Meeting Agenda

● College student soft skills crisis
● Credo Ed study on campus response
● Peer discussion and learning
● Overview of Credo capabilities
Soft Skills Crisis

91%
Employers who say critical thinking, clear communication, problem solving is more important than a major.

33%
Students who feel they will graduate with the skills needed to be successful in the workplace.

30%
Employers who think students are job ready in any of these foundational skill areas at graduation.

EXPANDING VS SLOWING RECRUITMENT

Job placement is a top 2 factor in the enrollment decision

INCREASING VS DECREASING RETENTION RATES

A student’s experience drives 73% of the persistence decision

HIGH VS. POOR JOB PLACEMENT

21M or 14% of all routine jobs were lost in the last two recessions

Credo Education Study

- Research on campuswide soft skills practices

- Structured interviews with Provosts and CAOs at 56 campuses
  - Mix of closed- and open-ended discussions
  - Mix of institutions included mid-sized privates (1k-5k FTE), community colleges, and regional public universities

- Soft Skills Instruction and Assessment Interviews
  - Strategies for instruction, assessment, and organization
  - Drivers to investment
  - Obstacles to initiatives
  - Interesting and innovative practices
Campus Created Crisis

Basics for Accreditation

- 91% of Campuses

Gen Ed Foundation

- 42% of Campuses

Program/Major Refresh

- 24% of Campuses

Co-Curricular Integration

- 12% of Campuses

Campuswide Signaling

- 4% of Campuses

Priority on Faculty & Disciplines

Priority on Students & Foundational Skills

Full details can be found in the Campus Response to the Foundational Skills Crisis white paper.
## Frequency of Practices

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<thead>
<tr>
<th>Basics for Accreditation</th>
<th>Gen Ed Foundation</th>
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<tr>
<td>Campus Defined Learning Outcomes</td>
<td>Writing Center of Excellence</td>
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<tr>
<td>Campus LOs in all Gen Ed</td>
<td>LOs Explained to All Students</td>
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<td>Common Gen Ed Assessment</td>
<td>Consistent Gen Ed Course Assessment</td>
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<td>Annual Gen Ed Instructional Adjustment</td>
<td>Gen Ed Faculty Development</td>
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<th>Program Embedded</th>
<th>Employer Signaling</th>
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<td>Skills Refresh in Majors</td>
<td>Other Centers of Excellence</td>
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<td>Dedicated Continuous Instructional Improvement Leadership Role</td>
<td>Skills Measurement in Internships</td>
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<td>All Faculty Professional Development</td>
<td>Comprehensive Skills Narrative</td>
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<td>Defined Co-Curricular Integration</td>
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Campus Goals & Investment Thesis

Student job success is the near universal top driver of foundational skills investments*

Student retention and persistence to a degree is the other top reason to invest*

*Survey questions can be found in Appendix A of the white paper

**Percentages only represent liberal arts institutions in the survey
Obstacles to Foundational Skills

Faculty time tax and focus on discipline over foundational skills are two top barriers*

Need to educate students and absence of technology workflow are other top barriers*

*Survey questions can be found in Appendix A of the white paper
Students succeed the earlier and more often they learn and apply foundational skills and think intentionally about their “career skills story”
For most campus pre-employment programs present the best opportunity to make soft skill readiness core to the student learning experience.
Discussion Questions

● Your campus priorities around soft skill readiness?

● Intentionality, narrative, measurement in pre-employment programming?

● Consistent skills measurement across learning?

● Main barriers to campuswide strategy?
### Consistent Soft Skill Assessment

<table>
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<tr>
<th>Potential Goals</th>
<th>Student Soft Skills Readiness</th>
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<tr>
<td>✔ Campuswide skills strategy</td>
<td>✔ Increasing student retention</td>
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<tr>
<td>✔ Consistent Gen Ed Skills Assessment</td>
<td>✔ Capture learning application in service</td>
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<tr>
<td>✔ SACS Accreditation/QEP Reporting</td>
<td>✔ learning, research, internships, etc.</td>
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<td>✔ Brand campus “soft skill” focus</td>
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<td>✔ Build a student career narrative</td>
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<th>Needed Capabilities</th>
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<td>Faculty buy-in on consistency</td>
<td>Student intentionality process/content</td>
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<tr>
<td>Faculty skills</td>
<td>Advising/mentoring process &amp; workflow</td>
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<td>Campus skills tagging &amp; library</td>
<td>Programming best practices</td>
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<tr>
<td>Automated assessment and scoring</td>
<td>Student success measurement</td>
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<td>Multi-level skills reporting</td>
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Campuses are being asked to measure soft skills across all learning experiences and to build learning intentionality in ways that improves student retention, recruiting, and employer relevance.
Questions?

www.credoeducation.com
brent.keltner@credoeducation.com