



Pearson



# The Employability Continuum: Linking the Learning Journey to Employability

September, 2016





# Outcomes

This workshop will explore the characteristics of your learners and how they translate into employability outcomes.

Be ready to participate and share about your students, their challenges and your solutions. Learn about best practices in learning design to achieve desired learning outcomes.

# Learner Profiles



K-12 CTE learner



2 or 4 year college learner



Adult learner re  
skilling or re  
entering workforce



Learning  
while  
earning

# What does it mean to be employable?



Core academic  
competencies



Occupational  
competencies



Personal & social  
competencies



Career knowledge  
& transition skills



**Productivity competencies**  
Skills, knowledge and attributes  
that make individuals productive  
in the workplace

**Transitional competencies**  
Enable individuals to secure  
employment and make progress in  
employment

# Activity



# Who are your learners and where do they go?

- Work on tables as you are.
- Handout 1 - on learner profile - this might not cover every learner but go with averages.
- Handout 2- Progress Sheets - where do learners go?



# **Activity - 15 Minutes**



# Group Activity- Where do students Progress to?



## Activity Worksheet 1- Who are your Learners?

**Instructions:** Complete each column to understand the characteristics and demographics of the learners in your classes. What are they aspiring to do and be? What is the motivation for being in your class? What are some key ways you design your class/program to address these characteristics/motivations and aspirations?

Be prepared to report back and discuss!

Learner Profile/ Characteristics	Aspirations/Motivations	Key features of your course/program





# Group Activity- Where do students Progress to?

## Activity Worksheet - Where do your Students go after completion of your Courses?

**Instructions:** on the following sheet we would ask each person on your table to complete the grid below, and for you as a group to answer the question at the bottom.

Thank you in advance for helping us produce the best possible products for all Process Technology Learners!

	Percentage of students that move on to further education (Bachelors or above)	Percentage of students that move into training schemes (e.g. apprenticeships)	Percentage of students that go directly into related jobs (i.e. Process technicians)	Percentage of students that go into unrelated jobs (e.g. unrelated administration)	Remaining (Unknown or other)
Example	20%	20%	20%	20%	20%
Person 1					
Person 1					

# Feedback

# Engaging different types of learners

## Step 1 - Determine the ultimate learning goal



What key learning problem does this product attempt to solve?

What is the ultimate area of focus or learner outcome of the product/course/title?

What key knowledge, skills, or abilities do you want students to learn as a result of using the product/course/title (e.g., learning objectives or standards)?

## Step 2 - Determine gaps between learning goals and the product



What does the product do well?

What gaps exist between my goals and the current product?

What opportunities do I have to expand the learning impact of the product with similar goals?

What products might be missing from the portfolio?



## **Step 3 - Determine how to measure learner and product success**

How will I assess if learners have reached the learning goal?

How will I measure the learning that is happening when learners use the product or the learning efficacy of the product?

What additional research is needed to improve the product?



## **Step 4 - Determine the best activities to help learners reach the learning goals**

What pedagogies best align with the product's learning goals?

What Learning Design Principles align to the chosen pedagogies?

Do instructional activities align with and are appropriately balanced with assessment activities?



## **Step 5 - Determine a model for tying together a variety of experiences, resources, and assessments to meet goals**

Is there a research-based design pattern I should use throughout my title?

What data can I collect to help me understand the efficacy of my chosen design pattern?

Is my design pattern generalizable to other content?



# Education Continuum



# Gaps in Education and Workforce

- **96 %** of **Chief Academic Officers** rate their institutions as somewhat effective at **preparing students** for the world of work.
- **14 %** of **Americans** strongly agree that **college graduates** in this country are well prepared for **success in the workplace**.
- **11 %** of **business leaders** strongly agree **graduating students** have the skills and competencies that businesses need.

# Gaps in Education and Workforce



- Brandon Busteed, Gallup: **87% of respondents agree** that the federal government should make it a priority to increase the talent of our Nation's workforce.
- Brandon Busteed, Gallup: **89% of cities agree** that commitment to increasing talent among their citizens will result in stronger economies, better quality of life, and great prosperity than cities that don't commit to talent enrichment.



# Talent Sourcing Data

## HIRING SCALE



Potential Candidates in the workforce:

**80,000**

Direct Employers currently competing:

**957**

Open Jobs posted by Direct Employers:

**2,399**

Average posting duration

**42**  
days

# Talent Sourcing Data



## RECRUITMENT INDICATORS

### DEMAND PRESSURE

NATIONALLY



CANDIDATES / JOB OPENING

### COMPETITIVE INTENSITY

NATIONALLY

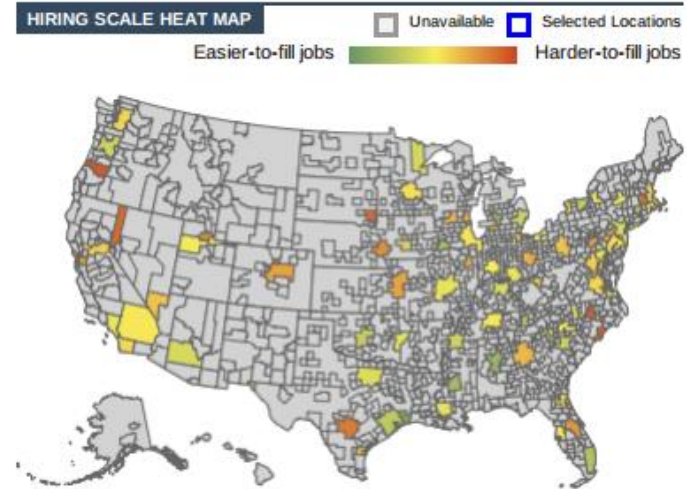


CANDIDATES / DIRECT EMPLOYER

## MARKET SALARY



# Associations-Industry-Academia



**Story:**  
**Centura College**

# Bringing Industry and Education Together





# Connect the Garden Hose



**Questions?**