

## From College to Career: Preparing Students for the Workplace

*Chronicle of Higher Education* / [Video Link](#)

**SEPT**  
**13**

**Wednesday**  
**September 13, 2017**  
**2:00 PM ET**  
**11:00 AM PT**

### Employers expect college grads who need minimal training

College was once considered the ticket to a good job, but the work world has become more complex, as employers seek skills and competencies that go beyond what college degrees have typically provided. What's more, technology and automation are transforming, even eliminating, occupations in the labor market. What can higher education do to help prepare students for their first career -- and the careers that may



follow?

This hour-long webinar will highlight the skills employers are looking for in the workplace, and how colleges can help students develop those skills. It will also discuss some key findings from a recent survey and report conducted by The Chronicle of Higher Education and Maguire Associates, focusing on “what graduates need to succeed” in the labor market. Participants will learn:

- The fields where employers believe colleges are doing a good job training students, and where they think colleges are falling short — and why.
- The skills that employers value most.
- How colleges can leverage on-campus experiences to help train hard skills and soft skills among students.



#### **Scott Carlson**

Senior Writer for *The Chronicle of Higher Education* and author of *The Future of Work: How Colleges Can Prepare Students for the Jobs Ahead*



#### **Sean Gallagher**

Executive Professor of Educational Policy and Executive Director of the Center for the Future of Higher Education and Talent Strategy at Northeastern University



#### **Marianna Savoca**

Director of Career Services and an adjunct faculty member in the Higher Education Administration program at Stony Brook University

## **Notes**

### **Sean Gallagher:**

Local reputation ... fundamentally the reach of a college brand is still local and regional, as much as we do have a global education market. (22:30)

There is a warranted interest in new alternative forms of credentials – certificates, badges, diplomas. Still all the data suggest that the value of a college degree is at minimum holding steady. There is a difference between the opinion that some employers might express (about the value of a degree), and the real measure of their actual behavior. Of the 6.2 million open jobs, four million prefer a bachelor's or graduate degree, and they're paying a higher salary for those with degrees than those without. (23:30)

There is a trend towards post-baccalaureate education. That's what we're seeing with MOOCs and badges and certificate programs. For students and professionals enrolling in those types of pursuits, 80% of them already have a bachelor's degree. We're moving into an economy that requires lifelong learning beyond the bachelor's. (24:00)

Value of experiential education; staff and faculty's role in career development: Major focus on apprenticeships, alternatives to traditional degree and approach, co-op workforce training, integrating work with education and work experience and career development in approach and curriculum. There's a much broader spectrum of expectation of experiential learning that goes beyond co-ops and internships: greater number of institutions overseas following this model when creating new colleges and universities in an experiential mode: project-based learning with the rise of the gig economy, e-portfolios, engaging students in work related to their studies. An internship with academic oversight integrated into their learning experience. Employers need to be educated on how to work with academia. (40:00)

Employers are moving towards competency-based hiring and better measuring of an applicant's skills. Pre-employment testing. You may get to the finals of selection because of a degree or major, but then you're going to be further tested with an assessment or real-world project to make the final cut for an interview. (48:00)

Impact of AI, machine learning, robotics impacting kinds of skills colleges need to provide and how employers will interact with candidates: (See *Robot-Proof* by Joseph Aoun) Human, creative and cultural literacy competencies that can't be replicated by computers, communication and writing skills. (55:00)

Employers love older work-experienced people with recent undergrad degrees, or those with a certificate or a master's: they really value the perseverance and juggling and multitasking it takes to complete a degree while working; and certainly the maturity and experience that comes with it. Our traditional career services programs aren't typically designed to serve that kind of student – they might want coaching, resume development, career placement services. About 1/3 of students in that category of adult programs are online, so we need new technologies and structures to serve that audience. (58:00)


### **Marianna Savoca:**

Employers are unwilling to train as they used to train. Those types of employer programs have been reduced. (29:00)

We need to reimagine campus jobs and internships to become work-based learning experiences. "This is the most exciting opportunity we have at colleges and universities." It's a low-hanging fruit of opportunity to impact student workplace skills. (34:00)

Students should be prompted to reflect about the totality of their learning experience and how it relates to a career. Where some faculty may be reticent about developing vocational skills in their students, it's not from lack of caring about the future of their students. It's more about this being an area that they don't know very well. Faculty may be experts in their field, but they are not experts in the job market. So those faculty should stay in touch with career services office. (38:30)

Internships and pipeline programs can help colleges and employers have more communication on where the common ground is. (48:00)



## FROM COLLEGE TO A CAREER

How College Can Prepare Students for the Workplace | WEBINAR

THE CHRONICLE  
of Higher Education®

**EMPLOYERS**

Communication skills	45%
Relevant technical skills	40%
Problem-solving	36%

**COLLEGES**

Communication skills	87%
Collaboration skills	47%
Problem-solving	45%

**EMPLOYERS AND COLLEGES RATE THE THREE MOST IMPORTANT SKILLS GRADUATES *NEED* TO SUCCEED**

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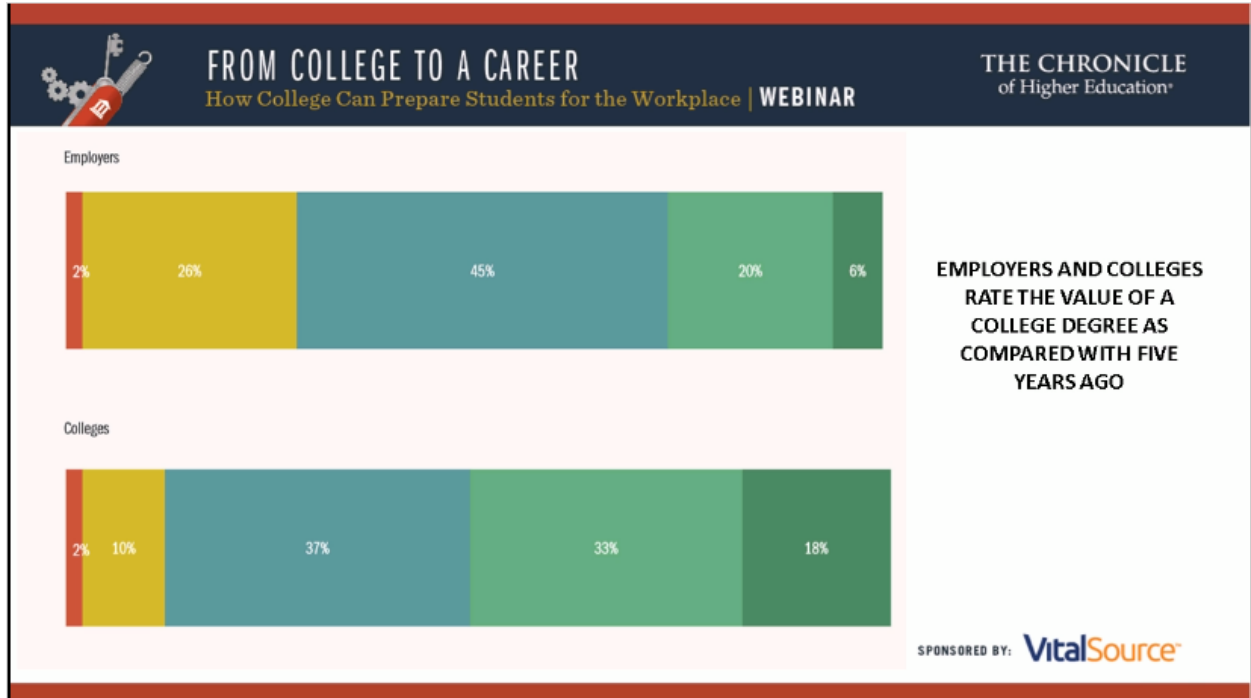
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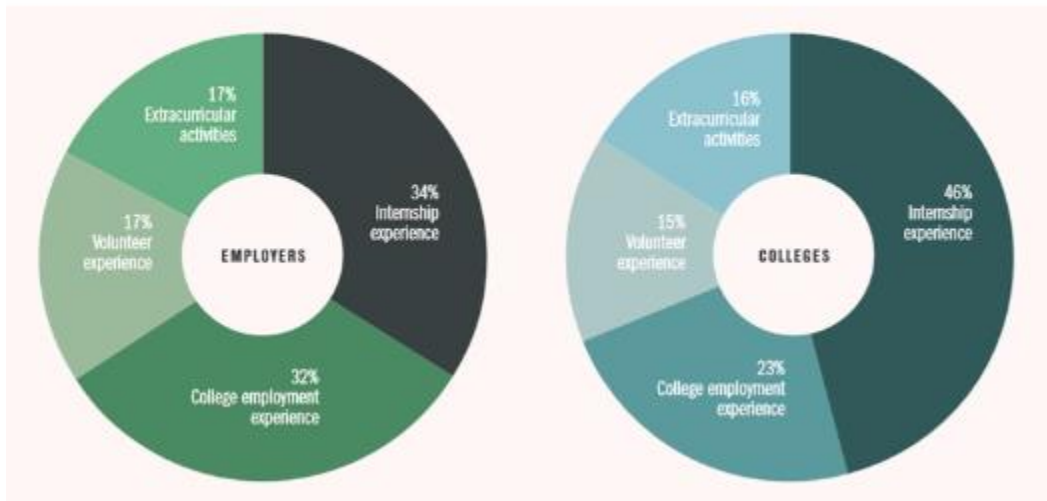
Skill	Industries
Communication skills	Business services, Nonprofit/government, Manufacturing, Health care/medical, Media/communications, Consumer/personal services, Computer services/telecommunications, Education/training, Computer hardware/software
Problem-solving	Business services, Nonprofit/government, Manufacturing, Consumer/personal services, Education/training, Computer hardware/software
Relevant technical skills	Business services, Manufacturing, Health care/medical, Consumer/personal services, Computer hardware/software
Collaboration skills	Health care/medical, Media/communications, Education/training, Computer hardware/software
Recent knowledge	Health care/medical, Media/communications, Education/training
Adaptability	Non-profit/government, Health care/medical
Analytical skills	Computer services/telecommunications

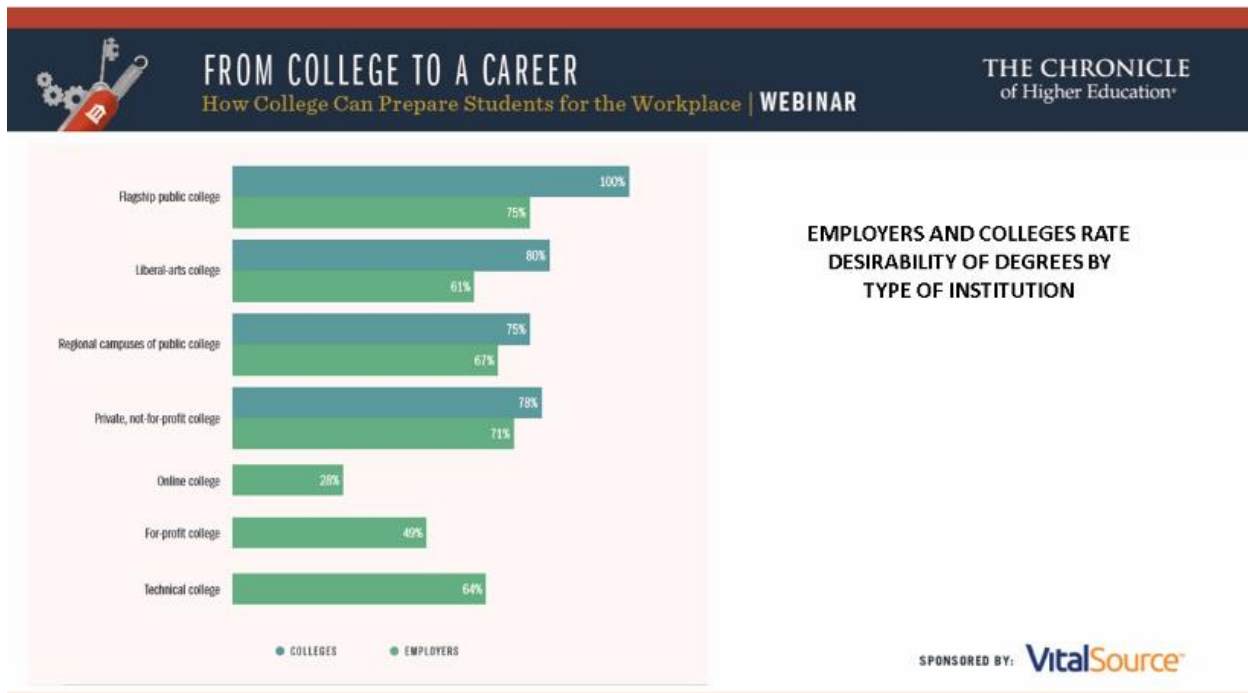
**INDUSTRIES NAME THE THREE MOST IMPORTANT SKILLS RECENT COLLEGE GRADUATES *SHOULD* POSSESS**

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**EMPLOYERS AND COLLEGES WEIGH THE IMPORTANCE OF TYPES OF EXPERIENCE**





### Other Topics:

- The missing piece is how to translate what they gained in the classroom to the work situation.
- How communication skills are applied to the workplace
- Communication, problem-solving skills come with maturity
- Importance of credentials
- Importance of continuing education
- Job growth trends
- Defending liberal arts
- Reduced employer training programs
- Turning to alumni to help students make transition to work world
- Turn campus jobs into quality work-based experiences
- Students don't spend enough time on career-development studies – it's intimidating
- Difference between 'exploring' and 'deciding'
- Faculty reluctant to talk about 'vocationalism' as part of academic experience, the totality of their learning experience – mostly because they don't know about the world of work as academics
- Develop a culture of 'career development' long before senior year
- Value of experiential education
- Work colleges
- Academic oversight of internship experience
- Employer and College partnerships for curriculum changes
- Competencies versus majors

Steven Van Hook [Sep 13 - 7:24PM]

*Some 95% of the world's population lives outside the US, and our universities certainly have an interest in appealing to international students. To what extent might these data be applied to students and employers worldwide?*