

# STONY BROOK UNIVERSITY CAREER CENTER

## Career Development 1 credit Course Pilot: SBU 102/SCH 102

### Overview

We identified a need for more structured career exploration in the first year and designed a 1-credit 102 course using Hajim's "4Ps" framework: *passions, principles, partners, plans*. The course was structured as a narrative journey to make career development accessible, reflective, and engage students early in their academic journey.

Two distinct cohorts were targeted: University Scholars group - high achieving and focused; Exploring group - undeclared and less focused.

### Course Design & Objectives

SBU/SCH 102: Career Planning uses storytelling, reflection, and active learning strategies to guide students through their self and career exploration. Learning outcomes:

- Develop self-awareness by articulating personal values, principles, passions that inform life and career planning.
- Self-reflect, identify and name personal strengths, skills, and areas for development.
- Apply the 4Ps framework to develop your career and life planning roadmap.
- Engage in career decision-making with clarity and confidence by identifying and articulating personal preferences across Place, People, Purpose, and Process.

### Results & Impact

Assessments showed strong achievement across all learning outcomes (5 pt scale).

#### Increased self awareness

- Clarify my academic goals: 4.25
- Clarify my career interests: 4.35
- Become more self aware: 4.41
- Have more clarity about my principles/values: 4.29
- Can name personal strengths/skills and areas for development: 4.35

#### Application of the 4P framework

- I can explain how my passions and principles influence academic and career direction: 4.24
- I can apply the 4P framework to career exploration and decisions: 4.35

#### Career Exploration & Preparation

- I identified careers that may be a good fit for my passions and principles: 4.35
- I feel more comfortable reaching out to professionals, alumni, or mentors: 4.24
- I can name at least 2 people who can support me in my career journey: 4.29
- I feel more confident in my ability to make decisions about career intentions & preparation: 4.24

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## Student Comments:

*It helped me understand myself better. I learned what I like and what I want in the future. It also made me think about my career and my goals.*

*My takeaway was that although I have many passions and principles that might differ, some overlap and connection allows me to consider what I want to pursue for personal and academic purposes.*

*I liked how this class gives me the time to ponder and reflect on my 4Ps as it gave me a clearer view of my thoughts and how that can lead towards the exploration of career pathways.*

*I feel I've grown the most in plans, as I have a lot more clarity on not just an intended career path but also the little substeps it'd take to get to where I want to be, including getting to know the rest of my Ps.*

## Instructor Insights:

Worked Well:

- Framing during week 1 was key for exploratory mindset
- In-class activities that created space for peer sharing (eg Who You are Matters)
- Adjustments in real time based on student feedback / needs was well received

Enhancements:

- Shift from written reflections as assignments to peer-to-peer sharing in class
- Introduce Testing the Waters and MentorConnect assignments earlier
- Add Elevator Pitch activity to support mentor conversations

## Recommendations:

This pilot demonstrated that a one-credit career exploration course adds value to student self-discovery and career exploration. Students reported meaningful gains in self-awareness, career discernment, and confidence; foundational skills that can shape their academic journey.

The 4P framework will be incorporated into the Future Scholars program @ SBSouthampton. We recommend expanding offerings for Spring 2027 to assess scalability across first year cohorts, embedding career readiness as a core component of the student experience.

## Contacts @ Stony Brook University:

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