



Using Career Pathways Data to Change Program Culture

Wojtek Chodzko-Zajko



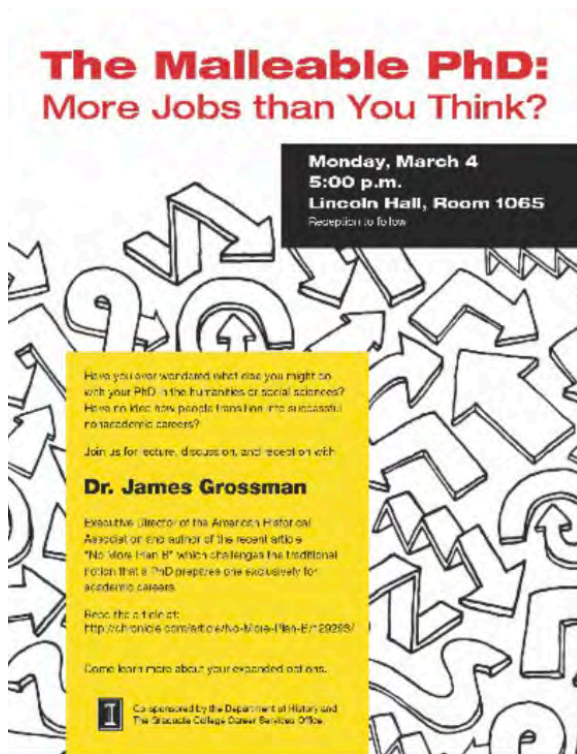
1. Why Collect Career Outcome Data?



- Increasing Emphasis on Graduate Careers
- Changing nature of work
- Demands for Accountability
- Crumbling Ivory Tower

2. Who are the Consumers?

- Prospective students
- University Community
- Advancement
- Legislators/Policy Makers/Board of Trustees
- Funding agencies – impact of research

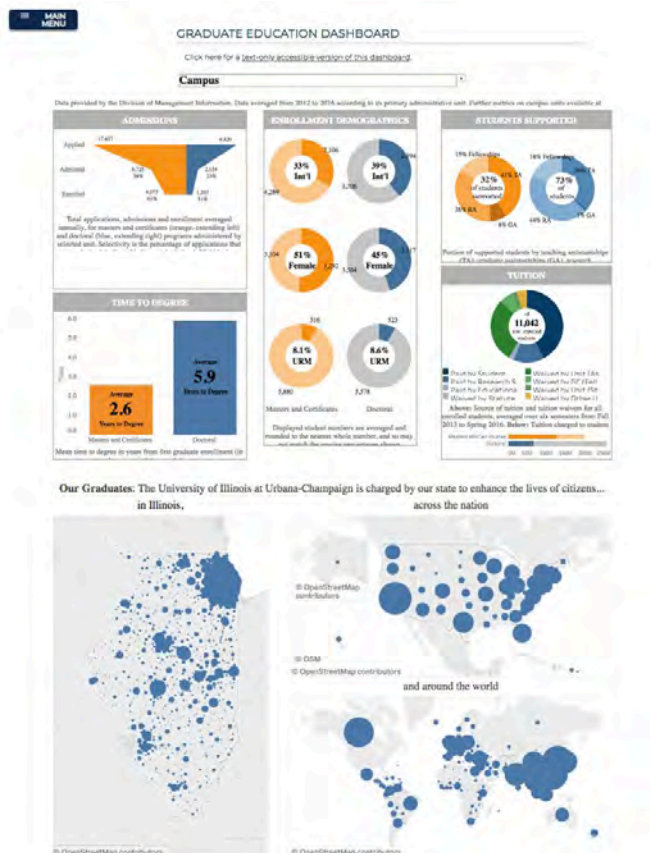


3. What information is most meaningful to each stakeholder group?



- Career category
- KSA's
- Salary
- Location
- Contact information

4. How often should you collect data?



- Continuously
- Annually
- Every few years
- Once a decade

5. Options for collecting data

Do It Yourself



- ✓ Departmental tracking
- ✓ Exit Surveys
- ✓ Alumni Surveys
- ✓ Web scraping

5. Options for collecting data

National Initiatives and Professional Associations

PARTICIPATING UNIVERSITY

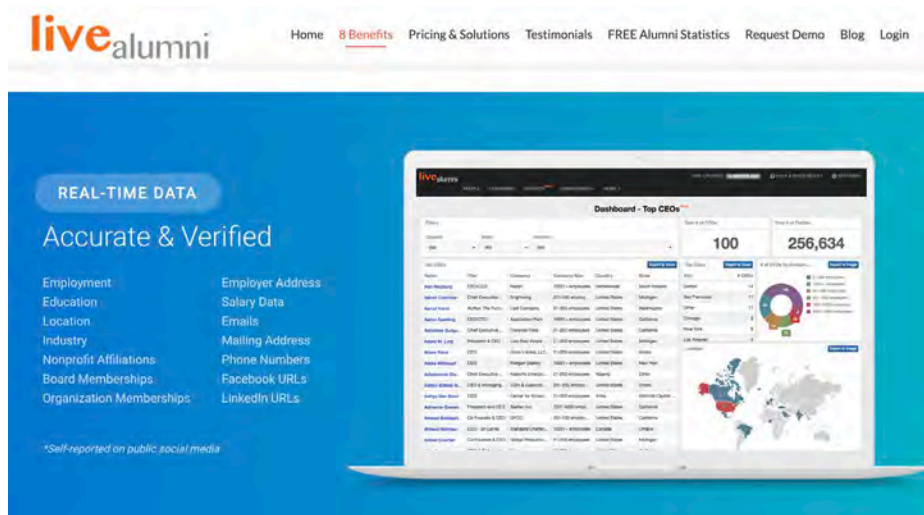


A PROJECT OF THE COUNCIL OF GRADUATE SCHOOLS

- ✓ CGS Career Pathways
- ✓ AAU
- ✓ Coalition NGLS
- ✓ NSF Survey of Earner Doctorates
- ✓ AHA

5. Options for collecting data

External Vendors



- ✓ Academic Analytics
- ✓ LiveAlumni
- ✓ EMSI

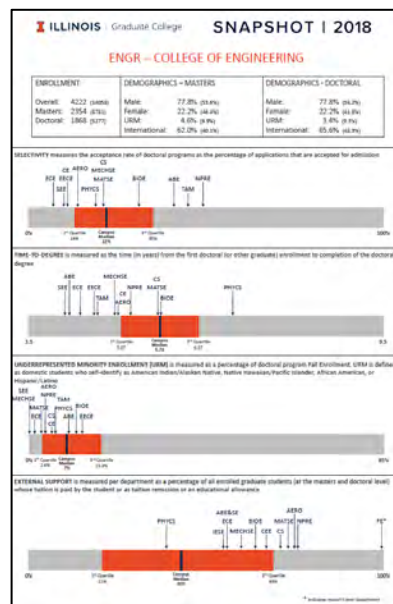
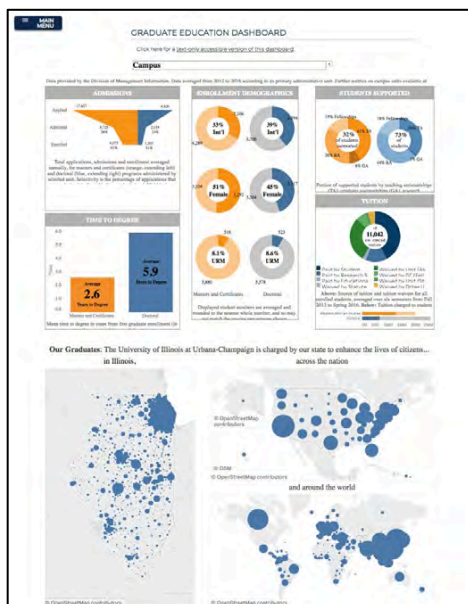
6. What is your data worth?



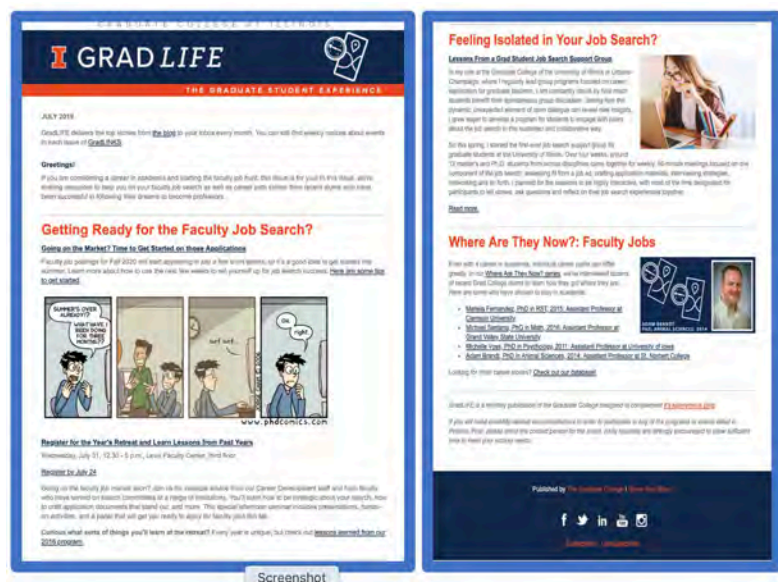
- How much should you budget for data collection?
- What is the cost of data analysis?
- What are the dissemination and communication costs?

7. Sharing data internally and externally

- Who sees what?
- Publicly available data
- Internally available data
- Should students have access to everything?
- Must all departments participate?



8. Data Presentation Options



- Institutional data repositories
- Dashboard and visualizations
- Reports and evaluations
- Newsletters
- Publications
- Social media

9. How do you use data for program improvement?



- Changing the curriculum?
- Professional development programming?
- Career counseling?
- Graduate student mentoring?

10. Validity and Reliability Considerations




- Sample size
- Representativeness of the sample
- Selection bias
- At what level can meaningful inferences be made (program, department, college, institution, all masters, all doctoral, etc).
- Common definitions for key variables

11. Beyond careers?

GRADUATE COLLEGE AT ILLINOIS

I GRAD EXPERIENCE 2018

A GRADUATE EDUCATION SNAPSHOT



To assist graduate programs, the Graduate College has created Grad Experience.

This interactive data tool provides information from annual surveys sent to first and final year doctoral students. The Graduate College is committed to sharing information about key graduate education metrics and performance indicators as broadly as possible. Information in Grad Experience is restricted to those with a University of Illinois NetID.

Grad Experience provides information for the following six categories:

- Satisfaction**
Measures doctoral student satisfaction with their program of study
- Collegiality**
Measures doctoral student assessment of program collegiality
- Program Requirements**
Measures doctoral student understanding of program requirements
- Financial Support**
Measures doctoral student perceptions of adequacy of financial support
- Advising**
Measures doctoral student satisfaction with the advising relationship
- Career Preparedness**
Measures doctoral student assessment of career preparedness

The Graduate College at the University of Illinois recently joined the gradSERU consortium of research universities that shares information about student experience and satisfaction. In the near future, departments will be able to compare student experience data for their program relative to similar programs at a number of major peer institutions.

For additional data about graduate education at Illinois, visit the publicly available [Graduate Education Dashboard](#). For questions about Grad Experience or the Graduate Education Dashboard, contact us at grad@illinois.edu.

- Student satisfaction
- Preparation for careers
- Career Mobility
- Career Values
- Work/Life balance