



**UNIVERSITÉ
DE GENÈVE**

**OBSERVATOIRE
DE LA VIE ÉTUDIANTE**

From expectations to outcomes : academic skills and representations of job market

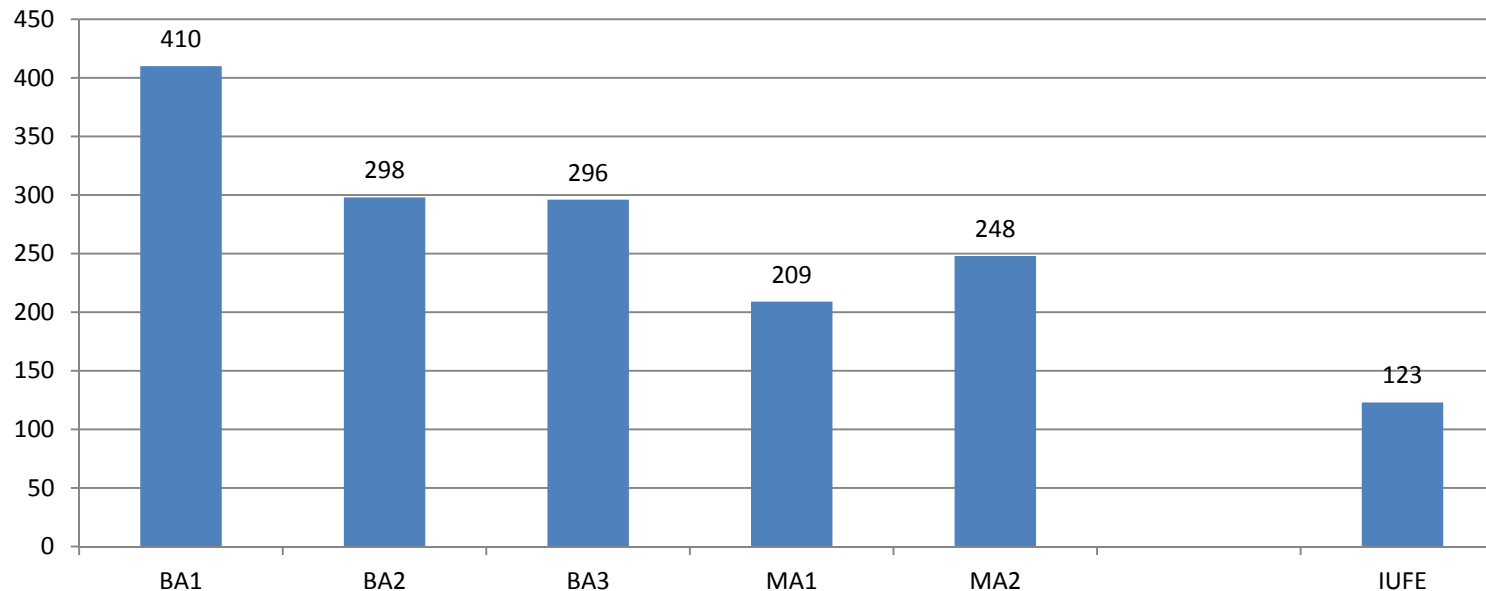
Jean-François Stassen

Piera Dell'Ambrogio

OVE – University of Geneva

Survey «Etudiants 2013»

- 1584 respondents
- Every stages of the basic studies (BA 1, BA2, BA3, MA1, MA2) in the University of Geneva



Our dependant variables : academic skills

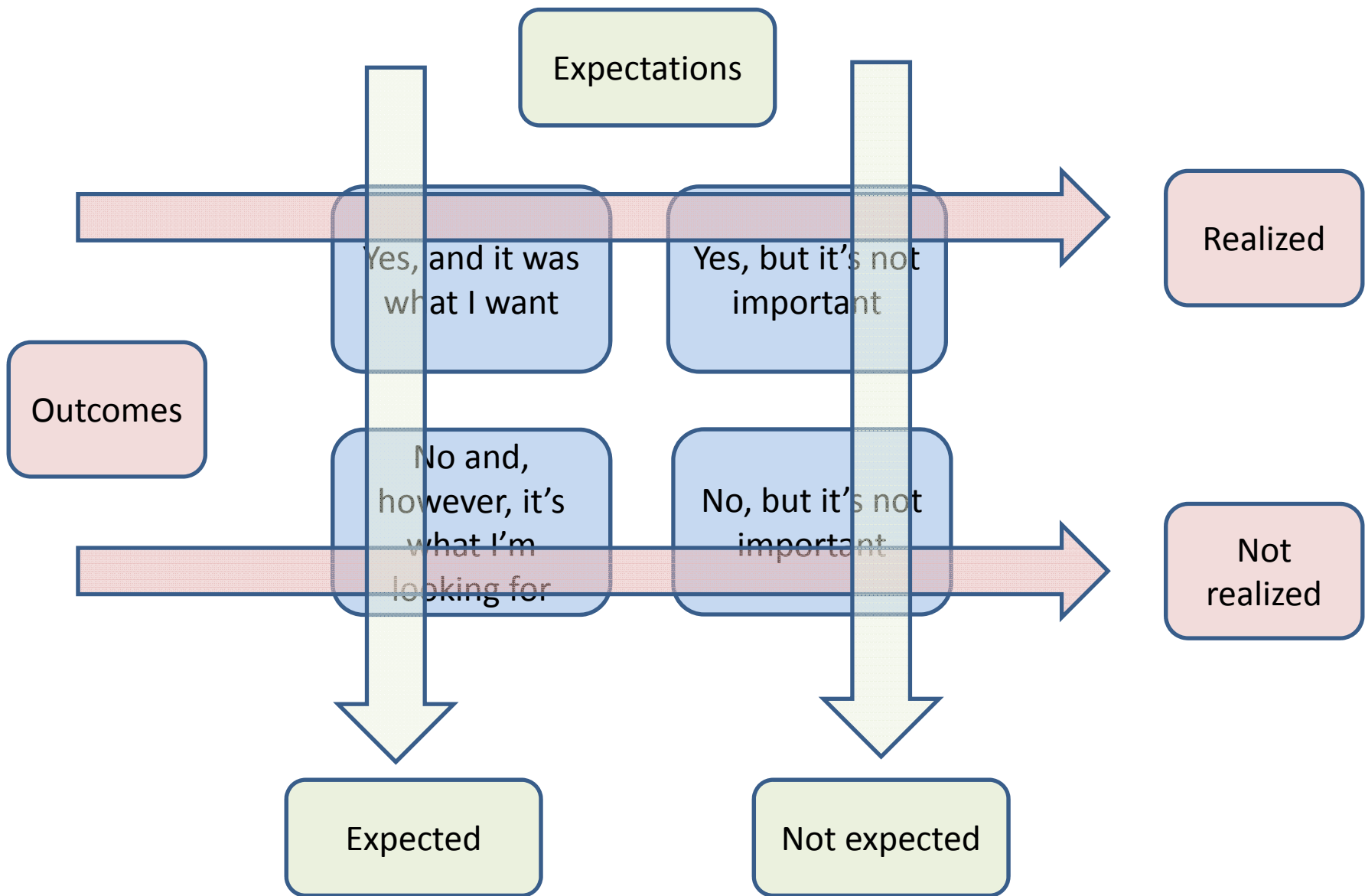
- **Your training permits you to develop these skills...**

- Intellectual capacities
- Analytic mind and ability to synthesize
- Open-mindedness
- Critical and scientific mind
- Rigorous method of work
- Ability to work group
- Qualification in your field studies
- Application of theoretical concepts
- Interdisciplinary approach
- Autonomy in personal work
- Computer skills
- Written language skills
- Spoken language skills
- Know-how professionally in demand
- Knowledges in your field studies
- Competencies in your field studies
- Desire to learn new knowledges

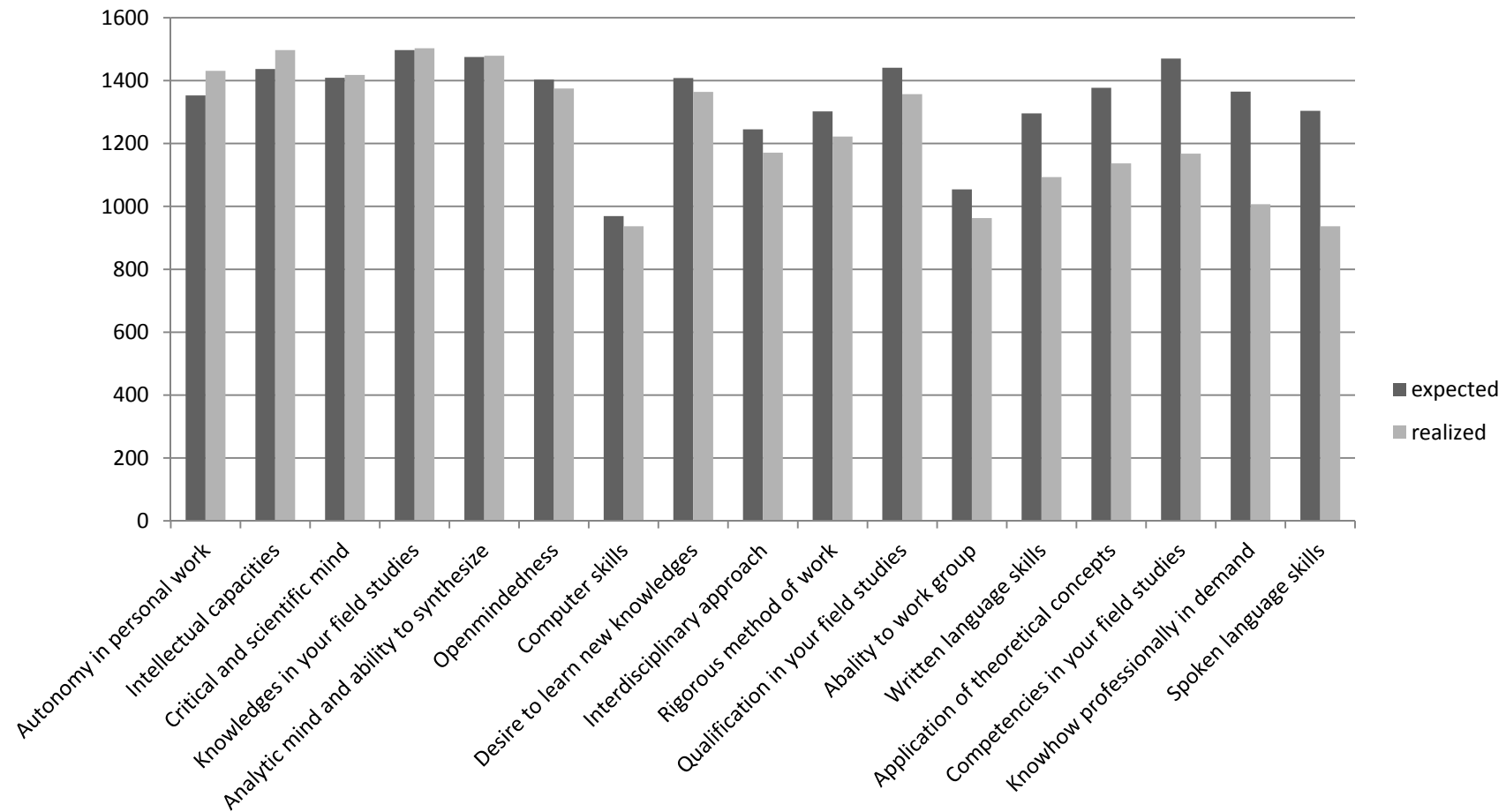
The response items : «yes, and it was what I want», «yes, but it's not important», «no, but it's not important», «no, and however, it's what I'm looking for» ⇒ opportunity to make two variables : «the skill is expected» (expectation) and «the expectation is realized» (outcome).

Our dependant variables : academic skills

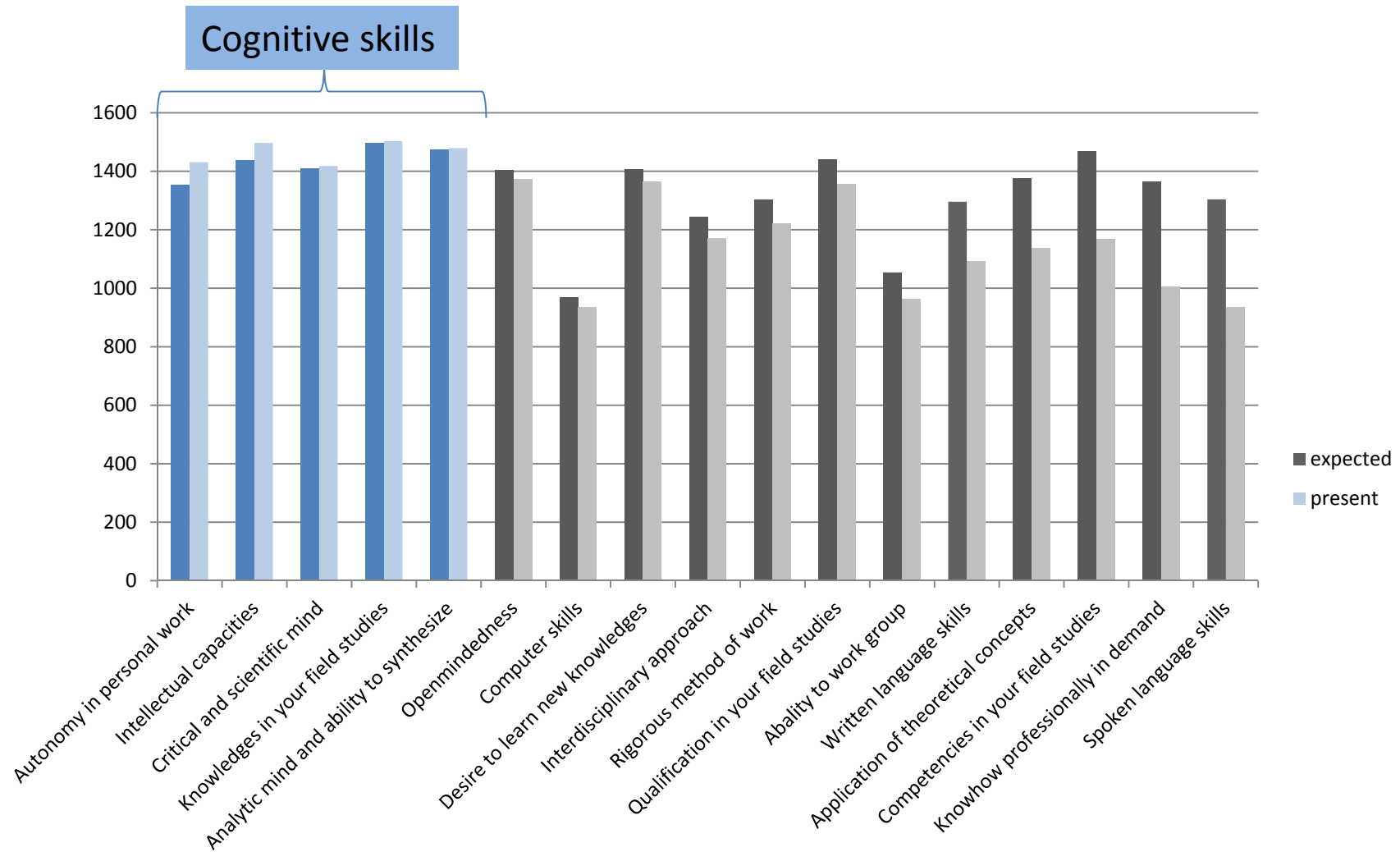
| 4 items responses | | | Realized expectations (outcomes) |
|-------------------|--------------------------------------------|-----------------------------|----------------------------------|
| | yes, and it was what I want | yes, but it's not important | Yes (realized) |
| | no, and however, it's what I'm looking for | no, but it's not important | No (unrealized) |
| Expectations | Yes (expected) | No (unexpected) | |



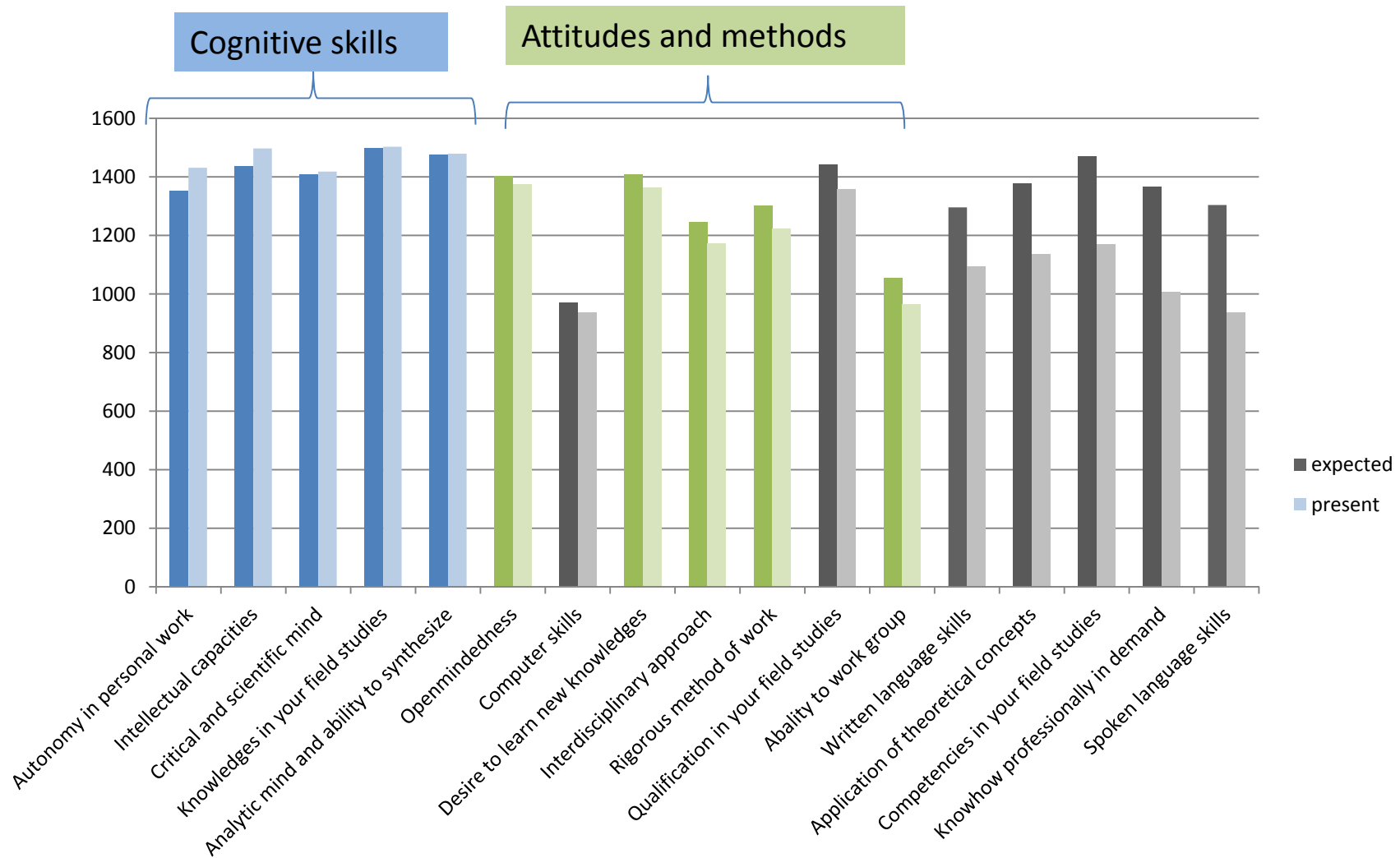
Academic skills : expectations and outcomes



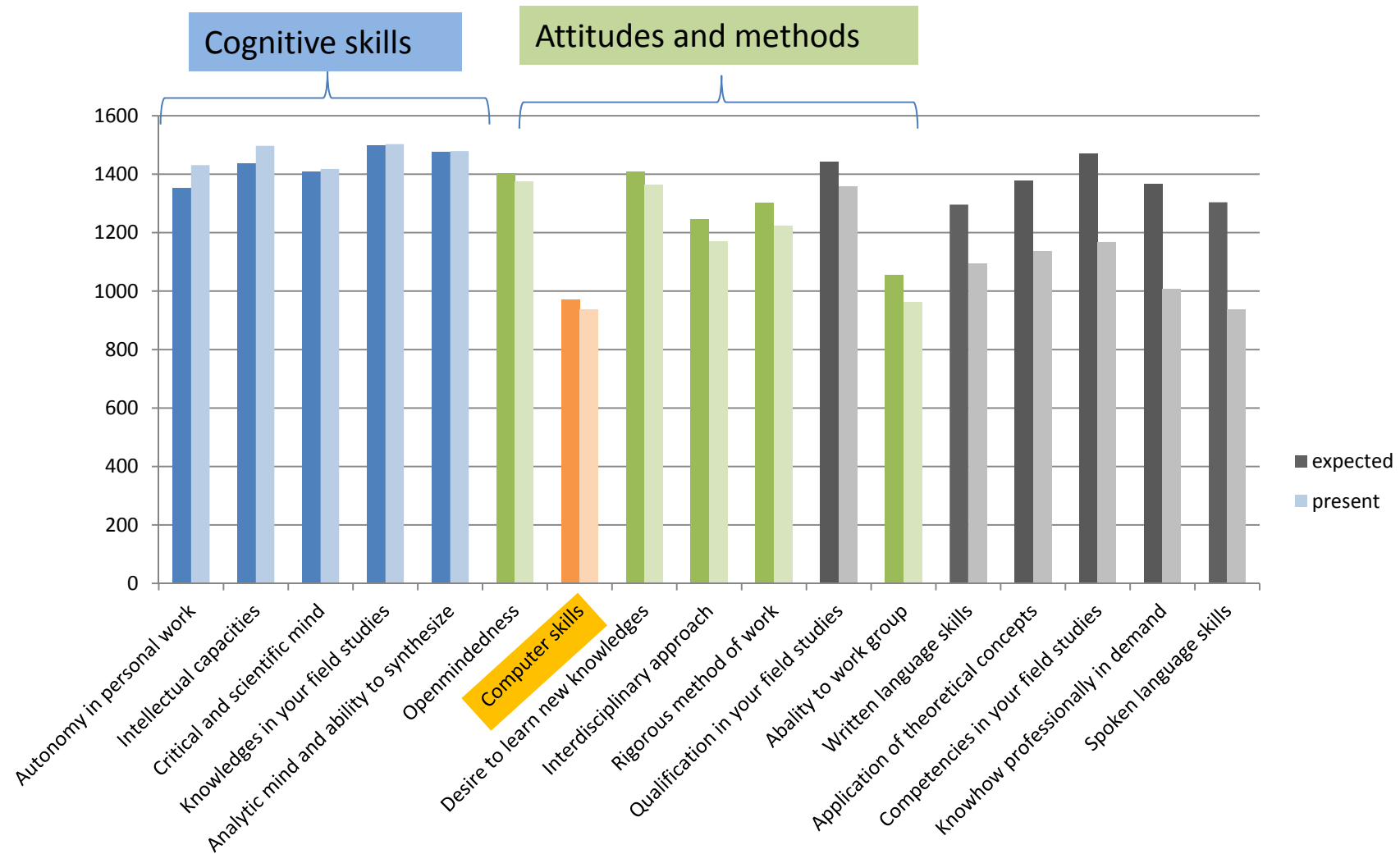
Academic skills : expectations and outcomes



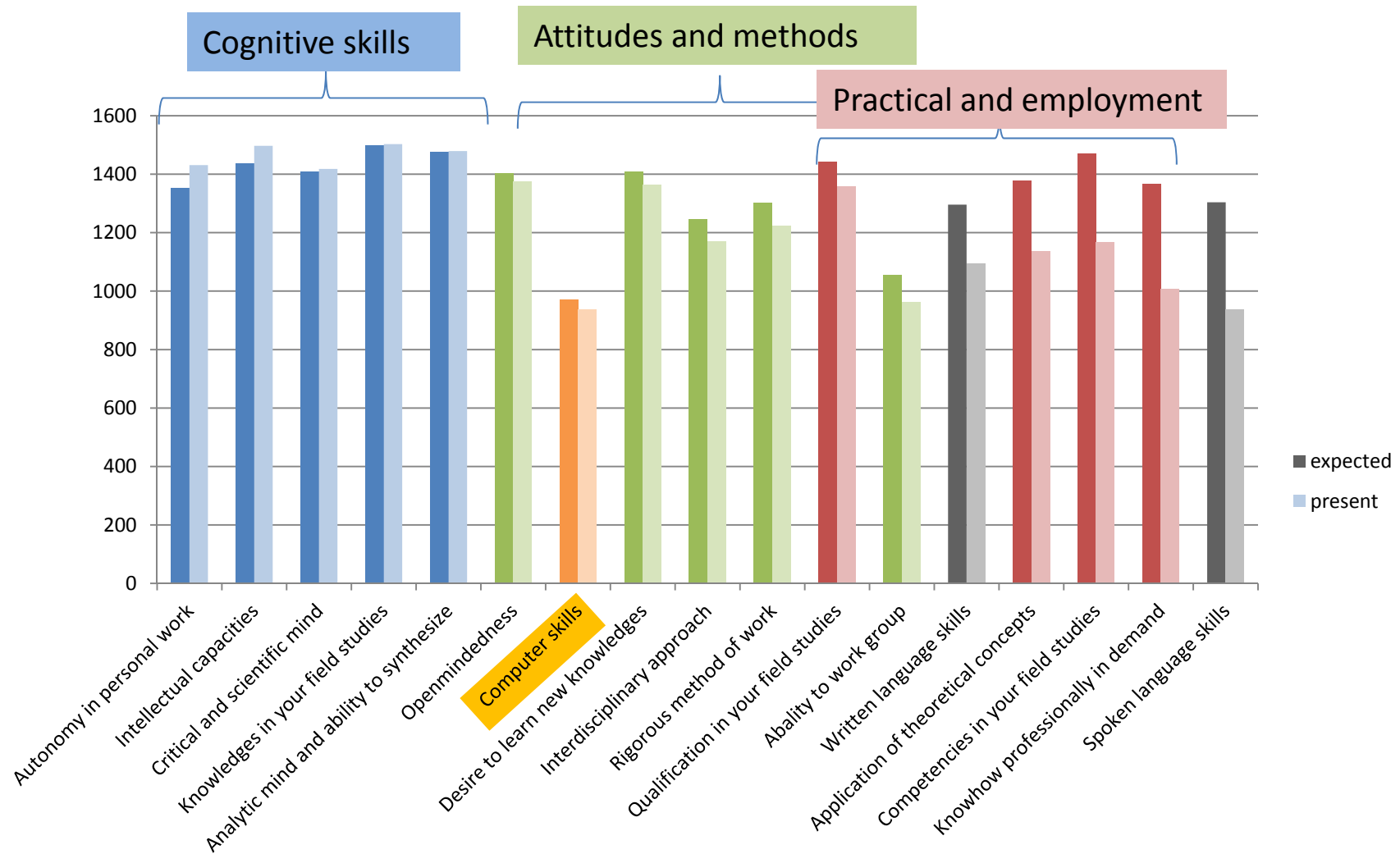
Academic skills : expectations and outcomes



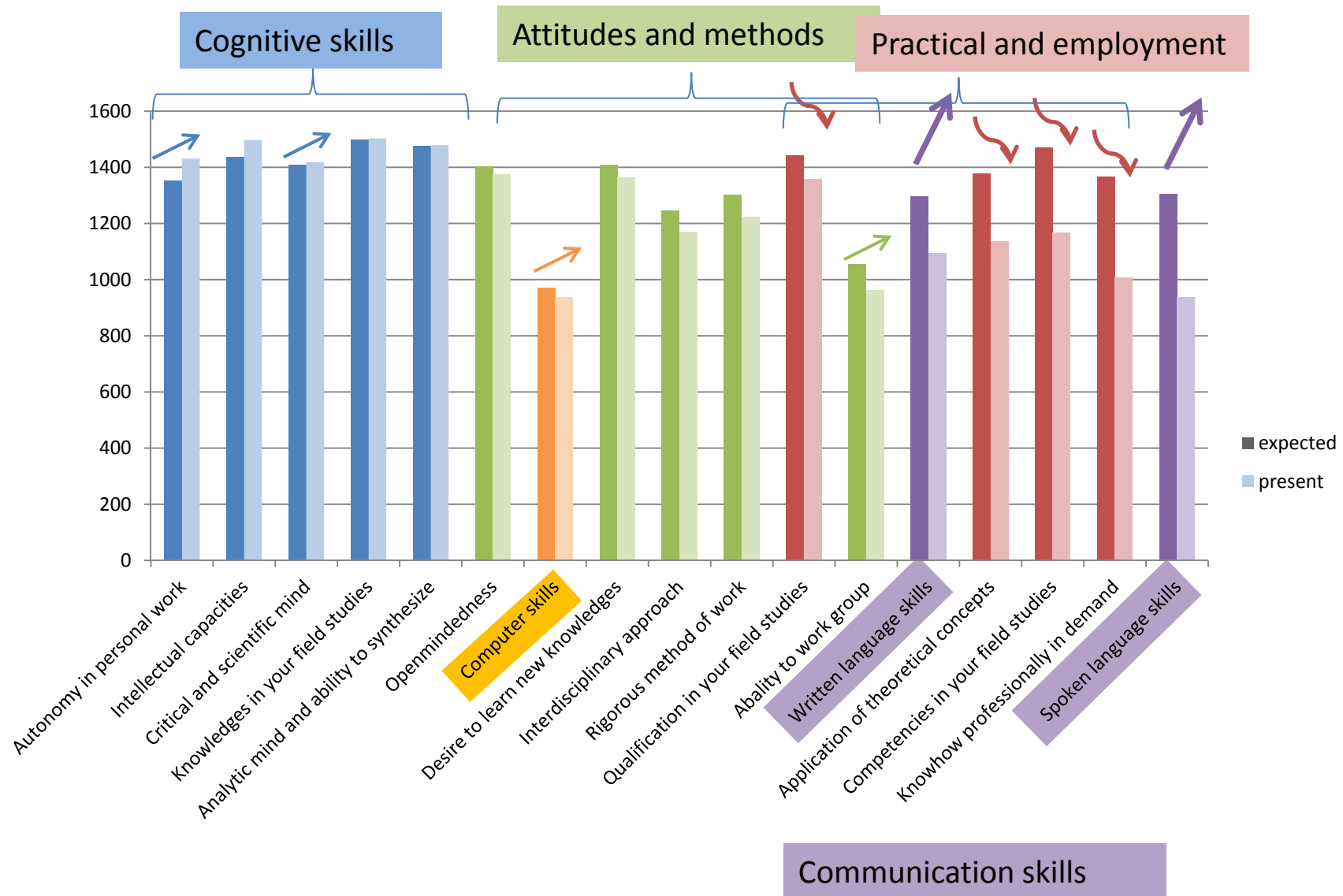
Academic skills : expectations and outcomes



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Academic skills : expectations and outcomes



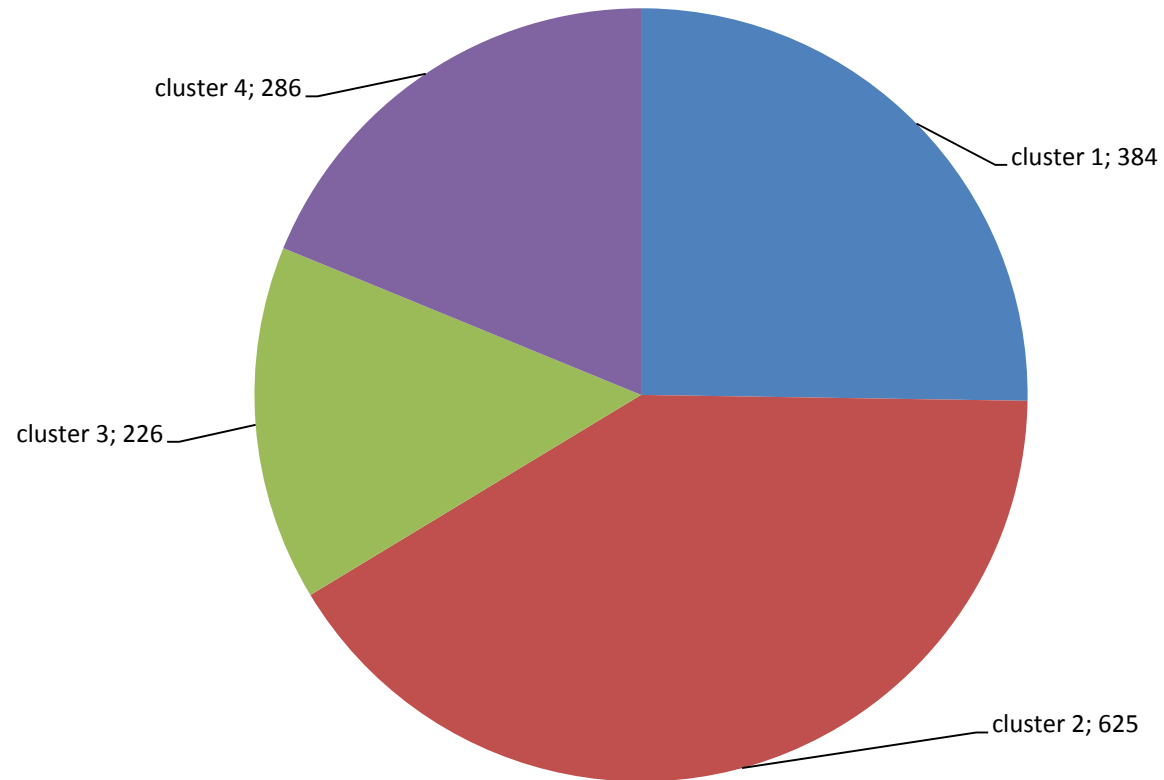
Our dependant variables for a cluster analysis

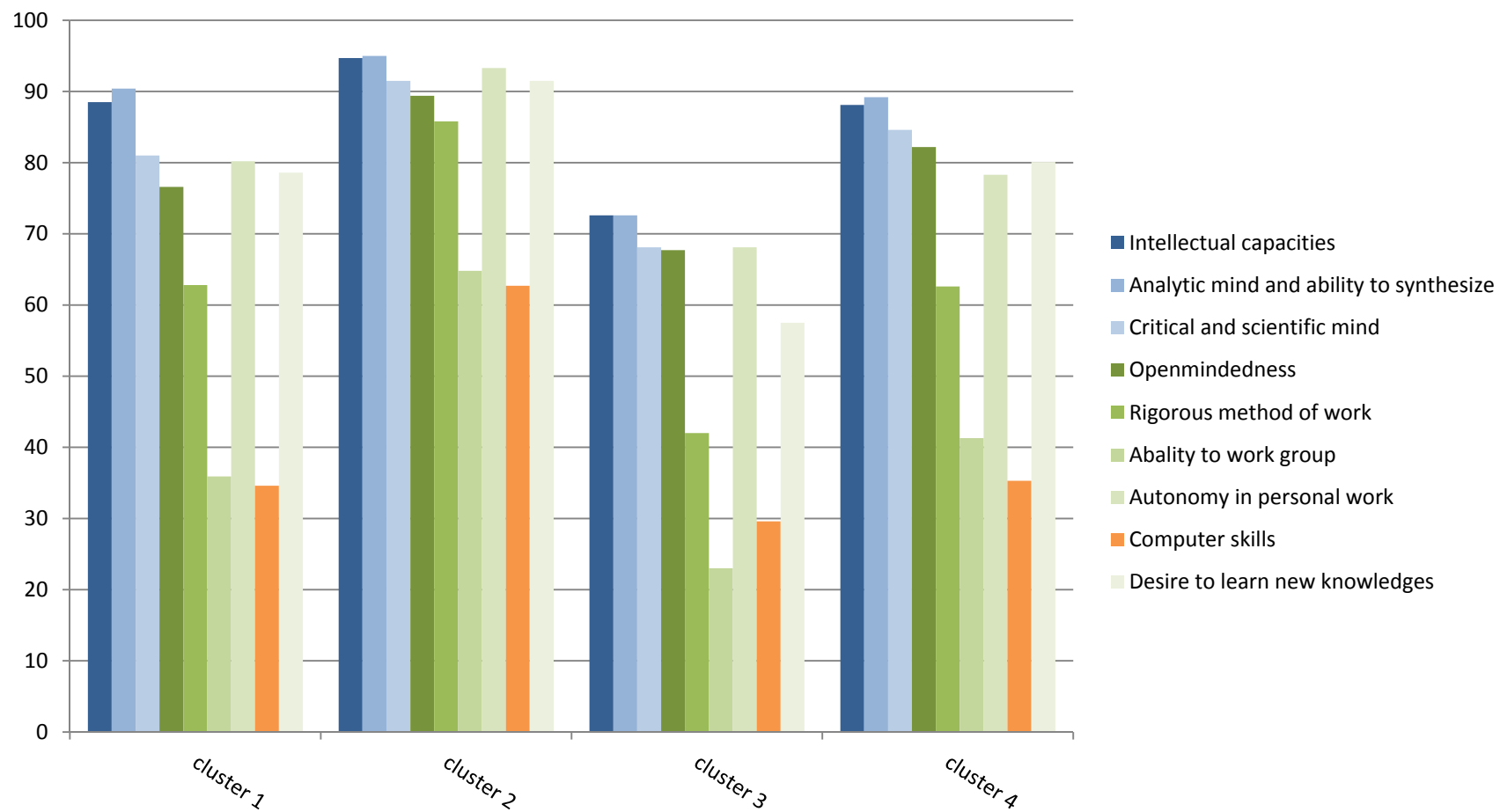
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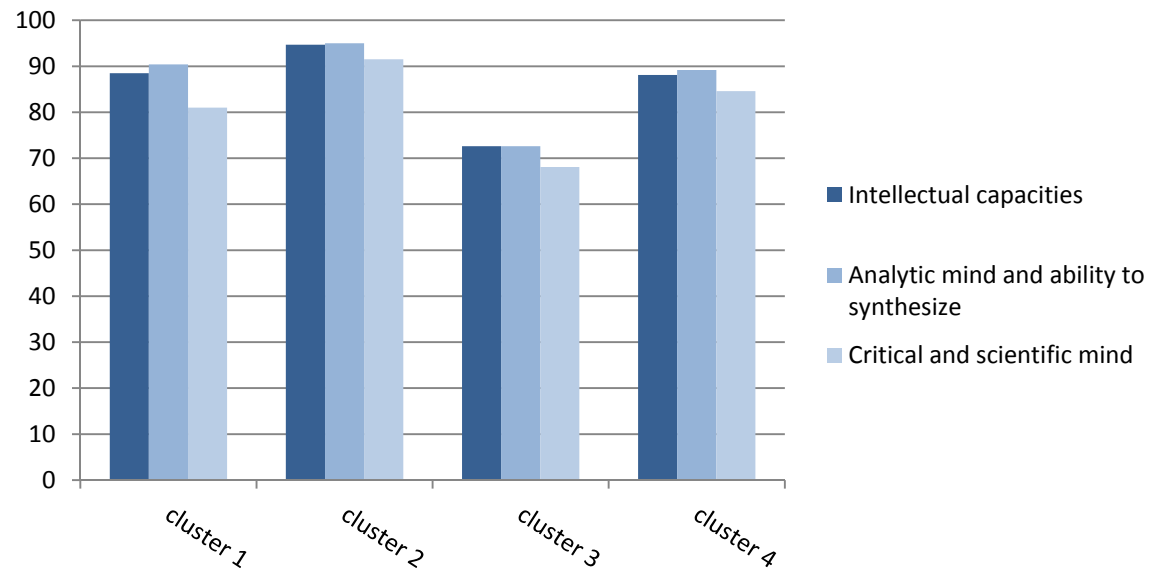
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Cluster analysis

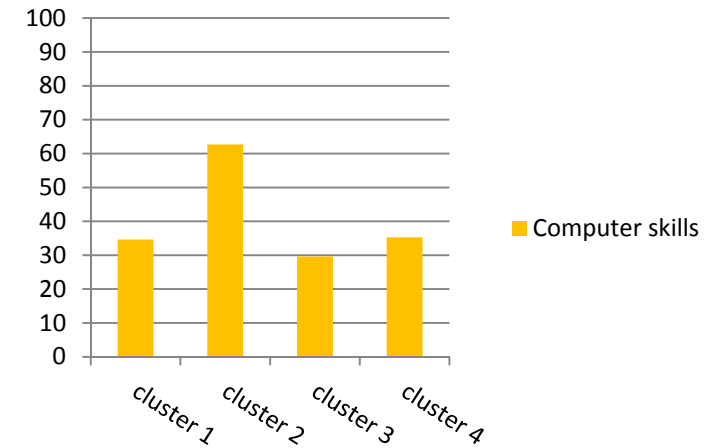




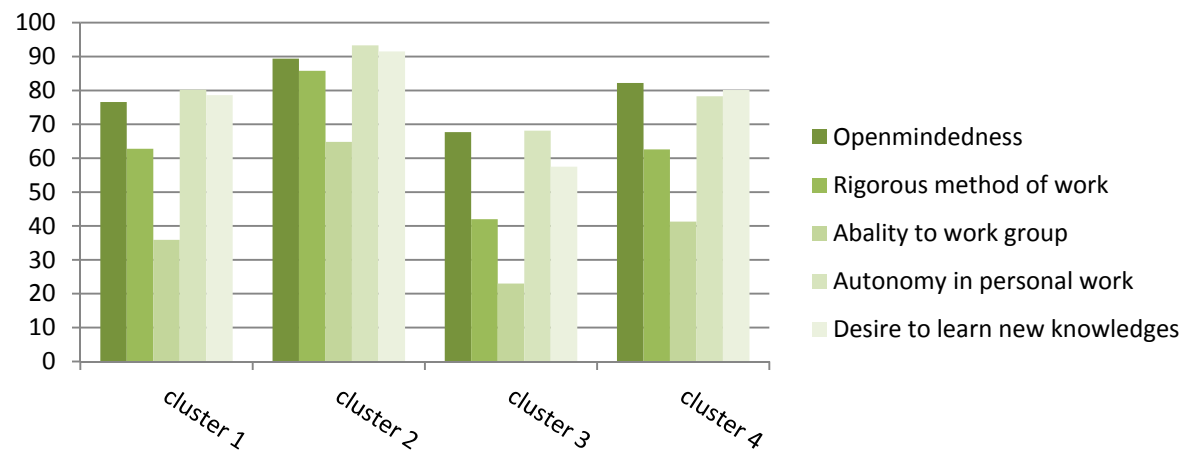
Cognitive skills



Computer skills



Attitudes and methods

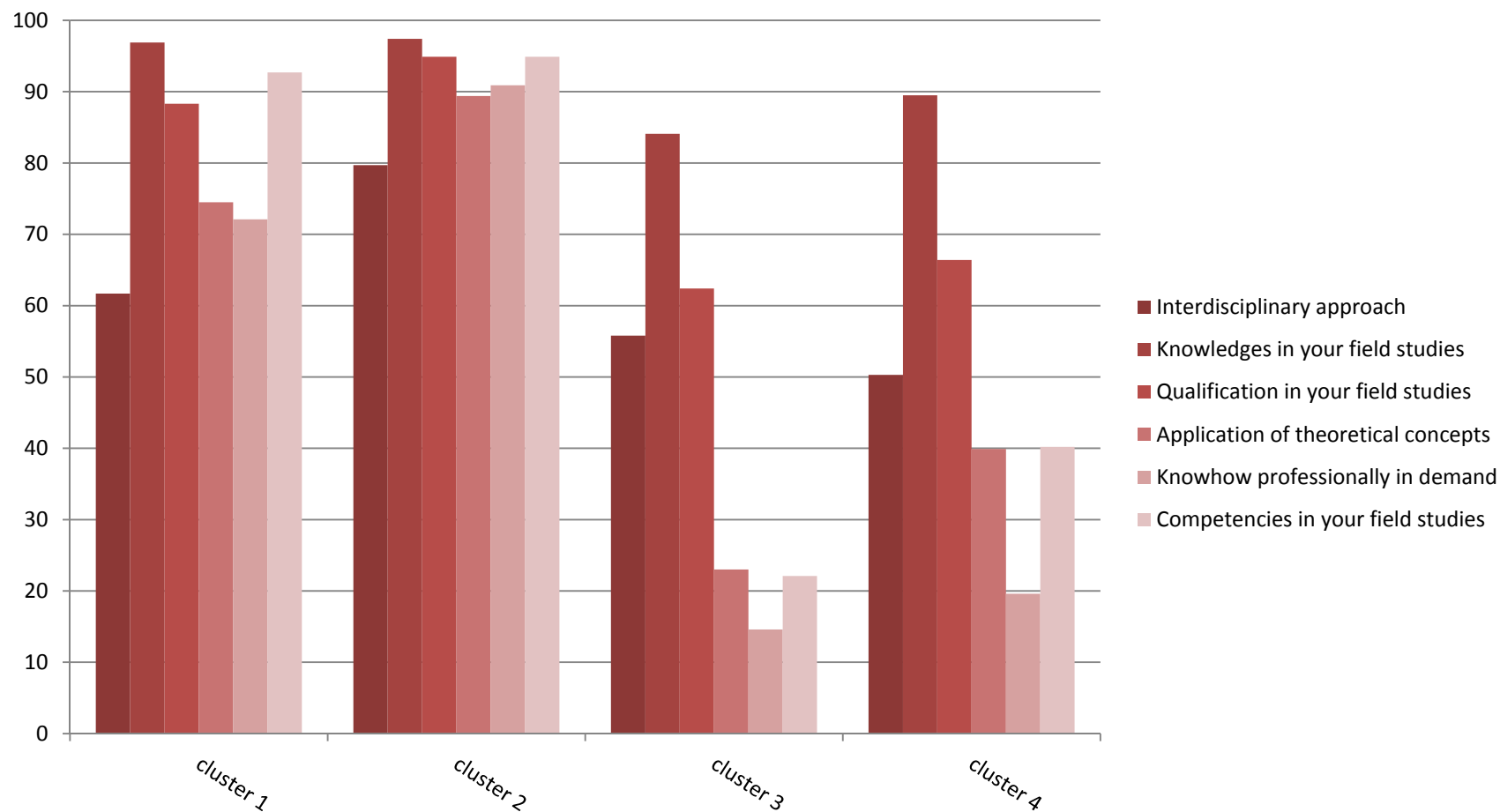


Cluster 2 : higher realization of expectations

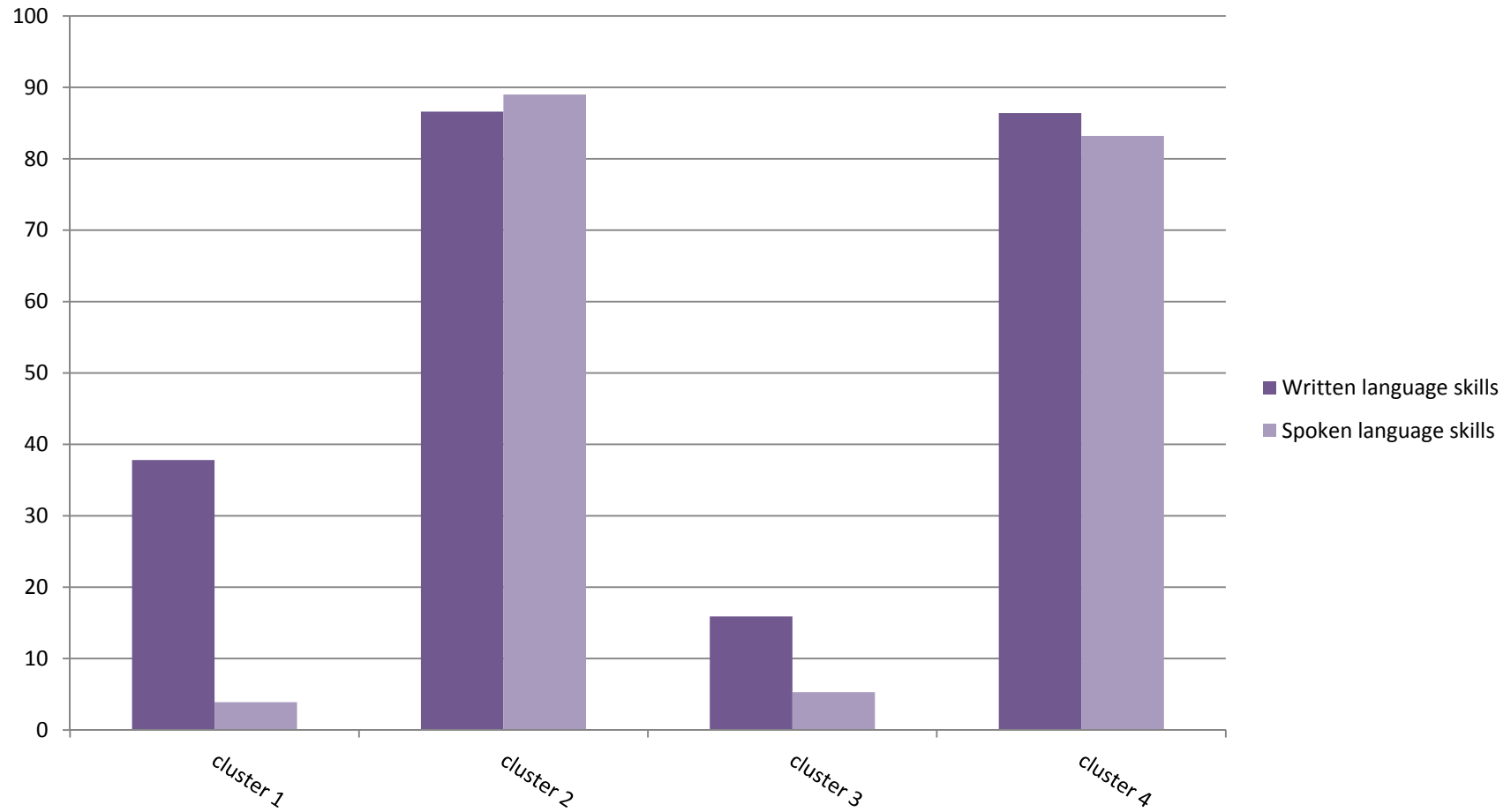
Cluster 3 : lower realization of expectations

Clusters 1 and 4 : intermediate

Expectations related to practical approach and employment



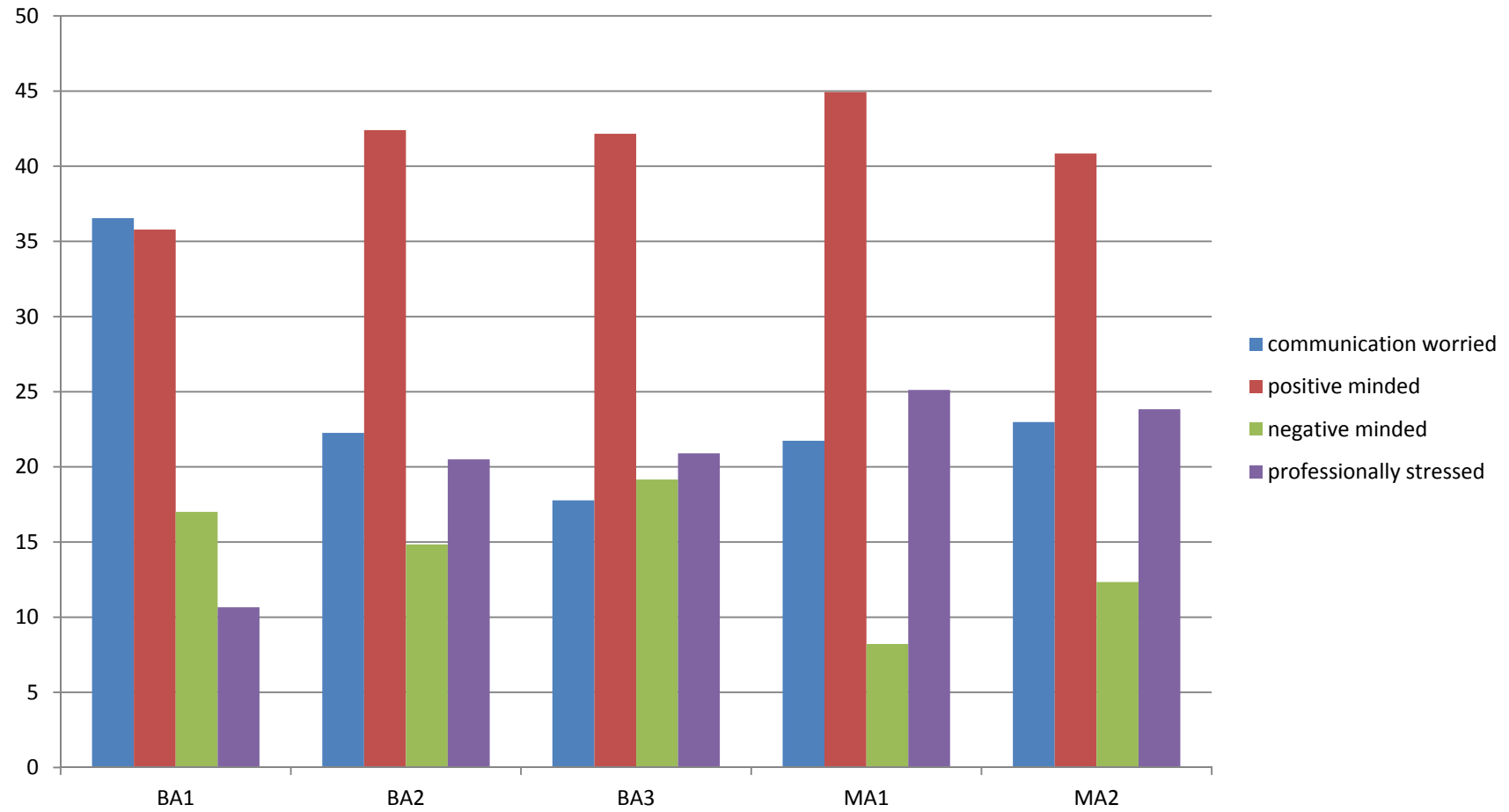
Communication abilities



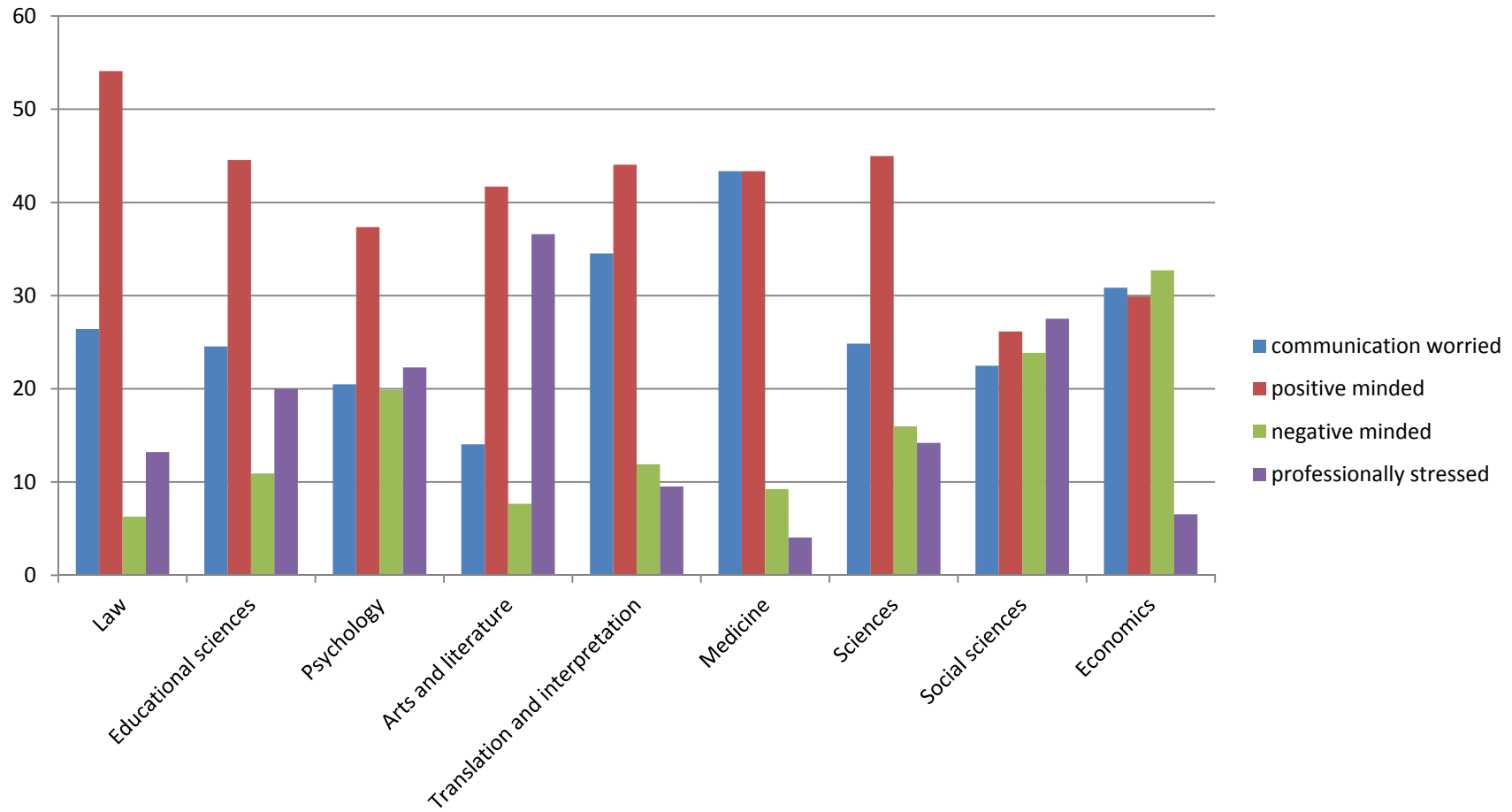
Typology stemming from clusters

| | 1 | 2 | 3 | 4 |
|-----------------------------------|-------------------------------------------------------------|----------------------------------------|-----------------------------------------------|-----------------------------------------------------------------------------------|
| cognitive skills | -/+ | + | - | -/+ |
| attitudes and methods | -/+ | + | - | -/+ |
| computer skills | -/+ | + | - | -/+ |
| practical and professional assets | + | + | - | - |
| communication abilities | - | + | - | + |
| | intermediate language expectations weakly realized | almost all expectations realized | almost all expectations weakly realized | intermediate practical and employability expectations weakly realized |
| | communication worried | positive minded | negative minded | professionally stressed |

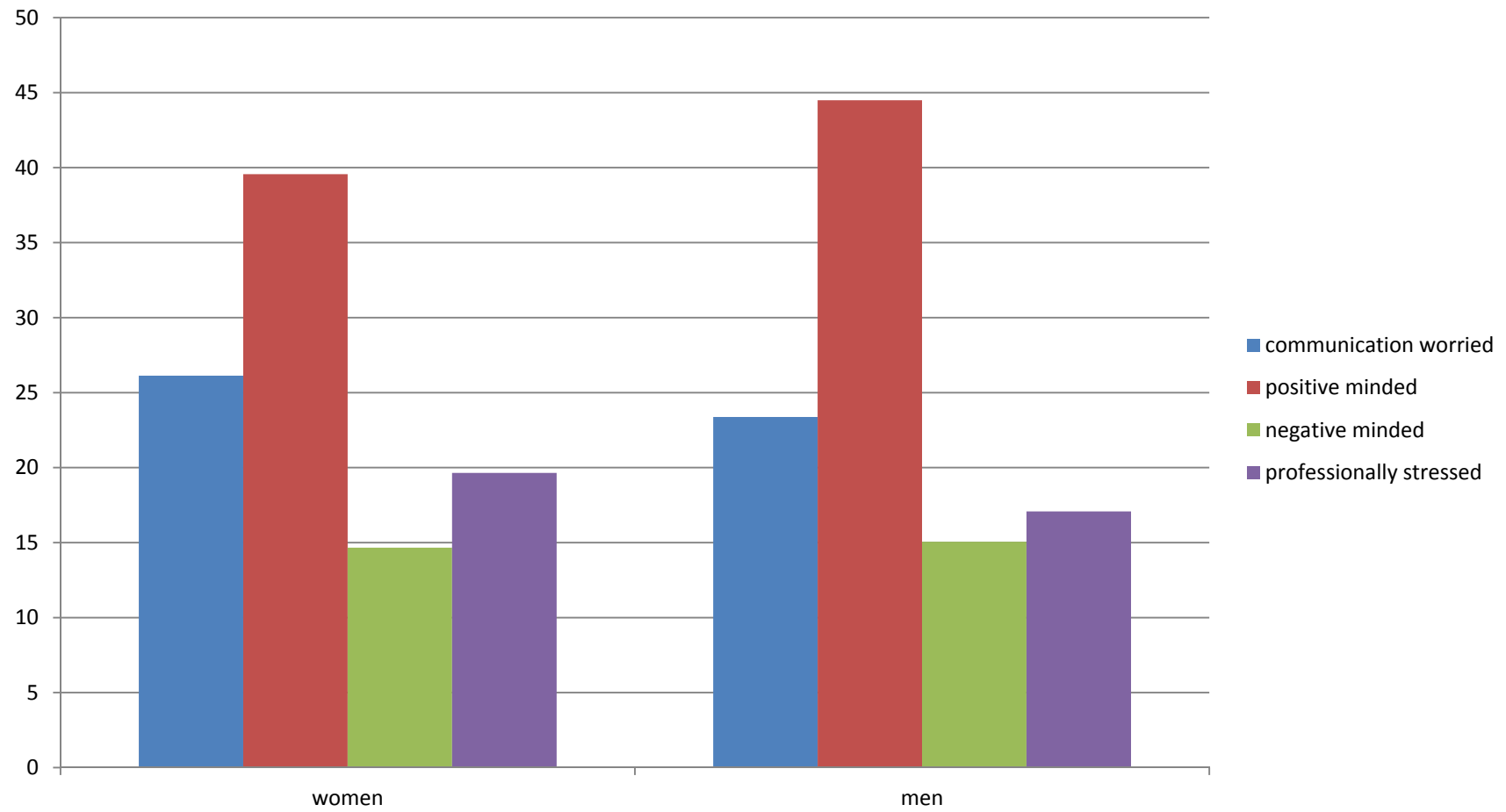
Typology according to course of the studies



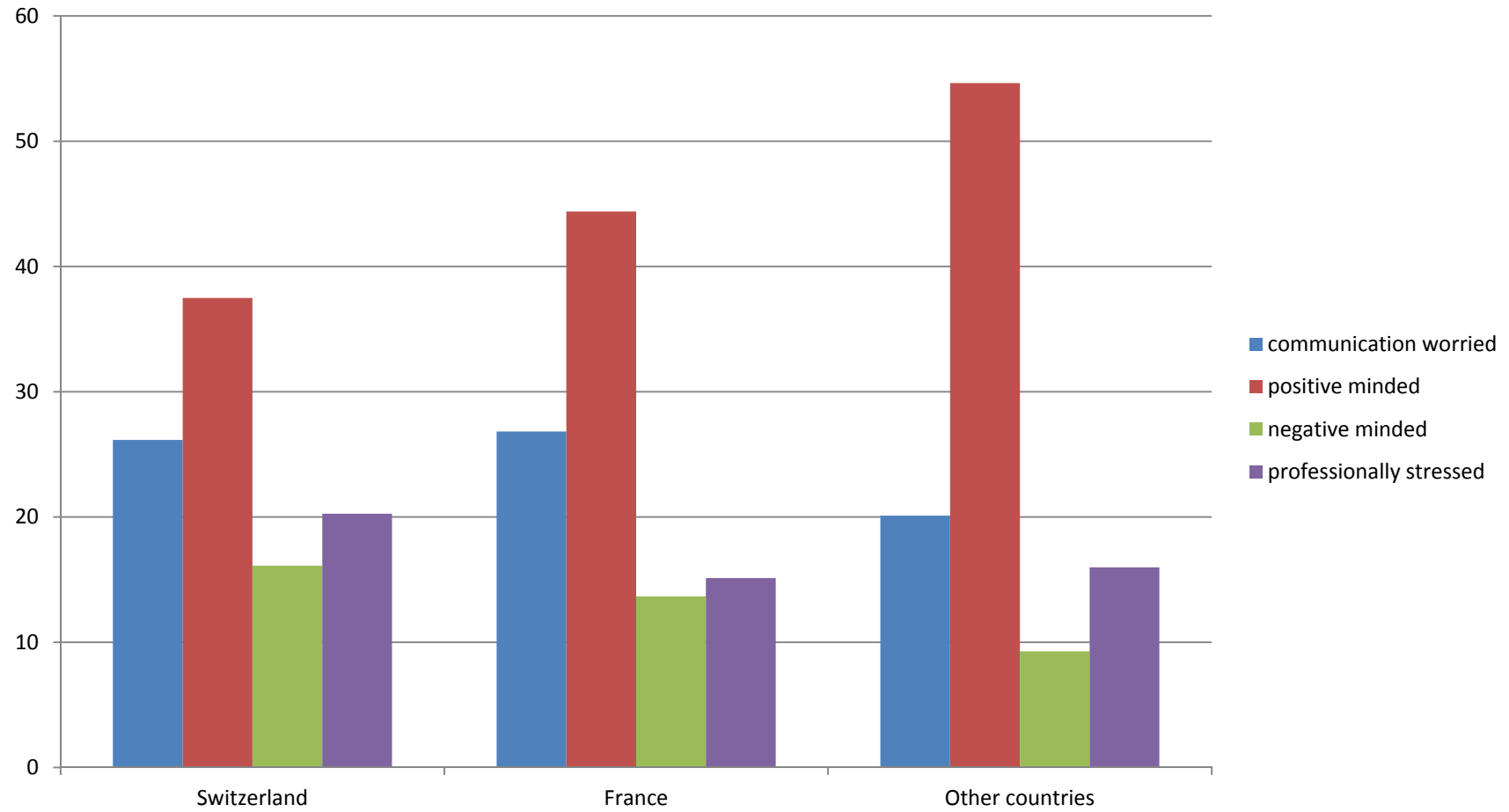
Typology according to faculty



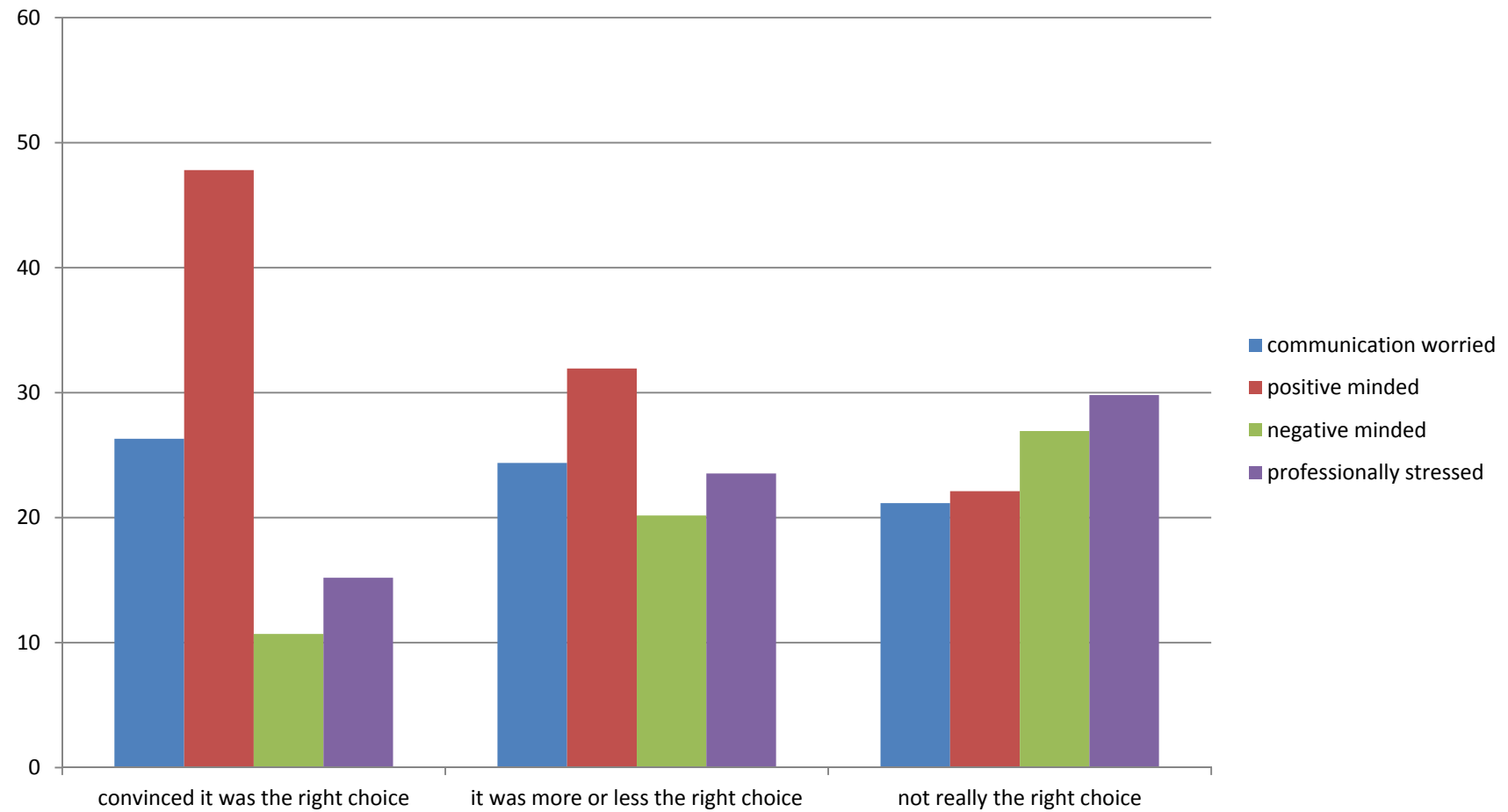
Typology according to gender



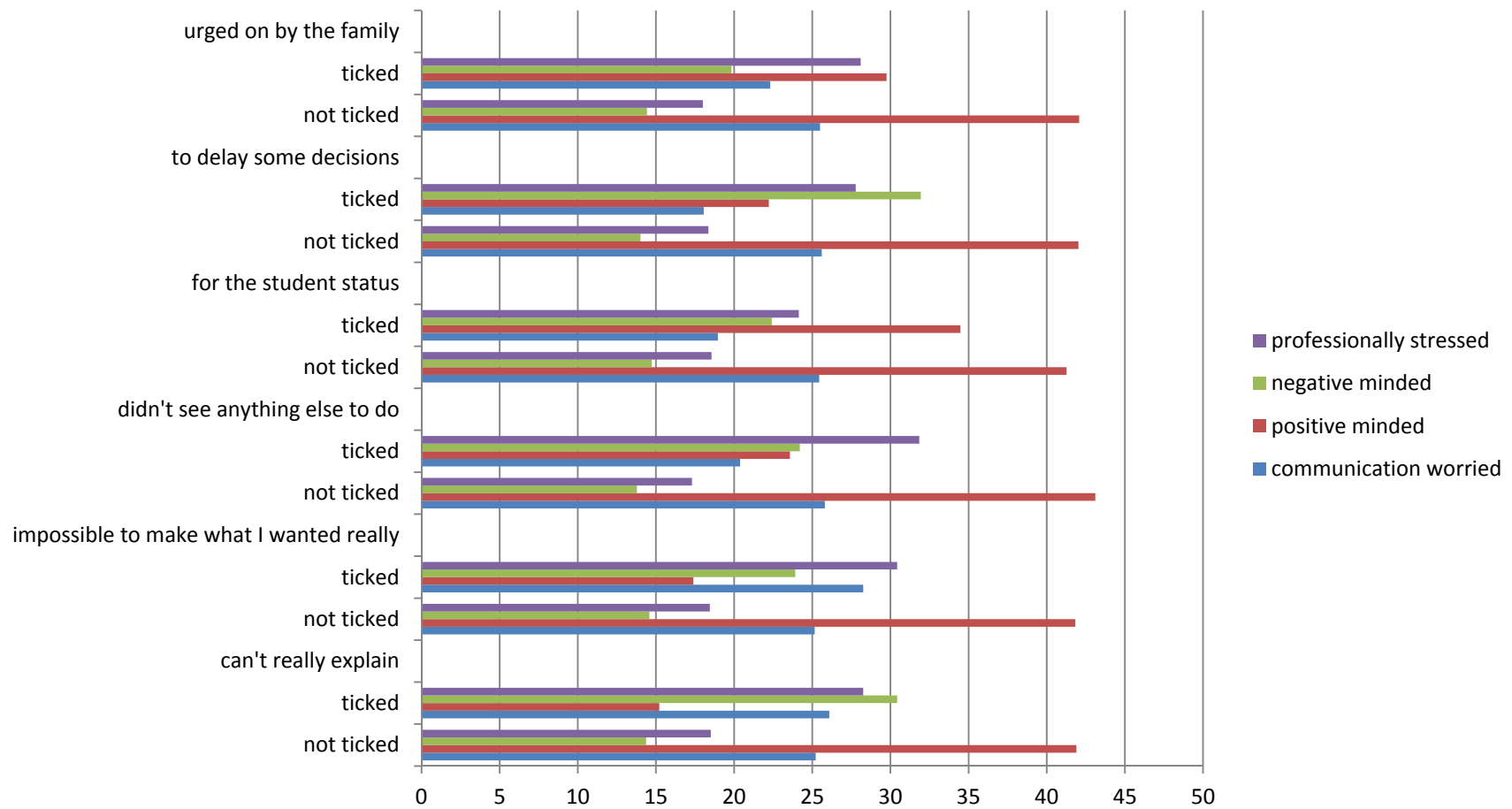
Typology according to country of origin



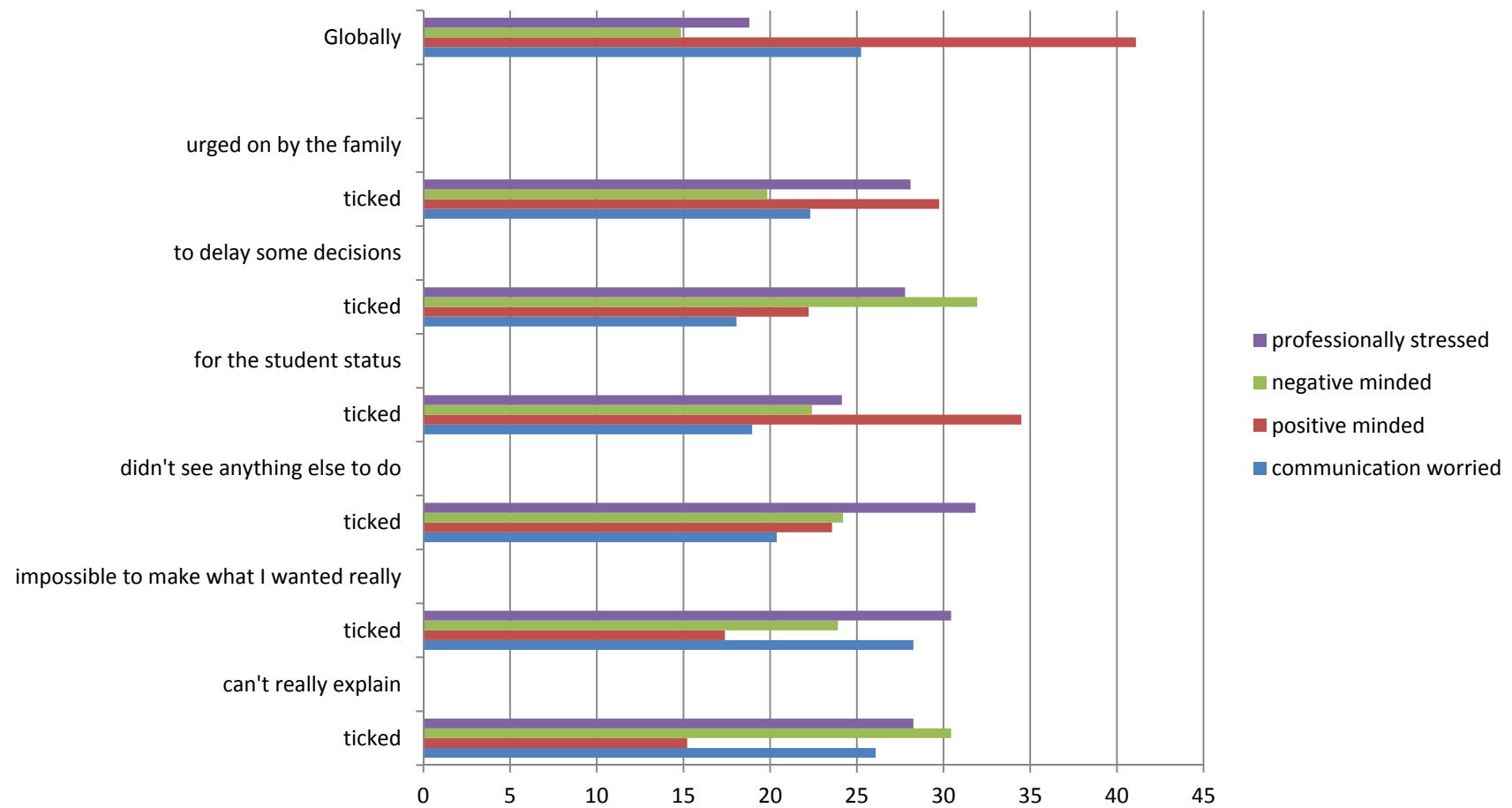
Typology according to conviction to have made to right choice



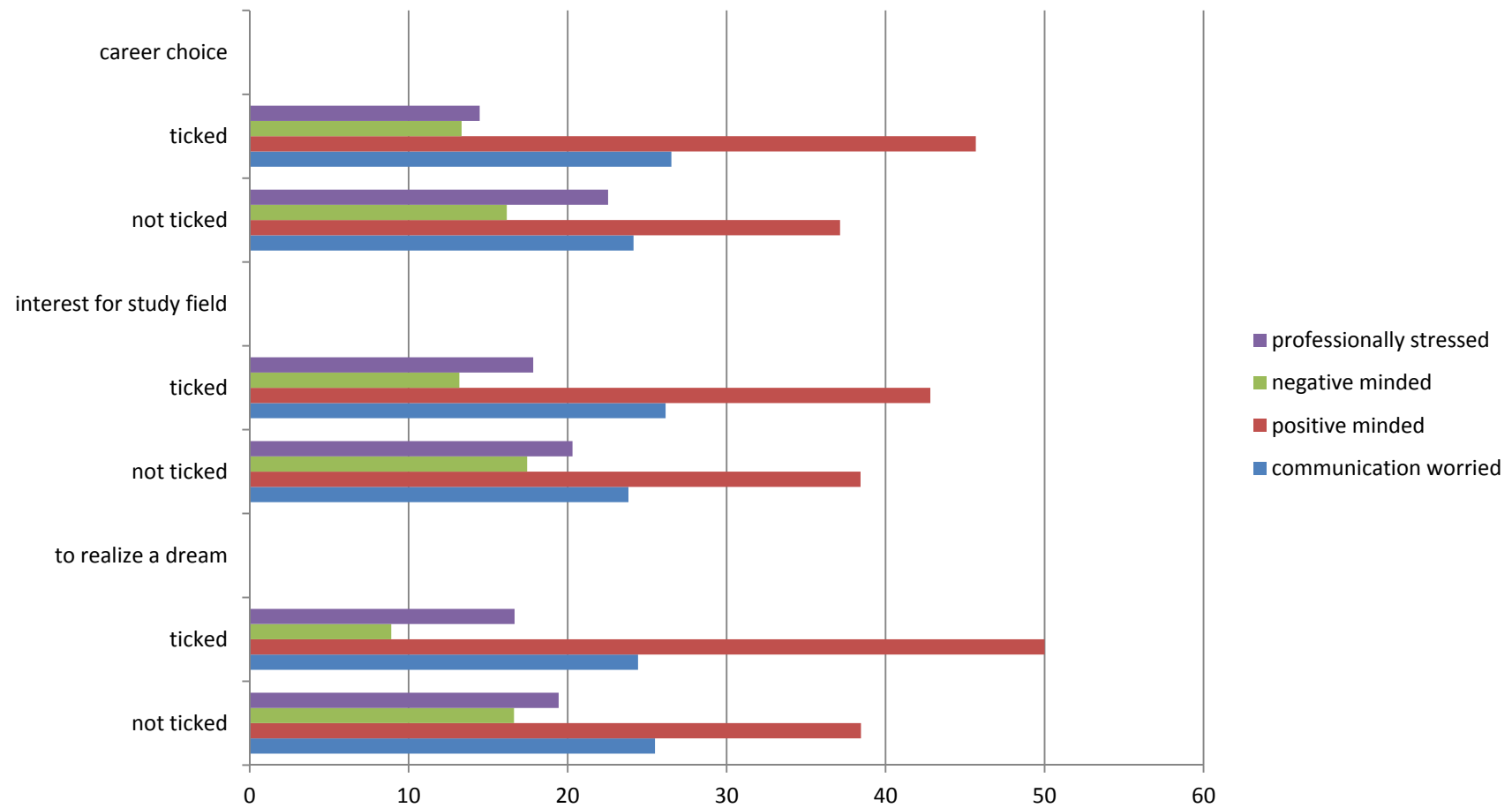
Typology according to motivations for university (associated with less positive- and more negative-minded)



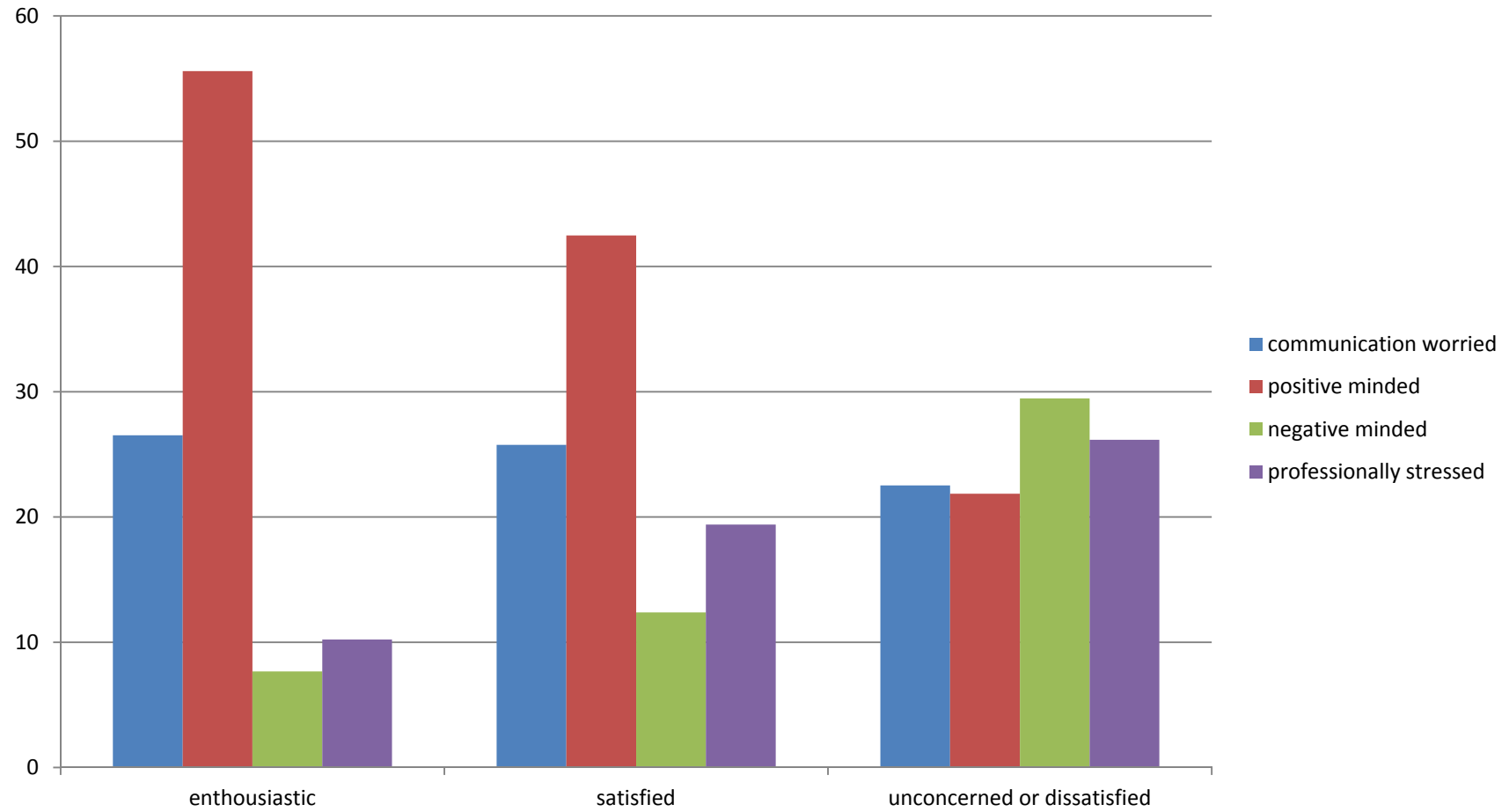
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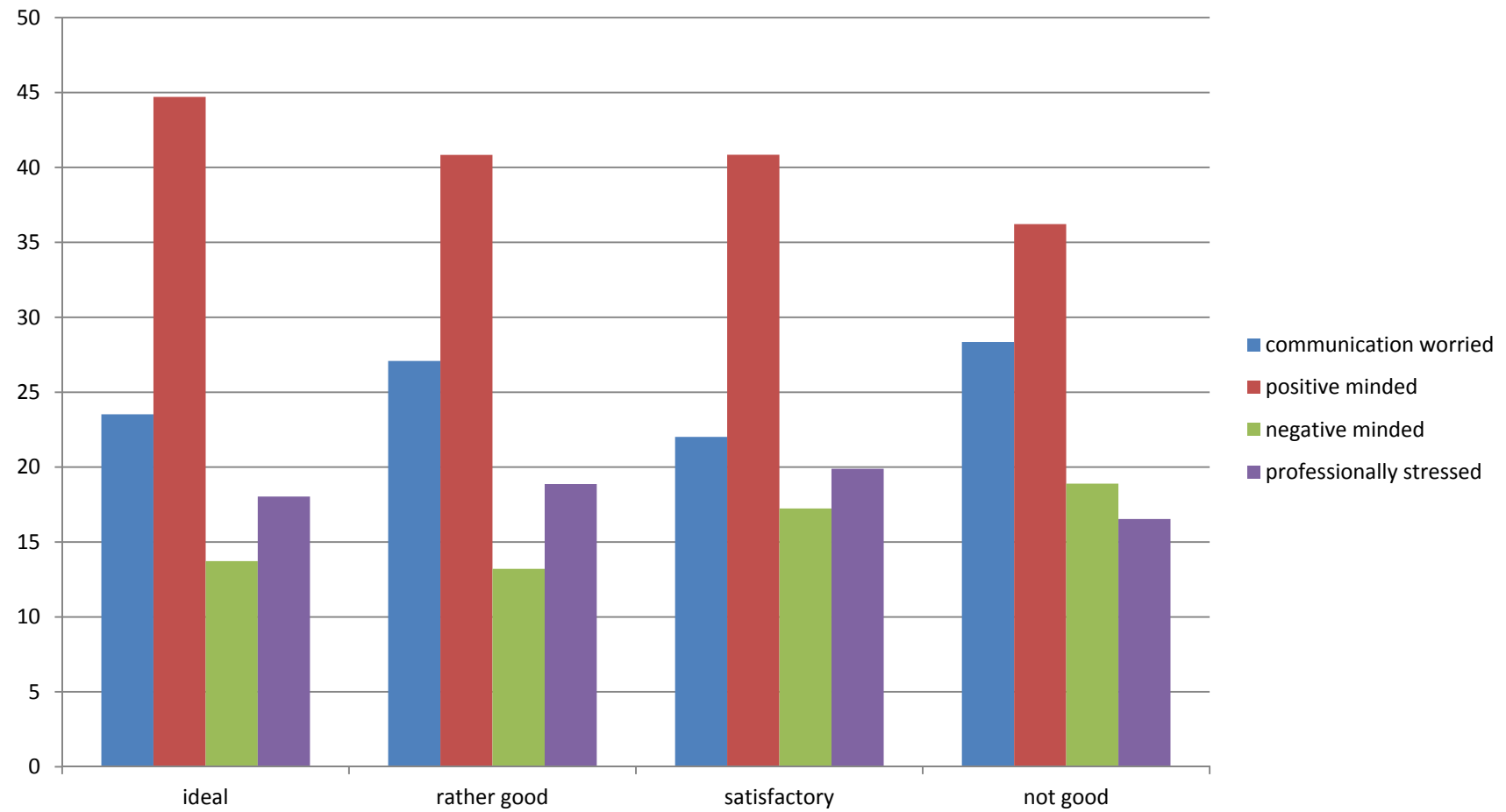
Typology according to motivations for university (associated with more positive- and less negative-minded)



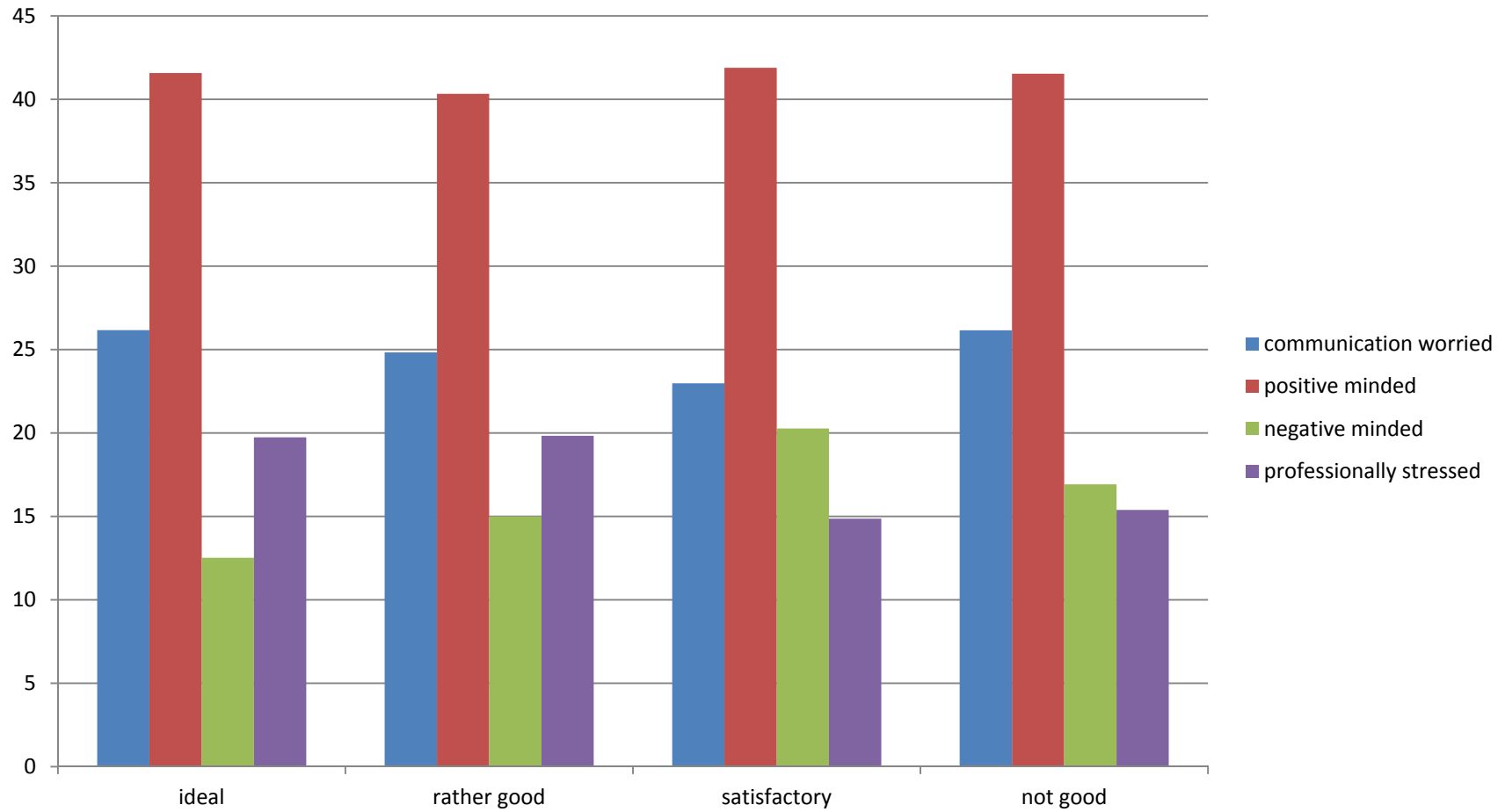
Typology according to global assessment of the studies



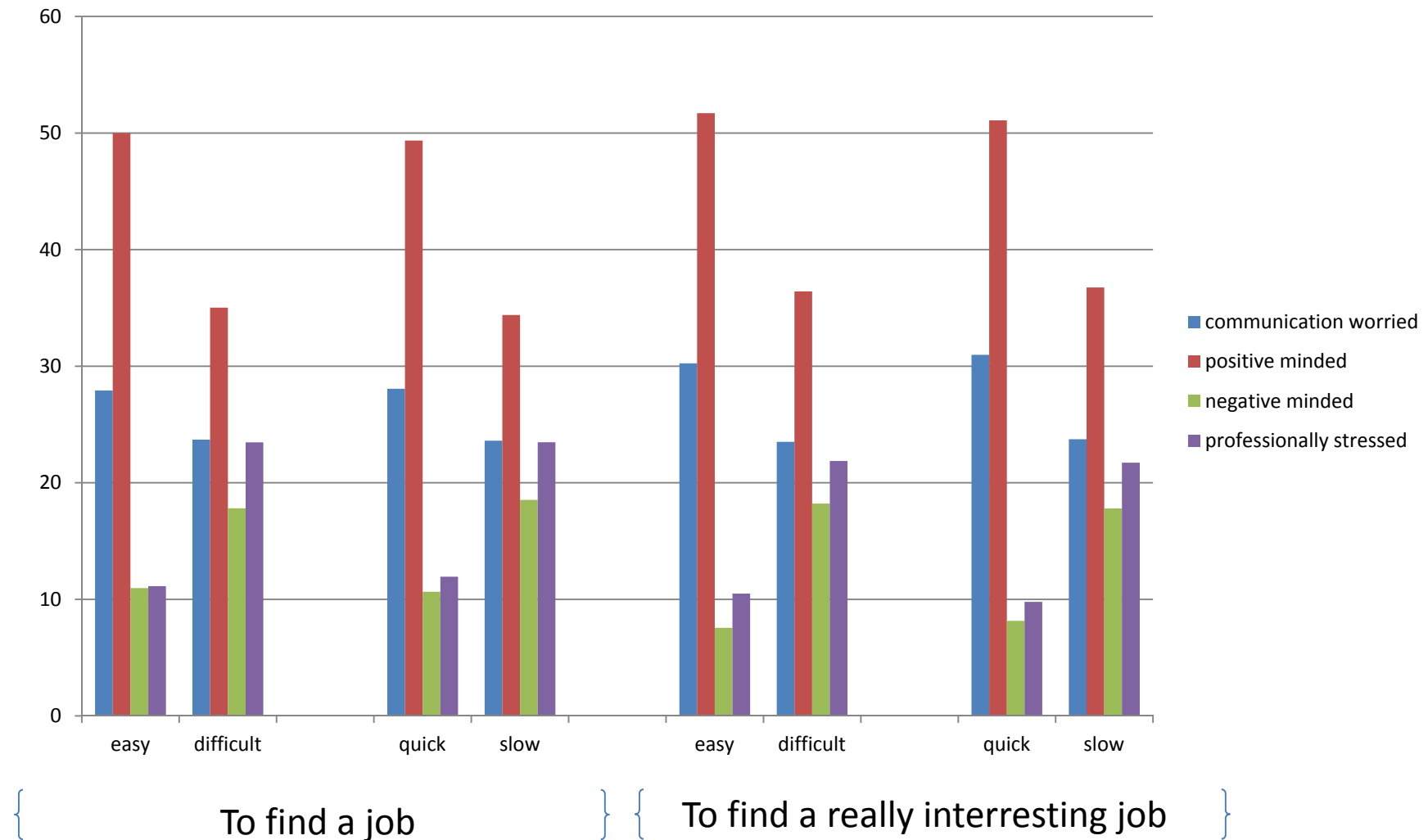
Typology according to satisfaction for living conditions



Typology according to satisfaction for housing



Typology according to easyness and quickness for finding a job after higher studies



Conclusions

- The expectations are diverse, and change according to the types of student
- Along the study course, the students are more positive for the realization of their expectations (with a peak for the MA1)
- More the expectation is strong and defined, more likely it will be realized and become an outcome
- The non realization of employment expectations is more problematic than the non realization of communication expectations (partly because the academic skills are seen as more realizable, in particular with the time)