



President and Provost Roundtable Discussion

Topic: Attributes of SHSU Graduates

Students at SHSU receive an academically superb education. They also must understand how to translate that education into attributes needed by employers.

- **What are those attributes across the curriculum/programs/majors?**
- **How do we assist students/graduates in translating their education into said attributes?**

- **THECB list of core objectives/skills students should obtain after completing the core curriculum:**
 - Critical thinking skills
 - Communication skills
 - Empirical and quantitative skills
 - Teamwork
 - Social responsibility
 - Personal responsibility¹
- **Six most desirable traits from employers (from various sources):**
 - Communication skills
 - Creativity
 - Positive/upbeat attitude
 - Ethical/integrity/honest
 - Reliable
 - Flexible/versatile²⁻¹⁰
- **Six additional high ranking traits from employers (from various sources):**
 - Humble
 - Hard-working
 - Passionate
 - Proactive/action oriented
 - Autonomous
 - Organizational skills²⁻¹⁰
- **15 traits of the ideal employee:**
 - Action – oriented
 - Intelligent
 - Ambitious
 - Autonomous
 - Display leadership
 - Cultural fit
 - Upbeat
 - Confident
 - Successful
 - Honest
 - Detail oriented
 - Modest
 - Hard working
 - Marketable
 - Passionate³
- **Most important skills needed by graduates to succeed in job market:**
 - Written and oral communication skills
 - Making decisions/solving problems
 - Collaborating with others
 - Working with diverse groups of people
 - Adaptability/managing multiple priorities
 - Analytical/research skills
 - Technical skills associated with the job
 - Planning/organizational skills
 - Leading teams¹¹
- **Experiences in college that lead to success in the job market:**
 - Internships
 - Relevance of coursework
 - College major
 - Employment during college
 - Extracurricular activities
 - University rank and prestige
 - GPA
 - Volunteer experiences¹¹
- **Colleges and employers say they want students who know how to think. But what does it mean to “know how to think”? Students with training in the liberal arts will be not only better people and better citizens but also better professionals and employees.**
 - Knowing how to think – intellectual virtues:
 - Love of truth
 - Honesty
 - Fair-mindedness
 - Humility
 - Perseverance
 - Courage
 - Good listening
 - Perspective-taking and empathy
 - Wisdom¹²
- **Our collective responsibility in educating students must be to help them understand that in today’s society they must be adaptive, nimble, and entrepreneurial.**

- Four components of the agile mindset:
 - Divergent thinking: the key to the right solution
 - Empathy as a competitive driver
 - Social and emotional intelligence
 - Developing an entrepreneurial outlook¹⁴
- **THECB Goal: By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.**
 - Possible Targets
 - By 2030, institutions will have created and implemented a process to identify marketable skills, and updated identified marketable skills for all programs.
 - By 2025, institutions will have created and implemented a process to identify marketable skills for all programs, and each entering and graduating cohort of students will be well informed about the skills and abilities they are acquiring.
 - By 2020, institutions will have (1) created a process to identify and regularly update marketable skills for each of their programs in collaboration with business and other community organizations, and (2) identified marketable skills for more than half of all programs.
 - Possible Strategies
 - Collaborate with state, regional, and local employers to define desirable skills, and identify programs and courses that offer those skills.
 - Develop multi-institution consortia to provide guidance on identifying marketable skills.
 - Increase the quality and availability of information targeted to students about the transition from higher education to the workforce, including information about the transferability and alignment of skills.
 - Improve academic and career advising strategies.
 - Optimize the balance between state, regional, and local employer needs and certificate and degree production.
 - Leverage P-16 Councils and Chambers of Commerce to bridge the gap between higher education and business.
 - Develop certificates designed to complement baccalaureate degrees, such as a business certificate with a liberal arts degree.
 - Provide teacher candidates with a deep understanding of, and practical experience with, methodologies and strategies so they enter the teaching field having analyzed and practiced instruction that makes them successful in meeting a broad spectrum of students' needs.¹³
- **Types of alumni career programs**
 - Financial counseling regarding higher education debt repayment
 - Access to campus career placement services
 - Assistance with professional development (career coaching)
 - Short courses to enhance specific technical skills that are in demand in the workforce
 - Discounted or free auditing of regular university or college courses¹¹

References

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