VITAE BENCHMARKING EXERCISE

I. RELEVANCE OF LEARNING

_____

"Relevance of learning" refers to processes and practices in program planning, program development, course design, and curriculum review that align curricula with employer needs and industry expectations. Begin by measuring how well your institution aligns course requirements with learning outcomes, so that employers' expectations can be met.

a. How often does your institution review course contents and/or courses to ensure relevance? *

☐ At least once a year.
☐ Every two years.
☐ As required by the regulator.

b. Are employers/industry involved in the curriculum review process? *

☐ Yes, through program advisory committees at the program/program cluster level on an annual basis.
☐ Yes, engagement with professional associations/industry is mandatory for all programs during program review.
☐ Yes, engagement with professional associations/industry is mandatory for some programs as required by the regulator.
☐ No, we don't engage with industry during the curriculum review process.

If answered "yes" to (b):

c. How many industry representatives does each advisory committee/board have at the program level? *

☐ 5 or more.
☐ 3 or 4.
☐ 1 or 2.

d. How many teaching staff are industry practitioners or have work experience in the fields they're teaching in? *

☐ More than 40%.
☐ From 25-40%.
☐ From 15-25%.
☐ Less than 15% OR we don't collect the data.
☐ I don't know.

e. Does your institution provide access to a learning management system? *

    ☐ Yes, all courses have access and teaching staff are required to use it.
    ☐ Yes, all courses have access but teaching staff aren't required to use it.
    ☐ Yes, but access is granted only upon teaching staff request.
    ☐ No.

f.   Does your institution incorporate soft skills as core literacies in all its courses (e.g. communication skills, teamwork, and problem solving)? *

    ☐ Soft-skills/employability skills are embedded in course design and faculty are provided with in-service faculty development/training focused on pedagogy, including teaching with technology.
    ☐ Yes, soft skills are considered core literacies in course design for all courses and programs.
    ☐ Yes, but soft skills are taught in core/common courses only.
    ☐ No.

g.   Does your institution provide digital literacy training to all students (including how to communicate effectively, find and evaluate information, and use the Internet safely to create and share digital content)? *

    ☐ Yes, it's offered to all students.
    ☐ Yes, it's offered in certain programs only.
    ☐ No, but computer skills training (basic and/or discipline-specific software) is offered to all students.
    ☐ None of the above.

II. STRATEGY AND EMPLOYMENT OUTCOMES

_____

Next we take a look at whether your institution is connecting governance and decision-making to a formal employability strategy, and whether you collect evidence on graduate employability to inform decision-making.

a. Does your institution have a formal strategy focused on employability? *

☐ Yes, we have a formal strategy which articulates student employability goals and established KPIs to monitor employability outcomes.
☐ Yes, we have a formal strategy which articulates student employability goals.
☐ We have a formal strategic plan but it doesn't have goals for student employability.
☐ No, we don't have a formal strategy.

b. Does your institution monitor the employment outcomes of its graduates? *

☐ Yes, we collect employment outcomes (employment rate, graduate/employer satisfaction/salary progression) by program at multiple intervals post-graduation.
☐ Yes, we collect graduate employment rates on an annual basis.
☐ Yes, although we do not have a formal data collection mechanism, but have informal/ad hoc information on graduate employment rates.
☐ No information is collected.

If answered "yes" to (b):

c. How many students have full-time employment within one year of completion of studies? (Data should represent your program that has the highest enrollment). *

☐ More than 60%.
☐ 40-60%.
☐ 20-40%.
☐ Less than 20%.
☐ I don't know.

d. How many students have full-time employment in their field of study within one year of completion of studies? (Data should represent your program that has the highest enrollment). *

☐ More than 60%.
☐ 40-60%.
☐ 20-40%.
☐ Less than 20%.
☐ I don't know.

e. How do graduate employment rates at your institution compare to the national average (in the relevant programs that you offer)? *

☐ Above the national average.
☐ On par with the national average.
☐ Below the national average.
☐ I don't know.

III.   EMPLOYER ENGAGEMENT
_____

Check how your institution stacks up when it comes to engaging with employers on industry-academia partnerships. See how advanced your commitment is in relation to your peers, in the areas of entrepreneurship, customized programs for industry, and work-integrated learning.

a. Does your institution have resources and/or activities related to entrepreneurship and self-employment? *

☐ Yes, available to all students, including courses, pedagogy, extracurricular (incubators, hackathons, student-run/faculty-supervised operations).
☐ Yes, available to all students in certain programs, including courses, pedagogy, extracurricular (incubators, hackathons, and student-run/faculty supervised operations).
☐ Faculty members provide entrepreneurship mentorship.
☐ No.

b. Does your institution have a dedicated corporate business development or executive training unit that designs custom programs for companies, industries, and/or organizations? *

☐ Yes.
☐ No.
☐ I don't know.

c. Does your institution support students seeking work-integrated learning opportunities? *

☐ Yes, all students interested in WIL (internships/co-ops, etc.) are assisted by the institution.
☐ Yes, but we only assist students for whom WIL is a mandatory graduation requirement.
☐ We post internship opportunities for students, but do not assist with placement.
☐ No, we do not provide assistance to students seeking WIL placements.

If answered other than "no" to (c):

d. Which of the following best describes your support for WIL? Please select all that apply. *

☐ We have dedicated staff providing internship placement assistance to students, for both mandatory and optional/elective placements.
☐ WIL experience is eligible for academic credit.
☐ Most WIL placements are paid.
☐ WIL experience is assessed by the employer, student, and staff.
☐ WIL experience has articulated learning outcomes in all programs where WIL is a graduation requirement.
☐ We have formal agreements with companies that host our students for WIL on a regular basis.
☐ We support students taking part in virtual WIL by providing digital literacy training and orientation.
☐ More than 50% of students participate in at least one WIL experience during their undergraduate studies.

IV.   CAREER SERVICES
_____

Determine how well your institution is advising, counseling, and coaching students through a career services center. Assess whether your institution is on par with others in providing students a hub where they can explore career options that align with their strengths, gain information on employment options, and find jobs.

a. Does your institution have a career services center (department/office)? *

☐ Yes, we have a career services center focused on preparing students for careers upon graduation.
☐ Yes, although we do not have a career services center, we offer career services to students in individual schools/faculties/departments.
☐ Yes, although we do not have a career services center, we provide an online career services platform.
☐ No, we do not have any resources dedicated to preparing students for careers upon graduation.

If answered "yes" to (a):

b. Which of the following career services are offered to your students? Please select all that apply. *

☐ Resumé review.
☐ Mock interviews or interview techniques.
☐ Building an online professional profile.
☐ Negotiating job offers/salaries.
☐ Job postings.
☐ Career fairs and events.
☐ Employers engaged as guest lecturers and mentors.
☐ Work-integrated learning/experiential learning opportunities.
☐ Personality/professional aptitude assessments.
☐ Personalized career counseling.
☐ Career or internship preparation courses (elective or mandatory).
☐ Career coaching (with certified career coaches).
☐ Career mentoring programs (should be separated out from guest lecturers).
☐ Career development learning embedded into the curriculum.
☐ Industry-linked micro credentials.
☐ None of the above.

If answered other than "none of the above" to (b):

c. Are career counseling and/or career development activities offered online? *

☐ Both personalized and group workshops are offered online.
☐ Group workshops are available online, but no personalized counseling or coaching.
☐ Limited services are online, such as job posting.
☐ No services are online.

d. What is the ratio of career counseling/services staff to students? *

☐ 1 staff to <2,500 students.
☐ 1 staff to 2,500 - 5,000 students.
☐ 1 staff to 5,001+.
☐ We don't have staff dedicated to career counseling/services.

e. Does the institution have processes and procedures in place to manage job postings on an online job board? *

☐ Yes, we have a network of company contacts with whom we actively engage to update our online job board. There are also agreements with companies to enhance employment opportunities for graduates.
☐ Yes, we have a network of company contacts with whom we actively engage to update our online job board.
☐ Yes, we post jobs on our online job board but only occasionally as they become available.
☐ No, we do not have an online job board.

V. ALUMNI
_____

Find out whether or not your institution is harnessing alumni as agents of employability.

a. Does your institution engage alumni to support the employability of students? *

☐ Yes.
☐ No.

If answered "yes" to (a):

b. How are alumni engaged? Select those activities that apply. *

☐ Student mentorship.
☐ Recruitment of graduating students.
☐ Work-integrated learning (WIL) placements (including job shadowing and internships).
☐ Participation in advisory committees or as board members.
☐ None of the above.

c. Are institutional alumni engaged in any of the following? *

☐ Coaches or mentors in institutional incubator/accelerator.
☐ Investors in institutional incubator/accelerator.
☐ Industry partners in applied research projects.
☐ Liaison to procure industry partnerships in infrastructure or access to equipment.
☐ None of the above.

⌀