



# ABA@BU Program Competitiveness and ABA Graduates Employability Support

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**Abstract.** We present the approach to preparing the Applied Business Analytics (ABA) graduates for successful positioning in the marketplace as a key differentiator of the ABA program competitiveness. The centerpiece of the approach is the employability support, where students learn how to (i) prepare their ePortfolio, (ii) match their skills with the current posted job offers by industry, company, and location, (iii) learn more about potential employer(s), and their expectations, (iv) adjust their initial job plans to a pragmatic job-hunting strategy, (v) prepare for job interviews with the help of technical interview simulations, and (vi) be ready to customize and repeat the previous steps in preparation for job interviews with different potential employers. The authors discuss the implementation of the employability support model and its connection to the ABA@BU Employability Database, ABA@BU Marketing & Advertising Initiatives, and the social media options for all members of the ABA Community to stay connected and actively involved in the further adaptation of our competitive approach to the challenges and opportunities ahead.

**Keywords:** Graduate employability support · Career-readiness experiences · Individual ePortfolio · Digation platform · Competitive landscape analysis · Professional skills · Job description analysis · Occupational analysis · Industry analysis · Applied business analytics

## 1 Introduction

### 1.1 ABA@BU Program Competitiveness

The academic programs Master of Science in Applied Business Analytics (MS-ABA) and Graduate Certificate in Applied Business Analytics (GC-ABA) have been offered by Boston University Metropolitan College, on-campus and online, since May 2017 [1]. The college is preparing to congratulate the one thousand ABA graduates in 2022. Since 2020, BU MET's online MS in ABA program has ranked #1 among the Best Online Masters in Business Analytics and Intelligence Programs by Online Masters Report; it is also recognized as the Best in Leadership Development [2].

During the 16th International Conference on Computer Science and Education in Computer Science, the authors presented the ABA approach to competitive landscape

analysis on college, academic program, and student levels as one of our key differentiators and critical factors for our competitiveness [3]. It is a framework for designing, developing, and implementing a competitive landscape analysis (CLA) by comparing similar graduate programs from various universities and colleges. The CLA methodology is developed and offered for applications by program coordinators and faculty from different academic fields. They can rank and analyze competing graduate programs and make conclusions for further improvement of the educational curricula on different levels: program, course, and internal course characteristics (by lectures and course deliverables) with the help of selected key performance indicators, criteria for assessment, and uniquely developed smart analysis tables, balanced scorecards, and dashboards. The users can identify the skill set gaps between what is being taught at the university and what is demanded by the job market. As a result, this wealth of data and analysis supports the enhancement of university programs to maintain their status and exceed their competitors.

The primary purpose of this article is to present another key differentiator of our program, the approach to preparing our ABA graduates for successful positioning in the competitive marketplace.

## **1.2 ABA Graduates Employability Support**

The ABA Graduates' Employability Support is presented as an integrated part of the ABA@BU Program Competitiveness, where students are learning how to (i) prepare their own ePortfolio, (ii) match their skills with the current posted job offers by industry, company, and location, (iii) learn more about the potential employer(s), and their expectations, (iv) adjust their initial job plans to a pragmatic job-hunting strategy, (v) prepare for job interviews with the help of technical interview simulations, and (vi) be ready to customize and repeat the previous steps in preparation for job interviews with different potential employers.

Finally, the authors discuss the implementation of the employability support model and its connection to the ABA@BU Employability Database, ABA@BU Marketing & Advertising Initiatives, and the social media options for all members of the ABA Community to stay connected and actively involved in the further adaptation of our competitive approach to the challenges and opportunities ahead.

## **2 The ABA@BU Graduates Employability Service Model**

### **2.1 ABA@BU Employability Service Model**

Employability of the Applied Business Analytics graduates has been a critical area of research for the ABA team to assist students in successfully positioning themselves within the job marketplace to attain their dream job. To successfully position themselves, graduates need to conduct a thorough assessment of their skills and experiences and the trends observed in the job market and proceed to bridge the gap that may exist between these two pertinent areas. Students within the field of Business Analytics (both local and international) are faced with a unique challenge of navigating through the complexities

of the current job market as the field of Business Analytics is much needed across major industries, for example, Healthcare, Finance, Retail, Trade, and Manufacturing, to name a few [14]. As students embark on their job search and application process through the use of top search engines like LinkedIn [15], Indeed [16], and Glassdoor [16], they are quickly faced with the challenge of identifying their preferred job title, industry, company, and preferred location, all of which can heavily influence their pay structure and/or compensation. Some students become highly overwhelmed and paralyzed by the massive amount of information being presented to them through these sites that their decision-making strategy is reduced to two extremes, either doing nothing or sending resumes to the top one hundred jobs returned through their search efforts and hope that one of the companies selects them for an interview. Neither of these is a suitable decision-making strategy that will allow students to find their dream job or have their dream career.

The goal then quickly became to assist students in identifying successful strategies for navigating through the complexities of the job market. As a result, the Competitive Landscape Analysis framework was developed to provide insights into three critical areas for success: Program, Industry, and Student Levels [3]. The program level sought to assess the program's competitiveness compared to other universities, ensuring that our curriculum is of top quality and providing students with the skills needed to be successful in their careers. The industry level focuses on assessing the job market, including trends, identifying top required skills, etc. The student level, and the primary focus of this paper, was geared toward providing the tools to support students in their job search by providing a suitable strategy for navigating through the complexities of the job market. There was imperative to successfully execute this goal to uncover the major problems students face in the job search and application process. After conducting extensive research, which included conversations with students on the successes and failures of their job search process, the ABA research team identified the following major problem areas:

1. The Applied Business Analytics program offers students the top skills in the field. However, they were unable to articulate these skills with confidence. When asked to list their skills, students struggled to identify their top talents. They often submit applications for jobs not closely aligned to their knowledge base. This action resulted in unsatisfactory job interview performance as students were ill-equipped to demonstrate the skills needed for the role. In the event where the student was selected for the job, it resulted in poor work performance as a result of two things, the student being overqualified for the position where they were not challenged or the student being underqualified for the job, which led to a very steep and uncomfortable learning curve.
2. Students were unaware of the major industries, specifically those hiring graduates in the field of Business Analytics.
3. Outside of the significant high-tech companies like Amazon, Google, Microsoft, students were unaware of the top companies they would like to work for.
4. Students were unaware of the critical aspects of a company they should pay attention to before applying, such as company history, mission and vision statements, company growth and development, and products and services.

Based on the observed problem areas, the Student level model was designed and developed to offer three service levels, alleviating the above-outlined issues. Figure 1 below describes this model.

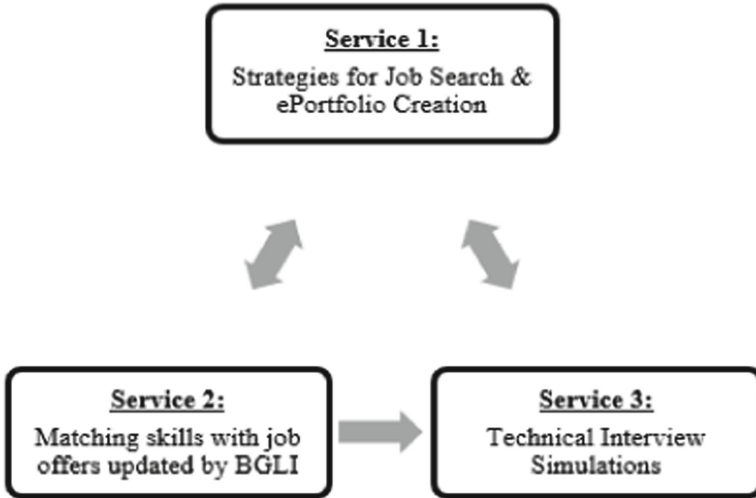


Fig. 1. Diagram displaying the student services model

The model developed focuses on three critical areas for the successful positioning of the graduates by providing an avenue to allow graduates to understand themselves better, match their skills with occupations, and prepare themselves for interviews through technical simulations. The idea here is to build our students' confidence by providing an avenue to seamlessly showcase their skills and career progression through service one. Once this is complete, students are now well-equipped with the knowledge of their skills and experiences. They are ready to match these with the jobs posted in the market to uncover the best jobs that will enhance their growth and development, offered through service two. The final task is for the student to prepare for the interview process, specifically the technical interviews, which brings us to service three.

## 2.2 Service 1: Strategies for Job Search and Individual ePortfolio Creation

Students' first area to be addressed when embarking on the job search process is understanding their skills and experiences. For some junior students with limited industry experience, less than two years, this task may seem daunting, deterring them from having complete confidence in themselves and their capabilities. In the job application process, employers often ask potential candidates to provide a link to their website. Employers are hoping to see the candidate's complete portfolio on this website, which includes their skills, experiences, and, vital for business analytics, a summary of significant projects completed. Employers utilize this approach to determine how the potential candidate can apply the knowledge gained to solve problems and whether the candidate can be a suitable fit for the company.

An ePortfolio or an electronic portfolio is a digital collection displaying a student's learning, growth, and development. As such, it was determined to be the most suitable solution to address the needs of our students. We conducted research and explored various platforms to host the students' ePortfolios and discovered that Boston University, in collaboration with Digication, is offering an ePortfolio tool that allows students to document their learning and share this information with various parties, including potential employers, friends, family, professors and much more [18].

The following vital issue to be addressed was determining the most suitable content to be displayed in this ePortfolio. After further research and deliberation, a model was developed to inform the design of a successful ePortfolio, as shown in Fig. 2 below. This model, named MET ABA@BU ePortfolio, comprises two key areas. The first is private, where students will store information on their personal growth and development goals, including assessing whether they are on target in achieving these goals or not. The second must be made visible to potential employers and other key persons of interest, demonstrating the student's viability for potential jobs.

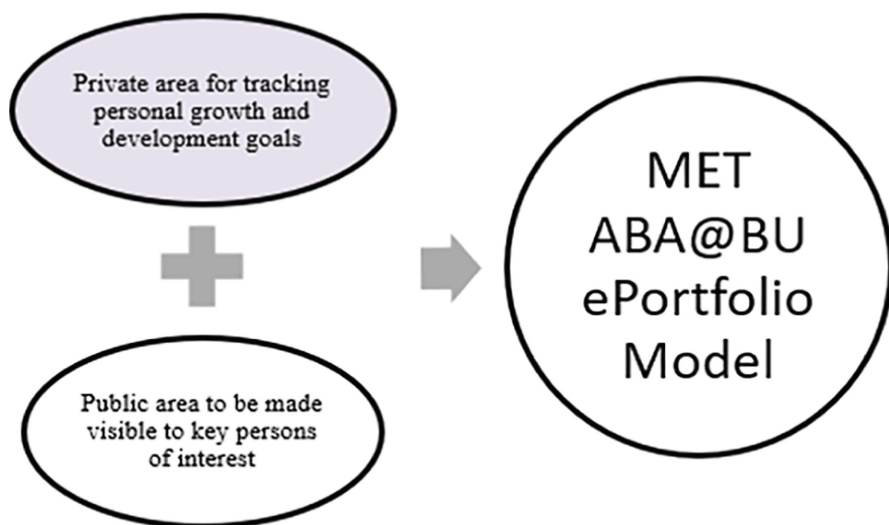


Fig. 2. Diagram of the MET ABA@BU ePortfolio model

Digging deeper into this model, it was determined that the visible public area should comprise the following seven components:

**About Me.** Students should be able to summarize their background and accomplishments so potential employers would better understand that student's personality.

**Resume.** This is an area of high importance to potential employers. Here we encourage students to upload a copy of their latest resume and preparatory badges earned throughout the Applied Business Analytics Program.

**Professional Credentials.** As the potential employer becomes familiar with the student's background, it's time to highlight some of their most valuable credentials. This includes listing their top technical and soft skills, certifications earned throughout their academic journey, and any professional training from a previous employer or acquired as part of a self-paced study.

**Project.** This section was designed especially for those students who may have limited working experience (less than two years). The aim here is to highlight some of the top projects completed by the student throughout their academic study and demonstrate a high level of proficiency in applying various Business Analytic techniques to solve real-world problems.

**Courses.** Often potential employers are trying to assess the depth of knowledge of an applicant to determine if they are a good fit for a particular job role. Providing a listing of the students' completed degree courses and a link to its descriptions provides the employers with sufficient information on the student's competency level gained through the successful completion of their degree program.

**Recommendations.** Now that the potential employer has a clear understanding of the student, their personality, and academic and professional accomplishments, the next step is to cement or solidify their impression by previewing comments by others on that student. This section allows students to upload any letters of recommendation received throughout their careers.

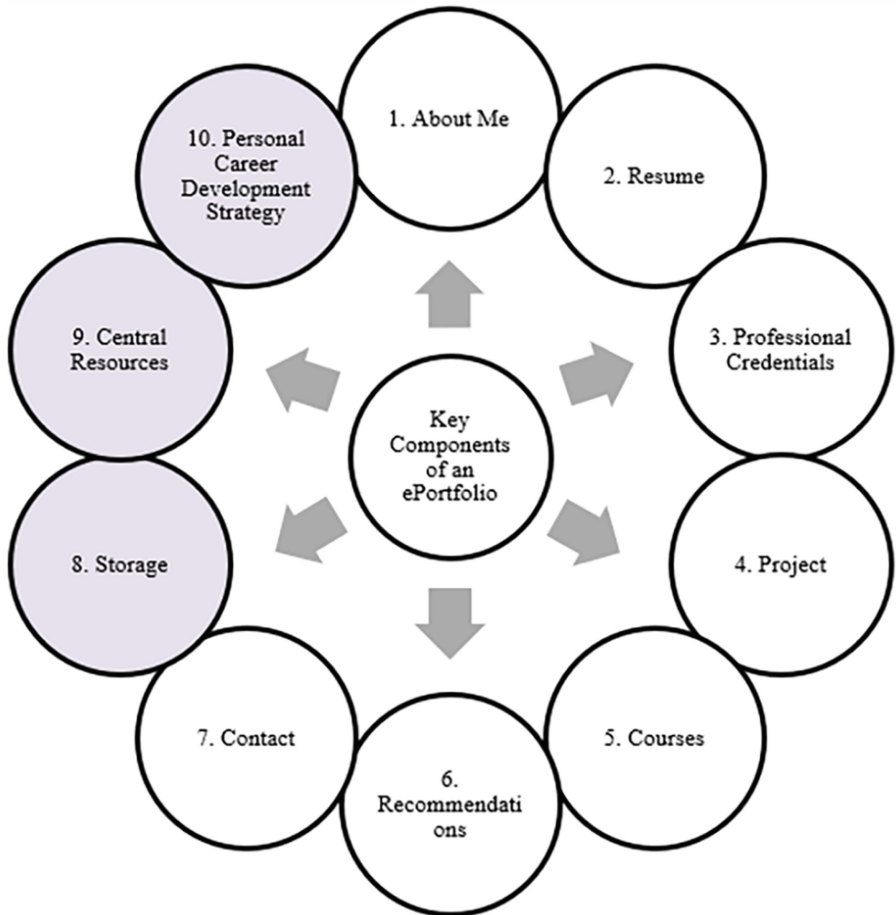
**Contact.** After reviewing all of the information presented, should the employer wish to contact the student, this is where they can find further information on how this is possible.

The private area of the ePortfolio model, identified by components eight through ten, is our competitive differentiator. Students can place their career goals (long term and short term) and keep track of their progress in achieving them. It becomes essential for Service two, level two, where students consult with various faculty members to gain advice or feedback on matching their career goals with jobs in preferred industries and companies. More to be explained on this concept in the section Service 2. The following Fig. 3 summarizes the critical components of the private area of the MET ABA@BU ePortfolio model.

**Storage.** Often students are required to tailor their resume based on the jobs they are applying for, paying particular attention to the Job title and industry so that students can highlight their top skills and experiences and align those to this position. The storage component allows students to save all of these versions of their resumes.

**Central Resources.** This component provides students with the tutorials needed to edit their ePortfolio, for example, uploading documents and images, adding badges, and publishing the ePortfolio, to name a few. It also contains links to BU Career Center resources, such as Handshake (a job posting portal) and VMOCK (an AI tool for improving resumes). [10] It also provides links to various ABA program resources, for example, LinkedIn ABA Group Page [23], ABA Programs Blackboard website [24], and BU MET Department of Administrative Sciences website, ABA page [25].

**Personal Career Development Strategy.** This section encourages students to think about where they see themselves in the next ten years and identify several short-term goals needed to achieve their overall vision. It also provides a simple tracker to determine their progress in achieving their vision.



**Fig. 3.** Diagram displaying the critical components of the MET ABA@BU’s ePortfolio model, private and public components

**2.2.1 Case Study: Application of the MET ABA@BU ePortfolio Template**

**Benefits and Value Created by the MET ABA@BU ePortfolio Template**

The ABA@BU ePortfolio model provides a strong foundation upon which students can create a successful ePortfolio, one which captures the attention of prospective employers. To assist students in the creation of their ePortfolio, ABA faculty and graduate research assistants, in collaboration with Digication, created the MET ABA@BU

**e-PortfolioTemplate 2022** [11, 12]. This template was specifically designed for the students in the ABA program and contains all the key components described in the ABA@BU ePortfolio Model. The role of the student is to use this template to create their own ePortfolio by adding personalized information in each of the key areas, a process which take approximately fifteen to twenty minutes.

The ‘About Me’ page is the first thing a person sees when visiting your ePortfolio, and this is your opportunity to make a positive, lasting first impression. Students can describe their beliefs and aspirations, highlighting their unique qualities and achievements to stand out among other students. The ‘Resume’ page allows students to display their academic and professional journey by including copies of their CVs and the badges to complete the recommended Applied Business Analytics Preparatory Labs badges or other non-BU professional badges. Some of these preparatory labs are prerequisites for every student. Showcasing the badges earned from each lab is an excellent opportunity for the students to showcase their hands-on analytical knowledge and experiences to employers. The tutorials provided to edit and upload images, documents, and slide decks to the ‘Professional Credentials’ and ‘Projects’ pages were extremely helpful and easy to act on. These two pages provide the perfect opportunity for students to demonstrate all of their existing achievements to potential employers and co-workers. Here, students can display their best course works, models, slides, visualizations, etc., which is crucial to stand out from others. The course page, already pre-populated for the ABA students, provides links to the descriptions of all ABA courses so that potential employers can assess the student’s ability and competence level based on their knowledge. The protected areas of the ePortfolio serve a variety of purposes:

- It can be used as a storage area for students to save different versions of their resumes
- It provides links to central resources to support students in completing their ePortfolio, updating their resumes, and learning about the ABA program and research.
  - To understand the competitive landscape, students can easily access BU Career Center, Handshake, VMock, Vault [10]. Students can also get help from Burning Glass Career Insights [4].
  - The ABA program offers another based on the Burning Glass Labor Insight service and is described in Sect. 2.3.1.
- Students can use links to essential websites related to the ABA community and detailed instructions and tutorials to create their resumes or build individual e-Portfolios [11, 12].
- Personal career development strategy. This section helps the students make short-term and long-term career plans and track those plans accordingly.

#### **ABA@BU ePortfolio template implementation (in Collaboration with Digication)**

In collaboration with Digication, ABA@BU ePortfolio template was designed by a team of ambitious colleagues, including several ABA professors, ABA graduate research assistants, and volunteers. This template is regularly updated as part of our continuous research process, geared towards meeting the needs of our students and successfully demonstrating their successes, learning, and growth development to potential employers.

In communicating the value of the ePortfolio, it is also essential that students are aware of how to manage their ePortfolio as they have complete control of the privacy settings of each section of the template. Students get to choose the aspects of the ePortfolio they are ready and comfortable to publish to the world and the aspects they would like to remain hidden. Another key feature of this ePortfolio is that students will retain access to the ePortfolio after graduating and are on the path to a successful career. This ePortfolio can be utilized as part of their lifelong career journey as individuals can continuously update the ePortfolio as they see fit.

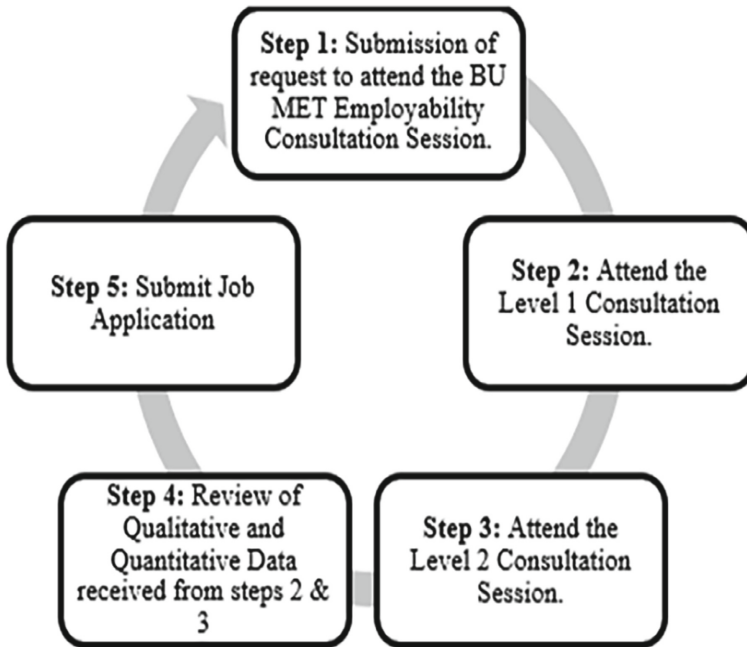
As with anything new, we understand that the learning curve can be frustrating. As a result, we've scheduled weekly consultation sessions so that students can receive all the support they need in completing their very own ePortfolio using the **MET ABA@BU e-Portfolio Template 2022** [11, 12]. There are scheduled timeslots throughout the week for this service, and no reservation is required. A tutorial containing a detailed list of instructions on how to work with the ABA@BU e-Portfolio Template and create the individual ePortfolio [12] is demonstrated with an example as follows:

Mehnaz Khan (MS in ABA, May 2022) served as a graduate research assistant during AY2021-2022, collaborated with ABA faculty on updates and revisions of the ABA@BU ePortfolio template, and tested it creating her ePortfolio. Using the ABA@BU ePortfolio template, Mehnaz presents her qualifications, experiences, and skills by providing information in each vital template area. As a final-year student, she is naturally worried about job placements and has shared her ePortfolio on several job sites and social media platforms. As a result, she has received responses from several employers. Here is a statement from her testimonial: "Boston University has provided this great platform which is helping me a lot to present myself to the employers. I have shared my badges and certificates in my ePortfolio, which I believe is helping me get the employers' attention. I have also displayed some of my course works which are helping me to make the employers understand my abilities to use analytical tools and techniques." She added, "I had the opportunity to avail the employability services provided by my department. The one-to-one ABA@BU ePortfolio consultation session has helped me set up a customized ePortfolio, connect my badges and certificates in the ePortfolio, and be creative to prepare for my competitive positioning in the marketplace. Upon creating my ePortfolio, I attended another brief consultation session on using career information provided by Burning Glass Insights. I completed a survey that portrays my skills and areas of interest and, based on that, received a customized excel report. It helped me identify my potential employers and the skills that I require to make myself more presentable and focus on the expectations of the potential employers."

### **2.3 Service 2: Matching Skills with Job Offerings Updated by Burning Glass Labor Insight**

After the students gain a clear understanding of their skills and experiences, it is time to determine which jobs are the right fit for them by considering their unique preferences, such as preferred industry, company, and location. Based on observations and conversations with students, they were largely unaware of the industry's need for talent in Business Analytics. Students were unaware of critical statistics for hiring Business Analytics talents, such as top industries for business analytics and leading companies,

based on the number of job positions posted searching for this talent and the top locations within the US where this talent is needed. The methodological framework designed to manage this problem manifests in the form of service two, which is as follows, see Fig. 4, below.



**Fig. 4.** Diagram displaying the methodological framework for matching individual skills with job offerings

The success of this framework relies heavily on the following key stakeholders, software platforms, and tools: ABA Consultants, ABA faculty, Burning Glass Labor Insight job platform [4], ABA Programs Blackboard website [14], and Excel.

**Step 1: Submission of Request to Attend the BU MET Employability Consultation Session.** The first step of this framework involves the student and their expression of interest in attending the consultation session. To submit this request, the student must complete their ePortfolio and our internally designed Employability Questionnaire. This questionnaire prompts students to answer questions on their job preferences, such as industry, location, and companies, and allows students to enter their skills. The student is submitting this request through the ABA Blackboard course site, where an administrator will review the submission and reach out to the student with a confirmation of the consultation date and time.

**Step 2: Attend the Level 1 Consultation Session.** During this session, our trained consultants review the information presented in the completed Employability Questionnaire

and ePortfolio. This information is then entered in a standard template created by our in-house Burning Glass Labor Insight subject matter experts. In this ten-minute session, the Consultant will review the results retrieved in the form of tables and various graphical visualizations. The insights generated here provide statistics on the job market based on the students' unique preferences. An excel template with all the data is then provided to the student for further review and analysis. Level 1 of the Consultation Process is presented in Fig. 5, below.

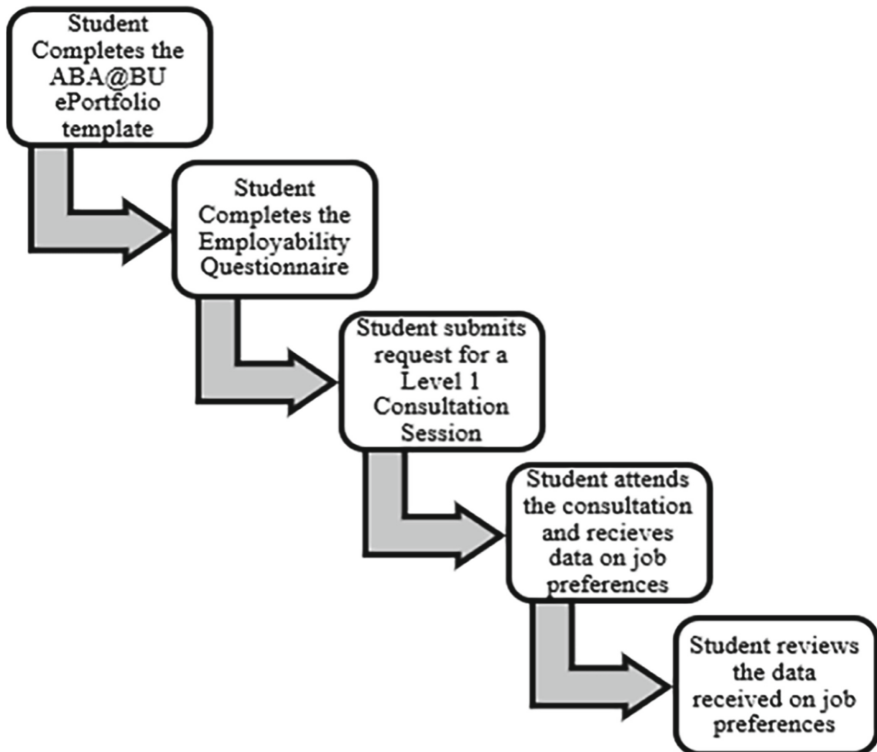


Fig. 5. Diagram depicting the level 1 consultation process

**Step 3: Attend the Level 2 Consultation.** The second level consultation involves a meeting between the student and a faculty member. In this session, the faculty member reviews the students' Personal Career Development Strategy presented in the private area of their ePortfolio, the students' job preferences in the completed Employability Questionnaire, and the quantitative data received from the Level 1 Consultation Session. Based on this review, the faculty member will advise selecting and applying for specific jobs and tailoring the students' resumes to demonstrate that they meet the requirements of the job. The level 2 Consultation Process is presented in Fig. 6 below.

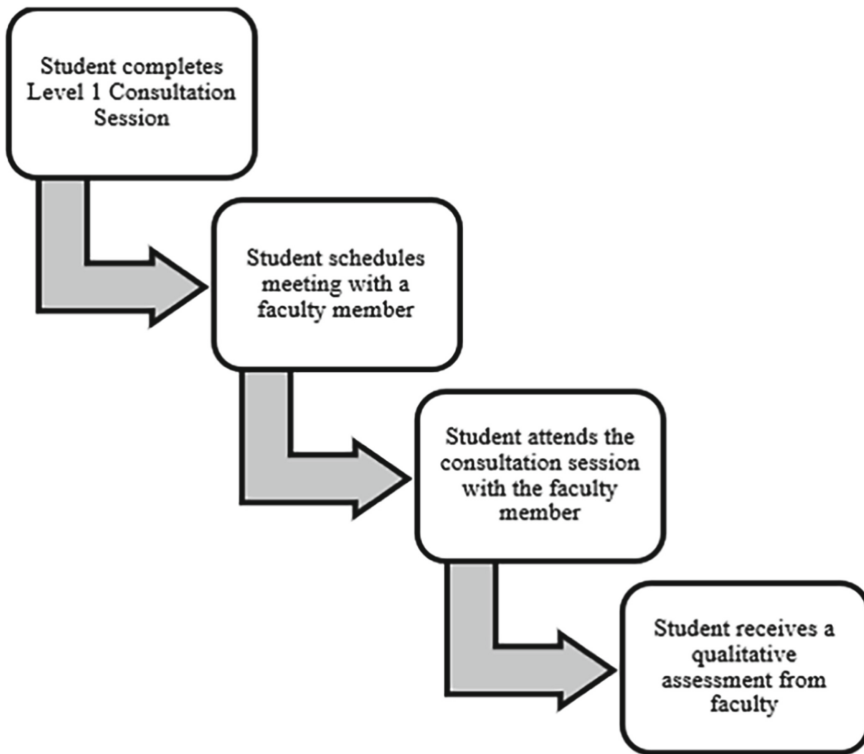


Fig. 6. Diagram depicting the Level 2 Consultation Process

**Step 4: Review of Qualitative and Quantitative Data.** At this stage, the student reviews the data from the Level 1 and Level 2 consultation sessions to decide the types of jobs they should apply for. That is, the positions closely aligned to their skills and expertise.

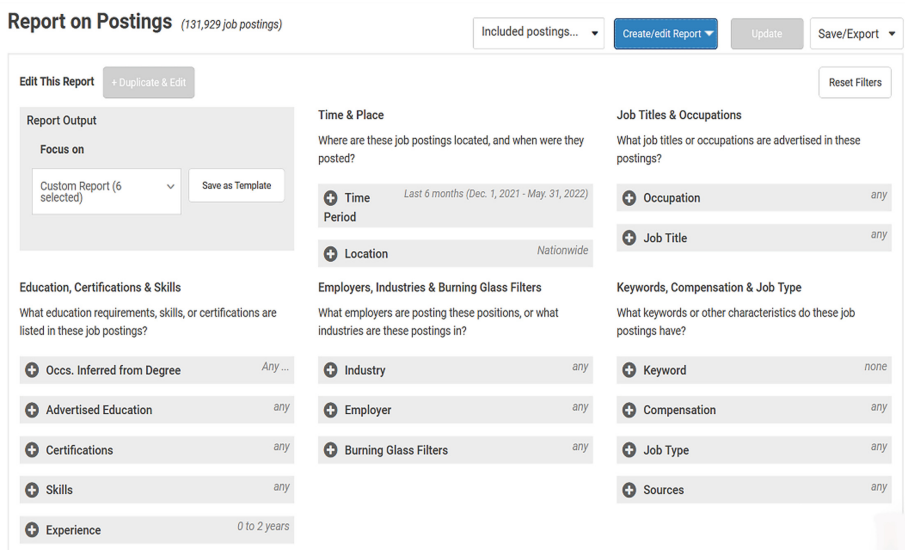
**Step 5: Submit a Job Application.** At this stage, the student proceeds to submit their application by sharing their resume and a link to their ePortfolio.

### 2.3.1 Case Study “Experience with the Employability Consultation Process”

The Level 1 Employability Consultation session, conducted by a trained ABA consultant, offers students the support needed to match their personal, professional, and educational skills with current employers’ job offer. At Boston University Metropolitan College, we’ve utilized the tool known as Labor Insight, a software application developed by Burning Glass Technologies to make the activities surrounding the Employability Consultation session possible. The Labor Insight platform provides data on the job market, providing trends and opportunities to alter educational programs to meet the ever-changing and growing job market needs. With such a powerful tool in our arsenal, we aim to leverage its capabilities to support our employability vision.

The first step of this process requires the students to complete their ePortfolio and download the Employability Questionnaire, a specially created excel document that allows students to identify their unique preferences related to the job market. The first tab of this document provides instructions on successfully completing the document. The second tab of the document is divided into eight sections for student input. Sections one and two requests general information from the student, for example their Name, Boston University ID, the name of the program they are currently enrolled and their expected completion date. Sections three to seven requests that students select by clicking the various checkboxes that correspond to the data they would like to share, such as skills, preferred industry, job titles, companies, and locations. The last section, Sect. 8, provides an open text area for students to enter any additional information they would like to share with the Consultant. Once this form is completed, the student schedules a meeting to attend the level one consultation session through the ABA Blackboard course site.

The ABA consultant reviews the submitted Employability Questionnaire during this consultation session and then enters this information within the Burning Glass Technologies Labor Insight portal. Within this portal, our in-house subject matter experts designed and developed a unique template that allows the Consultants to quickly transfer student data from the Employability Questionnaire excel document to the Labor Insight platform; see Fig. 7 for more details.



**Fig. 7.** Diagram depicting the labor insight template

Once this is submitted, the Labor Insight platform returns a multitude of data specifically tailored to the student’s preferences. This data includes a summary of total job postings in the last twelve months, the top fifteen hiring regions, the top companies with the most job offerings displayed as a horizontal bar graph, the leading industries, skills

in most significant demand, and specialized occupations. An excel template is generated with all this quantitative data and provided to the student for further review.

The next step for the ABA research team is to identify unique ways to derive insights from this data. This task must clearly understand the data collected, the methods or techniques to visualize the data, and the software applications to make this possible.

## **2.4 Service 3: Technical Interview Simulation**

The third aspect of our student services model focuses on conducting technical interview simulations to prepare students for the technical segment of the interview process. At this stage, the student knows their skills and the jobs they should be applying for. Now comes the preparation for interviews with the company. The interview process can be highly stressful for potential candidates as they may be subject to several rounds of screening. For jobs in the Business analytics field, potential candidates may be subject to technical interviews to demonstrate their technical skills and apply them before advancing to behavioral interviews. During the technical interviews, employers are tested for competence in using the following programming languages; R, Python, and SQL [19]. They also test the applicant's ability to apply various analytic techniques to solve business problems. Some employers create test banks, including sample questions and datasets, while others rely on testing platforms like Hackerrank [21] and Coderpad [22].

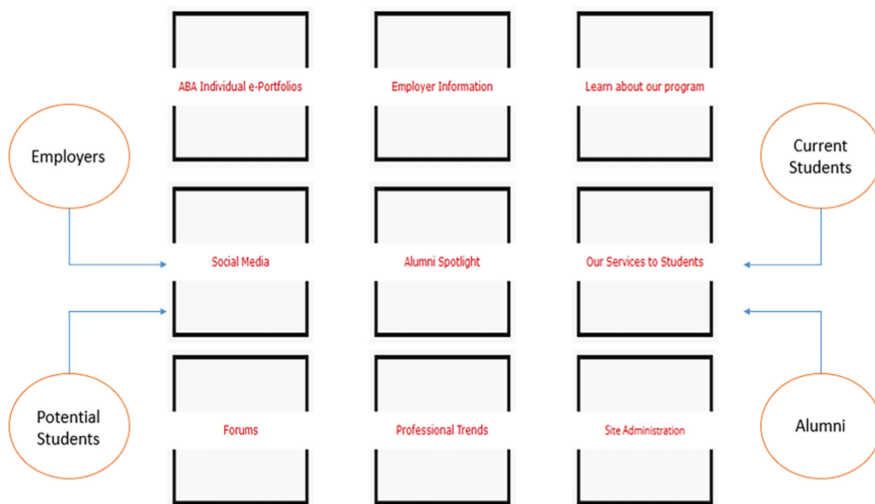
We aim to replicate the technical interview process to provide our students with experience in solving problems under unique testing/interview conditions. That is, preparing students for the approach used by prospective employers to assess and select the right talent through Quantitative assessments. This experience will introduce a high level of comfort and confidence in our students so that they perform their best in their technical interviews. More of this is discussed in the article Improving student employability with Python and SQL [20].

## **3 Increasing ABA Visibility: ABA@BU Community Digation Portal**

As described earlier in this paper, our long-term vision is to build a community around the Applied Business Analytics program, more specifically to advertise the ongoing research and the results of our service offerings to students. This community comprises employers, current students, potential students, alumni, and faculty. Each is served based on their unique needs.

For Current Students, we would like to execute the following:

1. Use this platform to educate our students on our program's latest updates, news, and industry trends.
2. Share information on Student Employability and related products and Services internally (for example, e-Portfolio creation, Burning Glass Labor Insight consultations) and externally (Center for Career development tools and services).
3. Share information on our various websites and groups (Administrative Sciences Website, Metropolitan College website, LinkedIn group, and social media groups).



**Fig. 8.** Diagram depicting the critical components of the ABA@BU community website

For our Alumni, we would like to

1. Keep them connected to our community by sharing information on our latest research and other important events.
2. Collaborate in learning about their experiences in the job market

For Employers, we would like to

1. Provide an avenue to post job offerings
2. Inform them of our ongoing research, which includes studies completed by students

3. Provide a search feature that will allow employers to quickly filter through the existing ePortfolios to find the most suitable job offerings

For Potential Students, we would like to

1. Inform them of academic orientation
2. Inform them of our program offerings

The design of the website, as can be seen in Fig. 8 above, was created to meet the needs of our audience. Using the Digication platform, we were able to design this website by focusing on the following key areas:

**Navigation Block 1: Individual e-Portfolios.** Here the student will have the opportunity to have their e-Portfolio displayed on our community website. Employers will then have the opportunity to use our built-in search features to find talent for their specific needs.

**Navigation Block 2: Employer Information.** The Employers page will serve as a platform for potential employers to post job vacancies or notices of job vacancies posted on various platforms like Handshake. Also, this page will post several statistics on employers who have hired ABA alumni.

**Navigation Block 3: Learn about our program.** This page will display information about the ABA program, research, and community outreach efforts. Here, current students can access Blackboard, and links will be provided to the departments' websites.

**Navigation Block 4: Social media.** Here we will include a summary and links to our various Social media pages, for example, LinkedIn, Instagram, and our podcast episodes.

**Navigation Block 5: Alumni Spotlight.** This page will include advice from various alumni, where they work, the job interview process, the onboarding process, and the job experience.

**Navigation Block 6: Our Services to Students.** Here we will display our service model. Specially identified persons can access Burning Glass Labor insights.

**Navigation Block 7: Forums.** This page will be a forum for students to ask questions and communicate with the ABA team. This forum will be monitored by a member of the Applied Business Analytics administrative team.

**Navigation Block 8: Professional Trends and Lifelong Learning.** We will include the latest news on industry trends, emerging skills, recommended certificates, and conferences. Older news items will be archived.

**Navigation Block 9: Site Administration.** This page includes Tutorials, Guidelines, Content Protection & Passwords & Privacy Rules, etc.

## 4 Conclusion, Summary Statistics, and What Next

Our Student Services Model has been introduced to our Applied Business Analytics Community. Several of our students have engaged in creating their ePortfolios by attending consultation sessions and seeking advice from faculty members.

During the pilot phase, twenty-seven students created their ePortfolios and tested the ePortfolio template [24]. Upon completion of the final design of our ABA@BU Community Website, we will ask all current and former ABA students (over one thousand) to create and upload their ePortfolios on our community website. Our goal is to have more than one hundred listings by December 2022 and more than three hundred by May 2023.

Our students have also taken part in the Service two offerings, where they received feedback on the job market based on the students' unique preferences. Launched in Spring 2022, our interview simulations have been a resounding success, affording students the practice needed to apply the techniques learned in the ABA program to solving real-world problems.

Our next key areas of focus involve the following:

- Marketing our model to increase attractiveness among our students
- Applying our model to other program areas within the Administrative sciences department
- Developing dashboards and other visualizations displaying key insights extrapolated from the quantitative and qualitative data received in service two.
- Designing and developing a database to store all data collected in the Student Services Model.

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