

Career Readiness: Framework, Survey Data, and Next Steps

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Outline

- **Importance to students (context for promoting career readiness)**
- **Assessment of career readiness (UCSC First Destination Survey)**
 - Post-graduation employment and grad school
 - Career readiness by major
 - Internships
- **Campus framework for student success defined in terms of career readiness**
 - Established competencies offered via academic curriculum (degree programs + GE)
 - Additional competencies offered via co-curricular programs and Career Center services
- **Next steps**

Importance to students, campus and employers (context for promoting career readiness)

Competitive job market

+ Rising cost of education

= Students have become informed consumers

Campuses must :

- articulate educational value in terms of career readiness and placements
- educate students about career readiness milestones
- combat media hype with research-based knowledge

Sept. 2015 College Score Card launched

2014-17 NACE defines 8 Career Readiness Competencies

2016-18 President Napolitano and charges task forces

2017-18 UCOP IR launches Alumni-at-Work

NACE definition of career management

A student is able to

- **Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals,**
- **Identify areas necessary for professional growth,**
- **Navigate and explore job options, understand and can take the steps necessary to pursue opportunities, and**
- **Understand how to self-advocate for opportunities in the workplace.**

<http://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>

Advising goals for 3rd year

3rd year advising goals at UCSC related to career management:

1. Clarify your post-UCSC goals
2. Consider ways to prepare for these goals (internships, research under faculty supervision)
3. Identify possible graduate schools
4. Identify possible careers

NACE career management competencies

A student is able to

- Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals,
- Identify areas necessary for professional growth,
- Navigate and explore job options, understand and can take the steps necessary to pursue opportunities, and
- Understand how to self-advocate for opportunities in the workplace.

<https://advising.ucsc.edu/roadmap/third.html>

First Destination Survey 2016-17

- Employment and graduate studies immediately after graduation
- New measures of career and job readiness
- Relationship between one's major and desired career path
- Confidence in one's ability to find a career-related job
- Impact of Career Center services and internships

Background

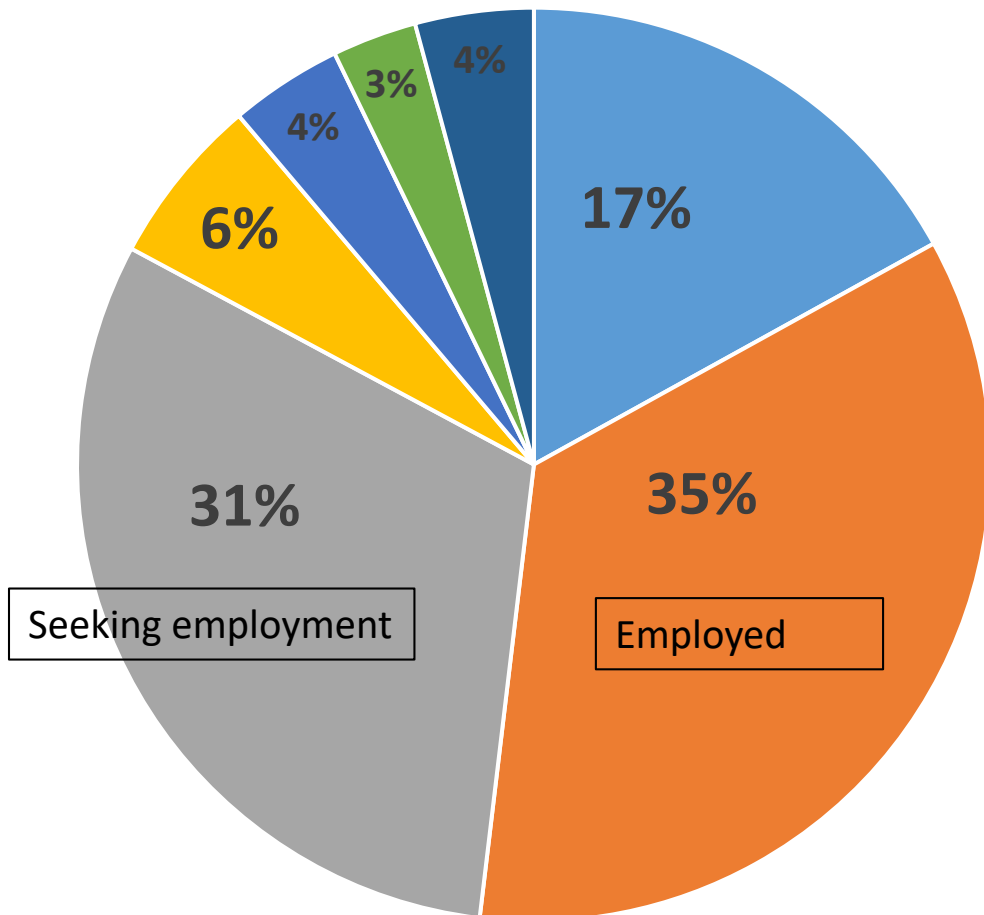
First Destination Survey

- Online survey opens when students apply for graduation & closes **3 months** out
- Year-around, every quarter
- 33% response rate in 2016/17

Multi-year study and collaboration between IRAPS and the Career Center


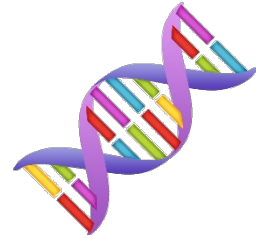

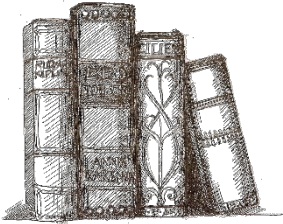

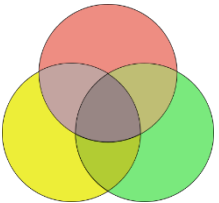
- 3 data sources:
 - Survey data from the First Destination Survey
 - Utilization data collected by the Career Center
 - Demographic background and academic path data from institutional data

Post-Graduation Destinations of 2016-17 Graduates




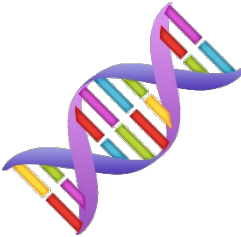
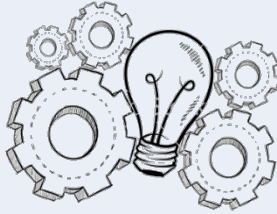


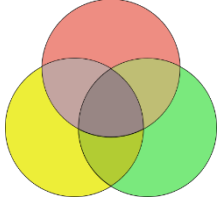
- Applied and/or accepted to graduate/professional school
- Secured full/part-time employment
- Seeking employment
- Internships, fellowships, or volunteer positions
- Taking the year off
- Planning to attend graduate/professional school < 1 year of graduation
- Other/unspecified

Career paths of all graduates

Do you have a career path you are interested in pursuing?	 Social Sciences (n=418)	 PBSci (n=271)	 School of Engineering (n=184)	 Humanities (n=131)	 Arts (n=67)	 Multi-Division (n=77)
Yes	75%	83%	88%	76%	87%	79%
No	4%	4%	3%	8%	3%	5%
Not sure	21%	13%	9%	16%	10%	16%

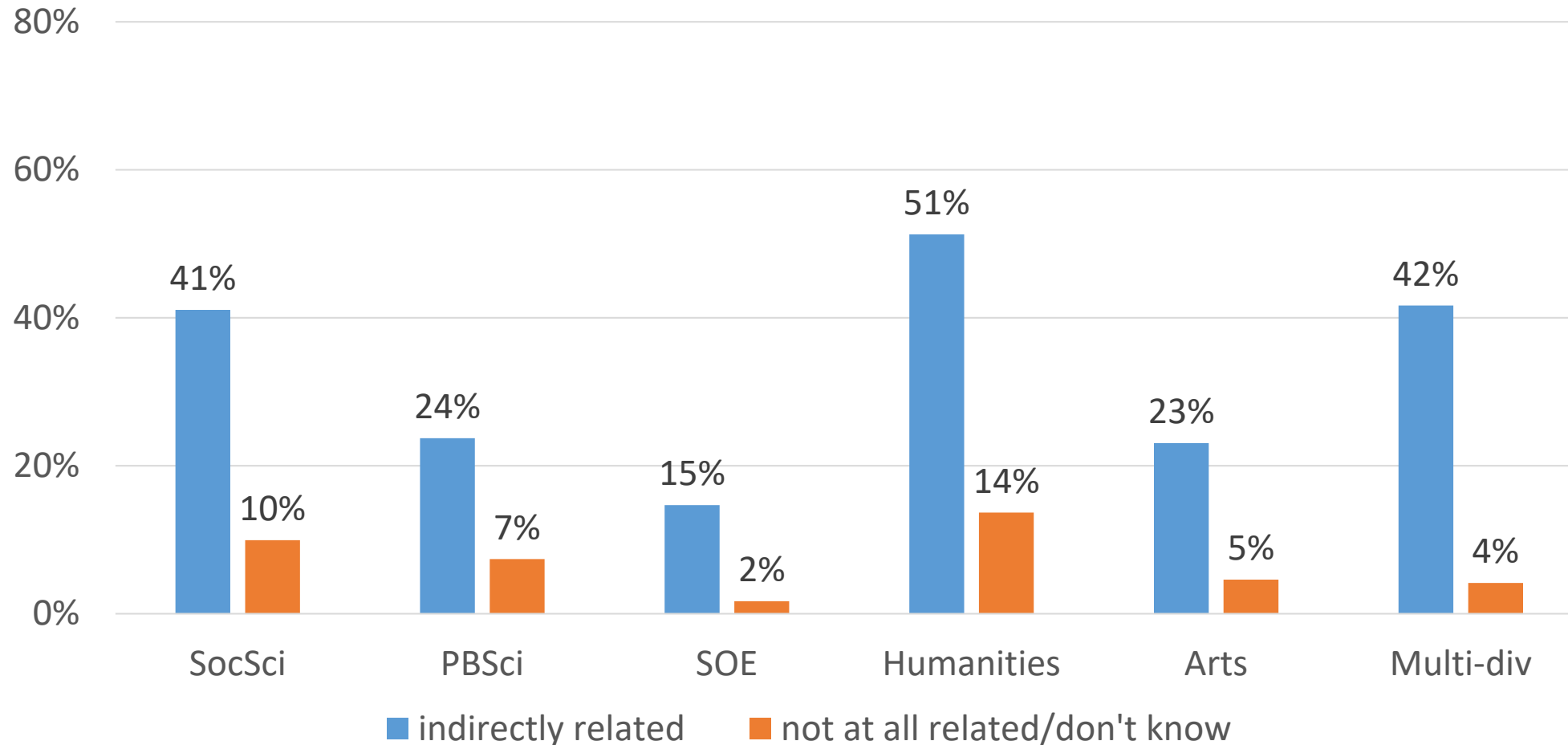
The majority of students: 83-88% of SOE, PBSci, and Arts graduates and 75-76% of Social Sciences and Humanities graduates indicated having a career path.

Relationship between career path and major(s)


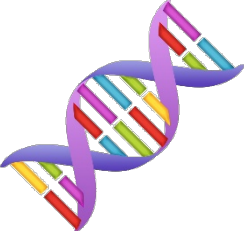
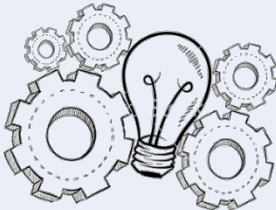


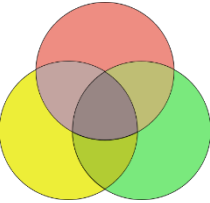
How is your major related to your career path?	 Social Sciences (n=392)	 PBSci (n=257)	 School of Engineering (n=177)	 Humanities (n=117)	 Arts (n=65)	 Multi-Division (n=72)
Directly related	49%	69%	84%	35%	72%	54%
Somewhat or indirectly	41%	24%	15%	51%	23%	42%
Not at all related	5%	4%	1%	10%	3%	3%
Don't know	5%	4%	1%	3%	2%	1%

*Students who indicated having a career path

Career path and major(s) are **indirectly** related



Confidence in finding a job related to your career path

How confident are you in your ability to find a job related to your career path?	 Social Sciences (n=338)	 PBSci (n=192)	 School of Engineering (n=155)	 Humanities (n=94)	 Arts (n=59)	 Multi-Division (n=60)
Already have a job in my desired career	17%	18%	27%	14%	7%	18%
Confident or very confident	30%	33%	37%	34%	39%	34%
Somewhat confident or not at all or don't know	53%	49%	36%	52%	54%	49%

Relationship between major, job, & career path

Graduates were significantly **less likely** to report **already having a job in their desired career**:

- If they were interested in careers indirectly related to their majors compared to students with interest in careers directly related to their majors (12% vs. 21%)
- Women compared to men (15% vs. 22%)
- First generation students compared to peers (13% vs. 21%)
- Students of color compared to WNH (15% vs. 22%)

*No differences between transfer students and those who started as frosh.

Discussion 1

What career-related conversations do you have with students in their third year?

For example:

- Do students talk about careers with you?
- Do you ask students about careers they are interested in?
- Do you explore ways for students to prepare for their career goals?

Self-assessment of students who are employed or seeking employment

(1) career readiness

- understanding of what they **needed** to know and be able to do in order to pursue their desired career; and
- deciding what skills/knowledge they need to **gain/improve** in order to pursue a successful career.

(2) job readiness

- **describe** what they know and can do **during a job interview**;
- **identify jobs** where they can use their skills and knowledge; and
- **apply their skills and knowledge** in a workplace.

Career readiness

At the time of graduation,

- **59%** reported “Very good” or “Excellent” understanding of what they **needed** to know and be able to do in order to pursue their desired career.
- **61%** reported “Very good” or “Excellent” skills in deciding what skills/knowledge they need to **gain/improve** in order to pursue a successful career.

Career readiness and a major to career path

- Students with majors **directly** related to their desired careers rated **significantly higher their** understanding of what they needed to know and be able to do to pursue their career (=“career readiness”).
- Students interested in careers **indirectly** related to their majors were **significantly less likely to report “very good” or “excellent” career readiness.**
- No differences between first generation students and their peers, or transfer students and those who started as frosh at UCSC.

Job readiness

At the time of graduation,

- **53%** reported “Very good” or “Excellent” skills to **describe** what they know and can do **during a job interview**.
- **56%** --- **identify jobs** where they can use their skills and knowledge.
- **63%** --- **apply their skills and knowledge** in a workplace.

Improving career readiness

During their studies at UCSC,

- **78% improved** their understanding of what they need to know and be able to do in order to pursue their desired career.
- **67% improved** their skills in deciding what skills/knowledge they need to gain/improve in order to pursue a successful career.

Improving job readiness

During their studies at UCSC,

Two in three (64-68%) students improved their skills to:

- **describe** what they know and can do **during a job interview.**
- **identify jobs** where they can use their skills and knowledge.
- **apply their skills and knowledge** in a workplace.

Career readiness of students on track to graduate school (applied/accepted)

At the time of graduation, **two in three (64-68%)** students reported “very good” or “excellent” skills to:

- **describe** what they know and can do that would help them succeed in their graduate studies;
- **decide** what skills/knowledge they need to **gain/improve** in order to pursue a successful career

Career readiness and career-related internships

At the time of graduation,

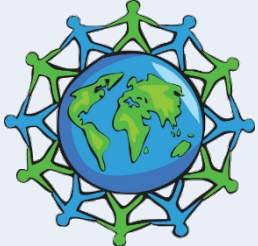
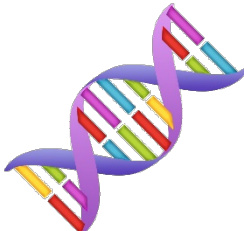
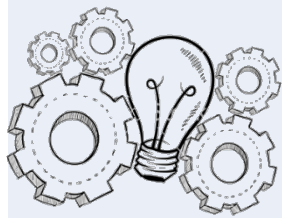
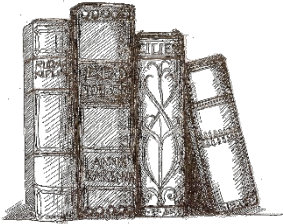

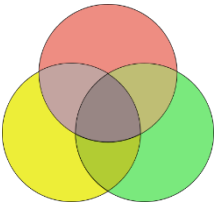
- **59% of graduates participated in at least 1 career-related internship during their time at UCSC!**

Students with at least 1 internship were

- **more likely to have improved** their knowledge of what they needed to know and be able to do to succeed in their desired career compared to their peers with no internships.
- **two times more likely to have a job** related to their desired career at the time of graduation compared to their peers with no internships.

Career-related internships

How many career-related internships did you have during your time at UCSC?

	 Social Sciences (n=432)	 PBSci (n=277)	 School of Engineering (n=190)	 Humanities (n=132)	 Arts (n=68)	 Multi-Division (n=77)
None	37%	35%	84%	57%	54%	38%
1 or 2	46%	51%	15%	35%	38%	42%
3 or more	16%	14%	1%	8%	7%	21%

- Social Sciences and PBSci graduates are more likely to have had an internship than Humanities and Arts (2 in 3 vs 1 in 2 students).
- SOE graduates are least likely to have had an internship related to their career (fewer than 1 in 5 students).

Use of Career Center services (all students)

At the time of graduation,

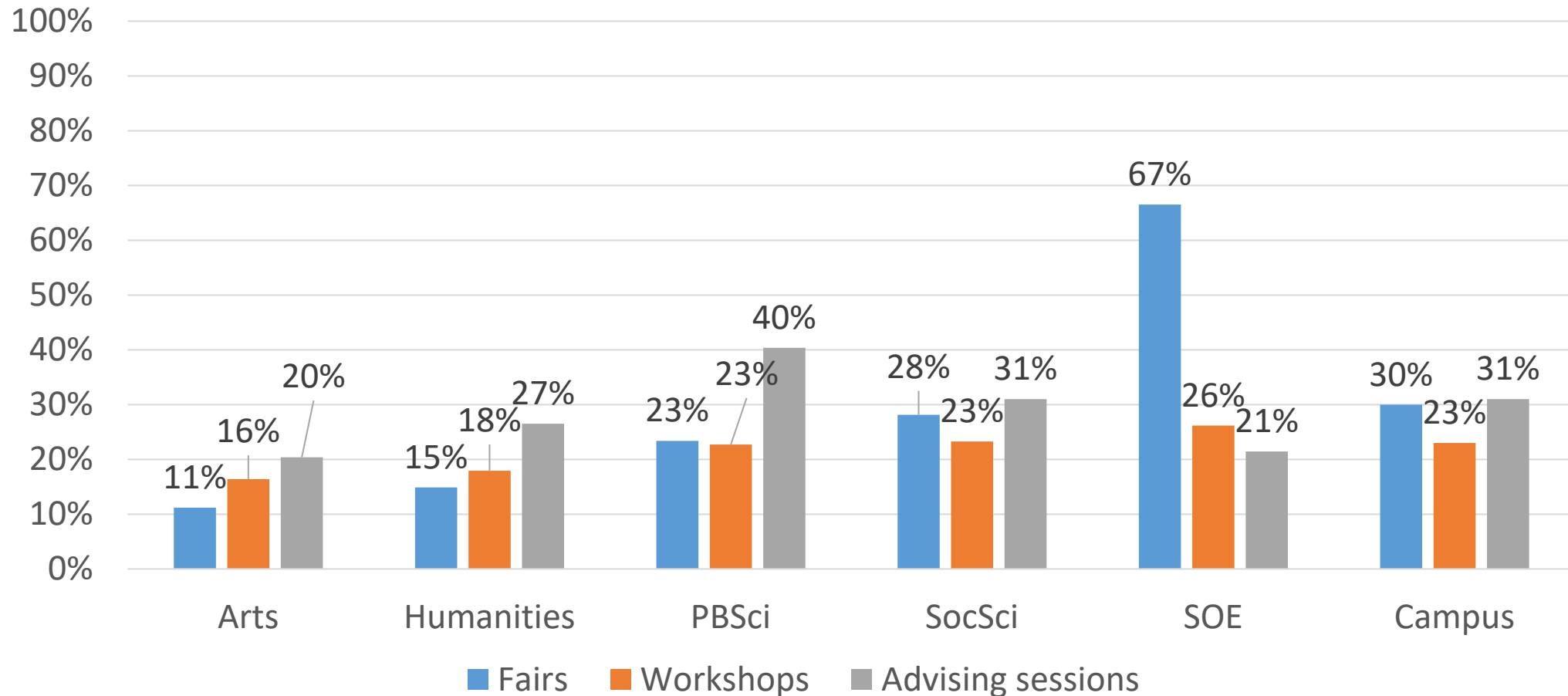
55% of graduates used at least one of the following Career Center services during their time at UCSC!

These services include:

- Career fairs (30% attended at least one)
- Workshops (23%)
- Advising sessions (31%)
- Crown 185 course (1%)

Use of specific Career Center services

All 2016/17 graduates



Career readiness and use of Career Center services

- **Students who used at least one service were more likely to have a job** related to their desired career at the time of graduation compared to their peers who did not use any Career Center services.
- **Students who applied or were accepted to graduate school** within one year after graduation were significantly more likely to have used at least one of Career Center services compared to all other students ($p < 0.01$).

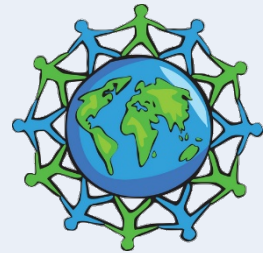
Career readiness and use of Career Center advising

Students who attended **advising sessions** with Career Coaches were

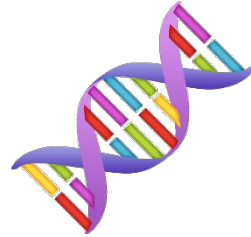
- **more likely to have improved** their knowledge of what they **should** know to succeed in their desired career.

Seeking advice about career plans

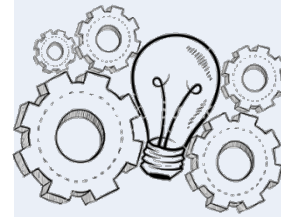
Have you discussed your career plans during your studies at UCSC with these advisors?



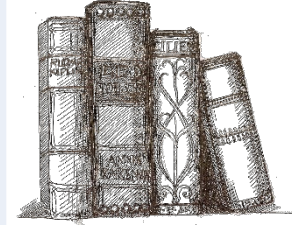
Social Sciences
(n=641)



PBSci
(n=388)



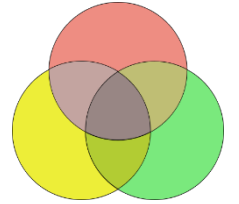
School of Engineering
(n=223)



Humanities
(n=169)



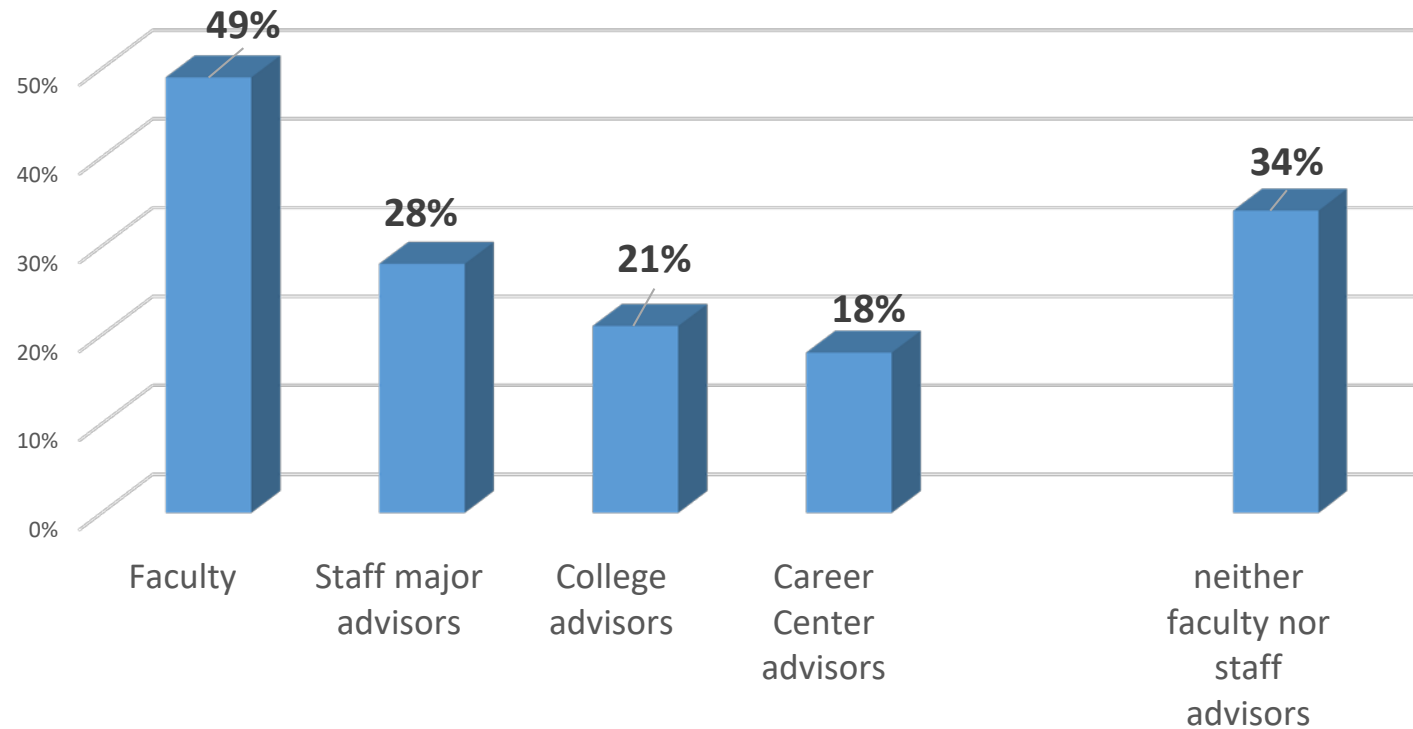
Arts
(n=90)



Multi-Division
(n=100)

Instructors and faculty	48%	49%	38%	58%	60%	52%
Major Advisors	29%	27%	18%	37%	33%	36%
Career Center Advisors	18%	24%	9%	20%	12%	19%

Seeking advice about career plans



A third of graduates have *never* discussed their career plans with an UCSC faculty or staff advisor.

Summary of survey results about Career readiness

- ❑ The majority (83-88%) of SOE, PBSci, and Arts graduates and 75-76% of Social Sciences and Humanities students indicated having a career path.
- ❑ About 60% of students reported having a very good/excellent understanding of what they need to pursue their desired careers.
- ❑ Depending on a major, from 61% of Humanities, 46% of Social Sciences, 26-28% of Arts and PBSci, to 16% of SOE students wanted a career indirectly related to their major.
- ❑ Students with majors indirectly related to their desired careers reported significantly lower career readiness.
- ❑ Internships improve students' knowledge about careers and help them obtain jobs related to desired careers.
- ❑ Career Center services have a positive impact on both career and job readiness.

How to define career readiness?

Knowledge, Skills and Values students develop in their academic program, career management and other experiences during their time at UCSC



National Framework (NACE competencies) +
Campus-wide initiative for Program Learning Outcomes

National framework: NACE competencies

COMPETENCY	Percent of employers who said it was absolutely essential/essential*
PROFESSIONALISM/WORK ETHIC	98%
CRITICAL THINKING/PROBLEM SOLVING	97%
ORAL/WRITTEN COMMUNICATIONS	92%
TEAMWORK/COLLABORATION	90%
INFORMATION TECHNOLOGY APPLICATION	72%
LEADERSHIP	56%
<u>CAREER MANAGEMENT</u>	45%
GLOBAL/INTERCULTURAL FLUENCY	(Introduced in 2017)

*2014 National Association of Colleges and Employers (NACE) Survey of employers

Academic Program Learning Outcomes

- Every academic degree program has a set of articulated **Program Learning Outcomes** that include critical thinking skills, oral/written communication skills, and proficiency in research/creative work.
- They are posted on the website for each major.
- Each course in the major helps students develop one or more competencies as defined in Program Learning Outcomes.
- Faculty mapped courses and learning outcomes (curriculum matrix).

Links to program learning outcomes are posted on IRAPS website:

https://iraps.ucsc.edu/assessment/plos_by-division.html

Career Readiness competencies at UCSC

Established Competencies	UCSC programs with articulated outcomes
Critical Thinking & Problem Solving	Academic Degree Programs
Oral and Written Communication	Academic Degree Programs + GE
Research & Creative work	Academic Degree Programs + GE
Quantitative Literacy	Academic Degree Programs + GE
Information Literacy	Academic Degree Programs + GE
Teamwork & Cross-Cultural Collaboration	Several GEs

Career Readiness competencies at UCSC

Additional Competencies	Examples of programs
Career Development	Career Center services
Professionalism & Integrity	Internships + jobs
Leadership	SOAR, RA, ELP (OPERS), CUIP
Digital literacy	Some courses
Understanding global context	GE courses + EAP
Civic Engagement and Social Responsibility	GE courses + college programs + SVC
Innovation & Entrepreneurial Thinking	CEID

Discussion 2

How can academic advisors promote career readiness competencies?

Including:

- competencies students develop in their major courses, GE courses,
- career management competencies,
- professionalism and other skills.

Next steps

How can advisors promote career readiness? Groups report out.

For example, advisors can help students articulate to themselves and potential employers the competencies they gain during their coursework, internships, co-curricular experiences, and employment.

Next steps

What does it mean for the campus to promote career readiness?

1. Helping students **articulate** to themselves and potential employers the competencies they gain during their coursework, internships, co-curricular experiences, and employment.
2. Providing students with more opportunities to **gain competencies** through internships, research, and other experiential learning opportunities.
3. Providing more widely **available guidance on potential careers** for all majors.
4. Broadening **campus engagement in supporting career readiness** as the core of student success, by engaging academic advisors, Career Center staff, faculty, other staff, and senior administration.

Next steps

Our long-term vision for the campus is to provide students with a **comprehensive guide to campus resources for gaining career readiness**

1. Forming a taskforce to guide process for mapping resources and competencies and developing standards
2. Documenting existing resources:
 - Database for undergraduate research opportunities
 - Leadership programs etc.
3. Mapping campus resources to Career Readiness competencies to
 - Create a portal to guide students (shown on next slide)
 - Understand available resources and gaps to support decision making
4. Creating a co-curricular transcript
 - Campus-wide agreement on standards/measurements
 - Levels of demonstration necessary

Example: UCSD Engaged Learning Portal



<http://elt.ucsd.edu/>

Major-specific information

- Post-graduation employment, salary, graduate programs, career plans from recent graduates (based on First Destination survey)

<https://iraps.ucsc.edu/surveys/current-fds-campus-overview.html>

- Program Learning Outcomes for each major:

https://iraps.ucsc.edu/assessment/plos_by-division.html

Resources on Career Readiness

- NACE Career Readiness Competencies

<http://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>

- NACE Survey of Employers (most recent)

www.naceweb.org/career-readiness/competencies/employers-rate-career-competencies-new-hire-proficiency/

- UCOP Alumni-at-Work Dashboard

<https://www.universityofcalifornia.edu/infocenter/uc-alumni-work>