EAB

Meet Gen Z: Career Focus from Your New Adult Learners

Supporting Your Career-Minded Community College Students

Today's Presenter

Christina Hubbard, PhD
Senior Director,
Research Advisory Services

Something – or Someone – Different on Campus

Higher Education Leaders See Shifts in Student Mindset and Behaviors

Missing Critical Skills

"We notice a lot of students struggling with basic things like communication or organization."

Balancing School and Work in Far Greater Numbers

"More students are coming to me asking about on-campus employment or the best off-campus jobs."

Community Building Declines

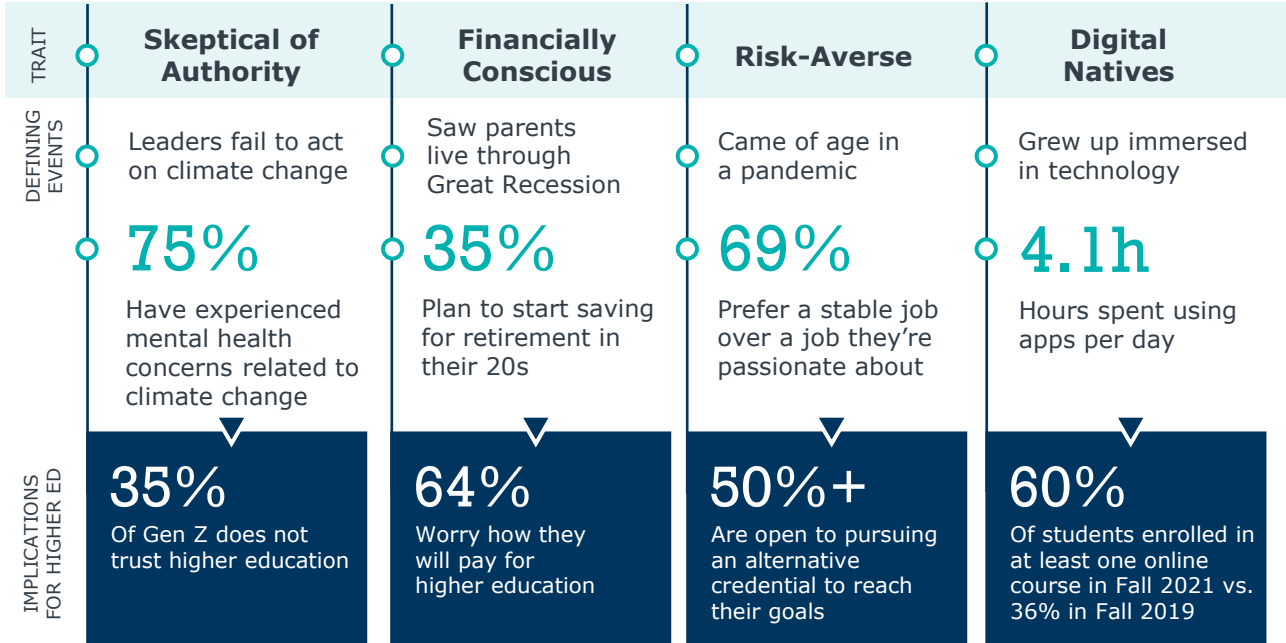"Students don't seem to be as interested in the community building traditions as Millennials were."

Asking More Difficult Questions

"Students today are more critical of institutional decisions – and have the platform to complain."

Source: EAB interviews and analysis.

Gen Z Has Entered the Chat

Gen Z (12-27 Years Old Today) Have Shifting Opinions on Higher Education

	Skeptical of Authority	**Financially Conscious**	**Risk-Averse**	**Digital Natives**
TRAIT				
DEFINING EVENTS	Leaders fail to act on climate change	Saw parents live through Great Recession	Came of age in a pandemic	Grew up immersed in technology
	75% Have experienced mental health concerns related to climate change	**35%** Plan to start saving for retirement in their 20s	**69%** Prefer a stable job over a job they're passionate about	**4.1h** Hours spent using apps per day
IMPLICATIONS FOR HIGHER ED	**35%** Of Gen Z does not trust higher education	**64%** Worry how they will pay for higher education	**50%+** Are open to pursuing an alternative credential to reach their goals	**60%** Of students enrolled in at least one online course in Fall 2021 vs. 36% in Fall 2019

Source: Blue Shield of California, "Youth Climate Survey 2022," 2022; Desjardins, J., "Why Generation Z Has a Totally Different Approach to Money," *We Forum*, November 2018; "The Ultimate Guide to Gen Z in The Workplace," *Inside Out Development*, 2019; Skopec, C, "How Gen Z College Students Are Changing Higher Ed", *Collegis Education*, January 2021; Smalley, S., "Half of All College Students Take Online Courses," *Insight Higher Ed,* October 2021;Sakal, V., "Why Gen Z Isn't Interested in Your Statements, Promises, and Commitments—Yet," *Morning Consult,* June 2020; Kott, K., "Gen Z's Distrust in Higher Ed a 'Red Flag'," *Inside Higher Ed,* August 2022; "Online Learning Stats," *Forbes,* January 2022; EAB interviews and analysis.

A World in Crisis

Prior to Enrolling in College, Catastrophes Seem to Pile Up

COVID-19 Pandemic

Gen Z reports more **pandemic-related stress** than any other generation, noting the effects on education, careers, and relationships

Racial Injustice

4 in 5 Gen Zers say they **have taken action** related to **Black Lives Matters** protests in the wake of George Floyd's death

Mass Shootings

28% of Gen Z say they have experienced gun violence personally, and **50% say they think about mass shootings weekly**

Climate Change

More than one-third of Gen Z report **reluctance to have children** because of fears related to climate change

Gen Z Shows Resilience Despite Overwhelming Challenges

"[Generation Z] is particularly more adept… Overcoming adversity is a state of normalcy for them at all times."

Mayumi Sato, National Geographic

Source: Davis, D., "The Action Generation," *Business Insider*, June 10, 2020; "How Gun Violence Impacts and Weighs on Gen Z," *Global Strategy Group and Project Unloaded*, September 28, 2022; Shead, S., "Climate Change is Making People Think Twice About Having Children," *CNBC*, August 12, 2021; EAB interviews and analysis.

The Career Success Landscape

TIME — *How America Started to Fall Out of Love with College Degrees*

Why 50% of Gen Z students say

College grads earn 80% more –

Washington Examiner — *More than half of Americans think college degrees are waste of money*

3 Ways Higher Education Can Flip the Script on

The real reasons why "alarming" of Americans are college

F — *Wake Up Higher Education. The Degree is on the Decline*

College is still w finds – although students are growing skeptical

Was your degree really worth it?

FORTUNE — *Gen Zers don't see the point in getting a degree. Here's how to fix the ROI of college*

IHE — *Recapturing American higher education's lost promise*

majority of Americans lack confidence in value of four-year degree

Tries to Bridge the 'Diploma Divide'

Source: EAB interviews and analysis.

How do you think community college students define **return on investment** (ROI) in higher ed?
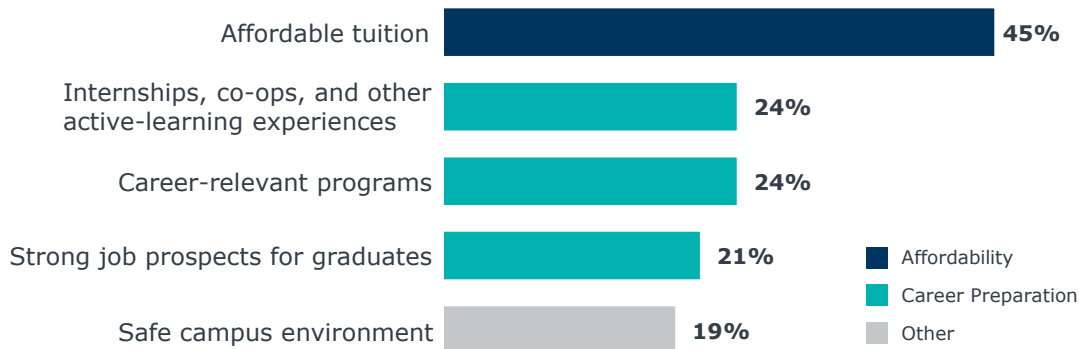
Career Opportunities Heavily Influence Students' Search

Top 5 responses to, "What are you looking for in your college experience?" (EAB Communication Preferences Survey, 2023)

n=20,324

Response	Percentage
Affordable tuition	45%
Internships, co-ops, and other active-learning experiences	24%
Career-relevant programs	24%
Strong job prospects for graduates	21%
Safe campus environment	19%

Legend:
- Affordability
- Career Preparation
- Other

Job Placement Overcomes Cost Measures When Evaluating College Value

"What best represents value?" (EAB Communication Preferences Survey, 2023)

42%
of students say **successful job placement upon graduation** best represents the value of higher education

36%
of students say **availability of scholarships** best represents the value of higher education

College Education and Credentials Prepare Them for New Opportunities

Upskilling to Seek Promotion

"I need to build skills for my next step."

Facing Replacement

"My career doesn't exist anymore."

Returning to Workforce

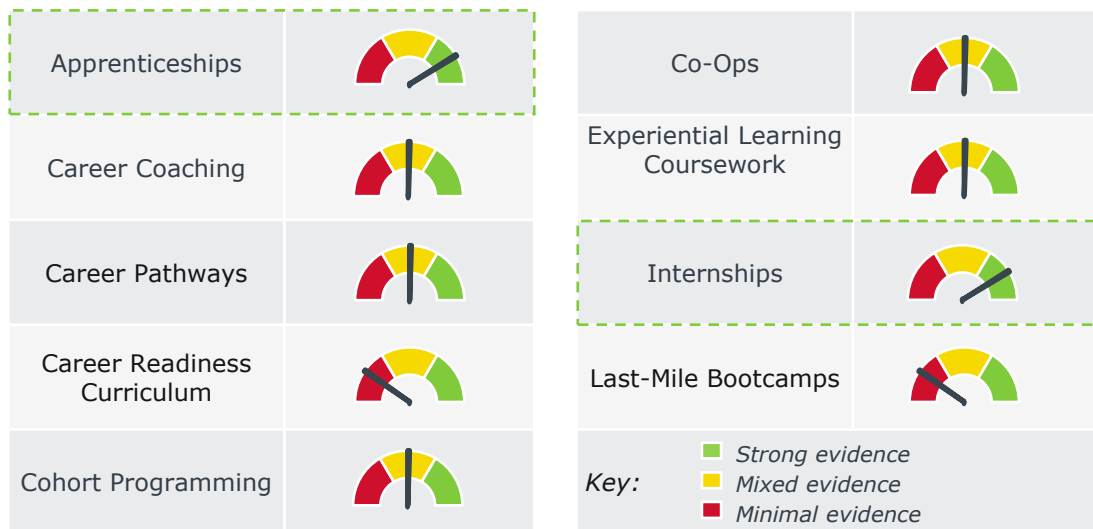*"I haven't worked in a long time."*

Preparing for a Switch

" I want a better job in a different field."

Common Strategies Do Little To Improve Economic Outcomes

Strength of Evidence That Intervention Type Has Causal Impact on Economic Outcomes

Apprenticeships		Co-Ops	
Career Coaching		Experiential Learning Coursework	
Career Pathways		Internships	
Career Readiness Curriculum		Last-Mile Bootcamps	
Cohort Programming		*Key:*	🟩 *Strong evidence* 🟨 *Mixed evidence* 🟥 *Minimal evidence*

Source: Deming et. al., *"Delivering on the Degree: The College-to-Jobs Playbook,"* Harvard Kennedy School, April 2023; EAB interviews and analysis.

Strategies to Enhance Student Learning in College and Beyond

Student Insight

Career-focused learners need **early advising** to set **realistic expectations** for time to degree, metrics for success, and intended outcomes.
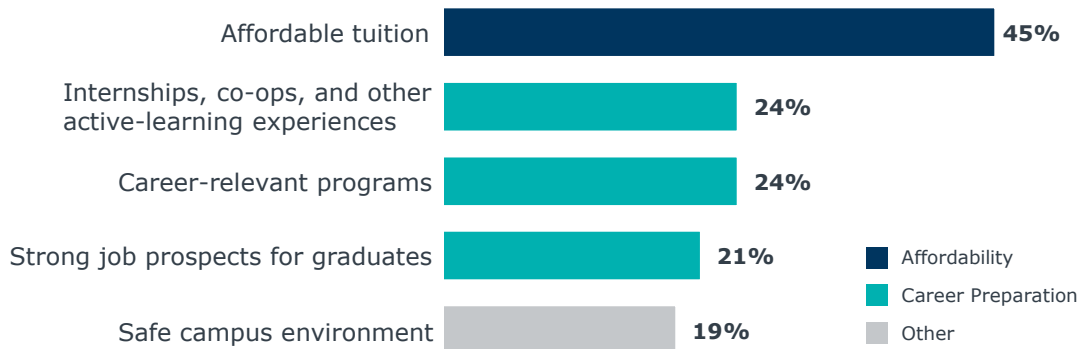
Career Opportunities Heavily Influence Students' Search

Top 5 Responses to, "What are you looking for in your college experience?" EAB Communication Preferences Survey

n=20,324

Response	Value
Affordable tuition	45%
Internships, co-ops, and other active-learning experiences	24%
Career-relevant programs	24%
Strong job prospects for graduates	21%
Safe campus environment	19%

Legend:
- Affordability
- Career Preparation
- Other

Job Placement Overcomes Cost Measures When Evaluating College Value

"What best represents value?" EAB Communication Preferences Survey

42% of students say **successful job placement upon graduation** best represents the value of higher education

36% of students say **availability of scholarships** best represents the value of higher education

CAREER LADDER
INFORMATION TECHNOLOGY
Last Updated: August 2022

Data-Rich Career Ladders Include

➢ Region-specific data

➢ Various pathways in each field of study

➢ Education-level required for various jobs in the pathway

➢ Average earning potential for each education level by pathway

➢ Local labor market demand

Quick Poll

What percent of business leaders say college graduates are UNPREPARED for the workforce?

Student Insight

Connections between the lessons learned in the classroom and skills needed for their careers can be hard to identify. Explain how lessons prepare students for work.

Call Out Lesson Objectives and Workplace Skills

**Connect Lessons to Relevant
Workplace Skills to Help Students**
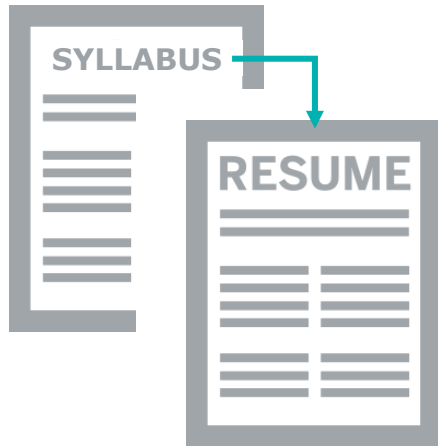
Build Metacognition
Students become self-guided learners by reflecting upon and self-evaluating what they know and what they still need to learn
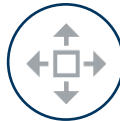
Transfer Knowledge Across Contexts
Students recognize the applicability of knowledge and skills in various contexts

Improve Knowledge Acquisition
Students are more likely to retain information if they have a particular goal or purpose in mind during a lesson

Year-by-year path through curricular, co-curricular options

Third-year co-op recommended for all students

Career ideas in diverse fields

2023-2024
History MAJOR MAP
BACHELOR OF ARTS (HONOURS): MAJOR, JOINT HONOURS, MINOR

Queen's UNIVERSITY

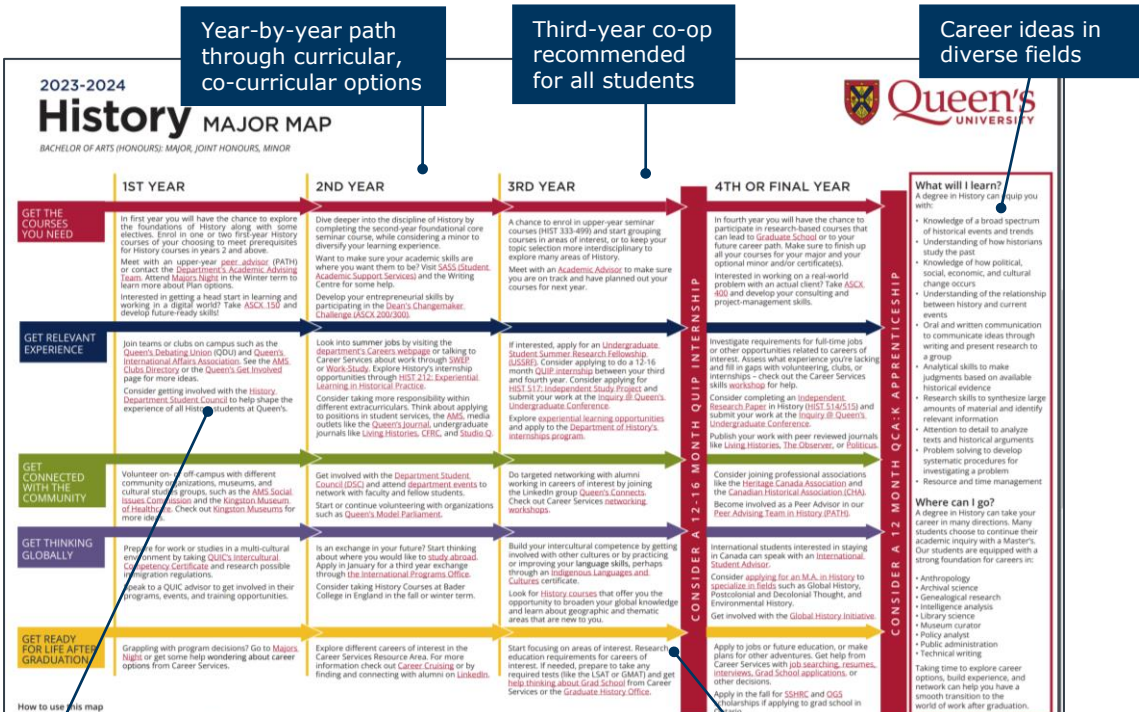|	1ST YEAR	2ND YEAR	3RD YEAR	4TH OR FINAL YEAR	What will I learn?
GET THE COURSES YOU NEED	In first year you will have the chance to explore the foundations of History along with some electives. Enrol in one or two first-year History courses of your choosing to meet prerequisites for History courses in years 2 and above. Meet with an upper-year peer advisor (PATH) or contact the Department's Academic Advising Team. Attend Majors Night in the Winter term to learn more about Plan options. Interested in getting a head start in learning and working in a digital world? Take ASCX 150 and develop future-ready skills!	Dive deeper into the discipline of History by completing the second-year foundational core seminar course, while considering a minor to diversify your learning experience. Want to make sure your academic skills are where you want them to be? Visit SASS (Student Academic Support Services) and the Writing Centre for some help. Develop your entrepreneurial skills by participating in the Dean's Changemaker Challenge (ASCX 200/300).	A chance to enrol in upper-year seminar courses (HIST 333-499) and start grouping courses in areas of interest, or to keep your topic selection more interdisciplinary to explore many areas of History. Meet with an Academic Advisor to make sure you are on track and have planned out your courses for next year.	In fourth year you will have the chance to participate in research-based courses that can lead to Graduate School or to your future career path. Make sure to finish up all your courses for your major and your optional minor and/or certificate(s). Interested in working on a real-world problem with an actual client? Take ASCX 400 and develop your consulting and project-management skills.	A degree in History can equip you with: • Knowledge of a broad spectrum of historical events and trends • Understanding of how historians study the past • Knowledge of how political, social, economic, and cultural change occurs • Understanding of the relationship between history and current events • Oral and written communication to communicate ideas through writing and present research to a group • Analytical skills to make judgments based on available historical evidence • Research skills to synthesize large amounts of material and identify relevant information • Attention to detail to analyze texts and historical arguments • Problem solving to develop systematic procedures for investigating a problem • Resource and time management
GET RELEVANT EXPERIENCE	Join teams or clubs on campus such as the Queen's Debating Union (QDU) and Queen's International Affairs Association. See the AMS Clubs Directory or the Queen's Get Involved page for more ideas. Consider getting involved with the History Department Student Council to help shape the experience of all History students at Queen's.	Look into summer jobs by visiting the department's Careers webpage or talking to Career Services about work through SWEP or Work Study. Explore History's internship opportunities through HIST 212: Experiential Learning in Historical Practice. Consider taking more responsibility within different extracurriculars. Think about applying to positions in student services, the AMS, media outlets like the Queen's Journal, undergraduate journals like Living Histories, CFRC, and Studio Q.	If interested, apply for an Undergraduate Student Summer Research Fellowship (USSRF). Consider applying to do a 12-16 month QUIP internship between your third and fourth year. Consider applying for HIST 517: Independent Study Project and submit your work at the Inquiry @ Queen's Undergraduate Conference. Explore experiential learning opportunities and apply to the Department of History's internships program.	Investigate requirements for full-time jobs or other opportunities related to careers of interest. Assess what experience you're lacking and fill in gaps with volunteering, clubs, or internships – check out the Career Services skills workshop for help. Consider completing an Independent Research Paper in History (HIST 514/515) and submit your work at the Inquiry @ Queen's Undergraduate Conference. Publish your work with peer reviewed journals like Living Histories, The Observer, or Politicus.	**Where can I go?** A degree in History can take your career in many directions. Many students choose to continue their academic inquiry with a Master's. Our students are equipped with a strong foundation for careers in: • Anthropology • Archival science • Genealogical research • Intelligence analysis • Library science • Museum curator • Policy analyst • Public administration • Technical writing Taking time to explore career options, build experience, and network can help you have a smooth transition to the world of work after graduation.
GET CONNECTED WITH THE COMMUNITY	Volunteer on- or off-campus with different community organizations, museums, and cultural studies groups, such as the AMS Social Issues Commission and the Kingston Museum of Healthcare. Check out Kingston Museums for more ideas.	Get involved with the Department Student Council (DSC) and attend department events to network with faculty and fellow students. Start or continue volunteering with organizations such as Queen's Model Parliament.	Do targeted networking with alumni working in careers of interest by joining the LinkedIn group Queen's Connects. Check out Career Services networking workshops.	Consider joining professional associations like the Heritage Canada Association and the Canadian Historical Association (CHA). Become involved as a Peer Advisor in our Peer Advising Team in History (PATH).	
GET THINKING GLOBALLY	Prepare for work or studies in a multi-cultural environment by taking QUIC's Intercultural Competency Certificate and research possible immigration regulations. Speak to a QUIC advisor to get involved in their programs, events, and training opportunities.	Is an exchange in your future? Start thinking about where you would like to study abroad. Apply in January for a third year exchange through the International Programs Office. Consider taking History Courses at Bader College in England in the fall or winter term.	Build your intercultural competence by getting involved with other cultures or by practicing or improving your language skills, perhaps through an Indigenous Languages and Cultures certificate. Look for History courses that offer you the opportunity to broaden your global knowledge and learn about geographic and thematic areas that are new to you.	International students interested in staying in Canada can speak with an International Student Advisor. Consider applying for an M.A. in History to specialize in fields such as Global History, Postcolonial and Decolonial Thought, and Environmental History. Get involved with the Global History Initiative.	
GET READY FOR LIFE AFTER GRADUATION	Grappling with program decisions? Go to Majors Night or get some help wondering about career options from Career Services.	Explore different careers of interest in the Career Services Resource Area. For more information check out Career Cruising or by finding and connecting with alumni on LinkedIn.	Start focusing on areas of interest. Research education requirements for careers of interest. If needed, prepare to take any required tests (like the LSAT or GMAT) and get help thinking about Grad School from Career Services or the Graduate History Office.	Apply to jobs or future education, or make plans for other adventures. Get help from Career Services with job searching, resumes, interviews, Grad School applications, or other decisions. Apply in the fall for SSHRC and OGS scholarships if applying to grad school in Ontario.	

CONSIDER A 12-16 MONTH QUIP INTERNSHIP   CONSIDER A 12 MONTH QCA: K APPRENTICESHIP

How to use this map

...re possibilities and plan for success in the five overlapping areas of career and academics. The map ...have to do it all! To make your own custom map, use the My Major Map tool.

Focus on experiential, service learning

Map serves as gateway to online resources

Student Insight

Career-focused students seek career preparation activities that allow them to **stay in their current job** or get paid for new professional experiences.

Students Need Work-Based Learning

Colleges Offer Career Development...

Career and resume workshops

Employer interviews on campus

Internships

...But Not for Most Working Learners

Limited time on campus

Competing work obligations

Unable to afford unpaid internships

How Schools Can Improve Access:

Offer virtual opportunities

Invite employers on-campus during evening hours to meet your students

Partner with employers who offer paid internships

Engage employers to solve real-world problems

66

"Without opportunities like **federal work-study**, building the first professional resume can be challenging."

-*Student Success Counselor*

Force Multipliers Gain Work Experience and Address Unmet Campus Need

Peer Advisor Model

10 peer advisors
20 hours/wk each
2,000 calls per term
Hired as employees

Tasks
- Payment nudges
- Financial aid prompts
- Hold reminders/help with resolution
- Outreach to students who haven't registered
- Answer general front desk questions
- **Create videos on FAQs** ⟶
- Run Pre-Advising Sessions

UNIVERSITY OF THE DISTRICT OF COLUMBIA 1851

How do I...
Register for my classes?

How do I...
Pay

Support Career-Focused Students Through Responsive Institutional Practices

1

Early Career Advising

1. Self-directed Career Assessment
2. Tools for Informed Decision-making
3. Pragmatic Roadmaps to the Future

2

Adapting to Working Students

4. Off-campus Student Support Services
5. Availability-based Course Schedules
6. Technological Classroom Adaptation

3

Employment Preparation

7. Federal Work-Study as Practical Experience
8. Industry Apprenticeships
9. College, WDB, and CBO partnerships
10. Flexible Format Career Preparation
11. After-hours Employer/ Student Networking
12. Professional Skills as Course Content
13. Stackable Credentials

EAB

Focusing on Your Differentiation Sweet Spot

Showcasing Career Success (and More) in Your Value Proposition

70+ Ways Your Institution Can Design a Differentiated Value Proposition

Distinctive Academics

Program Variety
Program Quality
Unique Programs
Stackable Credentials
Flexible Delivery
Flexible Scheduling
Pedagogical Method
Class Size

Distinctive Student Services

Advising
Mental Health
Career Services
Financial Aid Support
Technology

Service Quality Levels

Personalized Service
One-Stop Service
Concierge Service
Peer-to-Peer Service

Student Experience

Study Abroad
Student Organizations
Service Learning
Athletics
Co-Ops / Internships
Facilities
Student Research

Special Services for Target Students

Targeted Demographics
First-Generation
Transfers
Adult Learners
International
Special Needs
Military

Student Outcomes

On-Time Completion
Student Debt
Employment
Earnings
Awards and Recognition

Staff Characteristics

Credentials
Background
Teaching Experience
Industry Experience
Technical Expertise
Availability

Shared Values

Sustainability
Social Justice
Community Service
Wellness
Outdoor Life
Innovation

Distinctive Location

Proximity
Beauty and Climate
Cultural Attractions
Recreation Options
Regional Economy

Partner Networks

Alumni
Community
Employers
Industries
Global
Research

Pricing

Low Net Price
Low Price Relative to Competitors
Predictable Price
Payment Options
Need-Based Aid
Merit Aid

Brand Character

Exclusivity
Quality
Higher Purpose
Value for Money
Lifestyle
Disruptive

Distinctive Academics

Program Variety
Program Quality
Unique Programs
Stackable Credentials
Flexible Delivery
Flexible Scheduling
Pedagogical Method

Distinctive Student Services

Advising
Mental Health
Career Services
Financial Aid Support
Technology

Service Quality Levels

Personalized Service
One-Stop Service
Concierge Service
Peer-to-Peer Service

Student Experience

Study Abroad
Student Organizations
Service Learning
Athletics
Co-Ops / Internships
Facilities
Student Research

Special Services for Target Students

Targeted Demographics
First-Generation
Transfers
Adult Learners
International

Student Outcomes

On-Time Completion
Student Debt
Employment
Earnings
Awards and Recognition

Staff Characteristics

Credentials
Background
Teaching Experience
Industry Experience
Technical Expertise
Availability

Shared Values

Sustainability
Social Justice
Community Service
Wellness
Outdoor Life
Innovation

Distinctive Location

Proximity
Beauty and Climate
Cultural Attractions
Recreation Options
Regional Economy

Partner Networks

Alumni
Community
Employers
Industries
Global

Pricing

Low Net Price
Low Price Relative to Competitors
Predictable Price
Payment Options
Need-Based Aid

Brand Character

Exclusivity
Quality
Higher Purpose
Value for Money
Lifestyle

"Compound" Value Propositions Are Viable (if Students Value Differentiators)

Student Services
Holistic success coaching

+

Service Quality
Peer, faculty, & alumni mentor pairings

+

Brand Character
Exclusive networks in desired career path

Incorporating Careers into Advisement Across The Student Lifecycle

York Technical College

Academic & Career Advising Center
Going beyond traditional advisement and career services

New students
Identify and affirm students' career goals while offering opportunities for exploration

Continuing students
Reinforce engagement with their career decision through "inescapable" touchpoints

Graduating students
Help students land jobs that reflect their qualifications and career goals

90% *Avg. job placement rate across the past 4 years*

Tech Touches Supporting This Work
- ✓ Intake survey to understand students' college and career goals
- ✓ Faculty progress reports and student "hand raise" self-alerts for early intervention
- ✓ Major and Career Explorer tools
- ✓ Campaigns and appointment scheduling to connect directly with students

Get Started on EAB.com

EAB

Create an Account

1 Click the "Partner Log In" button in the top right of the menu bar.

2 If you already have an account, simply enter your **institutional email** and eab.com password and begin browsing.

3 If you're new to our site, click "Create an account."

4 You must use your institutional email address when requesting a login to the site—Gmail, Yahoo, and personal email domains will not work. Follow the remaining registration instructions and you will automatically be granted access to the content and resources included in your institution's partnerships.

5 If you don't see your institution's name in the drop-down menu, or have any other questions, email eabhelp@eab.com.

---
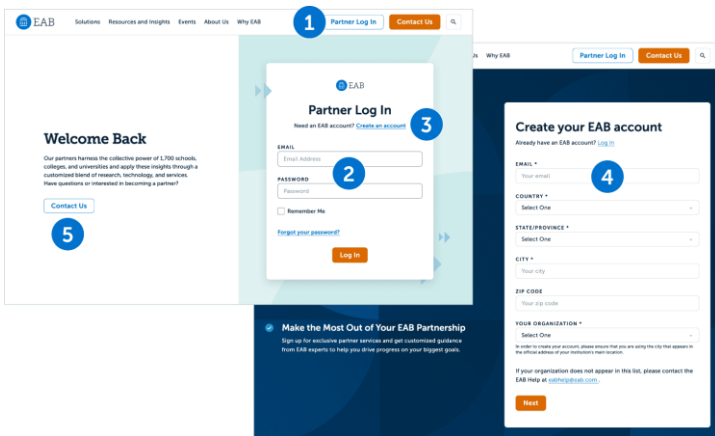
3 Ways to get the most out of the new eab.com: **https://eab.com/resources/blog/strategy-blog/get-the-most-out-of-new-eab/**

MyEAB

➤ Start by going to the MyEAB page, your portal for partnership resources. Once you're logged in, click "MyEAB" on the right of the top menu bar, and select "MyEAB Hub" from the dropdown menu.

➤ On the MyEAB page you'll find links to access partner hubs for each of your partnerships, as well as your upcoming events, saved content, and more.

Connect

➤ To view all upcoming events—both virtual and in-person—look for "Events" in the top menu bar and click "EAB Events". You can easily register yourself online, or toggle to the "Past" tab to find materials from previous events.

➤ If you need help registering or have questions, please reach out to events@eab.com.

What You'll Find on EAB.com

Executive Roundtable and Virtual Event Information and Logistics

Resources and Insights
Tools
Infographics

Subscribe to the EAB Briefing

Insight Paper on Post-Traditional Learners

Insight on reengaging and supporting stopped out students

Diagnostic to assess the modern student experience on your campus

Community college hub for additional insight and resources

Q&A

Christina Hubbard, PhD
Senior Director,
Research Advisory Services