Leveraging Data for Career Development in Higher Education Institutions

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Employability Track

Expected Outcomes

❑ Participants will understand the role of Data as a measure of success in institutional employability efforts

❑ Participants' conversations will form basis for drafting measures that would impact their employability projects

❑ Learn from the Case of Riara University whose approach could form a basis as an exemplar in other universities

Session Outline

Indicators for measuring the success of institutional employability efforts and ways to leverage on data to inform institutional strategies on graduate employability outcomes.

❑ **Heading 1:** **The role of Data in Tracking Employability Outcomes of Students.**

❑ **Heading 2:** **How HEIs create mechanisms for collecting, analyzing and utilizing data for tracking employability outcomes.**

❑ **Heading 3:** **How data has been used at Riara University to measure impact**

# Understanding Employability Data

❏ Employability data is concerned with capturing and measuring skills that enhance graduate employability e.g. hard skills, soft skills.

❏ Employability data to capture include: skills-set the employee brings to the world of work, proof of skills (portfolio, certificates), success in productive engagement after graduation, most marketable courses, equivalent investment based on success in securing employment for graduates.

❏ The employability data enhances competitive edge of an organization, provides feedback on the success of the curriculum to produce desirable outcome, increase institutional allocation, market share and measures effectiveness of learning.

- Make Informed Decisions: Regular monitoring can reveal changes over time in response to interventions to improve student outcomes, providing feedback and additional data for decision-making.(survey on preferred mode of study at RU and how it informed decision from time to time)
    - ❑ the learner are able to choose programmes where they get value for their investment (global employability trends e.g. to digital jobs, green jobs competencies)
    - ❑ The learning institution mount competitive courses that are marketable.
    - ❑ The employers know which institution provide the skills-set relevant to their organizational needs- from a track of employability of our students, we have seen the university enrolment to Riara University (RU)remain steady over the years (that 93.30% of our graduates were productively absorbed in employment or business and 85.6% had already secured employment before graduation).
    - ❑ Allocation of resources in tandem with effective learning 2018
    - ❑ Establish necessary programmes to establish to complement the learning experience (Riara University has already introduced foundational employability programs, redesigned its curriculum, changed pedagogical practices and involves partners from industry and society in delivering its programs).

The role of data in tracking employability outcomes

What mode would you prefer to enroll in during the January-April 2022 semester if given a chance
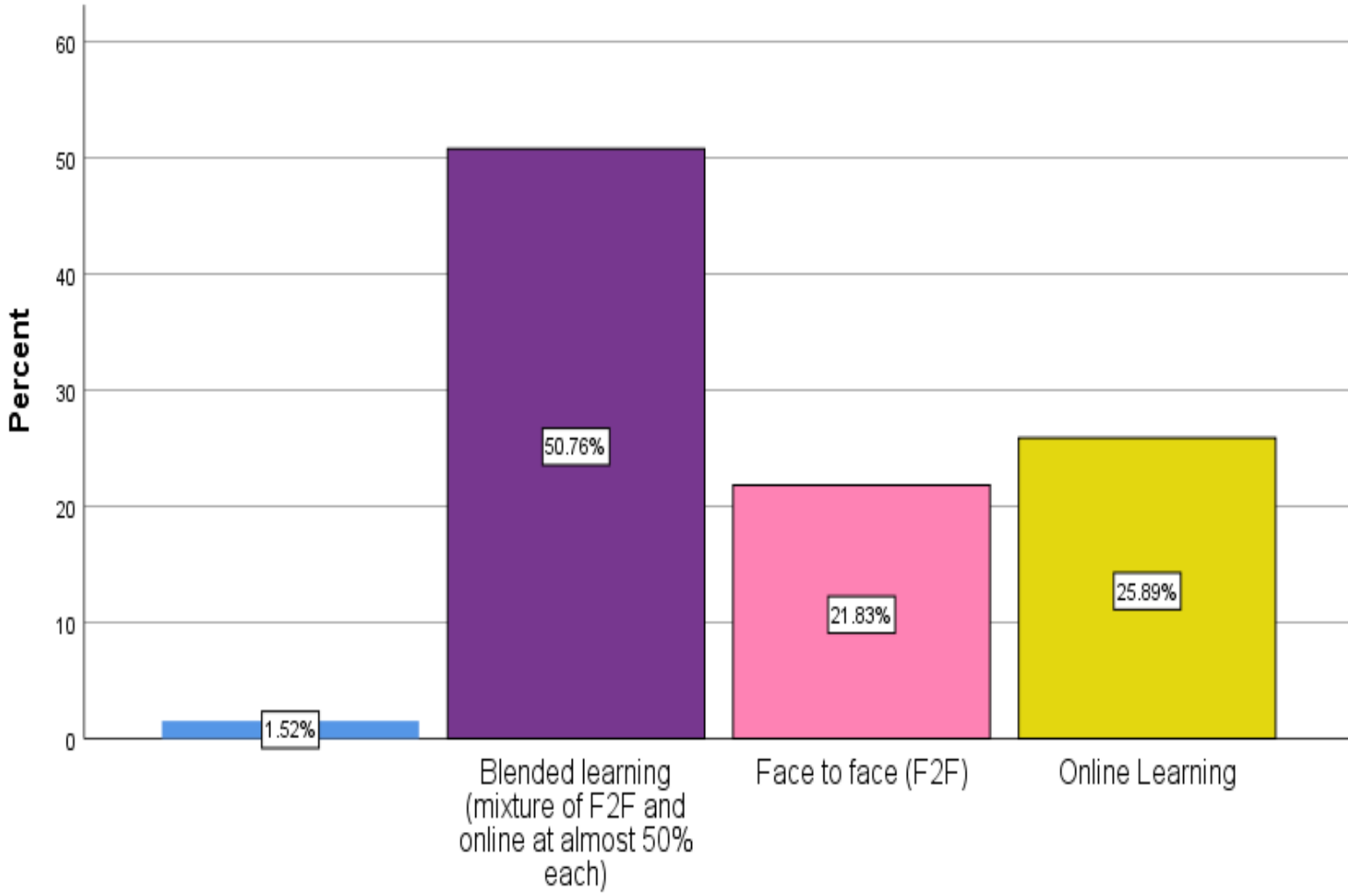
The survey established that majority of the students (50.76%) prefer blended learning (BL) This is a complete departure from similar study conducted in August 2021 where online was the most preferred. Perhaps BL is popular as it gives room for interaction and clarification of concepts with flexibility to work for some time alone.

Preferred mode of study for September – December 2020

	Percentage (%)
Blended	48.5
Face to face	29.7
Online	20.5
Total	100

Preferred mode of study for May – August 2021

	Percentage (%)
Blended	30.1
Face to face	33.8
Online	36.0
Total	100.0

Preferred mode of study for September – December 2021

	Percentage (%)
Blended	50.76
Face to face	21.83
Online	25.89
Total	100

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The role of data in tracking employability outcomes

- **Enhance Better Understanding of Graduate Employability** (RU is currently working on developing a guide for graduate employability mainstreaming following receiving a grant from Ashesi Education Collaborative. This is being done jointly by RU and players in the world of work (wow) like professional bodies, employers, government etc.)

  ❑ **The stakeholders want statistics of what investment has the highest rate of employment as evidenced by employment rates**

  ❑ **The courses that lead to employment**

  ❑ **The % graduate working in the fields they studied**

  ❑ **What % ends up working in a different field and why?**

  ❑ **The timeline between graduation and securing employment**

  ❑ **The challenges facing graduates when they join world of work**

  ❑ **What skills set lead to low or high employability among graduates**

  ❑ **What skills is the world of work seeking**

  ❑ **Inclusion, diversity and individual differences in learning**

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The role of data in tracking employability outcomes

- **Drive Employability Outcomes:**
  - ❑ The number of sessions to prepare students for the world of work e.g. mock interviews, outdoor learning, guest lectures.
  - ❑ Portfolio building – work based learning like in voluntary and service learning.
  - ❑ Design thinking – capstone projects.
  - ❑ Proficiency or competency enhancement certificates to complement the degree or diploma and to what extent they contribute to employability.
  - ❑ Track the progression during campus and after campus
  - ❑ Joint programmes that enhance student learning experience e.g. co-teaching, student exchange programmes, field trips. (partnership with universities abroad-Pázmány Péter Catholic University in Hungary, **Ashesi Educolab partners, summer programmers, extracurricular programme like culinary with Shangai university**).
    - ❑ Riara University Business Ethics Class and Sheridan College Ethics, Sustainability and Corporate Social Responsibility Class from Canada had Collaborative Online International Learning (COIL) experience.

- **Solve emerging problems (proactively support the organisation to maintain best practices):**
  - ❑ **Gain feedback on how the teaching and learning is taking place e.g. using surveys, number of peer reviews.**
  - ❑ **Tracking progression of graduates into the world of work and establish what enhancement skills they may need.**
  - ❑ **Establish what new skills, resources, expertise is necessary to remain relevant in the ever evolving skills of the future world of work.**

Meaningful teaching and learning strategies and resources

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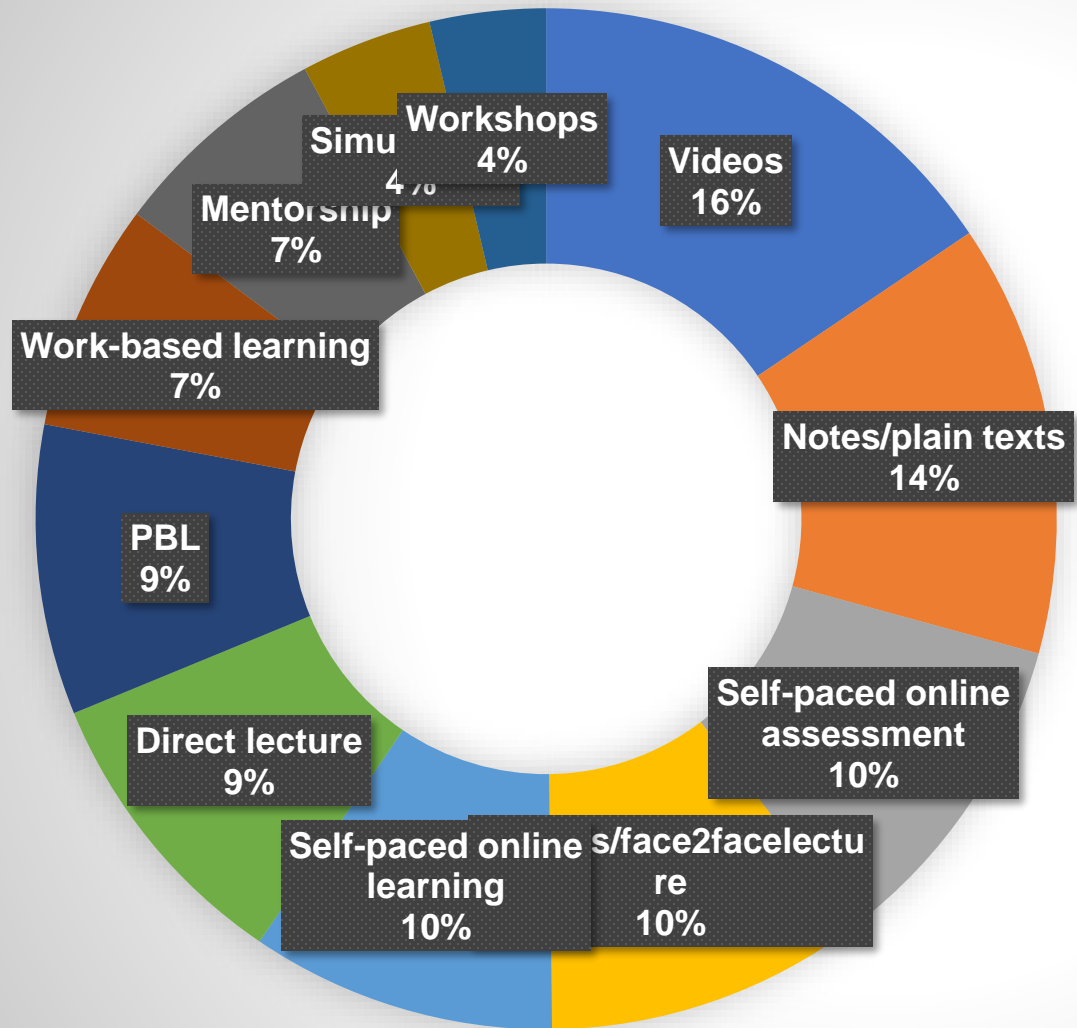
Legend:
- Videos
- Notes/plain texts
- Self-paced online assessment
- Quizzes/face2facelecture
- Self-paced online learning
- Direct lecture
- PBL
- Work-based learning
- Mentorship

Chart segments:
- Videos 16%
- Notes/plain texts 14%
- Self-paced online assessment 10%
- Quizzes/face2facelecture 10%
- Self-paced online learning 10%
- Direct lecture 9%
- PBL 9%
- Work-based learning 7%
- Mentorship 7%
- Simu... 4%
- Workshops 4%

- **Increased Transparency and Accountability:**
  - ❑ Learning outcome to keep pace with expansion of education
  - ❑ Data of who is learning and who is not
  - ❑ provide data on the status of learning, which can be used to monitor the quality of systems and student learning outcomes
  - ❑ It is the onus of the education system to account to the student, the government, parents, society etc. for resources spent on education.
  - ❑ Stakeholders need data of success rates including completion, employability programmes delivered, statistics of absorption to the world of work, time taken to be productively engaged
  - ❑ Curriculum mainstreaming to address employability skills
  - ❑ Mechanisms to measure, monitor and evaluate

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How HEIs create mechanisms for collecting, analyzing and utilizing data for tracking employability outcomes

❑ Developing analytics and metrics: data keeping, self-evaluation tools, portfolios, diaries, attendance, video and photography

❑ learning analytics initiatives: student performance monitoring efforts, including initiatives to improve retention, increase course completion, and reduce time to degree completion.

❑ Governance and policy: senate and management decisions. The leadership has to be solely responsible for gathering, analyzing and utilization of employability data (case study of Riara University).

❑ Constructive utilization of data: Following through to implement recommendations of tracked data

❑ Objectivity and reliability: tools, content, honesty and deliberate effort

❑ Learning Management System Student Progress Data: student records, monitor student performance and engagement, academic history, student status, Academic performance data (e.g., earned scores on assignments or exams), Student engagement data e.g. LMS session usage, Characteristics e.g. enrolment status, academic track, demographics, financial aid status)

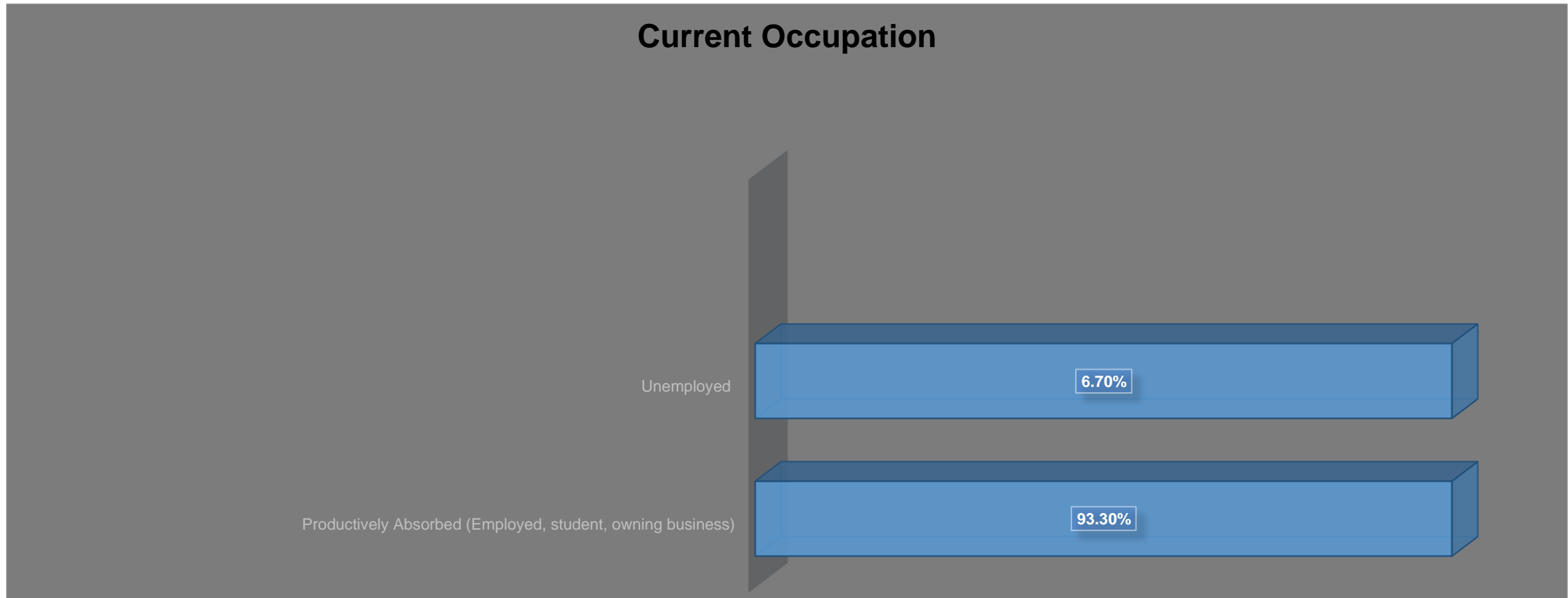# How data has been used at Riara University to measure impact

Case of Data on Employability: Riara University Tracer Study of 2018
The study found out that 93.3% of the graduates were productively absorbed.

Current Occupation

Unemployed — 6.70%

Productively Absorbed (Employed, student, owning business) — 93.30%

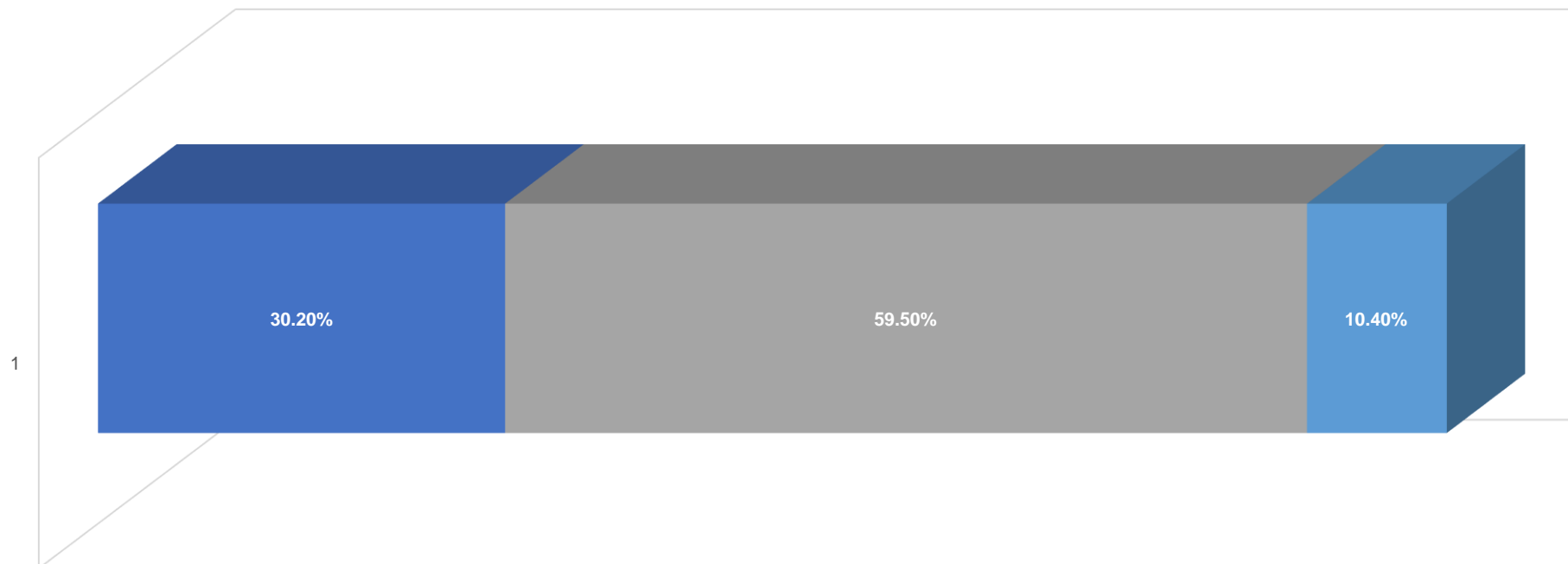# How data has been used at Riara University to measure impact

Employment Terms

When asked what employment engagement the graduates had, 59.5% were in a contract of 1-5 years; 30.2% were permanent and 10.4 were casual.

Employment Terms

■ Permanent   ■ Contract of 1-5 Years   ■ Casual

30.20%   59.50%   10.40%

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How data has been used at Riara University to measure impact

Time Taken to Secure a Job

On duration taken to secure a job by RU graduates: 85.8 secured jobs before graduation and 6 months of graduating and 14.2 within 1 year of graduating.


Time Taken to Secure a Job

- Before Graduation/6 Months of Graduating
- One Year of Graduating

14%
86%

How data has been used at Riara University to measure impact

How the Job was Secured

When asked how they secured employment the RU graduates class of 2018 said the following: Recommendations (48.1%), Through Networks (21.7%), Family Business (11.3%), and Advertisement (8.5%).
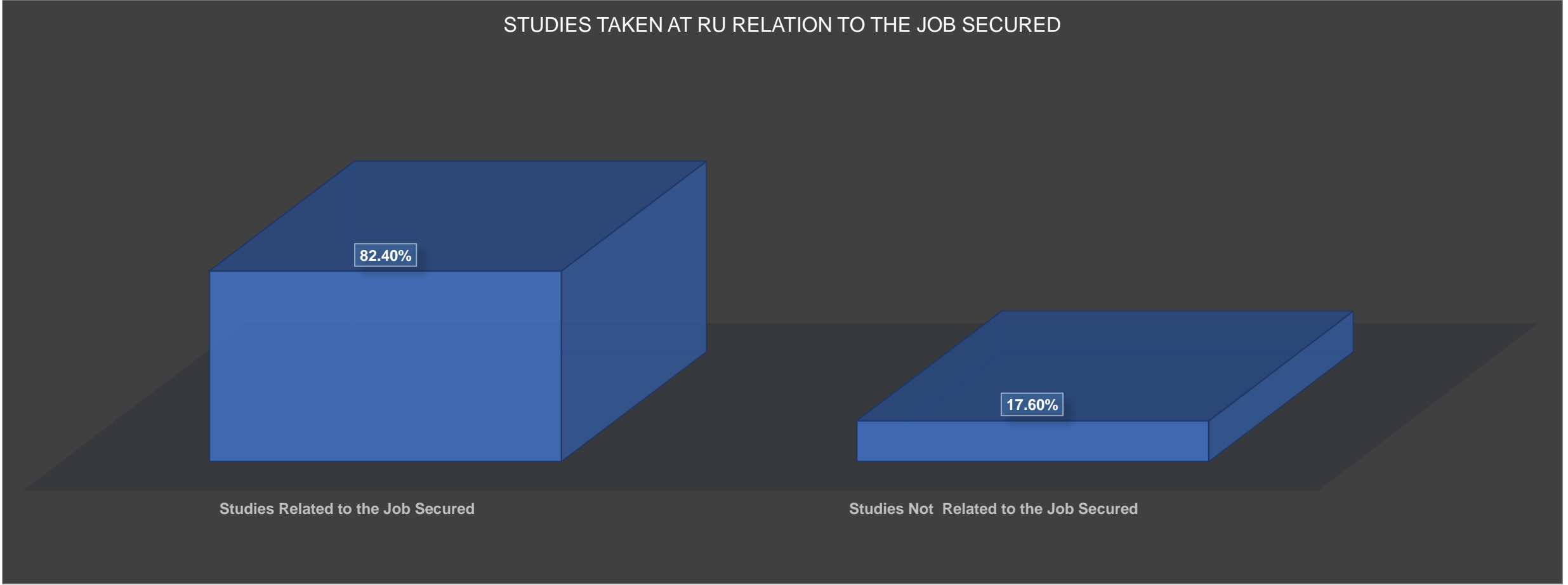
How The Job Was Secured

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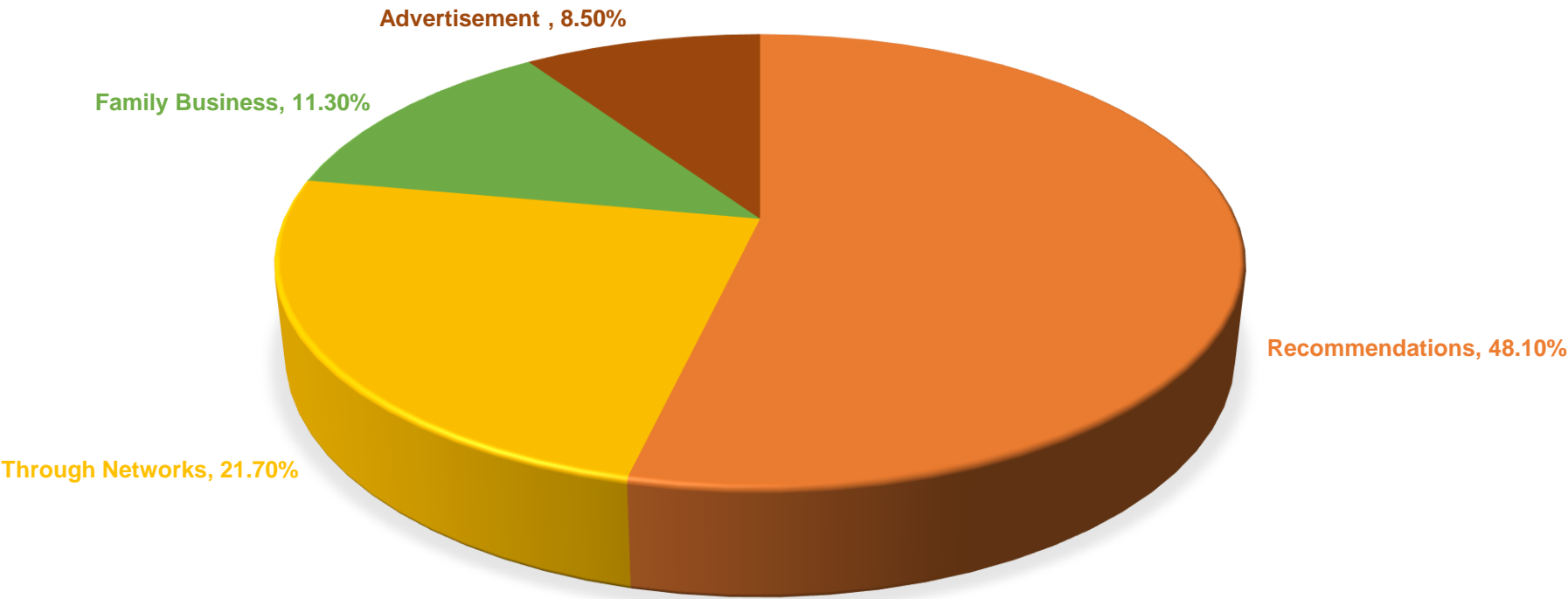
How data has been used at Riara University to measure impact

Relation Between what was Studied at RU and the Job Secured

The relevance of studies done at RU were highly rated at 82.4% with those of the different opinion (17.6%).

STUDIES TAKEN AT RU RELATION TO THE JOB SECURED

82.40%

17.60%

Studies Related to the Job Secured

Studies Not Related to the Job Secured

Extent of whether Studies Pursued at RU Prepared Students for the Job in a Scale of 1-10
The ranking of agreement that studies pursued at RU prepared students for current job/business enjoyed 95% with only 2% giving a rank of less than a score of 2.

1.Recommendations from the Class of 2018 Alumni

- ➢ Introduction of Masters' programmes – the university is about to introduce MA Programmes.
- ➢ Request for information on opportunities for employment and growth – we share career preparations and opportunities with alumni
- ➢ Access to RU Library as Alumni – we allow our alumni to access the library.
- ➢ The University to enhance practical approach to Teaching and Learning – staff trained and courses redesigned.
- ➢ Enhancement of employability training for students – continuously done
- ➢ More investment on extra-curricular programmes
- ➢ University to secure internship opportunities for students – partnered with industry, enhancement of entrepreneurship with partners like British Council, Africa Germany Entrepreneurs Academy (AGEA).

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Thank You!