Enhancing the Marketing Major: Addressing the second year slump

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Strategic objectives addressed:

- To respond to our internal audit findings by developing a framework and piloting initiatives to enhance the second year student cohort experience as they transition from the first year common core business courses to the marketing major.

- A pattern for all UG majors - design and prototype a framework that illustrates the 'whole' set of 8 courses as components of the integrated major, focussing on each individual course and how it links to others in the major.

- Develop opportunities to enhance connectivity by integrating emerging industry challenges or issues into the content of the second year marketing major courses in all locations to better prepare students for multichannel, mobile and global markets.

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	Program Development Fund	X
	RMIT Vietnam Program Development Fund	

1 Executive summary

The key activities undertaken as part of the project were to map the linkages for the Bachelor of Business – Marketing core courses, to develop an event to help second year students understand the need for career planning; and to include opportunities to engage with digital channels as part of the development of career ready skills and knowledge.

2 Outcomes

1. A set of slides showing linkages between core courses for the degree was developed and supplied to all course coordinators of core courses for the 3 and 4 year degree streams for the start of Semester 2, 2014. All students in the program in the second semester would have seen these slides.

   a. There was no clear outcome in terms of student feedback or GST scores. We did anecdotally receive feedback from students on improved understanding of pathways. This was received in the form of emailed or direct questions asking about suitability of choosing or continuing in courses where students had not completed led in courses.

2. In August 2015, a career planning information event was held for marketing students in the second year. The event included guest speakers from industry partners and major industry bodies as well as the Careers office at RMIT.

   a. All guest speakers indicated their interest in being involved again for 2016. Seventy students attended the event and actively contributed to questions asked by mobile phone texts and direct to the speakers. The event received very positive feedback. The event budget was approximately $1000 including catering and thank you gifts for speakers.

3. Five courses actively included a new digital aspect in the course ranging from video-based assessments through to the use of Google Project Sites and Linked In. All five course coordinators indicated that they had received positive qualitative feedback from students although GTS scores were mixed. The key indicator was an improvement in assessment quality based on previous years, showing greater engagement and higher quality outcomes for most courses. However, as part of this trial, research was undertaken showing that adoption of digital technology and digital channels by students showed a standard adoption curve with just 20% of students rapidly adopting and using new digital tools within the courses. This strongly indicates that the claims that Gen Y students are digital natives is not supported by data.

   a. Positive qualitative feedback through email, GTS statements and personal statements showed that the introduction of digital channels was effective, but only 20% of students demonstrated rapid and willing adoption of new digital channels, while 60% of students only embraced the new channels after some time and training, and 20% of students reluctant to embrace new tools.

   b. A conference paper was accepted by the Australia New Zealand Marketing Association Conference (ANZMAC) and presented in December 2014.

3   Project outcomes and impacts

3.1   Developing and embedding digital channel thinking in core marketing courses for the marketing major

There has been increased demand for digital marketing capabilities from industry over the last three to four years. Industry reports published in 2014 show that Digital Marketing accounted for nearly 25% of marketing budgets in the B2B field (GreenHat B2B Marketing Outlook Australia 2014), while across all marketing sectors, over 60% of marketing departments will focus on "owned channels" and will allocate up to 30% of the total marketing spend on digital channels (Marketing spend shifts from advertising to 'owned' channels. PwC, July 2014). The move to digital marketing has seen a change from the limited channel traditional marketing strategies still in play a decade ago, to the rise of multi-channel strategies and omni-channel marketing approaches. Fully engaged customers who co-create outcomes are the norm in this environment.

These changes have created pressures to develop capabilities in interns and graduates that are relevant to the industry and future career opportunities. In order to meet this demand, student skills and knowledge development needs to begin early in the degree. Feedback from past students indicated that current students need to be made aware of industry expectations during the second year of the degree.

Concurrent with this trend is research showing the second year students are typically the least engaged with the lowest satisfaction rates. The aim was to embed activities and learning around digital channel marketing using six core courses in the marketing degree that were presented in the second year or in courses that had intakes from first/second year and intakes from second/final year. The focus was to increase the linkages between what was taught and industry expectations.

3.1.1   Preparing and designing course content

Practitioner research suggested that students who fit into the Gen Y or Generation Millennials classification (born between 1982 and 2000, Strauss and Howe, 2000) are digital natives who are high end users of digital technology for communication (Prensky 2001, Palfrey and Gasser 2008). This was not supported by anecdotal information from course coordinators. To investigate the proposition that current student cohorts were digitally capable and active, a research project was carried out. Phase 1 involved six indepth interviews with students whom had completed the first year of their marketing degree. Phase 2 involved a workshop with course coordinators and lecturers from the Marketing discipline in the School of Economics, Finance and marketing (EFM).

The results of the interviews showed that students perceived themselves as digital natives or digitally capable, but used very few digital channels - typically Facebook and their mobile phones with internet coverage and showed little interest in exploring new channels. The activities were limited to communication, posting pictures or passing on content generated by others and making arrangements (Table 1). Peer influence or the need to connect with friends appeared to be a major influencer in the selection and use of digital channels, which supports other research in the area (Cheung, Chui and Lee, 2010). This unexpected finding provided support for the anecdotal information we received from academic staff on the reluctance of students to try or engage with digital platforms other than Facebook or social sharing sites like Instagram. A key aspect of the interview results was the propensity to share material, with very little evidence to show any creation of material or content.

Code/ Platforms	Frequency	
Types of technology used - platforms	91	"We Gen Y use technology a lot. Like we're way more open about all the new things out there, and we are very narcissistic in that we love social media and we post about ourselves and selfies and all that stuff."
Facebook	25	"I find that Facebook is a great way to communicate with group members. It's a great platform to get conversation going, and say 'hey I've posted this on Blackboard', or 'I've posted this on Google Docs, please have a look at it'."
Apps	14	"I was born in technology! I use Twitter, Facebook, YouTube and Instagram. Basically all kinds of social media, because I'm a tech savvy person so I like getting involved in these kinds of things."
Twitter	11	
YouTube	7	
Instagram	4	
LinkedIn	4	"I have started to use LinkedIn because of (my subject). But honestly I'm someone who likes to stick with the one I'm using like Facebook, but I know I should go for more."
Blogging	3	"I'm just on Blog Spot, and I do blogging about bartending because I enjoy that."
Other	7	e.g., Gmail; Yammer; Tumbler; Google Docs and Blackboard. Frequency mention of each was 1 or 2

Table 1. Engagement with Digital Marketing

When they were asked about the role of digital channels in the marketing discipline, the perceptions centred around using Facebook and applying traditional marketing activities to online channels, with only a superficial awareness of marketing and marketing channels (Table 2). Although this was only six interviews, there was little data to support the notion of Gen Y being digital natives. This has been backed by other research in the education sector (Combes 2009; Bennett, 2012).

Sub Code	Category	Frequency	Quotes
Digital	Social media	16	"I'm not really into digital…like I don't know any digital terms or anything. All I know is social media. For me anything related to the internet is digital marketing, and I haven't really learnt about it that much."
Integrated	Integrated approach	4	"I think that digital marketing will become more integrated in the next few years, and there will be more platforms to actually channel your campaigns."
Activity	Advertising	10	"I think that digital marketing is a lot cheaper because you have that mass media production of, you know, either posting on Facebook or posting on Twitter. But I believe that it's a lot harder to segment target markets online."
Activity	Promotion	9	"You could offer them promotions, like 'Buy one get one free'. Or they could sign up for a newsletter, and we could send them updates."
Benefits	Larger reach	5	"I would create Facebook pages because you have a lot of young people who are active on it. I would also do viral marketing."
Benefits	Increase engagement	2	"I like to get people involved, so I would record videos to put on YouTube and then get people to like it and share it, so that you create a stir."

Table 2. Understanding Digital Marketing

Overall, this small scale research found that the second year students did not exhibit adoption levels, navigation skills, or use of digital tools beyond that expected in the general population. Although there is increasing demand from employers for digital literacy, and especially digital marketing knowledge, students do not exhibit the level of comfort and exploration associated with digital natives.

The results of this research were published as a conference paper at the Australia New Zealand Marketing Association Conference 2014, Brisbane. The Conference publishes competitive papers that have double blind reviewed. Feedback from the conference showed a high level of agreement with the findings from other universities.

3.1.2 Digital activities or content introduced by course

Phase 2 of the research involved a workshop with course coordinators and lecturers to create a profile of students and then to recommend activities to introduce digital activities into selected courses. The research results from Phase 1 were shared with the staff. The outcomes were to introduce different components of digital marketing into specific courses with different levels of engagement and complexity appropriate to the level in the degree (Table 3). Based on the research from Phase 1, the content or activities selected were designed as entry level points into digital and multichannel marketing.

Course	Student cohort	Program Level	Activity
MKTG1041 Marketing Communications	228	First / Second year	Introduced new content focused on a range of new media activities that can be integrated into IMC campaigns: including: smartphone, email, video, blogs, display, remarketing, podcasts, SSM, SEA (SEO & SEM), Augmented Reality and the IOTs. And the trend toward more image based SSM including: Instagram, Snapchat, Pinterest, etc. Introduced Blackboard groups for online group management.
MKTG1045 Market Research	254	Second year	Use of Qualtrics online survey tool for Market research. Introduce Quizlet for SIM and Vietnam.
MKTG1053 Service Quality	236	Second year	Google Docs. As part of the group assignment, students were asked to use Google Docs and share it with their tutor (with the idea that their tutor could monitor progress and contributions by each student). The aim of this initiative is to familiarise student with this online group collaboration tool and to minimise student 'free-riding' (knowing their tutor can monitor their contributions).
MKTG1061 Global Marketing	330	Second/ Final year	Guest presentation from Vietnam (See the Virtual Classroom project). Video assessment component included with the final group project submission.
MKTG1065 B2B Marketing	200	Second/ Final year	Used Google Projects for Major Project management to encourage online collaboration in a professional secure environment. Use LinkedIn as a research profiling tool, search tool and to familiarise students with networks.
MKTG1092 Product Innovation	123	Final year	Video creation and submission for Assessment.

Table 3: Digital Activities/Content Introduced in Semester 2, 2014

3.1.3 Outcomes from the introduction of digital marketing material

The key outcomes from this section of the project:

1. Adoption of new technology / digital channels is in line with a standard new product adoption curve, where 20% of students adopted new technology within 5 days of the introduction. 60% of students adopted the technology after a delay of 2-3 weeks to try and obtain word of mouth feedback or extra help and 20% of students refused to engage. The Library and the Learning and Teaching group have offered to prepare material on using digital tools. This will be a major requirement for 2015 as we estimate 20% of students will demonstrate digital literacy issues based on this project and a further 20% -30% will need extra help.

2. The reluctance of (some) students to engage with digital tools may have a flow on effect on their career readiness at graduation. As noted in the phase 1 interviews and supported by the results of phase 2, 20% of students are averse to engaging with unfamiliar digital tools. Based on existing use patterns, students will tend to post material sourced from familiar digital platforms or repost material from peers. There are only limited attempts to create content.

3. By linking the use of digital tools to assessment (see MKTG161 04 MKTG1092 as examples) there was a significant increase in quality of the submitted work and the content generated. However, this was mitigated by the 20% of students who did not engage or engaged late in the semester.

4. The use of digitally created assessments or the use of online tools for project management can have a positive impact on group activities and tutor grading. In all courses where the group work was required to be posted online, we saw a reduction in the number of groups requiring tutor intervention and a reduction in the number of peer conflicts.

Course	Activity	Benefits/Outcomes	Proposed Improvements for 2015
MKTG1041 Marketing Communications	Introduced new content	Students become aware of the diverse range (and growing) of new media activities that can be considered for integration into an IMC campaign. Improved GTS. Reduced group conflicts requiring lecturer/tutor intervention.	Selection of content needs to be revised to ensure relevancy while managing the time restraints that limit the level of time available for each channel.

Course	Activity	Benefits/Outcomes	Proposed Improvements for 2015
MKTG1045 Market Research	Online survey tools	Qualtrics - streamlines the data collection aspect of the group research project. Allows staff to comment (and edit) directly into each group's survey remotely.	Developing a YouTube channel with links to videos on using Qualtrics as well as on how to conduct different data analysis tests in SPSS would complement the use of Qualtrics. Small uptake in SIM and Vietnam so unlikely to continue in 2015.

Course	Activity	Benefits/Outcomes	Proposed Improvements for 2015
MKTG1053 Service Quality	Google Docs	20% students found this a useful tool for collaborating with their group members especially in the creation of the report, and rapidly adopted the technology. Tutors can monitor progress and contributions by each student and reduce "free riding in group situations.	20% of students were very reluctant to use the tool and commenced project work and tool use very late in the semester. 60% of students adopted the tools after encouragement and help.
236 students in 50 groups with 4-5 students per group. Adoption timing based on date of first use and the level of use over the course of the project. 20% of groups commenced using Google.Docs within 2-3 days of the project start. 60% of the groups commenced using Google.Docs with 2-3 weeks of the project start and required help and support from staff. 20% of groups commenced the google.doc and project one week before the due date.			

Course	Activity	Benefits/Outcomes	Proposed Improvements for 2015
MKTG1061 Global Marketing	Skype Lecture / Video Assessment/ Online peer review of video assessments	Improved quality of submitted work. Some peer review was able to be incorporated which was handled very well by the students and was very well received. *"I think that this type of hands on learning provided us with a bit of fun which made the task much easier as a group, whilst also giving us the opportunity to gather and contribute more information to our major assignment being the feasibility study."*	20% of teams experience difficulty with managing the technology requirements. Clear instructions and guidelines required for video creation and submission. GTS scores were low due to problems with staffing and the lack of instructional material.
60 groups with between 4 and 6 students per group.			

Course	Activity	Benefits/Outcomes	Proposed Improvements for 2015
MKTG1065 B2B Marketing	Google Projects / LinkedIn	Approximately 20% of teams rapidly adopted the technology and developed excellent online collaboration and created LinkedIn profiles. A further 40% of teams adopted the technology after encouragement and support. 20% of teams struggled with the technology and chose to use Blackboard or Google Docs as easy to manage. From a teaching perspective, the online project management reduces group conflicts and increases the ability to offer regular feedback.	A video on how to use the tools to be developed for 2015. Negative feedback indicated that some students struggled with the digital channel which affected the course perceptions. 20% of teams/students refused to use the new technology and reverted to Facebook which caused confidentiality breaches. A template for project management and clear instructions and guidelines required for online collaboration and submission of content. GTS scores were below previous years but this appears to be linked to the enforced timetabling change to a lecture/tutorial format. In previous

			years this was run as a 3 hour lectorial to manage the WIL & industry project components. The quality of the student cohort was also lower as shown by the increased fail rate (14%) compared to previous years (5%).

53 groups with 3-4 students in each plus 8 students elected to complete an individual major project. 20% of groups (11 groups) were active on their Google site project page within 24 hours of the project start and showed activities such as posts of externally sourced information, data collection and analysis generated by team members, comments on group member's posts and discussion of ideas. These students commented that they found it useful, and had helped them prepare for intern roles or job placements.

20% of groups did not use the Google Project site and used Blackboard Group pages and posted material for use in the report on 1-2 occasions towards the end of 6 week project period. These students commented that the work was too hard, and the expectations were too high and teaching staff were not working hard enough to make the course easy for students.

Course	Activity	Benefits/Outcomes	Proposed Improvements for 2015
MKTG1092 Product Innovation	Video style assessment	Easier to grade and check grading for teaching staff. A challenge for students to adopt and use although GTS comments that some students enjoyed the opportunity.	Continue with the use of a video assessment submission, but using YouTube for the submission point. Clear instructions and guidelines required for video creation and submission.

3.2 Developing and implementing a marketing career event for second year students

In an effort to encourage the second year Marketing students to feel more connected to the university and see the relevance of their studies to their future careers (thereby also encouraging them to feel more engaged in their studies for the rest of their time at RMIT), we developed a career and networking event held on the 25th July 2014 (the first Friday of Semester Two), branded and marketed as 'The Big MaCa [**Ma**rketing **Ca**reer] Event'. The event was aimed to better prepare students in terms of their job-readiness and their employability as marketing graduates, and featured student alumni speakers, industry guests, as well as representatives from professional industry bodies (see Agenda, p.10).

This event required much time and effort in organising, as well as the cooperation of our guest speakers (to be available at the specific time of the event). Two key speakers were not available at the event so we (with the assistance of Rod McCrohan) created pre-recorded videos of interviews conducted with these RMIT alumni (who described their pathway to their current career and gave 'tips'/advice to students).

One of the key messages that came through very clearly via our guest speakers was the importance of starting career planning in the students' second year (rather than leaving it to their final year at university). Another key message communicated at the event was the importance of marketing and maintaining one's personal brand as a marketing professional on professional networking sites such as LinkedIn. Members that attended our event were encouraged to join and remain connected via our 'RMIT Marketing Major' LinkedIn page (that we have set up prior to the event).

The event was attended by over 60 students, 10 marketing staff members, and eight industry speakers/RMIT Alumni. It has also resulted in over 40 new members on our 'RMIT Marketing Major' LinkedIn page (94 members as of February 2015).

Some written feedback from students:

"The event was great! It would be amazing that we have it at least twice a year."

Chen Ge (s349132)

"The event was really good, I want it every year!

I really enjoyed The Big MaCa event today!

I found it to be very informative and beneficial as a student and for my colleagues. Information about Brandstorm, career services and opportunities from RMIT, where to look for internships/ graduate programs, marketing associations is very useful and valuable to be considering and participate in whilst still undergoing a degree as opens up future opportunities and and experiences for future career.

I think the employment information and resources is valuable for both students completing a Co Op year and the 3 year degree.

A nice introduction is provided for the students who attended requiring assistance of where to look and what to look for but also new resources and contact information to take own initiative to make contact and utilise for the students who already researched the events/ programs such as Careerhub or Brandstorm.

The event also provides a good opportunity to network with course coordinators for future or current courses, other key professionals and external guests."
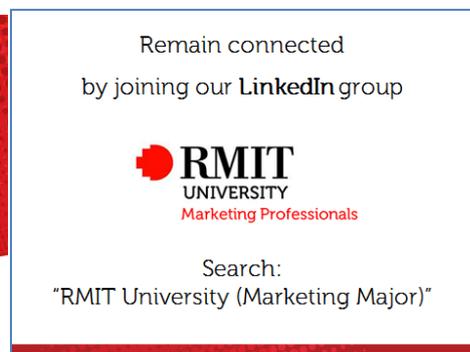
Bridget Gallizia (s3215664)

Things that worked well:

- Exposing students to the many free resources available to RMIT students (via RMIT Career & Employment)
- Sharing RMIT Alumnae 'success stories' that inspired the current students (attendees of the event)
- Panel Q&A session – which consisted of our 'expert' members including alumni, course coordinators, industry guests – stimulated much interactive discussions (that could have gone on much longer had we not been limited in time)
- 'SMS questions' – We purchased a pre-paid mobile SIM card and had the number clearly written on every powerpoint presentation slide shown throughout the presentations. Students (especially the shy ones) SMS'd their questions to this number during the presentation, which were answered during the Q&A sessions (there were some questions that were not answered on the day [due to time limitation], and students were told to refer to the LinkedIn page, where the answers will be posted shortly)
- Professional (and inspirational) videos of RMIT Alumnae featuring their 'success stories' and tips for current (second year) students majoring in Marketing
- Mini cards promoting our 'RMIT Marketing Major' LinkedIn page encouraged students to join our network and feel/remain 'connected' with us

(Front of the promotional card)   **(Back of the promotional card)**

- Room 80.01.02 (the Cinema Theater) in the Swanston Academic Building was a really good venue to hold such an event because it was large enough to seat all attendees, has enough space at the front to seat the entire panel (over 10 guests speakers/discussants), while student questions even from the back of the room could still be heard clearly up the front.

AGENDA

Timing/ Schedule	Presenters	Things to cover/address…
10.30am	Dr. Emily Chung	Welcome address and introduction of guest speakers
10.35am	Ms. Joanne Clarke	General graduate recruitment process
10.50am	Ms. Jessica Lampe (RMIT Alumna) (Marketing and Events Coordinator, School of Design and Social Context, RMIT University)	Her experience as a second year marketing student and how she began/developed her career ("How to stay motivated… From a personal experience of becoming complacent and what triggered me to work harder") Tips for marketing students in their second year
10:55am	Ms. Helen Thai (RMIT Alumna) (Direct Marketing Manager, ANZ)	Her career development Importance of maintaining a profile on LinkedIn
11:05am	Dr. Emily Chung	To present videos on **Mr. Mario Matchado** (RMIT Alumnus. Brand Manager at Lion Pty Ltd) and **Ms. Jess Kitsou** (RMIT Alumna and CRM manager at Country Road) • Winning L'Oreal Brandstorm • His/her career development • Tips for marketing students in their second year
11:15am	Expert panel members (all guests [above], plus Dr. Marion Steel, Ms. Kathleen Griffiths, and Mr. Chris Thompson)	Q&A session – students are welcomed to direct questions at panel members Dr. Marion Steel – Microsoft Protégé Ms. Kathleen Griffiths – WIL and L'Oreal Brandstorm Niamh - Brandstorm winner Mr. Chris Thompson (Coordinator – Industry and International Exchange) – Co-op program and key recruiters of marketing students/graduates Ms. Zoe Warne – AIMIA (Digital Industry Association of Australia) Mr. Rory Halliday – Managing Director at Marketing Growth (Digital marketing agency)
11.35am	Mr. Alexander Tung (President, EFMSA)	Getting 'involved' and staying connected via EFMSA
	Ms. Zoe Warne (AIMIA)	The Digital Industry Association of Australia membership – Special offer for RMIT students
11.45am	Ms. Christine Walker (President, Australian Marketing Institute, Victoria)	Becoming a 'Certified Practising Marketer' Student membership

11.55am	Dr. Emily Chung	Closing address • Promotion of LinkedIn 'RMIT Marketing Professionals' page • Career in Academia – Honours and postgraduate studies
12pm	Lunch and Networking	
1pm	Event concludes	

3.3　Mapping course linkages

The third component was to map the linkages between courses and develop a visual representation. The aim was to show the how the courses contributed to the knowledge at the foundation, development and consolidation levels and the development of skills across the program. With the 8x8x8 degree structure and the multiple pathways into the degree we were finding students were unaware of how the courses were linked and lacked insight into the program structure. Up to 25% of students entering second year may have articulated from the Advanced Diploma or have chosen courses as part of an elective stream or be studied as part of an exchange program, and these students are often unaware of the program structure, or the recommended program pathways.

The course guide was used as the starting point and the specific knowledge development and skills development were listed. Then the links between preceding and succeeding courses were mapped. Once this had been completed, the draft maps and information were discussed with each Course Coordinator to ensure that all key information had been included and correctly identified. A set of slides were developed showing the program and disseminated to teaching staff to use as part of the course explanation material. The aim is show where each course fits within the program and the links to preceding and succeeding knowledge to show the recommended study pathways.

A full set of slides was made available to staff ready for the start of Semester 2, 2014. The example shown below shows the program structure with foundation, developing and consolidation knowledge levels (see Figure 1). This is recommended as an appropriate tool for any programs to show recommended study pathways and the expected levels of knowledge from each year of the program. In Figure 2, an example of a specific course is shown with the links to the marketing and core courses shown. This example course draws on knowledge and skills drawn from those courses. This can be a very useful to visually represent the knowledge that students are expected to have developed prior to beginning the course.
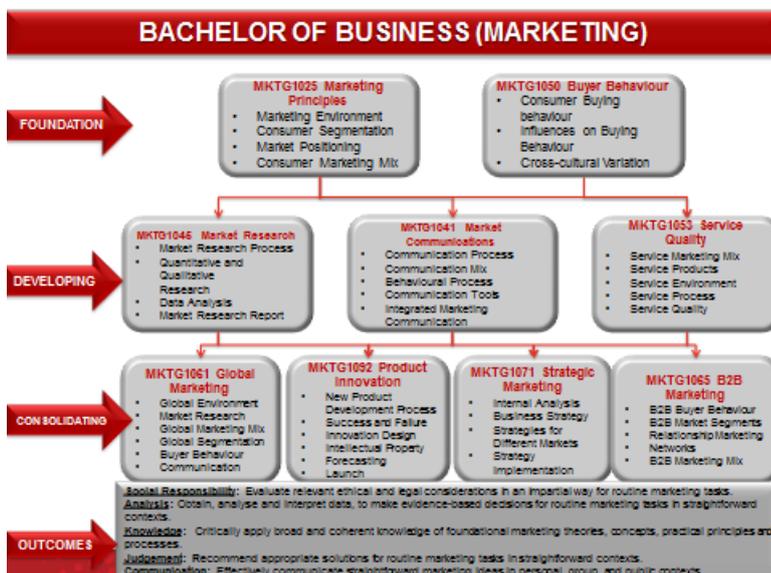

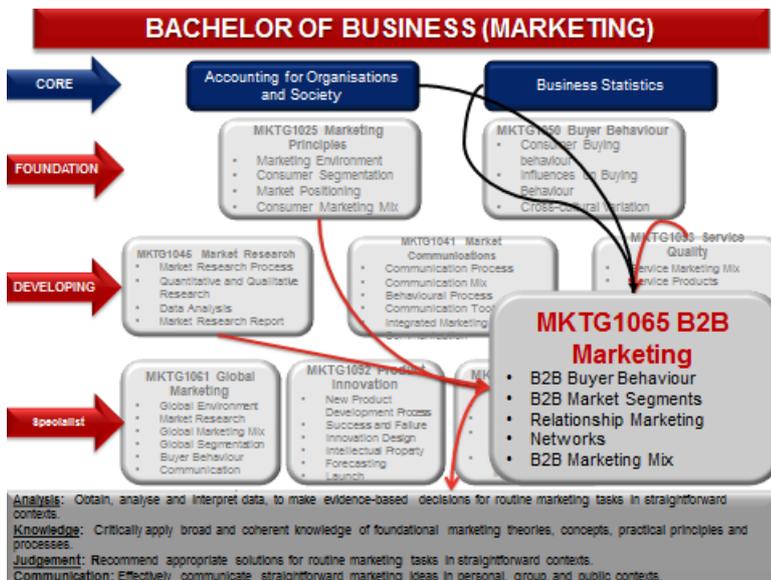**Figure 1 Bachelor of Business (Marketing) Program Structure**

Figure 2 Example of a specific course and the knowledge links from preceding courses.

4 Dissemination strategies and outputs

The findings and recommendations from this report will be shared through a program template that can be developed to show the recommended course progression with supporting core courses, a suggested agenda for a careers discussion forum similar to the Big MaCa event and how to guides for incorporating digital capability into courses.

The preliminary findings have been published in an ANZMAC Conference Paper, December 2014:

Exploring the Digital Habits of Gen Y Marketing Students: Digital Natives or Digital Tourists? Dr Marion Steel, Dr Emily Chung and Ms Parinita Gupte, RMIT University. Agents of Change. ANZMAC Conference 1-3 December 2014. Brisbane. Editors Sharyn Rundle-Thiele, Krzysztof Kubacki and Denni Arli

In addition, a journal article is being developed to discuss the impact of multiple pathways on program perceptions by students and the problems of engagement encountered by staff.

5 Evaluation of project outcomes

Initially two courses showed clear improvements in students' perceptions as shown by the GTS scores. Other courses did not show improvements during the pilot phase of semester 2, but the learnings have gone into course developments implemented in 2015.

Specifically, digital literacy needs to be addressed at the course, program and university level as the findings show the digital capability to be less than that suggested by previous media and publications. This will require the development of training courses for staff on incorporating digital tools in curricula beyond the use of multi-media presentations. It is also suggested that the Library and the Learning and Teaching Unit develop online student modules on digital capability.

Key components could include:

1. Building your online profile in preparation for your career.
2. How to research and analyse data from online sources.
3. Privacy and Confidentiality requirements when working in digital environments.

The findings from this project have already been incorporated into the Virtual Global Classroom project and the pilot course, Global Marketing have continued to develop the course to run a full semester in 2015 to link the Melbourne and Vietnam cohorts via a shared project, peer support and virtual presentations.

The pathways and knowledge development needs to be improved as students are treating the courses as distinct and separate blocks with little integration of knowledge or the understanding of the relevance to their career. As student numbers have increased and the number of pathways into the degree have increased, this problem is appearing to escalate. Based on this the results of this project we recommend the following:

- Year 1 – Orientation to be expanded with a 2 hour introductory session on career pathways and the links to the degree
- Year 2 – Retain the careers development forum and specifically focus on the activities that second year students can undertake to build their career ready profile
- Final Year – Introduce a forum or seminar specifically for final year students on job searches, CV preparation and how to showcase their degree knowledge from RMIT especially if it includes WII components. Some degrees are already doing this but a more systematic approach will expand the impact of these sessions and also emphasise the longer term knowledge development of the degrees.

Appendix

Strauss, W and Howe, N (2000). Millennials Rising: The Next Great Generation. Cartoons by R.J. Matson. New York, NY: Vintage Original. p. 370. ISBN 0-375-70719-0.

Steel, M, Chung-Moya, E and Gupte, P (2014). 'Exploring the digital habits of gen Y students: digital natives or digital visitors?', in S. Rundle-Thiele, K. Kubacki and D. Arli (ed.) Proceedings of ANZMAC Annual Conference 2014, Brisbane, Australia, 1 - 3 December 2014, pp. 647-654.