

A Research on Development plan and Effectiveness of Career Experience Credit System in Universities

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1. Introduction

The purpose of this study was to analyze the effectiveness of the career experience credit system by comparing participating students and non-participating students in university and to draw up policies and plan for expanding the university's career path-oriented curriculum including this system. To achieve this research objective, the study first analyzed the experience-oriented curriculums as similar cases with the career experience credit system of the university in Korea, Second, we identified a legal basis and theory that can support this system theoretically. Third, we analyzed the effectiveness of the career experience credit system in 5 universities operating this system. And fourth, we set forth policies and plans to develop the career-oriented curriculum based on this system.

2. Theoretical Background

The career experience credit system is based on the Career Education Act enacted in 2015 which stipulates that related institutions and organizations provide support for university career education through on-site practice and counseling for college students. Also, after reviewing the theory of career, Savickas(2002)'s theory of career construction can be seen as the theoretical basis for this system which expands and deepens career consulting to a university that was mainly conducted in the school year. Besides, Kolb's theory of learning

experience can theoretically support that career education at the university level should be done through experience.

According to analyzing specific cases of this system, it was operated as one of the project-type academic systems that were designed and managed by students on their own, with individual or team form. In the case of science and engineering major, the subject was mainly invention, start-up and research. On the other hand, in the case of humanities and social sciences major, there were many start-ups or production projects.

Finally, we confirmed the effectiveness of Capstone design, internships and start-up education which are representatives of the experience-oriented curriculum. Capstone design helped career and job performance after employment and showed the effect of improving creative problem-solving skills and self-directing ability. Internship has improved not only interest and satisfaction in major areas but also self-efficacy and job opportunities. It also extended the choice of career path. Start-up education had the effect of enhancing self-efficiency, desire to achieve and willingness to start a business.

3. Research Methods

To analyze the effectiveness of career experience credit system, in-depth interviews were conducted with five students who took part in this program. Using this resources, we identified changes in the student's perception and attitude. Specific interview questions consisted of basic information of the interviewee, reasons for applying for this program, efforts in the design process, difficulties, pros and cons of this program, and changes. All interviews were transcribed in the form of transcripts, and the subject of the interview was categorized based on Savicks(2002)'s theory: career construction.

The survey was also conducted on students from five universities in Korea, which operate the system to analyze the differences between students who participated in the system and groups of students who did not participate. In the first semester of 2019, 232 students who participated were surveyed and 696 non-participating students, which is three times the value of the treatment group, were surveyed to match the trend score. Of 155 and 577 respondents, 145 and 553 responses excluding missing values were used in the analysis. The

effect of participation in the system was determined by career decision making self-efficacy, career preparation behavior, career decision scale, major satisfaction level, school life satisfaction level. Plus, the demographic and student individual characteristics were selected as control variables. To strictly analyze the effects of the system among groups, a regression analysis was performed after matching propensity score to minimize the problems of sample selection.

In addition, we conducted a focused expert group interview and individual interview to draw up the development plan of the system. Specifically, the current and ideal roles of university staff and faculty advisor were identified to establish a model for the system, and as supporting plans, we asked what the central government and the business performance institutions need, with what kind of human and physical support was required for universities that are currently operating the system and those that will introduce the system in the future.

4. Effectiveness I: Changes in Career Adaptability and Employment Skills

As a result of categorizing in-depth interview data based on the theory of career constructivism, career adaptability and employment skills developed greatly. Specifically, the change in career adaptability is to decide field for employment, actively prepare for employment, decide whether they start a business, and plan to take classes that may help their career, and understand different fields from their majors. Plus, in employment skills, the students improved their problem-solving skills and their attitudes toward academic work changed more actively. Communication skills were also improved, and interpersonal skills were developed through teamwork, communication with faculty advisor professors and administrative staffs, and people who met at the workplace. Also, the initiative of making steady efforts to prepare for a job was developed, and through the working experience of the work, the ability to recognize and understand the situation of the current society was improved, and they could manage the quality of work. Finally, through a process of carrying out the project to the end, the ability to practice administration and earnestness were nurtured.

5. Effectiveness II: Changes in Career Competency and Satisfaction

As a result of the research, it was revealed that the career decision making self-efficacy, career preparation behavior, career decision scale, school life satisfaction level of participating students are higher than of non-participating students in this program. This result was in line with previous studies that examined the positive effects of this system in a career educational aspect. Besides, it could be seen that the career experience credit system leads to more active career preparation behavior in that students voluntarily construct a project, and relatively high-grade students who are relatively graduated participate in this system. It also provided opportunities for students to organize their career-related programs that are directly related to the career they have set up or want to explore. Inducement of students' motivation through the credit system led to an increase in satisfaction in school life but did not lead to major satisfaction.

6. Policies and Plan for Expanding the College's Career Path-Oriented Curriculum

The concrete strategies for the development of career-oriented education courses based on the focused expert group interview are followed. Changing awareness about college education; clarifying the purpose of the college career experience credit system; operating system that is differentiated according to student level and ability; ensuring professionals who assume full charge of this system and incentives for faculty advisors; constructing association comprised of stakeholder.

Specifically, 1) To change awareness about college education, professors should accept the new responsibility of college these days. In particular, it should be recognized that the role of professors is not only to stay in giving knowledge of their majors, but also to be in charge of career education. In most college, major and liberal arts classes and career education are divided into separate forms, but these two should no longer be treated as unrelated. We need to create an environment where exploring the career path related to a major. In this situation, career experience credit system can be combined with major and liberal arts and career

education. 2) Each college to run this system needs to reach an agreement on what its purpose is before establishing a specific operation plan. To reflect the diverse needs of students, operating a separate career-experience course track to coexist with the existing system may be one option. 3) A differentiated college career experience credit system based on students' level and abilities should be operated flexibly according to the characteristics of colleges, curricula of departments, and the job market. To do this, more research should be done on the future model of career development capability for college students, and efforts should be made to increase career counseling capacity for professors through training and workshops on career education. 4) It is best to ensure professionals who only take charge of this system, but it has a feasible employee management system considering the financial burden of each college. 5) Operating this system successfully, the role of faculty advisors is very crucial. To do this, various forms of incentive payments for faculty advisors are required to be discussed. 6) For this system to be successfully established in a university, it is essential to operate an association to share success cases and discuss problems and improvement plans together.