From expectations to outcomes: academic skills and representations of job market

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Survey «Etudiants 2013»

- 1584 respondents
- Every stages of the basic studies (BA 1, BA2, BA3, MA1, MA2) in the University of Geneva
Our dependant variables: academic skills

• Your training permits you to develop these skills...
  – Intellectual capacities
  – Analytic mind and ability to synthesize
  – Open-mindedness
  – Critical and scientific mind
  – Rigorous method of work
  – Ability to work group
  – Qualification in your field studies
  – Application of theoretical concepts
  – Interdisciplinary approach
  – Autonomy in personal work
  – Computer skills
  – Written language skills
  – Spoken language skills
  – Know-how professionally in demand
  – Knowledges in your field studies
  – Competencies in your field studies
  – Desire to learn new knowledges

The response items: «yes, and it was what I want», «yes, but it’s not important», «no, but it’s not important», «no, and however, it’s what I’m looking for» ⇒ opportunity to make two variables: «the skill is expected» (expectation) and «the expectation is realized» (outcome).
Our dependant variables: academic skills

<table>
<thead>
<tr>
<th>4 items responses</th>
<th>Realized expectations (outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes, and it was what I want</td>
<td>yes, but it’s not important</td>
</tr>
<tr>
<td>no, and however, it’s what I’m looking for</td>
<td>no, but it’s not important</td>
</tr>
</tbody>
</table>

Expectations: Yes (expected) | No (unexpected)
Yes, and it was what I want

Yes, but it's not important

No, and however, it's what I'm looking for

No, but it's not important

Realized

Not realized

Expected

Not expected

Outcomes
Academic skills: expectations and outcomes
Academic skills: expectations and outcomes

Cognitive skills

![Bar chart showing expected vs. present for various academic skills](chart.png)
Academic skills: expectations and outcomes

Cognitive skills

Attitudes and methods
Academic skills: expectations and outcomes

Cognitive skills

Attitudes and methods

- Autonomy in personal work
- Intellectual capacities
- Critical and scientific mind
- Knowledge in your field studies
- Analytic mind and ability to synthesize
- Openmindedness
- Desire to learn new knowledges
- Interdisciplinary approach
- Rigorous method of work
- Qualification in your field studies
- Ability to work group
- Written language skills
- Application of theoretical concepts
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Bar chart showing expected vs. present for various academic skills.
Academic skills: expectations and outcomes

Cognitive skills

Attitudes and methods

Practical and employment

- Autonomy in personal work
- Intellectual capacities
- Critical and scientific mind
- Knowledge in your field studies
- Analytic mind and ability to synthesize
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expected: present
Academic skills: expectations and outcomes

Cognitive skills

- Critical and scientific mind
- Openmindedness
- Knowledge in your field studies
- Analytic mind and ability to synthesize
- Desire to learn new knowledges
- Interdisciplinary approach
- Rigorous method of work
- Qualification in a field study
- Ability to work in a group
- Written language skills
- Competencies in your field studies
- Knowhow professionally in demand
- Spoken language skills

Communication skills

Attitudes and methods

Practical and employment
Our dependant variables for a cluster analysis

- Your training permits you to develop this skills...
  - Intellectual capacities
  - Analytic mind and ability to synthesize
  - Open-mindedness
  - Critical and scientific mind
  - Rigorous method of work
  - Ability to work group
  - Qualification in your field studies
  - Application of theoretical concepts
  - Interdisciplinary approach
  - Autonomy in personal work
  - Computer skills
  - Written language skills
  - Spoken language skills
  - Know-how professionally in demand
  - Knowledges in your field studies
  - Competencies in your field studies
  - Desire to learn new knowledges

The response items: «yes, and it was what I want», «yes, but it’s not important», «no, but it’s not important», «no, and however, it’s what I’m looking for»
Cluster analysis

- Cluster 1: 384
- Cluster 2: 625
- Cluster 3: 226
- Cluster 4: 286
Intellectual capacities
Analytic mind and ability to synthesize
Critical and scientific mind
Openmindedness
Rigorous method of work
Abanity to work group
Autonomy in personal work
Computer skills
Desire to learn new knowledges
Cluster 2: higher realization of expectations
Cluster 3: lower realization of expectations
Clusters 1 and 4: intermediate
Expectations related to practical approach and employment

- interdisciplinary approach
- knowledges in your field studies
- qualification in your field studies
- application of theoretical concepts
- knowhow professionally in demand
- competencies in your field studies
Communication abilities

- Written language skills
- Spoken language skills

Cluster 1

Cluster 2

Cluster 3

Cluster 4
## Typology stemming from clusters

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>cognitive skills</td>
<td>-/+</td>
<td>+</td>
<td>-</td>
<td>-/+</td>
</tr>
<tr>
<td>attitudes and methods</td>
<td>-/+</td>
<td>+</td>
<td>-</td>
<td>-/+</td>
</tr>
<tr>
<td>computer skills</td>
<td>-/+</td>
<td>+</td>
<td>-</td>
<td>-/+</td>
</tr>
<tr>
<td>practical and professional assets</td>
<td>+</td>
<td>+</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>communication abilities</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>intermediate language expectations</td>
<td>weakly realized</td>
<td>almost all expectations realized</td>
<td>almost all expectations weakly realized</td>
<td>intermediate practical and employability expectations weakly realized</td>
</tr>
<tr>
<td>communication worried</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>positive minded</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>negative minded</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>professionally stressed</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Typology according to course of the studies

- BA1
- BA2
- BA3
- MA1
- MA2

- communication worried
- positive minded
- negative minded
- professionally stressed
Typology according to gender

- **women**
  - Communication worried: 25
  - Positive minded: 40
  - Negative minded: 15
  - Professionally stressed: 20

- **men**
  - Communication worried: 25
  - Positive minded: 45
  - Negative minded: 15
  - Professionally stressed: 20

Legend:
- Communication worried
- Positive minded
- Negative minded
- Professionally stressed
Typology according to country of origin

- Switzerland
- France
- Other countries

- Communication worried
- Positive minded
- Negative minded
- Professionally stressed
Typology according to conviction to have made to right choice

- **Convinced it was the right choice**
- **It was more or less the right choice**
- **Not really the right choice**

- Communication worried
- Positive minded
- Negative minded
- Professionally stressed
Typology according to motivations for university (associated with less positive- and more negative-minded)

- urged on by the family
  - ticked
  - not ticked
- to delay some decisions
  - ticked
  - not ticked
- for the student status
  - ticked
  - not ticked
- didn't see anything else to do
  - ticked
  - not ticked
- impossible to make what I wanted really
  - ticked
  - not ticked
- can't really explain
  - ticked
  - not ticked

Motivations:
- professionally stressed
- negative minded
- positive minded
- communication worried
Typology according to motivations for university (associated with less positive- and more negative-minded)

Globally

urged on by the family

ticked

ticked

ticked

for the student status

ticked

didn't see anything else to do

ticked

impossible to make what I wanted really

ticked

can't really explain

ticked

professionally stressed
negative minded
positive minded
communication worried
Typology according to motivations for university (associated with more positive- and less negative-minded)

- Career choice
  - Ticked
  - Not ticked
- Interest for study field
  - Ticked
  - Not ticked
- To realize a dream
  - Ticked
  - Not ticked

- Professionally stressed
- Negative minded
- Positive minded
- Communication worried
Typology according to global assessment of the studies
Typology according to satisfaction for living conditions

- Communication worried
- Positive minded
- Negative minded
- Professionally stressed
Typology according to satisfaction for housing
Typology according to easyness and quickness for finding a job after higher studies

To find a job

To find a really interesting job
Conclusions

• The expectations are diverse, and change according to the types of student.
• Along the study course, the students are more positive for the realization of their expectations (with a peak for the MA1).
• More the expectation is strong and defined, more likely it will be realized and become an outcome.
• The non-realization of employment expectations is more problematic than the non-realization of communication expectations (partly because the academic skills are seen as more realizable, in particular with the time).