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Student Use and Perception of Usefulness

of Career Services Offered at the

College of Saint Benedict

A Thesis

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Abstract

Mader, Barbara S. Student Use and Perceptions of Usefulness of Career Services at the College of Saint Benedict. M.S. Ed. Thesis, College Student Personnel, 1985.

The purpose of this study was to assess student use and evaluation of career services offered at the College of Saint Benedict and to learn the primary avenues through which students became aware of these services. Data from a random sampling of students, an equal number of freshmen, sophomores, juniors, and seniors, were analyzed to determine differences in use and perceived usefulness of services. Students agreed on the importance of the existence of the Career Services Office but disagreed on the perceived usefulness of individual services. Students utilized some services more than others, and juniors and seniors generally had used more services than freshmen and sophomores. The major program of study also appeared to affect utilization of services. Students appeared to be satisfied with some services but dissatisfied with others.

Class level affected the primary means through which students heard about services available. Primary means for freshmen and sophomores were bulletin board notices and peer advisors; primary means for juniors and seniors were letters from the Career Services Office and word of mouth.

Chapter I

Introduction

The College of Saint Benedict, a private, four-year, liberal arts college for women located in central Minnesota, is owned and operated by sisters of the Order of Saint Benedict. The Career Services Office, with a professional staff of five, serves a student population of approximately 1650 from Saint Benedict's. Students from Saint John's University, a neighboring school for men, are also welcome to use these services. The office is staffed 54 hours per week.

The overall goal of the Career Services Office is to assist students in course and major selection, values clarification, career orientation, and the development of job-acquisition skills. In attempts to meet these goals, a number of programs, workshops, and courses have been developed to supplement the advisory and informational services offered within the office itself.

Presently, students are informed of the services available to them in a number of ways which include the following: classroom visits by professional staff; during summer orientation; and through a variety of written materials sent through the mail, posted on bulletin boards, and placed in high-traffic areas throughout campus.

Statement of the Problem

This study was designed to assess student use and evaluation of career services offered by the College of Saint Benedict and also to ascertain the primary avenues through which students became aware of these services. Four objectives formed the basis of this survey:

1. To learn the extent to which individual services were utilized;
2. To learn when in the student's four-year cycle individual services were most utilized;
3. To measure student perception of usefulness of each service;
4. To learn how students of each class learned of the services available.

Need for the Study

Because no previous study had been conducted, the Career Services staff had no information regarding student use of services and how helpful students found these services. Nor did they have information regarding the means through which students heard of services available. The Career Services staff had, therefore, no way of knowing whether services offered met student needs; whether student use of individual services was such that it was expedient

to continue to offer all services; nor whether the various means of communication used to publicize services were, indeed, effective.

Information from this study could provide the Career Services staff with data to evaluate these areas of concern. The amount of student use of each service could be evaluated; services found by students to have less value could be examined and re-directed if necessary; and publicity to increase awareness of services could be better targeted.

In order to efficiently provide the most helpful services possible, it was most desirable to first of all learn how present services were used and perceived by the students for whom they were provided--hence this study.

Method

The instrument used to assess student use and perception of career services at the College of Saint Benedict was a one-page survey (see Appendix A) designed with the assistance and approval of the College of Saint Benedict Career Services staff. This survey, along with an explanatory letter, was distributed to a random sampling of 50 students from each class (i.e. freshman, sophomore, junior, and senior). Class sizes from which these samples

were taken were as follows: freshman, 501; sophomore, 412; junior, 361; and senior, 385. Students were asked to return the surveys via campus mail to a campus box number printed on the back side of each survey. After 10 days, a follow-up letter and survey were sent to those students who had not yet responded. This second time a self-addressed, stamped envelope accompanied all surveys sent to students who were living off-campus.

After these two distributions, 150 of the 200 surveys (75%) were completed and returned.

Limitations

Sample size proved to be a limitation, particularly when dealing with data regarding students' major programs of study. The briefness of the survey, though intentional, also made it impossible to request additional information which would have clarified students' reasons for rating some services as less useful than other services. The lower return rate among juniors ($n=33$, or 66%) may have adversely affected the study as well. Finally, the study is an assessment and applies only to the College of Saint Benedict. It cannot be generalized for application to other colleges.

These are the major limitations of this study.

Definition of Terms

The following terms and acronyms were used in the survey and also appear frequently throughout this study.

Peer Advisor Program; Peer Advisor (PA). The PA program is a service for first-year students operated through the advising division of the Career Services Office. Upperclass students who apply to be PAs are selected through an interview process and trained as academic advisors. Each PA is then assigned a floor where she serves as a resource person to 20-25 students, assisting with major course selection, class scheduling, and four-year planning. Often PAs act as a liaison between students and campus services as well, making referrals to the Counseling Office and the Academic Skills Center. Peer Advisors set hours when they will be on the floor each week. Students who qualify for student aid receive work-study pay for serving as a PA; others serve as volunteers. Training continues throughout the year, with meetings once every six-day academic cycle.

Resident Assistant (RA). A Resident Assistant, or RA, is a salaried student staff person who lives on a dorm floor and acts as a facilitator for floor meetings, organizes floor activities, and assists students in a

variety of other matters, both personal and academic.

Staff Resident (SR). A Staff Resident, or SR, is a professional academic or administrative staff member who resides on-campus in a dormitory or apartment complex. In residence halls there is usually one per floor, or per 60-70 students. In most cases, the SR is a permanent member of the Benedictine community.

Four-Year Planning Night. This event, sponsored by the Career Services Office, gives students the opportunity to meet with faculty and qualified staff to plan their four-year programs. Offered once a semester, just before registration for the following semester, it is designed primarily for freshmen and sophomores.

Faculty Advisor. Faculty advisors are faculty members chosen by students to act as academic and vocational advisors. Students are encouraged to choose a faculty advisor toward the end of freshman year or early into their sophomore year. Sophomores who have not chosen a faculty advisor are contacted throughout the year by the Career Services Office and encouraged to do so. The goal is to ensure that each student has, by the end of sophomore year, an advisor on the faculty who knows the student's academic plans and can help her plan for achievement of her goals.

Undecided Students. An undecided student is a student

who has not declared a major program of study.

Exploration Advisor Program; Exploration Advisor. The Exploration Advisor Program is a program designed for undecided students. Exploration advisors are students who work in the Career Services Office and whose task is to ensure that all sophomore students who have not declared a major are aware of the variety of services available to them.

Career Resources and Information. Career resources and information consists of written materials containing information about occupations and career planning.

Career Development Course. The Career Development course is a two-credit course offered twice a semester through the psychology department. The course examines the psychology of career development.

System of Interactive Guidance Information (SIGI). SIGI is a computerized informational system which assists students in values clarification and helps assess areas of vocational interest.

Interest Inventories. Interest inventories are standardized written instruments which assess vocational interest and preference. Those used at the College of Saint Benedict include the Strong-Campbell II (SVIB) and the Educational Interest Inventory (EII).

Weekly Career Exploration Series. This service consists of a series of workshops and informative lectures on a variety of careers.

January Term Externship. The January Term Externship is a month-long "internship" spent investigating a possible career interest. Students must apply through the Career Services Office to qualify for these self-designed externships. Pre-externship seminars are offered which explain the application process and give tips on how to set up the externship.

Career Counseling. This service offers students one-to-one counseling with professional career services staff. This counseling focuses on career investigation and job-acquisition strategies.

Internship Program. The internship program is a credit-bearing course with on-the-job-training, designed to explore career interests. A pre-internship seminar is required, and students must apply through the Career Service Office.

Minnesota Private College Job Fair. The Job Fair is an annual event held in the Twin Cities. Students from private colleges in Minnesota may register to attend. Companies

interested in recruiting students from these schools also register to attend.

On-Campus Interview Opportunities. This service, coordinated through the Career Services Office, offers students the opportunity to sign up for interviews with companies recruiting on campus.

Job-Acquisition Skills Course. This is a one-credit course offered through the Career Services Office. Topics which are covered include resume writing, job networking, and interviewing skills.

Chapter II

Review of Selected Literature

When discussing student awareness, use, and perceptions of student affairs services, it is important to take into account research already done. This research focuses on four general areas: (a) the evaluation of student and faculty awareness and knowledge of services offered, (b) the evaluation of student and faculty understanding of the philosophies and directions behind the services, (c) the assessment of student needs as well as the resources to which they turn for assistance, and (d) the assessment of student satisfaction with services offered. Some studies do, of course, investigate two or more of these areas. But whatever the approach, the recommendation remains the same: that increased communication must take place between student affairs personnel and the students they serve.

Studies evaluating student and faculty knowledge of student affairs services offered reveal that these populations are often either uninformed or misinformed about services available. This seems to be of particular concern to professionals in campus counseling centers. Carney, Savitz, and Weiskott (1977) found that 29% of the students surveyed at Ohio State University had never heard of the campus counseling center, and an additional 36% knew only a

little about it. At Boston University, only 54% of the students had heard of the Counseling Center, and only 14% could identify its location (Benedict, Apsler, & Morrison, 1977).

This problem of lack of awareness of the counseling center is further compounded by preconceived ideas of what services it offers. The study by Benedict et al. showed that while only 54% had even heard of the Counseling Center, 78% indicated their understanding of services offered. Their conceptions were as follows: Forty-three per cent thought it was a place to go to talk about anything; 25%, that it was a place for talking about vocational and educational problems; 8%, that it was just another part of the establishment, and 2%, that it was for the mentally ill. A study at the University of Maryland Baltimore County (Johnson, Nelson, & Wooden, 1985) also suggested that students had inaccurate perceptions of the campus counseling center. Students tended to view it as a resource for general information rather than a mental health resource. What this means, of course, is that services available are simply not utilized, because relatively few people know about them. Such a lack of utilization has prompted recommendations that research be done on effective means of publicizing such services (Carney & Barak, 1976) and on

student views of services and professional staff (Benedict, Apsler, & Morrison, 1977; Gelso & Karl, 1974; Snyder, Hill, & Derkson, 1974).

This problem of an uninformed or misinformed student population can affect all student affairs services, including career services. In a study by Lewicki and Thompson (1982), career planning was the least utilized service among freshmen and sophomores at three different institutions of higher education. Although the percentage of awareness of the service was 75%, percent utilization was only 11%. While it may be argued that utilization of career planning services increases as students move closer toward graduation, such a low degree of utilization of career planning services is still cause for concern. Full benefit of these services demands that students begin to use them early in their academic career. Lewicki and Thompson go on to suggest that further studies be done on why the students have not used these services. Perhaps students need to be educated regarding the long-term strategies of career planning, just as they apparently need to be informed of the range of services offered by their campus counseling center.

However, in assessing students' understanding of student services strategies or philosophies, it is important

that student affairs personnel keep perspective in regard to their services and the actual needs of students they serve. It is necessary that students are informed of services available. It is not necessary that they understand the various philosophies behind each student affairs service.

A case in which perspective was lost was a study involving entering freshmen at Bowling Green State University (Walters & Saddlemire, 1979). These freshmen were surveyed on their perceptions of their needs regarding career information and quizzed, in effect, on their understanding of career planning. The quiz consisted of five true-false questions. From the answers to these five questions, the researchers concluded that students were much in need of education about the new career education concepts and recommended a vigorous course of action. This course of action would involve educating all faculty, college advisors, student service personnel, and resident hall advisors, as well as the students themselves, in the matter of these new career education concepts and the current approaches to career planning. While this is an admirable idea, it is not a very practical one, particularly in a large institution. It is doubtful even whether many of these people would be very interested in the matter. And unfortunately, the authors -- basing the entire recommendation on the basis

of answers given by entering freshmen, remember -- do not offer any concrete suggestions for how this mass education might take place, or how it would be financed. The major problem with this study is that the researchers seem to be more intent on students having the correct perceptions of career services than in assessing, and meeting, student needs.

This is not to say that such a concern -- a concern about student understanding of services -- is not viable. It is. As noted earlier, if students have strong misconceptions regarding a service, they may not approach student services personnel for help which is available. One must be practical, however. It is highly unlikely that students will put forth the time and energy necessary to understand the philosophy and psychology of career planning or any other student affairs service. It is more important that they first of all become involved in the process. The knowledge and understanding can, and will, come later.

The problem, then, becomes one of making contact. Studies concerned with student needs and the resources utilized to meet those needs yield interesting results. Researchers have found that aside from various forms of literature, friends and word of mouth are major sources of information for educational-vocational problems (Christensen & Magoon, 1974; Henggler, Harbin, & Sallis, 1982; Lewicki &

Thompson, 1982; Webster & Fretz, 1978). Paraprofessional services were also found to be a significant source of help as well as information (Lynch & Sinnett, 1976). These researchers agree that friends, peers, faculty, and paraprofessional staff are significant sources of help for students. Lynch and Sinnet expanded on the matter:

The high level of awareness of paraprofessional services among students and their readiness to use them both as referral resources and personally indicate the importance of liaison between professional and paraprofessional services Studies such as this should be of value (in) training both professional and paraprofessional staff who are in positions enabling them to refer students to various services (e.g. orientation leaders, faculty advisors, peer advisors, residence hall assistants). (p. 27)

Lynch and Sinnet caution, however, that the role should indeed be one of liaison--for referral, not direct advisory purposes, as no one person could know in detail all the services offered by the various student services offices. These sources, then, to which students first turn for help, can with minimal training become a referral source for professionals in student personnel services.

Finally, once students are aware of services and begin to utilize them, the quality of the services and how well they meet student needs will determine whether students continue to utilize the services and whether they recommend them to their peers. To ensure student utilization and recommendation, student affairs professionals must

periodically evaluate the quality of their services. One method of effective evaluation, as outlined by Lewicki and Thompson (1982) is to assess student awareness, usage, and satisfaction with the services offered. Carney and Barak (1976) also did a study on student needs and student personnel services. They recommended that yearly surveys of students' needs, usage, and satisfaction with services be conducted to measure any changes in student perceptions which might occur. As they surveyed only seniors, it was impossible to know whether any differences existed within the student body. Similarly, the study conducted by Lewicki and Thompson involved only freshmen and sophomores, which made it impossible to tell what sort of change in rate of use resulted as students moved through their four-year programs. That Lewicki and Thompson surveyed only freshmen and sophomores may have had its effect on the low utilization rate of career services (11%), since it is probable that such services are most utilized later in one's college career. Although both studies provide useful information, a study surveying students of all four class levels would combine the intent of both studies: surveying freshmen and sophomores would allow for spotting problems as they arose, and correcting them immediately, as Lewicki and Thompson wished to do; surveying juniors and seniors would allow for the

changes in rate of use of services over the four-year program of study.

Research on student awareness, use, and perceptions of student affairs services has provided valuable information which can assist those student personnel professionals who choose to make use of it. Gleaning from the studies whatever information that is pertinent to their own institution, student personnel professionals can design and implement their own programs for increasing student awareness of services offered and for evaluating those services which are utilized. A continual process of careful design and evaluation of student services can heighten both the awareness and quality of services offered, while suggesting new directions and services for future implementation.

The survey requested information in six general areas:

1. Student information -- class year, status, ethnic group, average, and whether the student had lived on campus for at least one semester.

2. Student awareness of the career services office, whether student had met with a professional in the career services office, and if so, how often.

3. Student use of listed services, perception of their usefulness to the student, and reasons for not using a service (as not useful).

Chapter III

Method

The purpose of this study was to provide helpful information for evaluation of the use and usefulness of career services offered at the College of Saint Benedict based on student input regarding these services.

Instrument Used

With the assistance of the College of Saint Benedict Career Services staff, a one-page survey was developed which would assess student use and evaluation of usefulness of individual services offered. The survey was designed to be brief, taking an estimated three to five minutes to complete.

The survey requested information in six general areas:

1. Student information -- class year, major, grade point average, and whether the student had lived on campus for at least one semester
2. Student awareness of the career services office
3. Whether student had met with a professional on the Career Services staff, and if so, how often
4. Student use of 18 listed services, perception of their usefulness to the student, and reasons for indicating a service was not useful

5. Manner(s) in which student became aware of service(s)
6. Student concern regarding future plans and perceived importance of campus career services office.

The 18 services listed in the survey were representative of all services offered by the Career Services Office and staff. Some special services, those which were actually prerequisites for or a part of other services, were not listed. This was done to prevent duplication and to avoid confusion on the part of the student completing the survey. The 18 services included were as follows:

1. Four-year planning night
2. Faculty advisor services
3. Peer advisor program
4. Services for undecided students
5. Career resources and information
6. Career development course
7. System of Interactive Guidance Information (SIGI)
8. Interest Inventories
9. Weekly career exploration series
10. January term externship offerings

11. Career counseling
12. Internship program
13. Placement files
14. Job Fair opportunity
15. On-campus interview opportunities
16. Job-acquisition skills course
17. Workshops on interviewing, networking,
letter writing, resume writing, etc.
18. Posted job vacancy bulletins

The rating system used for the 18 services was on a Likert scale with 1=very useful; 3=somewhat useful; 5=not at all useful. Numerators 2 and 4 had no specific assigned values but were used to offer intermediate value choices.

Respondents

A random sampling of 200 students, with 50 from each class level (freshman, sophomore, etc.) was drawn from a total student population of 1659 (which includes 12 part time students). Of these students, 150 completed and returned the survey for an overall response rate of 75%. Broken down by class standing, return rate was as follows: Freshmen, 41 (82%); sophomores, 39 (78%); juniors, 33 (66%); and seniors, 37 (74%).

Procedure

The Career Services Survey, accompanied by a cover letter, was sent through campus mail to students at their campus addresses. Surveys were sent late in the spring semester to ensure at least one, and in most cases two, semesters at the college. Because one of the questions dealt with the location of the career services office, the return address, printed on the back of each survey, was simply a box number in a central area of campus. Students were asked to complete the survey, fold the sheet to show the return address, and return the survey through campus mail. Each survey was numbered for follow-up purposes; anonymity was assured. (For survey and cover letter, see Appendix A.)

Students who did not respond after 10 days received a follow-up letter and survey. Follow-up letters to students who lived on campus were hand-delivered; those to students residing off-campus (n=27) were mailed through the US Postal Service to the off-campus address. These latter also included a self-addressed, stamped envelope for the return of the survey. Three students, one sophomore and two juniors, were not sent follow-up letters as they were travelling abroad and had no address at that time.

Because of the time delay involved with the return of these surveys through campus mail, some students received more than one survey. Of these, four students completed and

returned both surveys. Only those surveys returned the first time were included in the results.

Survey Return and Treatment of Data

Within 10 days of the first mailing, 101 surveys were returned for a return rate of 51%. The follow-up process netted an additional 49 responses for an overall response rate of 75%.

Data were tabulated by class level and major to learn how different subgroups of the total sample population used and viewed career services and how they heard of the background services offered. The following subgroups were identified by the researcher:

- a. Respondents who had not lived on campus for a minimum of one semester
- b. Freshmen
- c. Sophomores
- d. Juniors
- e. Seniors
- f. Business and accounting majors
- g. Music/Art/Language majors
- h. Nursing majors
- i. Math/Science majors

- j. Humanities/Liberal Arts majors
- k. Elementary Education majors
- l. Psychology majors
- m. Social Work majors
- n. Government/Economics majors
- o. Interior Design/Home Economics majors
- p. Undecided majors
- q. Specialty majors (requires special design)

All data regarding student majors (subgroups 6-17) include only information from sophomores, juniors, and seniors.

By the end of the sophomore year, students have a background in, and are generally officially accepted into, their major programs. Freshmen were excluded to help ensure reliability of data tabulated by major.

Chapter IV

Results and Discussion

This study was designed to assess student use and evaluation of services offered by the Career Services Office at the College of Saint Benedict. Another purpose was to learn the primary avenues through which students became aware of these services.

The Career Services Survey was completed and returned by 150 of the 200 students selected for a total return rate of 75%.

Below are the results of the data from the survey. Data are broken down into six categories, following the survey format. The six categories are as follows: (a) Student Information, (b) Awareness of Career Services, (c) Contact with Professional Staff, (d) Student Use and Evaluation of 18 Services, (e) Means by Which Students Became Aware of Services, and (f) Student Concern Regarding Future Plans and Perceived Importance of Campus Career Services Office.

Student Information

The first part of the survey requested student information regarding class year, major, grade point average, and whether the student had lived on campus a minimum of one semester.

Class Year - Of the 50 surveys sent to each class, freshmen returned 41 surveys (82%); sophomores, 39 (78%); juniors, 33 (66%); and seniors, 37 (74%). Freshmen had then the greatest percentage of respondents at 27%; sophomores were second with 26%; seniors had 25%; and juniors had the lowest percentage of respondents at 22%.

Major - To help ensure that declared majors were official and up-to-date, only data from sophomores, juniors, and seniors were used. Information from freshmen was excluded because it is only toward the end of sophomore year that students must have background in, and be officially accepted into, their major programs.

The following subgroups were identified by the researcher in dealing with data regarding major programs of study:

- a. Business and Accounting - these majors only
- b. Music/Art/Language - includes language majors in English as well as modern foreign languages
- c. Nursing - includes one dietician major
- d. Math/Sciences - includes math, computer science, chemistry, biology, and natural science majors
- e. Humanities/Liberal Arts - these majors only
- f. Elementary Education - this major only
- g. Psychology - this major only

- h. Social Work - this major only
- i. Government/Economics - these majors only
- j. Interior Design/Home Economics - these majors only
- k. Undecided - students with no declared major
- l. Specialty Major - Public Relations (requires individualized program)

Data from double majors were dealt with in this manner: only in the case where a student's double major crossed into a different subgroup was the data used twice. There were only two cases where this occurred, both involving language majors. One student was a double Spanish/psychology major; the other was a double German/government major. This resulted in adding two to the number of respondents when dealing with data involving major programs of study, so that the total number of respondents in those cases is 111 rather than 109 (sophomores, juniors, and seniors) or 71 rather than 70 (juniors and seniors only). Table 1 contains detailed information regarding the major programs of students, sophomore through senior class level.

Grade Point Average - The student's self-reporting of grade point average proved a problem because of the wide range used by students when they recorded it on the survey.

Table 1

Sophomores, Juniors, and Seniors: Major Programs of Study

<u>Group/Major</u>	<u>Number</u>	<u>% of Total</u>
Total # respondents	111	100%
Business/Accounting	21	18.9
Music/Art/Language*	20	18.0
Nursing	17	15.3
Math/Science	16	14.4
Humanities/Liberal Arts	10	9.0
Elementary Education	8	7.2
Psychology**	5	4.5
Social Work	4	3.6
Government/Economics**	4	3.6
Interior Design/ Home Economics	3	2.7
Undecided	2	1.8
Public Relations	1	<1.0
	111	100%

*includes two double majors

**includes one double major

It was not known whether some students rounded off their grade point average to the nearest .01, .1, or .5. Further, it was not known whether students entered their semester, year-long, or cumulative grade point average. Because of this uncertainty, no data regarding grade point average were tabulated.

On-Campus Residence - The item asking whether students had lived on campus for a semester or more was included to differentiate between those students who never lived on campus and those other students who, simply through their having lived on campus, had the advantage of greater contact time with informative sources regarding campus services (sources such as resident assistants, staff residents, and also the greater contact time with peers). However, only four of the 150 respondents, or fewer than 3%, indicated they had not lived on campus for a minimum of one semester. Other than to note that two of the four had used no service at all, and that another had used only one service, there will be no further discussion regarding this group.

Awareness of Career Services

Overall awareness of the Career Services Office and knowledge of its location was high: 145 of the respondents

(97%) indicated that they had heard of the Career Services Office, while 136 (91%) correctly identified its location (all answers concerning location of the office were correct).

Contact with Professional Staff

This part of the survey requested information on whether the student had ever met with a professional on the Career Services staff, and if so, how many times. Data on this area were tabulated both by class, freshman through senior, and by major (using only data from sophomores, juniors, and seniors for the latter).

By Class Level - Nineteen juniors (58%) and 26 seniors (70%) had met with a professional on the staff while only 11 sophomores (28%) and 12 freshmen (29%) had done so. This is in keeping with the general increase in use of services as students progress through the four year program, as will be noted. The most popular response for number of meetings was 2 to 3, which was indicated by 33 of the 68 students who used the service. See Tables 2 and 3 for data breakdown regarding meetings with professional staff according to class level.

By Major - Major programs of study did appear to have some bearing on whether a student met with professional staff. The percentage of humanities and liberal arts

majors, of business and accounting majors, and of nursing majors who reported having met with a professional on the Career Services staff was proportionately high as opposed to that of students majoring in art, music, and the languages or in math and the sciences. Data were tabulated twice -- once with sophomores, juniors, and seniors, and once with juniors and seniors only. This was done to determine whether inclusion of sophomores affected the general results. It did not, as can be seen in Table 4. Humanities and liberal arts majors had the highest percentage in both cases, with business and accounting majors following in second place and nursing majors in third. Also in both cases, art, music, and language majors had the lowest percentage of students who indicated having met with a Career Services professional.

Table 2

Class Level and Meetings with Career Services Professionals

<u>Class Level</u>	<u>No. resp. using service</u>	<u>%</u>
FR	12	29%
SO	11	28
JR	19	58
SR	26	70
—	—	—
T:	68	45

Table 3

Frequency of Meetings with Career Services Professionals

Class	No. of Meetings:					Mean
	<u>1</u>	<u>2-3</u>	<u>4-5</u>	<u>6-7</u>	<u>8+</u>	
FR	4	6	2	--	--	2.3
SO	2	4	2	--	3	4.1
JR	4	12	1	--	2	2.9
SR	2	11	4	4	5	4.0
—	—	—	—	—	—	
T:	12	33	9	4	10	

*Mean was tabulated by using the following corresponding values: 1=1; 2-3=2.5; 4-5=4.5; 6-7=6.5; 8+=8.

Data relating major to the number of meetings with Career Services staff showed that regardless of major, most students who did meet with a professional on the staff reported meeting 2 or 3 times. Also, some of the business and accounting majors and math and science majors who met with professionals did so more often than students of other majors who met with professionals (see Table 5).

Table 4

Number and Percentage of Students who met with a Professional Staff Member

<u>Major</u>	<u>Sophomores, Juniors, Seniors</u>			<u>Juniors and Seniors Only</u>		
	<u>total # in major</u>	<u># meeting with professional</u>	<u>%</u>	<u>total # in major</u>	<u># meeting with professional</u>	<u>%</u>
Nursing	17	7	41%	9	6	67%
Math/Science	16	6	38	7	6	57
Humanities/ Liberal Arts	10	9	90	6	6	100
Art/Music/ Languages	20	7	35	15	6	40
Business/ Accounting	21	16	76	16	13	81
Elementary Education	8	3	38	7	3	43
Psychology	5	2	40	4	2	50

*includes only those major programs of study in which at least 4% of the respondents declared a major

Table 5

Number of Meetings with Professional Staff Member -- by Major*

<u>Major</u>	<u>Number of Meetings</u>					Mean**
	<u>1</u>	<u>2-3</u>	<u>4-5</u>	<u>6-7</u>	<u>8+</u>	
Business/ Accounting	--	10	1	1	4	4.25
Liberal Arts/ Humanities	--	8	1	--	--	2.72
Nursing	2	3	--	1	1	3.43
Music/Art/ Language	2	2	2	1	--	3.21
Math/Science	2	1	--	1	2	4.50

*includes only those majors in which five or more students indicated having met with a professional on the Career Services Staff.

**tabulated with the following corresponding values: 1=1; 2-3=2.5; 4-5=4.5; 6-7=6.5; 8+=8. Totals were divided by the number of students in each major who had met with a professional.

Student Use and Evaluation of 18 Services

The fourth part of the survey listed 18 services, asked students to indicate which services they had used, and provided a Likert scale for the students to rate the usefulness of each service used. The corresponding values for the scale were as follows: 1=very useful; 3=somewhat useful; 5=not at all useful. Numerators 2 and 4 had no specific assigned values but were used to offer students intermediate value choices.

Service 1: Four Year Planning Night - Four year planning night was attended by nearly half of the respondents (70 of the 150). Freshmen, likely to have used to service most recently, found it less useful than students of any other class, rating it at 2.77 as opposed to the senior class rating of 2.00. (This was also the lowest rating given by freshmen). Students who found the service not at all useful and gave reasons for their dissatisfaction generally indicated that it gave no new information (n=3) or that there was a poor presentation/method of giving information (n=3). Two students indicated there was also a lack of materials and one student wrote, "no individual help." Table 6 contains a breakdown of use and evaluation by class.

Table 6

Use and Evaluation of Four-Year Planning Night

	<u>No. of resp. using service</u>	<u>% using service</u>	RATING:	
			<u>Mean</u>	<u>SD</u>
FR	22	54%	2.77	1.31
SO	22	56	2.50	1.22
JR	6	18	2.67	1.25
SR	20	54	2.00	.89
T:	70	47	2.46	1.22

Service 2: Faculty Advisor Services - This service was one of the most utilized, with 96 of the 150 respondents (64%) indicating use of the service. Sophomores, with 28 participants, had the highest percentage utilization at 72%. This was probably a result of the new Exploration Advisor Program, which seeks out all sophomores without advisors and encourages them to choose one.

Among highly utilized services, this was also one of the highest rated, particularly by underclass students. Students who gave the service a rating of 4 (no one rated it at 5) explained that they received no new information through it, or, in one case, a student wrote that she simply "didn't bother with it" (the service). See Table 7 for information regarding use and evaluation of the service.

Table 7

Use and Evaluation of Faculty Advisor Services

	No. of resp. <u>using service</u>	%	RATING:	
			<u>Mean</u>	<u>SD</u>
FR	21	51%	2.05	1.05
SO	28	72	1.96	.87
JR	22	67	2.18	.98
SR	25	68	2.52	1.09
T:	96	64	2.18	1.00

Service 3: Peer Advisor Services - This service was the one used by more respondents than any other, with 104 of the 150 indicating use. Of the 41 freshman respondents, 33, or 80%, had been active in the Peer Advisor Program, making it by far the most utilized service among freshmen.

However, respondents also indicated they found this service to be less useful than any other, with juniors and seniors especially rating it most often at 3--somewhat useful--and 4, which lies between somewhat useful and not at all useful. The service was found most useful by freshmen, but even there, at 2.50 (mean), the only service to be rated lower by freshmen was the four year planning night.

Fourteen students indicated their reasons for giving this service low ratings. Of these, seven students indicated that there was a poor presentation/method of giving

information, while six students indicated that there was a lack of knowledge of the part of the peer advisor. One senior wrote, "PAS do not know what they are talking about--often give wrong information." A freshman wrote that the peer advisor "didn't make time to help." The spread of scores regarding this service show that approximately 15% (n=15) of the students using it found it very useful; 10% (n=11) found it not at all useful; and that 35% (n=35) found it somewhat useful. See Table 8 for a breakdown of use and evaluation by class.

Table 8

Use and Evaluation of the Peer Advisor Program

	No. of resp. <u>using services</u>	%	RATING:	
			<u>Mean</u>	<u>SD</u>
FR	33	81%	2.50	1.28
SO	29	74	2.79	1.00
JR	18	55	3.28	1.52
SR	25	65	3.04	1.02
T:	104	69	2.84	1.16

Service 4: Services for Undecided Students - Only 21 of the respondents (14%) indicated that they had used the services for undecided students, but there may have been some confusion as to what these services were. Most of the

respondents who indicated they used the service rated it at 2 (n=10). The standard deviation was, at .53, fairly small. Comments from students giving the service a lower rating simply indicated that it was not what they expected. Table 9 contains a breakdown of use and evaluation by class.

Table 9

Use and Evaluation of Services for Undecided Students

	<u>No. of resp. using service</u>	<u>% using service</u>	<u>RATING:</u>	
			<u>Mean</u>	<u>SD</u>
FR	6	15%	2.17	.37
SO	5	13	3.60	.49
JR	4	12	2.75	.83
SR	6	16	2.17	.69
T:	21	14	2.62	.53

Service 5: Career Resources and Information - Eighty-seven of the 150 respondents (58%) indicated they had used the career resources and information available in the Career Services Office. Seniors had the highest utilization rate at 75% (n=24). This was also the most highly rated service among those highly utilized (though Faculty Advisor Services was a close second). See Table 10 for more information.

Table 10

Use and Evaluation of Career Resources and Information

	No. of resp. <u>using service</u>	%	RATING:	
			<u>Mean</u>	<u>SD</u>
FR	19	46%	1.78	.79
SO	18	46	2.72	1.04
JR	21	64	2.19	.91
SR	29	78	1.86	1.04
T:	87	58	2.10	1.02

Service 6: Career Development Course - Though only 19 (13%) of the respondents had taken the career development course offered through the psychology department, the percentage increased from 2% for freshmen (n=1) to 24% for seniors (n=9). Juniors were at half the senior rate at 12% (n=4). All but two of the 19 students who indicated having taken the course gave it a rating of 1 or 2; the mean rating was 1.68. Table 11 contains complete information.

Service 7: System of Interactive Guidance Information (SIGI) - SIGI, which became one of the career resource offerings during the 1983-84 school year, had been used by 42 of the 150 respondents (28%). Sophomores had the highest rate of use at 41% (n=16), but they also had the lowest mean rating for the service at 3.06. Freshmen (n=10) and juniors

(n=8) both indicated that 24% used the service, and seniors had the lowest rate of use at 21% (n=8) -- the only case in which seniors had the lowest utilization rate.

Table 11

Use and Evaluation of Career Development Course

	No. of resp. <u>using service</u>	% <u>using service</u>	RATING:	
			<u>Mean</u>	<u>SD</u>
FR	1	2%	1.00	--
SO	5	13	2.00	1.10
JR	4	12	1.50	.50
SR	9	24	1.67	.67
T:	19	13	1.68	.80

The reason for the lower amount of use (of SIGI) by seniors may lie in the fact that the instrument was not available for general use until January of their junior year. By that time, many students who wish to assess their areas of vocational interest and preference have already done so through other means, such as the Strong-Campbell II (SVIB) or the Educational Interest Inventory (EEI). The data concerning the use of the interest inventories (below) would seem to complement this theory.

Five students who rated the service at 4 or 5 indicated as their reason that it gave no new information, while two

noted in addition that it was not what they expected. See Table 12 for additional information.

Table 12

Use and Evaluation of System of Interactive Guidance Information

	No. of resp. <u>using service</u>	%	RATING:	
			<u>Mean</u>	<u>SD</u>
FR	10	24%	2.10	.94
SO	16	41	3.06	.93
JR	8	24	2.00	1.22
SR	8	21	2.13	1.05
T:	42	28	2.38	1.08

Service 8: Interest Inventories - The interest inventories had been used by 49% (n=18) of the senior respondents as opposed to 21-27% of respondents from other class levels. This may be due in part to the arrival of SIGI as well as the general increase in use of services as students move through their four year programs. Data from sophomores also indicated that students may be using SIGI as a replacement for the standard vocational and educational interest tests, as use of the written tests is only half that of SIGI. Unfortunately, neither method is consistently perceived as very useful by students (see mean ratings in Tables 12 and 13).

Table 13

Use and Evaluation of Interest Inventories

	No. of resp. <u>using service</u>	%	RATING:	
			<u>Mean</u>	<u>SD</u>
FR	11	27%	2.36	1.07
SO	8	21	2.50	.71
JR	9	27	2.56	1.17
SR	18	49	2.44	1.07
T:	46	31	2.46	1.02

Service 9: Weekly Career Exploration Series - Only 7% of the freshmen (n=3) had attended any of the weekly career exploration presentations, but this increased to 30% for senior respondents (n=11). Most respondents rated the service at 2; the average mean was 2.29. Only one student who gave the service a 4 rating (there were no 5 ratings), indicated a reason for doing so. She indicated that it was not what she expected and that there was a poor presentation or method of giving information. See Table 14 for further information.

Service 10: January Term Externship Offerings - The percentage of students participating in January Externships jumped from 2% for freshmen (n=1) to 13% for sophomores (n=5), but then increased only slightly for juniors and

seniors, to 15% and 16% (n=5 and n=6). Nine of the 16 respondents indicating participation in a January Term Externship (56%) found the experience very useful (rating of 1); only two students, both sophomores, gave it a rating lower than 2 on the five-point scale employed. See Table 15 for more information.

Table 14

Use and Evaluation of Weekly Career Exploration Series

	<u>No. of resp. using service</u>	<u>% using service</u>	RATING:	
			<u>Mean</u>	<u>SD</u>
FR	3	7%	2.33	1.25
SO	9	23	2.67	.67
JR	6	18	2.17	1.07
SR	11	30	2.00	.63
T:	29	19	2.29	.88

Table 15

Use and Evaluation of January Term Externship Services

	<u>No. of resp. using service</u>	<u>% using service</u>	RATING:	
			<u>Mean</u>	<u>SD</u>
FR	1	2%	1.00	--
SO	5	13	2.60	1.62
JR	5	15	1.20	.40
SR	6	16	1.60	.49
T:	17	11	1.75	1.15

Service 11: Career Counseling - Eighteen of the 150 respondents (12%) indicated use of career counseling, with the majority of students (n=12) rating the service at 2. See Table 16 for a breakdown of data by class.

Table 16

Use and Evaluation of Career Counseling Services

	No. of resp. <u>using service</u>	% <u>using service</u>	RATING:	
			<u>Mean</u>	<u>SD</u>
FR	3	7%	2.33	.47
SO	2	5	3.00	1.00
JR	7	21	2.57	1.05
SR	6	16	1.67	1.05
T:	18	12	2.28	.93

Service 12: Internship Program - No freshmen or sophomores had participated in this program, but four juniors (12%) and seven seniors (19%) indicated they had been involved with an internship. Though an internship is a highly individualized experience, students rated their experiences quite uniformly as to their usefulness. There were no ratings of 4 or 5, and most students (n=6) rated their program at 2. Table 17 contains a breakdown of data by class.

Table 17

Use and Evaluation of Internship Program

	<u>No. of resp. using service</u>	<u>% using service</u>	<u>RATING:</u>	
			<u>Mean</u>	<u>SD</u>
FR	0	0%	--	--
SO	0	0	--	--
JR	4	12	2.25	.83
SR	7	19	1.71	.43
T:	11	7	1.91	.66

Service 13: Placement Files - Seniors had by far the highest rate of utilization of this service at 62% (n=23); juniors were second at only 12% (n=4). Students who used the service indicated they found it useful ($\bar{x} = 1.67$); only one student gave it a rating of less than 3 (somewhat useful). See Table 18 for further information.

Table 18

Use and Evaluation of Placement File Services

	<u>No. of resp. using service</u>	<u>% using service</u>	<u>RATING:</u>	
			<u>Mean</u>	<u>SD</u>
FR	1	2%	2.00	--
SO	1	3	3.00	--
JR	4	12	1.50	.87
SR	23	62	1.62	.84
T:	29	19	1.67	.86

Services 14 and 15: Job Fair Opportunity and On-campus Interview Opportunities - Nine seniors, but only four from all other class levels combined, attended Job Fair. On-campus interviews also drew more seniors than students of other class levels (seven seniors, three juniors, three sophomores, and one freshman). But again, both experiences were perceived to be useful by most participants ($\bar{x} = 1.69$ and 1.71). See Tables 19 and 20 for additional information.

Table 19

Use and Evaluation of Job Fair

	<u>No. of resp. using service</u>	<u>% using service</u>	<u>RATING:</u>	
			<u>Mean</u>	<u>SD</u>
FR	2	5%	2.00	0.00
SO	1	3	3.00	--
JR	1	3	1.00	--
SR	9	24	1.56	.68
T:	13	9	1.69	.72

Service 16: Job-acquisition Skills Course - Data indicated that this course is taken almost exclusively by seniors as only one of the 15 respondents who indicated taking the course was not a senior. Eleven of the 15 students found the course very useful (a rating of 1); one found it not at all useful (a rating of 5). No reason was

given for the low rating. See Table 21 for a breakdown of information.

Table 20

Use and Evaluation of On-campus Interview Opportunity

	No. of resp. <u>using service</u>	%	RATING:	
			<u>Mean</u>	<u>SD</u>
FR	1	2%	3.00	--
SO	3	8	2.00	1.00
JR	3	9	2.00	1.00
SR	7	19	1.29	.45
T:	14	9	1.71	.80

Table 21

Use and Evaluation of Job-acquisition Skills Course

	No. of resp. <u>using service</u>	%	RATING:	
			<u>Mean</u>	<u>SD</u>
FR	0	0%	--	--
SO	0	0	--	--
JR	1	3	1.00	--
SR	14	38	1.64	.92
T:	15	10	1.60	.91

Service 17: Workshops - Use of this service grew from 5% for freshmen (n=2) to 8% (n=3) and 9% (n=4) for sophomores and juniors, then jumped to 43% (n=16) for seniors. The jump can be explained as due to the seniors' more immediate entrance into the job market, as these workshops are related to job-acquisition (resumes, networking, interviewing, etc.). Twelve of the 24 students indicating use of this service (50%) found it very useful (a rating of 1), with an additional six participants rating it at 2 (between very useful and somewhat useful). Table 22 contains additional information.

Table 22

Use and Evaluation of Workshops

	No. of resp. <u>using service</u>	%	RATING:	
			<u>Mean</u>	<u>SD</u>
FR	2	5%	1.50	.50
SO	3	8	2.33	.94
JR	3	9	2.00	.82
SR	16	43	1.69	.92
T:	24	16	1.79	.91

Service 18: Posted Job Vacancy Bulletin - Utilization of this service through senior year ranged from 10-30% as follows: Four freshmen (10%); eight sophomores (21%); six

juniors (18%); and 11 seniors (30%). Students rated the usefulness of the bulletins evenly at 1 (n=8), 2 (n=9) and 3 (n=8) with three students rating it at 4 and one more at 5. See Table 23 for a breakdown of data by class.

Table 23

Use and Evaluation of Posted Job Vacancy Bulletins

	<u>No. of resp. using service</u>	<u>% using service</u>	<u>RATING:</u>	
			<u>Mean</u>	<u>SD</u>
FR	4	10%	2.00	1.00
SO	8	21	2.63	1.11
JR	6	18	2.83	1.07
SR	11	30	1.91	.90
T:	29	19	2.31	1.09

Means by Which Students Became Aware of Services

The fifth part of the survey asked students to indicate on a given list where or how they heard of services they had used. Twelve sources were listed, including written and human sources, and students were also given the opportunity to write in a source other than those listed.

Data from Table 24 shows that the overall primary means of communication were, in rank order, Peer Advisors, notices on bulletin boards, and peers (word of mouth). However, data

breakdown by class shows that seniors differed from freshmen, sophomores, and juniors in the primary means through which they heard of services offered.

Table 24

Means by Which Students Became Aware of Services Offered

<u>Sources</u>	<u>FR</u>	<u>SO</u>	<u>JR</u>	<u>SR</u>	<u>Total</u>	<u>% of T</u>
PA	27	22	15	6	70	47%
RA	8	7	7	6	28	19
SR	10	6	6	7	29	19
Other Faculty Member	14	14	10	16	54	36
Bulletin Board	18	17	16	18	69	46
Siblings/Parents	4	--	1	--	5	3
Peers	16	15	9	24	64	43
Summer Orientation	11	6	1	2	20	13
Letters from Career Services	13	9	7	22	51	34
Other Written Materials	9	11	6	11	37	25
Symposium Visits	6	4	--	3	13	9
Just Assumed Service was Offered	6	3	4	7	20	13
Other	1	2	1	5	9	6

Freshmen, sophomores, and juniors all indicated that Peer Advisors and bulletin board notices were their major sources of information, while seniors indicated as their major sources peers and letters sent to them from the Career Services Office. Other differences were slight. All class levels consistently indicated that faculty members (other than SRs) were also a significant source of information regarding career services.

Nine students wrote in other sources of information, including four who mentioned the Career Development course offered through the psychology department. Of the others, one student wrote that she had worked in the Career Services Office, one had a roommate who worked there, and one had at one time worked next door; another student explained that one of the people on the Career Services staff had spoken at a class of hers, and finally, one wrote that she "was forced to have a faculty advisor." Table 24 contains information regarding students' sources, broken down by class.

Student Concern Regarding Future Plans and Perceived Importance of Campus Career Services Office

Students were asked to rate on a Likert scale the extent of their concern regarding the major/career choices (1=extremely concerned; 3=somewhat concerned; 5=not at all

concerned) and also, on another Likert scale, how important they thought it was to have a career services office on campus (1=extremely important; 3=somewhat important; 5=not at all important). Results showed that students think it important to have a career services office on campus (\bar{x} =1.45), but are, proportionately, less concerned about their future plans regarding major and/or career (\bar{x} =2.29). Broken down by class level, there was little difference regarding the importance of having a career services office, with ratings as follows: Freshmen, \bar{x} =1.29; sophomores, \bar{x} =1.54; juniors, \bar{x} =1.33; and seniors, \bar{x} =1.24. However, in replying to the question about their present concern about their future plans, freshmen indicated a higher level of concern than the other classes. The freshman mean was 1.90 while the sophomore, junior, and senior means were 2.51, 2.33, and 2.49, respectively.

Chapter V

Summary, Conclusions, and Recommendations

Summary

The purpose of this study was to provide helpful information for evaluation of the use and usefulness of career services offered at the College of Saint Benedict based on student input regarding these services. A further purpose was to learn the primary means through which students learned of career services available.

The Career Services Survey was completed and returned by 150 of the 200 students selected for a total return rate of 75%. Data from these surveys were tabulated by class and major programs of study to learn percent utilization and perceived usefulness of services offered through the Career Services Office. In indicating use and usefulness of services listed, students indicated that while they found some services useful, they also found that others were only somewhat useful or not at all useful.

Results showed a high level of awareness of the existence of the Career Services Office among survey participants (97%). Utilization of one or more services among respondents was also high: 95% had used at least one service offered, and 90% had used two or more services.

Data broken down by class level and major revealed that student class level and major did affect student utilization of many services listed in the survey, though not all. Generally, there was a marked increase at senior level in the use of services directed at career exploration and job-acquisition. These services included the following: Job Fair, Weekly Career Exploration Series, On-campus interviewing, placement file service, the Job-acquisition Skills course, workshops on resume writing and interviewing, and posted job vacancy bulletins.

Services most used by the total sample included the following:

1. Peer Advisor Program	69%
2. Faculty advisor Services	64%
3. Career Resources and Information	58%
4. Four-Year Planning Night	47%

Five services had been used by 30% or more of the respondents, and an additional five services had been used by 30% or more of the seniors. These 10 services were rated as follows (\bar{x} =average of all respondents indicating use; rating is on a Likert scale with 1=very useful; 3=somewhat useful; 5=not at all useful):

1. Job-acquisition Skills Course	1.60
----------------------------------	------

2.	Placement Files	1.62
3.	Workshops	1.79
4.	Career Resources and Information	2.10
5.	Faculty Advisor Services	2.18
6.	Weekly Career Exploration Series	2.29
7.	Posted Job Vacancy Bulletins	2.31
8.	Four-Year Planning Night	2.46
9.	Interest Inventories	2.46
10.	Peer Advisor Program	2.84

Several services received high ratings but had low percentage utilization:

1.	Career Development Course	1.68
2.	Job Fair	1.69
3.	On-campus Interviewing	1.71
4.	January Term Externship	1.75
5.	Internship Program	1.90

The primary avenues through which students learned of services offered were as follows: 1) Peer Advisors; 2) notices on bulletin boards; and 3) peers (word of mouth). Data breakdown by class, however, showed that seniors' primary sources were peers and letters received from the Career Services Office, while underclass students' primary sources were Peer Advisors and notices on bulletin boards.

Conclusions

The researcher, on the basis of this study, made the following conclusions:

1. Nearly all students at the College of Saint Benedict are aware of the existence of the Career Services Office.
2. Nearly all students use one or more of the services offered through the Career Services Office.
3. The Peer Advisor program, though the most highly utilized service offered through Career Services, often does not satisfy those who use it.
4. Seniors use more services than do students at other class levels, particularly in regard to services directed at career exploration and job acquisition.
5. Students majoring in humanities and liberal arts or business and accounting are more likely to meet with a career services professional than students in other major programs.
6. Several services although found useful, were not utilized by most students. These include Job Fair, On-campus Interviewing, January-term Externship, Internship Program, and the course "Career Development."
7. Primary sources from which seniors learned of services available were peers (word of mouth) and

letters from the Career Services Office; underclass students' primary sources were Peer Advisors and notices on bulletin boards.

Recommendations

The recommendations which follow are divided into two different categories: (a) Recommendations to the College of Saint Benedict for improvement of their career services offerings and (b) Recommendations for Further Study, for those wishing to undertake a similar study.

Recommendations to the College of Saint Benedict

In regard to the services offered by the Career Services Office at the College of Saint Benedict, which are both educational and vocational in nature, there are several matters for further consideration. These include, first of all, those services which were considered less useful than others; secondly, those services which were found useful but had low utilization rates; and thirdly, utilization and evaluation rates by class and major.

Services which were found by students to be less useful than others should receive further study. Particularly important among such services is the Peer Advisor Program, which is highly utilized and yet received the lowest rating.

Because the Peer Advisor Program is highly utilized, and because it is also the primary means through which freshmen and sophomores learn of services available, it is important that students find their contact time with peer advisors useful and pleasant. PAs are in a sense the public relations people for the Career Services Office, therefore students may form an opinion of all services offered through Career Services based on their contact with PAs. Unfortunately, students dissatisfied with the Peer Advisor Program complained of a lack of knowledge on the part of the PA and that there was a poor method of giving information. Career Services staff interested in looking into this matter might do a follow-up survey which would more thoroughly examine student views of the program; they may find a need to make peer advisors more accountable for their time and their knowledge about career services and academic planning.

Services which were found by students who utilized them to be useful, and yet were not much utilized, are also a matter for further study and consideration. Why do students not utilize certain services? Is it a lack of awareness? Or is it a specialized service, which benefits only students of certain majors? If lack of awareness is the problem, popular resources -- letters to seniors, bulletin board notices, PAs, and faculty advisors -- could be utilized to spread the word.

Or, if the problem is one of specialization, the service might be adapted in part to meet the needs of more students.

Finally, the varying utilization and evaluation rates by class and major should receive attention. Are students utilizing services soon enough, or do they tend to wait too long to receive the full benefit of the services offered? If they are waiting too long, how can the situation be remedied? Do different classes rate the same service(s) quite differently? If so, why? For example, in the case of the four year planning night, freshmen rate the service as less useful than do students of other class levels. Has the program's quality deteriorated? What might have caused the difference? These are among the questions that should be asked -- and answered.

Recommendations for Further Study

Those wishing to undertake a similar study may wish to review the following recommendations.

1. A larger sample size than that used in this study would allow for further investigation into data breakdown by major.
2. Statistical use of grade point average, if desired for a study, should be drawn from the computer at the same time the sample is drawn.

3. The survey should be lengthened so that students are able to indicate after each service listing why they did not find the service useful. There should also be room for students to indicate usefulness of meetings with career service professionals.
4. A question asking students why they did not utilize a service (or services) should be incorporated.
5. Students might be asked if they regret not having used a service (or services).
6. Questions concerning students' needs and their opinion of whether their career services office meets those needs should be incorporated into the survey.

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**CAREER SERVICES SURVEY
COLLEGE OF SAINT BENEDICT**

Please circle your class standing: FR SO JR SR

Major _____ GPA _____

Have you lived on campus for a semester or more at Saint Benedict's? Yes No

Were you aware, prior to receiving this survey, that CSB had a Career Services office? Yes No

Do you know where the CSB Career Services office is located? Yes No

If so, please indicate location: _____

Have you ever met with a professional on the Career Services staff? Yes No

If so, approximately how many times? one 2-3 4-5 6-7 8 or more

Below is a list of services offered by the CSB Career Services office and staff.
Please indicate those services you have used, and rate their usefulness.

SERVICES	DID YOU USE IT?		very useful		somewhat useful		not at all useful	
	yes	no	1	2	3	4	5	
4-year planning night	yes	no	1	2	3	4	5	
Faculty advisor services	yes	no	1	2	3	4	5	
Peer advisor program	yes	no	1	2	3	4	5	
Services for undecided students	yes	no	1	2	3	4	5	
Career resources and information	yes	no	1	2	3	4	5	
Career development course	yes	no	1	2	3	4	5	
SIGI (computer)	yes	no	1	2	3	4	5	
Interest inventories ("tests")	yes	no	1	2	3	4	5	
Weekly career exploration series	yes	no	1	2	3	4	5	
January term externship offerings	yes	no	1	2	3	4	5	
Career counseling	yes	no	1	2	3	4	5	
Internship program	yes	no	1	2	3	4	5	
Placement files	yes	no	1	2	3	4	5	
Job Fair Opportunity	yes	no	1	2	3	4	5	
On-campus interview opportunities	yes	no	1	2	3	4	5	
Job acquisition skills course	yes	no	1	2	3	4	5	
Workshops on interviewing, networking, letter writing, resume writing, etc.	yes	no	1	2	3	4	5	
Posted job vacancy bulletins	yes	no	1	2	3	4	5	

If you rated one or more services as "not useful," what were your reasons? CHECK ALL THAT APPLY

- _____ not what I expected
- _____ gave no new information
- _____ poor presentation/method of giving information
- _____ lack of materials
- _____ lack of knowledge on part of staff member or career assistant
- _____ other (explain): _____

Where or how did you hear of the service(s) you used (if any)? CHECK ALL THAT APPLY

- _____ P.A.
- _____ R.A.
- _____ S.R.
- _____ other faculty member
- _____ bulletin board
- _____ siblings/parents
- _____ peers
- _____ Summer orientation
- _____ letter sent by Career Services Office
- _____ other written materials (brochures, etc.)
- _____ symposium visits by Career Services professionals
- _____ just assumed the service was offered in that office
- _____ other (explain): _____

What is the extent of your concern regarding your major/career choices at this time?

Extremely concerned somewhat concerned not at all concerned
1 2 3 4 5

How important do you think it is to have a Career Services office on campus?

Extremely important somewhat important not important
1 2 3 4 5

THANK YOU FOR PARTICIPATING IN THIS SURVEY!

PLEASE FOLD TO SHOW ADDRESS ON BACK AND DROP IN CAMPUS MAIL

CAREER SERVICES SURVEY
P.O. BOX 200
MARY HALL COMMONS
COLLEGE OF SAINT BENEDICT

May 8, 1985

My name is Barbara Mader. I graduated from St. Ben's in 1983 and am presently a graduate student at the University of Wisconsin-La Crosse.

The enclosed survey is part of my research for my thesis, a requirement of graduation. I am doing my thesis on the Career Services office at St. Ben's, and need to know whether you have ever used the Career Services office, what service you used, and a few other things. **EVEN IF YOU HAVE NEVER USED CAREER SERVICES, PLEASE COMPLETE THE SURVEY.**

It is very important that I obtain a high return rate on these surveys--that is, that I get back as many of these surveys as possible. If the return rate is low, my results will be worthless, and I will have to do the entire project over again in the fall--which would delay my graduation date.

So I would very much appreciate your taking the three minutes necessary (I timed it!) to fill out the survey and drop it in the campus mail on either the CSB or SJU campus.

You will see that the surveys have numbers in the top, right-hand corner. They are there for follow-up purposes, so that if I don't get a survey back from you in a week or so, I will send you another letter and survey. (I'm hoping that won't be necessary.) I am using the numbers as a method of keeping track, and only for follow-up purposes. Your anonymity is assured.

Permission had been received from St. Ben's and Career Services to send out this survey, since it is a service to the College. Because it will benefit St. Ben's and also help me out, please respond by Monday, May 13.

Thank you very much for your help.

Sincerely,



Barbara S. Mader

16 May 1985

Hello!

Recently I sent you a survey concerning the Career Services Office at St. Ben's. As of today, I have not yet received the survey which was sent to you, and I need your input in order to complete my research.

Please--fill out the enclosed survey and drop it in campus mail.

Thank you!

Sincerely,

Barbara S. Mader
Barbara S. Mader

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