

Rowan University

Rowan Digital Works

Theses and Dissertations

5-15-2018

Office of Career Advancement Services: A quantitative study on career confidence as it relates to career readiness

Tara Lynn Wiese
Rowan University

Follow this and additional works at: <https://rdw.rowan.edu/etd>



Part of the [Higher Education Commons](#), and the [Student Counseling and Personnel Services Commons](#)

Recommended Citation

Wiese, Tara Lynn, "Office of Career Advancement Services: A quantitative study on career confidence as it relates to career readiness" (2018). *Theses and Dissertations*. 2559.
<https://rdw.rowan.edu/etd/2559>

This Thesis is brought to you for free and open access by Rowan Digital Works. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Rowan Digital Works. For more information, please contact graduateresearch@rowan.edu.

**OFFICE OF CAREER ADVANCEMENT SERVICES: A QUANTITATIVE
STUDY ON CAREER CONFIDENCE AS IT RELATES TO CAREER
READINESS**

by

Tara L. Wiese

A Thesis

Submitted to the
Department of Educational Services and Leadership
College of Education

In partial fulfillment of the requirement

For the degree of
Master of Arts in Higher Education

at

Rowan University

May 1, 2018

Thesis Chair: Burton R. Sisco, Ed.D.

Dedications

This work is dedicated to two very special people in my life. First to my mother Norma, who has been my pillar of strength throughout my entire life and my undergraduate and graduate journeys. Her love, dedication and encouragement have made me the woman I am today, strong, and I treasure our wonderful bond as mother and daughter.

Second, to the love of my life and future husband Chris, who has seen me at my most stressed and has made me see what is important, to keep my eye on the prize. Thank you both for all the love and support you give me. I would have not made it without you. Also, a quick shout out to my stress management team Scarlet, Ziva, and Thor. Your smiling little furry faces helped every step of the way.

Acknowledgments

To Mr. Ruben Britt Jr. who took the time to check with me each day to see how I was doing. Mr. Britt also encouraged me in times of doubt and confusion. I thank him for the very helpful brainstorming sessions and his continuous support. To the entire team at the Office of Career Advancement, I say thank you.

To my cohorts, my fellow practitioners, in the Higher Education Programs, your consistent encouragement was what kept me going. And to Dr. Burton Sisco, I thank you for your wisdom, patience and experience.

Abstract

Tara L. Wiese

OFFICE OF CAREER ADVANCEMENT SERVICES: A QUANTITATIVE STUDY ON CAREER CONFIDENCE AS IT RELATES TO CAREER READINESS

2017-2018

Burton R. Sisco, Ed.D.

Master of Arts in Higher Education

This research examines the roles of self-efficacy, attitudes towards the services offered; strategies and guidance, and career planning play a part in how the student views their career knowledge base. The primary focus of the study is on the students who used the services of the Career Advancement Center located on the 2nd Floor in Savitz Hall. The purpose of this study was to investigate the effects of utilizing the career services, which are provided to the students on campus, and how it could help improve their career readiness. By studying students career confidence, the hope is to see if the services are in fact helping to prepare students in their career process. The study examined whether participating and taking advantage of the services offered does indeed build on the career confidence of students. With the use of a survey this study found that students who physically came into the office, attended various career center events, and those who used the on-line resume critique database did indeed report that career confidence was enhanced from the services. Recommendations are to emphasize career development in the earliest stages of a student's academic career. Services should be a vital part of every freshmen entering into Rowan University.

Table of Contents

Abstract	v
List of Tables	ix
Chapter I: Introduction.....	1
Statement of the Problem.....	1
Purpose of the Study	2
Significance of the Study	3
Assumptions and Limitations	3
Operational Definitions.....	4
Research Questions.....	5
Overview of the Study	6
Chapter II: Review of the Literature	7
History of Career Services	7
Self-Efficacy Theory.....	9
Career Counseling Confidence Scale.....	12
Services and Interventions	14
College to Career	19
Summary of Literature Review.....	21
Chapter III: Methodology	22
Context of the Study	22
Population and Sample Selection.....	23

Table of Contents (Continued)

Instrumentation	23
Data Gathering Procedures	24
Data Analysis	25
Chapter IV: Findings.....	27
Profile of Sample	27
Analysis of the Data.....	29
Research Question 1	29
Research Question 2	39
Research Question 3	43
Chapter V: Summary, Discussion, Conclusions, and Recommendations	45
Summary of Study	45
Discussion of the Findings.....	46
Research Question 1	46
Research Question 2	48
Research Question 3	50
Conclusions.....	51
Recommendations for Practice	52
Recommendations for Further Research.....	53
References	54
Appendix A: Institutional Review Board Approval Form.....	56
Appendix B: Authorization to Use the Career Planning Confidence Scale.....	59

Table of Contents (Continued)

Appendix C: Request for Participation	60
Appendix D: Instrument: Student Survey	61
Appendix E: Instrument: Incentive Entry Form	69

List of Tables

Table	Page
4.1 Student Demographics (N=134)	28
4.2 Group Factor: Readiness to Make a Career Decision (N=134)	29
4.3 Group Factor: Self-Assessment Confidence (N=134)	31
4.4 Group Factor: Generating Options (N=134).....	32
4.5 Group Factor: Information-Seeking Confidence (N=134)	33
4.6 Group Factor: Deciding Confidence (N=134)	35
4.7 Group Factor: Confidence in Implementing Your Decision (N=134).....	38
4.8 Office of Career Advancement Services Ratings	40
4.9 Office of Career Advancement Services Ratings (N=134).....	41
4.10 Office of Career Advancement Services Ratings	42
4.11 Current Academic Year: Who Uses the Office of Career Advancement Services ..	43

Chapter I

Introduction

We live in a time where the employment market is a competitive one. For each position made available to the public there are many highly educated applicants vying for that position. The Bureau of Labor Statistics, U.S. Department of Labor grades the unemployment rate, as of January of 2017, at 5%, not much higher than in previous months. Job seekers in the age group of 25 and older with a bachelor's degree or more education was seeing a 2.5% rate which is half that monthly total (The Bureau of Labor Statistics, U.S. Department of Labor). It is even more important today to spend time preparing for the future. What is accomplished during the collegiate years helps prepare students for future competitive careers in the working world.

Career readiness starts from day one of a student's journey towards graduation and beyond. The process of learning and practicing should continue throughout a student's college career. For students that use the Office of Career Advancement at Rowan University, many find themselves gaining valuable knowledge about workplace readiness like interviews, workplace attire, or even resume preparation. With proper career counseling and a solid career development plan for students will likely achieve a higher success rate when entering their chosen career paths. Making students aware of what services and interventions that are available to them helps prevent problems when they are ready to transition from college life to their career lives.

Statement of the Problem

Students need to avoid taking an independent route when it comes to their career development strategy. This type of personal career searching often leads to jobs that

students settle for and not the jobs they want. The Office of Career Advancement at Rowan University offers services to help students build, learn, and present their best selves, making them more attractive to potential employers. Students who take advantage of the career services have a much better understanding of career development, work place ethics, proper networking skills, and sources that will help them navigate a job search and be successful.

Purpose of the Study

The purpose of this study was to investigate the effects of utilizing the career services, which are provided to the students on campus, and how it could help improve their career readiness. The study directly examines students' year levels sophomores to seniors at Rowan University and how their career confidence levels improved or decreased after taking part in the various career development options provided by the Office of Career Advancement. The hope is that the study shows a strong level of confidence in procuring the desired career result from proper preparation.

This study examined how career ready students that used the Rowan University Office of Career Advancement services were and what they thought about the services offered to them. By studying students career confidence, the hope is to see if the services are in fact helping to prepare students in their career process. The study examines whether participating and taking advantage of the services offered does indeed build on the career confidence of students. Has what they learned thus far shown positive results if their job searching process has begun?

Significance of the Study

Enrollment is rising at Rowan University which means there are higher numbers of college graduates entering the working world. These same graduates represent the best that the university has to offer. It is vital that Rowan University take the appropriate measures to make sure that every student is prepared for life upon graduation. The Office of Career Advancement plays a key role in assisting student clients in preparing for careers in the world of work, but is the center providing effective services for participating students?

Assumptions and Limitations

The study was limited to students in their sophomore to senior years at Rowan University, Glassboro, New Jersey, who used an aspect of the Office of Career Advancement services during February and March of the 2018 semester. Due to my close work within the Rowan University Office of Career Advancement and my work with the students who used the services, such involvement may present a chance for researcher bias. There is the assumption that all participants made an invested interest in their opinions of their own career development and responded truthfully to survey questions. Only those who completed the survey participated. A limitation of the study is the method of distribution used. The survey was distributed using two methods including making them available in the Office of Career Advancement and issuing them during the Spring Career Fair, with the assumption that students would take the survey. To enhance the return ration, I included the chance of winning a gift card and Rowan University bookstore items to a random participant who successfully completed a survey.

Operational Definitions

1. Career Counseling: Defined as the process of assisting individuals in the development of a life-career with focus on the definition of the worker role and how that role interacts with other life roles (NCDA, 2019, as cited on <https://www.ncda.org/aws/NCDA/pt/fli/4727/false>).
2. Career Development: Is the process that forms a person's work identity. It begins early in human development and extends over the individual's entire lifetime (Rosenberg McKay, 2017)
3. Focus 2 Assessment: Is an online, interactive career and education planning system that combines self-assessment, career exploration and decision making into one comprehensive program. FOCUS-2 can help students map out a career path and select the right major area of study offered at their school to support their career goals (The Office of Career Advancement, 2017).
4. NACE (The National Association of Colleges and Employers): Principles for Professional Practice. This organization works to help practitioners with concepts for career planning and recruitment (The Office of Career Advancement, 2017).
5. Office of Career Advancement: The Office of Career Advancement is located in Savitz Hall of Rowan University. The office is staffed with highly qualified counselors that are committed to providing the highest quality career development services.

6. Rowan University: Located in Glassboro, New Jersey it is a comprehensive public research university that currently offers undergraduate, graduate, and professional studies.
7. Self-Efficacy: Describes how a person views and deals with certain situations (Tarigan & Wimbarti, 2011).
8. Self-Regulation: Is the ability to monitor and control our own behavior, emotions, or thoughts, altering them in accordance with the demands of the situation. It includes the abilities to inhibit first responses, to resist interference from irrelevant stimulation, and to persist on relevant tasks even when we don't enjoy them (Cook & Cook, 2014, as cited on <https://www.education.com/reference/article/self-regulation-development-skill/>).
9. U.S. Bureau of Labor Statistics: A website that is operated by U.S. Department of Labor for the use of measuring labor market activity, working conditions, and price changes in the economy (US Department of Labor, 2017 <https://www.bls.gov/bls/infhome.htm>).

Research Questions

The study addressed the following questions:

1. Are the students prepared to transition from college to career?
2. What is the overall confidence level of the students after using services offered at the Rowan University Office of Career Advancement?
3. At what grade level, sophomore thru senior, are students using the services the most?

Overview of the Study

Chapter II provides a review of scholarly literature pertinent to this study. This review looks at the history of career services, a perspective into the self-efficacy theory, an examination of a connected instrument to help measure career confidence, services and interventions available to the student, and finally a look at a college to career strategy plan.

Chapter III presents the procedures and methodology used in this study. Included are the context of the study, population, sample selection, demographics, data collection tools and processes, and how the data were analyzed.

Chapter IV shows the findings of the study. This chapter focuses on the research questions presented in the introduction. Narrative and statistical analysis are used to summarize the data.

Chapter V discusses the major findings in the study and offers suggestions and recommendations for practice and further study.

Chapter II

Review of the Literature

Universities and colleges have many departments for which students can go to for help in various capacities. One location, offices for career management and advancement are areas for students to receive assistance with their career development needs. It is within this department that dedicated and knowledgeable professionals are ready and available to prepare students to hone their skills when preparing for their career futures. What the following literature shows is how the practice of career services started and where it will go in the future. The main theme of career services is the evolution it undergoes with each new update or upgrade to the working world. Gottfredson (2004) states:

The full menu of occupations and life styles that the modern world offers most individual is thus far larger than it was a mere hundred years ago. Expanded choice is a challenge, even a burden, for young people. It is no wonder that, so many youngsters procrastinate or seem paralyzed by anxiety when required to make vocational decisions. Many drift or settle for any job that comes their way.

(p. 2)

History of Career Services

To better understand the status of career services that are offered to various majors, it is important to look back and understand the limited resources that were available to the students in higher education. The early 1800s ushered in the use of commercial employment services through employment organizations (Niles & Harris-

Bowlsbey, 2013). At the time, the services focused on teacher training and concentrated on placement of students that graduated from the teacher preparation programs (Niles & Harris-Bowlsbey, 2013). Almost 200 employment agencies existed in the United States towards the latter part of the 19th century (Herr, Rayman, & Garis, 1993). As more students enrolled into higher education a greater need for career placement was evident, so career placement services began to be more available in the campus environment (Niles & Harris-Bowlsbey, 2013). In 1919, Yale University was one of the first to create a placement office to assist the students with occupational guidance and to help with career matching with applicable positions (Herr et al., 1993). This service was offered throughout the academic year as well as the summer break months and after the students had graduated (Herr et al., 1993).

In the early 20th century the use of career assistance started to expand onto college campuses throughout the United States (Niles & Harris-Bowlsbey, 2013). In its beginnings the use of career guidance was operated by many departments and involved the work of faculty, student personal officials, and alumni (Niles & Harris-Bowlsbey, 2013). The main goal was to successfully pair up the appropriate student with the employment opportunity that best fit their needs (Niles & Harris-Bowlsbey, 2013). As students got closer to graduation, the need for career services was in high demand, placing importance on job related help which consisted of interviewing practice and better resume building techniques (Niles & Harris-Bowlsbey, 2013).

During the late 1950s and into the early 1960s career services began to evolve, issues that pertained to a student's emotional and academic anxiety no longer were taken

into an account (Niles & Harris-Bowlsbey, 2013). The career counseling centers were now dedicated to career planning, job placement, and career development (Herr et al., 1993). The modification in direction opened the door to looking at career services from a developmental perspective as opposed to a singular viewpoint (Niles & Harris-Bowlsbey, 2013). This direction allowed for students to fully participate in their own career planning (Niles & Harris-Bowlsbey, 2013). Since there is no one kind of career assistance of any type, it is important for a university or college to host a full range of career services to help aid in the students' success (Herr et al., 1993).

Self-Efficacy Theory

Each day students decide how their future will turn out. It is the students' responsibility to make the necessary choices to obtain a successful outcome. It is how they view these choices that self-efficacy theory can be examined. Self-efficacy describes how a person views and deals with certain situations (Tarigan & Wimbari, 2011). According to Bandura (1997), "The theory acknowledges the diversity of human capabilities," (p. 36). The belief is not only what knowledge to process, but how a person uses that knowledge in various scenarios and environments. Bandura (1997) discusses that individuals' abilities are the major theme in the theory and every person may have a similar or parallel skill set but approach situations differently. Some will perform poorly; some may achieve average results, while others will perform at the highest level (Bandura, 1997). "Efficacy beliefs are concerned not only with the exercise of control over action but also with the self-regulation of thought process, motivation, and affective and physiological states," (Bandura, 1997, p. 37) A person's mental capacity is adjacent

to that persons learning and planning abilities, it is important to note continuing improvement upon development strategies is vital in these situations. Bandura (1997 as cited in Tarigan & Wimbari, 2011) provides four sources that helps individual improve and develop their self-efficacy:

1. Mastery Experiences: Increasing ones' achievements and experiences to help heighten the level of self-efficacy.
2. Vicarious Experiences: Relating to others with similar experiences or witnessing peers do well can help increase one's own capabilities.
3. Verbal Persuasion: Through constructive and positive communications will provide encouragement for more self-efficacy.
4. Emotional Health: Work to improve mood through anxiety management.

Stimulating a person's mental state will increase self-efficacy. (p. 77)

Lent, Ireland, Penn, Morris and Sappington (2017), built upon Bandura's four sources and use of a social cognitive model (CSM) to help explain how individuals contribute to their own educational and career development over their lifespan. Through their studies, they recognized a gap in the literature on career exploration and decision-making. Self-efficacy and outcome expectations are conceived as central cognitive motivators that enable the goal-action-outcome process. Margolis and McCabe (2006) devised an eight-point model to help increase self-efficacy and motivation for the struggling student:

1. Plan moderately challenging tasks: Easy tasks lack engagement possibilities, too hard of a task will possibly produce self-esteem issues. Target level is just above the students' proficiency level.

2. Use peer models: Watching others in the same situation, exhibiting satisfaction through achievement will help promote similar mental stimuli.
3. Teach specific learning strategies: Give the students a set plan for accomplishing the task. To help keep them on track and to avoid getting lost from too much independence.
4. Capitalize on student choice and interest: Navigate the student through the process by using tools that use their skill, talents, and interests.
5. Reinforce effort and correct strategy use: Some students will need more time and reinforcement to help guide them through the process.
6. Encourage students to try: Encourage is key to help positivity to the student. Students respond well when they know that what they are doing is a learning process and will lead to a completed result.
7. Stress recent successes: Giving the students feedback that is not constructed as praise but to remind them of their past successes.
8. Give frequent, focused, and task-specific feedback: Provide the student with immediate task-specific feedback is vital to the student especially when it something new they are learning. (pp. 220-225)

In order to measure a student's self-efficacy, an instrument such as the *Career Counseling Confidence Scale*, helps explore the student's mindset and gauge the students career confidence and how they measure up in the career readiness should be applied.

Career Counseling Confidence Scale

To better understand a student's self-efficacy, as it plays a part in career readiness, my research looks at tools to gauge those decisions. McAuliffe and Pickering (2009) describe people with a strong sense of self-efficacy view challenging problems as tasks to be mastered. They form a stronger sense of commitment to their interests and activities. People with a weak sense of self-efficacy tend to avoid challenging tasks and believe that difficult tasks and situations are beyond their capabilities. The student then focuses on their own personal failings and negative outcomes which halts the process, making it unproductive. *The Career Counseling Confidence Scale (CPCS)* began as a 50-item prototype that was sent to 12 experts that practiced counseling across the country. They were chosen to test the content validity of the scale. All pilot test subjects edited and deleted items that were not valid, bringing the finished scale to 40 items (McAuliffe & Pickering, 2009). The 40-item instrument is based on social cognitive theory, more precisely on Bandura's (1977, 1986) "notion of self-efficacy and how students have greater or lesser confidence about their ability to effectively perform certain behaviors," (McAuliffe et al., 2006, p. 118). The *CPCS* scale is product of 40 years collective experiences working with clients (McAuliffe & Pickering, 2009). The *CPCS* finished instrument now consists of six subscales, 39 items, presented in a 5-point Likert type scale (Not at all Confident / Somewhat Confident / Fairly Confident / Mostly Confident / Completely Confident) that measures a student's confidence level (McAuliffe et al., 2006). The *CPSC* has been tested for validity through content, construct, and criterion-related assessment and for its reliability, stability, and internal consistency. McAuliffe

and Pickering (2009) described the participants in Validity Study of the *CPCS*: N = 1575 first year students in 2002 class. A total of 93% were typical 18 to 19-year-old high school graduates and attended a mandatory 2-day summer orientation. The students were administered placement tests including *Transition to College Inventory* (TCI) and *CPCS*. Based on the results, career counselors are able to understand and development strategies for students who show low career confidence. The study looked at what methods could be used to increase a student's career planning confidence. McAuliffe and Pickering (2009) found outcomes in counselor behaviors results:

Use a solution-focused approach to set a discrete goal, emphasizing strengths in low confidence areas (e.g., finding exceptions) or teaching skills for increasing confidence. Setting up tasks for increasing confidence such as mastery experiences, social modeling, and social persuasion. (pp. 29-30)

The *CPCS*'s six subscales help a career counselor to recognize what is behind a student's low career development confidence scores (McAuliffe et al., 2006). The six subscales consist of, a) Readiness to Make a Career Decision, b) Self-Assessment Confidence, c) Generating Options, d) Information-Seeking Confidence, e) Deciding Confidence, and f) Confidence in Implementing Your Decision. Each subscale results in the following:

1. Readiness to Make a Career Decision: a low score might indicate a generalized emotional state, such as depression and /or a specific disinclination to engage in career planning.
2. Self-Assessment Confidence: looking at areas of past work-related achievements and stating work-related activities in which they are interested. In

these a counselor can look at low confidence rates in helping the student master transferrable skills in past jobs and generating basic interest through open-ended and through inventory methods.

3. Generating Options: identifying occupational possibilities. Items measured are being able to name three or more occupations in which students are interested in.

4. Information-Seeking Confidence: exploring occupational information materials, or focused practice in assertively contacting and interviewing. The ability to gain confidence in finding general career information such as job duties and nature of work.

5. Deciding Confidence: low scores in this subscale may reflect personal factors that make decision making difficult.

6. Confidence in Implementing Your Decision: addresses job search and success issues. The ability to successfully prepare a good resume and interviewing for a position are some of the items measures. (pp. 126-127)

Using this instrument, counselors can measure, analyze, and better offer insights to assist students' career development. One area that can benefit from the result of such an instrument is the services and interventions provided by the career counseling centers and departments of colleges and universities.

Services and Interventions

It is important to learn early what services are available when attending college. Students entering college should already be thinking ahead and planning for graduation. Planning includes career development and how to go about the process. "Individuals

differ greatly in the personal traits that encourage exploration, optimism and persistence, especially in the face of opposition and defeat, but all individuals have it within their power to improve their options” (Gottfredson, 2004, p. 22). This study explored the Rowan University and the Office of Career Advancement (OCA), formally Office of Career Management. The center offers an array of services that help students prepare through career development, practice, and planning. Services include resume and cover letter preparedness, mock interviews, instruction on proper work attire, career counseling, job search techniques and introduction to the technology tools, and workshops and career events that the students can attend for career and networking purposes. One career development tool is the four-year plan prepared by the OCA (The Office of Career Advancement, Rowan University, 2017). Freshman year at Rowan University is a time to experience and discover the various resources that are available on campus. One way is to look at the various programs available at Rowan University by visiting the campus website and examining the students’ course catalog or speak with an academic advisor. During the sophomore year, students should begin to align with information related to careers that they show interest. It is recommended that they start doing personal research, to help them understand the degree requirements of the various majors that may inspire personal interest in directions of certain career choices. The student can also take advantage of the Focus-2 assessment tool to get a better understanding of personal interests, values, strengths, and weaknesses. The junior year is when the students should prepare and plan. The Office of Career Advancement recommends that students should have already begun the following processes it is in the junior year that it is vital to move

forward in their career development. The OCA promotes the importance attending workshops on resume writing and successful interviewing techniques. Developing a well written resume and have it professionally critiqued is a key element at the OCA. At this stage, students should be considering internships, so they may learn more about their prospective career choices. Students should also be networking by attending various career fairs offered on campus throughout the year. Senior year for the students should be the time to take everything they have learned and begin to commit to a career search.

Literature concurs that these approaches are important in the process of career building. Group exercises include workshops, classes, and seminars that allow students to have a structured setting to explore career development (Herr, Cramer, & Niles, 2004). To help with career development related stress and anxiety of an overall indecisiveness, students can partake in career counseling in group settings (Herr et al., 2004). For students that feel more comfortable, individual career sessions can be arranged in this type of scenario (Herr et al., 2004). Another view is to create an intellectual framework for achieving multifaceted tasks by presenting such aspects as pinpointing interests and decision making into smaller steps or easy to follow guidelines, making the process less complicated (Gottfredson, 2004). Career service providers should also keep in mind that a lack in ability is not equal to a lack of motivation, and deciphering the two is important (Gottfredson, 2005). And finally, the students can take advantage of a placement program, on campus and off campus mock job interviews as well as technological computer-based career programs (Herr et al., 2004).

Herr (as cited in Niles & Harris-Bowlsbey, 2013) provides nine approaches of career services in higher education:

1. Blending of the students' academic subject matter with career development information provided.
2. Starting the student on a career development path by directing the student to courses that pertain to the career.
3. External resources that are applicable to the career so that the student may retain information directly connected.
4. Incorporating career placement and transfer practices.
5. Work study and co-operational opportunities.
6. Using academic departments for support in counseling, coordination, and additional support for the counseling of students.
7. Bringing career counseling to the students. Visit various student organizations and locations to provide information or to instruct where they go to receive it.
8. Promote self-awareness and career development through group counseling.
9. The use of computer-based tools and interactive practices to help career guidance and the information systems. (p. 425)

Like Herr's (1989) nine approaches, Rayman (1999) highlights 10 career service imperatives for the next millennium. Imperative one recognizes the lifelong nature of career development services and the process in which it fosters students to take a role in their career future. In Rayman's (1999) article, he states the following:

If we, as career services professionals, accomplish nothing else, we must, through the services we chose to deliver, convey to students that career development is a lifelong process, that they will need to be proactive in their pursuit of their personal career development goals, and that they will need to reach out and take responsibility for their own career destiny. (pp. 176-177)

In imperative two, Rayman (1999) describes accepting and embracing technology as an ally and use to free up staff time for elements of career services that require a more human sensitive touch. He goes on to say that technology will have a substantial bearing on career services but, technology is not a replacement for the development of career resources developed by the professionals (Rayman, 1999). Imperative three brings attention to the process of refining and strengthening a professional's position within the institution. He points out that there is still much to be done in helping break the confusion about who they are, what their position is and what their role should be in the academic framework (Rayman, 1999). Imperative four talks about recognizing and accepting that career counseling is the core element to career counseling overall and imperative five is the relationships that career professionals build upon with other departments among the institution, as well as parent participation in the career development process. Imperative six brings to the forefront the need for diversity efforts to keep up with the ever-changing student body demographic. Imperative seven highlights the connection that career services have with corporate America and making it about career development only by not allowing services to be overrun by institutional fundraising. Imperative eight takes away the term on-campus recruitment and instead facilitating a transition method from

college to career. Imperative nine deals with alumni and the services that should be provided to those former students and finally, imperative ten advocates for more resources that effective in maintain and increasing the professional place in the students' career development process (Rayman, 1999).

In each of these approaches and viewpoints it is possible to see the similarities of the importance of emphasizing further learning, student accountability, and expansion of services to include the entire campus. Also, the need for alumni services, technology acceptance, and keeping the focus on career development is the overall targeted goal. "Implementing a career choice means investing oneself in efforts towards that end. Just with any other investment, it requires committing time, effort, and material resources to locate good investment opportunities" (Gottfredson, 2004, p. 42). When the services provide to the students are recognized the career perspective becomes brighter.

College to Career

Career Readiness can be defined as the completion and use of essential proficiencies that prepare college students for a successful transition into the workplace (NACE, 2017). The *National Association of College and Employers* (NACE, 2017) has recognized eight skills that assist in the career readiness of the college student.

1. Critical Thinking-Problem Solving: Analyzing, decision making and being able to work through problems.
2. Oral-Written Communications: Thoughts and ideas are presented clearly in oral and written form. Using public speaking skills, the student will be apt to communication within and outside of the business.

3. Teamwork-Collaboration: Able to create and build relationships with fellow coo-workers, clients, patients, and customers. These relationship populations represent a diverse group of individuals. Also, the ability to work well within a team environment.
 4. Digital Technology: Adaptability to changing technological growth and to use such technology in a productive and responsible fashion.
 5. Leadership: The ability to use the strengths of others for the purpose of a common goal. The capability to teach and further skillsets of others without interference of one's personal matters.
 6. Professional-Work Ethic: Personal accountability, positive ethical attitude and effective and positive work place habits. The ability to learn from mistakes and improve upon that feedback.
 7. Career Management: Identify and communicate strengths, knowledge, career goals and experience levels for the profession that you are aiming for. Must also exercise their abilities to navigate a job search and self-advocate in the workplace.
 8. Global-Intercultural Fluency: With openness, sensitivity towards others that come from diverse backgrounds. One should value, learn and respect from those of all cultures, races, ages, genders, sexual orientations and religions.
- (NCDA, 2017, para.3)

Summary of the Literature Review

This review looks at the need for students to understand their career readiness and in order to accomplish the goal, students must take advantage of the services that are provided for them as well as the institution to have these programs and services in place. For the students that do take advantage are they getting what they need to promote their confidence and make them ready to transition from college to career. Career services have come a long way from just being a job placement center. Now when a student goes to career services it means a place for students to prepare for career development. The research shows that self-efficacy and decision-making are large parts of career confidence and career readiness. The services provided help strengthen the chances of getting the positions students want. It is important to teach the student that this process takes work and commitment to show the qualities needed to a potential employer, it takes practice. Students need to take advantage of all resources available. This study seeks to explore what students think about the services and interventions offered at the Office of Career Advancement. Do these services create a higher level or lower of career confidence and do the students feel ready to experience career real world career involvement by the time there are ready to graduate?

Chapter III

Methodology

Context of the Study

This study was conducted at Rowan University in Glassboro, New Jersey. Rowan University is a state-designated public research institution with campuses in Glassboro, Camden, and Stratford, NJ offering bachelors through doctoral programs to 18,500 students (<http://www.rowan.edu/fastfacts/>). Undergraduate degrees awarded in 2016-2017 academic calendar were 2,859 (<http://www.rowan.edu/fastfacts/>). During the 2017-2018 the Common Set Data showed that 13,169 students made up the undergraduate population (http://www.rowan.edu/president/asa/cds/pdf/CDS_2016-2017).

The primary focus of the study is on the students who used the services of the Career Advancement Center located on the 2nd Floor in Savitz Hall. The central mission of the Career Advancement Center is to prepare and inform students by career planning and preparation and stressing that these aspects are vital to career success. Career Advancement encourages that all students use the many resources that are available to them at the center. The center and its counselors are ready to provide the upmost career guidance, resume preparation, interview practice and confidence, and expert job search all of which is beneficial for the students to transition to the chosen careers. The study measures the students' viewpoints of the services provided, and if after using OCA services, how effective were they in the context of a student's career confidence and career readiness. With the use of a survey this study focuses on students who physically

came into the office, attended various career center events, and those who used the on-line resume critique database.

Population and Sample Selection

Rowan University has 13,169 enrolled undergraduate students currently attending (http://www.rowan.edu/president/asa/cds/pdf/CDS_2016-2017). The number of enrolled freshmen (1,770) are removed and not included in the study.

(http://www.rowan.edu/president/asa/cds/pdf/CDS_2016-2017). The population includes only those students that used the OCA. The 2017 fiscal year showed that 488 students used the OCA between the months of February to March 2018. Using a sample size calculator set at 95% confidence level, with a 3% confidence interval the population size entered is 488. The total sample size for this study was 335. The desired sample size is 249 which is the 70% desired response rate.

Instrumentation

The survey is divided into three sections. Section one asked for confidential demographics information including the student's student status (Full or Part-time) in what year they were currently in, and major. Section two examined the students career planning confidence levels, with the use of the *Career Planning Confidence Scale (CPCS)*, derived from the work Pickering, Calliotte, and McAuliffe, (1992a) (Appendix D), students answered statements which they could answer to what degree was their confidence level. *The Career Planning Confidence Scale* created by Pickering, Calliotte, and McAuliffe, (2003) consists of six subscales that include the variables, Readiness to Make a Career Decision, Self-Assessment Confidence, Generating Options, Information-Seeking Confidence, Deciding Confidence, and Confidence in Implementing Your

Decision. The *CPCS* is made up of 39 items, presented in a 5-point Likert type scale (Not at all Confident / Somewhat Confident / Fairly Confident / Mostly Confident / Completely Confident) items that measures a student's confidence level (McAuliffe et al., 2006). The third section covers the OCA services ratings.

The instrument validity and reliability are based on the opinions of students who have used the services of the Office of Career Advancement. Conformation of validity for the survey was also obtained from both the Director of the Office of Career Advancement and my academic advisor prior to circulation. A pilot test of the survey was conducted with one Human Resources undergraduate, one Counseling in an Educational Setting graduate student, and one OCA Career Counselor. All found the instrument easy to navigate, a healthy medium, and was in good form with my research. The survey was deemed to be valid because students were given questions they could relate to, and students had the ability to eliminate his or herself from the survey at any time. The instruments' reliability was tested using Cronbach's Alpha and found to measure .962 which indicates a stable and reliable instrument.

Data Gathering Procedures

Before collection of the data, an Institutional Research Board application was submitted and approved (Appendix A). I received verbal approval from the Director of the Office of Career Advancement and my internship supervisor to conduct data collection from the office and the Spring Career Fair. The survey was distributed to students upon their visit to the center for career services and students attending the Spring Career Fair who wanted to participate. Students who identified with the mapped demographics were then asked to participate in the survey. To help build a stronger return

ratio, I offered an incentive for completing the survey. The incentive was an entry into a drawing for a gift prize that consisted of a gift card and university bookstore items. To keep the data anonymous, once the survey was completed and returned, the subjects were asked to provide an email address only on the entry form. These forms were kept separate at all times and completed in a two-step process. The subjects were made aware that only the winner would be notified, all entry forms were destroyed once the winning student was picked. The study itself contained no personal identifiable information. No written consent was obtained at the time of the collection but, the survey contained a byline that stated completion of the survey was in fact giving permission to use the results in this study.

Data Analysis

The independent variables in this study are the demographics information including student status (Full or Part-time) in what year they are currently in, and major. The dependent variable are the viewpoints reported by the student, which included motivation making career decisions, time invested, learning the skills, making the commitment to a career choice, education or training program that prepares the student to reach their goals; including resume, cover letter and interview confidence. The study, linked through the six subscales shows the level of confidence in career development and the students' career readiness. Finally, the study sought to analyze if the services provided by the OCA meet the needs of the students and what their overall satisfaction was in reference to those services. Using the Statistical Package for Social Sciences (SPSS) software, I analyzed the data using descriptive statistics which looked at

frequency distribution, percentages, means, and standard deviations of the variables.

These areas were examined regarding the research questions.

Chapter IV

Findings

Profile of the Sample

The subjects for this study were approached at the Office of Career Advancement at Rowan University and during the Spring Career Fair on a voluntary basis between February and March on 2018. The total sample size for this study was 335, the desired sample size was 249. To prevent a loss in printing funds, only 249 were printed out as a first set. Of the 249 surveys available for circulation only 134 surveys were completed and returned, yielding a return rate of 54%. Table 4.1 represents the student demographic of the study and shows that 91% were full-time students, 6.7% were part-time, and 2.2% chose not to answer. Table 4.1 also indicates senior students at 44.8% visited or used the services at the OCA, with juniors close at 32.8% and sophomores at 20.9%.

Table 4.1 also, provides a look at the various majors of the students and shows that Engineering students, 18.7%, were present at the OCA to use services or they attended the Spring Career. Following the engineering students, Business and Psychology students were next highest major at 11.9%, followed by Computer Science and Education at 9.7%, Health and Exercise Science at 8.2%, and Law and Justice at 7.5%. Majors least likely to use the OCA services were Advertising, Environmental Studies, History, Literacy Studies all at 1.5% and Chemistry, Liberal Studies, Physics and Sociology rounding out the bottom at .7%.

Table 4.1

Student Demographics (N=134)

<i>Variables</i>	<i>f</i>	<i>%</i>
Student Status		
Full-Time	122	91.0
Part-Time	9	6.7
Missing	3	2.2
Current Academic Year		
Senior	60	44.8
Junior	44	32.8
Sophomore	28	20.9
Missing	2	1.5
Current Major		
Engineering	25	18.7
Business	16	11.9
Psychology	16	11.9
Computer Science	13	9.7
Education	13	9.7
Health and Exercise Science	11	8.2
Law and Justice	10	7.5
Biological Science	9	6.7
Radio, Television and Film	5	3.7
Undeclared	5	3.7
Communication Studies	3	2.2
Nutrition	3	2.2
Public Relations	3	2.2
Advertising	2	1.5
Environmental Studies	2	1.5
History	2	1.5
Literacy Studies	2	1.5
Chemistry	1	.7
Liberal Studies	1	.7
Physics	1	.7
Sociology	1	.7

Analysis of the Data

Research question 1. Are the students prepared to transition from college to career?

Using the *Career Planning Confidence Scale* (CPCS) (Pickering et al., 2003) the item of whether students were prepared to transition from college to career was examined through the six subscales or Grouping Factors, items are arranged using mean scores from most to least positive. Table 4.2 shows the students “Readiness to make a career decision.” When asked if the students were “Capable of learning the skills necessary to make a decision?” 59.9% reported completely confident, 31.0% reported mostly confident, 7.5% listed fairly confident. Confidence went down when asked if the students were, “Motivated to make a career decision?” 32.1 expressed complete confidence, 41.0% reported mostly confidence, 18.7% was fairly confident, 5.2% were somewhat confident and 3.0% had no confidence in their motivation of making a career decision.

Table 4.2

Group Factor: Readiness to Make a Career Decision (N=134)
(1=Not at all Confident (NC), 2=Somewhat Confident (SC), 3=Fairly Confident (FC), 4=Mostly Confident (MC), 5=Completely Confident, (CC))

Item	NC		SC		FC		MC		CC	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Capable of learning the skills necessary to make a decision? <i>M</i> =4.47, <i>SD</i> =.733	0	0	3	2.2	10	7.5	42	31.3	79	59.0

Table 4.2 (continued)

Item	NC		SC		FC		MC		CC	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Ready to invest the time and energy necessary to make a career decision? <i>M</i> =4.22, <i>SD</i> =.906	0	0	8	6.0	19	14.2	42	31.3	65	48.5
Motivated to make a career decision? <i>M</i> =3.94, <i>SD</i> =.994	4	3.0	7	5.2	25	18.7	55	41.0	43	32.1

In Table 4.3, students were asked to rate their self-assessment confidence level. The students reported that, listing their values, (what is important to them) related to work, was an area where they were completely confident at 50.7%. Whereas areas that showed changes in confidence looked at their ability to list past work-related achievements at 35.8% complete confidence, 29.9% could list any other achievements, 37.3% could list career related skills, and 29.1% could list work related activities of personal interest. Areas where students were not confident at all included listing past work-related achievements at 1.5% and could name a career-related skill at 1.5%.

Table 4.3

Group Factor: Self-Assessment Confidence (N=134)
(1=Not at all Confident (NC), 2=Somewhat Confident (SC), 3=Fairly Confident (FC),
4=Mostly Confident (MC), 5=Completely Confident, (CC))

Item	NC		SC		FC		MC		CC	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
List your values (what is important to you) related to work? <i>M=4.36, SD=.750</i>	0	0	2	1.5	16	11.9	48	35.8	68	50.7
List your other achievements? <i>M=3.96, SD=.896</i>	0	0	11	8.2	23	17.2	60	44.8	40	29.9
Name your career- related skills? <i>M=3.94, SD=1.05</i>	2	1.5	14	10.4	24	17.9	44	32.8	50	37.3
Name several work-related activities in which you are interested? <i>M=3.94, SD=.891</i>	0	0	10	7.5	27	20.1	58	43.3	39	29.1
List your past work-related achievements? <i>M=3.90, SD=1.04</i>	2	1.5	12	9.0	31	23.1	41	30.6	48	35.8

Table 4.4 measured the area of the students' ability to Generating Options in their career development. When asked, "Name 3 or more occupations in which you are interested in?" 35.1% reported they were completely confident, 39.9% reported mostly confident, 17.9% were fairly confident, and 7.5% were somewhat confident. When asked to, "Name 3

or more occupations which you feel capable of performing?” the complete confidence level dropped to 29.9%, mostly confidence was 33.6%, fairly confidence was 23.1%, 10.4% was somewhat confident, and 3.0% was not confident at all.

Table 4.4

Group Factor: Generating Options (N=134)
(1=Not at all Confident (NC), 2=Somewhat Confident (SC), 3=Fairly Confident (FC), 4=Mostly Confident (MC), 5=Completely Confident, (CC))

Item	NC		SC		FC		MC		CC	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Name 3 or more occupations in which you are interested in? <i>M</i> =4.02, <i>SD</i> =.913	0	0	10	7.5	24	17.9	53	39.6	47	35.1
Name 3 or more occupations that you feel would allow you to do work that is in line with your values? <i>M</i> =3.83, <i>SD</i> =.970	2	1.5	11	8.2	31	23.1	54	40.3	36	26.9
Name 3 or more occupations which you feel capable of performing? <i>M</i> =3.77, <i>SD</i> =1.08	4	3.0	14	10.4	31	23.1	45	33.6	40	29.9

Table 4.5 focuses on the students’ Information-Seeking Confidence levels. When asked if the student can, “Talk informally with people about occupations in which you are interested?” 46.3% reported completely confident in that task. A total of 38.1% were

mostly confident, 10.4% were fairly confident, 3.0% were somewhat confident, and 2.2% had no confidence at all in this task. The data showed that when asked if they could, “Find specific career information, education or training required, salary, and employment trends, for the occupations in which you are interested?” students responded at 35.1% completely confident and 37.3% were mostly confident. When asked if the students could, “Interview someone working in the occupations in which you are interested?” confidence levels dropped to 26.1% feeling completely confident, 29.1% were mostly confident, 27.6% were fairly confident, 13.4% were somewhat confident and 3.7% had no confidence in this task at all.

Table 4.5

Group Factor: Information-Seeking Confidence (N=134)
(1=Not at all Confident (NC), 2=Somewhat Confident (SC), 3=Fairly Confident (FC), 4=Mostly Confident (MC), 5=Completely Confident, (CC))

Item	NC		SC		FC		MC		CC	
	f	%	f	%	f	%	f	%	f	%
Talk informally with people about occupations in which you are interested? <i>M=4.23, SD=.917</i>	3	2.2	4	3.0	14	10.4	51	38.1	62	46.3
Find general career information (e.g., duties, nature of work) about the occupations in which you are interested?? <i>M=4.09, SD=.871</i>	0	0	7	5.2	24	17.9	53	39.6	50	37.3

Table 4.5 (continued)

Item	NC		SC		FC		MC		CC	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Find specific career information, education or training required, salary, and employment trends, for the occupations in which you are interested? <i>M</i> =4.01, <i>SD</i> =.909	1	.7	6	4.5	30	22.4	50	37.3	47	35.1
Explain how your values match those of people in the occupations you are considering? <i>M</i> =3.99, <i>SD</i> =.942	2	1.5	8	6.0	24	17.9	56	41.8	44	32.8
List the benefits and risks of choosing each one of these occupations? <i>M</i> =3.75, <i>SD</i> =1.00	4	3.0	9	6.7	37	27.6	51	38.1	33	24.6
Interview someone working in the occupations in which you are interested? <i>M</i> =3.60, <i>SD</i> =1.12	5	3.7	18	13.4	37	27.6	39	29.1	35	26.1

In Table 4.6 the data reports on students' ability to answer questions related towards the grouping factor, of Deciding Confidence. Only a total of 49 (36.6%) students reported being completely confident in this area of describing themselves as good decision makers. Whereas 38.1% were mostly confident, 18.7% were fairly confident, 5.2% were somewhat confident, and 2 (1.5%) were not confident at all. Students' that

saw themselves as being ready to make a commitment to a career choice, showed a range of 36.6% being completely confident, 32.8% at mostly confident, 5.2% feeling somewhat confident, and 4.5% being completely confident. The shift in data came when asked if a student can, “Choose an occupation and then not worry about whether or not it was right choice?” Only 28 (20.9%) students surveyed reported completely confident about that question. A total of 17 (12.7%) of students had no confidence when it came to this question.

Table 4.6

Group Factor: Deciding Confidence (N=134)

(1=Not at all Confident (NC), 2=Somewhat Confident (SC), 3=Fairly Confident (FC), 4=Mostly Confident (MC), 5=Completely Confident, (CC))

Item	NC		SC		FC		MC		CC	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Describe yourself as a good decision maker? <i>M</i> =4.03, <i>SD</i> =.949	2	1.5	7	5.2	25	18.7	51	38.1	49	36.6
Choose an occupation which will fit with your preferred life roles (e.g., partner, leisure)? <i>M</i> =3.98, <i>SD</i> =1.01	3	2.2	10	7.5	21	15.7	53	39.6	47	35.1
Set short-term goals (covering the next 1-3 years)? <i>M</i> =3.98, <i>SD</i> =.938	2	1.5	5	3.7	33	24.6	48	35.8	46	34.3

Table 4.6 (continued)

Item	NC		SC		FC		MC		CC	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Make a timetable for completing your education or training program entering your chosen occupation? <i>M</i> =3.87, <i>SD</i> =1.04	3	2.2	11	8.2	31	23.1	45	33.6	44	32.8
See yourself as being ready to make a commitment to a career choice? <i>M</i> =3.86, <i>SD</i> =1.08	6	4.5	7	5.2	32	23.9	44	32.8	45	33.6
Plan an education or training program that will help you to achieve your goals? <i>M</i> =3.82, <i>SD</i> =1.05	3	2.2	12	9.0	33	24.6	44	32.8	42	31.3
Choose one education or training program from among several attractive alternatives? <i>M</i> =3.79, <i>SD</i> =0.982	4	3.0	9	6.7	30	22.4	59	44.0	32	23.9
Choose one occupation from among several attractive alternatives? <i>M</i> =3.77, <i>SD</i> =1.02	4	3.0	11	8.2	31	23.1	54	40.3	34	25.4
Choose the occupation you want even though significant others in your life would not approve of your choice? <i>M</i> =3.65, <i>SD</i> =1.19	7	5.2	21	15.7	21	15.7	48	35.8	37	27.6

Table 4.6 (continued)

Items	NC		SC		FC		MC		CC	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Set short-term goals (covering the next 5-10 years)? <i>M</i> =3.54, <i>SD</i> =1.30	9	6.7	26	19.4	26	19.4	30	22.4	43	32.1
Choose an occupation and then not worry about whether or not it was right choice? <i>M</i> =3.27, <i>SD</i> =1.30	17	12.7	20	14.9	35	26.1	34	25.4	28	20.9

In Table 4.7 the data shows student ability to answer questions related towards the grouping factor, of Confidence in Implementing Your Decision. A total of 64 (47.8%) students surveyed reported being completely confident when ask if they could, “Successfully complete your education or training program?” “Preparing a Resume?” showed the students confidence at 38.8%, and 37.3% mostly confident. Other areas of complete confidence was in their ability to “Successfully progress in their career?” at 47%, and “Apply for a chosen job in your occupation?” with 44.8% selecting complete confidence. The data show the areas were confidence drops are, “Interview for a job in your chosen occupation?” at 3.7% not confident at all, 11.9% only somewhat confident, 17.2% fairly confident, 36.6% most confident and a total of 41 (30.6%) of students reported completely confident. When asked both to “Prepare a good letter of application (cover letter)?” or “Move to another area to seek employment in your chosen occupation?” only 25.4% of the students were completely confident.

Table 4.7

Group Factor: Confidence in Implementing Your Decision (N=134)
(1=Not at all Confident (NC), 2=Somewhat Confident (SC), 3=Fairly Confident (FC),
4=Mostly Confident (MC), 5=Completely Confident, (CC))

Item	NC		SC		FC		MC		CC	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Successfully complete your education or training program? <i>M=4.25, SD=.923</i>	2	2.2	5	3.7	11	8.2	51	38.1	64	47.8
Prepare a good resume? <i>M=4.22, SD=1.03</i>	3	2.2	11	8.2	18	13.4	50	37.3	52	38.8
Successfully progress in your career? <i>M=4.19, SD=.967</i>	2	1.5	8	6.0	16	11.9	45	33.6	63	47.0
Successfully perform during your first year in the job and receive a positive evaluation? <i>M=4.10, SD=.908</i>	2	1.5	5	3.7	22	16.4	54	40.3	51	38.1
Apply for a job in your chosen occupation? <i>M=4.05, SD=1.09</i>	2	1.5	16	11.9	15	11.2	41	30.6	60	44.8
Be offered and accept a job in your chosen field? <i>M=4.00, SD=1.07</i>	4	3.0	9	6.7	25	18.7	41	30.6	55	41.0
Get letters of recommendation from teacher or former employers? <i>M=3.93, SD=1.11</i>	2	1.5	17	12.7	24	17.9	37	27.6	54	40.3

Table 4.7 (continued)

Items	NC		SC		FC		MC		CC	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Interview for a job in your chosen occupation? <i>M</i> =3.78, <i>SD</i> =1.12	5	3.7	16	11.9	23	17.2	49	36.6	41	30.6
Prepare a good letter of application (cover letter)? <i>M</i> =3.63, <i>SD</i> =1.13	7	5.2	15	11.2	32	23.9	46	34.3	34	25.4
Move to another area to seek employment in your chosen occupation? <i>M</i> =3.58, <i>SD</i> =1.15	5	3.7	23	17.2	30	22.4	42	31.3	34	25.4

Research question 2. What is the overall confidence level of the students after using services offered at the Rowan University Office of Career Advancement?

Using survey questions asked the students who use the services at the OCA, the following tables show data that assist in understanding the overall confidence after using the provided services (Table 4.8), if they have ever participated in certain services (Table 4.9), and their overall rating of the OCA and the services provided (Table 4.10). Table 4.8 asks the question, “After using the resources at the Office of Career Advancement, how confident do you feel about your career development?” the students fell between mostly (37.3%) and fairly (27.6%) confident. A total of 23.1% reported completely confident and only 8.2% were only somewhat confident.

Table 4.8

Office of Career Advancement Services Ratings

(1=Not at all Confident (NC), 2=Somewhat Confident (SC), 3=Fairly Confident (FC), 4=Mostly Confident (MC), 5=Completely Confident, (CC))

Item	NC		SC		FC		MC		CC	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
After using the resources at the Office of Career Advancement, how confident do you feel about your career development? <i>n</i> =129, <i>M</i> =3.78, <i>SD</i> =.910 Missing=5	0	0	11	8.2	37	27.6	50	37.3	31	23.1

In Table 4.9 the data studied some of the services and at what result was the students' using them. The following questions had a choice of either a yes or no response. When asked if the students had ever taken the Focus 2 Assessment, offered on-line through the Office of Career Advancement, 76.9% responded no, and 23.1% said yes. A total of 74.6% of the subjects claimed no, to have not used the mock interview services, 25.4% answered yes, that they had. Career Counseling services were only used by 29.9% of the students surveyed and an overwhelming 70.1% noted they had never made an appointment for such a service. When asked, "Have you ever taken advantage of the walk-in hours (Resume, Cover Letter, or Personal Statement) critique?" 46.3% answered yes and 53.7% said no. A total of 72.4% of the students had attended a career fair and 27.6% had not taken advantage of a career event on campus.

Table 4.9

Office of Career Advancement Services Ratings (N=134)
(1=Yes, 2=No)

Item	YES		NO	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Have you ever used the <i>Focus 2 Assessment</i> to measure your career goals? <i>M=1.77, SD=.423</i>	31	23.1	103	76.9
Have you ever set up and attended a Mock Interview? <i>M=1.75, SD=.437</i>	34	25.4	100	74.6
Have you ever made an appointment for career counseling? <i>M=1.70, SD=.459</i>	40	29.9	94	70.1
Have you ever uploaded your resume to Profs Jobs? <i>M=1.69, SD=.466</i>	42	31.3	92	68.7
Have you ever taken advantage of the walk-in hours (Resume, Cover Letter, or Personal Statement) critique? <i>M=1.54, SD=.500</i>	62	46.3	72	53.7
Have you attended a career fair? <i>M=1.28, SD=.449</i>	97	72.4	37	27.6

Table 4.10 examined the overall impression or satisfaction level of the services offered by the Office of Career Advancement. Measurements ranged from excellent, very

good, good, fair, and poor. A total of 63 (47.0%) students reported there was an excellent chance they would refer a fellow student to the OCA to use their services. When asked, “What is the likelihood that you will return to the Office of Career Advancement?” 44.8% stated there was an excellent chance of return. “What is your overall experience when you used the Office of Career Advancement?” received 39.6 % reported excellent, 24.6% very good, 28.4% good, 3.7% fair, and .7% or 1 student rated the services as poor.

Table 4.10

Office of Career Advancement Services Ratings
(1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent)

Item	POOR		FAIR		GOOD		VERY GOOD		EXCELLENT	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
What are the chances you will refer a fellow student to use the services? <i>n</i> =130, <i>M</i> =4.22, <i>SD</i> =.883 Missing=4	0	0	5	3.7	24	17.9	38	28.4	63	47.0
What is the likelihood that you will return to the Office of Career Advancement? <i>n</i> =130, <i>M</i> =4.16, <i>SD</i> =.922 Missing=4	1	.7	4	3.0	28	20.9	37	27.6	60	44.8
What is your overall experience when you used the Office of Career Advancement? <i>n</i> =130, <i>M</i> =3.02, <i>SD</i> =.964 Missing=4	1	.7	5	3.7	38	28.4	33	24.6	53	39.6

Research question 3. At what grade level, sophomore thru senior, are students using the services the most?

A students' timing of the utilization of the OCA services during their academic career is of the up most importance. The research sought to gauge in what academic year, sophomores, juniors, or seniors, were the students more likely to use the services to prepare for graduation and college to career transition. Table 4.11 shows that in all categories of the services mentioned in the survey that seniors ranked number 1. The data showed that out of the completed section (n=132), 60 (45.5%) were seniors, 44 (33.3%) were juniors, and 28 (21.2%) were sophomores. The career fair was the highest in participation with 42 (31.8%) seniors, 35 (26.5%) juniors, and 20 (15.2%) sophomores who attended a career fair. When asked if they had taken part in a career counseling appointment, 22 (16.7%) seniors, 12 (9.1%) juniors, and 5 (3.8%) sophomores said they scheduled an appointment. Conversely, when asked if the students had ever conducted a mock interview at the OCA, only 20 (15.2%) seniors, 7 (5.3%) juniors and 7 (5.3%) sophomores answered yes.

Table 4.11

Current Academic Year: Who Uses the Office of Career Advancement Services (n=132)

Services	Year	YES		NO	
		<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Career Fair	Seniors	42	31.8	18	13.6
	Juniors	35	26.5	9	6.8
	Sophomores	20	15.2	8	6.1

Table 4.11 (continued)

Services	Year	YES		NO	
		<i>f</i>	%	<i>f</i>	%
Career Counseling					
	Seniors	22	16.7	38	29.0
	Juniors	12	9.1	32	24.2
	Sophomores	5	3.8	23	17.4
Walk-In Hours					
	Seniors	33	25.0	27	20.5
	Juniors	19	14.4	25	18.9
	Sophomores	8	6.1	20	15.2
Profs Jobs					
	Seniors	20	15.2	40	30.3
	Juniors	17	12.9	27	20.5
	Sophomores	5	3.8	23	17.4
Mock Interviews					
	Seniors	20	15.2	40	30.3
	Juniors	7	5.3	34	26.0
	Sophomores	7	5.3	21	15.9
Focus 2 Assessment					
	Seniors	21	15.9	39	29.5
	Juniors	6	4.5	38	29.0
	Sophomores	4	3.0	24	18.2

Chapter V

Summary, Discussion, Conclusions, and Recommendations

Summary of Study

The study investigated the outcomes of utilizing the career services, which are provided to students on campus, and how they can help improve career readiness. The subjects in this study were students' year levels sophomores to seniors at Rowan University and how their career confidence levels improved or decreased after taking part in the various career development options provided by the Office of Career Advancement (OCA). The study investigated whether participating and taking advantage of the services offered, helps build on the career confidence of students and how the theoretical work of Bandura's (1997) self-efficacy is key in evaluating students career development process. A central question posed was, has what students learned from these services shown positive results in their job searching process?

With permission from the Director of The Office of Career Advancement, I employed a three-section survey. Section one was made up demographics information including the student's student status (Full or Part-time), in what year they are currently in, and academic major. The second section, consisted of the *Career Planning Confidence Scale (CPCS)* derived from the work Pickering, Calliotte, and McAuliffe, (1992a), examined the students career planning confidence levels. The students were asked to answer 39 items, 5-point Likert type scale statements. The third section covered the OCA services ratings. All instruments were administered

during the spring 2018 academic semester at the Office of Career Advancement and during the spring 2018 career fair at Rowan University, Glassboro, NJ. One hundred and thirty-four completed surveys were returned, yielding a 53% return rate. Descriptive statistics were used to analyze the data from the completed surveys. Statistical Package for the Social Sciences (SPSS) software was used to analyze the variations of the students' career confidence levels.

Discussion of the Findings

Research question 1. Are the students prepared to transition from college to career?

Overall, the study provided results measuring the positive attitudes associated with students' career confidence. Based on the students' survey results, 91% were full-time students that participated in the services offered by the Office of Career Advancement. Of that number, the results showed that Engineering, Business, Psychology, Computer Science, Education, Health and Exercise Science and Law and Justice were the top majors that used any one particular service. When measuring the students readiness to make a career decision, the results showed that the students were positive (59.9%) about their ability to learn the skills necessary to make an informed decision. Bandura (1997) suggests that self-efficacy beliefs are an exercise of control over ones' actions often through the process of motivation. When the survey measured students' motivation confidence the results showed a downward decline. When asked if the students were, "Motivated to make a career decision," only 32.1% expressed complete confidence, 18.7% were fairly confident, 5.2% were somewhat confident, and 3.0% had no confidence in their motivation of making a career decision.

The results showed in areas of self-assessment confidence level that students reported higher levels in their abilities to know what values are important to them (50.7%) that relate to the type of work they wish to pursue. Moreover, the data showed that students struggled in the areas of naming their past achievements and could confidently list work related skills. In generating options, only 35.1% of the surveyed students could confidently name three or more occupations they were interested in, and 29.9% could name three or more occupations they reported they could actually perform. This finding could be contributed to the students not knowing every facet of what their majors can do in the work force. In the area of information-seeking confidence, students (46.3%) reported that they could speak with people informally about occupations they are interested. The section on finding specific career information, education or training required, salary, and employment trends, for the occupations in which the students are interested scored high on confidence as, 72% of the students reported a combination of both completely and mostly confident about accomplishing a productive search. This finding can be attributed to the technology savviness of today's college student and their ability to successful by navigate information on the internet. Bandura (1997) states that self-efficacy beliefs is an element of self-regulation of the thinking process. When estimating confidence levels, the data showed that students were on the lower end about describing themselves as good decision makers, 36.6% were completely confident, and 38.1% were mostly confident. The levels show a lack of trust within themselves suggesting further guidance would be beneficial.

In the range of confidence in implementing a decision, the results showed a decline in the areas of preparing a good resume (38.8%), the ability to apply for a job in their occupation (44.8%), interviewing for a position (30.6%), and preparing a good cover letter. Students seemed to struggle with these areas due to the lack of knowledge or practice that goes into preparing a successful portfolio and related documents. This may be attributed to the low numbers of students using the necessary services that OCA offers that could help them achieve a higher level of confidence in all of the confidence areas.

Research question 2. What is the overall confidence level of the students after using services offered at the Rowan University Office of Career Advancement?

This question is at the core of my study. Based on the findings of this study, overall students were very satisfied with the services available at the Office of Career Advancement. Students may be imitated by the process of career development and find the process to be developmentally less relevant. The results of the *Career Planning Confidence Scale (CPCS)*, suggest that the students who completed the survey reported they were mostly career confident. The results showed that no one, after using at least one of the services at the Office of Career Advancement, reported having low confidence about their career development. This is demonstrated by the total of 60% of the subjects selected a combination of completely and mostly confident, and 36% reported fairly or somewhat confident. These results suggest that the services are important and are working if a student takes advantage. The 36% that were not as confident were helped

but, may require additional services or have what services they did use repeatedly strengthen their confidence level.

The study also took a closer look at some of the services that are offered by the Office of Career Advancement. Areas where students participated in less were, Focus 2 Assessment (76.9%), Mock Interview Services (74.6%), Career Counseling (70.1%), Walk-in Hours, and (Resume, Cover Letter, or Personal Statement) critique (53.7%). One service that students did use was attending a Career Fair at 72.4%. The results clearly show the underutilization of the services offered, by the OCA. For use rates to increase, it is important to educate the students by letting them know that their career development takes time. They will need to be hands-on in their research of career development options and outcomes, their future is their responsibility (Rayman, 1999).

Thus, if the services provided by the Office of Career Advancement are not being used it could be that the students do not think the services are valid or they are unsatisfied with the level of service. The findings from my study suggest both propositions are incorrect. The instrument examined the overall impression or satisfaction level of the services offered by the Office of Career Advancement. In the results, 53 (39.6%) of the students rated their satisfaction level excellent, 33 (24.6%) answered very good level, 28.4% stated good, and 3.7% chose fair. In the area of student referrals, would they refer a fellow student to use the career services, 63 (47%) selected excellent. When asked, "What is likelihood that a student will return?" a total of 44.8% stated there was an excellent change of return, 27.6% stated very good. The results show that such area, poor

satisfaction or inapt services provided by the OCA were not an issue of why the center experiences low utilization by the students.

Research question 3. At what grade level, sophomore thru senior, are students using the services the most?

Asking the question of who is using the services the most is important to measure in this study because, the results provide insights into what stage in a students' academic program are the students concentrating on future career plans. The results of the data were viewed through the lens of the four-year plan prepared by the OCA (The Office of Career Advancement, Rowan University, 2017). The data showed that the largest group (45%) of the surveyed students were in fact seniors. During this stage of the students' professional development plan seniors should be at the point in their academic program where the knowledge base is now preparing them to commit to a serious career search. A total of 60 seniors of 132 made up the largest portion of the demographic profiled. Seniors also measured high in students that most used the services of attending a career fair, offered by OCA. However, when asked about services like career counseling appointments and mock interviews, the numbers dropped off by less than half. The results showed that seniors are not using the core services such as career counseling and mock interviews to prepare them but, were confident enough to attend a career fair in hopes to gain successful employment on their own.

The four-year plan maps out the junior year as time for preparing and planning (The Office of Career Advancement, Rowan University, 2017). Juniors were reported as the second highest demographic at 44 of the students surveyed. They also rated high in

attending career fairs but dropped drastically to only 7 students that reported participating in a mock interview. The results showed, just as the seniors, juniors were not using the core services such as career counseling and mock interviews. Juniors also showed enough confidence to attend a career fair and to attempt finding employment on their own. The four-year plan discusses that during the sophomore year, students should begin to research and learn more on the careers that they show interest (The Office of Career Advancement, Rowan University, 2017). Sophomores came in third with a total of 28 students surveyed, 20 of which answered yes to attending a career fair but also reported low numbers in the areas of career counseling and mock interviews. The results showed the importance of starting the professional career process in the beginning of an academic program and the process should be continued proactively through the students' entire academic career.

Conclusions

The result of this study showed that students require assistance in their professional development. The students lack the confidence in significant areas such as resume writing, cover letter writing, and job application skills. Ruben Britt, Assistant Director of Rowan Universities Office of Career Advancement, stated the national average of students using career advancement centers is 20%. He went on to say that currently Rowan University holds an average of 16% and the centers ideal rate is the same or above the national average (R. Britt, personal communication, April 11, 2018). The results of this study showed that students reported an independent attitude when researching and developing a career plan for themselves. The students would rather forgo

any offered services to help build upon and strengthen their professional skills. The data suggest a connection between self-efficacy and career readiness and confidence. These students lacking self-efficacy may struggle with taking on the difficult task of preparing themselves for the next stage in their life.

The results indicated that the students reported higher levels of readiness to make a career decision, ruling out any signs of deficits in their emotional engagement in career planning. However, students did report median levels of self-assessment confidence, and generating options, information-seeking confidence, deciding confidence, confidence in implementing a career decision. These areas show the need for an outside source to help the student navigate their career decisions. The majority of the students were not experiencing a weak sense of self-efficacy but, in reality they are just not using tools that will enhance the outcomes of their professional future. The results suggest that students are not taking the time nor the effort early on but instead are waiting until their final year at college. This leads to last minute preparation and issues with employment after graduation.

Recommendations for Practice

1. All incoming freshmen and transfer students should complete a section of career development as part of the new student seminar. This course would introduce the students to the services and where to find them.
2. Professional development should be a part of every program. Each program should include many sessions within their syllabus to attend various workshops

conducted within the Office of Career Advancement computer library. These services can be provided by a representative conducting a workshop in class.

3. Mandatory semester meetings with a career counselor. Of paramount importance is having the counselors take a more proactive approach in the development of college students. Increasing the number of counselors to offset the numbers is also necessary for proper staffing/client ratios.
4. Increase in public relations, so that students can be made of aware of the services and where to find them.

Recommendations for Further Research

1. Further studies should be conducted with larger populations to confirm the findings of this study. It would include the current population with the addition of freshman, graduate, and alumni students.
2. Approach the study using a qualitative model and measure the viewpoints and concerns of the students and see how the career process can be performed better.
3. Compare services with other professional development services offered by individual colleges within Rowan University to see how they differ or if they offer redundant services. The study could be expanded to other universities to how professional and career development services are provided.
4. Start a study at the beginning of a students' journey, freshmen year, until their senior year. Show their progress of being introduced early to the services and how that approach benefits them in their graduating year.

References

- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W.H. Freeman and Company.
- Britt, R. (2018, April 11). Personal Communications.
- Bureau of Labor Statistics, U.S. Department of Labor, The Economics Daily, Unemployment rate 2.5 percent for college grads, 7.7 percent for high school dropouts, January 2017 on the Internet
at <https://www.bls.gov/opub/ted/2017/unemployment-rate-2-point-5-percent-for-college-grads-7-point-7-percent-for-high-school-dropouts-january-2017.htm>
(visited October 29, 2017).
- Cook, J. L., & Cook, G. (2009) Self-regulation-development skill, *Child Development Principles and Perspectives*, 352-355, Pearson Allyn Bacon Prentice Hall, Retrieved from <https://www.education.com/reference/article/self-regulation-development-skill/>.
- Gottfredson, L. S. (2004). *Using Gottfredson's Theory of circumscription and compromise career guidance and counseling*. University of Delaware, Newark, DE. 71-100.
- Herr, E. L., Garis, J., & Rayman, J. R. (1993). *Handbook for the college and university career center*. Westport, CT: Greenwood Press.
- Herr, E. L., Cramer, S. H., & Niles, S. G. (2004). *Career guidance and counseling through the lifespan: Systematic approaches* (Sixth ed.). Boston: Pearson/Allyn and Bacon.
- Lent, R. W., Ireland, G. W., Penn, L. T., Morris, T. R., & Sappington, R. (2017). Sources of self-efficacy and outcome expectations for career exploration and decision-making: A test of the social cognitive model of career self-management. *Journal of Vocational Behavior*, 99, 107-117.
- Margolis, H., & McCabe, P. P. (2006). Improving self-efficacy and motivation: What to do, what to say. *Intervention in School and Clinic*, 41(4), 218-227.
- McAuliffe, G. J., Jurgens, J. C., Pickering, J. W., Calliotte, J., Macera, A., & Zerwas, S. (2006). Targeting low career confidence using the career planning confidence scale. *Journal of Employment Counseling*, 43(3), 117-129.

- McAuliffe, G. J., & Pickering, J. W. (2009, September). *Measuring Career Planning Confidence*. Presentation at the AACE 2009 National Assessment and Research Conference, Norfolk, VA.
- National Association of Colleges and Employers NACE Center for Career Development and Talent Acquisition, (2017). Career Readiness Defined. Retrieved from <https://www.nacweb.org/career-readiness/competencies/career-readiness-defined/>.
- Niles, S. G., & Harris-Bowlsbey, J. (2013). *Career development interventions in the 21st Century* (4th ed). Upper Saddle River, NJ: Merrill Prentice Hall.
- Office of Career Advancement, (2017). Rowan University. Career Counseling and Career Exploration. <https://sites.rowan.edu/oaca/>
- Pickering, J. W., Calliotte, J. A. & McAuliffe, G. J. (1992a) *Career Planning Confidence Scales*. Unpublished manuscript. Old Dominion University.
- Rayman, J. R. (1999). Career services imperatives for the next millennium. *The Career Development Quarterly*, 48(2), 175-184. Retrieved from <http://ezproxy.rowan.edu/login?url=https://search.proquest.com/docview/219443856?accountid=13605>
- Rosenberg McKay, D. (2017). Career Development: *What is it and what factors influence it?* Retrieved from <https://www.thebalance.com/what-is-career-development-525496>
- Rowan University Common Data Set (2016-2017) Retrieved from http://www.rowan.edu/president/asa/cds/pdf/CDS_2016-2017.pdf
- Tarigan, M., & Wimbarti, S. (2011). Career planning program to increase career search self-efficacy in fresh graduates. *Journal of Higher Education Theory and Practice*, 11(4), 75-87. Retrieved from <http://ezproxy.rowan.edu/login?url=https://search.proquest.com/docview/923609955?accountid=13605>
- U.S. Bureau of Labor Statistics. (2017). Retrieved from <https://www.bls.gov/home.htm>

Appendix A

Institutional Review Board Approval Form

Rowan University Mail - Rowan University eIRB: Study Approved

Page 1 of 3

Google Apps
@Rowan

Wiese, Tara <wiese@students.rowan.edu>

Rowan University eIRB: Study Approved

1 message

eIRB@rowan.edu <eIRB@rowan.edu>
Reply-To: eIRB@rowan.edu
To: wiese@students.rowan.edu

Fri, Feb 9, 2018 at 1:17 PM



** This is an auto-generated email. Please do not reply to this email message.
The originating e-mail account is not monitored.
If you have questions, please contact your local IRB office **

DHHS Federal Wide Assurance Identifier:
FWA00007111

IRB Chair Person: Harriet Hartman

IRB Director: Sreekant Murthy

Effective Date:

eIRB Notice of Approval

STUDY PROFILE

Study ID:	Pro2017001981		
Title:	Office of Career Advancement Services: A Quantitative Study on Career Confidence as it Relates to Career Readiness		
Principal Investigator:	Burton Sisco	Study Coordinator:	None
Co-Investigator(s):	Tara Wiese	Other Study Staff:	There are no items to display
Sponsor:	Department Funded	Approval Cycle:	Not Applicable
Risk Determination:	Minimal Risk	Device Determination:	Not Applicable
Review Type:	Exempt	Exempt Category:	2
Subjects:	335		

<https://mail.google.com/mail/u/1/?ui=2&ik=6dd9c2a303&jsver=lr-NdqmOTUs.en.&view...> 3/25/2018

CURRENT SUBMISSION STATUS

Submission Type:		Research Protocol/Study	Submission Status:		Approved
Approval Date:		2/9/2018	Expiration Date:		
Pregnancy Code:	No Pregnant Women as Subjects	Pediatric Code:	No Children As Subjects	Prisoner Code:	No Prisoners As Subjects
Protocol:	Survey Version 4 Protocol Version 3 2/7/2018 Permission of Instrument Consent Version 2 Entry Form Version 1	Consent:	There are no items to display	Recruitment Materials:	There are no items to display

* Study Performance Sites:

Glassboro Campus

201 Mullica Road Glassboro, NJ 08028

There are no items to display

ALL APPROVED INVESTIGATOR(S) MUST COMPLY WITH THE FOLLOWING:

1. Conduct the research in accordance with the protocol, applicable laws and regulations, and the principles of research ethics as set forth in the Belmont Report.
2. **Continuing Review:** Approval is valid until the protocol expiration date shown above. To avoid lapses in approval, submit a continuation application at least eight weeks before the study expiration date.
3. **Expiration of IRB Approval:** If IRB approval expires, effective the date of expiration and until the continuing review approval is issued: **All research activities must stop unless the IRB finds that it is in the best interest of individual subjects to continue. (This determination shall be based on a separate written request from the PI to the IRB.) No new subjects may be enrolled and no samples/charts/surveys may be collected, reviewed, and/or analyzed.**
4. **Amendments/Modifications/Revisions :** If you wish to change any aspect of this study, including but not limited to, study procedures, consent form(s), investigators, advertisements, the protocol document, investigator drug brochure, or accrual goals, you are required to obtain IRB review and approval prior to implementation of these changes unless necessary to eliminate apparent immediate hazards to subjects.
5. **Unanticipated Problems:** Unanticipated problems involving risk to subjects or others must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at: <http://www.rowan.edu/som/hsp/>
6. **Protocol Deviations and Violations :** Deviations from/violations of the approved study protocol must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at: <http://www.rowan.edu/som/hsp/>

7. **Consent/Assent:** The IRB has reviewed and approved the consent and/or assent process, waiver and/or alteration described in this protocol as required by 45 CFR 46 and 21 CFR 50, 56, (if FDA regulated research). Only the versions of the documents included in the approved process may be used to document informed consent and/or assent of study subjects; each subject must receive a copy of the approved form (s); and a copy of each signed form must be filed in a secure place in the subject's medical/patient/research record.

8. **Completion of Study:** Notify the IRB when your study has been stopped for any reason. Neither study closure by the sponsor or the investigator removes the obligation for submission of timely continuing review application or final report.

9. The Investigator(s) did not participate in the review, discussion, or vote of this protocol.

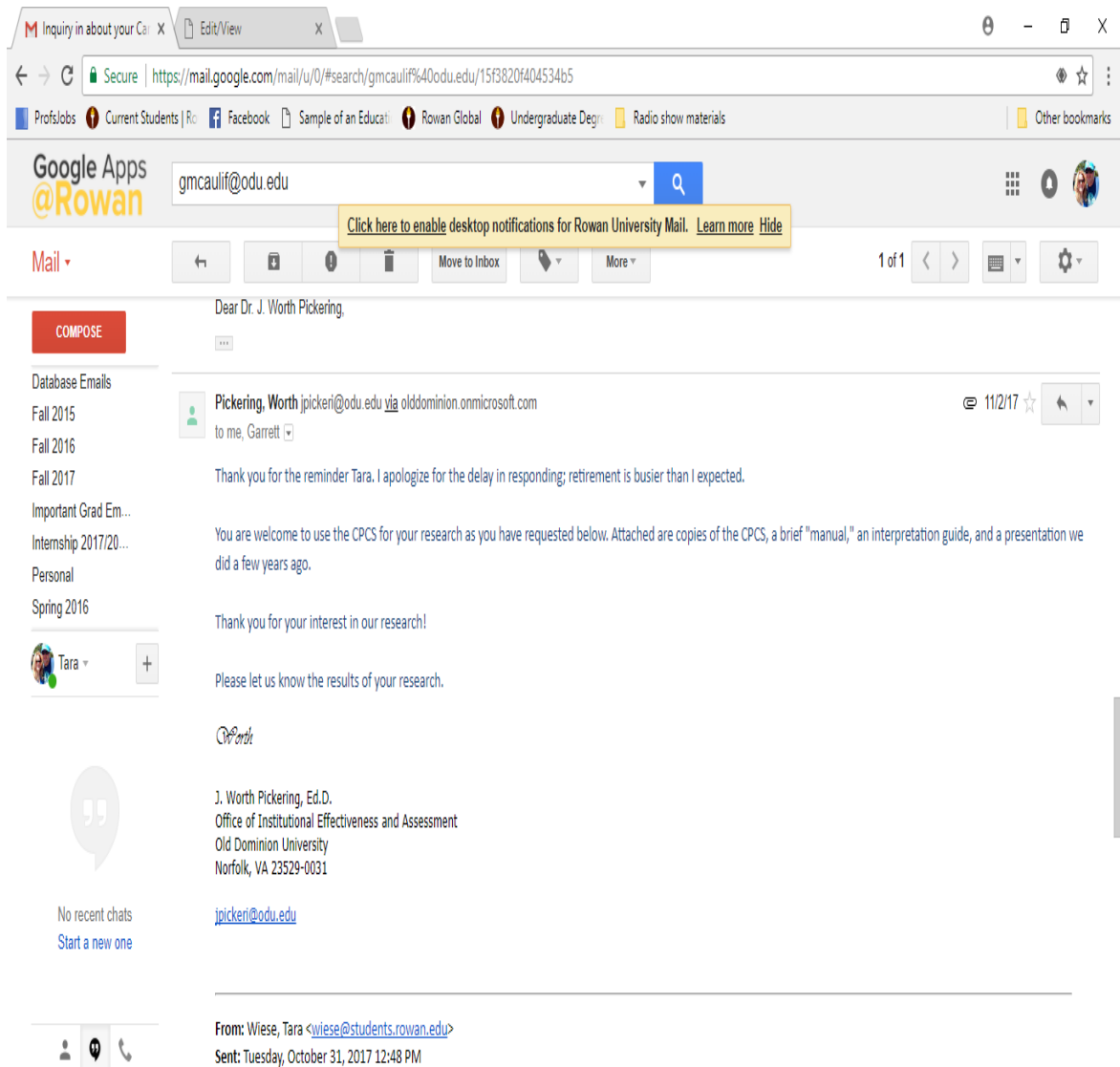
10. Letter Comments: *There are no additional comments.*

CONFIDENTIALITY NOTICE: This email communication may contain private, confidential, or legally privileged information intended for the sole use of the designated and/or duly authorized recipients(s). If you are not the intended recipient or have received this email in error, please notify the sender immediately by email and permanently delete all copies of this email including all attachments without reading them. If you are the intended recipient, secure the contents in a manner that conforms to all applicable state and/or federal requirements related to privacy and confidentiality of such information.

Study.PI Name:
Study.Co-Investigators:

Appendix B

Authorization to Use the Career Planning Confidence Scale



Appendix C

Request for Participation



Office of Career Advancement Services: A Quantitative Study on Career Confidence as it Relates to Career Readiness

Are you confident that you are career ready?

I am inviting you to participate in a research survey entitled “Office of Career Advancement Services: A Quantitative Study on Career Confidence as it Relates to a Students Career Readiness.” Currently I am performing this survey as a part of my Master’s Thesis and as part of my graduate degree requirements. We are inviting you because you are currently enrolled in Rowan University, between sophomore to senior grade level and use an aspect of career services on campus. In order to participate in this survey, you must be 18 years old or older. The purpose of this research study is to measure how confident students are after using the services provided by the Office of Career Advancement and to gauge a student’s career readiness.

***Important* If you have completed a survey in the Office of Career Advancement please do not complete one during the spring career fair. One survey per student.**

The survey may take approximately 15-20 minutes to complete. Your participation is voluntary. If you do not wish to participate in this survey, do not respond to this paper survey. ***Bonus* Completion of the survey will allow you to enter a drawing for a Rowan University goodie bag, a nice selection of Rowan swag including a \$25 Barnes and Noble gift card.** For The number of subjects to be enrolled in the study will be no less than 249.

Completing this survey indicates that you are voluntarily giving consent to participate in the survey.

There are no risks or discomforts associated with this survey. By participating in this study, you will discover your own strengths and weaknesses in career preparation. Results will also help us to understand how the services provided effect the students who use them

Your response will be kept confidential. We will store the data in a secure computer file and the file will be destroyed once the data has been published. Any part of the research that is published as part of this study will not include your individual information. If you have any questions about the survey, you can Tara L. Wiese at the address provided below, but you do not have to give your personal identification.

Thank you for taking the time to complete this survey. Please return completed survey when completed.

Tara L. Wiese, Graduate Student
M.A. Higher Education: Academic Advising Track

The Educational Services and Leadership Department
Dr. Burton Sisco, Thesis Advisor and Professor
856-256-4500 x3171, sisco@rowan.com
Rowan University, Glassboro, New Jersey

☐ **By Checking this box, I acknowledge that I am 18 years old and older**

Appendix D

Instrument: Student Survey

Section 1: Demographics

Please respond to ALL of the questions below by checking your answer or filling in the blank.

1. Student Status:

- ☐ Part time
- ☐ Full time

2. Current Academic Year:

- ☐ Sophomore
- ☐ Junior
- ☐ Senior

3. Major(s):

Section 2: The Career Planning Confidence Scale (CPCS)

(Pickering, Calliotte, & McAuliffe, 2003)

Effective career preparation for your ideal career requires the completion of a number of steps from being ready to make a decision, through understanding yourself and the world of work, to actually making a career decision and following through with it.

For each item identified below, circle the number
to the right that best fits your judgment of its quality.

Use the rating scale to select the quality number. (1= Not at all Confident, 2= Somewhat Confident, 3= Fairly Confident, 4= Mostly Confident, & 5= Completely Confident)

1. Motivated to make a career decision?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

2. Ready to invest the time and energy necessary to make a career decision?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

Section 2: Continued

3. Capable of learning the skills necessary to make a decision?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

4. List your past work-related achievements?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

5. List your other achievements?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

6. Name your career-related skills?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

7. Name several work-related activities in which you are interested?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

8. List your values (what is important to you) related to work?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

9. Name 3 or more occupations in which you are interested?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

Section 2: Continued

10. Name 3 or more occupations which you feel capable of performing?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

11. Name 3 or more occupations that you feel would allow you to do work that is in line with your values?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

12. Find general career information (e.g., duties, nature of work) about the occupations in which you are interested?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

13. Find specific career information—education or training required, salary, and employment trends—for the occupations in which you are interested?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

14. Talk informally with people about occupations in which you are interested?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

15. Explain how your interests match those of people in the occupations you are considering?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

Section 2: Continued

16. Explain how your values match those of people in the occupations you are considering?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

17. Interview someone working in the occupations in which you are interested?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

18. List the benefits and risks of choosing each one of these occupations?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

19. Describe yourself as a good decision maker?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

20. See yourself as being ready to make a commitment to a career choice?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

21. Choose one education or training program from among several attractive alternatives?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

22. Choose one occupation from among several attractive alternatives?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

Section 2: Continued

23. Chose an occupation which will fit with your preferred life roles (e.g., partner, leisure)?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

24. Choose an occupation and then not worry about whether or not it was the right choice?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

25. Choose the occupation you want even though significant others in your life would not approve of your choice?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

26. Set short-term goals (covering the next 1-3 years)?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

27. Set long-term goals (covering the next 5-10 years)?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

28. Plan an education or training program that will help you to achieve your goals?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

Section 2: Continued

29. Make a timetable for completing your education or training program entering your chosen occupation?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

30. Successfully complete your education or training program?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

31. Prepare a good resume?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

32. Prepare a good letter of application (cover letter)?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

33. Get letters of recommendation from teachers or former employers?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

34. Apply for a job in your chosen occupation?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

35. Interview for a job in your chosen occupation?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

Section 2: Continued

Be offered and accept a job in your chosen field?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

37. Move to another area to seek employment in your chosen occupation?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

38. Successfully perform during your first year in the job and receive a positive evaluation?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

39. Successfully progress in your career?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

Section 3: Office of Career Advancement Services Ratings**1. Have you attended a Career Fair?**

- ☐ Yes
☐ No

2. Have you ever made an appointment for career counseling?

- ☐ Yes
☐ No

3. Have you ever taken advantage of the walk-in hours (Resume, Cover Letter or Personal Statement) Critique?

- ☐ Yes
☐ No

4. Have you ever uploaded your resume to Profs Jobs?

- ☐ Yes
☐ No

Section 3: Continued

5. Have you ever set up and attended a Mock Interview?

- ☐ Yes
☐ No

6. Have you ever used the Focus 2 Assessment to measure your career goals?

- ☐ Yes
☐ No

7. After using the resources at the Office of Career Advancement how confident to your feel about your career development?

1	2	3	4	5
Not at all confident	Somewhat confident	Fairly confident	Mostly confident	Completely confident

8. What is your overall experience when you used an Office of Career Advancement?

1	2	3	4	5
Poor	Fair	Good	Very Good	Excellent

9. What is the likelihood that you will return to Office of Career Advancement?

1	2	3	4	5
Poor	Fair	Good	Very Good	Excellent

10. What are chances you will refer a fellow student to use the services?

1	2	3	4	5
Poor	Fair	Good	Very Good	Excellent

Appendix E

Instrument: Incentive Entry Form

**For the drawing of the “Rowan Swag” goodie bag please provide your
email for notification: (Only one winner! Good Luck!)**

EMAIL:

