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The Career Decision-Making Self-Efficacy and Career Action Steps of Humanities Students: A Quantitative Survey Analysis

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THE CAREER DECISION-MAKING SELF-EFFICACY AND CAREER ACTION STEPS OF HUMANITIES STUDENTS: A QUANTITATIVE SURVEY ANALYSIS

by

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Glory, Honor, and Praise be Forever.

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ABSTRACT

In an era of governmentally controlled education systems sustained through performance-based funding metrics, the value of higher education is often considered justified by socioeconomic impact and degree employability. Although modern academia traces its roots to the humanities and liberal arts for its foundation, degrees without direct job relation, and the students seeking these degrees, are often considered less employable than majors directly linked to vocations. However, the humanities and labor market are not mutually exclusive.

Influenced by Social Cognitive Career Theory (SCCT) (Lent, et al., 1994), Self-Efficacy Theory (Bandura, 1977), and Career Maturity Theory (Crites, 1973), this cross-sectional quantitative survey explores the career decision-making self-efficacy and career action steps of undergraduate humanities students in English, Philosophy, Anthropology, and History at a four-year, public university. This research utilized the Career Decision-Making Self-Efficacy Short Form (CDSE-SF) (Betz & Taylor, 1983) instrument and a 10-question career action step survey. Two-step multiple regression analysis was used to measure relationship differences amongst humanities students' demographics and career decision-making self-efficacy subscale scores (predictor variables) and career action step survey composite score (dependent variable). Career decision-making self-efficacy subscale scores were also measured via a series of multiple regression analyses to determine associations amongst CDSE-SF subscale scores and participant demographics. Results from this study may be used to inform researchers about the career decision-making self-efficacy of humanities students and present a foundation for future humanities career research and practice.

CHAPTER ONE: INTRODUCTION

"All religions, arts and sciences are branches of the same tree. All these aspirations are directed toward ennobling man's life, lifting it from the sphere of mere physical existence and leading the individual towards freedom." –Albert Einstein

Modern academia stands at a crossroads of contesting opinions related to the goals and outcomes of higher education (American Academy of Arts and Sciences 2018; National Academy of Sciences, 2018), which have brought attention to the utilitarian perceptions of certain degrees. Those in favor of the liberal arts and humanities cite the employability of the problem-solving, critical thinking, and qualitative literacy skills developed in the courses (AAC&U, 2021; Anders, 2017; Emsi, 2081b). Others, however, argue that the lack of real-world application, job identification, and occupational awareness overshadow humanities students' employability and render a career gap for graduates (Jaschik, 2018). Amidst this background within higher education, humanities degrees have become regarded as less rigorous and less employable than their STEM counterparts (Chambliss &Takacs, 2014; Jaschik, 2018; Newman, 2021). Given the debate, it is evident that the broad and holistic development emphasized in the liberal arts and humanities are not always welcomed within the backdrop of standardized occupational and pedagogical paradigms focused only on job specific skills.

Despite the often harsh examination of liberal arts and humanities degrees, students and graduates in these majors remain satisfied with their degree choices as well as their careers (American Academy of Arts & Sciences, 2018). Surveys and research confirm that humanities and liberal arts graduates have sought-after holistic soft skills that employers prefer when hiring (AAC&U, 2021, 2014; Coffey et al., 2020; Emsi, 2018b; Gallup Inc., & Busteed, B., 2015;

Long, 2018) – even in times of high unemployment, such as the current COVID-19 pandemic (Fain, 2020). In addition, humanities students with terminal bachelor's degrees earn comfortable salaries and often peak in profitable and authoritative positions (Anders, 2016; Jaschik, 2018; Ruggeri, 2019). Unfortunately, however, when compared to their peers in other degrees, humanities graduates often take longer to peak in employment and pay – around ages 56 to 60. Furthermore, when they do peak later in their careers, their salaries remain about 20% lower than colleagues in science and engineering (Anders, 2016).

Perhaps in relation to lower salaries, liberal arts and humanities degrees are on the decline in higher education (American Academy of Arts and Sciences, 2018; Moody, 2022; Strada & Emsi, 2018a). The closure of various liberal arts colleges and the downsizing or cuts of humanities fields have contributed to lower humanities graduation rates (Dutt-Ballderstadt, 2019; Moody, 2022; Newman, 2021). Although the fewer numbers of humanities graduates should increase marketability, humanities students are largely disadvantaged by the excess time they take in career identification and decision-making. The easier concepts of degree-to-job relation allow students pursuing other majors more direction and goal commitment when choosing future careers (Leppel, 2001). Likewise, the negative rhetoric surrounding the lack of employability of humanities degrees can also shape and alter students' self-efficacy, which can impact and slow their career decision-making (Jo et al., 2016).

Students require high self-efficacy with informed direction regarding workforce value so that they can grow in career development and begin to take action steps towards achieving their career goals. If a student demonstrates low self-efficacy, research demonstrates that he or she is less likely to make a career decision (Galles, et al., 2019; Jo, et al., 2016). In fact, various studies have indicated and supported career self-efficacy's connection to decision-making and

career choice (Betz et al., 2005; Betz & Luzzo, 1996; Betz & Taylor, 1983; Conklin et al., 2013; Foltz & Luzzo, 1998; Lent & Brown, 2020), and its influence in related actions (Bandura, 1992; Schwarzer, 2014).

Career actions towards final decision-making are pivotal to expediting employment and career success (Betz & Luzzo, 1996), and students know this. In a national survey, about 60% of first-year college students thought it was important to think about a career goal; unfortunately, only 25% indicated they clearly knew how to achieve their career goal (Cuseo, et al., 2020). Students often pursue higher education with the intention of gaining a competitive advantage in preparedness for future careers and employment, and typically seek majors that correlate with industries (Chuang et al., 2009). However, growing research demonstrates students' misunderstanding of what is required of them to achieve degrees and career goals (HERI, 2019); and the absence of a corresponding career title may make career choice more ambiguous to humanities students and cause them to continue higher education rather than seek employment. However, with a growing 59% unemployment rate for humanities PhD graduates, it would be more profitable for students to seek employment rather than pursue graduate education (Hartman, 2020). Accordingly, there remains a career gap for liberal arts and humanities graduates who demonstrate a longer period of maturation before making a career decision and settling into what is considered gainful employment (AAC&U, 2012). Likewise, the negative backdrop of opinions and rhetoric surrounding degrees without career titling could influence students' perceptions of future employability and shape their career decision-making self-efficacy (Betz & Luzzo, 1996).

Problem Statement

Given current data, humanities students in majors without corresponding job titles may lack the necessary self-efficacy to choose a satisfying career. As research demonstrates, there is connection between self-efficacy and action (Bandura, 1992; Schwarzer, 2014), which can impact behavior, commitment, and aspirations (Arghode, et al., 2021). Higher self-efficacy equates to faster career-decision making and has been linked to more career action steps or planning. Lower self-efficacy delays career development and career maturation (Bandura, 1994), and can negatively impact individuals socially and professionally (Chuang, et al., 2020). Therefore, students with high self-efficacy are more likely to take the necessary steps to finding and achieving a satisfying career.

Although there have been studies associated with self-efficacy differences within certain populations and students' major status, no research has examined a humanities student population or a humanities population with the qualifying element of a major/degree unassociated with a career title. Humanities degrees are on the decline worldwide, reaching the lowest numbers since 1987 (American Academy of Arts and Sciences, 2021). The declining number of humanities degrees and the gap of extended time in career decision-making of humanities students (Jaschik, 2018) pose a growing problem for future employers and students, especially since career indecision can negatively impact students' personal and professional lives (Chuang, et al., 2020). Although employers are seeking the skills humanities students possess, graduates are taking longer to make career decisions and are not witnessing the transferability of the skills gained with their degrees. In addition, humanities majors are more likely to be unemployed when compared to other college graduates within their graduation year (American Academy of Arts & Sciences, 2015).

Therefore, this study sought to identify whether or not career decision-making self-efficacy scores predicted career action steps, and if student demographics influenced results. Further, the use of the CDSE-SF instrument on an undergraduate humanities student population has not been explored or applied prior to this study. Thus, this study sought to address the lacking research related to career decision-making self-efficacy of humanities students and contributed to relevant research examining demographic differences and self-efficacy relationships across a specific population of students. Career decision-making self-efficacy of humanities students is necessary research related to a population with marketable career skills. Inclusion and examination of career action steps increased the rigor of the study by examining whether or not students with lower self-efficacy also completed fewer action steps, as self-efficacy has been shown to influence action (Schwarzer, 2014). Set amidst the backdrop of the global pandemic, this research provided insights related to challenging environmental and educational environments, offering relevant information related to students' career development.

Purpose and Research Questions

The purpose of this study was to explore relationships within career decision-making self-efficacy and career action steps of undergraduate humanities students in majors that do not have corresponding career titles (English, Philosophy, Anthropology, and History), in order to discover populations and areas that require further career preparation.

In this study, self-efficacy referred to the personal perceptions of abilities and capabilities that can influence events and performance, such as career decision-making (Bandura, 1994). Career action steps are comprised of the career development actions an individual takes in order to progress towards his/her initial career goal. The self-efficacy scores were measured using the CDSE-SF instrument correlated with demographics. The career action steps were measured

using the validated survey and correlating the scores with demographics and CDSE-SF subscale scores. Correspondingly, the following research questions were explored in the study:

1.) What is the relationship between humanities student participants' demographics (age, gender, major, race/ethnicity, year, first-generation status) and their career action steps?
2.) What is the relationship amongst humanities student participants' demographics (age, gender, major, race/ethnicity, year, first-generation status) and CDSE-SF instrument score and subscale scores (Self-Appraisal, Occupational Information, Goal Selection, Planning, and Problem Solving) and the dependent variable career action steps?
3.) What is the relationship between student demographics (age, gender, major, race/ethnicity, year, first-generation status) and the CDSE-SF score and each of the subscale scores (Self-Appraisal, Occupational Information, Goal Selection, Planning, and Problem Solving)?

Conceptual Framework

The research questions for this study were informed by the conceptual framework of Social Cognitive Career Theory (SCCT) (Lent, et al., 1994), Self-Efficacy Theory (Bandura, 1977), and Career Maturity Theory (Crites, 1973). SCCT addresses the ways in which individuals view career interests and make career decisions. SCCT links educational and work performance to four psychosocial variables: general cognitive ability and skill sets, outcome expectations, self-efficacy beliefs, and goal mechanisms (Brown, et al., 2011). SCCT recognizes the impact of contexts such as gender, race, culture, learning experiences, work experiences, and academic experiences as career behavioral influences (Chuang et al., 2009).

The Career Decision-Making Self-Efficacy Scale (CDSE), developed by Betz and Taylor (1983), evaluates individuals' self-efficacy in relation to career choices and contexts. The scale

was created through the theoretical bases of Self-Efficacy Theory (Bandura, 1977) and Career Maturity Theory (Crites, 1964, 1973). Crites' Career Maturity Inventory (CMI) (1965) measures individuals' career maturity, which shapes career choices and decisions. The Career Maturity Inventory includes five career competencies that are directly analogous to the CDSE subscales. In conjunction, the subtests/subscales of Self-Appraisal, Occupational information, Goal selection, Planning, and Problem solving relate to the career maturity and development (Crites, 1973). Higher career maturity is linked to vocational decisions, actions, and problem solving (Crites, 1973). Each of the items on the career action step survey employed in this study correspond with Crites' underlying career maturity concepts. Crites' Career Maturity Theory expands upon prior theories that were limited in time and dimension (Crites, 1973). The integration of the theory with Betz and Taylor (1983) augments career development research and further authenticates the CDSE instrument. As Betz and Luzzo (1996) explain:

> The conceptualization and measurement of career decision-making self-efficacy involved the integration of two major theories, one originally stemming from clinical-social psychology and the other having its origins in counseling-vocational psychology. (p. 415)

The CDSE-SF survey instrument aligns with the conceptual framework of social cognitive career theory and the psychological/psychosocial stimuli associated with the theory. In addition, the career action step survey corresponds with SCCT focus on individuals' academic and career choices and success in their academic and work goals (Brown, et al., 2011). The CDSE-SF composite subscale scores were correlated with career action step survey results. The alignment of SCCT principles with career decision-making self-efficacy and career actions towards goals led to the development of the purpose and research questions of this study and

provided the basic premise for the exploration of demographic variable influence. The conceptual premises provided by SCCT connect to this study's investigation of variation in demographic self-efficacy career decision-making actions of humanities students and the development of the career action step questions. Drawing from the theories of SCCT (Lent, et al., 1994), Self-efficacy Theory (Bandura, 1977), and Crite's Career Maturity Theory (Crites, 1973), the variables underlying the conceptual framework for this study are depicted in Figure 1.

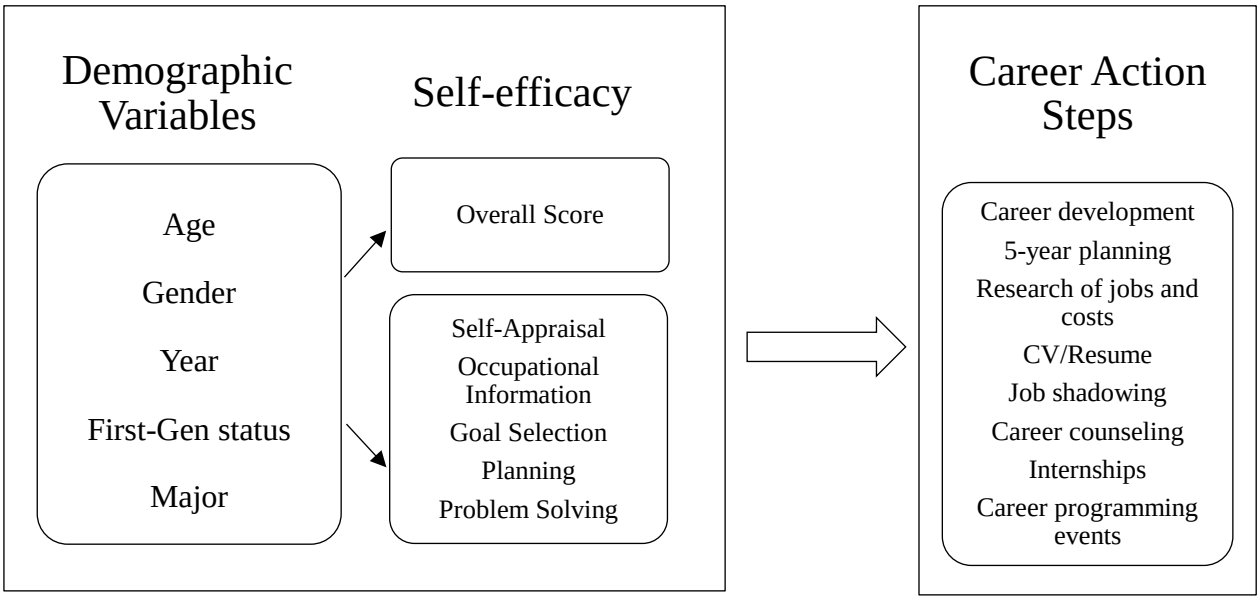

Figure 1. Conceptual Framework Model.

Significance of the Study

The significance of this study is the dual impact of exploring self-efficacy relationships within the humanities field and examining the career development action steps of students in said field. The value of associations amongst career decision-making self-efficacy and career action steps, with measurement of demographic influence, offers evidence of areas and populations that required further career strategies. Informative data surrounding this population and variables demonstrated possible connection amongst factors that can impact student career decision-

making and significantly contribute to future career preparation practices. Minimal (if any) research existed on the career decision-making self-efficacy of the humanities student population prior to this study. The lack of associated career title with the chosen humanities degrees further limited relevant research, as this population had not been previously explored. However, as literature supports, self-efficacy can affect student task completion, career decision-making, career satisfaction, and overall career development (Betz & Luzzo, 1996). Thus, this exploratory study examined whether or not relationships existed amongst career decision-making self-efficacy and career action steps within this population demographics and filled a necessary void of investigation, especially amidst a high unemployment rate and global pandemic in which "human skills" are seen as highly employable (Coffey, et al., 2020). In addition, the application of a career action steps survey allowed for an exploratory, preliminary use of the instrument and its evidence.

The data were measured through the CDSE-SF scale and a novel 10-question career action step survey. This research presents a platform for future study of career development and humanities students, especially amongst years in college and major/degree. Given differences within majors and years, this may indicate certain humanities majors evincing stronger self-efficacy or more career actions than others. Likewise, given significant difference amongst first-generation students and other respondents, this could call for additional research related to first-generation humanities students' self-efficacy and the career decision-making self-efficacy of first-generation students, overall.

In addition, this study allowed for a novel investigation of humanities students' career self-efficacy and career action steps. The exploration of relationships amongst self-efficacy and career action revealed connections that serve as indication of self-efficacy influence in student

career actions towards goals, as indicated by Bandura (1992). By intentionally examining humanities on its own terms rather than as inferior to career-oriented professional degrees, the inquiry examined this population by understanding it on its own terms validated by its internal significance rather than an external context. The results of this study will help to inform humanities educators and future humanities career pedagogy to better address the academic and occupational needs of specific majors and the humanities population overall.

Delimitations and Limitations

This investigation was delimited to several variables and characteristic constructs. First, the study was delimited to location of a public university located in Southwest Florida, due to the feasibility of existing collaborations established between the investigator and the institution, and potential for future studies. This study was also delimited to the use of 4 different humanities degree programs: English, Philosophy, Anthropology, and History. This investigation was delimited to the use of traditional, college-aged students between the ages of 18-24, who are enrolled as majors in the four specific English, Philosophy, Anthropology, and History degrees during the Spring 2021 semester. Lastly, this study was delimited to the use of the CDSE-SF instrument and career action step survey in measuring self-efficacy and career decision-making.

Although great consideration was given to the creation, design, and methodology of this study, there were some potential limitations. First, the primary investigator's background is principally in the field of English, not Philosophy, Anthropology, or History, which could have demonstrated bias towards English students. A second possible limitation was that the diversity of the students enrolled in all of the course sections was unknown; thus, there may or may not have been significant differences in demographics and/or socioeconomic backgrounds that may have affected the outcomes upon data collection. Similarly, it was not known in advance how

many students would consent to participate in this study. This in turn led to a lower than expected sample size of participants that could have negatively affected the power of the statistical tests. Another possible limitation of this study included the potential misconceptions regarding humanities degrees, studies, and practices by the enrolled subjects. This quantitative survey research used a purposive, convenience sample, rather than a random sample, which may have posed inquiry limitation of design. As Singh (2007) notes, reactivity, or respondents' bias to give "feel good" responses, and non-response rates may be a weakness of the survey method.

Definition of Terms

Career development: Skills or employability-based education (Watts, 2006). "Career development is the process of acquiring and experiencing planned and unplanned activities that support attainment of life and work goals (McDonald & Hite, 2016, p. 4).

Career action steps: The direct actions an individual takes in order to be successful in his/her future initial career choice and goals.

CDSE-SF: Career Decision-Making Self-Efficacy Scale Short Form assessment (Betz, Klein, & Taylor, 1996), normed as a shorter form of the Career Decision-Making Self-Efficacy Scale developed by Betz & Luzzo, 1996).

First- Generation: Although defined in many ways (R. Evans, et al., 2020), first-generation will serve as a term to define a student whose parents or legal guardians did not attain a higher education diploma (i.e., - a parent or legal guardian did not graduate from college or university).

Humanities: **"**The branch of learning concerned with human culture (OED b.). Humanities is often used to describe the academic subjects of English/literature, History, Philosophy, Art, Languages, Anthropology, Journalism, Communication, History.

Liberal arts education: Pedagogy rooted in traditions of the seven subjects of the trivium (grammar, rhetoric, and logic) and quadrivium (arithmetic, geometry, music, and astronomy) (OED).

STEM: An acronym for Science, Technology, Engineering, and Mathematics education.

Self-efficacy: Personal perceptions of abilities and capabilities, which can influence events and performance. "Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes" (Bandura, 1994, p.1).

CHAPTER TWO: LITERATURE REVIEW

The non-scientists have a rooted impression that the scientists are shallowly optimistic, unaware of man's condition. On the other hand, the scientists believe that the literary intellectuals are totally lacking in foresight, peculiarly unconcerned with their brother men, in a deep sense anti-intellectual, anxious to restrict both art and thought to the existential moment. –C.P. Snow

According to a 2018 study conducted by Hart Research Associates on behalf of the American Association of Colleges and Universities (AAC&U), 66 percent of higher education students believed that they had the necessary critical analytical employment skills. Unfortunately, only 26% of employers agreed (Long, 2018). More recently, only 6 in 10 employers felt as though recent graduates possessed the necessary skills for entry-level positions in their organizations (AAC&U, 2021). Given the perception disparity and metacognition gap, career readiness of college students remains a critical component of higher education. In fact, the National Association of Colleges and Employers (NACE) defines career readiness using eight key competencies: Critical Thinking/Problem Solving, Oral/Written Communications, Teamwork/Collaboration, Digital Technology, Leadership, Professionalism/Work Ethic, Career Management, and Global/Intercultural Fluency (NACE, 2021). Each of these competencies aligns with humanities and liberal arts learning outcomes (AAC&U, 2021; Arum & Roska, 2011). However, many modern practices within higher education demonstrate the view that career preparedness is only found in college classes that align with specialized skills. Misconceptions contribute to the metacognition gap of students seeking employment, in which they feel they are more prepared than employers believe (Long, 2018).

The dialogue surrounding the value of liberal arts and humanities education and their application within future occupations has brought attention to career perceptions within the humanities, creating a need for students and professionals to reconcile conflicting opinions regarding skill and career development. The following literature review will present an overview of humanities and liberal arts education (defined, and then used interchangeably to demonstrate their holistic pedagogies). The review will also offer perspectives regarding perceptions associated with humanities and their workforce application. In addition, an overview of the Gottfredson and Bandura theories and their significance to self-efficacy and career decision making within the conceptual framework of SCCT will be discussed as a means of synthesizing the possible career decision-making self-efficacy and career action steps towards career choices and goals of humanities students representing diverse demographics.

The Liberal Arts and Humanities

The term "liberal arts," though often used interchangeably with the "humanities," refers to the classical, liberal education tenants of grammar, logic, rhetoric, known as the Trivium (National Academy of Sciences, 2018). With the incorporation of arithmetic, geometry, music, and astronomy, the pedagogy is titled the Quadrivium, and is employed in various modern higher education institutions (National Academy of Sciences, 2018). Liberal Arts education began in the Hellenistic Age and developed in the 5th century. Preliminary pedagogy is attributed to classical thinkers such as Socrates and Plato (Kimball, 1986; Rose, 2015) and furthered by thinkers such as Saint Augustine of Hippo, Saint Thomas Aquinas, Jean-Jacques Rousseau, Thomas Huxley, John Henry Newman, and Matthew Arnold, who established the first universities of higher education (Glaude, 2018; Kimball, 1986; Rose, 2015). The founders of contemporary education believed in a holistic pedagogy that integrated various forms of

education that included academic, moral, and social teaching. However, as industry and workforce trends began influencing education, Western pedagogy replaced philosophy and theology with manufacturing and technology.

The United States of America built much of its early workforce through the establishment of public schooling. In the early 1700's and 1800's, the U.S. focused its job and skill training on apprenticeships, which became formalized through trade schooling later in the 1800's (ACTE, 2018). One of the most influential Western breaks with classical liberal arts education was the adoption of the Morrill Act in 1862. The Morrill Act created national land-grant universities so that American students, who were previously learning the trades of agriculture and mechanics from their families, could now attend colleges for training in these skills (National Academy of Sciences, 2018).

With the rise of the Industrial Age in the early 1900's, trade schools became more popular, and the education-workforce collaboration became stronger. Although still grounded in its agricultural and maritime roots, the U.S. economy quickly grew to include manufacturing and entrepreneurial big business. Exports became much more prominent, and the Industrial Revolution greatly expanded the U.S. economy and economic efforts (ACTE, 2018). Alongside manufacturing and trade growth, career education grew. Pedagogical philosophers such as John Dewey and Charles Sanders Pierce gained renown during this time for their calls for pragmatic/experientialist education, in which students would learn in traditional classrooms through first-hand experience and practice (Cohen, 1999). These concepts transformed nineteenth-century education and ensured practical application and hands-on learning in trade and industrial fields, with the first training school being established in 1879 (ACTE, 2018; Cohen, 1999). As career and workforce education became more and more popular amongst

manufacturers, various employers created apprenticeship programs to help students develop labor and academic skills, which directly shaped the economy and workforce. For example, the General Electric Company (GE) established a labor-specific apprenticeship system in 1902, which gave students on-site training and labor skills to complement their traditional schooling (AVJ, 1976).

Economic and workforce trends shaped the education trends, and vice versa, throughout the nineteenth and early twentieth centuries. This created the foundation for modern U.S. career and workforce education (CWE). In 1906, the National Society for the Promotion of Industrial Education was established, receiving strong support from the American Federation of Labor. These groups, among other trade unions, were largely responsible for the passing of the Smith-Hughes Act of 1917, which further linked workforce and education efforts by creating the Federal Board for Vocational Education. This Act allowed for Federal funding of vocational teacher salaries (AVJ, 1976). The establishment of the American Vocational Association in 1926 (renamed the Association for Career and Technical Education in 2001), also associated industry with pedagogy (ACTE, 2018) and further promoted economic connection to education. With the onset of World War II (WWII), economic efforts shifted largely to manufacturing. Those who were trained in manufacturing trades, and those who were willing to be trained, were assigned to war-industry jobs to learn the necessary hard-skills for these trades (AVJ, 1976). The impact of the War quickly educated and trained much of the U.S. workforce in hard skill labor, including women who worked stateside supporting those overseas.

After years of augmentation of the liberal arts, the twentieth century brought a drastic change for Western higher education philosophy and pedagogy. The trends of career training broke from the classical underpinnings, and higher education segregated disciplines in terms of

teaching and funding. As the National Academy of Sciences 2018 report supports, "Institutions of higher education both shaped and were shaped by this move toward increasing specialization" (2018, p. 26). Thus, the term "humanities" was adopted and has come to describe both modern and classical education in the fields of literature, history, philosophy, language, anthropology, jurisprudence, archaeology, religion, ethics, and the theory of the arts, to study the human environment and conditions with particular attention to reflecting our diverse heritage, traditions, and history (National Endowment for the Humanities, 2020). The National Humanities Center (NHC) explains, "Put simply, the humanities help us understand and interpret the human experience, as individuals and societies" (NHC, 2020).

With the labeling and sequester of classes, American colleges began seeing a decline in humanities fields relative to other studies as a result of economic trends and expectations (Hearn & Belasco, 2015). In 1971, Secretary of Education Sydney Maryland stated that all education should be associated with future career aspirations (Bellucci, 1981). Maryland's beliefs took shape and became nationalized within six months through the development of the Bureau of Adult, Vocational, and Technical Education, and the National Association for Education Research and Development (Bellucci, 1981). The Education Amendments of 1972 and 1974 brought a wave of career-focused pedagogy to American colleges and universities (Bellucci, 1981). Funded from a federal level through the Center for Career Education (1973), occupational education offered grants and support for classes designed for career learning (Bellucci, 1981). Perhaps the largest proponent of vocational education was the Director of the Office of Career Education for the U.S. Department of Education, Kenneth Hoyt. In 1975, Hoyt distinguished eleven areas that served as a catalyst for educational reform. These included: 1.) perceived lack of appropriate skills of graduates; 2.) lack of relational-awareness between school

learning and future career; 3.) lack of educational equality for minority students; 4.) inadequate worker preparation; 5.) unsuccessful school-to-work transitions; 6.) inequality of representation of women in the workforce; 7.) a need for continuing education; 8.) insufficient formal education; 9.) lack of business community involvement in education; 10.) inadequacy in meeting the needs of minority students' education; and 11.) not enough emphasis on non-baccalaureate programs post high school graduation (Bellucci, 1981). Alongside changing federal attitudes towards education, various economic and social opinions changed as well. As Hearn and Belasco (2015) explain, changes included labor market demands for specialized skills, an external shift toward economic goals, increased enrollment of nontraditional students who historically prefer more vocational training, and financial aid policies which offered faster payback in occupational programs. The changing economic trends made the sociohistorical impact of humanities seem obsolete, and have bridged to the twenty-first century.

Of all of the workforce education Acts passed post WWII, the Carl D. Perkins Act of 1984, was perhaps the most instrumental. Readopted in 1990 (Perkins II), 1998 (Perkins III), 2006 (Perkins IV), 2018 (Perkins V), the Perkins Act established Federal funding and grants, as well as creation and oversight of multiple career and workforce education programs. Alongside the Workforce Innovation and Opportunity Act (WIOA), the Perkins Act continues to regulate American education, today (US DOL, 2018).

Humanities in the Workforce

Arguments for the needs of appropriate career education have not much changed in contemporary society. Hard skill labor training is still necessary for many jobs. However, one large difference between twentieth and twenty-first century education is the way in which career pedagogy now manifests a much larger role within higher education institutions that were

formerly only liberal arts. In many ways, modern academia presents the liberal arts as subordinate, instead of congruent to, occupational education (Seemiller & Grace, 2016). However, the labor market and humanities need not be mutually exclusive. Negative perceptions through funding allotment and rhetoric reinforce divisions and promote science, technology, engineering, and math (STEM) education (Jaschik, 2014). In an environment in which more and more liberal arts colleges are facing dwindling enrollments and budget constraints or closures (Strada & Emsi, 2018a), it is clear that Hoyt's arguments of the 1970's propagated opinions that continue today.

Since the start of their decline in the 1970's, liberal arts colleges have been faced with the challenge of defending their foundational curriculum. A more recent definition of the liberal arts, supported by the U.S. Bureau of Labor Statistics, defines liberal arts as curriculum "designed to prepare students for a variety of career options, rather than for a specific occupation" (Angeles & Roberts, 2017, para. 6). Other definitions claim courses in the liberal arts and humanities are "typically thought as non-technical and non-scientific" (College Consensus, 2020), which rhetorically lowers their inquiry status and reputation. Many modern philosophers feel as though the term "liberal arts" outdates the value of the degree and can lead to misunderstandings of purely political and art education. Corrigan (2018) notes:

> Of course, as most humanities professors will maintain, we must avoid vocationalism — reducing education to job preparation. But we also must avoid avocationalism — acting as if the humanities have nothing to do with job preparation, as if humanities degrees are mainly for enriching weekend trips to art and history museums. (para. 16)

For this reason, it has been suggested that “liberal arts” be rebranded to “universal” or a more equally inclusive label (Flaherty, 2019). The concern over title rests in the perception of inferiority associated with term. By rebranding, liberal arts may be able to re-enter modern academia professional discourse with a restored and updated reputation; but doing so breaks the title with the foundation of higher education.

Amidst such efforts, the future of liberal arts and humanities is of concern for many in the field of practice. In order to remain soluble, many colleges are undergoing cuts and closures in humanities disciplines such as “languages, history, religious studies, English, music, theater, sociology and anthropology -- subjects often referred to as the heart of the liberal arts” (Dutt-Ballderstadt, 2019, para. 20). Especially given the global pandemic of the COVID-19 Corona virus, many educators are predicting further decline and closures of liberal arts colleges, paired with cuts to the humanities (Mintz, 2020). Some educators are even calling for a two-year hiatus in humanities doctoral admissions (Hartman, 2020).

Whether caused by economic or societal influences, the current reality is that humanities degrees are on the decline, with English and History degrees showing a loss of 25% (American Academy of Arts and Sciences, 2018, 2021; Strada & Emsi, 2018a). This trend has affected the studies at all levels, as students seeking doctoral studies in the humanities have bleak job prospects in a field with diminishing careers (American Academy of Arts and Sciences, 2018; Hartman, 2020; MLA, 2017). Likewise, if left unguided, many humanities majors may misunderstand their degree-to-job relation and believe that their degrees lead only to teaching occupations. Citing research from the U.S. Census Bureau and the American Community Survey, Angeles and Roberts (2017) list a variety of employable examples for humanities majors. The authors, somewhat misguidingly, cite degrees such as Economics and Graphic

Design as humanities, and offer diverse career options. However, when discussing the true humanities majors such as English and History, the top occupation for both, is Education (Angeles & Roberts, 2017; College Consensus, 2020). This perception may lead many humanities majors to wonder: Why choose the humanities and liberal arts instead of just majoring in education?

Perhaps more enlightened advocates of the humanities and liberal arts note the field's ability to provide students with well-rounded and holistic education that promotes civil discourse and prepares students for a diverse array of occupations. As Rose (2015) notes:

> The liberal arts can help impart the intellectual virtues of wisdom, science, and understanding, those habits that help students make sound judgments about necessary truths. These are excellences of the intellect in its speculative capacity and so aid a pupil in arriving at knowledge of a demonstrated Scientia. (p. 57)

Courses that teach students a broad range of skills directly correlates with employer needs. What is perhaps most important about liberal arts and humanities degrees and programs is their inclusion of "soft," "core," "people," or "success" skills, such as problem-solving, critical thinking, leadership and communication (Angeles & Roberts, 2017, Cuseo, et al., 2020Dey & Cruzvergara, 2019). These skills can be found on the "Employability Skills Framework" provided by the U.S. Department of Education, Office of Career and Technical Education, and are essential for successful career employment (US DOE, 2020), and in the NACE Career Competencies (2021). As a means of measuring humanities students' acquisition of these skills, the Collegiate Learning Assessment (CLA) offers data demonstrating that humanities majors outperform their business major and other peers in these critical learning areas (Arum & Roska,

2011). In fact, these skills are among the most in-demand across the labor market (Emsi, 2018b). Long (2018) explains:

> The World Economic Forum predicted that in the year 2020, critical thinking skills will rank second among 10 sought-after hiring competencies; and a NACE (2014) survey of employers nationwide similarly ranked critical thinking skills as the second most important career-readiness competency. (p. 1)

It is evident that these skills are highly valued by employers, as "More than 90% of employers rate written communication, critical thinking, and problem solving as 'very-important' for the job success of new labor market entrants," (Arum & Roska, 2011, p. 143); and over the past 30 years, the fastest growing jobs in the United States have all had social/soft skill requirements (Ruggeri, 2019). Even amidst the Corona virus COVID-19 global pandemic, communications, problem-solving, teamwork, and critical thinking all remain in the top six most commonly requested job skills in employment postings (Fain, 2020). Perhaps this is because humanities majors are taught to consider varying opinions, possibilities, and opportunities. This taught-and-learned critical thinking allows humanities majors to be more open-minded. In fact, students with liberal arts degrees rooted in humanities courses are less likely to express authoritarian preferences and attitudes compared to those with degrees in fields such as business, mathematics, technology, sciences, or engineering (Redden, 2020). In addition, according to research conducted by the National Academy of Sciences, when humanities curriculum has been integrated with STEM in various studies, positive outcomes such as increase in student motivation, communication, creating thinking, and synthesis of ideas, as well as improved teamwork, increased appreciation, and improved employment opportunities have all been reported (2018). With an adaptable skill set and value for open-mindedness, humanities majors

gain career readiness and are posited for employment success; and many employers recognize this (AAC&U, 2021).

Although a vast number of corporations recruit employees with job-specific skills, research demonstrates that employers prefer students with academic achievements as well as credentials (Arum & Roska, 2011). In fact, some companies go so far as to directly and intentionally recruit humanities degree students. Large, well-known companies such as Fidelity, Vanguard, Morningstar, Dodge and Cox, Deloitte, and McKinsey, all seek out and employ graduates with diverse humanities degrees, noting their skill transferability (Anders, 2017). In addition, 15% of humanities major graduates go on to management positions (Ruggeri, 2019). In fact, a recent study of 1,700 people from 30 countries found that the majority of those in the study who held leadership positions also held a humanities or social science degree (Ruggeri, 2019). This number increased when the individuals were under 45 years of age (Ruggeri, 2019). It should be no surprise then, that the Co-founder of LinkedIn, Reid Hoffman, has a Master's degree in philosophy from Oxford and the former CEO of Hewlett-Packard holds undergraduate degrees from Stanford in philosophy and medieval history (Chideya, 2015). It is possible that the reputation of the individuals' universities contributed to their employment success; but labor market research firms such as Emsi, affirm that soft and holistic skills are highly marketable and adaptable even in fields such as business, technology, engineering, and healthcare (Coffey et al., 2020).

Even with so many employers seeking these core skills, students seem to be unaware of their importance in their education. Seemiller and Grace explain:

> The desire for real-world preparation is echoed by more than one-third of business leaders who believe that higher education does not adequately help students develop critical skills necessary for the workplace (2016, p. 219).

For this reason, it is crucial that educators within the liberal arts and humanities intentionally link their pedagogy and skill development awareness with students' future careers and competencies. Jaschik (2018) notes that graduates who major in business, education and natural sciences are more likely to view their degree and work as closely related. 30% of humanities majors, however, did not. Without proper guidance and an understanding of application and transferability of their degrees and skills, humanities majors may have a difficult time finding initial employment.

Humanities Majors Employment

Over 7 million humanities majors were in the workforce in 2019 (University of Tulsa, 2019). Graduates entering the current workforce are likely to change careers and jobs multiple times (National Academy of Sciences, 2018). In fact, some data projects career changes up to 11 times (Pasquerella, 2019). It is for this reason that modern academia remains committed to preparing its students for a variety of occupations. The National Academy of Sciences (2018) notes:

> Faculty and administrators, who are concerned that an education focused on a single discipline will not best prepare graduates for the challenges and opportunities presented by work, life, and citizenship in the 21st century, are advocating for an approach to education that moves beyond the general education requirements found at almost all institutions, to an approach to higher education that intentionally integrates knowledge in

> the arts, humanities, physical and life sciences, social sciences, engineering, technology, mathematics, and the biomedical disciplines. p. x)

By better integrating humanities within STEM fields, STEM students may gain the benefits of soft skill attainment; but integration must be mutually beneficial. A hefty employment gap still exists within these fields.

Although it is only a percentage point away from their peers in engineering and business, humanities majors have higher unemployment rates than STEM majors, citing 4% unemployment, and an almost 2% increase in unemployment since 2018 (Burke, 2021; National Humanities Alliance, 2020; Ruggeri, 2019). Within the global COVID-19 Corona Virus pandemic, the U.S. Bureau of Labor Statistics reported an overall unemployment rate of 8.4% for August, 2020. Humanities majors account for a large portion of the rate, which is exceedingly concerning, given the slow, .4% annual employment growth rate projected for the U.S. from 2019-2029 (U.S. Bureau of Labor Statistics, 2020b). When 64% of Americans believe that pursuing a college degree is worth pursuing so long as it does not produce large amounts of debt, (Moran, 2019), and 87% of employers believe a college degree is valuable (AAC&U, 2021), it remains clear that selecting an employable and well-paying degree is essential…even in a pandemic (Strada, 2021).

Over the next nine years, the U.S. Bureau of Labor Statistics projects an 8% growth in STEM jobs. Meanwhile, all non-STEM fields have a 3.4% projected growth. In addition, 6 of the 10 fastest growing professions in the U.S. are currently related to healthcare, and the remaining four are more closely related to science and math fields than the humanities (U.S. Bureau of Labor Statistics, 2020b). The employment gaps correlate with wage earnings. In 2019, the median annual wage for STEM fields was $86,980, while non-STEM fields earned a

median wage of $38,160 (U.S. Bureau of Labor Statistics, 2020b). Although this disparity is daunting, the salary differences may not be as bleak as they seem. Researching the median pay for general humanities majors (English, Philosophy, Anthropology, History) through the Occupational Outlook Handbook (U.S. Bureau of Labor Statistics, 2020c) is challenging given the broad employability and diversity of job opportunities. Therefore, the reported non-STEM field earnings may not prove entirely accurate. Likewise, since many humanities majors can be employed in STEM fields, the titling comparison seems misleading, especially when certain fields pay premiums for communication and other "soft" skills taught in the humanities (Flaherty, 2021).

Nevertheless, pay and equality within the humanities remains a problem. On average, U.S. men who major in the humanities earn a median salary of $60,000, while females earn $48,000 (Burke, 2021; Ruggeri, 2019); but males with terminal bachelor's degrees in humanities, especially those who were older, were more likely to be unemployed than females (American Academy of Arts & Sciences, 2015). Overall, however, older graduates with humanities degrees tend to make more in their pay (Burke, 2021). With more than 6 of every 10 humanities majors being female, the lower reported salaries may be symptomatic of gender pay gaps rather than degree pay gaps (Ruggeri, 2019). Furthermore, given the larger numbers of men in STEM fields, such as Engineering with 8 out of 10 graduates being male, (Ruggeri, 2019), the combined reported salary earnings could be more comparable than expected when gender is considered. Yet despite the lack of directly correlated career projected growth and reported lower salaries, humanities majors demonstrate high levels of career and degree choice satisfaction (Flaherty, 2017; Jaschik, 2018). In addition, humanities majors transition relatively quickly to high-skilled and high-demand careers, once they are able to determine and choose a career (Emsi, 2018). As

noted above, they also frequently hold leadership positions within their work (Ruggeri, 2019). Unfortunately, however, humanities students demonstrate challenges when taking career development action steps and making career related choices. Research demonstrates that humanities majors take longer than those in other degrees to select careers (Jaschik, 2018), experience rapid wage growth later in the careers (around ages 30 and 40) versus when first emerging from college (Emsi, 2018), and peak later in their careers of choice (Anders, 2016).

As is noted above, humanities students may be unsure of how their coursework and gained skills can relate to future jobs. They may also overestimate their skills or their employers' assessments of their skills (Cuseo, et al., 2020; Long, 2018), thus exhibiting poor metacognition. Unlike their peers whose degrees manifest titles that define future careers (i.e.-nursing=nurse, education=teacher, accounting=accountant), humanities students are often unsure which career opportunities align with their degree. For example, a Philosophy student may be oblivious to that fact that students with this major consistently score in the top percentiles on the Medical College Admission Test (MCAT), Law School Admission Test (LSAT), Graduate Management Admission Test (GMAT), and the Graduate Record Examination (GRE) – often followed by English majors (GMAT, 2011; ETS, 2012; Daily Nous, 2019). Furthermore, Philosophy majors have the highest mid-salary ratings of non-STEM majors and demonstrate significant extra earnings in their careers (Daily Nous, 2019). Although exposure to this information is readily accessible, it requires students have information literacy and be aware of resources. As Social Cognitive Career Theory confirms, the intentional sharing of resources and exposure to facts teaches students necessary information and skills (Brown, et al., 2011). This gained knowledge helps students relate information to their personal career goals and influences career choice and self-efficacy (Brown et al., 2011).

Social Cognitive Career Theory

The conceptual framework for this study is grounded in Social Cognitive Career Theory (SCCT), first posed by Lent, Brown, and Hackett (1994). Largely influenced by Bandura's (1986) Social Cognitive Theory, the basis of SCCT is to understand, explain, and predict the ways in which individuals gain education and vocational interests, make academic and career choices, and succeed in their academic and work goals (Brown, et al., 2011). SCCT links educational and work performance to four psychosocial variables: general cognitive ability and skill sets, outcome expectations, self-efficacy beliefs, and goal mechanisms (Brown, et al., 2011). Figure 2 presents a visual representation of SCCT, related to the ways in which an individual's perceived skills and abilities are connected to self-efficacy, as defined by Brown, et al., 2011.

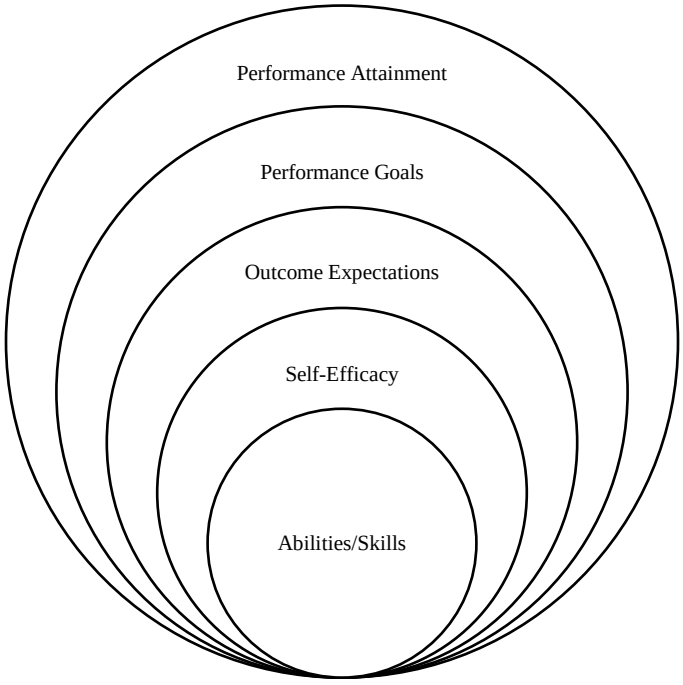

Figure 2. Visual Representation of Social Cognitive Career Theory.

According to the theory, individuals' academic and work abilities and skills are shaped through context of past experiences that influence self-efficacy and outcome expectations (Brown et al., 2011). Previous experiences and contextual impacts such as access and barriers commingle with social cognitive and behavioral elements to "facilitate or inhibit the goals that people set for themselves and the actions they take in pursuing their goals. And they can moderate the relationships of other variables" (Brown & Lent, 2019). Individuals who have higher relatability in these areas demonstrate higher self-efficacy and performance attainment. For example, if a student pursuing an engineering degree has corresponding measurers of self-efficacy and expected outcomes, he/she is more likely to reach performance attainment (Lent & Brown, 2019).

Over the past 25 years, Lent, Brown, and Hackett (1994) have expanded upon the original SCCT paradigm to include additional models of educational and occupational satisfaction (well-being) and career self-management (Brown & Lent, 2019.) Figure 3 presents the Social Cognitive Model of Work Satisfaction (Brown & Lent, 2019), which explains that academic and work satisfaction is directly influenced by an individual's self-efficacy, outcome expectations, and performance goals (Brown & Lent, 2019). These additional concepts related with Social Cognitive Model of Work Satisfaction have been confirmed in inquiry, such as Sheu, et al., 2018.

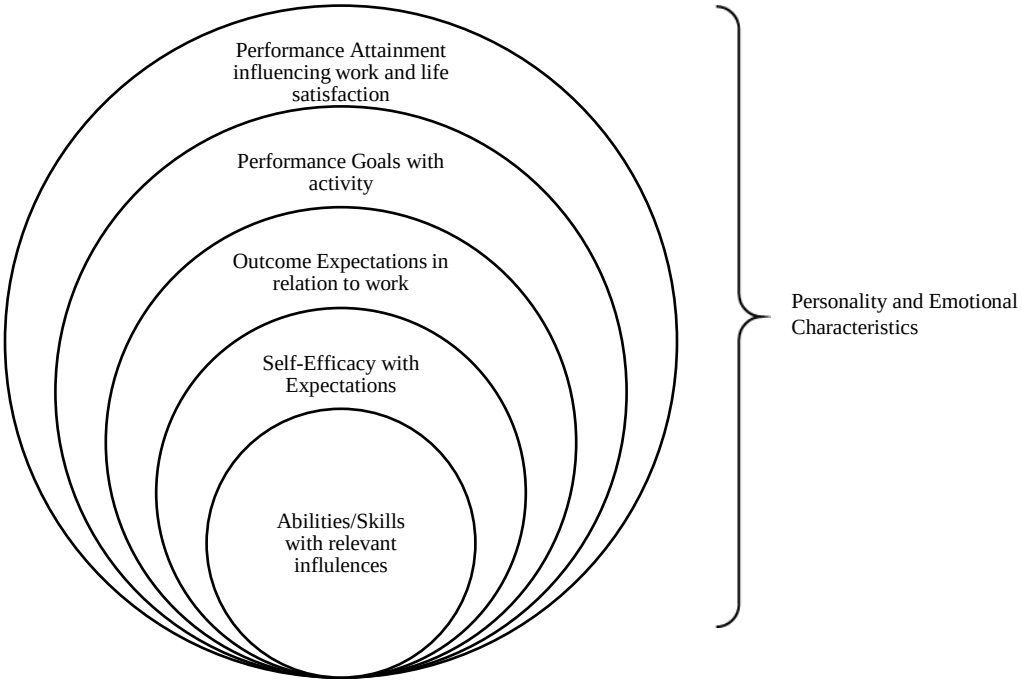

Figure 3. Visual Representation of Social Cognitive Model of Work Satisfaction.

Bandura's Social Cognitive Theory (1977, 1986) closely connects Lent et al.'s (1994) and Betz and Luzzo's (1996) definitions of self-efficacy and career decision making. According to Betz and Luzzo, self-efficacy is a mediator to behavior and refers "to a person's beliefs concerning his or her ability to successfully perform a given task or behavior" (1996, p. 414). As is supported by the other notable researchers, an individual's ability to perform tasks corresponds with personal perception of value, worth, and decision making. Although self-efficacy can be affected by internal and external forces, specific contexts can impact beliefs. Several studies have integrated SCCT with career self-efficacy and career development, and as recently as 2020, Wendling and Sagas conducted research at the University of Florida, which examined college athletes' self-management and self-efficacy using CDSE scale elements. Dos Santos, (2018) explains that unsupportive and discouraging environments and contexts can impact a student's self-efficacy and self-knowledge. Likewise, Gottfredson claims that when

choosing a career, jobseekers are often influenced by social expectations or perceived prestige associated with specific occupations (Niles & Harris-Bowlsbey, 2017).

These contexts, including visual representations, undergird this inquiry's examination of student self-efficacy and its relation to the career decision-making and career action steps. SCCT's connection to career development demonstrates the ways in which self-efficacy can impact career decision-making, choices, and actions. The exploration of this study is the self-efficacy career decision-making of humanities students, as indicated by CDSE-SF survey scores and the 10-question career action survey developed within a SCCT framework.

Career Decision-Making Self-Efficacy and Career Action Steps

As Social Cognitive Career Theory (SCCT, Lent et al., 1994) attests, the career development process is directly linked to self-efficacy, which correspondingly affects career decision-making and actions toward a job. Career development is an ongoing process that includes planning and intentional actions in order to decide upon a career and take steps to accomplish personal work and life goals (McDonald & Hite, 2016). Within career development, career choice is dependent upon personal preference, access to education, and personal ability (Hill & Pisacreta, 2019). Studies have also shown that family influences and other advisors such as teachers can impact career steps and planning (Ince Aka & Tasar, 2020). As SCCT affirms, individuals who are unsure or anxious about making a career choice may exhibit lower self-efficacy, or the belief in "ability to successfully perform a task or behavior" (Betz & Luzzo, 1996, p. 414).

Likewise, self-efficacy can influence whether or not an individual takes action towards completing a task or goal (Bandura, 1992). For example, if a person has low self-efficacy, he/she may avoid taking steps towards a career or making a career-related decision; in contrast, a

person with reported higher self-efficacy may take less time in the action of choosing their career due to confidence in their ability to do so (Northington, 2017). It is critical therefore, to improve not only career decision making, but self-efficacy as well, as these are directly related to individuals' actions towards career goals.

Within Social Cognitive Theory, (SCT), Bandura (1986), maintains that self-efficacy is affected by four types of experiences. These include: 1.) Previous accomplishments; 2.) Vicarious learning; 3.) Social persuasion; and 4.) Physiological and affective states. Each of these areas can positively or negatively affect self-efficacy in completing a task or action (Schwarzer, 2014). In addition, the theory includes three sources responsible for shaping self-efficacy. These include: 1.) Mastery experiences; 2.) Social persuasion; and 3.) Observation of role models (Lyons & Bandura, 2019, p. 9). Perhaps the two most important in shaping humanities students' self-efficacy are social persuasion and observation of role models. With negative social and governmental stimulants surrounding humanities degrees, social persuasion negatively impacts humanities students' self-efficacy. Likewise, if sociopolitical role models propagate rhetoric that reflects poorly on skill and career prospects for humanities students, self-efficacy can be reduced. Research indicates that in contrast, through positive experiences offered by effective role modeling, students gain a sense of membership and belonging which impacts their academic persistence and retention (Chambliss & Takacs, 2014).

SCCT augments SCT by relating self-efficacy to career decision making and action toward a job. When choosing a career, an individual's self-efficacy determines persistence and whether or not he/she believes in personal ability. In fact, higher self-efficacy has been linked to more career planning and higher motivation to pursue a career (Arghode, et al., 2021). Anafarta (2001) asserts that career planning requires individual self-analysis (Ince Aka & Tasar, 2020);

and other studies (Harry, 2017) have shown that emotional intelligence can impact personal beliefs such as employability (Hamzah et al., 2021). As Lyons and Bandura (2019) explain, self-efficacy is different from self-confidence because the prior is dependent upon task-orientation. Self-efficacy relates to perception of ability to be successful in a given task. When completing a task or taking an action step (such as choosing a career or creating a job plan), an individual's self-efficacy can be altered based on perceived facility when making a choice and performing career duties. Accordingly, Bandura (1977), and Betz and Luzzo (1996) assert that when in the career decision-making process, individuals exhibit self-efficacy behaviors which can impact their choices and the time in which they make their decisions.

In relation to occupational choice, Crites (1964) advocated against other approaches to vocational education because he believed career decisions were a developmental process that one matures throughout, rather than an opinion at a point in time. Expanding upon Super's theory (1955), Crites' Career Maturity Inventory (CMI) (1964) measures individuals' career maturity, which shapes career choices and decisions. The Career Maturity Inventory includes five career competencies: Self-Appraisal (an individual's self-knowledge), Occupational information (knowledge of jobs and resources), Goal selection (selecting a job), Planning (career planning) and Problem solving (choosing a solution to career decision issues). Each of these CMI subtests includes comprehension, evaluation, and solution-orientated questions. Higher scores on the CMI correlate with higher career maturity and career development within that scale. (Crites,1964; Crites, 1973; Lam & Santos, 2018).

Crites' Career Maturity Theory (1964, 1973) provided a conceptual framework for the Career Decision Making Self-Efficacy Scale (CDSE) being employed in this study. The CMI subtests align with the CDSE subscales (Betz & Taylor, 1983), and relate to the career

development and actions associated with career decision-making. As Crites supports, career decision-making is rooted in orientation to vocational choice, information and planning, consistency of vocational preferences, manifestation of traits, and wisdom of vocational preference (Crites, 1973). Career action steps, including goal selection and career planning, are linked to career competencies and choice. Thus, in order for a student to take a career action step and make an informed career decision, he/she must be aware of self and self needs, in order to increase self-efficacy and build confidence when needs are met.

The Gottfredson Theory of Circumscription, Compromise, and Self-Creation expands upon Bandura's and Crites's concepts of self-efficacy, in a more modern analysis of shaping career decisions. Conducted by Linda Gottfredson (2004), the research analyzes and theorizes the various impacts and alterations of career-aspirational compromises in childhood and adolescence, enforced by social constraints (Gottfredson, 2004; Niles & Harris-Bowlsbey, 2017). Similar to Bandura's concepts of social persuasion and self-efficacy, Gottfredson links social persuasion to career choice. The Gottfredson theory connects the sociocultural contexts and influences pertaining to career choice and the ways in which these are shaped and altered by self-conceptions, beginning at young ages.

In her theory, Gottfredson argues that individuals make career decisions based upon "perceived gender appropriateness, prestige, and the degree to which the occupation will fulfill their preferences and personality needs," respectively (Niles & Harris-Bowlsbey, 2017, p. 50). Gottfredson explains that when choosing a career, job-seekers often settle with a job that is "good enough" instead of "great" and are influenced by social expectations or perceived prestige associated with specific occupations (Gottfredson, 2004; Niles & Harris-Bowlsbey, 2017, p. 50).

Thus, a student who might have been better suited for or preferred a humanities degree may have been persuaded to settle for another job with higher perceived prestige or occupation.

Furthermore, the theorist explains that circumscription is the process by which children or adolescents go about selecting a career and minimize and define their options. According to Gottfredson, the process of circumscription includes: 1.) An ability to move to abstract cognitive processing; 2.) An ability to link self-concept to occupational preferences and options; 3.) An ability to analyze social and individual distinctions such as sex roles; 4.) An ability to limit and eliminate certain occupation options; and 5.) The ability to gradually define and redefine the preferences, expectations, and process (Niles & Harris-Bowlsbey, 2017). Although the process of circumscription begins in the cognitive processing and growth development of children and adolescents, its theory still applies to adult students undergoing career decision making. While amidst the compromising phase in the career development process, individuals (beginning with children and adolescents) undergo a shift in self-awareness. During this phase, personal preferences become overlooked, altered, or neglected due to social awareness and implications.

Gottfredson's theory once again connects social implications to self-efficacy and career action and decision making of humanities students. Gottfredson (2004) notes, "Moreover, the occupation one holds is increasingly seen as the measure of who one is in society" (p. 2). Demographic influences such as parental, cultural, environmental, behavioral, or social stimuli, can impact career actions and choices. As Chuang et al., (2009) notes, "personal inputs (e.g., gender, race, and personality), contextual factors (e.g., social/academic status, culture, and family), and learning experiences (e.g., work experiences) influence career behaviors in important ways" (p. 19). Pivotal then within job selection, is an individual's self-awareness and understanding of what the job requirements are, what qualifications it entails, and the daily

interactions associated with the position. Career action steps can help in knowledge acquisition of these vocational components and possibly influence career decision-making self-efficacy.

Demographic influence of Self-Efficacy

Many career development studies and theories supported by psychological research have examined the impacts of demographic factors on self-efficacy and career decision making. In addition to Bandura's Self-Efficacy Theory (1977), Lent, et al.'s Social Cognitive Career Theory (1994), Gottfredson's (2004) Theory of Conscription and Compromise, Super's (1957) Theory of Vocational Development, and Savicka's (2019) Career Construction Theory, among others, support sociocultural and demographic influence in vocational choices (Super, 1957; Brown & Lent, 2005; Savicka, 2019). As supported in Brown and Lent (2005), various inquiries have noted racial and gender differences amongst individuals' career decisions. Likewise, variations are prevalent within other demographic and population characteristics such as first-generation student status (Pulliam et al., 2017; Raque-Bogdan & Lucas, 2016), and socioeconomic status (Johnson & Muse, 2015). Within this study, career decision-making self-efficacy is being explored across 6 demographic areas: age, gender, major, race/ethnicity, college first-generation status, and year.

Gender and Age

Gender and age are often researched in context with one another. As SCCT affirms, these variables may influence each other and career perceptions (Chuang et al., 2009). For example, Peterson (1993) demonstrated age correlation with career decision-making self-efficacy (Betz & Taylor, 2012). According to the study, those with higher ages reported higher self-efficacy (Betz & Taylor, 2012). In alignment with Gottfredson's Theory, age can influence

career decisions as early as adolescence, and research shows that elementary-aged boys and girls think differently about science careers (Rodrigues et al., 2011).

Within higher education, Johnson and Muse (2015) found that in comparison to males, female students were more likely to select majors in fields such as Education, Social Sciences, Health Sciences, Psychology, English, Language, Music, Theater, Communication, Art, Biosystems. Males were more likely to select majors such as Business, Engineering, Computer Science, Economics, Architecture (Johnson & Muse, 2015). Relatedly, Stewart et al., (2020) found that while enrolled in science/math courses, female students reported lower self-efficacy than male students (Stewart et al., 2020). Given the data, gender may impact both major choice and self-efficacy. Interestingly, however, Stewart et al., (2020) also found that both male and female students in STEM classes reported high self-efficacy towards their intended profession. Thus, science/math students may report low self-efficacy in their academic performance, but high self-efficacy in their career goals. The present study's investigation of career decision-making self-efficacy of humanities students provides additional insight in gender and major differences amongst students within majors outside of STEM, with degrees without direct career title correlation.

Major and Year

Similar to Stewart et al.'s (2020) data, research using national-level data from Leppel (2001), suggests that students in majors more directly associated with careers, especially business degrees, may be more committed to their career goals and more likely to persist in their studies. This study's intentional exploration of majors not directly associated with career titles contributed to further investigation of the association between self-efficacy and career commitment through action steps.

In a similar way, Ludwikowski (2019) explored humanities students' self-efficacy related to personality skills in relation to majors and found that humanities students reported higher social self-efficacy than biological sciences/medicine majors. Ludwikowski's (2019) inquiry may suggest that humanities students' skills and personalities can shape their career preference. Likewise, Johnson and Muse (2015) claim that a student's high school academic performance and curriculum is associated with choice of major. Students who had high math self-efficacy in high school and introductory postsecondary science laboratory courses were more likely to select a STEM college major (C. Evans et al., 2020). Writing apprehension due to perceived lack of writing ability can also affect major and career selection (Mascle, 2013). Thus, first-year students who select STEM degrees may do so based on self-efficacy developed from high school academic performance. Likewise, a students' self-efficacy can be impacted by their college performance and change as they progress in their higher education and studies; therefore, a freshman student may report different self-efficacy than a senior, who has presumably taken more college-level classes. This inquiry expands on the research surrounding these variables by investigating specific majors and variances across academic years within the field of humanities.

Race/Ethnicity and College Generation Status

Research demonstrates that race and ethnicity can impact self-efficacy. For example, Gushue and Whitson (2006) found that African American students with parental and teacher support had higher career decision-making self-efficacy (Ince Aka & Tasar, 2020). In addition, Peterson (1993) and Chaney et al., (2007) found that African American students reported higher career decision-making self-efficacy than Caucasian students and those of other races and ethnicities (Betz & Taylor, 2012). Foud, Smith, and Enochs (1997) found that urban minority students had higher self-efficacy than suburban minority students in their study (Betz & Taylor,

2012). Some studies have also shown differences in certain ethnicities' perceptions of careers in science fields and liberal arts (Rodrigues et al., 2011; Nicholas, 2018), and understandings of how career goals can be accomplished (HERI, 2019). Nicholas (2018) claims that international students may not experience the same public perceptions and stigmas surrounding the employability of liberal arts degrees, which could thereby influence their major choice and opinions of these degrees. As SCCT supports, students' self-efficacy is often linked to their background and personal experiences (Lent et al., 1994). For example, Peterson (1993) found that students' self-efficacy was higher when paternal and maternal levels of education were higher. Similarly, research conducted by R. Evans et al., (2020) found that first-generation students reported high levels of self-efficacy attributed to positive attitudes of independence, self-motivation, and determination, despite being the first in their families to be pursuing higher education (as defined by R. Evans et al., 2020). These traits may be learned skills within the population, as first-generation students may not have as much knowledge of, or access to resources to help their academic performance as their peers (Chang et al., 2019; R. Evans et al., 2020); Therefore, first-generation students may need specific college transition programs and career activities to grow and improve career self-efficacy (Kezar et al., 2020). As Chuang, (2009) asserts, faculty and field experts play a large role in developing students' career goals and expectations, and "differences in the academic areas and related professions impact students' career decision self-efficacy, career outcome expectations, and vocational exploration and commitment" (Chuang, 2009, p. 26).

Within the field of humanities and liberal arts, there have been examinations of concepts of employability related to demographic characteristics. For example, Nicholas (2018) qualitatively found that minority liberal arts students (including Psychology majors within the

study) did not express expectations of workforce marginalization, except in the case of international students. Mullen (2014) qualitatively examined college major choice amongst liberal arts students with results that indicated gendered occupational structure or gender-type concepts that likely influenced major choice. Mullen's research (2014) also garnered results that indicated culturally significant differences within liberal arts major choice.

As supported above, gender and demographic disparities evince influence in career and major/degree selection. As Beutel et al., explain, "In particular, we find men's adherence to the masculine norm of emotional control is associated negatively with selecting majors from such academic fields as clinical and health sciences or arts and humanities compared to science, technology, engineering, and mathematics (STEM) and doctoral-track medicine (e.g., pre-medicine and pre-dentistry)" (2019, p. 374). Given Beutal et al.'s (2019) comments, fields associated with humanities majors may already be perceived as gendered feminine and impact students' career choice. Relatedly, research shows that females are less likely to pursue STEM fields than males (C. Evans et al., 2020), which corresponds with a higher number of females in humanities degrees (Ruggieri, 2019).

The scope of the present study expands upon Buetel et al's., claims surrounding the gendering of the humanities by quantitatively examining how sociocultural demographics, such as gender, are presented in the career decision making self-efficacy of a specific population of humanities students. Limited (if any) research is related to how the major choice of humanities students influences their career decision-making self-efficacy. However, with inquiry evidence that gender and demographic differences exist within career choices of other populations, and within different majors in the humanities population overall, the results of this study add to field research rooted in examining career decision-making self-efficacy.

Self-Efficacy and the Humanities

Research demonstrates that career decision-making is affected by self-efficacy and can be rational, intuitive, or dependent (Galles, et al., 2019). Dependent self-efficacy can be shaped by external forces that contribute to attitudes and beliefs surrounding careers and associated perceptions (Galles, et al., 2019). Likewise, Social Cognitive Career Theory supports that role models, advisors, and even "inspirational talk from leaders in the field" can influence students' decision-making (Chuang, et al., 2009, p. 23). In today's U.S. academic and economic environment, students are often exposed to negative rhetoric and perceptions surrounding the humanities. As Jaschik (2014) reports, both republican and democratic politicians devalue humanities degrees. Figure 4 provides a charted summary of some politicians' comments.

Politician	Degree	Comment
Barack Obama, Former U.S. President, Democrat	Art History	"I promise you, folks can make a lot more, potentially, with skilled manufacturing or the trades than they might with an art history degree." (Jaschik, 2014)
Mitt Romney, U.S. Senator, Republican	English	"I wonder whether you get information coming into college that says you know, this course of study will lead to this kind of jobs and there's a lot of opening here as opposed to – as you said, English – and as an English major I can say this.... as an English major your options are uh, you better go to graduate school, all right? And find a job from there." (Jaschik, 2014)
Rick Scott, U.S. Senator, Republican	Anthropology	"If I'm going to take money from a citizen to put into education then I'm going to take that money to create jobs. So, I want that money to go to degrees where people can get jobs in this state. Is it a vital interest of the state to have more anthropologists? I don't think so." (Jaschik, 2014)

Figure 4. Summary of Politicians' Negative Comments Regarding the Humanities

Politician	Degree	Comment
Patrick McCrory, Former Governor of North Carolina, Republican	Gender studies	"If you want to take gender studies that's fine, go to a private school and take it. But I don't want to subsidize that if that's not going to get someone a job." (Jaschik, 2014)
John Kasich, Former Governor of Ohio, Republican	Philosophy	“Philosophy doesn’t work when you run something.” (Chideya, 2015)
Marco Rubio U.S. Senator, Republican	Philosophy	“Welders make more than philosophers. We need more welders and less philosophers.” (Chideya, 2015)

Figure 4 (Continued). Summary of Politicians’ Negative Comments Regarding the Humanities

Like many other politicians and scientists, these politicians’ sentiments echo disapproval of humanities degrees, overlooking the fact that liberal arts pedagogy laid the foundation for contemporary education. As the Ohio Humanities Council (2020) notes, “As fields of study, the humanities emphasize analysis and exchange of ideas rather than the creative expression of the arts or the quantitative explanation of the sciences” (para. 5). These traits of the field readily contribute to the workforce – including areas such as politics. Although politicians’ remarks may not largely impact individual students’ degree decisions, their rhetoric can shape the funding and support within higher education and the economy. The public opinions shed light on the surrounding debate associated with employability of majors. Humanities students pursuing degrees in a public campus atmosphere focused only on perceived major utility may feel defenseless when asked the common question, “What are you going to do with that degree?”

What remains essential then to humanities students’ self-efficacy and career decision-making action steps is an understanding of how the information and skills learned in their degree transfers to their future careers. This pivotal part of career development allows students to

connect their major with employment and begin to take steps to strengthen their ability to gain employment. Guidance from peers, educators, and employers should help to reinforce the application and diverse value of humanities degree choice. As the National Academy of Sciences (2018) notes, there is a "growing concern that an approach to higher education that favors disciplinary segregation is poorly suited to the challenges and opportunities of our time" (p. 16). Just as the humanities and workforce need not be exclusive, the value of the humanities and STEM need not be limited to one or the other. This false dichotomy can dictate and direct students' self-efficacy and career actions and decisions.

Summary

Demographics, sociopolitical and cultural influences, and modern academic trends continue to shape the humanities and liberal arts. These elements relatedly impact students within these fields. As former Education Secretary William Bennett claimed, liberal arts education has become "so debased, narrowed, professionalized and hermeneuticized" that the value of the education has drastically diminished (Hearn, Belasco, 2015, p. 388). Yet, the professionalization and "hermeneuticization" of the humanities and liberal arts need not be negative. Research demonstrates that students with humanities degrees are happily employed and expand the labor force with necessary skills that positively shape the workforce and economy (Anders, 2017; Jaschik, 2018; Rose, 2015; Strada Institute for the Future of Work & Emsi, 2018). Nevertheless, shifts in opinions and perceptions surrounding humanities pedagogy and employability can alter self-efficacy and delay career actions and decisions (Bandura, 1977; Lent et al., 1994, Gottfredson, 2004). Thus, this study explored career decision-making self-efficacy as a means of further examining relationships and influences related to humanities students career actions and preparation.

CHAPTER THREE: METHODS

Democracy demands wisdom and vision in its citizens. It must therefore foster and support a form of education, and access to the arts and the humanities, designed to make people of all backgrounds and wherever located masters of their technology and not its unthinking servants. – U.S. National Endowment for the Humanities

The purpose of this study was to explore the relationships amongst career decision-making self-efficacy and career action step survey scores within different humanities majors and different student demographics at a four-year, public university, in order to better inform the career development and preparation of students within these fields. Using a correlational research design, the study explored the career decision-making self-efficacy and career action steps of undergraduate humanities students in majors that do not have corresponding career titles – i.e., - English, Philosophy, Anthropology, and History, at a four-year university in Southwest Florida. The study employed the CDSE-SF (Betz & Taylor, 1983) instrument and a 10-question career action steps survey, to explore the following research questions:

1.) What is the relationship between humanities student participants' demographics (age, gender, major, race/ethnicity, year, first-generation status) and their career action steps?
2.) What is the relationship amongst humanities student participants' demographics (age, gender, major, race/ethnicity, year, first-generation status) and CDSE-SF instrument score and subscale scores (Self-Appraisal, Occupational Information, Goal Selection, Planning, and Problem Solving) and the dependent variable career action steps?
3.) What is the relationship between student demographics (age, gender, major, race/ethnicity, year, first-generation status) and the CDSE-SF score and each of the

subscale scores (Self-Appraisal, Occupational Information, Goal Selection, Planning, and Problem Solving)?

In this chapter, the research design, institutional context and sample selection, target data, instrumentation, data collection procedures, and data analysis are reported.

Design

This study utilized a correlational research design drawing from survey data to explore relationships of interest. The measurement of relationships amongst variables within correlational survey design is effectively analyzed using multiple regression analysis, using SPSS Statistics v. 25.0 software (IBM, Armonk, NY), (Allison, 1999; Creswell, 2009; Muijs, 2004; Rubinfeld, 2011; Sheposh, 2020). According to research theory, a correlational design has three different types of testing: predictive, descriptive, and model testing (Seeram, 2019). Model testing is frequently used for examining proposed relationships amongst variables (Seeram, 2019); therefore, this study employed model testing correlational analysis as a means of examining relationships across demographic variables (age, gender, ethnicity, year, first-generation status) and subscale scores and demographics, subscales, and career action steps.

Institutional Context and Sample Selection

The university in the study was selected due to proximity and convenience. The undergraduate enrollment of the university is approximately 14,000 students, with over 49 majors, including English, Philosophy, Anthropology, and History. As of the Fall 2020 semester, the English department reported 157 undergraduate student majors, Philosophy department reported 40 undergraduate majors, the Anthropology department reported 45 undergraduate majors, and the History department reported 88 undergraduate majors, for a total population of 330 undergraduate students. Per the university website, additional humanities

degrees offered at the university include Art, Music, and Theater. These degrees were excluded from the study due to the strict, segmented curriculum associated with these programs and their career training application. Students in these majors apply their skills in practice through concerts, museums, displays, and internships. Although Anthropology and History are listed under Social Sciences at the university, this is not common labeling or practice; however, at this university, these fields are associated with Sociology in order to save money by employing one chair for the departments.

A purposive, convenience sample from an overall population of 330 participants was expected to take part in the study. In order to account for the proper anticipated size of the effect, the estimated variability in scores, and the desired power (Tabachnick & Fidell, 2020), a sample size of more than 100 participants was expected. As Tabachnick and Fidell (2020) support, there are multiple formulas and online resources for computing sample size. For this study, four different majors were selected, as the number of humanities majors being studied (4) increases the homogeneity of the sample, which can lower the error variability (Tabachnick & Fidell, 2020). Sample size for this survey was calculated using G*power for approximate number of cases when looking at the relationships amongst the predictor variables, action steps, and CDSE-SF subscales. Assuming a medium effect size (f^2=0.15), α error probability of 0.05, power size of 0.95, and 11 predictor variables, the total sample size needed was 178 respondents (Faul, et al., 2009).

Target Data

In order to explore research questions one and two, the 11 predictor variables for the two-step multiple regression analysis included: age, gender, major, race/ethnicity, college first-generation status, year, and participants' scores per each of the 5 subscales included in the

CDSE-SF instrument (Betz & Taylor, 1996) (Self-Appraisal, Occupational Information, Goal Selection, Planning, and Problem-Solving). The dependent criterion variable was the composite score of the career action step survey, with a highest possible score of 10 and a lowest possible score of 0, with each "No" response coded as 0 and each "Yes" response coded as 1. Possible relationships amongst demographics and career decision-making self-efficacy subscale scores were evaluated for multicollinearity.

For research question three, a series of multiple regression analyses were utilized with 11 predictor variables, including age, gender, major, race/ethnicity, college first-generation status, and year. The dependent criterion variable was the participants' scores per each of the 5 subscales included in the CDSE-SF instrument (Betz & Taylor, 1996) (Self-Appraisal, Occupational Information, Goal Selection, Planning, and Problem-Solving). Extraneous variables that were not measured but possibly present in the study included participant prior knowledge, maturation, ability-level, university engagement, environment, understanding of CDSE-SF instructions, history, and mortality. Control variables not measured in the study included the location and instructions of the survey being administered to participants. The IP address of respondents served as a measured control for more than one response from the same student. Only one response per participant was recorded with data.

Instrumentation

CDSE-SF

Rooted in Bandura's concepts of self-efficacy (1977, 1994) and Crites' five career competency areas (1964), and Career Maturity Theory (Crites, 1973), Betz and Taylor (1983), developed the Career Decision-Making Self-Efficacy Scale (CDSE) to assess individuals' self-efficacy in relation to career choices by asking participants to rank their responses on a 5-point

scale from “No confidence at all” to “Complete confidence.” The scale associates self-efficacy beliefs with the career decision-making process. Similar research demonstrates that participants with lower self-efficacy often have lower career decision making – meaning it took longer for them to decide on a career to pursue. These findings are significant for this study because they suggest that if the humanities student participants in this study exhibited scores that demonstrated low self-efficacy, it can be an indication of more time or assistance needed in future career decision-making (Betz & Luzzo, 1996). The CDSE and CDSE-SF allowed for a formal assessment of career decision-making self-efficacy.

The Career Decision-Making Self-Efficacy (CDSE) instrument was originally employed by Taylor and Betz (1983) in a study of 156 students from a large public university and 190 students from a private liberal arts college (Betz & Taylor, 2012). Although there are other studies with high internal consistency reliability coefficients, there is limited relevant research that exists in the career decision-making self-efficacy of humanities majors, especially in fields that manifest no correlating career titles. As supported in the CDSE Manual (Betz & Taylor, 2012), demographic information regarding participants’ race/ethnicities, age, and gender responses to the survey have previously been measured, including Betz et al., (2005); Chaney et al., (2007); Lo Presti et al., (2012); Miller et al., (2009). Such studies have found varying levels of significant differences and relationships amongst gender and ethnicity within broad populations. The Taylor and Popma (1990) study examined students’ scores based on college major status: Declared, Tentative, and Undecided; and a study by Mathieu et al., (1993) found that undecided college women demonstrated lower CDSE scores than women who were pursuing male-dominated or gender-neutral careers (Betz & Taylor, 2012). In addition to other inquiries, the CDSE and CDSE Short Form (CDSE-SF) survey tool have been used to explore self-efficacy

score relationship to career development patterns (Gianakos, 1999), social integration (Peterson, 1993), levels of maternal and paternal education (Peterson, 1993), grade point averages (Luzzo, 1993), and psychological factors (Betz & Taylor, 2012; Niles & Sowa, 1992). More recent studies have also utilized the CDSE instrument in student athlete career self-management and self-efficacy (Wendling & Sagas, 2020).

The full version of the CDSE was developed in 1983 and includes fifty questions divided amongst groupings. These original groupings include: 1.) Self-appraisal; 2.) Occupational information; 3.) Goal selection; 4.) Planning; and 5.) Problem-solving (Northington, 2017), and align directly with Crites' (1973) Career Maturity Theory subtests. The 50-question scale measures "Career Decision" through coding of certainty and indecision, and "My Vocational Situation" by assessing individuals' concepts of identity. Higher scores on the assessment indicate greater levels of self-efficacy and decision-making, which corresponds with a more secure vocational identity (Betz, Klein, & Taylor, 1996). The long form CDSE was normed with students from both a liberal arts college and a public university, and included high test-retest reliability, sound consistency reliability (alpha scores of .86 to .89) and no significant gender differences (Northington, 2017).

This study employed the short form of the CDSE scale, which was quality tested. The short form of the CDSE (CDSE-SF) was created in 1996, in an effort to provide counselors and career educators with a less time-consuming tool for identifying self-efficacy in career decision-making (Betz, Klein, & Taylor, 1996). The CDSE-SF reduced the 50-question original assessment to 25 questions (Betz & Luzzo, 1996), while still employing the 5 subscales that directly relate with Crites' career competency areas and Career Maturity Theory (1973). The CDSE-SF was normed at a large midwestern university through an introductory psychology

course, with an internal consistency of .94 and original test-retest reliability of .83. The CDSE-SF garnered reliability and validity results that mirrored or exceeded the long version of the test, and like the long form, produced no significant indication of gender bias (Betz, Klein, & Taylor, 1996). The CDSE-SF has correlations ranging from .73 to .83. In addition, the CDSE and the CDSE-SF have been formally tested and used in a variety of educational settings and inquiries, such as Robbins (1985), Taylor and Popma (1990), and Peterson and Del Mas (1998), among others (Betz & Luzzo, 1996). To date, no notable research previously employed the CDSE-SF in humanities specifically measuring the elements of this inquiry.

Content, construct, and criterion validity for the CDSE-SF has been conducted in various other studies, including Robbins (1985); Taylor and Popma (1990); Peterson and Del Mas (1998); Betz & Luzzo, (1996) Miguel et al., (2013). In the Betz (1983) study, results indicated high internal consistency reliability, with .97 coefficient alpha value within each subject group. Item-total score correlations were in the range of 50-80, with coefficient alpha values for the 5 subscale measures at .88, .89, .87, .89, and .86 for Self-Appraisal, Occupational Information, Goal Selection, Planning, and Problem Solving, respectively (Betz, 1983). The Betz et al., (1996) study found that the CDSE-SF had psychometric characteristics comparable to or better than the original CDSE instrument, indicating a highly homogenous construct and high internal consistency reliability (Betz et al., 1996). The Betz et al., (2005) used the CDSE-SF 5-level response continuum in comparison to at 10-level response continuum using a one-way multivariate analysis of variance (ANOVA) to test reliability. As in the other studies, correlations suggested validity of the 5-level response continuum (Betz et al., 2005).

Although it was developed in 1983, the CDSE-SF remains valid in contemporary research. The survey has remained current with the 2006 verbiage replacement of occupational

information being found in the “library” to “online.” In addition, the Hartman and Betz (2007) study utilized the online format of the survey and reported high levels of consistency and reliability. In fact, the CDSE-SF instrument was used as recently as 2020, by researchers at the University of Florida measuring career preparedness effects and self-efficacy of college athletes (Wendling & Sagas, 2020). The historiography of the survey confirms its modern use and impacts, with various studies verifying its internal consistency and reliability. Furthermore, although some questions may seem outdated given the new technological advancements of the twenty-first century, the administration of the survey in an online format, as well as its continuing relavence to modern practice, makes the instrument apt for this research. More modern online instruments (such as CAPA, FOCUS, Career Liftoff, DISCOVER, SIGI, SIGI PLUS, and Career Cruising) do not manifest the same level of standard or persistence (Betz & Borgen, 2009). Additionally, many have not been evaluated through assessment studies or publication (Betz & Borgen, 2009), and remain antiquated in Parson’s (1909) career prescription of matching self-exploration, occupation exploration, and self-occupation comparison (Lent & Brown, 2020).

The CDSE-SF was purchased from Mind Garden Inc., with remote online survey licensing from the authorized retailer. The CDSE manual (Betz & Taylor, 2012) provided instructions on administering the scale and analyzing and recording data. Licensing was brought based on number of participants.

Career Action Step Survey

In order to broaden the scope of this study and investigate the career development behaviors of participants’ self-efficacy, 10 survey questions were added to the study. The questions were intentionally added at the end of the study to avoid any influence or cognitive

bias in participants' responses to the CDSE-SF scale. Questions were developed following the question design process as outlined by Crocker and Algina (1986) and Bickman and Rog (2009). This development and selection process included systematic question review, cognitive interviews, and field pretests (Bickman & Rog, 2009; Crocker & Algina, 1986). The questions developed for the action step items of this survey followed this research process. One final, optional response allowed students to provide any other comments related to their career decision-making self-efficacy and career action steps.

For the purpose of this study, the career action steps survey questions were created by the primary investigator who is a certified career coach. The questions were selected as a means of examining whether or not action steps were taken towards career development and decision-making. The content creation underwent the content validation process outlined in Crocker and Algina (1986) and aligns with the self-efficacy questions that address confidence-levels in career decision-making practices. The questions also demonstrate common competencies and practices associated with career readiness and preparation (Cuseo, et al., 2020), and relate to the career competency areas and Career Maturity Theory subtests (Crites, 1973), which correspond with the CDSE subscales (Betz & Taylor, 1983). The investigator originally selected the following 10 questions:

1.) Do you currently have a resume?

2.) Have you researched an internship in which you would like to participate?

3.) Are you currently participating in an internship?

4.) Have you previously participated in an internship?

5.) Have you researched a career in your anticipated future career field?

6.) Are you currently employed in a job associated with your anticipated future career field?

7.) Do you currently have a cover letter?

8.) Have you participated in any job fairs?

9.) Have you talked to someone in your anticipated future career field about their job?

10.) Have you participated in any career related coaching, including an online questionnaire?

These questions were reviewed by an expert panel that included a Senior Director of Experiential Learning and Career Development, a Director of Career Development Services, a Director of Undergraduate Scholarship/Associate Professor in the College of Arts and Sciences Biology Program, an Associate Dean/Associate Professor within the College of Arts and Sciences Philosophy Program, and a Program Director/Associate Professor within the College of Arts and Sciences Department of Social & Behavioral Sciences. The feedback from the expert panel of reviewers included suggestions to remove the question about a cover letter since it was specific to applying for a certain job, to include the option of a Curriculum Vitae (CV), to include a question about LinkedIn, to combine internship questions, to add the term "workshops," and to specifically ask about Coursera and career related texts. The panel also recommended grouping the questions in a logical order so that certain question structures followed associated questions. Following the panel review, the questions were re-designed to the following:

1.) Have you researched an internship in which you'd like to participate by looking up opportunities or speaking to a coordinator or company?

2.) Are you currently participating in an internship OR have you previously participated in an internship?

3.) Have you researched a specific job or a specific graduate school program in your anticipated future career field?

4.) Do you currently have a resume or curriculum vitae (CV)?

5.) Do you have a LinkedIn or another online career platform profile?

6.) Have you talked to someone in your anticipated future career field about their job?

7.) Have you participated in any job fairs in which different employers partner with your school?

8.) Have you ever met with a career coach, coordinator, or advisor to talk about career options?

9.) Have you participated in any career skills workshops or questionnaires such as Coursera?

10.) Have you ever read any career literature to help with choosing a career, such as Designing Your Life?

Cognitive interviews and field tests were conducted with five undergraduate students who were demographically comprised of one male and four females who identified as Caucasian, Asian/Pacific Islander, and Black/African American. One student respondent was an international student from Haiti. Feedback from the field interviews evinced the need to clarify the question that asked about an online questionnaire. One student offered feedback about this question by stating that she had not completed a questionnaire, but had completed an online assessment. The verbiage confusion demonstrated a disconnect in the different titling of the synonyms. For this reason, the verbiage was altered to "an online questionnaire or assessment" with the added example of "Career Coach" to reduce ambiguity.

Following review from the expert panel and students, the questions were sent to a dissertation committee for review. The dissertation committee further edited the questions to ensure alignment with the career decision-making self-efficacy survey. Questions were then re-drafted and sent to the same students who were cognitively interviewed and field tested the

original questions. Likewise, the questions were once again sent to the same expert panel for review. Specific feedback from the expert panel and cognitive field tests included incorporating the examples of job shadowing and employer events, and using the term counselor. Upon review, the following questions were tested, developed, and approved to be incorporated post CDSE-SF scale in the survey:

1.) Do you currently have a five-year plan for your future career or graduate school goals?
2.) Have you researched a specific job or a specific graduate school program in your anticipated future career field?
3.) Have you researched average yearly earnings of people in your anticipated future career field or cost of tuition for your future anticipated graduate program?
4.) Do you currently have a resume or curriculum vitae (CV)?
5.) Do you have a LinkedIn or another online career platform profile?
6.) Have you talked to someone (such as an informational interview or job shadow) in your anticipated future career field about their job?
7.) Have you participated or are you currently participating in an internship?
8.) Have you participated in any career programming such as job fairs, employer events, or mock interviews?
9.) Have you ever met with a career coach, career counselor, career coordinator, or advisor to talk about career options?
10.) Have you participated in any career online questionnaires or assessments such as Career Coach or Coursera?

Data Collection Procedures

In Spring 2021, a pilot study was conducted employing the CDSE-SF instrument and career action step survey with a sample of 20, non-humanities undergraduate students at a state college in Southwest Florida. The pilot study included instrument distribution through an online Qualtrics survey link. Multiple regression data analysis was used to determine score and demographic differences as tests for efficacy measurement of the study and instrument. Pilot study respondent feedback portrayed ease of use and clarity of questions for respondents. Pilot study data analysis provided test results and demonstrated the need to rename variables for clarity once collection was completed. Therefore, subscales and action step questions were labeled following formal data collection as a means of increasing clarity for the principal investigator's analysis.

Formal data collection began April 5, 2021, following IRB approval. The CDSE-SF survey and career action steps were distributed via email to the target population of 344 undergraduate humanities majors. The corresponding department chairs and program lead faculty sent an email with instructions, survey link, and consent form to students, with reminder emails distributed to the same population of students on April 19, 2021 and April 29, 2021 (See Appendices A and B). The survey closed on April 30, 2021, with a total of 39 responses collected (approx. 11% of the sample population). In order to increase responses, it was determined that the survey would remain open throughout the Summer and Fall semesters. Therefore, on August 23, 2021, the corresponding department chairs and program lead faculty re-sent the survey to Anthropology, History, Philosophy, and English majors with four reminder emails. The survey closed again on October 15, 2021, with a total of 106 surveys (31% response rate).

Data Analysis Description

Multiple regression was the main analytic technique used in this study to examine whether or not two or more independent variables were related to a dependent variable and the strength of the relationship, if any exists (Allison, 1999; Laerd Statistics, 2020; Neuman, 2014). In addition, multiple regression analysis also allows for combination and separation of independent variable effects in order to effectively control for other variables (Allison, 1999). The use of multiple regression for statistical analysis limits research conclusions drawn from partial correlation by allowing for different independent variables to be measured against the dependent variable for accuracy (Sheposh, 2020). For all of these reasons, multiple regression analysis was employed in this study as a means of measuring the 11 predictor variables of age, gender, major, race/ethnicity, college first-generation status, year, and participants' scores per each of the 5 subscales included in the CDSE-SF instrument (Betz & Taylor, 1996) (Self-Appraisal, Occupational Information, Goal Selection, Planning, and Problem-Solving) and their relation to the dependent variable of composite score of the career action step survey.

The research questions below were explored and analyzed using correlational research design and multiple regression analysis, utilizing IBM SPSS Statistics v. 25.0 statistical software (IBM, Armonk, NY).

Two-step multiple regression analysis, was associated with the following research questions:

1.) What is the relationship between humanities student participants' demographics (age, gender, major, race/ethnicity, year, first-generation status) and their career action steps?
2.) What is the relationship amongst humanities student participants' demographics (age, gender, major, race/ethnicity, year, first-generation status) and CDSE-SF instrument

score and subscale scores (Self-Appraisal, Occupational Information, Goal Selection, Planning, and Problem Solving) and the dependent variable career action steps?

The 10-question career action step survey was developed following research best practice. As outlined by Bickman and Rog (2009), question design includes four basic characteristics: 1.) Questions need to be consistently understood, 2.) Respondents need to be able to access the required information to answer the questions, 3.) Respondents must be able to answer the question in an appropriate way, and 4.) Respondents must be willing to answer the question. Crocker and Algina (1986) provide the structure for content validation, including defining domain of interest, selecting qualified experts, providing a framework, and collecting and summarizing the data. As supported by the authors, once the content questions are selected, they must undergo evaluation. This includes systematic question review, cognitive interviews, and field pretests (Bickman & Rog, 2009; Crocker & Algina, 1986). Alongside the standard characteristics and evaluations, survey questions should be unambiguous and include familiar terminology so that respondents are clear in what is being expected and asked (Bickman & Rog, 2009). These standards were followed in this study. As an effective measurement of survey reliability (Sheposh, 2019), Cronbach's alpha was used to test survey question validity and internal consistency. For the career action step items, a score of 1 was applied to every "Yes" response, and a score of 0 was applied to every "No" response. In this way, the highest score a participant received was a composite score of 10; respectively, the lowest score a participant received was 0. The higher the score, the more career action steps a participant has reported taking towards his/her career goal.

Multiple regression requires dummy coding of the categorial variables; therefore, not all levels of the variables were noted in the collected data table, but were included in analysis.

Relationships amongst demographics and career decision-making self-efficacy subscale scores were evaluated for multicollinearity. See Tables 1 and 2 below for instrument coding.

Table 1

CDSE-SF SPSS Instrument Coding, Variable Information, and Framework Alignment

Variable	*Type*	*Value (numeric code)*	*Label*	*Framework*
Age	Ordinal, Predictor, Independent	1	18-20	SCT (Bandura 1977, 1986); SCCT (Lent, et al., 1994); Gottfredson Theory of Conscription (2004)
		2	21-24	
		0	Other	
Gender	Nominal, Predictor, Independent	2	Male	SCT (Bandura 1977, 1986); SCCT (Lent, et al., 1994); Gottfredson Theory of Conscription (2004)
		1	Female	
		0	Other	
Major	Nominal, Predictor, Independent	1	English	SCT (Bandura 1977, 1986); SCCT (Lent, et al., 1994)
		2	Philosophy	
		3	Anthropology	
		4	History	

Table 1 (Continued)

CDSE-SF SPSS Instrument Coding, Variable Information, and Framework Alignment

Race/Ethnicity	Nominal, Predictor, Independent	1	White/Caucasian	SCT (Bandura 1977, 1986); SCCT (Lent, et al., 1994)
		2	Black/African American	
		3	Hispanic/Latinx	
		4	Other	
Year	Ordinal, Predictor, Independent	1	Freshman	SCT (Bandura 1977, 1986); SCCT (Lent, et al., 1994); Gottfredson Theory of Conscription (2004)
		2	Sophomore	
		3	Junior	
		4	Senior	
College First-Generation Status	Nominal, Predictor, Independent	1	First-Generation	SCT (Bandura 1977, 1986); SCCT (Lent, et al., 1994)
		2	Not First-Generation	
Career Action Step Survey	Dependent, Table 1	2	No	Crites (1973); Taylor & Betz (1983)
Career Action Step Survey	Dependent, Table 1	1	Yes	Crites (1973); Taylor & Betz (1983)

Table 2

CDSE-SF Instrument Coding for Dependent Variable Subscales, Variable Information, and Framework Alignment

Variable	*Type*	*Associated Question*	*Framework*
Self-Appraisal	Nominal, Predictor, Independent Table 1. Dependent, Tables 4-6	5	Crites (1973); Taylor & Betz (1983)
		9	
		14	
		18	
		22	
Occupational Information	Nominal, Predictor, Independent Table 1. Dependent, Tables 4-6	1	Crites (1973); Taylor & Betz (1983)
		10	
		15	
		19	
		23	
Goal Selection	Nominal, Predictor, Independent Table 1. Dependent, Tables 4-6	2	Crites (1973); Taylor & Betz (1983)
		6	
		11	
		16	
		20	
Planning	Nominal, Predictor, Independent Table 1. Dependent, Tables 4-6	3	Crites (1973); Taylor & Betz (1983)
		7	
		12	

Table 2 (Continued)

CDSE-SF Instrument Coding for Dependent Variable Subscales, Variable Information, and Framework Alignment

Variable	*Type*	*Associated Question*	*Framework*
Planning	Nominal, Predictor, Independent Table 1. Dependent, Tables 4-6	21	Crites (1973); Taylor & Betz (1983)
		24	
Problem Solving	Nominal, Predictor, Independent Table 1. Dependent, Tables 4-6	4	Crites (1973); Taylor & Betz (1983)
		8	
		13	
		17	
		25	
Career Action Step Survey	Dependent, Table 1	1-10	Crites (1973); Taylor & Betz (1983)

In continuing research exploration, multiple regression was utilized as a means of analyzing the research question:

3.) What is the relationship between student demographics (age, gender, major, race/ethnicity, year, first-generation status) and the CDSE-SF score and each of the subscale scores (Self-Appraisal, Occupational Information, Goal Selection, Planning, and Problem Solving)?

Multiple regression was employed for each of the subscale scores across demographics as an indication of correlation amongst career decision-making self-efficacy scores and participant

demographics. The independent variables were the student demographics. The dependent variable was the score for each CDSE-SF subscale. Given the research surrounding demographic influence of self-efficacy, relationships were expected across subscale within this population and across action step task completion (Betz & Taylor, 2012; Brown, et al., 2011; Chuang, et al., 2009; C. Evans, et al., 2020; R. Evans, et al., 2020; Galles et al., 2019; Jo, et al., 2016; Johnson & Muse, 2015; Peterson, 1993; Schwarzer, 2014; Stewart, et al., 2020).

Summary

This study employed the CDSE-SF (Betz & Taylor, 1983) instrument and a 10-question career action steps survey. The data analysis included multiple regression, which involved relations between the continuous variable demographics and CDSE-SF subscales, and the categorical variable career action step score. Cronbach's alpha was calculated for the career action step questions, which were used as dependent criterion variable. Multiple regression analysis of demographics and each CDSE-SF subscales was conducted. Data predicted relations between demographic variables and individual career decision-making self-efficacy subscales. Analysis of this study explored the research questions and addressed the lacking research related to career decision-making self-efficacy of humanities students.

CHAPTER FOUR: RESULTS

The purpose of this study was to explore the relationships between career decision-making self-efficacy and career action steps of undergraduate humanities students in majors that do not have corresponding career titles (i.e.- English, Philosophy, Anthropology, and History), at a four-year university in Southwest Florida. A survey was conducted to collect data on students' career decision-making self-efficacy and career action steps taken while pursuing a humanities degree. In this chapter, a summary of survey participation is reported along with results addressing each of the research questions.

Survey Participation

Based on the overall target population, the sample size for the study was calculated using G*power for approximate number of cases when looking at the relationship amongst the predictor variables, action steps, and CDSE-SF subscales. Assuming a medium effect size (f^2=0.15), α error probability of 0.05, power of 0.95, and 11 predictor variables, the total sample size was 178 respondents (Faul, et al., 2009).

Thus, the CDSE-SF survey and career action steps were distributed via email on April 5, 2021 to the target population of 344 undergraduate humanities majors at a four-year university in Southwest Florida. The corresponding department chairs and program lead faculty sent an email with instructions, survey link, and consent form to 43 Anthropology majors, 96 History majors, 45 Philosophy majors, and 160 English majors. Reminder emails with the same content was sent to the same population of students on April 19, 2021 and April 29, 2021 (See Appendices A and B). Upon survey closure on April 30, 2021, a total of 39 responses were collected (approx. 11% of the sample population). To increase responses, it was determined that the survey would

remain open throughout the Summer and Fall semesters. On August 23, 2021, the corresponding department chairs and program lead faculty re-sent the survey to Anthropology, History, Philosophy, and English majors. In all, cooperating faculty and chairs sent 4 reminder emails for survey completion (See Appendices A and B).

Upon closing of the survey administration, a total of 106 surveys were collected in response to demographic data for a 31% response rate. In turn, a total of 94 students completed the CDSE-SF survey, with 93 students responding to the career action step survey as well. Data was assessed to account for repeat IP addresses and completion rate, which resulted in a total of 86 useable responses serving as the basis for conducting multiple regression analyses.

Demographic Analysis

A summary of demographic characteristics of survey respondents is reported in Table 3. The majority of responding students were between the ages of 18-20 (47.2%), followed by students ages 21-24 (41.5%). Students in the study would be considered representative of the typical freshman or sophomore age. Comparatively, Junior (39.6%) and Senior (30.2%) students had larger population responses than freshman and sophomore years (13.2%, respectively). This may be due to interpretation of credit influence in year. For example, dual enrollment students may have more credits than typical first-time in college freshmen and therefore may consider their year to be higher than a freshman, even if it is their first full year in college. This would account for the majority of student responses being between ages 18-20, for Junior or Senior years. The age category, including “other,” did not correspond with the year responses and was excluded in the analysis given the lack of clarity. Further, the majority of survey respondents were female (56.6%), while 33% of respondents in this study were male (see Table 3). In all, 6.6% of respondents reported “other” category and were removed from analysis due to

unspecified responses. Study participation by gender aligns with overall humanity degree enrollment at the participating university. As was the case in this inquiry, more females often pursue humanities degrees than males (Ruggeri, 2019).

Table 3

Demographic Analysis

Variable		N	Percent
Gender			
	Female	60	56.6
	Male	35	33.0
Year			
	Freshman	14	13.2
	Sophomore	14	13.2
	Junior	32	39.6
	Senior	42	30.2
Major			
	English	37	34.9
	History	29	27.4
	Anthropology	24	22.6
	Philosophy	12	11.3
Ethnicity			
	White/Caucasian	71	67.0
	Hispanic/Latinx	16	15.1
	Black/African American	6	5.7
	Other	9	8.5
Generation Status			
	First-Generation	35	33.0
	Non-First-Generation	67	62.3

Regarding major area of study, English majors accounted for the largest group of respondents in this investigation (34.9%), while 27.4% of the students were History majors; 22.6% were Anthropology majors; and 11.3% of respondents were Philosophy majors. The response rates for respondents' majors also aligned with degree enrollment numbers for the university.

In terms of ethnicity, 67% of respondents identified as White/Caucasian; 15.1% identified as Hispanic/Latinx; 5.7% identified as Black/African American; and 8.5% identified under the "other" option to report ethnicity. Overall, although participation by ethnicity did not represent a diverse sample, the distribution was somewhat representative of the larger university population. The only departure from the overall university population was the Hispanic/Latinx students, which is larger at the university level.

Overall, 33% of the students who responded to the survey were first-generation status students, and 63.2% of the students were not. Those who identified as first-generation status did so because neither parent completed a four-year degree. The first-generation representation of students within this inquiry also generally corresponds with the overall university population of first-generation students.

Reliability Analysis

The reliability of the CDSE-SF survey in this exploratory investigation was estimated using Cronbach's alpha. Cronbach's alpha coefficient was α=.93 for the total CDSE-SF 25-item measurement. The internal consistency reliability estimate of data collected is in alignment with previously published research and reliability of the CDSE and CDSE-SF (Betz & Taylor, 2012). In addition, Cronbach's alpha was consistent with previously published reliability related to each subscale. The reported internal consistency reliability for the CDSE-SF included (α=.73) for Self-Appraisal, (α=.83) for Goal Selection, and α=.94 for the total scale (Betz & Taylor, 2012). In previous studies, scores on the subscales ranged from α=.69 (Problem Solving) to α=.83 (Goal Selection) with a total internal consistency reliability of α=.93 (Betz & Klein, 1996). In this investigation, the internal consistency reliability was α=.75 for Self-Appraisal; α=.61 for

Occupational Information; α=.83 for Goal Selection; α=.76 for Planning; and α=.69 for Problem Solving. Cronbach's alpha for the 10-item career action step survey was α=.56.

Relationship Between Student Demographics and Action Steps

The first research question was concerned with the exploration of the relationship between humanities student participants' demographic characteristics and career action steps taken toward career preparation. There was a total of 10 action steps participants could have reported as completed regarding their career preparation. Therefore, a student who has completed all action steps would receive a score of 10. In this regard, the higher the action steps completed, the higher the level of self-efficacy was expected for the corresponding demographic group in the CDSE-SF subscale scores, as self-efficacy is linked to task completion (Schwarzer, 2014).

As reported in Tables 4-6, on average, males reported taking fewer action steps than females, with the exception of having a resume. In terms of gender, males had an average action step score of 3.26, while females had an average score of 4.67. Since action step average scores were based on the number of "yes" responses by participants, it follows that on average, male respondents took fewer steps than females. In terms of average action steps scores, females, English majors, students who identified as White, senior students, and first-generation students reported the highest average scores, thus outperforming their peers in action step completion. Interestingly, first-generation students had a higher minimum score (1.00) than their non-first-generation peers (0.00), even though no first-generation student answered "yes" to all 10 questions. Further, first-generation students outperformed students non-first-gen students in terms of average score (4.30, 4.11, respectively). This indicates that first-generation students reported more completed action steps than continuing generation students and leads to population career development questions for future inquiry.

Both males and females had the lowest action step score in participating in an internship (20%, 20%, respectively). The largest percentage of males (57.1%) reported having a resume or CV, while the largest percentage of females reported researching average yearly earnings of people in anticipated future career fields (61.7%). This indicates that females may be more concerned about financial costs and earnings associated with future careers or graduate programs. Similarly, first-generation students also had a high percentage (57.1%) of action taken in researching average earnings and costs of their future plans. 57.1% of first-generation students also reported researching a specific job or graduate program associated with their anticipated career field. Despite a high completion average score (4.30) very few (20%) of the first-generation respondents reported having a LinkedIn or similar career online profile.

In terms of year, sophomores often scored the lowest in action step completion by percentage and shared the same average action step score of 3.10 with freshmen. This is surprising, as it would be expected that freshmen with less academic experience would likely have performed fewer career action steps on average. Perhaps most surprisingly was that no sophomore respondent reported talking to someone in their anticipated career field. This means that freshman and sophomores may share similar rates of career action step completion, with no major disparities. Perhaps as to be expected given the timeframe in school to prepare for careers, senior students had the overall highest average mean action step score (4.91). Philosophy majors had the second highest overall average score of (4.80). (See Tables 4 and 5).

Table 4

Descriptive Statistics for Career Action Step Scores Across Demographics

	Variable	*N*	Min	Max	*M*	*SD*
Gender						
	Male	34	0.00	8.00	3.26	2.15
	Female	52	1.00	10.00	4.67	2.06
Ethnicity/Race						
	White/ Caucasian	66	0.00	10.00	4.20	2.34
	Black/African American	6	2.00	7.00	4.00	1.79
	Hispanic/ Latinx	13	1.00	6.00	4.10	1.93
	Other	8	3.00	5.00	4.25	0.71
Generation Status						
	First-Generation	31	1.00	9.00	4.30	1.81
	Non-First-Generation	62	0.00	10.00	4.11	2.30
Year						
	Freshman	14	0.00	6.00	3.10	1.82
	Sophomore	14	0.00	6.00	3.10	2.00
	Junior	30	1.00	8.00	4.33	2.12
	Senior	35	1.00	10.00	4.91	2.03
Major						
	English	35	0.00	10.00	4.20	2.25
	Philosophy	10	1.00	8.00	4.80	2.30
	Anthropology	23	1.00	8.00	4.04	1.58
	History	25	0.00	9.00	4.00	2.42
Total		93	0.00	10.00	4.17	2.13

Note. n=93

Table 5

Career Action Step Response Frequencies in Descending Order for Gender, First-Gen, and Year

Action Step	Total % Yes	% Male Yes	% Female Yes	% First-Gen Yes	% Fresh-man Yes	% Sopho-more Yes	% Junior Yes	% Senior Yes
20. Do you currently have a resume or curriculum vitae (CV)?	55.7	57.1	55.0	51.4	57.1	35.7	59.4	64.3
18. Have you researched a specific job or a specific graduate school program in your anticipated future career field?	54.7	45.7	60.0	57.1	42.9	57.1	71.9	50.0
19. Have you researched average yearly earnings of people in your anticipated future career field or cost of tuition for your future anticipated graduate program?	53.8	40.0	61.7	57.1	50.0	57.1	62.5	52.4
17. Do you currently have a five-year plan for your future career or graduate school goals?	34.9	31.4	43.3	40.0	35.7	28.6	40.6	35.7
26. Have you participated in any career online questionnaires or assessments such as Career Coach or Coursera?	34.9	28.6	40.0	42.9	57.1	50.0	28.1	31.0
25. Have you ever met with a career coach, career counselor, career coordinator, or advisor to talk about career options?	31.1	25.7	36.7	31.4	7.1	28.6	37.5	38.1

Table 5 (Continued)

Career Action Step Response Frequencies in Descending Order for Gender, First-Gen, and Year

Action Step	Total Percent Yes	Percent Male Yes	Percent Female Yes	Percent First-Gen Yes	Percent Fresh-man Yes	Percent Sopho-more Yes	Percent Junior Yes	Percent Senior Yes
21. Do you have a LinkedIn or another online career platform profile?	30.2	20.0	36.7	20.0	14.3	35.7	40.6	28.6
22. Have you talked to someone (such as an informational interview or job shadow) in your anticipated future career field about their job?	25.5	25.7	25.0	28.6	14.3	0.0	31.3	35.7
24. Have you participated in any career programming such as job fairs, employer events, or mock interviews?	24.5	22.9	26.7	25.7	21.4	7.1	21.9	35.7
23. Have you participated or are you currently participating in an internship?	20.8	20.0	20.0	25.7	7.1	7.1	12.5	38.1

Note. n=93

Based on the reported data, seniors frequently reported more action steps than their peers, except in the case of researching a specific job or graduate program. Seniors had higher average completion rates in participating in an internship, or job programming, and talking to someone or a counselor in their anticipated career. However, given that freshmen and sophomores reported the same average score (3.10), career preparation within lower levels of education may indicate more individualized career decision-making rather than time in higher education. The

largest differences for average scores and percentages occurred between sophomore and junior years, which may mean that students begin most career action in their third year. However, as stated above, students may be connecting years with credit hours rather than time. (See Tables 4-6).

Table 6

Career Action Step Response Frequencies in Descending Order for Major and Ethnicity

Action Step	% English Yes	% Philo-sophy Yes	% Anthro-pology Yes	% Hist-ory Yes	% White/ Cauc-asian Yes	% Black/ African Amer-ican Yes	% Hispanic /LatinX Yes	% Other Yes
20. Do you currently have a resume or cur-riculum vitae (CV)?	67.6	58.3	50.0	51.7	59.2	66.7	50.0	55.6
18. Have you researched a specific job or a specific graduate school program in your anticipated future career field?	62.2	58.3	58.3	48.3	56.3	83.3	50.0	55.6
19. Have you researched average yearly earnings of people in your anticipated future career field or cost of tuition for your future anticipated graduate program?	51.4	50.0	70.8	51.7	63.4	33.3	37.5	44.4

Table 6 (Continued)

Career Action Step Response Frequencies in Descending Order for Major and Ethnicity

Action Step	% English Yes	% Philo-sophy Yes	% Anthro-pology Yes	% Hist-ory Yes	% White/ Cauc-asian Yes	% Black/ African Amer-ican Yes	% Hispanic /LatinX Yes	% Other Yes
17. Do you currently have a five-year plan for your future career or graduate school goals?	37.8	16.7	45.8	34.5	33.8	16.7	50.0	44.4
26. Have you participated in any career online questionnaires or assessments such as Career Coach or Coursera?	40.5	41.7	33.3	31.0	35.2	50.0	31.3	44.4
25. Have you ever met with a career coach, career counselor, career coordinator, or advisor to talk about career options?	32.4	50.0	33.3	24.1	31.0	66.7	23.1	44.4
21. Do you have a LinkedIn or another online career platform profile?	40.5	41.7	20.8	24.1	31.0	33.3	31.3	33.3

Table 6 (Continued)

Career Action Step Response Frequencies in Descending Order for Major and Ethnicity

Action Step	% English Yes	% Philo-sophy Yes	% Anthro-pology Yes	% Hist-ory Yes	% White/ Cauc-asian Yes	% Black/ African Amer-ican Yes	% Hispanic /LatinX Yes	% Other Yes
22. Have you talked to someone (such as an informational interview or job shadow) in your anticipated future career field about their job?	27.0	33.3	16.7	31.0	29.6	16.7	25.0	11.1
24. Have you participated in any career programming such as job fairs, employer events, or mock interviews?	21.6	16.7	37.5	24.1	25.4	16.7	18.8	44.4
23. Have you participated or are you currently participating in an internship?	16.2	33.3	20.8	24.1	25.4	16.7	18.8	11.1

Note. *n*=93

In continuation of the exploration of the relationship between humanities student participants' demographic characteristics and career action steps, there was no noticeable consistency in percentage differences across major or ethnicity; though, in terms of average action step scores and percentage of action steps taken, Black/African American students scored slightly lower than their peers. This may be indication of Black/African American students taking less action toward their anticipated careers than students of other ethnicities in the study.

As was the case with gender and year, questions 17, 19, and 20 had the largest percentages of "yes" responses across majors and ethnicities, meaning that a majority of students have a resume, have researched a specific job, and have researched earnings of an anticipated job. The largest percentage of action step score response (83.3%) was reported by Black/African American students in researching a specific job or graduate program in their anticipated field. This population, like the first-generation students, demonstrated high interest in this area, thus indicating an importance of future career research for these populations.

The demographic mean percentages of completer students across action steps further revealed that by percentage, females often completed more action steps than males, with the exception of completing an internship (Q23) and completing a career online questionnaire (Q26). As was the case in the average career action step score, percentage wise, freshman and sophomore students consistently scored lower than their peers, except in meeting with a career coach/counselor (Q25) and in completing an online questionnaire (Q26). There was variation in mean percentage response rates across majors and ethnicities, though Black/African American students often had a slightly lower mean percent of completion. As with the other data, first-generation students had a higher mean percentage of completion than non-first-generation students. Differences across all demographic mean percentages indicate slight disparities amongst gender, year, major, ethnicity, and generation status. (See Table 7).

Table 7

Demographic Mean Proportion of Completers Across Action Steps

Variable		*M*										
		Tot.	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26
Gen.												
	Fem.	0.44	0.50	0.69	0.71	0.63	0.42	0.28	0.23	0.31	0.42	0.16
	Male	0.33	0.32	0.47	0.41	0.59	0.21	0.24	0.26	0.24	0.26	0.29
Yr.												
	Frsh.	0.31	0.36	0.43	0.50	0.57	0.14	0.14	0.07	0.21	0.07	0.57
	Sph.	0.31	0.29	0.57	0.57	0.36	0.36	0.00	0.07	0.07	0.29	0.50
	Jun.	0.40	0.43	0.77	0.67	0.63	0.43	0.33	0.13	0.23	0.10	0.30
	Sen.	0.49	0.43	0.60	0.63	0.77	0.34	0.43	0.46	0.43	0.46	0.37
Maj.												
	Eng.	0.42	0.40	0.66	0.54	0.71	0.43	0.29	0.17	0.23	0.34	0.43
	Hist.	0.40	0.40	0.56	0.60	0.60	0.28	0.36	0.28	0.28	0.28	0.36
	Ant.	0.40	0.48	0.61	0.74	0.52	0.22	0.17	0.21	0.39	0.35	0.35
	Phil.	0.48	0.20	0.70	0.60	0.70	0.50	0.40	0.40	0.20	0.60	0.50
Ethn												
	Wh/ Cauc	0.42	0.36	0.61	0.68	0.64	0.33	0.32	0.27	0.27	0.33	0.38
	His/ LaX.	0.41	0.62	0.62	0.46	0.62	0.38	0.31	0.23	0.23	0.23	0.38
	Bl/ Af.A	0.40	0.17	0.83	0.33	0.67	0.33	0.17	0.17	0.17	0.67	0.50
	Oth.	0.43	0.50	0.63	0.50	0.63	0.38	0.13	0.00	0.50	0.50	0.50
Gen. Stats												
	Fst.-Gen	0.42	0.45	0.61	0.60	0.66	0.40	0.27	0.21	0.27	0.35	0.35
	Non-First -Gen	0.41	0.37	0.61	0.60	0.66	0.40	0.27	0.21	0.27	0.35	0.35

To determine relationships between the demographic variables (gender, major, race/ethnicity, college first-generation status, year) and the dependent variable of career action step score (1-10), multiple regression was used with data reported in Table 6. As noted above, the variable age was removed due to inconsistent definition within the data. Year was analyzed as a scale/continuous variable given the misconception related to misconception and incongruence of

student reporting. However, when year was analyzed as an ordinal variable out of interest, with senior as reference category, no significance was found across subscales or total score. Multiple regression required dummy coding of the categorical variables, including ethnicity and career majors using White/Caucasian and English as reference categories, respectively. Therefore, not all levels of the variables are noted in the table; but all variables listed above were included in the analysis. The summary of the results for the regression analysis is reported in Table 8**.**

Table 8

Multiple Regression Analyses for Career Action Steps and Demographics

Variable	*r*	*b*	SE	*B*
Gender (1=M, 0=F)	-0.32*	-0.13	0.05	-0.30
Black[a]	-0.02	-0.04	0.09	-0.05
Hispanic[a]	-0.01	-0.03	0.07	-0.05
Other[a]	0.03	-0.02	0.09	-0.02
First-Generation (1=Yes, 0=No)	0.05	0.03	0.05	0.07
Year[b]	0.32*	0.06	0.02	0.29
Philosophy[c]	0.10	0.03	0.50	0.09
Anthropology[c]	-0.02	-0.06	0.60	-0.12
History[c]	-0.06	-0.02	0.06	-0.03
R^2		0.21		

Note. *n*=86. SE = Standard error.

[a]White/Caucasian is used as reference category.

[b]Year is ordinal with 4 categories Freshman (1), Sophomore (2), Junior (3), Senior (4).

[c]English is used as reference category.

* *p<.05, **p<.01*

The data recorded in Table 8 represents the measurement of association between the independent variables of student demographics (gender, major, race/ethnicity, college first-generation status, year) and the dependent variable of career action step score (1-10). The goal was to determine whether or not students' demographics were related to their action steps

towards career activities. As reported in Table 8, 21% of the variance in action steps was explained (overall R=.45, *p*=.03, with a F value of 2.17 and 9, 85 degrees of freedom). As per the results shown in Table 8, only two variables were statistically significant ($p < .05$): gender and year. Males reported fewer action steps and increasing class year was associated with more action steps reported. All other variables were not statistically significant.

The relationships between gender and action steps and year and action steps were moderately strong (Cohen, 1977), with a confidence interval of 95%. Specifically, the relationship between gender and action steps demonstrates prediction with *B*= -0.30, t-value, -2.7, *p*=.008. Male gender category scores were reported as negative due to coding against the female category, and indicates an inverse relationship. The results suggested that males took fewer action steps than females, with an average score of 3.26 (out of 10) for males and 4.67 (out of 10) for females.

Similarly, year (freshman, sophomore, junior, or senior) significantly predicted action steps (*B*= .29, t=2.7, *p*= .009). The relation of year to action steps aligns with the expectation that as students progress in their studies from freshman to senior, they complete more activities associated with career preparation. For example, a senior student would be expected to perform more action steps than a freshman given more academic and career preparation over time and more credits completed.

Relationship Among Student Demographics, CDSE-SF Subscales, and Action Steps

The second research question in this study examined the indicators of association between student demographics (gender, major, race/ethnicity, college first-generation status, year) and career decision-making self-efficacy subscale scores (Self-Appraisal, Occupational Information, Goal Selection, Planning, and Problem-Solving) and the dependent variable of

career action step score (1-10). In addition to the examination of relationship between demographics and action steps in Table 8 (presented in Model 1 of Table 9), the examination of the relationship between demographics and career decision-making self-efficacy subscale scores and action steps is presented in Model 2 in Table 9. (See Table 9).

Table 9

Multiple Regression Analyses for Career Action Steps and Demographics

Variable		Model 1			Model 2		
	r	*b*	SE	*B*	*b*	SE	*B*
Gender (1=M, 0=F)	-0.32*	-0.13	0.05	-0.30	-0.10	0.04	-0.23
Black[a]	-0.02	-0.04	0.09	-0.05	-0.08	0.08	-0.09
Hispanic[a]	-0.01	-0.03	0.07	-0.05	-0.04	0.07	-0.06
Other[a]	0.03	-0.02	0.09	-0.02	-0.07	0.08	-0.08
First-Generation (1=Yes, 0=No)	0.05	0.03	0.05	0.07	0.08	0.05	0.18
Year[b]	0.32*	0.06	0.02	0.29	0.05	0.02	0.25
Philosophy[c]	0.10	0.03	0.50	0.09	0.05	0.08	0.08
Anthropology[c]	-0.02	-0.06	0.60	-0.12	-0.07	0.06	-0.13
History[c]	-0.06	-0.02	0.06	-0.03	-0.01	0.09	-0.02
Self-Appraisal	0.33				0.03	0.06	0.10
Occupational Information	0.53				0.19	0.05	0.54*
Goal Selection	0.27				-0.04	0.05	-0.12
Planning	0.46				0.03	0.06	0.08
Problem Solving	0.38				-0.03	0.05	-0.08
R^2		0.21				0.47	

Note. *n*=86. SE = Standard error.

[a]White/Caucasian is used as reference category.

[b]Year is ordinal with 4 categories Freshman (1), Sophomore (2), Junior (3), Senior (4).

[c]English is used as reference category.

* *p*<.05, **p<.01

The second research question of the study investigated whether demographic variables in addition to responses to specific subscales had a combined association with action steps. Similar

to the results of the analysis of Table 8 suggested, the results of the data presented in Table 9 demonstrated that the demographics and subscales do predict change in action steps. Specifically, when including the CDSE-SF subscales, the resulting model explained 47% of variance in action steps with F value of 4.4 [(14, 85 degrees of freedom), $p<.001$].

As reported in Model 2 in Table 9, 47% of variance is explained (overall R=.45; with a F value of 2.17 and 9, 76 degrees of freedom). The change in degrees of freedom is due to the inclusion of more variables in the regression. Similarly, the increase in the percent of variance explained from 21% to 47% demonstrated that the combined model changed and impacted the relationship, with the introduction of subscales further strengthening the relationship. In this regard, it is important to note that gender and year remained significant in Model 1 and Model 2, which also accounted for subscale scores. As such, in the second model, there is a relation between action steps and gender (male category), with B= -0.23, t value, -2.7, p=.002. As in Table 8, male scores were coded against the female category, and the results suggested that males took fewer action steps than females in the study. The demographic "year" also significantly predicts action steps (B= .25, t=2.7, p= .014). This demonstrated the strength of the relationships across action steps and CDSE-SF subscale scores.

Regarding the individual impact of subscales, only the subscale Occupational Information demonstrated significant prediction with B= 0.54, t value, -2.7, $p<.001$. That is, students who know more about their career may also tend to complete more action steps towards the transition upon graduation. The relationships amongst the demographics and subscale Occupational Information with the action steps were moderately strong (Cohen, 1977.

Individually, the subscale, Occupational Information had the strongest linear relationship (Pearson Correlation), between each predictor variable and the dependent variable, while *not*

controlling for the other variables in the model (r=0.53). The higher the Occupational Information self-efficacy reported, the more action steps a student completed. Next, Planning had the second strongest relationship with action step completion (r=.56), followed by Problem Solving (r=0.38), Self-Appraisal (r=0.33), and finally Goal Selection (r=0.27). However, none of the relationships were significant (p=<.001), as reported in Table 9.

Multiple Regression Results for Demographics and CDSE-SF Subscales

The third question driving the study was set to determine the relationship between student demographics and each of the career decision-making self-efficacy subscale scores. As Table 10 indicates, females had higher average subscale scores than males, except in the Goal Selection subscale. This suggest that males are more career goal-driven than females. In terms of ethnicity, students who identified as "Other" or Black/African American consistently performed higher than their White/Caucasian and Hispanic/Latinx peers in career decision-making self-efficacy. (See Table 10).

Table 10

Demographic Means Across CDSE-SF Subscales

Variable	Self-Appraisal		Occupational Information		Goal Selection		Planning		Problem Solving		Total	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Male	3.65	0.63	3.66	0.62	3.72	0.67	3.54	0.69	3.58	0.76	3.63	0.56
Female	3.75	0.75	3.82	0.62	3.70	0.81	3.70	0.72	3.77	0.63	3.75	0.63
W/ Cauc.	3.67	0.67	3.72	0.59	3.69	0.74	3.56	0.70	3.62	0.66	3.75	0.58
Black/ A.Am	3.80	0.57	3.87	0.41	3.77	0.75	4.00	0.70	3.87	0.56	3.86	0.46
His./ Lax.	3.63	0.93	3.61	0.72	3.60	0.80	3.78	0.70	3.64	0.85	3.65	0.73
Other	3.98	0.93	3.93	0.73	4.10	0.80	3.75	0.70	4.0	0.85	3.95	0.73
First-Gen Yes	3.55	0.74	3.57	0.54	3.54	0.66	3.50	0.73	3.57	0.71	3.55	0.58
First-Gen No	3.77	0.66	3.81	0.63	3.80	0.76	3.70	0.66	3.73	0.66	3.76	0.58
Frsh	3.54	0.90	3.73	0.60	3.57	0.88	3.39	0.83	3.64	0.78	3.57	0.72
Soph.	3.23	0.61	3.53	0.53	3.31	0.70	3.13	0.71	3.30	0.86	3.31	0.58
Junior	3.83	0.63	3.83	0.66	3.83	0.62	3.70	0.63	3.67	0.56	3.77	0.52
Senior	3.82	0.62	3.73	0.61	3.82	0.74	3.88	0.54	3.83	0.60	3.81	0.53
Eng.	3.62	0.76	3.71	0.53	3.62	0.72	3.63	0.74	3.54	0.72	3.63	0.60
Philo.	3.44	0.70	3.74	0.82	3.44	0.82	3.72	0.70	4.06	0.55	3.68	0.60
Anth.	4.01	0.54	3.86	0.67	4.13	0.59	3.66	0.68	3.96	0.55	3.92	0.52
Hist.	3.63	0.66	3.63	0.58	3.56	0.73	3.58	0.66	3.45	0.64	3.57	0.59

Note. n=94.

Subscales range from 1-5.

In turn, Hispanic/Latinx students had the lowest averages across all career decision-making subscales and overall. Likewise, first-generation students also had lower average subscale scores than those who were not first-generation. This is noteworthy due to the fact that first-generation students performed more action steps than their peers, with a higher average score, but scored lower than their peers in self-efficacy. Thus, first-generation students may take

more career steps, but feel less confident in their career decision-making abilities. In terms of academic level, sophomore students demonstrated lower average subscale scores than their peers, while Anthropology and Philosophy majors had higher average scores than the other majors. majors had the lowest average subscale score, indicating that this group of students may have the lowest career decision-making self-efficacy. (See Table 10).

To address the third research question, a series of multiple regression analyses were used to evaluate the relationship between student demographics (predictors) and each CDSE-SF subscale score (5 separate dependent variables: Self Appraisal, Organizational Information, Goal Selection, Planning, Problem Solving). For reference, the relationship between student demographics and the overall score on self-efficacy as measured by the CDSE-SF was first estimated.

Overall CDSE-SF Subscale Score Analysis

When examining the effect of the nine student demographic variables predicting the total CDSE-SF score, the overall multiple regression model had an explained variance of 15%, and was not significant (p = .15; F value = 1.56; 9,77 degrees of freedom). Additionally, when assessing the linear relationship (Pearson correlation) between each demographic variable and Overall Score, while *not* controlling for the other variables in the model, no significant relationships were observed. Although year (r =0.26) and Anthropology major (r =0.23) had the strongest predictor relationships (using English as a reference category for major) collectively this data indicated that the nine student demographic variables have no relationship to the Overall CDSE-SF score. (See Table 11).

Table 11

Multiple Regression Results for Overall and Self-Appraisal

Variable	Overall				Self-Appraisal			
	R	*b*	SE	*B*	*r*	*b*	SE	*B*
Gender (1=M, 0=F)	-0.01	-0.02	0.14	-0.01	-0.07	0.04	0.16	0.03
Black[a]	0.07	0.17	0.25	0.07	0.04	0.09	0.30	0.03
Hispanic[a]	-0.04	0.13	0.20	0.08	-0.05	0.08	0.23	0.01
Other[a]	0.16	0.23	0.26	0.10	0.17	0.25	0.31	0.09
First-Generation (1=Yes, 0=No)	-0.17	-0.28	0.15	-0.22	-0.14	-0.27	0.18	-0.18
Year[b]	0.26	0.12	0.06	0.21	0.25	0.15	0.07	0.23
Philosophy[c]	-0.01	0.00	0.23	0.00	-0.12	-0.21	0.26	-0.09
Anthropology[c]	0.23	0.26	0.17	0.18	0.25	0.35	0.20	0.21
History[c]	-0.09	-0.00	0.16	-0.00	-0.02	0.01	0.19	0.05
R^2	0.15				0.16			

Note. *n*=87. SE = Standard error.

[a]White/Caucasian is used as reference category.

[b]Year is ordinal with 4 categories Freshman (1), Sophomore (2), Junior (3), Senior (4).

[c]English is used as reference category.

Based on the results from each of the five subscales, year and the major of Anthropology did demonstrate consistently strongest relationships on multiple scales, with English as a reference category, including Self-Appraisal, Goal Selection, and Problem Solving. Both variables had significance in the Goal Selection subscale and year had significance in the Planning subscale. This indicates that Anthropology majors may feel more confident in their overall career skills and abilities than English majors (used as a reference category) and their peers, and the year of a student may impact self-efficacy, which may be due to the fact that seniors complete more career preparation, as indicated by the action step scores. In terms of gender, males and females did not demonstrate marked differences in self-efficacy; yet males demonstrated fewer career action steps. Ethnicity, first-generation status, year, and major did not indicate significant differences in career decision-making self-efficacy. (See Table 11).

Self-Appraisal

When examining the effect of the nine student demographic variables predicting the Self-Appraisal subscale, the explained variance was 16%, and the overall multiple regression model was not significant (p = .13; F value = 1.61). Additionally, when examining the bivariate correlation between each demographic variable and Self-Appraisal, no significant relationships were observed. Although year (r =0.25) and Anthropology major (r =0.25) had the highest relationships, the data indicated that the nine student demographic variables have no significant relationship to Self-Appraisal. (See Table 11). Within the open-ended survey responses, Self-Appraisal was indicated by a student sharing the reflection "I need to take some steps to achieve where I want to be in my next stage of life. But I am willing to take that step!"

Occupational Information

When examining the effect of the nine student demographic variables predicting the Occupational Information subscale, the overall multiple regression model had an explained variance of 8%, which was the lowest for all of the subscales. The resulting data were not significant (p = .66, F value = 0.75). Additionally, when assessing the simple linear relationship (Pearson correlation) between each demographic variable and Occupational Information, while *not* controlling for the other variables in the model, no significant relationships were observed, though first-generation status had the highest correlation, with an inverse relationship of r = - 0.18). The subscale results related to the action step findings as very few first-generation students demonstrated Occupational Information activities such as having LinkedIn or a similar career profile, which may offer further indication of this population's low career decision-making self-efficacy when finding and using resources. However, as a whole, this data indicated

that the nine student demographic variables have no significant relationship to Occupational Information. (See Table 12).

Table 12

Multiple Regression Results for Occupational Information and Goal Selection

Variable	Occupational Information				Goal Selection			
	r	*B*	SE	*B*	*R*	*b*	SE	*B*
Gender (1=M, 0=F)	-0.12	-0.11	0.15	-0.09	0.01	0.22	0.17	0.14
Black[a]	0.05	0.15	0.27	0.06	0.02	0.04	0.31	0.01
Hispanic[a]	-0.10	0.04	0.22	0.02	-0.08	-0.03	0.25	-0.02
Other[a]	0.15	0.31	0.28	0.13	0.17	0.19	0.32	0.07
First-Generation (1=Yes, 0=No)	-0.18	-0.25	0.16	-0.19	-0.15	-0.27	0.18	-0.17
Year[b]	0.10	0.03	0.07	0.05	0.20*	0.14	0.08	0.20
Philosophy[c]	0.04	0.09	0.24	0.05	-0.15	-0.36	0.28	-0.15
Anthropology[c]	0.11	0.09	0.18	0.07	0.32*	0.48	0.21	0.27*
History[c]	-0.08	-0.02	0.17	-0.01	-0.09	-0.07	0.20	-0.04
R^2	0.08				0.19			

Note. *n*=87. SE = Standard error.

[a]White/Caucasian is used as reference category.

[b]Year is ordinal with 4 categories Freshman (1), Sophomore (2), Junior (3), Senior (4).

[c]English is used as reference category.

* *p<.05, **p<.01*

Goal Selection

The linear combination of the nine student demographic variables significantly predicted the Goal Selection subscale, with 19% explained variance (p = .05, F value = 2.0). Examination of the bivariate relation (B) between each predictor variable and the criterion variable, while controlling for the effects of each other predictor, demonstrated that only Anthropology was significantly different from zero, using English as a reference category (B = .27, p < .05). When assessing the simple linear relationship (Pearson correlation) between each predictor variable and the dependent variable, while *not* controlling for the other variables in the model, year

significantly related to Goal Selection (r= .20, p < .05). (See Table 12). Thus, Anthropology majors, and students within certain years may demonstrate more Goal selection than their peers. The open-ended student feedback also indicated attention to goal selection, with one student reporting, “I have volunteered with work similar to that of my career goal”.

Planning

Overall, the combination of the nine student demographic variables significantly predicted the Planning subscale, where 19% of the variance in the Planning subscale was explained by these predictors (p = .05, F value = 2.0). Examination of the bivariate relation (B) between each predictor variable and the dependent variable, while controlling for the effects of the other variables in the model, demonstrated that year (B = .30, p < .05) and first-generation (B = -.28, p < .05) were significantly different from zero. As students’ year in college increased, students’ scores on the planning scale increased. Students who were first-generation had significantly lower scores on the Planning subscale compared to students who were non-first-generation. When assessing the simple linear relationship (Pearson correlation) between each predictor variable and Planning, while *not* controlling for the other variables in the model, Year was statistically significant (r = .33, p < .01), and no other relationships were significant. (See Table 13).

Table 13

Multiple Regression Results for Planning and Problem Solving

Variable	Planning				Problem Solving			
	R	*b*	SE	*B*	*r*	*b*	SE	*B*
Gender (1=M, 0=F)	-0.11	-0.12	0.16	-0.08	-0.14	-0.11	0.15	-0.08
Black[a]	0.14	0.39	0.30	0.14	0.07	0.19	0.29	0.07
Hispanic[a]	0.09	0.44	0.23	0.23	-0.03	0.12	0.23	0.06
Other[a]	0.07	0.16	0.30	0.06	0.15	0.24	0.30	0.09
First-Generation (1=Yes, 0=No)	-0.16	-0.41	0.17	-0.28*	-0.10	-0.18	0.17	-0.12
Year[b]	0.33**	0.20	0.07	0.30**	0.22	0.09	0.07	0.13
Philosophy[c]	0.03	-0.02	0.26	-0.01	0.19	0.51	0.25	0.23
Anthropology[c]	0.04	-0.02	0.20	-0.02	0.26	0.39	0.19	0.25
History[c]	-0.04	-0.01	0.19	-0.01	-0.17	-0.00	0.18	-0.00
R^2	0.19				0.17			

Note. *n*=87. SE = Standard error.

[a]White/Caucasian is used as reference category.

[b]Year is ordinal with 4 categories Freshman (1), Sophomore (2), Junior (3), Senior (4).

[c]English is used as reference category.

* *p*<.05, **p<.01

Problem Solving

When examining the effect of the nine student demographic variables predicting the Problem Solving subscale, the multiple regression model had an explained variance of 17% and was not significant (p = .08, F value = 1.81). Additionally, when assessing the simple linear relationship (Pearson correlation) between each demographic variable and Problem Solving, while *not* controlling for the other variables in the model, no significant relationships were observed. Although year (r =0.22) and Anthropology major (r =0.25) had the highest correlated scores, using English as a major reference category, the overall data indicated that the nine student demographic variables have no significant relationships to Problem Solving. (See Table 13).

Correlations within subscales were high across all. Each subscale demonstrated a significant positive, moderate to strong relationship across each other. Notably, Self-Appraisal demonstrated the highest relationship with Goal Selection at r =0.82 (p <.001). This is followed by Self-Appraisal and Planning's relationship at r =0.72 (p <.001). Lastly, Self-Appraisal and Problem Solving and Self-Appraisal and Occupational Information demonstrated similar relationships at r =0.69 and r =0.61, respectively (p <.001). (See Table 14).

Table 14

Correlations between CDSE Subscales

Subscale	Pearson Correlation				
	Self	Occupational Information	Goal Selection	Planning	Problem Solving
Self-Appraisal	1	0.61	0.82	0.72	0.69
Occupational Information	0.61	1	0.62	0.69	0.67
Goal Selection	0.82	0.62	1	0.64	0.60
Planning	0.72	0.69	0.64	1	0.69
Problem Solving	0.69	0.67	0.60	0.69	1

Note. n=94.

* $p<.05$, **$p<.01$

The subscales had mean scores, in descending order, of Occupational Information (3.73); Goal Selection (3.71); Self-Appraisal (3.70); Problem Solving (3.67); Overall (3.69); and Planning (3.63). The respondents had the lowest self-efficacy in career decision-making Planning subscale.

Table 15 provides CDSE-SF subscale descriptive statistics. Occupational Information had the highest mean, demonstrating that respondents may have the highest self-efficacy in researching future careers and job-related activities. However, although the overall mean is high, according to demographic and subscale correlation, there was indication that first-generation

students may score lower in this area than their peers. The total mean for the subscales was 3.69, with a scale range of 1-5. Thus, respondents had a slightly above-average score overall. (See Table 15).

Table 15

CDSE Subscale Descriptive Statistics

Subscale	Corresponding Question Numbers	*M*	*SD*	Cronbach's Alpha	Skewness	Kurtosis
1. Self-Appraisal	5, 9, 14, 18, 22	3.70	0.69	.75	-0.39	-0.47
2. Occupational Information	1, 10, 15, 19, 23	3.73	0.61	.61	-0.19	-0.65
3. Goal Selection	2, 6,11,16,20	3.71	0.73	.83	-0.19	-0.80
4. Planning	3, 7, 12, 21, 24	3.63	0.69	.76	-0.27	-0.43
5. Problem Solving	4, 8,13, 17, 25	3.67	0.68	.69	-0.28	-0.04
Total	25	3.69	0.59	.93	-0.25	-0.67

Note. *n*=94.
Subscales range from 1-5.

Figure 5, presents the open-ended responses to the survey question, "Please feel free to provide any other comments related to your career decision-making self-efficacy and career action steps." There were 9 responses to the optional survey response, recorded below as evidence of students' unique comments to the survey question.

Figure 5

Responses to survey question "Please feel free to provide any other comments related to your career decision-making self-efficacy and career action steps."

	Response
1.	I had to keep my education a secret from most employers, I am Latina and people tend to get upset that I am more educated than they are. So I don't say anything most of the time.
2.	Being an English major, I feel as if the school does not try an[d] balance any of the internships or job opportunities that apply to my field – and there should be more of an effort to provide students like me with more relevant internship or job opportunities.
3.	I'm only in the history program because I remember liking it in school.
4.	Quite the box to put yourself in, no?
5.	I'm only a sophomore, this is my first year of actually looking at options.
6.	I have volunteered with work similar to that of my career goal.
7.	If you're an English major – become a librarian!
8.	Most of these things I really haven't thought about yet. I'm just worried on making sure I'm even eligible to start thinking about these things. Although, I know I want to stick to being an English major, I haven't looked deeply into the salary of my preferred job.
9.	I need to take some steps to achieve where I want to be in my next stage of life. But I am willing to take that step!

CHAPTER FIVE: DISCUSSION

This study sought to identify whether or not career decision-making self-efficacy subscale scores correlate with career action steps, and if student demographics related to career decision-making self-efficacy and career action steps. This chapter is introduced with a report of results in response to each research question driving this study. Study findings are then discussed in the context of relevant literature and in connection with the conceptional framework informing the inquiry. The chapter is concluded with a report of implications for practice and research, along with a recap of conclusions.

Summary of Results

In response to research question one: What is the relationship between humanities student participants' demographics and their career action steps? It was found that in terms of gender, males reported taking fewer action steps than females, except in the case of having a resume. Similarly, females performed more action steps than males, on average. In addition, first-generation students and females indicated higher interest than their peers in costs and earnings associated with career decisions. The largest percentage of students reported having a resume or CV, with the lowest percentage of students reportedly participating in an internship. In relation to other demographics, there was not much variability across major or ethnicity in terms of average or percentage, though Black/African American students reported the largest percentage of research in anticipated career fields (83.3%). Perhaps the most surprising data was the fact that when examined across year, many freshmen had completed more career action steps than sophomores and many juniors reported completing more individual action steps than seniors. As to be expected, senior students did have the highest average in career action step completion.

However, the total average score across participants' action steps was 4.17, with a standard deviation of 2.13. This means that students in this study performed less than half of the career action steps in the survey on average, which likely indicates low career maturity (Crites, 1973), and could be cause for future inquiry to compare against their peers in other majors.

Exploration of the second research question – What is the relationship between humanities student participants' career decision-making self-efficacy and their career action steps? – had a 21% explained variance. The results indicated that gender and year were related to career action steps, with males taking fewer action steps than females and year of higher education impacting action step completion. When CDSE-SF subscales were included in two-step multiple regression, the variance increased to 47%, thus strengthening the relationship amongst year, gender, subscales, and action steps. The subscale Occupational Information had significant prediction, with B= 0.54, t-value, -2.7, p<.001. This indicated that students who research and are more informed in their anticipated career fields are also likely to have more career decision-making self-efficacy and take more career action steps. Males in this study had a lower average career decision-making self-efficacy score than females (3.63, 3.75, respectively). However, in similar studies, including a private liberal arts university and a large public university, males and females did not have any significant average score disparities (Betz & Taylor, 2012), thus indicating that the gender of students in this study may be more influential in career decision-making self-efficacy of this population. Overall, the CDSE-SF average score results of this study, in relation to each subscale and total, were on par with average scores of other populations, including undergraduate psychology students, with no large differences noted (Angeline & Rathnasabapathy, 2021; Betz & Taylor, 2012).

The third research question within this study was, What is the relationship between student demographics and each of the career decision-making self-efficacy subscale scores? Data evidence revealed that with the exception of Occupational Information subscale (variance of 8%), each of the other subscales had higher explained variance than the instrument overall (Self-Appraisal, 16%; Goal Selection, 19%; Planning, 19%; Problem Solving, 17%, Overall, 15%). In terms of subscale career decision-making self-efficacy performance, first-generation students had average scores that were lower than their peers, while Anthropology and Philosophy majors had average subscale scores above their peers.

Across the subscales Self-Appraisal, Goal Selection, and Problem Solving, year and Anthropology major indicated the highest scores, with significance in the Goal Selection subscale for both and significance in the Planning subscale for year. Thus, there was predictive relationship amongst demographics and career decision-making self-efficacy subscales. In addition, correlations within subscales were high across all.

In summary, the data suggest that the year of a student, males in particular, and the information they have regarding their anticipated major can impact their career decision-making self-efficacy and the career action steps. The higher a student's Occupational Information self-efficacy, the more action steps they completed. Anthropology majors represented the highest/strongest relationship with career decision-making self-efficacy, using English major as a reference category; and although male and female students did not demonstrate marked differences in career decision-making self-efficacy, data did demonstrate areas in which students can expand their career development through action steps, and their desire to do so.

Discussion

According to related literature, self-efficacy can affect student task completion, career decision-making, career satisfaction, and overall career development (Betz & Luzzo, 1996). As Social Cognitive Career Theory (Lent et al., 1994) relates, individuals' career decisions are often shaped by a variety of social cognitive and behavioral influences. Informative data surrounding the population within this study demonstrates possible connection amongst factors that impact student career development. The results of this study, similar to those prior (Betz & Taylor, 2012), demonstrated Black/African American students as indicating higher career decision-making self-efficacy. Also similar to other studies (Betz & Taylor, 2012), there was not significant difference amongst males and females in CDSE-SF scores. However, results from this study did demonstrate novel insights related to career action steps. Data indicated that male humanities students, especially those in fields other than Anthropology, took fewer career action steps than females. Given the context outlined in Crites' Career Maturity Theory (Crites 1964, 1973), male students and non-Anthropology majors may have less career maturity than their peers, given that career maturity is linked to vocational decisions, problem solving, and action (Crites, 1973). Similarly, although research conducted by R. Evans et al., (2020) found that first-generation students reported high levels of self-efficacy attributed to positive attitudes; yet in this study, first-generation students did not indicate marked difference from their peers in CDSE-SF performance. However, as Chang et al., (2019) and R. Evans et al., (2020) claim, first-generation students may not have as much knowledge of, or access to resources to help their academic performance as their peers. The data of this study reinforced this premise as first-generation students reported completing fewer action steps towards their career aspirations.

Relationships across the demographic variables were expected, given the context of SCCT and demographic influence of self-efficacy and career decision-making (Chuang, et al., 2009; Brown, et al., 2011; Betz & Taylor, 2012). Likewise, research demonstrates connection between self-efficacy and action (Bandura, 1992; Schwarzer, 2014), and career self-efficacy's influence on behavior, commitment, and aspirations (Arghode, et al., 2021). Higher self-efficacy demonstrates belief in ability to overcome challenges and persist in careers by acting to find solutions (Arghode, et al., 2021). However, this study did not demonstrate multiple significant relationships. This is likely due to the low power/small sample size of the inquiry. Throughout the research, there were some significant predictors, such as the influence of gender in that males completed fewer action steps. Likewise, year and Anthropology major had a consistent influence across career decision-making self-efficacy subscales. These data align with research confirmation that self-efficacy can affect task completion and action (Schwarzer, 2014; Jo, et al., 2016; Galles, et a., 2019). Therefore, the correlations amongst the action steps and career decision-making self-efficacy subscales support previous findings. Previous studies did not demonstrate significant differences in gender responses to CDSE scores (Betz & Taylor, 2012); however, the results of this study do demonstrate male and female differences in action step completion. Therefore, although males and females may have similar self-efficacy career decision-making, the results relate that females may be more likely to take action on their career goals than males.

The results of this study also convey that if a student scored in high Self-Appraisal, they also have a high ability to set goals. Likewise, a student with high Self-Appraisal is likely to plan for a future career. These indications are also reflected in the action step responses. A small majority (55.7%) of students currently have a CV or resume. Likewise, just over half of

the respondents have researched a specific job including average yearly earnings (54.7% and 53.8%, respectively). However, most of the humanities student respondents are not currently and have not previously participated in career programming nor completed an internship (24.5% and 20.8%, respectively). This may be due to humanities degrees career pathways not requiring internships and allowing for selection of more course electives.

Each of the responses to the optional comment question of the survey conveys the students' reflection of their personal progress towards career choices and indicates personal responsibility. Even the sarcastic response ("Quite the box to put yourself in, no?") evinces a realization that only considering job application is a limiting "box" for humanities majors. Interestingly, one response passively blames the university/degree program for not providing more information or resources related to career preparation; however, attending internships/job fairs and other career-related activities which require personal responsibility in pursuit, had the lowest positive response rates. Although the responses do not share specific steps taken or desired to take, multiple offer a pride in progress and a commitment to making more progress towards career exploration.

Limitations

This investigation was an exploratory study and was limited in its population size of 344 undergraduate students in English, Philosophy, Anthropology, and History degrees. Despite best efforts of the investigator and partnering faculty, the response rate was low, which reduced statistical power. This could be due to timing of survey distributions, or lack of attention from humanities majors. Given the environment of the global COVID-19 pandemic, students were attending and taking fewer in-person classes. Within the traditional classroom setting, it is perhaps easier for faculty to remind students or guide them in the completion of an activity.

However, given the pandemic, this study relied on email reminders to students in the majors. For this reason, the reminding rate of emails may have been insufficient. Reminder emails were sent each week from August 23rd to October 15th. This level of contact demonstrates an aggressive outreach, without harassment. A future study might include an incentive in an attempt to increase response rate amongst participants.

Implications for Practice

The results of this study offer implications for current and future humanities students' career preparation and practice. The action step survey indicated that many students had not yet taken necessary steps towards their future anticipated careers. For example, the fewest numbers of students completed action steps that involved intentional outreach, such as job shadowing, attending career programming events, or creating LinkedIn profiles. Each of these tasks utilizes skills that humanities majors manifest (i.e.-communication, networking, writing, etc.); yet, these action steps seem overlooked by students. Teachers, college advisors, and career coaches can be more intentional about connecting these students to these resources and making them aware of their existence. Access to this information is open, but the intentional sharing of these facts (as SCCT confirms) both informs and empowers the student so that he/she can relate it to personal career goals and build self-efficacy. For example, a professor can "connect" with students on LinkedIn. Likewise, faculty can reach out to their own professional networks to arrange for internships or job shadowing. Encouraging students to begin voluntarily experiencing their future careers could be pivotal in building their career self-efficacy.

Furthermore, the data suggest that perhaps males need more directed attention towards their career goals, while first-generation students need encouragement in their career decision-making. In addition to career coaching, or creating an action plan for accomplishing a specific

goal (Fishberg, 2015), faculty and practitioners should invest more time in mentoring fellow humanities students by making them aware of career resources, internships, occupational information, etc. Mentoring, like the humanities, is a holistic approach to an individual's overall social, affective, professional/career, and personal development, and the responses to the open-ended question revealed students' desires to be mentored more in these areas.

Perhaps one strategy for mentoring students in career activities would be to employ Crites' Career Maturity Theory (Crites, 1978) and apply each of the corresponding career decision-making self-efficacy subscales to action steps, such as those included in the action step survey of this study. For example, a student can improve Self-Appraisal through faculty suggestion or requirement of completing a career questionnaire or skills analysis survey. Likewise, faculty can guide students to additional career resources (such as LinkedIn) and thus improve student Occupational Information. Intentional mentoring is one of the key strategies to helping students identify and define their skills and goals; therefore, mentor practitioners can encourage students to set career goals and plan career trajectories while problem solving possible obstacles. As is noted above, humanities students may be unsure of how their coursework and gained skills can relate to future jobs. They may also overestimate their skills or their employers' assessments of their skills. In order to assist with these oversights, the utilization of mentoring can help to produce positive personal and career outcomes (Johnson & Ridley, 2008), while improving career maturity and self-efficacy. The invested time and relationship-building associated with mentoring directly produces positive results related to information literacy, personal growth, and development (Cohen, 1995; Schwiebert, 2000), as well as greater professional competence, increased career satisfaction, and decreased job stress (Johnson & Ridley, 2008).

What remains essential to humanities students' education and students of all degrees is the transfer of learned information and skills into their future careers. By working with students through goal setting (Goal Selection), role modeling (Self-Appraisal), and career exploration (Occupational Information), faculty and practitioners can positively impact career decision-making and assist students in identify their career sooner (Problem solving and Planning). As most humanities students experience rapid wage growth later in the careers (around ages 30 and 40) versus when first emerging from college (Strada & Emsi, 2018a), earlier career interventions and the environmental guidance and sharing of resources can enhance and augment students' success, thus positively shaping their self-efficacy and social cognition.

Future Research

As the research above asserts, current students pursuing degrees in English, History, Anthropology, and Philosophy demonstrate varied career decision-making self-efficacy, without many significant demographic differences in subscale score or action step completion. The majority of the respondents have made preliminary progress in career decision-making by having a resume or CV. However, the majority of the students have not taken proactive actions in pursuing internships or attending job fairs, mock interviews, etc. A replication of this study, with increased participation through possible incentivization, may enhance insights gleaned.

The lack of attention to career decision-making is reflected and highlighted in the declining degrees and lower preliminary wages (Burke, 2021; Jaschik, 2018; Ruggeri, 2019). Nevertheless, the number of associate's degrees (AA) in humanities and liberal arts/liberal studies has increased every year since 1987 (AAC&U, 2021). This reveals the possibility that students continue pursuing humanities and liberal arts in their first two years of college understanding the problem-solving and exploratory nature of the fields before being persuaded

into pursuing degrees with workforce-related names. However, as Barbara DeLollis (2021) asserts, “four-year degree remains the surest path for upward economic mobility — especially for first-generation college students, those who struggle financially to pay for college education, and students of color.” (p. 4). A future study exploring the significance of the rise in AA degrees and decline in Bachelor’s (BA) degrees in the humanities and liberal arts would provide additional context and possible conclusions regarding the career decision-making and self-efficacy of this population.

Likewise, various populations within the study (males, first-generation students, etc.) demonstrated differences from their peers, especially in career action steps. Future investigations of these populations, grounded in SCCT (Lent et al., 1994), could examine the social and cultural implications and impacts surrounding these populations’ performances and include qualitative sampling and analysis. The career action step survey proved to be an effective means of examining career development of this population. In addition, survey analysis allowed for successful research question investigation. Use of this survey on its own, would allow for additional analysis of various populations’ career actions.

An investigation of a mentoring intervention in the career decision-making self-efficacy of students in humanities degrees could be explored in future research. This inquiry could include comparisons of humanities students’ self-efficacy, without and without mentoring. In addition, more in-depth research could examine the ways in which career self-efficacy is impacted by the intentional intervention of an invested individual guiding a student through a career path and setting career goals. Especially for students seeking humanities degrees without direct career titles, a future and augmented investigation would add relevance and insight to the career decision-making self-efficacy of this population.

Finally, the open-ended survey question evinced students' desire to learn more about possible career choices and inherent motivation to do so. Further studies surrounding the career motivation and interests of humanities students would strengthen and support this research.

Conclusions

Especially amidst a high unemployment rate, worldwide decline in humanities degrees (American Academy of Arts and Sciences, 2021), and the global pandemic, the career decision-making self-efficacy of humanities students is important research related to a population with marketable career skills. Prior to this study, minimal (if any) research existed on the career decision-making self-efficacy of the humanities student population, especially those in fields without direct career titles. In addition, the use of the CDSE-SF on an undergraduate humanities student population, to date, had not been previously explored or applied in this way. The results from this inquiry contribute to, and provide data related to whether or not humanities students with higher self-efficacy also demonstrate more action steps towards their career goals and choice.

This study provides humanities faculty, students, practitioners, and community members with insights related to current perceptions within the field. The evidence suggests that humanities students, especially those within certain groups, would benefit from more intentional career decision-making practices and action steps. Similarly, although respondents demonstrated overall scores within average performance on the CDSE-SF instrument, (with Anthropology students and those who indicated Senior-year as the highest performers), the students' overall responses did not indicate high career decision-making self-efficacy.

Within the context of the current global pandemic, the need for secure employment has perhaps not seemed as necessary since the U.S. Great Depression. The current health

environment has brought about necessary changes in distancing, awareness, and sanitation in both personal and professional practices. Likewise, the daily workplace is adapting to virtual transactions dependent upon the technology STEM fields boast about providing. Over 50% of employees found their work disrupted and changed due to the pandemic (DeLollis, 2021). Within this new environment, students have begun exploring and pursuing less time-intensive, non-traditional education options, such as stackable credits, skill development bootcamps, and hybrid education programs (DeLollis, 2021). The foundation of the humanities – rooted in social discourse, debate and discussion – must now convert to a new context of social and physical safety. In order to remain current in the twenty-first century and beyond, the humanities and liberal arts must continue to navigate pedagogical and economical spaces with an insistence upon relevancy, adoption, and adaptability. The research provided asserts the value of degrees without direct career titles (i.e.-English, History, Philosophy, Anthropology, Philosophy). But these fields must also campaign for themselves and ensure they are equipping their students with the confidence to build self-efficacy and make career decisions. Humanities disciplines provide students with the tools they need for career success; but without explaining what the tools are and why they exist, students pursuing these majors may continue to exhibit low career decision-making self-efficacy and lack the awareness of the employability of their degrees.

Arguing for the validity of humanities and humanistic principles, Robert Newman (2021) explains, “Only with a turn toward the pragmatic might the esoteric be safely preserved and nurtured” (para.5). Through interdisciplinary and public enterprises, the reputation of the humanities can be rightfully restored to an asset rather than nuisance. Noting the connection to democracy, Newman writes, “For the humanities to survive, democracy must survive, and the survival of democracy is predicated upon robust humanistic inquiry and principles” (para. 6).

Thus, it is vital that educators and economists rekindle humanistic pedagogy and link it to its crucial application in both the classroom and the workplace. Students' and employees' self-efficacy is dependent upon their understandings and practices; and it is the humanities that makes this transfer of utility to contribute to personal and professional success.

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APPENDIX A

Faculty email

Dear Student,

You have been identified as a (insert humanities field) major here at FGCU.
Congratulations!

If you plan on continuing in this major, please take the time to fill out the humanities self-efficacy survey, which can be accessed via the link below. This survey contains 41 questions total and is expected to take about 10 minutes to complete.

This survey is part of a doctoral research study entitled " The Career Decision-Making Self-Efficacy and Career Action Steps of Humanities Students: A Quantitative Survey Analysis." The purpose of this study is to explore the career decision-making self-efficacy of students who are majoring in humanities degrees without directly correlating job titles *(i.e.- English, Philosophy, Anthropology, History).

This survey is ***anonymous*****,** and provides information regarding your major and career self-efficacy and actions you have taken towards your career goals.

Your participation in this study is completely voluntary. There are no foreseeable risks associated with this project. However, if you feel uncomfortable answering any questions, you can withdraw from the survey at any point. Your survey responses will be strictly confidential and data from this research will be reported only in the aggregate. Decision to participate or not to participate will not affect your student status (course grade) or job status.

By completing the survey, you agree to the informed consent document attached to this email.

Please complete this survey by April 30th (October 15th)
https://fsw.qualtrics.com/jfe/form/SV_9FQUq6qszoBNcWN

If you have any questions, please contact (insert department chair contact information here).

Thank you for your participation!
FGCU (insert humanities field)

APPENDIX B

Survey Reminder email

Dear Student,

This is your friendly reminder to complete the humanities self-efficacy survey previously emailed to you.

Please take the time to fill out the humanities self-efficacy survey, which can be accessed via the link below. This survey contains 41 questions total and is expected to take less than 10 minutes to complete.

This survey is part of a doctoral research study entitled " The Career Decision-Making Self-Efficacy and Career Action Steps of Humanities Students: A Quantitative Survey Analysis." The purpose of this study is to explore the career decision-making self-efficacy of students who are majoring in humanities degrees without directly correlating job titles *(i.e.- English, Philosophy, Anthropology, History).

This survey is ***anonymous*****,** and provides information regarding your major and career self-efficacy and actions you have taken towards your career goals.

Your participation in this study is completely voluntary. There are no foreseeable risks associated with this project. However, if you feel uncomfortable answering any questions, you can withdraw from the survey at any point. Your survey responses will be strictly confidential and data from this research will be reported only in the aggregate. Decision to participate or not to participate will not affect your student status (course grade) or job status.

By completing the survey, you agree to the informed consent document attached to this email.

Please complete this survey by April 30th (October 15th)
https://fsw.qualtrics.com/jfe/form/SV_9FQUq6qszoBNcWN

If you have any questions, please contact (insert department chair contact information here).

Thank you for your participation!
FGCU (insert humanities field)

APPENDIX C

CITI Certification

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 1 OF 2
COURSEWORK REQUIREMENTS*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Catherine Gorman [redacted]
- **Institution Affiliation:** University of South Florida (ID: 425)
- **Institution Email:** [redacted]
- **Phone:** [redacted]

- **Curriculum Group:** Social and Behavioral Responsible Conduct of Research
- **Course Learner Group:** Same as Curriculum Group
- **Stage:** Stage 1 - Basic Course
- **Description:** This course is for investigators, staff and students with an interest or focus in **Social and Behavioral** research. This course contains text, embedded case studies AND quizzes.

- **Record ID:** 26475311
- **Completion Date:** 13-Mar-2018
- **Expiration Date:** N/A
- **Minimum Passing:** 80
- **Reported Score*:** 96

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Research Misconduct (RCR-Basic) (ID: 16604)	13-Mar-2018	5/5 (100%)
Data Management (RCR-Basic) (ID: 16600)	13-Mar-2018	5/5 (100%)
Authorship (RCR-Basic) (ID: 16597)	13-Mar-2018	5/5 (100%)
Peer Review (RCR-Basic) (ID: 16603)	13-Mar-2018	5/5 (100%)
Mentoring (RCR-Basic) (ID: 16602)	13-Mar-2018	5/5 (100%)
Using Animal Subjects in Research (RCR-Basic) (ID: 13301)	13-Mar-2018	5/5 (100%)
Conflicts of Interest (RCR-Basic) (ID: 16599)	13-Mar-2018	5/5 (100%)
Collaborative Research (RCR-Basic) (ID: 16598)	13-Mar-2018	5/5 (100%)
Research Involving Human Subjects (RCR-Basic) (ID: 13566)	13-Mar-2018	3/5 (60%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?kad5282df-15a6-42a8-9676-a69ebc84e188-26475311

Collaborative Institutional Training Initiative (CITI Program)
Email: support@citiprogram.org
Phone: 888-529-5929
Web: https://www.citiprogram.org

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)

COMPLETION REPORT - PART 2 OF 2
COURSEWORK TRANSCRIPT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Catherine Gorman (ID: 7055112)
- **Institution Affiliation:** University of South Florida (ID: 425)
- **Institution Email:** cagorman@mail.usf.edu
- **Phone:** 239-477-3557

- **Curriculum Group:** Social and Behavioral Responsible Conduct of Research
- **Course Learner Group:** Same as Curriculum Group
- **Stage:** Stage 1 - Basic Course
- **Description:** This course is for investigators, staff and students with an interest or focus in **Social and Behavioral** research. This course contains text, embedded case studies AND quizzes.

- **Record ID:** 26475311
- **Report Date:** 13-Mar-2018
- **Current Score**:** 96

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
Using Animal Subjects in Research (RCR-Basic) (ID: 13301)	13-Mar-2018	5/5 (100%)
Research Involving Human Subjects (RCR-Basic) (ID: 13566)	13-Mar-2018	3/5 (60%)
Authorship (RCR-Basic) (ID: 16597)	13-Mar-2018	5/5 (100%)
Collaborative Research (RCR-Basic) (ID: 16598)	13-Mar-2018	5/5 (100%)
Conflicts of Interest (RCR-Basic) (ID: 16599)	13-Mar-2018	5/5 (100%)
Data Management (RCR-Basic) (ID: 16600)	13-Mar-2018	5/5 (100%)
Mentoring (RCR-Basic) (ID: 16602)	13-Mar-2018	5/5 (100%)
Peer Review (RCR-Basic) (ID: 16603)	13-Mar-2018	5/5 (100%)
Research Misconduct (RCR-Basic) (ID: 16604)	13-Mar-2018	5/5 (100%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?kad5282df-15a6-42a8-9676-a69ebc84e188-26475311

Collaborative Institutional Training Initiative (CITI Program)
Email: support@citiprogram.org
Phone: 888-529-5929
Web: https://www.citiprogram.org

CITI PROGRAM

Completion Date 13-Mar-2018
Expiration Date N/A
Record ID 26475311

This is to certify that:

Catherine Gorman

Has completed the following CITI Program course:

Social and Behavioral Responsible Conduct of Research (Curriculum Group)
Social and Behavioral Responsible Conduct of Research (Course Learner Group)
1 - Basic Course (Stage)

Under requirements set by:

University of South Florida

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?w5fbcf864-4289-45fc-96c1-78ee0f40b84f-26475311

APPENDIX D

Survey Instructions

This survey is part of a doctoral research study entitled " The Career Decision-Making Self-Efficacy and Career Action Steps of Humanities Students: A Quantitative Survey Analysis."

The purpose of this study is to explore the career decision-making self-efficacy of students who are majoring in humanities degrees without directly correlating job titles *(i.e.- English, Philosophy, Anthropology, History).

This survey contains 41 questions total and is expected to take less than 10 minutes to complete.

Your participation in this study is completely voluntary. There are no foreseeable risks associated with this project. However, if you feel uncomfortable answering any questions, you can withdraw from the survey at any point. Your survey responses will be strictly confidential and data from this research will be reported only in the aggregate.

Thank you very much for your time and support.

APPENDIX E

IRB Approval Letter

UNIVERSITY of SOUTH FLORIDA

EXEMPT DETERMINATION

March 31, 2021

Catherine Gorman
[redacted]

Dear Catherine Gorman:

On 3/31/2021, the IRB reviewed and approved the following protocol:

Application Type:	Initial Study
IRB ID:	STUDY001541
Review Type:	Exempt 2
Title:	The Career Decision-Making Self-Efficacy and Career Action Steps of Humanities Students: A Quantitative Survey Analysis
Protocol:	• CGormanHRP-503a - Social-Behavioral Protocol Template_5.1.20.docx;

The IRB determined that this protocol meets the criteria for exemption from IRB review.

In conducting this protocol, you are required to follow the requirements listed in the INVESTIGATOR MANUAL (HRP-103).

Please note, as per USF policy, once the exempt determination is made, the application is closed in BullsIRB. This does not limit your ability to conduct the research. Any proposed or anticipated change to the study design that was previously declared exempt from IRB oversight must be submitted to the IRB as a new study prior to initiation of the change. However, administrative changes, including changes in research personnel, do not warrant a modification or new application.

Ongoing IRB review and approval by this organization is not required. This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these activities impact the exempt determination, please submit a new request to the IRB for a determination.

Sincerely,

Jennifer Walker
IRB Research Compliance Administrator