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Ministry of Science and Higher Education - Ethiopia

USAID'S BUILDING THE CAPACITY OF YOUTH ACTIVITY
Institutional Capacity Development Support to
Ethiopian Higher Education Institutions

***Assessment of the Institutionalization of
Student Employability Development and Career Readiness
in Ethiopian Universities
Pilot Year Evaluation Report***

July 7, 2020

Brandeis

THE HELLER SCHOOL
FOR SOCIAL POLICY
AND MANAGEMENT
Center for Youth
and Communities



Save the Children.

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I. EVALUATION CONTEXT AND LESSONS

The Save the Children¹ and Brandeis University (Brandeis) team designed a one-year pilot to provide capacity development support to six universities to strengthen and/or launch student employability development and career readiness infrastructure and programming.

This report focuses on the evaluation and monitoring of strategies related to achieving the two goals associated with USAID's *Building the Capacity of Youth Activity: Institutional Capacity Development Support to Ethiopian Institutions of Higher Education* project:

Expected Result 1: Capacity of Ethiopian higher education institutions is developed to deliver transferable life skills education for their graduates through Career Centers established or improved.

Expected Result 2: Partnerships are developed between higher education institutes, colleges and employers.

Brandeis University's evaluation and monitoring activities began in July 2019 with visits to the six participating universities - Bahir Dar University, Hawassa University, Jigjiga University, Jimma University, Mekelle University, and Samara University – and concluded in May 2020. Brandeis and Save the Children Ethiopia (SCET) worked closely with university leaders, faculty, and staff to implement the capacity development support activities as outlined in the Task Plan. When we implemented the task plan in July 2019, we assumed that we would be able to conduct interviews with groups of people at the universities, and meet with community members and employers throughout the project year. The task plan, as written, included being onsite to complete detailed assessments of institutional changes, challenges, and achievements associated with prioritizing student employability development and career readiness (EDCR).

None of us anticipated that all the pilot activities in the last four months of implementation would be adversely impacted by the global pandemic, COVID-19. Given travel restrictions, we were not able to conduct in-person evaluation site visits as planned. Good evaluation practice would have required us to draw a through line from our first visit, through the capacity building activities during the pilot year, to the final assessment of how far universities had moved along the continuum towards the initiative goals. With the pandemic, we were not able to conduct that last set of assessments both, because of travel restrictions and because the universities shut down in March.

Thus, it is with much gratitude that we acknowledge the extraordinary efforts of our partners at SCET who helped collect data and monitor progress even as our partner universities were required to shut down. Due to these extenuating circumstances the data we have is not as robust as it would have been had the pandemic not occurred; for the same reason the universities did not have the opportunity to fully implement as much of their action plans as they intended. However, there are still valuable lessons to be learned and observations to be

¹ Save the Children US contracted with Brandeis to work in partnership with the Washington, DC office and the Save the Children office in Ethiopia. Save the Children US will be referred to as SCUS and Save the Children Ethiopia will be referred to as SCET.

made from our pre-COVID evaluation activities and from the data our SCET partners were able to collect.

The Brandeis evaluation data and SCET interview notes and observations suggest the following:

1. Though each university is large and complex, **there was widespread, though not universal, recognition among leaders, faculty, and staff of the importance of focusing on student employability development and career readiness as part of realizing higher education’s mission as an economic engine for Ethiopia.** The universities were ready partners in using tools, giving feedback, and engaging in new practices at their institutions.
2. **There is a critical mass of willing and able colleagues at each of the universities that are ready to engage in this transformational work.**
3. **The work, going forward, requires aligning systems and processes within the universities so that all departments and offices see student employability and career readiness as a shared goal university-wide.**
4. Much institutional “change” at the universities appears to have been the result of having to respond quickly to external demands. What our experience and data suggest is that **knowledge is needed about how to manage large-scale, complex change projects so that efforts build on each other and ensure stakeholder ownership and sustainability.**

Using logic models as strategic planning tools, developing action plans as a way to achieve goals, taking advantage of professional development opportunities, and having an understanding of how complex change occurs, are skills and opportunities that Brandeis provided. These were used by the pilot partners resulting in all of the participating universities making some strides toward creating new policies and practices in ways that, given time, have the potential to be scaled and sustained.

5. **Meaningful student engagement strategies remain a critical developmental goal.** There are pockets of good engagement, but it is limited. As student employability development and career readiness programming are developed and deepened, student engagement is a central factor in success and sustainability.
6. The universities engaged in this change initiative will continue to benefit from a cohort approach (i.e. being part of an effort that has opportunities for inter-institutional learning), but due to substantial institutional differences any resource or support must be able to be adapted to each institution’s culture, priorities, and current level of resources. **As the institutionalization of student employability development and career readiness is brought to scale with other universities, cohort models and peer learning opportunities will help institutions succeed in prioritizing and implementing these efforts.**

7. All of the universities were required to connect with TVETs and a number of them have developed on-going meaningful partnerships while others are still early stage partnerships. **The more the university-TVET relationships are strengthened and expanded the more impact higher education will be able to have in their regions and across the country.**
8. **Employer engagement is at an early stage of development.** In most cases, employers have some association with the universities, typically participating in job fairs. For example, except for Bahir Dar and Jimma Universities' association with the textile and hospitality industries respectively, they do not have the type of relationship that could be described as mutually beneficial engagement. Strong relationships between universities and employers require an articulated understanding of their mutual roles. These can vary from co-existence to co-investment, the latter being an intentional, mutual engagement with a shared vision, values, goals, planning and decision making, formal and informal communication, resources, and commitment to continuous improvement. There are evidence-based strategies, practices, and tools for developing university-employer engagement (see *Education Works: Advancing Career Readiness and Private Sector Navigation through University-Employer Engagement Guide*). Capacity building in this area will enable universities to establish new relationships with employers or strengthen existing ones.
9. **All of the universities are at the beginning phase of developing and implementing strategic evaluation and monitoring plans.** Had we been able to work more closely with institutions, and had they been able to continue to serve students, we would have hoped to see some progress on articulating reasonable student, faculty, and institutional outcomes; identification of extant data and the need for new data sources; having capacity to analyze that data; and mechanisms for using it in support of planning and decision making, stakeholder engagement, and partnership development.

II. OVERVIEW OF TASK I: EVALUATION AND MONITORING

Task I involved developing and implementing fundamental elements for a sound approach to planning, monitoring, and evaluating the work. To that end Brandeis' monitoring and evaluation strategies were designed with three primary purposes in mind:

1. In partnership with SCET staff, Brandeis monitored the progress each university was making towards its short-term outcomes as defined in their institutions' action plans. Monitoring efforts focused on the status of the task articulated in each workplan and attended to what was and was not working and the underlying reasons for each, all for the purpose of identifying what supports and technical assistance might be needed for each institution to meet their goals.
2. Brandeis used evidence-based knowledge about successful higher education change initiatives to employ an institution-wide assessment in order to determine the extent to which student employability development and career readiness (EDCR) efforts were being institutionalized at each university.
3. In keeping with its commitment to continuous quality improvement, Brandeis embedded assessment and evaluation designs into all initiative deliverables.

Monitoring and evaluation planning and activities took place between July 2019 and May 2020 and were responsive to known limitations (e.g., a limited time period during which key institutional activities were focused on planning and implementation) and unanticipated threats (e.g., COVID-19, student unrest). What follows is a discussion of the methods that were used, followed by a review of the findings on institutionalization of EDCR overall, career center development, and employer relationships.

A. Research Question

The primary research question was to what extent were student employability development and career readiness practices and policies institutionalized at the six participating universities over the pilot period? Included in this was a particular focus on the establishment of functioning career development centers and services, including the delivery of Transferable Life Skills to all students, and the development or deepening of partnerships with employers.

B. Methods

i. Monitoring

Brandeis consulted with and trained SCET staff as Brandeis Monitoring Partners and created customized monitoring and support forms based on each institution's action plan (see Annex A)². SCET staff used these forms as the basis for interviewing career center directors and other key university stakeholders as available. SCET Monitoring Partners contacted universities between January and early May 2020 to conduct their monitoring activities. SCET monitoring reports were submitted for Bahir Dar, Hawassa, Jigjiga, and Mekelle Universities.

While customized Monitoring and Support Forms were developed for each university based on their individual action plans, the action plans themselves were built around a core set of institutional strategies that were identified through an early logic model development process. These core strategies included: creating mechanisms to engage faculty, students, and other administrators in efforts to promote student employability development and career readiness; development of a career center; developing partnerships with employers; and developing and implementing plans for monitoring, evaluation, and learning. The monitoring interviews focused on questions about the status of these strategies, along with the status of the concomitant institution-specific action steps.

ii. Continuous Improvement

Brandeis values continuous improvement and to that end ensured that assessment was part of the development process of all deliverables. Data that were used to inform the development of project deliverables included: surveys of those who completed the online career development center managers' course; onsite verbal feedback and daily short surveys of participants in the Training of Trainers Transferable Life Skills Curriculum.

Through these 4-day trainings, Brandeis trainers and SCET partners had the chance to interact with 78 participants and received input about the capacity building needs for academic faculty

² Discussed in the January 2020 Brandeis Quarterly Report.

and instructors at the universities. Working in teams, developing student engagement strategies, incorporating positive youth development approaches and practices in their classroom and other activities, and incorporating a hands-on learning approach were all raised as areas for growth and capacity building.

Brandeis team members also coached participants in the online CDC management course and got a more detailed glimpse of how the universities were thinking about and implementing their approaches to EDCR through their responses to performance tasks for each lesson. Some of these lessons learned are highlighted in Section III following Table III.

iii. Assessment of the Institutionalization of Student Employability Development and Career Readiness

Part of the Brandeis monitoring and evaluation process was to assess the extent to which student employability and career development had been institutionalized at each of the participating higher education institutions. Brandeis developed the *Education Works: Assessment of Student Employability and Career Development* rubric to assess levels of institutionalization of EDCR (see Annex B). The rubric was also designed to be used as a tool that universities and other stakeholders could use to better understand their own institution-wide progress on student employability and career development. The rubric enables users to assess where progress has occurred, and what areas need attention. While the underlying concepts of the rubric are based on research, its value as a tool is premised on its being able to be adapted to the specific context of each institution.

Education Works: Assessment of Student Employability and Career Development rubric and sample discussion questions assess the current state of:

- institutional mission, goals, and resources in support of student employability development and career readiness,
- the role of faculty in helping students become career ready,
- student awareness and use of services,
- the role and structure of existing student support services, including Career Development Centers and Women’s Centers, and
- partnerships with employers, TVETs, and community organizations.

The rubric consists of five dimensions (listed below) that are at the core of all institutionalized university change efforts and have been applied to assessing EDCR. Each dimension is broken into aligned components that operationalize the dimension.

Table I
Student Employability Development and Career Readiness Institutionalization
Assessment Rubric Dimensions and Components

DIMENSIONS	COMPONENTS
I. Institutional Philosophy and Mission of Student Employability and Career Development	<ul style="list-style-type: none"> • Definition of Student Employability and Career Development • Strategic Planning • Alignment with Institutional Mission • Alignment with Educational Reform Efforts

II. Faculty Support for and Involvement in Student Employability and Career Development	<ul style="list-style-type: none"> • Faculty Awareness • Faculty Involvement and Support • Faculty Leadership • Faculty Incentives and Rewards
III. Student Support for and Involvement in Student Employability and Career Development	<ul style="list-style-type: none"> • Student Awareness • Student Opportunities • Student Leadership • Student Incentives and Rewards
IV. Community Participation and Partnerships	<ul style="list-style-type: none"> • Community Partner/Employer Awareness • Mutual Understanding • Community Partner/Employer Leadership and Voice • Partnerships with TVETs
V. Career Development Center Standards Summary Matrix	<ul style="list-style-type: none"> • Mission • Program Components • Organization, Management, and Leadership • Human Resources • Financial Resources • Facilities • Technology • Institutional and External Relations • Employer Relations • Program Evaluation, Assessment, and Research

Brandeis piloted the rubric in July 2019 and conducted Rapid Assessments followed by validation briefings with each of the universities. Results from the Rapid Assessment informed the content of university action plans. More details about this phase of the evaluation are in the Brandeis October 28, 2019 Quarterly Report.

Due to COVID-19 Brandeis was unable to conduct the planned on-site assessments in March and April. Instead, Brandeis trained SCET Evaluation and Monitoring partners in using the *Education Works: Assessment of Student Employability and Career Development: Rubric and Discussion Guide*. Access to universities, faculty, administrators, and staff was limited due to COVID-19 related closings and in some cases very few conversations were possible. To the extent possible SCET staff visited the universities, otherwise interviews were conducted by phone.

The institutionalization rubric also includes “Dimension V Career Center Standards” that address the extent to which a Career Center is established and functioning.

The Career Center Standards include ten components:

1. Mission
2. Program Components
3. Organization, Management, and Leadership
4. Human Resources
5. Financial Resources
6. Facilities
7. Technology
8. Institutional and External Relations
9. Employer Relations
10. Program Evaluation, Assessment, and Research

The components represent all the organizational and strategic aspects of a high functioning Career Center. Each of the components (Mission, Program Components, etc.) is operationalized through “key elements.” For instance, “Mission” includes: elements of the Center’s mission aligning with the University mission, the Center’s mission advancing and promoting EDCR, Career services considering the needs of ALL students, and the Center disseminating and regularly reviewing its mission and goals. For each of these the reviewer indicated whether the element was in place (assigning a Y for “Yes”) or was not in place (assigning an N for “No”).

Section III below consists of tables that are based on SCET Partner interviews and observations and show the status of institutionalization and career center development across all institutions for which there was data.

Section IV contains individual institutional profiles, with a more detailed discussion of each university’s progress between July 2019 and May 2020. Each profile is organized around our primary research question, “to what extent were student employability development and career readiness practices and policies institutionalized at the six participating universities over the pilot period?” and is divided into three sections: institutionalization, career center development, and employer relationships.

Data referenced in Sections III and IV was collected by Brandeis University from July 2019 to December 2019, and interview notes and observations were collected by our SCET Partners from January to May 2020. It should also be noted that universities ceased operations in April and May due to COVID-19 which adversely impacted institutions’ capacity to offer EDCR students or implement later-stage elements of their pilot year action plans.

III. SCET OVERVIEW OF INSTITUTIONALIZATION OF STUDENT EMPLOYABILITY DEVELOPMENT AND CAREER READINESS AND CAREER CENTER DEVELOPMENT

An overview of all the universities’ institutionalization status across Dimensions I through IV is shown in Table 2 below. SCET Monitoring Partners used interview data, documents, and their own knowledge of the institution to determine the extent to which a component of institutionalizing EDCR was at the critical mass building stage (assigned a 1), the quality building stage (assigned a 2), or was at the stage of sustained institutionalization (assigned a 3).

Among the institutions for which there is data on Dimensions I-IV, the assessments show marked progress on EDCR over the project's planning and implementation period and amplify many of the findings in the monitoring reports. Mekelle and Jimma Universities appear to be well into implementing EDCR and embedding it within the institution. Jigjiga University is still in the early stages of planning and critical mass building. Bahir Dar University is largely in the quality building stage in its work around the mission, students, and community partners. It is still engaged in critical mass building with regard to faculty support. Hawassa University appears to be solidly in the quality building stage across all of the dimensions with particular progress on alignment with the institutional mission. An institutionalization assessment for Samara University was not received.

TABLE 2
EDCR INSTITUTIONALIZATION LEVELS BY INSTITUTION
(I= Critical mass building; 2= Quality building; 3= Sustained institutionalization)

DIMENSIONS	COMPONENTS	BDU	HU	JU	JJU	MU ³	SU ⁴
I. Institutional Philosophy and Mission of Student Employability and Career Development	• Definition of Student Employability and Career Development	2	2	3	3	3	NR
	• Strategic Planning	2	2	3	2	2,3,3	NR
	• Alignment with Institutional Mission	2	3	3	2	3	NR
	• Alignment with Educational Reform Efforts	1	1	3	1	3	NR
II. Faculty Support for and Involvement in Student Employability and Career Development	• Faculty Awareness	1	2	2	1	3	NR
	• Faculty Involvement and Support	1	2	2	1	2,3,3	NR
	• Faculty Leadership	1	3	3	1	2,3,3	NR
	• Faculty Incentives and Rewards	2	1	3	1	2,3,3	NR
III. Student Support for and Involvement in Student Employability and Career Development	• Student Awareness	2	2	3	1	3	NR
	• Student Opportunities	2	3	2	1	3	NR
	• Student Leadership	2	2	3	1	2,3,3	NR
	• Student Incentives and Rewards	1	1	3	1	2,3,3	NR
IV. Community Participation and Partnerships	• Community Partner/Employer Awareness	1	2	2	1	3	NR
	• Mutual Understanding	2	2	2	2	2,3,3	NR
	• Community Partner/Employer Leadership and Voice	1	2	2	1	3	NR
	• Partnerships with TVETs	2	2	2	1	2,3,3	NR

³ Mekelle University – Data was provided by 3 interviewers. Only one level/score is shown where there was agreement across the interviewers; otherwise all levels/scores are presented.

⁴ Samara University – There was no data provided for Dimensions I-IV. NR- No Response

While these scores offer a sound perspective on institutionalization levels of EDCR at the different universities, individual items may be over- or under-scored based on the fact that the five universities were monitored by different SCET staff, each with their own lens on capacity, quality, and depth of institutionalization. As such, these scores should be read as presenting an overall picture of EDCR at these universities and not as fully standardized scores for each individual feature.

In general, Jimma and Mekelle universities had a head start in terms of their EDCR infrastructure and capacity and have built upon them in the pilot year. Hawassa and Bahir Dar universities have put several elements in place this year while others are in process of further enhancement. Jigjiga university's work is emerging and while they have been receptive and eager participants in the process of learning and capacity building, they have more work to do to enhance their institutionalization of EDCR.

TABLE 3
DIMENSION V CAREER CENTER “STANDARDS” SUMMARY MATRIX--All Universities

These Standards are informed by National Association of Colleges and Employers (NACE)⁵

Y – Yes, **N** – No and indicates if the element is in place. **NR** is No Response

Standards	Key Elements	BDU	HU	JU	JJU ⁶	MU	SU
I. Mission	Center mission aligns with the university mission.	Y	Y	Y	Y	Y	Y
	Center mission advances and promotes importance of student employability and career development.	Y	Y	Y	Y	Y	Y
	Career services, regardless of the model (centralized, decentralized, or hybrid), considers the needs of ALL students when designing programs and delivering services.	N	N	Y	Y	Y	Y
	Career services develops, records, disseminates, implements, and regularly reviews its mission and goals.	N	N	Y	N	Y	Y
II. Program Components	Career coaching, advising, counseling occurs at any stage of students’ career development.	N	N	N	Y	Y	Y
	Career services helps students make employment choices based on accurate self-knowledge and information about the options available to them.	N	N	N	NR	Y	Y
	Coaching, advising, and counseling services are aligned with the personal, developmental, and cultural attributes, issues and beliefs of students.	N	NR	N	Y (not beliefs)	Y	Y

⁵ NACE Professional Standards for College & University Career Services Revised 2019

⁶ There was not a completed Career Center rubric for Jigjiga University (JJU). Where possible, status was derived from written narrative, otherwise the status was left as No Response.

Standards	Key Elements	BDU	HU	JU	JJU ⁶	MU	SU
	Career services provides current, valid, and reliable online resources that help student pursue their career goals.	N	NR	Y	NR	Y	Y
	Career services provide current information and resources on current and projected employment opportunities.	N	N	Y	NR	Y	N
	Center staffs help students connect with employers through campus interviews, job listings, referrals, direct application, networking, job-search events, publications, and information technology.	N	N	Y	Y	Y	N
	Career services help students learn how to vet opportunities and identify fraudulent employment practices.	N	N	Y	NR	Y	Y
	Center staff help students to present themselves effectively as candidates for employment.	N	N	Y	NR	Y	Y
	Staff help students explore a full range of career and work possibilities that match their employment goals and workplace/community fit.	N	N	Y	NR	Y	Y
	Provide experiential learning programs or help students identify experiential learning opportunities.	N	N	N	NR	N	N
III. Organization, Management, and Leadership	There is a leader or leadership team to provide strategic direction for accomplishing mission and goals, to manage career services, and to align and support career services with the mission of the institution and the needs of students.	Y	Y	Y	Y	Y	Y
	There is a purposeful and appropriate organizational structure with measurable goals, accessible policies and procedures, written job descriptions and expectations, organizational charts showing clear lines of authority, and appropriate facilities.	Y	Y	Y	Y	Y	Y

Standards	Key Elements	BDU	HU	JU	JJU ⁶	MU	SU
	There are assessment and accountability systems.	Y	N	Y	NR	Y	Y
	There are sound fiscal management practices.	N	N	N	NR	N	N
	There are clearly defined and regularly occurring review processes for services, policies, procedures, and budgetary issues.	N	N	Y	NR	Y	Y
	Center leadership engages in strategic planning.	Y	Y	Y	NR	Y	N
	Center leadership manages human resources processes, including recruitment, selection, onboarding, and ongoing development, supervision, performance planning, evaluation, recognition and reward.	Y	Y	N	NR	Y	Y
	Leadership uses current and valid evidence to inform decisions and frame future strategies for the department.	N	N	Y	NR	Y	Y
	Center leaders advocate for career services participation in divisional and institutional planning and decisions related to career services objectives, policies, practices, and designation of students.	N	Y	Y	NR	Y	Y
	Center leaders initiate collaborative interactions with internal and external individuals and agencies that possess interests and/or concerns regarding career services.	N	Y	Y	NR	Y	Y
	Maintain integrity and ensure that all information about career services is current, accurate, appropriately referenced, and accessible to all constituencies.	Y	N	N	NR	Y	Y
IV. Human Resources	There are an adequate number of qualified professional and support staff to fulfill the Center's mission and functions.	Y	Y	Y	NR	Y	N

Standards	Key Elements	BDU	HU	JU	JJU ⁶	MU	SU
	Staff, in combination, provide the knowledge, skills, and abilities to perform primary program functions effectively.	N	Y	Y	NR	Y	Y
	Center employment practices are fair, inclusive, and nondiscriminatory in order to attract, retain, and develop a diverse staff.	Y	N	Y	NR	Y	Y
	There is access to professional development opportunities including in-service training programs and professional conferences/workshops/webinars.	Y	Y	Y	NR	Y	Y
	All staff are trained in legal, confidential, and ethical issues related to career services.	Y	N	Y	NR	N	N
	Salaries and benefits for staff are commensurate with similar positions within the institution.	N	Y	Y	NR	Y	Y
	Professional staff members have the requisite formal education and training, work experience, and personal skills and competencies to perform effectively in their defined roles.	Y	NR	Y	NR	Y	Y
	Paraprofessionals, interns, and graduate assistants are carefully selected, trained in helping skills and institutional procedures, closely supervised, and evaluated regularly.	Y	Y	Y	NR	Y	N
	There are administrative and technical staff available to assist the Center in carrying out its mission.	N	Y	Y	NR	Y	N
V. Financial Resources	There are dependable sources for adequate funding to ensure achievement of Center mission and goals.	Y	N	Y	NR	N	Y
	There is demonstrated financial strategy and fiscal responsibility consistent with institutional policies and procedures.	N	NR	Y	NR	Y	Y

Standards	Key Elements	BDU	HU	JU	JJU ⁶	MU	SU
VI. Facilities	The Center is adequate, accessible, and suitably located.	Y	Y	Y	NR	Y	Y
	Staff have work space that is well equipped, adequate in size, and support their work and responsibilities.	N	Y	Y	NR	Y	Y
	There is furnished private space available.	Y	Y	N	NR	Y	Y
	Equipment and facilities can be secured to protect the confidentiality and safety of records.	Y	Y	N	NR	N	N
	There is internet connectivity, conference rooms, and meeting rooms.	N	Y	N	N	Y	N
	Career services facilities are accessible to people with disabilities and special needs.	N	N	Y	NR	N	N
	Office hours meet the needs of students.	Y	N	Y	NR	Y	Y
VII. Technology	Career Center staff are well informed about the use of technology.	N	Y	Y	NR	Y	Y
	Career services website provides up-to-date information regarding mission, location, staffing, contact information, programs, and services.	N	N	N	NR	Y	N
	There is computer based and/or online recruiting and employment systems available to students.	N	NR	N	NR	N	N
VIII. Institutional and External Relations	Career Center is developing and maintaining productive relationships with relevant institutional stakeholders.	Y	Y	Y	NR	Y	Y
	The Center is an institutional resource internally and externally on information and data related to career development, labor market trends, and employment outcomes.	N	Y	N	NR	N	N

Standards	Key Elements	BDU	HU	JU	JJU ⁶	MU	SU
IX. Employer Relations	The Center is developing, maintaining, and enhancing relationships with employers that may provide career development, employment opportunities, and educational programming for students.	Y	Y	Y	NR	Y	N
	Employers are encouraged to participate in career planning courses, career conferences, career fairs, internships and experiential learning.	N	NR	Y	NR	Y	Y
X. Program Evaluation, Assessment and Research	The Center has an evaluation and assessment plan.	Y	N	Y	NR	Y	Y
	The Center has identified student outcomes.	Y	N	Y	NR	N	Y
	The Center uses data in decision making.	N	N	Y	NR	Y	Y
	The Center regularly shares progress reports with its internal and external stakeholders.	N	Y	Y	NR	Y	Y

Similar to the institutionalization rubric, this assessment tool of Career Development Center capacity has been completed by several SCET partners and may reflect some variability in assessment.

During the pilot year, all six universities have either created new or enhanced existing Career Development Centers. All of them participated in the Transferable Life Skills Training of Trainers field test offered by Brandeis and SCET partners in January/February and all of them made plans to deliver the TLS curriculum to graduating students in April/May. The COVID-19 related shutdown prevented universities from implementing their plans.

The experience of Brandeis staff who coached two Career Development Center staff from each of the six universities over the course of the 8-module *Education Works: Career Development Center Management Course* online pilot would show that while all universities have Career Development Center mission statements and some program offerings, they could all benefit from a well implemented annual plan that offers a planned sequence of activities that are developmentally appropriate and include students from freshmen to the graduating class.

Additionally, while most universities have career counseling, advising, trainings, and job fairs as a consistent set of program offerings, the number of students who benefit from a fully developed EDCR strategy is small as a percentage of the total number of students Ethiopian universities are graduating. Hence, the annual calendar of program offerings would need to be developed with scale in mind and this will have downstream implications for numbers of staff and trainers available to engage with students, effective use of technology for virtual outreach and trainings, and for the infrastructure necessary to engage significantly larger numbers of students each year.

In terms of Organization, Management and Leadership, several of the Career Development Center Directors and staff would benefit from ongoing peer sharing, targeted trainings on topics such as building a measurement and evaluation framework and thinking about the impact of their work, building consistent employer partnerships, and leveraging resources for the Centers. Building out their staff teams with a focus on necessary competencies will help to build capacity and prepare the Centers to offer a wider range of EDCR programming. The experience levels of Center Directors are varied and a community of practice would help them strengthen their capacity.

During this pilot period, all six universities have designated space and established or enhanced their Career Development Centers. While early visits showed that some of them needed additional infrastructure and technology resources, we are aware that universities received infrastructure support from SCET in early 2020 and our inability to visit them in March and April prevented us from seeing the enhanced physical spaces. Additionally, the increased use of technology as a tool for training, skill development and job searches will benefit students as they operate in an increasingly digital world.

Both, internally and externally, the Career Development Centers have a varied range of partnerships. Widening the range of partnerships and maximizing them to engage partners in a planful, consistent, mutually beneficial way will be the next step growth in this area.

Finally, building the capacity of Career Development Centers to think about the impact of their work in a data-informed continuous improvement cycle will benefit the EDCR goals that each university has set for itself.

IV. UNIVERSITY PROFILES

The following University profiles are a compilation of assessments and observations made by Brandeis University staff as well as the monitoring work done by our Save the Children, Ethiopia (SCET) partners. SCET staff conducted their monitoring activities and the Brandeis team had planned to return to visit each university in March/April 2020 to round-out the evaluation observations and conversations.

When these visits were cancelled due to COVID-19, SCET staff stepped up to conduct these last set of conversations. In some cases, they were able to visit the campus to meet with one or two administrators (as campuses were shut down) while in other cases, they conducted the assessments via phone conversations. SCET staff comments and observations have been presented separately, unedited, in the profiles below.

A helpful approach to the profiles is to review the Brandeis University comments as earlier observations and the SCET comments as the most recent updates on status of EDCR at each University.

While the most recent updates are self-reported due to the limitations posed by COVID-19 shutdowns, they present a picture of universities that have made efforts to institutionalize EDCR, build buy-in among faculty and students on campus, develop their Career Development Centers, and consider employer and TVET partnerships.

All six universities have:

- Participated in a logic model development process
- Completed an Action Plan for EDCR activities on their campuses
- Created or enhanced a designated Career Development Center with a mission and vision statement and staff
- Named a range of employers and TVETs as partners
- Some faculty and staff who are trained in the Transferable Life Skills curriculum developed by Brandeis University and Save the Children
- Some faculty and staff who are committed to developing EDCR activities for students
- Two Career Development Center staff who have taken the 8-week online CDC Management Training developed by Brandeis University

The next stage of work for the universities will need to include:

- Tighter alignment between the universities' strategic plans and their CDCs
- Timely budget allocations to support the staffing and infrastructure needs of CDCs
- Ongoing professionalization of the CDCs with continuous improvement goals and processes
- Implementation of the Transferable Life Skills curriculum for all students

- Meaningful, mutually beneficial partnerships with employers that are formalized through MOUs
- Meaningful partnerships with TVETs
- Ongoing work with faculty, department chairs and deans to build EDCR linkages across the academic curriculum

All universities need significant work and strategies to engage students in meaningful ways – even those that have some form of student leadership structures are not far enough along for the practice to yield the outcomes that come from meaningful student engagement.

A. BAHIR DAR UNIVERSITY (BDU)

i. BDU Institutionalization

Campus commitment and mission related to student employability development and career readiness

Student employability as a clear focus for BDU began three years ago because of three apparent contextual realities: the difficulty BDU graduates faced in finding jobs, the explosion in the number of students graduating from universities across the country, and students' lack of practical job skills.

BDU has leadership devoted to employability development and career readiness, and this, coupled with the government's mandate that public universities focus on the preparation of graduates for employment, supports the commitment by the university to be a "leader among peers in addressing youth employment." The President has a vision and compelling, evident passion for:

1. Building on BDU's legacy of excellence of "models" that have been disseminated throughout Ethiopia;
2. Investment in national-level policy change to support employability development and career readiness at universities; ending policies that create a vicious cycle that set the university and students up for failure;
3. A cohesive vision for employability development and career readiness and effective, measurable implementation strategies and tactics;
4. BDU to be a research university;
5. BDU to engage in two-way education with employers to create a fairer, more competitive job market for graduates, stronger university-employer relationships, and reduced employer disillusionment with the value of university graduates.

SCET OBSERVATIONS

BDU is empowering their graduating students through market demanded skill development activities and working in close collaboration with employers. BDU is focusing on improving student employability and strong partnerships.

They are promoting EDCR through university symposiums, learning sessions, conferences and management meetings on student employability as a primary concern.

BDU has established career services and the Entrepreneurship Development and Incubation Center. The BDU strategic plan (2015-2019) didn't explicitly mention career services however, in August Brandeis interviewers learned that there is a new strategic plan that will likely include employability and career readiness.

Faculty support for and involvement in student employability development and career readiness

BDU has strong faculty champions on campus for making student employability development and career readiness a priority. There is a deep understanding among some faculty and staff interviewed that employability development and career readiness must be an essential element of students' academic education and overall experience at BDU.

Moreover, the Executive Director (ED) of Total Quality Management (TQM), which oversees the Career Center (CC) and Deliverology, reports directly to the President, and its structure as well as its activities appear promising. In addition to the CC and Deliverology, the TQM ED

oversees the Training Center, Institutional Transformation Office, Graduate Tracer Study, Student, and Teacher Assessment (360 degree). Further, interviewees in July 2019 noted the department had completed preparation for a tracer study that was to be launched later in 2019. There was also a plan for data to be collected in every department and for the progress to be tracked against the identified outcome goals.

However, some of those interviewees also noted that all instructors/faculty do not appear to be committed to quality employability development and career readiness, and they do not appear to be well-versed in their content areas (it was reported that some students “know” more than their instructors/faculty). Some faculty, department heads and Deans that the Brandeis team spoke with, did not seem to know about campus student employability development and career readiness (EDCR) efforts, or be aware of the employment needs of their specific sector. As such, they seem to see their work as imparting the necessary technical knowledge to their students with employability development and career readiness being the responsibility of the CC.

In January 2020, BDU hosted a four-day Training of Trainers (TOT) for the Transferable Life Skills curriculum developed by Brandeis University and Save the Children. Twenty-two (22) faculty and department heads and deans were active participants in this training and were eager to pilot the curriculum and to train additional trainers on campus. The pilot plans were not implemented due to the shutdown related to COVID-19.

Additionally, the Director of the CC and a dean participated in the 8-week online *Education Works: Career Development Center Management Course* developed by Brandeis staff. We hope that as the university re-opens post-pandemic situation, many of the plans that have been developed through this course and the TOT, will move forward.

Student support for and involvement in employability development and career readiness

In July 2019 Brandeis interviewers noted that the CC offered training and counseling, but that only a small percentage of students chose to participate. They were unable to ascertain the level of student engagement in planning or implementing programs or services.

Partnerships with TVETs

Partnerships with TVETs existed and were reportedly strengthened throughout the pilot year. In July 2019 Brandeis interviewers observed that BDU had strong linkages with TVETS in technology and textiles but that the university as a whole was not consistently and systemically linked with TVETs – only specific BDU colleges had those linkages.

SCET OBSERVATIONS

The Career Center is staffed, suitably located, and attractive for students. Center staff are friendly and the space is youth friendly. The availability of facilities could be an opportunity for student involvement. The existence of the Student Council as an opportunity for students to advocate for the Career Center. The Center also welcomes experienced students to promote and advocate EDCR and Center services through their departments.

SCET OBSERVATIONS

In March 2020, an MoU was being prepared and discussions were occurring with relevant university administrators in order to enhance TVET participation and involvement in EDCR. In May 2020 SCI Partners also noted strong partnerships with TVETS, with BDU helping to strengthen the TVET career development center. There is a programmatic connection between TVET and BDU to strengthen student EDCR skills.

Other Progress

SCET OBSERVATIONS

The March 2020 monitoring report noted that Bahir Dar organized a working committee to institutionalize student EDCR and an EDCR plan was completed. Discussions were occurring with concerned faculty and administrators, but at the time of the report no process was in place to create increased awareness among the university community and students. Barriers that were noted were that students were busy in curricular activities and EDCR teams were involved with a tracer study.

The working committee was discussing establishing career centers on different BDU campuses. They identified main stakeholders at the university level and set stakeholders duty and responsibilities. The development of a career center structure was noted as “discussed but no process in place” because people were aware of the task and talking about it but BDU was waiting for the career center structure to be planned and organized at the national level.

Activities relating to strengthening EDCR staffing, facilities, and programming are underway. BDU Lecturers participated in the Brandeis Training of Trainers pilot session, and BDU has plans to provide customized employability and life skills training for 40 facilitators including TVETs.

The working committee developed a monitoring and evaluation plan, and prepared checklists. Routine monitoring is carried out routinely by the EDCR team in order to track progress on the EDCR plan and to make adjustments as needed.

ii. BDU Career Development Center

The Career Development Center sits within the TQM unit of BDU with the Director reporting to the ED of TQM, who in turn reports to the President. The ED meets regularly with the President’s executive team; hence, student employability development and career readiness matters have representation at a senior decision-making level at BDU.

In July 2019, the BDU career services had a Coordinator, ten counselors, and coordinators in every college. The CC currently has a focused action plan with measurable objectives. It has begun to develop training to meet student needs. As such, an array of employability development and career readiness activities have been launched through the CC, the Gender Office (GO), Community Services, and through a few of the colleges engaged with Community

Services. Additionally, BDU, as previously noted, has an Entrepreneurship Development and Incubation Center. The vision of the center is (lightly edited):

To encourage graduates to be job creators rather than job seekers for employment through attitudinal change and strong mindset for self-employment; create a pathway from research to product; create channels of technology transfer that foster the creation of previously non-existent markets or the reshaping of the structure of mature industries and hence are able to transform the traditional trade-based economy to knowledge-based economy; and creating the entrepreneurial culture and mindsets to incubate technology-based ideas into successful businesses.

iii. BDU Employer Relationships

In July 2019, employer engagement across BDU colleges was quite variable, and in most cases not institutionalized. For instance, there is a strong tie with the textile industry and new BDU programming and facilities available for training students. There and was also an interest in innovative approaches to specific career preparation, like the university partnership with East Africa Bottling S.C. (Coca Cola Ethiopia). On the other hand, employers like the Commercial Bank of Ethiopia provided new employees with three months of training as if they were a blank slate.

SCET OBSERVATIONS

As of March 2020, there was no process in place to organize the “awareness creation workshop with employers” action step. Currently there is no participation by community agencies.

While strong efforts are underway, further development is needed for a more robust group of varied types of employers that have more consistent and formal relationships with the university across its various colleges and institutes.

SCET OBSERVATIONS

The center has its own mission which aligns with the University general mission to widen community service. The university administration prioritizing career center as one of the development task. But the university does not provide career service for all students since the number of students is huge, so the center planned to deliver for undergraduate students at their graduation year.

As of May, no services had been provided for students, and no job interviews conducted with students.

There is an action plan which identifies student outcome. There are also assessment and accountability systems. There is budget but the Center director does not have the authority to manage and control it.

The center is on the way to completing setting up its space. The purchasing process was finalized by the committee. There is a furnished room that seems attractive to students. There are no locked file cabinets. And there are no evening hours. There is no internet connectivity at the Center.

Career Center staff face technological skill gap and have no information about using advanced technologies. The center should be equipped with technology and staff should have the capacity to use it.

The Career Center is developing a relationship with Gender Directorate center but activities are needed to maintain it.

B. HAWASSA UNIVERSITY (HU)

i. HU Institutionalization

Campus commitment and mission related to student employability development and career readiness.

Student employability as a clear focus for HU began a few years ago because of three clear contextual realities: the difficulty HU graduates faced in finding jobs, the explosion in the number of students graduating from universities across the country, and students' lack of practical job skills. HU responded to these challenges by creating a strategic plan for the Career Development and Entrepreneurship Centre (CDEC) in 2018.

Serving almost 50,000 (approx. 30% female) students with in 9 colleges and 2 institutes, HU has built a reputation in building multidisciplinary programs which link students to the wider community. Based on meetings with the VP of Academic Affairs (VPAA), Dr. Fishiha Getachew Argaw (President's Delegate) there was commitment, both financial and structural, to building the CDEC based on demonstrated need and the mandate by the Ministry of Science and Higher Education. In August 2019 the Brandeis team learned that, the VPAA said he was committed to EDCR and to the related budget allocations needed to build the center and services.

Faculty support for and involvement in student employability development and career readiness.

In August 2019 HU had strong faculty champions on campus for making student employability development and career readiness a priority. There was an understanding among the faculty and staff who were interviewed that student employability development and career readiness must be essential elements of students' academic education and overall experience at HU. Many expressed an understanding that structural change is necessary and that they would support it. There was buy-in from top-level administrators who understood the need for student employability development and career readiness services given the student population and current employer landscape.

SCET OBSERVATIONS

As of May 2020:

- *Moreover, employers reported that there is a perception that “office jobs” are believed to be the best jobs among graduates. In addition, they said their experience with graduates is that prefer to stay or migrate to big cities and the capital to find jobs.*
- *The name Career Development Center (CDC) and Employability Development and Career Readiness, (EDCR) are used interchangeably with the possibilities of changing the Center name to include EDCR.*
- *All college deans, directors and vice presidents are well informed about, have a good understanding of, and agree on the need for EDCR services for students.*
- *There are Center Guidelines approved by Senate Executive Committee.*
- *Short-range goals are included in the university yearly plan, and are to be considered during the revision of the 5-year strategic plan's long-term goals.*
- *Even though it is newly emerging ideas raised after strategic planning development currently tied formally and purposefully. There are officially assigned personnel's, even if not adequate,*
- *All sections and colleges know about the CDC and its purpose and services.*
- *There are now two “focal persons” from each college trained for TOT of the Transferable Life Skills curriculum.*
- *There have been formal letters, organized events, meetings, training, and other means of communication employed to disseminate the message about the CDC and the importance of EDCE, and there is a university-wide plan to extend EDCR activities, though COVID-19 has adversely impacted its implementation.*

In February 2020, HU hosted a four-day Training of Trainers (TOT) for the Transferable Life Skills curriculum developed by Brandeis University and Save the Children. About 15 faculty and department heads were active participants in this training and were eager to pilot the curriculum and to train additional trainers on campus. The pilot plans were not implemented due to the shutdown related to COVID-19.

Additionally, the Director of the Career Development Center and one other staff participated in the 8-week online *Education Works: Career Development Center Management Course* developed by Brandeis staff. We hope that as the university re-opens post-pandemic situation, many of the plans that have been developed through this course and the TOT, will move forward.

SCET OBSERVATIONS

As of May 2020:

- *The University Senate accepted and gave approval for the EDCR program in all of the colleges and institutes within the university.*
- *A minimum of 5 personnel who are “decision makers” from each college are aware of the EDCR program and ready to implement it in their colleges.*
- *There are also partners working with the University who know about the CDC and can assist with service delivery.*
- *The President is calling on members of the university community and partners to commit to EDCR with the promise of allocating budget and providing support to each of the colleges as needed.*

Student support for and involvement in employability development and career readiness

Brandeis interviewers did not have the opportunity to meet with students in August 2019 because classes were not in session, but faculty and administrators reported that work would need to be done in order to promote, network and outreach to the various departments and units regarding student employability development and career readiness.

SCET OBSERVATIONS

As of May 2020:

- *Due to COVID-19 students are not on campus. CDC Staff are accessing the University’s Student Information System to reach out to students.*
- *At least two representatives in each college are reaching out to members of the undergraduate graduating class for the first time, and will be reaching out to all student over the coming academic year.*
- *Student council representatives were well informed and in the process of engaging in supporting Center service delivery.*

TVET, and community partnerships

In August 2019 Brandeis interviewers learned that there is cooperation with the TVET and communication/collaboration with other HEIs. For instance, staff from Hawassa went to Mekelle to learn about their work building a career center. HU has also engaged with community through partners such as SCET.

SCET OBSERVATIONS

As of May 2020:

- Partners deliver technical, material, financial support, trainings, and Internship to enhance active student participation.
- Even though there is some connection with Institutes of Technology and plan for further collaboration it is on hold due to COVID-19.

Other Progress

SCET OBSERVATIONS

The April monitoring report notes that there are two career centers, one in the Institute of Technology (IOT), and the other on the Main Campus. The career center on the Main Campus is ready to deliver service and furnishing the IOT Campus center is underway. Assigned counselors, entrepreneurship, and support staff will be ready to deliver the service. The current graduating class is the target group for this academic year and, other students will be incorporated in the coming academic years. However, the report also notes: “the current global calamities influenced their service delivery. Searching for alternatives are in progress to reach students until they come back to the University.”

“Different University community member representatives are informed about the center and the role they play in the center service delivery. Due to current global disaster (COVID-19), the center cannot deliver the intended service to students and the university community.”

“Job fairs, exposure visit platforms were jointly discussed with SCI and other partners but due to the current pandemic all gatherings are suspended.”

Prior to the impact of COVID-19 efforts to institutionalize EDCR were underway. Meetings were occurring among relevant university administrators. HU personnel participated in the Brandeis Training of Trainers session. Eighteen individuals were trained (including two females). There were two participants from each campus. At the end of the trainings, participants agreed to prepare an action plan to provide the trainings to students with a class size of 20-30 students per session in order to maintain quality.

The EDCR center is currently well furnished and has an attractive interior design. There are computers and M4CD applications were installed for the launching event. The room is decorated with creative banners to attract students. In addition, other necessary procurements for providing service to students have been finalized (e.g., laptops, LCD projectors, etc).

The report notes that in order “to achieve the intended result on time and able to manage its efficiency the University is requiring the following support from its partner

- Continuous technical support from SCI for EDCR center activity implementation planning, monitoring and evaluation, to be able to use evidence for decision making and improve quality of service.
- Provision of relevant more reading materials to be used as resource and initiating students to use the center.
- Support the university in preparing new action plan due to COVID-19
- Frequent communication and follow-up are needed from SCI for the digital platforms proposed to address activities proposed

Apart from these, the EDCR team will share their revised action plan for remaining activities and cascading TLS training for graduating students. Both the RPM and MEAL will provide technical support during the process.”

ii. HU Career Development Center

University leaders expressed a desire to see student employability development and career readiness integrated into the university curriculum and other student experiences. As of the August 2019 the Career Development Center had been in the planning stages for one year. They had allocated physical space, but it was empty, and they hadn't hired professional staff at the time of the Brandeis visit. There was also a need for faculty, staff and related curriculum support for the career development center with attachment programs for students to gain relevant experience working in the field. A planned Technology Park, which will also serve as an incubator for students who start small businesses, was thought to be an important partner for the University's Career Development Center once it is functional.

SCET OBSERVATIONS

Current plans include leveraging the national focus on career development as a core activity. Currently short-range goals EDCR goals are included in the university yearly plan. The aim is to highlight EDCR goals during the revision of 5-year strategic plan and to incorporate them into the long-term goals.

The Center director is a member of the University management team even though center development started at the middle of the fiscal year. There is some promise the President and University Management will provide the Center with a budget in the coming fiscal year.

University communities especially decision makers agree on the role of the center to play to make difference in students' employment and career development.

The main center has adequate staff; however, each college will need more staff in addition to Trainers and counselors. Some Entrepreneurship and Incubation Center and Information Technology center personnel are assigned to work with the Center.

The Center is well-furnished and located at the center of the university where different service for students are offered. It is adequate in size because it has only served small number of students.

Existing meeting rooms, conference rooms and internet connectivity is accessible for the center.

The service is not in practice due to COVID-19 forced the students to leave the center.

An online platform development idea was initiated. Staff are researching alternative means to make it friendly for all communities.

No evaluation activities are underway, only Save the Children regular monitoring tools have been used. used. There it is not agreement on expected outcomes.

iii. HU Employer Relationships

In August 2019 Brandeis learned that although local employers work with the university and graduates, there are no formal agreements in place. Through Brandeis interviews with employers, we learned that employers want to actively engage with HU career fairs, provide feedback, and come to campus to speak to students about skills, training and various career path options as well as participate in attachment programs.

Employers also reported that HU students are graduating with limited employability skills leaving a gap in what employers want and expect. Employers identified the following skills required to be successful in their environments: practical application skills for the technical skills students learn; transferable life skills, like communication, teamwork, customer service, self-confidence, leadership, taking responsibility for their own lives; basic work skills, like

punctuality, attitude, time management, commitment, business ethics, follow-through, and appropriate attire.

Moreover, employers reported that there is a perception that “office jobs” are believed to be the best jobs among graduates. In addition, they said their experience with graduates is that prefer to stay or migrate to big cities and the capital to find jobs.

Further, some employers stated that once graduates have jobs, many are not equipped to respond to jobs that will constantly evolve, resulting in their inability to grow into new expectations and types of work. Further, graduates typically don’t understand the emerging economic reality of Ethiopia (from agricultural to industrial), hence don’t have a sense of their futures in it and how they can contribute.

In February 2020, the Brandeis team visited HU and met with several additional employers. The feedback from them was the same as from employers we met during previous visits and they expressed some frustration that the university was not partnering more proactively with them.

C. JIGJIGA UNIVERSITY (JJU)

i. JJU Institutionalization

Campus commitment and mission related to student employability development and career readiness

In July 2019 the VP of Academic Affairs stated that he was interested in strengthening the links between student career development and academics, but he is in an Acting role and deferred the more concrete steps to the President's Office. In Brandeis' limited time on campus, we were not able to see evidence of efforts already begun in this direction – several key staff were not on campus and many activities seemed to be in early stages of planning or suspended for lack of a budget in the previous academic year. Since the visit, the VP for Academic Affairs was named the Acting President and was in a position to make some of the changes he considered crucial. Although it seemed widely understood that many of the university's graduates are unemployed, we were not able to get information regarding the overall unemployment rate, how long it takes for graduates to find employment, how many are self-employed and earning a family-sustaining wage, or what the unemployment numbers looked like by gender.

SCET OBSERVATIONS

The SCI Partner met with JJU's EDCR director in March 2020 and discussed institutionalization of student employability development and career readiness. The director noted that how narrowly or broadly student employability development and career readiness is defined at the university will affect which university constituents participate/do not participate, which university units will provide financial resources and other support, and the degree to which student employability development and career readiness will become part of the university's institutional fabric (e.g., a fully supported Career Development Center with metrics to measure success and inform continuous improvement). The EDCR director stated that the Jigjiga University EDCR Center has a formal and accepted definition of EDCR, has some challenges regarding financial resources, and the Center was approved by the University Senate.

Student employability and career development is often mentioned as a primary or important part of the institution's mission, but is not included in the university's official mission or strategic plan. At JJU, although certain short-range and long-range goals for student employability and career development have been defined for the university, these goals have not been formalized into an official strategic plan i.e. in the 10-year strategic plan that will guide the implementation of these goals. The EDCR center has its own mission, vision, and action plan. But there are limited institutional funds available to support it.

The career development center stands alone and is not tied to other important, high profile efforts at the university (e.g., establishment of research conferences). Most of the colleges and other offices see employability readiness and career development as the center director's role and job.

The report for JJU from January 2020 shows that at that point in time the university's EDCR team was just beginning to build awareness of EDCR within the university. They identified key people (e.g. Vice President for Academic Affairs) and agreed to organize a panel discussion for all stakeholders about "awareness creation and circulation of roles at each stage" of the project. It was scheduled to be held the first two weeks of February 2020. At the time of this report there were no processes in place to support other work plan strategies, and it is unclear if the panel discussion occurred.

Faculty support for and involvement in student employability development and career readiness.

At the time of the Brandeis visit in July 2019 Jigjiga University had a Deliverology Department that was one year old, and the team were not able to meet with the Director so remained unaware of any plans that may have already existed for the integration of career services with academics and other facilities across the university. On the academic side, limited interactions suggested there was little connection to the placement of graduates in jobs. The overall sense was that academic departments did not see their role in student employment and assume that the career development staff will take responsibility for developing the connection to work. Toward the end of a student's university life, instructors may offer information on what to expect in the workplace, but these efforts were not systematic nor consistently provided across all colleges and institutes. The College of Medicine provided a two-day entrepreneurship course to its graduates.

The academic deans who met with the Brandeis team were primarily focused on students' academic learning and had little idea about any campus-wide efforts towards student placement. Some sectors were facing new challenges and needed new strategies to address these challenges. For instance, in past years graduates of the College of Medicine were assigned jobs by the government. That practice was about to change, and graduates would now need to pass a national exam and find employment on their own. The College planned to provide an orientation for all students to make them aware of these changes, but overall students had to rely on their grades and efforts to procure employment. Additionally, the College spoke with employers and found that students lack skills in Compassionate and Respectful Care (CRC) and lack specific technical skills and exposure to practical aspects of medicine so more training was going to be offered along with more exposure to the university hospital. Brandeis was not able to meet with faculty or administrators from many of the other colleges so lack awareness of any efforts that may be underway there.

In January 2020, JJU sent three staff to Jimma University to participate in a four-day Training of Trainers (TOT) for the Transferable Life Skills curriculum developed by Brandeis University and Save the Children. The Director of the CDC and two additional staff were active participants in this training and were eager to pilot the curriculum and to train additional trainers on campus. The pilot plans were not implemented due to the shutdown related to COVID-19.

Additionally, the Director of the Career Development Center and one other staff participated in the 8-week Education Works: Career Development Center Management course developed by Brandeis staff. We hope that as the university re-opens post-pandemic situation, many of the plans that have been developed through this course and the TOT, will move forward.

SCET OBSERVATIONS

Currently (May 2020) Jigjiga University has very few faculty members that know and are aware on what student employability and career development requires and along with that are unaware of opportunities such as internships, job fairs, or other university career services since they think it is not important to incorporate students employability and career development.

Very few JJU faculty members are advocates of career development. Few support the strong infusion of career related competencies into the academy or into their own professional work although the EDCR center has promoted some key EDCR activities that faculty can be involved in (e.g. teaching and advising). None of the most influential faculty members at JJU serve as leaders for advancing student employability and career development /services at the university as they see EDCR as the director's job.

In general, faculty members are not encouraged to engage in student employability and career development as there are no any incentives that are provided (e.g., mini-grants, funds for conferences, etc.) to increase student employability and career development activities; faculty members' work in student employability and career development is not usually recognized during their review process because they don't consider it as they have a role on it.

Student support for and involvement in employability development and career readiness

SCET OBSERVATIONS

Currently there is no university-wide mechanism (e.g., Career Lab) for informing students about career development courses, resources, and opportunities that are available to them.

Few career development opportunities exist for students. The EDCR director provides services such as care counseling and CV writing. There are also few opportunities (like student union and student club) at the university for students to take on leadership roles in advancing their career development in their departments or throughout the university.

TVET and community partnerships

In July 2019 Brandeis was not able to ascertain whether any relationships existed with TVETs. We learned that the university partners with the community in various ways -- summer and weekend classes were offered for the community, legal services are available through the Law School students, and university students taught science classes to younger students within the community. We were not able to ascertain the depth of services or the full scope of the university-community partnership.

SCET OBSERVATIONS

As of May 2020, SCI Partners note that few community agencies, such as the commercial bank of Ethiopia, World Food Program, and Ethiopian revenue custom authority, that partner with the university are aware of the university's goals for student employability and career development and the range of student employability and career development opportunities that are available to students.

There is some understanding between the university and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing student employability and career development activities.

Few, if any, opportunities exist for community agency representatives to take on leadership roles in advancing student employability and career development at the university; community agency representatives are not invited or encouraged to express their particular agency needs or recruit student and faculty participation in student employability and career development.

There are some programmatic connections between this university and TVETs, but they do not rise to the level of a formal partnership.

ii. JJU Career Development Center

There is a career office on campus, but in July 2019 it seemed lacking in resources -- the space was very small, had a limited number of computers, and no training space or resources. Through interviews with University staff, Brandeis learned that in the academic year ending 2019 summer, there was very little activity related to student employability development and career readiness on campus. During the year there was no allocation of budget to the Career Development Center on campus and hence limited student employability development and career readiness programming. Career Center staff mentioned that they had conducted one training with approximately 500 students, on how to search for jobs in which students were exposed to online search resources.

Additionally, two short trainings were offered on entrepreneurship. They mentioned gaps in student skills and competencies related to employment, but there was no training offered to address the gaps -- rather one on one counseling was offered to students who sought it out. Career Development Center staff mentioned that in the previous academic year (2017 -- 2018), there was a job fair attended by 20+ employers and Ethiojobs conducted a baseline assessment

SCET OBSERVATIONS

Currently Jigjiga University provides career coaching, advising, and counseling for first year students of all college and departments on five consecutive days. There are no special programs provided to women and students with disabilities.

The career services started to provides and help students connect with employers through campus interviews (like Ethiopian revenue custom authority and Ethiopia commercial bank) are some of the active employers who have networking with Jigjiga University. Student employability career development center staff help students to present themselves effectively as candidates for employment such employment.

Under the direct supervision of Vice president Office Director there are three staff along with the director of the student employability career development center who provide strategic direction for accomplishing mission and goals, to manage career services, and to align and support career services with the mission of the institution and the needs of students.

of students to identify areas for further development and learning and also offered a life skills training.

iii. JJU Employer Relationships

In July 2019 conversations with three employers, Brandeis learned that no formal relationships exist with the university. They stated that they hire nationally or region-wide and have several Jijjiga University students working with them but have no unique hiring processes or preferential hiring practices for the local students. Employers repeated the same issues that we had heard at other locations – that students needed transferable life skills and were not career ready enough or able to manage their expectations appropriately.

SCET OBSERVATIONS

Currently, few community institutions or organizations like the Commercial Bank of Ethiopia, World food program and Ethiopian revenue custom authority that partner with the university are aware of the university's goals for student employability and career development and the range of student employability and career development opportunities that are available to students. There is some understanding between the university and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing student employability and career development activities.

Few, if any, opportunities exist for community agency representatives to take on leadership roles in advancing student employability and career development at the university; community agency representatives are not invited or encouraged to express their particular agency needs or recruit student and faculty participation in student employability and career development.

D. JIMMA UNIVERSITY (JU)

i. JU Institutionalization

Campus commitment and mission related to student employability development and career readiness

Student employability as a clear focus for JU began two years ago because of three clear contextual realities: the difficulty JU graduates faced in finding jobs, the explosion in the number of students graduating from universities across the country, and students' lack of practical job skills. JU responded to these challenges by creating a strategic plan for the Career Development and Entrepreneurship Centre (CDEC) in 2018. The vision (lightly edited) articulated in the plan is:

To be a model career centre among higher educational institutions of Ethiopia which produces the most employable graduates in Africa, making JU an innovative and entrepreneurial university and moving JU towards being a premier world-class university by 2025.
(2018 Strategic Plan of Career Development and Entrepreneurship Centre of Jimma University)

The plan lays out extensive strategic themes and objectives and includes indicators for assessing progress through monitoring and evaluation. Implementation, however, proved to be challenging. With part-time staffing and few resources, only a small portion of the plan was put into action with a small percentage of 4th-year students benefiting from very basic training and coaching intended to help them secure jobs.

JU has new leadership devoted to student employability development and career readiness and this, coupled with the government's mandate that public universities focus on preparation of graduates for employment, supports the commitment by the university to be a "leader among peers in addressing youth employment."

SCET OBSERVATIONS

As of May 2020:

- *Merging career development and entrepreneurship became how JU- higher administrators understood the concept. As the name indicates, the career development center is merged with the concept of entrepreneurship. The implication is that entrepreneurial activity is one of the elements of career readiness. This concept is clearly noted in the strategic plan of JU-CDEC (2016-2021).*
- *As stated from mission of JU-CDEC, the mission is in line with and fosters the mission of JU.*
- *JU has 14 objectives, career development and entrepreneurship is 3rd and more than 343 key performance measures, among these 30 key performance measures focus on JU-CDEC activities.*
- *Every office reports on the JU-Plan. Performance is evaluated by JU council members (Counsel Members-President, Vice presidents, college/ faculty deans/directors, and institution coordinators.). The JU-CDEC director also member of JU- Counsel.*

Faculty support for and involvement in student employability development and career readiness

At the time of the July 2019 Brandeis visit, JU had strong faculty champions on campus for making student employability development and career readiness a priority. There was a deep understanding among all faculty and staff interviewed that employability development and career

readiness must be an essential element of students' academic education and overall experience at JU. Many expressed an understanding that structural change is necessary and that they would support it.

SCET OBSERVATIONS

As of May 2020:

- *Most faculty deans are eager to engage with students at EDCR training and additional events, and to counsel them; 18 instructors are now TLS trainers were nominated by faculty deans.*
- *All faculty positively support EDCR, and have direct involvement with providing information to their students and giving feedback to the center.*
- *Most faculty leaders appreciate EDCR activities and raise the issue of how student employability and career development is addressing all JU undergraduate students and not just the graduating class. They want teachers to also have the capacity to be counselors/ trainers.*

In January 2020, Jimma University hosted a four-day Training of Trainers (TOT) for the Transferable Life Skills curriculum developed by Brandeis University and Save the Children. Nineteen faculty and department heads and deans were active participants in this training and were eager to pilot the curriculum and to train additional trainers on campus. The pilot plans were not implemented due to the shutdown related to COVID-19.

During the January visit, the Academic Vice President also stated that many of the plans that had been made to deepen EDCR at JU had to be put on hold due to student unrest in the preceding period.

Additionally, the Director of the Career Development Center and one other staff participated in the 8-week *Education Works: Career Development Center Management Course* pilot developed by Brandeis. We hope that as the university re-opens post-pandemic situation, many of the plans that have been developed through this course and the TOT, will move forward.

Student support for and involvement in employability development and career readiness

Student union leaders have been involved with the CDC. However, with the low percentage of students being trained, and only in their 4th year, student engagement overall is low.

SCET OBSERVATIONS

As of May 2020:

- *Every student can participate in any CDEC events; employability development training, one-to-one counseling, organized career workshops/ job fairs,*
- *Because of the limited capacity of time, and material and, human resources, JU-CDEC prioritize interfacing with freshmen students and graduating classes.*
- *Since JU-CDEC has limited resources, all levels of students are welcomed and encouraged to be volunteers and ambassadors of the centers. This leadership role is recognized by giving recognition of certificates.*
- *JU has given more priority to engaging students in their community and recognizing their participation (e.g. rewards certificate).*

TVET and community partnerships

JU has MOUs with some TVETs (i.e. technology transfer, scholarships for outstanding students, internships, university use of TVET facilities). The TVETs are an employer for graduates of the College of Education and Behavioral Science.

JU has a long history of working with the community through its Community-Based Education courses. These are currently under review for updating but the plan is reportedly to continue offering them.

SCET OBSERVATIONS

As of May 2020:

- *Some recently active agencies are aware of the objectives of JU-CDEC and actively attend organized career events.*
- *40 new graduates took advantage of the opportunity of post-graduate internships and some of the students are now employed at the host organization.*
- *Every year more than 1500 students are placed in internships and most agencies are interested in recruiting these students when they graduate.*
- *JU-Jimma institute of Technology and Agricultural institutes have created connections with TVET's. The connection is one sided and at the level of sharing and TVET staff capacity development and short-term training.*

ii. JU Career Development Center

During the July 2019 Brandeis visit, Jimma University leaders articulated a strong desire to see student career development integrated into the university curriculum and other student experiences. The Vice President for Academic Affairs was committed to developing a new strategic plan for student career development in September 2019. He had already assessed the curriculum in terms of incorporating internships and plans to initiate changes during 2019-2020.

The JU CDC had a Deputy Director (6 hrs. /wk.), secretary (FT) and dedicated, but inadequately unfurnished space (3 rooms and the Deputy Director's office), a few computers, and 4 volunteer trainers and counselors (2 of whom were active). Reportedly, beginning in 2019-2020, additional staff and other resources were to be deployed to this effort.

Dereja.com is the major partner for the Center for training staff and graduating students of Jimma Institute of Technology with the financial support of German GIZ (English: German Corporation for International Cooperation GmbH). The CDC has used Dereja.com modules to train 4th year students in development of CVs and how to prepare for interviews. Other modules are available but are reported to be expensive.

SCET OBSERVATIONS

Due to COVID-10 the Center is not conducting the usual activities but has been reaching out to students virtually to deliver information and material. Other current activities and status includes:

Mission - Since the Career Center was established, the mission of the center is linked to the mission of University. The center was established to foster the transferable life skill of all students, the components were selected after student assessments were conducted to identify gaps. Using that information, the Center objective, goals, and mission have been revised more than two times.

Program components - The Career Center provides all employability skills development for the graduating class and freshmen to identify and help them decide their future career selection.

- *The Center is creating a smooth transformation from students' school life in to real work environments by organizing career fairs and innovative workshops,*
- *The Career Center is conducting employability development training and creating opportunities by inviting employers,*
- *Because of the JU community service program, students are engaged in the community to identify and propose solutions to existing problems for that community.*
- *How to conducting interviews.*
- *Job search techniques.*
- *Personal development training.*
- *Writing application letters*

Center Organization and Management

- *JU Academic Councils have the obligation to evaluate all planning and accomplishment as per the stated objectives.*
- *After the first revision of the Center organization and structure, JU-CDEC reports to the Academic V/president and all the staff have clear and specified job descriptions with roles and responsibilities.*
- *Including JU-CDEC, all offices have regular reporting periods to both of JU- community members and all external respective partners.*
- *JU- has a newly developed information management system; online planning and reporting tool, which evaluate the output performance by key performance indicators (KPI)*
- *For the purpose of renewing service, policy, procedure and budgetary issues, clearly defined and regular review processes are conducted quarterly or yearly. Career Center strategies were reviewed and updated last year.*
- *Career Center leadership can participate in institutional planning and related career services developing objectives, policy, practices and designation of students at national and local levels.*
- *One of the roles of Center Director is to create collaboratives with internal and external agencies which relate to career services.*
- *Since Jimma University is known by the 'We are in the community' motto, external partners are invited to reflect ideas concerning on student's career readiness.*
- *Even if JU has more national and international connections, JUCD is appropriately accessible and referenced to all constituents.*

Human Resources

- *The Career Center staff is committed to partnering with faculty and staff to empower students to identify and achieve their professional aspirations.*
- *The Center has counselors, administrative assistance and experienced director.*
- *Opportunities are disclosed and the whole campus is treated equally.*
- *Since most staff come from different backgrounds, professional development opportunities are equally distributed and locally and nationally professional workshops are open to all,*
- *The salaries are based on educational backgrounds within the institutional pay scale. Roles and responsibilities are clearly stated along with required professional experiences and competences.*

Financial

- *The Center's annual budget is dependent on implementing stated plans and measurable expected outcomes.*

Facilities

- *The Career Center is located around a dormitory and in front of their cafeteria.*
- *The Center is equipped with basic facilities and equipment to start. They will face a problem if on- to-one counselors are available.*
- *In order to ensure confidentiality of student visits with counselors, there are no recordings.*
- *The Center has no conference room or meeting rooms.*
- *The Center is partially accessible for some disability and special needs.*
- *Working hours of the Center are similar to student learning hours,*

Technology

- *Most of center staffs are aware of basic use of technology,*
- *The website is under development.*
- *JU-CDEC is working on equipping the facilities of the Center with materials and developing eLearning platform that enable online recruitment and employers' systems.*

Institutional Relations

- *The Center is strategically structured internally and has close relationships with the gender office, industry linkage office, community service and student service offices.*
-

iii. JU Employer Relationships

In July 2019 employer engagement across JU colleges and the Jimma Institute of Technology (JIT) was quite variable, and in most cases not institutionalized. Formal agreements were being developed in the hospitality industry and with other specific employers, but these were largely very recent. While the CDC, in collaboration with Ethiojobs/Dereja.com, conducted a job fair in June 2018 on the main campus with more than 10 local, national and international businesses participating, there was not a job fair in 2019.

There is reportedly a low rate of hiring engineering and technology students and a high rate of employment for health students – this could be due to labor market demands, but raises the question about cultivation of employers for specific professions being trained by each of the colleges.

Employers reported their need for graduates to have more foundational skills and to be trained in market-driven programs. We also observed that the gender gap is much larger in the private sector, hiring more males, while the gender gap in public sector is decreasing with the hiring of more females.

Employers reported that JU students are graduating with limited employability skills, leaving a gap in what employers want and expect. Employers identified the following skills required to be successful in their environments: practical application skills for the technical skills students learn; transferable life skills, like communication, teamwork, customer service, self-confidence, leadership, taking responsibility for their own lives; basic work skills, like punctuality, attitude, time management, commitment, business ethics, follow-through, and appropriate attire.

Employers also reported that many graduates believe that “office jobs” are the best jobs. In addition, they said their experience with graduates is that they prefer to migrate to big cities and Addis Ababa to find jobs.

Further, some employers stated that once graduates have jobs, many are not equipped to respond to jobs that will constantly evolve, resulting in their inability to grow into new expectations and types of work. Further, graduates typically don’t understand the emerging economic reality of Ethiopia (from agricultural to industrial/information age), hence don’t have a sense of their futures in it and how they can contribute.

SCET OBSERVATIONS

Currently some recently active agencies are aware about the objective of the JU-CDEC and actively attend organized career events. JU- graduated students always attract the attention of employers.

By collaborating with different internal stakeholders, JU-CDEC has developed its own strategies on how to create, maintain, and enhancing partnerships with potential employers. Even if Jimma University has a geographical disadvantage, most employers participate in organized career fairs and share their experiences with the students

E. MEKELLE UNIVERSITY (MU)

i. MU Institutionalization

Campus commitment and mission related to student employability development and career readiness

Student employability development and career readiness is a clear focus for MU and stems from three apparent contextual realities: the difficulty MU graduates face in finding jobs, the explosion in the number of students graduating from universities across the country, and students' lack of practical job skills. MU responded to these challenges by creating a Career Development Center (CDC). The objective of the MU CDC (lightly edited) is:

To build the capacity of students and alumni by offering a range of training, services, and events (such as writing CVs/Resumes and Cover Letters to improving interview techniques with recruiters) as well as integrating students with the community. It also aims to improve job search processes and resources by facilitating the connection between students and employers for jobs, internships and volunteer opportunities to increase experiential career opportunities by expanding services for specific populations. (2019 Overall Objectives/Goals of MU-Career Center)

As of July 2019, Brandeis was not aware of the existence of a strategic plan – something that articulates broad strategic themes and objectives and includes indicators for assessing progress through monitoring and evaluation - for student employability development and career readiness. However, there was an evident passion for excellence and commitment to MU being a leader among peers in addressing graduate preparation for employment. The VP of Academic Affairs' commitment to employability development and career readiness and willingness to make structural change, along with several high-level champions on campus who favored making employability development and career readiness a priority and creating synergy among diverse efforts, supported integrating these programs and services into the essence of the university, including academics.

SCET OBSERVATIONS

The March monitoring report noted that *MU has an established committee that oversees implementation of the university's EDCR action plan. Actions relating to institutionalizing the University Career Center (MU-CC) are well underway. The committee members are: Dr. Girmay Abrha (director that oversees all strategies); Mr. Kidu Gebrehiwot, Mr. Mebrahtu Hailu, and Mr. Gebretsion Mehari who are each assigned to follow up on specific strategies in the plan.*

As of May 2020:

Visible components of campus commitment and mission include:

- *Consolidating the overall mission and structure of the Center*
- *Increasing attention to employability skills*
- *Strengthening partnerships with potential employers*
- *Well organized and scheduled employability skills training.*
- *Aligned career center mission with the University*
- *Integrated job distribution of the counselors and the director.*
- *Signed memorandum of understanding with more than five partners.*
- *Using many ways to advertise Center services including direct visits, email, and social media.*

Faculty support for and involvement in student employability development and career readiness

MU has strong faculty champions on campus for making employability development and career readiness a priority. There is a deep understanding among all faculty and staff interviewed in July 2019 that employability development and career readiness must be an essential element of students’ academic education and overall experience at MU. Many expressed an understanding that structural change is necessary and that they would support it.

In January 2020, MU sent five staff to Samara University to attend the four-day Training of Trainers for the Transferable Life Skills (TOT) curriculum created by Brandeis University and Save the Children. MU was not available to host the training due to exams on campus. Participating staff were asked to create plans to pilot the curriculum with graduating students and to train additional trainers on campus. The pilot plans were not implemented due to the shutdown related to COVID-19.

SCET OBSERVATIONS

As of May 2020:

- Faculty are revising their curriculum to incorporate useful skills -improving the experiential teaching and learning methodologies
- Are providing department-wide successive training
- Faculty promoting these ideas by creating strong and direct contacts with their respective students.
- Practicing the skills used to develop students’ employability and career development in each class

The Director of the CDC and another staff member participated in the 8-week *Education Works: Career Development Center Management Course* developed by Brandeis staff. We hope that as the university re-opens post-pandemic, many of the plans that have been developed through this course and the TOT, will move forward.

Student support for and involvement in employability development and career readiness.

Brandeis was aware that there was a staff member responsible for student relations among the Career Development Center staff. In July 2019 there was student leader involvement with the Center.

SCET OBSERVATIONS

As of May 2020:

Opportunities for students to participate in student employability and career development include:

- Adequate and wide training halls
- Having well trained career counselors and trainers
- Annual planned employability skill training
- Always open Career center office which is ready for student counseling and guidance

Opportunities for students to serve as leaders and advocates of student employability and career development include:

- Career-focused ad hoc committees that are established in each college, and students are encouraged to participate in leadership positions in them.
- In courses, through group assignments and projects.
- Through different University wide voluntary activities and clubs.

TVET and community partnerships

MU has MOUs with TVETs, but it appears to be only on paper and not acted upon.

SCET observations: Currently community partners and employers participate in job-fairs and provide internships.
-Providing job opportunity (including internship) for graduates.

Other Progress

SCET's OBSERVATIONS

MU's strategy to "design and implement regular employability skills training programs for graduates" is well underway with regard to design. At the time of this report there was not any indication of service provision to students. The action step of identifying core areas of employability skills trainings was nearly complete. Least developed, but underway, is the action step of conducting impact assessment surveys of employability skills trainings.

Similarly, MU's strategy to "establish and maintain creative and sustainable partnerships with employers" is well underway with regard to planning. Most developed is their action step to identify "interested partners/employers to work collaboratively with MU-Cc" which they note was 90% complete.

MU's overall status in March shows attention and success in planning, with challenges meeting established implementation and deliver deadlines. COVID-19 is likely exacerbating the delay in the delivery of programs and services. MU asked for guidance and support from SCI and Brandeis in particular areas:

- 1. Due to the way the project budget is allocated the purchase of materials and equipment was not scheduled to be completed until April 30, 2020. They asked for advice from SCI on how to handle this.*
- 2. According to the University's schedule, the job fair is usually organized about 10 days before graduation (in June). At the time of this report, they note that "due to the coronavirus fear, the academic calendar may be delayed in this year. Even though this schedule is still after April 30, 2020 it is advisable to provide possible clarification and technical support by your good office to the University on how to manage their time?"*
- 3. The University EDCR committee had planned an impact assessment on students' employability and employer satisfaction. The report noted that this activity can't be covered until April 30, 2020, and with COVID-19 will now likely be delayed further. At the time of this report the committee suggested that the task may be extended until August 2020 and asked for a decision.*
- 4. The committee asked for decisions on the reporting schedule and lines of reporting.*

ii. MU Career Development Center

MU leaders articulated a strong desire to see student employability development and career readiness integrated into the university curriculum and other student experiences. By July 2019 the Career Center had been launched and had 18 staff, including the Director, an Assistant Director, coordinators in each of the ten colleges, four counselors, an assistant, and a driver, and dedicated office, meeting and training space. The Career Center currently has a focused action plan that provides career counseling, internships, jobs, graduate school resources, alumni services, and job search training.

Moreover, the office of Community Services supported career development with its practical, experiential approach (internships, service projects, student community research, etc.) for students to attain knowledge and skills relevant in the "real world." Community Service also

collaborated with the Career Development Center. Additionally, MU had a robust Entrepreneurship Development Center that is implementing innovative approaches to specific career preparation, like the Entrepreneurship Lab and the Business and Technology Incubation Center, both of which benefit students who want to start their own businesses.

iii. MU Employer Relationships

In July 2019 MU had university-industry linkage staff and several employer partnerships listed, but outside research lead us to believe that the links between the university and industries is limited. For instance, an assessment of the status of linkages between universities and industries indicates that the primary linkage between MU and industry is through internships. The assessment indicated that the perceived reason for the absence of real partnerships could be a lack of communication with the industry linkage office at the university, lack of interest from the industries, as well as a lack of incentives and strategy from the university, MU does have strong connections with regional governmental employers.

SCET OBSERVATIONS

Currently the Career Center reports that more than 85% of employers are highly aware of and engaged with what MU-CC is working on. They are also participating in job-fairs, and provide job opportunities (including internships) for graduates.

F. SAMARA UNIVERSITY (SU)

i. SU Institutionalization

Campus commitment and mission related to student employability development and career readiness

Samara University (SU) is a young institution that has demonstrated a commitment to building career services through investment and training. In meetings with the President's delegate commitment, both financial and structural, was expressed for building student career development based on demonstrated need and the mandate by the Ministry of Education.

Faculty support for and involvement in student employability development and career readiness

There is buy-in from top-level administrators who understand the need for student employability development and career readiness given the student population and current employer landscape. This degree of support suggests that there will be support for working with faculty on incorporating student career development into more of the academic enterprise.

In January 2020, Samara University hosted the Training of Trainers (TOT) for the Transferable Life Skills curriculum developed by Brandeis University and Save the Children. Fourteen (14) faculty and department chairs attended the four-day training and made plans for piloting the curriculum with graduating students and to train additional trainers on campus. The pilot plans were not implemented due to the shutdown related to COVID-19.

The President of the University and a second staff member registered for the 8-week online CDC Management course though the President was not able to participate due to the COVID-19 crisis through March and April 2020.

Student support for and involvement in employability development and career readiness

Brandeis did not have the opportunity to meet with students because classes were not in session, but faculty and administrators reported that work would need to be done in order to promote, network and outreach to the various departments and units regarding the services of a career development center.

Employer, TVET and community partnerships

There is cooperation with the TVET and communication/collaboration with other HEIs. Although local employers, primarily the Ministry Office, work with the University and graduates, there are no formal agreements in place. Ministry offices seem to have a closer relationship with the TVETs.

ii. SU Career Development Center

In August 2019 there was allocated space and dedicated offices for staff. There were two full time career counselors and a director of Career Services and they had plans to hire additional staff. The Administration was committed to student career development and to the related budget allocations needed to build the center and its services.

SU also had a one-year contract with Dereja.com which provided training to staff as well as outreach strategies.

SCET OBSERVATIONS

As of May 2020, current activities and status include:

Mission - The main mission of the university is producing competent graduates and the Center's mission is developed in line with this.

*Program Components – There was a public announcement about the establishment of the Center. There are programs for first-year students; Center staff review student CVs
The Center provides trainings that will help the students to develop their communication skills in order to better express themselves to employers, and job searching skills.*

Organization, Management, and Leadership – There are written job descriptions for each staff position. There is a plan that identifies student outcomes and specifies what data need to be collected. There are collaborative partnerships with other Centers at the university, such as the Gender Center. There is regular reporting on progress to stakeholders both on and off the campus.

Human Resources -The Center has only one permanent counselor and one temporary counselor, one secretary, and one director. In order to achieve the goals of the Center both the director and counselors are involved in giving trainings, coaching and counseling and other related activities. They also work with other faculty members who have been trained in Transferable Life Skills training and other academic staff who have skills related to career development.

Financial Resources – The Center has its own budget. The Center director has authority over the budget.

Facilities - There is internet in the main room but there are no rooms for training and meetings. Center office hours are based on university working hours, but in some cases Center staff are flexible when the students are in need of more hours in the Center. The Center is not well furnished.

Technology - The Career Center has no separate website but we have separate section in the university website.

Evaluation - The Center undertakes pre- and post- assessment on the students' levels of understanding of required employability skills.

iii. SU Employer Relationships

In August 2019 Brandeis noted that although local employers, primarily the regional office for education, work with the university and graduates, there were no formal agreements in place.

SCET OBSERVATIONS

Currently Samara University hosts an annual career fair/week. Employers are invited to speak to students about the world of jobs. The program creates a link between employers and graduates. An employer has also been invited to speak with students at the Center.

V. ANNEX

- A. Education Works: Assessment of Student Employability and Career Development: Rubric and Discussion Guide**
- B. Monitoring and Evaluation Tools**



USAID'S BUILDING THE POTENTIAL OF YOUTH ACTIVITY

INSTITUTIONAL CAPACITY DEVELOPMENT SUPPORT TO ETHIOPIAN HIGHER EDUCATION INSTITUTIONS

ANNEX A

EDUCATION WORKS: ASSESSMENT OF INSTITUTIONALIZATION OF STUDENT EMPLOYABILITY DEVELOPMENT AND CAREER READINESS



USAID
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Ministry of Science and Higher Education - Ethiopia



Education Works

ASSESSMENT OF INSTITUTIONALIZATION OF
STUDENT EMPLOYABILITY AND CAREER
DEVELOPMENT

UNIVERSITY EDITION

USAID'S BUILDING THE POTENTIAL OF
YOUTH ACTIVITY

Institutional Capacity Development Support
to Ethiopian Higher Education Institutions

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USAID'S BUILDING THE POTENTIAL OF YOUTH ACTIVITY

Institutional Capacity Development Support to Ethiopian Higher Education Institutions

ASSESSMENT OF INSTITUTIONALIZATION OF STUDENT EMPLOYABILITY AND CAREER DEVELOPMENT

June 2020

OVERVIEW

Brandeis University and its Center for Youth and Communities at the Heller School for Social Policy and Management is partnering with Save the Children and six Ethiopian Universities to achieve the following outcomes:

Expected Result 1: Capacity of Ethiopian higher education institutions is developed to deliver transferable life skills education for their graduates through Career Centers established or improved.

Expected Result 2: Partnerships are developed between higher education institutes, colleges and employers.

Part of this process is to assess the extent to which student employability and career development have been institutionalized at the participating higher education institutions. We are using the attached rubric as a tool that enables both universities as well as other stakeholders to better understand how student employability and career development is being institutionalized, where progress has occurred, and what areas need attention. While the underlying concepts of this rubric are based on research, its value as a tool is premised on its being able to be adapted to the specific context of each institution.

The rubric and sample discussion questions are designed to help Save and members of the university community better understand the current state of:

- institutional mission, goals, and resources in support of student employability development and career readiness.
- the role of faculty in student employability development and career readiness.
- student awareness and use of services.
- the role and structure of existing student support services, including Career Development Centers and Women's Centers.
- partnerships with employers and community organizations.

DISCLAIMER: This assessment rubric is made possible by the generous support of the American People through the United States Agency for International Development (USAID) Building the Potential of Youth Activity. The contents are the responsibility of Save the Children and Brandeis University and do not necessarily reflect the views of USAID or the United States Government.

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ASSESSMENT OF STUDENT EMPLOYABILITY AND CAREER DEVELOPMENT

Rubric & Discussion Guide

The rubric consists of five dimensions (listed below) that are at the core of all institutionalized university change efforts. Each dimension is broken into aligned components that operationalize the dimension.

DIMENSIONS	COMPONENTS
I. Institutional Philosophy and Mission of Student Employability and Career Development	<ul style="list-style-type: none"> • Definition of Student Employability and Career Development • Strategic Planning • Alignment with Institutional Mission • Alignment with Educational Reform Efforts
II. Faculty Support for and Involvement in Student Employability and Career Development	<ul style="list-style-type: none"> • Faculty Awareness • Faculty Involvement and Support • Faculty Leadership • Faculty Incentives and Rewards
III. Student Support for and Involvement in Student Employability and Career Development	<ul style="list-style-type: none"> • Student Awareness • Student Opportunities • Student Leadership • Student Incentives and Rewards
IV. Community Participation and Partnerships	<ul style="list-style-type: none"> • Community Partner/Employer Awareness • Mutual Understanding • Community Partner/Employer Leadership and Voice • Partnerships with TVETs
V. Career Office Standards Summary Matrix	<ul style="list-style-type: none"> • Mission • Program Components • Organization, Management, and Leadership • Human Resources • Financial Resources • Facilities • Technology • Institutional and External Relations • Employer Relations • Program Evaluation, Assessment, and Research

How to use the rubric

Note that Dimensions I through IV and their Components are broken into three stages of institutionalization: Critical Mass Building; Quality Building, and Sustained Institutionalization. Each stage has an example of how it would look at the university. These are general examples and this is where there is room to think about ways a stage looks at a particular university. The overall goal is to note where the university started, and particularly where the university is now, by simply putting an X on the relevant stages.

Dimension V, Career Office Standards Summary Matrix, is similar but has a slightly different format. This Dimension refers to which of the key elements of a Career Development Center are in place and uses “Yes” occurring, or “No” not occurring. Select the letter that best describes the current state of the particular element and use the Notes section to provide detail.

DIMENSION I: UNIVERSITY COMMITMENT AND MISSION RELATED TO STUDENT EMPLOYABILITY DEVELOPMENT AND CAREER READINESS¹

A primary component of the institutionalization of student employability development and career readiness is university-wide commitment and standards that provide meaning, focus, and emphasis for efforts across the university. How narrowly or broadly student employability development and career readiness is defined at the university will affect which university constituents participate/do not participate, which university units will provide financial resources and other support, and the degree to which student employability development and career readiness will become part of the university's institutional fabric (e.g., a fully supported Career Development Center with metrics to measure success and inform continuous improvement).

	STAGE ONE <i>Critical Mass Building</i>	STAGE TWO <i>Quality Building</i>	STAGE THREE <i>Sustained Institutionalization</i>	NOTES & SAMPLE DISCUSSION QUESTIONS
DEFINITION/ CONCEPT OF STUDENT EMPLOYABILITY AND CAREER DEVELOPMENT	There is no university-wide commitment to career development. "Career development" is used inconsistently to describe a variety of activities.	There is an operationalized definition for student employability and career development at the university, but there is some variance and inconsistency in the use of the term.	The institution has a formal, universally accepted definition for high quality student employability and career development that is used consistently to operationalize many or most aspects of career development at the university.	What are some of the most visible components of the strategic plan around employability and career development? In what ways, if any, are colleagues, students, employers discussing student employability and career development?
STRATEGIC PLANNING	The university does not have an official strategic plan for advancing student employability and career development across the university.	Although certain short-range and long-range goals for student employability and career development have been defined for the university, these goals have not been formalized into an official strategic plan that will guide the implementation of these goals.	The university has developed an official strategic plan for advancing student employability and career development at the university, which includes viable short-range and long-range institutionalization goals.	
ALIGNMENT WITH INSTITUTIONAL MISSION	While student employability and career development complement many aspects of the institution's mission, it remains on the periphery of the university. Career development is rarely included in larger efforts that focus on the core mission of the institution.	Student employability and career development is often mentioned as a primary or important part of the institution's mission, but is not included in the university's official mission or strategic plan.	Student employability and career development is part of the primary concern of the institution. Student employability and career development is included in the university's official mission and/or strategic planning.	
ALIGNMENT WITH EDUCATIONAL REFORM EFFORTS	Career development stands alone and is not tied to other important, high profile efforts at the university (e.g., establishment of research conferences).	Student employability and career development is tied loosely or informally to other important, high profile efforts at the university (e.g., establishment of research conferences).	Student employability and career development is tied formally and purposefully to other important, high profile efforts at the university (e.g., establishment of research conferences).	

¹ Informed by Andrew Furcos's *Self-Assessment Rubric for the Institutionalization of Service-Learning* 1999.

DIMENSION II: FACULTY SUPPORT FOR AND INVOLVEMENT IN STUDENT EMPLOYABILITY DEVELOPMENT AND CAREER READINESS

Faculty awareness and support is a necessary component of institutionalizing the development of student employability and career competencies and pathways.

	STAGE ONE <i>Critical Mass Building</i>	STAGE TWO <i>Quality Building</i>	STAGE THREE <i>Sustained Institutionalization</i>	NOTES & SAMPLE DISCUSSION QUESTIONS
FACULTY AWARENESS	Very few faculty members know what student employability and career development requires and are unaware of opportunities such as internships, job fairs, or other university career services.	An adequate number of faculty members know what student employability and career development requires and are aware that some opportunities/services are offered at the university.	A substantial number of faculty members know what career development requires and actively refer students to opportunities/services at the university.	<p>What are some ways faculty can incorporate student employability and career development into their teaching and advising?</p> <p>How are faculty promoting these ideas at the university?</p>
FACULTY INVOLVEMENT & SUPPORT	Very few faculty members are advocates of career development. Few support the strong infusion of career related competencies into the academy or into their own professional work.	While an adequate number of faculty members are supportive of student employability and career development, few of them are advocates for infusing career related competencies in the overall mission and/or their own professional work.	A substantial number of influential faculty members participate as instructors, supporters, and advocates of the infusion of career related competencies both into the institution's overall mission AND the faculty members' individual professional work.	
FACULTY LEADERSHIP	None of the most influential faculty members at the university serve as leaders for advancing student employability and career development /services at the university.	There are only one or two influential faculty members who provide leadership to the university' employability and career development/services effort.	A highly respected, influential group of faculty members serves as the university's employability and career development/ services leaders and/or advocates.	
FACULTY INCENTIVES & REWARDS	In general, faculty members are not encouraged to engage in student employability and career development; few if any incentives are provided (e.g., mini-grants, funds for conferences, etc.) to increase student employability and career development activities; faculty members' work in student employability and career development is not usually recognized during their review process.	Although faculty members are encouraged and are provided various incentives (e.g., mini-grants, funds for conferences, etc.) to increase student employability and career development opportunities, their work in student employability and career development is not always recognized during their review process.	Faculty who are involved in student employability and career development receive recognition for it during the university's review process; faculty are encouraged and are provided various incentives (e.g., mini-grants, funds for conferences, etc.) to increase student employability and career development activities.	

DIMENSION III: STUDENT SUPPORT FOR AND INVOLVEMENT IN STUDENT EMPLOYABILITY DEVELOPMENT AND CAREER READINESS AND THE CAREER DEVELOPMENT CENTER

An important element of institutionalization is the degree to which students are aware of opportunities/services at the university and are provided opportunities to play a leadership role in the development of their employability and career competencies/pathways.

	STAGE ONE <i>Critical Mass Building</i>	STAGE TWO <i>Quality Building</i>	STAGE THREE <i>Sustained Institutionalization</i>	NOTES & SAMPLE DISCUSSION QUESTIONS
STUDENT AWARENESS	There is no university-wide mechanism (e.g., Career Lab) for informing students about career development courses, resources, and opportunities that are available to them.	While there are some mechanisms for informing students about career development courses, resources, and opportunities that are available to them, the mechanisms are sporadic and concentrated in only a few departments or programs (e.g., department flyers).	There are university-wide, coordinated mechanisms (e.g., student employability and career development listings in the schedule of events, course catalogs, etc.) that make students aware of the various learning opportunities, resources, and supports that are available to them.	<p>What opportunities are available for students to participate in student employability and career development?</p> <p>What opportunities do students have to serve as leaders and advocates of student employability and career development?</p>
STUDENT OPPORTUNITIES	Few career development opportunities exist for students.	Student employability and career development options are limited to only certain groups of students in the academy (e.g., students in certain majors, honors students, seniors, male students, etc.).	Student employability and career development options are available to students in many areas throughout the academy, regardless of the students' major, year in school, or academic interests. Targeted support is available for underrepresented student groups, especially women who have been underserved.	
STUDENT LEADERSHIP	Few, if any, opportunities at the university exist for students to take on leadership roles in advancing their career development in their departments or throughout the university.	There are a limited number of opportunities available for students to take on leadership roles in advancing student employability and career development in their departments or throughout the university.	Students are welcomed and encouraged to serve as advocates and ambassadors for institutionalizing student employability and career development in their departments or throughout the university.	
STUDENT INCENTIVES AND REWARDS	The university has neither formal mechanisms (e.g., catalogued list of internships, notations on students' transcripts, etc.) nor informal mechanisms (news stories in paper, unofficial student certificates of achievement) that encourage students to participate in career development or reward students for their participation in activities.	While the university offers some informal incentives and rewards (news stories in paper, unofficial student certificates of achievement) that encourage students to participate in student employability and career development and/or reward students for their participation in student employability and career development, the university offers few or no formal incentives and rewards (catalogued list of internships, student employability and career development notation on students' transcripts, etc.).	The university has one or more formal mechanisms in place (e.g., catalogued list of student employability and career development opportunities/internships, student employability and career development notation on students' transcripts, etc.) that encourage students to participate in career development opportunities and reward students for their participation.	

DIMENSION IV: COMMUNITY PARTICIPATION AND PARTNERSHIPS

An important element for the institutionalization of student employability development and career readiness is the degree to which the university nurtures partnerships with community and business representatives, and encourages them to play a role in implementing and advancing student employability and career development strategies and activities at the university or in the community.

	STAGE ONE <i>Critical Mass Building</i>	STAGE TWO <i>Quality Building</i>	STAGE THREE <i>Sustained Institutionalization</i>	NOTES & SAMPLE DISCUSSION QUESTIONS
COMMUNITY PARTNER AWARENESS	Few, if any, community agencies that partner with the university are aware of the university's goals for student employability and career development and the range of student employability and career development opportunities that are available to students.	Some community agencies that partner with the university are aware of the university's goals for student employability and career development and the range of student employability and career development opportunities that are available to students.	Most community agencies that partner with the university are aware of the university's goals for student employability and career development and the range of student employability and career development opportunities that are available to students.	To what extent are community agencies and employers that partner with the university aware of the university's goals around student employability and career development? What role do community partners and employers play in university-wide leadership of student employability and career development?
MUTUAL UNDERSTANDING	There is little or no understanding between the university and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing student employability and career development activities.	There is some understanding between the university and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing student employability and career development activities.	Both the university and community representatives are aware of and sensitive to each other's needs, timelines, goals, resources, and capacity for developing and implementing student employability and career development activities.	
COMMUNITY PARTNER VOICE & LEADERSHIP	Few, if any, opportunities exist for community agency representatives to take on leadership roles in advancing student employability and career development at the university; community agency representatives are not invited or encouraged to express their particular agency needs or recruit student and faculty participation in student employability and career development.	There are a limited number of opportunities available for community agency representatives to take on leadership roles in advancing student employability and career development at the university; community agency representatives are provided limited opportunities to express their particular agency needs or recruit student and faculty participation in student employability and career development.	Appropriate community agency representatives are formally welcomed and encouraged to serve as advocates and ambassadors for institutionalizing student employability and career development at the university; community agency representatives are provided substantial opportunities to express their particular agency needs or recruit student and faculty participation in student employability and career development.	
PARTNERSHIPS WITH TVETs	There are no formal partnerships between this university and TVETs. Any institutional connections are based on relationships between individuals.	There are some programmatic connections between this university and TVETs, but they do not rise to the level of a formal partnership.	There are formal partnerships between this university and TVETs that will endure in spite of staffing or leadership changes.	

DIMENSION V: CAREER CENTER “STANDARDS” SUMMARY MATRIX

These Standards are informed by National Association of Colleges and Employers (NACE)². It should be used as a checklist and discussion tool. In the “In Place?” column note whether the Key Element is occurring or is in place by circling **Y** - Yes or **N** – No. Provide more detail in **Notes**.

Standards	Key Elements	In Place?	Sample Associated Actions	Notes
I. Mission	Center mission aligns with the university mission	Y N	Prioritizes career development as an important developmental task beginning early in the university experience Programs for women or students with disabilities Center mission is on the wall of the Center.	
	Center mission advances and promotes importance of student employability and career development	Y N		
	Career services, regardless of the model (centralized, decentralized, or hybrid), considers the needs of ALL students when designing programs and delivering services.	Y N		
	Career services develops, records, disseminates, implements, and regularly reviews its mission and goals	Y N		
II. Program Components	Career coaching, advising, counseling occurs at any stage of students’ career development	Y N	There are programs for first-year students	
	Career services helps students make employment choices based on accurate self-knowledge and information about the options available to them.	Y N	There are programs for women and students with disabilities Program offerings take cultural differences into account.	
	Coaching, advising, and counseling services are aligned with the personal, developmental, and cultural attributes, issues and beliefs of students.	Y N	Students have access to the internet through Center computers.	
	Career services provides current, valid, and reliable online resources that help student pursue their career goals.	Y N	Employers conduct job interviews with students at the Center.	

² NACE Professional Standards for College & University Career Services Revised 2019

Standards	Key Elements	In Place?	Sample Associated Actions	Notes
	Career services provides current information and resources on current and projected employment opportunities.	Y N	Center staff review student CVS's. Students work with a faculty member; work with a community organization.	
	Center staff help students connect with employers through campus interviews, job listings, referrals, direct application, networking, job-search events, publications, and information technology.	Y N		
	Career services help students learn how to vet opportunities and identify fraudulent employment practices.	Y N		
	Center staff help students to present themselves effectively as candidates for employment	Y N		
	Staff help students explore a full range of career and work possibilities that match their employment goals and workplace/community fit.	Y N		
	Provide experiential learning programs or help students identify experiential learning opportunities	Y N		
III. Organization, Management, and Leadership	There is a leader or leadership team to provide strategic direction for accomplishing mission and goals, to manage career services, and to align and support career services with the mission of the institution and the needs of students.	Y N	There is a group that reviews the steps in the university action plan. There are written job descriptions for each staff position.	
	There is a purposeful and appropriate organizational structure with measurable goals, accessible policies and procedures, written job descriptions and expectations, organizational charts showing clear lines of authority, and	Y N	There is a plan that identifies student outcomes and specifies what data need to be collected. There are collaborative partnerships with other Centers at the university, such as the Gender	

Standards	Key Elements	In Place?	Sample Associated Actions	Notes
Standards	appropriate facilities.		Center There is regular reporting on progress to stakeholders both on and off the campus.	
	There are assessment and accountability systems.	Y N	There is a plan that identifies student outcomes and specifies what data need to be collected.	
	There are sound fiscal management practices	Y N	There is regular reporting on progress to stakeholders both on and off the campus.	
	There are clearly defined and regularly occurring review processes for services, policies, procedures, and budgetary issues.	Y N		
	Center leadership engages in strategic planning	Y N		
	Center leadership manages human resources processes, including recruitment, selection, onboarding, and ongoing development, supervision, performance planning, evaluation, recognition and reward.	Y N	Goals and objectives are based on student learning and development outcomes Regular appropriate feedback is provided to colleagues and students	
	Leadership uses current and valid evidence to inform decisions and frame future strategies for the department.	Y N		
	Center leaders advocate for career services participation in divisional and institutional planning and decisions related to career services objectives, policies, practices, and designation of students.	Y N		
Center leaders initiate collaborative interactions with internal and external individuals and	Y N			

Standards	Key Elements	In Place?	Sample Associated Actions	Notes
	agencies that possess interests and/or concerns regarding career services.			
	Maintain integrity and ensure that all information about career services is current, accurate, appropriately referenced, and accessible to all constituencies.	Y N		
IV. Human Resources	There are an adequate number of qualified professional and support staff to fulfill the Center's mission and functions	Y N	<p>There are multiple staff at the Center, with a minimum of a counselor, an administrative assistant, and a director.</p> <p>Staff have different skills and expertise in order to cover all the different and essential functions of the Center.</p> <p>Staff have opportunities to attend conferences or trainings.</p> <p>Staff are aware of university and MoSHE regulations.</p> <p>Part-time and student staff are adequately supervised and are clear about their responsibilities.</p>	
	Staff, in combination, provide the knowledge, skills, and abilities to perform primary program functions effectively.	Y N		
	Center employment practices are fair, inclusive, and nondiscriminatory in order to attract, retain, and develop a diverse staff.	Y N		
	There is access to professional development opportunities including in-service training programs and professional conferences/workshops/webinars.	Y N		
	All staff are trained in legal, confidential, and ethical issues related to career services.	Y N		
	Salaries and benefits for staff are commensurate with similar positions within the institution.	Y N		
	Professional staff members have the requisite formal education and training, work experience, and personal skills and competencies to perform effectively in their defined roles.	Y N		

Standards	Key Elements	In Place?	Sample Associated Actions	Notes
	Paraprofessionals, interns, and graduate assistants are carefully selected, trained in helping skills and institutional procedures, closely supervised, and evaluated regularly.	Y N		
	There are administrative and technical staff available to assist the Center in carrying out its mission.	Y N		
V. Financial Resources	There are dependable sources for adequate funding to ensure achievement of Center mission and goals	Y N	The Center has its own budget. The Center director has authority over the budget.	
	There is demonstrated financial strategy and fiscal responsibility consistent with institutional policies and procedures.	Y N		
VI. Facilities	The Center is adequate, accessible, and suitably located.	Y N	The Center has its own facilities, that are well furnished and attractive to students. There is permanent signage. There are locked file cabinets. There are both day and evening office hours.	
	Staff have work space that is well equipped, adequate in size, and support their work and responsibilities.	Y N		
	There is furnished private space available.	Y N		
	Equipment and facilities can be secured to protect the confidentiality and safety of records.	Y N		
	There is internet connectivity, conference rooms, and meeting rooms.	Y N		
	Career services facilities are accessible to people with disabilities and special needs.	Y N		
	Office hours meet the needs of students.	Y N		

Standards	Key Elements	In Place?	Sample Associated Actions	Notes
VII. Technology	Career Center staff are well informed about the use of technology	Y N		
	Career services website provides up-to-date information regarding mission, location, staffing, contact information, programs, and services	Y N		
	There is computer based and/or online recruiting and employment systems available to students.	Y N		
VIII. Institutional and External Relations	Career Center is developing and maintaining productive relationships with relevant institutional stakeholders.	Y N	There are collaborative partnerships with other Centers at the university, such as the Gender Center	
	The Center is an institutional resource internally and externally on information and data related to career development, labor market trends, and employment outcomes.	Y N		
IX. Employer Relations	The Center is developing, maintaining, and enhancing relationships with employers that may provide career development, employment opportunities, and educational programming for students.	Y N	The Center has an MOU with at least one employer. An employer has been invited to speak with students at the Center.	
	Employers are encouraged to participate in career planning courses, career conferences, career fairs, internships and experiential learning.	Y N		
X. Program Evaluation, Assessment and Research	The Center has an evaluation and assessment plan.	Y N	There is a public announcement about the establishment of the Center. A progress report with metrics is available to those who are	
	The Center has identified student outcomes.	Y N		
	The Center uses data in decision making	Y N		

Standards	Key Elements	In Place?	Sample Associated Actions	Notes
	The Center regularly shares progress reports with its internal and external stakeholders.	Y N	interested.	



USAID'S BUILDING THE POTENTIAL OF YOUTH ACTIVITY

INSTITUTIONAL CAPACITY DEVELOPMENT SUPPORT TO ETHIOPIAN HIGHER EDUCATION INSTITUTIONS

ANNEX B

MONITORING AND EVALUATION TOOLS AND RESOURCES



**PROMOTING OPPORTUNITIES THROUGH
TRAINING, EDUCATION, TRANSITION
INVESTMENT AND LIVELIHOODS (POTENTIAL)**

**IMPLEMENTATION MONITORING AND EVALUATION FRAMEWORK
FOR INSTITUTIONALIZING
STUDENT EMPLOYABILITY DEVELOPMENT AND CAREER READINESS IN
ETHIOPIAN UNIVERSITIES**

Brandeis University and Save the Children Approach and Roles

December 2019 - June 2020

Brandeis University (Brandeis) is working closely with Save the Children (SCI) and our university Partners in a practical knowledge and skill-development effort to which we all bring critical strengths, and in which practical solutions to real-world issues are developed through a collaborative, mutually respectful approach. Our approach and work are partnership-based: we endeavor to understand and learn from our partners and the project, manage with a results orientation, and create knowledge to both prove and improve impact and quality through discovering and disseminating lessons learned and building an evidence base of numbers *and* stories.

While the action plan is each university's guide to implementing sustainable student employability development and career readiness (EDCR) programs, policies, and activities on their campus, it is also a key component of our understanding of how to best work with each of the universities. To this end, Brandeis, and our SCI Partners, will be engaged in monitoring, evaluation, learning, and support as the university teams implement their EDCR action plans. Brandeis is leading this overall task and SCI staff are our Partners in specific monitoring and support activities.

One task the Brandeis SCI Partners will be undertaking is to conduct monitoring and support visits using forms¹ that are based on your action plan. The forms, developed by Brandeis, will be used as tools to better understand the current status of your EDCR efforts and to collect the data – milestones reached, numbers of students served, numbers of MOUs signed, and the like – indicated by each university's action plan. They will also ask you to assess whether activities are or are not underway in a dashboard manner (“no action to date,” “discussed but no other action to date,” “underway,” and “completed”). SCI Partners will hold a debriefing meeting with EDCR action planning committee stakeholders at the close of each visit and talk with you about support needed. The completed forms will be shared with the Brandeis team so that we can tailor our support to best meet your needs.

Brandeis will continue to gauge your progress towards your EDCR short-term outcomes during Brandeis team site visits by using the EDCR assessment rubric which was used for the rapid assessment and as a framework for the action plans. Once again, the major focus of these visits will be on learning and support.

The framework that follows outlines our approach over the remainder of the SCI/Brandeis pilot year. The table identifies the types of activities that will be carried out by our SCI Partners on a monthly basis, and assumes that SCI partners will be using information gleaned through the monitoring activities to adapt the support they provide to the universities. The table also delineates the overall evaluation, learning and support activities to be carried out by Brandeis and our focus on assessing the implementation of institutional change more broadly.

¹ The SCI Monitoring and Support form for your university is included in this mailing.

Each university’s action plan serves as the foundational document for both Brandeis’ and SCI’s monitoring, evaluation, learning, and support efforts with the six universities.

SCI Monitoring and Support Activities	Brandeis Evaluation, Learning and Support Activities
<p>Progress on Action Plan For each strategy and activity SCI Partners will note the extent to which activities have occurred. Monitoring will be used as a basic diagnostic assessment of what has been accomplished and where additional support is needed.</p> <p>For example, SCI monitoring for University X’s Strategy I could focus on the following:</p> <ul style="list-style-type: none"> • Has a working committee been organized? <i>No action to date, Discussed but no other action to date, Underway, or Completed</i> • Has an EDCR plan been designed? <i>No action to date, Discussed but no other action to date, Underway, or Completed</i> • Has a plan been developed for awareness creation for the university community? <i>No action to date, Discussed but no other action to date, Underway, or Completed</i> • Has a plan been developed for awareness creation for students? <i>No action to date, Discussed but no other action to date, Underway, or Completed</i> <p>This type of monitoring will be carried out on a monthly basis, using the same questions for each visit. Primary data will come through interviews, on-site document review, and observation. Reports will be produced by SCI Partners and shared with Brandeis.</p> <p>Additionally, SCI Partners will collect actual output data on a regular basis to assess progress, e.g., the number of students participating in training, as identified in each university’s action plan.</p> <p>Examples of output data for Strategy I could include:</p> <ul style="list-style-type: none"> • Organize a working committee <i># faculty and staff participating, # of meetings</i> • Awareness creation for university community about EDCR <i># events, mailings, social media messages</i> • Create awareness about EDCR for students <i># events, mailings, social media messages</i> <p>Finally, SCI Partners will be talking with university teams about what kind of support they need to be successful.</p>	<p>Institutionalization of EDCR Brandeis is using the institutionalization assessments rubrics to assess progress of career center development and the institutionalization of EDCR efforts that have been shared with the university leadership and teams in the Action Planning process. These tools were also used in the Rapid Assessments to gather baseline data. The Brandeis team will be conducting two more assessments using these tools in partnership with each campus.</p> <p>Each university’s Action Plan has an evaluation, learning and section or component. Brandeis will provide technical assistance (TA) to strengthen these critical activities based on the degree to which the evaluation and learning plan is implemented.</p> <p>SCI monitoring reports on the progress of the other institutionalization strategies along with the institutionalization assessments will be used for learning and improvement and inform Brandeis TA and capacity building support with each university.</p> <p>Transferable Life Skills (TLS) Curriculum Brandeis will assess the implementation and utility of the TLS curriculum and the Training of Trainers (TOT) that will be piloted through input secured from TOT participants and SCI Partners.</p> <p>Career Center Management Course Brandeis will assess the implementation and utility of the course that will be piloted through input secured from university teams.</p> <p>Presidents Compact Brandeis will evaluate the Compact experience with information provided by the founding Presidents.</p> <p>Finally, the Brandeis team will be talking with university teams about what kind of capacity building support they need to be successful.</p>



USAID'S BUILDING THE POTENTIAL OF YOUTH ACTIVITY Institutional Capacity Development Support to Ethiopian Higher Education Institutions

ASSESSMENT OF STUDENT EMPLOYABILITY AND CAREER DEVELOPMENT [For Save the Children Partners]

OVERVIEW

Brandeis University and its Center for Youth and Communities at the Heller School for Social Policy and Management is partnering with Save the Children and six Ethiopian Universities to achieve the following outcomes:

Expected Result 1: Capacity of Ethiopian higher education institutions is developed to deliver transferable life skills education for their graduates through Career Centers established or improved.

Expected Result 2: Partnerships are developed between higher education institutes, colleges and employers.

Part of this process is to assess the extent to which student employability and career development has been institutionalized at the participating higher education institutions. We are using the attached rubric as a tool that enables both those not working at the university, and those who are, to better understand how student employability and career development is being institutionalized, where progress has occurred, and what areas need attention. While the underlying concepts of this rubric are based on research, its value as a tool is premised on its being able to be adapted to the specific context of each institution.

Discussions with Higher Education Institution Representatives

We are asking that discussions be conducted with university individuals who represent different institution constituencies and who have a vested interest in student employability and career development. For example, they could be potential consumers of career center services, providers of services, or members of the academic enterprise who can make the link between areas of study and real-world application. Discussions will usually require up to 45 minutes, except for the Career Development Center and Women's Center staff, which may require up to 1 ½ hours.

The rubric and sample discussion questions are designed to help the Save staff partner and members of the university community better understand the current state of:

- the mission and goals of the institution vis-à-vis student career pathways
- the role of faculty in student employability and career development
- student awareness and use of services
- the role and structure of existing student support services including Women's Centers and Career Development Centers

If you have any questions about the Brandeis work on this project, please feel free to contact Della M. Hughes, Implementation Director, at dhughes@brandeis.edu.

ASSESSMENT OF STUDENT EMPLOYABILITY AND CAREER DEVELOPMENT AT ETHIOPIAN UNIVERSITIES

Rubric & Discussion Guide

The rubric consists of five dimensions (listed below) that are at the core of all institutionalized university change efforts. Each dimension is broken into aligned components that operationalize the dimension. The Save partner should become familiar with the dimensions and the components prior to meeting with university personnel.

DIMENSIONS	COMPONENTS
I. Philosophy and Mission of Student Employability and Career Development	<ul style="list-style-type: none"> • Definition of Student Employability and Career Development • Strategic Planning • Alignment with Institutional Mission • Alignment with Educational Reform Efforts
II. Faculty Support for and Involvement in Student Employability and Career Development	<ul style="list-style-type: none"> • Faculty Awareness • Faculty Involvement and Support • Faculty Leadership • Faculty Incentives and Rewards
III. Student Support for and Involvement in Student Employability and Career Development	<ul style="list-style-type: none"> • Student Awareness • Student Opportunities • Student Leadership • Student Incentives and Rewards
IV. Community Participation and Partnerships	<ul style="list-style-type: none"> • Community Partner/Employer Awareness • Mutual Understanding • Community Partner/Employer Leadership and Voice • Partnerships with TVETs
V. Career Office Standards Summary Matrix	<ul style="list-style-type: none"> • Mission • Program Components • Organization, Management, and Leadership • Human Resources • Financial Resources • Facilities • Technology • Institutional and External Relations • Employer Relations • Program Evaluation, Assessment, and Research

How to use the rubric

Note that Dimensions I through IV and their Components are broken into three stages of institutionalization: Critical Mass Building; Quality Building, and Sustained Institutionalization. Each stage has an example of how it would look at the university. These are general examples and this is where there is room to think about ways a stage looks on a particular university. The overall goal is to note where the university started, and particularly where the university is now by simply putting an X on the relevant stages, and providing explanatory text. Your notes on this discussion will be an important part of others understanding peoples' ratings.

Dimension V, Career Office Standards Summary Matrix, is similar but has a slightly different format. This

Dimension refers to which of the key elements of a Career Development Center are in place and uses “**Yes**” occurring, or “**No**” not occurring. Select the letter that best describes the current state of the particular element and use the Notes section to provide detail.

Structuring the Discussions

As noted earlier, the rubric is a tool to be used by both Save the Children and the university. To that end, each person with whom you are meeting should receive their own copy of the rubric. Save partners will facilitate the discussion and use of the rubric.

The following are suggested ways to structure the discussion:

1. Consider the role of the person/people with whom you are speaking – decide what parts of the rubric are most relevant to discuss with that individual.
2. Begin by explaining how you will be reviewing parts of the rubric together.
3. Ask the person about their role in the project – were they a part of something formal (e.g. the work group), did they participate in an event, do they have on-going responsibility for part of the project?
4. Go to the Dimension and Components you are discussing. Ask:
 - a. What was happening/or in place/ or occurring in September?
 - b. What is happening/or in place/or occurring now?
 - c. What are the plans or steps going forward?

After the Discussions

You will need to set aside some time to reflect on all of your discussions. After your last discussion you will be in possession of multiple rubrics representing multiple perspectives. It is very likely that the people with whom you spoke did not agree on stages of institutionalization, especially if the people are in different roles. This is to be expected and is useful data for future planning and support. As best as you can, please compile the responses (the X's) into one matrix. Also provide a copy of your explanatory notes.

DIMENSION I: UNIVERSITY COMMITMENT AND MISSION RELATED TO STUDENT EMPLOYABILITY DEVELOPMENT AND CAREER READINESS¹

A primary component of the institutionalization of student employability development and career readiness is university-wide commitment and standards that provide meaning, focus, and emphasis for efforts across the university. How narrowly or broadly student employability development and career readiness is defined at the university will affect which university constituents participate/do not participate, which university units will provide financial resources and other support, and the degree to which student employability development and career readiness will become part of the university's institutional fabric (e.g., a fully supported Career Development Center with metrics to measure success and inform continuous improvement).

	STAGE ONE <i>Critical Mass Building</i>	STAGE TWO <i>Quality Building</i>	STAGE THREE <i>Sustained Institutionalization</i>	NOTES & SAMPLE DISCUSSION QUESTIONS
DEFINITION/ CONCEPT OF STUDENT EMPLOYABILITY AND CAREER DEVELOPMENT	There is no university-wide commitment to career development. "Career development" is used inconsistently to describe a variety of activities.	There is an operationalized definition for student employability and career development at the university, but there is some variance and inconsistency in the use of the term.	The institution has a formal, universally accepted definition for high quality student employability and career development that is used consistently to operationalize many or most aspects of career development at the university.	What are some of the most visible components of the strategic plan around employability and career development? In what ways, if any, are colleagues, students, employers discussing student employability and career development?
STRATEGIC PLANNING	The university does not have an official strategic plan for advancing student employability and career development across the university.	Although certain short-range and long-range goals for student employability and career development have been defined for the university, these goals have not been formalized into an official strategic plan that will guide the implementation of these goals.	The university has developed an official strategic plan for advancing student employability and career development at the university, which includes viable short-range and long-range institutionalization goals.	
ALIGNMENT WITH INSTITUTIONAL MISSION	While student employability and career development complement many aspects of the institution's mission, it remains on the periphery of the university. Career development is rarely included in larger efforts that focus on the core mission of the institution.	Student employability and career development is often mentioned as a primary or important part of the institution's mission, but is not included in the university's official mission or strategic plan.	Student employability and career development is part of the primary concern of the institution. Student employability and career development is included in the university's official mission and/or strategic planning.	
ALIGNMENT WITH EDUCATIONAL REFORM EFFORTS	Career development stands alone and is not tied to other important, high profile efforts at the university (e.g., establishment of research conferences).	Student employability and career development is tied loosely or informally to other important, high profile efforts at the university (e.g., establishment of research conferences).	Student employability and career development is tied formally and purposefully to other important, high profile efforts at the university (e.g., establishment of research conferences).	

¹ Informed by Andrew Furcos's *Self-Assessment Rubric for the Institutionalization of Service-Learning* 1999.

DIMENSION II: FACULTY SUPPORT FOR AND INVOLVEMENT IN STUDENT EMPLOYABILITY DEVELOPMENT AND CAREER READINESS

Faculty awareness and support is a necessary component of institutionalizing the development of student employability and career competencies and pathways.

	STAGE ONE <i>Critical Mass Building</i>	STAGE TWO <i>Quality Building</i>	STAGE THREE <i>Sustained Institutionalization</i>	NOTES & SAMPLE DISCUSSION QUESTIONS
FACULTY AWARENESS	Very few faculty members know what student employability and career development requires and are unaware of opportunities such as internships, job fairs, or other university career services.	An adequate number of faculty members know what student employability and career development requires and are aware that some opportunities/services are offered at the university.	A substantial number of faculty members know what career development requires and actively refer students to opportunities/services at the university.	What are some ways faculty can incorporate student employability and career development into their teaching and advising?
FACULTY INVOLVEMENT & SUPPORT	Very few faculty members are advocates of career development. Few support the strong infusion of career related competencies into the academy or into their own professional work.	While an adequate number of faculty members are supportive of student employability and career development, few of them are advocates for infusing career related competencies in the overall mission and/or their own professional work.	A substantial number of influential faculty members participate as instructors, supporters, and advocates of the infusion of career related competencies both into the institution's overall mission AND the faculty members' individual professional work.	How are faculty promoting these ideas at the university?
FACULTY LEADERSHIP	None of the most influential faculty members at the university serve as leaders for advancing student employability and career development /services at the university.	There are only one or two influential faculty members who provide leadership to the university' employability and career development/services effort.	A highly respected, influential group of faculty members serves as the university's employability and career development/ services leaders and/or advocates.	
FACULTY INCENTIVES & REWARDS	In general, faculty members are not encouraged to engage in student employability and career development; few if any incentives are provided (e.g., mini-grants, funds for conferences, etc.) to increase student employability and career development activities; faculty members' work in student employability and career development is not usually recognized during their review process.	Although faculty members are encouraged and are provided various incentives (e.g., mini-grants, funds for conferences, etc.) to increase student employability and career development opportunities, their work in student employability and career development is not always recognized during their review process.	Faculty who are involved in student employability and career development receive recognition for it during the university's review process; faculty are encouraged and are provided various incentives (e.g., mini-grants, funds for conferences, etc.) to increase student employability and career development activities.	

DIMENSION III: STUDENT SUPPORT FOR AND INVOLVEMENT IN STUDENT EMPLOYABILITY DEVELOPMENT AND CAREER READINESS AND THE CAREER DEVELOPMENT CENTER

An important element of institutionalization is the degree to which students are aware of opportunities/services at the university and are provided opportunities to play a leadership role in the development of their employability and career competencies/pathways.

	STAGE ONE <i>Critical Mass Building</i>	STAGE TWO <i>Quality Building</i>	STAGE THREE <i>Sustained Institutionalization</i>	NOTES & SAMPLE DISCUSSION QUESTIONS
STUDENT AWARENESS	There is no university-wide mechanism (e.g., Career Lab) for informing students about career development courses, resources, and opportunities that are available to them.	While there are some mechanisms for informing students about career development courses, resources, and opportunities that are available to them, the mechanisms are sporadic and concentrated in only a few departments or programs (e.g., department flyers).	There are university-wide, coordinated mechanisms (e.g., student employability and career development listings in the schedule of events, course catalogs, etc.) that make students aware of the various learning opportunities, resources, and supports that are available to them.	<p>What opportunities are available for students to participate in student employability and career development?</p> <p>What opportunities do students have to serve as leaders and advocates of student employability and career development?</p>
STUDENT OPPORTUNITIES	Few career development opportunities exist for students.	Student employability and career development options are limited to only certain groups of students in the academy (e.g., students in certain majors, honors students, seniors, male students, etc.).	Student employability and career development options are available to students in many areas throughout the academy, regardless of the students' major, year in school, or academic interests. Targeted support is available for underrepresented student groups, especially women who have been underserved.	
STUDENT LEADERSHIP	Few, if any, opportunities at the university exist for students to take on leadership roles in advancing their career development in their departments or throughout the university.	There are a limited number of opportunities available for students to take on leadership roles in advancing student employability and career development in their departments or throughout the university.	Students are welcomed and encouraged to serve as advocates and ambassadors for institutionalizing student employability and career development in their departments or throughout the university.	
STUDENT INCENTIVES AND REWARDS	The university has neither formal mechanisms (e.g., catalogued list of internships, notations on students' transcripts, etc.) nor informal mechanisms (news stories in paper, unofficial student certificates of achievement) that encourage students to participate in career development or reward students for their participation in activities.	While the university offers some informal incentives and rewards (news stories in paper, unofficial student certificates of achievement) that encourage students to participate in student employability and career development and/or reward students for their participation in student employability and career development, the university offers few or no formal incentives and rewards (catalogued list of internships, student employability and career development notation on students' transcripts, etc.).	The university has one or more formal mechanisms in place (e.g., catalogued list of student employability and career development opportunities/internships, student employability and career development notation on students' transcripts, etc.) that encourage students to participate in career development opportunities and reward students for their participation.	

DIMENSION IV: COMMUNITY PARTICIPATION AND PARTNERSHIPS

An important element for the institutionalization of student employability development and career readiness is the degree to which the university nurtures partnerships with community and business representatives, and encourages them to play a role in implementing and advancing student employability and career development strategies and activities at the university or in the community.

	STAGE ONE <i>Critical Mass Building</i>	STAGE TWO <i>Quality Building</i>	STAGE THREE <i>Sustained Institutionalization</i>	NOTES & SAMPLE DISCUSSION QUESTIONS
COMMUNITY PARTNER AWARENESS	Few, if any, community agencies that partner with the university are aware of the university's goals for student employability and career development and the range of student employability and career development opportunities that are available to students.	Some community agencies that partner with the university are aware of the university's goals for student employability and career development and the range of student employability and career development opportunities that are available to students.	Most community agencies that partner with the university are aware of the university's goals for student employability and career development and the range of student employability and career development opportunities that are available to students.	To what extent are community agencies and employers that partner with the university aware of the university's goals around student employability and career development? What role do community partners and employers play in university-wide leadership of student employability and career development?
MUTUAL UNDERSTANDING	There is little or no understanding between the university and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing student employability and career development activities.	There is some understanding between the university and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing student employability and career development activities.	Both the university and community representatives are aware of and sensitive to each other's needs, timelines, goals, resources, and capacity for developing and implementing student employability and career development activities.	
COMMUNITY PARTNER VOICE & LEADERSHIP	Few, if any, opportunities exist for community agency representatives to take on leadership roles in advancing student employability and career development at the university; community agency representatives are not invited or encouraged to express their particular agency needs or recruit student and faculty participation in student employability and career development.	There are a limited number of opportunities available for community agency representatives to take on leadership roles in advancing student employability and career development at the university; community agency representatives are provided limited opportunities to express their particular agency needs or recruit student and faculty participation in student employability and career development.	Appropriate community agency representatives are formally welcomed and encouraged to serve as advocates and ambassadors for institutionalizing student employability and career development at the university; community agency representatives are provided substantial opportunities to express their particular agency needs or recruit student and faculty participation in student employability and career development.	
PARTNERSHIPS WITH TVETs	There are no formal partnerships between this university and TVETs. Any institutional connections are based on relationships between individuals.	There are some programmatic connections between this university and TVETs, but they do not rise to the level of a formal partnership.	There is/are formal partnerships between this university and TVETs that will endure in spite of staffing or leadership changes.	

DIMENSION V: CAREER CENTER “STANDARDS” SUMMARY MATRIX

These Standards are informed by National Association of Colleges and Employers (NACE)². It should be used as a checklist and discussion tool. In the “In Place?” column note whether the Key Element is occurring or is in place by circling **Y** - Yes or **N** – No. Provide more detail in **Notes**.

Standards	Key Elements	In Place?	Sample Associated Actions	Notes
I. Mission	Center mission aligns with the university mission	Y N	<p>Prioritizes career development as an important developmental task beginning early in the university experience</p> <p>Programs for women or students with disabilities</p> <p>Center mission is on the wall of the Center.</p>	
	Center mission advances and promotes importance of student employability and career development	Y N		
	Career services, regardless of the model (centralized, decentralized, or hybrid), considers the needs of ALL students when designing programs and delivering services.	Y N		
	Career services develops, records, disseminates, implements, and regularly reviews its mission and goals	Y N		
II. Program Components	Career coaching, advising, counseling occurs at any stage of students’ career development	Y N	There are programs for first-year students	
	Career services helps students make employment choices based on accurate self-knowledge and information about the options available to them.	Y N	<p>There are programs for women and students with disabilities</p> <p>Program offerings take cultural differences into account.</p>	
	Coaching, advising, and counseling services are aligned with the personal, developmental, and cultural attributes, issues and beliefs of students.	Y N	Students have access to the internet through Center computers.	
	Career services provides current, valid, and reliable online resources that help student pursue their career goals.	Y N	Employers conduct job interviews with students at the Center.	

² NACE Professional Standards for College & University Career Services Revised 2019

Standards	Key Elements	In Place?	Sample Associated Actions	Notes
	Career services provides current information and resources on current and projected employment opportunities.	Y N	Center staff review student CVS's. Students work with a faculty member; work with a community organization.	
	Center staff help students connect with employers through campus interviews, job listings, referrals, direct application, networking, job-search events, publications, and information technology.	Y N		
	Career services help students learn how to vet opportunities and identify fraudulent employment practices.	Y N		
	Center staff help students to present themselves effectively as candidates for employment	Y N		
	Staff help students explore a full range of career and work possibilities that match their employment goals and workplace/community fit.	Y N		
	Provide experiential learning programs or help students identify experiential learning opportunities	Y N		
III. Organization, Management, and Leadership	There is a leader or leadership team to provide strategic direction for accomplishing mission and goals, to manage career services, and to align and support career services with the mission of the institution and the needs of students.	Y N	There is a group that reviews the steps in the university action plan.	
	There is a purposeful and appropriate organizational structure with measurable goals, accessible policies and procedures, written job descriptions and expectations, organizational charts showing clear lines of authority, and	Y N	There are written job descriptions for each staff position. There is a plan that identifies student outcomes and specifies what data need to be collected. There are collaborative partnerships with other Centers at the university, such as the Gender	

Standards	Key Elements	In Place?	Sample Associated Actions	Notes
	appropriate facilities.		Center There is regular reporting on progress to stakeholders both on and off the campus.	
	There are assessment and accountability systems.	Y N	There is a plan that identifies student outcomes and specifies what data need to be collected.	
	There are sound fiscal management practices	Y N	There is regular reporting on progress to stakeholders both on and off the campus.	
	There are clearly defined and regularly occurring review processes for services, policies, procedures, and budgetary issues.	Y N		
	Center leadership engages in strategic planning	Y N		
	Center leadership manages human resources processes, including recruitment, selection, onboarding, and ongoing development, supervision, performance planning, evaluation, recognition and reward.	Y N	Goals and objectives are based on student learning and development outcomes Regular appropriate feedback is provided to colleagues and students	
	Leadership uses current and valid evidence to inform decisions and frame future strategies for the department.	Y N		
	Center leaders advocate for career services participation in divisional and institutional planning and decisions related to career services objectives, policies, practices, and designation of students.	Y N		
Center leaders initiate collaborative interactions with internal and external individuals and	Y N			

Standards	Key Elements	In Place?	Sample Associated Actions	Notes
	agencies that possess interests and/or concerns regarding career services.			
	Maintain integrity and ensure that all information about career services is current, accurate, appropriately referenced, and accessible to all constituencies.	Y N		
IV. Human Resources	There are an adequate number of qualified professional and support staff to fulfill the Center’s mission and functions	Y N	<p>There are multiple staff at the Center, with a minimum of a counselor, an administrative assistant, and a director.</p> <p>Staff have different skills and expertise in order to cover all the different and essential functions of the Center.</p> <p>Staff have opportunities to attend conferences or trainings.</p> <p>Staff are aware of university and MoSHE regulations.</p> <p>Part-time and student staff are adequately supervised and are clear about their responsibilities.</p>	
	Staff, in combination, provide the knowledge, skills, and abilities to perform primary program functions effectively.	Y N		
	Center employment practices are fair, inclusive, and nondiscriminatory in order to attract, retain, and develop a diverse staff.	Y N		
	There is access to professional development opportunities including in-service training programs and professional conferences/workshops/webinars.	Y N		
	All staff are trained in legal, confidential, and ethical issues related to career services.	Y N		
	Salaries and benefits for staff are commensurate with similar positions within the institution.	Y N		
	Professional staff members have the requisite formal education and training, work experience, and personal skills and competencies to perform effectively in their defined roles.	Y N		

Standards	Key Elements	In Place?	Sample Associated Actions	Notes
	Paraprofessionals, interns, and graduate assistants are carefully selected, trained in helping skills and institutional procedures, closely supervised, and evaluated regularly.	Y N		
	There are administrative and technical staff available to assist the Center in carrying out its mission.	Y N		
V. Financial Resources	There are dependable sources for adequate funding to ensure achievement of Center mission and goals	Y N	The Center has its own budget. The Center director has authority over the budget.	
	There is demonstrated financial strategy and fiscal responsibility consistent with institutional policies and procedures.	Y N		
VI. Facilities	The Center is adequate, accessible, and suitably located.	Y N	The Center has its own facilities, that are well furnished and attractive to students. There is permanent signage. There are locked file cabinets. There are both day and evening office hours.	
	Staff have work space that is well equipped, adequate in size, and support their work and responsibilities.	Y N		
	There is furnished private space available.	Y N		
	Equipment and facilities can be secured to protect the confidentiality and safety of records.	Y N		
	There is internet connectivity, conference rooms, and meeting rooms.	Y N		
	Career services facilities are accessible to people with disabilities and special needs.	Y N		
	Office hours meet the needs of students.	Y N		

Standards	Key Elements	In Place?	Sample Associated Actions	Notes
VII. Technology	Career Center staff are well informed about the use of technology	Y N		
	Career services website provides up-to-date information regarding mission, location, staffing, contact information, programs, and services	Y N		
	There is computer based and/or online recruiting and employment systems available to students.	Y N		
VIII. Institutional and External Relations	Career Center is developing and maintaining productive relationships with relevant institutional stakeholders.	Y N	There are collaborative partnerships with other Centers at the university, such as the Gender Center	
	The Center is an institutional resource internally and externally on information and data related to career development, labor market trends, and employment outcomes.	Y N		
IX. Employer Relations	The Center is developing, maintaining, and enhancing relationships with employers that may provide career development, employment opportunities, and educational programming for students.	Y N	The Center has an MOU with at least one employer. An employer has been invited to speak with students at the Center.	
	Employers are encouraged to participate in career planning courses, career conferences, career fairs, internships and experiential learning.	Y N		
X. Program Evaluation, Assessment and Research	The Center has an evaluation and assessment plan.	Y N	There is a public announcement about the establishment of the Center. A progress report with metrics is available to those who are	
	The Center has identified student outcomes.	Y N		
	The Center uses data in decision making	Y N		

Standards	Key Elements	In Place?	Sample Associated Actions	Notes
	The Center regularly shares progress reports with its internal and external stakeholders.	Y N	interested.	



USAID'S BUILDING THE POTENTIAL OF YOUTH ACTIVITY Institutional Capacity Development Support to Ethiopian Higher Education Institutions

ASSESSMENT OF STUDENT EMPLOYABILITY AND CAREER DEVELOPMENT [For University Members]

OVERVIEW

Brandeis University and its Center for Youth and Communities at the Heller School for Social Policy and Management is partnering with Save the Children and six Ethiopian Universities to achieve the following outcomes:

Expected Result 1: Capacity of Ethiopian higher education institutions is developed to deliver transferable life skills education for their graduates through Career Centers established or improved.

Expected Result 2: Partnerships are developed between higher education institutes, colleges and employers.

Part of this process is to assess the extent to which student employability and career development has been institutionalized at the participating higher education institutions. We are using the attached rubric as a tool that enables both those not working at the university, and those who are, to better understand how student employability and career development is being institutionalized, where progress has occurred, and what areas need attention. While the underlying concepts of this rubric are based on research, its value as a tool is premised on its being able to be adapted to the specific context of each institution.

Discussions between Save Partners and Higher Education Institution Representatives

We are asking that discussions be conducted by our partners from Save the Children with university individuals who represent different institution constituencies and who have a vested interest in student employability and career development. For example, university representatives might include potential consumers of career center services, providers of services, or members of the academic enterprise who can make the link between areas of study and real-world application. Discussions between the Save partner and the university representative will usually require up to 45 minutes, except for the Career Development Center and Women's Center staff, which may require up to 1 ½ hours.

The rubric and sample discussion questions are designed to help the Save partner and members of the university community better understand the current state of:

- the mission and goals of the institution vis-à-vis student career pathways
- the role of faculty in student employability and career development
- student awareness and use of services
- the role and structure of existing student support services including Women's Centers and Career Development Centers

If you have any questions about the Brandeis work on this project, please feel free to contact Della M. Hughes, Implementation Director, at dhughes@brandeis.edu.

ASSESSMENT OF STUDENT EMPLOYABILITY AND CAREER DEVELOPMENT AT ETHIOPIAN UNIVERSITIES

Rubric & Discussion Guide

The rubric consists of five dimensions (listed below) that are at the core of all institutionalized university change efforts. Each dimension is broken into aligned components that operationalize the dimension. The Save partner should be familiar with the dimensions and the components prior to meeting with university personnel.

DIMENSIONS	COMPONENTS
I. Philosophy and Mission of Student Employability and Career Development	<ul style="list-style-type: none"> • Definition of Student Employability and Career Development • Strategic Planning • Alignment with Institutional Mission • Alignment with Educational Reform Efforts
II. Faculty Support for and Involvement in Student Employability and Career Development	<ul style="list-style-type: none"> • Faculty Awareness • Faculty Involvement and Support • Faculty Leadership • Faculty Incentives and Rewards
III. Student Support for and Involvement in Student Employability and Career Development	<ul style="list-style-type: none"> • Student Awareness • Student Opportunities • Student Leadership • Student Incentives and Rewards
IV. Community Participation and Partnerships	<ul style="list-style-type: none"> • Community Partner/Employer Awareness • Mutual Understanding • Community Partner/Employer Leadership and Voice • Partnerships with TVETs
V. Career Office Standards Summary Matrix	<ul style="list-style-type: none"> • Mission • Program Components • Organization, Management, and Leadership • Human Resources • Financial Resources • Facilities • Technology • Institutional and External Relations • Employer Relations • Program Evaluation, Assessment, and Research

How to use the rubric

Note that Dimensions I through IV and their Components are broken into three stages of institutionalization: Critical Mass Building; Quality Building, and Sustained Institutionalization. Each stage has an example of how it would look at the university. These are general examples and this is where there is room to think about ways a stage looks at a particular university. The overall goal is to note where the university started, and particularly where the university is now, by simply putting an X on the relevant stages,

Dimension V, Career Office Standards Summary Matrix, is similar but has a slightly different format. This Dimension refers to which of the key elements of a Career Development Center are in place and uses “Yes”

occurring, or “**No**” not occurring. Select the letter that best describes the current state of the particular element and use the Notes section to provide detail.

Preparing for the Discussions

As noted earlier, the rubric is a tool to be used by both Save the Children and the university. To that end, each person should receive their own copy of the rubric. Save staff will facilitate the discussion and use of the rubric.

The following are suggested ways to prepare for the discussion:

1. Consider your role at the university – decide what parts of the rubric are most relevant for you to discuss.
2. Think about your role in the project – were you part of something formal (e.g. the work group), did you participate in an event, do you have on-going responsibility for part of the project?
3. Go to the Dimension and Components you wish to discuss. Think about:
 - a. What was happening/or in place/ or occurring in September?
 - b. What is happening/or in place/or occurring now?
 - c. What are the plans or steps going forward?

DIMENSION I: UNIVERSITY COMMITMENT AND MISSION RELATED TO STUDENT EMPLOYABILITY DEVELOPMENT AND CAREER READINESS¹

A primary component of the institutionalization of student employability development and career readiness is university-wide commitment and standards that provide meaning, focus, and emphasis for efforts across the university. How narrowly or broadly student employability development and career readiness is defined at the university will affect which university constituents participate/do not participate, which university units will provide financial resources and other support, and the degree to which student employability development and career readiness will become part of the university's institutional fabric (e.g., a fully supported Career Development Center with metrics to measure success and inform continuous improvement).

	STAGE ONE <i>Critical Mass Building</i>	STAGE TWO <i>Quality Building</i>	STAGE THREE <i>Sustained Institutionalization</i>	NOTES & SAMPLE DISCUSSION QUESTIONS
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STRATEGIC PLANNING	The university does not have an official strategic plan for advancing student employability and career development across the university.	Although certain short-range and long-range goals for student employability and career development have been defined for the university, these goals have not been formalized into an official strategic plan that will guide the implementation of these goals.	The university has developed an official strategic plan for advancing student employability and career development at the university, which includes viable short-range and long-range institutionalization goals.	
ALIGNMENT WITH INSTITUTIONAL MISSION	While student employability and career development complement many aspects of the institution's mission, it remains on the periphery of the university. Career development is rarely included in larger efforts that focus on the core mission of the institution.	Student employability and career development is often mentioned as a primary or important part of the institution's mission, but is not included in the university's official mission or strategic plan.	Student employability and career development is part of the primary concern of the institution. Student employability and career development is included in the university's official mission and/or strategic planning.	
ALIGNMENT WITH EDUCATIONAL REFORM EFFORTS	Career development stands alone and is not tied to other important, high profile efforts at the university (e.g., establishment of research conferences).	Student employability and career development is tied loosely or informally to other important, high profile efforts at the university (e.g., establishment of research conferences).	Student employability and career development is tied formally and purposefully to other important, high profile efforts at the university (e.g., establishment of research conferences).	

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Faculty awareness and support is a necessary component of institutionalizing the development of student employability and career competencies and pathways.

	STAGE ONE <i>Critical Mass Building</i>	STAGE TWO <i>Quality Building</i>	STAGE THREE <i>Sustained Institutionalization</i>	NOTES & SAMPLE DISCUSSION QUESTIONS
FACULTY AWARENESS	Very few faculty members know what student employability and career development requires and are unaware of opportunities such as internships, job fairs, or other university career services.	An adequate number of faculty members know what student employability and career development requires and are aware that some opportunities/services are offered at the university.	A substantial number of faculty members know what career development requires and actively refer students to opportunities/services at the university.	What are some ways faculty can incorporate student employability and career development into their teaching and advising?
FACULTY INVOLVEMENT & SUPPORT	Very few faculty members are advocates of career development. Few support the strong infusion of career related competencies into the academy or into their own professional work.	While an adequate number of faculty members are supportive of student employability and career development, few of them are advocates for infusing career related competencies in the overall mission and/or their own professional work.	A substantial number of influential faculty members participate as instructors, supporters, and advocates of the infusion of career related competencies both into the institution's overall mission AND the faculty members' individual professional work.	How are faculty promoting these ideas at the university?
FACULTY LEADERSHIP	None of the most influential faculty members at the university serve as leaders for advancing student employability and career development /services at the university.	There are only one or two influential faculty members who provide leadership to the university' employability and career development/services effort.	A highly respected, influential group of faculty members serves as the university's employability and career development/ services leaders and/or advocates.	
FACULTY INCENTIVES & REWARDS	In general, faculty members are not encouraged to engage in student employability and career development; few if any incentives are provided (e.g., mini-grants, funds for conferences, etc.) to increase student employability and career development activities; faculty members' work in student employability and career development is not usually recognized during their review process.	Although faculty members are encouraged and are provided various incentives (e.g., mini-grants, funds for conferences, etc.) to increase student employability and career development opportunities, their work in student employability and career development is not always recognized during their review process.	Faculty who are involved in student employability and career development receive recognition for it during the university's review process; faculty are encouraged and are provided various incentives (e.g., mini-grants, funds for conferences, etc.) to increase student employability and career development activities.	

DIMENSION III: STUDENT SUPPORT FOR AND INVOLVEMENT IN STUDENT EMPLOYABILITY DEVELOPMENT AND CAREER READINESS AND THE CAREER DEVELOPMENT CENTER

An important element of institutionalization is the degree to which students are aware of opportunities/services at the university and are provided opportunities to play a leadership role in the development of their employability and career competencies/pathways.

	STAGE ONE <i>Critical Mass Building</i>	STAGE TWO <i>Quality Building</i>	STAGE THREE <i>Sustained Institutionalization</i>	NOTES & SAMPLE DISCUSSION QUESTIONS
STUDENT AWARENESS	There is no university-wide mechanism (e.g., Career Lab) for informing students about career development courses, resources, and opportunities that are available to them.	While there are some mechanisms for informing students about career development courses, resources, and opportunities that are available to them, the mechanisms are sporadic and concentrated in only a few departments or programs (e.g., department flyers).	There are university-wide, coordinated mechanisms (e.g., student employability and career development listings in the schedule of events, course catalogs, etc.) that make students aware of the various learning opportunities, resources, and supports that are available to them.	<p>What opportunities are available for students to participate in student employability and career development?</p> <p>What opportunities do students have to serve as leaders and advocates of student employability and career development?</p>
STUDENT OPPORTUNITIES	Few career development opportunities exist for students.	Student employability and career development options are limited to only certain groups of students in the academy (e.g., students in certain majors, honors students, seniors, male students, etc.).	Student employability and career development options are available to students in many areas throughout the academy, regardless of the students' major, year in school, or academic interests. Targeted support is available for underrepresented student groups, especially women who have been underserved.	
STUDENT LEADERSHIP	Few, if any, opportunities at the university exist for students to take on leadership roles in advancing their career development in their departments or throughout the university.	There are a limited number of opportunities available for students to take on leadership roles in advancing student employability and career development in their departments or throughout the university.	Students are welcomed and encouraged to serve as advocates and ambassadors for institutionalizing student employability and career development in their departments or throughout the university.	
STUDENT INCENTIVES AND REWARDS	The university has neither formal mechanisms (e.g., catalogued list of internships, notations on students' transcripts, etc.) nor informal mechanisms (news stories in paper, unofficial student certificates of achievement) that encourage students to participate in career development or reward students for their participation in activities.	While the university offers some informal incentives and rewards (news stories in paper, unofficial student certificates of achievement) that encourage students to participate in student employability and career development and/or reward students for their participation in student employability and career development, the university offers few or no formal incentives and rewards (catalogued list of internships, student employability and career development notation on students' transcripts, etc.).	The university has one or more formal mechanisms in place (e.g., catalogued list of student employability and career development opportunities/internships, student employability and career development notation on students' transcripts, etc.) that encourage students to participate in career development opportunities and reward students for their participation.	

DIMENSION IV: COMMUNITY PARTICIPATION AND PARTNERSHIPS

An important element for the institutionalization of student employability development and career readiness is the degree to which the university nurtures partnerships with community and business representatives, and encourages them to play a role in implementing and advancing student employability and career development strategies and activities at the university or in the community.

	STAGE ONE <i>Critical Mass Building</i>	STAGE TWO <i>Quality Building</i>	STAGE THREE <i>Sustained Institutionalization</i>	NOTES & SAMPLE DISCUSSION QUESTIONS
COMMUNITY PARTNER AWARENESS	Few, if any, community agencies that partner with the university are aware of the university's goals for student employability and career development and the range of student employability and career development opportunities that are available to students.	Some community agencies that partner with the university are aware of the university's goals for student employability and career development and the range of student employability and career development opportunities that are available to students.	Most community agencies that partner with the university are aware of the university's goals for student employability and career development and the range of student employability and career development opportunities that are available to students.	To what extent are community agencies and employers that partner with the university aware of the university's goals around student employability and career development? What role do community partners and employers play in university-wide leadership of student employability and career development?
MUTUAL UNDERSTANDING	There is little or no understanding between the university and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing student employability and career development activities.	There is some understanding between the university and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing student employability and career development activities.	Both the university and community representatives are aware of and sensitive to each other's needs, timelines, goals, resources, and capacity for developing and implementing student employability and career development activities.	
COMMUNITY PARTNER VOICE & LEADERSHIP	Few, if any, opportunities exist for community agency representatives to take on leadership roles in advancing student employability and career development at the university; community agency representatives are not invited or encouraged to express their particular agency needs or recruit student and faculty participation in student employability and career development.	There are a limited number of opportunities available for community agency representatives to take on leadership roles in advancing student employability and career development at the university; community agency representatives are provided limited opportunities to express their particular agency needs or recruit student and faculty participation in student employability and career development.	Appropriate community agency representatives are formally welcomed and encouraged to serve as advocates and ambassadors for institutionalizing student employability and career development at the university; community agency representatives are provided substantial opportunities to express their particular agency needs or recruit student and faculty participation in student employability and career development.	
PARTNERSHIPS WITH TVETs	There are no formal partnerships between this university and TVETs. Any institutional connections are based on relationships between individuals.	There are some programmatic connections between this university and TVETs, but they do not rise to the level of a formal partnership.	There is/are formal partnerships between this university and TVETs that will endure in spite of staffing or leadership changes.	

DIMENSION V: CAREER CENTER “STANDARDS” SUMMARY MATRIX

These Standards are informed by National Association of Colleges and Employers (NACE)². It should be used as a checklist and discussion tool. In the “**In Place?**” column note whether the Key Element is occurring or is in place by circling **Y** - Yes or **N** – No. Provide more detail in **Notes**.

Standards	Key Elements	In Place?	Sample Associated Actions	Notes
I. Mission	Center mission aligns with the university mission	Y N	Prioritizes career development as an important developmental task beginning early in the university experience Programs for women or students with disabilities Center mission is on the wall of the Center.	
	Center mission advances and promotes importance of student employability and career development	Y N		
	Career services, regardless of the model (centralized, decentralized, or hybrid), considers the needs of ALL students when designing programs and delivering services.	Y N		
	Career services develops, records, disseminates, implements, and regularly reviews its mission and goals	Y N		
II. Program Components	Career coaching, advising, counseling occurs at any stage of students’ career development	Y N	There are programs for first-year students	
	Career services helps students make employment choices based on accurate self-knowledge and information about the options available to them.	Y N	There are programs for women and students with disabilities Program offerings take cultural differences into account.	
	Coaching, advising, and counseling services are aligned with the personal, developmental, and cultural attributes, issues and beliefs of students.	Y N	Students have access to the internet through Center computers.	
	Career services provides current, valid, and reliable online resources that help student pursue their career goals.	Y N	Employers conduct job interviews with students at the Center.	

² NACE Professional Standards for College & University Career Services Revised 2019

Standards	Key Elements	In Place?	Sample Associated Actions	Notes
	Career services provides current information and resources on current and projected employment opportunities.	Y N	Center staff review student CVS's. Students work with a faculty member; work with a community organization.	
	Center staff help students connect with employers through campus interviews, job listings, referrals, direct application, networking, job-search events, publications, and information technology.	Y N		
	Career services help students learn how to vet opportunities and identify fraudulent employment practices.	Y N		
	Center staff help students to present themselves effectively as candidates for employment	Y N		
	Staff help students explore a full range of career and work possibilities that match their employment goals and workplace/community fit.	Y N		
	Provide experiential learning programs or help students identify experiential learning opportunities	Y N		
III. Organization, Management, and Leadership	There is a leader or leadership team to provide strategic direction for accomplishing mission and goals, to manage career services, and to align and support career services with the mission of the institution and the needs of students.	Y N	There is a group that reviews the steps in the university action plan. There are written job descriptions for each staff position. There is a plan that identifies student outcomes and specifies what data need to be collected. There are collaborative partnerships with other Centers at the university, such as the Gender	
	There is a purposeful and appropriate organizational structure with measurable goals, accessible policies and procedures, written job descriptions and expectations, organizational charts showing clear lines of authority, and	Y N		

Standards	Key Elements	In Place?	Sample Associated Actions	Notes
	appropriate facilities.		Center There is regular reporting on progress to stakeholders both on and off the campus.	
	There are assessment and accountability systems.	Y N	There is a plan that identifies student outcomes and specifies what data need to be collected.	
	There are sound fiscal management practices	Y N	There is regular reporting on progress to stakeholders both on and off the campus.	
	There are clearly defined and regularly occurring review processes for services, policies, procedures, and budgetary issues.	Y N		
	Center leadership engages in strategic planning	Y N		
	Center leadership manages human resources processes, including recruitment, selection, onboarding, and ongoing development, supervision, performance planning, evaluation, recognition and reward.	Y N	Goals and objectives are based on student learning and development outcomes Regular appropriate feedback is provided to colleagues and students	
	Leadership uses current and valid evidence to inform decisions and frame future strategies for the department.	Y N		
	Center leaders advocate for career services participation in divisional and institutional planning and decisions related to career services objectives, policies, practices, and designation of students.	Y N		
Center leaders initiate collaborative interactions with internal and external individuals and	Y N			

Standards	Key Elements	In Place?	Sample Associated Actions	Notes
	agencies that possess interests and/or concerns regarding career services.			
	Maintain integrity and ensure that all information about career services is current, accurate, appropriately referenced, and accessible to all constituencies.	Y N		
IV. Human Resources	There are an adequate number of qualified professional and support staff to fulfill the Center’s mission and functions	Y N	<p>There are multiple staff at the Center, with a minimum of a counselor, an administrative assistant, and a director.</p> <p>Staff have different skills and expertise in order to cover all the different and essential functions of the Center.</p> <p>Staff have opportunities to attend conferences or trainings.</p> <p>Staff are aware of university and MoSHE regulations.</p> <p>Part-time and student staff are adequately supervised and are clear about their responsibilities.</p>	
	Staff, in combination, provide the knowledge, skills, and abilities to perform primary program functions effectively.	Y N		
	Center employment practices are fair, inclusive, and nondiscriminatory in order to attract, retain, and develop a diverse staff.	Y N		
	There is access to professional development opportunities including in-service training programs and professional conferences/workshops/webinars.	Y N		
	All staff are trained in legal, confidential, and ethical issues related to career services.	Y N		
	Salaries and benefits for staff are commensurate with similar positions within the institution.	Y N		
	Professional staff members have the requisite formal education and training, work experience, and personal skills and competencies to perform effectively in their defined roles.	Y N		

Standards	Key Elements	In Place?	Sample Associated Actions	Notes
	Paraprofessionals, interns, and graduate assistants are carefully selected, trained in helping skills and institutional procedures, closely supervised, and evaluated regularly.	Y N		
	There are administrative and technical staff available to assist the Center in carrying out its mission.	Y N		
V. Financial Resources	There are dependable sources for adequate funding to ensure achievement of Center mission and goals	Y N	The Center has its own budget. The Center director has authority over the budget.	
	There is demonstrated financial strategy and fiscal responsibility consistent with institutional policies and procedures.	Y N		
VI. Facilities	The Center is adequate, accessible, and suitably located.	Y N	The Center has its own facilities, that are well furnished and attractive to students. There is permanent signage. There are locked file cabinets. There are both day and evening office hours.	
	Staff have work space that is well equipped, adequate in size, and support their work and responsibilities.	Y N		
	There is furnished private space available.	Y N		
	Equipment and facilities can be secured to protect the confidentiality and safety of records.	Y N		
	There is internet connectivity, conference rooms, and meeting rooms.	Y N		
	Career services facilities are accessible to people with disabilities and special needs.	Y N		
	Office hours meet the needs of students.	Y N		

Standards	Key Elements	In Place?	Sample Associated Actions	Notes
VII. Technology	Career Center staff are well informed about the use of technology	Y N		
	Career services website provides up-to-date information regarding mission, location, staffing, contact information, programs, and services	Y N		
	There is computer based and/or online recruiting and employment systems available to students.	Y N		
VIII. Institutional and External Relations	Career Center is developing and maintaining productive relationships with relevant institutional stakeholders.	Y N	There are collaborative partnerships with other Centers at the university, such as the Gender Center	
	The Center is an institutional resource internally and externally on information and data related to career development, labor market trends, and employment outcomes.	Y N		
IX. Employer Relations	The Center is developing, maintaining, and enhancing relationships with employers that may provide career development, employment opportunities, and educational programming for students.	Y N	The Center has an MOU with at least one employer. An employer has been invited to speak with students at the Center.	
	Employers are encouraged to participate in career planning courses, career conferences, career fairs, internships and experiential learning.	Y N		
X. Program Evaluation, Assessment and Research	The Center has an evaluation and assessment plan.	Y N	There is a public announcement about the establishment of the Center. A progress report with metrics is available to those who are	
	The Center has identified student outcomes.	Y N		
	The Center uses data in decision making	Y N		

Standards	Key Elements	In Place?	Sample Associated Actions	Notes
	The Center regularly shares progress reports with its internal and external stakeholders.	Y N	interested.	

USAID'S BUILDING THE POTENTIAL OF YOUTH ACTIVITY
Institutional Capacity Development Support to Ethiopian Higher Education
Institutions

**ASSESSMENT OF STUDENT EMPLOYABILITY AND CAREER
DEVELOPMENT**
SITE VISIT EVALUATION SCRIPT
for Save the Children Partners

Introduction

Good morning/afternoon, my name is _____. Thank you so much for agreeing to talking with me.

As you know, Save the Children has been asked by Brandeis University to serve as their partner in conducting evaluation site visits due to their inability to travel because of the global COVID-19 pandemic.

The Brandeis Team has trained us in the use of the student employability development and career readiness institutionalization tool to assess your university's progress during the course of the USAID Institutional Capacity Development Support to Ethiopian Higher Education Institutions pilot.

This tool should be familiar to you (or at least to the university President and Career Development Center Director) since it the one they used when conducting the Rapid Assessment and that served as the foundation for your university action plan for this pilot.

My hope is to have a conversation with you based on this tool to learn as much as possible about the progress your university has made so we can understand what has been accomplished, what challenges have emerged, and what kind of support will be needed in the future.

BEGIN CONVERSATION

Concluding Remarks

Thank you again for your time. Your insights and information are very valuable.