Future of Learning in Higher Education Summit

Employability Stream

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Employability
The future of learning in higher education?
Yes!

“The international economy is evolving. The employment market is changing. … in an environment of ongoing disruptive technologies and economic structural change, we are preparing graduates for jobs that have not even been defined today.”

Hon. Minister Christopher Pyne
2014 Speech to the National Press Club
Co-Curricular for Graduate Employability

(12:20-12:50pm)

• Employability research outcomes based on 705 surveys and 147 in-depth interviews/focus groups

• Why co-curricular activity is the secret to enhancing graduate employability

• Beyond Bond: Embedding co-curricular activities in curriculum via badges
Commissioned Project
Australian Government
Office for Learning &
Teaching

... Supporting graduate employability from generalist disciplines through employer and private institution collaboration
Thank you to
Australian Government
Office for Learning and Teaching
&
Team Members

Associate Professor Linda Crane, Co-Leader, Bond University
Madelaine-Marie Judd, Project Manager
Professor Grace Lynch, Evaluator, RMIT
Professor Sally Kift, Critical Friend, James Cook University
Associate Professor Cecily Knight, James Cook University
Professor David Dowling, University of Southern Queensland
Kirsty Mitchell, GM Career Development Centre, Bond University
Matthew McLean, Graduate, Bond University

Australian Government
Office for Learning & Teaching
Definitions

• **Graduate Employability** means that higher education alumni have developed the capacity to obtain and/or create work and that, institutions and employers have supported the student knowledge, skills, attributes, reflective disposition and identity that graduates need to succeed in the workforce (Knight & Yorke, 2004; Yorke, 2006; Yorke & Knight, 2006).

• **Extra-curricular and Co-curricular** activities mean student recreational and/or leisure pursuits that take place outside of regular curriculum or program of disciplinary learning outcomes. These activities are pursued beyond the classroom and/or online learning.

Extra-curricular activities are separate and apart from the formal learning program.

Higher education institutions align co-curricular activities with formal schooling so that such activities are part of the overall learning experience.
The Problem

Figure 1: Employment Rates

Graduate Careers Australia released data indicating that employment rates of newly graduated bachelor degree holders are the worst they have been in 20 years.

Figure 2: Employment rates by discipline
What we did

- Literature Review
- Surveys (705 valid responses)

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Valid Surveys Completed</th>
<th>Percentage of Total Number of Surveys</th>
<th>Number of Responses / Response Rates (Including Invalid Surveys)</th>
<th>Percentage Domestic (Within Stakeholder Groups)</th>
<th>Percentage International (Within Stakeholder Groups)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>442</td>
<td>63%</td>
<td>800 / 58%</td>
<td>99%</td>
<td>1%</td>
</tr>
<tr>
<td>Graduates</td>
<td>102</td>
<td>14%</td>
<td>350 / 39%</td>
<td>91%</td>
<td>9%</td>
</tr>
<tr>
<td>Higher Ed</td>
<td>108</td>
<td>15%</td>
<td>250 / 59%</td>
<td>87%</td>
<td>13%</td>
</tr>
<tr>
<td>Employers</td>
<td>53</td>
<td>8%</td>
<td>100 / 73%</td>
<td>66%</td>
<td>34%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>705</td>
<td>100%</td>
<td>1500 / 55%</td>
<td>94%</td>
<td>6%</td>
</tr>
</tbody>
</table>
What we did

• Interviews & Focus Groups (147 people)

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Interviews</th>
<th>Focus Groups</th>
<th>Focus Group Participants</th>
<th>Total Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>5</td>
<td>5</td>
<td>22</td>
<td>27</td>
</tr>
<tr>
<td>Graduates</td>
<td>8</td>
<td>3</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>Higher Education</td>
<td>32</td>
<td>17</td>
<td>48</td>
<td>80</td>
</tr>
<tr>
<td>Employers</td>
<td>16</td>
<td>x</td>
<td>x</td>
<td>16</td>
</tr>
<tr>
<td>Totals</td>
<td>61</td>
<td>25</td>
<td>86</td>
<td>147</td>
</tr>
</tbody>
</table>

• National Graduate Employability Symposium (150 registrants from 18 universities, employers …)
Survey Questions

Survey Questions About Strategies

What strategies are you using to improve your graduate employability?

What strategies did you use to improve your employability?

Which of the following strategies undertaken by students does your organisation value when recruiting graduates?

Which of the following employability strategies do you provide for students?
Mismatch between literature & results

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Students</th>
<th>Graduates</th>
<th>Higher Education</th>
<th>Employers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capstone</td>
<td>9%</td>
<td>15%</td>
<td>45%</td>
<td>13%</td>
</tr>
<tr>
<td>Careers Advice</td>
<td>59%</td>
<td>47%</td>
<td>64%</td>
<td>28%</td>
</tr>
<tr>
<td>Extracurricular</td>
<td>48%</td>
<td>47%</td>
<td>65%</td>
<td>60%</td>
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<tr>
<td>Int Exchange</td>
<td>16%</td>
<td>10%</td>
<td>30%</td>
<td>23%</td>
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<td>Mentoring</td>
<td>28%</td>
<td>24%</td>
<td>48%</td>
<td>34%</td>
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<tr>
<td>Networking</td>
<td>49%</td>
<td>52%</td>
<td>51%</td>
<td>40%</td>
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<tr>
<td>PT Work</td>
<td>53%</td>
<td>53%</td>
<td>36%</td>
<td>38%</td>
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<tr>
<td>Portfolios</td>
<td>40%</td>
<td>40%</td>
<td>41%</td>
<td>25%</td>
</tr>
<tr>
<td>Prof Assocs</td>
<td>29%</td>
<td>37%</td>
<td>54%</td>
<td>34%</td>
</tr>
<tr>
<td>Social Media</td>
<td>33%</td>
<td>37%</td>
<td>40%</td>
<td>15%</td>
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<tr>
<td>Volunteering</td>
<td>47%</td>
<td>50%</td>
<td>48%</td>
<td>53%</td>
</tr>
<tr>
<td>Work Experience</td>
<td>74%</td>
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<td>87%</td>
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Mismatch between stakeholder perspectives

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Key findings

Graduate Employability Themes

1. Multi-national corporations
2. Competitive sport, athletes & employability
3. Entrepreneurship
4. Private institutions
5. Career development centres
6. Indigenous employment
7. Commercial employment enterprises
8. Government
9. Emerging careers
10. Generalist disciplines
11. Graduate attributes
8 ways universities can improve/enhance graduate employability

1. Support increased opportunities for student work experience, placements and internships.

2. Explicitly articulate the relevant graduate employability skills in the learning outcomes for every subject.

3. Design authentic assessment activities, aligned with industry practices, standards and approaches.

4. Know your disciplines’ career options and outcomes and be explicit about career pathways.
8 ways universities can improve/enhance graduate employability

5. Make the learning experience about knowledge, skills and attributes.

6. Invite employers to engage.

7. Invite graduates to engage.

8. Explicitly teach students how to be employable.
Ways universities can improve/enhance graduate employability (Beyond Bond)

• 100 points (Graduation Requirement)
• Engagement in first semester
• Personalised
• Embedded / co-curricular
• Submitted Reflection
Contact us

http://www.graduateemployability.com/

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