

Integrating Career Readiness Into Economics Courses

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The National Alumni Career Mobility Survey (NACM) 2020 underscores the significance of career information in undergraduate education. This paper proposes a novel approach to career exploration by integrating big data analysis into undergraduate coursework. The instructional module, comprised of two assignments, empowers students to make informed career decisions using data from legitimate sources. Implemented in courses at two institutions, the module has yielded positive results. Students reported increased confidence in working with big data and a data-driven approach to career exploration. This module's adaptability and potential to enhance student satisfaction with institutional involvement in career planning make it a valuable resource for any institution.

Keywords: career competencies, big data, career preparation

INTRODUCTION

National Alumni Career Mobility (NACM) Annual Report 2022 states that significant career mobility equity gaps exist in race, gender, first-generation, and age. (NACM, 2022, 5). The evidence shows that 82% of respondents decided on their career during college or after graduating. Yet only 47% agreed that their institution helped prepare them for their career and only 21% agreed that their institution invested in their career. (NACM 2022, 5) This data indicates a disconnect between respondents' career decision-making processes and the availability and utilization of campus resources to assist with career decision-making and preparation. (NACM 2022, 5)

Receiving helpful career advice during an undergraduate degree is a significant contributor to educational satisfaction as well as to career pathway preparation. It plays an important role in economic mobility and career satisfaction. The first step in career preparation is understanding the skills and competencies that are desired in the workplace. The National Association of Colleges and Employers (NACE) developed eight career competencies that are adopted nationally. These competencies are career and self-development, communication, critical thinking, equity and inclusion, leadership, professionalism, teamwork, and technology.

Competency development is essential for students as they prepare for a successful transition from college to career. The extent to which students hone competencies has real-life implications on equitable outcomes. Recent NACE (2021) data point to employers' hiring decisions emphasizing competency

proficiency, more so than GPA when considering who to hire. Therefore, there is a need to integrate competencies into students' experiences.

Currently, colleges and universities are advocating the intentional infusion of competency-based student learning into the curriculum and co-curriculum—all intending to foster student success and career readiness. (NACE, 2021)

One of the sources of career advice for students is faculty. According to the NACM survey (2022), 89% of respondents reported faculty's advice as being helpful to their careers. This is much higher than "receiving helpful career advice from career services" and "networking with employers", which was mentioned by 75% of respondents and 41% of respondents respectfully. (NACM 2022, p.17.)

Faculty also can intentionally integrate career readiness in their courses' student learning outcomes. Therefore, faculty emerges as a high impact leader in helping students bring skills from the classroom to the marketplace.

This paper shares the experience of integrating the instructional module on working with data to explore career choice used in several undergraduate courses at different universities. Using data from the Bureau of Labor Statistics (BLS) Occupational Outlook Handbook, students explore their major and career choice. Since this module can be implemented in any classroom at any institution, the importance and versatility of this research cannot be overestimated.

LITERATURE REVIEW: PROBLEMS AND SOLUTIONS

NACM Career Mobility Annual Report (2022) identifies Six High Impact Career Practices which significantly positively impact career mobility and equity. (NACM 2022, p. 5). Table 1 demonstrates that "Learning critical thinking" and "Receiving helpful career advice from faculty" are reported to be the most helpful to career progression by around 90% of respondents. (NACM 2022, p.17)

TABLE 1
ENGAGEMENT IN HIGH-IMPACT CAREER PRACTICES

NACM High Impact Career Practices	Percent of Respondents Reporting It Being Helpful to their Careers
Helpful career advice from employer	92%
Learn critical thinking	90%
Helpful career advice from faculty	89%
Receiving helpful career advice overall	83%
Helpful career advice from career services	75%
Internship related to current career	61%
Understanding career opportunities	54%
Networking with employers	41%
Creating a career plan	40%

Source: NACM 2022, p.17.

From the evidence presented in Table 1, faculty emerges as a high impact leader in helping students bring skills from the classroom to the marketplace. There are many ways that career competencies could be integrated into coursework. The competencies could be matched with learning objectives, assignments, lectures, and field experiences. The main goal is to deliberately make and articulate connections between the curriculum and the skills that are being built through it.

American Association of State Colleges and Universities (AASCU) (2021) research suggests that faculty work on embedding career competencies and skills into curriculum has a substantial positive impact on the long-term wellbeing and career mobility of students as well as on equitable outcomes. (AASCU, 2021, pp. 7, 24, 38).

While there is at times resistance among liberal arts faculty to discuss “career” within their context, effective integrations have helped faculty connect skills to students’ futures, whether the next step is graduate school or a first job. (AASCU, 2021, p. 39)

Based on the evidence that faculty plays a significant role in influencing students through their coursework, this paper proposes a “Career Competencies Module” that could be easily integrated in undergraduate courses in any field of study. This module fits well with the development of students’ understanding of career opportunities, which is also one of the high impactful strategies identified in Table 1.

Career Competencies Module

The “Career Competencies Module” consists of two assignments that ask students to use data from the Bureau of Labor Statistics (BLS) Occupational Outlook Handbook to explore their major and career choice.

The use of the BLS data on occupations as a base for major and career choice exploration is an innovative approach to teaching economics courses. The assignment integrates data analysis skills with critical thinking about one’s potential career choice trajectory as well as writing skills for assignment completion. The aim of the exercise is to develop several competencies for career readiness identified by the National Association of Colleges and Employers such as Career & Self Development, Critical Thinking, Equity & Inclusion, Technology, and Communication. (NACE 2021)

The first assignment introduces students to the BLS Occupational Outlook Handbook database and asks them to research basic information about their selected career choice based on their academic major. The undecided students are free to research any career path, which could potentially nudge them towards the major selection.

Assignment #1 focuses on obtaining information on training, education, expected growth, salaries, work conditions, etc. Students are asked to identify and extract information related to their chosen occupation in order to analyze the current job market situation. (Assignment #1 is presented in Appendix 1.)

The second assignment deepens the data exploration and requires analytical and critical thinking skills as students concentrate location preferences and geographical differences in wages for their future occupation. Additionally, students are asked to identify an ideal company to work for in their desired location.

Assignment #2 focuses on obtaining information on Occupational Employment and Wages Statistics, observing location and wage differentials’ maps, comparing and contrasting information from various states, Metropolitan Statistical Areas (MSA), counties, and cities.

Based on location differentials, students are asked to identify a company they would like to work at and research its mission, vision, values, and other important information. A reflection on suitability of the company and the selected job post for student’s career aspirations concludes the assignment. (Assignment #2 is presented in Appendix 2.)

Incorporating learning objectives into each assignment, Career Competencies Module develops students’ data literacy, analytical, and critical thinking skills, communication, and career and self-development competencies.

RESULTS

The first round of the “Career Competencies Module” employment was during the Fall 2023 in several Economics courses. The second round was in the Spring 2024. The two institutions that collaborate on this project are a R1 public university and a M1 private university. The results, in general, show that students (a) gained confidence in working with big data, (b) applied (and developed further) critical thinking and analytical skills, and (c) utilized a data-driven approach for career choice exploration. We separated the discussion by school type below.

Results from R1 Public University

At the University of Connecticut, the module was administered in the Fall 2023 and in the Spring 2024 in several Principles and upper-level Economics courses. The University of Connecticut (UConn) is a public land-grant research university system. It was founded in 1881. The New England Commission of Higher Education accredits UConn. The university is classified as an R1 research institution.

The University of Connecticut has an enrollment of 32,332 students (Fall 2023), of whom 24,356 are Undergraduate. Student Characteristics: Female 53%, Minority 44%, International 7% (113 countries represented in Fall 2023), Connecticut Residents 72% (UConn Fact Sheet 2024).

Tables 2 through 4 present results of the economics courses at R1 public university offered in the Fall 2023 and Spring 2024: Table 2 shows demographic information of the class composition; Table 3 presents students’ self-identification of the level of data analysis they possess; and Table 4 shows the changes that students self-documented after they completed the Career Competencies Module.

TABLE 2
DATA DESCRIPTION: R1 UNIVERSITY (N =29)

Category	Enrolled	Completed both Assignments
Students	110	29 (26.4%)
Demographics of Students		
First Generation	9	31%
Freshman (1 year)	4	14%
Sophomore (2 year)	3	10%
Junior (3 year)	6	21%
Senior (4 year)	14	48%
5+	2	7%

First generation students (students that are first in their families to attend college) comprise more than 30% of the total student population in these classes. There is evidence that this group benefits the most from the career exploration within the curriculum. The absence of professional networks possessed by their families is cited in the literature as the main disadvantage of first generation students.

TABLE 3
LEVEL OF DATA ANALYSIS: R1 UNIVERSITY (N=29)

Self-Identified Level of Data Use	Pre	Post
No Previous Experience	0%	0%
Beginner	45%	24%
Intermediate	48%	76%
Expert	0%	0%

The caveat here is that students self-assess their data analysis skills. We can see that on average students “move” from the beginner to the intermediate skill level after completing the Module. Interestingly, some students become more humble and categorize their skills “down” in the post-survey compared to the pre-survey.

TABLE 4
SELF-DOCUMENTED CHANGES: R1 UNIVERSITY (N= 29)

Survey Questions	Change	No Change
I know where to find information	66%	34%
I am confident with career choice	66%	34%
I can explain the situation in the job market	76%	24%
I am satisfied with career choice knowledge	72%	28%
	Strongly Agree	Agree
Assignment 1 was helpful in learning about career choice	52%	41%
Assignment 2 was helpful in learning about career choice	52%	41%

The Likert Scale for answering these questions in the survey was a five-point scale: Strongly Agree – Agree – Neither Agree Nor Disagree - Disagree - Strongly Disagree. The self-assessment changes in answering these questions from pre- to post-survey were documented. Interestingly, some answers showed more than one point increase of the agreement, and some answers showed a decrease. Table 4 shows the overall changes regardless of increase or decrease.

Results From M1 Private University

In the Fall of 2023, the assignment was used as the midterm exam in a Principles of Macroeconomics course at Lenoir-Rhyne University in Hickory, North Carolina. Lenoir-Rhyne University (LRU) is a private, faith-based, four-year liberal arts university comprising six colleges, including an ACBSP-accredited College of Business and Economics. It is classified as an M1 institution offering Masters degrees.

The University has an enrollment of about 2,700 students. The distributions by gender and by race/ethnicity are shown in the tables 5 and 6.

TABLE 5
LENOIR-RHYNE UNIVERSITY: STUDENT POPULATION BY GENDER

Category	Total	Men	Women
Total	2,405	879	1,526
Undergraduate	1,579	666	913
Graduate	826	213	613
Full-time	1,866	723	1,143
Part-time	539	156	383

Source: UnivStats.com <https://www.univstats.com/colleges/lenoir-rhyne-university/student-population/>

TABLE 6
LENOIR-RHYNE UNIVERSITY: ENROLLMENT BY RACE/ETHNICITY

Category	Total	Men	Women
Total	2,405	879	1,526
American Indian/Native American	16	4	12
Asian	36	11	25
Black/African American	267	142	125
Hispanic	154	60	94
Native Hawaiian or Other Pacific Islander	3	2	1
White	1,634	545	1,089
Two or more races	94	35	59
Race Unknown	95	34	61

Source: UnivStats.com <https://www.univstats.com/colleges/lenoir-rhyne-university/student-population/>

Tables 7 through 9 present results for the Principles of Macroeconomics class offered in the Fall 2023. Table 5 shows demographic information of the class composition; Table 6 presents students' self-identification of the level of data analysis they possess; and Table 7 shows the changes that students self-documented after they completed the Career Competencies Module.

TABLE 7
DATA DESCRIPTION: M1 UNIVERSITY (N = 32)

	Enrolled	Completed both assignments
Students	32	27 (84%)
Demographics of Students	Enrolled	Completed both Assignments
First Generation	4	14.8%
Freshman (1 year)	22	81.5%
Sophomore (2 year)	4	14.8%
Junior (3 year)	1	3.7%
Senior (4 year)	0	0%
5+	0	0%

For Principles of Macroeconomics class offered in the Fall 2023 at Lenoir-Rhyne University, the first generation students comprise only around 15% of the class population, and the majority of students are freshmen (81%).

TABLE 8
LEVEL OF DATA ANALYSIS: M1 UNIVERSITY (N=24)

Self-Identified Level of Data Use	Pre	Post
No Previous Experience	25%	0%
Beginner	25%	42%
Intermediate	50%	58%
Expert	0%	0%

We can see that, on average, students moved to a higher level of self-assessment of their data analysis skills from the time of pre- to the time of post-survey. We can speculate that the completion of the Module helped them become more confident in their data analysis. Their reflections, listed in Table 11, support this hypothesis.

TABLE 9
SELF-DOCUMENTED CHANGES: M1 UNIVERSITY (N=24)

Criteria	Change	No Change
Know where to find information	58%	42%
Confident with career choice	50%	50%
Can explain the situation in the job market	67%	33%
Satisfied with career choice knowledge	63%	37%
Criteria	Strongly Agree	Agree
Assignment 1 was helpful in learning about career choice	50%	42%
Assignment 2 was helpful in learning about career choice	50%	38%

ANALYSIS

As evident from the results (Tables 4 and 9), the exercise helped students navigate their career path by making meaningful data-driven decisions. Students utilized a data-driven approach for career choice exploration and became aware of the situation in the labor market.

The majority of students at both institutions strongly agreed and agreed that the assignments within the Module helped learn about their career choice. In addition to knowing where to find information about their career, more students reported that they can explain the situation in the labor market.

At Lenoir-Rhyne University, the assignment promoted students' success on the final course assessment, which was to describe and analyze the state of the U.S. macroeconomy using pertinent economic data. Students conducted their research using the same or similar databases to those used in the assignment. The Module, therefore, helped with acquiring economic analysis skills and learning about the career choice.

A simple test for differences in proportions was conducted by the M1 University instructor on the data for Comfortable with Large Data Sets for students who identified themselves with "Strongly Agree" and

“Agree” pre- and post-assignment. A significant difference in the proportions of students indicated that the assignment would likely foster greater ability to successfully complete the final assignment.

For the University of Connecticut, the Module was administered at the Stamford campus, which is the regional campus. The large proportion (30%) of first-generation students at that campus calls for particular care towards leveling the playing field for students’ post-graduation success. The Module, then, served as one of the opportunities to help first generation students learn about where to obtain and how to access public data on their prospective career. The analysis of first generation students’ outcomes was not yet conducted due to a small sample size. However, such analysis will be conducted after the Fall 2024 semester data is collected.

This Module can be implemented in any classroom at any institution. It could be assigned at any level of undergraduate education. It utilizes the public database available free of charge and can be accessed from anywhere anytime. The database is updated regularly. These factors make this Module a versatile technique of integrating career competences in the undergraduate curriculum.

Reflection Questions: Students’ Comments

After the Module was administered, the survey was sent to students asking them to reflect on their experiences. Table 10 presents the reflection questions of the post-module survey.

**TABLE 10
POST-MODULE REFLECTION QUESTIONS 3**

Questions	Answer Choices
What worked for you and what was confusing?	Open ended
Do you feel more comfortable now working with a large database?	(Yes or No - Explain)
Do you feel these exercises helped you to use data in your career selection?	(Yes or No - Explain)
Do you feel these exercises helped you to use data in your company choice?	(Yes or No - Explain)
What did you learn overall?	Open ended

For the last question (“What did you learn overall?”), we organized students’ answers in four groups: insightful information, many career paths, comfortable with data, and my field information. Some students wrote long reflections, while others gave very short answers. Table 11 presents selected answers which, in our view, most colorfully illustrate students’ reflections.

TABLE 11
SELECTED STUDENTS' ANSWERS TO THE QUESTION:
“WHAT DID YOU LEARN OVERALL?”

Theme	Comment
Insightful Information	I found the vast amount of information presented on the BLS to be not only very insightful, but it cleared up some of the questions I had about my career choice.
	...One of the most prominent statistics I found in the BLS was the amount of employment and salaries given to people in this position across the nation. It was not surprising to see that New York/New Jersey had the highest employment level and salary, but I was happy to see that there are similar options in the West Coast because I would like to eventually move out there.
	I felt like this process worked for me because I was someone who didn't know exactly which direction I wanted to go in my future career. After looking around and researching important information regarding multiple career choices, I found one that really aligned well with what I was looking for overall. ... I do feel more comfortable after these activities using a larger database.
	I feel like it was beneficial learning where to find information in my future career field as well as being able to translate the information. I learned a lot about my career choice and was able to understand more about it as well as jobs that I could find with the skills that I am learning in college which was very helpful and relieved a bit of stress for job searching in the future.
	Engaging in these exercises significantly aided me in utilizing data to inform my career selection and company choice. I gained valuable info into industries, market trends, and the performance of different companies. By interpreting this data, I was able to identify sectors that align with my interests and skills, as well as pinpoint organizations that demonstrate strong growth potential and cultural fit.
Many Career Paths	Overall, I learned that my career as a whole has many different paths to take, as well as many different areas to specify in. Because of this, there are also many paths that can be taken to enter said career. I also learned the average salaries as a whole, as well as the salaries for each specification within the jobs themselves. All of this information is valuable and important to know when choosing this career to pursue, and it will undoubtedly help my success within this field in the future. As a whole, these two assignments were quite beneficial in helping choose a career.
	These assignments helped immensely with narrowing down a career choice and feeling comfortable in my future. Overall, I learned about the education I need and experience. It helped me learn that my choice may not be for me.
	Yes, these exercises really helped me understand which jobs are available and where I could work. Looking at the numbers made it easier to see which industries are doing well and where I might earn more money. So, yes, these exercises definitely helped me figure out what I want to do for my career. Overall, I learned that there are many opportunities in my desired position across the country. However, some locations have higher concentrations of jobs or pay than other areas. I learned where I should eliminate trying to get a job. I learned that the wage averages may not reflect career earnings growth though.

Comfortable with Data	I can confidently say that I feel more comfortable now working with a large database and I feel these exercises helped you to use data in your career selection or gave me a better understanding of where I could go to develop an idea. I do definitely feel these exercises helped you to use data in your career selection company choice even if it isn't my exact trajectory, I now know how I can lower my options and narrow my locations.
	At first I was completely lost, I had no knowledge about databases.
	At first I was nervous to work with the large database. After completing the [assignments] I feel much more comfortable now.
	I was able to find what I needed to know from a large database and I was able to do it efficiently.
	I feel more comfortable now using a big database. At first, it was hard, but after doing the career module tasks, I got better. I learned to find the info I needed and understand what it meant. Now, I can search for data, figure out trends, and analyze stuff. These skills help me understand different industries and jobs better. Overall, I'm more confident using big databases for research.
	I feel more comfortable working with large databases. The exercises have greatly enhanced my comfort level with handling large databases. Through hands-on experience and exposure to diverse datasets, I've developed proficiency in navigating and analyzing vast amounts of information efficiently.
My Field Information	Overall, I learned many things. I learned that it is important to know as much as possible when it comes to your career field, because that is what you will spend the majority of your life doing. Also, I learned that there are even more sectors of jobs in finance than what I previously thought. I also learned about how to use the database websites, I learned more about the specifics of the jobs that I am interested in, and I also learned more about the best locations for my job, and what is required for me to get jobs in finance.
	It was helpful to search data and information about different companies as I was looking for different opportunities.
	I learned a lot about the career of my choice, financial analyst. As a student who will be graduating next year, it was really nice to sit down and examine the figures that will affect my professional and personal life in the near future.
	Overall, I learned a lot about what it takes to become a lawyer and what the job involves. I found out which industries and states have the most lawyer jobs, and I learned about the different wages in those places. This helped me see where I might want to work in the future. I also learned about different types of legal jobs, like working in corporate law or criminal law. This gave me a better idea of what I might want to specialize in once I become a lawyer. Overall, these exercises helped me get a clearer picture of my career goals and how to achieve them.

Students in both institutions expressed similar feelings about the usefulness of the Module.

CONCLUSION

The results of the Career Competencies Module integration into Economics classes at various institutions show that students were satisfied with how their work with data has enlightened their career choice. They were curious about deepening the exploration of the job market situation in their prospective field.

Since many students in both institutions are first-generation students, this exercise might be the first one in their academic studies to expose students to career opportunities. First-generation students lack access to the network of professionals and/or family members who could provide guidance and structure for their career exploration.

NACM (2022) identified significant career mobility equity gaps in race, gender, first-generation, and age. Understanding career opportunities was named as one of the strategies to address these equity gaps (NACM 2022, 36). This assignment exposes students to data about various occupations and careers, providing, in many cases, the first look at the career paths that could be pursued after their undergraduate studies.

Overall, the Career Module using BLS Data is a useful tool to build students' data literacy skills and to introduce/deepen students' knowledge about their career choice. In addition, first-generation students are provided with exposure to career opportunities in their field of study.

The versatility of the Career Competencies Module allows for an easy integration of it in any course. It could be used as a self-standing assignment, homework, class work, or exam question. It could be used online or in in-person format. The learning objectives of any course could be augmented to include a career exploration goal.

The intention of the authors is to continue collecting data on the impact of this Module on students' career choice knowledge acquisition by administering these assignments in more classes and in different levels of undergraduate courses.

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APPENDIX 1

Assignment # 1 Exploring your Career Choice Total = 100 points

Learning objectives:

- a) Explain the current situation in the job market based on the career path of interest.
- b) Identify and extract valuable data for analysis using databases.
- c) Make meaningful inferences based on the data extracted from the database.
- d) Reflect on your experience with data analysis and connect it to your personal goals in your career trajectory.

Steps:

1. Research the current situation in the job market for your chosen occupation. Go to U.S. Bureau of Labor Statistics (BLS): <https://www.bls.gov/ooh/>. This is the Occupational Outlook Handbook. The handbook will provide you with information (training, education, expected growth, salaries, work conditions, etc.) on a variety of topics related to hundreds of occupations.
1. Identify and extract information related to your chosen occupation in order to analyze the current job market situation.
3. Write a one-page report (at least 500 words) making meaningful inferences based on the information you obtained through your research. (75 points)
4. Reflect on your experience with this research and data analysis. Write another couple of paragraphs (at least 200 words) connecting the results of this research to your personal goals in your career trajectory. Would you continue to pursue this career? Would you change your mind? Explain your reasoning. (25 points)

Note: do not forget to include *Bibliography* at the end of your essay. Make sure that the Bibliography is in the Chicago-Author-Date format.

Upload your report as a pdf to the Assignment # 1 prompt located on the left-hand-side of our class's LMS site.

APPENDIX 2

Assignment # 2 **Exploring Data in Support of Your Career Choice** **Total = 100 points**

Learning objectives:

1. Explain the current situation in the job market by state based on the career path of interest.
2. Identify and extract valuable data for analysis using databases.
3. Make meaningful inferences based on the data extracted from the database regarding the location of your potential employer.
4. Reflect on your experience with data analysis and connect it to your personal goals in your career trajectory.

Summary:

You will continue researching the current situation in the job market for your chosen occupation.

In this assignment, you will research (1) desirable location(s) of your future occupation; (2) average wages based on your selected location(s); (3) your ideal company to work for in your desired location.

After you extract the information related to your chosen occupation, you will write an essay analyzing your potential employment in a company of your choice.

Steps:

1. Go to the U.S. Bureau of Labor Statistics (BLS) web site: <https://www.bls.gov>
2. At the top of the page, select “Subjects” → “Employment by Occupation” → scroll down to “OEWS Data” → “Occupation Profiles”.
3. Select the major group of occupations that is closest to your career choice.
4. When you arrive at the page “Occupational Employment and Wages” for your selected occupation, stay on this page and research the information in order to answer the following questions (take notes!):
 - Part 1: Industries:**
 - i. What are the main industries that employ people with your selected occupation?
 - Part 2: States:**
 - i. What are the states with the highest level of employment of this occupation?
 - ii. What are the states with the highest concentration (location quotient) for this occupation?
 - iii. What are the states that pay the most for this occupation?
5. Based on the information in Step 4, think about which state you would like to work in. (Take notes!)
6. Using your preferred location and occupation, do your own search on the internet to identify a company that you would like to work at within this state. (Take notes!)
7. Go to your selected company website. Research your company’s mission, vision, values, and other important information you can get from their website. The important information could be their social responsibility strategy, their environmental impact strategy, or other initiatives that you value in a company. (Take notes! You will need to write a couple of paragraphs describing what aspects of this company’s corporate culture appeal to you.)
8. At your selected company website, locate a job opening which could be potentially suitable for you to apply after graduation or is your dream position to obtain after graduation (under “Careers” or “Job Openings” pages). Research that job opening and take notes! You will write a paragraph describing why this company and this job are the best fit for you. (If there are no job openings for

your desired position, then do a search for another company (i.e. repeat Step 7)).

Assignment:

Write an essay containing the following parts:

Part 1: My occupation's employment and wages (minimum 250 words). This part should contain **your reflection** on your research in Step 4 and Step 5. Remember, you took notes there about your preferred location (state) based on the employment and wages of your occupation.

Part 2: My choice of a company to work for (minimum 250 words). This part should contain **your reflection** on your research in Step 6 and Step 7. Remember, you took notes there about your preferences for the company's location (state) and on aspects of this company's corporate culture that appeal to you.

Part 3: Why is this company the best fit for me (minimum 250 words). This part should contain **your reflection** on your research in Step 8. Remember, you took notes there about why this company and this job are the best fit for you.

Note: do not forget to include ***Bibliography*** at the end of your essay. Make sure that the Bibliography is in the Chicago-Author-Date format.

Upload your report as a pdf to the **Assignment # 2 prompt** located on the left-hand- side of this class's LMS site.