

STUDENT SURVEY OF CAREER COACHING

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CAREER COACH PROGRAM

Since its inception in 2005, the Virginia Career Coach Program provides services in high schools aimed at advancing the educational and career planning of students. Community colleges partner with the Commonwealth of Virginia and local high schools in employing over 110 career coach specialists in more than 165 high schools across Virginia. Coaches work with a wide range of students, including students with economic or other challenges. Coaches help students to transition to work, attend a college/university, enlist in U.S. military service, and pursue industry certification training, in addition to providing specialized expertise regarding community college opportunities.

The VCCS Workforce Development provides the state leadership for the Virginia Career Coach Program through coach training, professional development, and ongoing evaluation. This current assessment, the ***Student Survey of Career Coaching***, is one part of the overall program of evaluation within the Career Coaches Program.

CURRENT ASSESSMENT

The current assessment draws from a previous study involving over 100 coaches who responded to a questionnaire about the nature of their work. The prior study, Virginia Career Coaches Survey Results, generated categories of activities and outcomes that led to the design of the questionnaire used in the current study.

Students are key informants about interactions with the coaches. They have first hand knowledge of the kinds of help that they received from coaches and the effects of involvement on their career and educational planning.

The questionnaire was administered through software and completed by students at their school in the spring of 2012. A total of 4,745 students completed the assessment. The students who responded represented approximately 165 different high schools.

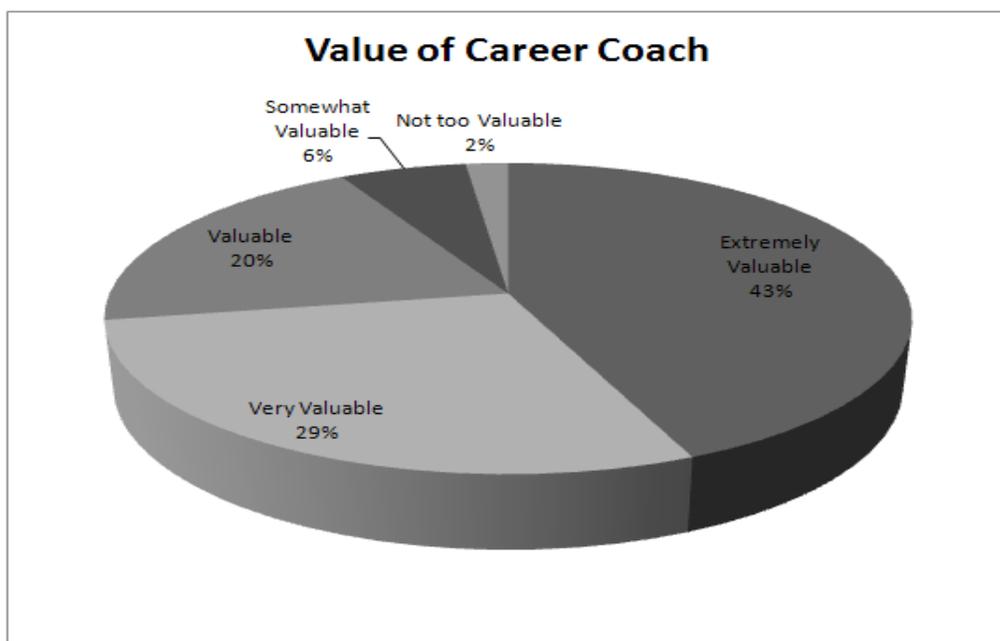
Coaches were asked to identify students with whom they worked during the current year. Although a completed written, career plan was the initial criterion for participation, other students were allowed to participate. The sample may reflect the pool whom coaches tended to work with most, but it also includes students who had limited contact with a career coach. This variation can shed light on the factors of duration and frequency of involvement in relation to outcomes.

A total of 4,745 students from approximately 165 school responded to the questionnaire.

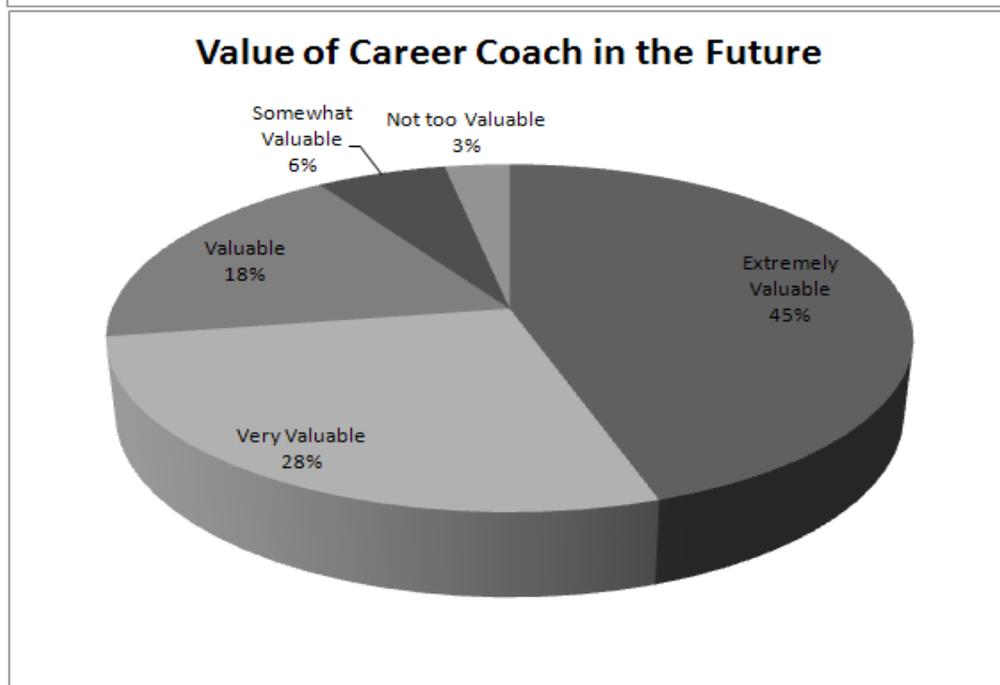
VALUE OF THE CAREER COACH

Students appreciated the value of their experience with a career coach. Almost all students viewed their coach as valuable (92%), and a wide majority saw their coach as very/extremely valuable (73%). Not only did students emphasize the current value, they also viewed the role as potentially valuable in the future. Again, nearly all students endorse having someone in the future as valuable (91%) and most as very/extremely valuable

Almost all students view their coaching experience as valuable to extremely valuable, 92%.

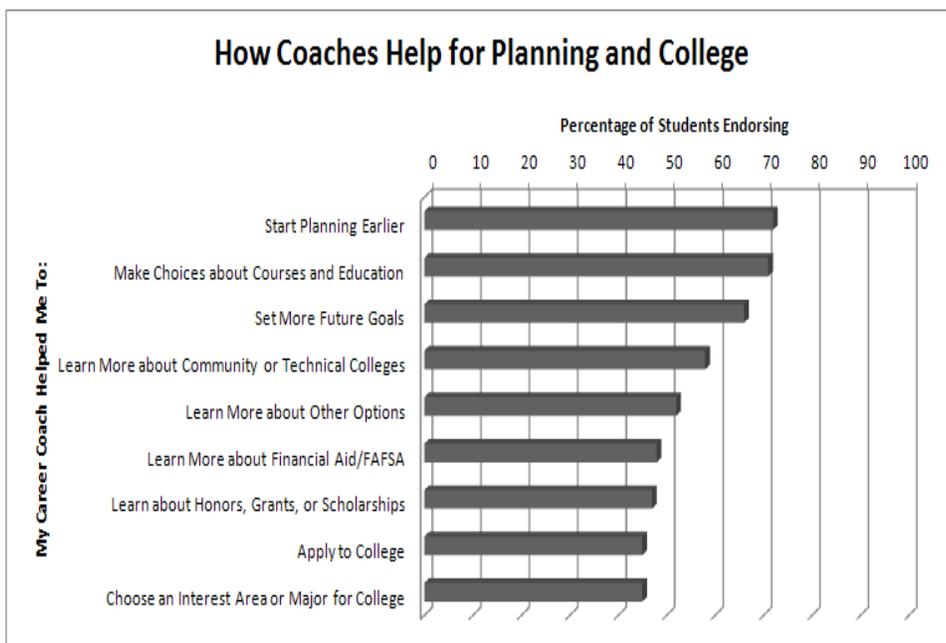


Almost all students view having a coach in the future as valuable to extremely valuable, 91%.

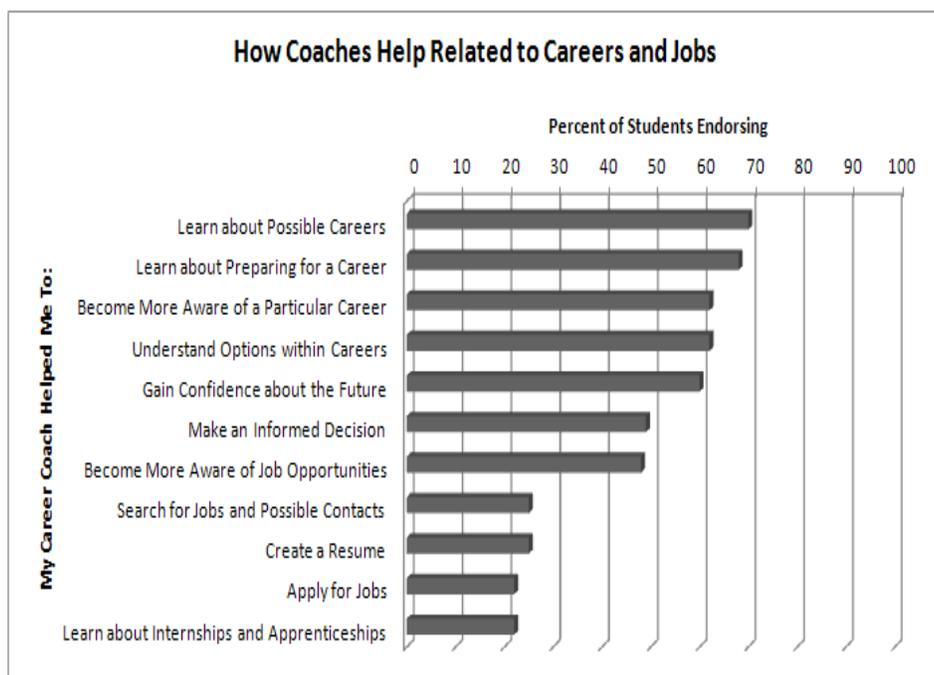


HOW COACHES HELP

The findings indicate that students are being helped through many objectives that coaches previously identified. More than half of all students indicate that coaches helped them with 10 specific objectives related to planning, colleges, and careers. These goals include starting planning earlier, making choices, setting goals, and gaining confidence in the future. Most students also indicate being helped by coaches in learning about community colleges, possible careers, and preparation and options within careers.



More than half of the students said that coaches help them with planning early, setting goals, and learning about community college.



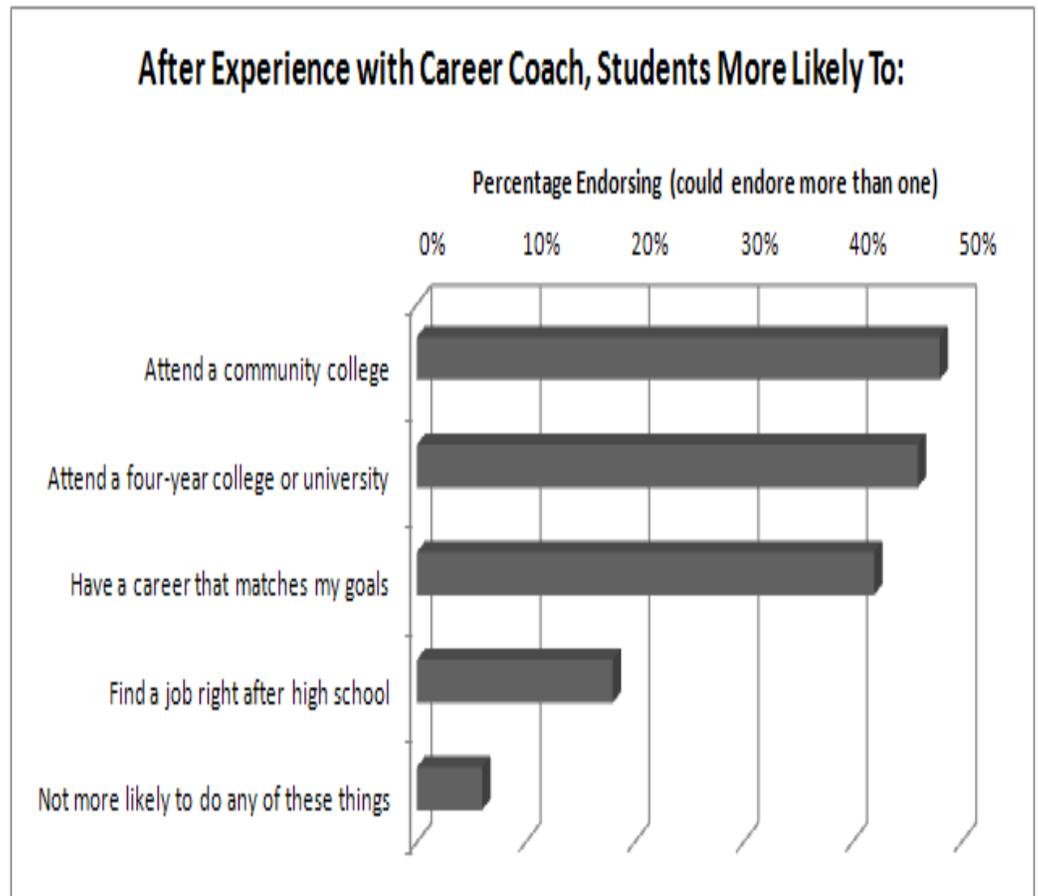
More than half of the students said that their coaches help them to learn about career possibilities, preparation, and specific options within career clusters.

OUTCOMES DUE TO THE CAREER COACH EXPERIENCE

Because of their experience with career coaches, nearly all students (94%) indicate some change regarding college, career, or job. Students could endorse more than one area. Many students say that they were more likely to attend a community college (48%) and/or more likely to attend a four year school (46%). Many students indicate that they were more likely to have a career that matches their goals due to working with the career coach (42%).

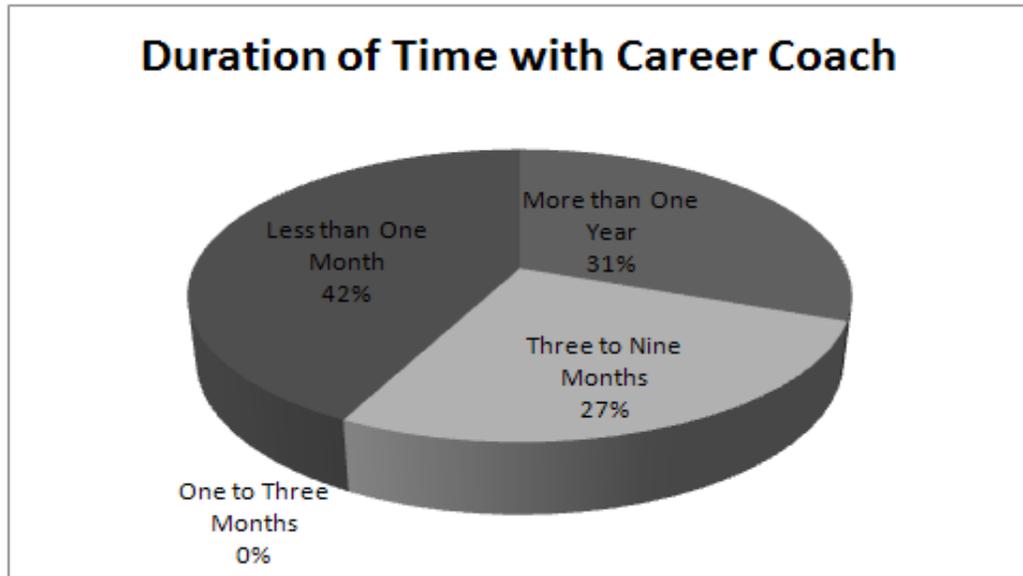
Nearly all students (94%) indicate an important outcome from their experience in working with a career coach.

The most prominent outcomes include being more likely to enroll in a community college, attend college in general, and have a career that matches personal goals.



DURATION IN WORKING WITH COACH

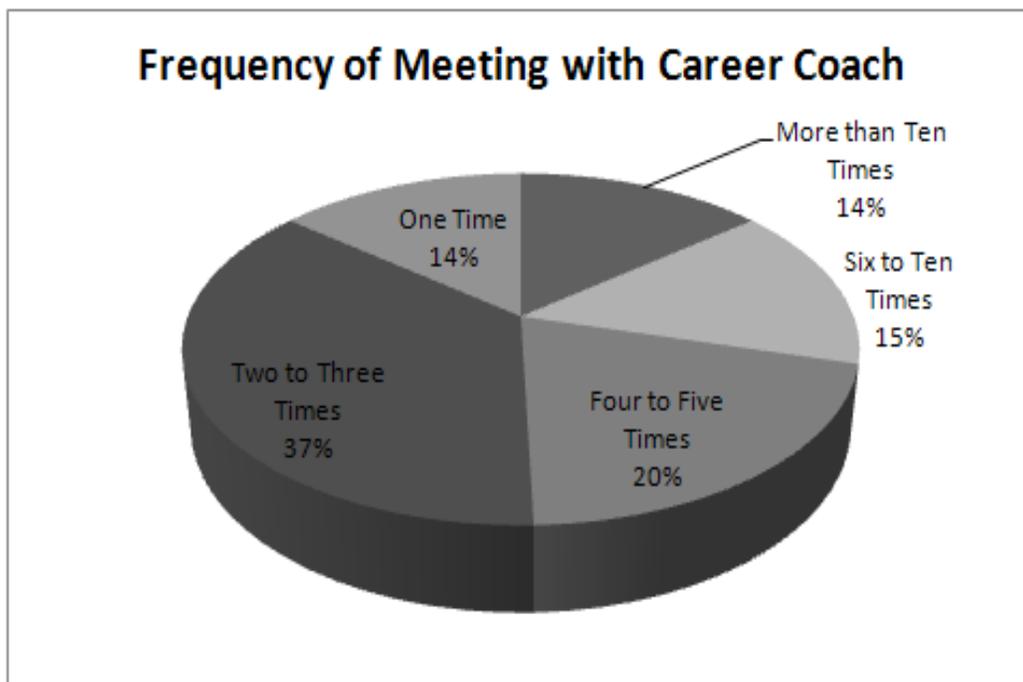
The assessment was conducted at the end of the year and most students had been involved in the past month (43%) or throughout the year (27%). About a third of the students (31%) had worked with the coach in prior years.



The median duration of working with a coach was about 3-9 months.

FREQUENCY IN WORKING WITH COACH

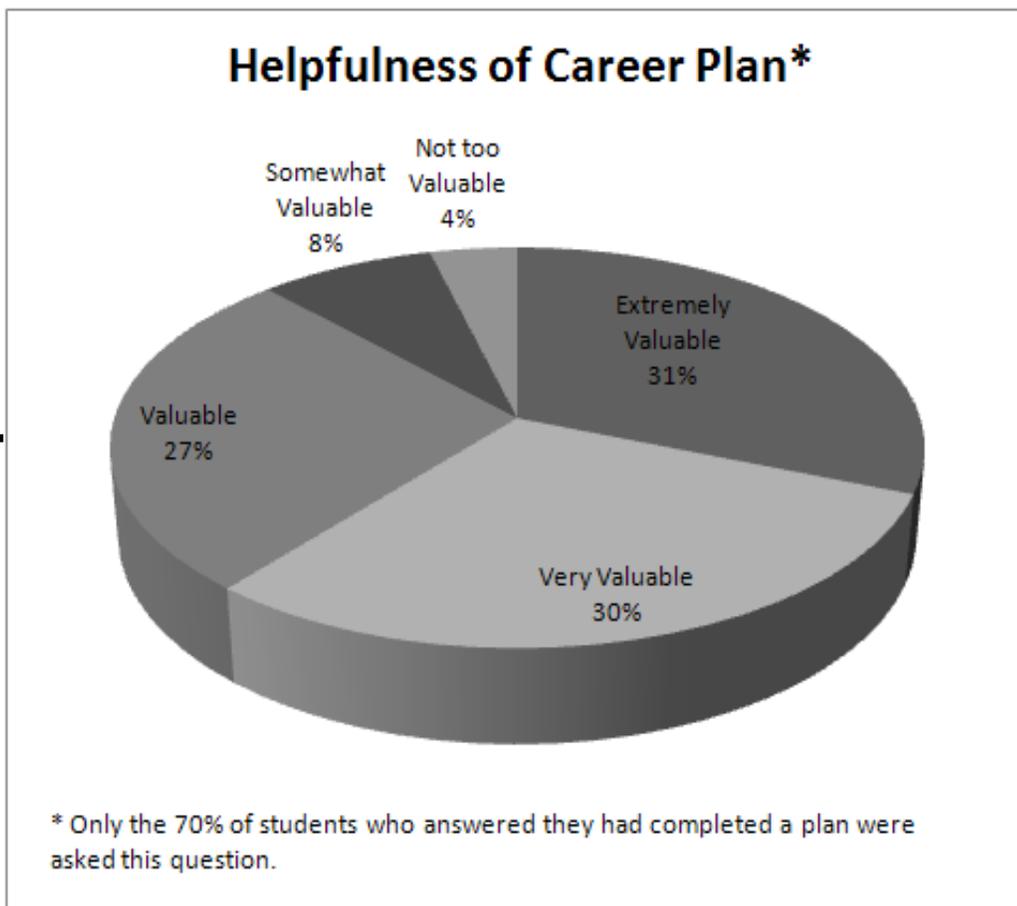
The modal number of times working with the coach was 2-3 times (36%) or four to ten times (25%). A smaller number of students had worked with the coach just one time (14%) or more than 10 times (14%).



The most common frequencies of meeting with a coach were two – three times (37%) or four-five times (20%).

WRITTEN CAREER PLAN

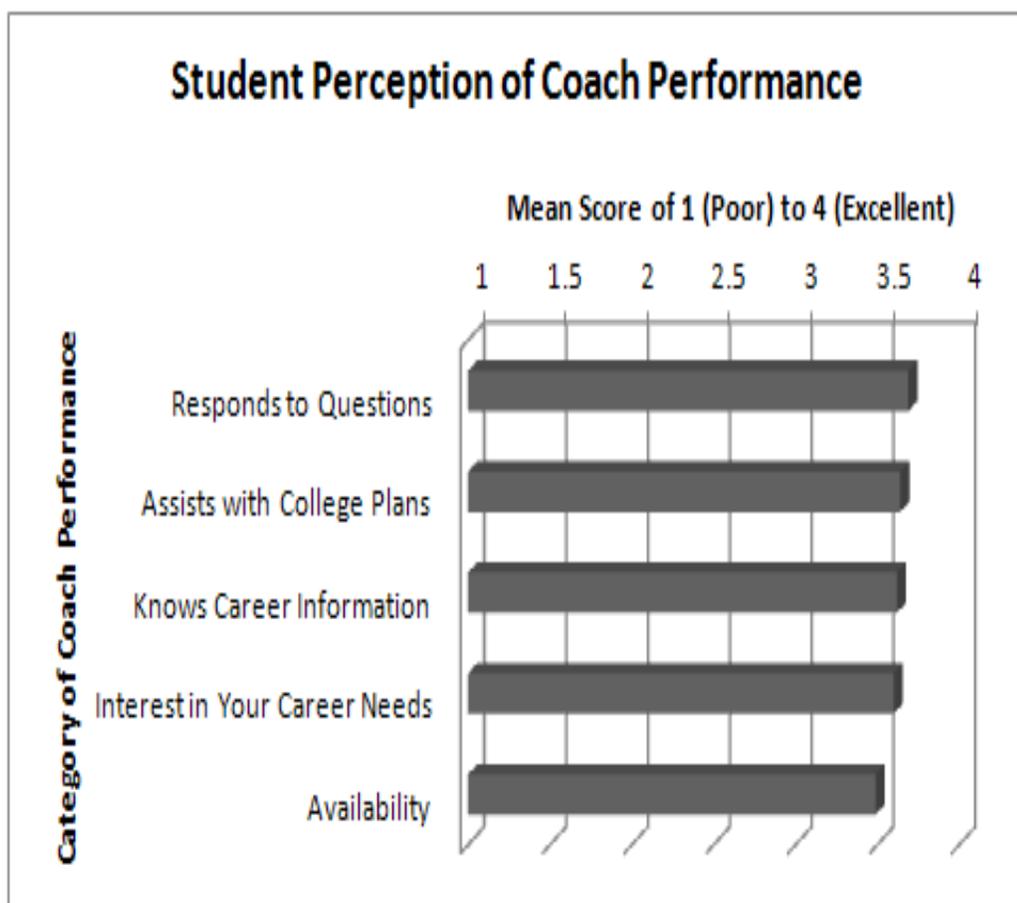
Coaches also helped through written career plans, which most students had done (70%). Of those completing the written career plan, nearly all viewed it as valuable (88%). Most students rated the value as even higher, indicating that the written plan was either very or extremely valuable (61%).



A large majority of students find the written career plan to be valuable to extremely valuable, 88%.

STUDENTS' POSITIVE VIEWS OF COACHES

Overall, students have highly positive views of the coach's work. The average rating was between good and excellent on each area of coaching including responsiveness to questions, assists with plan, knows career information, interests in your needs, and availability. The average score of these items was toward the high end (3.6) between good (3) and excellent (4).



Students give their coaches overall high marks in all areas of coach performance. The typical rating averages between good and excellent.

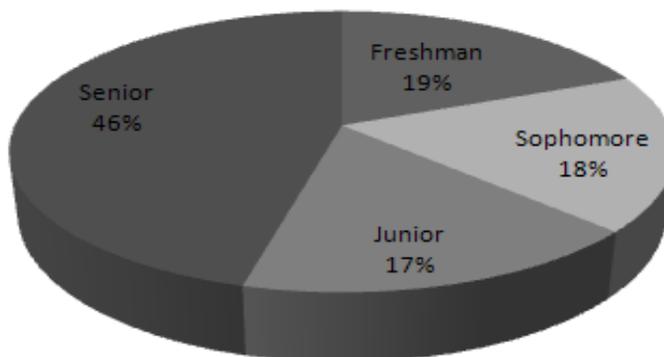
WHO WERE THE STUDENT PARTICIPANTS

About half the students were seniors (46%). The remaining participants were evenly divided among the first three years of high school. Underclass participation included freshmen (19%), sophomores (18%), and juniors (17%). A majority of the students were potentially first-generation college students. Most parents had not completed college. College completion was roughly one-quarter for both mothers (29%) and fathers (21%).

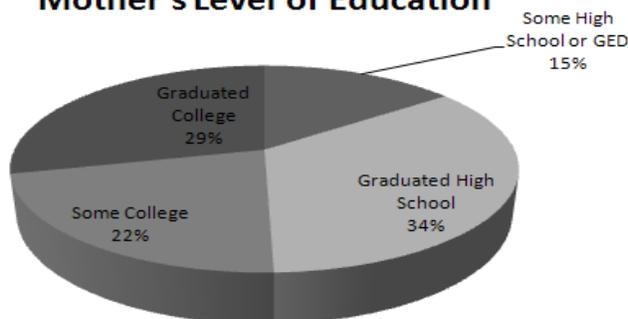
About half of the respondents are seniors. The other half were about evenly divided among freshman, sophomore, and juniors.

A large portion of the respondents would be considered “first generation” prospective college students, in that neither parent attended college, 40%. Only about one-fifth of the participants had at least one parent who earned a college degree, 22%.

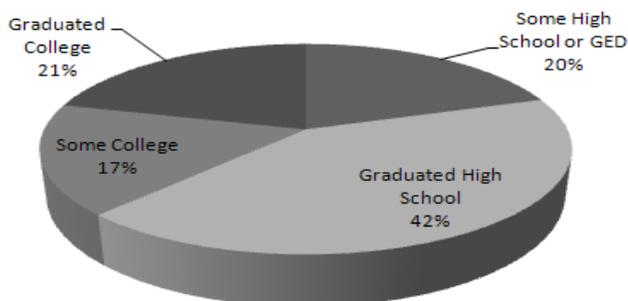
Grade Level of Students



Mother's Level of Education



Father's Level of Education



COACHING STRATEGIES AND OUTCOMES

Duration of Involvement with Career Coach

The largest boost in favorable outcomes occur during the 3-9 month window of working with a coach.

On average, students who worked with a coach for even just one month still view the experience as valuable, giving their coaches high marks for performance. The largest boost in favorable outcomes, however, occur at durations of 3-9 months. With the 3-9 months of work with a coach, students report significant gains in their views of current and future value of career coach; they also show increases in the likelihood of attending a college, enrolling in a community college, finding a job after school, and pursuing a career that matches their personal goals. After 9 months, the ratings of coaches continue to rise, but other outcome improvements tend to level off.

Number of Meetings with Career Coach

After 4-5 meetings with a career coach, most outcome improvements begin to level off.

Even meeting with a coach once is seen as valuable by students. The largest improvement in favorable outcomes occurs when there were 4-5 meetings with the career coach. In the 4-5 meeting range, significant improvements emerge in ratings of the value of the career coach experience, the future value, and the overall rating of the career coach. The 4-5 meeting range also shows significant increases in the likelihood of attending a community college. At the level of 6-10 meetings, there are further increases in the likelihood of matching a career to personal goals; and having over 10 meetings shows the highest scores for current and future value ratings of coaches. With these exceptions, the other outcomes level off on average after 4-5 meetings.

COACHING STRATEGIES AND OUTCOMES

Activities with Career Coach

Involvement with more activities with the career coach link to favorable outcomes.

Across career, college, and job planning activities, the more activities that a student undertakes with a career coach, the higher the perceived value of the coaching experience. As the number college planning activities rise, students report increasing likelihood of attending a community college due to the coaching experience. For career planning, higher numbers of these activities relate to greater likelihood of attending college and having a career that matches one's goals. Involvement in more job planning activities relates to students reporting higher likelihood of finding a job because of the career coach.

Completing a Written Plan

Completing a written plan and valuing that plan relate to favorable outcomes.

Compared to students without a written plan, the students who complete it report higher valuing of the career coach experience and rate their coach more favorably; they also report being more likely to attend a four year college and having a career that matches their goals because of the career coach. Even more important than writing the plan is the student view of the plan. For those who complete a plan, appreciating the value of the plan is among the best predictors of the overall value attached to the coaching experience, the future value of coaching, and the overall rating of the coach. The appreciation for the plan also relates to student reports of increasing likelihood of attending college, particularly community college, and having a career that matches personal goals.

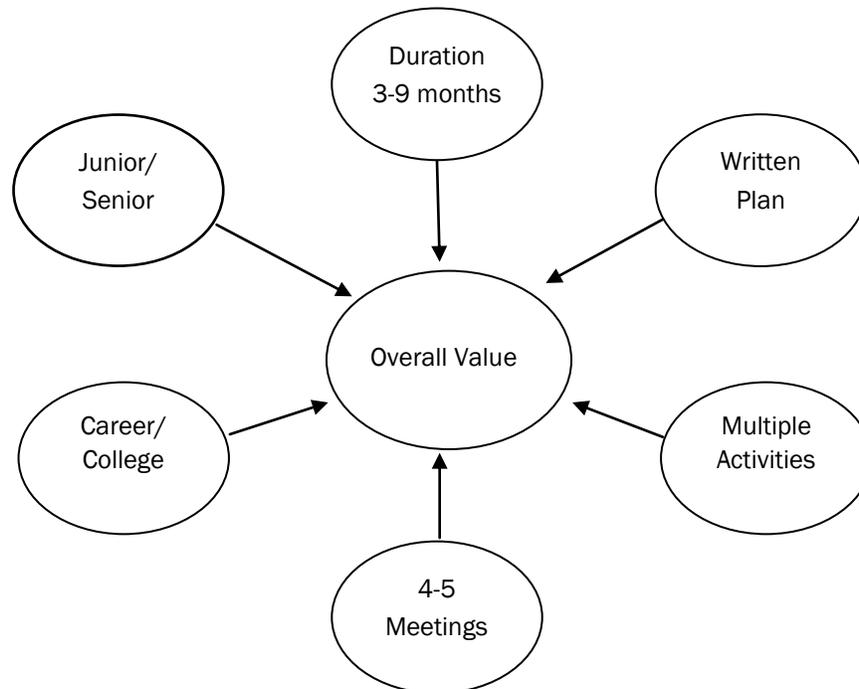
Assisting with college plans and showing interest in career needs are important coach behaviors that relate to favorable outcomes.

Specific Elements of Coach Performance

The areas of coach performance on p. 5 each relate positively to valuing the career coach experience and perceived future value. In particular, (a) assisting with college plans and (b) showing interest in your career needs are most strongly related to perceived current and future value of career coaching.

SUMMARY MODEL OF CAREER COACHING PROCESS

The model below summarizes key factors and important components in the career coaching process.



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