



**UNIVERSITÉ  
DE GENÈVE**

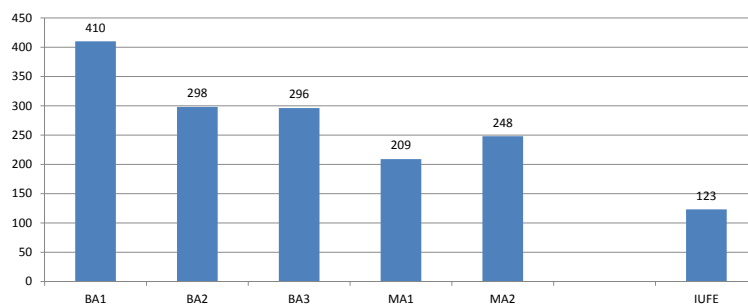
OBSERVATOIRE  
DE LA VIE ÉTUDIANTE

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...**

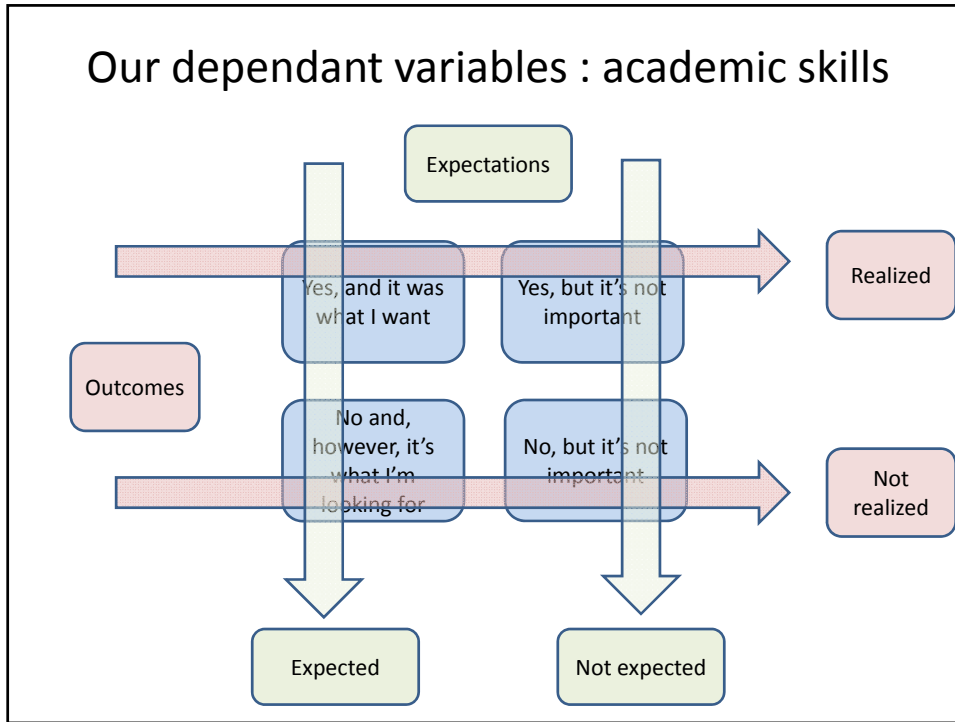
- Intellectual capacities
- Analytic mind and ability to synthesize
- Open-mindedness
- Critical and scientific mind
- Rigorous method of work
- Ability to work group
- Qualification in your field studies
- Application of theoretical concepts
- Interdisciplinary approach
- Autonomy in personal work
- 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).

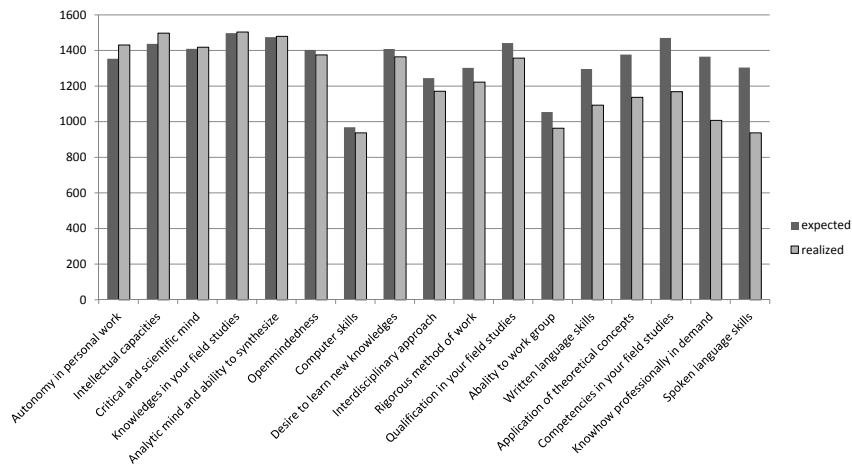
## Our dependant variables : academic skills

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)	

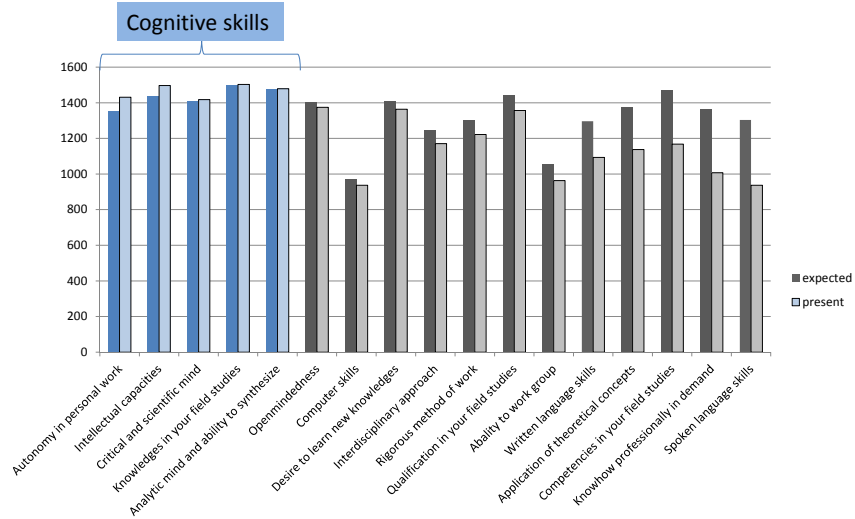
## Our dependant variables : academic skills



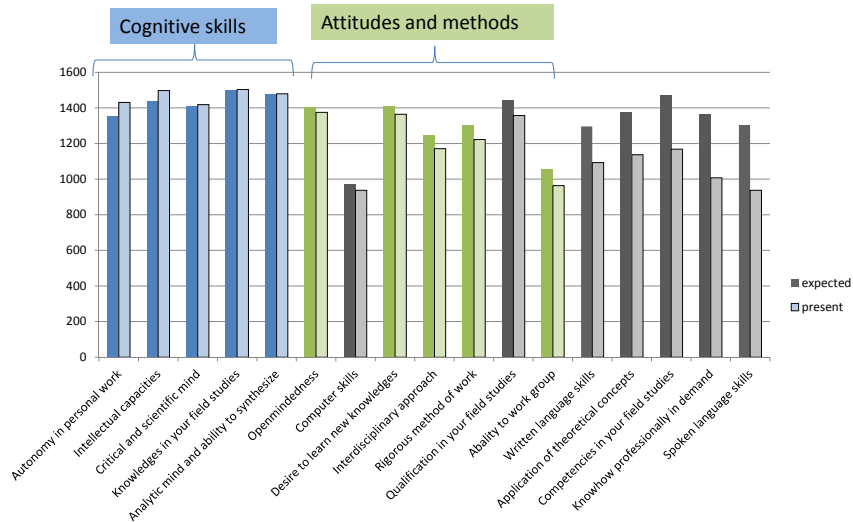
## Academic skills : expectations and outcomes



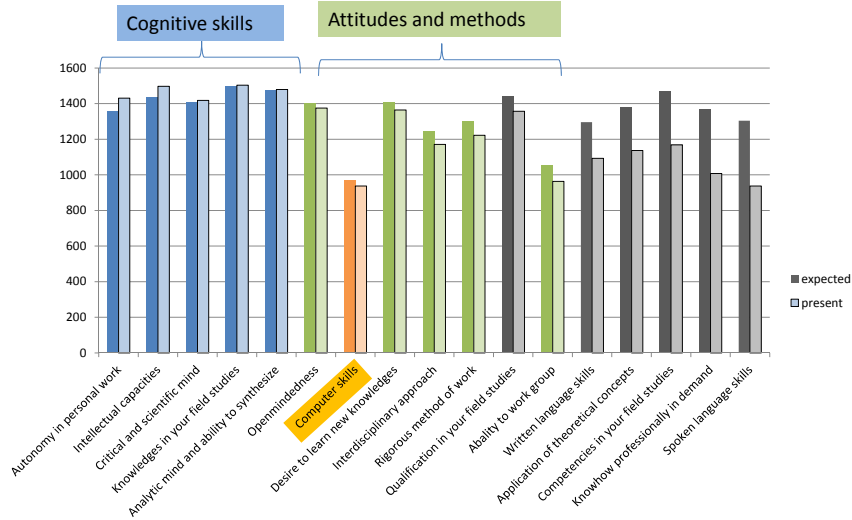
## Academic skills : expectations and outcomes



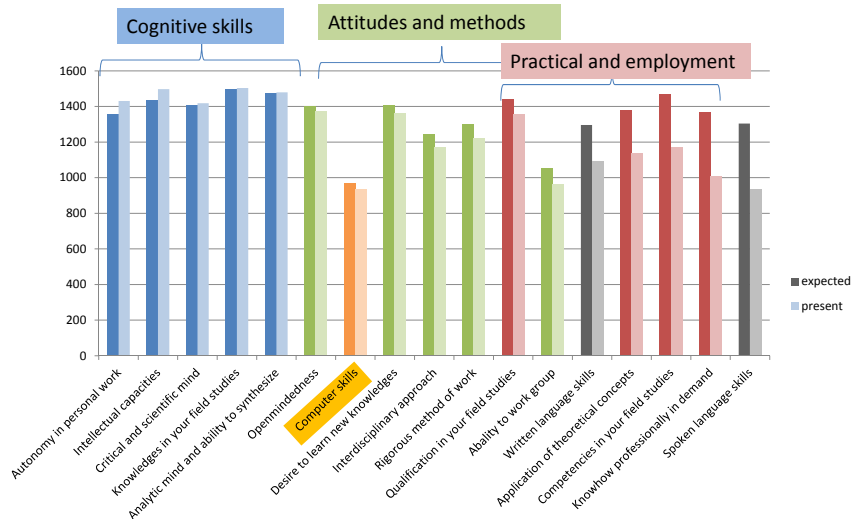
## Academic skills : expectations and outcomes



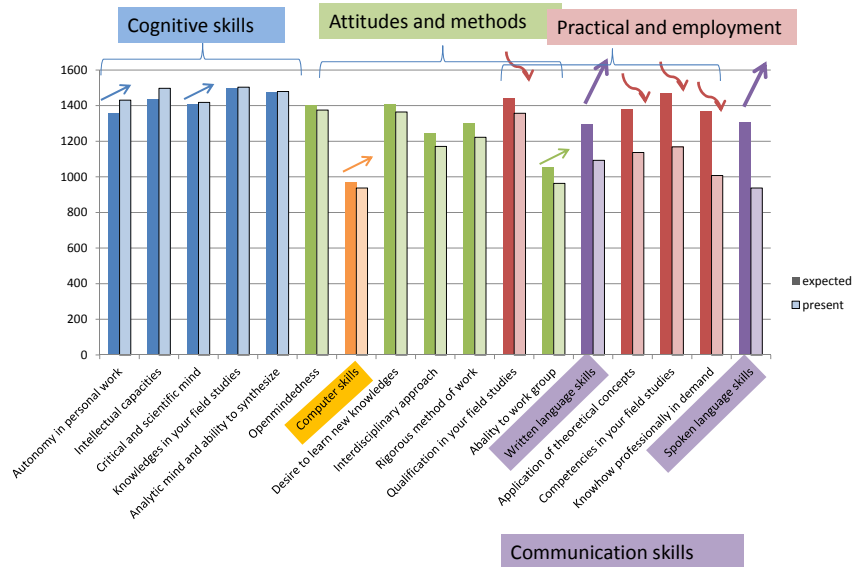
## Academic skills : expectations and outcomes



## Academic skills : expectations and outcomes



## Academic skills : expectations and outcomes



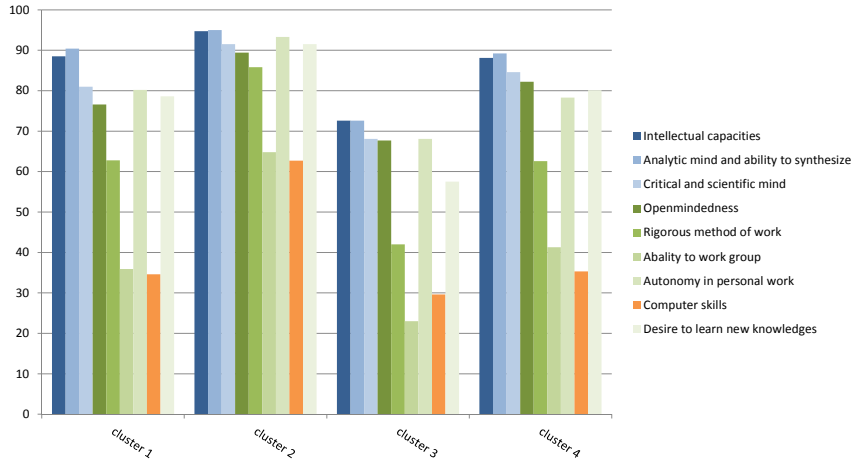
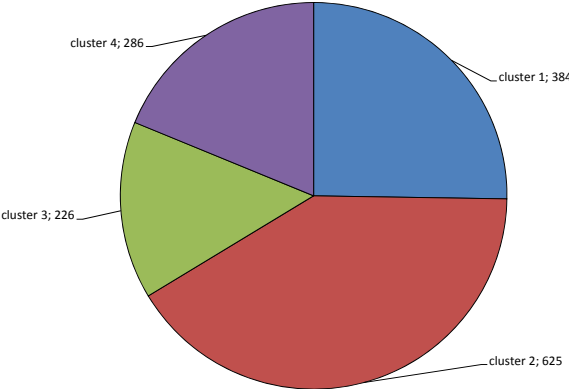
## Our dependant variables for a cluster analysis

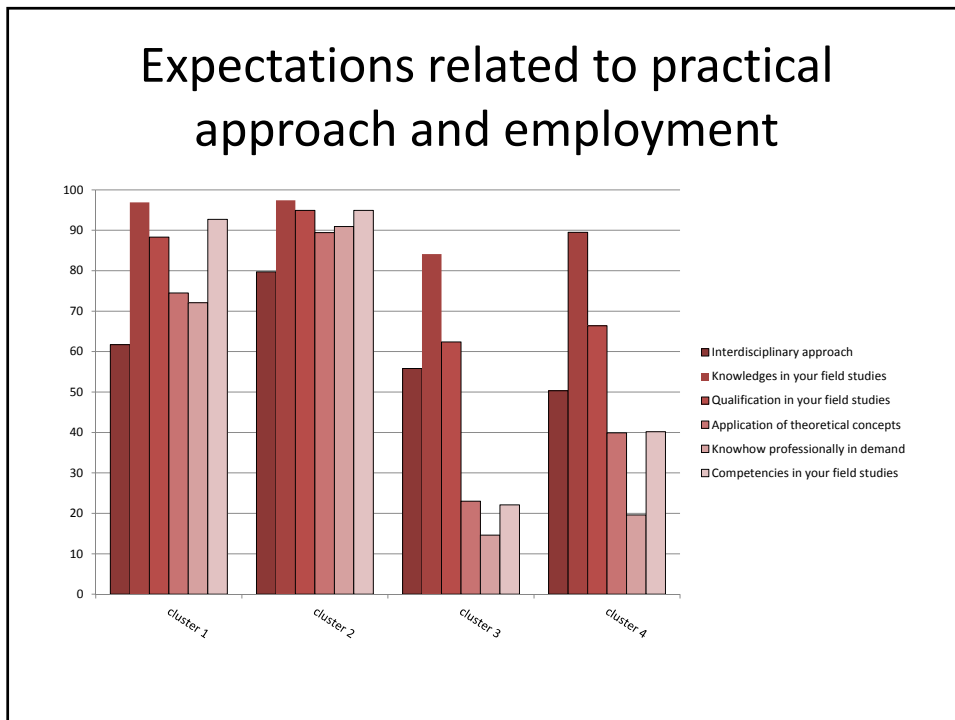
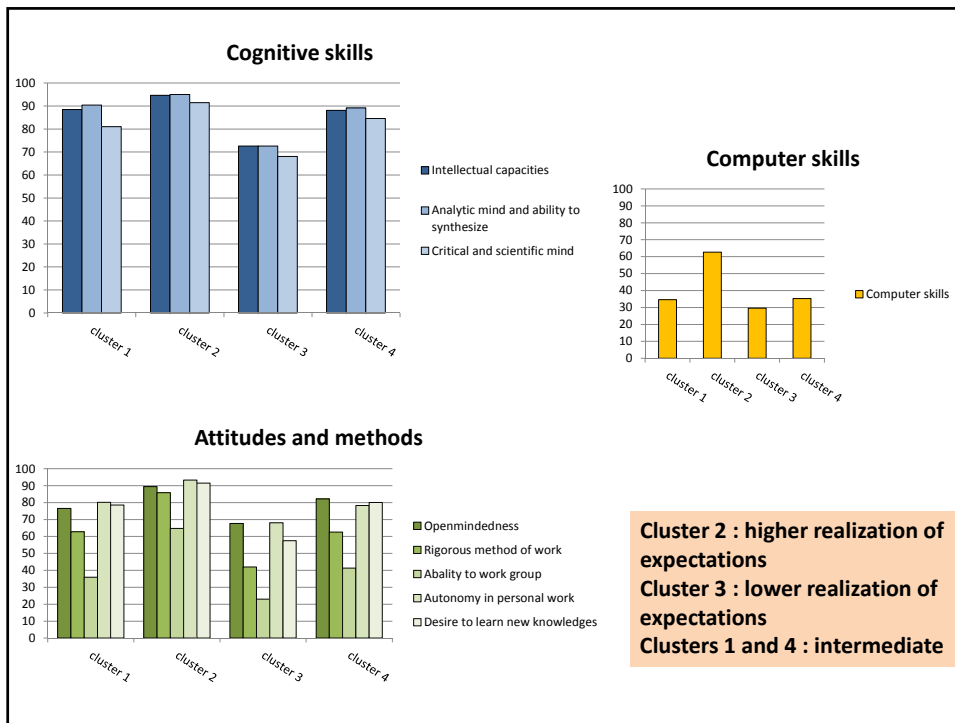
- **Your training permits you to develop this skills...**

- 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»

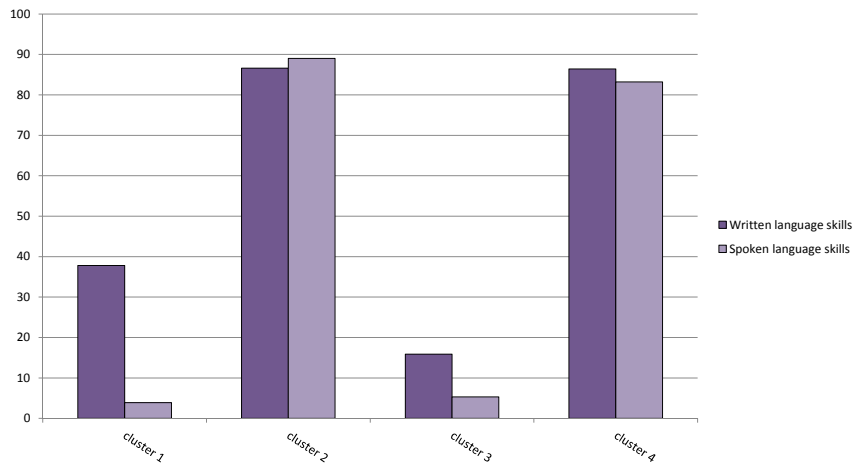
# Cluster analysis







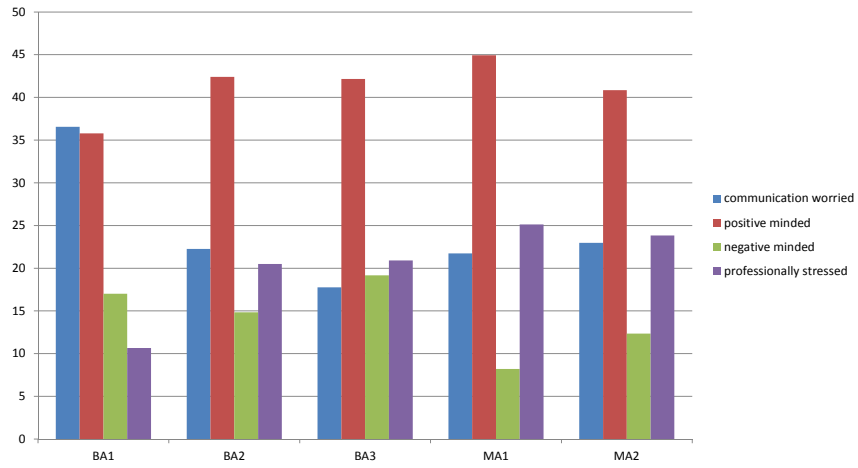
## Communication abilities



## 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

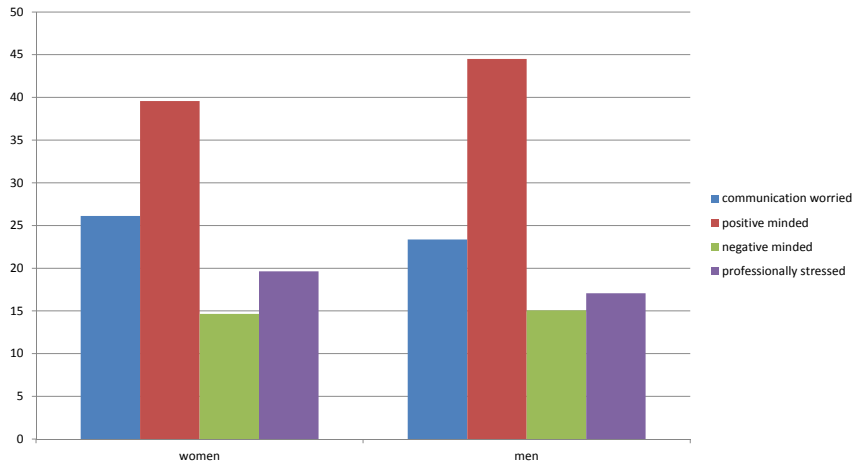
Typology according to course of the studies



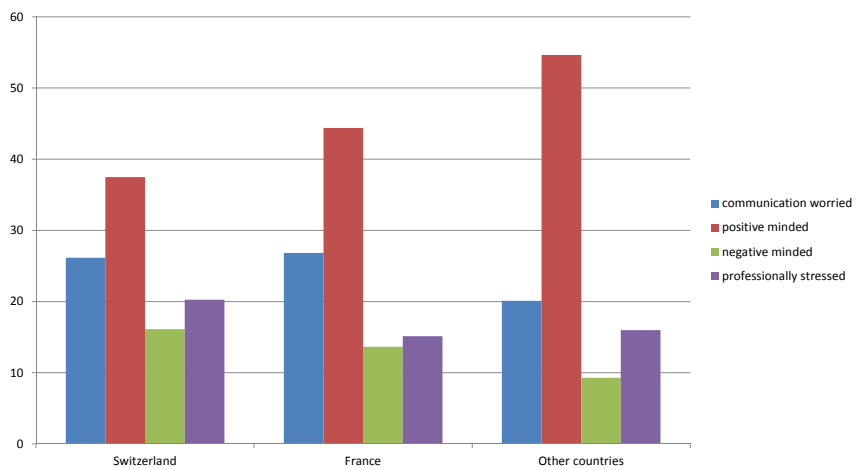
Typology according to faculty



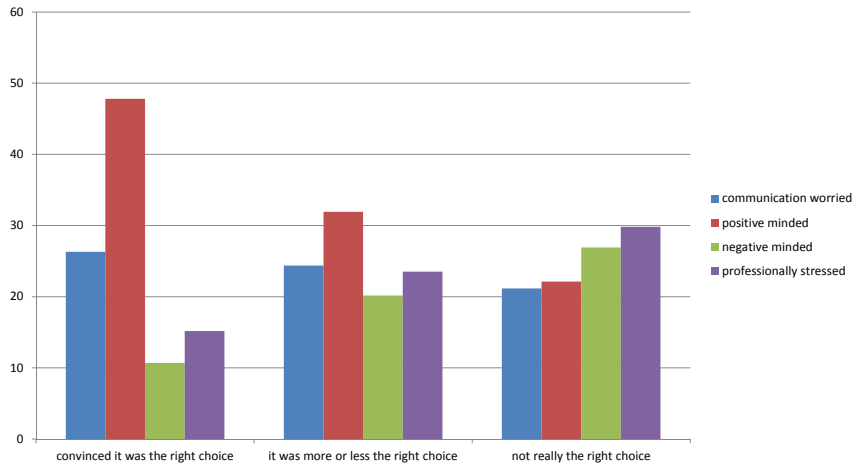
Typology according to gender



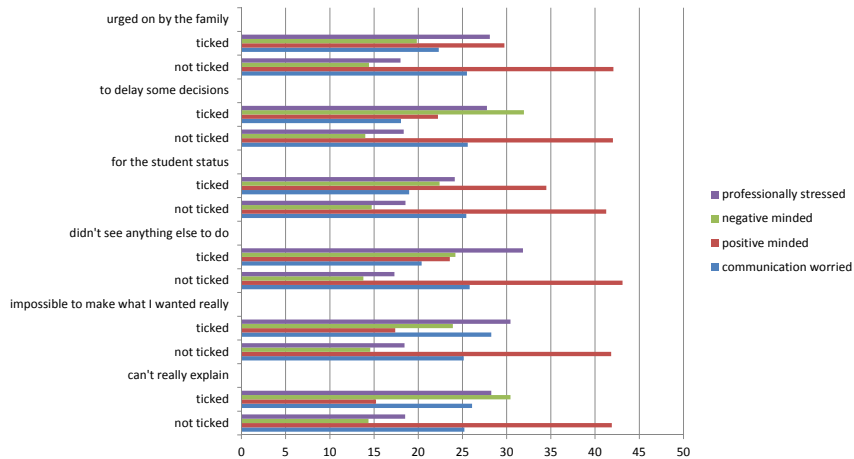
Typology according to country of origin



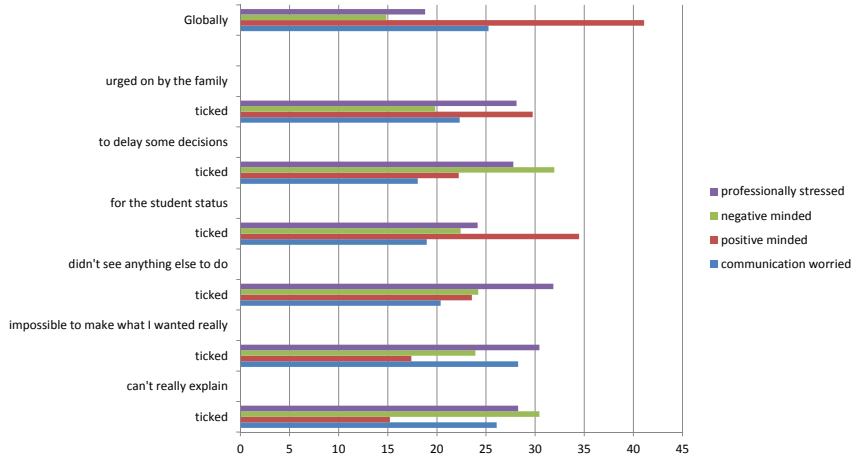
### Typology according to conviction to have made to right choice



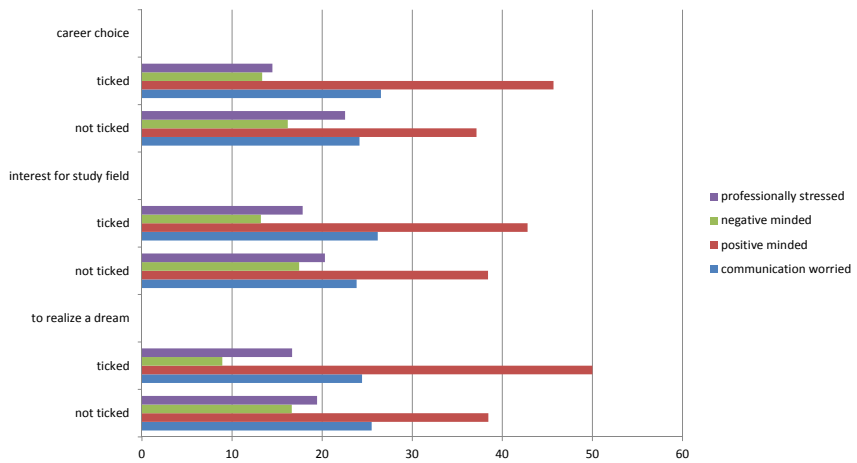
### Typology according to motivations for university (associated with less positive- and more negative-minded)



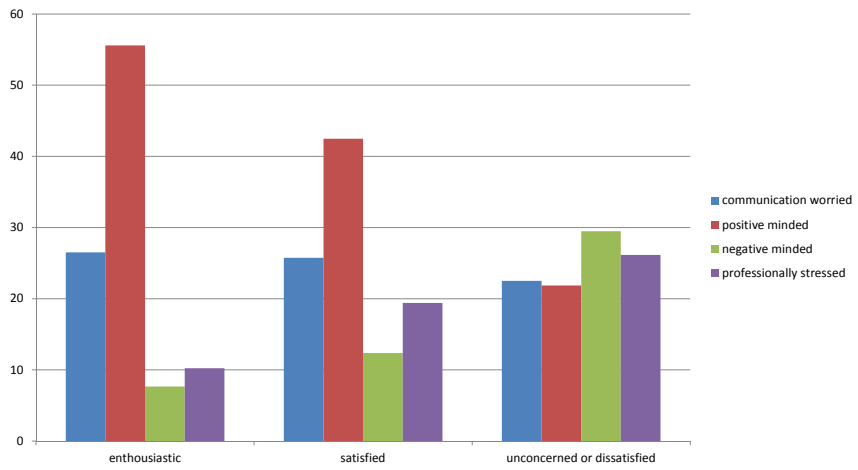
Typology according to motivations for university (associated with less positive- and more negative-minded)



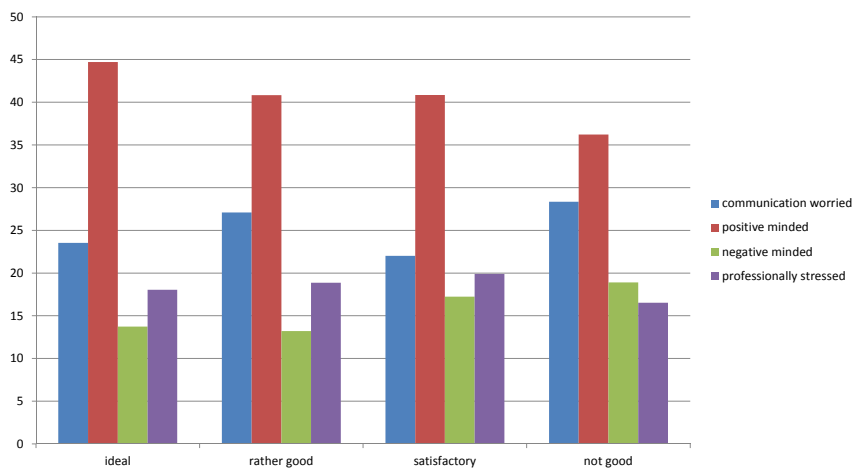
Typology according to motivations for university (associated with more positive- and less negative-minded)



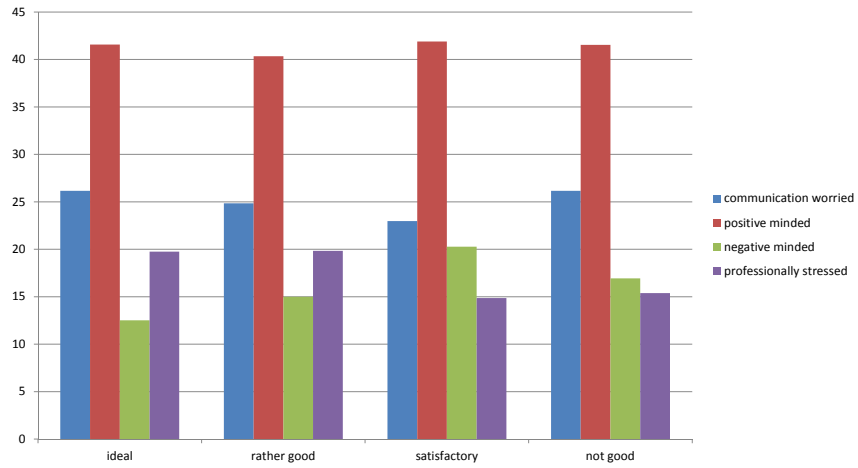
Typology according to global assessment of the studies



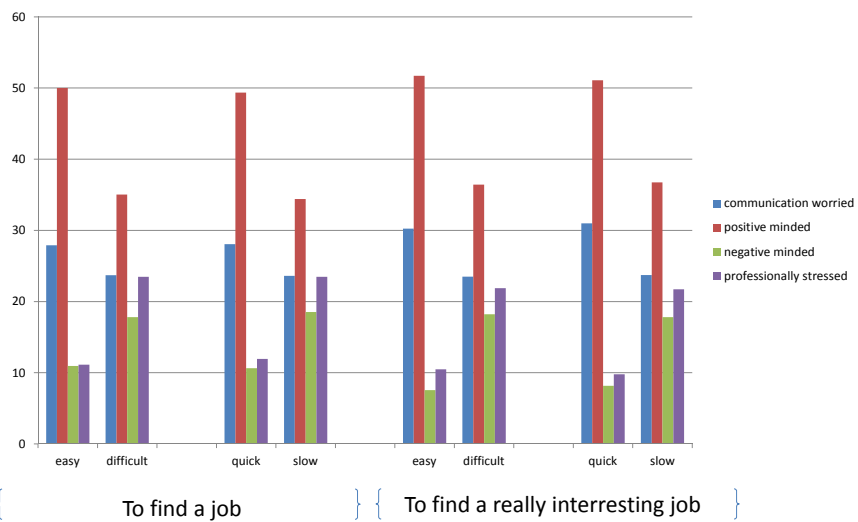
Typology according to satisfaction for living conditions



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)