1999; Hanson, 2001; Jackson, 2002; Ketterson & Blustein, 1997). When the question was asked “would you like to meet with your counselor” 75% of the students answered that they would like to meet with him or her at least once a month. Since students want to meet with their counselors once a month and support systems influence a student's choices (Bregman & Killen, 1999; Hanson, 2001; Jackson, 2002; Ketterson & Blustein, 1997), if a school counselor were to meet with students and their parents once a month during their junior and senior year. The student's path to career or college would be smoother. Students and their parents increased their awareness of career and college choices through this workshop therefore a school counselor could run workshops such as these for juniors and their parents once to twice a year and help these individuals to feel more prepared for a path after high school. The school counselors could team up with other grade level counselors and /or school

teams to conducted workshops at other levels. Over all getting everyone to work together for one common cause will benefit not only the students but also the support system.

Overall Conclusion

Throughout an internship experience this researcher observed parent teacher conferences and helped conduct four year plans. Through participating in these meetings this researcher studied the interactions among school counselors, parents and students. Therefore she was inspired to create a workshop that would help parents and students work together to make decisions about their future and increase their awareness of career and college choices.

Career education and counseling was important. Career counselors educated students on the awareness of how development, environment, values, beliefs, and traits connect and effect career choice (Chen, 1999). They have given students the information they need to make better decisions with their career choices. A students social support system also impacted their view of career. For instance courage, strength or knowledge along with friends, family, counselors and teachers influenced how students view career (Hanson, 2001).

The purpose of this research was to educate students and their parents, help increase their awareness of career and college choices, help them to be more aware of the demands of college and open themselves to other career options. Through their awareness these individuals made better career and college choices (Hawley, Rasheed & Crothers, 2000; Taylor, 1997; Taylor & Davis 2005). This study consisted of two workshops, one was for the parents and one was for the students. The average student and parent involved in this workshop were white. The students regularly attended school and do not

receive a free or reduced priced meal. A majority of the students in this district were not involved in a career program. 50% of the students who graduated from this district received Regents Diplomas, while 50% received a GED or Local Diploma, went to work or dropped out.

The results of this research proved the importance of family and how their impact affects their child's career and college choices. Through the workshops provided, both students and parents were able to increase their awareness of career and college choices. They were able to be more aware of the demands of college and more open to the other career options available. There were a few goals that could not be evaluated within one session. 1) Did the workshop help to get the parents and students working together? 2) Are parents and students more aware of the students goals and values? This will be evaluated in future research.

References

- American School Counselors Association (2005), *Why Secondary School Counselors?*
Retrieved February 8, 2006, from <http://www.schoolcounselor.org/content.asp>
- Alexitch, L. R., Kobussen, G. P., & Stookey, S. (2004). High school students' decisions to pursue university: what do (should) guidance counselors and teachers tell those
Guidance & Counseling, 19(4), 142-152.
- Alexitch, L. R., & Page, S. (2001). Educational orientation and students' perceptions of a university education. *Guidance & Counseling, 17(1)*, 8-16.
- American Counsel on Education 2006, College is possible! Retrieved January 8, 2006, from <http://www.acenet.edu/AM/Template.cfm?Section=CIP1>
- American Educational Guidance Center 2000-2006, Colleges, College Scholarships, and Financial Aid Page. (2006). *New york colleges and universities* Retrieved January 8, 2006, from http://www.collegescholarships.com/new_york_traditional.htm
- Bregman, G., & Killen, M. (1999). Adolescence and young adults' reasoning about career choice and the role of parental influence. *Journal of Research on Adolescents, 9(3)*, 253-276.
- Blustein, D. L. (1997). A context-rich perspective of career exploration across the life roles. *The Career Development Quarterly, 45*, 260-274.
- Chen, C. P. (1999). Transition to higher education: major aspects and counseling guidelines. *Guidance & Counseling, 14(3)*, 31-37.
- Gati, L., & Saka, N. (2001). High school students' career-related decision-making difficulties. *Journal of Counseling & Development, 79(3)*, 331-341.

- Gottfredson, L. S. (1981). Circumscription and compromise: A developmental theory of occupational aspirations. *Journal of Counseling Psychology, 28*, 545-279.
- Hanson, S. L. (2001, March). Integrating work family and community through holistic life planning. *Career Development Quarterly, 49*, 261.
- Hawley-McWhirter, E., Rasheed, S., & Crothers, M. (2000). The effects of high school career education on social - cognitive variables. *Journal of Counseling Psychology, 47(3)*, 330-341.
- Herr, E. L., Good 3rd, R. H., McCloskey, G., & Weitz, A. D. (1982). Secondary school curriculum and career behavior in young adults. *Journal of Vocational Behavior, 21*, 243-253.
- Jackson, M. A. (2002). Hidden resources and barriers in career learning assessment with adolescents vulnerable to discrimination. *Career Development Quarterly, 1-19*.
- JobStar Central, Job Search Guide; From your local public library. Retrieved January 8, 2006, from <http://jobstar.org/index.php>
- Ketterson, T. U., & Blustein, D. L. (1997). Attachment relationships and the career exploration process. *The Career Development Quarterly, 46*, 167-178.
- Kelly, K. R., & Lee, W. C. (2002) Mapping the domain of career decision problems. *Journal of Vocational Behavior, 61*, 302-326.
- Kleiman, T., & Gati, I. (2004). Challenges of internet - based assessment measuring career decision - making difficulties. *Measurement and Evaluation in Counseling and Development, 37*, 41-55.
- Kleiman, T., & Gati, I. (2004). Dysfunctional thinking and difficulties in career decision making. *Journal of Career Assessments, 12(3)*, 312-331.

- Moogan, Y. J., & Baron, S. (2003). An analysis of student characteristics within the student decision making process. *Journal of Further and Higher Education*, 27(3), 71-287.
- New York State Education Department. (2005, March). *The New York State School Report Card: District Summery Reports, 2003-2004*. Retrieved March 19, 2006, from the New York State Education Department Web site:
http://emsc32.nysed.gov/repcrd2004/links/d_180701.shtml
- Niles, S. G., & Harris-Bowlsbey, J. (2002). *Career development interventions in the 21st century*. Saddle River, NJ: Pearson Education, Inc.
- Noeth, R. J., Egen, H. B., & Noeth, P. E. (1984) Making career decisions: A self report of factors that help high school students. *The Vocational Guidance Quarterly*, 32(4), 240-244.
- Ostroff, C., & Rothausen, T. J. (1997). The moderating effect of tenure in person-environment fit: a field study in educational organizations. *Journal of Occupational and Organizational Psychology*, 70, 173-189.
- Pancer, S. M., Pratt, M., Hunsberger, B., & Alisat, S. (2004). Bridging troubled waters: helping students make the transition from high school to university. *Guidance & Counseling*, 19(4), 184-190.
- Pescrillo, D.(2006). *Enrollment information*. Unpublished manuscript, Byron - Bergen Central School District.
- Pyne, D., Bernes, K., Magnusson, K., & Poulsen, J. (2002). A description of junior high and senior high school students' perceptions of career and occupation. *Guidance & Counseling*, 17(3), 67-72.

Quintessential Careers 1996-2006, *College planning*. Retrieved January 8, 2006, from www.quintcareers.com

School Matters A Service of STANDARD and POOR'S. (2004) *School District Overview, 2003-2004*. Available from the School Matters web site, www.schoolmatters.com

Seligman, L. (1994) D. E. Axelsen (2nd Eds) *Developmental career counseling and assessment*. (pp.249-346). Thousand Oaks, Ca: Sage Publications, inc.

Super, D. E., Crites, J. O., Hummel, R. C., Moser, H. P., Overstreet, P. L., Warnath, C. F. (1957). *Vocational development: A framework for research*. New York: Bureau of Publications.

Super, D. E., (1990). Life-span life space approach to career development. In D. Brown, L. Brook, and Associates (Eds.), *Career choice and development: Applying contemporary theory to practice*. (2nd Eds) (pp 197-261). San Francisco, CA: Jossey-Bass.

Super, D. E., (1980) A life span, life space approach to career development. *Journal of Vocational Behavior*, 16, 282-298.

Taylor, S. C., & Davis. (2005). Promoting parent involvement (part 1). *Journal of American School Counseling Association*, 1-4.

Taylor, S. C. (1997). Workshop to orient students to career planning services. *The Career Development Quarterly*, 45, 293-296.

Watts, A. G. (1996). Toward a policy for lifelong career development :a transatlantic perspective. *The Career Development Quarterly*, 45, 41-53.

Appendix A

Pre Survey for Students

1. I am aware of my interests and goals.

Strongly disagree 1 2 3 4 5 Strongly agree

2. I am aware of the requirements of college.

Strongly disagree 1 2 3 4 5 Strongly agree

3. I am aware of the demands of college.

Strongly disagree 1 2 3 4 5 Strongly agree

4. I am aware of the other options available to me if I choose not to go to college.

Strongly disagree 1 2 3 4 5 Strongly agree

5. I feel that I am prepared to pursue a path after high school.

Strongly disagree 1 2 3 4 5 Strongly agree

Appendix A1

Post Survey for Students

1. I am aware of my interests and goals.

Strongly disagree 1 2 3 4 5 Strongly agree

2. I am aware of the requirements of college.

Strongly disagree 1 2 3 4 5 Strongly agree

3. I am aware of the demands of college.

Strongly disagree 1 2 3 4 5 Strongly agree

4. I am aware of the other options available to me if I choose not to go to college.

Strongly disagree 1 2 3 4 5 Strongly agree

5. I feel that I am prepared to pursue a path after high school.

Strongly disagree 1 2 3 4 5 Strongly agree

Post Survey for Students

6. Now that you have completed this workshop if you had the opportunity to meet with your counselor to discuss future plans, how often would you like to meet with him or her?

(1) once a week (2) every 2 to 3 weeks (3) once a month

(4) 2 to 3 times a year (5) once a year

7. How did this workshop help you?

8. How could this workshop help you even more / what further questions do you have?

Appendix B

Pre Survey for Parents

1. I am aware of my child's interests and goals.

Strongly disagree 1 2 3 4 5 Strongly agree

2. I am aware of the requirements of college.

Strongly disagree 1 2 3 4 5 Strongly agree

3. I am aware of the demands of college.

Strongly disagree 1 2 3 4 5 Strongly agree

4. I am aware of the other options available to my child if they choose not to attend a college.

Strongly disagree 1 2 3 4 5 Strongly agree

5. I feel that we are prepared to pursue a path after high school.

Strongly disagree 1 2 3 4 5 Strongly agree

Appendix B1

Post Survey for Parents

1. I am aware of my child's interests and goals.

Strongly disagree 1 2 3 4 5 Strongly agree

2. I am aware of the requirements of college.

Strongly disagree 1 2 3 4 5 Strongly agree

3. I am aware of the demands of college.

Strongly disagree 1 2 3 4 5 Strongly agree

4. I am aware of the other options available to my child if they choose
not to attend a college.

Strongly disagree 1 2 3 4 5 Strongly agree

5. I feel that we are prepared to pursue a path after high school.

Strongly disagree 1 2 3 4 5 Strongly agree

Post Survey for Parents

6. How did this workshop help you?

7. How could this workshop help you even more / what further questions do you have?

Appendix C

Student Workshop

Where do we go from here? A workshop about career and college choices

Work or College, what is the answer? If I go to college what major do I want? Am I stuck if I choose that major? What else is out there?

These are some questions you all have to start asking yourselves! Through this workshop we will discuss some different options that are available to you and help you to possibly answer some of your own questions.

What does it take?

Time, knowledge, and self awareness

Through the help of your counselor, friends, and parents you can begin this process.

Getting Started

There are some things that you can do on your own to get your self ready

Take a Career Assessment

What are career assessments and what do they do for me?

These assessments help you to be more aware of:

Needed career decisions

Help you to identify occupational and other alternatives

Helps to narrow down choices

Examples:

Electronic

Choices 2006, Career Zone

Paper

Self - Directed Search = interest inventory

Career Decision Making system

Get networked

Don't be afraid to try new things

Volunteer your time at a job site

Don't get frustrated

Make a list

Making Contact

Stay organized

Classifieds

There are jobs

This will help you to get ready for college and or the job market.

www.jobstar.org

So now you're starting to think, I might want to go to college? It Is Possible!

There are scholarships, grants, loans and federal aid that can help you. You can reach this information from the school website, through your Counselors and just directly on the web. Here are just a few websites that may help you with your research.

www.collegeispossible.org

www.scholarships.com

<http://studentaid.ed.gov/PORTALSWebApp/students/english/index.jsp>

What is available to me when choosing a college?

State Schools, Universities, Community Colleges, Career College's, Technical Schools, Apprenticing

Traditional Colleges and Universities in New York

http://www.college-scholarships.com/new_york_traditional.htm

Traditional colleges and universities offer two and four year degree programs.

Examples:

Harvard University, New York University, University of Texas, Massachusetts Institute of Technology, Bard College, and Middlebury College.

Requirements

liberal arts along with coursework in a major field of study,

Possible Majors

English, history, philosophy, Spanish , accounting, business, pre-law, education, journalism, engineering.

Career Colleges, Technical Colleges, and Vocational Colleges in New

York

http://www.college-scholarships.com/new_york_career.htm

Career colleges, technical colleges, and vocational colleges offer degree and certificate programs directly related to preparation for specific careers.

Possible Majors

accounting, art careers, business, graphics, culinary arts, computer careers, massage therapy, automotive training, healthcare professions, drafting, design, homeland security, criminal justice, electronics, medical curricula, interior design, paralegal, interior design, MBA, office management, real estate, dental assisting, veterinary assisting.

In many instances, career colleges, technical colleges and vocational schools offer programs that can be completed in under two years.

Schools

Chubb Institute, Culinary Academy of New York, DeVry University, New Horizons Computer Learning, New York University, Rochester Business Institute.

Colleges, Universities and Schools Offering Online Degrees

<http://www.college-scholarships.com/ssac.htm>

Now students can earn certifications and degrees online, studying almost wherever and whenever they wish. As you will see, online degrees are offered at almost any level (bachelors, masters, doctorate) and in almost every major.

Schools

American College of Computer and information Sciences , Benedictine University, College Network, Colorado Technical University , Concord Law School.

(Extracted from: http://www.college-scholarships.com/new_york.htm)

www.ed.gov/students/prep/college/consumerinfo/index.html

Apprenticing

What is an apprenticeship?

A Highly structured training program of On-the-Job Training

supplemented by related technical instruction to develop, maintain, and expand skills.

A training system used by various groups of employers, both union and non union, to sustain a skilled workforce and maintain quality workmanship.

A tried and proven method that has been successful throughout history in achieving goals of employee training and retention.

A voluntary system of structured training used by employers to provide workers with comprehensive skills and knowledge for a specific occupation.

Apprenticeship is a proven:
MOTIVATION to succeed
METHOD to improve skills
CERTIFICATION of achieved skill level recognized by industry

Apprenticeships website :

http://www.firn.edu/doe/apprenticeship/more_app.html

<http://www.khake.com/page58.html>

Available apprenticeships: www.dllr.state.md.us/labor/approcc/

You can call your local office at:

Genesee County Career Center -Batavia-344-2042

Rochester Works! Career Center 349-9100

So you have decided to go to college and you have some questions.

What are some of the requirements of the college?

Grades

A challenging course load

Take classes that colleges will look for

This is where your school counselor can help you.

Look at the chart!

What major should I choose?

Use the career assessment

Talk with family

Talk with the career office

Am I stuck with that major?

NO you can change your mind.

You will receive the help you need.

Brockport's web site

www.brockport.edu/~firstyear/

What schools are doing for freshman know

Over all just breath we will get through it together!

Appendix D

Parent Workshop

Where do we go from here? A workshop about career and college choices

Work or college, what is the answer for my child? What does it take on my part? What can I do to help them? In the work field what types of careers are available? If they choose college what majors are available? Will they be stuck if they choose that major? What else is out there for them?

What does it take?

Time, knowledge and awareness

Parent involvement

Communication

Express your dreams and desires

There are pressures

Work and family

Now a days work is more complex than ever before.

Supporting and promoting education

Being involved has been shown to increase a students work readiness.

Have a positive attitude

Good work values

Promote strong work values

Work with your child

There are some things that you can do to help your child get ready

Have them take a Career Assessment

What does it do to help?

They may help your child

To be more aware of needed career decisions

Help them to identify occupational and other alternatives

Helps to narrow down choices

Examples:

Electronic

Choices 2006, Career Zone

Paper

Self - Directed Search = interest inventory
Career Decision Making system

Get networked

Don't be afraid to have them try new things
Have them volunteer their time at a job site
Be aware that they may get frustrated
Have them make a list

Making Contact

Help them to stay organized if your organized they
will be too.

Classifieds

There are jobs
This will help your child to get ready for college
and or the job market.

www.jobstar.org

*So now you're starting to think, what about college or a training program? It
Is Possible!*

There are scholarships, grants, loans and federal aid that can
help you and your child. You can reach this information from the
school website, through your child's counselor, or on the web. Here are
just a few websites that may help you both with your research.

www.collegeispossible.org

www.scholarships.com

<http://studentaid.ed.gov/PORTALSWebApp/students/english/index.jsp>

What is available to my child when choosing a college?

State Schools, Universities, Community Colleges, Career College's,
Technical Schools, Apprenticing

Traditional Colleges and Universities in New York

http://www.college-scholarships.com/new_york_traditional.htm

Traditional colleges and universities offer two and four year degree

programs.

Examples:

Harvard University, New York University,
University of Texas, Massachusetts Institute of
Technology, Bard College, and Middlebury College.

Requirements

liberal arts along with coursework in a major field
of study,

Possible Majors

English, history, philosophy, spanish, accounting,
business, pre-law, education, journalism,
engineering.

Career Colleges, Technical Colleges, and Vocational Colleges in New
York

http://www.college-scholarships.com/new_york_career.htm

Career colleges, technical colleges, and vocational colleges offer
degree and certificate programs directly related to preparation for
specific careers.

Possible Majors

accounting, art careers, business, graphics,
culinary arts, computer careers, massage therapy,
automotive training, healthcare professions,
drafting, design, homeland security, criminal
justice, electronics, medical curricula, interior
design, paralegal, interior design, MBA, office
management, real estate, dental assisting,
veterinary assisting.

In many instances, career colleges, technical colleges and
vocational schools offer programs that can be completed in under
two years.

Schools

Chubb Institute, Culinary Academy of New York, DeVry
University, New Horizons Computer Learning, New York
University, Rochester Business Institute.

Colleges, Universities and Schools Offering Online Degrees

<http://www.college-scholarships.com/ssac.htm>

Now students can earn certifications and degrees online,
studying almost wherever and whenever they wish. As you will see,

online degrees are offered at almost any level (bachelors, masters, doctorate) and in almost every major.

Schools

American College of Computer and information Sciences , Benedictine University, College Network, Colorado Technical University , Concord Law School.

(Extracted from: http://www.college-scholarships.com/new_york.htm)

www.ed.gov/students/prep/college/consumerinfo/index.html

Apprenticing

What is an apprenticeship?

A Highly structured training program of On-the-Job Training supplemented by related technical instruction to develop, maintain, and expand skills.

A training system used by various groups of employers, both union and non union, to sustain a skilled workforce and maintain quality workmanship.

A tried and proven method that has been successful throughout history in achieving goals of employee training and retention.

A voluntary system of structured training used by employers to provide workers with comprehensive skills and knowledge for a specific occupation.

Apprenticeship is a proven:

MOTIVATION to succeed

METHOD to improve skills

CERTIFICATION of achieved skill level recognized by industry

Apprenticeships website :

http://www.firn.edu/doe/apprenticeship/more_app.html

<http://www.khake.com/page58.html>

Available apprenticeships: www.dllr.state.md.us/labor/approcc/

You can also call your local office at:

Genesee County Career Center -Batavia-344-2042

Rochester Works! Career Center 349-9100

So now you both have questions about college its self.

What are some of the requirements of the college?

Grades

A challenging course load

Take classes that colleges will look for

This is where your school counselor can help you.

The chart!

What major should my child choose?

Career assessment

Talk with family

Talk with the career office

Will my child be stuck with that major?

NO! They can change their mind.

They will receive the help they need.

Brockports web site

www.brockport.edu/~firstyear/

What schools are doing for freshman now!

Over all just breath we will get through it together!

Appendix E

Career Assessment Do's and Don'ts

by Katharine Hansen

Here are the keys to successful career assessment. Follow these simple rules and you should achieve success in this self-discovery process.

- **Do** be aware that assessments are available to help guide you toward the right career for you. A qualified career counselor can administer, score, and interpret these assessments. A number of free career assessments also are available on the Internet, though many experts question their reliability.
- **Do** compare online career assessments to see which ones might meet your needs. See our detailed [assessment comparison chart](#).
- **Do** keep your expectations in check when you take free online assessments. You may attain some direction and guidance from these tests, but don't be overly reliant on them for magic answers.
- **Don't** discount the possibility that these free online assessments might suggest to you some career ideas and directions you had never thought of and that are worth further exploration.
- **Do** take several different assessments to help you learn more about yourself and to help you determine which tests provide the most reliable results for you.
- **Do** print out and retain the results of the assessments you take online. Compare results, and see if you can see patterns -- a "career snapshot" -- beginning to emerge.
- **Do** trust your gut. If a free online assessment tells you something about yourself that doesn't ring true, disregard that information.
- **Don't** rely on free online assessments alone for self-discovery and career guidance. Meet with a career counselor; college students and alumni usually have free or inexpensive access to counselors. Supplement the results you've obtained from free online assessments with other assessments the counselor might administer. Ask the counselor to help you interpret and integrate the results of various assessments.
- **Do** use career assessments with a variety of other self-discovery activities, such as examining your strengths and weaknesses and the activities you most enjoy and least enjoy. And **Do** read our article, [Online Career Assessments: Helpful Tools of Self-Discovery](#).
- **Do** have fun taking career assessments. Self-discovery is almost always an enlightening and often entertaining process.

Questions about some of the terminology used in this article? Get more information (definitions and links) on key college, career, and job-search terms by going to our [Job-Seeker's Glossary of Job-Hunting Terms](#).

Katharine Hansen is a former speechwriter and college instructor who provides content for Quintessential Careers, edits QuintZine, an electronic newsletter for jobseekers, and prepares job-search correspondence as chief writer for [Quintessential Resumes and Cover Letters](#). She is author of Dynamic Cover Letter for New Graduates; A Foot in the Door: Networking Your Way into the Hidden Job Market; and, with Randall S. Hansen, Ph.D., Dynamic Cover Letters and Write Your Way to a Higher GPA, all published by Ten Speed Press. She can be reached by e-mail at kathy@quintcareers.com.

Appendix F

College Majors

The following are examples of the typical majors you might find at a comprehensive college or university.

Business: Accounting, Advertising, Business Economics, E-commerce, Finance, Hospital and Health Care Administration, Hospitality Management, International Business, Management, Marketing, Operations Management, Real Estate

Computer Science: Database Management, Digital Arts, Networking, Programming, Software Development, Systems

Engineering: Aerospace Engineering, Chemical Engineering, Civil Engineering, Electrical Engineering, Environmental Engineering, Mechanical Engineering, Nuclear Engineering, Petroleum Engineering

Humanities: Art, Communications, Counseling, Education, English, Foreign Languages (Italian, Spanish, French, German, Russian, Japanese, Chinese, others), Literature, Philosophy, Religious Studies, Speech, Theatre

Music: Instrumental Performance, Music Education, Vocal Performance

Sciences: Astronomy, Astrophysics, Biology, Biochemistry, Botany, Chemistry, Earth Science, Forestry, Genetics, Geology, Mathematics, Physics, Zoology

Social Sciences: American Studies, Economics, Geography, History, Latin American Studies, Political Science, Psychology, Sociology

Appendix G

Statement of Informed Consent

Dear Student,

My name is Jessica Briggs and I am a graduate student pursuing a Master's degree in Counselor Education at Brockport. I will be conducting two informal workshops this year for the junior class. One workshop will be for the parents and one for the students. The purpose of these workshops is meet the needs of your parents and yourselves regarding college and /or career choices. Another intent is to determine if participation in the workshop would increase awareness of demands in college and career choices. These workshops will be conducted to fulfill requirements for a course at SUNY College at Brockport. The workshops will be assessed through surveys at the beginning and end of the seminar. The surveys will be confidential and voluntary. In order to participate in the study, your consent is required. You are being asked to make a decision whether or not to participate in the workshop. If you want to participate in the workshop, and agree with the statements below, please sign below. You may change your mind at any time and leave the workshop without penalty, even after the workshop has begun.

I understand that:

1. My participation is voluntary and I have the right to refuse to answer any questions.
2. My confidentiality is guaranteed. My name will not be written on the survey. There will be no way to connect me to my written survey. If any publication results from this research, I would not be identified by name.
3. There will be no anticipated personal risk or benefits because of my participation in the project.
4. My participation involves reading and answering a pre and post survey of about 10 questions each, which will take about 10-15 minutes to complete.
5. Approximately 40 people will take part in this study. The results will be used for the completion of a class project at SUNY Brockport
6. All consent forms and surveys will be shredded at the end of this project.
7. This research is not a part of any regular school program and is not being conducted by the school, and my participation will not effect my grades.

If you have any question you may contact:

Faculty Advisor

Pat Goodspeed
Department of Counseling ,SUNY Brockport
Pgoodspe@brockport.edu
Phone 395-549

Student Researcher

Jessica Briggs
Jss3230@aol.com
Phone 494-1220 ext. 2004.

Student Signature _____ Date _____

Check List

If interested in workshops please take a few minutes to check off the topics that would be of interest to you. These are only a few of the topics available. If there is something that you do not see here, but would be interested in just write it below. I would like to get your input! The deadline for this form is January 5th 2006. Please drop this and the permission slip off at the counseling office.

Students Workshop

- Get networked
- Making Contact
- The Hidden Job Market
- Beyond the want Ads
- College or work, what is the answer?
- College Is Possible.
- What is available to me when choosing a college?
- What are career assessments and what do they do for me?
- What's in a major?
- Am I stuck if I choose a major?
- What about career colleges and technical schools?
- Can I apprentice? Where?

Appendix H

Statement of Informed Consent

Dear Parent / Guardian,

My name is Jessica Briggs and I am a graduate student pursuing a Master's degree in Counselor Education at Brockport. I will be conducting two informal workshops this year for the junior class. One workshop will be for the parents and one for the students. The purpose of these workshops is to meet the needs of both parents and students regarding college and /or career choices. Another intent is to determine if participation in the workshop would increase awareness of demands in college and career choices. These workshops will be conducted to fulfill requirements for a course at SUNY College at Brockport. The workshops will be assessed through surveys at the beginning and end of the seminar. The surveys will be confidential and voluntary. In order you and your child to participate in the study, your informed consent is required. You are being asked to make a decision whether or not to participate in the workshop. If you want to participate in the workshop, and agree with the statements below, please sign below. If your child does not want to participate in the workshop you are still welcome to attend. You and your child may change your minds at any time and leave the workshop without penalty, even after the workshop has begun.

I understand that:

1. My and my child's participation is voluntary and we have the right to refuse to answer any questions.
 2. Our confidentiality is guaranteed. Our name's will not be written on the survey's. There will be no way to connect us to our written survey's. If any publication results from this research, we would not be identified by name.
 3. There will be no anticipated personal risk or benefits because of our participation in the project.
 4. Our participation involves reading and answering a pre and post survey of about 10 questions each, which will take about 10-15 minutes to complete.
 5. Approximately 40 people will take part in this study. The results will be used for the completion of a class project at SUNY Brockport
 6. All consent forms and surveys will be shredded at the end of the project.
- If you have any question you may contact:

Faculty Advisor

Pat Goodspeed
Department of Counseling, SUNY Brockport
Pgoodspe@brockport.edu
Phone 395-5493

Student Researcher

Jessica Briggs
Jss3230@aol.com
Phone 494-1220 ext. 2004.

Parent consent for self participation _____ Date _____

Parent consent for child's participation _____ Date _____

Check List

If interested in workshops please take a few minutes to check off the topics that would be of interest to you. These are only a few of the topics available. If there is something that you do not see here, but would be interested in just write it below. I would like to get your input! The deadline for this form is January 5th 2006. Please have your child drop this and the permission slip off at the counseling office.

Parent Workshop

- Barriers to parent involvement. (Cultural, Environmental, Language, Scheduling)
- What are career assessments and what do they do?
- What is career counseling?
- College or work, what is the answer?
- What are some types of college programs?
- How do I evaluate a school?
- What's in a major?
- What happens if my child picks a major they do not like?
- What are the resources available to us?