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IR's Role in Workforce Development and Work-Related Experiential Activities

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Workforce development is important to many communities

- Retirements have accelerated in the past 2 years
- People are quitting jobs a higher rate – especially in health care, social services, and education
- Churn in the labor market is increasing
- Labor market is tight
 - Very low unemployment rate (U.S. 3.4%) (Georgia (3.1%))
 - And fewer people are in the workforce; demand is greater than supply
- More pressure on higher education institutions to provide graduates who are prepared for the available work.
- IR officials may be asked to collaborate, so it's something to anticipate





A College Education Provides a **Lifetime of Value**





● July 06, 2021

Despite Positive Experiences, Students Question Value of College

Survey finds students support their institutions and mostly plan to re-enroll -- but increasingly doubt whether education is worth the price.

By [Doug Lederman](#)





Harvard
Business
Review

Business Education | The U.S. Education System Isn't Giving Students What Employers Need

The U.S. Education System Isn't Giving Students What Employers Need

by Michael Hansen

May 18, 2021



What is Workforce Development?

Workforce Development is a term that describes “a relatively wide range of activities, policies and programs employed by geographies to create, sustain and retain a viable workforce that can support current and future business and industry.”

Individual



Community



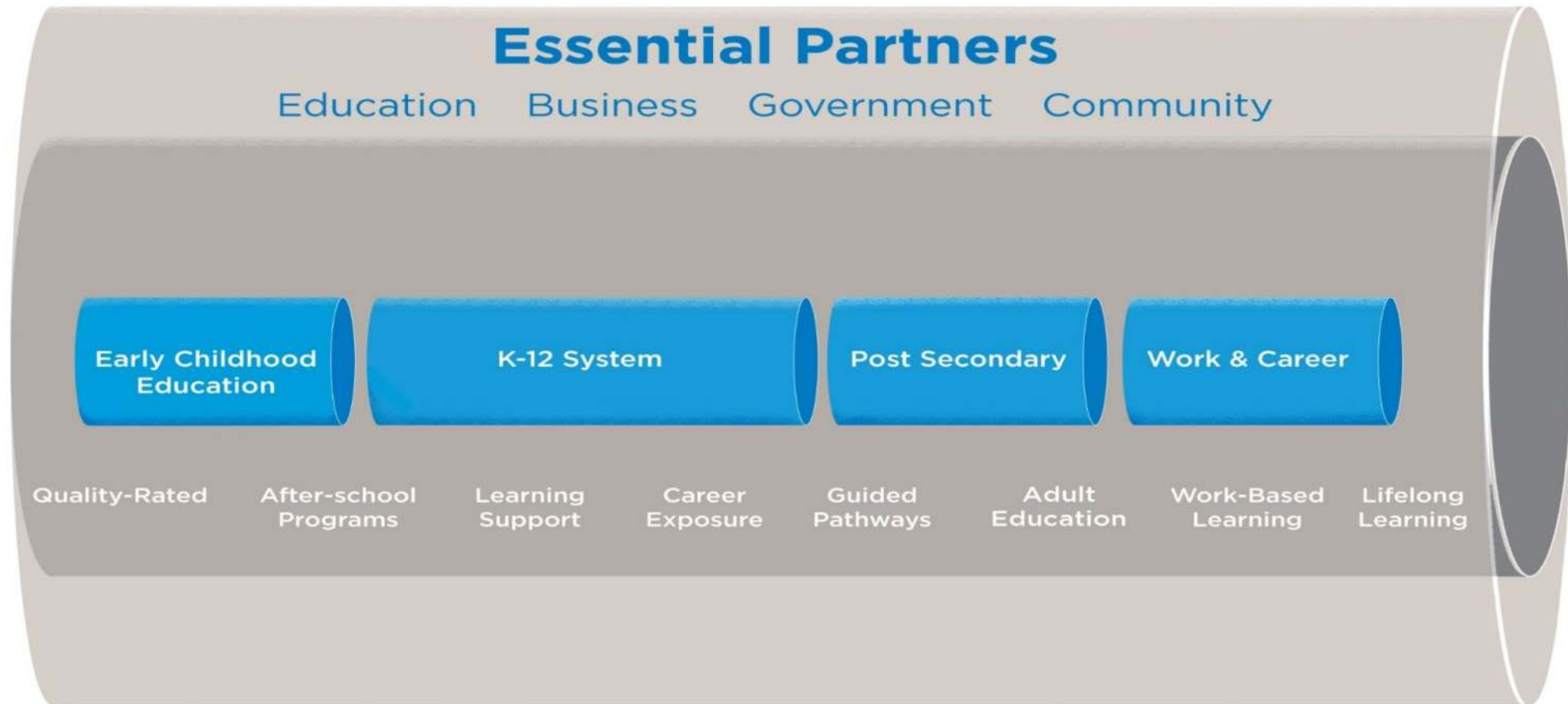
Organization



Source: Haralson, L. (2010, April 1). What is Workforce Development. Federal Reserve Bank of St. Louis. <https://www.stlouisfed.org/publications/bridges/spring-2010/what-is-workforce-development>



Workforce Pipeline



Adapted from “Insulating the Education Pipeline” from The Forum for Youth Investment



The Role of Higher Education in the Workforce Pipeline

Individual



- Academic Degree Programs
- Certifications
- Experiential learning
- Exposure to opportunities and networks
- Career Services

Community



- Outreach programs
- Experiential learning
- Employer Partnerships
- Exposure
- Action research

Organizations



- Connecting and improving systems (workforce, human services, job training, education, and economic development)

Role of Higher Education

Historical Involvement in Workforce Development

WIOA

PERKINS V

Programs:

- Career and Technical Education
- Technical training
- Certificates
- Associate Degrees



Role of Higher Education

Historical Involvement in Workforce Development

WIOA

PERKINS V

Programs:

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Today

Historical workforce participants and....

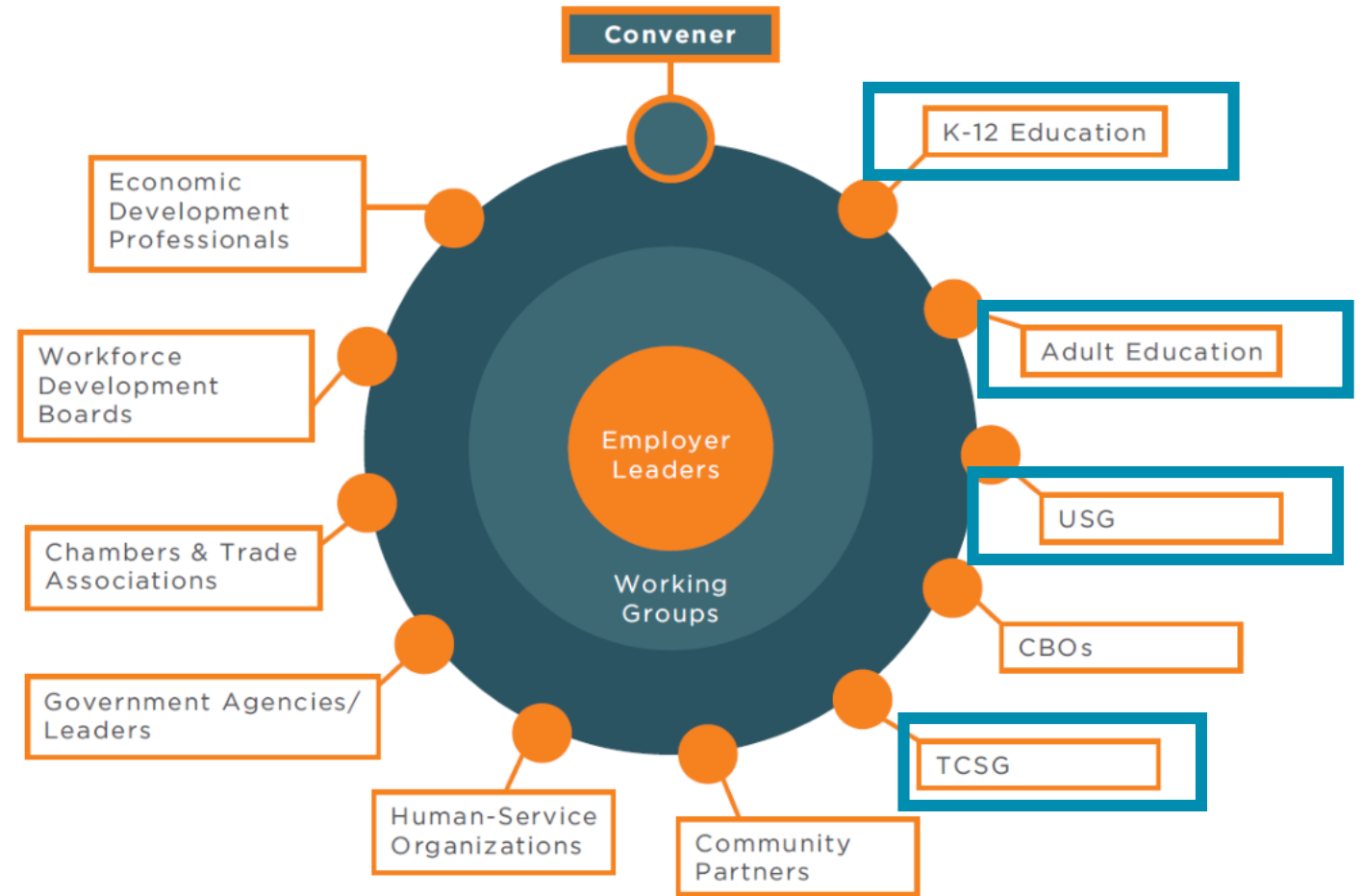
All academic programs

Programs:

- Bachelors degrees
- Masters degrees
- Certificate and continuing ed



Figure 4. Potential Sector Partnership Participants

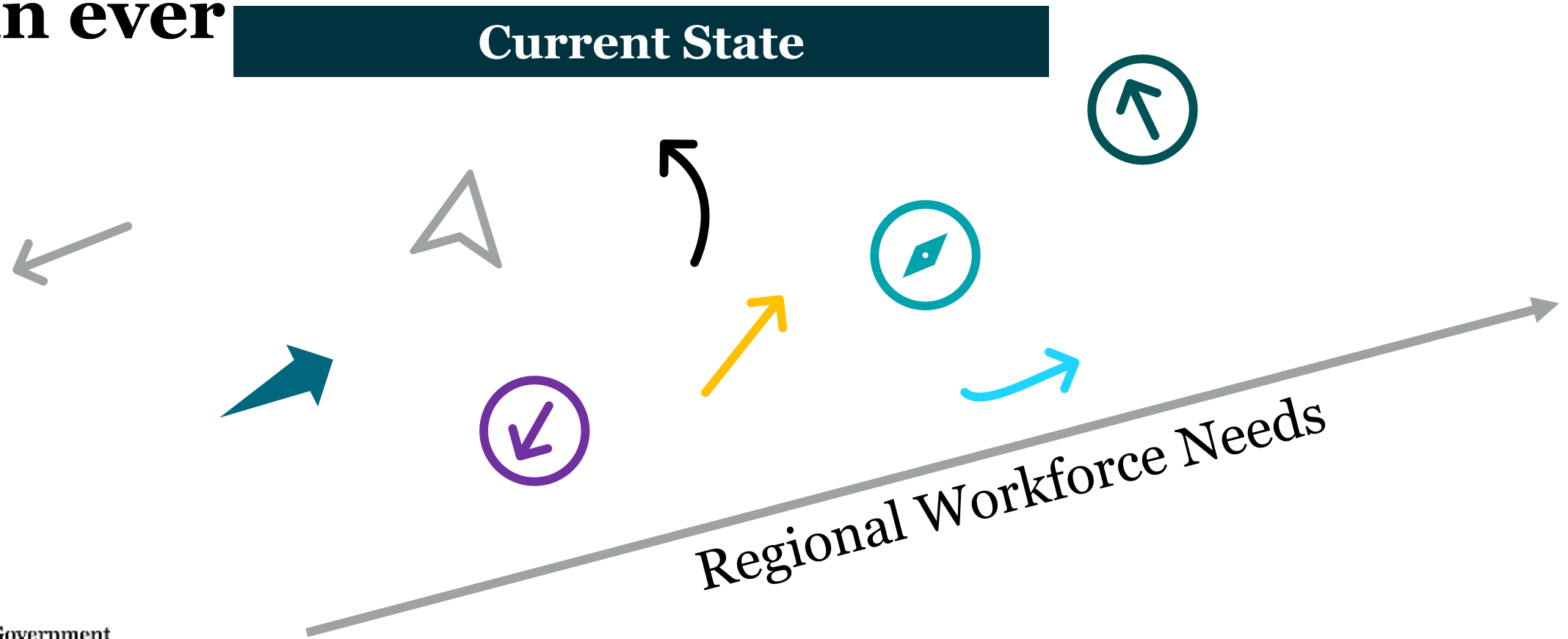


Source: <https://www.tcsg.edu/worksource/sector-partnerships/>

There are more partners, employers, and organizations actively involved in or wanting to be involved in workforce development than ever

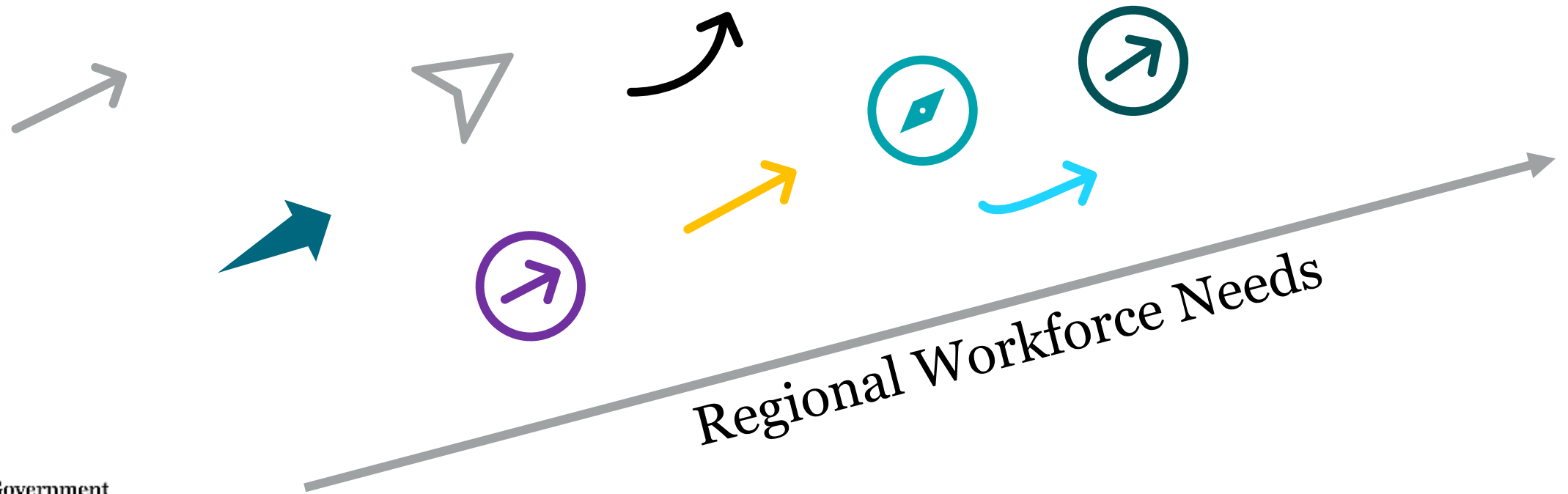


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Desired State



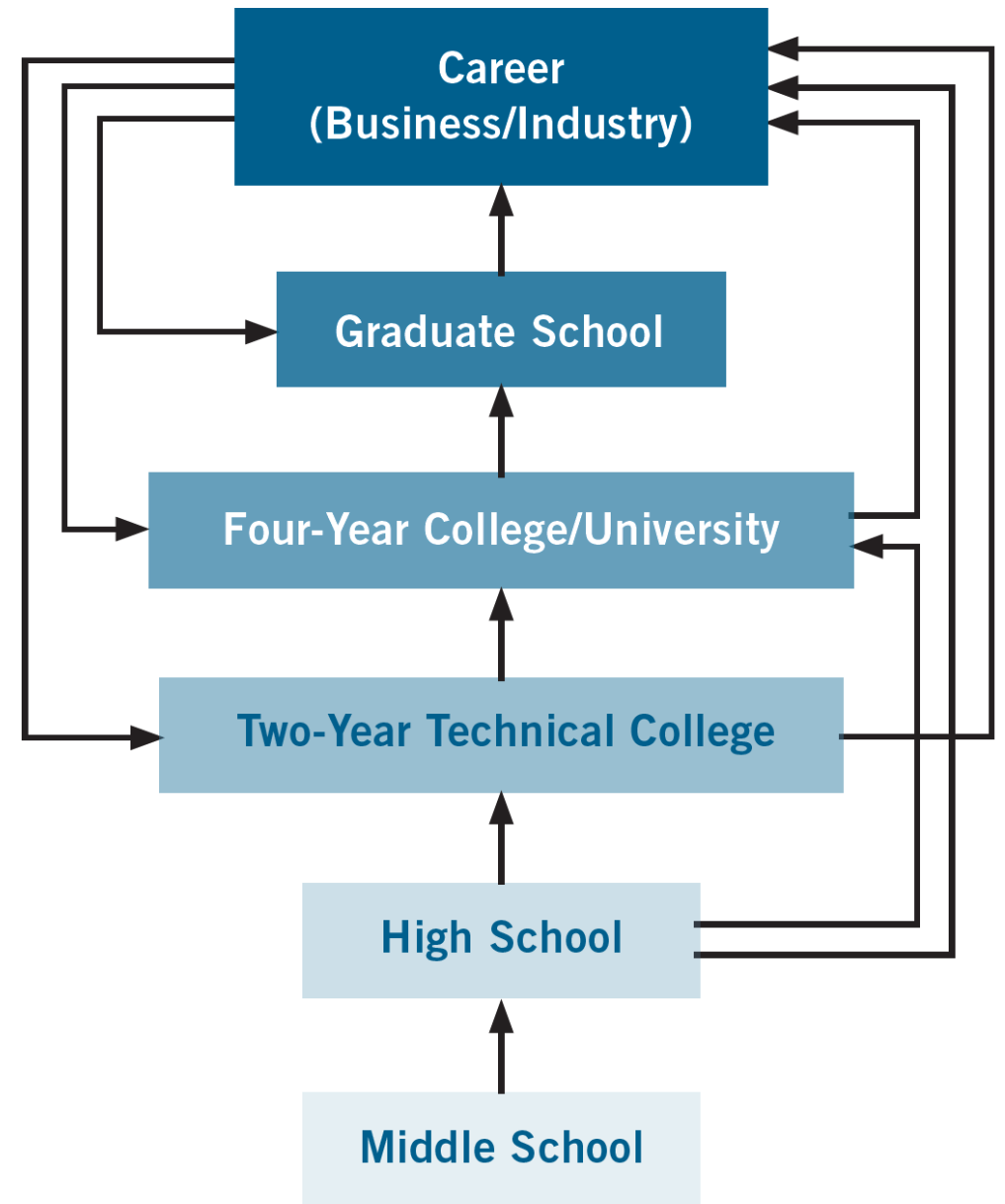
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Desired State

How do we achieve this alignment?



Alignment





**CREATING AND
REPLICATING HIGH-QUALITY
EXPERIENTIAL LEARNING
OPPORTUNITIES**

A GUIDE FOR BUSINESSES
AND SCHOOLS

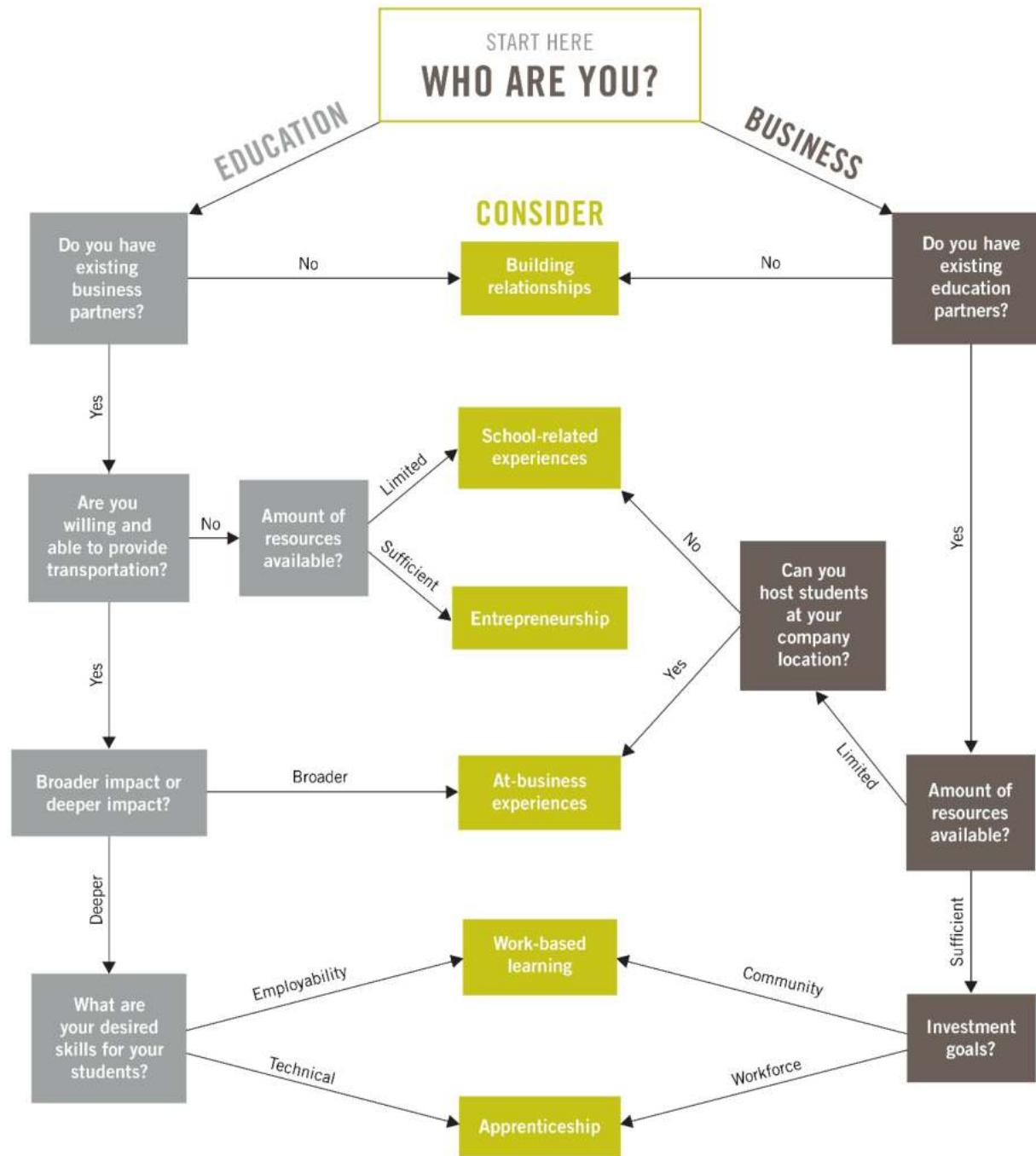


Example 1 — Experiential Learning Guide

What it Includes:

- Experiential Learning Framework
- Case Studies
- Process
- Key Themes







Example 2—Georgia Alignment Toolkit

What it Includes:

- Key Considerations for Alignment
- Using Data for Alignment
- Decision Making Tools for Alignment
- Case Studies of Alignment in Action

GEORGIA ALIGNMENT TOOLKIT

Resources For Connecting **Education** And **Business**



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My QRCode Generator

SECTOR Health Care



WHERE	High School	High School	High School
HOW	High School Teacher	High School Teacher	Dual Enrollment Instructor



Example 3: The Georgia Workforce Planning guide provides tips and templates for doing a community workforce strategy.



<https://t.uga.edu/98u>

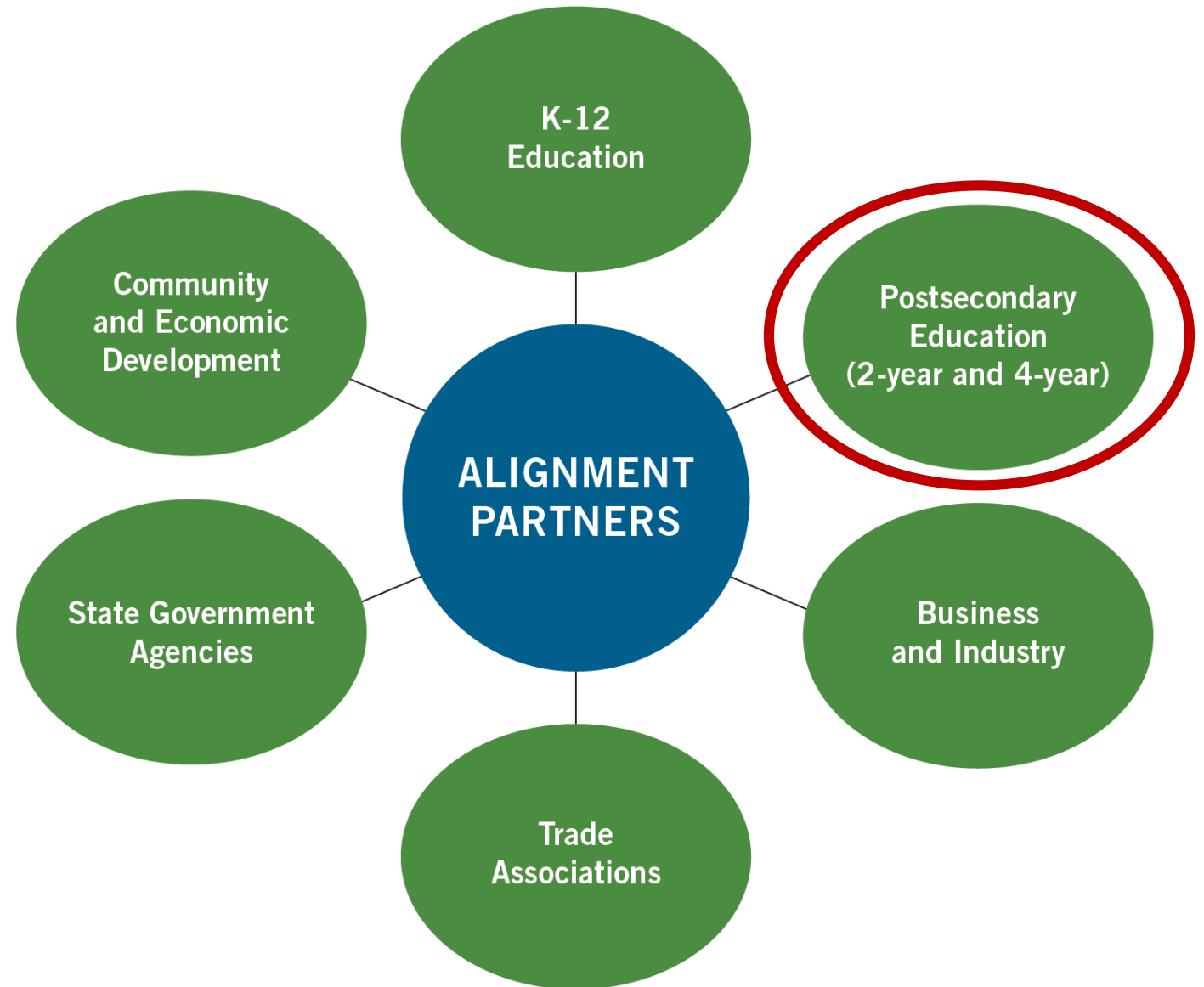


 Georgia Power

Georgia Workforce
Planning Guide

Higher Ed is just **ONE** of the partners in aligning programs for workforce development

Key Alignment Partners



Graduate Outcomes



Data Type

Earnings
 Flows

State

Colorado

Institution

University of Colorado Boulder

Degree Level

Baccalaureate

Graduation Cohort

All Cohorts

Destination Flows

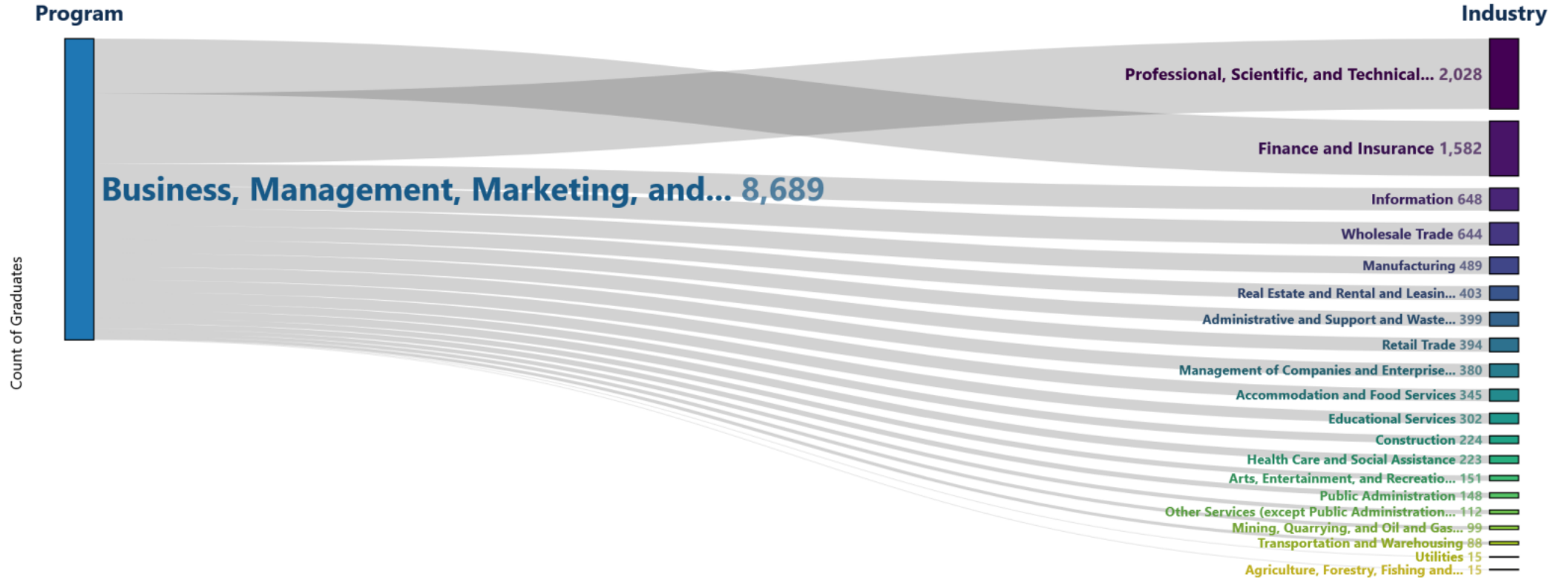
Industry
 Geo

Years-postgrad Filter

1
 5
 10

Display

Count
 Share



Program Specificity

General
 Detailed

Sort Program List by

Size
 Name

Filter Degrees...

All Other Instructional Programs	Business, Management, Marketing, and Rel...	Social Sciences	Engineering	Communication, Journalism, and Related P...
Biological and Biomedical Sciences	Psychology	Visual and Performing Arts	English Language and Literature/Letters	Foreign Languages, Literatures, and Lingui...
Architecture and Related Services	History	Multi/Interdisciplinary Studies	Natural Resources and Conservation	Computer and Information Sciences and Su...
Physical Sciences	Mathematics and Statistics	Philosophy and Religious Studies	Area, Ethnic, Cultural, Gender, and Group ...	Health Professions and Related Programs
Liberal Arts and Sciences, General Studies ...	Parks, Recreation, Leisure, Fitness, and Ki...	Education		

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The Effect of Geographic Locale on Access to Work-Related Experiential Activities

<https://www.ihe.uga.edu/WREA>



NSF Project Award # 2000847

WREA Project

Mixed methods, multi-year, multi-institution project to examine the benefits of work-related experiential activities for students' transition from college to the workforce

Data gathered from students, career center directors, and employers

Engineering and computer science majors

- Institutions:
 - Kennesaw State University
 - Georgia Institute of Technology
 - Mercer University
 - Savannah State University
 - UGA
 - Valdosta State

A focus on the effect of geographic location



What do WREAs Offer to Students?

Considered a high-impact practice (Kuh, 2008)

Positive academic gains (Binder et al., 2015; Knouse et al., 1999; Kuh, 2008; Parker et al., 2016)

Student career learning (Dirienzo, 2016; McGee & Spiro, 2000)

Increased employability (Callanan & Benzing, 2004; Gault et al., 2010; Knouse et al., 1999; Nunley et al., 2016)

Differences exist based on structure (Hora et al., 2017)

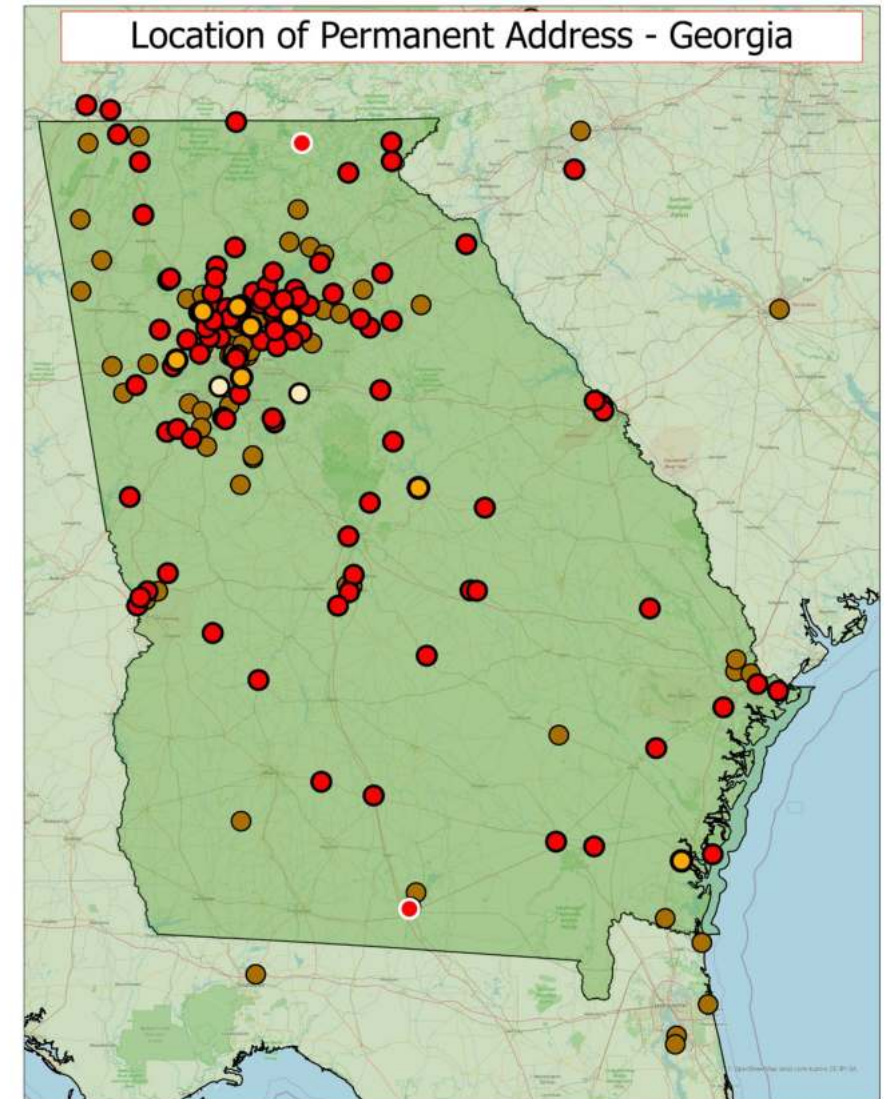
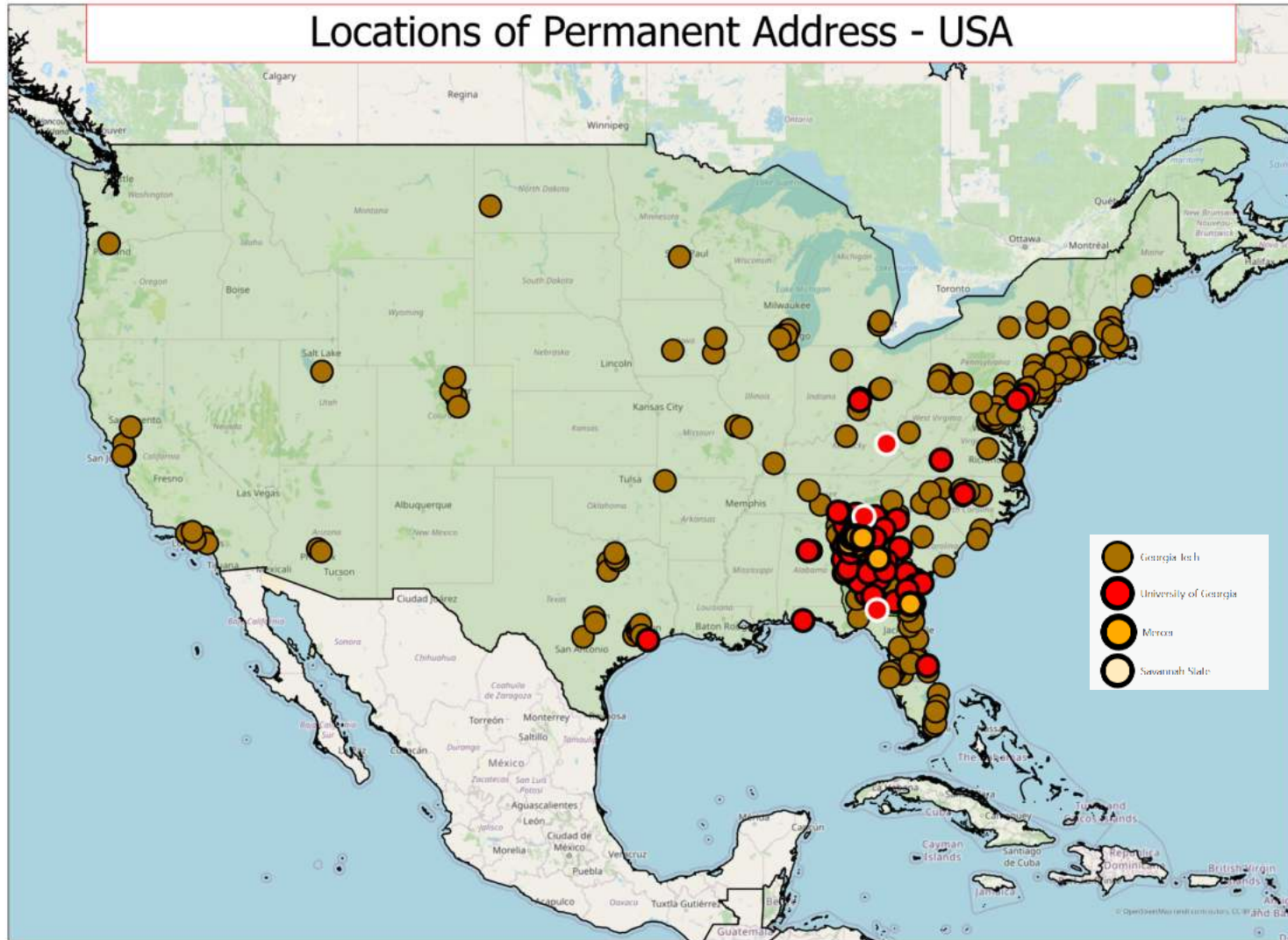
What Prevents WREA Participation?

Many barrier exist to participation (Bathmaker et al., 2013; Dirienzo, 2016; Frenette et al., 2015; Hora et al., 2017, 2019; Hora, Chen, et al., 2020)

Hora et al. (2019) found that many barriers prevent students from participating

- Financial (e.g., need for pay or transportation)
- Sociocultural (e.g., cultural screening)
- Institutional barriers (e.g., course loads or scheduling)

Location of permanent Address





Spring 2021+2022 Student Survey results

Responses received from 2,300 students across five institutions

- More responses from 2 of the institutions

61.6% participated in **at least one WREA**, with **average total of 2 WREAs** during their time in college

WREAs in 39 states and 13 countries

92.6% of respondents reported their WREA was **paid**

Of students who had participated in at least one WREA graduated, **63% already had a full-time job offer**

- **About 1/3** of these job offers were from companies in which the student had completed a WREA

Spring Student Survey Results

Respondents **experienced WREAs differently based on many factors**, including socioeconomic status, academic major, and institution. A few by gender and race/ethnicity.



Skills reported as most developed by their WREAs:

- **Career and Self-development**
- **Professionalism**
- **Communication**
- **Technical Skills**
- **Critical Thinking**

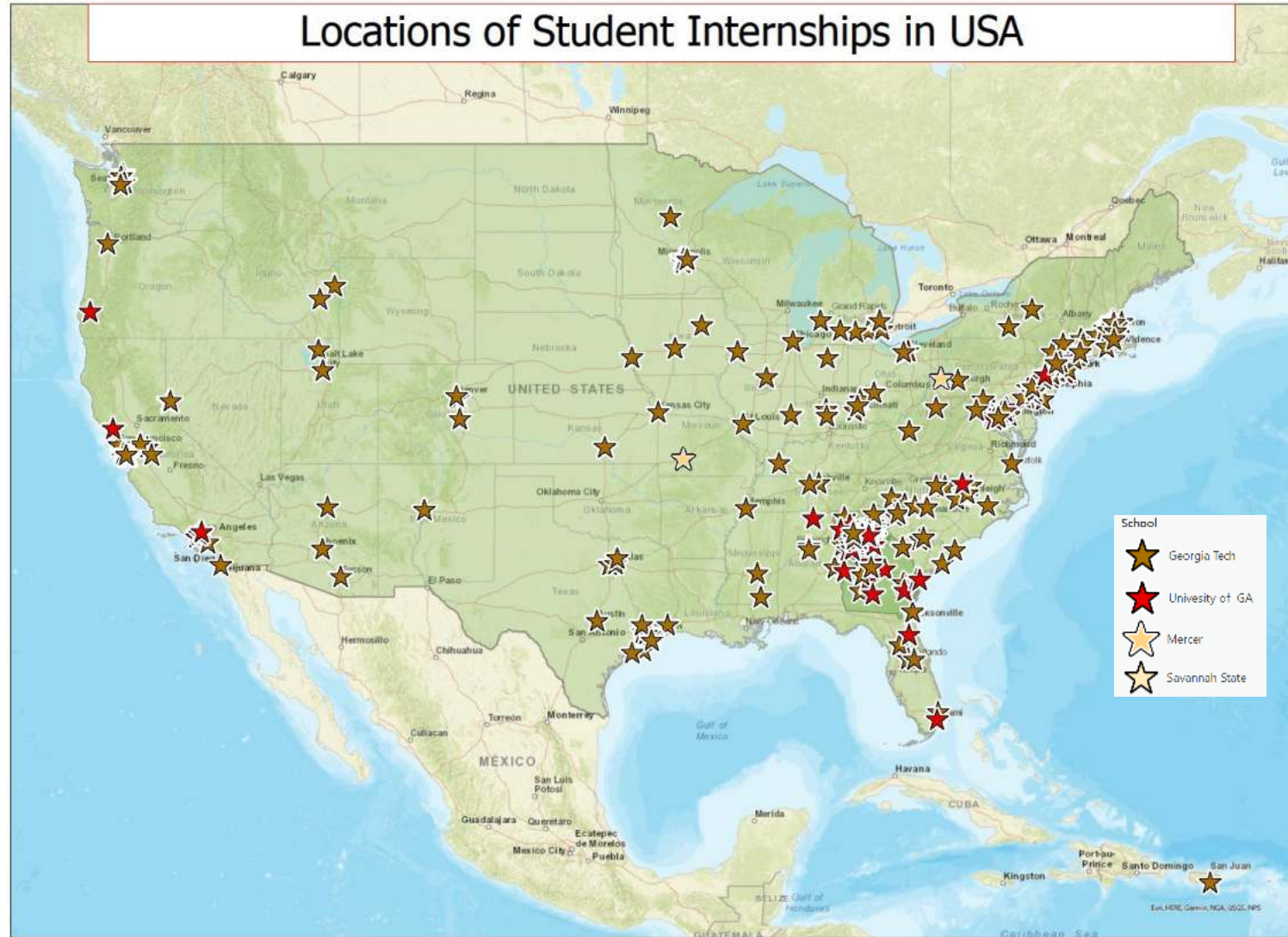
Challenges of WREA experiences:

- **lack of meaningful work**
- **WREA structures/systems**
- **COVID** and associated challenges due to remote experiences
- **WREAs that lacked applicability** to their future career interests

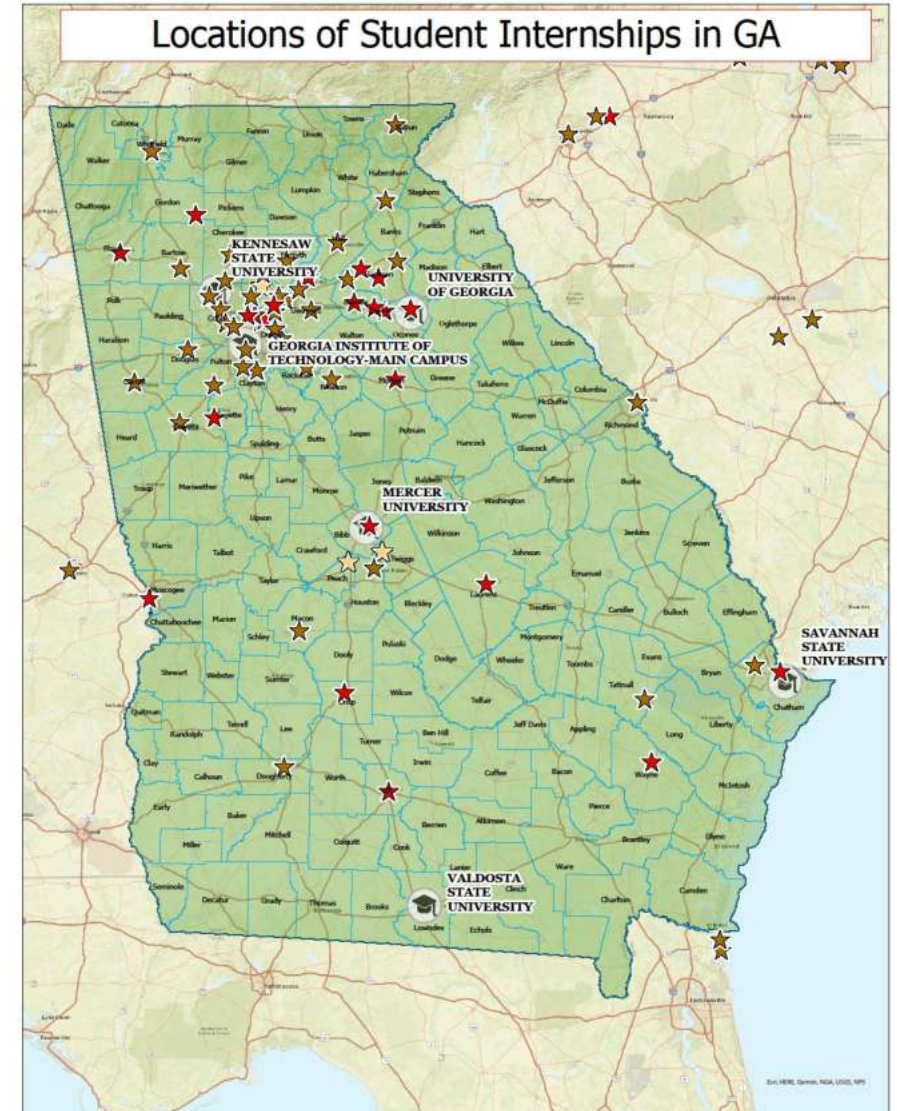
How could WREAs be improved:

- institutional career centers/career platforms and **students' ability to find WREAs**
- the **overall WREA structure**
- the need to **expand opportunities** to WREAs
- the **role that information plays** in helping students **make informed decisions** about their WREAs.

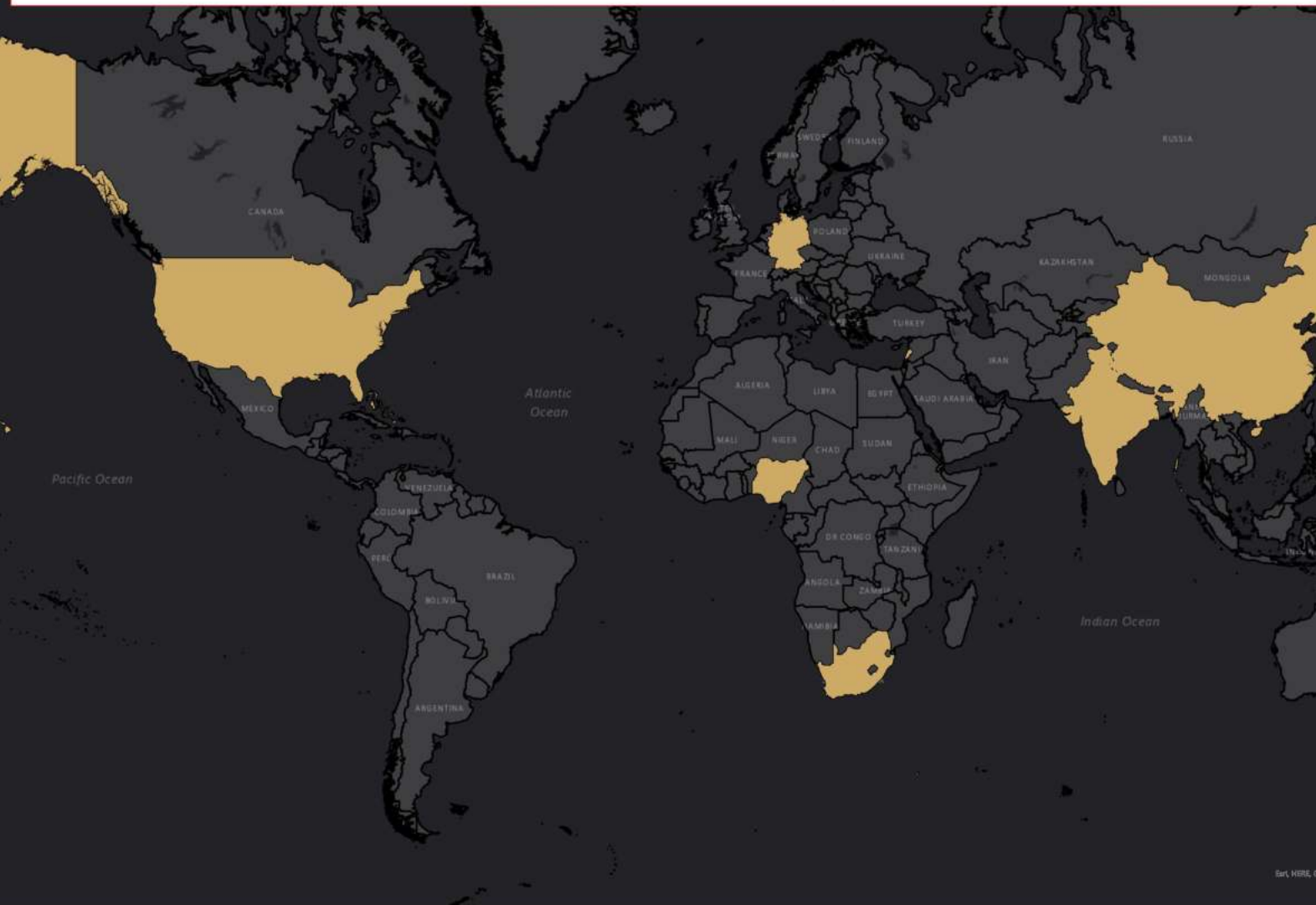
INTERNSHIPS IN USA



Internships in GA



Locations of Student Internships World Wide



International Internships

International Locations

Karlsruhe, Germany (GT)

Sulzbach-Rosenberg, Germany (UGA)

Hong Kong (GT)

Beijing, China (GT)

Shanghai, China (UGA)

Bangalore, India (GT)

Lagos, Nigeria (GT)

Beirut, Lebanon (GT)

Cape Town, South Africa (GT)

The Bahamas (GT)

Remote WREAs

Prior to the Covid-19 pandemic, some scholars suggested that remote WREAs could expand access (Jeske & Axtell, 2014; Kraft et al., 2019).

Not all experiences are built the same (Hora, Vivona, et al., 2020)

Reported benefits (Bayerlein & Jeske, 2018; Bell et al., 2021; Cabrera Rasmussen & Van Vechten, 2021; Judene Pretti et al., 2020; Morrill Bijeau & Peters, 2021)

- Can offer similar benefits to in-person WREAs
- Gain different skills
- More affordable and flexible

Challenge of Remote WREAs

Reported challenges (Bayerlein & Jeske, 2018; Bell et al., 2021; Cabrera Rasmussen & Van Vechten, 2021; Hora et al., 2021; Judene Pretti et al., 2020)

- Can't always replicate the in-person experience
- Fewer social interactions and slower communication
- Technology issues
- Difficult to network
- Issues creating/finding space mentally and physically for work
- Does not always lower barriers

Negative perceptions from some participants who report “lower satisfaction, developmental value, 21st century skills, professional network development, and high-skill tasks than in-person interns” (Hora et al., 2021, p. 58).

Remote, in-Person or Hybrid Options

Spring 2021 survey

Remote	240	27.3
In-Person	480	54.6
Both	159	18.1

- Overall, few significant predictors (in the multinomial logistic regression)
- **Older students** and **first-generation students** were more likely to choose in-person WREAs over remote opportunities (similar relationships exist between in-person and hybrid, though the relationship is weaker)
- **Those who placed more emphasis on the time it takes** to get to a WREA site or the rurality of the WREA were more likely to do in-person
- Conversely, students who placed more emphasis on the **ability to work from home and the urbanicity** of the WREA site were more likely to have remote WREAs

Student Comments on Remote WREAs

Spring 2021 survey

Benefits

- Flexibility and less restrictive environment
- Extended opportunities outside of their local

Challenges

- Isolation/Communication
- Space (mental and physical)
- Lack of replicability/quality of experience

Remain open to remote WREAs

- Personal preferences matter

Next Steps in WREA Project

Analyze and report on spring 2022 surveys

Finish and report on qualitative interviews

Integrate findings

Submit reports to NSF (summer 2023)



<https://www.ihe.uga.edu/WREA>

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EXAMPLE

STATE GOVERNMENT AS AN EMPLOYER



State of Georgia as an employer



- 60,460 employees
- Last decade, Georgia's population grew by 14.1% while FTEs dropped by 16.7%.
- ^68% of turnover in the last two fiscal years is due to voluntary resignations
- 1 in 4 current employees are eligible for regular or early retirement within three years

Higher Education Engagement to address State Government needs

What can higher education institutions do?

- Form partnerships with employers and high school programs
- Intentionally form academic program advisory committees
- Consider micro-credentials and certifications
- Help students connect with industries and employers in the community
- Student success = employment
- Engagement starts early
- Must be an priority for leadership

State of Georgia Examples:

- Internships
- Career pathways with articulation agreements
 - DNR Conservation Law Enforcement
- Law Enforcement HOPE Career Grant
- Service Cancelable Loans – Behavioral Health
- Certifications and other credentials
- Executive In Residence
- New partnerships for recruitment and training



So... What is IR's Role in Workforce Development?

- Using new tools to compile data on graduate outcomes for program review, new program proposals, and accreditation reviews
- Understanding program to occupation data relationships and other labor market data sources and uses
- Developing insights to inform alignment and articulation agreements with partner institutions (upstream and downstream)



Conclusions

Thank you

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