

Making High-Quality Learning Our Priority as Americans Go to College

*An Employer-Educator Forum
Sponsored by the LEAP Presidents' Trust*

*April 10, 2013
Washington, DC*



*Association
of American
Colleges and
Universities*



It Takes More Than A Major:

*Employer Priorities for College Learning
and Student Success*

Key findings from a survey among 318 employers

Conducted January 9 – 13, 2013

for the Association of American Colleges and Universities



Association of American Colleges and Universities

Methodology

- ◆ Online survey among 318 executives at private-sector and nonprofit organizations that have 25 or more employees
- ◆ Each reports that 25% or more of their new hires hold an associate degree from a two-year college or a bachelor's degree from a four-year college.



Key Findings

- ◆ **Innovation is a priority** for employers, and they report that the challenges their employees face today are more complex and require a broader skill set than in the past.
- ◆ Employers recognize **capacities that cut across majors** as critical to a candidate's potential for career success, and they view these skills as **more important than a student's choice of undergraduate major**.
- ◆ Employers recognize the **importance of a liberal education** and the liberal arts. The majority agree that having both field-specific knowledge and skills and a broad range of skills and knowledge is most important for long-term career success.
- ◆ Employers endorse education practices that involve students in active, effortful work and the **application of skills**.
- ◆ Employers express **interest in e-portfolios and partnerships** with colleges to ensure college graduates' successful transition to the workplace.



The consensus among employers is that innovation, critical thinking, and a broad skill set are important for taking on complex challenges in the workplace.

■ Strongly agree with this statement about employees/future hires ■ Somewhat agree

Our company puts a priority on hiring people with the intellectual and interpersonal skills that will help them contribute to innovation in the workplace



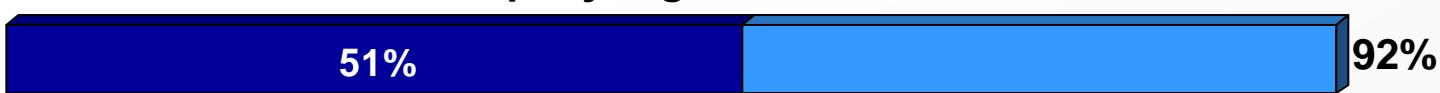
Candidates' demonstrated capacity to think critically, communicate clearly, & solve complex problems is more important than their undergraduate major



Our company is asking employees to take on more responsibilities and to use a broader set of skills than in the past



Innovation is essential to our company/organization's continued success



The challenges employees face within our company are more complex today than they were in the past



A majority of employers agree that both specific knowledge and a broad range of skills are necessary for advancement and long-term career success.

Which is more important for recent college graduates who want to pursue advancement and long-term career success at your company?

Having both field-specific knowledge and skills AND a broad range of skills and knowledge



Having a range of skills and knowledge that apply to a range of fields or positions



Having knowledge and skills that apply to a specific field or position



The majority of employers think that higher education is doing at least a good job in preparing students for success.

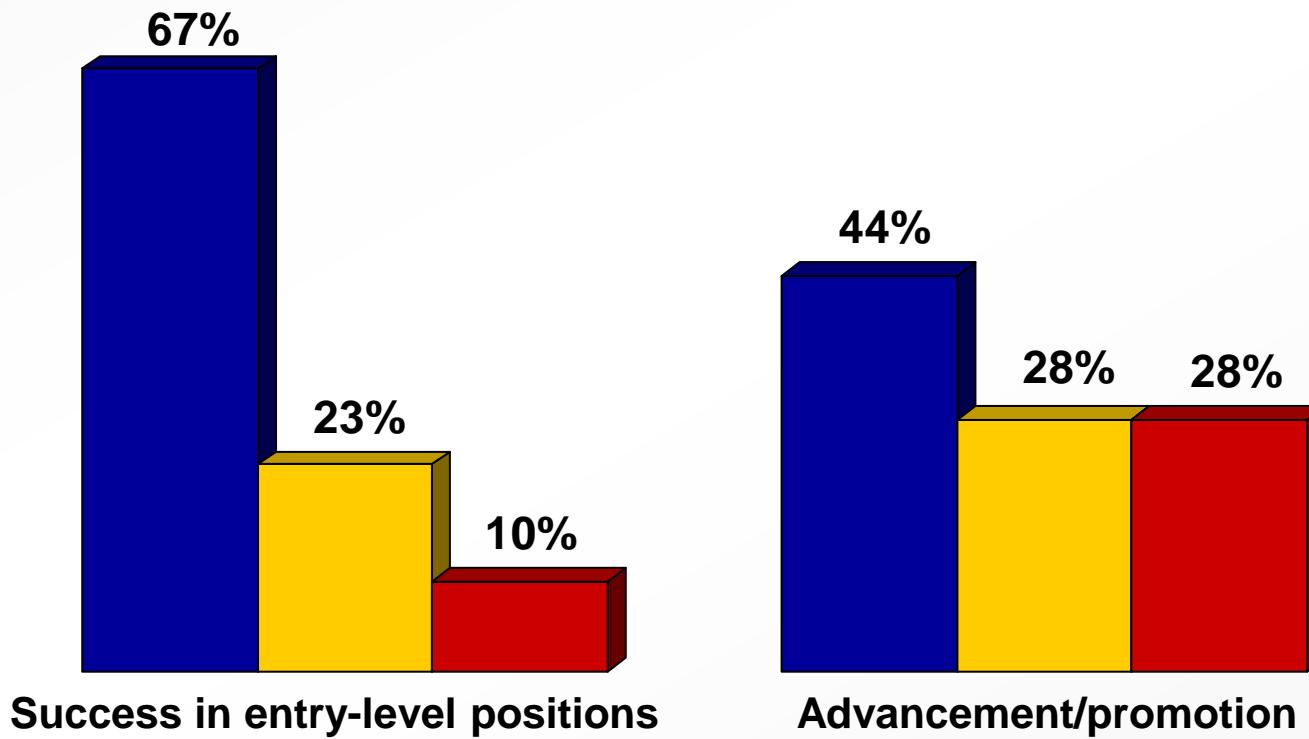
Thinking about the economy overall, and not just about your own company or organization, how good a job do you think higher education is doing in preparing graduates to succeed and contribute in this economy?



Two in three employers believe most college graduates have the skills/knowledge to succeed in entry-level positions; they feel fewer graduates have what it takes to advance.

What proportion of applicants for positions at your company in the past few years possess the full set of skills and knowledge needed for this?

■ All/most college grads ■ About half of college grads ■ Only some/very few college grads



Employers value cross-cutting skills and qualities when hiring.

■ Very important that our employees have this quality/skill ■ Fairly important

Ethical judgment and integrity



Comfortable working with colleagues, customers, and/or clients from diverse cultural backgrounds



Demonstrated capacity for professional development and continued new learning



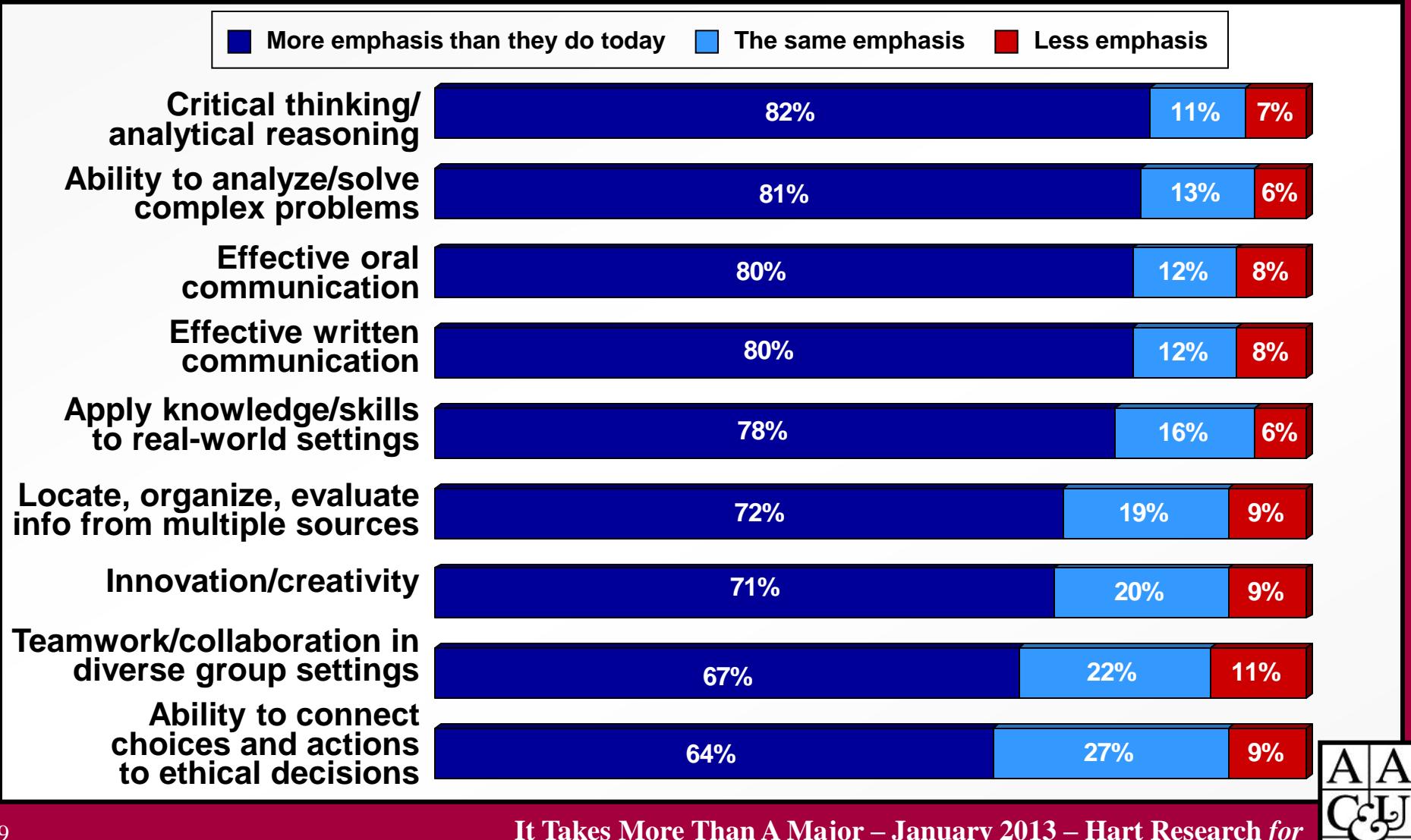
Interest in giving back to the communities in which our company is located or those that it serves



Knowledge of global cultures, histories, values, religions, and social systems

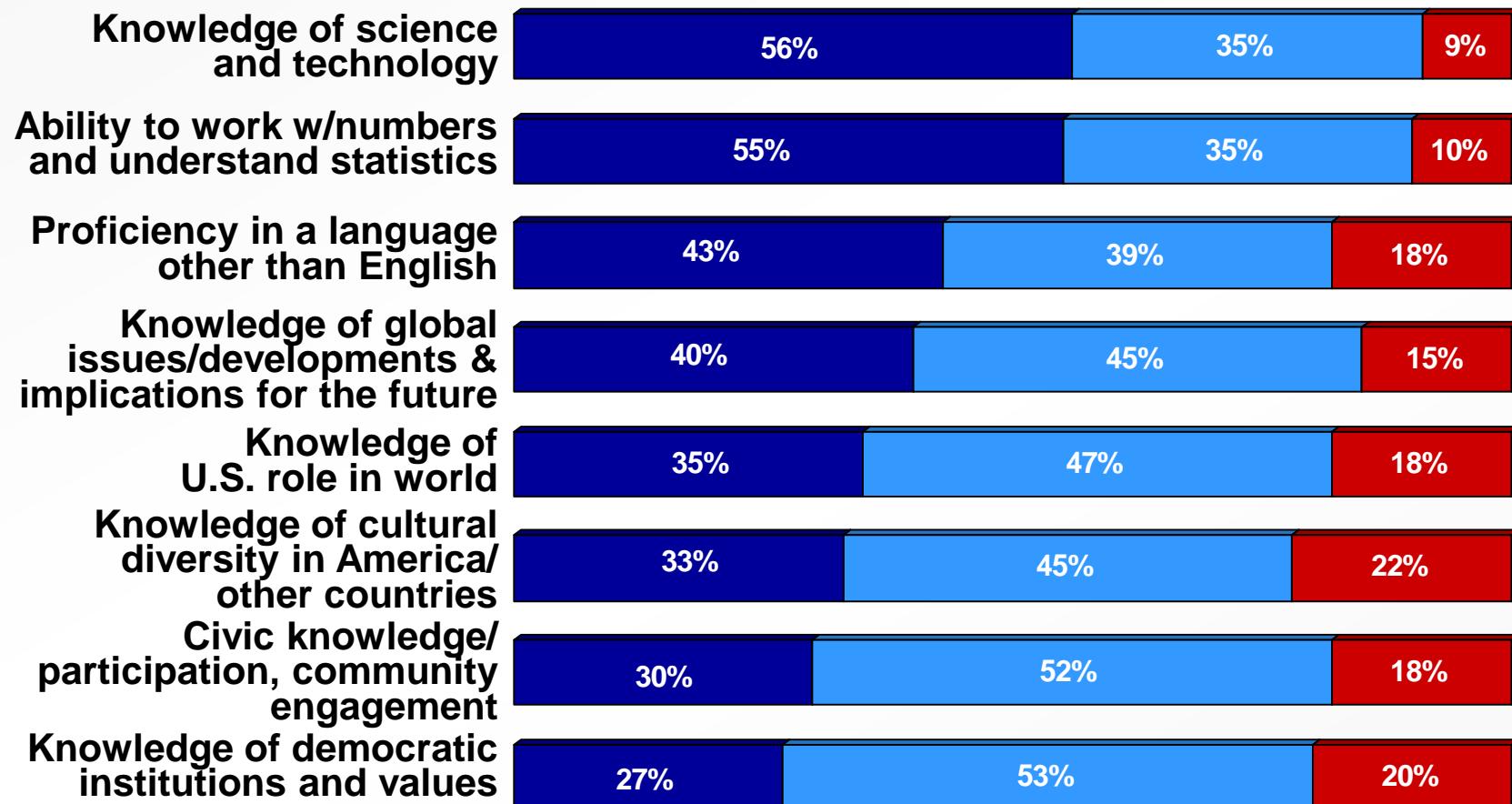


Majorities of employers want colleges to place more emphasis on selected outcomes.



Majorities of employers want colleges to place the same or more emphasis on other outcomes.

■ More emphasis than they do today ■ The same emphasis ■ Less emphasis



Employers are in agreement with a broad set of college learning goals that extend beyond workplace preparation.

■ Strongly agree with this statement about the aims of college learning ■ Somewhat agree

All students should have educational experiences that teach them how to solve problems with people whose views are different from their own



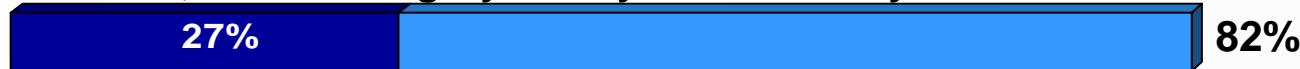
All students should learn about ethical issues and public debates important in their field



All students should have direct learning experiences working with others to solve problems important in their communities



All should take courses that build knowledge, judgment, commitment to communities, ensure integrity/vitality of democracy



All students should acquire broad knowledge in liberal arts and sciences



All should learn about societies and cultures outside the U.S. and global issues and developments



Employers believe a variety of emerging educational practices have the potential to help graduates succeed.

■ Will help a lot to prepare college students for success after graduation ■ Will help a fair amount

Expecting students to develop the skills to research questions in their field and develop evidence-based analyses



Students complete significant project before graduation, demonstrating knowledge in major & analytical, problem-solving, communication skills



Students complete internship or community-based field project to connect classroom learning with real-world experiences



Expecting students to develop the skills to conduct research collaboratively with their peers



Students acquire hands-on experience with the methods of science to understand how scientific knowledge is developed

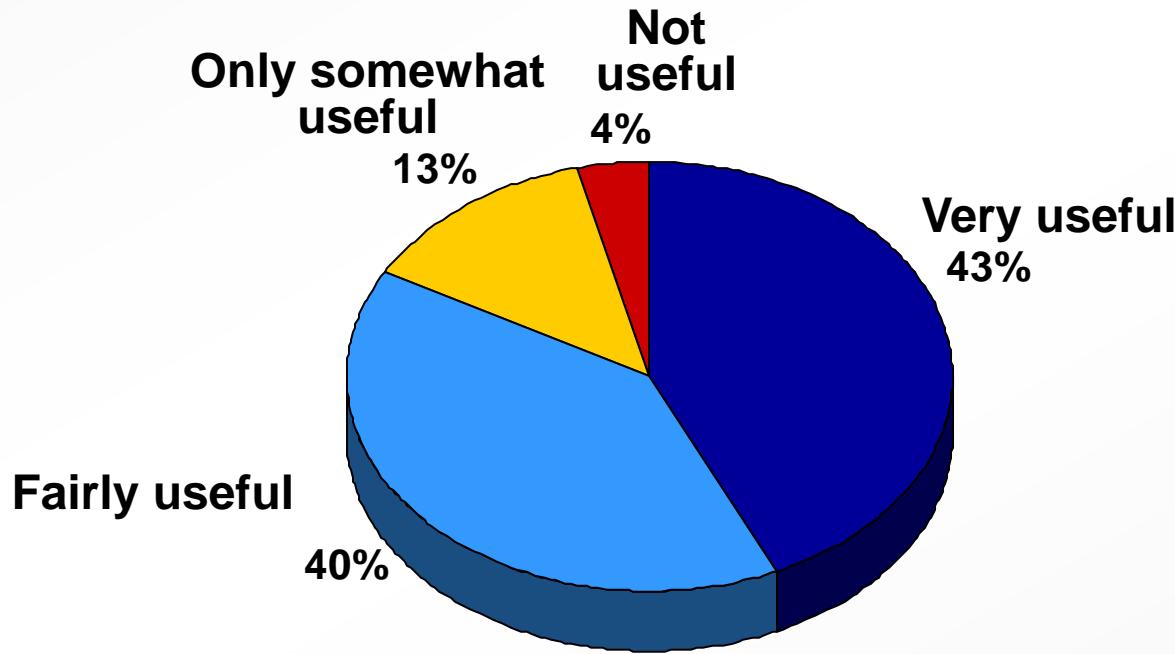


Expecting students to work through ethical issues and debates to form their own judgments about the issues at stake



Employers say that an electronic portfolio of students' work and knowledge areas would be useful in evaluating candidates for hire.

In addition to a recent college graduate's résumé and college transcript . . . how useful would it be to see an electronic portfolio of student work that demonstrates accomplishment in key skill and knowledge areas (effective communication, knowledge in their field, evidence-based reasoning, ethical decision-making)?



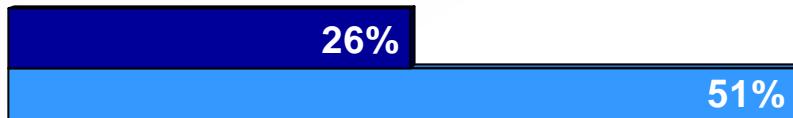
A notable proportion of employers say that their company offers internships to college students; fewer partner with colleges in other ways tested but many express interest.

■ My company/organization does this □ Does not do this but have high/medium interest in doing

Offer internships/apprenticeships in partnership with nearby college or university



Work closely with career services office of nearby college to help prepare students to transition into the workplace



Partner with two-/four-year college(s) in local area(s) to better align curriculum/learning outcomes with skills/knowledge you are looking for in new hires



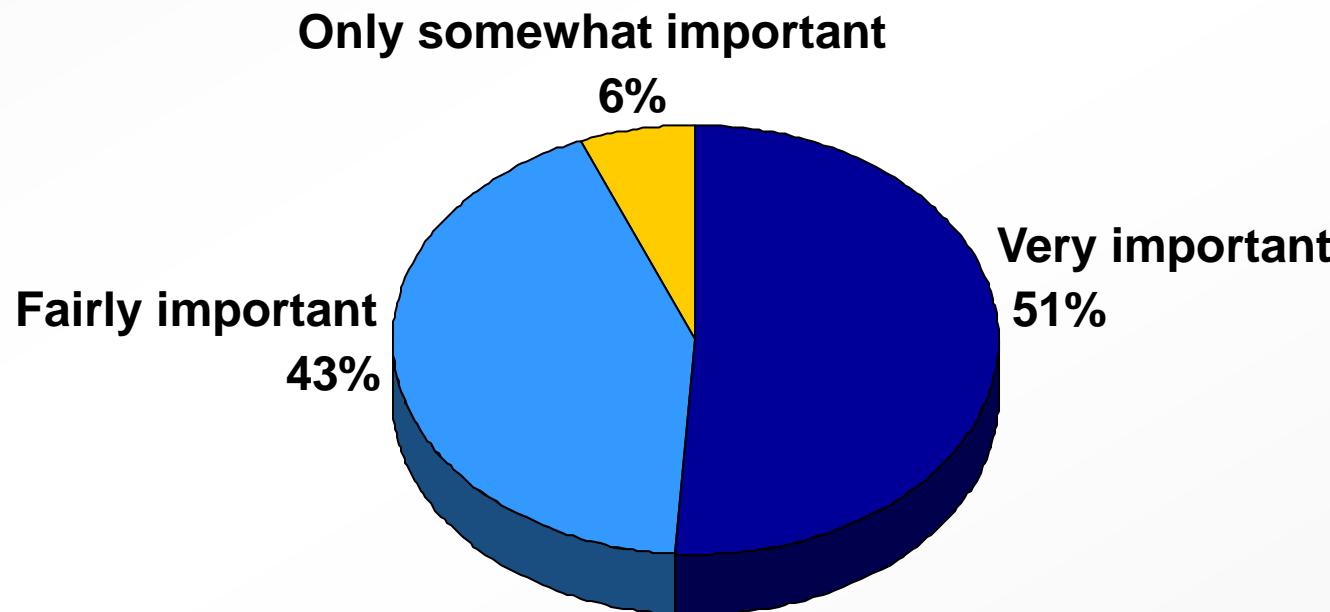
Sponsor program at two-/four-year institution in local area to get students involved in more “real-world” or hands-on learning while they are still in college



Employers endorse the concept of a liberal education.

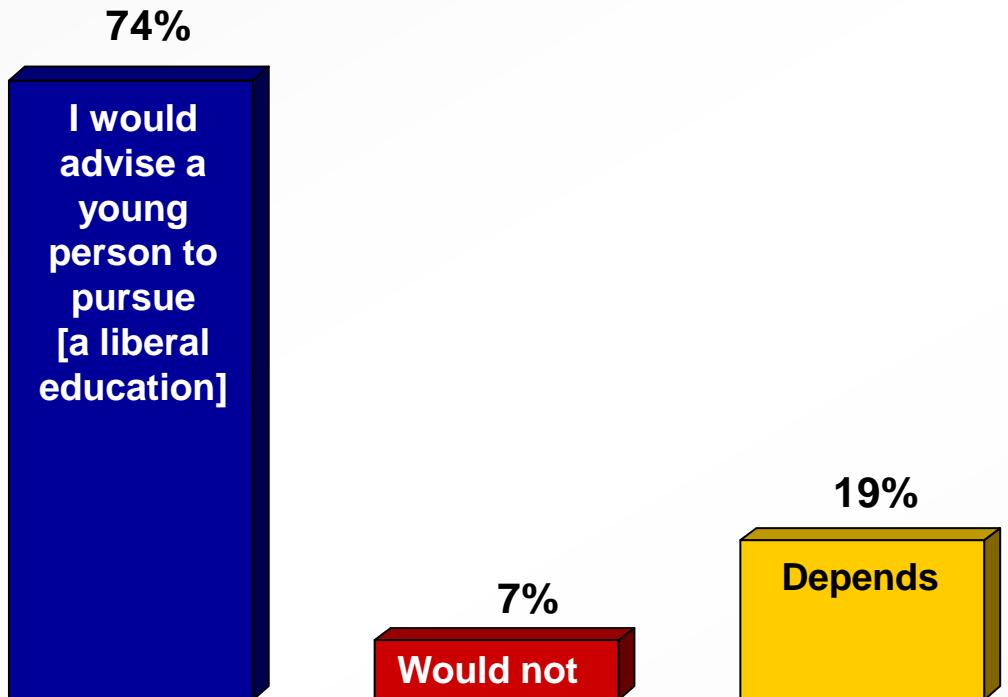
How important is it for today's colleges to provide this type of education?

"This approach to a college education provides both broad knowledge in a variety of areas of study and knowledge in a specific major or field of interest. It also helps students develop a sense of social responsibility, as well as intellectual and practical skills that span all areas of study, such as communication, analytical, and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings."



Three in four employers would recommend the concept of a liberal education to their own child or a young person they know.

If you were advising your child or a young person you know about the type of college education they should seek to achieve in order to achieve professional and career success in today's global economy, would you recommend they pursue an education like the one described below?



“This approach to a college education provides both broad knowledge in a variety of areas of study and knowledge in a specific major or field of interest. It also helps students develop a sense of social responsibility, as well as intellectual and practical skills that span all areas of study, such as communication, analytical, and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.”



Why Employers and Educators Are Banding Together To Make Quality a Priority:

The LEAP Employer-Educator Compact



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The LEAP Employer-Educator Compact: High-Quality Learning for the 21st Century

- 1) Broad Learning** about science, society, technology, human diversity, and global cultures and interdependence;
- 2) Intellectual Skills** that support evidence-based reasoning and innovation—including analysis, communication, critical and creative thinking, quantitative fluency, information literacy, and collaborative problem solving;

The LEAP Employer-Educator Compact: High-Quality Learning for the 21st Century

3) Personal and Social Responsibility, including ethical reasoning, civic and democratic knowledge and engagement, global acumen, and the capacity to work productively with diverse people and perspectives

4) Integrative and Adaptive Learning, including the demonstrated ability to apply knowledge, skills, and responsibilities to complex problems and new settings



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Why Employers and Educators Are Banding Together To Make Quality a Priority: The LEAP Employer-Educator Compact

Carol Geary Schneider, President, AAC&U

Michele Toth, Sector Vice President for Human Resources and Administration, Northrup Grumman

Pat Reiten, President and CEO, Pacific Power (by teleconference)

Mary Coucher, Vice President, IP Engineering Operations & Geography Licensing, IBM Corporation (by teleconference)

Paul Grenaldo, Executive Vice President and Chief Operating Officer, Doctors Community Hospital



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Connecting Students with Employers: How Educators Will Use the Compact with First-Generation College Students

Mildred García, President, California State University, Fullerton

Charlene Dukes, President, Prince George's Community College

Kenneth P. Ruscio, President, Washington and Lee University



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It Takes More Than a Major: Right-Sizing National Priorities for Higher Education Policy and Practices

Speaker: Martha Kanter, Under Secretary of Education, US Department of Education

Discussants:

Roberts T. Jones, President, Education Workforce Policy, LLP

William E. Kirwan, Chancellor, University System of Maryland

Paul Lingenfelter, President, State Higher Education Executive Officers

David Maxwell, President, Drake University



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