

CAREER READINESS

FINDINGS FROM THE BIG TEN MSL COALITION
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OVERVIEW

The Multi-Institutional Study of Leadership (MSL) examines student leadership values at institutional and national levels with specific attention to campus experience factors that influence leadership development in college students. The MSL survey questionnaire was adapted from the Socially Responsible Leadership Scale (SRLS; Tyree, 1998), which used the eight core values of the social change model (HERI, 1996). The instrument consists of over 400 variables, scales representing students' demographics, collegiate experiences, and key outcome measures.

In 2017, 10 of the 14 institutions in the Big 10 established a coalition as part of the data collection for the 2018 MSL. Participation in the coalition provided the opportunity for the creation of 10 custom questions. Three of these custom questions focused on student's career readiness (see page 4 for list of questions).

Employers continue to call on higher education institutions to create conditions through learning that promote the development of transferrable skills associated with leadership education. The American Association of Colleges and Universities (AAC&U, 2015) and the National Association of Colleges and Employers (NACE, 2014) conducted research that examined what employers were seeking in recent college graduates entering the job market. This research led to the creation of NACE's 8 Career Readiness Competencies:

1. **Critical Thinking/Problem Solving** - Exercise sound reasoning to analyze issues, make decisions, and overcome problems
2. **Oral/Written Communication** - Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization
3. **Teamwork/Collaboration** - Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints
4. **Digital Technology** - Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals
5. **Leadership** - Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others
6. **Professionalism/Work Ethic** - Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image
7. **Career Management** - Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth
8. **Global/Intercultural Fluency** - Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions

SAMPLE & METHODOLOGY

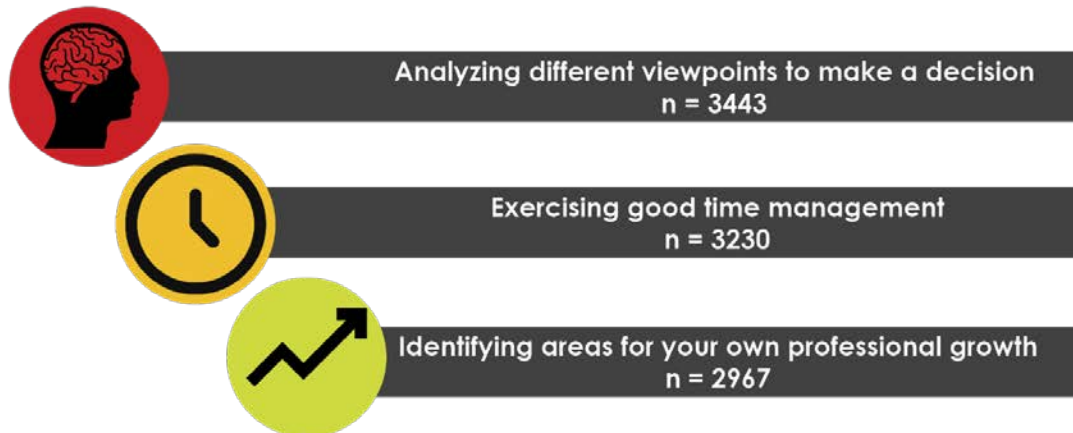
Ten Big Ten institutions participated in the MSL coalition; each school provided a random sample of $n = 4,000$ undergraduate students for data collection*. Only participants from the random sample were analyzed and included in this report. SoundRocket compiled the data and analyzed frequencies. Additional group and regression analysis was conducted by Jaki Yi (Illinois), Krista Soria (Minnesota), and Beth Hoag (Illinois). T-tests were used to examine group differences between demographic groups on Q1 & Q2. A 3-block regression analysis (Block 1: Demographic Characteristics, Block 2: Pre-College Experiences, Block 3: College Variables) was utilized to determine which college experiences predicted student's career readiness. The outcome variable was a summed score from Q1 that ranged from 0 (No areas selected) to 16 (All areas selected). The amount of variance explained for the final model was 17.3% (R^2), with college variables accounting for the largest share of variance at 11.3% (R^2 Change).

Big Ten Coalition Members



KEY QUESTIONS & FINDINGS: DESCRIPTIVES AND T-TEST

What career readiness skills did Big Ten students say the improved while in college? (Q1)



What career readiness competencies did Big Ten students say they improved the most while in college? (Q2)

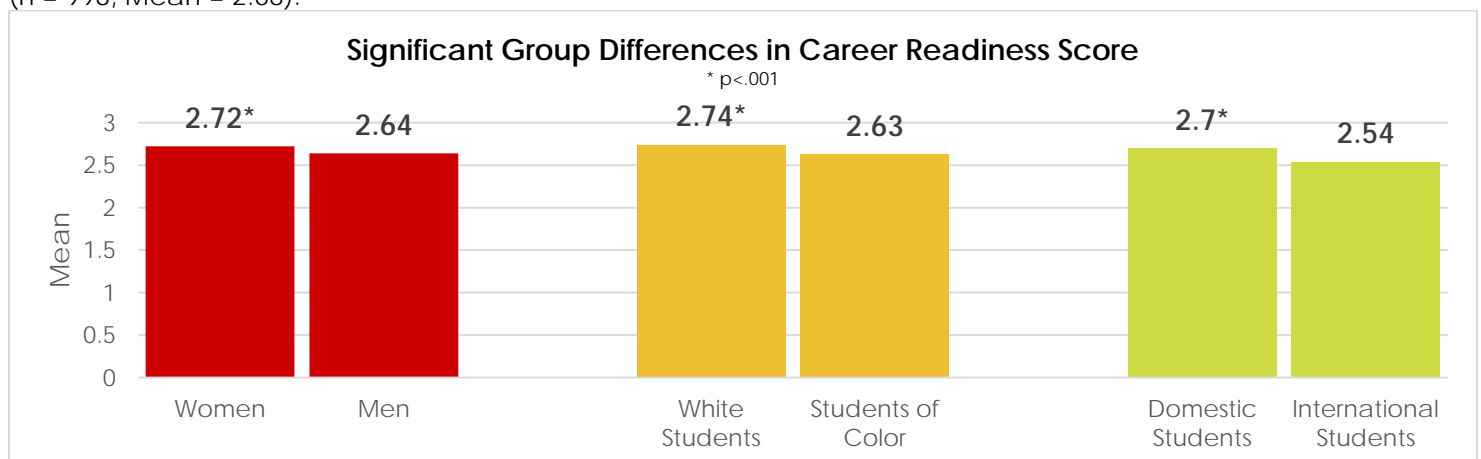
1. Critical Thinking/Problem Solving
n = 3933, 59%
2. Oral/Written Communication
n = 2588, 39%
3. Teamwork/Collaboration
n = 2567, 38%
4. Professionalism/Work Ethic
n = 2480, 37%
5. Leadership
n = 1774, 27%

What career readiness competencies do Big Ten students say they need to continue to develop? (Q3)

1. Oral/Written Communication
n = 2903, 43%
2. Career Management
n = 2820, 42%
3. Teamwork/Collaboration
n = 2567, 38%
4. Leadership
n = 2696, 40%
5. Digital Technology
n = 2259, 34%

Are there any statistically significant differences in career readiness scores across demographic groups? (Q1&2)

Women (n = 3059) had significantly higher career readiness scores compared to men (n = 1969). White students (n = 2959) had significantly higher career readiness scores compared to students of color (n = 1927). Domestic students (n = 4762) had significantly higher career readiness scores compared to international students (n = 362). There were **no** significant differences between heterosexual (n = 4065, Mean = 2.70) and LGBTQ Students (n = 998, Mean = 2.68).



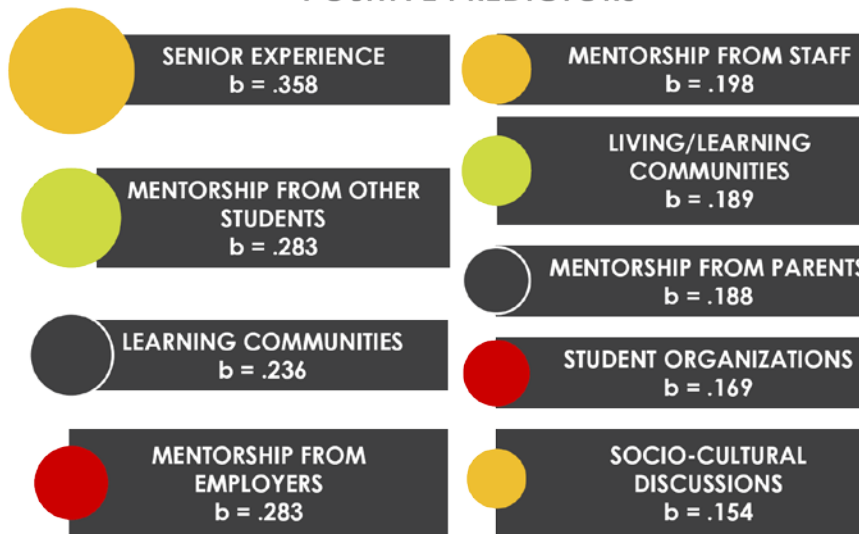
What collegiate experiences predict student’s career readiness? (Q1)

Controlling for demographic characteristics and pre-college experiences using a regression analysis, the following displays the significant positive and negative predictors for students’ career readiness. The size of each bubble represents the magnitude of the predictor. The largest predictor of students’ career readiness is their overall leadership capacity as measured by the Socially Responsible Leadership Scale (SRLS). For every 1 unit of change in their leadership capacity, there is a 1.058 increase in their career readiness.



Similarly, many campus experiences were significant positive predictors for career readiness including senior experiences (e.g. senior capstone), Mentorship (peers, employers, student affairs/academic affairs staff, and parents), participation in learning and living/learning communities, student organization participation and engaging in socio-cultural discussions with peers. A senior capstone experience was the largest campus experience predictor for increasing career readiness. We also found that leadership in student organizations and engaging in research with faculty were significant negative predictors of career readiness.

POSITIVE PREDICTORS



NEGATIVE PREDICTORS



BIG TEN MSL CUSTOM QUESTIONS ABOUT CAREER READINESS

1. Select from the following list all those areas in which you think you have **improved** since entering college. Select all that apply.
 - A. Acting with the interests of a larger community in mind (*Professionalism/Work Ethic*)
 - B. Analyzing different viewpoints to make a decision (*Critical Thinking/Problem Solving*)
 - C. Applying technology to solve problems in new ways (*Digital Technology*)
 - D. Building collaborative relationships (*Teamwork/Collaboration*)
 - E. Exercising good time management (*Professionalism/Work Ethic*)
 - F. Giving a presentation to a group (*Oral/Written Communication*)
 - G. Identifying areas for your own professional growth (*Career Management*)
 - H. Leveraging the strengths of others to achieve a common goal (*Leadership*)
 - I. Leveraging technology to complete tasks (*Digital Technology*)
 - J. Motivating a peer to achieve a common goal (*Leadership*)
 - K. Pursuing an opportunity that will advance your specific career options (*Career Management*)
 - L. Respecting diverse peers (e.g., different cultures, races, religions) (*Global/Intercultural Fluency*)
 - M. Seeking data and information to overcome a problem (*Critical Thinking/Problem Solving*)
 - N. Seeking out opportunities to learn about someone who is of a different background than yourself (*Global/Intercultural Fluency*)
 - O. Working with others who are different than you (e.g., different cultures, races, religions) to achieve a common goal (*Teamwork/Collaboration*)
 - P. Writing or editing a complex, technical report (*Oral/Written Communication*)
 - Q. None of the above
2. Select from the following list the three areas in which you think you have **improved** the most since entering college.
 - A. Critical Thinking/Problem Solving – Exercise sound reasoning to analyze issues, make decisions, and overcome problems
 - B. Oral/Written Communication - Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization
 - C. Teamwork/Collaboration - Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints.
 - D. Digital Technology - Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals.
 - E. Leadership - Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others.
 - F. Professionalism/Work Ethic - Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image.
 - G. Career Management - Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth.
 - H. Global/Intercultural Fluency - Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions.
3. Select from the following list the three areas in which you think **you need to continue to develop**.
 - A. Critical Thinking/Problem Solving
 - B. Oral/Written Communication Teamwork/Collaboration
 - C. Digital Technology
 - D. Leadership
 - E. Professionalism/Work Ethic
 - F. Career Management
 - G. Global/Intercultural Fluency

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**Wisconsin participated in the Big Ten coalition, but not data sharing. Due to this, their random sample data is included in the descriptive analysis but not in the group differences or regression analysis.*