

The Impact of Proactive Career Behaviors on
Career Readiness, Career Goal Attainment, and Satisfaction

by

Lakeisha M. Mathews

A dissertation submitted to the faculty of
Wilmington University in partial fulfillment
of the requirements for the degree of
Doctor of Education
in
Higher Education Leadership and Innovation

Wilmington University

April 2022

Copyright © 2022

by Lakeisha M. Mathews

All Rights Reserved

The Impact of Proactive Career Behaviors on
Career Readiness, Career Goal Attainment, and Satisfaction

by

Lakeisha M. Mathews

I certify that I have read this dissertation and that in my opinion it meets the academic and professional standards required by Wilmington University as a dissertation for the degree of Doctor of Education in Higher Education Leadership and Innovation.

Stephanie LoBiondo, Ed.D., Chairperson of the Dissertation Committee

Robert Shindell, Ed.D., Dissertation Committee Member

Becky Verzinski, Ed.D., Dissertation Committee Member

John G. Gray, Ed.D., Professor and Dean, College of Education

Dedication

This dissertation is dedicated to my daughter who inspires me and gives me a reason to pursue my dreams and passions. I will always strive to pave a way for you to achieve your dreams and fulfill your God given purpose. As it states in Hebrews 11:1 “faith is the substance of things hoped for, the evidence of things not seen” (NKJV).

Acknowledgement

It took the support of a village to help me complete my doctoral studies and dissertation. I would like to thank my dissertation committee chair, Dr. Stephanie LoBiondo, for her support, candor, and great sense of humor. I would also like to thank Dr. Becky Verzinski for serving on my dissertation committee, for being a constant and positive force in my professional journey, and being one of the first persons to encourage me to pursue a doctoral degree. In addition, thank you to Dr. Robert Shindell for serving on my dissertation committee. I would like to give a special thanks to my program chair, Dr. Jenine Buchanan, who helped me effectively navigate and balance my academic pursuits, career, and family life.

To the Career & Internship Center team at The University of Baltimore, I am forever grateful for the support shown throughout my studies and data collection process. And, to my colleagues from the Maryland Career Consortium, thank you for serving as subject matter experts concerning the development of my research instrument.

To my family for their unwavering support as they endured the late-night study sessions and allowed me to spend time pursuing my passions. To my mother, Cynthia Moore, whose support has been a steady force in my life and whose time was offered to help me balance academics and family. To my father, Samuel McBride, whose consistent encouragement is deeply appreciated. To my daughter, Joy Mathews, who believes in me and is my favorite cheerleader. And, to my dear husband, Korey Mathews, whose sacrifice, support, and love were a constant throughout this process making this dissertation possible.

Finally, to my Lord and Savior, thank you for guiding me and keeping me to this point in time.

Abstract

This study examined proactive career behavior among college students engaging in career interventions. Specifically, the impact of proactive career behavior on career readiness and career goal attainment was investigated. The study sought to discover what proactive career behaviors are displayed by students who engage in career interventions. The study also sought to investigate if a higher degree of career engagement correlated with students' perceptions of career interventions, their impact on career readiness and career goal attainment, and satisfaction with services. In addition, the study describes career development constructs that intersect with career engagement such as personality, goal setting, and self-efficacy and provides an historical overview of career services and its role in higher education. The results of the study demonstrate that students perceive career interventions impact their career readiness and career goal attainment.

Keywords: career engagement, career decision making, proactive career behavior, career services

Table of Contents

Dedication	iv
Acknowledgements	v
Abstract	vi
List of Tables	xi
List of Figures	xii
Chapter	
I. Introduction	1
Statement of the Problem	2
Purpose of the Study	2
Need for the Study	3
Research Questions	4
Key Definitions, Terminology, and Theoretical Underpinnings	4
Intersecting Constructs that Impact Career Engagement	5
Summary	6
II. Literature Review	7
Introduction	7
Search Strategy and Inclusion Criteria	8
The Role of Career Services with Career Outcomes	10
Historical Overview of Career Advising in Higher Education	12
Origination of Career Education in the United States	12
The Emergence of Career Centers in the United States	12
Growth of Career Centers in Higher Education	13

Modern Day Career Centers	14
College Career Centers and Career Outcomes.....	15
Career Readiness & Career Outcomes.....	16
Career Goal Attainment and College Outcomes.....	18
Importance of the First Job	18
Underemployment and the First Job Post-Graduation.....	19
Gainful Employment.....	20
Human Capital Theory and Graduation Outcomes.....	20
Career Interventions.....	21
Proactive Career Engagement and Intersecting Constructs	22
Constructs that Impact Motivation to Engage in Career Interventions.....	24
Personality and Career Interventions	25
Decision-Making and Career Interventions	26
Self-Efficacy	27
Career Maturity	27
Students' Perception of Career Readiness and Career Goal Attainment.....	27
Proactive Goal Orientated Behavior and Opt in Career Services	27
Summary.....	30
III. Methodology.....	31
Introduction and Organization	31
Research Design and Overview of Methods.....	32
Study Context and Level of Analysis	33
Limitations and Assumptions	34

Participants' Information	35
Sampling Procedure	36
Evaluation	37
Instrumentation	40
Measuring Satisfaction and Perceptions with Career Interventions	40
Measuring Career Engagement.....	401
Validity of the Career Engagement Scale	42
Weaknesses	44
Quality Assurance, Internal and External Validity	44
Pilot Testing.....	44
Data Analysis Procedures	445
Data Management and Storage	456
Ethical and Human Subjects' Considerations.....	466
Summary.....	467
IV. Results.....	488
Introduction and Organization	488
Demographics	488
Career Services Requested.....	50
Career Engagement Scale Responses.....	512
Item 1: Career Engagement	522
Item 2: Career Engagement	533
Item 3: Career Development.....	544
Item 4: Career Planning	555

Item 5: Self-Exploration	566
Item 6: Environmental Exploration	577
Item 7: Networking.....	588
Item 8: Further Education or Training.....	599
Item 9: Professional Duties.....	60
Career Engagement Composite Results.....	61
Satisfaction with Career Services	62
Data Analysis of Research Questions.....	633
Research Question #1	633
Research Question #2	644
Summary	67
V. Discussion, Implications, and Recommendations	699
Introduction.....	699
Findings and Discussion	699
Limitations	Error! Bookmark not defined.
Reflection and Industry Expert Presentation	73
Recommendations.....	734
Conclusion	755
References.....	77
Appendices	
A. Research Instrument.....	92
B. SAGE Publication and Permission	98
C. Career Engagement Scale, Author Permission Correspondence	99

D. Wilmington University Human Subjects Review Committee Approval.....	100
E. Collaborative Institutional Training Initiative Certificate	101
F. University of Baltimore IRB Approval to do Study	102

List of Tables

Table	Page
Table 1. Available Career Interventions	38
Table 2. Number of Respondents by Age	49
Table 3. Number of Respondents by Race.....	50
Table 4. Career Coaching Service Requested	51
Table 5. Career Engagement Scale Responses	61
Table 6. Satisfaction Correlated with Outcomes	65
Table 7. Career Engagement and Outcomes Correlations	67

List of Figures

Figure	Page
Figure 1. Career Engagement Scale: Career Engagement Item 1	52
Figure 2. Career Engagement Scale: Career Engagement Item 2.....	53
Figure 3. Career Engagement Scale: Career Development Item 3	54
Figure 4. Career Engagement Scale: Career Planning Item 4	55
Figure 5. Career Engagement Scale: Career Exploration Item 5.....	56
Figure 6. Career Engagement Scale: Environmental Exploration Item 6.....	57
Figure 7. Career Engagement Scale: Networking Item 7	58
Figure 8. Career Engagement Scale: Further Education or Training Item 8	59
Figure 9. Career Engagement Scale: Positioning Behavior Item 9	60

Chapter I

Introduction

Due to concerns expressed by consumers and government officials over the increasing costs of higher education, higher education institutions have turned their focus to college career centers to help ensure gainful employment is an outcome of earning a degree (Ratcliffe, 2015). The economic downturn of 2008 fueled these changes, which caused consumers to doubt the benefits of a college degree (Dey & Cruzvergara, 2014). In addition, other factors contributed to institutions' placing increased focus on career services, including college rankings, student retention, alternative revenue streams, and competition for the delivery of professional development credentials (Selingo, 2017). Moreover, thought leaders in the career services industry have expressed the need for college career centers to develop new models focusing on career readiness and job attainment as measures of departmental and student success (Chan et al., 2013).

Scholars have recommended specific strategies for restructuring university career services to support student success, completion, and job attainment (Levitz, 2018). Recommendations include increasing the visibility of career services and integrating career development into the first-year experience (Levitz, 2018). Additional strategies include integrating career services into the curriculum, offering professional development opportunities, assisting students with converting academic knowledge into workplace skills, utilizing technology to facilitate career planning, and providing life-long career services support (Selingo, 2017).

Despite implementing new strategies due to external pressures facing higher education and internal pressures placed on college career centers, the literature is limited concerning the

effectiveness of college career centers and their impact on career readiness and job attainment (Mourshed et al., 2013). Without reliable and valid data on the impact of career interventions, institutions lack evidence to inform consumers of the effectiveness of college career centers concerning career readiness and goal attainment outcomes (Mourshed et al., 2013). Moreover, many students do not engage in the services offered by their career centers. Most career centers are considered academic or student support services; therefore, students must intentionally choose to engage in the services on their own. As a result, the lack of engagement in support services, like career services, can negatively impact student success, putting students at risk for attrition (Hoyt, 2021).

Little is known about the motivations of students who display proactive career behaviors and opt to engage in career interventions voluntarily administered by college career centers. To develop new practices, increase engagement in career services, and assess the impact of career services on career readiness and career goal attainment, more information is needed concerning the motivations behind students who elect to engage in career interventions and the perceived impact of services rendered.

Statement of the Problem

It is unknown what proactive career behaviors motivate college students to engage in career interventions administered by college career centers and what students who display proactive career behaviors perceive about the impact services rendered have on their career readiness and goal attainment.

Purpose of the Study

The purpose of this study was to identify the proactive behaviors that influence students' decision to engage in interventions administered by college career centers. In addition, this study

seeks to understand engaged students' perceived outcomes associated with career services, specifically, career readiness and goal attainment. The study compares the motivations and perceptions of these engaged students from different demographic backgrounds concerning career interventions administered by college career centers. This study aims to provide insight into best practices in increasing students' engagement in career interventions administered by university career services. As highlighted by career thought leaders, limited literature exists on how students perceive career interventions in college career centers, especially the impact interventions have on job attainment and career readiness (Mourshed et al., 2013). The literature regarding career proactivity is also lacking, even though understanding students' intrinsic and extrinsic motivations can be helpful for career educators (Jackson & Tomlinson, 2019).

Need for the Study

The findings of this study may appeal to career services administrators seeking to enhance and/or increase student engagement in career interventions administered by college career centers, especially concerning proactive career behaviors, career readiness, and career goal attainment. College administrators focused on student success may also be interested in this study.

College and university career service professionals would benefit from understanding the motivations that compel students to engage in career service interventions in college career centers. In addition, practitioners may also benefit from gaining insight into students' perceptions of the impact services have on their career readiness and career goal attainment.

College administrators might benefit from the findings of this study as outcome-driven career service interventions might have a positive impact on student success, persistence, and

retention. This positive impact is because the success of career service offices could positively impact the students' success and the institution as a whole (Selingo, 2017).

Research Questions

The following questions guided this study:

1. What are the perceived outcomes of engaging in career interventions administered by college career centers in relation to career readiness and career goal attainment?
2. Are there differences in perceived outcomes based on the degree of proactive career engagement?

Key Definitions, Terminology, and Theoretical Underpinnings

Throughout the literature, terminology is used inconsistently to describe career engagement, interventions, or outcomes. For the purpose of this paper, four concepts are central to the study including career readiness, career engagement, career intervention, and career goal attainment.

Career Engagement. Career engagement is a display of intentional actions around career exploration, career decision making, and professional development (Nilforooshan & Salimi, 2016).

Career Intervention. Career interventions are methods of treatment that facilitate career and professional development (Fouad et al., 2006).

Career Readiness. Career readiness is the ability to display skills needed to be successful in the workplace, including critical thinking, communication, leadership, work ethic, career management, and intercultural fluency (National Association of Colleges and Employers [NACE], 2021).

Career Goals. Career goals include visions and plans associated with self-initiated behavior concerning a desired future state or outcomes (Parker et al., 2010).

Job Attainment. Job attainment refers to the post-graduation outcomes of college students, including employment, wages, and satisfaction (Powers & MacPherson, 2016).

Intersecting Constructs that Impact Career Engagement

In addition to theoretical underpinnings, the literature identified several intersecting constructs that proactively impact a students' ability and motivation to engage in career development interventions. These constructs also impact the effectiveness of strategies implemented by career professionals to facilitate student career engagement. Intersecting constructs include personality and decision-making style, goal-setting approach, self-efficacy, career maturity and readiness, and academic major satisfaction and performance. Definitions are as follows:

Career Maturity. Career maturity refers to the level of readiness to which individuals are prepared to make good educational decisions and engage in career development activities (Sampson et al., 2013).

Career Decision Making. Career decision making is the cognitive processing approach utilized when making career related decisions, such as choosing a major or an occupation (Tinsley et al., 2002). It is the process by which individuals internalize themselves to come up with their best judgment about their abilities and interests related to their career.

Goal Setting. Goal setting is the approach taken towards achieving career engagement related tasks (Creed et al., 2016).

Personality. Personality is a combination of traits that shape a student's style of engaging in career exploration, career development, and career interventions (Nilforooshan & Salimi, 2016).

Self-efficacy. Self-efficacy is the belief that one can complete a career task successfully (Kim et al., 2014).

Summary

College career centers have the task of increasing students' engagement in career development interventions to bolster career readiness and career goal attainment outcomes. New staffing and operations models have emerged to help students become career-ready and obtain employment after graduation. However, many of these services are opt-in and are utilized primarily by students who display proactive career behaviors and opt to engage in career interventions.

The literature about the correlation between career service interventions and the perceived impact on career readiness and career goal attainment is limited. This study investigates the proactive career engagement behaviors of students who opt to engage in career interventions administered by college career centers and their perceptions of the impact these interventions have on their career readiness and career goal attainment. The following chapter provides the literature review on career interventions in college career centers.

Chapter II

Literature Review

Introduction

The purpose of this study was to investigate the proactive career behaviors that drive students to engage in career interventions administered by college career centers. Second, this study seeks to identify students' perceptions of the impact college career center interventions have on their career readiness and career goal attainment. Third, this study compares the differences and similarities between the motivations driving different student groups to engage in interventions administered by college career centers. Lastly, this study aims to provide data-informed insight regarding best practices in increasing students' engagement in career services.

Stakeholder expectations concerning career outcomes of a college degree have increased since the recession of 2008 (Ratcliff, 2015). The focus on career outcomes, coupled with the rising cost of higher education, has made college career centers a focal point on many campuses where they are tasked with helping to ensure students are career-ready and gainfully employed after graduation (Ratcliff, 2015). Student success is no longer solely defined by persistence and completion but also by ensuring students are gainfully employed after graduation (Lumina Foundation, 2014).

The growing attention on college career centers has placed pressure on career center administrators to increase student engagement in what is considered an optional student support/success service and track outcomes, including the effectiveness of career interventions.

Critics express concerns about the rising costs of higher education for students compared with the perceived return on investment. Carnevale et al. (2017) explained that "colleges have become very expensive, with tuition and fees at public four-year colleges and universities

growing 19 times faster than the median family income since 1980” (p. 1). The loss of confidence in higher education’s return on investment and the rising cost of tuition has resulted in colleges seeking solutions to ensure students can attain gainful employment upon completion. Consumers are not only concerned with obtaining a good education but also with career outcomes following graduation. Research supports the desire for colleges to prepare students academically and for the world of work (Supiano, 2013). Research has found connections between employment and academia including social mobility, security, and prosperity, as these are now directly connected to higher education (Lumina Foundation, 2014).

Search Strategy and Inclusion Criteria

This literature review utilized a variety of source types. First, peer-reviewed studies from library databases were retrieved from Wilmington University and the University of Baltimore. Databases from Wilmington University included Academic Search Complete, ERIC, ProQuest, Psych INFO, SAGE Journals, and WorldCat. Databases from the University of Baltimore included Academic Search Ultimate, EBSCO Discovery Service, IBIS World, and Nexis Uni. The following search terms were used: *career services*, *career counseling*, *career development*, *job attainment*, *career readiness*, *career interventions*, *career engagement*, *career maturity*, *self-efficacy*, *underemployment*, *motivation*, *goal attainment*, and *career interventions*. The search was narrowed by peer-reviewed articles, full-text, and limited resources from 2000 to the present. On occasion, documents dated prior to 2000 were accessed to provide a historical perspective of career services in higher education.

Inclusion criteria to locate and select the reviewed literature for this chapter utilized concept boundaries. For instance, initial searches focused on *career engagement* as the main keyword for locating articles. Subsequent searches identified *career interventions* as another

term synonymous with career engagement throughout the literature. Searches uncovered terms such as *underemployment* as critical to the narrative on college student career readiness and career goal attainment. Boundaries also included exclusion criteria, such as eliminating articles referencing secondary education, faculty, or the workplace. Instead, the boundaries were on higher education and college students. Career engagement behaviors regarding the workplace were eliminated unless they made connections between higher education, engagement, and employment. Furthermore, the literature on motivation was limited to college students and learning and/or success. Keywords used to locate literature on university career services include *career services*, *career centers*, *career counseling*, and *job placement*.

The research included three types of secondary sources on students' perception of career interventions administered by college career centers – higher education magazines, career development association publications, and published reports from various organizations. Higher education magazines mainly included the *Chronicle of Higher Education* and *Inside Higher Ed*. Since these publications do not feature peer-reviewed content, they were not utilized to support the research topic, though they were critical in shaping the problem and need statements. A secondary source, the *NACE Journal*, published by the National Association of Colleges and Employers (NACE), a reputable organization in the career services industry, focuses on connecting career service professionals and companies seeking college-level talent (NACE, 2020). NACE also publishes research-based (though not peer-reviewed) reports, including the Career Services Benchmark Report, NACE Salary Survey, and the Job Outlook report, referenced throughout this paper. The tertiary sources accessed were research-based reports (though not peer-reviewed) from reputable organizations in the higher education and workforce development industries that contributed to the literature on college student career readiness,

career goal attainment, or college career centers. Organizations included The College Board, Lumina Foundation, National Leadership Council for Liberal Education & America's Promise, and Strada Institute for the Future of Work.

The College Board is a not-for-profit organization that oversees many college entrance exams and provides students with resources, tools, and services to excel in college (College Board, 2022). The Lumina Foundation is an independent, private foundation seeking to increase access to higher education (Lumina Foundation, 2022). The Lumina Foundation is known for its ambitious goal that envisions 60% of adults obtaining a college degree or work-related credential. The Association of American Colleges and Universities launched the National Leadership Council for Liberal Education and America's Promise (LEAP; 2008) and advocates for integrating the liberal arts and high impact practices into the college experience to ensure students are prepared for the workforce (Association of American Colleges & Universities [AAC&U], 2020). Lastly, the Strada Institute for the Future of Work seeks to build bridges between education and employment (Strada Education Network, 2022). Though these organizations do not provide peer-reviewed research, the studies conducted are research-based, and the reports published have a critical impact on the literature on career services, especially the role career services have in preparing students for the workforce. Therefore, these reports are secondary sources connecting career development to the larger context of higher education and the labor market.

The Role of Career Services with Career Outcomes

The shift to focusing on career services in higher education has been well established in mainstream, opinion-based literature surrounding education issues; however, research-based evidence linking career services' interventions to career readiness and career attainment is

lacking. Currently, there is little evidence proving a clear connection from a theoretical perspective concerning students' outcomes and college students' engagement in career services (Hirschi & Freund, 2014). The lack of research linking career interventions and career services to students' career outcomes may be due to the large number of variables found in the literature, which prevents the ability to compare studies (Sampson et al., 2013). In addition, the definitions and competencies associated with key variables, such as engagement, career readiness, career goal attainment, and underemployment, are lacking in consistency across the literature (Hilbrecht et al., 2017).

As career centers address the growing need to help students become career-ready, there has been little attention given to assessing outcomes from the students' perspective, such as students' perception of the effectiveness of college career center interventions on their career readiness and career goal attainment. Nevertheless, career outcomes and metrics are vital data needed for consumers to evaluate the benefits of earning a degree compared to the cost (Ratcliff, 2015). This study aims to contribute to the literature concerning higher education and employability by focusing on college career centers and the interventions administered to aid in college students' career readiness and goal attainment. Through an investigation of students' proactive career behavior concerning opt-in career services and perceptions of the services' impact on career readiness and career goal attainment, this study hopes to provide college career service practitioners with strategies for increasing career engagement among college students and increasing perceived satisfaction. This chapter explores the literature around the impact of career services on college students' career readiness and goal attainment along with intersecting constructs that impact intervention outcomes, such as personality, decision-making styles, goal setting, motivation, and self-efficacy.

Historical Overview of Career Advising in Higher Education

The next few sections provide an historical overview of career education in the United States, and the emergence and growth of career centers in higher education.

Origination of Career Education in the United States

The introduction and development of career services into American culture were mainly due to political legislation, political events, and cultural shifts (Pope, 2000). The most notable events contributing to the birth of career education are job loss, the rise of manufacturing, the development of technology, and the return of veterans from World War I (Pope, 2000). In 1974, Congress officially recognized career education (Hoyt, 2005). Sidney P. Marland, Jr. was known as the “Father of Career Education” (Hoyt, 2005, p. 4). In 1970, Marland coordinated a federal education initiative commissioned by President Richard Nixon under the United States Office of Education, Commission of Education (Hoyt, 2005). Initially, career education centered on students in K-12. However, by 1976, the demand for career education at the post-secondary level was being discussed, and in 1977, federal funding for career education at the post-secondary level was provided under the Career Education Incentive Act (Hoyt, 2005). In 1981, Robert Reardon authored a report published by the National Center for Research in Vocation Education focused on comprehensive career education for students seeking post-secondary degrees (Hoyt, 2005). The connection between education and employment has become increasingly more important as the higher education industry has expanded and become accessible to more students (TG Research and Analytical Services, 2005).

The Emergence of Career Centers in the United States

Frank Parsons is credited with opening the first career center at the turn of the 20th century (Pope, 2000). The development of career services was categorized into six stages

spanning the 1920s to the early 2000s: (1) Job Placement Services, (2) Educational Guidance in Schools, (3) Colleges and University Career Services, (4) Meaningful Work and Organizational Career Development, (5) Independent Practice and Outplacement Counseling, and (6) A Focus on the School to Job Transition and Career Counseling (Pope, 2000). Another model documenting the emergence of career services related to only higher education offers five stages: Vocational Guidance, Job Placement, Career Counseling, Professional Networking, and Connected Communities (Dey & Cruzvergara, 2014). The first career center opened by Parson served displaced youth in a Boston settlement house and focused on career exploration, career research, and career decision-making (Pope, 2000). Today, career centers are found in many industries and serve students from K-12 to retirees seeking encore careers.

The emergence of career services was credited to the rise of academic advising in higher education. Historically, the integration of vocational guidance into higher education began with the start of the colonial colleges (Pope, 2000). During this period, college presidents and/or tutors were responsible for supervising students' curricular and extracurricular experiences, including providing advice on vocational aspirations (Burton, 1995; Pope, 2000). The first formal academic advising model is attributed to Johns Hopkins University in 1887, when a board of freshmen advisors assembled to assist with the transition to college (Pope, 2000). Counseling services, career services, and other co-curricular supports emerged from this model (Pope, 2000). For decades, the need to bridge education and employment has been pervasive in higher education.

Growth of Career Centers in Higher Education

Since their emergence, college career centers and the need to provide college students with vocational guidance have remained an integral part of the co-curricular student experience.

However, the career services model has changed based on the needs of students and the economy. Dey and Cruzvergara explained, “Career services in higher education have evolved since its inception and adapted to various models following economic conditions, trends, demands for the labor market, and need of the university and society” (2014, p. 5). Despite the impact of external forces, a college career center’s ten foundational premises have undergirded the industry, including: (1) career development is a life-long process; (2) technology shapes the delivery of university career services; (3) career services continually clarify its role in academia; (4) individual career counseling is a core service; (5) collaboration with faculty and other campus stakeholders is essential for effectiveness; (6) serve and support diverse student populations; (7) balance the roles between serving as the campus link to the workforce and providing career counseling services to students; (8) use multiple recruitment strategies to connect students to work; (9) utilize alumni connections; and (10) innovate and advocate within academia to obtain resources (Rayman, 1999).

Modern Day Career Centers

Today, college career centers have a variety of staffing structures and offer a diversity of vocational services aimed at helping students with career planning, decision-making, and career goal attainment (Council for the Advancement of Standards in Higher Education [CAS], 2019). Services include career coaching, advising and counseling, online and distance services, career information and resources, employment services, graduate and professional planning, and experiential learning (NACE, 2022). College career centers can be centralized into one unit or decentralized, with functions spread across the college campus in different units (Garis, 2014). Despite the organizational structure, career centers bring value to their institutions if they have a solid infrastructure, clear mission, and comprehensive programs, including advising, counseling,

assessment, career decision-making information, experiential education, and employer services (Garis, 2014).

One challenge that impacts the effective delivery and outcomes associated with college career centers is the opt-in delivery model of the services. Like many other campus support services, co-curricular programs, and student affairs units, engaging in career services is the choice of each individual student. Though research has found that career advising is a practice that contributes to students' career mobility most institutions do not require students to engage in career services but leave the decision to engage to students (American Association of State Colleges and Universities, 2021). Despite researchers and industry leaders asserting the importance of engaging all students in the career planning process starting in their first year, many colleges have yet to find methods for requiring or comprehensively integrating career development into the student experience (Levitz, 2018). Research shows that students who engage in career development interventions are more likely to report career success (Hirschi & Jaensch, 2015), yet many college career centers remain on the periphery of the college experience. Therefore, not all students engage in services offered by college career centers. Zebley (2014) considers this a missed opportunity for students to benefit from the lifelong impact college career centers have on career success and social mobility stretching well beyond the college years. This study aims to shed light on the opt-in nature of college career services by investigating the students' motivations for choosing to engage in career planning and their perceptions of services rendered.

College Career Centers and Career Outcomes

Despite the lack of movement to transition career services from an opt-in service to an integrated service, institutions have increasingly looked to college career centers as crucial

agents in ensuring the positive career outcomes of graduates (Ratcliff, 2015). This increased accountability level for college career centers is seen in the organizational restructuring of some centers, including repositioning senior staff to executive status, strategic alignment, innovative approaches, and outcomes assessment (Ratcliff, 2015). In addition, the demand for accountability has increased the demand for career outcomes data, including first-destination data, internship engagement data, and student learning outcomes (Melguizo et al., 2021). For example, in 2015, the Obama administration developed the College Scorecard, which attempted to score colleges on their outcomes, including access, affordability, student outcomes, and career outcomes (Melguizo et al., 2021).

Career goal attainment and proof of career readiness are outcomes most readily sought after for reporting purposes. Career readiness refers to students' ability to display skills needed to succeed in the workplace, including critical thinking, communication, leadership, work ethic, career management, and intercultural fluency (NACE, 2021). This demand for reporting job outcomes has increased the need for career centers to engage larger numbers of students despite the opt-in nature of their services.

Career Readiness and Career Outcomes

Career readiness as an outcome of college completion has become a popular topic discussed in trade journals and scholarly publications. Despite the popularity of career readiness related to higher education, the meaning and definitions attributed to the topic are varied across the literature, including scholarly, research-based publications. This variation may be caused by the abundance of variables used to discuss career readiness, making it difficult to conduct empirical studies on the impact higher education and college career centers have on students' career readiness (Sampson et al., 2013). In addition, the variation in definitions and the

inconsistency in literature contribute to a limited understanding of career readiness and its impact on different types of students, along with the ability to assess the impact of individual interventions (Sampson et al., 2013).

This study's definition of career readiness is from a longitudinal study of employers by the National Association of Colleges and Employers. The definition is based on competencies employers seek in college talent across industries, including critical thinking/problem solving, oral/written communication, teamwork/collaboration, digital technology, leadership, professionalism/work ethic, career management, and global/intercultural fluency (NACE, 2021). Employer surveys have found similar results, with interpersonal skills highlighted as the most in-demand competency (Bakhshi et al., 2017).

Career readiness is also defined in the research as a process to help students become work-ready (Daniels & Brooker, 2014). Work-readiness indicates the acquisition of skill sets needed to meet specific industry needs and is viewed by some as a primary function of higher education (Daniels & Brooker, 2014). Moreover, a study of hiring managers and executives defines career readiness as “demonstrated proficiency in skills and knowledge that cut across majors,” including oral communication, critical thinking, ethical judgment, working in teams, working independently, self-motivation, written communication, and real-world experience (Hart Research Associates, 2018, p. 3). However, another definition describes career readiness as generic employability skills that meet industry standards (Moore & Morton, 2017).

Career readiness is also referred to as soft skills – non-academic skills separate from the classroom curriculum (Chamorro-Premuzic et al., 2010). These non-academic skills add to the aforementioned competencies and include interpersonal, management, operations, emotional intelligence, drive, and motivation (Chamorro-Premuzic et al., 2010). The diversity in definitions

evidences a lack of a universally accepted definition of career readiness. An attempt to combine definitions uncovers four distinct categories, including management of self, management of information, management of others, and management of tasks (Chamorro-Premuzic et al., 2010).

Career Goal Attainment and College Outcomes

Securing a job is an important goal for a college graduate. Job attainment is a career goal, given that most of the focus is on the services provided by a career center. The ability of colleges and universities to ensure students are career-ready directly impacts on the ability of recent graduates to obtain employment after graduation (Miller et al., 2018). Ensuring students are employable upon graduation contributes to attaining personal and professional goals for students while simultaneously deploying qualified candidates into the workforce, benefitting the labor market (Miller et al., 2018). Notably, the first job attained by a student after graduation directly impacts their well-being, social mobility, and long-term earning potential (Burning Glass Technologies & Strada Institute, 2018). Not surprisingly, consumers want colleges to provide data concerning career outcomes and why career service professionals must bolster career readiness – the attainment of a degree is inextricably connected to short- and long-term job attainment.

Importance of the First Job

Research showing the impact of a first job on students' long-term career success has also contributed to the need for colleges to assess job attainment after graduation. Job attainment, specifically first destination job attainment, has become a key outcome of a college degree (Moore & Morton, 2017). The focus on job attainment as a post-graduation outcome is also known as the employability agenda and emerged in higher education in the 1990s (Moore & Morton, 2017). Today, many colleges attempt to employ intentional efforts to assess post-

graduation plans and career data from recent graduates (Miller et al., 2018). NACE (2019) released a set of standards for assessing college job attainment outcomes in 2014 and revised it in 2019. The NACE standards focus on assessing employment, earnings, and continued studies as indicators of post-graduation success.

Underemployment and the First Job Post-Graduation

Students who are not career-ready and able to obtain gainful employment post-graduation risk becoming underemployed. Students are considered underemployed when working part-time, in a position that does not use the skills they garnered through their education, or in positions only requiring a high school diploma (Hilbrecht et al., 2017). Unlike unemployment, which is defined as having the desire and ability to work but the inability to find employment, underemployment, which negatively impacts mental health and well-being can be a subjective concept measured by income and perceived status (Hilbrecht et al., 2017).

Underemployment is defined as being overqualified or over-educated for a position (Rosemond & Owens, 2018). The phenomenon of underemployment, like career readiness, is not well defined in the literature (Hilbrecht et al., 2017). The literature asserts that underemployment negatively affects recent graduate's mental health and wellness (Rosemond & Owens, 2018). Moreover, underemployment literature reinforces the need for colleges and career center professionals to ensure that students are not merely employed after graduation but are gainfully employed - not underemployed. Thereby, employment in and of itself is not the ultimate job outcome for new graduates to measure.

Like the first job post-graduation, underemployment has long-term effects on recent graduates' career success and income (Burning Glass Technologies & Strada Institute, 2018). These effects can last ten years after graduation for recent graduates in non-STEM-related

careers (Burning Glass Technologies & Strada Institute, 2018). Research shows that recent graduates whose first job after graduation falls below their skill or educational level will earn \$10,000 less annually than their gainfully employed peers (Burning Glass Technologies & Strada Institute, 2018, p.8). In addition, in 2019, 9% of college graduates were underemployed, with underrepresented groups being disproportionately impacted (Gould et al., 2019, p. 12).

Gainful Employment

When discussing job attainment as a post-graduate outcome for college students, differing thoughts about what constitutes employment exist, including part-time work, full-time work, work directly related to a student's academic degree, or the perception of employment versus underemployment. In 2011, the federal government introduced a new definition of job attainment for college students called gainful employment (Hentschke & Parry, 2014). Primarily aimed to regulate for-profit colleges, gainful employment regulations also impacted public and private institutions and can be defined as employment secured after graduation within a student's declared academic field or industry of study (Hentschke & Parry, 2014). Gainful employment has become the unwritten expectation for post-graduation career outcomes for all levels of post-secondary education (Hentschke & Parry, 2014). Thereby, similar to underemployment, the expectation for job attainment surpasses merely having a job and focuses on graduates having a job linked to their academic pathway (Hentschke & Parry, 2014).

Human Capital Theory and Graduation Outcomes

The majority of theoretical underpinnings are provided in the next section and relate to career readiness, engagement, and development. In this section, the human capital theory focuses on the benefits of higher education and related to career goal attainment will be discussed.

Termed in 1960 by Theodore Schult, the human capital theory views higher education as an investment and college graduates as human capital (Holden & Biddle, 2017). The human capital theory claims that higher education is an investment in one's abilities and should impact future career success, such as earnings (Holden & Biddle, 2017). Baruch & Lavi-Steiner (2015) support the claim that completing a degree is one method to acquire human capital and should directly impact attaining career goals, employability, and earnings.

Donald et al. (2019) draw a connection between the human capital theory and the transition from college to the workforce, explaining that graduates who perceive their investment in higher education positively perform well in the labor market using skills garnered in the world of work. The human capital theory is frequently supported by salary studies of recent graduates, which repeatedly show higher earnings for college graduates (Donald et al., 2019). However, Donald et al. support studying students' perceptions about career success since salary studies alone are not enough to link education and employment, and studying the return of investment from education to employment is complex.

Career Interventions

College career center practitioners employ a variety of interventions to help students with career readiness and career goal attainment. Typical services include career counseling, coaching, resume reviews, practice interviewing, assessment interpretations, workshops, and career fairs. Various career theories provide foundational underpinnings and empirical support for these interventions, such as administering assessments to facilitate career exploration. Specifically, career exploration is a common intervention provided by most career centers and based on vocational interest theories, such as John Holland's Career Types. Helping students explore their vocational identity increases the likelihood they will make satisfying career

decisions, facilitating the development of a career identity (Cox et al., 2016). Students who engage in career exploration activities, like interest assessments, strengthen their self-concept and positively impact their likelihood to engage in additional career interventions (Creed et al., 2016). Therefore, investigating students' motivations for engaging in these interventions and how they perceive these interventions impacted their career readiness and goal attainment could help college career centers increase engagement in career services.

Proactive Career Engagement and Intersecting Constructs

Prior to investigating the students' perceptions of who engages in college career center interventions, an analysis of the behaviors behind proactive career engagement is warranted. In addition, the career development constructs that intersect with a students' motivation to engage in career interventions are well documented in the literature and warrant mentioning. The literature review shows that students' ability to achieve goals, such as academic and personal goals, is closely associated with their motivation. Furthermore, motivation impacted career development constructs, such as personality, goal-setting orientation, decision-making style, self-efficacy, and career maturity. Understanding motivation and its impact on proactive career engagement are essential for career services practitioners tasked with increasing the number of students who engage in opt-in career services. Other attributes associated with proactivity include being self-starting, change-oriented, and future-focused (Parker et al., 2010). Parker et al. define three proactive career states, including: (1) can do motivation, (2) reason to motivation, and (3) energized motivation (Parker et al., 2010). Can do motivation is related to self-efficacy perceptions – “can I do” it (Hirschi et al., 2013, p. 32). Motivation is related to valuation – the importance of a goal (Parker et al., 2010). Energized motivation is related to the effect one possesses when striving for a goal (Parker et al., 2010).

For this study, proactive career behaviors and engagement are considered synonymous terms and defined as how a student is engaged in various career management behaviors (Hirschi et al., 2014). Specific behaviors related to proactive career engagement include career planning, career self-exploration, environmental career exploration, networking, voluntary human capital/skill development, and positioning behavior (Hirschi et al., 2014). Proactive career behavior has become a critical construct in today's career environment and is essential for increasing college students' employability (Hirschi et al., 2013).

An in-depth look at the specific behaviors related to proactive career engagement, according to Hirschi, follows since these behaviors build the foundation for the instrument selected for this study and are discussed in Chapter III. First, career planning is viewed as a systematic process that assists career decisions focused on accomplishing career goals (Antoniou, 2010). According to Zhang and Song (2021), career planning is a three-part process, including consistency, demand-supply, and demand-ability matching. Second, career exploration and environmental career exploration are considered activities focused on learning about oneself or occupational analysis (Salvador & Teckchandani, 2020). Career exploration allows students to explore their own identity and occupational options and enhances career decision making (Logue et al., 2019).

Fourth, networking is considered a proactive career management behavior that is crucial for success and has the potential to help raise a student's social capital and job attainment (de Janasz & Forret, 2008). Networking allows students to build relationships, which become a form of social capital (de Janasz & Forret, 2008). Researchers speculate that social capital positively impacts career mobility by providing students with increased access to resources (Seibert et al., 2001). Fifth, voluntary human capital and skills development is also a behavior associated with

proactive career engagement. Also known as professional development, learning, and development, or upskilling, students who engage in associated activities seek to increase their performance and better their organizations through personal empowerment (Bayraktaroglu & Cickusic, 2014). Professional development activities that college students may engage in includes internships, company site visits, and workshops (Su & Chung, 2015). Upskilling can also include attending industry events, such as conferences, seminars or employer offered learning and development opportunities (Su & Chung, 2015). Last but not least, positioning is considered a process in which students focus on shaping career identity by pursuing activities that help them build their own narrative (LaPointe, 2010).

Proactive career behavior intersects with several career constructs, including personality, goal-setting, decision-making, and self-efficacy. These constructs influence if and how a student displays proactive career behavior on the intraindividual level (Hirschi & Freund, 2014). Studies have shown that interindividual and intraindividual facts impact career engagement (Hirschi & Freund, 2014). Interindividual factors are considered environmental and personal traits, whereas intraindividual factors are motivational social-cognitive traits (Hirschi & Freund, 2014). If college career center practitioners are to increase students' engagement in opt-in services, consideration must be given to understanding proactive career behaviors on an interindividual and intraindividual level.

Constructs that Impact Motivation to Engage in Career Interventions

This heading describes personality, decision-making, self-efficacy, and career maturity constructs, which influence a students' choice to engage in career interventions.

Personality and Career Interventions. Historically, personality assessments and identification tools have been used in career counseling to predict career pathways and

occupational selection (Sampson et al., 2004). In addition, the construct of personality can impact the effectiveness of career interventions if used to identify customized services to ensure student career success (Brown et al., 2006; Hsieh & Huang, 2014). Because developing career interventions aimed at students' personality traits can help students increase their career readiness and the effectiveness of career interventions (Nilforooshan & Salimi, 2016; Tinsley et al., 2002). For instance, narcissism is a personality construct associated with positive career outcomes (Hirschi & Jaensch, 2015). Narcissism is associated with confidence, and confidence positively impacts career engagement. Hence, career interventions tailored to students' personality traits might help bolster career readiness and thereby, positively impact students' perception of their own career-readiness and satisfaction with career interventions administered by college career centers.

Examples of personality constructs included throughout the literature and utilized frequently in career services include the Myers Briggs Type Inventory (Tinsley et al., 2002) and the five-factor model (Nilforooshan & Salimi, 2016). In sum, research asserts that personality traits impact career engagement by influencing how students choose to engage in their career development and can help career professionals determine which interventions would have the most positive impact on a student's career readiness and career goal attainment.

Decision-Making and Career Interventions. A career decision is another construct that influences a students' choice to engage in career interventions (Cox et al., 2016). In addition, the decision-making style impacts the client's feelings of satisfaction after participating in a career intervention (Tinsley et al., 2002). Research showed that clients with dependent decision-making styles have less well-crystallized vocational identities than clients with independent decision-making styles (Tinsley et al., 2002). Therefore, like personality, decision-making style

contributes to student engagement in college career center interventions and perceived satisfaction.

Self-Efficacy. Another variable that impacts career engagement among college students is self-efficacy, defined as trusting in one's ability to complete a task successfully (Kim et al., 2014). Studies have found correlations between career engagement, decision making, and self-efficacy (Kim et al., 2014). Students' belief in their ability to complete career tasks impacts their likelihood to engage in career interventions administered by college career centers (Hirschi & Freund, 2014). In addition, students who believe they can complete career tasks successfully are more likely to achieve their career goals (Hirschi & Freund, 2014). Consequently, a student's confidence level significantly impacts their ability to build career-readiness competencies and how they engage in interventions administered by college career centers (Kim et al., 2014).

Self-efficacy is also linked to academic success as the motivating factor for student achievement (Hsieh et al., 2007). Specifically, students with high levels of self-efficacy tend to engage consistently in their academic pursuits despite challenges or obstacles (Hsieh et al., 2007).

Career Maturity. Career maturity is another construct that impacts career engagement in college students. Career readiness is defined as "an individual's state of preparation for engaging in the learning processes necessary to explore and decide among various occupational, education, training, and employment options" (Sampson et al., 2013, p. 99). Inasmuch, a student's level of career maturity, like self-efficacy, can significantly impact their ability to engage in career development interventions or reap positive benefits from career interventions administered by university career services.

Students' Perception of Career Readiness and Career Goal Attainment

A myriad of limitations exist with isolating the unique college experiences and career interventions that directly impact students' career readiness and goal attainment. Though there is evidence that reoccurring utilization of career center services positively impacts job search success and job attainment (Koc, 2014), peer-reviewed literature concerning career services' impact on career outcomes is limited. Therefore, some researchers, noting the lack of standards for assessing career outcomes and the limited peer-reviewed research, have focused on studying students' perceptions concerning the impact curricular and co-curricular experiences have on career success and job attainment (Nersesian et al., 2019). Likewise, scholars note that students' perception of their own career readiness is as important as employers' perceptions of students' career readiness (Harris & King, 2015). Students' perceptions of the impact of college on their career readiness' are directly correlated to satisfaction with the overall college experience and perceived work readiness (Robinson, 2006). This study also examines the perceptions students have of the interventions administered by college career centers with a focus on motivation to engage and perceived outcomes.

Proactive Goal Orientated Behavior and Opt-in Career Services

The final noteworthy concept impacting students' perceptions of career service interventions is the opt-in nature of career center services on many campuses. First, many career centers in the United States are opt-in services reliant on the self-will of students to engage in services. Though some institutions may require academic advising or career-related courses, overwhelmingly, students display self-motivation to access the programs and services offered in career centers. Inasmuch, students' goal orientation and internal motivation might impact students' decision to engage in opt-in career service interventions. Therefore, goal orientation is

another overlooked concept that may impact a student's engagement in career services and perception of the impact of the services on career readiness and goal attainment.

Clements and Kamau (2018) explained that goal-setting theories and models provide insight into a student's behavior regarding career development engagement, such as career planning, seeking career consultations, skill development, and building career networks. Goal setting preferences are also dependent on an individual's level of self-efficacy and tendency to prefer goal achievement versus goal avoidance (Clements & Kamau, 2018). As a result, similar to personality, a student's orientation towards goal setting may also impact their career readiness and the effectiveness of career engagement interventions. Creed et al. (2016) explained that goal-setting orientation affects how students approach to career planning and their pursuit of career goals.

In addition, the goal-setting theory helps to explain the proactive behaviors students display and their linkage to career readiness and goal attainment. Specifically, goals might impact the career behaviors displayed by students, possibly influencing a student's decision to engage in career interventions offered by career centers (Rahim, 2020). Rahim (2020) defined goals as "any provable and measurable outcome or aim of an action or behavior" (p. 27). First, self-efficacy and personality, mentioned previously, are also intersecting components of a students' goal orientations and have been postulated to impact students' performance levels (Elliot & Harackiewicz, 1994). Second, goal-setting styles influence students' motivation to engage in proactive behaviors that lead to goal attainment (Clements & Kamau, 2018). Third, the goal-setting theory supports that those well-defined complex goals influence better goal attainment outcomes (Locke & Latham, 2006). Lastly, a student's level of commitment to a goal can impact proactive career engagement (Clements & Kamau, 2018).

Summary

Bridging education and employment is a top concern for students seeking a college degree. As a result, college career centers are tasked with developing new methodologies for engaging students in their services and providing evidence that student engagement positively impacts graduates' career readiness and employment outcomes. However, assessing the impact of career interventions on career readiness and career goal attainment is difficult. Therefore, many researchers recommend studying students' perceptions of career interventions and their impact on career readiness and career goal attainment. The purpose of this study was to investigate the perceived impact career interventions administered by college career centers have on students' career readiness and career goal attainment.

An exploration of career readiness uncovers that the subject has been highly studied but not well defined. There are many definitions and competencies associated with career readiness found in the literature. Nevertheless, studies have shown that students who perceive that they are career-ready are more likely to positively view the impact of career services interventions and their impact on career goal attainment. Moreover, the literature acknowledges several intersecting constructs that significantly impact career readiness and career goal attainment, including personality, goal-planning, decision-making dispositions, and self-efficacy.

Exploring career goal attainment research about college students uncovers a lack of understanding of the variables impacting career goal attainment. However, one theory utilized to describe students' expectations around employability is the human capital theory, primarily supported by compensation studies, which show that college students' lifetime earnings are greater than professionals without a college degree. Moreover, there is no consistent definition of career goal attainment; though the conversation has shifted to gainful employment, colleges can

ultimately set their own reporting perimeters around communicating the career outcomes of their graduates. Lastly, despite the difficulty inherent in identifying the exact variables that impact career goal attainment, the literature is clear on the impact the first job has after college, particularly the negative impact if the first job is considered underemployment. The next chapter focuses on the research methodology utilized to assess proactive career engagement and the impact on satisfaction, career readiness, and career goals.

Chapter III

Methodology

Introduction and Organization

The purpose of this study was to investigate students' satisfaction levels with career interventions administered by college career centers. In addition, this study sought to examine the perceptions students have concerning the impact college career service interventions have on their career readiness and career goals. Lastly, this study explored if there is any correlation between the degree of proactive career behavior and satisfaction with career interventions administered by college career centers.

Studies have shown that proactive career behaviors are correlated to subjective and objective career success measures (Hirschi, 2013). Furthermore, there is mounting pressure on higher education institutions to report on employment outcomes associated with a college degree has placed a spotlight on the ability of college career centers to engage students in career development (Melguizo et al., 2017; Supiano, 2013).

The increased spotlight on college outcomes and the pressure to increase engagement in career development among college students involves engaging students in college career center interventions. The services and interventions administered by college career centers vary across institutions and might include career coaching and advising, internship assistance, workshops, career assessments tools, career fairs, and on-campus recruitment (NACE, 2022). Research indicates that students who engage in career services might be more likely to display higher levels of proactive career engagement, which occurs when students display a degree of agency in their own career development, including career planning, networking, skills development, and career exploration (Spurk et al., 2020). In addition, student satisfaction with college career center

interventions may be linked to the degree of intraindividual proactive career behavior. Consequently, student satisfaction with career development and job outcomes is linked to engagement with career services (Ahrens & Boatwright, 1997). Many career centers track the aforementioned services that students utilize; however, the literature is limited concerning data on students' motivations behind engaging in career interventions administered by college career centers.

The following sections provide details on the research design employed to answer the research questions. Included is an overview of the methodology, sampling process, and instrumentation.

Research Design and Overview of Methods

This study is a quantitative research design methodology utilizing descriptive and inferential statistics to describe the relationships between satisfaction with career interventions and proactive career engagement; satisfaction by group demographics; and satisfaction and perceived impact on career readiness and career goal attainment. Creswell (2020) defined *quantitative research* as an “approach for testing objective theories by examining the relationship among variables” (p. 23) using numerical data sets. Quantitative research methods utilize measurement and statistics to make meaning from collected data (Remler & Van Ryzin, 2015). This research study can also be an applied study (Remler & Van Ryzin, 2015) to highlight practices in college career centers. Furthermore, this quantitative study can also be considered an evaluative (Remler & Van Ryzin, 2015) study seeking to determine the impact of college career center interventions on student success and explore possibilities for improving student engagement in career services. Lastly, this quantitative study can also be viewed as descriptive and causal seeking to describe students' satisfaction levels after engaging in college career center

interventions and learn more about intraindividual levels of proactive career behaviors (Remler & Van Ryzin, 2015).

Several variables were examined including satisfaction with college career center interventions, perception of the impact of career services on career readiness and career goal attainment, and proactive career behavior. Also examined was the relationship between career engagement in college career centers, the independent variable, and the perceptions of the impact on career readiness and career goal attainment, the dependent variable. The second point of investigation is the relationship between the degree of intraindividual proactive career behavior, the independent variable, and satisfaction with career interventions administered by college career centers, the dependent variable.

Study Context and Level of Analysis

Data analysis was conducted using a multi-pronged approach. First, descriptive statistics represented the composition of the respondents and their reported satisfaction levels with career interventions administered by career services, including describing the frequency distribution of the student sample by demographic make-up, such as class level, race, age, and college affiliation (major). Frequency distribution allows for counts and percentages of each individual participating in the study (Remler & Van Ryzin, 2015). Second, measurements of central tendency, including mean, mode, and median, describe respondents' satisfaction with career interventions. This measurement included calculating the distribution spread for satisfaction and how far the satisfaction scores are in relation to the mean by group (Remler & Van Ryzin, 2015).

Inferential statistic calculations determined if a relationship existed between satisfaction with career interventions and perceived impact on career readiness and career goal attainment, compared with proactive career engagement. Specifically, the Pearson correlation (Pearson's r)

determined the strength and empirical relationship between the variables (Remler & Van Ryzin, 2015).

Limitations and Assumptions

As with any study, this study has several limitations and assumptions. First, a limitation of the study is that the sample was limited to students actively engaging in career interventions administered by college career services. Students who opted not to engage in career center services were excluded; thus, information would be lacking concerning this population. Second, a professional staff member in the Career and Internship Center at The University of Baltimore asked the student participants to complete a survey after engaging in a career intervention. In the fall of 2021, five professional staff members administered scheduled career interventions. The diversity in staff, personality, and skill level might have impacted students' perceptions of satisfaction. Lastly, students who voluntarily elected to participate in this study engaged in various career interventions. Like the diversity of staff members, the diversity of interventions might also impact students' satisfaction levels.

Lastly, the COVID-19 pandemic might have an unknown impact on students' experience engaging with the Career and Internship Center. For the fall of 2021, students transitioned from a spring semester where everyone attended classes and utilized services virtually or in a hybrid format. These operational changes and the savvy students' display, or lack thereof, with engaging services and selecting a mode of appointment (in-person or virtual), might have impacted students' satisfaction. The only modes available for scheduled appointments were in-person or virtual, utilizing Zoom meeting technology.

Participants' Information

The population targeted included students currently enrolled at the University of Baltimore located in Baltimore, City, Maryland. The Career and Internship Center asked students who scheduled and attended an appointment with them to voluntarily participate in the study after engaging in various opt-in career interventions. The potential participants included a diverse group of students, as the University of Baltimore is the most racially diverse institution in the University System of Maryland (University of Baltimore, 2021). The institution also possesses several unique characteristics, including serving adult learners, being a non-residential commuter campus, and is located in an urban setting. Student demographics were analyzed by group, including class year (undergraduate or graduate), college (Arts and Sciences, Public Affairs, and Business), race, and age. Demographic information was self-reported; however, the student must be considered an active or currently enrolled student to schedule an appointment with the Career and Internship Center.

For the 2020-2021 academic year, the student body of the University of Baltimore consisted of approximately 4,000 students, including approximately 700 students majoring in law and not served by the main Career and Internship Center were excluded from participating in this study (University of Baltimore, 2021). Of the non-law students, 34.3% are in Business, 29.5% in Public Affairs, and 21.4% in Arts and Sciences (University of Baltimore, Office of Institutional Research, 2019). Regarding the class level, 1,917 were undergraduate students, and 1,530 were graduate students (University of Baltimore, 2021). In addition, the average student age is 28 for undergraduate students and 33 for graduate students (University of Baltimore, 2021). Lastly, of the students currently enrolled at the University of Baltimore, 45% are Black,

39% are White, 6% are Hispanic, 5% are Asian, and 4% are multi-racial (University of Baltimore, 2021).

Sampling Procedure

The primary goal of sampling is to get a representative sample, or a small collection of units or cases from a much larger collection or population, such that the researcher can study the smaller group and produce accurate generalizations about the larger group (Gay et al., 2012). Quantitative researchers tend to use a sampling type based on theories of probability, called probability sampling (Vasileiou et al., 2018). This study utilized a nonprobability sampling technique of consecutive sampling where every available subject was selected, making the sample a better representation of the entire population (Maheshwari, 2017). The consecutive sampling technique involves selecting all individuals who agree to participate, provided they meet pre-established criteria until the number of subjects desired has been recruited (Maheshwari, 2017).

Participants selected for this study were currently enrolled students at the University of Baltimore who opted to engage in a career intervention in the Career and Internship Center (CIC) in the fall of 2021. The participants scheduled an appointment with a professional staff member in the Career and Internship Center for a pre-selected career intervention. The student scheduled an appointment through the CIC's Career Management System, UBworks. When scheduling appointments, students were required to select a specific career intervention from the list of offerings. Table 1 displays the available selection of career interventions for students.

The aim was to have a sample population between 100-200 students participate in this research study. On average 500 students from the University of Baltimore engage in interventions administered by the CIC per semester (Career & Internship Center, 2020).

Table 1*Available Career Interventions*

Career Interventions	
Career Change Assistance	Networking Strategies
Career Closet	On-campus Employment
Decide Career Path/Major	Practice Interview
Graduate School Planning	Professional Development
Internship Assistance	Professional Headshot
Interview Preparation	Resume/Cover Letter Development/Review
Job Location & Development	Salary Negotiation
Job Search Assistance	Self-branding & Marketing
Leadership Development	Strengths
MBTI	Take/review Career Assessment

Evaluation

This study was limited to students who opt to engage in career interventions administered by the Career and Internship Center at the University of Baltimore and aimed to have a reliable sample representative of the entire student population. First, the target sample was based on the average of 500 students who typically engage in career service interventions per semester. Out of these 500 students, the aim was to survey 30%-40% or 150 – 200 students. Out of that percentage, the study aimed to survey the following:

- 55% undergraduate students (83 – 110 respondents);
- 44% graduate students (66 – 88 respondents);
- 60% female students (90 – 120 respondents); and

- 40% male students (60 – 80 respondents).

The desired response rates are representative of the class level and gender ratios that comprise the University of Baltimore student population minus students from the Law School who were not served by the Career and Internship Center (University of Baltimore, 2021). Salkind (2010) explained that researchers should estimate the anticipated response rate during the study design process.

Professional staff members in the Career and Internship Center introduced the study to the students electing to engage in this study. These staff members were responsible for implementing the career interventions being measured and, thereby, responsible for administering an after-appointment survey to participants after using the services. The Career and Internship Center's standard after-appointment survey was substituted with the research instrument, so the staff member who met with the student participant administered the survey. Prior to the commencement of the study, staff members received training on the purpose of the study and instrument administration procedures. In addition, staff members received a monetary gift in the form of a gift card at the end of the semester for assisting with the research study.

Instrumentation

Two instruments, a researcher-developed five-question survey and the Career Engagement Scale (Hirschi et al., 2014), were combined to measure satisfaction and career engagement for this study. First, a five-question survey was designed to measure student satisfaction with career interventions administered by the Career and Internship Center at the University of Baltimore and served as the first portion of the instrument. The five-question survey also sought to measure students' perception of career interventions' impact on their career readiness and career goal attainment. Investigating student satisfaction with campus services can

help higher education practitioners improve responsiveness to students' needs and provide insights on areas needing improvement (Zhai, 2012). Though student satisfaction is a complex concept based on the subjective experience of students, experts view it as an important data point for assessing the quality of institutional services and students' experience (Zhai, 2012).

Measuring Satisfaction and Perceptions with Career Interventions

First, the five-question survey sought to determine what service students were seeking to engage in during their career coaching appointment. A variety of options were available in a drop-down format for this question representing the services offered by the Career and Internship Center staff. The second question used a Likert scale to examine if students were satisfied with their career coaching appointment. The third and fourth questions utilized a Likert scale to explore students' perceptions of career interventions' impact on their career readiness and career goal attainment. In addition, a fifth question collected demographic data on students using a multilayered approach. This question helped determine if career engagement and perceptions regarding satisfaction differed by age, race, class level, or college affiliation. For the entire survey, see Appendix A.

The response categories were determined using the University of Baltimore's (2019) "Fact Book" enrollment age dimensions for the response options associated with race and age. Concerning the race survey item, response options were modified by separating Hawaiian/Pacific Islander and Hispanic. In addition, Latino was included with the Hispanic response option.

The number of questions related to measuring satisfaction was restricted to four since the Career Engagement Scale incorporated additional questions. In addition, brevity was preferred to encourage the participants to complete the entire survey following a 30 – 45-minute coaching

session. In addition, lengthy scales are burdensome to participants, and best practices support developing shorter surveys that capture constructs (Hirschi et al., 2014).

Measuring Career Engagement

The second portion of the full instrument is the Career Engagement Scale. The items in this scale were included to measure students' level of intraindividual career engagement. The Career Engagement Scale was developed by Hirschi et al. (2014) to measure career engagement in college students. The scale seeks to isolate proactive career behavior from distinct career components, such as career management, career planning, or career exploration (Hirschi et al., 2014). In reference to the Career Engagement Scale, career engagement refers to “the general degree of being engaged in different career management behaviors” (Hirschi et al., 2014, p. 578). The entire nine-item scale for measuring proactive career engagement was used in this study. The nine questions are all prefaced with the statement “To what extent have you in the past six months” (Hirschi et al., 2014):

1. Actively sought to design your professional future
2. Undertook things to achieve your career goals
3. Cared for the development of your career
4. Developed plans and goals for your future
5. Sincerely thought about personal values, interests, abilities and weaknesses
6. Collected information about employers, professional development opportunities or the job market in your desired areas
7. Established or maintained contact with people who can help you professionally
8. Voluntarily participated in further education, training or other events to support your career

9. Assumed duties or positions that will help you progress professionally. (p. 580)

The nine-item Career Engagement Scale was featured in the *Journal of Career Assessment* which is published by SAGE Publishing. Permission was granted through the SAGE Publication Rights and Permission portal, RightLink on May 25, 2002 (see Appendix B). Written permission was also secured from the Career Engagement Scale authors to include the scale in this study on May 3, 2021 (see Appendix C).

Validity of the Career Engagement Scale

Hirschi et al. (2014) took several steps to develop the nine items included in the Career Engagement Scale. First, a literature review was conducted concerning self-directed career management, career self-management, and career competencies. Second, six career behaviors were identified from the literature review that described proactive career behaviors. The six career behaviors identified were career planning, career self-exploration, environmental career exploration, networking, voluntary human capital/skill development, and positioning behavior (Hirschi et al., 2014). Third, a deductive item generation strategy was utilized by creating three items for each behavior mentioned above, followed by a pilot test with a group of 24 university students. The pilot test had a ($M = 22.5$, $SD = 2.3$), and the feedback garnered was utilized to narrow each set of three questions for the six career behaviors down to one question for each behavior (Hirschi et al., 2014). In addition, the authors decided to add three general career engagement questions to the six career behaviors arriving at the nine-item scale. Fourth, to show the degree to which someone is engaged in proactive career behavior, a five-point Likert scale was used, ranging from “almost never” to “very often.”

The revised version of the Career Engagement Scale was administered to 146 German university students to assess the factor reliability and establish the scale’s unidimensionality

(Hirschi et al., 2014). The completed analysis resulted in an item correlation ranging from .35 to .77, showing that the items were reliable to measure a one-dimension construct (Hirschi et al., 2014). A second pilot test was administered with a larger, more homogenous sample of 2,027 students to test the finalized one-factor structure of the nine-item scale and to assess invariance across gender. This version of the scale resulted in a total sample Cronbach's alpha of .88, indicating good internal consistency for the one-dimension Career Engagement Scale (Hirschi et al., 2014). The average scale scores (item means) were 3.08 ($SD = 0.86$) for the total sample, 3.09 ($SD = 0.87$) for the female group, and 3.04 ($SD = 0.85$) for the male group.

Weaknesses

The Career Engagement Scale is a valid measure of proactive career engagement; however, the populations utilized to validate the study are not homogenous to the student population at the University of Baltimore, where this current study was conducted. First, the student population used to pilot the survey was at a German University, and the University of Baltimore is located in the United States (Hirschi et al., 2014). Consequently, there could be cultural differences in proactive career engagement between German and American students. Second, Hirschi et al. restricted the pilot population to students 29 years old or younger, excluding students 30 years old or older. However, the average age of the University of Baltimore student population is 28 (University of Baltimore, 2021). Lastly, Hirschi et al. included students in over 41 different majors; however, the largest respondents were from Business majors. In contrast, the University of Baltimore has majors in Business, Public Affairs, and Arts & Sciences.

Quality Assurance, Internal, and External Validity

A six-step process for survey validation developed by Collingridge (2014) was adapted to validate the instrument used for this research study. Steps included conducting a pilot test with career service professionals and revising the survey based on feedback.

Pilot Testing

The survey used for this research project was pilot tested in the summer of 2021 by the Maryland Career Consortium Board of Directors. The Maryland Career Consortium (MCC) is composed of career center directors from 16 institutions of higher education in the State of Maryland (MCC, 2021). The mission of the MCC is to facilitate the career development of students through career fairs and networking events (MCC, 2021). Each Board Member leads a

career center in the State of Maryland, including overseeing staffs of various sizes, providing leadership for the administration of career interventions on their campus, and having responsibility for engaging students in their services. Several board members, minus the researcher, completed the 14-question survey to provide feedback on the clarity of questions, user experience with completing the assessment, instructions, content of items, and effectiveness for measuring satisfaction and career engagement. The second phase of the pilot testing was to implement the suggestions based on the feedback from career services professionals. Suggestions included semantics changes to the survey to ensure readability for students along with re-organizing the Career Engagement Scale questions listing context statement associated with the Career Engagement Scale (to what extent have you in the past six months) once instead of with each question.

Data Analysis Procedures

This study used descriptive and inferential statistics to draw conclusions about students' experiences with college career services. Descriptive statistics described the self-reported demographics of the study participants – students who opted to engage in college career services interventions. The demographic statistics included reporting on the distribution, central tendency, and variability of group demographics, including class level, race, age, and college affiliation. A *t*-test, a type of inferential statistic, was calculated to investigate if a relationship existed between a student's intraindividual career engagement and opt-in usage of interventions administered by the college career center and to compare satisfaction with career services interventions between groups. This test utilized the Career Engagement Scale's composite score to compare participants' career engagement levels with their satisfaction levels. In addition, the *t*-test was

calculated to investigate if there was a statistically significant relationship between the identified variables.

A composite from the nine-item Career Engagement Scale was used based on its Likert scale options (Mathias, 2019). The five-point Likert scale options are associated with point values ranging from “almost never” to “very often.” The highest composite score (45) indicates the degree of proactive career behavior, and the lowest composite score is nine indicating low proactive career engagement (Mathias, 2019). The composite score was utilized to compute a overall Career Engagement score for each student.

Data Management and Storage

The instrument designed for this study included the five-question survey about satisfaction with a career intervention administered by the Career and Internship Center at the University of Baltimore and the nine-item Career Engagement Scale administered through UBworks. UBworks is a career management system empowered by Symplicity and utilized for running the Career and Internship Center operation, including scheduling appointments, storing case notes, developing surveys, and generating reports. One feature in UBworks is a survey module that allows the Career and Internship Center to capture data from students with activated accounts. Students completed the survey on an optional basis who were departing from their scheduled career intervention at a kiosk station in the front lobby of the Career and Internship Center. UBworks is a secure system and only accessible to the Career and Internship Center staff. The survey took students less than seven minutes to complete. Results were stored in UBworks and downloaded using the system reporting feature and saved to a secure DropBox account.

Ethical and Human Subjects' Considerations

This study followed the guidelines regarding human subjects set by the Human Subjects Review Board at Wilmington University and the Institutional Review Board at the University of Baltimore (see Appendix D). These guidelines included several considerations, such as informed consent and confidentiality. In addition, CITI training was completed for both aforementioned institutions to ensure compliance with research standard, ethics, and safety. Participation in the study is voluntary, and participants can opt-out of the study at any time. The Career and Internship Center staff members who administered the after-appointment survey explained this following the career intervention. In addition, the Career and Internship Center staff reiterated that participation was voluntary and provided a research sheet containing details about the researcher, the study's purpose, voluntary participation, duration of participation, and confidentiality. Lastly, implied consent was secured for this research study, given the short nature of the utilized instrument, the anonymity of the participants, and the noncontroversial nature of the topic. Therefore, the voluntary participation of respondents indicated their implied consent.

Lastly, participant data and responses were kept confidential and stored in the Career and Internship Center's career management system, which is only accessible to professional staff members and is password protected. Survey responses were anonymous and cannot be associated with any particular respondent since no identifiable data was attached.

Summary

This study investigated student satisfaction levels with career service interventions administered by the Career and Internship Center at the University of Baltimore. In addition, the study sought to understand if a relationship exists between student satisfaction and

intraindividual proactive career engagement levels. Lastly, the study explored if students perceive career service interventions as impacting their career readiness and career goal attainment. The study design was quantitative and utilized descriptive and inferential statistics to analyze collected data. Instruments included a researcher-developed satisfaction survey combined with the nine-item Career Engagement Scale developed by Hirschi et al. (2014). The survey was administered to students at the University of Baltimore in the fall of 2021 by the Career and Internship Center staff. The next chapter presents the study's findings related to the research questions.

Chapter IV

Results

Introduction and Organization

This chapter presents the findings concerning proactive career engagement and the impact on perceived career readiness and career goal attainment. Data collected was examined using descriptive and inferential statistics collected during the fall of 2021 semester in the Career and Internship Center (CIC) at the University of Baltimore (UBalt). The chapter is organized as follows: an overview of respondent demographics, Career Engagement Scale item responses and composite score results, career coaching outcomes results, and results of the research questions.

Demographics

The survey was open from October 26, 2021, until December 22, 2021, covering approximately eight weeks of the fall 2021 semester. During those eight-weeks, 229 students engaged in services offered by the CIC. Of the 229 documented cases, 181 were considered one-on-one coaching sessions. A total of 75 respondents participated in a career intervention and opted to complete the survey, resulting in a 41% response rate. Of the 75 respondents, 30 (40%) were enrolled in academic programs at the Yale Gordon College of Arts and Sciences (CAS), 24 (32%) were enrolled in programs at the Merrick School of Business (MSB), and 16 (21%) were enrolled in programs at the College of Public Affairs (CPA). There were five (7%) students who opted not to report their academic program. Program enrollment is a significant concept given the Career Community model utilized by the CIC, which assigns students to a specific career specialist for most services and allows the CIC to serve students based on self-identified career goals. Data on the class level was also collected, and of the 75 respondents, 39 (55%) were

undergraduate students, 24 (32%) were graduate students, 10 (13%) were recent graduates, and two (3%) identified as a certificate or continuing education students.

Data were also collected on respondents' age and race. The ages gathered were divided into nine categories to replicate the UBalt demographic reporting standards. The groups included: 16–18, 21–22, 23–24, 25–29, 30–34, 35–39, 40–44, 45–49, and 50–54. Table 2 displays the distribution of age ranges for all respondents.

Table 2

Number of Respondents by Age

Age	Number	Percentage
16–18	7	9.3%
21–22	5	7.0%
23–24	3	4.0%
25–29	21	28.0%
30–34	14	18.6%
35–39	12	16.0%
40–44	2	2.6%
45–49	2	2.6%
50–54	2	2.6%
Unknown	7	9.3%
Total	75	100.0%

The majority of participants were in the 25–29 age group (28%), followed by the 30–34 age group (19%) and the 35–39 age group (16%).

The racial demographics were divided into six categories also modeled after the UBalt reporting standards. Options included: American Indian, Asian, Black, Hispanic or Latino, Multiracial, Native Hawaiian or Pacific Islander, and White. Table 3 displays the distribution of race for all respondents.

Table 3

Number of Respondents by Race

Race	Number	Percentage
Black	41	55%
White	17	23%
Hispanic or Latino	5	7%
Asian	4	5%
Multiracial	1	1%
Unknown	7	9%
Total	75	100%

The majority of participants identified as Black (55%), followed by White (23%).

Career Services Requested

Students had to identify which career interventions they requested and/or participated in during their appointment. Students were able to select from 19 service options and could select all that applied. Twenty-six (35%) respondents reported receiving Resume/Cover Letter Development or Review services, 14 respondents (19%) utilized Job Search Assistance, and 13 respondents (17%) utilized Career Change Assistance. Table 4 represents the career intervention services utilized by all respondents.

Table 4*Career Coaching Service Requested*

What service did you request today?	Number	Percentage
Resume/Cover Letter Development/Review	26	35%
Job Search Assistance	14	19%
Career Change Assistance	13	17%
Professional Headshot	11	15%
Decide Career Path/Major	7	9%
Internship Assistance	7	9%
Interview Preparation	7	9%
Take/Review Career Assessment	7	9%
Career Closet	6	8%
Practice Interviewing Skills	6	8%
Job Location & Development	5	7%
Salary Negotiation	5	7%
Self-branding & Marketing	5	7%
On-campus Employment	4	5%
Graduate School Planning	3	4%
Leadership Development	3	4%
MBTI Assessment Interpretation	3	4%
Networking Strategies	3	4%
Strengths Assessment Interpretation	3	4%

Respondents indicated utilizing all 19 services throughout the study, with Resume and Cover Letter Development selected the most.

Career Engagement Scale Responses

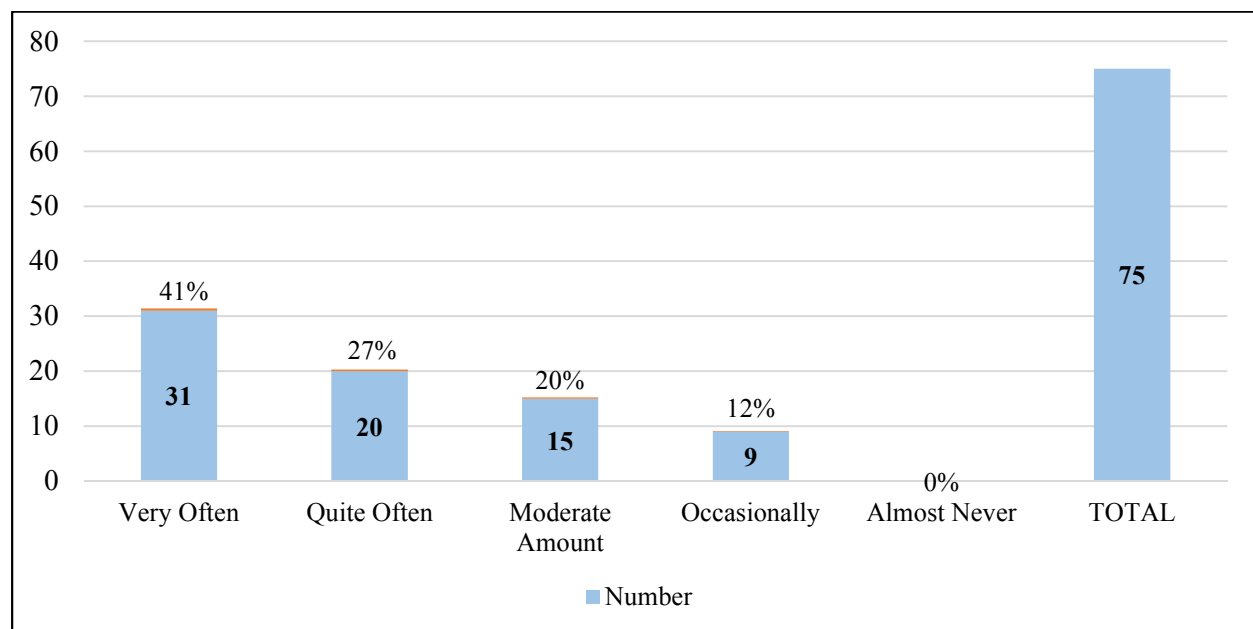
Below are the responses to each item on the Career Engagement Scale.

Item 1: Career Engagement

Seventy-five respondents answered the first item of the Career Engagement Scale regarding the degree to which they engaged in career planning within the past six months (see Figure 1). Among the 75 respondents, 51 (68%) reported engaging “very often” or “quite often” to design their professional future, 15 (20%) respondents reported they “moderately” sought to design their professional future, and 9 (12%) respondents reported their engagement activity as “occasional.” No respondent reported “almost never” to designing their professional future within the past six months.

Figure 1

Career Engagement Scale - Career Engagement Item 1 (N = 75)

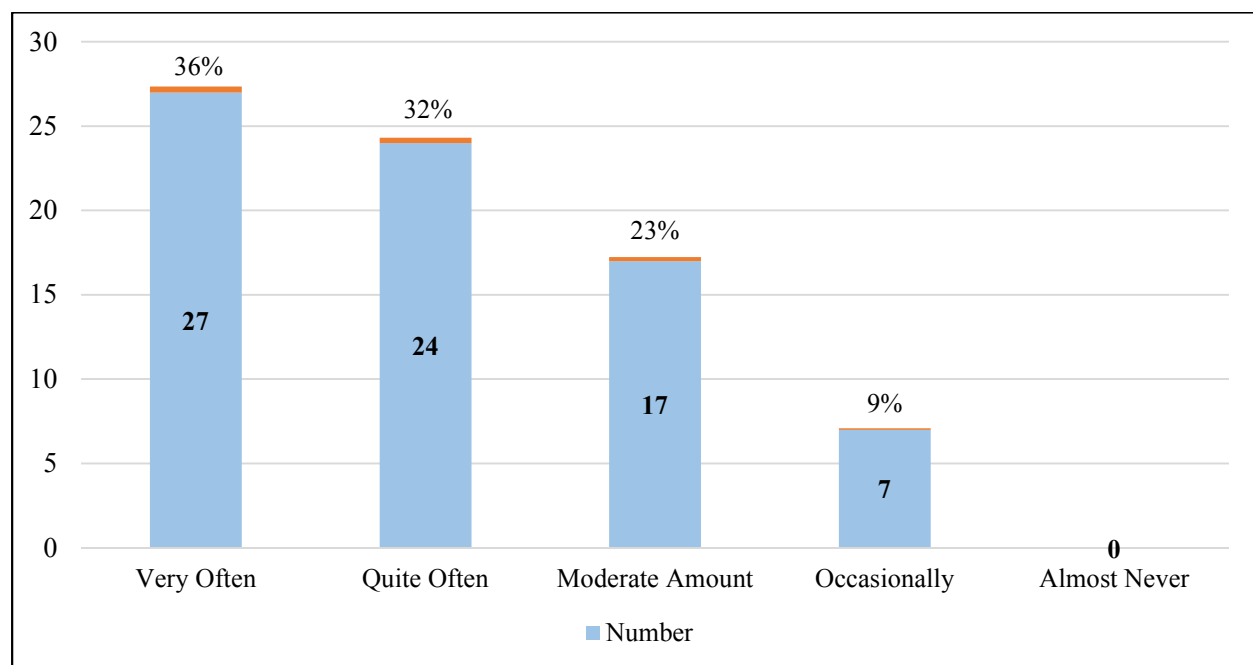


Item 2: Career Engagement

Seventy-five respondents answered the second item of the Career Engagement Scale regarding career engagement within the past six months (see Figure 2). Among the 75 respondents, 51 (68%) reported that they “very often” or “often” undertook activities to achieve their career goals in the past six months, 17 (23%) respondents reported they undertook activities at a “moderate” amount to achieve their career goals in the past six months, and 7 (9%) respondents reported engaging in this behavior “occasionally.” No respondent reported “almost never” to undertaking activities to achieve career goals in the past six months.

Figure 2

Career Engagement Scale – Career Engagement Item 2 (N = 75)

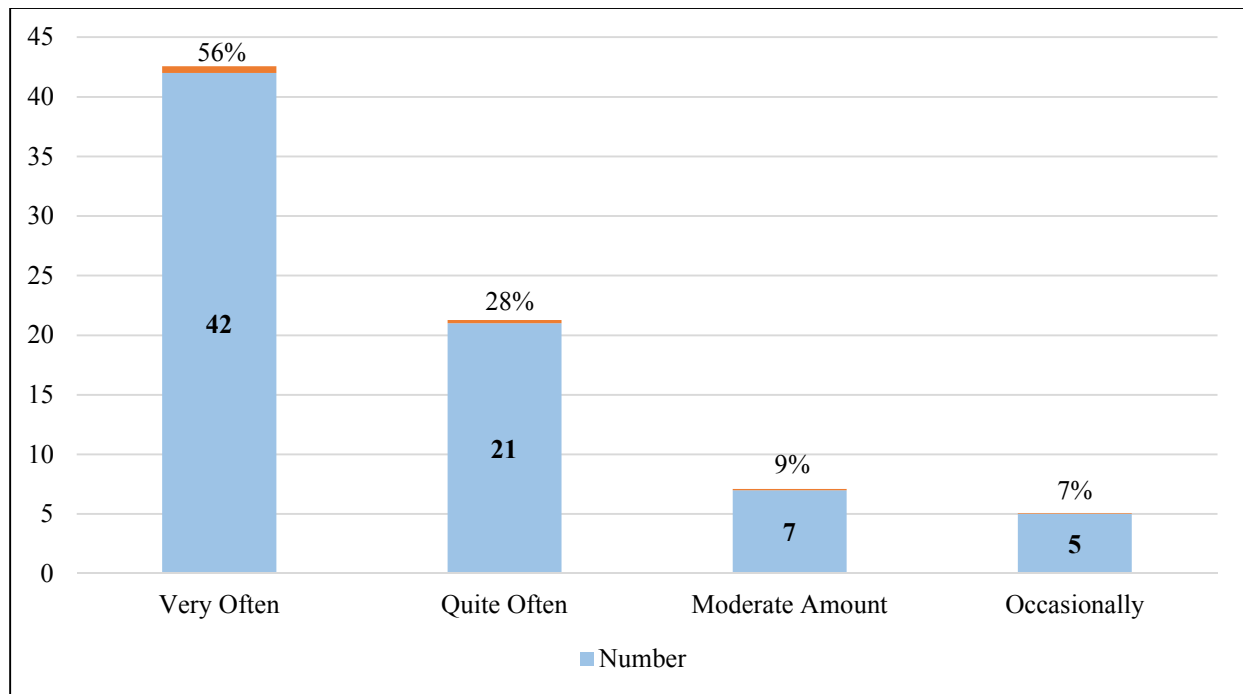


Item 3: Career Development

Seventy-five respondents answered the third item of the Career Engagement Scale regarding the degree to which they engaged in career development within the past six months (see Figure 3). Among the 75 respondents, 63 (84%) reported they “very often” or “often” engaged in career development in the past six months, seven (9%) respondents reported “moderately” engaging in career development in the past six months, and 5 (7%) reported “occasionally.” No respondents reported “almost never” engaging in career development.

Figure 3

Career Engagement Scale –Career Development Item 3 (N = 75)

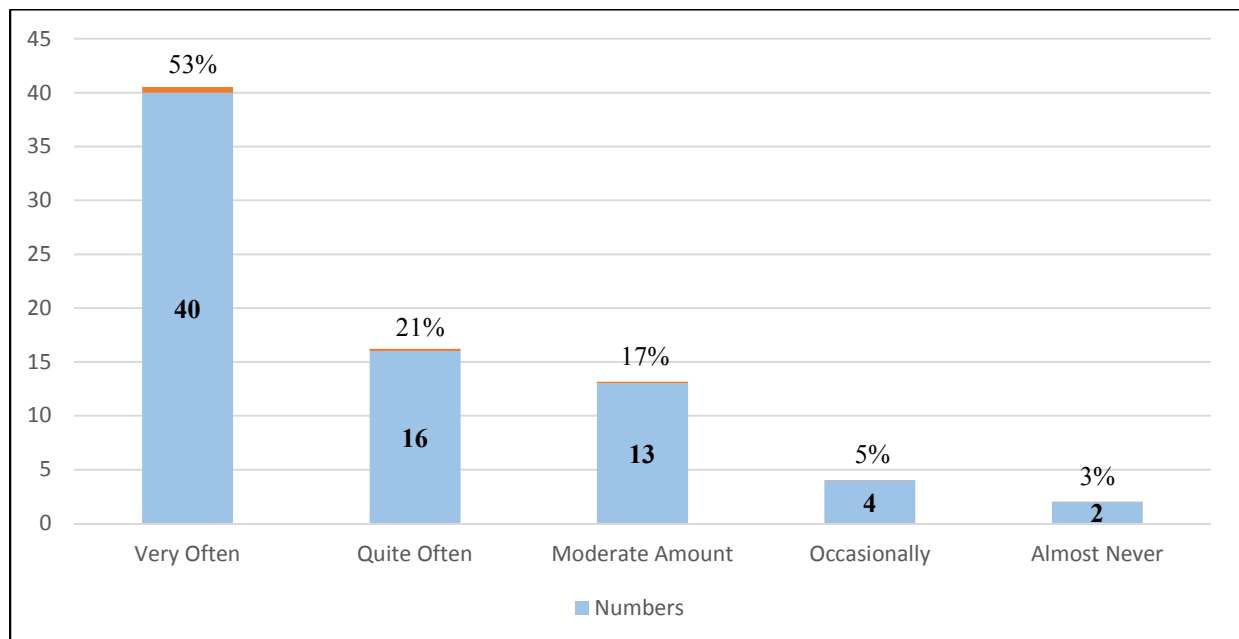


Item 4: Career Planning

Seventy-five respondents answered the fourth item of the Career Engagement Scale regarding the degree to which they engaged in developing plans and goals for the future within the past six months (see Figure 4). Among the 75 respondents, 56 (75%) respondents reported they have “very often” or “often” developed plans and goals for the future within the past six months, 13 (17%) respondents reported “moderate” development of plans and goals for the future within the past six months, 4 (5%) reported “occasionally,” and 2(3%) respondents reported “almost never” developing plans and goals for the future within the past six months.

Figure 4

Career Engagement Scale –Career Planning Item 4 (N = 75)

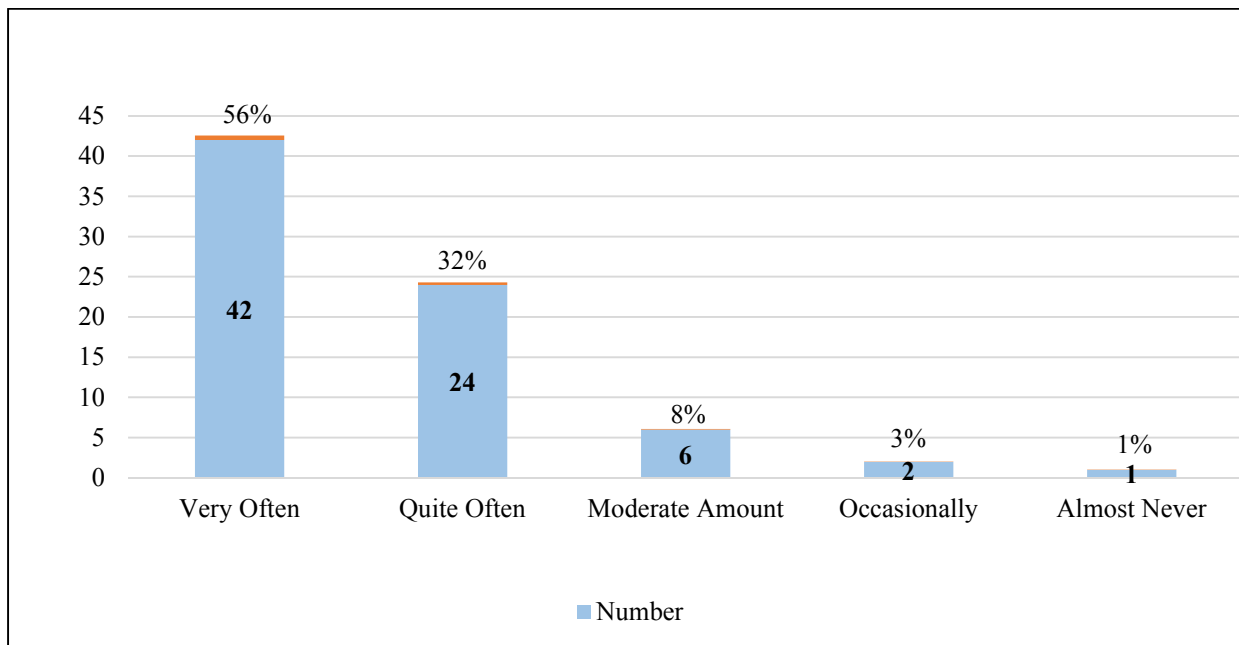


Item 5: Self-Exploration

Seventy-five respondents answered the fifth item of the Career Engagement Scale regarding the degree to which they engaged in sincerely thinking about personal values, interests, abilities, and weaknesses within the past six months (see Figure 5). Among the 75 respondents, 66 (88%) respondents reported they had “very often” or “often” sincerely thought about personal values, interests, abilities, and weaknesses within the past six months, 6 (8%) respondents reported they sincerely thought a “moderate” amount about personal values, interests, abilities, and weaknesses within the past six months, 2 (3%) reported “occasionally,” and 1 (1%) respondent reported “almost never” sincerely thinking about personal values, interests, abilities, and weaknesses within the past six months.

Figure 5

Career Engagement Scale – Self-Exploration Item 5 (N = 75)

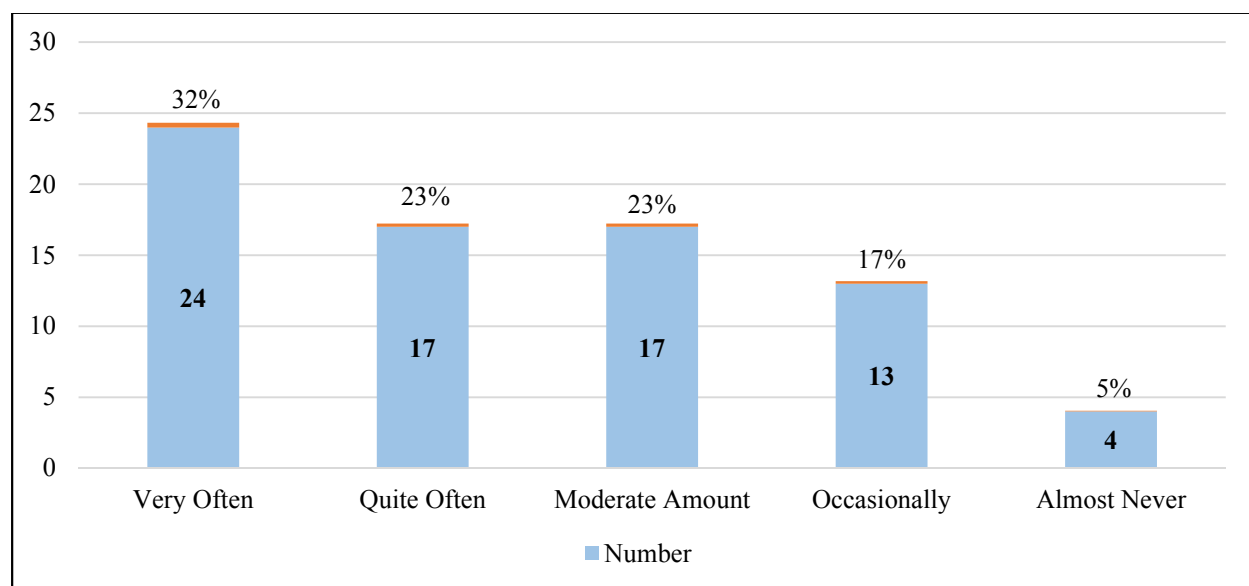


Item 6: Environmental Exploration

Seventy-five respondents answered the sixth item of the Career Engagement Scale regarding the degree to which they engaged in collecting information about employers, professional development opportunities, or the job market in their desired areas within the past six months (see Figure 6). Among the 75 respondents, 41 (55%) respondents reported they had “very often” or “often” collected information about employers, professional development opportunities or the job market in their desired areas within the past six months, 17 (23%) respondents reported collecting a “moderate” amount of information about employers, professional development opportunities or the job market in their desired areas within the past six months, 13 (17%) reported “occasionally,” and 4 (5%) respondents reported “almost never” collecting information about employers, professional development opportunities or the job market in their desired areas within the past six months.

Figure 6

Career Engagement Scale – Environmental Exploration Item 6 (N = 75)

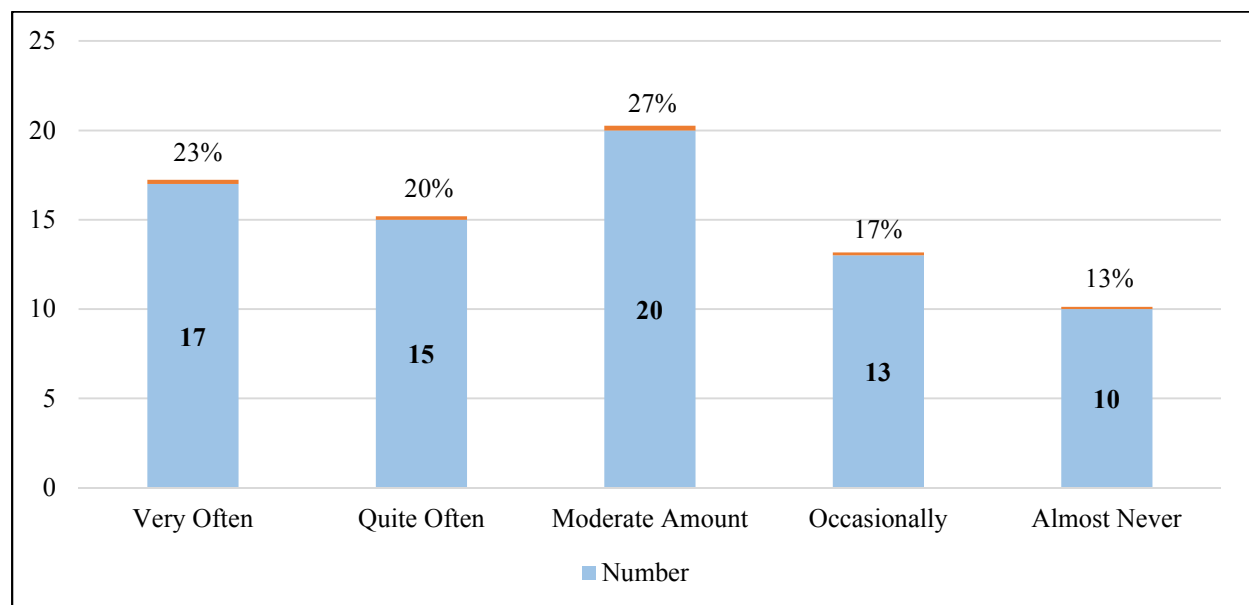


Item 7: Networking

Seventy-five respondents answered the seventh item of the Career Engagement Scale regarding the degree to which they engaged in establishing or maintaining contacts with people who can help them professionally within the past six months (see Figure 7). Among the 75 respondents, 32 (43%) respondents reported they “very often” or “often” established or maintained contacts with people who can help them professionally within the past six months, 20 (27%) respondents reported “moderate” activity concerning establishing or maintaining contacts with people who can help them professionally within the past six months, 13 (17%) reported “occasionally,” and 10 (13%) respondents reported “almost never” establishing or maintaining contacts with people who can help them professionally within the past six months.

Figure 7

Career Engagement Scale – Networking Item 7 (N = 75)

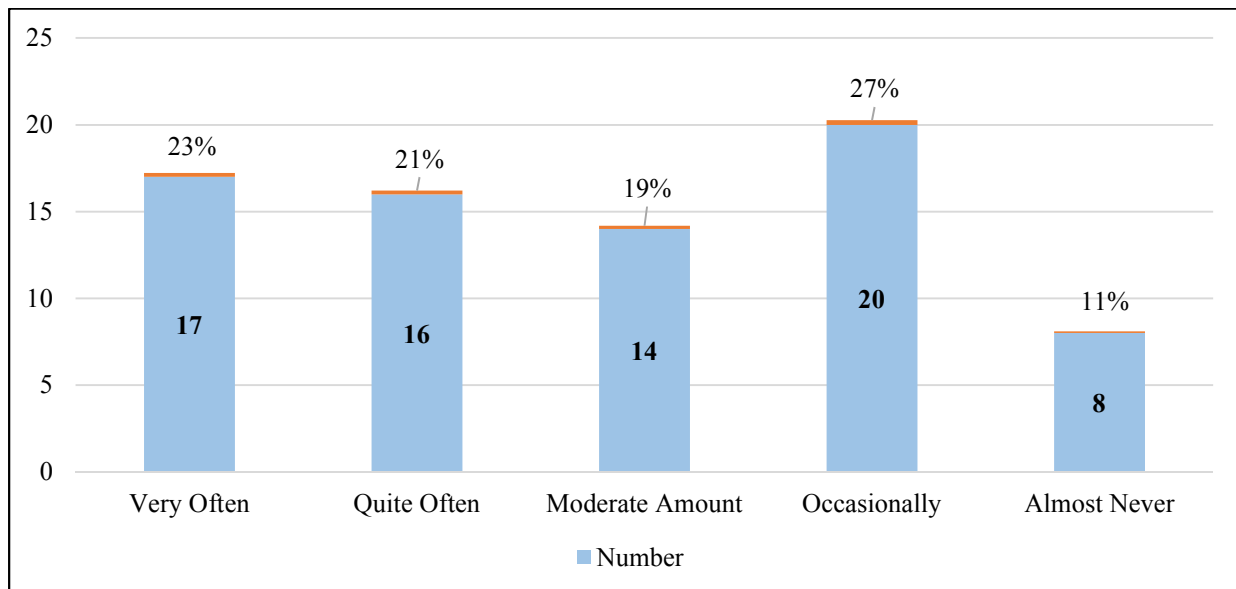


Item 8: Further Education or Training

Seventy-five respondents answered the eighth item of the Career Engagement Scale regarding the degree to which they voluntarily engaged in participating in further education, training, or other events to support their career within the past six months (see Figure 8). Among the 75 respondents, 33 (44%) respondents reported they “very often” or “often” voluntarily participated in further education, training or other events to support their career within the past six months, 14 (19%) respondents reported they “moderately” participated in further education, training, or other events to support their career within the past six months, 20 (27%) reported “occasionally,” and 8 (11%) respondents reported “almost never” participating in further education, training, or other events to support your career within the past six months.

Figure 8

Career Engagement Scale - Further Education or Training Item 8 (N = 75)

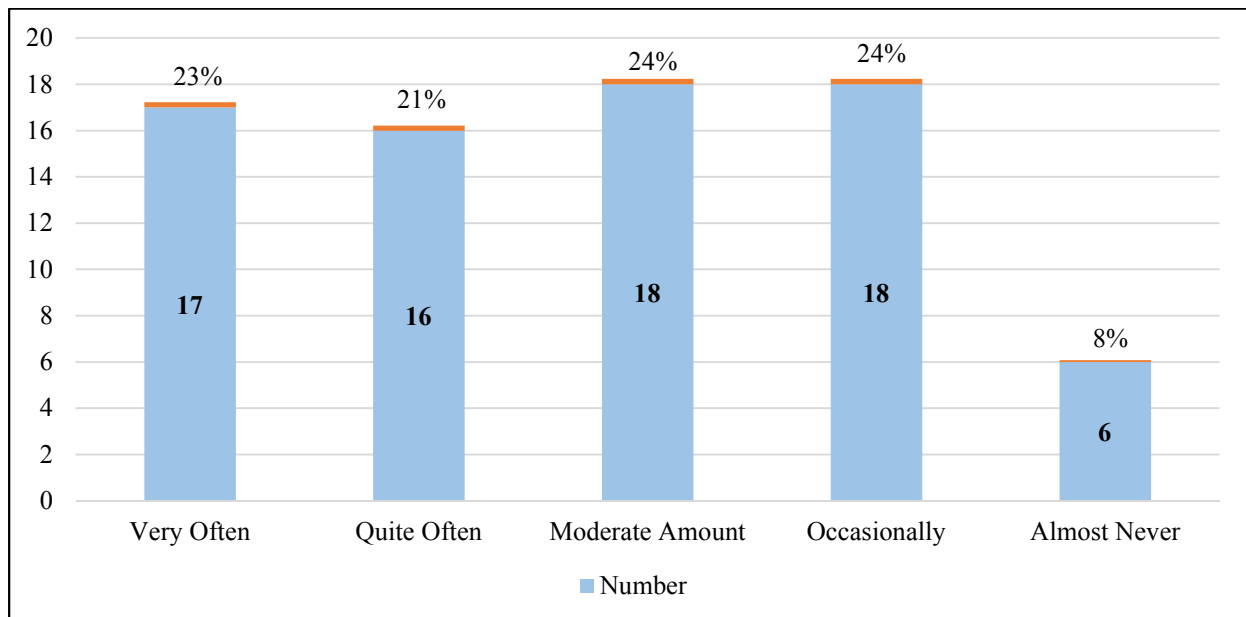


Item 9: Professional Duties

Seventy-five respondents answered the ninth item of the Career Engagement Scale regarding the degree to which they engaged in assuming duties or positions that will help them progress professionally within the past six months (see Figure 9). Among the 75 respondents, 33 (44%) respondents reported they “very often” or “often” assumed duties or positions that would help them progress professionally within the past six months, 18 (24%) respondents reported they “moderately” assumed duties or positions that would help them progress professionally within the past six months, 18 (24%) respondents reported “occasionally,” and 6 (8%) respondents reported they “almost never” assumed duties or positions that would help them progress professionally within past six months.

Figure 9

Career Engagement Scale – Positioning Behavior Item 9 (N = 75)



Career Engagement Composite Results

To determine the overall career engagement level of each respondent, a composite score was developed for the Career Engagement Scale (see Table 5). The Career Engagement Scale included nine items. Each item was worth between 1 to 5 points based on the response range. The highest engagement score possible was 45 (9 items scored at 5 points each) and the lowest score was nine (9 items scored at 1 point each). Of the 75 respondents, 26 (35%) scored between 37–45 points indicating they engaged in proactive career behaviors “very often,” 33 (44%) respondents scored between 28–36 points indicating they engage in proactive career behaviors “quite often,” 14 (19%) respondents scored between 19–27 points indicating they engage in proactive career behaviors a “moderate” amount of time, and 2 (3%) respondents scored between 10–18 points indicating they engage in proactive career behaviors “occasionally.” None of the respondents scored lower than 10.

Table 5

Career Engagement Scale Responses (N = 75)

CES Interval Variable	Composite Score	Respondents
Quit Often	5	33 (44%)
Very Often	4	26 (35%)
Moderate Amount	3	14 (17%)
Occasionally	2	2 (3%)
Almost Never	1	0 (0%)

Satisfaction with Career Services

In addition to the survey items regarding career engagement, respondents identified how satisfied they were with their experience in the Career and Internship Center at the University of Baltimore. The first question asked respondents to rate their overall satisfaction with their career coaching session. A Likert scale was used to measure the respondents' satisfaction with response options, including very satisfied, satisfied, neutral, dissatisfied, and very dissatisfied. A total of 75 students reported their satisfaction levels. Among the 75 respondents, 61 (81%) respondents reported they were "very satisfied" with their coaching experience, 10 (13%) respondents reported they were "satisfied" with their coaching experience, and 4 (5%) reported they were "neither satisfied" nor "dissatisfied" with their coaching experience.

The second question asked respondents to rate their perceived impact the career coaching experience had on their career readiness. A Likert scale was used to measure the respondents' perception with response options, including very satisfied, satisfies, neither satisfied nor dissatisfied, dissatisfied, and very dissatisfied. A total of 75 students reported their perception regarding the impact on career readiness. Of the 75 respondents, 53 (71%) "strongly agreed" their coaching experience helped increase their career readiness, 16 (21%) "agreed" their coaching experience helped increase their career readiness, and 6 (8%) respondents reported "no opinion" for the impact of their coaching experience on their career readiness.

The third question asked respondents to rate the impact their career coaching experience had on their career goal attainment. A Likert scale was used to measure respondents' perception of impact on their career goal attainment with response options, including strongly agree, agree, no opinion, disagree, and strongly disagree. A total of 75 students reported their satisfaction levels. Of the 75 respondents, 42 (56%) "strongly agreed" their coaching experience helped them

attain their career goals, 23 (31%) “agreed” their coaching experience helped them attain their career goals, 8 (11%) respondents reported they have “no opinion” if their coaching experience helped them attain their career goals, and 2 (3%) respondents “disagreed” their coaching experience helped them attain their career goals.

Data Analysis of Research Questions

The purpose of the study was to explore two unknown areas in career services - student perceptions of the impact of career interventions and proactive career engagement has on satisfaction with career services. The problem statement is two-fold: (1) it is unknown what proactive career behaviors motivate college students to engage in career interventions administered by college career centers and (2) it is unknown what students who display proactive career behaviors perceive about the impact services rendered have on their career readiness and/or career goal attainment.

Research Question #1

What are the perceived outcomes(s) of engaging in career interventions administered by college career centers in relation to career readiness and career goal attainment?

Overwhelmingly, students at the University of Baltimore who visited the Career and Internship Center in the fall of 2021 reported they perceived that participating in a career coaching session impacted their career readiness and their career goal attainment. Specifically, 92% of respondents “strongly agreed” (53) or “agreed” (16) that their coaching experience helped increase their career readiness, and 87% of respondents, “strongly agreed” or “agreed” that their coaching experience helped them attain their career goals. As a result, the study successfully accomplished one part of its intended purpose – to ascertain engaged students’

perceived outcomes associated with career services, specifically in regards to career readiness and career goal attainment.

Research Question #2

Are there differences in perceived outcomes based on the degree of proactive career engagement?

To answer this research question, a Pearson's correlation coefficient was used to determine if a statistically significant relationship existed between respondents' Career Engagement Score (CES) and reported satisfaction scores. Specifically, three sets of Pearson correlation coefficients were processed using a p -value of .05 for the level of significance. First, an understanding of the relationship between respondents' CES and overall reported satisfaction with their career coaching appointment was explored. Results showed that students' CES score and career coaching appointment satisfaction rating did not have a statistically significant relationship ($p = .601$). Second, an understanding of the relationship between respondents' CES and perceived impact on career readiness was explored. The relationship between respondents' CES score and perceived impact of the selected career intervention on their career readiness was not statistically significant ($p = .612$). Third, an understanding of the relationship between respondents' CES and perceived impact the requested career intervention had on career goal attainment was investigated. The relationship between respondents' CES score and perceived impact on career goal attainment was not statistically significant ($p = .650$). Table 6 summarizes the significance results for career satisfaction, career readiness, and career goal attainment in relation to satisfaction with career services.

Table 6*Satisfaction Correlated with Outcomes*

N	CES Mean	Pearson's R		
		Significance: Satisfaction	Significance: Career Readiness	Significance: Career Goals
75	18.8	.601	.612	.650

To determine if a relationship existed between CES and satisfaction, career readiness, and career goal attainment respondents' CES was categorized by degree of engagement using Very Often (37–45), Quite Often (28–36), Moderate Amount (19–27), Occasionally (10–18), and Almost Never (9). CES scores for respondents all fell within the Very Often (26), Quite Often (33), Moderate Amount (14), and Occasionally (2) of career engagement. No respondents had a CES score in the Almost Never degree of career engagement.

Next, a Pearson's correlation coefficient was calculated for each CES score variable to determine if a relationship exists between career engagement and overall satisfaction with career services, career readiness, and career goal attainment. For the Very Often (26) score, a Pearson's correlation could not be computed because the ratings for satisfaction, career readiness, and career goal attainment were all constant. That is, all students who engage in proactive career behaviors "very often," scored "strongly agree" for satisfaction with their coaching appointment, perceived impact on career readiness, and perceived impact on career goal attainment. Therefore, no variance in the data was found.

For the "quite often" variable, a Pearson's correlation coefficient was calculated to determine if a relationship existed between respondents who engage in proactive career behaviors quite often and overall satisfaction with career services. Concerning students'

satisfaction with their career coaching appointment, a Pearson's correlation could not be computed because all the respondents "strongly agreed" that they were satisfied with their experience. However, a Pearson's correlation was calculated for respondents' perceptions of career services impact on their career readiness and career goal attainment. Respondents' perception that career coaching had an impact on their career readiness was not found to have a significant relationship ($p = .920$). However, respondents' perception that career coaching had an impact on their career readiness was found to have a significant relationship ($p = .034$).

Lastly, for the "moderate amount" variable, a Pearson's correlation coefficient was calculated determine if a relationship existed between respondents who "moderately" engage in proactive career behaviors. There was no significant relationship at $p < .05$ for each measure: satisfaction with career services ($p = .808$), perceived impact on career readiness ($p = .807$), and perceived impact on career goal attainment ($p = .598$).

Despite the discovery of a significant relationship between the "quite often" CES score and perceived career goal attainment, the answer to research question #2 is inconclusive as the data was non-computable for four of the data sets, and four data sets were found to be insignificant based on a p value of .05. Table 7 highlights students' career engagement scores in relation to their perceptions of the impact engaging in career interventions had on their career readiness, career goal attainment, and satisfaction.

Table 7*Career Engagement and Outcomes Correlations*

	N	Pearson Correlation	Sig (2-tailed)
Very Often			
Career Readiness	75	N/A	N/A
Career Goals	75	N/A	N/A
Satisfaction with Career Coaching	75	N/A	N/A
Quite Often			
Career Readiness	75	-.018	.920
Career Goals	75	.371	.034*
Satisfaction with Career Coaching	75	N/A	N/A
Moderate Amount			
Career Readiness	75	.072	.807
Career Goals	75	-.155	.598
Satisfaction with Career Coaching	75	.072	.808

Note. All correlations level of significance $p > .05$.

Summary

This chapter presented the results of this study on proactive career engagement and career outcomes. The analysis focused on 75 respondents who utilized the career coaching services at the CIC at the University of Baltimore in the fall of 2021. The results included a review of the respondent demographics and an overview of scores related to the Career Engagement Scale and satisfaction with career services. In addition, the two research questions were addressed with findings supporting students' perceptions that career service interventions have an impact on their career readiness and career goal attainment. The study was unable to demonstrate a

significant relationship between proactive career engagement behaviors and satisfaction with interventions administered by college career centers. The next chapter explores these findings including implications and recommendations.

Chapter 5

Discussion, Implications, and Recommendations

Introduction

This study sought to explore the impact of proactive career behaviors on career readiness, career goal attainment, and satisfaction with career services. The purpose was to understand two unknowns, including: (1) what proactive career behaviors motivate college students to engage in career interventions administered by college career centers; and (2) what students who displayed proactive career behaviors perceived about the impact of services rendered had on their career readiness and/or career goal attainment. Two research questions guided this study: (1) what are the perceived outcome(s) of engaging in career interventions administered by college career centers in relation to career readiness and career goal attainment, and (2) are there differences in perceived outcomes based on the degree of proactive career engagement?

Findings and Discussion

Since the economic downturn of 2008, consumers have requested greater transparency about outcomes from higher education institutions. One outcome of particular interest is the career-related benefits associated with obtaining an academic diploma. As a result, many intuitions of higher education look to college career centers to ensure students are career-ready and can achieve their career goals post-graduation, such as gainful employment. Despite their historical position of an opt-in service engaged by students displaying proactive career behaviors, career centers have tried to enhance services and produce outcome data to demonstrate the impact on students' career readiness and career goal attainment. Nevertheless, research is limited concerning identifying variables that impact a student's career readiness and career goal attainment. As a result, this study focused on the perceptions of students who engage

in interventions delivered by college career centers and how those interventions impact their career readiness and career goal attainment.

The findings demonstrated that students at the University of Baltimore who engaged in career services in the fall of 2021 are satisfied with the services delivered by the Career and Internship Center. Regardless of services rendered, 94% reported being “very satisfied” or “satisfied” with their career coaching experience. None of the respondents reported being unsatisfied with their career coaching experience.

In addition to satisfaction with services rendered, students reported that their career coaching experience impacted their career readiness. There are a variety of definitions for career readiness throughout the literature. The University of Baltimore adopted the definition promoted by the National Association of Colleges Employers (2021a), which defines career readiness as the demonstration of eight competencies: career and self-development, communication, critical thinking, equity and inclusion, leadership, professionalism, teamwork, and technology. It is unknown if students define career readiness in the same manner. Nevertheless, 92% of respondents perceived that their participation in career coaching impacted their career readiness. As a result, students were satisfied with their coaching experience; they viewed their experience as assisting with their career development.

In addition to career readiness and satisfaction, students reported that their coaching experience impacted their career goal attainment. Student success literature demonstrates that goal-setting styles have an impact on motivation behaviors. It is unknown what the specific goals were for each coaching session aside from the requested service. Nevertheless, 92% of students reported that their coaching experience impacted their ability to attain their career goals. As a

result, students reported satisfaction with their coaching experience and perceived that engaging in career services impacted their career readiness and career goal attainment.

Students ($N = 75$) who engaged in a career intervention at the Career and Internship Center during the fall 2021 term at the University of Baltimore reported high proactive career engagement behavior levels as measured by the Career Engagement Scale (CES). The CES is a nine-item survey used to determine how respondents were engaged in their own career development. A composite score for all 75 participants' responses was determined using the Likert scale associated with the nine items. Notably, 79% of respondents reported engaging in proactive career behaviors "very often" and "often," 19% of respondents indicated "moderately" engaging in proactive career behaviors, and 3% indicated "occasionally" engaging in proactive career behaviors. It appears the students who received coaching services at the University of Baltimore in the fall of 2021 and participated in this study are career-minded and engage in a degree of proactive career behaviors, including career planning, career exploration, networking, and vocational identity and clarity activities (Hirschi et al., 2014). The degree to which students engaged in internal and exploratory related proactive career behaviors was higher than behaviors that require external focus or interpersonal interactions. CES questions 1 to 6 each had an overall mean score of four, indicating students engaged in behaviors, such as career planning, self-exploration, industry exploration, and market research often. Whereas CES questions 7 to 9 had a mean score of three and were reflective of behaviors involving building social capital, such as networking, attending career events and training, and positioning behavior.

Lastly, the study sought to determine if a relationship existed between a high degree of proactive career engagement and satisfaction with career services, including perceptions regarding career readiness and career goal attainment. A Pearson's correlation coefficient

calculation compared respondents' CES scores with their scores on satisfaction, career readiness, and career goal attainment. The results indicated no relationship existed between career intervention outcomes – satisfaction, career readiness, and career goal attainment –related to the degree of proactive career engagement. Students at the University of Baltimore reported being highly engaged in proactive career behaviors and highly satisfied with the services rendered at the Career and Internship Center. Moreover, students viewed the services as having impacted their career readiness and career goal attainment regardless of their CES score.

Limitations

The study has a few notable limitations. First, the intended collection of 100 to 200 surveys was not attained even though the Career and Internship Center (CIC) had 490 appointment requests for the fall of 2021. A possible cause is that the participation window coincided with the Thanksgiving holiday break reducing the number of days available for students to schedule appointments with the Career and Internship Center staff. In addition, of the 229 appointments that took place during the study, only 181 were one-on-one coaching sessions. Nearly 50 documented appointments took place over email or other alternative interaction modes, such as virtual mock interviews.

Another limitation is the students' demographics found at the University of Baltimore, which must be considered when applying the results to other institutions with different student body compositions. The average age of students at the University of Baltimore is 30 at the undergraduate level and 34 at the graduate level. In addition, the University of Baltimore is a commuter institution that does not offer residential living and is designated as an urban institution. Finally, the University of Baltimore is designated as a minority-serving institution by the U.S. Department of Education. Inasmuch, the unique make-up of the student body could be

reflected in the high degree of proactive career engagement revealed in the study and might not be comparable to younger students or students attending residential campuses.

The last limitation is that career readiness and career goal attainment are concepts defined by the researcher but remain undefined by respondents. It is unknown if students' definition of career readiness is comparable to the definition adopted by the University of Baltimore's Career and Internship Center. In addition, it is unknown what specific career goals students perceive the career coaching interventions helped them attain. Though assumptions can be made based on the type of career coaching service requested, the study does not provide insight into how students defined career readiness or what goals career services helped them attain.

Reflection and Industry Expert Presentation

The results of this study were shared with an expert panel on February 9, 2022, via Zoom. In attendance were professionals from the Career and Internship Center at the University of Baltimore, the Career Development Center at Bowie State University, and the Center for Academic Programs Assessment at Bowie State University. In total, nine professionals attended the sixty-minute presentation. The presentation focused on the purpose of this study, research approach, and results. The participants provided feedback centered around the study's results. First, the expert professionals thought the concept of career engagement was compelling and noteworthy to share with higher education executives who pressure career centers to ensure students are career-ready but do not view career development as a process. Second, the expert professionals thought an investigation of the career engagement behaviors displayed by students who do not engage in career services interventions should be explored further. Lastly, the panel expressed an interest in conducting the same study with a larger group of respondents.

Recommendations

There are several recommendations suggested for future exploration based on the results of this study. Recommendations are listed below and separated by career development research and areas of further exploration specific to the University of Baltimore.

1. Findings in the study are limited by the number of respondents included ($N = 75$).

The recommendation is to replicate this study using a larger sample pool that would allow for variations in responses, increasing the likelihood of calculating all of the desired correlations to answer the second research question. A larger respondent pool could be obtained by lengthening the data collection period or opening the survey to students at other institutions.

2. It is a positive outcome to unveil students' perceptions that career center interventions impact their career readiness and career goal attainment. Further research could determine how students define career readiness and what perceived goals were impacted.
3. Students at the University of Baltimore scored lower in the Career Engagement Scale domains associated with external proactive career behaviors relevant to building social capital. Therefore, the recommendation is to conduct a qualitative study to explore why students do not engage in these specific behaviors and determine what interventions might aid students in building social capital.
4. This study focused on students who displayed motivation by engaging in career services. The recommendation is to conduct future research on students who do not engage in the Career and Internship Center services to see if their Career Engagement

Scale results are similar. The research results could provide insight into why some students opt to engage in career services and others do not.

Conclusion

The recession of 2008 put a spotlight on college outcomes, especially regarding career readiness and goal attainment. College career centers are tasked with ensuring that students are career-ready and attain gainful employment after graduation. However, assessing outcomes related to career development interventions administered by college career centers is difficult because the literature uses a myriad of terms to describe the phenomena of career development, career planning is interconnected with a plethora of concepts, and it is impossible to narrow down what variables impacted students' career outcomes.

This study sought to add to the literature by investigating the impact of students' proactive career engagement behavior on career readiness and career goal attainment. Using a sample of the student body at the University of Baltimore, participants participated in a two-part survey, including the Career Engagement Scale, to gauge their perceptions about satisfaction with career services and the perceived impact that services rendered had on their career outcomes. Moreover, the study sought to uncover if a relationship existed between proactive career behavior and satisfaction with career services utilization.

The results of the study were mixed. First, the findings showed that students perceive that engaging in career coaching services impacted their career readiness and career goal attainment. Second, the study used a Pearson's coefficient correlation to determine if a relationship existed between satisfaction with career services rendered and proactive career behavior. The results were inconclusive due to the overwhelming satisfactory responses participants reported. The findings also uncovered the types of proactive behaviors students engaged in, such as career

planning, self-exploration, and occupational research, versus external behaviors such as networking.

References

- Ahrens, A. M., & Boatwright, M. A. (1997, October-November). Satisfaction with career planning and job placement services at two-year public colleges. *Community College Journal of Research and Practice*, 21(7), 617–626.
<https://doi.org/10.1080/1066892970210701>
- American Association of State Colleges and Universities (AASCU). (2021). *Student success*.
<https://aascu.org/AcademicAffairs/StudentSuccess/>
- Antoniou, E. (2010). Career planning process and its role in human resource development. *Annals of the University of Petroșani, Economics*, 10(2), 13–22.
<https://www.upet.ro/annals/economics/pdf/2010/20100202.pdf>
- Association of American Colleges and Universities. (2020, August). *An introduction to LEAP: Liberal education and America's promise, excellence for everyone as a nation goes to college*.
https://d31kydh6n6r5j5.cloudfront.net/uploads/sites/527/2020/08/Introduction_to_LEAP.pdf
- Bakhshi, H., Downing, J. M., Osborne, M. A., & Schneider, P. (2017). *The future of skills: Employment in 2030*. Pearson and Nesta.
<https://futureskills.pearson.com/research/assets/pdfs/technical-report.pdf>
- Baruch, Y., & Lavi-Steiner, O. (2015, June 8). The career impact of management education from an average-ranked university: Human capital perspective. *Career Development International*, 20(3), 218–237. <https://doi.org/10.1108/CDI-08-2014-0117>

- Bayraktaroglu, S., & Cickusic, E. (2014, December). Impact of training and development on employee's performance in Bosnia and Herzegovina. *Russian Federation European Researcher*, 89(12-2), 2125–2132. <https://doi.10.13187/er.2014.89.2125>
- Brown, D. J., Cober, R. T., Kane, K., Levy, P. E., & Shalhoop, J. (2006, May). Proactive personality and the successful job search: A field investigation with college graduates. *Journal of Applied Psychology*, 91(3), 717–726. <https://doi.org/10.1037/0021-9010.91.3.717>
- Burning Glass Technologies & Strada Institute for Future of Work. (2018, May). *The permanent detour: Underemployment's long-term effects on the careers of college grads*. http://www.burning-glass.com/wp-content/uploads/permanent_detour_underemployment_report.pdf
- Burton, J. D. (1995, Nov. 2–5). *The Harvard tutors: The beginning of an academic profession* [Paper presentation]. Paper presented at the 20th Annual Meeting of the Association for the Study of Higher Education, Orlando, FL, United States. <https://files.eric.ed.gov/fulltext/ED391401.pdf>
- Career and Internship Center. (2020, Fall). *End of semester report*. The University of Baltimore. <https://www.ubalt.edu/campus-life/career-center/about-us/EOS%20Fall%202020.pdf>
- Career Education Incentive Act of 1977, Pub. L. No. 95-207, 91 Stat. 1464, 20 U.S.C. 2601 *et seq.* (December 13, 1977). <https://uscode.house.gov/statutes/pl/95/207.pdf>
- Carnevale, A. P., Garcia, T. I., & Gulish, A. (2017). *Career pathways: Five ways to connect college and careers*. Georgetown University, Center on Education and the Workforce. <https://cew.georgetown.edu/cew-reports/careerpathways/>

- Chamorro-Premuzic, T., Arteche, A., Bremner, A. J., Greven, C., & Furnham, A. (2010, February 22). Soft skills in higher education: Importance and improvement ratings as a function of individual differences and academic performance. *Educational Psychology*, 30(2), 221–241. <https://doi.org/10.1080/01443410903560278>
- Chan, A., Derry, T., & Wake Forest University. (2013, May). *A roadmap for transforming the college-to-career experience* (A Crowdsourced Paper). <https://prod.wp.cdn.aws.wfu.edu/sites/74/2013/05/A-Roadmap-for-Transforming-The-College-to-Career-Experience.pdf>
- Clements, A. J., & Kamau, C. (2018, January). Understanding students' motivation towards proactive career behaviors through goal-setting theory and the job demands: Resources model. *Studies in Higher Education*, 43(12), 2279 – 2293. <https://doi.org/10.1080/03075079.2017.1326022>
- College Board. (2022). *About us: We're the College Board*. <https://about.collegeboard.org/>
- Collingridge, D. (2014). *Validating a questionnaire*. Method Space: Sage. <https://www.methodspace.com/validating-a-questionnaire/>
- Council for the Advancement of Standards in Higher Education. (2019). *CAS Standards: Career services*. <https://www.cas.edu/standards>
- Cox, D. W., Bjornsen, A. L., Krieshok, T. S., & Liu, Y. (2016, June). Occupational engagement and academic major satisfaction: Vocational identity's mediating role. *Career Development Quarterly*, 64(2), 169–180. <https://doi.org/10.1002/cdq.12049>
- Creed, P. A., Kjoelaas, S., & Hood, M. (2016). Testing goal-orientation model of antecedents to career calling. *Journal of Career Development*, 43(5), 398–412. <https://doi.org/10.1177/0894845315603822>

- Creswell, J. W. (2020). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Daniels, J., & Brooker, J. (2014, January). Student identity development in higher education: Implications for graduate attributes and work-readiness. *Educational Research*, 56(1), 65–76. <https://doi.org/10.1080/00131881.2013.874157>
- de Janasz, S. C., & Forret, M. L. (2008, October). Learning the art of networking: A critical skill for enhancing social capital and career success. *Journal of Management Education*, 32(5), 629–650. <https://doi.org/10.1177/1052562907307637>
- Dey, F., & Cruzvergara, C. Y. (2014, December). Evolution of career services in higher education. *New Directions for Student Services*, 2014(148), 5–18. <https://doi.org/10.1002/ss.20105>
- Donald, W. E., Baruch, Y., & Ashleigh, M. (2019, October). The undergraduate self-perception of employability: Human capital, careers advice, and career ownership. *Studies in Higher Education*, 44(4), 599–614. <https://doi.org/10.1080/03075079.2017.1387107>
- Elliott, A. J., & Harackiewicz (1994, May). Goal setting, achievement orientation, and intrinsic motivation: A mediational analysis. *Journal of Personality and Social Psychology*, 66(5), 968–980. <https://doi.org/10.1037//0022-3514.66.5.968>
- Fouad, N. A., Guillen, A., Harris-Hodge, E., Henry, C., Novakovic, A., Terry, S., & Kantamneni, N. (2006, November). Need, awareness, and use of career services for college students. *Journal of Career Assessment*, 14(4), 407–420. <https://doi.org/10.1177/1069072706288928>
- Garis, J. (2014, Winter). Value added career services: Creating college/university-wide systems. *New Directions for Career Services*, 2014(148), 19–34. <https://doi.org/10.1002/ss.20106>

- Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). *Educational research: Competencies for analysis and applications* (10th ed.). Pearson.
- Gould, E., Mokhiber, Z., & Wolfe, J. (2019, May 14). *Class of 2019: College edition*. Economic Policy Institute. <https://files.epi.org/pdf/167037.pdf>
- Harris, C. R., & King, S. B. (2015, January). Rural Mississippi community college students' perceptions of employability skills. *Community College Journal of Research and Practice*, 39(4), 383–386. <https://doi.org/10.1080/10668926.2014.981888>
- Hart Research Associates. (2018, July). *Fulfilling the American dream: Liberal education and the future of work*. Association of American Colleges and Universities. <https://www.aacu.org/sites/default/files/files/LEAP/2018EmployerResearchReport.pdf>
- Hentschke, G. C., & Parry, S. C. (2014, May 7). Innovation in times of regulatory uncertainty: Responses to the threat of “gainful employment”. *Innovative Higher Education*, 40(2), 97–109. <https://doi.org/10.1007/s10755-014-9298-z>
- Hilbrecht, M., Smale, B., & Mock, S. E. (2017, August 2). The relationship between perceived underemployment and wellbeing: Evidence from mid-size Canadian cities. *Applied Research in Quality of Life*, 12(1), 607–631. <https://doi.org/10.1007/s11482-016-9479-2>
- Hirschi, A. (2013, December 14). Hope as a resource for self-directed career management: Investigating mediating effects on proactive career behaviors and life and job satisfaction. *Journal of Happiness Studies*, 15(6), 1495–1512. <https://doi.org/10.1007/s10902-013-9488-x>
- Hirschi, A., & Freund, P. A. (2014, March). Career engagement: Investigating intraindividual predictors of weekly fluctuations in proactive career behaviors. *Career Development Quarterly*, 62(1), 5–20. <https://doi.org/10.1002/j.2161-0045.2014.00066.x>

- Hirschi, A., Freund, P. A., & Herrmann, A. (2014, November). The career engagement scale: Development and validation of a measure of proactive career behaviors. *Journal of Career Assessment*, 22(4), 575–594. <https://doi.org/10.1177/1069072713514813>
- Hirschi, A., & Jaensch, V. K. (2015, April). Narcissism and career success: Occupational self-efficacy and career engagement as mediators. *Personality and Individual Differences*, 77(1), 205–208. <https://doi.org/10.1016/j.paid.2015.01.002>
- Hirschi, A., Lee, B., Porfeli, E. J., & Vondracek, F. W. (2013, August). Proactive motivation and engagement in career behaviors: Investigating direct, mediated, and moderated effects. *Journal of Vocational Behavior*, 83(1), 31–40. <https://doi.org/10.1016/j.jvb.2013.02.003>
- Holden, L., & Biddle, J. (2017, December). The introduction of human capital theory into education policy in the United States. *History of Political Economy*, 49(4), 537–574. <https://doi.org/10.1215/00182702-4296305>
- Hoyt, J. E. (2021, January). Student connections: The critical role of student affairs and academic support services in retention efforts. *Journal of College Student Retention: Research, Theory & Practice*. Advance online publication. <https://doi.org/10.1177/1521025121991502>
- Hoyt, K. B. (2005). *Career education: History and future*. National Career Development Association.
- Hsieh, H.-H., & Huang, J.-T. (2014, March). The effects of socioeconomic status and proactive personality on career decision self-efficacy. *Career Development Quarterly*, 62(1), 29–43. <https://doi.org/10.1002/j.2161-0045.2014.00068.x>

- Hsieh, P., Sullivan, J. R., & Guerra, N. S. (2007, May). A closer look at college students: Self-efficacy and goal orientation. *Journal of Advanced Academics*, 18(3), 454–476.
<https://doi.org/10.4219/jaa-2007-500>
- Jackson, D., & Tomlinson, M. (2019, October). Career values and proactive career behaviour among contemporary higher education students. *Journal of Education and Work*, 32(5), 449–464. <https://doi.org/10.1080/13639080.2019.1679730>
- Kim, B., Jang, S. H., Jung, S. H., Lee, B. H., Puig, A., & Lee, S. M. (2014, March). A moderated mediation model of planned happenstance skills, career engagement, career decision self-efficacy, and career decision certainty. *Career Development Quarterly*, 62(1), 56–69.
<https://doi.org/10.1002/j.2161-0045.2014.00070.x>
- Koc, E. W. (2014). Factors associated with job search success. *NACE Journal*, LXXV (2), 14–20.
- LaPointe, K. (2010, August). Narrating career, positioning identity: Career identity as a narrative practice. *Journal of Vocational Behavior*, 77(1), 1–9.
<https://doi.org/10.1016/j.jvb.2010.04.003>
- Levitz, N. (2018). *2018 national freshman motivation to complete college report*. Ru□alo Noel Levitz. <https://files.eric.ed.gov/fulltext/ED606639.pdf>
- Locke, E. A., & Latham, G. P. (2006, October). New directions in goal-setting theory. *Current Directions in Psychological Science*, 15(5), 265–268. <https://doi.org/10.1111/j.1467-8721.2006.00449.x>
- Logue, C. T., Zins, B. M., Flynn, S. M., & Dewhurst, C. J. (2019, June 17). Career exploration at an Appalachian University: Effectiveness and pre-existing resources. *Journal of the Scholarship of Teaching and Learning*, 19(3), 65–78.
<https://doi.org/10.14434/josotl.v19i2.23921>

- Lumina Foundation. (2014, April). *A stronger nation through higher education* (Annual Report).
Lumina Foundation for Education. <https://www.luminafoundation.org/files/resources/a-stronger-nation-through-higher-education-2014.pdf>
- Lumina Foundation. (2022). *About building a new system of learning and success*. Lumina Foundation. <https://www.luminafoundation.org/about/>
- Maheshwari, V. K. (2017, September 3). *Sampling techniques in quantitative research* [Online article]. <http://www.vkmaheshwari.com/WP/?p=2455>
- Maryland Career Consortium, (2021). *Welcome to MCC*.
<https://www.marylandcareerconsortium.org/>
- Mathias, G. R., III. (2019). *Differences in career engagement scores among Mid-Atlantic high school seniors within career readiness programs of study* (Publication No. 2138) [Doctoral dissertation]. Liberty University. Doctoral Dissertations and Projects, 2138.
<https://digitalcommons.liberty.edu/doctoral/2138>
- Melguizo, T., Martorell, P., Swanson, E., Chi, W. E., Park, E., & Kezar, A. (2021, June). Expanding student success: The impact of a comprehensive college transition program on psychosocial outcomes. *Journal of Research on Educational Effectiveness*, 14(4), 835–860. <https://doi.org/10.1080/19345747.2021.1917029>
- Melguizo, T., Zamarro, G., Velasco, T., & Sanchez, F. J. (2017). The methodological challenges of measuring student learning, degree attainment, and early labor market outcomes in higher education. *Journal of Research on Educational Effectiveness*, 10(2), 424–448, <https://doi.org/10.1080/19345747.2016.1238985>
- Miller, A. L., Rocconi, L. M., & Dumford, A. D. (2018, March). Focus on the finish line: Does high-impact practice participation influence career plans and early job attainment?

- Higher Education: The International Journal of Higher Education Research*, 75(3), 489–506. <https://doi.org/10.1007/s10734-017-0151-z>
- Moore, T., & Morton, J. (2017, July). The myth of job readiness? Written communication, employability, and the ‘skills gap’ in higher education. *Studies in Higher Education*, 42(3), 591–609. <https://doi.org/10.1080/03075079.2015.1067602>
- Mourshed, M., Farrell, D., & Barton, D. (2013, January 1). *Education to employment: Designing a system that works*. McKinsey and Company.
<https://www.mckinsey.com/industries/public-and-social-sector/our-insights/education-to-employment-designing-a-system-that-works#>
- National Association of Colleges and Employers (NACE). (2019, July). *Professional standards for college & university career services* (6th ed., Original work published 2006).
<https://www.nacweb.org/uploadedfiles/files/2020/publication/2019-nace-professional-standards-for-college-and-university-career-services.pdf>
- National Association of Colleges and Employers (NACE). (2021, March). *What is career readiness? Career readiness: Competencies for a career ready workforce* (Definitions, 3rd ed., Original work published 2015). <https://www.nacweb.org/career-readiness/competencies/career-readiness-defined/>
- National Association of Colleges and Employers (NACE). (2022). *What is NACE? About our association*. <https://www.nacweb.org/about-us/>
- National Leadership Council for Liberal Education, & America’s Promise (2007). *College learning for the new global century: A report from the National Leadership Council for Liberal Education and America’s Promise*. Association of American Colleges and Universities. <https://files.eric.ed.gov/fulltext/ED495004.pdf>

- Nersesian, P. V., Starbird, L. E., Wilson, D. M., Marea, C. X., Uveges, M. K., Choi, S. S. W., Szanton, S. L., & Cajita, M. I. (2019, September-October). Mentoring in research-focused doctoral nursing programs, desired careers, and student perceptions of career readiness in the United States. *Journal of Professional Nursing*, 35(5), 358–364, <https://doi.org/10.1016/j.profnurs.2019.04.005>
- Nilforooshan, P., & Salimi, S. (2016, June). Career adaptability as a mediator between personality and career engagement. *Journal of Vocational Behavior*, 94, 1–10. <https://doi.org/10.1016/j.jvb.2016.02.010>
- Parker, S. K., Bindl, U. K., & Strauss, K. (2010, July). Making things happen: A model of proactive motivation. *Journal of Management*, 36(4), 827–856. <https://doi.org/10.1177/0149206310363732>
- Pope, M. (2000, March). A brief history of career counseling in the United States. *Career Development Quarterly*, 48(3), 194–211. <https://doi.org/10.1002/j.2161-0045.2000.tb00286.x>
- Powers, K., & MacPherson, D. (2016, September). Leading gainful employment metric reporting. *New Directions for Institutional Research*, 2016(169), 73–86. <https://doi.org/10.1002/ir.20171>
- Rahim, N. B. (2020, January-April). The interaction between protean career orientation, career goal development and well-being outcomes: Evidence from professional engineers. *Gadjah Mada International Journal of Business*, 22(1), 24–48. <https://doi.org/10.22146/gamaijb.44343>

- Rayman, J. R. (1999, December). Career services imperatives for the next millennium. *Career Development Quarterly*, 48(2), 175–184. <https://doi.org/10.1002/j.2161-0045.1999.tb00283.x>
- Ratcliffe, S. (2015). Building relevancy and influence: A game changer for career services. *NACE Journal*, LXXV (4), 23–29. <https://www.nacweb.org/tag/organizational-structure/>
- Remler, D. K., & Van Ryzin, G. G. (2015). *Research methods in practice: Strategies for description and causation* (2nd ed.). SAGE Publication.
- Robinson, J. S. (2006, Spring). *Graduates' and employers' perceptions of entry-level employability skills needed by agriculture, food and natural resources graduates* (Unpublished doctoral dissertation). University of Missouri-Columbia, Columbia, MO. <https://doi.org/10.32469/10355/4328>
- Rosemond, M. M., & Owens, D. (2018, Summer). Exploring career development in emerging adult collegians. *Education*, 138(4), 337–351. <https://eric.ed.gov/?id=EJ1180198>
- Salkind, N. J. (2010). *Encyclopedia of research design* (Vol. 1). SAGE Publications. <https://doi.org/10.4135/9781412961288>
- Salvador, R., & Teckchandani, A. (2020, June). Incorporating career exploration into an introductory organizational behavior course. *Management Teaching Review*, 5(2), 172–195 <https://doi.10.1177/2379298119830278>
- Sampson, J. P., Jr., McClain, M.-C., Musch, E., & Reardon, R. C. (2013, June). Variables affecting readiness to benefit from career interventions. *Career Development Quarterly*, 61(2), 98–109. <https://doi.org/10.1002/j.2161-0045.2013.00040.x>

- Sampson, J. P., Jr., Reardon, R. C., Peterson, G. W., & Lenz, J. G. (2004, July). *Career counseling and services: A cognitive information processing approach*. Brooks/Cole/Thomson Learning.
- Seibert, S. E., Kraimer, M. L., & Liden, R. C. (2001, April). A social capital theory of career success. *Academy of Management Journal*, 44(2), 219–237.
<https://doi.org/10.2307/3069452>
- Selingo, J. J. (2017, July 7). *Reimagining the career center: How colleges can better engage and prepare a new generation of students for the 21st century workforce* (White Paper). Entangled Solutions. <https://www.entangled.solutions/portfolio/reimagining-the-career-center/>
- Spurk, D., Volmer, J., Orth, M., & Göritz, A. S. (2020, March). How do career adaptability and proactive career behaviours interrelate over time? An inter- and intraindividual investigation. *Journal of Occupational and Organizational Psychology*, 93(1), 158–186.
<https://doi.org/10.1111/joop.12288>
- Su, Y., & Chung, Y.-H. (2015, February). Understanding the emotional reactions and exploring the professional development of college students based on reflections. *Teaching in Higher Education*, 20(3), 285–299. <http://dx.doi.org/10.1080/13562517.2014.1001834>
- Supiano, B. (2013, September 30). Career centers stretch to fill new roles. *Chronicle of Higher Education*. 60(5), 16–18. <https://www.chronicle.com/article/career-centers-stretch-to-fill-new-roles/>
- Strada Education Network. (2022). *Our mission: Improving lives*.
<https://stradaeducation.org/improving-lives/>

- Texas Guaranteed Research and Analytical Services. (2005, November). *Opening the doors to higher education: Perspectives on the Higher Education Act 40 years later*.
<https://files.eric.ed.gov/fulltext/ED542500.pdf>
- Tinsley, H. E. A., Tinsley, D. J., & Rushing, J. (2002, May). Psychological type, decision-making style, and reactions to structured career interventions. *Journal of Career Assessment*, 10(2), 258-280. <https://doi.org/10.1177/1069072702010002008>
- University of Baltimore, Office of Institutional Research. (2019). *UB fact book*. University of Baltimore, Institutional Research.
https://www.ubalt.edu/institutional_effectiveness/institutional_research/
- University of Baltimore. (2021, December 3). *Diversity and inclusion at UBalt*.
<http://www.ubalt.edu/about-ub/diversity/>
- Vasileiou, K., Barnett, J., Thorpe, S., & Young, T. (2018, November 21). Characterising and justifying sample size sufficiency in interview-based studies: Systematic analysis of qualitative health research over a 15-year period. *BMC Medical Research Methodology*, 18(1), 148–166. <https://doi.org/10.1186/s12874-018-0594-7>
- Zebley, A. (2014). *Promoting career and academic support services: National study of current practices in colleges and universities*. Career and Academic Success Center, Brigham Young University.
- Zhai, L. (2012, January). Validation of an instrument to measure community college student satisfaction. *Community College Journal of Research and Practice*, 36(1), 47–58.
<https://doi.org/10.1080/10668920802648916>
- Zhang, R., & Song, Y. (2021, October 6). Relationship between employees' career maturity and career planning of edge computing and cloud collaboration from the perspective of

organizational behavior. *PLoS ONE*, 16(10), e0257582.

<https://doi.org/10.1371/journal.pone.0257582>

Appendix A

Research Instrument

Measuring Satisfaction with Career Interventions

The five-question survey consists of the following questions:

1. What service did you request today (select one):
 - a. Career Change Assistance
 - b. Career Closet
 - c. Decide Career Path/Major
 - d. Graduate School Planning
 - e. Internship Assistance
 - f. Interview Preparation
 - g. Job Location & Development
 - h. Job Search Assistance
 - i. Leadership Development
 - j. MBTI Assessment Interpretation
 - k. Networking Strategies
 - l. On-campus Employment
 - m. Practice Interviewing Skills
 - n. Professional Headshot
 - o. Resume/Cover Letter Development/Review
 - p. Salary Negotiation
 - q. Strengths Assessment Interpretation
 - r. Self-branding & Marketing

- s. Take/review Career Assessment
2. Were you satisfied with your career coaching appointment today (select one):
- a. Very Satisfied
 - b. Satisfied
 - c. Neither Satisfied nor Dissatisfied
 - d. Dissatisfied
 - e. Very Dissatisfied
3. Today's coaching experience helped increase your career readiness (select one)?
- a. Strongly Agree
 - b. Agree
 - c. No opinion
 - d. Disagree
 - e. Strong Disagree
4. Today's coaching experience helped you attain your career goals (select one)?
- a. Strongly Agree
 - b. Agree
 - c. No opinion
 - d. Disagree
 - e. Strong Disagree
5. Please provide a few details about yourself.
- a. Class level
 - i. Graduate,
 - ii. Undergraduate

b. Race

- i. American Indian
- ii. Asian
- iii. Black
- iv. Hispanic or Latino
- v. Native Hawaiian or Other Pacific Islander
- vi. White
- vii. Multiracial

c. Age

- i. 16-18
- ii. 19-20
- iii. 21-22
- iv. 23-24
- v. 25-29
- vi. 30-34
- vii. 35-39
- viii. 40-44
- ix. 45-49
- x. 50-54
- xi. 55-59
- xii. 60 & over

6. To what extent have you in the past six months¹:
- a. Actively sought to design your professional future
 - i. Almost Never
 - ii. Occasionally
 - iii. Moderate Amount
 - iv. Quite Often
 - v. Very Often
 - b. Undertook things to achieve your career goals
 - i. Almost Never
 - ii. Occasionally
 - iii. Moderate Amount
 - iv. Quite Often
 - v. Very Often
 - c. Cared for the development of your career
 - i. Almost Never
 - ii. Occasionally
 - iii. Moderate Amount
 - iv. Quite Often
 - v. Very Often

1. Hirschi, A., Freund, P. A., & Herrmann, A. (2014, November). The career engagement scale: Development and validation of a measure of proactive career behaviors. *Journal of Career Assessment*, 22(4), 575–594.
<https://doi.org/10.1177/1069072713514813>

- d. Developed plans and goals for your future
 - i. Almost Never
 - ii. Occasionally
 - iii. Moderate Amount
 - iv. Quite Often
 - v. Very Often
- e. Sincerely thought about personal values, interests, abilities and weaknesses
 - i. Almost Never
 - ii. Occasionally
 - iii. Moderate Amount
 - iv. Quite Often
 - v. Very Often
- f. Collected information about employers, professional development opportunities or the job market in your desired areas
 - i. Almost Never
 - ii. Occasionally
 - iii. Moderate Amount
 - iv. Quite Often
 - v. Very Often
- g. Established or maintained contact with people who can help you professionally
 - i. Almost Never
 - ii. Occasionally
 - iii. Moderate Amount

- iv. Quite Often
 - v. Very Often
- h. Voluntarily participated in further education, training or other events to support your career
 - i. Almost Never
 - ii. Occasionally
 - iii. Moderate Amount
 - iv. Quite Often
 - v. Very Often
- 7. Assumed duties or positions that will help you progress professionally
 - i. Almost Never
 - ii. Occasionally
 - iii. Moderate Amount
 - iv. Quite Often
 - v. Very Often

Appendix B

SAGE Publication Rights and Permission

SAGE PUBLICATIONS LICENSE TERMS AND CONDITIONS

May 25, 2021

This Agreement between Lakeisha Mathews ("You") and SAGE Publications ("SAGE Publications") consists of your license details and the terms and conditions provided by SAGE Publications and Copyright Clearance Center.

All payments must be made in full to CCC. For payment instructions, please see information listed at the bottom of this form.

License Number	5076250346956
License date	May 25, 2021
Licensed Content Publisher	SAGE Publications
Licensed Content Publication	Journal of Career Assessment
Licensed Content Title	The Career Engagement Scale
Licensed Content Author	Andreas Hirschi, Philipp Alexander Freund, Anne Herrmann
Licensed Content Date	Nov 1, 2014
Licensed Content Volume	22
Licensed Content Issue	4
Licensed Content Pages	20
Type of Use	Intranet/password-protected website
Requestor type	Non-commercial

Appendix C

Career Engagement Scale, Author Permission Correspondence

 Sun 5/30/2021 1:22 PM
andreas.hirschi@psy.unibe.ch
Re: Career Engagement Scale Inquiry

To:  Lakeisha Mathews

 You forwarded this message on 6/1/2021 12:10 PM.
If there are problems with how this message is displayed, click here to view it in a web browser.

EXTERNAL EMAIL

Dear Mrs. Mathews

Thank you very much for your email and your interest in my work. Please feel free to use the scale for your research. All the best with your work!

Best regards,
Andreas

Prof. Dr. Andreas Hirschi
Ordentlicher Professor
Leiter Abteilung Arbeits- und Organisationspsychologie

Universität Bern
Institut für Psychologie
Fabrikstrasse 8
3012 Bern
Schweiz
Email: andreas.hirschi@psy.unibe.ch
Tel.: +41 31 631 40 45

 Sun 5/30/2021 1:22 PM
andreas.hirschi@psy.unibe.ch
Re: Career Engagement Scale Inquiry

To:  Lakeisha Mathews

 You forwarded this message on 6/1/2021 12:10 PM.
If there are problems with how this message is displayed, click here to view it in a web browser.

Am 28.05.2021 um 05:08 schrieb Lakeisha Mathews <lmathews@ubalt.edu>:

Dr. Hirschi:

My name is Lakeisha Mathews and I am writing to inquire about the usage of your nine question Career Engagement Scale for my dissertation. I am currently, the Director of the Career & Internship Center The University of Baltimore in Baltimore, Maryland. I currently serve as the President-Elect of the National Career Development Association as well. I am pursuing a Ed.D in Higher Education Administration and Innovation from Wilmington University and my dissertation topic is on proactive career engagement and career center usage among college students. I requested use of your nine question Career Engagement Scale from SAGE Publications and I also wanted to make you aware of my request.

I have enjoyed reading your journal articles on proactive career engagement and hope that the Career Engagement Scale will provide insight into student behavior on my campus. I am writing to inform you of my desire to use your Scale and to seek your support in it's use for my dissertation.

I can be reached at lmathews@ubalt.edu with questions or on LinkedIn at [linkedin.com/in/lakeishamathews](https://www.linkedin.com/in/lakeishamathews).

I hope to hear from you soon.

<image001.png>
Lakeisha Mathews, Certified Career Coach
Director, Career & Internship Center

Appendix D

Human Subjects Paperwork



WILMINGTON UNIVERSITY
HUMAN SUBJECTS REVIEW COMMITTEE (HSRC)

HSRC-11

PROTOCOL REVIEW

This section is to be completed by the HSR Committee.

Researcher: Lakeisha Mathews

Date Submitted: 8/24/2021

The protocol and attachments were reviewed:

The proposed research is approved as:

☐ Exempt ☒ Expedited ☐ Full Committee ☐ Provisional (see External Research section)

The proposed research was approved pending the following changes:

- ☐ See attached letter
☐ Resubmit changes to the HSRC chairperson

The proposed research was disapproved:

- ☐ See attached letter for more information.

	YES	N/A
The HSRC representative sent a copy of the HSRC Protocol to the VP of Academic Affairs for research requiring access to Wilmington University students, employees, or data.	☐	☒

HSRC Chair

or Representative

Todd Hackett-Slimm

Printed Name

Todd Hackett-Slimm

Signature

Date 9/13/2021

HSRC Chair

or Representative

Karen Sundquist

Printed Name

KS

Signature

Date 9/14/2021

Appendix E

Collaborative Institutional Training Initiative Certificate

		Completion Date: 24-Jun-2021 Expiration Date: 23-Jun-2024 Record ID: 43081326
This is to certify that:		
Lakeisha Mathews		
Has completed the following CITI Program course:		Not valid for renewal of certification through CME.
Human Subjects Research (Curriculum Group)		
Social-Behavioral-Educational - Human Subjects Research (Course Learner Group)		
1 - Basic (Stage)		
Under requirements set by:		
Wilmington University		
 Collaborative Institutional Training Initiative		
Verify at www.citiprogram.org/verify/?w1cabb82d-1466-4325-8a16-93532d6d4fc7-43081326		

Appendix F

University of Baltimore IRB Approval to do Study



Instructions (To be deleted once form is completed):

1. Use this form to process a research request that relies on an external IRB from another institution.
2. Once the form is completed, please submit to irb@ubalt.edu
3. Please ensure the protocol number information is included for the local and external IRB.
4. Please forward any questions to irb@ubalt.edu

UBALT IRB Reliance Authorization Agreement

Name of Institution or Organization Providing IRB Review (Institution A): [Wilmington University](#)

IRB Registration #: N/A

Federal wide Assurance (FWA) N/A

Name of Institution Relying on Institution A's IRB Review (Institution B): University of Baltimore

IRB Registration #:

Federal wide Assurance (FWA) #:

The Officials signing below agree that Institution B may rely on Institution A's IRB for review and continuing oversight of its human subject research described below: (choose one)

☐ This agreement applies to all human subject research covered by Institution B's FWA.

☒ This agreement is limited to the following specific protocol(s):

Name of Research Project: The Impact of Proactive Career Behaviors on Career Readiness, Career Goal Attainment, and Satisfaction

Name of University of Baltimore Principal Investigator: Lakeisha Mathews

University of Baltimore IRB Study Number:

Sponsor or Funding Agency: NONE External IRB Study Number (if any): EDD21-54

Award Number, if any: NONE

☐ Other (describe):

Institution A's IRB agrees to the following in regard to the above listed research protocol or activities:

- I. Provide initial and continuing review in accordance with 45 C.F.R. 46 and its FWA.
- II. Arrange for prompt reporting to Institution B's IRB of any of the following, as defined and determined by Institution A's IRB:
 - a. Any unanticipated events or problems involving risks to subjects or others.
 - b. Any serious or continuing non-compliance.
 - c. Any suspension or termination of IRB approval.
- III. Comply with all applicable Federal, State and Local laws and regulations.
- IV. IRB meeting minutes will be made available to Institution B's IRB upon request.
- V. Copy Institution B on all correspondence to regulatory agencies if reporting of an event is required.

Institution B remains responsible for the following:

- I. Ensure research activities at its site are in compliance with Institution A's IRB approval.
- II. Adhere to its institutional conflict of interest policies and procedures, which includes providing Institution A with any applicable COI management plan related to the study.
- III. Ensure principal investigators and other research personnel involved in the research are appropriately qualified and meet its institutional standards for eligibility to conduct research, including, but is not limited to, having the required professional staff appointments, credentialing, insurance coverage, and background checks for their assigned role in the research and training in the protection of human subjects.

This document must be kept on file at both institutions and provided to OHRP upon request. This agreement will become effective upon the date of the last signature by the institutional officials below and will remain in effect until such time that either institution provides 30 days written notice of termination to the other institution.

Signature of Signatory Official (Institution A):



Date: 9/22/2021

Print Full Name: **Todd Hackett-Slimm**
Institutional Title: College of Education, HSRC Reviewer

Signature of Signatory Official (Institution B):

Date: _____

Print Full Name: _____
Institutional Title: _____

Appendix A

Please provide the contact information for the individual at Institution A and Institution B who should be copied on all correspondence regarding the study.

Institution A: Wilmington University

Name: Dr. Todd Hackett-Slimm

Institutional Title: College of Education, HSRC Reviewer

Address: Wilson Graduate Center, 31 Reads Way, New Castle, DE 19720

Email: todd.r.hackettslimm@wilmu.edu

Phone Number: 302-295-1136

Institution B:
Name: _____
Institutional Title: _____
Address: _____
Email: _____
Phone Number: _____

ProQuest Number: 29166608

INFORMATION TO ALL USERS

The quality and completeness of this reproduction is dependent on the quality and completeness of the copy made available to ProQuest.



Distributed by ProQuest LLC (2022).

Copyright of the Dissertation is held by the Author unless otherwise noted.

This work may be used in accordance with the terms of the Creative Commons license or other rights statement, as indicated in the copyright statement or in the metadata associated with this work. Unless otherwise specified in the copyright statement or the metadata, all rights are reserved by the copyright holder.

This work is protected against unauthorized copying under Title 17,
United States Code and other applicable copyright laws.

Microform Edition where available © ProQuest LLC. No reproduction or digitization of the Microform Edition is authorized without permission of ProQuest LLC.

ProQuest LLC
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 - 1346 USA