

ACPS 7TH & 8TH GRADE SURVEY RESULTS

Career Self-Efficacy and Career Outcome Expectations

Asha Muralidharan, Rusty Carlock, & Nina Schoonover

This report was created in partnership with The Equity Center at UVA.



What are Career Self-Efficacy and Career Outcome Expectations?

Career Self-Efficacy is an individual's belief in their ability to perform the necessary tasks to determine and achieve their career goals; thus, students believe they can DO something to change their futures.

Career Outcome Expectations are an individual's expectations that doing something can lead to positive outcomes; thus, students believe they can affect the outcomes of their behavior related to career selections and success.

A students' inclination towards a certain career will be influenced by their belief that they can do something and that they will be successful on that path. Thus, the stronger a students' agency, the stronger their self-efficacy outcome expectations. A stronger sense of career self-efficacy and outcome expectations is an integral part of college and career readiness for middle and high school students. Research has shown that increased career self-efficacy and outcome expectation is associated with **increased school engagement, self-esteem, higher levels of motivation, persistence in college, and more career opportunities** (Lent, 2020; Komarraju, 2014; Orthner et al., 2010). Career self-efficacy and outcome expectations are also associated with **increased academic performance in low-income students and students of color**, which can help decrease academic achievement gaps that are prevalent across the country (Gushue, 2005; Onyejiji, 2023).

SURVEY RESULTS SUMMARY

To understand the current levels of our students' career self-efficacy, we surveyed **all 7th and 8th graders** in Albemarle County Public Schools using the Middle School Career Self-Efficacy Scale (Fouad et al., 1997) and the Career Outcome Expectations scale (Gushue, 2005) in which students respond with how strongly they agree or disagree with statements related to career-oriented behaviors and expectations.

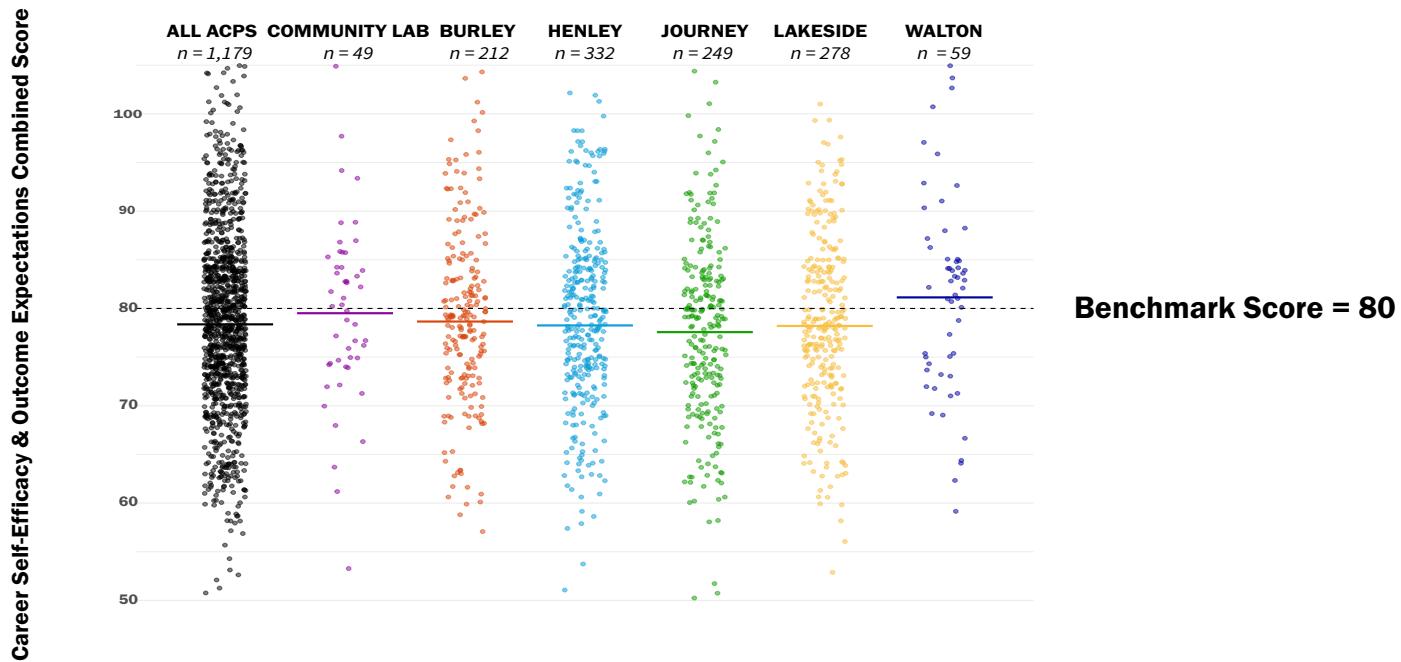
1,179 students in 7th and 8th grade completed the survey from **all 6 middle schools** in the county.

GRAPHS & CHARTS

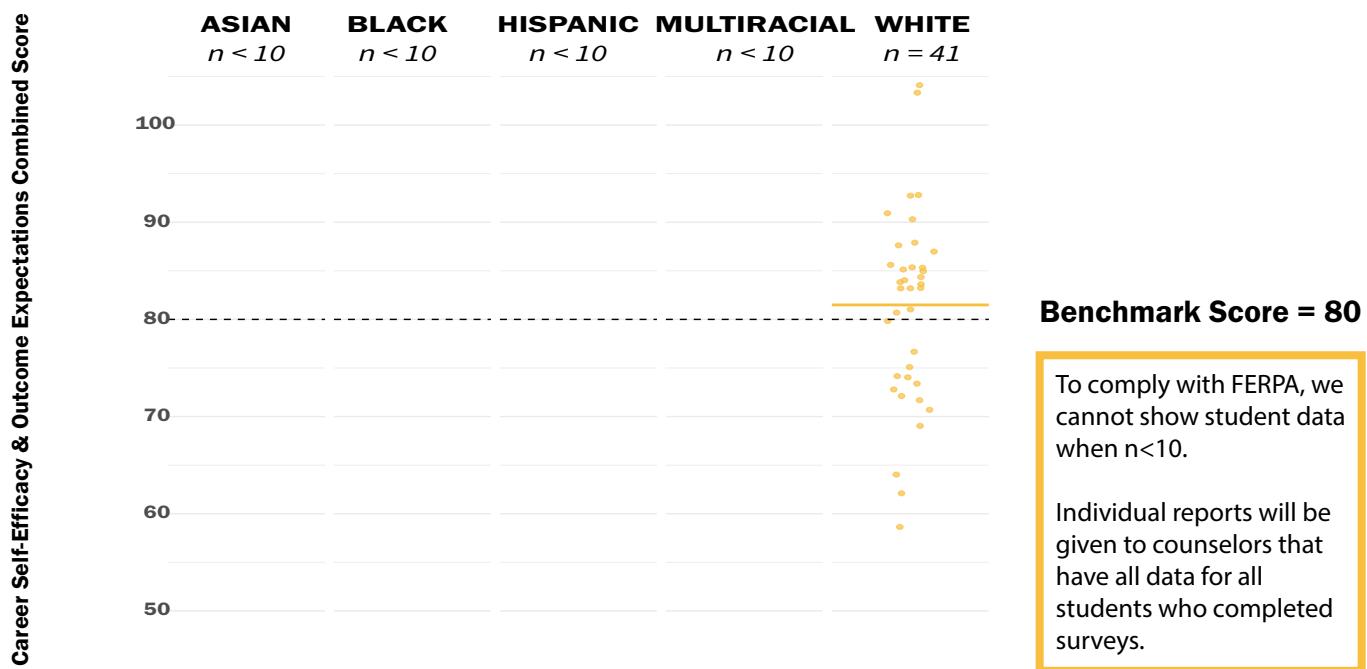
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Graphs represent combined scores for Career Self-Efficacy and Outcome Expectations

ACPS SCORES BY SCHOOL



WALTON MIDDLE SCHOOL SCORES BY ETHNICITY

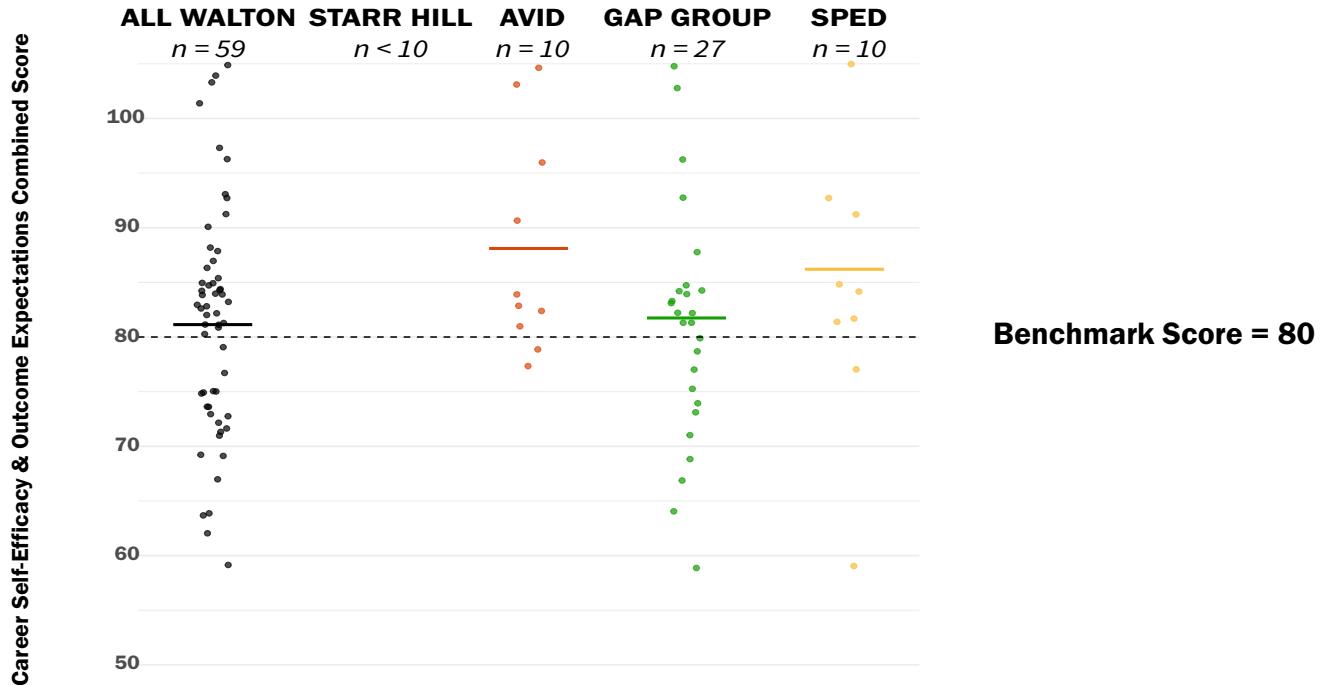


GRAPHS & CHARTS

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Graphs represent combined scores for Career Self-Efficacy and Outcome Expectations

WALTON MIDDLE SCHOOL SCORES BY STUDENT GROUP



PRELIMINARY FINDINGS

For the combined Career Self-Efficacy and Career Outcome Expectations, the **Benchmark Score is 80** based on trends found across the district.

At Walton, the percentage of completed surveys was not high enough and could be confounding to determine specific trends in students' career self-efficacy and outcome expectations.



INTERVENTIONS & SUPPORTS

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Suggestions for School Counselors

Interventions

It is possible to support students with low career self-efficacy and/or outcome expectations to improve their career confidence. Continuity is critical in building self-efficacy in how the students believe. Along with helping students identify their strengths, identifying their interests and helping them develop a sense of purpose is critical, especially for historically marginalized racial and gap groups. Youth confidence grows when they discover purpose that extends beyond themselves.

The American School Counseling Association (ASCA) lists Mindsets & Behaviors that correspond to the interventions we recommend here. These standards may serve as a guide for school counselors:

- B-SMS 5. Perseverance to achieve long and short term goals
- B-SMS 6. Ability to identify and overcome barriers
- B-SMS 7. Effective coping skills.



Supports

Below are ideas for counselors to use during individual and group check-in sessions.

Mastery Experiences

Student Reflection:

- What are your strengths?
- What are you excited to learn about?

Example Activities: Provide students with interactive experiences. Affirm their strengths and connect these to possible careers.

Student Reflection:

- What emotions are you feeling most today?
- What was the best part of the week for you?

Emotional State Changes

Example Activities: Foster a positive mindset and a motivational spirit. Connect to resources to support students struggling with anxiety.

Student Reflection:

- Who are your role models or mentors?

Example Activities: Bring in high school and college students, as well as career professionals who can speak to students about potential career paths. Prioritize individuals who represent the student population.

Models, Mentorship, & Representation

Future-Oriented Thinking

Student Reflection:
• Where do you picture yourself in 10 years?
• List goals you have for this school year/next year.
Example Activities: Vision Boards and goal setting activities. What tools for career readiness do you need? What do you already have available?

ACPS Counselors are able to access students' career interests, goals, and achievements in Schoollinks to support them in these interventions.

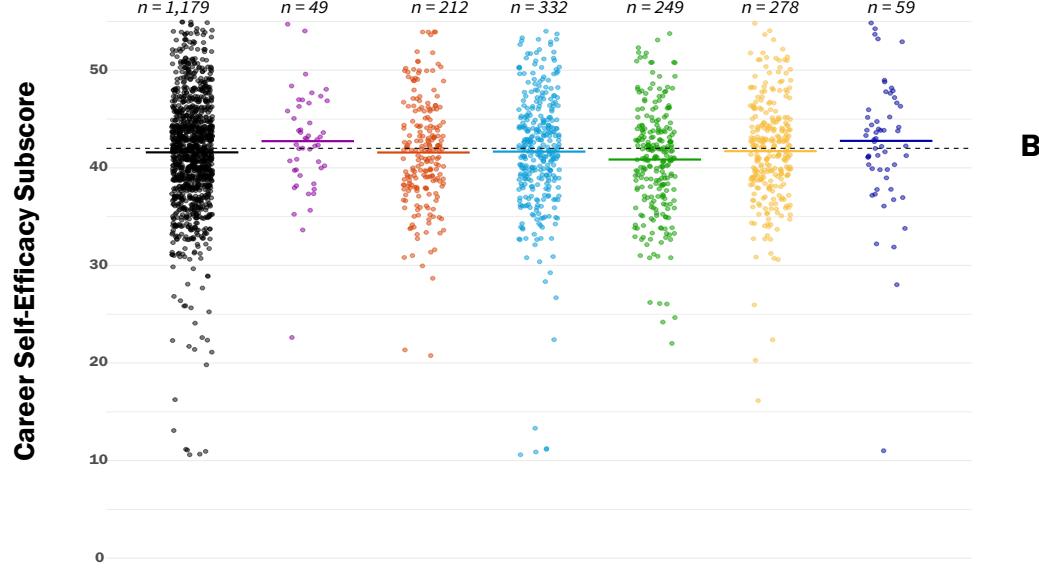
If a student has low career self-efficacy and/or outcome expectations, it may also be a reason to recommend them for the Starr Hill Pathways program which is focused on College and Career Exploration for youth in 7th through 12th grade. Please reach out to Lucy Montalvo, Director of Starr Hill Pathways, eyb3nh@virginia.edu with any questions.

APPENDICES

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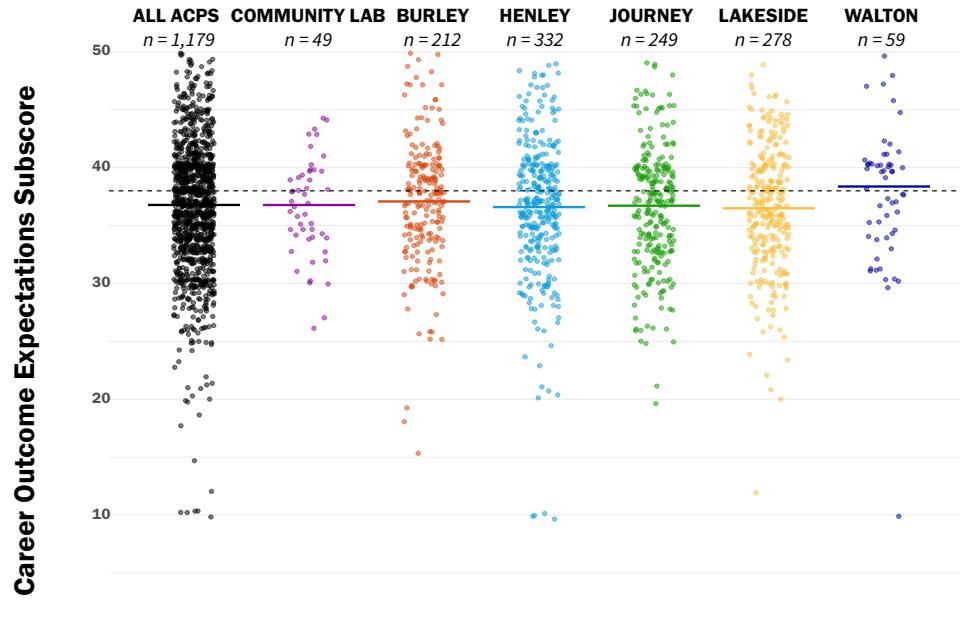
Full repository of graphs and charts

ACPS CAREER SELF-EFFICACY SUBSCORE



Benchmark Score = 42

ACPS OUTCOME EXPECTATIONS SUBSCORE



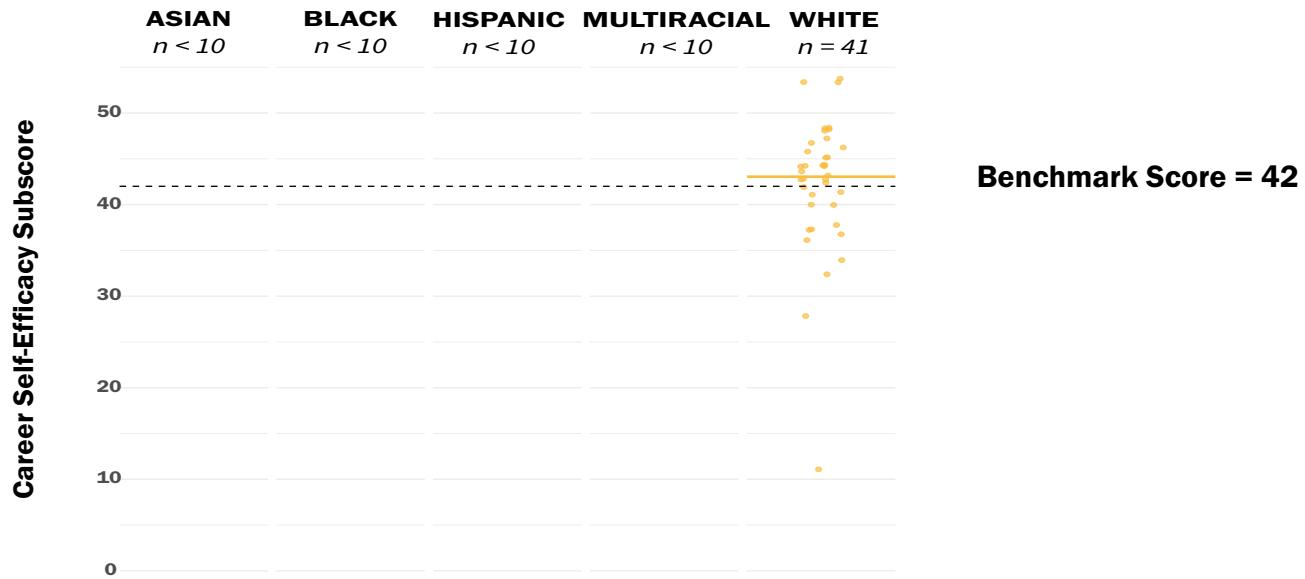
Benchmark Score = 38

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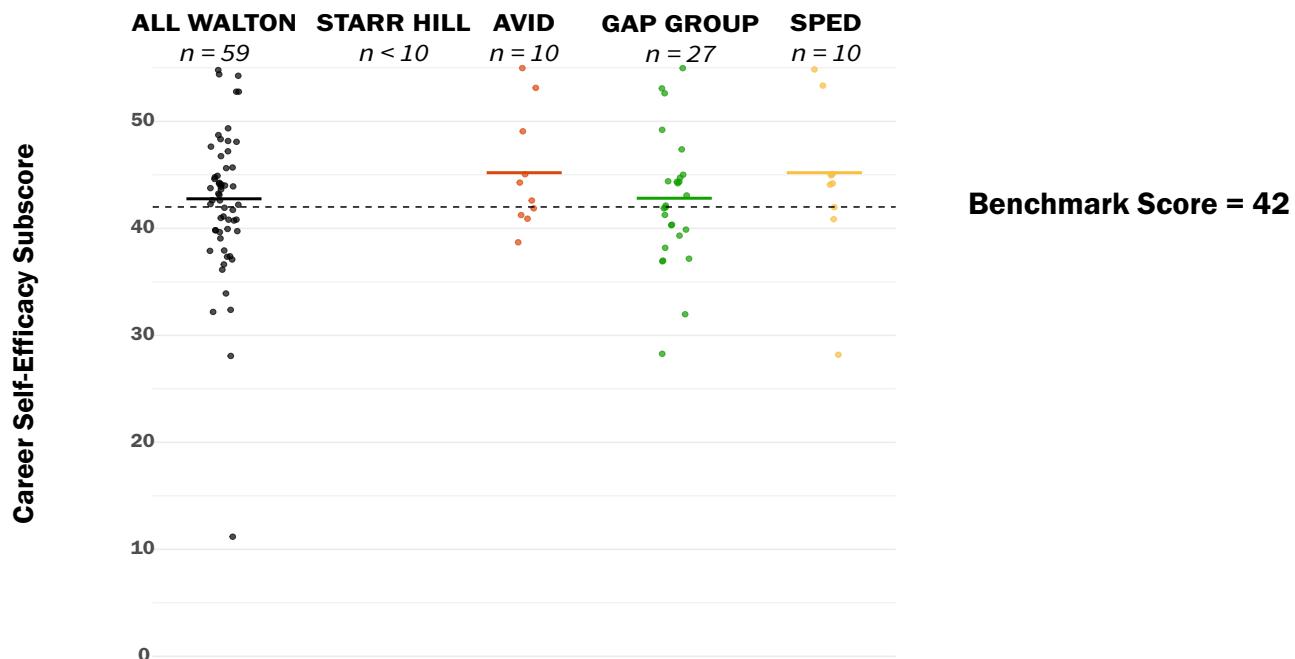
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WALTON CAREER SELF-EFFICACY SUBSCORE by ETHNICITY



WALTON CAREER SELF-EFFICACY SUBSCORE by STUDENT GROUP

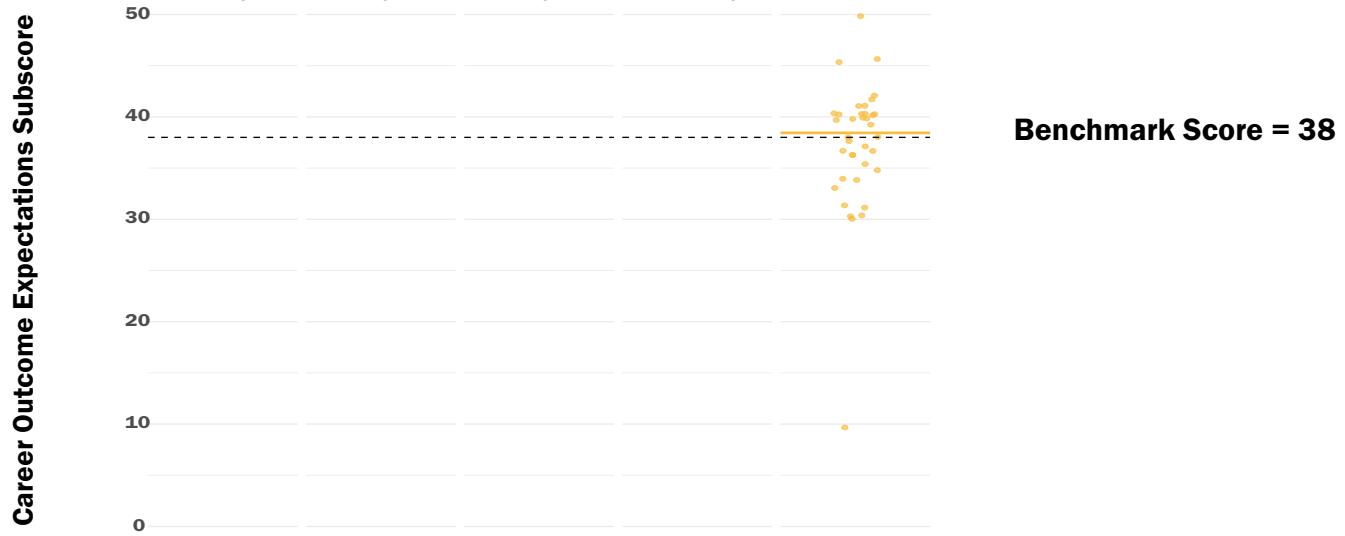


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WALTON OUTCOME EXPECTATIONS SUBSCORE by ETHNICITY



WALTON OUTCOME EXPECTATIONS SUBSCORE by STUDENT GROUP

