

Whither the Workforce?

Making connections between student learning and the workforce explicit in higher education.

Framing the problem

In 2006, the United Kingdom had higher employment rates than all other reporting G-8 countries (Canada, France, Germany, Italy, Japan, and the United States) at three main levels of educational attainment. **In all reporting G-8 countries, higher employment rates were associated with higher levels of educational attainment.** The gap in employment rates between adults ages 25 to 64 whose highest educational attainment was lower secondary education or below and those who had completed academic higher education ranged from 23 percentage points in the United Kingdom and France to 31 percentage points in Germany. In all reporting G-8 countries, males had higher employment rates than did females with a comparable amount of education (indicator 26). **Among U.S. 25- to 64-year-olds whose highest level of attainment was lower secondary education or below, 42 percent earned half the U.S. median income or less in 2006. This percentage was higher than in all other reporting G-8 countries** (indicator 27). (NCES, OECD)

Time to embrace the role and destiny of higher education in the US??

- “Federal funding for workplace training, in real 2003 dollars, declined from \$27 billion in the last Carter budget to about \$3 billion in the 2007 Bush budget.”
- “...of the almost 1.4 million bachelor’s degrees awarded in 2004, 42,106 were conferred in the liberal arts and sciences, general studies, and humanities. More than 80 percent of master’s degrees and 60 percent of doctorates are awarded in nonacademic fields.”

Time to embrace the role and destiny of higher education in the US?? (cont.)

- “Of the 665,301 associate degrees awarded in 2004, 227,650 were conferred in the liberal arts and sciences, general studies, and humanities, and only 801 were conferred in mathematics.”

Who is Lumina Foundation?

The mission – the “Big Goal” - Increase the percentage of Americans with high-quality degrees and credentials* from the long-standing rate of 39 percent to 60 percent by the year 2025

*Lumina defines high-quality credentials as degrees and certificates that have well-defined and transparent learning outcomes that provide **clear pathways to further education and employment**

Why does 60% make sense?

2025 population = 357m (census)

176m between 25-64 years old (census)

Lumina's goal: 60% of 176m = 105m with AAs and above

Multiply by labor force participation rate of 68% (census) = 72m with AAs and above

Therefore: By 2025, Lumina wants 72m people to have AAs and above

Carnevale's center job demand projections

By 2018, 73m jobs will require AA degrees and above (low end, factoring recession)

There will be sufficient job demand to meet Lumina's goal; however, based on initial supply projections, there will be a shortfall in supply of people with AAs+ to meet demand.

Lumina's work in HE and workforce issues

- Carnevale
- Adults (CAEL)
- Data (NCHEMS)
- Learning outcomes (APLU, NILOA, AHELO)
- Policy (WICHE)
- Tuning
- QF

What is Tuning?

Tuning is the process of "harmonizing" higher education programs and degrees by defining curricula learning outcomes by subject area.

Convene faculty teams of same discipline; decide on general and subject specific competences; test with faculty, students, graduates, employers; adjust competences and curriculum

Role of employers in Tuning?

- Asked to respond to faculty designed survey of general and/or subject specific competences
- Rate competences on “importance” and “level developed by degree”
- Data fed back into curriculum design and reform

Remember George's slide from this morning?

Top three priorities for employers and recent graduates:

- 1) Teamwork
- 2) Critical thinking
- 3) Oral/written communication skills

Early Tuning results: Teamwork (interpersonal and interaction skills)

Importance (1=None, 2=Weak, 3=Considerable, 4=Strong)

	1	2	3	4
Alumni (n=9)	0%	0%	0%	100%
Employers (n=42)	0%	2%	14%	83%
Faculty (n=12)	0%	0%	17%	83%
Students (n=49)	0%	0%	25%	75%

Level to which developed (1=None, 2=Weak, 3=Considerable, 4=Strong)

	1	2	3	4
Alumni	0%	0%	22%	78%
Employers	7%	29%	50%	14%
Faculty	0%	0%	67%	33%
Students	2%	2%	41%	55%

Early Tuning results: Critical thinking (ability to be critical and self-critical)

Importance (1=None, 2=Weak, 3=Considerable, 4=Strong)

	1	2	3	4
Alumni (n=9)	0%	0%	22%	78%
Employers (n=42)	0%	2%	33%	64%
Faculty (n=12)	0%	0%	8%	92%
Students (n=49)	0%	2%	14%	84%

Level to which developed (1=None, 2=Weak, 3=Considerable, 4=Strong)

	1	2	3	4
Alumni	0%	0%	22%	78%
Employers	7%	41%	36%	17%
Faculty	0%	0%	50%	50%
Students	0%	8%	25%	67%

Early Tuning results: Oral/written communication

Importance (1=None, 2=Weak, 3=Considerable, 4=Strong)

	1	2	3	4
Alumni (n=9)	0%	0%	33%	67%
Employers (n=42)	0%	2%	31%	67%
Faculty (n=12)	0%	0%	8%	92%
Students (n=49)	0%	4%	35%	61%

Level to which developed (1=None, 2=Weak, 3=Considerable, 4=Strong)

	1	2	3	4
Alumni	11%	0%	33%	56%
Employers	5%	33%	43%	19%
Faculty	0%	17%	42%	42%
Students	2%	6%	49%	43%

Another option

Qualifications Frameworks

- Not content (Tuning), but degree levels
- “Ratcheting” up or down
- QF and Tuning are a natural fit – one emerges from the other, even in introductory conversations
- An example of chemistry in Indiana

From an employer standpoint, how do you know what degree level is required to perform your job?

Credits and Contact

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