



EAB

Reclaiming the Value of the **Liberal Arts** for the 21st Century

Strategies for Integrating Career Development with
Traditional Arts and Sciences Curricula

Academic Affairs
Forum





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Academic Affairs Forum

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Executive Summary

Defending the Liberal Arts in an Era of Accountability

Colleges and universities face new urgency to demonstrate measurable results as critics question whether college is worth the cost.

While debates about the high cost of college have been ongoing for decades, recent trends have intensified criticism that higher education may not be worth the investment. Rising student debt has now reached the one trillion dollar mark, surpassing total consumer credit card debt, but U.S. college student outcomes have not kept pace with other developed countries. Recent OECD rankings suggest that the U.S. may be losing its competitive edge, as fewer U.S. students graduate from college or learn key skills compared to their global peers.

- **New accountability measures threaten to penalize institutions that emphasize the liberal arts.**

The majority of states in the U.S. now use performance-based funding models, and some have incorporated metrics to evaluate the job placement and first-year salaries of new college graduates. These metrics reward institutions with more professional majors in fields like engineering and business, where graduates typically earn higher entry-level salaries than liberal arts majors. In some funding formulas, even the difference of a few hundred dollars in graduates' median salaries can jeopardize millions in state funding.

- **Price-savvy students and parents are better equipped to make college choices based on ROI.**

Federal initiatives now offer consumers more transparency about college costs and salaries, while giving students and parents more time to compare and negotiate financial aid offers. The Department of Education's recently-launched College Scorecard aggregates job placement and salary data, which has already been incorporated in Wall Street Journal and The Economist college rankings. Recent changes to the FAFSA allow applicants to use prior-prior tax year data, helping students apply for financial aid and receive offers earlier than ever before. This leaves colleges and universities with less time to cultivate relationships with students before making an offer and gives students more time to compare, appeal, and negotiate with institutions.

Colleges and universities must contend with public perceptions that the liberal arts are irrelevant.

Despite vocal support from business and military leaders who believe that the liberal arts provide essential lessons in strong leadership, the academy has been unable to counter a barrage of media headlines suggesting that the liberal arts do not teach students the right skills for the 21st century economy. Misperceptions of the liberal arts as a narrow set of humanities disciplines and outcomes metrics that use entry-level salaries as a proxy for career success make it difficult to argue for the broad-based and long-term benefits of the liberal arts.

- **Narrow definitions of the liberal arts undermine its fundamental value to democratic citizenship.**

Misrepresentations of the liberal arts as a synonym for esoteric humanities fields miss the significance of the liberal arts' origins as a set of skills (grammar, logic, and rhetoric) taught in ancient Greece to prepare citizens for participation in civic life. Conflating the liberal arts with the humanities also discounts its modern expansion into a wide range of disciplines, including select STEM fields like science and math.

- **A focus on short-term outcomes data overlooks liberal arts graduates' long-term career success.**

Most measures of college ROI focus on graduate earnings during their first few years after college. This data usually shows that liberal arts majors, and especially humanities and social science majors, earn less than graduates with professional bachelor's degrees. Over time, however, the trend reverses when workers enter their peak earning years. Twenty to thirty years after graduation liberal arts majors of all disciplines, including the humanities, out-earn professional majors.

- **The immediate workplace applicability of liberal arts skills is easily lost on students and employers.**

Although liberal arts majors learn a series of skills valued by employers, students do not readily see the connection between liberal arts coursework and the workplace. Without the awareness or language to communicate their employable skills, students struggle to convince employers that their major or specific courses will be relevant to their first jobs after graduation.

Executive Summary (cont.)

Reclaiming the Value of the Liberal Arts for the 21st Century

Instead of fundamentally altering the core liberal arts curriculum to make it more professionally-oriented or adding more professional undergraduate majors, some institutions have opted to reaffirm their liberal arts focus. Highlighting work-relevant skills in existing courses, orienting career services toward liberal arts majors' career success, and adding wraparound training programs that teach both soft and technical professional skills position graduates for career success while preserving a commitment to teaching core liberal arts disciplines.

Communicate the Real-World Relevance of a Liberal Arts Education

Students are often unaware of the transferable skills they have learned in liberal arts courses, making it difficult to communicate their job readiness to prospective employers. Strategies to elevate student awareness of these skills and to help them analyze the applicability of skills to different industries help liberal arts majors position themselves more competitively on the job market. Investments in robust career services for liberal arts students, also helps students draw connections between their majors and chosen careers.

- **Lesson 1: Identify Transferable Skills in Existing Curricula:** Map course-level assignments and activities to professional competencies
- **Lesson 2: Target Broad Liberal Arts Skills to Specific Industries:** Teach students to position skills for different sectors and analyze long-term job market trends
- **Lesson 3: Signal Commitment to Employment Outcomes:** Create shared accountability for outcomes through employment guarantees and re-orient career services to serve liberal arts students

Integrate Career Preparation Opportunities That Help Preserve a Liberal Arts Focus

Employers have long complained about a "skills gap," noting that job applicants often lack the right combination of soft, professional skills and technical knowledge. More recently, employer expectations for early-career employees have become higher than ever, with half of all Millennial workers holding leadership positions in their companies. At the same time, employers are less likely to offer training to these workers than they have in the past. To prepare graduates for this reality, colleges and universities are investing in training and immersive experiences to help graduates succeed on the job from their first day.

- **Lesson 4: Prepare Students for Day One Job Success:** Provide professional skills bootcamps
- **Lesson 5: Embed Professional Tracks into Liberal Arts Programs:** Create practical concentrations that are easy to launch and sunset by leveraging existing continuing education resources
- **Lesson 6: Scale Experiential Learning:** Offer short-term online internships and courses to expand skills preparation opportunities




Defending the Liberal Arts in an Era of Accountability

Introduction

Debates Front and Center in the Public Imagination

In recent years, public debates about what education should look like in the twenty-first century have focused on the importance of career outcomes, shaping questions about what subjects colleges and universities should teach. One GOP presidential debate crystallized this issue when then-candidate Marco Rubio argued that the U.S. needed “more welders and less philosophers.” This comment reflects larger pressures to redirect higher education away from the liberal arts and toward professional majors and vocational training.

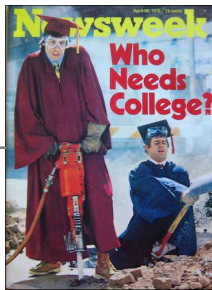
<p>What subjects should we teach?</p>	<p>Welders vs. Philosophers</p>	
	<p>Election Year Rhetoric</p> <p><i>"Welders make more money than philosophers. We need more welders and less philosophers."</i></p> <p>- Marco Rubio, GOP Presidential Debate</p>	<p>Fact Check</p> <ul style="list-style-type: none"> • By most averages, philosophy majors have higher average earnings • False dichotomy between vocational and liberal arts
<p>How should we teach?</p>	<p>Sage on the Stage vs. Guide on the Side</p>	
	<p>The New York Times</p> <p><i>"Lecture Me. Really."</i> (Oct. 2015)</p> <p>Defends lecture's unique ability to model sustained, complex argumentation</p>	<p>The New York Times</p> <p><i>"Colleges Reinvent Classes to Keep More Students in Science"</i> (Dec. 2014)</p> <p>Profiles of student success benefits of active learning</p>
<p>Is education preparing students for work and life?</p>	<p>Future of the Degree at Risk Due to New Alternatives?</p>	
	<p>What Your Board Member Read on Her Last Flight</p> <p> Harvard Business Review</p> <p><i>"The Degree is Doomed"</i> (Jan. 2014)</p>	<p>Forbes</p> <p><i>"The Next Assault on the Ivory Tower: Unbundling the College Degree"</i> (Mar. 2014)</p>
	<p>WSJ</p> <p><i>"The Case for 'Unbundling' Higher Education"</i> (May 2015)</p>	

The fundamental question underlying these debates, whether higher education prepares students for their work and lives, is also an existential one. New alternatives in the form of short-format training and credentials purport to unbundle traditional degrees, or replace them altogether. Facing this outcomes-oriented rhetoric and the potential threat of disruptive new entrants, colleges and universities are feeling pressure to defend the value of a liberal arts degree and translate its practical benefits to the twenty-first century workplace.

'Is College Still Worth It?'

While skepticism about higher education's relevance is not a new or unique trend, rising student loan debt and fears that the U.S. may lose its global competitive advantage have intensified calls for colleges and universities to demonstrate accountability for student outcomes. A 1976 *Newsweek* cover story titled "Who Needs College?" looks strikingly similar to today's alarmist headlines about the state of higher education. The *Newsweek* article also raised now-familiar themes, questioning the ROI of a college degree and criticizing U.S. higher education for producing an overeducated workforce.

Alarmist Headlines All Too Familiar...



April 1976

"By all estimates, the rising costs of college have been outpaced by diminished economic returns on the college investment."

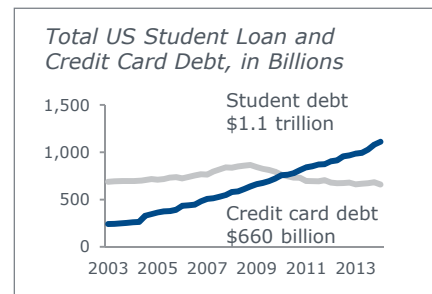
"As much as 27 per cent of the nation's work force may now be made up of people who are "overeducated" for the jobs they hold."

And 40 years before Rubio's comment: *Newsweek* chronicles an English Ph.D. working as a welder

...But More Urgent Pressures Today



Today's Trillion Dollar Problem



U.S. Competitive Edge Under Threat?

OECD Rankings

19 in college graduate rate (compared to 1st in 1995)

14 in problem-solving skills

16 in adult literacy

Debt + Uncertain Outcomes = New Outcomes and Accountability Focus

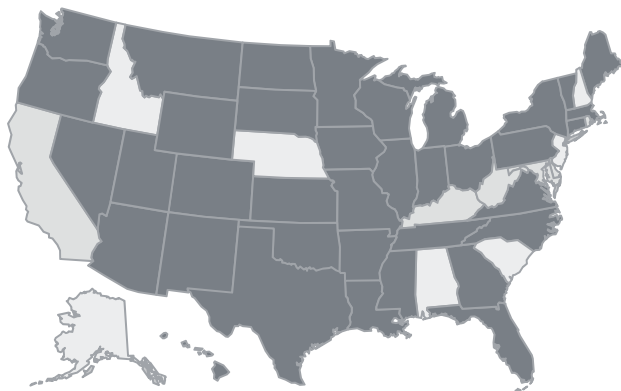
Today, these criticisms have acquired new urgency as total U.S. student debt surpasses one trillion dollars, outpacing credit card debt by over \$400 billion. Moreover, recent drops in the United States' OECD rankings for college graduation rates and skills attainment in problem-solving and adult literacy have created uncertainty about whether the U.S. higher education system will be able to maintain the United States' global competitive edge.

Source: "Who Needs College," *Newsweek*, April 1976; "Public University Costs Soar," March 16, 2013; Federal Reserve Bank of New York.

Tying Majors and Salary Outcomes to Funding

A growing trend designed to instill accountability for student outcomes is state-level performance-based funding, which spread rapidly from four states prior to 2010 to 38 states in 2016. The specifics of performance-based funding (PBF) metrics vary from state to state, and often take into account data tracking graduation rates and the types of degrees students earn. Already, eight states also include the median salaries of new college graduates in their funding formulas.

Performance-Based Funding Models Sweeping the Nation



- 38** States transitioned or transitioning to performance based funding for two-year or four-year institutions as of 2016
- 4** States that had adopted performance based funding prior to 2010
- 8** States tie PBF funds to graduate employment and earnings

Millions of Dollars at Stake, May Depend on Undergraduate Major Mix



- Florida PBF scoring system yields \$16.7M for FSU in 2015
- If median first-year earnings (\$31,600) had been \$400 less, would have scored 1 point lower on formula and gotten zero dollars



Financial sustainability at risk for institutions not focusing on high-earning majors?



Other Perverse Incentives of PBF

Limiting access as increased selectivity improves graduation rates

Metrics that evaluate new graduates' salaries can incentivize institutions to prioritize majors in professional fields that earn high wages over other important, but lower-wage fields in the liberal arts. Among other metrics, Florida's performance-based funding formula rates institutions based on the median first-year earnings of its graduates, rewarding institutions that graduate more students into professional fields with highly-paid entry-level positions. Performance-based funding can be high-stakes, and for some institutions even a few points' difference on any one metric can mean a difference of millions of dollars. In 2015, Florida State University received \$16.7 million in performance-based funding, but had its graduates earned a median salary of just \$400 less, it would not have received any performance-based funds at all.

Source: "Performance-Based Funding for Higher Education," National Conference of State Legislatures, July 31, 2015; "Performance-Based Funding Can Be Fickle, One University's Close Call Shows," *Chronicle of Higher Education*, June 17, 2015.

ROI-Based Shopping Likely to Accelerate

As some states increase pressure on colleges and universities to graduate students with higher salaries, new federal initiatives better equip students and parents to make college decisions based on outcomes and price. The Department of Education's recently-launched College Scorecard collects data on graduate loan repayments and default rates in addition to earnings six and ten years after graduation. While the College Scorecard has yet to become a primary source of consumer information for prospective students, the *Wall Street Journal* and *The Economist* have already incorporated aggregated College Scorecard data into their annual college rankings.

New Consumer Information



*College Scorecard
(Selected Measures)*

Loan Repayment Rates

- Share of students making progress in paying loans within 3 years of leaving college
- Improvement on default rate

Earnings

- Average income 10 years out
- Percentage of students earning over \$25,000 6 years out

Even More Fierce Negotiation Ahead



Prior Prior Year Data Expedites Award Letters

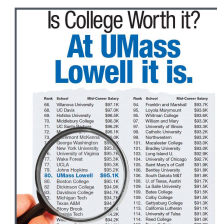
- Students can apply for financial aid as soon as October
- Don't have to wait to file tax returns
- Announced in September 2015; goes into effect Fall 2016

Earlier Offer Letters Encourage More Price Competition

- More time for negotiations and appeals
- Less time to cultivate relationship before offer

ROI Calculation of the Future = Aid + Likely Return

2013 UMass Lowell Campaign



- Website for job-seekers to research salaries
- Data used to rank institutions based on salary and net ROI

The Boston Globe

"Post-graduation salaries: Show me the money" (March 2014)

- Highlights student who transferred to UMass Lowell due to cost + published salary estimates
- Decisions influenced by high debt of friends

Meanwhile, federally-mandated changes to the FAFSA to use prior-prior year tax data allows students to apply for financial aid and receive their offer letters several months earlier, giving prospective students more time to compare, negotiate, or appeal their offers. For colleges and universities, this shortens the timeline to cultivate relationships with prospects, making it all the more important for institutions to demonstrate a strong return on investment in their outcomes data. Some universities have even started to actively promote their ROI metrics. In an effort to recruit students worried about the high cost of tuition and student debt, UMass Lowell advertised its top tier placement in the PayScale rankings, a website that rates institutions based on the average salary and net ROI of college graduates.

Source: "Prior-Prior Year: FAFSA Simplification," National Association of Student Financial Aid Administrators; BLS data; EAB interviews and analysis.

Defining the Liberal Arts

This growing focus on college graduates' salaries reinforces criticism of the liberal arts for producing humanities majors who earn low wages when they graduate. However, this narrow definition of the liberal arts as a synonym for the humanities overlooks the fundamental connection between the liberal arts and the development of democratic society, and the modern evolution of the liberal arts that encompasses not only the humanities, but STEM fields including physics, biology, and math.



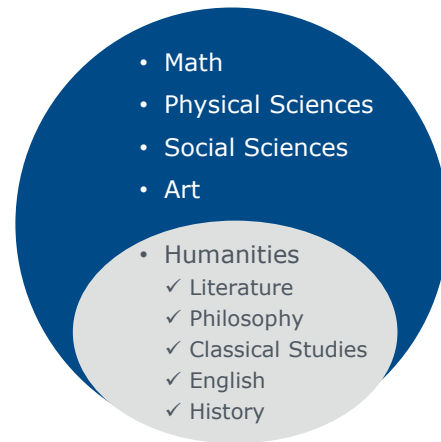
Ancient Origins as Prerequisite for Democratic Participation



- Roots in education for responsible citizenship in ancient Greece
- Main subjects: grammar, logic, rhetoric
- Considered essential skills for civic participation, voting, representation
- Comes from Latin word *liberalis*, meaning "for free men"



Today a Broad Range of Disciplines, Not Just Humanities



Majors Outside of the Liberal Arts

- ✘ Business
- ✘ Education
- ✘ Engineering
- ✘ Computer Science

The origins of the liberal arts can be tracked back to ancient Greece, when it focused on a much smaller set of subjects, mainly grammar, rhetoric, and logic, all skills considered essential for free citizens to participate, and vote, in a democratic society. Even as the liberal arts has expanded beyond these core disciplines to include the humanities, arts, and sciences, its core mission remains the same: to prepare students with the critical thinking skills and broad spectrum of knowledge to become responsible and informed participants in democracy, a mission that goes well beyond graduating students who earn good salaries.

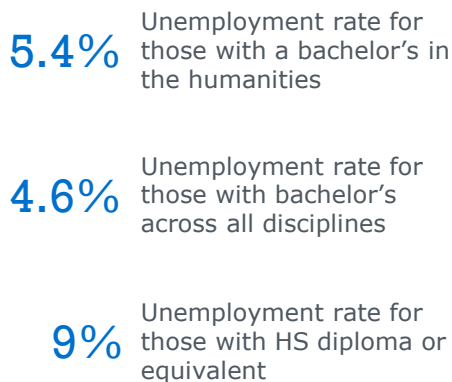
Source: Table 316, "Bachelor's, master's, and doctor's degrees conferred by degree-granting institutions, by field of study: Selected years, 1970-71 through 2010-11", National Center for Education Statistics; EAB interviews and analysis.

The Myth of the Struggling Liberal Arts Graduate

Despite criticism that liberal arts majors cannot find jobs or earn good salaries, perceptions that liberal arts graduates are less competitive on the job market and earn less than their counterparts in professional fields are difficult to support. Unemployment among humanities majors, while slightly above the average for all bachelor's degree holders, still hovers below 6% and well below the 9% unemployment rate for graduates with a high school diploma or equivalent. Additionally, outcomes metrics focused on new graduates' salaries overlook long-term earnings data showing that liberal arts graduates earn more over time than those with professional or pre-professional degrees.

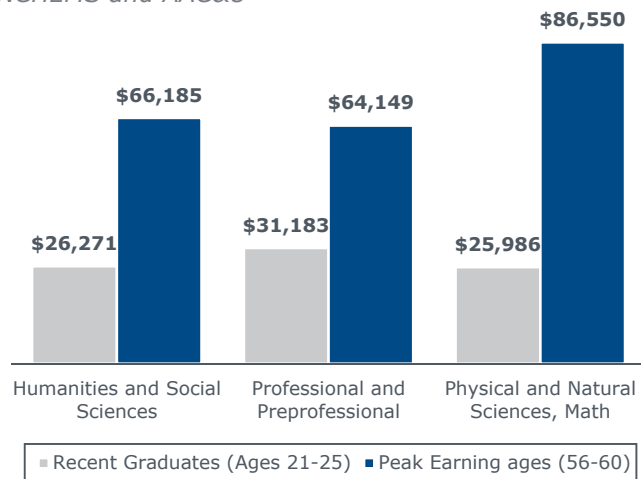
Humanities Majors Unemployment Just Slightly Above Average

The Employment Status of Humanities Majors, Humanities Indicators, AAC&U



Long-Term Liberal Arts Earnings Outpace Professional Fields

Median Salaries of College Graduates, "How Liberal Arts and Science Majors Fare in Employment", NCHEMS and AAC&U



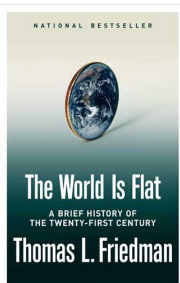
Data collected by the Association of American Colleges and Universities shows that while liberal arts graduates earn lower median salaries during the early years of their careers compared to graduates of professional and pre-professional programs, over time they close the gap. By the time liberal arts graduates reach peak earning years in their late fifties, humanities and social sciences majors earn about two thousand dollars more while science and math graduates earn over twenty thousand dollars more than graduates with pre-professional and professional bachelor's degrees.

Source: "Liberal Arts Graduates and Employment: Setting the Record Straight," *Association of American Colleges and Universities*, 2014; Peden W, "The Myth of the Unemployed Humanities Major," *The LEAP Challenge Blog*, aacu.org, 2015; "The Employment Status of Humanities Majors", *American Academy of Arts and Sciences*, humanitiesindicators.org, October 2015.

Best Defense Comes from Business

Beyond salary data, some of the strongest arguments in favor of the long-term value of the liberal arts come from an unlikely source: the world of business. CEOs and other business thought leaders contend that the skills students learn through the liberal arts not only prepares them for leadership success, but are essential for innovation and global economic growth.

An Imperative for Innovation in a Global Economy



“Encouraging young people early to think horizontally and to connect disparate dots has to be a priority because this is where and how innovation happens. **And first you need dots to connect...that means a liberal arts education.**”

Building the Managers of the Future



“Successful managers communicate well, build relationships and create an environment where employees can do their best work. In other words, they practice the skills most closely associated with a liberal arts education...”

Stephen Sadove

Former Chairman and CEO of Saks Incorporated

In his book, *The World Is Flat*, Thomas Friedman explains that, more than teaching skills like writing or critical thinking, the liberal arts help students interpret and master narrative complexity. This allows liberal arts graduates to approach ideas from multiple angles and to synthesize information from different sources, both crucial skills for innovation. The former chairman and CEO of Saks Incorporated, Stephen Sadove, believes the liberal arts provide the foundation for strong management by teaching students empathy and storytelling, skills managers need to communicate effectively.

Source: Friedman T, *The World Is Flat*, Farrar, Straus and Giroux, New York, 2005; Ho M, "Business and the Relevance of the Liberal Arts", *Inside Higher Education*, May 7, 2009; EAB interviews and analysis.

A Cornerstone of Military Leadership

Another unlikely advocate for the value of a liberal arts education is the U.S. military, whose Armed Forces academies emphasize social sciences, humanities, and interdisciplinary studies to build creativity and critical thinking skills in future military leaders. At West Point, every student must take course work in literature, history, philosophy, and political science. The Air Force Academy incorporates interdisciplinary connections into military exercises, including war room simulations that require engineers to work closely with history majors. In 2016, *US News and World Report* affirmed the strong liberal arts reputation of the U.S. Naval Academy, naming it the ninth best liberal arts college in the nation, tied with Davidson College and ahead of Vassar, Harvey Mudd, and Smith.

Liberal Arts at Core of Armed Forces Academies



All students must take English literature, history, philosophy, and political science



War room and other exercises are interdisciplinary, pair engineers with history and legal majors



Ranked #9 Best National Liberal Arts Colleges by U.S. News & World Report, ahead of Vassar, Harvey Mudd, and Smith

Why Soldiers Need Poetry



Lt. Gen. William James Lenox, Jr. Superintendent U.S. Military Academy at West Point

Poetry Magazine

"Why, in an age of increasingly technical and complex warfare, would America's future combat leaders spend sixteen weeks studying the likes of simile, irony, rhyme, and meter?"

Those who can't communicate can't lead. Poetry, because it describes reality with force and concision, provides an essential tool for effective communication."

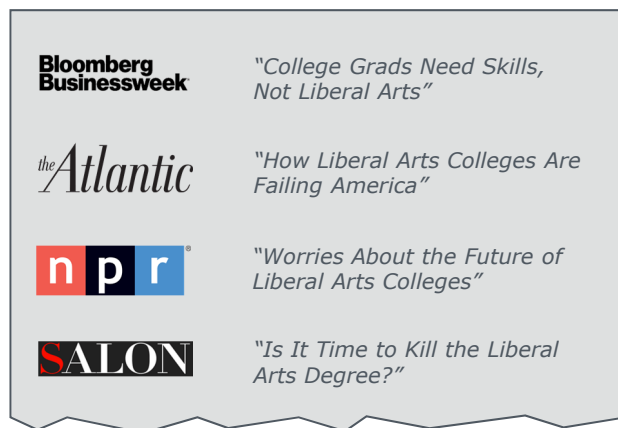
Underscoring the importance of the liberal arts to military leadership, the Superintendent of West Point, Lt. Gen. William James Lenox, wrote an article for *Poetry Magazine* explaining that poetry teaches cadets skills that help them succeed throughout their military careers. In his article, Lenox argued that poems model a concise and forceful communication style perfectly attuned to military situations, showing leaders how to communicate the reality of combat situations in powerful, direct ways.

Source: Lt. Gen. Lennox, Jr. W, "Romance and Reality", *Poetry Magazine*, March 1, 2006; "National Liberal Arts colleges Rankings", *U.S. News & World Report*, 2016; EAB interviews and analysis.

Lost in Translation

While business and military leaders can be strong, if unlikely, advocates for the liberal arts, the real-world value of these disciplines are often lost on students and employers alike. Academics are much more likely to write specialized articles for their own sub-field than engage broadly with their discipline and articulate its value to the public. Higher education institutions have found themselves on the defensive as media headlines question the overall value and long-term importance of the liberal arts with some articles even suggesting that a liberal arts degree may not have a place in the future U.S. economy.

Don't Understand Value



Bloomberg Businessweek	<i>"College Grads Need Skills, Not Liberal Arts"</i>
<i>the Atlantic</i>	<i>"How Liberal Arts Colleges Are Failing America"</i>
npr	<i>"Worries About the Future of Liberal Arts Colleges"</i>
SALON	<i>"Is It Time to Kill the Liberal Arts Degree?"</i>

Can't Articulate Value

“With a liberal education, you should be developing certain skills. But we’re not helping students understand they’re developing those skills. Students say, ‘I took a course in Milton’ or ‘I played soccer’ rather than ‘I understand how to interpret difficult texts,’ or ‘I developed teamwork.”

Georgia Nugent, Former President, Kenyon College

“We continue to think that a liberal arts education is valuable in the new economy. But it is important for students to know the language -- the jargon -- when they go on the job market.”

Adam Weinberg, Former Dean of the College, Colgate University

For their part, students struggle to articulate the value of a liberal arts education when talking to prospective employers. Academic leaders have observed that when students are asked what they have learned in college, they do not point to professionally-relevant liberal arts skills like critical thinking or problem-solving. Instead they are likely to cite a specific course they took or an extra-curricular activity. Without the tools, or language, to explain the relevance of their education to employers, new graduates can find themselves at a disadvantage on the job market.

Source: CareerBuilder analysis; Lee J, Moreno A, Nugent G, Roth M, Lue R, "These college majors are dying", *Market Watch*, September 2015; "The Liberal Arts in an Era of Underemployment," Panel, Harvard University, June 18, 2015; Arenson K, "New In Liberal Arts: Intro to Job Market", *The New York Times*, June, 19, 2004; EAB interviews and analysis.



Communicating the Real-World Relevance of the Liberal Arts

PART

- Practice 1: Identify Transferable Skills in Existing Curricula
- Practice 2: Target Broad Liberal Arts Skills to Specific Industries
- Practice 3: Signal Commitment to Employment Outcomes

1

Strategies to Communicate Real-World Value

The following strategies are designed to help students and higher education institutions communicate the workplace relevance of a liberal arts education to employers, parents, and prospective students. Strategies range from low-cost approaches, such as identifying professional skills embedded in existing syllabi, to a significant investment in career services for liberal arts majors.

1 Identify Transferable Skills in Existing Curricula

- Map course activities to professional competencies

Memorial University of Newfoundland

2 Target Broad Liberal Arts Skills to Specific Industries

- Teach students to position skills for different industries and analyze long-term job market trends

Indiana University Bloomington Liberal Arts and Management Program

3 Signal Commitment to Employment Outcomes

- Create student and institutional accountability with employment guarantees

Thomas College

- Re-orient career services to serve liberal arts students

Wake Forest University

A Light (but Critical) Lift for Faculty

Although students learn a series of professionally-relevant skills in liberal arts courses that would be valued by most employers, they often find it difficult to explain how their liberal arts education can help them succeed on the job. One reason for this problem is that students are simply not aware of the concrete skills they learn in liberal arts courses. Memorial University of New Foundland developed a solution to this problem by asking faculty to simply identify and highlight common professional competencies embedded within their existing syllabi.

Helping Students Communicate Non-content Skills Gained in the Classroom

MEMORIAL UNIVERSITY

Sample Syllabus – English 111

Presentation – 30%
Students will form groups and present on a course topic.

Portfolio – 30%
Students keep a journal to record reading, reflections, and experiences.

Class Participation – 10%
Students are expected to attend, be prepared, and actively participate.

Final Exam – 25%
Written exam taken in class at the end of the semester.

Competencies Developed by Deans, Faculty, and Administrators

- Working within the dynamic of a group
- Research skills
- Oral presentation skills
- Leadership skills
- Ability to work within a time frame
- Critical thinking skills

No course redesign necessary; faculty map existing lessons to competencies

To launch this initiative, Memorial first convened a committee of faculty and deans to develop a list of common competencies, which were based on the skills they wanted every Memorial student to acquire by the time they graduated. Next, academic support staff walked faculty through the process of labeling these competencies on syllabi and tying them to specific course activities. Staff emphasized that no course redesign or major syllabus rewrites would be necessary to complete this task. With relatively minimal effort, Memorial found that adding professional competencies to course syllabi equips students with the vocabulary to communicate the value of their liberal arts education to employers.

Beyond Basic Career Prep

To prepare students for the job market, most institutions provide basic career services through skills assessments, mock interviews, and resume and cover letter guidance. Although these are important steps to landing an entry-level job, they are often too general to give liberal arts majors an edge in specific industries. For liberal arts majors who can apply to and work in almost any industry, it is especially important to connect the relevance of broad skills to targeted fields. Indiana University Bloomington has expanded its Liberal Arts and Management Certificate program to include a dedicated career development course that teaches students how to position their skills for different types of industries and employers.

Most Career Development Programs Cover the Basics...

- ✓ Skills Assessment
- ✓ Resume, Cover Letter, References
- ✓ Mock and Informational Interviews
- ✓ Job Search Skills and Strategies
- ✓ Career Exploration

...Often Too General in Approach

- ✗ Fail to explain how liberal arts skills translate to specific career
- ✗ Students directed toward traditional job markets, unaware of range of potential careers
- ✗ Overly focused on short-term placement, not long-term industry trends

Career Development Course Connects Broad Skills to Targeted Industry Needs



INDIANA UNIVERSITY
BLOOMINGTON

*Liberal Arts and
Management
Certificate*



Life Priorities Paper

Identify life goals and moral imperatives to determine right-fit industries and work environments



Liberal Arts Education Memo

Outline how liberal arts skills translate into a particular career or course of study



Industry Analysis

Assess challenges facing an industry, how external forces may shape it, skills needed in the future

This career development course includes three major assignments to help students determine a specific career pathway and connect their broad-based liberal arts skills to industry needs. The first is a Life Priorities Paper that encourages students to evaluate career options aligned with their personal goals and values. Students then complete a Liberal Arts Education Memo which requires them to articulate the relevance of their liberal arts coursework to their chosen fields. Finally, students learn to analyze the long-term trajectories and skill needs of their chosen industries to help them plan ahead for their own future training needs.

Create Accountability with Employment Guarantees

For some colleges and universities, augmenting career services may not be enough, especially if students do not regularly use the existing resources on offer. Some institutions have opted to formalize both student and institutional accountability for career outcomes by creating an employment guarantee program. These guarantees incentivize students to use career services, but also put institutional revenue on the line if students fail to secure a job after graduation. While job guarantee programs can pose a risk to the college, especially if many students cannot find jobs during an economic downturn, they can also be a powerful recruitment tool advertising an institution’s commitment to supporting the career outcomes of liberal arts majors.

Formalizing Student and Institutional Responsibility for Career Outcomes



If No Job Offer within Six Months of Graduation, Then...

- Monthly payments on student’s loans for up to one year, or
- Free tuition in up to six evening classes, applicable to master’s
- **Underemployment also covered:** Unlimited tuition-free UG courses or 6 grad courses if employed outside field of study
- **Student must meet academic and co-curricular requirements to be eligible:** Internship, leadership, and career service utilization reqs; 3.0 GPA

New Rigor to Outcomes Tracking

What is the student’s responsibility?

- ✓ Attend minimum of two career services events each year
- ✓ Take feedback on their resume
- ✓ Regularly submit job applications

How Do We Define Placement?

- What counts as a “related field”?
- What about students who have decided intentionally to take time off?
- What if the student was already employed before entering college?

Other Selected Institutions with Job Guarantees



At Thomas College, a small liberal arts and business institution in Maine, the Guaranteed Job Program promises student loan and tuition support to unemployed or underemployed graduates. To be eligible, students must meet GPA requirements, complete an internship, and participate in career services events. Students must also continuously apply to jobs and submit a minimum number of resumes. If students meet these requirements, but have not received a job offer that is related to their field of study within six months of graduating, Thomas College must cover the cost of their loans or the cost of additional professional training that counts toward a master’s degree.

Source: “Guaranteed Job Program”, Thomas College, thomas.edu/succeed-from-here-to-there/guaranteed-job-program; EAB interviews and analysis.

Message to Parents: It's Okay to Major in Philosophy

Signaling an investment in career services has become an important recruitment tool for liberal arts institutions competing for prospective students and parents who expect a strong ROI for their tuition dollars. At Wake Forest University, a multi-million dollar investment in career services programs, facilities, and staff helped it maintain a strong focus on core liberal arts majors by reassuring students and parents that even those taking "non-practical" majors would still have support to get a job. Wake Forest hired the former head of career services at the Stanford Graduate School of Business, Andy Chan, to oversee the transformation and communicate this message to students and parents.



Career Services Encourages Students to Major in Philosophy, They Take Care of Rest



Andy Chan

Salary: \$350,000

Experience:

- Career services guru from Stanford Business
- Silicon Valley start-up leader

Wake Forest Program

- Guidance begins at orientation
- For-credit courses in major, career planning, strategic job search, professional and life skills
- Job shadowing program networks students, takes them into workplace
- Career trek program to 3 major cities, site visits to companies, industries, networking

Raised \$10M in 3 Years, Mostly from Parents

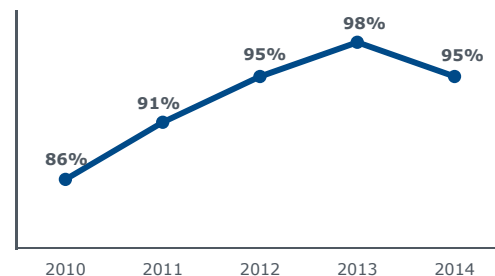
Built career services center modeled on Google campus



IMAGE CREDIT: INSIDE.WFU.EDU

Investment Pays Off

Proportion of Wake Forest students employed or in graduate school 6 months after graduation



Wake Forest's career services transformation included the development of a comprehensive career services program for liberal arts majors starting at student orientation. It provides for-credit coursework in career planning, job searching, and professional skills, and offers extra job shadowing and networking opportunities. To support these services, Andy Chan and his team raised \$10 million, mostly from parent donors, to hire new staff and build a career services center modeled on Google's offices. These efforts have paid off in consistently strong job placement rates over the past several years for Wake Forest graduates. Although multi-million dollar investments in career services may not be practical for many institutions, Wake Forest's renewed emphasis on career services shows how offering strong wraparound career support can help an institution maintain an academic focus on liberal arts disciplines.

Source: Dominus S, "How to Get a Job With a Philosophy Degree," *The New York Times*, September 2013; Wake Forest 2014 First Destination Data, June 2014, career.opcd.wfu.edu; EAB interviews and analysis.



Integrating Career Preparation While Preserving a Liberal Arts Focus

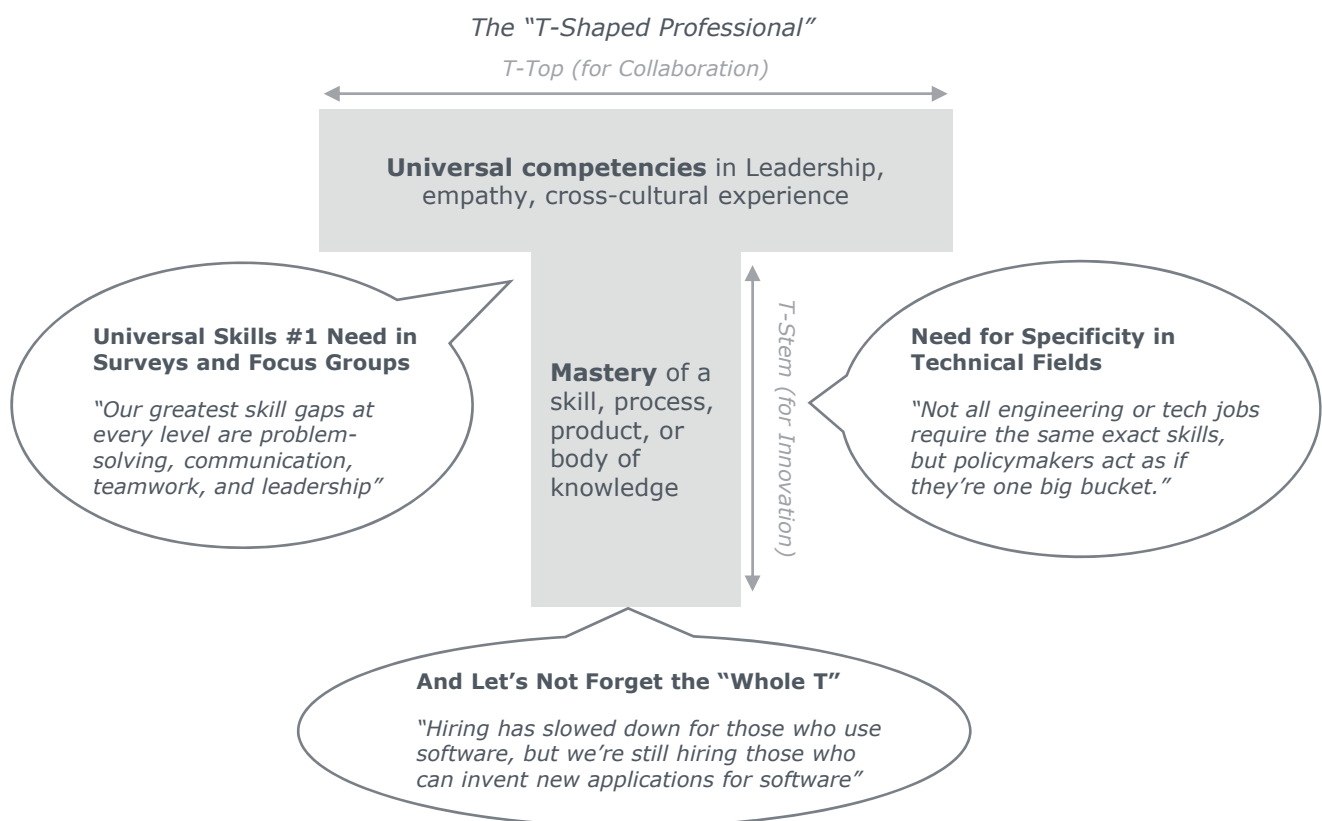
PART

- Practice 4: Prepare Students for Day One Job Success
- Practice 5: Embed Professional Tracks into Liberal Arts Programs
- Practice 6: Scale Experiential Learning

2

When Employers Say ‘Skill Gap’ They Might Mean...

Helping liberal arts students identify and explain their relevant work skills helps prepare liberal arts graduates for career success, but ensuring that students acquire the right combination of professional skills is also critical for positioning liberal arts graduates on the job market. When employers complain that a “skills gap” makes it difficult for them to find qualified workers, often they are referring to a dearth of “T-Shaped Professionals.” A “T-shaped professional” has breadth of skills in universal disciplines like communication or management, as well as mastery of specific skills, processes, or a body of knowledge. These are the ideal employees because they possess both soft skills that allow them to collaborate (T-top), as well as technical skills that allow them to innovate (T-stem).



Employer expectations for T-Shaped Professionals include a strong emphasis on the universal competencies at the top of the T. Liberal arts students have already received strong preparation for these skills, but they may not know how to put them into action on the job. Employers also need workers who can effectively combine universal competencies and technical skills, giving an advantage to students who have added professional training to their core liberal arts studies.

Why the ‘Soft Skills’ Problem Is Greater Today

While employers have long complained that new graduates do not have the professional, or “soft” skills to succeed on the job, this need has become more urgent as recent graduates face higher employer expectations and fewer training opportunities. Half of employed Millennials already hold leadership positions at work and 41% of young leaders supervise four or more direct reports. At the same time, employers are much less likely to provide on-the-job training than they were during the post-war era, when formal training programs were the norm at corporations expecting employees to stay for the duration of their careers.

Higher Demands in Early Career...

50%

Millennials already in leadership positions

41%

Young leaders with four or more direct reports (44% only have 3-5 years of work experience)

...With Less Employer-Provided Training...

Post-World War II

College Grad Multi-year Employee Training

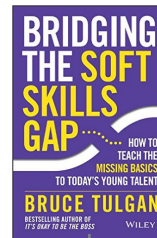
- ✓ Classroom education on business and management basics
- ✓ Short-term rotations
- ✓ Coaching and mentoring

Today

21% of U.S. employees received any formal training in five-year period (Accenture)

...and most common training topics? Workplace safety or how to work new copiers

...While External and Societal Forces Lead to Generational Shifts



(2015)

Younger generations lacking professional skills due to....

- Helicopter parenting
- “All styles equally valid” mentality and expectations
- Teaching to the test

Now that workers hold many different jobs at different employers over the course of their careers, employers are much less likely to invest in training programs. A study conducted by Accenture found that just 21% of U.S. employees received formal training in a five-year period. There is also evidence that Millennials and members of Generation Z may have especially weak soft skills and be more in need of training than previous generations. The book, *Bridging the Soft Skills Gap*, argues that for current and recent graduates trends such as helicopter parenting, teaching to the test, and an ethos that everyone’s style is equally valid, hinder graduates’ ability to master new skills and take on responsibility at work.

Source: Bersin J, “Millennials Will Soon Rule the World: But How Will They Lead?,” *Forbes*, September 12, 2013; Capelli P, *Will College Pay Off?*, Public Affairs, New York, 2015.

Teaching Professional Skills

In addition to communicating the relevant skills they already have, liberal arts graduates need both soft and technical professional skills development to compete more effectively for jobs. The following strategies demonstrate how colleges and universities can offer career preparation opportunities as wraparound services to prepare students for their first jobs, while maintaining an emphasis on core liberal arts programs.

4 Prepare Students for Day One Job Success

- Provide professional skills bootcamps
Fullbridge

5 Embed Professional Tracks into Liberal Arts Programs

- Create professional tracks easy to launch and sunset
Mount Holyoke University
- Leverage existing continuing education resources
New York University

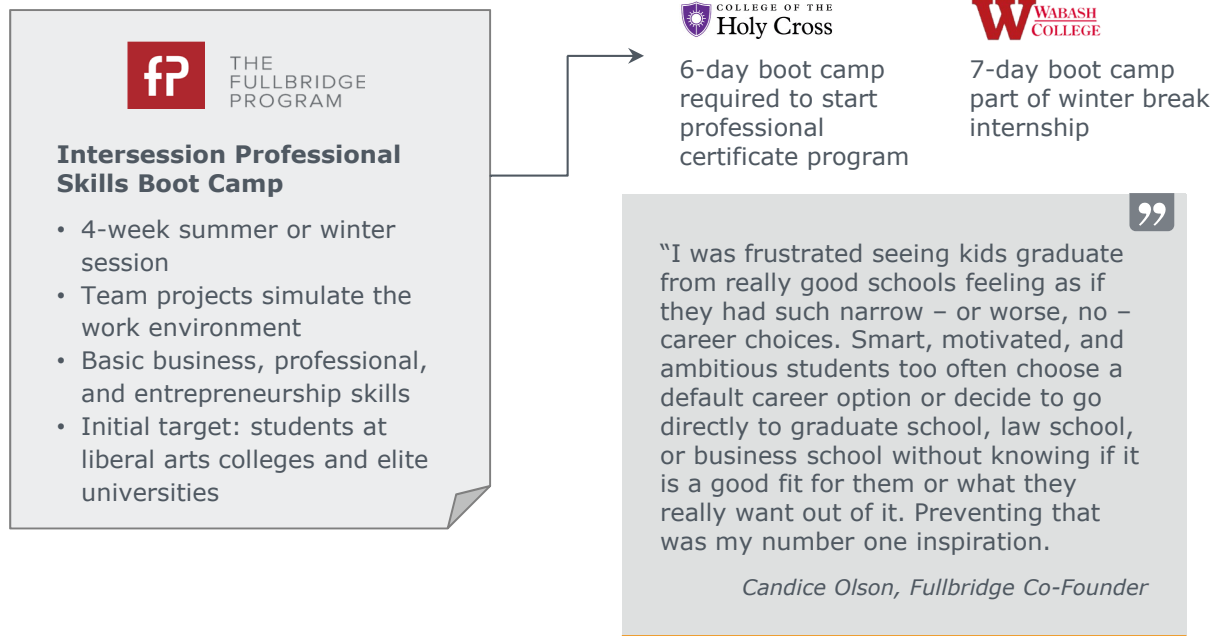
6 Scale Experiential Learning

- Offer short-term, online internships
Coursolve
- Use an online course to scale internship skills preparation
Portland State University

Make Liberal Arts Alumni More ‘Marketable’

To teach students the soft skills they need for the early days of entry-level jobs, some colleges and universities are investing in short-term professional skills boot camps that liberal arts majors can take as an add-on experience. One start-up offering these bootcamps, Fullbridge, was founded by parents who feared that their children’s liberal arts education would limit the range of career options they considered. Fullbridge’s goal is to expand students’ broad-based professional skills to help students compete for jobs across a range of career options.

Start-Up Creates Curriculum Designed by MBA Faculty



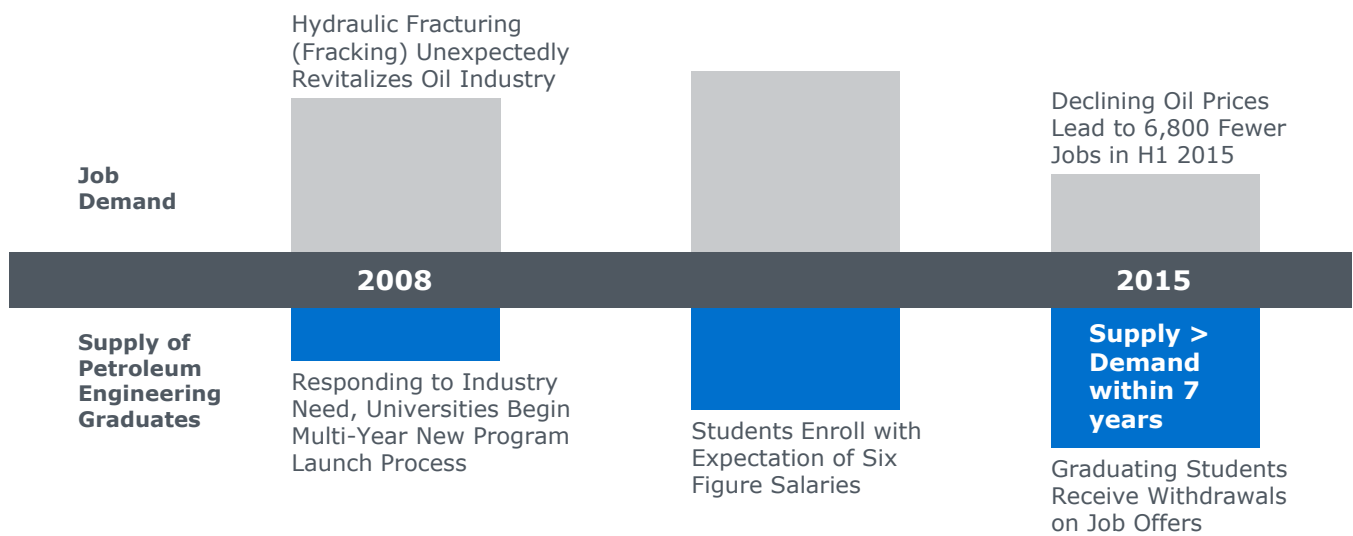
Fullbridge boot-camps simulate a work environment and require students to complete team projects that teach basic business, professional, and entrepreneurial skills. Fullbridge began by offering standalone boot camps for liberal arts students during summer or winter sessions at their New York, Boston or San Francisco facilities or on-site at a college or university. Now, institutions are integrating Fullbridge into their own certificate or experiential learning programs. College of the Holy Cross requires students to complete a 6-day Fullbridge boot-camp before beginning their entrepreneurial studies certificate and Wabash College offers a boot-camp as part of their winter break internship program.

Source: "COES Professional Program and Prebusiness Program." College of Holy Cross, holycross.edu; EAB interviews and analysis; "Liberal Arts Plus CIBE Programs," Wabash College, wabash.edu/plus/cibe/programs.

The Challenge of Chasing “Hot Jobs”

Under pressure to meet the demands of fast-changing industries, some colleges and universities have responded by tailoring degree programs to teach the specific skills needed by booming industries. Yet specialized technical degrees can be risky to both students and higher education institutions if the job market for a field suddenly changes. The race to develop new degree programs in petroleum engineering illustrates how traditional program launches can fail to keep pace with the job market.

The Case of Petroleum Engineers



“The economy bounces all over the place in terms of jobs that we hear are ‘hot’ all the time, like tech jobs. The reason that they’re hot is precisely because you can’t predict them.”

Peter Cappelli, Professor, Wharton School of Management

In 2008 a fracking boom unexpectedly revitalized the oil industry, leading to a heightened demand for petroleum engineers. A number of institutions began to launch petroleum engineering programs and students enrolled at a rapid rate, expecting to receive six-figure salaries when they graduated. But within seven years, oil prices declined and companies began to lay off large numbers of workers and freeze hiring. This left new graduates of these programs with few, if any, job prospects. The specialized skills taught in the petroleum engineering courses also made it difficult for graduates to apply to other fields. In the aftermath, one institution wrote admitted students a letter warning them that the entry-level job market for petroleum engineers was no longer viable.

Source: Lam B, “The Danger of Picking a Major Based on Where the Jobs Are”, *The Atlantic*, 6/12/15; Ailworth E, “Who Will Hire a Petroleum Engineer Now?”, *Wall Street Journal*, 5/8/15; EAB interviews and analysis.

Create Tracks That Are Easy to Launch and Sunset

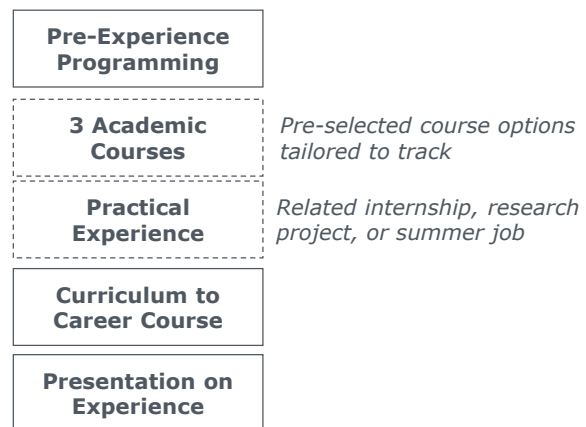
Instead of developing highly specialized degree programs that cannot easily adapt to fluctuations in the job market, some institutions have added multi-disciplinary tracks, minors, or sub-specializations aligned to emerging areas of employment. This strategy allows students to major in a liberal arts discipline while adding a set of practical, technical skills designed to appeal to current employer needs. Mount Holyoke created a specialized career-track program called "Nexus," that uses flexible curriculum components to speed time to launch and a central ownership model that makes it easier to dissolve obsolete tracks.

Professionally Oriented Tracks Supplement Liberal Arts

- Focused on emerging fields:
 - *Development studies*
 - *Engineering*
 - *Global business*
 - *Non-profit organizations*
- Prepare students for internships, research projects, careers
- Tracks run by inter-departmental faculty advisory groups or rotating chairs
- Over \$185K in stipend funds over last three years for faculty:
 - ✓ Developing new courses, running seminars to develop new tracks
 - ✓ Bringing in embedded practitioners for course tracks



Flexibility built into curriculum, pop in new courses to create a new track



100 Students declaring track in 2015

The Nexus professional tracks focus on in-demand fields including engineering, global business, and non-profit management, using a combination of fixed courses that stay the same for every track, and flexible coursework that differs for each field. Fixed course material teaches students general professional skills through internship preparation and reflection as well as a course that helps students draw connections between their curriculum and intended careers. The only new course material developed specifically for each track is a series of three academic courses and a practical experience or internship. Mount Holyoke provides faculty stipends for new course development, but a central program director owns the tracks. As demand shifts over time, Mount Holyoke sunsets tracks by discontinuing new student recruitment and dismantling the track as students graduate or switch to other fields.

Source: "Nexus: Curriculum to Career," Mount Holyoke College, mtholyoke.edu/acad/nexus; EAB interviews and analysis.

Leverage Continuing Education Resources

Rather than build new professional track programs, colleges and universities can also give liberal arts majors access to existing opportunities at their continuing education or professional schools. These units offer a greater number and variety of certificate options than most liberal arts programs, and their focus on workforce development makes these programs more responsive to market needs. New York University’s College of Arts and Sciences partners with the School of Professional studies for its Professional Edge Program, which allows high-performing liberal arts students to complete professional certificates at no additional cost.

Enhancing Education of Liberal Arts Undergraduates...

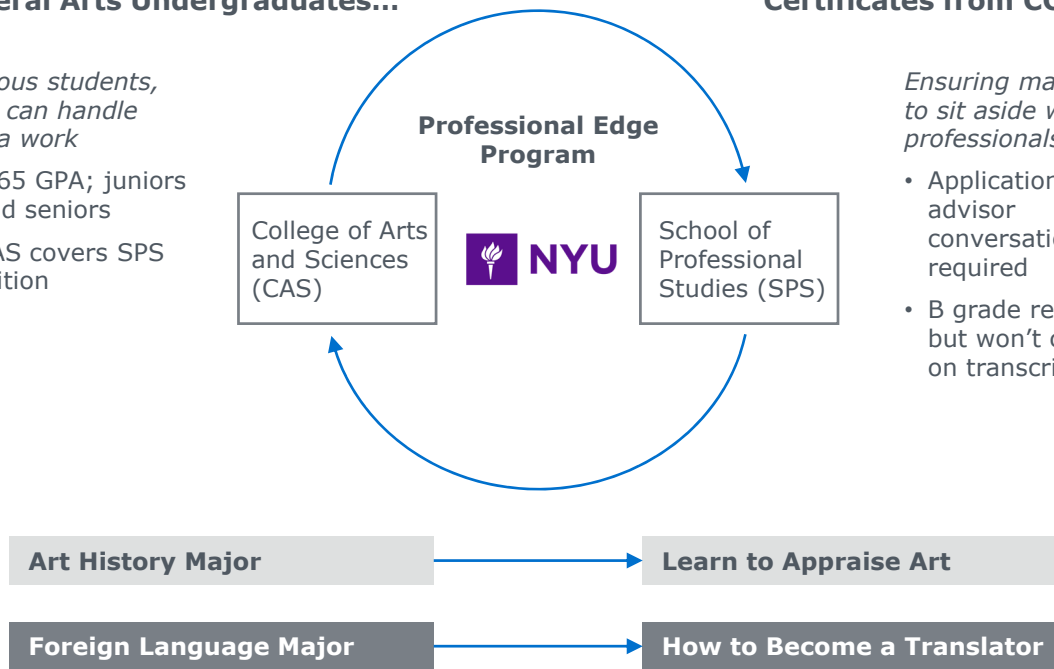
Serious students, who can handle extra work

- 3.65 GPA; juniors and seniors
- CAS covers SPS tuition

...Through Professional Certificates from COE School

Ensuring maturity to sit aside working professionals

- Application, advisor conversation required
- B grade required but won’t count on transcript



The Professional Edge program equips students with practical, specialized skills to launch their careers: for example, French majors can earn a certificate in translation or art history majors can train to become art appraisers. The College of Arts and Sciences covers the tuition cost of the certificate, but maintains rigorous admissions standards for the program. To ensure that undergraduates have the maturity to take courses alongside working professionals in the School of Professional Studies, NYU currently only allows juniors and seniors who meet a GPA minimum of 3.65 to participate. For future cohorts, NYU has considered making the program more accessible to students with average academic performance because these students may be even more in need of a “professional edge,” than top performers.

Source: “Professional Edge Certificate FAQ”, cas.nyu.edu; Stokes P, Higher Education and Employability, Cambridge: Harvard Education Press, 2015; EAB interviews and analysis.

Scale Experiential Learning Through ‘MOOIs’

As employers look for evidence of real-world work experience, internships have become increasingly important in helping students find jobs after graduation. However, internships are time- and resource-intensive for universities, requiring a series of strong employer partnerships to source high quality experiences for students. The demands of an internships can be difficult for students to fit into busy school and work schedules. The University of Virginia’s Darden School of Business sought an alternative to these barriers by partnering with the digital learning platform *Coursolve* to offer short-term, online internships at scale.

Internships Critical, but Difficult to Scale

Student Challenges

- × Life and work commitments
- × Relevant opportunities geographically infeasible

University Challenges

- × Time commitment required to manage employer relationships
- × Academic and administrative infrastructure to link co-curricular to curricular

Digital Internships: Crowdsourcing Employer Problems to Learners



Digital internship platform connects students with businesses and organizations that have short-term projects



Target Solvers: Ambitious undergraduates and mid-career professionals seeking resume experience

- 1 Learning modules teach workplace skills via Coursolve, Coursera
- 2 Optional short-term, collaborative projects paired with relevant learning modules
- 3 Students select discrete tasks they’d like to work on, gain real-world experience

These virtual, mini-internships are collaborative projects that companies post online and students complete on a short-term basis, with Coursolve facilitating the connection between companies and the students. At the University of Virginia, a business professor piloted these internships as part of a popular Coursera MOOC, Foundations of Business Strategy, and called them MOOIs (Massive Open Online Internships). For these MOOIs, four hundred students were asked to work in teams to provide strategic analyses of different companies. Students evaluated the competitive landscape for their assigned company and made recommendations about how companies could adapt their business model to changing external forces. While this activity was well-suited to a business school, Coursolve’s ability to match students to company projects online offers a prototype for liberal arts programs looking to expand access to real world experiences for large numbers of students.

Source: “UVA Darden School and Coursolve Partner to Provide Digital Internships”, University of Virginia Darden School of Business Press Release, January 27, 2015; EAB interviews and analysis.

Online Internship Skills Preparation

Internships can be an important source of practical experience, but the quality of internships and students' level of engagement with them can vary greatly from internship to internship. Even though institutions require formal reflection papers or presentations to assess what students learn during their internships, few provide training in advance of the internship to help students make the most of the opportunity. To solve this problem, Portland State University's School of Business Administration created an online course that scales internship training to hundreds of its students.

Traditional Experiential Learning Support Do Not Scale or Teach Needed Skills



One-on-one meetings between faculty and student, general guidance



Post-experience, independent reflection, experience via paper or presentation



No formal provision of critical workplace skills training

Concurrent Online Course Provides Professional Training to More Students



Students take online course:

- ✓ Set developmental goals
- ✓ Complete modules on key business skills identified by NACE
- ✓ Reflect on how the internship and skills learned will help while complete internship or practicum

200+ Students completed thus far

Integrating Professional Experiences with a Structured Curriculum

NACE 10 Most Desired Skills in New Hires for Employers

1. Verbal communication
2. Teamwork
3. Decision-making and problem solving
4. Organization and prioritization
5. Processing information
6. Analyzing quantitative data
7. Technical knowledge
8. Proficiency with technology
9. Creating and editing written reports
10. Ability to influence others

- Faculty assessed what students need to be successful in experience, including gaps in competencies
- Mapped modules to NACE skills in order to align with employer needs

Course training modules focus on the ten most desired skills employers look for in new hires, according to the National Association of Colleges and Employers (NACE), and cover skills including verbal communication, organization and prioritization, and proficiency with computer software programs. Students take the course while they complete their internship or practicum, allowing them to apply new skills on the job as they learn them. Though the course was originally built with business students in mind, the School of Business Administration has shared its course materials with other departments on campus to help more students, including liberal arts majors, learn the skills they need for internship success.

Source: Bauer, T & Simon, L (2015). "HRM Internship and Practicum Success: An Online Course Approach." Presented at the Academy of Management Human Resource Management Teaching Workshop, Vancouver, BC; EAB interviews and analysis.



Career Preparation Toolkit

Resources to Support Stronger Integration of Workforce-Relevant
Outcomes into Liberal Arts Programs

- Tool 1: Syllabus Competency-Mapping Guide
- Tool 2: Job Guarantee Policy Builder
- Tool 3: Pop-Up Track Development Road Map

Tool 1: Syllabus Competency-Mapping Guide

A common complaint among academic leaders and employers alike is that college graduates are unable to explain how a liberal arts education translates to the working world. While students can articulate how extracurriculars or internships prepare them for a job, they struggle to identify the concrete benefits of liberal arts course work itself. Memorial University found that using existing syllabi to highlight work-related competencies in liberal arts courses can help students understand and clearly communicate the value of their education to employers. Without changing the substance of the course or the syllabi, faculty simply identify and highlight work-related learning outcomes already embedded in their courses.

This Syllabus Competency-Mapping Guide facilitates implementing this practice on campus. It outlines each step of the process and provides a ready-made “picklist” of common course assignments and their related competencies. This guide has three parts:

1a. Implementation Process Road Map. This section provides step-by-step guidance for administrators to plan, pilot, and scale the practice of identifying competencies in course syllabi. It also includes advice for maximizing participation among faculty members.

1b. Syllabus Competency Picklist. This section links common course activities to skills and competencies that employers value in new graduates. Departments, curriculum committees, or individual faculty members can use this list to evaluate syllabi and highlight competencies practiced in the course. The Picklist includes a list of common syllabus assignments divided into five categories:



Content Knowledge and Understanding



Experiential Learning



Self-Directed Projects



Teamwork and Participation



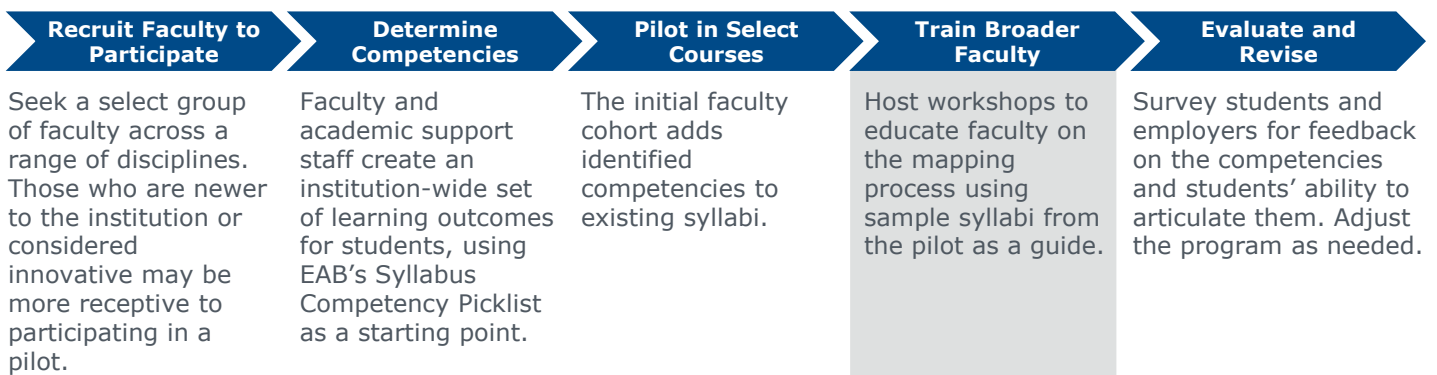
Written Communications

1c. Sample Syllabus with Competencies. This section illustrates what it looks like to map competencies onto an existing syllabus, using examples from the Syllabus Competency Picklist.

Tool 1a: Implementation Process Road Map

Identifying and communicating work-related competencies in existing course syllabi requires relatively little effort from individual faculty members, but it still requires planning and clear communication to roll out this practice across a college or university. The Implementation Process Road Map provides a guide to the major steps to consider when launching this initiative, including suggestions for how to strengthen faculty and student support for this practice.

Key Steps to Implement Syllabus Competency Mapping



Maximizing Faculty and Student Buy-In

- Faculty may object to the idea of professional or career-oriented competencies. Framing the initiative in terms of "graduate competencies" or "essential student competencies," will emphasize both student success and workplace readiness as goals.
- Emphasize that the initiative does not require any course redesign, as it highlights competencies already existing in course syllabi.
- Piloting the program in large enrollment introductory courses may expose more students to syllabi that include work-related competencies. Over time, students may come to expect these competencies as a standard feature in all of their syllabi.

Tool 1b: Syllabus Competency Picklist

An early step in the syllabus competency-mapping process is to determine which competencies are most important for faculty to identify in their syllabi. This list is intended as a starting point for faculty, academic support staff, and administrators to develop their own standard list of competencies and connect them to specific course activities.

The competencies used in the Picklist are based on the National Association of College and Employers' annual survey of employers' most in-demand skills. Competencies suggested for each assignment type in the Picklist are not exhaustive; students may demonstrate other skills beyond those named on the Picklist depending on the structure of each assignment.

Selected Candidate Skills and Qualities Employers Want (2015)¹



- Creativity
- Detail orientation
- Initiative
- Interpersonal skills
- Leadership
- Strong work ethic
- Teamwork
- Communication skills (verbal)
- Communication skills (written)
- Computer skills
- Quantitative analysis
- Problem-solving skills
- Technical skills
- Planning and organizational skills

National Association of Colleges and Employers (NACE)²

NACE is a nonprofit, professional association that provides resources, research, networking, and professional development for professionals focused on the employment of college graduates.

Survey Links

- Job Outlook Survey 2015
<http://www.nacweb.org/s11122014/job-outlook-skills-qualities-employers-want.aspx>
- For more information about NACE
<http://www.nacweb.org/about-us/index.aspx>

1) Job Outlook 2015 Survey
<http://www.nacweb.org/s11122014/job-outlook-skills-qualities-employers-want.aspx>

2) For more information on the National Association of Colleges and Employers see their webpage
<http://www.nacweb.org/>

Source: National Association of Colleges and Employers Job Outlook 2015 Survey, <http://www.nacweb.org/>; EAB interviews and analysis.

Tool 1b: Syllabus Competency Picklist (cont.)



Content Knowledge and Understanding

Assignment Type	Sample Assignment Description	Potential Skills and Competencies Demonstrated
 Lab Exercises	<p><i>Follow instructions for experiment laid out in lab manual</i></p>	<p><i>Top Skill</i></p> <ul style="list-style-type: none"> • Problem-solving skills
	<p><i>Keep a lab notebook to document process and results</i></p>	<p><i>Other Skills</i></p> <ul style="list-style-type: none"> • Detail orientation • Quantitative analysis • Technical skills
	<p><i>Enter data in a database and analyze results</i></p>	
 Problem Sets	<p><i>Weekly problems selected from the textbook or a worksheet</i></p>	<p><i>Top Skill</i></p> <ul style="list-style-type: none"> • Problem-solving skills
	<p><i>Analyze parts of a data set</i></p>	<p><i>Other Skills</i></p> <ul style="list-style-type: none"> • Detail orientation • Quantitative analysis • Technical skills
 Quizzes and Exams	<p><i>Occasional pop quizzes on readings</i></p>	<p><i>Top Skill</i></p> <ul style="list-style-type: none"> • Problem-solving skills
	<p><i>Quizzes for comprehension</i></p> <p><i>Final exam with short answer and essay prompts</i></p>	<p><i>Other Skills</i></p> <ul style="list-style-type: none"> • Communication skills (written) • Detail orientation • Quantitative analysis
 Research Process and Methods	<p><i>Analyze a data set using Excel</i></p>	<p><i>Top Skill</i></p> <ul style="list-style-type: none"> • Technical skills
	<p><i>Submit a formal written proposal for a research project</i></p> <p><i>Annotated bibliography with at least 10 sources</i></p>	<p><i>Other Skills</i></p> <ul style="list-style-type: none"> • Planning and organizational skills • Detail orientation



Source: EAB interviews and analysis.

Tool 1b: Syllabus Competency Picklist (cont.)

Experiential Learning

Assignment Type	Sample Assignment Description	Potential Skills and Competencies Demonstrated
 Service Learning	<i>Volunteer for 30 hours for a local nonprofit</i>	<i>Top Skill</i> <ul style="list-style-type: none"> • Initiative
	<i>Compile research briefs for a nonprofit organization</i>	<i>Other Skills</i> <ul style="list-style-type: none"> • Entrepreneurial skills • Interpersonal skills • Strong work ethic
	<i>Plan a benefit event with proceeds to charity</i>	
 Field Experience	<i>Design and administer a survey</i>	<i>Top Skill</i> <ul style="list-style-type: none"> • Initiative
	<i>Complete ethnographic or oral history interviews</i>	<i>Other Skills</i> <ul style="list-style-type: none"> • Planning and organizational skills • Strong work ethic
	<i>Shadow a professional in a related field and document experiences</i>	




Teamwork and Participation

Assignment Type	Sample Assignment Description	Potential Skills and Competencies Demonstrated
 Class Participation	<i>Regular attendance in class</i>	<i>Top Skill</i> <ul style="list-style-type: none"> • Interpersonal skills
	<i>Visits to office hours</i>	<i>Other Skills</i> <ul style="list-style-type: none"> • Communication skills (verbal) • Initiative
	<i>Contribution to class discussion</i>	
 Group Project	<i>Groups present on a concept discussed in class</i>	<i>Top Skill</i> <ul style="list-style-type: none"> • Teamwork
	<i>Co-author a research paper</i>	<i>Other Skills</i> <ul style="list-style-type: none"> • Interpersonal skills • Leadership • Planning and organizational skills
	<i>Groups perform field research and compile a portfolio</i>	

Source: EAB interviews and analysis.

Tool 1b: Syllabus Competency Picklist (cont.)




Self-Directed Projects

Assignment Type	Sample Assignment Description	Potential Skills and Competencies Demonstrated
 <p>Design-Based or Creative Project</p>	<p><i>Create an online webpage about a course concept</i></p> <p><i>Write and perform a skit or video interpreting a text</i></p>	<p><i>Top Skill</i></p> <ul style="list-style-type: none"> • Creativity <p><i>Other Skills</i></p> <ul style="list-style-type: none"> • Computer skills • Communication skills (written) • Communication skills (verbal) • Initiative • Technical skills
 <p>Portfolio</p>	<p><i>Portfolio demonstrating evolution of a class project over time</i></p> <p><i>Showcase best works created for class across the semester</i></p>	<p><i>Top Skill</i></p> <ul style="list-style-type: none"> • Detail orientation <p><i>Other Skills</i></p> <ul style="list-style-type: none"> • Communication skills (written) • Creativity • Initiative • Strong work ethic
 <p>Individual Presentation</p>	<p><i>Each student presents on a core course topic</i></p> <p><i>Each student leads a discussion for one class period</i></p>	<p><i>Top Skill</i></p> <ul style="list-style-type: none"> • Communication skills (verbal) <p><i>Other Skills</i></p> <ul style="list-style-type: none"> • Creativity • Flexibility/adaptability • Leadership

Source: EAB interviews and analysis.

Tool 1b: Syllabus Competency Picklist (cont.)

Written Communications

Assignment Type	Sample Assignment Description	Potential Skills and Competencies Demonstrated
 Journals and Reading Responses	<p><i>Write reactions to class discussions in a journal</i></p> <p><i>Post about the week's readings in an online forum and respond to a classmate's post</i></p>	<p><i>Top Skill</i></p> <ul style="list-style-type: none"> • Communication skills (written) <p><i>Other Skills</i></p> <ul style="list-style-type: none"> • Detail orientation • Creativity
 Research Paper	<p><i>Long paper incorporating course readings, independently identified sources, and firsthand research</i></p>	<p><i>Top Skill:</i></p> <ul style="list-style-type: none"> • Communication skills (written) <p><i>Other Skills</i></p> <ul style="list-style-type: none"> • Creativity • Detail orientation • Planning and organizational skills
 Essays and Other Compositions	<p><i>Short paper based on course readings</i></p> <p><i>In-class writing exercises</i></p>	<p><i>Top Skill</i></p> <ul style="list-style-type: none"> • Communication skills (written) <p><i>Other Skills</i></p> <ul style="list-style-type: none"> • Creativity • Detail orientation

Source: EAB interviews and analysis.

Tool 1c: Sample Syllabus with Competencies

While faculty may regularly teach important professional skills as part of their courses, rarely do they call students' attention to specific skills on course syllabi. This means that students are often unaware of the work-related competencies they've learned in a course and are unable to share this information with prospective employers. This sample syllabus illustrates how faculty can easily identify professional skills taught in their courses and connect them to specific learning activities.

Historical Research 110 at Example University

DESCRIPTION

This course will introduce students to the process of research, including how to frame a research problem, how to identify and assess both primary and secondary sources, and how to draft and synthesize those sources into a cohesive argumentative research paper.

COURSE ASSIGNMENTS

Class Engagement and Participation – 15%

Students are expected to attend each scheduled course, complete the readings before class, and actively participate.

Competencies Acquired:

- Verbal communication skills
- Interpersonal skills
- Critical reading skills
- Initiative
- Creativity
- Critical thinking skills

Research Paper and Process – 40%

Students will complete one research paper over the course of the semester. The final grade will take into account the research proposal, annotated bibliography, paper drafts, peer edits, and the final paper.

Competencies Acquired:

- Written communication
- Critical thinking skills
- Detail Orientation
- Creativity
- Planning and organization skills

Group Presentation – 20%

Students will be assigned to groups and present on a course topic. Your team should be prepared to lead a 30 minute discussion after the presentation.

Competencies Acquired:

- Teamwork
- Critical thinking skills
- Flexibility/Adaptability
- Creativity
- Verbal communication skills
- Leadership

Final Exam – 25%

Students will take a final exam at the end of the semester. You will have 90 minutes to answer two of three essay questions.

Competencies Acquired:

- Written communication
- Critical thinking skills
- Detail orientation
- Problem Solving
- Creativity

Tool 2: Job Guarantee Policy Builder

Many higher education institutions provide significant career development opportunities, but students often do not take advantage of them because they are not aware of these opportunities or not incentivized to use them. An employment guarantee is a contract between the institution and a student that requires students to meet a specific set of criteria (GPA, use of career services) in exchange for a guarantee that, if the student is unemployed or underemployed after graduation, the institution will provide supplemental education free of charge and/or help with loan repayment. Employment guarantees can be a useful tool to communicate an institution's commitment to students' career outcomes while encouraging students to engage early and often with career services.

The Job Guarantee Policy Builder helps institutions develop their own policies by laying out the essential components of a college or university job guarantee and providing examples of existing job guarantee policies.

What Are the Key Components of an Employment Guarantee?

Inform Campus Stakeholders

- Explain the purpose and scope of the employment guarantee
- Supply definitions for employment and, if applicable, underemployment

Make Program Requirements and Benefits Clear and Specific

- Detail employment guarantee procedures and protocols

Guide Program Regulation and Management

- Lay out leadership structure, responsibilities, and program review policies and processes

What Should My Institution's Employment Guarantee Include?

Most institutional policies and reports contain the following core components:

Purpose and Scope of Employment Guarantee

Many institutions provide information on why they launched their employment guarantee program and how the program will help prepare students for their careers and lives after graduation.

Sample Excerpt

The program is designed to prepare students looking to enter the workforce or graduate school after graduation and is facilitated through professional development events and one-on-one career advising.

Definitions of Unemployment

An official set of definitions helps clarify internal and external communication about employment guarantees, and helps prevent disputes over whether institutions have upheld their end of the guarantee.

Example Institutional Definitions

- **Unemployed:** Graduates who do not receive a job offer or acceptance into a graduate or professional program within six months of graduation.
- **Underemployed:** Graduates that are employed in a field unrelated to their program of study six months after graduation.
- **Employment:** One offer of full-time employment. An acceptance into graduate school also counts as employment.

Tool 2: Job Guarantee Program Builder (cont.)

What Should My Institution's Employment Guarantee Include?

Breakdown of Policies and Procedures

Providing a step-by-step walkthrough of the program's policies and procedures removes any uncertainty about what each party must do to assure the employment guarantee is valid. Policies and procedures that should be included in every job guarantee program include:

- Student eligibility
- Student responsibilities
- Institution responsibilities
- Program benefits
- Program timeframe
- Program limits

Sample Excerpt of Employment Guarantee Policies

Student Requirements and Responsibilities

- Student must register with career services upon accepting the job guarantee contract
- Student agrees to participate in at least two career services events and activities per year
- Student agrees to create and then update their resume annually
- Student must maintain a 3.0 GPA or higher
- Student agrees to complete 10 hours of volunteer work per year
- Student agrees to complete an internship
- Student agrees to meet with Career Services within 30 days of graduating and continuously apply to jobs

Institutional Responsibilities

- Provide career counseling and professional development opportunities
- Communicate career development events to students
- Work with students

Program Benefits

- If the student has not received a job offer or acceptance into a graduate or professional program six months after graduating the student may select one of the following:
 - Enroll in up to four, tuition-free graduate-level courses over the course of twelve months or until employed, whichever comes first
 - Receive direct student loan reimbursement for up to twelve months or until employed, whichever comes first

Consider Including Guidelines for Students and Parents, Including Required Forms

Links to existing job guarantee handbooks and forms at other institutions:

Policies and Procedures Manual with Student Checklist¹

http://www.misericordia.edu/uploaded/documents/careers/gpp/gpp_policies_and_procedures_manual.pdf

Employment Guarantee Contract²

https://www.thomas.edu/inside/wp-content/uploads/sites/9/CS_GJPcontract2013.pdf

1) Misericordia University, "Guaranteed Placement Program Policies and Procedures Manual"
2) Thomas College "Guaranteed Job Program Contract"

Tool 2: Job Guarantee Program Builder (cont.)

What Should My Institution's Employment Guarantee Include?

Leadership Structure and Responsibilities

Providing a clear overview of how the program will be managed helps stakeholders understand their roles and responsibilities. Make sure to call out the main points of contact for the program, especially those who will be student-facing.

Sample Language Describing Roles and Responsibilities

Director of Career Services: Oversees program execution, coordination with other campus units, and provides updates on the program to the Provost on an annual basis.

Career Advisor: Meets with students at least once per year to review their updated resume, provide guidance on career development, and assess student progress on their development plan. Works with students after graduation in their job search.

Career Services Staff: Develop and execute professional development opportunities for students such as job fairs, professional skills courses, and career-oriented workshops. Track student utilization of career services events and resources.

Success Metrics

Tracking key metrics allows institutions to regularly assess the strengths and weaknesses of their job guarantee initiative and to demonstrate its concrete benefits to students. Common success metrics include:

Pre-graduation Metrics



Career development event attendance, comparing job guarantee and non-job guarantee students



Number of career advising sessions, comparing job guarantee and non-job guarantee students



Number of professional development plans completed annually, comparing job guarantee and non-job guarantee students



Number of resumes uploaded to job portal, comparing job guarantee and non-job guarantee students

Post-graduation Metrics



Post-graduation placement rates by type of placement (full-time, part-time, internship, graduate school)



Engagement with career services after graduation, identifying which services used (resume review, advising session)



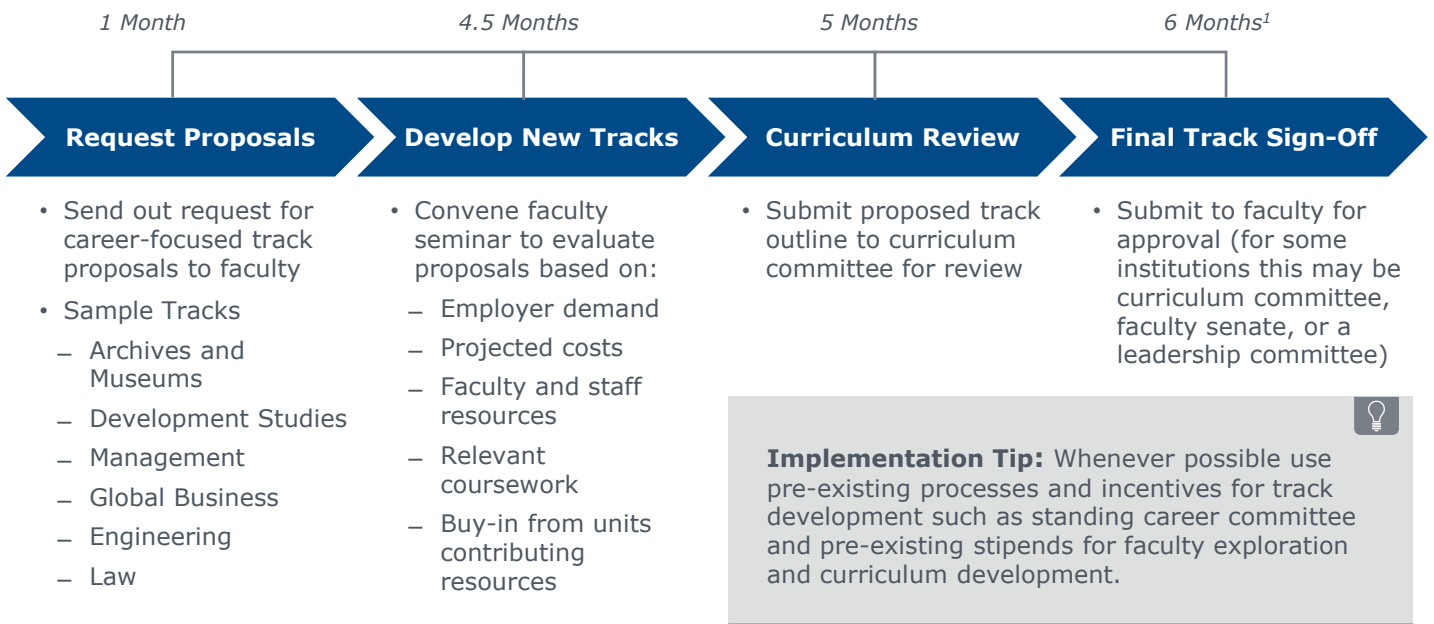
Students using job guarantee program benefits after graduation by benefit used (free courses, loan aid)

Tool 3: Pop-Up Track Development Road Map

Higher education institutions are under increasing pressure to keep up with the demands of a fast-changing job market, but find it challenging to launch and sunset programs as quickly as industry needs change. By the time a university completes a two-year program development and approval process, hiring needs may have already shifted, making it difficult to recruit new students. At Mount Holyoke, administrators developed a new approach to fast-cycle the launch of professional tracks closely aligned with job market needs. These tracks have two key components: fixed content and moveable content. The fixed content provides a common set of professional training every student completes to build their skills. The moveable content varies from track to track and is tailored to different professional fields.

This Pop-Up Track Development Road Map provides an overview of how to quickly develop and sunset these professional tracks and identifies key curricular components of successful tracks.

Pop-Up Track Development and Approval Process



Sunsetting a Pop-Up Track

- ✓ Evaluate whether or not the track needs to be sunset or tweaked slightly to better fit employer needs
- ✓ One year prior to discontinuing a track stop all student recruitment efforts
- ✓ Grandfather out students who have already started the track and give them the option to change to an alternative track

1) Timeline is illustrative, development and approval timelines vary by track and can take anywhere from 6-12months

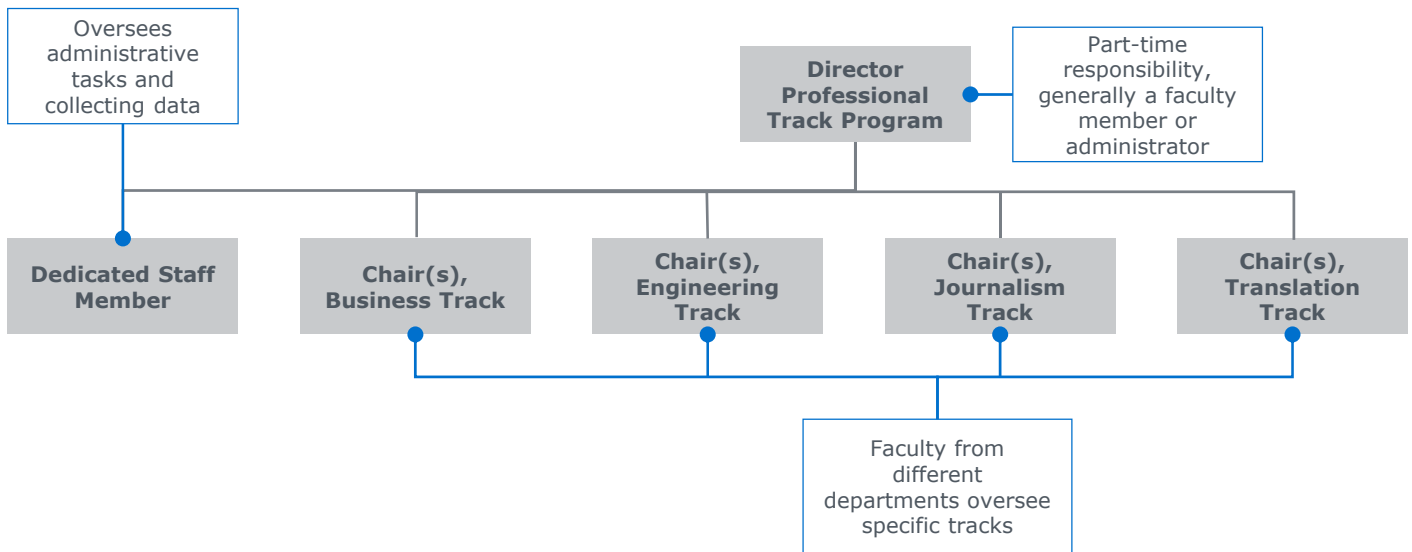
Source: Nexus: Curriculum to Career, Mount Holyoke College, <https://www.mtholyoke.edu/acad/nexus>; EAB interviews and analysis.

Tool 3: Pop-Up Track Development Road Map (cont.)

Maintaining Oversight of Professional Tracks

Mount Holyoke has avoided letting any one academic department own the Professional Tracks program, which makes it easier to sunset tracks that are no longer relevant to job market needs. Instead, their Associate Dean of Faculty works with a program coordinator to oversee and support the work of individual or interdisciplinary teams of faculty who develop and run each of the professionally-oriented tracks. Faculty from different departments oversee the development, launch, and maintenance of individual tracks. Stipends can encourage individual faculty members to participate in the development of a new track, as can counting this work toward their service requirements.

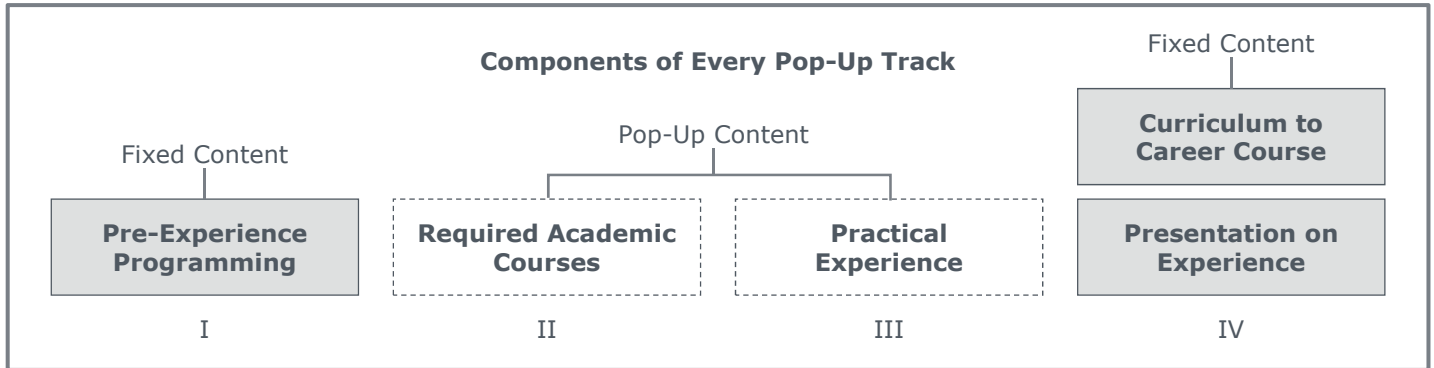
Pop-Up Track Organizational Chart



Tool 3: Pop-Up Track Development Road Map (cont.)

Establish Curriculum and Requirements for Pop-Up Track

The information below provides an overview of the fixed and moveable components of the pop-up professional track curriculum and provides advice on elements to include in each.



1 Provide pre-experience programming to prepare students for practical experience

- ✓ This may be provided through programs such as one-on-one advising, career services events, or a professional preparation course taught face-to-face, online, or as a required workshop
- ✓ Link preparatory content to the National Association of Colleges and Employers' candidate skills and qualities employers want:
 - Verbal communication
 - Teamwork
 - Problem solving
 - Organization
 - Critical thinking
 - Quantitative analysis
 - Technical skills
 - Technology skills
 - Written communication
 - Ability to influence others

2 Pre-select academic courses aligned to professional field

- ✓ These may be several prescribed courses students are required to take or a group of pre-selected courses from which students select three or four to complete
- ✓ Where possible use pre-existing courses

3 Embed a practical experience related to professional track

- ✓ Require students to complete a track-related practical experience such as an internship, research project, or summer job to help build their resume and apply their new skills and knowledge
- ✓ Experiences should be pre-approved by the track chair(s)

4 Help students articulate their skills and translate them to the working world

- ✓ Consider having students give presentations about their practical experience in order to build student communication skills, educate the campus about the program, and showcase student accomplishments

Source: EAB interviews and analysis.

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