

To Get A Good Job

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Success is Defined by a Good Job, Not Just a Degree

To Get a Good Job

67% **Americans:** “very important” reason for getting education beyond high school

(Gallup/Lumina poll)

88% Top reasons **freshmen** cite for going to college

(UCLA CIRP)

38% **Parents of 5th–12th Graders:** “very important” reason for getting education beyond high school

(Gallup/IHE poll)

Broken Link Between Higher Education and Work

99%

of **Chief Academic Officers** rate their institution as very/somewhat effective at **preparing students** for the world of work.

13%

of **Americans** strongly agree that **college graduates** in this country are well-prepared for **success in the workplace**.

11%

of **business leaders** strongly agree that **graduating students** have the skills and competencies their businesses need.

Sources: Lumina Foundation/Gallup Poll 2013, The 2013 Inside Higher Ed Survey of College & University Chief Academic Officers report

What Employers Want Most

In your opinion, what talent, knowledge, or skills should higher education institutions develop in students to best prepare them for success in the workforce in the coming years?

#1:

Internships/on-the-job
experience

Current Education Measures are Horribly Insufficient

Inputs

- High School GPA, Rank in Class
- SAT, ACT scores

Outputs

- GPA, Rank in Class
- Retention Rates, Degree Attainment
- Gainful Employment

If graduates strongly agree that they were “emotionally supported” during college, the odds that they are engaged in their work and thriving in their overall well-being double.

Support & Relationships

64%

“At least one professor who made me excited about learning”

27%

“Professors cared about me as a person”

22%

“A mentor who encouraged my goals and dreams”

14% Of all graduates experienced all three

Graduates who had “experiential and deep learning” have a higher likelihood of being engaged in their work (59% vs. 38%), and more are thriving (14% vs. 10%).

Experiential

32%

“Long-term project taking a semester or more to complete”

30%

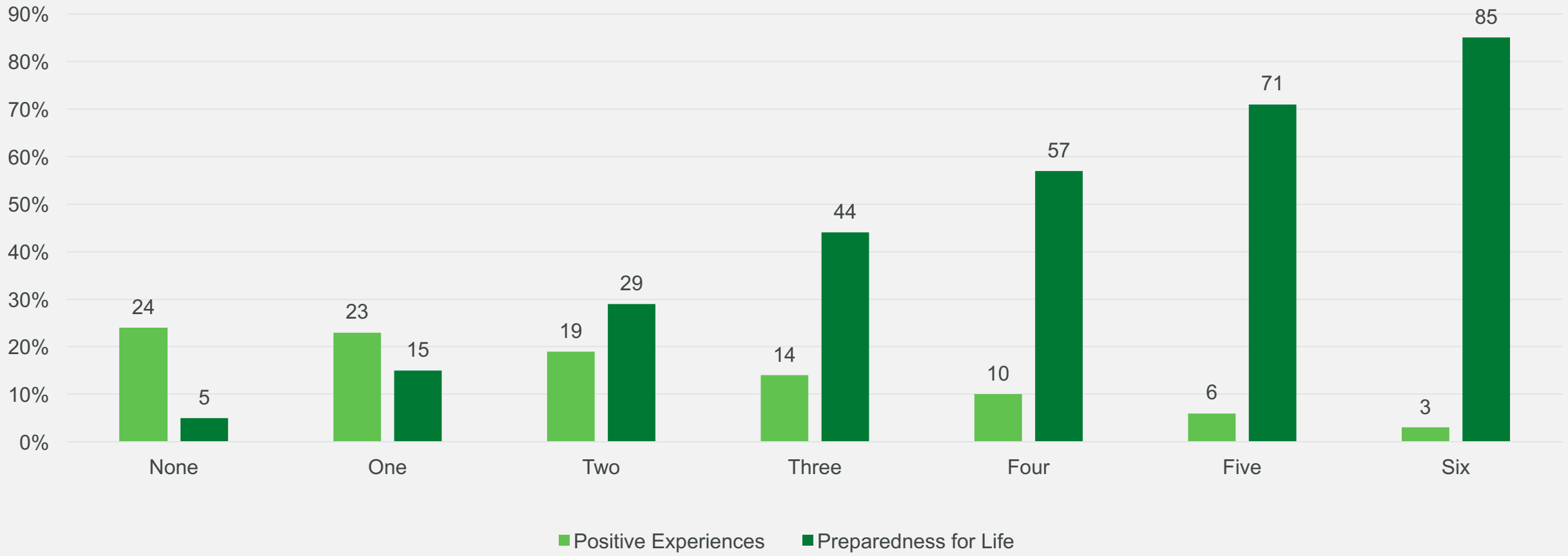
“Internship or job where applied learning”

20%

“Extremely involved in extracurricular activities and organizations”

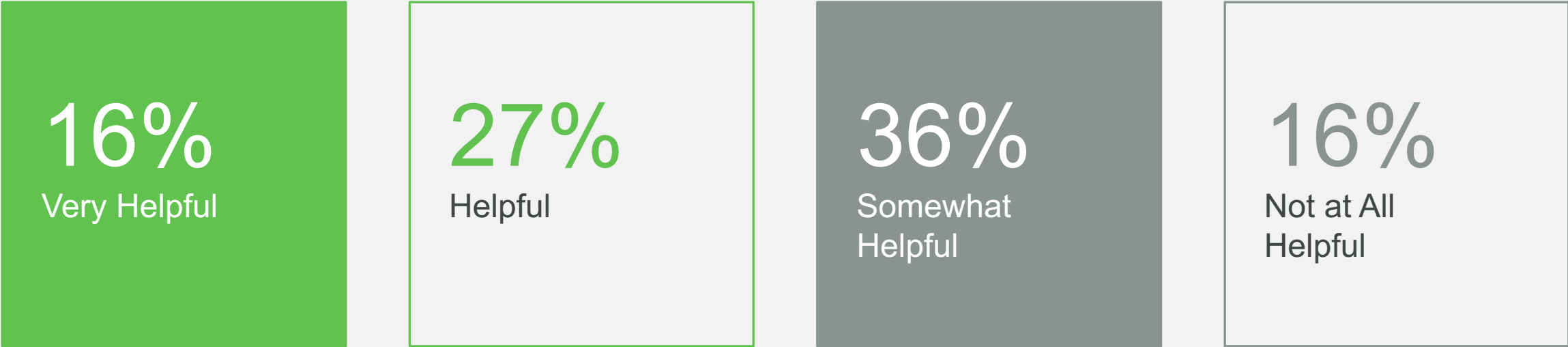
6% Of all graduates experienced all three

Positive Experiences and Preparedness



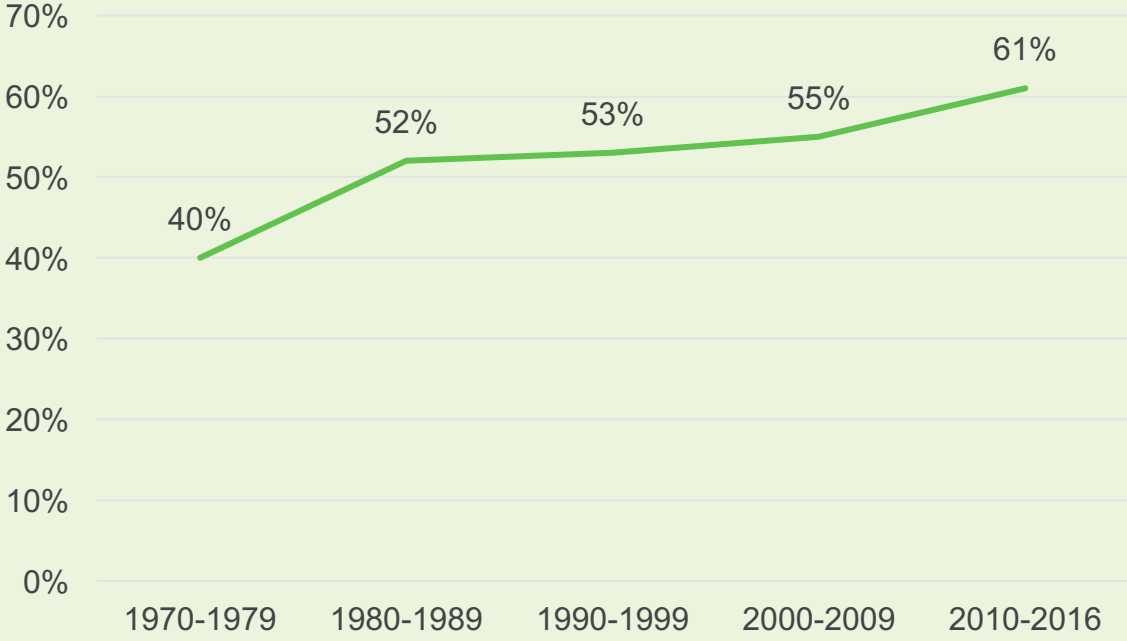
About Half of all Grads Visited Career Services

Equal Amounts Report it Was Very Helpful and Not at all Helpful

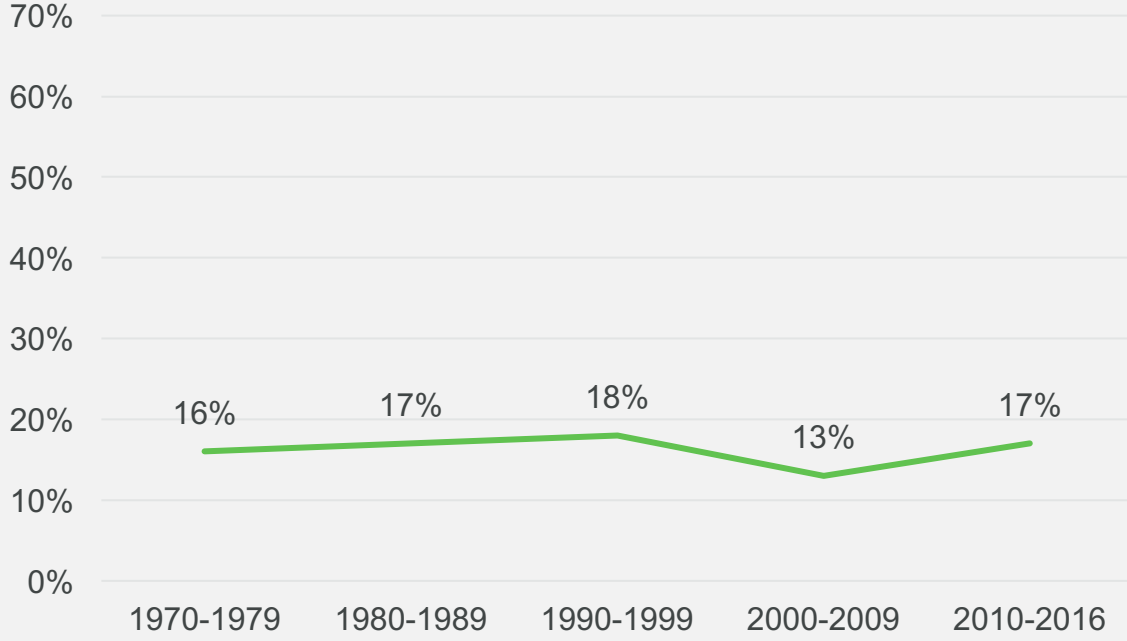


Recent Grads More Likely To Visit-Equally Likely to Report Very Helpful

Percent Who Visited Career Services Office



Percent Reporting Career Services Office Was Very Helpful



High Quality Experiences are Linked to Having a Good Job Upon Graduation

31%

who **visited** their career services office had a good job awaiting them upon graduation

49%

who **rate career services as very helpful** had a good job awaiting them upon graduation

34%

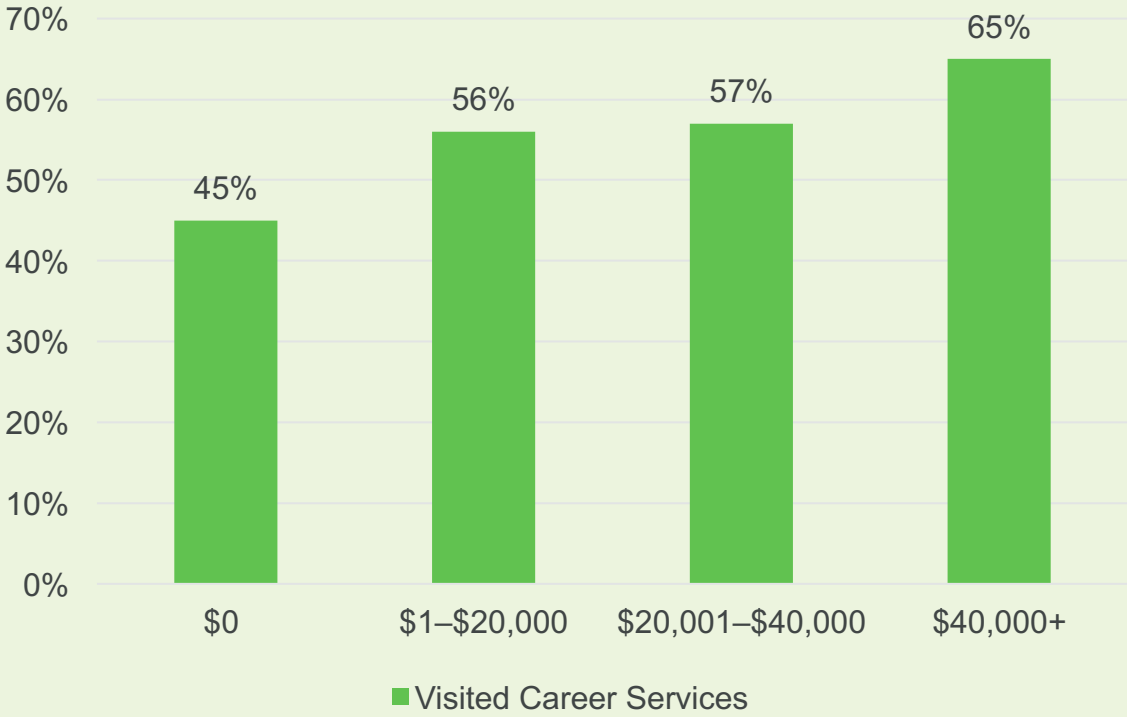
who **didn't visit** their career services office had a good job awaiting them upon graduation

2.6x

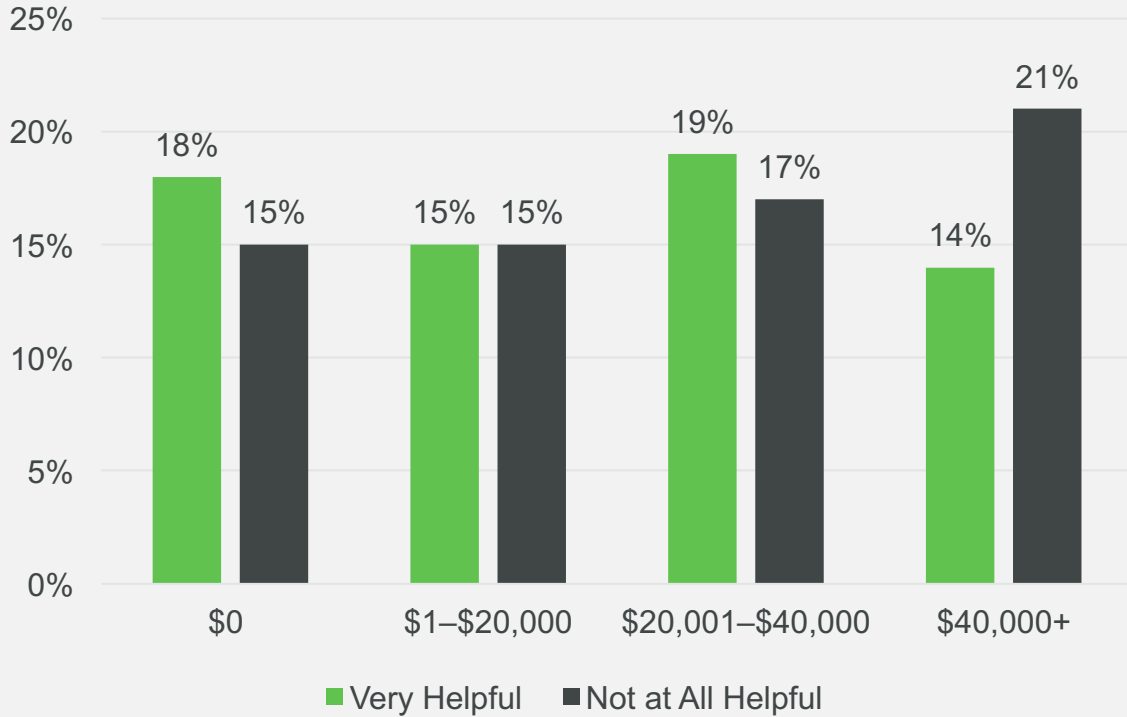
Only **20%** of grads have donated to their alma mater in the last 12 months, but those reporting career services was very helpful are more than two and a half times as likely to have donated.

Heavily Indebted Grads More Likely to Visit and Report Not at all Helpful

Visited Career Services



Percent Reporting Career Services Office was Very Helpful or Not at all Helpful



Key Takeaways: Coming Disruption

It's about jobs, not degrees

We are what we measure

- A serious call for new “success” metrics
-

Staff/faculty engagement key driver of student engagement

Emphasis shift from “entrance” to “exit”

Coming: ‘Voice of the Consumer’