

Minutes

February 26, 2018

4:00 PM

University Faculty Senate
Shawnee State University

1. Call to Order

UFS President Marc Scott called the meeting to order at 4:03 p.m.

2. Roll Call

Secretary Jennifer Napper recorded the attendance (as follows):

Linda Hunt, Cathy Bailey, Sarah Minter, Mich Nyawalo, Janet Snedegar, Phil Blau, Gene Burns, Cynthia Hermanson, Tom Piontek, Tony Ward, Adam Miller, Dan Johnson, Amy Grau, Georgeann Kamer, Virginia Pinson, and all officers (Marc Scott, Kyle Vick, Jennifer Napper, Jim Reneau).

3. Minutes: Motion to approve minutes was seconded by Adam Miller. Approved unanimously as submitted.

4. Agenda: Motion to approve agenda was seconded by Sarah Minter. No questions or discussion about the agenda, accepted as approved.

5. Remarks from the UFS President:

Two weeks ago, EPCC considered ten proposals to warehouse seven academic programs, and as you may have heard, the committee voted against seven proposals. The committee also took the additional step of affirming those seven programs. We'll have our vote on those affirmations today, and we'll also vote on the three warehousing proposals that were approved by EPCC. Beyond today's meeting, I think we'll need to revise the current warehousing process. I believe we'll consider additional warehousing proposals in the future, and it's pretty clear to me that the process we have in place could be improved. In the coming weeks, I'll speak with department chairs and faculty members for their feedback.

During the open hearing regarding program warehousing and over the last couple months of conversations I've had with faculty members, there were a couple trends I noticed, and I shared these at the last Board of Trustees meeting. One, I've notice that faculty desire dialogue and communication. For faculty members who teach a full load, serve their department, college, the institution, and possibly their community, produce scholarship or otherwise engage their disciplines, it's

quite difficult to discern a strategy for addressing the institution's serious obstacles. We're undergoing significant changes: enrollment declines, program warehousing, a push for online programming, the Bridge Program, the move to Oracle, renovating buildings, purchasing others, increasing our athletic offerings, revamping our scholarship allocations, and many others. I don't list these initiatives as criticism; I list them as initiatives that faculty try to understand and piece together and understand as a plan for ensuring a secure future for the institution.

A faculty member I spoke with a few weeks ago used the word "flailing" to characterize the university's strategy, and I think what he's getting at is that we're not always sure *how* our initiatives are connected to our strategic plan and our efforts to increase enrollment. Again, I think this issue is primarily a communication issue. Related to that concern is that, at least from a faculty perspective, it's difficult to understand whether our initiatives result in the dividends we had hoped. Again, I'm not suggesting that there aren't positive results to our decision making; I'm just not sure if the assessment of our interventions have been communicated effectively to faculty.

The second trend I've picked up on in conversations with faculty is that we want to help and have a hand in turning the institution's enrollment numbers around. For example, a few faculty members have spoken to me about their desire to be more involved in the university's recruitment efforts and conducting outreach with area high school teachers. Other faculty have had interesting feedback regarding our declining application numbers; for instance, one faculty member suggested we look at area high school application data to understand roughly what percentage of students at that high school apply to Shawnee State and establish a baseline that can help us determine if we're falling well below or on par with other academic years. We may be doing some of that work, but what I want to get across is that the faculty wish to be partners in turning around our enrollment numbers and ensuring the success of the institution for the years to come. It's more important now that we make decisions in the spirit of shared governance and obtain faculty buy-in and support at the beginning of initiatives rather than making decisions and hoping faculty get on board later. When we tap the brakes a little and allow shared governance to work a little on our problems, I think we stand a good shot at turning the university's situation around.

- 6. Treasurer's Report:** Treasurer Jim Reneau reported on expenditures to date. Payment for the faculty party is already reflected in the expenditures.

Question from Kyle Vick: Do we have solid numbers to base the amount we can give for the new faculty awards?

Jim Reneau's answer: If there are other expenditures coming up, like OFC trips, then we need to make sure we have enough to cover them.

7. Administrative Reports

President Kurtz's report:

There's a few things to keep in mind in terms of recognitions and acknowledgements:

- When it comes to warehousing programs, the administration recognizes that when it comes to program development that faculty, over time, have made a large personal and professional investment in those programs. Dr. Kurtz stated that they are grateful for the time faculty have spent on those programs.
- When a program is warehoused there is a lost opportunity for faculty within that program to interact with students at a higher level.
 - When a decision is made to warehouse a program, they realize they need create new opportunities for faculty to have that higher level of interaction with students, since that is one of the most rewarding aspects of being a faculty member.
- Another thing to recognize, is that leadership will have to make some decisions when it comes to things like warehousing programs, as well as other decisions as an institution, that faculty may not agree with.
 - The university has a fiduciary responsibility and mandates that come from the state and the board of trustees that they cannot ignore.

There are opportunities for us to move forward. President Kurtz then shared some data from a recent Gallup survey (the summary of this poll is attached to the minutes):

- 86% of incoming students want a degree which allows them to immediately transition into a career upon graduation.
- The majority of students also want experiential learning integrated into their program. They feel this will make them more marketable as they go into the workplace.

For us as an institution, where are the opportunities? The number of traditional aged students has been stagnant and dropping. We want to minimize that drop as

much as possible. Ruffalo Noel Levitz (an enrollment management consulting firm) has shared with us that there are opportunities for us to do more in our region. However, we have not received their full report yet. Another big area of opportunity is with nontraditional students or post-traditional students. These are adults that come back to school to “retool”. These students are a potential area of growth.

Post-traditional students do have some demands. Their number one need is convenience. They want programs delivered in the time and place they need them. Cost is also a factor. The most convenient format for them is an online. We do very little in terms of online programs. Learning House is one of the potential companies we can partner with to get more programs online quickly. Time is a factor because many of the for-profit education providers imploded. Right now, there is a gap in this area that we can fill if we do so in a timely manner.

The Ohio Department of Education just approved a measure that allows Western Governors University to operate on an equal footing with public Ohio institutions. Another big issue is that they are also considering allowing some two-year institutions to offer bachelors’ in science and technology programs. There are nine of these being considered at this time. Some of these programs overlap with ours. We need to push back fast and aggressively in these areas. One positive example of this, in regard to a two-year program, is the OTA program. It is going to be offered at Southern State in collaboration with Shawnee State instead of in opposition to them. We have a window of opportunity in these areas, but we are going to have to act fast.

Provost Bauer’s report:

The state is mandating, through state law, that universities provide a commercialization track in their tenure system. Which means that university policy, through our governance system, will have to be adjusted to reflect this. Right now, excellence in teaching and outstanding service and scholarship is evaluated for tenure. One suggestion the Provost provided was that in lieu of scholarship, a commercialization option could be chosen instead to achieve tenure. We have to have some sort of policy in place by July 1.

The strategic plan is going to be updated by ~June to present to the Board of Trustees. The Provost requests the UFS provide him with insight into where we think the strategic plan may need some tweaking and updating. There will be a community forum on March 21 between 2:00 and 4:00 to generate some information from our other stakeholders regarding things they feel are important for us to consider in our future.

The Provost then spoke about program closure. He feels communication is very important in this process and he asserted that the administration would do their best to give more opportunities for discussion of programs under review for warehousing. One change that the Provost proposed to the process, was that faculty involved with the programs that are under review for closure be notified more in advance. A problem that he brought up in his discussion was that it's especially difficult for faculty [on EPCC] to vote for closure of a program in which a fellow faculty member is adamant to keep. Consequently, the administration is going to look at some alternatives to this process.

Reasons why program warehousing is necessary? We've experienced six years of enrollment decline. We were an institution of over 4600 students, we now have 3500+ students with 400 of those being college credit plus. We had 82 academic programs at the height of enrollment. We still have 75 programs. To put these numbers in perspective, they looked at institutions that were similar in size to us and found 113 institutions that had between 3,000 and 5,000 students. Of the number of academic programs those institutions offer, we rank 5. We are among institutions with higher tuition and more full-time faculty. The average number of programs is 35.7. We expanded our academic programs for an institution that could sustain 5,000-6,000 students. With the resources we have available now, we can't support that number of academic programs. A student body of 4,000 is the goal and to get there we have to add new programs that are attractive to potential students. We are taking steps to get us where we need to go within about 4-5 years. The Provost then called on faculty to develop a partnership to move forward by eliminating some of our programs, adding new programs, and opening up new markets that we haven't exploited such as adult learning and online programs.

Question from Tom Piontek: What is meant by commercialization?

Answer from the Provost: That was the term used in the Ohio revised code. Looking at faculty with intellectual property that can be commercialized, may have small businesses, consulting, or other things that may help the state's economy. The state would like to see these things recognized in the tenure process. All state institutions will be required to do this.

Question from the audience: Do we have any idea what kind of markets we want to go for in regards to adult learning?

Answer from President Kurtz: We need to do the market and environmental scans. That's part of the package offered by Learning House. They work with small institutions like Shawnee and work on a percentage of the revenue stream. They will do the marketing scans to figure out where the demand is and line up with

what we have or could have. Their upfront costs help us get up and started, which probably runs between \$400,000-\$500,000. Money we don't have. Geographically, about 90% of our students come from a 200 mile radius.

Follow up question from the audience: Do we know that adult learners want online learning?

Answer from President Kurtz: The Gallup study involved roughly 60,000 adult learners reported that if they could have their preference of time and location they prefer face-to-face. However, because they have time and travel constraints, they want online.

Question from Marc Scott to Jeff Bauer: Can you characterize the tweaks you had mentioned to the strategic plan?

Answer from the Provost: The strategic plan was passed by the Board of Trustees in 2016, so we're going on a year and a half to two years with that plan. They'd like to review the strategic plan, make sure it reflects what we've accomplished so far and new directions that weren't considered back in 2016 when the strategic plan was developed. This will just be an update.

8. Announcements from Senate floor:

Announcements from Marc Scott:

- Pat Spradlin reported to Marc that 200 people attended the Faculty Festival of Achievement sessions, which was considerably more than in previous years.
- Professional development opportunities are coming up this week. One on Tuesday for ADA compliance and a Blackboard workshop Thursday.
- Reminder: faculty award nominations due by the end of the week.

9. Committee and Director Reports

a. Executive Committee Reports:

UFS President Marc Scott:

For the Executive Committee report, I'll ask Kyle to summarize the February meeting of the Ohio Faculty Council. I'll then discuss some recent activities from the Senate Executive Committee.

I wanted to say something regarding the creation of the "mega agency" under (HB 512) that would combine the Department of Education, Department of Higher Education, and the Office of Workforce Transformation. This initiative was discussed at the February OFC meeting. The Director of the Ohio Conference of

the American Association of University Professors critiqued this move because it would place higher education even further on the backburner than it is now. My concern is that having a political appointee in charge of such a large portfolio without clear oversight will result in higher education becoming even more subject to the political whims of the governor. If this “education czar” will only report to the Governor, then state-wide education policy will be subjected to prevailing political winds and the aspirations of political operatives who wish to ascend the next rung in the ladder. That kind of fluctuation would be unhealthy for education policy and higher education in the State of Ohio.

The Senate Executive Committee has charged an Elections Committee with establishing a call and conducting elections. Barry Lucas, Erik Larson, and April Barnette have agreed to serve on the committee. Terms will expire for Senate President, Treasurer, Senator-at-Large, and about half of the senate seats, and you can expect a call for nominations either this week or the week we return from Break. The first call for nominations will occur on March 9th and elections will take place from April 9th-11th.

We’re continuing to make some changes to Curriculog with the hopes of getting that system a little more user-friendly. Kyle and I will be making more significant changes to Curriculog over the summer, but at this time users of the program can receive email notifications of proposals they’ve submitted or need to act on.

There are a significant number of Board policies that need review and faculty input. As a faculty we’ll be providing input on the human subjects research, class cancellation, and emeritus faculty status policies. The university may also be instituting an academic forgiveness policy for students who are returning to the institution after a lengthy absence. We’ll make sure those policies receive a proper hearing before going before EPCC and the Senate for votes. Many of those policies will be shared with relevant shared governance committees.

Finally, the SEA President and I spoke with the Provost about the possibility of working with Learning House or a similar third-party that would assist the university in increasing our online offerings. There are certainly contractual issues to consider and concerns from a shared governance perspective. However, we also discussed the possibility of finding instructional design assistance to help faculty develop online courses, and we also chatted about providing incentives to faculty for developing online courses and programs. That seems to have worked in the past, and the Provost has seemed amenable to continuing the MOU for online course development.

Comments from Kyle Vick regarding Ohio Faculty Council (OFC) meeting:

Recommendations regarding Senate Bill 216 that affect us:

- They were recommending making primary and secondary education licensure two tier instead of three tiers. Legislature will consult with experts in education in determining how many tiers are appropriate.
- The requirement that College Credit Plus courses be taken at the student's high school was removed from this bill.

OFC is going to be compiling a list of questions for gubernatorial candidates under discussion with several different advisors. This will not be done in a public forum, they don't want to put candidates on the spot and create an adversarial situation. The responses will most likely not be made broadly public before the election.

10. Unfinished Business:

a. Indefinite Postponement of Resolution on State Sales Tax Exemption for College Textbooks.

Tom Piontek seconded the motion to take up the item. No discussion.

Motion passed unanimously.

11. New Business

Program Affirmations (items a-g):

EPCC voted not to warehouse these items and took the further step to affirm these programs. We are affirming the affirmations.

Audience comment: surprised item 1 (program enhancement to AAS Plastics Engineering Technology) since it was recommended for warehousing.

Reply from Kyle Vick: It was on the Curriculum bundle.

Comment from Phil Blau: From a practical standpoint, is there a need for an affirmation with a "no" vote already from the EPCC?

Comment from Dan Johnson: The rationale was that EPCC wanted it to be official that if the Provost still decided to cut the program that he was acting contrary to what the faculty want.

Comment from Kyle Vick: EPCC does not speak for the faculty, EPCC is a recommending body to the UFS, which does speak for the faculty. The affirmation puts an item on the faculty senate agenda, which allows for the faculty as a whole to express an opinion about those programs.

Phil Blau: The Senate can't vote on a proposal that the EPCC has already voted down?

Kyle Vick: If it goes down in EPCC it doesn't get to the senate.

Comment by Dan Johnson: He felt that the members of EPCC seemed to find the arguments against warehousing persuasive, contrary to what the Provost suggested. They were unanimously unpersuaded that cutting these programs was going to be helpful to the university.

Dan Johnson motioned to bundle items 11a-11g. Seconded by Linda Hunt. Motion carried with two abstentions.

Dan Johnson motioned to pass bundle, seconded by Phil Blau. No discussion. This vote will affirm the affirmation that came from EPCC that we are in favor of retaining these seven programs.

Motion carried with two abstentions.

Program Discontinuation/Warehousing (items h-j)

Tom Piontek motioned to bundle items 11h-11j. Seconded by Linda Hunt. No discussion. Motion passed unanimously.

Cathy Bailey motioned to pass bundle, seconded by Sarah Minter. No discussion. Motion passed unanimously.

New Program & Program Enhancement/Changes (items k-q)

Linda Hunt motioned to bundle items 11k-11q. Seconded by Ginny Pinson. No discussion. Motion passed unanimously.

Cathy Bailey motioned to pass bundle, seconded by Tom Piontek. No discussion. Motion passed unanimously.

GEP additions, Major Course Changes, & Minor Course Changes (items r-oo)

Georgeann Kamer motioned to bundle items 11r-11oo. Seconded by Linda Hunt. No discussion. Motion passed unanimously.

Linda Hunt motioned to pass bundle, seconded by Georgeann Kamer. No discussion. Motion passed unanimously.

12. Adjournment: Motion to adjourn meeting was seconded by Phil Blau at 4:54 p.m.

**Shawnee State University
University Faculty Senate
Treasurer's Report**

As Of: 2018-02-26
Budget Period: 2017-18
Budget Accounts: 10-1010-30-10042-*

Object	Description	FY Budget	Committed	Obligated	Other Consumption	Expenditures	Consumption	Budget Balance	Expended %
61007	Misc Supplies								
62101	Travel	900.00				292.11	292.11	607.89	32.5%
62110	Mileage					97.37	97.37	-97.37	
64104	Rental					325.00	325.00	-325.00	
66199	Miscellaneous	787.50						787.50	
Total		1,687.50				389.48	714.48	973.02	42.3%

Notes:

Sheet1

Respectfully Submitted
James M. Reneau – Treasurer UFS



2017 College Student Survey:

A Nationally Representative Survey of Currently Enrolled Students



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Executive Summary

Nearly all college students today enroll because they hope to improve their employability and ability to advance in a career.

While 73% of incoming freshmen between 2000 and 2009 said getting a better job represented a critical factor in their decision to enroll in college, that percentage has increased to an average of 86% since 2010.¹ The question then becomes — once enrolled, how confident are students that they are being prepared to succeed in the workplace? What role does field of study or student age and year in school play in those assessments? Additionally, how do students use and value university resources that are designed to help them explore career and academic options — like academic advisers and the career services office?

In the spring of 2017, Gallup and Strada conducted a nationally representative survey of currently enrolled college students to address these questions. The survey includes responses from 32,585 currently enrolled college students from 43 randomly selected colleges and universities and is representative of four-year, degree-granting U.S. institutions in terms of control² (public vs. private institutions) and enrollment size.

This report demonstrates that university professors, staff members and institutions can provide career-specific support that exhibits a strong relationship with students' confidence in their preparation for life after college. Moreover, students seek a variety of resources from their school's career services office, though some of the most-valued services are often the least used. Many students also find the guidance they receive from academic advisers about choosing courses and majors to be beneficial, but receive less help from advisers relating those academic decisions to potential career options.

Finally, underserved and underrepresented student populations consider all services that their career services office and academic advisers offer to be particularly helpful. Black and Hispanic students, as well as first-generation and nontraditional college students, rate the help they received from their career services office and academic advisers more positively than do their counterparts.

1 Eagan, K., Stolzenberg, E. B., Ramirez, J. J., Aragon, M. C., Suchard, M. R., & Rios-Aguilar, C. (2016). The American freshman: Fifty-year trends, 1966-2015. Retrieved from <https://www.heru.ucla.edu/monographs/50YearTrendsMonograph2016.pdf>

2 The study excludes private for-profit institutions.

Key findings include:

1

Student confidence in their workforce preparation differs across majors.

Overall, 34% and 36% of current students believe they will graduate with the skills and knowledge they need to be successful in the job market and the workplace, respectively. A majority of students (53%) believe their major will lead to a good job. Students pursuing public service degrees — such as education, social work and criminal justice — report the greatest confidence they will graduate with the skills and knowledge needed for successful workforce outcomes. STEM majors express the most confidence that their chosen field of study will lead to a good job.

2

Nontraditional students feel more prepared than traditional students.

Nontraditional students — defined in this report as those aged 24 and older — are more likely than traditional students to believe they will graduate with the skills and knowledge they need to succeed in the job market and workplace. They are also more confident that their chosen field of study will lead to a good job. Additionally, seven in 10 nontraditional students chose their major prior to enrolling, compared with 60% of traditional students.

3

Students who receive career-specific support feel most prepared for the workforce.

Students who speak often with faculty or staff at their school about their career options; have had at least one university official initiate a conversation with them about their career options; and believe that their school is committed to helping their students find a rewarding career express significantly more confidence in their preparation for the workforce than students who have not experienced the same support.

4

Nearly four in 10 students have never visited their school's career services office or used online career resources, including more than one-third of seniors.

Overall, 39% of current students have never visited their school's career services office or used their online resources. Though juniors and seniors are more likely than first- and second-year students to have used their career services office, still, 35% of seniors say they have never used this resource.

5

Career services resources are particularly helpful for underrepresented and underserved student populations.

While, overall, students find some career services office offerings more helpful than others, black and Hispanic students, as well as first-generation college students and nontraditional students, are more likely than other students to rate the guidance they received from their career services office as very helpful.

6

Students receive helpful advice about courses and programs from academic advisers, but less so about careers and postgraduate options.

Among current college students, 46% say their academic advisers provide very helpful guidance about which courses to take; 39% say academic advisers offer very helpful advice about choosing a major/minor field of study; and about three in 10 students say academic advisers are very helpful in identifying career options (28%) or graduate degree programs (30%).

7

Advising is most helpful to underrepresented and underserved student populations.

Black and Hispanic students, as well as first-generation college students and nontraditional students, rate the help they receive from academic advisers more highly than do their counterparts.





Introduction

A disconnect exists between how employers and higher education leaders view college graduates' preparation for the workforce.

While 96% of chief academic officers of colleges and universities believe that their institutions are very or somewhat effective at preparing students for the workforce, only 11% of business leaders strongly agree.³ One implication of this misalignment is a persistent skills gap in which college graduates lack the abilities that companies need and value.^{4,5}

How, then, can we better prepare future college graduates to succeed in the workforce?

One possible solution is to help students make better-informed decisions about their choice of major by exposing them to a wider range of advice when selecting a field of study. In a study released in September as part of the *Education Consumer Pulse*, Gallup and Strada reported that most U.S. adults received advice about choosing a field of study from their friends and family. However, the much smaller percentage of people who received advice from experts in a field or from their employer and colleagues were most likely to say they would choose the same major if they had to do it over again.

Institutions' career services offices can help facilitate that exposure to different types of advice and information, but previous Gallup research of four-year degree holders shows that only half of graduates nationally visited their school's career services office at least *once*. And, of those who did, they were just as likely to say their experience with career services was not at all helpful as they were to say it was very helpful — 16% each.

Academic advisers represent another possible resource to help students make academic decisions that lead to positive workforce outcomes. Yet, in the Gallup-Strada report exploring where people received advice about their chosen field of study, the helpfulness of advice from college counselors trailed the helpfulness of advice individuals received from other sources.

One perspective that is absent in this discussion is that of currently enrolled college students. How confident are they that their education is equipping them to find and succeed in a career? What role does their chosen field of study play in their beliefs about how they will fare in the workforce? Moreover, what types of career services and academic advising resources do students use and value most?

3 Gallup and Lumina Foundation. (2014). The 2013 Lumina study of the American public's opinion on higher education and U.S. business leaders poll on higher education: What America needs to know about higher education redesign. Retrieved from <https://www.luminafoundation.org/files/resources/2013-gallup-lumina-foundation-report.pdf>

4 Schmid, J. (2012). Skilled trades among hardest jobs to fill. Journal Sentinel. Retrieved from <http://archive.jsonline.com/business/skilled-trades-among-hardest-jobs-to-fill-0s5icuf-155206365.html>

5 Chartered Global Management Account (CGMA). (2012). Talent pipeline draining growth: Connecting human capital to the growth agenda. Retrieved from http://www.globalaccountantweb.com/wp-content/uploads/2012/09/120917-CGMA-Talent-pipeline-report-draft-FINAL_LR.pdf

To assess these questions, Gallup and Strada conducted a nationally representative survey of currently enrolled college students in the U.S. Administered in the spring of 2017, the survey includes responses from 32,585 currently enrolled college students from 43 randomly selected colleges and universities and is representative of four-year, degree-granting U.S. institutions in terms of control (public vs. private institutions) and enrollment size.

The results demonstrate that, though confidence in their readiness for the workforce is not pervasive, there are actionable ways in which colleges and universities can provide career-specific support that has a strong relationship with students' confidence in their preparation for life after college.

Additionally, students seek a variety of resources from their schools' career services office; however, some of the most-valued services are often the least used. Many students find the guidance they receive from academic advisers about choosing courses and majors to be beneficial, but are not receiving as much help from academic advisers as to how those academic choices relate to potential career options.

Finally, underserved and underrepresented student populations consider all services that career services and academic advisers offer to be particularly helpful. Black and Hispanic students, as well as first-generation and nontraditional college students, rate the help they received from career services and academic advisers more positively than do their counterparts.



Preparation for the Workforce



Overall, only about a third of current college students express confidence that they will graduate with the skills and knowledge they need to be successful in the job market (34%) and in the workplace (36%). However, slightly more than half (53%) believe their major will lead to a good job.

	Strongly disagree	2	3	4	Strongly agree
I am confident I will graduate with the knowledge and skills I need to be successful in the job market.	3%	6%	19%	37%	34%
I am confident I will graduate with the knowledge and skills I need to be successful in the workplace.	3%	5%	18%	39%	36%
I am confident my major field of study/studies will lead to a good job.	2%	4%	12%	29%	53%

Preparation for the Workforce

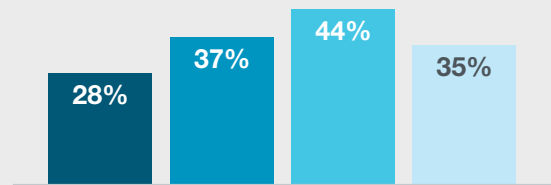
Student confidence in their workforce preparation differs across majors.

Across fields of study, students who are pursuing public service degrees — such as education, social work and criminal justice — report the greatest confidence that the skills and knowledge they are acquiring will lead to successful workforce outcomes. More than four in 10 of these students strongly agree their training is preparing them to excel in the job market (44%) and in the workplace (46%). Slightly more than a third of students majoring in business and STEM fields express that same confidence in their preparation for the workforce, followed by those in liberal arts programs.

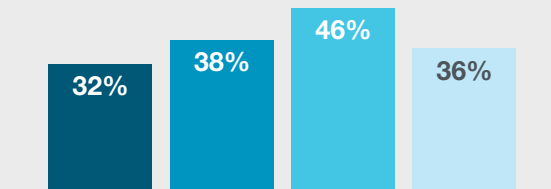
Preparation for the workforce, by major

■ Liberal arts ■ Business ■ Public service ■ STEM

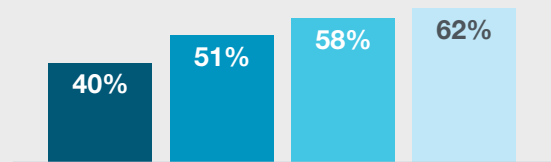
I am confident I will graduate with the knowledge and skills I need to be successful in the job market.



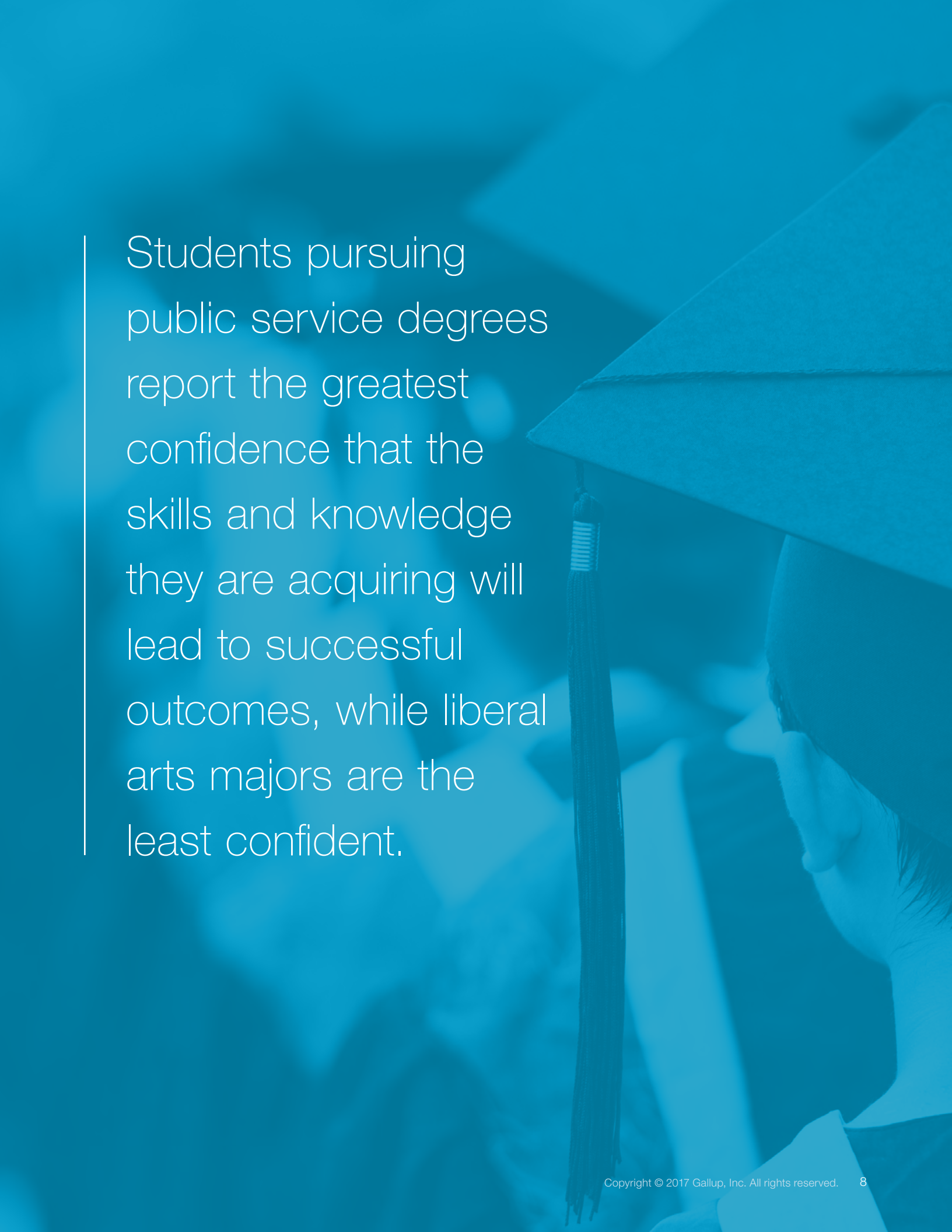
I am confident I will graduate with the knowledge and skills I need to be successful in the workplace.



I am confident my major field of study/studies will lead to a good job.



Students pursuing STEM degrees, though, report the most confidence about their job prospects. Slightly more than three-fifths of these students (62%) strongly agree that their major will lead to a good job, compared with four in 10 students studying in liberal arts majors. A majority of business majors (51%) and students in public service programs (58%) also express confidence that their majors will lead to a good job.



Students pursuing public service degrees report the greatest confidence that the skills and knowledge they are acquiring will lead to successful outcomes, while liberal arts majors are the least confident.

Preparation for the Workforce

Students pursuing STEM degrees report the most confidence about their job prospects.

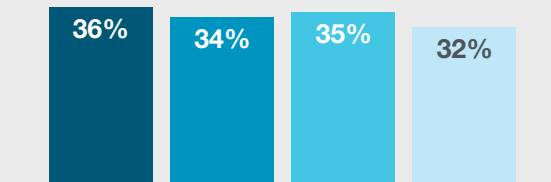
Beliefs about workforce preparation are consistent across classes, though seniors are somewhat less confident about their job prospects.

Interestingly, students who are likely closest to transitioning into the workforce — juniors and seniors — are no more confident than first-year students and sophomores that their education is equipping them for the workforce. About a third of students — regardless of their year in school — strongly agree that they will graduate with the knowledge and skills they need to succeed in the job market and the workplace.

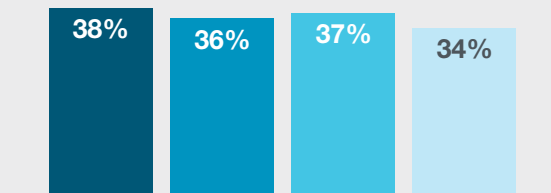
Workforce preparation, by class

■ First-year ■ Sophomore ■ Junior ■ Senior

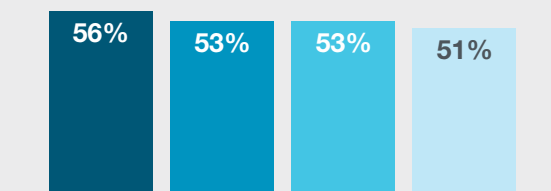
I am confident I will graduate with the knowledge and skills I need to be successful in the job market.



I am confident I will graduate with the knowledge and skills I need to be successful in the workplace.



I am confident my major field of study/studies will lead to a good job.



Preparation for the Workforce

In fact, seniors — students who are likely furthest along in their major programs — are slightly less likely than students earlier in their collegiate careers to believe their major will yield a quality job. While 56% of first-year students strongly agree that their major will lead to a good job, 51% of seniors say the same.

Nontraditional students feel more prepared than traditional students.

The number of nontraditional students, defined in this report as students aged 24 or older, enrolled in U.S. colleges and universities has increased in recent years. These students are often pursuing a college degree to change careers or obtain a promotion in their current career.⁶ And, in fact, nontraditional students express greater confidence than traditional students that their degree will yield positive outcomes for their career. Just more than four in 10 current students aged 24 or older strongly agree that they will have the knowledge and skills required to succeed in the job market (41%) and workplace (43%).

Workforce preparation, by student age

■ Students younger than 24 ■ Students aged 24 or older



6 National Center for Education Statistics. Retrieved from <https://nces.ed.gov/pubs/web/97578e.asp>

Preparation for the Workforce

Moreover, these nontraditional students also express greater confidence about the job prospects that their chosen field of study will afford them. Nearly three-fifths of students aged 24 or older (57%) strongly agree their major will yield a good job, compared with a slight majority of college students younger than 24 (52%) who say the same.

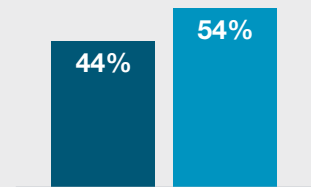
This greater confidence among older students could, in part, be attributable to having clearer goals upon enrollment in a college program. Seven in 10 nontraditional students decided their chosen field of study prior to enrolling, compared with 60% of traditional students.

Many of these older students may be enrolling in a specific program required for advancement in their current career, and thus feel more confident about its applicability after graduation. In fact, nontraditional students are also less likely than traditional students to have second thoughts about the institution they are attending and the major they are pursuing. A majority of current students aged 24 or older would still attend the same school (54%) and select the same major (60%), compared with 44% and 53%, respectively, of students younger than 24 who say the same.

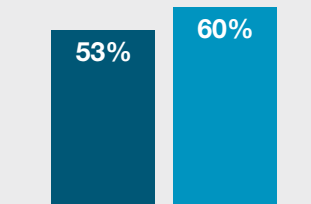
“Second thoughts,” by student age

■ Students younger than 24 ■ Students aged 24 or older

If I had to do it all over again, I would still enroll at my school.



If I had to do it all over again, I would select the same major.



Preparation for the Workforce

Students who receive career-specific support feel the most prepared for the workforce.

Current college students who have received career-specific support from their university express substantially greater confidence in their future workforce prospects. Just under half of current students (46%) speak often or very often with faculty or staff at their school about their career options. And those who do report greater confidence, compared with students who rarely or never discuss careers with faculty and staff, that they will graduate with the skills and knowledge they need to succeed in the job market (42% vs. 27%) and the workplace (45% vs. 29%). They are also 13 percentage points more likely to believe their major will lead to a good job.

Career support and workforce preparation, by frequency of consulting faculty

	Very often/Often speak with faculty and staff members about potential career options	Rarely/Never speak with faculty and staff members about potential career options
I am confident I will graduate with the knowledge and skills I need to be successful in the job market.	42%	27%
I am confident I will graduate with the knowledge and skills I need to be successful in the workplace.	45%	29%
I am confident my major field of study/studies will lead to a good job.	60%	47%

Preparation for the Workforce

Moreover, students who report that at least one professor, faculty or staff member has initiated a conversation with them about their career options — 63% of currently enrolled students — are also more assured of workforce success. These students express greater confidence that they will graduate with the skills they need to excel in the job market (39% vs. 25%) and the workplace (41% vs. 28%), in addition to being 11 points more likely to believe their major will yield a good job.

Career support and workforce preparation, by faculty-directed career conversations

	Yes: At least one professor, faculty or staff member has initiated a conversation with you about your career options	No: At least one professor, faculty or staff member has initiated a conversation with you about your career options
I am confident I will graduate with the knowledge and skills I need to be successful in the job market.	39%	25%
I am confident I will graduate with the knowledge and skills I need to be successful in the workplace.	41%	28%
I am confident my major field of study/studies will lead to a good job.	57%	46%

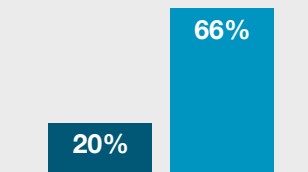
More broadly, students who believe that their school's faculty and staff are committed to helping students find a rewarding career express the greatest confidence in their own career prospects. Seven in 10 students who express this belief say they will graduate with the knowledge and skills they need to succeed in the workplace; nearly as many say the same about their preparation for the job market (66%). And almost three-fourths of students who hold this belief (74%) are confident that their chosen field of study will lead to a good job.

Preparation for the Workforce

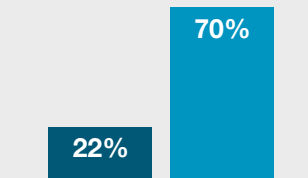
Career support and workforce preparation, by faculty commitment to help students find careers

- Do not strongly agree faculty and staff are committed to helping students find a rewarding career
- Strongly agree faculty and staff are committed to helping students find a rewarding career

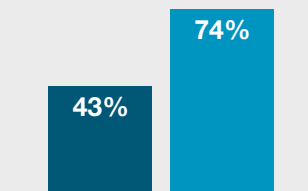
I am confident I will graduate with the knowledge and skills I need to be successful in the job market.



I am confident I will graduate with the knowledge and skills I need to be successful in the workplace.



I am confident my major field of study/studies will lead to a good job.



Career Services — Use and Helpfulness



Nearly four in 10 students have never visited their school's career services office or used online career resources, including more than one-third of seniors.

A previous Gallup study found that only half of graduates nationally visited their school's career services office during their time as an undergraduate, and very few found those experiences helpful.⁷ Among current college students, 39% say they have never visited their school's career services office.

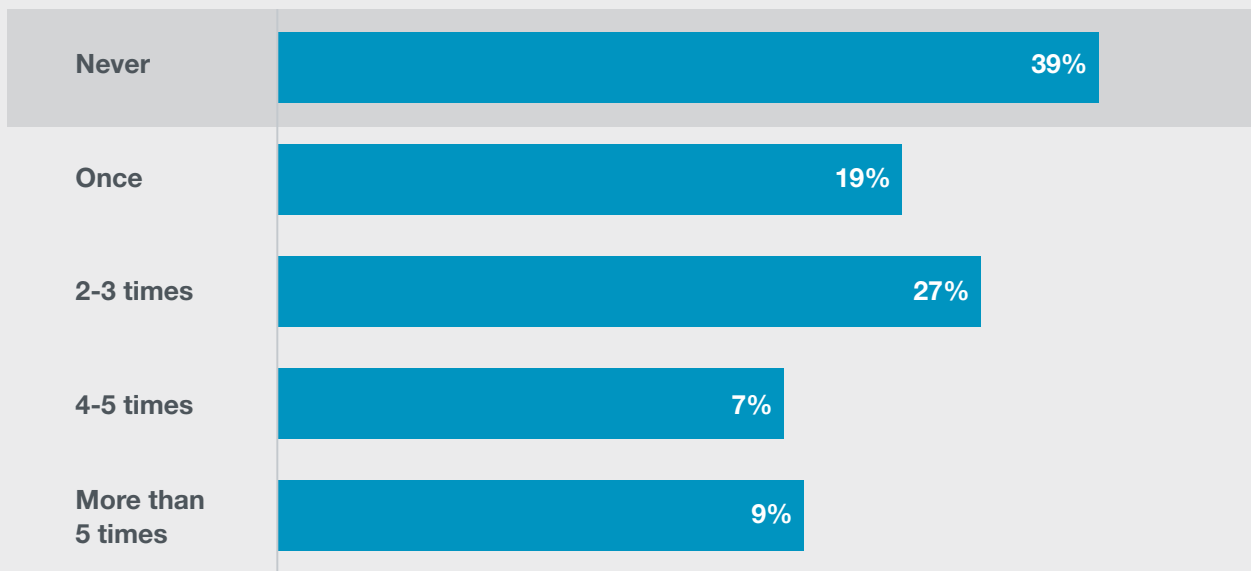
Among current college students, **39%** say they have never visited their school's career services office.

⁷ Auter, Z. & Marken, S. (2016). One in six U.S. grads say career services was very helpful. Gallup. Retrieved from <http://www.gallup.com/poll/199307/one-six-grads-say-career-services-helpful.aspx>

Career Services — Use and Helpfulness

Number of times visited career services or used school's online career resources

Throughout your time at school, about how often have you visited the career services office or used online career resources provided by the college/university?



Though students who are more advanced in their college tenure have interacted more frequently with their career services office compared with first-year students, many have yet to visit their school's career services office or use their online career resources. While 45% of first-year students have not used their school's career resources, more than a third of juniors (39%) and seniors (35%) report the same.

Most students use career services office for resume help and general advice, but other less-used services are considered helpful.

College students seek guidance from their school's career services office for a variety of reasons. Most often, students are in search of help crafting their resume (60%) or general advice about potential career options (57%). Though less frequently, students also use career services for help locating a job on or off campus (38%) or to take a skills assessment (25%). Only rarely do students consult their school's career services office for help finding a job after graduation (18%) or for finding potential graduate programs (13%) and applying to them (12%).

Career Services — Use and Helpfulness

Use and helpfulness of career services

■ % Used service ■ % Service very helpful



Career Services — Use and Helpfulness

Among those who have used their school's career services office, students find the help they received honing their resume to be most helpful (48%). Otherwise, students find the *least* commonly used resources to be the *most* helpful. About two-fifths of students say the guidance they received from career services in identifying and applying to graduate programs was very helpful, even though only about one in 10 students used the career services office for those purposes.

The career services office is particularly helpful for underrepresented and underserved student populations.

While, overall, students find some career services office offerings more helpful than others, black and Hispanic students, as well as first-generation college students and nontraditional students, are more likely to rate the guidance they received as very helpful.

Black and Hispanic students, as well as first-generation college students and nontraditional students, are more likely to rate the guidance they received as very helpful.

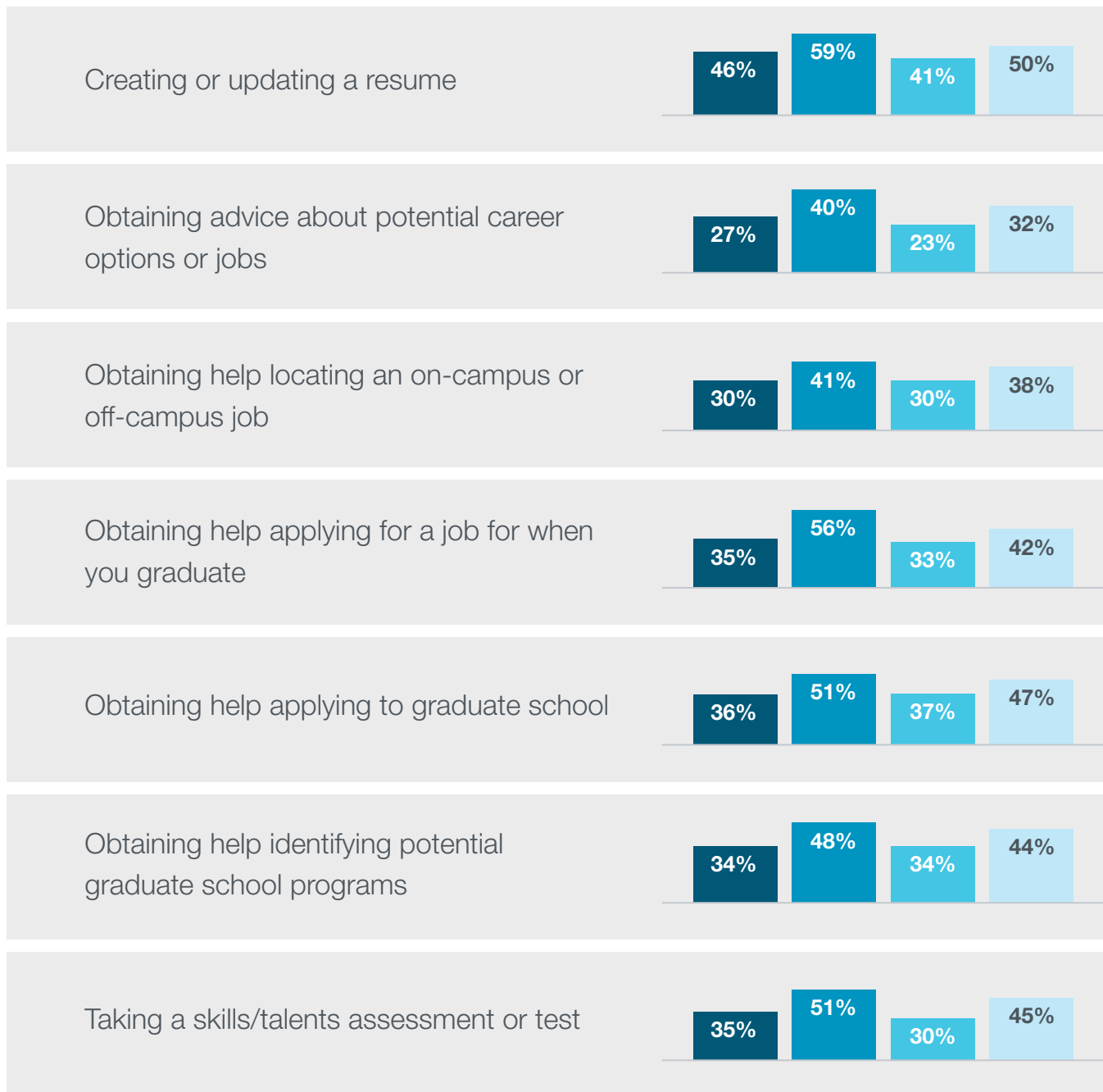


Career Services — Use and Helpfulness

In fact, for each of the career services office offerings, black and Hispanic students rate the guidance they received more positively than do white and Asian students. On average, black students rate the help they received from career services 13 points higher than white students — including a 21-point difference for aid in applying for a job for after graduation. Hispanic students rate the helpfulness of the assistance they received eight points higher than do white students, on average.

Helpfulness of career services, by race

■ White ■ Black ■ Asian ■ Hispanic



Career Services — Use and Helpfulness

A similar pattern emerges for first-generation college students. For each career services office resource, first-generation students are more likely than other students to rate the guidance they received as very helpful. The difference is greatest for those who sought help obtaining a job after graduation and for those wanting guidance identifying and applying to graduate programs. For all services, first-generation students are five to seven points more likely than their counterparts to say the aid they received was very helpful.

Helpfulness of career services, by parental education

■ Not first-generation student ■ First-generation student



Career Services — Use and Helpfulness

For nontraditional students, the career services office is particularly helpful when applying for jobs after graduation and for graduate school programs. Students aged 24 or older are seven to eight points more likely than students under the age of 24 to find the guidance they received in these areas very helpful. And, except for help finding student jobs (on or off campus), nontraditional students rate the help they received from career services higher than do their traditionally aged peers.

Helpfulness of career services, by student age

■ Students younger than 24 ■ Students aged 24 or older



Student Advising — Use and Helpfulness

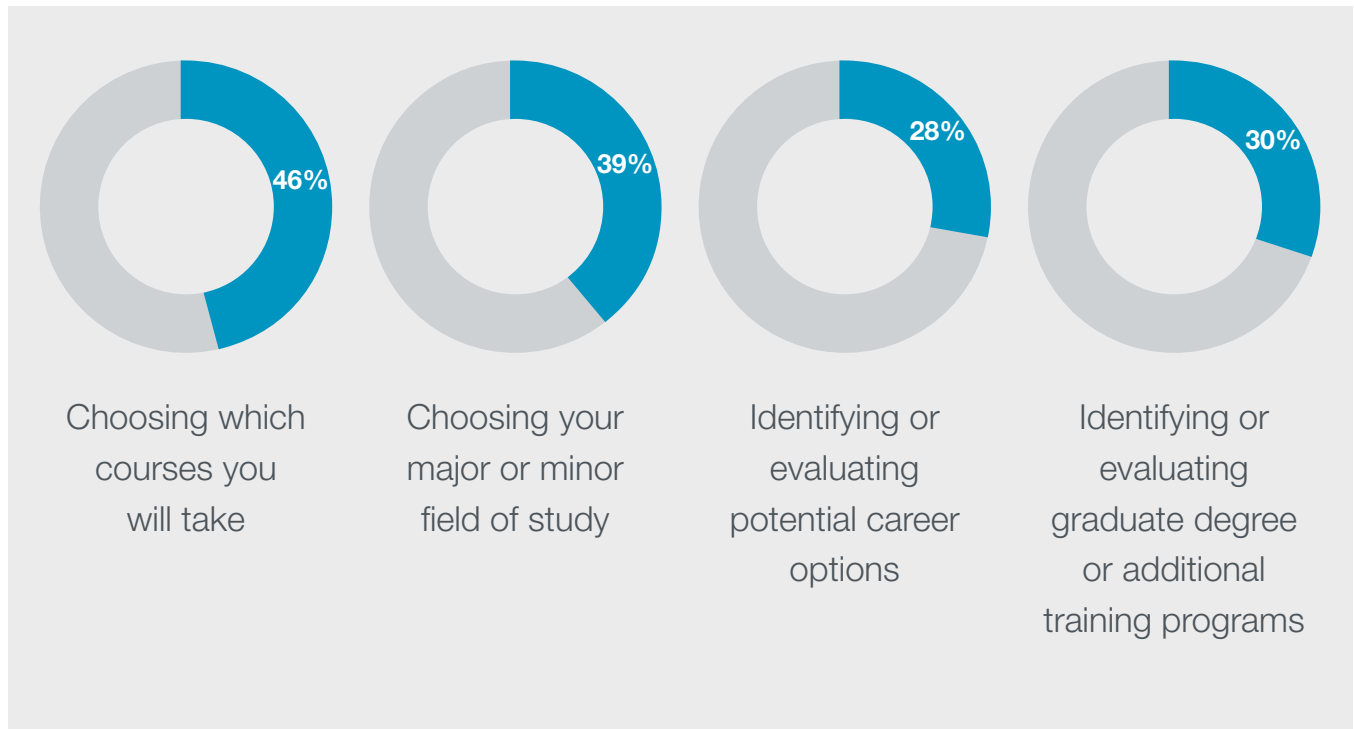


Students receive helpful advice about courses and programs from academic advisers, but less so about careers and postgraduate options.

Just under half of current college students (46%) say their academic advisers provide very helpful guidance about which courses to take. Additionally, about four in 10 say academic advisers offer helpful advice about choosing a major/minor field of study. However, fewer current college students report that their academic advisers are very helpful in identifying career (28%) or graduate degree (30%) options.

How helpful has/have your academic adviser(s) been to you in each of the following areas?

■ % Very helpful (among those who have met with an academic adviser)





While **46%** say their academic advisers provide very helpful guidance about which courses to take, only **28%** report academic advisers are very helpful in identifying career options.

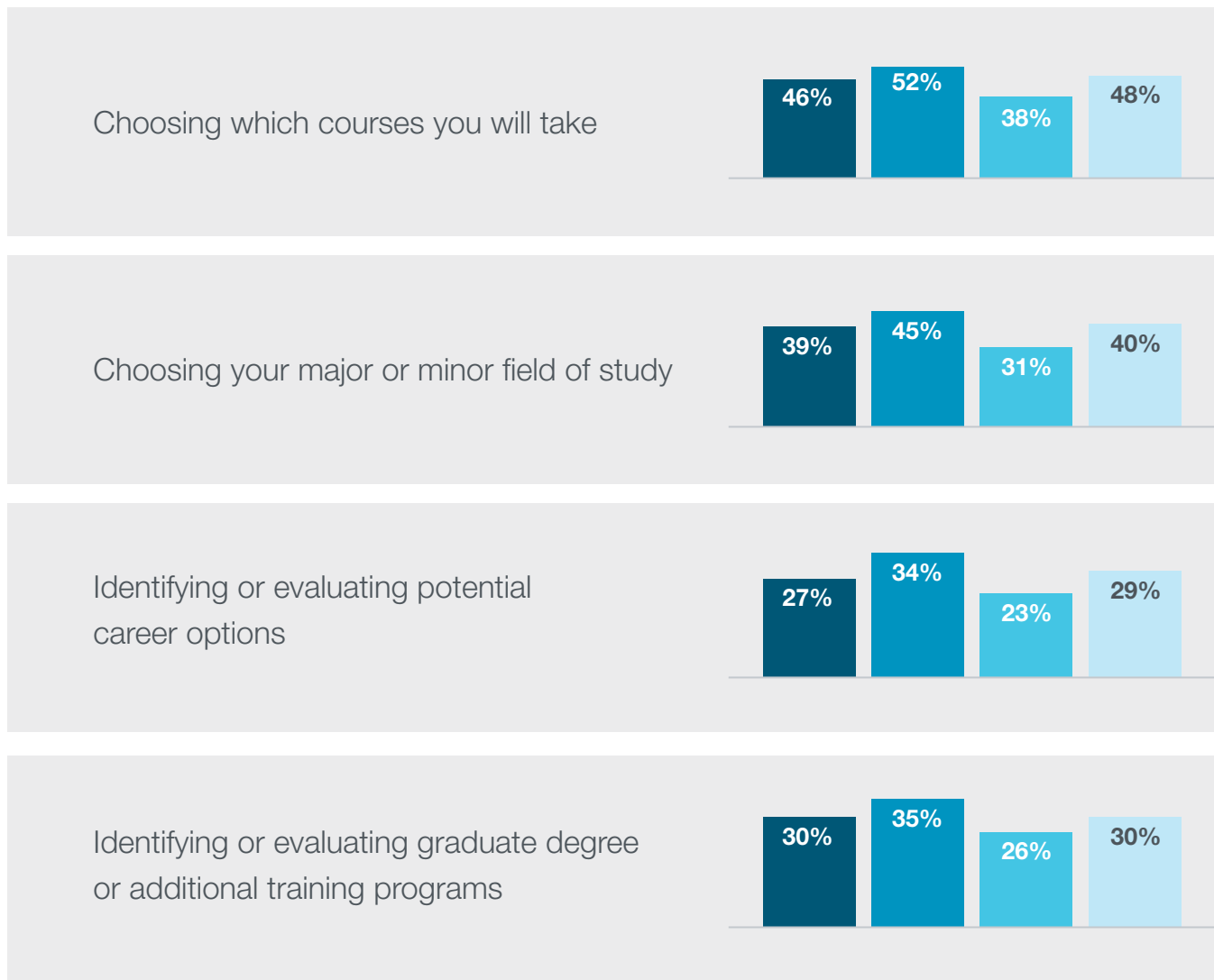
Student Advising — Use and Helpfulness

Advising is most helpful to underrepresented and underserved student populations.

As with their evaluations of career services, black and Hispanic students, as well as first-generation college students and nontraditional students, rate the help they receive from academic advisers more highly than do their counterparts.

Academic advisers very helpful, by race

■ White ■ Black ■ Asian ■ Hispanic



For each area of guidance that academic advisers provide, black students find the aid they received most helpful, while Asian students find the advice they received least helpful. About half of black students — and only slightly fewer Hispanic students —

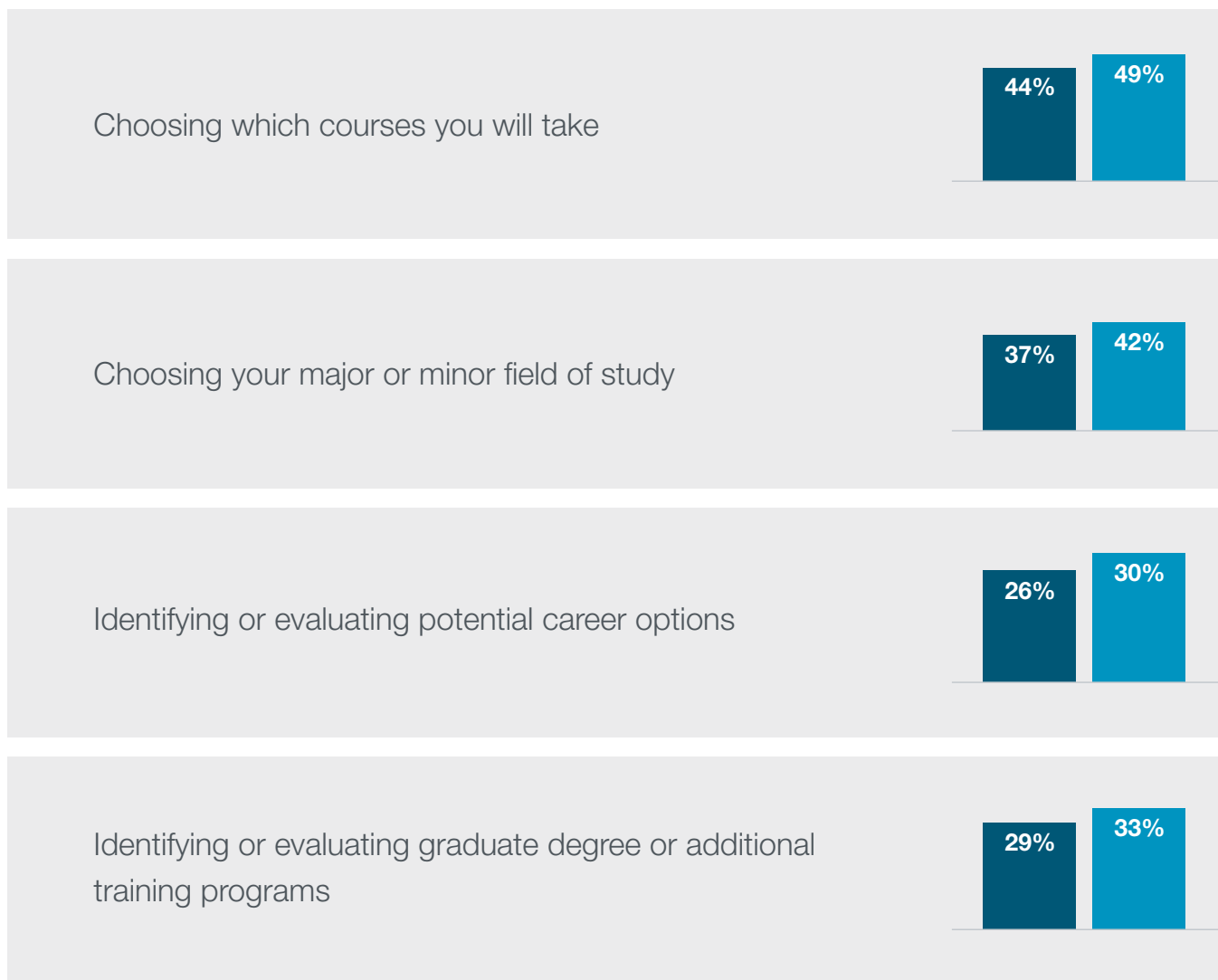
Student Advising — Use and Helpfulness

rate the guidance they received from academic advisers about choosing courses and a field of study as very helpful, but about a third say they received helpful advice about career and postgraduate programs.

Likewise, first-generation college students and nontraditional students also find the guidance they received from academic advisers to be particularly helpful. Across each form of advising, these students are more likely than their counterparts to rate the advising they received as very helpful.

Advising helpfulness, by parental education

■ Not first-generation student ■ First-generation student



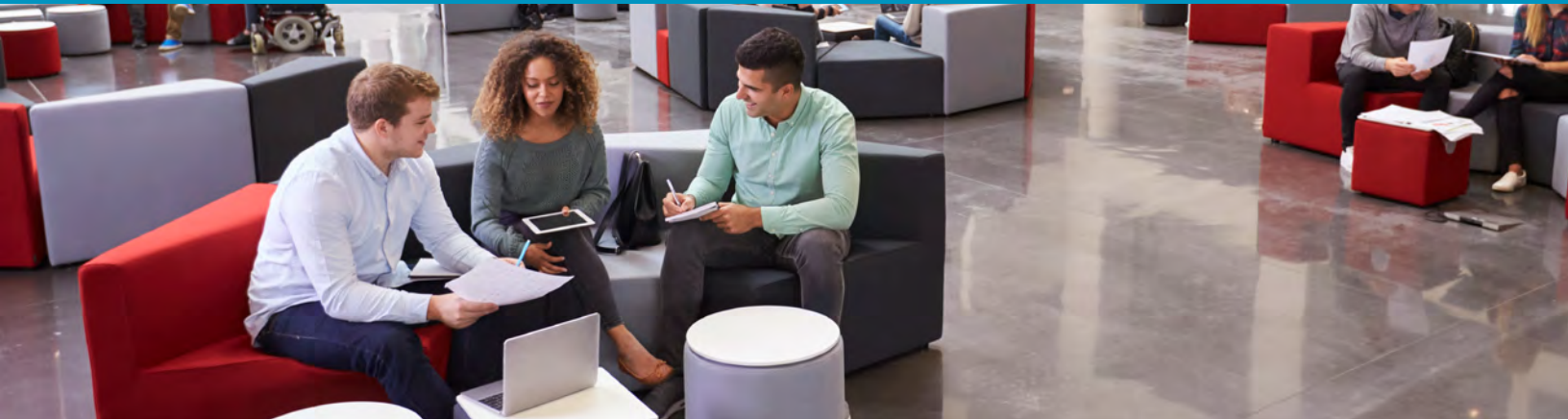
Student Advising — Use and Helpfulness

Advising very helpful, by student age

■ Students younger than 24 ■ Students aged 24 or older



Implications



The findings of this report offer actionable and achievable ways that universities can improve students' confidence in their readiness for the workforce. Encouraging faculty and staff to initiate conversations with students about potential career options may expose students to ideas and career options they had not previously considered, while perhaps also helping faculty to understand how they can make more direct links between students' coursework and their future careers.

Likewise, universities can push students to seek out conversations with faculty members about career options. In doing so, universities open a dialogue between faculty and students about the relationship between academic studies and future careers — one that stands to benefit all parties.

This research can also help educators understand that an emphasis on quality career services and academic advising, while inherently beneficial to all students, can be particularly useful in serving underrepresented and underserved student populations. Black and Hispanic students, as well as first-generation and nontraditional students, are more likely than their peers to benefit from the guidance that these services provide.

Higher education policymakers and researchers have long sought the most effective ways to increase access to higher education for these underserved and underrepresented student populations. However, it is just as critically important that these students receive the guidance they need to progress and complete their degree poised to succeed after graduation. Schools' career services departments and academic advising programs appear to be particularly important conduits for this type of support, and institutions prioritizing their effectiveness will be better positioned to serve the students who most need that support.

Methodology



Results for this Gallup College Student Survey are based on web surveys conducted March 21-May 8, 2017, as part of the Gallup-Strada study of currently enrolled college students. Gallup randomly selected colleges and universities to participate in the study from the Integrated Postsecondary Education Data System (IPEDS). Colleges and universities were eligible for selection if they were degree-granting institutions awarding four-year degrees and if they were private not-for-profit and public colleges and universities. Forty-three universities participated in the study and provided Gallup email addresses for a random sample of all students enrolled either part or full time at their institution. Gallup sent an email invitation and a series of reminders to students to encourage participation.

The data are weighted to correct for unequal selection probability and nonresponse. The data are weighted to match institution characteristics by enrollment size, census region and institution control. Institution weighting targets are based on the most recent IPEDS database.

For results based on the total sample of 32,585 currently enrolled college students, the margin of sampling error is ± 0.8 percentage points at the 95% confidence level. All reported margins of sampling error include computed design effects for weighting.

Major Classifications



Business	Liberal Arts	Public Service	STEM
Accounting	Art	Criminal Justice	Aerospace
Architecture/Urban Planning	Anthropology	Elementary Education	Agriculture/Natural Resources
Business Administration	Classical and Modern Languages and Literature	Library Science	Animal Biology (Zoology)
Economics	English (Language and Literature)	Music/Art Education	Astronomy and Astrophysics
Entrepreneurship	Ethnic/Cultural Studies	Physical Education/Recreation	Atmospheric Sciences
Finance	Geography	Public Policy	Biochemistry/Biophysics
Healthcare Administration/Studies	History	Secondary Education	Biological/Agricultural Engineering
Hospitality/Tourism	Media/Film Studies	Security and Protective Services	Biology (General)

Major Classifications

Business	Liberal Arts	Public Service	STEM
Human Resources Management	Music	Social Work	Biomedical Engineering
International Business	Philosophy	Special Education	Building Trades
Journalism/Communication	Political Science	Theology/Religion	Chemical Engineering
Management	Psychology	Early Childhood Education	Chemistry
Marketing	Sociology		Civil Engineering
Real Estate	Theatre/Drama		Clinical Laboratory Science
	Women's/Gender Studies		Computer Engineering
	Other		Computer Science
			Computer/Management Information Systems
			Data Processing or Computer Programming
			Drafting or Design
			Earth and Planetary Sciences
			Ecology and Evolutionary Biology

Major Classifications

Business	Liberal Arts	Public Service	STEM
			Electrical Engineering
			Electronics
			Engineering Science/Engineering Physics
			Environmental Science
			Environmental/ Environmental Health Engineering
			Health Technology
			Industrial/ Manufacturing Engineering
			Kinesiology
			Marine Biology
			Marine Sciences
			Materials Engineering
			Mathematics/ Statistics
			Mechanical Engineering

Major Classifications

Business	Liberal Arts	Public Service	STEM
			Mechanics
			Microbiology
			Military Sciences/ Technology/ Operations
			Molecular, Cellular, and Developmental Biology
			Neurobiology/ Neuroscience
			Nursing
			Pharmacy
			Physics
			Plant Biology (Botany)
			Robotics Engineering
			Therapy (Occupational, Physical, Speech)

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