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Ministry of Science and Higher Education - Ethiopia



Education Works

ASSESSMENT OF INSTITUTIONALIZATION OF
STUDENT EMPLOYABILITY DEVELOPMENT
AND CAREER DEVELOPMENT

UNIVERSITY EDITION

USAID'S BUILDING THE POTENTIAL OF
YOUTH ACTIVITY

Institutional Capacity Development Support
to Ethiopian Higher Education Institutions

Brandeis

THE HELLER SCHOOL
FOR SOCIAL POLICY
AND MANAGEMENT
Center for Youth
and Communities



Save the Children®

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June 2020

OVERVIEW

Brandeis University and its Center for Youth and Communities at the Heller School for Social Policy and Management is partnering with Save the Children and six Ethiopian Universities to achieve the following outcomes:

Expected Result 1: Capacity of Ethiopian higher education institutions is developed to deliver transferable life skills education for their graduates through Career Centers established or improved.

Expected Result 2: Partnerships are developed between higher education institutes, colleges and employers.

Part of this process is to assess the extent to which student employability and career development have been institutionalized at the participating higher education institutions. We are using the attached rubric as a tool that enables both universities as well as other stakeholders to better understand how student employability and career development is being institutionalized, where progress has occurred, and what areas need attention. While the underlying concepts of this rubric are based on research, its value as a tool is premised on its being able to be adapted to the specific context of each institution.

The rubric and sample discussion questions are designed to help Save and members of the university community better understand the current state of:

- institutional mission, goals, and resources in support of student employability development and career readiness.
- the role of faculty in student employability development and career readiness.
- student awareness and use of services.
- the role and structure of existing student support services, including Career Development Centers and Women's Centers.
- partnerships with employers and community organizations.

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ASSESSMENT OF STUDENT EMPLOYABILITY AND CAREER DEVELOPMENT

Rubric & Discussion Guide

The rubric consists of five dimensions (listed below) that are at the core of all institutionalized university change efforts. Each dimension is broken into aligned components that operationalize the dimension.

DIMENSIONS	COMPONENTS
I. Institutional Philosophy and Mission of Student Employability and Career Development	<ul style="list-style-type: none"> • Definition of Student Employability and Career Development • Strategic Planning • Alignment with Institutional Mission • Alignment with Educational Reform Efforts
II. Faculty Support for and Involvement in Student Employability and Career Development	<ul style="list-style-type: none"> • Faculty Awareness • Faculty Involvement and Support • Faculty Leadership • Faculty Incentives and Rewards
III. Student Support for and Involvement in Student Employability and Career Development	<ul style="list-style-type: none"> • Student Awareness • Student Opportunities • Student Leadership • Student Incentives and Rewards
IV. Community Participation and Partnerships	<ul style="list-style-type: none"> • Community Partner/Employer Awareness • Mutual Understanding • Community Partner/Employer Leadership and Voice • Partnerships with TVETs
V. Career Office Standards Summary Matrix	<ul style="list-style-type: none"> • Mission • Program Components • Organization, Management, and Leadership • Human Resources • Financial Resources • Facilities • Technology • Institutional and External Relations • Employer Relations • Program Evaluation, Assessment, and Research

How to use the rubric

Note that Dimensions I through IV and their Components are broken into three stages of institutionalization: Critical Mass Building; Quality Building, and Sustained Institutionalization. Each stage has an example of how it would look at the university. These are general examples and this is where there is room to think about ways a stage looks at a particular university. The overall goal is to note where the university started, and particularly where the university is now, by simply putting an X on the relevant stages.

Dimension V, Career Office Standards Summary Matrix, is similar but has a slightly different format. This Dimension refers to which of the key elements of a Career Development Center are in place and uses “Yes” occurring, or “No” not occurring. Select the letter that best describes the current state of the particular element and use the Notes section to provide detail.

DIMENSION I: UNIVERSITY COMMITMENT AND MISSION RELATED TO STUDENT EMPLOYABILITY DEVELOPMENT AND CAREER READINESS¹

A primary component of the institutionalization of student employability development and career readiness is university-wide commitment and standards that provide meaning, focus, and emphasis for efforts across the university. How narrowly or broadly student employability development and career readiness is defined at the university will affect which university constituents participate/do not participate, which university units will provide financial resources and other support, and the degree to which student employability development and career readiness will become part of the university's institutional fabric (e.g., a fully supported Career Development Center with metrics to measure success and inform continuous improvement).

	STAGE ONE <i>Critical Mass Building</i>	STAGE TWO <i>Quality Building</i>	STAGE THREE <i>Sustained Institutionalization</i>	NOTES & SAMPLE DISCUSSION QUESTIONS
DEFINITION/ CONCEPT OF STUDENT EMPLOYABILITY AND CAREER DEVELOPMENT	There is no university-wide commitment to career development. "Career development" is used inconsistently to describe a variety of activities.	There is an operationalized definition for student employability and career development at the university, but there is some variance and inconsistency in the use of the term.	The institution has a formal, universally accepted definition for high quality student employability and career development that is used consistently to operationalize many or most aspects of career development at the university.	What are some of the most visible components of the strategic plan around employability and career development? In what ways, if any, are colleagues, students, employers discussing student employability and career development?
STATEGIC PLANNING	The university does not have an official strategic plan for advancing student employability and career development across the university.	Although certain short-range and long-range goals for student employability and career development have been defined for the university, these goals have not been formalized into an official strategic plan that will guide the implementation of these goals.	The university has developed an official strategic plan for advancing student employability and career development at the university, which includes viable short-range and long-range institutionalization goals.	
ALIGNMENT WITH INSITUTIONAL MISSION	While student employability and career development complement many aspects of the institution's mission, it remains on the periphery of the university. Career development is rarely included in larger efforts that focus on the core mission of the institution.	Student employability and career development is often mentioned as a primary or important part of the institution's mission, but is not included in the university's official mission or strategic plan.	Student employability and career development is part of the primary concern of the institution. Student employability and career development is included in the university's official mission and/or strategic planning.	
ALIGNMENT WITH EDUCATIONAL REFORM EFFORTS	Career development stands alone and is not tied to other important, high profile efforts at the university (e.g., establishment of research conferences).	Student employability and career development is tied loosely or informally to other important, high profile efforts at the university (e.g., establishment of research conferences).	Student employability and career development is tied formally and purposefully to other important, high profile efforts at the university (e.g., establishment of research conferences).	

¹ Informed by Andrew Furcos's *Self-Assessment Rubric for the Institutionalization of Service-Learning* 1999.

DIMENSION II: FACULTY SUPPORT FOR AND INVOLVEMENT IN STUDENT EMPLOYABILITY DEVELOPMENT AND CAREER READINESS

Faculty awareness and support is a necessary component of institutionalizing the development of student employability and career competencies and pathways.

	STAGE ONE <i>Critical Mass Building</i>	STAGE TWO <i>Quality Building</i>	STAGE THREE <i>Sustained Institutionalization</i>	NOTES & SAMPLE DISCUSSION QUESTIONS
FACULTY AWARENESS	Very few faculty members know what student employability and career development requires and are unaware of opportunities such as internships, job fairs, or other university career services.	An adequate number of faculty members know what student employability and career development requires and are aware that some opportunities/services are offered at the university.	A substantial number of faculty members know what career development requires and actively refer students to opportunities/services at the university.	<p>What are some ways faculty can incorporate student employability and career development into their teaching and advising?</p> <p>How are faculty promoting these ideas at the university?</p>
FACULTY INVOLVEMENT & SUPPORT	Very few faculty members are advocates of career development. Few support the strong infusion of career related competencies into the academy or into their own professional work.	While an adequate number of faculty members are supportive of student employability and career development, few of them are advocates for infusing career related competencies in the overall mission and/or their own professional work.	A substantial number of influential faculty members participate as instructors, supporters, and advocates of the infusion of career related competencies both into the institution's overall mission AND the faculty members' individual professional work.	
FACULTY LEADERSHIP	None of the most influential faculty members at the university serve as leaders for advancing student employability and career development /services at the university.	There are only one or two influential faculty members who provide leadership to the university' employability and career development/services effort.	A highly respected, influential group of faculty members serves as the university's employability and career development/ services leaders and/or advocates.	
FACULTY INCENTIVES & REWARDS	In general, faculty members are not encouraged to engage in student employability and career development; few if any incentives are provided (e.g., mini-grants, funds for conferences, etc.) to increase student employability and career development activities; faculty members' work in student employability and career development is not usually recognized during their review process.	Although faculty members are encouraged and are provided various incentives (e.g., mini-grants, funds for conferences, etc.) to increase student employability and career development opportunities, their work in student employability and career development is not always recognized during their review process.	Faculty who are involved in student employability and career development receive recognition for it during the university's review process; faculty are encouraged and are provided various incentives (e.g., mini-grants, funds for conferences, etc.) to increase student employability and career development activities.	

DIMENSION III: STUDENT SUPPORT FOR AND INVOLVEMENT IN STUDENT EMPLOYABILITY DEVELOPMENT AND CAREER READINESS AND THE CAREER DEVELOPMENT CENTER

An important element of institutionalization is the degree to which students are aware of opportunities/services at the university and are provided opportunities to play a leadership role in the development of their employability and career competencies/pathways.

	STAGE ONE <i>Critical Mass Building</i>	STAGE TWO <i>Quality Building</i>	STAGE THREE <i>Sustained Institutionalization</i>	NOTES & SAMPLE DISCUSSION QUESTIONS
STUDENT AWARENESS	There is no university-wide mechanism (e.g., Career Lab) for informing students about career development courses, resources, and opportunities that are available to them.	While there are some mechanisms for informing students about career development courses, resources, and opportunities that are available to them, the mechanisms are sporadic and concentrated in only a few departments or programs (e.g., department flyers).	There are university-wide, coordinated mechanisms (e.g., student employability and career development listings in the schedule of events, course catalogs, etc.) that make students aware of the various learning opportunities, resources, and supports that are available to them.	<p>What opportunities are available for students to participate in student employability and career development?</p> <p>What opportunities do students have to serve as leaders and advocates of student employability and career development?</p>
STUDENT OPPORTUNITIES	Few career development opportunities exist for students.	Student employability and career development options are limited to only certain groups of students in the academy (e.g., students in certain majors, honors students, seniors, male students, etc.).	Student employability and career development options are available to students in many areas throughout the academy, regardless of the students' major, year in school, or academic interests. Targeted support is available for underrepresented student groups, especially women who have been underserved.	
STUDENT LEADERSHIP	Few, if any, opportunities at the university exist for students to take on leadership roles in advancing their career development in their departments or throughout the university.	There are a limited number of opportunities available for students to take on leadership roles in advancing student employability and career development in their departments or throughout the university.	Students are welcomed and encouraged to serve as advocates and ambassadors for institutionalizing student employability and career development in their departments or throughout the university.	
STUDENT INCENTIVES AND REWARDS	The university has neither formal mechanisms (e.g., catalogued list of internships, notations on students' transcripts, etc.) nor informal mechanisms (news stories in paper, unofficial student certificates of achievement) that encourage students to participate in career development or reward students for their participation in activities.	While the university offers some informal incentives and rewards (news stories in paper, unofficial student certificates of achievement) that encourage students to participate in student employability and career development and/or reward students for their participation in student employability and career development, the university offers few or no formal incentives and rewards (catalogued list of internships, student employability and career development notation on students' transcripts, etc.).	The university has one or more formal mechanisms in place (e.g., catalogued list of student employability and career development opportunities/internships, student employability and career development notation on students' transcripts, etc.) that encourage students to participate in career development opportunities and reward students for their participation.	

DIMENSION IV: COMMUNITY PARTICIPATION AND PARTNERSHIPS

An important element for the institutionalization of student employability development and career readiness is the degree to which the university nurtures partnerships with community and business representatives, and encourages them to play a role in implementing and advancing student employability and career development strategies and activities at the university or in the community.

	STAGE ONE <i>Critical Mass Building</i>	STAGE TWO <i>Quality Building</i>	STAGE THREE <i>Sustained Institutionalization</i>	NOTES & SAMPLE DISCUSSION QUESTIONS
COMMUNITY PARTNER AWARENESS	Few, if any, community agencies that partner with the university are aware of the university's goals for student employability and career development and the range of student employability and career development opportunities that are available to students.	Some community agencies that partner with the university are aware of the university's goals for student employability and career development and the range of student employability and career development opportunities that are available to students.	Most community agencies that partner with the university are aware of the university's goals for student employability and career development and the range of student employability and career development opportunities that are available to students.	To what extent are community agencies and employers that partner with the university aware of the university's goals around student employability and career development? What role do community partners and employers play in university-wide leadership of student employability and career development?
MUTUAL UNDERSTANDING	There is little or no understanding between the university and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing student employability and career development activities.	There is some understanding between the university and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing student employability and career development activities.	Both the university and community representatives are aware of and sensitive to each other's needs, timelines, goals, resources, and capacity for developing and implementing student employability and career development activities.	
COMMUNITY PARTNER VOICE & LEADERSHIP	Few, if any, opportunities exist for community agency representatives to take on leadership roles in advancing student employability and career development at the university; community agency representatives are not invited or encouraged to express their particular agency needs or recruit student and faculty participation in student employability and career development.	There are a limited number of opportunities available for community agency representatives to take on leadership roles in advancing student employability and career development at the university; community agency representatives are provided limited opportunities to express their particular agency needs or recruit student and faculty participation in student employability and career development.	Appropriate community agency representatives are formally welcomed and encouraged to serve as advocates and ambassadors for institutionalizing student employability and career development at the university; community agency representatives are provided substantial opportunities to express their particular agency needs or recruit student and faculty participation in student employability and career development.	
PARTNERSHIPS WITH TVETs	There are no formal partnerships between this university and TVETs. Any institutional connections are based on relationships between individuals.	There are some programmatic connections between this university and TVETs, but they do not rise to the level of a formal partnership.	There are formal partnerships between this university and TVETs that will endure in spite of staffing or leadership changes.	

DIMENSION V: CAREER CENTER “STANDARDS” SUMMARY MATRIX

These Standards are informed by National Association of Colleges and Employers (NACE)². It should be used as a checklist and discussion tool. In the “In Place?” column note whether the Key Element is occurring or is in place by circling **Y** - Yes or **N** – No. Provide more detail in **Notes**.

Standards	Key Elements	In Place?	Sample Associated Actions	Notes
I. Mission	Center mission aligns with the university mission	Y N	Prioritizes career development as an important developmental task beginning early in the university experience Programs for women or students with disabilities Center mission is on the wall of the Center.	
	Center mission advances and promotes importance of student employability and career development	Y N		
	Career services, regardless of the model (centralized, decentralized, or hybrid), considers the needs of ALL students when designing programs and delivering services.	Y N		
	Career services develops, records, disseminates, implements, and regularly reviews its mission and goals	Y N		
II. Program Components	Career coaching, advising, counseling occurs at any stage of students’ career development	Y N	There are programs for first-year students	
	Career services helps students make employment choices based on accurate self-knowledge and information about the options available to them.	Y N	There are programs for women and students with disabilities Program offerings take cultural differences into account.	
	Coaching, advising, and counseling services are aligned with the personal, developmental, and cultural attributes, issues and beliefs of students.	Y N	Students have access to the internet through Center computers.	
	Career services provides current, valid, and reliable online resources that help student pursue their career goals.	Y N	Employers conduct job interviews with students at the Center.	

² NACE Professional Standards for College & University Career Services Revised 2019

Standards	Key Elements	In Place?	Sample Associated Actions	Notes
	Career services provides current information and resources on current and projected employment opportunities.	Y N	Center staff review student CVS's. Students work with a faculty member; work with a community organization.	
	Center staff help students connect with employers through campus interviews, job listings, referrals, direct application, networking, job-search events, publications, and information technology.	Y N		
	Career services help students learn how to vet opportunities and identify fraudulent employment practices.	Y N		
	Center staff help students to present themselves effectively as candidates for employment	Y N		
	Staff help students explore a full range of career and work possibilities that match their employment goals and workplace/community fit.	Y N		
	Provide experiential learning programs or help students identify experiential learning opportunities	Y N		
III. Organization, Management, and Leadership	There is a leader or leadership team to provide strategic direction for accomplishing mission and goals, to manage career services, and to align and support career services with the mission of the institution and the needs of students.	Y N	There is a group that reviews the steps in the university action plan. There are written job descriptions for each staff position. There is a plan that identifies student outcomes and specifies what data need to be collected. There are collaborative partnerships with other Centers at the university, such as the Gender	
	There is a purposeful and appropriate organizational structure with measurable goals, accessible policies and procedures, written job descriptions and expectations, organizational charts showing clear lines of authority, and	Y N		

Standards	Key Elements	In Place?	Sample Associated Actions	Notes
Standards	appropriate facilities.		Center There is regular reporting on progress to stakeholders both on and off the campus.	
	There are assessment and accountability systems.	Y N	There is a plan that identifies student outcomes and specifies what data need to be collected.	
	There are sound fiscal management practices	Y N	There is regular reporting on progress to stakeholders both on and off the campus.	
	There are clearly defined and regularly occurring review processes for services, policies, procedures, and budgetary issues.	Y N		
	Center leadership engages in strategic planning	Y N		
	Center leadership manages human resources processes, including recruitment, selection, onboarding, and ongoing development, supervision, performance planning, evaluation, recognition and reward.	Y N	Goals and objectives are based on student learning and development outcomes Regular appropriate feedback is provided to colleagues and students	
	Leadership uses current and valid evidence to inform decisions and frame future strategies for the department.	Y N		
	Center leaders advocate for career services participation in divisional and institutional planning and decisions related to career services objectives, policies, practices, and designation of students.	Y N		
Center leaders initiate collaborative interactions with internal and external individuals and	Y N			

Standards	Key Elements	In Place?	Sample Associated Actions	Notes
	agencies that possess interests and/or concerns regarding career services.			
	Maintain integrity and ensure that all information about career services is current, accurate, appropriately referenced, and accessible to all constituencies.	Y N		
IV. Human Resources	There are an adequate number of qualified professional and support staff to fulfill the Center's mission and functions	Y N	<p>There are multiple staff at the Center, with a minimum of a counselor, an administrative assistant, and a director.</p> <p>Staff have different skills and expertise in order to cover all the different and essential functions of the Center.</p> <p>Staff have opportunities to attend conferences or trainings.</p> <p>Staff are aware of university and MoSHE regulations.</p> <p>Part-time and student staff are adequately supervised and are clear about their responsibilities.</p>	
	Staff, in combination, provide the knowledge, skills, and abilities to perform primary program functions effectively.	Y N		
	Center employment practices are fair, inclusive, and nondiscriminatory in order to attract, retain, and develop a diverse staff.	Y N		
	There is access to professional development opportunities including in-service training programs and professional conferences/workshops/webinars.	Y N		
	All staff are trained in legal, confidential, and ethical issues related to career services.	Y N		
	Salaries and benefits for staff are commensurate with similar positions within the institution.	Y N		
	Professional staff members have the requisite formal education and training, work experience, and personal skills and competencies to perform effectively in their defined roles.	Y N		

Standards	Key Elements	In Place?	Sample Associated Actions	Notes
	Paraprofessionals, interns, and graduate assistants are carefully selected, trained in helping skills and institutional procedures, closely supervised, and evaluated regularly.	Y N		
	There are administrative and technical staff available to assist the Center in carrying out its mission.	Y N		
V. Financial Resources	There are dependable sources for adequate funding to ensure achievement of Center mission and goals	Y N	The Center has its own budget. The Center director has authority over the budget.	
	There is demonstrated financial strategy and fiscal responsibility consistent with institutional policies and procedures.	Y N		
VI. Facilities	The Center is adequate, accessible, and suitably located.	Y N	The Center has its own facilities, that are well furnished and attractive to students. There is permanent signage. There are locked file cabinets. There are both day and evening office hours.	
	Staff have work space that is well equipped, adequate in size, and support their work and responsibilities.	Y N		
	There is furnished private space available.	Y N		
	Equipment and facilities can be secured to protect the confidentiality and safety of records.	Y N		
	There is internet connectivity, conference rooms, and meeting rooms.	Y N		
	Career services facilities are accessible to people with disabilities and special needs.	Y N		
	Office hours meet the needs of students.	Y N		

Standards	Key Elements	In Place?	Sample Associated Actions	Notes
VII. Technology	Career Center staff are well informed about the use of technology	Y N		
	Career services website provides up-to-date information regarding mission, location, staffing, contact information, programs, and services	Y N		
	There is computer based and/or online recruiting and employment systems available to students.	Y N		
VIII. Institutional and External Relations	Career Center is developing and maintaining productive relationships with relevant institutional stakeholders.	Y N	There are collaborative partnerships with other Centers at the university, such as the Gender Center	
	The Center is an institutional resource internally and externally on information and data related to career development, labor market trends, and employment outcomes.	Y N		
IX. Employer Relations	The Center is developing, maintaining, and enhancing relationships with employers that may provide career development, employment opportunities, and educational programming for students.	Y N	The Center has an MOU with at least one employer. An employer has been invited to speak with students at the Center.	
	Employers are encouraged to participate in career planning courses, career conferences, career fairs, internships and experiential learning.	Y N		
X. Program Evaluation, Assessment and Research	The Center has an evaluation and assessment plan.	Y N	There is a public announcement about the establishment of the Center. A progress report with metrics is available to those who are	
	The Center has identified student outcomes.	Y N		
	The Center uses data in decision making	Y N		

Standards	Key Elements	In Place?	Sample Associated Actions	Notes
	The Center regularly shares progress reports with its internal and external stakeholders.	Y N	interested.	