

A LONGITUDINAL STUDY DESCRIBING THE CAREER IDENTITY DEVELOPMENT OF
LOW INCOME AND FIRST GENERATION COLLEGE BOUND STUDENTS

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This mixed methods study investigated the influence of a career development program attended by low income, first generation, college bound students. Phase I took place in 2006 and 2007 when the students participated in the Upward Bound summer Bridge program. During Phase II in 2009, follow up interviews were conducted. Phase III was completed in 2014 and also included follow-up interviews. Career Identity (CI) scores from *My Vocational Situation* and Holland codes from the *Self Directed Search* were obtained during each phase. Changes in measured career identity scores and codes were interpreted by taking into account the students' experiences. Interviews examined common themes demonstrating the career development of the participants.

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I owe the success of this dissertation to my Lord and Savior. I could not have completed this project without his strength. I dedicate this work to my daughter, Alyssa Iris Estrada-Hamby, and my mother, Elizabeth Hamby. I love and thank you both for the motivational support I always receive, without which I would not have been able to achieve this study.

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TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS.....	iii
LIST OF TABLES AND FIGURES.....	vii
CHAPTER 1. INTRODUCTION	1
Need for the Study.....	2
Purpose of the Study.....	3
Theoretical Framework.....	5
Research Questions	6
Limitations.....	6
Delimitations.....	7
Definition of Terms	8
Summary	10
CHAPTER 2. REVIEW OF LITERATURE.....	11
Introduction	11
History of Upward Bound	11
Description of Upward Bound Program	12
Need for Upward Bound Program	13
Effectiveness of Upward Bound.....	14
UB Students’ Aspirations	16
UB Students’ Career Development and Maturity.....	18
Career Development Interventions	20
Need for Career Services	22
Career Exploration and Lifelong Process	24
Career Diamond	25
Self-Directed Search.....	26
Job Shadowing	27
Portfolios.....	29
Summary and Conclusion	30

CHAPTER 3. METHODOLOGY	33
Phase I: Career Development Program	33
Identified Population	33
Instrumentation	34
Data Collection.....	35
Procedures	36
Phase I: Career Development Program.....	36
Phase II: Follow-Up Interviews 2009	49
Phase III: Follow-Up Interviews 2014	59
CHAPTER 4. RESULTS.....	64
Case Studies	64
Introduction	64
Case Study 1.....	66
Case Study 2.....	70
Case Study3.....	74
Case Study 4.....	79
Case Study 5.....	83
Case Study 6.....	88
Case Study 7.....	93
Case Study 8.....	97
Case Study 9.....	100
Case Study 10.....	104
Case Study 11.....	108
Case Study 12.....	111
Case Study 13.....	118
Case Study 14.....	123
Summary of the Case Studies	127
Career Identity Changes in College: SDS and MVS	128
2009	131
2014	132
Themes for All Participants.....	133

2009	134
2014	138
Final Summary of the Participants' Current Status	143
CHAPTER 5. DISCUSSION.....	144
Review of Literature.....	144
Research Design.....	146
Results.....	147
Final Results	151
Implications.....	151
Determination.....	151
Measuring Career Identity	152
Developing Career Constructs	154
Career Support for UB students both before College and in College.....	154
Recommendations	155
Career Programs	155
Federal and State Policies	156
Research.....	157
Limitations/Strengths	157
APPENDIX A. INTERVIEW SUMMARY FORM.....	159
APPENDIX B. STUDENT INTERNSHIP EVALUATION FORM	162
APPENDIX C. CONSENT FORM 2009	165
APPENDIX D. BINDER 2009	169
APPENDIX E. CONSENT FORM 2014.....	174
APPENDIX F. IN-DEPTH INTERVIEW QUESTIONS 2009	177
APPENDIX G. IN-DEPTH INTERVIEW QUESTIONS 2014.....	180
REFERENCES.....	183

LIST OF TABLES AND FIGURES

Page

Tables

1.	My Vocational Situation.....	44
2.	Student Internship Evaluation	46
3.	My Vocational Situation.....	54
4.	SDS Holland Code/Holland Code Assessment	56
5.	My Vocational Situation.....	129
6.	SDS Holland Code/Holland Code Assessment	131

Figures

1.	Career diamond (Andersen & Vandehey, 2012).....	38
2.	Embedded case study design.....	50
3.	Embedded case study design.....	147

CHAPTER 1

INTRODUCTION

The purpose of this study was to analyze the descriptions given by Upward Bound students regarding their career identity development over time. Participants were *Bridge Students* in the Upward Bound (UB) program at a state university in north central Texas with a student population of approximately 6,000. Upward Bound is a federal program under the United States Department of Education. The UB program assists low income and first generation high school students in preparation for college. In particular, this study examined career attitudes of Upward Bound Bridge students and whether such constructs changed after attending college for two or three years after high school graduation and six or seven years after high school graduation. The Self-Direct Search (Holland, 1994) served as a career education and exploration tool and as a measure of the student's priorities for career interests. A career development inventory, My Vocational Situation (Holland, Draiger, & Power, 1980), served as a measure for career identity. The study's significance lies in its contribution of additional research in the area of career development, especially related to the Upward Bound program, thus providing counselors and educators with information that could help students maintain a self-enhancing career path.

The first phase of the study (Phase I) consisted of a description of a career development program for Upward Bound Bridge students. The UB Bridge students spent a summer taking college courses and living on a university campus in preparation for attending college the following fall. In Phase II, students who had graduated from the career program in the previous two or three years were interviewed about their experiences on their original and subsequent

career plans. In Phase III, students were interviewed again to gain additional longitudinal information regarding the impact of their participation in the UB Bridge program on the course of their careers.

Need for the Study

This research can provide valuable information to guide Upward Bound students in preparing for college majors and careers. Many freshmen students in college do not know how to select a major because they do not know what type of career they want to pursue. Texas college students are under pressure to declare majors early and to graduate within a specified time frame because the Texas Higher Education Coordinating Board (2011) passed regulations (Texas Education Code 54.014) related to the statute passed by the 79th Regular Session of the Texas Legislature (HB 1172). A bachelor's degree fits under the "120-hour rule." Students who surpass the number credit hours would be charged additional tuition.

Consequently, Upward Bound students can no longer enter college without quickly declaring their major field of study. Students no longer have the luxury of taking courses that do not apply to the degree plan for their major. With the cost of attending a four-year institution rising, this student population cannot afford to change majors and risk taking excess credit hours, which will cost extra tuition fees and may not be covered by financial aid. This new "120-hour rule" will affect this population dramatically. Therefore, enhancing students' ability to make academic and career choices is of primary importance.

In addition, a high commitment to a college major was found to be mediated by career self efficacy for decision-making and career outcome expectations such as success performance

and satisfaction (Conklin, Dahling, & Garcia, 2013). When students gain confidence that they can handle career choices they are able to commit emotionally to their college majors and to envision a positive career future (Gibbons & Borders, 2012).

O'Brien, Bikos, Epstein, Flores, Dukstein, and Kamatuka (2000) stated that high school students do not receive enough information about careers in school. In addition, high school counselors do not always have the opportunity to visit one-on-one with students because they are kept busy with a wide array of responsibilities (O'Brien et al., 2000). Given the absence of career education in high schools (Bloch, 1996; Helwig, 2004), the career development of Upward Bound students might be substantially improved if they were provided with career interventions. A job shadowing experience might improve their ability to choose an appropriate career and a related academic major.

Purpose of the Study

O'Brien, et al., (2000) stated that career counseling can be effective for students living in at-risk environments. Furthermore, Upward Bound programs in the United States have the potential of enhancing the students' career development. Students, who qualify for the Upward Bound program, have rarely seen a high school counselor (O'Brien, et al., 2000).

The purpose of this study was to analyze the descriptions given by Upward Bound students regarding their career identity development over time. The review of literature (Blustein, et.al., 2010; Blustein et al., 2013; Holland, 1997; Krumboltz, 1994; Lent, Brown and Hackett, 2000; Savickas, 1997, 2012; Savickas, Pope, and Niles, 2011; Super, 1994) documents the need for career interventions to facilitate career development, particularly for

disadvantaged youth. Numerous studies also support the theoretical concepts of career identity, constructs, and self-efficacy (Hua, 2002; Savickas, 2012). Only a few studies evaluated career education programs in any substantial way, though a few provided evidence for facilitating career identity (O'Brien, et.al., 2000; Springer & Pevoto, 2003). No longitudinal studies were found that investigated the impact of a career program on the development of young people years later.

The description of the methodology for the study includes the specific instruments chosen, the components of the career development program (Baker & Taylor, 1998; Blanton & Larrabee, 1999; Kerr & Ghrist-Priebe, 1988; Singer, 2000; Springer & Pevoto, 2003; O'Brien, et al., 2000), and the interview protocol, (Carter, McCarroll, & Popek, 1998) all of which were based on the information found in the literature. The Self-Directed Search (Holland, 1994) reflects social constructs embedded in our society, specifically the characteristics of individuals found in particular occupational environments. Measuring students' Holland career interest codes not only provides data regarding changes that occur over time but also serves to teach participants about the world of work and the connection between self concepts and occupational categories. My Vocational Situation (Holland, Draiger, & Power, 1980) provided data regarding participants' perceived obstacles to career attainment and reported needs for career information as well as the level of the subjects' career identity development. Such data also supports the concepts taught in the career program. Follow-up interviews examined career issues that Upward Bound youth faced, as well as their reflections on the value of the career program. This qualitative part of the study documented the effectiveness of what students learned in the career program in the students' own words.

Theoretical Framework

Both Super (1957) and Holland (1973), two major career behavior theorists, asserted that people are more satisfied, successful, and stable at work if the environment fits their personality type. More recently, Savickas (2012) has updated Super's (1957) developmental concepts demonstrating how personal and social constructs affect the growth of career identity. An individual must understand that career development is a process occurring across one's life span, and must not consider choosing a field at just one point in time as the entirety of career development. A sense of career as continually developing allows a person to adapt to current conditions in the world of work where changes occur regularly (Blustein, 2006).

Krumboltz (1994) introduced social learning theory to career theory, enhancing our understanding of the influence of societal messages as they affect career identity. Social Cognitive Career Development (Lent, Brown, and Hackett, 1994) has extended our knowledge of social learning and spurred much research (Tang, Pan, & Newmeyer, 2008; Conklin, Dahling, & Garcia, 2013; Blustein, et al., 2010). In addition, Krumboltz (2009) stressed the need to take into account chance events that affect career using the term, "planned happenstance," instructing careerists to plan career goals but also to remain open to serendipity.

Blustein (1999), Krumboltz (1996) and Lent, Brown and Hackett (2000) and Pope (2011) called for career education interventions to help youth, particularly impoverished youth, learn essential career constructs that will enable them to find a place in society. Career identity builds over time as a person recognizes his/her interests, abilities and begins to envision work roles that seem to fit with a sense of self. Career self-efficacy, having confidence that one can perform work activities, is also essential for continued career development (Jackson, Potere &

Brobst, 2006; Conklin, Dahling, & Garcia, 2013; Wright, Jenkins-Guarnieri, Murdock, 2012; Gushue, Scanlan, Pantzer & Clarke, 2006; Jackson, Potere, & Brobst, 2006; Tang, Pan, & Newmeyer, 2008).

Research Questions

The study attempted to answer the primary research question, “After two or three years and again in seven to eight years, how did the students describe the influence of the Upward Bound program on their adjustment to college and their career identities?” Related secondary questions include: “How did the My Vocational Situation career identity (CI), occupational information (OI), and occupational barrier (OB) scores change from the Upward Bound career development program to 2009 and 2014?”, “How did the Holland Code change from the Upward Bound career development program to 2009 and 2014?”, “If changes in SDS codes occurred, what was the extent of the change?”. Finally, “How did students describe changes in their career identities over time in the follow-up surveys in 2014?”

Limitations

This research examined participants’ perceptions of their career identity and changes that occurred over time using the My Vocational Situation and the Self-Direct Search’s Holland’s Codes. Participants’ reported need for occupational information and perceived occupational barriers were also examined. However, this research does not claim potential improvement of the participants’ actual career experience and employment after the study.

The Career Development Program was designed to meet the needs of the participants as outlined in the literature. Constant change in the world of work and for the participants' future career experiences is the projected norm. Therefore, the program sessions described what experts expect in a general way but could not offer formulas for success.

The career program may not be the only factor influencing the differences in the participants' responses to the study. Other contributing factors could include measurement errors and the participants' environment including academic experiences, home life and the real world of work.

Delimitations

The sample used in this study is only representative of previous UB Bridge students who have participated in the Upward Bound program at a university in north central Texas. The study is delimited by the guidelines established for participation in the Upward Bound program such as low income and first generation to attend college.

The principal investigator also served as the director of the Upward Bound program in this study. I acknowledge potential bias influencing the analysis of the results and therefore consulted with a faculty member at the north central Texas university to try to mitigate against potential bias. The faculty member is an expert in the field of career counseling. She has written, *Career Counseling and Development in a Global Economy (2006;2012)*, served as the Director of the Career Exploration Center at Iowa State University, and has taught graduate courses in counseling and served as a consultant to TRiO programs for 25 years. I discussed with this outside expert how to give directions on the MVS and SDS so students would not perceive

that I had a preference for how they answered questions. When the students discussed appropriate job behavior during session 5 of the career program, I was to be firm and clear about the expectations for the students' behavior because such a bias would not affect results of the study; and it would help students be successful in the internship. The outside expert faculty member administered the evaluation form at the end of the career program so students answered questions outside the presence of the researcher/director.

To guard against bias when analyzing the qualitative data, both myself and the outside expert faculty member contributed to the process of determining themes. First, we reviewed the interview transcripts for words and phrases to build toward themes. Second, we completed the interview summary form (Appendix A) to identify themes in the interview transcripts. Final themes were established after a discussion in which both of us contributed opinions and an agreement was reached.

Definition of Terms

- At-risk youth: young people who are at-risk of failing or dropping out of high school.
- Career: A description of all the major jobs a person has held over his/her life span.

Carlson (1988) said career is "not... just a job... (but) a guiding image or concept of a personal path, a personal significance, a personal continuity...."(p. 186).

- Career aspirations: The dreams and goals a person has for future career plans.
- Career development: Stages of growth in career identity from early childhood through adulthood and retirement. Adaptability includes the process of making changes either voluntary or involuntary at different points in the career.

- Career development program: An educational series of interventions designed to teach career concepts and to stimulate the growth of participants' career identity.
- Career expectations: What one actually expects to happen or not happen in one's career.
- Career identity: A person's self concept as related to career.
- Career maturity: According to the person's stage of development, the ability to deal with appropriate career situations.
- Career self-efficacy: A person's belief as to whether he/she can or cannot do a particular career task.
- Career social constructs: Concepts held by social groups regarding career. Social constructs may not be explicit or clearly/thoroughly spelled out, but are embedded in social messages that are instilled in the minds of most members of society. For example: "Girls are nurses; Boys are doctors."
- Career/vocational identity: High CI scores on the MVS indicate a capacity to consider career issues and to focus on self examination without excessive self doubts (Mosley-Howard & Andersen, 1993).
- Disadvantaged youth: Students whose family income is below the 150% poverty level; and where the environment lacks natural stimuli that would encourage a young person to pursue education and jobs requiring a high school diploma and beyond.
- Personal career constructs: Concepts an individual holds related to career. This includes career identity. For example: "I like helping people."
- Occupational barriers: Difficulties encountered while pursuing occupational goals.

- Occupational information: Description of occupational requirements, activities, opportunities, outlook, and so forth.
- Upward Bound (UB): United States Department of Education federal program (TRiO) that works with low income and first generation college bound high school students.
- Upward Bound Bridge Program: Graduating high school seniors participate in a summer program by taking six to seven hours of college credit and engaging in a work study program in a career of choice.

Summary

This chapter described the need for career development interventions within Upward Bound programs. Disadvantaged youth from impoverished environments need social support to pursue postsecondary education. Career theories also show how Upward Bound students need to learn new social constructs to enhance career identities and replace self defeating constructs with constructs for success.

Research questions seek to evaluate the change in career identity development as well as the students' judgments regarding the value of the career development program both pre and post interventions, two and three years later as well as six and seven years later still.

CHAPTER 2

REVIEW OF LITERATURE

Introduction

High school students, who participate in the Upward Bound (UB) program, have been provided with additional academic resources but a limited number of career development resources (O'Brien, et al., 2000). Researchers have emphasized the importance of career development issues in enhancing academic motivation that leads to students' career success (O'Brien, et al., 2000). This review includes the history and purpose of UB, and an account of effective career development programs. The need for teaching social constructs that build career identities is then established and studies evaluating the effectiveness of career development interventions are reviewed.

History of Upward Bound

In August 1964, President Lyndon B. Johnson signed the Economic Opportunity Act during the implementation of the "War on Poverty" (McElroy & Armesto, 1998). This legislation established the Office of Economic Opportunity and its special programs for disadvantaged students, which are now called the TRiO programs. The United States Department of Education (DOE) affirmed Upward Bound (UB) as one of seven TRiO programs that are federally funded. The program was designed to help disadvantaged students whose families live below the 150% poverty level and who qualify for free lunch at their high school (McLure & Child, 1998). UB Students are high school students in 9th to 12th grade who range in age from 13 to 18. Students

are often from minority groups with racial, ethnic or cultural differences from the majority of students.

The reauthorization of the Higher Education Act (HEA) in 1980 provided two new requirements with regard to eligibility for participants. Program participants must be the first generation in their families to obtain a college degree, that is, neither parent can have a bachelor's degree. Students are considered "educationally disadvantaged" when they have demonstrated a lack of home and community resources for success in an educational setting. These students have often demonstrated low academic achievement and are at-risk of dropping out of school due to poverty and limited exposure to academically stimulating environments (McElroy & Armesto, 1998).

Description of Upward Bound Program

All across the nation, UB programs provide weekly activities during the academic year and an intensive summer program where students study literature, composition, mathematics, laboratory science, and foreign language on a college campus (McLure & Child, 1998). UB also provides students with programs related to self-awareness and self-esteem, goal setting, and academic and nonacademic options (McLure & Child, 1998). The six week summer program provides an academic component, as well as counseling, tutorial services, and cultural enrichment (Pitre & Pitre, 2009). Students live on the university campus to simulate a real experience on a college setting (McElroy & Armesto, 1998). When UB students enroll in college, they know what to expect and they have worked to develop skills to meet university expectations.

Need for Upward Bound Program

In high school, minority students have often focused on minimum rather than maximum course requirements for graduation and were not developing their academic potential (Lent, Brown & Hackett, 2000). For low socioeconomic children to gain high levels of academic achievement, they need high levels of family expectations and aspirations (Saba & Saunders, 2006). Some parents worry that their children will leave the home and community if they become upwardly mobile in their career. Minority families may not have a future orientation and thus may not encourage long term thinking about lifetime career roles (Sirin, Deimer, Jackson, Gonsalves, & Howell, 2004). Adult role models may not be available to provide advice, share their own college experiences, and guide students through the college selection and adjustment process (Parris, Owens, Johnson, Grbevski, & Holbert-Quince, 2010). Low income minority males were less likely to attend college than their majority counterparts, although they knew that a bachelor's degree was needed to secure good employment (Olszewski-Kubilius & Scott, 1992; Tsui, 2007; Yamaura, Martinez, & Saenz, 2010).

For high school students to achieve academic success they need supportive adults, friendships with achieving students, advanced and honors classes, involvement in extracurricular activities, a strong belief in self, and the ability to cope with the negative aspects of school, and in some cases, their difficult family circumstances (Herbert, Lorenz & Trusty, 2010). Students who fail or underachieve in high school usually do so because of excessive absences, poor performance, disruptive behavior, low self-esteem, family problems, and poverty (Reis, Colbert & Hebert, 2005). Students must also be willing to "play the game" by

following school rules, and make meaningful connections with teachers and peers who value education (Knesting & Waldron, 2006).

Many students lack confidence in their ability to be accepted to or to finish college when so many of their peers from the same environment have not (Perry, 2010). Many factors in students' lives have narrowed their perspectives toward their careers (Olszewski-Kubiliu & Scott, 1992). Successful learning experiences build self-efficacy beliefs or constructs as described by Krumboltz's social learning theory (1996). Social cognitive career theory suggested that self-efficacy plays a mediating role between one's background and interests and one's outcome expectancies (Lent and Brown, 2000). Believing one has the capacity to complete career related tasks successfully bolsters a belief that one can venture beyond the work experiences of others in the neighborhood or one's family (Tang, Pan, and Newmeyer, 2008). Such success experiences may be limited for at risk youth. One study found that urban high school students who did describe successful events in their lives held associated positive self-efficacy beliefs that were related to their career interests (Jackson, Potere, and Brobst, 2006). Minority students need career development interventions that build self-efficacy constructs to encourage academic and career achievement (Dykeman, et al., 2003).

Effectiveness of Upward Bound

The UB experience benefits the participants. A national evaluation concluded that students who participated in UB aspire to further their education and take more rigorous classes than non-participants (McLure & Child, 1998). The goal of UB is to increase the rates of targeted students' enrollment and graduation from post secondary institutions by supporting

them through the admissions process and entrance exams (McElroy & Armesto, 1998). Because UB students candidates have had inadequate preparation and/or may lack motivation, UB works with the students to improve their skills and change their attitudes for post-secondary educational success. UB students earned higher math and english grades in their freshman year in college than non-UB students (Laws, 1999). Participants gain the necessary academic preparation, not only to enroll but also to stay in college and to graduate (Owens, Lacey, Rawls, & Holbert-Quince, 2010; Pitre & Pitre, 2009). UB students learn the necessary personal constructs such as confidence and self-efficacy for college achievement, and are contributors to college retention, adjustment, and academic performance (Brady-Amoon & Fuertes, 2011).

If students do not understand how colleges are organized, they are unable to choose majors within broad fields such as business, liberal arts, education, math and science. Career education programs can help students understand their general interests and prepare them to choose specific majors with-in general fields. Career interventions have provided students with knowledge, not only of their interests and abilities, but also of their values and needs (Kerr & Ghrist-Priebe, 1988). Choosing a major is critical for students to gain “college self-efficacy,” a belief that they can manage the college requirements, which is associated with persistence in college studies (Wright, Jenkins-Guarnieri, & Murdock, 2012, p.292).

As Blustein (1999) and Savickas’s (2012) research has shown, occupational aspirations are individual cognitive constructs that influence career planning and behavior. Such constructs are highly influenced by social background and by perceptions of what goals are possible (Perry, 2010). Family and peer attitudes become ingrained. Lent, Brown, and Hackett (2000) stated, “...people are less likely to translate their career interests into goals, and their goals into

actions, when they perceive their efforts to be impeded by insurmountable barriers or inadequate support systems” (p. 38).

In a qualitative study, (Blustein, Davis, Murphy, Kenny, Jernigan, Perez, Castaneda, Koepke, Land, Urbano, & Davis, 2010), urban students revealed a belief that society holds low expectations for people of color. Given a societal context where at-risk youth perceive low expectation, Diemer and Blustein (2007) described the pressure young people feel to disconnect from work. To cope with such external pressures, the construct of “vocational hope” becomes a vital part of the career development for this population to build a connection to work, career identity, commitment to career and career salience (Diemer and Blustein (2007). In another qualitative study Blustein and colleagues point to the need for educators to encourage students’ choice for their work life (Blustein, Barnett, Mark, Depot, Lovering, Lee, Hu, Kim, Backus, Dillion-Lieberman and Debay, 2013). Work may be seen by urban youth as an imposed necessity outside of one’s control. “As such, students may have some difficulty in conceptualizing work as a means of self-determination and a source of satisfaction,” (Blustein, et al., 2013, p. 59). Clearly, career development programs need to address the challenges presented to youth who perceive negative influences. Gysbers (2013) also recommended preparing students to be resilient and actively engaged in creating their own identities and direct their own lives.

UB Students’ Aspirations

A report about educational aspirations indicated that 40% of the UB students aspired to the highest level of education expected for a professional level degree (PhD, MD, JD, etc.)

compared to 33% for non-participants (McLure & Child, 1998). A total of 44.5% of UB students responded by saying they were “very sure” of their career choice compared to 37% of non participants. When students were asked if they needed assistance with deciding educational and career plans, 46.9% of UB students responded “yes” compared to 44.5% of non participants. Each UB grade level responded at a higher percentage than the non-participants regarding their need for assistance in deciding educational and career plans (McLure & Child, 1998).

Mims (1985) found an association between aspirations and career development characteristics of UB students who completed a questionnaire. Students who showed high aspirations and expectations wanted to pursue a doctoral degree or professional degree after a bachelor’s degree. A medium level of aspiration and expectation was reported by students who wanted to pursue a master’s degree at best. At the low level of aspirations and expectations, students expressed an interest in pursuing an associate’s degree or had no plans to further their education. From the students surveyed, 84.5% UB students scored at the high level of educational aspirations (Mims, 1985).

What Mim’s (1985) study showed is that UB programs have successfully raised the aspirations and expectations of UB students. Yet, McLure and Child (1998) suggested that UB students also reported needing assistance in career planning as did another study twelve years later (Howard, Budge, Gutierrez, Owen, Lemke, Jones, & Higgins, 2010). What appears to be missing from UB programs are career planning interventions designed to build career identity with thorough exploration of specific occupational characteristics. Students need to be able to identify their interests and their strengths as well as how their interests relate to occupations

(Howard, et al., 2010). One study suggested the assumption that an “aspiration-expectation” gap for urban youth may reflect a lack of exposure and truncated career development (Perry, Przybysz, & Al-Sheikh, 2009). Students need to be able to identify their interests and to understand how their interests relate to occupations. Career education programs may enhance students’ career development, helping students move toward an age appropriate career identity. Blanton and Larrabee (1999) found that students were unable to link their experiences to personal career planning. Economically disadvantaged students were able to identify post-secondary educational goals but were less confident in making career choices (Blanton & Larrabee, 1999). Youth need to develop a future trajectory that includes a capacity to see themselves as successful professionals respected for their work in society; they also need a career narrative that allows them to change and to cope with the changing world of work (Severy, 2008).

UB Students’ Career Development and Maturity

Career development theory entails a description of the sequence and process of a gradual emergence of a career identity. The degree of satisfaction workers gain from their work is directly in relation to the extent to which their work reflects their self concepts (Super, 1994). Students who have been trapped in a deprived environment experience a reduced identity development where career identity is limited by the inadequate resources. Although the UB program has been able to combat the social forces restricting the aspirations of students at risk, students also need to develop a complex career identity. The identity construct in a young person’s mind becomes a picture of his/her self in the future. Career maturity for students is

defined as the ability to make knowledgeable, age-appropriate career choices and deal with appropriate career development tasks (Super, 1990). Students who possess a high level of age appropriate career maturity are likely to find successful and satisfying careers later in life (Powell & Luzzo, 1998). Career mature students are more aware of the career decision-making process by thinking about alternative careers and future goals; they show high levels of independence in making career related choices, and acknowledged the demands required in the world of work (Janeiro & Marques, 2010).

Research has also consistently revealed evidence that members of certain racial/ethnic minority groups may have lower levels of career maturity than European Americans (Jackson & Healy, 1996, Powell & Luzzo, 1998). One related study (Landany, Melincoff, Constantine, & Love, 1997) examined the commitment to career choices for at-risk high school students. Results indicated that students' career identity, need for occupational information, perceived barriers to occupational goals, and the number of occupations considered, were related to their level of commitment to career choices. Career exploration was seen by researchers as necessary before commitment to specific occupational goals. Students needed to be open to exploring various career options before committing to specific career choices. Without taking time to explore, students tend to commit prematurely to career choices that may not ultimately suit them later (Landany, et.al., 1997).

Research has examined UB students' perceived career-related barriers associated with their ethnicity (Luzzo & McWhirter, 2001). Ethnic minority students have reported lower coping efficacy for career-related barriers. The career programs for minorities have focused on helping students overcome obstacles and barriers by teaching coping strategies and building career

confidence (Creed, Wong & Hood, 2009). Career interventions provide assessment and discussion of perceived barriers and can help students develop task related skills to cope with ethnic barriers.

Career Development Interventions

Career development programs have been shown to positively affect secondary students' attitudes and readiness for making choices (Kolvisto, Vinokur, & Vuori, 2011). An effective series of career counseling interventions was described at one UB program located at a large midwestern university. The program involved fifty-minute counseling sessions for students five times a week for five weeks (O'Brien, et al., 2000). The first week students looked at careers and constructed family career genograms to help them understand their family's origins and career choices. The second week students focused on a self-assessment of interests, skills, and values. In the third week, students learned how to access information about the world of work and conducted interviews in the community. The fourth week students studied how to overcome obstacles and learned and practiced decision-making strategies. Finally, during the fifth week, students worked on a student portfolio that included a resume, job applications, and a plan of action for their careers (O'Brien, et al., 2000). Students who completed the career program showed higher self-efficacy in career decision-making than did students who did not complete the program (O'Brien, et al., 2000).

Kerr and Ghrist-Priebe's (1988) study explained that when students gain career education assistance, basic decision-making improves. The program was designed to evaluate interventions in meeting students' needs. Students were counseled while descriptive data,

about their career development, was gathered. Assessment instruments, individual and group counseling, and exposure to career information and academic planning helped the students determine a university of choice.

Springer and Pevoto (2003) also found that career planning helped students determine a career direction. A student is not able to make informed choices if he/she does not know himself/herself well enough. Knowledge of the labor market and how the student will fit in the world of work is also necessary. Students must understand that the career planning process takes time and patience. Singer (2000) emphasized that exposure to a career development program helped students learn about career opportunities, a finding also supported by a previous study by Baker and Taylor (1998).

The Improved Career Decision Making (ICDM) workshops have provided an effective method to deliver career counseling services to clients. In effective career planning research, 58% of individuals, ages 18 to 25, stated that high schools are not doing enough to help them in planning for careers. One study showed that knowledge and skills, developed from client experiential activities, helped motivate effective career planning (Blanton & Larrabee, 1999).

The need for career development interventions emerged from the data of the ICDM study (Blanton & Larrabee, 1999). Counseling experiences provided a change in participants' conceptualization of the world of work. Three implementations from the ICDM action plans provided several groups of high school students with the same knowledge about career development. The differences in perspectives between high school students who participated in counseling and non-participants who received only information showed the advantage of a strong counseling element to process information. The students who worked with ICDM

counselors saw the relation between what was being taught in the classroom and the possibility for future employment whereas the students who learned only in the classroom did not apply the knowledge to their own lives (Blanton & Larrabee, 1999).

Kerr and Ghrist-Priebe's (1988) study found that students discussed careers with counselors and either changed or confirmed career goal choices. Students who participated in the career counseling workshop discussed career development issues, met with a school counselor, sought career information, and narrowed career options. The self-report and comparisons of the career decision-making behaviors provided evidence of effectiveness. Students provided many comments about how they felt including learning more about themselves and developing a better relationship with adults when discussing career issues. Students also asked for additional counseling and most became more active in their own career development process (Kerr & Ghrist-Priebe, 1988). Finally, efforts to influence minority economically disadvantaged students to enter science fields during a week long summer camp did not result in students deciding to develop career identities as scientists; instead, a broader career exploration of many fields in keeping with student perceived identities was recommended by the researchers (Bhattacharyya, Mead, and Rajkumar, 2011).

Need for Career Services

An effective career intervention can help UB students develop their career identities. A thorough search of literature provided information on only a few career interventions with UB students nationwide. However, when career programs have been provided, UB students have increased decision-making self-efficacy. The program serves the students who need it most

because they are at-risk and not prepared to make academic and career choices (O'Brien, et al., 2000).

Career and life planning processes are at the forefront of educational excellence. In our global and multicultural society, educators must provide students with a quality learning experience. Lewis (1997) stated that expectations for students should include the ability to be productive and responsible world citizens. Students may not have specific occupations in mind; or students may have a limited view of pursuing one occupation, without a realistic sense that multiple career choices will be required. Educators must provide career information about both sociocultural determinants as well as psychological factors that will impact students' future work-life (Byars-Winston & Fouad, 2006; Savickas, Van Esbroeck & Herr, 2005; Teng, Morgan, & Anderson, 2001; Watters, 2010). UB has done well assisting juniors and seniors in determining which college to attend by providing college visits and helping with admissions, financial aid applications, and interviews (Blecharczyk & Fortune, 1981). However, interventions that educate students about the world of work and career identity have not been numerous. In order for minority students to persevere and graduate from college, systematic career education is needed (Constantine, Erickson, Banks, & Timberlake, 1998; Newsweek, 2010; Owens, Lacey, Rawls, & Holbert-Quince, 2010). Kosine and Lewis (2008) cited Parsons (1909) to show the same need for career assistance for students a hundred years later saying, "... career development should become an intentional process in the education of students." (p. 237).

Career Exploration and Lifelong Process

In addition to basic understandings that career choice requires exploring to integrate personal attributes with the demands of the workplace, career choices reoccur throughout a lifetime. Krumboltz (2009) has emphasized that unexpected events in life will make an attitude of accepting change mandatory to the cycle of exploring and choosing. Planned “happenstance” is Krumboltz’s phrase to encourage both planning and adapting to periodic change (p. 345).

In the global economy, change is the byword. Since the 1990s companies and organizations have streamlined operations to adapt to constantly changing market conditions and competition (Andersen & Vandehey, 2012). Consequently, employees at all levels must also adapt regularly, frequently changing jobs and career fields (Berger, 1990). To face and succeed in the global economy, UB students must establish career identities open to regular change. Amundson (2011) stressed that career development in the twenty first century demands that careerists actively engage in continually recreating their career identities in a constant interaction between individuals and their environments. Savickas (1997) coined the term, “adaptability” as a skill to manage career change (p. 45). Nevill, (1997) and Phillips (1997) emphasized that an adaptable career identity involved a process whereby careerists rely on intuitive and emotional methods, not only rational choices. Pickerell (2013) reminds counselors that the newer theories require attention to consistent adaption to new conditions in the workplace and to the diversity of the workforce. Finally, Blustein (2011) describes the relational factors that influence career choices as careerists take into account the impact of their careers on significant others in their lives. To help students envision the career choice process in an ever-changing context, a teaching tool called the career diamond shows a shape opening and

closing for each career change over the course of a lifelong career. The potential confusion of multiple changes is seen as an expected process, one which modern careerists manage without excessive turmoil (Andersen & Vandehey, 2012).

Career Diamond

Andersen and Vandehey (2012) created a visual diagram to illustrate the career process as individuals develop career identity and adapt their self concepts to ever changing work roles. The career diamond depicts an initial exploring phase with the expansive shape of one half of the diamond, \triangleleft . During this phase, the career searcher opens to new career self concepts and increases an awareness of the world of work. The second half of the diamond is characterized as contracting, \triangleright , the period when career choices are made by setting personal priorities, some options are eliminated and compromises are made to meet external demands. This expanding and narrowing process, $\triangleleft \triangleright \triangleleft \triangleright$ forms a series of diamonds to show how the choice process reoccurs across a lifetime. The top half across the diamond is labeled as the self suggesting the self is on top or in charge of the process. The bottom half is the world of work or the external demands that have to be integrated with the self's preferences. If the diamond is flipped and the external demands are on top and the self is on the bottom, the self can be pressed flatter squeezing out self expression and depicting the process as only dealing with the external realities. The authors suggest the flattened diamond illustrates those workers who are struggling for survival and cannot afford to consider personal preferences in making work choices (Andersen & Vandehey, 2012).

Self-Directed Search

One intervention found to be effective for building career constructs is the Self-Directed Search (SDS). The SDS, developed by Dr. John Holland (1994), is an effective tool to teach young people about the relationship between their interests and potentially satisfying occupations. The SDS is a guide to educational and career planning for students; it helps a person learn more about himself/herself and the fields that are related to personal interests (PAR, Inc., 2001). Extending Holland's theory, some career researchers have shown career development is a part of a person's whole life style, including educational, vocational, and leisure activities. The authors suggest that people are more satisfied, successful, and stable in their work if the environment in all areas of their life fits their personality type (Cowger, Bickham, Miller & Springer, 1999).

Reardon and Lenz (1999) recommended using the SDS to examine student's career identity including not only an occupational choice but also the client's beliefs and attitudes (career thoughts) particularly in combination with other instruments such as the MVS.

John Holland's theory of vocational choices has become a standard of career development programs, and the theory has been around for many years (Miller, 1999). The SDS provides a three letter code that identifies both work environments and personality types. The work environments for the SDS include specific occupations. The reliability and validity of the SDS, however, can be a problem because it is self-administered and self-scoring. In the past, students have clearly committed a number of errors using the SDS (Miller, 1997). In fact, low scores on individual scales of the Holland categories indicate low student self estimates of self-efficacy (Bullock-Yowell, Peterson, Wright, Reardon, & Mohn, 2011). Holland codes represent

interests as well as perceived abilities. Discussing the codes can help students gain perspective as to their career identities, more so than with other personality tests, such as the *Sixteen Personality Factor Questionnaire* (Pietrzak & Page, 2001).

Paa and McWhirter (2000) did an in-depth study delineating the impact of social and personal factors on career behavior using the SDS. High school students were aware of a variety of internal and external influences on their current career choices. Girls reported being influenced by mothers, female friends, and female teachers showing more impact of these influencers than did boys. Students, who were labeled as I's (Investigating) on the SDS were particularly responsive to opportunities to find more career information. The three categories of perceived influences on current career expectation were: background, personal priorities, and environment (Paa & McWhirter, 2000).

Job Shadowing

Valuable career exploration activities, careful planning, and follow-up activities have helped determine the success of job shadowing (Lozada, 2001). In addition, job shadowing success has depended on the communication between the students and the host (Hodgson, 2000). A critical factor in communication has been the student's contact with the host prior to job shadowing. The host spelled out expectations stressing the importance of job-related activities. As the host answered student questions, students became more motivated. (Riggio & Riggio, 1999).

Research examining the effects of job shadowing has shown that such experiences provide models (constructs) of career and educational paths for students (Cohen-Scali, 2003;

Olszewski-Kubilius & Laubscher, 1996). Disadvantaged students, who had felt significantly less knowledgeable about how to implement a career choice, became more knowledgeable over the course of the job shadowing program. They were also able to define a strategy for implementing a career plan since they were encouraged to think of what they would do after high school (Olszewski-Kubilius & Laubscher, 1996). Most importantly job shadowing and internships have been shown to be very motivating. One Hispanic student quoted by a career counselor said, "I realized that I better start pushing myself if I want to get anywhere in life" (Cooper, 2012, p. 32).

Job Shadowing has also been shown to serve as a valuable bridge between academia and the world of work (Massey & Shahmaei, 1998). An investigation of the collaborative effort between business leaders and academia through job shadowing found the real world experience improved the quality of student learning and student motivation (Massey & Shahmaei, 1998).

Today's high school students will likely move through five to seven careers in their lifetime, which means that students need to be flexible and understand that training will be required for up-to-date skills (Ramsey, 1995). Career development workshops have given students who needed background information about the world of work (Ries, 2000). With career education, students developed confidence, increased self-esteem, and brought improved skills into the workforce (Ramsey, 1995). In addition, a study by Mariani (1998) helped students realize that to get a good job, they needed to stay in school, work hard on getting good grades, and continue their education past high school. Most importantly, students

need to learn about the demands of the fluid, ever changing economy where workers are continually adapting by and changing work activities. (Andersen & Vandehey, 2012).

The key to job shadowing is setting up a learning framework in the classroom prior to the field experience so the ties between the workplace and education are emphasized and so that students gain an understanding about the real world of work (Lozada, 2001). Students must also have the opportunity to develop as many life skills as possible prior to entering the workforce (Ramsey, 1995). Students can experience all aspects and facets of the job during job shadowing (Hodgson, 2000). Daily written assignments encourage students to ask questions and connect what they are learning in the classroom with the job shadowing experience. In job shadowing, businesses, parents, and community members become interested in working with high school students as they pursue their education (Massey & Shahmaei, 1998). Job shadowing provides businesses with a commitment to training the workers of the future (Lozada, 2001). The guidelines for planning job shadowing activities include: plan thoroughly, work closely with students and employers, and monitor closely and follow-up. Following such practices help provide further important feedback for program improvement (Hodgson, 2000).

Portfolios

Ries (2000) suggested that during their senior year, high school students can prepare themselves for the world of work or post secondary education by developing a portfolio. The portfolio can include: a resume, a transcript and other school related documents, and a personal essay discussing what students want to do after high school. The essay could also discuss an alternate plan in case the first scenario is unsuccessful. Students must reflect on all

aspects of their high school years. Asking the students specific questions about the future helps them in their decision making for future choices (Ries, 2000).

Summary and Conclusion

O'Brien, Bikos, Epstein, Flores, Dukstein, and Kamatuka (2000) have suggested that more UB programs provide a career exploration component to assist high school students to maximize their career potential. UB programs can provide high school students with a better understanding of career expectations. Students, who participate in the program, understand that striving to meet higher academic standards will provide more possibilities for future career opportunities. Providing career choice activities can motivate high school students to achieve and pursue post secondary education to realize their career dreams. Blanton and Larrabee (1999) comment on the need for career counseling and career development programs, since high schools are not doing enough to help students plan for careers. Miller (1997) reassured counselors that high school students are satisfied with the SDS, which is perceived as being helpful as a career assessment inventory. Olszewski-Kubilius and Laubscher (1996) have suggested that college career programs may lack necessary substance. Riggio and Riggio (1999) suggested high school students' benefit from a job shadowing program to develop positive work behavior and positive expectations about work and career futures.

A review of the literature not only underscored the need for career education programs but also provided clues suggesting the content that might best facilitate student development. Blustein (2006), Brown and Lent (1996), and Lent, Brown and Hackett (2000) have contributed research showing the impact that impoverished environments have had in stunting the growth

of young people as career identity is formed. Krumboltz (1994) and Savickas (2012) have shown how career constructs impact career behavior, providing empirical evidence that career programs helping students build constructs for success are effective. Finally, the literature emphasizes the need to prepare students for continual career changes over the course of a lifetime.

The hope is to demonstrate the value of substantive career programs for Upward Bound Bridge students. The substance of such career education would include teaching career constructs such as (a) satisfaction in career results from integrating a person's interests and values with occupational requirements, (b) a fit between personal preferences and career demands occurs only after an individual has explored personal and external factors (ie. occupational information), and (c) attitudes and beliefs that contribute to career development including: belief in self; persistence; overcoming obstacles; and coping with change.

In addition to teaching constructs, substantive career education includes hands-on experience in the world of work provided by an internship matched to students career interests. Changes in the identity scores, and subcategories of the MVS may show growth in student career development.

The second contribution of the study will be qualitative information about the career development of Upward Bound Bridge students. Students who qualify for Upward Bound by virtue of economic and family educational backgrounds have not been studied over time. Following up on students who attended the career program two or three years later, with an in-depth interview, will offer rich information about critical career identity development of this specific population.

The results of the study will contribute empirical findings that will be useful to TRiO programs which help low income and first generation students prepare for college. Other professionals interested in career education will also be informed about the impact of a career program on students over time. Only such a longitudinal investigation can reveal what interventions were impactful and which ones were not.

CHAPTER 3

METHODOLOGY

The study took place in three phases. Phase I was a quantitative study using a pre-post design involving My Vocational Situation (MVS), (Holland, Draiger, & Power, 1980), the Self-Directed Search (SDS), (Holland, 1994) and a program evaluation questionnaire (Appendix B). The study included a career program for UB Bridge students. The instruments measured the immediate impact of the intervention on student learning and career identity. For Phase II, MVS scores and SDS interest codes were obtained again to compare with data obtained in Phase I. In addition, participants were interviewed regarding their experiences after their high school graduation. Phase II sought to determine longer lasting impacts of the career development program two and three years later and in Phase III, six or seven years after the original career development program.

Phase I: Career Development Program

Identified Population

A total of fifteen participants met the criteria for the Upward Bound program, which includes neither parent having a bachelor's degree and family income less than 150% of poverty level. The Upward Bound program was located at a university in north central Texas. The ethnic composition of participants included seven African Americans, two Hispanics, five Caucasian and one Asian. Ethnic and gender composition included five African American females, two African American males, two Hispanic females, five Caucasian females, and one Asian male.

Instrumentation

The My Vocational Situation consists of three scales: Career Identity, Occupational Information, and Occupational Barriers. The MVS measures career identity concerns using eighteen true/false responses and two yes/no format responses. An example was, "I need to find out what kind of career I should follow." Participants were also able to indicate a need for occupational information as well as perceived occupational barriers. "I need the following information: How to find a job in my chosen career" was an example of a yes/no format response.

According to Owen and Fitch (2003), an individual with high career identity scores has goals, interests, personality traits, and talents that are clear and stable. Another study found high career identity scores show high decision-making self-efficacy with subjects ascribing to such person constructs as, "I can be successful in doing career development activities," such as exploring occupational information and asking questions when interviewing working adults for career information (Gushue, Scanlan, Pantzer, Clarke, 2006). Lucas (1999) stated that validity studies have demonstrated that students who have high scores in the MVS have a clearer sense of identity and are not easily deterred by barriers. Lucas's 1999 research, with high school students, showed scale reliabilities that ranged from .86 to .89 and retest reliability after one to three months was estimated to be .75. Thus, the MVS determined the level of career identity development, knowledge of occupational information, and perceived occupational barriers. Hirschi and Lage (2007) found the coherence or consistency of occupations named on the SDS to be associated with career readiness and career aspirations.

During Phase I of the study, students completed the Self-Directed Search as an exploratory tool in the career program. According to Cowger, Bickham, Miller and Springer (1999) subtests in the Self-Directed Search (SDS) are categorized as aspirations, activities, competencies, occupations, and self-estimates. Responses for the subtest consisted of “like” or “dislike” or “yes” or “no” to most of the items. An example was “Do you like or dislike teaching in a high school.” Another example of a “yes” or “no” question was “I am good at teaching others.” Miller, Springer, Tobacyk, and Wells (2004) reported reliability ranging from .70 to .89, which provided evidence of validity, and showed favorable results when using the SDS. Miller’s (1997) research, however, stated that reliability and validity can be compromised by error in a self-administered and self-scored instrument. The career assessment inventory, SDS, allowed participants to identify occupations they might investigate further or to confirm a career choice made earlier.

Data Collection

For Phase I, MVS data were collected both prior to and after students completed the career development program. The scores for the MVS include scores for career identity, occupational information, and occupational barriers. In addition, an evaluation form was used to measure student satisfaction with the job shadowing experience. The SDS Holland interest codes were also collected.

Procedures

Phase I: Career Development Program

Session 1

The Upward Bound Bridge students participated in a Career Development Program. In the beginning of the spring academic semester, 2006 and 2007, a six-hour orientation took place. The day started with both students and parents receiving an overview of the program along with a question and answer session. Both students and parents signed a consent contract form (Appendix C). Following the basic overview, parents were able to leave.

For the rest of the day, I provided instruments for the student to complete and facilitated a discussion regarding the MVS and SDS tests' results. The first instrument was the My Vocational Situation (MVS) (Holland, Draiger, & Power, 1980). Students answered the twenty-questions and returned the form. The second instrument was the Self-Directed Search (Holland, 1994). Students were provided information on how to complete each page of the assessment booklet. Students completed the booklet, but kept it in front of them for further discussion. After everyone was done, I discussed the score and helped each individual student not only understand his/her three letter code but also how to change the three letter code by switching the letters around. Then using the Occupations Finder (Holland, 1996), students searched for occupations listed under the appropriate categories indicated by the code letters which represent the categories of realistic, investigate, artistic, social, enterprising, and conventional (RIASEC). Next, students utilized the Educational Opportunities Finder (Rosen, Holmberg, & Holland, 1997) and the Leisure Activities Finder (Rosen, Holmberg, & Holland, 1997) to locate college fields of study and leisure activities.

After both instruments were completed, a general discussion occurred. I addressed each student about what the student had considered for a future career and whether that choice matched the interests indicated by the Holland code. Example: nurse to social worker. After the discussion, each individual student selected his or her choices for an internship site.

Session 2

The second session was approximately two hours. I informed each individual student of his/her matched placement for a possible internship. Students went into the computer lab and researched the business to see if it would be a fit with their interests. The students looked at the description of the business which included location, field, positions, salary, educational attainment, purpose, and so forth. The students needed to determine what they could learn from the specific place of business that is related to their career aspirations. For example, a student may have wanted to be an engineer and the three letter code also stated engineer but he/she might not yet know the specific type of engineering that suited him/her best. In the internship he/she could explore options at a firm with different types of engineers.

Session 3

The third session was approximately two hours. I introduced the career diamond to the students. The career diamond is a visual representation of internal and external influences on the career choice process.

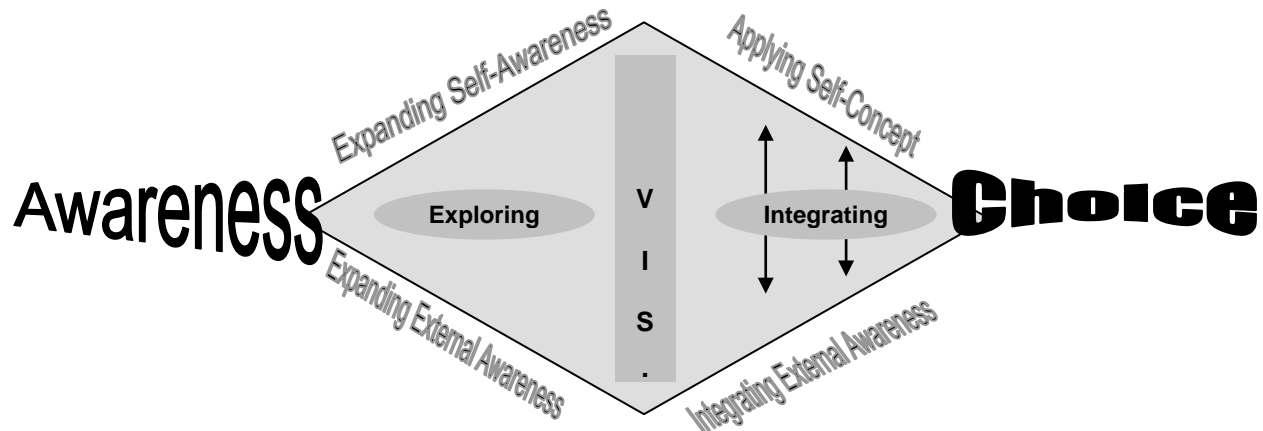


Figure 1. Career diamond (Andersen & Vandehey, 2012).

Figure 1, the career diamond, shows the flow of the career choice process moving from an awareness of the need to make a choice to exploring both personal and external factors, developing a vision of a career role, to integrating the external requirements with the self concept to a final choice. Students discussed how the career diamond depicted their process of choosing majors in college and how the process could be enacted over the course of a lifetime. An example was given using a former UB Bridge student's career experiences. The UB graduate worked in the field of engineering, gained expertise, and changed positions to a different specialty requiring a new certification. Still another change occurred when he obtained a supervisory position with additional responsibilities and increased pay. Still another change occurred when he was laid off, and he started his own company building on a new specialty.

The career diamond creates a visual diagram for students to envision the continual change expected to affect their careers in the global economy. Finally, students are shown that when the diamond is turned over and the external factors are on top, the external realities dominate, pressing down on the self, flattening and reducing the influence of the self. With the reality of working primarily to meet external demands, the self no longer controls choices and

self expression is minimal. Such a process where work is more a means to an end rather than an expression of self concept is the actual experience of most of the world's population (Blustein, 2006) and can illustrate the outcome of students who are not able to take advantage of the opportunity to further their education.

Session 4

The fourth session was approximately two hours. I met with the students to discuss how their three letter code and interests were related to their college majors. The student's major determines what coursework, including core coursework and major coursework, is taken. Each major has certain course requirements and total number of semester hours needed for completing the degree. Hours for one major may not transfer to another major in another college; thus, changing majors might add to the total number of hours a student takes before graduating.

At this time, the Texas Higher Education Coordinating Board, the state's higher education/post secondary university governing body, has developed the Texas Education Code (Section 54.014), based on House Bill 1172 of the 79th legislative session in 2005 that requires a limit of hours taken to receive a bachelors degree from a state institution of higher education. This law affects all majors except those in science, technology, engineering, and mathematics. Additional tuition is charged for degree hours beyond a 120 semester hour cap.

Session 5

The fifth session was approximately two hours. Each student received a binder for his/her internship. I went over the materials in the binder (Appendix D). The first several surveys (A, B, C) addressed basic employability skills such as appearance, interview behavior, punctuality, following directions, quality of work, dependability, accuracy of work, and asking questions regarding job duties. These basics assured that students learned social constructs expected in the world of work.

Beyond the basics, students completed the Vocational Awareness Survey, which introduced constructs that presume occupations requiring advanced education and are related to personal interests and values. The subsequent discussion involved underlying values, such as helping others or contributing new ideas. The students expressed interests in science and business.

A number of forms in the binder were related to the students' internship/job shadowing experience. The educational goal was that students would gain exposure to work experiences at the professional level and would develop more sophisticated constructs related to career. Using these forms, students developed a portfolio that included: a job profile, describing the job the student observed and participated in minimally; journal entries for each day of the internship describing observations of work activities and student reactions; a list of questions related to the job shadowing experience; and an essay describing the student's overall experience and what was learned. Finally, the binder included two evaluation forms for the employers to evaluate the student's performance. Each student received copies of the

evaluation forms so he/she would know ahead of time how he/she would be evaluated. The forms created a structure for the portfolio and for students' reflections about the experience.

Session 6

The sixth session was approximately two hours. I announced internship assignments, including the business name, contact person, and the telephone number. Students were required to connect with their contact person and to schedule a first meeting session. Students reviewed the results of the Vocational Awareness Survey. I taught constructs for success by facilitating a discussion regarding the appropriate behaviors and attitudes during a job search and at work. After initial contact with the employer, students prepared to begin their Summer I academic and residential program at the university for six weeks.

Internship/Job Shadowing

Providing internships for each individual student took approximately one month for completion. Using each student's Holland code, I identified a matching local business and called to see if the work site would provide an internship. If the business agreed, the student was informed.

The student, the employer and I met. An agreement was made as to what the student's internship experience would entail. Once the internship match was made, an UB internship agreement (Appendix D) was signed by the student to solidify the student's commitment to completing the work program.

Students completed 80 internship hours during the summer residential program. For five weeks, students participated in shadowing and work activities for one eight hour day a week . For the sixth week, students participated on site for a full forty-hour work week. Students completed daily journal entries reflecting on work activities and their reactions.

During the internships students were provided a handout suggesting 15 open-ended questions to ask the employer. Students asked the employer questions such as, “What is the best educational preparation for this field?”, “What is the job outlook for positions in this field?”, “Which professional journals and organizations are important in this field?” and “What skills are needed in your place of employment and which ones should I be concentrating on at this point in my education?” The students also developed five additional questions to ask the employer.

After the internship, students completed a questionnaire with 10 open-ended questions about the internship experience as well as an evaluation form asking five questions rating the experience on a Likert scale from 1 as low and 5 as high. In addition, students wrote an essay reflecting on the experience. Employers also filled out a work skills survey rating the student’s performance, work habits and attitudes.

The student also sent a letter thanking the employer for the opportunity to participate in the internship at the business site. I also made follow-up phone calls thanking the employer and sent a card.

Materials

The Vocational Awareness Survey was used to identify students’ knowledge regarding

appropriate behaviors during a job search and at work. The survey indicated what the participants understood about basic employability skills using a Likert scale and open-ended questions. An example of a Likert scale question was, “I believe attendance is very important to employers.” An example of an open-ended question was, “During an interview, what would you want an employer to know about you? Why?” Carter, McCarroll, and Popek (1998) stated that the students’ survey also provided practice in writing skills. Data from the survey were used by the director to emphasize specific objectives reflecting student needs for the career development program.

For Phase I’s career development program, students were provided with binders containing materials used during sessions and during the internship/job shadowing experiences (Appendix D). The materials in the binder included: Vocational Awareness Survey; time sheets, descriptions of the organization where they worked; a student journal describing daily job duties; evaluation forms for the supervisors to rate the student’s performance, and a form for students to rate the internship experience. These forms spelled out expectations and served as examples of typical forms students might encounter in future jobs.

Results

To examine the impact of the career development educational sessions and the internship/job shadowing experience, the MVS was administered both pre and post the career program. Table 1 shows the scores for each participant.

Table 1

My Vocational Situation

		2006 /2007- Pre	2006/2007 - Post
2006	AA Female #1	11 CI	12 CI
		1 OI	1 OI
		2 OB	2 OB
	AA Female #2	13 CI	15 CI
		0 OI	1 OI
		3 OB	3 OB
	H Female #3	15 CI	16 CI
		0 OI	2 OI
		3 OB	3 OB
	C Female #4	11 CI	14 CI
		1 OI	1 OI
		4 OB	4 OB
AA Male #5	14 CI	15 CI	
	0 OI	1 OI	
	3 OB	3 OB	
C Female #6	11 CI	13 CI	
	0 OI	2 OI	
	3 OB	3 OB	
2007	C Female #7	14 CI	15 CI
		2 OI	2 OI
		3 OB	3 OB
	AA Female #8	12 CI	14 CI
		1 OI	1 OI
		3 OB	3 OB
	C Female #9	18 CI	18 CI
		4 OI	4 OI
		4 OB	4 OB
	AA Female #10	18 CI	18 CI
		4 OI	4 OI
		4 OB	4 OB
C Female #11	14 CI	16 CI	
	2 OI	2 OI	
	4 OB	4 OB	
A Male #12	12 CI	15 CI	
	1 OI	2 OI	
	2 OB	3 OB	

(table continues)

Table 1 (*continued*).

		2006 /2007- Pre	2006/2007 - Post
2007 (<i>cont.</i>)	AA Male #13	1 CI	2 CI
		0 OI	0 OI
		2 OB	2 OB
	AA Female #14	17 CI	17 CI
		3 OI	3 OI
		2 OB	3 OB
	H Female #15	14 CI	16 CI
		4 OI	4 OI
		3 OB	3 OB

Note. CI: Career Identity; OI: Occupational Information; OB: Occupational Barriers; AA: African American; H: Hispanic; C: Caucasian; A: Asian

Quantitative Data Analysis

On the pre-test for the MVS's Career Identity (CI), most scores fell in the range of 11 to 18 out of a potential total of 18 with one score at one. The pre-test CI scores actually showed UB Bridge students demonstrated fairly high career identity scores even before the career program and internship. Three students had scores of 17 or 18 out of a potential of 18 total. Five more had scores of 14 or 15. Both the median and the mode for the data set were 13-14. One student had a score of 13, two had scores of 12, three had scores of 11 and one student had a score of one.

For the post-test, CI scores ranged from 12 to 18 with one score at two. The median and mode moved to 14-15 for the post-test. The data related to Career Identity showed little to no change from the pre-test prior to the career development sessions and internship and the post-test following the program. Three students showed no change. Five showed a one point difference; five showed a two point change; and two students had a three point difference for a total of 15 students.

Table 2

Student Internship Evaluation

Question		Responses
1. What were your expectations of this program?		Develop career interests = 15
		Gain work experience = 14
		Find part-time work = 5
2. Has the internship satisfied all your expectations?		Yes = 14 No = 1
3. Please rate your satisfaction with the following statements: (1 = low, 5 = high)	a. Orientation to work place provided	1 = 0
		2 = 1
		3 = 1
		4 = 9
		5 = 4
	b. Support given by UB staff	1 = 0
		2 = 1
		3 = 3
		4 = 5
		5 = 6
	c. Mentor or specific person was available	1 = 1
		2 = 2
		3 = 4
		4 = 3
		5 = 5
	d. Internship experience increased career interests	1 = 1
		2 = 0
		3 = 1
		4 = 8
		5 = 5
4. Opportunity to improve or develop...	a. Communication skills	1 = 1
		2 = 0
		3 = 2
		4 = 7
		5 = 5
	b. Career goals	1 = 0
		2 = 0
		3 = 0
		4 = 11
		5 = 4
	c. Interpersonal skills	1 = 0
		2 = 0
		3 = 3
		4 = 7
		5 = 5
	d. Other skills	1 = 0
		2 = 0
		3 = 1
		4 = 4
		5 = 6

(table continues)

Table 2 (*continued*).

Question	Responses
Would you recommend the UB Internship to your friends?	Yes = 15 No = 0

Likewise the scores for Occupational Information showed little change. Six students showed no change. Finally, 13 students showed no change in their perception of Occupational Barriers blocking their career plans, and two showed a one point drop in perceived obstacles. The MVS has no norms to determine if the scores are typical for students of this age, and no indication of what a difference of one to three points means in relation to career identity.

Results

To evaluate the career development program, UB Bridge students completed a questionnaire asking them to rate components of the internship/job shadowing experience. Table 2 shows a summary of the ratings by each question.

Quantitative Data Analysis

All 15 students fulfilled their expectation that the career program would develop their career interests and would help them reach their career goals. Thirteen of the fifteen students indicated the internship increased their career interests. The majority of students (11) also rated the support by the Upward Bound staff as somewhat high (4) or high (5). Other benefits such as improving communication skills interpersonal skills and other skills were rated high or somewhat high by the majority.

Discussion

The pre-test CI scores actually showed UB Bridge students as having fairly high career identity scores even before the career program and internship. Eight students with scores above 14 out of 18 questions show strong career identity development. Six students had scores from 11 to 13, suggesting a need for further development, and only one student with a score of one (1) suggested a remedial level. All students showed slight improvement after the career program on the post-test with 12 of the fifteen obtaining scores of 14 or above. Despite high scores for the career identity, change in the MVS scores for improving career identity was minimal. Perhaps the three month program was not enough time to show more change, or perhaps the scores were high enough prior to the career program, so that minor change was all that could be expected. The MVS has no norms to determine if the scores are typical for students of this age, and no indication of what a difference of one to three points means in relation to career identity.

The lack of change for Occupational Information is unexpected because students researched their job roles prior to the internship; and certainly, the internship experience itself provided information. One explanation may be that students recognized how much they still needed to know in making career choices regardless of gaining some information. Student also reported a continued awareness of occupational barriers to their career planning, which may be a realistic assessment of how difficult it is to be the first person in a family to attain an education and a professional level occupation. Overall, students evaluated the career program and internship positively.

Summary

The quantitative data for Phase I of the study show the group of UB Bridge students with strong career identities and an appreciative attitude toward the career program. The impact of the career program is not shown as there was little change to CI, OI, and OB scores. To determine how students described their own career identity development, qualitative measures were needed for the group as a whole and for individual students.

Phase II: Follow-Up Interviews 2009

Introduction: Research Design

Phase I began with a comparison of quantitative data from the MVS scales. This phase of the study represents the case study as of the whole group. To gain a sense of the students' experience, I read the students' daily journals and summary essays written during the career program and recorded each student's self description of his/her career identity. Each student is presented as an embedded individual case: showing career identity scores taken over time; SDS codes in Phase I and in Phase II; and self-description from the journal entries and essays.

Themes across individual cases were developed from the interview material. Finally, the themes derived from the individual cases, and follow-up interviews in two to three years after the program were compared to the data collected from the three administrations of the MVS.

Stake (1978) describes the aim of a case study as "*naturalistic generalization*, arrived at by recognizing the similarities of objects and issues in and out of context and by sensing the natural covariations of happenings. To generalize this way is to be both intuitive and empirical...."(p. 6).

The design of this case study is to move from the “bounded system” (p. 7) of a class of UB Bridge students who experienced a career program to embedded individual cases using individual student self descriptions (Stake, 1978). Similarities between individual cases built to general themes representing a number of students. Unique themes of individual students are also described. The final qualitative descriptors are related to the CI scores to reveal the unfolding of individual career identity, and similar experiences that students shared as a group (general case). This back and forth weighing of qualitative and quantitative data, from individual self descriptions to group themes offers a view of the students’ career identity development from different angles.

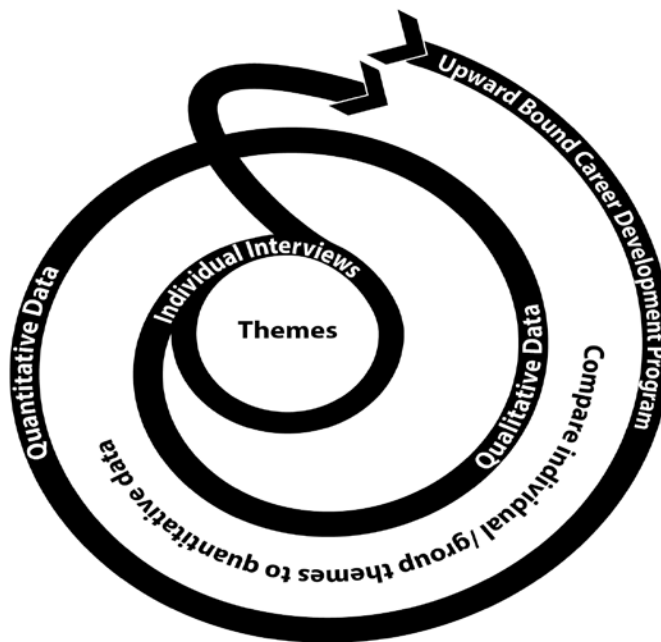


Figure 2. Embedded case study design.

The flow of the research process is conceived as a spiral (see Figure 2) starting with the quantitative data that show MVS scores for the whole group, then moves to qualitative data: first with individual student’s essays and journals and then to themes from individual

interviews. Finally the qualitative themes were compared to the data from the MVS and the SDS.

Yin (2003) defines an embedded case study as including more than one subunit of analysis. Using analytic techniques including *explanation-building* and *cross-case synthesis*, (Yin, 2004, p. 14) this research explained the construct of career identity embedded within student statements and compared individual cases to demonstrate group themes. In a similar way, Hua (2002) provided a case study demonstrating the construct of career self-efficacy. Gentry, Hu, Peters, and Rizza (2008) also described a study of an exemplary career program with an example of an interview protocol. Following such examples from the literature stimulated the thought process that led to this study's design.

Identified Population

When the students participated in the 2006 and 2007 summer career development program, they were also completing six to seven hours of college coursework. Tuition, fees, and books were paid through the grant. These same students were contacted at the beginning of the 2009 academic year. Fifteen students were part of the 2006 and 2007 cohort years but only fourteen students were willing to participate. Final participants included eleven females and three males whose ages were 17-18 during Phase I and aged 19 to 21 years during Phase II. Ethnic and gender composition included five African American females, two African American males, two Hispanic females, four Caucasian females, and one Asian male.

Instrumentation

For Phase II students completed the MVS again to obtain new scores for Career Identity, Occupation Information, and Occupational Barriers. They also completed the Holland Assessment Tool to obtain Holland interest codes to compare to the codes from Phase I. The primary source of data for Phase II came from in-depth interview questions (Appendix F).

The individual qualitative interviews included twenty open-ended questions that asked participants to describe their career development experience. Questions encouraged students to reflect on their Upward Bound experiences, particularly the career program and the internship/job shadowing experiences, and how these experiences helped them adjust to college, choose college majors and possible occupations. If former UB students were not in school, they were asked to describe their current job. All participants were asked to explain their current career plans and how their plans were similar or dissimilar from their high school choices and how changes in their thinking occurred. Questions involved students' self-efficacy at school or at work, their strengths and weaknesses, their values and commitment to career goals, and any confusion they may have experienced. Finally, participants were asked to describe what they expected for the future and what adjustments or changes they expected, and what advice they would give to current Upward Bound students.

Data Collection

To gain a sense of how students defined their experience of the career program and internship, I first reread the journal entries and final essays written by the students during Phase I of the study. Career identity (CI), Occupational Information (OI), and Occupational

Barriers (OB) from the MVS were collected as well as current Holland codes from the Holland Assessment Tool.

Procedures

Each individual student was interviewed once from March to June 2009. A meeting with each individual student was scheduled. Initial exchanges included casual greetings, an explanation of what the study would entail, and students signing a consent form (Appendix E). Then, students completed the MVS and the Holland Assessment Tool.

The interview process was tape recorded as students were asked the twenty open-ended questions. All but one of the students were interviewed in person at the Upward Bound office in a private room. One student was interviewed in a private conference room at a hotel in Seattle, Washington, where the student lived when I visited for a conference. Each interview lasted approximately an hour and a half. When all the questions were completed, the student was thanked and the meeting adjourned. For documentation, I created a folder for each student's materials and then transcribed the interview tapes.

Results

Data from the MVS reveal how the perception of UB students changed from the time they participated in the career development program to the period of two or three years later in 2009 shown in Table 3.

Table 3

My Vocational Situation

		2006 /2007- Pre	2006/2007 - Post	2009
2006	AA Female #1	11 CI	12 CI	13 CI
		1 OI	1 OI	1 OI
		2 OB	2 OB	3 OB
	AA Female #2	13 CI	15 CI	15 CI
		0 OI	1 OI	3 OI
		3 OB	3 OB	2 OB
	H Female #3	15 CI	16 CI	18 CI
		0 OI	2 OI	4 OI
		3 OB	3 OB	3 OB
	C Female #4	11 CI	14 CI	18 CI
		1 OI	1 OI	4 OI
		4 OB	4 OB	4 OB
	AA Male #5	14 CI	15 CI	17 CI
		0 OI	1 OI	1 OI
		3 OB	3 OB	4 OB
	C Female #6	11 CI	13 CI	18 CI
		0 OI	2 OI	4 OI
		3 OB	3 OB	4 OB
2007	C Female #7	14 CI	15 CI	CI
		2 OI	2 OI	OI
		3 OB	3 OB	OB
	AA Female #8	12 CI	14 CI	18 CI
		1 OI	1 OI	1 OI
		3 OB	3 OB	3 OB
	C Female #9	18 CI	18 CI	18 CI
		4 OI	4 OI	4 OI
		4 OB	4 OB	4 OB
	AA Female #10	18 CI	18 CI	18 CI
		4 OI	4 OI	4 OI
		4 OB	4 OB	4 OB
	C Female #11	14 CI	16 CI	16 CI
		2 OI	2 OI	0 OI
		4 OB	4 OB	4 OB
	A Male #12	12 CI	15 CI	18 CI
		1 OI	2 OI	3 OI
		2 OB	3 OB	4 OB
	AA Male #13	1 CI	2 CI	5 CI
		0 OI	0 OI	1 OI
		2 OB	2 OB	2 OB
	AA Female #14	17 CI	17 CI	16 CI
		3 OI	3 OI	4 OI
		2 OB	3 OB	4 OB
	H Female #15	14 CI	16 CI	17 CI
		4 OI	4 OI	4 OI
		3 OB	3 OB	3 OB

Note. CI: Career Identity; OI: Occupational Information; OB: Occupational Barriers; AA: African American; H: Hispanic; C: Caucasian; A: Asian

Quantitative Data Analysis

The aggregate of MVS career identity (CI) scores showed much change over the two to three year period after the career development program. The range of scores for the program post test was 2 to 18 whereas the range in 2009 was 5 to 18. Greater change was shown by the differences in the median which moved from 14 to 15 post career development program to 17-18 in 2009. However, the most change was shown by the highest scores. In 2009, half the participants (7) scored 18 where as on the post test only two students made the highest score. In addition, more than a third (5) of the students increased their career identity (CI) scores by three points or more from the post test to 2009.

Students reporting a need for occupational information (OI) also increased from the post career development program OI scores to 2009. Although half of the students showed no change the other half did show an increase in need for information with almost a third (4) of the students increasing OI scores two or three points.

For the scores reflecting a perception of occupational barriers (OB) to career plans, a little more than half (8) of the students showed no change from the post career development program to 2009. A little less than half (6) of the students showed a one point increase from the post career development program OB scores to 2009.

Results

The students measured Holland codes were collected at the end of the career program and during the follow-up interviews. Table 4 shows the RIASEC codes for each participant.

Table 4

SDS Holland Code/Holland Code Assessment

	Student/Year	SDS	Holland Code Assessment 2009
2006	AA Female #1	ISC	CSI
	AA Female #2	SEA	SIR
	H Female #3	AES	SAR
	C Female #4	SAI	SIR
	AA Male #5	ESC	ESC
	C Female #6	SAE	SAE
2007	C Female #7	SEA	
	AA Female #8	ISE	ISE
	C Female #9	IAS	CEA
	AA Female #10	ASE	ISA
	C Female #11	ISA	AIR
	A Male #12	REI	RCI
	AA Male #13	AIS	IES
	AA Female #14	SCI	SIC
	H Female #15	ESA	SAI

Note. AA: African American; H: Hispanic; C: Caucasian; A: Asian

Quantitative Data Analysis

Of the fifteen students, one student did not record a second Holland Code. Of the remaining fourteen students, six students retained the same occupational interest categories. However, three participants changed the order of the letters, reflecting a change in priorities. Of the remaining eight students, six changed one letter from one interest category to another. Two students changed two letters.

Discussion

The pre test career identity (CI) scores suggest UB students showed fairly high scores even before the career program and internship. Eight of the students had scores of 14 or

higher, showing strong career identity. Six students had scores from 11 to 13, suggesting a need for further development and only one student had a very low score of one.

Although MVS data suggested strong career identities for UB students, the changes in Holland Codes for the students two or three years later suggested career identity changes. Almost half of the students (6) kept the same Holland Code letters over time, but three students changed the order of the letters. Eight students, however, made major modifications in occupational interests, with six students changing one interest category and two students changing two letters.

These results would suggest that though the students claimed confidence in their career identities, many students did change their career identity constructs later. The students made some changes pre and post the career development program. More changes occurred over time and were revealed in follow-up interviews. Such is the nature of adolescence and early adulthood where identities start to form and are later modified. It is possible that seeds were planted during the career development program, facilitating later changes.

For career practitioners, MVS scores need to be seen as indicators of identities in the process of formation, not solid structures. When UB students entered higher education environments and the real world of work, they continued the process of integrating their interests with external demands, and some students changed their priorities and others even changed interest categories.

Qualitative Data Analysis

I decided that the student journals and internship essays would not be used for

qualitative analysis. When writing these, students only reported what happened during the internship. Students did not make specific references to what they learned in the career development program. They also did not share their thoughts about the internship experiences. Only concrete reporting was given, without any reflection about the meaning the experiences had for the students.

Each interview was tape recorded and transcribed. Two spreadsheets were created. One showed each question with the answers given by each individual student. On the second spreadsheet, questions were placed on the right column with the answers for all the participants beside each question to the left.

For each student, an abbreviated case study of the student's MVS CI, OI, and OB scores was created, as well as Phase I and Phase II Holland codes. Each transcript was reviewed to record repeated words and phrases in order to construct the student's personal themes. The spreadsheet was also reviewed to verify that the themes generated from the transcript were consistent.

The outside expert faculty member and I individually reviewed the transcripts and completed the interview summary form (Appendix A). Final themes for each student were determined after we reached consensus on the most appropriate wording and description.

Individual student themes were recorded on a master list for use in determining overall themes for all students. Themes from all of the students were discussed to decide on categories that capture the meaning of several individual themes.

Summary

In Phase I, UB Bridge students participated in a career development program and an internship/job shadowing experience, pre-post tests for the MVS, the SDS measure for gaining Holland interest codes, and an evaluation survey. In Phase II, at the time of interviews, participants completed repeat measures for the MVS and Holland interest codes. Interviews were analyzed for themes related to the students' post secondary experiences and how the students described their own career development. Individual case studies included the tests scores over time and a summary of the student's career identity self description.

Themes from all the interviews were identified by the myself and a faculty member through a process that involved using a summary form and agreeing to the wording and content of common student descriptors. The qualitative themes were compared to CI scores taken over time.

Phase III: Follow-Up Interviews 2014

Identified Population

The same fourteen students, who participated in the Career Development Program in either the 2006 or 2007 cohort years and were interviewed in 2009, were contacted to participate in another follow-up interview question (Appendix G) process. The questions were unchanged except to reflect comparisons and contrast from their responses in the 2009 interview. Participants have been contacted using either social media or telephone numbers, and all fourteen stated that they would be willing to participate in the follow-up interview. Students have commented that they would be willing to answer questions either by telephone

interview or email. Some students are either full-time employees or live outside of the city and were hesitant to agree to meet in person given time constraints.

Instrumentation

For the follow-up interviews, students completed the Holland Assessment Tool to obtain Holland interest codes to compare to the codes from Phase I and Phase II. Follow-up questions consist of a twenty-question interview process that asks participants to describe their career development experiences. Questions encourage students to reflect on their Upward Bound experiences, particularly the career program and the internship/job shadowing experiences, and how these experiences helped them adjust to college, choose college majors and possible occupations. If former UB students have not graduated with a bachelor's degree, they were asked to describe their current job. They were asked to explain their current career plans and how their plans are similar or dissimilar from their high school choices in 2009, and how changes in their thinking occurred. Questions involved students' self-efficacy at school or at work, their strengths and weaknesses, their values and commitment to career goals, and any confusion they may have experienced. Finally, participants were asked to describe what they expect for the future and what adjustments or changes they expect, and how they feel about the loss of the Upward Bound program. The follow-up questions also allowed for updated information since 2009. The questions show comparisons or contrasts from the 2009 interview.

Data Collection

To gain a sense of how students defined their experience of the career program and

internship, I reviewed data collected from previous assessments and from the 2009 interview. During this final follow-up new data were collected from the MVS (My Vocational Situation), and the Holland Assessment Tool, as well as interview questions.

Procedures

Each student was located through social media, friends or family. An agreement to participate in a second follow-up interview was gained after the purpose and the procedure were explained. Individual students were interviewed once. An email was sent to each student with the twenty-question survey. Students answered the questions and emailed back the answers. Replies were read and individual students were called for clarification or additional responses, if needed.

The interview process was sent electronically via the email address provided, and notes were taken on the follow-up. When all the students submitted their follow-up survey, students received a “thank you” for participation. Students were called individually and asked additional questions for clarification. After the telephone conversation, each student was thanked for his/her participation and was notified that they would be given information about their contribution to the study once completed. For documentation, I inserted the email responses from the students and notes from the telephone interview in each student’s folder.

Quantitative Data Analysis

For each additional phase of the study, MVS scores and Holland Codes was collected. Students reported their Holland Codes via e-mail using the Holland Assessment Tool. The Phase

III codes were added to the tables showing codes obtained in previous phases. Changes in code letters and the order of the letters were compared over time. MVS data for CI, OI, and OB scores were also transmitted by students via e-mail and compared to scores from previous phases. Changes in scores and codes for all three phases reflect changes for the students over time.

Qualitative Data Analysis

Each email interview answered the questions and was reviewed for themes and for changes from Phase I and Phase II. Follow-up telephone conversations, if needed for clarity, were recorded with notes and transcribed. A spreadsheet was created to show each question and answer given by each individual student.

For each student, an abbreviated case study of the student's MVS CI, OI, and OB scores was created, as well as Phase I, Phase II and follow-up Holland codes. Each transcript was reviewed for repeated words and phrases to construct the student's personal themes. The spreadsheet was also reviewed to verify that the themes generated from the transcript were consistent.

The outside expert faculty member and I individually reviewed the email and telephone responses using the interview summary form (Appendix A). Final themes for each student were determined after we reached consensus on the most appropriate wording and description. Individual student themes were recorded on a master list for use in determining overall themes for all students. Themes from all of the students were discussed to decide on categories that capture the meaning of individual themes.

Summary

In Phase I, UB Bridge students participated in a career development program and an internship/job shadowing experience, and completed pre-post test for the MVS, the SDS measure for Holland interest codes, and an evaluation survey. In Phase II, the UB Bridge students were interviewed and completed repeated measures for the MVS and Holland interest codes. Interviews were analyzed for themes related to the students' post secondary experiences and how the students described their own career development. Individual case studies included the tests scores over time and a summary of the students career identity self description. In Phase III, the UB Bridge students were interviewed and completed repeated measures for the MVS and Holland interest codes. These e-mail interviews were also analyzed for themes related to the students' post-secondary experiences and how the students describe their own career development. Individual case studies included the tests scores over time and a summary of the student's career identity self description.

Themes from all the interviews were identified by myself and an outside expert a faculty member through a process that involved using the interview summary form (Appendix A) and agreeing to the wording and content of common student descriptors. The qualitative themes were compared to CI scores taken over time and to themes previously found in Phase II.

CHAPTER 4

RESULTS

Case Studies

Introduction

In 2006 and 2007 Upward Bound students participated in a summer Bridge program that included a career development workshop and an internship experience. For the study 14 of those students were interviewed in 2009 to determine the impact of the UB program on their future career choices. Specifically the study collected data to show changes in career identity and adjustment to college.

In 2014 for a follow-up interview, all 14 participants were located, though gaining full cooperation from all of them proved more difficult than in 2009. Ten participants completed the quantitative and qualitative information for the study. Three students completed the quantitative part of the study but did not complete the on-line interview. One participant did not respond to repeated attempts requesting the information.

The primary research question was, “After two or three years and again in seven to eight years, how did the students describe the influence the Upward Bound program had on their adjustment to college and their career identities?” Participants were interviewed in 2009 and surveyed on-line in 2014.

Secondary research questions specify changes in the quantitative data using MVS, My Vocational Situation and the SDS, Self-Directed Search. “How did the MVS career identity (CI), occupational information (OI), and occupational barriers (OB) scores change from the Upward Bound career development program to 2009 and 2014?” CI items ask respondents to check

True or False to items that suggest certainty about career choices, confidence in making occupational choices, and knowing personal strengths. The total CI score represents the number of items checked as False, meaning the item is not a concern. The four items on the OB and OI scales, scores represent obstacles faced or information needed.

The other quantitative research questions involved the use of Self-Directed Search (SDS). “How did the Holland Code change from the Upward Bound career development program to 2009 and 2014?”, and “If changes in SDS codes occurred, what was the extent of the change?” The SDS has respondents check like, dislike or indifferent to show preferences for occupations, competencies, activities, and school subjects. Total scores are represented by letters for the occupational categories, which indicate the respondents’ preferences in priority order.

Case studies combine the quantitative data and qualitative interview data. For each participant scores from MVS and the SDS are listed for 2006/2007 and 2009 and 2014. As the scores are interpreted, information from the interviews is used to validate scores or to show where scores were dissimilar from what the participant said. Specific Items for the MVS are reported in the case study when the item expressed content specifically relevant to what the participant said. Finally, to describe each participant, a summary interprets the test scores using qualitative content.

What follows are 14 case studies that describe each of the participants. After the individual descriptions, a summary of all the case studies are given as well as description of the general themes relevant for the entire group.

Case Study 1

My Vocational Situation (MVS)			
Pre 2006	Post 2006	2009	2014
11 CI (Identity)	12 CI	13 CI	10 CI
1 OI (Information)	1 OI	1 OI	4 OI
2 OB (Barriers)	2 OB	3 OB	2 OB

Self-Directed Search (SDS)		
2006	2009	2014
ISC	CSI	CSI

2009

The first participant coded 1 is an African America female. Though she showed fairly low identity scores, during her interview she said she knew “for sure” what she wanted to pursue as a career, and that was to be a neonatal nurse. “My number one thing is helping people,” she said. The S in her Holland code reflected an interest in helping; the I showed an interest in science; the C suggested organizational learning, all categories relevant to nursing. During her internship in a hospital she observed a nurse who stressed the need to be flexible, saying, “Don’t get too stuck on just working with babies; that specialty may not be available where you are working.”

An item analysis of the MVS showed she had changed some critical items from 2006 to 2009. In 2006, she did not need reassurance that she had made the right choice of occupation, but in 2009, she did. In 2009, she did not subscribe to the statement that she could change her interests though in 2006, she had said she might change. Also, in 2009, she showed uncertainty that she could perform well in her occupation whereas in 2006 she said she knew she could perform well. However in the items for Occupational Barriers (OB), she showed uncertainty

about her ability to finish the necessary education in 2006 but not in 2009. So, lower career identity scores reflected a lack of confidence about choosing and performing a career. In both 2006 and 2009, she also said she needed information about how to find a job in her chosen career, opportunities in her field, and how to gain training.

This participant had dropped out of college after her grades dropped while she cared for her ailing grandmother, who had since died. She was starting a job that was not in “her field.” She planned to work for the spring semester and the summer, returning to school in the fall. The major concern she emphasized during the interview was the need to stay focused on academics and not allow herself to become distracted. Field notes suggested she sounded somewhat discouraged that she had left school, but also that she seemed sincere in wanting to complete college and become a nurse.

2014

SDS letters remained the same for Participant 1 from 2009 to 2014 but she changed her field of study from nursing to business. The first letter C, suggests practical interests in organization and detail, clearly relevant to business but could have related to nursing as well. In 2009, she had stated, “My number one thing is helping people,” but that changed in 2014 to, “The most important values related to my work would be customer service.” The S in her Holland code reflected an interest in people emphasizing helping in 2009 and customer service in 2014. The I category reflects an interest in analyzing and solving problems and though it is common in medical occupations, it is also necessary for occupations such a business where analytic thinking is used.

On the MVS, she showed fairly low identity scores in 2006 and 2009 and dropped three additional points further in 2014. The lower career identity score was reflected in an item analysis of the MVS. In 2009, she showed more confidence in herself and in her career prospects. In 2009, she did not subscribe to the statement that she would like to increase the number of occupations to consider, but she said she might change in 2014. Also in 2014, she said she did not know what her strengths and weaknesses were, she was confused about choosing a career, and her estimates of her abilities and talents vary a great deal.

One item for Occupational Barriers (OB) had also changed. In 2009, she did not subscribe to showing uncertainty about her ability to finish the necessary education or training, but in 2014, she was uncertain.

Her lower career identity score is explained by saying, "I still want to be a nurse but due to circumstances I can't commit to it until a later date so business is my next choice but not my passion choice." She was not accepted into the nursing program but she adjusted by choosing her second choice, which is still aligned with her Holland Code. She says, "On a scale of 1-10 my commitment would be an 8. I say an 8 because I am easily able to change it."

For the major research question asking about the impact of the U.B. program, in both 2009 and in 2014, she credited the UB program with making her adjustment to college easier. She said in the last interview, "(UB)....helped me tremendously when it came to first starting college and"made it less scary for me personally. I was able to get the feel of college life." She had transferred schools when she returned after dropping out, and she credited the UB program for her easy adjustment to both colleges. What has been a difficult adjustment for her has been "life in general." She faced obstacles of dropping out when she was needed to care for

her ailing grandmother. Still, she returned to school, changed majors when she had to, and is dealing with what has been needed to get her education and to improve her employability.

Since she has returned to school and changed her major to business, she has recognized she has multiple possibilities and during the interview, she sounded somewhat hesitant to name a specific work role. She said, "I am still looking to find the right job within my career field which is my major concern."

Advice provided to other graduating UB students was, "Don't give up on your dreams," and "Let college expand your dreams." The student's comment about the defunding of the program was, "Even though as a student I probably complained sometimes but during it and in the end it was the greatest experience ever, and I am happy I got to be a part of it during all of high school."

Summary

For the original research question this participant clearly said the UB program experience was instrumental in making her adjustment to college easier.

For the secondary quantitative questions, her SDS interest areas changed order from 2006 to 2009 but remained constant from 2009 to 2014. Such scores suggest her original letters were mature interests that required only adjustments in priority order as she gained more experience she alluded to the major adjustment she had to deal with after leaving high school by saying, "...time management is not the easiest to work with". She emphasized her need for order reflected by the C category. Keeping everything organized became a struggle after she left home; thus the change from S as the top priority to C. Another way of interpreting the

change would be that her interest in working with people, the S category, was more of her early idealism, and the ideal needed to take a secondary role when she faced all the personal responsibilities of her life in the real world.

Her career identity scores were low over time and became lower by 2014. For the qualitative research question, she gave a very coherent description of her career path over time. Though her career identity scores did not reflect her growing maturity, she coped well by returning to school and changing majors when she had to. Her interview revealed she maintained her identity as a prospective nurse even though she was forced to major in business, her second choice. She coped by remembering she could return to school to train as a nurse later and by allowing herself to keep her identity flexible enough to deal with her circumstances. Such change is evidence that she retained a career construct taught in the original UB program that of constant career change and adaptability.

Case Study 2

My Vocational Situation (MVS)			
Pre 2006	Post 2006	2009	2014
13 CI (Identity)	15 CI	15 CI	16 CI
0 OI (Information)	1 OI	3 OI	3 OI
3 OB (Barriers)	3 OB	2 OB	3 OB

Self-Directed Search (SDS)		
2006	2009	2014
SEA	SIR	SIE

2009

Participant 2 is an African American female. Her interview revealed a strong commitment to a career in nursing with a moderate career identity score of 15. Two of her Holland code secondary letters changed from 2006 to 2009. EA changed to IR, a change from leadership and creativity in 2006 to science and a more hands-on, R, realistic, approach in 2009. Such changes were reflected in her employment at the time of the interview. She was working as a CNA, certified nursing assistant, which reflects the I category containing science/medical occupations and R, hands-on services for patients. Motivation for the nursing field was maintained as the primary theme from 2006 to 2009.

In 2006, she subscribed to the CI item suggesting she lacked confidence in performing an occupation well, but in 2009, she said performing well was not a concern. However, in 2009, she did say, "I am not sure of myself in many areas of life." In 2009, she said, "People can be so set about what they want to do," whereas in 2006, she did not understand that.

Over the three-year period, she had changed to not needing occupational information (OI) except information about how to gain training. She also changed from certainty to uncertainty about her ability to finish the necessary education (OB). In both 2006 and 2009, she expressed a need for money to pursue the career she wanted most (OB).

Though she had had a child in the years following her Bridge summer program participation, she remained "a very ...determined woman," who completed CNA training, had a job in the field, planned to go on for her LVN (licensed vocational nurse), and her RN (registered nurse) licenses. About nursing, she said, "I'm stuck on it." In addition, she stated, she "needs" to be a nurse who can "put a smile on someone's face."

Field notes indicated she was determined to break the cycle of poverty, but since she had a child in an unhealthy relationship, she was worried about how she would be able to continue to pursue her career goals.

2014

The participant's career identity score of 16 in 2014 is reflected by her continued commitment to becoming a nurse. R, realistic, changed to E, enterprising, a change from a more hands-on approach in 2009 to a leadership approach in 2014. The change was reflected by her return to college to earn the LVN, licensed vocational nurse. She also expressed the change in her focus from hands-on to greater professionalism by saying she was "..... able to figure out the problem and solving it so that the patient is back well again(and that's) an amazing feeling."

In 2009, she subscribed to the CI item suggesting she was uncertain about which occupation she would enjoy and she was not sure of herself in many areas of life, but in 2014, she no longer had those concerns. In 2014, she expressed her commitment by proudly saying, "I am still currently working in the nursing field. I have been certified for the past eight years."

She had changed to needing occupational information (OI) about employment opportunities, but no longer needed information about necessary training. She was still uncertain about her ability to finish the necessary education (OB). In both 2006 and 2009, she expressed a need for money to pursue the career she wanted most (OB), but in 2014, there was no longer a monetary concern.

In 2014, she was a single parent to two children, yet she remained determined to further her education. She was still a CNA (certified nursing assistant) and had a job in the field. She had returned to school for her LVN (licensed vocational nurse) training, and said, "If I want to further myself I'll go back for my R.N. license but as of now becoming an L.V.N. is what I've always wanted to do."

Advice provided to other graduating UB students is, "Do not stop with just the diploma because now more jobs are requiring more from their workers."

The student's comment about the defunding of the program was, "I hate the fact that the program is gone. Not only did it give me a chance to think about college, I got a hands-on experience on doing things that I would never have been able to do. I got a chance to travel to different states and see things that most people will only dream about."

Summary

For the primary research question, the participant said the UB program gave her the possibility of going to college, which she might not have considered otherwise. The UB internship provided "a more in depth aspect of what it truly means to be a nurse."

For the quantitative research question regarding the SDS results, the changes in her code reflected the participant's changes in pursuing different levels of nursing positions. Over the years from 2006 through 2014 her code showed the primary interest of helping people. In 2009 she added the science/medical area to her codes as well as a preference for "hands-on" service shown by the R category and by her job as a CNA. In 2014, her sights were set on a higher level position where she could play more of a leadership role, adding the E. The SIE

reflects her raising her goal to become a LVN and returning to school for the upgrade in certification.

Her MVS career identity score (CI) rose one point and showed items suggesting she had gained confidence in her job performance and in her ability to continue her education. She did face obstacles (OB) of her own uncertainty and a need for money in 2009. For the qualitative research question, the participant's description of her career movement sounded more grounded in her comments by 2014. She proudly said she had worked in patient care for eight years and was in school to gain her next goal (LVN). She also stressed the difficulties of managing the roles of parent, student and worker, but as she pointed out, she met her responsibilities and was still able to work continuously in her field and to go back to school.

The participant showed persistence from 2006 to 2014 because she maintained nursing as a solid career identity and she overcame many obstacles by continuously working in her field and upgrading her credentials. Her career experience also reflected an ability to remain flexible and to be open to change, a primary career construct taught by the UB program.

Case Study3

My Vocational Situation (MVS)			
Pre 2006	Post 2006	2009	2014
15 CI (Identity)	16 CI	18 CI	15 CI
0 OI (Information)	2 OI	4 OI	4 OI
3 OB (Barriers)	3 OB	3 OB	3 OB

Self-Directed Search (SDS)		
2006	2009	2014
AES	SAR	SAR

2009

Participant 3 is a Hispanic female. Her CI scores had gradually increased over time and were the highest possible score in 2009. One letter of her Holland code changed from an E, enterprising, to an R, the realistic, hands-on occupational category. Her creative interest, A, was maintained and moved from first in priority to second. Her description of her career experience was reflected by the changes in her interest code. During the Bridge summer program, she expressed an interest in photography, and she did her internship in a portrait studio (reflecting A (artistic); E (enterprising); and S (social)). By the end of the summer, she chose to major in business and planned to open her own photography shop. She knew she also liked music but chose photography. Once in college, however, she participated in the marching band, and her interest in music came forward. She started taking private music lessons and by the second semester of her sophomore year, she changed her major to music education. During the interview she described her “passion” as teaching music to help others develop their appreciation of music as she has. She said the SDS helped her recognize herself as “artsy” and no longer “business-like” as she was when younger. “Like my priorities changed, as a person, so things just kind of changed around in me a little bit.”

In 2006, Participant 3 subscribed to a CI item, “making up my mind about a career has been a long and difficult problem for me,” but by 2009 that was no longer true. She also checked an item saying she didn’t know about the work activities in occupations and she would like to increase her number of occupational choices, but in 2009 she no longer subscribed to these items. For OI, in 2006 she indicated she needed every type of information listed, but in 2009, she no longer did. For OB she indicated she needed money to follow her career, but in

2009 that was no longer an issue. She did say, however, a significant person in her life did not approve of her career choice.

Finally, Participant 3 stated clearly several times, “I want to teach.” She said, “...if I wanted, you know, a decent salary, I would have stuck with business. Because you could do a whole lot of other things with a business degree, but you kind of get that joy of being able to teach.”

Field notes described this participant as showing a strong drive and determination to be the first in her family to graduate from college.

2014

The participant’s CI scores had gradually increased over time, but in 2014 her scores dropped by three points. Her Holland code did not change from 2009 to 2014. Her S, social interest, A, artistic interest, and R, realistic interest were maintained for the last four years. The description of her career experience changed from 2009 to 2014. In 2009 she said the SDS helped her recognize herself as “artsy” and no longer “business-like.” However, in 2014, she no longer focused on a career in music because, “I had an accident in college that pretty much ruined my chances of playing the piano. I had a moment during a lesson where my hand went numb.” In 2009, she described her “passion” for teaching music, but now her interest in business came forward again. Her career priorities had to change, so she changed her goals and took a position at a local sporting goods store. She was a team leader and was hopefully moving “into a manager-in-training program.”

In 2009, she had scored the highest possible points in career identity (CI). However in 2014, three items were now a concern. She subscribed to the items, "I am not sure that my present occupational choice or job is right for me." "No single occupation appeals strongly to me;" and "I am uncertain about which occupation I would enjoy." Her comments reflected her concerns when she stated, "Finding a career choice hasn't been difficult...I'm just picky and some of the jobs that I've applied and interviewed for didn't seem as gratifying to me. I couldn't see myself doing those things long term." She also said she was, "so burnt out" about school that she lacks only one three-hour course to graduate, but she chose not to take the class during the 2014 spring semester. She said she planned to complete the one course either the summer or fall of 2014.

Comparing her OI in 2009 and 2014, she has not required any information. For OB, in 2009, she said she had an influential person in her life who did not approve of her vocational choice, but in 2014 that was no longer an issue. She did say, however, that she lacked the special talents to follow her first choice, presumably referring to her inability to continue playing the piano.

Finally, she stated she was in a "transitional phase" where she did not have to worry about school, children, or a husband at this time. So her "current job allows me to live like I want without being too cavalier with life." In other words, without responsibility for others, she can support herself without seeming too casual about her life.

The advice she provided to other graduating UB students was, "Life can throw you lots of crazy curve balls and if you go in closed minded you might miss out on so many great opportunities."

The student's comment about the defunding of the program was, "I think it's really sad that the program has closed. It gave not only me, but others who might not have had the chance to go to college, the chance to do so and gain skills and experiences that I'll always cherish."

Summary

For the major research question, the above quote demonstrated the value she placed on the UB program, saying the program gave her a chance to go to college. She also said, "I saw what other opportunities I might like and what I might not like as well as what my friends were doing," demonstrating a key career construct that of considering a career related to her interests.

For the quantitative research question regarding changes in her SDS code, the change from AES in 2006 to SAR in 2009 was maintained in 2014. She gave up the E, the enterprising category when she decided to change majors from business to music education by 2009. She made the S, social, her first priority when she expressed her strong desire to help students learn to appreciate music. A, creativity was maintained throughout all the years, but she added R, the realistic, conventional, hands-on occupational category. Teaching music could have reflected a "hands-on" activity but her impairment blocked the teaching goal. The comment, "Life can throw you lots of craze curve balls," certainly reflected her experience of losing the finger dexterity to play piano and consequently the ability to teach music. Her career interests remained tied to creativity and working with people but committing to a specific occupation became problematic and based on practical considerations (an R characteristic). Her college

major had to be changed to Humanities to meet graduation requirements, a very general degree that applies to almost any occupation but is not associated with any one field.

The research question related to the MVS is answered by noting the drop in her career identity (CI) score from an 18 (the highest score) in 2009 to a moderate 15 in 2014. The specific items on the MVS show her recognition that she could no longer integrate her interests with an occupation. The “transition” she mentioned in her interview was a term that makes perfect sense given her circumstances. Though she remained consistent in her career interests, her major no longer reflected a specific occupational goal. Finishing the last course for graduation would not resolve her dilemma and she was taking time to reflect on what she needed to do.

Despite the obstacles the participant had faced, she did not comment that she could not find her way. When asked, “On a scale from 1-10, how confident are you that you can successfully pursue an occupation or training of your choice?” she answered, “8.” She was waiting to see if her current job would pan out as something she wanted to continue doing or not. Or she would find something else. She was dealing with an unexpected change and would be able to deal with changes she could expect in the future, a positive attitude taught in the UB program as a career construct.

Case Study 4

My Vocational Situation (MVS)			
Pre 2006	Post 2006	2009	2014
11 CI (Identity)	14 CI	18 CI	16 CI
1 OI (Information)	1 OI	4 OI	4 OI
4 OB (Barriers)	4 OB	4 OB	3 OB

Self-Directed Search (SDS)		
2006	2009	2014
SAI	SIR	RIA

2009

Participant 4, a Caucasian female, showed career identity (CI) scores that increased from 11 to 14 in 2006 to 18 in 2009. Her Holland code retained a primary interest in helping or S from 2006 to 2009. She also retained an interest in the investigative category, I, which contains medical professions. Her secondary interest in creativity, A changed to R, the practical, hands-on area. Her description of developing interests showed a similar pattern as the changes in her SDS code. Her original interest during her internship was speech therapy, and though she relished the opportunity to observe therapists helping stroke victims and autistic children, she did not see herself in that role. Her interests remained in a helping medical role, and in 2009, she was enrolled in a LVN (licensed vocational nurse) training program in a junior college. She said she appreciated the potential variety of different nursing roles. She saw herself learning quickly during clinicals and when she actively performed duties, but she had more difficulty when sitting in academic classes, particularly long classes of three hours. She referred to observations of surgeries as “fun.” She predicted she would complete her training if she “sticks with it.”

In 2006, she subscribed to a number of career identity items suggesting her career vision of herself was still forming. She reported she did not know what her major strengths and weaknesses were, that she had difficulty making up her mind and that her estimate of her abilities varied from year to year. By 2009, she no longer felt the same confusion. For OI, she

said she needed three of the four items in 2006 but none in 2009. For both years, she listed no obstacles (OB).

Having “fun” was a major theme of her interview. She gave the impression of living in the moment and appreciating many medical activities. Field notes described this participant as happy and carefree, hoping for the best. She professed dreams of how her life could be, but she did not seem grounded in her determination.

2014

The participant’s career identity (CI) scores increased to the highest score in 2009, but lost two points by 2014. Her Holland code retained the secondary interest as I, investigative, but her third interest had changed position to the primary interest, R, realistic. Where she had an S, social, as a primary interest code in 2006 and 2009, the S was replaced by an A, artistic, in 2014. The I, investigative category, contained medical professions. Her primary category of R, realistic, suggests the practical, hands-on area. She was enrolled in a LVN (licensed vocational nurse) training program in a junior college in 2009, but in 2014, due to financial concerns, she was not in school at the time. She still stated, “My current career plans since high school have not changed much, I just have paused in my pursuit of it. “

In 2014, two items were now a concern to the participant. She subscribed to: “The jobs I can do may not pay enough to live the kind of life I want;” and “I am uncertain about which occupation I would enjoy.” Her comments reflected her concerns when she stated, “My experience in finding a specific occupation was due to my indecisive nature. I love a lot of things, and it is hard for me to narrow it down to one.” For OI, both in 2009 and in 2014, she

listed no information she needed. For OB, in 2014 she subscribed to the obstacles of limited money to follow the career interest she wanted. In her survey she repeated her financial concerns, “I have not finished my education but I would eventually like to. The one thing that stops me is my financial situation.” She said she became “distracted by life” as she was currently married and has a child. She said she still, “plans for furthering my education by fixing my financial situation and go back to school when I can.”

Having to “take care” of her family first was a major theme for the participant. She was still hopeful she could go back to school and receive a degree. Advice she provided to other graduating UB students was, “Always keep an open mind, and no matter what life throws at you don’t ever stop moving forward.”

The student’s comment about the defunding of the program was, “I also think it would be an awful shame if the university lost the Upward Bound program because it helps many kinds that don’t have any other options or opportunities.”

Summary

The participant answered the research question by saying that the UB program helped her adjustment to college a great deal by taking her on visits to colleges, helping her know how to select a career choice, and by providing an on-campus experience in the summer.

For the research question regarding changes in the SDS, the one consistent letter in the participant’s code over the years was I, investigative. Accordingly, she has maintained an interest in nursing over time. Otherwise her code changed by dropping the S, social, the highest priority in 2006 and 2009 and changing to R, realistic, as her primary interest. The R category

includes “hands-on activity, which is reflected by her work experience of serving behind the counter at Starbucks. The A in her final Holland code is not reflected in her description of her experiences or her statements in her interview.

The results of the MVS for the second quantitative research question showed a drop in the participant’s CI score from 18 (the highest score) in 2009 to 16 (moderately high) in 2014. For both interview years, she said her job does not pay enough to live the kind of life she wants. And though she showed some confidence in her career choice efficacy in 2009, she stated she was uncertain about what occupation she might enjoy in 2014.

The qualitative results emphasize only her finances. Her financial situation in 2014 is the major reason she said she cannot complete her education. Her student loan debt would need to be paid off before she could return to complete her training in nursing. Though the participant showed high CI scores, her interview did not reflect a commitment to a specific field nor did she describe any plan or timeline for paying off her debt or for returning to school. She described her situation as completely limited by finances.

Case Study 5

My Vocational Situation (MVS)			
Pre 2006	Post 2006	2009	2014
14 CI (Identity)	15 CI	17 CI	17 CI
0 OI (Information)	0 OI	1 OI	4 OI
3 OB (Barriers)	3 OB	4 OB	4 OB

Self-Directed Search (SDS)		
2006	2009	2014
ESC	ESC	RSC

2009

The participant is an African American male. His career identity scores rose from 14 to 15 in 2006 to 17 in 2009. His Holland code remained exactly the same, ESC. His description of his career interests were all related to the business field, E, and his desire to offer customer service, S, social. He initially thought a position utilizing computers would be a good fit for him and would be a good paying job. However, his internship experience demonstrated to him that though he retained an interest in business, he did not want to pursue a specialty in computer use. He said his internship gave him the “inside scoop” on what it would be like to focus on computers and helped him see that his S category on the SDS was important; he needed customer contact.

Items for the 2006 CI showed he did not know what his strengths and weaknesses were, he needed to find which career he should follow, and he did not know enough about the activities performed in various occupations. In 2009, he did not subscribe to any of the previous items. For OI in 2006, he stated he needed every type of information listed, but in 2009, he said he did not need information about what kinds of people enter different occupations. He still said he needed information about finding a job, employment opportunities, and how to get the necessary training in his chosen field. In 2006, he said he faced the obstacle of finding money to follow his career, but by 2009, he said there were no longer any obstacles.

The participant reported his major was finance. He described his strength, a strong work ethic, by saying, “I never have a problem doing what’s asked of me and also doing more than what was asked of me.” He also described himself as striving for “upper level” jobs and to the possibility of earning a master’s degree to put himself ahead of others who did not have a

higher degree. Field notes pointed to his background growing up with a single parent who stressed education, and to his desire to be the first in his family to earn a college degree.

2014

The participant's career identity scores rose three points from 2006 to 2009, and remained the same at 17 in 2014. His Holland code remained exactly the same in 2006 and 2009, but his primary interest category changed from E, enterprising, to an R, realistic. The E showed an interest in leadership but that changed to an R, a on-hands approach. Such changes were reflected in his employment because in 2014, he worked as an employee at a manufacturing company, an R occupation. Self-motivation was still a primary theme from 2006 to 2014.

His description of his career interests were all related to the business field, E, in 2006 and 2009; however his employment in 2014 has turned the E into an R, realistic. He said his current position, "is not a good choice for me," and he said he was, "aware of this incompatibleness though (I) continue to take part in the profession." After graduating from college he did not find an upper management position and took a job as a supervising laborer. He has stayed with same company because his income has been very good. In 2013 he earned an annual pay was \$69,000.00. However, he was still motivated to find another job, and said, "Honestly, I would take less to do what I prefer." He stated, "The deviation in career plans may be circumstantial, but I have yet to put my dream career to rest. I'm in relentless pursuit of my desired career." His S, social, category on the SDS was important to him with his interest in business customer contact and he referred to his interest in E by remembering how much he

liked a “banking occupation” from a job he held in college and his college coursework in finance.

In 2009, MVS items for CI showed him stating he would like to increase the number of occupations he could consider, but in 2014 he did not subscribe to the item. However, he was unsure that his current position was right for him in 2014. For OI in 2009, he said he needed information about finding a job, employment opportunities, and how to get the necessary training in his chosen field. In 2014, he no longer needed any information. On the questionnaire, he stated he did not need any information at this time because, “the information is all in front of me.” In 2009 and 2014, he said there were no longer any obstacles. He commented that his degree was a challenge by stating:

In my opinion, going from high school to college is analogous to going from freshmen basketball to varsity basketball. Yes, technically speaking, in both scenarios, one would be playing basketball, same rules, same concept, BUT it's levels to anything we do and making that transition would have been stupendously more difficult than going from junior varsity basketball to varsity basketball. What I'm trying to say is that lets let college be varsity and if that is the case Upward Bound was junior varsity and because of the time I spent in Upward Bound on junior varsity, though college was challenging, it was less to me than to a comparable male with the same ACT score minus Upward Bound.

Advice he provided to other graduating UB students included, “STAY FOCUSED and stay positive. Be a lion and stay hungry for your dreams because the day you give up on ‘your’ dreams you will only be helping make someone else’s dream a reality.” He is competitive but has not found opportunities he wants.

The student’s comment about the defunding of the program was, “No GOOD will come of the severing of the Upward Bound program. Quantitatively speaking, on an annual basis, the program might not have helped an abundance of people, but in my opinion, considering the

significance of an education, if only ONE young boy or girl benefited from the program that should be enough to measure its importance, though I surmise the yield was higher than that.”

Summary

As evidence for the value of the UB program, the major research question, the participant praised the UB program for helping him adjust to college by giving him similar experiences at a lower level of competition, comparing UB to junior varsity sports and college as varsity play. He also said UB was helpful in encouraging students to go to college, “considering the significance of an education.”

For the quantitative research question related to the SDS results, the participant’s code changes were associated with his employment as a laborer changing the E, enterprising or business leadership, to an R, realistic, hands-on activity. Otherwise his Holland code remained consistent between the three different test administrations over an eight year period.

From 2009 to 2014, the MVS results changed by his checking the item stating that he was not sure if his current job was right for him. He explained in detail, he was making a very good salary in the job he had held since college, even though the position did not reflect his interests. He stressed his regular thoughts about changing jobs, but he had not found the opportunity he sought. There was no change in his OI scores; he had no need for information. His OB scores did not change either with his listing no obstacles.

His test results and his qualitative comments during the interview revolved around the same subject: He was making so much money in his job, he had not changed even though he knew another job may better suit his career identity. He said of himself, “I’ve exhibited a lack of

commitment BUT as I mentioned before, I have yet and will never give up on my pursuit of my desired career.” He rated himself as a 7 on a scale from one to 10 for confidence that he could successfully pursue the occupation of his choice. However, he rated himself as a 1, on a scale from 1 to 10, as a 1 for his demonstrated commitment to doing what he says he wants.

Case Study 6

My Vocational Situation (MVS)			
Pre 2006	Post 2006	2009	2014
11 CI (Identity)	13 CI	18 CI	13 CI
0 OI (Information)	2 OI	4 OI	3 OI
3 OB (Barriers)	3 OB	4 OB	3 OB

Self-Directed Search (SDS)		
2006	2009	2014
SAE	SAE	SAE

2009

Participant is a Caucasian female who showed a steadily rising career identity (CI) score reaching the highest score of 18 by 2009. She was also consistent in her Holland code SAE, which showed no change over the years. Her internship involved observing social workers, the occupation she had planned to enter. However, her observations led her to decide that she did not want to be a social worker. In college she changed her major to theater arts. During her interview she expressed her strong commitment to the communications field and her plans to gain a master’s degree. Her Holland code fits with either of the fields she considered.

In 2006 on the CI scale, she showed a need for reassurance, confusion about choosing an occupation, difficulties of making up her mind, a lack of knowledge about occupational

activities, and changing her interests from year to year. By 2009, however, she claimed none of those needs. For the OI in 2006, she said she needed every type of career information listed, but by 2009, she said she did not need any information. In 2006, she listed financial needs as an obstacle (OB), but in 2009, she listed no obstacles.

During the interview, the participant described herself as “personable...motivated and determined.” Her determination was coupled with a strong work ethic: “Well, I just don’t settle for anything less than my best. I push myself; whenever I don’t succeed in some things, it’s really difficult for me because you know, I have to do my best.” She described confidence about her current work at a local community theater and of her ability to perform well at regional auditions for admission to graduate school. Her major themes were perfectionism and idealism, “It’s about doing what you enjoy to do and doing what you love.”

Field notes suggested #6 demonstrated an enthusiastic personality and a positive outlook on life. Her stepfather had stressed education and religious values. Her major theme was a striving continuously to better herself.

2014

The participant’s career identity (CI) score was the highest score of 18 in 2009, but had dropped significantly by five points in 2014. However, she has been consistent in her Holland code SAE, which showed no change over the years. Her Holland code fits with her employment now as a staff director at a summer camp which operates year round. Her S, social, fits her motto, “I love working with people, and I want to influence people.” Her E, enterprising,

capabilities shows her strong “management skills.” She still showed a strong commitment to finish her degree and pursue a master’s degree.

In 2009, she had expressed confidence in her career choices and her prospects for the future, showing a maximum career identity (CI) score. However, in 2014, she expressed concern that her present interests might change; that the job she could do may not pay enough to live; that no single occupation appealed strongly to her; that she would like to increase the number of occupations she could consider; and that her estimates of her abilities vary from year to year. For the OI in 2006, she did not need any information, but in 2014 she needed information that described how to get the necessary training in her chosen career. In 2006, she listed financial resources as an obstacle (OB); but in 2009, she listed no money obstacles; and in 2014, she said that finances were an obstacle again.

She described herself as being the person she is today because of Upward Bound and the program, “helped me develop the social skills I needed to succeed at an out of state university”. The program “well-rounded me;” “believed in me;” and “invested in me.”

In both 2009 and 2014, she described her strong determination and work ethic. She repeated her, “strengths are (her) weaknesses.” She continued by saying, “I care, which makes me a perfectionist. I am a multi-tasker which makes me disorganized. I want to help so I over-commit.” Her major theme was striving continuously to better herself. She was a first generation college bound student who came from a small town where, “I went to the same school from kindergarten to my senior year of high school.” “I would have stayed within the expectations of my family and our small town,” but “Upward Bound gave me a hope” and “set me up for success.”

Her advice to other graduating UB students was, “College is a must. You have to go. The option of not accepting to further your education does not show discipline or diligence. The social skills and the networking that we are able to receive while we are at a university alone are well worth the time. Go. To. College.” The student’s comment about the defunding of the program was:

In losing the Upward Bound program the university has lost. I would not be where I am now without that program. I am a first generation college graduate. My mom had me when she was 19. She works at an insurance company and hates her job. My parents are in debt and have been a majority of my life. That was my future. I would have gotten pregnant and I would have gotten married and I would have stayed within the expectations of my family and our small town. Upward Bound gave me a hope. It showed me that life didn’t have to be like that. I could go to college – not only that – I could go anywhere and further my education. They helped me find scholarships and set me up for success. There are kids that are not going to make it because that opportunity was removed for them. They will not go to college and they will stay within their social norms. Losing the Upward Bound program was not just a loss to the university. It was a loss to the entire city.

Summary

For the primary research question, the participant held that the UB program was the only way she could have changed her life for the better because without the program, she would not have been able to change her life circumstances. She said her parents were unable to help her pursue an education, while the UB staff helped her apply to college and gain financial aid. She also said the career program and internship helped her determine what she did not want for a major and showed her how to determine another major. However, the internship turned out to be very close to the job she currently holds and taught her, “how to organize, how to manage time and what responsibility is.”

The quantitative data from the tests taken gave evidence for the secondary research questions. Her SDS occupational code did not change over the years. In 2009, just prior to her college graduation, her career identity (CI) score for the MVS was the maximum of 18. However, in 2014, her CI fell 5 points to a moderate score of 13. She subscribed to items that reflected less confidence in making a career choice appealing to her.

The qualitative information from the 2014 survey provided an explanation for lowering her career choice efficacy. She had travelled to Chicago for acting auditions and was not chosen. Given her previous success auditioning during college both for school plays and in parts for the community theatre, her lack of success in what she called, “the real world” was a major disappointment. However she easily obtained a position as director at a nonprofit organization and has shown that she can perform well.

Despite the change she has experienced and its blow to her ego, her survey did not show comments of despair, only some confusion. She rated her commitment to her current job as a five on a 10 point scale though she also said she was “comfortable.” She also said she wants to go to graduate school, but she does not know what academic field she would choose for an advanced degree. She recognized her current full time job was a privilege since many of her peers work multiple part time jobs and have not found full-time work.

The participant was a first generation college degree graduate, and she succeeded in gaining a full time management job. She learned career constructs such as integrating her interests with occupational choices and maintaining flexibility in dealing with the demands of the job market. Her abilities and her adaptability will undoubtedly bring future success as she determines what she wants to do next.

Case Study 7

My Vocational Situation (MVS)			
Pre 2007	Post 2007	2009	2014
12 CI (Identity)	14 CI	18 CI	16 CI
1 OI (Information)	1 OI	1 OI	4 OI
3 OB (Barriers)	3 OB	3 OB	2 OB

Self-Directed Search (SDS)		
2007	2009	2014
ISE	ISE	SRI

2009

An African American female, the participant showed progressively higher career identity (CI) scores from 12 to 14 in 2007 to the highest score of 18 by 2009. Her Holland code remained ISE over the years. Her primary interest category was I, the science, medical area; her secondary priority was S, social, the helping professions; and her third category was E, enterprising or leadership. The SDS code fits well with her chosen field of nursing. She described her desire to work with children, which she did during her internship in a hospital, or the elderly, which reflected her current job in a nursing home. Her commitment to nursing was shown by statements such as, "I love to help others whenever they're sick and they're injured. It makes me feel good about myself that I was able to provide some kind of aid to them in their healing process."

For the CI, in 2007, the participant reported: she didn't know her strengths and weaknesses; she was uncertain about which occupations she would enjoy; she wanted to increase her options; she was unsure about herself in many areas; and the jobs she could do would not pay enough to live. By 2009, none of the previous concerns were present. However,

she listed the same needs for information, checking three of the four listed types. In both 2007 and 2009 for obstacles (OB), she recorded her need for financial resources.

During the interview, she said she was taking a year off from school to help her mother who had had an emergency hysterectomy. While in school, she faced the obstacle of a lack of transportation from home to school. She also mentioned her difficulty learning the required terminology and pharmacological information. She demonstrated a lack of knowledge and realism about possible medical occupations, saying she might go on to become a pediatrician or an OB/GYN physician. Then she said she wanted to pursue a doctorate and would not be satisfied with only a basic college degree or a master's. Her faith in education was shown by stating, "because education is key to moving on in life."

Field notes describe her as filled with hopes and dreams, but without a realistic picture of what it would take to accomplish her goals. Her romantic relationship was the focus of her attention, and she was easily distracted.

2014

Although the participant's career identity (CI) score was the highest possible in 2009, in 2014 she dropped two points. Her Holland code changed from ISE to SRI. She replaced the E, enterprising, to R, realistic. In 2009, her primary interest category I, investigate, changed positions to third category in 2014. Her secondary interest category S, social, changed to her primary interest category by 2014. Her primary interest category was S, the helping profession; her secondary priority was R, the practical hands-on area; and her third category was I, the science, medical area.

She was unable to send her responses via Internet as she did not have access to a computer. So the director/researcher met the participant at her apartment parking lot. She was willing to sign the consent form and complete the MVS and Holland Code Assessment Tool, but did not have the time to complete the survey. The director/researcher left the questions with her and asked her to complete the questions in a two week time frame. The director/researcher has called and texted her, but no response was provided.

A brief discussion was held the day of the signature. She mentioned that she was no longer in school because she needed to care for her two children, and the oldest child has severe cerebral palsy. She is also providing care for her mother who was diagnosed last year with chronic obstructive pulmonary disease (COPD). Her only comment about her education was, "I plan to go back to school one day to complete my degree but I have to take care of my family first."

In 2009, the participant listed no difficulties in pursuing her career, but in 2014, she said she was unsure of herself in many areas of life and the jobs she could do did not pay enough to live the kind of life she wants. She listed no need for information (OI). For all three interviews, she maintained her need for financial resources as an obstacle (OB). In 2014, an additional OB was recognized which was not seen in 2007 and 2009, that of being uncertain about her ability to finish her education or training.

Summary

In 2009, the participant answered the major research question by saying, " (UB) helped me see the inside the career field that I'd been desiring to go into." She continued by saying,

“And it (UB program) also helped me see that not only is there a great opportunity for me to do it, I actually have...what it takes.....to succeed in the field.”

For the quantitative research question the changes in her SDS code were reflected by her changed life circumstances. In 2014 she was working at Walmart as a clerk, a job that would fit with the R, realistic, category. She was also taking care of a child with cerebral palsy and an ailing mother, which as a helping others activity fits with the S, social, that changed to the first priority in her code.

The slight decrease in her CI, career identity score reflects the participant's life experience when she says the job she can do does not pay enough and that she experienced uncertainty in many areas of her life. However, the CI score is only slightly lower (2 points) than the perfect score she obtained in 2009. The implication of the score and the participant's brief comments is that she still retains a clear picture of her ideal career, that of becoming a nurse. Her ideal is far from her real work activity but she mentioned the hope that she could return to school in the future. Indeed, her caretaking for her family members approaches nursing care in her home.

For the increase in her OB score in 2014, her life situation also relates to her uncertainty about finishing her education and that she needed financial resources. The OI, or information area, pointed to her not needing information, which also makes sense given her circumstances. Life circumstances dominate the participant's ability to follow through with the goals she described in 2009.

Case Study 8

My Vocational Situation (MVS)			
Pre 2007	Post 2007	2009	2014
18 CI (Identity)	18 CI	18 CI	17 CI
4 OI (Information)	4 OI	4 OI	4 OI
4 OB (Barriers)	4 OB	4 OB	3 OB

Self-Directed Search (SDS)		
2007	2009	2014
IAS	CEA	CIR

2009

Although the participant, a Caucasian female, obtained the highest possible career identity score in both 2007 and 2009, her Holland code categories changed dramatically from IAS to CEA. The code retained only the A, artistic area, which changed from a second priority to third. Her code is puzzling because during her interview she said she has wanted to be a meteorologist since age 6. Her original SDS letters did show an I, the investigative, scientific category, which would support her field of meteorology, but by 2009, her SDS dropped the I even though at that time, she professed to be interested in research. Her internship involved observing weathermen at a television station reflected by the A in her codes and the S shown in 2006. However, in college, she dropped the S while noting she had difficulty balancing her social life and academics. She also added the C, the conventional category, which is characterized by attention to detail. It may be that she indeed focused on academic detail for she also said, "Keep your head in the books." Her vision of a broadcast weather person included a detailed orientation. She may also have considered the role of weather broadcaster as entrepreneurial, shown by the addition of an E in her code.

An item analysis of her career identity (CI) scales showed confidence in her career choice and her abilities suggesting she had no difficulties either in 2007 or in 2009. Also, for both years, her OI indicated no need for information, and her OB professed no obstacles.

She described herself as “determined” to graduate earning her bachelor’s degree with plans to pursue her master’s. In her own words, her major theme for success was, “never say you can’t do anything.” Field notes described her as self assured, head strong and determined to succeed. She was seen as very focused and as often pressing to be in control.

2014

In 2014, the participant’s CI score decreased by one point. She commented that the jobs she can do may not pay enough to live the kind of life she wants. Her Holland code categories changed almost completely each time she took the test. In 2014, her code was recorded as CIR. She states she wants to be a meteorologist reflected the I, investigative, which is a scientific category. The code retained the C, conventional area as the primary interest category. She explained the C, because, “in research meteorology you work with a lot of data to forecast what the weather will do, and I love crunching the numbers over anything else.” Her emphasis was on the detail of the field and on organizing the data.

In 2009, the participant showed only positive responses for the career identity items but in 2014 was unsure about not being paid enough to live a certain lifestyle in 2014. In all the three administrations of the test, she indicated no need for any information, OI. In 2009 she did not have any obstacles, but by 2014 she indicated concerns about needing money to follow the career she wanted.

She described her strength being in the “knowledge I have in my career.” She was still determined to complete her bachelor’s degree. She had “two semesters left” for graduation, and she had plans to return to school for the summer session. If everything worked well, she would graduate in December.

At the time the participant completed the survey, she was married and a stay-at-home mother. She stated that her “family comes first,” and “I don’t want to be the mother that is always about her career and does not spend time with their children.” In 2014, a theme of family first was repeated numerous times.

Advice she provided to other graduating UB students was, “Do all your research before starting college.” The student’s comment about the defunding of the program was:

I am saddened to see the program go. If it wasn’t for the program I wouldn’t got into the university. It helped me through the whole process. It is not just the program; it is the people that work there too. It has been a few years since I left the program, but still to this day they help me when I need it. Another thing is the internship they have you do your senior year. My internship showed me a lot in my field and also showed me that I am not one for TV. I love the program and I would stand by them to keep it going.

Summary

The major research question regarding the value of the UB program created a vehement response from the participant. She reported her ability to attend college was due to the program. She praised the UB staff and believed the internship clarified her career goal.

The quantitative research question involved the participant’s scores for the MVS. Her CI (career identity) score lowered only one point over the years and that point referred to an item in which she expressed a need for money to continue her training. The CI score and her interview and survey statements maintained a clear career identity in every interview.

Her OB scores were consistent over time, listing no obstacles other than financial concerns. Likewise, she reported having no need for information every time she completed the OI section of the test. She presents herself as knowing who she is, what she wants, and how to get there.

Contrary to the consistency of her MVS results, the participant's SDS code was inconsistent as she changed letters, or occupational categories, and priority placement of the letters each time she took the test. Such change is not easily explained. Her final code CIR is the most aligned with her stated goal of doing research in meteorology. Her earlier codes may have been more associated with a TV weatherman given the letters, A, artistic and E, enterprising in 2009.

For the qualitative research question, interviews and survey results show the participant as determined but also flexible in balancing multiple roles. Although she firmly defined her career identity as becoming a meteorologist, she also had a competing life role, that of mother, which was important enough to her to postpone completing her education. She reported, "I love my life now, but with life you have to make changes and I had to make a lot. I have gone this far to not finish school, but it will take me longer than most." She delayed graduating to care for her children, but she fully intended to return to school and has plans to do so soon.

Case Study 9

My Vocational Situation (MVS)			
Pre 2007	Post 2007	2009	2014
18 CI (Identity)	18 CI	18 CI	18 CI
4 OI (Information)	4 OI	4 OI	4 OI
4 OB (Barriers)	4 OB	4 OB	4 OB

Self-Directed Search (SDS)		
2007	2009	2014
ASE	ISA	SAI

2009

The participant, an African American female, obtained the consistently high career identity (CI) score of 18 from 2007 to 2009. Her Holland code letters retained the social, S, and artistic, A, interest categories, with A changing from first priority to third. She dropped the E, enterprising, interest and added an interest in I, investigative, a more intellectual area. Though her interest in journalism remained the same from 2007 to 2009, she changed her venue from writing for a newspaper, the site of her internship, to writing for a magazine. She said she wanted to do interviews with people reflecting her S, social, interest area.

Her CI item analysis for both 2007 and 2009 showed confidence in her career direction. She described herself as a writer with the self assurance that her skills and her identity were clear. Her OI indicated no need for career information and she envisioned none of the obstacles (OB) listed in either year.

She had received accolades for feature writing from a journalist at the local city newspaper in the town where she attended college. Also, one of her articles was picked up by a local television station. She described exploring fields in the communication major such as broadcasting and public relations. She said of herself, "I talk a lot," reflecting the S code and her enthusiastic, outgoing personality. She also expressed an interest in learning Japanese, and in the field of video game media. Her dream was to become a writer for a video game magazine

and said a number of companies in the game industry were in Japan. She did recognize the gaming business was dominated by men which would be an obstacle for her as a woman.

Field notes indicated she appeared driven, determined and focused. Her parents had pushed education all her life and her family continued to be very supportive. She sounded as though she relished challenges and was very outgoing and personable.

2014

In 2014, the participant repeated the high career identity (CI) score of 18 she had received in previous years. Her Holland codes retained the same letters, from 2009 to 2014, but are in different positions. Her S, social, is no longer the secondary interest category, but primary. Her A, artistic, category has moved to all three positions from primary, to third, and now to the secondary interest category. She knew she always wanted to be a writer, but the UB internship at a local newspaper confirmed she did not want to work for a newspaper. Magazine writing became her preference since it has a “greater appeal.” The I, investigative, interest category changed from primary position to third position.

Her CI item analysis showed the highest confidence in her career identity over time. She described herself by saying, “I am a writer by and by trade.” She indicated no need for career information and she listed no obstacles (OB) in any of the years.

She has great determination and stated, “My strength is that I am very determined and very self-sufficient. I hold myself to a higher standard than anyone else does and I pride myself on that. If I say I’m not going to give up, then I’m not.” She described exploring places of employment after receiving her degree. She worked as a creative data editor for a navigation

and travel company. She said she enjoys the company she works for, but there may not be opportunity for advancement as, “they had to create a job for me in the first place.” Her enthusiastic personality and interest in travel reflects the S, social, interest category which is in the primary position.

Her advice for other graduating UB students is,

Don’t mess around in college. It’s okay to have fun, but take it seriously, as the things that you do in college will follow you forever. Don’t be afraid to move! If the college you want to go to is far away from home, then go and don’t hold back! Everything in life is an experience; it’s better to learn from it than to sit back and do nothing.

The student’s comment about the defunding of the program was, “I’m really sorry to hear that the university lost the program. I think it helped so many people learn that regardless of your background, everyone that wants an education deserves one.”

Summary

The value of the UB program as related to the major research question is answered by the above quote. She also praised the internship program as instrumental in choosing her career goal. Finally, the participant described how Upward bound helped her adjust to college, “since Upward Bound had taught me what to expect, I was in a much better place than a lot of my peers. I learned how to manage my time.....I learned what I was capable of and what I needed to work on.”

For the quantitative research question involving the SDS, the participant’s code letters remained the same from 2009 to 2014, but the priority order of the interest categories changed. The I, investigative moved from the primary category to the third, probably a reflection of her changing from a student taking classes to working on a job. She has more time

for the S, social, as a paid professional writer and her job required being out and about talking to people. Consequently, the movement of the S to first priority makes sense. A, artistic, was maintained but became a second priority because creativity is required on her job. The participant herself explained, “The social and artistic values are the most important, since social media and journalism go hand in hand with them.”

The MVS results remained the same for each administration of the test, providing evidence for the second quantitative research question. The participant showed a consistently high CI (career identity) score over the years and did not report obstacles (OB) or a need for information (OI).

For the qualitative research question, the participant was very articulate in describing her career movement. She retained a solid career identity as a writer but has changed her venue for practicing her craft. She noted preferences for the media she wanted to work in such as magazines rather than newspapers but she also described her willingness to search for new possibilities. Her approach is related to the career constructs in the career program where students are taught to examine their preferences and to search for compatible work roles as well as remaining open to potential opportunities.

Case Study 10

My Vocational Situation (MVS)		
Pre 2007	Post 2007	2009
14 CI (Identity)	16 CI	16 CI
2 OI (Information)	2 OI	0 OI
4 OB (Barriers)	4 OB	4 OB

Self-Directed Search (SDS)	
2007	2009
ISA	AIR

2009

A Caucasian female, Participant 10 increased her career identity (CI) score from 14 to 16 in 2007 and it stayed the same in 2009. She changed one SDS code letter from S, social, as a secondary interest in 2007 to an R, realistic, in 2009. Her code also changed priorities with I, investigative, as the first letter in 2007 replaced by A, artistic, in 2009, though Investigative became the second priority in 2009. During her Bridge summer program she said, she recognized she did not want to focus on sciences and math, hence the change in I's placement. She changed her career goal from becoming a psychiatrist to a psychologist. Though the S, social, was dropped from her code in 2009, she still expressed an interest in working as a helper for people. Her internship involved observing a professional facilitating a therapy group, and she noticed, "I pull back into myself when it's a group thing." She decided she would rather work with individuals, one-on-one. She described her identification with a psychologist who "thought like her," and said, "the way she talked about people ... (like) ... what I do. ...more in depth ... not just on the surface." With A as a first priority in her 2009 code, she described being drawn to "artsy" activities, but creative interests seemed problematic to her. She said she was more "realistic," reflecting another change in her code, adding the R, realistic.

An item analysis of her CI scale, revealed her choosing in 2007 the statement, "I am not sure of myself in many areas of life," but by 2009 she did not express this concern. In 2007, she also said her interests might change over the years, which she did not say in 2009. For the CI

items in 2009, she reported, she could only do jobs that do not pay enough to live. For both 2007 and 2009 she admitted, “she does not know enough about what workers do in various occupations.” Only in 2007 did she say she wanted to increase the number of occupations she could consider.

In 2007, she recognized the need for more information about employment opportunities and how to get training (OI). In 2009, she said she needed information about all of the areas listed, adding how to find a job in her chosen career and what kinds of people are found in different occupations. In both 2007 and 2009, she did not recognize any of the obstacles listed (OB).

However, she said financial issues led to her leaving school. She planned to work during the spring semester and the summer and to return to school in the fall. She stated clearly, “I want to study people.” She also described plans to earn a master’s degree and possibly a doctorate. Field notes described this participant as paying attention to financial concerns at the time of the interview though school was still a very important goal. The director/researcher also noted that the participant had always been very introverted, always sitting to the side by herself without interacting with other students. She had difficulty making eye contact during the interview.

Summary

The participant did not participate in the 2014 follow-up interview nor did she take the instruments in 2014. In response to the major research questions regarding the effectiveness of the UB program, she mentioned appreciating the teachers and staff having high expectations,

and that was motivating to her. She also said the internship at the state hospital helped her realize she did not want to become a psychiatrist. The UB experience also helped her see herself as “smart” helping her believe she might be able to set goals that required higher education.

For the quantitative results related to the secondary research question, the changes in the participant’s letters are difficult to interpret. Her code dropped the S, social, in 2009 though during the interview she professed her major interest was, “studying people.” The I, investigative remained in her code but she talked about deciding she did not want to study anything requiring math or science. The A, artistic, remained in her code but she did not share anything related to creativity except a vague allusion to figuring out people, which could also be related to I.

For the research question associated with the MVS, her CI scores are moderately high with the items suggesting she does not know what people do in different occupations and she was concerned about earning enough money to live on. Her OB section, listed no obstacles and she said she needed information (OI) on every item offered.

With a limited amount of qualitative information, it is difficult to describe her career identity, development, or movement. We know she dropped out of college within two years and that she has been working at Walmart from 2009 to 2014.

Case Study 11

My Vocational Situation (MVS)			
Pre 2007	Post 2007	2009	2014
12 CI (Identity)	15 CI	18 CI	13 CI
1 OI (Information)	2 OI	3 OI	4 OI
2 OB (Barriers)	3 OB	4 OB	4 OB

Self-Directed Search (SDS)		
2007	2009	2014
REI	RCI	RIS

2009

An Asian male the participant's career identity scores (CI) grew steadily from 12 to 15 in 2007 to 18 in 2009. His SDS code remained stable with R, realistic, indicating mechanical and military interests, first priority level, and I, investigative, indicating science interest as the third priority. The E, enterprising, was shown in 2007 but was changed to C, conventional, in 2009, a change from leadership to attention to detail and routine in 2009. The change in these second letters reflected his joining the military where his rank may require less enterprising activities and more conservative interests. In the military he served as a medical aide, attending to medical machinery, reflected by the R, realistic, in his code, a consistent primary interest. His internship placement was in an engineering department at the university where the Upward Bound program was hosted. Though his internship experience was useful as an exposure to engineering and some mentoring by a professor, he decided he did not like mechanical engineering. Instead, by 2009, he described his medical field experience and stated, "I have a passion for saving lives."

Six items on his CI scale changed between 2007 and 2009. In 2007, he said he needed reassurance; he did not know what his strengths and weaknesses were; he was uncertain about his abilities; making up his mind was difficult; he did not know what occupation to choose; and he wanted to increase his career choices. By 2009, this participant said none of these concerns were relevant.

In 2007, he said he needed occupational information as well as information about training and employment opportunities (OI). In 2009, he reported he only needed information about training. In 2007, he said he was uncertain about his ability to finish his education and a significant other did not approve of his career choice (OB). In 2009, he listed no obstacles (OB).

During the interview, he said he planned to return to college and train as an emergency medical responder. He also was concerned with establishing a family. Field notes indicated he looked to his family for approval and was motivated to succeed. However, the interviewer suggested he may not have taken the interview seriously.

2014

The participant's CI (career identity) score dropped sharply by 5 points, from the highest score, 18, in 2009 to 13 in 2014. His SDS code remained stable in 2014 with R, realistic, as a first priority level, and I, investigative, indicating science interest as the second priority. The C, conventional, which was shown in 2009, was changed to S, social, in 2014, a change from attention-to-detail to attention to people. The change in these second letters reflected his less conventional interest and more independent thinking interests. The R, realistic, reflected a

consistent primary interest from his internship placement in 2007 in an engineering department.

Participant was located through social media; however, he never responded to requests that he participate. I entered a food establishment and was approached by his young brother who also participated in Upward Bound program. The young brother reported his older brother was coming into town during the weekend for a memorial service for a family member. The brother delivered the MVS and the SDS and the participant completed the instruments, but not the survey. The brother said the participant anticipated graduating from a university approximately three hours away from home in May 2016. He was married and employed at a retail drug store. Some financial debt has caused some hardship, but he will graduate the next academic year.

In 2009, the participant scored the highest possible points in career identity (CI). However in 2014, five items were now a concern. He subscribed to the items of: needing reassurance that a right choice was made for an occupation; if an occupational choice had to be made, I'm afraid of making a bad choice; deciding about a career has been a long and difficult problem; an increase in the number of occupations would be preferable; and the estimates of my abilities and talents continuously vary. In 2014, he said he needed occupational information (OI) on how to get the necessary training in a chosen career. However by 2014, no information was needed. In 2009 and in 2014, he said he did not have any obstacles (OB).

Summary

An answer regarding value of the UB program, the major research question, was given

by the participant in his 2009 interview. He said the UB program helped him realize the importance of gaining a college education and that his internship demonstrated he did not want to major in mechanical engineering.

For the quantitative research question the change in the participant's SDS code was reflected in his military experience working in medical equipment that saved lives. He retained his R mechanical interest but he used machines medically to help patients reinforcing an I, science interest, and the S, social, helping people.

The secondary quantitative research involves changes in the MVS scores. It is difficult to interpret the drop in the 2014 CI score given there is little qualitative information. A score of 13 is low and the items chosen by the participant suggested a lack of confidence in his ability to choose a career. An explanation for his loss of career choice efficacy was not offered. There is also no explanation for his reporting no need for information (OI) and no obstacles (OB).

For the qualitative research question, the participant only reported he had left the military and was going to graduate from college in two years in mechanical engineering, the field he rejected after his internship. He is working at a pharmaceutical technological company and has a family.

Case Study 12

My Vocational Situation (MVS)			
Pre 2007	Post 2007	2009	2014
1 CI (Identity)	2 CI	5 CI	10 CI
0 OI (Information)	0 OI	1 OI	1 OI
2 OB (Barriers)	2 OB	2 OB	4 OB

Self-Directed Search (SDS)		
2007	2009	2014
IAS	IES	SAE

2009

An African American male, the participant showed career identity (CI) scores at the low end of the scale changing from 1 to 2 in 2007, to 5 in 2009. His SDS code changed from IAS to IES, with the primary code I, investigative, and third S, social, not changing. In 2009, the secondary code A, artistic, was changed to an E, the enterprising interest category. During the interview, he declared his major as business in line with the E category. Specifically, he majored in management, and described himself as “determined.” He stressed the need to “organize and organize and organize in everything you do.” In 2007, his career goal was a helping profession and during the internship he was placed at a state hospital. The experience had a major impact on him. He recognized, “that there are people out there that have a lot more needs.” Though not indicated by his career identity (CI) score, the participant expressed clear career goals. As a college junior, he seemed knowledgeable about various business fields and described plans to work for a news group or an international organization, traveling to Mexico or Spain since his minor was Spanish. He was looking forward to a study abroad summer program in Spain. He clearly credited his success in determining his career path to the director/researcher and the Upward Bound program. His confidence and entrepreneurial spirit was clearly expressed: “Confident I will be graduating, I know that for sure. 125% if I can use that number, but I that is, my dream is my passion. I want to go for it. I don’t want to ever look back on my life and say that what if.”

He was motivated by watching his mother “struggle” while he was growing up. He described watching people who “kinda gave in.” Instead of following the models surrounding him, the participant expressed his own theme eloquently: “I shouldn’t let anybody tell me I can’t do anything I want. I know I’ve got to strive for what I believe is mine.” He also said he had considered a master’s and/or a doctorate in finance. Projecting ahead for ten years, he planned to work in whatever business role he could design. If one pursuit did not work out, he would find another, maybe changing fields through further education or finding a different job.

The specifics of an item analysis of the career identity scale would list so many concerns that do not sound similar to the participant’s description of himself unless the items are seen as his openness to follow whatever path that would lead to success. Suffice it to say, in 2009 he was no longer afraid he would make a bad career decision, that career choices were confusing to him, or that he was uncertain about his current career choice. He still checked a need for information (OI) and the obstacles (OB) of financial pressure and a significant person who does not approve of his occupational choice.

The participant is a case that represents the success of the summer Bridge program and its career component. He openly repeated career constructs such as integrating his interests with his occupation, and expressing his personality through a career role. He also referred to constructs that no other participant demonstrated such as: the need for regular career change in a global economy; and the expectation that success would require continual striving. These concepts were undoubtedly reinforced by his academic major of business.

Field notes stated he was polite and respectful while also showing a lively personality. He also stressed he did not want to struggle financially as an adult as he had growing up, and he intended to strive to do well both in his education and his career.

2014

Career identity (CI) scores were still in the low end of the scale in 2014. The participant's SDS code changed from an IAS to an IES and in 2014, ended with an SAE. The S, social, was consistent all three times; however, the S had been in the third priority position and was changed to his primary priority. The change to S as his first priority was reflected by his comment, "I like to feel like I can meet and talk to people when I perform my work duties." His E, enterprising, moved from secondary position to third position by 2014. The final code dropped the I, investigative, and A, artistic, became the secondary priority. He also expressed his need for creativity and said, "My artistic side wanted to come out."

He graduated with his bachelor's degree, but stated, "I have not fully finished my education. I want to go back to get my masters, but at a later date. I would say within the next 5 years or so." He continuously demonstrated his determination to succeed even though he states he needed "more confidence in my abilities" and to "have to have my belief in myself." He is employed as a network engineer for a telecommunications company.

In 2014, he subscribed to three items, "If I had to make an occupational choice right now, I am afraid I would make a bad choice"; "I am not sure that my present occupational choice or job is right for me"; and "I can't understand how some people can be so set about what they want to do." However, six questions were no longer concerns including: "I am

uncertain about the occupations I could perform well”; “I don’t know what my major strengths and weaknesses are”; “The jobs I can do may not pay enough to live the kind of life I want”; “Making up my mind about a career has been a long and difficult problem for me”; “I am not sure of myself in many areas of life”; and “I have known what occupation I want to follow for less than one year.”

In 2014, the participant checked a need for information (OI) on what kinds of people enter different occupations. He mentioned, “I would like a career where I can help the world not force it into something it cannot afford.” In 2007 and 2009 he referenced needing information on how to find a job in his chosen career, but in 2014, he did not. The items for Occupational Barriers (OB) had two changes. In 2014, he did not list needing money to follow his career nor did he say an influential person did not approve of his vocational choice.

In 2014, he still expressed his expectation that success would require working hard constantly. The theme of determination remained a primary focus. Advice he offered to other graduating UB students included, “Learn as much as possible and have fun because once you graduate your life actually begins.” When informed that the UB program was defunded, he said, “It truly saddens me that the program is gone. It really has helped kids much like I was who didn’t know exactly what they wanted to do and get a grasp on life and learn a lot.”

Summary

Related to the primary research question the participant provided an endorsement for the UB program in the quote above. He also said, “The UB assisted me in learning that I would have my own self to depend on when I was in school (and) I knew exactly what I was getting

into (for college). He credited the UB program as changing his perspective, “(UB) expanded my horizons and (to) see the world.....in a different view than what I was used to.”

For the secondary research question regarding the SDS, changes were related to his changing interests. The results for the first two Holland codes he received showed I, investigative, as the primary interest category. During that time, the participant was involved in academic studies and appreciating his major of finance. The last code showed S as the first priority at a time when he is working in management and enjoying his contact with employees. His codes retain the interest in business with the E, enterprising, as well as his entrepreneurial spirit that was demonstrated in both the 2009 interview and the 2014 survey.

For the research question regarding the MVS, the results indicate an unformed career identity with consistently low scores. To understand the participant, the qualitative data provides much more information. He remarked in the survey, “When I was younger I was very shy, but the Upward Bound program forced me to interact with different people and realize that if I was going to make it into the world I would have to become better at networking.” One interpretation could be that he has gradually opened up to become more social to the point where S, social, became his major priority. Though his internship at a state hospital for the mentally ill did not lead to his pursuing a career in mental health, he said, “The internship gave me valuable experience that I will always take with me in my future endeavors.” To understand what he means by the importance of observing state hospital patients is related to what he says later about the employees he supervises, “They exemplify everything I want to do when I start my actual career.” The participant said he enjoyed social interaction on his job and somehow working with others offered meaning to his work. He said, “I would like a career where I can

help the world, not force it (his career) into something it cannot afford.” He is motivated to make a contribution he would be proud of but he struggles to articulate the feeling that he has to force his career choice into areas where he can make money.

The participant has been successful by graduating from college and obtaining a managerial job with a very good salary. However, he described his current job as “stagnant” with “no areas for advancement” where he feels “stuck.” He is clearly ambitious, and in his 2009 interview, he expressed his motivation to rise above the poverty of his childhood. Still, he is not motivated only by financial success, which he has achieved, but also by a need to keep moving ahead.

The participant said, “I have not fully finished my education. I want to go back to get my masters but at a later date.” He mentioned was living in the same apartment he occupied when in college and is paying off debt. He also said, “I plan on starting my career and then obtaining enough savings in order to go back to school.” Several times he mentioned he would start his “real” career in the future. He made an impression that he knows his current job is not fully expressing his career self-concept. He plans on multiple changes in his career saying, “I know that life is always changing.”

The participant also alluded to the issue of self confidence. He clearly stated that what would help him the most was “getting more confidence in my abilities.” He also admitted he has doubts or anxiety, “I get very nervous and don’t know if I will succeed that I often drive myself crazy.” At other times he can express a growing sense of self efficacy, “Since college I feel more like I can take on the world and am better equipped for anything.” When asked how confident he was that he could successfully pursue an occupation of his choice, he said,” I

would say an 8 because I know I can do anything but I get nervous. I have to have my belief in myself.” At another point, rating his commitment to his career he said, “Right now I would have to say 4. But once I start my career I will say a perfect 10.” The overall interpretation of his statements suggests a young man who tries to build up his self esteem but is plagued with doubts.

He has pressed himself into one level of success, but he knows he needs to press himself further. His career self concept is fluid enough that he could choose any new work role. His background presses him into placing a priority on a high-enough income, but he also has motivations that are not solely financially based. He hinted a need for mentorship by saying, “What helped me most was having influential people in my life tell me I could do it.”

The participant exemplifies the successful outcome of the UB experience in many ways. He understands the self expression aspect of career; he upholds the value of education; he demonstrates determination and the willingness to continue to strive to get ahead; he is open to change. Yet his story is not settled; he will continue to write his own narrative.

Case Study 13

My Vocational Situation (MVS)			
Pre 2007	Post 2007	2009	2014
17 CI (Identity)	17 CI	16 CI	18 CI
3 OI (Information)	3 OI	4 OI	4 OI
2 OB (Barriers)	3 OB	4 OB	1 OB

Self-Directed Search (SDS)		
2007	2009	2014
SCI	SIC	SRE

The participant is an African American female. Over the years, participant she maintained consistent career identity (CI) scores in the range of 16 to 17. Her Holland code was also consistent with the same letters, changing only the second and third priority between 2007 and 2009. The interest categories of S, social, I, investigative, and C, conventional, fit with her career goal of becoming a neonatal practitioner in nursing. She said, she “likes taking care of sick babies,” which she discovered while on her internship at a hospital. She described the educational path required to specialize in neonatal care as earning a bachelor’s degree and then a master’s, which she planned to do. In 2009, she was attending a junior college part-time because she was pregnant. She intended to continue her education though reaching her goals would take more time with the extra responsibility of becoming a mother. Also indicative of the S, social, in her code, she felt supported in college by maintaining relationships with fellow Upward Bound Bridge students, allowing for a smooth transition leaving high school. Several of her relatives including her mother were nursing aides. She had eliminated working with the elderly or in the emergency room (ER) because her mother did not like working in a nursing home or for emergency services.

Her reference to jobs as a nurse’s aide may be related to a CI item she checked in both 2007 and 2009: The jobs I can do may not pay enough to live the kind of life I want. In 2009 she also said her estimates of her abilities and talents vary a lot from year to year. In 2007, she said she needed information about gaining the training she would need (OI) but in 2009 she no longer needed that information. She described asking for information about neonatal care with nurses specializing in the field. In both 2007, she said she was uncertain about her ability to

finish her education but in 2009 she was not uncertain. In 2007, she said a significant other did not approve of her career choice but that was no longer true in 2009.

She recognized juggling child care and academics would be difficult but her unwavering vision was she would “never give up; ... (she) would keep trying.” She continued justifying her determination saying, “Because if I give up, then I’m not going to get nowhere.” She also admitted trying to stay focused and ignoring distractions was difficult for her. She expressed her fear that having a baby might mean she would have to give up the neonatal specialty, but she was more hopeful that she could finish her bachelor’s degree and be a nurse. She reasoned that even without the specialty, she could work in a children’s hospital. She planned to stay in the nursing field “forever”; she just had to “keep her head in the books.”

Field notes described the pressures the participant felt having a child and trying to finish her education. Her mother had not completed her undergraduate degree and she was motivated to earn hers.

2014

In 2014, the participant scored 18, the highest level possible for the career identity scale. Her Holland code has maintained her first primary interest code of S, social, but changed her secondary and third interest codes. From 2009 to 2014, her secondary code changed from an I, investigative, to an R, realistic a “hands on” occupational category. The change in SDS letters reflects her change from a nursing certification program to attend a commercial college. Her third interest code changed from a C, conventional, to an E, enterprising, showing more leadership interest.

In 2009, she was pregnant with her first child and was attending a junior college part-time. She cared for her child at home and instead of going back to the nursing aid program she attended a commercial college for certification as a medical assistant. She was unable to complete this degree also due to expecting her second child. She intends to complete her education as soon as the child turns approximately one year in age.

In 2009, items for CI showed her saying the jobs she can do may not pay enough to live the kind of life she wants; and her estimates her abilities and talents vary a lot from years to year but in 2014, she did not subscribe to these items. In both years of 2009 and 2014, she said she did not need any information (OI) about careers. In 2009, she had no obstacles (OB) items but in 2014 she was uncertain about her ability to finish the necessary education or training; she did not have the money to follow the career she wanted most; and an influential person in her life does not approve of her vocational choice. As she said in 2009, she recognized juggling child care and academics would be difficult but again she said she was still determined to complete a certification or degree.

Summary

Though the participant completed the MVS and the SDS in 2014, she did not complete the qualitative survey. For the primary research question, in her 2009 interview commented about the UB program, "It opened my eyes to different careers that I didn't know about before...(and I) got to experience the internship." In 2009 she was focused on becoming a neonatal nurse, the field she observed during internship. Also in 2009, she was pregnant and

discontinuing her nursing training to have her child though she said she would return to finish her training when the baby was old enough.

In regards to the secondary research questions related to the results of the instruments changes in the SDS illustrate a change in her educational pursuits. In 2014 she had since started a certification program for medical assistant. This second field does not fit with her SDS code change dropping the C, conservative category, which emphasizes attention to detail and organizational skills. However, the code added R, realistic, which emphasizes, “hand-on” practical activities that could be aligned with medical assistant’s functions. The changed code does remain the same (I, investigative, category) from 2009 to 2014 and such results are consistent with retaining a medical orientation of nursing and then medical assistant. She also retains the S, social category as her primary priority, which fits with either her previous nursing goal or with the more recent goal of medical assistant.

In regard to the research question related to the MVS results, the participant’s CI, career identity score rose steadily over the years and in 2014, the CI reached the maximum level totaling 18, two more points than in 2009. However, she also reported more obstacles in 2014 including a statement that she was uncertain about her ability to finish her training. Her uncertainty makes sense in 2014 as she is repeating the pattern of having a child and postponing her certification before finishing.

There are no qualitative data to explain the quantitative results. Though she did report she would return to school next fall when her second child is a year old, she also expressed doubts on the MVS.

Case Study 14

My Vocational Situation (MVS)			
Pre 2007	Post 2007	2009	2014
14 CI (Identity)	16 CI	17 CI	13 CI
4 OI (Information)	4 OI	4 OI	4 OI
3 OB (Barriers)	3 OB	3 OB	4 OB

Self-Directed Search (SDS)		
2007	2009	2014
ESA	SAI	IEC

2009

A Hispanic female, the participant's career identity (CI) scores showed a steady increase from 14 to 16 and 17. Her Holland code retained the S, social interest but the letter moved from a second priority in 2007 to the primary priority in 2009. The A, artistic interest, was maintained, changing priority from third to second. However, the E, enterprising, which had been a first priority was eliminated, and the I, investigative category was added at the third level priority. Through the SDS and her internship at the host university's College of Business, the participant identified international business as her major. She credited the Upward Bound program with helping her improve her English skills to make higher education possible. By 2009, she planned to work for a multinational corporation, possibly an airline. Eliminating the E, enterprising, seems odd, given she has majored in business. However, her interest in cross-cultural issues is backed up by her change to an I, investigative, and by her multilingual talents. Her first language was Spanish; she spoke English fluently. She was taking French and planned to learn German as well. She described her plan to earn a master's degree in international business.

The change in her CI score from 2007 to 2009 was explained by the items that changed between the years. In 2007, she needed reassurance she had made the right career choice; in 2009, no assurances were needed. In 2007, she was fearful her interests would change, but in 2009 she no longer feared a change. In 2007, she wanted to increase the number of occupations she could consider but in 2009, she did not. However, in 2009 but not in 2007, she said she did not know enough about what workers do in various occupations.

She did not need information (OI) in any of the areas listed both in 2007 and 2009. Also in both years, she listed a lack of money to pursue the career she wanted most as an obstacle (OB). Field notes described her as married to a military husband and living far away from her family. Regardless, she was still pursuing her undergraduate degree. Field notes also described her as very pleasant with a positive disposition and as someone who interacted during the interview very easily.

2014

Though the participant's CI, career identity score rose from 2007 to 2009, her CI score decreased by four points in 2014. Her Holland code has changed completely. The code retained the I, investigative, from 2009, but the letter changed from a third priority position to the first. The other two Holland occupational categories from 2009, S, social, and A, artistic were replaced by E, enterprising, as a second priority and by C, conventional, as third. Throughout the years, the participant continued to say she wanted a career in international business. In 2009, she had eliminated the E, enterprising, in exchange for I, investigative, but by 2014 the E was back in her Holland codes and was the secondary interest category position. Bringing back

the E makes sense as she is majoring in Economics with a minor in International Business. She will graduate in the summer of 2014. She said she will then pursue a master's degree in economics to qualify for her dream career as an impact evaluation economist for the government. Her I, investigative, relates to her research interest. She stated, "I am interested in research economics, econometrics, labor economics, among other careers." The C, conventional, suggests organizational interest which is relevant to business. Her multilingual skills as well as her cross-cultural interests are also related the I interest category.

In 2014, she subscribed to several CI items suggesting she did not know enough about the specific tasks performed in various occupations. However, she also reported researching several occupations and described the functions involved. Another CI item showed her worried about job performance while also admitting she is a perfectionist and has always received high grades and ratings for her efforts. Other CI items suggest her career choice efficacy is in doubt. She is preparing to graduate soon and will be applying for jobs so her worries may be related to anxieties related to the job search. She also said, "I find myself excited and at the same time nervous to start a career and experience a whole new life." She reported she did not need information (OI) in any of the areas listed on the MVS. In both 2007 and 2009, she listed a lack of money to pursue the career she wanted most as an obstacle (OB), but by 2014, finances were not listed as a concern. The student's comment about the defunding of the program was:

The Upward Bound program contributed on my decision to attend college. The program provided me and my sisters with English tutors, assistance and preparation to take standardized tests (TAKS). The people in the program were extremely helpful throughout the process that made my way to college a comfortable and exciting new step. It is sad that such a constructive program is lost and that there are many students who would benefit from the help and experiences that the program provided.

Summary

The above comment speaks to the major research question with a clear endorsement of the value of the UB program and how the program helped her adjust to college. When the participant attended the UB activities, her English language skills were limited and the program provided English tutors in addition to the typical services offered to all students. Her approaching graduation also provides evidence that she benefited from the program.

The secondary research question involving the MVS showed how an accurate interpretation of scores required qualitative information. Though the participant's CI (career identity) score dropped in 2014, her qualitative information suggests her concerns were related to an impending job search, not to a faltering of her career self-concept. She also reported no obstacles (OB) or a need for information (OI) in 2014.

The changes in SDS over the years relates to her changing academic interests. From 2007 to 2009, she added the I, investigative, interest category to her code and in 2014, the investigative area became her first priority. She changed her major from international business to economics, a more difficult field, which also represented an interest in research that she had not expressed before. The 2014 code maintained the E, enterprising, an interest area related to business. The addition of C, conservative, to the code relates to organizational interests and attention to detail inherent in research and business. Prior to 2014, the interest code contained an S, social, and an A, artistic. These interest areas relate to her cultural interests and her knowledge of several languages and international business, which remained her minor. The more practical C interest category is associated with her ideal job, working at the World Bank as an Impact Evaluation Economist. She described this job as "performing empirical research in

developing countries to help develop policies for new projects in such countries.” Such a job would require both advanced economic research and an understanding of practical needs.

The example above of the participant’s image of an appropriate career role for herself clearly indicates her well developed career identity. She also said she plans to continue her education by attending graduate school through the doctoral level. She had researched occupational opportunities and knew she needed at least a master’s degree to work in the field of economics and she rated her commitment as a 9 on a scale from 1-10. She rated her confidence that she can succeed in her chosen field also as a 9 adding, “I am willing to work hard and keep pursuing my education to strengthen my career and obtain the occupation I want.” She also recognized, “My career choice might change again.” She continued by saying, “Nevertheless, I am willing to take on whatever my choice might be and to continue working hard to achieve new goals.”

The participant exemplifies the goals of the UB program and the concepts taught in the career program. She had clearly identified interest areas that she can integrate with occupational goals; she’s adaptable to change; and she is willing to put forth maximum effort to achieve her goals. Given that she started as an English language learner, her achievements to date and the achievements she is likely to accrue in the future are certainly evidence that she benefitted from the UB program.

Summary of the Case Studies

The case studies clearly show that combining both quantitative and qualitative data offered an extensive description of the participants. More than half of the participants showed

gradually increasing career identity (CI) scores. Such scores suggest a firming up of career identities that were validated by the interviews. One participant showed very low CI scores over all three administrations, but interview data showed him to be clear about his sense of career identity. Another participant had high CI scores but was feeling stuck in a well paying job not consistent with his interests. The combining of quantitative data and qualitative data confirmed the MVS and SDS scores or showed participants' meaning when the scores did not match the person's statements.

Career Identity Changes in College: SDS and MVS

The secondary research questions involve specifics regarding the results from the instruments taken during the UB summer internship program and in 2009. "How did the My Vocational Situation career identity (CI), occupational information (OI), and occupational barrier (OB) scores change from the Upward Bound career development program to 2009 and 2014?

My Vocational Situation is divided by three sections: Career Identity (CI); Occupational Information (OI); and Obstacles (OB). Scores for each area are listed by each participant for each year, starting with pre-post administrations before and after the career program. Scores for 2009 and 2014 were collected at the time of the interviews. The maximum CI score is 18 so scores above 15 represent fairly well established care identity. Normative data showing average scores for specific ages were not available.

Table 5

My Vocational Situation

		2006/2007 - Pre	2006/2007 - Post	2009	2014
2006	AA Female #1	11 CI	12 CI	13 CI	10 CI
		1 OI	1 OI	1 OI	4 OI
		2 OB	2 OB	3 OB	2 OB
	AA Female #2	13 CI	15 CI	15 CI	16 CI
		0 OI	1 OI	3 OI	3 OI
		3 OB	3 OB	2 OB	3 OB
	H Female #3	15 CI	16 CI	18 CI	15 CI
		0 OI	2 OI	4 OI	4 OI
		3 OB	3 OB	3 OB	3 OB
	C Female #4	11 CI	14 CI	18 CI	16 CI
		1 OI	1 OI	4 OI	4 OI
		4 OB	4 OB	4 OB	3 OB
	AA Male #5	14 CI	15 CI	17 CI	17 CI
		0 OI	0 OI	1 OI	4 OI
		3 OB	3 OB	4 OB	4 OB
	C Female #6	11 CI	13 CI	18 CI	13 CI
		0 OI	2 OI	4 OI	3 OI
		3 OB	3 OB	4 OB	3 OB
2007	C Female #7	14 CI	15 CI	X CI	X CI
		2 OI	2 OI	X OI	X OI
		3 OB	3 OB	X OB	X OB
	AA Female #8	12 CI	14 CI	18 CI	16 CI
		1 OI	1 OI	1 OI	4 OI
		3 OB	3 OB	3 OB	2 OB
	C Female #9	18 CI	18 CI	18 CI	17 CI
		4 OI	4 OI	4 OI	4 OI
		4 OB	4 OB	4 OB	3 OB
	AA Female #10	18 CI	18 CI	18 CI	18 CI
		4 OI	4 OI	4 OI	4 OI
		4 OB	4 OB	4 OB	4 OB
	C Female #11	14 CI	16 CI	16 CI	CI
		2 OI	2 OI	0 OI	OI
		4 OB	4 OB	4 OB	OB
	A Male #12	12 CI	15 CI	18 CI	13 CI
		1 OI	2 OI	3 OI	4 OI
		2 OB	3 OB	4 OB	4 OB
	AA Male #13	1 CI	2 CI	5 CI	8 CI
		0 OI	0 OI	1 OI	1 OI
		2 OB	2 OB	2 OB	4OB

(table continues)

Table 5 (*continued*).

		2006/2007 - Pre	2006/2007 - Post	2009	2014
2007 (<i>cont.</i>)	AA Female #14	17 CI	17 CI	16 CI	18 CI
		3 OI	3 OI	4 OI	4 OI
		2 OB	3 OB	4 OB	1 OB
	H Female #15	14 CI	16 CI	17 CI	13 CI
		4 OI	4 OI	4 OI	4 OI
		3 OB	3 OB	3 OB	4 OB

Note. CI: Career Identity; OI: Occupational Information; OB: Occupational Barriers; AA: African American; H: Hispanic; C: Caucasian; A: Asian.

The limited number of questions provided for Information (OI) and Obstacles (OB) scores, made the numbers ineffective for analysis. However, by noting the specific items, information obtained validated interview information. For example, some individuals who had dropped out of college reported financial concerns as an obstacle, but others who had dropped out did not report money as a factor. The content regarding information and obstacles was specific to the individual, helping the reader to understand individuals, but there were no consistent patterns across all the participants.

The next research questions read: “How did the Holland Code change from the Upward Bound career development program to 2009 and 2014?”, and “If changes in SDS codes occurred, what was the extent of the change?” The following describes changes in the occupational codes and associated changes in the career identity (CI) scores.

Codes are listed by year and by individual participants. Codes represent categories of related interests shared by people who perform a group of occupations. Respondents check which interest they like, which they don’t like and which are seen with indifference.

Table 6

SDS Holland Code/Holland Code Assessment

	Student/Year	SDS Code	Holland Code Assessment 2009	Holland Code Assessment 2014
2006	AA Female #1	ISC	CSI	CSI
	AA Female #2	SEA	SIR	SIE
	H Female #3	AES	SAR	SAR
	C Female #4	SAI	SIR	RIA
	AA Male #5	ESC	ESC	RSC
	C Female #6	SAE	SAE	SAE
2007	C Female #7	SEA	---	---
	AA Female #8	ISE	ISE	SRI
	C Female #9	IAS	CEA	CIR
	AA Female #10	ASE	ISA	SAI
	C Female #11	ISA	AIR	---
	A Male #12	REI	RCI	RIS
	AA Male #13	IAS	IES	SAE
	AA Female #14	SCI	SIC	SRE
	H Female #15	ESA	SAI	IEC

Note. AA: African American; A: Asian; C: Caucasian; H: Hispanic.

The first letter in a code indicates the most number of likes checked by the test taker; the second letter indicates the second number of likes and the third letter indicates the third number of likes. Test interpretation assumed the first priority would be the first letter with the second letter ranked second and the third ranked third. When letters are retained from year to year but the letters change in order, priorities of preferences has changed. When letter are changed to different letters, interests have changed.

2009

Only three students of the 14 retained the same SDS code in the same priority order. All three students who retained the same SDS codes also showed CI scores that rose; two rose to

the maximum level and the other to one point shy of the maximum. Two students retained the same letters for occupational categories but the priority order changed. Both changed priorities because a major life experience intervened and they left college. Seven retained two of the occupational categories and changed only one letter and of those seven, four remained in college. Of the seven who changed only one letter, all but one had CI scores that rose or stayed the same and all scored the maximum or within one or two points. Two students changed more than one occupational category and one of those remained in college. So, keeping the same Holland code or changing one letter represented the most students who remained in school and who achieved maximum or near maximum CI scores. However, the two students who changed several letters in their Holland codes showed fairly high CI scores that did not change. Therefore, the changes in SDS codes does not relate to higher CI scores. The CI scores are also not associated with those students who stayed in school and those who left college. Career changes shown by the quantitative data alone do not have meaning unless qualitative data are used to interpret the participants' experiences.

2014

The changes in SDS and MVS scores from 2009 to 2014 also do not show meaningful results using quantitative data alone. Again, only three students of the 14 retained the same SDS codes in the same priority order. All three showed CI scores that dropped from 3 to 5 points. One of the three had graduated and was working in a field not related to her major; one will graduate in 2014; and one is still in school. The changes in the SDS code and lower CI scores could be explained by the qualitative information that showed the graduate as reconsidering a

new field for a graduate degree and the other two approaching graduation and dealing with concerns about finding a job.

One student showed a SDS code using the same letters but the occupational categories had changed in priority order and the CI score that stayed the same. This participant reported qualitative information showing a clear career identity as a writer but who needed to be open to any number of positions where she could write.

Six students changed one letter in their SDS codes; three showed CI scores dropping for 2 to 5 points; three showed CI scores staying the same, going up from 1 to 3 points. Three of these participants chose to prioritize their roles as mothers. Two have graduated and one is still in school. Changes for these participants are better interpreted within the context of life changes rather than depending on the score alone.

Finally, three participants changed more than one letter of the SDS codes with two who had CI scores that dropped from 1 to 7 points and one whose CI score rose 2 points. Of these three, two will graduate this year and one left school to have a baby.

The data collected in both 2009 and in 2014 showed the quantitative numbers as insufficient to describe the participants' career movements fully. Qualitative information was needed to interpret the scores and to gain an understanding of the participants' experiences.

Themes for All Participants

To interpret the combined quantitative and qualitative results across all the individual cases, requires a return to the major research question. "After two or three years and again in seven to eight years, how did the students describe the influence of the Upward Bound

program on their adjustment to college and their career identities?” The question will be answered first from the 2009 interviews and then from the 2014 survey.

2009

UB Helped Adjustment to College

A number of themes were related to general questions about the Upward Bound (UB) program and the summer internship program. First, all of the students said the Bridge summer program helped them adjust to college in many different ways. Several students said that staying on campus helped them transition away from home and taught them to live with different kinds of people. One student said, “You had to live with certain people you don’t see eye to eye.” Another student said he learned to “adjust with tolerance.”

A second area that helped college adjustment was the opportunity to take college courses, which required learning what to expect from professors, how to study for long periods of time, how to manage time, and how to plan ahead to meet deadlines.

A third benefit of UB was the support, encouragement and tutoring participants received, building the participant’s self-esteem. One student said, “UB believed in me and I wasn’t sure if I could do it. When I did, I felt like I was worth something.” The supportive environment built participants’ confidence and convinced them they could “really do this; I can go the four years.”

Finally, the fourth way UB helped participants adjust to college was to create a vision that included college, a goal they did not have before. One student said, “In the end, it made me want to go to college. I felt smart.”

UB Taught Attitudes for Success

A primary theme that pervaded the participants' interviews was their determination. Several of the young people used the word *determined* to describe themselves and their striving to meet academic and career goals. One participant said she would "never give up;...(she) would keep trying."

In a similar vein, a number of students described the need to stay focused on academics. Allowing distractions to detour focused attention was the number one obstacle that would veer them off the determined path. One student said bluntly, she needed to, "keep her head in the books."

Focused determination was described by a number of students as an antidote to discouragement, particularly if others tried to tell them their goals were unattainable. One young man captured the theme by saying, "I shouldn't let anybody tell me I can't do anything I want." All repeated themes of determination, perseverance, and believing one can reach one's goals regardless of what others may say.

Finally, a few students added the need to "work hard" and "do my best." Asking questions was also described as an important way to keep on the right track for some and an obstacle for some others. Recognizing they did not always understand what was required of them, all seemed to say they should ask someone. Yet asking seemed to be something some did and recommended to others, while some said they knew they should ask, but did not.

UB Helped in the Career Choice Process

Participants described how the UB program facilitated the career choice process for

them. Opening up to a process was expressed with phrases such as, “opened my eyes” and “made me a little more open-minded.” They recognized that they began to explore their likes and dislikes. One student said the program “helped me discover like what I enjoy doing.” Another said, the career workshop “helped me realize that what I was prone to (was) more around like English and history, no math.” Some thought they were able to “pin point” specific majors or potential occupations saying things such as, “helped me get a better understanding of what career I wanted to take.” Others said they were able to “see where I wanted to go as a career.” Finally, a few almost described the career choice process, “helped clarify things for me as far as what was entailed in that career and how I could go about getting that career and what it would do later for me.”

UB Internship Helped Career Choice

Students were uniformly most enthusiastic about the internship experience. “Hands on” was a phrase that everyone used to describe what was deemed to be the best way to learn about careers and what work activities they might enjoy and want to pursue. One student said the internship “helped me know that I can enjoy doing what I want to do” as though seeing career activities demonstrated that it was possible to enjoy work. Many others expressed sentiments similar to one student’s quote, “The internship let me know that it was what I really wanted to do, because I got to see what they do in the field.”

Some internships experiences helped students learn what they did not want to do. For example, one student requested an internship in social work, which she completed. However, during the experience she decided becoming a social worker was no longer appealing. She said,

“I didn’t see myself doing that for the rest of my life.” So, when she went to college the next fall, she changed her major to theater, the major she maintained until graduation. Another student did an internship within an engineering department on college campus and decided mechanical engineering was not to his liking and changed to a different engineering specialty. Still another interned at a photography studio and planned to major in business to open a similar business, but changed her mind and majored in music education. So, the hands-on experience of an internship either validated or invalidated career goals, but in any case, students said the experience was valuable.

UB Career Test Helped Career Choice

Students sometimes remembered the SDS was sometimes named as an exploratory tool. One student said, “The career quiz we took made us think about what we were pulled to.” Another said, “The SDS helped me decide what I like and what I might be able to do.”

UB Helped Develop Career Identity/Efficacy

Several students used phrases such as, “It’s not my thing” or “It’s who I am” to explain their choice of a major or an occupation. Several said their occupational goal was their “passion.” Participants uniformly implied they needed to integrate their interests and abilities with occupational characteristics to form a career identity.

Others described how they gained a sense of efficacy for career tasks. One student pointed out that “taking classes helped me decide that it’s a good career, and I can be good at it.” Another said the internship “helped me decide I’m good at this.” Finally, one participant

said the UB program “helped me see that not only is there a great opportunity to do it, I actually have a part of what it takes to succeed in the field before I have the education to qualify.”

UB Did Not Influence Attitudes Regarding Career Change

Only one of the participants changed her major after entering college. When interviewed, most said they would stay in the career field most closely associated with their major and could not foresee changing careers after graduation. All but two of the participants described their futures as remaining in the same occupation for their lifetimes, though the UB career workshop had stressed they could expect to change several times. The two students who were open to potential changes in future occupations were majoring in Communications and Business where they learned about a number of potential fields in which the academic programs recommended students be open to alternatives.

2014

UB Helped Adjustment to College

Participants continued to describe how much the UB program had helped them adjust to college life. The description of adjusting to college took on the perspective of an event that had occurred many years before. Many participants described how they “had to learn to live on their own,” after high school. The change from high school to college was a “transitional phase,” of life.

UB Taught Attitudes for Success

Determination remained the primary theme by a number of students who were still striving in their educational or career pursuits. One participant said directly, "My strength is that I am very determined and self-sufficient." Another student said, "I am in relentless pursuit of my desired career."

Even students who have detoured from a direct path to reach their career goals make statements suggesting they intend to keep trying. One participant said, "I still want to be a nurse but due to circumstances I can't until a later date." This student was not accepted into a nursing program but still was determined to graduate from college and was majoring in business. She reported, "On a scale of 1-10 my commitment would be an 8." Another student obtained her CNA nursing certificate and was in school to obtain her LVN saying, "If I want to further myself I'll go back for my R.N. license." Another student demonstrated determination to continue his education, "I have not fully finished my education. I want to go back to get my master's, but at a later date. I would say within the next 5 years." Finally a student said, "I'm relentless in pursuit of my desired career," demonstrating strong determination and striving.

Another reference to the UB program emphasized self confidence, "The Upward Bound program facilitated the process to engage in college classes which gave me the confidence to continue in the right path of earning a bachelor's degree." Confidence is a theme also expressed by other participants in 2014 but not in relation to the UB program so it will be discussed under another theme.

UB Internship Helped Career Choice

In 2014, students remembered what they learned during the internship by comments such as “I became better at networking,” and “I gained more knowledge about different career paths and the unique skills I needed to get the career that I want.” Participants also continued to describe the value of the UB internship saying that the, “hands on” learning was the best way to gain a “different perspective of actual life situations.” They attributed the internship as providing what they needed to “narrow what I thought I wanted to do,” and “cleared up specifically what I wanted to do in my field,” Another student underscored the internship as significant in making a career choice as the place where, “I learned what I definitely wanted to be.”

New Themes for 2014

Participants in 2014 acknowledged the influence of the UB program but also diverged in themes that reflected needs felt many years after the program. The second primary research question is answered by themes reflective of unpredictable changes of life. “How did students describe changes in their career identities over time as reflected the follow-up surveys in 2014?”

Confidence/Time Management

A greater emphasis by many of the participants in 2014 was their need for confidence or self confidence, a word repeated by a number of participants. As one student said, “What would help me the most would be getting more confidence in my abilities.”

In a similar manner, several participants described a need for better time management both in college and in the real world of work. One participant attributed learning the skill to the UB program saying, “I had to learn (in the UB program) how to manage my time between homework and social life.” Another said, I learned how to manage my time.....I learned what I was capable of and what I needed to work on (in the UB program).” However, several participants referred to current needs to better time management skills.

Financial Management

Another issue that was repeated by many students was dealing with finances. One student stated, “It was often a struggle to manage my finances and still keep my grades up, but since Upward Bound had taught me what to expect, I was in a much better place than a lot of my peers.” However, other students described accumulating student loan debt, which had to be paid off before they could return to school. One described her financial situation by saying, “I have not finished my education but I would eventually like to. The one thing that stops me is my financial situation.” She continued saying she had “plans for furthering my education by fixing my financial situation and go back to school when I can.”

One participant described the financial dilemma of several others: “No, I have not finished my education because I cannot afford to right now. I was dropped from financial aid and with what is going on in life I cannot make the payments I need to make. I am currently paying back my student loans back till I come up with a way to pay for what I have left.” The Financial Aid Office did present a financial management workshop for UB students informing them about the future pressures that student loan could present. The director/researcher also

presented basic information regarding checking accounts and credit cards, some participants have found money management difficult.

Life Gets in the Way

Participants expressed the theme of “life gets in the way,” complicating the career process. Participants had to set priorities as to what was most important in expressing their identity. Often priorities were mixed with other responsibilities. One of the participants, who now has a child, said “I (need) to save money...so I can afford the classes I need to finish school. It is hard because I miss work, but I have to do what is best for my family first.” Later she reasserts her career identity by saying, “I love my future career, but my family comes first.”

Another student recognized his current job as not one that reflects his career interests. He related, “My current profession is not a good choice for me. I find this strange simply because I am aware of this incompatibleness though continue to take part in the profession.” The reason he gave for staying in a job incompatible with his career identity is that his salary is high and giving up some of his income would be difficult.

Career Change

By 2014 life experiences have taught the participants that change happens. They were discovering new career interests (“I love a lot of things.”). One person said, “I have discovered additional skills and tools that I am capable of doing.” Some said they may want to “explore the different career options.” They stated clearly they wanted to “foster a career that I will enjoy and be passionate about.” They were dealing with combining other adult roles with career and

recognized realistic constraints, but they continued to seek self satisfaction. One participant commented, "Occupational decisions are (about) location and personal gratification."

Final Summary of the Participants' Current Status

Eight years after attending the UB program, participants are facing the full impact of adulthood with multiple roles and multiple responsibilities. Implementing their identities in their career became more complicated and more difficult.

Of the 14 participants, four students have graduated. Three other students will graduate in 2014. Three students are in college, having dropped out and then returned for their degrees. Two are stay-at-home mothers who plan to return to college when family responsibilities permit. Several students said they left school and returned later due to financial difficulties. One said she is currently working to pay off educational debts so she can return to college in the fall, and she is counted as graduating in 2014. Another participant said she needs to pay off debt in order to return to school but has no immediate plans to do so. The one student, who did not respond at all to the follow up 2014 study, is working full time in retail. All students have continued to state the Upward Bound program was a value to them. All have described career goals in keeping with their interests. Most have visions for their lives that have changed their lives for the better, even if some have not yet fully achieved their goals.

CHAPTER 5

DISCUSSION

The narratives shared by the UB program participants for this research project provide compelling information that deserves carefully considered analysis and discussion. The professional literature related to the study will be reviewed. A summary of the research design will be given, followed by the results. Implications of the results will lead to conclusions and recommendations.

Review of Literature

The study was designed to incorporate Super's (1990) developmental theory including his description of career identity is how a person implements his/her self concept. Holland (1973) asserted that career satisfaction was affected by how well an individual's personality, including associating with similar people, fit in the work environment. Holland also developed My Vocational Situation (MVS) and the Self-directed Search (SDS) used in the study to measure career identity (CI). The UB career development program also taught career self constructs as described by Lent, Brown and Hackett (2000), Savickas (1997), and Blustein (2006). In particular, Savickas' (1997) term *adaptability* to change was emphasized in the career workshop (Nevill, 1997).

Only one previous study demonstrated the effectiveness of a career development program for Upward Bound students (O'Brien, et al., 2000). This study demonstrated the career program improved self efficacy in career decision-making. Another study showed that African American high school students who received lower career identity scores on the MVS also

showed lower career decision-making self efficacy and fewer career exploration activities.

Blustein, et al. (2010) performed a qualitative research investigation defining the career constructs of low socio-economic urban students. No longitudinal studies, which followed UB students over time, were found whereas this study continued to collect data for seven to eight years.

Previous studies have reported positive effects for career development programs, most of which also emphasized making career choices (Baker & Taylor, 1998; Blanton & Larrabee, 1999; Kerr & Ghrist-Priebe, 1988; Kolvisto, Vinokur, & Vuori, 2011; Springer, 2000; Springer & Pevots, 2003). Most studies were quantitative and measured only a few variables to demonstrate the effect of the interventions.

Some studies also demonstrated the various benefits of job shadowing and internships. Jackson and co-authors (2006) showed an improvement on the self-efficacy beliefs and aspirations of at-risk urban youth following successful learning experiences. Participants in real work experiences have also shown improved academic motivation (Cooper, 2012), readiness to choose a college major (Massey & Shahmaei, 1998), and increased ability to create strategies for implementing a career plan (Olszewski-Kubilius & Laubscher, 1996).

The summer career program for the current study was designed to include factors related to previous research. To facilitate the development of career identities, the SDS was used to show the relationship between students' interests and occupational categories. To enhance students' visions of future occupations, an internship experience that matched SDS results was provided. Finally, career constructs such as adaptability were taught in the career development workshops prior to the internship. The research design planned to utilize not only

test scores measuring career identity but also interviews offering qualitative data from the students' descriptions of their lives.

Research Design

A review of the research design is helpful to understand the layers of the study. The design included a broad case study of all the students who participated in the UB program and a summer Bridge career development program, which included an internship. The plan was to move from the "bounded system" (Stake, 1978, p.7) of the group of UB Bridge students to embedded individual cases. I interviewed individual students in 2009, 2 to 3 years after the career program, and again in 2014, 7 to 8 years after students left the UB program. Interview questions asked participants to evaluate the value the UB program and to share their experiences over time. In addition to the qualitative information obtained directly from the participants' comments, quantitative data were collected using the instruments, My Vocational Situation (MVS) and the Self-directed Search (SDS). The quantitative data sought to track the development of the participants' career identities. Case studies of each individual participant included: a chart reporting scores from the instruments during the UB program and in 2009 and 2014; summaries of interviews in 2009; and summaries of survey responses in 2014. Finally, a case study summary combined the qualitative and quantitative data by interpreting the instruments' scores within the context of each individual's experiences. The case studies revealed the unfolding of individual career identities in a way that could not be captured by the test results alone. The unique themes for the individual cases built to general themes representing the whole group.

The back and forth weighing of qualitative and quantitative data, from individual self descriptions to group themes offered a view of the students' career identity development from different perspectives.

Figure 2 depicts moving from quantitative data to qualitative information to individual themes and looping out of the spiral to compare or combine both the quantitative and the qualitative information.

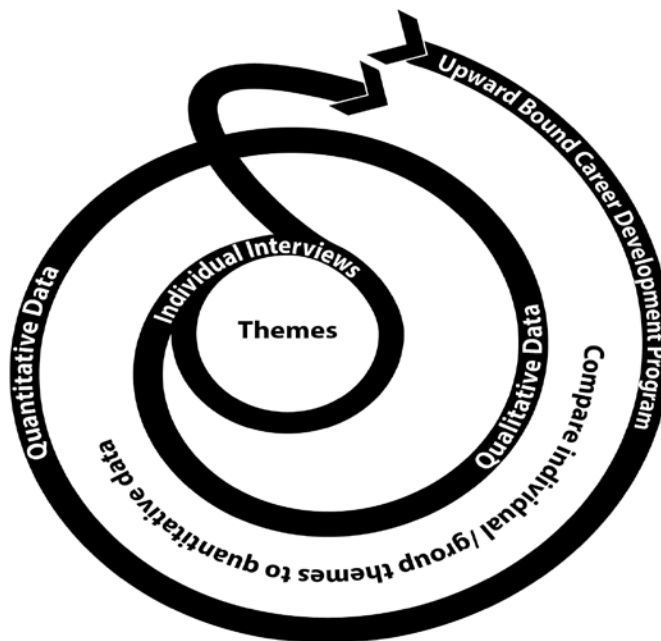


Figure 3. Embedded case study design.

Results

The results were given as answers to the research questions. The first research question examined the influence of the UB program by asking the participants to describe the value the UB experience. "After two or three years and again in seven to eight years, how did the students describe the influence of the Upward Bound program on their adjustment to college and their career identities?" As with previous research, the finding of this study pointed the

positive influences for the UB program and the career development program. In both 2009 and 2014, participants overwhelmingly stated that the UB program helped them adjust to college in a number of ways. Most said initial adjustments were fairly easy because they learned how to navigate the college system of choosing majors, registering for classes, dealing with financial aid, and living on campus. Some said by taking college classes during the summer UB Bridge program, they gained a sense of self efficacy for dealing with academics. Most also said the internship experience in the career program helped them determine majors for college.

Referring to the UB influence on the participants' career identities, secondary research questions involved quantitative test scores: "How did the MVS career identity (CI), occupational information (OI), and occupational barriers (OB) scores change from the Upward Bound career development program to 2009 and 2014?"; "How did the Holland Code change from the Upward Bound career development program to 2009 and 2014?"; and "If changes in SDS codes occur, what is the extent of the change?"

Results showed that tracking the participants' scores demonstrated changes that could not be interpreted without combining the quantitative data with the qualitative data. In general, CI (career identity) scores rose over time, but there were times when the CI scores dropped. The ups and downs of the CI scores were not associated with changes in SDS codes, but often changes in the codes and/or the CI scores could be related to life events or to participants' description of their changing interests. Some students maintained fairly consistent SDS codes with minor changes but other students' codes changed completely. The changes in the quantitative data were not clearly related to student retention in college or to graduation rates or to the influence of the UB program.

However, the process of developing career identities could be tracked by the information found in the qualitative interviews. Sometimes, combining the instruments' scores with qualitative information offered credible interpretations for the changes in scores. Case studies presented test scores, brief descriptions of individuals and their experiences, and a summary combining scores and participants' comments. The combining of quantitative data and qualitative data helped interpret the MVS and SDS scores and offered an explanation for changes. However, sometimes the participants' meaning of what had happened in their lives did not always match what the scores suggested.

The topics found in the individual cases showed shared themes representing the whole group. To continue answering the first primary research question and the three secondary questions, group themes were listed and described. Both in 2009 and 2014, *determination* was a repetitive word and a recurrent theme for participants who attributed a fixed mind-set to perseverance. "Never give up" and stay *determined*, was the attitude considered the most effective way to reach academic and career goals. Participants also described how the UB program and the internship helped them realize their interests could be reflected in an occupation. In both 2009 and 2014 participants said the UB program helped them determine their career goals. Participants also described discovering their strengths and a sense of performance efficacy for specific functions related to an occupation. As one student said, "The internship helped me decide I'm good at this."

However, one career construct that the UB program taught was not one the participants endorsed in the 2009 interviews. UB students were taught that careerists in the global economy needed to be adaptable and to accept multiple occupational changes throughout their

lifetimes. Most participants, whether in college or not, retained the goal of sticking with their academic major and an associated career. Somehow, everyone seemed *determined* to hold on tightly to their originally defined goals as though a change would weaken their chances for success. Determination seemed to be a psychological need, a method of coping that precluded flexibility and career adaptability.

The 2014 survey did show some differences from the 2009 interviews. The second primary research question was used to demonstrate the changing tone of what participants revealed seven to eight years after attending the UB program. “How did students describe changes in their career identities over time in the follow-up surveys in 2014?”

New themes relayed by participants in 2014 showed more experience in the working world. Terms such as *networking* and *time management* became more prevalent than in 2009. Some students said they had learned these skills in the UB program, but many said they still needed to develop them. Another theme that was much more openly described in 2014 was the need for *confidence* or *self confidence*. Participants described their insight that often they could better perform a task but their anxiety left them stymied.

Another prominent theme for the 2014 respondents was the struggle to cope with finances. Some mentioned they had learned money management skills in the UB program, but others felt their pursuit of their goals was blocked by their financial situation. Some had large student loans which had been outstanding long enough to require full payment before they could return to school.

The most prevalent theme in 2014 showed participants recognized that changes occurred and they had to adapt. This theme was expressed by one participant who said, “Life

happens” and by another participant as, “Sometimes life just throws you curve balls.” Change can no longer be denied when life events force change. Multiple responsibilities, such as parenting, job, school, paying bills, compete with each other, and participants were forced to adapt. Some dropped out of college to deal with financial pressures. Some left school to care for family members. But most returned to college showing the *determination* they professed despite the obstacles life presented.

The good news about the participant accepting change was that they discovered they could also change and adapt, particularly in dealing with career demands. One participant was successfully performing in a position unrelated to her college major but described herself as lucky because she had a full time, well paying job. She planned to change fields and earn a master’s degree. Another student described her plans but said she was, “*determined* but she could change a bit.”

Final Results

The final results demonstrated the positive influence of the UB program. Seven students have graduated or are scheduled to graduate in 2014, almost sixty percent of the UB group. Demonstrating the determination theme, three more left college, but they have returned and are currently enrolled. Ten students out of thirteen represent almost eighty percent.

Implications

Determination

Determination was the primary construct serving as a coping mechanism. Students used

the phrase consistently over the years. Determination helped a few students graduate in four years and even more to leave college and return to graduate in eight years. Some were still in school eight years after entering and one still claims she will return soon.

Measuring Career Identity

Career Identity was a critical construct for the participants but in trying to measure the construct using SDS codes and MVS career identity (CI), results were not consistent with standard interpretations for all the participants. Some showed only minor changes in Holland codes and rising CI scores that could be interpreted in traditional ways. However, a number of participants' scores did not show what would be expected, yet they were able to articulate credible descriptions of their career identity. Hearing a participant's voice and understanding the experiences described was critical to interpreting changes in instrument results. Taking into account the uniqueness of the person who took the test would be recommended when interpreting results for anyone, not only those from the participants' race and background. However, to understand the UB participants, personal input was critical even when scores were consistent with expectations.

Career identity (CI) scores may reflect the implications underlying many of the items. Most items imply that career identity means certainty about making the "right choice" rather than a "bad" choice or a choice which is "right for me" or if a "single occupation appeals strongly to me." Respondents are also asked if they are certain that they can "perform well"; if they are *sure* of themselves; if they can be "set about what they want to do." Other items imply that a strong career identity requires maintaining interests for years, showing no confusion, not

taking time to choose, making a choice that lasts more than a year, and clearly defining personal strengths and weaknesses. Respondents with lower CI scores could see themselves with clear career goals but also describe facing life's obstacles. One participant received very low CI scores specifically because he was open to any and all opportunities and would not foreclose any possibility. The quantitative measure that is the CI scale has a somewhat rigid definition of career identity that requires certainty and right or wrong answers.

Savickas (2012) described the occupational categories, utilized by the SDS codes, as social constructs that are stereotypical pictures of how people view occupations and the people who work in those occupations. Blustein, et al. (2010) also asserted that people from impoverished backgrounds do learn many of the social constructs prevalent in mainstream society. Perhaps UB participants may not categorize their interests in the same categories as do people in the middle class. In fact, recognizing a variety of occupations and the associated job functions may be limited to those with low economic backgrounds. Therefore, changing SDS codes could be more likely for UB participants than for their privileged peers.

One more implication may apply to content of the SDS and CI items. Today's world of work has been changing for the last couple of decades since these instruments were developed. Occupations are not as clearly defined in their functions as they once were. The careers of individuals are changing regularly, and consequently, career identity must be more fluid than in previous decades. New instruments may need to be developed to reflect post-modern society and globalization of the economy.

Developing Career Constructs

Participants held vague career identities very tightly, were often not open to changing majors, and in 2009, could not imagine their future careers would ever change. In 2014, participants emphasized the need for self confidence. As Blustein, et al. (2010) suggested, career identity development is mediated by self esteem and self efficacy for making career choices and career performance. Professionals in career education may need to recognize the contradictions that pervade today's typical career interventions. Standard career development workshops utilized tools such as the SDS with career constructs that stereotype occupations and presume that people within those occupations share the same interests. These assumptions may be changing; hence, new instruments that better reflect a globalized world of work may be needed. In addition using traditional materials may contradict the advice that is also now given regularly, that people can expect changes in their career that require changing career identity. For young people first developing their sense of identity using materials that imply certainty in knowing what one wants to do while also saying, "You will have to be ready to change," may be a mixed message.

Career Support for UB students both before College and in College

Another implication of the study involved career interventions for students. Participants who were a part of the UB program went to a variety of colleges, and support services varied by institution. Most UB programs and college support services do not include formal career interventions. Careful consideration of services that facilitate the development of career

identity may be useful. Providing internships would definitely be useful according to the testimonials of the UB participants in this study.

Recommendations

Career Programs

Given the empirical support provided by UB participants, clearly TRIO programs at both the high school and college level could enhance their services by providing career development programs and individual career counseling. Students would experience a smoother transition from high school to college if Upward Bound programs were organizationally tied to Student Support Services and if career programs used a sequential curriculum.

Career programs would be enhanced by paying special attention to facilitating students' self esteem and self efficacy for making career choices. Students also need to recognize their achievements in college serve as evidence for their potential career accomplishments and successful job performance after college. Building career constructs for success would invest in students against a loss of confidence when they leave academia. For example, one construct that could enhance both self efficacy and self esteem would be, "I have accomplished this, this and this. These achievements show evidence that I could also perform well as I pursue this." Helping students monitor and change self-talk could change negative doubts into positive affirmations. Teaching positive *self-talk* needs to go beyond common over-used phrases such as, "I need to believe in myself" to help students learn the techniques of changing their own unique attributions.

Career programs need to facilitate the development of career identity as well as constructs such as Savickas' adaptability. To teach somewhat contradictory ideas, career educators need to develop more sophisticated interventions and materials.

Career programs would also be most effective if they include at least one internship experience and possibly several. Sequential internships would be highly recommended to reinforce the students' self-efficacy for performing a variety of tasks.

Federal and State Policies

Beyond the level of specific career interventions, one recommendation would be directed to the policy makers at the national level. Currently grant requirements for the federal funding of Upward Bound and Student Support Services stipulate that students must earn the bachelors degree within six years. This study shows that a time frame of eight years would capture the success of most students. Another recommendation for federal funding would be to provide additional funds that could be used to offer internships for students.

At the state level, the legislative initiative to limit in-state tuition to 120 hours of college credits for a bachelor's degree may have a greater impact on students served by the TRIO programs. The recommendation based on the experiences of participants of this study would be that students from impoverished backgrounds be allowed a greater number of credits at the in-state tuition. Further, students also need to be eligible for Pell grants beyond 120 hours of credit. Finally, I recommend that universities be flexible when students return to school after not attending for a period of time. Rigid rules that require students to pay back loans in high

amounts forces students to stay out longer and increases the chances that they may not ever return.

Research

Additional research is needed to provide insights regarding the benefits of career interventions. Such studies that demonstrate the effectiveness of career programs should provide complete descriptions of the interventions. The richness of the qualitative data provided by the study's participants suggests that future research include interviews. Longitudinal research designs would also provide meaningful insights.

Another area requiring additional study would be defining career identity within the context of the global economy and the current world of work. It would also be beneficial to examine the career constructs appropriate for those who are just beginning to develop career identities and what constructs can only be learned by people with greater career maturity. Finally, it would be useful to study how adults with years of experience adapt their career identities when forced to adapt to changes in the economy.

Limitations/Strengths

The results of the study are limited by the small number of participants who lived in a small city within a specific geographical area. Generalizations to a broader population must be made with caution. The career program was also limited in length of time, which may have impacted its effectiveness. However, the strength of the career program was that the

interventions were based on theoretical and research information. The strength of the research methods was the richness of the qualitative data and the longitudinal time frame.

APPENDIX A

INTERVIEW SUMMARY FORM

Interview Summary Form

Interviewee:	Date:
Site:	Today's Date:

1. What were the main themes that struck you in this interview? (Give examples)
2. Pick out the most salient points in the transcript. Number in order on this sheet and note page numbers on which the point appears. Number the point in the transcript. Attach the theme to each point in CAPITALS. Invent themes where no existing ones apply and affix asterisk (*).

Page

Salient Points

THEMES

3. What else struck you as interesting or unexpected in this interview?

4. What new, remaining, or follow-up questions do you have for this participant?

APPENDIX B

STUDENT INTERNSHIP EVALUATION FORM

EVALUATION

2009 Internship/Job Shadowing Program

Your comments will help the Upward Bound program ensure that all internships are beneficial to all participants. The information provided is confidential. However, in order to be able to track an individual's responses, we ask that you would indicate your name.

Name _____ Company/Organization _____

Date _____ Career Interest _____

Please answer the following questions:

1. What were your expectations of this program (please indicate more than one answer if applicable)?

- Develop career interests
- Gain work experience
- Find part-time work
- Other (please specify) _____

2. Has the internship satisfied all your expectations?

_____ Yes _____ No

If no, which expectations were not fulfilled?

3. Please rate your satisfaction with the following statements (1=low, 5=high)

- | | | | | | |
|---|---|---|---|---|---|
| a. Orientation to work place provided | 1 | 2 | 3 | 4 | 5 |
| b. Support given by Upward Bound staff | 1 | 2 | 3 | 4 | 5 |
| c. Mentor or specific person was available | 1 | 2 | 3 | 4 | 5 |
| d. Internship experience increased career interests | 1 | 2 | 3 | 4 | 5 |

4. Opportunity to improve or develop:

- | | | | | | |
|----------------------------------|---|---|---|---|---|
| a. Communication Skills | 1 | 2 | 3 | 4 | 5 |
| b. Career Goals | 1 | 2 | 3 | 4 | 5 |
| c. Interpersonal Skills | 1 | 2 | 3 | 4 | 5 |
| d. Other Skills (please specify) | 1 | 2 | 3 | 4 | 5 |

5. Would you recommend Upward Bound Internship/Job Shadowing to your friends?

_____ Yes _____ No

APPENDIX C
CONSENT FORM 2009

University of North Texas Institutional Review Board

Informed Consent Form

Before agreeing to participate in this research study, it is important that you read and understand the following explanation of the purpose and benefits of the study and how it will be conducted.

Title of Study: The Effectiveness of a Career Development Program for Low Income and First Generation College Bound Students.

Principal Investigator: Lisa S. Estrada-Hamby, a graduate student in the University of North Texas (UNT) Department of Applied Technology, Training and Development.

Purpose of the Study: The study will examine how your experiences in Upward Bound helped you adjust to college and to make career decisions and plans.

Study Procedures: As a participant you will complete two survey instruments: My Vocational Situation, and a Holland Code Assessment Tool. The Holland Code Assessment Tool is an exercise that classifies participant responses into a Holland Code. Code categories related match client interest with jobs. You will take part in two interviews each of approximately one-and-a-half hour's duration for a total of three hours. We will discuss observations from your internship experience and the information included in your internship binder.

Foreseeable Risks: There are no anticipated risks involved in this study.

Benefits to the Subjects or Others: By participating you should gain a better understanding of the connections between the concepts previously taught during your Upward Bound program in a career workshop and your college/work experiences. Ms. Estrada-Hamby will provide you with an interpretation of your answers on the Holland Code Assessment tool to enhance your understanding of the results and the implications for your life.

Results from this investigation can be applied to other students in high school who will attend future Upward Bound programs. This study may be of particular interest to other Upward Bound programs in the United States by demonstrating the value of career development interventions. If the results of the study can help high school seniors prepare for majors and career choices, Upward Bound directors may be able to provide similar interventions to benefit their students.

Compensation for Participants: You will not receive any monetary compensation for your participation in the study.

Procedures for Maintaining Confidentiality of Research Records: The interviews will be

recorded by audio tapes and/or live chat via email. Information will be stored on a university computer, which is password secured and to which only Ms. Estrada-Hamby has access. A hard copy of the transcription will be secured in a locked filing cabinet in Ms. Estrada-Hamby's office at Midwestern State University. She is the only key holder. All hardcopy prints, tapes and computer files will be destroyed after the study is complete. Consent forms will be maintained in a separate locked cabinet in a locked storage room located next to primary office. Ms. Estrada-Hamby has the only key. All transcripts, consent forms, and interview notes will be destroyed when the final analysis and report are completed. The confidentiality of your individual information will be maintained in any publications or presentations regarding this study.

Questions about the Study: If you have any questions about the study, you may contact Lisa S. Estrada-Hamby at telephone number xxx-xxx-xxxx or the faculty advisor, Dr. Jessica Li, UNT Department of Applied Technology, Training and Development, at telephone number 940-565-2154.

Review for the Protection of Participants: This research study has been reviewed and approved by the UNT Institutional Review Board (IRB). The UNT IRB can be contacted at (940) 565-3940 with any questions regarding the rights of research subjects.

Research Participants' Rights: Your signature below indicates that you have read or have had read to you all of the above and that you confirm all of the following:

- Lisa S. Estrada-Hamby has explained the study to you and answered all of your questions. You have been told the possible benefits and the potential risks and/or discomforts of the study.
- You understand that you do not have to take part in this study, and your refusal to participate or your decision to withdraw will involve no penalty or loss of rights or benefits. The study personnel may choose to stop your participation at any time.
- You understand why the study is being conducted and how it will be performed.
- You understand your rights as a research participant and you voluntarily consent to participate in this study.
- You have been told you will receive a copy of this form.

Printed Name of Participant

Signature of Participant

Date

For the Principal Investigator: I certify that I have reviewed the contents of this form with the participant signing above. I have explained the possible benefits and the potential risks and/or discomforts of the study. It is my opinion that the participant understood the explanation.

Signature of Principal Investigator

Date

APPENDIX D

BINDER 2009

Binder Materials

1. Contract Agreement - between the Upward Bound program and the student
2. Biographical data form - includes student's name, age, gender, classification as a senior at which high school, and estimated grade point average
3. A basic survey is completed with sixty-six questions
4. A Vocational Awareness Student Survey with twenty-one questions using a Likert scale
5. A Career Survey with nineteen questions using a Likert scale or open ended questions
6. Survey A asked five questions with yes or no responses from the student
7. Survey B, is filled out by the employer, and asks about the employment skills of the student. Ten questions were asked using a Likert scale. An opportunity to answer a question about generalizations about the quality of preparedness of the student's work force is answered
8. Survey C asks twenty - one question using a Likert scale and open ended questions
9. Survey D is a professional portfolio grade checklist. Eight questions are asked using a likert scale and two questions on personal reflection as open ended questions
10. Survey E is a sample interview rubric, which is filled out by the employer, using a Likert scale
11. Job Schedule Time Report - student provided their name, supervisor's name, and dates of the weeks which the student will work. This schedule was specific for the hours worked each day by time in and time out
12. Internship Time Report - documents each day of each week to calculate hours and requires signature of the supervisor

13. Internship Evaluation Form - filled out by the supervisor using a Likert scale. Evaluated the area of concern about the students work performance
14. Internship Employer Form - filled out by the supervisor and asked five questions on either a Likert scale or a yes or no response. Supervisor was able to comment on the completion of the internship

Main Section

15. Information Sheet - listing student name, high school attending, home phone number or cell phone number, the immediate supervisor to report to during the internship, the organization or business of the internship, and the business telephone number
16. Content Sheet - provided six suggestions and requirements for the internship. The suggestions and requirements included: (1) tips for getting off to a good start, (2) job profile, (3) journal entries, (4) company description, (5) essay, and (6) evaluation. Tips for getting off to a good start were comments for the high school students to think about
17. Job Profile - includes six open-ended questions for the students to answer. The questions included description of the occupation to include duties and responsibilities, requirements of the position, what skills and personal qualities are most important for the position, what are the average wages or salary for the occupation, what the employment outlook for the occupation is, and what the opportunities for advancement are
18. One Page Company Description Form - the students research the company to make sure that this could be a career field and company of interest

19. One Page Journal Entry Summary Form - reflection on what students learned on that specific day
20. Essay - two to three pages report on the entire eighty-hour internship with overall experience
21. Questions for Host after Job Shadowing to the employer. Questions included: how did you become interested in your profession, what is the best educational preparation for this field, what kind of growth patterns are you seeing in your place of employment that I should consider in my career development decisions, what personal attributes do you think are essential for success, which professional journals and organizations are important in this field, what skills are needed and which ones should I be concentrating on at this point in my education, what experiences have you had that have been invaluable to you in learning your career, what is a typical workday like, what are some of the difficulties of this career and what motivates you to stay in spite of them, what types of advancement opportunities are available in this career, what else should I know in order to make an informed decision about entering this field, can you recommend someone else in this field for me to talk to, do you know of comparable job titles I should be exploring in the career, do you offer experiential learning opportunities such as internships or summer employment, and would you be willing to critique my resume
22. Student Developed Evaluation Form - five specifically developed by the student questions for the supervisor about the career. Four additional questions are asked by the Upward Bound program. The questions ask the high school students to describe their experience of the internship program. Questions included: describe your learning

experience with this internship, explain the benefits you gained by participating in this program, tell about a positive experience during the program, and describe the primary element that you will be able to take from this experience

23. Questions for Participant After Job Shadowing Form – asks ten questions about the internship. The questions included: how long were you there, what did you like most about what you observed, what did you like least about what you observed, were you allowed to perform job-related tasks and if so what, how did you feel about the work environment, do you feel that this job would be right for you and if so then why or why not, what aspect of your job shadow experience stands out most in your mind, will your contact offer you further assistance with your career development activities, how do you think this internship experience has helped you in your career exploration, and overall what was your impression of this career
24. Student Evaluation Form of Upward Bound Program - five questions were asked by using a likert scale, and yes and no answers with the opportunity to explain response
25. Students send Thank You letter to the participating business and supervisor
26. Director of Upward Bound has follow-up phone call and meeting with the business for any discussion and to inquire if the business would be willing to participate in the future
27. Director of Upward Bound send a letter of appreciation and certificate

APPENDIX E

CONSENT FORM 2014

STUDENT INVESTIGATOR AND ADULT SUBJECTS

University of North Texas Institutional Review Board Informed Consent Form

Before agreeing to participate in this research study, it is important that you read and understand the following explanation of the purpose, benefits and risks of the study and how it will be conducted.

Title of Study: A Longitudinal Study Describing the Career Identity Development of Low Income and First Generation College Bound Students.

Student Investigator: Lisa S. Estrada-Hamby, University of North Texas (UNT) Department of Learning Technology. **Supervising Investigator:** Dr. Jerry Wircenski.

Purpose of the Study: You are being asked to participate in a research study which involves examining your Upward Bound experiences, your adjustment to college, and your career identity development over time.

Study Procedures: You will be asked to complete two survey instruments: My Vocational Situation, and a Holland Code Assessment Tool. You will also complete an online interview form which will take approximately one hour.

Foreseeable Risks: No foreseeable risks are involved in this study.

Benefits to the Subjects or Others: We expect the project to benefit you by gaining a better understanding about your college/work experiences. Ms. Estrada-Hamby will provide you with an interpretation of your answers on the written assessment to enhance your understanding of the results and the implications for your life. She will also provide you with an analysis of your 2009 and 2014 interviews.

Results from this investigation can be applied to other students in high school who will attend future Upward Bound programs, demonstrating the value of career development interventions. If the results of the study can help high school seniors prepare for majors and career choices, Upward Bound directors and others may be able to provide similar interventions to benefit their students.

Compensation for Participants: None

Procedures for Maintaining Confidentiality of Research Records: The confidentiality of personally identifiable data will only be seen by the researcher, Dr. Patricia Andersen, and dissertation committee. Pseudonyms of participants will be used in any public presentation or publication.

Questions about the Study: If you have any questions about the study, you may contact Lisa S. Estrada-Hamby at lisa.hamby@mwsu.edu or Dr. Jerry Wircenski at Jerry.Wircenski@unt.edu .

Review for the Protection of Participants: This research study has been reviewed and approved by the UNT Institutional Review Board (IRB). The UNT IRB can be contacted at (940) 565-3940 with any questions regarding the rights of research subjects.

Research Participants' Rights:

Your signature below indicates that you have read or have had read to you all of the above and that you confirm all of the following:

- Lisa S. Estrada-Hamby has explained the study to you and answered all of your questions. You have been told the possible benefits and the potential risks and/or discomforts of the study.
- You understand that you do not have to take part in this study, and your refusal to participate or your decision to withdraw will involve no penalty or loss of rights or benefits. The study personnel may choose to stop your participation at any time.
- You understand why the study is being conducted and how it will be performed.
- You understand your rights as a research participant and you voluntarily consent to participate in this study.
- You have been told you will receive a copy of this form.
- The entire process will take approximately 90 minutes.

Name of Participant

Printed

Signature of Participant

Date

For the Student Investigator or Designee:

I certify that I have reviewed the contents of this form with the subject signing above. I have explained the possible benefits and the potential risks and/or discomforts of the study. It is my opinion that the participant understood the explanation.

Signature of Student Investigator

Date

APPENDIX F

IN-DEPTH INTERVIEW QUESTIONS 2009

Questions to Start the Interview Process

1. In regards to your career, what did the Upward Bound program do to help you make your career choice?
2. In regards to your post secondary education, what did the Upward Bound program do to help you choose your major field of interest?
3. You did an internship in XXX. Describe your experience and what you learned?
 - a. Are your current career plans related to the field you experienced as an intern?
 - b. How are your career plans related to the field you pursued during the internship?
4. Describe what you remember about the SDS and the results as well as our discussions about work values?
5. If you are not in school, describe what you are doing?
6. When you graduated from high school you thought you wanted to be a XXX. Explain your current thinking and career plans and describe what is similar or dissimilar from your high school choice.
 - a. List things that have reinforced why this is a good career choice for you?
 - b. If you changed your thinking, what has changed your mind?
7. Was Upward Bound helpful for your adjustment from high school to college?
 - a. If yes, what was helpful?
 - b. If no, what more could the program have done to help?
8. What were the hardest things about adjusting to college life? What were the easiest things about adjusting to college life?
9. As you have pursued your post secondary degree, have you found your major field of study more or less difficult than you thought it would be?
 - a. What has been more difficult?
 - b. What has been less difficult?

10. What are your major strengths and weaknesses in your work/school life? Please explain.
11. Are you committed to a general field related to a number of occupations? Please explain.
12. Tell me about your search for a specific occupation?
 - a. Has it been difficult for you to make up your mind about a career? Please explain.
 - b. What confusion do you experience regarding a career? Please explain.
13. What kind of career information do you need?
 - a. What people do in different jobs?
 - b. Do you have enough information about what workers do in various occupations?
14. How confident are you in your ability to finish your education or training and to do well in your chosen occupation?
15. Do you expect to finish at a four year university? Why?
16. What do you think life will be like after graduating from a four year university?
17. Where do you plan to live after you graduate from a university?
18. Describe any plans you may have for furthering your education after earning your bachelor's degree?
19. Studies have shown that the average American changes careers several times over the course of their lives. Do you think your current career path is something you see yourself doing in 5 years? 10 years? 15 years? Why or why not?
20. What advice would you provide those students who will bridge with Upward Bound?

APPENDIX G

IN-DEPTH INTERVIEW QUESTIONS 2014

Questions to Start the Follow-Up

1. How did Upward Bound help you choose a major field of interest?
2. How did the Upward Bound program help you toward building your career?
3. How was your internship related to your current career and your plans for the future?
4. Please view the Holland Assessment Tool hexagon and read the description of each category.
 - a. Which letter labeling a section represents your first, second, and third major interest?
 - b. What are the most important values related to your work? Are these values the same as what you said during the Bridge experience?
5. If you are not in school, what is your current job?
6. How have your current career plans changed since high school?, since college?
 - a. What makes your choice good for you?
 - b. For what reasons have you changed your plans?
7. How was Upward Bound helpful to you when you first started college? Are there any other activities that Upward Bound could have included but wasn't available?
8. What have been the most difficult adjustments for you since high school?
9. Was your college major or other training after high school more or less difficult than you thought it would be? What was more difficult? What was less difficult? What adjustments did you have to make on your first job after leaving or graduating from college?
10. How would you describe your strengths and weaknesses in pursuing your education and your career?
11. On a scale from 1-10, how would you rate your commitment to your career? Explain
12. Describe your experiences finding a specific occupation? How difficult has it been to make major choices? What factors helped you make a choice or made it difficult to choose?

13. What career information would help you now? At different points in your career, what information helped you?
14. On a scale from 1-10, how confident are you that you can successfully pursue the occupation or training of your choice?
15. Have you finished your education or have plans to do so? Explain. If not, what obstacles block you?
16. Describe your life since graduating from college? Has your life since graduation been the same or different from what you expected?
17. How did you choose a place to live after graduating or leaving college?
18. Describe your plans, if any, for furthering your education or training?
19. Most Americans change career fields a number of times. Do you expect to make changes in 5 years? 10 years? Explain
20. What advice would you offer high school students who are graduating? How do you feel about MSU losing the Upward Bound program?

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