

**Enhancing Career Services Engagement: Understanding Accessibility and Awareness
Among Third Year Students & Above**

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Executive Summary

Author Contributions

We acknowledge that the first four authors (Diana Pedrajas, Lara Savka, Stephanie Ayidu, and Sandy Frenette) were responsible for approximately 95% of the research design, data collection, analysis, and report writing.

Management Problem & Objective

Problem: Despite the comprehensive range of services offered by MacEwan University's Career Services, there is a notable gap in student awareness and utilization of these resources.

Objective: To develop and implement marketing strategies that will boost visibility and use among students, ensuring they are well-informed about the available services that can aid in their career development

Research Problem & Objective

Problem: Understanding students' needs from Career Services regarding flexibility, accessibility, and specific career support.

Objective: To identify which services are beneficial to MacEwan students and determine the best ways to deliver them.

Research Design

The research design employed both qualitative and quantitative methods. The quantitative component utilized a Google Form survey distributed through campus-wide emails and posters, resulting in 396 valid responses. The target population was third-year students and above at MacEwan University.

The study used probability sampling with a stratified sampling process to ensure equal representation across five strata (faculties): Arts & Sciences, School of Business, Fine Arts & Communication, Health & Community, and Nursing. From the 396 qualified responses, 25 random students were selected from each faculty using Excel's RAND() function, resulting in a stratified sample of 125 elements. The qualitative component involved guided interviews to gain deeper emotional and behavioral understanding of students' experiences with Career Services.

Major Findings

- Career planning and resume reviews were the most frequently used services, while LinkedIn help and interview prep were under-utilized
- Arts and Science faculty had the highest number of appointments, significantly ahead of other faculties
- 63% of students who previously used Career Services indicated high likelihood of future use
- Posters around campus (27.87%) and the MacEwan Website (26.23%) were the most effective communication channels
- Most students had 1-2 hours of free time, primarily in the afternoon (12-3 PM)
- Students who are aware of Career Services tend to be more engaged with official communication channels

Recommendations

- Faculty partnerships
 - Partner with faculties to enable Career Services to be introduced and discussed within classrooms.
- On-campus advertising

- Additional recommended locations for advertising posters and banners include Building 11, Building 9, and the library.
- Empty seating areas around campus should be utilized the most, using business cards or other compact promotional materials.
- Faculty-specific targeting
 - Marketing efforts should include targeted faculty-specific outreach:
 - Health & Community students are interested in resume reviews.
 - Nursing students prefer interview preparation.
 - Fine Arts & Communication students are most interested in graduate planning.
- MacEwan website visibility
 - Increasing visibility on the MacEwan website, such as adding Career Services to the shortcuts tab (alongside MyStudentSystem and Meskanas)
- Portal restructuring
 - Develop a standalone web page that does not require login to MacEwan Life to book appointments
- Alignment with students' preferences
 - Adjusting service hours to align with these availability windows
- Correcting misconceptions
 - Majority of students who are not active on LinkedIn think it won't help with career building

Infographic

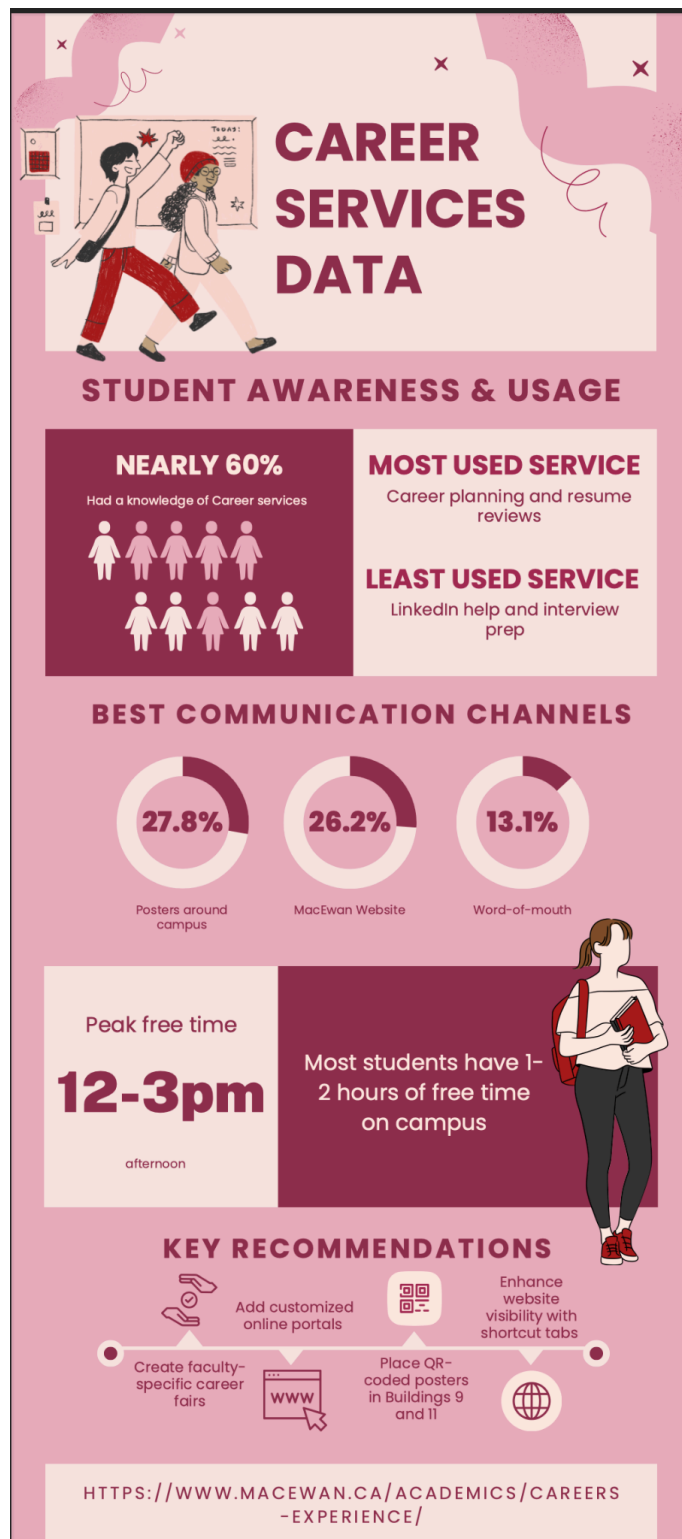


Figure 1: Infographic of Research Findings.

Problem Definition

Organization Overview

Career Services' main aim is supporting students in their career planning, job search, and general professional development. Career Services provides among its offerings career planning sessions, resume reviews, interview preparation, and networking chances via career fairs. Since they equip students with necessary skills for their future success, these services are essential in closing the gap between education and entering the workforce. Though these services are provided, the variations in engagement levels among the several faculties call for Career Services to look for ideas on how to raise awareness, accessibility, and use of these tools for students in all programs.

Problem Background

We developed a framework for comprehending the main issues and goals Career Services was facing before we started our secondary research. First, by using class presentations and meetings with our community partner, we looked at both the present and past position of Career Services. All of this provided a foundation for our study: key figures including annual appointments, most used services, faculty involvement, and insights from past employment.

The main objective of Career Services is to equip students with sufficient tools and resources that fit their needs, so empowering them in negotiating their career path. Career Services help students in identifying, developing, and presenting their career readiness as well as in encouraging a lifetime of learning and professional development by using a customized approach. But, because of differences in service usage, not all students are equally gaining from these advantages.

Results of both the exploratory research and questionnaire show that career planning and resume reviews are two of the most frequently used services. Other services, such as LinkedIn help and interview prep, were found to be under-utilized, hence the questions on what students prefer and the level of awareness. An interesting observation was made regarding the differences among faculties in terms of engagement, where it was observed that the Faculty of Arts and Science carried the highest number of appointments approximately 230 behind the School of Business, and very much lower than other faculties with regard to participation found. This entails the need for further investigation on possible accessibility and awareness across faculties.

To address these issues, our research comprises both qualitative and quantitative insights so as to give realistic recommendations for and proper connections to better reach and raise awareness of Career Services.

Management Objective

Career Services' mission statement: "Career Services empowers students and alumni to navigate their career journeys by providing tools and resources that address their diverse needs. Through a personalized approach, we support students in identifying, developing, and communicating their career readiness competencies. We foster a commitment to lifelong learning and career growth." With the rebranding of Career Services—previously Careers & Experiences, they want to have a better understanding of MacEwan students—the key clients—and what they want and need in terms of support, flexibility, and accessibility. The management objective focuses on addressing the gap in student awareness and utilization of MacEwan University's Career Services, aiming to develop and implement marketing strategies to boost visibility and usage among students.

Research Objective

Knowing the disproportionate number of appointments among MacEwan's various programs, our research objective is to thoroughly understand why not as many students use Career Services. This includes examining factors such as barriers that prevent students from coming in. We want to know how the general student body perceives Career Services, and whether there are any preconceptions towards Career Services that can be changed or corrected. These may consist of understanding the level of awareness students have about Career Services, the students' preferred communication channels, their preference regarding the resources and utilities offered, determining the effectiveness of Career Services' advertisement in-campus, and how to best fit the service hours to students' schedules. Through our research efforts, we aim to acquire an intricate discernment of the demographics, specifically of students in their third year and above, and formulate actionable recommendations to increase the visibility of Career Services—to especially boost the number of appointments in programs outside of the Faculty of Arts & Sciences, and School of Business.

Analytical Framework

Our theoretical approach aims to synthesize the qualitative insights gained through in-depth interviews and existing data, ultimately contributing to the development of targeted marketing strategies that enhance the overall efficacy of Career Services. The comprehensive examination of student needs can lead to actionable recommendations to bridge gaps between available services and student perceptions, enhancing career readiness for all students.

The analytical model in Figure 2 represents the components of Career Services' marketing strategy that will enhance appointment retention and improve the types of support available for students. We theorize that: awareness, perception, usability, time, communication,

and preferences, are all interrelated components. Awareness is affected by perception and communication, usability is affected by time and preferences, and so on. These variables will be examined and approached from the students' perspective in order to decipher the fundamental concern. The issues of each variable affect one another, and the complexity of the problem can only be solved if all manner of relationships are understood.

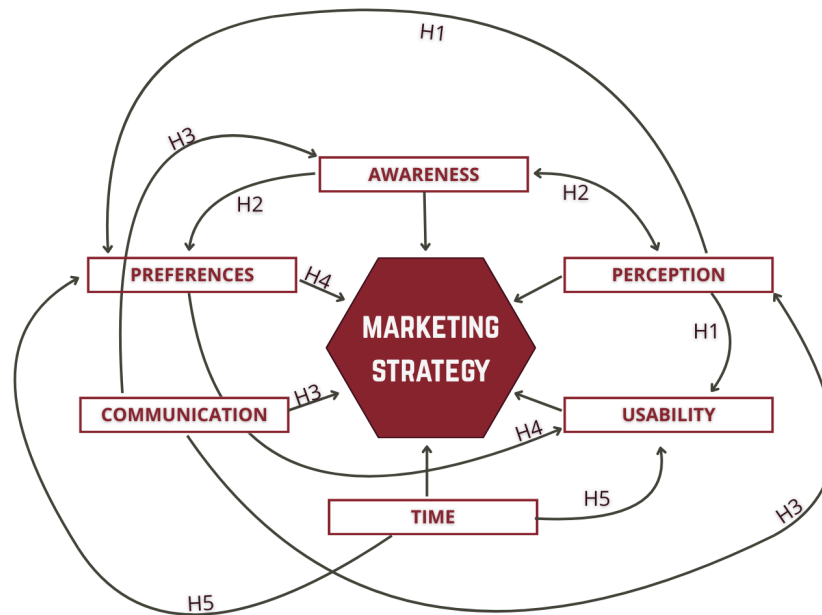


Figure 2: Analytical Model of Variables that Affect Career Services in Relation to Student Engagement.

Research Questions & Hypotheses

The main marketing research problem we aim to address is: “How can MacEwan University's Career Services improve awareness, accessibility, and utilization among its student population?”

Question 1: How useful do students perceive Career Services to be?

Hypothesis: Students unfamiliar with Career Services often view it as less useful and struggle to tailor their career plans. Many only know the service exists but don't recognize its value. Some

assume it's limited to the School of Business or the Commerce Program, and feel it's not accessible for their needs. Increasing awareness can help eliminate these misconceptions and show that Career Services can support students across all programs in their career development.

Question 2: To what extent are MacEwan students aware of the opportunities and resources provided by Career Services?

Hypothesis: Awareness of Career Services is significantly correlated with students' program of study and previous engagement. As shown previously with the secondary data given by Career Services, there is a huge disproportion among the appointments by programs and faculties. In general, students in the Faculty of Arts & Sciences and School of Business are the only ones who are aware of the services offered. While the general student body knows of Career Services, they don't know about specific amenities and resources available for their use.

Question 3: Which communication channel can Career Services use to connect with students most effectively?

Hypothesis: Email is the best way to inform students of Career Services' whereabouts. The qualitative interviews' results support the idea that students want to receive more emails from Career Services. There are other media channels such as social media and posters around campus, but email is the most effective way to do so because it directly engages with students. They will receive announcements and reminders from Career Services with convenience to personal time. They don't have to be in-campus to find more information about Career Services because it's already provided on their devices.

Question 4: What are students' preferences regarding Career Services' accommodations?

Hypothesis: Students are open to Career Services' offerings, like career fairs, resume reviews, interview prep, and graduate planning. However, many believe the service is inaccessible to those outside the two major faculties. There's also an expectation that Career Services will directly provide jobs, leading to disappointment when they realize the service only aids in job searching, not securing employment. Students are often misinformed about available resources and confuse career fairs with job fairs. Changing students' perceptions and clarifying the purpose of Career Services will help them better utilize these valuable resources.

Question 5: How can Career Services adjust operations to accommodate students' personalized schedules?

Hypothesis: Students prefer in-person appointments or drop-ins, especially with afternoon drop-in hours. The main barrier to using Career Services is lack of time; students would attend if they had more time on campus. They feel face-to-face conversations are more impactful, but this creates a challenge for Career Services in balancing flexibility with staff and resource limitations. Adjusting operations must consider both the need for in-person support and the practical constraints of staff availability to accommodate students effectively.

Research Design

Target Population

The aim of this questionnaire is to collect insights from **third-year students and above** at MacEwan University.

Element: Individual students

Sampling unit: All third-year and above students

Extent: All faculties at MacEwan University, Edmonton AB

Time: From 03/20/2025 - 03/28/2025

Sampling Frame

1. Peer Sharing: Encourage students to share the questionnaire link with their peers through word of mouth and texting.
2. On Campus Promotions: Setting up posters with the questionnaire QR code in places with higher student populations like the library, cafeteria, and the SAMU building.
3. MacEwan's Email List: Work with the Career Services office to send out the survey via university-wide emails targeting third-year, fourth-year, and graduate students.

Sampling Technique

The quantitative survey employed probability sampling techniques. By using this method, we can ensure a random sample will be selected by chance, and therefore will ideally offer a more comparable view of the target population. Specifically, we conducted a stratified sampling process to ensure that different strata within our population are adequately and equally represented in the sample.

As the first step in this process, we collected 464 survey responses using the sampling frame outlined above, relying mostly on the campus email list. From these, there were 396 usable responses, while the rest got automatically screened out at our screening question. For the second step, we identified five strata based on the different programs at MacEwan, these being: Arts & Sciences, School of Business, Fine Arts & Communication, Health & Community, and Nursing. Our target was to equally represent 125 elements. With five strata, this meant that we chose 25

random students from each faculty. To do this, we used simple random sampling to randomly select these elements from each stratum by conducting a few simple calculations in Excel:

1. Organize all the data collected from all 396 qualified responses from the survey by faculty/stratum
2. Assign each response a random value using the RAND() function on Excel
3. Sort values from lowest to highest
4. Choose the lowest 25 values and their corresponding form responses from each stratum to ensure an equal and random distribution

Breaking the population down into strata will provide more tailored insights into how each program at MacEwan interacts with Career Services, and will ideally reveal the most efficient ways to advertise based on student habits.

Sample Size and Characteristics

Total Population (N): 8461 students who are 3rd year and above

Random Sample: 396 (qualified) respondents

Stratified Sample (n): 125 respondents

Stratum	Proportion of Sample	Sample Size (Stratified)	Number of 3-4th years	Number of 5+ years	Number of Respondents who have used CS	Number of Respondents who know of CS but have not used it
Arts & Sciences	20%	25	20	5	25	0 (all have already used)
School of Business	20%	25	22	3	20	4
Fine Arts & Communication	20%	25	21	4	5	12
Health &	20%	25	24	1	5	11

Community						
Nursing	20%	25	24	1	5	11
Total	100%	125	111	14	60	38

Insights at a Glance:

- 48% of the sample has used career services before
- 30.4% of the sample knows of Career Services, but has not used it before, meaning that 17.6% of the sample has not heard of Career Services at all before the survey
- 88.8% of the sample were in years 3-4, 11.2% were in year 5 or above

Survey Administration Method & Field Work Description

The survey was administered as an electronic survey using Google Forms. Respondents completed the survey entirely through use of the internet. With some help from Career Services, we were able to access the MacEwan email list and send out the survey along with another reminder email a week later to each third year or above student. Alongside this, we also printed and put up 20 posters around campus with the QR code to the survey on them. Data was then collected directly from the Forms spreadsheet.

Pre-test Administration and Results

Our initial pre-test utilized different sampling frames and techniques; the pre-test used convenience sampling to find five students from varying faculties and was based on our own selection and word-of-mouth. Our results from the pre-test showed that many students show varying interest in using Career Services, suggesting some find them helpful while others may not see immediate value. Insights from the pre-test highlight different preferences for services,

such as in-person drop-ins and one-on-one appointments. By using the insights from our pre-test, we were able to develop an improved version of the questionnaire.

Ethical Issues in Data Collection

The questionnaire was conducted using segmentation as opposed to profiling, which would be considered unethical. By identifying a target population, elements, and sampling units, we have segmented a demographic of shared experiences and needs.

Secondly, data and insights derived from the questionnaire will be used for a clear research purpose only. This research purpose was clearly stated on the survey itself and within our reports, meaning that every respondent agreed to participate in the questionnaire and gave their consent for us to use their responses in this pretext. The purpose of the questionnaire is to provide useful, relevant, and tailored insights and recommendations to Career Services regarding how to best adjust their services to appeal to students' expectations and needs concerning accessibility of the services. This is in accordance with Articles 5 and 7 from the CRIC Code.

Statistical Data Analysis & Results

Logistic Regression Analysis

```
Call:
polr(formula = how_likely ~ faculty + career_path + when_free +
      free_time, data = career_services_long, Hess = TRUE)
```

Coefficients:

	Value	Std. Error	t value
facultyFine Arts & Communication	-2.8262	0.4353	-6.4928
facultyHealth & Community	-1.5999	0.3822	-4.1857
facultyNursing	-2.1393	0.4262	-5.0189
facultySchool of Business	-0.6596	0.3831	-1.7220
career_pathSlightly	-0.4646	0.4786	-0.9707
career_pathYes	-0.7719	0.5035	-1.5330
when_freeEvening (after 3)	0.9891	0.3264	3.0305
when_freeIn the morning (before 10am)	0.7156	0.5156	1.3880
when_freeIn the mornings (before 10am)	0.6463	0.6229	1.0375
when_freeNear noon (10- 12)	1.2678	0.3213	3.9457
free_time1 - 2 hours	1.9214	0.3229	5.9506
free_time3+ hours	0.8350	0.4850	1.7216
free_time30 minutes - 1 hour	0.3663	0.3481	1.0525

Intercepts:

	Value	Std. Error	t value
1 2	-3.6348	0.6237	-5.8278
2 3	-2.3342	0.5888	-3.9643
3 4	-0.2710	0.5704	-0.4751
4 5	1.7168	0.5774	2.9732

Residual Deviance: 670.8602

AIC: 704.8602

```
Call:
polr(formula = how_likely ~ usage + services_preference + avg_resume_review +
      avg_linkedin_help + avg_career_fairs + avg_interview_prep +
      avg_graduate_plan, data = career_services_long, Hess = TRUE)
```

Coefficients:

	Value	Std. Error	t value
usageYes	1.55086	0.2608	5.9461
services_preferencePre-recorded online resources	0.20998	0.3593	0.5843
services_preferenceScheduled one-on-one appointments	0.24440	0.2908	0.8406
services_preferenceVirtual consultations	0.19007	0.3114	0.6104
avg_resume_review	-0.27196	0.1091	-2.4921
avg_linkedin_help	-0.17570	0.1111	-1.5818
avg_career_fairs	0.09094	0.1062	0.8561
avg_interview_prep	-0.49264	0.1155	-4.2638

Intercepts:

	Value	Std. Error	t value
1 2	-4.6749	1.1383	-4.1069
2 3	-3.3799	1.1159	-3.0287
3 4	-1.5968	1.1002	-1.4513
4 5	0.1990	1.1033	0.1804

Residual Deviance: 710.5152

AIC: 734.5152

```
Call:
```

```
polr(formula = how_likely ~ usage + interview_skills + resume_edit,
      data = career_services_long, Hess = TRUE)
```

Coefficients:

	Value	Std. Error	t value
usageYes	1.4616	0.2628	5.561
interview_skills	-0.2402	0.1179	-2.037
resume_editIt has been nearing 1 month	0.7478	0.4020	1.860
resume_editIt has been over 6 months	0.6463	0.3834	1.686
resume_editRecently	1.1528	0.3209	3.592
resume_editWithin the last week or 2	0.5991	0.3289	1.822

Intercepts:

	Value	Std. Error	t value
1 2	-2.3848	0.4597	-5.1879
2 3	-1.1381	0.4217	-2.6988
3 4	0.5882	0.4199	1.4007
4 5	2.2995	0.4425	5.1970

Residual Deviance: 728.9457

AIC: 748.9457

Figure 3, 4, 5: Ordinal Logistic Regression Models at 90% Level of Confidence.

Significant predictors - variables with t-values greater than 1.645 at 90% confidence level have meaningful effect on outcome(Q: How likely are you to use Career Services in the near future?) and are more likely to change outcome.

Positive coefficient - as predictor increases, likelihood of outcome increases.

Negative coefficient - as predictor increases, likelihood of outcome decreases.

Fine Arts & Communication:

- Coefficient: -2.8262
- Interpretation: students from Fine Arts & Communication are less likely to report high levels of how_likely outcome. They are less likely to express a high likelihood of using Career Services in the future compared to students from reference faculty (Arts & Sciences).
- Effect: strong negative coefficient indicates that being in Fine Arts & Communication substantially reduces chances of a student reporting a high likelihood of using Career Services.

Health & Community:

- Coefficient: -1.5999
- Interpretation: students from Health & Community are still less likely to report high levels of how_likely, but effect is less negative than that for Fine Arts & Communication.
- Effect: while Health & Community students are still less likely to use Career Services, the impact is less pronounced than for Fine Arts & Communication students, indicating a smaller negative influence.

Nursing:

- Coefficient: -2.1393

- Interpretation: students from Nursing have a negative relationship with how_likely (i.e., they are less likely to report high levels of the outcome), though the impact is not as strong as for Fine Arts & Communication students.
- Effect: negative effect of being from Nursing still reduces the likelihood of using Career Services, but the effect size is smaller compared to Fine Arts & Communication students, and larger than Health & Community.

Free Time (Evening, Near Noon):

- Coefficient: 0.9891, 1.2678
- Interpretation: when students are free in the evening or near noon, they are more likely to report higher levels of the outcome, indicating they are more likely to use Career Services during these times.
- Effect: positive coefficients suggest that having free time in the evening or near noon increases the likelihood that students will report using Career Services, likely due to greater availability and flexibility during these periods.

Free Time (1-2 hours):

- Coefficient: 1.9214
- Interpretation: students who have 1-2 hours of free time are more likely to report a higher likelihood of using Career Services.

- Effect: positive coefficient means that having 1-2 hours of free time makes it more likely that a student will consider using Career Services, as they likely have the time to engage with such services.

Usage (Q: Have you used Career Services?):

- Coefficient: 1.55086
- Interpretation: usageYes variable indicates that students who have used Career Services are more likely to report higher likelihoods of using them again in the future.
- Effect: positive coefficient suggests that previous use of Career Services increases the chances of a student being likely to use them again, reinforcing the idea that prior experience with the service positively impacts future usage.

Resume Review:

- Coefficient: -0.27196
- Interpretation: lower average rank for resume reviews (indicating better perceived quality, e.g., 1st or 2nd) is positively related to the likelihood that students will use Career Services in the future. Students who think resume reviews are high-quality (ranked 1st or 2nd) are more likely to use Career Services later.
- Effect: negative coefficient indicates that better-perceived resume review rank are associated with a higher likelihood of students using Career Services in the future. Students who rate resume reviews highly are more likely to consider using Career Services, showing that high perceived quality leads to greater interest in using the services.

Interview Preparation:

- Coefficient: -0.49264
- Interpretation: lower average rank for interview preparation (better ratings, such as 1st or 2nd) is positively related to the likelihood of students using Career Services in the future. If students think the interview preparation service is high-quality, they are more likely to say they would use Career Services.
- Effect: negative coefficient means that students who rate interview preparation services highly (lower average ranks) are more likely to report that they would use Career Services in the future. Conversely, worse ratings (higher ranks) for interview preparation services lead to a lower likelihood of future use. This highlights that high perceived quality of interview preparation services can increase students' intention to use Career Services.

Interview Skills:

- Coefficient: -0.2402
- Interpretation: higher self-rating of interview skills (on a 1-5 scale) is negatively related to the likelihood of using Career Services. This suggests that students who rate their own interview skills highly are less likely to report high levels of using Career Services in the future.
- Effect: negative coefficient means that as students rate their interview skills higher, the likelihood of them using Career Services decreases. Students who perceive themselves as more competent in interview skills are less likely to seek help from Career Services.

Resume Edit (Q: When was the last time you edited your resume?):

- Recently:
 - Coefficient: 1.1528
 - Interpretation: students who had their resumes edited recently are more likely to report a higher likelihood of using Career Services in the future compared to those who haven't had their resumes edited.
 - Effect: positive coefficient indicates that recent engagement with resume editing has the strongest positive effect on the likelihood of using Career Services again.
- Within the last week or 2:
 - Coefficient: 0.5991
 - Interpretation: students who had their resumes edited within the last week or two are more likely to report a higher likelihood of using Career Services in the future compared to those who haven't had their resume edited.
 - Effect: positive coefficient suggests that recent resume editing within the last couple of weeks increases the likelihood of future use of Career Services, though the effect is smaller than for students who had their resumes edited recently.
- It has been nearing 1 month:
 - Coefficient: 0.7478

- Interpretation: if students had their resumes edited nearly a month ago, they are more likely to report a higher likelihood of using Career Services in the future compared to those who have not had their resume edited.
- Effect: positive coefficient suggests that recent experience with resume editing increases the likelihood of future engagement with Career Services.
- It has been over 6 months:
 - Coefficient: 0.6463
 - Interpretation: if students had their resumes edited more than 6 months ago, they are also more likely to report a higher likelihood of using Career Services in the future compared to students who haven't had their resume edited.
 - Effect: positive coefficient indicates that even if the resume editing was done over 6 months ago, it still has a positive influence on future use of Career Services, though the effect is slightly smaller than for those who had their resumes edited within the last month.

Q: How did you learn about Career Services? (regression model not included due to length of model when only two variables are significant)

- From a friend or professor:
 - Coefficient: 2.298
 - Interpretation: if students learned about Career Services from a friend or professor, it is positively associated with a higher likelihood of using Career

Services in the future. This suggests that personal recommendations increase the likelihood of future use.

- Effect: as the likelihood of learning about Career Services from a friend or professor increases, the likelihood of using Career Services in the future increases.

- MacEwan Website:

- Coefficient: 2.92
- Interpretation: students who learned about Career Services through the MacEwan Website are more likely to report a higher likelihood of using Career Services in the future. This indicates a significant positive effect, meaning that students who are exposed to Career Services through the website are more inclined to use the services again.
- Effect: higher likelihood of future use of Career Services for students exposed to the MacEwan Website. The positive coefficient suggests that the likelihood of using Career Services increases as students' exposure through the website increases.

Null hypothesis (H₀): There is no relationship between activeness on LinkedIn and its contribution to students' perception of career building.				
Alternative hypothesis (H₁): There is a significant relationship between activeness on LinkedIn and its contribution to students' perception of career building.				
Active on LinkedIn	Yes(2)	Somewhat(1)	No(0)	Total
can help career building (4-5)	13	14	11	38
won't help career building (1-2) and neutral (3)	9	18	60	87
Total	22	32	71	125
Frequency Calculations	6.688	9.728	21.584	
	15.312	22.272	49.416	
	0.058184256	Chi square test result		
	p-value < alpha of 0.1			

Figure 3: Chi-squared test for the Q:”Are you active on LinkedIn?” and Q:”Do you agree with this statement: I think LinkedIn can help my career building.”

Data analysis showed that there is a significant relationship between students’ usage of LinkedIn and whether they think the application can contribute to their career building or not. The test was conducted with 90% level of confidence, and p-value is shown to be 0.05818, therefore having great significance. Students who are not active on LinkedIn think the application will not help with their career building.

Research Questions Framing

Question 1

“How useful do students perceive Career Services to be?”

As predicted, students who have used Career Services are majorly from Arts & Sciences and School of Business, with a combined 76% total. The three other faculties only make up 24% of the sample (Appendix 6.5). Contradictory to the other graph, 96% of students who didn’t know and haven’t used Career Services come from the faculties of Nursing, Fine Arts & Communication, and Health & Community(Appendix 6.7). According to Appendix 6.10, 40% of students who haven’t used Career Services and didn’t know about it, are neutral(rating of 3) about future usage. While 63% of students who have used Career Services are more likely to use

it again(rating of 4-5). This proves the hypothesis that there is a misconception of who Career Services can cater to.

Appendix 8.6 shows that the three smaller faculties would like to use graduate planning and interview prep the most. From Appendix 11, we know that only 13% of the appointments are for grad planning and 8% for interview prep. We also know that only 13.68% of the appointments were attended by students from the three faculties mentioned above. However, 27.69% of students who don't know and haven't used Career Services (Appendix 6.10) responded that they will likely use it soon. These percentages show that there is a lack of awareness among students outside of the two large faculties about what Career Services can do for them. Once they are provided with more information and exposure, students of these faculties are willing to use Career Services. (Please see Appendix 8.4 to 8.6 for more visual data.)

Question 2

“To what extent are MacEwan students aware of the opportunities and resources provided by Career Services?”

According to Appendix 6.1, we can see 38 (58.5%) of students knew of Career Services but there were still 27 (41.5%) students that didn't know about it. This shows that although the majority have knowledge about Career Services, there's still approximately 42% of students that have little to no knowledge about it.

Our hypothesis states that students in the School of Business and the Faculty of Arts & Sciences typically have more awareness than others, which helps to explain the disproportionate use of services. Our results show that faculty at MacEwan University vary greatly in their awareness and use of career services. When asked, "Have you used Career Services?" Most

students who had interacted with the services came from the Faculty of Arts & Sciences and the School of Business; 40 out of 60 total respondents reported prior usage.

Students from other faculties, on the other hand, most of them answered "no," which supports our theory that some programs have disproportionately more awareness and involvement. Although 58.5% of students knew about Career Services, many lacked awareness of particular tools at their disposal.

When asked "How likely are you to use Career Services in the near future?" students scored their likelihood between 1 and 5. 38 students in all—19 choosing 4 and 19 choosing 5—show a strong likelihood (4 or 5) of using these resources, indicating the possibility for higher engagement if awareness and focused marketing campaigns improve.

Overall, our results confirm that awareness and interaction with Career Services at MacEwan University differ by faculty, so supporting our hypothesis that awareness is linked with students' program of study and past involvement. We recommend focused marketing initiatives including faculty-specific campaigns, posters in underrepresented buildings (e.g., Building 9, Allard Hall), and tailored outreach to nursing students who might not get emails regarding Career Services awareness. Using peer advocates from every faculty could also be a good way to get the word out and raise involvement. By means of these actions, the awareness gap would be closed, enabling more students to gain from the tools at their disposal for career development.

Question 3

“Which communication channel can Career Services use to connect with students most effectively?”

Based on the survey data Appendix 5.1, we can provide a comprehensive analysis of the most effective communication channels for Career Services to connect with students:

School Emails appear to be a relatively effective channel, as 58.46% of students indicate they regularly check and read their school emails. However, there's a significant portion (41.54%) who don't regularly check their emails, suggesting that email shouldn't be the only communication method.

The current most successful channels for students learning about Career Services are: Posters around campus are the leading communication method, reaching 27.87% of students. This high visibility approach appears to be particularly effective in capturing student attention. The MacEwan Website is the second most effective channel, reaching 26.23% of students. The strong performance of the website suggests students actively use this platform for information. Word-of-mouth through friends and professors accounts for 13.11% of student awareness, indicating the importance of personal recommendations and classroom connections.

For maximum effectiveness, Career Services should consider a multi-channel approach with primary focus on:

1. Maintaining strong poster presence around campus
2. Ensuring updated and visible presence on the MacEwan Website
3. Engaging with professors to encourage classroom announcements and referrals

The data also shows a positive correlation between knowledge of Career Services and email checking habits, suggesting that students who are aware of Career Services tend to be more engaged with official communication channels.

Question 4

"What are students' preferences regarding career services, and what should be advertised more based on the results?"

For the entire sample, the most preferred service is Resume Review, followed by Career Fairs, Graduate Planning, Interview Preparation, and lastly, LinkedIn Help (Appendix 5.14).

For respondents who have used Career Services each faculty's most preferred service is (Appendix 8.4):

- School of Business - Resume Review
- Nursing - Interview Prep
- Health & Community - Career Fairs
- Fine Arts & Communication - LinkedIn Help
- Arts & Sciences - Resume Review, LinkedIn Help

For respondents who haven't used Career Services but knew of it (Appendix 8.5):

- School of Business - Resume Review, Career Fairs
- Nursing - Interview Prep
- Health & Community - Interview Prep, Graduate Plan
- Fine Arts & Communication - Graduate Plan

For respondents who haven't used Career Services and don't know of it (Appendix 8.6):

- School of Business - Resume Review, Career Fairs
- Nursing - Interview Prep
- Health & Community - Graduate Plan, Interview Prep
- Fine Arts & Communication - Graduate Plan

These insights tell us that interview prep should be advertised the most to the Nursing faculty, graduate plan for Fine Arts & Communication. From cross referencing our insights, Appendix 8.10 shows that Nursing students are the least confident of their interview skills with an average rating of 2.92/5. At the same time they ranked interview prep the highest out of all faculties. From Appendix 8.9, Arts & Sciences respondents are the most likely to use Career Services in the near future with an average of 4.04/5 rating. Their most preferred service is resume review so that should be continuously pushed and promoted in that faculty.

We also know from Appendix 6.3 that respondents who haven't used Career Services, and they haven't edited their resume within 1-6 months or more, preferred resume review the most, with a combined 52% ranking resume review as 1st or 2nd most preferred service.

In general, promoting resume review across campus should be important, but each faculty's most preferred service also be target-advertised for the respective faculties to garner more appeal to the usage of Career Services.

Question 5

Using insights from Appendices 7.2 and 7.3, most students have 1-2 hours of free time on campus, primarily in the afternoon (12-3 PM). Career Services can optimize accessibility by aligning in-person drop-ins with this timeframe. For instance, it would be beneficial to the student body to have services available during the time of day that students are free, being in the afternoon, to provide convenience and accessibility to students.

Further, conducting cross tabulations on certain variables from the questionnaire such as which services are most likely to be used and how much free time students have can help us determine the appropriate time frame for services. For instance, according to Appendix 8.2, the

majority of students who are likely to come in for in person drop-ins have 1-2 hours of free time. However, a large number of those students also only have 30 minutes-1 hour of free time instead. On the other hand, virtual consultations cater to students with minimal on-campus time (0-30 min), reinforcing the demand for remote options. This can tell us that the majority of students looking for in person drop-ins have a relatively limited amount of time to access the service, and as a result would require the service to accommodate their schedules to be able to use it.

A recommendation here: Career Services can create discussion outlines for in person drop-ins of varying lengths, such as one outline for a 30 minute drop-in and one for a 50 minute drop-in. This way, staff can be prepared for time restrictions, and ensure that the most important topics are touched upon during drop ins.

Secondly, using Appendix 8.3, we can garner insights on where to best place advertisements for specific services based on where students spend most of their time. For example, the relationship chart shows that students who are in building 11 prefer in person drop-ins and one-on-one appointments.

A recommendation here: Career Services can use this information to consider having on campus advertisements such as posters, flyers, TV screens, or banners which are tailored to specific areas' preferences. While this would require making multiple versions of an advertisement, it could effectively target different populations.

Secondary Research

Based on the comprehensive review of documents, here are the key overall findings regarding career services and student engagement in higher education:

Research shows concerns about low levels of engagement with career services across universities, with typically less than 50% of students attending career-related events despite their importance for future employability. This underutilization is particularly pronounced among equity groups and students from non-traditional backgrounds .

Structure and Delivery of Services:

Most universities operate through either an embedded approach (within curriculum) or parallel approach (via separate career services). An audit revealed that 56% of psychology departments had no formal employability or work experience modules in their curriculum.

Career services typically provide activities including:

- Career counseling and guidance
- Job interview training
- Resume preparation
- Professional mentoring
- Employment opportunity sourcing

Barriers to Engagement:

Several key barriers prevent students from fully utilizing career services:

- Lack of information about available services and events
- Academic schedule conflicts
- Insufficient understanding of services' relevance
- Limited awareness among equity group students compared to more privileged peers

Evolution and Transformation:

Career services have evolved significantly, transforming from simple job placement offices to comprehensive career development centers. Modern services increasingly focus on:

- Building connections with employers
- Providing experiential learning opportunities
- Developing mentoring programs
- Integrating technology and online resources

Impact on Outcomes:

Research indicates that students who engage with career services earlier and more frequently have better outcomes:

- Higher likelihood of securing graduate-level employment
- Better career readiness
- Improved ability to navigate recruitment processes

These findings highlight the critical importance of career services while also revealing significant challenges in student engagement and service delivery that need to be addressed to maximize their effectiveness in supporting student career development and employability.

Recommendations

1. Faculty Partnerships

Partner with faculties to enable Career Services to be introduced and discussed within classrooms. This is particularly important as 28% of the sample indicated they leave campus immediately after class and therefore do not have time to notice advertisements. Among students who have used Career Services, 13.3% reported learning about the services from a friend or professor. This percentage could potentially increase if faculty partnerships are implemented, as this method of referral is positively associated with a higher likelihood of future use.

The importance of both in-person drop-ins and virtual consultations should be highlighted in classroom presentations. Students who leave campus after class are more likely to only have 0-30 minutes of free time on campus, therefore preferring drop-ins rather than appointments. Respondents under this category also prefer virtual consultations as their method of receiving Career Services' support.

2. On-Campus Advertising

Additional recommended locations for advertising posters and banners include Building 11, Building 9, and the library. Appendix 5.4 shows that these are some of the top 6 locations where most students spend their free time on campus. Empty seating areas around campus should be utilized the most, using business cards or other compact promotional materials like brochures. Empty seating across campus is the 4th most preferred spot where respondents spend their free time. Business cards and promotional brochures can have a QR code that will direct students to Career Services' website.

The promotional material should be short and precise, but also informational. Afternoon drop-ins and in-person appointments should be heavily promoted, as the combined response rate for these two service formats is 63.20%. Emphasize career planning in marketing materials. Nearly 50% of respondents who indicated they had only a slight idea or no idea of their career path reported that they would likely use Career Services in the future.

3. Faculty-Specific Targeting

Marketing efforts should include targeted faculty-specific outreach:

- Health & Community students are interested in resume reviews.

- Nursing students prefer interview preparation.
- Fine Arts & Communication students are most interested in graduate planning.

Fine Arts & Communication and Health & Community students also show greater interest in career fairs. Therefore, hosting career fairs specifically tailored to these two faculties is recommended.

Highlights from promotional material can be customized depending on location and which faculties have the most students in that area. For example, advertising in building 9 can be catered more towards nursing students, so interview preparation should be the highlight of the advertisement. Common areas such as the library and empty seating can be more generalized as a variety of students come and go in those locations. However, promotional material for empty seating can also be customized depending on the location. Empty seating in building 11 can have business cards that highlight graduate planning to appeal more towards Fine Arts & Communication students who are often in the said location.

4. MacEwan Website Visibility

A total of 28.9% of students who used Career Services said they learned about it via the MacEwan website—identical to the percentage who saw posters around campus. Increasing visibility on the MacEwan website, such as adding Career Services to the shortcuts tab (alongside MyStudentSystem and Meskanas), would likely improve engagement.

5. Portal Restructuring

Restructuring the Career Services portal to be more user-friendly is recommended. This includes adding a one-sentence explanation of each service on the homepage. Currently, service

descriptions are not visible until students click “Book Now” under the Make an Appointment section. Users are then directed to the MacEwan Life login and they must login in order to access MacEwan Life.

Students have to manually look for Career Services’ section as users are directed to the main webpage of MacEwan Life where other contents outside of Career Services exist. Users have to click the “Appointments” tab to see the description of the services. This can easily be missed as it’s at the top of the webpage, and the page automatically shows the center portion after logging in to MacEwan Life. Career Advice & Support is essentially the section for Career Services, but this can be confusing for someone navigating the page for the first time. Since only 6.7% of respondents reported learning about Career Services through MacEwan Life, developing a standalone webpage that does not require login could help increase awareness and usage.

If this recommendation is not feasible, Career Services can still be part of MacEwan Life. However, the website redirection should go directly to appointments rather than the main webpage of MacEwan Life. When students click book now under the “Make an Appointment” section in Career Services’ webpage, they can still be redirected to MacEwan Life but automatically directs them to the appointment page rather than the main webpage.

6. Alignment with Students’ Preferences

According to the ordinal logistic regression model, students who are free in the evenings or around noon are more likely to use Career Services in the future. Adjusting service hours to align with these availability windows is recommended. Additionally, students with 1–2 hours of free time could be targeted for in-person drop-ins or other services.

To solve the limitation of students' free time, Career Services can create discussion outlines for in person drop-ins of varying lengths, such as one outline for a 30 minute drop-in and one for a 50 minute drop-in. This way, staff can be prepared for time restrictions, and ensure that the most important topics are touched upon during drop ins.

7. Correcting Misconceptions

The three faculties previously mentioned are most interested in using graduate planning and interview preparation. Secondary data from Career Services (Appendix 11) shows that only 13% of total appointments are for graduate planning and 8% for interview preparation. We also know that only 13.68% of the 994 appointments are made of students from all three faculties combined. Insights from our responses and numbers from the secondary data show the disproportion between the number of students wanting these types of support versus the actual number of appointments that get to have these services at their end.

Increasing awareness regarding LinkedIn can also boost usage. Majority of students who are not active on the app also think that it won't help with their career building (Appendix 6.4). Correcting this misconception will not only increase engagement, but also help students with networking. Emphasizing in promotional materials the importance of LinkedIn in career building can correct this misconception.

Limitations

This research employed convenience sampling as the primary method for data collection, largely due to logistical constraints and accessibility limitations. Surveys were disseminated

primarily through email, which inherently limited our ability to conduct a fully randomized sampling process. As a result, the sample cannot be fully considered representative of the entire student population.

Although an attempt was made to apply stratified sampling based on faculty, practical barriers such as limited access to classrooms and administrative data restricted the feasibility of implementing true random stratification. In particular, the Health & Community stratum had only 25 respondents, which precluded random selection within this subgroup. Responses from this faculty were therefore limited to those who voluntarily participated, further reinforcing the convenience sampling approach.

Due to the small overall sample size, the research adopted a 90% confidence level ($\alpha = 0.10$) to prioritize precision over a higher confidence threshold. Despite this adjustment, the majority of correlation tests failed to yield significant results, likely influenced by both the nature of the sampling method and the limited sample size. These factors also impact the generalizability and reliability of the findings.

The response window spanned only nine days, which curtailed the volume and diversity of responses. This short data collection period limited our ability to engage a broader cross-section of the student body, which would have enhanced representativeness. For instance, students from the Faculty of Arts & Sciences comprised approximately 54% of total respondents, while other faculties had considerably fewer participants. This disproportion affects the reliability of the findings when generalized beyond the dominant subgroup.

While the survey included various questions to explore potential correlations between variables, not all items proved analytically useful. In hindsight, some questions could have been

refined or replaced to better align with the intended analytical model. Additionally, the distinction between respondents who used career services and those who did not may have fragmented the dataset in a way that diluted statistical power.

From a data analysis perspective, we were unable to conduct a full regression model using all variables due to software limitations in R. Instead, a logistic regression model was applied with a filtered set of independent variables. Variables were selected based on their potential correlation with the dependent outcome at a 90% confidence level.

In future research, a longer data collection period and access to more diverse sampling channels (e.g., intercept surveys in high-traffic campus areas such as Building 11) could enable the inclusion of a more varied and representative sample. This, in turn, would enhance both the statistical power and external validity of the findings.

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Appendices

Appendix 1: Final Questionnaire

Appendix 1.1

Career Services Questionnaire

This questionnaire will be studying 3rd year students and above with their experience at the MacEwan University to better understand what future students need from Career Services. Thank you for your time!

* Indicates required question

1. Do you consent to participate in this study? ([click here to view full consent form](#)) *

Mark only one oval.

☐ Yes

☐ No

Skip to section 9 (Thank you for your participation! You are now at the end of the questionnaire.)

Screening Question

We are specifically looking for students in 3rd year or above for this survey.

2. What year are you in? *

Mark only one oval.

☐ Year 1-2

Skip to section 9 (Thank you for your participation! You are now at the end of the questionnaire.)

☐ Year 3-4

☐ Year 5+

Careers Services

3. Have you used Career Services *

Mark only one oval.

☐ Yes *Skip to question 4*

☐ No *Skip to question 10*

Skip to question 4

Careers Services Experience

For those who know and have used Careers Services, we want to know what was the best method of communication for students.

4. How did you learn about Career Services? *

Check all that apply.

☐ Posters around campus

☐ School Newsletter

☐ From a friend or professor

☐ MacEwanLife

☐ MacEwan Website

☐ Social Media

☐ Other: _____

5. Which of the following services would you likely use? *

Check all that apply.

☐ In-person drop in

☐ Scheduled one-on-one appointments

☐ Virtual consultations

☐ Pre-recorded online resources

6. Please rank how likely are you to use the following services from 1-5. *

*NOTE: you cannot assign a number more than once.

(1 being most likely, 5 being least likely)

Mark only one oval per row.

	1st	2nd	3rd	4th	5th
Resume Review	☐	☐	☐	☐	☐
LinkedIn Help	☐	☐	☐	☐	☐
Graduate Plan	☐	☐	☐	☐	☐
Career Fairs	☐	☐	☐	☐	☐
Interview Prep	☐	☐	☐	☐	☐

7. Where do you spend most of your time on the MacEwan campus? *

Mark only one oval.

- ☐ Library
- ☐ Cafeteria/Towers
- ☐ Building 11
- ☐ Building 9
- ☐ I just go to class then leave
- ☐ Empty seating, wherever I find them
- ☐ SAMU
- ☐ Other: _____

8. How much free time do you have while on campus? *

Mark only one oval.

- ☐ 0-30 minutes
- ☐ 30 minutes - 1 hour
- ☐ 1 - 2 hours
- ☐ 3+ hours

9. When do you find yourself having more free time? *

Mark only one oval.

- ☐ In the mornings (before 10am)
- ☐ Near noon (10- 12)
- ☐ Afternoon (12- 3)
- ☐ Evening (after 3)

Skip to question 18

Careers Services Unused

For those who haven't yet used Careers Services, we are curious to know what barriers kept you from the service.

10. Did you know about Careers Services prior to this survey? *

Mark only one oval.

- ☐ Yes
- ☐ No

11. Where do you spend most of your time on the MacEwan campus? *

Mark only one oval.

- ☐ Library
- ☐ Cafeteria/Towers
- ☐ Building 11
- ☐ Building 9
- ☐ I just go to class then leave
- ☐ Empty seating, wherever I find them
- ☐ SAMU
- ☐ Other: _____

12. How much free time do you have while on campus? *

Mark only one oval.

- ☐ 0-30 minutes
- ☐ 30 minutes - 1 hour
- ☐ 1 - 2 hours
- ☐ 3+ hours

13. When do you find yourself having more free time? *

Mark only one oval.

- ☐ In the morning (before 10am)
- ☐ Near noon (10- 12)
- ☐ Afternoon (12- 3)
- ☐ Evening (after 3)

14. Do you agree with this statement: **I check and read all of my school emails on a regular bases.** *

Mark only one oval.

	1	2	3	4	5	
Stro	☐	☐	☐	☐	☐	Strongly agree

15. Please rank how likely are you to use the following services from 1-5. *

*NOTE: you cannot assign a number more than once.

(1 being most likely, 5 being least likely)

Mark only one oval per row.

	1st	2nd	3rd	4th	5th
Resume Review	☐	☐	☐	☐	☐
LinkedIn help	☐	☐	☐	☐	☐
Graduate plan	☐	☐	☐	☐	☐
Career fairs	☐	☐	☐	☐	☐
Interview prep	☐	☐	☐	☐	☐

16. In what ways would you prefer Career Services to be available? *

Check all that apply.

- ☐ In-person drop in
- ☐ Scheduled one-on-one appointments
- ☐ Virtual consultations
- ☐ Pre-recorded online resources

17. How convenient is the Career Services office (7-121) for you? *

Mark only one oval.

	1	2	3	4	5	
Very	☐	☐	☐	☐	☐	Very convenient

Skip to question 18

Future/Career

In this sections we are curious to know more about what aspects of your future could Careers Services still be a valuable asset.

18. Do you have a planned career path after university? *

Mark only one oval.

- ☐ Yes
- ☐ No
- ☐ Slightly

19. How skillful do you think you are at interviews? *

Mark only one oval.

	1	2	3	4	5	
Not	☐	☐	☐	☐	☐	Very skillful

20. When was the last time you edited your resume? *

Mark only one oval.

- ☐ Recently
- ☐ Within the last week or 2
- ☐ It has been nearing 1 month
- ☐ 1 - 6 months
- ☐ It has been over 6 months

21. Do you agree with this statement: **I think LinkedIn can help my career building.** *

Mark only one oval.

	1	2	3	4	5	
	☐	☐	☐	☐	☐	

22. Are you active on LinkedIn? *

Mark only one oval.

- ☐ Yes
- ☐ No
- ☐ Somewhat

Future Plan for Career Services

23. How likely are you to use Career Services in the near future? *

Mark only one oval.

	1	2	3	4	5	
Not	☐	☐	☐	☐	☐	Very Likely

Classifications

24. Are you a Domestic or International student? *

Mark only one oval.

- ☐ Domestic
☐ International

25. Which program are you in? *

Mark only one oval.

- ☐ Arts & Sciences
☐ School of Business
☐ Fine Arts & Communication
☐ Health & Community
☐ Nursing
☐ Continuing Education
☐ No faculty

26. Would you like to include your MacEwan email to enter a draw to win one of two \$15 MacEwan Eats giftcards?

If **yes**, please add your email here.

If **no**, please IGNORE.

Thank you for your participation! You are now at the end of the questionnaire.

Appendix 2: Interview Participant Profiles

Appendix 2.1

Katrina (Accounting, LinkedIn & Resume Review Drop-in)

Ore (Biological Sciences)

Egwono (Psychology, attended Career Fairs, dropped off resume)

Russell (Mathematical Statistics, attended Career Fairs)

Princel (Bachelor of Science, Nursing)

Appendix 3: Discussion Guide (Qualitative report)

Appendix 3.1

Preamble (3 minutes) - This wasn't recorded for majority of our participants

Thank you for taking the time to participate in this interview. Our main aim for these interviews is to better understand your knowledge and experiences with Career Services at MacEwan University. This is an open and informal conversation where your honest opinions and insights are valued highly so feel comfortable.

This interview will be audio-recorded with your consent, and only our research team, professor and community partner will have access to the recordings for analysis. Your responses will stay confidential. Feel free to ask any questions before we begin..

Introductions (3 minutes)

To start, I'd like to get to know a little about you:

- Please can you introduce yourself?
- What is your major/field of study?
- Have you ever used Career Services at MacEwan?
- If so, what service did you use?
- How was your experience?

Awareness and Perception of Career Services (1 minute)

- How did you first learn about Career Services at MacEwan?
- What do you think Career Services does

Usage of Career Services (2 minutes)

- Have you used Career Services for job searching, resume help, career planning, or other support?
- Where did you find the information to reach out to Career Services?
- Is the Career Services office easily accessible?
- What factors influenced your decision to use (or not use) Career Services?
- How satisfied were you with the flexibility of appointments and available resources?

Student Needs & Preferences (3 minutes)

- What service do you think students will benefit from the most?
- If you could improve an aspect of Career Services, what would it be?
- How do you prefer to receive information about Career Services? (e.g., email, social media, posters)
- What time slots or formats (virtual, in-person, drop-in) would work best for you?
- How do you find the Career Fairs organized by Career Services?

Effectiveness of Career Services (2 minutes)

- Thinking about your experience, did Career Services meet your expectations?
- Do you think Career Services prepares students well for job searching, internships, and career development?

Future Improvements & Closing Thoughts (10 minutes)

- What do you think Career Services can do to improve?
- Any final thoughts or suggestions?

Closing

Thank you for sharing your thoughts with us. We appreciate your time and participation!

Appendix 4: Findings Analysis (Qualitative report)

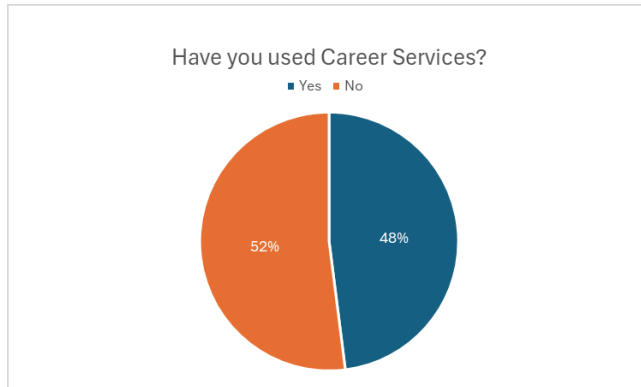
- Lack of Awareness:
 - Most students are unaware of the full scope of services offered by Career Services.
 - Common reaction from students: “I didn’t know that.”
- Limited Perceived Relevance:
 - Services and opportunities are not tailored to students in niche or non-traditional programs.
 - Students outside the Arts & Sciences and Business faculties feel underrepresented.
- Hidden Office Location:

- Students find the Career Services office location hard to find or completely unknown.
- Those who've visited the office find the environment welcoming and helpful.
- Infrequent In-Person Engagement:
 - Majority of students have never been to the office, limiting insights into the in-person experience.
- Lack of Diversity in Opportunities:
 - Career fairs and other services are not inclusive of all fields of study.
 - Students in certain majors (e.g., nursing) feel excluded due to irrelevant job postings.
- High Interest in Internships & Work Placements:
 - Students are interested in hands-on opportunities like internships and co-ops—especially if tailored to their program.
- Need for Program-Specific Support:
 - Desire for resume workshops and career planning resources specific to different disciplines.
 - Interest in graduate and professional school planning, which many students didn't know was available.
- Career Fairs Need More Variety:
 - Students are aware of career fairs but find them irrelevant to their industries.

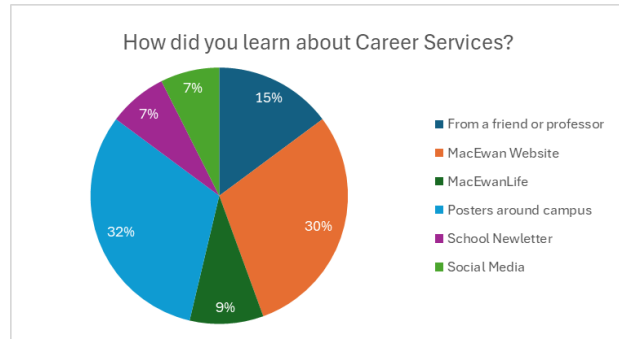
- Desire for inclusion of companies hiring from more diverse academic backgrounds.
- Communication Gaps:
 - Students want more emails and event notifications.
 - Suggestions include improved posters, Instagram presence (e.g., partnering with SAMU), and communication via faculty/instructors.
 - Some departments filter out emails from Career Services, limiting reach.
- Need for Cross-Departmental Collaboration:
 - Suggested communication between Career Services and other student support departments (e.g., Academic Advising).
- Time Constraints & Flexibility:
 - Students don't use services due to busy schedules.
 - Preference for afternoon drop-ins and more flexible options.
- Support for Virtual Services:
 - Students expressed interest in virtual drop-ins for accessibility and convenience.
 - Especially relevant for remote students or those more comfortable online.
- General Willingness to Engage:
 - Students are open to using Career Services if improvements are made in awareness, accessibility, and inclusivity.

Appendix 5: Tables of Univariate Analysis

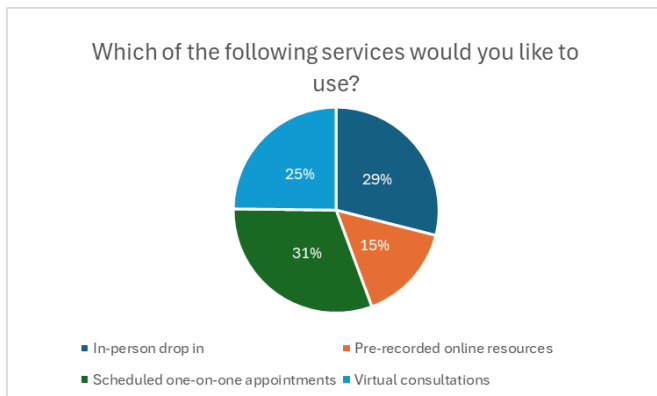
Appendix 5.1



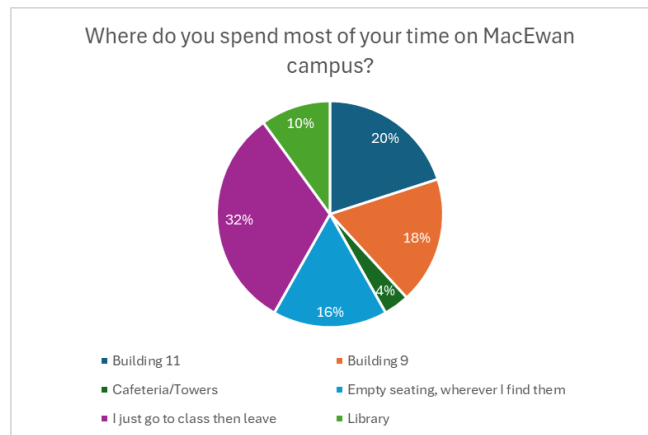
Appendix 5.2



Appendix 5.3



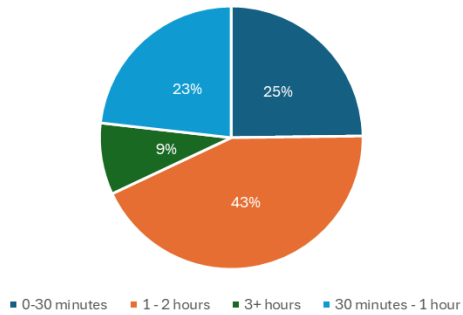
Appendix 5.4: Top 6 Locations



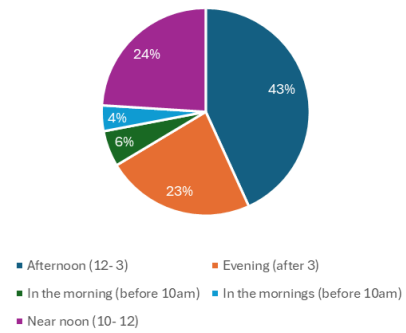
Appendix 5.5

Appendix 5.6

How much free time do you have on campus?

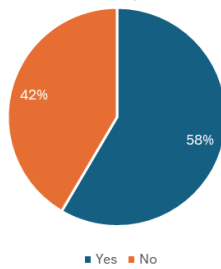


When do you find yourself having more free time?



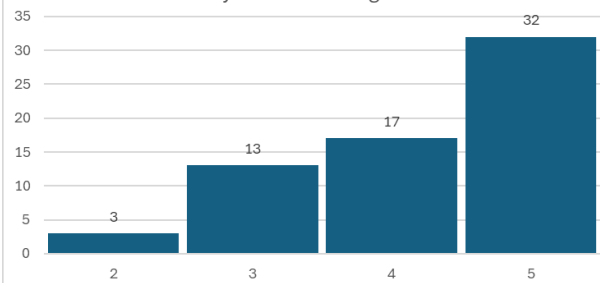
Appendix 5.7

Did you know about Career Services prior to this survey?



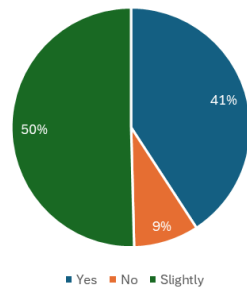
Appendix 5.8

Do you agree with this statement: I check and read all of my emails on a regular basis



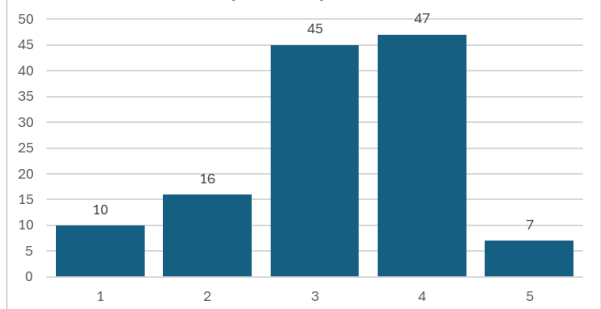
Appendix 5.9

Do you have a planned career path after university?



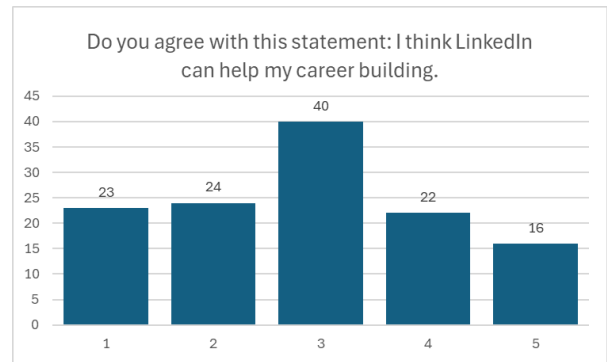
Appendix 5.10

How skillful do you think you are at interviews?

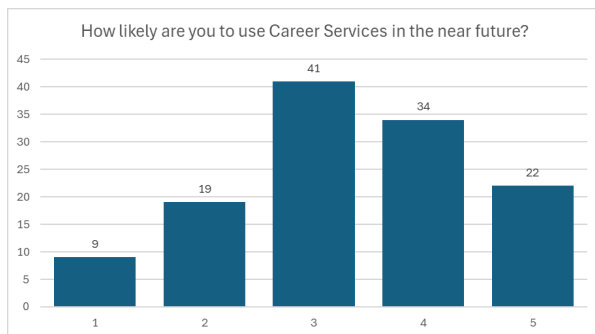


Appendix 5.11

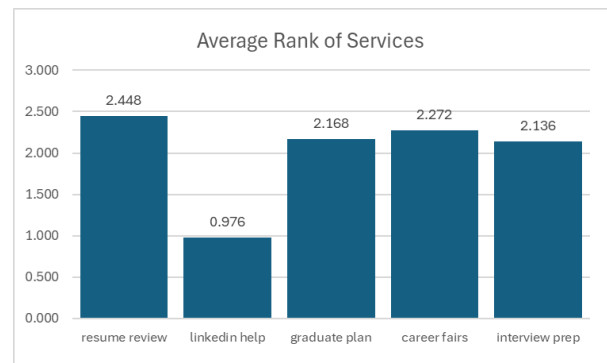
Appendix 5.12



Appendix 5.13



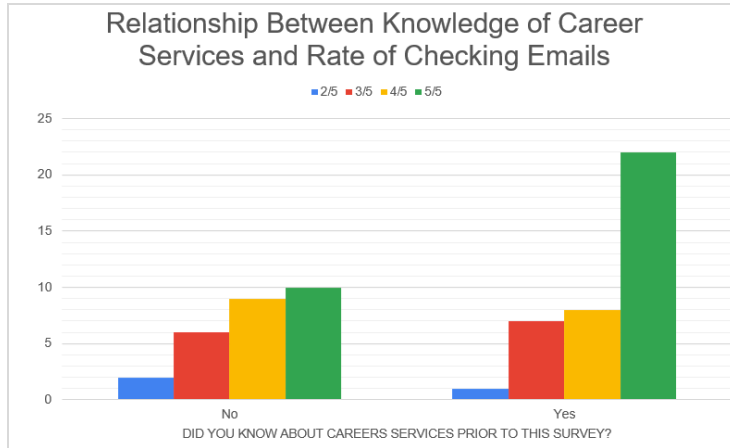
Appendix 5.14



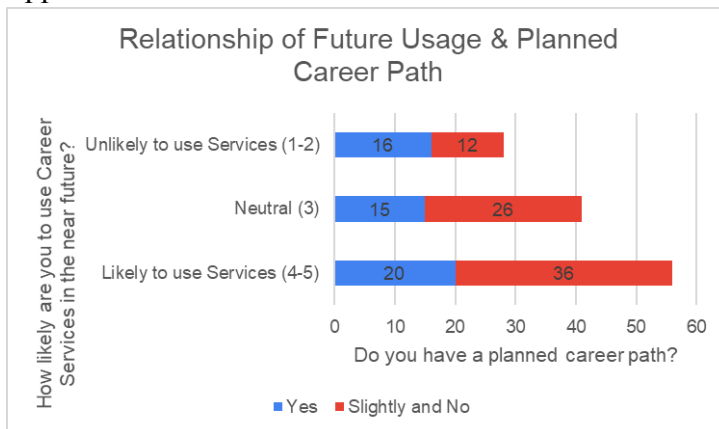
Appendix 6: Tables of Bivariate Analysis

Appendix 6.1 - COUNTA of Q: Did you know about Careers Services prior to this survey? and Q: Do you agree with this statement: I check and read all of my school emails on a regular basis

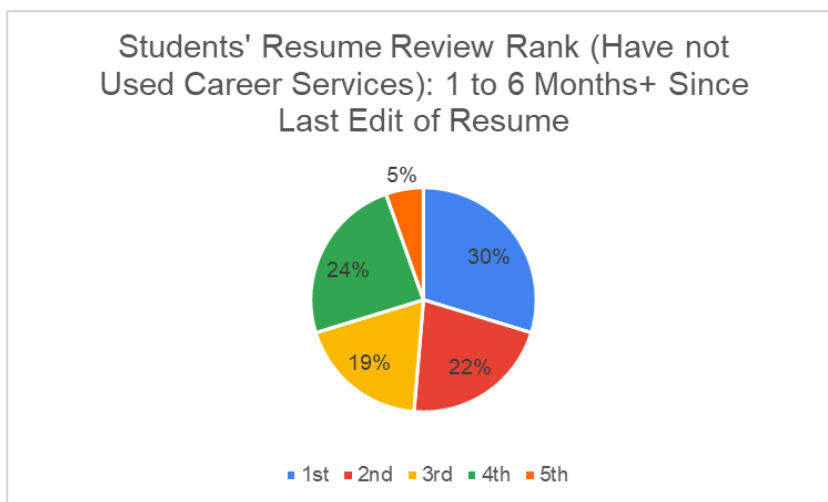
<i>COUNTA of Did you know about Careers Services prior to this survey?</i>	<i>Do you agree with this statement: I check and read all of my school emails on a regular bases.</i>				
<i>Did you know about Careers Services prior to this survey?</i>	2	3	4	5	Grand Total
No	2	6	9	10	27
Yes	1	7	8	22	38
Grand Total	3	13	17	32	65



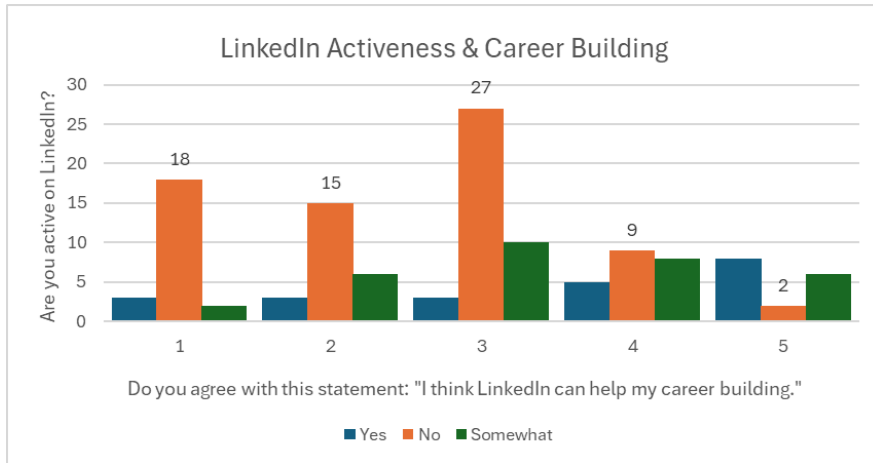
Appendix 6.2:



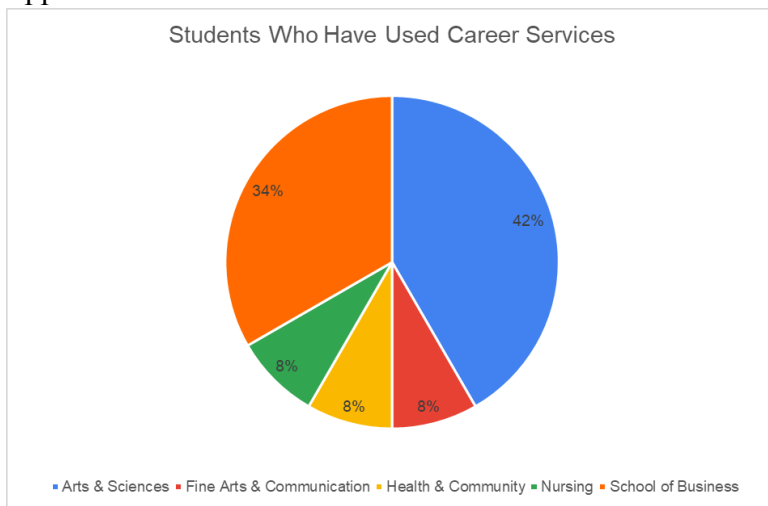
Appendix 6.3:



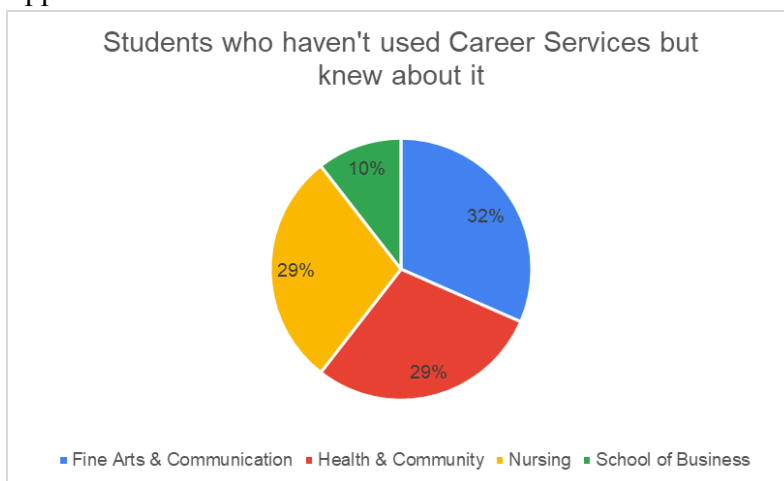
Appendix 6.4:



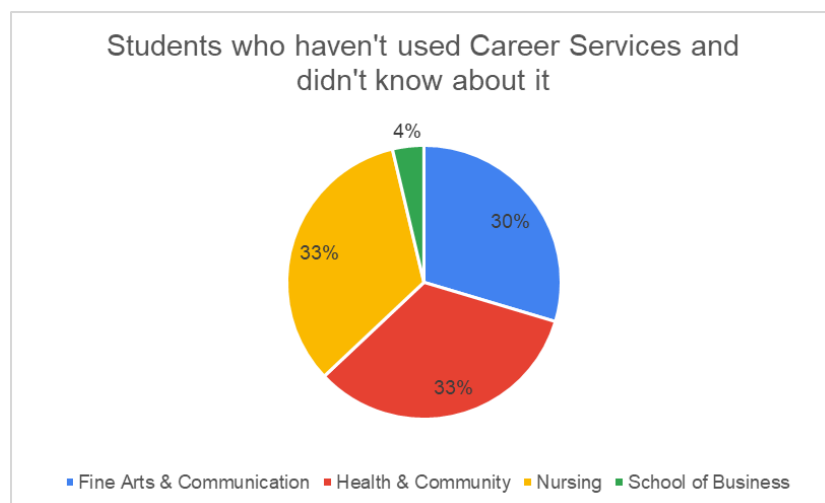
Appendix 6.5:



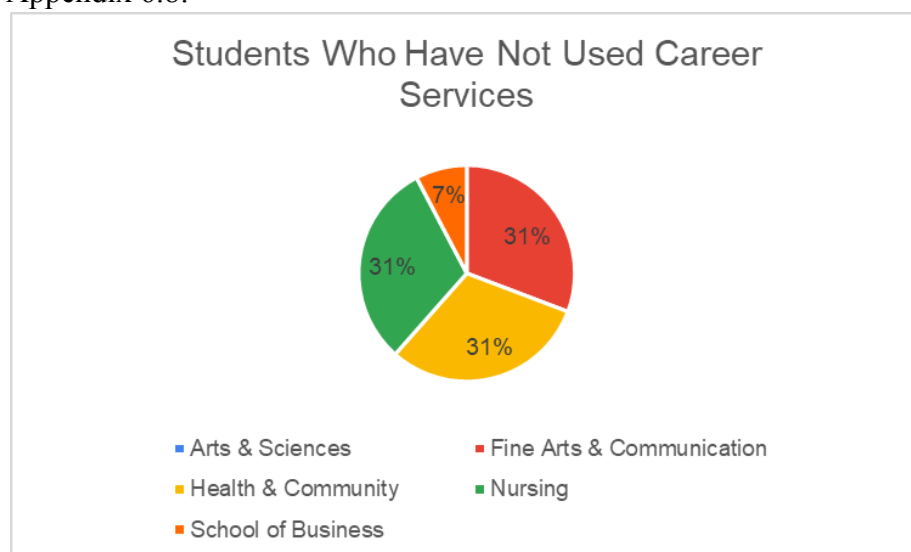
Appendix 6.6:



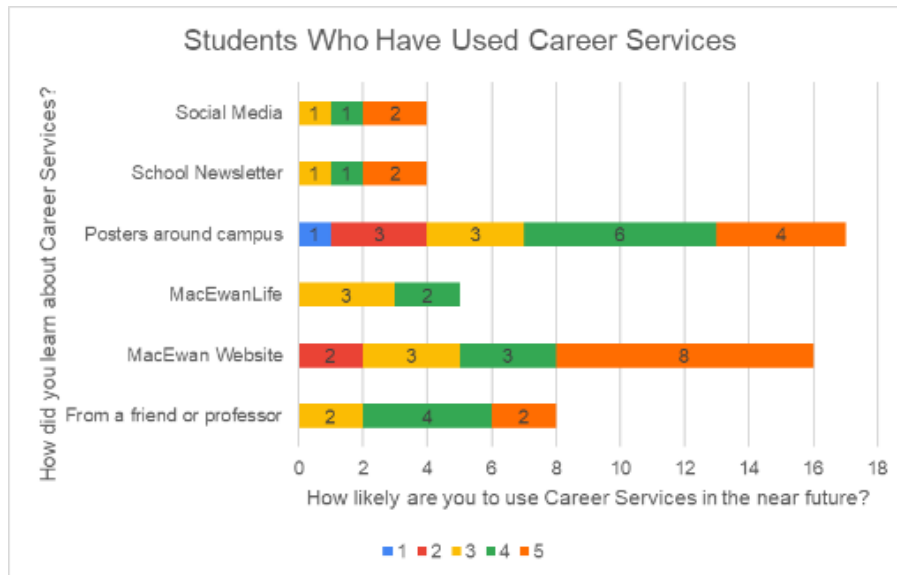
Appendix 6.7:



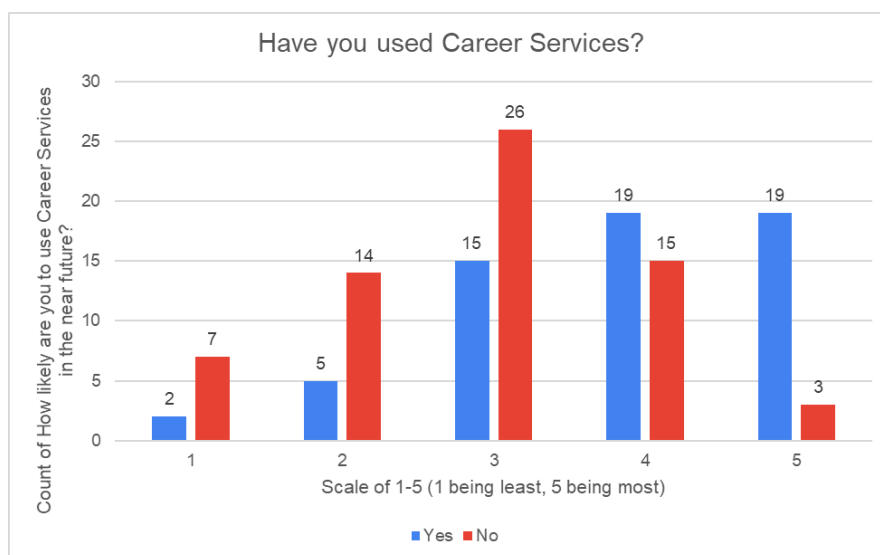
Appendix 6.8:



Appendix 6.9:

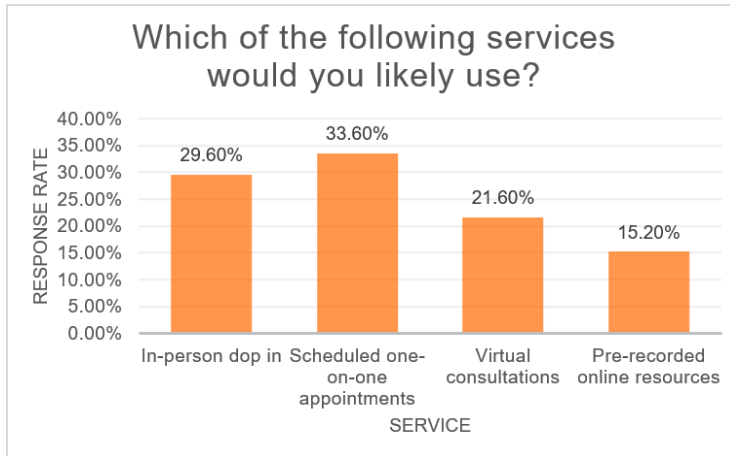


Appendix 6.10:

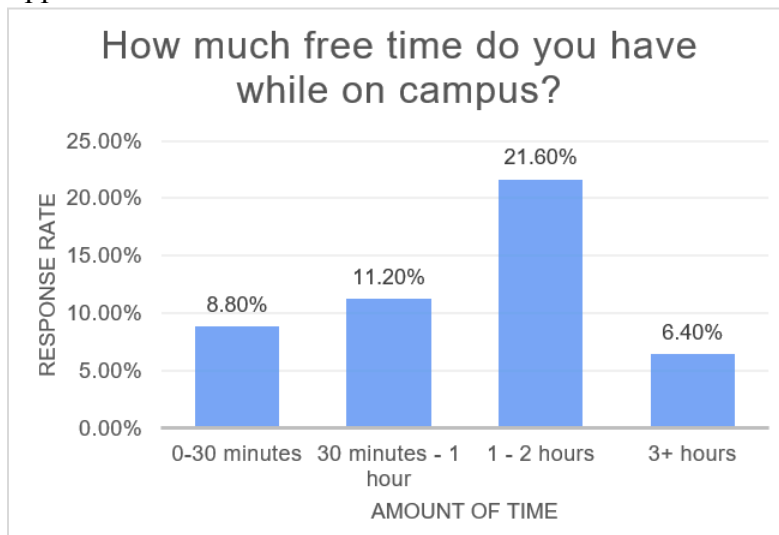


Appendix 7: Preferences and Behaviours

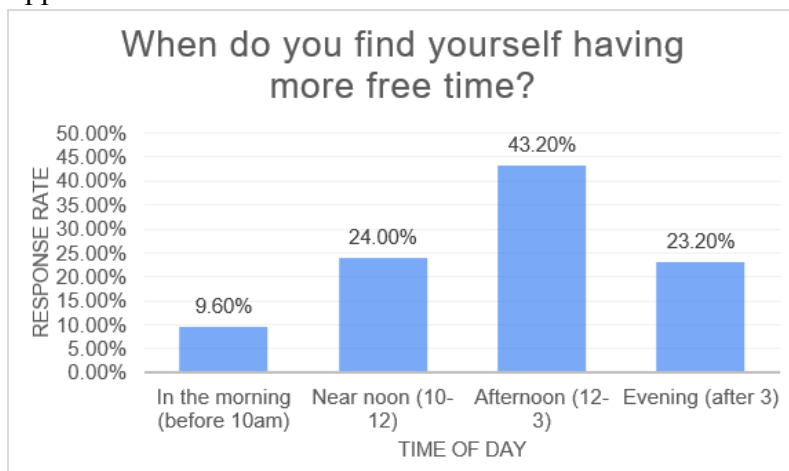
Appendix 7.1:



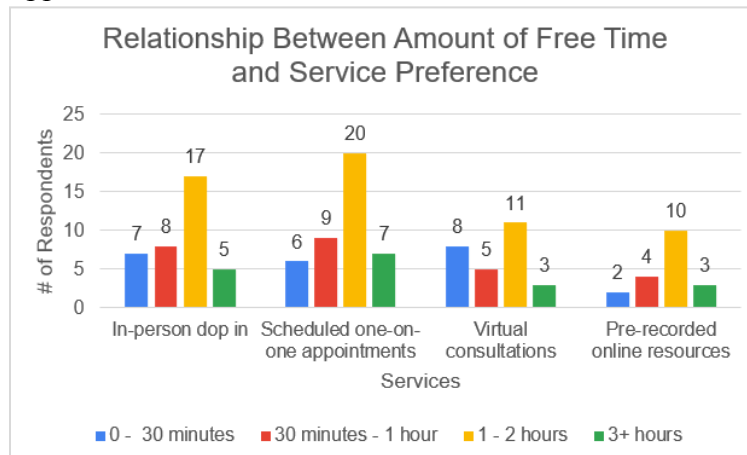
Appendix 7.2:



Appendix 7.3:



Appendix 7.4



Appendix 8: Relationships Among Preferences

Appendix 8.1 - Relationship Between Q:Where do you spend most of your time on the MacEwan campus? And Q:How much time do you have while on campus?

Where do you spend most of your time on the MacEwan campus?	How much free time do you have while on campus?	0-30 minutes	30 minutes - 1 hour	1 - 2 hours	3+ hours	Grand Total
Library		0	7	1	3	11
Cafeteria/Towers		0	3	1	0	4
Building 11		5	10	1	6	22
Building 9		4	9	3	4	20
I just go to class then leave		17	7	1	10	35
Empty seating, wherever I find them		2	10	2	4	18
SAMU		0	2	0	1	3
Other		3	6	2	1	12
Total		31	54	11	29	125
% of Responses		24.80%	43.20%	8.80%	23.20%	100.00%

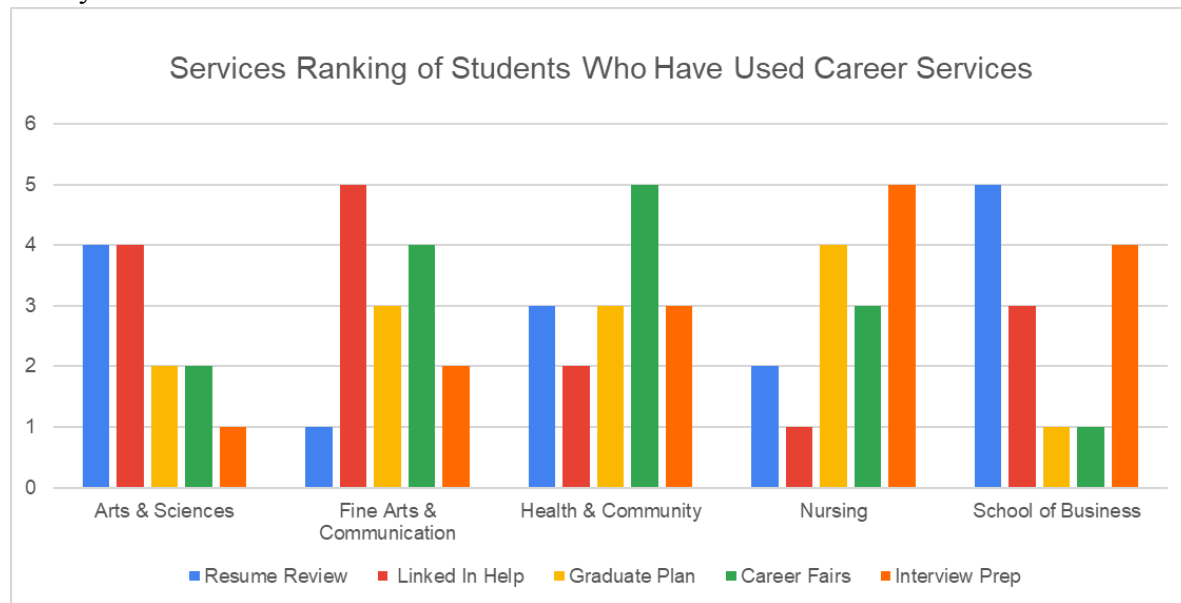
Appendix 8.2 - Relationship Between Q:How much free time do you have while on campus? And Q:Which of the following services would you likely use?

How much free time do you have while on campus?	Which of the following services would you likely use?	In-person drop in	Pre-recorded online resources	Scheduled one-on-one appointments	Virtual consultations	Grand Total
0-30 minutes		5	5	5	16	31
1 - 2 hours		17	5	23	9	54
3+ hours		5	1	4	1	11
30 minutes - 1 hour		13	2	9	5	29
Total		40	13	41	31	125
% of Responses		32.00%	10.40%	32.80%	24.80%	100.00%

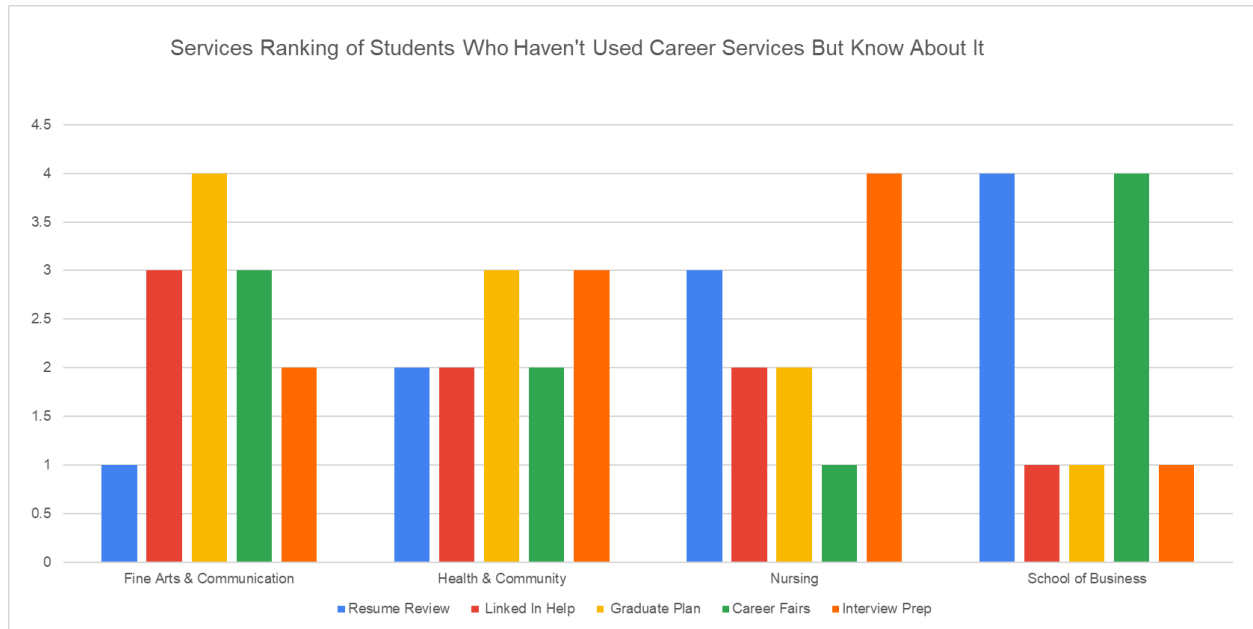
Appendix 8.3 - Relationship between Q:Where do you spend most of your time on the MacEwan campus? And Q: Which of the following would you likely use?

Where do you spend most of your time on the MacEwan campus? Which of the following services would you likely use?					
	In-person drop in	Pre-recorded online resources	Scheduled one-on-one appointments	Virtual consultations	Grand Total
Library	4	0	3	4	11
Cafeteria/Towers	1	0	2	1	4
Building 11	8	1	8	5	22
Building 9	4	4	8	4	20
I just go to class then leave	16	3	6	10	35
Empty seating, wherever I find them	5	2	8	3	18
SAMU	0	0	2	1	3
Other	2	3	4	3	12
Total	40	13	41	31	125
% of Responses	32.00%	10.40%	32.80%	24.80%	100.00%

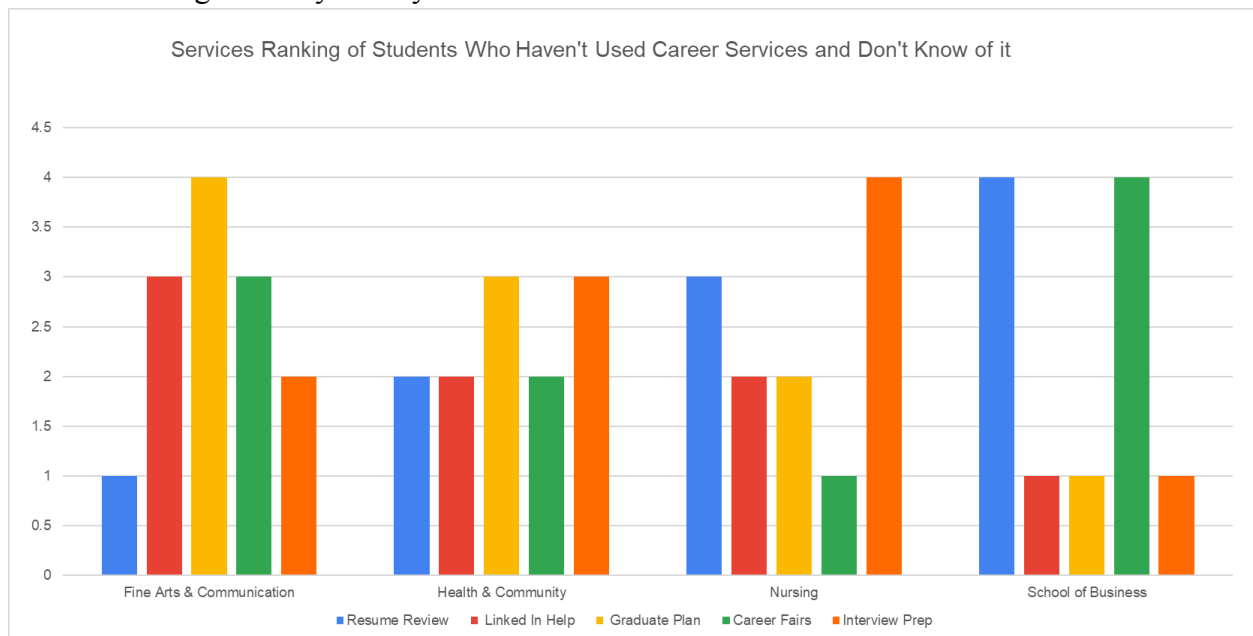
Appendix 8.4 - Services rank order of students who have used Career Services categorized by faculty.



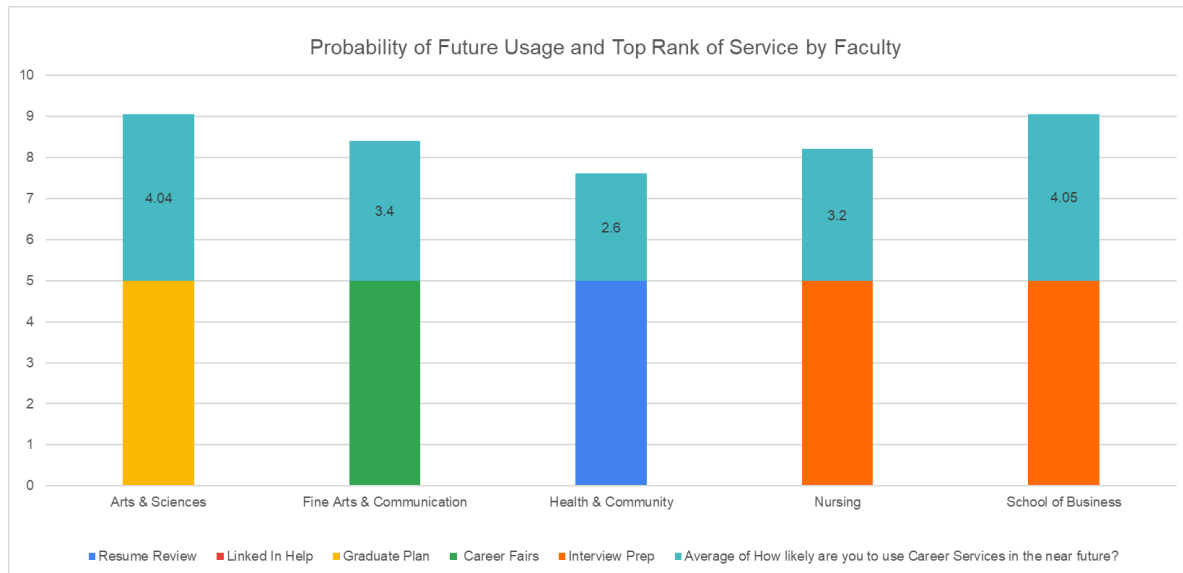
Appendix 8.5 - Services rank order of students who haven't used Career Services but know about it categorized by faculty.



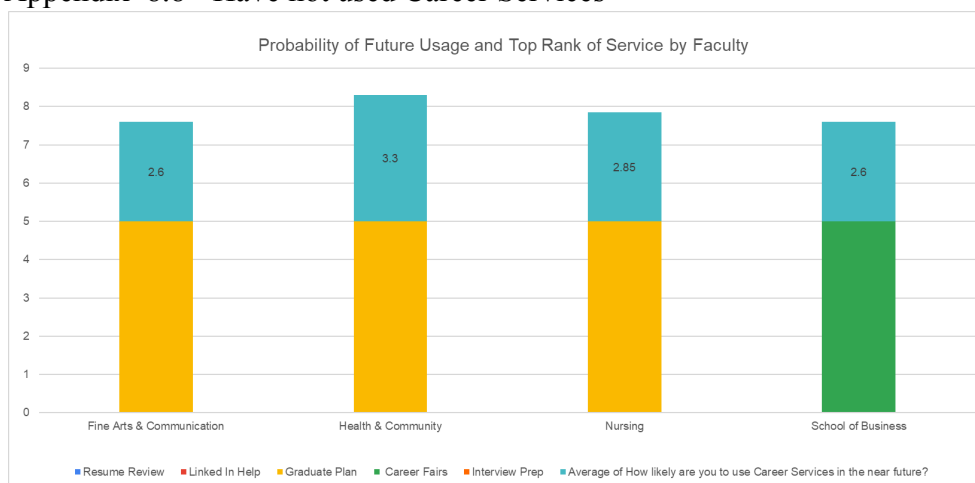
Appendix 8.6 - Services rank order of students who haven't used Career Services and don't know of it categorized by faculty.



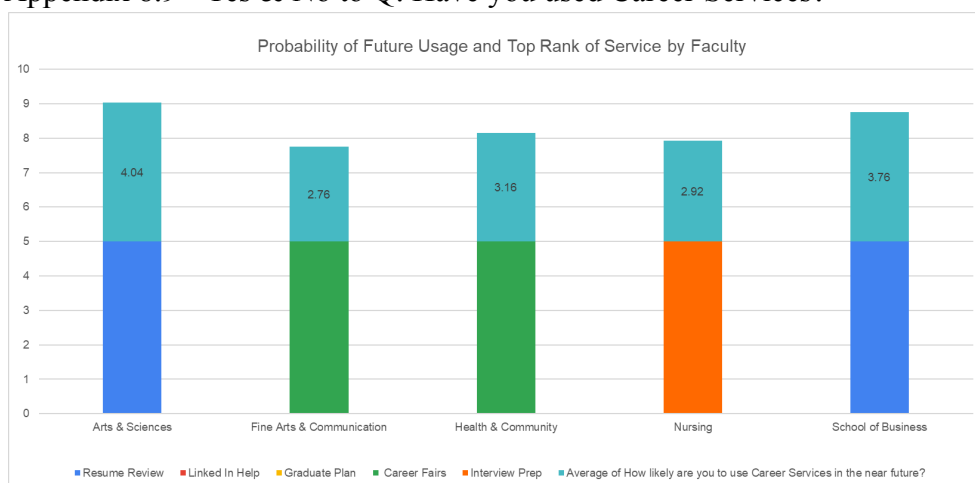
Appendix 8.7 - Have used Career Services



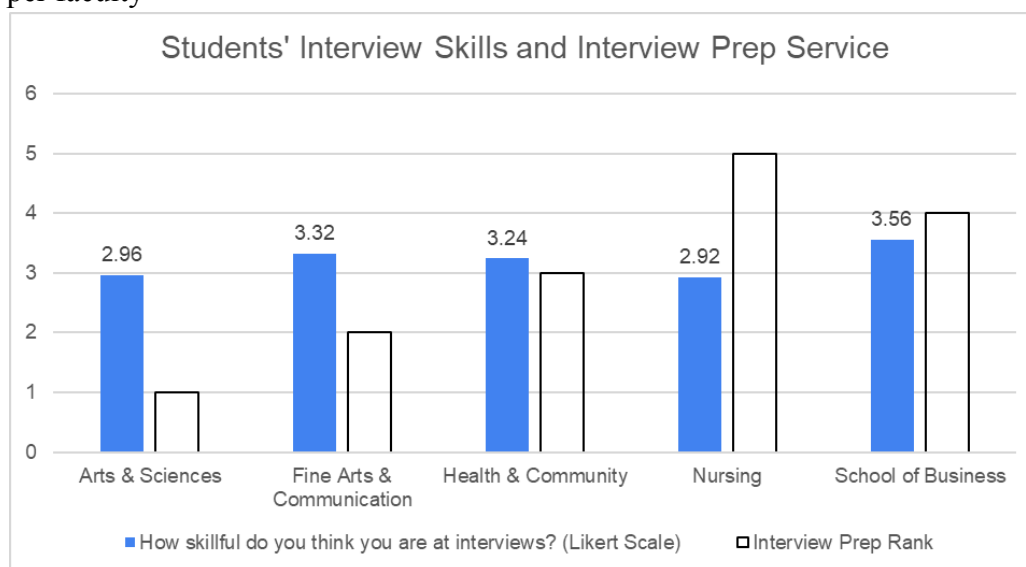
Appendix 8.8 - Have not used Career Services



Appendix 8.9 - Yes & No to Q: Have you used Career Services?



Appendix 8.10 - Relationship of students' confidence in their interview skills and interview prep ranking per faculty



Appendix 8.11:

Count of Please rank how likely are you to use the following services from 1-5. [Resume Review]	1st	2nd	3rd	4th	5th	Grand To
Which program are you in?						
Arts & Sciences		1		1	3	5
1 - 6 months		1		1	3	5
Fine Arts & Communication		3	2	3	3	12
1 - 6 months		1	2	2	3	8
It has been over 6 months		2		1		4
Health & Community		6	3	2	3	15
1 - 6 months		4	2	2	1	9
It has been over 6 months		2	1		2	6
Nursing		3	4	2	4	13
1 - 6 months		1	3	2	3	9
It has been over 6 months		2	1		1	4
School of Business		3	1	1	2	7
1 - 6 months		1	1	1	1	4
It has been over 6 months		2			1	3
Grand Total		16	10	9	15	52

Appendix 8.12:

What is your program?	Count of Where do you spend most of your time on the MacEwan campus?
Arts & Sciences	25
I just go to class then leave	6
Empty seating, wherever I find them	6
Library	4
Cafeteria/Towers	2
Silent room on 2nd floor of library across from writing center	1
Building 6, where my lab is	1
SAMU	1
The glass corner study spaces in buildings 5 and 7	1
Building 9	1
Building 5 or Building 6 where there is empty seating	1
English honours room	1
Fine Arts & Communication	25
Building 11	21
I just go to class then leave	3
Empty seating, wherever I find them	1
Health & Community	25
I just go to class then leave	13
Empty seating, wherever I find them	6
Building 9	1
SAMU	1
Online Asynchronys, in and out to the bookstore	1
Building 11	1
Cafeteria/Towers	1
I am a distance education student, but enjoy coming to campus to participate in events from time to time (at least once per month) I appreciate going to SAMU, the library, and cafeteria/towers	1
Nursing	25
Building 9	15
I just go to class then leave	6
In Online Classes. Only go to class when needed then leave right after.	1
Library	1
SAMU	1
If I don't just go to class and leave im usually in the library	1
School of Business	25
I just go to class then leave	7
Library	6
Empty seating, wherever I find them	5
Building 9	3
Tutor center building 5	1
Sport and wellness	1
At or near Deville Coffee	1
Cafeteria/Towers	1
Grand Total	125

Appendix 9: Summary Statistics

Appendix 9.1 - Descriptive statistics of “How skillful do you think you are at interviews?”, “Are you active on LinkedIn?”, “Do you agree with this statement: I think LinkedIn can help my career building.”

How skillful do you think you are at interviews?		Are you active on LinkedIn?		Do you agree with this statement: I think LinkedIn can help my career building.	
Mean	3.2	Mean	0.608	Mean	2.872
Standard Error	0.090161146	Standard Error	0.068998364	Standard Error	0.113578735
Median	3	Median	0	Median	3
Mode	4	Mode	0	Mode	3
Standard Deviation	1.008032258	Standard Deviation	0.771425158	Standard Deviation	1.269848861
Sample Variance	1.016129032	Sample Variance	0.595096774	Sample Variance	1.612516129
Kurtosis	-0.120802473	Kurtosis	-0.84978281	Kurtosis	-0.925300505
Skewness	-0.556889675	Skewness	0.808882816	Skewness	0.076221716
Range	4	Range	2	Range	4
Minimum	1	Minimum	0	Minimum	1
Maximum	5	Maximum	2	Maximum	5
Sum	400	Sum	76	Sum	359
Count	125	Count	125	Count	125
Confidence Level(90.0%)	0.149418204	Confidence Level(90.0%)	0.114346501	Confidence Level(90.0%)	0.188226651

Appendix 9.2 - Descriptive statistics of “Do you have a planned career path after university?”, “How likely are you to use Career Services in the near future?”

Do you have a planned career path after university?		How likely are you to use Career Services in the near future?	
Mean	1.32	Mean	3.328
Standard Error	0.056339982	Standard Error	0.102721672
Median	1	Median	3
Mode	1	Mode	3
Standard Deviation	0.629900146	Standard Deviation	1.148463209
Sample Variance	0.396774194	Sample Variance	1.318967742
Kurtosis	-0.65662016	Kurtosis	-0.62767658
Skewness	-0.371467934	Skewness	-0.25075249
Range	2	Range	4
Minimum	0	Minimum	1
Maximum	2	Maximum	5
Sum	165	Sum	416
Count	125	Count	125
Confidence Level(90.0%)	0.093368588	Confidence Level(90.0%)	0.170233947

Appendix 9.3 - Descriptive statistics of “Q: Please rank how likely you are to use the following services from 1st to 5th.”

<i>Resume Review</i>		<i>Linked In Help</i>		<i>Graduate Plan</i>		<i>Career Fairs</i>		<i>Interview Prep</i>	
Mean	2.552	Mean	4.024	Mean	2.832	Mean	2.728	Mean	2.864
Standard Error	0.113851063	Standard Error	0.116654439	Standard Error	0.126356383	Standard Error	0.124110253	Standard Error	0.107968932
Median	2	Median	5	Median	3	Median	3	Median	3
Mode	1	Mode	5	Mode	4	Mode	1	Mode	4
Standard Deviation	1.272893579	Standard Deviation	1.304236274	Standard Deviation	1.412707307	Standard Deviation	1.387594809	Standard Deviation	1.207129359
Sample Variance	1.620258065	Sample Variance	1.701032258	Sample Variance	1.995741935	Sample Variance	1.925419355	Sample Variance	1.45716129
Kurtosis	-0.969682712	Kurtosis	-0.345304107	Kurtosis	-1.376947849	Kurtosis	-1.15446992	Kurtosis	-0.995901209
Skewness	0.322932148	Skewness	-1.020281595	Skewness	0.006739862	Skewness	0.280183385	Skewness	-0.013814226
Range	4	Range	4	Range	4	Range	4	Range	4
Minimum	1	Minimum	1	Minimum	1	Minimum	1	Minimum	1
Maximum	5	Maximum	5	Maximum	5	Maximum	5	Maximum	5
Sum	319	Sum	503	Sum	354	Sum	341	Sum	358
Count	125	Count	125	Count	125	Count	125	Count	125

Appendix 9.4 - Descriptive statistics of “Do you agree with this statement: I check and read all of my school emails on a regular basis on a scale of 1-5 with 5 being the most likely.”, “How convenient is the Career Services office (7-121) for you? (on the same scale)”

<i>Do you agree with this statement: I check and read all of my school emails on a regular bases.</i>		<i>How convenient is the Career Services office (7-121) for you?</i>	
Mean	4.2	Mean	3.153846154
Standard Error	0.114354375	Standard Error	0.131979692
Median	4	Median	3
Mode	5	Mode	3
Standard Deviation	0.921954446	Standard Deviation	1.064054293
Sample Variance	0.85	Sample Variance	1.132211538
Kurtosis	-0.524426089	Kurtosis	-0.145964467
Skewness	-0.785005701	Skewness	0.164852482
Range	3	Range	4
Minimum	2	Minimum	1
Maximum	5	Maximum	5
Sum	273	Sum	205
Count	65	Count	65

Appendix 10: Sample Characteristics & Categorical Variables

	# of respondents	% of respondents
Year of University		
3rd to 4th	111	88.80%
5th +	14	11.20%
Faculty		
Arts & Sciences	25	20.00%
School of Business	25	20.00%
Nursing	25	20.00%
Health & Community	25	20.00%
Fine Arts & Communication	25	20.00%
Are you a domestic or international Student?		
Domestic	125	100.00%
International	0	0.00%
Have you used Career Services?		
Yes	60	48.00%
No	65	52.00%
How did you learn about Career Services?		
MacEwanLife	5	8.33%
Posters around campus	17	28.33%
From a friend or professor	8	13.33%
School Newsletter	4	6.67%
MacEwan Website	16	26.67%
Social Media	4	6.67%
Did you know about Career Services prior to this survey?		
Yes	38	58.46%
No	27	41.54%
Which of the following services would you like to use?		
In-person drop in	78	62.40%
Scheduled one-on-one appointments	84	67.20%
Virtual Consultations	67	53.60%
Pre-recorded online resources	42	33.60%

How much free time do you have?		
0-30 minutes	31	24.80%
30 minutes - 1 hour	29	23.20%
1 - 2 hours	54	43.20%
3+ hours	11	8.80%
When do you find yourself having the most free time?		
In the mornings (before 10am)	12	9.60%
Near noon (10- 12)	30	24.00%
Afternoon (12- 3)	54	43.20%
Evening (after 3)	29	23.20%
Where do you spend most of your time on campus? (Top 5)		
Library	11	8.80%
I just go to class then leave	35	28.00%
Building 9	20	16.00%
Building 11	22	17.60%
Empty seating, wherever I find them	18	14.40%
Are you active on LinkedIn?		
Yes	22	17.60%
No	71	56.80%
Somewhat	32	25.60%
Do you have a planned career path after university?		
Yes	51	40.80%
No	11	8.80%
Slightly	63	50.40%
When was the last time you edited your resume?		
Recently	31	24.80%
Within the last week or 2	24	19.20%
It has been nearing 1 month	18	14.40%
1 - 6 months	35	28.00%
It has been over 6 months	17	13.60%

Appendix 11: Secondary Data Given by Career Services

	September	October	November	December	January	February	March	April	May	June	July	August
Grad School	24	17	7	3	16	15	9	5	4	6	5	13
Cynthia	11	10	4	2	2	6	2	1	1	5	2	6
Carolyn												4
Cheryl												2
Karen	13	7	3	0	9	3	5	2	1	1	3	1
Lisa	0	0	0	1	5	6	2	2	2	0	0	
	September	October	November	December	January	February	March	April	May	June	July	August
Interview Prep	4	15	3	3	5	6	11	8	5	8	9	6
Cynthia	0	5	2	0	1	1	3	3	1	1	1	1
Karen	0	3	0	2	2	4	3	4	2	3	4	3
Lisa	1	4	0	0	1		2	1	1	3	0	
Cheryl												1
Carolyn											1	1
Josie	0	3	1	0			2		1	0	2	

Appointments attended by Faculty	Total
(No faculty)	30
Faculty of Arts and Science	476
Faculty of Fine Arts & Comm	51
Faculty of Health & Community	72
Faculty of Nursing	13
Grant MacEwan University	25
School of Business	247
School of Continuing Education	80
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