

Career Relevance Survey Outcomes

Student Success & Completion Committee

Indiana Commission for Higher Education

December 8, 2020

STRATEGIC PLAN ACTION STEP

- ▶ “Require 100 percent of postsecondary programs to have ...
- ▶ An internship, work-based learning, research project or other student engagement experience that has ...
- ▶ Career relevance.”

From the “Talent” section under “Pathways and Transitions,” *Reaching Higher in a State of Change*, p. 24

TAKING ACTION: INITIAL STEPS

- ▶ Establish the baseline: where are we now?
- ▶ Develop a survey:
 - What programs to include? (associate, baccalaureate)
 - How to define career relevance?
 - How to design and conduct the survey?

TIMELINE AND PROCESS

- Appointed representatives from each of the public institutions
- Collaborative effort between the Commission and the institutions
- Identified the process to collect baseline data from the institutions



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Timeline for Steering Committee on Career Relevance

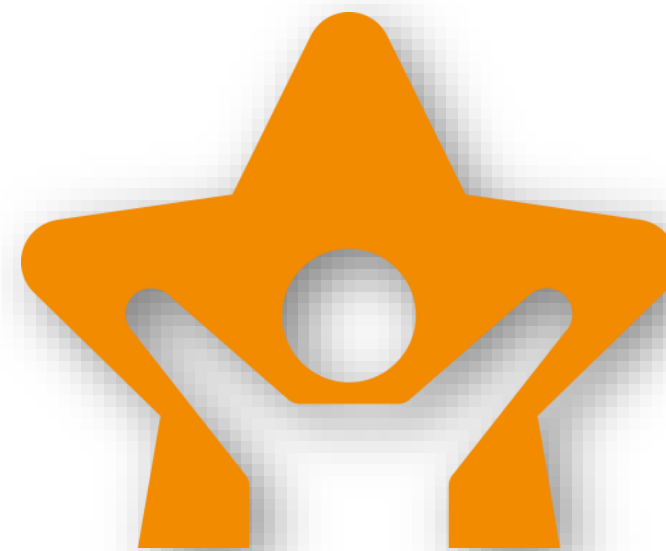
July 16, 2020

June 22, 2020	First meeting of Steering Committee on Career Relevance
July 16, 2020	Second meeting of Steering Committee on Career Relevance
July 20, 2020	Academic Affairs and Quality Committee Meeting
August 17, 2020	Third meeting of Steering Committee on Career Relevance
August 24, 2020	Academic Affairs and Quality Committee Meeting
September 8, 2020	CHE will send each Institution's Academic Program Inventory (API) to determine which programs require a student engagement experience with career relevance
October 30, 2020	Deadline for returning the API
November 16, 2020	Fourth meeting of Steering Committee on Career Relevance
November 23, 2020	Academic Affairs and Quality Committee Meeting
December 10, 2020	CHE Commission Meeting



NATIONAL SOURCES FOR DEFINITION

- ▶ National Association of Colleges and Employers (NACE) competencies
- ▶ National Society for Experiential Education (NSEE) principles
- ▶ Established a subcommittee to write the language for the definition



DEFINITION

A student engagement experience with career relevance is one that:

- ▶ Is rooted in an authentic real-world context and involves students in intentional reflection on that experience^a.
- ▶ Occurs within traditional classroom environments, in beyond-the-classroom settings either on or off campus, or in virtual/online modalities.

^aThe requirements of authenticity and reflection are rooted in the Eight Principles of Good Practice for All Experiential Learning Activities from the National Society for Experiential Education (<https://www.nsee.org/8-principles>).

DEFINITION (CONT.)

- ▶ Places an emphasis on the development of multiple career readiness competencies^b defined by NACE, i.e.
 - a. Critical thinking/Problem Solving
 - b. Oral/Written Communication
 - c. Teamwork/Collaboration
 - d. Digital Technology
 - e. Leadership
 - f. Professionalism/Work Ethic
 - g. Career Management
 - h. Global/Intercultural Fluency

^bThe career readiness competencies are defined by the National Association of Colleges and Employers (<https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>).



SURVEY QUESTIONS

- ▶ Career Relevance Experience Incorporated?
 - Yes, Partially, or No
- ▶ Career Relevance Required?
 - Yes, Partially, or No (If partially or no, please explain)
- ▶ Willing to share information to promote best practices?
 - Yes or No



► SURVEY RESULTS BY INSTITUTION

Institution	Number of Programs	Career relevance incorporated			Career relevance required			Share best practices	
		Yes	Partially	No	Yes	Partially	No	Yes	No
Ball State University	116	111	4	1	101	11	4	116	0
Indiana State University	76	76	0	0	76	0	0	76	0
Indiana University - Bloomington	112	109	3	0	53	56	3	103	9
Indiana University - East	29	29	0	0	28	0	1	29	0
Indiana University - Kokomo	35	32	2	1	25	10	0	25	10
Indiana University - Northwest	45	42	0	3	26	12	7	3	0
Indiana University - IUPUI	96	90	6	0	86	3	7	73	7
Indiana University - Southeast	48	47	1	0	42	4	2	21	5
Indiana University - South Bend	59	54	5	0	45	5	9	39	7
Subtotal	616	590	21	5	482	101	33	485	38
Ivy Tech Community College	97	92	4	1	92	2	3	91	0
Purdue University Global	29	29	0	0	29	0	0	29	0
Purdue University Fort Wayne	51	40	10	1	42	5	4	47	4
Purdue University Northwest	48	42	6	0	42	2	4	45	3
Purdue West Lafayette	142	104	28	10	82	27	33	92	11
Subtotal	367	307	48	12	287	36	44	304	18
University of Southern Indiana	56	55	1	0	49	3	4	34	22
Vincennes University	84	57	4	23	55	4	19	46	1
Subtotal	140	112	5	23	104	7	23	80	23
Total - Number	1,123	1009	74	40	873	144	100	869	79
Total - Percent		89.8%	6.6%	3.6%	77.7%	12.8%	8.9%	77.4%	7.0%
		1,123	100.0%		1,123	99.5%		948	84.4%

SURVEY RESULTS BY NUMBER

Meta Majors/Program Categories*	Number of Programs	Career Relevance Incorporated			Career Relevance Required		
		Yes	Partially	No	Yes	Partially	No
Education	127	125	1	1	119	7	1
Arts and Humanities	237	192	24	21	139	53	45
Social and Behavioral Sciences and Human Services	119	111	6	2	88	20	11
Science, Technology, Engineering, and Math (STEM)	299	271	23	5	232	54	13
Business and Communication	125	111	9	5	102	12	11
Health	131	120	8	3	118	3	10
Trades	85	80	3	2	77	5	1
Total	1,123	1,010	74	39	875	154	92

*Categories used by Complete College America

SURVEY RESULTS BY PERCENTAGES

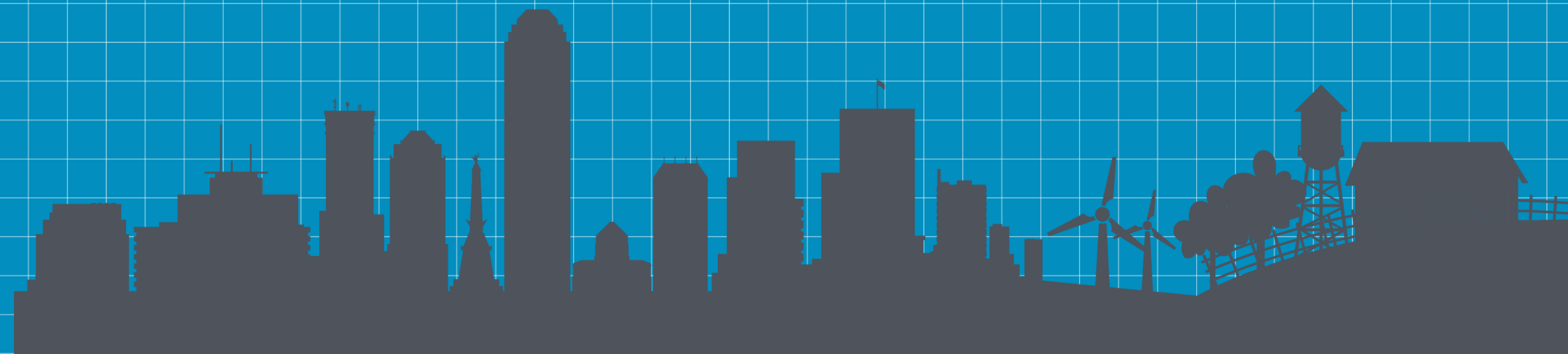
Meta Majors/Program Categories*	Number of Programs	Career Relevance Incorporated			Career Relevance Required		
		Yes	Partially	No	Yes	Partially	No
Education	127	98.4%	0.8%	C	93.7%	5.51%	0.79%
Arts and Humanities	237	81.0%	10.1%	8.9%	58.6%	22.4%	19.0%
Social and Behavioral Sciences and Human Services	119	93.3%	5.0%	1.7%	73.9%	16.8%	9.2%
Science, Technology, Engineering, and Math (STEM)	299	90.6%	7.7%	1.7%	77.6%	18.1%	4.3%
Business and Communication	125	88.8%	7.2%	4.0%	81.6%	9.6%	8.8%
Health	131	91.6%	6.1%	2.3%	90.1%	2.3%	7.6%
Trades	85	94.1%	3.5%	2.4%	90.6%	5.9%	1.2%
Total	1,123	1,010	74	39	875	154	92
Percentage		89.9%	6.6%	3.5%	77.9%	13.7%	8.2%
		1,123	100.0%		1,123	99.8%	

*Categories used by Complete College America

STEERING GROUP FEEDBACK

▶ Overall Process

- ▶ Expected survey outcomes
- ▶ Definition was helpful
- ▶ Suggested that future data collections be integrated into the CHEDSS collection



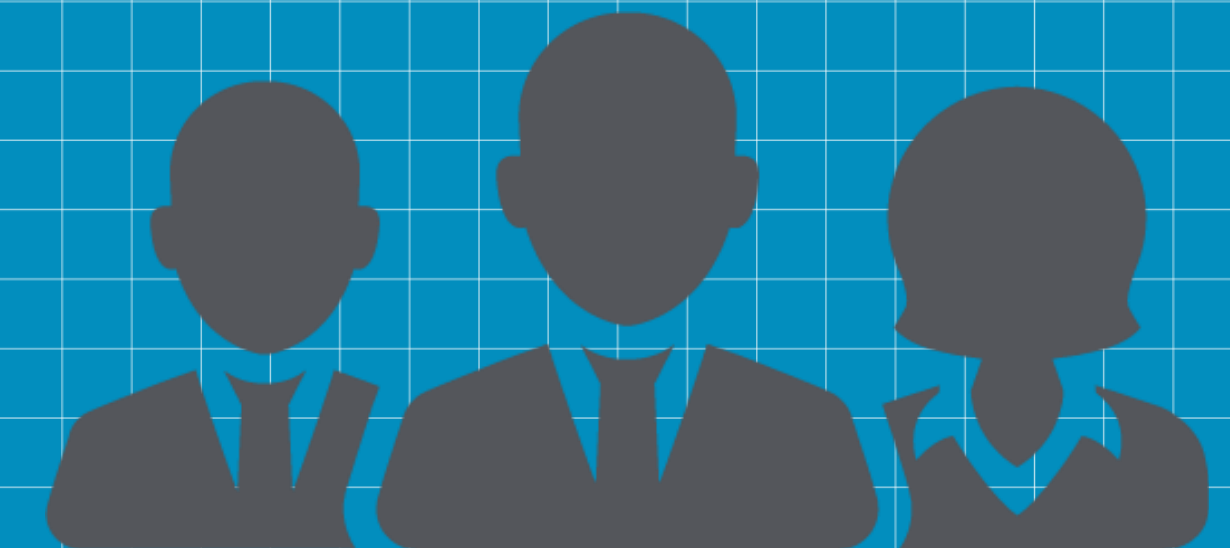
STEERING GROUP FEEDBACK

- ▶ **Incorporating Career Relevance into 100% of the Programs**
 - ▶ Equity issues (e.g. unpaid internships, adult learners with time limitations)
 - ▶ Concern that some requirements might hinder on time graduation
 - ▶ Communicating learning experiences
 - ▶ Understanding the application and interview process
 - ▶ Developing soft skills



NEXT STEPS (2021)

- ▶ Increase programs with required career relevant engagement experiences
- ▶ Highlight a series of best practices
- ▶ Engage employers into the conversation
- ▶ Expand focus to include other programs, e.g. certificates, graduate programs
- ▶ Consider ways to integrate career relevant activities with other CHE areas of focus, e.g. STGEC/TSAP competencies



Ken Sauer, Ph.D.

Senior Associate Commissioner and Chief Academic Officer
Indiana Commission for Higher Education

101 W. Ohio Street, Suite 300

Indianapolis, Indiana 46204

Office: (317) 232-1090

Cell: (317) 908-0536

E-mail: ksauer@che.in.gov

Web: <http://www.in.gov/che>

Linkedin: <https://www.linkedin.com/in/kensauer/>

Dawn V. Clark

Director of Academic Affairs and Transfer
Indiana Commission for Higher Education

101 West Ohio Street, Suite 300

Indianapolis, IN 46204-4206

317-232-1078

DClark@che.in.gov

www.che.in.gov

www.transferIN.net





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