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Postsecondary Education Preparation/Career Exploration: Designing a Pilot Educational Counseling Program for Rural Counties

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Postsecondary Education Preparation/Career Exploration:
Designing a Pilot Educational Counseling Program for Rural Counties

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Submitted in Partial Fulfillment of the Requirements for the Degree

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Abstract

American students accustomed to standardization in secondary education have experience with fulfilling the requirements imposed upon them, but often these students require further assistance to facilitate their personal decisions about education after high school. Postsecondary education and career preparation programs, educators, and educational counselors can provide guidance to encourage student self-awareness and goal setting.

A literature review was conducted to examine current best practices in educational counseling programs and to determine if self-assessments, including Myers-Briggs and Keirsey personality tests, Visual/Auditory/Kinesthetic (VAK) learning styles assessments, and Holland Hexagon (RIASEC) vocational preference inventories, have been administered to high school students as a component of postsecondary education and career preparation assistance. Available literature suggests that at the high school level, assessments have most often been used as a means to explore dynamics within specified groups.

To expand upon the findings available through research literature, interviews were conducted with educational counselors and college/career advisors in both U.S. and U.K. educational settings. From this combined data, a pilot postsecondary education preparation/career exploration program was developed to address the needs of educators and students in a rural county. The program included SAT/ACT test preparation classes, self-assessment workshops designed to aid subsequent one-on-one educational counseling sessions, and a county-wide college and career planning fair.

Chapter 1 Introduction

Starting in January of 2008, my research into postsecondary education and career planning programs began as part of thesis work in the master's in education program at Dominican University and through employment requirements at Feather River College (FRC) in rural Plumas County, California. FRC houses a collaborative of two grants: the federally funded Educational Talent Search grant, which is part of the TRIO program, and the California state funded SB70 Career Technical Education grant. TRIO programs such as Educational Talent Search and Upward Bound were established through the Title IV Higher Education Act of 1965. These programs are designed to provide students, particularly those who are demographically underrepresented on college campuses, the guidance to pursue higher education (Council for Opportunity in Education, 2007). Career Technical Education funds are meant to assist students in creating educational plans based upon their exposure to career related information and activities (California Community Colleges Chancellor's Office, 2009).

A literature review was conducted of current research related to postsecondary education and career advising as well as articles related to the use of self-assessment tools such as personality, learning styles, and vocational assessments. Subsequently, interviews were conducted with educational counselors in Marin County, California and in Oxford, England. Most advising programs rely on a mixture of one-on-one or small group discussions designed to help students determine what academic and career goals to pursue; distribution of hardcopy and web-based information related to postsecondary education, careers, and financial aid; and large group or grade-level specific events designed to highlight postsecondary education and career exploration. Self-assessment tools, dependent upon on the goals of educators and educational counseling programs, can be integrated as part of one-on-one interactions between students and

counselors, through self-guided paper or web based exploration, or as part of larger workshop programs.

During both work and research-based observations, a common element emerged: namely, that many students are accustomed to an academic paradigm where they are asked to follow and fulfill specific requirements. Yet, when students approach the termination of high school, they must personally decide what scholastic or vocational activities to pursue in the future. Often, students have not developed the skills of self-reflection required to easily determine a life path. The situation can be especially difficult when students either have no support from family members in their decision making process, or alternately when decisions about the future are largely subject to the dictates of family members. These two categories of students in particular require further assistance to facilitate their own decisions about education and careers after high school.

The ultimate aim, then, is to ascertain the necessary components of postsecondary education and career planning programs in order to provide effective preparation guidance. With that in mind, an examination of personality, learning styles, and vocational self-assessment tools, and the ways these assessments have been utilized in high school settings, can aid the determination of whether personal assessments are effective in promoting self-awareness. “Self-awareness” has been described as the ability to “become better acquainted with your own traits of character” (Keirse, 1998). A student’s sense of his or her own personal abilities and preferences is a necessary component in any individually tailored postsecondary education and career preparation program. Combining research literature findings with interviews from counselors also aids the determination of the most common components included in educational counseling programs. All of this data, then, can be integrated into a framework for a pilot

program that addresses the postsecondary education and career planning needs of students residing in rural areas where access to resources, such as internet-ready computers, in both schools and homes is limited.

It is important to note that while most educational counseling programs in secondary school systems use the terminology “college and career,” the term “postsecondary education” has been adopted by the U.S. Department of Education to encompass not only 2yr. or 4yr. colleges and universities, but also vocational schools, technical school programs, and professional certifications (U.S. Department of Education, 2009). Due to the expanded options represented by the term, whenever possible, “postsecondary education” will be employed in this research document as well.

Statement of the Problem

Many students require assistance in planning and preparing for education and/or career choices after the termination of high school. Personal decisions can be rendered especially difficult if a student does not have the tools to enable authentic self-assessment of likes, dislikes, strengths, and weaknesses. In rural counties, a lack of resources can compound this situation as many high schools do not have designated college and career guidance counselors or have counselors that, due to reduced funding, are only able to work limited hours. Fewer resources can also create situations where students have very little access to the internet and therefore any postsecondary education and career exposure is dependent upon the immediate community.

Purpose Statement

The purpose of this study was twofold. First, an examination was conducted of the key elements incorporated into current educational counseling programs and how personality tests, learning styles assessments, and vocational inventories have been used with students in high

school. A literature review and personal interviews were conducted to determine the postsecondary education/career preparation program elements that have been utilized to encourage student self-reflection. Second, this information formed the basis for developing a pilot educational counseling program administered to rural high school students residing in California.

Research Question

What activities and personal assessment tools, such as Keirsey Temperament Sorters, Visual/Auditory/Kinesthetic (VAK) Learning Styles Assessments, and Holland Hexagon (RAISEC) Vocational Preference Inventories, should be integrated into postsecondary education preparation and career exploration programs in order to assist students in identifying and planning their goals after high school?

Theoretical Rationale

The basis for this research comes from the “Locus of Control” theory (Rotter, Chance & Phares, 1972) and the idea of “Self-Efficacy” (Bandura, 1986). Rotter's theory contends that individuals are motivated by positive reinforcement. Therefore, personality and behavior depend upon how an individual interacts with his or her environment. Someone who has a strong “internal locus of control” believes that he or she receives positive reinforcement, can achieve goals, based upon personal effort. An individual who is “external” sees him or herself as subject to the vagaries of fate such that personal effort has very little to do with possible outcomes (Mearns, 2000-2007).

Bandura expanded on Rotter’s ideas by indicating that a person’s expectations about the outcomes of events depend upon that person’s belief in his or her own ability to succeed (“Social Learning Theory,” 2001). “Self- efficacy,” then, “is defined as people’s beliefs about their

capabilities to produce designated levels of performance that exercise influence over events that affect their lives” (Bandura, 1994). A strong sense of self-efficacy can be encouraged in academic settings when an emphasis is placed on individualized instruction as a means to set and achieve goals based on personal standards (Bandura, 1994).

Therefore, it follows that self-assessments, administered to students as way to build self-awareness, can play a role in establishing future academic and career goals. This process can then reinforce a student’s sense of active participation in determining how he or she will fit as an individual into a larger social context.

Assumptions

It is assumed that students who receive personality, learning style, and vocational assessments will grow in their sense of self by either accepting or rejecting the generalities pointed out through the assessment tools. Additionally, if students are given these tools, the assumption is students will feel better prepared to take an active role not only in their own postsecondary education and/or career preparation plans but in the execution of those plans.

It is also assumed that integrating self-assessment tools into an overarching framework of educational counseling programs will create a synergistic effect. Specifically, assessment results can then be used in on-one-one counseling sessions or in group workshops to add a personalized dimension to student engagement within a larger postsecondary education/career preparation activity.

Background and Need

The need for this research comes from two reports presented by the National Center for Education Statistics, a division of the U.S. Department of Education. In the first report (2006), data for the averaged graduation rates and number of graduates from U.S. public high schools

was collected from the 2000-2001 school year up through the 2004-2005 school year. In the 2000-2001 school year, the averaged graduation rate for the country was 71.7 with 2,569,200 graduates. In 2001-2002, the rate went up to 72.6 with 2,621,534 graduates. The 2002-2003 school year produced an overall graduation rate of 73.9 with 2,719,947 graduating seniors. In 2003-2004, the rate was 74.3 with 2,753,438 graduates. Finally, in the 2004-2005 school year, the averaged graduation rate for the entire country was 74.7 percent with 2,799,250 graduates.

In the 2004-2005 school year, the states with the highest graduation rates fell within the 87.8-80.1 range and included Arizona, Connecticut, Idaho, Iowa, Minnesota, Missouri, Montana, Nebraska (highest state graduation rate at 87.8), New Hampshire, New Jersey, North Dakota, Ohio, Pennsylvania, South Dakota, Utah, Vermont, and Wisconsin.

The next group fell within the 79.6-72.6 percentile range with the states of Arkansas, California (74.6), Colorado, Delaware, Hawaii, Illinois, Indiana, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, North Carolina, Oklahoma, Oregon, Rhode Island, Texas, Virginia, Washington, West Virginia, and Wyoming.

The last group had an averaged graduation rate within 68.8-55.8 and included Alabama, Alaska, the District of Columbia, Florida, Georgia, Louisiana, Mississippi, Nevada (lowest state graduation rate at 55.8), New Mexico, New York, South Carolina, and Tennessee.

Although the report showed an increase in graduation rates from 71.7 in 2001 to 74.7 in 2005, the numbers also provide evidence that roughly 25% of high school students are not obtaining a high school diploma.

The second report (2009) provides information on the national drop-out and completion rates of high school students up through the 2007 school year. The data shows that students living in families defined by the government as low income were approximately ten times more

likely to drop-out of high school during the 2006-2007 academic year than those living in families defined as high income.

The effects of dropping-out of high school were then evidenced in the workforce where the median income of individuals aged 18-65 who had not completed high school was roughly \$24,000 in 2007. The median income of persons aged 18-65 who had completed high school, either through obtaining a credential or passing the General Educational Development (GED) exam, was approximately \$40,000 in 2007.

A comprehensive school counseling program should assess and assist students academically through correct placement in courses, providing information on graduation alternatives such as exit exams like the GED, and intervention with students who are identified as potential drop-outs. To this, additional educational counseling needs to be provided to ensure that all students within the academic institution are informed of future educational or career choices and what effort is required to progress toward those choices. An effective counseling program must be one of the elements in place to help reduce student drop-out rates, especially in counties heavily populated with low income families. With an unemployment rate nearing 12% in 2009, Plumas County and similar rural counties in California and across the country must continue to develop adequate counseling programs for their students.

Chapter 2 Review of the Literature

Historical Context

The background for this research comes from the history of higher education recruitment practices as well as the evolution of three prominent self-assessment tools: the Keirsey Temperament Sorter, the Visual/Auditory/ Kinesthetic (VAK) Learning Styles Assessment, and the Holland Hexagon (RAISEC) Vocational Preference Inventory.

Colleges and universities, also known as institutions of higher education, have been part of the American academic system for the past 400 years. From the Civil War to WWII, the variety of colleges increased and consequently so did the enrollment of students. This trend continued into the 1960s and early 1970s, but by the 1980s the applicant pool began to decline. Institutions of higher education responded by developing marketing practices for recruitment that are still employed today. The “recruitment funnel” now functions such that a large number of prospective students are narrowed down through the application process and even further through selection for admission (Grandillo, 2003). Competition in the college selection process, decreased amounts of available financial aid, and reduced family incomes are all contributing factors in the current situation where many students must decide what options, either in postsecondary education or in the workforce, are available to them after high school.

Assessment tools based on personality types, which can be used to aid the aforementioned decision making process, predate modern times. Even in ancient societies, there was an interest in categorizing human behavior by types. Ancient Chinese and Western societies related individuals to astrological types, Pythagoreans developed Enneagrams to delineate nine major personality types, and in ancient Greece, the philosopher Hippocrates proposed that all people can be categorized by four types, or “humors” (2 H i Helenelund HB, 2001-2005).

Starting in the 1920s Jung (1933) developed the idea that individuals gravitate more to either extroversion or introversion, and fall under one of the four psychological types of thinking, feeling, sensation, or intuition. In the 1950s and 1960s, the mother daughter duo of Briggs and Myers (1962) developed Jung's ideas into a questionnaire called the Myers-Briggs Type Indicator. They then used it to identify patterns of action and attitude. Keirsey (1998) in developing the Keirsey Temperament Sorter, partitioned the sixteen Myers-Briggs personality types into four groups, and he then focused on the characteristic ways members within the group act in a social context. The Keirsey Temperament Sorter is now widely used in both academic and career settings.

Learning styles are the different ways in which individuals perceive, conceptualize, organize, and recall new information presented to them in both academic and non-academic settings (British Council, n.d.). In the study of neuro-linguistic programming, Bandler and Grinder (1979) developed the delineation of visual, auditory, and kinesthetic/tactile learning styles. Visual/Auditory/Kinesthetic (VAK) Learning Styles Assessments are designed to identify what type of learner an individual is. Targeted approaches to build comprehension and retention skills can then be applied to learning situations.

The Holland Hexagon (RAISEC) Vocational Preference Inventory has its roots in the study of differential psychology and the history of inquiry into the typologies of personality. Holland explains that "the choice of vocation is an expression of personality," therefore, interest inventories are really personality inventories. These inventories aim to match a person with his or her appropriate work environment (Holland, 1985). RAISEC assessments are currently used in career counseling settings across the U.S. as well as in the U.K.

Review of the Previous Research

This literature review first focuses on the programmatic factors involved in educational counseling. Examples are then presented to illustrate the manner in which personality, learning styles, and vocational assessments have been used with high school students.

Educational Counseling

Due to time constraints and the numbers of students enrolled within a given high school, many educational counseling resources, including those related to postsecondary education and career choices, are distributed to students in hardcopy or electronic form. Guides often target students just entering high school, both in 8th and 9th grade, to provide them with an introduction of how to plan ahead for options after high school graduation. One such guide is available through the Gear Up program, which is funded by the U.S. Department of Education. The College and Career Planning Handbook for Grades 8 and 9 encourages students to be lifelong learners whether they choose to pursue higher education or go directly into the workforce. Web sites for personal assessments are provided to help students determine their interests, abilities, and values. Career “clusters” are presented to show students how jobs are categorized by type, and web sites are provided to allow students to research particular careers of interest. The different categories of postsecondary education are also presented and include certificate programs, apprenticeship programs, associate’s, bachelor’s, master’s, professional, and doctoral degree programs. Armed forces options are then listed. The guide concludes by providing information on specific courses and exams required to apply to the college or university system. Students are encouraged to acquire job skills while in high school through internships, job

shadowing, volunteer work, and occupational classes (Washington State Higher Education Coordinating Board, 2002).

Similar guides are also produced to target students preparing to exit high school, namely those in 11th and 12th grades. These guides, such as Indiana's Future Planner booklet, expand on the previously listed topics to include information on how to complete college applications, search for financial aid, and prepare resumes for job interviews (Indiana Career and Postsecondary advancement Center, 2000).

Information provided to students at different grade levels plays an important role in the decision making process. Research indicates that for traditional-aged students, deciding on whether or not to attend college can be seen as a process and not an event. Informal and formal information gathering begins years prior to enrollment in postsecondary education and follows a pattern of predisposition, choice, and selection (MacAllum, Glover, Queen, & Riggs, 2007).

Not only a student's personal opinions, but parents, peers, and educators can all play a role in the postsecondary education selection process (Hossler, 2003). College recruiters themselves seek to influence a student's decision through targeted marketing via mail, telephone, electronic media, and personal contact (Grandillo, 2003). Given all these external influences, educators and college counselors have indicated that they desire to see self-assessments, particularly those related to vocational choices, integrated into college preparation practices. School counselors admit, though, that they have little time during the day to administer such tests (The Center for Higher Education Policy Analysis, 2007; Osborne & Baggerly, 2004).

Although guidance can be given within the school hours, many preparation programs are conducted after school or during school holidays such as the summer vacation. These programs, when reviewed, are considered successful if they 1) define learning outcomes and span time

periods appropriate to those outcomes 2) have consistent student participation and 3) are deemed by students to be of personal value (Tierney, Hallett, Ronald, Venegas, & Kristan, 2006).

Personality Assessments

Many of the initial studies to test the validity and reliability of the Myers-Briggs Type Indicator were conducted with high school and college aged students as a means to understand how personality affects learning and teaching styles. One application of this is when a teacher understands that a student's personality tends towards extroversion. The teacher can then encourage the student to participate constructively within the class rather than seeing the student as a constant source of disruption (The Myers & Briggs Foundation, n.d.). One particular study involving the Myers-Briggs Type Indicator (MBTI) was conducted through the Appalachian Collaborative Center for Learning. Two samples of high school students, one from a rural school and one from a non-rural school, were administered the MBTI and a survey asking about their comfort using graphing calculators. No significant differences were found between rural and non-rural students in the varying sense of ease with calculator use. Distributions of personality types were also shown to be similar when the rural and non-rural groups were compared (Alfonso & Long, 2005).

The Keirsey Temperament Sorter has been used so often in classrooms that distributors of the test have developed a student version of the assessment with language appropriate to the seventh grade reading level and up (Advisor Team, 1998-2005). One comprehensive program to improve leadership skills in high school aged band students involved an initial administration of the Keirsey Temperament Sorter. A series of seminars was then given to the students. Special focus was placed on the different styles of leadership particular to each Keirsey personality type.

Finally, band laboratory activities were held for students to practice effective leadership skills. A final survey showed that this integrated approach resulted in improved leadership skills for 100% of the participants in the study (Ammerman, 1987).

Learning Styles Assessments

Teachers who understand the different learning styles can integrate verbal and written instruction with pictures, charts, and hands-on practice to create a classroom environment conducive to the particular preferences of a range of students (Gregorian College Centre for Teaching and Learning, 2006). Alternately, students can use the knowledge of their particular learning styles to develop better study skills (Miller, 2000). Learning styles assessments have been used with both high and low achieving students.

In North Carolina, a pilot study was conducted where all 436 freshman students from a local high school were administered the Learning Styles Inventory assessment. Teachers were then given the opportunity to volunteer for learning styles instruction training. Teachers, eight of whom volunteered for the training, were later asked to identify the high school freshman in their classes who were most at risk of failing. Each student was randomly assigned to either a tutoring program where a tutor tailored instruction to the particular student's learning style, or to a comparison group. In the treatment group, seven of the sixteen participants achieved grade improvement during the tutoring series. In the comparison group, only two of the sixteen students experienced grade improvement. A lack of improvement in the remaining nine students of the treatment group was attributed, for the most part, to poor teacher participation in coordinating times when the students could meet with the available tutors (O'Sullivan, Puryear, & Oliver, 1994).

In Southern Mississippi, a survey was conducted where 166 high school biology students were given the Learning Styles Inventory. Results showed that students deemed to be “scholars,” those who excelled in school and were in honors classes, made up 21% of the group and preferred learning through visual language, working individually, and showing what they’d learned through written expression. “Active learners,” 44% of the total group, liked to listen to learn, engage in active, hands-on activities, and report orally on what they’d learned. “Social butterflies” made up the final 35%, and these students showed no learning style preferences other than liking to work in groups (Wilson, 1996).

Vocational Assessments

High school students contemplating possible majors in college can find the process easier if they understand the relationship among personality traits, academic studies, and careers. Many institutions of higher education take this into consideration when posting modified versions of the Holland Hexagon (RAISEC) assessment on their web pages. Students can follow links to determine, given their own personal preferences in the categories of Realistic, Artistic, Investigative, Social, Enterprising, and Conventional, what majors are available within each category at particular schools (Southern Utah University, 2008; The American School in Japan, n.d.).

While still in high school, students in both lower level and advanced level classes can be given RAISEC assessments. In West Texas, 44 students from remedial reading classes were given Holland’s Self Directed Search Form E, which is tailored to individuals with low reading abilities. The distribution of RAISEC codes within the group was similar to norm high school groups, but there was little correlation between stated aspiration(s) and determined vocational personality. Researchers concluded that this discrepancy was not due to a lack of comprehension

while taking the assessment, but rather the poor readers had a much more limited view of jobs they could qualify for than students who were stronger academically (Winer, Wilson, & Pierce, 1983).

Researchers in the Mississippi State/West Point Enrichment Project took at-risk students in high school and administered both the Holland Self Directed Search and the Meyers-Briggs Type Indicator. Graduate students in Educational Counseling scored the assessments and created personality/career profile sheets for each student. In counseling sessions, students were able to explore possible careers based on their interests, and were given information about the connection among education, career, and projected salaries. Narrative reports from the counselors indicated that the assessments enlarged the students' views of themselves and how they fit in to the world of work (Thigpen & Henderson, 1993).

Discussion

The review of available research literature indicated that self-assessments have been used to target specific groups of high school students, often including those who deviate from established norms of academic achievement. In this way, assessments are used to analyze trends in a group and/or to build students' skills. These skill building programs seem to be most effective if educators can tailor instruction to individual student's personality, learning style, or vocational typology based upon assessment results.

There appeared, though, to be a lack of literature directly related to how assessments should best be integrated into educational counseling programs. There was evidence that educators desired to incorporate individual preferences, especially those related to vocation, into their discussions with students about future goals. There was also evidence that individualized programs, done in addition to normal classroom procedures, have the potential to greatly

improve student engagement. Yet, few articles existed that discussed current programs where all these elements combined.

In order to address this perceived gap in the literature, interviews were conducted with educational counselors and college/career advisors from public and private academic institutions in both the United States and England. In preparation for these interviews, a review of official job descriptions was conducted. These descriptions are available through school administrative offices in Marin and Plumas Counties in California and in Oxford, England.

Administrative Records

The state of California has established a list of requirements that need to be fulfilled in order to receive a Pupil Personnel Services Credential with a specialized focus in school counseling. Once the requirements have been met and the credential has been obtained, a counselor is authorized to “develop, plan, implement, and evaluate a school counseling and guidance program that includes academic, career, personal, and social development” for all students (State of California Commission on Teacher Credentialing, 2008). Although the state provides a general outline of a counselor’s job description, each school district clarifies its particular requirements either through job descriptions posted through human resources departments or updated mandates from county offices of education.

Under the auspices of the Marin County Public School System, the human resources department of San Rafael City Schools posts the duties and responsibilities of both school counselors as well as college/career center advisors. Counselors must orient students to the academic offerings at the school, provide information about the requirements for further education, proctor mandated standardized tests, monitor student progress, aid students in obtaining financial assistance information, consult with teachers and parents about students, and

work with other community agencies. College/career center advisors, who do not need to have the academic credentials required for school counseling positions, create and implement college, career, and employment skills programs targeted to the entire student body. They should provide students with college and career related resource materials, administer interest and aptitude tests, organize college and career fairs, provide information on internship opportunities, and maintain contact with the counseling department as well as community contacts (San Rafael City Schools Human Resources Department, 2008).

In Plumas County, a recent supplemental counseling program grant was initiated to allow for increased reporting and data collection at the middle and high school levels. The program requires counselors to register each student for classes, meet with parents/guardians, review student's records in order to check progress towards graduation, check on the pass/fail status of the student's California High School Proficiency Exam (CAHSEE) results, identify at-risk students and develop plans to assist them to graduate, review college/career options based on academic performance, update the student's A-G requirements list for UC/CSU college applications, and provide information on financial aid and scholarship options. Counselors must also report annually to the curriculum department. These annual reports should include the number of students served, the number of conferences held, class percentages of students who passed the CAHSEE, and students' plans after graduation broken into percentages of those attending college, enlisting in the military, attending technical schools, and entering directly into the workforce (Plumas County Office of Education, 2008).

Job descriptions for careers and higher education advisors in England follow guidelines established by the Department for Education and Skills. Advisors should be able to design, select, and provide curriculum resources, activities, and services to address the career planning

and higher education needs of students. These resources should include both print and web-based material. Advisors should also work closely with colleagues and other partners in order to plan and integrate careers and higher education guidance into academic curriculum and establish tutoring networks when applicable. Partnering with university, business, and community members should promote entry requirement information and work-related learning activities for students. Guidance should also be provided to parents and caregivers to enable them to give students information on careers. Students, in turn, need to be assessed in order keep records of guidance provided and to gain feedback on the higher education and careers programs (St. Clare's Oxford, 2009).

Interviews

Sample and Sites

As previously mentioned, in order to supplement the information gathered through a review of current research literature, and in order to better understand the practical application of tasks outlined in official job descriptions for counselors and college/career advisors, interviews were conducted in both Marin County and Oxford. Thirteen individuals were interviewed either at their location of work or at a location chosen for their convenience. Interviews consisted of an hour long question and answer session based upon a pre-determined list of questions (Appendix A). During the interview, answers were recorded in written form. Potential participants were chosen based on the goal of having a mix of counselors and academic advisors who represented public and private educational institutions or programs. Initial contact was made via phone and email communication. The final selection of participants was based upon positive response from the list of contacted individuals, and the ability to co-ordinate the required meeting times and locations for the interviews to take place.

Ethical Standards

Throughout the interview process, there was a focus on the protection of the rights of research participants who could potentially discuss personal beliefs as well as programmatic aspects of their places of employment. Therefore, approval paperwork was filed with Dominican University's Institutional Review Board for Protection of Human Subjects (IRBPHS). As part of the IRBPHS requirements, both Dominican University faculty and potential interview participants were notified of the nature of the research project, the questions that would be asked during the interview, and the method for maintaining participant anonymity. Participants were given a signed document from the researcher indicating that all interview data would be summarized using Interview Participant 1, 2, 3, etc. rather than using personal names or the names of institutions. Participants were also given the option to receive an electronic copy of the summarized interview results upon completion of the research project. In addition, each participant signed a document indicating his/her understanding and approval of the interview process.

Summary

Interview Participant 1 is an advisor in the College and Career Center at a public high school in Marin County. She explained the timeline of educational counseling services students receive at her school.

At the start of their freshman year, all students are brought to the College and Career Center to see the layout of the room, the job and internship announcement board, and community service offerings. At this time they are enrolled in a program called PrepHQ, also known as Prep Headquarters. PrepHQ is an online database, which has a yearly license fee, and is used by schools to organize college and career planning for all their currently enrolled students. With

PrepHQ, counselors develop college, career, and scholarship databases that can be viewed by students either in the College and Career Center or at home through the use of a login password. Educational counselors are also able to track the status of student graduation requirements as well as any college or scholarship applications students submit. Announcements of upcoming events at the school, including visits from college representatives or job/college fairs, can also be posted through PrepHQ. Due to the centralized way information is held within the databases, PrepHQ is often used by school administrators to gather and report on student-centered data (Prep Headquarters, 2008).

In their sophomore year, students are enrolled in the Bridges program. Bridges is also an online service provided to schools through a yearly license fee. Through Bridges, students can take a comprehensive career assessment and explore careers and majors that suit their particular interests. Depending on the package a school decides to purchase, Bridges can also incorporate learning styles and aptitude assessments as well as interactive test preparation practice for high school exit exams and college entrance exams (Bridges, 2009). After students are enrolled in Bridges, Interview Participant 1 assigns a career exploration activity where students research a list of careers, pick one, and then write a paper about that career. A mock resume is also developed by students as part of this assignment.

Juniors are encouraged to attend local college fairs, including the annual event hosted by Dominican University. College information nights and hardcopy search and selection guides are available through the center to assist students in developing a list of colleges to which they will apply.

By senior year, the focus shifts to financial aid assistance through the use of PrepHQ, the online scholarship database Fastweb, and financial aid information nights. Students who make

appointments or drop in to the center are also given help with their college applications, personal essays, and resumes.

Interview Participant 2 is a career and college advisor at a public high school in Marin County. She indicated that educational counseling should begin in middle school so students are informed at an early age what math and language courses they should start taking in order to fulfill the academic requirements of most 4yr. colleges and universities.

In their freshman year, students at her school are introduced to the College and Career Center and are asked to start thinking about what their hopes and goals are for the future. They are shown lists of graduation requirements, maps of colleges across the country, and reference books including college, career, and test preparation guides. Students are also given information about work permits and internship opportunities.

Sophomores are enrolled in the Bridges program and are given suggestions for job shadowing opportunities. Participant 2 also contacts parents to develop panels of speakers who can come in during the year and discuss the college application process with students.

Juniors are given the ASVAB test based on the RIASEC career assessment. The ASVAB, or Armed Services Aptitude Battery, is one of the exams used to determine if an individual is qualified to enlist in the armed forces (Military.com, 2010). In school settings, the ASVAB can be used as a self-assessment tool rather than for recruiting purposes. A Junior Night is held to inform students about financial aid, college and career searches, and upcoming college entrance exams. Financial aid information is also distributed through the PrepHQ program. College Admissions Officers are invited to visit the school, including those representing community colleges and trade schools. School-to-Career internships are offered to interested juniors.

Seniors have their own information night to review financial aid options and the college application process. A “Back from College” panel of students is also invited to talk to seniors about what to expect when they start their postsecondary education.

Interview Participant 3, from a public high school in Marin County, has timelines posted around the advising center to provide students with suggested college and career preparation activities. She invites freshmen to acquaint themselves with the center’s resources and takes the time early on to dispel myths about financial aid. In this way, students get used to the idea that college is within their grasp even if they come from disadvantaged backgrounds. This introduction culminates in goal-setting sessions held with individual students so they can plan for their next four years of high school.

Interview Participant 3 uses the “Getting Ready for Life After High School” booklet (Los Angeles County Office of Education, 2009) to help sophomores create graduation requirement checklists. Sophomores also take a career assessment based on the RIASEC typology.

Interview Participant 3 has also developed a Post-High School Planning Guide, which is distributed to juniors and includes detailed information about available options after graduation. Juniors are invited to attend an assembly of representatives from community colleges and vocational schools. Juniors can also attend the college fair hosted at Dominican University. Building on the results of the earlier career assessment, juniors are enrolled on the Bridges site. Test preparation materials and workshops are available for students. Personal essay preparation is given through collaboration with the English teachers at the school.

Seniors are given information about financial aid and have access to hardcopy college search guides. An assembly is also held for visiting college representatives. A career fair occurs once every two years with specific panels of speakers to represent current job sectors.

Interview Participant 4, representing a public high school in Marin County, shared the tip that with the overpopulation in the UC and CSU systems, students should look at web pages from private college preparation companies, such as Eureka Review, where admissions statistics are posted. This will help students see what campuses/majors are especially impacted.

Freshmen at her school are invited to the College/Career Center and shown the resources available to them, which include job postings, internships, ROP courses, and volunteer opportunities. Volunteering is encouraged as a way for students to determine what their interests are and to create diversity on their college applications.

Sophomores are given the ASVAB career assessment or Holland's Self Directed RIASEC assessment. They are then also enrolled on the Bridges site.

Juniors go through workshops using the College Match Guide (Antonoff, 2009) with particular focus on dispelling myths about financial aid and the use of "knowing yourself" assessments. Interview Participant 4 has admissions representatives visit on Junior Night to provide question and answer sessions that cover UC, CSU, community college, and private school application and admission procedures. An "Options After High School" fair is conducted and includes non-college options such as the armed forces, voc-tech schools, fashion institutes, service jobs, culinary, and "green" business options. Students sign up for presentations at the fair based on their personal interests.

Seniors are given guidance to help determine both majors and minors of interest to ensure they will apply to schools with appropriate offerings. Mock interviews are also used to coach students on how best to present themselves.

Interview Participant 5, also from a public high school in Marin County, has freshmen come in to the center for an introduction to career resources, college guides, and financial aid

information. She emphasizes to her students that even undocumented students can apply for aid and go to college. An account is started for students and parents so email notifications can be sent out about upcoming events sponsored through the College and Career Center. In this way, follow-up can occur with families, not just the students alone.

Sophomores do the Bridges career interest inventory and use PrepHQ. She prefers the Bridges program to other assessment tools as it allows students to look at income ranges for jobs, view industry growth sectors, and utilize a college search option.

Juniors are given a timeline of services to help them prepare for college entrance exams and take advantage of admission officer visits throughout the year.

Seniors are invited to a College Admissions Testing Night where speakers talk about the SAT, ACT, and SATII exams. There is also a Financial Aid Night and Senior Night where letters of recommendation, transcripts, and college admission requirements are discussed. Interview Participant 5 tries to book experts in the field at each of the workshop nights so students are exposed to accurate, contemporary information. Workshops often include the payment of a nominal fee as she has seen this makes students take the events more seriously. The collected fees then go towards a scholarship fund for graduating students.

Interview Participant 6, an educational counselor at a public high school in Marin County, provided the information that students looking at community colleges as a means to transfer into 4 yr. institutions should visit assist.org. The site shows transfer agreements between schools across the country. She also suggests that when students write personal essays they look at the overall application and how they have presented themselves. Their essays should then address any perceived gaps in the applications.

Her freshmen students visit the center and are set up with the ten required hours of community service they must complete.

Sophomores use the Bridges program to research five careers/majors of interest. They then have to draft a mock resume. A sophomore pot-luck allows families to gather and get acquainted with the college entrance exams students will begin taking in their junior year. Internships, clubs, and sports are also discussed as a way for students to have a well rounded schedule.

Prior to Family Night, when college options are discussed, juniors are given an interest inventory designed by the Boy Scouts. Juniors are also encouraged to participate in test preparation classes that are held for a nominal fee. These fees are collected to help fund student scholarships.

Seniors get online and hardcopy newsletters to keep informed about upcoming events including admission representatives visiting the school, application workshops, and essay assistance.

Interview Participant 7 is an educational counselor at a public high school in Marin County. She explained that although she uses various RIASEC based career assessments with students, including Holland's SDS survey and the Bridges web site, she does not focus as much on learning styles or personality assessments. As in many other schools, learning styles assessments are often only used to determine if students have learning differences rather than for college and career preparation. She feels personality assessments are secondary to getting to know students on a one-on-one basis.

Interview Participant 7 also provided the tip that because many universities fill quotas from different school district regions, students in urban districts have a better chance of acceptance if they apply to schools their peers are not applying to.

Freshmen at her school are introduced to the resources available in the college and career center. Those students with identified learning differences are given extra attention early on in order to expose them to career exploration as a means to build their confidence.

Sophomores are issued work permits and complete a career project where careers of interest are researched and reported on. Interview Participant 7 feels all assessments, such as those related to career exploration, should be linked to a project such that the assessment does not just stand alone but always has a practical application.

Juniors begin the process of college exploration and test preparation with an emphasis on self-awareness and self-esteem. Students are given a detailed and informative “College Application Guidebook” developed through the collaborative efforts of educational counselors within the district. College campus visits are encouraged. Subsequent reflections and interest inventories are completed in order to refine the list of possible colleges to which a student wants to apply.

Seniors use PrepHQ to keep up with scholarship postings. College application workshops are held along with test preparation and financial aid information sessions.

Interview Participant 8 is a college counselor at a private school in Marin County. She feels that appreciating the process of learning itself is the start to college and career exploration, rather than a stressful, hectic approach to college preparation. Therefore, no intake occurs for freshmen students. Instead, they are given the time to adjust to the new requirements and activities involved in attending high school.

Sophomores are invited to Sophomore Night, where they are introduced to the Naviance program (Naviance, 2010). The program allows counselors to manage student's files and monitor the college application process. Students are able to access personality, interest, and career inventories. Based on expressed preferences, students can then see a list of possible schools to which they are well matched.

Juniors receive personalized attention when it comes to college exploration as the school invites numerous admissions representatives throughout the year. Students are notified of these visits through their Naviance accounts.

As seniors begin to work on their college applications, English faculty members provide guidance and assistance especially with personal essays. Counselors meet with students on a one-on-one basis to discuss appropriate questions to ask during college visits and what to do during interviews.

Career exploration comes in the form of interest inventories, summer abroad programs, internships, and mentor programs offered throughout the four years of high school. The assumption, though, is students in a private school such as this one are going directly into the university system rather than into the world of work upon graduation from high school.

Interview Participant 9 is a counselor at a private high school in Marin County. She outlined a major difference in public vs. private school settings. In public schools, she feels it is often more of a struggle to get parents involved in the decision making process students face while researching postsecondary or career options. In private schools, though, many parents are too involved and students tend to rely more on the dictates of adults than on their own decision making skills.

To aid exploration activities in charter school settings, Interview Participant 9 has had students participate in various workplace internships. The internships link the world of work to relevant activities at school, so a connection between education and careers can be emphasized. Students are coached on how to call a potential employer, conduct an interview, and search for available internship opportunities for themselves.

She explained that in private schools there is more emphasis on postsecondary education than on career exploration, so students take advantage of many of the previously mentioned college preparation activities such as test preparation, college visits, and application assistance. Her students are also exposed to the True Colors personality assessment, which links individuals to color types that in turn relate to generalized character traits. The True Colors system is related to the Myers-Briggs and Keirsey typology of four primary personality classifications.

Interview Participant 10, also an educational counselor at a private high school in Marin County, echoed the sentiments of many of his colleagues when pointing out that college preparation really begins in middle school with the math and language courses students choose to take.

In his program, the bulk of college preparation begins with juniors, who are met on a one-on-one basis. College choice is discussed in terms of self-reflection, personal goals, and overarching types of colleges rather than specific colleges themselves. Subsequent meetings then allow students to draft a list of around twenty schools of interest, which they are instructed to learn more about before their next meeting. Many students visit these campuses during their Spring Break.

Juniors also participate in a program with other private academies where admissions representatives visit the schools and review mock applications. Panels of representatives give

their reasoning behind accepting or denying these mock applicants, and this provides insight for students and parents on how to craft good application packages.

Senior meetings start with a narrowed down list of colleges each student will apply to. Discussions about recent experiences are designed to help subsequent application essay topics. Here it is important for students to be able to articulate their experiences without sounding overly privileged. Interview Participant 10 encourages students to write essays in their own voice, use “I” statements, and feel comfortable with “selling themselves” on paper so as to make an impression on admission officers.

Interview Participant 11 is a counselor in the U.K. at an academic institution. The department’s web site explains that counseling can be used alongside academic learning as a part of one’s development as an individual. This is because the issues of life and academics can, and often do, intertwine.

In initial meetings, Interview Participant 11 has students discuss their goals as a way to compare what might be the current scenario and outcomes with what they would actually want in the future. This helps students determine if the courses they are currently taking actually link to where they want to be going.

In recognition of the growing link between academics and stress, relaxation exercises are also discussed and practiced with students. Workshops are conducted to explore the relationship of individual identity vs. group integration. The idea here is to encourage students to take more control of their own social and academic lives.

As noted by previous educational counselors, especially those in private school settings, often students look at a proposed academic path without realistically considering the vocational outcome(s) of that path. Therefore, Interview Participant 11 encourages students to engage in

example experiences that can clue them in to what a subject actually means in terms of the types of work related to that subject.

Interview Participant 12, also at a U.K. based institution, explained that students in the United Kingdom's educational system choose at the age of fourteen what subjects they will take in their leaving exams. This means at that young age, they are already positioning for courses that are geared more to either university education or vocational education. She went on to discuss the current debate over the English national curriculum, teaching strategies, and assessments. Testing is currently being looked at and critiqued as there are major exams taken at the ages of seven, eleven, and fourteen as well as the leaving exams at sixteen and A level exams. Predicted results on the A level exams are used in evaluating applications to universities in the U.K.

Interview Participant 13, who was the final participant, is a Careers and Higher Education Adviser in the U.K. She explained that because the choice to continue on in school or leave formal education happens when a student is sixteen, there is a nationally required framework to provide careers and education guidance to students starting at age fourteen. During this time, she employs the use of personality assessments based on the Myers-Briggs typology, career assessments based on the Holland codes, and learning styles awareness is built into the curriculum she develops. All assessment results are kept electronically so during one-on-one meetings with students the results can be referenced and discussed. These discussions then culminate in a collaborative formation of a future plan, which is written down so the student has it as a reference guide. Research then occurs where each student explores education and career options. These options are examined in terms of what the gains and the losses are. Interview Participant 13 stresses to her students that even preferred choices can involve losses, such as

increased study time to achieve a goal relating to decreased time visiting with friends. In this way, she hopes to convey to students that no one choice will be perfect, but they should try and find the fit that is best for them. A final and important aspect of her work involves student feedback and evaluations of the program. She often has students list what they liked/learned during the education and careers guidance sessions and what could be improved upon.

Chapter 3 Research in Action

Pilot Programs

Based on the information gathered while reading available research literature and conducting interviews with professionals in the field, a pilot educational counseling program was developed to incorporate the elements deemed most necessary when assisting students in postsecondary education/career preparation. The resulting workshop activities were meant to supplement the one-on-one counseling sessions high school students receive throughout the year from their school counselors and/or TRIO program advisors. Students in the target research area of Plumas and surrounding counties also receive financial aid seminars through collaboration with school counselors and financial aid advisors at Feather River College. These advisors administer California Cash for College workshops (California Student Aid Commission, 2008) at all local high schools. Although individual counseling sessions and financial aid literacy are both integral to any educational counseling program, as these components are already in place they were not the focus of the pilot program. The workshops that were designed and implemented during the 2008 and 2009 school years were SAT/ACT test preparation classes, learning styles and personality assessment workshops, and a county-wide college and career planning fair.

The SAT/ACT test preparation classes were hosted at Feather River College in the fall semester for any interested Junior or Senior in the county and in the spring semester for juniors only. As Plumas and surrounding counties are poor, rural, and have lower than the national average college enrollment rates, the TRIO grant programs fund the classes and provide transportation assistance to students in outlying areas. The classes are a mix of non-TRIO enrolled students, who are not required to fill out any demographic paperwork, and TRIO enrolled students, who have qualified for and completed TRIO authorization paperwork. Due to

the mixed nature of the group, and a heavy resistance in the area on the part of parents/guardians to allow students to participate in activities where collecting personal information is a requirement, no data sampling from the group was taken. The workshop curriculum was designed and taught by facilitators who had previous experience in the test preparation industry. Special attention was given to providing students with information on call center contact numbers, test dates, requirements for signing up for the exams, and fee waivers. Although much of this information is available on the internet, it was understood that in rural areas many students do not have consistent internet or counseling access and therefore need detailed hardcopy information on how to approach the administrative aspects of the exams.

The learning styles and personality assessment workshops were administered through the TRIO programs at Westwood High School on the outskirts of Plumas County. At Feather River College, TRIO's Educational Talent Search program (Educational Talent Search, 2008) purchased 30 laptop computers specifically designed for transport to school sites where computer access is limited. All site visits to Westwood High School incorporated this mobile laptop unit as a way to facilitate the use of online assessments and encourage student exposure to computer technology more advanced than what was available at their school. Again, as the students were a mix of TRIO and non-TRIO participants, no data collection was authorized. The workshops were administered in a series such that each session focused on one particular assessment tool. The VAK learning styles assessment session incorporated an online quiz and a discussion of how particular study habits can be utilized based on each student's preferred learning style. The personality assessment workshop involved a web-administered quiz based on the Keirsey Temperament Sorter, a discussion of the descriptive codes associated with each personality type, and one-on-one explanations of how students could interpret their assessment results. In both the

VAK and Keirsey Temperament Sorter workshops, it became apparent that individualized discussions of the results greatly added to the students' interest and understanding of the assessment tools.

The activity for which data was collected was the college and career planning fair. The primary goal in designing the events of the fair was to expose high school juniors and seniors to postsecondary education and career options, including opportunities available to conduct internships or job shadowing. The second was to assess student responses to an event designed to promote postsecondary education and career awareness. The final goal was to fulfill student services requirements of the TRIO and Career Technical Education (CTE) grants.

One major alteration that occurred from conception to implementation of the fair events was the format of the break-out sessions designed for the high school students. As initially planned, the day was to start with guest speakers who would address the assembled juniors and seniors as well as any FRC students in attendance. After the speaker event, the high school students were to disperse according to pre-assigned rotation groups. The designated rotations were going to be the college and career booths in the gym, which the FRC students could also visit throughout the hours of the fair, a resume writing workshop, a leadership activity, and a mock interview workshop.

After discussions with the high school teachers in charge of Business and Finance, the mandatory Senior Project class in Plumas County, it became clear that a resume writing workshop would create redundant curriculum as it is a skill thoroughly explored within the class. It also became apparent that a leadership activity would require more time than the 40 minute rotations would allow.

It was necessary to abide by a strict rotation schedule based on two factors. The first was the return time of the Plumas District busses. As the county has a limited number of busses and drivers, the juniors and seniors attending the fair had to leave the FRC campus and return to their high schools in time to pick up the other grade level students who ride the busses home. The second factor was the anticipated 350-400 students who would be visiting the FRC campus during a regular school day when classes were in session. In order to manage that many additional students on the grounds of a small campus, the high school students needed to be divided into twelve different rotation groups. The rotations themselves split the twelve groups amongst six different locations on campus, and, as mentioned, could only be 40 minutes long. In the initial stages of planning, developing the rotation schedule was one of the most challenging tasks.

After realizing a leadership activity would be better placed as its own event at a later date, alternative options to replace the resume writing and leadership break-out sessions were discussed. Some of the suggestions were a panel of community college students who could speak about the transition from high school to college or a computer and hardcopy based exploration of the California college system and application process. As indicated by the FRC Scheduler, there were no rooms available for classroom-based sessions such as these. Therefore, the decision was made to utilize the facilities on campus associated with the hatchery, nursing, and culinary programs, and to use the student lounge for a session exploring entrepreneurship. It was also decided that the mock interview workshop would alter into interview tips and a fashion show to provide guidance to students as to what they should do/wear and should avoid/not wear when attending an interview for either school or work.

Once the day's events were established, business representatives were contacted to see if they would be willing to participate as booth members at the fair. Site visits to the schools were conducted to enable students to learn more about the upcoming fair and choose break-out session preferences. As with previous transfer fairs at the college, FRC's Marketing and Outreach Coordinator was in charge of organizing the attendance of the college admissions representatives.

Promotion for the fair came in the form of the aforementioned site visits to the high schools. Articles in the local paper preceded the fair, as well as flyers posted at Feather River College. District support came from the ROP Director, who not only attended collaborative meetings, but also communicated with the Superintendent resulting in his determination that the fair would be a mandatory event for all juniors and seniors in the county. This meant that students from Quincy, Chester, Portola, and Greenville High Schools attended. Juniors and seniors from local charter high schools and neighboring Loyalton High School also attended, although the event was not mandatory for them. Feather River College students visited the college and career booths but were not incorporated into the additional rotation events that the high school students participated in.

Sample and Sites

Initially, the fair was to be held at the Plumas County Fairgrounds in Quincy, California so that all the juniors and seniors from the county could be bussed in for a day-long event. After collaborative meetings with TRIO and CTE grant directors and staff, as well as FRC faculty including the Marketing and Outreach Coordinator, it was determined that combining the college and career planning fair with the annual transfer fair held at Feather River College would ensure the attendance of a greater number of FRC students. Therefore, the venue for the fair was moved

to the college's campus. The date of the fair was set for September 22, 2009 based upon the rotation schedule of admissions officers who would be travelling to various community college campuses in the area.

It was determined an assignment worksheet that students needed to complete throughout the events of the fair would act as the assessment tool to evaluate student engagement in, and opinions about, the day's activities. As the event itself had been deemed mandatory for all juniors and seniors, completion of the worksheet was also promoted by administration as mandatory. All students from Greenville, Chester, Quincy, and Portola High Schools who attended the fair and turned in worksheets at the end of the day to their group rotation leaders were part of the sample group used for data collection purposes.

Ethical Standards

All students from the aforementioned four public high schools in Plumas County were required by the Plumas County Office of Education to complete and return field-trip permission forms. As these forms are part of the regular school experience, no separate permission was required to authorize data collection at the fair. Therefore, it was not necessary to file paperwork with Dominican's Institutional Review Board for the Protection of Human Subjects.

Data Gathering and Analysis Approach

In order to ground the events of the fair in contemporary research, an ERIC database review of existing college and career education literature was conducted. In addition, Susan Fyles, Director of the Career and Internship Services Department at Dominican University, was interviewed in order to discuss desired learning outcomes and assessment strategies for the college and career planning fair.

In recent case studies focused on creating secondary school programs that promote college and career readiness, there is an emphasis on “in the moment” data collection to evaluate student understanding of presented concepts. To this end, student surveys and questionnaires linked to specific activities are used to “gather anecdotal and qualitative data that help teachers and administrators dig beneath the numbers, analyze attitudes, and disaggregate for different subgroups within the system” (Ramsey, 2009).

The Career and Internship Services Department at Dominican University compares student attendance at their annual career fair with the number of student surveys submitted after the event. The surveys include questions as to the top reasons why students attended the event: job search, internship search, information gathering about careers/industries, networking, and “other” such as exploring graduate school options, general browsing, and socializing. Students are also asked to comment on the represented organizations they found most interesting, what they liked and disliked about the event, and what suggestions they have for the future. In addition to the use of surveys as a post-assessment of fair events, Director Susan Fyles also emphasizes a clear, simple outline of goals that are established before the event in order to guide the creation and interpretation of student surveys and any subsequent activities.

To assist the formulation of goals for the Plumas County college and career planning fair, the recently updated guidelines for Career and Technical Education (CTE), the requirements of the Federal TRIO grant programs, and the needs of the Feather River College’s Marketing and Outreach Department were all taken into consideration. Integrating the desired outcomes of these three programs was necessary as the state funded CTE/SB70 grant, which works closely with the Regional Occupational Program at the Plumas County Office of Education, the federally funded Educational Talent Search and Upward Bound grants, and Feather River College all provided the

financial support required to host the event. As mentioned in a recent FRC site visit from a monitor at the California Chancellor's Office, this manner of leveraging funds is absolutely necessary in light of educational budget cuts, especially in poor, rural counties.

The Federal Perkins Act of 2006 is legislation designed to “develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs.” In California, the state's Department of Education applied the mandates of the Perkins Act when developing a CTE Framework comprised of curriculum and foundational skills for fifteen identified Industry Sectors (Meeder, 2008). To promote an awareness of the fifteen Industry Sectors at the college and career planning fair, a banner for each was created and displayed in the FRC gym, which housed the career and college booths. A flyer listing all fifteen Industry Sectors, with identifying pictorial icons, was provided by the ROP department and was given to each student participant. Additionally, the four Industry Sectors of particular focus in the CTE/SB70 2009 funding cycle were more fully represented through informational brochures given to each student. The four Sectors of focus were: Agriculture and Natural Resources; Health Science and Medical Technology; Hospitality, Tourism, and Recreation; and Marketing, Sales, and Service.

The Educational Talent Search and Upward Bound grants have been designed to provide career and college exploration activities/workshops, personal assessments, counseling, mentoring, and tutorial services for participating students (U.S. Department of Education, 2009). A report from the Utah State Office of Education (Lawrence, Gardner, & Utah State Office of Education, 1996) further delineates these categories of postsecondary education and career planning curriculum as:

- I. Self Awareness: interest inventories, self-evaluation, and programs to enhance self-esteem
- II. Study/Learning Skills: exploring learning styles and planning educational activities
- III. Career Awareness/Exploration: using career choice programs, exploring job clusters [industries], attending job fairs, participating in internships and job shadowing
- IV. Job Related Behaviors: writing resumes, practice interviewing, working in teams
- V. Postsecondary Opportunities: exploring educational/training options, applying for financial aid/scholarships

The Plumas County College and career planning fair addressed these guidelines in the following ways:

- I. Self Awareness: A career interest inventory, based on the Holland Hexagon RIASEC model, was administered as part of the break-out sessions centered on the four Industry Sectors of focus in the CTE/SB70 grant. A student assignment worksheet was developed as a survey tool to encourage student participation in the day's events, and as a means for post-assessment similar to that used at Dominican University. The student worksheet included a section where students could record their RIASEC letter scores (Appendix B).
- II. Study/Learning Skills: Educational activities came in the form of the previously mentioned break-out sessions, which were specifically designed to meet FRC's Marketing and Outreach Department's goal of showcasing the Feather River College Campus and its programs available in each of the four Industry Sectors.

The Agriculture and Natural Resources session was conducted at the campus fish hatchery. The Health Science and Medical Technology session was held at the nursing building and hospital simulation room. The Hospitality, Tourism, and Recreation session included a demonstration from the campus culinary program. The Marketing, Sales, and Service session took the focus of entrepreneurship with locally based guest speakers who had started their own businesses. Students were informed of the break-out session choices before the fair and were given an interest inventory to rank break-out session preferences.

- III. Career Awareness/Exploration: Career booth representatives from both business and industry were available to answer students' questions and provide exploration materials. In order to promote active participation, students were instructed to ask about internship and job shadowing opportunities, as well as finding mentors for Senior Projects. This information could then be recorded on the assignment worksheet (Appendix B). As a further extension of career exploration, the fair events started with a panel of two guest speakers, both young entrepreneurs, who spoke to all the assembled students about postsecondary education, financial aid, and career choices based upon their own experiences.
- IV. Job Related Behaviors: A Do's and Don'ts in Interviews workshop outlined what to do before, during, and after an interview. The curricular focus was on interview tips for those just entering or changing careers. The workshop ended with a fashion show where FRC students modeled appropriate and inappropriate interview attire.

- V. Postsecondary Opportunities: Booth representatives from 4 yr. and trade schools, as well as the armed forces, were present at the fair. Students were encouraged to record two schools/programs they were interested in and explain why (Appendix B).

The format of the student assignment worksheet was specifically designed to address each activity at the fair and allow for the collection of student response driven data. Analysis of the data could then be categorized by both school and grade level to determine overall trends in the responses to all ten questions on the form. The summarized data for each school and grade level 11th or 12th has been included in the Appendices (Appendix C).

Chapter 4 Data Analysis

On the day of the fair, 340 signatures were recorded as students filed through the check-in area at the gym entrance. At the conclusion of the fair, 274 completed student assignment worksheets were collected by each of the twelve group leaders. The worksheets first had to be processed for grant reporting purposes by both the CTE and ETS grant directors. The worksheets were then analyzed as a post-assessment tool to determine student engagement during the events of the fair. The worksheets were categorized by grade level, 11th and 12th, and by school: Greenville, Portola, Quincy, and Chester High Schools. Numerical data was recorded for all of the worksheet questions numbered 1-10 (Appendix C).

Questions 1 and 2 related to the identifying data of the student's name, school, and grade level. Question 3 asked students to list current interests or hobbies that could potentially lead to future careers. Only 7 students left this question blank. The other 267 students were able to identify at least one current interest they had that they felt related to future careers.

Questions 4 and 5 corresponded to the college and career booths respectively. As evidenced by the students' responses, there was some redundancy and confusion when making a distinction between school programs of interest and jobs the students had learned more about because of the fair. Based on students' responses, a suggested format change at future fairs would be to have the initial guest speaker(s) talk specifically about the differences in 2yr. schools, 4yr. schools, vocational programs, certification programs, and the Armed Forces. An overview such as this would better enable students to understand the differentiation in the booths they were visiting. Grouping booths by school or career type would also aid this understanding. In a rural county, especially where each school has only one counselor who must attend to both

educational counseling and disciplinary issues, much of the basic information about colleges and careers is not fully conveyed to or understood by students.

Question 6 instructed students to think about internship, job shadowing, or mentoring opportunities and to collect information for possible contacts to facilitate these opportunities. There were 110 students who wrote down specific contacts. There were more seniors than juniors who listed contacts, 67 seniors to 43 Juniors, and from the written explanations it became evident that many seniors listed the mentors they had established as part of their Senior Project requirements. This focus on “real-world” career exploration promotes a situation where students actively engage with booth members rather than just collect pamphlets from booths.

Question 7 related to RIASEC scores, and 239 students listed the letters they had scored highest in during the mini-assessment given during each of the break-out sessions. Given such a high number of students who actively participated in taking the self-assessment, a suggestion for future fairs would be to create a separate activity based on a RIASEC career assessment. A guided analysis of the results could then follow as part of the workshop’s activities. Linking RIASEC scores to one of four career pathways, as was the case in this fair, does not do enough to encompass the range of interests students have.

Question 8 asked students to take notes on the interview tips presented during the workshop that all student rotation groups attended throughout the day. Only two students did not take notes during this workshop. This can be seen as a huge indicator of student involvement in the topic presented, and this impression is reinforced by Question 9 where students had to list what they liked best about the fair. The Interview/Fashion Show workshop ranked second with 71 student references to it being their favorite aspect of the fair. The aspect of the fair students liked the best were the college and career booths, which received 181 student references. It is

important to note that an interview related session is absolutely integral to a college and career fair as interviews can be a part of the college, scholarship, and job application process. The fact that over half of the student participants who completed worksheets ranked the booths as their favorite aspect of the fair also seems to indicate a basic level of engagement in the college/career search and selection process. This impression is reinforced in Question 10 where 50 students indicated they would want more booths in the future. This was the second most referenced change advocated by the students for future fairs. Not changing anything in the future was the most referenced response with 75 students indicating that nothing different needed to be done in the future.

Chapter 5 Discussion

What became clear through the process of conducting literature based research, personal interviews, and pilot workshops is that educational counseling practices are most useful when they allow students to have a greater sense of involvement and clarity in their own decision making process. Interactive practices allow for theoretical approaches to postsecondary education and career exploration to have a tangible reality for students. For example, participating in one-on-one counseling sessions can result in students creating lists of colleges of interest that they can then “visit” either in person or online. Taking self-assessments that are fully explained before hand and fully discussed afterwards can be linked to activities where students participate in job shadowing days, internships, or mentor-mentee relationships all based upon an enhanced understanding of their own likes, dislikes, and skills.

The final element seems to be finding a consistent way to showcase the evolution a student goes through from the time they enter high school to the time they exit. Capturing a student’s experience needs to be done in such a way that potential institutions of higher education and/or future employers are able to see evidence of the academic, social, and practical skills students have acquired.

One way to facilitate a collective showcase of a student’s high school experience is through the use of electronic portfolios. Different electronic portfolio tools, or ePortfolios, can allow for varying degrees of interactivity and personal expression. For example, ePortfolios with a low level of interactivity, or the ability to allow dialogue and feedback within the portfolio, are ones that are produced offline and can only be published in CD-R or DVD-R formats. E-folios with a higher level of interactivity are housed on the web, either as open source or through personal email invitations, and can allow viewers to visit the sites at their choosing and/or post

response comments. ePortfolios that allow for higher levels of personal expression are those created by individuals as a personal showcase versus those created by institutions primarily for assessment and data gathering purposes (Barrett, 2007).

Students can utilize two different forms of ePortfolios depending upon the guidelines established by high schools that use the ePortfolio format. A working portfolio can contain all documents relevant to a student's decisions about the future including assessment results, standardized test scores, records of personal goals, and illustrative samples of completed work. An exit portfolio would expand upon a working portfolio to include a resume, personal statement essay(s), awards and special recognition, and non-school activities or accomplishments (Lawrence, Gardner, & Utah State Office of Education, 1996).

The most important aspect of ePortfolios, in terms of educational counseling practices, is that they have the potential to act as a storehouse for all postsecondary education and career exploration activities that a student finds relevant throughout their high school years. This is because a student must assess him or herself and his or her personal activities when determining what to include within the ePortfolio. Creating the product should make a student more aware of his or her own skills and experiences, while the product itself showcases and documents aspects of the student that are not available from test results or application responses alone (Wonacott, 2002). Both college admissions officers and potential employers then have an enhanced ability to get to know an applicant whom they might not have a chance to meet before accepting into their institution or workplace. Ultimately, if the goal of postsecondary education preparation and career exploration is to help students sequence from high school into higher education or careers, then an ePortfolio could play an important role in the cadre of services educational counseling programs provide.

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Appendix A

INTERVIEW QUESTIONS

What are the key components in a thorough career exploration program?

When should college/career preparation begin, and what timeline should it follow as a student approaches graduation from high school?

How is your college/career preparation program structured? Specifically, what services and staff are available to your students, and how are students notified of what is available to them?

Do you ever work with external sources to provide college/career preparation services to your students? If so, what companies/programs do you work with? What services do they provide?

What are your favorite tools to use (web sites, college fairs, etc.) to assist students in the college search and selection process?

What are your favorite tools to use (guest speakers, job fairs, etc.) to assist students in exploring careers and/or college majors?

What do you feel are the best resources available to assist students with financial aid/scholarship/grant searches and the subsequent applications/essays?

How do you address the SAT/ACT test preparation needs of your students?

What is your advice to students in regards to personal essays for college applications?

What is your advice to students if they are preparing for an interview with a representative from a college they are applying to? What is your advice to students preparing for a job interview?

Are there any other aspects of the college application process you would like to comment on?

Do you use personal assessments, such as Myers-Briggs or Keirsey personality sorters, learning styles assessments, or vocational inventories, with your students? If so, how and why do you use them?

Appendix B

**College and Career Planning Fair September 22, 2009:
Student Assignment Worksheet**

Make sure you get credit for participating in the fair!!

Fill out items 1-10 below as you rotate through the day's events. Your group leaders will collect your completed worksheet before you leave Feather River College.

1. **First and Last Name:** _____

2. **Your School:** _____ **Grade Level** (11th or 12th): _____

Guest Speakers:

3. What are **your** current interests/hobbies that could potentially lead to a job in the future?

College Booths: As you explore the college booths, ask questions about programs you are interested in.

4. List at least two schools or programs you are interested in and explain why:

a. School/Program: _____

Why: _____

b. School/Program: _____

Why: _____

Career Booths: Find out about what types of jobs are out there. Ask about opportunities to do internships, job shadowing, or finding a mentor for your Senior Project.

5. List at least two of the jobs/businesses that you learned more about today:

6. Where would you want to do an internship, job shadow, or have a mentor? Please include business representative's name, organization, and contact number.

Break-Out Session:

7. What letters did you score the highest on in the RIASEC career assessment? _____

Interview Workshop:

8. What are the most important things to do...

a. Before an interview? _____

b. During an interview? _____

c. After an interview? _____

Evaluation:

9. What two things did you like the best at the fair?

10. What would you change about the fair for next time?

Appendix C
College and Career Fair Data

Questions 1 & 2- Identifying Data: Greenville High School, 11th Graders, 9 Surveys Total

Question 3-Career Related Interests/Hobbies: 9 students listed hobbies, 0 students left this blank

Question 4-College Booths/Programs of Interest:

Computer Programming:1		
Forestry:1	Feather River College:2	Academy of Arts College:1
University of Nevada Reno:2	UC Davis:1	Armed Forces:1
Media/Arts:1	Humboldt:3	Wyotec:2
Mechanics:1	Sierra Nevada College:1	Western Oregon University:1

Question 5- Careers Students Learned More About:

CHP:4	Arts/Media/Graphic Design:2	Armed Forces:1
Automotive/Mechanics:2	Banking:1	
Culinary:2	Forest Service:2	

Question 6-Internship/Job Shadow/Mentor Contacts Made: 3 students listed specific contacts, 5 listed general interests, 1 was unsure about interests

Question 7-RIASEC Score Recorded: 7 listed RIASEC scores, 2 did not

Question 8-Things to Do Before/During/After an Interview: 9 students recorded interview tips from the workshop, 0 students left this blank

Question 9-Things Students Liked Best About the Fair:

Interview Workshop/Fashion Show:4	Entrepreneurship Break-Out Session:1	Everything:1
Culinary Break-Out Session:1	Medical Break-Out Session:0	Blank:1
Natural Resources Break-Out Session:1	Guest Speakers:1	
	College/Career Booths:4	
	Socializing:1	

Question 10-What Students Would Change for Next Time:

Blank:2
 No Assignment Sheet to Complete:1
 Change in Lunch Time/More Food:1
 More Booths:1
 Change in Clothing Requirements:1

Less Time Sitting:1
 Stay in Groups With People We Know:1
 Wouldn't Change Anything:1

Questions 1 & 2- Identifying Data: Greenville High School, 12th Graders, 12 Surveys Total

Question 3-Career Related Interests/Hobbies: 12 students listed hobbies, 0 students left this blank

Question 4-College Booths/Programs of Interest:

Forestry:1	Academy of Arts:2	Culinary Institute of America:1
University of Nevada Reno:4	FIDM:1	Kitchen Academy:1
Brooks Institute:1	Prescott College:1	Chico State:2
Feather River College:1	Armed Forces:1	Sacramento State:1
UC Davis:2	Wyotec:1	
Humboldt:2	Western Oregon University:1	

Question 5- Careers Students Learned More About:

CHP:3	Forest Service:1	Natural Resources:1
Culinary:2	Armed Forces:2	Banking:3
Fashion/Clothing:2	Nursing:1	Peace Corps:1
Arts/Media/Graphic Design:4	Fire Fighting:1	

Question 6-Internship/Job Shadow/Mentor Contacts Made: 5 students listed specific contacts, 4 listed general interests, 2 were unsure about interests, 1 blank

Question 7-RIASEC Score Recorded: 9 listed RIASEC scores, 3 did not

Question 8-Things to Do Before/During/After an Interview: 12 students recorded interview tips from the workshop, 0 students left this blank

Question 9-Things Students Liked Best About the Fair:

Interview Workshop/Fashion Show:5	Entrepreneurship Break-Out Session:0	Blank: 2
Culinary Break-Out Session:0	Medical Break-Out Session:1	Getting Out of School:1
Natural Resources Break-Out Session:1	Guest Speakers:1	Free Things at the Booths:1
	College/Career Booths:5	Socializing:1

Question 10-What Students Would Change for Next Time:

Blank:1	More Booths:3	More Free Time:1
Change in Lunch Time/More Food:3	More Time at Booths:1	Fewer Guest Speakers:1
	Wouldn't Change Anything:2	

Questions 1 & 2- Identifying Data: Portola High School, 11th Graders, 25 Surveys Total

Question 3-Career Related Interests/Hobbies: 25 students listed hobbies, 0 students left this blank

Question 4-College Booths/Programs of Interest:

Truckee Meadows:1	Cuesta College:1	University of Montana
University of Nevada Reno:7	Armed Forces:3	Western:1
Simpson University:1	Wyotech:2	Aviation:1
Feather River College:7	Western Oregon University:2	Patten University:1
UC Davis:3	Butte College:4	National University:1
Humboldt State:4	Mechanics:1	Physical Therapy:1
Lassen Community College:1	Chico State:1	Forestry:1
FIDM:1		DeVry:1

Question 5- Careers Students Learned More About:

CHP:2	Nursing:1	Recreation:1
Automotive/Mechanics:3	Banking:1	Business/E-ship:5
Culinary:7	Peace Corps:1	Writing:1
Arts/Media/Graphic Design:1	Physical Therapy:5	Equestrian:1
Forest Service:2	Utilities:1	Engineering:1
Armed Forces:5		

Question 6-Internship/Job Shadow/Mentor Contacts Made: 7 students listed specific contacts, 12 listed general interests, 2 were unsure about interests, 2 not interested, 2 blank

Question 7-RIASEC Score Recorded: 20 listed RIASEC scores, 5 did not

Question 8-Things to Do Before/During/After an Interview: 25 students recorded interview tips from the workshop, 0 students left this blank

Question 9-Things Students Liked Best About the Fair:

Interview Workshop/Fashion Show:5	Guest Speakers:0	Socializing:1
Culinary Break-Out Session:6	Medical Break-Out Session:1	Everything:2
Natural Resources Break-Out Session:1	College/Career Booths:15	Blank:2
Entrepreneurship Break-Out Session:1	Food:1	Getting Out of School:1
	General Set-Up/Activities:2	Free Things at the Booths:1
	Filling Out Information:1	

Question 10-What Students Would Change for Next Time:

Blank:4	Info. About Schools Before the Fair:1
Change in Lunch Time/More Food:4	Wouldn't Change Anything:9
Better Signs:1	More Time:1
Change in Attire:1	Fix Audio Equipment:1
More Booths:5	

Questions 1 & 2- Identifying Data: Portola High School, 12th Graders, 33 Surveys Total

Question 3-Career Related Interests/Hobbies: 32 students listed hobbies, 1 student left this blank

Question 4-College Booths/Programs of Interest:

Truckee Meadows:1	Cuesta College:1	Natural Resource
University of Nevada Reno:9	Armed Forces:4	Conservation:1
Recreation:1	Aviation:1	Academy of Art:1
Feather River College:3	Western Oregon University:3	Sacramento State:5
UC Davis:5	Butte College:7	Sierra Institute:1
Humboldt State:4	Nursing:1	Wyotech:1
Lassen Community College:1	Chico State:4	Prescott College:1
FIDM:4	University of Values:2	Forestry:1

Question 5- Careers Students Learned More About:

CHP:6	Banking/Accounting:5	Farming/Ranching/Agriculture:2
Business/E-ship:1	Peace Corps:2	Fisheries:1
Culinary:2	Physical Therapy:4	Aviation:1
Arts/Media/Graphic Design:1	Gaming Design:1	Utilities:1
Forest Service:7	Dentistry:1	Engineering:1
Armed Forces:9	Education:2	
Nursing/Medical:2		

Question 6-Internship/Job Shadow/Mentor Contacts Made: 12 students listed specific contacts, 11 listed general interests, 3 were unsure about interests, 3 not interested, 4 blank

Question 7-RIASEC Score Recorded: 27 listed RIASEC scores, 6 did not

Question 8-Things to Do Before/During/After an Interview: 32 students recorded interview tips from the workshop, 1 student left this blank

Question 9-Things Students Liked Best About the Fair:

Interview Workshop/Fashion Show:5	Medical Break-Out Session:3	Food:4
Culinary Break-Out Session:0	Entrepreneurship Break-Out Session:0	Filling Out Information:1
Natural Resources Break-Out Session:3	College/Career Booths:23	Friendly Staff:1
	Guest Speakers:1	Blank: 4
	General Set-Up/Activities:2	Getting Out of School:1

Question 10-What Students Would Change for Next Time:

Blank:3	More Break-Out Sessions
Change in Lunch Time/More Food:4	Attended:3
Fewer Guest Speakers:1	Info. About Schools Before the Fair:1
More to Do:2	
More Booths:9	
More Time at Booths:5	
Wouldn't Change Anything:7	

Questions 1 & 2- Identifying Data: Quincy High School, 11th Graders, 53 Surveys Total

Question 3-Career Related Interests/Hobbies: 51 students listed hobbies, 2 students left this blank

Question 4-College Booths/Programs of Interest:

UCLA:1	Armed Forces:12	Academy of Art:5
University of Nevada Reno:9	Patten University:1	Sacramento State:7
Prescott College:1	Western Oregon University:3	UC Santa Barbara:1
Feather River College:8	Butte College:5	Wyotech:3
UC Davis:7	Simpson University:3	Texas University:1
Humboldt State:5	Chico State:5	Forestry:4
Lassen Community College:3	Career College of N.	San Diego State:1
FIDM:4	Nevada:1	
Culinary:1	DeVry:1	

Question 5- Careers Students Learned More About:

CHP:6	Nursing/Medical/Physical	Education/Child Care:3
Business/E-ship:3	Therapy:13	Farming/Ranching/Agriculture:4
Culinary:8	Banking/Accounting:11	Recreation/Sports:3
Arts/Media/Graphic Design:4	Peace Corps:4	Social Services:1
Forest Service:10	Biotechnology:2	Automotive:3
Armed Forces:17	Fashion/Clothing:3	Engineering:1
	Marketing:1	

Question 6-Internship/Job Shadow/Mentor Contacts Made: 24 students listed specific contacts, 22 listed general interests, 2 were unsure about interests, 1 not interested in any of the reps. present, 4 blank

Question 7-RIASEC Score Recorded: 48 listed RIASEC scores, 5 did not

Question 8-Things to Do Before/During/After an Interview Listed: 53 students recorded interview tips from the workshop, 0 students left this blank

Question 9-Things Students Liked Best About the Fair:

Interview Workshop/Fashion Show:12	Entrepreneurship Break-Out Session:2	Guest Speakers:4
Culinary Break-Out Session:6	Free Things Given Out at Booths:2	All the Day's Info. Given:5
Natural Resources Break-Out Session:2	Medical Break-Out Session:2	Friendly Staff/Booth Reps:5
	College/Career Booths:38	Dressing Up:1
		Lunch:1

Question 10-What Students Would Change for Next Time:

Different Break-Out Sessions/More Hands On:4	More Booths:8
Change in Lunch Time/More Food:7	Include PPT Presentations:1
Change in Clothing Requirements:1	Wouldn't Change Anything:15
Split 11 th /12 th Graders:2	All Schools Arrive at Same Time:3
Change the Time/Schedule:8	

Questions 1 & 2- Identifying Data: Quincy High School, 12th Graders, 55 Surveys Total

Question 3-Career Related Interests/Hobbies: 55 students listed hobbies, 0 students left this blank

Question 4-College Booths/Programs of Interest:

University of Oregon:2	Truckee Meadows	DeVry:4
University of Nevada Reno:8	Community College:2	Academy of Art:5
FIDM:1	Armed Forces:7	Sacramento State:5
Feather River College:17	Patten University:2	Sierra Nevada College:4
UC Davis:3	Western Oregon University:6	Cal Lutheran:1
Humboldt State:5	Butte College:5	University of Montana
Lassen Community College:3	Simpson University:1	Western:5
Wyotech:4	Chico State:8	Forestry:1
	Santa Barbara City College:1	National University:2

Question 5- Careers Students Learned More About:

CHP:12	Nursing/Medical/Physical	Farming/Ranching/Agriculture:4
Business/E-ship:5	Therapy:14	Resource Conservation:2
Culinary:10	Banking/Accounting:12	Computer Technology:1
Arts/Media/Graphic Design:2	Peace Corps:3	Aquaculture/Fisheries:4
Forest Service:4	Biotechnology:1	Electrician:1
Armed Forces:11	Fashion/Clothing:1	Recreation:1
Social Services:2	Automotive:3	Fire Department:2
	Education/Child Care:3	

Question 6-Internship/Job Shadow/Mentor Contacts Made: 29 students listed specific contacts, 20 listed general interests, 2 were unsure about interests, 4 blank

Question 7-RIASEC Score Recorded: 51 listed RIASEC scores, 4 did not

Question 8-Things to Do Before/During/After an Interview Listed: 54 students recorded interview tips from the workshop, 1 student left this blank

Question 9-Things Students Liked Best About the Fair:

Interview Workshop/Fashion Show:16	Entrepreneurship Break-Out Session:1	Friendly Staff/Booth Reps:9
Culinary Break-Out Session:4	Medical Break-Out Session:2	Learning About What We Want to Do:1
Natural Resources Break-Out Session:5	College/Career Booths:36	Guest Speakers:2
	Free Stuff:4	Lunch:3
	All the Day's Info. Given:4	

Question 10-What Students Would Change for Next Time:

PPT Slideshow About Colleges/Careers:1	Change in Clothing Requirements:1	Wouldn't Change Anything:23
Change in Lunch Time/More Food:5	More Booths:6	Keep It Warmer in the Gym/Cooler Outside:2
Change the Time/Schedule:3	Less Walking:4	

Questions 1 & 2- Identifying Data: Chester High School, 11th Graders, 49 Surveys Total

Question 3-Career Related Interests/Hobbies: 45 students listed hobbies, 4 students left this blank

Question 4-College Booths/Programs of Interest:

University of Nevada	Wyotech:6	Academy of Art:3
Reno:12	Armed Forces:4	Sacramento State:8
FIDM:2	Patten University:1	Sierra Nevada College:4
Feather River College:9	Butte College:7	University of Montana
UC Davis:4	Simpson University:1	Western:1
Humboldt State:10	Chico State:10	Forestry:1
Lassen Community College:2	DeVry:3	

Question 5- Careers Students Learned More About:

CHP/Law Enforcement:14	Nursing/Medical/Physical	Farming/Ranching/Agriculture:1
Business/E-ship:8	Therapy:9	Resource Conservation:3
Culinary:5	Banking/Accounting:2	Computer Technology:1
Arts/Media/Graphic Design:8	Peace Corps:4	Real Estate:1
Forest Service:2	Social Services:1	Engineering:1
Armed Forces:13	Fashion/Clothing:3	Journalism:2
Firefighting:1	Automotive:4	

Question 6-Internship/Job Shadow/Mentor Contacts Made: 9 students listed specific contacts, 36 listed general interests, 1 was unsure about interests, 3 blank

Question 7-RIASEC Score Recorded: 43 listed RIASEC scores, 6 did not

Question 8-Things to Do Before/During/After an Interview Listed: 49 students recorded interview tips from the workshop, 0 students left this blank

Question 9-Things Students Liked Best About the Fair:

Interview Workshop/Fashion Show:17	Entrepreneurship Break-Out Session:1	Friendly Staff/Booth Reps:8
Culinary Break-Out Session:6	Medical Break-Out Session:4	Guest Speakers:3
Natural Resources Break-Out Session:5	College/Career Booths:32	Mix of Schools Present:1
	Getting Out of Regular Classes:1	

Question 10-What Students Would Change for Next Time:

Able to Attend More Break-Out Sessions:2	Change in Lunch Time/More Food:4	More Booths:13
Make it More Fun/Interesting:5	More Time at Booths:6	More Specific Info. for Particular Fields:3
	Change the Rotation Groups:1	Wouldn't Change Anything:9
Change the Time/Schedule:4	No Dress Code:1	Fix Audio Equipment:1

Questions 1 & 2- Identifying Data: Chester High School, 12th Graders, 38 Surveys Total

Question 3-Career Related Interests/Hobbies: 38 students listed hobbies, 0 students left this blank

Question 4-College Booths/Programs of Interest:

University of Nevada	Wyotech:3	Academy of Art:2
Reno:12	Armed Forces:1	Sacramento State:1
FIDM:2	Patten University:1	Sonoma State:1
Feather River College:9	Butte College:7	University of Montana
UC Davis:5	Simpson University:1	Western:2
Humboldt State:7	Chico State:3	Culinary Institute of
Lassen Community College:3	Arizona State:1	America:1
Cosmetology:1	UC Santa Cruz:1	

Question 5- Careers Students Learned More About:

CHP:6	Nursing/Medical/Physical	Farming/Ranching/Agriculture:7
Business/E-ship:2	Therapy:6	Gardening:1
Culinary:6	Banking/Accounting:2	Workforce Development:1
Arts/Media/Graphic	Peace Corps:	Outdoor Recreation:1
Design:11	Social Services:	Engineering:
Forest Service:9	Fashion/Clothing:3	Fish & Game/Aquaculture:4
Armed Forces:7	Automotive:3	
Education/Child Care:3		

Question 6-Internship/Job Shadow/Mentor Contacts Made: 21 students listed specific contacts, 14 listed general interests, 1 was unsure about interests, 2 blank

Question 7-RIASEC Score Recorded: 34 listed RIASEC scores, 4 did not

Question 8-Things to Do Before/During/After an Interview Listed: 38 students recorded interview tips from the workshop, 0 students left this blank

Question 9-Things Students Liked Best About the Fair:

Interview Workshop/Fashion	Natural Resources Break-Out	Socializing:2
Show:7	Session:5	Helpful Staff/Booth Reps:4
Culinary Break-Out		Guest Speakers:2
Session:5	Medical Break-Out Session:5	Learning New Info.:2
	College/Career Booths:28	Lunch:1

Question 10-What Students Would Change for Next Time:

Different Break-Out Sessions:4	Less Walking:2
Make it More Fun/Interesting:2	More Booths:5
Change in Lunch Time/More Food:4	More Specific Info. for Particular Fields:1
Non-Mandatory Attendance:1	Wouldn't Change Anything:9
Change the Time/Schedule:3	Change the Student Assignment Q's:1
No Dress Code:2	
Include Slide Shows:1	