**A Preliminary Assessment of SUNY Empire State College's *Career Brand Management*
MOOC Specialization on Coursera
2016-2017 and 2017-2018**

Authors:

Professor Val Chukhlomin
Associate Professor Victoria Vernon
Assistant Professor Ajay Das

Executive Summary

Career Brand Management specialization is a sequence of four MOOCs (massive open online courses) developed by the faculty and professionals from SUNY Empire State College in response to Coursera's RFP in Fall 2015. The specialization is designed as an advanced career self-management training for working professionals. It is informed by theories of adult learning, career self-management, self-directed learning, and is based on the successful implementation of "*Self-Management and Self-Marketing*" course for adult business students at SUNY Empire State College. The development of the specialization was paid by a $XXX,000 loan from Coursera that was fully recouped within the first three years after the launch in January-May 2016. The total enrollment of learners in this period surpassed 70,000. This report provides a descriptive overview of student characteristics and an assessment of student experiences based on course entry and exit surveys. We focus on the outcomes of the three core courses excluding the final project because of a small sample size, fewer than 10 respondents completed exit survey for the final project. We analyze indicators of effectiveness of students' self-reported learning and satisfaction, examine strengths and weaknesses of the course components, and identify potential areas for improvement in terms of student learning and retention.

A brief description of the Project

Career Brand Management Specialization consists of 4 self-paced (on demand) courses[1]:

1. *Strategic Career Self-Management*, 6 weeks of study, time commitment 3-5 hours/week, with subtitles in English, Vietnamese, Romanian, Chinese. Launched January 2016.
2. *Career Brand Development and Self-Coaching*, 5 weeks of study, 3-5 hours/week, with subtitles in English. Launched February 2016.
3. Strategic Self-Marketing and Personal Branding, 4 weeks of study, 2-4 hours/week, with subtitles in English. Launched March 2016.
4. Career Total Fitness Annual Retreat, 4 days-4 weeks self-paced, with subtitles in English. Launched May 2016.

The MOOCs were produced by a team of SUNY ESC educators: Prof. Val Chukhlomin, Associate Professors Michele Forte and John Beckem, Assistant Professor Kymn Rutigliano, and

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[1] https://www.coursera.org/specializations/career-brand-management

Amy Giaculli. The support team included Dr. Dana Gliserman-Kopans (editing), Dr. Tonka Jokelova (instructional design), and John Hughes (videography).

The theoretical foundations of the specialization include career development learning, graduate employability, career self-management. Several competing MOOCs were in the market since 2012, including a free open course by University of London, with 250K attendees, and another one from Australia on FutureLearn. Our major innovation in this specialization is a tool we call Career Development Lab, a set of worksheet-based exercises, or 'CDL workouts', included in most modules of the three core courses. These assignments help students identify and improve specific skills discussed in the corresponding module of the course. Our versions of the courses were tailored to the needs of working professionals and consisted of a blend of technical marketing and self-management. Our initial working title for the specialization was *Self-Strategy for Employability*. However, Coursera insisted that we included the word "Career" in the title because search engine optimization would increase our visibility 100 times. We agreed despite some concerns that the use of this word less common in marketing and more often used in career development, a domain of vocational psychologists and counselors.

The core courses in the specialization were split into short, one-week modules that require approximately 4-5 hours of work and included 6-10-minute video lectures, interviews, assignments (quizzes) and discussion forums. Enrolled students were presented with an option to either audit the course for free (no graded work) or pay a small fee (initially $79, then $49 per course) and complete graded assignments, including peer reviewed assessments. Although deadlines were published, they were not strictly enforced to allow students the flexibility of working at their own pace.

Implementation and first results, 2016-2017 and 2017-2018

Career Brand Management specialization was marketed by Coursera. Coursera's pricing strategy changed since 2016. Initially, audits were allowed and the pay per course basic fee was set at $79. We noticed that this price was higher than the $35 price of a competing specialization "Career Success" by University of California Irvine. Later, Coursera reduced the price to $49. A full certificate price was also available. At present, Coursera introduced a subscription paywall for 'access to 2000+ courses with a 7-day free trial'. At various times Coursera may have run promotional campaigns offering free access to courses, effectively waiving fees. Additionally, Coursera was offering waivers ("financial aid"), typically one waiver per each paid student.

The data below are based on Coursera analytics for 2016-2018. To understand the terminology used, it's important to clarify the following terms. "Unique visitors" are learners that accessed the course and sampled it without enrolling. "Enrolled" are those learners who signed up to audit it for free plus those who either paid course fees or received financial aid from Coursera. A very important clarification is that only paid students can access graded assessments and thus complete the course. For example, out of 13, 587 learners that started Course 1 (Fig. 1), only 1,520 either paid course fees or obtain financial aid (Fig. 3), and 283 of them actually completed the course (see on both Fig. 1 and Fig 3). This clarification helps calculate retention rates. The real retention rate for Course 1, for example, is 283/1,520 = 19%, which is significantly higher that reported in the literature MOOC average of 3-5% (Jaschik, 2014). Correspondingly, retention rates for Courses 2-4 are 27%, 19%, and 10%. Unfortunately, there is

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no easy way to tell how many "Enrolled" students who only chose to audit the course and actually started it (for example, in Course 1 there were 13,587 – 1,520 = 12,067 such free riders, or 89% of the total amount of course starters), remained in the course. To dig deeper in the data, we will need to export the entire course clickstream from Coursera.

Figure 1. Enrollment trends by type of learners, for all 4 courses in the specialization, 2016-2018

The graph below (Fig .2) shows visitors, enrollments, payment trends by type, and paid completers for the entire specialization (all 4 courses combined).

Figure 2. Payment trends by type for all courses in the specialization, 2016-2018

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Out of 1,796 paid learners, 299 learners paid per each course, 96 learners pre-paid the specialization certificate, 17 learners bought annual subscriptions, and 1,384 learners used monthly subscription (the new method that Coursera has switched to since 2017).

Fig. 3 shows payment trends by courses and is used to calculate the retention (see above).

Figure 3. Payment trends by type for all courses in the specialization, 2016-2018

Course Comparison from Course & Specialization description pages			
	Paid Enrolled Learners Financial Aid	Active Paid Learners	Completers
① Strategic Career Self-Management	729 791	687	283
② Career Brand Development and Self-Coaching	196 225	169	113
③ Strategic Self-Marketing and Personal Branding	243 318	217	104
④ Career Total Fitness Annual Retreat	14 35	12	15

Student demographics

Table 1 presents student demographic characteristics based on pre-course and post-course surveys. Each of the three core courses attracted 50,000-100,000 visitors since the opening day. On average, one out of four visitors enrolled in the courses and half of that number actually started taking them by engaging with the material to a varying degree.

The pre-course survey data is generated by Coursera. The majority of our course visitors/learners live in North America, Europe or Asia, including about 22% students in the US, and 10% in India. One out of four visitors are enrolled in a college of graduate school. Two out of three are full time employed, including 6% self-employed working full-time. A typical learner who expressed interest in this specialization was aged 25-34, full-time employed, with a college or master's degree. Compared to all other Coursera courses, students interested in our specialization are more likely to be women and be older and more educated; our specialization attracted fewer students under age 25, more women age 25-34, and more men and women above age 35 than other MOOCs.

Table 1. Demographic characteristics of students in the specialization (Courses 1-3)[2]

	Course 1	Course 2	Course 3
Total number of unique visitors	102,738	54,539	82,646
Enrolled in Course	24,823	12,954	22,770
Started course	13,587	4,929	9,957
Eligible for completion / completed	1,758/283	514/113	669/104
Took post-course survey	257	84	77
Pre-course survey, % respondents			
Age			
<25	9	7	10
25-34	51	47	52
35-44	28	32	28
45-54	9	11	9
55+	4	4	4
Women	47	43	44
Enrolled in school	28	25	19
Employed full time	66	69	68
Education			
High school or less	5	4	9
Some college	10	9	7
College	35	33	34
Masters	41	44	41
Doctorate/Professional	9	11	9
Origin			
N America (US)	29 (23)	28 (21)	29
Asia, M East, Russia	29	24	25
Europe	26	30	30
S America	5	7	5
Africa	8	9	7
Australia, N Zealand	3	2	2
Post-course survey, % respondents			
Age			
<25	9	3	8
25-34	34	60	34
35-44	30	10	16
45-54	22	20	32
55+	5	7	10
Women	57	57	47
Education			
High school or less	1	1	2
Some college	1	3	6
College	43	33	42
Masters	48	52	44
Doctorate/Professional	7	11	6
Origin			
N America (US)	36	38	24
Asia, M East, Russia	17	23	34
Europe	23	21	31
S America	11	10	4
Africa	9	8	7
Australia, N Zealand	4	0	0

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[2] Note: Each mean value in the pre-course surveys is generated by Coursera based on a different sample of learners that may include all visitors and not necessarily only active students. For example, the geographical breakdown was offered based on samples of 16,884 / 6,509 /XXX, larger than the number of active learners correspondingly in each of the three courses. The gender breakdown is based on 3,601/1,316/XXX learners, fewer than the number of active learners. Student status is based on samples size 1,356/ 463 /XXX. Education breakdown is based on 1,475/ 507 /XXX learners. Employment status data is based on 1,397/ 475 /XXX learners. XXX – missing data from Course 3.

As shown in Fig. 4, the specialization has attracted significantly more students with completed master's degrees (>40%), than the average across all Coursera courses (26%).

Figure 4. Course 1 student level of education compared to Coursera average
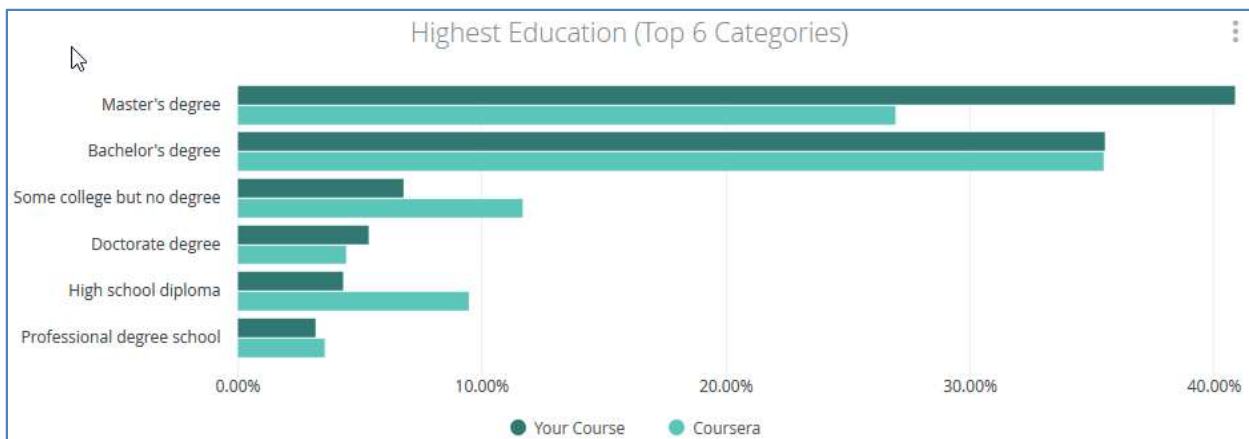

Post-Course Surveys

For post-course surveys, the specialization development team obtained an IRB permission from the SUNY ESC IRB board (prepared by Dr. Jordan Wright). Post-course surveys of 42-45 questions were administered to students in their last week of the courses and conducted via Survey Monkey. The survey collected demographic information, asked whether the student mastered specific concepts and skills taught in the course, and solicited feedback about the course. Students were offered text boxes for comments throughout the survey, in addition to separate questions about reasons for enrollment, and strengths and weaknesses of the course. The combination of short answer questions, write-in options and 'agree-disagree-not sure' type of questions, allowed us to collect extensive feedback.

We assume that the students who completed the surveys are not significantly different from an average student who completed the course (see Table. 1), even though we are aware of potential biases. For example, busier, full time employed students, those who have children, less engaged students, those for whom English is not native language may be more likely to skip the optional survey. The latter is almost certainly true as evidenced by comments throughout the survey; most comments are written in grammatically correct English, with few misspellings suggesting that our courses are particularly popular in the English-speaking countries and possibly among English-speaking expats in other countries; it also suggests that native speakers may be overrepresented in the survey. In addition, non-paying students who are not represented in this survey, may differ from our respondents; they are more likely than the survey respondents to be male, be age 25-34, and live in Asia, based on pre-course survey mean values.

The post-course surveys were completed by 257/84/77 students for Course1/Course2/Course3, suggesting a response rate 72-84% based on the number of people who opened the survey. The actual response rate may be lower if some students who were eligible to take the survey did not open it. Over 60% of the students who finished courses 1 and 2 are women, while most visitors were men. About half of completers of Course 3 are women.

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Only 9% of students who completed Course 1 are younger than age 25, 36% are age 25-35, 30% are between age 35-44, 20% are in the 45-54 age group, and 5% are older than 55. The oldest respondent is 75 years old. Fewer students in age group 35-44 remained in the specialization through Course 3 possibly because of competing demands on their time (Fig. 5).

Figure 5. Age distribution of students who completed Course 1, N=257
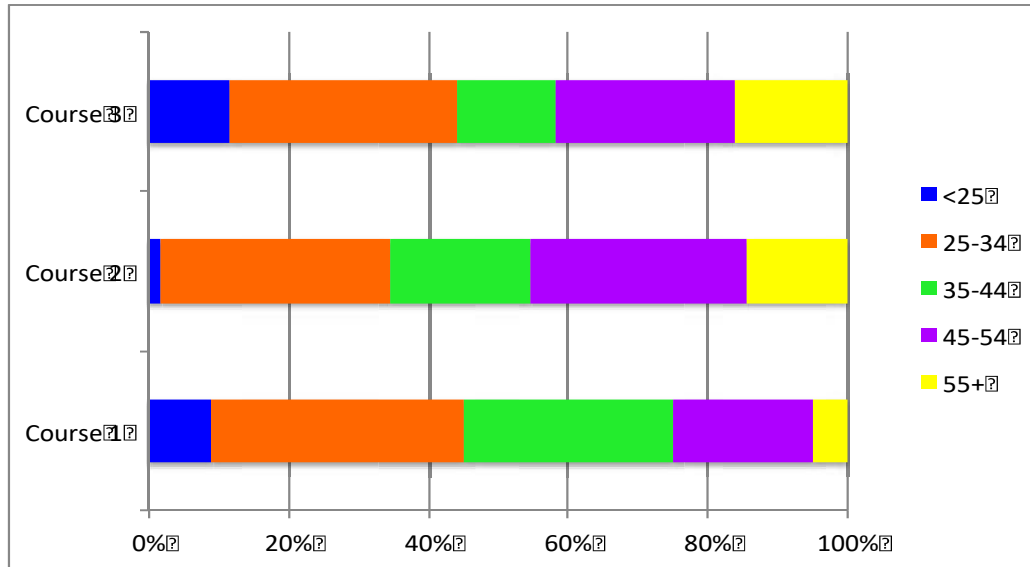
About half of students who completed Course 1 and Course 3 report having a master's degree or higher; the proportion of is even larger, close to 60%, among respondents of Course 2 survey (Fig.6).

Figure 6. Students who completed Course 1, percent by education, N=83

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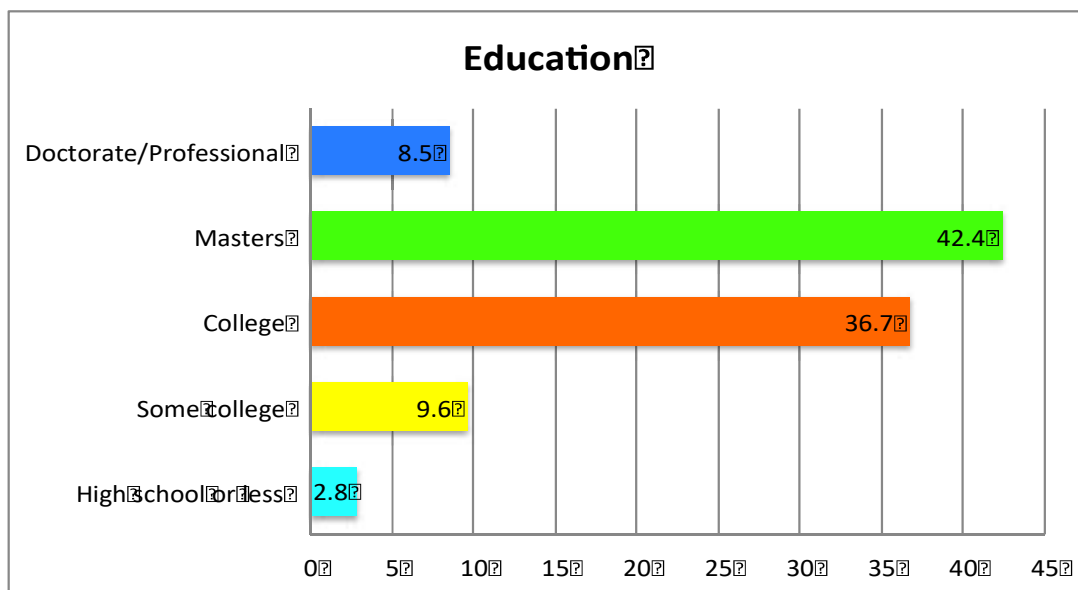
Courses 1 and 2 drew over a third of their students from North America, including about 30% form the US, while Course 3 attracted relatively more students from Europe, 36%, more than from any other part of the world. The relative share of students from Asia increased from Course 1 to Course 3, specifically the proportion of students from India rose from 5% to 16%.   Course 3 had separate questions about the country of origin and the country of residence. Answers are overall similar; a small difference is due to people of African origin residing in Europe and Asia/Middle East/Russia (Fig. 7).

Figure 7. Word cloud from Course 1 using logarithmic scale, N=257

Tables 2-4 below show post-course survey statements and questions in the same order as they appear in the survey. Respondents were asked to choose one of 5 answers in case of statements: strongly agree, agree, not sure, disagree, and strongly disagree. Text boxes were provided to explain why. In each table, column 2 shows the share of respondents who agree or strongly agree with the statement, and column 3 gives the sample size, the number of student who answered the corresponding question. Questions that show up in all three surveys are shaded grey.

Findings: Learning Outcomes and Course Satisfaction

Course 1.

Learning outcomes. Table 2 suggests that the majority of students, 77-95%, agree that they mastered each of the concepts from the course. Specifically, 95% of respondents point out that they developed a better understanding of career management from an individual perspective and became better prepared for career development. As pointed out by students in their comments:

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> Thanks to the course my existing knowledge got a proper framework and structure. I have more tools to use and inspiration.
>
> I have better understanding of my role in creating/managing my career path
>
> The course introduced concepts that helped me better understand how to assess, analyze and develop myself as a brand
>
> I learned that everyone must be the CEO of their own career.
>
> Now I can better express and explain my challenges and career outlook.
>
> This course is exactly what I was looking for in order to change from passive to active manager of my career. My career was driven by the external events before and I wanted to change, but I did not have the competencies and tools to do that.
>
> It has boosted my self-confidence.
>
> I think about the entire process of career development and progression differently.

As part of the course, students learned to identify their competencies and skill gaps.

> This course challenged me to identify, very specifically, both hard and soft skills that are absolutely necessary to meet my goals. Putting this in writing made it clear which competencies are currently deficient.
>
> I have created a development list and began projects to incorporate these missing skills into my portfolio.
>
> I found many gaps and am working on a plan to address them

One module of the course challenged students to re-examine their core values.

> One of the best sessions in this course-WELL DONE! Great structure, very reflective…It was amazing to take some time off and re-discover myself again…Thank you so much!

Some survey questions inquired whether the student completed a specific homework assignment from the course, such as creating a personal portable skills portfolio or a personal mission statement. While most students completed the tasks, a few mentioned continuous nature of these projects:

> A work in progress; as it always will be.
>
> I drafted a statement which is fluid and I will continue to revisit it

Given that most of our students are not new to the job market, it is not surprising that many are already familiar with career development.

> Do this as part of my job and in my Leadership Development Program that I run
>
> This was easy as I was doing this at work with our annual reviews at the same time I was taking the class.

Electronic copy available at: https://ssrn.com/abstract=3642730

Even learners with extensive experience in the job market found parts of the course insightful:

> The structure of breaking down skills into further subsets in a structured format is new to me.

While most students agree that the course helped them clarify their carrier goals, several students pointed out that they already had self-directed learning and self-awareness skills prior to the course:

> I already had those skills, as evidenced by doing a MOOC.
> I have spent 25 years developing self-awareness

Evaluations: Focusing on Section II in Table 2, the overwhelming majority of respondents, up to 96%, found the course practical, useful, well-designed, engaging, thought provoking, and helpful for self-organization.

> A wonderful and enlightening series of topics- arranged in a beautiful logic with plenty of encouragement!
> Superb, practical content.
> High value, highly applicable concepts for ongoing career development and acquiring jobs of one's choice in an extremely competitive world. Overall, this was a superior course.

Opinions split on the issue whether the course was academically rigorous. About 40% of students were either not sure or did not find it rigorous, while 60% found it rigorous. Some interpreted this a question to mean whether the course was difficult or not.

> I found the amount of course time plus homework not hard to keep up with.
> The carrier development labs were very rigorous.
> I disagree that its academically rigorous, but then again, I'm not sure that was the aim. This course seems to be a good community course, and MOOCs have their limits. Especially given that you clearly have multiple audience members with varying levels of comfort in English, I can't imagine how you could attain an additional degree of academic rigor and still commit to the success of the students.
> The course is of practical value. It's academic credentials are not evident. For example the use of Myers Briggs as a psychometric tool is highly contested by serious academics. This should have been noted.

Students had varying opinion whether the course was challenging:

> Not so challenging academically but for skill development it is good.

I have a doctorate and some parts of the course were extremely challenging. I found that at
times, I had to rush to complete a week on time producing quality results for myself.

Keeping up with the CDL is where the real challenge comes in!

This course is designed to be as challenging as an individual makes it. In other words, if they
participant strives to master each component it can be very challenging. If the participant
decides to "audit" the material, then it's not so challenging.

This seems like a course for someone who hasn't applied for a job in a long time or ever
before. This all seemed incredibly basic 101 sort of stuff.

Abundant high quality content and challenging assignments- seemed to be too much each
week compared to other courses I've undertaken online.

Great resources for me, but i still think they might overwhelm some

Figure 8. Students answering the question whether Course 1 was useful for them, N=191
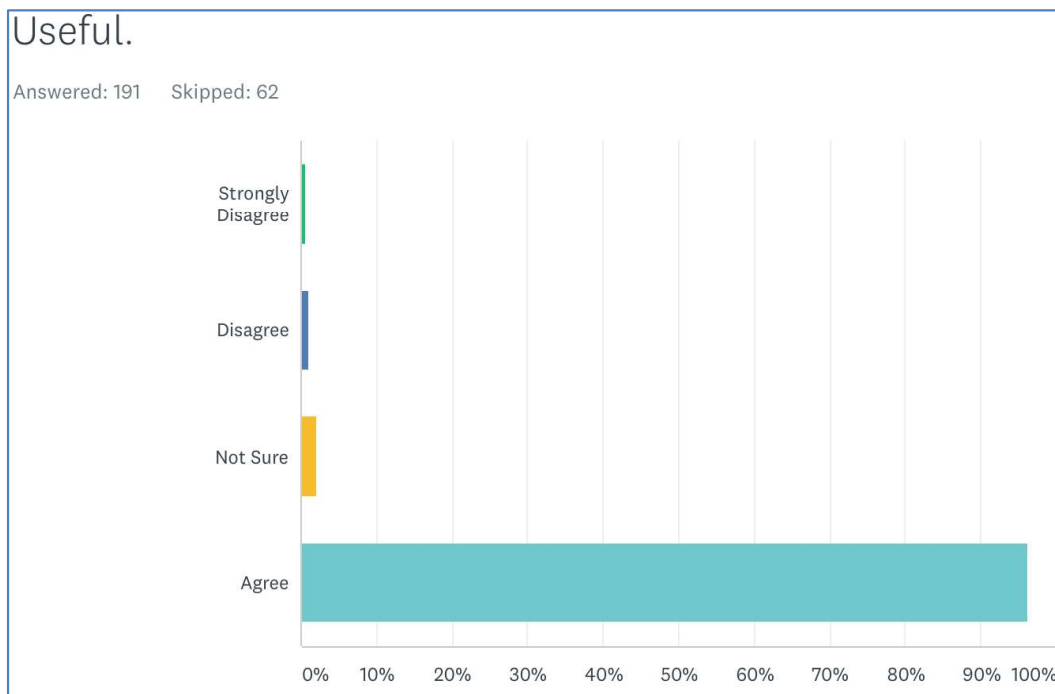
Course strengths: 135 students answered this question. Below are select comments grouped into
3 categories - content, delivery and tools. Many answers praise several aspects of the course in
the same sentence. The most frequently mentioned features are breadth of content, methodology,
use of various media, short lectures, workout labs, dedicated instructors, links to good resources.

1. Content, structure, pace

Well paced, resourced and interesting course

It's a good topic and present in a good, logical format in bite size chunks.

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Logical flow of a process using models and tools

Logical and sequential practical system.

Content.

Good organization of the material (progressed nicely from week to week), useful exercises
(most enhanced my understanding of the key concepts and let me apply them to my
situation),

Rigorous methodology, very well explained

Succinct. Good for those who may not have enough time in the week for really long lectures.
-Practical.

Short, on topic ideas, with a lot of practical advice.

The subject and subject matter - The amount of information explained and the order in which it
was explained.

The breadth of concepts and the course design

2. Delivery

I really liked this course and I'm very grateful for your job. I think that the major strength of
this course is your very qualified team. Thank you very much!

Each instructor brought their unique way in bringing the material

First class lecturers

Well presented first two weeks

I think the course is well-organized and leveraging the talents of a diverse set of passionate
speakers. I like that the digital format lets you include multiple different types of media to
engage students and encourage their learning.

The ability of the Lecturers to explain the different areas (topics) by giving statistics and
personal examples.

Interviews. Teachers´ knowledge.

... for the most part strong and clear lectures.

A variety of speakers -Interviews

I thought that the video lectures were extremely well done, informative and helpful.

3. Tools

Career Fitness and very helpful worksheets.

1. The well articulated videos 2. The great guides/ leads to useful resources and tools 3. The
career workout labs

Competency gaps workouts

Excellent project viewing yourself from recruiter's perspective.

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I really appreciated the CDL workouts. They were really well designed and useful.

There was a lot of interaction and homework-great!

The workouts really stand out. It makes you actively involved.

Current tools such as ePortfolios, social media.

Links to great resources are shared like ONetonline.org

I enjoyed the reading materials especially Managing Oneself, the interview with Richard Sellers
and his recommendation of What Color is Your Parachute, the video clip on how to pitch
anything in 15 seconds with Carmine Gallo. These recommendations were the best advice
for me.

CDL labs are the most beneficial part of this course.

The various mediums used   The guided self work Seeing other people's work The pro
formats offer a great frame work to facilitate the required clarity for deciding next steps in
my career   Great external references to other helpful websites

i had never heard of the elevator pitch but now realize how important and widely used it is

Core value exercise, Skills & Competency, Competency Mapping, The best candidate valuation

CDL templates Quizzes that capture learning throughout the course Walking people of all
levels through the steps

A lot of the exercises are easily doable and help with improving self-awareness

Figure 9. Word cloud for answers to the question about Course strengths, N=135

Suggestions from students: These critical comments and suggestions appear in comments at different parts of the survey as well as answers to the direct question 'What do you think are the course's areas for improvement?' We devote more space to this section because these comments can help us improve the course. We grouped the suggestions into several categories below and included all the informative comments.

1. Content & structure: add and remove explanations

Week 1 was too slow-paced.

Weeks 4 and 5 for me where not so well explained

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I still don´t get the difference between skills and competencies and regarding the SWOT
   analysis, the concept "opportunity" is poorly described.

Week 4 workout was confusing (esp. template #2)

Feels repetitive in week 5, information is recycled to the point of boredom.

There's a lot of repetition throughout the course, which is in most cases unnecessary

Concepts are very easy and intuitive to understand, but there was a large focus on memorising
   terminology which I found was old fashioned academic style. Also the fact that we had
   graded assignments that relied on proving our understanding of the terminology rather
   than our CDL workouts was a bit old fashioned too- and made the course harder and more
   time consuming without making it more useful.

2. Delivery: Jazz up lectures

Get away from the definitions and recapping the last video - that is so academically correct and
   yet so lacking. Add some humor, add design, add creativity, add innovative people. This
   could be a really smash up class if done right.

Some of the videos were a bit "rigid" or needed less "rehearsal", perhaps more of a natural
   presentation. Having the speaker inside a small box when not much was going on in the
   slides was not as engaging. Also, the audio on some of the videos was not balanced (only
   one earphone had audio).

Lecturers were generally not very charismatic or engaging

The sound quality in some of the presentations was not very good.

Content was interesting by I found the delivery style and lecturer's attitudes old fashioned in
   comparison to other MOOCS I took.

3. Tools: Add more examples

I like the worksheets and the idea of the Career Development Lab but I think you need to
   provide specific examples to increase and reinforce understanding and to provoke thought
   and creativity.

More examples are need in the area of "portable skills" and duties for every skills

I would have liked to see some examples of portfolios.

The exercises were complex. would have liked a video to demonstrate how to fill them out

I think it would be great to spend more time on competency analysis with more examples.

Lacking of specific examples, at least in some areas, like for lawyers, psychologist, engineers,
   educators, etc.

Yes, but maybe the course can add some or more examples of portable skills and duties for
   those specific skills. I would like to see more specific examples for the most important
   "portable skills"

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I would have liked to see one [Competency gaps workout sheet] filled out to better understand it

In the module on competencies and skills in external perspective, I would add an exercise interviewing each other to get a better external perspective

4. Communication: More feedback, use discussion forums more

The evaluation of the student's work is limited.
I would very much like to get the feedback on my CDL exercises. The tables should be placed in cloud instead of being accessible as pdf file.

I am also not sure that it was useful to have peer reviews of the assignments. I think most others in the course were giving high marks to get through reviews quickly. It would have been interesting (but maybe not financially tenable) to have some of the University's team provide feedback and a critical eye.

it was helpful to get feedback and interact with other students. Interacting with other students and faculty is helpful when possible.

make sure you have a minimum # of students to grade assignments

I gather there would need to be more students moving through the course. I am still waiting for feedback on my first Assignment. I am also waiting for one more learner to submit their Assignment 2 so I can provide feedback and complete the course. (Perhaps letting late learners into the course would alleviate this challenge?)

Discussion forums - great tool, but not used much. People share, but not discuss.

Improvement of discussion forum to get it more active

Good material. Perhaps having the instructors lead / contribute to forum discussions will generate more engagement.

Perhaps we could have shared our Linked In profile after reviewing it in a CDL exercise, and then critiquing it in a constructive way.

5. Update links, move pdf files to the cloud

I always struggled with finding the right link on the website for taking the tests...I spent a lot of time searching on the websites for the correct test.

review links to ensure they work

Making the power point presentations available to take notes on (handout pages)

Double-check links to resources. Some are broken

6. Expand resources: add more for older workers, self-employed, and for "further reading"

Although this course is helpful for mid- and senior-level career people, it seems the professors are really only thinking of job-seekers in their early 20s. It would be nice to have, maybe bonus sections?, geared for more senior-level career folk.

I think this course can work great for 17-19 year-olds who are finishing college.

Guidance for those who wish to be self-employed or start their own businesses. It could help to include views on self-employment and entrepreneurship, as those areas seem to be the future of work.

offering additional reading resources for those that need more info

A library of career resources for those exploring different paths, where they may not have acquired skills yet, would be helpful.

Other than Drucker and Shaffer and Zakwski, I don't remember other readings or web site references. There is so much out there. Keep working on it, it is extremely useful

Figure 10. Word cloud for answers to the question about Course 1 areas for improvement, N=136

Why did you take this course? Answers to this question can inform us who our students are so that we can serve them better. 161 students answered this open-ended question. As expected, the most common reason for taking this course is to advance career in various ways, be it through learning how to position own skills on the job market, changing careers, or improving knowledge and self-confidence. 90% of the respondents mention one of these reasons. Below are select answers in this category:

To take control of my career

Trying to define my 3, 5, and 20 year career trajectory.

To get more structure in my career development

To develop career self management skills

Working on contract that ends next year and am considering a career shift

I wanted guidance in helping uncover what my career brand could be in

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I had been trying to figure out which career path to take because I feel my career has become stagnant & was not growing.

I have been working too long for the same company and wonder if I should look outside

Self improvement

To help me change career path in a structured and rational fashion

Considering going back to work after staying home for some years, and considering change of career.

Because I´m looking for a new job after I abandoned, several years ago. Also, my age is a serious challenge to find a new job.

To be confident in who I am and be able to showcase that confidence.

Seeking to change careers and needed guidance on how to manage this!

I had no more resources, and this was free, and really valuable to my growth.

Company's recommendation

The last two responses above are somewhat different from the rest. One student pointed out that the course was free and it was important to him. The other student mentioned that his employer recommended that he take this course.

The second category of students who took this course are professionals in the field of coaching, career development, and youth mentoring. Below are ALL the answers of 14 people who belong to this category. Some were also curious about the topic for their own career. In addition, there are two answers from respondents who plan to pass along their knowledge to others, possibly to their students or children. Thus about 10% of respondents plan to share knowledge gained in this course.

Because I work as a HR Career Advisor.

I am a Business Coach with focus on Personal Branding, I wanted to extend my practice to Career Brand Management

Being and HR professional, I felt a need to educate myself more on the Career Development tools, so I can proceed with my career further - and help my future colleagues/clients with the same.

As a coach to students and professionals looking to career advancement and for myself

I'm a Leadership & Career Coach supporting Executives & Emerging leaders

I am conducting doctoral research on professional development

Programme has presented me the direction of how I can properly advise my mentees.

To hunt a new business & job for my clients & students

I do personal development workshops for high school and college students in Ethiopia, and thought that this would be an awesome topic to teach them.

i work as a business coach and work with people who want to change their career

To give me new tools for my coaching and consulting business.

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I'm a career coach and mentor so I search for new methods and tools

I do some work as a career transition counselor. I was curious about your offering.

I dream to become a career mentor/adviser.

For fun. For information. For ideas to pass along to others.

I would like to improve in this topic so I can help others.

Table 2. Course 1 Strategic Career Self-Management: Post-course survey results

Survey statement	% agree	N
I. Learning outcomes		
I have developed a better understanding of career management from an individual perspective.	95	257
I have developed a better understanding of protean and boundaryless careers as compared to traditional careers.	92	255
I have developed a better understanding of transferable ("portable", non-job-specific) skills	91	252
I have created my portable skills portfolio.	78	253
I have identified critically important skill areas for development.	86	253
I have learned how to conduct a competency analysis.	87	252
I have learned how to identify competency gaps.	88	253
I have identified my self-management competencies and gaps.	83	250
I have identified and examined my personality traits that are relevant for skills development.	90	248
I have examined my core values.	93	253
I have created a personal mission statement.	80	251
I have learned about self-regulation and self-strategy.	91	255
I have developed self-directed learning skills.	82	236
I have enhanced self-awareness.	90	238
I have clarified my career goals.	75	239
I have envisioned my future work self.	77	237
I have learned how to view my competencies and skills from an objective, external perspective.	88	235
I have learned how to create a realistic job description.	81	238
I have learned how to conduct competency-based job analysis.	89	236
I have developed a better understanding of evidence-based, data driven competitive job selection.	89	237
I have learned how to respond to selection criteria.	84	238
I have learned how to create a personal self-management information system.	81	236
I have become better prepared for career development.	95	237
II. Opinion about the course		
The course is academically rigorous.	66	239
The course is practical.	95	239
The lectures explain topics well.	90	239
The Career Development Lab activities and workouts are helpful for acquiring career development skills.	87	238
Useful.	97	238
Well designed.	89	240
Engaging.	86	239
Thought provoking.	90	238
Challenging.	78	238
Helpful for self-organization.	96	239
What do you think are the course's strengths?		
What do you think are the course's areas for improvement?		

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| Why did you take this course? | | |
| Demographic information | | |

Course 2

<u>*Learning outcomes:*</u> Table 3 shows the share of students who agreed or strongly agreed with the survey statements covering course learning outcomes and satisfaction. Out of 84 students who answered the survey, the majority, 86%, completed Course 1, and 88% are planning to continue with Course 3. More than 90% of respondents agree that they developed better understanding of the topics covered in the current course, including career management, skill-building, assessment tools, the use of strategic management models, and self-coaching. 100% of respondents agree that they developed a better understanding of evidence-based, data driven, competitive job selection. Over 76% of respondents discovered how they can use peer assessment as part of self-assessment, improved the accuracy of their self-assessment, clarified their career goals, learned to conduct a 360-degree self-assessment, and practiced to sustain self-developmental strategies.

> The program helped me see how HR would assess me, I became my own HR.
>
> Using all the tools provided in the course, I can do a professional and accurate self-assessment
>
> The course is very intensive and the practice exercise helped me to have a better understanding of career management and the exercises also helped greatly
>
> The course covered this skill set [presentation skills] very well, giving us opportunity to assess this skill quite well.

A lower share of students tend to agree with survey statements that refer to longer term goals, such as: 'I have become able to sustain and monitor self-developmental strategies", and 'I become better prepared for career development'. Some students did not complete all assignments, they set some information aside for later use:

> Long way to go
>
> I did not go through everything during the course. I will do it afterwards by myself.

As in Course 1, some students already had business-related experience. For others, our course was their first introduction to marketing and management concepts.

> Some things really were not easy for me. Like I said, it was like learning a foreign language.

> Changing someone's perspective is challenging. Its like being comfortable with flats and then using heels for the first time, and wondering, it looks attractive, but how come it feels so uncomfortable (initially). Then you begin to walk in it, and in some stages, it gets better, while in some stages, its like wanting to remove the shoe. Strange analogy, but that's how I felt.

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Another interesting comment reminded us of cultural differences that we all should be aware of:

> Sometimes I find the approach too "US style". I think there is too much of the US rhetoric about our career depends on us. That´s just not true.

A slightly higher share of students in Course 2 report having attained specific learning goals in this course compared to students in Course 1. This may be because most students covered the foundations in the previous course, and also because more interested and diligent students were the ones who continued to Course 2.

Evaluations: The course is rated highly by students. 97% found it helpful for self-organization; 90% or more respondents found it useful, well-designed, engaging.

> Well structured, engaging, useful, practical, well designed, thought provoking, helpful. Excellent Course !!!
>
> Extremely relevant to everyone who wants to improve their career life/goals.
>
> It taught me to break down my skills building into specific, concrete, manageable chunks.
>
> Eye opening for me on how candidates are evaluated.
>
> I took this course because of the value of what i could learn from it. I got more than I thought I would gain.

As in Course 1, students in Course 2 recognize the practical value of the skills gained in the course, and the majority of respondents found the course rigorous and challenging. Regarding academic rigor, students are split between those who think the course was too hard, too easy, just right, rigorous, not rigorous, and unable to judge.

> The course is Practical, Relevant
>
> It has a range as this course is also dependent with how much work you decide to put in and apply the techniques to yourself.
>
> its just right. I work full time so if this was rocket science I would not have the time to devote to it.
>
> I found it not so difficult once I got over the initial panic if the first assignment. I can't tell because I test well.
>
> I'm sorry, it really is very basic.

Course strengths: Below are all student comments related to the overall quality of the course and specific strengths of the course components. Some answers are collected throughout the survey, although the majority comes form the specific question on the course strength. The answers are grouped into 3 themes below. 47 students answered this question, and some mentioned more than one theme, in this case separate sentences are used in different groups. The most praised aspects of the course are its design and methodology, lectures, CDL labs, interviews, case studies, and a fact that a variety of tools and formats were used.   The most informative select

answers are below. Two students also mentioned the fact that they took the course for free, one mentioned that Coursera offered financial aid.

1. Course organization, format and pace

Systematic, well-strategised course

The course was extremely thorough and informative.

It is so well explained; information is strategically arranged and simplified, which translates to learning confidence, and high learning absorption rate.

The following topics were well-covered: self-coaching; evidence-based, data driven, competitive job selection.

Content, timing

Methodology was thorough

Although it is a course, it feels more like a independent process as it guides you and promotes independent learning and how you can further enhance your learning.

Gave a better understanding of how to build - a new brand - that is ME Brand in the professional world - and was able to explain in a simple but small steps

Approaches, ideas, technics

Covering career development topics methodically. This introduces new ideas and nuances of what is going on in the career marketplace. Then the course offers options so the student can become more competitive in that marketplace.

Contemporary, Thorough, Logical, Effective

Clear and to the point.

Practical, Time flexibility and well designed

La claridad y la precisión, la riqueza de los materiales de lectura.

Taking students through the entire process of personal career management

I think the program is overwhelmingly excellent in content, delivery, structure.

2. Instructors, delivery of material

The lecturers, how the course is built up, so as usual, super high Coursera standard :)

The conversational tone and way of presenting makes it wonderful

Some of the teachers, like Amy and Dr. Kymn are great.

Professors

The conversational way of presentation

The practical presentation (using grids and all)

The lectures and accompanying videos.

The teaching in different styles(e.g videos and text form), many sourced well organized

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Good team, good program

The intent of wanting the class to learn, by the instructors.

Good teachers and clear objectives.

The instructors obviously care about what they teach. The content was valuable. The videos were very well designed and executed so that we could really learn. Just the right amount of time and concepts included in each learning session. Mostly content quality and instructor-quality. Both excellent.

The trainers were amazing. It didnt feel like a video training. You almost want to shake the hands of the trainers after the program as they are so human even on screen.

This one is better than the first course in this specialization. More modern. Better audio and music.

3. Tools

The further reading tools are excellent for expanding on current knowledge/understanding.

Those new tools for the assessment of "Soft Skills" are a great contribution because I did not have before tools to evaluate the "Soft Skills"

I learnt from the case studies provided in the lectures

Great to have different speakers and formats (vidéos, interviews, papers, files)

The exercise using a recruitment process was enlightening

Providing the latest research for career brand management, providing the latest tools to help one self-assess, providing the latest information to help one learn how to self-coach

The CDL examples were practical.

The discussions are informative, have resent research and efficient.

The interviews with other experts is quite informative.

Template to work upon

The strength of the course is its practicality and the number of activities that was required to be completed including the lab activities. the interviews are also very useful.

The practical quizzes that follow every lesson

The peer review assessment instrument

The self-coaching self-management tools and explanations of how to use them (without explanations the tools are nothing)

Practical parts to be kind of forced to work and exercise with the provided information.

... excellent complementary readings, interviews and videos.

scientific approach towards a career manage, fillable templates, an example with Sonya

The amount of resources and support available

Providing all the tools needed to successfully manage my career and always become stronger with regard to my skills

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The Lecture videos and Development lab

Engaging thru the CDLs

Interviews with industry leaders

The course provides many levels of detail where an academic through to a college student can
    obtain information and tools to actually apply the course material into their real lives.

4. Other: Cost

A huge pro is the availability online and accessibility worldwide, also that coursera provides
    financial aid. I regard this as very valuable as not everybody can afford to pay for education
    but this course is so important for those who like to improve and be their own CEO.
...low cost

Figure 10. Word cloud for answers to the question about Course 2 strengths, N=82

Q35 What do you think are the course's strengths?

CDL Quality Brand Instructors Career Amount Tools
Teachers Videos Explain Course Thorough
Practical Clear Interviews Point Lab Team
Content Busy

Suggestions from students. 42 **students** shared suggestions for improving this course by
answering an open-ended question 'What do you think are the course's areas for improvement?'
and by including textbox comments throughout the survey. We present all comments below,
grouped into several categories:

1. Content & structure: enrich content, remove overlapping parts

    I didn't feel that the second course in the series was much different from the first course and
        frankly found it a waste of time.
    Course 1 and 3 were much more engaging and entertaining, simply more interesting.
    The material on the week 4 material regarding the practical discussions did not seem too
        practical. It sounded more like liking the material to concepts done before.

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I think the course should include more content as I felt that there were many overlaps from the previous course of this specialization and did not learn nearly as much as I did in the course before it.

Many - organisation and structure mainly. I felt especially conned after doing the first course and realising there was almost nothing there.

Some of the videos could have been combined into one as a general discussion instead of being separate.

The weeks aren't consistent in structure and workload, you used interviews from another course (and with a demotivational message that leaders are 'raised in childhood' and hence if my environment wouldn't teach me leadership skills, I'll never get a job).

2. Delivery: jazz up lectures

PLEASE take a good hard look at your lectures and improve the quality. Sometimes the lecturers barely seemed able to handle the demands of basic English. Their syntax was circular and confusing, their delivery pedantic.

Video Quality and sound quality should be improved

People reading slides made by an elusive teacher that is yet to show himself =/= engaging.

Quality of the lecturers

3. Tools: add examples and explanations to some exiting topics

More tools to improve written communication skills and 360 self assessment, and self-improvement strategies with concrete, manageable, and data-driven plans

Whilst good grammar and writing skills was pointed out there wasn't any exercise related to using tools to check wording

I was expecting to see a more practical approach to the 360 assessment.

Maybe a bit more time could be allocated to the self-coaching tools too

I could not complete all the lab worksheets, I found the course work very challenging, maybe designing easier worksheet for those of us who struggle with spreadsheets.

the tools seem a lot more complicated than they need to be

When explaining the models we need more examples for application in the real world

Should give more example by association u can grasp better. I always say to my son who will be in high school next year - if I can teach u any thing and there is a story associated to that lesson he will never forget that message.

The course should explore a bit more sample cases a bit deeper. That might be very helpful.

The course could use more explanation and examples of the work outs. I find the lectures are simple and the workouts are difficult. More integration would be great!

Some of the videos are not so explanatory

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There were a couple issues of clarity and the career labs with the example company and person, while the example was clear it wasn't always clear what the assignment was. I didn't find filling in for the imaginary person anything but confusing.

The beginning bit about the t shaped professional was a bit of a red herring. It was never expanded on.

CDL workouts feel a bit drawn out

More visuals. I am a visual learner.

4. Communication: More feedback, assessment quality, use discussion forums more

The main challenge is a "feedback" and or "objective evaluation". While the career development labs do offer an opportunity for feedback, the opportunity for more deliberate and detailed assessments is limited. This however, is the same limitation of any self-study program.

That we be told by external supervisors how we fared in the peer review assignments as done in the quizzes

The Discussion Forum can be made more active to exchange better with peers

No instructor-student interaction. Too many lectures. No gamification.

more engagement and interaction with the professors

more feedback is very important.

sometimes I feel that grades granted are just because they have to get it done.

5. Update links, downloadable files

Difficult to download and save filled-in worksheets.

Text - I like downloadable notes with proper academic text and appropriate colorful images, pictures, diagrams incorporated

Right now, I'm spending lots of time downloading video scripts, cleaning them up, inserting screen shots from the videos.

The navigation element can be a little confusing particular for users with weaker IT skills

Topic Search to find the explanation. Better understanding how each homework is related and continuing each other.

More time perhaps. A working person will find taking the program challenging. I have serious eye bags, and make up wont even hide it anymore.

6. Expand to new topics and new assignments

Develop skills for top managers and standards of skills

...tools geared toward people who want to move up in their current organization.

nothing about leadership skill development

After the course, I wonder to what extent companies use such a structured way of recruiting. I would bet that many small companies do not and in larger companies, when the interview is done by the business and not HR, I would doubt that they rely on such structured recruiting tools like the grid. I would be very happy to hear your opinion about that.

They need to involve students more with practicals. Assignments need more of areas like lab workouts for example students need to be sent out to the field to practice what has been learnt and provide evidence at the end of it all

Figure 11. Word cloud for answers to the question about Course 2 areas for improvement, N=84

Why did you take this course? The main reason for taking this course is career change, interest in the subject, self-improvement, as mentioned by 52 out of 58 respondents. For example:

As a middle age male, I needed to understand how to make myself more marketable to get "my dream job".

I'm an artist with a day job and need to learn how to present myself to ensure I can get a job to take care of my family.

I'm on my way of career change :)

2 students mentioned both self-improvement and desire to help their children

To cement my understanding of career development and be able to support my kid's in developing their careers.

Just out of curiosity and wanted to actually help my son for the FBLA-(Future Business Leaders of America) program he has enrolled in his school - while me fulfill my curiosity he also learned a lot about how to present himself - Thank U coursera

8 students took the course for professional reasons, or 14% of respondents. Thus 10 students in total (17% of respondents) plan to share the knowledge with others.

To develop my Self Branding for personal improvement and being able to implement the gained knowledge in our teaching during our retraining class. Our students age group 25-55 will benefit from this knowledge as well .

I felt that if I have to improve the performance of others as a trainer, I should also consider my own performance levels. I hope to inspire others that self-development is not as challenging as it seems, and that if done properly and with tools to do this, they can gain a competitive advantage and a branding that will give them value.

To work as a consultant

I am a manager and it helps me in assessing mine and the teams skills

I wanted to added an additional area to my portfolio of services which is personal branding.

Working in the field of career transition assistance.

Personal career development/ helping others

Career Development and professional training as a career coach

3 people mentioned that they valued the certificate as a credentials as their main motivation

Recommended as part of my foundation degree in L&D

Credential

It was offered as a free course certificate in exchange for taking it. It appeared interesting

Table 3: Course 2 Career Brand Development and Self-Coaching: Post-course survey results

Survey statement	% agree	N
I. Learning outcomes		
I have developed a better understanding of career management from an individual perspective.	94	84
I have learned how skill-building contributes to developing a strong career brand.	95	84
I have clarified the use of strategic management models for individual career development.	95	84
I have acquired a better understanding of skills assessment.	94	84
I have discovered tools and techniques that are used for the assessment of "soft" skills.	93	84
I have developed a better understanding of how to make skills assessment accurate.	94	84
I have improved the accuracy of self-assessment.	81	83
I have obtained a more complete understanding of how experts use assessment tools to identify competency gaps.	98	83
I have developed an improved understanding of self-assessment.	96	82
I have learned how to use self-assessment tools and techniques.	94	83
I have discovered how I can use peer assessment to increase the accuracy of my self-assessment.	87	83
I have cultivated my ability to accurately assess my written communication skills in relation to a particular job..	79	83
I have learned how to accurately assess my presentation skills in relation to a particular job.	88	83
I have enhanced self-awareness.	91	83
I have clarified my career goals.	83	83
I have gained the ability to conduct a 360 degree self-assessment.	79	81

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I have learned how to view my competencies and skills from an objective, external perspective.	95	83
I have discovered how to formulate self-improvement strategies that include concrete, manageable, and data-driven plans.	94	83
I have become able to sustain and monitor self-developmental strategies.	88	83
I have developed a better understanding of evidence-based, data driven, competitive job selection.	99	83
I have achieved an improved understanding of self-coaching.	94	81
I have learned how to create and effectively use a personal self-management information system.	90	82
I have, overall, become better prepared for career development.	96	82
II. Opinion about the course		
The course is academically rigorous.	67	82
The course is practical.	94	82
The lectures explain topics well.	91	82
The Career Development Lab activities and workouts are helpful for acquiring career development skills.	88	82
Useful.	96	82
Well designed.	88	82
Engaging.	88	82
Thought provoking.	80	81
Challenging.	74	82
Helpful for self-organization.	96	82
What do you think are the course's strengths?		
What do you think are the course's areas for improvement?		
Why did you take this course?		
Did you also take the first course in the specialization?	75	84
Are you going to take the third course in this specialization?	76	84
Demographic information		

Course 3

Learning outcomes: 77 students responded to the survey. Fewer than half of the respondents said that they took Course 1 and Course 2, meaning that between 20-60% of the students were not familiar with the foundational material covered in previous courses. A third of the students said that they were planning to take the final project course, the other two-thirds had no such plans. Course outcomes in this course included understanding career management, building career brand, use of strategic marketing for individual career development, digital artifacts showcasing skills with marketing communication strategies, personal branding, career brand equity, impression management, use of social networking for managing professional reputation and other. Tools included peer assessment, writing a personal branding statement, data-driven self-improvement strategies. Skills in presentation and written communication were emphasized. Over 80% of students agree that they have mastered all these skills and tools. These are some of the students' comments:

> The entire specialization is strong. I was impressed with each module

> Gained some interesting insights and recognized some of my misconceptions.

> I am working very hard to rebrand myself. This course is helping immensely

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Prior to the course, I felt I had to market myself as I am; after this course, I learned to self-manage, and view myself as an employer would, and because I did, I saw the gray areas through tools of self-evaluation, so essentially, with what I now know, I am confident that I will self-manage, and position myself to where, when I market myself, I have highly increased my brand equity.

I've become quite thoughtful and strategic when it comes to social networks, and my brand is cemented into my mind. I think it, live it, breathe it now.

I'm testing my branding on a FB business page, and when I am secure I am getting quite skilled, I will make the same changes to my branding in linkedin.

Thank you very much for the course. I didn't take this for credit. But I learnt and refreshed from this course work. Once again thanks to all professors and other who are behind this. Very helpful for me.

[Career brand equity] was a big factor for me. What really pushed me was viewing my present equity from employer perspective, and it had a massive impact on me.

The following three statements had a smaller share of agreeing students, 72-77% : whether the student clarified their career goals, discovered how to effectively use peer assessment to validate the results of self-marketing and personal branding activities, and discovered how to formulate self-improvement strategies that include concrete, manageable, and data-driven plans. These tasks required more time:

I have not clarified my goals, but this course has led me to reconsider my goals and to do so in a structured and logical way. Once I have clarified my goal, this course has provided very useful information and tools to actually pursue my goals in a more effective way.

I have not done it, but I know how I can use the strategy

While most students agreed that the course helped to improve self-awareness and taught self-coaching for personal development and professional growth, some learners had been working on these skills prior to the course:

Awareness is everything. I evolve daily.

Oh my goodness yes!!!! All I was doing was working on my personal self, then these business classes were offered as a beta-test, so I took them, and WOW. Whole new world.

Work in progress on my side, nothing to do with you...

I've been doing this well over 20 years.

Evaluations: Between 83-93% of respondents found the course practical, useful, well-designed, engaging, thought provoking, and helpful with self-organization. 86% said that lectures explained topics well, and 73% stated that CDL labs and workouts were helpful. Just about half of the students believed that the course was academically rigorous, and 75% found the course challenging. Here are some comments:

Absolutely, it has helped me to re-focus on my career path and the various tools and exercises has helped to clearly chart my path to success

Challenging on a personal level yes absolutely. Academically challenging, no. Almost anyone can follow these lectures. I love that with the American way of teaching; you can take almost any topic and make it both interesting and accessible!

My God, is the course simple!

Didn't hear a lot about scientific evidence, etc.

I think it is rigorous, there is a lot of information packed in just a few weeks of study! One could debate whether the quizzes are tough enough, but the amount of information provided is great.

The type of course is very useful, mainly for beginners

Practical information that can be put into practice throughout one's life.

The thoughts about my own career pursuit that it provoked.

Course strengths: 35 students commented on the course strengths. Below are their answers. The most praised aspects of this course are its organization, the choice of topics, quality of speakers, interviews, and extra resources. One person mentioned that they are here because the course is free and they find the course useful.

1. Content & structure

It is a very, very good course, especially in terms of (logical) organization of topics. The topics were presented in a very simple and clear manner, making it easy to follow the lectures and to complete the tasks at the end of the week. Also, what I find as very important is the way the videos were prepared. The duration of videos was excellent - not too short and not too long to make it boring or time consuming (sometimes it is hard to organize working week, so it is great to have short e.g. 5min videos to make it easier to follow the class - not only to follow, but also to stay focused on the topic). Also, the lecturers were great - talking in a simple way, clear enough and slow enough to be easily understood.

I was impressed by the density of information provided in such a short course.   - The clarity and ease of understanding of the videos. They are jam packed with info, but it still easy to follow the logic and the build-up of the reasoning.   - The practical applicability   -

It's very objective and helpful.

Organized outline and presentation for learning self-marketing skills.

the topics identified. Indeed thought provoking to be followed up in additional literature and resources

Teachers Techniques Theory

good concepts

repetition & inspiring for self-reflection

Content

some ideas about social media content

It's easy to access and understand

Maintains pace. Covers a lot of material. Is directed toward practical doable applications.

Its practicality. The strength of its coverage. It changed my perspective. Previously, I found myself having difficulty marketing myself and my brand, and this course really covered those areas.

The content varied for the learner who wanted to learn the essential elements, to the learner who wished to explore the concepts in more depth.

2. Delivery

Pleasant and engaging speakers, there is breadth of information, if not depth.

The quality is good, image, sound, editing....

The flexibility of the schedule, the videos, images and texts.

   The way of explanation.

Mostly video based, creative commons hence downloadable for future review, fast (I took it in a week of intense work), presenters nicely trying to reach out to the audience

3. Tools

Real Life Interviews and examples.

The tools described like SAGE, E-portfolio, brand equity etc.

Interviews, concepts, format and materials.

Using a very useful branding tools every week

With the different activities and tools provided on the course, I am now able to build my career brand which I hope with enhance my career growth

I liked the references to sources and research which will help me study further on my own once the course is over.

various tools and exercises have helped to clearly chart my path to success

Interviews

I was impressed with the extra reading materials. My mentor told me to read above my head. I was able to do that in this course.

the interview to the sales manager, and the explanations are good.

The strength of the course is the various practice tasks and tools provided which enabled the learners to immediately practice and reflect on the topics covered.

The strength are all the tools.

Figure 12. Word cloud for answers to the question about Course 3 strengths, N=69

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Suggestions from students:

1. Content & structure

The two long interviews with Darryl Leggieri, while thought-provoking, did not gel with the course objectives. They would have been appropriate in a different setting, such as a leadership course.   Interviews ought to be not about what one does after getting a job, but what helps one land a job.

As a counseling psychologist, I have my doubts about Impression management. Unless we are our genuine selves, we will come across as fakes. Perhaps that is a point for you to emphasize more. Be yourself. If you fake it, you blow it.

Peer assessment Again, as a counselor I treat this one with care; it can easily be misunderstood to mean that we need to concern ourselves too much with what others think of us. I believe this topic needs more in-depth exposure.

Yes yet as I mentioned several times I believe there needs to be much, much more about the psychological-emotional side of it. All of this is about humans, hence it is a social science, hence the social science aspect needs to be touched on much more in my view

There was nothing really new for me except tools, which aren't explained very well - it's often only said "like we presented or explained in the previous 2 courses" - I don't want to do all of them, this is a separate course and should be understood as such

I overall did not like the course very much because I knew already these principles and questions   .

The fourth week is too short. It should have more contents

2. Delivery

The instructors should interact better than and even move, change locations or use body language and the ways of presenting, not to stand along the videos with the same posture, this annoyed me.   the interview in week one was extremely annoying. I do not know why, the interviewer was barely speaking English and the interviewee was mentioning

Donald trump a lot. I didn't feel ok with the interview.

I think the lecturers are kind but I did not like the format of the course: not spontaneous, reading all the time (in case of the lady) , so I did not feel I was watching experts in the field   The interview was about HR in general, in my opinion, not about branding….(the man of the hotel)   Where are the cases with examples? where are the interviews with people that applied with sucess there principles? where are the examples of the uses we can have with LinkedIn, for example, or others? I believe that I have a good curriculum and a good brand but how can I mesure that without examples of how can I improve?

This course needs an update. It's visible it's not that popular and people don;t engage with the content.

I think the area for improvement is the presentation. Just a little more of a feeling of natural delivery. I know how hard that and I am not sure I can do it myself, but I think that it helps students get engaged in the material. The presenters have to believe they have something of value to share and let the student know that. I do think there is a lot of good material here and it is well laid out.

Lectures can be somewhat dull and dry.

looks like they just read the content and it is very monotonous without interesting examples or useful tips

It would be good if some technical vocabulary were clearly explained for those who could not take the previous courses.

teacher should be interesting,entertaining and provide examples from real life. it was just like being read a book

Some of the videos are static - one image or person talking without visuals or key points. A lot of verbage too.

3. Tools

More examples and case studies on how to use marketing communication strategies to showcase my skills to target audiences, impression management, personal branding statements; using social networking for managing my professional reputation; self-improvement strategies that include concrete, manageable, and data-driven plans….

More info on marketing plans for individual career development.

The examples are too basic and mainly aimed at an audience entering the workforce

Could be more case oriented

Maybe a little bit less talking (it's a lot of talking)   - A bit more about science and scientific insights and proofs   - A few engaging youtube fragments would be nice

focus on tools' explanation.   It should be motivational too.

33

Detail more how to make a marketing plan

The information on marketing strategies needs to be built up. Consider that many people know
basics about, for example, Recruitment Agencies, so why not drill down deeper into
selecting finding a competent industry-specific agency, selecting an agency, strategies and
methods to introduce yourself etc. etc. just as one example.

More real life examples would be helfpul.

The tools. These are so useful, and some could not be downloaded, and sometimes, some
tools could only be downloaded in pdf file. It would be wonderful if each session would
have a cheat-sheet or a summary of learning points in visual perspective. Something like a
summary sheet per week.

Maybe there is a page with links to ALL of the forms and I missed it. If there isn't, that would
be nice.   Also, it would help people if there were more reminders of what the
acronyms are for. I had to look up SWOT. Most of this terminology is new to me.

4. Communication: More feedback, assessment quality, use discussion forums more

Peer assessment is not helpful

Provide more days for assignment submission.

Increase Interactivity.

I'd appreciate improvement with grading and peer involvement. I'd also like to see remarks and
how I was graded.

5. Update links, downloadable files

Update links

I wasn't able to download some from the mahara site, we were asked to download it from.
Those I got to download are highly valuable tools.

Downloading the material

Figure 13. Word cloud for answers to the question about Course 3 areas for improvement, N=69

Q36 What do you think are the course's areas for improvement?

Downloaded Field Interview Talking Course
Material Examples Case Think Marketing Students

Why did students take Course 3? 42 students answered this question. 40 respondents stated interest in career development, career change plans or self-development as their reasons for taking the course. For example:

> Because I need these skill for my career growth.
>
> I was having difficulty marketing myself; and started getting discouraged with lack of income, and lack of success in marketing. The program is really a blessing.
>
> It looked very appealing and helped me at the right time with what I needed for my career.
>
> career change plans in the next one year :)

There was only one self-identified HR professional taking this course to help others. Three students mentioned that they are also beta-testers for the course (volunteers who are sponsored by Coursera to receive course certificate upon completion of the course and to provide feedback to Coursera). One of the testers got inspired to become a career coach:

> I am an HR Consultant.
>
> I think this is valuable, especially because now I am developing a plan to market myself as a coach. And, I am a beta tester

One student's comment implied that our specialization has a fan club:

> Started a new job and my manager suggested I take the course

One student mentioned that he also finds the course useful for learning English.

> To improve my level of english while taking a course related with human resources theme and to improve my digital image and personal brand.

The following quote illustrates the caliber of students:

> I am in the top 12% of influencers on social media. My career is a different brand so I have to polish it based on experience, what I do better than anyone consistently with my values & strengths.

Table 4: Course 3 Strategic Self-Marketing: Post-course survey results

Survey statement	% agree	N
I. Learning outcomes		
I have developed a better understanding of career management from an individual perspective.	93	77
I have learned how building a strong career brand contributes to career growth.	91	77
I have clarified the use of strategic marketing for individual career development.	92	77
I have learned how to use marketing plans for individual career development.	85	76
I have obtained a more complete understanding of how I can use digital artifacts to demonstrate mastery in performing critical tasks.	93	74
I have learned how to use marketing communication strategies to showcase my skills to target audiences.	88	75
I have improved my understanding of personal branding.	97	77
I have developed an improved understanding of impression management.	87	77
I have learned how to create personal branding statements.	76	77
I have learned how to use social networking for managing my professional reputation.	85	75

I have discovered how I can effectively use peer assessment to validate the results of my self-marketing and personal branding activities.	71	76
I have cultivated my ability to showcase my written communication skills in relation to a particular job.	80	76
I have learned how to showcase my presentation skills in relation to a particular job.	86	71
I have enhanced my self-awareness.	94	72
I have clarified my career goals.	71	72
I have gained the ability to use the concept of career brand equity for individual career brand building.	87	71
I have learned how to view my competencies and skills from an objective, external perspective.	87	72
I have discovered how to formulate self-improvement strategies that include concrete, manageable, and data-driven plans.	83	72
I have become able to sustain and monitor self-developmental strategies.	86	72
I have developed a better understanding of evidence-based, data driven competitive job selection.	85	72
I have achieved an improved understanding of how to use self-coaching for personal development and professional growth.	90	71
I have learned how to create and effectively use a personal self-management info system.	86	72
I have, overall, become better prepared for career development.	93	72
II. Opinion about the course		
The course is academically rigorous.	56	69
The course is practical.	88	69
The lectures explain topics well.	90	68
The Career Development Lab activities and workouts are helpful for acquiring career development skills.	77	69
Useful.	93	70
Well designed.	81	70
Engaging.	84	70
Thought provoking.	87	70
Challenging.	72	68
Helpful for self-organization.	96	69
What do you think are the course's strengths?		
What do you think are the course's areas for improvement?		
Why did you take this course?		
Did you also take the first course in the specialization?	37	70
Did you also take the second course in the specialization?	39	69
Are you going to take the Capstone course in this specialization? Yes/No/Unsure	21/22/27	70
Demographic information		

Conclusion

The results of the above surveys clearly demonstrate that with Courses 1 and 3 we have achieved the goal, as the learners reported high degree of satisfaction and perceived both courses as highly useful for their career development. It is also evident that we were able to reach the target audience of working professionals looking forward to enhancing their job-readiness and competitive advantage. Interestingly, our MOOCs also attracted a much wider audience including older and more educated learners, students who are not on the job market but interested in the topic for self-development reasons, and, most surprisingly, established career coaches.

This analysis has helped us to learn more about our students, their expectations for the course, and their impressions of the course. We were able to identify course strengths and weaknesses, and we now have a list of concrete suggestions for improvements for each core course. We are redesigning the specialization to incorporate many of these suggestions. We are also thinking of

ways to increase completion rates for each individual course and for the specialization overall, specifically, ways to redesign the final project. In particular, we have found a lot of room for improvement, particularly with Course 2.

A few post-course survey design suggestions also emerged as we prepared this report. We will need to shorten each survey to no more than 30 questions by removing near redundant or less informative questions. This should help reducing attrition rate among survey respondents. We will also include a drop-down menu for the most common countries of residence, it would simplify analysis.

Our analysis in this report was based on the post-course surveys of a relatively small population of mostly fee-paying students and Coursera-sponsored financial aid recipients who completed one or more of our courses. Thousands of other learners were allowed to audit the same courses, and we believe that hundreds of other students almost completed the courses in full or in part, but the current course design did not collect their post-course survey data. In the future, we would like to learn more about the non-paying students, their demographics, completion rates, and learning outcomes. We would also like to explore other outcomes such as course participation, progress through the course, engagement with peers, and how these outcomes vary by demographics and payment status of the student. All these are potential topics for our further research.