Assessment in the Career & Leadership Development Center (CLDC)

The Career & Leadership Development Center (CLDC) is committed to using assessment to demonstrate the impact we have on students and continuously improve what we do. To this end, we collect data at multiple levels, not only by tracking service usage, but also measuring students’ perceived learning, motivation, and behavior after engaging in a variety of services such as Career Coaching, Mock Interviews, Leadership Coaching, and Leadership Workshops to name a few. We continue to engage and collaborate with Institutional Research and other departments across campus to collect key outcome measures. In line with this value, we’re leading a new university-wide effort to uniformly collect long-term employment and other post-graduation outcomes from alumni through the First Destination Survey.

Assessment results from the 2014-2015 academic year can be found in our annual report. Below is a highlight of three key assessment projects in our office: First Destination, Career Courses, and Career Coaching.

First Destination Data

In collaboration with representatives from each College and Institutional Research, the Career & Leadership Development Center (CLDC) created and implemented a customized first destination survey following National (NACE) standards that included college-specific questions from three colleges. This survey is an Institutional-wide effort to uniformly collect critical outcome data during the first six months post-graduation, which couples nicely with the 1 year and 5-6 year follow-up data currently captured by Institutional Research. We expect to obtain usable data from at least 65% of graduates. The Institutional Review Board (IRB) approved data collection and data sharing procedures. This January, relevant data and reports will be shared with each College, Institutional Research, and other assessment professionals on campus to use for the purpose of improving planning, services and programs across Ohio University’s campus.

Career Courses

2013-14 Results

Overview

Both the Career Thoughts Inventory (CTI; Sampson, Peterson, Lenz, Reardon, & Saunders) and a customized learning outcomes assessment were administered at the first class session and again at one of the final class sessions. A total of 113 students completed the pre-test and post-test.

Key Findings

• Students in the Career courses significantly improved their negative career thoughts, decision-making confusion, and commitment anxiety over the course of the semester.
• Likewise, they significantly improved in all twenty-three learning outcomes, and by over a point in their reported knowledge in elements of a resume, cover letter, & reference sheet, and knowledge of multiple tools or resources to use to explore occupational possibilities.

**2014-15 Results**

**Overview**

Both the Career Thoughts Inventory (CTI; Sampson, Peterson, Lenz, Reardon, & Saunders) and a customized learning outcomes assessment were administered at the first class session and again at one of the final class sessions. A total of 86 students completed the pre-test and 88 students completed the post-test.

**Key Findings**

• Students in the Career courses significantly improved their negative career thoughts, decision-making confusion, and commitment anxiety over the course of the semester.

• Likewise, they significantly improved in all ten learning outcomes, and by over a point in their reported knowledge in elements of a resume, cover letter, & reference sheet, current use of LinkedIn to network, and knowledge of how to find an internship.

• Students by and large agreed that their instructor provided support and appropriately tailored the course content to meet the student’s needs. Finally, most students agreed the Leadership Branding workshop was useful.

**Career Coaching**

**Overview**

Two surveys were designed to capture students’ perceived learning, motivation, satisfaction, and behavior immediately post-session and within one week of the session. From October through February of 2014-15, a total of 469 students (173 males; 294 females) completed the first survey and thirty-five percent of these students (165 total; 61 males; 104 females) completed the follow-up survey one week post-session.

**Key Findings**

• The most common topics of focus during career coaching sessions were resume review, career path exploration and awareness of ones interests, skills, & values.

• By and large, coaches were rated as very capable of inspiring comfort, support, focus, and empowerment.

• Most students developed their action steps either individually or collaboratively with their career coach, were highly motivated to complete their action steps, reported confidence in their ability to do so successfully and followed through. Most students reported learning a lot during the session and indicated they were very likely to return for another session.
• When asked to report the main thing they learned, content of responses mirrored their topic of focus, with most citing the application process or career exploration. Similarly, most students’ reported action steps were regarding their written application or networking.

• Several factors were significantly related to level of action step completion, including reported motivation and confidence to complete action steps, level of learning, likelihood of returning, and reported levels of comfort, support, and focus inspired by the career coach. When six of these seven factors were included in a multiple-regression analysis, motivation to complete action steps and level of learning remained significant in the presence of the other predictors.

Contact Information

The Career & Leadership Development Center (CLDC) is always eager to engage with others to expand their assessment projects. For additional information or to discuss opportunities about the ongoing assessment in our office, please contact:

Regina Warfel, PhD
Associate Director of Assessment

warfel@ohio.edu
740-597-1619

Imants Jaunarajs
Assistant Dean and Director

jaunarajs@ohio.edu
740-593-1401