

OUTCOME MEASURES OF SUCCESS IN  
UNIVERSITY CAREER SERVICES

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## CHAPTER I

### INTRODUCTION

In today's world it appears important to have a degree beyond the high school diploma as evidenced by a somewhat staggering statistic recently released by the U.S. Census Bureau that "college graduates earned nearly double the pay of people with only a high-school diploma" (Chronicle of Higher Education, 2005). These degrees are available from a variety of sources. The State Regents for Higher Education (2005) recognize and list 12 public colleges in 24 locations, 11 independent colleges and one proprietary online institution of higher education granting bachelor degrees across the state in which this project occurs. This does not include online degree programs offered via the internet without a physical location in the state. These institutions include distance learning or on line programs and the traditional on campus four year (bachelor) degree or a combination of the two.

Each type of institution of higher education has its own method for connecting students to career paths aside from academia. Most notably are the Career Services Centers typically found in major universities. Career centers vary in function and available services. There is no one model for such programs (Rayman, 1996); however, it is generally held that university career services offices aid students in their journey to becoming employed. More importantly they bridge the gap between the roles of student and adult professional as illustrated by Rayman (1993) and his identification of seven



broad career service functions: Career planning and counseling, placement, career programming, information support, communications, professional development and training and assessment. His service function of “placement” includes workshops and individual or small group sessions on resume development, interviewing skills, developing job search strategies, and similar activities, as well as on-campus recruiting, job fairs, and job listing services.

The task of connecting students to professional or major related jobs is becoming more important due to the increasing value and cost of a college education and the push for assessment and value provision tied to program outcomes at universities particularly those outside the academic realm. An unpublished pilot study (see APPENDIX A for IRB approval) completed by this researcher in spring 2006 surveying career services offices among universities in the Big XII conference revealed that all the universities collected placement data for their graduating seniors. However, none of the universities collected data reflecting the ways graduates attain placement or make contact with their employers. Most of these university representatives stated that they do sometimes survey students for evaluation of career services workshops but there seems to be no systematic methods for evaluating the success of on campus interviewing, resume referral or job fairs in relation to placement outcomes. In a one-question survey, completed in the spring of 2005, full-time career services professionals at the university at the center of this project were asked to describe the purpose of their office. All respondents mentioned something about connecting students with jobs, careers or employers. One employee went so far to say “I think our primary purpose is to help our students find jobs by facilitating the student / employer relationship.” This is a theme that has been repeated

by the Director of Career Services over the years with his theory that each student should have one internship and two job offers before graduation. In a recent news interview the Director shared his mission for Career Services as “maximize[ing] the employment and internship opportunities for students” (Mitchell, 2005).

### Theoretical Perspective

Experience, practical knowledge, and intuition are usually the foundations of programs (Weiss, 1997). However, understanding program processes brings about the provision of a conceptual framework within which evaluation and assessment of program success or the attainment of program goals may be planned and executed (Lipsey & Pollard, 1989). Within the university context, there is a tendency for career centers to follow a “black box” method in describing outcomes of their work, that students enter the box and somehow gain professional employment before exiting. Without investigation of the processes occurring in the box “evaluation outcomes may be crude and undifferentiated at best and limit the evaluation to the program and its goals “as given”...with the consequence that important features may be overlooked” (p. 317).

The concept of program theory was brought to light in the 1970’s by Weiss, Fitzgibbon and Morris (Fitzpatrick, Sanders & Worthen 2004) and further developed by Chen (1990) who defined it as “a specification of what must be done to achieve the desired goals, what other important impacts may also be anticipated, and how these goals and impacts would be generated” (p. 43). Proponents of this type of theory-based assessment state that it will help to explain how and why programs achieve what they do (Birckmayer & Weiss, 2000). Bickman (1989) lists benefits of theory-based evaluations

as including contributions to social science knowledge, providing program implementation description, assisting policy makers, and improving consensus formation. He then goes on to describe some of the barriers to using program theory including a higher financial cost to the process, a longer time frame for design, and that those conducting the study must have additional and substantive knowledge of the program under investigation. He counters this with the idea that evaluation involving program theory is conducted more as research, with the researcher acting as “the theoretician, the data collector, and the data analyzer” (p. 389).

It can be said that “the nature of [a] program being evaluated is often implicit, unclear, or ambivalent in its reference to evidence for cause-and-effect relationships” (Scheirer, 1987, p. 59). This is the case for the Career Services department at the center of this project and is evidenced in the current mission and vision of the department included in the University’s System Strategic Plan (2004).

Mission: “The Department of Career Services will maximize employment and internship opportunities for [the University’s] students and enhance their life-long career success.”

Vision: “The Department of Career Services will be nationally recognized as a world class organization; will enhance student success by delivering the highest quality career resources and services; and help students to acquire new job search knowledge and skills to lead them to a successful future.”

The 18-page document goes on to provide goals and objectives for the Department, none of which directly associate services with placement of students. Goals and objectives for services to students include such statements as “Provide quality career programs, events

and services to all students” (p.2) and to “Provide excellent service to students” (p.3). The strategies to reach these objectives appear unmeasurable and lacking in explanation of what constitutes quality programs or excellent service. Goals relating to employers are similar to those for students and include “Reach out to employers with the highest quality services and resources” with a success factor listed as “Have 2,000 employers hiring our students for full-time, internships, part-time and summer positions” (p. 5). An objective listed for this goal is to “increase the number of employers hiring our students” however, this objective, as the others, goes on to list vague strategies that most often lack a concept of measurement or lack no measurement base from which to compare future data. The strategic plan for the Department follows the black-box model in that it does not provide information for the establishment of cause and effect relationships. It is through this lens that outcome based measures including establishment of a relationship between Career Services and senior students gaining full-time professional employment at or before graduation will be completed.

#### Statement of Purpose

The purpose of this study is to investigate and establish the relationship between services provided by the Career Services Department at a University in the Midwest United States and the gaining of employment by the institution’s graduating seniors. Establishing a relationship between these variables may serve as reason for continuation, development and enhancement of Career Services programming.

#### Research Questions

This project will attempt to answer the following questions:

- Does the number of career services used by senior students increase the likelihood of placement?

HO1: The number of services used will not differ between placed and not placed students.

- Are senior students using career services more likely to find placement earlier than others?

HO2: The number of services used will not differ among time frames for placed students.

- Do senior students who find their jobs via Career Services use more services than those finding placement on their own?

HO3: The number of services used will not differ between students who attain placement via Career Services and those who attain placement through other methods.

- How do senior students rate the services they used?

### Delimitations

Problems arising in the process of conducting research are to be anticipated and dealt with as completely as possible. This project is no exception. One of the anticipated problems involves the potential bias of the researcher. As a Career Consultant working within the realm of Career Services at the university being studied, it might be expected that this author would have significant bias in an approach to reporting success via outcome measures within the department. However, holding a position somewhat removed from the department and being highly focused on a particular student group

which will not be considered as participants in this project, these potential biases may be lessened. This author works only with graduate students in one college while this project and its results will focus on undergraduate students across the six different colleges on campus. There is benefit to this researcher working on the fringe of the department though in that the researcher holds significant knowledge of the processes involved and the mechanisms within which they work. Knowledge of the Career Services Department and systems also provides background from which narrow focus may occur therefore, an “inside track” is not a limitation, but a positive for this project.

A second area of concern may be the timing of the data collection. The data analyzed only includes those students who have completed the on-line survey prior to May 30, 2005. There may be graduating students who do not complete the survey until after that date or those who opt not to complete the survey at all. This may cause the number of respondents to be lessened from the original number of graduating seniors. However, it may be predicted that a significant portion of graduating seniors will complete the survey prior to May 15, 2005, due to the incentives offered by Career Services for completion of the survey. The issue of incentives is a complicated one, however, these incentives are not offered by the researcher, but are offered by the Career Services Department with no connection to this work. Therefore, the issue of incentives should hold no bias over the responses gathered.

An additional thought in this area is the idea of conducting a follow up study with the original respondents. While it is possible for students to reenter the survey and change or update responses, the date of the data draw for this research project will not include changes made after May 30, 2005. It may be unrealistic to expect students to

return to the survey and update their employment status anyway. A small follow up survey of those students indicating they were still seeking employment at the time of original survey completion is conducted. A more intensive follow up survey among the respondents is out of the question considering the timing and resources of the researcher.

A final issue deals with the respondents' responses. The author of this work believes that all data is suspect to some degree. Since the incentives for survey completion are solely based on completion, not on the data provided and that demographic and identifying information will be collected, but no identifying information tied to data particulars will be presented, there is little reason to believe a majority of respondents would provide false information. However, it is possible that certain students might want to inflate their salary figures. With the focus of this project being on the employment status, not salary, of respondents this appears to be a non-issue.

#### Definition of Terms

Career Services Department – umbrella term used to describe the entirety of Career Services offices in the entire university under study.

Placement – the obtaining of a full-time position within a student's field of study and/or career path.

Career Services Office – a specific office providing career services within the university system (i.e. a career services office within an academic college).

CareerWeb – the online job listing and application service offered at the university being studied; similar in design to CareerBuilder.com or Monster.com.

7 of 10 – the CareerWeb at the university being studied.

## Summary

This introduction has provided a lens through which this project can be viewed and understood. A growing call for assessment in higher education has been introduced. A college education appears to be more valuable now than ever; however, with rising tuition and fees an outcome measure of success and the methods of reaching that outcome must be provided. This outcome is reflected in the securing of a job relevant to the degree upon graduation. Many universities have a department directed toward assisting students with this process – the Career Services Department. These departments typically function under a “black box” method which may be viewed most effectively via the theoretical framework of Program Theory which generally states that these departments utilize services that work for their particular student constituencies. In addition, a project purpose of investigating a potential relationship between use of career services and obtainment of placement has been provided as well as a delineation of the questions to be answered by this project. The chapter also provides a look at delimitations of: 1) the author holding a position in the Career Services Department at the center of this project 2) the timing of survey completion 3) issues surrounding a follow-up study, and 4) reliability of information provided by survey respondents. In addition, definitions of terms that may not be considered common knowledge are included.



## CHAPTER II

### REVIEW OF LITERATURE

Within the past few years there has been much discussion on the decrease in state funding of higher education as well as the rise in costs to attend college. With resources in short supply, funding for higher education has become increasingly competitive. Tuition and fees for attending college have soared, rising an average of 9.6 percent for the 2003-2004 academic year at public 4-year institutions (Burd, 2003). In the current year's report the College Board (2004) states, this year's increases are "large by historical standards" (p. 3) with tuition, fees, room and board at public four-year institutions rising by an average of 9.8 percent with in-state tuition and fees rising 14.1 percent.

Unfortunately, federal grant aid has not kept up with increases in college costs. Last year, according to Ehrenberg and Rizzo (2004), the average grant paid for less than 30 percent of the costs while during the mid-1970s, the average Pell Grant covered about 46 percent of the average costs, including room and board, of attending a public college or university. In their Trends in College Pricing report, the College Board (2004) states, "almost 60 percent of undergraduate students receive some form of financial aid to help them pay for college" (p. 4). A significant portion of this aid is in the form of loans, frequently subsidized by the federal government.

Research suggests that students from lower-income families are less willing than other students to take on large loan burdens to finance their higher education (Ehrenberg & Rizzo, 2004). “If real state support per student fails to increase or declines in the future, invariably more of the cost of public higher education will be shifted onto students” (Ehrenberg, 2003 p. B9). Land grant colleges, originally designed to provide affordable quality higher education to students in rural areas, have not been immune to the increase in costs. In 2004, students and supporters gathered on the University of Wisconsin at Madison’s campus and marched to the state Capitol building in a rally for lower tuition rates. Students were asking for a tuition freeze after increases of 37.5 percent in a discriminatory tax over a two year period and a 4.3 percent tuition increase (Infield, 2004). At Oklahoma State University, another land grant institution, tuition was increased 28 percent between the 2002-2003 and 2003-2004 academic years. Flat rate fees for additional student services rose 88.52 percent while fees based on credit hour enrollment per student were up another 14 percent (actual fees and tuition rates were taken from the university’s course catalogs for the corresponding years). According to a separate report by the College Board reported in the Chronicle of Higher Education (2004), tuition and fees rose an additional 8.26 percent for the 2004-2005 academic year across four-year institutions.

The increasing cost of a college education is causing many to question the value of continuing education after high school. However, studies such as those completed by Porter (2002), show that a college education raises the average life time earnings of an individual to \$2.1 million in comparison to that of \$1.2 million for high school graduates and \$1.6 million for those holding associate’s degrees. The employment section of any

newspaper listing jobs, even some entry-level positions, with a minimum requirement of a college degree demonstrates this point. One may then assume that a college degree is at least worth the cost over the duration of employment throughout the lifespan.

In addition, college graduates are reported to have higher levels of saving, increased personal/professional mobility, improved quality of life for their offspring, better consumer decision making and more hobbies and leisure activities (Porter, 2002). Research has also shown a correlation between education and health for both the educated and his/her family, not only for one's self, but for one's children as well (Porter, 2002). In addition, there is a tendency for more highly educated women to spend more time with their children and that college graduates "appear to have a more optimistic view of their past and their future progress" (Cohn & Geske, 1992, p. 187)

### Accountability in Higher Education

In 1986, the National Institute on Education sought to hold higher education institutions accountable for the performance of their students (Upcraft & Schuh, 1996). As tuitions continue to rise, stakeholders in higher education are demanding proof that students are learning what they need to know and are getting what they are paying for (Lovett, 2004). Issues of accountability, for the purposes of this paper, include quality assurance and a measure of outcome effectiveness.

In relation to universities in general, there are six regional university accrediting bodies within the U.S. These agencies have come under heavy fire, and in 2002, were accused of having their own political agendas when reviewing colleges as opposed to considering the agendas of the schools at hand (Morgan, 2002). The call for

accountability in higher education has been far reaching. A House of Representatives Subcommittee meeting in 2002 criticized the country's "50-year-old accreditation system as failing to ensure academic quality, lacking accountability..." (Morgan, 2002, p. A28). One year prior to this, the results of a comprehensive study involving land-grant colleges revealed that university presidents as well as faculty members were calling for attention focusing on assessment and outcome measures while mid-level administrators termed virtually the same thing as a re-emphasis on "excellence" in research, teaching, and service (Byrne, 2001).

Quality assurance in U.S. higher education has historically fallen on a system of accrediting agencies, most of whom are designed to monitor quality through institutional and program compliance with a series of regulations and standards pertinent to the learning environment (Welsh & Metcalf, 2003). These accrediting agencies tend to focus on particular program areas and are not so concerned with the overall functioning of the university system as a whole. For example, the American Psychological Association (APA) reviews protocols and programs pertaining to the training of mental health therapists and practitioners of psychology; the National Council for Accreditation of Teacher Education (NCATE) focuses narrowly on teacher preparation programs within colleges. Virtually every area of study has its own accrediting agency. However, there is no accrediting body for career centers. The National Association for Colleges and Employers (NACE) is an organization providing continuing education opportunities, journals, and a code of conduct for its members. However, NACE does not maintain any sort of oversight or accreditation of the group's membership.

## University Career Centers

The history of provision and development of career centers within universities is as varied as the universities themselves. Each rising to serve differing needs in differing ways and housed in a variety of university departments. Today's career centers assist a university's commitment to developing well-rounded individuals instead of focusing solely on scholarship and/or athletics (Giordani, 2004). Often, career centers start by working with freshmen in development of a four year plan including exploring career options and matching career paths to college majors.

Approaches used by career centers vary greatly according to the campus culture, budgetary constraints, departmental location and design, as well as the expertise of staff and leadership styles within the centers. However, it is not uncommon for college administrators and parents of college students to take a business approach and look at the bottom line – understandably they are interested in whether or not the students get jobs after completion of a degree program. Magazines like *U.S. News & World Report* as well as the *Financial Times* rank institutions of higher education, frequently using placement rates as an indicator of effectively providing a quality educational experience. The issue of placement – essentially meaning how many students have career level positions at graduation from college – weighs heavily on career centers. “Administrative demands for accountability, and a variety of quality improvement programs can also put pressure on Career Centers to identify the ‘value-added’ by their efforts” (Hammond, 2001, p. 188).

To date, the accountability measures used by career centers have focused simply on the number of students seen or the hours of services provided. In the NACE 2002

Career Services Performance Measurement Survey, a compilation of services within 15 different areas was conducted. The report provides only information on the number of centers providing each service and/or a total number of students seen or manpower hours spent in delivery of the service. No assessment of quality or effectiveness was completed.

### Assessing Value Added Efforts

Hammond (2001) says, based on her completion of a needs assessment for career centers, “Lack of familiarity with the benefits provided to the college or university provided by the Career Center can make the Career Center a target for budget freezes and reductions” (p. 188). At this time, with tuition increases, competitive funding and scrutiny over student fees, it appears necessary to provide an assessment of not only the end result (placement of students) of Career Centers, but an assessment of the true effectiveness of the services offered by the department.

Historically, placement has been the outcome measure used to gauge effectiveness within career services programs. It has been the experience of this researcher that some colleges’ measurement of success in career services is the attainment of a certain percentage of students being employed at graduation.

However, typically speaking, no regard has been placed on the relationship between the job and field of study or whether or not the student is meaningfully employed in a career oriented position. These measures of placement also do not include an evaluation of whether or not the students got these positions via the career center or on their own. Of course this varies according to college and the field of study. Chesler

(1995) looks at several different aspects of placement to measure his concept of proof of worth for career centers. He recognized five components of successful placement: placement into a job that offered an opportunity for a career (labeled as a superior quality), duration with first employer, speed of finding employment, and earnings right after graduation. He did not, however, survey students who did not receive their first placement through the career services office. Nor did he include any measure of the students' satisfaction with the assistance provided through the career services office.

### Summary

Through this review of the literature three main points have been made. The worth and value of academic programs at the university level have been and still are accountable to many stakeholders and methods to establish academic viability have been established. However, establishing the worth and merit of non-academic programs is less systematic and is somewhat up to the university that houses them or the department itself. With the cost of a college education rising, the assessment of value added efforts may become paramount as stakeholders seek means to stabilize costs – non academic programs must establish their worth in the system to assure funding. In the case of Career Services Departments, which can be considered as value added efforts, there is no established accreditation process or consistent measure of outcomes for services.

## CHAPTER III

### METHODOLOGY

This chapter describes the data collected and summarizes analysis methods used. The survey questionnaire pertaining to career services was designed with heavy input from this researcher and as such seems to fit with the design of this study in several ways. Much of the data collected focuses on the type, number, and rating of career services utilized by students. Additional data speaks to the students' employment status at or before graduation, timing of job offers, and how employed students were initially introduced to the employer for job placement (categories of via career services or on your own). Anecdotal comments by survey participants are also provided and categorized. The survey was supplied to graduating students by Career Services. Career Services provided all marketing for the survey as well as incentives to be offered raffle style including two season football and two season basketball tickets for the University's sporting events. The Alumni Association offered incentives to respondents in the form of a free year of membership to the Association and a glass mug with the University's emblem etched on the side.

The data utilized in this project is considered "archival" as it has been collected for use by Career Services as opposed to this researcher individually.



## Survey Instruments

### Initial Survey

The initial survey used (see APPENDIX B) to collect data was provided in three sections: Contact information, Career Services or salary survey items and items rating Student Academic Services. Only the items concerning career services used, placement status and rating of career services utilized are reviewed for this project. The survey begins with an introduction and instructions including explanation that the contact information is collected in alliance with the University's Alumni Association and will be provided to that department. Additional information regarding degree obtained, academic college of study, major and primary location of study is also collected in the first segment of the survey.

The second segment includes information relevant to this study and the investigation of effectiveness in the Career Services Department and begins with identification of post-graduation plans. Respondents may only select one item in this area. Once an item is selected, the survey then moved the respondent to the next appropriate section. Of interest in this project were the respondents indicating "I have a full-time professional position" (indicative of placement) and those who were "seeking a professional position".

Respondents indicating placement were then directed to a section gathering information in regard to the location and company name of employer, job title, starting salary, additional compensation, type of employer, timing of job offer, primary source of offer and job search methods used. In regard to timing of job offer respondents were offered five time frame options to choose from. Only one selection would be allowed by

the survey. Primary source of offer was divided into two categories – career services and on my own. Each category contained a listing of viable methods to connect with employers. For example, the career services list contained items such as job fair, CareerWeb, etc. while the other list contained items such as personal network, family and friends, newspaper, professional organization, and the like. Like the previous section, only one item could be indicated.

The next survey item included a listing of 17 job search methods. Respondents were asked to indicate all the methods used in their respective job searches. Respondents indicating they were still seeking placement were directed to this item after completing the contact section and indicating placement status. From this point both groups – placed and still seeking, completed the same items which included items pertinent to when respondents learned about Career Services, how they first became aware of Career Services and a Likert-like Scale rating of each service used. As a final item in section regarding Career Services, respondents were asked to provide comments. From there the survey moved to questions related to Student Academic Services which is not a focus of this study.

#### Follow-Up Survey

The follow-up survey (see APPENDIX C) followed a much simpler format including only information relevant to this study. It was sent via e-mail by Career Services to all undergraduate respondents indicating they were still seeking placement at completion of the initial survey. This shorter version focused only on career services information asking nothing about contact information nor Student Academic Services. The follow-up survey began with instruction to choose only one item in regard to job

seeking status. Those indicating placement then were asked to indicate the primary source of contact with the employer (similar to the original survey) which was divided into two categories of Career Services and on my own with each containing a list of potential methods and the ability to select only one option. The next item focused on timing of placement divided into five time groups. The final item of this survey included a listing of twenty services provided by Career Services. Respondents were instructed to indicate as many services as had been used. Included was an “other” item in which respondents could add a service not seen on the list and an option of “none”. There was no rating of services in the follow-up survey.

### Participant Selection

Participants in this study came from the group of students designated as graduating with an undergraduate degree in spring 2005 by the University’s Registrar’s Office. The survey instrument contains a filter through which data from students not on the list of graduating students would be collected but held in a particular grouping. Thus this data was removed from the general pool and was not included in this project as the graduation status of these students’ was suspect. It is important to note that the respondents all had a graduation date of May 2005. The Career Services Department provided marketing to students via fliers, posters, and in-class presentations as solicitation for survey completion. An additional filter was in place allowing for the removal of distance learning or other site based programs, which may skew the results due to these students limited access to Career Services and the on-campus recruiting

processes. Follow-up survey participants consisted of the “still seeking” subset from the original data pool.

## Data Analysis and Time Frame

### Initial Survey

Demographic data on the respondents is supplied initially as a descriptor for the population under study. This information is provided in the form of percentage rates so that readers may develop a picture of the student base being represented. This author believes it is be important to note the proportion of students being placed within the University’s home state due to the restrictive nature of jobs and salaries in the region.

To identify the first source of contact between the employer and student, nominal data was collected in two categories – career services or on my own. The “career services” category includes a list of the on-campus recruiting methods while the “on my own” category includes a list with items such as internet search, family/friends, prior work history, etc. Data is presented in pie charts showing the percentages of the two groups – Career Services and self initiated. The sample for this consists of all placed students.

A second data set with a sample of all respondents analyzes the relationship between placement and use of career services to determine if there are statistically significant differences in the level of career services utilized by placed students versus non-placed students. HO1 stating the number of services used will not differ between placed and not placed students was tested using a Chi Square analysis. In addition, an Odds Ratio was completed to determine the probability of obtaining placement via the

use of career services. As a third effort to examine this information, a calculation of Omega Square was completed to determine practical significance in the difference in placement rate compared to the number of career services used.

A third data set involving only placed students investigates the relationship between timing of job offer and use of career services detecting statistically significant differences in the number of career services utilized by placed students versus timing of job offer using ordinal data. A one-way analysis of variance was used to test HO2 reflecting that the number of services used will not differ among time frames for placed students. Respondents were divided into five groups representing distinct time frames according to the timing of their job offers (i.e. 6+ months prior to graduation, 4 -5 months prior to graduation, 2-3 months prior to graduation, within 1 month of graduation, and 1 - 2 months post graduation) as the independent variable. The dependent variable is the number of career services used by each student. The analysis of variance determines whether significant differences exist in the number of services used by the five groups. The dependent variable is continuous in order to remain consistent across analyses.

The fourth data analysis involved placed respondents in regard to the source of first contact with their employers. To test HO3 which states the number of services used will not differ between students who attain placement via Career Services and those who attain placement through other methods, a one factor between groups analysis of variance was used with placed students divided into two independent variables – “career services” and “on my own” and a dependent variable of number of services used. This analysis provides information relevant to a significant difference between the groups in regard to

the use of services. An Omega Square analysis is also completed to reveal practical significance to the use of services in obtaining placement.

The final set of information from the initial survey involves the ratings of services utilized by respondents and their anecdotal comments in regard to Career Services. Services ratings were completed using a four-point Likert Scale. Rating categories were then grouped into categories of very helpful, helpful, slightly helpful, and not helpful. Anecdotal comments were grouped into five categories consisting of positive, negative, mixed, prescriptive, and neutral.

#### Follow-Up Survey

On November 15, 2005, a follow up study was sent via e-mail from the Career Services Department to those respondents who had indicated “still seeking” on the original survey. Of the original respondents, 538 indicated a status of still seeking. Of those, 11% (n=59) responded to the follow up survey with a data collection period of four weeks. This survey was much shorter than the original survey and was estimated to take approximately one minute to complete (see APPENDIX C). Like the original survey, the follow up questionnaire was done in a web based program enabling respondents to directly answer items with all responses going into a central spreadsheet form.

A response rate of 11% is typically viewed as unsuitable for statistical analysis and as such may provide unreliable results. Therefore, only descriptive information is provided for the follow up responses. In addition, the division of respondents into categories for analysis leaves groups too small to promote reliable results in statistical

analysis. However, this does not mean the follow up study results are lacking in important practical information.

### Summary

This chapter has described the surveys used in the project, the participant selection process, and the methods of data analysis used. Chi Square, Omega Square, Odds Ratio, Analysis of Variance, a Likert Scale, and anecdotal comments divided into several categories were specified as methods used to answer the research questions posed in Chapter I.

## CHAPTER IV

### RESULTS

#### Characteristics of Respondents

The Information Technology unit for the University required the removal of all identifying information from the responses including, but not limited to identifying numerics, sex, race, country of origin, etc. What is known about the respondents, aside from the total number of degrees conferred and the response rate, is the colleges each were graduating from and the spectrum of their designated employment status. In addition, the Registrar's Office reports that 1,937 undergraduate degrees were conferred in May 2005. With 1,220 respondents to the initial survey in this project, a response rate of 64% of those graduates is represented.

Figure 1 indicates the percentage of respondents from each college within the University. As expected the two largest colleges had the largest number of respondents: Arts and Sciences at 26% (N=318) and Business at 23% (N=280). The remaining four colleges also fell in order according to general student population with Agricultural Sciences and Natural Resources (N=203) being the larger of the four followed by Engineering, Architecture and Technology (N=149), then Human Environmental Sciences (N=135) and Education (N=135) roughly being the same in regard to student enrollment.



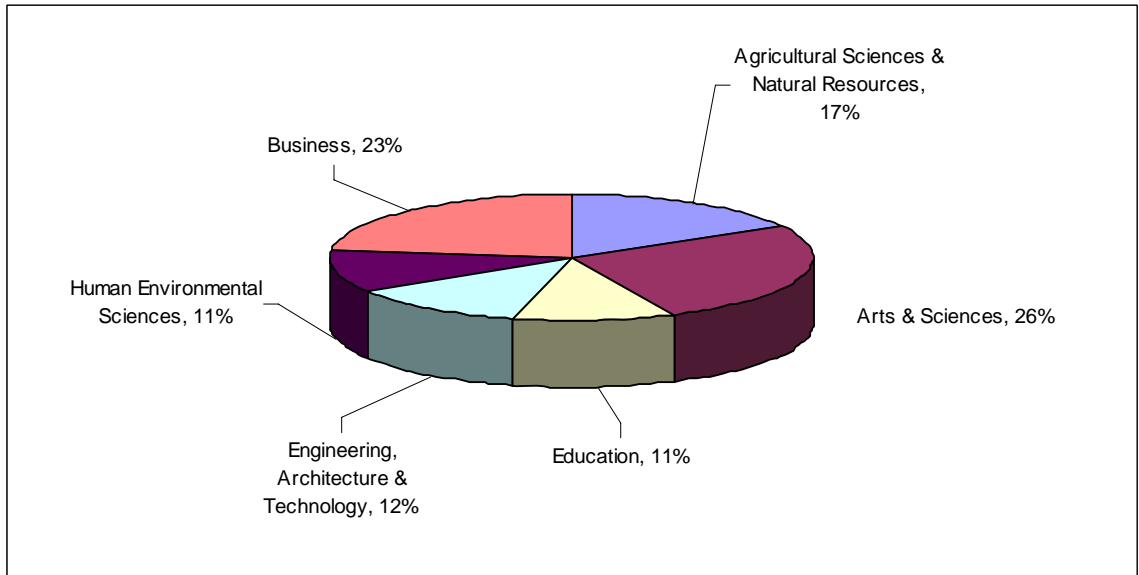


Figure 1. Graph of Respondents by College within the University (N= 1,220)

The central focus of this study revolves around the placement of graduating students into full time positions relevant to their courses of study. Students completing the survey fell into only one of several categories. Figure 2 describes respondents' indications of employment status at the time of taking the survey. As you may see, the largest percentage of respondents were still seeking employment (n=538, 44%) at the time of survey completion. It is encouraging to see the next highest percentage being those with a full time position (n=303, 25%) relevant to the field of study. Of note may be the "returning to home country" option provided. This option may be viewed as an extension of "not seeking" with emphasis on the United States. It may be assumed these students (n=2, <1%) will be seeking employment after returning to their home countries where a more effective job search strategy may be utilized.

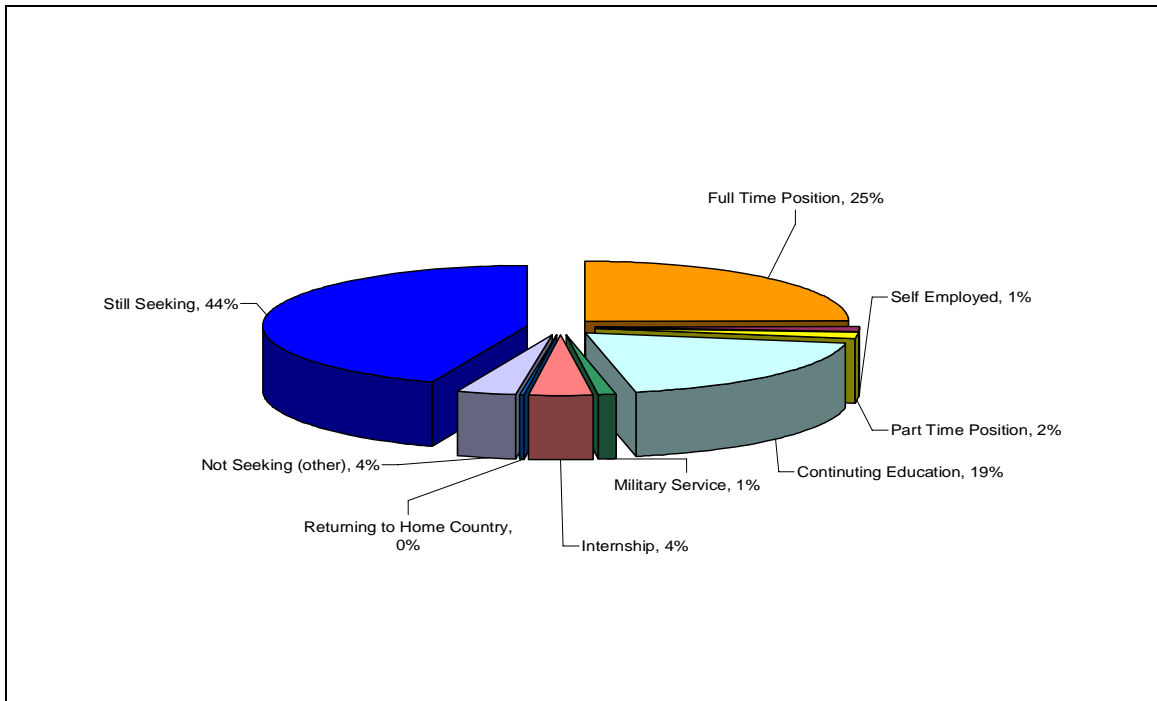


Figure 2. Placement Status of Respondents (N= 1,220)

### Placement and Use of Career Services

As a measure of comparison in regard to the use of Career Services between those reporting having a full time position (n=303, 25%) and those still seeking (n=538, 44%), a Chi Square analysis was completed comparing respondents indicating placement and still seeking in regard to number of services used. Results (see TABLE I) include a Chi Square value of 1.74 which indicate no statistical significance between the groups. This upholds a failure to reject the HO1 that the number of services used will not differ between placed and not placed students. An Odds Ratio calculated utilizing the same comparative groups revealed that students who used career services were 1.3 times more likely to secure placement prior to graduation than those who did not utilize career services. An additional calculation of Omega Squared suggests that less than 1% of the

variability in placement may be due to services used. According to Cohen in Keppel (1991) this is less than a small practical significance.

TABLE I

Results of Chi Square Analysis of Placed and Still Seeking Respondents in Regard to the Use of Career Services

	<u>Placed with Services Used</u>	<u>Placed with NO Services Use</u>	<u>Still Seeking with Services Used</u>	<u>Still Seeking with NO Services Used</u>
Observed	N = 259 30.6%	N = 46 5.4%	N = 441 52.1%	N = 101 11.9%
Expected	252	53	448	101

Chi Square Value = 1.749; p=.2431

#### Timing of Placement and Use of Career Services

For those reporting placement, included in the survey was a measure of timing of job placement. Students were asked to indicate when they received the offer for the job they accepted. Of those answering (n=283, see figure 3), options included:

Six+ months prior to graduation (n=112: m=4.95, 39%)

Four – five months prior to graduation (n=47: m=4.96, 17%)

Two – three months prior to graduation (n=75: m=4.72, 27%)

Within one month of graduation (n=40: m=4.03, 14%)

Two – three months post graduation (n=9: m=6.11, 9%)

Recall at this time students may have originally completed the survey prior to graduation then returned later to change responses due to a change in employment status.

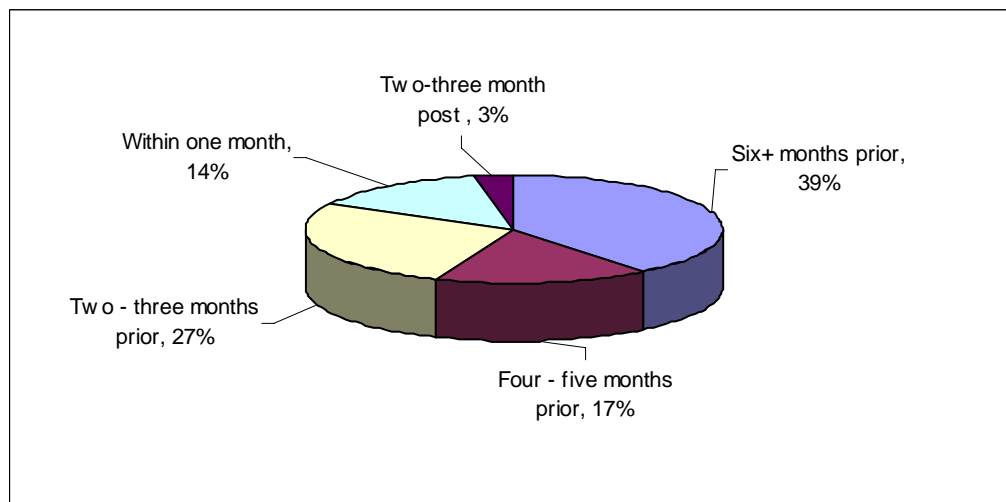


Figure 3. Time of Placement Relevant to Graduation Date (N= 283)

To further explore the issue of timing related to use of Career Services, a one factor between groups ANOVA was completed where subjects were nested according to time of job offer. This tested HO2 that the number of services will not differ among time frames for placed students. Independent variables were the prescribed time frames with the dependent variable being number of services used. Each respondent indicating full-time placement was put into one of five time frames: Six + months prior to graduation, four – five months prior to graduation, two – three months prior to graduation, within one month of graduation, and finally, two – three months prior to graduation. Results of the ANOVA (see TABLE II) concluded there was no statistically significant [ $F(4,278)=.632$ ;  $p=.6$ ] difference between the groups in relation to the number of career services utilized. This indicates a failure to reject the Null Hypothesis. Despite the findings of no statistical significance, it is interesting to note the last group of respondents, those securing placement one – two months post graduation had a mean score (6.11) of services

used greater than the other groups. This may suggest that as students near and pass their graduation date, their efforts at placement increase which makes sense.

TABLE II

Analysis of Variance for Five Placement Timing Variables in Regard to Number of Career Services Used

<u>Source</u>	<u>N</u>	<u>M</u>	<u>S.D.</u>	<u>d.f.</u>	<u>M.S.</u>	<u>F</u>
6+ months prior	112	4.59	3.826	4	10.014	.632
4-5 months prior	47	4.96	3.917	278	15.849	
2-3 months prior	75	4.72	3.958			
Within 1 month	40	4.03	3.765			
1-2 months post	9	6.11	6.735			
Total	283	4.65	3.971	282		

#### Placed Students and Source of Contact

Respondents indicating placement were asked on the survey to indicate how they had come in contact with their employer. Figure 4 provides the rates for placement via categories of “on my own” (N=168, 55%), “other” (N=20, 7%) and “Career Services” (N=115, 38%). This information was used to test HO3 that the number of services used will not differ between students who attain placement via Career Services and those who attain placement through other methods using a one factor between groups ANOVA where participants were nested according to method of placement. Independent variables were “on my own” and “career services” with a dependent variable of number of services

used. Results (see TABLE III) indicate a statistical significance [ $F(1,281)=5.425$ ;  $p=.021$ ] between the groups with those utilizing more services getting their jobs via Career Services ( $n=115$ ). Therefore, the Null Hypothesis could be rejected and it could be said that the number of services used does differ among the two groups analyzed. In addition calculation of Omega Squared suggests that about two percent of the variability in placement method may be due to services used. This indicates a small effect of use of services on placement (Keppel, 1991).

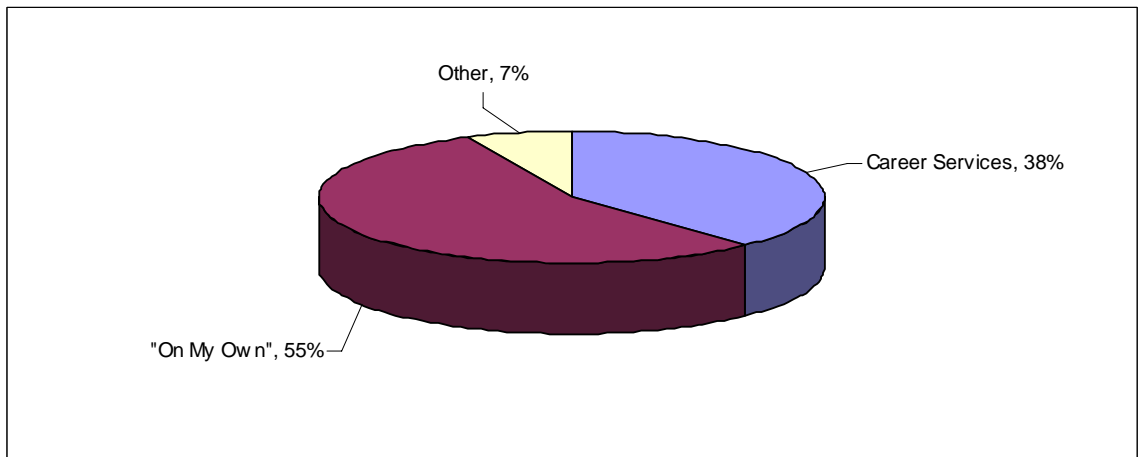


Figure 4. Method of First Contact with Employer for Placed Respondents (N= 303)

TABLE III

Analysis of Variance for Two Placement Method Variables in Regard to Number of Career Services Used

<u>Source</u>	<u>N</u>	<u>M</u>	<u>S.D.</u>	<u>d.f.</u>	<u>M.S.</u>	<u>F</u>
Career Services	115	5.31	3.383	1	84.214	5.425*
"On My Own"	168	4.20	4.279	281	15.523	
Total	283	4.65	3.971	282		

\* $p = .021$

Of additional interest may be the following two charts illustrating the specific methods used under each category. The first displays the percentages of varying methods for placement “On Your Own” (see figure 5). Note the majority of placements in this category occurred in result of a student’s personal network including family and friends (N=55, 33%). The second highest group was among those receiving jobs from an internship secured using their own contacts and connections (N=46, 28%).

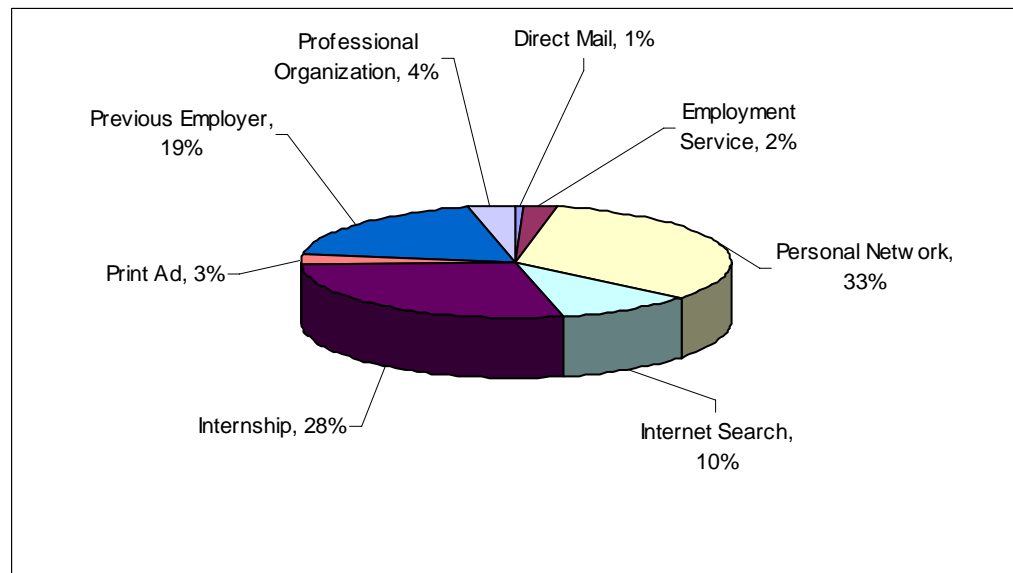


Figure 5. Sources of Placement Via “On My Own” (N= 166)

The second chart displays the differing categories under the “Career Services” method of placement (see figure 6). Note that the highest percentage belongs to the group who found jobs through the campus online job posting and application service known as *7 of 10* (N=59, 52%). This website allows employers to post available positions and screen applicants according to their requirements. Students may browse the website and apply for jobs of interest or may opt to automatically apply for any jobs for which they meet the requirements. The second highest category was via a job fair. There are five job fairs held each year at the subject university, the Business Career Fair, The

College of Agricultural Sciences and Natural Resources (CASNR) Career Fair, the Education and Teacher Job Fair, the College of Engineering, Architecture and Technology (CEAT) Career Fair and the general Career Fair. In the academic year concerning this study the CASNR and CEAT career fairs were conducted by the college career services while the others were conducted by the main Career Services Department.

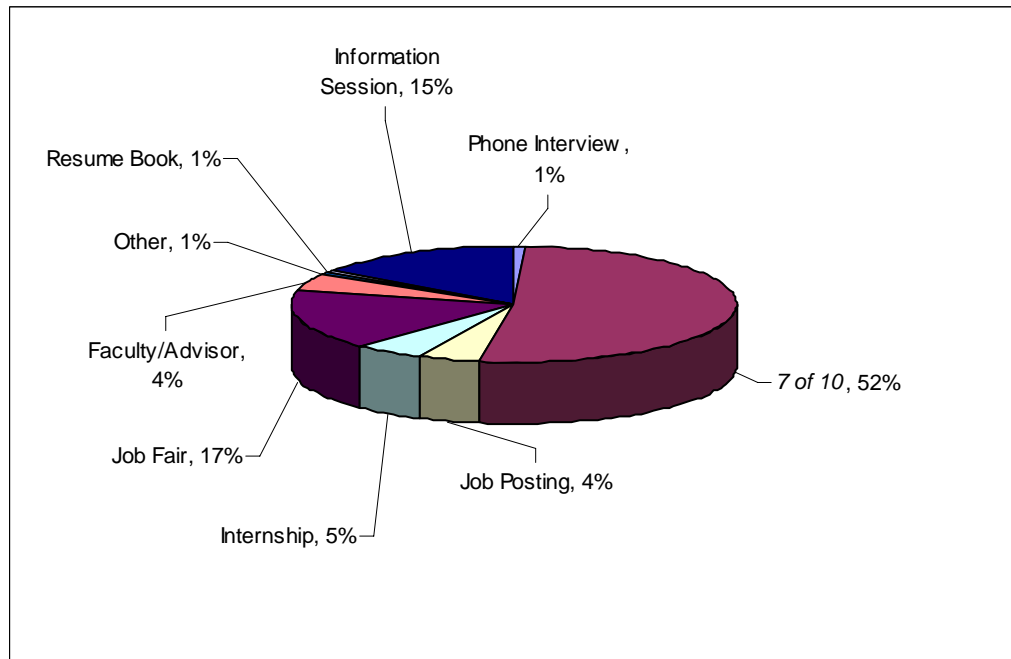


Figure 6. Sources of Placement Via Career Services (N= 114)

As an aside, information regarding location of employment for those students indicating placement is illustrated in figure 7. Of note is the large percentage of students finding employment in the southwest region (n=232, 76%) of the United States. From that region, the largest group (N=177) fell within the home state of the university department in question. With second highest state held a much lower number (n=44) of respondents in the group. There were no respondents indicating placement outside the United States or in any other US region (Bermuda, Canada, Greenland).



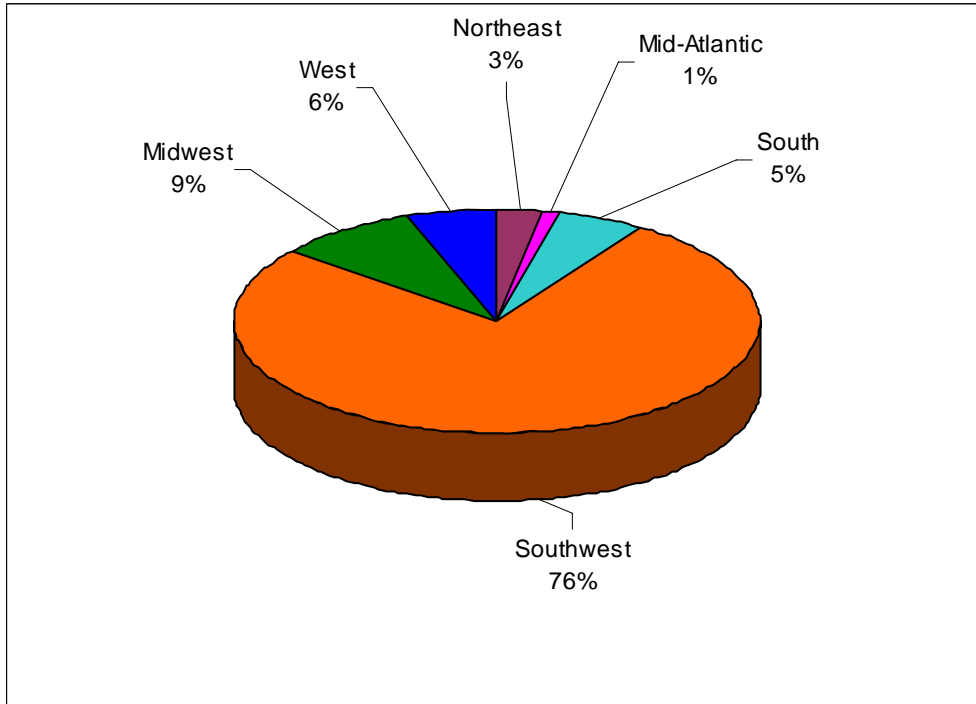


Figure 7. Region of Employment for Placed Students Within the United States (N= 303)

### Addressing the Issue of Quality

To fully address the issue of effectiveness in a services related area a look at the quality of the services provided seems warranted. Particularly when the agency or department providing those services strives to provide exceptional services or “be nationally recognized as a world class organization... and by delivering the highest quality career resources and services” as stated in the strategic plan provided earlier in this work.

### Services Ratings

To examine this issue, survey respondents were provided the opportunity to indicate services used and provide a rating of said service(s) on a Likert scale with a rating of one equating very helpful; 2 as helpful; 3 as slightly helpful; and 4 as not helpful. Rating results for respondents indicating placement according to method of first contact with employer and still seeking are provided in APPENDIX D. Of most import in this study were the services appearing to create a direct link between students and employers. This included *7 of 10* (the campus career web operating similarly to Monster.com or Careerbuilder.com where employers post available jobs and internships and students may post their resumes), job fairs (where students actually meet face to face with company recruiters), job postings (similar to *7 of 10*, but occasionally done within specific colleges), and on campus interviews (employers actually schedule and complete at least first round interviews on campus). Other services provided were to enhance the students' abilities in securing a position, but were not designed to connect students to employers such as resume development, cover letter critiques, job search strategy development, career advice, assistance in choosing a college major, mock interviews and the like.

Via the following table (see Table IV) information can be seen related to ratings for those services providing a potential direct contact with employers with a score of one being the highest, equating to a rating of very helpful on the survey. Overall, it is important to note that students, regardless of employment status rated the services fairly high. The majority of services rated fell into the very helpful or helpful range, with few falling below those levels. Those few services falling lower on the scale included some

specialized areas: Career assessment and counseling, global job search, government job search, and graduate school search.

TABLE IV

Average Ratings for Direct Placement Services Used

<u>Service</u>	<u>Respondents</u>	<u>Average Rating</u>
<i>7 of 10</i>	421	1.79
Job Fair	396	1.94
Job Posting	98	1.54
On Campus Interview	248	1.55

#### Anecdotal Comments

Anecdotal comments provided by respondents were grouped into five categories as seen in Table V): Positive (N=106, 46%), Negative (N=48, 21%), Mixed (N=25, 11%), Prescriptive (N=27, 12%), and Neutral (N=22, 10%). A complete listing of comments by category may be seen in Appendix E. Positive comments consisted of those with only complementary statements such as, “the *7 of 10* website is very helpful in job searching”, “Career Services is a great thing”, and “overall a great experience.” Negative comments included items like “the website was not helpful”, “the website was a waste of time”, “I tried to make appointments with career consultants all semester long, my e-mails were ignored and I never got to speak with a career consultant”, “it seemed like a hassle to go in to get assistance.” Mixed comments were those with both a positive and negative aspect. For example, “the *7 of 10* program did help me to get started in my job search, but I found that a lot of the positions or companies that came to interview

were not high quality”, “it’s a great service, but they need to advertise more”, and “I never got very much from going to the career fairs, but then I applied online and someone called me.”

Prescriptive comments included items or tasks respondents thought should be taken on such as “Career Services needs more publicity”, “more graduate application help is needed”, “I think they should take a more aggressive role in helping students find employment after graduation”, and “you need more advertising and a specifically create a concise list of services and their definitions...include in enrollment packages”. The last category included neutral comments, for example “did not use career service because I am going to medical school”, “I have no idea what Career Services is or where its located”, and one comment this researcher finds entertaining “I am planning to visit the office very soon...today, in fact.”

While the comments varied across and within categories, there seems to be a pattern surrounding the area of marketing, publicity, and advertisement. With all categories having comments on the subject (N=29, 13%).

TABLE V

Percentage of Anecdotal Comments in Five Categories (N=228)

<u>Comment Category</u>	<u>Number of Comments</u>	<u>Percentage Rate</u>
Positive	106	46%
Negative	48	21%
Mixed	25	11%
Prescriptive	27	12%
Neutral	22	10%

## Follow Up Study

### Characteristics of Respondents

Of the 528 students asked to complete the follow-up survey, 59 completed and submitted the task. This equates to an 11% response rate. With this small a response rate no statistical analysis occurred due to the potential unreliability of such pursuits. The employment status descriptions from the initial survey were used in the follow up study. Respondents fell into three basic categories; full time position (n=40, 68%), continuing education (n=2, 3%), and still seeking (n=17, 29%) as illustrated by the following figure.

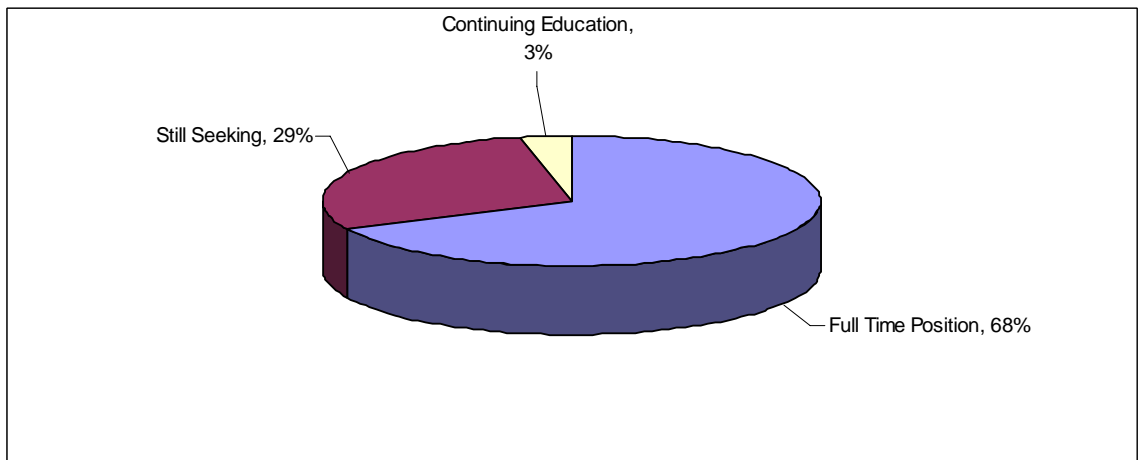


Figure 8. Placement Status of Follow Up Respondents (N= 59)

### Timing of Placement

All follow up respondents indicating placement were asked when they had received their job offers. Responses were limited to a forced choice situation including the month of graduation (n=13, 32%), 1 month post (n=7, 18%), 2 months post (n=9, 22%), 3 months post (n=4, 10%), and 4+ months post graduation (n=7, 18%). Figure 9 illustrates this point.

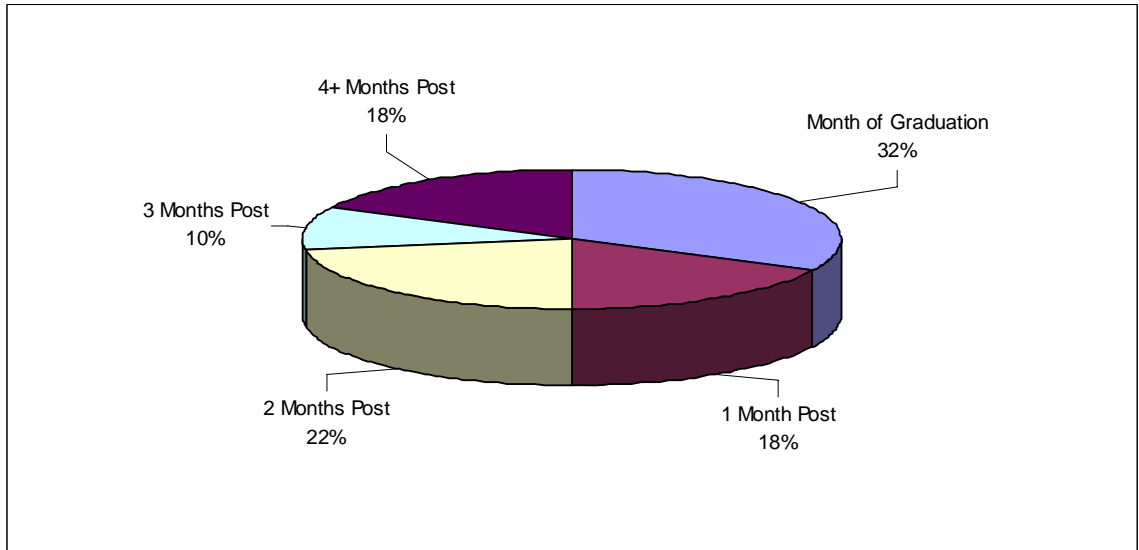


Figure 9. Timing of Placement Relevant to Graduation Date for Follow Up Respondents (N= 40)

#### Placed Students and Source of Contact

Placed follow up respondents were given the same options for indicating original source of contact with their employers. Unlike the original survey, respondents were allowed to skip items, but still complete the survey. Therefore, there was a small group of respondents (n=5, 13%) who supplied no response to this survey item. At follow up there were far more graduates indicating using their own methods (n=23, 59%) to secure employment than those offered by Career Services (n=5, 13%) which can be seen in this figure 10.

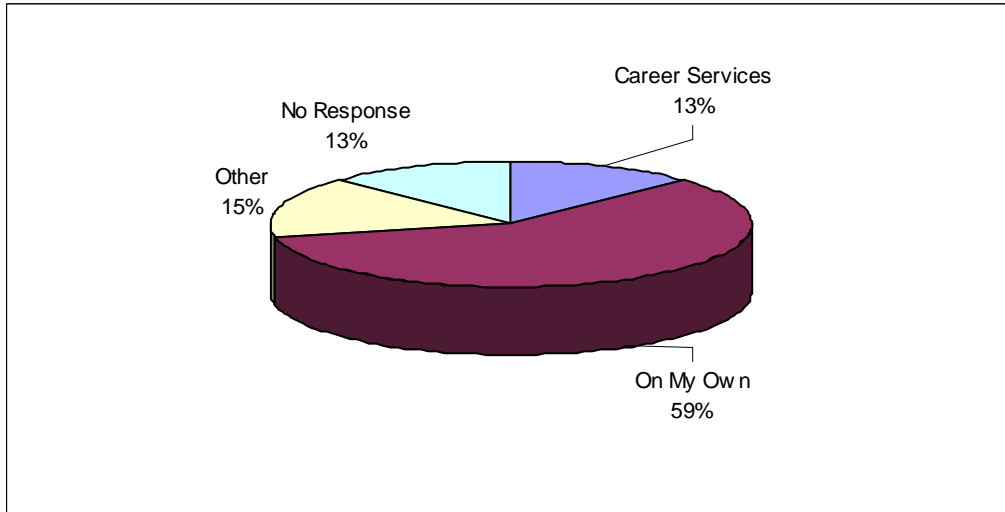


Figure 10. Method of First Contact with Employer for Placed Follow Up Respondents (N= 39)

Responses to indicate the number and type of Career Services used by graduates were haphazard at best in the follow up effort. Therefore, no information on that issue is presented here. It may be safely assumed that as graduates got further away from the easy access of Career Services on campus they were more likely to increase efforts on their own. It is of interest though, that of the 17 respondents still seeking employment, 9 indicated using no career services at all. It is unsure whether these respondents were indicating not using services during the period since graduation or before, or both.

A further look at those indicating finding employment on their own lead to the depiction portrayed in figure 11.

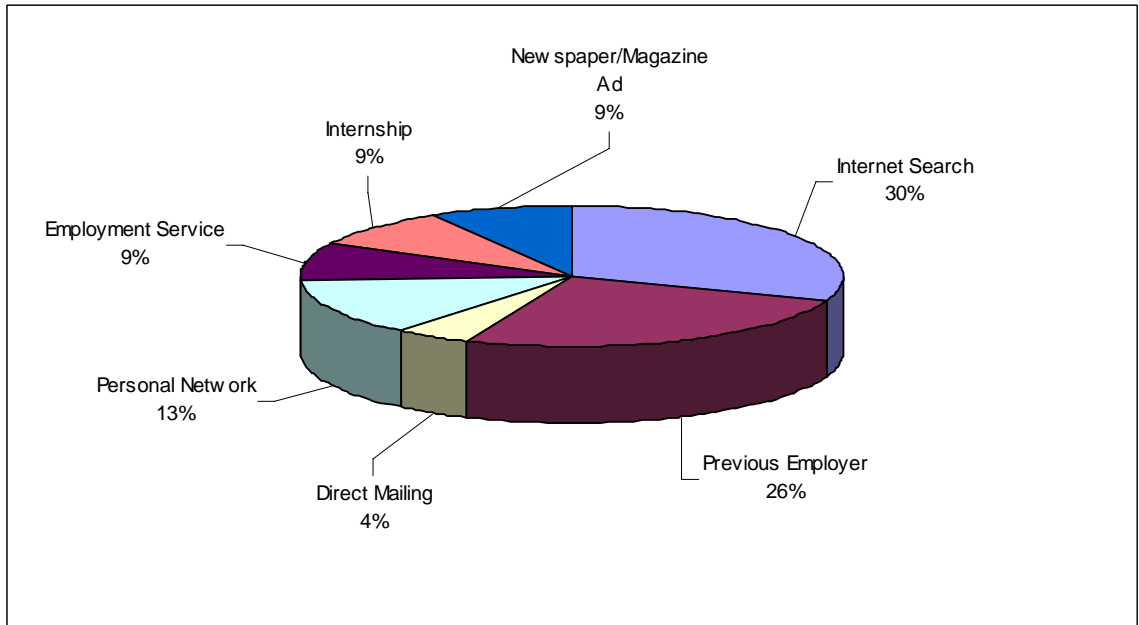


Figure 11. Sources of Placement Via “On My Own” for Follow Up Respondents (N= 23)

Figure 12 illustrates the examination of methods utilized by those indicating finding employment via Career Services.

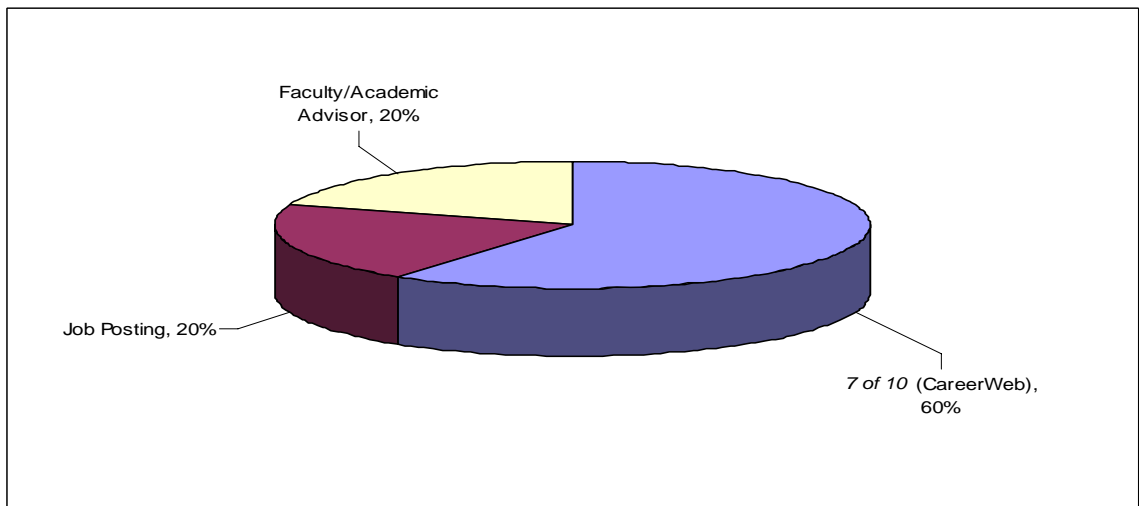


Figure 12. Sources of Placement Via Career Services for Follow Up Respondents (N= 5)

It can be argued that the category “Faculty/Academic Advisor” should not actually be an option under Career Services and that it should potentially stand alone as a method category. However, for the purposes of this survey, faculty and academic



advisors are seen as a part of the broad network relevant to campus contacts and therefore fall under the Career Services category.

### Summary

Findings revealed no statistically significant difference in number of career services utilized and placement prior to graduation resulting in a failure to reject the hypothesis that there would be no differences among the number of services used and placement. There were also no significant differences among placed students in regard to the number of services used and timing of placement, resulting in failure to reject the null hypothesis that the number of services used would stay constant across the placement timing variables. However, there was a statistically significant difference between groups of respondents placed via career services and on their own with those placed via career services having used more services than the others demonstrating the rejection of the null hypothesis that number of services used would be consistent across the method of placement variables. Ratings of services tended to be high overall with most respondents, regardless of placement status rating services as “very helpful” or “helpful”. In addition, anecdotal comments generally and overall appear to also be complimentary in nature as the majority of comments fell into the positive category.

## CHAPTER V

### CONCLUSIONS, RECOMMENDATIONS, AND COMMENTARY

The intent of this research was to examine a possible relationship between use of Career Services and placement prior to graduation. In addition, the study sought to compare the use of services in regard to the timing of job offers.

A review of the literature revealed that little has been done in regard to the outcome assessment of Career Services units within universities across the United States. However, there has been an increasing call for accountability within institutions of higher learning over the past twenty years. This is due partly to increasing tuition and fee rates as well as decreases in state funding directed toward educational efforts. It was found that students and their parents are typically uneasy about securing large loans for tuition and fees when the outcome of such an education is still uncertain. Studies were cited showing students generally go to college to learn about what they like, but also to get a good or better job. It appeared through this review that placement into a professional position relevant to the field of study should be one outcome of higher education.

The quantitative investigation of these issues included much descriptive data related to the 1,220 respondents of a survey designed by this researcher to assess placement status, time of job offer, and use of career services in addition to the method of first contact with employers for placed students. A Chi Square Analysis, Odds Ratio, and Omega Square calculation were completed to explore a potential relationship between

use of career services and the obtaining of placement. Findings indicated no statistically significant differences in the number of services used by placed respondents and respondents who were still seeking placement. In addition, no practical significance was found in the number of services used in regard to placement.

The issue of placement timing was investigated using a One Factor Between Groups Analysis of Variance. Time of placement was divided into five categories. This investigation revealed no statistical significance between the number of services used and the timing of placement.

An additional Analysis of Variance was conducted investigating the method of first contact with employer for placed respondents. Results indicated significant statistical difference between the number of services used and placement via career services or the category “on my own”. Placed respondents indicating having first contact with their employers through career services tended to use more services than those meeting their employers through their own methods. An Omega Square calculation of this information revealed a small practical significance in the findings.

Effort was also made to investigate the reported quality or helpfulness of career services used using a four point rating scale. Percentage ratings for services revealed that regardless of placement status, respondents considered most services as helpful. Very few services were rated as not helpful.

## Conclusions

At this point investigation through statistical analysis does not appear to support the contention that use of Career Services leads to placement. Results of analysis reveal

that it does not seem to matter how many services students use, some will find employment while others will not. Of those students gaining placement, 55% did so utilizing their own methods and contacts as opposed to 38% who did so via Career Services.

Looking beyond these figures it is important to note that of those finding placement via Career Services, 52% (N=59) did so through *7 of 10*, the campus online career web. This figure represents the majority within the group of placed students and is certainly, therefore, indicative of successful effort. The importance of this service can be seen through anecdotal information found in the comments section of the survey. One student said "...*7 of 10* is a great resource and made it easy to have several interviews." Another respondent added "I never knew that I could confirm a job opportunity by October of my senior year!" However, there were also conflicting comments such as the "website is a little confusing" and that the jobs posted were "...not in my major" or "...too business and tech. related." Whether making positive or negative comments, today's students may prefer the "high click" method offered by *7 of 10* with 24-hour access from any online computer station. Other options requiring personal presentation of a professional demeanor such as the other most visible means of on-campus recruitment, job fairs tended to not be viewed as favorably with only 17% (N=19) of Career Services placements. While job fairs allow recruiters to come on campus, meet students, and give away free toys and pens, perhaps their usefulness needs further examination in comparison to the expenses needed to support such efforts.

In further review of the data from a different perspective, it appears that *7 of 10* was the most successful job search method among this respondent pool, resulting in 19%

of placement overall; followed by utilizing a personal network at 18%. Self generated internships were the next highest category at 15% with previous employer coming in at 10%. Job fairs fell low on the list and tied with general internet searches at only 6% of total placements. This demonstrates that while not all students are assisted by 7 of 10, it is a useful mechanism for placement by many. It may also allude to the high tech nature of today's college students with 24-hour access being a premium and accessibility from any web accessing port allowing convenient use.

Exploring the ratings of services used by survey respondents provided useful information. Despite the findings that increasing the number of services used did not necessarily increase chances of finding placement, respondents overall found the services used to be very helpful or at least helpful as evidenced by their ratings of services from a comprehensive list including over twenty individually listed services provided by college and central Career Services offices. Further exploration of ad hoc comments in the survey revealed the following statements: "These individuals [Career Services staff] go above and beyond to secure the best opportunities and preparation for [redacted] students, alumni and even non-[redacted] students making use of the services provided" and "They are very positive and seem genuine about spending the time to help me with the issue at hand (resume, finding out about interviews, etc.)." In addition to "The staff members at [redacted] Career Services are incredible!"; "[redacted] Career Services was helpful and friendly"; and "I am excited about my future job and it wouldn't have been possible without their [Career Services staff] help." This indicates that while many students were not placed by Career Services, the skills developed from use of services were seen as useful on some level.

In opposition to those very positive comments there were negative and prescriptive comments made by respondents. Many centered around the difficulty with locating the correct office to receive services from such as "...felt like Career Services were geared toward other majors...", "It seemed like a hassle to go in to get assistance" and "...my e-mails were ignored and I never got to speak to a Career Consultant." Despite the back and forth nature of the comments, it appears more respondents were willing to make comments in favor of Career Services than those against.

Aside from direct placement via Career Services, it is quite possible that assistance with resume or cover letter development from a Career Services professional lead many a student placed "on my own" to be considered for employment. The same holds true for interview preparation or the development of a job search strategy. This may be evidenced in the sentiments of respondents stating "I do not think that I would have been as prepared in finding a job if I did not have the career services available to me." Another statement reflects a similar viewpoint – "I don't know if I would have been offered a job without Career Services!"

Another consideration in debating the merits of Career Services includes the issue of lifelong skills being developed or enhanced to smooth job or career transitions and acquisitions later in life. A student seeking resume development and interview preparation skills may or may not use that knowledge to immediately obtain placement, but may utilize the knowledge after being "downsized" or deciding to make a change in career path a year after graduation.

While this study revealed some important findings in regard to use of services and placement, these findings must be regarded cautiously at best. There are far too many

variables, such as those discussed in the following section on limitations, not accounted for in this study to assume it will suffice for a complete review of outcome measures of success in Career Services.

### Limitations

One objective of planning research is an attempt to cover all contingencies in order to assure that research is valid and results are as “pure” as possible. Obviously, the perfecting of this cannot always occur and as such, some unfortunate unplanned contingencies occurred during the course of this research project. Some of these limitations involved technical aspects of the survey instrument and completion method while others involved the need for additional measures.

The earliest of issues included the involvement of other university departments in the making and distribution of the original survey. The addition of a section on academic advising and another designed to assist the Alumni Association made the survey lengthy and cumbersome at best. This may have influenced respondents moods while completing the survey and caused some individuals to change responses in order to negate the need to complete other sections of the survey.

Another limitation was the format in which the original data was passed to this researcher. Data was dropped into a spreadsheet format as suggested early in the process; however, upon first look at the data it was apparent that there were multiple lines for each respondent. Up to 500 lines of data in the spreadsheet sometimes occurred for a single respondent while others had only 100 or only one. It took considerable time and effort to go from over 40,000 lines of data in a single spreadsheet to multiple sheets with

meaningful non repetitive data. The constant moving of data in this fashion also lowered the probability that all respondents were accounted for in the final data set. This researcher had to put heavy trust and a lot of faith in the computer system used to make this happen.

A third limitation concerned the follow up survey. The number of respondents to the survey actually surprised this researcher with more graduates responding than anticipated. However, the number was still rather small and when divided into subcategories left little ability to rely on statistical analysis in provision of meaningful data. Instead, the information provided via follow up provided more of a practical recognition of issues. The follow up survey was worth the effort, despite the lack of statistical research potential provided by the results.

In regard to additional measures there are some glaring limitations to the current project. For example, of the 847 (69%) respondents indicating placement or still seeking at survey completion, 147 (17%) indicated using no career services at all. An issue for further consideration is the question “why?” A question not addressed in the original survey nor in the follow up survey. This would be a good area of exploration utilizing qualitative tools. Discussing the issue with a feasible sample from this group and determining if any patterns exist among the rationales for lack of use would seem important information to have in regard to marketing, types of services provided, location of services provision, etc.

In addition, one very large yet unaccounted for variable lies in the motivational levels of the respondents themselves to secure placement prior to graduation. No doubt, many were motivated enough to make this happen, but there may have been many more



who were not. The survey included a checklist method to enumerate the services used. It did not hold measures relevant to how many times each of those services were used by the individuals or if any of the services were deemed more effective than others. In regard to method of placement, respondents were asked to indicate a particular method under the categories of “Career Services” and “On Your Own”. The survey however, did not inquire as to how many resumes respondents had sent out in general or how many different positions had been applied for prior to securing a position.

The evaluation also neglected to take into account the timing of starting a job search which would logically most certainly have revealed much as to the timing of securing placement. A job typically won’t be found unless it is looked for. The survey instrument used here allowed for a response of “not seeking”, but the small number included in this group would indicate that many of those selecting the option of “seeking” had yet to take action in seeking (they were thinking about it) or had done so on a haphazard basis at best.

### Recommendations

Relevant to the particular decentralized Career Services system being studied, investigation of differences between services provided by the main office staff and those delivered by the staff members dedicated to the colleges should be pursued. While the main office sets job postings and provides some limited services to special student populations, the offices within the individual colleges also offer job postings and direct connections with employers as well as more direct focus on the softer skills such as development of interview skills, resume development and job search strategy

development. The current study does not differentiate between the sites of service, nor does it address the possibility of any effect on placement relevant to the differences among sites. There were respondent comments directed specifically to college sites such as “I have had such a great experience with the [REDACTED] School of Business Career Services. They are a valuable asset that I have utilized to promote myself in the work force.” and “I don’t think [REDACTED] had any idea what [REDACTED] students were doing...” However, there was no method to distinguish among the sites for service in the survey rating scales.

In addition, Career Services uses many online or web-based applications to assist students. The survey used in this project did not address any of the technological aspects of services – there was no “user friendly” quotient to the web services. One student commented that “I thought the website was well-organized except you had to kind of experiment to get what you wanted out of the search options.” Another student added “the website...was not helpful for any health related majors” and another who felt “the web site is a waste of my time.” It is important to address issues involving technology since it seems to be an ever more popular way of delivering services and reaching out to students.

A qualitative investigation of issues related to lack of services use by some students may also prove useful and provide insights into a study of effectiveness. One student in comment stated “The workshops looked helpful, but were at times that I couldn’t attend.” Further exploration of this thought through focus groups might prove useful to making positive change. Although qualitative measures take significant time, this would allow for the asking of thought provoking questions as well as probing for

additional relevant information among respondents. Issues such as professionalism among the Career Services staff could also be addressed in this manner, perhaps delving into students' expectations versus their perceptions of the people involved and usefulness of the product.

Finally, it appears paramount that future research on the effectiveness of campus Career Services units most assuredly should include some measure of motivation among students. It may be that motivation and services used play equally important roles in placement or it may be that motivation is the single most important factor in placement. Anecdotal information provided by one respondent's comment of "They did an excellent job at encouraging me to apply for positions..." begins to address the issue of motivation; however, motivation is not solely a function of Career Services, and staff members may vary greatly in their abilities to inspire action and promote motivation in others. Motivation may come in various ways including, but not limited to parental pressure, need to repay student loans, faculty pressure, peer pressure, or the need to make one's own way in the world.

#### Commentary

Despite areas for improvement in this project, it does appear that this initial effort was successful in investigating the potential relationship between use of career services and placement. Perhaps the most intriguing information presented relates to answering the question as to whether or not Career Services connects students with jobs. There are many ways this information can be interpreted. One could see the information strictly for what it is – a statistical reporting that use of services does not necessarily enhance the

chances of gaining employment. Or upon deeper reflection, one may note that despite the majority of placed respondents finding jobs on their own, the number one way of gaining employment was via *7 of 10*. Over the years this researcher has often heard complaint after complaint about the online system and yet many students utilize the service and are connected with employers through that mechanism. It appears that whether or not students appreciate or have problems with the service, it does its job in bridging the gap between employers and job seekers. This information in conjunction with that provided through ratings of services by respondents serves to uphold the use of and success of *7 of 10*. Despite the complaints registered in comments, the overall service rating remained high. Perhaps this is indicative of some issues with the user friendliness of the service as opposed to the actual task completed. Also of interest is the comparison between the impact of an online service “high click” versus the face-to-face contact service included in job fairs. It would be easy to assume that students connect with employers at such events, however this appears to not be the case.

Another area of interest lies in the idea of life long learning and the skills produced in the “high touch” face-to-face services provided in the provision of resume and cover letter assistance. While none of these services were seen as directly connecting job seekers and employers, they are paramount to the process. While some survey respondents may have indicated obtainment of placement via their own methods, it may also have been due to a professional appearing resume and well crafted cover letter developed by a Career Services staff member. Certainly without assistance in these areas many students would not have been deemed suitable for interview.

The same may be said of assistance by Career Services in enhancing interviewing skills. Obtaining a spot on the interview list doesn't guarantee a job. Without effective communication skills and preparation in the appropriate manner to address questions asked some applicants will be out of the process after the first round of interviews. Without development of these skills many of those stating they used their own methods to gain placement may not have been offered the job.

The issue of motivation still looms in the midst of an attempt to measure outcome success of Career Services. When a person begins and how diligent he or she is in job search surely has something to do with how long it takes to secure placement. While this project showed there was no statistical difference among the number of services used and the obtaining of placement, there may be more of a connection between diligence in the search and placement. Logic states that a person who sends out 100 well crafted resumes has a better chance of obtaining a position than a person who only sends out ten. In addition, as stated earlier in this project, typically a job won't be found unless it is looked for.

Overall, this project demonstrates that success may be measured in many ways and most often carries a "big picture" focus. Despite the statistical findings, many of the issues surrounding services provided by Career Services were not directly addressed in the project and yet, the need for continuation of these services has been cemented in the mind of the researcher.

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## APPENDICES

### APPENDIX A – IRB APPROVAL

#### Oklahoma State University Institutional Review Board

Date: Monday, July 18, 2005  
IRB Application No ED064  
Proposal Title: Measures of Success in University Career Services

Reviewed and Processed as: Exempt

**Status Recommended by Reviewer(s): Approved Protocol Expires: 7/17/2006**

Principal Investigator(s)

Lori O'Malley 102 Gundersen Stillwater, OK 74078	Bert Jacobson 204 Willard Stillwater, OK 74078
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The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

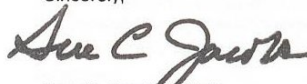
The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Beth McTernan in 415 Whitehurst (phone: 405-744-5700, beth.mcternan@okstate.edu).

Sincerely,



Sue C. Jacobs, Chair  
Institutional Review Board

APPENDIX B – INITIAL SURVEY INSTRUMENT

**GRADUATION SURVEY**

The survey you are about to complete provides [redacted] with information necessary for completing critical reports for program recognition and accreditation by various educational and professional organizations. **All** [redacted] graduates are asked to complete this survey. Please carefully consider each question within the survey and provide the most accurate response possible.

The data you submit through the [redacted] Graduation Survey is confidential. Your individual information will **not** be shared with entities external to [redacted]. Graduate information gathered through the [redacted] Graduation Survey is utilized for statistical purposes only and is **never** connected to individual names or identification numbers when reported externally.

[redacted] greatly appreciates your time in completing this survey and we congratulate you on your graduation.

Upon submitting your [redacted] Graduation Survey to [redacted] Career Services, 360 SU, or the [redacted] Alumni Association, 212 SU, you will be entered into a graduation prize drawing. In addition, you may also claim a free [redacted] Alumni car tag from [redacted] Career Services and obtain your membership card and free graduation gift from the [redacted] Alumni Association upon completing this survey.

Again, we thank you for your thoughtful responses.

**SECTION 1 – BASIC INFORMATION**

Name \_\_\_\_\_  
First Middle Last

Student ID # \_\_\_\_\_ Date of Birth \_\_\_\_\_  
Month Day Year

Permanent Phone Number (include area code) \_\_\_\_\_

Permanent Address \_\_\_\_\_  
Street Address

City State Zip

Country

- |                            |                                 |                           |
|----------------------------|---------------------------------|---------------------------|
| Ethnicity (select one)     | African American (non-Hispanic) | Asian or Pacific Islander |
| American Indian or Alaskan | Hispanic or Latino/Latina       | Caucasian (non-Hispanic)  |
| Multiethnic                | Non-residential International   | Other                     |

Age (in years) \_\_\_\_\_ Gender Male Female

Marital Status: Married Not Married Divorced

Degree Seeking: Bachelor Master Doctoral

Area of Study \_\_\_\_\_

Academic College of Area of Study

- College of Agricultural Sciences and Natural Resources
- College of Arts & Sciences
- College of Education
- College of Engineering, Architecture, & Technology

- College of Human Environmental Sciences
- William S. Spears School of Business
- Interdisciplinary (applies to Graduate Students Only)

Location of Primary Coursework

- \_\_\_\_\_ campus
- \_\_\_\_\_ campus
- \_\_\_\_\_ campus

- \_\_\_\_\_ – \_\_\_\_\_ campus
- Distance learning

Citizenship

- U.S. Citizen
- Permanent Resident
- Foreign National

In what city, state and/or country will you be living after graduation? \_\_\_\_\_

Would you be willing to be interviewed by an \_\_\_\_\_ staff member for an alumni feature article?

- Yes
- No

List the name, address and phone number of one person who will always know your address, other than your spouse:

Name \_\_\_\_\_  
First Middle Last

Permanent Address \_\_\_\_\_  
Street Address

City State Zip

Country

Are you a member of the \_\_\_\_\_ Alumni Association? Yes No

Would you like to join now? Yes No

If Yes, please complete the following information:

Spouse's Name \_\_\_\_\_  
First Middle Last

Souse's Social Security Number \_\_\_\_\_

Is your spouse a graduate of or attending [redacted]?      Yes      No      Not Applicable

Is your spouse a member of the [redacted] Alumni Association?      Yes      No      Not Applicable

## SECTION 2 – POST-GRADUATION PLANS (SELECT ONE)

- I have a full-time professional position. *Continue Survey at Section 6.*
- I have a part-time professional position. *Continue Survey at Section 6.*
- I have a temporary or professional internship position. *Continue Survey at Section 6.*
- I am seeking a professional position. *Continue Survey at Section 6, if you have had a job offer. Skip to Section 7, if you have not had a job offer.*
- I am NOT seeking work at this time. *Continue Survey at Section 3.*
- I am continuing my education. *Continue survey at Section 4.*
- I am self-employed. *Continue Survey at Section 6.*
- I am returning to my home country. *Continue Survey at Section 7.*
- I am joining or have already joined military service. *Continue Survey at Section 5.*

## SECTION 3 – REASON FOR NOT SEEKING EMPLOYMENT (SELECT ONE)

- Company-sponsored or already employed. *Continue Survey with Section 6.*
- Starting a new business or am self-employed. *Continue survey with Section 6.*
- Postponing job search. *Continue Survey with Section 7.*
- Other \_\_\_\_\_

**\*\*Skip ahead to Section 7.**

## SECTION 4 – CONTINUING EDUCATION PLANS

Name of Institution \_\_\_\_\_

Location of Institution \_\_\_\_\_  
City State

Country \_\_\_\_\_

Area of Study \_\_\_\_\_

Have you received an assistantship or scholarship?      Yes      No

**\*\*Skip ahead to Section 7.**

## SECTION 5 – REASON FOR JOINING MILITARY (SELECT ONE)

Scholarship Commitment

Career field of choice  
Could not find position in chosen career field  
Other \_\_\_\_\_

## SECTION 6 – OFFERED, ACCEPTED, OR CURRENT POSITION INFORMATION

Title of position you have accepted, offered, or current professional position \_\_\_\_\_

Employer/Company Name \_\_\_\_\_

Job Location (city, state, country) \_\_\_\_\_

What is the post-graduation, annual starting salary in the accepted, offered, or current position previously described? \$ \_\_\_\_\_ per year

Is there additional compensation?

Signing bonus \$ \_\_\_\_\_

Relocation expenses \$ \_\_\_\_\_

Commission \$ \_\_\_\_\_

Other guaranteed compensation \$ \_\_\_\_\_

Type of employer or company described by the previously detailed position?

Government

Education

Non-profit

For-profit

Geographic Region of Position (select one)

United States

*Northeast* – CT, MA, ME, NH, NJ, NY, RI, VT

*Mid-Atlantic* – DC, DE, MD, PA, VA, WV

*South* – AL, AR, FL, GA, KY, LA, MS, NC, SC, TN

*West* – AK, CA, HI, ID, MT, NV, OR, UT, WA, WY

*Southwest* – AZ, CO, NM, OK, TX

*Midwest* – IA, IL, IN, KS, MI, MN, MO, ND, NE, OH, SD, WI

International

Africa

Asia

Middle East

Oceania

Latin America & Caribbean

Eastern & Central Europe

Western Europe

Other American – Bermuda, Canada, Greenland

Timing of FIRST post-graduation job offer (select one)

6+ months prior to graduation

4 – 5 months prior to graduation

2 – 3 months prior to graduation

Within 1 month of graduation

2 – 3 months post graduation

**Primary Source of Job Offers and/or Acceptances (select one)**

**Career Services**

- Scheduled interview
- Video/telephone interview
- Internship
- Job fair
- Information session
- Résumé book/ referrals
- Job posting
- Faculty/ advisor
- Alumni
- 7 of 10 campus interview or other on-campus interview

**On My Own**

- Previous employer
- Internship
- Family, friends, professional network
- Internet job search site
- Executive recruiter
  
- Direct mailing or employer website
- Newspaper, magazine
- Professional/ industry organization
- Other

**SECTION 7 – JOB SEARCH METHODS USED (SELECT ALL THAT APPLY)**

**Campus Career Services**

- Scheduled personal interview
- Video/telephone interview
- Career/ job fair
- Employer information sessions
- Résumé book/ résumé referrals
- Job postings
- Faculty/ advisor contacts
- Alumni contacts
- Career Services office/ staff contacts

**On My Own**

- Previous employer contacts
- Family, friends, professional networking contacts
- Internet job search sites
- Employer Web sites
- Executive recruiters/ employment services
- Direct mailings or online applications to employers
- Newspaper/ magazine ads
- Professional organization Web sites or job search resources
- Other
- NONE

## SECTION 8 – EVALUATION OF CAMPUS CAREER SERVICES

Please respond to the questions below about your career-related attitudes and experiences based upon your total educational time at [REDACTED]

I feel confident about my ability to succeed in my first job or in graduate school.

(Circle one.)

- (1) Definitely true      (2) Mostly true      (3) Mostly false      (4) Definitely false      (5) Can't judge

I have related work experience (part-time job, internship, etc.) in the career field I have chosen.

- (1) Definitely true      (2) Mostly true      (3) Mostly false      (4) Definitely false      (5) Can't judge

I have researched current employment opportunities in my chosen career field.

- (1) Definitely true      (2) Mostly true      (3) Mostly false      (4) Definitely false      (5) Can't judge

I was aware of the career resources and services available through Oklahoma State University during my education at OSU.

- (1) Definitely true      (2) Mostly true      (3) Mostly false      (4) Definitely false      (5) Can't judge

When did you first become aware of [REDACTED] Career Services and/or your college Career Services Office?

- Freshman year
- Sophomore year
- Junior year
- Senior year
- Year 1, Graduate school
- Year 2, Graduate school
- Year 3, Graduate school
- Year 4, Graduate school
- ≥ Year 5, Graduate school
- Not Applicable/ Was not aware of campus Career Services

How did your first become aware of [REDACTED] Career Services and/or your college Career Services office? (select one)

- New student enrollment program
- Camp [REDACTED]
- Freshman orientation course
- Transfer student orientation course



Other class presentation

█ ad

█ Career Services' website

College Career Services' website

E-mail from █ Career Services

E-mail from College Career Services

Faculty member/ advisor

Friend/ classmate

Radio ad

TV ad

Billboard

Campus flyer or sign

Other (please describe) \_\_\_\_\_

Not Applicable/ Was not aware of campus Career Services

From the list below of career-related services provided by █ Career Services and/or the college Career Services offices, please select all services you have used during your educational experience at █. Below each service you have utilized, please rank the value of that service on a scale of 1 to 4, with 1 = Very helpful and 4 = Not helpful.

**Résumé/ vita critique**

(1) Very helpful      (2) Helpful      (3) Slightly helpful      (4) Not helpful

**Cover letter assistance**

(1) Very helpful      (2) Helpful      (3) Slightly helpful      (4) Not helpful

**Job search strategy development**

(1) Very helpful      (2) Helpful      (3) Slightly helpful      (4) Not helpful

**Job postings**

(1) Very helpful      (2) Helpful      (3) Slightly helpful      (4) Not helpful

**Mock interviews**

(1) Very helpful      (2) Helpful      (3) Slightly helpful      (4) Not helpful

**Interview preparation**

(1) Very helpful      (2) Helpful      (3) Slightly helpful      (4) Not helpful

**7 of 10 (or CareerWeb)**

(1) Very helpful      (2) Helpful      (3) Slightly helpful      (4) Not helpful

**Career/ job fair**

(1) Very helpful      (2) Helpful      (3) Slightly helpful      (4) Not helpful

**Employer information sessions**

(1) Very helpful      (2) Helpful      (3) Slightly helpful      (4) Not helpful

**Salary negotiation skills**

	(1) Very helpful	(2) Helpful	(3) Slightly helpful	(4) Not helpful
<b>Success skills after college</b>	(1) Very helpful	(2) Helpful	(3) Slightly helpful	(4) Not helpful
<b>On campus interviews</b>	(1) Very helpful	(2) Helpful	(3) Slightly helpful	(4) Not helpful
<b>Career information</b>	(1) Very helpful	(2) Helpful	(3) Slightly helpful	(4) Not helpful
<b>Choosing a major/ career</b>	(1) Very helpful	(2) Helpful	(3) Slightly helpful	(4) Not helpful
<b>Internship assistance</b>	(1) Very helpful	(2) Helpful	(3) Slightly helpful	(4) Not helpful
<b>Graduate school application</b>	(1) Very helpful	(2) Helpful	(3) Slightly helpful	(4) Not helpful
<b>Assessment/ career counseling</b>	(1) Very helpful	(2) Helpful	(3) Slightly helpful	(4) Not helpful
<b>Services overview</b>	(1) Very helpful	(2) Helpful	(3) Slightly helpful	(4) Not helpful
<b>Global/ international job search</b>	(1) Very helpful	(2) Helpful	(3) Slightly helpful	(4) Not helpful
<b>Government job search</b>	(1) Very helpful	(2) Helpful	(3) Slightly helpful	(4) Not helpful
<b>Other _____</b>	(1) Very helpful	(2) Helpful	(3) Slightly helpful	(4) Not helpful

I did NOT use any of the above services.

Please use this space to make any comments about ██████ Career Services and/or your college Career Services office. We appreciate your most candid feedback.

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## SECTION 9 – EVALUATION OF ACADEMIC SERVICES

Please respond to the questions below about your academic experiences based upon your total educational time at [REDACTED].

I would best describe the amount of contact I had with my academic advisor as...  
(select one)

- At least once per week
- Once or twice per month
- Once or twice per semester
- Never

I could contact my advisor when I needed to.

- (1) Definitely true    (2) Mostly true    (3) Mostly false    (4) Definitely false    (5)  
Can't judge

My advisor knew my academic degree or program requirements.

- (1) Definitely true    (2) Mostly true    (3) Mostly false    (4) Definitely false    (5)  
Can't judge

If I discussed a problem (financial aid, study skills, health-related, etc.) with my advisor, he/she helped me or knew where to send me to get help.

- (1) Definitely true    (2) Mostly true    (3) Mostly false    (4) Definitely false    (5)  
Can't judge

My advisor discussed my long-term academic and career plans with me.

- (1) Definitely true    (2) Mostly true    (3) Mostly false    (4) Definitely false    (5)  
Can't judge

My advisor considered my academic performance in past courses when helping me select courses for enrollment.

- (1) Definitely true    (2) Mostly true    (3) Mostly false    (4) Definitely false    (5)  
Can't judge

I prepared for visits with my advisor by having questions in mind, having courses of interest identified, arriving on time, etc.

- (1) Definitely true    (2) Mostly true    (3) Mostly false    (4) Definitely false    (5)  
Can't judge

During meetings with my advisor, he/she took enough time to answer all of my questions.

- (1) Definitely true    (2) Mostly true    (3) Mostly false    (4) Definitely false    (5)  
Can't judge

Overall, I was satisfied with my academic advisor and the advising I received during my education at [REDACTED].

- (1) Definitely true    (2) Mostly true    (3) Mostly false    (4) Definitely false    (5)  
Can't judge

Faculty in my area of study were available to consult with me about professional issues.

(1) Definitely true      (2) Mostly true      (3) Mostly false      (4) Definitely false      (5)  
Can't judge

Faculty in my area of study provided helpful information about professional issues.

(1) Definitely true      (2) Mostly true      (3) Mostly false      (4) Definitely false      (5)  
Can't judge

Overall, I was satisfied with the faculty interaction and assistance I received during my education at [REDACTED]

(1) Definitely true      (2) Mostly true      (3) Mostly false      (4) Definitely false      (5)  
Can't judge

**THANK YOU FOR PROVIDING YOUR REPOSSES!**

APPENDIX C – FOLLOW UP SURVEY

Job Seeking Status

Please select only **ONE** of the following options:

- I have a professional position.
- I am seeking a professional position.
- I am NOT seeking work at this time.
- I am going to graduate/professional school.
- I am returning to my home country.

**I have a professional position**

Primary source of job offers/acceptances

**Choose only ONE**

- |   |  |
|---|--|
| Career Services                                     | On my own                                    |
| <input type="checkbox"/> Scheduled interviews       | <input type="checkbox"/> Previous employer   |
| <input type="checkbox"/> Video/telephone interviews | <input type="checkbox"/> Internship          |
| <input type="checkbox"/> Internship                 | <input type="checkbox"/> Family, friends     |
| <input type="checkbox"/> Job fair                   | <input type="checkbox"/> Internet            |
| <input type="checkbox"/> Information session        | <input type="checkbox"/> Executive recruiter |
| <input type="checkbox"/> Resume book/referrals      | <input type="checkbox"/> Direct mailing      |
| <input type="checkbox"/> Job posting                | <input type="checkbox"/> Newspaper, magazine |
| <input type="checkbox"/> Faculty/Advisor            | <input type="checkbox"/> Other (text box)    |
| <input type="checkbox"/> Alumni                     |  |
| <input type="checkbox"/> 7 of 10                    |  |

**I was offered my position**

Select only **ONE** option

- the month of graduation (May)
- 1 month after graduation (June)
- 2 months after graduation (July)
- 3 months after graduation (August)
- 4 or more months after graduation (September, etc.)

**█/College Career Services**

**Please mark all that apply:**

I used:

- |  |  |
|--|--|
| <input type="checkbox"/> Resume/Vita critique            | <input type="checkbox"/> Cover letter assistance   |
| <input type="checkbox"/> Job search strategy development | <input type="checkbox"/> Job postings              |
| <input type="checkbox"/> Mock interviews                 | <input type="checkbox"/> Interview prep            |
| <input type="checkbox"/> 7 of 10 (career-web)            | <input type="checkbox"/> Job fair                  |
| <input type="checkbox"/> Employer information sessions   | <input type="checkbox"/> Salary negotiation skills |
| <input type="checkbox"/> Success skills after college    | <input type="checkbox"/> On campus interviews      |
| <input type="checkbox"/> Career information              | <input type="checkbox"/> Choosing a major/career   |
| <input type="checkbox"/> Internship Assistance           | <input type="checkbox"/> Grad. School application  |
| <input type="checkbox"/> Assessment/Career Counseling    | <input type="checkbox"/> Services over view        |
| <input type="checkbox"/> Global/International Job Search | <input type="checkbox"/> Government Job Search     |
| <input type="checkbox"/> Other (text box)                |  |

I did NOT use any of the above services.

**Thank you for your participation in this survey.**

APPENDIX D – SERVICES RATINGS CHARTS

The following charts reflect this rating scale:

- 1 = Very Helpful
- 2 = Helpful
- 3 = Slightly Helpful
- 4 = Not Helpful

STATUS:FULL TIME	METHOD: OTHER	
SERVICE	# RATING	MEAN
7 of 10	8	1.88
Assess/Counseling	3	2.66
Career Info	3	2.66
Choosing major/career	3	2
Cover Letter Assist.	5	2.4
Emp. Info Session	6	2.16
Global Job Search	1	1
Internship Assist.	3	2
Interview Prep.	4	1.75
Job Fair	10	2
Job Posting	5	2.6
Job Search Strategy	4	2.25
Mock Interview	8	1.25
On Campus Interview	7	1.57
Resume Critique	10	1.4
Salary Negotiation	3	3
Success Skills	3	2.33
Other	1	4
NONE	6	

STATUS: FULL TIME	METHOD: CAREER SVC	
Service	# Rating	Mean
7 of 10	89	1.26
Assessment	11	1.73
Career Info	18	2.00
Choosing a major	14	1.43
Cover Letter	24	1.75
Emp Info Session	67	1.54
Global search	3	3.00
Gov't search	7	2.00
Grad School search	7	2.57
Internship search	24	1.62
Interview prep	20	1.40
Job Fair	73	1.56
Job Posting	48	1.39
Job Search strategy	27	1.52
Mock Interview	23	1.48
On Campus Interview	71	1.15
Resume critique	60	1.63
Salary Negotiation	13	1.77
Success Skills	5	1.60
NONE	3	



STATUS: FULL TIME	METHOD: ON MY OWN	
Service	# Rating	Mean
7 of 10	75	1.96
Assessment	12	2.33
Career Infor	26	1.73
Choosing a major	21	1.67
Cover letter	42	1.48
Emp info session	44	1.93
Global search	9	3.33
Gov't search	11	2.45
Grad school search	7	2.86
Internship	28	1.96
Interview prep	32	1.78
Job fair	77	2.05
Job posting	45	1.58
Job search strategy	33	1.76
Mock interview	36	1.80
On campus interview	50	1.68
Resume critique	78	1.56
Salary Negotiation	17	2.12
Sevices Overview	14	1.17
Other	2	3.5
NONE	38	

STATUS: STILL SEEKING		
Service	# Rating	Mean
7 of 10	249	1.92
Assessment	53	2.34
Career Info	108	1.93
Choosing a major	87	2.14
Cover letter	128	1.78
Emp info session	84	1.98
Global search	31	2.48
Gov't search	44	2.45
Grad school search	39	2.49
Internship search	69	2.07
Interview prep	81	1.71
Job Fair	236	2.02
Job search strategy	126	2.24
Mock Interview	89	1.96
On campus interv	120	1.73
Resume critique	236	1.69
Salary negotiation	38	2.45
Services overview	38	1.95
Success skills	45	2.11
Other	8	2.38
NONE	101	

## APPENDIX E – ANECDOTAL COMMENTS BY CATEGORY

### Positive Comments

Very helpful! I never knew that I could confirm a job opportunity by October of my senior year! I feel fortunate enough to have had a great experience finding a job! Thank you for all of your help!

Very helpful people.

Through my college career a majority of the career help I received was from [REDACTED] [REDACTED] in the CASNR career services. The help and guidance he provided greatly helped me in my search for an internship, then a job, and salary negotiation.

They were quite helpful.

The job fairs were a good thing.

They were excellent all throughout my college experience and are only getting better. I had around 6 interviews each semester starting spring semester my sophomore year. Because of [REDACTED] Career Services I received 1 summer job offer following my sophomore

They are very helpful and I wish that I had made more use of them.

They are always very positive and seem genuine about spending the time to help me with the issue at hand (resume, finding out about interviews, etc).

The staff members at [REDACTED] Career Services are incredible. These individuals go above and beyond to secure the best opportunities and preparation for [REDACTED] students, alumni, and even non-[REDACTED] students making use of the services provided. Many thanks and keep

The seven of ten website is very helpful in job searching.

The services that I used were helpful. I have had several interviews where the interviewers commented on how well I interviewed. I think this comes from the real and mock interviews that I have had through career services.

The [REDACTED] Career Services is a GREAT thing!!! It helped me to get the career that I have always dreamed of. And I love [REDACTED] and [REDACTED]!!!

Some of the employers I've spoken with have mentioned what a great job [REDACTED] Career Services does. You make it easy for employers to find students and they love the 7 of 10 website!

[REDACTED] did a fantastic job working with me on my resume and cover letters. She was of great help!

Overall I was pleased with career services, I just wish that I was more familiar with them earlier in college.

overall GOOD!

overall career services was helpful.

Overall a great experience

████ Carrer Services is wonderful. I can see that much is being done to promote it, but I know many graduating business seniors without jobs who have not signed up with 7 of 10 because they do not fully understand the benefits that can come from it, or th

████ Career Services was great. I wish i would have known about it earlier in college.

████ Career Services staff was helpful and friendly.

████ Career Services is awesome! They helped me get my job!!!

████ Career Services is a great opportunity for graduating senior. Hopefully I will have a job offer soon....

████ Career Services did a good job by creating the 7 of 10 website. Through this website, i got an internship.

████ career services 7 of 10 was very helpful with the job postings

Nice people.

██████████ was very helpful with any questions I had especially with resume work.

██████████ is a tremendous asset to the Arts & Sciences Career Services Office. Even under stress she is still extremely helpful, and thorough in what she does.

████ is wonderful and helped me get through all four years!

Last year before the education career fair ██████████ held informational sessions about the fair and interviewing. Those sessions were very informative and helpful. I was not aware of any informational sessions this year. If there were informational

Keep Up the Good Work.

it was great

it was good and they help you if you ask

It has been a pleasure working with career services throughout the journey to finding a job that fits my stringent expectations. Thank you so much for all of your much needed help.

INTERNSHIP CLASS WAS AWESOME, THAT REALLY HELPED ME PREPARE FOR THE FUTURE.

I'm glad I finally made my way to the office! I wish more students would utilize these services because they are here for our benefit. Because of 7 of 10, I have an internship offer and a possible job offer (I just had my third interview with the district

I would encourage the Career Service office to get the word out about what they can do and all career fairs. I know you go to classes and i do not know why students do not utilize this but i greatly appreciate the Career Services we have at [REDACTED].

I wish I had been aware of Career Services and all of the resources available to me before my junior year. You all have been so helpful in helping me find the right career for me.

I wish I would have learned about it freshman year.

I was very pleased with the many services offered.

I was impressed by the promptness of assistance with my resume and coverletter when I submitted them for critiquing.

I thought that the effort put into the CEAT Career Fair was excellent, I believe this was mainly the effort of [REDACTED]. She did a wonderful job. Also, 7 of 10 is a great resource and made it easy to have several interviews.

I think that the [REDACTED] Career Services is great for the students. The little that I used it helped. I wish that I would have used it more than I did. The people were friendly and always willing to help.

I think that maybe the college of Arts and Science should get more career counselors because the ones we have are great just in too few number.

I think [REDACTED] Career Services does an excellent job in trying to prepare college students in every possible area in which they may need assistance when entering the working world. On-campus interviewing is an excellent resource for us as college students.

I think [REDACTED] is great at what she does. She was always helpful.

I really like 7 of 10. It was extremely helpful in the job search.

I really appreciate Career Services people helping me out when they could. Thanks!

I mostly used the arts and sciences career services. [REDACTED] and [REDACTED] have been extremely helpful. I usually worked with [REDACTED] but if she was busy I had no problem seeking help from the other two ladies.

I have had such a great experience with the [REDACTED] School of Business Career Services. They are a valuable asset that I have utilized to promote myself in the work force. I am excited about my future job, and it wouldn't have been possible without them.

I found the site to be very helpful in knowing what I needed to find all of my career options

I found it very helpful these services were made available

I felt like I really got to know a lot about resumes and cover letters. Some people came and talked to my senior seminar class and it was so helpful. Thank you

I feel that the services provided were overall helpful. Even though I did not need to utilize all of the services, I believe that they will help other individuals.

I feel that [REDACTED] Career Services was very helpful during my tenure at [REDACTED]. I signed-up for the interview that eventually got me my job through [REDACTED] and am very thankful. It is important for college students to have a database of employers that want to hire

I don't know if I would have been offered a job without Career Services! They did an excellent job at encouraging me to apply for positions and giving me the opportunity to learn what was offered in my field. They are amazing!!

I do not think that I would have been as prepared in finding a job if I did not have the career services available for me. I think we have one of the best career services in any college. I also think that we have one of the best career fairs.

I do believe that [REDACTED] Career Services has done well with making themselves available to students and in always making sure that students are aware of the resources that are available to them.

I did not use all of the services offered by the Career Services Center, but when I did request assistance, the staff was responsive and helpful.

I did a lot of my preparation before I switched to the college of education. Most of what I learned was from the College of Agriculture. This college definitely helps and prepares their students for finding a job.

I attended the Teacher job fair on April 7th, 2005. I think that the job fair was very helpful, but I was a little disappointed in how few Oklahoma school districts were there. There were plenty of Texas and Kansas school districts, which was nice since

Great Job!

great help with resumes, and cover letters

Good website

Good program on track to get better.

Good

For the most part the staff was very helpful. Staff in the CEAT office were especially helpful and available. Sometimes students who helped with resume writing would edit my resume one way then I would take it to another helper and they would undo all the

Enjoyed fast connection and response by potential employers. Lack in out of region employers.

Career Services was definitely very helpful in my job search. They provided many opportunities that would not have been readily available to me otherwise Career Services has been a great asset to my college career and preparing me for life after college.

7 of 10 worked great for me. I had interviews with 5 different companies which led to 3 offers. 7 of 10 is an un-matched resource for students.

7 of 10 is extremely useful. i really liked getting the emails that would tell me what was happening that week. they really helped keep me on track.

They advertised their services very well. I was aware of everything that they could help me with.

Although I personally have not used the services, I have heard good things about it.

██████████ was very helpful in constructing my resume and cover letter, as well as preparing me for an interview.

██████████ Career Services was a great place for me to go for information about internships when I transferred to ██████████ as a junior. I always felt comfortable going to their location in the Student Union and asking the questions that lots of new student have.

The service I appreciated most was the e-mails I received from the College of Ag Career Services that informed me of upcoming events and/or job openings.

██████████ Career Services made a wonderful effort to consistently help students like myself understand the importance of attending events like the job fair and mock interviews. They have an intelligent and dedicated staff willing to offer guidance to students.

Very helpful with resume and coverletter questions. Helped me prepare for interviews.

It was very beneficial and well organized.

They are great.

The Career Fair was helpful so that I could see what was available in the work field that was related to my major.

The career services does a wonderful job.

I mainly received help during my mock interview with A&S Career Services before my medical school interview. She asked great questions and gave me pointers where I could improve but also pointed out my strengths.

I went to one of the advisors to help me with my resume and he really knew what to do and how to help me.

I went to Career Services for questions about my resume but was directed to A&S advisors instead. I ended up talking to a writing center employee. Although I did not utilize Career Services as much as I could have, I was glad to know I had it if I needed it.

Career Services in the Arts & Sciences department were very helpful to me. They were very positive and friendly. My resume improved dramatically after visiting with them.

The contact that I had with the office was very pleasurable. The staff was very friendly and helped with any questions that I had.

The services I used were helpful.

The Job Fair was well planned out and very professional. The businesses that I was able to talk to really helped me make decisions about the immediate, as well as farther along, future.

I found the website you gave on jobs at the state department most helpful and found what is the area I wanted to go into for my masters.

The career services does a wonderful job!

The office in the college of business was very helpful. When I was working on my resume and applications for law school I set up several appointments to receive feedback. The first couple of times I visited with student employees.

Some of the employers I've spoken with have mentioned what a great job [REDACTED] Career Services does. You make it easy for employers to find students and they love the 7 of 10 website!

I found it to be very helpful and the people were always nice and polite. [REDACTED] is wonderful at her job.



They have worked overtime to position students for success. Career Services has always been MORE than willing to help any way possible.

Nice people.

I was very aware of the services you provided. You have done a wonderful job of letting students know about what you guys can do for them.

■■■■ Career Services was really helpful to me.

### Negative Comments

You need more advertising and specifically create a concise list of services and their definitions. Maybe include it in all enrollment packages, and again during sophomore or junior year.

Try to diversify the employers. I didn't see employers from industries that are important to me. For example, get in contact with the music industry like Sony, Universal, and other music groups.

I felt like career services did not connect me with very many companies within my pursuit of a career in the financial planning field. They had more regional companies and not very many national companies at career fairs and on their website.

They don't know or have much information about jobs in Graphic Design.

I don't know if it is because ■■■■ career services are extremely understaffed, but I have had tremendous difficulty setting up an appointment to meet with someone. When I do meet, the counselor does not help me at all make any decisions or provide relevant information.

It sucks...i dont think you should have to go through them to do every single little thing.

In my HHP pre-internship seminar, Dr. ■■■■ was supposed to give our resumes to ■■■■ for her corrections, but we never got them back and had to wait until very late in the internship process to find out that we were not getting them back.

The workshops looked helpful, but were at times that I couldn't attend.

The workshop times could be scheduled better.

The website, ■■■■.com, was not helpful for any health related majors. It seemed that every job was business related.

The web site is a waste of my time. They send me info about jobs which are in no relation to my major and extremely unuseful.

The only suggestions I can honestly make based on my experience is:  
For those of us who may be seeking employment out of state, we don't really know where to go to look for job postings in our specific career. For example: [texasteachingjobs.com](http://texasteachingjobs.com) does

The 7 of 10 website is a little confusing at times.

The [REDACTED] School of Business Career Services might need a bit more experience with the resume building process.

Since I am in the college of Ag, it would have been a lot more helpful, if SOMEONE knew or had any idea, what career options there were for an ag education & leadership degree. Instead I have had teachers and staff asking me where I am going to be able to

Salary negotiations skills? I wish I had known about that.

Overall, career services seemed to have a lack of knowledge concerning employers for the environmental science area. Also, the amount of work done by career services or faculty for helping to get internships for environmental science was seriously lacking

[REDACTED] Career Services needs to improve on everything. They also need to help ALL of the schools and not just part of them.

[REDACTED] Career Services is great if you want to stay around the [REDACTED] / [REDACTED] area. I wanted to pursue an Investment Banking position in NYC and career services did not even know about the industry. They were unable to help.

No one has ever told me that I can get help with all this stuff, so I'm basically going into my job search blind

My field of interest after graduation is Magazine Journalism. It seems as though because it is not focused on in the journalism department, no one is interested in getting any people in this area to come to job fairs or have listings for internships.

More often than not, I had a hard time getting in to see Career Services or they were too busy / distracted to assist me.

It was very difficult to get an idea of what I might be doing or what I could do once I graduated.

It was very difficult for my career advisor to help me find a direction. I am currently feeling very lost, and maybe some type of survey could assist my advisor and myself in finding some direction.

It was really inconvenient for me to get to, especially since all of my classes were on the other side of the campus.

It was frustrating to be told to start looking for jobs six to nine months in advance. The employers I have talked to do not even want to wait two months for a prospective employee.

It tells me how to find jobs with different employers that work with [REDACTED] but there is no help or advice for finding work outside of that. For instance, I am highly interested in international aid and relief or non-profit organizations but had very little

Information about companies in my major did not seem to be available. When I consulted career services they had mostly business type careers available. The Suits for Students program was very helpful, but other than that I did not use career services

I was well aware of the website 7 of 10, but was ill informed on how to actually use it. As long and as hard as I searched the site, I could never find available jobs in my field, especially locally, while at [REDACTED] studying Human Development and Family Science.

I was not aware of Career Services until my senior year, therefore felt that I was not able to utilize the services as best I could have. I wish I had known about all that Career Services offers much earlier in my college career.

I tried to make appointments with career consultants all semester long. My e-mails were ignored and I never got to speak with a career consultant.

I don't like your job postings website. It's a little complicated, and is sometimes annoying to use.

I do not feel that they are as effective and helpful as they can be. They have minimal companies that actively recruit here on a regular basis. It seems as though everyone goes to work for [REDACTED] or another Alumni Based company.

I did not know about half of the services that career services offer that are listed above and I feel that they might have been some help to me.

I did not know about half of the services that career services offer that are listed above and I feel that they might have been some help to me.

I am hesitant to meet with the [REDACTED] career services advisor, based on the College of Arts & Sciences being the largest, I have heard that it is difficult to get a convenient time, and spend quality time with [REDACTED] Career services

From talking to many HDFS students and from personal experience, we feel that there is a limited amount of help from [REDACTED] in finding a job in this field. Partly because the major is so broad

For a lot of students who have sub-3.0 gpas, there needs to be more job search assistance...I know that I am smart and can do the jobs, that I have been turned down for. A lot of students like myself, just can not take exams well. Otherwise I would be a

Didn't help much on on-campus part-time job search. At least make a listing on website that telling students that which on-campus part-time job is available for filling in.

Career Services sometimes is a joke. When I have tried to look up jobs on their web site their posting for other jobs that do not have anything to with My major. When talking to employers at job fairs they do not have any idea what my degree field is

Career Services never posted any forestry related jobs.

career services is good but no one knows about them. Also,the 7 out of 10 website is very time consuming. I found that reading a career book or finding the information on my own to be faster and more directed

Career services 7 of 10 is far too business and tech related...job searches are exceedingly frustrating getting far too many listings I'm not academically qualified for. As an American Studies major I haven't been able to find jobs for which I qualify.

As a PR major, I didn't feel that there was anything relative to us at the job fair. I was excited for the Arts and Science job fair, but it was a waste of journalism majors' time. The booths that were relative to our field weren't even hiring.

All of the information sessions are at night, and if someone has a part-time job, they're unable to attend. [REDACTED] acts like career services helps out so many people, but I've found it less than helpful. Most of the jobs posted on 7 of 10 aren't very good

7 of 10 has tried to help me, but I not getting the feedback I need from employers and I don't really understand how to use them at the best potential.

I normally felt like Career services were geared toward other majors. This was especially true of the college of Ag career services: I don't think [REDACTED] had any idea what landscape architecture students were doing, what we needed.

It seemed like a hassle to go in to get assistance. Also, I didn't know about most of these services until it was pretty much too late, so it would have been nice to know about them early and be encouraged to start the processes BEFORE my senior year.

#### Mixed Comments

Unfortunately I go to class and work all the time so I have not been able to use them. I hear they do a great job and can be very beneficial. I hope to utilize them in the near future.

The only thing I was not completely happy about is that the major and close to only feature used to evaluate students when employers search through profiles was the gpa.

The only problem I had with career services was with a job posting on 7 of 10. I submitted my resume to a company and they scheduled an interview with me. I met all the requirements from the posting, but when I went to the interview they told me I was not qualified.

The 7 of 10 program did help me to get started in my job search but I found that a lot of the positions or companies that came to interview were not high quality companies or not the career I was looking for.

Some people I have met have helped me quite a bit. Since this is my first major job search, it is hard for me to really know what to do, and I really did not get much help with that. I was kinda told where to look but that was it.

Overall was pretty helpful, doesn't really seem like specific job help, but rather the general help of putting the grads in their designated fields of study. I'm going to graduate with a BA in Psychology but I'm not really interested in working in the field.

Helpful when services were utilized...However, services seemed a little inconvenient-- maybe try to offer them by more convenient methods.

The government help was excellent, if the career fair for that could be larger it would be most helpful.

It is a great service to use, but they need to find a way of advertising about it more often.

I'm sure that the services would be extremely helpful. I think that each college within the university should push this service better. I did not take advantage of the service in part because I did not feel the service would apply to me.

I thought that the website was well-organized except you had to kind of experiment to get what you wanted out of the search options. I only used the major concentration option and sorting by interview dates that had not passed.

I thought that the [REDACTED] Career Services were decent. I wish that more things would have been taught/required. For instance, I believe that professors and counselors should continually help and show people where and how to find a job.

I think [REDACTED] Career Services is a great source for students. However, I do wish that there be a greater variety of companies and jobs available.

I didn't use much of what you offer. I think you offer a lot of good things, but I'm not sure how much depth or true value they carry in some circumstances. A lot of what you do is great, but some is sketchy.

I received the information I need and requested in a timely manner. I did not receive benefits of some opportunities, mock interviews and career fairs, due to schedule conflicts and lack of effort on my part.

I really liked the business cards that are offered through 7 of 10, but hardly any students are aware of them.

I never got very much from going to the career fairs, but then I applied online and someone called me.

I feel that there isn't enough information out there about internships and a lot of the 7 of 10 jobs are in the same field. But, I have always been very pleased with your services.

I feel that in some areas they excelled and other places could use work.

I didn't feel like Career Services was promoted enough. It's a very helpful department but I wasn't aware of what all they could help with until the final months leading up to graduation.

I did not have to depend on career services very much to have a successful career search, but I recognize that your program could be exceptionally useful. I believe there is too much crossover & duplication between the offices.

Career Services, what a great idea. 7 of 10 is great. The only downfall I felt was that there was little consideration for someone with Graphic Design degree. I received little help from faculty in the art department as well.

Career Services was helpful in obtaining on campus interviews, posting resumes and provided several services, but as a non-traditional student and living off campus some of them were difficult to utilize.

The number one problem I have had is that my advisor didn't help me with directing me in the path of [REDACTED] Career Services. I found out through a friend whom actually got his job through the Career Services. I am disappointed that i have waited so long.

My Career Services in my individual college was of much greater help than [REDACTED] Career Services. [REDACTED] Career Services does a satisfactory job, however, the staff and its procedures aren't centered around the student like they should be.

#### Prescriptive Comments:

The 7 of 10 website was the most helpful tool in finding my job. However, a number of my friends and others have never ever heard of it. More effort may be put into spreading awareness about it.

It might be helpful to gear some things toward people going on to professional school after college and not straight to a career. Have programs about writing personal statements for applications and what to work on in college to prepare you for profession.

Encourage academic advisors to promote your services.

The program needs to play more of an interactive role in the lives of the students; I never went to [REDACTED] Career Services because I wasn't sure that they could help me.

Promote yourselves even more!

[REDACTED] Career Services needs more publicity.

CASNR Career Fair needs improvement.

Overall, you are doing good job. But the areas that need more focus are

- 1) Bringing more employers to college fairs
- 2) Arranging more college fairs
- 3) Organizing seminars, workshops on career related activities

More graduate application help is needed.

Nobody even mentioned Career Services to me until my last three semesters of college. I think they would have been more helpful had I known earlier.

Great service. Needs more awareness.

If I had known about it sooner, I definitely would have used it more. It needs to be advertised better.

More assistance in terms of options in teaching. Part-time positions perhaps.

More advertisement.

I was given a class to assist in finding an internship but I wish there was also a class on finding a job, I think a lot more people would leave this college with a job.

I think they should take a more aggressive role in helping students find employment after graduation.

I think the services would be given the semester before the semester you graduate. As a freshman, it is hard to think about the career and the last semester is too busy with everything else.

I feel like there needs to be a little more focus on transfer students. One reason being is that I was completely lost when I came to [REDACTED]. It got better with time.

I did not use many of the services because I have always had a part time job. The services were never at the right time.

I did not know a lot about Career Services throughout college. I wish that I would have known and I wish that I knew more now. I have been told of great things that Career Services does. I think it would be great if the word got out more.

I did not find out about the 7 of 10 process until this semester but it was very helpful if I was super concerned about a job. However, I am not that concerned.

For a lot of students who have sub 3.0 gpa, there needs to be more job search assistance...I know that I am smart and can do the jobs, that I have been turned down for.

I am student teaching this summer in [REDACTED], I do not get back to [REDACTED] until 4:30 everyday. This makes it very hard to utilize these services because I only have 30 mins. and the staff would like to go home on time.

You need more advertising and specifically create a concise list of services and their definitions. Maybe include it in all enrollment packages, and again during sophomore year.

I wish I had known more about the benefits of the above services available to me and had realized that I needed to take advantage of them earlier. Say my sophomore year, I could have started a search for internship possibilities

I was a transfer student. I wish I had heard of Career Services sooner.

The office and abilities of the career services was not known to me until I was almost ready to graduate. It would have been nice to know about them via class presentation etc before the end of my college career.

#### Neutral Comments:

I think the education program requires too much of seniors while they are student teaching. Our time should be spent concentrating on our teaching and doing our best in the classroom without the stress of coursework.

I think it is a good program, however I never utilized their services. However, just the school and campus experiences I have had helped me land the job for which I am currently interning for.

I know that the [REDACTED] Career Services are available, but really haven't taken the opportunity to use them.

I have never used the [REDACTED] Career Services. The School of Architecture has their own career fair in which we can interview with employers. But there is no prep or mock interviews.



I did not use or have any help from career services because the HRAD job fair is all student ran and I was amazed that I got 5 offers because of there efforts.

To be honest I did not use it enough to really give an opinion.

Did not use career service because I am attending medical school.

If I would have known that all of those services listed above were readily available, I would have taken advantage. I had no idea how to apply to graduate school or write a statement of purpose and professors tended to be rather vague.

In geology dept., many of the hiring companies recruited directly through the department...so I did not have much interaction with Career Services.

To be quite honest, I have no idea what [REDACTED] Career Services is or where it is located.

I felt like I didn't fall into the category of using career services because I knew I was going into a professional school, not a job after graduation.

Even though I did not seek it, I quite often saw information about [REDACTED] Career Services.

I wasn't real aware of all the services you provided. I received most of my information through peers.

I never really felt like it would be beneficial to me to visit the career services office, so I didn't utilize their programs very much.

I appreciate what [REDACTED] Career Services does for the students at our university.

Services were not utilized since I am not currently searching for a job.

I am planning to visit the office very soon...today, in fact.

I didn't really ever use them, but if I was younger and looking for a traditional job, I would have been likely to use the resume service at least.

I did not utilize career services as much as I could have due to the fact that I knew I was going military but it did seem helpful.

Posters around the business college say you should start preparing for finding a career as early as freshman year, but apart from getting your resume started, there doesn't seem like much to do except wait. I was always aware of career services' presence

I did not use Career Services because I have been planning to be in the military since I was a freshman.

The services are available all we have to do is use them.

VITA

Lori Jan Howell O'Malley

Candidate for the Degree of

Doctor of Education

Dissertation: OUTCOME MEASURES OF SUCCESS IN UNIVERSITY CAREER SERVICES

Major Field: Higher Education

Education

Master of Science in Counseling and Student Personnel 1988  
Oklahoma State University; Stillwater, OK

Bachelor of Arts in Psychology 1986  
Oklahoma State University; Stillwater, OK

Experience

Career Consultant for Graduate Studies 2004 to present  
Spears School of Business, Oklahoma State University; Stillwater, OK

Career Consultant 2000 – 2004  
College of Education, Oklahoma State University; Stillwater, OK

Owner/Operator 1999 - 2002  
The Center for Family Counseling & Mediation; Stillwater, OK

Manager and Coordinator 1996 – 1999  
DVIS; Tulsa, OK

Executive Director 1990 - 1995  
Stillwater Domestic Violence Services; Stillwater, OK

Professional Memberships

Stillwater Public Education Foundation

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Name: Lori Jan Howell O'Malley

Date of Degree: May, 2006

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Title of Study: OUTCOME MEASURES OF SUCCESS IN UNIVERSITY CAREER SERVICES

Pages in Study: 91

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Major Field: Higher Education

Scope and Method of Study:

The purpose of this study is to investigate and establish the relationship between services provided by the Career Services Department at Oklahoma State University and the gaining of employment by the institution's graduating seniors. Respondents in this study included 1,220 spring 2005 graduating seniors. Volunteers completed a graduation survey including information for the alumni association, evaluation of Career Services and academic services offices. Chi Square, Omega Square, Odds Ratio, and Analysis of Variance were used to test three hypotheses. Additional information regarding rating of services utilized were compiled using a Likert Scale and anecdotal comments.

Findings and Conclusions:

Findings revealed no statistically significant difference in number of career services utilized and the obtaining of placement prior to graduation. There were also no significant differences among placed students in regard to use of services and timing of job attainment. There was however, a statistically significant difference between groups of students placed via career services and on their own with those placed via career services utilizing more services than the others. Despite this, students rating of services utilized were rather high, with most falling in the "very helpful" and "helpful" categories on a four point Likert Scale.

Investigation results appear not to support the idea that use of Career Services leads to placement. However, anecdotal information strongly supports the continuation of the Career Services Department and the work done therein. Student comments related to like long skills development related to career correspondence, interview skills, and job search strategy are greatly appreciated and did lead many students to placement despite the fact that they did or did not actually meet their employer via Career Services. It is important to note that the number one method for securing placement among these respondents was the Career Services *7 of 10* (online job listing and application center).

ADVISER'S APPROVAL: Dr. Bert Jacobson

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