



**Analysis of
Competencies for
Employment in
Northwest Indiana for
Graduates of
Department of
Business Management
& Technology and
English & Professional
Writing Program**

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Strengthening communities*

INTRODUCTION

The Center of Workforce Innovations (CWI) was engaged by Calumet College of St. Joseph to conduct a review of the mission and learning objectives of programs within the Department of English and Technology and the English and Professional Writing program within the Department of Liberal Arts to assess the alignment with employers' current and projected needs in Northwest Indiana. The assessment's value will be two-fold:

- To refine learning objectives so that faculty can better prepare students for the applicability of learning in the individual programs to the specific needs of employers in the region; and
- To assist students in understanding the value placed by the region's employers on the knowledge they are acquiring in each program of study, and encouraging the students to examine their interests in occupations that can utilize the knowledge and skills they are acquiring.

In conducting the review, CWI used the following information sources:

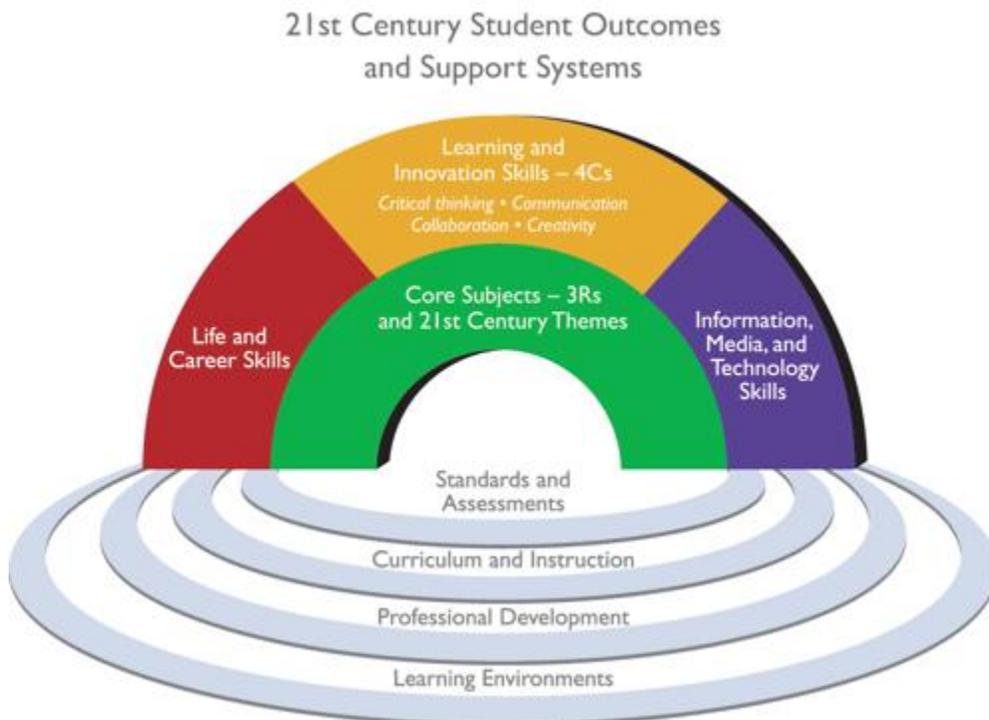
- Overall mission, vision, and values of the college;
- Mission of each program;
- Learning objectives for each program;
- Course descriptions that support the objectives of each program;
- Occupational projections from the Indiana Department of Workforce Development for the period of 2008 to 2018;
- "Framework for 21st Century Skills" from The Partnership for 21st Century Skills, a national advocacy organization focused on defining the critical skills needed by employers in the new economy;
- CWI's recent employer survey of characteristics desired by employers in the Northwest Indiana region; and
- Insights gained from employers, educators, and data sources in preparation of the READY (Regional Education/Employer Alliance for Developing Youth) action plan for Northwest Indiana funded by the Lumina Foundation.

The sections that follow use these information sources as primary inputs and then present findings and recommendations in the following sequence: 1. Introduction to a national educational framework for 21st century skills; 2. Jobs projections in Northwest Indiana for specific occupational targets for graduates of the programs reviewed; 3. Analysis of Calumet College program objectives compared to employers' needs, with identification of potential gaps and options for expansion of objectives; 4. Conclusions and recommendations for additional work for further alignment of efforts internally at the college and externally with employers, partners, and other stakeholders in the Northwest Indiana labor market; 5. A proposed Logic Model framework for moving forward in using the report.

AN EDUCATIONAL FRAMEWORK FOR 21ST CENTURY SKILLS

In the current economy, both educators and students are more concerned than ever with current and future employment prospects following graduation. In a worldwide economy driven by knowledge, skills, innovation, and technology, it is increasingly important for all of our programs and courses to be aligned with the needs of employers for new skill sets and the needs of students to be able to apply education to their career plans. From the perspective of the student, it is particularly important to have a clear grasp of opportunities for the critical first job out of college that will help launch the career path.

We are fortunate to be able to draw on the work of The Partnership for 21st Century Skills, a national non-profit organization that assists practitioners in education and workforce development in integrating the broad array of skills valued by employers into the core academic subjects presented in our classrooms. In their own words, “the Partnership has developed a unified, collective vision for learning known as the Framework for 21st Century Learning. The Framework describes the skill, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.”



(Source: “21st Century Skills, Education & Competitiveness: A Resource And Policy Guide,” Partnership for 21st Century Skills, 2008, www.p21.org)

The 21st Century Skills are built on a framework of mastery of **Core Subjects** and **21st Century Themes**:

Core Subjects

- English
- Reading
- Language Arts
- World Languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government
- Civics

21st Century Interdisciplinary Themes (woven into Core Subjects):

- Global Awareness
- Financial, Economic, Business & Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

These Core Subjects/Interdisciplinary Themes must be further supported by competence in other skill sets:

Learning & Innovation Skills

- Creativity & Innovation
- Critical Thinking & Problem Solving
- Communication & Collaboration

Information, Media & Technology Skills

- Information Literacy
- Media Literacy
- Information, Communications & Technology Literacy

Life & Career Skills

- Flexibility & Adaptability
- Initiative & Self-Direction
- Social & Cross-Cultural Skills
- Productivity & Accountability
- Leadership & Responsibility

Many of these skills and attributes were confirmed as being essential in a survey of Northwest Indiana employers conducted by the Center of Workforce Innovations in 2011. While specific academic skills are essential for certain jobs, the employers identified the following as the characteristic they desired from all employees:

EMPLOYER EXPECTATIONS FOR HIRING

- 1. Have a positive attitude**
- 2. Work well with others**
- 3. Follow directions**
- 4. Show up for work on time**
- 5. Recognize problems & find solutions**
- 6. Manage time effectively**
- 7. Apply good listening skills**
- 8. Be honest & dependable**
- 9. Pass a drug or background test**
- 10. Dress properly & practice good grooming**

While many of the expectations cited by Northwest Indiana employers may seem fundamental, especially for college graduates, the list does emphasize the importance for the college student who is entering the job market to present herself or himself to a potential employer with:

- Mastery of core skills from relevant college courses;
- Demonstration of other critical competencies from the 21st Century Skills list, setting the applicant apart from other contenders; and
- Avoidance of “knock-out” factors from the Employer Expectations list that would result in the employer not even looking at core and supporting skills.

The framework in this section was employed in reviewing programs and courses offered in the targeted departments and in suggesting additional program objectives that would result in greater alignment of academic programs with real-time employer demands.

It should be noted that Calumet College graduates overall should be well-suited for meeting employers’ needs within the framework presented in this section. The emphasis placed by the college in all programs of study on high ethical standards, social justice, and proper reflection on personal and organizational goals serve the students well in a 21st century employment environment that values the well-rounded, flexible, and self-motivated employee. However, as will be apparent in the suggested new objectives for alignment, the student will be well-served by demonstrating the he or she has been reflective about the application of acquired education and skills to the specific needs of employers, and can demonstrate by portfolio or example as many of the supportive skills as possible.

JOBS OUTLOOK FOR PROGRAM GRADUATES

The Indiana Department of Workforce Development’s Research and Analysis Department prepares “Long-Term Occupational Projections” for each Economic Growth Region of the state. The full list of projected occupation projections for 2008 - 2018 is included in Attachment A. The chart below shows representative occupations that graduates from the selected programs of study would qualify for with a bachelor’s degree only, followed by additional occupations that will be available in the labor market with a bachelor’s degree plus experience. For business management occupations, in particular, it should be noted that many of the jobs will require substantial experience in a particular industry sector to move into middle and upper management ranks. This reinforces the desirability for students to gain experience via internships and part-time jobs while in college, allowing them to build resumes and explore business sectors while still in college.

While these projections provide evidence that jobs exist in the Northwest Indiana region for Bachelor’s Degree graduates to acquire the all-important first job out of college to launch them on their desired career pathways, it is important to note that the job titles are narrowly-defined by precise U.S. Department of Labor definitions. Many other occupational targets are available for students with the degrees reviewed in this study. As noted in the Conclusions & Recommendations section, a recommended next step is to expand the list to include “closest fit” occupations beyond the traditional job targets to assist students in career planning linked to their specific interests, passions, and goals.

Program of Study	Representative Job Targets (Bachelor’s Degree Only)	Representative Job Targets (Bachelor’s Degree + Experience)
Accounting	<p><i>Most Total Openings:</i></p> <ul style="list-style-type: none"> • Accountants/Auditors (603) • Cost Estimators (291) • Compensation, Benefits, Job Analysis Specialists (133) <p><i>Highest Growth Rates:</i></p> <ul style="list-style-type: none"> • Cost Estimators (25.7%) • Financial Examiners (25.0%) • Compensation, Benefits, Job Analysis Specialists (23.3%) 	<p><i>Most Total Openings:</i></p> <ul style="list-style-type: none"> • Financial Managers (123) • Purchasing Managers (25) • Compensation & Benefits Managers (20) <p><i>Highest Growth Rates:</i></p> <ul style="list-style-type: none"> • Compensation & Benefits Managers (9.2%) • Financial Managers (3.9%)
Business Management	<p><i>Most Total Openings:</i></p> <ul style="list-style-type: none"> • Construction managers (495) • Business operations 	<p><i>Most Total Openings:</i></p> <ul style="list-style-type: none"> • General & operations managers (662) • Training &

	<ul style="list-style-type: none"> specialists (197) • Employment, recruitment, & placement specialists (139) <p><i>Highest Growth Rates:</i></p> <ul style="list-style-type: none"> • Construction managers (26.4%) • Compliance officers (25.7%) • Compensation, benefits, & job analysis specialists (23.3%) 	<ul style="list-style-type: none"> development specialists (283) • Medical & health services managers (282) <p><i>Highest Growth Rates:</i></p> <ul style="list-style-type: none"> • Management analysts (43.0%) • Education administrators (30.8%) • Training & development specialists (27.1%)
Computer Info Systems/MIS	<p><i>Most Total Openings:</i></p> <ul style="list-style-type: none"> • Computer support specialists (277) • Network & computer systems administrators (132) • Computer software engineers/applications (131) <p><i>Highest Growth Rates:</i></p> <ul style="list-style-type: none"> • Network systems & data communications analysts (38.8%) • Computer software engineers/applications (32.4%) • Computer software engineers/systems software (30.2%) 	<p><i>Most Total Openings:</i></p> <ul style="list-style-type: none"> • Computer & Information Systems Managers (46) <p><i>Highest Growth Rates:</i></p> <ul style="list-style-type: none"> • Computer & Information Systems Managers (10.5%)
Economics	<p><i>Most Total Openings:</i></p> <ul style="list-style-type: none"> • Teachers & instructors (827) • Securities, commodities, & financial services sales (156) • Market research analysts (66) <p><i>Highest Growth Rates:</i></p> <ul style="list-style-type: none"> • Market research analysts (19.9%) • Teachers & instructors (16.5%) • Securities, commodities, 	<p><i>Most Total Openings:</i></p> <ul style="list-style-type: none"> • Urban & regional planners (49) [Master's Degree] • Actuaries (67) • Operations research analysts (14) [Master's Degree] <p><i>Highest Growth Rates:</i></p> <ul style="list-style-type: none"> • Actuaries (92.7%) • Operations research analysts (21.4%) [Master's Degree] • Urban & regional

	& financials services sales (8.2%)	planners (20.3%) [Master's Degree]
Organizational Management	(Targets working adults who bring work experiences plus some prior college)	(Same as Business Management but targets adult population with work experiences)
English & Professional Writing	<p><i>Most Total Openings:</i></p> <ul style="list-style-type: none"> • Public relations specialists (123) • Writers & authors (40) • Adult literacy, remedial education, & GED instructors (31) <p><i>Highest Growth Rates:</i></p> <ul style="list-style-type: none"> • Public relations specialists (20.5%) • Adult literacy, remedial education, & GED instructors (18.7%) • Writers & authors (8.9%) 	<p><i>Most Total Openings:</i></p> <ul style="list-style-type: none"> • Public relations managers (16) • Training & development managers (14) • Producers & directors (14) <p><i>Highest Growth Rates</i></p> <ul style="list-style-type: none"> • Producers & directors (12.5%) • Public relations managers (10.9%) • Training & development managers (8.9%)

The full list of job projections through 2018 is shown in Attachment A.

ALIGNING LEARNING OBJECTIVES EMPLOYER HIRING NEEDS

The analysis below is intended to provide insights on the relevance of current program missions and learning objectives to the current and emerging needs of our employers in Northwest Indiana. In large part, the review is grounded in the 21st Century Skills Framework presented earlier, and supplemented by anecdotal insights gained by CWI’s close working relationship with our employer community. Recently CWI engaged employers and the education community in the region in the READY (Regional Education/Employer Alliance for Developing Youth) initiative and the subsequent action plan. In addition to short-term tactics, the plan established long-term goals for regional leadership in increasing higher education attainment levels (see Attachment B). The goals assume that by 2025 over 80% of the jobs in the region will require some form of post-secondary education attainment to qualify for entry, and that 60% of the total regional population will need such credentials to meet the demand. The current college attainment rate in the region stands at 26%. The workforce development system in partnership with both K-12 and higher education systems must continue to work hand-in-hand with employers of the region to ensure that alignment of education and job requirements occurs at all skill levels. The ability of the region and the nation to compete depends on our success in achieving that alignment.

ACCOUNTING

Mission: To provide a wide range of topical matters which will allow our students flexibility in career choice and/or provide the tools necessary for successful admission to graduate school. To develop professional and practical scholarship through exploration of fundamental and contemporary issues, including those dealing with ethical issues. To provide the graduate with a background suited to meet the needs of a challenging job market.

Current Learning Objectives:	Meeting Employers’ Needs For:
<ul style="list-style-type: none"> • Develop analytical competencies to understand the application of accounting procedures, statements and systems to the measurement of the financial well-being of organizations • Demonstrate awareness of contemporary issues in the accounting workplace & the role of accounting information in the local, national, & world markets • Meet the requirements for entry-level careers in accounting such as auditing, corporate accounting, governmental & non-profit organizations & taxation • Demonstrate the capability to critically 	<ul style="list-style-type: none"> • Math proficiency • Critical thinking & evaluation of evidence • Accessing & evaluating information • Understanding ethical & legal issues on use of data and various media • Self-management & working independently • Project management for results • Accountability & analysis of return-on-investment for company

<p>& reflectively engage ethical issues in accounting, particularly questions of social responsibility & professional practice</p>	
<p>Options for New Objectives:</p> <ul style="list-style-type: none"> • Demonstrate ability to use financial data for creativity in developing solutions for management issues • Develop understanding of role of financial management related to the roles of other departments in private & public organizations • Demonstrate working knowledge of leading financial management software used by employers in the marketplace • Demonstrate oral & writing skills by creating financial reports for non-financial managers & staff 	<p>Potential Gaps to Fill for Employers:</p> <ul style="list-style-type: none"> • Creative thinking – demonstrating creativity within legal, ethical, professional constraints of accounting • Systems thinking – seeing connections between financial management & other goals & departments of organization • Writing & presentation skills – demonstrating ability to turn financial data into management information for non-finance staff • Use of technology for research, presentations, & communications

BUSINESS MANAGEMENT

Mission: To help students develop knowledge, skills, and values related to becoming competent managers and successful candidates for entry into graduate school. To provide quality, relevance, and innovation in preparation of students via faculty that aspires to be on the leading edge in the field of management.

<p>Current Learning Objectives:</p> <ul style="list-style-type: none"> • Demonstrate mastery of the theories, principles, and practices of management and the ability to apply qualitative, quantitative, and information technology tools for effective decision-making • Apply the methods of inquiry and analysis of the liberal arts and sciences in relationship to the specific situations and problems of management in order to become a reflective practitioner • Acquire a general understanding and appreciation of the role of business and management in the local, national, and world economies • Demonstrate the capability to critically and reflectively engage ethical issues in management, particularly questions of social responsibility and professional decision-making 	<p>Meeting Employers' Needs For:</p> <ul style="list-style-type: none"> • Financial & economic literacy • Global awareness; issues facing managers in a global economy • Effective development of ideas & communicating ideas effectively to others • Systems thinking in complex private & public systems • Problem solving using knowledge of finance, law, and human behavior • Applying technology for research, communications, and analysis • Skills in goal-setting, delegation, project management, time management, managing multiple tasks, & accountability structures • Introduction to self-management, entrepreneurship, and creativity in the workplace
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<p>Options for New Objectives:</p> <ul style="list-style-type: none"> • Demonstrate the ability to employ techniques for idea generation & creative thinking within the business setting • Acquire an understanding of multiple sources of data & inputs that must be managed & the techniques for prioritizing for maximum results • Demonstrate an understanding of individual employee engagement methods to increase motivation, morale, & organizational productivity • Demonstrate an understanding of government regulations, incentives, tax credits & other impacts of government policies on the organization, along with the ability to track changes and analyze implication 	<p>Potential Gaps to Fill for Employers:</p> <ul style="list-style-type: none"> • Creative thinking – techniques for idea generation, brainstorming, refinement, & analysis • Management of data & information – ability to manage & prioritize multiple inputs • Team building & management – “matrix management” in today’s organizations • Employee development strategies & recognition of different learning styles of employees • Working effectively with labor unions & employee groups in the organization • Impact of government programs & regulations on the organization
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COMPUTER INFORMATION & MANAGEMENT INFORMATION SYSTEMS

Mission: To provide the student with a clear understanding of the foundations of business computing environments as well as the new and threshold technologies of information processing and control. To provide a core curriculum that includes the study of system analysis, structured system design and logic, structured programming concepts, and current and emerging technologies. To provide holistic curriculum content by complementing the core curriculum with a selection of courses that provide familiarity with overall business settings where computer information technology will be employed.

<p>Current Learning Objectives;</p> <ul style="list-style-type: none"> • Demonstrate knowledge of computer information systems theory & research & be able to integrate knowledge in a variety of commercial, business, and other settings • Demonstrate knowledge of object-oriented database technology, from basic object stores to fully operational systems • Understand & be able to analyze important issues with regard to societal impact of advanced & emerging computer information technologies • Demonstrate the ability to use a variety of computer applications, including telecommunications, word processing, 	<p>Meeting Employers’ Needs For:</p> <ul style="list-style-type: none"> • Application of current & emerging best practices in computing customized to their individual work settings • Applying technology of computing with an understanding of ethical issues regarding its use • Using technology for problem solving & maximizing overall organizational performance • Using technology for research, internal communications, & improved customer interactions • Organizing data for internal organizational access & use in decision-making • Improving the image presented to the
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<p>desktop publishing, graphics, spreadsheet & database programs to process information</p> <ul style="list-style-type: none"> • Be able to use simulation applications to formulate questions & to critically investigate & solve problems • Demonstrate the capability to critically & reflectively engage ethical issues in computer information systems, particularly questions of social responsibility & professional decision-making 	<p>public by the organization via phone & website interfaces and sophisticated graphical presentations</p> <ul style="list-style-type: none"> • Up-to-date technology platforms for employee communications, word processing, & external communications with customers, business partners, and the public
<p>Options for New Objectives:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of legal environment for use of computer information technology • Understand social media environment & methods for utilizing social media for positioning the organization with customers & the public • Demonstrate knowledge of data security • Understand the interface between technology and internal/external users, including cost & return-on-investment analyses • Understand the applications of technology for ongoing market research • Understand the power of the organizational technology platform for continuous employee learning & development 	<p>Potential Gaps to Fill for Employers:</p> <ul style="list-style-type: none"> • Legal issues related to use of technology & software applications • Understanding of social media & applicability to the organization's impact on customers & other audiences • Security of data in computer systems • Interface of computer systems with customer service staff for maximizing customer satisfaction – phone systems, websites, customer recognition/storage technology, projecting customer needs • Use of technology for market research – opportunities & threats in marketplace • Use of technology for employee satisfaction and ongoing training

ECONOMICS

Mission: To provide the student with knowledge on the systematic study of the production, conservation, and allocation of resources in conditions of scarcity, together with the organizational frameworks related to these processes. To provide the student with an understanding of applicability of economics knowledge to a wide variety of settings, from specific industries and organizations to large public policy issues.

<p>Current Learning Objectives;</p> <ul style="list-style-type: none"> • Demonstrate knowledge of theory, both micro- and macro-economics • Demonstrate knowledge of comparative economic systems worldwide & implications for international relations • Understand relationship or economic 	<p>Meeting Employers' Needs For:</p> <ul style="list-style-type: none"> • Global awareness & implications for organization • Allocating scarce resources of organization for maximum profitability and/or social impact • Analyzing individual departments 7
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<p>systems with money & banking systems</p> <ul style="list-style-type: none"> • Demonstrate ability to employ quantitative analytic techniques for decision-making at both micro and macro levels • Understand applicability of learning for wide array of applications in private & public sectors 	<p>functions of the organization in light of overall outcomes in complex system</p> <ul style="list-style-type: none"> • Data-informed solutions to organizational issues, with ability for quantitative tracking of results of implementing changes • Accessing and evaluating publicly-available databases for use in organizational decision-making • Understanding the interaction of organizational success with societal demands in the overall national & international economies
<p>Options for New Objectives:</p> <ul style="list-style-type: none"> • Understand issues related to access to capital & international movement of capital • Understand impact of economies of other countries on the U.S. economy & potential impact on individual organizations • Demonstrate awareness of “Triple Bottom Line” thinking and its impact on sustainability of organizations in the current & emerging economies • Understand regulatory & legal environment impacting economic decisions of organizations • Demonstrate knowledge of economics of introduction of “green” technologies & opportunities for organizational success in evolution to greener economies 	<p>Potential Gaps to Fill for Employers:</p> <ul style="list-style-type: none"> • Access to capital markets for company growth • Current regulatory environment & impact on organization • Balancing organizational approach for dealing with “Triple Bottom Line” of Profit, People & Planet in sustaining the organization • Impact of “greener” economies & implications for organization, including energy sources, energy conservation, cost analysis of implementation of green technologies • Use of information technology for using economic data for both market research & management decision-making

ORGANIZATIONAL MANAGEMENT

Mission: To help students develop knowledge, skills, and values needed to become effective managers, administrators, and leaders. To provide value to the experiences students bring into the classroom and encourage students to explore academically sound alternative methods for fulfilling their educational goals. To provide an accelerated approach for degree attainment by reducing time and location barriers and applying knowledge gained by the combination for work and classroom experiences.

<p>Current Learning Objectives:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the historical and philosophical foundations of various leadership models & the ability to differentiate among the models 	<p>Meeting Employers’ Needs For: Essentially the same as Business Management but in applied & accelerated approach. In addition to Business Management relevance:</p>
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<ul style="list-style-type: none"> • Demonstrate knowledge of various models of group dynamics, & be able to apply such models in order to critically understand & interpret the work of groups within the context of an organization • Demonstrate knowledge of cultural change within an organization & the role of the supervisor & manager as change agent • Be able to articulate a personal philosophy of management & apply that philosophy in actual organizational settings • Be able to apply research skills, including appropriate statistical methods, to solve problems, make decisions, & engage in lifelong learning • Demonstrate the capacity to critically & reflectively engage ethical issues in Organizational Management, particularly questions of social responsibility & professional decision-making 	<ul style="list-style-type: none"> • Immediate application of learning in the current employer’s work setting • Ability of student to address current workplace issues as project work in the program • Advancing education & skills of current employees without the added expense of recruiting, screening & hiring new employees for meeting needs for higher skills • Providing cost-effective incentives, via tuition reimbursement, for retaining talent that employer might otherwise lose • Building bridges with higher education as partners in the employer’s sustainability & growth strategies
<p>Options for New Objectives: Same as Business Management plus:</p> <ul style="list-style-type: none"> • Demonstrate via test or portfolio development the work experiences that qualify for college credit within the college’s PLA (prior learning assessment) procedures • Apply learning to current workplace situations & assist peer students in acquiring knowledge of application of learning in real workplace settings in the region 	<p>Potential Gaps to Fill For Employers: Same as Business Management plus:</p> <ul style="list-style-type: none"> • Direct application to employer’s current & projected skill needs (sometimes providing justification for use of employer’s tuition reimbursement program) • Application of learning to current employer’s positioning in the community & the marketplace • Engagement of the employer as a partner in the student’s learning

ENGLISH & PROFESSIONAL WRITING

Mission: To provide students grounding in the reading and writing skills necessary for entry into a variety of professions. To provide students knowledge of the great stories and poems of the American and English traditions, including foundations of narrative in the Western literacy classics, and the exploration of contemporary literatures of diversity. To assist students in gaining mastery of the English language that allows them to pursue careers in writing, editing, publishing, teaching, advertising, public relations, business administration and management, and technical writing.

<p>Current Learning Objectives:</p> <ul style="list-style-type: none"> • Write clear, well-organized, and rhetorically-appropriate English and do efficient basic research: evaluate, use & properly cite sources • Apply foundational writing skills in expository, persuasive, descriptive, & narrative formats in creative genres such as fiction & poetry, & in basic business & technical writing • Perform effective basic research: find, understand, analyze, interpret, & evaluate written sources • Understand complex non-fiction texts: analyze & summarize contents; interpret meaning & evaluate quality of assertions and support for the assertions • Understand the power of narrative & language in individual & social lives • Analyze, interpret, & evaluate the literary works of major writers of diverse genres, time periods, and cultures by applying a variety of accepted frameworks for critical review • Appreciate the masterpieces of Western literature and the emergence of multi-cultural English literary arts • Understand the nature of the English language, the role it plays in culture, its development in the history of literature & society, its power & beauty, and its role in contemporary society • Engage intellectually & creatively in the academic discipline of English, in the cultural organs of the literary arts, & in the writing professions • Reflect more deeply upon human experience and our spiritual, intellectual, and emotional lives, and the ongoing struggle for social justice 	<p>Meeting Employers' Needs For:</p> <ul style="list-style-type: none"> • Basic mastery of the English language for professional approaches to the organization's internal & external audiences • Creative thinking through exposure to wide array of perspectives in English literature • Ability to apply inductive & deductive reasoning to work situations • Ability to articulate thoughts & ideas clearly to diverse audiences & for a variety of purposes (explaining, persuading, surveying, selling) • Conducting research, forming conclusions, applying finding, documenting sources to defend findings • Creating messages for media distribution for positioning of the organization in the public eye • Preparing a wide range of internal documents "in plain English" for use by employees: personnel manuals, corporate policies, company newsletters, other employee engagement materials • Education & training materials for employees • Translation of technical & financial data to succinct written options & recommendation for management decision-making
<p>Options for New Objectives:</p> <ul style="list-style-type: none"> • Demonstrate the ability for team-based deliberation, consensus building, and creative problem solving • Demonstrate the ability to translate technical texts for use by non-technical audiences for information and decision-making • Understand leadership & management 	<p>Potential Gaps to Fill for Employers:</p> <ul style="list-style-type: none"> • Ability to work creatively with others in team settings • Ability to translate reasoning ability from an English literature perspective to an organizational management perspective • Ability to interact effectively with financial & technical employees using

<p>implications for the modern workplace gained by knowledge of literature through the ages</p> <ul style="list-style-type: none"> • Understand the impact of social media and the impact on culture & literacy in society & the workplace • Demonstrate the ability to utilize computer technology for wide array of uses in the workplace: research; graphical presentation; employee communications; customer interfaces • Understand the applicability of reasoning & research skills acquired in English program to organizational settings in the private and public sectors 	<p>quantitative data sources</p> <ul style="list-style-type: none"> • Leadership & management skills • Systems thinking & multi-disciplinary problem solving • Computer skills beyond applications to literary research • Ability to apply communications in ever-changing context of social media • Ability to make oral presentations aided by technology
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CONCLUSIONS & RECOMMENDATIONS

Our overall conclusion is that Calumet College graduates are well-positioned for hiring success in the Northwest Indiana labor market. Student chances of success in initial hiring following graduation can be greatly strengthened by refining some of the learning objectives shown above and by engaging in early career planning, continuous refinement of career goals, and career-connected work experiences (internships, service learning, part-time jobs) during students' entire college experience.

Following review of the report, CWI remains available to assist in formulating strategies for building on some of the findings in the report. To help in that thinking, a starting Logic Model is attached to guide next steps in light of desired outputs and outcomes. In addition to the implementation steps depicted in the Logic Model, we also recommend several other steps that can be taken:

- Expand the analysis to other program areas at the college;
- Using the federal O*NET database, perform a second-stage job analysis that shows the migration to other jobs from initial targets, employing a high percentage of skills of the students; this will serve to expand thinking even more regarding the applicability of skills across a wide range of occupations;
- Work with CWI to review input from selected employers who have used WorkKeys data to perform job task analyses for professional-level jobs;
- Work with Career Services to provide an even more aggressive approach to student career planning beginning in the Freshman year; this will serve to reinforce some of the new learning objectives; and
- Expand access to internships, service learning, and part-time employment with employers in the region, serving to build students' resumes to qualify them for jobs that require a Bachelor's Degree plus some work experience.

LOGIC FLOW FOR PROJECT

INPUTS →	ACTIVITIES →	OUTPUTS →	OUTCOMES
<p>Existing program mission & learning objectives at the college</p> <p>Regional job projections</p> <p>CWI insights from READY process & ongoing employer relationships</p> <p>Substantial body of knowledge on “21st century skills” required by employers for hiring</p> <p>Perceptions of faculty & administration at the college related to need for stronger alignment with employers</p> <p>Current career planning process at college</p> <p>Current levels of internships, part-time work, & placement rates at graduation among students</p> <p>New service learning project at college</p>	<p>Review of report by administration & faculty groups at college</p> <p>Review current internal statistics on student job placement, internships, part-time work experience</p> <p>Work teams to review & refine learning objectives</p> <p>Identification of any additional work to be done or input to be gained to inform the process</p> <p>Review current career planning activities at college</p> <p>Review strategy for inclusion of service learning</p> <p>Possible survey of students & recent graduates related to career planning & relevance of programs to job success</p> <p>Obtain faculty buy-in via use of existing committee structures</p>	<p>Faculty & administration agreement on goals & objectives for alignment of curriculum with labor market needs</p> <p>New and/or revised learning objectives for each target program</p> <p>Infusion of 21st Century Skills interdisciplinary skill sets woven into Core Subjects</p> <p>Template for use by other programs in review of alignment with labor market</p> <p>Establishment of specific goals for internships, work experience, service learning & job placement for students</p> <p>Expansion of role of Career Services for engagement in career planning throughout students’ college experiences</p> <p>Alignment of marketing to focus attention on career planning & jobs</p>	<p>Higher & faster job placement rates for students at time of graduation – or jobs lined up prior to graduation</p> <p>Higher percentage of students finding jobs aligned with their career plans at time of graduation</p> <p>Stronger ties between college & employers in the region</p> <p>Stronger career planning process for students beginning at Freshman level</p> <p>Higher student retention rates</p>