



Research Brief: Defined Careers in Broken Arrow Public Schools

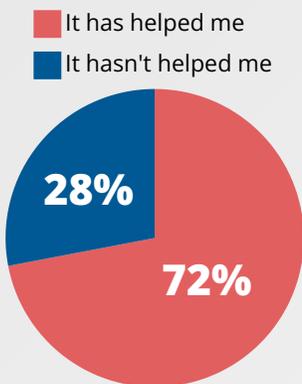
Overview:

The Broken Arrow Public Schools (BAPS) Implementation of Defined Careers [2023-24 End-of-Year Research Report](#) is part of a continuation of a three-year study conducted by MIDA Learning Technologies. This research tracks the integration of Defined Careers within the district's Portrait of a Graduate initiatives. Building on the previous year's interim findings, this year's analysis incorporates expanded data sources to provide a deeper evaluation of the program's effectiveness. MIDA Learning Technologies utilized both quantitative and qualitative data collection methods to offer a holistic understanding of how Defined Careers influences students' career awareness and exploration while supporting the district's long-term educational objectives.

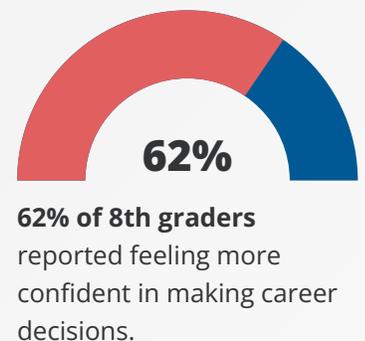
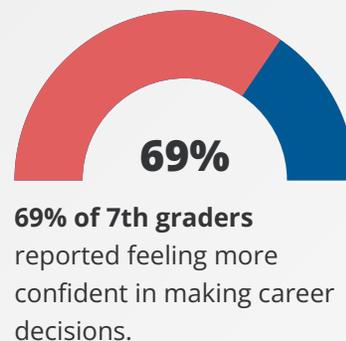
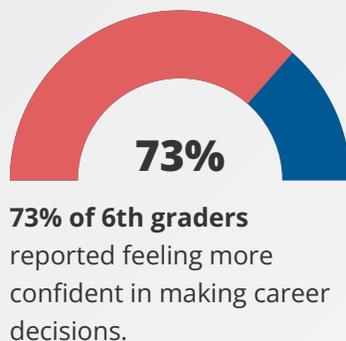
Key Findings:

Student Career Perceptions Survey: A district-wide survey was administered to all 6th, 7th, and 8th-grade students in Broken Arrow Public Schools to evaluate Defined Careers' impact. The survey focused on how well the program helps students understand various career options, the skills needed, and the academic pathways that lead to those careers. Key questions and response data are outlined below.

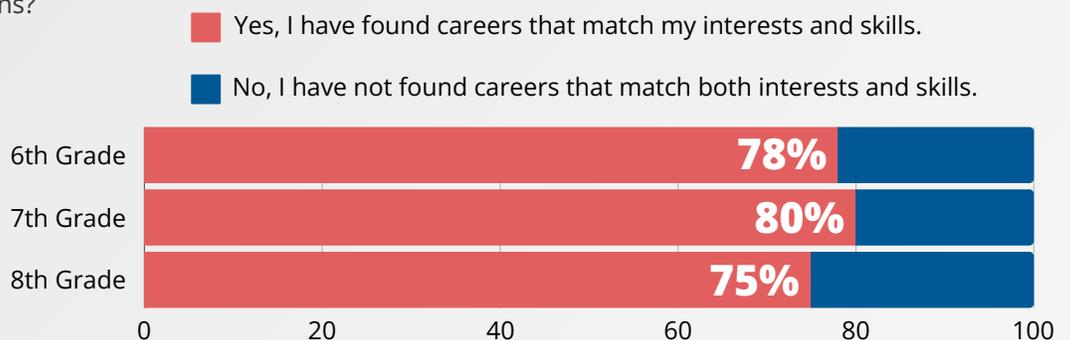
Question: How much do you think the Defined Careers Program has helped you make better decisions about your future career plans?



Question: After exploring careers this year, do you feel more confident about your ability to make career decisions?



Question: Have you been able to explore careers that you are interested in and match your personal skills?





Question: Can you give an example of a career you learned about through the Defined Careers Program that you had not considered before?

The data set of student responses on careers they explored using Defined Careers reveals several key insights:

- 1. Diverse Career Interests:** The responses demonstrate a wide range of career interests among students, spanning various fields such as healthcare, engineering, arts, business, technology, and social services. This indicates that the Defined Careers program is successfully exposing students to diverse career options and catering to different aptitudes and interests.
- 2. Alignment with National Trends:** Many of the listed careers – such as registered nurse, software developer, veterinarian, and mechanical engineer – align with current and projected high-demand occupations in the United States. This suggests that the program effectively guides students toward viable and promising career paths.
- 3. Focus on STEM:** A significant portion of the responses reflects a strong interest in STEM (Science, Technology, Engineering, and Mathematics) fields, with careers like software developer, engineer (various types), and architect appearing frequently. This indicates a potential inclination towards STEM among the student population and suggests that the Defined Careers program is nurturing this interest.
- 4. Influence of Personal Experiences:** Some responses, such as "family business," "farmer (like my dad)," and "teacher (inspired by my favorite teacher)," suggest that personal experiences and role models play a role in shaping students' career aspirations. This highlights the importance of incorporating real-world connections and mentorship opportunities into the Defined Careers program.
- 5. Need for Further Exploration:** While the data provide valuable insights into students' initial career interests, it also indicates a need for further exploration and refinement. Some responses, such as "don't know yet" or "undecided," suggest that some students may still be in the early stages of career exploration and require additional guidance and support.
- 6. Potential for Program Enhancement:** The data can be used to identify areas where the Defined Careers program can be enhanced. For example, if certain high-demand careers are underrepresented in the responses, the program could incorporate more resources and activities related to those fields. Additionally, the program could focus on providing more personalized guidance to students who are still undecided about their career paths.



Overall, this data set provides valuable insights into the effectiveness of the Defined Careers program in fostering students' career exploration and development. By leveraging this information, the program can be further refined to better meet the needs and aspirations of students, ultimately preparing them for successful futures in a wide range of fields.

