Summary of Key Assessment Results

This summary of key results will primarily focus on data collected after summer of 2014.

**Career Courses.** The CLDC has offered several sections of a career development course (CAS 1130X) each year, including a 7-week section introduced in 2015-16. When compared to scores prior to taking the course, students pre-post Career Thoughts Inventory (CTI) responses showed negative career thoughts were greatly reduced ($t(1,172)=3.7, p<0.001, d=0.56$) after taking the course. This strong effect was also true for sub-tests of decision making confusion ($t(1,172)=4.34, p<0.001, d=0.66$) and commitment anxiety ($t(1,172)=4.63, p<0.001, d=0.71$). The magnitude of these outcomes suggests taking this course drastically reduces a students’ doubts about their future career development.

Additionally, both direct and indirect learning outcomes show significant improvement in students’ ability to name marketable skills ($t(1,168)=8.7, p<0.001, d=1.34$), use at least one resource to explore majors/careers ($t(1,169)=6.86, p<0.001, d=1.06$), know elements of a resume ($t(1,169)=10.3, p<0.001, d=1.58$), know elements of a cover letter ($t(1,169)=11.42, p<0.001, d=1.75$), know elements of a reference sheet ($t(1,169)=12.52, p<0.001, d=1.93$), have a clear idea of the steps to reach professional goals ($t(1,169)=6.93, p<0.001, d=1.06$), currently use LinkedIn to network ($t(1,169)=10.23, p<0.001, d=1.57$), know how to find an internship related to their career goals ($t(1,169)=9.72, p<0.001, d=1.50$), and communicate professionally with any potential networking contact ($t(1,169)=5.84, p<0.001, d=0.90$).

**Career Coaching.** Career Coaching was formally assessed in 2014-15, in which 442 students fully completed a post-session survey and 165 (35%) of these completed a one week follow-up. Most students reported learning very much or an extreme amount (83.6%) and that their career coach was very much or extremely capable of making them feel comfortable (97.6%), supported (97.3%), focused (96%), and empowered (94.3). At approximately one week post-session, over two-thirds of students reported full completion of at least one action step. Further, a Multiple Regression Analysis indicated six predictors (motivation to complete action steps, confidence completing action steps, likelihood of returning for another career coaching session, how much was learned, and level of comfort, support, and focus inspired from the career coach) explain 24.1% of the variability in level of action steps completed one-week post- session ($R^2=0.241, F(6,143)=7.247, p<0.001$). Both motivation to complete action steps ($β=0.26, p<0.05$) and reported level of learning ($β=0.220, p<0.05$) significantly predicted students’ level of action step completion over and above the other predictors.

**Leadership Coaching.** During fall and spring semesters of the 2016-17 academic year, a total of 386 (69.3% female) students completed all three Leadership Coaching sessions as well as a comprehensive six-part Leadership Coaching Assessment. Results of this new, researched-based assessment parallel the pilot results in terms of high coaching ratings, perceived learning, and goal completion. Further, a vast majority (97.5%) of students indicated they were confident using their strengths to develop skills in the future and 97.6% reported great improvement in their chosen skill.

Pre-post findings indicate participation in all three Leadership Coaching sessions significantly enhanced measures of students’ attitude ($t(291)=6.46; p<0.0001, d=0.41$), subjective norm ($t(292)=5.19; p<0.0001, d=0.30$), and intention to set future goals ($t(294)=5.34; p<0.0001, d=0.31$). Further, significant improvements in students’ self-esteem ($t(290)=4.03; p<0.0001, d=0.24$), internal locus of control ($t(292)=7.04; p<0.0001, d=0.41$), and chance locus of control ($t(290)=6.69; p<0.0001, d=0.39$) were found before versus after leadership coaching participation. Finally, direct measures of learning SMART goal-setting ($t(275)=12.94; p<0.0001, d=1.56$) and STAR articulation ($t(292)=12.44; p<0.0001, d=1.46$) demonstrated statistically significant increases as a result of participation in Leadership Coaching. These findings suggest participation in Leadership Coaching has a positive, short-term impact on students’ intrinsic control, confidence, well-being, and learning.
Summary of Key Assessment Results

Career & Leadership Development Center

Attitude toward goal-setting, reported confidence completing their goal, and change locus of control were significantly related to goal completion. A multiple regression analysis indicated attitude toward goal-setting ($B=0.142$, $p<0.05$) and reported confidence completing their goal ($B=0.170$) remained significant predictors of goal completion in the presence of all three predictors ($R^2=0.058$, $F(3,225)=4.595$, $p<0.01$). We look forward to disseminating these findings and incorporating both our 4-month follow-up and alumni data to determine the potential long-term impact of Leadership Coaching.

Career Fairs. Both employer and student surveys were administered during the fall 2014 Career & Internship Fair. The employer survey was administered to a total of 119 employers, and the student survey was administered to a total of 158 (10.5%) out of the 1509 total student attendees.

Employers were asked a series of specific questions about students’ level of preparedness in a variety of areas. Students were asked parallel questions about their preparedness. These results were used to improve components of the fair (e.g. create a Student Prep Table) to enhance students’ preparation for the fair.

Mock Interviews. A total of 92 students completed a Mock Interview survey post-session from 10/27/14 through 4/15/15, in order to assess specific components of the service. These preliminary data were used to make content and process improvements (e.g. provide an interview prep sheet) for Mock Interviews.

Customer Service. 403 students completed a survey emailed within a week after visiting the CLDC between 4/7/15 through 4/26/16. These students were attending the CLDC for a one-on-one session, including a 10-minute drop-in (40%), 30-minute Career Coaching (27%), Leadership Coaching (19%), or Mock Interview (12%) session.

Students reported CLDC staff actively attended to their needs (89%), demonstrated a friendly demeanor (98%), and made them feel respected (96%). A vast majority (96%) plan to return to the CLDC in the future, in order to continue their current service (70%), to seek a new service (57%), because they like CLDC services (47%) or due to a class requirement (14%). Among the 4% who don’t plan to return, 63% stated this was due to leaving Ohio University, 44% simply don’t need other CLDC services, 19% were dissatisfied with their experience, and 6% completed a class requirement. Additionally, qualitative data provided feedback for areas of improvement and what students most appreciated. These data were used to make improvements (e.g. reconstruct the Bobcat CareerLink Resume review process) and focus on practices that we know enhance students’ experience.

Intake Survey. In order to enhance understanding of what impact our marketing and outreach efforts have, an intake assessment was administered to 478 students who entered the CLDC for our services from 9/16/15 to 11/13/15. Front desk staff verbally asked each student “How did you hear about us?” and then categorized each response into one of several pre-determined options: Class Requirement (30.3%), Faculty/Staff (23%), CLDC Staff (13.4%), Friend (12.8%), Other (7.7%), Event (5.2%), Website (4.6%), Advertisement (2.7%), and Social Media (0.2%). These results were used to shift focus to and enhance in-person outreach and marketing.

First Destination. Since spring of 2015, the Career & Leadership Development Center (CLDC) has worked collaboratively with all academic colleges, Institutional Research, Registrar, and the Institutional Review Board to create and continuously improve an alumni survey. This important outcome data has been collected during cap & gown pick-up as well as during a six-month post-graduation period for the past 3 years. This has proven a tremendous endeavor, as results by college and individual major for the 2014-15 graduates were finalized this year.

Leadership Certificates. A certificate completion survey was administered to 23 students who completed all components of one of our two certificates. Additionally, four of our six workshops were assessed in order to gain feedback on specific components of each. These preliminary data were used to make content and process improvements for each workshop.